



FY 2023-2024



ADOPTED BUDGET



Memphis-Shelby County Schools
160 S Hollywood
Memphis, TN 38112
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 Memphis-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 Memphis-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.

Shelby County Schools Fiscal Year 2023-24 FAST FACTS

District Facts

210

School Location Sites



Schools	140
Elementary Schools	76
Middle Schools	37
High Schools	27
Alternative Programs	8
Career & Technology Centers	4
Charter Schools	53
Special Education	3
Adult	1
Virtual	1

National Board Certified Teachers



81



Educators

Teachers	6,326
Principals	155
Assistant Principals	225

Student Facts



115,239

Student Enrollment
(projected for 23-24)
MSCS (90,337) Charter (19,422) Pre-K (5,480)



Students' Ethnic Distribution 2022-2023 School Year

African-American	80,334
Caucasian	6,558
Hispanic	17,378
Asian-Pacific Islander	1,202
Multiracial	3,825

FY 2024 ALL Funds Budget **\$1.9 Billion**

\$17,989 per pupil expenditures



June 14, 2023

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 2023-24 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 2023-24, 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.

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 Transforming the 901 vision with focuses on significant investments in safety and security, Early (k-2) and continuing literacy, ESL supports, 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 2022-23, the MSCS combined all funds budget is \$1.93 billion dedicated to the education of our students, which reflects an approximately \$182 million (or -0.9%) decrease in our total operations relative to the previous year’s budget. This decrease is primarily driven by our Federal Funds budget which reflects the conclusion of funding from the Emergency and Secondary School Emergency Relief (ESSER) 2.0 funds. The General Fund budget totals \$1.2 billion and is \$98 million (or 0.8%) more than the prior year’s amended budget. The fiscal year 2023-24 Capital Funds budget is \$95.7 million. This is \$7.6 million greater (or 8.6%) than the fiscal year 2022-23 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 23 or 24 fiscal year.

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

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


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 2022-2023.

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




John W. Hutchison
President


Siobhán McMahon, CAE
Chief Operations Officer/
Interim Executive Director



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

PRESENTED TO

**Shelby County Schools
Tennessee**

For the Fiscal Year Beginning

July 01, 2022

Christopher P. Morrill

Executive Director

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EXECUTIVE SUMMARY



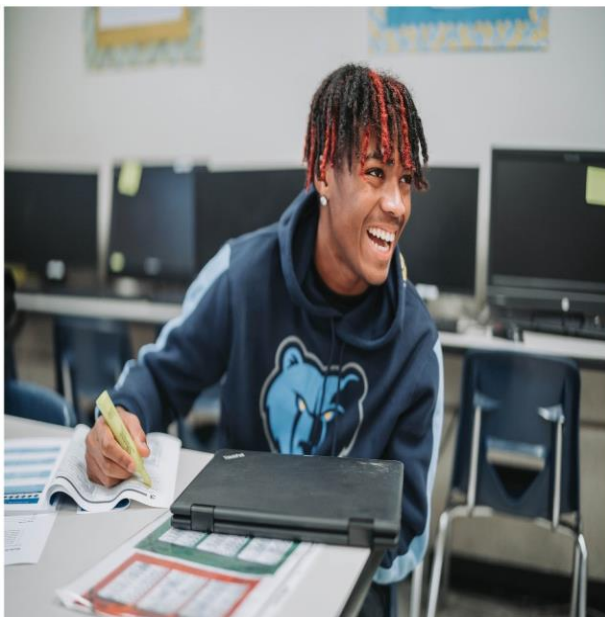
FY 2024 District Adopted Budget



Executive Summary

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 All Funds Budget
 - iv. Budget Development and Administration
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 - E. Expenditures
 - F. Special Revenue Fund
 - G. Capital Projects Fund
 - H. Internal Service Funds
 - I. Tax Rates and Trends
 - ix. Budget Forecast

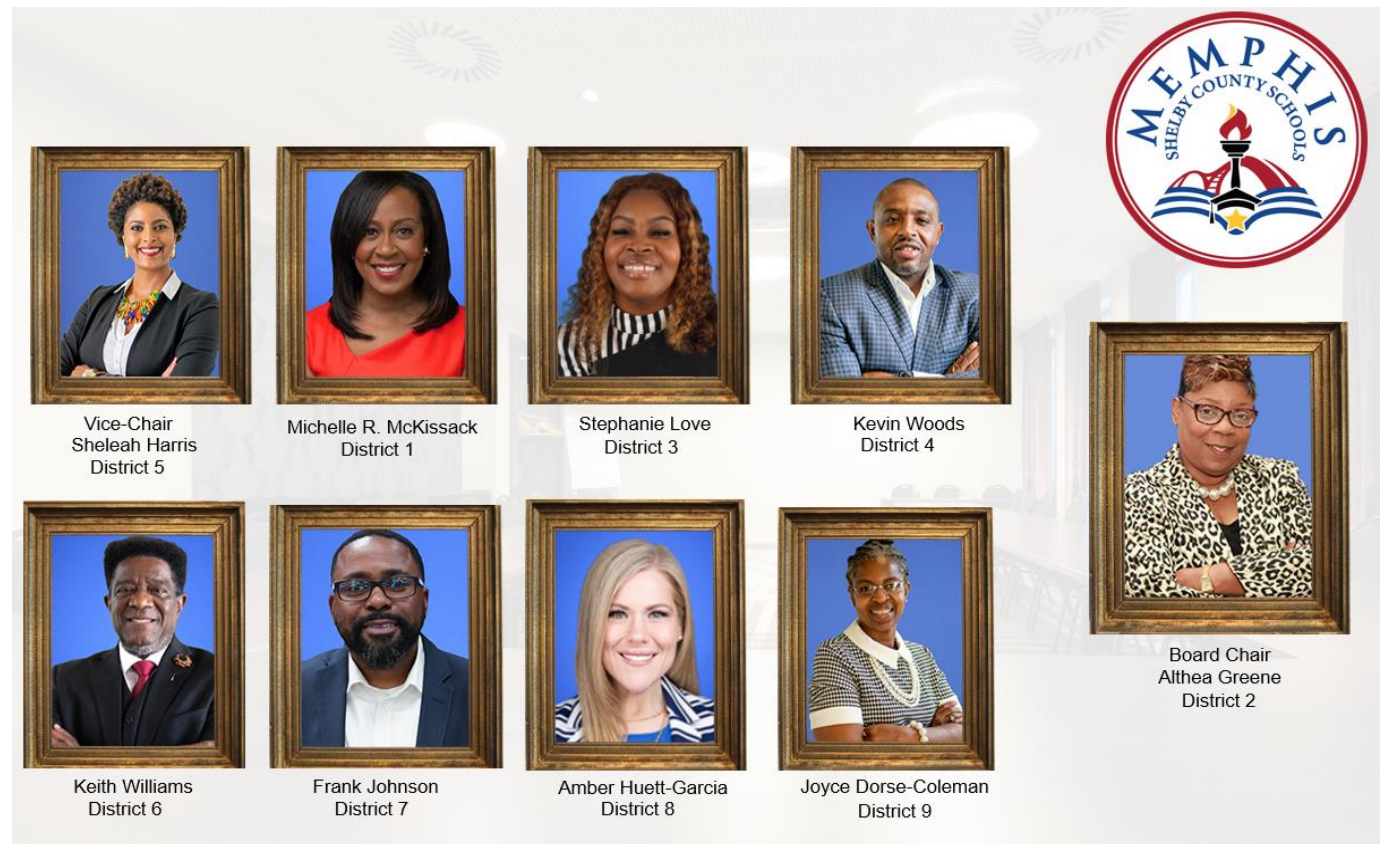




Executive Summary

I. MEMPHIS-SHELBY COUNTY BOARD OF EDUCATION

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.





Executive Summary

BOARD MEMBERS	DISTRICT
Ms. Michelle Robinson McKissack	I
Ms. Althea Greene – Chair	II
Ms. Stephanie P. Love	III
Mr. Kevin Woods	IV
Ms. Sheleah Harris – Vice Chair	V
Mr. Keith Williams	VI
Mr. Frank Johnson	VII
Ms. Amber 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 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 19 and radio station 88.5 FM.



Executive Summary

II. ADMINISTRATION

Interim Superintendent	Tutional Williams
Chief Internal Auditor	Leon Pattman
General Counsel and Chief Legal Officer	Kenneth M. Walker II
Chief of Staff	Patrice Thomas
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	Julius Muse
Chief of Communications	Dr. Cathryn Stout
Interim Chief Financial Officer	Tito Langston
Chief of Human Resources	Quintin Robinson
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 115,239 students in school year 2023-24. 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. In the fiscal school year 2022-23, MSCS had 289 pre-kindergarten classrooms; 30 of which were within community partner locations.



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 Memphis-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 Memphis-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 the school year 2023-24, based on historical trends, ASD schools are projected to serve approximately 6,832 students in Shelby County. There were 54 charter schools authorized by Memphis-Shelby County Schools in the school year 2022-23; that number is projected to decrease to 53 for school year 2023-24. In January 2022, Shelby County School Board voted to rebrand the District as Memphis-Shelby County Schools (MSCS). The purpose of the rebrand is to better align Memphis-Shelby County Schools with the geographic locations and the students primarily served.

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. For fiscal year 2023-2024, the District's budget enrollment for Traditional, Charter, and ASD schools is 109,759 students in grades kindergarten through grade 12: including Pre-K 5,480 to total 115,239.



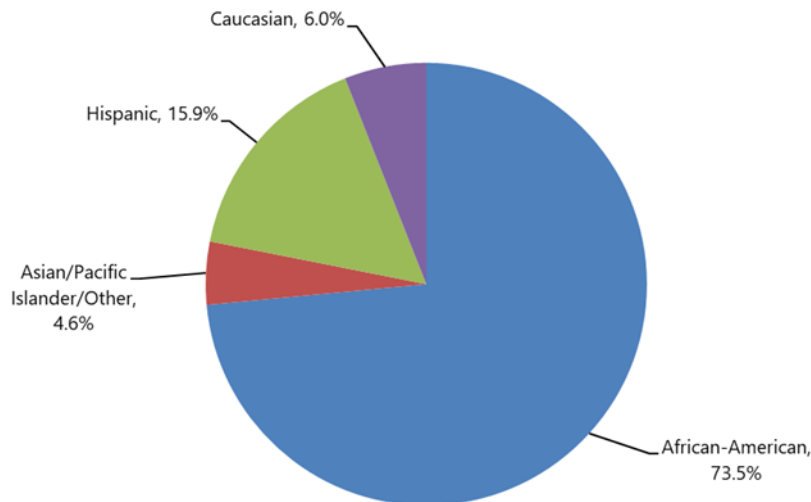


Executive Summary

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 2022 Report Card.”

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District’s student demographics during school year 2022-23 were 73.5% African American, 6% Caucasian, 15.9% Hispanic, 3.5% Multiracial and 1% other races and nationalities. The chart below represents the District’s student demographics for school year 2021-22 per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card data FY2021-22



Executive Summary

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

MEASURE	MEMPHIS-SHELBY COUNTY SCHOOLS			DAVIDSON COUNTY SCHOOLS			HAMILTON COUNTY SCHOOLS			KNOX COUNTY SCHOOLS		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Enrollment*	107,272	106,988	102,219	82,214	78,224	77,479	44,248	43,273	44,185	59,880	57,991	58,859
Number of Schools	202	215	222	160	160	174	79	79	74	84	84	91
Charter Schools	57	57	54	28	28	31	5	5	6	1	1	1
Economically Disadvantaged Students (%)	64,149 (59.8%)	65,584 (61.3%)	58,264.83 (57%)	36,433 (44.3%)	32,228 (41.2%)	27,118 (35%)	15,664 (35.4%)	15,362 (35.5%)	12,372 (28%)	16,527 (27.6%)	15,310 (26.4%)	12,360 (21%)
English Language Learners (%)	7,938 (7.4%)	12,625 (11.80%)	13,288.47 (13%)	13,812 (16.8%)	20,495 (26.2%)	20,919 (27%)	2,743 (6.20%)	4,284 (9.9%)	4,860 (11%)	2,843 (4.8%)	4,581 (7.9%)	4,709 (8%)
Students with Disabilities (%)	12,233 (11.5%)	12,304 (11.5%)	10,221.9 (10%)	10,688 (13%)	9,700 (12.40%)	9,297 (12%)	5,664 (12.8%)	5,539 (12.8%)	5,744 (13%)	8,204 (13.7%)	8,235 (14.2%)	8,240 (14%)
Chronically Out of School	18.60%	19%	26%	16.00%	16.00%	29.70%	11.40%	19.70%	20.90%	16.10%	16.60%	27.00%
Suspension Rate	12.50%	12.50%	8.20%	9.30%	9.30%	7.80%	7.60%	7.60%	5.60%	6.60%	6.60%	6.70%
TVAAS Literacy	Level 1	Level 1	Level 5	Level 4	Level 4	Level 5	Level 5	Level 5	Level 1	Level 5	Level 5	Level 1
TVAAS Numeracy	Level 1	Level 1	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5	Level 1	Level 1	Level 1	Level 1
Graduation Rate	79.30%	77.70%	80.10%	82.40%	82.30%	81.60%	86.90%	87%	89%	91.20%	91%	90%
Average ACT Score	17.8	17.8	16.3	18.9	18.9	17.7	19.9	19.9	19.5	21.4	21.4	20.2

*Data Source: TN Department of Education, State Report Card. TN Department of Education Charter Schools: <https://tdepublicschools.ondemand.sas.com/districts>



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 include seven incorporated municipalities: Arlington, Bartlett, Collierville, Germantown, Lakeland, Memphis, and Millington. The County’s 2010 population was 927,644 with the 2021 population estimated at 924,454 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 Memphis 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 53% and 34% in 2021, the latest data available from the U.S. Census Bureau. The Hispanic population was estimated to be approximately 7% in 2021. 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 7 percentage points higher than the US at 17% and 6 percentage points higher than Tennessee at 18%.

KEY ECONOMIC INDICATOR 2021	Shelby County	Tennessee	US
Per Capita Income	\$34,374	\$33,904	\$38,332
Median Household Income	54,841	\$59,695	\$69,717
Children below Poverty Line (%)	24%	18%	17%

US Census Bureau (2020)

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 2019 and the unemployment chart reflects 2021 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%	87.2%	82.5%	89.6%
College Degree Graduates (%)	27.8%	34.3%	22.5%	28.3%	22.7%	28.7%
People below Poverty Line (%)	19.7%	17.9%	25.4%	22.6%	16.5%	14.6%

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

<https://censusreporter.org/profiles/16000US4748000-memphis-tn/>

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2022	2010	2022	2010	2022
Unemployment Rate (%)	9.6%	5.3%	10.8%	6.2%	9.2%	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 2.4% higher than that of the City of Memphis in 2021. In the same year, the percentage of Shelby’s residents who are college graduates was at 34.3% or 4 percentage points higher than that of the City of Memphis. In the unemployment sector, the Shelby County unemployment rate has dropped to 5.3% from 9.6% compared to 2010, while the City of Memphis rate has decreased to 6.2% as compared to 10.8% in 2010.



Executive Summary

V. EXECUTIVE HIGHLIGHTS

i. MSCS Strategic Beliefs, Priorities and Goals

OFFICE OF THE INTERIM SUPERINTENDENT

160 S. Hollywood Street • Memphis, TN 38112 • (901) 416-5000 • Fax (901) 416-5578 • www.scskl2.org



Memphis-Shelby County Schools has created a data-driven culture that serves as the backdrop for strategic decision-making and informed solution-based decisions. The information gleaned from data, research-based strategies, and performance outcomes provides our District with amazing opportunities to offer high-quality educational options to every student.

A key staple within our rich data-driven culture is the identification and analyzation of Key Performance Indicators (KPIs). These indicators are steeped in trends and practices that offer a roadmap leading to areas of opportunity that influence the advancement of our students.

When thinking of our mission which is to prepare all students for success in learning, leadership, and life, it is important to acknowledge our pursuit in closing achievement gaps and our commitment to move from a District of intervention to innovation.

The implementation of three strategic initiatives will help advance our efforts to achieve our goals. The initiatives are:

Strategic Initiative 1: Strengthen Early Literacy (K-2) and Continuing Literacy (3-12)

If our students are going to be successful, they must be strong readers. This is why we are enhancing initiatives to strengthen early literacy in kindergarten through second grade, and continued literacy in grades 3-12.

Strategic Initiative 2: Recruit, Retain, Immerse, and Entrench

We aim to recruit and retain the best District leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skills, and entrench them in the community and classroom.

Strategic Initiative 3: Relevant, Rigorous, and Equitable Academics

We are creating relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

This report, and the information contained therein, is a reminder of our areas of success and areas of growth. We are encouraged by the gains achieved during this past academic school year and intend to continue to pursue our ambitious and aggressive plans to ensure the success of the Memphis-Shelby County Schools students.

Our aim is to enhance the lives of those we serve, and as we continue to implement strategies that boost student productivity, we will experience a foreseeable future of continued growth and success.

Sincerely,

Tutorial "Toni" Williams

Interim Superintendent

Memphis-Shelby County Schools



Executive Summary

MSCS ACADEMIC LIFELINE FRAMEWORK

In 2015, then Shelby County Schools (SCS now Memphis-Shelby County Schools or MSCS) announced a 10-year strategic plan, Destination 2025, designed to improve the quality of public education and create a more knowledgeable, productive workforce. According to Destination 2025, by 2025, 80 percent of seniors will be college- and career-ready; 90 percent of students will earn their high school diploma on time; and 100% of college- and career-ready graduates will enroll in a postsecondary opportunity. MSCS remains committed to these goals, but also recognizes the need to act decisively due to the educational gaps revealed during the COVID-19 pandemic. Moving forward, the district will preserve the spirit of Destination 2025, while reimagining the key commitments that will drive the work, serving all students within the MSCS portfolio, in an updated vision called **"Reimagining 901."** In our FY24 proposed budget the District will move from reimagining 901 to **"Transforming the 901."**

Transforming Education	Transforming Schools	Transforming Communities
 <ul style="list-style-type: none"> • Lower Adult-Student Ratios • Transformative Professional Development <ul style="list-style-type: none"> • Wraparound Supports • High-Quality Opportunities 	 <ul style="list-style-type: none"> • New 21st-Century Structures • Renovated Athletic Facilities • Investments in Efficiency and Safety <ul style="list-style-type: none"> • Upgraded Infrastructure 	 <ul style="list-style-type: none"> • Enhanced Strategic Partnerships • Adult Literacy and Family Support <ul style="list-style-type: none"> • Community Growth and Development • Maximizing Surplus Properties

TRANSFORMATIONAL CATEGORIES

The following categories of focus will support MSCS in a transformation aligned with **Transforming the 901** to support district improvement:

Academics



Provide all MSCS students with access to consistent, high-quality instruction and personalized supports delivered by teachers with knowledge of content and the standards.

School Leadership



Increase recruitment, coaching, and professional development of new and experienced school leaders to develop their skills as turnaround leaders.

Teachers



Attract, develop, support, and retain high quality teachers across the district, particularly in high-need schools.

Students Engaged and Ready to Learn



Deliver targeted support to address non-academic needs, such as social-emotional, mental, and physical health and wellbeing to help children be more ready to learn.

Urgency of the Situation

Collaborate with the school communities to make necessary changes and improvement in high-need and turnaround schools.



Families and Alumni as Partners

Empower and equip families and alumni to become informed advocates for the students.

GUIDING PRINCIPLES

Transforming the 901 is built upon the following guiding principles that are central to this work:

Community Input / Buy-In

Grounding 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

TIMELINE OF PREVIOUS STRATEGIC PLANNING EFFORTS

As MSCS continues to learn from the past, the district is committed to reimagining the future of our students. Listed below are key events that have occurred in MSCS that had a significant impact on the progress of implementing key initiatives with consistency so far.

The Achievement School District (ASD) was created to assume authority over a segment of the lowest performing schools in Tennessee.

2011

Families and students experienced the exodus of six suburban towns from the newly consolidated Shelby County Schools system.

2014

The Tennessee General Assembly made a critical decision that the spring test results would not be used against students, teachers, and public-school districts. They agreed that the test results would only count if it benefited students, educators, and districts.

2018

The merger of Memphis City Schools, with 103,000 students, and Shelby County Schools, with 47,000 students, was the largest school district consolidation in American history.

2013

State education officials approved new English and math standards (Common Core Standards for Tennessee). The TNReady Assessment was canceled for elementary and middle school grades.

2016

2020

The COVID-19 Pandemic required MSCS to alter in-person schooling.

FAULT LINES: AREAS OF OPPORTUNITY FOR MSCS

The following metrics are the greatest areas of opportunity and growth for MSCS. These needs were identified by district leaders and will be monitored closely.

Academic Achievement

- TCAP achievement rates are improving but are below State norms.
- Chronic out-of-school rates have recently increased and are well above State norms.
- District average daily attendance rate by 20-day periods have decreased in comparison to the previous year.

Culture and Climate

- On the Panorama Student Perception Survey, Classroom Engagement and Learning Strategies received unfavorable responses from the 6-8 and 9-12 grade bands.

Diversity, Equity, and Inclusion

- AP courses participation disparities persist across race/ethnicity and economic status.
- On-time completion rates in English I disparities persist for Hispanic students.

Graduation and College/Career Readiness

- ACT composites are and have been below average.
- ACT college ready rates are and have been below average.
- Graduation rates have been stagnant recently.
- Disparities persist in graduation rates between female and male students.
- Ready graduate rates have improved but are below State norms.
- MSCS students' industry recognized credentials increased from 174 in 2016-17 to 6,697 in 2021-22. Thus, revealing MSCS's untapped capacity to generate 10,000 industry recognized credentials in 2022-23.

Professional Development

- Teacher vacancies on the first day of school were lower than in the previous year.



GOALS & VISION MOVING FORWARD



Transitioning from Fault Lines to Vision

Shelby County, Tennessee, is a diverse, thriving community of more than one million citizens. Shelby county's population has increased nearly 10% in a decade. Driving such growth, there is a county-wide commitment to literacy and education which began in 2021.







Memphis-Shelby County Schools (a new name given to the reimagined District) has leveraged federal stimulus funding, local government dollars, and the commitment of the business and philanthropic communities. Memphis-Shelby County Schools has embarked on a journey to ensure that all students in the MSCS portfolio are performing on grade level by the time they enter middle school, graduating nearly all students who entered high school, and preparing graduates for success in college and careers.



"The year is 2030, not even ten years from now"








Vision

To build a stronger 901, by 2030 schools will:

-  Serve as a staple of the community by promoting pride and building the history of 901.
-  Bring people together and help establish strong, trusting relationships.
-  Provide safe environments for learning.
-  Attract families and businesses which boost the economy and become community hubs.
-  Help students, parents, and teachers connect more easily.
-  Help develop students into leaders, who then, in turn, stay in the community and continue to build and nurture families and businesses.

Goals

Overall arching goals:

-  Increase and improve student achievement and growth by using effective and transformational strategies
-  Implement foreign language immersion opportunities for all students
-  Maximize digital 1:1 access
-  Connect students to the broader community
-  Improve learning facilities through new buildings and strategic combinations
-  Enhance community partnerships
-  Strengthen connections between District-run schools and charter schools, and share lessons from charter schools' best practices



KEY INITIATIVE 1: STRENGTHEN EARLY LITERACY AND CONTINUING LITERACY

As part of the strategic plan, the board and the administrative team selected three Key Initiatives that will guide progress. The first Key Initiative centers around literacy and strengthening literacy both for early learning (Grades PK-2) and beyond (Grades 3-12).

Why Literacy?

Literacy is vital to every child's education. Because the ability to read and write efficiently will greatly inform a child's future, it is imperative students are offered high-quality educational options that will improve their chances to succeed. Conversely, poor literacy acquisition may have negative effects that extend well beyond the school years. Learning deficits could have emotional and social impacts, lead to financial burdens, and impede college or career opportunities once a student graduates from high school.

Early Literacy









MSCS's early literacy strategies are focused on preparing teachers to teach students how to decode letters and sounds, create meaning as words are strung together in sentences, and then comprehend the concepts and ideas embedded in written text. Letter awareness, sound sensitivity, and phonological and phonemic awareness are critical aspects of teaching students to read.

Continuing Literacy

A focus on continuing literacy beyond Grade 3 will ensure students develop the capacity to make meaning, apply critical thinking skills, and retain knowledge from any type of complex text so that they reach their fullest potential in secondary schools, institutions of higher education, and the workforce.

STRATEGIES

MSCS's vision for improved literacy instruction relies on teacher preparation to support students in increasing their literacy development. MSCS has outlined the following strategies to ensure success in this Key Initiative:

-  Reduce adult-to-student ratio in K-12 English Language Arts
-  Engage deeply in the work of foundational reading skills instruction
-  Support literacy through virtual education and flawless logistics
-  Build teacher capacity to understand how children learn to read
-  Expose students and parents to the foundational tools of literacy
-  Ensure literacy-rich environments and learning opportunities for students
-  Provide consistent, intensive, and personalized tutoring
-  Plan a new and improved Summer Learning Academy for 2022-2023 school year

Grade-Level-Specific Literacy Supports

MSCS recently introduced district-wide initiatives that include the following components to support students, teachers, and leaders in delivering and receiving high quality instruction strategically designed to meet the cognitive demands of the literacy standards.

Elementary Supports

- 3rd Grade Commitment Team
- Ready Reading student workbooks
- Reading Prescriptions
- i-Ready
- Literacy Laureates
- Literacy Rich Environments Model
- Instructional & Educational Advisors
- Monthly professional learning for Specialized Education Assistants

Middle School Supports

- Senior Reading Advisors to execute Reading Horizons
- Reading Prescriptions
- i-Ready
- Ready Reading student workbooks
- ELA Question Bank
- Directed Teaching Model

High School Supports

- Senior Reading Advisors to execute Reading Horizons
- Reading Prescriptions
- Edgenuity
- FLVS students and teacher resources
- Common Lit student and teacher resources
- Directed Teaching Model



KEY INITIATIVE 2: RECRUIT, RETAIN, IMMERSE, ENTRENCH

The second Key Initiative centers around strategic recruitment, induction, sustaining, and engagement so MSCS can retain high-quality faculty, staff, and administrators. This initiative will help foster a diverse, engaged, and passionate workforce through professional engagement and community development.

Recruitment

MSCS HR recognize the importance of leveraging multiple strategies to attract and recruit individuals into the education profession. Our recruitment strategic plan includes heavy participation in key activities which are essential in creating a positive work environment and strengthening our employees' commitment to the MSCS culture of excellence. These strategies advance the District's goal of becoming an 'employer of choice.'

Induction










The MSCS HR Office of Induction and Development has implemented the Teacher Comprehensive Induction Program (TCIP) that begins with all new hires attending the New Teacher Academy (NTA) prior to starting in any MSCS school or workplace. The TCIP also includes wraparound induction supports in partnership with our partner EPPS.

Sustain and Engage

MSCS will ensure that there is intentionality in ensuring that high-impact strategies are implemented to sustain (strengthen/support) employees so they can be retained. As a critical lever within the overall talent strategy, the teacher retention component includes intensive leader development and retention accountability at the school level (retention and workplace culture/climate data). MSCS HR will work publicize a multitude of district level employee wraparound service offerings to equip leaders with tools to address wellness and engagement needs.

STRATEGIES

Faculty, staff, and administrator recruitment initiatives should ensure students have access to high-quality, diverse, and motivated educators. The following strategies will support MSCS in this initiative:

-  Maximize existing partnerships with teacher residency programs like Teach for America
-  "Grow-Our-Own" teacher and principal pipelines
-  Provide mentoring and support for employees to obtain licensure and post-secondary degrees
-  Identify professionals in other fields who wish to change careers to become teachers
-  Create teaching pipelines that start with existing MSCS students
-  Reduce adult-to-student ratios in K-2 classrooms
-  Expand partnerships with education training programs at local colleges and universities
-  Create central office pathways for current MSCS employees seeking a principalship or other administrative opportunity
-  Create innovative strategies to communicate wellness and engagement supports to all employees

Examples of Key Activities (*ESSER FUNDED)

Strategic Recruitment

- Enhanced Attraction and Marketing Strategy: Teach Today, Reach Tomorrow Campaign **
- Residency Partnerships (TFA, MTR, and Aspiring Teachers Program Relay)
- TDOE Grow Your Own Programs
- MSCS Special Education and Spanish Teacher Pipeline **
- CTE Teaching as a Profession High School Pipeline (dual enrollment)**
- School Leader Pipeline Programs**

Comprehensive Induction

- New Teacher Academy (all employees)**
- 1:1 Mentoring Program (enhanced investment in mentoring stipends, supports and accountability)**
- Aspiring Teacher Program Induction Supports (Permit check-ins, Praxis and EdTPA tutoring/supports)**
- Monthly Mentor and School Leader mandatory PD **

Sustain and Engagement

- Retention Task Force (Cross-functional team dedicated to driving the direction/accountability of the overall retention strategy)
- Leadership Retention Support PD and Targeted Cohort
- Induction and Retention Plan required for all schools (Leader Guide Provided by HR)
- Total Rewards (Employee Wellness, Engagement and Wraparound Support Plan)



KEY INITIATIVE 3: RELEVANT, RIGOROUS, AND EQUITABLE ACADEMICS

The third Key Initiative centers around preparing students with 21st Century skills and ensuring they are college- or career-ready in our current global environment. Importantly, this Key Initiative requires MSCS to evolve and innovate alongside modern industry and post-secondary institutions.

Student Engagement

To instill a love of learning in our students, MSCS will ensure that the students will connect to the relevance in what they are learning, how they are learning, and where they are learning. Instructional content will support students in their learning and will connect closely to the world around them. Notably, students will engage in "global classroom," an idea that classrooms can be more than the four walls of a building, and learning can extend beyond school boundaries. Traditional classroom learning can limit a student's access to a variety of programs and courses, particularly at the secondary level.

Family Engagement









MSCS will work to maximize the agency that families have in their student's learning and overall academic trajectory. The goal of MSCS is to ensure all four-year-old children have access to quality Pre-K by the 2031-32 school year.

Upgrades & Redesign

Major building projects will support this district initiative. Learning spaces across the district will be updated or redesigned to create high-quality school facilities.

STRATEGIES

Teaching and instructional initiatives should create learning spaces that provide equitable, relevant, and rigorous education for all students in the MSCS portfolio. The following strategies will support MSCS in this initiative:

-  Expanded emphasis on social-emotional learning and attendance supports
-  Enhance community engagement supports
-  Expand opportunities for creativity, arts curriculum, theater, and performance
-  Increase the effectiveness of and access to English language instruction
-  Create innovative high school programming and expand access to advanced courses
-  Enhance ACT preparation opportunities for students pursuing post-secondary education
-  Develop transition programs for Elementary-to-Middle and Middle-to-High School
-  Expand access to digital devices to create equity in technology

Instructional Innovation

- Expand student access to a diverse selection of virtual course offerings
- Expand outdoor Learning Spaces
- Expand the Foreign Language program
- Expand the Theatre and Visual Arts program
- Elementary to Middle and Middle to High School Transition Program

Innovative Initiatives

Community Engagement

- Provide academic and non-academic wraparound services to support students and families in under-resourced communities
- Build a strategic focus on challenges and solutions for recruiting new students, retaining current students, and reclaiming students who have left MSCS managed schools

College and Career Readiness

- Expand access to advanced academic offerings
- Expand access to College, Career, and Technical Education programs of study
- Expand internship and apprenticeship opportunities for students.
- Enhanced student preparedness for and access to post-secondary opportunities.



ACCOUNTABILITY



Building a Data-Driven Decision-Making Culture

- MSCS leaders will engage school and district-level staff in building a districtwide culture of inquiry that values the use of data for sound decision-making.
- MSCS will engage in discovering the power of data for promoting student growth and achievement.
- Data-driven decision-making will be based on gathering data to understand if a school or district is meeting its purpose and vision.
- MSCS leaders will review data in quarterly STAT meetings, Stock Take meetings, and the ongoing review of dashboards.

“As the strategies are implemented, accountability will move to the next level.”

Data Meetings

MSCS leadership has planned the following data meetings to be held across the district. Data meetings will ensure that district and school leadership and staff are held accountable for student learning.

Superintendent's Academic Leadership Team (SALT)

Goal: The Executive Leadership Team will utilize the SALT meeting forum as an opportunity to examine instructional data to understand who's succeeding in MSCS, who's not, and why.

Cabinet Leaders Sessions

Goal: Chief of Staff will utilize the stat sessions with Cabinet Leaders each week to discuss the top ten strategies to ensure that we have Return on Investment with key strategies.

Audit/Finance Meeting

Goal: Chief of Finance will update the Superintendent and board monthly using the structure of the Audit/Finance meeting to discuss key strategies associated with ESSER.

STAT Meetings

Goal: The Deputy Superintendent along with the Chief Academic Officer, Chief of Schools, and the Executive Director of Accountability will review data and action steps in quarterly STAT Meetings.

School Walks

Goal: The Deputy Superintendent along with the Chief Academic Officer, Chief of Schools, and the Executive Director of Accountability will conduct school walks.

Data Week

Goal: ILDs and principals will participate monthly in "Data Week" to review school-wide data.



EXPECTED YEAR OVER YEAR OUTCOMES

Indicator	State 2018-2019	MSCS 2018-2019	State 2019-2020	MSCS 2019-2020	State 2020-2021	MSCS 2020-2021	Milepost 2024-2025	Goal 2030
Students graduate on time.	89.7%	79.3%	89.6%	77.7%	89.9%	77.7%	82.0%	90.0%
Students earn Tennessee's Ready Graduate designation.	40.7%	20.9%	40.5%	20.7%	39.7%	23.0%	45.0%	80.0%
Students read on grade level before entering middle school.	35.5%	24.3%	37.6%	23.4%	31.4%	14.7%	40.0%	74.0%
Students' math skills are on grade level before entering middle school.	45.4%	34.5%	37.4%	18.2%	32.2%	9.8%	35.0%	70.0%

Success in MSCS comes from the strategic action taken by all District Stakeholders as we work together.

The following appendix provides a look at the comprehensive, strategic map of our Lifeline Initiative Framework.




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SPRING 2022 TCAP RESULTS

ACADEMIC PROFICIENCY SCORES FOR MEMPHIS-SHELBY COUNTY SCHOOLS, THE ACHIEVEMENT SCHOOL DISTRICT AND THE STATE OF TENNESSEE.

ACADEMIC PROFICIENCY SCORES

	ELA	MATH
	22%	13%
ASD (STATE-RUN)	9%	6%
TN	36%	30%

#TRENDING UP




OUR STRATEGIC FRAMEWORK IS ALREADY SHOWING RESULTS. MSCS STUDENTS ARE GROWING, OVERCOMING LEARNING LOSS, AND ACHIEVING IN MATH AND READING ACROSS ALL GRADE BANDS.



Ready Graduates

	2019-2020		2020-2021		Change From 2020
	Number of Ready Graduates	Ready Graduate Rate	Number of Ready Graduates	Ready Graduate Rate	Change in Ready Graduate Rate
All Students	1,669	20.7	1,790	23.0	2.3
Black or African American	1,159	18.1	1,268	20.7	2.6
Economically Disadvantaged	663	13.5	809	17.0	3.5
English Learners with Transitional 1-4	32	5.0	43	7.6	2.6
Non-Economically Disadvantaged	1,006	31.8	981	32.4	0.6
Non-English Learners	1,637	22.0	1,747	24.2	2.2
Non-Students with Disabilities	1,623	23.5	1,734	26.0	2.5
Students with Disabilities	46	3.9	56	5.0	1.1





Executive Summary

Key Initiative One:

Strengthening Early K-2 & Continuing Literacy 3-12

- **Aligned to Reimagining Education**
- **SMART Goal and KPIs:**

By the end of the 2022-23 school year, MSCS will increase literacy for all students through rigorous professional learning for teachers, 1:1 coaching support to bolster foundational literacy instruction, and the use of high-quality instructional materials and high yield literacy strategies aligned to the needs of all student subgroups, grounded in the science of reading. This will be evidenced by the following Key Performance Indicators:

- % of K-8 students achieving on-track or mastery in quarterly literacy diagnostics
- % of 3rd Grade Students achieving Meeting Expectations or Exceeding Expectations on 2023 TCAP
- % of K-2 teachers supported by Instructional Literacy Advisors
- % of K-2 teachers exhibiting instructional growth according to Early Literacy Walkthrough Tool
- % of ELA teachers attaining TVAAS level 3, 4 or 5 by the end of the school year
- % of students recommended for tutoring enrolled in MSCS tutoring opportunities

Foundational Literacy Skills

Strategy: Increase literacy subgroup performance through the use of high-quality instructional materials and the implementation of high yield literacy strategies.

Performance Metric:

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS across subgroups on English Language Arts TCAP assessment
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

Expected Outcomes:

- Accelerate academic growth and achievement across subgroups in ELA
- Reduce the number of students in the below and approaching categories across subgroups



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Strategy: Provide Literacy Instructional Advisors resources to support K - 2 teachers with the implementation of foundational skills.

Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS across subgroups on English Language Arts TCAP ACH assessment
- Increase in percentage of students achieving Met and Exceeded performance on English Language Arts by 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

Expected Outcomes:

- Accelerate academic growth and achievement through the adoption of standards-based and skill-based instructional materials in English Language Arts
- Accelerate academic growth and achievement for all student subgroups

Strategy: Reduce student to adult ratio and increase student support in all K-2 classrooms.

Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Increase in student mastery (Target: 6-7% increase in Met and Exceeded for students in 3rd grade on TCAP ACH by 2022-23)
- Increase in academic performance on K-2 formative assessments
- Decrease in K-2 Teacher Vacancies (Target 5% reduction in teacher vacancies in 2022-23)
- Improve culture and climate (K-2 student discipline, Panorama Student Survey results)

Expected Outcomes:

- Support the implementation of small group instruction and intervention
- Increase enrollment in Memphis-Shelby County Schools
- Support Implement small group instruction and intervention
- Reduce unemployment
- Contribute to reducing the poverty rate

English Language Arts Supports

Strategy: Utilize 17 Reading Advisors to support literacy instruction in identified middle and high schools for students struggling in reading and language arts.

Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS on English Language Arts TCAP assessment
- Increase in percentage of students achieving Met and Exceeded performance on English Language Arts by 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points
- Achieve a pre-test to post-test gain of 20 percentage points on the Reading Horizons diagnostic for high school students
- Gain an average of 100 lexiles from pre-test to post-test on Reading Horizons diagnostic for high school students



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Expected Outcomes:

- Accelerate academic growth and achievement of standards-based and skill-based instructional materials in English Language Arts
- Accelerate academic growth and achievement for students with disabilities

Strategy: Utilize Learning Loss Coaches to support instruction throughout the district by focusing on standards-based instruction and modeling for teachers throughout the district.

Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS on English Language Arts TCAP assessment
- Increase in percentage of students achieving Met and Exceeded performance on English Language Arts 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

Expected Outcomes:

- Increase teacher capacity to plan and deliver instruction informed by whole group, small group, and one-on-one setting best practices in each grade band (PreK-5, 6-8, 9-12)
- Increase teacher capacity to present students with performance-based objectives informed by the demands of state standards
- Increase teacher capacity to leverage curriculum-driven opportunities to make sense of unfamiliar general and domain specific academic vocabulary

Strategy: Accelerate academic growth and achievement through the adoption of standards-based and skill-based instructional materials in English Language Arts.

Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Increase to a TVAAS Level 4 on English Language Arts TCAP assessments
- Increase the percentage of students achieving Met and Exceeded performance on English Language Arts TCAP assessments by at least 6-7 percentage points
- Increase in performance on ESSA accountability measures for students with disabilities who are identified as at-risk or below grade level

Expected Outcomes:

- Increase in school, student, and district performance
- Increase of skills mastery

Virtual Education and Logistics

Strategy: Implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms.

Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Increase in student achievement by 6-7 percentage points in Reading Language Arts
- Increase access to courses by 10 percentage points



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Expected Outcomes:

- Expand online coursework
- Increase equity of access to a diversity of coursework
- Increase ready graduates and post-secondary attainment rates
- Decrease future textbook costs

Build Teacher Capacity

Strategy: 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.

Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS on English Language Arts TCAP Assessment
- Increase in percentage of students achieving Met and Exceeded performance on English Language Arts by 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

Expected Outcomes:

- Increase teacher capacity to plan and deliver instruction informed by whole group, small group, and one-on-one setting best practices in each grade band (PreK-5, 6-8, 9-12)
- Increase teacher capacity to present students with performance-based objectives informed by the demands of state standards
- Increase teacher capacity to leverage curriculum-driven opportunities to make sense of unfamiliar general and domain specific academic vocabulary

Expose Students and Parents to the foundational tools of literacy

Strategy: Strengthen student and parent knowledge of the foundational tools of literacy through engagement in quarterly parent sessions.

Performance Metrics:

By the end of 2022 – 2023 school year, the district will:

- Provide at least 4 (quarterly) opportunities for parents to engage in sessions centered on foundational tools of literacy
- Increase the percentage of K-2 students "On Track" in ELA at least by 6-7 percentage points on the universal screener benchmark from Fall 2022 to Spring 2023
- Achieve a median typical growth score of 120% from Fall to Spring on the i-Ready diagnostic

Expected Outcomes:

- Increase at-home literacy support by empowering parents to utilize foundational literacy tools
- Increase summative data on the universal screener
- Decrease literacy learning loss created by COVID-19 school closures



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Ensure literacy rich environments and learning opportunities for students

Strategy: Ensure literacy-rich environments are viable in K-2 classrooms to stimulate all students to participate in authentic language and literacy activities.

Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Designate a literacy-rich model classroom in every elementary and K-8 school
- Increase the percentage of K-2 students “On Track” in ELA on the universal screener benchmark by at least 6-7% from Fall 2022 to Spring 2023
- Achieve a median typical growth score of 120% from Fall to Spring on the i-Ready diagnostic

Expected Outcomes:

- Increase number of students immersed in language-and literacy-rich environments and learning experiences
- Increase opportunities for students to build and practice literacy skills in meaningful ways
- Increase teacher implementation of instructional best practices in literacy
- Increase summative data on the universal screener
- Decrease literacy learning loss created by COVID-19 school closures

High Dosage, Low Ratio Tutoring

Strategy: Implement/offer a 1:10 tutor/student ratio for before and after school tutoring for grades K-12.

Performance Metrics:

By the end of the 2022 – 2023 school year, the district will:

- Increase 6-7 percentage points on pre and post assessments using i-Ready diagnostic, EOC, and ACT testing for elementary, middle, and high school students in the bottom 20% with a 95% participation rate
- Increase 6-7 percentage points on pre and post assessments using i-Ready diagnostic, EOC, and ACT testing for elementary, middle, and high school students with a participation rate of 95% participation

Expected Outcomes:

- Increase student achievement/growth in elementary, middle, and high
- Close the learning gaps created by COVID closures

Strategy: Implement high dosage/low ratio tutoring during the school day (offer a 1:3 tutor/student ratio).

Performance Metrics:

By the end of the 2022-23 school year, the district will:

- Increase by 6-7 percentage points on pre and post assessment results for elementary and middle students in the bottom 15% who meet tutoring participation criteria

Expected Outcomes:

- Increase student achievement and growth in elementary, middle, and high
- Close the learning gaps created by COVID closures



Executive Summary

Summer Learning Academy

Strategy: Implement Summer Learning Academy by providing a minimum of 4 weeks of additional reading instruction as well as intervention.

Performance Metrics:

By the end of the 2022 – 2023 school year, the district will:

- Increase student mastery by 6-7 percentage points on the Summer Learning Academy pre and post assessment, for students who attend at least 95% of the program

Expected Outcomes:

- Increase mastery of prerequisite skills
- Increase summative data (TCAP) performance (student, school, and district)

Key Initiative Two:

Recruit, Retain, Immerse, and Entrench

- Aligned to Reimagining Education
- Aligned to Reimagining Schools
- SMARTIE Goal and KPIs:

By the end of the 2022-23 School year, all MSCS students, in every school will receive high quality instruction, from a qualified, well-supported teacher in a school building led by a principal selected and trained in the principles of equity and inclusion. This will be evidenced by the following Key Performance Indicators:

- % of teachers attaining a TVAAS level 3, 4 or 5 based on student growth
- # of End of Course Tested subject vacancies by school (9-12)
- # of K-2 vacancies by school
- # instances of progressive discipline (K-2)
- % Increase in annual Insight (Teacher) and Panorama (Student) culture and climate surveys
- % Teachers retained from end of school year 2022-23 to start of school year 2023-24
- # MSCS Principal Pipeline cohort graduates
- % of Principal Pipeline cohort graduates who attain school leadership roles for school year 2023-24



Executive Summary

Initiative 2: Recruit, Retain, Immerse, and Entrench

Prior to the COVID-19 Pandemic, national estimates indicated that within the first five years of teaching, 40-50% of teachers leave the field for several reasons. These alarming figures have skyrocketed because of the pandemic. In schools that serve students of extreme poverty demographics across the U.S., the attrition rate for teachers averages up to 55%. At the National level, fewer than 1% of teachers receive an adequate comprehensive induction into the field of education, which allows them to work collaboratively with other teachers.

To effectively meet and exceed our academic goals, there must be a systemic human capital strategy that addresses personnel needs throughout the employee life cycle. The Memphis-Shelby County Schools Department of Human Resources will lead the charge in close partnership with school and district leaders focusing on strategic **recruitment, induction, sustaining, and engagement (RISE)**. These facets must be fully addressed and require full ownership from and accountability from all MSCS leaders/employs so the district can attract and retain high-quality faculty, staff, and administrators. This initiative will help foster a diverse, engaged, and passionate workforce through professional engagement and community development.

Recruitment

MSCS HR recognizes the importance of leveraging multiple strategies to attract and recruit individuals to serve in the district as an educator. Our recruitment strategic plan includes heavy participation in key activities which are essential in creating a positive work environment and strengthening our employees' commitment to the MSCS culture of excellence. These strategies advance the district's goal of becoming an 'employer of choice.' As we reimagine our schools and programs, we are also reimagining the type of professional that steps into our classrooms. MSCS is committed to recruiting a diverse talent pool that mirrors our community and has a strong commitment to meeting our students' needs.

Induction

The MSCS HR Office of Induction and Development has implemented the Teacher Comprehensive Induction Program (TCIP) that begins with all new hires attending the New Teacher Academy (NTA) prior to starting in any MSCS school or workplace. The TCIP also includes wraparound induction support in partnership with our partner EPPS.

Sustain

MSCS will ensure that high-impact employee development strategies are implemented to sustain (strengthen/support) and retain high quality teachers, staff, and leaders. As a critical lever within the overall talent strategy, the teacher retention component includes intensive leader development and retention accountability at the school level (retention and workplace culture/climate data). All teachers, staff and leaders will also be strengthened by way of robust professional development that begins with comprehensive induction, ongoing professional development, and targeted support. The goal is to develop our staff in a manner that ensures that they embrace and teach foundational literacy skills as well as contribute to the community and classroom.

Engage

MSCS HR will lead the implementation of a multifaceted district level employee wraparound service model that has various offerings to equip leaders with tools to address employee wellness and engagement needs. In addition, schools and departments will develop and implement yearly site-based engagement plans that include their efforts to engage employees throughout the school year. This facet will be measured on the principal's evaluation from multiple metrics (Insight Data, Panorama Engagement Data, Retention Data, TEAM Evaluation and NIE Evaluation).



Executive Summary

Examples of Key Activities:

1. **Innovative Recruitment Efforts**
 - a. Enhanced Marketing Strategy
 - b. Strategic Compensation Strategy
 - c. Special Education and Spanish Licensure Initiative
 - d. Para-Pro Testing Launch (2022-23)
 - e. Substitute Teacher Initiative
 - f. Retired Teacher/Adjunct Professor Recruitment
2. **District Induction Overhaul**
 - a. Teacher Comprehensive Induction Program (TCIP)
 - b. New Teacher Academy
 - c. Leader and Mentor Monthly PD (Including MSCS Induction and Retention Leader Guide)
 - d. Targeted support for high attrition schools/leaders
 - e. Central Office Employee Induction Program (EIP)
3. **Pipelines and Partnerships**
 - a. TN GYO Partnership
 - b. MSCS Aspiring Teachers Program (Relay Residency)
 - c. Teach for America
 - d. Memphis Teacher Residency
 - e. EPP Collaboratives (Student and Practicum Teachers)
 - f. Memphis Teachers of Excellence (High School Pipeline)
4. **Central Office Pathways (PL&S Department)**
 - a. School leader pipeline, school immersion opportunities for central office personnel

Academic Strategy: Strategic Teacher Retention & Establishing Sustainable Teacher Recruitment Models

Strategy: 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.

Performance Metrics:

- Decrease the average days to fill position rates by May 2023 from 30 to 15 workdays by implementing a refined ATS (Applicant Tracking System) based staffing recruitment plan
- Increase the number of early contacts by 10% by May 2023
- Increase the percentage of permit teachers passing licensure exam (teachers) vs. prior years by May 2023, by 10%
- Decrease the mentee/mentor ratio to 1:1 (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 by May 2023
- Increase retention and performance data (yearly evals and/or academic outcomes) for staff who have gone through the comprehensive induction program (vs. cohort data from previous years) by 10% (First year Teacher retention and TEM Performance outcomes by May 2023)

Expected Outcomes:

- Improve teacher/staff retention = greater effectiveness
- Recruitment of high-quality talent
- Development of current staff



Executive Summary

Specifically reduce student to adult ratio and increase student support

Strategy: Reduce student to adult ratio and increase student support in all K-2 classrooms.

Performance Metrics:

By the end of the school year 2022 – 2023, the district will:

- Increase in student mastery (Target: 6-7% increase in Met and Exceeded for students in 3rd grade on TCAP ACH by 2022-23)
- Increase in academic performance on K-2 formative assessments
- Decrease in K-2 Teacher Vacancies (Target 5% reduction in teacher vacancies in 2022-23)
- Improved culture and climate (K-2 student discipline, Panorama Student Survey results)

Expected Outcomes:

- Support the implementation of small group instruction and intervention
- Increase enrollment in Memphis-Shelby County Schools
- Support small group instruction and intervention
- Reduce unemployment
- Contribute to reducing the poverty rate

Proximity Strategy

Strategy: Hire and deploy 63 Proximity EOC teachers for strategic co-teaching, small group rotations, and intensive workshops in high school English I, Algebra I, and Biology.

Performance Metrics:

By the end of the school year 2022-2023, the district will:

- Engage students with Proximity teachers at least one hour per week or 12 minutes a day to increase EOC scores.

Expected Outcomes:

- Enhance teacher understanding of blended learning model
- Students scoring “below” on EOC testing will decrease by 3 percentage points for students engaging in proximity learning in Algebra I, Biology, and English I.

Central Office Pathways (PL&S Department)

Strategy: School Leadership: Create an equity and servant leadership-centered principal pipeline for school leaders.

Performance Metrics:

By the end of the school year 2022-2023, the district will:

- Increase scores using the Principal Pipeline Self Study Guide for Districts from Beginning (1.99) to Advancing (3.0-3.99) on the Principal Pipeline Seven Domains rubric by 2024.
- Ensure all Pipeline Fellows earn at least a 3.0 using the TEAMS rubric for administrators by 2024.
- Ensure a 70% promotion rate for Pipeline Fellows.

Expected Outcomes:

- Increase student achievement and growth
- Expand equity in school leadership



Executive Summary

Strategy: Central Office Leadership: Create an equity and servant leadership-centered principal pipeline for school leaders.

Performance Metrics:

By the end of the school year 2022-2023, the district will:

- Develop a comprehensive, aligned principal pipeline that will develop and support central office staff to lead schools by Spring of 2023
- Select a consultant for the pipeline by Spring of 2023
- Establish a cohort by July of 2023

Expected Outcomes:

- Increase student achievement and growth
- Expand equity and diversity in leadership

Strategy: Executive Leadership: Develop an executive leadership pathway for junior and senior leaders.

Performance Metrics:

By the end of the school year 2022-2023, the district will:

- Develop a plan of study for the pipeline by Spring 2023
- Select a consultant for the pipeline by Spring of 2023
- Establish a cohort by July 2023

Expected Outcomes:

- Enhance organizational leadership
- Astute in change management
- Increase equity and diversity in leadership

Key Initiative Three:

Relevant, Rigorous, and Equitable Academics

- **Aligned to Reimagining Schools**
- **Aligned to Reimagining Communities**
- **SMARTIE Goal and KPIs**

By the end of the 2022-23 School year, through exposure to equitable and rigorous coursework and effective intervention, all MSCS students will demonstrate increased achievement and growth on national, state, and local assessments in all subject areas, and all student subgroups. This will be evidenced by the following Key Performance Indicators:

- % of students achieving Meeting Expectations or Exceeding Expectations on the 2023 TCAP and EOC tests
- % of students achieving TN Ready Graduate status before or upon graduation
- % of students graduating on time across all student subgroups
- # of Advanced Academics and College Career and Technical Education courses per high school
- % of classrooms effectively implementing blended learning model



Executive Summary

Initiative 3: Create relevant, rigorous, and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

The world has changed rapidly around us in the last decade, but school systems have struggled to evolve at the same pace. If we are to instill a love of learning in our students, then we must create relevance in what they are learning, how they are learning, and where they are learning. A global classroom must be more than the four walls of a building and arbitrary school boundaries should not limit a student's access to a variety of programs and course access, particularly at the secondary level.

To maximize the agency parents, have over their child's academic trajectory, we will ensure by 2031, all four-year-old children have access to quality Pre-K. By 2026, we will eliminate the barriers and inequities exacerbated by school boundaries and create choice program seats in *all middle and high schools* that will be accessed by student applications and a school choice lottery.

Creating relevant, rigorous, and equitable academic choices, MSCS will ensure scholars are prepared by:

- Providing beyond zip code access choice programs, quality seats and more Pre-K
- Reimagining 901 facilities, programs, and feeder patterns
- Preparing global ready graduates with the utilization of digital devices

AP and Dual Credit/Enrollment Courses

Strategy: Expand access to advanced academic offerings.

Performance Metrics

- By the end of school year 2022-23, the district will ensure each traditional high school has at least 5 SDC/DE courses, 8 by 23-24, and 10 by 24-25
- By the end of school year 2022-23, the district will ensure each traditional high school has at least 3 Pre-AP/AP/Virtual AP courses, 5 by 23-24, and 8 by 24-25
- By the end of school year 2022-2023, the district will increase the percent of students meeting Ready Graduate criteria by 5 percentage points
- By January 2023, 88% of ninth grade students identified in the baseline enrollment report will take the PSAT 8/9 as a universal screener for identification for advanced academics course offerings, improving to 90% by 2023-24
- By January 2023, 85% of eighth grade students identified in the baseline enrollment report will take the PSAT 8/9 as universal screener for identification for advanced academic course offerings increasing in subsequent years. (This year is the first administration for 8th graders.)
- By the end of the 2022-23 school year, increase the percentage of students enrolled in advanced courses (combination of honors, Pre-AP, AP/Virtual AP, DC, DE) by two percentage points

Expected Outcomes:

- Increase equity in learning
- Improve post-secondary readiness
- Increase the number of students earning Ready Graduate status



Executive Summary

High School Innovation

Strategy: Provide K-12 district managed schools with the opportunity to engage in one of three Transformational School Models: Leadership, Social Justice Programs, and Environmental.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Decrease student discipline/behavior referrals in select schools by 5%
- Increase student retention in select schools by 5%
- Increase of select Insight Survey question responses by 5%
- Increase student attendance by 5% in select schools by the end of the 2023-24 school year

Expected Outcomes:

- Improve culture and climate at schools
- Improve responses on the Panorama Survey
- Improve responses via Insight Survey

Strategy: Expand Outdoor Learning Spaces in a select number of schools which will provide flexible learning options for teachers and students by the end of 2022-23 school year.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Decrease student Discipline/Behavior referrals by 5% in select schools
- Increase the Insight Survey by 5% in select schools concerning the question – My School is a good place to teach and learn; Leaders at my school set clear expectations for family and community engagement Panorama Survey (for environmental models only)
- Increase student attendance by 5% in select schools by the end of the 2023-24 school year

Expected Outcomes:

- Allow for scheduling flexibility in select schools
- Provide opportunities for successful learning for students who struggle in a traditional classroom setting

Strategy: Continue to use Naviance for middle and high school students to develop robust career pathway opportunities.

Performance Metrics

By the end of 2022-2023 school year, the district will:

- Increase the percentage of 8th-12th graders to complete assessments from 52% to 70%
- Increase the percentage of 8th-12th graders to identify career favorites from 26% to 40%
- Increase the percentage of 9th-11th graders to complete ACT Diagnostic test from 61% to 80%
- Increase the percentage of 9th-12th graders selecting their favorite careers from 26% to 40%
- Increase the percentage of 8th-11th graders to complete course plans from 76% to 100%
- Increase the percentage of 8th-12th graders log ins at least once from 95% to 100%

Expected Outcomes:

- Increase fidelity of implementation with key student planning and exploration tasks for college and career goals



Executive Summary

Virtual Schools Expansion/1:1 Device Management

Strategy: Expand student access to a diverse selection of virtual course offerings.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the number of full-time virtual students enrolled in advanced online coursework by 5%
- Increase the number of advanced courses available to students who do not have access to advanced coursework by 5%
- Increase the number of EPSOs obtained by MSCS students via enrollment in advanced coursework by 5%
- Increase Ready Graduates, enrolled in full-time online coursework, by 5% by 2022-23; 7% by 2023-24; and 9% by 2024-25
- Increase the number of middle school students engaging in part-time online coursework by 20%
- Increase the percent of students meeting Ready Graduate criteria by 5 percentage points

Expected Outcomes:

- Enhance safe and accessible educational environments by providing every student with a digital 1:1 learning device
- Continue learning despite closures (i.e. inclement weather, summer and calendar breaks) and incidents requiring individuals to quarantine
- Increase access to a high-quality online learning option and virtual school experience

ACT Preparation

Strategy: Continue to provide college readiness and ACT tutoring concerning skills and content.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the average ACT composite of 11th graders to at least 16
- Increase the percent of students meeting Ready Graduate criteria by 6-7 percentage points

Expected Outcomes:

- Enhance student preparedness for and access to post-secondary opportunities
- Increase attendance with students who attend ACT tutoring 95% of the prescribed time

Transformational Models

Strategy: Expand the number of students participating in programs of study under the Agriculture Career Cluster.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the percentage of students meeting the criteria for Ready Graduate designation by 6-7 percentage points

Expected Outcomes:

- Enhance student preparedness and access to post-secondary opportunities
- Improve culture and climate of schools



Executive Summary

Strategy: Expand access to College, Career, and Technical Education Programs of study.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the percentage of students meeting the criteria for Ready Graduate designation by 6-7 percentage points

Expected Outcomes:

- Enhance student preparedness and access to post-secondary opportunities
- Improve culture and climate of schools
-

Strategy: Expand Internship and Apprenticeship opportunities for students.

Performance Metrics

By the end of school year 2022 – 2023, the district will:

- Increase the percent of students participating in Internship and Apprenticeship opportunities by 6-7 percentage points
- By September 1, 2023, the district will increase the overall percent of MSCS High schools offering Work-Based Learning programs to 85%

Expected Outcomes:

- Enhance student preparedness for and access to post-secondary opportunities

Strategy: Align MSCS College, Career and Technical Education programs of study with local workforce needs.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the number of MSCS Signature Partnerships by 30 percentage points
- Increase the number of pipelines MSCS Partnerships by 10 percentage points
- Increase the number of MSCS Graduates transitioning into post-secondary opportunities by 6-7 percentage points

Expected Outcomes:

- Enhance student preparedness for and access to post-secondary opportunities

Strategy: Create a pipeline program to develop highly qualified educators for MSCS vacancies.

Performance Metrics

By the end of the school year 2022–2023, the district will:

- Increase the number of students enrolled in the Teaching as a Profession program 25% by September 1, 2023

Expected Outcome:

- Enhance student preparedness for and access to post-secondary opportunities



Executive Summary

Strategy: Expand the Foreign Language program by developing students into well-rounded citizens that are linguistically and culturally competent, successful, and who exhibit the ability to compete in a global economy (Language Expansion).

Performance Metrics

- 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
- 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
- By 2023-24, all elementary schools offering world language programs (30) have a Flex program for grades K-2

Expected Outcomes:

- Increase the number of students speaking two languages
- Increase the number of students linguistically and culturally competent

Theatre and Performing Arts Expansion

Strategy: Expand the Theatre and Visual Arts program 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.

Performance Metrics

By the end of the 2022-2023 school year, the district will:

- Increase the number of students enrolled in Dance Education (ES, MS, HS)
- Increase the number of students enrolled in Theater (HS)
- Increase the number of students enrolled in Instrumental Music (MS and HS) by 20%
- Increase number of MSCS schools that offer the Elementary Dance Pilot
- Increase number of MSCS schools that participate in Arts Integration Pilot
- Beginning in 2024-25, 100% of students in Arts Integration Pilot attend a minimum of one extracurricular experience with a cultural institution/art agency

Expected Outcomes:

- Increase student enrollment in performing arts courses and opportunities
- Expand quality offerings at pilot schools
- Increase student access to dance and theatre classes and programs
- Improve school culture and climate

Elementary to Middle and Middle to High School Transition Program

Strategy: Implement a transition program to springboard them into the next grade and to prepare them for successful performance in middle school and high school.

Performance Metrics

By the end of the 2022-2023 school year, the district will:

- No more than a 15% discipline referral rate for 6th and 9th grade students participating in the transition program
- Increase attendance rate by 5% of 6th and 9th grade students participating in the transition program



Executive Summary

Expected Outcomes:

- Increase attendance with 6th and 9th grade students
- Decrease referral rates of 6th and 9th grade students

Expand Social-Emotional Learning & Attendance Supports

Strategy: Increase support for homeless students and those with adverse childhood experiences.

Performance Metrics

By the end of the 2022-2023 school year, the district will:

- Increase the percent of homeless students served by homeless liaison by 5%
- Increase the academic achievement scores of homeless students in ELA and Math by 6-7%
- Increase the attendance rates for homeless students by 5%

Expected Outcomes:

- Increase the percent of homeless students served by Homeless Liaisons and create safe spaces for students

Strategy: Provide additional support in improving attendance and truancy rates, as well as improving culture and climate (discipline, registration, truancy).

Performance Metrics

By the end of the 2022-2023 school year, the district will:

- Increase in the use of progressive disciplinary practices (Re-Set Room, Counseling, etc.) to reduce the number of suspensions by 3%-5% in schools with Reset Classrooms and behavior specialists
- Increase in documented SART teams in PowerSchool by 5%

Expected Outcomes:

- Improve culture and climate of schools
- Increase attendance rates and attendance accuracy

Strategy: Expand Social-Emotional Learning to include Re-set rooms, evening mental health centers, universal screening for all students, additional behavior specialists, and additional support for students with adverse childhood experiences.

Performance Metrics

By the end of the 2022-2023 school year, the district will:

- Increase in use of progressive disciplinary practices and supports (Re-Set Room, Counseling, etc.)
- Reduce out-of-school suspensions in schools with Reset Rooms by 3%; 5% reduction for schools with both Reset Rooms and behavior specialists
- Increase in culture and climate scores on relevant sections of the Panorama/Insight Surveys
- Increase 5% in Tier 2 and Tier 3 behavior supports provided to students (restorative circles, behavior intervention plans, etc.)
- Increase in student attendance
- Decrease in the number of student discipline incidents

Expected Outcomes:

- Improve culture and climate of schools
- Create safe spaces for students and adults



Executive Summary

- Increase attendance rates and attendance accuracy

Community Engagement Supports

Strategy: 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.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the frequency of usage of Resource Centers and total number of families serviced annually by 20%
- Increase to and maintain 90% community confidence
- Increase attendance/participation in family engagement programming by 10%
- Increase availability of family support services delivered to non-English speaking families
- Increase service patterns and referrals to partner agencies for student and family case management for English learners by 10%
- Increase numbers and types of referrals to wraparound service agencies (e.g., adult education, employment/job readiness, housing, and utility assistance)
- Increase the distribution of clothing (e.g., uniforms, winter wear) and necessities (e.g., toiletries, school supplies)
- Increase homework help and tutorial service participation among targeted students by 10%

Expected Outcomes:

- Establish welcoming spaces that can be utilized by a mixture of diverse families and community members
- 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
- 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

Community Engagement Supports: Student Recruitment/Student decline due to the Pandemic

Strategy: 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.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Utilize Student Recruitment Coordinators at each school site to implement/develop unique and customized recruit and retain action plan within the school community with at least 5 different touch points with parents to implement the strategies for the 22-23 school year
- Deploy Student Recruitment Ambassadors at each school site (100%) to raise internal and external awareness of their school's environment and programming options
- Implement a digital marketing campaign targeting electronic methods for city and county-wide saturation to 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, CTE, athletics, and school-based contacts to assist with district-wide recruit, retain, and reclaim strategies



Executive Summary

- Create data jackets and trend reports for feeder pattern schools to better determine matriculation patterns for individual schools and monitor withdrawal data to identify and target district “hotspots” for immediate intervention

Expected Outcomes:

- Increase student enrollment percentages
- Increase visibility of MSCS as a premier school district through varied marketing mediums
- Decrease student withdrawals to other educational providers

English Language Instruction

Strategy: Expand English Language Development instruction, ESL Summer School and before and after tutoring utilizing programs to address learning loss and assist students in being successful in the classroom and gain language proficiency.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Reduce the number of quarter/course failures at least by 10%
- Achieve a median typical growth score of 120% from Fall to Spring on the i-Ready diagnostic
- Increase percentage of students that are showing growth on universal screener by 6-7% and WIDA Model Benchmarking WIDA ACCESS by 6-7%
- Achieve at least Level 4 TVAAS on English Language Arts TCAP assessment
- Increase in the percentage of students achieving Met and Exceeded performance on English Language Arts TCAP assessments by at least 6-7%
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

Expected Outcomes:

- Improve academic grade level performance for ELs Improved English proficiency growth through proficiency

Strategy: Expand the ability to communicate with parents of English Learners by increasing translation services.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase percentage of students meeting growth standard to at least 35%
- Increase family engagement to 90% of EL families contacted in their native language to participate in school/district activities

Expected Outcomes:

- Improve 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

Strategy: Provide additional ELL staff to increase academic performance of English Learners.

Performance Metrics

By the end of school year 2022-2023, the district will:

- Reduce the number of quarter/course failures at least by 10%
- Achieve a median typical growth score of 120% from Fall to Spring on the i-Ready diagnostic



Executive Summary

- Increase percentage of students that are showing growth on universal screener by 6-7% and WIDA Model Benchmarking WIDA ACCESS by 6-7%
- Achieve at least Level 4 TVAAS on English Language Arts TCAP assessment
- Increase in the percentage of students achieving Met and Exceeded performance on English Language Arts TCAP assessments by at least 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

Expected Outcomes:

- Improve academic grade level performance for ELs Improved English proficiency growth through proficiency

Accountability

As the strategies are implemented, accountability will move to the next level. Memphis-Shelby County School leaders will engage school and district-level staff in building a districtwide culture of inquiry that values the use of data for sound decision-making. MSCS will engage in discovering the power of data for promoting student growth and achievement. Data-driven decision-making will be based on gathering data to understand if a school or district is meeting its purpose and vision. Data will be reviewed in quarterly STAT meetings, Stock Take meetings, and the ongoing review of dashboards.

The following data meetings will be held across the district to ensure that all are held accountable for student learning:

- The Executive Leadership Team will utilize the Superintendent's Academic Leadership Team (SALT) meeting forum as an opportunity to examine instructional data to understand who's succeeding in MSCS, who's not, and why.
- Chief of Staff will utilize the stat sessions with Cabinet Leaders each week to discuss the top ten strategies to ensure that we have Return on Investment with key strategies.
- Chief of Finance will update the Superintendent and board monthly using the structure of the Audit/Finance meeting to discuss key strategies associated with ESSER.
- The Deputy Superintendent along with the Chief Academic Officer, Assistant Superintendents, and the Executive Director of Accountability will review data and action steps in quarterly STAT Meetings, as well as conduct school walks.
- ILDs and principals will participate monthly in "Data Week" to review school wide data.

Examples of Data Dashboards in the District:





Executive Summary

Academic Framework Glossary

Academic Achievement	Performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.
Academics	Relating to, or associated with an academy or school especially of higher learning
Achievement Gap	Refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students
ACT Preparation	An educational course, tutoring service, educational material, or a learning tool designed to increase students' performance on standardized tests such as the American College Testing (ACT)
Additional Targeted Support and Improvement (ATSI) Schools	A subset of TSI schools that require additional targeted support because of significant low-performing subgroups
Adult-Student Ratios	The number of students for every adult or teacher in an educational setting. Ex: 10:1 indicates that there are 10 students for every one teacher
Advanced Placement (AP) Credit	Allows students to take college-level courses and the related Advanced Placement (AP) exam, to potentially earn college credit while still in high school
Adverse Childhood Experiences (ACEs)	Potentially traumatic events that occur in childhood
Apprenticeship	Work-based learning programs in which industry professionals and educational institutions partner to align on-the-job training with curriculum and instruction
Aspiring Teacher Program	A program that was developed and designed for current educators who desire to complete their licensure requirements to become a full-time teacher
Beliefs	An acceptance that a statement is true or that something exists
BHNA	Black, Hispanic, and Native American
Blended Learning	The practice of using both online and in-person learning experiences when teaching students
Building Teacher Capacity	Any effort being made to improve the abilities, skills, and expertise of educators



Executive Summary

Cabinet Leaders	It consists of district leaders that report directly to the superintendent and are responsible for guiding student success and building the strategic vision of Memphis-Shelby County Schools
CCTE (College & Career Technical Education)	Provides students and adults with the academic and technical skills, knowledge and training necessary to succeed in future careers and develop skills they will use throughout their careers
Central Office Pathways	School immersion opportunities for central office personnel
Charter Schools	A public school that operates as a school of choice
Chronically absenteeism	Chronically absent means being absent for 10% or more of the enrolled school days in a school year, whether absenteeism is due to unexcused, excused, or disciplinary absences.
Classroom Learning Strategies	Strategies that represent the most fundamental skills that effective teachers use on a daily basis to build a successful classroom environment
Classroom Teacher-Student Relationships	The academic relation between teachers and their students
Climate	Refers to the quality and character of school life
College and Career Readiness	Students exit high school with the knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training that lead to gainful employment
Community Perceptions	The attitudes and beliefs held about a school by members of the community with a vested interest in seeing the school succeed
Community Engagement	Stakeholders support, share their opinions, identify issues, and collaborate on responses as part of a meaningful decision-making process
Compendium	A collection of concise but detailed information about a particular subject, especially in a book or other publication
Continuous Improvement	The process cycle of school improvement with the major components of creating the vision, gathering data related to that vision, analyzing the data, planning the work of the school to align with the vision, implementing the strategies and action steps outlined in the plan, and gathering data to measure the impact of the intervention
Cornerstones	An important quality or feature on which a particular thing depends or is based
Critical Thinking Skills	Making reasoned judgments that are logical and well-thought out
Culture	The beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions



Executive Summary

Data Driven Decision Making	A system of teaching and management practices that focuses on students' day-to-day learning and overall achievement
Decode	The ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words
Differentiation	Tailoring instruction to meet individual needs
Directed Teaching Model	A model to teach students that focuses on carefully planned and well-developed lessons created around clearly explained teaching tasks and small learning increments
Disparities	A difference in level or treatment, especially one that is seen as unfair
Diversity	Recognizes the differences between people and includes different factors, such as religion, political orientation, sexual orientation, gender identity, age, race, ethnicity, language, socio-economic status, and family structure
Domain specific academic vocabulary	Words that are used across all content areas
Dual Credit (DC)	Programs allow secondary students to earn college credit for courses taken while they are in high school
Dual Enrollment (DE)	Dual enrollment refers to students being enrolled—concurrently—in two distinct academic programs at the same time
Early Literacy	A child's knowledge of reading and writing before they actually learn to read and write
Economically Disadvantage (ED)	A student whose household income is below average, which in turn the student(s) qualifies for specified resources, such as free/reduced lunch
Edgenuity	A standards-based online learning resource for school districts produced by Imagine Learning, which teaches kindergarten through 12th-grade in core, elective, credit recovery, technical, and career subjects, through both remedial and accelerated work
Educational Advisors	Delivers at a high level of competency in maintaining standards of excellence in an assigned curricular area, so that students may derive the greatest academic and personal benefit for the learning experience
ELlevation	Web-based software platform is designed to make EL administrators and educators more productive, collaborative, and effective
English Learner (EL)	A student who is in the process of acquiring English proficiency and has a first language other than English or in addition to English
Entrench	To take over something unfairly, improperly or unlawfully



Executive Summary

Equity	Providing all students with the opportunity with equal access to support and resources in order to be successful
ESSA (Every Student Succeeds Act)	A federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind” requires every state to develop a concise and easily understandable “State Report Card” that is accessible online and provides parents important information on test performance in reading, math, and science
Evaluation	A systematic process of determining to what extent instructional objectives have been achieved
FLVS (Florida Virtual School)	A self-paced online curriculum designed for student engagement and achievement that allows students to master key concepts
Formative Assessments	A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and supports students to become self-directed learners
Foundational Tools of Literacy	Represents the foundation of skills, experiences, and instructional practices that prepare students for reading proficiency and—as a result—for later academic and life success
General vocabulary	Vocabulary that occurs frequently in all kinds of texts and everyday language
ILDs (Instructional Leadership Director)	An instructional leader who supervises, supports, and develops principals to set and attain high level of student achievement
ILPs (Individual Learning Plan)	Outlines services for English language learners; intended to be living documents that reflect a student’s current progress, goals, and needs
Immerse learning	Learning refers to any education approach that teaches by placing a student directly in an environment
Inclusion	Involves supporting students with disabilities through individual learning goals, accommodations, and modifications so that they are able to access the general education curriculum (in the general education classroom) and be held to the same high expectations as their peers
Initiatives	Programs, services, facilities, and learning communities that support the academic needs and goals
Instructional Culture Insight Survey	A tool to collect and aggregate teacher feedback to help principals set priorities around instructional culture



Executive Summary

Instructional Planning	Planning that includes what students will learn and how they will learn it
Instructional Advisors	Delivers at a high level of competency in maintaining standards of excellence in the assigned curricular areas such as Social Studies, Math, Science, World Language, Fine Arts or ELA, so that students may derive the greatest academic and personal benefit for the learning experience
Instructional Innovation	New processes, products, or approaches to learning experience design, delivery, or assessment
Instructional Practices	How information is delivered by teachers, received, and experienced by students; The four instructional practices are: Performance Based Objective, Academic Vocabulary, Gradual Release, and Writing
Instructional Walk-through	A brief, structured, non-evaluative classroom observation by the principal that is followed by a conversation between the principal and the teacher about what was observed
Internship	A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional or community setting
Intervention	The use of a specific program or set of steps to target an academic need
i-Ready	An online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading and mathematics
iStation	A computer-adaptive diagnostic and screening assessment for reading, math, and Spanish literacy that is designed to support instructional decision-making, increase engagement, and improve educational outcomes
Key Performance Indicators (KPIs)	A type of performance indicators that help you understand how your organization or department is performing and allows you to understand if the organization is headed in the right direction
Kindergarten Readiness	What a student should know and be able to do when they start school
Learning Strategies	Are operations and actions that students use in order to optimize the processes of obtaining and storing information and course concepts
Lexile level	Method used by schools to measure a student reader's ability
Literacy	The ability to read and write
Literacy enriched environments	Demonstrates how literacy is useful in everyday life by allowing children to interact with print/texts independently and with educators



Executive Summary

Literacy Laureates	Each elementary and K-8 school has a designated Foundational Literacy Laureate (FLL) who coaches, supports, and guides their K-2 colleagues in best practices for early literacy instruction.
Literacy Rich Environment	A print-rich environment that supports all four domains of language: reading, writing, speaking, and listening
Median Score	The number which appears in the center of a set of numbers when they are placed in numerical order
Metrics	Tools designed to facilitate decision-making and improve performance and accountability through collection, analysis, and reporting of relevant performance-related data
Multi-tiered professional development	A framework used to give targeted support to teachers and school leaders
Naviance	A college and career readiness platform that helps students connect academic achievement to post-secondary goals and success
Organizational Leadership	A management approach in which leaders help set strategic goals for the organization while motivating individuals within the group to successfully carry out assignments in service to those goals
Panorama Survey	A survey instrument that elevates student voice on school climate, teaching and learning, relationships, and belonging
Pedagogical Effectiveness	Refers to a student-centered teaching and learning (SCL) approach where educators are reflective in their theory, practice and policy implementation in teaching/learning, resulting to positive impacts in the learners
Pedagogical model	Describes what effective teachers do in their classrooms to engage students in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into five domains or phases of instruction: Engage, Explore, Explain, Elaborate and Evaluate
Peer Culture	A stable set of activities or routines, artifacts, values, and concerns that children and youth produce and share with peers
Performance management	The process which links people and jobs to the strategy and objectives of the organization
Performance metric	Figures and data representative of an organization's action and abilities, and overall quality
Phonemic Awareness	The ability to identify and manipulate individual sounds (phonemes) in spoken words



Executive Summary

Phonological Awareness	The awareness of and ability to work with sounds in spoken language, sets the stage for decoding, blending, and ultimately word reading
Post-secondary opportunities	Includes education and training by institutions of higher education (two- and four-year colleges and universities), as well as other career training and technical education programs
Principal Pipeline	A districtwide strategy to develop a large, ongoing supply of effective school leaders
Professional Development	The set of tools, resources, and training sessions for educators to improve their teaching quality and effectiveness
Proficiency	A learner has demonstrated competence in relation to knowledge and/or a set of skills related to identified standards
Progressive Discipline	A method of discipline that uses graduated steps for dealing with problems related to a student's conduct or performance that do not meet clearly defined standards and policies
Project Graduation	A non-traditional academic program designed to meet the educational, social, and behavioral needs of students; PG offers credit recovery and accelerated graduation and earn core content and elective credits in the evening
Proximity	A comprehensive e-learning program designed to build foundational skills through intervention and instruction.
Quartiles	The values that divide an ordered data set into four (approximately) equal parts
Reading & math prescriptions	A guide that provides teachers with standards alignment and pacing in reading and math
Reading Horizons	Reading Horizons develops a phonics based, English reading program for individuals, schools, and institutions throughout the United States, and the world
Response to Instruction and Intervention for Behavior (RTI2-B)	RTI2-B helps schools create a positive culture for students and staff with the goal of improving academic and behavioral outcomes for ALL students
Response To Intervention (RTI)	A multi-tier approach to the early identification and support of students with learning academic and behavior needs
Rigorous	A term used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging



Executive Summary

SALT	A group of district leaders, administrators, directors, and other district personnel who review and make important governance decisions regarding the district to support and improve the overall needs of the district initiatives and student achievement
School Leadership	Leadership is a process of influence leading to the achievement of desired purposes
School Walk-Throughs	A formal or informal observation used to analyze teacher performance and give them actionable feedback on their teaching strategies
Scope and Sequence	A term used to identify the amount of content an educator will teach for participants (Scope) and the order in which they teach the selected content (Sequence)
Senior Reading Advisor	Senior Reading Advisors (SRA) are a cohort of select middle and high school teachers who have been strategically placed in seventeen high need schools to deliver daily high-quality, direct instruction to select middle and high school students who demonstrate severe deficits in literacy.
Skills based instruction	Students are taught a specific skill
Small Group Instruction	When you teach the students in small groups ranging from 2-6 students
SMARTIE Goal	A goal that is strategic, measurable, ambitious, realistic, time-bound, inclusive, and equitable
Social-Emotional Learning	SEL helps learners develop skills, attitudes, and knowledge to identify and regulate emotions, cultivate positive relationships, and make responsible decisions
Socioeconomic	Encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class
Specialized Education Assistants	Classroom teacher assistants whose primary role is to assist teachers in closing the literacy gaps in grades K-2 by focusing on basic early literacy skills
Stakeholders	Refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives
Standards based instruction	A process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment
STAT Meetings	A meeting that is held for reviewing the progress of any project or program



Executive Summary

Strategic Initiative	A strategic initiative is designed to solve this problem; instead of declaring a general goal or desire, the strategic initiative has a very specific goal that is constrained by well-defined parameters well-defined parameters
Strategies	A teaching practice that shows students how to learn the content or skills they need to acquire
Student Achievement	The measurement of a student’s overall academic achievement and learning over a particular period of time
Student Engagement	The degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education
Student Survey	A method of gathering, processing, and evaluating your students’ opinions about the school’s educational practices
Subgroups	A subordinate group whose members usually share some common differential quality
Summer Learning Academy	Provides additional reading and math instruction as well as intervention and physical activity during the summer months
Suspension Rate	The number of students who have received one or more suspensions divided by the number of students enrolled at any time during the school year
Teacher Recruitment	The process by which a district/school ensures that it has the largest and strongest pool of qualified applicants for a position
Teacher Retention	Relates to the goal of keeping staff in the workplace and reducing employee turnover
Third (3rd) Grade Commitment	A collaborative effort between schools, parents, and community towards ensuring we all work together to best help MSCS students reach reading readiness before the third grade
Transformational Models	The framework we use to help leaders understand their organizations and also guide a successful redesign
Transformative Professional Development	Assures that all educators can benefit from professional learning although they may approach it with different levels of skill and understanding
TVAAS (Tennessee Value Added Assessment System)	The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students’ academic progress.



Executive Summary

Universal Screening	The process of collecting valid and reliable data multiple times a year with all students
Values	The regard that something is held to deserve; the importance, worth, or usefulness of something
Virtual Education and Logistics	A method of teaching that is taught either entirely online or when elements of face-to-face courses are taught online through learning management systems and other educational tools and platforms
Vision	Provides a vivid picture of the school's values and objectives
WIDA (World Class Instructional Design & Assessment)	Develops and provides proven tools and support to help multilingual learners, and their educators, succeed
Wraparound Supports	Supports necessary to achieve the desired outcome that are developed through a team approach



PORTRAIT OF A STUDENT





Memphis Shelby County Schools Portrait of an Elementary School Graduate

Social Responsiveness & Cultural Empathy

Digital Citizenship

College & Career Aware

Academically Prepared for Middle School



Personal Responsibility

Critical Thinkers & Problem Solvers

Strong Communicator

Effective Collaborators

Social Empathy & Cultural Responsiveness

- Empathetic listener
- Developing self-awareness that enables students to understand themselves as well as the perspective of others
- Ability to understand how someone else feels
- Ability to define culture and describe cultural practices
- Ability to differentiate their culture from the culture of their peers without making judgments on cultures that are different from their own
- Ability to acknowledge differences while remaining inclusive in activities and social groups

Personal Responsibility

- Demonstrates honesty and trust worthiness
- Able to self-manage behaviors and reactions
- Developing self-awareness and self-discipline
- Ability to acknowledge past infractions while exhibiting growth in similar situations in the future
- Demonstrates an understanding of personal accountability

Critical Thinkers & Problem Solvers

- Demonstrates reasoning to solve problems
- Demonstrate the ability to interpret and analyze information
- Demonstrates the ability to develop an argument or claim in a supportive manner without arguing
- Uses a wide range of creative solutions to solve problems

Strong Communicators

- Listens for understanding
- Can communicate ideas and thoughts verbally and in writing
- Uses accountable talk to participate in conversations in a meaningful and productive way without negative discourse

Effective Collaborators

- Can collaborate with others to discuss and solve problems in a productive manner
- Demonstrates ability to collaborate with others without creating an uncomfortable learning environment amongst peers

Academically Prepared for Middle School

- Demonstrates mastery of grade level standards across content areas
- Understands the importance of being prepared for class in terms of work and attitude
- Participates in 5th grade academic enrichment courses as eligible
- Participates in organizations and programs that enhance knowledge and encourage growth in academic areas

College & Career Aware

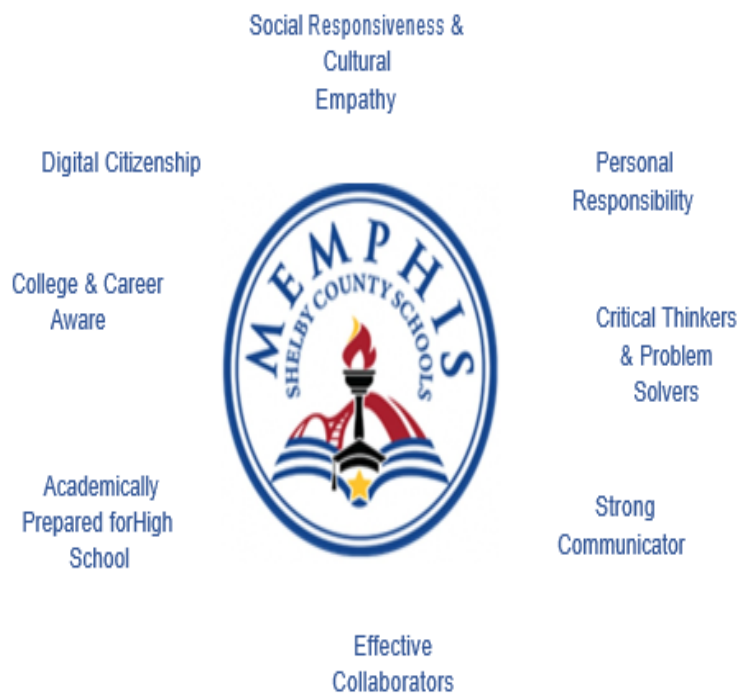
- Explores a variety of careers
- Have knowledge of personal interests and non-preferred activities
- Have knowledge of multiple careers

Digital Citizenship

- Demonstrates an understanding of how to appropriately care for and use technology
- Uses technology appropriately to complete academic tasks
- Maintaining safe practices while utilizing technology responsibly
- Stays focused while using technology (staying on appropriate websites, handling the task at hand)
- Staying focused while using technology (staying on appropriate websites; handling the task at hand)



Memphis Shelby County Schools Portrait of a Middle School Graduate



Social & Cultural Empathy

- Appreciation and consideration of the differences and similarities of another's cultural or social beliefs in comparison to one's own
- Possesses self-awareness that enables understanding with themselves, and the perspectives of others
- Active listener who understands diverse perspectives, needs, and situations

Personal Responsibility

- Demonstrates personal integrity, honesty, and ethical behavior
- Able to self-manage behaviors and reactions in challenging or difficult situations
- Demonstrates self-awareness and self-discipline

Critical Thinkers & Problem Solvers

- Asks questions to gain needed information
- Demonstrates reasoning when solving problems
- Gathers, interprets, analyzes, and evaluates evidence, arguments, and claims
- Uses a wide range of creative techniques, skills, and solutions to solve problems

Strong Communicators

- Listens for understanding
- Effectively articulates ideas and thoughts through verbal and written communication
- Can communicate through a variety of mediums effectively
- Uses accountable talk to effectively participate in conversations where they agree or disagree with others, ask questions, share opinions, or discuss a specific point in a meaningful way.

Effective Collaborators

- Can effectively collaborate with others to solve problems, create solutions, and facilitate new outcomes

Academically Prepared for High School

- Demonstrates mastery of grade level standards across content areas
- Understands academic responsibility and how academic choices shape future options and success
- Participates in honors courses, high school coursework, and World Languages options as eligible

College & Career Aware

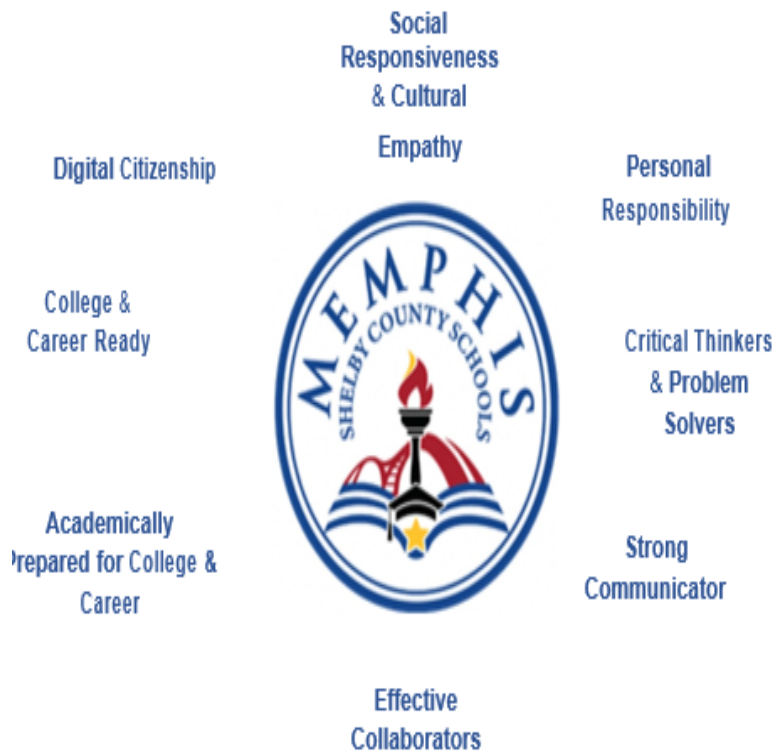
- Participates in the creation and completion of a Four-Year Plan with the guidance counselor
- Participates in career interest inventories and/or career exploration courses

Digital Citizenship

- Uses technology tools effectively and efficiently to complete tasks (research; create products; use applications)
- Demonstrates an understanding and adherence to district acceptable use policies



Memphis Shelby County Schools Portrait of a High School Graduate



Social & Cultural Empathy

- Active listener who understands, is responsive to, and appreciates diverse perspectives, needs, and situations
- Possesses self-awareness that enables understanding with themselves, and the perspectives and viewpoints of others
- Appreciation and consideration of the differences and similarities of another's cultural or social beliefs in comparison to one's own

Personal Responsibility

- Demonstrates and practices honesty, personal integrity, and ethical behavior
- Able to self-manage and regulate behaviors and reactions in challenging or difficult situations
- Demonstrates and practices self-awareness and self-discipline
- Ability to reflect on past behaviors, accept responsibility for poor choices, and proactively make better decisions in the future.

Critical Thinkers & Problem Solvers

- Asks targeted questions to obtain necessary information
- Demonstrates and applies sound reasoning when analyzing and solving problems
- Effectively gathers, interprets, analyzes, and evaluates evidence, arguments, and claims to support a position or decision without negative discourse
- Uses a wide range of creative techniques, skills, and solutions to solve problems and develop solutions

Strong Communicators

- Actively listens for understanding and asks clarifying questions
- Effectively articulates ideas and thoughts through verbal, written, and visual communication
- Can effectively communicate through a variety of mediums effectively utilizing various techniques depending upon the situation, audience, and need
- Uses accountable talk to effectively participate in conversations where they agree or disagree with others, ask questions, share opinions, or discuss a specific point in a meaningful way to develop new understandings for themselves or others

Effective Collaborators

- Can effectively collaborate with others to solve problems, create solutions, and facilitate new outcomes that are both effective and agreed upon by the participating parties

Academically Prepared for College & Career

- Demonstrates mastery of grade level standards across content areas
- Understands academic responsibility and how academic choices shape college and career options
- Participates in honors courses, AP coursework, and 1B options as eligible

College & Career Ready

- Executes the successful completion of a Four-Year Plan
- Participates in career interest inventories and/or career exploration courses
- Participates in internship opportunities when available
- Creates and develops a plan to pursue goals related to career ambitions
- Understands the employability skills needed to secure and maintain an entry level position in a career field of interest
- Understands the basic steps of completing a job search related to long-term career goals and planning

Digital Citizenship

- Uses technology tools effectively and efficiently to complete tasks and present information (research, create products, use applications)
- Demonstrates an understanding and adherence to district acceptable use policies without violations



Executive Summary

Elementary

Social Empathy & Cultural Responsiveness

- Empathetic listener
- Developing self-awareness that enables students to understand themselves as the perspective of others
- Ability to understand how someone else
- Ability to define culture and describe cultural practices
- Ability to differentiate their culture from culture of their peers without making judgments on cultures that are different from their own
- Ability to acknowledge differences while remaining inclusive in activities and social groups

Personal Responsibility

- Demonstrates honesty and trust worthiness
- Able to self-manage behaviors and
- Developing self-awareness and self-discipline
- Ability to acknowledge past infractions exhibiting growth in similar situations in the future
- Demonstrates an understanding of personal accountability

Critical Thinkers & Problem Solvers

- Demonstrates reasoning to solve problems
- Demonstrate the ability to interpret and information
- Demonstrates the ability to develop an argument or claim in a supportive manner without arguing
- Uses a wide range of creative solutions to solve problems

Middle

Social Empathy & Cultural Responsiveness

- Active listener who understands diverse perspectives, needs, and situations
- Possesses self-awareness that enables understanding with themselves, and the perspectives of others
- Appreciation of the differences and similarities of another's cultural or social beliefs in comparison to one's own

Personal Responsibility

- Demonstrates honesty, personal integrity, and ethical behavior
- Able to self-manage behaviors and reactions in challenging or difficult situations
- Demonstrates self-awareness and self-discipline
- Ability to reflect on past behaviors and make better choices in the future
- Understands and accepts personal accountability

Critical Thinkers & Problem Solvers

- Demonstrates consistent reasoning and questioning when solving problems
- Effectively gathers, interprets, analyzes, and evaluates evidence, arguments, and claims.
- Demonstrates the ability to support an argument or claim without arguing
- Uses a wide range of creative techniques, skills and solutions to solve problems

High

Social & Cultural Empathy Responsiveness

- Active listener who understands, is responsive to, and appreciates diverse perspectives, needs, and situations well as
- Possesses self-awareness that enables understanding with themselves, and the feels perspectives and viewpoints of others
- Appreciation and consideration of the differences and similarities of another's cultural or social beliefs in comparison to the one's own

Personal Responsibility

- Demonstrates and practices honesty, personal integrity, and ethical behavior
- Able to self-manage and regulate reactions behaviors and reactions in challenging or difficult situations
- Demonstrates and practices self-awareness and self-discipline while
- Ability to reflect on past behaviors, accept responsibility for poor choices, and proactively make better decisions in the future.

Critical Thinkers & Problem Solvers

- Asks targeted questions to obtain necessary information
- Demonstrates and applies sound analyze reasoning when analyzing and solving problems
- Effectively gathers, interprets, analyzes, and evaluates evidence, arguments, and claims to support a position or decision without negative discourse
- Uses a wide range of creative techniques, skills, and solutions to solve problems and develop solutions



Executive Summary

Elementary

Strong Communicators

- Listens for understanding
- Can communicate ideas and thoughts verbally and in writing
- Uses accountable talk to participate in conversations in a meaningful and productive way without negative discourse

Effective Collaborators

- Can collaborate with others to discuss and solve problems in a productive manner
- Demonstrates ability to collaborate with others without creating an uncomfortable learning environment amongst peers

Academically Prepared for Middle School

- Demonstrates mastery of grade level standards across content areas
- Understands the importance of being prepared for class in terms of work and attitude
- Participates in 5th grade academic enrichment courses as eligible
- Participates in organizations and programs that enhance knowledge and encourage growth in academic areas

College & Career Aware

- Explores a variety of careers
- Have knowledge of personal interests and nonpreferred activities
- Have knowledge of multiple careers

Middle

Strong Communicators

- Actively listens for understanding
- Effectively articulates ideas and thoughts through verbal and written communication
- Can communicate through a variety of mediums effectively
- Uses accountable talk to effectively participate in conversations where they agree or disagree with others, ask questions, share opinions, or discuss a specific point in a meaningful way.

Effective Collaborators

- Can effectively collaborate with others to solve problems, create solutions, and facilitate new outcomes

Academically Prepared for High School

- Demonstrates mastery of grade level standards across content areas
- Understands academic responsibility and how academic choices shape future options and success
- Participates in honors courses, high school coursework, and World Languages options as eligible

College & Career Aware

- Participates in the creation and completion of a Four-Year Plan with the guidance counselor
- Participates in career interest inventories and/or career exploration courses

High

Strong Communicators

- Actively listens for understanding and asks clarifying questions
- Effectively articulates ideas and thoughts through verbal, written, and visual communication
- Can effectively communicate through a variety of mediums effectively utilizing various techniques depending upon the situation, audience, and need
- Uses accountable talk to effectively participate in conversations where they agree or disagree with others, ask questions, share opinions, or discuss a specific point in a meaningful way to develop new understandings for themselves or others.

Effective Collaborators

- Can effectively collaborate with others to solve problems, create solutions, and facilitate new outcomes that are both effective and agreed upon by the participating parties

Academically Prepared for High School

- Demonstrates mastery of grade level standards across content areas
- Understands academic responsibility and how academic choices shape college and career options
- Participates in honors courses, AP coursework, and 1B options as eligible

College & Career Readiness

- Executes the successful completion of a Four-Year Plan
- Participates in career interest inventories and/or career exploration courses
- Participates in internship opportunities when available
- Creates and develops a plan to pursue goals related to career ambitions
- Understands the employability skills needed to secure and maintain an entry level position in a career field of interest
- Understands the basic steps of completing a job search related to long-term career goals and planning



Executive Summary

Elementary

Digital Citizenship

- Demonstrates an understanding of how to appropriately care for and use technology
- Uses technology appropriately to complete academic tasks
- Maintaining safe practices while utilizing technology responsibly
- Stays focused while using technology (staying on appropriate websites; handling the task at hand)

Middle

Digital Citizenship

- Uses technology tools effectively and efficiently to complete tasks (research; create products; use applications)
- Demonstrates an understanding and adherence to district acceptable use policies

High

Digital Citizenship

- Uses technology tools effectively and efficiently to complete tasks and present information (research, create products, use applications)
- Demonstrates an understanding and adherence to district acceptable use policies without violations





Executive Summary

ii. Awards and Recognitions

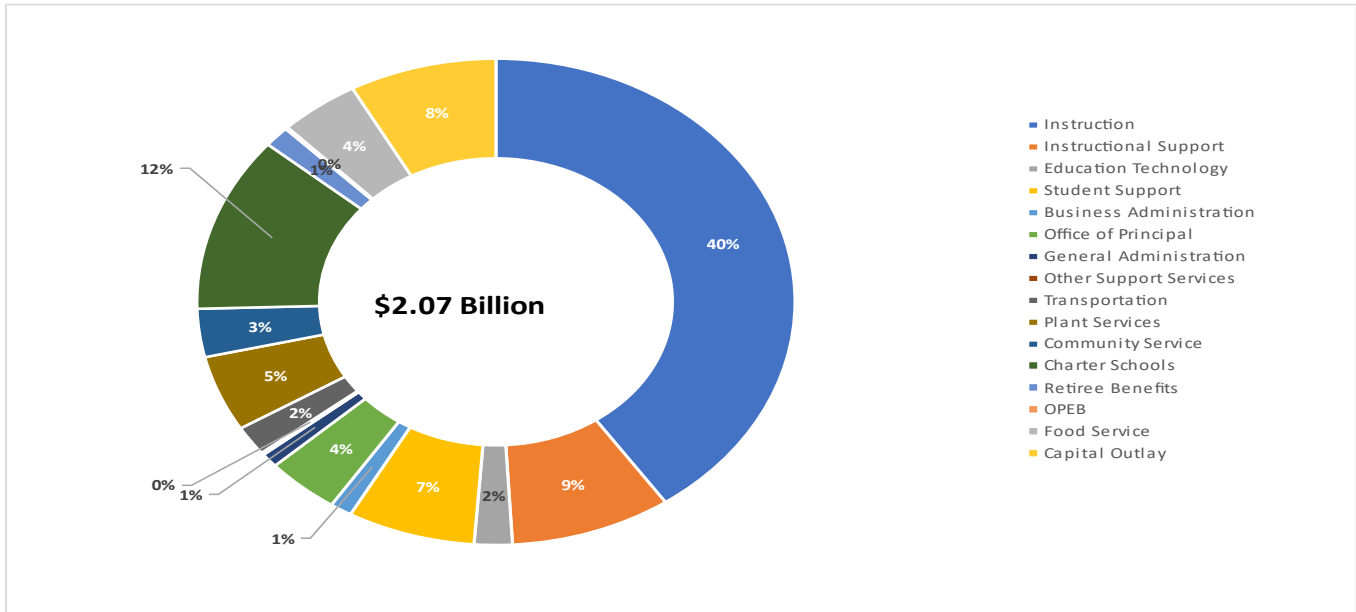
- Superintendent Williams, Board Member Kevin Woods Receive MBJ Power 100 List Recognition
- Dexter K-8 School Receives “America’s Healthiest Schools” Award
- MSCS Minority, Women-Owned Small Business Enterprise (MWSBE) Program received the prestigious 2022 Robert R. Church, Sr. Corporation of the Year Award from the Mid-South Minority Business
- Congressman Steve Cohen awarded the Shelby County Board of Education a \$1 million grant from the Department of Justice’s Office of Juvenile Justice Delinquency Prevention to enhance the capacity of schools to address youth violence.
- Three MSCS educators were recognized by the Country Music Association (CMA) Foundation as *Music Teachers of Excellence*.
- MSCS earns its Highest Graduation Rate Since Merger
- As part of *The Big Day For Teachers* event, AutoZone Liberty Bowl, and the College Football Playoff (CFP) Foundation selected Ridgeway High teacher Jawanna Franklin as the recipient of a DonorsChoose gift card to enhance learning in her classroom.
- More than a dozen MSCS Students Named 2023 National Merit Scholarship Semifinalists
- MSCS Ranked an Advancing District in State’s Accountability Report, Boasting 61 Reward Schools
- MSCS Partners with Amazon to support 20 Schools
- John P. Freeman Optional School teacher Dr. Melissa Collins was named the 2022-23 Tennessee Teacher of the Year and Tennessee’s 2022 Gilder Lehrman History Teacher of the Year.
- MSCS Named a Level 5 School District for the first time since the 2014-15 school year.
- White Station High School teacher Dr. Chikezie Madu was selected to join the College Board Exam Development Committee as an exam consultant.
- Cummings K-8 Optional School Receives \$50,000 Donation from Music Business Executive
- MSCS Celebrates First Memphis Virtual Adult High School Graduation
- MSCS Budget & Fiscal Planning Department was awarded the 2022-2023 Meritorious Budget Award from the Association of School Business Officials International (ASBO).
- MSCS Budget & Fiscal Planning Department was awarded the 2022 Distinguished Budget Presentation Award from the Government Finance Officers Association (GFOA).
- MSCS Accounting & Reporting Department was awarded the 2022 Certificate of Excellence in Financial Reporting for its Annual Comprehensive Financial Report from the Association of School Business Officials International (ASBO).
- MSCS Accounting & Reporting Department was awarded the 2022 Certificate of Excellence in Financial Reporting for its Annual Comprehensive Financial Report from the Government Finance Officers Association (GFOA).



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 \$2.07 billion dedicated to the education of our students. The Adopted budget reflects a \$153.6 million decrease in our total operations in fiscal year 2023-24 relative to the previous year amended budget. The chart below provides a breakdown of the fiscal year 2023-24 combined All Funds budget expenditures.



Instruction: \$837.7 million Activities directly linked to teaching students	Charter Schools: \$241.6 million State, local, and federal payments to charter schools	Food Services: \$89.2 million Prep, delivery, & services of breakfasts, lunches, snacks, & other meals
Plant Services: \$104.7 million School maintenance, including grounds, buildings, equipment, and utilities	Instructional Support: \$223.1 million Activities to facilitate & enhance instruction, including content and professional development	Student Support: \$143.3 million Library, guidance, health, & technical services to students, incl school safety
Community Services: \$66.4 million Community dev programs such as early childhood development and innovation & planning	Office of the Principal: \$82 million Activities performed by principals & AP, includes school office staff	Capital Outlay: \$165 million Capital improvements and construction for the District's schools
Student Transportation: \$40.4 million Transportation for regular, vocational, and special education instruction	Retiree Benefits: \$28.8 million District's contribution to 'pay as you as go' retiree benefit costs	General Administration: \$23 million Commission fees, legal services, communications, printing, warehouse, and others
Business Administration: \$24.6 million Accounting, budgeting, financial reporting, human resources, payroll, purchasing, information technology and internal auditing	OPEB: \$3 million	

Explanation of variance is explained throughout the book.



Executive Summary

All Funds expenditure bridge from 2022-2023 to 2023-2024 is as follows:

Memphis-Shebly County Schools Bridging the gap between FY23-FY24

Fund	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	%Change
General	\$ 1,162,559,219	\$ 1,283,983,001	\$ 121,423,782	10.4%
Capital Project	94,525,227	100,330,886	5,805,659	6.1%
Non-Federal	53,016,581	53,171,290	154,709	0.3%
Food Service	79,580,955	88,701,262	9,120,307	11.5%
Federal	832,275,598	542,710,678	(289,564,921)	-34.8%
Internal Service Funds	4,685,536	4,135,186	(550,350)	-11.7%
All Funds Expenditures Total	2,226,643,116	2,073,032,302	(153,610,814)	-6.9%





Executive Summary

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 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 and students 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 more than 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.



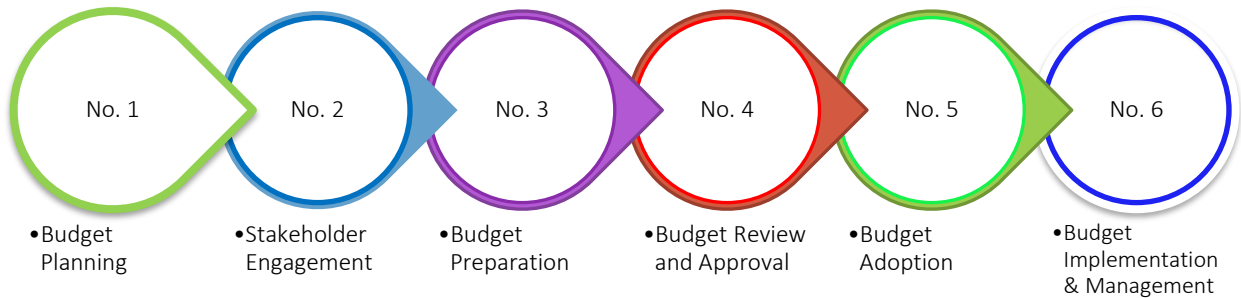
Executive Summary

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.



**Memphis-Shelby County Schools
BUDGET CALENDAR
FISCAL YEAR 2023-2024**

Presentation of the Adopted Budget Calendar

- | | |
|---------------------------|--|
| Tuesday, October 4, 2022 | Present Budget Calendar to the Board – Audit, Budget Finance Committee |
| Tuesday, October 18, 2022 | Present Budget Calendar and Strategic Priorities at Board Work session |

Development of Budget priorities and Community Engagement

- | | |
|--|---|
| Monday, October 10, 2022 | Begin Collaborations with Communications and FACE to develop Community Engagement Strategy |
| Tuesday, December 13, 2022 | 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 13, 2022
to
Friday, March 10, 2023 | 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 10, 2022
to
Friday, October 28, 2022 | Begin school strategic planning sessions assessing student/teacher needs, budget development with School Leaders and Central Office support teams |
| Monday, November 7, 2022 | Present General, Federal, CIP, and Special Revenue Funds budget guidelines to Chiefs |



Memphis-Shelby County Schools
BUDGET CALENDAR (continued)
FISCAL YEAR 2023-2024

Monday, December 12, 2022	Provide initial draft budget to Supt; MSCS Cabinet reviews departmental budgets and alignment to priorities and needs assessments
Monday, February 6, 2023	Present initial budget to Cabinet
Saturday, February 18, 2023	Deliver initial budget to Memphis-Shelby County Board of Education-Retreat
February 27-March 10, 2023	Budget Checkout – Schools (Subject to change)

Budget Review and Approval Process

Tuesday, April 18, 2023	Deliver proposed budget to Memphis-Shelby County Board of Education
Tuesday, April 25, 2023	Present proposed budget to Memphis-Shelby County Board of Education for approval
Wednesday, May 3, 2023	Present Memphis-Shelby County Board of Education's FY2023-24 proposed budget for approval before Shelby County Board of Commissioners Education Committee
Wednesday, May 10, 2023	Present Memphis-Shelby County Board of Education's FY2023-24 proposed budget for approval before Shelby County Board of Commissioners
Monday, May 22, 2023	Present final budget to Memphis-Shelby County Board of Education for approval as adopted budget (<i>Special Call</i>)
Wednesday, June 7, 2023	Present final budget to Memphis-Shelby County Board of Commissioners Education Committee for approval as adopted budget
Tuesday, August 1, 2023	Submit budget to State of Tennessee



Executive Summary

vi. Enrollment

The District's projected enrollment including (Charter Schools and ASD/PCSC) for school year 2023-24 is listed below. The District projects to serve 115,239 students in grades Pre-kindergarten through grade 12.

Grade	MSCS District Enrollment	Charter Enrollment	ASD/PCSC Enrollment	Total Enrollment
PK	5,480	-		5,480
K	7,374	1,625	714	9,713
1	7,038	1,623	526	9,187
2	7,283	1,540	452	9,275
3	6,515	1,573	478	8,567
4	6,749	1,576	455	8,781
5	7,093	1,455	478	9,026
6	6,097	1,794	630	8,521
7	5,887	1,744	667	8,298
8	5,800	1,638	667	8,104
9	7,053	1,422	584	9,060
10	6,265	1,315	496	8,076
11	5,539	1,108	369	7,016
12	4,810	1,010	314	6,134
Totals	88,985	19,422	6,832	115,239

ASD- Achievement School District

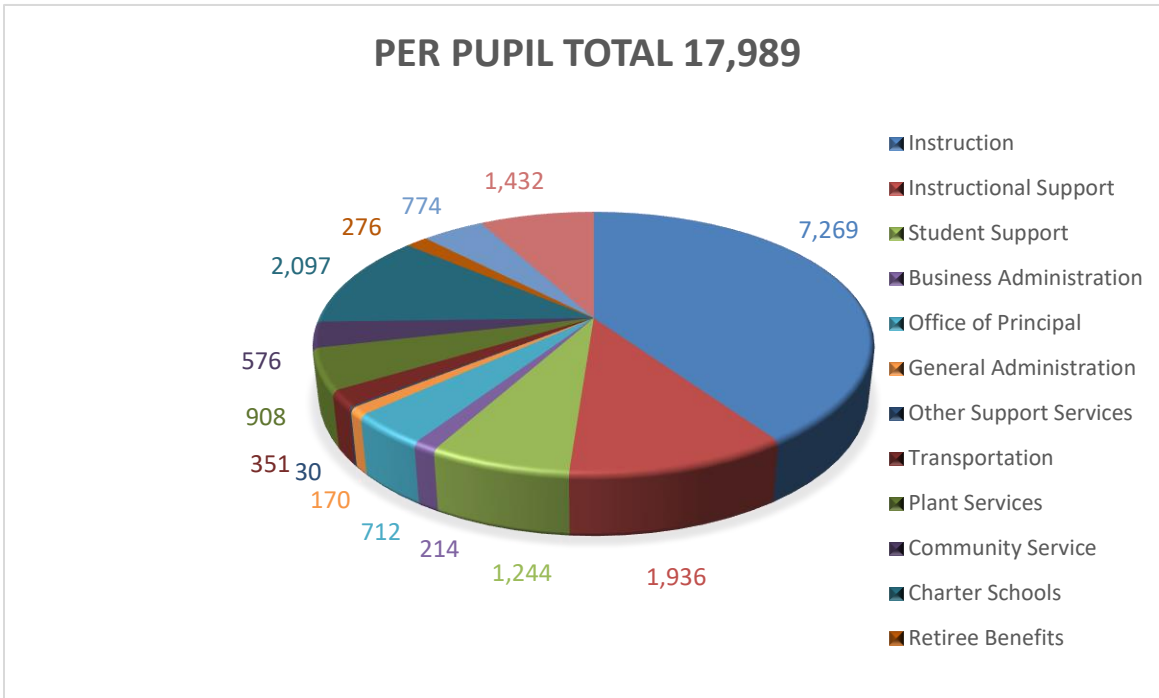
PCSC- Public Charter School Commission

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 2023-24, the per-pupil amount of the combined All Funds budget is \$17,989 as shown in the chart below. Per pupil total consists of multiple year funding in one year's budget.



Of the total \$2.07 billion District Budget All Funds expenditure budget in fiscal year 2023-24, the General Fund consists of about \$1.28 billion (or 61.9%). The General Fund serves as the primary operating fund for the District. The fiscal year 2023-24 Adopted District General Fund expenditures budget reflects a \$121.4 million or a 10.4% increase compared to the prior year amended budget. The year-over-year variance is further explained in the financial section.





Executive Summary

vii. Staffing Levels

The chart below reports the District Budget All Funds budgeted staffing levels for fiscal years 2020 through 2024. The District does not budget for 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.

	2019 -2020 Actual Budget	2020 -2021 Actual Budget	2021 -2022 Actual Budget	2022 -2023 Amended Budget	2023 -2024 Adopted Budget	Change from 2023 Amended Budget to 2024 Budget	Percentage Change from 2023 Amended Budget to 2024 Budget
Full-Time Employees							
Officials/Administration/Management	256.05	253.00	318.00	337.00	338.00	1.00	0.30%
Principals	157.00	154.00	156.00	154.00	155.00	1.00	0.65%
Assistant Principals, Non-Teachers	203.00	201.00	207.00	218.00	225.00	7.00	3.21%
Elementary Classroom Teachers	2,368.00	2,264.00	2,218.00	2,231.00	2,254.00	23.00	1.03%
Secondary Classroom Teachers	1,892.85	1,816.00	1,772.00	1,751.00	1,768.00	17.00	0.97%
Other Classroom Teachers	2,197.12	2,188.00	2,356.00	2,248.00	2,304.00	56.00	2.49%
Guidance	299.00	280.00	278.00	287.00	290.00	3.00	1.05%
Psychological	79.00	74.00	74.00	68.00	68.00	-	0.00%
Librarian/Audio/Visual	145.00	138.00	130.00	132.00	133.00	1.00	0.76%
Consultants/Supervisors	153.00	147.00	173.00	187.00	198.00	11.00	5.88%
Other Professional	747.20	786.00	1,090.00	1,249.00	1,225.00	(24.00)	-1.92%
Teachers' Aides	1,749.00	1,927.00	3,149.00	2,846.00	2,746.00	(100.00)	-3.51%
Technicians	171.00	150.00	142.00	135.00	135.00	-	0.00%
Clerical/Secretarial	688.64	696.00	696.00	715.00	703.00	(12.00)	-1.68%
Service Workers	1,211.20	1,666.00	1,614.00	1,616.00	1,812.00	196.00	12.13%
Skilled Crafts	111.00	117.00	117.00	118.00	115.00	(3.00)	-2.54%
Laborers Unskilled	260.00	276.00	277.00	253.00	242.00	(11.00)	-4.35%
Professional Instructional	5.00	1.00	3.00	2.00	2.00	-	0.00%
Total	12,693.06	13,134.00	14,770.00	14,547.00	14,713.00	166.00	1.14%
Part-Time Staff Employees							
All Other	17.00	46.00	65.00	29.00	29.00	-	0.00%
Part-Time	8.00	12.00	-	-	-	-	0.00%
Total	25.00	58.00	65.00	29.00	29.00	-	0.00%
Total Full-Time & Part-Time Staff	12,718.06	13,192.00	14,835.00	14,576.00	14,742.00	166.00	1.14%

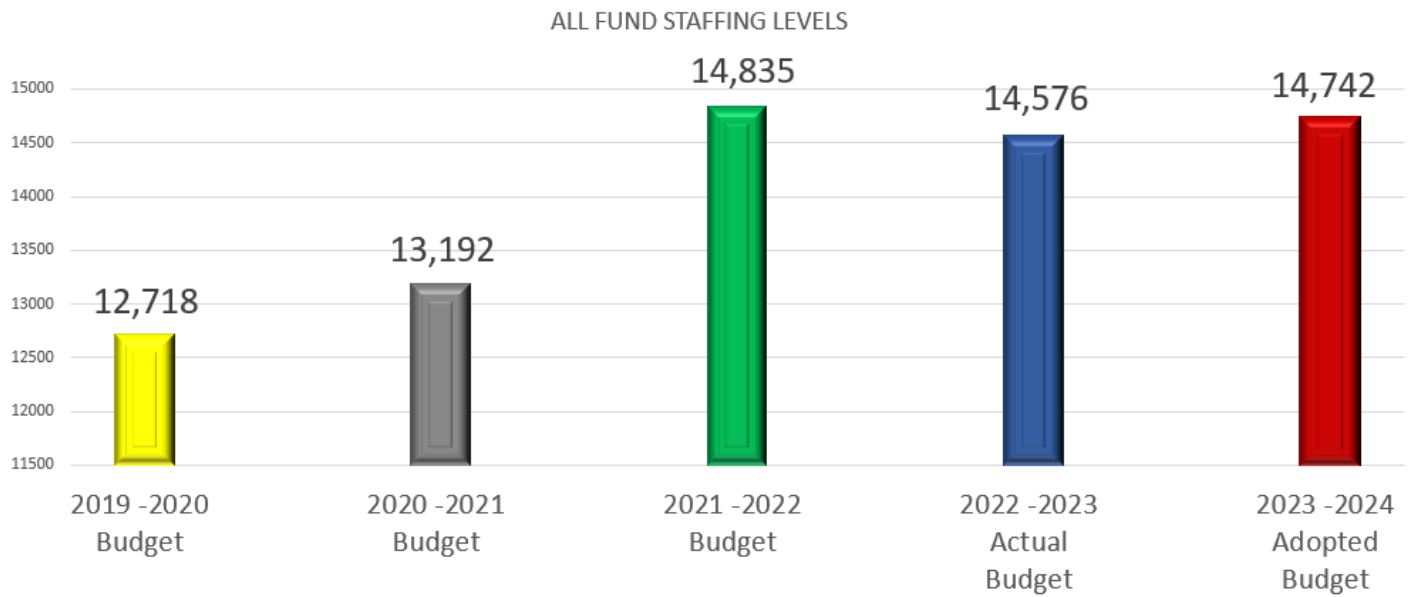
*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EEO-5) Report



ALL FUNDS STAFFING LEVELS

For fiscal year 2023-24, the District has a budget of 14,742 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 53% of the District’s expenditure for the All Funds budget and 61% of the General Fund budget. The District projects a net increase of 166 positions in All Fund for fiscal year 2023-24. The increase is attributed to the increase of Safety and Security Monitors and the return of Hanley Elementary School.





Executive Summary

viii. Financial Overview

Memphis-Shelby County Schools is the largest school district in the state of Tennessee. The All Funds \$2.07 billion District budget for fiscal year 2023-24 reflects the academic support and operations needed to serve the projected number of 115,239 students (including charter schools and ASD/PCSC schools). 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 \$2.07 billion for the fiscal year 2023-24. The total expenditure for all funds reflect a \$153.6 million (or a 6.9%) decrease from the prior year amended 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 2023-24 financial statement of functional activities for all funds, at the state function level.

FISCAL YEAR 2023-24 DISTRICT ALL FUNDS BUDGET

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	560,343,540	526,514,124	530,177,227	590,405,853	610,088,621	19,682,768	3.3%
State of Tennessee	550,352,588	575,057,731	618,749,993	646,885,139	733,038,532	86,153,393	13.3%
Federal Government	193,001,472	580,864,873	1,083,653,116	921,039,970	629,814,289	(291,225,681)	-31.6%
Other Local Sources	24,446,467	24,941,897	22,187,228	19,202,630	13,817,808	(5,384,822)	-28.0%
Total Revenues	\$ 1,329,596,323	\$ 1,708,711,958	\$ 2,256,100,899	\$ 2,178,866,927	\$ 1,988,092,586	\$ (190,774,341)	-8.8%
Expenditures							
Instruction	\$ 562,863,226	\$ 816,398,882	\$ 866,415,828	\$ 850,146,870	\$ 837,692,960	\$ (12,453,910)	-1.5%
Instructional Support	100,256,865	187,155,090	296,803,832	286,659,158	223,111,386	(63,547,772)	-22.2%
Student Support	71,861,552	85,430,124	146,766,768	138,772,552	143,329,747	4,557,195	3.3%
Office of the Principal	63,522,590	63,338,657	62,743,237	68,042,689	82,044,017	14,001,328	20.6%
General Administration	17,100,303	18,464,098	18,820,573	21,255,183	22,998,751	1,743,568	8.2%
Business Administration	16,879,959	18,974,173	28,092,998	23,699,141	24,608,831	909,691	3.8%
Other Support Services	264,806	220,945	5,078,408	-	-	-	0.0%
Student Transportation	20,261,262	41,020,437	46,574,574	47,261,500	40,444,430	(6,817,071)	-14.4%
Plant Services	97,385,563	97,933,874	125,871,337	115,178,635	104,671,964	(10,506,671)	-9.1%
Community Services	56,754,467	65,611,793	73,176,493	71,716,806	66,428,196	(5,288,609)	-7.4%
Charter Schools	158,835,991	184,945,609	270,979,371	241,552,848	241,623,202	70,354	0.0%
Retiree Benefits	28,084,559	28,830,403	28,830,403	28,830,403	28,830,403	-	0.0%
Food Service	65,181,209	81,790,493	78,992,139	79,580,955	89,238,836	9,657,881	12.1%
OPEB	-	-	-	3,000,000	3,000,000	-	0.0%
Capital Outlay	83,882,221	82,975,010	237,978,410	250,946,376	165,009,578	(85,936,798)	-34.2%
Total Expenditures	\$ 1,343,134,572	\$ 1,773,089,590	\$ 2,287,124,371	\$ 2,226,643,116	\$ 2,073,032,301	\$ (153,610,814)	-6.9%
Excess (deficiency) of revenues over expenditures	(13,538,249)	(64,377,632)	(31,023,472)	(47,776,189)	(84,939,716)		
Approved use of Fund balance	13,538,249	64,377,632	31,023,472	47,776,189	84,939,716		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance							
Beginning Fund Balance	217,507,453	203,969,238	244,411,756	332,960,935	385,367,903		
Increase (decrease) in revenue for encumbrances	(11,117,201)	30,860,971	88,549,179	52,406,967	-		
Transfers To/(From)Other Funds	(3,057,961)	(4,731,055)	-	-	-		
Insurance Recovery	554,780	89,509	-	-	-		
Sale of Capital Assets	82,167	6,579,524	-	-	-		
Ending Fund Balance	\$ 203,969,238	\$ 236,768,187	\$ 332,960,935	\$ 385,367,903	\$ 385,367,903		
Fund Balance Categories							
Nonspendable	11,044,734	12,167,511	12,284,717	10,798,513	10,798,513		
Restricted	72,738,818	67,416,325	84,612,702	88,190,374	88,190,374		
Assigned	35,635,185	14,607,226	34,196,312	157,161,237	157,161,237		
Committed	769,670	660,211	1,030,340	-	-		
Unassigned	83,780,831	141,916,912	200,836,864	129,217,780	129,217,780		
Total Ending Fund Balance	\$ 203,969,238	\$ 236,768,187	\$ 332,960,935	\$ 385,367,903	\$ 385,367,903		



Executive Summary

Revenues

Overall, the District combined All Funds revenues stand at \$1.99 billion or an (8.8%) decrease for fiscal year 2023-24. Total expenditure for All Funds stands at \$2.07 billion or an (6.9%) decrease from the FY23 amended budget. The largest cause of this decrease is due to Federal Programs revenues, which are projected to decrease by approximately \$291.2 million largely due to funds spent in fiscal year 2023 of \$104.6 million of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant award, and the \$126.7 million ESSER 3.0 grant.

Expenditures

The total budget for ALL FUNDS shows a \$153.6 million (or a 6.9%) decrease reflecting budgeted expenditures associated with ESSER revenues as noted above. All other funds (excluding Federal Funds) show moderate changes from the fiscal year 2022-2023 amended budget. The Instructions budget projects a marginal \$12.5 million decrease for the fiscal year 2023-2024. The Non-Federal budget projects a marginal \$968,014 increase for fiscal year 203-2024. The increase can be attributed to \$32.2 million for the Innovative Schools Model grant and \$602,000 for LEAPS in the fiscal year 2022-2023. The decreases are offset by increases of \$541,000 for SCIAA Dues and \$537,575 for the 901 Café. Nutrition Services expenditures are budgeted to increase by \$9.1 million (or 11.5%) to \$88.7 million for fiscal year 2023-24. The primary reason for the increase in projected revenues is attributed to upgrades to the service lines, as well as the increased cost of food and food supplies. Additional information relative to the respective funds is presented with the budget fund information following this all-funds discussion.





Executive Summary

Below is the 2023-24 District Budget for All Funds financial statement of activities by object spending category.

FISCAL YEAR 2023-24 DISTRICT ALL FUNDS BUDGET BY SPENDING CATEGORY

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues									
City of Memphis	\$ 5,066,774	\$ 1,452,256	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	463,097,266	560,343,540	560,343,540	526,514,124	530,177,227	590,405,853	610,088,621	19,682,768	3.3%
State of Tennessee	514,615,844	550,352,588	550,352,588	575,057,731	618,749,993	646,885,139	733,038,532	86,153,393	13.3%
Federal Government	296,234,339	193,001,471	193,001,471	580,864,873	1,083,653,119	921,039,970	629,814,289	(291,225,681)	-31.6%
Other Local Sources	25,343,361	24,446,470	24,446,470	24,941,897	22,187,227	19,202,630	13,817,808	(5,384,822)	-28.0%
Total Revenues	\$ 1,304,347,574	\$ 1,329,596,325	\$ 1,329,596,325	\$ 1,708,711,958	\$ 2,256,100,899	\$ 2,178,866,927	\$ 1,988,092,586	\$ (190,774,341)	-8.8%
Expenditures									
Salaries	\$ 630,306,122	\$ 644,962,501	\$ 644,962,501	\$ 721,973,987	\$ 857,560,452	\$ 825,918,015	\$ 857,903,293	\$ 31,985,277	3.9%
Benefits	184,942,127	187,787,962	187,787,962	198,395,343	254,317,533	222,245,781	226,320,665	4,074,884	1.8%
Contracted Services	132,066,679	84,019,949	84,019,949	210,091,649	354,855,217	401,408,207	367,850,024	(33,558,183)	-8.4%
Professional Services	3,557,469	48,277,690	48,277,690	51,456,538	66,408,054	-	-	-	0.0%
Property Maintenance Services	10,900,269	33,469,728	33,469,728	38,387,395	44,985,246	-	-	-	0.0%
Travel	2,359,711	1,062,835	1,062,835	319,491	1,110,239	-	-	-	0.0%
Supplies and Materials	88,844,035	50,325,847	50,325,847	140,928,100	149,401,243	209,073,402	171,674,325	(37,399,077)	-17.9%
Capital Outlay	106,186,590	110,627,322	110,627,322	162,779,439	65,318,550	288,909,583	172,824,870	(116,084,713)	-40.2%
Other Charges	24,863,009	23,764,748	23,764,748	63,812,036	88,599,284	79,088,128	45,947,719	(33,140,409)	-41.9%
Charter Schools	128,231,865	158,835,991	158,835,991	184,945,609	404,568,554	200,000,000	230,511,406	30,511,406	15.3%
Total Expenditures	\$ 1,314,630,401	\$ 1,343,134,573	\$ 1,343,134,574	\$ 1,773,089,590	\$ 2,287,124,371	\$ 2,226,643,116	\$ 2,073,032,301	\$ (153,610,814)	-6.9%
Excess (deficiency) of revenues over expenditures	\$ (10,282,827)	\$ (13,538,248)	(13,538,248)	(64,377,632)	(31,023,472)	(47,776,189)	(84,939,716)		
Approved use of Fund balance	10,282,827	13,538,248	13,538,248	-	31,023,472	47,776,189	84,939,716		
Net Change	\$ -	\$ -	\$ -	\$ (64,377,632)	\$ -	\$ -	\$ -		
Beginning Fund Balance									
Beginning Fund Balance	240,050,170	249,056,819	217,507,453	203,969,238	236,768,187	332,960,935	385,367,903		
Increase (decrease) in revenue for encumbrances	11,756,211	(40,096,222)	(11,117,201)	30,860,971	96,192,748	52,406,967	-		
Transfers To/(From)Other Funds	(3,096,202)	7,402,841	(3,057,961)	(4,731,055)	-	-	-		
Insurance Recovery	-	546,785	554,780	89,509	-	-	-		
Sale of Capital Assets	346,640	597,230	82,167	6,579,524	-	-	-		
Ending Fund Balance	\$ 249,056,819	\$ 217,507,453	\$ 203,969,238	\$ 236,768,187	\$ 332,960,935	\$ 385,367,903	\$ 385,367,903		
Fund Balance Categories									
Nonspendable	5,812,919	10,185,984	11,044,734	12,167,513	12,284,717	10,798,513	10,798,513		
Restricted	80,824,680	86,584,278	72,738,818	67,416,325	84,612,702	88,190,374	88,190,374		
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	34,196,312	157,161,237	157,161,237		
Committed	-	1,073,244	769,670	660,211	1,030,340	-	-		
Unassigned	77,307,354	84,756,719	83,780,831	141,916,912	200,836,864	129,217,780	129,217,780		
Total Ending Fund Balance	\$ 249,056,819	\$ 217,507,483	\$ 203,969,238	\$ 236,768,187	\$ 332,960,935	\$ 385,367,903	\$ 385,367,903		



Executive Summary

B. Fund Balance

Memphis Shelby County Schools projects to start fiscal year 2023-24 with a fund balance for all funds of \$385.2 million (unaudited), which is a \$42.5 million increase when compared with fiscal year 2022-2023. Of this total, the General Fund makes up 87.1% or \$335,670,581. 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 the fiscal year 2023-2024, MSCS isn't planning to use Fund Balance to balance the budget.

