

# PROPOSED DISTRICT BUDGET



# 2018-19





**Board of Education of  
Shelby County, Tennessee  
[www.scsk12.org](http://www.scsk12.org)**

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**Proposed Budget DRAFT  
Fiscal Year 2018-19**

**Prepared by:**  
Shelby County Schools  
Finance Office  
June 6, 2018







## INTRODUCTION

This section includes the following information:

- I. Our Vision
- II. Our Communities
- III. Our School District
- IV. Our Destination 2025 Goals and Priorities
- V. Our Progress Toward Goals
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### **I. OUR VISION**

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

Shelby County Schools established a vision that outlines the commitment to excellence. Shelby County Schools will be a national model for innovation and effective learning. The District will provide quality education to students with a diverse array of needs. This vision serves as the District's ultimate mark of success.

### **II. OUR COMMUNITIES**

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 783 square miles and includes seven incorporated municipalities: Arlington, Bartlett, Collierville, Germantown, Lakeland, Memphis and Millington. The County's 2010 population was 927,644 with the 2016 population estimated at 934,603, 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 as a result of its central location and access to the interstate, Mississippi River, rail and airport. Federal Express Corporation, Methodist Le Bonheur Healthcare, Wal-Mart Stores, Incorporated, and Shelby County Schools are major employers in Shelby County.

Shelby County's demographics are diverse with a growing population of Hispanics and Asians. The population is predominantly African-American and Caucasian with respective estimated percentages of 53.2% and 39.6% in 2016. The Hispanic population was approximately 6.1% or 57,404 individuals in 2016, according to the U.S. Census Bureau. More than 38 languages such as Spanish, Vietnamese, and Arabic are spoken throughout Shelby County, which represents the ethnic and cultural diversity.

Household socio-economic status illustrates disparities exist. The median household income in Shelby County was \$47,690 in 2016. Within Shelby County, the median household income in the City of Memphis was \$38,975 in 2016 compared to Germantown at \$107,376 in 2016. About one out of five individuals in Shelby County lived below the poverty level in 2016 and more than a quarter of individuals in the City of Memphis lived below poverty. Both exceeded the state's poverty rate. In 2016, large numbers of individuals were unemployed with unemployment rates of 5.6% and 5.3% in Shelby County and the City of Memphis, respectively.

Unsurprisingly, 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 was 5.3% lower than that of the City of Memphis in 2016, while the percentage of college graduates was 5.1% higher than that of City of Memphis. In addition, the median



earning differences of a 25-year old individual with a high school diploma versus one with a bachelor’s degree was \$19,730 in City of Memphis and \$23,284 in Shelby County. When their expected lifetime earnings are extrapolated, the difference would be \$1.35 million in Shelby County and \$1.15 million in the City of Memphis, assuming an annual 1% inflation rate and a 70-year life expectancy.

Below are 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.

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2016	2010	2016	2010	2016
High School Graduates (%)	84.9%	78.7%	81.2%	84.0%	82.5%	88.5%
College Degree Graduates (%)	27.8%	30.2%	22.5%	25.1%	22.7%	25.4%
People below Poverty Line (%)	19.7%	21.4%	25.4%	27.6%	16.5%	17.2%
Unemployment Rate	4.3%	5.6%	4.8%	5.3%	3.7%	4.7%
Median Earnings of 25 years old and over who have not earned High School diploma (or equivalency)	\$17,953	\$18,379	\$17,131	\$17,691	\$18,105	\$19,941
Median Earnings of 25 years old and over who are High School Graduates	\$24,661	\$25,001	\$22,376	\$22,741	\$25,293	\$26,408
Median Earnings of 25 years old and over who obtained a Bachelor’s degree	\$47,809	\$48,285	\$42,338	\$42,471	\$43,423	\$45,055

\*Data Source: Bureau of Labor Statistics, Tennessee Department of Education, US Census, 2010-2016

Education is a powerful component to increase the economic well-being of our students and families. Increasing the percentage of high school graduates and students who are college or career-ready through investments in education improves not only the lives of our families and children, but also our communities and businesses. One of the goals of Destination 2025, the District’s 10-year strategic plan, is to create a more knowledgeable and productive workforce that ultimately benefits the entire County.

### III. OUR SCHOOL DISTRICT

Shelby County Schools is the largest school district in Tennessee and one of the top 25 largest districts in the nation, serving approximately 91,800 students in 2018. In school year 2017-18, the District encompassed a portfolio of school options for students and parents, including traditional schools, charter schools, optional schools, schools with optional programs, career and technology centers (CTCs), special education (SPED) centers, and alternative schools. Shelby County Schools also had 276 pre-kindergarten classrooms. Of those 276 pre-kindergarten classrooms, 31 were within community partner locations.

The history of Shelby County Schools is unique in terms of the significant structural changes that occurred to shape the District into its current form. In 2010, the United States Court of Appeals ruled that the City of Memphis must fund Memphis City Schools. In December 2010, Memphis City Schools Board of Education voted to surrender its school charter. In March 2011, voters across the City of Memphis approved the surrender of the school district’s charter. In July 2011,



Memphis City Schools Board of Education voted to delay the school year due to the continued dispute with the City of Memphis. In August 2011, the United States Court ruled that Memphis City Schools would cease to exist at the end of

school year 2012-13. Consequently, Memphis City Schools became a part of Shelby County Schools and operated under Shelby County Schools’ charter. In April 2013, Governor Bill Haslam approved the House Bill 1288, which paved the way for a segment of a larger school district to break away and form its own school district. 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 Shelby County Schools.

The educational ecosystem within and surrounding Shelby County Schools is competitive with multiple public school operators. In 2013, Tennessee Department of Education launched the Achievement School District (ASD) to turn around schools ranked in the bottom 5% of academic achievement and growth. In school year 2017-18, ASD had 29 schools serving approximately 10,094 students in Shelby County Schools. Also, there were 51 charter schools authorized by Shelby County Schools in school year 2017-18; they served 15,045 students. Seven new charter schools were authorized for the 2018-19 school year by the Shelby County Board of Education. As of print date for this document, there will be 56 charter schools in school year 2018-19 because two schools decided to close. Lastly, the six neighboring municipal school districts served approximately 30,000 students within Shelby County.

With the robust public school competition, the District is continuously transforming to provide a stable array of quality school options to students and parents. SCS enrollment has declined from approximately 100,900 in school year 2014-15 to 91,800 in school year 2017-18. Over these years, SCS-authorized charter school enrollment grew by 4,639 to 15,045 students. In school year 2018-19, SCS anticipates an enrollment of 87,770 as a primary result of attrition outside of the District.

The chart below provides a data snapshot of student background, academic performance and social and developmental needs within SCS in school year 2016-17\*. Data has been taken from TN Department of Education.

School Year 2016-17 SCS K-12 Enrollment <b>109,664</b>	Number of SCS Schools <b>221</b>	Economically Disadvantaged Students <b>58.6%</b>	English Language Learners <b>8.9%</b>
Students with Disabilities <b>12.3%</b>	Homeless <b>860</b>	Underrepresented Minorities <b>92.5%</b>	Highly Qualified SCS Teachers <b>96.5%</b>
Attendance <b>94.5%</b>	Suspension Rate <b>14.7%</b>	Graduation Rate <b>79.6%</b>	Average ACT Composite <b>17.8</b>
TVAAS Literacy <b>Level 1</b>	TVAAS Numeracy <b>Level 1</b>	TNReady HS ELA <b>19.8%</b>	TNReady HS Math <b>7.6%</b>



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

MEASURE	SHELBY COUNTY SCHOOLS			DAVIDSON COUNTY SCHOOLS			HAMILTON COUNTY SCHOOLS			KNOX COUNTY SCHOOLS		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Enrollment*	116,059	112,077	109,664	84,070	85,123	85,453	43,797	44,414	44,444	59,750	60,313	60,356
Number of Schools	221	221	221	154	163	163	79	79	78	90	91	90
Charter Schools	39	45	51	19	24	21	3	2	4	0	0	1
Economically Disadvantaged Students (%)	92,615 (79.8%)	66,238 (59.1%)	64,263 (58.6%)	63,305 (75.3%)	45,881 (53.9%)	43,239 (50.6%)	26,497 (60.5%)	15,856 (35.7%)	16,578 (37.3%)	23,900 (40.0%)	18,034 (29.2%)	17,081 (28.3%)
English Language Learners (%)	9,669 (8.3%)	9,467 (8.4%)	9,782 (8.9%)	13,655 (16.2%)	14,989 (17.6%)	16,165 (18.9%)	2,178 (5.0%)	2,556 (5.8%)	2,804 (6.3%)	2,597 (4.3%)	2,858 (4.7%)	3,094 (5.1%)
Students with Disabilities (%)	14,965 (12.9%)	14,059 (12.5%)	13,518 (12.3%)	10,465 (12.4%)	10,889 (12.8%)	11,166 (13.1%)	5,573 (12.7%)	5,587 (12.6%)	5,071 (12.8%)	8,332 (13.9%)	8,580 (14.2%)	8,686 (14.4%)
Attendance Rate	94.2%	94.4%	94.5%	94.4%	94.4%	93.8%	95.1%	94.3%	95.7%	95.7%	94.3%	94.2%
Suspension Rate	18.5%	16.1%	14.7%	10.7%	12.4%	10.2%	7.9%	8.7%	8.3%	6.1%	7.4%	6.8%
Highly Qualified Teachers (%)	96.5%	97.0%	96.5%	99.4%	98.1%	98.0%	99.8%	100%	98.0%	99.7%	99.6%	98.1%
TVAAS Literacy	Level 5	Level 5	Level 1	Level 5	Level 5	Level 3	Level 1	Level 5	Level 5	Level 5	Level 3	Level 5
TVAAS Numeracy	Level 5	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 5	Level 5	Level 5
Graduation Rate	75.0%	78.7%	79.6%	81.6%	81.0%	80.3%	85.4%	83.8%	84.6%	90.0%	90.3%	89.6%
Average ACT Score	16.9	17.5	17.8	18.7	18.7	19.0	18.9	19.8	19.9	20.7	21.1	21.1

\*Data Source: TN Department of Education, State Report Card, TN Department of Education Charter Schools.



IV. OUR DESTINATION 2025 GOALS AND PRIORITIES

Shelby County Schools established the 10-year strategic plan “Destination 2025”, which was designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community. Our long-term success is evaluated by the following three measures.



Specifically, by 2025, 80 percent of seniors will be on track to learn in a postsecondary classroom or enter the workforce straight out of high school; 90 percent of students will earn their high school diploma on time; and all college or career-ready students will enroll in a postsecondary opportunity.

To achieve the 80/90/100% College and Career Readiness goals, the District holds the following beliefs.

- Proficiency in literacy is the foundation of all learning, and we are committed to making that a top priority for students.
- As we raise expectations of our students, innovative and varied practices are needed in the classroom to provide students with learning experiences that will prepare them for life after graduation.
- Successful teachers and leaders are the drivers for student success. That means continuing to provide educators with the support and tools needed to make classroom teaching impactful.
- Although 2025 is in the future, the work is happening to produce engaged and prepared students.
- By devoting time and other resources to schools, community members can have a direct impact on student achievement.

Five strategic priorities support the 80/90/100% College and Career Readiness goals and guide the District toward fulfilling Destination 2025. Below are the strategic priorities with associated success goals.

**Priority 1: Strengthen Early Literacy**

Success Goal: 90% of third graders are proficient in reading and language arts by 2025

**Priority 2: Improve Post-Secondary Readiness**

Success Goal No. 1: 90% of SCS students graduate on time by 2025

Success Goal No. 2: 100% of college or career-ready SCS graduates will enroll in a post-secondary opportunity

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

Success Goal: 80% of students are college or career-ready based on mastery of TN Core standards

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

Success Goal: Student market share in SCS will increase 5% by 2025

**Priority 5: Mobilize Family and Community Partners**

Success Goal: By 2025, we will increase community confidence in the District to 90%



## V. OUR PROGRESS TOWARD GOALS

Five strategic priorities support the 80/90/100% College and Career Readiness goals and guide the District toward fulfilling Destination 2025. The below summary is the District's progress for the most recently completed school year 2016-17 and proposed investment commitments in 2018-19 school year.

### Priority 1: Strengthen Early Literacy

Goal: 90% of third graders are proficient in reading and language arts by 2025

#### Progress as of school year 2016-17:

In spring 2017, 21.4% of third-grade students in SCS were considered to be on track or mastered in Reading based on the TNReady English Language Arts (ELA) assessment. The scores from last spring serve as a baseline year for data on third-grade reading proficiency as measured by new, more rigorous TNReady standards. The decline in the percentage of students considered proficient in reading in third grade from 2015 to 2017 is partially a reflection of the changing test, but it also illustrates how far the District must go to meet the new expectations of third-grade reading proficiency.

#### Identified Challenges:

- Ensure strong implementation of Comprehensive Literacy Improvement Plans with Teachers
- Prepare Students for Increased Expectations of CCR Curriculum Standards
- Maintain Pre-K Gains

#### Proposed Investments in school year 2018-19:

- Expand the number of pre-kindergarten seats across the District
- Ensure each elementary school has at least a reading specialist
- Invest in standard-aligned curriculum to provide high rigor for all students
- Develop a new K-2 school for school year 2019-20 to address the early learning needs

### Priority 2: Improve Post-Secondary Readiness

Goal No. 1: 90% of SCS students graduate on time by 2025

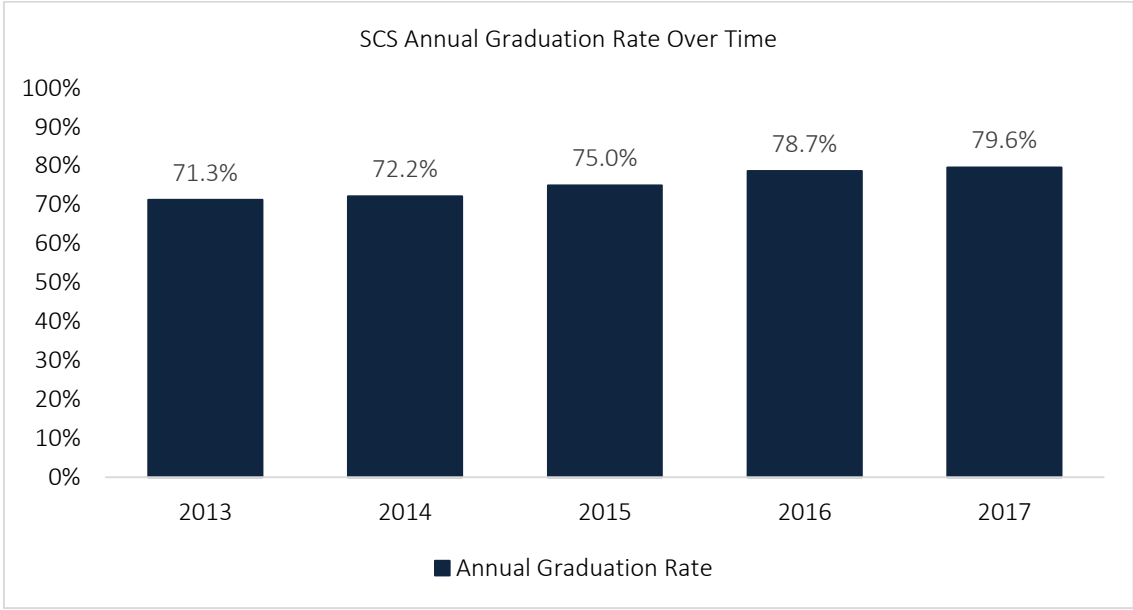
Goal No. 2: 100% of college or career-ready SCS graduates will enroll in a post-secondary opportunity

#### Progress as of school year 2016-17:

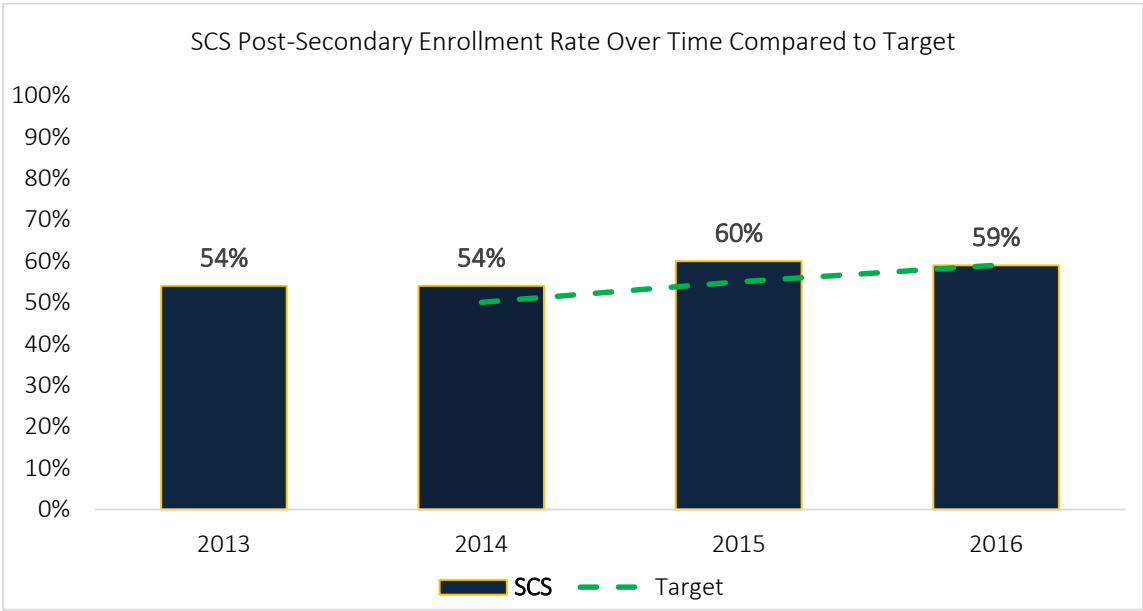
In 2017, 79.6% of SCS students graduated on time compared to 78.7% of students in 2016. This outcome exceeded the 2017 target by 2.7 percentage point. This current rate of improvement suggests that SCS is on track to achieve the 90% graduation rate goal by 2025. Despite steady district-wide improvement, graduation outcomes varied by high school. Including charter schools, 61% of SCS high schools with graduating cohorts achieved a graduation rate of 77% or higher, meaning they are currently on track to achieve a 90% graduation rate by 2025<sup>1</sup>. About 37% of SCS high schools already achieved a 90% graduation rate in 2017.