FISCAL YEAR 2022 and 2023 FUND BALANCES

Fund Name	Actual Balance 6/30/2022	Projected Balance 6/30/2023	FY22-23 % Change
General Fund			
Nonspendable	\$ 6,459,743	\$ 5,437,811	-15.82%
Restricted	45,950,792	54,613,201	18.85%
Assigned	40,139,673	157,161,237	291.54%
Unassigned	184,789,422	118,651,339	-35.79%
	<u>277,339,630</u>	<u>335,863,587</u>	<u>21.10%</u>
Capital Projects Fund	7,725,555	7,385,474	-4.40%
Special Revenue Funds			
Categorically-Aided Non-Federal	1,651,102	3,003,080	81.88%
Categorically-Aided Federal	-	-	0.00%
Food Service Fund	43,866,122	37,759,526	-13.92%
Internal Service Funds			
Printing Services	2,378,526	1,356,237	-42.98%
Supply Chain Management	452,356	258,496	-42.86%
ASD	1,815,716	463,947	-74.45%
	<u>110,454</u>	<u>633,795</u>	<u>473.81%</u>
Total All Funds	<u>\$ 332,960,935</u>	<u>\$ 385,367,903</u>	<u>15.74%</u>

At the end of fiscal year 2022-2023, the total fund balance from all funds is forecasted to be \$385,174,899. The unassigned General Fund balance is projected to be \$118 million or 10% 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 2022-23, 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 adopted budget is approximately \$1.2 billion in fiscal year 2023-24, which for FY24 makes up about 62% of the District’s total budget across all funds. The adopted General Fund expenditure budget for fiscal year 2023-24 reflects a \$121.4 million or a 10.4% increase in expenditures relative to the fiscal year 2022-23 budget. The increase is attributed to a \$98.2 million increase in instruction and a \$30.5 million increase in Charter School enrollment. The adopted General Fund revenue budget for fiscal year 2023-24 reflects a \$98.3 million or an 8.8% increase in revenues resulting from increased state funding from Tennessee Investment in Student Achievement (TISA).

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

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Adopted Budget		
Revenues							
City of Memphis	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	479,015,603	498,964,693	483,167,305	502,279,082	514,374,278	12,095,195	2.4%
State of Tennessee	538,524,350	567,229,761	606,549,437	603,864,511	690,488,765	86,624,253	14.3%
Federal Government	16,650,234	8,092,129	15,373,361	10,590,180	10,130,455	(459,725)	-4.3%
Other Local Sources	9,893,866	8,308,177	5,675,736	4,352,437	4,378,054	25,617	0.6%
Total Revenues	\$ 1,045,536,309	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,122,419,546	\$ 1,220,704,887	\$ 98,285,341	8.8%
Expenditures							
Instruction	\$ 515,406,734	\$ 504,226,534	\$ 492,218,120	\$ 479,053,668	\$ 577,249,853	\$ 98,196,185	20.5%
Instructional Support	58,359,480	59,391,774	89,959,061	100,388,272	68,279,270	(32,109,002)	-32.0%
Student Support	63,924,512	58,621,149	72,629,680	84,713,145	103,846,854	19,133,709	22.6%
Office of the Principal	63,502,084	62,447,119	62,743,237	65,474,992	79,904,821	14,429,829	22.0%
General Administration	17,100,303	16,673,421	18,353,405	17,366,985	19,553,751	2,186,766	12.6%
Business Administration	16,879,959	17,792,657	23,152,000	19,390,410	21,307,823	1,917,413	9.9%
Other Support Services	207,583	156,434	285,910	-	-	-	0.0%
Transportation	20,021,220	13,869,438	35,518,630	38,225,920	34,437,491	(3,788,429)	-9.9%
Plant Services	94,929,821	85,150,221	124,590,606	112,836,471	103,671,887	(9,164,584)	-8.1%
Community Services	10,408,639	9,314,353	12,642,735	12,761,681	13,389,441	627,760	4.9%
Charter Schools	158,835,991	178,899,836	177,644,917	200,000,000	230,511,406	30,511,406	15.3%
Retiree Benefits	28,084,559	27,250,035	28,830,403	28,830,403	28,830,403	-	0.0%
OPEB	-	-	-	3,000,000	3,000,000	-	0.0%
Regular Capital Outlay	-	-	-	517,272	-	(517,272)	0.0%
Total Expenditures	\$ 1,047,660,886	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,162,559,219	\$ 1,283,983,001	\$ 121,423,782	10.4%
Excess (deficiency) of revenues over expenditures	(2,124,577)	50,191,332	(26,469,530)	(40,139,673)	(63,278,114)		
Approved use of Fund balance	2,124,577	-	26,469,530	40,139,673	63,278,114		
Net Change	\$ -	\$ 50,191,332	\$ -	\$ -	\$ -		
Beginning Fund Balance							
Beginning Fund Balance	158,256,797	156,132,220	206,323,552	277,339,630	335,863,587		
Increase (decrease) in revenue for encumbrances	856,290	50,191,332	71,016,078	58,523,957	-		
Transfers To/(From)Other Funds	(3,057,994)	-	-	-	-		
Sale of Capital Assets	77,127	-	-	-	-		
Ending Fund Balance	\$ 156,132,220	\$ 206,323,552	\$ 277,339,630	\$ 335,863,587	\$ 335,863,587		
Fund Balance Categories							
Nonspendable	5,447,434	6,833,851	\$ 6,459,743	\$ 5,437,811	\$ 5,437,811		
Restricted	31,750,326	37,242,763	45,950,792	54,613,201	54,613,201		
Assigned	35,635,185	29,815,226	40,139,673	157,161,237	157,161,237		
Unassigned	83,299,275	132,431,712	184,789,422	118,651,339	118,651,339		
Total Ending Fund Balance	\$ 156,132,220	\$ 206,323,552	\$ 277,339,630	\$ 335,863,587	\$ 335,863,587		



Executive Summary

FISCAL YEAR 2023-24 DISTRICT GENERAL FUND BUDGET

D. Revenues

The general fund budget is balanced. Revenues are budgeted at \$1.2 billion. Tennessee Investment in Student Success Act (TISA) funds, county property tax revenues, and county sales tax revenues are the major source funding. Each is driven by the District’s enrollment. State and Shelby County revenues make up 99% of the District General Fund budgeted revenues for fiscal year 2023-24. The narratives below indicate the assumptions for the major revenue drivers of the fiscal year 2022-23 General Fund revenue budget.



Tennessee Investment in Student Success Act (TISA): MSCS is estimated to receive \$757.8 million in TISA funds from the State of Tennessee for fiscal year 2023. The TISA 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 0520-12-05-.08 LOCAL CONTRIBUTION AND FISCAL CAPACITY. For counties with multiple LEAs, the Department will determine the proportion of the total TISA funds for

each the Base Funding Amount and weighted components generated by each LEA within the county relative to the sum of all TISA funds generated within the county. This proportion will then be multiplied by the county’s Local Contribution to determine each LEA’s individual contribution value. State funding is increasing \$86.6 million compared to the amended budget revenues for the following: increase in average daily membership (enrollment) in fiscal year 2023, and additional funding driven by individual student weights and direct allocations. Revenue state estimates were based on February preliminary student data and updated estimates will be included in the adopted fiscal year 2024 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 \$514.4 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 \$514.4 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 75.8%.

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 \$514.4 million received in county taxes.

Overall County revenues increased by \$12.1 million primarily due to estimated local sales tax increases.



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FISCAL YEAR 2023-24 DISTRICT GENERAL FUND BUDGET BY SPENDING CATEGORY

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	479,015,603	498,964,693	483,167,305	502,279,082	514,374,278	12,095,195	2.4%
State of Tennessee	538,524,350	567,229,761	606,549,437	603,864,511	690,488,765	86,624,253	14.3%
Federal Government	16,650,234	8,092,129	15,373,361	10,590,180	10,130,455	(459,725)	-4.3%
Other Local Sources	9,893,866	8,308,177	5,675,736	4,352,437	4,378,054	25,617	0.6%
Total Revenues	\$1,045,536,309	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,122,419,546	\$ 1,220,704,886	\$ 98,285,341	8.8%
Expenditures							
Salaries	\$ 551,222,879	\$ 524,280,622	\$ 550,659,849	\$ 555,408,654	\$ 616,976,030	\$ 61,567,376	11.1%
Benefits	165,368,545	156,793,511	173,762,379	156,660,236	165,132,345	8,472,109	5.4%
Contracted Services	125,217,936	112,713,027	180,043,781	166,926,586	205,305,682	38,379,096	23.0%
Supplies and Materials	14,680,093	22,775,525	24,677,470	58,362,336	44,910,845	(13,451,491)	-23.0%
Capital Outlay	17,046,710	21,881,333	14,796,202	8,715,648	2,022,007	(6,693,641)	-76.8%
Other Charges	15,288,732	17,649,496	20,019,819	16,485,759	19,124,686	2,638,927	16.0%
Charter Schools	158,835,991	177,699,457	174,609,204	200,000,000	230,511,406	30,511,406	15.3%
Total Expenditures	\$1,047,660,886	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,162,559,219	\$ 1,283,983,001	\$ 121,423,781	10.4%
Excess (deficiency) of revenues over expenditures	(2,124,577)	50,191,332	(26,469,530)	(40,139,673)	(63,278,114)		
Approved use of Fund balance	2,124,577	-	26,469,530	40,139,673	63,278,114		
Net Change	\$ -	\$ 50,191,332	\$ -	\$ -	\$ -		
		\$ -					
Beginning Fund Balance	158,256,797	156,132,220	206,323,552	277,339,630	335,863,587		
Increase (decrease) in revenue for encumbrances	856,290	55,252,771	71,016,078	58,523,957	-		
Transfers To/(From)Other Funds	(3,057,994)	(5,061,439)	-	-	-		
Sale of Capital Assets	77,127	-	-	-	-		
Ending Fund Balance	\$ 156,132,220	\$ 206,323,552	\$ 277,339,630	\$ 335,863,587	\$ 335,863,587		
Fund Balance Categories							
Nonspendable	5,447,434	6,833,851	6,459,743	5,437,811	5,437,811		
Restricted	31,750,326	37,242,763	45,950,792	54,613,201	54,613,201		
Assigned	35,635,185	29,815,226	40,139,673	157,161,237	157,161,237		
Unassigned	83,299,275	132,431,712	184,789,422	118,651,339	118,651,339		
Total Ending Fund Balance	\$ 156,132,220	\$ 206,323,552	\$ 277,339,630	\$ 335,863,587	\$ 335,863,587		

E. Expenditures

General Fund expenditures are expected to increase 10.4% or \$121.4 million in comparison to the prior year. Salaries and Benefits increased primarily due to strategic compensation investments of \$27.3 million in teacher compensation, \$7.9 million for a recommended 2% increase for non-certified staff and \$3.2 million for school leaders and additional investments in recruitment and retention strategies. The Charter Schools expenditure category is increasing due to projected enrollment growth from 18,496 to 19,422 for fiscal school year 2023-24. This change will cause the charter portfolio cost to increase by \$30.5 million or 15.3% from fiscal school year 2023. Contracted Services will experience a \$38.4 million or 23% increase to support the Safety & Security initiative. Supplies and Materials are projected to decrease by \$13.5 million or 23% due to district wide reductions. The increase in Other Charges is largely due to planned expenditures for staff's professional development. Property maintenance services are projected to slightly increase.



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 support. Some of the resources supplement the District's student support and operational services. Evening Reporting Center, Lottery for Education Afterschool Programs (LEAPs), Memphis Education Fund, Project Graduation, and other grants/fees have been used to address student achievement by improving instructional support and development.

FISCAL YEAR 2023-24 DISTRICT NON-FEDERAL FUND

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 11,173,191	\$ 10,475,438	\$ 10,592,145	\$ 42,418,032	\$ 42,089,768	\$ (328,264)	-0.8%
Other Local Sources	9,584,150	6,950,929	8,542,850	9,360,490	4,009,960	(5,350,530)	-57.2%
Total Revenues	\$ 20,757,341	\$ 17,426,367	\$ 19,134,995	\$ 51,778,522	\$ 46,099,727	\$ (5,678,795)	-11.0%
Expenditures							
Instruction	\$ 1,643,754	\$ 889,395	\$ 817,837	\$ 32,515,937	\$ 32,309,066	\$ (206,871)	-0.6%
Instructional Support	366,703	517,813	354,537	800,108	405,111	(394,997)	-49.4%
Student Support	86,354	125,273	358,007	1,227,061	1,088,700	(138,361)	-11.3%
Office of the Principal	20,506	-	-	-	-	-	0.0%
General administration	-	75,000	114,860	50,000	-	(50,000)	-100.0%
Food Services	-	-	-	-	537,575	537,575	0.0%
Plant Services	555,919	197,526	246,319	552,696	35,000	(517,696)	-93.7%
Community services	21,791,413	21,065,198	16,655,826	17,284,147	18,435,877	1,151,731	6.7%
Charter Schools	-	-	-	586,633	359,961	586,633	0.0%
Total Expenditures	\$ 24,464,649	\$ 22,870,206	\$ 18,547,386	\$ 53,016,581	\$ 53,171,290	\$ 968,014	1.8%
Excess (deficiency) of revenues over expenditures	(3,707,308)	(5,443,839)	587,609	(1,238,059)	(7,071,563)		
Approved use of Fund balance	3,707,308	5,443,839	-	1,238,059	7,071,563		
Net Change	\$ -	\$ -	\$ 587,609	\$ -	\$ -		
Beginning Fund Balance	10,214,640	6,507,332	1,063,495	1,651,102	3,003,080		
Increase (decrease) in revenue for encumbrance	(3,707,308)	(5,443,837)	587,607	1,351,978	-		
Sale of Capital Assets	-	-	-	-	-		
Ending Fund Balance	\$ 6,507,332	\$ 1,063,495	\$ 1,651,102	\$ 3,003,080	\$ 3,003,080		
Fund Balance Categories							
Restricted	5,737,662	372,542	620,762	1,265,023	1,265,023		
Committed	769,670	690,953	1,030,340	-	-		
Unassigned	\$ -	\$ -	\$ -	\$ 1,738,057	1,738,057		
Total Ending Fund Balance	\$ 6,507,332	\$ 1,063,495	\$ 1,651,102	\$ 3,003,080	\$ 3,003,080		

The Non-Federal Programs expenditures budget is expected to be \$53.2 million during fiscal year 2023-2024. This is an increase of \$968,014 more than the prior year's amended budget.



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 \$542.7 million for fiscal year 2023-24, which represents a \$289.6 million budget decrease compared to the prior fiscal year's budget. Several factors caused the net decrease in federal funds including a reduction in Title I rollover funds and the conclusion of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant. In fiscal year 2021-2022, the District was awarded the 2.0 and 3.0 grant awards for \$727 million. ESSER 1.0, which was initially 24 million, ended September 2022. ESSER 2.0 ended June 30, 2023, while ESSER 3.0 will have one year left to spend.

Below is the Federal Programs Fund's budget for fiscal year 2023-24.

FISCAL YEAR 2023-24 DISTRICT FEDERAL PROGRAMS FUND

	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>		
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended Budget</u>	<u>Adopted Budget</u>	<u>Variance</u>	<u>% Change</u>
Revenues							
Federal Government	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ (289,564,919)	-34.8%
Total Revenues	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ (289,564,918)	-34.8%
Expenditures							
Instruction	\$ 42,078,268	\$ 99,825,739	\$ 150,411,851	\$ 338,314,050	\$ 227,870,826	\$ (110,443,224)	-32.6%
Instructional Support	41,524,359	42,576,863	72,246,684	185,462,350	154,418,577	(31,043,773)	-16.7%
Student Support	7,785,061	11,359,686	43,095,451	52,685,879	38,247,726	(14,438,153)	-27.4%
Business Administration	-	-	719,752	4,258,731	3,301,008	(957,723)	-22.5%
Student Transportation	27,628	1,923,932	5,522,130	8,947,559	6,006,938	(2,940,621)	-32.9%
Plant Services	-	-	529,375	1,534,931	729,670	(805,260)	-52.5%
Charter Schools	3,315,462	3,931,156	16,382,165	40,929,547	10,715,167	(30,214,380)	-73.8%
Community Services	24,554,415	25,849,660	23,278,886	41,670,978	34,602,878	(7,068,100)	-17.0%
Office of the Principal	-	369,611	-	2,567,697	2,139,196	(428,502)	-16.7%
Capital Outlay	-	25,511,940	44,596,394	155,903,876	64,678,692	(91,225,184)	-58.5%
Food Services	1,593	-	-	-	-	-	0.0%
Total Expenditures	\$ 119,286,785	\$ 211,348,588	\$ 356,782,688	\$ 832,275,598	\$ 542,710,678	\$ (289,564,921)	-34.8%



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 expenditures are budgeted to increase by \$9.1 million (or 11.5%) to \$88.7 million for fiscal year 2023-24. The primary reason for the increase in expenditure is to upgrade cafeteria equipment and service lines as well as the increased cost of food and food supplies. Nutrition Services is expected to utilize \$9.9 million of fund balance to increase efficiency in operation. The approved use of the fund balance will be used to offset the increased cost of food and food supplies.

The chart below is the Nutrition Services Fund budget for fiscal year 2023-24 by object category.

FISCAL YEAR 2023-24 DISTRICT NUTRITION SERVICE FUND

	2019-20	2020-21	2021-2022	2022-2023	2023-2024		
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 655,047	\$ 527,153	\$ 383,864	\$ 520,000	\$ 460,000	\$ (60,000)	-11.5%
Federal Government	57,064,452	44,684,267	83,930,549	78,050,688	76,973,157	(1,077,531)	-1.4%
Other Local Sources	2,214,821	518,118	1,308,804	1,010,267	1,294,608	284,341	28.1%
Total Revenue	\$ 59,934,320	\$ 45,729,538	\$ 85,623,218	\$ 79,580,955	\$ 78,727,765	\$ (853,190)	-1.1%
Expenditures							
Food Services	\$ 65,179,616	\$ 57,215,439	\$ 70,783,084	\$ 79,580,955	\$ 88,701,262	\$ 9,120,307	11.5%
Total Expenditures	\$ 65,179,616	\$ 57,215,439	\$ 70,783,084	\$ 79,580,955	\$ 88,701,262	\$ 9,120,307	11.5%
Excess (deficiency) of revenues							
Debt Services	(5,245,296)	(11,485,901)	14,840,134	-	(9,973,496)		
Approved Use of Fund Balance	5,245,296	11,485,901	-	-	9,973,496		
Net Change	\$ -	\$ -	\$ 14,840,134	\$ -	\$ -		
Beginning Fund Balance							
Beginning Fund Balance	45,757,186	40,511,890	29,025,988	43,866,122	37,759,526		
Increase (decrease) in revenue for encumbrance	(5,250,336)	(11,485,902)	14,840,134	(6,106,596)	-		
Sale of Capital Assets	5,040	-	-	-	-		
End Fund Balance	\$ 40,511,890	\$ 29,025,988	\$ 43,866,122	\$ 37,759,526	\$ 37,759,526		
Fund Balance Categories							
Nonspendable	5,597,299	5,333,661	5,824,974	5,360,702	5,360,702		
Restricted	34,914,591	23,692,327	38,041,148	32,398,824	32,398,824		
Total Ending Fund Balance	\$ 40,511,890	\$ 29,025,988	\$ 43,866,122	\$ 37,759,526	\$ 37,759,526		



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 Shelby County Board of Education and Shelby County Commission.

FISCAL YEAR 2023-24 CAPITAL PROJECTS FUND

Fiscal Year 2023-24	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues							
Shelby County	\$ 81,327,937	\$ 48,104,943	\$ 47,009,922	\$ 88,126,770	\$ 95,714,343	\$ 7,587,573	8.6%
Other Local Sources	736,482	1,123,725	1,661,834	-	-	-	0.0%
Total Revenues	\$ 82,064,419	\$ 49,228,668	\$ 48,671,756	\$ 88,126,770	\$ 95,714,343	\$ 7,587,573	8.6%
Expenditures							
Capital Outlay	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 94,525,227	\$100,330,886	\$ 5,805,659	6.1%
Total Expenditures	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 94,525,227	\$100,330,886	\$ 5,805,659	6.1%
Excess (deficiency) of revenues over expenditure	(1,817,802)	(310,496)	(4,488,166)	(6,398,457)	(4,616,543)		
Approved use of Fund balance	1,817,802	310,496	4,488,166	6,398,457	4,616,543		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance	2,154,042	336,240	7,005,273	7,725,555	7,385,474		
Increase (decrease) in revenue for encumbrances	(2,372,582)	-	720,282	(340,081)	-		
Insurance Recovery	554,780	89,509	-	-	-		
Sale of Capital Assets	-	6,579,524	-	-	-		
Ending Fund Balance	\$ 336,240	\$ 7,005,273	\$ 7,725,555	\$ 7,385,474	\$ 7,385,474		
Fund Balance Categories							
Restricted	336,240	7,005,273	7,725,555	7,385,474	7,385,474		
Total Ending Fund Balance	\$ 336,240	\$ 7,005,273	\$ 7,725,555	\$ 7,385,474	\$ 7,385,474		

For fiscal year 2023-24, the Capital projects adopted budget totals approximately \$100.3 million which is an increase of \$5.8 million more than the prior year's amended budget. Utilizing \$4.6 million of fund balance, projected expense is \$100.3 million resulting in a variance for FY24 compared to FY23 of \$5.8 million. The FY24 capital funds includes proposals for several notable projects listed below:

- North East Region High School New Build
- Frayser High School New Build
- Westwood High School Roof Replacement
- Dexter K-8 School Roof Replacement
- Robert R. Church Elementary Roof Replacement
- East Region New High School

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 2023-24.

FISCAL YEAR 2023-24 DISTRICT INTERNAL SERVICE FUNDS

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues							
Other Local Sources	\$ 2,017,148	\$ 2,842,458	\$ 2,938,320	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Total Revenues	\$ 2,017,148	\$ 2,842,458	\$ 2,938,320	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Expenditures							
Instruction	\$ 419,008	\$ 142,489	\$ 175,654	\$ 263,215	\$ 263,215	\$ -	0.0%
Instructional Support	6,323	7,802	5,077	8,428	8,428	-	0.0%
Student Support	65,625	113,209	42,558	146,466	146,466	-	0.0%
General Administration	57,222	1,412,731	2,386,503	3,888,198	3,445,000	(443,198)	-11.4%
Student Transportation	212,414	85,352	96,847	88,021	-	(88,021)	-100.0%
Plant Services	1,899,823	568,982	231,681	254,538	235,407	(19,131)	-7.5%
Charter Schools	-	-	-	36,669	36,669	-	0.0%
Total Expenditures	\$ 2,660,414	\$ 2,330,565	\$ 2,938,320	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Excess (deficiency) of revenues over expenditures	(643,266)	511,893	-	-	-	-	
Approved use of Fund balance	643,266	(511,893)	-	-	-	-	
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Beginning Fund Balance	1,124,788	481,556	993,449	2,378,526	1,356,237		
Increase (decrease) in revenue for encumbrances	(643,265)	511,893	1,385,077	(1,022,289)	-		
Transfers To/(From)Other Funds	33	-	-	-	-		
Ending Fund Balance	\$ 481,556	\$ 993,449	\$ 2,378,526	\$ 1,356,237	\$ 1,356,237		
Fund Balance Categories							
Unassigned	481,556	993,449	2,378,526	1,356,237	1,356,237		
Total Ending Fund Balance	\$ 481,556	\$ 993,449	\$ 2,378,526	\$ 1,356,237	\$ 1,356,237		

In fiscal year 2023-24, the combined Internal Service Fund budgeted revenues are expected to decrease to approximately \$550,350 compared to 2022-2023 amended budget revenues. The combined Internal Service Fund budgeted expenditures are expected to decrease to approximately \$4.1 million, which is \$550,350 less than fiscal year 2022-2023 amended budget expenditures. This decrease in expenditure 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

Fiscal Year	City	County	Total	City Allocation to School District	County Allocation to Schools
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



Executive Summary

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 of 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 FY24 budget reflects a spending plan that would exhaust the funding in FY24. 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 FY25, FY26 and FY27 revenues and expenditures return to the average levels, however this will most likely change if the FY24 ESSER funds are not exhausted. In this case ESSER funding will be moved 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

Shelby County Schools All Funds 3 Year Projections

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-2025	2025-2026	2026-2027
Revenues	Actual	Actual	Actual	Amended Budget	Adopted Budget	Forecast Budget	Forecast Budget	Forecast Budget
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335
Shelby County	560,343,540	526,514,124	530,177,227	590,405,853	610,088,621	597,886,848	585,929,111	574,210,529
State of Tennessee	550,352,588	575,057,731	618,749,993	646,885,139	733,038,532	718,377,762	704,010,207	689,930,002
Federal Government	193,001,471	580,864,873	1,083,653,116	921,039,970	629,814,289	617,218,004	604,873,644	592,776,171
Other Local Sources	24,446,470	24,941,897	22,187,228	19,202,630	13,817,808	13,541,452	13,270,623	13,005,210
Total Revenues	\$1,329,596,325	\$ 1,708,711,958	\$ 2,256,100,899	\$ 2,178,866,927	\$ 1,988,092,586	\$ 1,948,357,401	\$ 1,909,416,919	\$ 1,871,255,248
Expenditures								
Instruction	\$ 562,863,226	\$ 816,398,882	\$ 866,415,828	\$ 850,146,870	\$ 837,692,960	\$ 787,312,999	\$ 771,577,514	\$ 773,369,142
Instructional Support	100,256,865	187,155,090	296,803,832	286,659,158	223,111,386	209,693,172	205,502,179	201,394,947
Student Support	71,861,552	85,430,124	146,766,768	138,772,552	143,329,747	134,709,707	132,017,356	129,378,816
Office of the Principal	63,522,590	63,338,657	62,743,237	68,042,689	82,044,017	77,109,782	75,568,641	74,058,303
General Administration	17,100,303	18,464,098	18,820,573	21,255,183	22,998,751	21,615,576	21,183,560	20,760,179
Business Administration	16,879,959	18,974,173	28,092,998	23,699,141	24,608,831	23,128,824	22,666,564	22,213,543
Other Support Services	264,806	220,945	5,078,408	-	-	-	-	-
Student Transportation	20,261,262	41,020,437	46,574,574	47,261,500	40,444,430	38,012,048	37,252,327	36,507,791
Plant Services	97,385,563	97,933,874	125,871,337	115,178,635	104,671,964	98,376,854	96,410,663	94,483,770
Community Services	56,754,467	65,611,793	73,176,493	71,716,806	66,428,196	62,433,117	61,185,309	59,962,440
Charter Schools	158,835,991	184,945,609	270,979,371	241,552,848	241,623,202	227,091,664	222,552,938	218,104,926
Retiree Benefits	28,084,559	28,830,403	28,830,403	28,830,403	28,830,403	27,096,504	26,554,945	26,024,210
Food Service	65,181,209	81,790,493	78,992,139	79,580,955	89,238,836	83,871,895	82,195,605	80,552,818
OPEB	-	-	-	3,000,000	3,000,000	2,819,576	2,763,223	2,707,996
Capital Outlay	83,882,221	82,975,010	237,978,410	250,946,376	165,009,578	155,085,684	151,986,093	148,948,451
Total Expenditures	\$1,343,134,573	\$ 1,773,089,590	\$ 2,287,124,371	\$ 2,226,643,116	\$ 2,073,032,301	\$ 1,948,357,403	1,909,416,919	1,888,467,331



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 FY25-FY27. These forecasts largely hold revenues and expenditures, in the general fund, close to the FY23 Adopted Budget. The variables of enrollment, which drive State and Local revenues, along with Tennessee Investment in Student Success Act (TISA) funds, 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

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	2024-2025 Forecast Budget	2025-2026 Forecast Budget	2026-2027 Forecast Budget
Revenues								
City of Memphis	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335
Shelby County	479,015,603	498,964,693	483,167,305	502,279,082	514,374,278	511,802,406	509,243,394	506,697,177
State of Tennessee	538,524,350	567,229,761	606,549,437	603,864,511	690,488,765	687,036,321	683,601,139	680,183,134
Federal Government	16,650,234	8,092,129	15,373,361	10,590,180	10,130,455	10,079,803	10,029,404	9,979,257
Other Local Sources	9,893,866	8,308,177	5,675,736	4,352,437	4,378,054	4,356,164	4,334,383	4,312,711
Total Revenues	\$ 1,045,536,309	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,122,419,546	\$ 1,220,704,886	\$ 1,214,608,029	\$ 1,208,541,655	\$ 1,202,505,614
Expenditures								
Instruction	\$ 515,406,734	\$ 504,226,534	\$ 492,218,120	\$ 479,053,668	\$ 577,249,853	\$ 546,060,428	\$ 543,333,123	\$ 540,619,439
Instructional Support	58,359,480	59,391,774	89,959,061	100,388,272	68,279,270	64,590,068	64,267,472	63,946,487
Student Support	63,924,512	58,621,149	72,629,680	84,713,145	103,846,854	98,235,898	97,745,258	97,257,068
Office of the Principal	63,502,084	62,447,119	62,743,237	65,474,992	79,904,821	75,587,479	75,209,956	74,834,319
General Administration	17,100,303	16,673,421	18,353,405	17,366,985	19,553,751	18,497,241	18,404,856	18,312,933
Business Administration	16,879,959	17,792,657	23,152,000	19,390,410	21,307,823	20,156,539	20,055,867	19,955,698
Other Support Services	207,583	156,434	285,910	-	-	-	-	-
Transportation	20,021,220	13,869,438	35,518,630	38,225,920	34,437,491	32,576,797	32,414,092	32,252,199
Plant Services	94,929,821	85,150,221	124,590,606	112,836,471	103,671,887	98,070,384	97,580,570	97,093,203
Community Services	10,408,639	9,314,353	12,642,735	12,761,681	13,389,441	12,665,996	12,602,735	12,539,791
Charter Schools	158,835,991	178,899,836	177,644,917	200,000,000	230,511,406	218,056,628	216,967,542	215,883,895
Retiree Benefits	28,084,559	27,250,035	28,830,403	28,830,403	28,830,403	27,272,666	27,136,452	27,000,919
OPEB	-	-	-	3,000,000	3,000,000	2,837,907	2,823,733	2,809,630
Regular Capital Outlay	-	-	-	517,272	-	-	-	-
Total Expenditures	\$ 1,047,660,886	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,162,559,219	\$ 1,283,983,001	\$ 1,214,608,029	\$ 1,208,541,655	\$ 1,202,505,581



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 2023 Shelby County Government Five-Year Capital Improvement Plan budget for all municipal districts multiplied by 77.00%, which is the MSCS 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 currently.

Shelby County Schools Capital Fund 3 Year Projections

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	2024-2025 Forecast Budget	2025-2026 Forecast Budget	2026-2027 Forecast Budget
Revenues								
Shelby County	\$ 81,327,937	\$ 48,104,943	\$ 47,009,922	\$ 88,126,770	\$ 95,714,343	\$ 80,000,000	\$ 95,000,000	\$ 95,000,000
Other Local Sources	736,482	1,123,725	1,661,834	-	-	-	-	-
Total Revenues	\$ 82,064,419	\$ 49,228,668	\$ 48,671,756	\$ 88,126,770	\$ 95,714,343	\$ 80,000,000	\$ 95,000,000	\$ 95,000,000
Expenditures								
Capital Outlay	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 94,525,227	\$ 100,330,886	\$ 80,000,000	\$ 95,000,000	\$ 95,000,000
Total Expenditures	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 94,525,227	\$100,330,886	\$ 80,000,000	\$ 95,000,000	\$ 95,000,000





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 support. 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

Revenues	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	2024-2025 Forecast Budget	2025-2026 Forecast Budget	2026-2027 Forecast Budget
State of Tennessee	\$ 11,173,191	\$ 10,475,438	\$ 10,592,145	\$ 42,418,032	\$ 42,089,768	\$ 41,247,972	\$ 40,423,013	\$ 39,614,553
Other Local Sources	9,584,150	6,950,929	8,542,850	9,360,490	4,009,960	392,976	385,117	377,414
Planned Use of Fund Balance	3,707,308	5,443,839	-	1,238,059	7,071,563	-	-	-
Total Revenues	\$ 24,464,649	\$ 22,870,206	\$ 19,134,995	\$ 53,016,581	\$ 53,171,290	\$ 41,640,948	\$ 40,808,129	\$ 39,991,967
Expenditures								
Instruction	\$ 1,643,754	\$ 889,395	\$ 817,837	\$ 32,515,937	\$ 32,309,066	\$ 25,302,755	\$ 24,796,700	\$ 24,300,766
Instructional Support	366,703	517,813	354,537	800,108	405,111	317,261	310,916	304,698
Student Support	86,354	125,273	358,007	1,227,061	1,088,700	852,612	835,560	818,849
Office of the Principal	20,506	-	-	-	-	-	-	-
General administration	-	75,000	114,860	50,000	-	-	-	-
Food Services	-	-	-	-	537,575	421,000	412,580	404,329
Plant Services	555,919	197,526	246,319	552,696	35,000	27,410	26,862	26,325
Community services	21,791,413	21,065,198	16,655,826	17,284,147	18,435,877	14,438,006	14,149,246	13,866,261
Charter Schools	-	-	-	586,633	359,961	281,902	276,264	270,739
Total Expenditures	\$ 24,464,649	\$ 22,870,206	\$ 18,547,386	\$ 53,016,581	\$ 53,171,290	\$ 41,640,948	\$ 40,808,129	\$ 39,991,967





Executive Summary

Nutrition Fund 3-Year Projections

MSCS Nutrition Services - or Nutrition Fund - operations provided approximately 41,869 free reimbursable breakfast meals and 62,973 free reimbursable lunches daily across the District during school year 2022-23. 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. For the three year budget forecast, the District projects a 3 percent increase from the baseline year of fiscal year 2023-24.

Shelby County Schools Nutrition Fund 3 Year Projections

	2019-20	2020-21	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Forecast Budget	Forecast Budget	Forecast Budget
Revenues								
State of Tennessee	\$ 655,047	\$ 527,153	\$ 383,864	\$ 520,000	\$ 460,000	\$ 473,800	\$ 488,014	\$ 488,440
Federal Government	57,064,452	44,684,267	83,930,549	78,050,688	76,973,157	73,481,957	75,512,404	75,573,317
Other Local Sources	2,214,821	518,118	1,308,804	1,010,267	1,294,608	7,133,841	7,521,868	7,533,509
Total Revenue	\$ 59,934,320	\$ 45,729,538	\$ 85,623,218	\$ 79,580,955	\$ 78,727,765	\$ 81,089,598	\$ 83,522,286	\$ 83,522,286
Expenditures								
Food Services	\$ 65,179,616	\$ 57,215,439	\$ 70,783,084	\$ 79,580,955	\$ 88,701,262	\$ 81,089,598	\$ 83,522,286	\$ 83,522,286
Total Expenditures	\$ 65,179,616	\$ 57,215,439	\$ 70,783,084	\$ 79,580,955	\$ 88,701,262	\$ 81,089,598	\$ 83,522,286	\$ 83,522,286





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 \$542.7 million for fiscal year 2023-24, which represents a \$289.6 million budget decrease compared to the prior fiscal year's budget. Several factors caused the net decrease in federal funds including a reduction in Title I rollover funds and the conclusion of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant. In fiscal year 2021-2022, the District was awarded the 2.0 and 3.0 grant awards for \$727 million. ESSER 1.0, which was initially 24 million, ended September 2022. ESSER 2.0 ends June 30, 2023, while ESSER 3.0 will have one year left to spend. 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 FY25, 26 and 27 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

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	2024-2025 Forecast Budget	2025-2026 Forecast Budget	2026-2027 Forecast Budget
Revenues								
Federal Government	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ 207,121,616	\$ 202,979,184	\$ 198,919,600
Other local sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ 207,121,616	\$ 202,979,184	\$ 198,919,600
Expenditures								
Instruction	\$ 42,078,268	\$ 99,825,739	\$ 150,411,851	\$ 338,314,050	\$ 227,870,826	\$ 97,829,224	\$ 95,872,640	\$ 93,955,187
Instructional Support	41,524,359	42,576,863	72,246,684	185,462,350	154,418,577	41,725,326	40,890,819	40,073,003
Student Support	7,785,061	11,359,686	43,095,451	52,685,879	38,247,726	11,132,492	10,909,842	10,691,646
Business Administration	-	-	719,752	4,258,731	3,301,008	-	-	-
Student Transportation	27,628	1,923,932	5,522,130	8,947,559	6,006,938	1,885,453	1,847,744	1,810,789
Plant Services	-	-	529,375	1,534,931	729,670	-	-	-
Charter Schools	3,315,462	3,931,156	16,382,165	40,929,547	10,715,167	3,852,533	3,775,482	3,699,973
Community Services	24,554,415	25,849,660	23,278,886	41,670,978	34,602,878	25,332,667	24,826,014	24,329,494
Office of the Principal	-	369,611	-	2,567,697	2,139,196	362,219	354,975	347,875
Capital Outlay	-	25,511,940	44,596,394	155,903,876	64,678,692	25,001,701	24,501,667	24,011,634
Food Services	1,593	-	-	-	-	-	-	-
Total Expenditures	\$ 119,286,785	\$ 211,348,588	\$ 356,782,688	\$ 832,275,598	\$ 542,710,678	\$ 207,121,616	\$ 202,979,184	\$ 198,919,600



Executive Summary

Internal Service Fund 3-Year Projections

The District's Internal Service Funds, which account 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). For the three year budget forecast, the District projects a 1 percent decline from the baseline year of fiscal year 2023-24.

Shelby County Schools Internal Service Fund 3 Year Projections

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	2024-2025 Forecast Budget	2025-2026 Forecast Budget	2026-2027 Forecast Budget
Revenues								
Other Local Sources	\$ 2,017,148	\$ 2,842,458	\$ 2,938,319	\$ 4,685,536	\$ 4,135,186	\$ 4,052,482	\$ 3,971,432	\$ 3,892,004
Total Revenues	\$ 2,017,148	\$ 2,842,458	\$ 2,938,319	\$ 4,685,536	\$ 4,135,186	\$ 4,052,482	\$ 3,971,432	\$ 3,892,004
Expenditures								
Instruction	\$ 419,008	\$ 142,489	\$ 175,654	\$ 263,215	\$ 263,215	\$ 257,951	\$ 252,792	\$ 247,736
Instructional Support	6,323	7,802	5,077	8,428	8,428	8,260	8,095	7,933
Student Support	65,625	113,209	42,558	146,466	146,466	143,537	140,666	137,853
General Administration	57,222	1,412,731	2,386,503	3,888,198	3,445,000	3,376,100	3,308,578	3,242,406
Student Transportation	212,414	85,352	96,847	88,021	-	-	-	-
Plant Services	1,899,823	568,982	231,681	254,538	235,407	230,699	226,085	221,563
Charter Schools	-	-	-	36,669	36,669	35,935	35,217	34,512
Total Expenditures	\$ 2,660,414	\$ 2,330,565	\$ 2,938,320	\$ 4,685,536	\$ 4,135,186	\$ 4,052,482	\$ 3,971,432	\$ 3,892,004





Executive Summary



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ORGANIZATIONAL



FY 2024 District Adopted Budget



Organizational

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I. FINANCIAL STRUCTURE AND ENVIRONMENT OF THE DISTRICT

i. Legal Status and Authority

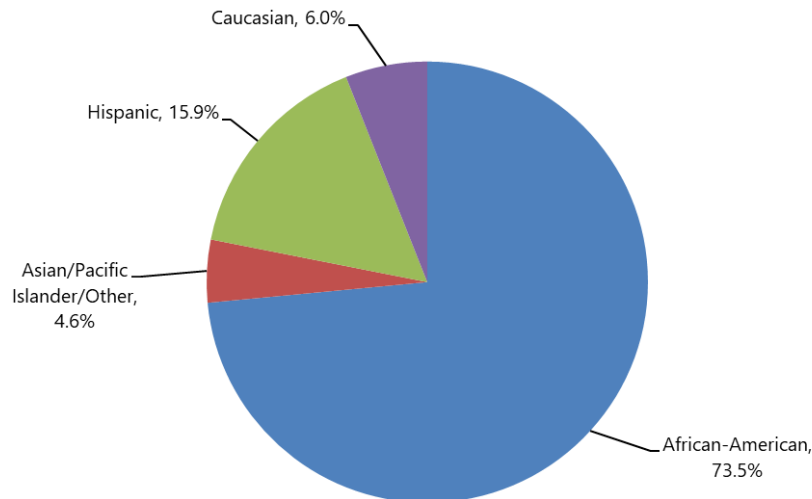
Memphis-Shelby County Schools (MSCS or District) is a component unit of Shelby County Government, which is defined as the oversight entity by Governmental Accounting Standards Board (GASB) Codification Section 2100. Reporting for the District follows the criteria established by GASB. The District is 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 2023-2024, the District’s budget enrollment is for 109,760 students in grades kindergarten through grade 12: including Pre-K 5,480 to total 115,239.

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 2021 population is estimated at 924,454 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 reported by the Tennessee State Department of Education, the District’s student demographics during school year 2022-23 were 73.5% African American, 6% Caucasian, 15.9% Hispanic, 4.6% Multiracial and other races and nationalities. The chart below represents the District’s student demographics for school year 2022-23 per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card Data FY2022-23



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The District encompasses 210 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 2022-23, MSCS had 289 pre-kindergarten classrooms; 30 of which were within community partner locations.

The District has budgeted for approximately 6,400 teachers in fiscal year 2023-24, 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.





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 2023-24 school year and are subject to reassignment during the school year.

Zone 1

- Cordova Elementary
- Delano Elementary
- Egypt Elementary
- Germanshire Elementary
- Grahamwood Elementary
- Highland Oaks Elementary
- Keystone Elementary
- Lucy Elementary
- Northhaven Elementary
- Richland Elementary
- Riverwood Elementary
- Ross Elementary
- Scenic Hills Elementary
- Southwind Elementary
- Springdale Elementary
- Windridge Elementary

Zone 4

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

Zone 2

- Berclair Elementary
- Brownsville Rd Elementary
- Campus School
- Chimneyrock Elementary
- Germantown Elementary
- Jackson Elementary
- Kate Bond Elementary
- Kingsbury Elementary
- Macon-Hall Elementary
- Oak Forest Elementary
- Raleigh-Bartlett Meadows Elementary
- Shelby Oaks Elementary
- Vollentine Elementary
- Wells Station Elementary
- Westside Elementary
- Whitestation Elementary

Zone 5

- A Maceo Walker Middle
- Bellevue Middle
- Chickasaw Middle
- Colonial Middle
- Cordova Middle
- Germantown Middle
- Havenview Middle
- Highland Oaks Middle
- Kate Bond Middle
- Hickory Ridge Middle
- Kingsbury Middle
- Maxine Smith STEAM Middle
- Mt. Pisgah Middle (6-9)
- Oakhaven Middle
- Ridgeway Middle
- Sherwood Middle
- Treadwell Middle
- University Middle
- White Station Middle

Zone 3

- Balmoral/Ridgeway Elementary
- Belle Forrest Elementary
- Bruce Elementary
- Cromwell Elementary
- Evans Elementary
- Fox Meadows Elementary
- Idlewild Elementary
- Lucie E. Campbell Elementary
- Newberry Elementary
- Oakhaven Elementary
- Parkway Village Elementary
- Peabody Elementary
- Rozelle Elementary
- Sharpe Elementary
- Sherwood Elementary
- South Park Elementary

Zone 6

- Barrets Chapel K-8
- Cummings K-8
- Dexter K-8
- Douglass K-8
- E.E. Greeter K-8
- Geeter K-8
- Hamilton K-8
- J.P Freeman K-8
- Lowrance K-8
- Snowden K-8



Organizational

Zone 7

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

Zone 10

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

Zone 13 *

Airways Achievement Academy *
Gordon Achievement Academy *
G.W. Carver Career Academy *
Hope Academy *
Ida B. Wells Academy *
New Comers International Center *
Northeast Prep Academy *
Northwest Prep Academy *

Note: * Alternative

∞ CTE

Zone 8

Bolton High
Cordova High
Craigmont High
Hollis Price High
Kingsbury High
Medical District High
Melrose High
Middle College High
Shrine School
Southwind High
Whitehaven High

Zone 11

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

Zone 14 ∞

Kingsbury CTE ∞
Sheffield CTE ∞
Southwest CTE ∞
Trezevant CTE ∞

Zone 9

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

Zone 12

A B Hill Elementary
Getwell Elementary
LaRose Elementary
Winchester Elementary
Riverview K-8
Hamilton High
Sheffield High

Zone 15

Memphis Virtual Schools

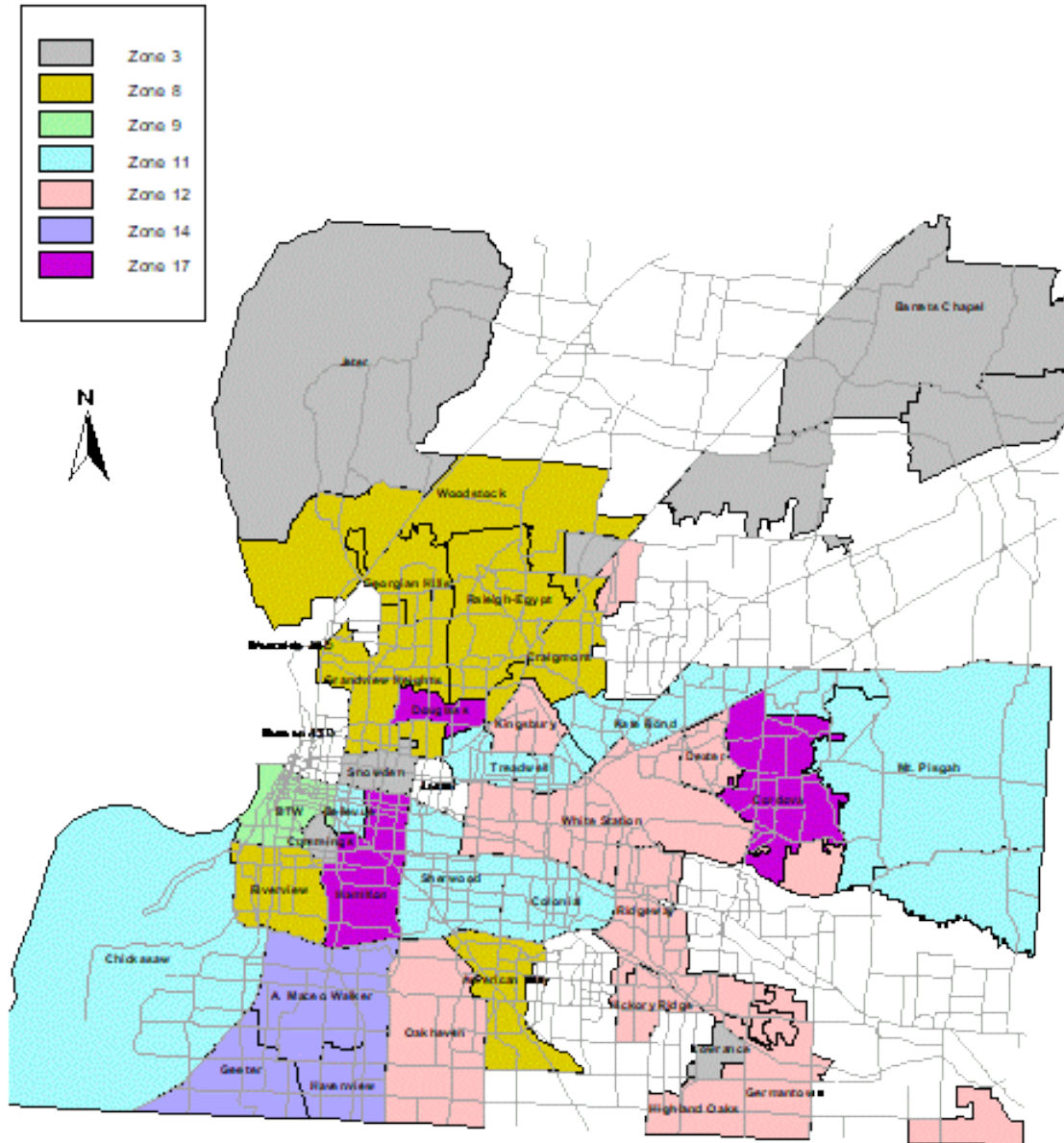
Zone 16

Ridgeway Early Learning Center



Organizational

ILD Assignment MSCS Middle Schools



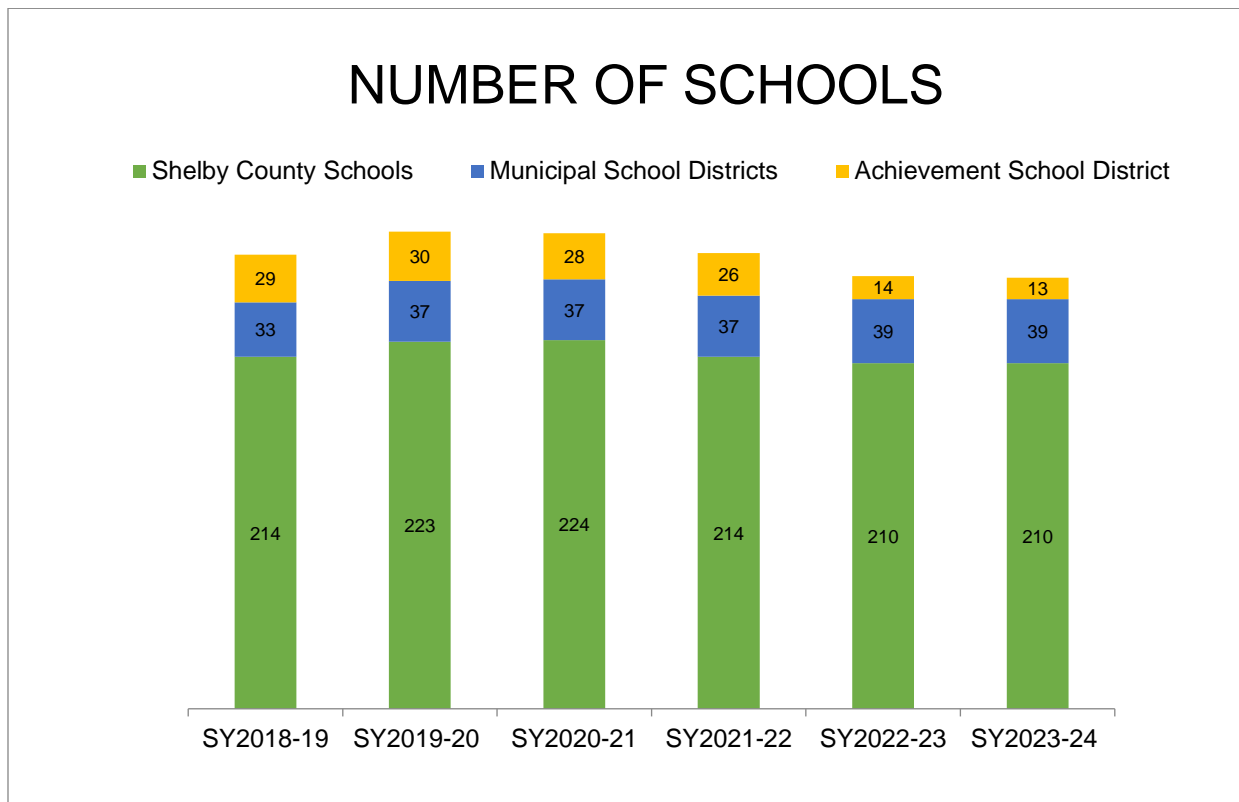


Organizational

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 210 schools in school year 2023-24. However, since school year 2018-19, the number of MSCS schools has continued to decline. 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.



Current ASD School Journey Hanley will return to MSCS in school year 2023-24. Next year enrollment projections for Journey Hanley are projected at 547 students. ASD did not initiate any changes regarding acquiring additional schools for the 2023-24 year.

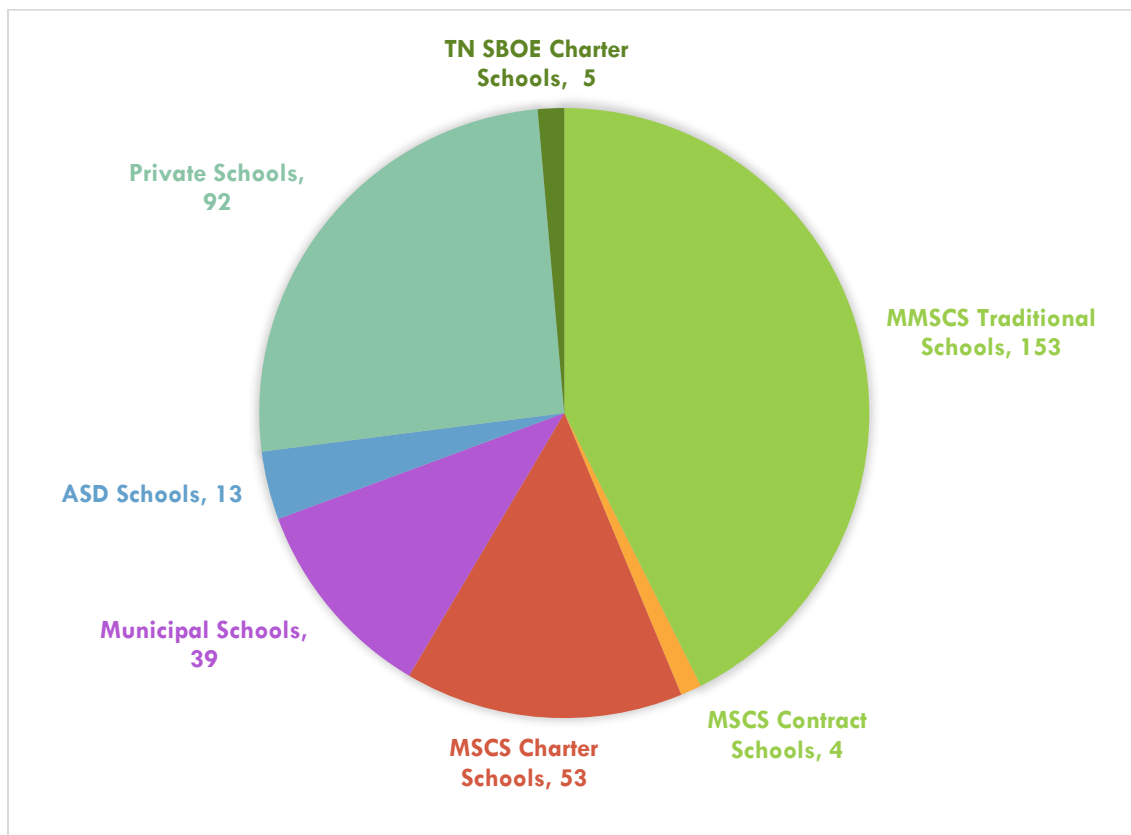
Memphis-Shelby County Schools student Traditional and Charter School enrollment stands at 99,674 in school year 2022-23. Projected enrollment for school year 2023-24, including Pre-K and Charter School enrollment, is 115,239.



Organizational

The education landscape in Shelby County has changed significantly over the past seven 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 TN State Board authorized charter schools serve as options for students in Shelby County.

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 210 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. The 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



Organizational

following school districts were created - Arlington Community Schools, Bartlett City Schools, Collierville Schools, Germantown Municipal School District, Lakeland School System, and Millington Municipal Schools.

- **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, Shelby County Board of Education (SCBOE) 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 SBOE). The SCBOE ruling was overturned by TN SBOE but an agreement between Green Dot and MSCS was not reached. Consequently, TN SBOE authorized Green Dot's Bluff City High School. This was the first school the state board oversaw in Memphis.
- **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 10 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 10,235 by year end enrollment declined to 8,942 due to closure (Aster College Preparatory & Grad Academy). However, ASD (KIPP) schools transition back to MSCS (Charter) in fiscal year 2021. In fiscal year 2023, ASD had four schools (Frayser Achievement, Corning Achievement, Georgian Hills Achievement and Whitney Achievement) transition back to MSCS. Current ASD School Journey Hanley will transition to the District in 2023-2024. Projected enrollment for ASD is 5,123 students for school year 2023-24.

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 Tennessee Investment in Student Achievement (TISA). 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 projected to be \$98.7 million. For 2021-22, ASD revenue allocation was projected as \$85.6 million. For 2022-23, the ASD revenue allocation was projected as \$71.8 million. For 2023-24, the ASD revenue allocation is projected as \$81.4 million.



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Achievement School District	Grades Served	SY 2022-23 Enrollment	SY 2023-24 Projected Enrollment
Cornerstone Prep - Lester Campus	K-5	359	359
Fairley High School	9-12	388	388
Hillcrest High School	9-12	416	416
Humes Preparatory Academy Middle School	6-8	185	185
Journey Coleman School	K-8	612	612
Journey Hanley School	K-8	626	0
Kirby Middle School	6-8	375	375
Martin Luther King Preparatory High School	9-12	512	512
Memphis Scholars Caldwell-Guthrie	K-5	297	297
Memphis Scholars Florida Kansas	K-5	134	134
Memphis Scholars Raleigh-Egypt	6-8	74	74
Promise Academy - Spring Hill	K-5	348	348
Westside Middle School	6-8	321	321
Wooddale Middle School	6-8	476	476
TOTAL		5,124	4,497





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 2023-2024.

Optional School	Program
Balmoral Ridgeway Elementary (1-5)	International Baccalaureate (IB) World School Primary Years Program (PYP)
Bellevue Middle (6-8)	Enriched Academics / College Preparatory
William H. Brewster Elementary (1-5)	Science, Technology, Engineering, Arts and Math (S.T.E.A.M.)
Brownsville Road Elementary (1-5)	Enriched Academics / International Studies
Central High (9-12)	College Preparatory
Colonial Middle (6-8)	Arts & Academics
Cordova Elementary (1-5)	Enriched Academics
Cordova Middle (6-8)	Enriched Academics / College Preparatory
Craigmont High (9-12)	College Preparatory / International Studies
Craigmont Middle (6-8)	Enriched Academics / International Studies
Cummings School (1-8)	Enriched Academics
Delano Elementary (1-5)	Information Technology
Double Tree Elementary (K-5)	Community Service & Leadership Prep
Douglass High (9-12)	Public Service and Communication Arts
Douglass School (K-8)	Public Service and Communication Arts
Downtown Elementary (1-5)	Enriched Academics / Social Studies
East High (9-12)	T-STEM / College Preparatory/Diesel Technology
John P. Freeman School (1-8)	Enriched Academics / College Preparatory
Germantown Elementary (1-5)	Enriched Academics / International Studies
Germantown Middle (6-8)	Enriched Academics / College Preparatory
Germantown High (9-12)	International Baccalaureate Diploma Programme/ Creative and Performing Arts
Grahamwood Elementary (1-5)	Enriched Academics



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Optional School	Program
Havenview Middle (6-8)	Science, Technology, Engineering, Arts and Mathematics (STEAM)
Idlewild Elementary (K-5)	Science / Technology
Keystone Elementary (1-5)	Science, Engineering, and Technology (SET)
Kingsbury High (9-12)	Global Health Studies
Oak Forest Elementary (1-5)	International Baccalaureate (IB) World School Primary Years Program (PYP)
Overton High (9-12)	Creative and Performing Arts (CAPA)
Peabody Elementary (1-5)	Enriched Academics / International Studies
Ridgeway High (9-12)	International Baccalaureate (IB) World School Diploma Programme
Ridgeway Middle (6-8)	International Baccalaureate (IB) World School Middle Years Program (MYP)
Riverwood Elementary (1-5)	Environmental Science and Community Service
Rozelle Elementary (K-5)	Creative and Performing Arts (C.A.P.A.)
Sherwood Elementary (1-5)	Enriched Academics Through the Arts
Maxine Smith Steam Academy (6-8)	Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.)
Snowden School (1-8)	Enriched Academics / College Preparatory
Springdale Elementary (K-5)	Exploratory Learning
Treadwell Elementary (K-5)	Dual Language Immersion
Vollentine Elementary (K-5)	Science Exploration STARS – Scholars Tackling Academic Rigor Scientifically
White Station Middle (6-8)	Enriched Academics / College Preparatory
White Station High (9-12)	College Preparatory
Whitehaven Elementary (1-5)	Science, Technology, Engineering, and Mathematics (S.T.E.M.)
Whitehaven High (9-12)	Business and Finance / College Preparatory
Willow Oaks Elementary (1-5)	Enriched Academics
Wooddale High (9-12)	College Preparatory/ Information Technology



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 is not 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.





Organizational



READY FOR COLLEGE. CAREER. LIFE.

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

ADVANCED MANUFACTURING	ARCHITECTURE AND CONSTRUCTION								
<p>THIS CAREER CLUSTER WILL HELP STUDENTS DEVELOP A STRONG MECHANICAL ABILITY, SPECIALIZED SKILLS, COMMUNICATION SKILLS AND COMPUTATION SKILLS. STUDENTS WILL APPLY PROBLEM SOLVING, MAKE DECISIONS, AND WORK IN A TEAM ENVIRONMENT.</p> <p>COMPARED TO THE NATIONAL RATE OF 5.2%, JOB CREATION IN TN IS SOARING IN MANUFACTURING FIELDS, ACCOUNTING FOR \$30.2 BILLION IN MANUFACTURED GOODS EXPORTED EVERY YEAR AND A 9% OVERALL INCREASE OVER THE LAST FOUR YEARS.</p>	<p>THIS CAREER CLUSTER PREPARES STUDENTS FOR CAREERS IN DESIGNING, PLANNING, MANAGING, CONSTRUCTING, AND MAINTAINING BUILDINGS.</p> <p>ARCHITECTURE AND CONSTRUCTION IS ONE OF THE LARGEST INDUSTRIES IN THE NATION WITH AN ESTIMATED 13.8 MILLION JOBS. EXPECT TO SEE MANY NEW JOBS AND EMPLOYMENT OPPORTUNITIES IN THE NEXT FEW YEARS.</p>								
<p>CAREER OPPORTUNITIES</p> <ul style="list-style-type: none"> • ELECTRONICS ENGINEERING TECHNICIAN • MANUFACTURING ENGINEERING TECHNOLOGIST • WELDER, CUTTERS, SOLDERERS, AND BLAZERS • MACHINIST 	<p>CAREER OPPORTUNITIES</p> <ul style="list-style-type: none"> • RESIDENTIAL/COMMERCIAL INTERIOR DESIGNERS • INDUSTRIAL, CIVIL, OR MECHANICAL ENGINEER • ARCHITECT • MAINTENANCE & REPAIR WORKERS • ELECTRICIANS • CONSTRUCTION MANAGERS 								
<table style="width: 100%;"> <tr> <th style="width: 50%; text-align: left; color: #0056b3;">CAREER PATHWAYS</th> <th style="width: 50%; text-align: left; color: #0056b3;">CERTIFICATIONS</th> </tr> <tr> <td style="padding: 5px;"> <p>THIS CAREER CLUSTER IS ORGANIZED INTO FOUR (4) PATHWAYS:</p> <ul style="list-style-type: none"> • MACHINE TECHNOLOGY • ELECTROMECHANICAL TECHNOLOGY • MECHATRONICS • WELDING </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • MACHINING LEVEL • SNAP-ON PRECISION MEASUREMENT • CERTIFIED PRODUCTION TECHNICIAN • CERTIFIED MECHATRONICS SYSTEMS ASSISTANT • ENTRY LEVEL WELDING </td> </tr> </table>	CAREER PATHWAYS	CERTIFICATIONS	<p>THIS CAREER CLUSTER IS ORGANIZED INTO FOUR (4) PATHWAYS:</p> <ul style="list-style-type: none"> • MACHINE TECHNOLOGY • ELECTROMECHANICAL TECHNOLOGY • MECHATRONICS • WELDING 	<ul style="list-style-type: none"> • MACHINING LEVEL • SNAP-ON PRECISION MEASUREMENT • CERTIFIED PRODUCTION TECHNICIAN • CERTIFIED MECHATRONICS SYSTEMS ASSISTANT • ENTRY LEVEL WELDING 	<table style="width: 100%;"> <tr> <th style="width: 50%; text-align: left; color: #0056b3;">CAREER PATHWAYS</th> <th style="width: 50%; text-align: left; color: #0056b3;">CERTIFICATIONS</th> </tr> <tr> <td style="padding: 5px;"> <p>THIS CAREER CLUSTER IS ORGANIZED INTO FIVE (5) PATHWAYS:</p> <ul style="list-style-type: none"> • ARCHITECTURAL & ENGINEERING DESIGN • INTERIOR DESIGN • MECHANICAL, ELECTRICAL, & PLUMBING (MEP) • RESIDENTIAL & COMMERCIAL CONSTRUCTION • STRUCTURAL SYSTEMS </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • HVAC EXCELLENCE • VARIOUS NCCER CERTIFICATIONS • EPA SECTION 608 • OSHA 10-HOUR CONSTRUCTION INDUSTRY </td> </tr> </table>	CAREER PATHWAYS	CERTIFICATIONS	<p>THIS CAREER CLUSTER IS ORGANIZED INTO FIVE (5) PATHWAYS:</p> <ul style="list-style-type: none"> • ARCHITECTURAL & ENGINEERING DESIGN • INTERIOR DESIGN • MECHANICAL, ELECTRICAL, & PLUMBING (MEP) • RESIDENTIAL & COMMERCIAL CONSTRUCTION • STRUCTURAL SYSTEMS 	<ul style="list-style-type: none"> • HVAC EXCELLENCE • VARIOUS NCCER CERTIFICATIONS • EPA SECTION 608 • OSHA 10-HOUR CONSTRUCTION INDUSTRY
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Organizational

<h3 style="text-align: center;">INFORMATION TECHNOLOGY</h3> <p>THIS CAREER CLUSTER INVOLVES THE DESIGN, DEVELOPMENT, SUPPORT, AND MANAGEMENT OF HARDWARE, SOFTWARE, MULTIMEDIA AND SYSTEMS INTEGRATION SERVICES.</p> <p>THE TENNESSEE DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT LISTED FIVE INFORMATION TECHNOLOGY JOBS ON THE LIST OF HOT CAREERS IN 2022.</p> <p>CAREER OPPORTUNITIES</p> <ul style="list-style-type: none"> • COMPUTER USER SUPPORT SPECIALIST • COMPUTER PROGRAMMERS • NETWORK AND COMPUTER SYSTEMS ADMINISTRATOR • WEB DEVELOPER • INFORMATION SECURITY ANALYST <p>CAREER PATHWAYS</p> <p>THIS CAREER CLUSTER IS ORGANIZED INTO FOUR (4) PATHWAYS:</p> <ul style="list-style-type: none"> • CYBERSECURITY • NETWORKING SYSTEMS • CODING • WEB DESIGN <p>CERTIFICATIONS</p> <ul style="list-style-type: none"> • COMPTIA IT FUNDAMENTALS • CCNA CISCO CERTIFIED NETWORK ASSOCIATE • CCENT CISCO CERTIFIED ENTRY NETWORK TECH • CIW WEB DESIGN SPECIALIST 	<h3 style="text-align: center;">STEM</h3> <p>MORE SCIENTISTS, TECHNOLOGISTS, AND ENGINEERS WILL BE NEEDED TO MEET ENVIRONMENTAL REGULATIONS AND TO DEVELOP METHODS OF CLEANING UP EXISTING G HAZARDS.</p> <p>STEM IS THE FIFTH FASTEST GROWING OCCUPATIONAL CLUSTER IN THE SOUTH AND THE SEVENTH LARGEST EMPLOYER, WITH PROJECTIONS OF 2.6 MILLION WORKERS BY 2020. (TN.GOV)</p> <p>CAREER OPPORTUNITIES</p> <ul style="list-style-type: none"> • SOFTWARE DEVELOPER • ELECTRICAL ENGINEERING TECHNICIAN • GEOGRAPHIC INFORMATION SYSTEMS TECHNICIAN • MEDICAL AND HEALTH SERVICES MANAGER • COMPUTER USER SUPPORT SPECIALIST <p>CAREER PATHWAYS</p> <p>THIS CAREER CLUSTER IS ORGANIZED INTO FIVE (5) PATHWAYS:</p> <ul style="list-style-type: none"> • ENGINEERING • TECHNOLOGY • STEM • PROJECT 'LEAD THE WAY' • ENGINEERING BY DESIGN <p>CERTIFICATIONS</p> <ul style="list-style-type: none"> • CERTIFIED SOLIDWORKS ASSOCIATE (CSWA) ACADEMIC
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MEMPHIS SHELBY COUNTY SCHOOLS, DIVISION OF COLLEGE, CAREER, AND TECHNICAL EDUCATION - BSG #7

HEALTH SCIENCE

THE HEALTH SCIENCE CAREER CLUSTER PREPARES STUDENTS FOR ONE OF THE LARGEST INDUSTRIES IN THE COUNTRY, WITH MORE THAN 11 MILLION JOBS, INCLUDING THE SELF-EMPLOYED, SMALL TOWN PRIVATE PRACTICE PHYSICIANS AND INNER CITY HOSPITALS.

CAREER OPPORTUNITIES

- PHLEBOTOMISTS
- DIAGNOSTIC MEDICAL SONOGRAPHERS
- EMERGENCY MEDICAL RESPONDER
- REGISTERED NURSE
- DENTAL ASSISTANT
- PHARMACY TECHNICIAN

CAREER PATHWAYS

THIS CAREER CLUSTER IS ORGANIZED INTO SIX (6) PATHWAYS:

- PUBLIC HEALTH
- DIAGNOSTIC SERVICES
- NURSING SERVICES
- EMERGENCY SERVICES
- THERAPEUTICS SERVICES
- SPORTS AND HUMAN PERFORMANCES

CERTIFICATIONS

- CERTIFIED EKG TECHNICIAN
- CARDIOVASCULAR TECHNICIAN
- OPHTHALMIC MEDICAL TECHNICIAN
- EMR CERTIFICATION
- CNA LICENSURE

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

THIS CAREER CLUSTER EXPOSES STUDENTS TO CAREERS AND BUSINESSES INVOLVED IN THE PLANNING, MANAGEMENT, AND MOVEMENT OF PEOPLE, MATERIALS AND PRODUCTS BY ROAD, AIR, RAIL, AND WATER. IT ALSO INCLUDES RELATED PROFESSIONAL AND TECHNICAL SUPPORT SERVICES SUCH AS INFRASTRUCTURE PLANNING AND MANAGEMENT, LOGISTICS SERVICES, AND THE MAINTENANCE OF MOBILE EQUIPMENT AND FACILITIES.

THE TN DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT PROJECTS 95 AVERAGE ANNUAL OPENINGS FOR AUTOMOTIVE BODY AND RELATED REPAIRERS DUE TO GROWTH AND REPLACEMENT FROM 2014 TO 2024. (TN.GOV)

CAREER OPPORTUNITIES

- AUTOMOTIVE SERVICE TECHNICIANS AND MECHANIC
- BUS AND TRUCK MECHANIC AND DIESEL ENGINE SPECIALIST
- AIR TRAFFIC CONTROLLER
- COMMERCIAL PILOTS
- INDUSTRIAL TRUCK AND TRACTOR OPERATORS

CAREER PATHWAYS

THIS CAREER CLUSTER IS ORGANIZED INTO THREE (3) PATHWAYS:

- AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR
- AUTOMOTIVE COLLISION REPAIR
- AVIATION FLIGHT

CERTIFICATIONS

- AUTOMOTIVE SERVICE EXCELLENCE (ASE) STUDENT CERTIFICATION IN NON-STRUCTURAL ANALYSIS/ REPAIR OR PAINTING & REFINISHING
- I-CAR REFINISH TECHNICIAN PROLEVEL 1 OR I-CAR NONSTRUCTURAL TECHNICIAN PROLEVEL 1
- AUTOMOTIVE SERVICE EXCELLENCE (ASE) STUDENT CERTIFICATION - MAINTENANCE & LIGHT REPAIR

Building upon the state’s strong commitment to ensure Tennessee is future workforce ready, Governor Bill Lee and the Tennessee General Assembly has made an investment of \$43.2 million to bring Innovate School Models to every public high school and middle school in the state. By expanding Tennessee’s Innovation School Models aimed at building readiness and preparing students for success after high school, more students will have opportunities to participate in innovative local programs aligned to Tennessee’s highest-demand skills and careers.



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

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

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 students with disabilities have the educational opportunities needed to develop the skills necessary for a successful transition into postgraduate education. 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.



Organizational

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 techniques 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 21st century.



Hollis F. Price Middle College High, an early college high school, is an innovative and academic collaboration between Memphis-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.



Organizational

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 6th 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. Projected enrollment for school year 2023-24 is 283 students.

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. School year 2023-24, University High will expand its second year, adding a tenth-grade class. Projected enrollment for school year 2023-24 is 101 students.

Alternative Schools

Alternative Schools educate over 7,500 students annually in nine K-8, high, and specialty schools. MSCS has 8 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; 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

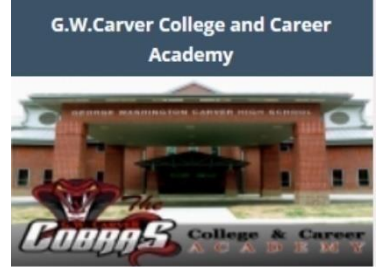




Organizational

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.



Float like a Butterfly, and Soar into Greatness

Adolescent Parenting Program (APP) provides support to first-time pregnant and parenting teens. In fiscal school year 2022-2023, the Adolescent Parenting Program combined with Northwest Prep Academy. The two schools now operate as one entity under the leadership of one principal, and now parenting mothers and fathers 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) program is designed to meet the needs of students at the Secondary school level who have little or no English proficiency and limited or no formal education in their native country. In fiscal school year 2022-2023, Newcomer International Center expanded to include two additional satellite centers to increase the enrollment of high school students new to the country. We now offer coursework to assist the students in navigating the English language and high school. Students and families can have in-house support, social and emotional assistance, ESL supports, and increased academic availability.



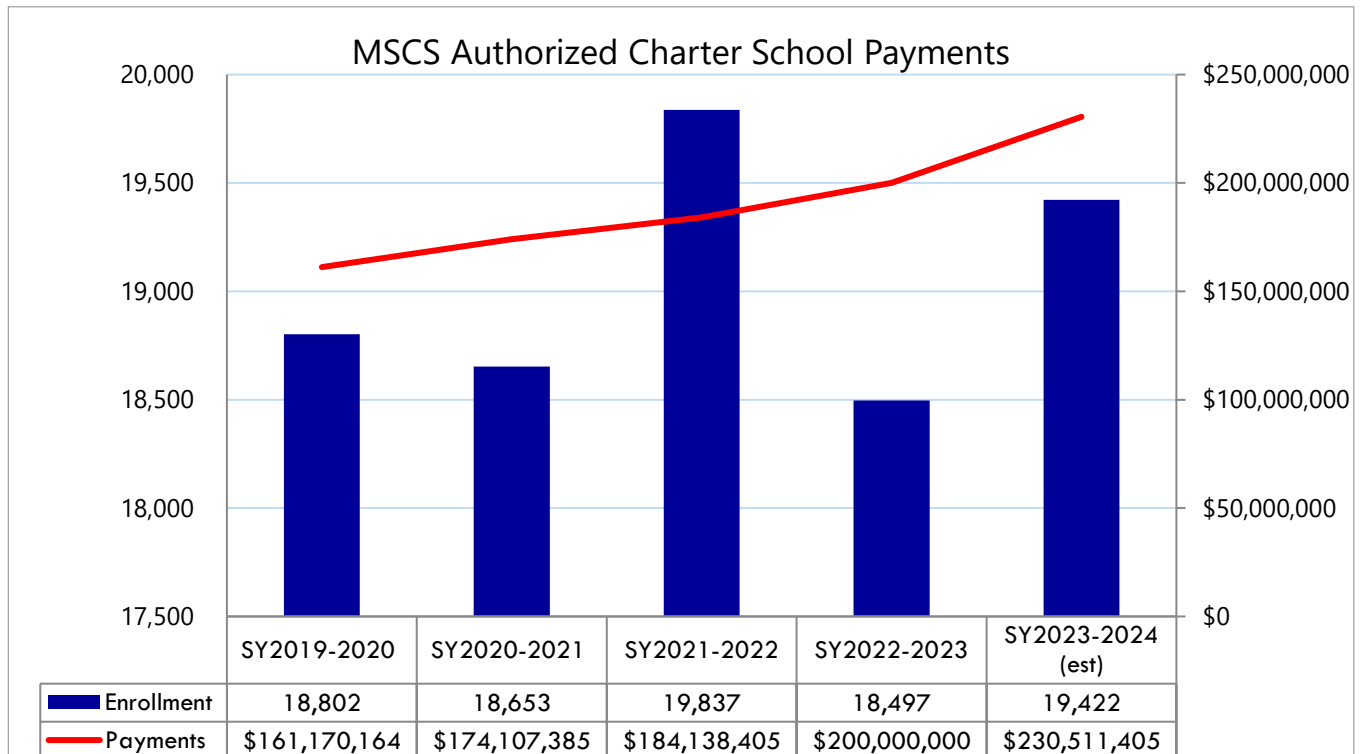
Organizational

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.





Organizational

The chart below identifies Charter schools operating in the 2023-24 school year.

Charter School	Grades Served	SY 2022-23 Enrollment	FY 2022-23 Payment	SY 2023-24 Projected Enrollment	SY 2023-24 Projected Payment
Arrow Academy of Excellence	K-5	95	\$989,726	99	\$1,178,551
Aurora Collegiate Academy	K-5	323	3,382,089	339	4,027,341
Beacon College Preparatory	K-5	204	2,135,703	214	2,543,163
Believe Memphis Academy Charter School	4-8	311	3,253,423	326	3,874,127
Circles Of Success Learning Academy	6-8	218	2,285,936	229	2,722,058
City University School Girls Preparatory	6-8	84	876,428	88	1,043,638
City University School of Independence	12	14	141,285	14	168,240
City University School Of Liberal Arts	9-12	223	2,335,810	234	2,781,447
Compass Community School, Berclair Campus	K-8	228	2,387,190	240	2,842,630
Compass Community School, Binghampton Campus	K-8	207	2,164,902	217	2,577,932
Compass Community School, Frayser Campus	K-8	208	2,180,705	219	2,596,750
Compass Community School, Hickory Hill Campus	K-8	255	2,670,178	268	3,179,608
Compass Community School, Midtown Campus	9-12	331	3,463,219	347	4,123,949
Compass Community School, Orange Mound Campus	K-8	197	2,064,956	207	2,458,918
Crosstown High School	9-12	470	4,923,458	494	5,862,780
Freedom Prep Elementary - Millbranch	K-5	537	5,621,748	564	6,694,292
Freedom Prep Elementary - Parkrose	K-5	564	5,903,125	592	7,029,351
Freedom Prep Middle - Brownlee	6-8	279	2,918,142	293	3,474,879
Freedom Preparatory Academy Flagship	6-12	778	8,145,203	817	9,699,184
Granville T. Woods Academy of Innovation Charter School	K-8	378	3,958,299	397	4,713,483
Journey East Academy	K-5	340	3,560,279	357	4,239,526
KIPP Memphis Collegiate Elementary	K-5	498	5,212,258	523	6,206,678
KIPP Memphis Collegiate High School	9-12	446	4,662,542	468	5,552,084
KIPP Memphis Collegiate Middle	6-8	427	4,465,217	448	5,317,113
Leadership Preparatory Charter School	K-8	417	4,365,226	438	5,198,045
Memphis Academy Of Science Engineering Middle/High	6-12	584	6,110,235	613	7,275,975
Memphis Business Academy Elementary School	K-5	267	2,793,986	280	3,327,036
Memphis Business Academy Hickory Hill Elementary School	K-4	95	989,203	99	1,177,928
Memphis Business Academy Hickory Hill Middle School	6-8	52	545,657	55	649,760
Memphis Business Academy High School	9-12	506	5,291,642	531	6,301,207
Memphis Business Academy Middle	6-8	385	4,031,954	405	4,801,189
Memphis College Preparatory	K-5	254	2,656,573	267	3,163,407
Memphis Delta Preparatory	K-5	377	3,940,617	395	4,692,427
Memphis Grizzlies Preparatory Charter School	6-8	338	3,536,853	355	4,211,631
Memphis Merit Academy	K-5	288	3,013,859	302	3,588,858
Memphis Rise Academy	6-12	744	7,789,578	782	9,275,712
Memphis School of Excellence	6-12	520	5,438,574	546	6,476,171
Memphis School of Excellence Cordova	6-10	293	3,070,111	308	3,655,842
Memphis School of Excellence Elementary	K-5	409	4,282,813	430	5,099,909
Memphis School of Excellence Elementary Cordova	K-5	305	3,192,723	320	3,801,846
Memphis STEM Academy	K-5	215	2,245,905	225	2,674,390
Perea Elementary School	K-4	259	2,712,257	272	3,229,715
Power Center Academy Elementary - Southeast	K-5	407	4,260,178	427	5,072,955
Power Center Academy Elementary School	K-5	716	7,490,317	751	8,919,356
Power Center Academy High School	9-12	696	7,282,949	731	8,672,425
Power Center Academy Middle	6-8	445	4,658,455	467	5,547,218
Power Center Academy Middle - Southeast	6-8	239	2,504,092	251	2,981,835
Promise Academy	K-12	285	2,987,389	300	3,557,337
Soulsville Charter School	6-12	636	6,656,211	668	7,926,115
Southern Avenue Charter School Of Academic Excellence Creative Arts	K-5	333	3,480,070	349	4,144,015
Star Academy	K-6	283	5,370,547	297	3,529,821
Veritas College Preparatory	6-8	144	1,505,363	151	1,792,564
Vision Preparatory Charter School	K-5	390	4,080,495	409	4,858,991
TOTAL		18,497	\$195,985,652	19,422	\$230,511,405



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 3.0)



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's 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, which engages students and teachers in daily strategies to work through feelings and emotional triggers that malign many of our students.

In the school year 2023-24, an estimated 33,458 students will be part of the iZone 3.0. The iZone 3.0 will serve the following forty schools comprised of eleven elementary, sixteen middle, and thirteen high schools: A. B. Hill Elementary, Alcy Elementary, Dunbar Elementary, Georgian Hills Elementary, Getwell Elementary, Hawkins Mill Elementary, LaRose Elementary, Sheffield Elementary, Whitney Elementary, Winchester Elementary, American Way Middle, Chickasaw Middle, Craigmont Middle, Cummings K-8, Georgian Hills Middle, Grandview Heights Middle, Hamilton K-8, Hanley K-8, Kingsbury Middle, Oakhaven Middle, Raleigh-Egypt Middle, Riverview K-8, Woodstock Middle, Booker T. Washington 6-12, G.W. Carver College & Career Academy, Hamilton High, Manassas High, Melrose High, Memphis Virtual School, Mitchell High, Northwest Prep Academy, 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. An investment of \$9.3 million dollars is being adopted in the FY24 budget to increase these supports. 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.

Empowerment Zone



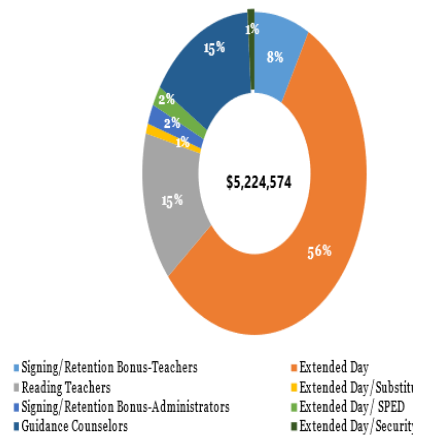
In school year 2016-17, the District launched a new turnaround model for schools that were at risk of being placed in Priority status by the state and recognized the need to be more aggressive and intentional about how we are supporting our struggling schools. The Empowerment Zone model is an innovative 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.



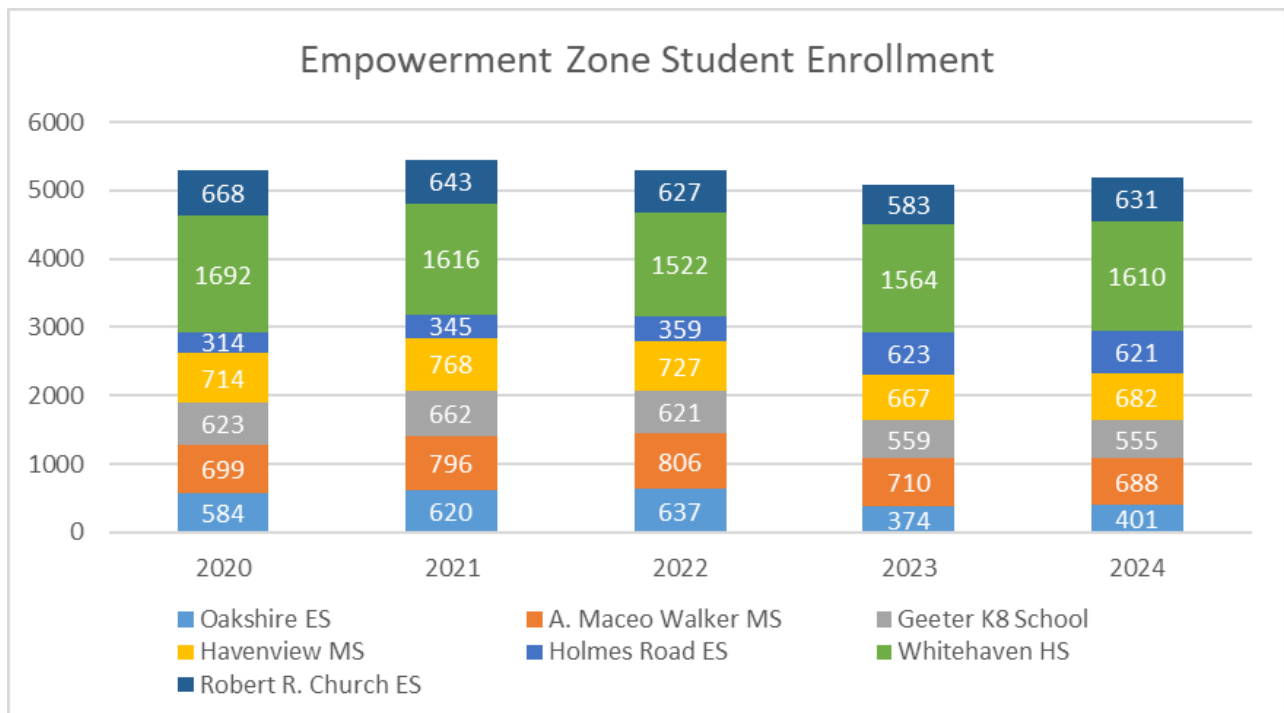
Organizational

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.

iZone 2.0 Intervention Costs



Student enrollment is listed in the below chart for the four years of the Empowerment Zone, including projections for school year 2023-24





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.

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.

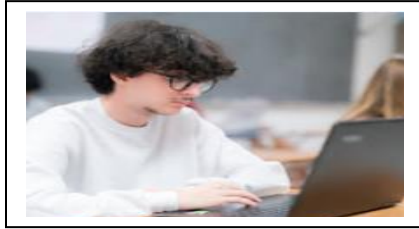




Organizational

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 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

vii. Basis of Accounting and Budgeting



The accrual basis of accounting is used in 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 if 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.

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.



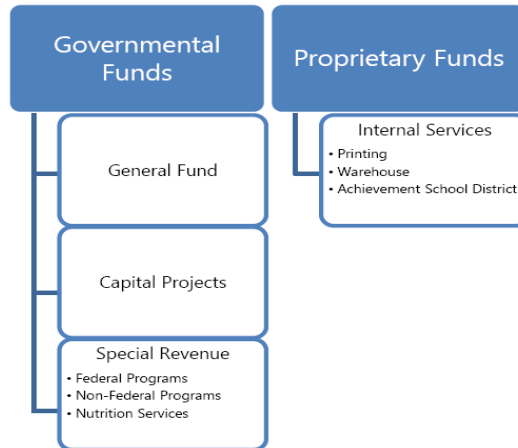
Organizational

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:

- **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.
- **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.



Organizational

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:

- Tennessee Investment in Student Achievement (TISA)
- 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
- 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 outlay



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.

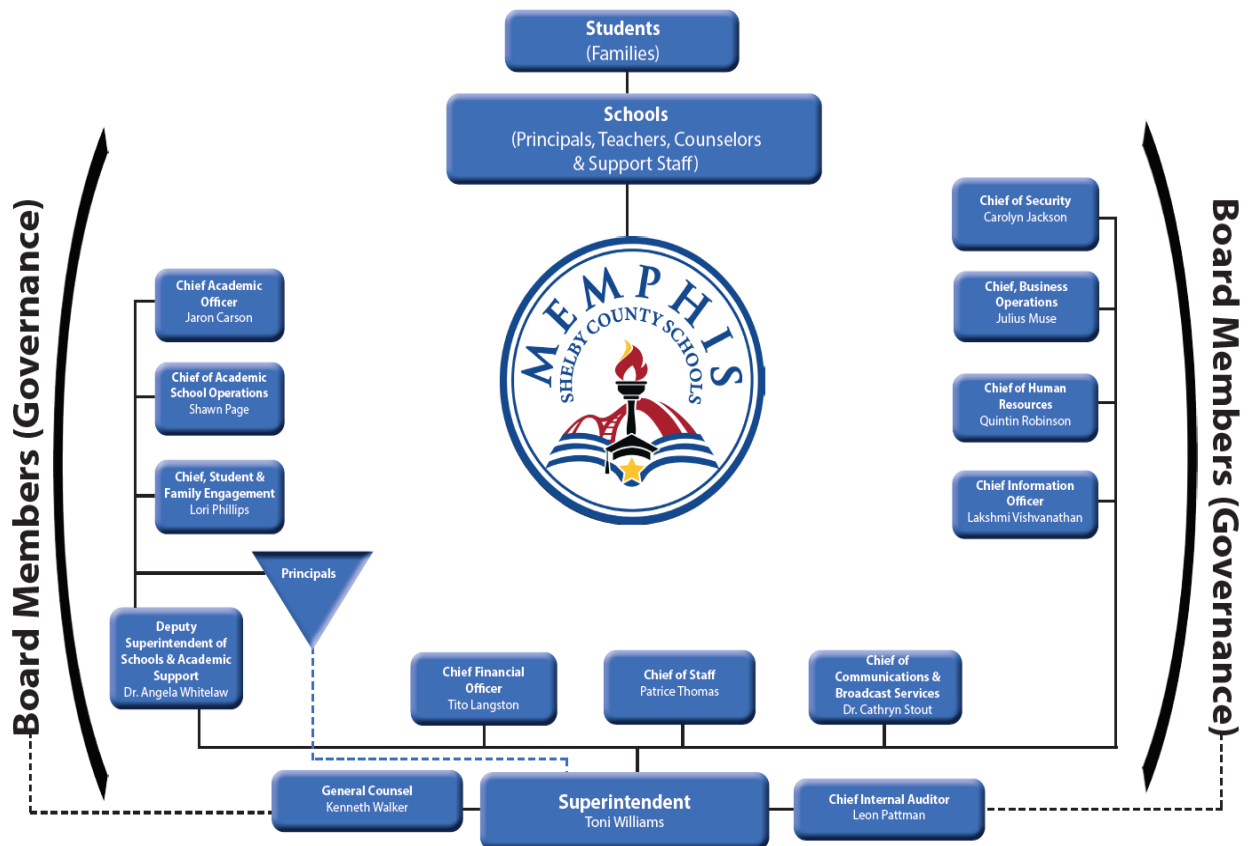
The Shelby County Board of Education (SCBE) governs the business operations of Memphis-Shelby County Schools (MSCS or District) which is comprised of nine elected Board members representing Shelby County, excluding six municipalities that have created independent school districts. The legal basis for 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.

MSCS Board Members:

Ms. Michelle Robinson McKissack
 Ms. Althea Greene - Chair
 Ms. Stephanie P. Love

Sheleah Harris – Vice Chair
 Mr. Kevin Woods
 Ms. Joyce Dorse Coleman

Mr. Frank Johnson
 Ms. Amber Garcia
 Mr. Keith Williams



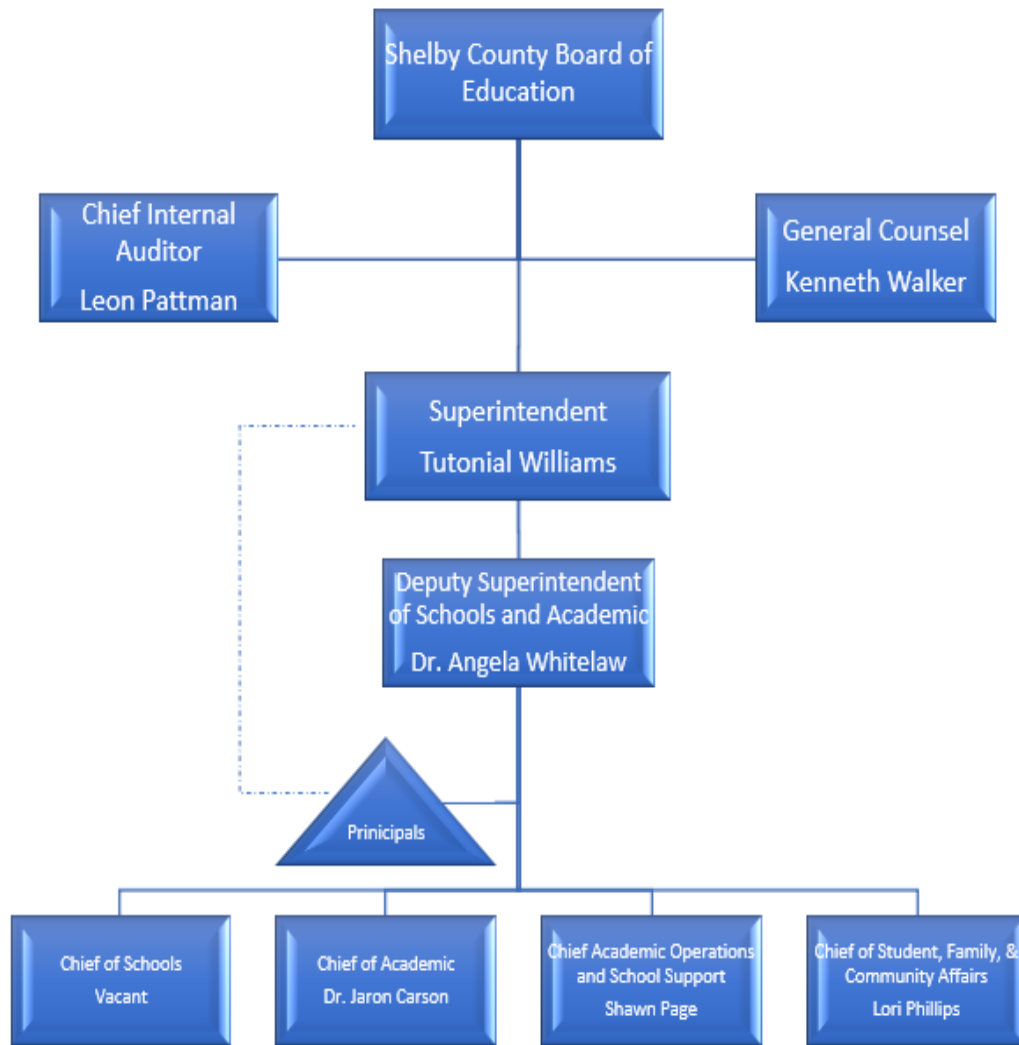


Organizational

III. SCHOOLS ORGANIZATIONAL CHART

Under the Deputy Superintendent of Schools, schools are provided further operational, instructional, and school leadership support. The District has instructional leadership directors that ensure our principals can cultivate strong teachers.

MEMPHIS-SHELBY COUNTY SCHOOLS ORGANIZATIONAL CHART





Organizational

IV. 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 transforming 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

V. 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

VI. 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 Chairperson 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.



Organizational

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 each 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.

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 a 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.



Organizational

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 with 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.



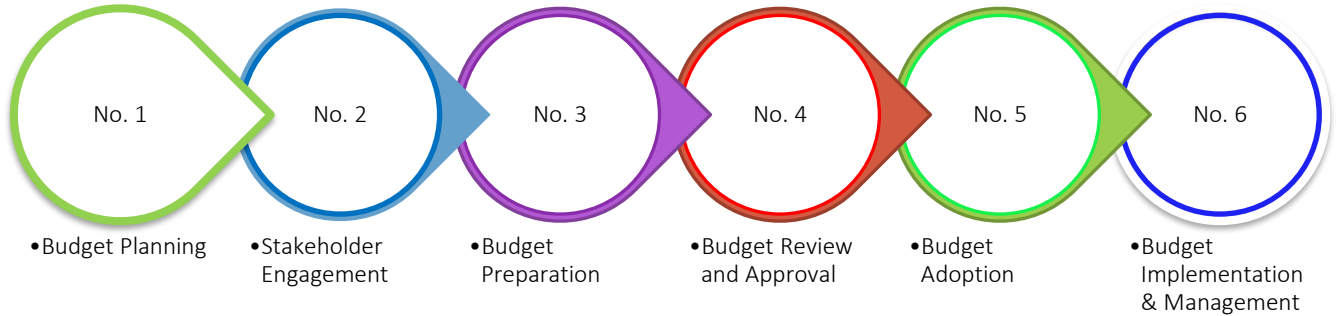


Organizational

VII. 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.





Organizational

Memphis-Shelby County Schools BUDGET CALENDAR FISCAL YEAR 2023-2024

Presentation of the Adopted Budget Calendar

Tuesday, October 4, 2022	Present Budget Calendar to the Board – Audit, Budget Finance Committee
Tuesday, October 18, 2022	Present Budget Calendar and Strategic Priorities at Board Work session

Development of Budget priorities and Community Engagement

Monday, October 10, 2022	Begin Collaborations with Communications and FACE to develop Community Engagement Strategy
Tuesday, December 13, 2022	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 13, 2022 to Friday, March 10, 2023	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 10, 2022 to Friday, October 28, 2022	Begin school strategic planning sessions assessing student/teacher needs, budget development with School Leaders and Central Office support teams
Monday, November 7, 2022	Present General, Federal, CIP, and Special Revenue Funds budget guidelines to Chiefs



Organizational

Memphis-Shelby County Schools BUDGET CALENDAR (continued) FISCAL YEAR 2023-2024

Monday, December 12, 2022	Provide initial draft budget to Supt; MSCS Cabinet reviews departmental budgets and alignment to priorities and needs assessments
Monday, February 6, 2023	Present initial budget to Cabinet
Saturday, February 18, 2023	Deliver initial budget to Memphis-Shelby County Board of Education-Retreat
February 27-March 10, 2023	Budget Checkout – Schools (Subject to change)

Budget Review and Approval Process

Tuesday, April 18, 2023	Deliver proposed budget to Memphis-Shelby County Board of Education
Tuesday, April 25, 2023	Present proposed budget to Memphis-Shelby County Board of Education for approval
Wednesday, May 3, 2023	Present Memphis-Shelby County Board of Education's FY2023-24 proposed budget for approval before Shelby County Board of Commissioners Education Committee
Wednesday, May 10, 2023	Present Memphis-Shelby County Board of Education's FY2023-24 proposed budget for approval before Shelby County Board of Commissioners
Monday, May 22, 2023	Present final budget to Memphis-Shelby County Board of Education for approval as adopted budget (<i>Special Call</i>)
Wednesday, June 7, 2023	Present final budget to Memphis-Shelby County Board of Commissioners Education Committee for approval as adopted budget
Tuesday, August 1, 2023	Submit budget to State of Tennessee



Organizational

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 2023-24 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 school needs.

The budget is developed using the zero/goal-based budgeting method. Re-engineering 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.



Organizational

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, The Tennessee Investment in Student Achievement (TISA) 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 Tennessee Investment in Student Achievement (TISA) formula. TISA revenues are a funding plan and not a spending plan. However, certain requirements must be met when using the funds. TISA estimates are not finalized until the State of Tennessee calculates Average Daily Membership (ADM) and finalizes 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 appropriate 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 expanded, 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 her 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 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,



Organizational

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 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.





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VIII. 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 Chairperson of the Board of Education will submit a budget to the State.

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 Shelby County Board of Education 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.

IX. LAWS AFFECTING THIS BUDGET

i. Budget Approval

Memphis-Shelby County Schools 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 Investment in Student Achievement (TISA), an amount of money to pay \$200 to every teacher in kindergarten through grade twelve (K-12) in FY24, teachers will also receive an additional \$100. 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.



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viii. School Safety

Former Governor Bill Haslam devoted \$10 million annually towards the school safety grant fund. Governor Bill Lee is proposing an investment of \$205 million for the school safety program in the fiscal year 2023-24 Governor's budget.

X. FISCAL SUSTAINABILITY

i. Strategic Priorities

A long-term fiscal sustainability plan is critical. For FY2024 we are transitioning to Transforming the 901, a long-term plan that expands our initial Destination 2025 to Transforming Education, Transforming Schools, and Transforming Communities.

The Transforming the 901 plans 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 Transforming the 901 goals. Below are the three strategic priorities that support the Transforming 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

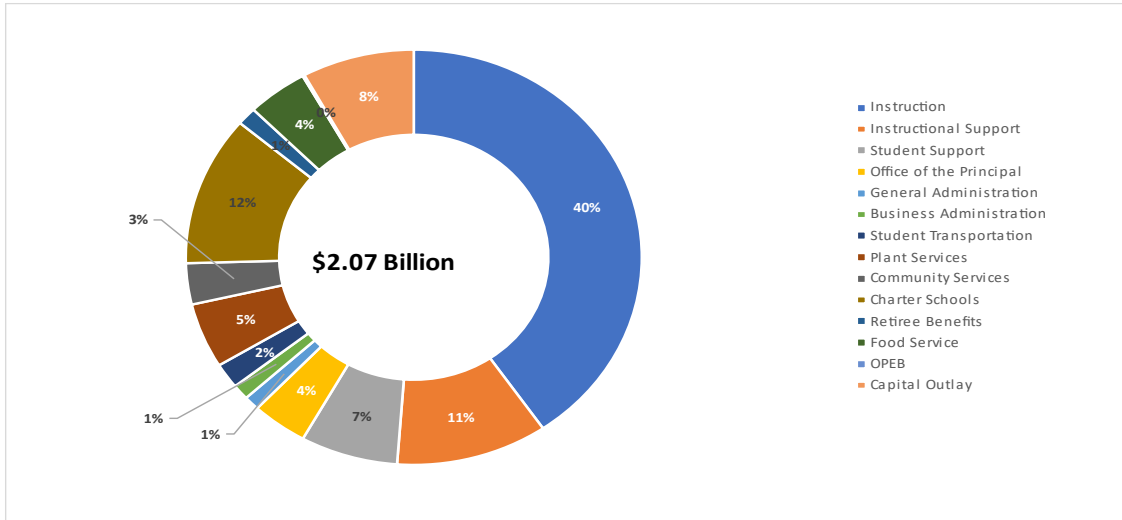




Organizational

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 District’s combined or All Funds budget is approximately \$2.07 billion for fiscal year 2023-24. The total expenditure for all funds reflects a \$153.6 million (or a 6.9%) decrease from the prior year amended budget. Most of the decrease is due to expenditures associated with federal funding, the Elementary and Secondary School Emergency Relief grant (ESSER) 2.0 ending effective June 30, 2023.

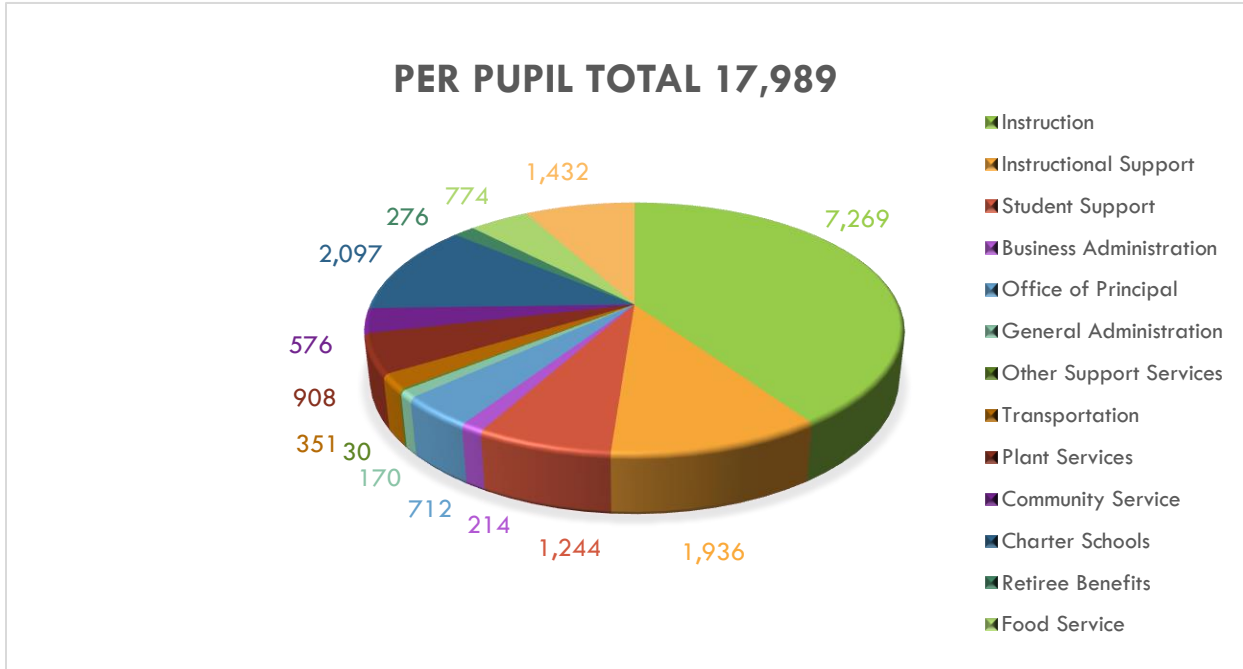


Instruction: \$837.7 million Activities directly linked to teaching students	Charter Schools: \$241.6 million State, local, and federal payments to charter schools	Food Services: \$89.2 million Prep, delivery, & services of breakfasts, lunches, snacks, & other meals
Plant Services: \$104.7 million School maintenance, including grounds, buildings, equipment, and utilities	Instructional Support: \$223.1 million Activities to facilitate & enhance instruction, including content and professional development	Student Support: \$143.3 million Library, guidance, health, & technical services to students, incl school safety
Community Services: \$66.4 million Community dev programs such as early childhood development and innovation & planning	Office of the Principal: \$82 million Activities performed by principals & AP, includes school office staff	Capital Outlay: \$165 million Capital improvements and construction for the District’s schools
Student Transportation: \$40.4 million Transportation for regular, vocational, and special education instruction	Retiree Benefits: \$28.8 million District’s contribution to ‘pay as you as go’ retiree benefit costs	General Administration: \$23 million Commission fees, legal services, communications, printing, warehouse, and others
Business Administration: \$24.6 million Accounting, budgeting, financial reporting, human resources, payroll, purchasing, information technology and internal auditing	OPEB: \$3 million	



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In fiscal year 2023-24, the per-pupil amount of the combined All Funds budget is \$17,989 as shown in the chart below. Per pupil total consists of multiple year funding in one year's budget.



Of the total \$2.07 billion District Budget All Funds expenditure budget in fiscal year 2023-24, the General Fund consists of about \$1.28 billion (or 61.9%). The General Fund serves as the primary operating fund for the District. The fiscal year 2023-24 Adopted District General Fund expenditures budget reflects a \$121.4 million or a 10.4% increase compared with the prior year amended budget. The year over year variance is further explained in the financial section.

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. 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 based on formulas that include enrollment projections.

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.



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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 Transforming the 901, and WE choose MSCS!

Support Strategies:

- \$10 million investment in academic performance bonus base on state data (TVAAS)
- \$15 million investment in our educators in the form of recruitment and retention bonus
- Investment of \$3 million for student exposure fieldtrips that will expose our students to various opportunities across the city
- Implementation of year two of the new principal step progression scale will begin in the 2023-2024 school year
- More than \$27 million invested in strategic compensation for teachers, implementing a new teacher salary schedule
- \$7.9 million in raises for our non-certified staff.
- Continued investment in the Teacher Academy with more than 160 participants since January 2022
- Recommended \$37.6 million investment in safety and security for a total two-year investment of \$52 million
- 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
- Continued investment in our 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 22.6% in 2022 to 37.1% in 2023



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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 3.0 will support 40 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 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 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.



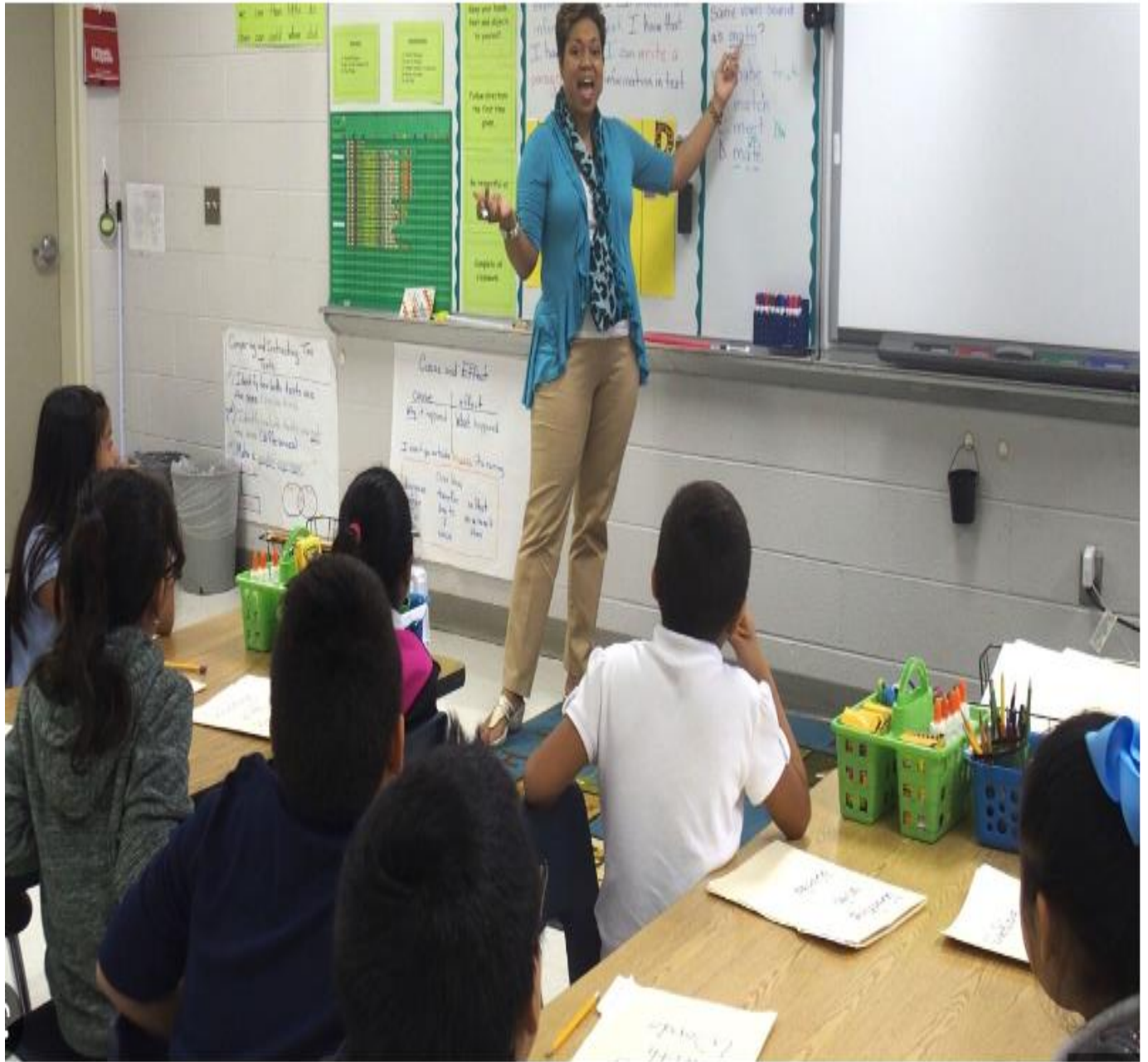
Organizational

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 are calculated as of the prior valuation date.





TEACHER COMPENSATION



Organizational

v. **Memphis-Shelby County Schools Teacher Compensation Proposal**

One of the first commitments Superintendent Williams made at the onset of her tenure in August 2022 was to finalize an approved MOU with the teacher associations. She committed to return to collaborative conferencing to discuss four items. Those four items were the grievance policy, bereavement policy, insurance contributions, and the teacher salary schedule.

At the conclusion of collaborative conferencing all four items were agreed. The District is proposing a new teacher salary schedule for school year 2023-24 which includes a \$27.3 million commitment. This investment includes the highest starting salary for teachers and a quicker path to the maximum salary connection to step increases.

NEW GRIEVANCE POLICY:

AGREED



NEW BEREAVEMENT LEAVE POLICY:

AGREED



INSURANCE CONTRIBUTIONS:

AGREED



TEACHER SALARY SCHEDULE:

AGREED





Organizational

Additional investments in compensation are also being made to support Superintendent Williams' commitment to improving culture and climate as well as recruitment and retention. Those investments include:

- Sign-on and retention bonuses of \$10,000 - \$15,000 totaling upwards of \$10 million to attract new teachers to the district and fill hard-to-staff teaching positions, such as ESL, Dual Language, Critical EOC, Special Education, Pre-K, and I-Zone
- Academic performance bonus based on state data (TVAAS) as opposed to evaluations of \$10 million. The goal is to reward teachers who move the academic needle for students while also driving a culture of achievement in the District
- Athletic coaching stipends and compensation alignment for electricians, plumbers, HVAC technicians, and security resource officers of \$3 million
- Expanding new teacher support and mentor teacher stipends of \$2 million
- An incremental step increase for school leaders of \$3.2 million
- A 2% raise for all on-instructional employees of \$7.9 million

Transforming the 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.

MSCS has increased its graduation rate from 77.7% to 80.1%. Middle College High School earned a 100 percent graduate rate for the seventh year in a row. Hollis F. Price Middle College High School earned a 100 percent graduate for the fourth consecutive year. The District's Ready Graduate rate increased from 20.7% to 23.0% from 2019-2020 to 2020-2021 (lag year).

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.

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.



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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 CTE • 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 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.

Transportation

MSCS transportation cost for FY2024 will be approximately \$32.2 million (unaudited). The breakdown 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.

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 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.

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).

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.

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.



Organizational

ACCESS FOR ALL



1:1 Digital Device Plan

Every MSCS student will continue to have access to a digital device in school year 2023-24. 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!

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.

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.



Organizational

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.



Organizational



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FINANCIAL



FY 2024 District Adopted Budget



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

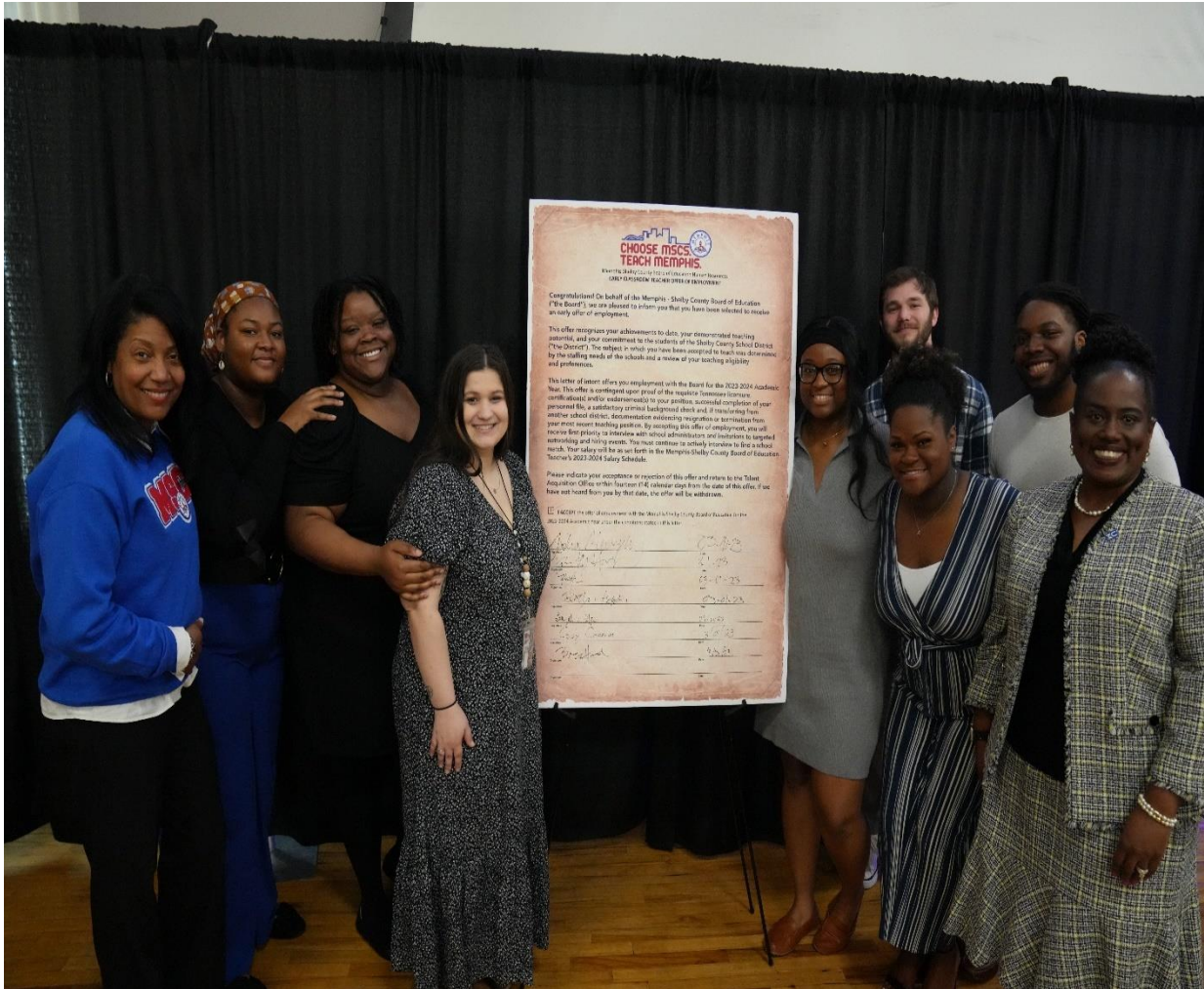
III. BUDGET ASSUMPTIONS AND PROJECTIONS

IV. ALL FUND TYPES

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 - Financial Summary of Nutritional Services Fund
 - Summary of Key Nutrition Services Fund Grants



V. PROPRIETARY FUNDS
i. Internal Service Funds





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 smaller, 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 Tennessee Investment in Student Achievement (TISA) formula. The TISA 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.



Last year, Tennessee passed historic legislation that updated for the first time in more than 30 years the way the state invests in K-12 education. The Tennessee Investment in Student Achievement (TISA) Act instituted a student-based funding formula that generates funding based on individual student need and brings more than \$1 billion in new state dollars to support our students. TISA represents an incredible opportunity for our state to strengthen and accelerate its work to ensure students can read proficiently

by third grade, graduate high school well- prepared for their chosen postsecondary pathway and are on a path to success.



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.

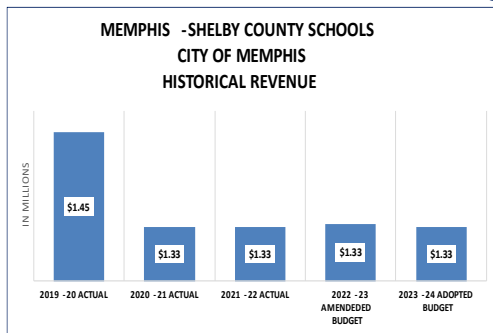
Local grants are revenues derived from outside sources other than the Federal or State governments. Revenues from local grants may be received through donations or a competitive application process. Expenditures are restricted for specific purposes.

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 2023-24 of \$1.3 million remains the same as the amended budget for fiscal year 2022-23.

The above chart represents the categorical revenue allocations across All Funds. *

ii. Shelby County



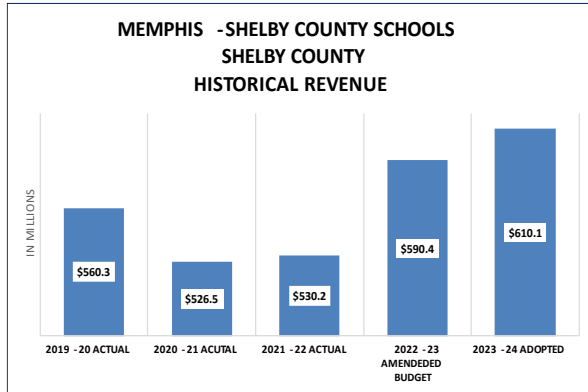
Exempt Property in Lieu of Tax: These taxes are collected from businesses that have been granted tax relief by the Center City Commission and the Industrial Development Board due to site improvements, new construction or relocation that will add jobs to the City and/or County. Funds are distributed based 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.



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 2023-24 in comparison to fiscal year 2022-23 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 30.7% 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. *

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



Tennessee Investment in Student Achievement (TISA) - The TISA public school funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed to all students to ensure they succeed. The TISA Act was passed by the Tennessee General Assembly on April 28, 2022, and was signed into law by Governor Bill Lee on May 2, 2022. TISA updates the way Tennessee invests in public education by moving to a student-based funding formula, which includes: A base funding amount for every public-school student; additional weighted funding to address individual student needs like those students who may be low-income, have a disability, be gifted, have characteristics of dyslexia, or live in a sparse community; additional direct funding intended to support students in key priority areas like early literacy, CTE programming, and high-dosage tutoring; outcome incentives based on student achievement to empower schools to help all students reach their full potential. More information on TISA rules detailing weighted allocations for unique learning needs, direct allocations and student outcomes funding can be found [here](#).

State Grants – These are grants provided to States and shared with LEAs to help stabilize State and local budgets 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.

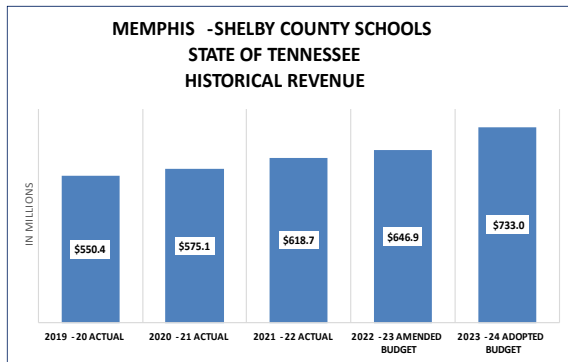
Extended Contract Program – The program provides various after-school and extended-year instructional programs to students.



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.

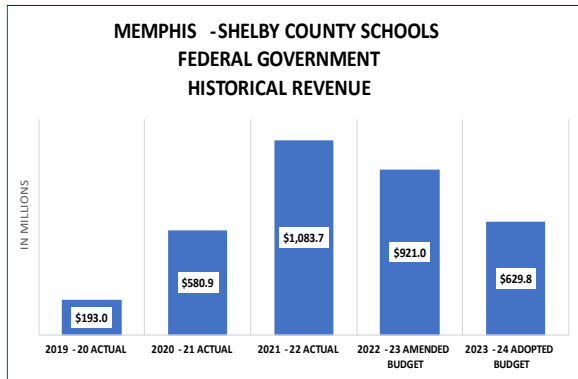
Safe Schools – Positive Behavior Intervention and Supports (PBIS) has been the underlying process to document needs and use data-based problem solving to develop interventions at universal, secondary, and tertiary levels. The program also includes emergency management and safety preparedness; violence 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 \$733 million in the fiscal year 2023-24. The largest source of revenue from the State is TISA, which is based upon individual student weights. 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 36.9% 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 Region 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.

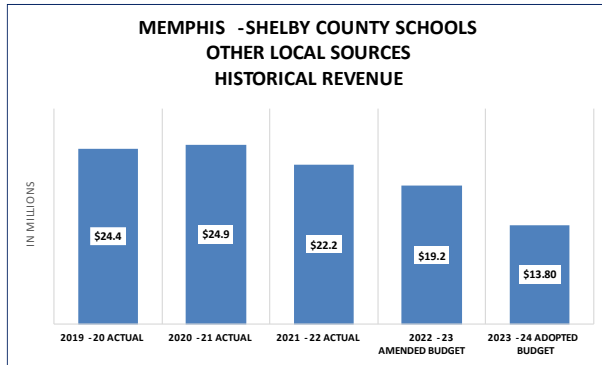
The above chart represents the categorical revenue allocations across All Funds. *

Total Revenues received from the **Federal Government** are illustrated in the chart above. The District will receive a total of \$629.8 million which includes a decrease compared to the prior fiscal year’s budget due to the funding from the Elementary and Secondary School Emergency Relief Fund (ESSER 2.0 and 3.0) ending. 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.





II. EXPENDITURE CATEGORIES

Expenditures are classified by fund, function and object. Reporting and categorizing by functions is a State Department of Education 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.



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.



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 2023-2024.

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



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 1N-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 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					



Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects 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-PAYROLL	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					



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
60000-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 1A, 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 FY 19					X	
5022-21st CCLCMASE 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-IN 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 ESGym 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				
D045-Security-Ancillary Services			X			
D065-TVA ENERNOC Demand Response Program			X			
D075-Facility Rental			X			
D090-YMCA Before and After Care			X			
D095-Very Special Arts Festival			X			
D125-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 the school site while factoring in the return to in-person learning and the decrease in cases for Covid-19.
2. For Fiscal Year 2023-24, the number of authorized charters will 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 MSCS.

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 to be replaced by the Tennessee Investment in Student Success Act (TISA).
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 2023-24 General Fund budget assumes that Shelby County's total education budget will be funded at a lower level than compared to prior year.
3. The County Sales Tax revenues for the District are budgeted to increase slightly in fiscal year 2023-24 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 the fiscal year 2023-2024 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, Memphis-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 2023-24. The formulas used will comply with State requirements.



Financial



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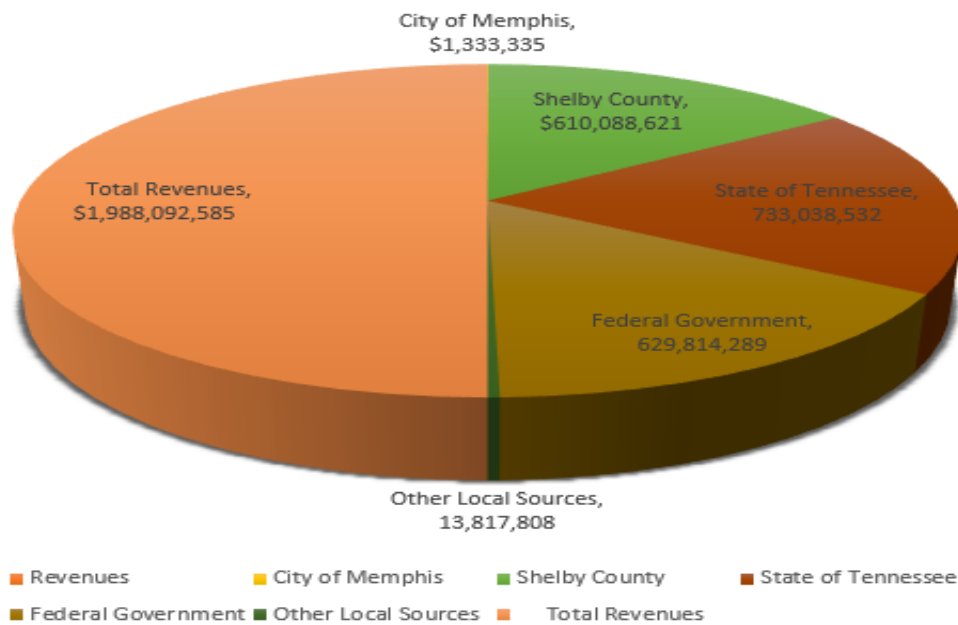
IV. ALL FUND TYPES

Memphis-Shelby County Schools
Highlights of the 2023-24 Budget

All Funds

The District’s total expenditure for the FY 2023-24 budget across all funds is approximately \$2.07 billion. The total budgeted expenditures for all funds reflect a \$153.6 million or a 6.9% decrease from the FY23 amended budget. The largest cause of this decrease is due to Federal Program revenues, and associated expenses.

Where the Money Comes From...

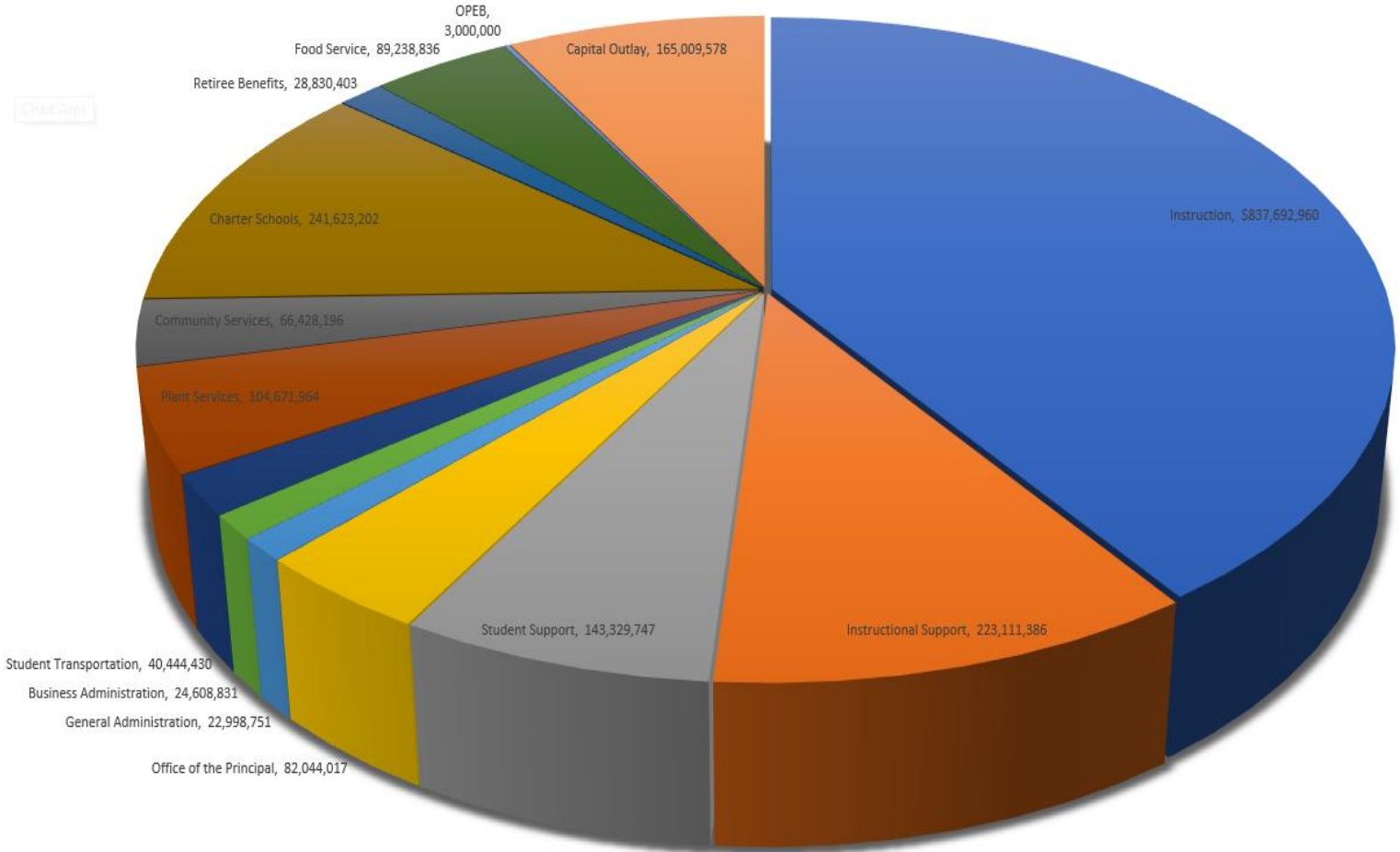


SOURCE OF FUNDS

	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues				
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	590,405,853	\$610,088,621	19,682,768	3.3%
State of Tennessee	646,885,139	733,038,532	86,153,393	13.3%
Federal Government	921,039,970	629,814,289	(291,225,681)	-31.6%
Other Local Sources	19,202,630	13,817,808	(5,384,822)	-28.0%
Total Revenues	\$ 2,178,866,927	\$ 1,988,092,585	\$ (190,774,342)	-8.8%



....and Where the Money Goes



Use of Funds

Expenditures	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Instruction	\$ 850,146,870	\$ 837,692,960	\$ (12,453,910)	-1.5%
Instructional Support	286,659,158	223,111,386	(63,547,772)	-22.2%
Student Support	138,772,552	143,329,747	4,557,195	3.3%
Office of the Principal	68,042,689	82,044,017	14,001,328	20.6%
General Administration	21,255,183	22,998,751	1,743,568	8.2%
Business Administration	23,699,141	24,608,831	909,691	3.8%
Student Transportation	47,261,500	40,444,430	(6,817,071)	-14.4%
Plant Services	115,178,635	104,671,964	(10,506,671)	-9.1%
Community Services	71,716,806	66,428,196	(5,288,609)	-7.4%
Charter Schools	241,552,848	241,623,202	70,354	0.0%
Retiree Benefits	28,830,403	28,830,403	-	0.0%
Food Service	79,580,955	89,238,836	9,657,881	12.1%
OPEB	3,000,000	3,000,000	-	0.0%
Capital Outlay	250,946,376	165,009,578	(85,936,798)	-34.2%
Total Expenditures	\$ 2,226,643,116	\$ 2,073,032,301	\$ (153,610,814)	-6.9%



SUMMARY OF BUDGETS – ALL FUNDS BY FUNCTION

FISCAL YEAR 2023-24 ADOPTED BUDGET

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	560,343,540	526,514,124	530,177,227	590,405,853	610,088,621	19,682,768	3.3%
State of Tennessee	550,352,588	575,057,731	618,749,993	646,885,139	733,038,532	86,153,393	13.3%
Federal Government	193,001,472	580,864,873	1,083,653,116	921,039,970	629,814,289	(291,225,681)	-31.6%
Other Local Sources	24,446,467	24,941,897	22,187,228	19,202,630	13,817,808	(5,384,822)	-28.0%
Total Revenues	\$ 1,329,596,323	\$ 1,708,711,958	\$ 2,256,100,899	\$ 2,178,866,927	\$ 1,988,092,586	\$(190,774,341)	-8.8%
Expenditures							
Instruction	\$ 562,863,226	\$ 816,398,882	\$ 866,415,828	\$ 850,146,870	\$ 837,692,960	\$ (12,453,910)	-1.5%
Instructional Support	100,256,865	187,155,090	296,803,832	286,659,158	223,111,386	(63,547,772)	-22.2%
Student Support	71,861,552	85,430,124	146,766,768	138,772,552	143,329,747	4,557,195	3.3%
Office of the Principal	63,522,590	63,338,657	62,743,237	68,042,689	82,044,017	14,001,328	20.6%
General Administration	17,100,303	18,464,098	18,820,573	21,255,183	22,998,751	1,743,568	8.2%
Business Administration	16,879,959	18,974,173	28,092,998	23,699,141	24,608,831	909,691	3.8%
Other Support Services	264,806	220,945	5,078,408	-	-	-	0.0%
Student Transportation	20,261,262	41,020,437	46,574,574	47,261,500	40,444,430	(6,817,071)	-14.4%
Plant Services	97,385,563	97,933,874	125,871,337	115,178,635	104,671,964	(10,506,671)	-9.1%
Community Services	56,754,467	65,611,793	73,176,493	71,716,806	66,428,196	(5,288,609)	-7.4%
Charter Schools	158,835,991	184,945,609	270,979,371	241,552,848	241,623,202	70,354	0.0%
Retiree Benefits	28,084,559	28,830,403	28,830,403	28,830,403	28,830,403	-	0.0%
Food Service	65,181,209	81,790,493	78,992,139	79,580,955	89,238,836	9,657,881	12.1%
OPEB	-	-	-	3,000,000	3,000,000	-	0.0%
Capital Outlay	83,882,221	82,975,010	237,978,410	250,946,376	165,009,578	(85,936,798)	-34.2%
Total Expenditures	\$ 1,343,134,572	\$ 1,773,089,590	\$ 2,287,124,371	\$ 2,226,643,116	\$ 2,073,032,301	\$(153,610,814)	-6.9%
Excess (deficiency) of revenues over expenditures	(13,538,249)	(64,377,632)	(31,023,472)	(47,776,189)	(84,939,716)		
Approved use of Fund balance	13,538,249	64,377,632	31,023,472	47,776,189	84,939,716		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance							
Beginning Fund Balance	217,507,453	203,969,238	244,411,756	332,960,935	385,367,903		
Increase (decrease) in revenue for encumbrances	(11,117,201)	30,860,971	88,549,179	52,406,967	-		
Transfers To/(From) Other Funds	(3,057,961)	(4,731,055)	-	-	-		
Insurance Recovery	554,780	89,509	-	-	-		
Sale of Capital Assets	82,167	6,579,524	-	-	-		
Ending Fund Balance	\$ 203,969,238	\$ 236,768,187	\$ 332,960,935	\$ 385,367,903	\$ 385,367,903		
Fund Balance Categories							
Nonspendable	11,044,734	12,167,511	12,284,717	10,798,513	10,798,513		
Restricted	72,738,818	67,416,325	84,612,702	88,190,374	88,190,374		
Assigned	35,635,185	14,607,226	34,196,312	157,161,237	157,161,237		
Committed	769,670	660,211	1,030,340	-	-		
Unassigned	83,780,831	141,916,912	200,836,864	129,217,780	129,217,780		
Total Ending Fund Balance	\$ 203,969,238	\$ 236,768,187	\$ 332,960,935	\$ 385,367,903	\$ 385,367,903		



With Comparative Information for Fiscal Years 2019-20 through 2023-24

SUMMARY OF BUDGETS – ALL FUNDS BY OBJECT

FISCAL YEAR 2023-24 ADOPTED BUDGET

With Comparative Information for Fiscal Years 2019-20 through 2023-24

	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues									
City of Memphis	\$ 5,056,774	\$ 1,452,256	\$ 1,452,256	\$ 1,333,333	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	463,097,256	560,343,540	560,343,540	526,514,124	530,177,227	590,406,853	610,088,621	19,682,768	3.3%
State of Tennessee	514,615,844	550,352,588	550,352,588	575,057,731	618,749,993	646,885,139	733,038,532	86,153,393	13.3%
Federal Government	296,234,339	193,001,471	193,001,471	580,864,873	1,083,653,119	921,039,970	629,814,289	(291,225,681)	-31.6%
Other Local Sources	25,343,361	24,446,470	24,446,470	24,941,897	22,187,227	19,202,630	13,817,808	(5,384,822)	-28.0%
Total Revenues	\$ 1,304,347,574	\$ 1,329,596,325	\$ 1,329,596,325	\$ 1,708,711,958	\$ 2,256,100,899	\$ 2,178,866,927	\$ 1,988,092,586	\$ (190,774,341)	-8.8%
Expenditures									
Salaries	\$ 630,306,122	\$ 644,962,501	\$ 644,962,501	\$ 721,973,987	\$ 857,560,452	\$ 825,918,015	\$ 857,903,293	\$ 31,985,277	3.9%
Benefits	184,942,127	187,787,962	187,787,962	198,395,343	254,317,533	222,245,781	226,320,665	4,074,884	1.8%
Contracted Services	132,066,679	84,019,949	84,019,949	210,091,649	354,855,217	401,408,207	367,850,024	(33,558,183)	-8.4%
Professional Services	3,557,469	48,277,690	48,277,690	51,456,538	66,408,054	-	-	-	0.0%
Property Maintenance Services	10,900,269	33,469,728	33,469,728	38,387,395	44,985,246	-	-	-	0.0%
Travel	2,359,711	1,062,835	1,062,835	319,491	1,110,239	-	-	-	0.0%
Supplies and Materials	88,844,035	50,325,847	50,325,847	140,928,100	149,401,243	209,073,402	171,674,325	(37,399,077)	-17.9%
Capital Outlay	106,186,590	110,627,322	110,627,322	162,779,439	65,318,550	288,909,583	172,824,870	(116,084,713)	-40.2%
Other Charges	24,863,009	23,764,748	23,764,748	63,812,036	88,599,284	79,088,128	45,947,719	(33,140,409)	-41.9%
Charter Schools	128,231,865	158,835,991	158,835,991	184,945,609	404,568,554	200,000,000	230,511,406	30,511,406	15.3%
Total Expenditures	\$ 1,314,630,401	\$ 1,343,134,573	\$ 1,343,134,574	\$ 1,773,089,590	\$ 2,287,124,371	\$ 2,226,643,116	\$ 2,073,032,301	\$ (153,610,814)	-6.9%
Excess (deficiency) of revenues over expenditures	\$ (10,282,827)	\$ (13,538,248)	\$ (13,538,248)	\$ (64,377,632)	\$ (31,023,472)	\$ (47,776,189)	\$ (84,939,716)		
Approved use of Fund balance	10,282,827	13,538,248	13,538,248	-	31,023,472	47,776,189	84,939,716		
Net Change	\$ -	\$ -	\$ -	\$ (64,377,632)	\$ -	\$ -	\$ -		
Beginning Fund Balance									
240,050,170	249,056,819	217,507,453	203,969,238	236,768,187	332,960,935	385,367,903			
Increase (decrease) in revenue for encumbrances									
11,756,211	(40,096,222)	(11,117,201)	30,860,971	96,192,748	52,406,967	-			
Transfers To/(From) Other Funds									
(3,096,202)	7,402,841	(3,057,961)	(4,731,055)	-	-	-			
Insurance Recovery									
-	546,785	554,780	89,509	-	-	-			
Sale of Capital Assets									
346,640	597,230	82,167	6,579,524	-	-	-			
Ending Fund Balance	\$ 249,056,819	\$ 217,507,453	\$ 203,969,238	\$ 236,768,187	\$ 332,960,935	\$ 385,367,903	\$ 385,367,903		
Fund Balance Categories									
Nonspendable	5,812,919	10,185,984	11,044,734	12,167,513	12,284,717	10,798,513	10,798,513		
Restricted	80,824,680	86,584,278	72,738,818	67,416,325	84,612,702	88,190,374	88,190,374		
Assigned	85,111,866	34,907,258	35,635,185	14,607,226	34,196,312	157,161,237	157,161,237		
Committed	-	1,073,244	769,670	660,211	1,030,340	-	-		
Unassigned	77,307,354	84,756,719	83,780,831	141,916,912	200,836,864	129,217,780	129,217,780		
Total Ending Fund Balance	\$ 249,056,819	\$ 217,507,483	\$ 203,969,238	\$ 236,768,187	\$ 332,960,935	\$ 385,367,903	\$ 385,367,903		



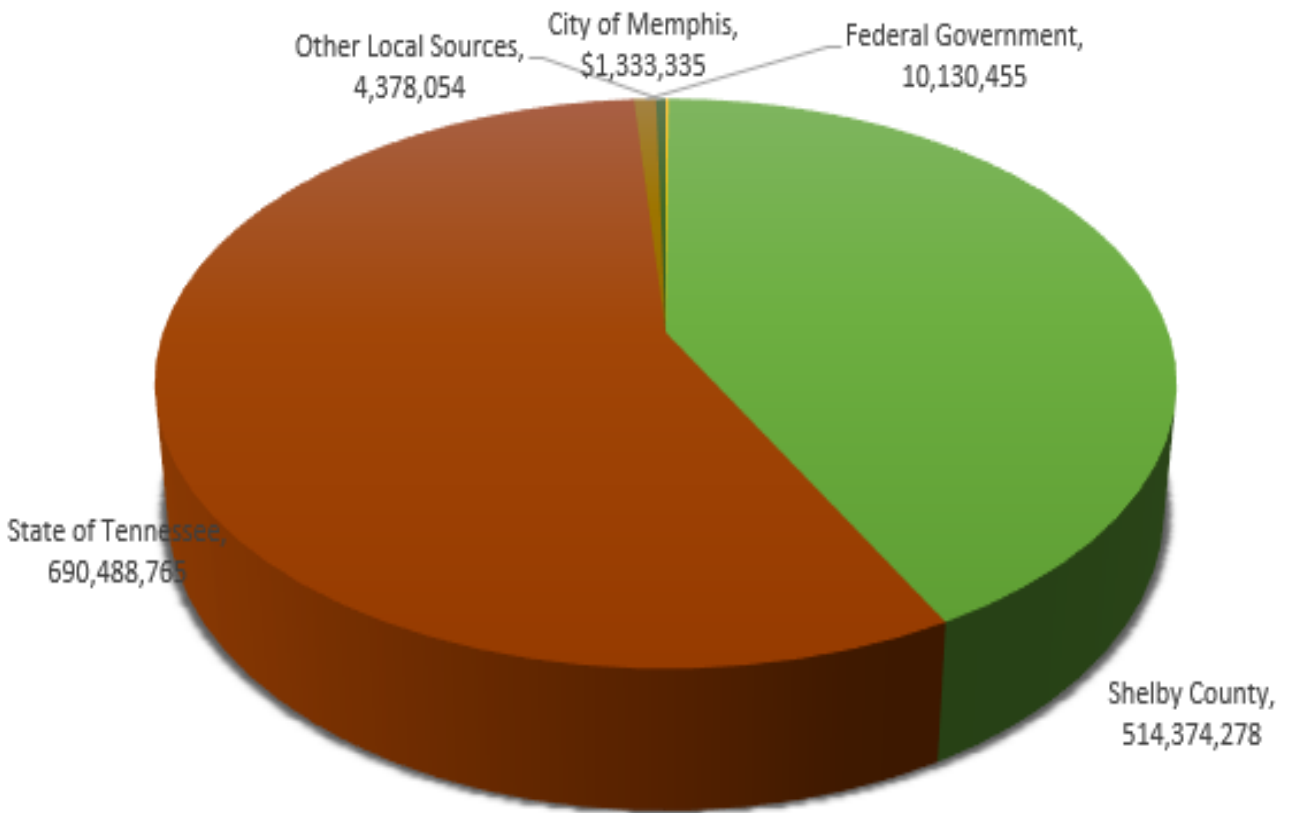


i. General Fund

2023-24 ADOPTED GENERAL FUND SOURCE OF FUNDS AND EXPENDITURES

Source of Funds

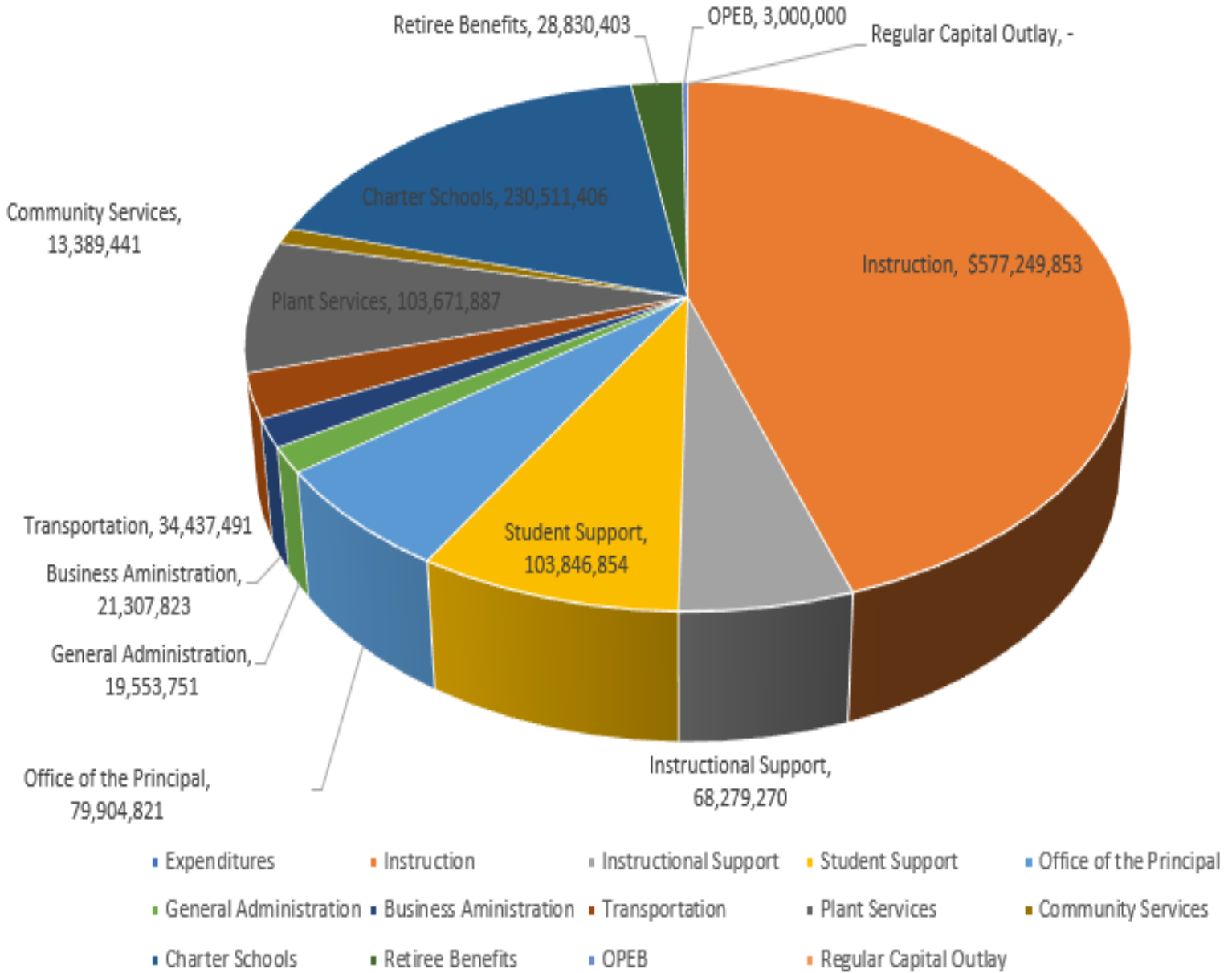
General Fund Revenues





Use of Funds

General Fund Expenditures





**GENERAL FUND BY FUNCTION
FISCAL YEAR 2023-24 GENERAL FUND BUDGET
With Comparative Information for Fiscal Years 2019-20 through 2023-24**

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	479,015,603	498,964,693	483,167,305	502,279,082	514,374,278	12,095,195	2.4%
State of Tennessee	538,524,350	567,229,761	606,549,437	603,864,511	690,488,765	86,624,253	14.3%
Federal Government	16,650,234	8,092,129	15,373,361	10,590,180	1,060,861	(9,529,319)	-90.0%
Other Local Sources	9,893,866	8,308,177	5,675,736	4,352,437	4,378,054	25,617	0.6%
Operating Transfers	-	-	-	-	9,069,594	9,069,594	100.0%
Total Revenues	\$ 1,045,536,309	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,122,419,546	\$ 1,220,704,886	\$ 98,285,340	8.8%
Expenditures							
Instruction	\$ 515,406,734	\$ 504,226,534	\$ 492,218,120	\$ 479,053,668	\$ 577,249,853	\$ 98,196,185	20.5%
Instructional Support	58,359,480	59,391,774	89,959,061	100,388,272	68,279,270	(32,109,002)	-32.0%
Student Support	63,924,512	58,621,149	72,629,680	84,713,145	103,846,854	19,133,709	22.6%
Office of the Principal	63,502,084	62,447,119	62,743,237	65,474,992	79,904,821	14,429,829	22.0%
General Administration	17,100,303	16,673,421	18,353,405	17,366,985	19,553,751	2,186,766	12.6%
Business Administration	16,879,959	17,792,657	23,152,000	19,390,410	21,307,823	1,917,413	9.9%
Other Support Services	207,583	156,434	285,910	-	-	-	0.0%
Transportation	20,021,220	13,869,438	35,518,630	38,225,920	34,437,491	(3,788,429)	-9.9%
Plant Services	94,929,821	85,150,221	124,590,606	112,836,471	103,671,887	(9,164,584)	-8.1%
Community Services	10,408,639	9,314,353	12,642,735	12,761,681	13,389,441	627,760	4.9%
Charter Schools	158,835,991	178,899,836	177,644,917	200,000,000	230,511,406	30,511,406	15.3%
Retiree Benefits	28,084,559	27,250,035	28,830,403	28,830,403	28,830,403	-	0.0%
OPEB	-	-	-	3,000,000	3,000,000	-	0.0%
Regular Capital Outlay	-	-	-	517,272	-	(517,272)	0.0%
Total Expenditures	\$ 1,047,660,886	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,162,559,219	\$ 1,283,983,001	\$ 121,423,782	10.4%
Excess (deficiency) of revenues over expenditures	(2,124,577)	50,191,332	(26,469,530)	(40,139,673)	(63,278,114)		
Approved use of Fund balance	2,124,577	-	26,469,530	40,139,673	63,278,114		
Net Change	\$ -	\$ 50,191,332	\$ -	\$ -	\$ -		
Beginning Fund Balance	158,256,797	156,132,220	206,323,552	277,339,630	335,863,587		
Increase (decrease) in revenue for encumbrances	856,290	50,191,332	71,016,078	58,523,957	-		
Transfers To/(From)Other Funds	(3,057,994)	-	-	-	-		
Sale of Capital Assets	77,127	-	-	-	-		
Ending Fund Balance	\$ 156,132,220	\$ 206,323,552	\$ 277,339,630	\$ 335,863,587	\$ 335,863,587		
Fund Balance Categories							
Nonspendable	5,447,434	6,833,851	\$ 6,459,743	\$ 5,437,811	\$ 5,437,811		
Restricted	31,750,326	37,242,763	45,950,792	54,613,201	54,613,201		
Assigned	35,635,185	29,815,226	40,139,673	157,161,237	157,161,237		
Unassigned	83,299,275	132,431,712	184,789,422	118,651,339	118,651,339		
Total Ending Fund Balance	\$ 156,132,220	\$ 206,323,552	\$ 277,339,630	\$ 335,863,587	\$ 335,863,587		



**GENERAL FUND BY OBJECT
FISCAL YEAR 2023-24 BUDGET**

With Comparative Information for Fiscal Years 2019-20 through 2023-24

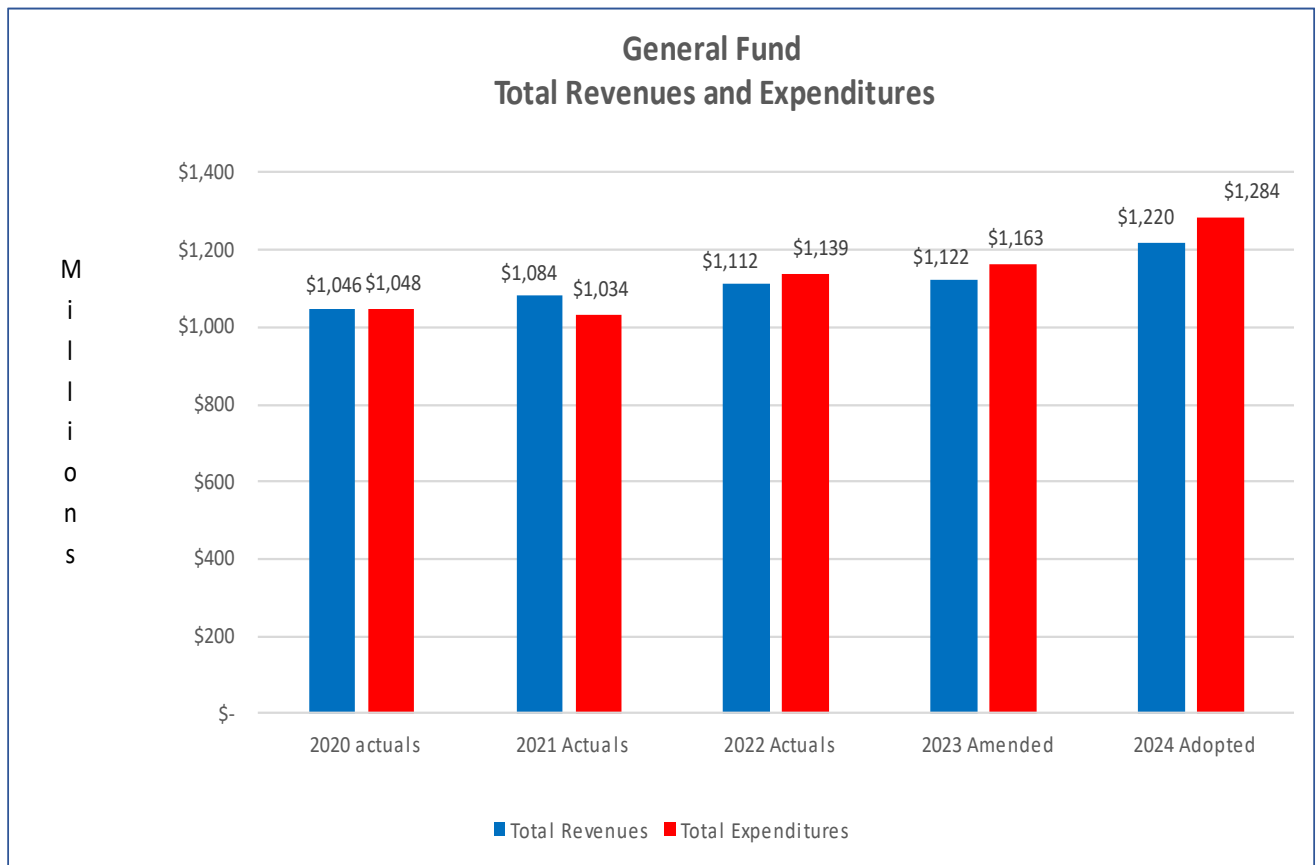
	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
City of Memphis	\$ 1,452,256	\$ 1,389,544	\$ 1,333,335	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	479,015,603	498,964,693	483,167,305	502,279,082	514,374,278	12,095,195	2.4%
State of Tennessee	538,524,350	567,229,761	606,549,437	603,864,511	690,488,765	86,624,253	14.3%
Federal Government	16,650,234	8,092,129	15,373,361	10,590,180	10,130,455	(459,725)	-4.3%
Other Local Sources	9,893,866	8,308,177	5,675,736	4,352,437	4,378,054	25,617	0.6%
Total Revenues	\$1,045,536,309	\$ 1,083,984,303	\$ 1,112,099,174	\$ 1,122,419,546	\$ 1,220,704,886	\$ 98,285,341	8.8%
Expenditures							
Salaries	\$ 551,222,879	\$ 524,280,622	\$ 550,659,849	\$ 555,408,654	\$ 616,976,030	\$ 61,567,376	11.1%
Benefits	165,368,545	156,793,511	173,762,379	156,660,236	165,132,345	8,472,109	5.4%
Contracted Services	125,217,936	112,713,027	180,043,781	166,926,586	205,305,682	38,379,096	23.0%
Supplies and Materials	14,680,093	22,775,525	24,677,470	58,362,336	44,910,845	(13,451,491)	-23.0%
Capital Outlay	17,046,710	21,881,333	14,796,202	8,715,648	2,022,007	(6,693,641)	-76.8%
Other Charges	15,288,732	17,649,496	20,019,819	16,485,759	19,124,686	2,638,927	16.0%
Charter Schools	158,835,991	177,699,457	174,609,204	200,000,000	230,511,406	30,511,406	15.3%
Total Expenditures	\$1,047,660,886	\$ 1,033,792,972	\$ 1,138,568,704	\$ 1,162,559,219	\$ 1,283,983,001	\$ 121,423,781	10.4%
Excess (deficiency) of revenues over expenditures	(2,124,577)	50,191,332	(26,469,530)	(40,139,673)	(63,278,114)		
Approved use of Fund balance	2,124,577	-	26,469,530	40,139,673	63,278,114		
Net Change	\$ -	\$ 50,191,332	\$ -	\$ -	\$ -		
		\$ -					
Beginning Fund Balance	158,256,797	156,132,220	206,323,552	277,339,630	335,863,587		
Increase (decrease) in revenue for encumbrances	856,290	55,252,771	71,016,078	58,523,957	-		
Transfers To/(From)Other Funds	(3,057,994)	(5,061,439)	-	-	-		
Sale of Capital Assets	77,127	-	-	-	-		
Ending Fund Balance	\$ 156,132,220	\$ 206,323,552	\$ 277,339,630	\$ 335,863,587	\$ 335,863,587		
Fund Balance Categories							
Nonspendable	5,447,434	6,833,851	6,459,743	5,437,811	5,437,811		
Restricted	31,750,326	37,242,763	45,950,792	54,613,201	54,613,201		
Assigned	35,635,185	29,815,226	40,139,673	157,161,237	157,161,237		
Unassigned	83,299,275	132,431,712	184,789,422	118,651,339	118,651,339		
Total Ending Fund Balance	\$ 156,132,220	\$ 206,323,552	\$ 277,339,630	\$ 335,863,587	\$ 335,863,587		



REVENUE AND EXPENDITURE TRENDS

The fiscal year 2023-24 General Fund revenue budget totals \$1.22 billion representing an 8.8% increase from the fiscal year 2022-23 amended budget of \$1.12 billion. State and Shelby County revenues make up 98.7% (or \$1.20 billion) of General Fund budgeted revenues in fiscal year 2023-24. The Tennessee Investment in Student Achievement (TISA) 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 2023-24 General Fund expenditure budget totals \$1.28 billion representing a 10.4% increase from the fiscal year 2022-23 amended appropriation of \$1.16 billion. The change is primarily related to an increase of \$98.2 million in Instruction, \$19.1 million in Student Support and \$30.5 million in Charter Schools.





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2023 - 2024 GENERAL FUND BUDGET EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Adopted Budget	2023-24 Adopted Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
Superintendent												
020000 Superintendent	\$ 684,434	4	\$ 713,758	4	\$ 836,044	4	\$ 1,273,577	3	\$ 540,940	3	\$ (732,637)	-
Total Superintendent	\$ 684,434	4	\$ 713,758	4	\$ 836,044	4	\$ 1,273,577	3	\$ 540,940	3	\$ (732,637)	-
Deputy Superintendent of Schools and Academic Support												
210000 Strategy	\$ 341,096	3	\$ 364,541	5	\$ 137,217	1	\$ 19,709	-	\$ 17,500	-	\$ (2,209)	-
220000 Planning and Accountability	174,095	1	175,156	1	261,369	2	349,841	3	342,119	3	(7,723)	-
221000 Student Info Management	1,706,063	22	1,516,450	20	1,600,093	21	1,847,150	30	2,521,602	30	674,452	-
222000 Assessment and Accountability	1,517,295	7	1,508,507	7	1,955,484	7	3,957,251	10	1,990,619	10	(1,966,632)	-
223000 Research Planning and Improvement	187,671	2	224,343	3	217,168	3	195,542	3	226,793	3	31,251	-
300000 Deputy Superintendent of Schools & Academic Support	-	-	50,535	-	1,564,728	5	1,437,924	5	849,330	5	(588,594)	-
311000 Performance Management	1,690,606	13	1,613,788	14	1,635,697	12	957,680	9	1,508,025	8	550,345	(1)
Total Strategy and Performance Management	\$ 5,616,826	48	\$ 5,453,320	50	\$ 7,371,745	51	\$ 8,765,097	60	\$ 7,455,988	59	\$ (1,309,110)	(1)
Chief of Staff												
020100 Chief of Staff	\$ 450,881	3	\$ 400,711	3	\$ 595,846	5	\$ 484,256	5	\$ 640,610	5	\$ 156,354	-
010000 Board of Education	\$ 1,767,457	14	\$ 1,778,100	12	\$ 2,768,454	12	\$ 2,252,614	13	\$ 2,688,605	13	\$ 435,991	-
215504 Equity Office	-	-	-	-	426,651	6	582,404	3	711,264	3	128,860	-
020200 MWBE Department	219,452	3	306,243	4	781,179	4	760,774	4	372,864	4	(387,911)	-
350000 Finance and Business Operations	877,805	5	798,429	4	1,046,549	4	1,171,840	2	304,724	-	(867,115)	(2)
Total Chief of Staff	\$ 3,315,595	25	\$ 3,283,483	23	\$ 5,618,679	31	\$ 5,251,888	27	\$ 4,718,067	25	\$ (533,821)	(2)
General Counsel												
030000 General Counsel	\$ 5,379,968	18	\$ 4,656,205	17	\$ 4,080,222	25	\$ 3,921,270	20	\$ 5,260,556	21	\$ 1,339,286	1
030200 Policy	192,663	3	191,828	2	204,915	2	115,858	2	205,420	2	89,562	-
330000 Risk Management	1,861,729	4	1,647,857	4	3,809,311	4	2,880,894	4	4,066,680	5	1,185,785	1
Total General Counsel	\$ 7,434,360	25	\$ 6,495,890	23	\$ 8,094,449	31	\$ 6,918,022	26	\$ 9,532,656	28	\$ 2,614,634	2



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	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Adopted Budget	2023-24 Adopted Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
Academic Admin Office												
100000 Academic Office	\$ 2,086,037	19	\$ 2,367,237	47	\$ 2,471,015	30	\$ 2,052,067	17	\$ 1,739,161	17	\$ (312,905)	-
100100 Assistant Superintendent	162,537	3	-	-	-	-	-	-	-	-	-	-
100230 Leadership Development and Capacity Building	1,225,283	7	944,821	7	696,954	6	532,347	6	766,272	6	233,925	-
102000 Curriculum	6,971,271	16	5,761,053	16	1,741,599	17	2,233,236	17	1,767,981	17	(465,256)	-
102002 Response to Intervention	840,313	9	838,045	9	886,479	9	48,027	1	66,432	1	18,405	-
102010 English As a Second Language	1,354,651	28	947,234	12	1,938,727	14	1,024,552	9	1,553,988	10	529,436	1
102011 English As a Second Language Elementary	12,137,163	189	11,389,045	178	11,703,036	171	11,566,860	163	12,333,251	174	766,391	11
102012 English As a Second Language Middle	2,371,099	40	2,093,929	39	2,264,908	40	2,249,883	39	3,067,286	45	817,403	6
102013 English As a Second Language K8	408,670	5	433,884	7	441,119	6	760,453	11	954,977	13	194,524	2
102014 English As a Second Language High	2,676,222	39	2,610,767	39	2,827,727	49	3,042,224	51	3,362,992	51	320,769	-
102020 STEM	245,731	3	245,996	8	-	-	-	-	-	-	-	-
102030 Literacy	109,019	1	56,305	-	29,547	-	26,673	-	32,323	-	5,650	-
102040 Mathematics	120,991	1	110,718	11	129,945	1	125,983	1	118,447	1	(7,536)	-
102050 Science	133,356	1	138,965	16	284,120	3	448,379	3	268,236	3	(180,142)	-
102060 Social Studies	197,831	-	13,082	-	34,421	-	9,853	-	13,629	-	3,776	-
102084 Head Start In-Kind Match	28,142	-	12,431	-	-	-	-	-	-	-	-	-
102086 Head Start-Child Health & Development	-	-	-	-	-	-	20,272	-	-	-	(20,272)	-
102090 Pre-K	5,859,532	72	4,729,816	85	7,213,603	106	7,564,479	86	8,378,614	98	814,134	12
102100 Textbooks	1,520,636	2	9,080,287	7	2,476,217	2	861,590	2	2,884,158	2	2,022,569	-
102200 World Languages	1,334,104	20	1,307,496	30	1,317,688	20	1,274,971	19	1,315,777	19	40,806	-
102300 Band and Strings	2,376,025	21	1,950,975	23	2,235,894	23	1,946,522	22	2,012,514	22	65,992	-
102500 Library Services	355,414	2	363,536	2	445,455	2	406,633	2	400,382	2	(6,251)	-
102600 Educational Support	288,362	4	290,224	14	304,433	4	263,236	4	303,456	4	40,220	-
102800 Stipends	823,682	-	-	-	-	-	-	-	-	-	-	-
103000 Career and Technical Education	19,583,190	233	17,566,033	217	19,053,418	249	17,362,560	220	19,586,221	230	2,223,661	10
103010 Project Graduation	948,669	4	911,226	4	3,554,778	4	3,928,873	-	104,236	-	(3,824,637)	-
212010 Virtual Schools	1,802,285	14	1,752,246	19	2,877,919	18	3,703,611	21	2,824,829	22	(878,782)	1
212020 K-16 Innovations	-	-	-	-	220,311	-	-	-	-	-	-	-
108080 Project Stand	-	-	-	-	-	-	498	-	283,927	3	283,429	3
212030 Virtual Education & Logistics	-	-	-	-	947,802	7	1,222,756	10	810,942	7	(411,815)	(3)
301010 Instructional Television (GHS TV)	509,842	6	507,938	6	545,108	6	658,986	6	521,429	6	(137,557)	-
312000 Professional Development	2,260,224	24	2,109,394	27	3,062,492	16	3,215,002	25	2,613,521	25	(601,481)	-
349000 Student Technology	-	-	12,105,887	-	3,052,181	20	1,401,594	5	434,539	5	(967,055)	-
349020 Pre-K technology	-	-	35,439	-	-	-	-	-	-	-	-	-
720801 Academics-Early Reading-ELA & Math Supports-COA	-	-	-	-	-	-	1,983	-	-	-	(1,983)	-
750801 Academics-Intervent-ELA & Math Supports-COA	-	-	-	-	-	-	7,178	-	-	-	(7,178)	-
821901 Educator-ClassSizeReductin-ReduceAdultStudentRatio	-	-	-	-	-	-	27,449	-	-	-	(27,449)	-
832001 Educators-Other-Teacher Supports-COA	-	-	-	-	-	-	14,419	-	-	-	(14,419)	-
910101 Student Ready-Special Pops-ESL Support-COA	-	-	-	-	-	-	12,280	-	-	-	(12,280)	-
934201 Student Ready-Other-Transform Model-COA	-	-	-	-	-	-	21,252	-	-	-	(21,252)	-
950401 Student Ready-HS Innov-Online & Virt Sch-COA	-	-	-	-	-	-	284	-	-	-	(284)	-
953201 Student Ready-HS Innov-IT Digital Ambassadors-COA	-	-	-	-	-	-	2,732	-	-	-	(2,732)	-
953401 Student Ready-HS Innov-CCTE Apprenticeships-COA	-	-	-	-	-	-	8,380	-	-	-	(8,380)	-
954101 Student Ready-HS Innov-Create Our Own -COA	-	-	-	-	-	-	4,274	-	-	-	(4,274)	-
Total Academic Admin	\$ 68,730,281	762	\$ 80,674,012	823	\$ 72,756,898	823	\$ 68,052,351	740	\$ 68,519,521	783	\$ 467,170	43



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	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Adopted Budget	2023-24 Adopted Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
Academic Operations and Student Support												
100300 Assistant Superintendent of Operations	\$ 4,080,458	24	\$ 3,169,702	25	\$ 5,437,938	27	\$ 5,260,937	27	\$ 2,883,875	27	\$ (2,377,063)	-
102001 New Comers Program	877,030	15	953,584	14	968,673	12	1,365,238	18	1,330,696	18	(34,543)	-
102081 Summer School	2,474,961	-	1,749,436	-	3,742,280	-	3,755,675	-	2,600,000	-	(1,155,675)	-
102095 Summer Learning Camps	-	-	1,293,993	-	12,039,270	-	21,762,765	-	14,040,840	-	(7,721,926)	-
102096 STREAM Mini Camps	-	-	517,723	-	2,991,494	-	2,198,929	-	-	-	(2,198,929)	-
102097 Learning Loss Bridge Camps	-	-	48,535	-	2,310,286	-	2,866,524	-	-	-	(2,866,524)	-
100400 School Culture and Climate	450,448	5	498,334	5	460,436	5	231,726	3	270,819	3	39,092	-
104000 Exceptional Children	75,038,676	1,122	70,498,699	1,124	70,204,814	1,136	68,582,265	1,049	66,954,825	1,074	(1,627,441)	25
104001 Exceptional Children-Elementary	1,079,892	-	772,214	6	859,604	9	218,917	-	-	-	(218,917)	-
104040 Exceptional Children Administration	7,342,717	85	6,995,613	87	7,298,793	83	8,877,422	84	3,998,801	84	(4,878,621)	-
104030 Exceptional Children Schools Admin	627,958	6	525,829	5	545,604	6	504,701	6	494,595	6	(10,106)	-
104020 Exceptional Children-Gifted	9,037,882	115	8,735,632	114	9,439,795	129	8,622,812	115	9,075,859	122	453,047	7
104010 Exceptional Children-Homebound & Hospital	1,424,607	17	1,320,826	17	1,454,376	17	1,410,695	17	1,321,857	17	(88,839)	-
107000 Optional Schools	5,878,719	71	5,285,330	68	5,572,661	70	5,352,993	63	6,137,986	66	784,993	3
108000 Alternative Schools	6,701,081	-	6,514,697	86	7,469,921.7	81	5,937,719	77	6,156,863	79	219,143.8	2
108010 Adolescent Parenting	1,232,364	21	1,213,229	21	1,247,198	21	959,521	16	1,064,196	16	104,674	-
108020 Prep Northwest	2,160,734	27	2,058,215	34	2,122,030	25	1,885,010	25	2,006,671	25	121,661	-
108030 Prep Northeast	1,870,956	24	1,833,849	24	1,897,501	24	1,907,136	24	1,826,957	24	(80,179)	-
108040 Carver High School	1,628,603	24	1,632,367	24	1,520,766	24	1,753,497	24	1,797,266	24	43,769	-
108060 Ida B Wells Academy	1,583,497	21	1,457,559	20	1,581,914	21	1,634,009	21	1,604,823	21	(29,185)	-
190500 Student Residential Mental/ Health General Education Other	292,052	-	374,652	-	485,856	-	365,684	-	500,000	-	134,316	-
201000 Attendance & Discipline	6,105,376	64	6,495,412	74	7,212,472	83	7,137,876	90	7,285,643	93	147,767	3
203000 Student Support	1,866,654	86	1,292,332	19	1,432,344	8	967,675	8	787,550	8	(180,125)	-
203010 Athletics	2,750,398	4	1,995,982	4	2,767,008	4	2,519,005	3	2,240,858	3	(278,148)	-
203020 JROTC	2,636,512	46	3,053,020	43	3,525,354	43	3,365,194	43	3,500,520	43	135,325	-
203040 Guidance Counseling	342,245	3	342,563	3	341,645	3	347,327	3	484,840	3	137,513	-
204000 Coordinated School Health	2,227,647	24	1,264,067	21	3,787,919	21	3,821,214	19	1,530,165	14	(2,291,049)	(5)
204200 Behavior and Mental Health Services	7,516,250	112	6,727,192	98	6,711,324	81	6,217,593	76	6,411,095	77	193,502	1
204300 Health Promotions	-	-	-	-	772,827	15	464,010	5	331,617	16	(132,393)	11
349010 SPED Student Technology	-	-	3,820,423	-	80,802	-	-	-	-	-	-	-
740203 Academics-Tutoring Programs-Extended Learning-AOSS	-	-	-	-	-	-	55,286	-	-	-	(55,286)	-
764901 CTE Summer Program	-	-	-	-	-	-	547	-	-	-	(547)	-
921203 Student Ready-Mental Health-SEL & M Health-AOSS	-	-	-	-	-	-	13,257	-	-	-	(13,257)	-
932103 Student Ready-Other-Attendance Truancy Suppt-AOSS	-	-	-	-	-	-	3,043	-	-	-	(3,043)	-
943503 Student Ready-AP&Dual Course-Adv Acad Suppt -AOSS	-	-	-	-	-	-	5,224	-	-	-	(5,224)	-
Total Academic Operations and Student Support	\$ 147,227,717	1,916	\$ 142,441,011	1,936	\$ 166,282,905	1,948	\$ 170,371,429	1,815	\$ 146,639,215	1,862	\$ (23,732,216)	47



Financial

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Adopted Budget	2023-24 Adopted Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
Chief of Schools												
100200 Department of Schools and Leadership	\$ 1,176,696	6	\$ 781,652	6	\$ 734,309	7	\$ 1,442,114	6	\$ 872,135	7	\$ (569,979)	1
100210 Instructional Leadership Directors	2,077,677	13	2,078,597	13	1,396,790	9	1,479,913	9	1,446,201	9	(33,712)	-
211100 Charter Schools Administration	1,324,467	17	1,646,193	17	1,970,961	19	1,900,137	19	2,215,226	19	315,089	-
215000 iZone	5,579,790	30	3,167,157	51	3,388,224	30	3,544,842	27	5,129,390	27	1,584,548	-
215500 Chief of Schools	3,171,928	10	3,837,815	7	3,210,209	7	991,181	4	1,508,900	4	517,719	-
215503 School Improvement & Accountability	-	-	-	-	775,965	3	482,367	3	460,252	3	(22,115)	-
215505 eZone	-	-	-	-	1,824,538	37	1,910,098	20	1,951,519	34	41,420	14
215501 Critical Focus Schools	438	-	-	-	-	-	-	-	-	-	-	-
Total Chief of Schools	\$ 13,330,996	76	\$ 11,511,414	94	\$ 13,300,997	112	\$ 11,750,652	88	\$ 13,583,623	103	\$ 1,832,970	15

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Adopted Budget	2023-24 Adopted Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
Academics School Based												
101100 East High School Redesign	\$ 267	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	-
102071 Elementary School Music and Art	15,468,982	199	14,789,390	178	15,047,424	209	14,911,247	211	14,718,846	213	(192,401)	2
102091 Elementary School Physical Education	9,422,183	128	9,091,056	113	9,347,902	124	8,576,170	127	9,284,623	127	708,453	-
102501 Librarians-Elementary	6,071,710	77	5,318,648	71	5,288,388	65	4,813,095	65	5,116,216	65	303,121	-
102502 Librarians-Middle	2,279,084	26	2,279,238	28	2,267,714	26	1,999,388	26	2,116,834	26	117,446	-
102503 Librarians K8	2,178,936	25	2,158,265	25	2,149,354	25	2,167,264	25	2,103,356	25	(63,908)	-
102504 Librarians-High	1,141,049	11	1,151,089	12	1,178,732	12	1,111,765	12	1,026,074	12	(85,690)	-
106060 School Leadership	897	-	-	-	-	-	-	-	-	-	-	-
106061 School Leadership-Elementary	25,586,721	327	23,853,696	308	24,288,708	301	24,444,733	306	23,457,896	303	(986,837)	(3)
106062 School Leadership-Middle	12,231,618	154	11,822,692	156	11,983,539	151	12,039,285	151	11,727,211	149	(312,074)	(2)
106063-School Leadership-K8	12,973,948	173	12,495,579	149	12,522,439	149	13,903,927	161	13,587,990	160	(315,937)	(1)
106064 School Leadership-High	6,701,431	79	7,011,553	104	6,968,837	101	7,546,897	107	7,359,818	106	(187,079)	(1)
190001 General Education - Elementary	152,500,446	2,335	143,380,279	2,214	138,981,911	1,945	134,727,378	2,031	150,033,170	1,977	15,305,793	(54)
190002 General Education - Middle	55,324,628	795	54,313,659	801	51,205,389	730	46,731,369	731	50,263,466	711	3,532,096	(20)
190003 General Education K8	13,233,566	195	12,576,219	187	13,214,710	187	17,006,380	253	17,620,202	294	613,823	41
190004 General Education - High	72,169,884	1,044	69,361,215	974	68,972,237	963	67,261,631	988	69,670,313	966	2,408,682	(22)
190100 Hollis F Price	1,481,744	17	1,470,334	17	1,463,629	17	1,411,481	17	1,542,487	17	131,005	-
190200 Middle College	1,839,366	22	1,753,363	22	1,828,517	22	1,870,739	22	1,847,563	23	(23,176)	2
190000 Schools (Formerly Goodwill Adult Learning Center)	5,292,436	-	5,168,400	-	8,088,907	-	11,475,892	-	26,566,662	-	15,090,769	-
203011 Student Support SBB	2,051,101	99	2,278,202	91	1,713,203	70	1,832,000	86	4,665,438	111	2,833,437	25
203041 Guidance Counseling-Elementary	8,716,565	117	8,058,217	106	7,792,438	97	7,524,138	103	7,910,198	102	386,059	(1)
203044 Guidance Counseling-High	3,511,635	40	3,348,109	41	3,294,843	38	3,126,412	38	3,191,639	42	65,227	4
203043 Guidance Counseling-K8	4,541,873	54	4,106,227	49	3,675,836	41	3,775,679	49	4,603,504	47	827,825	(2)
203042 Guidance Counseling-Middle	4,589,047	55	4,527,298	56	4,038,031	47	3,791,556	48	3,758,669	46	(32,898)	(2)
730601 ACADEMICS Educational Technology	-	-	-	-	-	-	2,352	-	-	-	(2,352)	-
731409 ACADEMICS School Support	-	-	-	-	-	-	8,461	-	-	-	(8,461)	-
733503 ACADEMICS Advanced Academics Support	-	-	-	-	-	-	455	-	-	-	(455)	-
750805 Academics-Intervent-ELA & Math Supports-Schools	-	-	-	-	-	-	8,653	-	-	-	(8,653)	-
751309 Academics-RTI Advisors	-	-	-	-	-	-	711	-	-	-	(711)	-
Total Academic School Based	\$ 419,309,107	5,970	\$ 400,312,726	5,654	\$ 395,312,686	5,320	\$ 392,069,068	5,557	\$ 432,172,176	5,522	\$ 40,103,107	(35)



Financial

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Adopted Budget	2023-24 Adopted Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
Communications												
301000 Communications	\$ 1,880,518	17	\$ 1,706,491	16	\$ 1,864,370	18	\$ 1,791,006	20	\$ 2,082,842	20	\$ 291,836	-
303000 Voice of SCS	914,116	10	782,049	9	780,937	10	730,353	10	1,023,662	10	293,309	-
Total Communications	\$ 2,794,634	27	\$ 2,488,540	25	\$ 2,645,307	28	\$ 2,521,360	30	\$ 3,106,504	30	\$ 585,145	-
Business Operations												
331000 Business Operations Admin	\$ 7,328,848	5	\$ 437,554	4	\$ 521,980	3	\$ 662,315	5	\$ 764,113	5	\$ 101,797	-
332000 Transportation	11,085,389	9	8,663,880	9	21,892,198	9	19,550,825	9	19,034,206	9	(516,619)	-
332010 Special Education Transportation	8,941,693	-	4,792,738	-	13,040,477	-	14,850,570	-	13,243,058	-	(1,607,513)	-
333100 Asset Management	339,606	4	303,095	4	454,584	5	580,836	5	686,500	5	105,664	-
334000 Facilities	14,070,532	178	12,471,112	170	16,195,758	170	12,942,509	170	16,218,850	167	3,276,341	(3)
334100 Custodial and Grounds	35,749,519	199	33,317,512	192	36,432,085	197	45,336,274	184	43,000,307	183	(2,335,967)	(1)
334200 Utilities	23,700,971	-	23,494,980	-	30,143,668	-	30,291,622	-	30,013,169	-	(278,453)	-
334300 General Services	1,591,407	-	1,531,565	-	2,237,114	-	698,397	-	478,400	-	(219,997)	-
334400 Zone 4 Maintenance	113	-	801,456	-	1,730,529	-	1,185,231	-	866,925	-	(318,306)	-
334500 Zone 2 Maintenance	1,293,534	-	1,125,645	-	2,213,977	-	1,110,248	-	850,607	-	(259,641)	-
334600 Zone 1 Maintenance	1,505,587	-	1,307,133	-	3,677,765	-	1,156,812	-	647,749	-	(509,063)	-
334700 Zone 3 Maintenance	1,285,604	-	1,208,221	-	5,340,815	-	1,126,921	-	787,925	-	(338,997)	-
334800 Plant Services	1,997,622	-	2,846,336	-	2,022,344	-	2,231,595	-	1,587,911	-	(643,684)	-
335000 Facilities Planning and Property	578,406	6	546,699	5	547,200	5	656,606	5	560,349	5	(96,257)	-
Total Business Operations	\$ 109,468,831	401	\$ 92,847,927	384	\$ 136,450,493	389	\$ 132,380,763	378	\$ 128,740,067	374	\$ (3,640,696)	(4)
Finance Office												
105000 Federal Programs	\$ -	-	\$ 30,737	1	\$ 202	-	\$ 86,069	-	\$ -	-	\$ (86,069)	-
320000 Finance	1,533,631	8	1,199,263	8	1,345,435	11	1,167,022	11	1,377,954	11	210,932	-
320100 Early Childhood-Fiscal	-	-	-	-	-	-	165,116	2	170,820	2	5,703	-
321000 Accounting and Reporting	785,533	11	950,674	10	1,309,841	12	999,305	12	1,294,263	11	294,958	(1)
322000 Budget and Fiscal Planning	910,440	10	1,028,241	12	1,742,232	13	1,674,414	13	1,808,540	13	134,127	-
323000 Payroll	811,920	12	791,001	12	902,418	12	859,521	12	901,561	12	42,040	-
324010 Accounts Payable	663,787	8	676,896	9	746,913	9	613,552	11	812,755	11	199,203	-
333000 Procurement	868,569	15	905,713	11	1,023,976	11	934,664	12	1,061,483	12	126,819	-
Total Finance Office	\$ 5,573,880	64	\$ 5,582,525	62	\$ 7,071,018	57	\$ 6,499,663	73	\$ 7,427,376	72	\$ 927,714	(1)



Financial

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Adopted Budget	2023-24 Adopted Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
Human Capital and Talent Management												
030100 Labor Relations	\$ 546,143	7	\$ 775,220	7	\$ 738,077	8	\$ 681,437	8	\$ 771,568	8	\$ 90,132	-
100220 Teacher and Leader Effectiveness and Evaluation	1,182,868	9	1,219,958	9	1,218,118	8	1,241,433	8	1,167,652	8	(73,781)	-
102400 Substitutes	5,113,650	3	2,329,098	-	5,635,196	-	11,247,671	-	9,228,519	-	(2,019,152)	-
190300 Career Ladder	981,640	0	874,544	-	1,212,612	-	840,509	-	839,002	-	(1,507)	-
313000 Recruitment and Staffing	2,233,753	27	3,282,847	23	4,089,136	21	3,957,120	23	5,217,606	23	1,260,486	-
314000 Employee Services	1,007,389	15	729,118	15	1,033,755	13	715,647	11	984,226	11	268,579	-
315000 Human Resources	1,154,277	7	1,026,617	7	2,037,334	7	1,858,849	8	2,379,356	9	520,508	1
325000 Benefits	29,571	-	1,228,985	-	33,939	-	33,382	-	-	-	(33,382)	-
811706 Educators-Strat Tchr Retention-Strat Recruit-HR	-	-	-	-	-	-	204,529	-	-	-	(204,529)	-
Total Human Capital and Talent Management	\$ 12,249,292	68	\$ 11,466,387	61	\$ 15,998,167	57	\$ 20,780,577	58	\$ 20,587,930	59	\$ (192,647)	1
Information Technology												
340000 Information Technology	\$ 4,582,958	3	\$ 7,008,459	4	\$ 10,101,026	3	\$ 8,877,281	3	\$ 8,711,415	3	\$ (165,866)	-
341000 User Support Services	8,729,721	70	8,899,469	67	4,399,510	70	4,512,056	70	5,356,770	70	844,714	-
343000 Infrastructure and Systems support Services	7,397,597	34	5,365,934	30	5,919,357	39	5,377,893	38	7,042,678	38	1,664,785	-
344000 Project Management Office	391,665	7	183,485	-	99,528	3	226,091	4	387,516	4	161,425	-
345000 ERP	-	-	-	-	1,500,000	-	-	-	118,685	-	118,685	-
346000 Enterprise Resource Planning	-	9	-	13	393,823	7	229,943	5	489,095	5	259,152	-
Total Information Technology	\$ 21,101,942	123	\$ 21,457,347	114	\$ 22,413,243	122	\$ 19,223,264	120	\$ 22,106,159	120	\$ 2,882,895	-
Internal Audit												
040000 Internal Audit	\$ 1,118,118	14	\$ 1,072,786	12	\$ 1,183,513	12	\$ 1,168,575	12	\$ 1,439,326	14	\$ 270,751	2
Total Internal Audit	\$ 1,118,118	14	\$ 1,072,786	12	\$ 1,183,513	12	\$ 1,168,575	12	\$ 1,439,326	14	\$ 270,751	2
Student Family and Community Affairs												
204100 Family Resource Health	\$ 102,259	2	\$ 86,973	2	\$ 150,000	2	\$ 125,152	2	\$ -	-	\$ (125,152)	(2)
302000 Community Outreach	500,296	6	525,361	6	546,982	7	440,878	5	451,663	6	10,786	1
302100 Parent Engagement	3,889,828	46	3,995,038	43	4,533,187	48	4,223,198	42	4,091,217	42	(131,981)	-
934002 Student Ready-Other-Comm Engage Suppt-FACE	-	-	-	-	-	-	1,912	-	-	-	(1,912)	-
Total Student Family and Community Affairs	\$ 4,492,384	54	\$ 4,607,373	51	\$ 5,230,169	57	\$ 4,791,139	49	\$ 4,542,881	48	\$ (248,258)	(1)



Financial

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Adopted Budget	2023-24 Adopted Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
Safety and Security												
200000 Student Services Administration	\$ 291,889	2	\$ 296,415	6	\$ 320,644	2	\$ 307,362	2	\$ 273,642	2	\$ (33,710)	-
202000 Safety & Security	14,906,204	181	12,228,793	191	16,144,379	185	16,098,492	196	21,016,638	196	4,918,145	-
202100 Safe Schools	917,300	2	2,626,793	2	3,324,175	8	3,304,334	19	1,168,787	221	(2,135,547)	202
202200 Safe Schools: Non-Recurring	1,398,935	30	308,236	-	-	-	-	-	-	-	-	-
Total Safety and Security	\$ 17,514,329	215	\$ 15,460,236	199	\$ 19,789,198	195	\$ 19,710,179	217	\$ 22,459,067	419	\$ 2,748,889	202
Other												
560000 Trustee Commission	\$ 7,486,763	-	\$ 7,727,633	-	\$ 7,607,077	-	\$ 7,547,154	-	\$ 7,500,927	-	\$ (46,227)	-
190000 Schools / Fee Waiver	190,742	-	212,596	-	287,547	-	-	-	-	-	-	-
203100 Money Due Board (School Reimbursement)	255,922	6	230,073	-	497,749	-	648,938	-	1,258,628	-	609,689	-
211000 Charter Schools	-	-	177,713,306	-	176,358,573	-	200,000,000	-	230,511,406	-	30,511,406	-
325010 Benefits - Retirees	31,142,553	-	30,311,474	-	28,910,706	-	28,830,403	-	28,830,403	-	-	-
325010 OPEB	-	-	-	-	3,000,000	-	3,000,000	-	3,000,000	-	-	-
560000 Other Potential Uses	9,786,191	-	11,729,153	-	32,433,743	-	42,452,632	-	118,433,560	-	75,980,928	-
560009 Other Potential Uses	-	-	-	-	-	-	2,153,622	-	-	-	(2,153,622)	-
560016 SCORP	-	-	-	-	8,276,054	-	6,398,865	-	876,584	-	(5,522,281)	-
934702 CTE Internships	-	-	-	-	841,743	-	-	-	-	-	-	-
Total Other	\$ 48,862,173	6	\$ 227,924,236	-	\$ 258,213,191	-	\$ 291,031,614	-	\$ 390,411,506	-	\$ 99,379,893	-
Total Expenditures	\$ 888,824,899	\$ 9,797	\$ 1,033,792,972	\$ 9,515	\$ 1,138,568,703	\$ 9,237	\$ 1,162,559,219	\$ 9,253	\$ 1,283,983,001	\$ 9,521	\$ 121,423,781	\$ 269



Financial



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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 2023-24 General Fund budget stands at \$1.28 billion.

Despite our budget size, the needs of our students and schools demand even more investment. 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, the 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 2023-24, MSCS will 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 has continued 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.



STAFFING LEVELS

The District’s Fiscal Year 2023-24 budget for General Fund includes 9,498 full time positions, and 28 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 2019-20 through 2022-23 and for the 2023-24 adopted budget; the chart below 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 expenditure to remain within the allocated part-time budget. The District projects a net increase of 273 positions in the General Fund for fiscal year 2023-24. The increase is attributed to the increase of Safety and Security Monitors and the return of Hanley Elementary School.

	2019 -2020 Actual Budget	2020 -2021 Actual Budget	2021 -2022 Actual Budget	2022 -2023 Amended Budget	2023 -2024 Adopted Budget	Change from 2023 Amended Budget to 2024 Budget	Percentage Change from 2023 Amended Budget to 2024 Budget
Full-Time Staff							
Officials/Administration/Management	202.05	200.00	212.00	225	226	1.00	0.44%
Principals	157.00	154.00	156.00	154	155	1.00	0.65%
Assistant Principals, Non-Teachers	202.00	196.00	199.00	210	210	-	0.00%
Elementary Classroom Teachers	2,226.00	2,162.00	2,017.00	2,046	2,073	27.00	1.32%
Secondary Classroom Teachers	1,885.85	1,814.00	1,770.00	1,747	1,766	19.00	1.09%
Other Classroom Teachers	1,974.81	1,910.66	1,986.00	1,866	1,934	68.00	3.64%
Guidance	278.00	263.00	240.00	254	254	-	0.00%
Psychological	48.00	44.40	43.00	36	37	1.00	2.78%
Librarian/Audio/Visual	144.00	138.00	130.00	132	133	1.00	0.76%
Consultants/Supervisors	89.00	82.80	78.00	72	73	1.00	1.39%
Other Professional	523.44	516.14	599.00	643	633	(10.00)	-1.56%
Teachers’ Aides	812.00	775.00	639.00	682	653	(29.00)	-4.25%
Technicians	127.00	113.00	104.00	103	103	-	0.00%
Clerical/Secretarial	632.64	605.00	596.00	605	599	(6.00)	-0.99%
Service Workers	145.00	134.00	136.00	147	349	202.00	1.37%
Skilled Crafts	110.00	109.00	116.00	117	114	(3.00)	-2.56%
Laborers Unskilled	178.00	195.00	199.00	186	186	-	0.00%
Professional Instructional	-	-	1.00	-	-	-	-
Totals	9,734.79	9,412.00	9,221.00	9,225.00	9,498.00	273.00	2.96%
Part-Time Staff							
All Others	16.00	21.00	27.00	28.00	28.00	-	0.00%
Part-time	129.23	89.26	-	-	-	-	-
Totals	145.23	110.26	27.00	28.00	28.00	-	0.00%
Total Full-Time & Part-Time Staff	9,880.02	9,522.26	9,248.00	9,253.00	9,526.00	273.00	2.95%

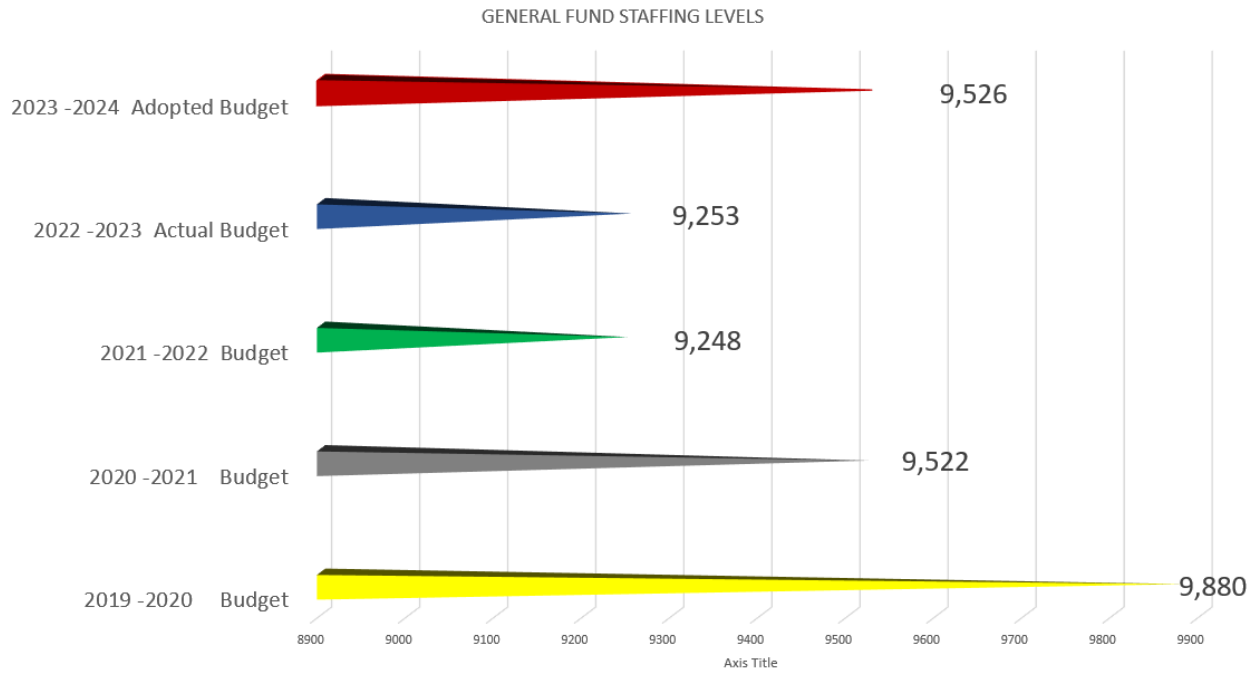
*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EEO-5) Report



Financial

Personnel costs account for 53% of the District’s expenditures for All Funds and 61% of the District’s General Fund expenditures.

GENERAL FUND STAFFING LEVELS





Financial

DEPARTMENTAL FINANCIAL SUMMARY

The fiscal year 2023-24 Memphis-Shelby County Schools General Fund budget is \$1.28 billion which includes high impact investments. Below are the individual departmental budgets for fiscal year 2023-24. The Executive/Administrative Level budget is \$461.3 million, which is \$18 million less than the prior year's budget. The reason for the decrease will be discussed throughout this section.

Department	FY 2022-2023 Amended Budget	FY 2023-2024 Adopted Budget	Variance	Percent Change
Academic Operations and Student Support	\$ 170,371,429	\$ 146,639,215	\$ (23,732,215)	-13.9%
Chief of Academic	68,052,351	68,519,521	467,170	0.7%
Chief of Communications	2,521,360	3,106,504	585,145	23.2%
Chief of Schools	11,750,652	13,583,623	1,832,970	15.6%
Chief of Staff	5,251,888	4,718,067	-533,821	-10.2%
Deputy Superintendent of Schools and Academic Support	8,765,097	7,455,988	-1,309,110	-14.9%
Finance	6,499,663	7,427,376	927,714	14.3%
General Counsel	6,918,022	9,532,656	2,614,634	37.8%
Human Capital and Talent Management	20,780,577	20,587,930	-192,647	-0.9%
Information Technology	19,223,264	22,106,159	2,882,895	15.0%
Internal Audit	1,168,575	1,439,326	270,751	23.2%
Business Operations	132,380,763	128,740,067	-3,640,696	-2.8%
Safety and Security	19,710,179	22,459,067	2,748,889	13.9%
Student Family and Community Affairs	4,791,139	4,542,881	-248,258	-5.2%
Superintendent	1,273,577	540,940	-732,637	-57.5%
Total	\$ 479,458,537	\$ 461,399,319	\$ (18,059,218)	-3.8%



Financial

Below are the individual components of the combined Other Uses and Charter Schools budget for fiscal year 2023-24. This budget is projected to be \$390.4 million, which is an increase of \$99.4 million compared to the prior year. The Other Uses Department, also known as District Initiatives, is projected to increase by \$73.8 million. The adopted Retiree Benefits cost is projected to remain the same in FY2023-24 as it did in the prior year's amended budget.

Department	FY 2022-2023	FY 2023-2024	Variance	Percent Change
	Amended Budget	Adopted Budget		
Money Due Board	\$ 648,938	\$ 1,258,628	\$ 609,689	94.0%
Other Uses District Initiatives	44,606,254	118,433,560	73,827,306	165.5%
Retiree Benefits	28,830,403	28,830,403	-	0.0%
Trustee Commission	7,547,154	7,500,927	(46,227)	-0.6%
OPEB	3,000,000	3,000,000	-	0.0%
SCORP	6,398,865	876,584	(5,522,281)	-86.3%
Charter Schools	200,000,000	230,511,406	30,511,406	15.3%
Total	\$ 291,031,614	\$ 390,411,506	\$ 99,379,892	34.1%

In fiscal year 2023-24, 9,526 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	FY2022-23			FY2023-24			2023 vs 2024 Variance	
	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
Superintendent	3	-	3	3	-	3	-	-
Board of Education	12	-	12	12	1	13	1	0%
Strategic Operations	1	1	2	-	-	-	(2)	(1%)
Deputy Superintendent	54	6	60	51	8	59	(1)	(0%)
Chief of Staff	10	2	12	10	2	12	-	-
General Counsel	23	3	26	24	4	28	2	0%
Chief of Schools	72	16	88	83	20	103	15	0%
Academic Office	668	72	740	660	123	783	43	0%
Academic Operations and Student Support	1,564	252	1,816	1,531	336	1,867	51	0%
Business Operations	302	76	378	301	73	374	(4)	(0%)
Information Technology	94	26	120	95	25	120	-	-
Internal Audit	11	1	12	12	2	14	2	0%
Chief of Communications	25	5	30	26	4	30	-	-
Finance	61	12	73	61	11	72	(1)	(0%)
Human Capital and Talent Management	53	5	58	54	5	59	1	0%
Student Family and Community Affairs	41	8	49	40	8	48	(1)	(0%)
Safety and Security	191	26	217	193	226	419	202	1%
Academic Office-School Based Formula	5,099	458	5,557	4,742	780	5,522	(35)	(0%)
Total	8,284	969	9,253	7,898	1,628	9,526	273	0%



Financial

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 Shelby County Board of Education (SCBE) governs the business operations and budget of Memphis-Shelby County Schools (MSCS.) SCBE 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 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



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
- Coordinate and facilitate Board meetings

in an efficient and effective manner, Board calendars, Board Member trainings, and other Board related administrative services

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 2023-24 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

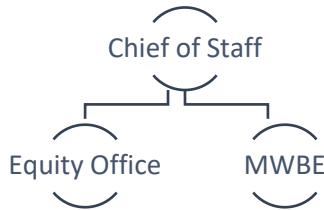




CHIEF OF STAFF

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 Memphis-Shelby County Schools, including coordinating board action development, budget review and constituent services

Fiscal Year 2022-23 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 2023-24 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 2023-24, the Chief of Staff's budget is \$4.7 million, which is \$533,821 less than the prior year's budget. This decrease is being driven by a \$1.3 million change under Contracted Services in the MWBE department for a one-time cost for the District's disparity study. Salary and benefits decreased due to the elimination and realignment of the Strategic Operations department.

Chief of Staff	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 496,658	\$ 602,128	\$ 1,222,281	\$ 2,147,862	\$ 1,910,983	\$ (236,879)	-39%
30000 Contracted Services	122,972	75,813	519,207	2,473,059	1,169,928	(1,303,131)	-53%
40000 Supplies and Materials	28,753	7,144	20,685	300,581	1,463,092	1,162,511	387%
50000 Other Charges	20,876	19,016	28,224	112,180	129,851	17,671	16%
70000 Capital Outlay	1,073	2,852	13,279	218,206	44,213	(173,992)	-80%
Grand Total	\$ 670,333	\$ 706,954	\$ 1,803,676	\$ 5,251,888	\$ 4,718,067	\$ (533,821)	-10%

Chief of Staff	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
020100 Chief of Staff	\$ 450,881	\$ 400,711	\$ 595,846	\$ 484,256	\$ 640,610	\$ 156,354	32%
010000 Board of Education	-	-	-	2,252,614	2,688,605	435,991	19%
350000 Finance and Business Operations	-	-	-	1,171,840	304,724	(867,115)	-74%
215504 Equity Office	-	-	426,651	582,404	711,264	128,860	22%
020200 MWBE Department	219,452	306,243	781,179	760,774	372,864	(387,911)	-51%
Total Chief of Staff	\$ 670,333	\$ 706,954	\$ 1,803,676	\$ 5,251,888	\$ 4,718,067	\$ (533,821)	-10%





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 2022-2023 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:

- Received commitment of over \$103 million in funding to reinvest into facilities, including the construction of the District's first new high school in 10 years
- Resolved and brokered a four-year transition plan, allowing Millington Municipals schools to purchase Lucy Elementary
- Allocated an additional \$24M in federal funds for immediate school needs
- Reinvigorated efforts to bring student, staff and community voices to the table
- Reached an agreement, The Unity MOU, with education associations to collaborate on behalf of teachers for the first time since 2018
- Allocated \$27.3 Million for a New Teacher Salary Schedule
- Outlined new grievance and bereavement leave policies and insurance contributions
- Reestablished the Attendance Task Force with city and county government agencies and community partners to remove student barriers causing truancy and enhance interventions
- Reestablished the District Teacher Advisory Council (DTAC)
- Reestablished District commitment to building maintenance
- Strengthened internal controls in Procurement
- Superintendent named to 2023 Memphis Business Journal Power 100 list
- Superintendent named to 2023 Memphis Business Journal Women Who Lead list



Financial

Fiscal Year 2023-24 Priorities

Under the leadership of Superintendent Williams, the District will work to reset our culture and climate, reform academic and business operations, as well as stabilize and ensure public confidence by continuing to lead through listening. It is time to get back to the basics of educating yet pushing with intentionality and purpose. FY24 priorities will focus on TRANSFORMING the 901.

TRANSFORMING THE 901 FOCUS AREAS

Academics should be at the core of everything that we do. The District's strategies and resources must directly align with student achievement and outcomes. We can no longer be afraid to call out when strategies do not work.

- Attendance
 - Continue the attendance taskforce committee meetings
 - Use technology more efficiently to ensure we are eliminating student barriers and connecting families with needed supports
 - Invest in attendance specialists to directly support schools with the lowest attendance rate
 - Utilize the support of philanthropic and community partners to improve school-year attendance and participation in summer programs
- Pre-K Expansion
 - Expand available seats with city administration, count, and partnerships
 - Continue to monitor the alignment of Pre-K curriculum to kindergarten curriculum
 - Build capacity with new teachers through new professional learning opportunities
 - Invest in recruitment and retention stipends for Pre-K staff
- Literacy Commitment-Extended Learning
 - Continue the investment of \$30 million for specialized education assistants in grades K-2
 - Continue investment of \$42.3 million in before, after, and in-school tutoring programs
- Improving Supports- Special Populations
 - Adding an additional 20 English as a Second Language (ESL) Teachers
 - Invest in recruitment and retention stipends for ESL Teachers
 - Partner with local Universities to support with increasing number of teachers with ESL endorsements
- College, Career & Technical Education (CCTE) & Workforce Development
 - Restructuring CCTE to get more preferred credentials
 - Exploring new CCTE academic programs through the \$43.2 million Innovative School Grant
 - Investing in adult education through the expansion of the Goodwill Excel Center

Safety is paramount. As we have a conversation around crime as a community, it is important to understand that our District must invest in safety for over 100,000 students and approximately 14,000 employees. Safety also includes: their emotional well-being and support for families.

- Enhancing Safety Technology in Schools
 - Investment of a total \$50 million to add and upgrade technology to improve safety
 - Adding an additional 202 security monitors to school campuses
 - Continued investment in safe schools' initiatives and security training
- Expanding Opportunities for Students and family supports
 - Additional Safety Special Project Coordinators to provide students more mentoring, life skills/conflict resolution sessions and more social emotional supports
 - Expand after-school programming, providing more safe havens across the city
 - Investment in stadiums and practice fields upgrades



Financial

Respect goes along way, it is important to be treated and most importantly to treat our parents, students, and staff, with respect ultimately improving our culture and climate.

- Improved Culture & Climate
 - Continue staff engagement efforts (Tea with Superintendent Toni, District teacher advisory committee (DTAC), weekly school visits)
 - Provide veteran teacher mentor stipends to provide new teachers mentors – reducing the mentor ratio from 2:1 to 1:1
- Attracting and Retaining Staff
 - Investment of \$27.3 million in teacher and teacher type salaries
 - Continuing investments in teacher career pathways through partnerships with local universities to assist aspiring teachers with education and certification requirements
 - Offering sign on bonus for new certified teachers and teachers in hard to staff subjects
 - Provide retention stipend for teachers in hard to staff areas
- Reducing Centralized Footprint to Support Schools
 - Review District’s central office staffing module in an effort to move resources to school locations
 - Conduct facilities assessment to develop administration buildings consolidation plan

Divisional Budgets

The fiscal year 2023-24 adopted budget for the Office of the Superintendent is \$540,940 which is \$732,637 lower than the prior year’s budget.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Superintendent							
10000 Salaries and 20000 Benefits	\$ 650,759	\$ 685,335	\$ 777,629	\$ 1,230,673	\$ 507,690	\$ (722,983)	-93%
30000 Contracted Services	24,498	15,460	24,944	22,630	22,250	(380)	0%
40000 Supplies and Materials	4,170	3,618	10,354	1,753	735	(1,018)	-58%
50000 Other Charges	5,007	3,994	20,177	18,521	10,265	(8,256)	-45%
70000 Capital Outlay	-	5,351	2,941	-	-	-	0%
Grand Total	\$ 684,434	\$ 713,758	\$ 836,044	\$ 1,273,577	\$ 540,940	\$ (732,637)	-58%

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Superintendent							
020000 Superintendent	\$ 684,434	\$ 713,758	\$ 836,044	\$ 1,273,577	\$ 540,940	\$ (732,637)	-58%
Total Superintendent	\$ 684,434	\$ 713,758	\$ 836,044	\$ 1,273,577	\$ 540,940	\$ (732,637)	-58%

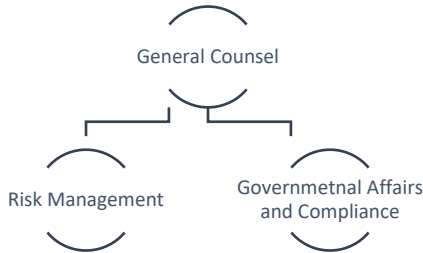


Financial

General Counsel

Mission Statement

The Office of the General Counsel strives to provide, manage, and coordinate all legal services for Memphis-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 Memphis-Shelby County Schools administrative and staff regarding legal issues affecting 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 Memphis-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 Issue



Financial

Fiscal Year 2022-23 Performance Highlights

- Hired 2 firms to assist with MSCS legislative advocacy
- Provided legal assistance to the District, including representation in federal and state courts and leading key District investigations
- Hired MSCS's first full-time compliance officer

Fiscal Year 2023-24 Priorities

- Continuing to strengthen MSCS legislative advocacy efforts
- Fill vacant Associate General Counsel role to assist with District-wide compliance and bolster representation
- Build MSCS's compliance program and have it implemented during the 2023-24 fiscal year

Divisional Budgets

In fiscal year 2023-24, the budget for the Office of General Counsel is \$9.5 million, which is \$2.6 million more than the prior year's amended budget. The addition is for an increase related to the District's insurance policy and the purchase of automated external defibrillators (AED).

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Chief Legal Officer & General Counsel							
10000 Salaries and 20000 Benefits	\$ 1,872,606	\$ 1,833,302	\$ 2,172,901	\$ 2,555,431	\$ 3,071,963	\$ 516,532	28%
30000 Contracted Services	3,975,540	2,611,735	2,518,743	2,137,741	3,044,584	906,843	42%
40000 Supplies and Materials	12,917	35,937	42,117	15,352	31,500	16,148	105%
50000 Other Charges	1,378,800	1,973,220	2,838,421	2,197,653	3,092,763	895,111	41%
70000 Capital Outlay	194,497	41,696	522,266	11,845	291,845	280,000	2364%
Grand Total	\$ 7,434,360	\$ 6,495,890	\$ 8,094,449	\$ 6,918,022	\$ 9,532,656	\$ 2,614,634	38%

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
General Counsel							
030000 General Counsel	\$ 5,379,968	\$ 4,656,205	\$ 4,080,222	\$ 3,921,270	\$ 5,260,566	\$ 1,339,286	34%
030200 Policy	192,663	191,828	204,915	115,858	205,420	89,562	77%
330000 Risk Management	1,861,729	1,647,857	3,809,311	2,880,894	4,066,680	1,185,785	41%
Total General Counsel	\$ 7,434,360	\$ 6,495,890	\$ 8,094,449	\$ 6,918,022	\$ 9,532,656	\$ 2,614,634	38%





Financial

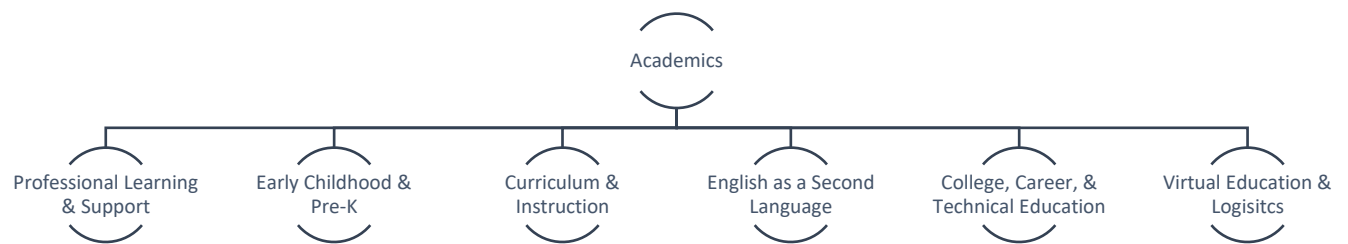
ACADEMICS

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

Fiscal Year 2022-23 Performance Highlights

Curriculum & Instruction 2022-23 Highlights

- Reading Prescriptions: The Reading Prescriptions were developed and provided quarterly 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 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 2022-23 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

- 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 2022-23 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 2022 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 2022-23-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 2022-23 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



Financial

- 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
- 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 2022-23 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 Transform 901 at Memphis-Shelby County Schools, we are transforming 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 2022-23 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



Financial

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 2021-22 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
- 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 2023-24 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





Financial

Divisional Budgets

The Office of Academics' budget is \$68.5 million for fiscal year 2023-24, which is an increase of \$467,167 compared to the prior year's budget. The increases are largely attributed to an increase in shipping for textbooks and a re-organization of student technology expenditures compared to the prior year' budget.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Chief Academic Officer							
10000 Salaries and 20000 Benefits	\$ 58,952,101	\$ 58,655,927	\$ 67,842,967	\$ 57,754,255	\$ 56,698,270	\$ (1,055,988)	-2%
30000 Contracted Services	10,408,357	9,380,041	4,381,787	5,982,822	6,797,899	815,077	14%
40000 Supplies and Materials	3,247,748	10,237,187	4,802,873	2,711,156	4,050,657	1,339,501	49%
50000 Other Charges	948,824	381,191	1,289,483	498,008	297,830	(200,178)	-40%
70000 Capital Outlay	1,874,332	8,534,363	1,909,710	1,106,111	674,865	(431,246)	-39%
Grand Total	\$ 75,431,362	\$ 87,188,709	\$ 80,226,820	\$ 68,052,351	\$ 68,519,521	\$ 467,167	1%

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Academic Admin Office							
100000 Academic Office	\$ 2,086,037	\$ 2,367,237	\$ 2,471,015	\$ 2,052,067	\$ 1,739,161	\$ (312,907)	-15%
100230 Leadership Development and Capacity Building	1,225,283	944,821	696,954	532,347	766,272	233,925	44%
102000 Curriculum	6,971,271	5,761,053	1,741,599	2,233,236	1,767,981	(465,256)	-21%
102002 Response to Intervention	840,313	838,045	886,479	48,027	66,432	18,405	38%
102010 English As a Second Language	1,354,651	947,234	1,938,727	1,024,562	1,553,988	529,436	52%
102011 English As a Second Language Elementary	12,137,163	11,389,045	11,703,036	11,566,860	12,333,251	766,391	7%
102012 English As a Second Language Middle	2,371,099	2,093,929	2,264,908	2,249,883	3,067,286	817,403	36%
102013 English As a Second Language K8	408,670	433,884	441,119	760,453	954,977	194,524	26%
102014 English As a Second Language High	2,676,222	2,610,767	2,827,727	3,042,224	3,362,993	320,769	11%
102030 Literacy	109,019	56,305	29,547	26,673	32,323	5,650	21%
102040 Mathematics	120,991	110,718	129,945	125,983	118,447	(7,536)	-6%
102050 Science	133,356	138,965	284,120	448,379	268,236	(180,142)	-40%
102060 Social Studies	197,831	13,082	34,421	9,853	13,629	3,776	38%
102084 Head Start In-Kind Match	28,142	12,431	-	-	-	-	0%
102086 Head Start-Child Health & Development	-	-	-	20,272	-	(20,272)	-100%
102090 Pre-K	5,859,532	4,729,816	7,213,603	7,564,479	8,378,614	814,134	11%
102100 Textbooks	1,520,636	9,080,287	2,476,217	861,590	2,884,158	2,022,569	235%
102200 World Languages	1,334,104	1,307,496	1,317,688	1,274,971	1,315,777	40,806	3%
102300 Band and Strings	2,376,025	1,950,975	2,235,894	1,946,522	2,012,514	65,992	3%
102500-Library Services	355,414	363,536	445,455	406,633	400,382	(6,251)	-2%
102600 Educational Support	288,362	290,224	304,433	263,236	303,456	40,220	15%
103000 Career and Technical Education	19,583,190	17,566,033	19,053,418	17,362,560	19,586,221	2,223,661	13%
103010 Project Graduation	948,669	911,226	3,554,778	3,928,873	104,236	(3,824,637)	-97%
108080 Project Stand	-	-	-	498	283,927	283,429	56871%
212010 Virtual School	1,802,285	1,752,246	2,877,919	3,703,611	2,824,829	(878,782)	-24%
2112020 K-16 Innovations	-	-	220,311	-	-	-	0%
212030 Visual Education & Logistics	-	-	947,802	1,222,756	810,942	(411,815)	-34%
215000 iZone	-	-	-	-	-	-	0%
301010 Instructional Television (GHS TV)	509,842	507,938	545,108	658,986	521,429	(137,557)	-21%
312000 Professional Development	2,260,224	2,109,394	3,062,492	3,215,002	2,613,521	(601,481)	-19%
349000 Student Technology	-	12,105,887	3,052,181	1,401,594	434,539	(967,055)	-69%
349020 Pre-K technology	-	35,439	-	-	-	-	0%
720801 Academics-Early Reading-ELA & Math Supports-COA	-	-	-	1,983	-	(1,983)	-100%
750801 Academics-Intervent-ELA & Math Supports-COA	-	-	-	7,178	-	(7,178)	-100%
821901 Educator-ClassSizeReductin-ReduceAdultStudentRatio	-	-	-	27,449	-	(27,449)	-100%
832001 Educators-Other-Teacher Supports-COA	-	-	-	14,419	-	(14,419)	-100%
910101 Student Ready-Special Pops-ESL Support-COA	-	-	-	12,280	-	(12,280)	-100%
934201 Student Ready-Other-Transform Model-COA	-	-	-	21,252	-	(21,252)	-100%
950401 Student Ready-HS Innov-Online & Virt Sch-COA	-	-	-	284	-	(284)	-100%
953201 Student Ready-HS Innov-IT Digital Ambassadors-COA	-	-	-	2,732	-	(2,732)	-100%
953401 Student Ready-HS Innov-CCTE Apprenticeships-COA	-	-	-	8,380	-	(8,380)	-100%
954101 Student Ready-HS Innov-Create Our Own -COA	-	-	-	4,274	-	(4,274)	-100%
Total Academic Admin	\$ 68,730,281	\$ 80,674,012	\$ 72,756,898	\$ 68,052,351	\$ 68,519,521	\$ 467,168	1%



Financial

CHIEF OF 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 school’s district wide.

The major divisions operating under the Chief of Schools are highlighted below:

- Assistant Superintendents
- Instructional Leadership Directors
- Innovation Zone, Empowerment Zone, Charter and Contract schools, and Alternative schools



Financial

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 Transforming 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, 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 Memphis-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 2022-23 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 2023-24 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

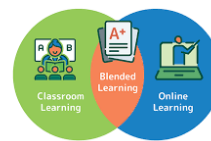


Improving ACT Focus



Blended Learning

Blended Learning





Financial

Divisional Budgets

In fiscal year 2023-24, the Chief of Schools Department budget is \$13.6 million, which is \$1.8 million more than the prior year's budget. The increase is being driven by a \$351,866 change in contracted services for ACT initiatives and teacher professional development. An additional factor that contributing to the increase is additional human capital support that was realigned from Deputy Superintendent of Academics office.

Chief of Schools	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 10,584,236	\$ 9,198,877	\$ 10,442,896	\$ 10,498,246	\$ 11,962,108	\$ 1,463,862	14%
30000 Contracted Services	2,634,439	2,107,331	2,650,849	897,760	1,249,625	351,866	39%
40000 Supplies and Materials	105,272	154,025	111,899	66,801	252,035	185,234	277%
50000 Other Charges	6,500	30,759	84,308	226,439	119,854	(106,585)	-47%
70000 Capital Outlay	549	20,422	11,045	61,407		(61,407)	-100%
Grand Total	\$ 13,330,996	\$ 11,511,414	\$ 13,300,997	\$ 11,750,652	\$ 13,583,623	\$ 1,832,970	16%

Chief of Schools	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
100200 Department of Schools and Leadership	\$ 1,176,696	\$ 781,652	\$ 734,309	\$ 1,442,114	\$ 872,135	\$ (569,979)	-40%
100210 Instructional Leadership Directors	2,077,677	2,078,597	1,396,790	1,479,913	1,446,201	(33,712)	-2%
211100 Charter Schools Administration	1,324,467	1,646,193	1,970,961	1,900,137	2,215,226	315,089	17%
215000 iZone	5,579,790	3,167,157	3,388,224	3,544,842	5,129,390	1,584,548	45%
215500 Chief of Schools	3,171,928	3,837,815	3,210,210	991,181	1,508,900	517,719	52%
215503 School Improvement & Accountability	-	-	775,965	482,367	460,252	(22,115)	-5%
215505 eZone	-	-	1,824,538	1,910,098	1,951,519	41,420	2%
Total Chief of Schools	\$ 13,330,996	\$ 11,511,414	\$ 13,300,997	\$ 11,750,652	\$ 13,583,623	\$ 1,832,970	16%





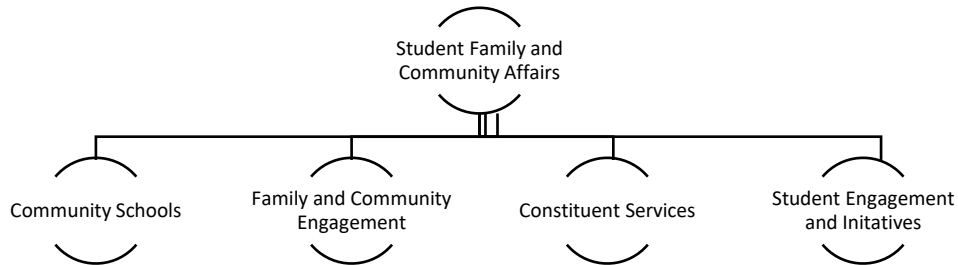
STUDENT FAMILY AND COMMUNITY AFFAIRS (SFCA)

District Mission Statement

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

SFCA 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 take a holistic approach to address the needs of the child to improve academic and social success 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
- Continue to 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 and broaden partnerships to serve more schools and/or students
- Continue to survey and capture parent voice
- Support the long-term sustainability of MSCS by yielding a positive return on investment (ROI) through retaining and reclaiming students

Major Services Provided

Family and Community Engagement:

- Family Resources
- Community Partners
- Parental Engagement
- Multicultural Services
- Alumni Affairs
- Engagement and Support Specialists



Financial

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

Student Affairs:

- Student Voice, Engagement, & Academic Equity
- Student Leadership, Internship & Mentorship
- Multicultural Engagement (School Level)

Constituent Service:

- Central Office Directory
- District Concern Communications
- Customer Services
- Graduation Services

Constituent Services

- Central Office Directory
 - Leads the development of a comprehensive online MSCS Directory and maintain accuracy of key contacts for each department, contact information for each school and overall District reporting structure
- District Communications
 - Address, document and analyze customer inquiries to monitor and support improvement
 - Provide support to constituents who visit the Parent Welcome Center
 - Create detailed quarterly and annual narratives and statistical reports to provide analysis of call center volume and assistance disaggregated by school, zones, and/or Central Office departments



Financial

- Responds to SCSHelp emails from constituents who have questions or inquiries regarding district rules, policies, and/or procedures and those who need assistance from department representatives
- Utilize Let's Talk! online customer service and communication tool to better serve the community by allowing constituents to submit a question, comment, concern, or suggestion and receive an immediate chatbot answer or an email response to a dialogue submission 24 hours a day and seven days a week
- Customer Service
 - Train employees district-wide on customer service W.O.R.K.S. expectations and framework
 - Plan recognition of 5 Star Service - "Leading from the Frontline" Award
- Graduation Services
 - Plan, coordinate and execute components of all high school graduation commencement ceremonies

Community Schools:

- Implementation of Community Schools (CS) Strategy:
 - Expanded the Community School Strategy (first MSCS Community School, Belle Forest)
 - Expanded to seven new Community Schools (Dunbar ES, Larose ES, Manassas HS, Northaven ES, Treadwell MS/ES, Woodstock MS, and Westwood HS)
 - Conducted comprehensive Needs Assessment (Over 1,700 Staff, Parents, Students, and Community Members surveyed) to determine specific needs of the schools and resources in their respective communities
 - Developed Key Performance Indicators (KPI's) to measure the success of CS
 - Established two Community Resource Centers at Treadwell MS/ES and Dunbar ES equipped with Computer lab, meeting/training space, washer/dryer, and counseling center)
 - Implemented parent resource centers in three schools and placed specialists and coordinators

Student Engagement & Initiatives (SE&I)

- R3 Model: Recruit, Retain, Reclaim
 - Tracking withdrawals to collect data from parent responses
 - Supporting a strong culture climate that will attract all 901 families
 - Cross collaborating with school administrators and central office departments to carry out positive incentives that align with the vision of MSCS to encourage enrollment
 - Assisting with various mentoring initiatives within the district
- Feeder Family Focus
 - Conducting demographic and culture/climate analysis to recruit students and families to stay within their respective school cohort (Elementary, Middle, High)
- School Choice Showcase
 - 214 MSCS schools participate to RECRUIT, RETAIN, RECLAIM students
- Voter Registration Campaign
 - Educating eligible students and families on the importance of registering to vote prior to Voting Day
- District Wide Academic Signing Day
 - District wide event that celebrates students matriculating to higher learning institutions
- The Voice of MSCS
 - Vocal talent showcase competition for MSCS High School Students
 - Faith based Community mentoring action groups



Fiscal Year 2022 -23 Performance Highlights



- Developed the inaugural 5 Star Customer Service Academy to immerse school-based and Central Office front-line staff in customer service best practices and equip them with the knowledge and resources needed to provide optimal customer experiences
- Launched the Let's Talk! platform to provide an additional avenue for constituents to reach out and get support for their inquiries via engaging with a chatbot or submitting a dialogue 24 hours and day/7 days a week outside of the Parent Welcome Center hours of operation
- Implement Community Schools Strategy which provides wrap-around services in a strategic manner that supports families and communities and remove barriers that hinder academic performance. Major pillars are Out of School and Extended Time, Arts and Music, Integrated Student Support (Two Generational), Health and Mental Health
- Launched the Adopt-A-School Month campaign (October 2022) to heighten awareness throughout the community about the MSCS Adopt-A-School program, provide businesses/organizations the opportunity to have a significant impact on our students while giving their employees a meaningful volunteer opportunity and, ensure every school has dedicated adopters. The month culminated with the Adopter Appreciation Luncheon celebration honoring adopters
- Hosted the 3rd & 4th Annual School Choice Showcase – providing an opportunity to learn about the District's vast array of school choices (Participation of over 7,000 families and stakeholders)
- Hosted a month-long Hispanic Heritage Month Celebration (Sep15-Oct15)including: kicked-off event featuring various community cultural organizations and MSCS student performing and visual arts (in partnership with the Mexican Consulate); highlights of Latino influencers and community partners; bilingual story time at schools where pre-k and kindergarten students received books for their home library; and, culminated with a district wide event for families to experience and share the Hispanic culture with food, performances, speakers, art displays, books and a resource fair
- 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
- Coordinated the "Lift Every Voice" High School Survey
- Hosted Student Congress Night at the Board
- Hosted District Learning Day for all the family engagement specialists for the Fall and Spring semester. The learning experience allowed the specialists to be onboarded with the FACE family engagement program which allows them to effectively support families
- Launched the Father in Action engagement program to strengthen the engagement of fathers and father like figures in the school process
- Implemented the training and monitoring of the Driving the Dream platform for family engagement specialist. Driving The Dream (DTD) aligns resources in a manner that unites local agencies in a "no wrong door," collaborative effort to help Memphis' and the Mid-South's most economically challenged individuals advance toward economic self-sufficiency and other life goals they identify. The DTD partner agencies and their programs improve education, financial stability, and health-boosting our local economy by reducing poverty, one person at a time



Financial

- Expanded the Integrated Student Support process (Cohort) to enhance the access of resources for our families

Fiscal Year 2023-24 Priorities

- Expand the Let's Talk! Platform to reside on school websites so families can receive direct support from school staff on concerns and/or inquiries to improve the communication loop between families and schools
- Implementation of a multifaceted, two generational multicultural engagement plan that promotes enhanced cultural competency, community outreach and concerted collaborations that inform and guide SCFA approach to best serve students and families of diverse backgrounds
- Increase effectiveness of Community Schools Strategy by ensuring barriers to student attendance are reduced, strengthening family input and engagement opportunities, leveraging partnerships, and improving overall school culture and climate
- Expand family and community engagement opportunities programmatically to meet the goals of Reimagining 901 Strategic Plan 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
- 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 2023-24, the budget for the Student Family and Community Affairs department is \$4.5 million, which is a decrease of \$248,258 compared to the prior year's amended budget. The decrease is due to the reduction of the Family Resource Center grant that will be realigned through TISA funding.

Chief of Student & Family Engagement	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 3,819,214	\$ 3,771,091	\$ 3,699,671	\$ 3,320,511	\$ 3,509,834	\$ 189,323	6%
30000 Contracted Services	590,804	734,103	945,130	1,091,423	916,306	(175,118)	-16%
40000 Supplies and Materials	38,383	56,543	59,048	280,610	43,533	(237,077)	-84%
50000 Other Charges	19,967	40,440	92,380	42,485	53,208	10,723	25%
70000 Capital Outlay	24,015	5,196	433,939	56,109	20,000	(36,109)	-64%
Grand Total	\$ 4,492,383	\$ 4,607,373	\$ 5,230,169	\$ 4,791,139	\$ 4,542,881	\$ (248,258)	-5%

Student Family and Community Affairs	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
204100 Family Resource Health	\$ 102,259	\$ 86,973	\$ 150,000	\$ 125,152	\$ -	\$ (125,152)	-100%
302000 Community Outreach	500,296	525,361	546,982	440,878	451,663	10,786	2%
302100 Parent Engagement	3,889,828	3,995,038	4,533,187	4,223,198	4,091,217	(131,981)	-3%
934002 Student Ready-Other-Comm Engage Suppt-FACE	-	-	-	1,912	-	(1,912)	-100%
Total Student Family and Community Affairs	\$ 4,492,383	\$ 4,607,373	\$ 5,230,169	\$ 4,791,139	\$ 4,542,881	\$ (248,258)	-5%

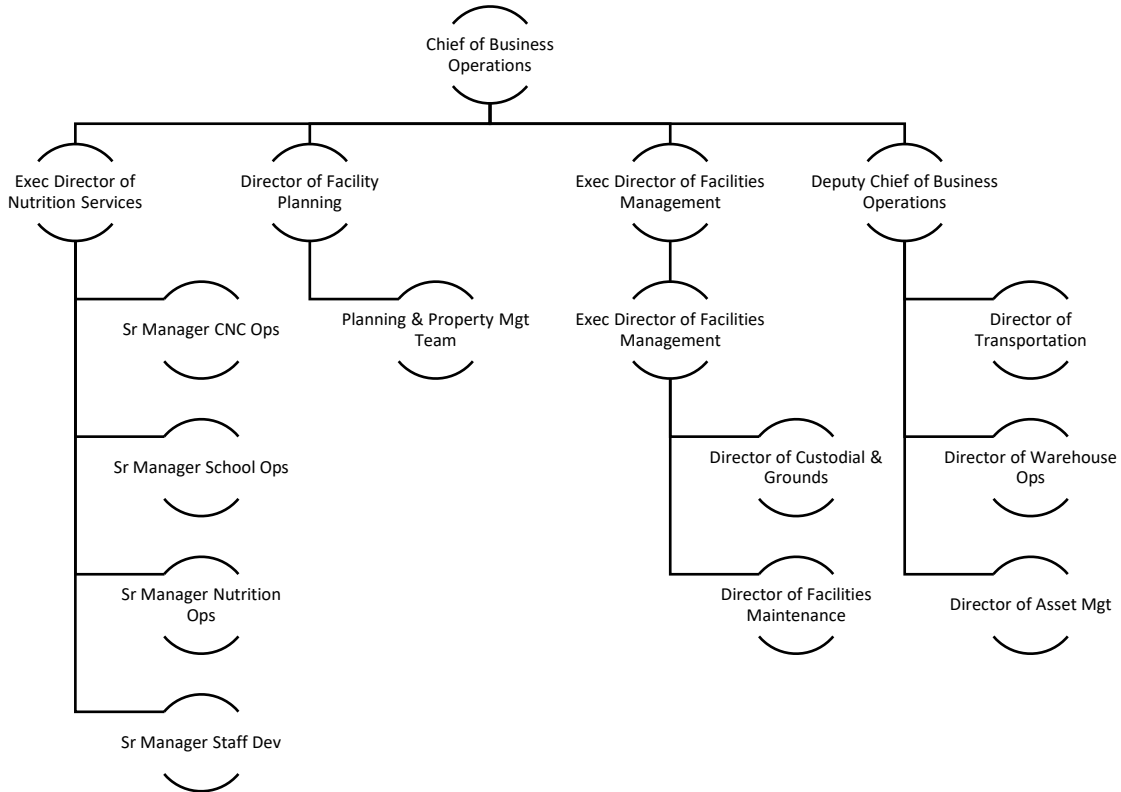




BUSINESS OPERATIONS

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

- Complete CIP and ESSER funded projects scheduled for completion in FY24 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 FY24 by 10%
- Improve FY24 meal participation across the district by 5% compared to YOY
- Improve on time arrival of Pupil Transportation buses by 5% YOY



Financial

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



Financial

Transportation Services

- Vendor management of transportation service providers
- Safe, dependable transportation services to and from school to all eligible students
- Bus routing logistics analysis 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

- 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 2022-23 Performance Highlights

Design and Initiation of \$20M in FY23 CIP projects:

- 21 Schools – Intercom System Replacements
- 4 Schools – HVAC Upgrades and Replacements
- 2 Schools – Roof Replacements
- 9 Stadiums – LED Lighting Projects
- 4 schools – Fire Alarm System Upgrades
- Opening 3 new K8 safe gyms which will also be used as storm shelters for the community
- Solicitation and identification of Project Manager and A&E design services for new East Region HS
- Development of strategy for correction and completion of Water Bottle Filling Stations Project
- Increased wages for HVAC Techs, Plumbers, and Electricians to fairly compensate team members, and better align with market and attract talent to MSCS
- Identification of upgrade for current work order system/asset management software to better suit needs of the district for tracking/fulfilling requests and maintaining asset inventory
- Completed sale of (8) District properties
- Completed (10) school closures, rezonings, and/or reconfigurations in support of Reimagine 901
- 100% of school locations will receive quality summer cleaning
- 100% of school locations lawns are being cut on 14-day rotation during the growing season
- Evaluated over 64,000 bus stops for routing efficiency
- Exceeded 90% on time bus arrival rate
- 2023 Nutrition Services Administrative Review (Audit) 95%
- Spring Food Show featured 48 Vendors for 400 Students from various schools with MSCS
- Asset entry and database tracking for over 23,000+ new district assets
- Final stage of the FAMS Inventory Management System Implementation is 95% complete



Financial

- Upgraded Fuel System we are now able to access our fuel inventory in real time; we are no longer on MSCS Server
- Upgraded Veeder Root system which gives notifications of any changes concerning fuel capacity within tanks

Fiscal Year 2023-24 Priorities

- **Asset Management**
 - Adjust org structure to centralize asset management staff and activities across funds and programs into one department
 - Phase II Lawn Equipment Consignment
 - VEL Student Devices
 - FAMS Inventory Management System
 - Verify, inventory and track Charter and Private schools Title I and ESSER equipment purchases
- **Construction**
 - Manage major capital projects using contract construction and project management services where needed
 - Engage with the A&E and Project Management teams to complete design of new school(s) and begin construction
- **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
 - Recruit, train, & retain plant managers for each school location to aid in improving custodial cleaning performance, buildings appearance and functionality
- **Facilities Maintenance**
 - Identify a vendor and oversee completion of Facilities Condition Assessment to aid in the development of a 10-Year Facilities Master Plan
 - Realign Facilities Maintenance department to include reduction of 3rd party spend through an increase of overall talent pool as well as a shift from contracted services to self-performance
- **Facility Planning**
 - Manage Transforming 901 vision for schools through data and district strategy
 - Manage district-wide facility condition assessment of approximately 22 million square feet
 - Continue aggressive review of competitive offers and property sale activities
- **Nutrition Services**
 - Increase Student Participation with new menu options and student engagement
 - Complete the Freezer expansion and begin utilizing extended space
 - Upgrade nutrition software- warehouse/inventory & management system, kitchen equipment, Nutrition vehicles
- **Transportation**
 - Manage pupil transportation needs for the entire school calendar, including summer programs and possible bell time changes
 - Manage bus contractor to ensure ongoing driver recruitment and safety training is implemented with fidelity



Financial

- Warehouse
 - Textbook consolidation and Bay 2 clean up; textbooks are being removed from the floor and placed into racks; obsolete textbooks are also being removed to create additional space
 - Also, removing obsolete inventory from Bay 1 of the warehouse; this will also create additional storage space
 - Maintenance parts initiative: the plan is to incorporate RF Scan guns to improve the overall efficiency for order pulling and processing maintenance parts

Divisional Budgets

In fiscal year 2023-24, the budget for the Business Operations division is \$128.7 million, a decrease of \$3.6 million when compared to the prior year's budget. The decrease is primarily due to a decrease in Supplies and Material, an upgraded work order management system, increases in salary for skilled crafts, and total outlay supporting building maintenance. There is also an investment in the outsourcing of lawn service to better support the beautification efforts of the District.

Chief of Business Operations	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 23,665,398	\$ 22,976,111	\$ 26,383,531	\$ 23,143,798	\$ 27,016,337	\$ 3,872,538	17%
30000 Contracted Services	74,527,047	40,850,731	71,843,676	71,125,921	65,027,363	(6,098,559)	-9%
40000 Supplies and Materials	5,820,005	29,092,594	38,088,476	37,690,008	36,347,507	(1,342,501)	-4%
50000 Other Charges	134,440	100,182	135,919	83,306	145,158	61,851	74%
70000 Capital Outlay	6,190,510	734,024	1,022,868	337,730	203,704	(134,026)	-40%
Grand Total	\$ 110,337,401	\$ 93,753,640	\$ 137,474,469	\$ 132,380,763	\$ 128,740,067	\$ (3,640,696)	-3%

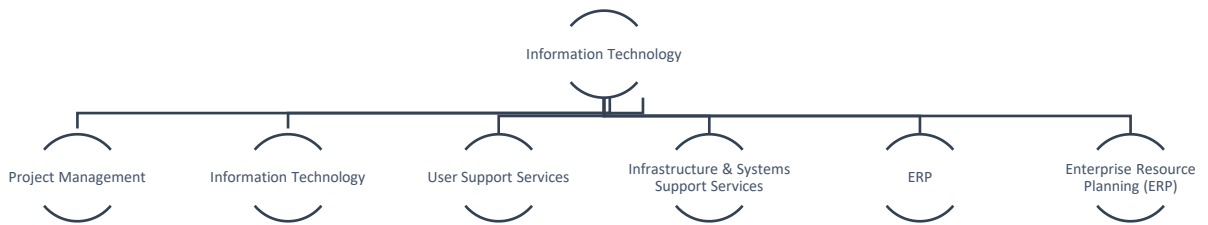
Business Operations	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
331000 Business Operations Admin	\$ 7,328,848	\$ 437,554	\$ 521,980	\$ 662,315	\$ 764,113	\$ 101,797	15%
332000 Transportation	11,085,389	8,663,881	21,892,198	19,550,825	19,034,206	(516,619)	-3%
332010 Special Education Transportation	8,941,693	4,792,738	13,040,477	14,850,570	13,243,058	(1,607,513)	-11%
333000 Procurement	868,569	905,713	1,023,976	-	-	-	0%
333100 Asset Management	339,606	303,095	454,584	580,836	686,500	105,664	18%
334000 Facilities	14,070,532	12,471,112	16,195,758	12,942,509	16,218,850	3,276,341	25%
334100 Custodial and Grounds	35,749,519	33,317,512	36,432,085	45,336,274	43,000,307	(2,335,967)	-5%
334200 Utilities	23,700,971	23,494,980	30,143,668	30,291,622	30,013,169	(278,453)	-1%
334300 General Services	1,591,407	1,531,565	2,237,114	698,397	478,400	(219,997)	-32%
334400 Zone 4 Maintenance	113	801,456	1,730,529	1,185,231	866,925	(318,306)	-27%
334500 Zone 2 Maintenance	1,293,534	1,125,645	2,213,977	1,110,248	850,607	(259,641)	-23%
334600 Zone 1 Maintenance	1,505,587	1,307,133	3,677,765	1,156,812	647,749	(509,063)	-44%
334700 Zone 3 Maintenance	1,285,604	1,208,221	5,340,815	1,126,921	787,925	(338,997)	-30%
334800 Plant Services	1,997,622	2,846,336	2,022,344	2,231,595	1,587,911	(643,684)	-29%
335000 Facilities Planning and Property	578,406	546,699	547,200	656,606	560,349	(96,257)	-15%
Total Business Operations	\$ 110,337,401	\$ 93,753,640	\$ 137,474,469	\$ 132,380,763	\$ 128,740,067	\$ (3,640,696)	-3%



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 a Technology Advisory Group for the District to identify standards for all enterprise systems and application development
- Identify Application consolidation opportunities to reduce operational expenses wherever permissible



Financial

- Partner with our vendors and inter-departmental resources to standardize our hardware and software solutions to better serve and protect the district moving forward
- Utilize our Partners to complete quarterly health checks of our environment assisting IT toward maintaining a higher level of SLA
- Improving Cybersecurity awareness and training for all employees and enhanced training for IT security team. Track identified security risk events, set priority rankings, and develop plans for immediate remediations
- Effective utilization of ESSER funding for modernize the Infrastructure and Improving Cybersecurity awareness, posture, and security for MSCS
- Further improve our Change Management Process to extend beyond IT associates for capturing all software and hardware changes to on-premises or by 3rd party vendor
- The development, maintenance, and sustainability and modernization of IT infrastructure
- Create and maintain an IT Service Catalog to present to the district as to installed and approved Technology offerings

Fiscal Year 2022-23 Performance Highlights

- Implemented an automated Leave of Absence and Retirement request system through employee self-service reducing manual and paper-based processes
- Established Azure authentication for students with Clever, so that now student's login to Clever with the same credentials they use for their device and Office O365
- Developed PS API Upload Pipeline for delivering a wide variety of data to PowerSchool
- Established new relationship with IMS Global and began curating available apps in the Clever teacher's library based for greater privacy and security compliance
- Completed the RTI-PSI Diagnosis System for MSCS Mental Health Department, a massive mental health diagnosis and tracking system
- IT Service Desk successfully rolled out new ITSM ticketing system for IT. Developed and executing wider roll out for other additional MSCS Departments through 2024
- Renewed our Wireless Network Access Control and improved the security of assets that utilize our wireless technology
- Implement third party Penetrating testing and continue on a annual cadence
- Implement Vulnerability Scanning solution to identify gaps in our technologies for immediate remediation
- Upgraded cabling for all school sites to allow for faster internet connection for students and teacher from 100 MB up to 1 GB connection, thereby increasing productivity in the classroom

Fiscal Year 2023-24 Priorities

- Complete the development of local data repository for PS Data that is kept current via API and can be provided as a reliably data source for any function requiring current PowerSchool data
- Replacing several legacy data systems (frequently using FileMaker) with integrated solutions available in PowerSchool, such as the Homebound database and the Disciplinary Hearing Authority database
- Migrate all Systems to the New Datacenter Hardware to reduce complexity, operational expense, and on-going support
- Execute on all Network Equipment Refresh (switches, routers, and access points) and begin deployment across the district to improve Internet stability, Speed of access, and to support future projects (IE: School Security Scanner, added Video surveillance, and a new Intercom Solution)
- Complete the implementation of a full disaster recovery solution and plan for O365 and critical applications managed by IT
- Improve hardware for the stability of power at both IT Datacenters



Financial

- Complete the installation of Electrical, Walls, Video Surveillance, Badge Readers, Fire Suppression, and Water Detection at our second datacenter
- Migrate unused hardware from our Avery Datacenter to the Bayer Datacenter to create a virtual Development and Staging Environment for our applications

Divisional Budgets

In the fiscal year 2023-24, the IT Department's budget is \$22.1 million, which is \$2.9 million more than the prior year's budget. The primary reason for the increase is the repurposing of staffing resources to support short-term IT infrastructure projects.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Chief Information Officer							
10000 Salaries and 20000 Benefits	\$ 8,834,308	\$ 8,097,296	\$ 8,254,299	\$ 8,185,566	\$ 10,224,480	\$ 2,038,914	25%
30000 Contracted Services	9,301,854	9,898,735	13,828,945	6,753,321	11,742,075	4,988,754	74%
40000 Supplies and Materials	9,390	10,822	55,346	4,155,140	53,204	(4,101,936)	-99%
50000 Other Charges	5,570	44,992	78,705	61,661	41,400	(20,261)	-33%
70000 Capital Outlay	2,950,818	3,405,501	195,948	67,577	45,000	(22,577)	-33%
Grand Total	\$ 21,101,941	\$ 21,457,347	\$ 22,413,243	\$ 19,223,264	\$ 22,106,159	\$ 2,882,895	15%

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Information Technology							
340000 Information Technology	\$ 4,582,958	\$ 7,008,459	\$ 10,101,026	\$ 8,877,281	\$ 8,711,415	\$ (165,866)	-2%
341000 User Support Services	8,729,721	8,899,469	4,399,510	4,512,056	5,356,770	844,714	19%
343000 Infrastructure and Systems support Services	7,397,597	5,365,934	5,919,357	5,377,893	7,042,678	1,664,785	31%
344000 Project Management Office	391,665	183,485	99,528	226,091	387,516	161,425	71%
345000 ERP	-	-	1,500,000	-	118,685	118,685	0%
346000 Enterprise Resource Planning	-	-	393,823	229,943	489,095	259,152	113%
Total Information Technology	\$ 21,101,941	\$ 21,457,347	\$ 22,413,243	\$ 19,223,264	\$ 22,106,159	\$ 2,882,895	15%

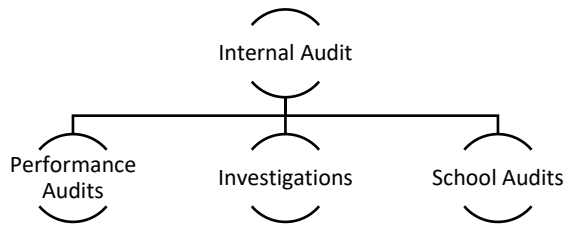




INTERNAL AUDIT

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 30th annually
- Increase awareness of fraud, waste, and abuse within MSCS
- Deliver high quality audit reports to stakeholders
- Complete 3 performance audit projects annually

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 fund audits are positively improving and the incident of external auditor comments substantially down
- Internal Controls within District operations remain highly questionable with respect to their adequacy, effectiveness, design, and full implementation

Fiscal Year 2022-23 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



Financial

- Conducted a significant conflict of interests and fraud investigations in the Business Operations facilities and ground maintenance areas

Fiscal Year 2023-24 Priorities

- Continue to gain audit efficiency and utilize audit hours on grant 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
- Develop a strong performance audit capability

Divisional Budget

In fiscal year 2023-24, the combined budget for the Internal Audit department is \$1.4 million, which is \$270,751 more than the prior year's budget. The increase is due to the investment in additional human capital to support increased oversight of District resources.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Chief Internal Auditor							
10000 Salaries and 20000 Benefits	\$ 1,063,797	\$ 1,029,588	\$ 1,070,664	\$ 1,050,283	\$ 1,323,628	\$ 273,346	26%
30000 Contracted Services	20,942	36,954	23,406	75,196	37,005	(38,191)	-51%
40000 Supplies and Materials	1,780	584	67,478	2,630	55,000	52,370	1991%
50000 Other Charges	31,598	5,660	17,077	13,924	23,692	9,768	70%
70000 Capital Outlay	-	-	4,888	26,542	-	(26,542)	-100%
Grand Total	\$ 1,118,118	\$ 1,072,786	\$ 1,183,513	\$ 1,168,575	\$ 1,439,326	\$ 270,751	23%

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Internal Audit							
040000 Internal Audit	\$ 1,118,118	\$ 1,072,786	\$ 1,183,513	\$ 1,168,575	\$ 1,439,326	\$ 270,751	23%
Total Internal Audit	\$ 1,118,118	\$ 1,072,786	\$ 1,183,513	\$ 1,168,575	\$ 1,439,326	\$ 270,751	23%





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 Transforming 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 2022-23 Performance Highlights

- We established a multi-member Bilingual Communications division to improve communication with our Spanish-speaking families and provide translation services for Districtwide initiatives
• We redesigned, modernized, and relaunched the home page of the website to maximize space and better serve the needs of our stakeholders
• We launched MSCS News and Views, a newsletter specific to the interests and needs of District families
• We started the MSCS Scribes program to amplify teacher voice by including their written pieces in Communications publications

Fiscal Year 2023-24 Priorities

- We will launch one project management and tracking system for use by all members of the Communications and Broadcast Services Department and use it with fidelity. All requests will be directed through the system to ensure projects have been pre-approved and that responses are provided in a timely manner
• We will continue to review and update the District website, using newly created templates and eliminating outdated information and links
• We will train additional staff members on the APECS system to ensure there are no delays to department payroll processing or business transactions



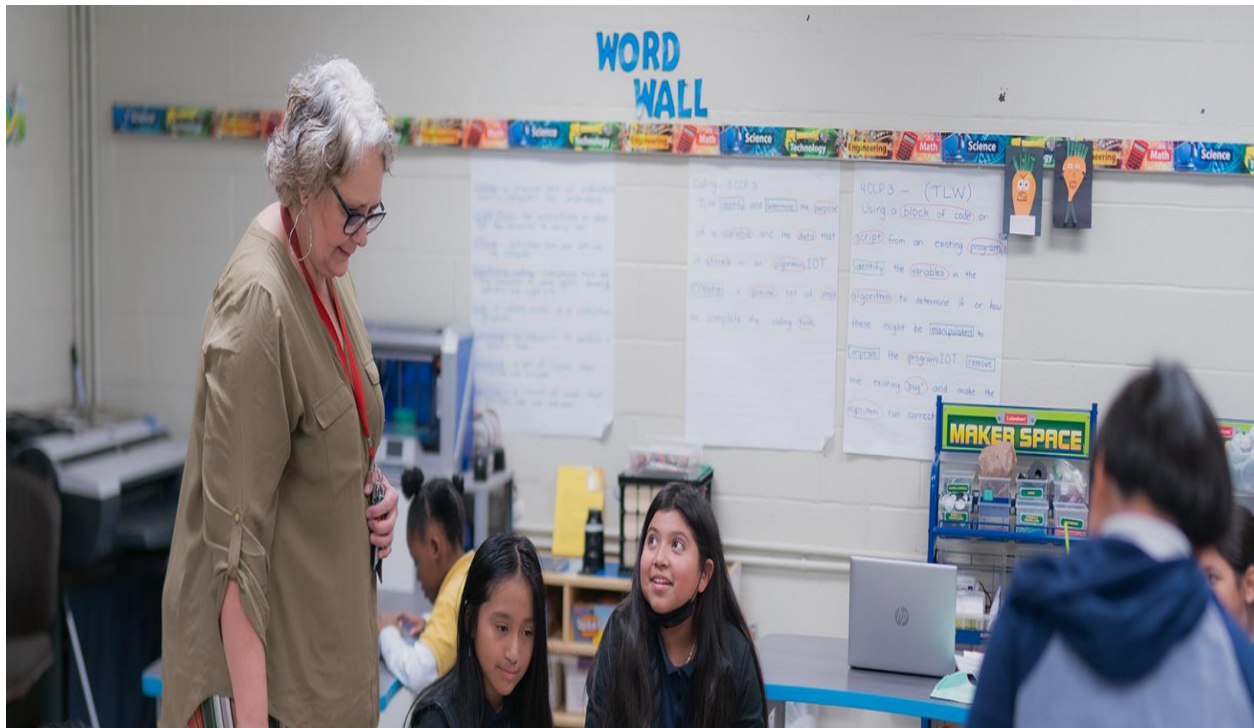
Financial

Divisional Budgets

In fiscal year 2023-24, the Office of Communications has a \$3.1 million budget, which is \$585,145 more than the prior year's budget. The increase is due to the implementation of a new project management/tracking system. Project will allow schools to submit communication, highlighting the great things happening around the District.

Chief of Communications	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 2,242,142	\$ 2,145,632	\$ 2,376,002	\$ 2,305,283	\$ 2,634,463	\$ 329,180	15%
30000 Contracted Services	448,696	211,130	126,934	176,343	311,077	134,735	76%
40000 Supplies and Materials	8,431	23,488	15,621	21,251	5,000	(16,251)	-76%
50000 Other Charges	38,393	88,465	87,467	10,203	107,463	97,261	953%
70000 Capital Outlay	56,972	19,823	39,283	8,280	48,500	40,220	486%
Grand Total	\$ 2,794,634	\$ 2,488,540	\$ 2,645,307	\$ 2,521,360	\$ 3,106,504	\$ 585,145	23%

Communications	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
301000 Communications	\$ 1,880,518	\$ 1,706,491	\$ 1,864,370	\$ 1,791,006	\$ 2,082,842	\$ 291,836	16%
303000 Voice of SCS	914,116	782,049	780,937	730,353	1,023,662	293,309	40%
Total Communications	\$ 2,794,634	\$ 2,488,540	\$ 2,645,307	\$ 2,521,360	\$ 3,106,504	\$ 585,145	23%

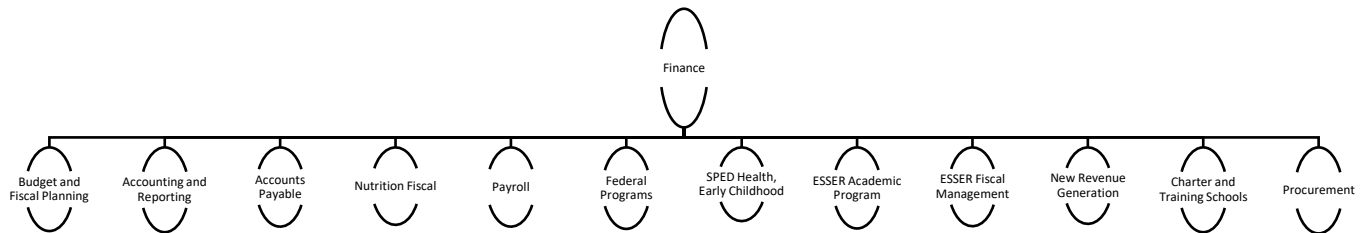




FINANCE

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 2022-23 Accomplishments

- Obtained an unmodified “clean” opinion on the FY 2021-22 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 2021-22 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 FY2021 Annual Financial Report on May 2022
The District received the Association of School Business Officials Meritorious Budget Award in March 2021 and March 2022
Received the Association of School Business Officials Meritorious Budget Award for the FY 2021-22 Budget Book
Received the Government Finance Officers Association Distinguished Budget Presentation Award FY 2021-22



Financial

Fiscal Year 2023-24 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
- Develop ten-year District footprint strategy

Divisional Budgets

In fiscal year 2023-24, the budget for the Division of Finance is \$7.4 million, which is an increase of \$927,714 compared to the prior year. The Division of Finance year over year budget variance, can be attributed to the addition of the procurement department which was realigned from Business Operations Finance.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Chief Financial Officer							
10000 Salaries and 20000 Benefits	\$ 3,864,246	\$ 4,348,484	\$ 4,868,920	\$ 5,523,927	\$ 6,360,561	\$ 836,634	15%
30000 Contracted Services	774,115	248,296	954,966	336,421	906,347	569,927	169%
40000 Supplies and Materials	36,461	28,936	53,105	567,031	71,520	(495,511)	-87%
50000 Other Charges	16,956	32,662	65,459	51,091	79,149	28,057	55%
70000 Capital Outlay	13,534	18,433	104,592	21,193	9,800	(11,393)	-54%
Grand Total	\$ 4,705,312	\$ 4,676,812	\$ 6,047,042	\$ 6,499,663	\$ 7,427,376	\$ 927,714	14%

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Finance Office							
105000 Federal Programs	\$ -	\$ 30,737	\$ 202	\$ 86,069	\$ -	\$ (86,069)	-100%
320000 Finance	1,533,632	1,199,262	1,345,435	1,167,022	1,377,954	210,932	18%
320100 Early Childhood-Fiscal	-	-	-	165,116	170,820	5,703	3%
321000 Accounting and Reporting	785,533	950,674	1,309,841	999,305	1,294,263	294,958	30%
322000 Budget and Fiscal Planning	910,440	1,028,241	1,742,232	1,674,414	1,808,540	134,127	8%
323000 Payroll	811,920	791,001	902,418	859,521	901,561	42,040	5%
324010 Accounts Payable	663,787	676,896	746,913	613,552	812,755	199,203	32%
333000 Procurement	-	-	-	934,664	1,061,483	126,819	14%
Total Finance Office	\$ 4,705,312	\$ 4,676,812	\$ 6,047,042	\$ 6,499,663	\$ 7,427,376	\$ 927,714	14%



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, 2023 (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.

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.