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<sup>1</sup> This rate excludes Excel Center and Virtual School.



The post-secondary enrollment rates for 2017 graduates are not yet available, but post-secondary enrollment rates for 2016 graduates show that the district met its annual target of 59%. However, it is a 1 percentage point decrease from the postsecondary enrollment rate of 60% in 2015.



Identified Challenges:

- Improve student attendance
- Improve academic achievement, particularly Intervening early to avoid dropouts
- Strengthen the quality of college and career pathways





Proposed Investments in school year 2018-19:

- Narrow the summer learning gap with 10,000 students in the Superintendent Summer Learning Academy
- Transform the Career & Technical Education program to focus on viable career pathways and certifications
- Strengthen the Advanced Instruction program to provide students with college-readiness opportunities
- Increase the ACT and explore preparation for middle and high school students

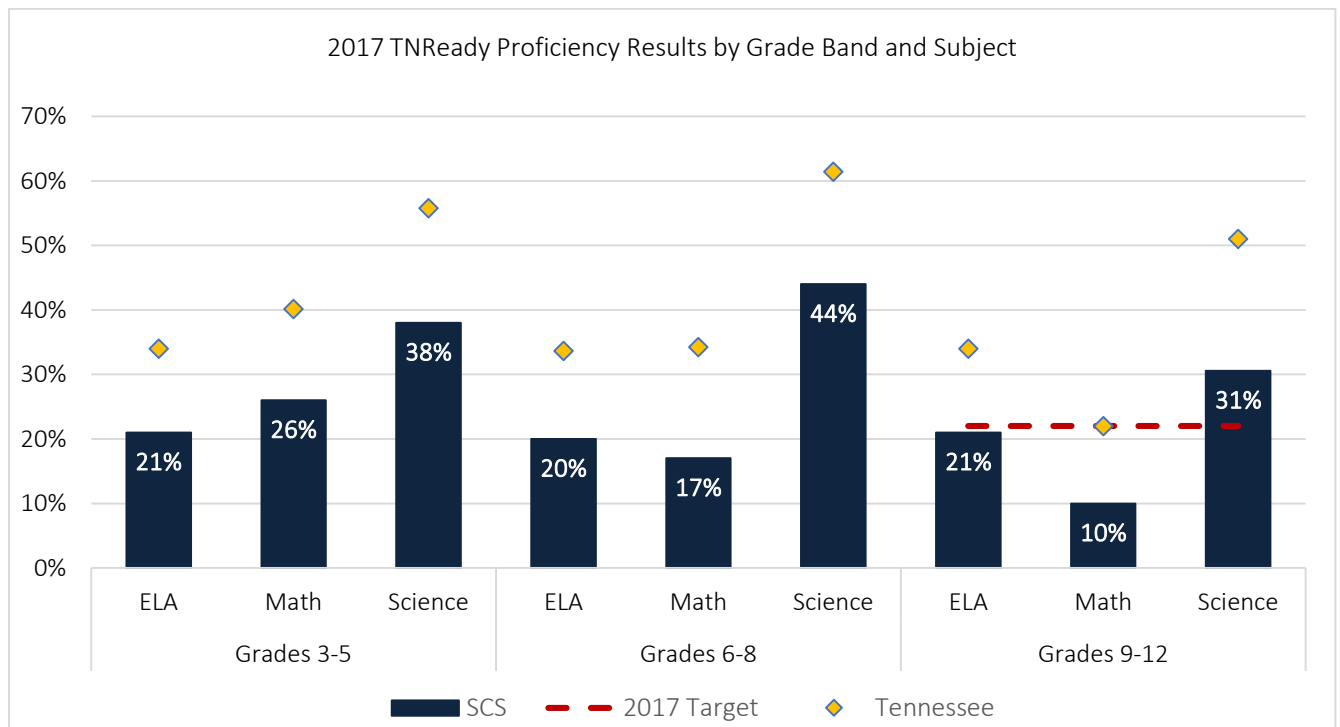
**Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success**

Goal: 60% of students are proficient on the TNReady assessment.

Progress as of school year 2017-18:

Across all TNReady tested grades and subjects, SCS earned an overall proficiency rate of 23% in 2017. Broken down by grade band, high school students had a proficiency rate of 17.5%, while elementary and middle school students had overall proficiency rates of 28% and 26%, respectively.

As expected, proficiency rates dropped for grades 3-8 since 2017 was the first year that students in these grades were tested on the more rigorous TNReady standards in Math and English Language Arts (ELA). Elementary and middle school students achieved a similar proficiency rate in ELA; however, elementary students earned a notably higher proficiency rate in math compared to middle school students. Whereas 2017 was a baseline year for elementary and middle schools being assessed on the new standards, high schools now have two years of TNReady results to assess progress toward our college and career-readiness goal. From 2016 to 2017, proficiency rates remained relatively flat in high school ELA and Math. However, the rate of students scoring in the lowest performance category decreased from 35% to 25% in ELA and from 68% to 67% in Math. The average ACT score for Shelby County Schools rose from 17.5 in 2016 to 17.8 in 2017, and the percentage of students scoring a 21 or higher increased by 2.4% from 2016 to 2017. Despite these small indicators of progress, the District will need to make aggressive improvements in student academic outcomes over the next several years to reach its 2025 goals.



Identified Challenges:

- Adapt to new curriculum standards
- Attract and retain our best educators





Proposed Investments in school year 2018-19:

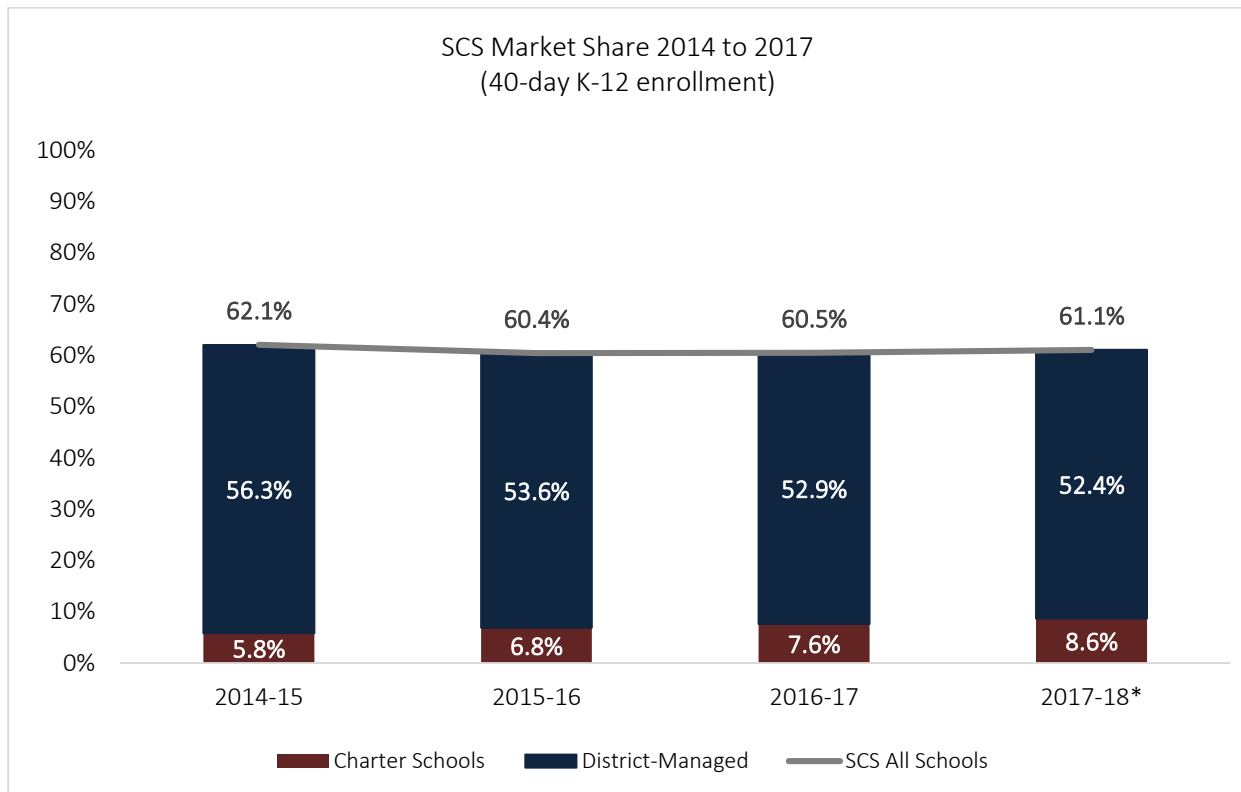
- Continue to reward teachers for their performance with salary increase
- Establish the new River City partnership with University of Memphis to provide Math training for teachers
- Build greater capacity for Human Capital team by expanding the team and recruitment efforts
- Invest in our teachers, school leaders and school staff with compensation increases

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

Goal: Student market share in SCS will increase 5% by 2025

Progress as of school year 2017-18:

Shelby County Schools’ student market share is currently estimated to be 61.1% based on K-12 enrollment counts on the 40<sup>th</sup> day of the 2017-18 school year and the most recent census estimates of the county-wide school-age population. Based on the best-available population estimates, SCS’ market share improved by 0.6 percentage points from 2016 to 2017, though this calculation may fluctuate as school-age population estimates are revised.<sup>2</sup> This increase in market share coincides with both a slight enrollment increase of about 100 students in 2017-18 and a decrease in overall number of school-aged children ages 5 – 18 in Shelby County. Within SCS, 14% (15,139) of students attend charter schools and 86% (96,740) are enrolled in District-managed schools. Although not factored into the K-12 market share, SCS did see an increase of roughly 2,500 students enrolled in Pre-K compared to the same time during the 2016-17 school year.



<sup>2</sup> Since the previous Destination 2025 Annual Report was published in 2016, the U.S. Census Bureau has updated its Shelby County population estimates going back several historical years. Starting with this report, SCS will calculate market share using the most recent available five-year estimates provided by the American Community Survey and has adjusted the previous years’ calculations to reflect these estimates. Data for this report was captured 10/16/2017.

\*ACS 5-year estimates were not available at the time of this report for the 2017-18 school year, so Annual population estimates were used - this data was captured on 10/24/2017.



In 2017, 13 SCS schools earned Reward status, meaning they were in the top quartile of schools across the state for their student growth and/or achievement results on the most recent TNReady assessment. These schools include three Optional schools, three charter schools, one Innovation Zone school and one Empowerment Zone school.

Identified Challenges:

- Develop Comprehensive Measures of School Quality
- Address Declining Enrollment
- Equitable Resource Allocation

Proposed Investments in school year 2018-19:

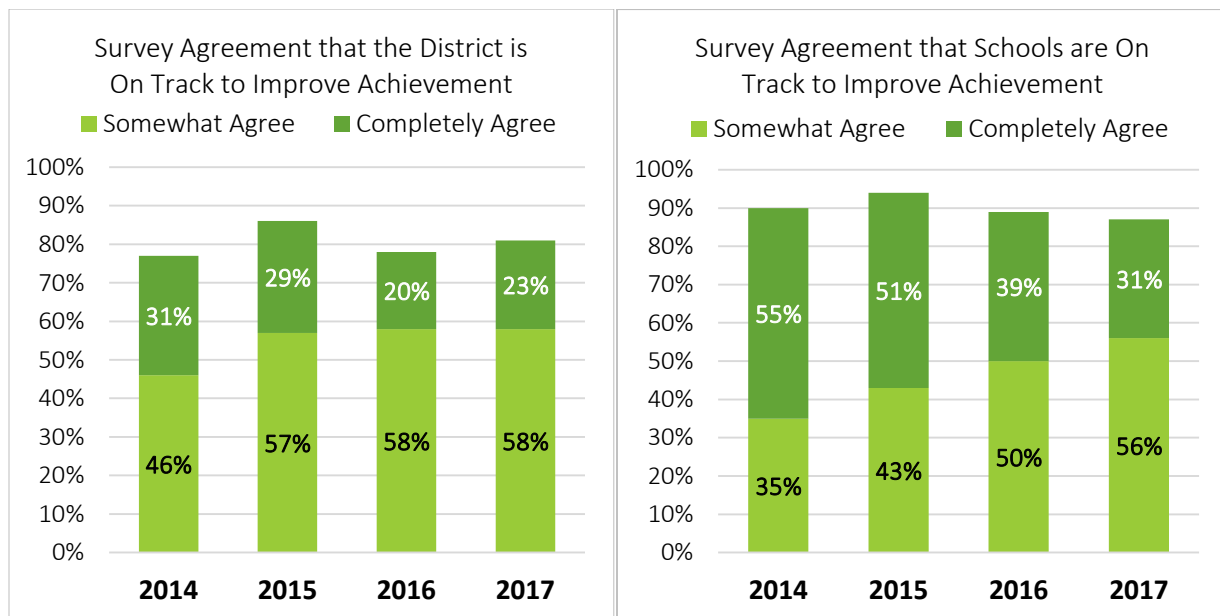
- Expand the Empowerment Zone across the Whitehaven community to promote academic achievement
- Invest more in our proven Innovation Zone intervention model by adding American Way Middle School
- Provide greater wraparound and community support to our schools through Communities in Schools

**Priority 5: Mobilize Family and Community Partners**

Goal: By 2025, we will increase community confidence in the District to 90%

Progress as of school year 2017-18:

Based on SCS' most recent annual survey to parents, community members and District staff, 81% of stakeholders are confident in the District's efforts to improve student achievement. This represents a 3%-point increase in confidence from the previous school year. Although confidence in SCS schools themselves remains even higher, the percentage of stakeholders who agree that the schools are on track to improve student achievement dropped slightly from 89% in 2016 to 87% in 2017.



A new question in the 2017 survey asked SCS parents/family members if they think *their* children's schools are on track to improve student achievement, and 44% completely agreed and 42% somewhat agreed. A higher percentage of parents are very confident that their children's schools are on track (44%) versus SCS schools in general (31%). As the District continues to make progress toward Destination 2025's goals for college and career-readiness, community confidence in SCS and its schools remains key.



Identified Challenges:

- Deepen the Level of Family Engagement
- Strengthen Trust with Parents and Educators
- Improve Coordination with Partner Organization

Proposed Investments in school year 2018-19:

- Strengthen communication and relationships with parents, students, employees, and community partners
- Foster more community partnerships to boost literacy proficiency throughout the District



Below are the measures for each Destination 2025 priority, including our target and difference between actual and target.