Financial

- 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

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



Financial

Fiscal Year 2022-23 Performance Highlights

- Developed the "Open Interview for Teachers" initiative, allowing candidates to schedule interviews with on-the-spot recommendations, which has led to hiring over 500+ teachers since June. By the in of Academic Year 22-23, the "Open Interview for Teachers" initiative will have hosted over 100+ events and hired 1000+ teachers
- Implemented a Teacher Comprehensive Induction Program to address provide targeted support for new teachers
- Implemented Peer Assistance and Review to support struggling teachers through coaching support
- Expanded Aspiring Teachers Program through partnerships with Christian Brothers University and Grand Canyon University
- Restructured partnership with Teach for America to include Fellowship Program to prepare current Ed Assistants to apply for upcoming TFA Corps
- Expanded Grow Your Own apprenticeships to include partnerships with the University of Tennessee Knoxville and the University of Memphis
- Partnered with the University of Memphis to offer GYO teacher apprenticeship for candidates with an Associate's degree
- Recruited and secured licensure support for 20 K-5 Spanish teachers through Freed-Hardeman University
- Broadened 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, and Grow Your Own partnerships
- Launched the New Teacher Academy to support all new employees throughout the first school year and beyond to provide a more equitable onboarding experience for new hires regardless of their start date
- Doubled summer New Teacher Orientation offerings to increase access to induction training for new hires prior to the first day of school
- Increased the substitute teacher daily fill rate from 40% to 70% or higher of assignment filled by substitute teachers
- Partnered with the Compensation team to revise, update and increase the pay structure for substitute teachers
- Received 100% on state audit for federal program employees being compliant with state background requirements
- Completed Announced Observations – A total of 5,939 (97.6%) observations were completed by the December 9th deadline
- Certified MSCS Staff – EPS has certified 664 staff members to conduct NIE Observations; 778 were TEM Certified with the ability to conduct instructional evaluations
- The cross-functional technology team developed iCIMS Applicant tracking system process maps to bring visibility into best practices, improving the functionality and day-to-day user experience
- Enhance marketing strategy, including integrating video for television and social media platforms, increased process automation, and Geo-Fencing for targeted marketing
- Used web-based creative software such as Adobe Creative Suite to develop a content portfolio of social media graphics highlighting career opportunities, special events, and holiday messaging for the Department of Human Resources social media accounts
- Successfully integrated the Text Recruit text message web-based software, which enhanced communication with individuals and large groups of candidates



Financial

Fiscal Year 2023-24 Priorities

- Implementing differentiated staffing strategies to meet unique needs for talent, for example Priority Schools
- Revise HR organizational structure to improve service delivery and operational effectiveness
- Expand recruitment footprint beyond the Mid-South and expand current Pipeline Programs to increase hiring of diverse and other qualified teacher hires
- Implement new initiatives for ALL EMPLOYEES focused on mental health, work life balance and professional development
- Develop a Total Rewards program for MSCS employees and brand
- Develop and implement a district-wide Retention Plan to improve retention of highly qualified teachers, support personnel and school leaders
- Establish Service Level Agreements for Human Resources processes to improve customer service and increase productivity
- Improve the overall quality of service through the development of annual and periodic stakeholder surveys to assess overall strengths and weaknesses and introduce pulse surveys for specific initiatives
- Promote an Employee-centric culture that boosts morale, encourages engagement, and promotes a sense of teamwork and collaboration
- Provide access to professional development and training opportunities for team members that focus on those skills critical to the development of qualified and motivated team members
- Increase the number of NIE, TEAM and ILD evaluation completion to ensure timely feedback for all staff
- Conduct Master Coder sessions twice a year

Divisional Budgets

The Office of Human Resources budget is \$20.6 million in fiscal year 2023-24, which is a \$192,647 decrease, compared to the prior year's budget. The decrease can be contributed to the restructuring of substitute teacher daily fill rate and the development of compensation incentives to support the District's recruitment and retention strategies.

Chief of Human Resources	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 10,877,607	\$ 8,725,690	\$ 12,937,429	\$ 19,138,533	\$ 18,383,510	\$ (755,024)	-4%
30000 Contracted Services	1,202,117	1,412,904	2,785,976	1,227,374	1,868,303	640,929	52%
40000 Supplies and Materials	25,447	34,952	58,415	285,570	28,979	(256,591)	-90%
50000 Other Charges	59,216	1,241,277	159,798	103,090	219,745	116,654	113%
70000 Capital Outlay	84,905	51,563	56,549	26,009	87,393	61,384	236%
Grand Total	\$ 12,249,291	\$ 11,466,387	\$ 15,998,167	\$ 20,780,577	\$ 20,587,930	\$ (192,647)	-1%

Human Capital and Talent Management	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
030100 Labor Relations	\$ 546,143	\$ 775,220	\$ 738,077	\$ 681,437	\$ 771,568	\$ 90,132	13%
100220 Teacher and Leader Effectiveness and Evaluation	1,182,868	1,219,959	1,218,118	1,241,433	1,167,652	(73,781)	-6%
102400 Substitutes	5,113,650	2,329,097	5,635,196	11,247,671	9,228,519	(2,019,152)	-18%
190300 Career Ladder	981,640	874,544	1,212,612	840,509	839,002	(1,507)	0%
313000 Recruitment and Staffing	2,233,753	3,282,847	4,089,136	3,957,120	5,217,606	1,260,486	32%
314000 Employee Services	1,007,389	729,118	1,033,755	715,647	984,226	268,579	38%
315000 Human Resources/Compensation	1,154,277	1,026,617	2,037,334	1,858,849	2,379,356	520,508	28%
325000 Benefits	29,571	1,228,985	33,939	33,382	-	(33,382)	-100%
811706 Educators-Strat Tchrr Retention-Strat Recruit-HR	-	-	-	204,529	-	(204,529)	-100%
Total Human Capital and Talent Management	\$ 12,249,291	\$ 11,466,387	\$ 15,998,167	\$ 20,780,577	\$ 20,587,930	\$ (192,647)	-1%



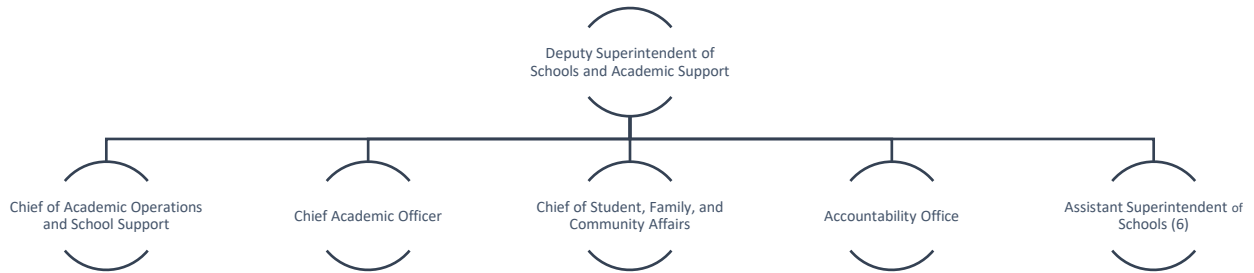
SCHOOLS & ACADEMIC SUPPORT

Vision

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

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
- Provide Literacy Instructional Advisors to support K-2 teachers’ implementation of Foundational Skills
- Reduce student to adult ratio (K-12)
- Provide Reading Advisors to support literacy instruction in High Schools
- 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



Financial

- 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

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 for academic and social success to improve at a strategic and aggressive pace.
- Accountability Office: The Office of Accountability investigates emerging data trends and research to inform District decision-making; drives district-wide continuous improvement processes rooted in goals-based management; designs and executes valid, reliable data collection and program evaluations to assess our true impact on student outcomes; and develops interactive dashboards and reports to deliver the latest data insights to leaders.

Issues & Trends

Key Findings:

- The percentage and number of students earning Met Plus Exceeded performance statuses are much higher in 2022 than in 2021
- All grade bands earned increased performance rates
- The largest increases occurred in the lower grades
- Increased performance rate occurred across all subjects
- The largest increase occurred in Social Studies, then ELA, then Math, then Science
- Grades nine through twelve Science was the only grade band/subject area not to earn a higher performance rate in 2022 as compared to 2021



Fiscal Year 2022 - 23 Performance Highlights

MSCS TCAP Data Summary

Some positive comparison data points were achieved:

- MSCS was named an “Advancing” district by the State of Tennessee
- MSCS earned a TVAAS Level 5 growth score for the first time since schoolyear 2014-2015
- MSCS earned a Cohort Graduation Rate of 80.1%. The highest rate recorded in over ten years
- MSCS earned higher Met Plus Exceeded Rates in 2022, as compared to 2021, in all four subject areas

MSCS TCAP Met Plus Exceeded Expectation Rates for ELA and Math Combined:

- MSCS students, in grades three through five, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 12.3% to 20.9%, improving by 8.6 percentage points
- MSCS students, in grades six through eight, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 10.2% to 16.0%, improving by 5.8 percentage points
- MSCS students, in grades nine through twelve, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 10.4% to 15.8%, improving by 5.4 percentage points

MSCS TCAP Met Plus Exceeded Expectation Rates by Subject by Grade Band:

- MSCS students, in grades three through five ELA, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 14.7% to 23.4%, improving by 8.7 percentage points
- MSCS students, in grades six through eight ELA, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 12.7% to 18.7%, improving by 6.0 percentage points
- MSCS students, in grades nine through twelve ELA, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 18.3% to 24.9%, improving by 6.6 percentage points
- MSCS students, in grades three through five Math, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 9.7% to 18.2%, improving by 8.5 percentage points
- MSCS students, in grades six through eight Math, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 7.6% to 13.1%, improving by 5.5 percentage points
- MSCS students, in grades nine through twelve Math, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 4.8% to 8.8%, improving by 4.0 percentage points
- MSCS students, in grades three through five Science, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 15.7% to 23.5%, improving by 7.8 percentage points
- MSCS students, in grades six through eight Science, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 13.6% to 16.3%, improving by 2.7 percentage points
- MSCS students, in grades nine through twelve Science, earned a lower performance rate in 2022 as compared to 2021. The rate decreased from 22.9% to 20.1%, declining by 2.8 percentage points
- MSCS students, in grades six through eight Social Studies, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 13.8% to 22.4%, improving by 8.6 percentage points
- MSCS students, in grades nine through twelve Social Studies, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 16.6% to 21.6%, improving by 5.0 percentage points



Financial

Fiscal Year 2023 - 24 Priorities

Our departmental goals are aligned to our District's three Strategic Initiatives.

- Key Initiative 1: Strengthen Early Literacy and Continuing Literacy
- Key Initiative 2: Recruit, Retain, Immerse, Entrench
- Key Initiative 3: Relevant, Rigorous, and Equitable Academics

Divisional Budgets

In fiscal year 2023-24, the budget for the Deputy Superintendent of Schools and Academic Support is \$7.5 million which is \$1.3 million less compared to last year's amended budget. The reduction is primarily due to a decrease in human capital due to a realignment of staff from the Chief of Schools department.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Deputy Superintendent of Schools & Academic Support							
10000 Salaries and 20000 Benefits	\$ 3,761,103	\$ 3,740,379	\$ 4,372,019	\$ 4,675,421	\$ 5,068,184	\$ 392,763	8%
30000 Contracted Services	1,130,242	1,055,563	1,663,323	2,000,814	1,283,300	(717,514)	-36%
40000 Supplies and Materials	28,520	20,662	62,896	1,101,639	84,996	(1,016,644)	-92%
50000 Other Charges	684,614	622,308	1,245,213	953,858	1,013,351	59,493	6%
70000 Capital Outlay	12,346	14,409	28,294	33,365	6,157	(27,208)	-82%
Grand Total	\$ 5,616,826	\$ 5,453,320	\$ 7,371,745	\$ 8,765,097	\$ 7,455,988	\$ (1,309,110)	-15%

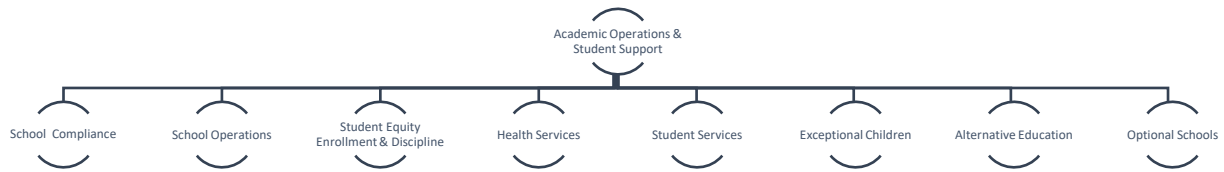
	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Deputy Superintendent of Schools & Academic Support							
210000 Strategy	\$ 341,096	\$ 364,541	\$ 137,217	\$ 19,709	\$ 17,500	\$ (2,209)	-11%
220000 Planning and Accountability	174,095	175,156	261,369	349,841	342,119	(7,723)	-2%
221000 Student Info Management	1,706,063	1,516,450	1,600,093	1,847,150	2,521,602	674,452	37%
222000 Assessment and Accountability	1,517,295	1,508,507	1,955,484	3,957,251	1,990,619	(1,966,632)	-50%
223000 Research Planning and Improvement	187,671	224,343	217,158	195,542	226,793	31,251	16%
311000 Performance Management	1,690,606	1,613,788	1,635,697	957,680	1,508,025	550,345	57%
300000 Deputy Superintendent of Schools & Academic Support	-	50,535	1,564,728	1,437,924	849,330	(588,594)	-41%
Total Strategy and Performance Management	\$ 5,616,826	\$ 5,453,320	\$ 7,371,745	\$ 8,765,097	\$ 7,455,988	\$ (1,309,110)	-15%



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

- Assist schools, staff, parents, and constituents in addressing and resolving issues and concerns
• Provide academic and school supports for students and families
• 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
• Provide school staff, parents, and students Social Emotional Learning (SEL) and behavioral support plans to meet the identified academic and behavioral needs of schools and students

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



Financial

- 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
- 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 2023-24 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 2022-23 Performance Highlights

- 100 of our schools received State Recognition for RTI2- B implementation, 42 Received School of Recognition Status; 55 Received Model of Demonstration: Bronze Status (began implementing both Tier 1 and Tier 2 state frameworks); 3 Received Model of Demonstration: Silver Level; All schools in the Tier 2 State Framework
- Launched Online Registration earlier than ever resulting in over **95%** of returning students registered prior to the start of 2022-23 school year; Processed over **9,106** General Choice transfers and approved **1,425** applications from Municipal, ASD and Charter Schools for admittance to MSCS
- There was an **176%** increase in the number of school based SART intervention meetings that were held for truant students providing for an opportunity of supports at the school level with approximately **3,551** parents received intervention supports at the district level
- A total of **1,264** homeless and displaced students were identified and supported, which is a 52% increase from FY21 (659)
- Responded to over **1,364** Emergency/Crisis Cases and **477** Threat Assessments Referrals; Counselors provided **13,326** Tier 2 counseling services; Social Workers provided **18,863** Tier 2 & Tier 3 mental health services
- **98%** of high schools increased scholarship totals
- **127** MSCS schools identified as ReSET Schools supporting K-12 students; **78** new ReSET assistants were onboarded, trained, and deployed in schools; over **15,000** MSCS students received support in ReSET Rooms for 21-22 SY contributing nearly **7%** decrease in exclusionary consequences compared to the 19-20 SY data and 20-21 virtual support year
- District mandated health screenings assisted **3,641** MSCS students in receiving glasses and conducted **40,663** free health screenings; **32.4%** increase in employee health clinic visits; **152.5%** increase in students visiting school-based clinics
- JROTC served approximately **3,067** MSCS cadets and won **\$1.497 million** in ROTC Scholarships or appointments to Federal Service Academies



Financial

- **9,483** students were enrolled in 2022 Summer Learning Academy; **10,251** students enrolled in before, during and after school tutoring for 21-22 school year; **2,401** students attended our Fall and Spring Break Academies; **5,124** students attended Summer School
- Health Services administered **1,031** COVID-19 vaccinations
- MSCIAA served approximately **9,827** student-athletes; Shelby Metro Summer Camp Program served over **2,000** students during the summer
- EPSO courses are offered at 100% of MSCS-managed high schools; 100% of MSCS-managed elementary (Enriched), middle and high schools offer honors or enriched courses; **44,815** Honors student enrollments (+5,530 from 21-22); **2,369** Pre-AP student enrollment; **361** unique AP course offerings at high schools (+8 from 21-22); **3,142** AP student enrollment (+662 from 21-22) with AP exam pass rate increasing from 42% in 2020-21 to 47% in 2021-22; **2,800** student DE enrollment (+988 from 21-22) with 94% of Dual Enrollment students earned college credit in 2021-22; **445** IB student enrollment; and **8,103** SDC enrollment
- East T-STEM, John P. Freeman, Maxine Smith STEAM Academy, W. H. Brewster, and Whitehaven Elem. earned the TN STEM School Designation; Seven optional students earned ACT composite scores of 36, the highest available score; 14 MSCS students were National Merit Semifinalists and 13 were National Merit Finalists
- Issued unmodified (“**clean**”) opinion on the combined financial statements from independent auditors with no material weaknesses or noncompliance related to the audit of the financial statements; supported **44** schools with school finances due to financial secretary vacancies

Fiscal Year 2023-24 Priorities

- Increase district enrollment
- Increase Honors and Advanced Academic offerings to students in grades 7 through 12 with automatic enrollment in Honors for qualifying students and class availability
- 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 2023-24, the budget for the Academic Operations and School Support is \$146.6 million which is \$23.7 million less compared to the prior year's budget. The \$23.7 million variance is primarily attributed to the completion of the Summer Learning Grant.

Chief of Academic Operations & School Support (AOSS)	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 121,561,659	\$ 118,760,287	\$ 135,783,803	\$ 136,287,933	\$ 136,896,899	\$ 607,965	1%
30000 Contracted Services	16,819,559	9,729,096	17,141,532	27,944,769	7,567,168	(20,377,601)	-73%
40000 Supplies and Materials	1,287,343	2,162,548	4,087,652	4,848,989	1,429,557	(3,419,432)	-71%
50000 Other Charges	427,837	595,919	959,917	844,203	575,166	(269,037)	-32%
70000 Capital Outlay	430,240	4,678,464	840,079	445,535	171,425	(274,110)	-62%
Grand Total	\$ 140,526,638	\$ 135,926,314	\$ 158,812,983	\$ 170,371,429	\$ 146,639,215	\$ (23,732,215)	-14%

Academic Operations and Student Support	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
100300 Assistant Superintendent of Operations	\$ 4,080,458	\$ 3,169,702	\$ 5,437,938	\$ 5,260,937	\$ 2,883,875	\$ (2,377,062)	-45%
102001 New Comers Program	877,030	953,584	968,673	1,365,238	1,330,696	(34,543)	-3%
102081 Summer School	2,474,961	1,749,436	3,742,280	3,755,675	2,600,000	(1,155,675)	-31%
102095 Summer Learning Camps	-	1,293,993	12,039,270	21,762,765	14,040,840	(7,721,926)	-35%
102096 STREAM Mini Camps	-	517,723	2,991,494	2,198,929	-	(2,198,929)	-100%
102097 Learning Loss Bridge Camps	-	48,535	2,310,286	2,866,524	-	(2,866,524)	-100%
100400 School Culture and Climate	450,448	498,334	460,436	231,726	270,819	39,092	17%
104000 Exceptional Children	75,038,676	70,498,699	70,204,814	68,582,265	66,954,825	(1,627,441)	-2%
104001 Exceptional Children-Elementary	1,079,892	772,214	859,604	218,917	-	(218,917)	-100%
104040 Exceptional Children Administration	7,342,717	6,995,613	7,298,793	8,877,422	3,998,801	(4,878,621)	-55%
104030 Exceptional Children Schools Admin	627,958	525,829	545,604	504,701	494,595	(10,106)	-2%
104020 Exceptional Children-Gifted	9,037,882	8,735,632	9,439,795	8,622,812	9,075,859	453,047	5%
104010 Exceptional Children-Homebound & Hospital	1,424,607	1,320,826	1,454,376	1,410,695	1,321,857	(88,839)	-6%
107000 Optional Schools	5,878,719	5,285,330	5,572,661	5,352,993	6,137,986	784,993	15%
108000 Alternative Schools	6,701,081	6,514,697	7,469,922	5,937,719	6,156,863	219,144	4%
108010 Adolescent Parenting	1,232,364	1,213,229	1,247,198	959,521	1,064,196	104,674	11%
108020 Prep Northwest	2,160,734	2,058,215	2,122,030	1,885,010	2,006,671	121,661	6%
108030 Prep Northeast	1,870,956	1,833,849	1,897,501	1,907,136	1,826,957	(80,179)	-4%
108040 G.W. Carver College and Career Academy	1,628,603	1,632,367	1,520,766	1,753,497	1,797,266	43,769	2%
108060 Ida B Wells Academy	1,583,497	1,457,559	1,581,914	1,634,009	1,604,823	(29,185)	-2%
190500 Student Residential Mental/ Health General Education Other	292,052	374,652	485,856	365,684	500,000	134,316	37%
201000 Attendance & Discipline	6,105,376	6,495,412	7,212,472	7,137,876	7,285,643	147,767	2%
203000 Student Support	1,866,654	1,292,332	1,432,344	967,675	787,550	(180,125)	-19%
203010 Athletics	2,750,398	1,995,982	2,767,008	2,519,005	2,240,858	(278,148)	-11%
203020 JROTC	2,636,512	3,053,020	3,525,354	3,365,194	3,500,520	135,325	4%
203040 Guidance Counseling	342,245	342,563	341,645	347,327	484,840	137,513	40%
204000 Coordinated School Health	2,227,647	1,264,067	3,787,919	3,821,214	1,530,165	(2,291,049)	-60%
204200 Behavior and Mental Health Services	7,516,250	6,727,192	6,711,324	6,217,593	6,411,095	193,502	3%
204300 Health Promotions	-	-	772,827	464,010	331,617	(132,393)	-29%
349010 SPED Student Technology	-	3,820,423	80,802	-	-	-	0%
740203 Academics-Tutoring Programs-Extended Learning-AOSS	-	-	-	55,286	-	(55,286)	-100%
764901 CCTE Summer Program	-	-	-	547	-	(547)	-100%
921203 Student Ready-Mental Health-SEL & M Health-AOSS	-	-	-	13,257	-	(13,257)	-100%
932103 Student Ready-Other-Attendance Truancy Suppt-AOSS	-	-	-	3,043	-	(3,043)	-100%
943503 Student Ready-AP&Dual Course-Adv Acad Suppt -AOSS	-	-	-	5,224	-	(5,224)	-100%
Total Academic Operations and Student Support	\$ 147,227,719	\$ 142,441,011	\$ 166,282,905	\$ 170,371,429	\$ 146,639,215	\$ (23,732,215)	-14%

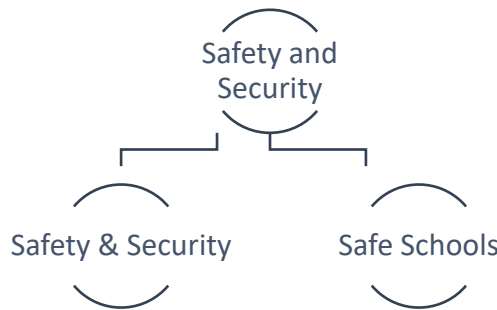


SAFETY AND SECURITY

Mission Statement

The mission of the Department of Safety and Security is to provide a safe school environment 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:



- 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 environment
- Continue to ensure Memphis-Shelby County Schools is complying with TN 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

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 2022-23 Performance Highlights

- Awarded the National Exemplary School Safety Award as the best in the country for the last six (6) years. Reduced serious targeted incidents in schools for the 6th consecutive year
- Decreased gang activity by 41%
- Reduced student transports charged with delinquent offenses to Juvenile Court by an additional 5%
- Decreased number of transports to Juvenile Court
- Restructured School Based Probation Liaison Training
- Restructured School Based Probation Liaison informational exchange with Juvenile Court
- Successful completion of 42 school locations video surveillance upgrades
- Implementation of the CCTV Monitors program, providing real-time school monitoring of cameras and exterior doors, (reduced student tardiness and strengthened our security effectiveness)
- 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 2023-24 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 2023-24



Financial

Divisional Budgets

In fiscal year 2023-24, the Safety and Security Department’s budget is \$22.5 million, which is an increase of \$2.7 million as compared to the prior year’s amended budget. In keeping with the District’s goal to increase safety within the schools, security monitor positions were created resulting in a variance in salaries and benefits.

Chief of Security	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 13,438,721	\$ 11,740,231	\$ 15,765,973	\$ 16,974,447	\$ 21,470,301	\$ 4,495,854	26%
30000 Contracted Services	1,385,226	1,076,835	1,506,375	1,799,491	709,654	(1,089,837)	-61%
40000 Supplies and Materials	369,585	308,479	545,671	534,746	143,530	(391,216)	-73%
50000 Other Charges	186,623	12,448	95,656	84,578	16,478	(68,100)	-81%
70000 Capital Outlay	2,134,173	2,322,243	1,875,523	316,917	119,105	(197,812)	-62%
Grand Total	\$ 17,514,328	\$ 15,460,236	\$ 19,789,198	\$ 19,710,179	\$ 22,459,067	\$ 2,748,889	14%

Safety and Security	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
200000 Student Services Administration	\$ 291,889	\$ 296,415	\$ 320,644	\$ 307,352	\$ 273,642	\$ (33,710)	-11%
202000 Safety & Security	14,906,204	12,228,793	16,144,379	16,098,492	21,016,638	4,918,145	31%
202100 Safe Schools	917,300	2,626,793	3,324,175	3,304,334	1,168,787	(2,135,547)	-65%
202200 Safe Schools: Non-Recurring	1,398,935	308,236	-	-	-	-	0%
Total Safety and Security	\$ 17,514,328	\$ 15,460,236	\$ 19,789,198	\$ 19,710,179	\$ 22,459,067	\$ 2,748,889	14%





Financial

ACADEMIC - SCHOOL BASED BUDGETS

SBB budget variance is indicative of increasing enrollment projections from FY 2023 vs FY 2024. The District’s projected baseline enrollment for Fiscal year 2023 was 79,695 and 81,939 for Fiscal year 2024. This variance coincides with a \$40 million increase. In addition, the implementation of the state’s new funding model, The Tennessee Investment in Student Achievement Act (TISA), Tennessee has increased its investment in public education by moving to a student-based funding formula. A formula which includes: a base funding amount for every public-school student; additional weighted funding to address individual student needs like those students who may be low-income, have a disability, be gifted, have characteristics of dyslexia, or live in a sparse community; additional direct funding intended to support students in key priority areas like early literacy, CTE programming, and high-dosage tutoring; outcome incentives based on student achievement.

Academic Office-School Based Formula (SBB)	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 404,512,757	\$ 386,831,021	\$ 377,461,750	\$ 369,249,274	\$ 395,035,954	\$ 25,786,680	7%
30000 Contracted Services	7,885,565	9,438,717	13,393,938	16,296,981	36,486,222	20,189,241	124%
40000 Supplies and Materials	3,947,711	2,698,391	2,919,533	5,007,537	650,000	(4,357,537)	-87%
50000 Other Charges	285,440	281,009	319,506	450,219	-	(450,219)	-100%
70000 Capital Outlay	2,677,636	1,063,588	1,217,959	1,065,059	-	(1,065,059)	-100%
Grand Total	\$ 419,309,109	\$ 400,312,726	\$ 395,312,686	\$ 392,069,068	\$ 432,172,176	\$ 40,103,107	10%

Academics School Based	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
102071 Elementary School Music and Art	\$ 15,468,982	\$ 14,789,390	\$ 15,047,423	\$ 14,911,247	\$ 14,718,846	\$ (192,401)	-1%
102091 Elementary School Physical Education	9,422,183	9,091,056	9,347,902	8,576,170	9,284,623	708,453	8%
102501 Librarians-Elementary	6,071,710	5,318,648	5,288,388	4,813,095	5,116,216	303,121	6%
102502 Librarians-Middle	2,279,084	2,279,238	2,267,714	1,999,388	2,116,834	117,446	6%
102503 Librarians K8	2,178,936	2,158,265	2,149,354	2,167,264	2,103,356	(63,908)	-3%
102504 Librarians-High	1,141,049	1,151,089	1,178,732	1,111,765	1,026,074	(85,690)	-8%
106061 School Leadership-Elementary	25,586,721	23,853,696	24,288,708	24,444,733	23,457,896	(986,837)	-4%
106062 School Leadership-Middle	12,231,618	11,822,692	11,983,539	12,039,285	11,727,211	(312,074)	-3%
106063- School Leadership-K8	12,973,948	12,495,579	12,522,439	13,903,927	13,587,990	(315,937)	-2%
106064 School Leadership-High	6,701,431	7,011,553	6,968,837	7,546,897	7,359,818	(187,079)	-2%
190001 General Education - Elementary	152,500,446	143,380,279	138,981,911	134,727,378	150,033,170	15,305,793	11%
190002 General Education - Middle	55,324,628	54,313,659	51,205,389	46,731,369	50,263,466	3,532,096	8%
190003 General Education K8	13,233,566	12,576,219	13,214,710	17,006,380	17,620,202	613,823	4%
190004 General Education - High	72,169,884	69,361,215	68,972,237	67,261,631	69,670,313	2,408,682	4%
190100 Hollis F Price	1,481,744	1,470,334	1,463,629	1,411,481	1,542,487	131,005	9%
190200 Middle College	1,839,356	1,753,363	1,828,517	1,870,739	1,847,563	(23,176)	-1%
190000 Schools	5,292,436	5,168,400	8,088,907	11,475,892	26,566,662	15,090,769	131%
203011 Student Support SBB	2,051,101	2,278,202	1,713,203	1,832,000	4,665,438	2,833,437	155%
203041 Guidance Counseling-Elementary	8,716,565	8,058,217	7,792,438	7,524,138	7,910,198	386,059	5%
203044 Guidance Counseling-High	3,511,635	3,348,109	3,294,843	3,126,412	3,191,639	65,227	2%
203043 Guidance Counseling-K8	4,541,873	4,106,227	3,675,836	3,775,679	4,603,504	827,825	22%
203042 Guidance Counseling-Middle	4,589,047	4,527,298	4,038,031	3,791,566	3,758,669	(32,898)	-1%
730601 ACADEMICS Educational Technology	-	-	-	2,352	-	(2,352)	-100%
731409 ACADEMICS School Support	-	-	-	8,461	-	(8,461)	-100%
733503 ACADEMICS Advanced Academics Support	-	-	-	455	-	(455)	-100%
750805 Academics-Intervent-ELA & Math Supports-Schools	-	-	-	8,653	-	(8,653)	-100%
751309 Academics-RTI Advisors	-	-	-	711	-	(711)	-100%
Total Academic School Based	\$ 419,309,109	\$ 400,312,726	\$ 395,312,686	\$ 392,069,068	\$ 432,172,176	\$ 40,103,107	10%



Financial

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 2nd, 3rd, 6th, and 7th 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-2023 budget, schools receive approximately thirty percent of every dollar of the Tax Rate Distribution set by the Shelby County Board of Commissioners. 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 is \$390.4 million resulting in an increase of \$99.4 million when compared to the FY23 amended budget. The increase is largely due to District investments in early literacy, retention and recruitment strategies, teacher compensation, and safety and security.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Specialty Schools							
10000 Salaries and 20000 Benefits	\$ 37,765,413	\$ 36,699,443	\$ 47,196,831	\$ 48,027,447	\$ 80,034,212	\$ 32,006,765	67%
30000 Contracted Services	465,268	177,454,825	189,663,452	226,584,520	296,677,981	70,093,461	31%
40000 Supplies and Materials	(370,569)	715,664	3,047,834	771,543	200,000	(571,543)	-74%
50000 Other Charges	10,941,107	12,331,890	12,044,973	10,734,339	13,199,314	2,464,975	23%
70000 Capital Outlay	60,953	722,413	6,260,100	4,913,764	300,000	(4,613,764)	-94%
Grand Total	\$ 48,862,171	\$ 227,924,236	\$ 258,213,191	\$ 291,031,614	\$ 390,411,506	99,379,893	34%

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Adopted Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
Other							
010000 Trustee Commission	\$ 7,486,763	\$ 7,727,633	\$ 7,607,077	\$ 7,547,154	\$ 7,500,927	\$ (46,227)	-1%
190001, 190002, 190004 Schools / Fee Waiver	190,742	212,596	287,547	-	-	-	0%
203100 Money Due Board (School Reimbursement)	255,922	230,073	497,749	648,938	1,258,628	609,689	94%
211000 Charter Schools	-	177,713,306	176,358,573	200,000,000	230,511,406	30,511,406	15%
325010 Benefits - Retirees	31,142,553	30,311,474	28,910,706	28,830,403	28,830,403	-	0%
325010 OPEB	-	-	3,000,000	3,000,000	3,000,000	-	0%
560000 Other Potential Uses	9,786,191	11,729,153	32,433,742	42,452,632	118,433,560	75,980,928	179%
560009 Other Potential Uses	-	-	-	2,153,622	-	(2,153,622)	-100%
560016 SCORP	-	-	8,276,054	6,398,865	876,584	(5,522,281)	-86%
934702 CTE Internships	-	-	841,743	-	-	-	0%
Total Other	\$ 48,862,171	\$ 227,924,236	\$ 258,213,191	\$ 291,031,614	\$ 390,411,506	\$ 99,379,893	34%



CAPITAL PROJECTS FUND



FY2024 District Adopted Budget



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 Shelby County Board of Education and Shelby County Commission.

Memphis-Shelby County Schools ensure that students have the appropriate learning environment to excel by maintaining and repairing 172 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 2023-24 from fiscal year 2021-22 and fiscal year 2022-23 appropriations. The notable carry forward projects include Snowden HVAC, Bolton Roof replacement, and the design of the New Frayser High School.

In addition to the prior year appropriation, the Capital Projects Fund includes proposals for 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.

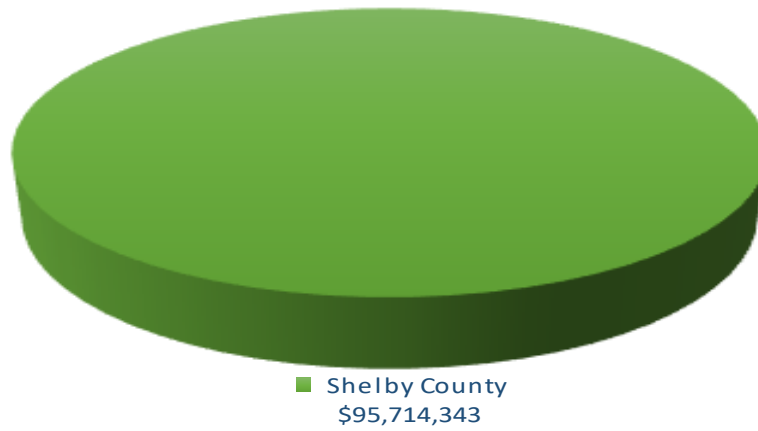
The highlights of the new allocation include the following projects:

- Frayser HS New Build \$7.5 million
- Westwood HS Roof Replacement \$4.8 million
- Dexter ES Roof Replacement \$4.9 million
- Robert R Church ES Roof Replacement \$3.3 million
- Georgian Hills MS Roof Replacement \$3.2 million
- East Region New High School \$38.7 million

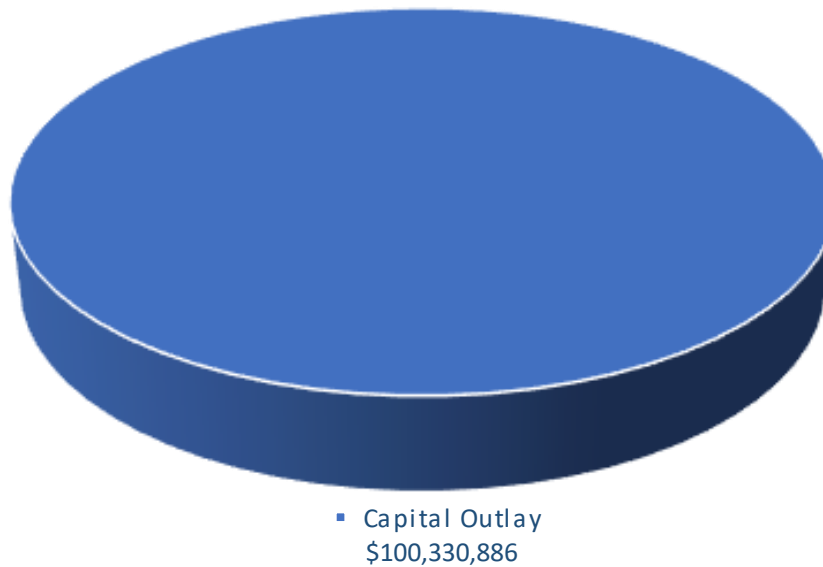




Where the Money Comes From



....and Where the Money Goes





Financial

Below is the Adopted Capital Projects Fund Budget by function for fiscal year 2023-24.

FISCAL YEAR 2023-24 CAPITAL PROJECTS FUND BY FUNCTION

Fiscal Year 2023-2024	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues							
Shelby County	\$ 81,327,937	\$ 48,104,943	\$ 47,009,922	\$ 88,126,770	\$ 95,714,343	\$ 7,587,573	8.6%
Other Local Sources	736,482	1,123,725	1,661,834	-	-	-	0.0%
Total Revenues	\$ 82,064,419	\$ 49,228,668	\$ 48,671,756	\$ 88,126,770	\$ 95,714,343	\$ 7,587,573	8.6%
Expenditures							
Capital Outlay	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 94,525,227	\$100,330,886	\$ 5,805,659	6.1%
Total Expenditures	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 94,525,227	\$100,330,886	\$ 5,805,659	6.1%
Excess (deficiency) of revenues over expenditure:	(1,817,802)	(310,496)	(4,488,166)	(6,398,457)	(4,616,543)		
Approved use of Fund balance	1,817,802	310,496	4,488,166	6,398,457	4,616,543		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance	2,154,042	336,240	7,005,273	7,725,555	7,385,474		
Increase (decrease) in revenue for encumbrances	(2,372,582)	-	720,282	(340,081)	-		
Insurance Recovery	554,780	89,509	-	-	-		
Sale of Capital Assets	-	6,579,524	-	-	-		
Ending Fund Balance	\$ 336,240	\$ 7,005,273	\$ 7,725,555	\$ 7,385,474	\$ 7,385,474		
Fund Balance Categories							
Unassigned	336,240	7,005,273	7,725,555	7,385,474	7,385,474		
Total Ending Fund Balance	\$ 336,240	\$ 7,005,273	\$ 7,725,555	\$ 7,385,474	\$ 7,385,474		





Financial

Below is the Adopted Capital Projects Fund Budget by object for fiscal year 2023-24.

FISCAL YEAR 2023-24 CAPITAL PROJECTS FUND BY OBJECT

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues							
Shelby County	\$ 81,327,937	\$ 48,104,943	\$ 47,009,922	\$ 88,126,770	\$ 95,714,343	\$ 7,587,573	8.6%
Other Local Sources	736,482	1,123,725	1,661,834	-	-	-	0.0%
Total Revenues	\$ 82,064,419	\$ 49,228,668	\$ 48,671,756	\$ 88,126,770	\$ 95,714,343	\$ 7,587,573	8.6%
Expenditures							
Salaries	\$ -	\$ -	\$ 44,958	\$ -	\$ -	\$ -	0.0%
Contracted Services	3,222,828	3,290,269	7,875,946	15,388,385	5,894,652	(9,493,733)	-61.7%
Capital Outlay	80,659,392	46,248,895	45,239,019	79,136,842	94,436,233	15,299,391	19.3%
Total Expenditures	\$ 83,882,221	\$ 49,539,164	\$ 53,159,922	\$ 94,525,227	\$ 100,330,886	\$ 5,805,658	6.1%
Excess (deficiency) of revenues over expenditures	(1,817,802)	(310,496)	(4,488,166)	(6,398,457)	(4,616,543)		
Approved use of Fund balance	1,817,802	310,496	4,488,166	6,398,457	4,616,543		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance	2,154,042	336,240	7,005,273	7,725,555	7,385,474		
Increase (decrease) in revenue for encumbrances	(2,372,582)	-	720,282	(340,081)	-		
Insurance Recovery	554,780	89,509	-	-	-		
Sale of Capital Assets	-	6,579,524	-	-	-		
Ending Fund Balance	\$ 336,240	\$ 7,005,273	\$ 7,725,555	\$ 7,385,474	\$ 7,385,474		
Fund Balance Categories							
Unassigned	336,240	7,005,273	7,725,555	7,385,474	7,385,474		
Total Ending Fund Balance	\$ 336,240	\$ 7,005,273	\$ 7,725,555	\$ 7,385,474	\$ 7,385,474		





Financial

SUMMARY OF THE CAPITAL PROJECTS FUND BY PROJECT

The charts below provide a comparison of the FY 2022-2023 Budget to the FY 2023-2024 Budget for each project.

FY 2022-2023 CARRY-OVER PROJECTS

PROJECT	PROJECT NAME	2022-2023 Amended Budget	2023-2024 Adopted Budget	2023 vs 2024 Variance	% Change
6405	Central Office Cafeteria Renovation	227,417.29	137,617.29	(89,800)	-39.5%
6904	690 Unforeseen	6,171,039.71	4,478,925.71	(1,692,114)	-27.4%
C734	New Construction Alcy ES	304,923.00	280,133.22	(24,790)	-8.1%
C735	New Construction Goodlett ES	97,823.01	-	(97,823)	-100.0%
C747	Cummings K-8 Ceiling Project	349,166.00	349,165.71	(0)	0.0%
C760	Oakhaven ES Fire Alarm	108,851.00	-	(108,851)	-100.0%
C764	Avon Lenox Paving	386,270.00	-	(386,270)	-100.0%
C771	New Frayser HS New Construction	3,036,177.00	2,320,760.22	(715,417)	-23.6%
C772	New Orange Mound Pre-K-8 New Construction	750,000.00	722,250.00	(27,750)	-3.7%
C773	New Treadwell Pre- K-8 New Construction	2,000,000.00	1,932,384.48	(67,616)	-3.4%
C774	Central HS Fire Alarm	344,720.00	-	(344,720)	-100.0%
C775	Lucie E. Campbell ES Fire Alarm	80,460.00	-	(80,460)	-100.0%
C776	Bolton HS Fire Alarm	284,949.49	-	(284,949)	-100.0%
C778	Cummings K8 Fire Alarm	99,549.00	-	(99,549)	-100.0%
C779	Gardenview HVAC	540,500.00	259,610.00	(280,890)	-52.0%
C800	Mitchell HS HVAC	832,500.00	170,471.00	(662,029)	-79.5%
C823	Bayer Building/Associated Capital Expenses	45,128.00	-	(45,128)	-100.0%
C825	Various Schools-Replace Intercom Systems	4,671,405.00	4,671,405.00	-	0.0%
C826	Various Schools-Increase Outdoor Lighting	278,361.00	237,872.48	(40,489)	-14.5%
C827	Raleigh Egypt HS Stadium Improvements	260,068.00	66,124.36	(193,944)	-74.6%
C828	Sherwood ES Replace Fire Alarm System	105,397.00	105,397.00	-	0.0%
C829	Sherwood ES Flooring, Ceiling	859,721.00	847,126.00	(12,595)	-1.5%
C831	Outdoor Lighting Stadium	1,938,462.00	1,938,462.00	-	0.0%
C936	Cummings Gymnasium	761,190.26	28,760.00	(732,430)	-96.2%
C945	New East Region High School	38,750,000.00	-	(38,750,000)	-100.0%
C946	Snowden K-8 Replace split systems, FCU's & all piping	5,128,288.00	4,761,343.81	(366,944)	-7.2%
C947	White Station HS Replace Boilers	1,377,240.00	80,943.70	(1,296,296)	-94.1%
C948	Bolton HS Roof	3,103,342.00	3,026,811.45	(76,531)	-2.5%
C949	Peabody ES Roof Replacement	1,552,050.00	1,526,734.45	(25,316)	-1.6%
C968	Kingsbury HS New Gym Safe Building	8,892,442.29	2,560,300.67	(6,332,142)	-71.2%
C969	Kingsbury MS/HS HVAC Replacement	28,012.53	-	(28,013)	-100.0%
C973	Belle Forest ES K-8 Gym/Safe Building	1,049,210.88	-	(1,049,211)	-100.0%
C977	Egypt ES Roof Replacement	1,858.94	-	(1,859)	-100.0%
C984	Whitehaven HS STEM building Addition	1,300,000.00	1,300,000.00	-	0.0%
C985	Mitchell HS Painting	425.00	-	(425)	-100.0%
C986	Delano ES Gym Addition	4,258,652.14	1,039,358.99	(3,219,293)	-75.6%
C987	Mitchell High School Fire Safety Upgrades	139,912.00	-	(139,912)	-100.0%
C988	Halle Stadium upgrade	2,412,715.00	2,314,423.00	(98,292)	-4.1%
C989	WhiteHaven HS Stadium Upgrade	1,972,000.00	224,446.00	(1,747,554)	-88.6%
C990	Raleigh Egypt HS Stadium Upgrade	25,000.90	-	(25,001)	-100.0%
Total		\$ 94,525,227	35,380,827	\$(59,144,401)	-62.6%



Financial

FY 2023-2024 NEW PROJECTS

PROJECT	PROJECT NAME	2022-2023 Amended Budget	2023-2024 Adopted Budget	2023 vs 2024 Variance	% Change
	East Region HS New School	-	-	-	100%
	Frayser Area HS New School	-	7,547,156	7,547,156	100%
	Treadwell K8 New School	-	4,030,000	4,030,000	100%
	Various FAS - Life Safety	-	2,378,629	2,378,629	100%
	Various Intercom - Life Safety	-	2,200,000	2,200,000	100%
	Georgian Hills MS Roof Replacement	-	3,221,400	3,221,400	100%
	Bolton HS Roof Replacement	-	4,900,507	4,900,507	100%
	Riverview MS HVAC Upgrades	-	1,180,000	1,180,000	100%
	Robert R Church ES Roof Replacement	-	3,272,500	3,272,500	100%
	Getwell ES HVAC Upgrades	-	1,475,000	1,475,000	100%
	Westwood HS Roof Replacement	-	4,812,500	4,812,500	100%
	Central HS Exterior Repairs	-	784,902	784,902	100%
	Havenview Drainage	-	354,000	354,000	100%
	AB Hill ES Roof Replacement	-	3,024,475	3,024,475	100%
	Cherokee ES HVAC Upgrades	-	4,096,960	4,096,960	100%
	Raleigh-Egypt HS HVAC Upgrades	-	9,164,465	9,164,465	100%
	Dexter ES Roof Replacement	-	4,914,700	4,914,700	100%
	Overton HS HVAC Upgrades	-	7,592,866	7,592,866	100%
Total \$		-	\$ 64,950,059	\$ 64,950,059	100%
Grand Total \$		-	\$ 100,330,886	\$ 5,805,658	100%





Financial

The following list highlights the estimated start date that begins with design, completion date, and annual project costs for the fiscal year 2023-24 Memphis-Shelby County Schools' adopted capital projects.

Project Number:	C968
Project Name:	Kingsbury HS Classroom Addition
Start Date:	August 2021
Estimated Completion Date:	August 2024
Description:	Design & Construction Services Classroom
FY23-24 Project Costs:	\$2,173,628
Project Number:	C986
Project Name:	Delano Elementary School Gym/ Safe Space
Start Date:	August 2021
Estimated Completion Date:	August 2023
Description:	Design/ Build Services for a new ES Gym/ Safe Space
FY23-24 Project Costs:	\$905,000
Project Number:	C771
Project Name:	New Frayser Area High School
Start Date:	August 2021
Estimated Completion Date:	October 2023
Description:	Design Services Only for a new high school campus in the Frayser area
FY23-24 Project Costs:	\$9,035,714
Project Number:	C772
Project Name:	New Orange Mound Area Pre-K-8 School
Start Date:	August 2021
Estimated Completion Date:	October 2023
Description:	Design Services Only for a new K-8 campus in the Orange Mound area
FY23-24 Project Costs:	\$735,000
Project Number:	C773
Project Name:	New Treadwell Pre-K-8 School
Start Date:	August 2021
Estimated Completion Date:	June 2023
Description:	Design Services Only for a K-8 campus in the Treadwell area
FY23-24 Project Costs:	\$1,960,000



Financial

Project Number: C988
Project Name: Halle Stadium Upgrades & Improvements
Start Date: August 2021
Estimated Completion Date: October 2023
Description: Design/ Build Services for Stadium Upgrades & Improvements
FY23-24 Project Costs: \$944,800

Project Number: C825
Project Name: Various Schools Intercom System Replacement
Start Date: July 2023
Estimated Completion Date: June 2024
Description: Design & Construction Services for Intercom Upgrades
FY23-24 Project Costs: \$3,071,405

Project Number: C828
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
FY23-24 Project Costs: \$15,396

Project Number: C826/C831
Project Name: Various Schools Outdoor Lighting
Start Date: July 2023
Estimated Completion Date: June 2024
Description: Design & Construction Services for Lighting Upgrades
FY23-24 Project Costs: \$766,822

Project Number: C948
Project Name: Bolton High School Blue Oval STEM Improvements
Start Date: July 2023
Estimated Completion Date: December 2023
Description: STEM Improvements Via Blue Oval
FY23-24 Project Costs: \$1,920,258



Financial

Project Number: C949
Project Name: Peabody Elementary School Roof Replacement
Start Date: July 2023
Estimated Completion Date: September 2024
Description: Design/ Build Services for Roof Replacement
FY23-24 Project Costs: \$720,403

Project Number: C947
Project Name: White Station High School HVAC Improvements
Start Date: July 2023
Estimated Completion Date: September 2023
Description: Design/ Build Services for HVAC Improvements
FY23-24 Project Costs: \$177,240

Project Number: C946
Project Name: Snowden K8 School HVAC Improvements
Start Date: July 2023
Estimated Completion Date: January 2024
Description: Design/ Build Services for HVAC Improvements
FY23-24 Project Costs: \$3,354,648

Project Name: Various Locations Fire Alarms
Start Date: July 2023
Estimated Completion Date: June 2024
Description: Design & Construction Services for Fire/Safety Upgrades
FY23-24 Project Costs: \$2,378,629

Project Name: Various Locations Intercoms
Start Date: July 2023
Estimated Completion Date: June 2024
Description: Design & Construction Services for Intercom Upgrades
FY23-24 Project Costs: \$2,200,000

Project Name: Georgian Hills MS Roof Replacement
Start Date: July 2023
Estimated Completion Date: June 2024
Description: Design/ Build Services for Roof Replacement
FY23-24 Project Costs: \$3,221,400



Financial

Project Name:	Bolton HS Roof Replacement
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for Roof Replacement
FY23-24 Project Costs:	\$4,900,507
Project Name:	Riverview MS HVAC Improvements
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for HVAC Improvements
FY23-24 Project Costs:	\$1,180,000
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for Roof Replacement
FY23-24 Project Costs:	\$3,272,500
Project Name:	Getwell ES HVAC Improvements
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for HVAC Improvements
FY23-24 Project Costs:	\$1,475,000
Project Name:	Westwood HS Roof Replacement
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for Roof Replacement
FY23-24 Project Costs:	\$4,812,500
Project Name:	Central HS Exterior Repairs
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for Exterior Repairs
FY23-24 Project Costs:	\$784,901.67
Project Name:	Havenview MS Drainage
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for Drainage
FY23-24 Project Costs:	\$354,000



Financial

Project Name:	AB Hill ES Roof Replacement
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for Roof Replacement
FY23-24 Project Costs:	\$3,024,475
Project Name:	Cherokee ES HVAC Improvements
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for HVAC Improvements
FY23-24 Project Costs:	\$4,096,960
Project Name:	Raleigh-Egypt HS HVAC Improvements
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for HVAC Improvements
FY23-24 Project Costs:	\$9,164,464.71
Project Name:	Dexter ES Roof Replacement
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for Roof Replacement
FY23-24 Project Costs:	\$4,914,700
Project Name:	Overton HS HVAC Improvements
Start Date:	July 2023
Estimated Completion Date:	June 2024
Description:	Design/ Build Services for HVAC Improvements
FY23-24 Project Costs:	\$7,592,866
Project Number:	C945
Project Name:	New East Region High School
Start Date:	July 2023
Estimated Completion Date:	August 2026
Description:	Design/ Build Services for New High School
FY23-24 Project Costs:	\$77,401,000



DISTRICT'S DEFERRED MAINTENANCE NEEDS

In the 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 172 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 their 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 adopted 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

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 2024 District Adopted Budget



Financial



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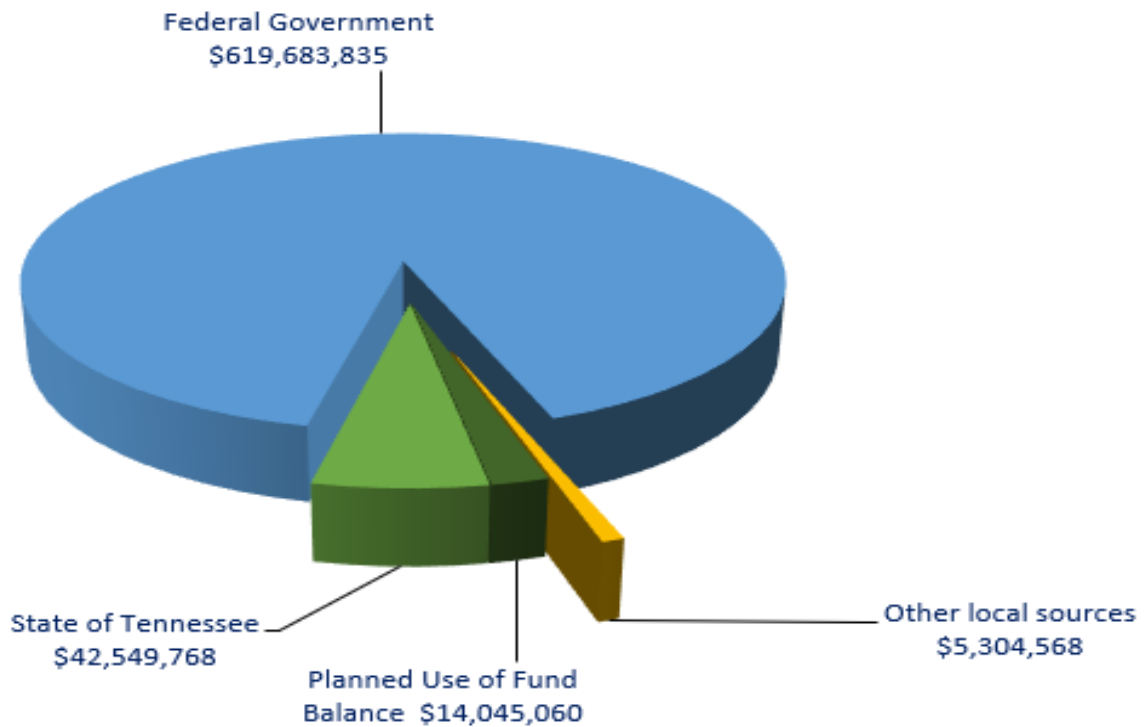
This section includes the following information for Special Revenue Funds:

- 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

2023-24 SPECIAL REVENUE FUNDS

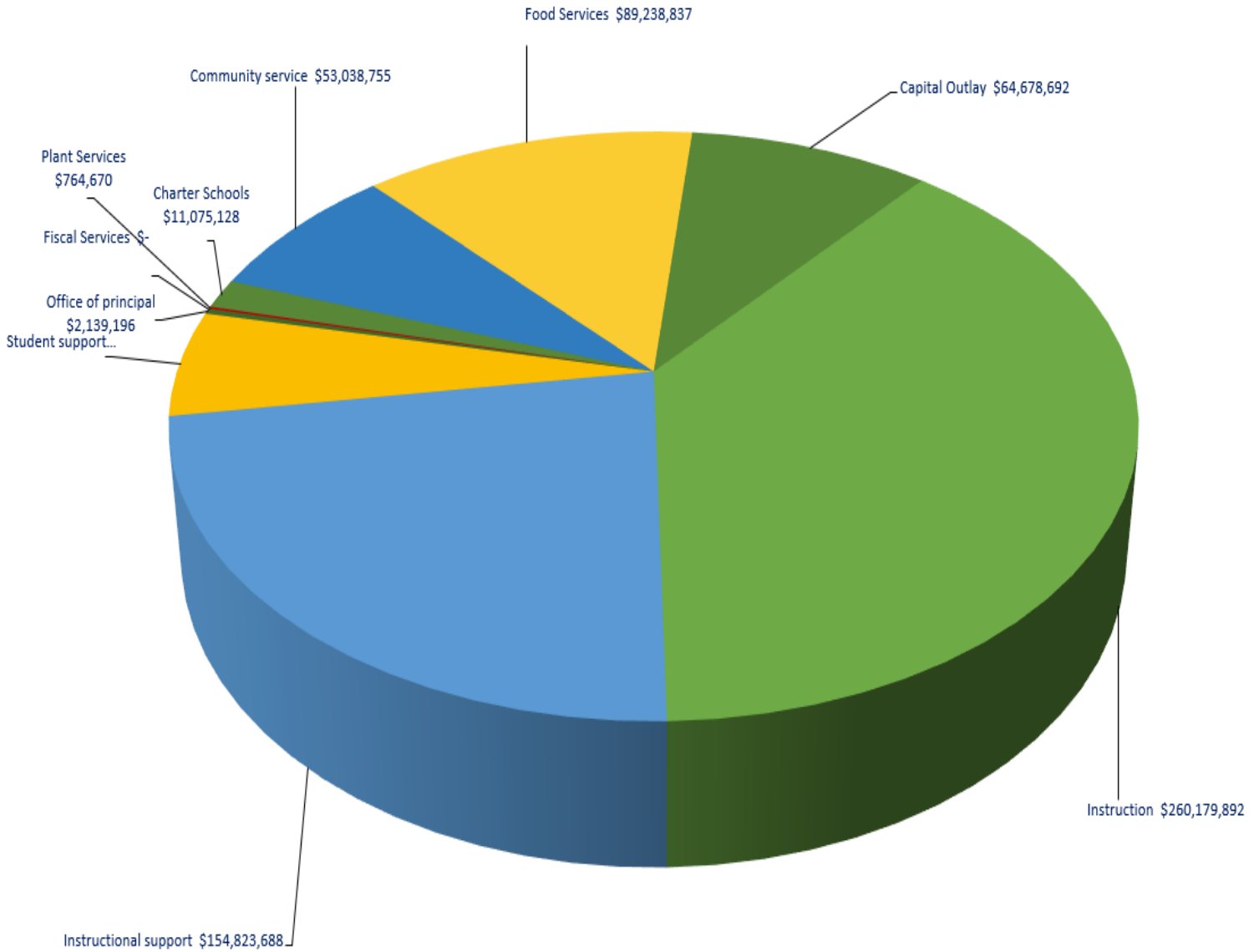
Revenues





2023-24 SPECIAL REVENUE FUNDS

Expenditures





Financial

SPECIAL REVENUE FUNDS BY FUNCTION FISCAL YEAR 2023-24 BUDGET With Comparative Information for Fiscal Years 2019-20 through 2023-24

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 11,828,238	\$ 11,002,591	\$ 10,976,009	\$ 42,938,032	\$ 42,549,768	\$ (388,264)	-0.9%
Federal Government	176,351,238	256,032,855	440,713,237	896,671,051	619,683,835	(276,987,217)	-30.9%
Other local sources	11,798,971	7,469,047	9,851,654	10,247,252	5,304,568	(4,942,684)	-48.2%
Total Revenues	\$ 199,978,447	\$ 274,504,493	\$ 461,540,901	\$ 949,856,335	\$ 667,538,170	(\$ 282,318,165)	-29.7%
Expenditures							
Instruction	\$ 43,722,022	\$ 100,715,134	\$ 151,229,688	\$ 370,829,987	\$ 260,179,892	\$ (110,650,095)	-29.8%
Instructional Support	41,891,062	43,094,676	72,250,386	156,839,648	154,823,688	(2,015,960)	-1.3%
Student Support	7,871,415	11,484,959	43,453,458	53,912,940	39,336,426	(14,576,514)	-27.0%
Office of the Principal	20,506	369,611	-	2,567,697	2,139,196	(428,502)	100.0%
General administration	-	75,000	114,860	50,000	-	(50,000)	-100.0%
Education Technology	-	-	350,835	29,422,810	-	(29,422,810)	100.0%
Business Administration	-	-	719,752	4,258,731	3,301,008	(957,723)	0.0%
Student transportation	27,628	1,923,932	5,522,130	8,947,559	6,006,938	(2,940,621)	-32.9%
Plant Services	555,919	197,526	775,694	2,087,627	764,670	(1,322,956)	-63.4%
Charter Schools	3,315,462	3,931,156	16,382,165	41,516,180	11,075,128	(30,441,052)	-73.3%
Community services	46,345,828	46,914,858	39,934,712	58,955,125	53,038,755	(5,916,370)	-10.0%
Food Service	65,181,209	57,215,439	70,783,084	79,580,955	89,238,837	9,657,882	12.1%
Other Support Services	-	-	-	-	-	-	0.0%
Indirect Cost/ In and Out	-	-	-	-	-	-	0.0%
Capital Outlay	-	25,511,940	44,596,394	155,903,876	64,678,692	(91,225,184)	100.0%
Total Expenditures	\$ 208,931,051	\$ 291,434,233	\$ 446,113,158	\$ 964,873,135	\$ 684,583,230	\$ (280,289,906)	-29.0%
Excess (deficiency) of revenues	(\$ 8,952,605)	(\$ 16,929,740)	\$ 15,427,743	(\$ 15,016,800)	(\$ 17,045,060)		
Approved use of fund balance	8,952,605	16,929,740	15,427,743	15,016,800	17,045,060		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance	\$ 55,971,826	\$ 47,019,222	\$ 30,089,483	\$ 45,517,224	\$ 40,762,606		
Increase (decrease) in revenue for encumbrance	(8,957,644)	(16,929,739)	15,427,741	(4,754,618)	-		
Transfers To/(From)Other Funds	-	-	-	-	-		
Sale of Capital Assets	5,040	-	-	-	-		
Ending Fund Balance	\$ 47,019,222	\$ 30,089,483	\$ 45,517,224	\$ 40,762,606	\$ 40,762,606		
Fund Balance Categories							
Restricted	\$ 47,019,222	\$ 30,089,483	\$ 45,517,224	\$ 40,762,606	\$ 40,762,606		
Assigned	-	-	-	-	-		
Unassigned	-	-	-	-	-		
Total Ending Fund Balance	\$ 47,019,222	\$ 30,089,483	\$ 45,517,224	\$ 40,762,606	\$ 40,762,606		



Financial

SPECIAL REVENUE FUNDS BY OBJECT FISCAL YEAR 2023-24 BUDGET With Comparative Information for Fiscal Years 2019-20 through 2023-24

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 11,828,238	\$ 11,002,591	\$ 10,976,009	\$ 42,938,032	\$ 42,549,768	(388,264)	-0.9%
Federal Government	176,351,238	256,032,855	440,713,237	896,547,546	619,683,835	(276,863,712)	-30.9%
Other local sources	11,798,971	7,469,047	9,851,654	10,370,757	5,304,568	(5,066,189)	-48.9%
Total Revenues	\$ 199,978,447	\$ 274,504,493	\$ 461,540,901	\$ 949,856,335	\$ 667,538,170	\$(282,318,164)	-29.7%
Expenditures							
Salaries	\$ 92,227,521	\$ 97,569,878	\$ 143,429,156	\$ 276,010,812	\$ 239,037,422	(36,973,390)	-13.4%
Benefits	22,103,102	22,564,889	35,446,755	67,958,015	60,710,229	(7,247,786)	-10.7%
Contracted Services	19,998,818	48,045,091	78,136,457	199,405,508	155,863,217	(43,542,291)	-21.8%
Professional Services	16,797,739	17,506,711	11,884,907	16,643,746	-	(16,643,746)	-100.0%
Property Maintenance Services	1,081,760	842,553	924,854	1,908,644	-	(1,908,644)	-100.0%
Travel	203,870	39,603	239,608	496,913	-	(496,913)	-100.0%
Supplies and Materials	35,291,429	40,660,352	74,832,007	139,538,655	126,266,774	(13,271,881)	-9.5%
Furniture, equipment & building improvements	2,915,297	2,392,654	4,176,682	4,902,896	4,772,042	(130,854)	-2.7%
Capital Outlay	9,931,059	51,650,697	74,978,769	194,888,347	71,390,588	(123,497,759)	-63.4%
Other Charges	8,380,456	10,161,805	22,063,963	63,119,599	26,542,957	(36,576,642)	-57.9%
Total	\$ 208,931,051	\$ 291,434,233	\$ 446,113,158	\$ 964,873,135	\$ 684,583,230	\$(280,289,903)	-29.0%
Excess (deficiency) of revenues	\$ (8,952,604)	\$ (16,929,740)	\$ 15,427,743	\$ (15,016,800)	\$ (17,045,060)		
Approved use of fund balance	8,952,604	16,929,740	15,427,743	15,016,800	17,045,060		
Net Change	-	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance	\$ 55,971,825	\$ 47,019,221	\$ 30,089,482	\$ 45,517,222	\$ 29,345,384		
Increase (decrease) in revenue for encumbrance	(8,952,604)	(16,929,739)	15,427,740	(16,171,838)	-		
Transfers To/(From)Other Funds	-	-	-	-	-		
Sale of Capital Assets	-	-	-	-	-		
Ending Fund Balance	\$ 47,019,221	\$ 30,089,482	\$ 45,517,222	\$ 29,345,384	\$ 29,345,384		



Financial

ALL SPECIAL REVENUE FUNDS BY FUNCTION FISCAL YEAR 2023-24 BUDGET

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
Revenues				
State of Tennessee	\$ 42,089,768	\$ 460,000	-	\$ 42,549,768
Federal Government	-	76,973,157	542,710,678	619,683,835
Other local sources	4,009,960	1,294,608	-	5,304,568
Total revenues	\$ 46,099,727	\$ 78,727,765	\$ 542,710,678	\$ 667,538,170
Expenditures				
Instruction	\$ 32,309,066	-	\$ 227,870,826	\$ 260,179,892
Instructional support	405,111	-	154,418,577	154,823,688
Student support	1,088,700	-	38,247,727	39,336,426
Office of the Principal	-	-	2,139,196	2,139,196
Business Administration	-	-	3,301,008	3,301,008
Student transportation	-	-	6,006,938	6,006,938
Plant services	35,000	-	729,670	764,670
Community service	18,435,877	-	34,602,878	53,038,755
Charter schools	359,961	-	10,715,167	11,075,128
Food Service	-	88,701,262	-	89,238,837
Capital Outlay	-	-	64,678,692	64,678,692
Other Support Services	537,575	-	-	-
Total expenditures	\$ 53,171,290	\$ 88,701,262	\$ 542,710,678	\$ 684,583,230
Excess (deficiency) of revenues over expenditures	\$ (7,071,563)	\$ (9,973,497)	\$ -	\$ (17,045,060)
Approved use of fund balance	7,071,563	9,973,497	-	17,045,060
Net Change	-	-	-	-
Beginning Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ -	\$ 40,762,606
Increase (decrease) in reserve for encumbrance	-	-	-	-
Transfers To/(From)Other Funds	-	-	-	-
Sale of capital assets	-	-	-	-
Ending Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ -	\$ 40,762,606
Fund balance categories				
Restricted	\$ 3,003,080	\$ 37,759,526	\$ -	\$ 40,762,606
Assigned	-	-	-	-
Unassigned	-	-	-	-
Total ending fund balance	\$ 3,003,080	\$ 37,759,526	\$ -	\$ 40,762,606



Financial

ALL SPECIAL REVENUE FUNDS BY OBJECT FISCAL YEAR 2023-24 BUDGET

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
Revenues				
Revenues				
State of Tennessee	\$ 42,089,768	\$ 460,000	\$ -	\$ 42,549,768
Federal Government	-	76,973,157	542,710,678	619,683,835
Other local sources	4,009,960	1,294,608	-	5,304,568
Total revenues	\$ 46,099,728	\$ 78,727,765	\$ 542,710,678	\$ 667,538,170
Expenditures				
Salaries	\$ 12,370,069	\$ 35,517,238	\$ 191,150,115	\$ 239,037,422
Benefits	3,105,188	7,891,570	49,713,471	60,710,229
Contracted services	3,715,648	1,941,045	150,206,524	155,863,217
Professional services	-	-	-	-
Property maintenance services	-	-	-	-
Travel	-	-	-	-
Supplies & materials	32,733,388	36,005,386	57,528,000	126,266,774
Capital Outlay	-	-	71,222,372	71,390,588
Furniture, equipment & building improvements	168,216	4,772,042	-	4,772,042
Other objects	1,078,781	2,573,981	22,890,196	26,542,957
Charter schools	-	-	-	-
Total expenditures	\$ 53,171,290	\$ 88,701,262	\$ 542,710,678	\$ 684,583,230
Excess (deficiency) of revenues	\$ (7,071,562)	\$ (9,973,497)	-	(17,045,060)
Approved use of fund balance	7,071,562	9,973,497	-	17,045,060
Net Change	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	\$ 3,003,080	\$ 37,759,526	-	\$ 40,762,606
Increase (decrease) in reserve for encumbrance	-	-	-	-
Transfers from Other Funds	-	-	-	-
Sale of capital assets	-	-	-	-
Ending Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ -	\$ 40,762,606
Beginning Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ -	\$ 40,762,606
Increase (decrease) in reserve for encumbrance	-	-	-	-
Transfers To/(From)Other Funds	-	-	-	-
Sale of capital assets	-	-	-	-
Ending Fund Balance	\$ 3,003,080	\$ 37,759,526	-	\$ 40,762,606



Financial

SPECIAL REVENUE FUNDS CATEGORICALLY AIDED BY FUNCTION FISCAL YEAR 2023-24 BUDGET

	Non-Federal Programs	Federal Programs	Total Categorically- Aided Funds
Revenues			
Revenues			
State of Tennessee	\$ 42,089,768	\$ 460,000	\$ 42,549,768
Federal Government	-	619,683,835	619,683,835
Other local sources	4,009,960	1,294,608	5,304,568
Total revenues	\$ 46,099,727	\$ 621,438,443	\$ 667,538,170
Expenditures			
Instruction	\$ 32,309,066	\$ 227,870,826	\$ 260,179,892
Instructional support	405,111	154,418,577	154,823,688
Student support	1,088,700	38,247,727	39,336,427
Office of the Principial	-	2,139,196	2,139,196
Business Administration	-	3,301,008	3,301,008
Student transportation	-	6,006,938	6,006,938
Plant services	35,000	729,670	764,670
Community service	18,435,877	34,602,878	53,038,755
Charter schools	359,961	10,715,167	11,075,128
Food Service	-	88,701,262	88,701,262
Capital Outlay	-	64,678,692	64,678,692
Other Support Services	537,575	-	537,575
Total expenditures	\$ 53,171,290	\$ 631,411,940	\$ 684,583,230
Excess (deficiency) of revenues	\$ (7,071,563)	(9,973,497)	(17,045,060)
Approved use of fund balance	7,071,563	9,973,497	17,045,060
Net Change	\$ -	\$ -	\$ -
Beginning Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ 40,762,606
Increase (decrease) in reserve for encumbrance	-	-	-
Transfers from Other Funds	-	-	-
Sale of capital assets	-	-	-
Ending Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ 40,762,606
Beginning Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ 40,762,606
Increase (decrease) in reserve for encumbrance	-	-	-
Transfers To/(From)Other Funds	-	-	-
Sale of capital assets	-	-	-
Ending Fund Balance	\$ 3,003,080	\$ 37,759,526	40,762,606



Financial

SPECIAL REVENUE FUNDS CATEGORICALLY AIDED BY OBJECT FISCAL YEAR 2023-24 BUDGET

	Non-Federal Programs	Federal Programs	Total Categorically- Aided Funds
Revenues			
Revenues			
State of Tennessee	\$ 42,089,768	\$ 460,000	\$ 42,549,768
Federal Government	-	619,683,835	619,683,835
Other local sources	4,009,960	1,294,608	5,304,568
Total revenues	\$ 46,099,727	\$ 621,438,443	\$ 667,538,170
Expenditures			
Salaries	\$ 12,370,069	\$ 226,667,353	\$ 239,037,422
Benefits	3,105,188	57,605,040	60,710,229
Contracted services	3,715,649	152,147,569	155,863,218
Professional services	-	-	-
Property maintenance services	-	-	-
Travel	-	-	-
Supplies & materials	32,733,388	93,533,386	126,266,774
Capital Outlay	-	71,222,372	71,390,588
Furniture, equipment & building improvements	168,216	4,772,042	4,772,042
Other objects	1,078,781	25,464,177	26,542,957
Charter schools	-	-	-
Total expenditures	\$ 53,171,290	\$ 631,411,940	\$ 684,583,230
Excess (deficiency) of revenues	\$ (7,071,563)	(9,973,497)	(17,045,060)
Approved use of fund balance	7,071,563	9,973,497	17,045,060
Net Change	\$ -	\$ -	\$ -
Beginning Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ 40,762,606
Increase (decrease) in reserve for encumbrance	-	-	-
Transfers from Other Funds	-	-	-
Sale of capital assets	-	-	-
Ending Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ 40,762,606
Beginning Fund Balance	\$ 3,003,080	\$ 37,759,526	\$ 40,762,606
Increase (decrease) in reserve for encumbrance	-	-	-
Transfers To/(From)Other Funds	-	-	-
Sale of capital assets	-	-	-
Ending Fund Balance	\$ 3,003,080	\$ 37,759,526	40,762,606

FEDERAL PROGRAMS





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.

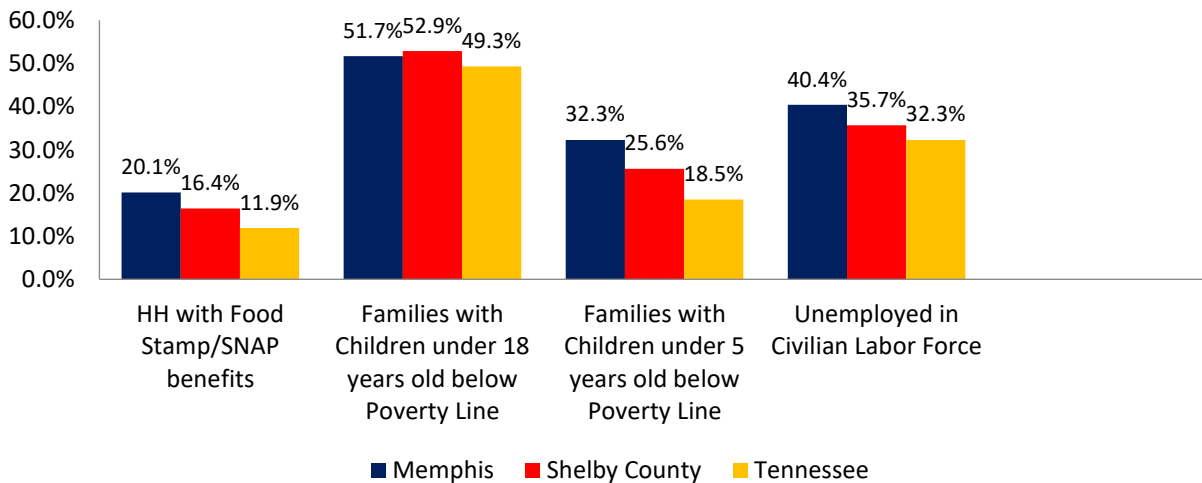
I. NEEDS OF MEMPHIS-SHELBY COUNTY SCHOOLS STUDENTS

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.

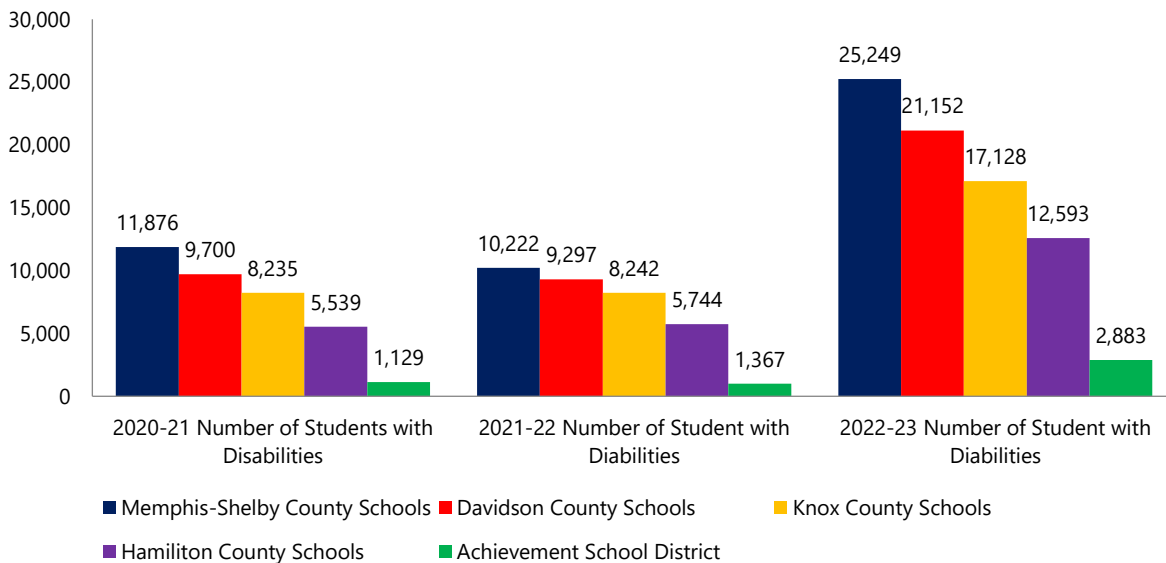
b. Special Learning Needs

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.

c. 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 25,249 students with disabilities in the school year 2022-23, which was 15,027 more than that in school year 2021-22. This is the largest number of students with disabilities among the large urban school districts in Tennessee, which is illustrated in the below chart.

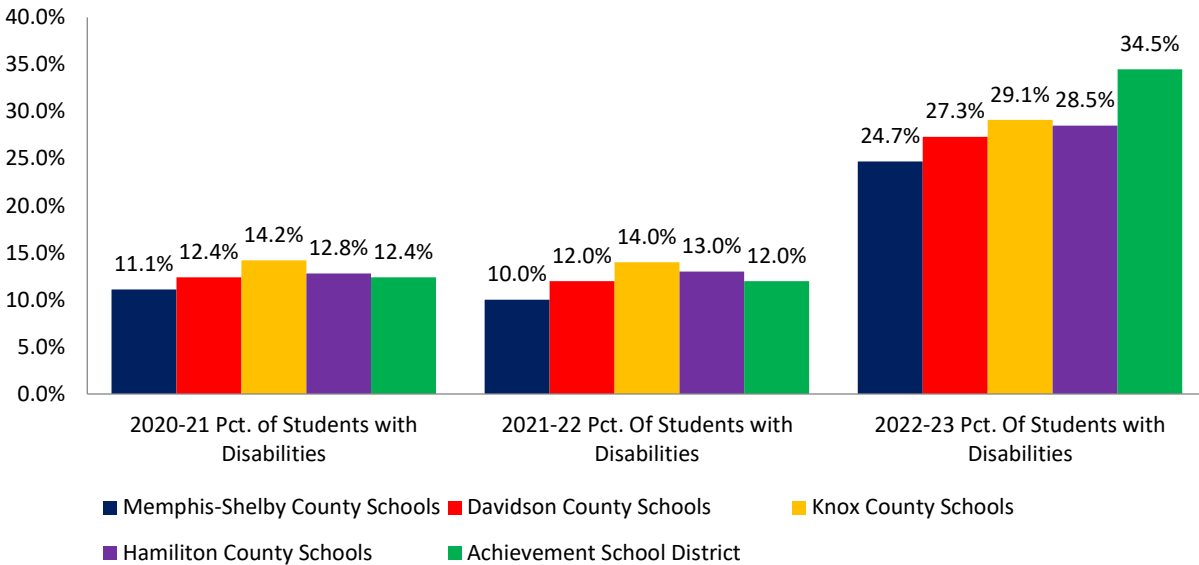


*Data Source: State Report Card, School Years 2020-21, 2021-22, and 2022-23.
 URL: <https://tdepublicschools.ondemand.sas.com/districts>



Financial

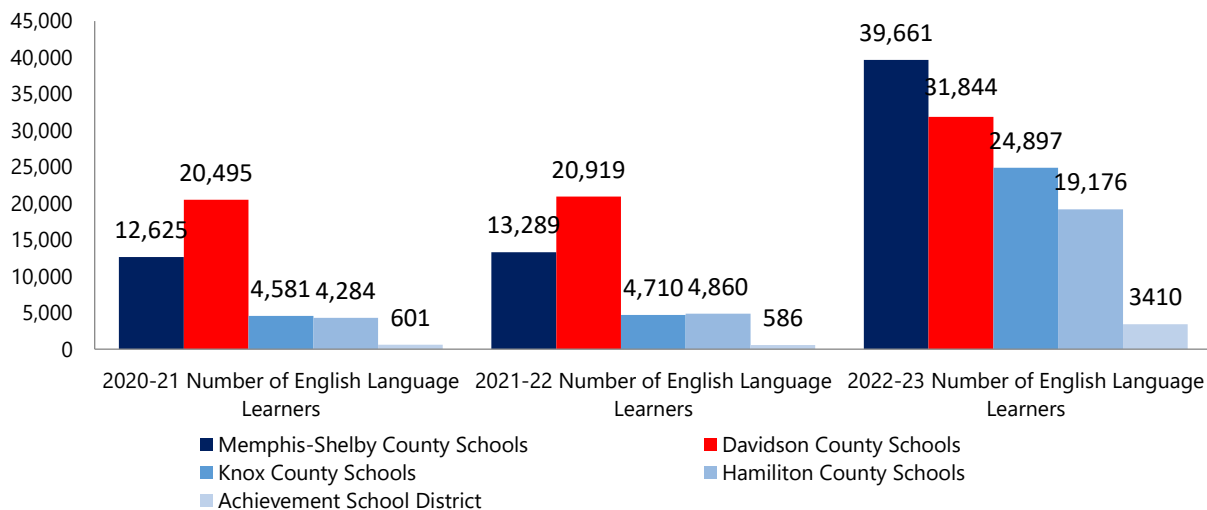
On a relative basis, slightly 25% of the District’s student population had at least one disability in school year 2022-23. In the chart below, Memphis-Shelby County Schools serves a similar population of students with disabilities as compared to other major school districts across the state.



*Data Source: State Report Card, School Years 2020-21, 2021-22, and 2022-23.
 URL: <https://tdepublicschools.ondemand.sas.com/districts>

English Language Learners

In school year 2022-23, Memphis-Shelby County Schools had nearly 39,661 English Language Learners, which is 26,372 students more than that in the previous school year. Memphis-Shelby County Schools had the largest share of English Language Learners (ELL) among the large urban school districts in Tennessee. Fifty languages were represented among these students.

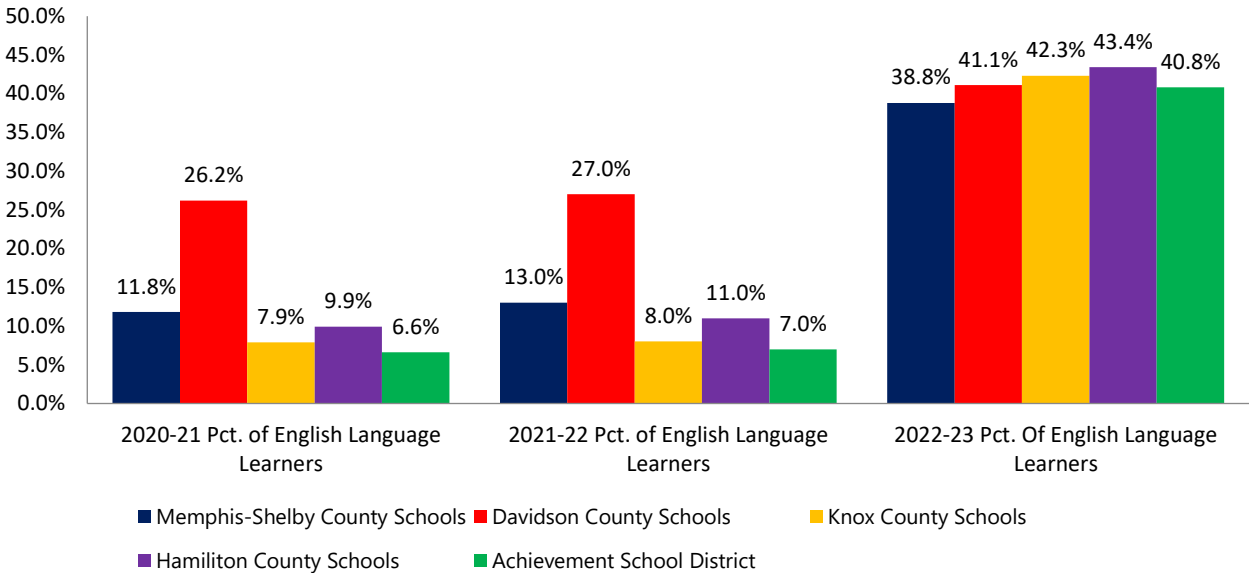


*Data Source: State Report Card, School Years 2020-21, 2021-22, and 2022-23.
 URL: <https://tdepublicschools.ondemand.sas.com/districts>



Financial

The relative share of ELL students continued to grow, standing at 38.8% in school year 2022-23. 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 2020-21, 2021-22, and 2022-23.
 URL: <https://tdepublicschools.ondemand.sas.com/districts>

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.

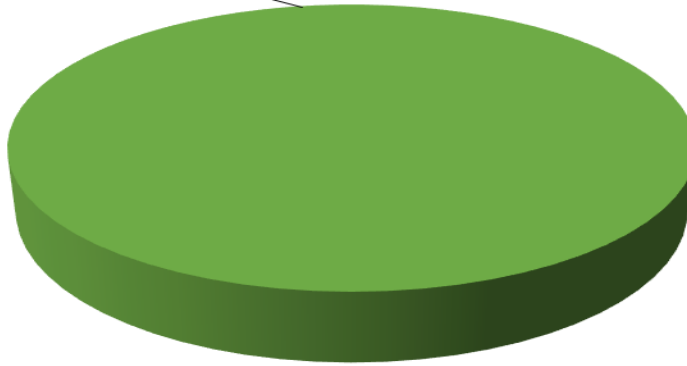




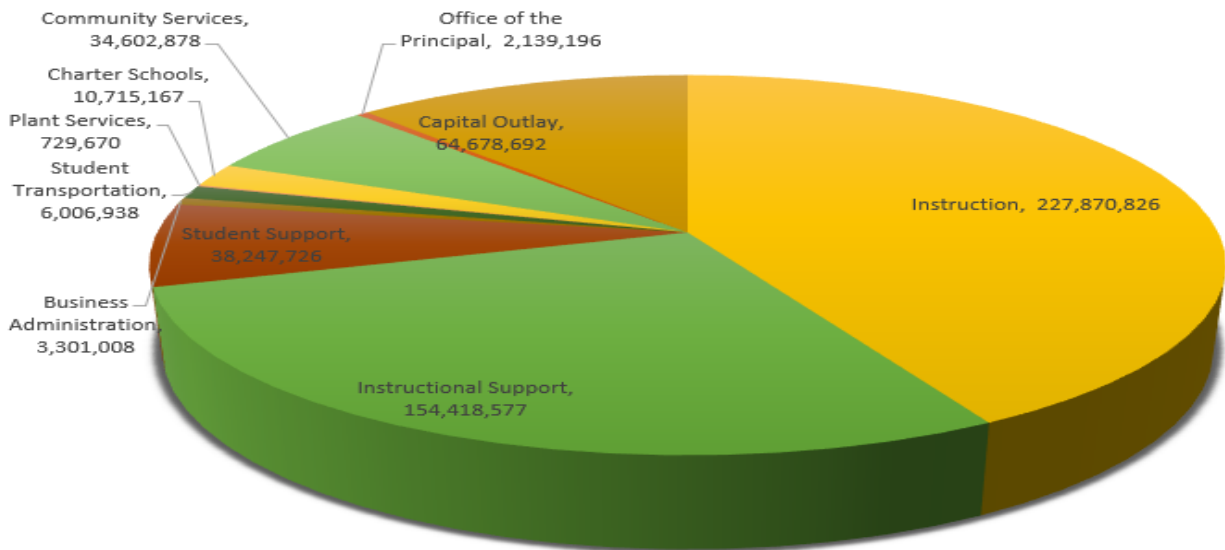
II. BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND

Where the Money Comes From ...

Federal Government
\$542,710,678



...And Where the Money Goes



- Expenditures
- Instruction
- Instructional Support
- Student Support
- Business Administration
- Student Transportation
- Plant Services
- Charter Schools
- Community Services
- Office of the Principal
- Capital Outlay



Financial

The financial statement below represents the Adopted Federal Programs Fund budget by state function.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
Federal Government	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ (289,564,919)	-34.8%
Total Revenues	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ (289,564,918)	-34.8%
Expenditures							
Instruction	\$ 42,078,268	\$ 99,825,739	\$ 150,411,851	\$ 338,314,050	\$ 227,870,826	\$ (110,443,224)	-32.6%
Instructional Support	41,524,359	42,576,863	72,246,684	185,462,350	154,418,577	(31,043,773)	-16.7%
Student Support	7,785,061	11,359,686	43,095,451	52,685,879	38,247,726	(14,438,153)	-27.4%
Business Administration	-	-	719,752	4,258,731	3,301,008	(957,723)	-22.5%
Student Transportation	27,628	1,923,932	5,522,130	8,947,559	6,006,938	(2,940,621)	-32.9%
Plant Services	-	-	529,375	1,534,931	729,670	(805,260)	-52.5%
Charter Schools	3,315,462	3,931,156	16,382,165	40,929,547	10,715,167	(30,214,380)	-73.8%
Community Services	24,554,415	25,849,660	23,278,886	41,670,978	34,602,878	(7,068,100)	-17.0%
Office of the Principal	-	369,611	-	2,567,697	2,139,196	(428,502)	-16.7%
Capital Outlay	-	25,511,940	44,596,394	155,903,876	64,678,692	(91,225,184)	-58.5%
Food Services	1,593	-	-	-	-	-	0.0%
Total Expenditures	\$ 119,286,785	\$ 211,348,588	\$ 356,782,688	\$ 832,275,598	\$ 542,710,678	\$ (289,564,921)	-34.8%

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. 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.

The Federal Programs Fund budget stands at \$542.7 million for fiscal year 2023-24, which represents a \$289.6 million budget decrease compared to the prior fiscal year's budget. Below are the factors that resulted in the net decrease in federal funds:

- MSCS was awarded \$727 million in ESSER funding. ESSER 1.0 ended June 30, 2022. ESSER 2.0 and 3.0 were decreased by budgeted expenditures in the amount of \$104.6, and \$124.9 million, for fiscal year 2023-24, respectively. The decreases reflect one-time funding over a specified period.
- The Epidemiology and Laboratory Capacity Grant for \$29.8 had related expenses of \$27.3 million, for fiscal year 2022-23.
- Also, the American Rescue Plan had program expenditures of \$1.2 million, along with the ending of the Emergency Connectivity Fund \$17.8



Financial

The financial statement below represents the Adopted Federal Programs Fund budget by object.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
Federal Government	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ (289,564,919)	-34.8%
Total Revenues	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ (289,564,919)	-34.8%
Expenditures							
Salaries	\$ 55,138,447	\$ 63,333,616	\$ 106,841,580	\$ 230,400,749	\$ 191,150,115	\$ (39,250,634)	-17.0%
Benefits	14,388,086	15,357,196	27,743,217	56,672,748	49,713,471	(6,959,277)	-12.3%
Contracted Services	12,746,430	43,806,410	74,296,150	211,772,028	150,206,524	(61,565,504)	-29.1%
Professional Services	16,574,907	17,331,702	11,859,035	-	-	-	0.0%
Property Maintenance Services	683,270	534,839	743,612	-	-	-	0.0%
Travel	125,039	10,200	198,584	-	-	-	0.0%
Supplies and Materials	6,970,343	12,948,078	42,091,385	80,556,366	57,528,000	(23,028,366)	-28.6%
Capital Outlay	7,206,346	50,836,148	74,171,505	194,513,475	71,222,372	(123,291,103)	-63.4%
Other Charges	5,453,918	7,190,399	18,837,621	58,360,232	22,890,196	(35,470,037)	-60.8%
Total Expenditures	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 832,275,597	\$ 542,710,678	\$ (289,564,920)	-34.8%

The change in salaries and benefits is related to positions that were closed and funding reallocated for other strategies. Increases to Other Charges include print and digital materials for extended learning programs and expanded tutoring opportunities to address learning loss. Capital decreases include improving existing HVAC equipment to improve air quality. ESSER 2.0 funding will end June 30, 2023. The budgeted amount reflects the liquidation of outstanding purchase orders.





Financial

III. Summary of Major Federal Grants

Below is the Federal Programs Adopted budget by project, for fiscal year 2023-24.

PROJECT	PROJECT NAME	FY2022-23 AMENDED BUDGET	FY2023-24 ADOPTED BUDGET	BUDGET VARIANCE CHANGE
0016	Consolidated Administration	\$ 4,499,198	4,499,200	2
0135	ATSI 2019 Designation	18,536	-	(18,536)
0136	ATSI 2021	300,000	-	(300,000)
0137	ATSI 2022	75,000	75,000	-
0915	ARP IDEA PART B	6,733,758	1,000,000	(5,733,758)
0920	ARP IDEA Pre-School	448,952	258,000	(190,952)
1005	Title I, Part A, Improving Academic Achievement	106,409,558	94,287,644	(12,121,914)
1006	Title 1 A, Neglected	864,146	850,000	(14,146)
1450	Title I, Part C	15,213	16,000	787
1505	Title I, Part D, Subpart 1, Neglected	343,511	320,000	(23,511)
2005	Title II, Part A, Training & Recruiting	10,479,073	11,000,000	520,927
3005	Title III, Part A, English Language Acquisition	1,936,062	2,000,000	63,938
3006	Title III Immigrant Grant	57,749	57,749	-
3740	Literacy Training Teacher Stipend Grant	683,000	-	(683,000)
3741	HQIM Literacy Implementation Network Grant	112,856	83,000	(29,856)
3742	Early Literacy Networks	50,000	-	(50,000)
5011	Title IV	8,741,446	10,000,000	1,258,554
5013	Title IV- 21st Century Community Learning FY19	1,723,041	1,725,000	1,959
5023	Title IV- 21st Century Community Learning	561,860	561,860	-
5024	21st CCLC Cohort 2022	180,158	180,158	-
5515	Stem in the Library	658,000	-	(658,000)
5520	Libraries in the Blend	1,154,343	1,200,000	45,657
7006	Title IX Homeless	319,466	350,000	30,534
7056	ARP Homeless 1.0	365,829	330,000	(35,829)
7057	ARP Homeless 2.0	1,756,922	1,130,000	(626,922)
7070	ARP Homeless System Navigator	80,000	115,000	35,000
8053	Turnaround Action Grant (TAG)	990,979	-	(990,979)
8054	School Turnaround Pilot Program Grant	250,000	-	(250,000)
8005	Carl Perkins	3,783,027	3,244,167	(538,860)
8055	Turnaround Action Grant 2.0 (TAG 2.0)	5,257,970	4,080,668	(1,177,302)
8056	Turnaround Pilot Plan Grant	635,970	396,000	(239,970)
8057	Turnaround Action Grant 3.0 (TAG 3.0)	6,724,991	6,724,991	-
8103	Access for All Learning Grant	50,000	50,000	-
8709	STOP Sch Violence Threat Assessment	422,006	311,491	(110,515)
8710	STOP Sch Violence Prev and Mental Health Training	439,793	439,793	-
8764	Civic Seal Grant	5,307	-	(5,307)
8811	Resilient School Communities (RSC)	163,062	163,062	-
9005	IDEA, Part B	35,435,652	34,409,425	(1,026,227)
9017	Substance Abuse Prevention & Treatment	75,600	75,600	-
9031	Transition School to Work (FY21)	180,478	-	(180,478)
9032	Transition School to Work (FY23)	190,249	29,712	(160,537)
9105	IDEA, Preschool	702,709	450,763	(251,946)
9110	IDEA Partnership for Systematic Change (K-12)	4,243	-	(4,243)
9118	Priority School Improvement Grant	149,454	-	(149,454)
9210	MSCS Project AWARE	1,800,000	1,800,000	-
9216	Innovative High School Grant	1,408,596	-	(1,408,596)
9422	Head Start	17,561,940	-	(17,561,940)
9423	Head Start	13,360,628	26,721,255	13,360,627
9520	Head Start CARES	967,400	-	(967,400)
9521	Head Start CRRSA - Cares	342,825	-	(342,825)
9522	American Rescue Plan	1,257,707	-	(1,257,707)
9607	Math Implementation Support Grant	71,250	35,625	(35,625)
9708	CDCP HIV/STD Prevention	7,469	-	(7,469)
9709	CDCP HIV/STD Prevention	153,453	114,616	(38,837)
9710	CDCP HIV/STD Prevention (FY2022)	115,446	27,478	(87,968)
9711	CDCP HIV/STD Prevention (FY2023)	360,000	79,373	(280,627)
9712	CDCP HIV/STD Prevention (FY2024)	-	360,000	360,000
9790	CDC Mental Health Supplement 2	351,142	95,912	(255,230)
9904	Enhancing School Capacity to Address Youth Violence	1,000,000	1,000,000	-
9908	Priority Exit	131,573	-	(131,573)
9917	Comprehensive School Safety Initiative	30,000	-	(30,000)
9930	Pre-Disaster Mitigation Grant	1,847,531	-	(1,847,531)
9940	TN All Corps	8,240,525	8,240,525	-
9984	ESSER 2.0	112,793,497	8,203,251	(104,590,246)
9985	ESSER 3.0	429,096,159	302,367,648	(126,728,511)
9986	Epidemiology and Laboratory Capacity	7,745,893	2,070,000	(5,675,893)
9987	ESSER Planning Grant	86,145	-	(86,145)
9988	Emergency Connectivity Fund	3,401,140	-	(3,401,140)
9989	Best for All District Grant	410,000	-	(410,000)
9990	Fiscal Pre Monitoring Support Grant	46,200	-	(46,200)
9991	Emergency Connectivity Fund 2.0	14,479,200	-	(14,479,200)
D398	Gear Up 3.0 2020	180,710	180,710	-
D982	Innovative Scshool Models	11,000,000	11,000,000	-
GRAND TOTAL		\$832,275,598	542,710,678	(289,564,918)



Financial

Below are details for federal grants with a budget of \$1 million or greater in the FY2023-24 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 FY2022-23:* 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 FY2022-23:* 103,000

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/osepgrts/index.html>

- *Participating Schools in FY2022-23:* All Schools
- *Estimated number of students served in FY2022-23:* 13,600

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 FY2022-23:* 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 FY2022-23:* 70 schools
- *Estimated number of students served in FY2022-23:* 19,438



Financial

Consolidated Administration: Consolidated Administration is the administrative portion of several federal grants, which are used to support the grant.

- *Participating Schools in FY2022-23: Not Applicable*
- *Estimated number of students served in FY2022-23: 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 FY2022-23: 143 Schools*
- *Estimated number of students served in FY2022-23: 12,291*

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 FY2022-23: 63 school-based sites, 12 center-based sites*
- *Estimated number of students served in FY2022-23: 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 FY2022-23: All District managed schools and participating non-public/private schools*
- *Estimated number of students served in FY2022-23: All students*

ARP Homeless 2.0 (ARP 2.0): The purpose of the grant is to supplement existing McKinney-Vento subgrants interventions and supports. The existing program provides support for students in grades pre-K thru 12 who are experiencing homelessness or are unaccompanied. This award helps with the removal of barriers to education access for children and youths experiencing homeless, education stability for youths, reconnect families and youths to schools, reengage families and youth to the education processes and provides emergency housing assistance for families.

- *Participating Schools in FY2022-23: All Schools*
- *Estimated number of students served in FY2022-23: 2,620 students*



Financial

Title IV – 21st Century Community Learning: The goal of the 21st Century Community Learning Centers (21st CCLC) program is to provide students—particularly students who attend schools in need of improvement—with academic enrichment opportunities and support services to help them meet state and local standards in the core content areas. 21stCCLC provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session.

- *Participating Schools in FY2022-23*: Alcy, Berclair, Cromwell, Dunbar, Egypt, Getwell, Hamilton K-8, Levi, Sharpe, Westhaven, Winchester, Power Center Academy Elementary, Middle, High School and Southeast Campus.
- *Estimated number of students served in FY2022-23*: 940 students

Turnaround Action Grant 3.0 (TAG 3.0): through Title I, Part A 1003, school improvement funds, is provided to districts that are geographically diverse and serve priority and Comprehensive Support and Improvement (CSI) schools. Priority is given to districts that:

- serve a high number of priority and CSI schools or a percentage of priority/CSI schools that are implementing comprehensive support and improvement plans under ESSA Section 1111(d),
- demonstrate the greatest need for funds and, demonstrate the strongest commitment to using the funds to invest in the implementation of evidence-based strategies/interventions focused on proven levers of change to facilitate rapid school turnaround.

In order for the district to receive an allotment of TAG 3.0 funds, the district must utilize a comprehensive support and improvement plan (approved District Turnaround Plan and school turnaround plan) based on a school level needs assessment to:

- select evidence-based strategies/interventions aligned to the identified prioritized needs
- develop a detailed process to monitor implementation and effectiveness of turnaround strategy/interventions used to support priority/CSI school's improvement plans toward increasing student achievement and
- create a budget to support the evidence-based strategies/interventions that are in compliance with federal requirements of allowability under Education Department General Administrative Regulations.

Turnaround Action Grant (TAG 2.0): through Title I, Part A school improvement funds, provides districts serving priority and Comprehensive Support and Improvement (CSI) schools with the resources to invest in the implementation of evidence-based strategies/interventions focused on proven levers of change to facilitate rapid school turnaround.

- *Participating Schools in FY2022-23*: American Way MS, City University Girls Charter, Craigmont MS, Dunbar ES, Freedom Prep, Geeter MS, Georgian Hill MS, Getwell ES, Granville T. Woods Academy of Innovation Charter, MCS Northwest Prep, Memphis Delta Preparatory Charter, Hamilton HS, Hawkins Mills ES, Manassas HS, Robert R. Church ES, Sheffield ES, Sheffield HS, Trezevant HS, Westwood HS, Winchester ES, Woodstock MS, Wooddale HS
- *Estimated number of students served in FY2022-23*: 9,212

Enhancing School Capacity to Address Youth Violence: is an evidence-based collaborative that will increase safety in five high-need MSCS schools by preventing and reducing school violence, with a special focus on expanding the district's collaboration with community-based organizations (CBOs) that have expertise in dealing with the root causes of violence and serving communities historically underserved, marginalized, and adversely affected by inequality. The major services provided to schools are: intervention and prevention, social skills training, anger management, and moral reasoning skills,



Financial

diversion programs to reduce suspensions and expulsions, mental health training, positive behavioral interventions, and support.

- *Participating Schools in FY 2022-23:* Hamilton Middle, Hamilton High, Raleigh Egypt High, Raleigh Egypt Middle and Sherwood Middle
- *Estimated number of students served in FY2022-23:* minimum of 150

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 FY2022-23:* All MSCS District run schools and charter schools
- *Estimated number of students served in FY2022-23:* 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 FY2022-23:* All MSCS District run schools and charter schools
- *Estimated number of students served in FY2022-23:* All MSCS students

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 FY2022-23:* All Schools
- *Estimated number of students served in FY2022-23:* 13,600

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 FY2022-23:* All MSCS District run schools and charter schools
- *Estimated number of students served in FY2022-23:* All MSCS students



Financial

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 FY2022-23: 63 school-based sites, 12 center-based sites*
- *Estimated number of students served in FY2022-23: 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 FY2022-23: 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 FY2022-23: 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 FY2022-23: 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:

- *Participating Schools in FY2022-23: 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 FY2022-23: 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 CRRSA provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II). Allowable expenditures under the CRRSA 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.



Financial



Memphis-Shelby County Schools held community events to gather feedback related to the 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 2.0 and ESSER 3.0 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

ACADEMICS	
1	Interventionists
2	Tutoring Programs
3	High Quality Materials and Curriculum
STUDENT READINESS	
1	Mental Health
2	Transformative School Models and Family Engagement Supports
3	High School Innovation
EDUCATORS	
1	Adult to Student Ratio
2	Strategic Teacher Retention
3	Teacher Recruitment
FOUNDATIONAL ELEMENTS	
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 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
- Parent Ambassador Orientation





Financial

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.

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 Adopted 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.





ESSER 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.

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)

Top Issues Facing SCS students Related to the Pandemic		
Issues	%	N
Academic needs	42.00%	2,021
Social-emotional needs	15.92%	766
Opportunities for social connection	5.76%	277
Mental health needs	9.08%	437
Family economic challenges	15.75%	758
Other	11.49%	553



Financial

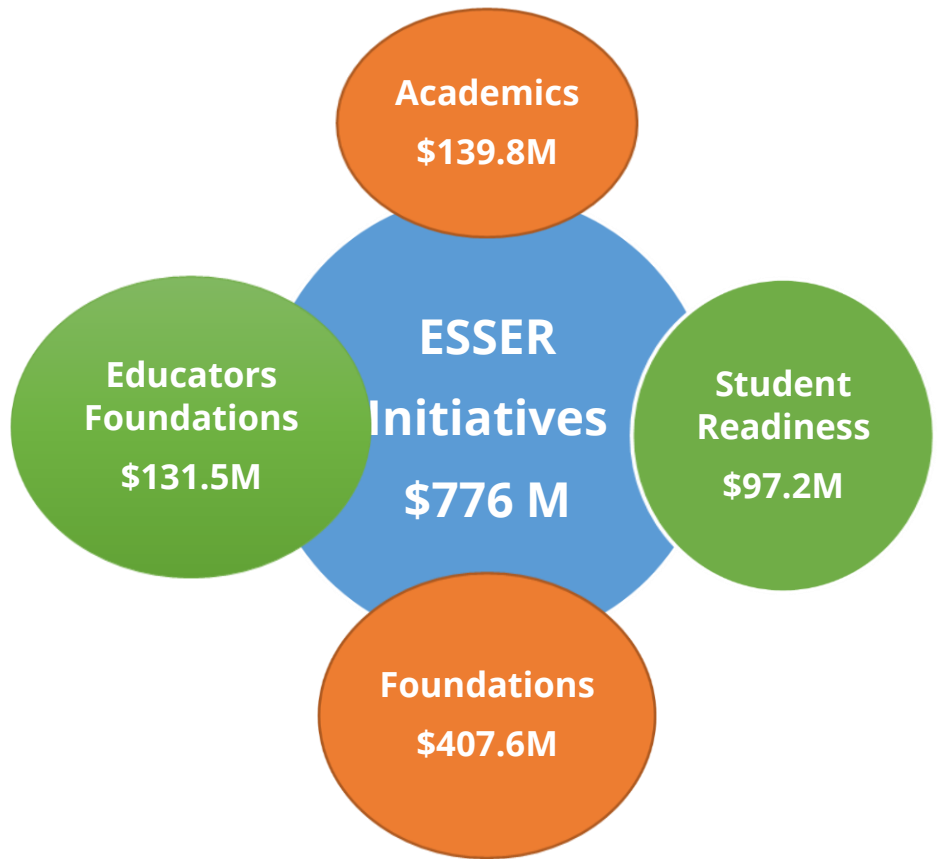




OUTCOMES/MEASURES

The federal relief funding is a significant opportunity for Memphis-Shelby County Schools to accelerate student achievement. Thought 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

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**

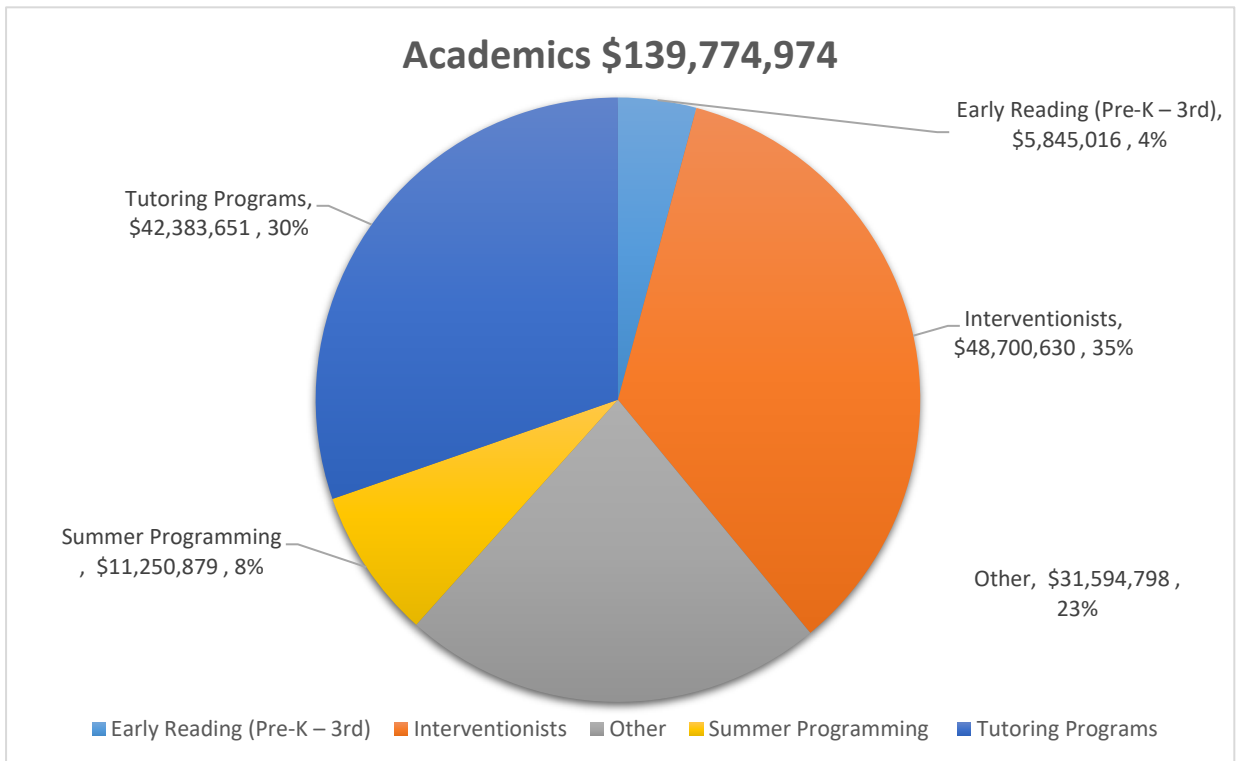




ACADEMICS

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.





Financial

Below are **some** key Academic strategies of the total \$139,774,974.

High Dosage, Low Ratio Tutoring	
Total Investment: \$42,383,651	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Student achievement growth • Close learning gaps created by COVID school closures • Differentiated instruction to ensure individual students needs are met 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
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.



Financial

Summer Learning Academy	
Total Investment: \$11,250,879	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increased mastery of prerequisite skills • Reduced behavior challenges • Reduced dropouts • Increase in student, school, and district performance 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<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	
Total Investment: \$27,562,447	
<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"> • http://www.scsk12.org/academic/files/2021/Shelby%20County%20Approved%20FLSP.pdf?PID=1981 • http://www.scsk12.org/earlyliteracy/files/2021/Shelby%20County%20Approved%20FLSP%20(003).pdf?PID=19 (Spanish) <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"> • Reading 360 Summer Teacher PD (elementary) • Reading 360 Advanced Literacy PD in Summer 2022 (secondary) • Reading 360 PK-12 Literacy Implementation Networks • Reading 360 Early Reading Implementation Networks • Ready4K with TDOE and the Governor's Early Literacy Foundation • Reading 360 Foundational Literacy Skills Curriculum Supplement and supports • Provided families with information on FREE at-home decodables • Using the free universal screener provided to districts • TDOE supplemental instructional materials for math (elementary) • TDOE math professional development, implementation support and networks 	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increased mastery of prerequisite skills • Increase in student, school, and district performance 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>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.</p>	<p>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.</p>



Financial

English Language Arts & Math Supports	
Total Investment: \$18,726,807	
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.	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increase in school, student, and district performance • Increased skills mastery 	
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

Virtual Education and Logistics	
Total Investment: \$3,316,000	
<p>Memphis-Shelby County Schools will acquire and implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increased equity of access to a diversity of coursework • Expanded online coursework reduces the impact of individual staff departures • Increased ready graduates and post-secondary attainment rates • Decreased future textbook costs • Increased student, school, and district performance 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<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

Continued: Virtual Education and Logistics	
Continued: Total Investment: \$3,316,000	
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 and the number of schools who have personalized blended learning at least 3 days a week.
	Increases in the number of middle school enrollments in online coursework





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.





Financial

Below are **some** key Student Readiness strategies of the total \$97,143,941.

AP and Dual Credit/Enrollment Courses	
Total Investment: \$6,196,415	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increased equity in learning and leading • Improved post-secondary readiness • More students earning Ready Graduate status • Increase in global ready graduates 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<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>
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<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

High School Innovation	
Total Investment: \$18,951,976	
Transformative School Model	
<p>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"> 1. Social Justice 2. Environmental/Outdoor Learning 3. Leadership <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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • The Social Justice Model will provide a lens and framework for educators to help create more equitable classroom environments • Students will have a better understanding of our world, but also of the world of education • The Environmental model and Outdoor Learning Spaces is designed to enhance appreciation of the natural and human-made environment • Students will gain in-depth knowledge of environmental policies and decision-making processes • 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. 	
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>



Financial

Improved school culture and climate	Increased Student Attendance
	Decreased Student Discipline/Behavior Referrals
	Increased Student Retention
	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)
	Improvements on selected Instructional Climate responses via the Panorama Survey (for environmental models only)
	Improvements on Diversity, Equity, and Inclusion question responses on the Panorama Survey (for social justice models only)





Financial

Virtual Schools Expansion/1:1 Device Management	
Expand student access to a diverse selection of virtual course offerings	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increased equity in access to a diversity of coursework • Community schools remain competitive as course offerings are universally available • Expanded online coursework reduces the impact of individual staff departures • Increased ready graduates and post-secondary attainment rates 	
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



Financial

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"> • Decrease student tardiness • Increase in student attendance • Increase student achievement 	
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
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"> • Increased ready graduates and post-secondary attainment rates 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Enhance student preparedness for and access to post-secondary opportunities through near-peer intervention delivery model	Increase in average ACT official exam scores compared to 21-22 baseline and ACT practice test scores (if accessible)



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"> • Provide students with relevant education and training that will lead to attainment of high-quality, in-demand post-secondary degrees and credentials • 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 • Provide school autonomy to Reimagine school wide programs to support engagement based on interest of students, teachers, and the community. 	
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

Academic Advising:	
Total Investment: \$1,728,000	
This is a continuation of the Naviance platform and services for middle and high school students to develop robust career pathway opportunities.	
Expected Benefits as a Result of this Investment	
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.	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
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	
MSCS will increase support for homeless students and those with adverse childhood experiences.	
Expected Benefits as a Result of this Investment	
Increase the percent of homeless students who are served by Homeless Liaisons	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase the percent of homeless students served by Homeless Liaisons and create safe spaces for students	Increase the percent of homeless students served by homeless liaison
	Increase in the academic achievement of homeless students
	Increase in attendance for homeless students





Financial

English as Second Language (ESL) & Special Populations	
Total Investment: \$14,792,449	
<p><i>Student Readiness & 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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increase language proficiency of English Learners (ELs) • Improve academic progress • 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 • Increase communication with parents in their native language • Build capacity of general education and ESL teachers to assist English Learners (ELs) 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
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	
Total Investment: \$2,255,400	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Reduce negative behaviors and suspensions • Reduce chronic absenteeism and truancy • Better attendance = positive impacts on funding 	
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

Transformational Models	
Total Investment: \$10,282,120	
<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>	
Foreign Language Expansion	
Expected Benefits as a Result of this Investment	
<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>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<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>
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<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

Theatre and Performing Arts Expansion	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Cultivate nationally competitive arts programs • Students are empowered to actively participate in school culture and the community through the arts • School culture and climate are positively impacted <p>Equitable access to K-8 Art and Music instruction</p> <ul style="list-style-type: none"> • Students are nurtured through a sequential arts curriculum that addresses empathy, creativity, and self-expression 	
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



Elementary to Middle and Middle to High School Transition Program	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • 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. • Assist students in becoming more acclimated to a new school environment. • Create organizational structures for students as well as foster purposeful learning and meaningful relationships • Provides comprehensive guidance and support services to meet the needs of 6th grade and 9th grade students during their formative years • Presents the new school environment as inviting, safe, inclusive, and supportive of all • Incoming 6th graders and 9th graders will garner skills that will allow for academic and social success. 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>On-track readiness as evidenced by 80% of students having successfully passed core classes during their 6th & 9th grade school year.</p>	End-of-course midterm and final exam grades
	Quarterly and End-of-Year report card grades
	Promotion records
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>No more than a 15% discipline referral rate of students in the 6th & 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 & 9th grade cohort of students by the end of the 6th & 9th grade school year.</p>	Quarterly attendance records
	End-of-Year attendance records
<p>Retention of 95% of the cohort of the 6th & 9th grade students as they transition to 7th & 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"> • Reduce negative behaviors and suspensions • Reduce chronic absenteeism and truancy • Increased support of homeless students and those with adverse childhood experiences. • Better attendance = positive impacts on funding 	
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

Community Engagement Supports	
Total Investment: \$7,622,640	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Raise student achievement by ensuring that children are physically, emotionally, and socially supported to learn • 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 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
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
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
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

Community Engagement Supports: Student Recruitment/Student decline due to the Pandemic	
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.	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increase student market share • Increase student enrollment, as well as enrollment trends within feeder pattern schools • Retain currently enrolled students • Market the myriad of programming options and support available within the MSCS district 	
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

Community Engagement Supports: Expand Parent/Community Resource Center and Establish Multicultural Department	
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.	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Increased the feasibility for access to Resource Centers within high needs communities • Expansion of existing service areas for Resource Centers • Availability of educational support services targeted toward multicultural and multilingual families 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
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



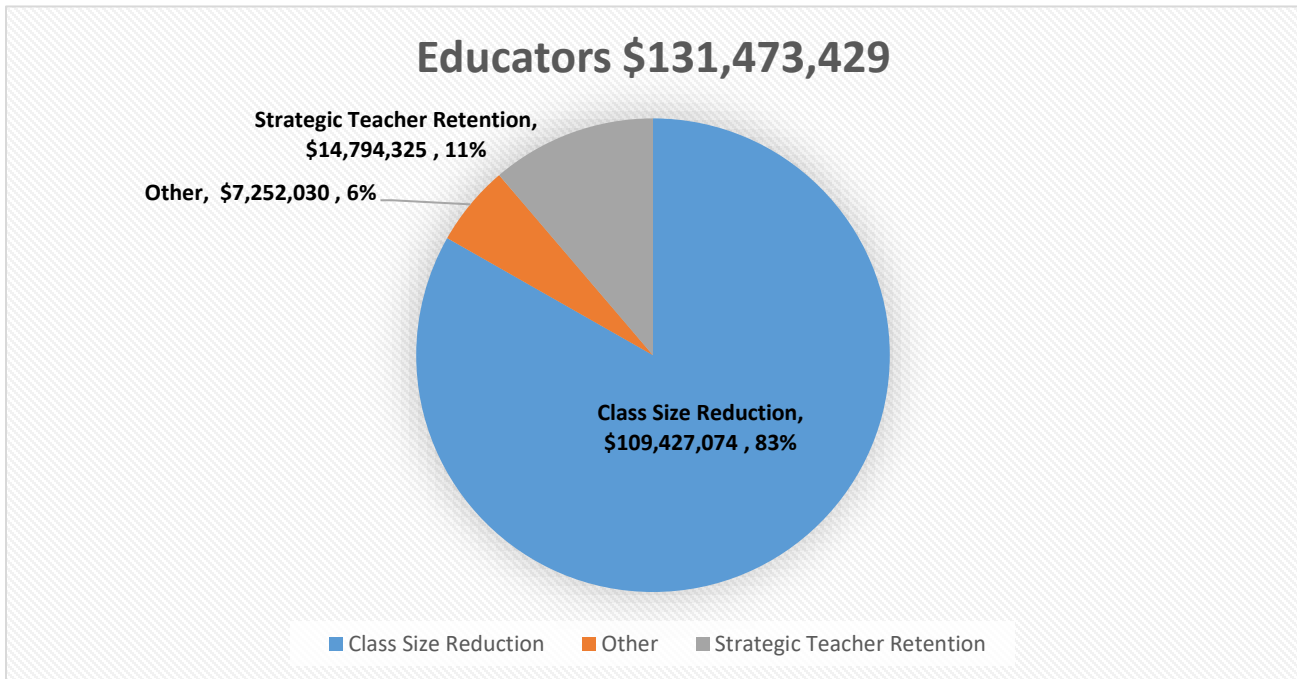


EDUCATORS

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.

Strategic Teacher Retention & Establishing Sustainable Teacher Recruitment Models These initiatives are funded within the Strategic Teacher Retention and Other categories within the ESSER budget	
Total Investment: \$22,046,355	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> • Improved student achievement • Improved teacher/staff retention = greater effectiveness • Recruit more high-quality talent • Development of current staff = greater effectiveness 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>Increased job applications and decreased vacancies</p> <ul style="list-style-type: none"> • Relocation Bonus • Sign on Bonus for Early Contract Teachers • Hard to Staff Bonus for Hard to Staff • Relay Graduate School of Education • Teach for America (TFA) • Proximity Learning • Recruitment Agencies • Participate Learning – Foreign Language Recruitment 	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"> Praxis Reimbursement 	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"> Teacher Mentors Facilitator Fellows Technical Support/PD Spot Awards for Employee performance 	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





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"> • Reduce unemployment • Community investment • Poverty rate reduction • Market share increase • More students attending MSCS; more state/federal funding 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase in student mastery (Target: 10% increase in On Track/Mastery for students in 3 rd Grade on TN Ready by 2022-23)	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)
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



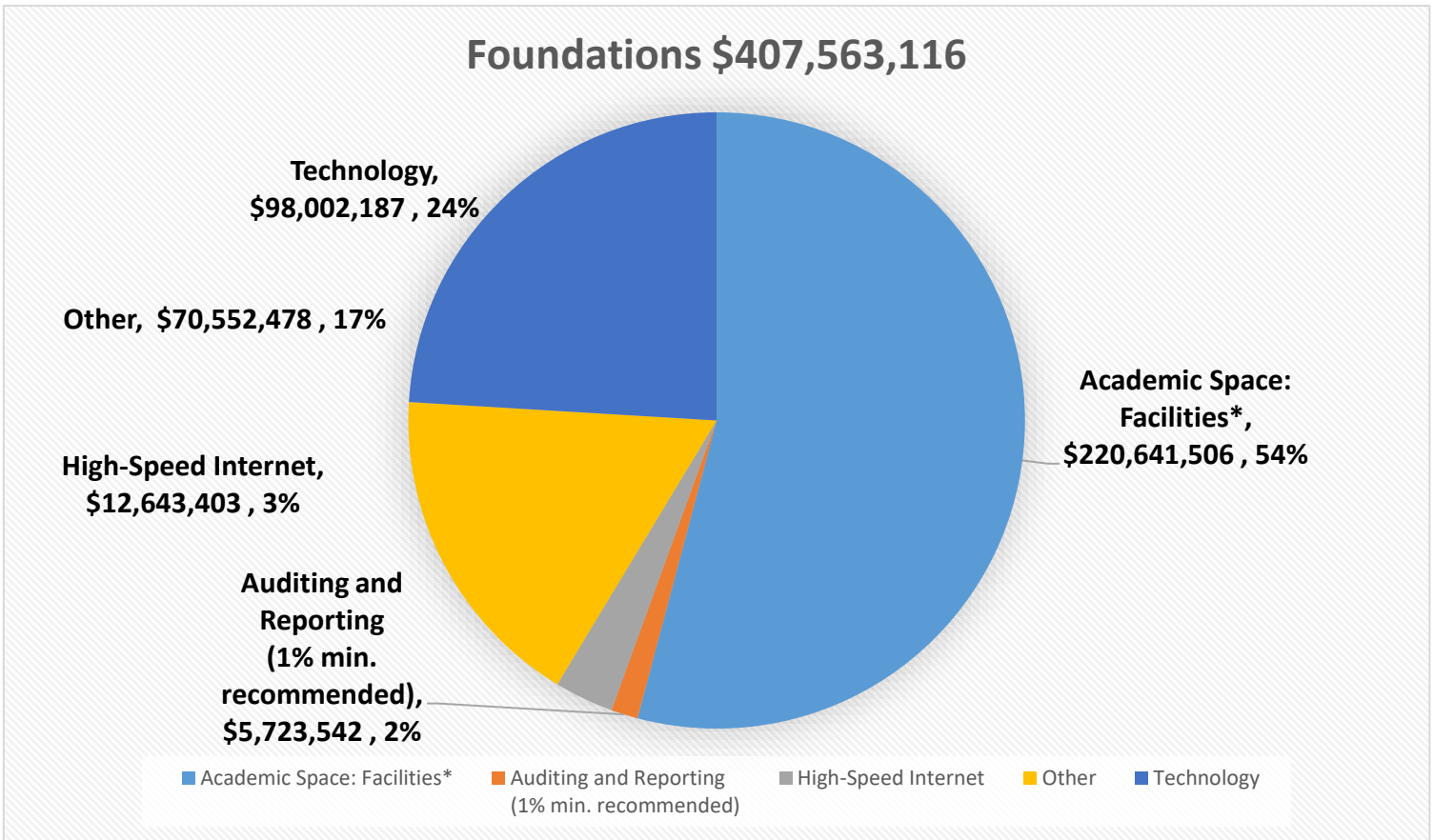
**ESSER STRATEGIES
& PERFORMANCE MEASURES
"FOUNDATIONS"
ESSER
CAPITAL**



DISTRICT’S DEFERRED MAINTENANCE NEEDS

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.





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 & 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





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, 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

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 Adopted 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

Academic Space: Facilities	
Total Investment: \$206,091,724	
<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>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> 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 	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
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



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





CAPITAL PROJECTS

ESSER 2.0				ESSER 2.0 Project 9984			
Project Name	Project Name	Grade Level	Type	2022-2023			2022-2023
				Adopted Budget	Amendment	Reallocation	Amended Budget
Northaven ES HVAC Replacement	Northaven ES	Elem School	HVAC	749,731	-	-	749,731
Downtown ES HVAC Replacement	Downtown ES	Elem School	HVAC	866,365	-	-	866,365
Lucie E. Campbell ES HVAC Replacement	Lucie E. Campbell ES	Elem School	HVAC	1,416,830	-	-	1,416,830
Peabody ES HVAC Replacement	Peabody ES	Elem School	HVAC	2,619,335	-	-	2,619,335
Vollentine ES HVAC Replacement	Vollentine ES	Elem School	HVAC	4,524,885	-	-	4,524,885
Westside ES HVAC Replacement	Westside ES	Elem School	HVAC	4,063,522	-	-	4,063,522
Woodstock MS HVAC Replacement	Woodstock MS	Middle School	HVAC	1,364,356	-	-	1,364,356
Cordova MS HVAC Replacement	Cordova MS	Middle School	HVAC	5,140,615	-	-	5,140,615
Craigmont MS HVAC Replacement	Craigmont MS	Middle School	HVAC	2,745,689	-	-	2,745,689
Cummings K-8 HVAC Replacement	Cummings K-8	Middle School	HVAC	2,384,955	-	-	2,384,955
Grandview Heights MS HVAC Replacement	Grandview Heights MS	Middle School	HVAC	4,083,420	-	-	4,083,420
Bolton HS HVAC Replacement	Bolton HS	High School	HVAC	2,202,975	-	-	2,202,975
East CTC HVAC Replacement	East CTC	High School	HVAC	516,988	-	-	516,988
				32,679,666	-	-	32,679,666





Financial

ESSER 3.0				ESSER 3.0 Project 9985			
Project Name	Project Name	Grade Level	Type	2022-2023			2022-2023
				Adopted Budget	Amendment	Reallocation	Amended Budget
All Elementary & K-8 Schools	General	All	General	2,688,111	-	-	2,688,111
Procure Mgmt System	General	All	General	293,213	-	-	293,213
Hydration Infrastructure Upgrade and Assessment	General	All	Hydration Infrastructure Upgrade and Assessment	3,500,000	-	-	3,500,000
Macon Hall ES Bldg. Addition	Macon Hall ES	Elem School	Bldg. Addition	6,500,308	-	-	6,500,308
Brownsville Road ES Bldg. Addition	Brownsville Road ES	Elem School	Bldg. Addition	6,451,151	-	-	6,451,151
Sheffield ES Bldg. Addition	Sheffield ES	Elem School	Bldg. Addition	5,872,964	-	-	5,872,964
Willow Oaks ES Bldg. Addition	Willow Oaks ES	Elem School	Bldg. Addition	6,582,070	-	-	6,582,070
Westhaven ES Bldg. Addition	Westhaven ES	Elem School	Bldg. Addition	6,442,906	-	-	6,442,906
Geeter K-8 Bldg. Addition	Geeter K-8	Middle School	Bldg. Addition	5,920,296	-	-	5,920,296
Crump ES HVAC	Crump ES	Elem School	HVAC	1,569,659	-	-	1,569,659
Fox Meadows ES HVAC	Fox Meadow ES	Elem School	HVAC	1,108,841	-	-	1,108,841
Whitehaven ES HVAC	Whitehaven ES	Elem School	HVAC	2,244,334	-	-	2,244,334
Winridge ES HVAC	Winridge ES	Elem School	HVAC	524,387	-	-	524,387
Southwind ES HVAC	Southwind ES	Elem School	HVAC	3,709,893	-	-	3,709,893
Norris ES HVAC	Norris ES	Elem School	HVAC	1,089,780	-	-	1,089,780
American Way MS HVAC	American Way MS	Middle School	HVAC	7,783,748	-	-	7,783,748
Cummings K-8 HVAC	Cummings K-8	Middle School	HVAC	1,953,319	-	-	1,953,319
Geeter K-8 HVAC	Geeter K-8	Middle School	HVAC	4,637,033	-	-	4,637,033
Hamilton K-8 HVAC	Hamilton K-8	Middle School	HVAC	4,573,064	-	-	4,573,064
Havenview MS HVAC	Havenview MS	Middle School	HVAC	3,467,415	-	-	3,467,415
Southwind HS HVAC	Southwind HS	High School	HVAC	1,779,012	-	-	1,779,012
Carver HS HVAC	G. W. Carver College &	High School	HVAC	4,753,200	-	-	4,753,200
East HS HVAC	East HS	High School	HVAC	1,560,377	-	-	1,560,377
Kingsbury CTC HVAC	Kingsbury CTC	High School	HVAC	180,333	-	-	180,333
Kirby HS HVAC	Kirby HS	High School	HVAC	3,865,760	-	-	3,865,760
Oakhaven HS HVAC	Oakhaven HS	High School	HVAC	6,187,939	-	-	6,187,939
Westwood HS HVAC	Westwood HS	High School	HVAC	2,981,634	-	-	2,981,634
Wooddale HS HVAC	Wooddale HS	High School	HVAC	3,920,402	-	-	3,920,402
Central HS HVAC	Central HS	High School	HVAC	3,893,911	-	-	3,893,911
Peabody ES Playground	Peabody ES	Elem School	Playground	19,953	-	-	19,953
Shrine ES Playground	Shrine ES	Elem School	Playground	346,703	-	-	346,703
Robert R. Church ES Roof	Robert R. Church	Elem School	Roof	214,377	-	-	214,377
Westwood HS Roof	Westwood HS	High School	Roof	313,650	-	-	313,650
Westwood HS Windows	Westwood HS	High School	Windows	1,500,000	-	-	1,500,000
				108,429,743	-	-	108,429,743
Total Projects				141,109,409.00			141,109,409.00



Financial



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NON- FEDERAL PROGRAMS



FY 2024 District Adopted Budget



Financial

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. 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.”¹ 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.