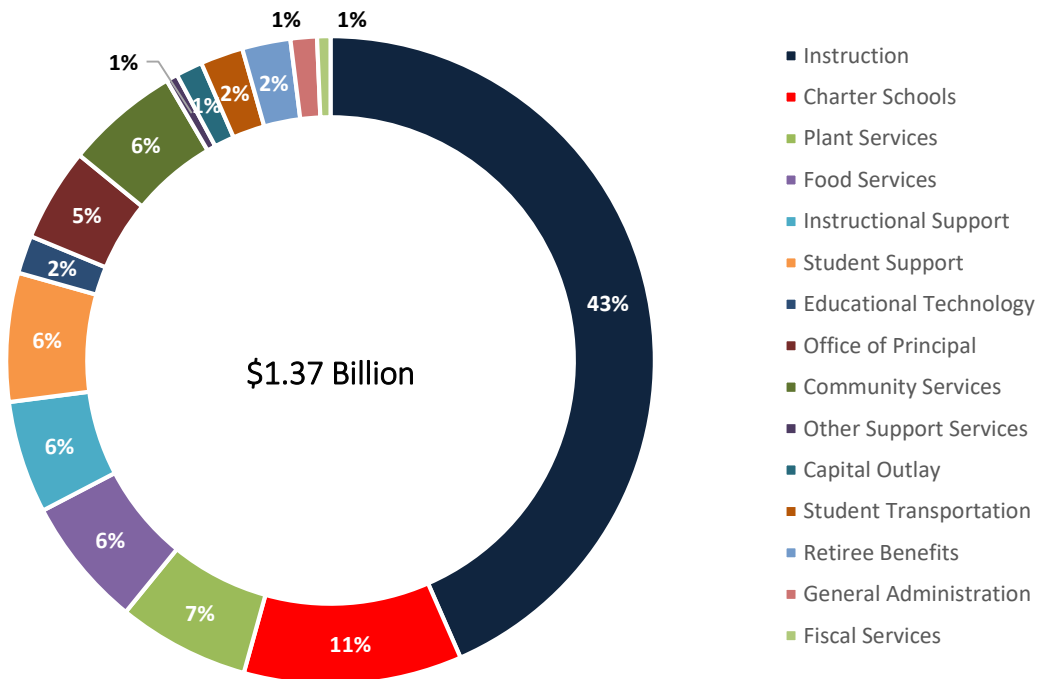
Metric	2016 Actual	2017 Target	2017 Actual	Target Met?	Actual-to-Target Difference	2018 Target
<b>Priority 1: Strengthen Early Literacy</b>						
<b>Grade 3 ELA Proficiency</b>	N/A	Baseline	21%	N/A	N/A	30%
MAP - Kindergarten RLA (above 50th percentile)	39%	45%	51%	Yes	+ 6 points	50%
MAP - Grade 1 Math (above 50th percentile)	48%	51%	46%	No	-5 points	56%
MAP - Grade 1 RLA (above 50th percentile)	40%	50%	44%	No	-6 points	55%
MAP - Grade 2 Math (above 50th percentile)	44%	51%	39%	No	-12 points	56%
MAP - Grade 2 RLA (above 50th percentile)	32%	43%	44%	Yes	+1 point	49%
<b>Priority 2: Improve Post-Secondary Readiness</b>						
<b>High School Graduation Rate</b>	78.7%	77%	79.6%	Yes	+2.6 points	79%
<b>Post-Secondary Enrollment Rate</b>	55%	64%	TBD			68%
Professional Certification Rate	3%	4%	2%	No	-2 points	5%
FAFSA Completion Rate	71%	72%	75%	Yes	+3 points	74%
TN Promise Eligibility Rate	44%	25%	51%	Yes	+26 points	TBD
High School Dropout Rate	8.0%	6%	TBD			6%
District-Wide Attendance Rate	94.0%	94.3%	93.9%	No	-0.4 points	94.4%
8th Grade Course Failure Rate	23%	16%	20%	No	+4 points	15%
9th Grade Course Failure Rate	28%	22%	18%	Yes	-4 points	21%
<b>Priority 3: Develop Teachers, Leaders &amp; Central Office to Drive Student Results</b>						
<b>Grade 3 - 8 Total Exam Proficiency Rate</b>	N/A	Baseline	27.1%	N/A	N/A	31.1%
<b>Grade 9 - 12 Total Exam Proficiency Rate</b>	17.3%	22.0%	17.5%	No	-4.3 points	30.0%
Level 4/5 Teachers Retained	91%	95%	TBD			95%
Level 4/5 Principals Retained	95%	91%	TBD			92%
Grades 3 - 8 RLA Proficiency	N/A	Baseline	20.4%	N/A	N/A	25.1%
Grades 3 - 8 Math Proficiency	N/A	Baseline	21.2%	N/A	N/A	25.7%
Grades 3 - 8 Science Proficiency	N/A	55.0%	39.9%	No	-15.1 points	58%
English I Proficiency	17.0%	21.8%	14.7%	No	-7.1 points	26.6%
English II Proficiency	25.0%	28.9%	24.2%	No	-4.7 points	32.8%
English III Proficiency	16.0%	20.9%	20.7%	No	-0.2 points	25.8%
Algebra I Proficiency	6.8%	12.7%	8.7%	No	-4.0 points	18.6%
Algebra II Proficiency	10.5%	16.0%	10.2%	No	-5.8 points	21.5%
Geometry Proficiency	8.5%	14.2%	8.4%	No	-5.8 points	19.9%
Biology I Proficiency	34.6%	53.1%	39.7%	No	-13.4 points	56%
Chemistry Proficiency	19.9%	36.4%	21.0%	No	-15.4 points	42%
U.S. History Proficiency	15.1%	20.1%	14.3%	No	-5.8 points	25.1%
<b>Priority 4: Expand High-Quality School Options</b>						
<b>SCS Student Market Share</b>	60.5%	62.4%	61.1%	No	-1.3 points	62.8%
iZone Schools in the Top 25%	N/A	27%	0%	No	-27 points	36%
Schools in Priority Status	12%	20%	11%	Yes	-9 points	19%
Schools in Reward Status	N/A	23%	8%	No	-15 points	24%
Schools Improving Instructional Culture	49%	50%	36%	No	-14 points	50%
<b>Priority 5: Mobilize Family &amp; Community Partners</b>						
<b>% Community Confidence in SCS</b>	76%	81%	81%	Yes	0 points	82%
Priority Schools with External Partnerships	100%	77%	100%	Yes	+23 points	81%
% Increase in District Volunteers	30%	27%	38%	Yes	+11 points	36%

"TBD" (or to be determined) indicates that data will be available later in the 2017-18 school year.



VI. OUR OVERALL BUDGET ALIGNED WITH DESTINATION 2025 GOALS

Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The proposed all funds combined budget is \$1.37 billion dedicated to educate our students, which reflects a \$45.2 million decrease in our total operations in fiscal year 2018-19 relative to the previous year budget. Approximately \$1.2 billion, or 91% of the fiscal year proposed 2018-19 total budget, is focused on educational services to our students ranging from instruction to school safety and support services to food services to charter schools. The below chart provides a breakdown of the fiscal year 2018-19 combined budget proposed expenditures.

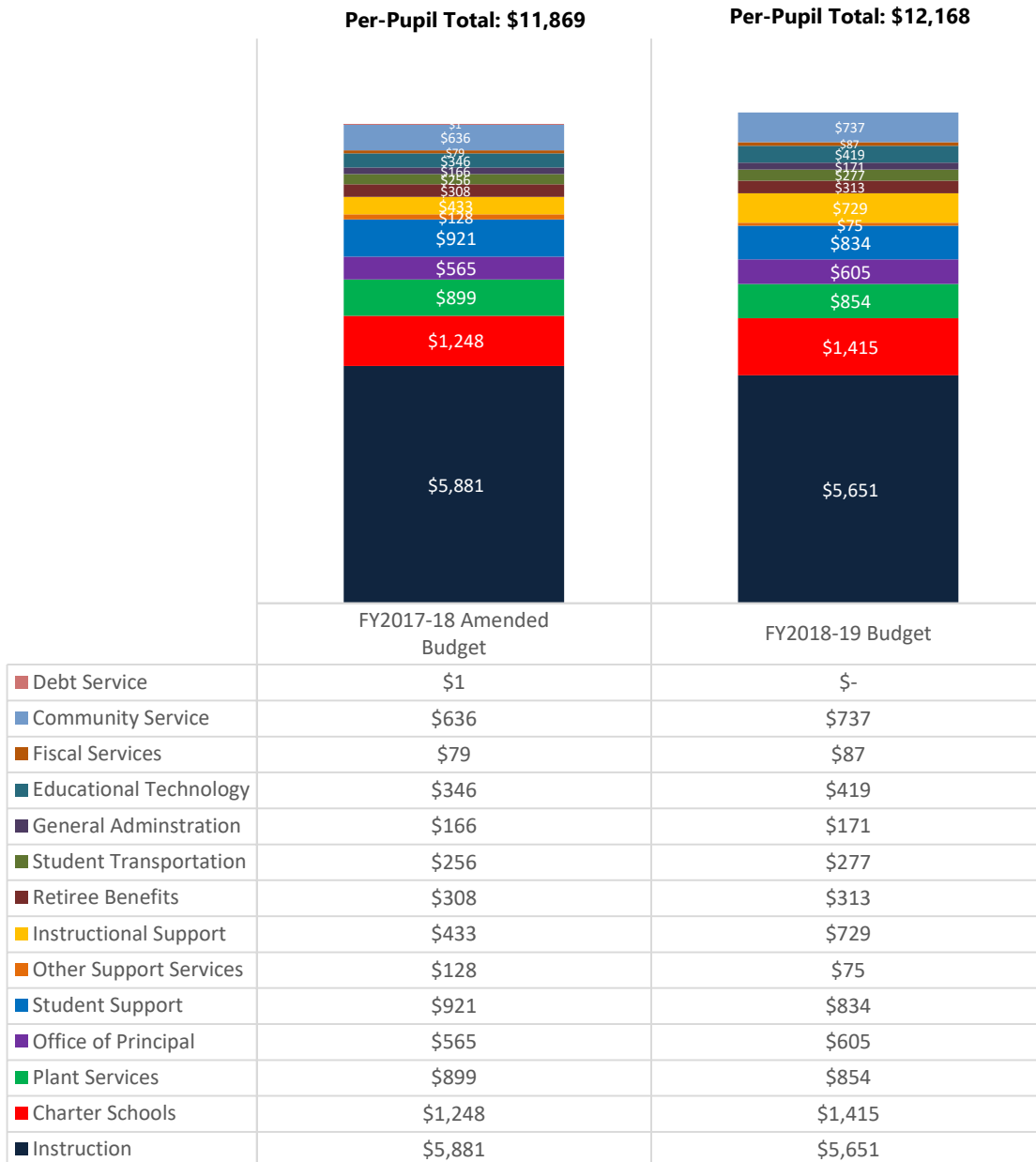


<p><b>Instruction:</b> \$593.0 million Activities directly linked to teaching students</p>	<p><b>Charter Schools:</b> \$148.5 million State and local revenue payments to charter schools</p>	<p><b>Plant Services:</b> \$86.7 million School maintenance, including grounds, buildings, equipment, and utilities</p>
<p><b>Food Services:</b> \$88.3 million Preparation, delivery, and services of breakfasts, lunches, snacks, and other meals</p>	<p><b>Instructional Support:</b> \$76.5 million Activities to facilitate and enhance instruction, including content and professional development</p>	<p><b>Student Support:</b> \$87.5 million Library, guidance, health, and technical services to students, including school safety</p>
<p><b>Office of Principal:</b> \$63.5 million Activities performed by principals and assistant principals, include school office staff</p>	<p><b>Community Services:</b> \$77.3 million Community development programs such as early childhood development and innovation and planning</p>	<p><b>Other Support Services:</b> \$7.9 million Non-instructional services to students and staff by Human Resources and Information Technology Division</p>
<p><b>Capital Outlay:</b> \$18.1 million Capital improvements and construction for the District and six municipal school districts</p>	<p><b>Student Transportation:</b> \$29.1 million Transportation for regular, vocational, and special education instruction</p>	<p><b>Retiree Benefits:</b> \$32.9 million District's contribution to 'pay as you as go' retiree benefit costs</p>
<p><b>General Administration:</b> \$18.0 million Commission fees, legal services, communications, and others</p>	<p><b>Fiscal services:</b> \$9.1 million Accounting, budgeting, financial reporting, payroll, purchasing, and internal auditing</p>	<p><b>Education Technology:</b> \$25.9 million Accounts for school and district level technology expenditures, which includes telecommunication, LAN and WAN</p>



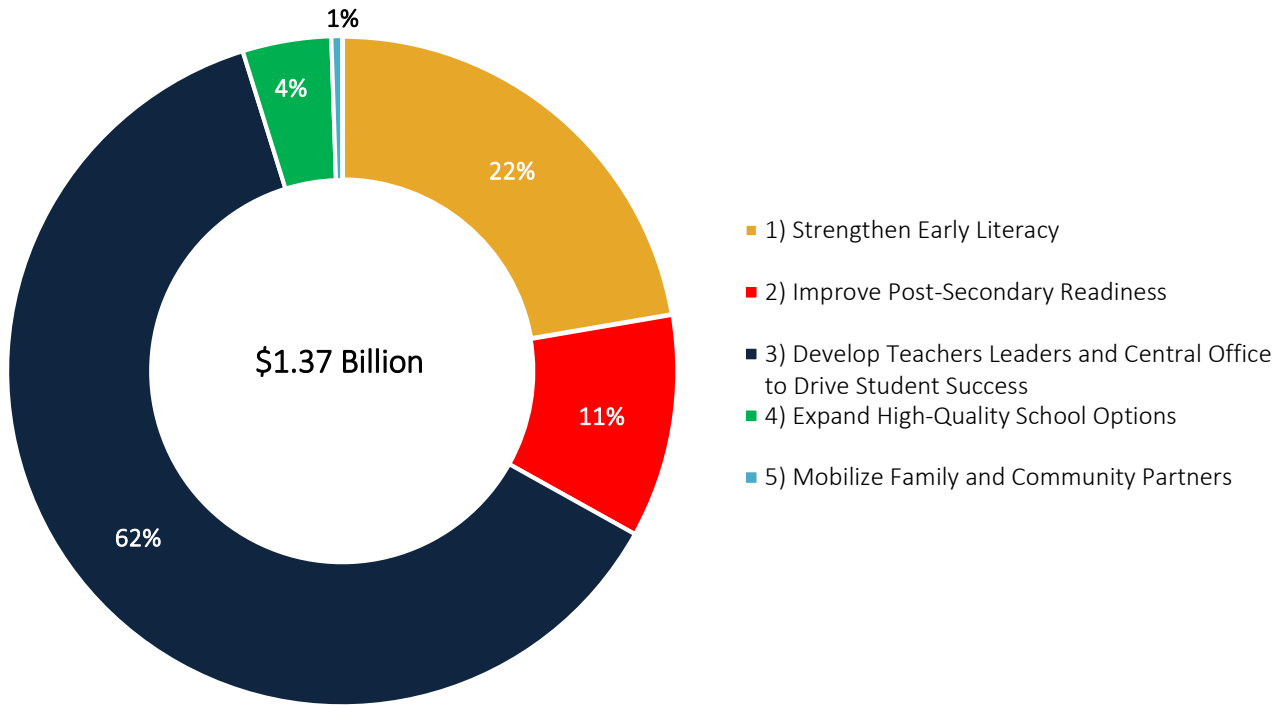
Of the total \$1.36 billion proposed all funds budget, the General Fund budget consists of about \$1.05 billion (or 78%) in fiscal year 2018-19, which serves as the primary operating fund for the District. The fiscal year 2018-19 General Fund budget reflects a \$18.0 million increase compared with the prior year budget.

In fiscal year 2018-19, the per-pupil amount of the combined funds budget will slightly increase from \$11,869 to \$12,168 as shown in the chart below.





The below chart highlights the alignment of the fiscal year 2018-19 proposed budget with the Destination 2025 five strategic priorities. It indicates that the District is focusing on developing our teachers and school leaders and strengthening early literacy.



Destination 2025 Strategic Goal	Budget Amount	% of Total
1) Strengthen Early Literacy	\$304,554,109	22%
2) Improve Post-Secondary Readiness	\$147,146,930	11%
3) Develop Teachers Leaders and Central Office to Drive Student Success	\$847,894,605	62%
4) Expand High-Quality School Options	\$58,409,915	4%
5) Mobilize Family and Community Partners	\$7,147,179	1%
<b>Grand Total</b>	<b>\$1,365,152,738</b>	<b>100%</b>

**Note:** This chart represents the proposed fiscal year 2018-19 combined budget as aligned to each SCS District Priority. SCS departmental leaders were asked to submit their budget requests by aligning each requested dollar to the five District priorities. During budget development and evaluation, amounts and proportions tied to district goals and priorities may have shifted based on analysis of program outcomes, expected revenues, additional grant funding or cost-saving measures.



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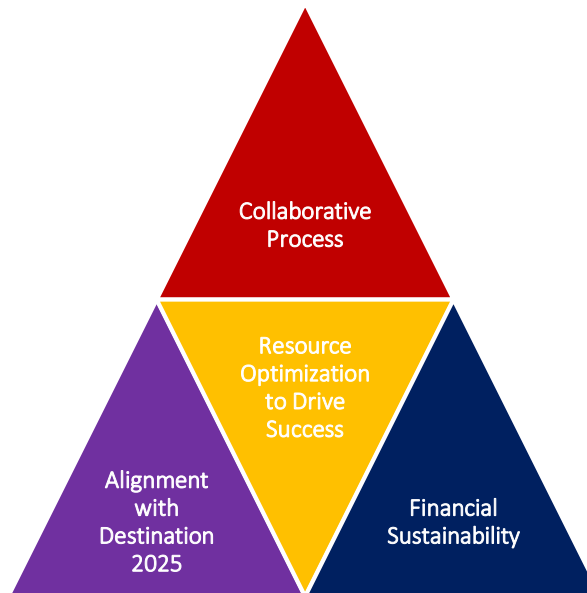


BUDGET PROCESS

This section includes the following information:

- I. Budget Strategy
- II. Budget Process
- III. Annual Operating Budget Policy
- IV. Laws Affecting this Budget

**I. BUDGET STRATEGY**



The annual budget is a roadmap on how the District allocates resources to support its strategic priorities. The following four key guiding principles were established to guide the annual budget development process.