¹ *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.



Financial

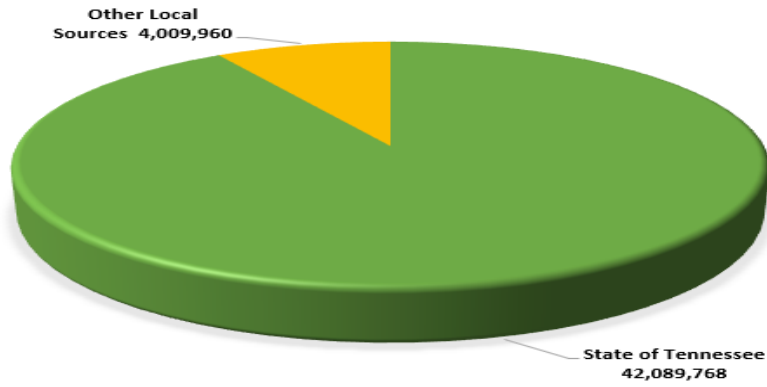
II. Financial Summary of the Non-Federal Programs Fund

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 support. 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 \$154,708 increase. The increase can be attributed to the FY2022-2023 increases of \$6,757,500 for First 8 Memphis, \$650,000 for First 8.2 Wraparound Grant, \$424,999 for Lottery for Education Afterschool Programs (LEAPS), and \$32,200,000 for Innovative School Models. There was also an increase for 901 Café' of \$537,575.

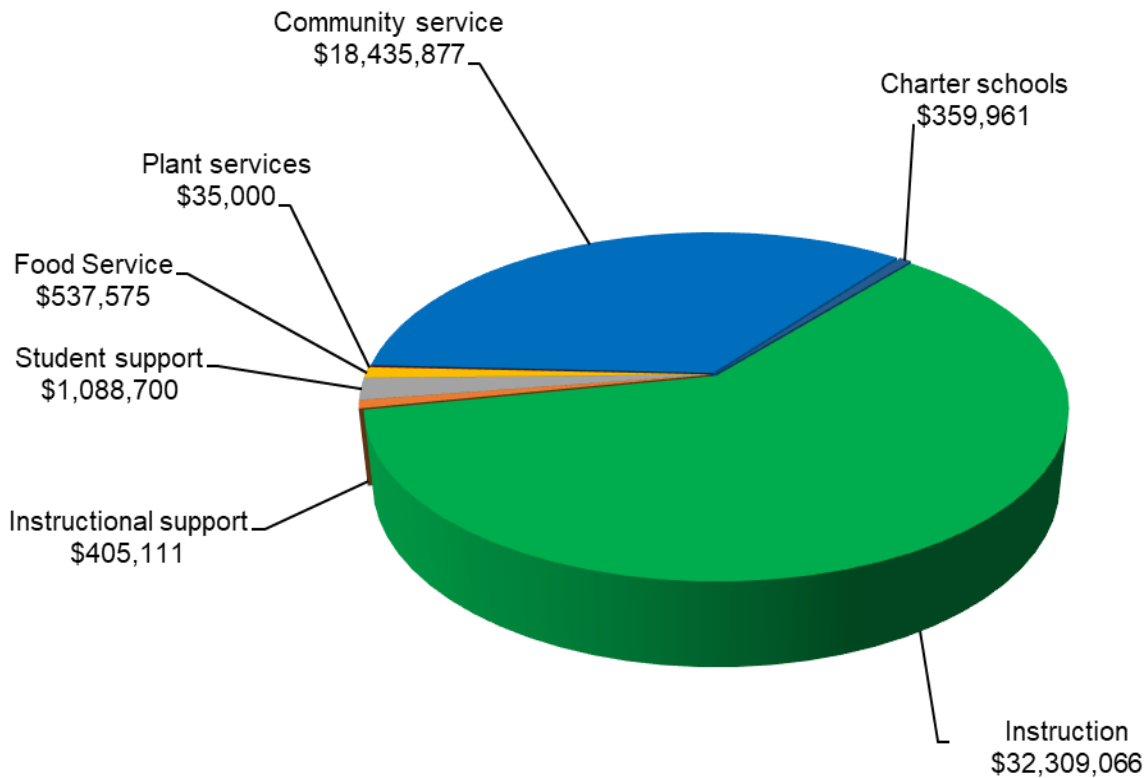




Where the Money Comes From ...



Where the Money Goes....





Financial

Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2023-24 by state function.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 11,173,191	\$ 10,475,438	\$ 10,592,145	\$ 42,500,627	\$ 42,089,768	\$ (410,859)	-1.0%
Other Local Sources	9,584,150	6,950,929	8,542,850	9,277,895	4,009,960	(5,267,935)	-56.8%
Total Revenues	\$ 20,757,341	\$ 17,426,367	\$ 19,134,995	\$ 51,778,522	\$ 46,099,727	\$ (5,678,795)	-11.0%
Expenditures							
Instruction	\$ 1,643,754	\$ 889,395	\$ 817,837	\$ 32,515,937	\$ 32,309,066	\$ (206,871)	-0.6%
Instructional Support	366,703	517,813	354,537	800,108	405,111	(394,997)	-49.4%
Student Support	86,354	125,273	358,007	1,227,061	1,088,700	(138,361)	-11.3%
Office of the Principal	20,506	-	-	-	-	-	0.0%
General administration	-	75,000	114,860	50,000	-	(50,000)	-100.0%
Food Services	-	-	-	-	537,575	537,575	0.0%
Plant Services	555,919	197,526	246,319	552,696	35,000	(517,696)	-93.7%
Community services	21,791,413	21,065,198	16,655,826	17,284,147	18,435,877	1,151,731	6.7%
Charter Schools	-	-	-	586,633	359,961	586,633	0.0%
Total Expenditures	\$ 24,464,649	\$ 22,870,206	\$ 18,547,386	\$ 53,016,581	\$ 53,171,290	\$ 968,014	1.8%
Excess (deficiency) of revenues over expenditures	(3,707,308)	(5,443,839)	587,609	(1,238,059)	(7,071,563)		
Approved use of Fund balance	3,707,308	5,443,839	-	1,238,059	7,071,563		
Net Change	\$ -	\$ -	\$ 587,609	\$ -	\$ -		
Beginning Fund Balance	10,214,640	6,507,332	1,063,495	1,651,102	3,003,080		
Increase (decrease) in revenue for encumbrance	(3,707,308)	(5,443,837)	587,607	1,351,978	-		
Sale of Capital Assets	-	-	-	-	-		
Ending Fund Balance	\$ 6,507,332	\$ 1,063,495	\$ 1,651,102	\$ 3,003,080	\$ 3,003,080		
Fund Balance Categories							
Restricted	5,737,662	372,542	620,762	3,003,080	3,003,080		
Committed	769,670	690,953	1,030,340	-	-		
Total Ending Fund Balance	\$ 6,507,332	\$ 1,063,495	\$ 1,651,102	\$ 3,003,080	\$ 3,003,080		



Financial

Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2023-24 by major object.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 11,173,191	\$ 10,475,438	\$ 10,592,145	\$ 42,500,627	\$ 42,089,768	\$ (410,859)	-1.0%
Other Local Sources	9,584,150	6,950,929	8,542,850	9,277,895	4,009,960	(5,267,935)	-56.8%
Total Revenues	\$ 20,757,341	\$ 17,426,367	\$ 19,134,995	\$ 51,778,522	\$ 46,099,727	\$ (5,678,795)	-11.0%
Expenditures							
Salaries	\$ 11,744,176	\$ 10,319,361	\$ 9,932,507	\$ 10,606,945	\$ 12,370,069	\$ 1,763,124	16.6%
Benefits	2,957,978	2,682,663	2,668,741	2,944,108	3,105,188	161,080	5.5%
Contracted Services	5,205,993	3,923,293	3,542,860	4,538,549	3,715,648	(822,901)	-18.1%
Professional Services	199,165	152,406	-	-	-	-	0.0%
Property Maintenance Services	48,703	375	4,460	-	-	-	0.0%
Travel	19,216	52	4,365	-	-	-	0.0%
Supplies and Materials	633,397	4,258,430	782,916	33,180,272	32,733,388	(446,884)	-1.3%
Capital Outlay	2,724,713	814,549	807,264	374,872	168,216	(206,656)	-55.1%
Other Charges	931,308	719,075	804,275	1,371,836	1,078,781	(293,055)	-21.4%
Total Expenditures	\$ 24,464,649	\$ 22,870,204	\$ 18,547,388	\$ 53,016,581	\$ 53,171,290	\$ 154,708	0.3%
Excess (deficiency) of revenues over expenditures	(3,707,308)	(5,443,837)	587,607	(1,238,059)	(7,071,563)		
Approved use of Fund balance	3,707,308	5,443,837	(587,607)	1,238,059	7,071,563		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance	10,214,640	6,507,332	1,063,495	1,651,102	3,003,080		
Increase (decrease) in revenue for encumbrance	(3,707,308)	(5,443,837)	587,607	1,351,978	-		
Ending Fund Balance	\$ 6,507,332	\$ 1,063,495	\$ 1,651,102	\$ 3,003,080	\$ 3,003,080		
Fund Balance Categories							
Restricted	5,737,662	435,056	620,762	3,003,080	3,003,080		
Committed	769,670	628,440	1,030,340	-	-		
Total Ending Fund Balance	\$ 6,507,332	\$ 1,063,496	\$ 1,651,102	\$ 3,003,080	\$ 3,003,080		



Financial

This chart categorizes the fiscal year 2023-24 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	FY2022-2023 AMENDED BUDGET	FY2023-2024 ADOPTED BUDGET	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE
Cognitive Social Emotional Support	D090	YMCA Before and After Care	280,279	280,279	-	0.0%
	D095	Very Special Arts Festival	41,084	4,752	(36,332)	-88.4%
	D240	Class Piano Program	68,450	20,000	(48,450)	-70.8%
	D485	SCIAA Dues & Fines	625,000	625,000	-	0.0%
	D525	Pre-K	9,411,769	9,411,678	(91)	0.0%
	D526	First 8.1	5,248,000	-	(5,248,000)	-100.0%
	D527	First 8 Memphis	-	6,757,500	6,757,500	100.0%
	D766	Shelby County Government Pre-K	1,280,000	-	(1,280,000)	-100.0%
	D767	First 8.2 Wraparound Grant	750,000	1,400,000	650,000	86.7%
	D768	First 8.1 Coaches Support Grant	255,000	331,500	76,500	30.0%
	D960	Lottery for Education Afterschool Programs (LEAPS)	602,173	602,000	(173)	0.0%
	D972	Middle School CTE Start Up Grant FY21	831	-	(831)	-100.0%
	D973	Middle School CTE Career Exploration FY21	4,782	-	(4,782)	-100.0%
	D974	CCTE Middle School STEM Start-Up Grant	40,815	-	(40,815)	-100.0%
	D975	CCTE Kingsbury Middle School Career Exploration	16,784	-	(16,784)	-100.0%
	D976	STEM Classroom Grants	19,936	-	(19,936)	-100.0%
	D977	Building a Future That Works	35,066	22,498	(12,568)	-35.8%
	D978	SEL- Social and Emotional Learning	8,000	6,000	(2,000)	-25.0%
D980	SEL-Teacher Ambassador Program	50,000	-	(50,000)	-100.0%	
Cognitive Social Emotional Support			\$ 18,737,969	\$ 19,461,207	\$ 723,238	3.9%
Operational Support	D010	901 Café	-	537,575	537,575	100%
	D045	Security-Ancillary Services	19,826	-	(19,826)	-100.0%
	D065	TVA ENERNOC Demand Response Program	465,409	20,000	(445,409)	-95.7%
	D075	Facility Rental	67,461	15,000	(52,461)	-77.8%
	D125	Telecommunications Center US	34,616	6,923	(27,693)	-80.0%
Operational Support			\$ 587,312	\$ 579,498	\$ (7,814)	-1.3%
Student Achievement/Instructional Support	D555	Research & Evaluation	98,652	20,111	(78,541)	-79.6%
	D730	SOTA Music Program Support	51,454	-	(51,454)	-100.0%
	D957	Project Graduation	31,852	15,000	(16,852)	-52.9%
	D964	Tennessee SCORE	-	-	-	0.0%
	D966	Bolton High School & TN State Univ Agri-STEM Grant	74,941	20,000	(54,941)	-274.7%
9909	Competitive Priority School Grant	64,880	-	(64,880)	0.0%	
Student Achievement/Instructional Support			\$ 321,779	\$ 55,111	\$ (266,668)	-82.9%
Student Support Services	D205	Adopt a School Seminar	136	136	-	0.0%
	D415	Homeless Children & Youth Program	4,359	1,500	(2,859)	-65.6%
	D465	Mental Health Records	105,486	31,000	(74,486)	-70.6%
	D570	Colonial Hearing & Vision Center	23,088	10,000	(13,088)	-56.7%
	D670	Adolescent Parenting Program	9,322	1,500	(7,822)	-83.9%
	D777	Evening Reporting Center	309,000	309,000	-	0.0%
	D795	SPED Medicaid Reimbursement	510,709	350,000	(160,709)	-31.5%
	D907	Project Stand	6,125	2,500	(3,625)	-59.2%
	D963	Sponsorships and Donations	1,138	1,138	-	0.0%
	D968	Trauma Intensive Parenting (TIP)	75,000	75,000	-	0.0%
	D979	Project Restore	30,000	18,700	(11,300)	-37.7%
	D981	SPARC 4.0 Grant	95,158	75,000	(20,158)	-21.2%
	D982	Innovative School Models	32,200,000	32,200,000	-	100%
Student Support Services			\$ 33,369,521	\$ 33,075,474	\$ (294,047)	-0.9%
Grand Total			\$ 53,016,581	\$ 53,171,290	\$ 154,707	0.3%



III. 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 2023-24.

DO90 – 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 FY2022-23: All MSCS Students
Revenue Classification: Local Fees and Billing
Initiative 1:

FY2022-23 Participating Schools: All MSCS Schools

DO45 - 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 FY2022-23: 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)

FY2022-23 Participating Schools: All MSCS Schools

DO65 - 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 FY2022-23: 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.

FY2022-23 Participating Schools: All MSCS Schools

DO75 - 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.



Financial

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 FY2022-23: All MSCS Students

Revenue Classification: Local Rental Agreements

FY2022-23 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 FY2022-23: All Students at participating schools

Revenue Classification: Private Donations

FY2022-23 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 FY2022-23: 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

FY2022-23 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 FY2022-23: 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.



Financial

Number of Students Served in FY2022-23: 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.

FY2022-23 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 FY2022-23: All displaced students and families.

Revenue Classification: Local Donations

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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 has been 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 FY2022-23: 2,677

Revenue Classification: State of Tennessee Fees

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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 FY2022-23: 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



Financial

FY2022-23 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 FY2022-23: 3,800

Revenue Classification: State of Tennessee Grant

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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 FY2022-23: 1,020

Revenue Classification: Local Grant

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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

FY2022-23 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.



Financial

Number of Students Served in FY2022-23: All MSCS Students
Revenue Classification: Various federal and local grants and fees
Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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 2022-23: 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.

FY2022-23 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 FY2022-23: 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.

FY2022-23 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 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 FY2022-23: 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.

FY2022-23 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.



Financial

Number of Students Served in FY2022-23: 1,020

Revenue Classification: Local Grant

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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 FY2022-23: 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.

FY2022-23 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 FY2022-23: 1,553

Number of Therapists in FY2022-23: 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.

FY2022-23 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.



Financial

Number of eligible Students in FY2022-23: 2,000

Number of Therapists in FY2022-23: 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.

FY2022-23 Participating Schools: All MSCS Schools

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 learners.

Number of Students Served in FY2022-23: 1,824

Revenue Classification: Local Donations

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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 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 FY2022-23: 560 (allotted by grant)

Revenue Classification: State of Tennessee Grant

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)



Financial

FY2022-23 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.

FY2022-23 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, but the grant also aims for parents to better understand the importance of self-care.

Number of Students Served in FY2022-23: 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.





Financial



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NUTRITION SERVICES



FY 2024 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 be provided at least two healthy meals every school day.

KEY ECONOMIC INDICATOR 2023	Shelby County	Davidson County	Hamilton County	Knox County	Tennessee
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
¹ Child Poverty	% of children (aged 0-18) living in poverty**	U.S. Census Bureau, SAIPE Program
² Child Mortality	Deaths among children under age 18 per 100,000	CDC WONDER morality data
³ Child Food Insecurity	% of children (aged 0-18) who lack adequate access to food	Map the Meal Gap
⁴ High School Dropouts	% of ninth-grade cohorts that fail to graduate in four years	County Health Rankings and Roadmaps
⁵ Teen Births	Births per 1,000 females aged 15-19	National Center for Health Statistics
⁶ COVID-19 Vulnerability	Social Vulnerability Index (SVI) Score	CDC Agency for Toxic Substances and Disease Registry

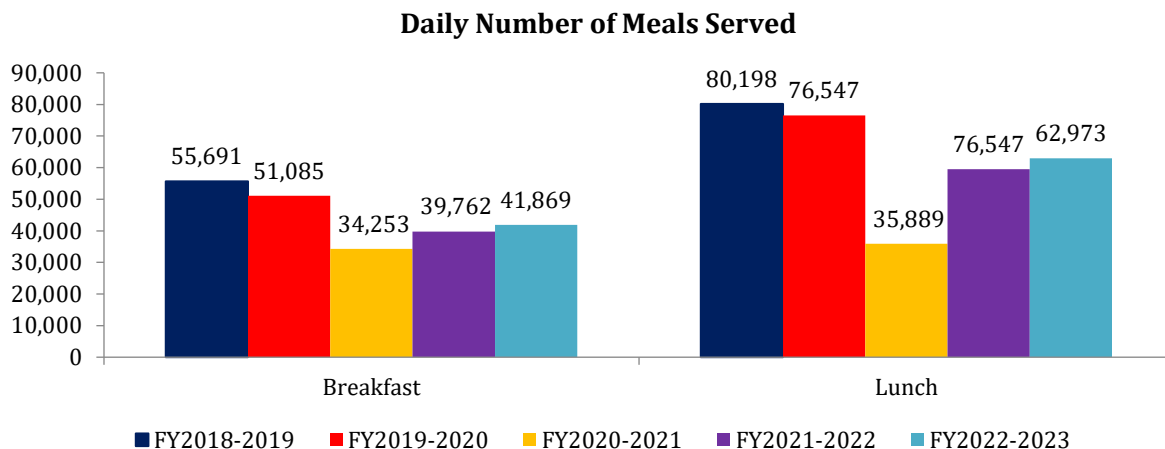
OVERVIEW OF NUTRITION SERVICES DEPARTMENT

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 41,869 reimbursable breakfast meals and 62,973 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.

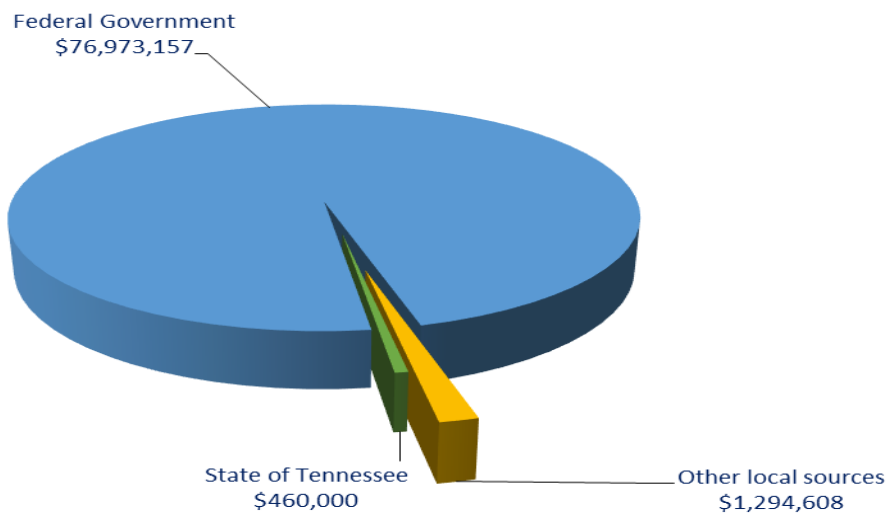




In school year 2023-24, the primary focus will be continuous improvement of both menu offerings and food presentation to increase student satisfaction and participation. The Nutrition Services Department will enhance operating efficiencies, quality, and service to students and schools through the following goals:

- Improve menu choices and minimize substitutions
- Improve efficiencies and accountability in inventory management
- Improve cafeteria surroundings 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 decrease by \$853.2 thousand (or 1.1%) to \$78.7 million, while expenditures are budgeted to increase by \$9.1 million (or 11.5%) to \$88.7 million for fiscal year 2023-24. The primary reason for the increase in projected expenditures is attributed to the increased cost of food and food supplies. Nutrition Services is expected to utilize \$9.9 million of fund balance to increase efficiency in operation. The approved use of fund balance will be used to offset the increased cost of food and food supplies. Supplies and Materials show an increase of \$10.2 million for fiscal year 2023-24.

The below chart is the Nutrition Services Fund budget for fiscal year 2023-24 by program activity.

	2019-20	2020-21	2021-2022	2022-2023	2023-2024		
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 655,047	\$ 527,153	\$ 383,864	\$ 520,000	\$ 460,000	\$ (60,000)	-11.5%
Federal Government	57,064,452	44,684,267	83,930,549	78,050,688	76,973,157	(1,077,531)	-1.4%
Other Local Sources	2,214,821	518,118	1,308,804	1,010,267	1,294,608	284,341	28.1%
Total Revenue	\$ 59,934,320	\$ 45,729,538	\$ 85,623,218	\$ 79,580,955	\$ 78,727,765	\$ (853,190)	-1.1%
Expenditures							
Food Services	\$ 65,179,616	\$ 57,215,439	\$ 70,783,084	\$ 79,580,955	\$ 88,701,262	\$ 9,120,307	11.5%
Total Expenditures	\$ 65,179,616	\$ 57,215,439	\$ 70,783,084	\$ 79,580,955	\$ 88,701,262	\$ 9,120,307	11.5%
Excess (deficiency) of revenues							
Debt Services	(5,245,296)	(11,485,901)	14,840,134	-	(9,973,496)		
Approved Use of Fund Balance	5,245,296	11,485,901	-	-	9,973,496		
Net Change	\$ -	\$ -	\$ 14,840,134	\$ -	\$ -		
Beginning Fund Balance							
Beginning Fund Balance	45,757,186	40,511,890	29,025,988	43,866,122	37,759,526		
Increase (decrease) in revenue for encumbrance	(5,250,336)	(11,485,902)	14,840,134	(6,106,596)	-		
Sale of Capital Assets	5,040	-	-	-	-		
Endind Fund Balance	\$ 40,511,890	\$ 29,025,988	\$ 43,866,122	\$ 37,759,526	\$ 37,759,526		
Fund Balance Categories							
Nonspendable	5,597,299	5,333,661	5,824,974	5,360,702	5,360,702		
Restricted	34,914,591	23,692,327	38,041,148	32,398,824	32,398,824		
Total Ending Fund Balance	\$ 40,511,890	\$ 29,025,988	\$ 43,866,122	\$ 37,759,526	\$ 37,759,526		



Financial

The below chart is the Nutrition Services Fund budget for fiscal year 2023-24 by object category.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024		
	Actual	Actual	Actual	Amended Budget	Adopted Budget	Variance	% Change
Revenues							
State of Tennessee	\$ 655,047	\$ 527,153	\$ 383,864	\$ 520,000	\$ 460,000	\$ (60,000)	-11.5%
Federal Government	57,064,452	44,684,267	83,930,549	78,050,688	76,973,157	(1,077,531)	-1.4%
Other Local Sources	2,214,821	518,118	1,308,804	1,010,267	1,294,608	284,341	28.1%
Total Revenue	\$ 59,934,320	\$ 45,729,538	\$ 85,623,217	\$ 79,580,955	\$ 78,727,765	(\$ 853,190)	-1.1%
Expenditures							
Salaries	\$ 25,344,898	\$ 23,916,901	\$ 26,655,073	\$ 27,660,827	\$ 35,517,238	\$ 7,856,411	28.4%
Benefits	4,757,038	4,525,030	5,034,797	5,507,299	7,891,570	2,384,271	43.3%
Contracted Services	2,046,395	315,388	297,447	1,655,881	1,941,045	285,164	17.2%
Professional Services	23,667	22,603	25,872	-	-	-	0.0%
Property Maintenance Services	349,787	307,339	176,782	-	-	-	0.0%
Travel	59,615	29,351	36,659	-	-	-	0.0%
Supplies and Materials	27,687,689	23,453,844	31,957,706	36,264,072	36,005,386	(258,686)	-0.7%
Capital Outlay	2,915,297	2,392,654	4,176,682	5,902,651	4,772,042	(1,130,610)	-19.2%
Other Charges	1,995,230	2,252,331	2,422,067	2,590,225	2,573,981	(16,244)	-0.6%
Total Expenditures	\$ 65,179,616	\$ 57,215,441	\$ 70,783,084	\$ 79,580,955	\$ 88,701,262	\$ 9,120,307	11.5%
Excess (deficiency) of revenues over expenditures	(5,245,296)	(11,485,903)	14,840,133	-	(9,973,497)		
Approved use of Fund balance	5,245,296	11,485,903	(14,840,133)	-	9,973,497		
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -		
Beginning Fund Balance	45,757,186	40,511,890	29,025,988	43,866,122	37,759,526		
Increase (decrease) in revenue for encumbrance	(5,250,336)	(11,485,902)	14,840,134	(6,106,596)	-		
Sale of Capital Assets	5,040	-	-	-	-		
Endind Fund Balance	\$ 40,511,890	\$ 29,025,988	\$ 43,866,122	\$ 37,759,526	\$ 37,759,526		
Fund Balance Categories							
Nonspendable	5,597,299	5,333,662	5,824,974	5,360,702	5,370,702		
Restricted	34,914,591	23,692,327	38,041,148	32,398,824	32,398,824		
Total Ending Fund Balance	\$ 40,511,890	\$ 29,025,989	\$ 43,866,123	\$ 37,759,526	\$ 37,769,526		

In the above schedule, the largest budget increase for fiscal year 2023-24 (\$7.9 million) occurs in Salaries, due to the realignment of the Nutrition Services Department. The largest budget decrease (\$1.1 million) for the fiscal year occurs in Furniture and Equipment. The decrease resulted from fewer upgrades to cafeteria equipment. Equipment was updated during fiscal year 2022-23.



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 2023-24 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/farmentoschool/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 2024 District Adopted Budget



Financial



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VII. 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 Warehouse Fund is the largest Internal Service Fund, which along with the Printing Fund operates on a traditional fee and service model. The ASD Fund is driven by Special Education services, which are often in the form of Instruction,

Instructional Support, and medical services.

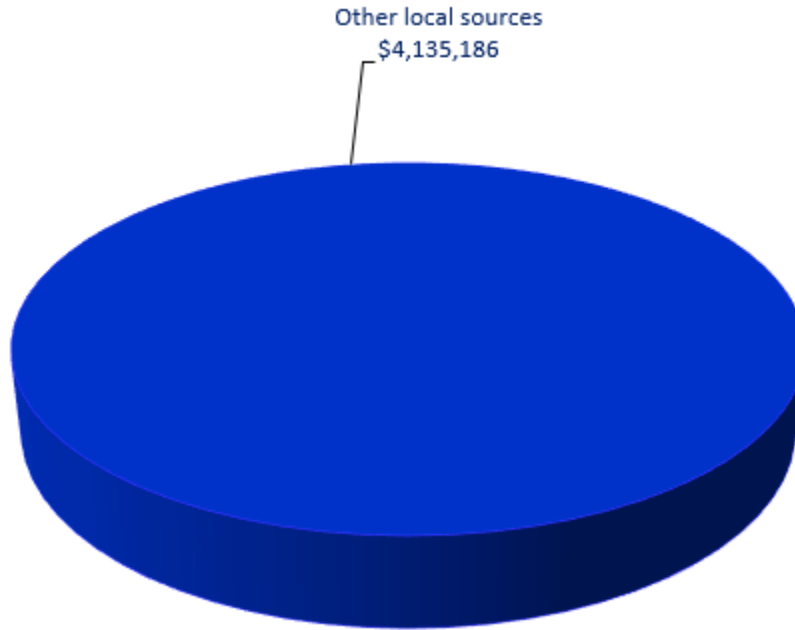
Budgeting practices for both Printing Services and Warehouse Funds are to ensure that expected revenues and expenditures are balanced for the current year. It is the District’s practice for the Printing and Warehouse Funds to have fund balances that include an operating reserve and a designated reserve. 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.



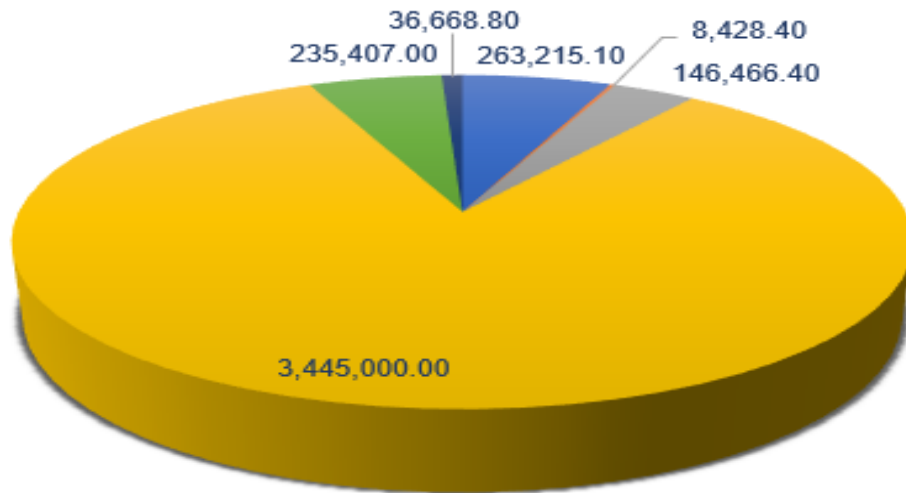
The combined Internal Services Fund budgeted revenues and expenditures are projected to decrease by 11.7% from \$4.7 million in fiscal year 2022-23 to \$4.1 million in fiscal year 2023-24.



Where the Money Comes From...



...and Where the Money Goes



- Instruction
- Other Support Services
- Charter Schools
- Instructional Support
- Student Transportation
- Student Support
- Plant Services



Financial

Below is the fiscal year 2023-24 Adopted budget for each of the three Internal Service Funds shown by program activity and functions.

Fiscal Year 2023-24 Budget
Internal Service Fund

REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
OTHER LOCAL SOURCES	\$ 690,186	\$ 825,000	\$ 2,620,000	\$ 4,135,186
TOTAL REVENUES	\$ 690,186	\$ 825,000	\$ 2,620,000	\$ 4,135,186
EXPENDITURES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Instruction	\$ 299,885	\$ -	\$ -	\$ 299,885
Instructional Support	8,428			8,428
Student Support	146,466			146,466
General Administration	-	825,000	2,620,000	3,445,000
Student Transportation	-	-	-	-
Capital Outlay	235,407	-	-	235,407
TOTAL EXPENDITURES	\$ 690,186	\$ 825,000	\$ 2,620,000	\$ 4,135,186
Beginning Fund Balance	633,795	258,496	463,947	1,356,237
Ending Fund Balance	\$ 633,795	\$ 258,496	\$ 463,947	\$ 1,356,237



Financial

Below is the fiscal year 2023-24 budget for each of the three Internal Service Funds shown by program activity and objects.

Fiscal Year 2023-24 Budget
Internal Service Fund

Internal Service Fund FY2024

REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
OTHER LOCAL SOURCES	\$ 690,186	\$ 825,000	\$ 2,620,000	\$ 4,135,186
TOTAL REVENUES	\$ 690,186	\$ 825,000	\$ 2,620,000	\$ 4,135,186
EXPENDITURES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Salaries	\$ 405,899	\$ 452,624	\$ 1,031,318	\$ 1,889,841
Benefits	6,735	107,090	364,266	478,091
Contracted Services	19,214	24,742	757,516	801,472
Supplies and Materials	1,262	221,544	258,900	481,706
Capital Outlay	-	19,000	185,000	204,000
Other Charges	257,076	-	23,000	280,076
TOTAL EXPENDITURES	\$ 690,186	\$ 825,000	\$ 2,620,000	\$ 4,135,186
Excess (deficiency) of revenues	-	-	-	-
Approved use of Fund balance	-	-	-	-
Net Change	-	-	-	-
Beginning Fund Balance	633,795	258,496	463,947	1,356,237
Increase (decrease) in revenue for encumbrances				-
Transfers To/(From) Other Funds	-			-
Sale of Capital Assets				-
Ending Fund Balance	\$ 633,795	\$ 258,496	\$ 463,947	\$ 1,356,237



Financial

Below is the fiscal year 2023-24 budget by program activity and functions, with comparative year data.

In fiscal year 2023-24, the combined Internal Service Fund budgeted revenues are expected to decrease to approximately \$4.1 million compared to 2022-2023 amended budget revenues. The combined Internal Service Fund budgeted expenditures are also expected to decrease to approximately \$4.1 million, which is \$550,350 less than fiscal year 2022-2023 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 2023-24 Budget Internal Service Fund

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues							
Other Local Sources	\$ 2,017,148	\$ 2,842,458	\$ 2,938,320	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Total Revenues	\$ 2,017,148	\$ 2,842,458	\$ 2,938,320	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Expenditures							
Instruction	\$ 419,008	\$ 142,489	\$ 175,654	\$ 263,215	\$ 263,215	\$ -	0.0%
Instructional Support	6,323	7,802	5,077	8,428	8,428	-	0.0%
Student Support	65,625	113,209	42,558	146,466	146,466	-	0.0%
General Administration	57,222	1,412,731	2,386,503	3,888,198	3,445,000	(443,198)	-11.4%
Student Transportation	212,414	85,352	96,847	88,021	-	(88,021)	-100.0%
Plant Services	1,899,823	568,982	231,681	254,538	235,407	(19,131)	-7.5%
Charter Schools	-	-	-	36,669	36,669	-	0.0%
Total Expenditures	\$ 2,660,414	\$ 2,330,565	\$ 2,938,320	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Excess (deficiency) of revenues over expenditures	(643,266)	511,893	-	-	-	-	
Approved use of Fund balance	643,266	(511,893)	-	-	-	-	
Net Change	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Beginning Fund Balance	1,124,788	481,556	993,449	2,378,526	1,356,237		
Increase (decrease) in revenue for encumbrances	(643,265)	511,893	1,385,077	(1,022,289)	-		
Transfers To/(From)Other Funds	33	-	-	-	-		
Ending Fund Balance	\$ 481,556	\$ 993,449	\$ 2,378,526	\$ 1,356,237	\$ 1,356,237		
Fund Balance Categories							
Unassigned	481,556	993,449	2,378,526	1,356,237	1,356,237		
Total Ending Fund Balance	\$ 481,556	\$ 993,449	\$ 2,378,526	\$ 1,356,237	\$ 1,356,237		



Financial

Below is the Internal Service Fund by program activity and object category, with comparative year data.

Fiscal Year 2023-24 Budget Internal Service Fund

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Adopted Budget	Variance	% Change
Revenues							
Other Local Sources	\$ 2,017,148	\$ 2,842,458	\$ 2,938,319	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Total Revenues	\$ 2,017,148	\$ 2,842,458	\$ 2,938,319	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Expenditures							
Salaries	\$ 1,512,100	\$ 1,378,881	\$ 1,244,245	\$ 1,840,841	\$ 1,889,841	\$ 49,000	2.7%
Benefits	316,315	253,899	277,603	461,391	478,091	16,700	3.6%
Contracted Services	65,547	40,115	721,862	1,126,778	786,472	(340,305)	-30.2%
Professional Services	212,414	85,352	96,847	-	-	-	0.0%
Property Maintenance Services	28,890	61,304	252,861	-	-	-	0.0%
Supplies and Materials	354,326	313,775	131,490	710,356	496,706	(213,650)	-30.1%
Capital Outlay	74,863	92,366	59,758	266,095	204,000	(62,095)	-23.3%
Other Charges	95,959	104,871	153,655	280,076	280,076	-	0.0%
Total Expenditures	\$ 2,660,414	\$ 2,330,565	\$ 2,938,319	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
Excess (deficiency) of revenues over expenditures	(643,266)	511,893	-	-	-	-	
Approved use of Fund balance	643,266	-	-	-	-	-	
Net Change	\$ -	\$ 511,893	\$ -	\$ -	\$ -	\$ -	
Beginning Fund Balance	1,124,788	481,556	993,449	2,378,526	1,356,237		
Increase (decrease) in revenue for encumbrances	(643,265)	511,893	1,385,077	(1,022,289)	-		
Transfers To/(From)Other Funds	33	-	-	-	-		
Ending Fund Balance	\$ 481,556	\$ 993,449	\$ 2,378,526	\$ 1,356,237	\$ 1,356,237		
Fund Balance Categories							
Unassigned	481,556	993,449	2,378,526	1,356,237	1,356,237		
Total Ending Fund Balance	\$ 481,556	\$ 993,449	\$ 2,378,526	\$ 1,356,237	\$ 1,356,237		

INFORMATIONAL



FY 2024 District Adopted Budget



Informational Section

This section includes the following information:

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Informational Section

I. DISTRICT ENROLLMENT TRENDS

i. Enrollment History and Projections by School

School/Building	2019	2020	2021	2022	2023	2024	2025	2026
A. B. Hill ES (1909)	226	212	293	348	543	512	518	521
A. Maceo Walker MS (2003)	702	716	796	806	654	688	696	700
Alcy ES (1970)	-	-	874	566	550	644	651	655
Alton ES (1969)	277	270	320	294	-	-	-	-
American Way MS (2003)	711	701	705	697	702	670	678	682
B.T. Washington HS (1949)	463	436	439	459	464	433	438	441
Barret's Chapel ES (1960)	466	457	403	380	324	353	357	359
Bellevue MS (1928)	567	560	598	1,047	548	618	625	629
Belle Forrest ES (2013)	1,138	1,144	1,017	601	936	886	896	901
Berclair ES (1953)	608	623	598	589	581	574	581	584
Bethel Grove ES (1932)	214	199	168	185	160	200	203	204
Bolton HS (1960)	889	848	620	678	562	725	733	737
Brownsville Rd ES (1966)	546	575	516	484	473	461	467	469
Bruce ES (1999)	443	441	522	530	462	424	429	431
Central HS (1915)	1,484	1,432	1,431	1,421	1,335	1,313	1,328	1,335
Charjean ES (1950)	299	307	-	404	-	-	-	-
Cherokee ES (1951)	438	436	429	-	356	372	376	378
Chickasaw MS (1970)	343	368	361	361	297	317	321	322
Chimneyrock (2011)	892	939	878	869	813	833	842	847
Colonial MS (1954)	1,122	1,097	1,121	1,100	963	1,026	1,038	1,043
Cordova ES (2002)	789	819	732	693	672	768	776	781
Cordova HS (1997)	2,241	2,268	2,198	2,244	2,028	2,094	2,117	2,129
Cordova MS (1993)	784	813	788	742	610	612	619	622
Craigmont HS (1978)	807	840	707	726	649	772	781	785
Craigmont MS (2001)	559	557	553	506	453	441	446	449
Cromwell ES (1963)	449	425	457	406	388	387	391	393
Crump ES (1999)	558	533	481	528	563	499	505	507
Cummings ES (1961)	519	543	428	381	275	234	236	238
Delano ES (1957)	269	273	225	247	227	245	247	249
Dexter K-8 (2002)	1,202	1,198	1,134	1,155	1,390	1,444	1,460	1,469
Double Tree ES (1977)	378	369	368	400	341	342	346	348
Douglass ES (1964)	452	459	441	437	358	479	484	487
Douglass HS (2008)	540	557	612	621	594	651	658	662
Downtown ES (2003)	608	613	684	677	653	693	701	704
Dunbar ES (1955)	241	232	207	219	173	178	180	181
East HS (1948)	370	371	387	615	606	557	563	567
E.E. Jeter (1949)	408	431	506	329	356	377	382	384
Egypt ES (1964)	505	505	458	522	513	485	490	493
Evans ES (1965)	457	420	407	370	395	359	363	365
Ford Road ES (1952)	502	512	475	513	489	502	507	510
Fox Meadows ES (1965)	572	574	491	508	487	403	408	410
Frayser-Corning Elementary (2022)	-	-	-	-	339	344	348	350
Gardenview ES (1967)	242	230	298	288	272	231	234	235
Geeter MS (1961)	595	604	657	711	686	555	561	564
Georgian Hills Elementary (2022)	-	-	-	-	246	239	242	243
Georgian Hills MS (1959)	289	274	309	296	311	291	294	296
Germanshire ES (2001)	786	766	788	718	660	680	688	692
Germantown ES (1975)	626	611	619	600	557	605	612	615
Germantown HS (1964)	1,939	1,883	1,971	1,947	1,765	1,810	1,830	1,841



Informational Section

School/Building	2019	2020	2021	2022	2023	2024	2025	2026
Germantown MS (1979)	705	710	799	814	771	708	716	720
Getwell ES (2001)	334	438	411	421	439	430	435	437
Goodlett ES (1964)	420	900	808	-	-	-	-	-
Grahamwood ES (1953)	982	995	972	944	886	826	835	840
Grandview Hts. ES (1953)	464	486	358	394	377	348	352	354
Hamilton HS (1972)	620	611	578	625	655	681	689	693
Hamilton MS (1946)	232	202	498	601	597	626	633	637
Hanley Elementary	-	-	-	-	-	547	553	556
Havenview MS (1960)	668	714	768	727	709	682	690	694
Hawkins Mill ES (1965)	327	311	302	286	256	255	258	260
Hickory Ridge ES (2001)	673	619	695	660	663	628	635	639
Hickory Ridge MS (2001)	870	876	852	803	726	808	817	822
Highland Oaks ES (1993)	776	825	817	745	713	730	738	743
Highland Oaks MS (2009)	725	715	589	622	619	611	618	621
Holmes Road ES (2001)	570	584	620	637	557	621	628	631
Idlewild ES (1903)	488	497	515	503	561	610	617	621
Jackson ES (1957)	300	274	303	262	259	270	273	275
John P. Freeman MS (1973)	622	662	630	656	610	543	549	553
Kate Bond ES (1993)	821	801	778	696	689	743	752	756
Kate Bond MS (2012)	1,156	1,090	1,122	1,120	1,011	970	981	986
Keystone ES (1991)	430	405	336	381	372	434	439	442
Kingsbury ES (1959)	496	453	517	495	475	430	435	437
Kingsbury MS (1955)	642	639	673	676	587	502	508	511
Kingsbury HS (1950)	1,265	1,232	1,332	1,347	1,376	1,304	1,319	1,326
Kirby HS (1980)	821	780	895	807	829	843	853	858
Knight Road ES (1959)	497	-	-	-	-	-	-	-
Larose ES (1963)	282	275	232	187	227	258	261	262
Levi ES (1992)	430	412	406	429	400	392	396	398
Lowrance K-8 (1995)	796	807	841	861	830	877	887	892
Lucie E. Campbell ES (2002)	514	503	483	509	474	567	574	577
Lucy ES (1921)	382	355	352	310	281	282	285	287
Macon Hall ES (1997)	1,160	1,164	1,199	1,084	1,036	1,076	1,088	1,094
Magnolia ES (1950)	354	361	-	-	-	-	-	-
Manassas HS-New (2007)	438	400	406	393	307	326	330	332
Manor Lake ES (1971)	-	-	-	-	-	-	-	-
Maxine Smith STEAM Academy (2015)	357	371	375	364	375	430	435	437
Melrose HS (1970)	569	803	691	752	747	684	692	696
Mitchell HS (1957,2002)	445	442	401	421	377	380	384	386
Mt. Pisgah Middle (2007)	487	569	568	555	629	571	577	581
Newberry ES (1970)	454	463	439	391	340	386	390	393
Northaven ES (1978)	303	313	305	315	299	253	256	258
Oak Forest ES (1994)	409	408	359	388	371	340	343	345
Oakhaven ES (1957)	582	545	530	482	460	525	531	534
Oakhaven HS (1956)	339	374	366	395	379	401	406	408
Oakhaven MS (1963)	293	313	323	322	301	302	305	307
Oakshire ES (1966)	347	314	350	339	383	401	405	408
Overton HS (1959)	1,101	1,097	1,260	1,339	1,411	1,453	1,469	1,478
Parkway Village (2019)	-	-	-	808	783	750	758	762
Peabody ES (1909)	368	367	356	332	318	327	331	332
Raleigh-Bartlett ES (1976)	464	462	477	453	395	386	390	392
Raleigh-Egypt HS (1969)	960	986	548	657	641	698	706	710
Raleigh-Egypt MS (1969)	-	-	464	476	441	521	527	530
Richland ES (1957)	835	836	866	802	842	863	873	878
Ridgeway/Balmoral ES (1970)	324	334	308	288	267	236	239	240
Ridgeway HS (1970)	1,161	1,124	938	852	813	805	814	819



Informational Section

School/Building	2019	2020	2021	2022	2023	2024	2025	2026
Ridgeway MS (2001)	750	762	785	784	625	599	606	609
Riverview MS (1967)	403	368	404	404	316	435	440	442
Riverwood ES (2011)	948	949	844	864	861	867	876	881
Robert R. Church ES (2001)	707	668	643	627	497	631	638	642
Ross ES (1976)	659	608	537	545	508	576	583	586
Rozelle ES (1914)	239	232	234	215	188	181	183	184
Scenic Hills ES (1957)	279	280	207	265	268	229	232	233
Sea Isle ES (1955)	421	398	433	413	385	403	408	410
Shady Grove ES (1962)	376	379	386	371	-	-	-	-
Sharpe ES (1954)	298	264	289	286	284	318	322	324
Sheffield ES (1970)	574	437	536	488	508	503	508	511
Sheffield HS (1966)	661	604	511	537	454	490	496	498
Shelby Oaks ES (1990)	840	825	824	739	655	699	707	711
Sherwood ES (1950)	594	530	554	506	479	510	516	519
Sherwood MS (1957)	772	728	773	786	779	667	675	678
Snowden ES (1909)	1,288	1,255	1,226	1,272	1,261	1,400	1,416	1,424
South Park ES (1998)	490	468	453	451	441	443	448	450
Southwind ES (1990)	706	623	616	623	583	579	586	589
Southwind HS (2007)	1,610	1,667	1,549	1,463	1,407	1,509	1,526	1,534
Springdale ES (1940)	243	242	266	272	200	219	221	223
Treadwell ES (1985)	690	691	774	770	736	793	802	806
Treadwell MS (1948)	464	477	602	604	625	641	648	652
Trezevant HS (1960)	530	514	445	512	408	514	520	523
Vollentine ES (1930)	293	278	268	261	299	276	280	281
Wells Station ES (1954)	730	734	710	662	565	566	573	576
Westhaven ES (1956)	753	756	748	750	625	703	711	715
Westside ES (1952)	312	309	337	330	306	328	332	334
Westwood HS (1958)	348	333	345	357	274	298	301	303
White Station ES (1933)	618	617	646	608	602	650	657	661
White Station HS (1952)	2,135	1,836	2,035	1,998	1,939	1,791	1,811	1,822
White Station MS (1960,2007)	1,264	1,228	1,259	1,182	1,049	1,058	1,070	1,076
Whitehaven ES (1949)	470	459	418	400	371	432	437	439
Whitehaven HS (1931)	1,663	1,692	1,616	1,522	1,544	1,669	1,688	1,698
Whitney Elementary (2022)	-	-	-	-	206	253	256	257
William H. Brewster ES (2006)	401	430	451	420	396	440	445	448
Willow Oaks ES (1951)	726	738	688	649	644	605	611	615
Winchester ES (1960)	606	599	544	549	376	385	389	391
Winridge ES (2001)	485	464	476	461	448	455	460	463
Wooddale HS (1967)	590	485	606	665	674	656	663	667
Woodstock Middle (1956)	292	301	325	313	266	201	203	204
Total	85,801	84,886	84,843	83,865	79,695	81,939	82,864	83,331



Informational Section

School/Building	2019	2020	2021	2022	2023	2024	2025	2026
Charter Schools								
Arrow Academy	75	73	89	111	102	99	106	112
Aspire College Prep Academy (Journey East)	294	375	426	426	402	357	380	404
Aster College Prep	-	120	-	-	-	-	-	-
Aurora Collegiate Academy	335	343	327	340	344	339	361	384
Beacon College Prep	-	-	116	125	152	214	228	242
Believe Memphis Academy	110	167	247	387	408	326	347	369
Circles of Success Learning Academy	238	246	229	209	230	229	244	259
City Boys Prep	88	66	-	-	-	-	-	-
City Girls Prep	100	110	141	127	95	88	94	99
City University School of Independence	16	16	14	28	15	14	15	16
City University School of Liberal Arts	269	282	244	254	249	234	249	265
Compass Binghamton	-	180	175	201	223	217	231	246
Compass Berclair	-	180	172	210	233	240	255	271
Compass Frayser	-	180	162	181	208	219	233	248
Compass Hickory Hill	-	233	237	249	268	268	285	303
Compass Midtown	-	250	240	265	307	347	370	393
Compass Orange Mound	-	160	177	200	228	207	220	234
Crosstown High	149	294	399	528	499	494	525	559
Dubois Elem for Entrepreneurship	237	233	331	-	-	-	-	-
Dubois Elem Arts & Technology	206	195	-	-	-	-	-	-
Dubois Middle Arts & Technology	128	135	-	-	-	-	-	-
Dubois Middle Leadership/Public Policy	127	132	-	-	-	-	-	-
The Excel Center	450	244	-	-	-	-	-	-
Freedom Prep Academy	656	869	1,054	2,189	2,283	2,266	2,410	2,564
Freedom Prep Elementary	353	394	493	-	-	-	-	-
Freedom Prep Academy Sherwood	171	288	341	-	-	-	-	-
Gateway University	158	229	-	-	-	-	-	-
Granville T. Woods Academy of Innovation	413	419	405	403	429	397	422	449
Grizzlies Academy	345	344	341	351	334	355	377	401
KIPP Academy at Cypress	1,578	1,682	1,531	1,695	1,504	1,439	1,530	1,628
Kaleidoscope School of Memphis	71	96	74	61	-	-	-	-
Leadership Prep Charter School	265	254	346	394	373	438	466	495
Memphis Academy of Health Sciences MS	309	296	278	242	211	-	-	-
Memphis Academy of Health Sciences HS	423	435	448	372	399	-	-	-
Memphis Academy of Science & Engineering	605	622	550	596	538	613	652	693
Memphis Business Academy ES	305	272	304	277	291	280	298	317
Memphis Business Academy MS	479	483	480	481	400	405	430	458
Memphis Business Academy HS	468	510	523	565	573	531	565	601
Memphis Business Academy Hickory Hill ES	70	88	135	109	94	99	106	112
Memphis Business Academy Hickory Hill MS	26	54	89	63	46	55	58	62
Memphis College Preparatory	253	245	265	284	309	267	283	302
Memphis Delta Preparatory	334	341	409	392	420	395	421	447
Memphis Merit Academy	-	120	191	244	247	302	322	342
Memphis Rise Academy	559	669	750	775	788	782	831	884
Memphis School of Excellence	689	742	1,256	1,306	1,468	1,604	1,706	1,814
Memphis Stem Elementary	185	231	198	292	258	225	240	255
Perea Elementary	76	142	195	320	263	272	289	308
Power Center Academy	2,001	2,228	2,253	2,386	2,487	2,628	2,795	2,973
Promise Academy	366	372	322	319	286	300	319	339
Soulsville Academy	658	690	662	634	702	668	710	755
Southern Avenue Elementary	364	346	375	383	353	349	371	395
Southwest Early College High	179	273	-	-	-	-	-	-
Star Academy	280	307	348	304	314	297	316	336
Veritas College Preparatory	142	150	178	163	155	151	161	171
Vision Prep	363	397	388	396	392	409	435	463
Total Charter School Enrollment	15,966	18,802	18,908	19,837	19,879	19,422	20,657	21,971
District Total Enrollment	101,767	103,688	103,751	103,702	99,574	101,360	103,521	105,302



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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, the 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 the future will be like the past.
- It does not account for single, critical events (e.g., a major employer closing).
- Forecasts beyond 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 the school year 2023-24. 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>



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ii. Staffing Levels

	2019 -2020 Actual Budget	2020 -2021 Actual Budget	2021 -2022 Actual Budget	2022 -2023 Amended Budget	2023 -2024 Adopted Budget	Change from 2023 Amended Budget to 2024 Budget	Percentage Change from 2023 Amended Budget to 2024 Budget
Full-Time Employees							
Officials/Administration/Management	256.05	253.00	318.00	337.00	338.00	1.00	0.30%
Principals	157.00	154.00	156.00	154.00	155.00	1.00	0.65%
Assistant Principals, Non-Teachers	203.00	201.00	207.00	218.00	225.00	7.00	3.21%
Elementary Classroom Teachers	2,368.00	2,264.00	2,218.00	2,231.00	2,254.00	23.00	1.03%
Secondary Classroom Teachers	1,892.85	1,816.00	1,772.00	1,751.00	1,768.00	17.00	0.97%
Other Classroom Teachers	2,197.12	2,188.00	2,356.00	2,248.00	2,304.00	56.00	2.49%
Guidance	299.00	280.00	278.00	287.00	290.00	3.00	1.05%
Psychological	79.00	74.00	74.00	68.00	68.00	-	0.00%
Librarian/Audio/Visual	145.00	138.00	130.00	132.00	133.00	1.00	0.76%
Consultants/Supervisors	153.00	147.00	173.00	187.00	198.00	11.00	5.88%
Other Professional	747.20	786.00	1,090.00	1,249.00	1,225.00	(24.00)	-1.92%
Teachers' Aides	1,749.00	1,927.00	3,149.00	2,846.00	2,746.00	(100.00)	-3.51%
Technicians	171.00	150.00	142.00	135.00	135.00	-	0.00%
Clerical/Secretarial	688.64	696.00	696.00	715.00	703.00	(12.00)	-1.68%
Service Workers	1,211.20	1,666.00	1,614.00	1,616.00	1,812.00	196.00	12.13%
Skilled Crafts	111.00	117.00	117.00	118.00	115.00	(3.00)	-2.54%
Laborers Unskilled	260.00	276.00	277.00	253.00	242.00	(11.00)	-4.35%
Professional Instructional	5.00	1.00	3.00	2.00	2.00	-	0.00%
Total	12,693.06	13,134.00	14,770.00	14,547.00	14,713.00	166.00	1.14%
Part-Time Staff Employees							
All Other	17.00	46.00	65.00	29.00	29.00	-	0.00%
Part-Time	8.00	12.00	-	-	-	-	0.00%
Total	25.00	58.00	65.00	29.00	29.00	-	0.00%
Total Full-Time & Part-Time Staff	12,718.06	13,192.00	14,835.00	14,576.00	14,742.00	166.00	1.14%

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

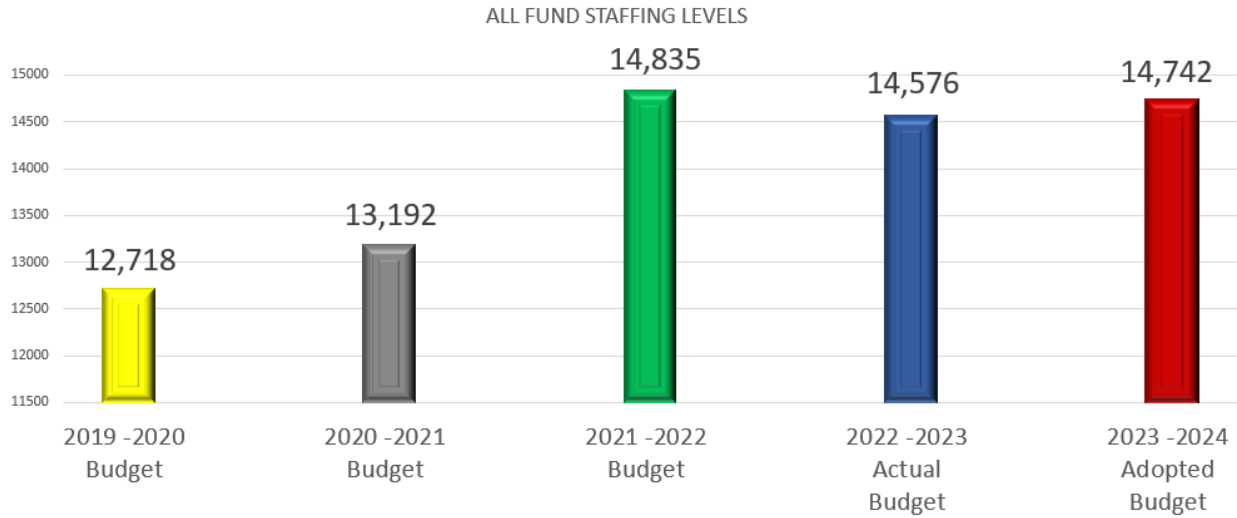
For fiscal year 2023-24, the District has a budget of 14,742 positions, as noted in the graphic above. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 53% of the District's expenditures for the All Funds budget and 61% of the General Fund budget. The District projects a net increase of 166 positions in All Fund for fiscal year 2023-24. The increase is attributed to the increase of Safety and Security Monitors and the return of Hanley Elementary School.



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All Funds Staffing Levels



The chart above reports on the District All Funds budgeted staffing levels for fiscal years 2020 through 2024. The District does not budget for 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.





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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 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.

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 is 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 2023-24, the size of the pool is \$398 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, 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?
SBB Pool Dollars	Yes	Yes	Yes
Special Fund Allocations	No	Depends on the grant terms	Sometimes
Locked Allocations	No	No	No

Weight Characteristics and Amounts

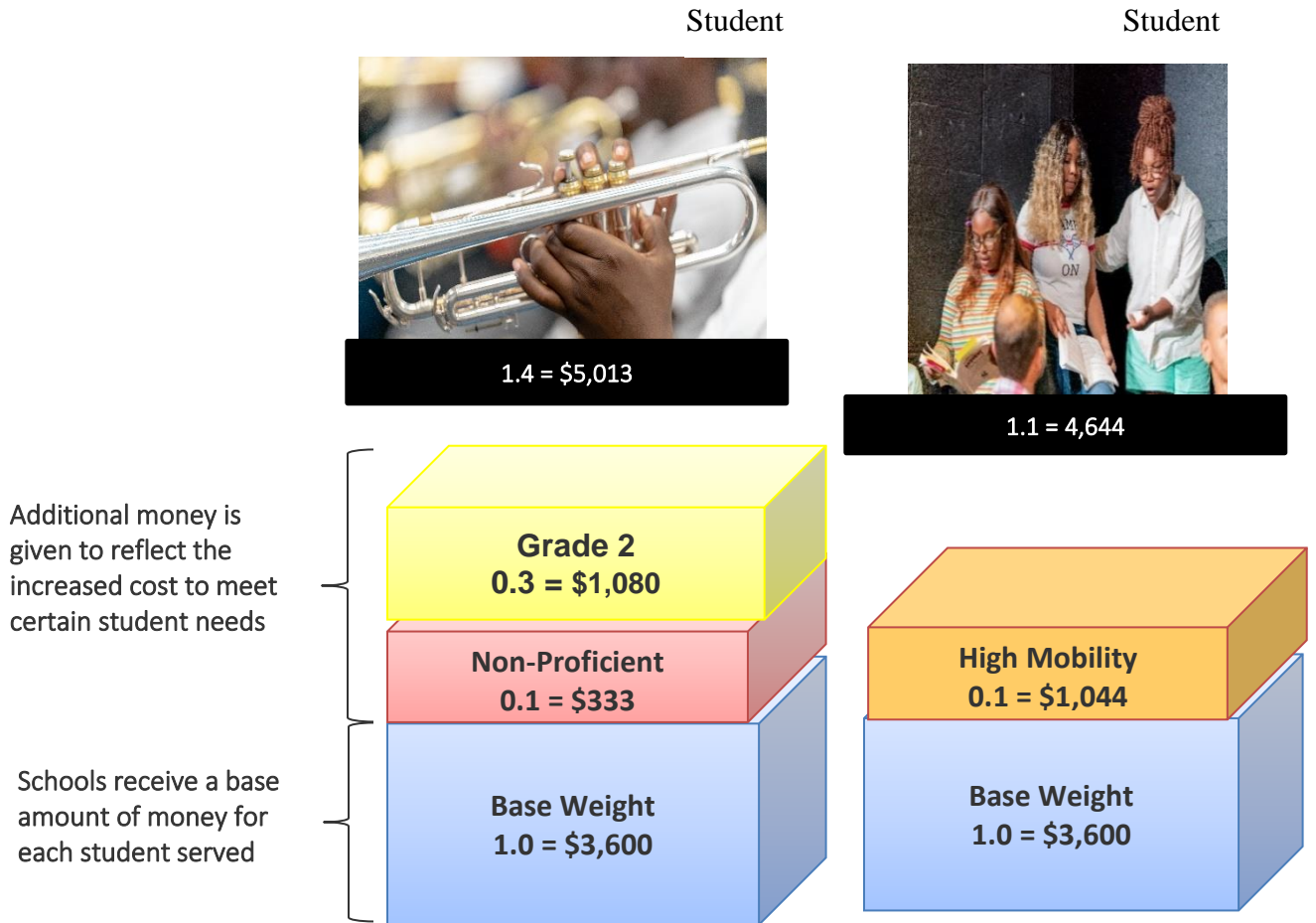
The dollars in the SBB Pool “follow the student.” At its most basic level, this would mean taking the \$398 million in the SBB Pool, dividing by 81,939 students, and sending \$4,861 to each school for every single student on its roster. But a key piece of our strategy is the belief that it costs a different 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



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resources are provided to the schools with 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.



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., 8th grade performance for HS students*) when possible.



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Here are the characteristics chosen for the District’s SBB formula in **2023-24**

Student Need	Rationale
<p>Base Weight</p>	<p>Base Weight-- \$3,600 for all K12 General Education Setting Students</p> <ul style="list-style-type: none"> 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.
<p>Grade Weight: K-5 with emphasis on K-2</p>	<p>Grade Level-- \$1,080 or 0.3 for K-2, \$720 or 0.2 for 3-5</p> <ul style="list-style-type: none"> 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 a critical district focus area and highly predictive of future outcomes. <p><u>DATA USED:</u> 21-22 Projected enrollments by grade</p>
<p>Incoming Student Performance (High and Low)</p>	<p>Incoming student performance (high and low) – \$360 or 0.1</p> <ul style="list-style-type: none"> 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) <p><u>DATA USED:</u> ES/K-8 – Because incoming performance data is not available,</p> <ul style="list-style-type: none"> Low Performance: 19-20 TNReady Below/Approaching Proficient % of 4th graders in 21-22 enrollment year High Performance: 19-20 TNReady Advanced % of 4th graders in 21-22 enrollment year <p><u>DATA USED:</u> MS/HS/6-12</p> <ul style="list-style-type: none"> Low Performance: 19-20 TNReady Below/Approaching Proficient % of Incoming 6th/9th graders in 21-22 enrollment year High Performance: 19-20 TNReady Advanced % of Incoming 6th/9th graders in 21-22 enrollment year
<p>Stand Mobility</p>	<p>Mobility – \$1,044 or 0.29</p> <ul style="list-style-type: none"> 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.



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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, excluding students who attended for less than 1 week) calculated using year-end SY21-22 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 student weights and generate school budgets. The District puts a high premium on accurate projection numbers 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
General Education Teachers	K-3rd: 20:1 4th-6th: 25:1 7th-8th: 30:1	30:1	TN Class Size Requirement
Physical Ed. Teachers	K-4th: 350:1 5th-6th: 265:1 7th-8th: N/A	N/A	TN TISA
Art & Music Teachers	K-6th: 525:1 7th-8th: N/A	N/A	TN TISA



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Assistant Principals	1 FTE: 550 to 1,099 1.5 FTE: 1,100 to 1,319 2 FTE: 1,320+	1 FTE: 1 to 649 2 FTE: 650 to 1,249 3 FTE: 1,250 to 1,499 4 FTE: 1,500 to 1,749 5 FTE: 1,750+	K-8th: TN TISA + MSCS Hybrid* 9th-12th: MSCS Staffing Formula**
Librarians	0.5 FTE: 1 to 264 1 FTE: 265+	0.5 FTE: 1 to 299 1 FTE: 300 to 999 2 FTE: 1,000 to 2,249 3 FTE: 2,250 to 3,000	TN TISA
Clerical Assistants	0.5 FTE: 1 to 224 1 FTE: 225 to 374 + 1 FTE: for every additional 375 students		TN TISA
Financial Secretaries	1 per school		District Requirement
Substitute Teachers	\$45.78 per pupil (pp)		FY19 Short-term sub budget pp
Instructional Supplies	\$300 per teacher		District Requirement
Guidance Counselor	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.

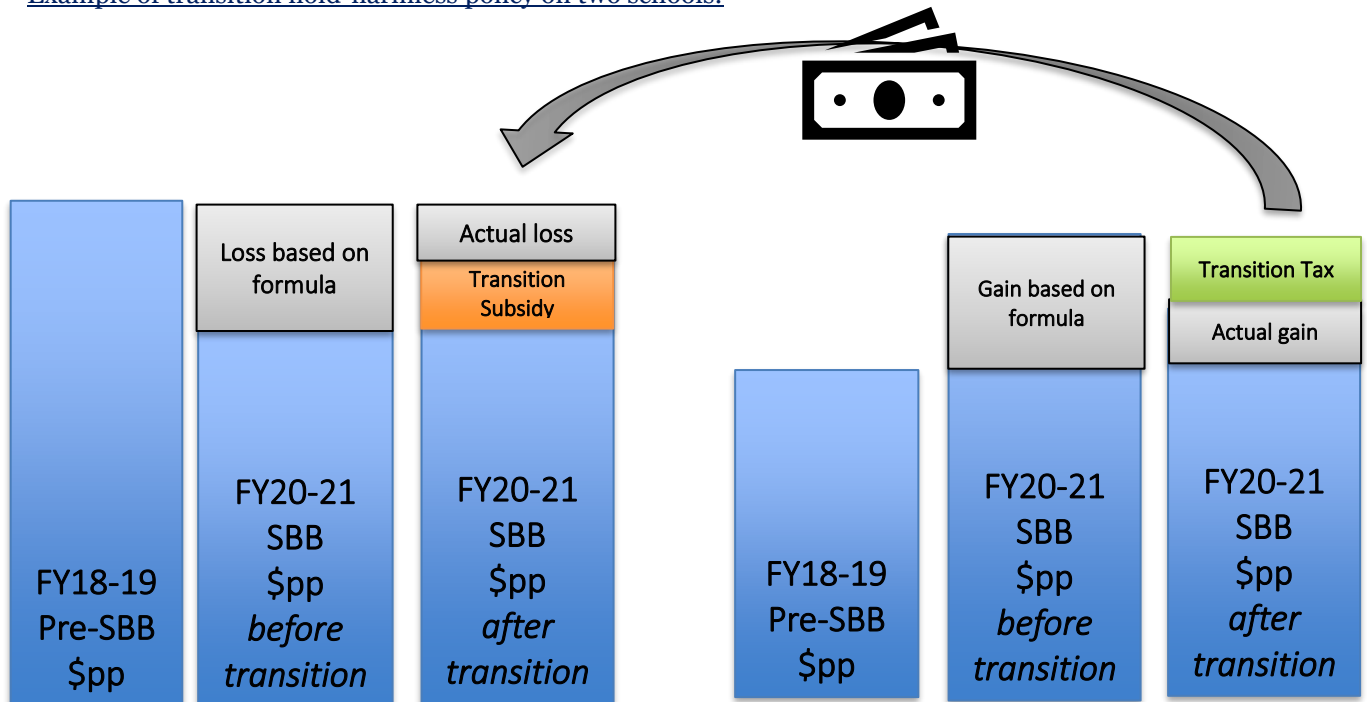
This equitable distribution means, of course, that some schools will receive more than they did in prior years, while others will receive less. In the long term, the District is confident that this new method of apportioning resources will be effective and fair. In the short term, the District will take caution to ensure that schools do not 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%.

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 FY23-24, 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 FY23-24, 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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SBB Transition Gain Cap	+9.0% on a \$pp basis
SBB Transition Loss Cap	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:

Total Enrollment	500
SY17-18 Unlocked Comparison \$pp	\$5,000 pp
SY18-19 SBB Allocations \$pp	\$4,500 pp
If no loss limit existed, School A would experience a loss due to the transition to SBB of	-\$500 pp or -10% loss on \$pp basis
But with the MSCS transition policy, School A's loss is limited to 2.5%	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:

Total Enrollment	500
SY17-18 Unlocked Comparison \$pp	\$5,000 pp
SY18-19 SBB Allocations \$pp	\$5,500 pp
If no gain limit existed, School A would experience a gain due to the transition to SBB of	+\$500 pp or +10% gain on \$pp basis
But with the MSCS transition policy, School A's gain is capped at 7.0% ...	School B will pay a "transition tax" of \$150,000 to cap its gains at +\$450pp or +9.0% gain on \$pp basis.

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.



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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

1. Change due to Enrollment	+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.
2. Change due to SBB Transition	+5%	
= Total Change to Budget	+10%	

School B: Increasing enrollment + losing under SBB

1. Change due to Enrollment	+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.
2. Change due to SBB Transition	-3%	
= Total Change to Budget	+2%	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

1. Change due to Enrollment	-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.
2. Change due to SBB Transition	+5%	
= Total Change to Budget	-5%	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

1. Change due to Enrollment	-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.
2. Change due to SBB Transition	-2.5%	
= Total Change to Budget	-7.5%	

School E: no enrollment change + losing under SBB

1. Change due to Enrollment	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.
2. Change due to SBB Transition	-2.5%	
= Total Change to Budget	-2.5%	



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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 is lower than the average salary. Similarly, schools will not recoup any portion of a position’s benefits including employees not receiving benefits.

Position Title (SBB Pool Only)	Avg. Compensation used for Budgeting*
Classroom Teacher (General Ed)	\$79,751
Assistant Principal	\$111,254
Librarian	\$88,027
Educational Assistant (General Ed)	\$32,095
Financial Secretary	\$61,005
Clerical Assistant	\$42,704
In-School Suspension Assistant	\$32,000
Interventionist	\$82,625
Instructional Facilitator	\$89,275
Graduation Coach	\$88,652
Study Hall Monitor	\$31,977

*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 adopted 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 to apply their resources to the following list.



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Level 1	Traditional Schools in Good Standing	Priority Schools/Critical Focus Schools
Trade-Offs	<ul style="list-style-type: none"> Part-time staff Teachers Librarians Study Hall Monitors In-School Suspension (ISS) Educational Assistants 	<ul style="list-style-type: none"> Part-time staff Teachers Librarians Study Hall Monitors In-School Suspension (ISS) Educational Assistants
Other Budgets	<ul style="list-style-type: none"> Substitute Budget Technology (with Chief Information Officer or CIO approval) 	<ul style="list-style-type: none"> Substitute Budget Technology (with CIO approval)
Special Fund Allocations	<ul style="list-style-type: none"> Title I (for eligible schools) 	<ul style="list-style-type: none"> Title I (for eligible schools)
Supports	<ul style="list-style-type: none"> Support for Intervention – Tier II and Tier III students (Teacher Assistants) Support for Before and After School Tutoring (with additional small group supports for accountability subgroups - ELL, SWD) Part-time Clerical Assistant for attendance only to address COOS 	<ul style="list-style-type: none"> Support – Teacher on Assignment to support the process End of Course Support – Teacher Assistant Parental engagement Staffing bonuses ACT Prep teacher allocated to address Ready Graduate Indicator Full-time Family Specialist to address children out of school. The rates at many of these schools are significantly above the district average World -class instructional design and assessment prep materials/ tutoring hours for ELL students Teacher-on-Assignment to assist with culture/climate issues
Extra Funds Available	<ul style="list-style-type: none"> Teachers Teacher Assistants Assistant Principals Study Hall Monitor ISS Assistant Behavioral Specialist Part-time Teachers 	<ul style="list-style-type: none"> Teachers Teacher Assistants Assistant Principals Study Hall Monitor ISS Assistant Behavioral Specialist Part-time Teachers

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.

Level 2	Cohorts	Early Adopters
Trade-Offs	<ul style="list-style-type: none"> Teachers Librarians Study Hall Monitors In-School Suspension Educational Assistants 	<ul style="list-style-type: none"> Teachers Librarians Study Hall Monitors In-School Suspension Educational Assistants
Supports	<ul style="list-style-type: none"> Support to improve GOOD FIRST TEACHING Support for Tier II and Tier III students (Teachers, TAs) Wrap-Around Services for High Schools (ACT Tutoring –1/2 credit) Support for Collaborative Planning Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.) Stipends for additional support to support academics Administrative support EOC support Funds to support Speakers, field trips to improve Social Emotional Learning 	<ul style="list-style-type: none"> Support to improve GOOD FIRST TEACHING Support for Tier II and Tier III students (Teachers, TAs) Wrap-Around Services for High Schools (ACT Tutoring –1/2 credit) Support for Collaborative Planning Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.) Stipends for additional support to support academics Administrative support EOC support Funds to support Speakers, field trips to improve Social Emotional Learning
Other Budgets	<ul style="list-style-type: none"> Substitute Budget 	<ul style="list-style-type: none"> Substitute Budget
Special Fund Allocations	<ul style="list-style-type: none"> Title I (for eligible schools) 	<ul style="list-style-type: none"> Title I (for eligible schools)
Level 2	Cohorts	Early Adopters
Personnel	<ul style="list-style-type: none"> Create new positions 	<ul style="list-style-type: none"> None
Curriculum	<ul style="list-style-type: none"> Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM 	<ul style="list-style-type: none"> Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM



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Supplemental Materials	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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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

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 2020-2021 and 2021-2022, budget data from school year 2022-2023, as well as the adopted budgets for the upcoming 2023-2024 school year. Actual staffing, enrollment, and spending at the school level for the actual 2023-24 school year may vary from the budget based upon demographics, enrollment, and staffing changes. The variance between school years 2022-2023 and 2023-2024 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.



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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.

Guidance Counselors – for school year 2023-24, 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 Tennessee Investment in Student Achievement (TISA) 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 2023-24. 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)



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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

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

Enrollment	Librarian Allocation
< 400	No faculty member shall serve as a library information coordinator.
400-549	0.5
= or > 500	1

High Schools

Enrollment	Librarian Allocation
< 300	0.5
300 – 1,500	1
= or > 1,500	2



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Clerical Staff Allocations

Elementary Schools

Enrollment	Clerical Staff Allocation
1 – 749	2
750 – 1,099	3
= or > 1,100	4

Middle and High Schools

Enrollment	Clerical Staff Allocation
1 – 499	2
500 – 749	3
750 – 1,099	4
1,100 – 1,649	5
1,650 – 2,049	6
= or > 2,050	7





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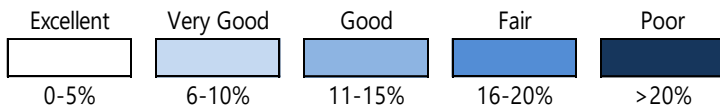
School Information

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, 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 is 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 TISA Funding definition, 57% of the District’s student population are considered as Economically Disadvantaged.



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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 80.1% in school year 2021-22.

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 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.

- 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

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.



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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 2022-23. The grant amounts for fiscal year 2023-24 are pending the final grant awards, which is determined in the early summer.
- Some schools 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.



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	495	86%	21%	-	3,595,367	354,837	163,277	420,066	4,533,546	9,159		
Alcy Elementary	iZone	613	86%	6%	5%	3,851,376	545,563	84,447	1,028,888	5,510,276	8,989		
Balmoral-Ridgeway Elementary School	Optional	242	46%	6%	7%	1,966,861	228,002	24,293	93,768	2,312,924	9,558		
Belle Forest Elementary School	Traditional	919	63%	12%	11%	5,685,502	894,548	208,249	1,429,290	8,217,589	8,942		
Berclair Elementary School	Traditional	586	50%	12%	50%	4,077,257	546,195	107,153	555,998	5,286,604	9,022		
Bethel Grove Elementary School	Traditional	193	78%	31%	2%	1,754,630	172,529	91,911	204,067	2,223,137	11,519		
Brownsville Road Elementary	Optional	468	68%	10%	4%	3,490,015	490,168	61,135	6,647,872	10,689,190	22,840		
Bruce Elementary School	Traditional	436	73%	8%	11%	3,030,295	426,062	105,272	453,398	4,015,028	9,209		
Cherokee Elementary School	Traditional	372	82%	6%	6%	2,302,451	362,983	-	329,859	2,995,293	8,052		
Chimneyrock Elementary School	Traditional	821	43%	11%	13%	4,889,879	480,402	79,381	383,563	5,833,226	7,105		
Cordova Elementary School	Optional	748	43%	12%	9%	4,495,233	425,176	125,809	334,335	5,380,553	7,193		
Corning/Fraser Elementary	iZone	322	86%	7%	1%	2,558,776	282,366	-	52,383	2,893,525	8,986		
Cromwell Elementary School	Traditional	400	67%	18%	15%	2,883,735	381,600	92,355	418,494	3,776,184	9,440		
Crump Elementary School	Traditional	524	69%	11%	18%	3,822,587	508,314	24,376	1,953,006	6,308,283	12,039		
Delano Elementary School	Optional	245	66%	2%	1%	2,007,284	207,206	-	4,473,230	6,687,721	27,297		
Double Tree Elementary School	Optional	347	74%	9%	1%	2,180,123	330,368	-	379,354	2,889,845	8,328		
Downtown Elementary School	Optional	690	62%	7%	1%	4,094,481	521,671	-	1,262,859	5,879,011	8,520		
Dunbar Elementary School	iZone	180	82%	12%	4%	1,767,122	185,746	-	337,396	2,290,264	12,724		
Egypt Central Elementary School	Traditional	495	66%	7%	16%	2,895,566	498,230	-	380,494	3,774,290	7,625		
Evans Elementary School	Traditional	368	60%	8%	28%	2,445,524	350,870	-	651,487	3,447,881	9,369		
Ford Road Elementary School	Traditional	491	86%	14%	0.2%	3,083,643	545,951	161,460	483,702	4,274,756	8,706		
Fox Meadows Elementary School	Traditional	423	71%	14%	11%	3,411,421	533,847	286,641	1,440,855	5,672,764	13,411		
Gardenview Elementary School	Traditional	245	73%	19%	0.4%	1,854,184	291,632	135,383	877,783	3,158,982	12,894		
Georgian Hills Elementary	iZone	236	80%	19%	1%	2,394,098	215,179	-	230,720	2,839,998	12,034		
Germanshire Elementary School	Traditional	705	51%	8%	11%	4,264,526	549,429	84,520	391,627	5,290,103	7,504		
Germantown Elementary School	Optional	605	37%	9%	6%	3,788,651	330,918	145,434	134,341	4,399,344	7,272		
Getwell Elementary School	iZone	422	71%	18%	20%	3,146,036	400,020	246,198	559,641	4,351,895	10,313		
Grahamwood Elementary School	Optional	828	31%	12%	22%	6,257,813	434,845	98,146	218,443	7,009,247	8,465		
Hawkins Mill Elementary School	iZone	251	82%	9%	0%	2,021,355	244,477	67,689	327,081	2,660,601	10,600		
Hickory Ridge Elementary School	Traditional	632	69%	6%	19%	4,123,460	588,790	121,978	351,717	5,185,946	8,206		
Highland Oaks Elementary School	Traditional	732	49%	8%	5%	4,580,260	598,159	51,596	355,993	5,586,009	7,631		
Holmes Road Elementary School	Empowerment	601	77%	14%	2%	3,739,349	564,153	153,472	529,823	4,986,797	8,297		
Idlewild Elementary School	Optional	578	19%	7%	2%	3,858,009	10,652	-	119,594	3,988,255	6,900		
Jackson Elementary School	Traditional	261	54%	11%	58%	2,205,154	244,491	-	284,386	2,734,031	10,475		
Kate Bond Elementary School	Traditional	731	43%	9%	34%	4,464,258	456,571	176,486	367,872	5,465,187	7,476		
Keystone Elementary School	Optional	422	76%	23%	1%	2,799,500	400,296	166,030	282,293	3,648,119	8,645		
Kingsbury Elementary School	Traditional	445	58%	21%	52%	3,306,747	424,385	205,616	508,798	4,445,546	9,990		



Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY 2022 -23 Student Demographics						FY2022-23 Financial Budget				
		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	iZone	249	87%	6%	0.4%	1,649,555	215,961	-	397,943	2,263,458	9,090	
Levi Elementary School	Traditional	388	83%	10%	0.3%	2,523,156	376,106	-	334,448	3,233,710	8,334	
Lucie E. Campbell Elementary	Traditional	535	82%	14%	1%	3,335,767	572,981	205,980	1,892,106	6,006,834	11,228	
Lucy Elementary School	Traditional	289	65%	10%	5%	2,074,934	272,125	57,274	281,803	2,686,136	9,295	
Macon-Hall Elementary School	Traditional	1,056	33%	12%	7%	6,548,517	512,293	54,312	7,054,799	14,169,920	13,418	
Newberry Elementary School	Traditional	378	63%	8%	17%	2,333,723	389,341	86,163	153,755	2,962,981	7,839	
Northaven Elementary School	Traditional	259	85%	17%	2%	2,445,734	280,592	87,670	1,063,525	3,877,521	14,971	
Oakhaven Elementary School	Traditional	515	74%	5%	18%	3,097,266	445,100	-	269,932	3,812,297	7,403	
Oakshire Elementary School	Empowerment	387	80%	9%	1%	2,733,072	391,959	25,556	328,707	3,479,293	8,990	
Parkway Village Elementary	Traditional	766	60%	9%	44%	4,877,074	750,362	119,979	645,809	6,393,224	8,346	
Peabody Elementary School	Optional	333	52%	9%	1%	2,258,975	260,830	-	4,419,815	6,939,620	20,840	
Richland Elementary School	Traditional	838	17%	16%	4%	5,546,703	-	36,528	157,138	5,740,369	6,850	
Riverwood Elementary School	Optional	877	27%	9%	11%	5,970,760	363,249	54,784	218,194	6,606,986	7,534	
Robert R. Church Elementary School	Empowerment	604	76%	6%	4%	3,610,861	507,091	49,791	499,509	4,667,252	7,727	
Ross Elementary School	Traditional	580	61%	14%	9%	4,048,543	431,298	-	260,809	4,740,651	8,174	
Rozelle Elementary School	Optional	190	66%	8%	-	2,113,532	184,949	-	132,807	2,431,289	12,796	
Scenic Hills Elementary School	Traditional	242	80%	12%	2%	2,094,786	273,271	84,363	347,305	2,799,725	11,569	
Sea Isle Elementary School	Traditional	415	44%	20%	7%	3,595,629	286,699	137,127	179,590	4,199,045	10,118	
Sharpe Elementary School	Traditional	315	60%	4%	55%	2,205,729	263,528	-	289,557	2,758,814	8,758	
Shelby Oaks Elementary School	Traditional	681	57%	9%	14%	4,056,953	572,884	27,423	423,152	5,080,413	7,460	
Sherwood Elementary School	Optional	513	69%	7%	24%	3,197,749	671,264	24,533	1,511,685	5,405,231	10,537	
South Park Elementary School	Traditional	451	63%	14%	43%	3,200,687	408,266	90,501	357,491	4,056,944	8,995	
Southwind Elementary School	Traditional	578	42%	11%	7%	4,009,186	391,157	100,552	4,201,982	8,702,878	15,057	
Springdale Elementary School	Optional	218	88%	8%	2%	1,852,063	235,703	-	364,570	2,452,336	11,249	
Treadwell Elementary School	Optional	777	55%	4%	46%	4,923,611	645,150	-	196,316	5,765,077	7,420	
Vollentine Elementary School	Optional	268	79%	25%	3%	2,313,142	317,337	290,792	4,735,536	7,656,807	28,570	
Wells Station Elementary School	Traditional	579	42%	7%	56%	4,551,877	389,051	122,472	540,613	5,604,012	9,679	
Westhaven Elementary School	Traditional	676	75%	18%	1%	4,443,221	640,638	-	6,826,619	11,910,478	17,619	
Westside Elementary School	Traditional	328	83%	9%	4%	2,129,554	287,439	-	4,226,728	6,643,721	20,255	
White Station Elementary School	Traditional	641	31%	12%	13%	4,310,732	270,303	122,743	470,740	5,174,518	8,073	
Whitehaven Elementary STEM School	Optional	415	64%	7%	2%	2,625,847	350,310	-	2,506,336	5,482,493	13,211	
Whitney Elementary	iZone	230	83%	4%	-	2,077,622	203,004	-	120,326	2,400,952	10,439	
William H Brewster Elementary School	Optional	424	68%	15%	26%	2,751,439	369,033	88,798	398,365	3,607,635	8,509	
Willow Oaks Elementary School	Optional	622	54%	8%	40%	3,919,511	668,866	-	6,868,197	11,456,574	18,419	
Winchester Elementary School	iZone	377	83%	9%	5%	2,555,565	375,580	-	464,882	3,396,027	9,008	
Winridge Elementary School	Traditional	449	65%	14%	8%	2,970,099	429,921	162,412	746,701	4,309,133	9,597	



Elementary School Summary

FY2022-23 STAFFING

SCHOOL NAME	SCHOOL TYPE	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
A B Hill Elementary School	iZone	495	22	10	-	-	3	-	-	-	35	1:41
Alcy Elementary	iZone	613	29	4	-	-	4	-	-	2	39	1:31
Balmoral-Ridgeway Elementary School	Optional	242	12	1	-	-	4	1	-	1	19	1:51
Belle Forest Elementary School	Traditional	919	43	5	-	2	6	-	-	3	59	1:33
Berclair Elementary School	Traditional	586	27	5	-	-	4	-	-	8	44	1:48
Bethel Grove Elementary School	Traditional	193	11	4	-	-	2	-	-	-	17	2:03
Brownsville Road Elementary	Optional	468	23	4	-	1	4	-	-	1	33	1:42
Bruce Elementary School	Traditional	436	21	4	-	-	3	-	-	2	30	1:39
Cherokee Elementary School	Traditional	372	18	2	-	-	3	-	-	1	23	1:29
Chimneyrock Elementary School	Traditional	821	39	6	-	-	6	-	-	2	53	1:32
Cordova Elementary School	Optional	748	35	7	-	-	6	-	-	3	51	1:38
Corning/Frayser Elementary	iZone	322	16	2	-	-	3	-	-	-	21	1:32
Cromwell Elementary School	Traditional	400	19	4	-	-	3	-	-	2	28	1:39
Crump Elementary School	Traditional	524	24	3	-	1	4	-	-	3	35	1:35
Delano Elementary School	Optional	245	12	1	-	-	3	-	-	-	16	1:35
Double Tree Elementary School	Optional	347	17	1	-	-	4	-	-	-	22	1:29
Downtown Elementary School	Optional	690	33	5	-	-	6	-	-	1	45	1:33
Dunbar Elementary School	iZone	180	11	3	-	-	2	-	-	-	16	2:09
Egypt Central Elementary School	Traditional	495	23	1	-	-	3	-	-	2	29	1:24
Evans Elementary School	Traditional	368	18	1	-	-	3	-	-	3	25	1:36
Ford Road Elementary School	Traditional	491	24	6	-	-	3	-	-	-	33	1:36
Fox Meadows Elementary School	Traditional	423	21	5	-	1	4	-	-	2	32	1:49
Gardenview Elementary School	Traditional	245	13	4	-	-	3	-	-	-	20	1:55
Georgian Hills Elementary	iZone	236	12	3	-	-	2	-	-	-	17	1:44
Germanshire Elementary School	Traditional	705	32	5	-	-	5	-	-	2	44	1:29
Germantown Elementary School	Optional	605	27	5	-	-	7	1	-	1	41	1:38
Getwell Elementary School	iZone	422	20	8	-	-	3	-	-	1	32	1:49
Grahamwood Elementary School	Optional	828	41	11	-	-	8	-	-	6	66	1:54
Hawkins Mill Elementary School	iZone	251	13	2	-	-	2	-	-	-	17	1:38
Hickory Ridge Elementary School	Traditional	632	31	3	-	-	5	-	-	4	43	1:38
Highland Oaks Elementary School	Traditional	732	35	5	-	-	6	-	-	2	48	1:34
Holmes Road Elementary School	Empowerment	601	27	6	-	-	5	-	-	-	38	1:30
Idlewild Elementary School	Optional	578	27	6	-	-	5	-	-	-	38	1:34
Jackson Elementary School	Traditional	261	13	1	-	-	2	-	-	4	20	1:51
Kate Bond Elementary School	Traditional	731	33	7	-	-	6	-	-	7	53	1:44
Keystone Elementary School	Optional	422	20	8	-	-	4	-	-	-	32	1:48
Kingsbury Elementary School	Traditional	445	22	6	-	-	3	-	-	7	38	2:02



Elementary School Summary

FY2022-23 STAFFING												
SCHOOL NAME	SCHOOL TYPE	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	iZone	249	11	1	-	1	2	-	-	-	15	1:27
Levi Elementary School	Traditional	388	20	1	-	-	3	-	-	-	24	1:29
Lucie E. Campbell Elementary	Traditional	535	26	7	-	-	3	-	-	-	36	1:36
Lucy Elementary School	Traditional	289	15	3	-	-	3	-	-	-	21	1:42
Macon-Hall Elementary School	Traditional	1,056	51	11	-	-	8	-	-	2	72	1:38
Newberry Elementary School	Traditional	378	19	2	-	-	3	-	-	2	26	1:39
Northaven Elementary School	Traditional	259	14	6	-	-	2	-	-	-	22	2:03
Oakhaven Elementary School	Traditional	515	24	1	-	-	3	-	-	3	31	1:27
Oakshire Elementary School	Empowerment	387	18	2	-	-	3	-	-	-	23	1:25
Parkway Village Elementary	Traditional	766	36	6	-	1	6	-	-	9	58	1:48
Peabody Elementary School	Optional	333	16	3	-	-	6	1	-	-	26	1:50
Richland Elementary School	Traditional	838	39	6	-	-	6	-	-	1	52	1:29
Riverwood Elementary School	Optional	877	41	8	-	-	7	-	-	3	59	1:36
Robert R. Church Elementary School	Empowerment	604	28	5	-	-	5	-	-	1	39	1:32
Ross Elementary School	Traditional	580	27	6	-	1	3	-	-	2	39	1:37
Rozelle Elementary School	Optional	190	12	2	-	1	5	-	1	-	20	2:33
Scenic Hills Elementary School	Traditional	242	13	2	-	-	2	-	-	-	17	1:42
Sharpe Elementary School	Traditional	315	16	1	-	-	2	-	-	3	22	1:41
Sheffield Elementary School	iZone	507	26	1	-	-	4	-	-	7	38	1:47
Shelby Oaks Elementary School	Traditional	681	32	4	-	-	6	-	-	3	45	1:35
Sherwood Elementary School	Optional	513	24	4	-	-	5	-	-	3	36	1:41
South Park Elementary School	Traditional	451	21	6	-	-	3	-	-	6	36	1:54
Southwind Elementary School	Traditional	578	29	5	-	-	4	-	-	2	40	1:39
Springdale Elementary School	Optional	218	13	1	-	-	3	-	-	-	17	1:53
Treadwell Elementary School	Optional	777	38	2	-	1	7	-	-	7	55	1:41
Vollentine Elementary School	Optional	268	14	6	-	1	4	-	-	-	25	2:12
Wells Station Elementary School	Traditional	579	28	4	-	-	4	-	-	11	47	1:56
Westhaven Elementary School	Traditional	676	29	9	-	-	5	-	-	-	43	1:32
Westside Elementary School	Traditional	328	16	1	-	-	2	-	-	1	20	1:26
White Station Elementary School	Traditional	641	30	9	-	-	4	-	-	2	45	1:41
Whitehaven Elementary STEM School	Optional	415	19	2	-	-	4	-	-	0	25	1:26
Whitney Elementary	iZone	230	13	1	-	-	2	-	-	-	16	1:41
William H Brewster Elementary School	Optional	424	21	4	-	-	4	-	-	3	32	1:47
Willow Oaks Elementary School	Optional	622	28	3	-	-	5	-	-	6	42	1:37
Winchester Elementary School	iZone	377	19	1	-	-	3	-	-	1	24	1:30
Winridge Elementary School	Traditional	449	21	6	-	-	3	-	-	2	32	1:43
Grand Total		36,022	1,731	316	-	11	293	3	1	148	2,502	5:33



Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12						ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS						
A B Hill Elementary School	iZone	495	25	3	20	1	1	2	1	1	2	
Alcy Elementary	iZone	613	32	4	19	1	-	2	2	1	3	
Balmoral-Ridgeway Elementary School	Optional	242	12	4	6	1	-	1	1	1	1	
Belle Forest Elementary School	Traditional	919	45	6	19	1	2	2	4	1	2	
Berclair Elementary School	Traditional	586	29	4	17	1	1	2	3	1	3	
Bethel Grove Elementary School	Traditional	193	12	2	5	1	-	1	2	1	1	
Brownsville Road Elementary	Optional	468	25	4	9	1	-	2	3	1	2	
Bruce Elementary School	Traditional	436	23	3	9	1	1	1	1	1	2	
Cherokee Elementary School	Traditional	372	20	3	12	1	-	1	2	1	1	
Chimneyrock Elementary School	Traditional	821	40	6	13	1	2	2	3	1	2	
Cordova Elementary School	Optional	748	36	6	11	1	1	1	5	1	2	
Corning/Frayser Elementary	iZone	322	16	3	8	1	-	1	1	1	2	
Cromwell Elementary School	Traditional	400	20	3	19	1	1	1	4	1	1	
Crump Elementary School	Traditional	524	27	4	11	1	1	2	3	1	2	
Delano Elementary School	Optional	245	14	3	7	1	-	1	1	1	1	
Double Tree Elementary School	Optional	347	20	4	9	1	-	1	2	1	1	
Downtown Elementary School	Optional	690	36	6	9	1	1	2	5	1	2	
Dunbar Elementary School	iZone	180	12	2	14	1	-	1	2	-	1	
Egypt Central Elementary School	Traditional	495	24	3	20	1	-	1	5	1	1	
Evans Elementary School	Traditional	368	21	3	9	1	-	1	1	1	2	
Ford Road Elementary School	Traditional	491	26	3	9	1	-	1	5	1	3	
Fox Meadows Elementary School	Traditional	423	22	4	9	1	1	1	2	1	1	
Gardenview Elementary School	Traditional	245	15	3	6	1	-	1	1	-	1	
Georgian Hills Elementary	iZone	236	12	2	5	1	-	1	1	1	2	
Germanshire Elementary School	Traditional	705	35	5	11	1	1	2	2	1	2	
Germantown Elementary School	Optional	605	27	7	8	1	1	2	3	1	2	
Getwell Elementary School	iZone	422	23	3	21	1	2	1	5	1	2	
Grahamwood Elementary School	Optional	828	41	8	13	1	1	2	2	1	2	
Hawkins Mill Elementary School	iZone	251	14	2	6	1	-	1	3	1	1	
Hickory Ridge Elementary School	Traditional	632	33	5	14	1	-	2	3	1	2	
Highland Oaks Elementary School	Traditional	732	38	6	10	1	1	2	6	1	2	
Holmes Road Elementary School	Empowerment	601	31	5	11	1	2	2	5	1	2	
Idlewild Elementary School	Optional	578	27	5	9	1	1	1	2	1	1	
Jackson Elementary School	Traditional	261	14	2	7	1	-	1	3	1	1	
Kate Bond Elementary School	Traditional	731	34	6	11	1	1	2	5	1	2	
Keystone Elementary School	Optional	422	21	4	10	1	1	1	3	1	1	
Kingsbury Elementary School	Traditional	445	23	3	11	1	1	1	-	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	iZone	249	13	2	8	1	-	1	3	-	1
Levi Elementary School	Traditional	388	22	3	14	1	1	1	3	1	1
Lucie E. Campbell Elementary	Traditional	535	29	3	20	1	2	1	3	1	2
Lucy Elementary School	Traditional	289	16	3	8	1	-	1	2	-	2
Macon-Hall Elementary School	Traditional	1,056	53	8	13	2	2	2	6	1	2
Newberry Elementary School	Traditional	378	20	3	8	1	-	1	1	1	2
Northaven Elementary School	Traditional	259	16	2	6	1	-	1	3	1	1
Oakhaven Elementary School	Traditional	515	25	3	11	1	1	1	-	1	1
Oakshire Elementary School	Empowerment	387	20	3	6	1	2	1	6	1	2
Parkway Village Elementary	Traditional	766	40	6	15	1	2	2	2	1	2
Peabody Elementary School	Optional	333	17	6	7	1	1	1	1	-	1
Richland Elementary School	Traditional	838	39	6	8	1	1	2	4	1	-
Riverwood Elementary School	Optional	877	43	7	10	1	1	2	4	1	3
Robert R. Church Elementary School	Empowerment	604	29	5	21	1	2	2	2	1	1
Ross Elementary School	Traditional	580	30	3	9	1	1	2	6	1	2
Rozelle Elementary School	Optional	190	13	5	10	1	-	1	2	1	1
Scenic Hills Elementary School	Traditional	242	16	2	8	1	-	1	1	-	2
Sea Isle Elementary School	Traditional	415	21	3	9	1	1	1	3	1	1
Sharpe Elementary School	Traditional	315	17	2	18	1	-	1	3	-	1
Shelby Oaks Elementary School	Traditional	681	34	6	12	1	1	2	11	1	2
Sherwood Elementary School	Optional	513	26	5	15	1	2	1	4	1	1
South Park Elementary School	Traditional	451	22	3	11	1	1	1	6	1	2
Southwind Elementary School	Traditional	578	31	4	11	1	-	1	8	1	3
Springdale Elementary School	Optional	218	15	3	14	1	-	1	2	1	1
Treadwell Elementary School	Optional	777	41	7	15	1	1	2	8	1	2
Vollentine Elementary School	Optional	268	16	4	9	1	-	1	2	-	1
Wells Station Elementary School	Traditional	579	31	4	21	1	-	2	1	1	2
Westhaven Elementary School	Traditional	676	31	5	25	1	2	2	3	2	2
Westside Elementary School	Traditional	328	17	2	6	1	-	1	3	-	1
White Station Elementary School	Traditional	641	35	4	6	1	2	2	3	1	1
Whitehaven Elementary STEM School	Optional	415	21	4	9	1	-	1	5	-	2
Whitney Elementary	iZone	230	13	2	7	1	-	1	1	-	2
William H Brewster Elementary School	Optional	424	23	4	19	1	-	1	3	1	2
Willow Oaks Elementary School	Optional	622	30	5	20	1	1	2	1	1	2
Winchester Elementary School	iZone	377	20	3	18	1	-	1	3	1	2
Winridge Elementary School	Traditional	449	21	3	18	1	1	1	2	1	3
Grand Total		36,022	1,859	293	878	75	52	101	227	64	124



Informational Section

A. B. Hill Elementary

345 E. Olive, Memphis, TN 38116

Grade Level: PreK-5	School Type izone	Square Footage 79,293	Student Capacity 574	FY2022-23 Utilization 40	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	293	348	495	512	17
Attendance Rate	94	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	85%	72%	86%	-	-
Student with Disability	25%	27%	21%	-	-
English Language Learners	0%	0%	-	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	25	26	35	37	2
Special Skills	2	2	3	3	-
Counselors	1	1	2	2	-
Educational Assistant	23	26	18	17	(1)
Instructional Facilitator	1	1	2	2	-
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	4	9	15	16	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,484,855	2,664,227	3,595,367	2,708,922	(86,445)
Title 1	98,900	250,162	354,837	422,045	67,208
IDEA, Part 1	166,055	163,277	163,277	-	(163,277)
Other Special Revenue & Federal Funds	568,729	2,664,227	420,066	1,873,347	1,453,281
Total	3,318,538	5,741,893	4,533,546	5,004,314	470,767

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	4%	0%			
TEM 4	4%	0%			
TEM 3	74%	0%			

Total SBB Allocation				\$2,745,912
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,745,912
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,745,913
			Next year (2024) ...	\$2,745,912
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
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.		\$422,045
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,745,912
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	512
				\$1,843,274
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	107
	Grade 1	0.3	\$1,080	85
	Grade 2	0.3	\$1,080	98
	Grade 3	0.2	\$720	81
	Grade 4	0.2	\$720	74
	Grade 5	0.2	\$720	67
				\$58,320
				\$53,280
				\$48,240
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	430
				\$154,666
	ELL Weight			
	ELL Weight	0.03	\$90	0
				\$0
	Mobility Weights			
	Mobility	0.29	\$1,044	47
				\$49,376
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	380
				\$136,679
	Incoming High Proficiency	0.1	\$360	5
				\$1,843
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	55
				\$45,375
	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.			
				\$41,637
	SBB Allocations Total			\$2,745,912
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,363	\$5,547	(\$184)
	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
		-3.44%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Balmoral/Ridgeway Elementary

5905 Grosvenor, 38119

Grade Level: K-5	School Type Optional	Square Footage 38,940	Student Capacity 254	FY2022-23 Utilization 114	FCI: 27
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	308	288	242	236	(6)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	43%	46%	-	
Student with Disability	6%	4%	6%	-	
English Language Learners	5%	7%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	17	17	15	15	-
Special Skills	5	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	4	6	3	3	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	20	9	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,028,803	2,074,784	1,966,861	1,412,180	(554,680)
Title 1	117,752	162,837	228,002	130,615	(97,387)
IDEA, Part 1	24,067	24,293	24,293	-	(24,293)
Other Special Revenue & Federal Funds	348,690	2,074,784	93,768	458,391	364,623
Total	2,519,311	4,336,698	2,312,924	2,001,186	(311,738)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	96%	0%			
TEM 5	8%	0%			
TEM 4	60%	0%			
TEM 3	28%	0%			

Total SBB Allocation				\$1,327,311
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,327,311
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 " 2023 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,327,311
			Next year (2024) ...	\$1,327,311
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$130,615
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,327,311
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	236
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	45
	Grade 1	0.3	\$1,080	40
	Grade 2	0.3	\$1,080	43
	Grade 3	0.2	\$720	37
	Grade 4	0.2	\$720	31
	Grade 5	0.2	\$720	40
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	111
	ELL Weight			
	ELL Weight	0.03	\$90	15
	Mobility Weights			
	Mobility	0.25	\$1,044	5
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	69
	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.			\$188,572
	SBB Allocations Total			\$1,327,311
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,624	\$5,485	\$139
	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
		2.48%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Barrets Chapel School

10280 Godwin Rd., Memphis, TN 38002

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-8	Traditional	87,165	640	98	6

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-8	403	380	345	353	8
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	40%	51%	-	
Student with Disability	13%	13%	16%	-	
English Language Learners	2%	2%	3%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	31	30	32	2
Special Skills	2	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	9	13	11	12	1
Instructional Facilitator	1	-	2	2	-
librarian	1	1	-	1	1
Nutrition	-	-	-	-	-
other	22	13	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,256,694	3,591,631	3,765,784	2,791,749	(974,035)
Title 1	114,518	223,489	295,121	203,095	(92,026)
IDEA, Part 1	76,973	65,150	65,150	-	(65,150)
Other Special Revenue & Federal Funds	365,026	3,591,631	108,778	990,131	881,352
Total	3,813,210	7,471,902	4,234,834	3,984,975	(249,860)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	76%	0%
TEM 5	5%	0%
TEM 4	39%	0%
TEM 3	32%	0%

Total SBB Allocation			\$2,819,953
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,819,953
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 "2023 Comparison" includes last year's dollars that are now	
		This Year (2023) ...	\$2,760,129
		Next year (2024) ...	\$2,819,953
		Total Difference	\$59,824
		This comparison does not include "locked dollars"	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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	\$203,095
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.



Informational Section

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,819,953
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	353
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	33
	Grade 1	0.3	\$1,080	33
	Grade 2	0.3	\$1,080	37
	Grade 3	0.2	\$720	37
	Grade 4	0.2	\$720	51
	Grade 5	0.2	\$720	41
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	177
	ELL Weight			
	ELL Weight	0.03	\$90	9
	Mobility Weights			
	Mobility	0.25	\$1,044	11
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	139
	Incoming High Proficiency	0.1	\$360	8
	Increments for Locked Students			
	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.			\$1,202,609
	SBB Allocations Total			\$2,819,953
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$7,979	\$8,000	(\$21)
	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
		-0.26%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Belle Forest Community School

3135 Ridgeway Rd., Memphis, TN 38115

Grade Level: PreK-5	School Type Traditional	Square Footage 106,000	Student Capacity 913	FY2022-23 Utilization 123	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	1,144	1,017	919	886	(33)
Attendance Rate	95	-	-	-	-
Student Demographics					
Economically Disadvantaged	66%	52%	63%	-	-
Student with Disability	10%	10%	12%	-	-
English Language Learners	7%	10%	11%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	59	58	55	56	1
Special Skills	6	6	6	6	-
Counselors	3	2	2	2	-
Educational Assistant	28	32	12	14	2
Instructional Facilitator	3	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	11	31	12	12	-
School level Funds					
General Fund	5,612,847	5,683,100	5,685,502	4,434,709	(1,250,793)
Title 1	619,825	703,854	894,548	690,070	(204,478)
IDEA, Part 1	201,522	208,249	208,249	-	(208,249)
Other Special Revenue & Federal Funds	1,092,843	5,683,100	1,429,290	1,415,601	(13,689)
Total	7,527,036	12,278,304	8,217,589	6,540,380	(1,677,209)
Teacher Quality					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	1%	0%			
TEM 4	72%	0%			
TEM 3	21%	0%			

Total SBB Allocation					\$4,838,086
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,838,086
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 " 2023 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$4,838,086	
			Next year (2024) ...	\$4,838,086	
		This comparison does not include "locked dollars"	Total Difference	\$0	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.			\$690,070
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$4,838,086
SBB Weights	Weight	Amount per Student	Enrollment	Total
Base Weight				
All Students	1	\$3,600	886	\$3,189,600
Grade Weights				
Grade K	0.3	\$1,080	145	\$156,600
Grade 1	0.3	\$1,080	135	\$145,800
Grade 2	0.3	\$1,080	154	\$166,320
Grade 3	0.2	\$720	144	\$103,680
Grade 4	0.2	\$720	148	\$106,560
Grade 5	0.2	\$720	160	\$115,200
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	553	\$198,955
ELL Weight				
ELL Weight	0.03	\$90	96	\$8,685
Mobility Weights				
Mobility	0.29	\$1,044	13	\$13,581
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	562	\$202,380
Incoming High Proficiency	0.1	\$360	3	\$957
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.				\$409,144
SBB Allocations Total				\$4,838,086
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>		\$5,461	\$5,265	\$196
		% 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.		3.59%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Berclair Elementary

810 N. Perkins, Memphis, TN 38122

Grade Level: PreK-5	School Type Traditional	Square Footage 76,722	Student Capacity 636	FY2022-23 Utilization 93	FCI: 28
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	598	589	586	574	(12)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	55%	44%	50%	-	
Student with Disability	9%	10%	12%	-	
English Language Learners	44%	47%	50%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	42	42	42	42	-
Special Skills	4	4	4	4	-
Counselors	2	2	2	2	-
Educational Assistant	14	21	11	12	1
Instructional Facilitator	3	2	3	4	1
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	26	14	14	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,684,858	4,047,607	4,077,257	3,004,909	(1,072,348)
Title 1	301,756	359,088	546,195	363,910	(182,285)
IDEA, Part 1	103,370	107,153	107,153	-	(107,153)
Other Special Revenue & Federal Funds	804,498	4,047,607	555,998	1,752,993	1,196,994
Total	4,894,482	8,561,456	5,286,604	5,121,812	(164,792)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	96%	0%			
TEM 5	4%	0%			
TEM 4	35%	0%			
TEM 3	57%	0%			

Total SBB Allocation			\$3,081,410
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,081,410
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,081,410
			Next year (2024) ... \$3,081,410
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$363,910
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,081,410
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	574
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	90
	Grade 1	0.3	\$1,080	92
	Grade 2	0.3	\$1,080	98
	Grade 3	0.2	\$720	99
	Grade 4	0.2	\$720	99
	Grade 5	0.2	\$720	96
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	287
	ELL Weight			
	ELL Weight	0.03	\$90	278
	Mobility Weights			
	Mobility	0.29	\$1,044	17
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	315
	Incoming High Proficiency	0.1	\$360	7
	Increments for Locked Students			
	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.			\$220,485
	SBB Allocations Total			\$3,081,410
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,367	\$5,258	\$109
	<p>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.</p>	2.03%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Bethel Grove Elementary

2459 Arlington, Memphis, TN 38114

Grade Level: PreK-5	School Type Traditional	Square Footage 54,324	Student Capacity 398	FY2022-23 Utilization 59	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	168	185	193	200	7
Attendance Rate	98	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	83%	78%	78%	-	-
Student with Disability	24%	21%	31%	-	-
English Language Learners	1%	2%	2%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	16	14	16	16	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	13	15	12	13	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	3	11	4	7	3

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	1,732,144	1,698,889	1,754,630	1,331,379	(423,251)
Title 1	95,044	138,082	172,529	177,425	4,896
IDEA, Part 1	91,039	91,911	91,911	-	(91,911)
Other Special Revenue & Federal Funds	485,130	1,698,889	204,067	885,450	681,383
Total	2,403,357	3,627,770	2,223,137	2,394,254	171,117

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%	0%	0%	0%
TEM 5	0%	0%	0%	0%	0%
TEM 4	35%	0%	0%	0%	0%
TEM 3	65%	0%	0%	0%	0%

Total SBB Allocation				\$1,394,333	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,394,333	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,394,333	
			Next year (2024) ...	\$1,394,333	
		This comparison does not include "locked dollars"		Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.		\$177,425	
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,394,333
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	200
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	43
	Grade 1	0.3	\$1,080	35
	Grade 2	0.3	\$1,080	34
	Grade 3	0.2	\$720	32
	Grade 4	0.2	\$720	24
	Grade 5	0.2	\$720	32
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	156
	ELL Weight			
	ELL Weight	0.03	\$90	4
	Mobility Weights			
	Mobility	0.29	\$1,044	4
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	28
	Incoming High Proficiency	0.1	\$360	3
	Increments for Locked Students			
	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.			\$381,604
	SBB Allocations Total			\$1,394,333
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$6,962	\$7,225	(\$263)
	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
		-3.77%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Brownsville Road Elementary

5292 Banbury, Memphis, TN 38134

Grade Level: K-5	School Type Optional	Square Footage 66,545	Student Capacity 654	FY2022-23 Utilization 88	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	516	484	468	461	(7)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	64%	58%	68%	-	
Student with Disability	10%	10%	10%	-	
English Language Learners	4%	5%	4%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	31	32	30	30	-
Special Skills	5	3	3	3	-
Counselors	1	1	2	2	-
Educational Assistant	13	18	8	8	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	24	17	5	6	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,161,805	3,308,980	3,490,015	2,303,770	(1,186,245)
Title 1	206,197	342,990	490,168	354,095	(136,073)
IDEA, Part 1	60,533	61,135	61,135	-	(61,135)
Other Special Revenue & Federal Funds	527,119	3,308,980	6,647,872	987,925	(5,659,947)
Total	3,955,654	7,022,086	10,689,190	3,645,790	(7,043,400)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	76%	0%			
TEM 5	5%	0%			
TEM 4	12%	0%			
TEM 3	59%	0%			

Total SBB Allocation				\$2,424,213	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,424,213	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,424,213	
			Next year (2024) ...	\$2,424,213	
		This comparison does not include "locked dollars"		Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.		\$354,095	
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,424,213
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	461
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	88
	Grade 1	0.3	\$1,080	82
	Grade 2	0.3	\$1,080	65
	Grade 3	0.2	\$720	59
	Grade 4	0.2	\$720	79
	Grade 5	0.2	\$720	88
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	303
	ELL Weight			
	ELL Weight	0.03	\$90	16
	Mobility Weights			
	Mobility	0.29	\$1,044	6
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	230
	Incoming High Proficiency	0.1	\$360	17
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	4
	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.			\$136,902
	SBB Allocations Total			\$2,424,213
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,254	\$5,180	\$74
	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
		1.42%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Bruce Elementary

581 South Bellevue Blvd., Memphis, TN 38104

Grade Level: PreK-5	School Type Traditional	Square Footage 68,491	Student Capacity 522	FY2022-23 Utilization 68	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	522	530	436	424	(12)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	73%	59%	73%	-	
Student with Disability	9%	9%	8%	-	
English Language Learners	10%	10%	11%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	34	31	29	29	-
Special Skills	3	3	3	3	-
Counselors	1	2	1	1	-
Educational Assistant	16	17	8	8	-
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	14	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,151,081	2,986,745	3,030,295	2,148,796	(881,499)
Title 1	193,611	321,983	426,062	323,140	(102,922)
IDEA, Part 1	110,741	105,272	105,272	-	(105,272)
Other Special Revenue & Federal Funds	843,250	2,986,745	453,398	1,019,129	565,731
Total	4,298,684	6,400,745	4,015,028	3,491,065	(523,963)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	0.93	0%			
TEM 5	0.02	0%			
TEM 4	0.44	0%			
TEM 3	0.46	0%			

Total SBB Allocation				\$2,332,345
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,314,696
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$17,649
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,332,345
			Next year (2024) ...	\$2,332,345
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$323,140
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,314,696
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	424
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	74
	Grade 1	0.3	\$1,080	66
	Grade 2	0.3	\$1,080	69
	Grade 3	0.2	\$720	70
	Grade 4	0.2	\$720	58
	Grade 5	0.2	\$720	87
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	303
	ELL Weight			
	ELL Weight	0.03	\$90	42
	Mobility Weights			
	Mobility	0.29	\$1,044	13
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	262
	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.			\$186,588
	SBB Allocations Total			\$2,314,696
2	SBB Transition Supplements			\$17,649
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,500	\$5,349	\$150
	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
		2.73%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$17,649
	SBB Transition Supplements TOTAL			\$17,649



Informational Section

Cherokee Elementary

3061 Kimball, Memphis, TN 38114

Grade Level: PreK-5	School Type Traditional	Square Footage 61,286	Student Capacity 608	FY2022-23 Utilization 78	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	429	404	372	372	(0)
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	82%	66%	82%	-	
Student with Disability	9%	7%	6%	-	
English Language Learners	2%	4%	6%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	24	22	23	23	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	9	13	5	5	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	25	7	9	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,287,814	2,070,160	2,302,451	1,920,662	(381,789)
Title 1	234,839	291,878	362,983	285,390	(77,593)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	619,498	2,070,160	329,859	621,563	291,704
Total	3,142,151	4,432,199	2,995,293	2,827,615	(167,678)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	43%	0%			
TEM 5	0%	0%			
TEM 4	13%	0%			
TEM 3	30%	0%			

Total SBB Allocation				\$1,992,541	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,992,541	
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	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,992,541	
			Next year (2024) ...	\$1,992,541	
		This comparison does not include "locked dollars"		Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.		\$285,390	
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,992,541
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	372
				\$1,338,840
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	67
	Grade 1	0.3	\$1,080	73
	Grade 2	0.3	\$1,080	62
	Grade 3	0.2	\$720	55
	Grade 4	0.2	\$720	61
	Grade 5	0.2	\$720	54
				\$38,880
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	287
				\$103,424
	ELL Weight			
	ELL Weight	0.03	\$90	23
				\$2,037
	Mobility Weights			
	Mobility	0.29	\$1,044	26
				\$27,315
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	291
	Incoming High Proficiency	0.1	\$360	3
				\$1,004
	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.			\$74,839
	SBB Allocations Total			\$1,992,541
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,358	\$5,356	\$1
	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
		0.03%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Chimneyrock Elementary School

8601 Chimneyrock Blvd., Memphis, TN 38016

Grade Level: PreK-5	School Type Traditional	Square Footage 105,775	Student Capacity 861	FY2022-23 Utilization 98	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	878	869	821	833	12
Attendance Rate	96	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	41%	31%	43%	-	-
Student with Disability	9%	10%	11%	-	-
English Language Learners	9%	9%	13%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	2	2	-
Classroom Teacher	51	47	48	51	3
Special Skills	6	6	6	6	-
Counselors	2	1	2	2	-
Educational Assistant	21	28	13	13	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	15	23	8	11	3

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,959,713	4,800,698	4,889,879	4,163,256	(726,624)
Title 1	294,614	381,092	480,402	422,800	(57,602)
IDEA, Part 1	103,052	79,381	79,381	-	(79,381)
Other Special Revenue & Federal Funds	789,126	4,800,698	383,563	1,274,353	890,790
Total	6,146,504	10,061,870	5,833,226	5,860,409	27,183

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	95%	0%	-	-	-
TEM 5	2%	0%	-	-	-
TEM 4	57%	0%	-	-	-
TEM 3	36%	0%	-	-	-

Total SBB Allocation			\$4,239,379
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,239,379
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$4,239,379
		Next year (2024) ...	\$4,239,379
		Total Difference	(\$0)
This comparison does not include "locked dollars"			
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.	\$422,800
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

Section B: Detailed Breakdown

1 SBB Allocations					\$4,239,379
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	833	\$2,998,800
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	160	\$172,800
Grade 1		0.3	\$1,080	150	\$162,000
Grade 2		0.3	\$1,080	135	\$145,800
Grade 3		0.2	\$720	128	\$92,160
Grade 4		0.2	\$720	127	\$91,440
Grade 5		0.2	\$720	133	\$95,760
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	362	\$130,467
ELL Weight					
ELL Weight		0.03	\$90	104	\$9,331
Mobility Weights					
Mobility		0.29	\$1,044	39	\$40,377
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	314	\$113,205
Incoming High Proficiency		0.1	\$360	33	\$11,845
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	21	\$17,325
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.					\$158,069
SBB Allocations Total					\$4,239,379
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> 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	Dollar per Pupil	Difference in	
		Next Year (2023-2024)	This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,089	\$5,164	(\$74)	
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.		-1.46%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



Informational Section

Cordova Elementary

750 Sanga Rd., Cordova, TN 38018

Grade Level: PreK-5	School Type Optional	Square Footage 104,994	Student Capacity 837	FY2022-23 Utilization 97	FCI: 3
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	732	693	748	768	20
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	41%	29%	43%	-	
Student with Disability	12%	13%	12%	-	
English Language Learners	7%	9%	9%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	46	43	46	47	1
Special Skills	6	6	6	6	-
Counselors	2	2	1	2	1
Educational Assistant	17	23	17	17	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	20	22	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,460,890	4,445,212	4,495,233	3,840,156	(655,077)
Title 1	167,157	329,002	425,176	370,705	(54,471)
IDEA, Part 1	115,247	125,809	125,809	-	(125,809)
Other Special Revenue & Federal Funds	524,795	4,445,212	334,335	1,580,892	1,246,557
Total	5,268,090	9,345,235	5,380,553	5,791,753	411,200

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	82%	0%			
TEM 5	4%	0%			
TEM 4	25%	0%			
TEM 3	53%	0%			

Total SBB Allocation				\$3,836,925
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,836,925
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,828,295
			Next year (2024) ...	\$3,836,925
		This comparison does not include "locked dollars"	Total Difference	\$8,630
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
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.		\$370,705
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,836,925
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	768
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	131
	Grade 1	0.3	\$1,080	137
	Grade 2	0.3	\$1,080	136
	Grade 3	0.2	\$720	91
	Grade 4	0.2	\$720	118
	Grade 5	0.2	\$720	155
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	341
	ELL Weight			
	ELL Weight	0.03	\$90	71
	Mobility Weights			
	Mobility	0.29	\$1,044	37
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	402
	Incoming High Proficiency	0.1	\$360	25
	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.			\$33,390
	SBB Allocations Total			\$3,836,925
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,999	\$5,118	(\$119)
	<p>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.</p>	-2.39%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Cromwell Elementary

4989 Cromwell, Memphis, TN 38118

Grade Level: K-5	School Type Traditional	Square Footage 45,580	Student Capacity 593	FY2022-23 Utilization 86	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	457	406	400	387	(13)
Attendance Rate	97	-	-	-	
Student Demographics					
Economically Disadvantaged	73%	53%	67%	-	
Student with Disability	12%	15%	18%	-	
English Language Learners	11%	15%	15%	-	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	28	26	26	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	10	19	13	13	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	27	23	13	13	-
School level Funds					
General Fund	3,062,361	3,155,142	2,883,735	1,977,079	(906,656)
Title 1	202,855	339,486	381,600	332,955	(48,645)
IDEA, Part 1	100,874	92,355	92,355	-	(92,355)
Other Special Revenue & Federal Funds	455,895	3,155,142	418,494	1,188,447	769,954
Total	3,821,986	6,742,126	3,776,184	3,498,482	(277,703)
Teacher Quality					
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	0%	0%			
TEM 4	34%	0%			
TEM 3	51%	0%			

Total SBB Allocation			\$2,066,235
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,049,439
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$16,796
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$2,145,985
		Next year (2024) ...	\$2,066,235
		Total Difference	(\$79,751)
	This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.	\$332,955
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,049,439
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	387
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	69
	Grade 1	0.3	\$1,080	65
	Grade 2	0.3	\$1,080	67
	Grade 3	0.2	\$720	59
	Grade 4	0.2	\$720	76
	Grade 5	0.2	\$720	51
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	253
	ELL Weight			
	ELL Weight	0.03	\$90	56
	Mobility Weights			
	Mobility	0.29	\$1,044	6
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	211
	Incoming High Proficiency	0.1	\$360	6
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	42
	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.			\$91,928
	SBB Allocations Total			\$2,049,439
2	SBB Transition Supplements			\$16,796
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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	Dollar per Pupil	Difference in
		Next Year (2023-2024)	This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,343	\$5,365	(\$22)
		% 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.	-0.41%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$16,796
	SBB Transition Supplements TOTAL			\$16,796



Informational Section

Crump Elementary

4405 Crump Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type Traditional	Square Footage 60,483	Student Capacity 732	FY2022-23 Utilization 87	FCI: 25
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	481	528	524	499	(25)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	68%	57%	69%	-	
Student with Disability	12%	10%	11%	-	
English Language Learners	18%	18%	18%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	1	1	-
Classroom Teacher	34	35	33	33	-
Special Skills	4	4	4	4	-
Counselors	2	2	2	3	1
Educational Assistant	12	17	8	8	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	32	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,342,505	3,713,408	3,822,587	2,538,403	(1,284,184)
Title 1	285,981	357,262	508,314	410,720	(97,594)
IDEA, Part 1	24,277	24,376	24,376	-	(24,376)
Other Special Revenue & Federal Funds	720,862	3,713,408	1,953,006	1,052,608	(900,398)
Total	4,373,625	7,808,453	6,308,283	4,001,731	(2,306,552)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	97%	0%			
TEM 5	8%	0%			
TEM 4	58%	0%			
TEM 3	32%	0%			

Total SBB Allocation				\$2,595,811
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,550,286
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$45,526
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,755,313
			Next year (2024) ...	\$2,595,811
			Total Difference	(\$159,502)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
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.		\$410,720
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$2,550,286
SBB Weights	Weight	Amount per Student	Enrollment	Total
Base Weight				
All Students	1	\$3,600	499	\$1,796,400
Grade Weights	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	67	\$72,360
Grade 1	0.3	\$1,080	67	\$72,360
Grade 2	0.3	\$1,080	93	\$100,440
Grade 3	0.2	\$720	92	\$66,240
Grade 4	0.2	\$720	68	\$48,960
Grade 5	0.2	\$720	112	\$80,640
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	338	\$121,575
ELL Weight				
ELL Weight	0.03	\$90	79	\$7,107
Mobility Weights				
Mobility	0.29	\$1,044	18	\$18,371
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	282	\$101,407
Incoming High Proficiency	0.1	\$360	10	\$3,503
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.				\$60,923
SBB Allocations Total				\$2,550,286
2 SBB Transition Supplements				\$45,526
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>		\$5,202	\$5,258	(\$56)
<p>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.</p>				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-1.08%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$45,526
SBB Transition Supplements TOTAL				\$45,526



Informational Section

Delano Elementary

1716 Delano Rd., Memphis, TN 38127

Grade Level: K-5	School Type Optional	Square Footage 34,000	Student Capacity 234	FY2022-23 Utilization 115	FCI: 37
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	225	247	245	245	(0)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	63%	70%	66%	-	
Student with Disability	2%	3%	2%	-	
English Language Learners	0%	0%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	16	15	15	16	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	4	10	4	5	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	11	7	4	6	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	1,717,202	2,071,969	2,007,284	1,412,993	(594,291)
Title 1	118,679	172,296	207,206	183,465	(23,741)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	271,376	2,071,969	4,473,230	559,359	(3,913,871)
Total	2,107,257	4,316,234	6,687,721	2,155,817	(4,531,904)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	11%	0%			
TEM 4	68%	0%			
TEM 3	21%	0%			

Total SBB Allocation			\$1,499,011
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,499,011
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,499,011
			Next year (2024) ... \$1,499,011
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$183,465
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$1,499,011
SBB Weights	Weight	Amount per Student	Enrollment	Total
Base Weight				
All Students	1	\$3,600	245	\$880,920
Grade Weights				
Grade K	0.3	\$1,080	64	\$68,796
Grade 1	0.3	\$1,080	44	\$47,520
Grade 2	0.3	\$1,080	50	\$54,000
Grade 3	0.2	\$720	31	\$22,320
Grade 4	0.2	\$720	31	\$22,320
Grade 5	0.2	\$720	25	\$18,000
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	159	\$57,260
ELL Weight				
ELL Weight	0.03	\$90	2	\$157
Mobility Weights				
Mobility	0.29	\$1,044	1	\$1,411
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	49	\$17,618
Incoming High Proficiency	0.1	\$360	7	\$2,555
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.				\$306,133
SBB Allocations Total				\$1,499,011
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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	Dollar per Pupil	Difference in	
	Next Year (2023-2024)	This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$6,126	\$6,118	\$8	
	% 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.	0.12%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0



Informational Section

Double Tree Elementary

4560 Double Tree, Memphis, TN 38109

Grade Level: PreK-5	School Type Optional	Square Footage 51,144	Student Capacity 463	FY2022-23 Utilization 71	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	368	400	347	342	(5)
Attendance Rate	91	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	77%	64%	74%	-	
Student with Disability	11%	9%	9%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	23	22	21	21	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	11	16	6	6	-
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	25	23	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,265,876	2,334,522	2,180,123	1,834,050	(346,074)
Title 1	106,043	263,461	330,368	258,965	(71,403)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	1,586,097	2,334,522	379,354	671,204	291,850
Total	3,958,016	4,932,504	2,889,845	2,764,219	(125,626)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	74%	0%			
TEM 5	0%	0%			
TEM 4	4%	0%			
TEM 3	70%	0%			

Total SBB Allocation				\$1,835,394
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,835,394
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,835,394
			Next year (2024) ...	\$1,835,394
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$258,965
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,835,394
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	342
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	60
	Grade 1	0.3	\$1,080	56
	Grade 2	0.3	\$1,080	52
	Grade 3	0.2	\$720	61
	Grade 4	0.2	\$720	56
	Grade 5	0.2	\$720	57
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	242
	ELL Weight			
	ELL Weight	0.03	\$90	1
	Mobility Weights			
	Mobility	0.29	\$1,044	18
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	114
	Incoming High Proficiency	0.1	\$360	8
	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.			\$145,464
	SBB Allocations Total			\$1,835,394
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,367	\$5,289	\$77
	<p>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.</p>	1.44%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Downtown Elementary