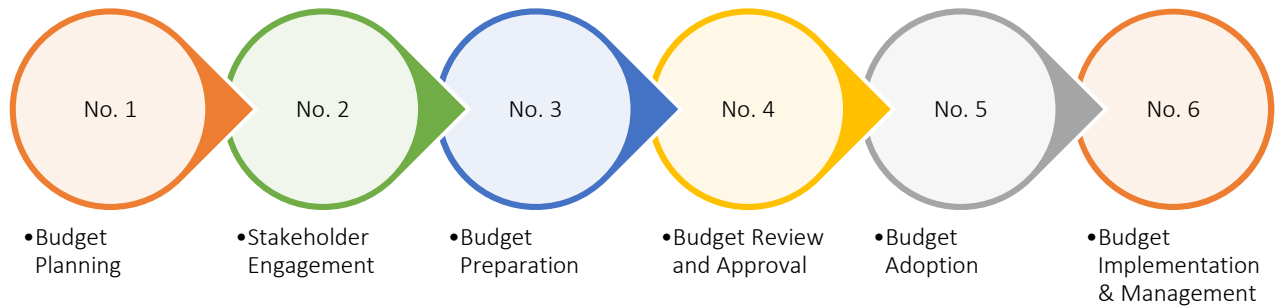
1. **Alignment with Destination 2025**  
Construct a balanced budget that aligns resources with the strategic goals of Destination 2025.
2. **Resource Optimization to Drive Student Success**  
Optimize the use of resources to drive higher student achievement and success.
3. **Financial Sustainability**  
Sustain the District’s fiscal health by operating more efficiently and effectively.
4. **Collaboration with Key Stakeholders**  
Implement a budget process that incorporates the voices of school leaders, teachers, parents, and community and activates them as agents of change.



## II. BUDGET PROCESS

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 and used as a public call for action. The preliminary budget projections including assumptions are presented to the Board at a Board Work Session. 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.

The fiscal year 2018-19 budget calendar is presented on the following page.

Calendar for FY2018-19 Budget Development

Tuesday, October 24, 2017	Set annual strategies priorities aligned with Destination 2025 and establish SMART performance goals for each department around the strategic priorities
Friday, November 03, 2017	Present General, Federal, CIP, and Special Revenue Funds information packets, guidelines and enrollment projections to budget center managers
Tuesday, October 31, 2017	Begin the implementation of the community engagement plan around a collaborative budget development process. Hold budget workshops with teachers, parents, students and community partners.
Friday, December 08, 2017	Provide budget requests from Leadership Team
Monday, December 18, 2017	Host a SCS Cabinet retreat to review departmental budgets and alignment to priorities and needs assessments
<b>Saturday, January 20, 2018</b>	<b>Host an annual Budget Retreat with Board</b>
Tuesday, February 13, 2018	Conduct FY2018-19 Budget Public Feedback Session # 1
Friday, March 16, 2018	Deliver summary to General, Federal, CIP, and Special Revenue Budgets to Superintendent
Friday, March 23, 2018	Deliver initial budget to Shelby County Board of Education
Tuesday, April 3, 2018	Conduct FY2018-19 Budget Public Feedback Session # 2
Friday, April 13, 2018	Deliver proposed budget to Shelby County Board of Education
<b>Thursday, April 26, 2018</b>	<b>Present proposed budget to Shelby County Board of Education for approval</b>
Wednesday, May 02, 2018	Deliver proposed budget to Shelby County Board of Commissioners
<b>Monday, May 14, 2018</b>	<b>Present Shelby County Board of Education's FY2018-19 proposed budget for approval before Shelby County Board of Commissioners</b>
<b>Thursday, June 07, 2018</b>	<b>Present final budget to Shelby County Board of Education for approval as adopted budget</b>
Wednesday, June 20, 2018	Present final budget to Shelby County Board of Commissioners for approval as adopted budget
Wednesday, August 01, 2018	Submit budget to State of Tennessee

\*Bold dates are Board of Education meeting or discussion/action dates.



No. 2: Stakeholder Engagement

After completing the budget planning phase, the engagement of school leaders, teachers, parents, community leaders, and department leaders serves as a critical step in ensuring multiple views and needs are reflected in the budget process. Stakeholder engagement starts in November, which allows the District to vet and incorporate ideas in the budget. Also, stakeholder engagement moves parallel alongside the budget preparation phase, building consensus around recommendations.

a. Greater Schools, Greater Communities

In school year 2016-17, the District launched a community engagement initiative, *Greater Schools, Greater Communities*, to understand school needs and identify elements of high quality learning from viewpoints of students, teachers, parents, community partners, school leaders, and district employees. *Greater Schools, Greater Communities* was a catalyst to encapsulate insights and feedback from various stakeholders and use the information to guide academic, operation, and financial decisions. As part of this community engagement initiative, 11 community workshops with 429 participants, four small focus groups with families, a public online survey with 155 responses, and input sessions with nearly 600 students were conducted. The illustration below highlights the common themes gathered from all of the insightful feedback.

COMMON THEMES		
<p><b>HIGH-QUALITY TEACHERS &amp; STAFF</b></p>  <ul style="list-style-type: none"> <li>• Great teachers committed to students and families</li> <li>• Passionate staff</li> <li>• Leadership matters</li> <li>• Ability to translate information into various languages</li> <li>• Quality educators who can engage students</li> </ul>	<p><b>HIGH-QUALITY CURRICULUM</b></p>  <ul style="list-style-type: none"> <li>• Rigorous and varied courses</li> <li>• Equal opportunities in every school</li> <li>• Foreign language for elementary and STEM for more schools</li> <li>• College-level options and technical certifications</li> </ul>	<p><b>SCHOOL CLIMATE &amp; CULTURE</b></p>  <ul style="list-style-type: none"> <li>• Positive learning environment</li> <li>• Students should feel supported and prepared for success</li> <li>• Embrace diversity</li> <li>• Staff should believe in the school</li> </ul>
<p><b>PARENT &amp; COMMUNITY INVOLVEMENT</b></p>  <ul style="list-style-type: none"> <li>• More opportunities for parent support and resources</li> <li>• Be a part of the decision-making process</li> <li>• Understand the community</li> <li>• Able to contact teachers</li> <li>• Parental curriculum</li> </ul>	<p><b>STAKEHOLDER COMMUNICATION</b></p>  <ul style="list-style-type: none"> <li>• Open door policy</li> <li>• Open communication with teachers</li> <li>• More parent-teacher conferences</li> <li>• More information from the District</li> </ul>	

b. Teacher & Parent Budget Awareness Workshops

During school year 2017-18, Shelby County Schools conducted parent engagement workshops to learn more about the budget, school needs and prioritization of those needs. Also, the District conducted two teacher focus group



around the budget and gathered candid feedback about unaddressed needs and opportunities to leverage resources better. In the May 2018, several Board members are sharing the budget with parents, students, teachers and community partners in their respective districts. This serves an opportunity to gain feedback on the proposed budget and initial list of high impact investments.

*c. Back2Students Campaign*

Shelby County Schools is empowering schools and communities to decide what’s best for their students by ensuring all resources are sent back to students through student-based budgeting and school-level budget planning. With increased transparency for students, parents and community partners, principals and teachers will have the autonomy and flexibility to make budget decisions at their respective schools.



Each principal receives a school level budget based on student needs. Principals have varying degrees of flexibility over school design decisions. A collaborative team of Finance, Academics, and Human Resources has worked together to guide principals through strategic budgeting decision and school planning process.

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 allocation helps 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 2018-19 budget process, school leaders had enhanced flexibility around their school staffing in compliance with state and federal regulations. Instead of providing schools with their staff allocations, school leaders had the options to repurpose a position for another one to address a greater academic need. The greater flexibility around school staffing allowed school leaders to be more responsive to their particular school needs.

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

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

#### *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 take into account mobility factors such as birth rates and housing changes. In such a competitive educational ecosystem, enrollment projections consider enrollment changes in charter schools, Achievement School District, municipal school districts, and charter school authorized by TN State Board of Education.

For the General Fund, Basic Education Program (BEP) funds and County tax revenues are the major sources of funding. State law requires that local funding bodies adhere to the maintenance of effort rule; whereby, their budgets for education must be maintained, at a minimum, at the same budget level as the previous year.

By ordinance, Shelby County has capped the property tax revenues allocated to education. Educational revenues from various County taxes, including sales taxes, are shared between the school districts based on the Weighted Full-Time Equivalent Average Daily Attendance (WFTEADA) formula.

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

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





### C. Capital Budget

The budget development process for the Capital Projects Fund budget is prepared concurrently with the foregoing process for the development of the General Fund and Special Revenues 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. 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.

#### No. 5: Budget Adoption

Once the Shelby County Board of Commissioners approves the proposed budget, the Board adopts the final 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 SCS 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. SCS 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 of the amounts appropriated to the limit of each separate fund for the specific budget year.

The annual budget is the most concise expression of the educational goals of the District because the budget expresses the services the District plans to provide during the period covered by the budget. Because the responsibilities of the District are continuous, the annual budget should be controlled to the optimum extent by policies that are compatible with the long-range plans of the District.

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

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



## No. 6: Budget Implementation and Management

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

### *A. Budget Management*

Each month, financial reports are shared with the 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 is available online (<http://www.scsk12.org/finance/reports?PID=604>).

### *B. Budget Administration*

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

The monitoring of expenditures and revenues is a crucial component of the management of the budget. In the event of an unexpected decline in revenue, certain non-essential expenses would be the first to be identified and frozen to ensure a balanced budget at year-end. Monthly financial meetings with department leaders help to foster effective discussions around financial performance and unanticipated expenses. Also, the monthly financial projections ensure regular analyses of the District's revenues and expenditures are performed and timely actions are taken.

### *C. Position Control*

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

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

## **III. 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 of the amounts appropriated to the limit of each separate fund for the specific budget year. In accordance with state law, regulations and Board Policy, the Superintendent and Chairman of the Board of Education will submit a budget to the State.

Specifically, the Superintendent is responsible for developing an annual budget, submitting it to the Board for adoption and managing the budget after adoption. The Board is responsible for annually adopting the budget for





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

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

#### IV. LAWS AFFECTING THIS BUDGET

##### *i. Budget Approval*

SCS 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.

If 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.

##### *ii. Teacher Supply*

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

##### *iii. Charter Schools*

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

##### *iv. BEP Enhancement Act*

The General Assembly in Tennessee passed the Basic Education Program (BEP) Enhancement Act in April 2016 to strengthen the K-12 funding formula. According to TCA §49-3-307 (4), the Cost Differential Factor (CDF) will gradually be eliminated in the future. Beginning in 2017-18 school year, the minimum level of funding identified will be adjusted to reflect decreases in enrollment.



*v. Annual Charter School Authorizer Fees*

According to TCA §49-13-128, local board of education can receive an annual authorizer fee that is a percentage of the charter school’s per student state and local funding for school year 2018-19. 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. 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.

*vii. School Safety*

In March 2018, Governor Bill Haslam proposed \$30 million to improve school safety across the state in an amendment to the fiscal year 2018-19 budget proposal. The funding includes \$25 million in nonrecurring funds and \$5 million in recurring school safety grants. The Governor appointed a School Safety Working Group to review school safety in Tennessee and provide recommendations to enhance the security of school children.



DISTRICT SECTION

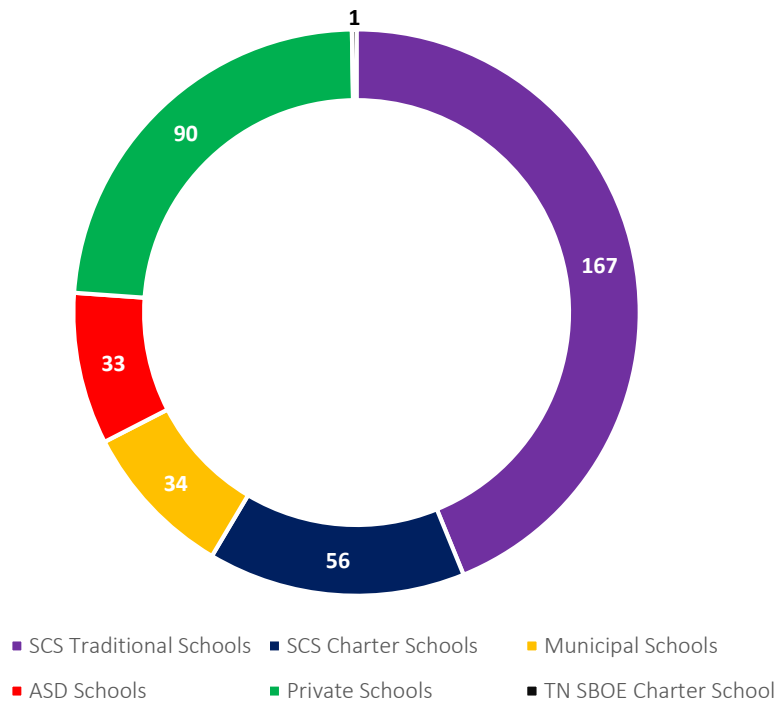
This section includes the following information:

- I. Education Ecosystem in Shelby County
- II. SCS School Options
- III. Academic Innovations

**I. EDUCATION ECOSYSTEM IN SHELBY COUNTY**



The education ecosystem in Shelby County has changed significantly over the past five years. 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 Shelby County Schools. Within the education ecosystem in Shelby County, SCS traditional and charter schools, six municipal schools, Achievement School District, private schools, and a newly TN State Board authorized charter school serve as options for students in Shelby County. The below chart illustrates the number of key school options in Shelby County.





**Shelby County Schools:** Shelby County Schools is the largest school district in the state of Tennessee. The District has the largest educational footprint in Shelby County with projected 232 schools with academic options ranging from career and technical education to blended learning. Notably, charter schools, Innovation Zone (or iZone) schools and optional schools are targeted to provide quality learning to our students.



**Municipal School Districts:** Municipal School Districts were created after the merger of Shelby County Schools and Memphis City Schools. State legislature passed a law that lifted the statewide ban on forming new school districts. The six incorporated municipalities had elections in which voters chose to establish their own independent school districts. In July 2014, the following school districts were created: Arlington Community Schools, Bartlett City Schools, Collierville Schools, Germantown Municipal School District, Lakeland School System, and Millington Municipal Schools.



**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 Charter High School. Green Dot appealed the decision with TN State Board of Education (SBOE). SCBOE ruling was overturned by TN SBOE and an agreement between Green Dot and SCS was not reached. Consequently, TN SBOE authorized Green Dot Charter High School, which is projected to have 200 students in its second year. This is the first school the state board will oversee in Memphis and one of three that TN State Board of Education has authorized.



**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 a number of private schools in Memphis. There are 90 private schools in Memphis, Tennessee that serve 22,463 students. Memphis Jubilee Catholic Schools Network announced a school year 2018-19 closure of the entire network.



**Achievement School District (ASD):** The State of Tennessee established the ASD to turn around “persistently” low performing or Tier 1 schools across the state. Specifically, the ASD was charged with the mission to move schools from the bottom five percent in the state to the top 25% in the state within five years. Students who are zoned to a school in the ASD or a school in the bottom five percent are qualified to attend an ASD school. The ASD has charter school authorizing power,



meaning they may match failing schools that once belonged to the school district with charter operators. With the entry of the Achievement School District, SCS enrollment has declined significantly. In school year 2012-13, the ASD had five schools and the number has increased to 29 in school year 2017-18. Its student enrollment has grown respectively to the increase of schools; however, the ASD experienced the closure of two schools in school year 2017-18. In school year 2013-14, the ASD had 3,748 students. In school year 2017-18, its enrollment increased to 10,094.

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. Also, ASD will close Grad Academy in school year 2018-19. The below chart exhibits the ASD five cohorts of current schools since school year 2012-13.

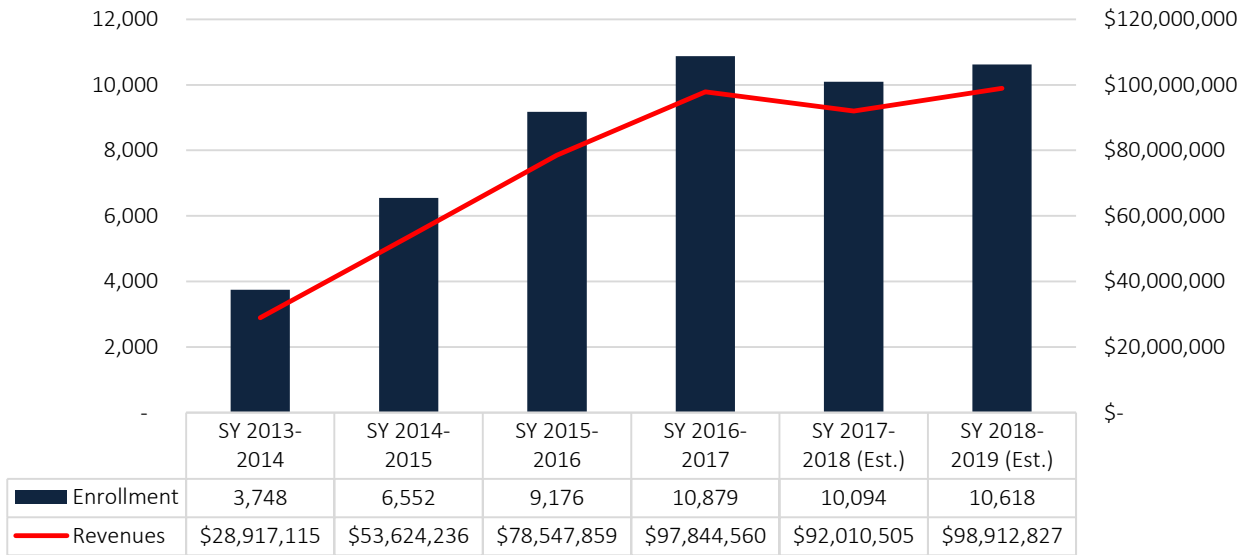
	ASD School	Former School	School Type	Operator	Opening Year	SY 2017-18 Enrollment
COHORT #1	Cornerstone Prep — Lester	Lester ES	ES	Capstone	2012	396
	Corning Achievement	Corning ES	ES	ASD Direct-Run	2012	137
	Frayser Achievement	Frayser ES	ES	ASD Direct-Run	2012	206
	Humes Prep Academy	Humes MS	MS	Gestalt	2012	237
	Westside Achievement	Westside MS	MS	ASD Direct-Run	2012	227
COHORT #2	Aspire Hanley #1	N/A	MS	Aspire	2013	497
	Aspire Hanley #2	Hanley ES	ES/MS	Aspire	2013	228
	Georgian Hills Achievement	Georgian Hills ES	ES	ASD Direct-Run	2013	257
	Grad Academy ( <i>closure in 2018-19</i> )	South Side MS	High	New Tech Network	2013	468
	KIPP: Memphis Academy Elementary	Shannon ES	ES	KIPP Memphis	2013	417
	KIPP: Memphis Prep Middle	Corry MS	MS	KIPP Memphis	2013	391
COHORT #3	Whitney Achievement	Whitney ES	ES	ASD Direct-Run	2013	325
	Aspire Coleman ES	Coleman ES	ES	Aspire	2014	556
	Fairley HS	Fairley High	High	Green Dot	2014	505
	Freedom Prep	Westwood	ES	Freedom Prep	2014	573
	Lester Prep	Lester MS	MS	Capstone	2014	209
	MLK College Prep HS	Frayser High	High	Frayser Community Schools	2014	540
	Pathways in Education — Frayser	N/A	MS/ High	Pathways in Education	2014	121
	Pathways in Education — Whitehaven	N/A	MS/ High	Pathways in Education	2014	123
COHORT #4	Promise Spring Hill	Spring Hill ES	ES	Promise Academy	2014	339
	Cornerstone Prep, Denver	Denver ES	ES	Capstone	2015	567
	KIPP: Memphis Prep Elementary	N/A	ES	KIPP Memphis	2015	311
	Libertas School	Brookmeade ES	ES	Libertas	2015	219
	Memphis Scholars	Florida-Kansas ES	ES	Scholar Academies	2015	237
COHORT #5	Wooddale MS	Wooddale MS	MS	Green Dot	2015	382
	Hillcrest HS	Hillcrest HS	High	Green Dot	2016	437
	Kirby MS	Kirby MS	MS	Green Dot	2016	381
	Memphis Scholars Caldwell Guthrie ES	Caldwell Guthrie ES	ES	Scholar Academies	2016	511
	Memphis Scholars Raleigh MS	Raleigh Egypt MS	MS	Scholar Academies	2016	97

\*Data Source: 20<sup>th</sup> Day Enrollment; SY 2018



Due to ASD enrollment growth, greater financial pressure has been placed on Shelby County Schools. The State of Tennessee provides a share of Shelby County Schools' local and state funds to ASD as a direct allocation from the Basic Education Program (BEP). In school year 2018-19, ASD will close one school in Memphis. State law requires that charter schools, including those authorized by ASD, receive state and local funding based on current year enrollment. In school year 2018-19, the ASD revenue allocation is projected to be \$98.9 million.

**ASD Enrollment and Revenue Allocation**



**II. SCS SCHOOL OPTIONS**

In Shelby County Schools, a number of high quality school choices exist for parents and students which include Charter Schools, Optional Schools, Career and Technical Education Programs, Schools for Exceptional Children, Specialty Schools that focus on obtaining college credits, and Alternative Schools. SCS has created a new transportation STEM (Science, Technology, Engineering and Math) High School.

**SCS 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 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.

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 review 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.

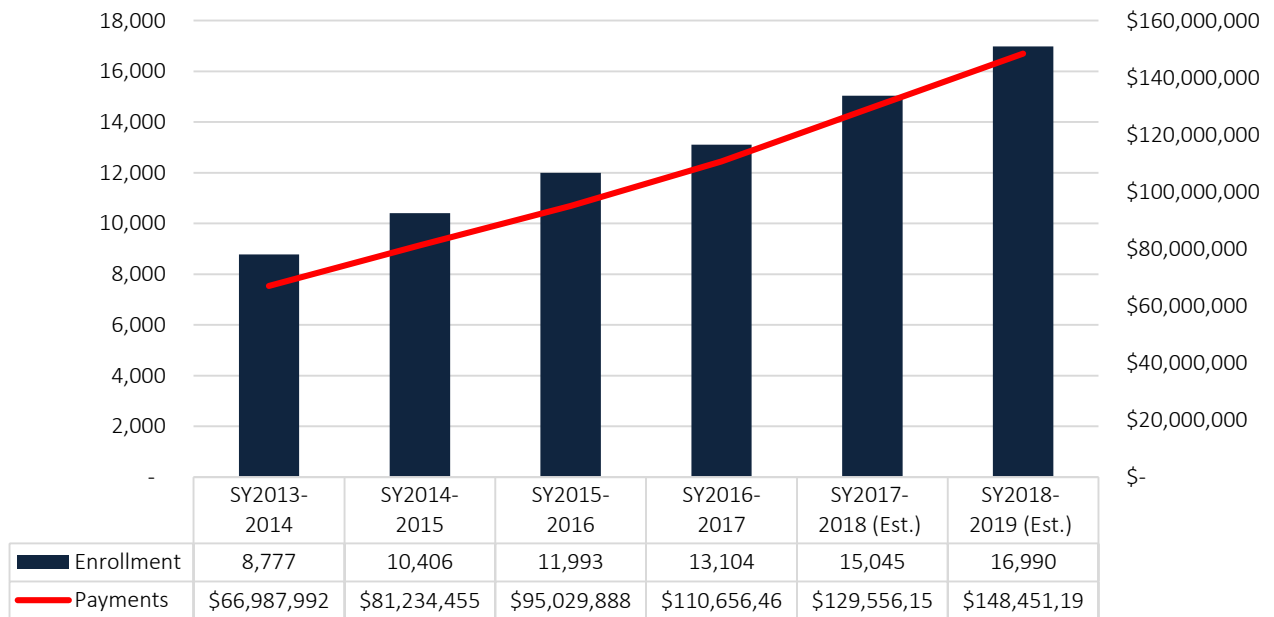
Charter schools may be closed if they demonstrate poor academic performance, violate their charter agreement or engage in practices of fiscal mismanagement. Shelby County Board of Education voted to close Omni Prep Lower, Omni Prep Middle, and Southern Avenue Middle for school year 2016-17. Shelby County Schools also revoked the New Consortium of Law and Business



for school year 2016-17. House Bill 125 makes the 2017 priority list the first list for which charter schools appearing on a priority list must close at the end of the school year.

State law requires that charter schools receive state and local funding based on current year enrollment. The number of SCS authorized charter schools grew to projected 56 in school year 2018-19 from 51 in school year 2017-18. The DuBois High School of Arts and Technology and the DuBois High School of Leadership and Public Policy are scheduled to close in school year 2018-19. We are projecting an additional \$905,000 will be paid out to other charters for those students, driving the total payment to Charter schools to \$148.5 million.

### SCS Authorized Charter School Payments



SCS has experienced mounting financial pressures from the increase of charter schools, which is shown in the chart above. With a 14.1% jump in annual charter school enrollment, the charter school payment will climb by \$18.9 million in fiscal year 2018-19 based on six new charter schools opening. With charter school payments being the second largest expense behind instruction in fiscal year 2018-2019, it is prudent to evaluate investments in SCS authorized charter schools.

Below is a list of SCS authorized charter schools, including grades served in school year 2018-19, overall TVAAS, and projected enrollment and payment in school years 2017-18 and 2018-19.

Charter School	SY 2018-19 Projected Grades Served	2017 Overall TVAAS	SY 2017-18 Projected Enrollment	FY 2017-18 Projected Payment	SY 2018-19 Projected Enrollment	FY 2018-19 Projected Payment
Arrow Academy	K-4	3	82	\$690,944	103	\$882,500
Aspire East Academy	K-3	N/A	184	\$1,550,411	263	\$2,253,377
Aurora Collegiate	K-5	3	336	\$2,831,185	336	\$2,878,840
Believe Memphis Academy	4-5	N/A	N/A	N/A	120	\$1,028,157
Circles of Success	K-5	1	228	\$1,921,161	226	\$1,936,363
City Boys Prep	6-8	1	66	\$574,171	60	\$529,120
City Girls Prep	6-8	1	97	\$843,858	78	\$687,856
City Univ. Independence	12	2	17	\$147,893	13	\$114,643



Charter School	SY 2018-19 Projected Grades Served	2017 Overall TVAAS	SY 2017-18 Projected Enrollment	FY 2017-18 Projected Payment	SY 2018-19 Projected Enrollment	FY 2018-19 Projected Payment
City University School of Liberal Arts	9-12	1	273	\$2,374,982	275	\$2,425,132
Crosstown High School	9-12	N/A	N/A	N/A	250	\$2,204,666
DuBois Elem Arts & Technology	K-5	1	244	\$2,055,979	222	\$1,957,743
DuBois Elem Entrepreneurship	K-5	2	305	\$2,569,974	297	\$2,619,143
DuBois High Arts & Technology	9-12	1	184	\$1,171,234	N/A	N/A
DuBois High Leadership & Public Policy	9-12	2	139	\$1,550,411	N/A	N/A
DuBois Middle Arts & Technology	6-8	2	157	\$1,322,905	165	\$1,455,080
DuBois Middle Leadership & Public Policy	6-8	1	187	\$1,575,689	191	\$1,684,365
Freedom Prep Elementary	K-5	N/A	243	\$2,113,995	314	\$2,769,061
Freedom Preparatory Academy	6-12	5	792	\$6,890,057	883	\$7,786,880
Freedom Prep Academy 4	6-7	N/A	N/A	N/A	240	\$2,116,479
Gateway University	9-10	N/A	114	\$991,751	226	\$1,993,018
Granville T. Woods Academy of Innovation	K-8	1	467	\$4,062,698	459	\$4,047,767
Kaleidoscope School	6-7	N/A	45	\$391,481	88	\$776,042
KIPP Memphis Academy Middle	5-8	1	376	\$3,271,037	335	\$2,954,252
KIPP Memphis Collegiate Elementary	K-4	1	486	\$4,227,990	430	\$3,792,026
KIPP Memphis Collegiate High	9-12	3	508	\$4,419,380	590	\$5,203,012
KIPP Memphis Collegiate Middle	5-8	4	345	\$3,001,351	367	\$3,236,450
Leadership Preparatory	K-4	N/A	193	\$1,626,246	251	\$2,213,484
Legacy Leadership	6-9	N/A	38	\$330,584	59	\$505,511
MAHS High	9-12	4	435	\$3,784,312	455	\$4,012,492
MAHS Middle	6-8	N/A	279	\$2,427,179	257	\$2,266,397
MASE	6-12	5	494	\$4,297,586	501	\$4,418,151
Memphis Business Academy Elementary	K-5	2	365	\$3,175,342	311	\$2,742,605
Memphis Business Academy High School	9-12	3	458	\$3,984,402	455	\$4,012,492
Memphis Business Academy Middle School	6-8	3	447	\$3,888,706	489	\$4,312,327
MBA Hickory Hill Elementary	K	N/A	N/A	N/A	100	\$881,867
MBA Hickory Hill Middle	6	N/A	N/A	N/A	100	\$881,867
Memphis College Prep	K-5	N/A	280	\$2,435,879	280	\$2,469,226
Memphis Delta Prep	K-5	1	259	\$2,253,188	296	\$2,610,325
Memphis Grizzlies Preparatory	5-8	5	327	\$2,844,758	320	\$2,821,972
Memphis Rise Academy	6-9	5	438	\$3,810,410	439	\$3,871,393
Memphis School of Excellence	6-12	5	545	\$4,741,264	586	\$5,167,737
Memphis School of Excellence Elementary	K-3	N/A	67	\$582,871	96	\$846,592
Memphis STEM Academy	K-3	N/A	121	\$1,052,648	176	\$1,552,085
Nexus STEM Academy Elementary	K-1	N/A	90	\$758,353	215	\$1,896,013
Nexus STEM Academy Middle	6-8	1	210	\$1,769,491	291	\$2,566,231
Perea Elementary	K	N/A	N/A	N/A	84	\$740,768
Power Center Academy Elementary School	K-4	N/A	532	\$4,482,709	642	\$5,661,582
Power Center Academy High School	9-12	1	649	\$5,468,568	637	\$5,617,488
Power Center Academy Middle School	6-8	1	453	\$3,940,904	451	\$3,977,217
Promise Academy	K-5	1	388	\$3,375,432	351	\$3,007,359
Promise Academy 3	K-2	N/A	N/A	N/A	180	\$1,542,236
Soulsville	6-12	5	648	\$5,460,142	661	\$5,663,432
Southern Avenue	K-5	1	433	\$3,766,913	413	\$3,538,574
Southwest Early College High	9-12	N/A	101	\$878,656	188	\$1,657,909
STAR Academy	K-5	3	241	\$2,030,701	254	\$2,239,941
The Excel Center	9-10	1	146	\$1,270,137	273	\$2,339,058
Veritas	6-8	2	282	\$2,453,278	138	\$1,216,976
Vision Prep	K-5	3	251	\$2,114,961	\$336	\$2,963,068





**Optional Schools and Programs**

SCS Optional Schools serves our students’ unique interests and learning styles. Entrance requirements for optional schools vary by school and program and are generally based on report cards and standardized test scores.

Below are several achievements of our Optional schools and programs.

- 100% graduation rate for four-year Optional high school students
- 22 Optional high school students are 2017 National Merit Scholarship Semifinalists
- Optional schools in SCS offer West Tennessee only K-12 International Baccalaureate feeder pattern
- Optional schools in SCS offer the state’s only K-12 feeder pattern for Chinese, Japanese and Russian
- Thirty-two (32) of thirty-eight (39) available Advanced Placement courses offered in our Optional high schools
- The only high school Aviation program offering students a private pilot’s license
- The average pre-ACT score of tenth grade Optional students is 20.3, compared to 17.2 as the national average
- The average composite score of the ACT is 23.8 for Optional high school students
- Optional elementary and middle school students surpass the state average in every subject on the TCAP

Below are 48 Optional schools and Optional programs in traditional schools in school year 2016-2017.

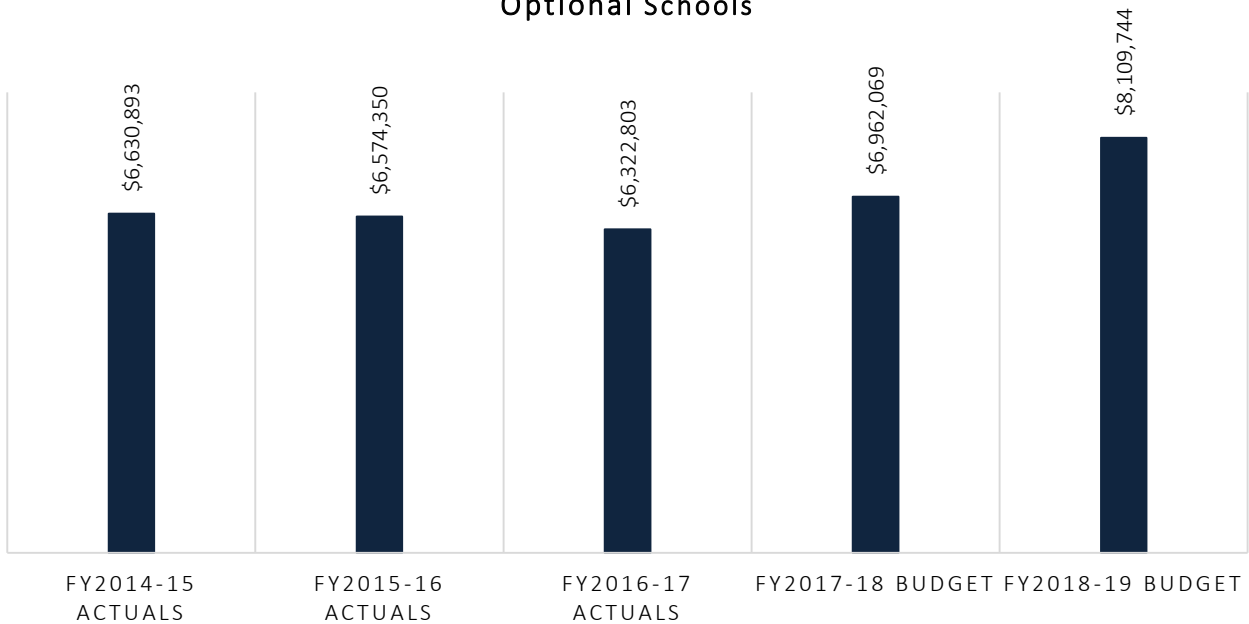
School	Program
Balmoral Ridgeway Elementary	International Baccalaureate World School Primary School Year Program
Bellevue Middle	College Preparatory
Bolton High	International Baccalaureate Diploma Program/Automotive Technology/IT
Brownsville Road Elementary	Enriched Academics
Carnes Elementary	Environmental Science
Central High	College Preparatory
Colonial Middle	Arts and Academics
Cordova Elementary	Enriched Academics
Cordova Middle	Enriched Academics & College Preparatory
Craigmont High	College Preparatory/International Studies
Craigmont Middle	Enriched Academics/International Studies
Cummings School	Enriched Academics/Developing Masterful Mathematical Minds (DM3)
Delano Elementary	Computer Technology
Double Tree Elementary	Montessori/Technology
Douglass Elementary (K-5)	Chess and Public Service
Douglass High	Public Service and Communication Arts
Douglass School (6-8)	Chess and Public Service
Downtown Elementary	Enriched Academics
East High	College Preparatory for Health – T-STEM Sciences/Engineering
Germantown Elementary	Enriched Academics/International Studies
Germantown High	International Baccalaureate Diploma Program/Creative and Performing Arts
Germantown Middle	College Preparatory
Grahamwood Elementary	Enriched Academics
Havenview Middle and STEAM School	Science, Technology, Arts and Mathematics (S.T.E.A.M.)
Idlewild Elementary	Science/Technology
John P. Freeman	College Preparatory
Keystone Elementary	Science, Engineering and Technology (SET)
Kingsbury High	Bioscience/ Technology/ Global Studies
Maxine Smith STEAM Academy	Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.)
Overton High	Creative and Performing Arts
Peabody Elementary	Enriched Academics
Ridgeway High	International Baccalaureate Diploma Program
Ridgeway Middle	International Baccalaureate World School Middle Years Program
Riverwood Elementary	Enriched Academics
Rozelle Elementary	Creative and Performing Arts
Sherwood Elementary	Enriched Academics