10 N. Fourth, Memphis, TN 38103

Grade Level: PreK-5	School Type Optional	Square Footage 84,070	Student Capacity 702	FY2022-23 Utilization 92	FCI: 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	684	677	690	693	3
Attendance Rate	97	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	43%	62%	-	-
Student with Disability	5%	5%	7%	-	-
English Language Learners	1%	0%	1%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	40	40	42	42	-
Special Skills	6	6	6	6	-
Counselors	2	1	2	2	-
Educational Assistant	16	23	11	11	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	3	18	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,637,761	3,944,004	4,094,481	3,539,035	(555,445)
Title 1	253,960	371,399	521,671	475,650	(46,021)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	605,770	3,944,004	1,262,859	1,143,439	(119,419)
Total	4,497,491	8,259,407	5,879,011	5,158,125	(720,886)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	92%	0%			
TEM 5	0%	0%			
TEM 4	45%	0%			
TEM 3	47%	0%			

Total SBB Allocation			\$3,535,081
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,535,081
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,518,440
			Next year (2024) ... \$3,535,081
		This comparison does not include "locked dollars"	Total Difference \$16,641
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$475,650
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,535,081
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	693
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	117
	Grade 1	0.3	\$1,080	122
	Grade 2	0.3	\$1,080	136
	Grade 3	0.2	\$720	100
	Grade 4	0.2	\$720	116
	Grade 5	0.2	\$720	102
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	414
	ELL Weight			
	ELL Weight	0.03	\$90	10
	Mobility Weights			
	Mobility	0.29	\$1,044	16
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	266
	Incoming High Proficiency	0.1	\$360	86
	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.			\$113,233
	SBB Allocations Total			\$3,535,081
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,103	\$5,099	\$4
	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
		0.08%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Dunbar Elementary

2606 Select, Memphis, TN 38114

Grade Level: PreK-5	School Type iZone	Square Footage 56,155	Student Capacity 379	FY2022-23 Utilization 77	FCI: 33
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	207	219	180	178	(2)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	88%	71%	82%	-	
Student with Disability	9%	9%	12%	-	
English Language Learners	1%	4%	4%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	17	16	15	15	-
Special Skills	3	1	1	1	-
Counselors	1	1	1	1	-
Educational Assistant	6	9	4	4	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	16	16	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	1,671,122	1,641,973	1,767,122	1,330,165	(436,956)
Title 1	101,340	151,301	185,746	143,450	(42,296)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	659,697	1,641,973	337,396	654,035	316,639
Total	2,432,158	3,435,248	2,290,264	2,127,650	(162,614)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	9%	0%			
TEM 4	61%	0%			
TEM 3	30%	0%			

Total SBB Allocation				\$1,364,068	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,364,068	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,364,068	
			Next year (2024) ...	\$1,364,068	
		This comparison does not include "locked dollars"		Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.		\$143,450	
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,364,068
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	178
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	33
	Grade 1	0.3	\$1,080	29
	Grade 2	0.3	\$1,080	33
	Grade 3	0.2	\$720	28
	Grade 4	0.2	\$720	31
	Grade 5	0.2	\$720	24
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	141
	ELL Weight			
	ELL Weight	0.03	\$90	7
	Mobility Weights			
	Mobility	0.29	\$1,044	0
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	92
	Incoming High Proficiency	0.1	\$360	6
	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.			\$474,948
	SBB Allocations Total			\$1,364,068
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$7,668	\$7,578	\$89
	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
		1.17%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Egypt Elementary

4160 Karen Cove, Memphis, TN 38128

Grade Level: PreK-5	School Type Traditional	Square Footage 57,636	Student Capacity 598	FY2022-23 Utilization 87	FCI: 32
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	458	522	495	485	(10)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	61%	66%	-	
Student with Disability	7%	6%	7%	-	
English Language Learners	16%	16%	16%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	30	28	27	27	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	11	15	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	19	41	17	18	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,529,072	2,522,402	2,895,566	2,431,613	(463,953)
Title 1	215,733	344,498	498,230	373,725	(124,505)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,125,368	2,522,402	380,494	767,425	386,931
Total	4,870,173	5,389,302	3,774,290	3,572,763	(201,527)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	50%	0%			
TEM 5	0%	0%			
TEM 4	0%	0%			
TEM 3	50%	0%			

Total SBB Allocation				\$2,504,881
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,504,881
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	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,584,632
			Next year (2024) ...	\$2,504,881
			Total Difference	(\$79,751)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
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.		\$373,725
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,504,881
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	485
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	88
	Grade 1	0.3	\$1,080	74
	Grade 2	0.3	\$1,080	82
	Grade 3	0.2	\$720	71
	Grade 4	0.2	\$720	90
	Grade 5	0.2	\$720	80
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	327
	ELL Weight			
	ELL Weight	0.03	\$90	70
	Mobility Weights			
	Mobility	0.29	\$1,044	7
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	311
	Incoming High Proficiency	0.1	\$360	8
	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.			\$76,362
	SBB Allocations Total			\$2,504,881
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,166	\$5,221	(\$56)
	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
		-1.08%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Evans Elementary

4949 Cottonwood, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 67,246	Student Capacity 508	FY2022-23 Utilization 88	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	407	370	368	359	(9)
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	67%	56%	60%	-	
Student with Disability	6%	7%	8%	-	
English Language Learners	22%	19%	28%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	26	26	25	25	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	10	13	5	6	1
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	15	16	5	6	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,526,171	2,487,624	2,445,524	1,834,347	(611,176)
Title 1	211,562	291,087	350,870	251,415	(99,455)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	715,047	2,487,624	651,487	869,886	218,399
Total	3,452,780	5,266,335	3,447,881	2,955,648	(492,232)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	0%	0%			
TEM 4	41%	0%			
TEM 3	47%	0%			

Total SBB Allocation			\$1,832,273
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,832,273
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,898,668
			Next year (2024) ... \$1,832,273
		This comparison does not include "locked dollars"	Total Difference (\$66,395)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$251,415
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,832,273
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	359
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	69
	Grade 1	0.3	\$1,080	52
	Grade 2	0.3	\$1,080	71
	Grade 3	0.2	\$720	45
	Grade 4	0.2	\$720	65
	Grade 5	0.2	\$720	57
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	225
	ELL Weight			
	ELL Weight	0.03	\$90	85
	Mobility Weights			
	Mobility	0.29	\$1,044	12
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	229
	Incoming High Proficiency	0.1	\$360	2
	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.			\$27,600
	SBB Allocations Total			\$1,832,273
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,104	\$5,159	(\$56)
	<p>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.</p>	-1.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Ford Road Elementary

3336 Ford Rd, Memphis, TN 38109

Grade Level: PreK-5	School Type Traditional	Square Footage 78,213	Student Capacity 598	FY2022-23 Utilization 93	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	475	513	491	502	11
Attendance Rate	92	-	-	-	-

Student Demographics					
Economically Disadvantaged	86%	71%	86%	-	-
Student with Disability	17%	12%	14%	-	-
English Language Learners	0%	0%	0%	-	-

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	1	1	-
Classroom Teacher	32	31	32	32	-
Special Skills	3	3	3	3	-
Counselors	2	1	1	2	1
Educational Assistant	14	21	14	16	2
Instructional Facilitator	3	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	12	14	5	5	-

School level Funds					
General Fund	2,663,789	2,650,302	3,083,643	2,590,591	(493,052)
Title 1	235,730	396,986	545,951	404,680	(141,271)
IDEA, Part 1	165,984	161,460	161,460	-	(161,460)
Other Special Revenue & Federal Funds	822,668	2,650,302	483,702	1,089,512	605,810
Total	3,888,171	5,859,051	4,274,756	4,084,782	(189,974)

Teacher Quality					
Teachers with TEM 3 or above (%)	67%	0%			
TEM 5	0%	0%			
TEM 4	3%	0%			
TEM 3	63%	0%			

Total SBB Allocation					\$2,586,174
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,586,174
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,665,048	
			Next year (2024) ...	\$2,586,174	
			Total Difference	(\$78,874)	
		This comparison does not include "locked dollars"			
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies					
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.			\$404,680
	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

Section B: Detailed Breakdown				
1 SBB Allocations				\$2,586,174
SBB Weights				
Base Weight				
All Students	1	\$3,600	502	\$1,806,329
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	95	\$102,339
Grade 1	0.3	\$1,080	75	\$81,000
Grade 2	0.3	\$1,080	93	\$100,440
Grade 3	0.2	\$720	81	\$58,320
Grade 4	0.2	\$720	76	\$54,720
Grade 5	0.2	\$720	82	\$59,040
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	421	\$151,417
ELL Weight				
ELL Weight	0.03	\$90	1	\$79
Mobility Weights				
Mobility	0.29	\$1,044	8	\$8,587
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	391	\$140,803
Incoming High Proficiency	0.1	\$360	0	\$0
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	28	\$23,100
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				\$2,586,174
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,154	\$5,428	(\$274)
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
	-5.31%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Fox Meadows Elementary

2960 Emerald, Memphis, TN 38115

Grade Level: PreK-5	School Type Traditional	Square Footage 93,872	Student Capacity 698	FY2022-23 Utilization 81	FCI: 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	491	508	423	403	(20)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	72%	57%	71%	-	
Student with Disability	11%	14%	14%	-	
English Language Learners	8%	8%	11%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	1	1	-
Classroom Teacher	33	31	30	30	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	19	24	14	14	-
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	15	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,166,425	3,039,637	3,411,421	2,097,997	(1,313,424)
Title 1	295,178	381,903	533,847	336,730	(197,117)
IDEA, Part 1	266,148	286,641	286,641	-	(286,641)
Other Special Revenue & Federal Funds	957,182	3,039,637	1,440,855	1,301,764	(139,092)
Total	4,684,933	6,747,817	5,672,764	3,736,491	(1,936,274)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	60%	0%			
TEM 5	0%	0%			
TEM 4	14%	0%			
TEM 3	46%	0%			

Total SBB Allocation				\$2,117,605
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,050,051
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$67,554
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,277,107
			Next year (2024) ...	\$2,117,605
			Total Difference	(\$159,502)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
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.		\$336,730
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,050,051
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	403
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	82
	Grade 1	0.3	\$1,080	69
	Grade 2	0.3	\$1,080	68
	Grade 3	0.2	\$720	69
	Grade 4	0.2	\$720	52
	Grade 5	0.2	\$720	63
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	286
	ELL Weight			
	ELL Weight	0.03	\$90	38
	Mobility Weights			
	Mobility	0.29	\$1,044	20
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	168
	Incoming High Proficiency	0.1	\$360	8
	Increments for Locked Students			
	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.			\$22,667
	SBB Allocations Total			\$2,050,051
2	SBB Transition Supplements			\$67,554
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,255	\$5,383	(\$129)
	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
		-2.45%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$67,554
	SBB Transition Supplements TOTAL			\$67,554



Informational Section

Gardenview Elementary

4075 Hartz Drive, Memphis, TN 38116

Grade Level: PreK-5	School Type Traditional	Square Footage 55,570	Student Capacity 419	FY2022-23 Utilization 69	FCI: 29
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	298	288	245	231	(14)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	85%	68%	73%	-	
Student with Disability	18%	17%	19%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	21	21	19	20	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	14	20	11	11	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	6	13	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,004,225	1,931,872	1,854,184	1,412,781	(441,403)
Title 1	130,431	208,509	291,632	206,115	(85,517)
IDEA, Part 1	141,811	135,383	135,383	-	(135,383)
Other Special Revenue & Federal Funds	611,384	1,931,872	877,783	965,201	87,418
Total	2,887,851	4,207,636	3,158,982	2,584,097	(574,885)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	80%	0%			
TEM 5	0%	0%			
TEM 4	4%	0%			
TEM 3	76%	0%			

Total SBB Allocation				\$1,410,885
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,410,885
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,390,384
			Next year (2024) ...	\$1,410,885
		This comparison does not include "locked dollars"	Total Difference	\$20,500
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.		\$206,115
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,410,885
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	231
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	45
	Grade 1	0.3	\$1,080	40
	Grade 2	0.3	\$1,080	37
	Grade 3	0.2	\$720	34
	Grade 4	0.2	\$720	40
	Grade 5	0.2	\$720	35
	Poverty Weight			Total
	Poverty (Direct Certified)	0.1	\$360	167
	ELL Weight			Total
	ELL Weight	0.03	\$90	1
	Mobility Weights			Total
	Mobility	0.29	\$1,044	5
	Academic Performance Weights			Total
	Incoming Low Proficiency	0.1	\$360	162
	Incoming High Proficiency	0.1	\$360	2
	Increments for Locked Students			Total
	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.			\$223,586
	SBB Allocations Total			\$1,410,885
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$6,102	\$5,675	\$427
	<p>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.</p>	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 Section

Germanshire Elementary

3965 S.Germantown Rd., Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 89,228	Student Capacity 717	FY2022-23 Utilization 114	FCI: 2
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	788	718	705	680	(25)
Attendance Rate	96	-	-	-	
Student Demographics					
Economically Disadvantaged	49%	36%	51%	-	
Student with Disability	9%	9%	8%	-	
English Language Learners	11%	11%	11%	-	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	43	44	42	42	-
Special Skills	6	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	14	23	9	9	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	19	7	9	2
School level Funds					
General Fund	4,367,896	4,456,758	4,264,526	3,377,956	(886,570)
Title 1	325,443	401,524	549,429	422,800	(126,629)
IDEA, Part 1	79,060	84,520	84,520	-	(84,520)
Other Special Revenue & Federal Funds	747,919	4,456,758	391,627	1,214,714	823,087
Total	5,520,318	9,399,560	5,290,103	5,015,470	(274,633)
Teacher Quality					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	0%	0%			
TEM 4	62%	0%			
TEM 3	33%	0%			

Total SBB Allocation			\$3,395,085
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,395,085
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$3,554,586
		Next year (2024) ...	\$3,395,085
		Total Difference	(\$159,502)
	This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.	\$422,800
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$3,395,085
SBB Weights				
Base Weight	Weight	Amount per Student	Enrollment	Total
All Students	1	\$3,600	680	\$2,448,000
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	116	\$125,280
Grade 1	0.3	\$1,080	120	\$129,600
Grade 2	0.3	\$1,080	105	\$113,400
Grade 3	0.2	\$720	106	\$76,320
Grade 4	0.2	\$720	115	\$82,800
Grade 5	0.2	\$720	118	\$84,960
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	350	\$126,005
ELL Weight				
ELL Weight	0.03	\$90	66	\$5,955
Mobility Weights				
Mobility	0.29	\$1,044	4	\$4,303
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	211	\$76,010
Incoming High Proficiency	0.1	\$360	38	\$13,586
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.				\$108,865
SBB Allocations Total				\$3,395,085
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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	Dollar per Pupil	Difference in	
	Next Year (2023-2024)	This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$4,993	\$5,042	(\$49)	
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.	-0.99%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0



Informational Section

Germantown Elementary

2730 Cross Country Dr., Germantown, TN 38138

Grade Level: K-5	School Type Optional	Square Footage 84,584	Student Capacity 602	FY2022-23 Utilization 105	FCI: 13
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	619	600	605	605	(0)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	34%	28%	37%	-	
Student with Disability	12%	10%	9%	-	
English Language Learners	6%	6%	6%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	36	33	33	33	-
Special Skills	7	7	7	7	-
Counselors	1	1	2	2	-
Educational Assistant	11	18	7	7	-
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	2	15	4	5	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,938,050	4,059,018	3,788,651	3,085,454	(703,198)
Title 1	114,964	216,529	330,918	255,190	(75,728)
IDEA, Part 1	145,178	145,434	145,434	-	(145,434)
Other Special Revenue & Federal Funds	497,533	4,059,018	134,341	922,845	788,504
Total	4,695,725	8,479,998	4,399,344	4,263,488	(135,856)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	83%	0%			
TEM 5	2%	0%			
TEM 4	33%	0%			
TEM 3	48%	0%			

Total SBB Allocation			\$3,113,738
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,113,738
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,113,738
			Next year (2024) ... \$3,113,738
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$255,190
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,113,738
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	605
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	84
	Grade 1	0.3	\$1,080	105
	Grade 2	0.3	\$1,080	106
	Grade 3	0.2	\$720	107
	Grade 4	0.2	\$720	82
	Grade 5	0.2	\$720	121
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	226
	ELL Weight			
	ELL Weight	0.03	\$90	39
	Mobility Weights			
	Mobility	0.29	\$1,044	12
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	203
	Incoming High Proficiency	0.1	\$360	33
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	11
	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.			\$203,162
	SBB Allocations Total			\$3,113,738
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,148	\$5,147	\$1
	<p>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.</p>	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		0.02%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Getwell Elementary

2795 Getwell Rd., Memphis, TN 38118

Grade Level: PreK-5	School Type iZone	Square Footage 87,025	Student Capacity 683	FY2022-23 Utilization 48	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	411	421	422	430	8
Attendance Rate	96	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	80%	67%	71%	-	-
Student with Disability	14%	19%	18%	-	-
English Language Learners	10%	13%	20%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	2	2	3	1
Classroom Teacher	32	32	32	33	1
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	23	28	20	20	-
Instructional Facilitator	2	1	2	2	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	31	31	18	18	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,695,729	2,842,642	3,146,036	2,227,131	(918,905)
Title 1	119,636	322,207	400,020	352,585	(47,435)
IDEA, Part 1	194,948	246,198	246,198	-	(246,198)
Other Special Revenue & Federal Funds	1,126,796	2,842,642	559,641	1,872,673	1,313,032
Total	4,137,109	6,253,689	4,351,895	4,452,389	100,494

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	83%	0%	-	-	-
TEM 5	6%	0%	-	-	-
TEM 4	17%	0%	-	-	-
TEM 3	60%	0%	-	-	-

Total SBB Allocation				\$2,321,635
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,321,635
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,321,636
			Next year (2024) ...	\$2,321,635
			Total Difference	(\$0)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
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.		\$352,585
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,321,635
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	430
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	74
	Grade 1	0.3	\$1,080	61
	Grade 2	0.3	\$1,080	84
	Grade 3	0.2	\$720	65
	Grade 4	0.2	\$720	70
	Grade 5	0.2	\$720	76
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	305
	ELL Weight			
	ELL Weight	0.03	\$90	68
	Mobility Weights			
	Mobility	0.29	\$1,044	20
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	311
	Incoming High Proficiency	0.1	\$360	4
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	44
	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.			\$97,656
	SBB Allocations Total			\$2,321,635
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,398	\$5,502	(\$104)
	<p>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.</p>	-1.92%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Hawkins Mill Elementary

4295 Mountain Terrace, Memphis, TN 38127

Grade Level: PreK-5	School Type iZone	Square Footage 67,350	Student Capacity 499	FY2022-23 Utilization 63	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	302	286	251	255	4
Attendance Rate	93	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	84%	79%	82%	-	-
Student with Disability	13%	9%	9%	-	-
English Language Learners	0%	0%	0%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	19	17	16	16	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	11	11	6	6	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	2	10	3	3	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	1,920,991	2,171,400	2,021,355	1,494,057	(527,298)
Title 1	137,113	187,168	244,477	200,075	(44,402)
IDEA, Part 1	67,130	67,689	67,689	-	(67,689)
Other Special Revenue & Federal Funds	320,058	2,171,400	327,081	517,896	190,815
Total	2,445,292	4,597,658	2,660,601	2,212,028	(448,574)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	92%	0%	-	-	-
TEM 5	4%	0%	-	-	-
TEM 4	25%	0%	-	-	-
TEM 3	63%	0%	-	-	-

Total SBB Allocation				\$1,491,920
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,491,920
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,435,698
			Next year (2024) ...	\$1,491,920
		This comparison does not include "locked dollars"	Total Difference	\$56,222
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.		\$200,075
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$1,491,920
SBB Weights				
Base Weight				
All Students	1	\$3,600	255	\$919,705
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	51	\$55,591
Grade 1	0.3	\$1,080	40	\$43,200
Grade 2	0.3	\$1,080	48	\$51,840
Grade 3	0.2	\$720	44	\$31,680
Grade 4	0.2	\$720	41	\$29,520
Grade 5	0.2	\$720	31	\$22,320
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	195	\$70,214
ELL Weight				
ELL Weight	0.03	\$90	0	\$0
Mobility Weights				
Mobility	0.29	\$1,044	20	\$21,337
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	172	\$61,988
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.				\$184,525
SBB Allocations Total				\$1,491,920
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,840	\$5,720	\$120
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
	2.05%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Hickory Ridge Elementary

3890 Hickory Hill Rd., Memphis, TN 38115

Grade Level: K-5	School Type Traditional	Square Footage 83,060	Student Capacity 672	FY2022-23 Utilization 123	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	695	660	632	628	(4)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	59%	69%	-	
Student with Disability	6%	6%	6%	-	
English Language Learners	18%	19%	19%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	43	39	40	41	1
Special Skills	5	5	5	5	-
Counselors	1	2	2	3	1
Educational Assistant	16	21	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	27	36	9	10	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,211,775	4,092,990	4,123,460	3,168,449	(955,011)
Title 1	289,538	448,888	588,790	477,915	(110,875)
IDEA, Part 1	111,568	121,978	121,978	-	(121,978)
Other Special Revenue & Federal Funds	842,347	4,092,990	351,717	1,151,494	799,777
Total	5,455,228	8,756,846	5,185,946	4,797,858	(388,087)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	73%	0%
TEM 5	4%	0%
TEM 4	14%	0%
TEM 3	55%	0%

Total SBB Allocation			\$3,312,454
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,312,454
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,312,454
			Next year (2024) ... \$3,312,454
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
Other Resources Outside of SBB			\$477,915
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$477,915
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,312,454
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	628
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	104
	Grade 1	0.3	\$1,080	87
	Grade 2	0.3	\$1,080	131
	Grade 3	0.2	\$720	84
	Grade 4	0.2	\$720	108
	Grade 5	0.2	\$720	114
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	441
	ELL Weight			
	ELL Weight	0.03	\$90	109
	Mobility Weights			
	Mobility	0.29	\$1,044	17
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	318
	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.			\$177,660
	SBB Allocations Total			\$3,312,454
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,274	\$5,241	\$32
	<p>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.</p>	0.61%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Highland Oaks Elementary

5252 Annandale Dr., Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 107,971	Student Capacity 941	FY2022-23 Utilization 89	FCI: 10
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	817	745	732	730	(2)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	50%	40%	49%	-	
Student with Disability	9%	9%	8%	-	
English Language Learners	8%	6%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	46	47	45	45	-
Special Skills	6	6	6	6	-
Counselors	2	1	2	2	-
Educational Assistant	12	27	15	15	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	5	20	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,489,435	4,324,158	4,580,260	3,639,127	(941,133)
Title 1	250,696	415,528	598,159	428,840	(169,319)
IDEA, Part 1	39,331	51,596	51,596	-	(51,596)
Other Special Revenue & Federal Funds	673,199	4,324,158	355,993	1,249,014	893,020
Total	5,452,661	9,115,440	5,586,009	5,316,981	(269,028)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	0.77	0%			
TEM 5	0.02	0%			
TEM 4	0.12	0%			
TEM 3	0.63	0%			

Total SBB Allocation				\$3,775,447
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,775,447
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	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,775,446
			Next year (2024) ...	\$3,775,447
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$428,840
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.



Informational Section

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,775,447
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	730
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	117
	Grade 1	0.3	\$1,080	110
	Grade 2	0.3	\$1,080	146
	Grade 3	0.2	\$720	107
	Grade 4	0.2	\$720	119
	Grade 5	0.2	\$720	131
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	372
	ELL Weight			
	ELL Weight	0.03	\$90	36
	Mobility Weights			
	Mobility	0.29	\$1,044	14
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	498
	Incoming High Proficiency	0.1	\$360	3
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	18
	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.			\$139,893
	SBB Allocations Total			\$3,775,447
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,170	\$5,158	\$13
	<p>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.</p>	0.25%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Holmes Road Elementary

1083 Holmes Rd., Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 84,633	Student Capacity 642	FY2022-23 Utilization 111	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	620	637	601	621	20
Attendance Rate	87	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	59%	77%	-	
Student with Disability	12%	11%	14%	-	
English Language Learners	2%	1%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	41	35	37	38	1
Special Skills	5	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	23	29	19	19	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	31	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,937,738	3,913,620	3,739,349	3,205,179	(534,170)
Title 1	154,123	436,397	564,153	483,200	(80,953)
IDEA, Part 1	115,901	153,472	153,472	-	(153,472)
Other Special Revenue & Federal Funds	862,135	3,913,620	529,823	1,619,307	1,089,484
Total	5,069,896	8,417,109	4,986,797	5,307,686	320,889

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	85%	0%
TEM 5	5%	0
TEM 4	10%	0
TEM 3	69%	0

Total SBB Allocation			\$3,200,484
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,200,484
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	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,129,402
			Next year (2024) ... \$3,200,484
		This comparison does not include "locked dollars"	Total Difference \$71,082
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$483,200
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$3,200,484
SBB Weights				
Base Weight				
All Students	1	\$3,600	621	\$2,234,128
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	120	\$129,158
Grade 1	0.3	\$1,080	117	\$126,360
Grade 2	0.3	\$1,080	93	\$100,440
Grade 3	0.2	\$720	86	\$61,920
Grade 4	0.2	\$720	106	\$76,320
Grade 5	0.2	\$720	99	\$71,280
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	474	\$170,654
ELL Weight				
ELL Weight	0.03	\$90	13	\$1,179
Mobility Weights				
Mobility	0.29	\$1,044	19	\$19,549
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	490	\$176,496
Incoming High Proficiency	0.1	\$360	0	\$0
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	40	\$33,000
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				\$3,200,484
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$5,157	\$5,207	(\$50)
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
		-0.97%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Idlewild Elementary

1950 Linden, Memphis, TN 38104

Grade Level: K-5	School Type Optional	Square Footage 65,025	Student Capacity 473	FY2022-23 Utilization 97	FCI: 28
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	515	503	578	610	32
Attendance Rate	99	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	23%	15%	19%	-	-
Student with Disability	5%	6%	7%	-	-
English Language Learners	1%	1%	2%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	1	1	-
Classroom Teacher	26	26	33	33	-
Special Skills	5	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	12	15	7	8	1
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	14	14	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,049,561	3,085,474	3,858,009	3,164,573	(693,436)
Title 1	74,617	120,369	10,652	-	(10,652)
IDEA, Part 1	29,627	-	-	-	-
Other Special Revenue & Federal Funds	209,012	3,085,474	119,594	976,105	856,511
Total	3,362,817	6,291,316	3,988,255	4,140,678	152,423

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	94%	0%	-	-	-
TEM 5	9%	0%	-	-	-
TEM 4	45%	0%	-	-	-
TEM 3	39%	0%	-	-	-

Total SBB Allocation				\$3,163,498
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,163,498
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,950,355
			Next year (2024) ...	\$3,163,498
		This comparison does not include "locked dollars"	Total Difference	\$213,143
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,163,498
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	610
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	102
	Grade 1	0.3	\$1,080	101
	Grade 2	0.3	\$1,080	121
	Grade 3	0.2	\$720	92
	Grade 4	0.2	\$720	91
	Grade 5	0.2	\$720	103
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	118
	ELL Weight			
	ELL Weight	0.03	\$90	12
	Mobility Weights			
	Mobility	0.29	\$1,044	13
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	100
	Incoming High Proficiency	0.1	\$360	92
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	6
	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.			\$277,704
	SBB Allocations Total			\$3,163,498
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,182	\$5,104	\$77
	<p>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.</p>	1.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Jackson Elementary

3925 Wales, Memphis, TN 38108

Grade Level: K-5	School Type Traditional	Square Footage 44,568	Student Capacity 243	FY2022-23 Utilization 139	FCI: 37
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	303	262	261	270	9
Attendance Rate	95	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	59%	43%	54%	-	-
Student with Disability	8%	8%	11%	-	-
English Language Learners	42%	46%	58%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	20	19	19	19	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	3	8	4	5	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	4	12	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,140,375	2,333,629	2,205,154	1,493,924	(711,230)
Title 1	119,451	169,153	244,491	137,410	(107,081)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,157,452	2,333,629	284,386	693,851	409,465
Total	4,417,277	4,836,411	2,734,031	2,325,185	(408,846)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	92%	0%	-	-	-
TEM 5	4%	0%	-	-	-
TEM 4	25%	0%	-	-	-
TEM 3	63%	0%	-	-	-

Total SBB Allocation				\$1,492,525
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,492,525
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,476,176
			Next year (2024) ...	\$1,492,525
		This comparison does not include "locked dollars"	Total Difference	\$16,349
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
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.		\$137,410
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,492,525
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	270
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	47
	Grade 1	0.3	\$1,080	53
	Grade 2	0.3	\$1,080	45
	Grade 3	0.2	\$720	36
	Grade 4	0.2	\$720	39
	Grade 5	0.2	\$720	50
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	116
	ELL Weight			
	ELL Weight	0.03	\$90	146
	Mobility Weights			
	Mobility	0.29	\$1,044	5
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	121
	Incoming High Proficiency	0.1	\$360	11
	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.			\$164,507
	SBB Allocations Total			\$1,492,525
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,520	\$5,656	(\$136)
	<p>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.</p>	-2.47%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

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	FY2022-23 Utilization 120	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	778	696	731	743	12
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	42%	35%	43%	-	
Student with Disability	11%	10%	9%	-	
English Language Learners	30%	33%	34%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	51	49	48	50	2
Special Skills	6	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	13	23	13	14	1
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	26	19	6	8	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,927,425	4,903,914	4,464,258	3,700,318	(763,940)
Title 1	216,622	335,317	456,571	368,440	(88,131)
IDEA, Part 1	169,874	176,486	176,486	-	(176,486)
Other Special Revenue & Federal Funds	1,037,613	4,903,914	367,872	1,657,951	1,290,079
Total	6,351,534	10,319,630	5,465,187	5,726,709	261,522

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	78%	0%
TEM 5	3%	0%
TEM 4	17%	0%
TEM 3	58%	0%

Total SBB Allocation			\$3,701,905
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,701,905
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,701,905
			Next year (2024) ... \$3,701,905
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$368,440
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

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Informational Section

Keystone Elementary
4301 Old Allen Rd., Memphis, TN 38128

Grade Level: PreK-5	School Type Optional	Square Footage 84,641	Student Capacity 522	FY2022-23 Utilization 95	FCI: 20
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	336	381	422	434	12
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	80%	63%	76%	-	
Student with Disability	21%	24%	23%	-	
English Language Learners	1%	0%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	27	29	31	2
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	16	20	15	15	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	3	16	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,746,440	2,779,685	2,799,500	2,226,445	(573,055)
Title 1	202,814	272,782	400,296	352,585	(47,711)
IDEA, Part 1	146,695	166,030	166,030	-	(166,030)
Other Special Revenue & Federal Funds	846,025	2,779,685	282,293	1,456,582	1,174,289
Total	3,941,973	5,998,182	3,648,119	4,035,612	387,492

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	89%	0%			
TEM 5	0%	0%			
TEM 4	20%	0%			
TEM 3	69%	0%			

Total SBB Allocation			\$2,268,286
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,268,286
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,268,286
			Next year (2024) ... \$2,268,286
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$352,585
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,268,286
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	434
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	82
	Grade 1	0.3	\$1,080	81
	Grade 2	0.3	\$1,080	72
	Grade 3	0.2	\$720	75
	Grade 4	0.2	\$720	68
	Grade 5	0.2	\$720	56
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	326
	ELL Weight			
	ELL Weight	0.03	\$90	3
	Mobility Weights			
	Mobility	0.29	\$1,044	15
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	222
	Incoming High Proficiency	0.1	\$360	13
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	54
	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.			\$45,242
	SBB Allocations Total			\$2,268,286
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,223	\$5,375	(\$152)
	<p>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.</p>	-2.92%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Kingsbury Elementary

4055 Bayliss, Memphis, TN 38108

Grade Level: PreK-6	School Type Traditional	Square Footage 65,250	Student Capacity 358	FY2022-23 Utilization 152	FCI: 10
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-6	517	495	445	430	(15)
Attendance Rate	95	-	-	-	

Student Demographics					
Economically Disadvantaged	60%	48%	58%	-	
Student with Disability	15%	18%	21%	-	
English Language Learners	48%	50%	52%	-	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	36	38	36	36	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	18	22	11	11	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	37	24	8	8	-

School level Funds					
General Fund	3,423,201	3,286,451	3,306,747	2,185,255	(1,121,491)
Title 1	286,980	309,404	424,385	323,895	(100,490)
IDEA, Part 1	206,147	205,616	205,616	-	(205,616)
Other Special Revenue & Federal Funds	3,720,934	3,286,451	508,798	1,758,069	1,249,271
Total	7,637,263	7,087,922	4,445,546	4,267,219	(178,326)

Teacher Quality					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	4%	0%			
TEM 4	68%	0%			
TEM 3	28%	0%			

Total SBB Allocation				\$2,242,148
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,242,148
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,321,900
			Next year (2024) ...	\$2,242,148
		This comparison does not include "locked dollars"	Total Difference	(\$79,751)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$323,895
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,242,148
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	430
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	69
	Grade 1	0.3	\$1,080	68
	Grade 2	0.3	\$1,080	77
	Grade 3	0.2	\$720	70
	Grade 4	0.2	\$720	76
	Grade 5	0.2	\$720	70
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	238
	ELL Weight			
	ELL Weight	0.03	\$90	202
	Mobility Weights			
	Mobility	0.29	\$1,044	4
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	321
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	30
	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.			\$59,489
	SBB Allocations Total			\$2,242,148
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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	Dollar per Pupil	Difference in
		Next Year (2023-2024)	This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,214	\$5,218	(\$3)
	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.	-0.07%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

LaRose Elementary

864 S. Wellington Street, Memphis, TN 38126

Grade Level: PreK-5	School Type iZone	Square Footage 94,426	Student Capacity 503	FY2022-23 Utilization 73	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	232	187	249	258	9
Attendance Rate	85	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	89%	77%	87%	-	-
Student with Disability	8%	6%	6%	-	-
English Language Learners	1%	0%	0%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	1	1
Classroom Teacher	14	13	14	16	2
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	6	10	6	6	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	12	21	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	1,517,691	1,605,460	1,649,555	1,494,199	(155,356)
Title 1	127,002	144,908	215,961	194,035	(21,926)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	355,317	1,605,460	397,943	524,623	126,680
Total	2,000,010	3,355,828	2,263,458	2,212,857	(50,601)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	88%	0%	0%	0%	0%
TEM 5	0%	0%	0%	0%	0%
TEM 4	6%	0%	0%	0%	0%
TEM 3	81%	0%	0%	0%	0%

Total SBB Allocation				\$1,492,014
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,492,014
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,438,732
			Next year (2024) ...	\$1,492,014
		This comparison does not include "locked dollars"	Total Difference	\$53,282
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$194,035
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,492,014
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	258
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	47
	Grade 1	0.3	\$1,080	40
	Grade 2	0.3	\$1,080	47
	Grade 3	0.2	\$720	38
	Grade 4	0.2	\$720	36
	Grade 5	0.2	\$720	50
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	216
	ELL Weight			
	ELL Weight	0.03	\$90	1
	Mobility Weights			
	Mobility	0.29	\$1,044	6
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	185
	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.			\$179,927
	SBB Allocations Total			\$1,492,014
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,788	\$5,778	\$10
	<p>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.</p>	0.17%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Levi Elementary

135 W. Levi Road, Memphis, TN 38109

Grade Level: PreK-5	School Type Traditional	Square Footage 71,179	Student Capacity 413	FY2022-23 Utilization 118	FCI: 16
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	443	429	388	392	4
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	84%	69%	83%	-	
Student with Disability	10%	11%	10%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	24	24	23	23	-
Special Skills	4	4	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	5	10	6	6	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	44	24	11	11	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,445,217	2,451,191	2,523,156	2,043,548	(479,608)
Title 1	149,917	298,072	376,106	292,185	(83,921)
IDEA, Part 1	27,053	-	-	-	-
Other Special Revenue & Federal Funds	551,433	2,451,191	334,448	584,279	249,831
Total	3,173,620	5,200,455	3,233,710	2,920,012	(313,698)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	97%	0%			
TEM 5	3%	0%			
TEM 4	83%	0%			
TEM 3	10%	0%			

Total SBB Allocation			\$2,043,806
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,043,806
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	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,043,806
			Next year (2024) ... \$2,043,806
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$292,185
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,043,806
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	392
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	78
	Grade 1	0.3	\$1,080	76
	Grade 2	0.3	\$1,080	77
	Grade 3	0.2	\$720	55
	Grade 4	0.2	\$720	52
	Grade 5	0.2	\$720	54
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	330
	ELL Weight			
	ELL Weight	0.03	\$90	1
	Mobility Weights			
	Mobility	0.29	\$1,044	30
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	321
	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.			\$3,304
	SBB Allocations Total			\$2,043,806
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,219	\$5,268	(\$48)
	<p>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.</p>	-0.93%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Lucie E. Campbell Elementary

3232 Birchfield, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 84,740	Student Capacity 573	FY2022-23 Utilization 84	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	483	509	535	567	32
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	81%	70%	82%	-	
Student with Disability	18%	17%	14%	-	
English Language Learners	0%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	2	2	-
Classroom Teacher	35	34	35	36	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	23	29	20	20	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	22	26	16	17	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,177,709	3,033,686	3,335,767	3,006,130	(329,637)
Title 1	269,322	392,916	572,981	439,410	(133,571)
IDEA, Part 1	261,183	205,980	205,980	-	(205,980)
Other Special Revenue & Federal Funds	972,477	3,033,686	1,892,106	1,687,643	(204,463)
Total	4,680,692	6,666,268	6,006,834	5,133,183	(873,652)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	2%	0%			
TEM 4	29%	0%			
TEM 3	50%	0%			

Total SBB Allocation			\$3,001,637
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,001,637
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,921,471
			Next year (2024) ... \$3,001,637
		This comparison does not include "locked dollars"	Total Difference \$80,166
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$439,410
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,001,637
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	567
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	107
	Grade 1	0.3	\$1,080	99
	Grade 2	0.3	\$1,080	102
	Grade 3	0.2	\$720	88
	Grade 4	0.2	\$720	81
	Grade 5	0.2	\$720	90
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	449
	ELL Weight			
	ELL Weight	0.03	\$90	6
	Mobility Weights			
	Mobility	0.29	\$1,044	25
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	414
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	54
	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.			\$59,448
	SBB Allocations Total			\$3,001,637
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,293	\$5,461	(\$168)
	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
		-3.17%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Lucy Elementary

6269 Amherst Rd., Millington, TN 38053

Grade Level: PreK-5	School Type Traditional	Square Footage 102,446	Student Capacity 768	FY2022-23 Utilization 51	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	352	310	289	282	(7)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	67%	53%	65%	-	
Student with Disability	10%	10%	10%	-	
English Language Learners	5%	4%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	22	22	19	19	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	12	17	9	10	1
Instructional Facilitator	1	2	2	2	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	3	10	5	6	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,046,166	2,115,122	2,074,934	1,494,857	(580,077)
Title 1	112,201	213,551	272,125	219,705	(52,420)
IDEA, Part 1	56,487	57,274	57,274	-	(57,274)
Other Special Revenue & Federal Funds	401,829	2,115,122	281,803	703,221	421,418
Total	2,616,683	4,501,070	2,686,136	2,417,783	(268,353)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	70%	0%			
TEM 5	0%	0%			
TEM 4	0%	0%			
TEM 3	70%	0%			

Total SBB Allocation				\$1,586,804
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,586,804
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,586,804
			Next year (2024) ...	\$1,586,804
			Total Difference	(\$0)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
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.		\$219,705
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,586,804
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	282
	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	46
	Grade 3	0.2	\$720	44
	Grade 4	0.2	\$720	55
	Grade 5	0.2	\$720	39
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	175
	ELL Weight			
	ELL Weight	0.03	\$90	13
	Mobility Weights			
	Mobility	0.29	\$1,044	13
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	177
	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.			\$174,261
	SBB Allocations Total			\$1,586,804
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,621	\$5,491	\$130
	<p>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.</p>	2.32%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Macon-Hall Elementary

9800 Macon Rd., Cordova, TN 38018

Grade Level: PreK-5	School Type Traditional	Square Footage 93,481	Student Capacity 971	FY2022-23 Utilization 116	FCI: 13
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	1,199	1,084	1,056	1,076	20
Attendance Rate	98	-	-	-	-
Student Demographics					
Economically Disadvantaged	28%	23%	33%	-	-
Student with Disability	7%	11%	12%	-	-
English Language Learners	6%	6%	7%	-	-
Key School Positions-All Funding Sources					
Principal	1	2	2	1	(1)
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	60	66	66	66	-
Special Skills	8	8	8	8	-
Counselors	2	3	2	2	-
Educational Assistant	13	40	19	21	2
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	6	29	6	8	2
School level Funds					
General Fund	6,304,859	6,866,929	6,548,517	5,358,912	(1,189,605)
Title 1	259,807	348,432	512,293	406,945	(105,348)
IDEA, Part 1	53,798	54,312	54,312	-	(54,312)
Other Special Revenue & Federal Funds	1,176,477	6,866,929	7,054,799	1,852,240	(5,202,558)
Total	7,794,940	14,136,602	14,169,920	7,618,097	(6,551,823)
Teacher Quality					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	4%	0%			
TEM 4	48%	0%			
TEM 3	36%	0%			

Total SBB Allocation			\$5,355,490
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,355,490
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
			This Year (2023) ... \$5,202,912
			Next year (2024) ... \$5,355,490
		This comparison does not include "locked dollars"	Total Difference \$152,577
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.	\$406,945
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$5,355,490
SBB Weights	Weight	Amount per Student	Enrollment	Total
Base Weight				
All Students	1	\$3,600	1076	\$3,874,056
Grade Weights				
Grade K	0.3	\$1,080	190	\$205,337
Grade 1	0.3	\$1,080	201	\$217,080
Grade 2	0.3	\$1,080	173	\$186,840
Grade 3	0.2	\$720	166	\$119,520
Grade 4	0.2	\$720	161	\$115,920
Grade 5	0.2	\$720	185	\$133,200
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	365	\$131,559
ELL Weight				
ELL Weight	0.03	\$90	66	\$5,950
Mobility Weights				
Mobility	0.29	\$1,044	22	\$22,783
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	420	\$151,282
Incoming High Proficiency	0.1	\$360	33	\$11,816
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	27	\$22,275
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.				\$157,873
SBB Allocations Total				\$5,355,490
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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	Dollar per Pupil	Difference in	
	Next Year (2023-2024)	This Year (2022-2023)	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.	\$4,977	\$4,927	\$50	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 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.	1.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0



Informational Section

Newberry Elementary

5540 Newberry, Memphis, TN 38118

Grade Level: K-5	School Type Traditional	Square Footage 45,170	Student Capacity 308	FY2022-23 Utilization 143	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	439	391	378	386	8
Attendance Rate	96	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	70%	52%	63%	-	-
Student with Disability	10%	8%	8%	-	-
English Language Learners	11%	13%	17%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	24	23	24	25	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	11	15	6	8	2
Instructional Facilitator	1	2	2	2	-
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	16	11	4	6	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,490,774	2,220,051	2,333,723	1,915,992	(417,731)
Title 1	232,122	258,468	389,341	287,655	(101,686)
IDEA, Part 1	88,950	86,163	86,163	-	(86,163)
Other Special Revenue & Federal Funds	2,614,567	2,220,051	153,755	739,702	585,948
Total	5,426,413	4,784,734	2,962,981	2,943,350	(19,631)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	87%	0%			
TEM 5	0%	0%			
TEM 4	29%	0%			
TEM 3	58%	0%			

Total SBB Allocation			\$2,004,269
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,004,269
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,004,269
			Next year (2024) ... \$2,004,269
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$287,655
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$2,004,269
SBB Weights				
Base Weight	Weight	Amount per Student	Enrollment	Total
All Students	1	\$3,600	386	\$1,389,931
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	75	\$81,099
Grade 1	0.3	\$1,080	80	\$86,400
Grade 2	0.3	\$1,080	58	\$62,640
Grade 3	0.2	\$720	47	\$33,840
Grade 4	0.2	\$720	70	\$50,400
Grade 5	0.2	\$720	56	\$40,320
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	239	\$85,910
ELL Weight				
ELL Weight	0.03	\$90	66	\$5,937
Mobility Weights				
Mobility	0.29	\$1,044	16	\$16,606
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	139	\$50,038
Incoming High Proficiency	0.1	\$360	9	\$3,127
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.				\$90,595
SBB Allocations Total				\$2,004,269
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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.	\$5,191	\$5,302	(\$111)	
<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>				
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.	-2.14%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0



Informational Section

Northaven Elementary

5157 North Circle Rd., Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 70,350	Student Capacity 583	FY2022-23 Utilization 51	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	305	315	259	253	(6)
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	83%	70%	85%	-	
Student with Disability	13%	12%	17%	-	
English Language Learners	2%	1%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	22	23	22	22	-
Special Skills	2	1	1	1	-
Counselors	1	1	1	1	-
Educational Assistant	9	13	10	10	-
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	2	9	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,377,899	2,504,628	2,445,734	1,494,174	(951,560)
Title 1	115,690	219,073	280,592	215,930	(64,662)
IDEA, Part 1	85,538	87,670	87,670	-	(87,670)
Other Special Revenue & Federal Funds	402,733	2,504,628	1,063,525	1,051,223	(12,301)
Total	2,981,861	5,316,000	3,877,521	2,761,327	(1,116,194)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	0%	0%			
TEM 4	65%	0%			
TEM 3	35%	0%			

Total SBB Allocation				\$1,500,480
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,500,480
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,500,479
			Next year (2024) ...	\$1,500,480
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$215,930
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,500,480
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	253
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	47
	Grade 1	0.3	\$1,080	47
	Grade 2	0.3	\$1,080	39
	Grade 3	0.2	\$720	38
	Grade 4	0.2	\$720	41
	Grade 5	0.2	\$720	41
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	218
	ELL Weight			
	ELL Weight	0.03	\$90	5
	Mobility Weights			
	Mobility	0.29	\$1,044	5
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	193
	Incoming High Proficiency	0.1	\$360	3
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	18
	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.			\$188,227
	SBB Allocations Total			\$1,500,480
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,921	\$5,793	\$128
	<p>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.</p>	2.16%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Oak Forest Elementary

7440 Nonconnah View Cove, Memphis, TN 38119

Grade Level: K-5	School Type Optional	Square Footage 87,550	Student Capacity 473	FY2022-23 Utilization 100	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	359	388	345	340	(5)
Attendance Rate	96	-	-	-	
Student Demographics					
Economically Disadvantaged	45%	34%	42%	-	
Student with Disability	15%	19%	22%	-	
English Language Learners	12%	10%	11%	-	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	28	27	25	26	1
Special Skills	5	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	15	20	8	8	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	8	16	5	5	-
School level Funds					
General Fund	2,677,194	2,892,656	2,711,958	1,752,952	(959,006)
Title 1	126,192	206,793	261,550	181,200	(80,350)
IDEA, Part 1	132,443	137,204	137,204	-	(137,204)
Other Special Revenue & Federal Funds	629,765	2,892,656	351,518	1,350,822	999,303
Total	3,565,594	6,129,310	3,462,231	3,284,974	(177,257)
Teacher Quality					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	3%	0%			
TEM 4	26%	0%			
TEM 3	66%	0%			

Total SBB Allocation				\$1,787,340	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,787,340	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,787,340	
			Next year (2024) ...	\$1,787,340	
		This comparison does not include "locked dollars"		Total Difference	(50)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.		\$181,200	
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,787,340
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	340
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	70
	Grade 1	0.3	\$1,080	59
	Grade 2	0.3	\$1,080	70
	Grade 3	0.2	\$720	40
	Grade 4	0.2	\$720	54
	Grade 5	0.2	\$720	47
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	140
	ELL Weight			
	ELL Weight	0.03	\$90	31
	Mobility Weights			
	Mobility	0.29	\$1,044	16
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	156
	Incoming High Proficiency	0.1	\$360	3
	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.			\$105,084
	SBB Allocations Total			\$1,787,340
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,263	\$5,181	\$82
	<p>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.</p>	1.57%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Oakhaven Elementary

3795 Bishops Bridge, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 74,500	Student Capacity 562	FY2022-23 Utilization 111	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	530	482	515	525	10
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	77%	64%	74%	-	
Student with Disability	8%	5%	5%	-	
English Language Learners	16%	17%	18%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	29	26	29	29	-
Special Skills	4	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	8	9	1	1	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	20	8	8	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,071,694	2,885,290	3,097,266	2,668,454	(428,812)
Title 1	217,941	335,610	445,100	396,375	(48,725)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	460,277	2,885,290	269,932	614,100	344,168
Total	3,749,912	6,106,190	3,812,297	3,678,929	(133,369)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	89%	0%			
TEM 5	0%	0%			
TEM 4	31%	0%			
TEM 3	57%	0%			

Total SBB Allocation				\$2,733,235
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,733,235
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,733,235
			Next year (2024) ...	\$2,733,235
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
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.		\$396,375
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,733,235
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	525
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	82
	Grade 1	0.3	\$1,080	86
	Grade 2	0.3	\$1,080	88
	Grade 3	0.2	\$720	83
	Grade 4	0.2	\$720	97
	Grade 5	0.2	\$720	89
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	376
	ELL Weight			
	ELL Weight	0.03	\$90	92
	Mobility Weights			
	Mobility	0.29	\$1,044	22
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	365
	Incoming High Proficiency	0.1	\$360	9
	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.			\$72,803
	SBB Allocations Total			\$2,733,235
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,209	\$5,307	(\$98)
	<p>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.</p>	-1.88%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Oakshire Elementary

1765 E. Holmes, Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 51,892	Student Capacity 428	FY2022-23 Utilization 98	FCI: 30
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	350	339	387	401	14
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	78%	59%	80%	-	
Student with Disability	9%	10%	9%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	21	21	22	23	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	9	15	12	12	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	15	3	3	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,588,125	2,813,367	2,733,072	1,997,048	(736,024)
Title 1	145,443	245,181	391,959	291,430	(100,529)
IDEA, Part 1	31,513	25,556	25,556	-	(25,556)
Other Special Revenue & Federal Funds	646,667	2,813,367	328,707	941,526	612,819
Total	3,411,749	5,897,470	3,479,293	3,230,003	(249,289)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	84%	0%			
TEM 5	0%	0%			
TEM 4	31%	0%			
TEM 3	53%	0%			

Total SBB Allocation				\$2,042,764
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,042,764
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	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,042,764
			Next year (2024) ...	\$2,042,764
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$291,430
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,042,764
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	401
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	76
	Grade 1	0.3	\$1,080	61
	Grade 2	0.3	\$1,080	57
	Grade 3	0.2	\$720	66
	Grade 4	0.2	\$720	78
	Grade 5	0.2	\$720	63
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	310
	ELL Weight			
	ELL Weight	0.03	\$90	3
	Mobility Weights			
	Mobility	0.29	\$1,044	13
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	173
	Incoming High Proficiency	0.1	\$360	3
	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.			\$52,365
	SBB Allocations Total			\$2,042,764
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,096	\$5,278	(\$182)
	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.	-3.57%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Peabody Elementary

2086 Young Ave., Memphis, TN 38104

Grade Level: PreK-5	School Type Optional	Square Footage 53,997	Student Capacity 383	FY2022-23 Utilization 97	FCI: 21
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	356	332	333	327	(6)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	54%	44%	52%	-	
Student with Disability	8%	7%	9%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	1	1
Classroom Teacher	18	20	20	20	-
Special Skills	6	6	6	6	-
Counselors	1	1	1	1	-
Educational Assistant	6	9	2	2	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	-	-	-
Nutrition	-	-	-	-	-
other	3	14	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,127,100	2,329,688	2,258,975	1,656,588	(602,387)
Title 1	135,537	192,321	260,830	200,830	(60,000)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	339,926	2,329,688	4,419,815	734,423	(3,685,392)
Total	2,602,563	4,851,697	6,939,620	2,591,840	(4,347,780)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	75%	0%			
TEM 5	0%	0%			
TEM 4	21%	0%			
TEM 3	54%	0%			

Total SBB Allocation				\$1,806,322
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,806,322
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,806,321
			Next year (2024) ...	\$1,806,322
			Total Difference	\$0
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
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.		\$200,830
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

Section B: Detailed Breakdown																																																																																																																							
1 SBB Allocations				\$1,806,322																																																																																																																			
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Informational Section

Raleigh-Bartlett Meadows Elementary

5195 Twin Woods, Memphis, TN 38134

Grade Level: PreK-5	School Type Traditional	Square Footage 51,891	Student Capacity 348	FY2022-23 Utilization 130	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	477	453	397	386	(11)
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	72%	57%	71%	-	
Student with Disability	9%	7%	7%	-	
English Language Learners	5%	5%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	1	1	-
Classroom Teacher	26	23	23	24	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	8	11	8	9	1
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	18	15	6	7	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,719,822	2,551,620	2,509,788	1,931,286	(578,502)
Title 1	154,269	305,596	385,137	305,020	(80,117)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	522,384	2,551,620	321,907	514,315	192,408
Total	3,396,474	5,408,835	3,216,832	2,750,621	(466,210)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	59%	0%			
TEM 5	0%	0%			
TEM 4	9%	0%			
TEM 3	50%	0%			

Total SBB Allocation			\$2,026,612
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,026,612
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,106,362
			Next year (2024) ... \$2,026,612
		This comparison does not include "locked dollars"	Total Difference (\$79,751)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$305,020
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,026,612
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	386
				\$1,388,520
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	76
	Grade 1	0.3	\$1,080	68
	Grade 2	0.3	\$1,080	55
	Grade 3	0.2	\$720	56
	Grade 4	0.2	\$720	56
	Grade 5	0.2	\$720	75
				\$54,000
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	267
				\$96,205
	ELL Weight			
	ELL Weight	0.03	\$90	17
				\$1,570
	Mobility Weights			
	Mobility	0.29	\$1,044	19
				\$19,513
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	188
	Incoming High Proficiency	0.1	\$360	17
				\$5,971
	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.			\$98,046
	SBB Allocations Total			\$2,026,612
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,254	\$5,306	(\$51)
	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
		-0.98%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Richland Elementary

5440 Rich Rd., Memphis, TN 38120

Grade Level: PreK-5	School Type Traditional	Square Footage 59,833	Student Capacity 512	FY2022-23 Utilization 156	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	866	802	838	863	25
Attendance Rate	99	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	16%	15%	17%	-	-
Student with Disability	14%	16%	16%	-	-
English Language Learners	4%	4%	4%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	1	1	-
Classroom Teacher	48	50	46	48	2
Special Skills	5	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	23	31	13	14	1
Instructional Facilitator	1	-	-	-	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	2	23	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	5,405,119	5,617,891	5,546,703	4,194,518	(1,352,185)
Title 1	-	-	-	-	-
IDEA, Part 1	51,330	36,528	36,528	-	(36,528)
Other Special Revenue & Federal Funds	181,379	5,617,891	157,138	1,019,051	861,913
Total	5,637,828	11,272,309	5,740,369	5,213,569	(526,800)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	100%	0%
TEM 5	50%	0%
TEM 4	50%	0%
TEM 3	0%	0%

Total SBB Allocation			\$4,193,093
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,193,093
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,138,107
			Next year (2024) ... \$4,193,093
		This comparison does not include "locked dollars"	Total Difference \$54,986
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$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

Section B: Detailed Breakdown				
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	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	863
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	164
	Grade 1	0.3	\$1,080	147
	Grade 2	0.3	\$1,080	142
	Grade 3	0.2	\$720	136
	Grade 4	0.2	\$720	141
	Grade 5	0.2	\$720	133
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	156
	ELL Weight			
	ELL Weight	0.03	\$90	39
	Mobility Weights			
	Mobility	0.29	\$1,044	5
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	69
	Incoming High Proficiency	0.1	\$360	185
	Increments for Locked Students			
	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.			\$123,509
	SBB Allocations Total			\$4,193,093
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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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	<p>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.</p>	-1.63%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Riverwood Elementary School

1330 Stern Lane Cordova, TN 38016

Grade Level: PreK-5	School Type Optional	Square Footage 107,565	Student Capacity 786	FY2022-23 Utilization 124	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	844	864	877	867	(10)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	28%	21%	27%	-	
Student with Disability	9%	9%	9%	-	
English Language Learners	7%	9%	11%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	54	54	54	54	-
Special Skills	7	7	7	7	-
Counselors	2	2	2	2	-
Educational Assistant	12	31	12	13	1
Instructional Facilitator	3	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	28	26	4	5	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	5,384,344	5,863,785	5,970,760	4,195,612	(1,775,148)
Title 1	226,229	266,963	363,249	277,840	(85,409)
IDEA, Part 1	54,255	54,784	54,784	-	(54,784)
Other Special Revenue & Federal Funds	723,106	5,863,785	218,194	1,535,923	1,317,730
Total	6,387,933	12,049,316	6,606,986	6,009,376	(597,610)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	2%	0%			
TEM 4	67%	0%			
TEM 3	27%	0%			

Total SBB Allocation				\$4,275,678
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,275,678
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$4,355,429
			Next year (2024) ...	\$4,275,678
		This comparison does not include "locked dollars"	Total Difference	(\$79,751)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
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.		\$277,840
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.



Informational Section

Section B: Detailed Breakdown				
1	SBB Allocations			\$4,275,678
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	867
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	141
	Grade 1	0.3	\$1,080	133
	Grade 2	0.3	\$1,080	154
	Grade 3	0.2	\$720	136
	Grade 4	0.2	\$720	147
	Grade 5	0.2	\$720	156
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	240
	ELL Weight			
	ELL Weight	0.03	\$90	89
	Mobility Weights			
	Mobility	0.29	\$1,044	13
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	313
	Incoming High Proficiency	0.1	\$360	53
	Increments for Locked Students			
	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.			\$120,335
	SBB Allocations Total			\$4,275,678
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,934	\$4,966	(\$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.	-0.66%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Robert R. Church Elementary

4100 Mill Branch Rd. Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 81,500	Student Capacity 662	FY2022-23 Utilization 99	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	643	627	604	631	27
Attendance Rate	95	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	79%	63%	76%	-	-
Student with Disability	8%	7%	6%	-	-
English Language Learners	4%	5%	4%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	38	30	35	36	1
Special Skills	6	4	4	4	-
Counselors	2	3	2	2	-
Educational Assistant	14	18	7	8	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	52	32	15	15	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,757,803	3,704,291	3,610,861	3,197,588	(413,272)
Title 1	319,340	465,765	507,091	459,795	(47,296)
IDEA, Part 1	60,808	49,791	49,791	-	(49,791)
Other Special Revenue & Federal Funds	846,124	3,704,291	499,509	1,267,309	767,800
Total	4,984,075	7,924,138	4,667,252	4,924,693	257,441

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	94%	0%
TEM 5	0%	0%
TEM 4	56%	0%
TEM 3	38%	0%

Total SBB Allocation			\$3,193,268
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,193,268
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,171,843
			Next year (2024) ... \$3,193,268
		This comparison does not include "locked dollars"	Total Difference \$21,425
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$459,795
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,193,268
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	631
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	126
	Grade 1	0.3	\$1,080	132
	Grade 2	0.3	\$1,080	87
	Grade 3	0.2	\$720	78
	Grade 4	0.2	\$720	108
	Grade 5	0.2	\$720	100
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	469
	ELL Weight			
	ELL Weight	0.03	\$90	20
	Mobility Weights			
	Mobility	0.29	\$1,044	23
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	409
	Incoming High Proficiency	0.1	\$360	0
	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.			\$0
	SBB Allocations Total			\$3,193,268
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,061	\$5,251	(\$191)
	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
		-3.77%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Ross Elementary

4890 Ross Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type Traditional	Square Footage 137,162	Student Capacity 1,097	FY2022-23 Utilization 70	FCI: 21
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	537	545	580	576	(4)
Attendance Rate	94	-	-	-	-
Student Demographics					
Economically Disadvantaged	63%	50%	61%	-	-
Student with Disability	11%	10%	14%	-	-
English Language Learners	6%	7%	9%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	36	33	38	38	-
Special Skills	5	5	3	3	-
Counselors	1	1	2	2	-
Educational Assistant	10	17	18	19	1
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	20	18	5	7	2
School level Funds					
General Fund	3,594,358	3,880,331	4,048,543	3,005,590	(1,042,953)
Title 1	293,194	390,717	431,298	437,145	5,847
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	698,879	3,880,331	260,809	1,463,337	1,202,528
Total	4,586,430	8,151,380	4,740,651	4,906,072	165,421
Teacher Quality					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	2%	0%			
TEM 4	16%	0%			
TEM 3	70%	0%			

Total SBB Allocation			\$3,100,443
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,100,443
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,100,444
			Next year (2024) ... \$3,100,443
		This comparison does not include "locked dollars"	Total Difference (50)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$437,145
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,100,443
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	576
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	110
	Grade 1	0.3	\$1,080	97
	Grade 2	0.3	\$1,080	113
	Grade 3	0.2	\$720	82
	Grade 4	0.2	\$720	84
	Grade 5	0.2	\$720	90
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	339
	ELL Weight			
	ELL Weight	0.03	\$90	48
	Mobility Weights			
	Mobility	0.29	\$1,044	20
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	270
	Incoming High Proficiency	0.1	\$360	14
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	33
	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.			\$220,047
	SBB Allocations Total			\$3,100,443
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,383	\$5,346	\$37
	<p>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.</p>	% Change in Dollar per Pupil 0.69%	Transition Policy Type 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 Section

Rozelle Elementary

993 Roland, Memphis, TN 38114

Grade Level: K-5	School Type Optional	Square Footage 58,750	Student Capacity 379	FY2022-23 Utilization 65	FCI: 38
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	234	215	190	181	(9)
Attendance Rate	96	-	-	-	
Student Demographics					
Economically Disadvantaged	64%	52%	66%	-	
Student with Disability	10%	9%	8%	-	
English Language Learners	0%	0%	0%	-	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	15	15	15	15	-
Special Skills	4	4	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	2	7	4	4	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	11	16	9	9	-
School level Funds					
General Fund	1,948,207	2,066,767	2,113,532	1,285,905	(827,627)
Title 1	97,862	148,174	184,949	138,920	(46,029)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	174,392	2,066,767	132,807	646,891	514,083
Total	2,220,461	4,281,709	2,431,289	2,071,716	(359,573)
Teacher Quality					
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	0%	0%			
TEM 4	24%	0%			
TEM 3	57%	0%			

Total SBB Allocation			\$1,396,463
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,360,452
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$36,011
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,396,463
			Next year (2024) ... \$1,396,463
		This comparison does not include "locked dollars"	Total Difference (50)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$138,920
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,360,452
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	181
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	34
	Grade 1	0.3	\$1,080	31
	Grade 2	0.3	\$1,080	30
	Grade 3	0.2	\$720	34
	Grade 4	0.2	\$720	24
	Grade 5	0.2	\$720	28
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	122
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	0
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	60
	Incoming High Proficiency	0.1	\$360	17
	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.			\$474,271
	SBB Allocations Total			\$1,360,452
2	SBB Transition Supplements			\$36,011
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$7,728	\$7,350	\$378
	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.			
		4.89%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$36,011
	SBB Transition Supplements TOTAL			\$36,011



Informational Section

Sea Isle Elementary

5250 Sea Isle Road Memphis, TN 38117

Grade Level: PreK-5	School Type Traditional	Square Footage 79,703	Student Capacity 468	FY2022-23 Utilization 94	FCI: 16
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	433	413	415	403	(12)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	32%	44%	-	
Student with Disability	17%	19%	20%	-	
English Language Learners	7%	8%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	34	33	32	34	2
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	18	24	16	17	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	3	12	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,734,587	3,786,629	3,595,629	2,046,575	(1,549,054)
Title 1	124,375	237,992	286,699	225,745	(60,954)
IDEA, Part 1	140,861	137,127	137,127	-	(137,127)
Other Special Revenue & Federal Funds	463,408	3,786,629	179,590	1,635,416	1,455,826
Total	4,463,230	7,948,377	4,199,045	3,907,736	(291,309)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	90%	0%
TEM 5	0%	0%
TEM 4	54%	0%
TEM 3	37%	0%

Total SBB Allocation			\$2,142,836
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,099,643
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$43,193
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,222,587
			Next year (2024) ... \$2,142,836
		This comparison does not include "locked dollars"	Total Difference (\$79,751)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$225,745
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,099,643
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	403
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	67
	Grade 1	0.3	\$1,080	63
	Grade 2	0.3	\$1,080	71
	Grade 3	0.2	\$720	61
	Grade 4	0.2	\$720	74
	Grade 5	0.2	\$720	67
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	184
	ELL Weight			
	ELL Weight	0.03	\$90	26
	Mobility Weights			
	Mobility	0.29	\$1,044	14
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	215
	Incoming High Proficiency	0.1	\$360	3
	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.			\$98,056
	SBB Allocations Total			\$2,099,643
2	SBB Transition Supplements			\$43,193
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,316	\$5,356	(\$40)
	<p>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.</p>	-0.75%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$43,193
	SBB Transition Supplements TOTAL			\$43,193



Informational Section

Sharpe Elementary

3431 Sharpe, Memphis, TN 38111

Grade Level: PreK-5	School Type Traditional	Square Footage 47,130	Student Capacity 279	FY2022-23 Utilization 126	FCI: 40
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	289	286	315	318	3
Attendance Rate	93	-	-	-	-

Student Demographics					
Economically Disadvantaged	72%	52%	60%	-	-
Student with Disability	4%	7%	4%	-	-
English Language Learners	36%	47%	55%	-	-

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	24	19	21	22	1
Special Skills	3	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	8	14	8	8	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	18	21	14	15	1

School level Funds					
General Fund	2,440,968	2,075,983	2,205,729	1,752,305	(453,425)
Title 1	112,956	234,406	263,528	212,910	(50,618)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	520,780	2,075,983	289,557	810,116	520,559
Total	3,074,704	4,386,373	2,758,814	2,775,330	16,516

Teacher Quality					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	25%	0%			
TEM 4	63%	0%			
TEM 3	13%	0%			

Total SBB Allocation				\$1,750,567
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,750,567
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,726,993
			Next year (2024) ...	\$1,750,567
		This comparison does not include "locked dollars"	Total Difference	\$23,574
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$212,910
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,750,567
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	318
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	53
	Grade 1	0.3	\$1,080	59
	Grade 2	0.3	\$1,080	53
	Grade 3	0.2	\$720	63
	Grade 4	0.2	\$720	50
	Grade 5	0.2	\$720	40
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	195
	ELL Weight			
	ELL Weight	0.03	\$90	166
	Mobility Weights			
	Mobility	0.29	\$1,044	4
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	206
	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.			\$152,311
	SBB Allocations Total			\$1,750,567
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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	Dollar per Pupil	Difference in
		Next Year (2023-2024)	This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,501	\$5,483	\$19
	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.	0.34%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Sheffield Elementary

4290 Chuck, Memphis, TN 38118

Grade Level: PreK-5	School Type iZone	Square Footage 47,000	Student Capacity 453	FY2022-23 Utilization 131	FCI: 22
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	536	488	507	503	(4)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	58%	42%	48%	-	
Student with Disability	5%	5%	6%	-	
English Language Learners	50%	53%	63%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	32	34	36	37	1
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	8	14	7	7	-
Instructional Facilitator	2	2	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	23	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,323,570	3,266,279	3,599,618	2,586,069	(1,013,549)
Title 1	196,762	309,842	383,803	279,350	(104,453)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	665,983	3,266,279	6,248,239	1,198,632	(5,049,606)
Total	4,186,315	6,842,399	10,231,659	4,064,051	(6,167,608)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	7%	0%			
TEM 4	74%	0%			
TEM 3	17%	0%			

Total SBB Allocation				\$2,691,935
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,691,935
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,691,936
			Next year (2024) ...	\$2,691,935
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$279,350
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,691,935
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	503
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	89
	Grade 1	0.3	\$1,080	82
	Grade 2	0.3	\$1,080	87
	Grade 3	0.2	\$720	84
	Grade 4	0.2	\$720	76
	Grade 5	0.2	\$720	85
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	250
	ELL Weight			
	ELL Weight	0.03	\$90	290
	Mobility Weights			
	Mobility	0.29	\$1,044	9
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	381
	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.			\$165,423
	SBB Allocations Total			\$2,691,935
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,356	\$5,310	\$46
	<p>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.</p>	0.87%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Shelby Oaks Elementary

6053 Summer Avenue Memphis, TN 38134

Grade Level: PreK-5	School Type Traditional	Square Footage 74,069	Student Capacity 637	FY2022-23 Utilization 136	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	824	739	681	699	18
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	60%	47%	57%	-	
Student with Disability	9%	8%	9%	-	
English Language Learners	13%	12%	14%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	47	42	41	42	1
Special Skills	6	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	15	24	15	15	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	5	20	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,838,156	4,330,336	4,056,953	3,539,190	(517,763)
Title 1	277,856	477,168	572,884	493,770	(79,114)
IDEA, Part 1	27,135	27,423	27,423	-	(27,423)
Other Special Revenue & Federal Funds	740,831	4,330,336	423,152	1,035,582	612,430
Total	5,883,977	9,165,263	5,080,413	5,068,542	(11,871)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	70%	0%
TEM 5	0%	0%
TEM 4	7%	0%
TEM 3	63%	0%

Total SBB Allocation			\$3,535,322
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,535,322
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,521,318
			Next year (2024) ... \$3,535,322
		This comparison does not include "locked dollars"	Total Difference \$14,005
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$493,770
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,535,322
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	699
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	121
	Grade 1	0.3	\$1,080	117
	Grade 2	0.3	\$1,080	119
	Grade 3	0.2	\$720	105
	Grade 4	0.2	\$720	105
	Grade 5	0.2	\$720	132
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	402
	ELL Weight			
	ELL Weight	0.03	\$90	91
	Mobility Weights			
	Mobility	0.29	\$1,044	16
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	359
	Incoming High Proficiency	0.1	\$360	21
	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.			\$81,699
	SBB Allocations Total			\$3,535,322
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,060	\$5,171	(\$111)
	<p>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.</p>	-2.19%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Sherwood Elementary

1156 Robin Hood Lane Memphis, TN 38111

Grade Level: PreK-5	School Type Optional	Square Footage 94,516	Student Capacity 562	FY2022-23 Utilization 116	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	554	506	513	510	(3)
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	56%	69%	-	
Student with Disability	7%	7%	7%	-	
English Language Learners	19%	21%	24%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	32	30	33	33	-
Special Skills	6	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	9	14	9	9	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	7	18	9	9	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,254,978	3,130,173	3,197,749	2,588,670	(609,078)
Title 1	231,207	366,239	671,264	389,580	(281,684)
IDEA, Part 1	54,648	24,533	24,533	-	(24,533)
Other Special Revenue & Federal Funds	1,471,458	3,130,173	1,511,685	1,179,522	(332,163)
Total	5,012,290	6,651,119	5,405,231	4,157,772	(1,247,459)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	88%	0%
TEM 5	2%	0%
TEM 4	34%	0%
TEM 3	51%	0%

Total SBB Allocation			\$2,706,249
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,706,249
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,706,250
			Next year (2024) ... \$2,706,249
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$389,580
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.



Informational Section

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,706,249
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	510
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	95
	Grade 1	0.3	\$1,080	103
	Grade 2	0.3	\$1,080	101
	Grade 3	0.2	\$720	57
	Grade 4	0.2	\$720	81
	Grade 5	0.2	\$720	73
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	339
	ELL Weight			
	ELL Weight	0.03	\$90	116
	Mobility Weights			
	Mobility	0.29	\$1,044	19
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	320
	Incoming High Proficiency	0.1	\$360	17
	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.			\$120,961
	SBB Allocations Total			\$2,706,249
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,303	\$5,275	\$28
	<p>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.</p>	0.53%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

South Park Elementary

1736 Getwell Road Memphis, TN 38111

Grade Level: PreK-5	School Type Traditional	Square Footage 77,075	Student Capacity 438	FY2022-23 Utilization 123	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	453	451	479	443	(36)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	66%	52%	63%	-	
Student with Disability	10%	10%	14%	-	
English Language Learners	40%	46%	43%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	34	34	34	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	24	24	15	15	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	10	14	7	8	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,272,428	3,335,912	3,200,687	2,259,846	(940,841)
Title 1	185,170	303,745	408,266	352,585	(55,681)
IDEA, Part 1	87,597	90,501	90,501	-	(90,501)
Other Special Revenue & Federal Funds	788,060	3,335,912	357,491	1,594,249	1,236,758
Total	4,333,256	7,066,070	4,056,944	4,206,680	149,735

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	5%	0%			
TEM 4	11%	0%			
TEM 3	70%	0%			

Total SBB Allocation			\$2,256,953
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,256,953
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,385,786
			Next year (2024) ... \$2,256,953
		This comparison does not include "locked dollars"	Total Difference (\$128,834)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$352,585
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,256,953
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	443
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	80
	Grade 1	0.3	\$1,080	79
	Grade 2	0.3	\$1,080	86
	Grade 3	0.2	\$720	62
	Grade 4	0.2	\$720	61
	Grade 5	0.2	\$720	75
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	282
	ELL Weight			
	ELL Weight	0.03	\$90	179
	Mobility Weights			
	Mobility	0.29	\$1,044	15
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	288
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	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.			\$0
	SBB Allocations Total			\$2,256,953
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,099	\$5,290	(\$191)
	<p>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.</p>	-3.74%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Southwind Elementary

8155 Meadowvale Drive, Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 108,000	Student Capacity 937	FY2022-23 Utilization 78	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	616	623	578	579	1
Attendance Rate	96	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	44%	35%	42%	-	-
Student with Disability	10%	10%	11%	-	-
English Language Learners	6%	7%	7%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	42	42	38	41	3
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	17	28	18	18	-
Instructional Facilitator	2	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	5	18	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,647,492	3,977,087	4,009,186	3,004,630	(1,004,556)
Title 1	317,289	320,951	391,157	293,695	(97,462)
IDEA, Part 1	108,514	100,552	100,552	-	(100,552)
Other Special Revenue & Federal Funds	919,082	3,977,087	4,201,982	1,334,962	(2,867,021)
Total	4,992,377	8,375,676	8,702,878	4,633,287	(4,069,591)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%	-	-	-
TEM 5	0%	0%	-	-	-
TEM 4	39%	0%	-	-	-
TEM 3	59%	0%	-	-	-

Total SBB Allocation				\$3,045,267
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,045,267
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,045,267
			Next year (2024) ...	\$3,045,267
			Total Difference	(\$0)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
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.		\$293,695
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,045,267
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	579
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	120
	Grade 1	0.3	\$1,080	91
	Grade 2	0.3	\$1,080	93
	Grade 3	0.2	\$720	78
	Grade 4	0.2	\$720	98
	Grade 5	0.2	\$720	99
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	230
	ELL Weight			
	ELL Weight	0.03	\$90	37
	Mobility Weights			
	Mobility	0.29	\$1,044	12
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	190
	Incoming High Proficiency	0.1	\$360	41
	Increments for Locked Students			
	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.			\$237,980
	SBB Allocations Total			\$3,045,267
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,255	\$5,269	(\$14)
	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
		-0.26%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Springdale Elementary

880 North Hollywood Memphis, TN 38108

Grade Level: PreK-5	School Type Optional	Square Footage 58,986	Student Capacity 279	FY2022-23 Utilization 92	FCI: 35
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	266	272	218	219	1
Attendance Rate	95	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	86%	71%	88%	-	-
Student with Disability	9%	6%	8%	-	-
English Language Learners	1%	0%	2%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	17	14	16	17	1
Special Skills	4	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	5	9	5	4	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	12	19	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	1,894,668	1,901,796	1,852,063	1,390,332	(461,731)
Title 1	95,984	175,223	235,703	173,650	(62,053)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	443,935	1,901,796	364,570	666,509	301,939
Total	2,434,588	3,978,814	2,452,336	2,230,491	(221,845)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	95%	0%
TEM 5	5%	0%
TEM 4	82%	0%
TEM 3	9%	0%

Total SBB Allocation			\$1,509,116
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,371,009
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$138,107
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,509,117
			Next year (2024) ... \$1,509,116
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$173,650
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,371,009
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	219
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	42
	Grade 1	0.3	\$1,080	42
	Grade 2	0.3	\$1,080	41
	Grade 3	0.2	\$720	23
	Grade 4	0.2	\$720	29
	Grade 5	0.2	\$720	42
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	182
	ELL Weight			
	ELL Weight	0.03	\$90	4
	Mobility Weights			
	Mobility	0.29	\$1,044	6
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	108
	Incoming High Proficiency	0.1	\$360	3
	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.			\$268,430
	SBB Allocations Total			\$1,371,009
2	SBB Transition Supplements			\$138,107
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$6,897	\$6,923	(\$26)
	<p>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.</p>	-0.38%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$138,107
	SBB Transition Supplements TOTAL			\$138,107



Informational Section

Treadwell Elementary

3538 Given Ave. Memphis, TN 38122

Grade Level: K-5	School Type Optional	Square Footage 55,512	Student Capacity 618	FY2022-23 Utilization 104	FCI: 36
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	774	770	777	793	16
Attendance Rate	91	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	64%	51%	55%	-	
Student with Disability	6%	4%	4%	-	
English Language Learners	34%	26%	46%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	44	47	50	50	-
Special Skills	7	7	7	7	-
Counselors	2	2	2	2	-
Educational Assistant	13	24	16	16	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	19	31	15	15	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,489,291	4,470,847	4,923,611	3,947,827	(975,784)
Title 1	269,362	502,180	645,150	505,095	(140,055)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	364,572	4,470,847	196,316	1,558,006	1,361,691
Total	5,123,225	9,443,874	5,765,077	6,010,928	245,851

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	4%	0%			
TEM 4	80%	0%			
TEM 3	17%	0%			

Total SBB Allocation			\$4,034,238
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,034,238
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,034,238
			Next year (2024) ... \$4,034,238
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$505,095
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$4,034,238
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	793
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	123
	Grade 1	0.3	\$1,080	118
	Grade 2	0.3	\$1,080	163
	Grade 3	0.2	\$720	125
	Grade 4	0.2	\$720	125
	Grade 5	0.2	\$720	139
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	422
	ELL Weight			
	ELL Weight	0.03	\$90	349
	Mobility Weights			
	Mobility	0.29	\$1,044	24
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	455
	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.			\$90,550
	SBB Allocations Total			\$4,034,238
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,089	\$5,192	(\$103)
	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
		-2.02%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Vollentine Elementary

1682 Vollintine, Memphis, TN 38107

Grade Level: PreK-5	School Type Optional	Square Footage 75,100	Student Capacity 514	FY2022-23 Utilization 45	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	268	261	268	276	8
Attendance Rate	95	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	81%	62%	79%	-	-
Student with Disability	22%	22%	25%	-	-
English Language Learners	2%	2%	3%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	-	-
Classroom Teacher	22	21	22	22	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	18	24	15	15	-
Instructional Facilitator	1	2	1	2	1
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	24	22	6	7	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	2,331,333	2,334,368	2,313,142	1,495,234	(817,908)
Title 1	135,652	203,650	317,337	237,825	(79,512)
IDEA, Part 1	307,650	290,792	290,792	-	(290,792)
Other Special Revenue & Federal Funds	2,870,567	2,334,368	4,735,536	1,364,452	(3,371,084)
Total	5,645,202	5,163,178	7,656,807	3,097,511	(4,559,297)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	81%	0%	-	-	-
TEM 5	0%	0%	-	-	-
TEM 4	63%	0%	-	-	-
TEM 3	19%	0%	-	-	-

Total SBB Allocation				\$1,492,772
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,492,772
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,420,109
			Next year (2024) ...	\$1,492,772
			Total Difference	\$72,663
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies				
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.		\$237,825
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,492,772
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	276
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	51
	Grade 1	0.3	\$1,080	45
	Grade 2	0.3	\$1,080	41
	Grade 3	0.2	\$720	33
	Grade 4	0.2	\$720	46
	Grade 5	0.2	\$720	60
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	211
	ELL Weight			
	ELL Weight	0.03	\$90	6
	Mobility Weights			
	Mobility	0.29	\$1,044	4
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	207
	Incoming High Proficiency	0.1	\$360	3
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	41
	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.			\$58,908
	SBB Allocations Total			\$1,492,772
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,399	\$5,299	\$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.			
		1.86%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Wells Station Elementary

1610 Wells Station Road Memphis, TN 38108

Grade Level: PreK-5	School Type Traditional	Square Footage 100,258	Student Capacity 747	FY2022-23 Utilization 96	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	710	662	579	566	(13)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	54%	38%	42%	-	
Student with Disability	7%	5%	7%	-	
English Language Learners	54%	55%	56%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	-	-
Classroom Teacher	53	48	46	46	-
Special Skills	5	5	4	4	-
Counselors	2	2	2	2	-
Educational Assistant	17	24	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	30	16	17	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,972,579	4,603,633	4,551,877	3,003,984	(1,547,893)
Title 1	259,003	416,239	389,051	288,410	(100,641)
IDEA, Part 1	119,976	122,472	122,472	-	(122,472)
Other Special Revenue & Federal Funds	841,596	4,603,633	540,613	2,076,991	1,536,377
Total	6,193,153	9,745,976	5,604,012	5,369,385	(234,628)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	92%	0%			
TEM 5	2%	0%			
TEM 4	61%	0%			
TEM 3	29%	0%			

Total SBB Allocation				\$3,001,608
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,001,608
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,060,817
			Next year (2024) ...	\$3,001,608
		This comparison does not include "locked dollars"	Total Difference	(\$59,209)
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.		\$288,410
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,001,608
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	566
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	92
	Grade 1	0.3	\$1,080	88
	Grade 2	0.3	\$1,080	98
	Grade 3	0.2	\$720	92
	Grade 4	0.2	\$720	97
	Grade 5	0.2	\$720	99
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	249
	ELL Weight			
	ELL Weight	0.03	\$90	292
	Mobility Weights			
	Mobility	0.29	\$1,044	1
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	156
	Incoming High Proficiency	0.1	\$360	48
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	4
	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.			\$260,607
	SBB Allocations Total			\$3,001,608
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,299	\$5,286	\$13
	<p>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.</p>	0.25%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Westside Elementary

3347 Dawn Drive Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 49,474	Student Capacity 423	FY2022-23 Utilization 73	FCI: 17
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	337	330	328	328	0
Attendance Rate	96	-	-	-	-
Student Demographics					
Economically Disadvantaged	87%	74%	83%	-	-
Student with Disability	10%	6%	9%	-	-
English Language Learners	3%	3%	4%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	19	19	19	19	-
Special Skills	3	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	5	7	5	5	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	-	-	-
Nutrition	-	-	-	-	-
other	2	12	4	4	-
School level Funds					
General Fund	2,077,914	2,272,179	2,129,554	1,753,643	(375,911)
Title 1	127,772	236,894	287,439	248,395	(39,044)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	264,469	2,272,179	4,226,728	407,637	(3,819,090)
Total	2,470,156	4,781,251	6,643,721	2,409,676	(4,234,045)
Teacher Quality					
Teachers with TEM 3 or above (%)	92%	0%			
TEM 5	4%	0%			
TEM 4	50%	0%			
TEM 3	38%	0%			

Total SBB Allocation				\$1,748,503
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,748,503
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,748,503
			Next year (2024) ...	\$1,748,503
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$248,395
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,748,503
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	328
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	45
	Grade 1	0.3	\$1,080	53
	Grade 2	0.3	\$1,080	51
	Grade 3	0.2	\$720	57
	Grade 4	0.2	\$720	49
	Grade 5	0.2	\$720	73
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	269
	ELL Weight			
	ELL Weight	0.03	\$90	11
	Mobility Weights			
	Mobility	0.29	\$1,044	11
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	238
	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.			\$80,137
	SBB Allocations Total			\$1,748,503
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,326	\$5,331	(\$5)
	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
		-0.09%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Westhaven Elementary

4585 Hodge Rd, Memphis, TN 38109

Grade Level: PK-5	School Type Traditional	Square Footage 90,356	Student Capacity 662	FY2022-23 Utilization 105	FCI: 0	
School Measures		FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment						
PK-5		756	748	676	703	27
Attendance Rate		93	-	-	-	
Student Demographics						
Economically Disadvantaged		79%	65%	75%	-	
Student with Disability		16%	13%	18%	-	
English Language Learners		0%	0%	1%	-	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	2	2	2	-
Classroom Teacher		-	40	40	43	3
Special Skills		-	4	3	4	2
Counselors		-	2	2	2	-
Educational Assistant		-	29	28	17	(11)
Instructional Facilitator		-	1	1	2	1
librarian		-	2	2	2	-
Nutrition		-	-	-	-	-
other		-	27	19	19	-
School level Funds						
General Fund		4,847,948	4,190,063	4,443,221	3,562,875	(880,346)
Title 1		171,680	527,242	640,638	539,070	(101,568)
IDEA, Part 1		230,433	-	-	-	-
Other Special Revenue & Federal Funds		831,268	4,190,063	6,826,619	1,756,702	(5,069,917)
Total		6,081,328	8,907,368	11,910,478	5,858,647	(6,051,830)
Teacher Quality						
Teachers with TEM 3 or above (%)		94%	0%			
TEM 5		2%	0%			
TEM 4		41%	0%			
TEM 3		51%	0%			

Total SBB Allocation			\$3,596,685	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,596,685	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,596,684	
			Next year (2024) ... \$3,596,685	
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.	\$539,070	
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,596,685
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	703
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	114
	Grade 1	0.3	\$1,080	117
	Grade 2	0.3	\$1,080	115
	Grade 3	0.2	\$720	118
	Grade 4	0.2	\$720	131
	Grade 5	0.2	\$720	108
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	527
	ELL Weight			
	ELL Weight	0.03	\$90	3
	Mobility Weights			
	Mobility	0.29	\$1,044	34
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	464
	Incoming High Proficiency	0.1	\$360	6
	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.			\$38,916
	SBB Allocations Total			\$3,596,685
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,113	\$5,321	(\$207)
	<p>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.</p>	-4.05%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

White Station Elementary

4840 Chickasaw Road Memphis, TN 38117

Grade Level: PreK-5	School Type Traditional	Square Footage 76,420	Student Capacity 562	FY2022-23 Utilization 113	FCI: 10
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	646	608	641	650	9
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	32%	23%	31%	-	
Student with Disability	14%	13%	12%	-	
English Language Learners	11%	9%	13%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	3	1
Classroom Teacher	45	46	46	47	1
Special Skills	4	4	4	4	-
Counselors	2	2	2	2	-
Educational Assistant	18	30	17	17	-
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	43	16	2	2	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	4,324,655	4,494,423	4,310,732	3,278,932	(1,031,800)
Title 1	173,925	212,042	270,303	229,520	(40,783)
IDEA, Part 1	145,329	122,743	122,743	-	(122,743)
Other Special Revenue & Federal Funds	653,664	4,494,423	470,740	1,894,187	1,423,447
Total	5,297,572	9,323,632	5,174,518	5,402,640	228,122

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	98%	0%
TEM 5	8%	0%
TEM 4	51%	0%
TEM 3	40%	0%

Total SBB Allocation			\$3,276,947
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,276,947
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,234,438
			Next year (2024) ... \$3,276,947
		This comparison does not include "locked dollars"	Total Difference \$42,509
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
Other Resources Outside of SBB			\$229,520
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$229,520
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.



Informational Section

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,276,947
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	650
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	116
	Grade 1	0.3	\$1,080	101
	Grade 2	0.3	\$1,080	109
	Grade 3	0.2	\$720	110
	Grade 4	0.2	\$720	111
	Grade 5	0.2	\$720	103
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	198
	ELL Weight			
	ELL Weight	0.03	\$90	79
	Mobility Weights			
	Mobility	0.29	\$1,044	21
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	171
	Incoming High Proficiency	0.1	\$360	112
	Increments for Locked Students			
	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.			\$131,902
	SBB Allocations Total			\$3,276,947
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,045	\$5,046	(\$1)
	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
		-0.03%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Whitehaven Elementary

4783 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: PreK-5 School Type: Optional Square Footage: 49,885 Student Capacity: 433 FY2022-23 Utilization: 106 FCI: 33

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	418	400	415	432	17
Attendance Rate	94	-	-	-	
Student Demographics					
Economically Disadvantaged	67%	54%	64%	-	
Student with Disability	9%	7%	7%	-	
English Language Learners	3%	2%	2%	-	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	23	23	23	24	1
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	8	11	7	7	-
Instructional Facilitator	2	2	2	2	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	10	10	6	6	-
School level Funds					
General Fund	2,370,208	2,475,997	2,625,847	2,160,048	(465,799)
Title 1	200,471	262,240	350,310	302,000	(48,310)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	511,084	2,475,997	2,506,336	633,333	(1,873,003)
Total	3,081,763	5,214,233	5,482,493	3,095,381	(2,387,112)
Teacher Quality					
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	0%	0%			
TEM 4	7%	0%			
TEM 3	74%	0%			

Total SBB Allocation			\$2,162,019
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,162,019
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,162,019
			Next year (2024) ... \$2,162,019
		This comparison does not include "locked dollars"	Total Difference (50)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$302,000
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,162,019
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	432
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	71
	Grade 1	0.3	\$1,080	68
	Grade 2	0.3	\$1,080	73
	Grade 3	0.2	\$720	78
	Grade 4	0.2	\$720	61
	Grade 5	0.2	\$720	81
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	262
	ELL Weight			
	ELL Weight	0.03	\$90	9
	Mobility Weights			
	Mobility	0.29	\$1,044	17
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	283
	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.			\$4,596
	SBB Allocations Total			\$2,162,019
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,007	\$5,210	(\$203)
	<p>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.</p>	-4.05%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

William Herbert Brewster Elementary School

2605 Sam Cooper Blvd. 38112

Grade Level: PreK-5	School Type Optional	Square Footage 95,220	Student Capacity 528	FY2022-23 Utilization 77	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	451	420	424	440	16
Attendance Rate	98	-	-	-	-
Student Demographics					
Economically Disadvantaged	73%	55%	68%	-	-
Student with Disability	14%	14%	15%	-	-
English Language Learners	20%	23%	26%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	28	28	30	31	1
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	14	18	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	21	26	13	14	1
School Level Funds					
General Fund	2,844,178	2,892,654	2,751,439	2,270,663	(480,776)
Title 1	163,945	286,654	369,033	335,220	(33,813)
IDEA, Part 1	87,965	88,798	88,798	-	(88,798)
Other Special Revenue & Federal Funds	451,443	2,892,654	398,365	1,308,213	909,848
Total	3,547,530	6,160,760	3,607,635	3,914,096	306,461
Teacher Quality					
Teachers with TEM 3 or above (%)	89%	0%			
TEM 5	0%	0%			
TEM 4	35%	0%			
TEM 3	54%	0%			

Total SBB Allocation				\$2,267,721
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,267,721
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,230,515
			Next year (2024) ...	\$2,267,721
		This comparison does not include "locked dollars"	Total Difference	\$37,207
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.		\$335,220
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,267,721
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	440
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	89
	Grade 1	0.3	\$1,080	83
	Grade 2	0.3	\$1,080	62
	Grade 3	0.2	\$720	78
	Grade 4	0.2	\$720	65
	Grade 5	0.2	\$720	63
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	293
	ELL Weight			
	ELL Weight	0.03	\$90	108
	Mobility Weights			
	Mobility	0.29	\$1,044	9
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	239
	Incoming High Proficiency	0.1	\$360	7
	Increments for Locked Students			
	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.			\$45,289
	SBB Allocations Total			\$2,267,721
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,151	\$5,261	(\$109)
	<p>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.</p>	-2.12%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Willow Oaks Elementary

4417 Willow Rd., Memphis, TN 38117

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-5	Optional	71,759	547	121	3

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	688	649	622	605	(17)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	67%	53%	54%	-	
Student with Disability	8%	6%	8%	-	
English Language Learners	31%	36%	40%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	42	41	39	39	-
Special Skills	5	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	12	17	4	4	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	24	30	16	16	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,782,259	3,633,436	3,919,511	3,086,467	(833,044)
Title 1	283,405	430,656	668,866	403,170	(265,696)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	1,436,983	3,633,436	6,868,197	1,303,398	(5,564,799)
Total	5,502,648	7,697,529	11,456,574	4,793,034	(6,663,540)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	98%	0%
TEM 5	0%	0%
TEM 4	47%	0%
TEM 3	51%	0%

Total SBB Allocation			\$3,083,208
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,083,208
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,199,511
			Next year (2024) ... \$3,083,208
		This comparison does not include "locked dollars"	Total Difference (\$116,302)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$403,170
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,083,208
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	605
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	94
	Grade 1	0.3	\$1,080	87
	Grade 2	0.3	\$1,080	116
	Grade 3	0.2	\$720	93
	Grade 4	0.2	\$720	94
	Grade 5	0.2	\$720	121
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	342
	ELL Weight			
	ELL Weight	0.03	\$90	231
	Mobility Weights			
	Mobility	0.29	\$1,044	8
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	324
	Incoming High Proficiency	0.1	\$360	18
	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.			\$88,953
	SBB Allocations Total			\$3,083,208
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,100	\$5,144	(\$44)
	<p>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.</p>	-0.87%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Winchester Elementary

3587 Boeingshire, Memphis, TN 38116

Grade Level: PreK-5	School Type iZone	Square Footage 82,664	Student Capacity 462	FY2022-23 Utilization 143	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-5	544	549	377	385	8
Attendance Rate	89	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	86%	67%	83%	-	
Student with Disability	8%	4%	9%	-	
English Language Learners	5%	5%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	30	25	22	23	1
Special Skills	4	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	12	16	7	7	-
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	23	27	14	14	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,305,757	2,798,367	2,555,565	1,967,464	(588,101)
Title 1	253,229	329,223	375,580	296,715	(78,865)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	4,163,130	2,798,367	464,882	807,468	342,586
Total	7,722,116	5,925,957	3,396,027	3,071,647	(324,380)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	93%	0%			
TEM 5	7%	0%			
TEM 4	38%	0%			
TEM 3	48%	0%			

Total SBB Allocation				\$2,037,193
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,037,193
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,037,194
			Next year (2024) ...	\$2,037,193
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
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.		\$296,715
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,037,193
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	385
				\$1,385,280
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	76
	Grade 1	0.3	\$1,080	60
	Grade 2	0.3	\$1,080	92
	Grade 3	0.2	\$720	62
	Grade 4	0.2	\$720	52
	Grade 5	0.2	\$720	43
				\$30,960
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	307
				\$110,559
	ELL Weight			
	ELL Weight	0.03	\$90	17
				\$1,563
	Mobility Weights			
	Mobility	0.29	\$1,044	0
				\$0
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	300
				\$107,913
	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.			
				\$72,814
	SBB Allocations Total			\$2,037,193
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$5,294	\$5,404	(\$110)
	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
		-2.07%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Winridge Elementary

3500 Ridgeway Road Memphis, TN 38115

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-5	Traditional	84,214	638	81	3

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-5	476	461	449	455	6
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	57%	65%	-	
Student with Disability	13%	14%	14%	-	
English Language Learners	8%	8%	8%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	27	29	29	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	16	19	10	10	-
Instructional Facilitator	3	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	31	27	14	16	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	3,073,177	3,034,478	2,970,099	2,279,931	(690,168)
Title 1	197,326	365,267	429,921	360,890	(69,031)
IDEA, Part 1	102,891	162,412	162,412	-	(162,412)
Other Special Revenue & Federal Funds	507,088	3,034,478	746,701	1,241,629	494,927
Total	3,880,482	6,596,636	4,309,133	3,882,449	(426,684)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	3%	0%			
TEM 4	54%	0%			
TEM 3	43%	0%			

Total SBB Allocation				\$2,394,724
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,394,724
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,394,725
			Next year (2024) ...	\$2,394,724
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
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.		\$360,890
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$2,394,724
SBB Weights				
Base Weight				
All Students	1	\$3,600	455	\$1,638,000
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	73	\$78,840
Grade 1	0.3	\$1,080	74	\$79,920
Grade 2	0.3	\$1,080	84	\$90,720
Grade 3	0.2	\$720	65	\$46,800
Grade 4	0.2	\$720	82	\$59,040
Grade 5	0.2	\$720	77	\$55,440
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	306	\$109,995
ELL Weight				
ELL Weight	0.03	\$90	36	\$3,235
Mobility Weights				
Mobility	0.29	\$1,044	9	\$9,809
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	218	\$78,460
Incoming High Proficiency	0.1	\$360	3	\$1,147
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.				\$117,744
SBB Allocations Total				\$2,394,724
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>		\$5,263	\$5,333	(\$70)
<p>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.</p>		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-1.34%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational

Middle School Summary

FY 2022 -23 Student Demographics								FY 2022-23 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	
Middle Schools Total		20,878	18%	4%	2%	125,909,679	12,707,086	2,728,576	2,943,990	144,289,331	269,364	



Middle School Summary

FY2022-23 STAFFING													
SCHOOL NAME	SCHOOL TYPE	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	
A. Maceo Walker Middle School	Empowerment	688	31	8	-	1	-	-	-	1	41	1:25	
American Way Middle School	iZone	664	32	7	1	-	-	-	-	4	44	1:35	
Barret's Chapel K-8 School	Traditional	345	23	5	-	-	2	-	-	1	31	2:10	
Bellevue Middle School	Optional	602	25	3	-	-	2	1	-	1	32	1:15	
Chickasaw Middle School	iZone	320	15	4	-	-	-	-	-	-	19	1:25	
Colonial Middle School	Optional	996	42	6	-	-	5	1	1	3	58	1:23	
Cordova Middle School	Optional	624	26	6	-	-	1	-	-	1	34	1:18	
Craigmont Middle School	iZone	461	19	7	-	-	2	-	1	1	30	1:33	
Cummings K-8 School	iZone	263	23	2	-	-	2	-	-	-	27	2:27	
Dexter Middle School	Traditional	1,373	61	15	-	-	7	-	-	4	87	1:31	
Douglass K-8 School	Optional	439	24	4	-	-	3	-	-	1	32	1:45	
E. E. Jeter K-8 School	Traditional	368	24	4	1	-	2	-	-	-	31	2:02	
Geeter Middle School	iZone	565	27	5	-	1	3	-	-	-	36	1:30	
Georgian Hills Middle School	iZone	309	14	5	-	-	-	-	-	-	19	1:28	
Germantown Middle School	Optional	759	34	7	-	-	4	2	1	1	49	1:32	
Grandview Heights Middle School	iZone	361	16	8	-	-	-	-	-	-	24	1:35	
Havenview Middle School	iZone	732	30	4	-	-	1	-	-	-	35	1:08	
Hickory Ridge Middle School	Traditional	801	32	6	1	-	1	-	1	2	43	1:17	
Highland Oaks Middle School	Traditional	625	27	6	-	-	-	-	-	1	34	1:18	
John P. Freeman K-8 Optional School	Optional	551	28	3	-	-	6	1	2	-	40	1:43	
Kate Bond Middle School	Traditional	991	39	10	-	-	1	-	1	3	54	1:18	
Kingsbury Middle School	iZone	552	24	6	-	-	-	-	-	5	35	1:31	
Lowrance K-8 School	Traditional	856	38	7	-	-	6	-	1	2	54	1:30	
Mt Pisgah Middle School	Traditional	579	26	4	-	-	1	-	1	-	32	1:19	
Oakhaven Middle School	iZone	301	14	2	-	-	-	-	-	1	17	1:18	
Raleigh Egypt Middle School	iZone	486	18	3	1	-	-	-	-	-	22	1:05	
Ridgeway Middle School	Optional	486	27	5	-	-	2	-	-	1	35	1:43	
Riverview K-8 School	iZone	391	24	4	-	-	2	-	-	-	30	1:49	
Sherwood Middle School	iZone	704	31	8	-	-	-	-	-	2	41	1:23	
Snowden K-8 School	Optional	1,361	63	7	-	-	10	1	1	3	85	1:29	
Treadwell Middle School	Traditional	627	26	6	-	-	-	-	-	5	37	1:24	
White Station Middle School	Optional	1,075	47	15	-	-	5	3	1	1	72	1:36	
Woodstock Middle School	iZone	234	14	3	1	-	-	-	-	-	18	1:50	
Middle Schools Total		20,489	972	196	5	2	67	9	11	43	1,304	1:31	



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	688	31	-	12	1	3	2	5	1	2
American Way Middle School	iZone	664	32	-	14	1	2	3	3	1	2
Barret's Chapel K-8 School	Traditional	345	24	2	6	1	1	2	5	-	2
Bellevue Middle School	Optional	602	25	2	9	1	1	2	3	1	1
Chickasaw Middle School	iZone	320	15	-	9	1	1	1	1	-	1
Colonial Middle School	Optional	996	42	5	16	1	1	3	1	1	3
Cordova Middle School	Optional	624	26	1	8	1	1	2	3	1	1
Craigmont Middle School	iZone	461	20	2	11	1	1	2	2	1	1
Cummings K-8 School	iZone	263	25	2	9	1	1	2	1	1	2
Dexter Middle School	Traditional	1,373	65	7	16	1	3	6	5	2	2
Douglass K-8 School	Optional	439	25	3	10	1	2	2	6	1	1
E. E. Jeter K-8 School	Traditional	368	24	2	5	1	1	2	3	-	2
Geeter Middle School	iZone	565	29	3	25	1	2	2	3	1	2
Georgian Hills Middle School	iZone	309	14	-	8	1	1	1	5	-	1
Germantown Middle School	Optional	759	34	4	10	1	1	2	2	1	1
Grandview Heights Middle School	iZone	361	16	-	14	1	1	1	-	1	2
Havenview Middle School	iZone	732	30	1	14	1	2	3	1	1	1
Hickory Ridge Middle School	Traditional	801	32	1	15	1	2	3	4	1	3
Highland Oaks Middle School	Traditional	625	27	-	10	1	1	2	-	1	1
John P. Freeman K-8 Optional School	Optional	551	28	6	8	1	2	2	2	1	1
Kate Bond Middle School	Traditional	991	39	1	16	1	3	4	6	1	2
Kingsbury Middle School	iZone	552	24	-	8	1	1	2	-	1	2
Lowrance K-8 School	Traditional	856	41	6	14	1	3	2	6	1	1
Mt Pisgah Middle School	Traditional	579	26	1	8	1	3	3	2	1	1
Oakhaven Middle School	iZone	301	14	-	5	1	1	1	1	-	1
Raleigh Egypt Middle School	iZone	486	18	-	12	1	2	2	1	1	1
Ridgeway Middle School	Optional	486	27	2	11	1	1	2	1	1	2
Riverview K-8 School	iZone	391	25	2	10	1	2	2	1	1	2
Sherwood Middle School	iZone	704	31	-	17	1	2	2	-	1	2
Snowden K-8 School	Optional	1,361	64	10	21	1	4	4	2	2	2
Treadwell Middle School	Traditional	627	26	-	17	1	2	2	2	1	1
White Station Middle School	Optional	1,075	47	5	11	1	2	4	1	1	2
Woodstock Middle School	iZone	234	14	-	9	1	-	1	1	-	1
Middle Schools Total		20,489	988	67	395	35	58	78	80	30	52



Informational Section



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Informational Section

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	FY2022-23 Utilization 75	FCI: 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	796	806	688	688	-
Attendance Rate	91	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	78%	65%	74%	-	-
Student with Disability	14%	11%	13%	-	-
English Language Learners	2%	2%	3%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	39	40	41	41	-
Special Skills	-	-	-	-	-
Counselors	2	3	2	3	1
Educational Assistant	8	15	16	16	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	25	8	8	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$4,003,792	3,976,481	3,810,063	3,022,483	(787,580)
Title 1	\$328,722	552,242	765,262	560,965	(204,297)
IDEA, Part 1	\$214,377	278,844	278,844	-	(278,844)
Other Special Revenue & Federal Funds	\$0	3,976,481	441,732	1,807,194	1,365,462
Total	\$4,546,892	8,784,049	5,295,901	5,390,642	94,740

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	51%	0%			
TEM 4	37%	0%			
TEM 3	10%	0%			

Total SBB Allocation				\$3,057,422
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,057,422
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,057,423
			Next year (2024) ...	\$3,057,422
			Total Difference	(\$0)
		This comparison does not include "locked dollars"		
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...				
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.		\$560,965
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

Section B: Detailed Breakdown																																																																																																																							
1 SBB Allocations				\$3,057,422																																																																																																																			
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Informational Section

American Way Middle

3805 American Way, Memphis, TN 38118

Grade Level: 6-8	School Type iZone	Square Footage 140,970	Student Capacity 878	FY2022-23 Utilization 79	FCI:	5
School Measures		FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment						
6-8		705	697	664	670	6
Attendance Rate		96	-	-	-	
Student Demographics						
Economically Disadvantaged		76%	59%	65%	-	
Student with Disability		14%	13%	12%	-	
English Language Learners		20%	21%	23%	-	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		42	44	44	45	1
Special Skills		-	-	-	-	-
Counselors		1	2	3	3	-
Educational Assistant		4	9	10	10	-
Instructional Facilitator		2	1	2	2	-
librarian		1	1	1	1	-
Nutrition		4	-	-	-	-
other		6	23	9	10	1
School Level Funds						
General Fund		\$3,895,343	4,413,505	4,261,798	2,940,823	(1,320,976)
Title 1		\$408,350	479,333	669,265	528,500	(140,765)
IDEA, Part 1		\$94,980	106,501	106,501	-	(106,501)
Other Special Revenue & Federal Funds		\$87,396	4,413,505	7,993,040	1,634,670	(6,358,370)
Total		\$4,486,070	9,412,844	13,030,605	5,103,993	(7,926,612)
Teacher Quality						
Teachers with TEM 3 or above (%)		84%	0%			
TEM 5		5%	0%			
TEM 4		25%	0%			
TEM 3		55%	0%			

Total SBB Allocation			\$2,936,488
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,936,488
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 " 2023 Comparison " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This comparison does not include "locked dollars"	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$528,500
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.



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<ul style="list-style-type: none"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,381	\$4,567	(\$186)																																																																																																																			
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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.		-4.25%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0																																																																																																																			
SBB Transition Supplements TOTAL				\$0																																																																																																																			



Informational Section

Barrets Chapel School

10280 Godwin Rd., Memphis, TN 38002

Grade Level: K-8	School Type Traditional	Square Footage 87,165	Student Capacity 640	FY2022-23 Utilization 98	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-8	403	380	345	353	8
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	40%	51%	-	
Student with Disability	13%	13%	16%	-	
English Language Learners	2%	2%	3%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	40	31	30	32	2
Special Skills	3	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	6	13	11	12	1
Instructional Facilitator	1	-	2	2	-
librarian	1	1	-	1	1
Nutrition	3	-	-	-	-
other	4	13	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,513,697	3,591,631	3,765,784	2,791,749	(974,035)
Title 1	\$187,012	223,489	295,121	203,095	(92,026)
IDEA, Part 1	\$75,137	65,150	65,150	-	(65,150)
Other Special Revenue & Federal Funds	\$0	3,591,631	108,778	990,131	881,352
Total	\$3,775,847	7,471,902	4,234,834	3,984,975	(249,860)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	97%	0%
TEM 5	28%	0%
TEM 4	59%	0%
TEM 3	10%	0%

Total SBB Allocation			\$2,819,953
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,819,953
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,760,129
			Next year (2024) ... \$2,819,953
		This comparison does not include "locked dollars"	Total Difference \$59,824
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$203,095
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

Section B: Detailed Breakdown																																																																																																																							
1 SBB Allocations				\$2,819,953																																																																																																																			
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Informational Section

Bellevue Middle

575 S. Bellevue, Memphis, TN 38104

Grade Level: 6-8	School Type Optional	Square Footage 93,972	Student Capacity 543	FY2022-23 Utilization 96	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	598	601	602	618	16
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	54%	47%	52%	-	
Student with Disability	4%	5%	4%	-	
English Language Learners	2%	1%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	26	28	29	30	1
Special Skills	3	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	2	2	3	2	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	38	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,253,680	3,301,046	3,043,012	2,665,991	(377,020)
Title 1	\$173,884	342,153	472,709	366,930	(105,779)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	3,301,046	182,380	662,452	480,072
Total	\$3,427,565	6,944,246	3,698,101	3,695,374	(2,728)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	97%	0%			
TEM 5	9%	0%			
TEM 4	63%	0%			
TEM 3	26%	0%			

Total SBB Allocation			\$2,663,010
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,663,010
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,519,177
			Next year (2024) ... \$2,663,010
		This comparison does not include "locked dollars"	Total Difference \$143,833
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$366,930
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,663,010
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	618
	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	353
	ELL Weight			
	ELL Weight	0.03	\$90	13
	Mobility Weights			
	Mobility	0.29	\$1,044	6
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	283
	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.			\$201,578
	SBB Allocations Total			\$2,663,010
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,309	\$4,185	\$124
	<p>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.</p>	2.89%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Chickasaw Middle

4060 Westmont, Memphis, TN 38109

Grade Level: 6-8	School Type iZone	Square Footage 138,044	Student Capacity 623	FY2022-23 Utilization 47	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	361	361	320	317	(3)
Attendance Rate	85	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	84%	70%	83%	-	
Student with Disability	15%	14%	14%	-	
English Language Learners	30%	0%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	19	20	19	19	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	5	3	3	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	4	15	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$1,915,981	1,911,034	1,692,276	1,480,556	(211,720)
Title 1	\$171,430	231,681	328,509	244,620	(83,889)
IDEA, Part 1	\$41,755	59,003	59,003	-	(59,003)
Other Special Revenue & Federal Funds	\$35,594	1,911,034	503,064	613,209	110,145
Total	\$2,164,761	4,112,752	2,582,851	2,338,384	(244,467)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	71%	0%			
TEM 4	29%	0%			
TEM 3	0%	0%			

Total SBB Allocation			\$1,521,379
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,521,379
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,521,379
			Next year (2024) ... \$1,521,379
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$244,620
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

Section B: Detailed Breakdown																																																																																																																							
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Informational Section

Colonial Middle

1370 Colonial Rd., Memphis, TN 38117

Grade Level: 6-8	School Type Optional	Square Footage 153,438	Student Capacity 1,037	FY2022-23 Utilization 102	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	1,121	1,100	996	1,026	30
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	58%	47%	52%	-	
Student with Disability	8%	7%	7%	-	
English Language Learners	9%	12%	16%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	62	52	51	52	1
Special Skills	5	4	4	4	-
Counselors	3	3	3	3	-
Educational Assistant	8	6	3	3	-
Instructional Facilitator	2	2	3	3	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	6	38	11	12	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$6,450,639	5,516,435	5,658,299	4,288,829	(1,369,470)
Title 1	\$371,252	721,245	841,724	611,550	(230,174)
IDEA, Part 1	\$19,867	65,083	65,083	-	(65,083)
Other Special Revenue & Federal Funds	\$0	5,516,435	192,135	1,426,259	1,234,124
Total	\$6,841,758	11,819,198	6,757,241	6,326,638	(430,603)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	91%	0%			
TEM 5	40%	0%			
TEM 4	43%	0%			
TEM 3	9%	0%			

Total SBB Allocation			\$4,283,845
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,283,845
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,200,599
			Next year (2024) ... \$4,283,845
		This comparison does not include "locked dollars"	Total Difference \$83,246
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$611,550
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$4,283,845
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	1026
	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	580
	ELL Weight			
	ELL Weight	0.03	\$90	170
	Mobility Weights			
	Mobility	0.29	\$1,044	25
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	249
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	11
	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.			\$241,735
	SBB Allocations Total			\$4,283,845
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,175	\$4,217	(\$42)
	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.	-1.01%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Cordova Middle

900 Sanga Rd., Cordova, TN 38018

Grade Level: 6-8	School Type Optional	Square Footage 147,873	Student Capacity 1,160	FY2022-23 Utilization 59	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	788	742	624	612	(12)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	37%	29%	35%	-	
Student with Disability	10%	12%	13%	-	
English Language Learners	4%	4%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	1	1	-
Classroom Teacher	38	34	33	33	-
Special Skills	1	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	5	7	8	8	-
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	5	18	5	5	-

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,989,720	3,226,048	3,367,029	2,664,972	(702,057)
Title 1	\$156,716	323,942	384,699	265,760	(118,939)
IDEA, Part 1	\$84,103	79,786	79,786	-	(79,786)
Other Special Revenue & Federal Funds	-	3,226,048	5,262,829	1,037,787	(4,225,042)
Total	\$4,230,540	6,855,824	9,094,344	3,968,519	(5,125,824)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	12%	0%			
TEM 4	50%	0%			
TEM 3	24%	0%			

Total SBB Allocation			\$2,600,931
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,600,931
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,600,931
			Next year (2024) ... \$2,600,931
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$265,760
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.



Informational Section

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,600,931
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	612
				\$2,203,200
	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	244
				\$87,737
	ELL Weight			
	ELL Weight	0.03	\$90	41
				\$3,684
	Mobility Weights			
	Mobility	0.29	\$1,044	12
				\$12,841
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	395
				\$142,360
	Incoming High Proficiency	0.1	\$360	0
				\$0
	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.			\$127,183
	SBB Allocations Total			\$2,600,931
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,250	\$4,168	\$82
	<p>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.</p>	1.92%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Craigmont Middle

3455 Covington Pike, Memphis, TN 38128

Grade Level: 6-8	School Type iZone	Square Footage 148,352	Student Capacity 855	FY2022-23 Utilization 69	FCI: 3
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	553	506	461	441	(20)
Attendance Rate	100	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	66%	52%	60%	-	
Student with Disability	15%	13%	15%	-	
English Language Learners	2%	3%	4%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	37	31	27	27	-
Special Skills	3	3	2	2	-
Counselors	1	2	2	3	1
Educational Assistant	9	5	6	6	-
Instructional Facilitator	1	1	1	2	1
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	4	16	5	6	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,731,804	3,370,055	3,172,433	1,975,523	(1,196,911)
Title 1	\$246,054	421,527	422,133	342,015	(80,118)
IDEA, Part 1	\$71,422	24,533	24,533	-	(24,533)
Other Special Revenue & Federal Funds	\$26,902	3,370,055	3,099,488	1,276,608	(1,822,879)
Total	\$4,076,184	7,186,170	6,718,588	3,594,146	(3,124,442)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	91%	0%			
TEM 5	9%	0%			
TEM 4	40%	0%			
TEM 3	43%	0%			

Total SBB Allocation			\$1,966,792
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,966,792
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,966,792
			Next year (2024) ... \$1,966,792
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$342,015
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 Section

Cummings School

1037 Cummings, Memphis, TN 38106

Grade Level: PreK-8	School Type iZone	Square Footage 120,729	Student Capacity 640	FY2022-23 Utilization 65	FCI: 19
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-8	428	381	263	234	(29)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	87%	75%	87%	-	
Student with Disability	7%	7%	9%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	29	25	25	-
Special Skills	3	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	3	10	2	2	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	14	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$2,910,896	2,700,237	2,687,544	2,387,802	(299,742)
Title 1	\$189,224	283,050	299,239	199,320	(99,919)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$207,151	2,700,237	5,950,023	718,861	(5,231,163)
Total	\$3,307,272	5,683,525	8,936,806	3,305,982	(5,630,824)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	74%	0%			
TEM 5	6%	0%			
TEM 4	35%	0%			
TEM 3	32%	0%			

Total SBB Allocation			\$2,338,325
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,338,325
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
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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.	\$199,320
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.