School	Program
Snowden School	Enriched Academics
Snowden School	College Preparatory
Springdale-Memphis Magnet Elementary	Exploratory Learning
Treadwell Elementary	Enriched Academics
Vollentine Elementary	Science Exploration
White Station High	College Preparatory
White Station Middle	College Preparatory
Whitehaven Elementary	Enriched Academics
Whitehaven High	College Preparatory/Business and Finance
William H. Brewster Elementary	Enriched Academics
Willow Oaks Elementary	Enriched Academics
Wooddale High	Aviation/Travel& Tourism to Hospitality and Tourism

Of these 48 programs, about 35,000 participated in either Optional School or Optional Program in school year 2017-18. The fiscal year 2018-19 budget for Optional School is \$8.1 million, which includes additional investments for advanced instruction and early post-secondary opportunities. On average, Optional Schools receive 1.5 additional teachers compared to traditional schools.

### Optional Schools



### Career & Technical Education

Shelby County School’s Career and Technical Education (CTE) program engages and prepare 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 CTE program is launching a new redesign with focused set of Career Pathways.

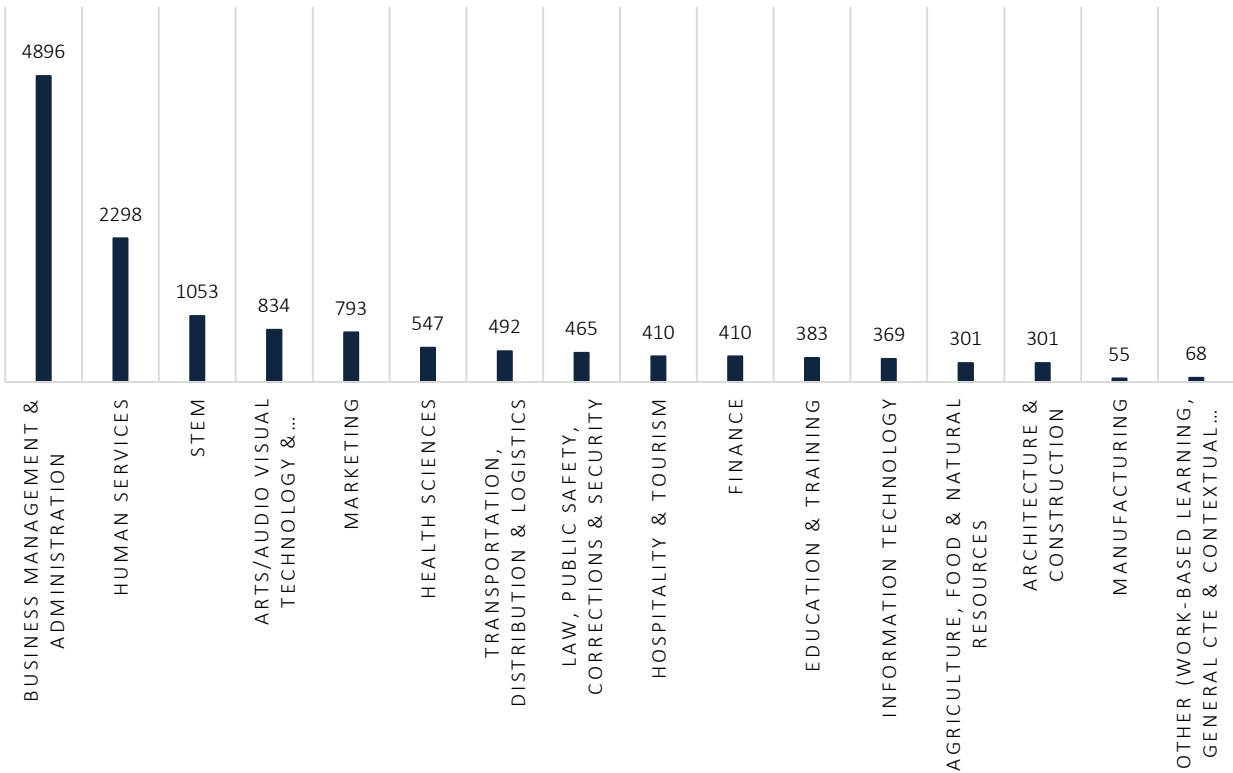
All CTE programs are aligned to the National Career Clusters Framework that enables clear pathways to licensing, industry certification, and advanced degrees. The programs offer rigorous, relevant, and highly technical training that is aligned with business/industry standards for today’s workforce. They promote career awareness and facilitate a smooth transition from high school to college. Students have an opportunity to enter a post-secondary institution to further their education or enter the job market with a high-paying skill. Articulation and/or dual credit with neighboring post-secondary institutions are available.



SCS currently offers Programs of Study aligned with all 16 Career Clusters listed below:

- Agriculture, Food Natural Resources
- Architecture & Construction
- Arts/Audio Visual Technology & Communications
- Business Management & Administration
- Education and Training
- Finance
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Others (Work-Based Learning, General CTE & Contextual Academics)
- Science, Technology, Engineering, & Mathematics (STEM)
- Transportation, Distribution & Logistics

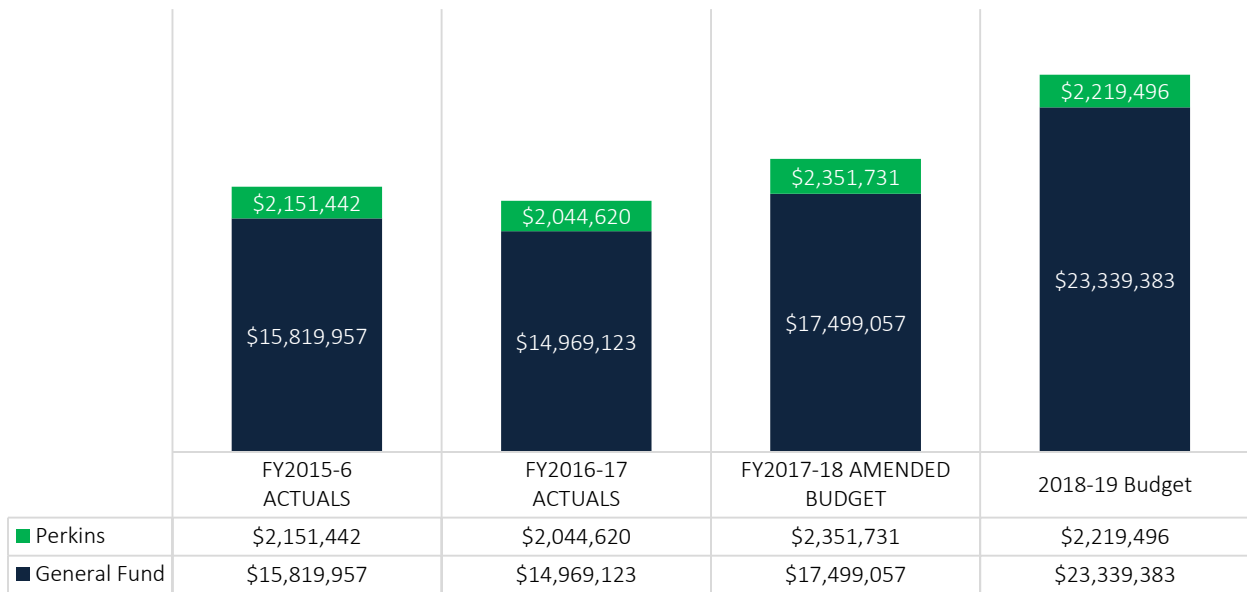
Below chart indicates that the enrollment in each of the 16 Career Clusters in school year 2016-17. Business, Human Services and STEM had the highest enrollment.





General Fund and Carl D. Perkins Federal Grant are the two major sources of funds for CTE. The Carl D. Perkins Federal grant is used to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. Approximately, \$2.3 million is budgeted for Carl Perkins Federal Grant in fiscal year 2018-19. The General Fund is the largest contributor of the CTE program with \$23.3 million budgeted in fiscal year 2018-19. This includes \$8 million of high impact investments to redesign the CTE program.

### CTE Programs





### **Exceptional Children Schools**

Avon Lenox High School and Shrine School are dedicated to assisting students achieve their maximum potential for effective independent living and functioning in a diverse society. Both schools strive to ensure that students with disabilities have the educational opportunities needed to develop the skills necessary for successful transition into post-graduation placements. Avon Lenox High School is recognized by U.S. News & World Report as one of America's best high schools for the school years 2008-2009, 2009-2010, and 2010-2011. This school has experienced many years of accolades for services.

Staff assessments have shown that students have raised their TCAP-ALT scores, which has resulted in more students earning a classification in the advanced range. Students who take the Gateway exams have demonstrated a high level of performance in all areas. As a result, a number of students are currently working at various jobs in the community, living in independent housing, and participating in other social activities.

### **Specialty Schools**

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

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

### **Campus Schools**

The University of Memphis and Shelby County Schools has contracted to operate the Campus School, which is laboratory school which 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.

### **Alternative Schools**

Alternative Schools educate over 7,500 students annually in nine K-8, high, and specialty schools. Alternative schools accommodate the comprehensive needs of students that are not adequately or consistently addressed in the traditional school environment. 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. Schools re-entry support which includes academic and behavior monitoring services are also provided.



### III. ACADEMIC INNOVATIONS

Shelby County Schools is dedicated to foster academic innovation across the District. Currently, there are four major innovations within the District: Innovation Zone (iZone), Empowerment Zone, Virtual and Blending Learning 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)

SCS Innovation Zone (iZone) was created in 2012 to improve SCS priority schools ranked in the bottom five percent. Unlike traditional schools, iZone schools have complete autonomy in relation to the academic programs available for their school. iZone has been one of Shelby County Schools’ most successful initiatives since being established in 2012. In the last five years, 11 of the iZone schools have boasted double-digit test score gains, and seven have moved off state’s priority list.

In the iZone, the below five key strategies are implemented to improve student achievement.



*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.



*Empowered Principals:* Empowerment in human capital, time and resources gives school leaders the leverage to greatly impact achievement.



*Central-Level Instructional Support Team:* Teachers receive intensive one-on-one coaching and instructional support provided by a central-level instructional support team experienced in turning around student achievement.



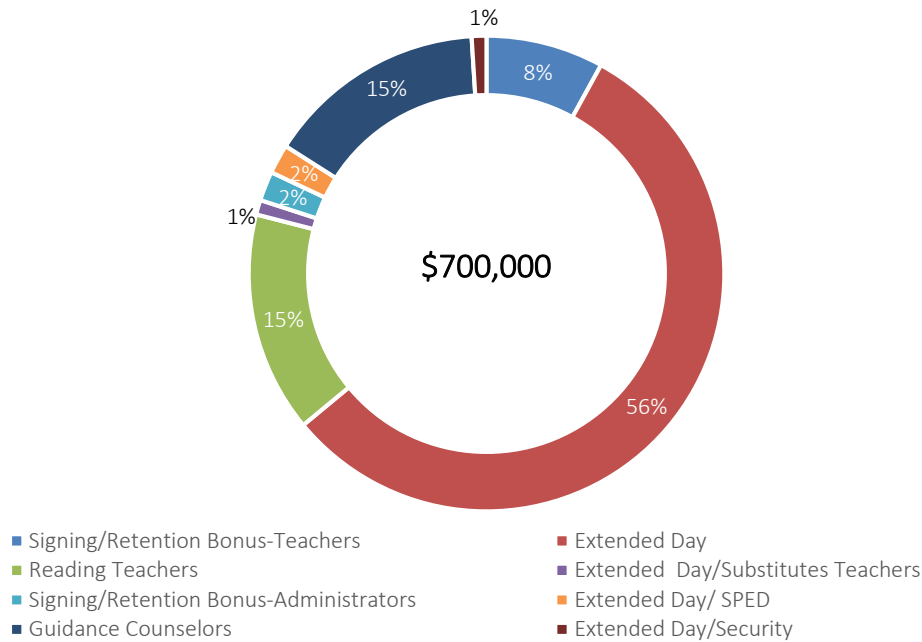
*Extended Learning Day:* Students are educated for one additional hour per day to provide more time for learning and enrichment.



*Student Support:* Resources and wraparound services are provided to support student learning and to ensure their specific and individual needs are met.

In Shelby County Schools, there are 23 iZone schools with 11,592 students in school year 2017-18. In school year 2018-19, 12,172 students are expected to be a part of the iZone with new additions of American Way Middle School.

iZone Intervention Costs



iZone schools receives additional funding through Federal and Discretionary Grants. Funding is used for additional class time for students, signing and retention bonuses for teachers and administrators, which is highlighted in the above chart.

**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. The majority of the schools in the Whitehaven area are in or currently at risk of being placed in Priority status and the model began with Havenview Middle Schools in school year 2016-17.

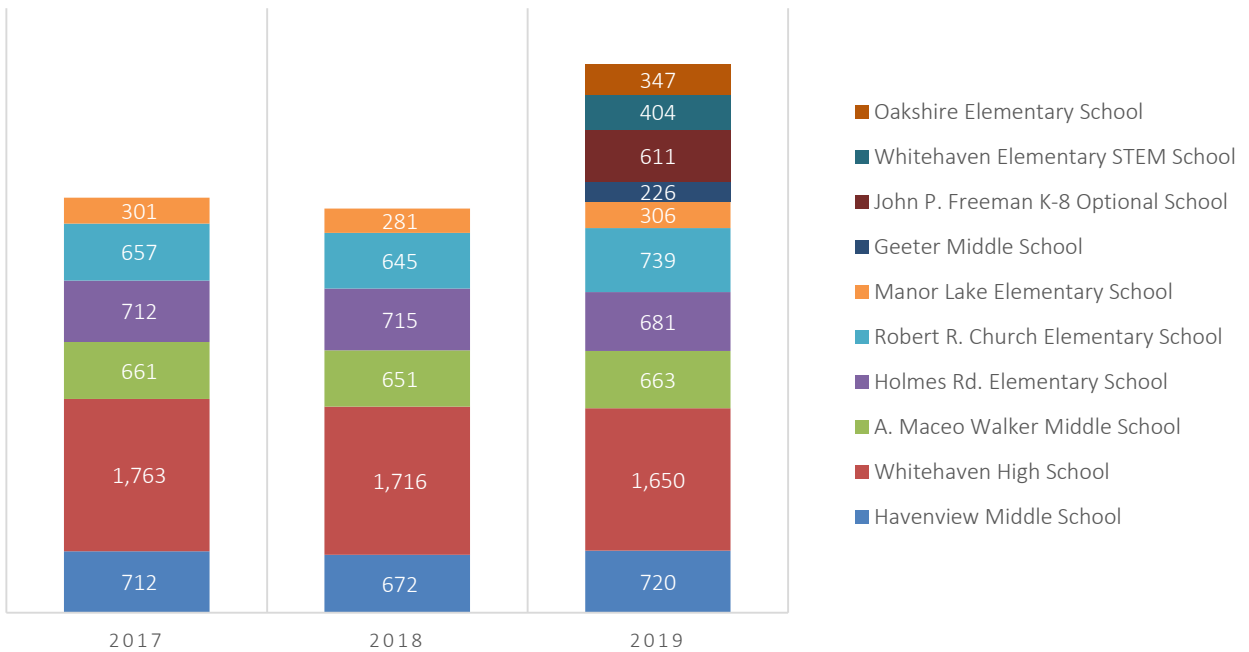
The unique driver of success in the Empowerment Zone is total vertical alignment across all schools in terms of academics, particularly in the core subject areas of math, language arts and science, as well as best teaching practices and school operational procedures. Vertical alignment means teachers can collaborate and interact with students across the Empowerment Zone, providing more access to diverse and competitive courses, like world languages, business and technology, that will prepare them for college and careers. Parents, educators and community stakeholders form 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 as a whole. The proactive intervention strategy targets schools in the southwest area of the District, specifically the Whitehaven community.

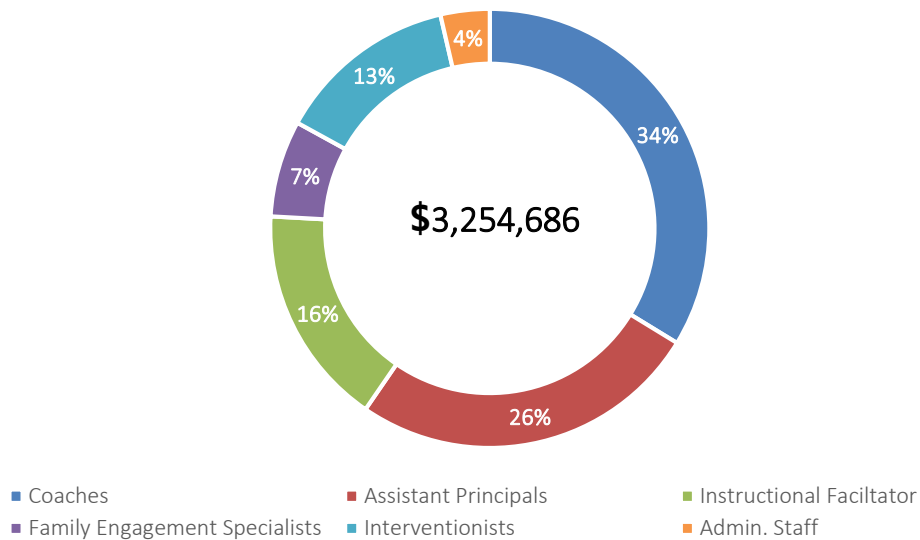
In school year 2018-2019, Shelby County Schools will continue to invest in the Empowerment Zone. The newly merged Geeter K-8, Whitehaven Elementary, Oakshire Elementary, Robert Church Elementary, and John P Freeman Optional will join. Student enrollment is listed in the chart for the three years of the Empowerment Zone.

EMPOWERMENT ZONE STUDENT ENROLLMENT



The below chart reflects the school year 2018-19 average individual school investments made in the Empowerment Zone. All schools are not receiving the same level of resources. Some schools are sharing resources such as Interventionists and Instructional Facilitators.

Empowerment Zone Investments in 2019







### Virtual & Blended Learning Schools

Shelby County Schools develop and deliver online Common Core aligned courses to allow 21<sup>st</sup> century learners the freedom to personalize their learning experience. Students are enrolled on a part-time or full-time basis and some schools opt to use the digital curriculum to teach courses using a blended learning approach.

The Virtual Schools program also delivers a summer intervention program for students in grades 6<sup>th</sup>-12<sup>th</sup> who score between 50 and 69 in core courses. All students have 24-hour access to digital curriculum as well as access to an online teacher for 10-hours a week. Saturday tutorials are in place to support students who need face to face intervention.

### East T-STEM High School

For school year 2017-18, East High School will begin a three-year transition into Shelby County Schools' first T-STEM Optional program - with the "T" meaning transportation. With Memphis being a global hub of the transportation industry, the program will be a pipeline to high-demand degrees and career -fields in transportation, distribution and logistics. SCS is excited to team with the University of Memphis and local corporations, such as FedEx and AutoZone, to develop a hands-on curriculum not found in traditional classrooms. In fall 2018, Cummins partnered with the District to establish the first ever technical education program at East High in the United States.

The T-STEM program began with ninth grade only in the 2017-18 school year. New students will attend East with current students in grades 10-12 as part of a school within a school. Each year, another grade will be added to the T-STEM program, creating an all-Optional school beginning in August 2020, when the founding class will begin their senior year.

### Critical Focus Schools

As part of the District's continuous commitment to ensuring the best learning opportunities for every student in every school, Superintendent Hopson released a new Assessment Framework in February 2018. The Assessment Framework will be used annually to provide the Board, as well as employees, parents and community partners, with a clear understanding of how the District makes recommendations for school improvement.

As a result of the new Assessment Framework, a total of 20 "critical focus" schools were selected to receive tailored treatment plans based on their individual needs. Each school was identified based on criteria within the framework, including academic performance, building quality/utilization, school climate/enrollment and neighborhood needs.

In school year 2018-19, each Critical Focus school maintained the bulk of their \$300,000 investment under the hold harmless provision under the new student-based budgeting model.



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EQUITY

This section includes the following information:

- I. Introduction
- II. Equitable Resource Allocation
- III. Access to Quality Talent
- IV. Access to Rigorous Course Offerings
- V. Access to Quality Learning Environment
- VI. Every Student Succeeds Act (ESSA) Requirements

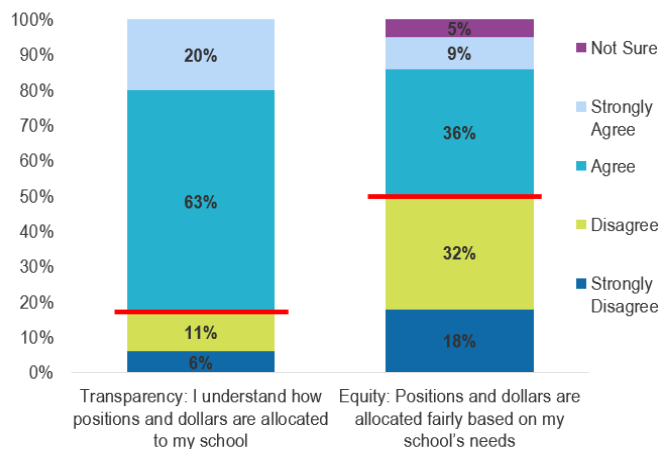
**I. INTRODUCTION**

Shelby County Schools is committed to ensuring all students have an equal opportunity for achievement with a clear goal of preparing all students fully for success in college and careers. Providing all students with appropriate resources and access to opportunities to meet their unique needs is a cornerstone of our mission. Shelby County Schools has begun the journey of exploring whether potential inequities exist and the best ways to address them if they do. As the District evaluates potential inequities, the scope is broader than the amount of financial resources in a particular school, but it explores access to quality talent, learning environment, and rigorous courses. Specifically, this section will attempt to examine the following questions.

- Are adequate resources provided to aid students with greatest needs?
- Are the most experienced and high quality teachers where they are needed most?
- Do all students have access to a quality learning environment?
- Do all students have access to rigorous course offerings?

Every Student Succeeds Act (ESSA) mandates that state and school districts report per-pupil spending levels at both the district and individual school levels, disaggregating federal, state, and local funds, as well as personnel and non-personnel expenditures. The purpose of this requirement is to uncover the inequities across and within local districts and inform resource allocation decisions to ensure quality education for all children.

Prior to the ESSA financial transparency requirement, the District has taken numerous and major steps toward equitable resource allocation and financial transparency. In fiscal year 2017-18 budget, the District has provided more in-depth school level resource information, including teacher quality data, staffing allocations across all funds, school level financial resources across funds, student achievement data and student demographic data. This approach not only digs deeper into how resources are allocated to our schools, but also links those resources to student outcomes. SCS has continued this practice of financial transparency.





In a January 2017 survey about school funding, 83% of SCS school leaders either agreed or strongly agreed that they understood how positions and dollars were allocated to their schools. Yet, 45% of SCS school leaders either agreed or strongly agreed that positions and dollars were allocated fairly based on their schools' needs. In fiscal year 2016-17, SCS has embarked on the transition to a student-based budgeting system to increase transparency, equity, and flexibility around resources for our schools and students. On March 21, 2017, the Shelby County Board of Education approved a resolution for the District's transition to a Student-based budgeting (SBB) system. During the entire fiscal year 2017-18, SCS developed an initial SBB funding model that impacts all schools and move the District toward equitable resource distribution. Another component of the SBB is the Strategic School Design efforts that provide flexibility to school leaders in aligning their resources with their academic strategy.

Student-based budgeting is a strategy that strives to create these conditions by ensuring resources follow students based on need. SBB works when it is part of a district's overall strategy to help school leaders more strategically organize school-level resources in support of high-quality instruction and ultimately, higher levels of student achievement. While the District's launch of SBB is a three-year engagement, the overall SBB effort is on-going process which requires model adjustments, timeline changes and additional support to school leaders based on continuous feedback.

Our goal is to ensure that resources are allocated and used to address specific students' need. Equity does not mean that every child in a district receives equal dollars. Instead, equity refers to students with similar characteristics receiving equal resources, while those students with dissimilar characteristics receive appropriately dissimilar resources.

## II. EQUITABLE RESOURCE ALLOCATION

It is critical to examine whether resources are addressing the unique needs of our students. These are our initial attempts to analyze possible inequities in our resource allocation, but there will be more in-depth analyses conducted through the Student-Based Budgeting efforts. Broadly, we are examining three categories of student needs – Economically Disadvantaged, Special Education and English Language Learners (ELL).

### **Economically Disadvantaged**

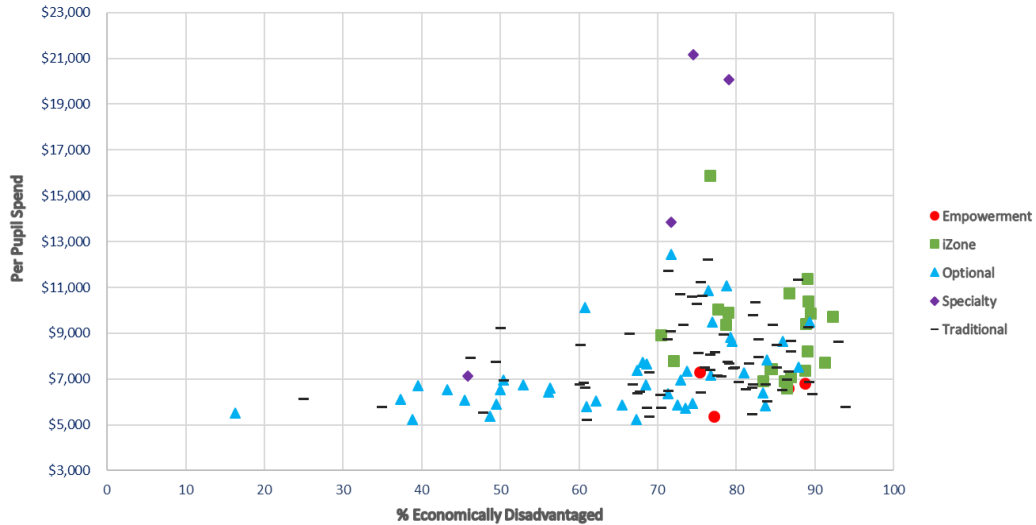
Students who are economically disadvantaged have additional barriers before them that can impede learning and academic progress. In school year 2017-18, the District had approximately 74,449 economically disadvantaged students. Moreover, Shelby County Schools has the highest population of economically disadvantaged students among the urban school districts across the state.

Note that the state's definition of "economically disadvantaged" counted all students receiving free or reduced-priced lunches, which included children with family incomes up to 185 percent of the poverty level. Now, economically disadvantaged students are considered students who are directly certified to receive free lunches, receive certain government assistance, and are migrant, homeless, runaway or foster children.

The below chart highlights additional investments provided to school with economically disadvantaged students with the goal of achieving academic success and narrowing the achievement gap. There is a positive association between the percentage of economically disadvantaged students and per pupil funding amounts.



Per Pupil Spend to Economically Disadvantaged Students



Special Education Needs

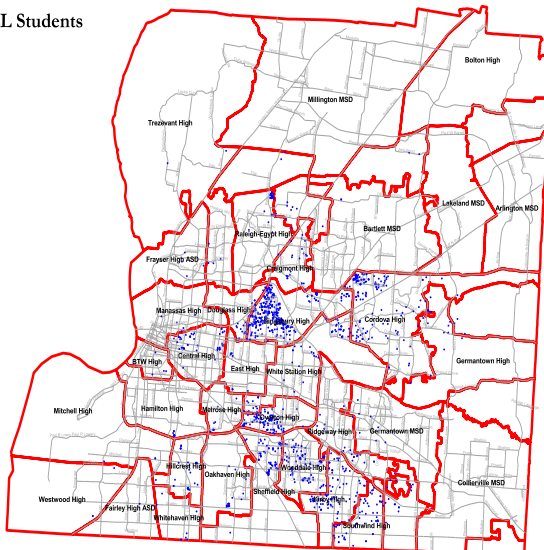
The District enhances educational opportunities through comprehensive services that address academic, social, health, emotional, psychological, and behavioral needs of our students. Schools are required to provide special education in the least restrictive environment, which means schools must teach students with disabilities in general education classroom whenever possible.

General fund and IDEA, Part B are the two major sources of funding to meet our students with special education needs. Maintenance of Effort (MOE) requirements are established to ensure that local or general fund spending on special education is lowered by the local school district, which is a grant condition of IDEA, Part B.

We acknowledge that not all special education needs are the same and some may be less or more severe. Note that there are two schools with high special-education need students (Avon-Lenox and Shrine). Both school have budgeted per pupil amounts that exceed \$20,000.

English Language Learners

ELL Students

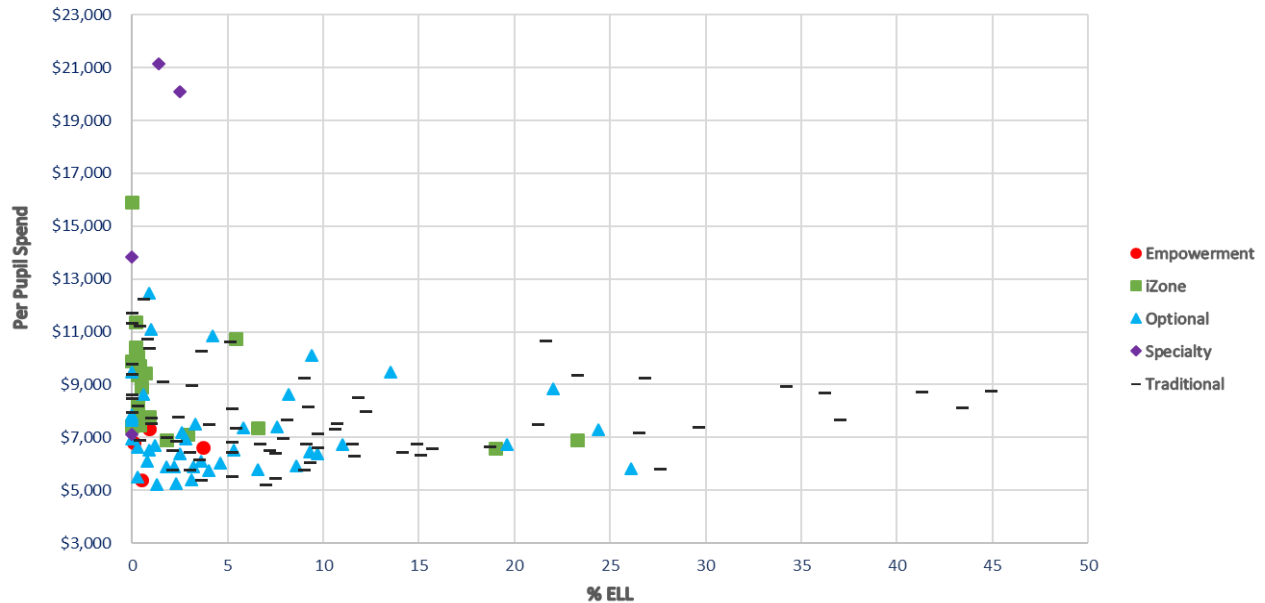


Bolton High	1		
Central High	60		
Cordova High	158		
Craigmont High	21	Overton High	96
Douglass High	16	Raleigh-Egypt High	14
East High	15	Ridgeway High	16
Germantown High	45	Sheffield High	140
Hamilton High	2	Southwind High	54
Kingsbury High	339	Trezevant High	1
Kirby High	60	Westwood High	1
Melrose High	3	White Station High	67
Mitchell High	2	Whitehaven High	8
Oakhaven High	7	Wooddale High	58



The above map of SCS High School ELL students provides an overall distribution and concentration in various communities. There was a total of 8,199 English Language Learners students enrolled in the District during the 2017-18 school year. ELL students are high mobile and new migrants, which places some at academic risk to graduate timely. Schools often require additional support to meet ELL students' socio-emotional, language development, and academic needs. The below chart indicates that per pupil amount for schools with a high percentage of ELL students is relatively similar to those schools with a low percentage of ELL students.