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Informational Section

Douglass School

1650 Ash St., Memphis, TN 38108

Grade Level: PreK-8	School Type Optional	Square Footage 93,447	Student Capacity 556	FY2022-23 Utilization 62	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-8	441	437	439	479	40
Attendance Rate	91	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	83%	71%	87%	-	-
Student with Disability	10%	9%	8%	-	-
English Language Learners	2%	3%	3%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	36	31	30	33	3
Special Skills	3	3	3	3	-
Counselors	2	2	2	2	-
Educational Assistant	5	13	9	12	3
Instructional Facilitator	1	1	1	1	-
librarian	1	-	1	1	-
Nutrition	3	-	-	-	-
other	4	21	4	5	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,044,975	2,963,700	3,132,615	2,958,427	(174,189)
Title 1	\$190,524	259,569	359,757	356,360	(3,397)
IDEA, Part 1	\$52,469	53,704	53,704	-	(53,704)
Other Special Revenue & Federal Funds	\$39,277	2,963,700	231,242	815,694	584,451
Total	\$3,327,247	6,240,673	3,777,319	4,130,481	353,162

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	59%	0%			
TEM 4	34%	0%			
TEM 3	7%	0%			

Total SBB Allocation				\$3,194,655
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,194,655
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,194,655
			Next year (2024) ...	\$3,194,655
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$356,360
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

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Informational Section

E.E. Jeter School

7662 Benjestown Rd, Millington, TN 38053

Grade Level: K-8	School Type Traditional	Square Footage 70,058	Student Capacity 320	FY2022-23 Utilization 118	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-8	387	329	368	377	9
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	32%	26%	31%	-	
Student with Disability	12%	14%	14%	-	
English Language Learners	2%	0%	3%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	30	28	29	31	2
Special Skills	2	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	4	9	6	6	-
Instructional Facilitator	-	1	2	2	-
librarian	1	1	-	-	-
Nutrition	2	-	-	-	-
other	4	11	3	5	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,023,910	3,173,737	3,000,571	2,792,446	(208,125)
Title 1	\$104,884	118,776	165,732	124,575	(41,157)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	3,173,737	124,982	648,400	523,418
Total	\$3,128,794	6,466,251	3,291,285	3,565,421	274,137

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	93%	0%			
TEM 5	30%	0%			
TEM 4	43%	0%			
TEM 3	20%	0%			

Total SBB Allocation				\$2,820,926
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,820,926
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,681,632
			Next year (2024) ...	\$2,820,926
		This comparison does not include "locked dollars"	Total Difference	\$139,295
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$124,575
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 Section

Georgian Hills Middle

3925 Denver Rd., Memphis, TN 38127

Grade Level: 6-8	School Type iZone	Square Footage 87,069	Student Capacity 374	FY2022-23 Utilization 79	FCI:	9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	309	296	309	291	(18)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	85%	75%	84%	-	
Student with Disability	19%	19%	16%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	20	20	19	19	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	4	10	11	11	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	1	-	-	-	-
other	4	11	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$2,215,672	2,259,072	2,081,804	1,479,795	(602,009)
Title 1	\$179,739	228,125	292,022	248,395	(43,627)
IDEA, Part 1	\$112,400	114,733	114,733	-	(114,733)
Other Special Revenue & Federal Funds	\$25,426	2,259,072	108,840	906,751	797,911
Total	\$2,533,238	4,861,002	2,597,400	2,634,941	37,541

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	72%	0%
TEM 5	0%	0%
TEM 4	6%	0%
TEM 3	67%	0%

Total SBB Allocation			\$1,433,064
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,433,064
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,433,064
			Next year (2024) ... \$1,433,064
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$248,395
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 Section

Germantown Middle

7925 C.D. Smith Rd., Germantown, TN 38138

Grade Level: 6-8	School Type Optional	Square Footage 80,000	Student Capacity 807	FY2022-23 Utilization 78	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	799	814	759	708	(51)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	37%	24%	34%	-	
Student with Disability	8%	11%	10%	-	
English Language Learners	3%	2%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	37	43	42	42	-
Special Skills	3	4	4	4	-
Counselors	1	2	2	2	-
Educational Assistant	7	12	12	12	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	5	22	7	9	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$4,111,684	3,909,110	3,904,715	3,189,985	(714,730)
Title 1	\$151,929	331,129	376,611	285,390	(91,221)
IDEA, Part 1	\$215,896	226,124	226,124	-	(226,124)
Other Special Revenue & Federal Funds	-	3,909,110	129,448	1,413,122	1,283,674
Total	\$4,479,510	8,375,473	4,636,898	4,888,497	251,599

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	37%	0%			
TEM 4	33%	0%			
TEM 3	28%	0%			

Total SBB Allocation				\$3,187,582
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,187,582
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,257,214
			Next year (2024) ...	\$3,187,582
		This comparison does not include "locked dollars"	Total Difference	(\$69,631)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
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.		\$285,390
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,187,582
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	708
	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	258
	ELL Weight			
	ELL Weight	0.03	\$90	16
	Mobility Weights			
	Mobility	0.29	\$1,044	27
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	495
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	27
	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.			\$316,030
	SBB Allocations Total			\$3,187,582
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,502	\$4,291	\$211
	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.	4.68%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Grandview Heights Middle School

2342 Clifton, Memphis, TN 38127

Grade Level: 6-8	School Type iZone	Square Footage 65,810	Student Capacity 623	FY2022-23 Utilization 79	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	358	394	361	348	(13)
Attendance Rate	91	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	84%	75%	79%	-	
Student with Disability	17%	16%	19%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	70	25	24	25	1
Special Skills	-	-	-	-	-
Counselors	2	1	1	1	-
Educational Assistant	10	9	10	11	1
Instructional Facilitator	4	2	2	2	-
librarian	2	1	1	1	-
Nutrition	7	-	-	-	-
other	10	17	8	9	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$2,870,343	2,721,511	2,590,543	1,562,267	(1,028,275)
Title 1	\$256,001	292,128	362,592	309,550	(53,042)
IDEA, Part 1	\$178,796	167,143	167,143	-	(167,143)
Other Special Revenue & Federal Funds	\$0	2,721,511	4,304,762	1,222,581	(3,082,181)
Total	\$3,375,426	5,902,293	7,425,039	3,094,398	(4,330,641)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	40%	0%			
TEM 4	30%	0%			
TEM 3	28%	0%			

Total SBB Allocation			\$1,559,281
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,559,281
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,645,830
			Next year (2024) ... \$1,559,281
		This comparison does not include "locked dollars"	Total Difference (\$86,549)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$309,550
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

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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																																																																																																																			
		-1.75%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0																																																																																																																			
SBB Transition Supplements TOTAL				\$0																																																																																																																			



Informational Section

Hanley Elementary

680 Hanley St. Memphis, TN 38114

Grade Level: K-8	School Type Izone	Square Footage -	Student Capacity 547	FY2022-23 Utilization 0	FCI: 0
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Enrollment					
K-8	-	-	-	547	547
Attendance Rate	-	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	0%	0%	0%	-	-
Student with Disability	0%	0%	0%	-	-
English Language Learners	0%	0%	0%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	-	-	-	1	1
Vice/Assistant Principal	-	-	-	1	1
Classroom Teacher	-	-	-	39	39
Special Skills	-	-	-	3	3
Counselors	-	-	-	1	1
Educational Assistant	-	-	-	22	22
Instructional Facilitator	-	-	-	-	-
librarian	-	-	-	1	1
Nutrition	-	-	-	-	-
other	-	-	-	9	9

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	-	-	-	3,499,834	3,499,834
Title 1	-	-	-	-	-
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	-	-	-	-
Total	-	-	-	3,499,834	3,499,834

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	0%	0%	0%	-	-
TEM 5	0%	0%	0%	-	-
TEM 4	0%	0%	0%	-	-
TEM 3	0%	0%	0%	-	-

Total SBB Allocation			\$3,495,934
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,351,864
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$144,070
	How has my funding changed under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...
			Next year (2024) ...
			\$3,495,934
		This comparison does not include "locked dollars"	Total Difference
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
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.	\$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

Section B: Detailed Breakdown				
1 SBB Allocations				\$3,351,864
SBB Weights	Weight	Amount per Student	Enrollment	Total
Base Weight				
All Students	1	\$3,600	547	\$1,969,200
Grade Weights	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	66	\$71,280
Grade 1	0.3	\$1,080	63	\$68,040
Grade 2	0.3	\$1,080	65	\$70,200
Grade 3	0.2	\$720	58	\$41,760
Grade 4	0.2	\$720	67	\$48,240
Grade 5	0.2	\$720	59	\$42,480
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	0	\$0
ELL Weight				
ELL Weight	0.03	\$90	0	\$0
Mobility Weights				
Mobility	0.29	\$1,044	0	\$0
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	0	\$0
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.				\$1,040,664
SBB Allocations Total				\$3,351,864
2 SBB Transition Supplements				
SCS Staffing Supplement				\$144,070
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$6,391	\$0	\$6,391	
	% 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.	100.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$144,070



Informational Section

Hamilton School

1478 Wilson St, Memphis, TN 38106

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
6-8	iZone	136,797	1,197	22	14

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	202	498	615	626	11
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	86%	71%	84%	-	
Student with Disability	16%	19%	13%	-	
English Language Learners	2%	4%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	2	2	-
Classroom Teacher	18	34	38	38	-
Special Skills	-	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	3	18	11	11	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	30	16	17	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$2,254,532	3,286,852	4,387,881	3,242,576	(1,145,305)
Title 1	\$0	465,258	611,444	506,605	(104,839)
IDEA, Part 1	\$0	142,326	142,326	-	(142,326)
Other Special Revenue & Federal Funds	\$367	3,286,852	464,684	1,397,414	932,730
Total	\$2,254,899	7,181,288	5,606,335	5,146,595	(459,740)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	70%	0%			
TEM 5	10%	0%			
TEM 4	25%	0%			
TEM 3	35%	0%			

Total SBB Allocation			\$3,272,146
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,272,146
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,969,268
			Next year (2024) ... \$3,272,146
		This comparison does not include "locked dollars"	Total Difference \$302,878
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$506,605
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

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Informational Section

Havenview Middle

1481 Hester, Memphis, TN 38116

Grade Level: 6-8	School Type iZone	Square Footage 104,745	Student Capacity 827	FY2022-23 Utilization 86	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	768	727	732	682	(50)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	72%	60%	70%	-	
Student with Disability	12%	8%	8%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	41	38	34	35	1
Special Skills	1	1	1	1	-
Counselors	3	3	3	3	-
Educational Assistant	2	4	4	4	-
Instructional Facilitator	5	1	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	6	26	11	11	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$4,675,851	4,378,474	3,959,182	3,021,553	(937,630)
Title 1	\$331,558	530,900	634,271	518,685	(115,586)
IDEA, Part 1	\$52,413	53,861	53,861	-	(53,861)
Other Special Revenue & Federal Funds	\$9	4,378,474	3,609,912	1,016,998	(2,592,914)
Total	\$5,059,833	9,341,709	8,257,227	4,557,236	(3,699,992)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	23%	0%			
TEM 4	41%	0%			
TEM 3	23%	0%			

Total SBB Allocation			\$3,017,025
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,017,025
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,179,254
			Next year (2024) ... \$3,017,025
		This comparison does not include "locked dollars"	Total Difference (\$162,228)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$518,685
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,017,025
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	682
				\$2,456,280
	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	491
				\$176,894
	ELL Weight			
	ELL Weight	0.03	\$90	9
				\$814
	Mobility Weights			
	Mobility	0.29	\$1,044	13
				\$13,719
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	0
				\$0
	Incoming High Proficiency	0.1	\$360	0
				\$0
	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.			\$361,893
	SBB Allocations Total			\$3,017,025
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,422	\$4,343	\$79
	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.	1.78%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Hickory Ridge Middle

3920 Ridgeway Rd., Memphis, TN 38115

Grade Level: 6-8	School Type Traditional	Square Footage 139,685	Student Capacity 803	FY2022-23 Utilization 108	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	852	803	801	808	7
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	70%	55%	63%	-	
Student with Disability	5%	10%	11%	-	
English Language Learners	4%	5%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	50	38	41	43	2
Special Skills	1	1	1	1	-
Counselors	3	3	3	3	-
Educational Assistant	3	8	8	8	-
Instructional Facilitator	2	3	2	3	1
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	27	10	10	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$4,698,617	4,274,899	4,196,422	3,559,444	(636,978)
Title 1	\$313,135	551,953	682,004	606,265	(75,739)
IDEA, Part 1	\$50,880	58,458	58,458	-	(58,458)
Other Special Revenue & Federal Funds	\$7,505	4,274,899	178,447	1,120,380	941,933
Total	\$5,070,138	9,160,208	5,115,330	5,286,089	170,759

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	19%	0%			
TEM 4	51%	0%			
TEM 3	28%	0%			

Total SBB Allocation			\$3,554,545
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,554,545
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$3,464,093
		Next year (2024) ...	\$3,554,545
		Total Difference	\$90,453
	This comparison does not include "locked dollars"		
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.	\$606,265
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

Section B: Detailed Breakdown																																																																																																																							
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Informational Section

Highland Oaks Middle

5600 Meadowbriar Trail, Memphis, TN 38125

Grade Level: 6-8	School Type Traditional	Square Footage 120,000	Student Capacity 1,021	FY2022-23 Utilization 76	FCI:	1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	589	622	625	611	(14)
Attendance Rate	99	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	40%	47%	-	
Student with Disability	10%	9%	9%	-	
English Language Learners	4%	4%	4%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	41	35	34	34	-
Special Skills	3	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	3	5	5	5	-
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	19	7	8	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,540,271	3,492,656	3,392,203	2,665,449	(726,755)
Title 1	\$255,572	478,282	541,412	330,690	(210,722)
IDEA, Part 1	\$55,301	89,745	89,745	-	(89,745)
Other Special Revenue & Federal Funds	-	3,492,656	312,657	958,036	645,379
Total	\$3,851,146	7,553,338	4,336,017	3,954,175	(381,842)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	98%	0%
TEM 5	45%	0%
TEM 4	39%	0%
TEM 3	14%	0%

Total SBB Allocation			\$2,662,726
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,662,726
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$2,688,206
		Next year (2024) ...	\$2,662,726
		Total Difference	(\$25,480)
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.	\$330,690
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,662,726
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	611
				\$2,199,600
	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	295
				\$106,131
	ELL Weight			
	ELL Weight	0.03	\$90	25
				\$2,287
	Mobility Weights			
	Mobility	0.29	\$1,044	8
				\$8,871
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
				\$0
	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.			\$338,412
	SBB Allocations Total			\$2,662,726
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,358	\$4,301	\$57
	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
		1.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

J. P. Freeman School

5250 Tulane Rd., Memphis, TN 38109

Grade Level: K-8	School Type Optional	Square Footage 98,000	Student Capacity 685	FY2022-23 Utilization 79	FCI: 30
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-8	630	656	551	543	(8)
Attendance Rate	99	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	46%	35%	43%	-	
Student with Disability	1%	1%	1%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	31	35	31	32	1
Special Skills	5	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	1	10	1	2	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	17	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$4,079,970	4,206,500	3,824,750	3,039,293	(785,457)
Title 1	\$221,101	316,052	443,864	281,615	(162,249)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$2,688	4,206,500	125,827	742,203	616,377
Total	\$4,303,760	8,729,051	4,394,441	4,063,111	(331,329)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	33%	0%			
TEM 4	60%	0%			
TEM 3	2%	0%			

Total SBB Allocation			\$3,067,807
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,067,807
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,771,455
			Next year (2024) ... \$3,067,807
		This comparison does not include "locked dollars"	Total Difference \$296,352
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$281,615
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,067,807
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	543
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	60.3
	Grade 1	0.3	\$1,080	42
	Grade 2	0.3	\$1,080	54
	Grade 3	0.2	\$720	41
	Grade 4	0.2	\$720	59
	Grade 5	0.2	\$720	62
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	256
	ELL Weight			
	ELL Weight	0.03	\$90	1
	Mobility Weights			
	Mobility	0.29	\$1,044	1
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	89
	Incoming High Proficiency	0.1	\$360	40
	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.			\$686,258
	SBB Allocations Total			\$3,067,807
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,647	\$5,030	\$617
	<p>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.</p>	10.92%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

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	FY2022-23 Utilization 102	FCI: 2
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	1,122	1,120	991	970	(21)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	43%	38%	44%	-	
Student with Disability	11%	10%	11%	-	
English Language Learners	8%	9%	12%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	68	57	52	54	2
Special Skills	1	1	1	1	-
Counselors	3	4	4	4	-
Educational Assistant	9	10	14	14	-
Instructional Facilitator	3	1	2	2	-
Librarian	2	1	1	1	-
Nutrition	5	-	-	-	-
other	7	47	11	12	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$5,990,609	5,513,493	5,601,852	4,125,774	(1,476,078)
Title 1	\$402,537	532,992	725,551	511,135	(214,416)
IDEA, Part 1	\$173,895	175,096	175,096	-	(175,096)
Other Special Revenue & Federal Funds	\$0	5,513,493	192,866	1,696,239	1,503,373
Total	\$6,567,042	11,735,073	6,695,364	6,333,148	(362,216)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	97%	0%			
TEM 5	31%	0%			
TEM 4	54%	0%			
TEM 3	11%	0%			

Total SBB Allocation			\$4,121,472
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,121,472
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,165,810
			Next year (2024) ... \$4,121,472
		This comparison does not include "locked dollars"	Total Difference (\$44,338)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$511,135
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$4,121,472
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	970
				\$3,492,000
	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	453
				\$163,113
	ELL Weight			
	ELL Weight	0.03	\$90	118
				\$10,645
	Mobility Weights			
	Mobility	0.29	\$1,044	17
				\$17,755
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	543
				\$195,605
	Incoming High Proficiency	0.1	\$360	28
				\$10,148
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	24
				\$19,800
	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.			\$212,406
	SBB Allocations Total			\$4,121,472
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,249	\$4,204	\$45
	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.	1.07%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Kingsbury Middle

1276 N. Graham, Memphis, TN 38122

Grade Level: 6-8	School Type iZone	Square Footage 219,210	Student Capacity 403	FY2022-23 Utilization 152	FCI:	7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	673	676	552	502	(50)
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	59%	49%	54%	-	
Student with Disability	12%	11%	10%	-	
English Language Learners	23%	25%	31%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	38	35	35	-
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	2	4	4	4	-
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	4	28	8	8	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$2,885,295	2,835,754	2,913,288	2,180,935	(732,353)
Title 1	\$321,070	449,897	546,780	362,400	(184,380)
IDEA, Part 1	\$39,413	53,691	53,691	-	(53,691)
Other Special Revenue & Federal Funds	\$44,742	2,835,754	46,900	1,240,457	1,193,557
Total	\$3,290,521	6,175,097	3,560,660	3,783,792	223,132

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	36%	0%			
TEM 4	48%	0%			
TEM 3	17%	0%			

Total SBB Allocation			\$2,178,008
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,178,008
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,348,057
			Next year (2024) ... \$2,178,008
		This comparison does not include "locked dollars"	Total Difference (\$170,049)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$362,400
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

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Informational Section

Lowrance School

7740 Lowrance Rd., Memphis, TN 38125

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-8	Traditional	112,145	839	97	12

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-8	841	861	856	877	21
Attendance Rate	97	-	-	-	-

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Student Demographics					
Economically Disadvantaged	55%	40%	47%	-	-
Student with Disability	9%	9%	8%	-	-
English Language Learners	7%	7%	7%	-	-

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	48	51	50	51	1
Special Skills	5	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	6	24	14	15	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	6	22	8	8	-

School level Funds					
General Fund	\$4,932,150	5,229,107	5,935,178	4,224,741	(1,710,436)
Title 1	\$350,201	502,498	762,593	474,895	(287,698)
IDEA, Part 1	\$48,799	53,811	53,811	-	(53,811)
Other Special Revenue & Federal Funds	\$367,605	5,229,107	490,879	1,584,067	1,093,188
Total	\$5,698,757	11,014,523	7,242,461	6,283,703	(958,758)

Teacher Quality		
Teachers with TEM 3 or above (%)	94%	0%
TEM 5	13%	0%
TEM 4	51%	0%
TEM 3	30%	0%

Total SBB Allocation				\$4,252,674
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,252,674
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$4,123,751
			Next year (2024) ...	\$4,252,674
		This comparison does not include "locked dollars"	Total Difference	\$128,923
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.		\$474,895
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

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Informational Section

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	FY2022-23 Utilization 42	FCI:	3
School Measures		FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment						
6-9		568	555	579	571	(8)
Attendance Rate						
Attendance Rate		97	-	-	-	
Student Demographics						
Economically Disadvantaged		32%	25%	33%	-	
Student with Disability		7%	6%	8%	-	
English Language Learners		1%	2%	3%	-	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	3	3	-
Classroom Teacher		28	26	30	30	-
Special Skills		1	1	1	1	-
Counselors		1	2	3	3	-
Educational Assistant		0	1	4	4	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		3	-	-	-	-
other		3	15	6	6	-
School level Funds						
General Fund		\$2,593,177	3,921,386	4,348,308	2,696,798	(1,651,510)
Title 1		\$101,748	188,021	263,047	223,480	(39,567)
IDEA, Part 1		\$21,708	24,604	24,604	-	(24,604)
Other Special Revenue & Federal Funds		-	3,921,386	326,105	692,960	366,855
Total		\$2,716,634	8,055,397	4,962,065	3,613,237	(1,348,827)
Teacher Quality						
Teachers with TEM 3 or above (%)		86%	0%			
TEM 5		14%	0%			
TEM 4		50%	0%			
TEM 3		21%	0%			

Total SBB Allocation			\$2,855,016
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,695,514
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$159,502
	How has my funding changed under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$2,374,490
		Next year (2024) ...	\$2,855,016
		Total Difference	\$480,526
		This comparison does not include "locked dollars"	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$223,480
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 Section

Oakhaven Middle

3125 Ladbroke Rd., Memphis, TN 38118

Grade Level: 6-8	School Type iZone	Square Footage 152,940	Student Capacity 324	FY2022-23 Utilization 98	FCI:	11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	323	322	301	302	1
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	79%	68%	74%	-	
Student with Disability	10%	9%	9%	-	
English Language Learners	6%	8%	10%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	16	18	17	17	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	1	1	1	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	6	9	5	6	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$1,569,973	1,533,420	1,638,513	1,479,729	(158,784)
Title 1	\$176,339	215,653	294,915	223,480	(71,435)
IDEA, Part 1	\$17,333	24,533	24,533	-	(24,533)
Other Special Revenue & Federal Funds	-	1,533,420	3,507	479,310	475,803
Total	\$1,763,646	3,307,025	1,961,468	2,182,519	221,051

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	61%	0%			
TEM 5	0%	0%			
TEM 4	39%	0%			
TEM 3	22%	0%			

Total SBB Allocation			\$1,477,365
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,477,365
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,405,948
			Next year (2024) ... \$1,477,365
		This comparison does not include "locked dollars"	Total Difference \$71,416
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$223,480
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

Section B: Detailed Breakdown																																																																																																																							
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Informational Section

Ridgeway Middle

6333 Quince Road Memphis, TN 38018

Grade Level: 6-8	School Type Optional	Square Footage 143,000	Student Capacity 855	FY2022-23 Utilization 78	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	785	784	486	599	113
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	54%	41%	53%	-	
Student with Disability	8%	7%	10%	-	
English Language Learners	2%	3%	3%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	1	1	-
Classroom Teacher	36	38	33	33	-
Special Skills	4	3	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	7	5	3	3	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	4	22	7	8	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,698,734	3,749,584	3,406,408	2,505,279	(901,129)
Title 1	\$310,859	434,856	477,476	376,745	(100,731)
IDEA, Part 1	\$109,362	87,787	87,787	-	(87,787)
Other Special Revenue & Federal Funds	-	3,749,584	634,248	932,213	297,965
Total	\$4,118,957	8,021,812	4,605,919	3,814,237	(791,682)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	9%	0%			
TEM 4	34%	0%			
TEM 3	44%	0%			

Total SBB Allocation			\$2,502,138
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,502,138
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,556,005
			Next year (2024) ... \$2,502,138
		This comparison does not include "locked dollars"	Total Difference (\$53,867)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$376,745
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,502,138
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	599
	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	338
	ELL Weight			
	ELL Weight	0.03	\$90	22
	Mobility Weights			
	Mobility	0.29	\$1,044	15
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	180
	Incoming High Proficiency	0.1	\$360	30
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	10
	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.			\$122,551
	SBB Allocations Total			\$2,502,138
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,177	\$5,259	(\$1,082)
	<p>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.</p>	-25.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Riverview School

241 Majuba Ave, Memphis, TN 38109

Grade Level: K-8	School Type iZone	Square Footage 150,850	Student Capacity 540	FY2022-23 Utilization 92	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
K-8	404	404	391	435	44
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	87%	74%	89%	-	
Student with Disability	12%	13%	17%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	33	29	29	31	2
Special Skills	2	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	9	7	6	8	2
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	15	6	7	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$2,914,642	3,416,635	2,930,134	2,635,673	(294,460)
Title 1	\$221,622	263,609	319,841	329,935	10,094
IDEA, Part 1	\$119,036	56,630	56,630	-	(56,630)
Other Special Revenue & Federal Funds	\$2,993	3,416,635	187,414	804,273	616,859
Total	\$3,258,294	7,153,510	3,494,020	3,769,882	275,862

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	97%	0%
TEM 5	47%	0%
TEM 4	39%	0%
TEM 3	11%	0%

Total SBB Allocation			\$2,741,366
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,741,366
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,741,366
			Next year (2024) ... \$2,741,366
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$329,935
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,741,366
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	435
				\$1,566,000
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	30
	Grade 1	0.3	\$1,080	30
	Grade 2	0.3	\$1,080	23
	Grade 3	0.2	\$720	21
	Grade 4	0.2	\$720	37
	Grade 5	0.2	\$720	42
				\$32,400
				\$32,400
				\$24,840
				\$15,120
				\$26,640
				\$30,240
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	380
				\$136,937
	ELL Weight			
	ELL Weight	0.03	\$90	6
				\$527
	Mobility Weights			
	Mobility	0.29	\$1,044	29
				\$29,850
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	286
	Incoming High Proficiency	0.1	\$360	0
				\$102,886
				\$0
	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.			\$731,151
	SBB Allocations Total			\$2,741,366
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$6,302	\$7,011	(\$709)
	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.	-11.25%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Sherwood Middle

3480 Rhodes Avenue Memphis, TN 38111

Grade Level: 6-8	School Type iZone	Square Footage 141,952	Student Capacity 895	FY2022-23 Utilization 92	FCI: 20
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	773	786	704	667	(37)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	81%	69%	74%	-	
Student with Disability	13%	13%	13%	-	
English Language Learners	7%	12%	17%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	52	46	41	41	-
Special Skills	-	-	-	-	-
Counselors	2	3	2	2	-
Educational Assistant	11	13	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	25	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$4,316,320	4,010,208	4,153,956	2,941,350	(1,212,606)
Title 1	\$358,044	588,584	732,677	542,090	(190,587)
IDEA, Part 1	\$197,195	229,209	229,209	-	(229,209)
Other Special Revenue & Federal Funds	\$8,035	4,010,208	183,249	1,332,675	1,149,426
Total	\$4,879,595	8,838,209	5,299,092	4,816,115	(482,977)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	18%	0%			
TEM 4	54%	0%			
TEM 3	28%	0%			

Total SBB Allocation			\$2,936,354
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,936,354
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,123,821
			Next year (2024) ... \$2,936,354
		This comparison does not include "locked dollars"	Total Difference (\$187,467)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$542,090
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,936,354
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	667
				\$2,401,200
	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	634
				\$228,060
	ELL Weight			
	ELL Weight	0.03	\$90	134
				\$12,075
	Mobility Weights			
	Mobility	0.29	\$1,044	17
				\$17,657
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
				\$0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	30
				\$24,750
	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.			\$252,612
	SBB Allocations Total			\$2,936,354
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,402	\$4,437	(\$35)
	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.	-0.79%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Snowden School

1870 N. Parkway, Memphis, TN 31812

Grade Level: PreK-8	School Type Optional	Square Footage 199,849	Student Capacity 1,268	FY2022-23 Utilization 109	FCI: 17
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
PreK-8	1,226	1,272	1,361	1,400	39
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	50%	40%	49%	-	
Student with Disability	5%	6%	7%	-	
English Language Learners	4%	5%	6%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	3	4	4	4	-
Classroom Teacher	77	70	74	75	1
Special Skills	9	10	10	10	-
Counselors	3	4	4	4	-
Educational Assistant	8	17	4	4	-
Instructional Facilitator	2	2	2	2	-
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	6	46	14	14	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$7,030,100	7,459,810	9,094,331	6,493,981	(2,600,351)
Title 1	\$497,858	686,571	907,476	762,550	(144,926)
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$77,549	7,459,810	5,430,837	1,407,623	(4,023,214)
Total	\$7,605,508	15,606,192	15,432,644	8,664,153	(6,768,491)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	60%	0%			
TEM 4	31%	0%			
TEM 3	9%	0%			

Total SBB Allocation			\$6,519,565
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,519,565
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$6,322,193
			Next year (2024) ... \$6,519,565
		This comparison does not include "locked dollars"	Total Difference \$197,373
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$762,550
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$6,519,565
SBB Weights				
Base Weight				
All Students	Weight	Amount per Student	Enrollment	Total
	1	\$3,600	1400	\$5,040,000
Grade Weights				
Weight				
Amount per Student				
Enrollment				
Total				
Grade K	0.3	\$1,080	118	\$127,440
Grade 1	0.3	\$1,080	138	\$149,040
Grade 2	0.3	\$1,080	133	\$143,640
Grade 3	0.2	\$720	150	\$108,000
Grade 4	0.2	\$720	121	\$87,120
Grade 5	0.2	\$720	149	\$107,280
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	707	\$254,566
ELL Weight				
ELL Weight	0.03	\$90	84	\$7,552
Mobility Weights				
Mobility	0.29	\$1,044	31	\$32,289
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	675	\$242,943
Incoming High Proficiency	0.1	\$360	122	\$43,942
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.				\$174,928
SBB Allocations Total				\$6,519,565
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,657	\$4,645	\$12
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
		0.25%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Treadwell Middle School

920 N. Highland Memphis, TN 38122

Grade Level: 6-8	School Type Traditional	Square Footage 145,870	Student Capacity 598	FY2022-23 Utilization 64	FCI: 10
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	602	604	627	641	14
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	68%	52%	55%	-	
Student with Disability	13%	10%	9%	-	
English Language Learners	19%	22%	33%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	26	40	37	39	2
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	3	5	6	7	1
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	8	-	-	-	-
other	3	37	10	10	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,281,728	3,730,429	3,663,386	2,747,273	(916,113)
Title 1	\$277,566	420,362	576,215	403,170	(173,045)
IDEA, Part 1	\$93,672	116,489	116,489	-	(116,489)
Other Special Revenue & Federal Funds	\$13,404	3,730,429	276,348	1,201,278	924,929
Total	\$3,666,372	7,997,710	4,632,438	4,351,720	(280,718)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	38%	0%			
TEM 4	41%	0%			
TEM 3	21%	0%			

Total SBB Allocation			\$2,743,994
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,743,994
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,769,073
			Next year (2024) ... \$2,743,994
		This comparison does not include "locked dollars"	Total Difference (\$25,080)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$403,170
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

Section B: Detailed Breakdown																																																																																																																							
1 SBB Allocations				\$2,743,994																																																																																																																			
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Informational Section

White Station Middle

5465 Mason Road Memphis, TN 38120

Grade Level: 6-8	School Type Optional	Square Footage 144,411	Student Capacity 878	FY2022-23 Utilization 147	FCI: 2
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	1,259	1,182	1,075	1,058	(17)
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	27%	20%	25%	-	
Student with Disability	8%	8%	10%	-	
English Language Learners	4%	4%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	3	1	2	3	1
Classroom Teacher	75	66	63	64	1
Special Skills	5	4	4	4	-
Counselors	3	4	4	4	-
Educational Assistant	12	8	7	7	-
Instructional Facilitator	1	2	2	2	-
librarian	2	1	1	1	-
Nutrition	4	-	-	-	-
other	6	29	7	8	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$7,205,595	6,742,720	6,001,461	4,625,415	(1,376,046)
Title 1	\$270,022	347,657	397,136	318,610	(78,526)
IDEA, Part 1	\$303,265	262,452	293,830	-	(293,830)
Other Special Revenue & Federal Funds	-	6,742,720	122,132	2,029,992	1,907,860
Total	\$7,778,883	14,095,547	6,814,559	6,974,017	159,458

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	67%	0%			
TEM 4	32%	0%			
TEM 3	1%	0%			

Total SBB Allocation			\$4,622,736
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,622,736
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$4,516,324
		Next year (2024) ...	\$4,622,736
		Total Difference	\$106,412
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.	\$318,610
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

Section B: Detailed Breakdown				
1 SBB Allocations				\$4,622,736
SBB Weights				
Base Weight				
All Students	1	\$3,600	1058	\$3,808,800
Grade Weights				
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	290	\$104,339
ELL Weight				
ELL Weight	0.03	\$90	60	\$5,378
Mobility Weights				
Mobility	0.29	\$1,044	18	\$18,543
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	0	\$0
Incoming High Proficiency	0.1	\$360	992	\$357,180
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.				\$318,595
SBB Allocations Total				\$4,622,736
2 SBB Transition Supplements				\$0
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,369	\$4,201	\$168
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
		3.85%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Woodstock Middle School

5885 Woodstock Cuba Rd., Memphis, TN 38053

Grade Level: 6-8	School Type iZone	Square Footage 84,850	Student Capacity 773	FY2022-23 Utilization 36	FCI: 16
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-8	325	313	234	201	(33)
Attendance Rate	89	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	76%	64%	72%	-	
Student with Disability	15%	13%	15%	-	
English Language Learners	0%	1%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	18	19	18	18	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	2	4	3	3	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	5	12	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$2,077,403	1,999,264	1,956,867	1,476,360	(480,507)
Title 1	\$155,275	223,350	256,944	178,180	(78,764)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$0	1,999,264	1,478,288	817,868	(660,420)
Total	\$2,232,679	4,221,879	3,692,099	2,472,408	(1,219,690)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	78%	0%
TEM 5	6%	0%
TEM 4	22%	0%
TEM 3	50%	0%

Total SBB Allocation			\$1,473,269
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,473,269
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,234,603
			Next year (2024) ... \$1,473,269
		This comparison does not include "locked dollars"	Total Difference \$238,667
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$178,180
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,473,269
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	201
	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	152
	ELL Weight			
	ELL Weight	0.03	\$90	3
	Mobility Weights			
	Mobility	0.29	\$1,044	8
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	7
	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.			\$680,416
	SBB Allocations Total			\$1,473,269
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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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	<p>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.</p>	28.02%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



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	iZone	430	88%	15%	1%	3,281,797	460,134	87,119	238,274	4,067,324	9,459
Bolton High School	Optional	709	42%	12%	2%	4,678,951	418,225	88,367	7,533,920	12,719,464	17,940
Central High School	Optional	1,315	48%	7%	4%	7,064,633	988,908	118,177	4,444,954	12,616,671	9,594
Cordova High School	Traditional	2,060	32%	11%	8%	11,770,196	1,327,409	144,317	651,754	13,893,676	6,745
Craigmont High School	Optional	756	55%	13%	2%	4,436,470	598,387	51,957	145,038	5,231,852	6,920
Douglass High School	Optional	641	73%	15%	10%	3,701,084	655,453	180,005	160,027	4,696,569	7,327
East High School	Optional	568	21%	2%	0%	5,039,382	228,006	-	2,025,377	7,292,765	12,839
Germantown High School	Optional	1,809	26%	6%	2%	10,288,046	808,441	209,733	247,325	11,553,545	6,387
Hamilton High School	iZone	672	79%	17%	2%	4,606,459	618,981	250,293	606,601	6,082,335	9,051
Kingsbury High School	Optional	1,292	45%	10%	29%	7,487,834	1,117,313	201,208	9,464,328	18,270,683	14,141
Kirby High School	Traditional	846	59%	10%	7%	5,210,965	748,980	177,620	4,200,355	10,337,920	12,220
Manassas High School	iZone	329	73%	15%	1%	2,686,511	331,186	188,046	361,962	3,567,706	10,844
Melrose High School	iZone	690	75%	10%	5%	3,921,423	743,437	34,043	129,426	4,828,329	6,998
Mitchell High School	iZone	381	75%	12%	-	2,746,209	358,187	49,692	1,281,256	4,435,344	11,641
Oakhaven High School	iZone	385	63%	11%	9%	2,265,646	360,901	-	6,355,993	8,982,541	23,331
Overton High School	Optional	1,412	49%	9%	18%	7,946,409	1,206,152	148,320	425,300	9,726,180	6,888
Raleigh Egypt High School	Traditional	695	67%	13%	3%	4,872,142	685,059	135,709	481,774	6,174,684	8,884
Ridgeway High School	Optional	801	43%	9%	3%	4,797,060	575,243	237,801	216,967	5,827,071	7,275
Sheffield High School	iZone	497	57%	13%	33%	3,038,001	442,413	86,755	172,890	3,740,059	7,525
Southwind High School	Traditional	1,507	42%	9%	4%	7,917,891	907,276	116,764	2,670,793	11,612,725	7,706
Trezevant High School	iZone	487	76%	25%	0.4%	2,878,739	486,671	150,399	644,762	4,160,571	8,543
Westwood High School	iZone	301	74%	20%	0.3%	2,416,129	270,598	147,706	3,411,544	6,245,977	20,751
White Station High School	Optional	1,832	23%	8%	3%	10,420,706	621,682	503,103	1,625,266	13,170,756	7,189
Whitehaven High School	Empowerment/Optional	1,623	49%	8%	2%	8,729,219	1,394,103	38,102	1,936,622	12,098,046	7,454
Wooddale High School	iZone	647	59%	11%	19%	5,154,842	619,912	134,874	4,393,723	10,303,350	15,925
High School Totals		22,685	14%	3%	2%	137,356,744	16,973,057	3,480,110	53,826,233	211,636,145	263,579



Informational

High School Summary

FY2022-23 STAFFING

SCHOOL NAME	SCHOOL TYPE	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
BT Washington High School	iZone	430	25	4	1	-	-	-	-	-	30	1:40
Bolton High School	Optional	709	25	5	2	-	-	-	-	1	33	1:07
Central High School	Optional	1,315	52	6	1	-	4	1	1	2	67	1:13
Cordova High School	Traditional	2,060	80	15	1	-	1	-	1	5	103	1:12
Craigmont High School	Optional	756	29	8	1	-	1	-	-	1	40	1:16
Douglass High School	Optional	641	20	7	-	-	1	-	-	2	30	1:07
East High School	Optional	568	32	3	-	-	1	-	-	-	36	1:31
Germantown High School	Optional	1,809	73	10	2	-	1	-	-	2	88	1:10
Hamilton High School	iZone	672	22	10	2	-	-	-	-	1	35	1:15
Kingsbury High School	Optional	1,292	51	11	-	-	1	-	-	10	73	1:21
Kirby High School	Traditional	846	27	7	2	-	-	-	-	2	38	1:04
Manassas High School	iZone	329	16	5	-	-	-	-	-	-	21	1:31
Melrose High School	iZone	690	25	5	1	-	-	-	-	-	31	1:04
Mitchell High School	iZone	381	16	6	-	-	-	-	-	-	22	1:23
Oakhaven High School	iZone	385	17	3	-	-	-	-	-	1	21	1:18
Overton High School	Optional	1,412	52	10	1	-	5	-	2	7	77	1:18
Raleigh Egypt High School	Traditional	695	26	7	-	-	-	-	-	1	34	1:10
Ridgeway High School	Optional	801	32	6	1	-	-	-	-	1	40	1:11
Sheffield High School	iZone	497	20	5	-	-	-	-	-	4	29	1:24
Southwind High School	Traditional	1,507	59	10	1	-	-	-	-	2	72	1:08
Trezevant High School	iZone	487	19	9	-	-	-	-	-	-	28	1:22
Westwood High School	iZone	301	12	5	-	-	-	-	-	-	17	1:21
White Station High School	Optional	1,832	77	14	1	-	6	2	1	2	103	1:20
Whitehaven High School	Empowerment/Optional	1,623	61	9	1	-	3	1	1	1	77	1:08
Wooddale High School	iZone	647	24	5	1	-	2	-	-	2	34	1:15
High School Totals		22,685	920	186	19	-	26	4	6	47	1,208	1:16



High School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12		SPECIAL		PRINCIPALS	ASSISTANT/VICE- PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SKILLS	OTHER						
B T Washington High School	iZone	430	26	-	16	1	2	2	3	1	1
Bolton High School	Optional	709	29	-	14	1	3	3	-	1	2
Central High School	Optional	1,315	55	4	18	1	4	5	-	2	1
Cordova High School	Traditional	2,060	85	1	27	1	6	7	8	2	2
Craigmont High School	Optional	756	32	1	19	1	3	2	1	1	2
Douglass High School	Optional	641	24	1	17	1	3	2	3	1	2
East High School	Optional	568	32	1	15	1	3	1	1	1	1
Germantown High School	Optional	1,809	75	1	26	1	6	6	-	2	1
Hamilton High School	iZone	672	27	-	19	1	3	2	5	1	3
Kingsbury High School	Optional	1,292	53	1	25	1	5	5	6	1	4
Kirby High School	Traditional	846	30	-	23	1	4	4	7	1	2
Manassas High School	iZone	329	16	-	12	1	1	3	2	1	1
Melrose High School	iZone	690	27	-	14	1	4	2	4	1	2
Mitchell High School	iZone	381	16	-	12	1	1	2	1	1	1
Oakhaven High School	iZone	385	17	-	10	1	1	1	1	1	1
Overton High School	Optional	1,412	55	5	22	1	4	4	-	2	2
Raleigh Egypt High School	Traditional	695	26	-	18	1	2	2	4	1	2
Ridgeway High School	Optional	801	33	-	16	1	3	4	-	1	2
Sheffield High School	iZone	497	20	-	16	1	2	2	1	1	1
Southwind High School	Traditional	1,507	59	-	21	1	5	5	4	2	3
Trezevant High School	iZone	487	20	-	22	1	2	2	4	1	1
Westwood High School	iZone	301	16	-	9	1	1	1	1	1	1
White Station High School	Optional	1,832	77	6	20	1	5	5	-	2	1
Whitehaven High School	Empowerment/Optional	1,623	63	3	24	1	7	4	2	2	2
Wooddale High School	iZone	647	29	2	19	1	3	3	2	1	2
High School Totals		22,685	970	26	460	27	85	81	61	33	43



Informational Section



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Informational Section

B. T. Washington High

715 S. Lauderdale, Memphis, TN 38126

Grade Level: 9 - 12	School Type iZone	Square Footage 202,918	Student Capacity 548	FY2022-23 Utilization 104	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	439	459	430	433	3
Attendance Rate	92	-	-	-	-
Student Demographics					
Economically Disadvantaged	86%	78%	88%	-	-
Student with Disability	14%	15%	15%	-	-
English Language Learners	1%	1%	1%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	38	33	30	32	2
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	4	7	7	7	-
Instructional Facilitator	1	1	1	2	1
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	7	18	11	11	-
School level Funds					
General Fund	\$3,124,672	3,437,133	3,281,797	3,134,608	(147,189)
Title 1	\$296,316	342,835	460,134	359,380	(100,754)
IDEA, Part 1	\$84,818	87,119	87,119	-	(87,119)
Other Special Revenue & Federal Funds	\$743	3,437,133	238,274	1,021,721	783,447
Total	\$3,506,550	7,304,220	4,067,324	4,515,709	448,385
Teacher Quality					
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	37%	0%			
TEM 4	24%	0%			
TEM 3	37%	0%			

Total SBB Allocation			\$3,126,937
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,126,937
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,472,518
			Next year (2024) ... \$3,126,937
		This comparison does not include "locked dollars"	Total Difference \$654,419
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$359,380
	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

Section B: Detailed Breakdown					
1	SBB Allocations				\$3,126,937
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	433	\$1,560,240
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	383	\$137,707
ELL Weight					
ELL Weight		0.03	\$90	3	\$245
Mobility Weights					
Mobility		0.29	\$1,044	25	\$26,004
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	268	\$96,423
Incoming High Proficiency		0.1	\$360	0	\$0
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	25	\$20,625
<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>					\$1,285,693
SBB Allocations Total					\$3,126,937
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
<p>This is an additional <u>temporary</u> 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.</p>					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2023- 2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil
<p>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.</p> <ul style="list-style-type: none"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>			\$7,215	\$5,750	\$1,465
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<p>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.</p>			20.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Informational Section

Bolton High

7323 Brunswick Rd., Memphis, TN 38002

Grade Level: 9 - 12	School Type Optional	Square Footage 293,200	Student Capacity 2,019	FY2022-23 Utilization 65	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	620	678	709	725	16
Attendance Rate	94	-	-	-	-
Student Demographics					
Economically Disadvantaged	48%	38%	42%	-	-
Student with Disability	16%	12%	12%	-	-
English Language Learners	1%	1%	2%	-	-
Key School Positions-All Funding Sources					
Principal	1	2	1	1	-
Vice/Assistant Principal	3	3	3	4	1
Classroom Teacher	73	38	33	33	-
Special Skills	1	-	-	-	-
Counselors	5	3	3	4	1
Educational Assistant	10	4	5	5	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	7	29	13	15	2
School Level Funds					
General Fund	\$4,827,256	5,629,115	4,678,951	3,063,069	(1,615,882)
Title 1	\$285,663	369,061	418,225	354,095	(64,130)
IDEA, Part 1	\$124,641	88,367	88,367	-	(88,367)
Other Special Revenue & Federal Funds	\$36,103	5,629,115	7,533,920	1,401,822	(6,132,098)
Total	\$5,273,664	11,715,658	12,719,464	4,818,986	(7,900,477)
Teacher Quality					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	22%	0%			
TEM 4	49%	0%			
TEM 3	23%	0%			

Total SBB Allocation			\$3,060,147
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,060,147
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,982,358
			Next year (2024) ... \$3,060,147
		This comparison does not include "locked dollars"	Total Difference \$77,788
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$354,095
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

Section B: Detailed Breakdown					
1	SBB Allocations			\$3,060,147	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	725	\$2,610,000
	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	344	\$123,841
	ELL Weight				
	ELL Weight	0.03	\$90	16	\$1,425
	Mobility Weights				
	Mobility	0.29	\$1,044	25	\$25,660
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	407	\$146,476
	Incoming High Proficiency	0.1	\$360	12	\$4,200
	Increments for Locked Students				
	SWD Self-Contained	0.2	\$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.				\$132,870
SBB Allocations Total				\$3,060,147	
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 	\$4,221	\$4,206	\$14	
	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	
		0.34%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0	



Informational Section

Central High

306 S. Bellevue, Memphis, TN 38104

Grade Level: 9 - 12	School Type Optional	Square Footage 283,230	Student Capacity 1,447	FY2022-23 Utilization 109	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	1,431	1,421	1,315	1,313	(2)
Attendance Rate	96	-	-	-	
Student Demographics					
Economically Disadvantaged	50%	42%	48%	-	
Student with Disability	7%	6%	7%	-	
English Language Learners	3%	2%	4%	-	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	4	4	-
Classroom Teacher	77	66	61	61	-
Special Skills	4	5	4	4	-
Counselors	5	5	5	6	1
Educational Assistant	9	3	4	4	-
Instructional Facilitator	2	1	1	2	1
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	9	38	15	15	-
School level Funds					
General Fund	\$7,779,294	7,303,052	7,064,633	5,545,529	(1,519,104)
Title 1	\$513,436	751,305	988,908	718,760	(270,148)
IDEA, Part 1	\$98,873	118,177	118,177	-	(118,177)
Other Special Revenue & Federal Funds	-	7,303,052	4,444,954	1,624,940	(2,820,014)
Total	\$8,391,604	15,475,586	12,616,671	7,889,229	(4,727,442)
Teacher Quality					
Teachers with TEM 3 or above (%)	97%	0%			
TEM 5	34%	0%			
TEM 4	51%	0%			
TEM 3	12%	0%			

Total SBB Allocation			\$5,533,689	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,533,689	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$5,533,689	
			Next year (2024) ... \$5,533,689	
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.	\$718,760	
	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.	



Informational Section

Section B: Detailed Breakdown																																																																																																																							
1	SBB Allocations			\$5,533,689																																																																																																																			
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Informational Section

Cordova High School

1800 Berryhill Rd., Cordova, TN 38018

Grade Level: 9 - 12 School Type: Traditional Square Footage: 278,000 Student Capacity: 2,151 FY2022-23 Utilization: 106 FCI: 8

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	2,198	2,244	2,060	2,094	34
Attendance Rate	94	-	-	-	-
Student Demographics					
Economically Disadvantaged	35%	28%	32%	-	-
Student with Disability	12%	11%	11%	-	-
English Language Learners	7%	7%	8%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	6	6	6	-
Classroom Teacher	119	120	101	101	-
Special Skills	1	1	1	1	-
Counselors	5	7	7	7	-
Educational Assistant	16	21	22	24	2
Instructional Facilitator	2	1	2	2	-
librarian	2	2	2	2	-
Nutrition	7	-	-	-	-
other	12	63	25	28	3
School Level Funds					
General Fund	\$11,814,389	11,750,647	11,770,196	8,634,190	(3,136,006)
Title 1	\$699,655	1,004,155	1,327,409	773,120	(554,289)
IDEA, Part 1	\$122,744	144,317	144,317	-	(144,317)
Other Special Revenue & Federal Funds	\$32,701	11,750,647	651,754	3,477,507	2,825,753
Total	\$12,669,491	24,649,765	13,893,676	12,884,817	(1,008,859)
Teacher Quality					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	13%	0%			
TEM 4	41%	0%			
TEM 3	35%	0%			

Total SBB Allocation			\$8,658,325
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$8,658,325
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$8,658,324
			Next year (2024) ... \$8,658,325
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$773,120
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$8,658,325
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	2094
	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	710
	ELL Weight			
	ELL Weight	0.03	\$90	191
	Mobility Weights			
	Mobility	0.29	\$1,044	51
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	890
	Incoming High Proficiency	0.1	\$360	52
	Increments for Locked Students			
	SWD Self-Contained	0.2	\$825	79
	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.			\$389,911
	SBB Allocations Total			\$8,658,325
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,135	\$4,203	(\$68)
		% 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.	-1.65%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Craigmont High

3333 Covington Pike, Memphis, TN 38128

Grade Level: 9 - 12	School Type Optional	Square Footage 324,517	Student Capacity 1,234	FY2022-23 Utilization 74	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	707	726	756	772	16
Attendance Rate	93	-	-	-	-
Student Demographics					
Economically Disadvantaged	62%	49%	55%	-	-
Student with Disability	16%	15%	13%	-	-
English Language Learners	2%	3%	2%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	3	3	-
Classroom Teacher	46	44	39	40	1
Special Skills	1	1	1	1	-
Counselors	3	2	2	2	-
Educational Assistant	9	11	9	10	1
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	8	26	17	17	-
School level Funds					
General Fund	\$4,931,517	4,894,746	4,436,470	3,269,029	(1,167,440)
Title 1	\$359,946	510,581	598,387	523,970	(74,417)
IDEA, Part 1	\$47,941	51,957	51,957	-	(51,957)
Other Special Revenue & Federal Funds	\$0	4,894,746	145,038	1,744,003	1,598,965
Total	\$5,589,549	10,352,030	5,231,852	5,537,002	305,150
Teacher Quality					
Teachers with TEM 3 or above (%)	77%	0%			
TEM 5	12%	0%			
TEM 4	37%	0%			
TEM 3	29%	0%			

Total SBB Allocation			\$3,264,858
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,264,858
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,248,539
			Next year (2024) ... \$3,264,858
		This comparison does not include "locked dollars"	Total Difference \$16,319
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$523,970
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$3,264,858
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	772
	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	476
	ELL Weight			
	ELL Weight	0.03	\$90	21
	Mobility Weights			
	Mobility	0.29	\$1,044	20
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	430
	Incoming High Proficiency	0.1	\$360	6
	Increments for Locked Students			
	SWD Self-Contained	0.2	\$825	30
	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.			\$109,830
	SBB Allocations Total			\$3,264,858
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,229	\$4,297	(\$68)
		% 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.	-1.61%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Douglass High

3200 Mt. Olive Road, Memphis, TN 38108

Grade Level: 9 - 12 School Type: Optional Square Footage: 146,568 Student Capacity: 757 FY2022-23 Utilization: 67 FCI: 1

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	612	621	641	651	10
Attendance Rate	89	-	-	-	-
Student Demographics					
Economically Disadvantaged	79%	69%	73%	-	-
Student with Disability	17%	15%	15%	-	-
English Language Learners	8%	9%	10%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	3	3	-
Classroom Teacher	29	35	29	29	-
Special Skills	2	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	5	6	9	11	2
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	7	25	17	19	2
School level Funds					
General Fund	\$3,360,481	3,788,807	3,701,084	2,732,172	(968,912)
Title 1	\$255,406	473,715	655,453	500,565	(154,888)
IDEA, Part 1	\$128,425	180,005	180,005	-	(180,005)
Other Special Revenue & Federal Funds	\$0	3,788,807	160,027	1,561,774	1,401,748
Total	\$3,744,314	8,231,334	4,696,569	4,794,511	97,942
Teacher Quality					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	12%	0%			
TEM 4	52%	0%			
TEM 3	24%	0%			

Total SBB Allocation			\$2,857,509	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,857,509	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,857,509	
			Next year (2024) ... \$2,857,509	
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.	\$500,565	
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,857,509
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	651
	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	484
	ELL Weight			
	ELL Weight	0.03	\$90	61
	Mobility Weights			
	Mobility	0.29	\$1,044	25
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	408
	Incoming High Proficiency	0.1	\$360	8
	Increments for Locked Students			
	SWD Self-Contained	0.2	\$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.			\$134,927
	SBB Allocations Total			\$2,857,509
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,389	\$4,458	(\$68)
		% 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.	-1.56%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

East High

3206 Poplar, Memphis, TN 38111

Grade Level: 9 - 12	School Type Optional	Square Footage 189,493	Student Capacity 1,338	FY2022-23 Utilization 39	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	506	615	568	557	(11)
Attendance Rate	99	-	-	-	
Student Demographics					
Economically Disadvantaged	28%	20%	21%	-	
Student with Disability	2%	2%	2%	-	
English Language Learners	1%	0%	0%	-	
Key School Positions-All Funding Sources					
Principal	1	2	1	1	-
Vice/Assistant Principal	1	3	3	3	-
Classroom Teacher	22	36	35	36	1
Special Skills	1	1	1	1	-
Counselors	2	1	1	1	-
Educational Assistant	1	-	-	1	1
Instructional Facilitator	2	1	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	7	21	10	11	1
School level Funds					
General Fund	\$3,511,764	5,452,332	5,039,382	2,293,423	(2,745,959)
Title 1	\$144,189	165,143	228,006	135,145	(92,861)
IDEA, Part 1	\$31,385	-	-	-	-
Other Special Revenue & Federal Funds	\$16,414	5,452,332	2,025,377	632,866	(1,392,511)
Total	\$3,703,753	11,069,807	7,292,765	3,061,434	(4,231,331)
Teacher Quality					
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	30%	0%			
TEM 4	41%	0%			
TEM 3	25%	0%			

Total SBB Allocation			\$3,255,799
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,384,335
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$871,464
How has my funding changed under SBB?		Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,255,800
			Next year (2024) ... \$3,255,799
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$135,145
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$2,384,335
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	616
	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	142
	ELL Weight			
	ELL Weight	0.03	\$90	2
	Mobility Weights			
	Mobility	0.29	\$1,044	5
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	79
	Incoming High Proficiency	0.1	\$360	66
	Increments for Locked Students			
	SWD Self-Contained	0.2	\$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.			\$58,021
	SBB Allocations Total			\$2,384,335
2	SBB Transition Supplements			\$871,464
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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.			\$871,464
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,285	\$5,732	(\$447)
	<p>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.</p>			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-8.45%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$871,464



Informational Section

Germantown High

7653 Old Poplar Pike, Germantown, TN 38138

Grade Level: 9 - 12	School Type Optional	Square Footage 272,375	Student Capacity 2,028	FY2022-23 Utilization 101	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	1,971	1,947	1,809	1,810	1
Attendance Rate	99	-	-	-	-
Student Demographics					
Economically Disadvantaged	28%	22%	26%	-	-
Student with Disability	8%	6%	6%	-	-
English Language Learners	2%	2%	2%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	6	6	-
Classroom Teacher	106	100	87	87	-
Special Skills	1	1	1	1	-
Counselors	5	6	6	6	-
Educational Assistant	11	9	10	10	-
Instructional Facilitator	2	1	1	1	-
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	17	59	21	23	2
School level Funds					
General Fund	\$11,061,143	10,814,086	10,288,046	7,697,413	(2,590,634)
Title 1	\$336,647	570,692	808,441	551,150	(257,291)
IDEA, Part 1	\$180,391	209,733	209,733	-	(209,733)
Other Special Revenue & Federal Funds	\$2,814	10,814,086	247,325	2,998,039	2,750,714
Total	\$11,580,996	22,408,598	11,553,545	11,246,601	(306,943)
Teacher Quality					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	47%	0%			
TEM 4	39%	0%			
TEM 3	14%	0%			

Total SBB Allocation			\$7,692,814
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$7,692,814
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$7,368,864
			Next year (2024) ... \$7,692,814
		This comparison does not include "locked dollars"	Total Difference \$323,950
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$551,150
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

Section B: Detailed Breakdown				
1	SBB Allocations	\$7,692,814		
SBB Weights		Weight	Amount per Student	Enrollment
Base Weight				Total
All Students		1	\$3,600	1810
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	564
ELL Weight				
ELL Weight		0.03	\$90	41
Mobility Weights				
Mobility		0.29	\$1,044	35
Academic Performance Weights				
Incoming Low Proficiency		0.1	\$360	752
Incoming High Proficiency		0.1	\$360	58
Increments for Locked Students				
SWD Self-Contained		0.2	\$825	30
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.				\$616,858
SBB Allocations Total				\$7,692,814
2	SBB Transition Supplements	\$0		
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,250	\$4,073	\$177
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.		4.16%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Hamilton High

1363 Person, Memphis, TN 38106

Grade Level: 9 - 12	School Type iZone	Square Footage 336,151	Student Capacity 1,234	FY2022-23 Utilization 61	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	578	625	672	681	9
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Economically Disadvantaged	83%	72%	79%	-	
Student with Disability	21%	19%	17%	-	
English Language Learners	1%	2%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	4	1
Classroom Teacher	94	41	35	35	-
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	15	14	14	15	1
Instructional Facilitator	4	2	3	3	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	19	28	18	18	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
General Fund	\$4,465,859	4,515,754	4,606,459	2,904,682	(1,701,777)
Title 1	\$292,256	484,587	618,981	544,355	(74,626)
IDEA, Part 1	\$266,303	250,293	250,293	-	(250,293)
Other Special Revenue & Federal Funds	\$24,856	4,515,754	606,601	1,923,961	1,317,360
Total	\$5,119,562	9,766,388	6,082,335	5,372,998	(709,337)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	79%	0%			
TEM 5	4%	0%			
TEM 4	21%	0%			
TEM 3	54%	0%			

Total SBB Allocation			\$3,063,936
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,063,936
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,063,936
			Next year (2024) ... \$3,063,936
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$544,355
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

Section B: Detailed Breakdown				
1	SBB Allocations	\$3,063,936		
SBB Weights		Weight	Amount per Student	Enrollment
Base Weight				Total
All Students		1	\$3,600	681
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	554
ELL Weight				
ELL Weight		0.03	\$90	12
Mobility Weights				
Mobility		0.29	\$1,044	25
Academic Performance Weights				
Incoming Low Proficiency		0.1	\$360	489
Incoming High Proficiency		0.1	\$360	1
Increments for Locked Students				
SWD Self-Contained		0.2	\$825	54
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.				\$164,418
SBB Allocations Total				\$3,063,936
2	SBB Transition Supplements	\$0		
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,499	\$4,559	(\$60)
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.		-1.34%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Kingsbury High

1270 N. Graham, Memphis, TN 38122

Grade Level: 9 - 12 School Type: Optional Square Footage: 219,210 Student Capacity: 1,122 FY2022-23 Utilization: 114 FCI: 7

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	1,332	1,347	1,292	1,304	12
Attendance Rate	93	-	-	-	-
Student Demographics					
Economically Disadvantaged	55%	42%	45%	-	-
Student with Disability	15%	13%	10%	-	-
English Language Learners	25%	27%	29%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	5	5	5	-
Classroom Teacher	70	74	72	73	1
Special Skills	1	1	1	1	-
Counselors	4	5	5	5	-
Educational Assistant	12	14	15	15	-
Instructional Facilitator	2	3	4	4	-
librarian	2	1	1	1	-
Nutrition	6	-	-	-	-
other	11	59	20	21	1
School level Funds					
General Fund	\$7,082,022	6,881,020	7,487,834	5,464,815	(2,023,019)
Title 1	\$541,969	856,778	1,117,313	726,310	(391,003)
IDEA, Part 1	\$160,759	201,208	201,208	-	(201,208)
Other Special Revenue & Federal Funds	\$217,026	6,881,020	9,464,328	2,552,743	(6,911,585)
Total	\$8,001,778	14,820,026	18,270,683	8,743,868	(9,526,816)
Teacher Quality					
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	14%	0%			
TEM 4	26%	0%			
TEM 3	42%	0%			

Total SBB Allocation			\$5,532,309	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,532,309	
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 under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$5,532,310	
			Next year (2024) ... \$5,532,309	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.	\$726,310	
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

Section B: Detailed Breakdown					
1	SBB Allocations				\$5,532,309
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	1304	\$4,694,400
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	640	\$230,351
ELL Weight					
ELL Weight		0.03	\$90	398	\$35,828
Mobility Weights					
Mobility		0.29	\$1,044	27	\$28,334
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	808	\$291,053
Incoming High Proficiency		0.1	\$360	2	\$704
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	41	\$33,825
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.					\$217,814
SBB Allocations Total					\$5,532,309
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$4,243	\$4,282	(\$39)
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.			-0.93%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Informational Section

Kirby High

4080 Kirby Parkway, Memphis, TN 38115

Grade Level: 9 - 12 School Type: Traditional Square Footage: 206,224 Student Capacity: 1,332 FY2022-23 Utilization: 81 FCI: 11

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	895	807	846	843	(3)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	65%	50%	59%	-	
Student with Disability	14%	12%	10%	-	
English Language Learners	7%	7%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	4	4	4	-
Classroom Teacher	56	45	38	39	1
Special Skills	-	-	-	-	-
Counselors	4	4	4	4	-
Educational Assistant	7	14	13	15	2
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	12	30	19	19	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$5,452,231	6,062,312	5,210,965	3,473,473	(1,737,492)
Title 1	\$406,729	538,033	748,980	593,430	(155,550)
IDEA, Part 1	\$164,741	177,620	177,620	-	(177,620)
Other Special Revenue & Federal Funds	\$989	6,062,312	4,200,355	1,673,620	(2,526,735)
Total	\$6,024,692	12,840,277	10,337,920	5,740,524	(4,597,397)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	83%	0%			
TEM 5	5%	0%			
TEM 4	38%	0%			
TEM 3	40%	0%			

Total SBB Allocation			\$3,688,413
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,688,413
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,688,413
			Next year (2024) ... \$3,688,413
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$593,430
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

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SBB Transition Supplements TOTAL				\$0																																																																																																																			



Informational Section

Manassas High

1111 Manassas, Memphis, TN 38107

Grade Level: 9 - 12	School Type iZone	Square Footage 139,338	Student Capacity 659	FY2022-23 Utilization 77	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	406	393	329	326	(8)
Attendance Rate	93	-	-	-	
Student Demographics					
Economically Disadvantaged	78%	68%	73%	-	
Student with Disability	19%	13%	15%	-	
English Language Learners	1%	0%	1%	-	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	30	24	21	22	1
Special Skills	-	-	-	-	-
Counselors	2	1	3	3	-
Educational Assistant	8	11	10	10	-
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	8	21	10	10	-
School level Funds					
General Fund	\$3,108,502	2,931,814	2,686,511	1,753,812	(932,699)
Title 1	\$219,356	276,692	331,186	268,780	(62,406)
IDEA, Part 1	\$197,372	188,046	188,046	-	(188,046)
Other Special Revenue & Federal Funds	-	2,931,814	361,962	1,324,482	962,519
Total	\$3,525,230	6,328,365	3,567,706	3,347,074	(220,632)
Teacher Quality					
Teachers with TEM 3 or above (%)	72%	0%			
TEM 5	6%	0%			
TEM 4	25%	0%			
TEM 3	42%	0%			

Total SBB Allocation			\$1,786,873
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,786,873
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,786,873
			Next year (2024) ... \$1,786,873
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$268,780
	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.



Informational Section

Section B: Detailed Breakdown				
1	SBB Allocations			\$1,786,873
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	326
	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	263
	ELL Weight			
	ELL Weight	0.03	\$90	5
	Mobility Weights			
	Mobility	0.29	\$1,044	12
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	205
	Incoming High Proficiency	0.1	\$360	0
	Increments for Locked Students			
	SWD Self-Contained	0.2	\$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.			\$405,363
	SBB Allocations Total			\$1,786,873
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$5,481	\$5,431	\$50
	<p>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.</p>			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		0.91%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Melrose High

2870 Deadrick, Memphis, TN 38114

Grade Level: 9 - 12	School Type iZone	Square Footage 280,000	Student Capacity 1,123	FY2022-23 Utilization 53	FCI: 17
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	691	752	690	684	(6)
Attendance Rate	91	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	79%	68%	75%	-	
Student with Disability	14%	11%	10%	-	
English Language Learners	3%	4%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	4	4	-
Classroom Teacher	72	42	31	31	-
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	5	8	7	7	-
Instructional Facilitator	3	2	2	2	-
librarian	2	1	1	1	-
Nutrition	4	-	-	-	-
other	13	28	13	13	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,795,943	3,991,362	3,921,423	2,858,468	(1,062,955)
Title 1	\$242,363	550,934	743,437	530,765	(212,672)
IDEA, Part 1	\$3,998	34,043	34,043	-	(34,043)
Other Special Revenue & Federal Funds	\$16,488	3,991,362	129,426	1,047,155	917,729
Total	\$4,129,080	8,567,701	4,828,329	4,436,389	(391,940)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	87%	0%			
TEM 5	24%	0%			
TEM 4	24%	0%			
TEM 3	39%	0%			

Total SBB Allocation			\$3,091,028
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,091,028
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,091,028
			Next year (2024) ... \$3,091,028
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$530,765
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

Section B: Detailed Breakdown					
1	SBB Allocations				\$3,091,028
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	684	\$2,462,400
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	519	\$186,683
ELL Weight					
ELL Weight		0.03	\$90	40	\$3,570
Mobility Weights					
Mobility		0.29	\$1,044	27	\$27,770
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	430	\$154,885
Incoming High Proficiency		0.1	\$360	0	\$0
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	22	\$18,150
<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>					\$237,570
SBB Allocations Total					\$3,091,028
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
<p>This is an additional <u>temporary</u> 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.</p>					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil
<p>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.</p> <ul style="list-style-type: none"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>			\$4,519	\$4,480	\$39
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<p>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.</p>			0.87%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Informational Section

Mitchell High

658 Mitchell, Memphis, TN 38109

Grade Level: 9 - 12	School Type iZone	Square Footage 117,630	Student Capacity 951	FY2022-23 Utilization 55	FCI 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	401	421	381	380	(1)
Attendance Rate	96	-	-	-	
Student Demographics					
Economically Disadvantaged	79%	68%	75%	-	
Student with Disability	17%	15%	12%	-	
English Language Learners	0%	0%	0%	-	
Key School Positions-All Funding Sources					
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	7	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	2	-	-	-	-
other	12	20	10	10	-
School level Funds					
General Fund	\$2,902,046	3,031,182	2,746,209	1,845,108	(901,101)
Title 1	\$207,254	294,538	358,187	281,615	(76,572)
IDEA, Part 1	\$46,208	49,692	49,692	-	(49,692)
Other Special Revenue & Federal Funds	\$23,866	3,031,182	1,281,256	950,716	(330,540)
Total	\$3,179,375	6,406,594	4,435,344	3,077,439	(1,357,905)
Teacher Quality					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	32%	0%			
TEM 4	59%	0%			
TEM 3	9%	0%			

Total SBB Allocation			\$1,842,122
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,842,122
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,776,194
			Next year (2024) ... \$1,842,122
		This comparison does not include "locked dollars"	Total Difference \$65,928
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$281,615
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

Section B: Detailed Breakdown

1 SBB Allocations					\$1,842,122
SBB Weights					
Base Weight					
All Students	1	\$3,600	380		\$1,368,000
Grade Weights					
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	303		\$109,210
ELL Weight					
ELL Weight	0.03	\$90	0		\$0
Mobility Weights					
Mobility	0.29	\$1,044	15		\$15,194
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	221		\$79,549
Incoming High Proficiency	0.1	\$360	3		\$958
Increments for Locked Students					
SWD Self-Contained	0.2	\$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.					\$259,312
SBB Allocations Total					\$1,842,122
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> 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					
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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 					
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.					
		Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil	
		\$4,848	\$4,662	\$186	
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		3.83%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



Informational Section

Oakhaven High

3125 Ladbroke Rd., Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 152,940	Student Capacity 534	FY2022-23 Utilization 68	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	366	395	385	401	16
Attendance Rate	95	-	-	-	-
Student Demographics					
Economically Disadvantaged	73%	57%	63%	-	-
Student with Disability	14%	10%	11%	-	-
English Language Learners	14%	6%	9%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	21	22	21	21	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	2	1	1	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	14	7	9	2
School level Funds					
General Fund	\$2,487,216	2,566,268	2,265,646	1,845,650	(419,996)
Title 1	\$189,343	280,940	360,901	294,450	(66,451)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	276,159	2,566,268	6,355,993	707,472	(5,648,521)
Total	\$2,676,559	5,413,475	8,982,541	2,847,572	(6,134,968)
Teacher Quality					
Teachers with TEM 3 or above (%)	72%	0%			
TEM 5	4%	0%			
TEM 4	20%	0%			
TEM 3	48%	0%			

Total SBB Allocation			\$1,842,980
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,842,980
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,783,463
			Next year (2024) ... \$1,842,980
		This comparison does not include "locked dollars"	Total Difference \$59,517
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$294,450
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

Section B: Detailed Breakdown

1 SBB Allocations					\$1,842,980
SBB Weights					
Base Weight					
All Students	1	\$3,600	401		\$1,444,149
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	264		\$94,922
ELL Weight					
ELL Weight	0.03	\$90	36		\$3,232
Mobility Weights					
Mobility	0.29	\$1,044	8		\$7,902
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	200		\$71,846
Incoming High Proficiency	0.1	\$360	4		\$1,516
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.					\$219,411
SBB Allocations Total					\$1,842,980
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,594	\$4,632	(\$38)	
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.		-0.83%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



Informational Section

Overton High

1770 Lanier, Memphis, TN 38117

Grade Level: 9 - 12	School Type Optional	Square Footage 177,940	Student Capacity 1,289	FY2022-23 Utilization 93	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	1,260	1,339	1,412	1,453	41
Attendance Rate	93	-	-	-	-
Student Demographics					
Economically Disadvantaged	59%	47%	49%	-	-
Student with Disability	10%	10%	9%	-	-
English Language Learners	13%	18%	18%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	4	4	4	-
Classroom Teacher	62	77	70	73	3
Special Skills	3	5	5	5	-
Counselors	3	4	4	4	-
Educational Assistant	5	6	6	6	-
Instructional Facilitator	2	2	2	2	-
librarian	1	2	2	2	-
Nutrition	4	-	-	-	-
other	10	46	23	23	-
School level Funds					
General Fund	\$6,878,925	7,956,820	7,946,409	6,041,630	(1,904,779)
Title 1	\$503,375	874,545	1,206,152	816,910	(389,242)
IDEA, Part 1	\$124,889	148,320	148,320	-	(148,320)
Other Special Revenue & Federal Funds	-	7,956,820	425,300	2,598,538	2,173,238
Total	\$7,507,190	16,936,504	9,726,180	9,457,079	(269,102)
Teacher Quality					
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	32%	0%			
TEM 4	39%	0%			
TEM 3	24%	0%			

Total SBB Allocation			\$6,055,493
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,055,493
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$6,055,492
			Next year (2024) ... \$6,055,493
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$816,910
	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

Section B: Detailed Breakdown				
1	SBB Allocations			\$6,055,493
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	1453
	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	771
	ELL Weight			
	ELL Weight	0.03	\$90	267
	Mobility Weights			
	Mobility	0.29	\$1,044	43
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	802
	Incoming High Proficiency	0.1	\$360	22
	Increments for Locked Students			
	SWD Self-Contained	0.2	\$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.			\$168,094
	SBB Allocations Total			\$6,055,493
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,168	\$4,289	(\$121)
		% 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.	-2.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Raleigh-Egypt High

3970 Voltaire, Memphis, TN 38128

Grade Level: 6-12	School Type Traditional	Square Footage 145,850	Student Capacity 1,095	FY2022-23 Utilization 83	FCI: 18
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
6-12	548	657	695	698	3
Attendance Rate	92	-	-	-	-
Student Demographics					
Economically Disadvantaged	77%	63%	67%	-	-
Student with Disability	16%	16%	13%	-	-
English Language Learners	1%	2%	3%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	2	2	2	-
Classroom Teacher	59	35	34	34	-
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	6	8	8	9	1
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	10	34	14	14	-
School level Funds					
General Fund	\$4,097,321	3,956,992	4,872,142	2,894,148	(1,977,994)
Title 1	\$272,522	486,042	685,059	531,520	(153,539)
IDEA, Part 1	\$76,007	135,709	135,709	-	(135,709)
Other Special Revenue & Federal Funds	-	3,956,992	481,774	1,092,636	610,862
Total	\$4,445,851	8,535,734	6,174,684	4,518,304	(1,656,380)
Teacher Quality					
Teachers with TEM 3 or above (%)	90%	0%			
TEM 5	28%	0%			
TEM 4	40%	0%			
TEM 3	22%	0%			

Total SBB Allocation			\$3,096,450
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,096,450
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,096,450
			Next year (2024) ... \$3,096,450
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$531,520
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.



Informational Section

Section B: Detailed Breakdown				
1	SBB Allocations	\$3,096,450		
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	698
	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	499
	ELL Weight			
	ELL Weight	0.03	\$90	29
	Mobility Weights			
	Mobility	0.29	\$1,044	27
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	400
	Incoming High Proficiency	0.1	\$360	4
	Increments for Locked Students			
	SWD Self-Contained	0.2	\$825	18
	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.			\$212,928
SBB Allocations Total				\$3,096,450
2	SBB Transition Supplements	\$0		
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023- 2024)	Dollar per Pupil This Year (2022-2023)	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"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			
	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.			
		\$4,436	\$4,455	(\$20)
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-0.45%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Ridgeway High

2009 Ridgeway Rd, Memphis, TN 38119

Grade Level: 9 - 12 School Type: Optional Square Footage: 247,000 Student Capacity: 1,330 FY2022-23 Utilization: 94 FCI: 6

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	938	852	801	805	4
Attendance Rate	96	-	-	-	-
Student Demographics					
Economically Disadvantaged	51%	38%	43%	-	-
Student with Disability	10%	10%	9%	-	-
English Language Learners	3%	3%	3%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	3	3	3	-
Classroom Teacher	61	47	40	40	-
Special Skills	2	-	-	-	-
Counselors	4	4	4	4	-
Educational Assistant	6	7	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	7	25	10	10	-
School level Funds					
General Fund	\$5,847,000	5,417,683	4,797,060	3,349,653	(1,447,407)
Title 1	\$433,282	502,239	575,243	406,190	(169,053)
IDEA, Part 1	\$202,667	237,801	237,801	-	(237,801)
Other Special Revenue & Federal Funds	-	5,417,683	216,967	1,462,710	1,245,743
Total	\$6,482,950	11,575,405	5,827,071	5,218,554	(608,517)
Teacher Quality					
Teachers with TEM 3 or above (%)	89%	0%			
TEM 5	28%	0%			
TEM 4	43%	0%			
TEM 3	19%	0%			

Total SBB Allocation			\$3,350,441	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,350,441	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,350,441	
			Next year (2024) ... \$3,350,441	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies		
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.	\$406,190	
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

Section B: Detailed Breakdown					
1	SBB Allocations				\$3,350,441
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	805	\$2,898,000
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	388	\$139,506
ELL Weight					
ELL Weight		0.03	\$90	28	\$2,511
Mobility Weights					
Mobility		0.29	\$1,044	25	\$25,597
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	419	\$150,986
Incoming High Proficiency		0.1	\$360	8	\$2,753
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	16	\$13,200
<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>					\$117,888
SBB Allocations Total					\$3,350,441
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
<p>This is an additional <u>temporary</u> 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.</p>					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil
<p>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.</p> <ul style="list-style-type: none"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>			\$4,162	\$4,183	(\$21)
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<p>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.</p>			-0.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Informational Section

Sheffield High

4315 Sheffield Avenue Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 193,236	Student Capacity 991	FY2022-23 Utilization 76	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	511	537	497	490	(7)
Attendance Rate	87	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Economically Disadvantaged	71%	54%	57%	-	
Student with Disability	17%	13%	13%	-	
English Language Learners	22%	27%	33%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	41	32	29	29	-
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	5	7	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	10	23	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
General Fund	\$3,357,596	3,464,439	3,038,001	2,089,685	(948,317)
Title 1	\$368,429	373,461	442,413	352,585	(89,828)
IDEA, Part 1	\$81,812	86,755	86,755	-	(86,755)
Other Special Revenue & Federal Funds	\$33,969	3,464,439	172,890	1,471,040	1,298,150
Total	\$3,841,807	7,389,094	3,740,059	3,913,310	173,251

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	72%	0%			
TEM 5	11%	0%			
TEM 4	26%	0%			
TEM 3	36%	0%			

Total SBB Allocation			\$2,218,250
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,218,250
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,218,249
			Next year (2024) ... \$2,218,250
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$352,585
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

Section B: Detailed Breakdown					
1	SBB Allocations				\$2,218,250
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	490	\$1,764,000
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	301	\$108,322
ELL Weight					
ELL Weight		0.03	\$90	153	\$13,750
Mobility Weights					
Mobility		0.29	\$1,044	10	\$10,951
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	334	\$120,305
Incoming High Proficiency		0.1	\$360	1	\$353
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	28	\$23,100
<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>					\$177,470
SBB Allocations Total					\$2,218,250
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
<p>This is an additional <u>temporary</u> 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.</p>					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil
<p>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.</p> <ul style="list-style-type: none"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>			\$4,527	\$4,463	\$64
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<p>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.</p>			1.41%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Informational Section

Southwind High

7900 East Shelby Dr., Memphis, TN 38125

Grade Level: 9 - 12	School Type Traditional	Square Footage 326,926	Student Capacity 2,155	FY2022-23 Utilization 69	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	1,549	1,463	1,507	1,509	2
Attendance Rate	93	-	-	-	-
Student Demographics					
Economically Disadvantaged	45%	32%	42%	-	-
Student with Disability	10%	10%	9%	-	-
English Language Learners	4%	4%	4%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	5	5	-
Classroom Teacher	79	82	72	72	-
Special Skills	-	-	-	-	-
Counselors	5	5	5	5	-
Educational Assistant	10	9	12	12	-
Instructional Facilitator	1	1	3	4	1
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	7	50	15	15	-
School level Funds					
General Fund	\$8,294,517	8,039,494	7,917,891	6,394,644	(1,523,247)
Title 1	\$541,534	727,057	907,276	722,535	(184,741)
IDEA, Part 1	\$109,733	116,764	116,764	-	(116,764)
Other Special Revenue & Federal Funds	-	8,039,494	2,670,793	2,100,375	(570,419)
Total	\$8,945,785	16,922,810	11,612,725	9,217,553	(2,395,172)
Teacher Quality					
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	22%	0%			
TEM 4	46%	0%			
TEM 3	18%	0%			

Total SBB Allocation			\$6,388,538
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,388,538
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$6,325,453
			Next year (2024) ... \$6,388,538
		This comparison does not include "locked dollars"	Total Difference \$63,085
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$722,535
	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

Section B: Detailed Breakdown

1 SBB Allocations					\$6,388,538
SBB Weights					
Base Weight					
All Students	1	\$3,600	1509	\$5,431,680	
Grade Weights					
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	709	\$255,329	
ELL Weight					
ELL Weight	0.03	\$90	61	\$5,479	
Mobility Weights					
Mobility	0.29	\$1,044	18	\$19,288	
Academic Performance Weights					
Incoming Low Proficiency	0.1	\$360	761	\$274,028	
Incoming High Proficiency	0.1	\$360	23	\$8,148	
Increments for Locked Students					
SWD Self-Contained	0.2	\$825	34	\$28,050	
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.					\$366,536
SBB Allocations Total					\$6,388,538
2 SBB Transition Supplements					\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> 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					
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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 					
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.					
		Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil	
		\$4,234	\$4,197	\$37	
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		0.87%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



Informational Section

Trezevant High

3350 Trezevant, Memphis, TN 38127

Grade Level: 9 - 12 School Type: izone Square Footage: 269,765 Student Capacity: 1,414 FY2022-23 Utilization: 44 FCI: 19

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	445	512	487	514	27
Attendance Rate	88	-	-	-	-
Student Demographics					
Economically Disadvantaged	79%	68%	76%	-	-
Student with Disability	21%	21%	25%	-	-
English Language Learners	0%	0%	0%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	69	25	28	28	-
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	16	8	12	12	-
Instructional Facilitator	4	1	1	1	-
librarian	2	1	1	1	-
Nutrition	7	-	-	-	-
other	16	21	16	17	1
School level Funds					
General Fund	3,571,137	3,343,229	2,878,739	2,214,537	(664,202)
Title 1	298,209	345,154	486,671	412,985	(73,686)
IDEA, Part 1	160,568	150,399	150,399	-	(150,399)
Other Special Revenue & Federal Funds	2,032	3,343,229	644,762	1,709,336	1,064,573
Total	4,031,946	7,182,011	4,160,571	4,336,858	176,286
Teacher Quality					
Teachers with TEM 3 or above (%)	61%	0%			
TEM 5	0%	0%			
TEM 4	2%	0%			
TEM 3	59%	0%			

Total SBB Allocation			\$2,210,456
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,210,456
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,189,959
			Next year (2024) ... \$2,210,456
		This comparison does not include "locked dollars"	Total Difference \$20,497
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$412,985
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

Section B: Detailed Breakdown				
1	SBB Allocations	\$2,210,456		
SBB Weights		Weight	Amount per Student	Enrollment
Base Weight				
All Students		1	\$3,600	514
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	397
ELL Weight				
ELL Weight		0.03	\$90	3
Mobility Weights				
Mobility		0.29	\$1,044	19
Academic Performance Weights				
Incoming Low Proficiency		0.1	\$360	313
Incoming High Proficiency		0.1	\$360	3
Increments for Locked Students				
SWD Self-Contained		0.2	\$825	45
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.				\$46,573
SBB Allocations Total				\$2,210,456
2	SBB Transition Supplements	\$0		
SCS Staffing Supplement				
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 		\$4,302	\$4,497	(\$195)
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
		-4.53%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Informational Section

Westwood High

4480 Westmont Avenue Memphis, TN 38109

Grade Level: 9 - 12	School Type iZone	Square Footage 181,342	Student Capacity 1,003	FY2022-23 Utilization 33	FCI: 42
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	345	357	301	298	(3)
Attendance Rate	96	-	-	-	
Student Demographics					
Economically Disadvantaged	79%	65%	74%	-	
Student with Disability	24%	19%	20%	-	
English Language Learners	1%	1%	0%	-	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	25	20	17	17	-
Special Skills	-	-	-	-	-
Counselors	1	2	1	2	1
Educational Assistant	5	8	7	7	-
Instructional Facilitator	1	1	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	8	17	11	11	-
School level Funds					
General Fund	\$2,833,673	2,569,710	2,416,129	1,753,122	(663,008)
Title 1	\$189,875	252,882	270,598	246,130	(24,468)
IDEA, Part 1	\$127,565	147,706	147,706	-	(147,706)
Other Special Revenue & Federal Funds	-	2,569,710	3,411,544	959,785	(2,451,759)
Total	\$3,151,114	5,540,009	6,245,977	2,959,037	(3,286,941)
Teacher Quality					
Teachers with TEM 3 or above (%)	66%	0%			
TEM 5	7%	0%			
TEM 4	7%	0%			
TEM 3	52%	0%			

Total SBB Allocation			\$1,826,513
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,826,513
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,826,513
			Next year (2024) ... \$1,826,513
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$246,130
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

Section B: Detailed Breakdown					
1	SBB Allocations	\$1,826,513			
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	298	\$1,072,800
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	235	\$84,504
ELL Weight					
ELL Weight		0.03	\$90	1	\$83
Mobility Weights					
Mobility		0.29	\$1,044	12	\$13,041
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	180	\$64,743
Incoming High Proficiency		0.1	\$360	0	\$0
Increments for Locked Students					
SWD Self-Contained		0.2	\$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.					
SBB Allocations Total					\$1,826,513
2	SBB Transition Supplements	\$0			
SCS Staffing Supplement					
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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.		\$6,129	\$6,068	\$61	
<ul style="list-style-type: none"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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.		1.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



Informational Section

White Station High

514 S. Perkins Memphis, TN 38117

Grade Level: 9 - 12	School Type Optional	Square Footage 247,624	Student Capacity 1,991	FY2022-23 Utilization 109	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	2,013	1,998	1,832	1,791	(41)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Economically Disadvantaged	25%	18%	23%	-	
Student with Disability	9%	8%	8%	-	
English Language Learners	3%	3%	3%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	5	5	5	-
Classroom Teacher	25	101	94	94	-
Special Skills	-	6	6	6	-
Counselors	1	5	5	5	-
Educational Assistant	5	13	14	14	-
Instructional Facilitator	1	2	1	2	1
librarian	1	2	2	2	-
Nutrition	3	-	-	-	-
other	8	46	13	13	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
General Fund	\$2,833,673	12,044,072	10,420,706	7,616,083	(2,804,622)
Title 1	\$189,875	519,804	621,682	485,465	(136,217)
IDEA, Part 1	\$127,565	456,838	503,103	-	(503,103)
Other Special Revenue & Federal Funds	-	12,044,072	1,625,266	2,899,021	1,273,755
Total	\$3,151,114	25,064,785	13,170,756	11,000,570	(2,170,187)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	66%	0%			
TEM 5	7%	0%			
TEM 4	7%	0%			
TEM 3	52%	0%			

Total SBB Allocation			\$7,276,376
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$7,276,376
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$7,276,376
			Next year (2024) ... \$7,276,376
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies	
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.	\$485,465
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

Section B: Detailed Breakdown				
1	SBB Allocations			\$7,276,376
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	1791
	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	461
	ELL Weight			
	ELL Weight	0.03	\$90	67
	Mobility Weights			
	Mobility	0.29	\$1,044	44
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	395
	Incoming High Proficiency	0.1	\$360	264
	Increments for Locked Students			
	SWD Self-Contained	0.2	\$825	8
	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.			\$365,822
	SBB Allocations Total			\$7,276,376
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> Gain Limit Cap: +9.0% on a \$pp basis Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>	\$4,062	\$3,972	\$90
	<p>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.</p>			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		2.22%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Informational Section

Whitehaven High

4851 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: 9 - 12	School Type Empowerment/Optional	Square Footage 212,776	Student Capacity 1,465	FY2022-23 Utilization 120	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY23 vs. FY24 Variance
Enrollment					
9 - 12	1,616	1,522	1,623	1,669	46
Attendance Rate	94	-	-	-	-
Student Demographics					
Economically Disadvantaged	58%	47%	49%	-	-
Student with Disability	10%	8%	8%	-	-
English Language Learners	1%	1%	2%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	7	7	7	-
Classroom Teacher	25	86	72	76	4
Special Skills	-	3	3	3	-
Counselors	1	4	4	4	-
Educational Assistant	5	7	7	7	-
Instructional Facilitator	1	2	2	2	-
librarian	1	2	2	2	-
Nutrition	3	-	-	-	-
other	8	70	18	19	1
School level Funds					
General Fund	\$2,833,673	9,136,220	8,729,219	6,925,680	(1,803,540)
Title 1	\$189,875	1,105,950	1,394,103	952,810	(441,293)
IDEA, Part 1	\$127,565	38,102	38,102	-	(38,102)
Other Special Revenue & Federal Funds	-	9,136,220	1,936,622	2,401,524	464,902
Total	\$3,151,114	19,416,492	12,098,046	10,280,013	(1,818,033)
Teacher Quality					
Teachers with TEM 3 or above (%)	66%	0%			
TEM 5	7%	0%			
TEM 4	7%	0%			
TEM 3	52%	0%			

Total SBB Allocation			\$6,800,886
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,800,886
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
			This Year (2023) ... \$6,800,886
			Next year (2024) ... \$6,800,886
		This comparison does not include "locked dollars"	Total Difference (\$0)
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies			
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.	\$952,810
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

Section B: Detailed Breakdown					
1	SBB Allocations				\$6,800,886
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	1610	\$5,796,000
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	922	\$331,862
ELL Weight					
ELL Weight		0.03	\$90	37	\$3,295
Mobility Weights					
Mobility		0.29	\$1,044	29	\$30,596
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	694	\$249,982
Incoming High Proficiency		0.1	\$360	48	\$17,427
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	13	\$10,725
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.					\$360,998
SBB Allocations Total					\$6,800,886
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	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"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis 			\$4,224	\$4,190	\$34
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.			0.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Informational Section

Wooddale High

5151 Scottsdale Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 263,513	Student Capacity 1,234	FY2022-23 Utilization 71	FCI: 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Adopted	FY 23 vs. FY24 Variance
Enrollment					
9 - 12	606	665	647	656	9
Attendance Rate	93	-	-	-	-
Student Demographics					
Economically Disadvantaged	65%	51%	59%	-	-
Student with Disability	14%	11%	11%	-	-
English Language Learners	10%	14%	19%	-	-
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	3	4	1
Classroom Teacher	25	38	39	39	-
Special Skills	-	1	2	2	-
Counselors	1	2	3	3	-
Educational Assistant	5	9	7	7	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	8	27	17	17	-
School level Funds					
General Fund	\$2,833,673	4,760,390	5,154,842	2,731,532	(2,423,310)
Title 1	\$189,875	453,844	619,912	455,265	(164,647)
IDEA, Part 1	\$127,565	134,874	134,874	-	(134,874)
Other Special Revenue & Federal Funds	-	4,760,390	4,393,723	2,533,822	(1,859,901)
Total	\$3,151,114	10,109,497	10,303,350	5,720,619	(4,582,732)
Teacher Quality					
Teachers with TEM 3 or above (%)	66%	0%			
TEM 5	7%	0%			
TEM 4	7%	0%			
TEM 3	52%	0%			

Total SBB Allocation			\$2,918,684
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,918,684
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,918,684
			Next year (2024) ... \$2,918,684
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
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.	\$455,265
	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

Section B: Detailed Breakdown					
1	SBB Allocations	\$2,918,684			
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	656	\$2,361,600
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	405	\$145,894
ELL Weight					
ELL Weight		0.03	\$90	125	\$11,283
Mobility Weights					
Mobility		0.29	\$1,044	23	\$23,558
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	397	\$142,759
Incoming High Proficiency		0.1	\$360	2	\$827
Increments for Locked Students					
SWD Self-Contained		0.2	\$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.					
SBB Allocations Total					\$2,918,684
2	SBB Transition Supplements	\$0			
SCS Staffing Supplement					
This is an additional <u>temporary</u> 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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil	
<p>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.</p> <ul style="list-style-type: none"> • Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis <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>		\$4,449	\$4,511	(\$62)	
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
<p>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.</p>		-1.39%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



SBB Allocations by District

District 1 Board Member Michelle Robinson Mckissack SBB		District 2 Board Member Althea Greene		District 2 Board Member Althea Greene	
School Name	Allocation	School Name	SBB Allocation	School Name	SBB Allocation
B. T. Washington High	3,134,608	Brownsville Road Elementary	2,303,770	Delano Elementary	1,412,993
Bellevue Middle	2,665,991	Craigmont High	3,269,029	E.E. Jeter School	2,792,446
Bruce Elementary	2,148,796	Craigmont Middle	1,975,523	Egypt Elementary	2,431,613
Central High	5,545,529	Douglass High	2,732,172	Georgian Hills Middle	1,479,795
Downtown Elementary	3,539,035	East High	2,293,423	Grandview Heights Middle School	1,562,267
Idlewild Elementary	3,164,573	Grahamwood Elementary	4,081,971	Hawkins Mill Elementary	1,494,057
LaRose Elementary	1,494,199	Jackson Elementary	1,493,924	Keystone Elementary	2,226,445
Peabody Elementary	1,656,588	Kingsbury Elementary	2,185,255	Lucie E. Campbell Elementary	3,006,130
Rozelle Elementary	1,285,905	Kingsbury High	5,464,815	Lucy Elementary	1,494,857
Snowden School	6,493,981	Kingsbury Middle	2,180,935	Northaven Elementary	1,494,174
Westside Elementary	1,753,643	Manassas High	1,753,812	Raleigh-Egypt High	2,894,148
		Raleigh-Bartlett Meadows Elementary	1,931,286	Raleigh-Egypt Middle	2,262,449
		Springdale Elementary	1,390,332	Scenic Hills Elementary	1,332,678
		Treadwell Elementary	3,947,827	Trezevant High	2,214,537
		Treadwell Middle School	2,747,273	Woodstock Middle School	1,476,360
		Vollentine Elementary	1,495,234		
		Wells Station Elementary	3,003,984		
		William Herbert Brewster Elementary School	2,270,663		



SBB Allocations by District

District 4 Board Member Kevin Woods		District 5 Board Member Calvo		District 6 Board Member Keith Williams	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
Germantown Elementary	3,085,454	Barrets Chapel School	2,791,749	A. B. Hill Elementary	2,708,922
Germantown Middle	3,189,985	Bolton High	3,063,069	Chickasaw Middle	1,480,556
Highland Oaks Elementary	3,639,127	Chimneyrock Elementary School	4,163,256	Cummings School	2,387,802
Germantown High	7,697,413	Cordova Elementary	3,840,156	Double Tree Elementary	1,834,050
Southwind Elementary	3,004,630	Cordova High School	8,634,190	Ford Road Elementary	2,590,591
Southwind High	6,394,644	Dexter School	6,798,948	Geeter School	2,880,805
Highland Oaks Middle	2,665,449	Macon-Hall Elementary	5,358,912	Havenview Middle	3,021,553
Lowrance School	4,224,741	Mt. Pisgah Middle/High	2,696,798	Holmes Road Elementary	3,205,179
Germanshire Elementary	3,377,956	Riverwood Elementary School	4,195,612	J. P. Freeman School	3,039,293
Hickory Ridge Middle	3,559,444			Levi Elementary	2,043,548
Kirby High	3,473,473			Mitchell High	1,845,108
Ross Elementary	3,005,590			Riverview School	2,635,673
Oak Forest Elementary	1,752,952			Westwood High	1,753,122
Winridge Elementary	2,279,931			Whitehaven Elementary	2,160,048
				Whitehaven High	6,925,680
				Westhaven Elementary	3,562,875



SBB Allocations by District

District 7 Board Member Frank Johnson		District 8 Board Member Amber Huett-Garcia		District 9 Board Member Joyce Coleman	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
A. Maceo Walker Middle	3,022,483	Berclair Elementary	3,004,909	Balmoral/Ridgeway Elementary	1,412,180
Alcy Elementary	3,257,524	Frayser-Corning Elementary	1,754,395	Belle Forest Community School	4,434,709
American Way Middle	2,940,823	Georgian Hills Elementary	1,573,868	Bethel Grove Elementary	1,331,379
Cromwell Elementary	1,977,079	Kate Bond Elementary School	3,700,318	Cherokee Elementary	1,920,662
Crump Elementary	2,538,403	Kate Bond Middle School	4,125,774	Colonial Middle	4,288,829
Gardenview Elementary	1,412,781	Richland Elementary	4,194,518	Dunbar Elementary	1,330,165
Getwell Elementary	2,227,131	Shelby Oaks Elementary	3,539,190	Evans Elementary	1,834,347
Parkway Village Elementary	3,788,658	White Station Elementary	3,278,932	Fox Meadows Elementary	2,097,997
Hamilton School	3,242,576	White Station High	7,616,083	Maxine Smith STEAM Academy	1,892,598
Hamilton High	2,904,682	White Station Middle	4,625,415	Melrose High	2,858,468
Hickory Ridge Elementary	3,168,449	Whitney Elementary	1,493,851	Newberry Elementary	1,915,992
Oakhaven Elementary	2,668,454			Overton High	6,041,630
Oakhaven Middle	1,479,729			Ridgeway High	3,349,653
Oakhaven High	1,845,650			Ridgeway Middle	2,505,279
Oakshire Elementary	1,997,048			Sea Isle Elementary	2,046,575
Robert R. Church Elementary	3,197,588			Sharpe Elementary	1,752,305
Sheffield Elementary	2,586,069			Sherwood Elementary	2,588,670
Sheffield High	2,089,685			Sherwood Middle	2,941,350
Winchester Elementary	1,967,464			South Park Elementary	2,259,846
				Willow Oaks Elementary	3,086,467
				Wooddale High	2,731,532



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

Fiscal Year	Tax Year	Residential Property (b)	Commercial Property (b)	Personal Property (b)	Public Utilities (a)
2013	2012	10,649,905,970	5,660,543,555	1,438,945,120	1,098,465,902
2014 (d)	2013	9,588,110,655	5,919,308,700	1,533,153,805	1,125,314,171
2015	2014	9,553,959,920	5,650,054,415	1,473,774,000	1,289,100,925
2016	2015	9,595,800,610	5,701,519,115	1,426,582,015	1,215,978,130
2017	2016	9,658,521,795	5,751,939,895	1,461,401,325	1,230,992,434
2018 (d)	2017	10,678,297,610	6,763,926,870	1,521,169,795	1,284,144,752
2019	2018	10,746,690,380	6,775,006,250	1,569,997,235	1,279,368,476
2020	2019	10,854,705,952	6,853,808,465	1,491,687,060	1,205,125,763
2021	2020	10,937,574,967	6,829,477,860	1,527,218,650	1,294,911,983
2022 (d)	2021	14,073,220,564	8,078,959,390	1,790,947,875	1,566,421,453

(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 20 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 FY 2014, 2018 and 2022 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)
18,847,860,547	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%
25,509,549,282	3.45	85,606,262,905	29.80%



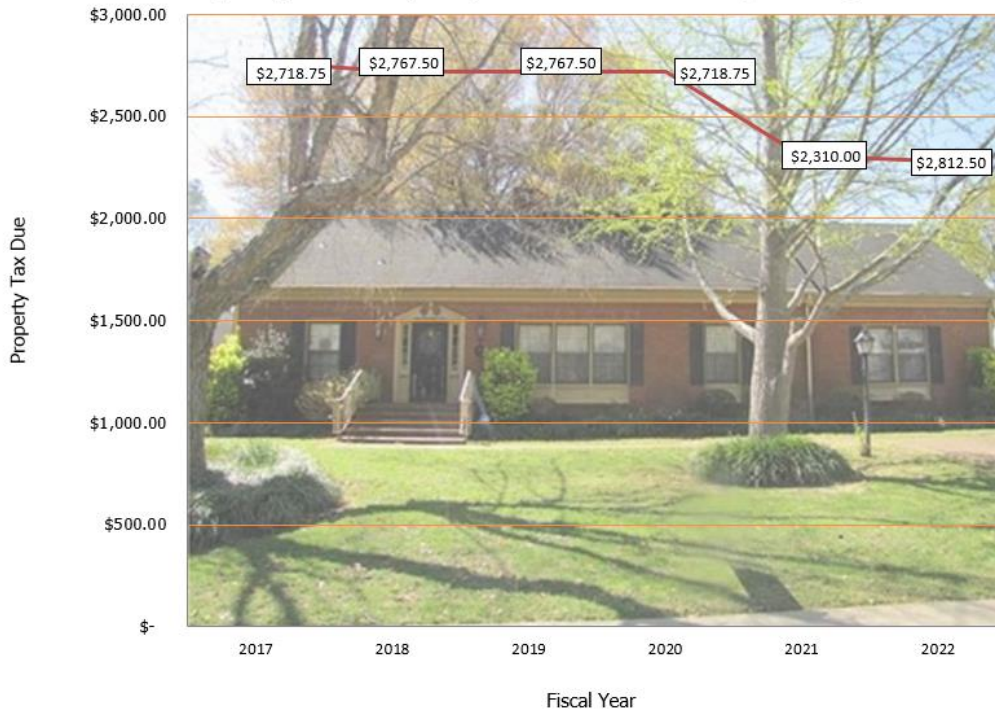


Informational Section

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	\$ 3.27	\$ 3.20	\$ 3.20	\$ 3.20	\$ 2.71	\$ 2.70
Shelby County	4.11	4.05	4.05	4.05	3.45	3.39
Total Combined Tax Rate	\$ 7.38	\$ 7.25	\$ 7.25	\$ 7.25	\$ 6.16	\$ 6.09
Property tax due	\$2,767.50	\$ 2,718.75	\$ 2,718.75	\$ 2,718.75	\$ 2,310.00	\$ 2,283.75
Property tax increase (decrease) from prior year	\$ (150.00)	\$ (48.75)	\$ -	\$ -	\$ (408.75)	\$ (26.25)

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, 2022

Name of Taxpayer	Fiscal 2022 Assessments			Fiscal 2013 Assessments		
	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value
FedEx Express Corporation (and related divs)	\$ 949,697,735	1	3.72%	\$ 578,276,395	1	3.26%
Exeter Property Group	105,561,240	2	0.41%			
AMAZON.COM	92,445,130	3	0.36%			
AT&T Mobility LLC	83,996,856	4	0.33%	65,781,432	3	0.37%
G&I VII Retail Carriage LLC (and related divs)	79,900,240	5	0.31%	59,700,080	6	0.34%
Kroger Companies	73,842,620	6	0.29%	57,541,060	8	0.32%
The Premcor Refining Group LLC	72,191,880	7	0.28%			
Lightman Michael A (and Affiliated LPs)	68,944,960	8	0.27%	52,372,315	10	0.30%
AMISUB (SFH) Inc.	67,700,610	9	0.27%	63,542,400	5	0.36%
BNSF Railway Company	58,829,119	10	0.23%			
Galleria at Wolfchase, LLC				58,317,110	7	0.33%
Bellsouth Telecommunications Inc.				119,381,575	2	0.67%
Belz Investco GP				64,339,215	4	0.36%
Boyle Investment Co.				52,874,110	9	0.30%
Total Assessed Valuation of Top Ten Taxpayers	1,653,110,390		6.48%	1,172,125,692		6.60%
Balance of Assessed Valuation	23,856,438,392		93.52%	16,577,268,953		93.40%
Total Assessed Valuation	\$ 25,509,549,282		100.00%	\$ 17,749,394,645		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
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%	16,368,925	821,373,075	793,923,127	96.66%	96.08%
2021	2020	833,862,400	811,347,150	97.30%	N/A	832,869,240	811,347,150	97.42%	97.30%
2022	(a) 2021	880,079,917	843,818,286	95.88%	N/A	864,226,442	843,818,286	97.64%	95.88%

(a) The effect of property reappraisals are reflected in FY2014, 2018 and 2022 amounts.

Source: Shelby County Trustee Offices.



Informational Section

ii. Tax Rate Trends*

Shelby County, Tennessee

Revenue Capacity Information Property Tax Rates-Direct and Overlapping Governments Last Ten Fiscal Years

	Fiscal Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
County Direct Rates										
General Fund	\$ 1.36	\$ 1.45	\$ 1.45	\$ 1.45	\$ 1.45	\$ 1.43	\$ 1.49	\$ 1.47	\$ 1.47	\$ 1.24
Education (a)	1.91	2.14	2.14	2.14	2.14	1.99	1.94	1.96	1.96	1.64
Debt Service	0.75	0.79	0.78	0.78	0.78	0.69	0.62	0.62	0.62	0.57
Total Direct Rate	4.02	4.38	4.37	4.37	4.37	4.11	4.05	4.05	4.05	3.45
Rural School Bonds (b)	0.04	0.04	---	---	---	---	---	---	---	---
City & Town Rates										
Memphis (c)	3.11	3.40	3.40	3.40	3.40	3.27	3.20	3.20	3.20	2.71
Arlington	1.15	1.15	1.15	1.15	1.15	1.15	1.15	1.37	1.37	1.28
Bartlett	1.49	1.62	1.62	1.62	1.62	1.83	1.83	1.83	1.83	1.75
Collierville	1.43	1.53	1.53	1.78	1.78	1.63	1.83	1.83	1.83	1.72
Germantown	1.49	1.93	1.93	1.93	1.93	1.97	1.95	1.95	1.95	1.68
Lakeland (d)	0.85	0.85	0.85	1.40	1.40	1.25	1.25	1.24	1.24	1.04
Millington	1.23	1.53	1.53	1.53	1.53	1.53	1.53	1.53	1.53	1.40

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 (67.94%) of the County's population resides in the City of Memphis.

*** Note – Tax information reflects the latest available data at the time of publication.**



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VII. STATISTICAL AND OTHER INFORMATION

i. Income Per Capita*

Year	Population	Personal Income (thousands of dollars)	Per Capita Personal Income	Unemployment Rate
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	47,555,669	50,744	2.8%
2020	936,017	50,409,283	53,855	8.4%
2021	924,424	54,738,720	59,212	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 November 2022. Unemployment rate for 2021 has not been released by Tennessee of Labor workforce and development.



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ii. Principal Employers*

Shelby County, Tennessee

Demographic and Economic Information Principal Employers Current Year and Nine Years Ago

Employer	2022			2013		
	Employees	Rank	Percentage of Total Employment	Employees	Rank	Percentage of Total Employment
FedEx Corp	30,000	1	4.82%	31,000	1	5.53%
United States Government	14,000	2	2.25%	13,900	3	2.48%
Shelby County Schools (a)	13,900	3	2.23%	15,969	2	2.85%
Tennessee State Government	13,400	4	2.15%	8,600	5	1.53%
Methodist Le Bonheur Healthcare	12,781	5	2.05%	9,250	4	1.65%
City of Memphis	8,093	6	1.30%	7,152	7	1.28%
Baptist Memorial Health Care Corp.	7,965	7	1.28%	7,286	6	1.30%
Wal-Mart Stores Inc.	7,000	8	1.12%	6,000	8	1.07%
The Kroger Company	6,700	9	1.08%			
Naval Support Activity Mid-South	6,500	10	1.04%	4,076	10	0.73%
Shelby County Government				5,704	9	1.02%
Total	120,339		19.32%	108,937		19.44%

(a) In 2013 Shelby County Schools and Memphis City Schools merged into a single school district that is now Shelby County Schools.

Sources:

Largest employer data for 2013 and 2022 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 for 2020, from the TN Department of Labor & Workforce Development-Employment Security Division, is used as a surrogate for the 2021 figure, which is not expected to be available until 2022.*

* Total Employment:	2022	622,873
	2013	560,376

*** Note – Tax information reflects the latest available data at the time of publication.**



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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>
Charge per lunch to students						
Paid Elementary	\$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
Paid High School	\$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
Charge per lunch to adults	\$3.99	\$3.99	\$3.75	\$3.75	\$3.75	\$2.00
Number of days served	180	175	130	180	175	179
Number of free lunches served	10,404,816	6,289,271	9,951,173	14,435,594	13,979,805	14,504,635
Percent of total lunches served	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Average number of free lunches served daily	57,805	35,939	76,547	80,198	79,885	81,031
Total number of lunches served	10,404,816	6,289,271	9,951,173	14,435,594	13,979,805	14,504,635
Average number of lunches served daily	57,805	35,939	76,547	80,198	79,885	81,031
Weighted FTE Average Daily Attendance						

Source: Tennessee Department of Education School Nutrition Program Year-to-Date
Meal Counts/Participation

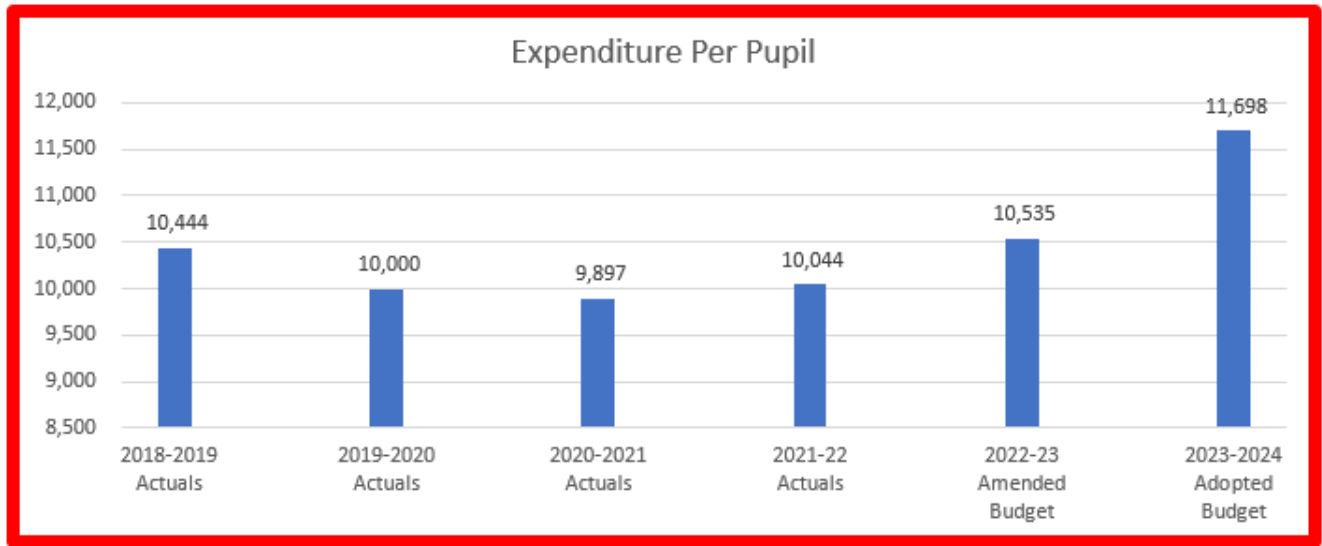
Note: In FY2015, the Shelby County Board of Education implemented the Community Eligibility Provision (CEP) for all schools served by its Division of Nutrition Services. Under Section 104a of the Healthy, Hunger-Free Kids Act, CEP permits the District to serve every student breakfast and lunch every 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.



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iv. General Fund Expenditures Per Pupil

	2018-2019 Actuals	2019-2020 Actuals	2020-2021 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-2024 Adopted Budget
(A) Expenditure	\$ 1,074,185,107	\$ 1,047,660,886	\$ 1,033,792,972	\$ 1,064,181,540	\$ 1,162,559,219	\$ 1,283,983,001
(B) 40 Day Enrollment	102,853	104,770	104,460	105,948	110,354	109,759
(A/B) Expenditure per Pupil	\$ 10,444	\$ 10,000	\$ 9,897	\$ 10,044	\$ 10,535	\$ 11,698





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VIII. DISTRICT PERFORMANCE OBJECTIVES

Key Findings

- In 2023 MSCS earned a composite TVAAS score of 5.
- Overall, 50% of elementary schools, 71% of middle schools, and 65% of high schools earned a TVAAS Level 5 composite score.
- MSCS earned a Level 5 in grade 6 ELA, grade 7 math, grades 5-8 science, and English I and II.
- TCAP proficiency rates increased from 2022 to 2023.
- 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.

Overview

The key performance indicators for October 2023 report TVAAS growth rates, TCAP and EOC achievement gaps by subgroup. 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.



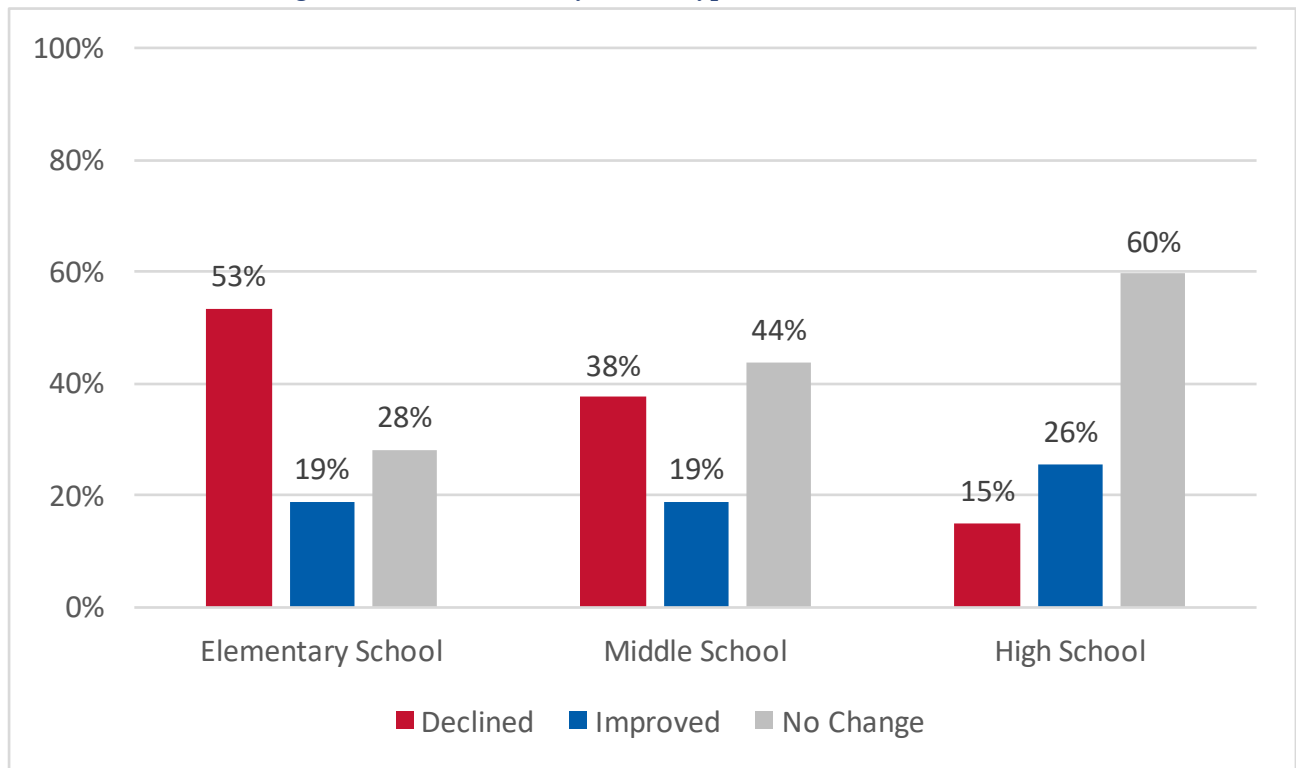


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TVAAS Growth Rates

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, science, and overall; this is an increase from the 2021-22 school year for science. The District also received a composite TVASS score of 3 in social studies, an increase from the 2021-22 school year, and a composite TVAAS score of 1 in numeracy, a decrease from the 2021-22 school year. Trends by school type indicate 19% of elementary schools, 19% of middle schools, and 26% of high schools saw an improvement in TVAAS from 2021-22 to 2022-23. Declines were seen in 53% of elementary schools, 38% of middle schools, and 15% of high schools. Figure 1 provides additional trends by school type.

Figure 1: TVAAS Trends by School Type: 2021-22 to 2022-23

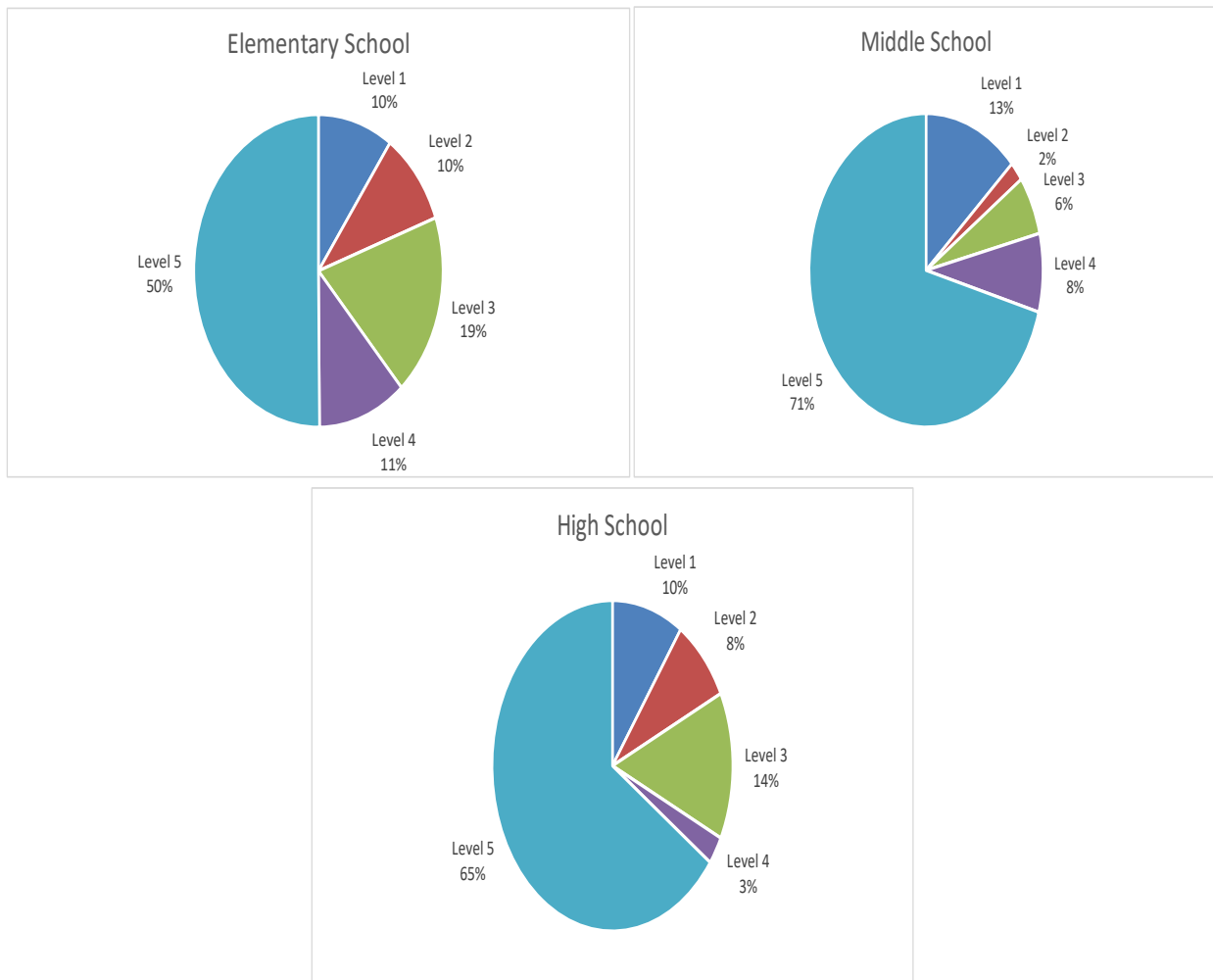




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Figure 2 shows the breakdown of TVAAS levels by school type. Half of elementary schools, 71% of middle schools, and 65% of high schools received a Level 5 TVAAS score. This is a significant change from the 2021-22 school year, with a lower percentage of elementary schools receiving a Level 5 TVAAS score (65%), but a higher percentage of both middle schools (47%) and high schools (39%) receiving a Level 5 TVAAS score in 2022-23.

Figure 2: TVAAS Composites by School Type





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Table 1 shows the subjects that MSCS received a Level 3 or above. Grade 6 received a Level 5 in ELA, grade 7 received a Level 5 in math, and grades 5-8 received a Level 5 in science. For End of Course (EOC) tests, English I and English II both earned a Level 5.

Table 1: 2022-23 TVAAS Level 3 and Above by Subject and Grade

Test	Subject	Level
Grades 3-8 (Grade 4)	English Language Arts	Level 3
Grades 3-8 (Grade 6)	English Language Arts	Level 5
Grades 3-8 (Grade 7)	English Language Arts	Level 4
Grades 3-8 (Grade 7)	Math	Level 5
Grades 3-8 (Grade 5)	Science	Level 5
Grades 3-8 (Grade 6)	Science	Level 5
Grades 3-8 (Grade 7)	Science	Level 5
Grades 3-8 (Grade 8)	Science	Level 5
Grades 3-8 (Grade 6)	Social Studies	Level 4
Grades 3-8 (Grade 8)	Social Studies	Level 3
EOC	Algebra I	Level 3
EOC	English I	Level 5
EOC	English II	Level 5
EOC	Geometry	Level 3
EOC	Integrated Math I	Level 3
EOC	Integrated Math II	Level 3



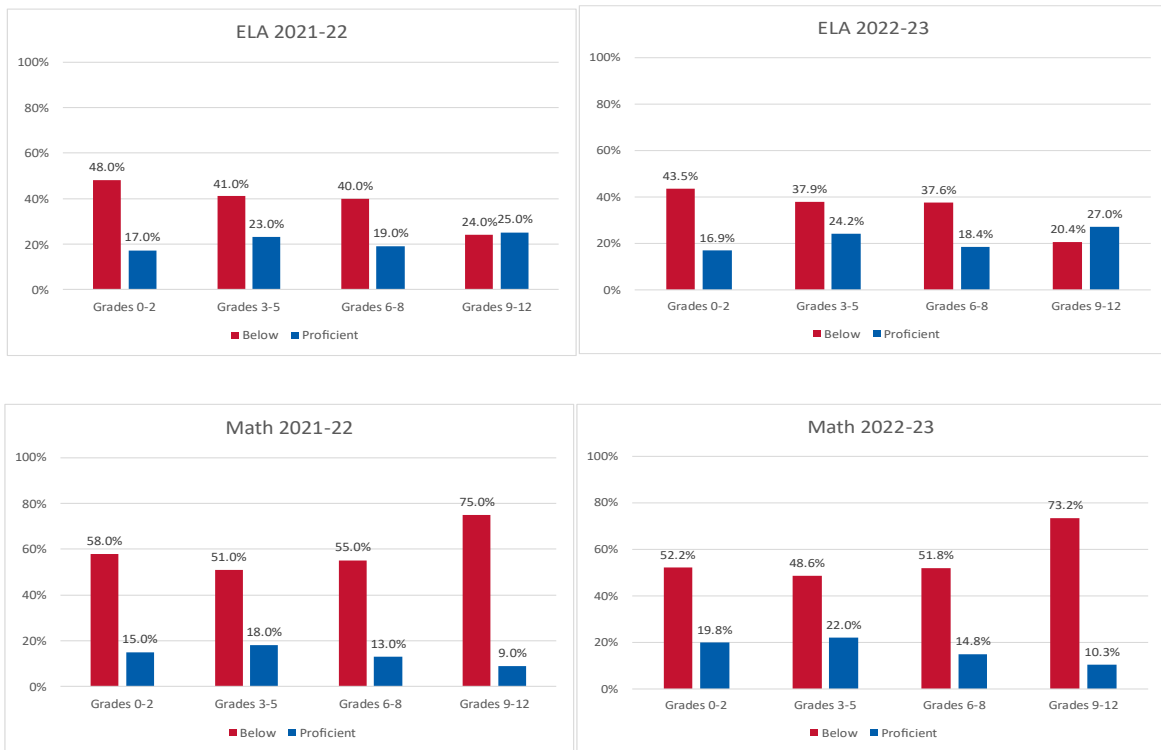


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Trends in TCAP Proficiency Rates

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 was an increase in proficiency in every grade level in ELA and Math between 2020-2021 and 2021-22 school years. There was a higher percentage of students who were 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 similar trends as it relates to ELA 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 2 percentage points and the below rate decreased by 3 percentage points. In Math subjects, the MSCS proficiency rate increased by 1 percentage point, while the below rate declined by 2 percentage points.



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Figure 4: District Achievement Data Over Time in High School ELA and Math

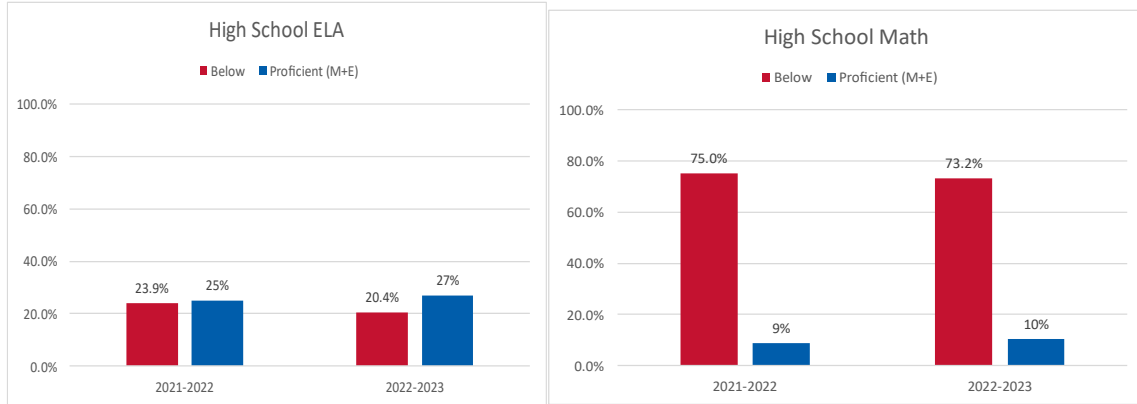
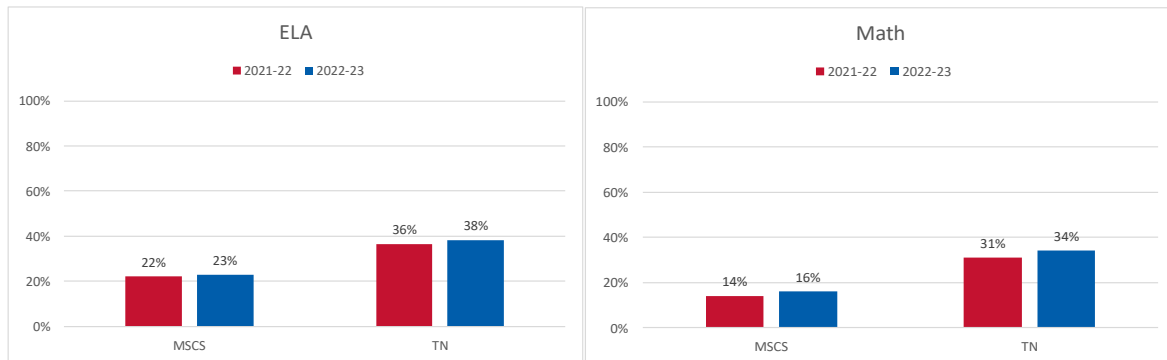


Figure 5 displays MSCS and TN proficiency rates for ELA and Math for grades 3-12. In ELA subjects, the MSCS proficiency rate increased by 1 percentage point, but the District’s ELA proficiency rate remains below state rates. In Math, the MSCS proficiency rate increased by 2 percentage points from 2022 to 2023. The District’s Math proficiency in 2023 was 17 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



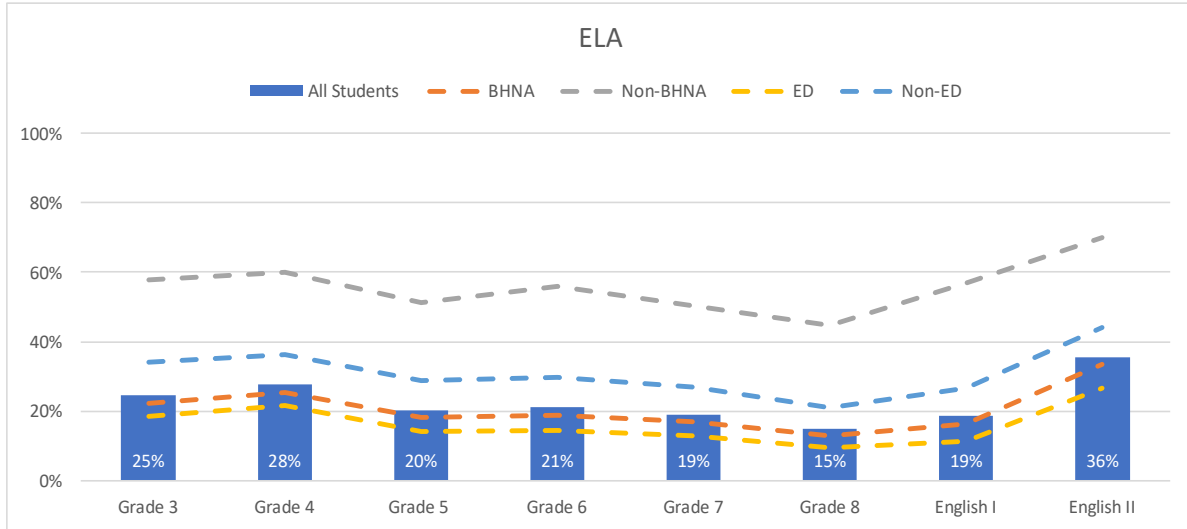
TCAP Proficiency Rates by Subgroup

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 Black, Hispanic, or Native American (BHNA) & Non-BHNA and economically disadvantaged (ED) & Non-ED students. As shown in Figure 6, overall proficiency rates ranged between 15% to 36% in ELA subjects across grade levels. Grade 8 earned the lowest proficiency rate for all students, 14.9%, and English II earned the highest proficiency rate, 35.6%. Proficiency rates for Non-BHNA and Non-ED exceeded those of their peers. Non-BHNA students were over 30 percentage points above the overall rate across all grade levels, as well as English I and English II. 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 10 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 45.6 percentage points between Non-BHNA and ED students in English I.



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Figure 6: TCAP Proficiency Rates for ELA Subjects by Grade and Subgroup



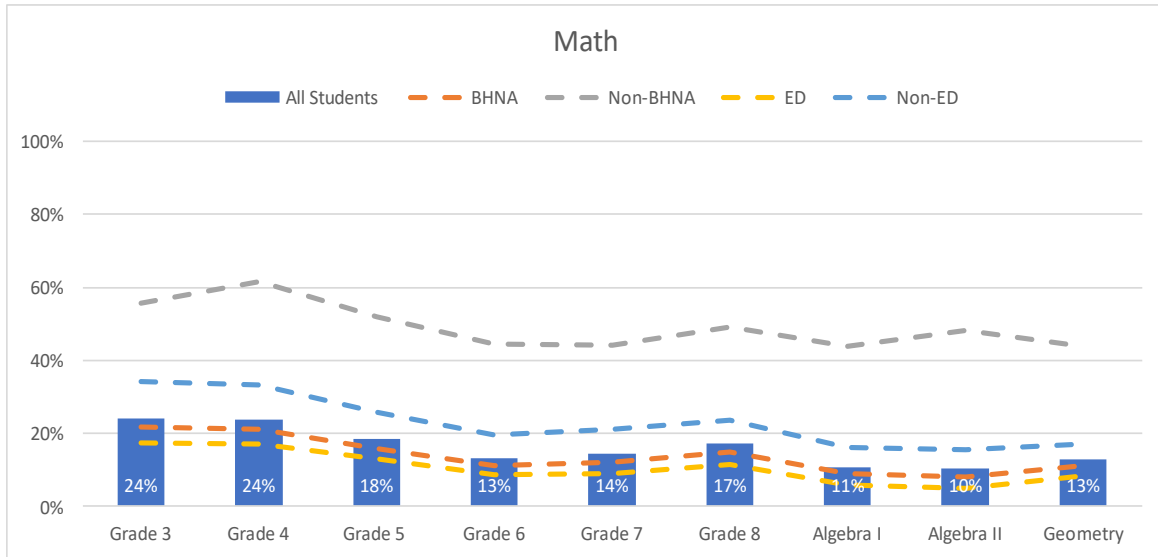
In math subjects, 3rd and 4th graders had the highest proficiency rate at 23.9% and 23.7% respectively, while Algebra I and II had the lowest at 10.7% and 10.4%, respectively. As Figure 7 shows, achievement gaps were also present within these subjects, as Non-BHNA, Non-ED, BHNA, and ED subgroups, respectively, achieved the highest to lowest proficiency rates. The widest achievement gap (44.6 points) by grade was present between Non-BHNA and ED students in the 4th grade.





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Figure 7: TCAP Proficiency Rates for Math Subjects by Grade and Subgroup





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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 SY 2022-23.

Panorama Domain	Mean Score	Description
Overall Mean	4.11	Composite rating of all five Student Perception Survey domains (scored on a 5-point scale)
Classroom Engagement	3.85	How attentive and invested are students in the class?
Classroom Learning Strategies	4.15	How well students deliberately use strategies to manage their own learning processes in class?
Classroom Rigorous Expectation	4.16	How many students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class?
Classroom Teacher-Student Relationships	4.125	How strong the social connection is between teachers and students within and beyond the classroom?
Pedagogical Effectiveness	4.225	Perceptions of the quality of teaching and amount of learning student's experience from a particular teacher.

Table 1: Mean SPS Score for SY 2022-23





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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 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.¹ 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.²

The total number of respondents was 5,336, with 3,123 MSCS parents, 1,858 MSCS employees, and 355 community members.³ 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 7 points compared to last year. This year saw the second highest level of agreement in

¹ 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.

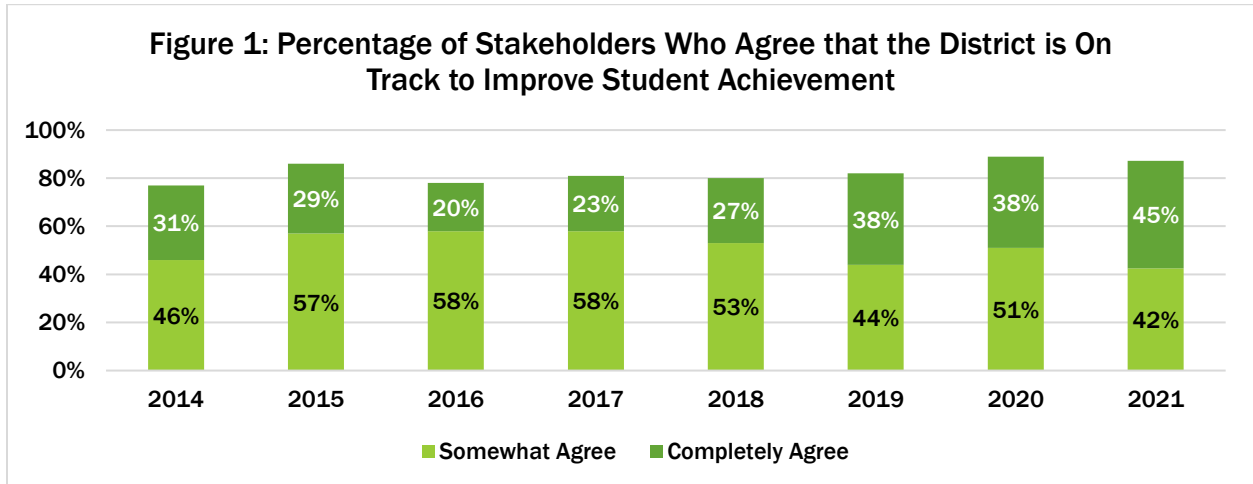
² Respondents could select multiple categories. To not overweight responses, each response was placed into a single category. The parent category took priority, followed by staff, then community member, (i.e., an MSCS parent who also works at MSCS would be placed only in the parent category for the analysis and results).

³ Based on the number of respondents who answered more than the relationship to MSCS question.



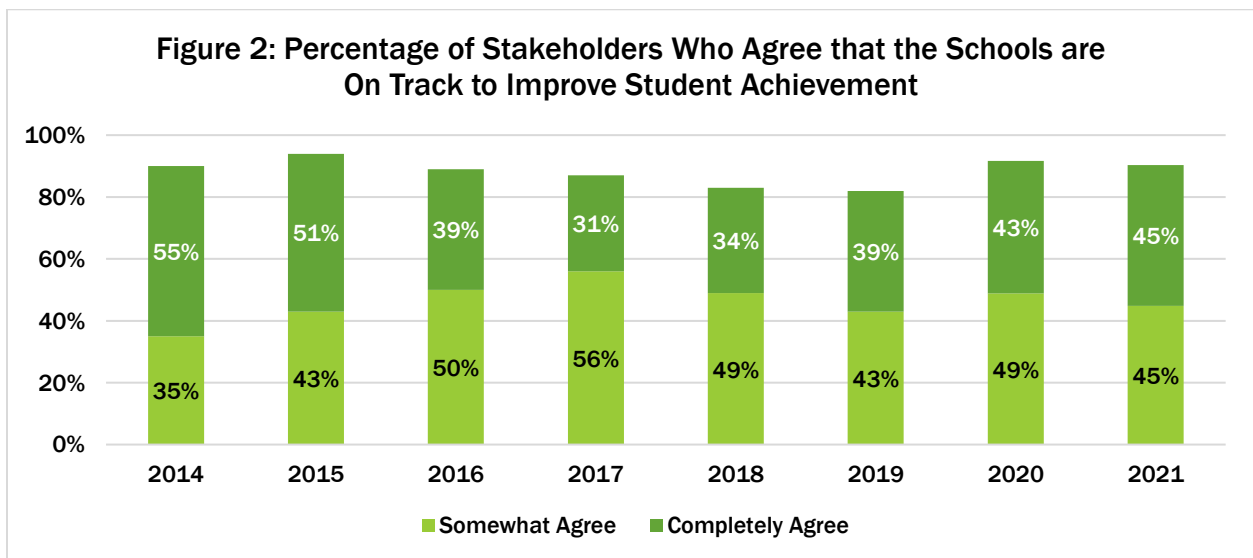
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Eight years (see Figure 1). The District’s rating includes responses about the Central Office and Superintendent.



Eighty-nine percent (89%) of respondents agree that the **Superintendent**, Toni Williams, is on track to improve student achievement, a 2-point decrease from 2020. However, the percentage of stakeholders who “completely agree” rose 6 points to 47% in 2021. Employees reported the highest level of agreement (91%). Stakeholders 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.

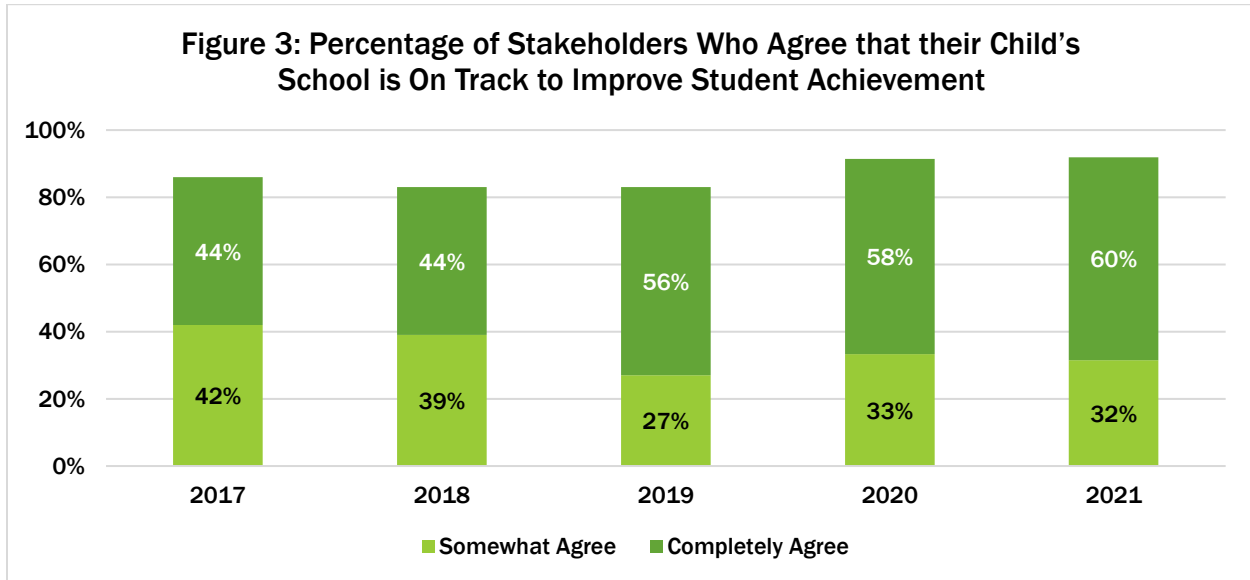


The 2017-2021 surveys asked MSCS parents for their level of agreement on whether **their child’s school** is on track to improve student achievement. Overall, there was a 1-point increase from 2020, setting a new



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record of 92% agreement (see Figure 3).⁴ 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 MSCS is of higher quality, 46% report MSCS is of similar quality, and 29% report MSCS is of lower quality than neighboring school districts. The percentage of respondents reporting 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).⁵

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%.⁶ 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).

⁴ Parents had the ability to rate up to three of their children’s schools for this item.

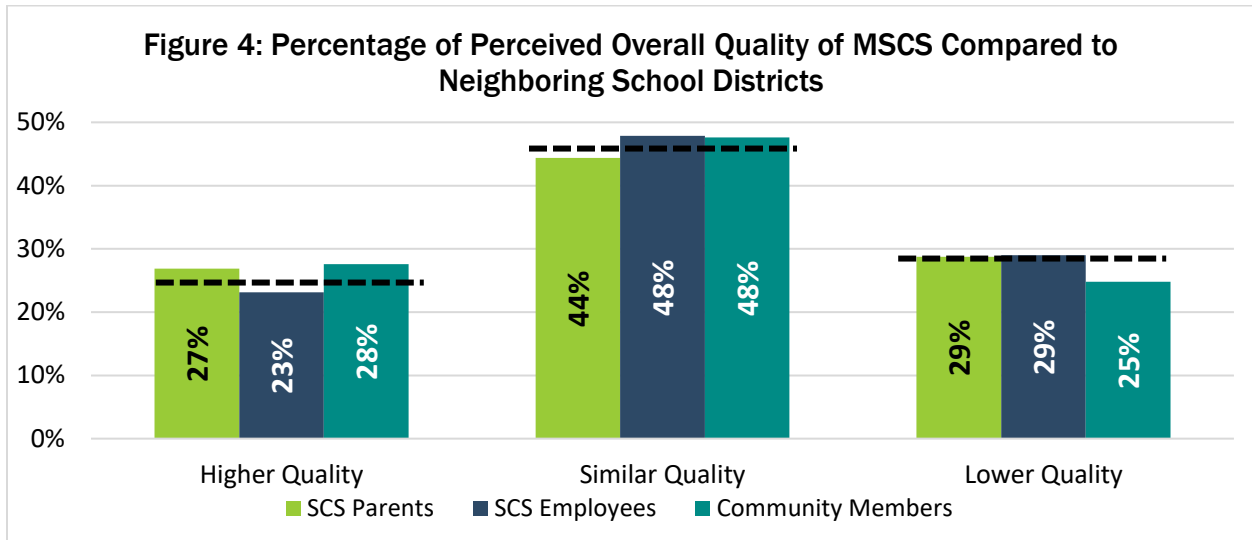
⁵ The across-stakeholder dotted lines represent the average across all groups.

⁶ Parents had the ability to rate up to three of their children’s schools for this item.

⁷ As in 2019, the across-stakeholder dotted lines and by-group results include SCS parents, SCS school-based and District employees, and community members.

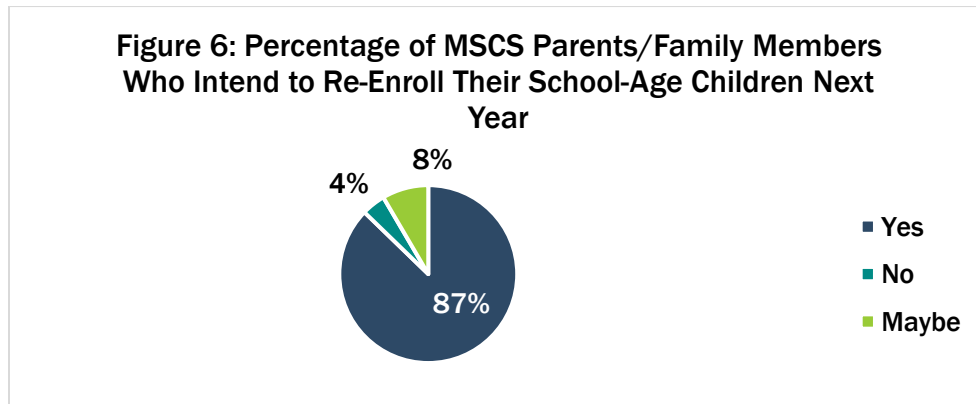


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Parent's Intent to Re-enroll Students

The majority (87%) of MSCS parents report 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 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.

District Rebranding

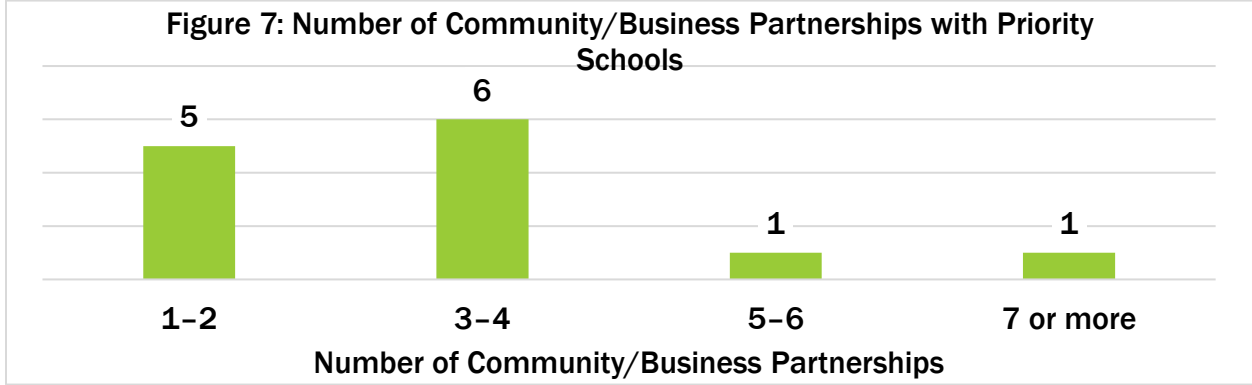
As part of the Reimagining 901 campaign, the District is proposing a name change from Shelby County Schools (SCS) to Memphis-Shelby County Schools (MSCS), given that the majority of schools and families are located within the city limits of Memphis. Stakeholders were asked to rate their level of agreement 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 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 6).⁸



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

⁸ 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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X. RESOLUTION APPROVING THE MSCS FISCAL YEAR 2023-2024 ADOPTED BUDGET

RESOLUTION APPROVING THE SHELBY COUNTY BOARD OF EDUCATION'S FISCAL YEAR 2023-2024 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 Shelby County Board of Education Policy Manual, Section 2001, the Memphis-Shelby County Superintendent presented an Adopted Budget to the 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. The Shelby County Board of Education adopted the following initiatives: 1) Strengthen Early (K-2) and Continuing Literacy (3-12), 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, 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 2023-24 in Exhibit A;

WHEREAS, the Board of Education reviewed the Adopted budgets for other funds within Memphis-Shelby County Schools and recommends the following for Fiscal Year 2023-24: 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 \$63,278,114 be appropriated to balance the Fiscal Year 2023-24 Adopted General Fund Budget, \$4,616,543 be appropriated to balance the Fiscal Year 2023-24 Adopted Capital Improvement Program Budget, \$9,973,497 be appropriated to balance the Fiscal Year 2023-24 Adopted Nutrition Program Budget and \$7,071,563 be appropriated to balance the Fiscal Year 2023-24 Adopted Special Revenue Non-Federal Budget.

NOW THEREFORE BE IT RESOLVED that the Board of Education approves the Fiscal Year 2023-24 Adopted General Fund Budget in the amount of \$1,283,983,001, which includes the \$63,278,114 Planned Use of Fund Balance for submission to the Shelby County Board of Commissioners.



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BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2023-24 Adopted Capital Projects Fund Budget in the amount of \$100,330,886, which includes the \$4,616,543 Planned Use of Fund Balance in FY 2023-2024.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2023-24 Adopted Non-Federal Programs Fund Budget in the amount of \$53,171,290, which includes the \$7,071,563 Planned Use of Fund Balance in FY 2023-2024.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2023-24 Adopted Nutrition Services Programs Fund Budget in the amount of \$88,701,262, which includes the \$9,973,497 Planned Use of Fund Balance in FY 2023-2024.

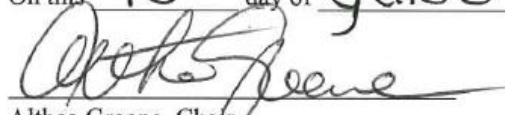
BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$63,278,114 be appropriated to balance the Fiscal Year 2023-24 Adopted General Fund Budget, \$4,616,543 be appropriated to balance the Fiscal Year 2023-24 Adopted Capital Improvement Program Budget, \$9,973,497 be appropriated to balance the Fiscal Year 2023-24 Adopted Nutrition Program Budget and \$7,071,563 be appropriated to balance the Fiscal Year 2023-24 Adopted Special Revenue Non-Federal Budget.


BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2023-24 Adopted Federal Programs Fund Budget in the amount of \$542,710,678.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2023-24 Adopted Internal Service Funds Budget in the amount of \$4,135,186.

BE IT FURTHER RESOLVED that the Board of Education approves the Shelby County Board of Educations' Final Adopted Operating Budget for all funds of \$2,073,032,302 for Fiscal Year 2023-24 as recommended in Exhibit A.

On this 13th day of JUNE 2023.


Althea Greene, Chair
Shelby County Board of Education


Tutonial Williams, Interim Superintendent
Memphis-Shelby County Schools



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EXHIBIT A



MEMPHIS-SHELBY COUNTY SCHOOLS
 OPERATING BUDGET SUMMARY - ALL FUNDS
 FOR THE PERIOD JULY 1, 2023 THROUGH JUNE 30, 2024
 FY24 ADOPTED BUDGET

All Funds

	GENERAL FUND	CAPITAL IMPROVEMENT	SPECIAL REVENUE FEDERAL	NON-NUTRITION SERVICES	FEDERAL PROGRAMS	INTERNAL SERVICES	TOTAL FUNDS
REVENUES / SOURCE OF FUNDS							
County	\$ 514,374,278	\$ 95,714,343	\$ -	\$ -	\$ -	\$ -	\$ 610,088,620
City of Memphis	1,333,335	-	-	-	-	-	1,333,335
State	690,488,765	-	42,089,768	460,000	-	-	733,038,532
Federal	1,060,861	-	-	76,973,157	542,710,678	-	620,744,696
Other Local Sources	4,378,054	-	4,009,960	1,294,608	-	4,135,186	13,817,808
Operating Transfers	9,069,594	-	-	-	-	-	9,069,594
Planned Use of Fund Balance	63,278,114	4,616,543	7,071,563	9,973,497	-	-	84,939,717
TOTAL SOURCE OF FUNDS	\$ 1,283,983,001	\$ 100,330,886	\$ 53,171,290	\$ 88,701,262	\$ 542,710,678	\$ 4,135,186	\$ 2,073,032,302
EXPENDITURES							
Instruction	\$ 577,249,853	\$ -	\$ 32,309,066	\$ -	\$ 227,870,826	\$ 263,215	\$ 837,692,960
Instructional Support	68,279,270	-	405,111	-	154,418,577	8,428	223,111,386
Education Technology	-	-	-	-	-	-	-
Student Support	103,846,854	-	1,088,700	-	38,247,726	146,466	143,329,747
Business Administration	21,307,823	-	-	-	3,301,008	-	24,608,831
Office of Principal	79,904,821	-	-	-	2,139,196	-	82,044,017
General Administration	19,553,751	-	-	-	-	-	19,553,751
Fiscal Services	-	-	-	-	-	-	-
Other Support Services	-	-	-	-	-	3,445,000	3,445,000
Transportation	34,437,491	-	-	-	6,006,938	-	40,444,430
Plant Services	103,671,887	-	35,000	-	729,670	235,407	104,671,964
Community Service	13,389,441	-	18,435,877	-	34,602,878	-	66,428,196
Charter Schools	230,511,406	-	359,961	-	10,715,167	36,669	241,623,203
Retiree Benefits	28,830,403	-	-	-	-	-	28,830,403
Food Service	-	-	537,575	88,701,262	-	-	89,238,836
Indirect Cost/Transfers In and Out	3,000,000	-	-	-	-	-	3,000,000
Capital outlay	-	100,330,886	-	-	64,678,692	-	165,009,578
TOTAL EXPENDITURES	\$ 1,283,983,001	\$ 100,330,886	\$ 53,171,290	\$ 88,701,262	\$ 542,710,678	\$ 4,135,186	\$ 2,073,032,302



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MEMPHIS-SHELBY COUNTY SCHOOLS CAPITAL IMPROVEMENT PLAN BUILDINGS AND PROPERTY PROJECT SUMMARY

Exhibit B

FY24 Roll Forward Projects		
PROJECT TITLE:		FY 2024
	Type	
Fire/Safety/Security		
Outdoor Lighting Stadium	Fire/Safety/Security	\$1,938,462
Sherwood ES Replace Fire Alarm System	Fire/Safety/Security	\$105,397
Various Schools-Increase Outdoor Lighting	Fire/Safety/Security	\$237,872
Various Schools-Replace Intercom Systems	Fire/Safety/Security	\$4,671,405
Sub-Total		\$6,953,136
Civil/Paving		
Bolton HS Roof Replacement	Roof Replacement	\$3,026,811
Peabody ES Roof Replacement	Roof Replacement	\$1,526,734
Sub-Total		\$4,553,546
HVAC Mechanical		
Gardenview HVAC	HVAC Mechanical	\$259,610
Mitchell HS HVAC	HVAC Mechanical	\$170,471
Snowden K-8 Replace split systems, FCU's & all piping	HVAC Mechanical	\$4,761,344
White Station HS Replace Boilers	HVAC Mechanical	\$80,944
Sub-Total		\$5,272,369
Interior / Exterior Improvement		
New Construction Alcy ES	Improvement	\$280,133
Cummings K-8 Ceiling Project	Improvement	\$349,166
Sherwood ES Flooring, Ceiling	Improvement	\$847,126
Sub-Total		\$1,476,425
Stadium / Gymnasium Upgrade		
Cummings Gymnasium	Construction	\$28,760
Delano ES Gym Addition	Construction	\$1,039,359
Hale Stadium Upgrade	Construction	\$2,314,423
Kingsbury HS New Gym Safe Building	Construction	\$2,560,301
Raleigh Egypt HS Stadium Upgrade	Construction	\$66,124
WhiteHaven HS Stadium Upgrade	Construction	\$224,446
Sub-Total		\$6,233,413
Construction		
New Frayser HS New Construction	Construction	\$2,320,760
New Orange Mound Pre-K-8 New Construction	Construction	\$722,250
New Treadwell Pre- K-8 New Construction	Construction	\$1,932,384
Whitehaven HS STEM building Addition	Construction	\$1,300,000
Sub-Total		\$6,275,395
Emergency		
Unforeseen	Emergency	\$4,616,543
Sub-Total		\$4,616,543
Total		35,380,827



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FY24 New Projects		
PROJECT TITLE:		FY 2024
	Type	
Fire/Safety/Security		
FAS - Life Safety - Various Locations	Fire/Safety/Security	2,378,629
Intercom - Various Locations	Fire/Safety/Security	2,200,000
Sub-Total		4,578,629
Roof Replacement		
Georgian Hills MS Roof Replacement	Roof Replacement	3,221,400
Bolton HS Roof Replacement	Roof Replacement	5,227,530
Robert R Church ES Roof Replacement	Roof Replacement	3,272,500
Sub-Total		11,721,430
Construction		
New Frayser HS New Construction	Construction	9,900,000
New East Region High School	Construction	38,750,000
Sub-Total		48,650,000
Total		64,950,059
Total FY24 Adopted Budget		100,330,886



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X. 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	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
ACADEMICS						
Academic Advisor - CCTE	2.00	1.00	-	-	-	-
Administrative Assistant, Professional Learning & Support	-	1.00	1.00	1.00	1.00	-
Administrative Assistant	1.00	2.00	3.00	2.00	2.00	-
Administrative Assistant, Curriculum & Instruction	2.00	2.00	1.00	1.00	1.00	-
Administrative Assistant for Pre-K	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant Performance Management	1.00	-	-	-	-	-
Administrative Specialist	-	-	-	1.00	1.00	-
Advisor	3.00	1.00	3.00	-	-	-
Advisor - Blended Learning	-	-	-	7.00	7.00	-
Advisor - Instructional	1.00	1.00	1.00	5.00	5.00	-
Advisor - Learning Management System	-	-	1.00	1.00	1.00	-
Advisor - SPED Virtual Learning	-	-	1.00	1.00	1.00	-
Advisor - Virtual Learning Management	-	4.00	3.00	3.00	3.00	-
Advisor _ Instructional RTI2	-	-	-	3.00	3.00	-
Alternative Educ Spec - 10 MOS	4.00	4.00	-	-	-	-
Alternative Educ Specialist	3.00	3.00	-	-	-	-
Analyst - Digital 1:1 Device	-	-	1.00	1.00	1.00	-
Analyst-Blended Learning	-	-	-	1.00	1.00	-
Assistant Principal High	2.00	2.00	1.00	1.00	2.00	1.00
Assistant Principal-Elementary/Middle	1.00	1.00	-	-	-	-
Assistant Superintendent - Virtual Ed & Logistics	-	-	1.00	1.00	1.00	-
Associate -CCTE Graduate Transition	-	-	2.00	20.00	1.00	(19.00)
Associate - Early Childhood	1.00	1.00	1.00	1.00	1.00	-
Behavioral Specialist	5.00	5.00	-	-	-	-
Bilingual Cultural Counselor	4.00	3.00	2.00	1.00	1.00	-
Bilingual Cultural Mentor	32.00	18.00	16.00	12.00	12.00	-
Bilingual Mentor Counselor	4.00	1.00	1.00	1.00	2.00	1.00
Broadcast Engineer	1.00	1.00	1.00	1.00	1.00	-
Budget Advisor	-	-	1.00	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	-	-	-
CCTE Elementary Advisor	1.00	2.00	2.00	1.00	1.00	-
CCTE Teacher 12 month	-	-	-	3.00	3.00	-
Chief Academic Officer	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher - Vocational CCTE Teaching as a	180.00	180.00	161.00	137.00	138.00	1.00
Classroom Teacher Agriculture 12-month	-	-	3.00	3.00	3.00	-
Classroom Teacher Con Home Ec	34.00	34.00	31.00	24.00	25.00	1.00
Classroom Teacher ESL	255.50	256.50	252.00	241.50	267.00	25.50
Classroom Teacher K-3	1.00	1.00	-	-	-	-
Classroom Teacher Pre K	29.00	29.00	36.00	28.00	33.00	5.00
Classroom Teacher Secondary	8.00	31.00	-	-	-	-
Classroom Teacher Special ED	3.00	2.00	1.00	1.00	1.00	-
Classroom Teacher Special Skills	38.00	38.00	40.00	35.50	37.00	1.50
Classroom Teacher - Vocational In Training	-	-	-	-	7.00	7.00
Clerical Assistant	2.00	4.00	6.00	8.00	8.00	-
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	2.00	-
College Career Technical Education Advisor	1.00	1.00	1.00	2.00	2.00	-
Communication Specialist	1.00	1.00	1.00	1.00	1.00	-
Coordinator - Special Projects	1.00	1.00	1.00	1.00	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	-



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Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Data Processing Associate	1.00	1.00	1.00	1.00	1.00	-
Digital Device Support - Weekend Only	-	-	-	70.00	1.00	(69.00)
Director - Career & Technical Education (CTE)	1.00	1.00	1.00	1.00	1.00	-
Director - Digital 1:1 Device	-	-	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	1.00	-
Director - Program Leadership Development	1.00	1.00	1.00	1.00	1.00	-
Director - Programs and Office of Schools	1.00	1.00	1.00	1.00	1.00	-
Director - STEM CTE	-	-	-	1.00	1.00	-
Director - Virtual Schools and Online Learning	1.00	1.00	1.00	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 - ESL	1.00	1.00	1.00	1.00	1.00	-
Director II - Professional Learning & Support	1.00	1.00	1.00	1.00	1.00	-
District Receptionist	1.00	1.00	1.00	1.00	1.00	-
Educational Assistant	16.00	17.00	17.00	14.00	14.00	-
Educational Asst - Early Childhood	36.00	40.00	38.00	28.00	35.00	7.00
Educational Asst - Elementary	1.00	1.00	1.00	-	-	-
Educational Asst - Instructional	13.00	13.00	13.00	1.00	1.00	-
Educational Support Manager	1.00	1.00	1.00	1.00	1.00	-
Educational Support Professional	-	-	-	1.00	1.00	-
Educational Technology Advisor	-	-	7.00	-	-	-
Educational Technology Analyst	-	-	1.00	-	-	-
Educational Technology Specialist	3.00	5.00	5.00	-	-	-
Environmental Health & Safety Compliance Advisor	1.00	1.00	1.00	1.00	1.00	-
ESL Classroom Teacher Part Time	-	-	-	4.00	2.00	(2.00)
ESL Manager	1.00	1.00	2.00	2.00	2.00	-
Executive Assistant	1.00	1.00	1.00	1.00	1.00	-
Financial Analyst Fiscal Services	2.00	2.00	2.00	1.00	1.00	-
Financial Support Specialist	1.00	1.00	1.00	-	-	-
Foundational Literacy Coach - Pre-K	-	-	3.00	3.00	3.00	-
Head Start Project Support Assistant	1.00	1.00	-	-	-	-
Highly Specialized Advisor	1.00	1.00	2.00	2.00	2.00	-
Highly Specialized Advisor - Academics	1.00	1.00	1.00	1.00	1.00	-
Highly Specialized Professional Learning Advisor	-	1.00	1.00	1.00	1.00	-
HPELW Advisor	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	2.00	1.00
Instructional Advisor Literacy	-	3.00	2.00	3.00	3.00	-
Instructional Advisor Pre-K	7.00	3.00	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	-	-	-	-
Instructional Support Analyst	1.00	-	-	-	-	-
Instructional Support Analyst 1	1.00	-	-	-	-	-
IT Instructional Specialists	5.00	-	-	-	-	-
IT Support Associate	-	-	1.00	1.00	1.00	-
Librarian	2.00	2.00	2.00	2.00	2.00	-
Library Services Advisor	1.00	1.00	1.00	-	-	-
Literacy Advisor	1.00	-	-	-	-	-
Manager - CTE Research and Analytics	1.00	1.00	1.00	1.00	1.00	-
Manager - CTE Work-Based Learning	1.00	1.00	1.00	-	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	1.00	-
Manager Academic Leadership Support	-	-	1.00	1.00	1.00	-
Manager -Academic Strategy and Special Projects	-	-	1.00	1.00	1.00	-
Manager Early Childhood	1.00	1.00	1.00	1.00	1.00	-
Manager Professional Development	4.00	-	-	-	-	-



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Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Manager Professional Learning & Support	-	4.00	4.00	4.00	4.00	-
Manager Strategic Ops & Academic Initiatives	-	-	1.00	1.00	1.00	-
Manager Virtual School Operations	1.00	1.00	1.00	1.00	1.00	-
Mathematics Advisor	1.00	-	-	-	-	-
Middle Grades Manager - CTE	1.00	1.00	1.00	1.00	1.00	-
MIS Data Specialists	1.00	1.00	1.00	1.00	1.00	-
Musical Instrument Repair Tech	3.00	3.00	3.00	3.00	3.00	-
P/T Classroom Teacher - Vocational	-	-	1.00	1.00	1.00	-
Partnership Director - CTE	-	-	1.00	1.00	1.00	-
Part-time Bilingual Mentor	-	-	1.00	-	-	-
Partnership Manager - CTE	1.00	1.00	-	-	-	-
Professional Learning Analyst	-	2.00	2.00	2.00	2.00	-
Professional Learning Clerk	-	1.00	1.00	1.00	1.00	-
Peer Assistance and Review Consulting Teacher	-	5.00	5.00	-	-	-
Professional Development & Evaluation Clerk	1.00	-	-	-	-	-
Professional School Counselor	-	-	3.00	2.00	2.00	-
Program Director - Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Project and Logistics Advisor	-	1.00	1.00	1.00	1.00	-
Project Graduation Advisor	-	2.00	2.00	-	-	-
Project Graduation Manager	1.00	1.00	1.00	-	-	-
Project Specialist - CTE	2.00	3.00	5.00	5.00	5.00	-
Project Stand - Senior Manager	-	1.00	1.00	1.00	1.00	-
Project Stand - Senior Advisor	1.00	3.00	2.00	2.00	2.00	-
Records Clerk	-	-	1.00	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	4.00	3.00	1.00	3.00	3.00	-
Records Clerk for STEM	1.00	1.00	-	-	-	-
Reflective Practice Analyst	2.00	-	-	-	-	-
RTI Advisor	7.00	7.00	7.00	-	-	-
RTI Analyst	1.00	1.00	1.00	1.00	1.00	-
RTI Specialist	1.00	1.00	1.00	-	-	-
School Operations Academic Manager	1.00	-	-	-	-	-
School Financial Secretary	6.00	6.00	5.00	6.00	6.00	-
Science Advisor	1.00	1.00	1.00	-	-	-
Senior Accountant	1.00	1.00	1.00	-	-	-
Senior Advisor - Grant Compliance	-	-	1.00	1.00	1.00	-
Senior Advisor - Virtual Learning Management	-	-	1.00	1.00	1.00	-
Senior Financial Analyst - CTE	-	-	-	2.00	2.00	-
Senior Manager - CTE Operations	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Ready Graduate CTE	-	-	-	1.00	1.00	-
Senior Manager - Academics CTE	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Blended Learning	1.00	1.00	1.00	1.00	1.00	-
Senior Manager-CTE Logistics	-	-	-	1.00	1.00	-
Senior Manager-STEM CTE	-	-	1.00	1.00	1.00	-
Senior Reading Advisor	17.00	17.00	-	-	-	-
Site Administrator - Alternative Schools	-	-	1.00	-	-	-
Site Administrator Summer CTE Program	-	-	2.00	-	-	-
Social Studies Advisor	1.00	1.00	1.00	-	-	-
Special Project Coordinator	1.00	1.00	1.00	1.00	1.00	-
Specialist - Blended Learning	-	-	-	4.00	4.00	-
Specialist Family Engagement Pre K	-	-	15.00	15.00	15.00	-
Specialty Principal	3.00	4.00	1.00	2.00	2.00	-
Specialty Principal - VoTech	2.00	3.00	4.00	5.00	4.00	(1.00)
SPED Virtual School Instructor Part-Time	-	-	1.00	-	-	-
STEM Manager	1.00	1.00	-	-	-	-
Student Data Analyst	-	1.00	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	3.00	4.00	3.00	3.00	-
Video Coordinator	3.00	3.00	3.00	3.00	3.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Virtual School College and Career Counselor	1.00	1.00	2.00	5.00	5.00	-
Warehouse First Line Supervisor	-	-	-	1.00	1.00	-
ACADEMICS TOTAL	841.50	865.50	823.00	822.00	783.00	(39.00)
ACADEMICS - SCHOOL BASED FORMULA						
Assistant Principal High	114.00	116.00	112.00	107.00	104.00	(3.00)
Assistant Principal-Elementary/Middle	66.00	66.00	53.00	64.00	63.00	(1.00)
Behavioral Specialist	23.00	21.00	15.00	27.00	20.00	(7.00)
Bilingual Mentor/Counselor	1.00	-	-	-	-	-
Campus Monitor	3.00	5.00	6.00	3.00	5.00	2.00
Classroom Teacher K-3	91.00	80.00	77.00	82.00	80.00	(2.00)
Classroom Teacher K-5	1,927.00	1,839.00	1,730.00	1,759.00	1,747.00	(12.00)
Classroom Teacher K-8	172.00	164.00	167.00	169.00	204.00	35.00
Classroom Teacher Pre K	1.00	1.00	-	-	-	-
Classroom Teacher Secondary	1,765.00	1,702.00	1,656.00	1,656.50	1,677.00	20.50
Classroom Teacher Special ED	1.00	-	-	-	-	-
Classroom Teacher Special Skills	327.60	291.00	337.00	306.80	343.00	36.20
Classroom Teacher-Vocational	-	-	-	1.00	1.00	-
Clerical Assistant	258.00	256.00	249.00	261.00	253.00	(8.00)
Computer Lab Assistant	4.00	3.00	1.00	1.00	1.00	-
Dean of Students	3.00	1.00	-	-	-	-
Dual Enrollment Counselor	-	-	-	-	1.00	1.00
Education Assistant - Interventionist	1.00	1.00	-	-	-	-
Educational Assistant	35.00	43.50	31.00	53.00	31.00	(22.00)
Educational Asst - Elementary	257.00	201.00	135.00	159.00	130.00	(29.00)
Educational Support Professional	-	-	-	50.00	23.00	(27.00)
Executive Principal T-STEM	1.00	1.00	1.00	1.00	1.00	-
Executive Principal-Empowerment Zone	1.00	1.00	-	-	-	-
Family Engagement Specialist	4.00	4.00	3.00	3.00	4.00	1.00
Family Engagement Specialist (part-time)	1.00	4.00	4.00	1.00	1.00	-
Graduation Coach	-	-	2.00	4.00	30.00	26.00
In-School Suspension Assistant	72.00	56.00	36.00	51.00	46.00	(5.00)
Instructional Facilitator	25.00	29.00	18.00	30.00	23.00	(7.00)
Instructional Math/Literacy Coach	1.00	-	-	-	-	-
Interventionist	40.00	35.00	16.00	29.00	27.00	(2.00)
Librarian	139.00	135.00	128.00	130.00	131.00	1.00
Principal On Assignment	1.00	-	-	-	-	-
Principal-Elementary	82.00	79.00	79.00	79.00	78.00	(1.00)
Principal-K-8	5.00	5.00	5.00	5.00	6.00	1.00
Principal-Middle	28.00	28.00	28.00	27.00	27.00	-
Principal-Senior	24.00	24.00	25.00	25.00	25.00	-
Professional School Counselor	268.00	254.00	225.00	240.00	239.00	(1.00)
School Compliance Coordinator	3.00	5.00	4.00	5.00	5.00	-
School Compliance Financial Assistant	7.00	8.00	8.00	7.00	7.00	-
School Financial Secretary	131.00	128.00	127.00	127.00	128.00	1.00
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	24.00	33.00	28.00	32.00	30.00	(2.00)
Vice Principal	16.00	15.00	17.00	24.00	27.00	3.00
ACADEMICS - SCHOOL BASED FORMULA TOTAL	5,926.60	5,638.50	5,327.00	5,523.30	5,522.00	(1.30)
ACADEMIC OPERATIONS AND STUDENT SUPPORT						
504 Clerical Assistant	1.00	1.00	1.00	1.00	1.00	-
504 Compliance Advisor	7.00	6.00	6.00	6.00	10.00	4.00
504 Compliance Assistant	8.00	8.00	8.00	8.00	8.00	-
504 Compliance Associate	5.00	5.00	3.00	3.00	3.00	-
Academic Schools Support Manager	1.00	1.00	1.00	1.00	1.00	-
Admin Assistant for Assistant Superintendent	1.00	-	-	-	-	-
Administrative Assistant	1.00	1.00	-	-	-	-
Administrative Assistant for Alternative Schools	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	-
Administrative Assistant for Director of School Op	1.00	1.00	1.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
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	-
Administrative Specialist	1.00	1.00	1.00	1.00	1.00	-
Advisor - Enrollment (SEED)	-	-	-	4.00	4.00	-
Advisor - Equity and Discipline	-	-	-	1.00	1.00	-
Advisor Academic Records Compliance	4.00	4.00	4.00	4.00	4.00	-
Advisor School Operations	-	-	6.00	4.00	4.00	-
Alternative Educ Spec - 10 MOS	1.00	1.00	2.00	2.00	2.00	-
Alternative Educ Specialist	1.00	1.00	5.00	4.00	4.00	-
Alternative Education Advisor	-	1.00	3.00	2.00	1.00	(1.00)
Alternative Schools Analyst	2.00	2.00	1.00	1.00	1.00	-
Alternative Schools Transition Analyst	1.00	1.00	1.00	-	-	-
Analyst Academic Ops and School Supt Compliance	1.00	1.00	1.00	1.00	1.00	-
Analyst Student Equity Enrollment & Discipline	-	-	-	1.00	1.00	-
Analyst Behavior (BCBA)	-	-	-	2.00	2.00	-
AP Advisor	1.00	1.00	1.00	-	1.00	1.00
Assistant - Advanced Academics	1.00	1.00	1.00	-	1.00	1.00
Assistant - Residential Training Center	2.00	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	-	-	-	-
Associate - Compliance SEED	-	-	-	3.00	3.00	-
Athletics Head Trainer	1.00	1.00	1.00	1.00	1.00	-
Athletics Manager	1.00	-	-	-	-	-
Athletics Specialist	2.00	2.00	2.00	2.00	2.00	-
Athletics Trainer	1.00	1.00	1.00	-	-	-
Attendance and Discipline Analyst	6.00	6.00	8.00	9.00	9.00	-
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	7.00	7.00	-	-	-	-
Behavior Analyst	1.00	1.00	-	-	-	-
Behavioral Specialist	27.00	6.00	9.00	12.00	12.00	-
Behavioral Support/Student Leadership Manager	1.00	1.00	1.00	-	-	-
Bilingual Cultural Mentor	1.00	1.00	1.00	1.00	1.00	-
Campus Monitor	8.00	8.00	2.00	0.63	1.00	0.37
Case Advocate	4.00	4.00	2.00	1.00	1.00	-
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	1.00	-
Child Care Administrator	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher - Project Graduation	1.00	-	-	-	-	-
Classroom Teacher ESL	-	-	4.00	9.00	9.00	-
Classroom Teacher K-5	7.00	8.00	8.00	8.00	8.00	-
Classroom Teacher K-8	1.00	1.00	1.00	2.00	4.00	2.00
Classroom Teacher Secondary	82.00	82.00	112.00	95.00	94.00	(1.00)
Classroom Teacher Special ED	944.21	946.46	977.00	867.00	881.00	14.00
Classroom Teacher Special Skills	60.00	57.25	59.00	56.00	56.00	-
Clerical Assistant	12.00	12.00	9.00	9.00	11.00	2.00
Clerical Assistant (Part-Time)	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	1.00	-
Consulting Teacher	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	-
Coordinator - Academic Operations & School Support	1.00	1.00	1.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
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	3.00	1.00	1.00	-	1.00	1.00
Data Specialist Enrollment	2.00	2.00	2.00	8.00	8.00	-
Director - Academic Support	-	1.00	1.00	1.00	1.00	-
Director - Athletics	-	1.00	1.00	1.00	1.00	-
Director of Attendance & Discipline	1.00	-	-	-	-	-
Director - Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
Director - Health Services	1.00	1.00	1.00	1.00	1.00	-
Director - Mental Health and Family Wellness	1.00	1.00	1.00	1.00	1.00	-
Director - Optional Schools	1.00	1.00	1.00	1.00	1.00	-
Director - School Compliance	1.00	1.00	2.00	2.00	2.00	-
Director II - Exceptional Children	1.00	1.00	1.00	1.00	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	3.00	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	-	-	-
Educational Assistant	11.00	11.00	8.00	14.00	14.00	-
Educational Asst - Instructional	3.00	3.00	6.00	2.00	2.00	-
Educational Asst - Special ED	249.00	249.00	249.00	259.00	277.00	18.00
Educational Support Professional	-	-	-	7.00	6.00	(1.00)
Exceptional Children Advisor SPED	21.00	21.00	21.00	19.00	19.00	-
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	2.00	-
Extended Learning Specialist	1.00	1.00	1.00	1.00	1.00	-
Financial Analyst for Student Support	-	-	1.00	1.00	1.00	-
Financial Analyst Optional Schools and AP	1.00	1.00	1.00	1.00	1.00	-
Graduation Coach	-	-	-	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	8.00	-	8.00	8.00
In-School Suspension Assistant	6.00	6.00	5.00	5.00	5.00	-
Instructional Curriculum Coach	3.00	2.00	2.00	1.00	2.00	1.00
Instructional Facilitator	5.00	4.00	5.00	5.00	5.00	-
Interventionist	1.00	1.00	-	-	-	-
IT Support Advisor	1.00	1.00	1.00	1.00	1.00	-
Learning Support Specialist	4.00	-	-	-	-	-
Librarian	1.00	-	-	-	-	-
Licensed Practical Nurse	48.00	48.00	43.00	42.00	42.00	-
Manager - 504	1.00	1.00	1.00	1.00	1.00	-
Manager - Equity and Discipline	1.00	1.00	1.00	1.00	1.00	-
Manager - Exceptional Children Fiscal	-	-	-	1.00	1.00	-
Manager - Registration	1.00	1.00	1.00	1.00	1.00	-
Manager - SEED Compliance	-	-	-	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 of Extended Learning	1.00	1.00	1.00	1.00	1.00	-
Manager Academic Ops and School Support Compliance	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	2.00	-
Manager-Truancy and Homebound	-	-	1.00	1.00	1.00	-
Newcomer Program Advisor	1.00	1.00	1.00	1.00	1.00	-
Part-time Bilingual Mentor	1.00	-	-	-	-	-
Part-time Homebound Teacher	2.09	-	-	-	-	-
Part-time Online Teacher	1.00	-	-	-	-	-
Part-time Online Tutor	1.00	-	-	-	-	-
Part-time Social Worker	1.00	0.75	1.00	0.63	1.00	0.37
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	11.00	11.00	10.00	7.00	7.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Program/Project Assistant for Optional Schools	1.00	1.00	1.00	1.00	1.00	-
Psychologist	38.00	36.00	37.00	36.00	36.00	-
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	2.00	2.00	2.00	2.00	-
Records Clerk II	-	-	2.00	1.00	1.00	-
Records Clerk to Truancy Manager	5.00	5.00	5.00	2.00	2.00	-
Regional Manager - Mental Health Center Services	1.00	1.00	3.00	4.00	4.00	-
Regional Manager of Exceptional Children	4.00	4.00	4.00	4.00	4.00	-
Registered Nurse	7.00	6.00	5.00	5.00	5.00	-
Registered Nurse-Clinical Lead	5.00	5.00	5.00	5.00	5.00	-
Research Analyst (Coord. School Health)	1.00	1.00	2.00	1.00	1.00	-
Resource Specialist-Special ED	1.00	1.00	1.00	1.00	1.00	-
ROTC Instructor	41.00	38.00	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	2.00	-
School Compliance Associate	2.00	1.00	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 Financial Secretary	4.00	4.00	9.00	10.00	10.00	-
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	-
SEED - Compliance Specialist	-	-	1.00	1.00	1.00	-
Senior Advisor - Attendance & Discipline	-	-	7.00	7.00	7.00	-
Senior Advisor - S.E.L. Compliance	-	-	-	1.00	1.00	-
Senior Advisor School Compliance	1.00	1.00	1.00	1.00	1.00	-
Senior Dual Enrollment Advisor	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Alternative Education	1.00	1.00	1.00	2.00	2.00	-
Senior Manager Academic Operational and School Support	-	-	1.00	1.00	1.00	-
Site Administrator - Alternative Schools	1.00	-	-	-	-	-
Social Worker	71.00	62.00	69.00	61.00	61.00	-
Special Project Assistant	2.00	2.00	1.00	1.00	1.00	-
Special Project Coordinator	-	1.00	1.00	-	-	-
Special Project Coordinator - Coordinated School H	6.00	6.00	8.00	5.00	8.00	3.00
Specialty Principal	4.00	3.00	6.00	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	1.00	-
Sr Manager - Optional School & Advanced Academics	1.00	1.00	1.00	1.00	1.00	-
Sr. Manager - Enrollment Registration Attendance	-	-	-	1.00	1.00	-
Student Equity Enrollment & Discipline Executive D	-	1.00	1.00	1.00	1.00	-
Student Leadership Advisor	1.00	-	-	-	-	-
Student Recruitment Advisor	-	2.00	2.00	2.00	2.00	-
Study Hall Monitor	1.00	-	-	-	-	-
Supervising Psychologist(Coord. School Health)	3.00	3.00	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	-
Truancy Attendance Specialist	-	2.00	3.00	3.00	3.00	-
Truancy Attendance Teacher	-	3.00	3.00	2.00	2.00	-
Vice Principal	-	1.00	1.00	-	-	-
Youth Advocacy & Resource Advisor	-	-	-	4.00	4.00	-
ACADEMIC OPERATIONS AND STUDENT SUPPORT TOTAL	1,899.30	1,856.46	1,940.00	1,814.26	1,867.00	52.74
BOARD OF EDUCATION						
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	-
Senior Manager - Board and Government Affairs	-	-	-	1.00	1.00	-
BOARD OF EDUCATION TOTAL	13.00	12.00	12.00	13.00	13.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
CHIEF OF COMMUNICATIONS						
Administrative Assistant Broadcast	1.00	1.00	1.00	1.00	1.00	-
Bilingual Communications Analyst	1.00	1.00	-	-	-	-
Broadcast Production Associate	3.00	3.00	3.00	3.00	3.00	-
Broadcasting Specialist	1.00	1.00	1.00	1.00	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	2.00	1.00	1.00	-
Communication Manager	-	1.00	1.00	1.00	1.00	-
Copy Editor	-	-	-	1.00	1.00	-
Development Specialist	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	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	-	-	-	-
Manager - Bilingual Communications	-	-	1.00	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	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	-
Public Information Officer	-	-	-	1.00	1.00	-
Radio Broadcast Associate	2.00	3.00	3.00	3.00	3.00	-
Senior Communications Advisor	1.00	1.00	1.00	1.00	1.00	-
Specialist - Administrative (Communications)	1.00	1.00	1.00	1.00	1.00	-
Specialist - Internal Communications	-	-	-	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	-
CHIEF OF COMMUNICATIONS TOTAL	26.00	28.00	28.00	30.00	30.00	-
CHIEF OF SCHOOLS						
Academic Schools Support Manager	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	-	-	-	-
Administrative Assistant - Office of Charter Schools	-	-	-	1.00	1.00	-
Advisor School Governance and Compliance	-	1.00	1.00	-	-	-
Advisor - Organizational Quality	-	-	-	1.00	1.00	-
Advisor - Instructional RTI2	-	-	-	1.00	1.00	-
Advisor SPED Charter School	3.00	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	1.00	-
Assistant Superintendent - High Schools	-	-	1.00	1.00	1.00	-
Assistant Superintendent - Middle Schools	-	-	1.00	1.00	1.00	-
Assistant Superintendent of Priority Schools	-	-	1.00	1.00	1.00	-
Assistant Superintendent Schools	2.00	2.00	2.00	2.00	2.00	-
Case Manager - Equity	1.00	1.00	-	-	-	-
Charter School Specialist Organizational Quality	1.00	1.00	1.00	-	-	-
Chief of Schools	1.00	-	1.00	-	-	-
Classroom Teacher K-5	-	-	1.00	1.00	1.00	-
Clerical Assistant	-	-	-	1.00	1.00	-
Director of Whitehaven Empowerment Zone	1.00	1.00	1.00	-	-	-
Director - Academic Programs	-	-	1.00	-	-	-
Director - Early Literacy	-	-	1.00	1.00	1.00	-
Director - ESSER Planning	-	-	-	1.00	1.00	-
Director - iZone	-	-	-	1.00	1.00	-
Director - Organizational Quality	-	1.00	1.00	1.00	1.00	-
Director - Strategic Operations and Innovation	-	-	-	-	1.00	1.00
Educational Assistant	4.00	19.00	1.00	1.00	1.00	-
Educational Asst - Elementary	1.00	-	-	-	-	-
Emergency Management Specialist	-	-	1.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Executive Assistant	-	-	1.00	1.00	1.00	-
Executive Assistant-Chief of Schools	1.00	1.00	-	-	-	-
Executive Assistant - Charter Schools	1.00	1.00	-	-	-	-
Executive Principal	-	1.00	1.00	-	-	-
Family Engagement Specialist	-	-	-	-	3.00	3.00
Family Engagement Specialist (part-time)	-	-	-	-	4.00	4.00
Highly Specialized Advisor	5.00	5.00	4.00	4.00	4.00	-
Highly Specialized Advisor Charter School Devt	-	1.00	1.00	-	-	-
Innovative Learning Schools (VILS) Instructional C	-	-	8.00	8.00	8.00	-
Instructional Advisor ESL	2.00	2.00	2.00	1.00	1.00	-
Instructional Advisor Literacy	-	-	1.00	-	-	-
Instructional Curriculum Coach	23.00	23.00	23.00	20.00	20.00	-
Instructional Facilitator	-	-	3.00	3.00	3.00	-
Instructional Leadership Director	11.00	11.00	9.00	9.00	9.00	-
Instructional Leadership Director iZone	1.00	1.00	2.00	2.00	2.00	-
Instructional Math/Literacy Coach	2.00	-	-	-	-	-
Instructional Support Advisor	7.00	5.00	5.00	2.00	2.00	-
Instructional Support Advisor RTI	2.00	2.00	2.00	1.00	1.00	-
Interventionist	-	-	7.00	-	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	-	-	-
Office Associate	1.00	1.00	-	-	-	-
PLC Advisor	2.00	2.00	-	-	-	-
Program Director - Schools and Leadership	-	-	1.00	1.00	1.00	-
SEED - Compliance Specialist	-	-	1.00	-	-	-
Senior Accountant	-	-	1.00	1.00	1.00	-
Senior Advisor - Chief of Schools	-	-	1.00	1.00	1.00	-
Senior Advisor - Continuous Improvement	-	-	-	1.00	1.00	-
Senior Advisor - School Development	-	-	-	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	1.00	-
Social Worker	1.00	5.00	-	-	-	-
STEM Manager - CCTE	1.00	1.00	-	-	-	-
Supervising Psychologist(Exceptional Children)	2.00	-	-	-	-	-
CHIEF OF SCHOOLS TOTAL	90.00	107.00	105.00	88.00	103.00	15.00
CHIEF OF STAFF						
Assistant Chief of Staff	1.00	-	-	-	-	-
Advisor - Equity and Diversity	-	-	2.00	-	-	-
Analyst - Equity and Diversity	-	-	1.00	1.00	1.00	-
Chief of Staff	1.00	1.00	1.00	1.00	1.00	-
Director - Equity Office	-	-	1.00	1.00	1.00	-
Director - Strategic Operations and Innovation	1.00	1.00	1.00	1.00	-	(1.00)
Director II - Equity Office	-	-	1.00	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	-	-	-
Manager - Strategic Planning	-	-	1.00	1.00	1.00	-
MWBE Assistant	-	1.00	1.00	1.00	1.00	-
MWBE Director	1.00	-	-	-	-	-
MWBE Manager	-	1.00	1.00	1.00	1.00	-
MWBE Specialist	2.00	1.00	2.00	2.00	2.00	-
Project Manager	2.00	2.00	2.00	2.00	2.00	-
CHIEF OF STAFF TOTAL	8.00	9.00	16.00	13.00	12.00	(1.00)
FINANCE						
Accountant	3.00	2.00	3.00	3.00	2.00	(1.00)
Academic Sourcing Manager	1.00	1.00	1.00	1.00	1.00	-
Accounting Associate	1.00	1.00	1.00	1.00	1.00	-
Accounts Payable Associate	5.00	5.00	5.00	6.00	6.00	-
Accounts Payable Specialist	1.00	1.00	1.00	2.00	2.00	-
Administrative Assistant	-	3.00	3.00	3.00	3.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Administrative Assistant for Federal Programs Dire	1.00	1.00	1.00	1.00	1.00	-
Advisor Senior Procurement	-	-	1.00	1.00	1.00	-
Budget Advisor School Finance	2.00	2.00	-	-	-	-
Budget Analyst	2.00	1.00	2.00	1.00	1.00	-
Buyer	2.00	2.00	2.00	2.00	2.00	-
Chief Financial Officer	1.00	1.00	1.00	1.00	1.00	-
Controller	1.00	1.00	1.00	1.00	1.00	-
Deputy Chief Financial Officer	1.00	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	1.00	-
Director Grants Management and Compliance	-	1.00	1.00	1.00	1.00	-
Director - Payroll	1.00	1.00	1.00	1.00	1.00	-
Director - Procurement	1.00	1.00	1.00	1.00	1.00	-
Director II - Federal Programs and Operations	-	1.00	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	-	-	-	-	-
Director School Support /Fiscal Compliance	1.00	-	-	-	-	-
Director Special Projects	1.00	-	-	-	-	-
ERP Continuous Improvement Professional Part-Time	-	1.00	1.00	1.00	1.00	-
Executive Assistant to the CFO	-	1.00	1.00	2.00	1.00	(1.00)
Financial Support Specialist	-	-	-	1.00	1.00	-
Fiscal Assistant	1.00	-	-	-	-	-
Grant Writer Advisor	1.00	1.00	2.00	1.00	1.00	-
Highly Specialized Financial Systems Advisor	-	1.00	1.00	1.00	1.00	-
Manager - Discretionary Grant	-	-	1.00	1.00	1.00	-
Manager - Operations Sourcing	1.00	1.00	1.00	1.00	1.00	-
Manager of Accounting & Reporting	1.00	1.00	1.00	1.00	1.00	-
Manager of Accounts Payable	1.00	1.00	1.00	1.00	1.00	-
Manager of Budget	1.00	1.00	1.00	1.00	1.00	-
Manager of Financial Planning & Accountability	-	1.00	1.00	-	-	-
Part Time Senior Accountant	-	-	1.00	-	-	-
Part - Time Director - Procurement	-	-	-	1.00	1.00	-
Part-Time Director AP Payroll & Finance Ops	-	1.00	1.00	1.00	1.00	-
Part-Time Payroll Associate	-	-	-	1.00	1.00	-
Part-Time Payroll Manager	-	1.00	1.00	-	-	-
Payroll Accountant	2.00	1.00	1.00	1.00	1.00	-
Payroll Associate	5.00	5.00	5.00	5.00	5.00	-
Payroll Manager	2.00	2.00	2.00	2.00	2.00	-
Procurement Associate	2.00	2.00	2.00	3.00	3.00	-
Procurement Associate (Part Time Perm)	1.00	1.00	1.00	1.00	1.00	-
Senior Accountant	-	-	-	1.00	1.00	-
Senior Accountant (Accounting)	3.00	4.00	4.00	4.00	4.00	-
Senior Accountant(Student Activity&Financial Oper)	1.00	-	-	-	-	-
Senior Budget Analyst	3.00	4.00	6.00	8.00	8.00	-
Senior Buyer	3.00	3.00	2.00	2.00	2.00	-
Senior Manager - Accounting & Reporting	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Budget	1.00	1.00	1.00	1.00	1.00	-
FINANCE TOTAL	59.00	64.00	69.00	74.00	72.00	(2.00)
STRATEGIC OPERATIONS						
Deputy Superintendent Strategic Operations & Support	1.00	1.00	1.00	1.00	-	(1.00)
STRATEGIC OPERATIONS TOTAL	1.00	1.00	1.00	1.00	-	(1.00)
GENERAL COUNSEL						
Administrative Assistant for Policy	1.00	-	-	-	-	-
Advisor - On-The-Job Injury	-	1.00	1.00	1.00	1.00	-
Associate General Counsel	5.00	5.00	6.00	6.00	6.00	-
Chief General Counsel	1.00	1.00	1.00	1.00	1.00	-
Contract Administrator	-	1.00	1.00	1.00	1.00	-
Contract Advisor	-	3.00	3.00	3.00	3.00	-
Coordinator - Executive Legal	-	-	1.00	1.00	1.00	-
Coordinator - Project	-	-	1.00	1.00	1.00	-
Deputy General Counsel	1.00	1.00	1.00	-	-	-
Interns - General Counsel	-	-	4.00	-	-	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Executive Legal Assistant	1.00	1.00	-	-	-	-
Legal Assistant	1.00	2.00	2.00	2.00	2.00	-
Legal Secretary	1.00	-	-	-	-	-
Manager - Governmental Affairs & Compliance	-	-	1.00	1.00	1.00	-
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	-
Risk Management Associate	-	-	-	-	1.00	1.00
Safety Office - OSHA/Environmental Concerns/Inspec	1.00	1.00	1.00	1.00	1.00	-
Senior Counsel	-	-	2.00	2.00	3.00	1.00
Special Project Assistant - Employee Accidents	1.00	-	-	-	-	-
Senior Specialist - Compliance	-	-	1.00	1.00	1.00	-
Title IX Advisor	1.00	1.00	1.00	1.00	1.00	-
Title IX Associate	0.60	-	-	-	-	-
GENERAL COUNSEL TOTAL	18.60	21.00	31.00	26.00	28.00	2.00
HUMAN CAPITAL AND TALENT MANAGEMENT						
Administrative Assistant	-	1.00	2.00	1.00	1.00	-
Administrative Specialist	-	-	1.00	1.00	1.00	-
Advisor - Employee Performance and Support	3.00	3.00	4.00	4.00	4.00	-
Advisor - HR Bus Ops & Benefits Special Projects	-	-	1.00	1.00	1.00	-
Advisor - Peer Assistance & Review	-	-	-	4.00	4.00	-
Advisor Office of Professional Standards	2.00	4.00	3.00	4.00	4.00	-
Associate - Compliance	-	-	1.00	1.00	1.00	-
Associate Employee Evaluation and Support	1.00	-	-	-	-	-
Chief of Human Resources	1.00	1.00	1.00	1.00	1.00	-
Compensation Advisor	1.00	2.00	2.00	3.00	3.00	-
Compensation Analyst	1.00	1.00	1.00	-	-	-
Compensation Manager	-	-	-	1.00	1.00	-
Compensation Specialist	1.00	-	-	-	-	-
Compliance Associate	1.00	-	-	-	-	-
Constituent Services Assistant	-	3.00	-	-	-	-
Customer Service Rep Human Resources	2.00	2.00	2.00	1.00	1.00	-
Deputy Chief for Human Resources	1.00	1.00	-	1.00	1.00	-
Deputy Chief of HR Operations and Strategy	-	1.00	-	-	-	-
Deputy Chief of Instructional Talent	1.00	-	-	-	-	-
Director of Total Rewards	1.00	1.00	1.00	1.00	1.00	-
Director - Strategic Staffing	-	-	1.00	1.00	1.00	-
Director II - HR Talent Management	1.00	1.00	1.00	1.00	1.00	-
Director Office of Professional Standards	-	-	1.00	1.00	1.00	-
Director of Human Capital Office	1.00	-	-	-	-	-
Director of Labor Empl Rel / Perf Mgmt & Sup	1.00	-	-	-	-	-
Employee Connect Clerk	3.00	-	-	-	-	-
Employee Connect Manager	1.00	-	-	-	-	-
Employee Enterprise Associate	3.00	3.00	2.00	2.00	2.00	-
Employee Enterprise Manager	1.00	-	-	-	-	-
Employee Relations Advisor	2.00	-	-	-	-	-
Executive Assistant Human Resources	1.00	1.00	-	-	-	-
HR Business Partner Instructional	4.00	-	-	-	-	-
HR Business Partner Non-Instructional	2.00	-	-	-	-	-
HR Data Analyst	-	1.00	1.00	1.00	1.00	-
HR File Clerk	-	-	1.00	1.00	1.00	-
HR Licensure and Compliance Specialist	-	-	1.00	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	-	-	-
HR Strategic Project Advisor	1.00	-	-	-	-	-
HR Talent Associate Instructional	2.00	2.00	2.00	2.00	2.00	-
HR Talent Specialist Instructional	3.00	3.00	1.00	1.00	1.00	-
HR Talent Specialist Non-Instructional	2.00	1.00	2.00	2.00	2.00	-
Human Resource Staffing Advisor Instructional	-	4.00	1.00	1.00	1.00	-
Human Resource Staffing Advisor Non Instructional	-	2.00	2.00	2.00	2.00	-
Human Resource Staffing Manager Non - Instructional	-	1.00	1.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Lead Labor Relations Advisor	1.00	-	-	-	-	-
Licensure and Compliance Specialist	-	1.00	1.00	1.00	1.00	-
Manager - Employee Performance and Support	-	1.00	1.00	1.00	1.00	-
Manager HR Business Strategy & Total Rewards	-	-	1.00	1.00	1.00	-
Manager Non-Instructional Evaluation & Employee D	1.00	-	-	-	-	-
Manager of Labor Relations	1.00	-	-	-	-	-
Manager of Recruitment & Staffing	1.00	-	-	-	-	-
Non-Instructional Evaluation Specialist	1.00	-	-	-	-	-
Part-Time Talent Acquisition Recruiter	2.00	-	-	-	-	-
Recruitment Brand Digital & Content Advisor	-	-	1.00	1.00	1.00	-
Selector Talent Acquisition	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	2.00	2.00	-
Senior Advisor - HR Staffing Instructional	-	-	1.00	1.00	1.00	-
Senior Compensation Advisor	2.00	1.00	1.00	1.00	1.00	-
Senior Compensation Strategist	1.00	1.00	1.00	-	-	-
Senior Employee Relations Advisor	1.00	-	-	-	-	-
Senior HR Metrics Analyst	-	1.00	1.00	1.00	1.00	-
Senior Manager - Business Relationships	-	-	-	-	1.00	1.00
Specialist - HR Talent & Support	-	-	1.00	1.00	1.00	-
Specialist - HR Data	1.00	1.00	1.00	1.00	1.00	-
Sr. Manager of Instructional Talent	1.00	1.00	1.00	-	-	-
Specialist HR Employee Services	1.00	-	-	-	-	-
Specialist Office of Professional Standards	1.00	1.00	-	-	-	-
Sr. HR Business Strategist & Consultant	1.00	-	-	-	-	-
Talent Acquisition Advisor	1.00	-	-	-	-	-
Talent Acquisition Associate	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Manager	1.00	-	-	-	-	-
Talent Acquisition & Retention Manager	-	1.00	1.00	1.00	1.00	-
Talent Acquisition Recruiter	5.00	5.00	3.00	3.00	3.00	-
Teacher and Leader Effectiveness Advisor	2.00	-	-	-	-	-
Teacher and Leadership Effectiveness Manager	1.00	-	-	-	-	-
Teacher Effectiveness Advisor	1.00	-	-	-	-	-
Teacher Evaluation Analyst	1.00	-	-	-	-	-
Technology and Communications Advisor	1.00	-	-	-	-	-
HUMAN CAPITAL AND TALENT MANAGEMENT TOTAL	76.00	61.00	57.00	58.00	59.00	1.00
INFORMATION TECHNOLOGY						
Advisor - IT Business	-	-	4.00	3.00	3.00	-
Analyst - Cyber Security	7.00	7.00	7.00	7.00	7.00	-
Analyst - IT Service Desk	-	-	-	1.00	1.00	-
Chief Information Officer	1.00	1.00	1.00	1.00	1.00	-
Cyber Security Administrator	1.00	1.00	1.00	1.00	1.00	-
Database Administrator	-	-	-	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	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	1.00	-
ERP Security Administrator	1.00	1.00	1.00	1.00	1.00	-
ERP Technical Manager	1.00	1.00	1.00	-	-	-
ERP Training Advisor	1.00	1.00	1.00	-	-	-
Executive Assistant - Information Technology	-	-	1.00	1.00	1.00	-
Highly Specialized Strategic Planning Advisor	1.00	1.00	1.00	1.00	1.00	-
IT Business Analyst	1.00	-	-	-	-	-
IT Business Technology Advisor	1.00	1.00	1.00	1.00	1.00	-
IT Database Advisor	3.00	1.00	1.00	1.00	1.00	-
IT Database Engineer	-	-	1.00	-	-	-
IT Departmental Assistant	2.00	2.00	1.00	1.00	1.00	-
IT Enterprise Email Analyst	2.00	-	-	-	-	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
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	-
IT Manager-Technology Development	1.00	-	-	-	-	-
IT Manager-Technology Field Support	3.00	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	3.00	-
IT Report Analyst	2.00	2.00	1.00	1.00	1.00	-
IT Security Manager	1.00	1.00	1.00	1.00	1.00	-
IT Senior Application Developer	1.00	1.00	1.00	1.00	1.00	-
IT Senior System Administrator	4.00	4.00	4.00	4.00	4.00	-
IT Support Analyst	43.00	42.00	42.00	42.00	42.00	-
IT Support Associate	12.00	10.00	6.00	5.00	5.00	-
IT Systems Administrator Analyst	2.00	2.00	2.00	2.00	2.00	-
IT Systems Security Analyst	1.00	-	-	-	-	-
Manager Project Management Office	1.00	1.00	-	-	-	-
Manager - PMO/IT Programs	-	-	1.00	1.00	1.00	-
Network Analyst	5.00	4.00	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	1.00	1.00	1.00	1.00	1.00	-
Project Manager	4.00	2.00	2.00	3.00	3.00	-
Report Analyst (ERP)	1.00	-	-	-	-	-
Senior Analyst - IT Support	-	-	3.00	4.00	4.00	-
Senior ERP Applications Advisor	1.00	1.00	-	-	-	-
Service Desk Associate	8.00	8.00	11.00	10.00	10.00	-
Service Desk Manager	1.00	1.00	1.00	1.00	1.00	-
System Administrator	3.00	-	-	-	-	-
Telecom Analyst	4.00	4.00	4.00	4.00	4.00	-
INFORMATION TECHNOLOGY TOTAL	144.00	125.00	122.00	120.00	120.00	-
INTERNAL AUDIT						
Administrative Assistant to MWBE Director	1.00	-	-	-	-	-
Associate Internal Auditor	4.00	2.00	2.00	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	-	-	-	-
Internal Auditor Manager	2.00	1.00	1.00	1.00	1.00	-
Internal Auditor	3.00	3.00	3.00	3.00	4.00	1.00
Senior Internal Auditor Investigator	1.00	2.00	2.00	2.00	2.00	-
Senior Performance Auditor	-	-	1.00	2.00	3.00	1.00
INTERNAL AUDIT TOTAL	15.00	12.00	12.00	12.00	14.00	2.00
OPERATIONS						
Administrative Assistant	1.00	2.00	2.00	2.00	2.00	-
Administrative Specialist	1.00	-	-	-	-	-
Asbestos Supervisor	1.00	1.00	1.00	1.00	1.00	-
Asset Inventory Associate	-	2.00	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	1.00	-
Asset Management Clerical	1.00	-	-	-	-	-
Assistant Zone Supervisor Plant Manager	3.00	-	-	-	-	-
Associate Fixed Asset	2.00	-	-	-	-	-
Associate General Counsel	1.00	-	-	-	-	-
Associate - Warehouse	2.00	2.00	2.00	3.00	3.00	-
Business Manager of Operations	1.00	-	-	-	-	-
Buyer Facilities Construction	1.00	-	-	-	-	-
Buyer Information Technology	1.00	-	-	-	-	-
CAD Drafter	1.00	-	-	-	-	-
Capacity Planning Advisor	1.00	1.00	-	-	-	-
Chief of Business Operations	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant Contract Management	1.00	-	-	-	-	-
Clerical Assistant-Fast Lane Transactional Strate	1.00	-	-	-	-	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Compliance Advisor	3.00	4.00	4.00	4.00	4.00	-
Compliance Specialist	2.00	-	-	-	-	-
Construction Manager	2.00	1.00	1.00	1.00	1.00	-
Contract Administrator	1.00	-	-	-	-	-
Contract Advisor	3.00	-	-	-	-	-
Contract Manager	1.00	-	-	-	-	-
Crewperson	14.00	14.00	14.00	2.00	2.00	-
Customer Service Associate	1.00	1.00	1.00	1.00	1.00	-
Data Info Specialist	1.00	1.00	-	-	-	-
Data Analyst	-	-	-	-	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	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	-	-	-	-	-
Director of Plant Managers	1.00	-	-	-	-	-
Director of Transportation	1.00	-	1.00	1.00	1.00	-
Director II - Business Operations	1.00	1.00	1.00	1.00	1.00	-
Director II - Facilities Maintenance	1.00	1.00	1.00	2.00	1.00	(1.00)
Director of Facility Planning	1.00	1.00	1.00	1.00	1.00	-
Draftsman	1.00	-	-	-	-	-
Energy Manager	1.00	-	-	-	-	-
Environment Health and Safety Manager	1.00	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	-	-	-	-	-	-
Facilities Financial Advisor	1.00	1.00	1.00	1.00	1.00	-
Facilities Project Specialist	-	-	-	-	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	1.00	-
Fire and Life Safety Compliance Specialist	1.00	-	-	-	-	-
General Services Manager	1.00	1.00	-	-	-	-
General Services Supervisor	-	3.00	4.00	4.00	1.00	(3.00)
GIS Planning Advisor	1.00	1.00	1.00	1.00	1.00	-
Grounds Service Technician	-	-	-	-	2.00	2.00
Grounds Supervisor	4.00	4.00	4.00	4.00	4.00	-
Heavy Equipment Mechanic	1.00	1.00	1.00	-	-	-
Heavy Equipment Operator	2.00	2.00	2.00	1.00	1.00	-
Information Technology Sourcing Manager	1.00	-	-	-	-	-
Inventory Clerk	4.00	4.00	3.00	1.00	1.00	-
Lead Mechanic I Certified	1.00	1.00	1.00	1.00	1.00	-
Low Voltage Advisor	-	-	-	-	-	-
Low Voltage Supervisor	1.00	1.00	1.00	1.00	1.00	-
Mail Clerk	1.00	1.00	3.00	3.00	3.00	-
Maint Tech I - Sheet Metal Worker	4.00	4.00	4.00	4.00	4.00	-
Maint Tech II - Carpenter	15.00	15.00	15.00	15.00	15.00	-
Maint Tech II - Carpenter/Welder	4.00	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	14.00	14.00	15.00	15.00	-
Maintenance Technician - Energy	2.00	2.00	2.00	2.00	2.00	-
Maintenance Technician-HVAC	24.00	24.00	24.00	24.00	24.00	-
Maintenance Technician - Plasterer	1.00	1.00	1.00	1.00	1.00	-
Maintenance Technician-Plumber	13.00	13.00	13.00	16.00	16.00	-
Maintenance Technician - Roofer	6.00	6.00	2.00	2.00	2.00	-
Manager - Custodial and Grounds	1.00	1.00	1.00	1.00	1.00	-
Manager - Facilities Operations	1.00	1.00	1.00	1.00	1.00	-
Manager - Facilities Planning & Property	-	-	1.00	1.00	1.00	-
Manager Planning	1.00	-	-	-	-	-
Master Electrician	1.00	1.00	1.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Master HVAC	1.00	1.00	1.00	1.00	1.00	-
Master Maint Tech-Electrician	1.00	-	-	-	-	-
Master Maint Tech-HVAC	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	-	-	-	-	-
Operations Specialist Facilities/Warehousing	1.00	-	-	-	-	-
Pest Control Manager	1.00	1.00	1.00	1.00	-	(1.00)
Pest Control Technician I	6.00	6.00	6.00	6.00	6.00	-
Pest Control Technician II	2.00	2.00	2.00	2.00	2.00	-
Plant Manager	135.00	135.00	136.00	159.00	157.00	(2.00)
Plant Manager II	2.00	2.00	2.00	2.00	2.00	-
PMO Manager	1.00	-	-	-	-	-
Project Facilitator II	1.00	-	-	-	-	-
Project Management Lead	2.00	2.00	2.00	2.00	2.00	-
Project Manager	3.00	1.00	1.00	1.00	1.00	-
Record Clerk	4.00	3.00	3.00	3.00	3.00	-
Routing Specialist (Gen Ed SPED)	2.00	2.00	2.00	2.00	2.00	-
Senior Advisor - Business Ops & Special Pro	2.00	1.00	1.00	1.00	1.00	-
Small Engine Mechanic	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	-	-	-	-	-
Technician - Asbestos Abatement II	3.00	3.00	3.00	3.00	3.00	-
Technician - Asbestos Abatement III	3.00	3.00	3.00	3.00	3.00	-
Technician - Electronics II	3.00	3.00	4.00	4.00	4.00	-
Technician - Flooring	5.00	5.00	3.00	3.00	3.00	-
Technician Lead - Flooring	-	-	2.00	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	-	-	-	-
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	1.00	1.00	-
Truck Driver	1.00	1.00	-	-	-	-
Truck Driver II	2.00	2.00	-	-	-	-
Truck Driver-Maintenance	23.00	23.00	22.00	1.00	1.00	-
Vendor Assistant	1.00	1.00	-	-	-	-
Vendor Coordinator	-	-	-	-	-	-
Warehouse First Line Supervisor	3.00	3.00	3.00	3.00	3.00	-
Warehouseman	-	-	1.00	-	-	-
Zone 1-4 HVAC Supervisor	3.00	3.00	3.00	3.00	3.00	-
Zone 1-4 Manager	3.00	4.00	4.00	2.00	2.00	-
Zone 1-4 Supervisor - Custodial & Grounds	4.00	4.00	4.00	4.00	4.00	-
Zone 1A-4B Supervisor	6.00	5.00	5.00	5.00	5.00	-
OPERATIONS TOTAL	429.00	393.00	390.00	377.00	374.00	(3.00)
DEPUTY SUPERINTENDENT OF SCHOOLS & ACADEMIC SUPPORT						
Analytics Advisor	3.00	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	1.00	-
Assessment Advisor	3.00	3.00	3.00	3.00	3.00	-
Assessment Specialist	2.00	2.00	2.00	2.00	2.00	-
Business Process Analyst	1.00	1.00	1.00	1.00	-	(1.00)
Chief Innovation Officer	1.00	1.00	-	-	-	-
Continuous Improvement Advisor	1.00	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	2.00	-
Deputy Superintendent of Academics	1.00	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	1.00	-
Director II - Planning & Accountability	1.00	1.00	1.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
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	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	-	-	-
Manager - Academic School Support & Finance	-	-	-	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	4.00	-
Records Assistant	4.00	4.00	4.00	4.00	4.00	-
Research Advisor	1.00	1.00	1.00	1.00	1.00	-
Research Analyst	-	-	1.00	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	13.00	13.00	-
SIM Team Leader	3.00	3.00	3.00	-	-	-
Student Records Manager	1.00	1.00	1.00	1.00	1.00	-
DEPUTY SUPERINTENDENT OF SCHOOLS & ACADEMIC SUPPORT	51.00	52.00	51.00	60.00	59.00	(1.00)
STUDENT FAMILY AND COMMUNITY AFFAIRS						
Advisor Student Family & Community	-	-	4.00	3.00	3.00	-
Advisor Family Partnership and School Support	5.00	5.00	5.00	4.00	4.00	-
Call Center Assistant	7.00	-	-	-	-	-
Chief of Community Engagement	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant Family Partnerships	1.00	1.00	2.00	2.00	2.00	-
Comm. Engagement Contracts & Accountability Mgr.	1.00	-	-	-	-	-
Community Engagement Specialist	3.00	3.00	1.00	1.00	1.00	-
Community Schools Manager	1.00	1.00	1.00	-	-	-
Community Schools Specialist	1.00	1.00	1.00	-	-	-
Constituent Services Assistant	7.00	7.00	7.00	7.00	7.00	-
Constituent Services Clerk	1.00	1.00	1.00	1.00	1.00	-
Constituent Services Specialist	1.00	1.00	1.00	1.00	1.00	-
Coordinator - Special Projects	1.00	1.00	-	-	-	-
Director - Constituent Services	-	-	1.00	1.00	1.00	-
Director - Family and Community Engagement	1.00	1.00	1.00	1.00	1.00	-
District Receptionist	1.00	1.00	1.00	1.00	1.00	-
Family Engagement Specialist	20.00	19.00	12.00	8.00	8.00	-
Family Resource Center Associate	2.00	2.00	2.00	2.00	-	(2.00)
High School Initiatives Advisor	1.00	-	-	-	-	-
Manager - Special Projects	-	-	-	-	1.00	1.00
Manager Community Engagement	2.00	2.00	2.00	1.00	1.00	-
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	1.00	-
Manager Student Leadership	-	1.00	1.00	1.00	1.00	-
Manager Student Recruitment	-	1.00	1.00	1.00	1.00	-
Senior Advisor - Community Schools	-	-	-	1.00	1.00	-
Senior Advisor - Student Family & Community	-	1.00	1.00	2.00	2.00	-
Senior Advisor - Student Internships	-	-	1.00	1.00	1.00	-
Senior Manager of Customer Services	1.00	-	-	-	-	-
Specialist Multicultural Family	1.00	1.00	3.00	1.00	1.00	-
Sr. Mgr. Partnership Accountability & Comm. Eng	-	1.00	-	1.00	1.00	-
Student Engagement Specialist K-12	-	2.00	1.00	1.00	1.00	-
Student Recruitment Advisor	4.00	-	-	-	-	-
Student Recruitment Specialist	1.00	1.00	4.00	4.00	4.00	-
STUDENT FAMILY AND COMMUNITY AFFAIRS TOTAL	65.00	57.00	57.00	49.00	48.00	(1.00)
SAFETY AND SECURITY						
Admin Assistant to School & Safety Manager	1.00	-	-	-	-	-
Admin Assist to Exec Dir Safety & Sec	-	1.00	1.00	1.00	1.00	-
Advisor - Safety & Security Special Project	-	-	-	1.00	1.00	-
Alarm/CCTV Installation Analyst	4.00	5.00	5.00	5.00	5.00	-
CCTV Manager	1.00	1.00	1.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
CCTV Monitor	4.00	4.00	4.00	11.00	11.00	-
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	1.00	-
Data Info Specialist	2.00	1.80	2.00	2.00	2.00	-
Deputy Chief - Safety & Security	1.00	1.00	1.00	1.00	1.00	-
Director - Safety	1.00	1.00	1.00	1.00	1.00	-
Director - 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	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	2.00	-
GRASSY Special Project Coordinator I (Gang Counsel Major	5.00 2.00	2.00 2.00	- 2.00	- 2.00	- 2.00	- -
Manager - Security	-	-	1.00	1.00	1.00	-
Mobile Security Officer	128.00	128.00	125.00	125.00	125.00	-
Records Clerk	2.00	1.00	1.00	1.00	1.00	-
Records Clerk to Truancy Manager	6.00	-	-	-	-	-
Safety & Security Monitor	-	-	-	10.00	212.00	202.00
Safety and Security Electronics Technician II	-	-	-	3.00	3.00	-
Safety and Security Financial Analyst	1.00	1.00	1.00	1.00	1.00	-
Safety and Security Guard	9.00	19.00	15.00	9.00	9.00	-
Safety and Security Records Clerk	-	1.00	1.00	1.00	1.00	-
Safety Special Project Coordinator	8.00	14.00	10.00	10.00	10.00	-
Security Advisor	1.00	1.00	-	-	-	-
Security System Operator	6.00	6.00	6.00	6.00	6.00	-
Security Systems Operator PART TIME	5.00	6.00	6.00	5.00	5.00	-
Sergeant	5.00	6.00	6.00	6.00	6.00	-
SHAPE Advisor	1.00	1.00	1.00	1.00	1.00	-
Special Project Advisor	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	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	1.00	-
Truancy Attendance Specialist	2.00	-	-	-	-	-
Truancy Attendance Teacher	3.00	-	-	-	-	-
SAFETY AND SECURITY TOTAL	213.00	215.80	203.00	217.00	419.00	202.00
SUPERINTENDENT						
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	1.00	-
Senior Executive Coordinator II	1.00	1.00	1.00	-	-	-
Superintendent	1.00	1.00	1.00	1.00	1.00	-
SUPERINTENDENT TOTAL	4.00	4.00	4.00	3.00	3.00	-
Grand Total	9,880.00	9,522.26	9,248.00	9,300.56	9,526.00	225.44



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Informational Section

MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT NON-FEDERAL PROGRAMS

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
D025 School Age Childcare						
ELOP (School Age Childcare) Assistant	3.00	1.00	-	-	-	-
ELOP Monitor	8.00	7.00	-	-	-	-
ELOP Monitor SUBSTITUTES	0.50	0.50	-	-	-	-
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	-	-	-	-
Manager of Extended Learning	-	1.00	-	-	-	-
Program Administrator	2.00	-	-	-	-	-
Receptionist	2.00	-	-	-	-	-
School Age Child Care Manager	1.00	1.00	-	-	-	-
D025 School Age Childcare Total	17.50	22.50	-	-	-	-
D085 After School Childcare						
Classroom Teacher K-3	1.00	-	-	-	-	-
ELOP Assistant (School Age Childcare)	16.93	177.00	-	-	-	-
ELOP Supervisor (School Age Child Care)	23.26	22.00	-	-	-	-
ELOP Childcare Assistant SUBSTITUTES	34.65	81.00	-	-	-	-
ELOP Site Leader	2.52	10.00	-	-	-	-
ELOP Tutor	-	78.00	-	-	-	-
D085 After School Childcare Total	78.36	368.00	-	-	-	-
D225 After-School Snacks						
ELOP Monitor	2.00	-	-	-	-	-
Receptionist	1.00	-	-	-	-	-
D225 After-School Snacks Total	3.00	-	-	-	-	-
D525 Pre-K						
Administrative Assistant for Pre-K	1.00	1.00	1.00	-	-	-
Advisor - Family Partnership and School Support P	-	-	-	1.00	1.00	-
Assistant Pre-K Program	1.00	1.00	-	-	-	-
Childcare Center Educator	-	-	-	-	2.00	-
Classroom Teacher K-5	1.00	1.00	-	-	-	-
Classroom Teacher-Pre K	80.00	79.00	86.00	80.00	76.00	(4.00)
Classroom Teacher - Pre K In Training	-	-	1.00	-	-	-
Clerical Assistant	2.00	1.00	1.00	1.00	1.00	-
Director - Education	-	1.00	1.00	1.00	1.00	-
Educational Asst - Early Childhood	6.00	6.00	6.00	4.00	5.00	1.00
Foundational Literacy Coach - Pre-K	-	-	2.00	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 - Family Partnership & School Support Pre-	-	-	-	1.00	1.00	-
Manager Early Childhood	3.00	1.00	1.00	1.00	1.00	-
Manager Grant Fiscal	0.50	0.50	1.00	1.00	1.00	-
Receptionist	-	-	-	1.00	1.00	-
Senior Pre-K Professional Development Advisor	-	-	1.00	-	-	-
Specialist Family Engagement Pre-K	-	-	2.00	2.00	2.00	-
D525 Pre-K Total	96.50	93.50	105.00	97.00	96.00	(1.00)
First 8.1						
Advisor - Grant Compliance	-	-	-	1.00	1.00	-
Classroom Teacher Pre K	-	40.00	7.00	31.00	36.00	5.00
Childcare Center Educator	-	-	49.00	8.00	3.00	(5.00)
Early Childhood Educational Assistant	-	3.00	-	-	-	-
Educational Asst - Early Childhood	-	37.00	55.00	39.00	40.00	1.00
Foundational Literacy Coach - Pre-K	-	-	3.00	1.00	1.00	-
Instructional Advisor Pre-K	-	1.00	2.00	-	-	-
Program/Project Assistant for Pre-K	-	1.00	1.00	1.00	1.00	-
First 8.1 Total	-	82.00	117.00	81.00	82.00	1.00
D555 Research & Evaluation						
Research Analyst	-	-	2.00	1.00	1.00	-
D555 Research & Evaluation Total	-	-	2.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
D765 Shelby County Government Pre-K						
Classroom Teacher-Pre K	13.00	-	-	-	-	-
Educational Asst - Early Childhood	12.00	-	-	-	-	-
Instructional Advisor Pre-K	1.00	-	-	-	-	-
Educational Assistant	1.00	-	-	-	-	-
D765 Shelby County Government Pre-K Total	27.00	-	-	-	-	-
First 8 Coaches Support						
Foundational Literacy Coach - Pre-K	-	-	-	2.00	2.00	-
First 8 Coaches Support Total	-	-	-	2.00	2.00	-
D766 First 8.2						
Classroom Teacher Pre-K	-	10.00	-	7.00	6.00	(1.00)
Educational Assistant	-	1.00	-	-	-	-
Educational Asst - Early Childhood	-	10.00	-	9.00	9.00	-
Instructional Advisor Pre-K	-	1.00	-	1.00	1.00	-
Specialist Family Engagement Pre-K	-	-	5.00	-	-	-
D766 First 8.2 Total	-	22.00	5.00	17.00	16.00	(1.00)
First 8.2 Wraparound						
Specialist Family Engagement Pre K	-	-	-	13.00	13.00	-
First 8.2 Wraparound Total	-	-	-	13.00	13.00	-
D770 Memphis Education Fund						
Assistant Principal-Elementary/Middle	1.00	-	-	-	-	-
Classroom Teacher K-5	3.00	1.00	1.00	-	-	-
Classroom Teacher Secondary	4.00	1.00	1.00	-	-	-
Classroom Teacher Special ED	3.00	-	-	-	-	-
Educational Assistant	2.00	2.00	-	-	-	-
In-School Suspension Assistant	1.00	-	-	-	-	-
Instructional Support Advisor	1.00	-	-	-	-	-
Instructional Support Manager	-	1.00	-	-	-	-
Manager Literacy Instructional Support	1.00	1.00	-	-	-	-
Manager Mathematics Instructional Support	1.00	1.00	-	-	-	-
Manager Science Instructional Support	1.00	1.00	-	-	-	-
D770 Memphis Education Fund Total	18.00	8.00	2.00	-	-	-
D777 Evening Reporting Center						
Advisor Evening Reporting Center	-	1.00	1.00	1.00	1.00	-
Evening Rept Ctr Classroom Teacher PT	-	5.00	1.00	-	-	-
Evening Rept Ctr Transition Specialist PT	-	5.00	1.00	-	-	-
Manager Evening Reporting Center	-	1.00	1.00	1.00	1.00	-
D777 Evening Reporting Center Total	-	12.00	4.00	2.00	2.00	-
D795 SPED Medicaid Reimbursement						
Advisor - Medicaid Reimbursement Program	-	-	-	1.00	1.00	-
Medicaid Specialist	1.00	1.00	1.00	-	-	-
Nurse Practitioner	1.00	1.00	1.00	1.00	1.00	-
D795 SPED Medicaid Reimbursement Total	2.00	2.00	2.00	2.00	2.00	-
D960 Lottery for Education Afterschool Programs (LEAPS)						
ELOP Assistant (School Age Child Care)	21.00	46.00	8.00	-	-	-
ELOP Childcare Assistant SUBSTITUTES	-	9.00	8.00	-	-	-
ELOP Supervisor (School Age Child Care)	7.00	8.04	8.00	8.00	7.00	(1.00)
ELOP Tutor	27.00	23.00	8.00	-	-	-
Part time Certified Tutor	1.00	-	-	-	-	-
D960 Lottery for Education Afterschool Programs (LEAPS) Tot:	56.00	86.04	32.00	8.00	7.00	(1.00)
D961 Urban Strategies						
Student & Community Relations Advisor	1.00	1.00	1.00	-	-	-
Student & Community Resource Associate	3.00	3.00	3.00	-	-	-
D961 Urban Strategies Total	4.00	4.00	4.00	-	-	-
D968 Trauma Intensive Parent (TIP) Grant						
Parent Engagement Specialist	-	2.00	2.00	2.00	2.00	-
D968 Trauma Intensive Parent (TIP) Grant Total	-	2.00	2.00	2.00	2.00	-
D9506 Pre-K Expansion (PDG)						
Associate Fiscal Pre K	1.00	-	-	-	-	-
Classroom Teacher Pre K	38.00	-	-	-	-	-
Early Childhood Educational Assistant	2.00	-	-	-	-	-
Educational Asst - Early Childhood	36.00	-	-	-	-	-
Instructional Advisor Pre-K	1.00	-	-	-	-	-
D9506 Pre-K Expansion (PDG) Total	78.00	-	-	-	-	-
Grand Total	380.36	702.04	275.00	225.00	223.00	(2.00)



Informational Section

MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT FEDERAL PROGRAMS

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
American Rescue Plan - Head Start						
Behavioral Specialist	-	-	3.00	-	-	-
Advisor - Family Partnership and School Support P	-	-	1.00	-	-	-
Health Services Program Advisor	-	-	1.00	-	-	-
Laundry Technician - Pre-K	-	-	2.00	-	-	-
Senior Pre-K Professional Development Advisor	-	-	1.00	-	-	-
American Rescue Plan - Head Start Total	-	-	8.00	-	-	-
ARP Homeless 1.0						
Federal Programs Advisor - ARP 1.0	-	-	1.00	1.00	1.00	-
ARP Homeless 1.0 Total	-	-	1.00	1.00	1.00	-
ARP Homeless 2.0						
Advisor - Federal Programs	-	-	1.00	1.00	1.00	-
Clerical Assistant	-	-	1.00	1.00	1.00	-
Federal Programs Specialist	-	-	9.00	9.00	9.00	-
ARP Homeless 2.0 Total	-	-	11.00	11.00	11.00	-
ARP Homeless System Navigator						
Federal Programs Specialist	-	-	-	1.00	1.00	-
ARP Homeless System Navigator Total	-	-	-	1.00	1.00	-
ARP IDEA Part B						
Exceptional Children Advisor SPED	-	-	-	1.00	-	(1.00)
ARP IDEA Part B Total	-	-	-	1.00	-	(1.00)
ATSI 2019 Designation						
Educational Asst - Elementary	-	-	1.00	-	-	-
ATSI 2019 Designation Total	-	-	1.00	-	-	-
CARES Act						
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	-	-	-	-
CARES Act Total	-	1,354.20	-	-	-	-
0016 Consolidated Administration						
Accountant - Federal Program	-	-	1.00	1.00	1.00	-
Advisor - Federal Programs (Special Populations)	-	-	-	1.00	1.00	-
Associate Federal Programs Data Associate	1.00	1.00	1.00	1.00	1.00	-
Director of Grants Program	1.00	1.00	1.00	1.00	1.00	-
Director II - Federal Programs	-	1.00	1.00	1.00	1.00	-
Federal Programs Advisor - Grants & Special Popula	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Advisor - School Support/Program	3.00	3.00	3.00	3.00	3.00	-
Federal Programs Advisor (Programs)	3.00	4.00	4.00	7.00	7.00	-
Federal Programs Analyst	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Associate (Grants)	1.00	1.00	-	-	-	-
Federal Programs Associate (Programs)	1.00	1.00	1.00	1.00	1.00	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Federal Programs Inventory Assistant	2.00	2.00	2.00	-	-	-
Federal Programs Inventory Associate	2.00	2.00	6.00	6.00	6.00	-
Federal Programs Manager	3.00	4.00	5.00	5.00	5.00	-
Federal Programs Specialist	-	-	1.00	2.00	2.00	-
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	-
Instructional Facilitator	2.00	1.00	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	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	3.00	-
Senior Manager - Federal Programs	-	-	1.00	1.00	1.00	-
Research Analyst	-	-	1.00	-	-	-
Research Associate	1.00	1.00	-	-	-	-
0016 Consolidated Administration Total	31.00	33.00	43.00	45.00	45.00	-
1005 Title I, Part A, Improving Academic Achievement						
Assistant Principal High	-	-	5.00	4.00	8.00	4.00
Assistant Principal-Elementary/Middle	-	-	2.00	3.00	7.00	4.00
Attendance Discipline and Hearing Official	1.00	-	-	-	-	-
Behavioral Specialist	13.00	16.00	30.00	28.00	38.00	10.00
Bilingual Cultural Counselor	1.00	5.00	5.00	5.00	5.00	-
Bilingual Cultural Mentor	2.00	9.00	15.00	15.00	15.00	-
Campus Monitor	1.00	-	-	-	-	-
Classroom Teacher K-5	4.00	0.50	2.00	1.00	2.00	1.00
Classroom Teacher K-8	2.00	2.00	-	-	-	-
Classroom Teacher Secondary	3.00	2.00	1.00	1.00	1.00	-
Clerical Assistant (Family & Community Engagement)	1.00	-	-	-	-	-
Computer Lab Assistant	58.00	51.00	45.00	33.00	32.00	(1.00)
Education Assistant - Interventionist	4.00	3.00	3.00	-	-	-
Educational Assistant	118.00	118.50	108.00	70.00	76.00	6.00
Educational Asst - Elementary	18.00	28.50	58.00	48.00	43.00	(5.00)
Family Engagement Specialist	30.00	31.00	28.00	34.00	37.00	3.00
Family Engagement Specialist Part-time	-	1.00	2.00	2.00	2.00	-
Federal Programs Advisor (Programs)	-	1.00	1.00	1.00	1.00	-
Federal Programs Specialist	2.00	1.00	1.00	1.00	1.00	-
Graduation Coach	2.00	2.00	3.00	6.00	7.00	1.00
In-School Suspension Assistant	12.00	13.00	21.00	24.00	27.00	3.00
Instructional Advisor ESL	3.00	2.00	4.00	6.00	6.00	-
Instructional Advisor Literacy	2.00	2.00	2.00	2.00	2.00	-
Instructional Advisor Mathematics	-	1.00	1.00	1.00	1.00	-
Instructional Curriculum Coach	20.00	15.00	14.00	32.00	45.00	13.00
Instructional Facilitator	184.00	188.00	182.00	192.00	192.00	-
Instructional Math/Literacy Coach	8.00	8.00	8.00	8.00	8.00	-
Instructional Support Advisor	-	21.00	23.00	25.00	25.00	-
Interventionist	17.00	18.50	49.00	49.00	52.00	3.00
Librarian	1.00	-	-	-	-	-
Parent Liaison	6.00	6.00	6.00	6.00	6.00	-
Part time Certified Tutor	57.00	-	64.00	-	-	-
Professional Learning Advisor	-	9.00	9.00	9.00	9.00	-
Professional School Counselor	20.00	17.00	38.00	33.00	36.00	3.00
Senior Manager - Federal Programs Special Projects	-	-	1.00	-	-	-
Specialist Multicultural Family	1.00	-	1.00	1.00	1.00	-
Tutoring Assistant	-	-	3.00	11.00	3.00	(8.00)
1005 Title I, Part A, Improving Academic Achievement Total	591.00	572.00	735.00	651.00	688.00	37.00
1505 Title I, Part D, Subpart 2						
Federal Programs Advisor - School Support/Program	1.00	-	-	-	-	-
Part-time Certified Tutor	1.00	-	-	-	-	-
1505 Title I, Part D, Subpart 2 Total	2.00	-	-	-	-	-
0150 Title I, Part D, Subpart 1 Neglected/Delinquent						
Federal Programs Analyst	-	-	1.00	2.00	2.00	-
Part time Certified Tutor	-	-	2.00	-	-	-
0150 Title I, Part D, Subpart 1 Neglected/Delinquent Total	-	-	3.00	2.00	2.00	-
Title I A Neglected						
Part time Certified Tutor	7.40	-	5.00	-	-	-
Title I A Neglected Total	7.40	-	5.00	-	-	-
2005 Title II, Part A, Training & Recruiting						
Advisor - HR Talent & Support	-	-	1.00	-	-	-
Advisor - Instructional	-	-	-	1.00	1.00	-
Honors Advisor	1.00	1.00	1.00	1.00	1.00	-
HR Business Partner Instructional	2.00	-	-	-	-	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Human Resource Staffing Advisor Instructional	-	4.00	4.00	4.00	4.00	-
Instructional Advisor Literacy	4.00	5.00	5.00	4.00	4.00	-
Instructional Advisor Mathematics	4.00	5.00	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	38.00	-	-	2.00	2.00	-
Instructional Support Analyst 1	1.00	1.00	1.00	1.00	1.00	-
Manager - HR Talent & Support	-	-	1.00	1.00	1.00	-
PLC Advisor	-	3.00	3.00	3.00	3.00	-
Professional Learning Advisor	-	10.00	10.00	10.00	10.00	-
Recruitment and Staffing Advisor	2.00	-	-	-	-	-
Research Advisor	3.00	3.00	3.00	1.00	1.00	-
Senior Advisor - Research	-	-	-	2.00	2.00	-
SR Advisor - HR Talent Pipelines Induction & Dev	-	-	-	1.00	1.00	-
2005 Title II, Part A, Training & Recruiting Total	59.00	36.00	38.00	40.00	40.00	-
3005 Title III Language Instruction for English Learner						
Bilingual Cultural Mentor	24.00	-	-	-	-	-
Part-time Certified Tutor	1.00	-	-	-	-	-
3005 Title III Language Instruction for English Learner Total	25.00	-	-	-	-	-
0300 Title III Part A English Language Acquisition						
Bilingual Cultural Mentor	-	24.00	24.00	24.00	27.00	3.00
Instructional Advisor ESL	-	-	-	3.00	3.00	-
Part time Certified Tutor	-	-	1.00	-	-	-
Part time Certified Tutor ESL	-	-	1.00	-	-	-
Summer School Bilingual Mentor	-	-	1.00	-	-	-
Summer School Teacher ESL	-	-	1.00	-	-	-
0300 Title III Part A English Language Acquisition Total	-	24.00	28.00	27.00	30.00	3.00
5012 21st Century Community Learning Centers						
ELOP Assistant (School Age Child Care)	36.0	-	-	44.00	11.00	(33.00)
ELOP Supervisor (School Age Child Care)	12.0	-	-	14.00	11.00	(3.00)
ELOP Tutor	35.0	-	-	33.00	11.00	(22.00)
Overtime	-	-	-	-	-	-
5012 21st Century Community Learning Centers Total	83.00	-	-	91.00	33.00	(58.00)
5013 21st Century Community Learning GrantFY19						
ELOP Assistant (School Age Child Care)	33.0	57.0	11.00	40.00	10.00	(30.00)
ELOP Childcare Assistant SUBSTITUTES	0.0	12.0	11.00	-	-	-
ELOP Supervisor (School Age Child Care)	11.0	10.9	11.00	12.00	11.00	(1.00)
ELOP Tutor	33.0	35.0	11.00	30.00	10.00	(20.00)
5012 21st Century Community Learning GrantFY19 Total	77.00	114.89	44.00	82.00	31.00	(51.00)
5023 FY19-20 21st Century Community Learning						
ELOP Assistant (School Age Child Care)	-	12.00	12.00	-	-	-
ELOP Childcare Assistant SUBSTITUTES	-	12.00	12.00	-	-	-
ELOP Supervisor (School Age Child Care)	-	12.00	12.00	-	-	-
ELOP Tutor	-	12.00	12.00	-	-	-
5023 FY19-20 21st Century Community Learning Total	-	48.00	48.00	-	-	-
5515 STEM in the Library						
Project Coordinator STEM in Library	1.00	1.00	1.00	-	-	-
5515 STEM in the Library Total	1.00	1.00	1.00	-	-	-
7006 Title X Homeless						
Federal Programs Specialist	1.00	1.00	1.00	1.00	1.00	-
Manager - Federal Programs	-	-	-	1.00	1.00	-
7006 Title X Homeless Total	1.00	1.00	1.00	2.00	2.00	-
8305 Workforce Investment Network Out of School						
WIN/WFD Manager	1.00	-	-	-	-	-
8305 Workforce Investment Network Out of School Total	1.00	-	-	-	-	-
8709 STOP School Violence Threat Assess						
Psychologist	1.00	1.00	1.00	-	-	-
Project R.E.S.T.O.R.E. Facilitator -Part-Time	-	-	-	50.00	1.00	(49.00)
Project R.E.S.T.O.R.E. -Site Coordinator Part-Time	-	-	-	11.00	1.00	(10.00)
8709 STOP School Violence Threat Assess Total	1.00	1.00	1.00	61.00	2.00	(59.00)
8710 STOP Sch Violence Prev and Mental Health Training						
Special Project Assistant	1.00	1.00	1.00	-	-	-
8710 STOP Sch Violence Prev and Mental Health Training Tot:	1.00	1.00	1.00	-	-	-



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
8806 Read to Be Ready Summer Literacy 2019						
Part-time Cafeteria Worker	1.00	-	-	-	-	-
Part-time Classroom Teacher	48.00	-	-	-	-	-
Part-time Educational Assistant	10.00	-	-	-	-	-
Part-time Supervisor Teacher	8.00	-	-	-	-	-
8806 Read to Be Ready Summer Literacy 2019 Total	67.00	-	-	-	-	-
8810 WIN In School Grant						
WIN-OS Associate	1.00	-	-	-	-	-
WIN/WFD Manager	-	1.00	1.00	-	-	-
WIN-IS Associate	-	1.00	1.00	-	-	-
8810 WIN In School Grant Total	1.00	2.00	2.00	-	-	-
9005 IDEA, Part 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	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	13.00	-
Classroom Teacher Special ED	1.00	1.00	2.00	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	1.00	-
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	477.00	490.00	494.00	489.00	476.00	(13.00)
Exceptional Children Advisor SPED	7.00	7.00	9.00	7.00	7.00	-
Financial Advisor	1.00	-	-	-	-	-
Financial Support Specialist	1.00	1.00	1.00	1.00	1.00	-
Instructional Facilitator	1.00	1.00	4.00	1.00	2.00	1.00
Lead Physical/Occupational Therapist	1.00	-	-	-	-	-
Licensed Practical Nurse	24.00	24.00	24.00	23.00	23.00	-
Part time Certified Tutor	-	-	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	1.00	1.00	-
ReSET Room Assistant	-	-	50.00	16.00	16.00	-
S.E.E.D Trauma Informed Practices Coach	-	-	10.00	-	-	-
Senior Accountant	-	1.00	1.00	1.00	1.00	-
Social Worker	9.00	13.00	13.00	9.00	9.00	-
Technician - Residential Training	1.00	1.00	1.00	1.00	1.00	-
9005 IDEA, Part B Total	605.00	659.00	714.00	633.00	621.00	(12.00)
9017 Substance Abuse Prevention & Treatment						
Special Project Coordinator I	-	0.30	1.00	1.00	1.00	-
9017 Substance Abuse Prevention & Treatment Total	-	0.30	1.00	1.00	1.00	-
9105 IDEA, Preschool						
Classroom Teacher Special ED	2.00	2.00	2.00	3.00	3.00	-
Educational Asst - Special ED	3.00	3.00	3.00	4.00	4.00	-
9105 IDEA, Preschool Total	5.00	5.00	5.00	7.00	7.00	-
9118 Priority School Improvement Grant-Regular						
Administrative Assistant	1.00	1.00	-	-	-	-
Behavioral Specialist	1.00	1.00	-	-	-	-
Data Analyst	1.00	1.00	-	-	-	-
Educational Assistant	-	-	1.00	-	-	-
Educational Asst - Elementary	1.00	14.00	13.00	-	-	-
Graduation Coach	1.00	1.00	-	-	-	-
Instructional Curriculum Coach	9.00	14.00	14.00	-	-	-
Instructional Support Advisor	3.00	3.00	1.00	-	-	-
Instructional Support Manager	-	-	1.00	-	-	-
Interventionist	-	-	2.00	-	-	-
Manager Literacy Instructional Support	-	-	1.00	-	-	-
Manager Science Instructional Support	-	-	1.00	-	-	-
9118 Priority School Improvement Grant-Regular Total	17.00	35.00	34.00	-	-	-
9705-08 CDCP HIV/STD PREVENTION						
Research Analyst	1.00	1.00	1.00	-	-	-
Research Advisor	-	-	-	1.00	1.00	-
Special Project Coordinator I	2.00	2.00	2.00	2.00	2.00	-
9705 CDCP HIV/STD PREVENTION Total	3.00	3.00	3.00	3.00	3.00	-



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Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
9917 Comprehensive School Safety Initiative						
Clerical Assistant	1.00	-	-	-	-	-
Administrative Assistant	1.00	-	-	-	-	-
Data Analyst	0.20	-	-	-	-	-
Professional Counselor	1.00	-	-	-	-	-
Project Advisor	1.00	-	-	-	-	-
9917 Comprehensive School Safety Initiative Total	4.20	-	-	-	-	-
Fresh Fruits & Vegetables						
College Career Technology Education Advisor	-	-	-	5.00	5.00	-
Early College Advisor	-	-	-	4.00	4.00	-
Program Project Assistant for CTE	-	-	-	2.00	2.00	-
Senior Advisor - CTE	-	-	-	1.00	1.00	-
Senior Manager-Academics CTE	-	-	-	1.00	1.00	-
Fresh Fruits & Vegetables Total	-	-	-	13.00	13.00	-
D396 Gear Up at the River						
Instructional Facilitator	1.00	-	-	-	-	-
D396 Gear Up at the River Total	1.00	-	-	-	-	-
D398 Gear Up 3.0						
Instructional Facilitator	1.00	1.00	1.00	1.00	1.00	-
CTE Classroom Teacher Part-Time	-	-	1.00	-	-	-
Part time Certified Tutor	-	-	2.00	-	-	-
D398 Gear Up 3.0 Total	1.00	1.00	4.00	1.00	1.00	-
9920 SCS Seed Grant						
Director New Teacher Program	1.00	-	-	-	-	-
PLC Advisor	1.00	-	-	-	-	-
9920 SCS Seed Grant Total	2.00	-	-	-	-	-
9907 Project Stand						
Part time Certified Tutor	1.00	-	-	-	-	-
9907 Project Stand Total	1.00	-	-	-	-	-
9908 Priority School Exit Grant						
Part-time Educational Assistant	-	-	2.00	-	-	-
Tutoring Assistant	-	-	1.00	5.00	1.00	(4.00)
9908 Priority School Exit Grant Total	-	-	3.00	5.00	1.00	(4.00)
9407-9409 9419-9421 9422 Head Start						
Accountant	-	-	1.00	2.00	2.00	-
Advisor Compliance Pre-K/Head Start	1.00	1.00	-	-	-	-
Advisor - Family Partnership and School Support P	-	-	2.00	3.00	4.00	1.00
Advisor - Grant Compliance	-	-	1.00	1.00	1.00	-
Asset Inventory Data Specialist	-	-	1.00	-	-	-
Behavioral Specialist	-	2.00	2.00	6.00	6.00	-
Childcare Center Educator	-	-	53.00	52.00	50.00	(2.00)
Classroom Teacher Pre K	-	-	-	7.00	7.00	-
Clerical Assistant	-	-	4.00	4.00	2.00	(2.00)
Compliance Associate Pre-K/Head Start	1.00	3.00	8.00	8.00	5.00	(3.00)
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	-	-	-	-	-
Educational Asst - Early Childhood	95.00	126.00	195.00	214.00	200.00	(14.00)
Educational Support Assistant - Early Childhood	-	-	-	6.00	6.00	-
Environmental Health & Safety Compliance Advisor	1.00	1.00	2.00	2.00	2.00	-
Facilities Manager Early Childhood Head Start	-	1.00	1.00	1.00	1.00	-
Facilities Proj Advisor Early Childhood Head Start	1.00	-	-	-	-	-
Financial Analyst (Pre-K)	-	1.00	1.00	1.00	-	(1.00)
Financial Support Specialist	-	-	1.00	1.00	1.00	-
Fiscal Assistant	-	-	1.00	1.00	1.00	-
Foundational Literacy Coach - Pre-K	-	-	6.00	5.00	5.00	-
Head Start Project Support Assistant	1.00	1.00	-	-	-	-
Health Services Program Advisor	1.00	2.00	2.00	6.00	6.00	-
H.R. Senior Advisor Pre-K	-	1.00	1.00	1.00	1.00	-
Instructional Advisor Pre-K	8.00	7.00	7.00	6.00	6.00	-
IT Support Associate	-	-	1.00	1.00	1.00	-
Laundry Technician - Pre-K	-	-	-	4.00	4.00	-
Licensed Practical Nurse	2.00	2.00	1.00	-	-	-
Manager Comprehensive Services ERSEA	2.00	-	1.00	1.00	1.00	-
Manager Grant Fiscal	0.50	0.50	-	-	-	-
Manager - Family Partnership & School Support Pre-K	-	-	2.00	2.00	2.00	-
Manager Comprehensive Health Services Pre-K	-	-	-	-	1.00	1.00
Manager Early Childhood	-	-	1.00	1.00	1.00	-
Manger Grant Fiscal	-	-	1.00	-	-	-
Pre-K Childcare Facility Director	-	-	4.00	4.00	2.00	(2.00)
Pre-School Screener- Part-Time	35.00	21.00	6.00	-	-	-
Program/Project Assistant for Pre-K	3.00	4.00	6.00	6.00	6.00	-



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Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Registered Nurse	2.00	2.00	1.00	-	-	-
Senior Accountant	2.00	2.00	1.00	-	-	-
Senior Accountant Advisor	1.00	-	-	-	-	-
Senior Advisor - Instructional Support Pre-K	-	-	-	1.00	1.00	-
Senior Pre-K Professional Development Advisor	-	-	-	1.00	1.00	-
Specialist Environment Facilities Compliance PreK	-	-	-	-	5.00	5.00
Specialist Family Engagement Pre K	-	-	81.00	81.00	82.00	1.00
Substitute Warehouseman	1.00	-	-	-	-	-
Teacher Assistant	1.00	-	-	-	-	-
Transition Services Advisor	-	2.00	-	-	-	-
Transition Services Manager	-	1.00	-	-	-	-
Warehouse First Line Supervisor	-	-	1.00	-	-	-
Warehouseman	-	1.00	1.00	1.00	1.00	-
Warehouse Worker	-	1.00	2.00	3.00	3.00	-
9407-9409 9419-9421 9422 Head Start Total	161.50	184.50	401.00	435.00	419.00	(16.00)
9521 Head Start CRRSA - Cares						
Behavioral Specialist	-	-	1.00	-	-	-
Health Services Program Advisor	-	-	3.00	-	-	-
9521 Head Start CRRSA - Cares Total	-	-	4.00	-	-	-
Head Start Jan-Dec 2020						
Pre-School Screener - Part-Time	-	-	15.00	-	-	-
Head Start Jan-Dec 2020 Total	-	-	15.00	-	-	-
8005 Carl Perkins						
College Career & Technical Education Advisor	4.00	5.00	5.00	-	-	-
College Career & Technical Education Manager	1.00	1.00	-	-	-	-
Curriculum Advisor for CTE	-	-	-	-	-	-
Early College Advisor	3.00	4.00	4.00	-	-	-
Program Project Assistant for CTE	2.00	2.00	2.00	-	-	-
Senior Advisor CCTE	-	1.00	1.00	-	-	-
Senior Manager-Academics CCTE	-	-	1.00	-	-	-
8005 Carl Perkins Total	10.00	13.00	13.00	-	-	-
CDC/Mental Health Supplement						
Senior Advisor - Social Emotion Supports	-	-	1.00	1.00	1.00	-
CDC/Mental Health Supplement Total	-	-	1.00	1.00	1.00	-
9028 Transition School to Work						
Classroom Teacher Special ED	0.80	1.00	1.00	-	-	-
Transition Specialist	1.60	2.00	2.00	-	-	-
9028 Transition School to Work Total	2.40	3.00	3.00	-	-	-
5011 Title IV, Part A, Student Support and Academic Enrichment						
Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Advisor School Operations	2.00	2.00	2.00	2.00	2.00	-
Attendance Discipline and Hearing Official	-	1.00	-	-	-	-
Director of Student Affairs	1.00	1.00	1.00	1.00	1.00	-
Educational Technology Specialist	-	5.00	5.00	-	-	-
Federal Programs Advisor - Compliance	-	-	1.00	1.00	1.00	-
Federal Programs Advisor (Programs)	-	1.00	-	-	-	-
Instructional Advisor Literacy	2.00	2.00	2.00	2.00	2.00	-
IT Instructional Specialists	5.00	-	-	-	-	-
Senior Advisor - Attendance & Discipline	-	-	1.00	-	-	-
Senior Manager - Federal Programs Special Projects	-	-	-	1.00	1.00	-
Specialist - Blended Learning	-	-	-	5.00	5.00	-
5011 Title IV, Part A, Student Support and Academic Enrichment Total	11.00	13.00	13.00	13.00	13.00	-
9940 TN All Corps						
Extended Learning Advisor	-	-	-	3.00	3.00	-
Tutor - All Corps Certified	-	-	10.00	10.00	10.00	-
Tutor - All Corps Certified Part Time	-	-	1.00	-	-	-
Tutor - All Corps Min 12 College Credit	-	-	1.00	1.00	1.00	-
Tutor - All Corps Min 12 College Credit Part Time	-	-	1.00	-	-	-
Tutor - All Corps Non-Certified	-	-	19.00	19.00	19.00	-
Tutor - All Corps Non-Certified Part Time	-	-	1.00	-	-	-
9940 TN All Corps Total	-	-	33.00	33.00	33.00	-
Enhancing School Capacity to Address Youth Violence						
Project Advisor	-	-	-	1.00	1.00	-
Enhancing School Capacity to Address Youth Violence Total	-	-	-	1.00	1.00	-
9983 ESSER 1.0						
Accountant - Senior	-	-	1.00	-	-	-
Federal Programs Associate (Grants)	-	-	1.00	-	-	-
9983 ESSER 1.0 Total	-	-	2.00	-	-	-
9984 ESSER 2.0						
504 Compliance Advisor	-	-	4.00	4.00	-	(4.00)
AP Advisor	-	-	-	1.00	-	(1.00)
Assistant - Advanced Academics	-	-	-	1.00	-	(1.00)
Assistant Principal-Elementary/Middle	-	-	-	1.00	-	(1.00)
Behavioral Support/Student Leadership Manager	-	-	-	1.00	-	(1.00)



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Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Bilingual Cultural Mentor	-	-	-	3.00	-	(3.00)
Classroom Teacher - Vocational CCTE Teaching as a	-	-	-	7.00	-	(7.00)
Classroom Teacher Con Home Ec	-	-	-	1.00	-	(1.00)
Classroom Teacher Secondary	-	-	-	1.00	-	(1.00)
Classroom Teacher Secondary In Training	-	-	-	1.00	-	(1.00)
Classroom Teacher Special ED	-	-	-	6.00	-	(6.00)
Counselor Alcohol / Drug	-	-	-	1.00	-	(1.00)
Dual Enrollment Advisor	-	-	-	1.00	-	(1.00)
Family Engagement Specialist	-	-	-	3.00	-	(3.00)
Family Engagement Specialist (part-time	-	-	-	4.00	-	(4.00)
Finance Grant & Compliance Analyst	-	-	2.00	-	-	-
Health Technician	-	-	-	8.00	-	(8.00)
Instructional Facilitator	-	-	-	1.00	-	(1.00)
Instructional Support Analyst 1	-	-	-	1.00	-	(1.00)
Interventionist	-	-	-	7.00	-	(7.00)
Learning Recovery Interventionist	-	-	36.00	3.00	-	(3.00)
Manager - CCTE Work-Based Learning	-	-	-	1.00	-	(1.00)
Part-time Certified Tutor - Special Population	-	-	1.00	-	-	-
ReSET Room Assistant	-	-	77.00	77.00	-	(77.00)
Social Worker	-	-	5.00	7.00	-	(7.00)
Special Project Coordinator - Coordinated School H	-	-	-	3.00	-	(3.00)
Specialized Educational Assistant	-	-	251.00	273.00	-	(273.00)
9984 ESSER 2.0 Total	-	-	376.00	417.00	-	(417.00)
9985 ESSER 3.0						
Accountant	-	-	3.00	3.00	3.00	-
Accountant - Senior	-	-	4.00	5.00	5.00	-
Advisor - Advanced Placement (AP)	-	-	1.00	1.00	1.00	-
Advisor - Blended Learning	-	-	-	4.00	4.00	-
Advisor - Dual Enrollment	-	-	2.00	2.00	2.00	-
Advisor - Enrollment (SEED)	-	-	-	3.00	3.00	-
Advisor - Federal Programs	-	-	2.00	-	-	-
Advisor - Honors	-	-	1.00	1.00	1.00	-
Advisor - Induction & Training	-	-	2.00	2.00	2.00	-
Advisor - Instructional Support Virtual School	-	-	-	2.00	2.00	-
Advisor - Testing and Staffing	-	-	1.00	1.00	1.00	-
Advisor - Instructional RTI2	-	-	-	7.00	7.00	-
Advisor - Federal Programs	-	-	-	2.00	2.00	-
Advisor - Instructional Learning Loss	-	-	4.00	11.00	11.00	-
Advisor Multicultural	-	-	8.00	7.00	7.00	-
AP Monitors - Part-Time	-	-	15.00	-	-	-
Advisor School Operations	-	-	6.00	3.00	3.00	-
Alternative Education Advisor	-	-	-	1.00	1.00	-
Analyst - Construction Compliance	-	-	1.00	1.00	1.00	-
Analyst - Digital 1:1 Device	-	-	1.00	1.00	1.00	-
Analyst Student Equity Enrollment & Discipline	-	-	2.00	4.00	4.00	-
AP Advisor	-	-	1.00	-	-	-
Asset Inventory Associate	-	-	5.00	7.00	7.00	-
Associate - Digital Device Support	-	-	20.00	22.00	22.00	-
Associate - License and Compliance	-	-	1.00	1.00	1.00	-
Behavioral Specialist	-	-	1.00	1.00	1.00	-
Behavioral Support/Student Leadership Manager	-	-	2.00	2.00	3.00	1.00
Budget Analyst	-	-	1.00	-	-	-
Campus Monitor	-	-	-	1.00	1.00	-
Classroom Teacher Con Home Ec	-	-	-	5.00	5.00	-
Classroom Teacher ESL	-	-	15.00	14.00	15.00	1.00
Classroom Teacher Special Skills	-	-	-	24.00	24.00	-
Classroom Teacher - Virtual Advance Placement	-	-	7.00	4.00	4.00	-
Classroom Teacher - Vocational CCTE Teaching as a	-	-	-	11.00	12.00	1.00
Classroom Teacher-Vocational In Training	-	-	-	1.00	-	(1.00)
Clerical Assistant	-	-	5.00	7.00	7.00	-
Community Schools Manager	-	-	1.00	2.00	2.00	-
Community Schools Specialist	-	-	8.00	8.00	8.00	-
Constituent Services Assistant	-	-	-	3.00	3.00	-
Constituent Services Clerk	-	-	3.00	3.00	3.00	-
Compensation Specialist	-	-	1.00	1.00	1.00	-
Data Specialist Enrollment	-	-	2.00	-	-	-
DE Online Teacher	-	-	9.00	-	-	-
Director - Blended Learning	-	-	-	1.00	1.00	-
Director - Educational Technology	-	-	1.00	-	-	-
Director - ESSER Planning	-	-	1.00	-	-	-
Director - Program Leadership Development	-	-	1.00	1.00	1.00	-
Early Literacy Instructional Coach	-	-	-	20.00	20.00	-
Educational Assistant Instructional	-	-	-	7.00	7.00	-
Educational Technology Advisor	-	-	4.00	-	-	-
Educational Support Manager	-	-	1.00	-	-	-
Exceptional Children Advisor SPED	-	-	-	4.00	4.00	-
Extended Learning Advisor	-	-	3.00	4.00	4.00	-
Extended Learning Receptionist	-	-	1.00	1.00	1.00	-



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Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Fall Break Learning Academy - Bilingual Mentor	-	-	1.00	-	-	-
Fall Break Learning Academy - Clerical	-	-	1.00	-	-	-
Fall Break Learning Academy - Education Assistant	-	-	1.00	-	-	-
Fall Break Learning Academy - Site Administrator	-	-	1.00	-	-	-
Fall Break Learning Academy - Teacher	-	-	1.00	-	-	-
Family Engagement Specialist	-	-	7.00	9.00	9.00	-
Federal Programs Associate (Grants)	-	-	2.00	1.00	1.00	-
Federal Programs Manager	-	-	2.00	2.00	2.00	-
Graduation Coach	-	-	-	3.00	3.00	-
Grants Administrative Assistant	-	-	1.00	1.00	1.00	-
Homebound Teacher	-	-	2.00	2.00	2.00	-
HR Talent Specialist Instructional	-	-	1.00	1.00	1.00	-
Instructional Advisor ESL	-	-	3.00	3.00	3.00	-
Instructional Advisor Literacy	-	-	3.00	3.00	3.00	-
Instructional Facilitator	-	-	-	2.00	2.00	-
Instructional Leadership Director	-	-	1.00	1.00	1.00	-
Instructional Math/Literacy Coach	-	-	2.00	2.00	2.00	-
Instructional Support Advisor	-	-	1.00	1.00	1.00	-
Instructional Support Advisor 1	-	-	-	-	1.00	1.00
Interventionist	-	-	4.00	6.00	6.00	-
Learning Recovery Interventionist	-	-	-	-	3.00	3.00
Manager - Academic School Support & Finance	-	-	2.00	-	-	-
Manager - Academic Strategy & Special Projects	-	-	1.00	1.00	1.00	-
Manager - Advanced Placement	-	-	1.00	1.00	1.00	-
Manager - Asset Inventory	-	-	1.00	1.00	1.00	-
Manager - Cyber Zone	-	-	-	1.00	1.00	-
Manager - Digital Application Development	-	-	2.00	2.00	2.00	-
Manager - Digital Field Support	-	-	1.00	1.00	1.00	-
Manager - Grant and Special Populations Compliance	-	-	1.00	1.00	1.00	-
Manager - Multicultural	-	-	-	1.00	1.00	-
Manager of Extended Learning	-	-	1.00	-	-	-
Multilingual Cultural Senior Advisor	-	-	-	1.00	1.00	-
Newcomer Program Advisor	-	-	-	1.00	1.00	-
Part-time Certified Tutor - Ext Learning-Saturday	-	-	42.00	-	-	-
Part-time Certified Tutor - Extended Learning	-	-	153.00	-	-	-
Part-time Homebound Teacher	-	-	2.00	2.00	2.00	-
Project Advisor	-	-	2.00	2.00	2.00	-
Project Graduation Advisor	-	-	-	2.00	2.00	-
Project Graduation Manager	-	-	-	1.00	1.00	-
Project Stand Advisor	-	-	2.00	2.00	2.00	-
Psychologist	-	-	-	1.00	1.00	-
ReSET Room Assistant	-	-	-	34.00	61.00	27.00
RTI Advisor	-	-	-	3.00	3.00	-
RTI Specialist	-	-	-	1.00	1.00	-
RTI2-B-Support Specialist	-	-	50.00	69.00	69.00	-
S.E.E.D Trauma Informed Practices Coach	-	-	-	11.00	11.00	-
Safety Special Project Coordinator	-	-	5.00	5.00	5.00	-
Saturday Learning Academy - Bilingual Mentor	-	-	1.00	-	-	-
Saturday Learning Academy - Education Assistant	-	-	1.00	-	-	-
Saturday Learning Academy - Site Administrator	-	-	1.00	-	-	-
Saturday Learning Academy - Teacher	-	-	1.00	-	-	-
Security Special Project Associate	-	-	1.00	1.00	1.00	-
Senior Advisor - Continuous Improvement	-	-	-	1.00	1.00	-
Senior Advisor Data Strategy	-	-	1.00	1.00	1.00	-
Senior Advisor-RTI2 Behavior	-	-	2.00	2.00	2.00	-
Senior Advisor - Strategic Progr & Innovation	-	-	-	1.00	1.00	-
Senior Manager - Academic Strategy & Sp Projects	-	-	-	1.00	1.00	-
Senior Manager- Academic Support	-	-	-	1.00	1.00	-
Senior Reading Advisor	-	-	17.00	17.00	17.00	-
Site Administrator - Alternative Schools	-	-	-	25.00	1.00	(24.00)
Social Worker	-	-	-	8.00	15.00	7.00
Special Project Assistant	-	-	1.00	-	-	-
Special Project Coordinator	-	-	2.00	1.00	1.00	-
Special Project Coordinator - Coordinated School H	-	-	-	-	-	-
Specialist - Attendance Engagement	-	-	-	25.00	25.00	-
Specialist - Testing and Staffing	-	-	1.00	1.00	1.00	-
Specialist Multicultural Family	-	-	-	2.00	2.00	-
Specialist-Bilingual Communications	-	-	3.00	3.00	3.00	-
Specialized Educational Assistant	-	-	499.00	508.00	781.00	273.00
Spring Break Learning Academy - Bilingual Mentor	-	-	1.00	-	-	-
Spring Break Learning Academy - Clerical	-	-	1.00	-	-	-
Spring Break Learning Academy - Nurse	-	-	1.00	-	-	-
Spring Break Learning Academy - Site Administrator	-	-	1.00	-	-	-
Spring Break Learning Academy - Teacher	-	-	1.00	-	-	-
Spring Break Learning Academy - Education Assistant	-	-	1.00	-	-	-
Student and Community Resource Associate	-	-	-	2.00	2.00	-
Student Intern	-	-	1.00	-	-	-
Teacher	-	-	22.00	-	-	-
Truancy Attendance Specialist	-	-	5.00	5.00	5.00	-
9985 ESSER 3.0 Total	-	-	1,012.00	1,002.00	1,291.00	289.00



Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
9986 Epidemiology and Laboratory Capacity						
Administrative Assistant	-	-	1.00	-	-	-
Advisor - ELC Grant Project	-	-	3.00	1.00	-	(1.00)
Director - Business Relationships & School Support	-	-	1.00	1.00	-	(1.00)
Manager - Business Relationships	-	-	-	6.00	-	(6.00)
Manager - Operations & School Support	-	-	8.00	-	-	-
Senior Manager - Business Relationships	-	-	1.00	1.00	-	(1.00)
Analyst - ELC Grant Project	-	-	2.00	2.00	-	(2.00)
9986 Epidemiology and Laboratory Capacity Total			16.00	11.00	-	(11.00)
IAL Libraries in the Blend						
Project Coordinator - Libraries in the Blend	-	-	-	1.00	1.00	-
IAL Libraries in the Blend Total				1.00	1.00	
MSCS Project AWARE						
Advisor - Social Emotional Learning	-	-	-	-	2.00	2.00
Family Engagement Specialist	-	-	-	-	1.00	1.00
Senior Advisor - S.E.L. Compliance	-	-	-	1.00	1.00	-
Social Worker	-	-	-	-	3.00	3.00
MSCS Project AWARE Total				1.00	7.00	6.00
Transition School to Work (FY23)						
Classroom Teacher Special ED	-	-	-	2.00	2.00	-
Transition Specialist	-	-	-	1.00	1.00	-
Transition School to Work (FY23) Total				3.00	3.00	
Turnaround Pilot Plan Grant						
Educational Assistant	-	-	-	2.00	2.00	-
Senior Reading Advisor	-	-	-	1.00	1.00	-
Turnaround Pilot Plan Grant Total				3.00	3.00	
8053 Turnaround Action Grant (TAG) 2.0						
Bilingual Cultural Mentor	-	-	1.00	-	-	-
Director iZone Instructional Support	-	-	-	1.00	1.00	-
Educational Assistant	-	-	7.00	7.00	6.00	(1.00)
Educational Asst - Elementary	-	-	-	13.00	13.00	-
Instructional Curriculum Coach	-	-	-	8.00	8.00	-
Instructional Support Advisor	-	-	-	1.00	1.00	-
Instructional Support Manager	-	-	1.00	2.00	2.00	-
Interventionist	-	-	5.00	6.00	6.00	-
Manager Literacy Instructional Support	-	-	1.00	2.00	2.00	-
Manager Mathematics Instructional Support	-	-	1.00	2.00	2.00	-
Manager Science Instructional Support	-	-	1.00	2.00	2.00	-
Vice Principal	-	-	1.00	-	-	-
8053 Turnaround Action Grant Total			18.00	44.00	43.00	(1.00)
Turnaround Action Grant 3.0						
Instructional Curriculum Coach	-	-	-	-	1.00	1.00
Interventionist	-	-	-	-	1.00	1.00
Turnaround Action Grant 3.0					2.00	2.00
Grand Total	1,772.50	3,104.89	3,642.00	3,643.00	3,350.00	(293.00)



Informational Section

MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT NUTRITION SERVICES

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
Accountant	1.00	1.00	1.00	1.00	1.00	-
Accountant - Senior	3.00	3.00	3.00	3.00	3.00	-
Administrative Assistant - Nutrition Services	-	-	2.00	1.00	1.00	-
Admin Assistant for Dir of Nutrition Operations	1.00	1.00	-	-	-	-
Admin Assistant for Dir of Nutrition Services	1.00	1.00	-	-	-	-
Administrative Secretary I	1.00	1.00	1.00	-	-	-
Analyst - Menu Planning	-	-	-	1.00	1.00	-
Analyst - Safety Compliance	-	-	-	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 - Programs Compliance	-	-	-	6.00	6.00	-
Associate Compliance CNC	10.00	10.00	10.00	1.00	1.00	-
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	-
Central Kitchen Manager	-	-	-	1.00	1.00	-
Central Kitchen Supervisor	-	-	-	1.00	1.00	-
Clerical Assistant	1.00	3.00	3.00	6.00	6.00	-
Clerk for Distribution	2.00	2.00	2.00	2.00	2.00	-
Clerk for Planning and Procurement	4.00	4.00	4.00	4.00	4.00	-
Compliance Specialist	1.00	-	-	-	-	-
Coordinator - Nutrition Mobile	-	-	-	45.00	45.00	-
Culinary Specialist	2.00	2.00	2.00	2.00	2.00	-
Data Warehouse Analyst	1.00	-	-	-	-	-
Dietitian	3.00	2.00	2.00	2.00	2.00	-
Director - Nutrition Operations	1.00	1.00	-	-	-	-
Director II - Nutrition	-	1.00	1.00	1.00	1.00	-
Director of Nutrition Finance	1.00	-	-	-	-	-
Distribution Associate - CNC	-	-	-	-	10.00	10.00
Distribution Associate - Freezer	-	-	-	-	11.00	11.00
Distribution Manager	1.00	1.00	1.00	1.00	1.00	-
Equipment Maintenance Specialist	3.00	3.00	2.00	2.00	2.00	-
Equipment Operations Assistant	1.00	1.00	2.00	2.00	2.00	-
Equipment Operations Supervisor	1.00	1.00	1.00	1.00	1.00	-
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	-	-	-
Field Operations Manager	-	-	-	1.00	1.00	-
Floating Clerk Nutrition Services	1.00	1.00	1.00	-	-	-
Food Quality Control Specialist	2.00	1.00	1.00	1.00	1.00	-
Food Quality Control Technican	1.00	2.00	2.00	2.00	2.00	-
Food Safety Specialist	1.00	3.00	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	1.00	-
Functional Manager Nutrition Services	1.00	-	-	-	-	-
HR Business Partner (Non-instructional)	1.00	-	-	-	-	-
Human Resource Staffing Advisor Non Instructional	-	1.00	2.00	2.00	2.00	-
Human Resources Manager	1.00	-	-	-	-	-
Information Technology Manager	1.00	1.00	1.00	1.00	1.00	-
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	-
Lunchroom Monitor	13.00	13.00	48.00	47.00	47.00	-
Manager - Food Safety and Quality Control	-	-	1.00	1.00	1.00	-
Manager - Nutrition Services Area	-	-	-	10.00	10.00	-
Manager - School Operations	-	-	1.00	1.00	1.00	-
Manager Equipment Operations	1.00	1.00	1.00	1.00	1.00	-
Manager, Quality Control-Business Ops	1.00	-	-	-	-	-
Mechanic I - Certified	1.00	1.00	1.00	1.00	1.00	-



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Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
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 Production Support	19.00	19.00	19.00	-	-	-
Nutrition Service Analyst	1.00	1.00	1.00	1.00	1.00	-
Nutrition Service Mobile Support	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	1,126.00	(4.00)
Manager - Nutrition Services Area	10.00	10.00	11.00	-	-	-
Nutrition Supervisor SUBSTITUTE	100.00	100.00	1.00	-	-	-
Planning and Analysis Analyst	-	1.00	1.00	1.00	1.00	-
Planning and Analysis Associate	3.00	2.00	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	-
Quality Technician CNC	2.00	-	-	-	-	-
Receptionist for Nutrition Office	1.00	1.00	1.00	1.00	1.00	-
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	10.00	-
School Nutrition Supervisor	178.00	178.00	154.00	154.00	153.00	(1.00)
School Nutrition Supervisor Trainee	26.00	26.00	29.00	29.00	29.00	-
School Operations Manager	1.00	1.00	1.00	1.00	1.00	-
Senior Buyer	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - School Operations	-	-	1.00	1.00	1.00	-
Senior Manager Nutrition Services	-	1.00	1.00	1.00	1.00	-
Senior Manager Staff Development Nutrition Services	-	1.00	1.00	1.00	1.00	-
Sergeant	1.00	2.00	2.00	2.00	2.00	-
Server Support - Central Kitchen	-	-	-	19.00	19.00	-
Special Programs Manager	-	-	-	1.00	1.00	-
Specialist - Food Safety	-	-	-	3.00	3.00	-
Sub IT Support	-	1.00	1.00	1.00	1.00	-
Supervisor Distribution Area	-	2.00	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	-	-	-
Supervisor Nutrition Production	2.00	2.00	2.00	-	-	-
Supervisor, Distribution Area (Shipping)	1.00	-	-	-	-	-
Supervisor, Distribution Area (Warehouse Ops)	1.00	-	-	-	-	-
Supervisor, School Nutrition II	-	-	9.00	9.00	9.00	-
Supervisor, School Nutrition III	-	-	10.00	10.00	9.00	(1.00)
Supervisor, School Nutrition IV	-	-	2.00	2.00	2.00	-
Supply Chain Manager	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Associate Non Instructional	2.00	1.00	1.00	1.00	1.00	-
Technician Sanitation	2.00	2.00	2.00	2.00	2.00	-
Training & Food Safety Manager	1.00	1.00	-	-	-	-
Truck Driver - CDL	21.00	21.00	21.00	21.00	21.00	-
Warehouse First Line Assistant	1.00	-	-	-	-	-
Warehouse First Line Supervisor	1.00	2.00	2.00	2.00	2.00	-
Warehouse Lead	4.00	4.00	4.00	4.00	4.00	-
Warehouse Worker	22.00	22.00	22.00	22.00	-	(22.00)
Grand Total	1,228.90	1,226.00	1,639.00	1,629.00	1,612.00	(17.00)



Informational Section

MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY INTERNAL SERVICE FUNDS

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Adopted Budget	Variance
WAREHOUSING						
Assistant - Fuel Compliance	1.00	1.00	2.00	2.00	2.00	-
Associate - Warehouse	-	-	-	10.00	10.00	-
Director - Warehouse Operations	-	-	-	1.00	1.00	-
Graphics Specialist	1.00	1.00	1.00	1.00	1.00	-
Fork Lift Operator	1.00	1.00	-	-	-	-
Inventory Clerk	1.00	1.00	-	-	-	-
Mail Clerk	-	-	2.00	4.00	4.00	-
Manager - Warehouse and Fulfillment Ops	-	-	-	1.00	1.00	-
Printing Specialist	6.00	6.00	6.00	6.00	6.00	-
Record Clerk	1.00	1.00	-	-	-	-
Truck Driver -CDL	9.00	9.00	1.00	3.00	3.00	-
Warehouse Manager	1.00	-	-	-	-	-
Warehouseman	4.00	4.00	-	-	-	-
Warehouse Clerk	5.00	5.00	2.00	-	-	-
Warehouse and Fulfillment Manager	-	1.00	1.00	1.00	1.00	-
Warehouse First Line Supervisor	2.00	2.00	2.00	2.00	2.00	-
WAREHOUSING Total	32.00	32.00	17.00	31.00	31.00	-
GRAND TOTAL	32.00	32.00	17.00	31.00	31.00	0.00



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XI. 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.

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 adopted means of financing them.

Allocation – Funds set aside or designated for specific purposes. An allocation does not authorize the expenditure of funds.

Americans with Disabilities (ADA) – Americans with Disabilities Act is a civil rights law that prohibits discrimination based on disability.

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 enforce school board policies, administrative rules, and regulations.

Audit – An official inspection of an individual's or organization's accounts, typically by an independent body.

Average Daily Attendance (ADA) – the total number of student attendance divided by the total number of days in the regular school year.



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Average Daily Membership (ADM) – how many students are enrolled in a school or district each year over a specific time period.

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 previous funding formula through which the state of Tennessee education dollars is generated and distributed to Tennessee schools. BEP was replaced by the Tennessee Investment in Student Achievement (TISA) FY24.

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 the 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 adopted expenditures for a given period or purpose and the adopted 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 adopted 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, other office staff, 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 to 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.



Informational Section

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 Memphis-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 principle, interest, and related cost. Memphis-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 9th-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. Memphis-Shelby County Schools’ grade structure currently includes students in grades Pre-K through 6.



Informational Section

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.

MWSBE – Minority, Women-Owned and Small 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 Memphis-Shelby County Schools.

MSCS - Memphis-Shelby County Schools

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 adopted 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.

No Child Left Behind (NCLB) – A federal Law that requires 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.



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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 adopted 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. Each school has one principal position budgeted in fiscal year 2016-17.

Professional Learning Communities (PLC) – A coaching model used in the Teacher and Leader Effectiveness program.

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



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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 Shelby County Board of Education to establish legal authority for Memphis-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.

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.



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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.

Shelby County Board of Education - The Shelby County Board of Education (SCBE) governs the business operations and budget of Memphis-Shelby County Schools (MSCS.) SCBE is comprised of nine (9) elected board members representing a geographical district of Shelby County, excluding municipalities that have created their own school districts.

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

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.

Standard Operation Procedure (SOP) –guidelines set by respective Divisions.

Statute – A written law passed by the State legislature enacted to prescribe conduct, appropriate public monies and, in general, promote 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.



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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.

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 Investment in Student Achievement (TISA) – The new public-school funding formula through which the state of Tennessee education dollars are generated and distributed. TISA replaced the 30-year-old Basic Education Plan (BEP).

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.



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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.

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)



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XII. HELPFUL LINKS

CARES Act

<https://home.treasury.gov/policy-issues/cares>

Elementary and Secondary School Emergency Relief Fund (ESSER)

<https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

Greater Memphis Chamber

<http://www.memphischamber.com/>

Measures of Effective Teaching

<http://www.metproject.org/>

Memphis-Shelby County Education Association

<http://mscea.org/>

Shelby County Board of Education

<http://www.scsk12.org/board/>

Shelby County Government

<http://shelbycountyttn.gov>

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>

Tennessee Investment in Student Achievement (TISA)

<https://www.tn.gov/education/best-for-all/tnedufunding.html>

U.S. Department of Education

<https://www.ed.gov/>

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