Per Pupil Spend to English Language Learners (ELL)



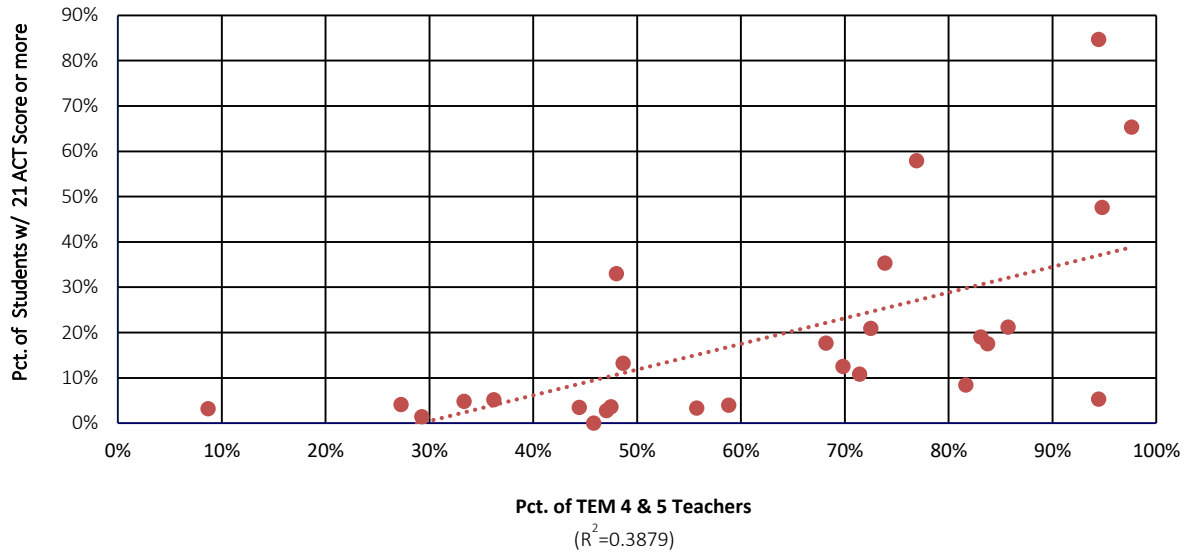
Consequently, the District developed the Newcomer Program to offer orientation, support and targeted instruction for new immigrant students. The Newcomer program supports up to 100 students with interrupted formal education to transition them into a full ESL program and on a path to graduation.

### III. ACCESS TO QUALITY TALENT

To reach Destination 2025 goals, it is critical that each student has access to quality instruction and teaching in his classroom each day. If we believe that quality teaching is important, what are distribution of quality teachers across the District? Also, are highest quality teachers in schools where students have the greatest academic needs?

Historically, SCS used a staff-based budgeting model to allocate school level positions to each school. Staff-based budgeting model is that it is a simple, consistent way to provide an equal number of positions to schools. Conversely, the staff-based budgeting model assumes that the needs of the students in every schools are the same. SCS shifts to Student Based Budgeting for the 2018-19 school year, giving principals more autonomy to design their schools and address specific priorities tied to their individual school.

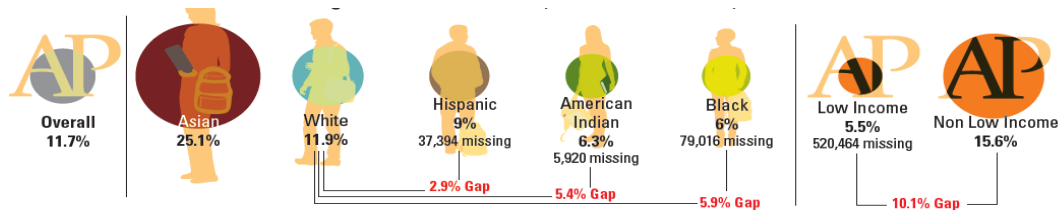
The below chart illustrates the importance of high quality teacher and college readiness. On average, schools with high percentages of TEM 4 and 5 teachers have higher percentages of students with 21 ACT scores or higher. Ensuring access to high quality teachers is paramount to guarantee academic achievement for all students.



IV. ACCESS TO RIGOROUS COURSE OFFERINGS

Advanced Placement (AP) and International Baccalaureate (IB) courses are designed to provide students with college preparation opportunities, including the chance to earn college credit and certificate. Also, AP and IB courses are signals for colleges that students are serious and prepared about a college education.

Nationally, there are AP participation gaps by race and economically disadvantaged students, which is highlighted below.



Participation in the AP program represents a small part of the student body, slightly more than 1 in 10 students participate. Clearly, some subgroups are more likely to participate, including Asian and middle and high-income students. White students participate at the average and low-income, black and American-Indian students are the least likely to participate; slightly more than 1 in 20 students. Gaps represent large numbers of students.

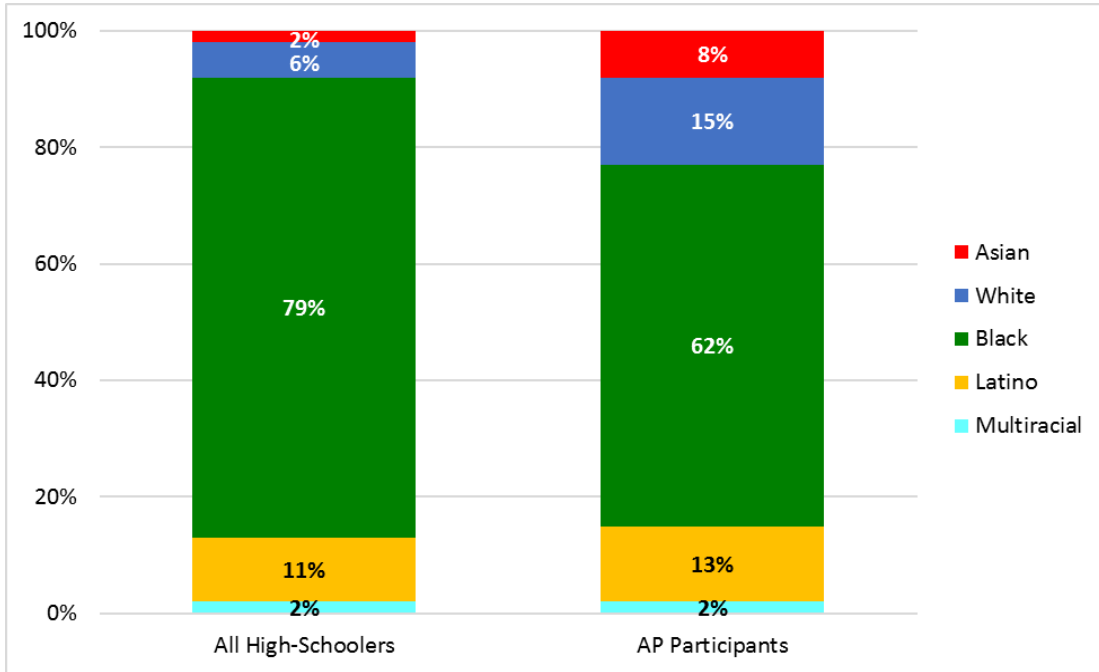
Advanced Placement Participation by Subgroup

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

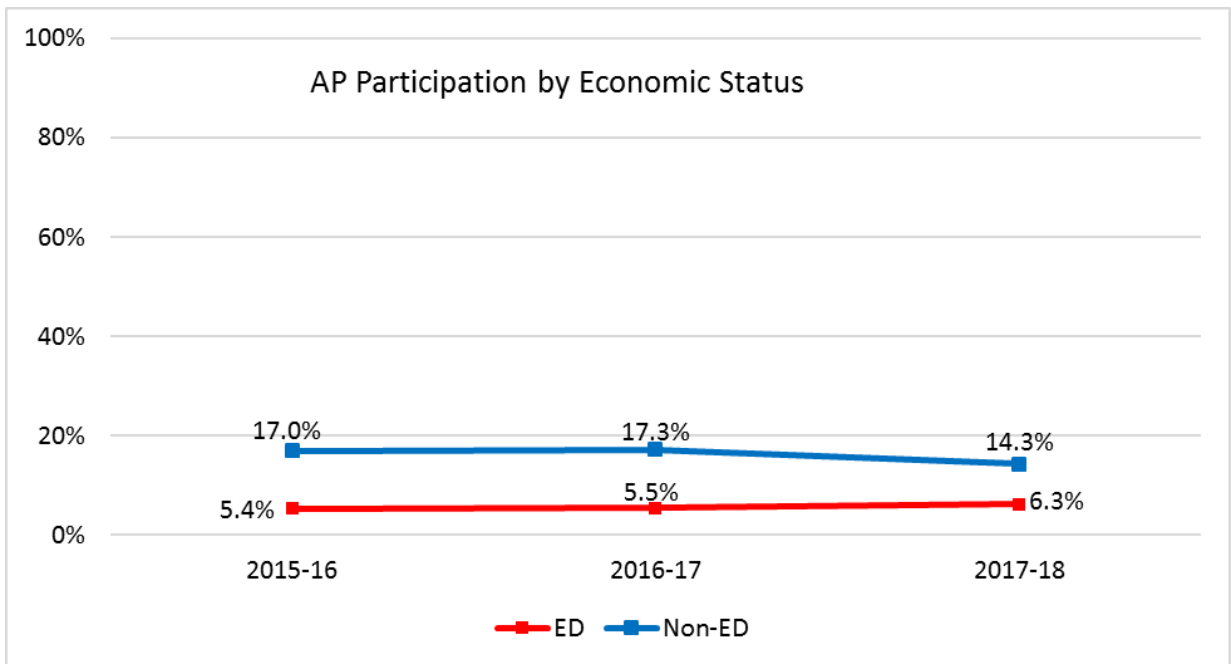
The chart below displays the 2017–18 racial/ethnic breakdown of AP participants compared to all students in grades 9–12. White and Asian students are overrepresented in AP courses, while Black students are underrepresented. Multiracial and Latino students, on the other hand, are at or near parity. (Students with other racial/ethnic designations were excluded, because they constitute less than one percent of both AP participants and high-schoolers in general.)



2017–18 Racial/Ethnic Composition of AP Participants Compared to All 9th–12th Graders



The chart below represents AP participation by economic status over the last three years. Economically disadvantaged (ED) students have lower AP participation than non-ED students, but the gap has narrowed by 3.6 percentage points over the last three years (from 11.6 in 2015–16 to 8.0 this year). This narrowing is the result of both a dip in non-ED participation as well as an increase in ED participation.

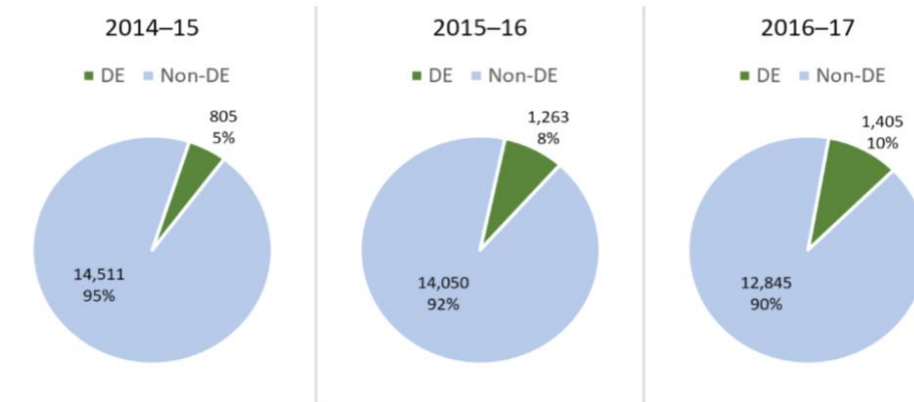






### Dual-Enrollment Participation

Dual enrollment is primarily aimed at students in 11th and 12th grade. Participation in the program has risen substantially in the past two years: the share of dual-enrollment juniors and seniors has doubled, going from 5% in 2014–15 to 10% in 2016–17 (see below graph).



Note that the figures above represent dual-enrollment participation during the school year, but students participate in summer dual-enrollment opportunities as well. The number of participants for the summers of 2015, 2016 and 2017 were 182, 97 and 104, respectively.

### Advanced Course Options Available by School

In addition to dual enrollment, SCS offers other types of advanced courses, including honors, Advanced Placement (AP), and International Baccalaureate (IB)<sup>1</sup>. In the middle grades, honors classes are the only available option, whereas all four advanced options (honors, DE, AP, and IB) are available at the high-school level.

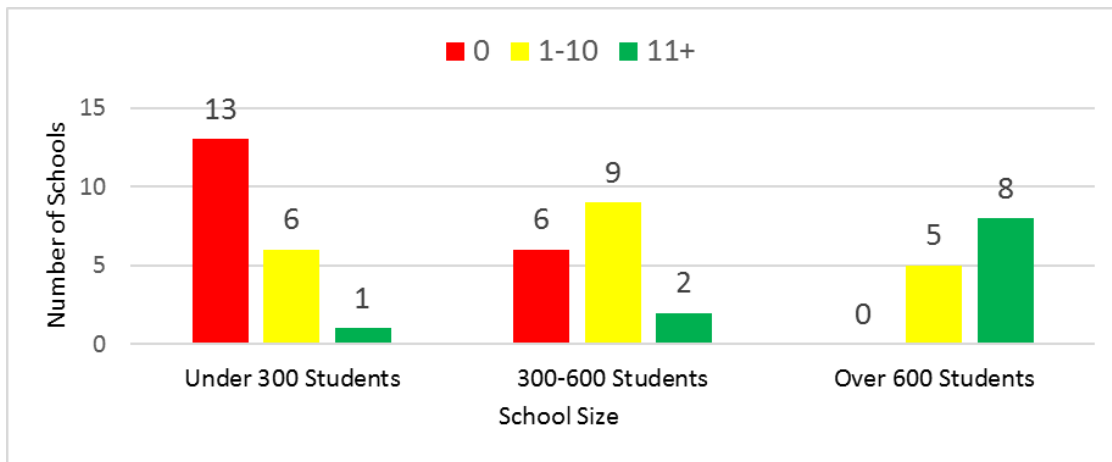
Several factors affect schools’ ability to offer advanced courses. Having students interested in and capable of the increased rigor of advanced coursework is one ingredient, and having teachers with the required subject-area knowledge and teaching skills is another. And school size is also a major determinant, with smaller schools often unable to offer multiple sections of many courses (a regular section and an advanced section), because there are not enough students or teachers. However, some small schools manage to offer more advanced courses than some large schools. Figures 2 and 3 show the number of advanced course offerings by school size for middle and high schools, respectively. The strong relationship between school size and advanced course offerings is clearly visible.

Note that in the remaining figures and tables, the number of courses offered refers to the number of unique advanced subjects that are available at a given school, not the number of times/sections the same course is offered for different groups of students. This analysis is meant to convey how many different types of courses an individual student could access at each school. For example, a high school may offer Algebra I Honors five times a day to different sections of students, but that course would be counted as just one course offering that a student would consider taking.

SCS also offers CLUE and APEX courses, designed for students identified as intellectually gifted, but these programs are not included here

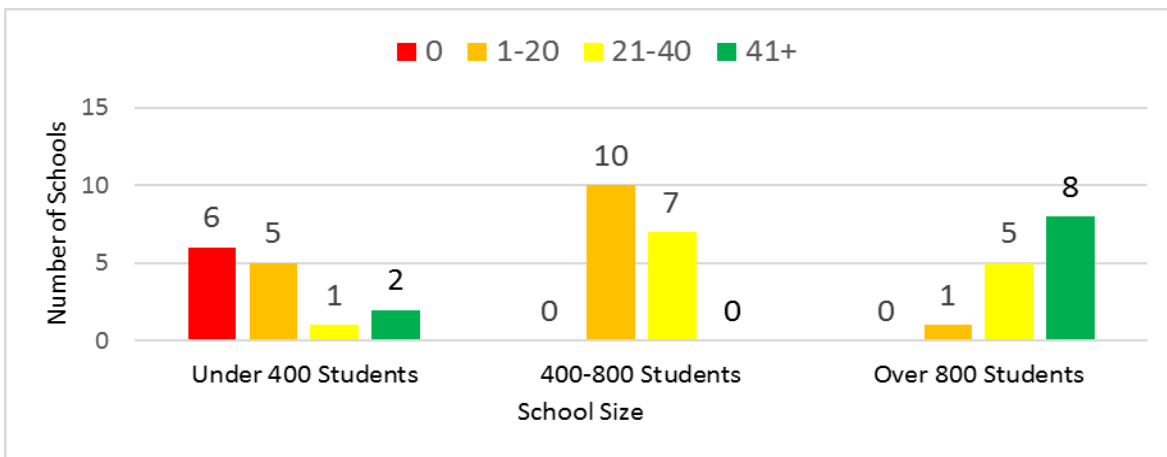


Honors Courses Offered in Middle Schools 2016–17



Of the District’s middle schools, 38% (19) do not offer any honors courses. Three of these are alternative schools, nine are charters, and seven are traditional schools. However, it is important to note that some charter schools use their own student schedule platforms and may offer honors courses that are not reported centrally to the District. Forty percent (20) middle schools offer 1–10 honors courses, and 22% (11) offer 11 or more. The highest number of honors courses offered by a middle school is 34.

Number of Advanced\* Courses Offered in High Schools 2016–17



\* Dual Enrollment, Advanced Placement, International Baccalaureate, and Honors

Of the District’s high schools, 13% (6) do not offer any advanced courses. Three of these are alternative schools and three are charter schools. Note again that some charter schools use their own student schedule platforms and thus may offer advanced courses that are not reported centrally to the District. Thirty-six percent (16) offer 1–20 advanced courses, 29% (13) offer 21–40, and 22% (10) offer 41 or more. The highest number of advanced courses offered by a high school is 145.



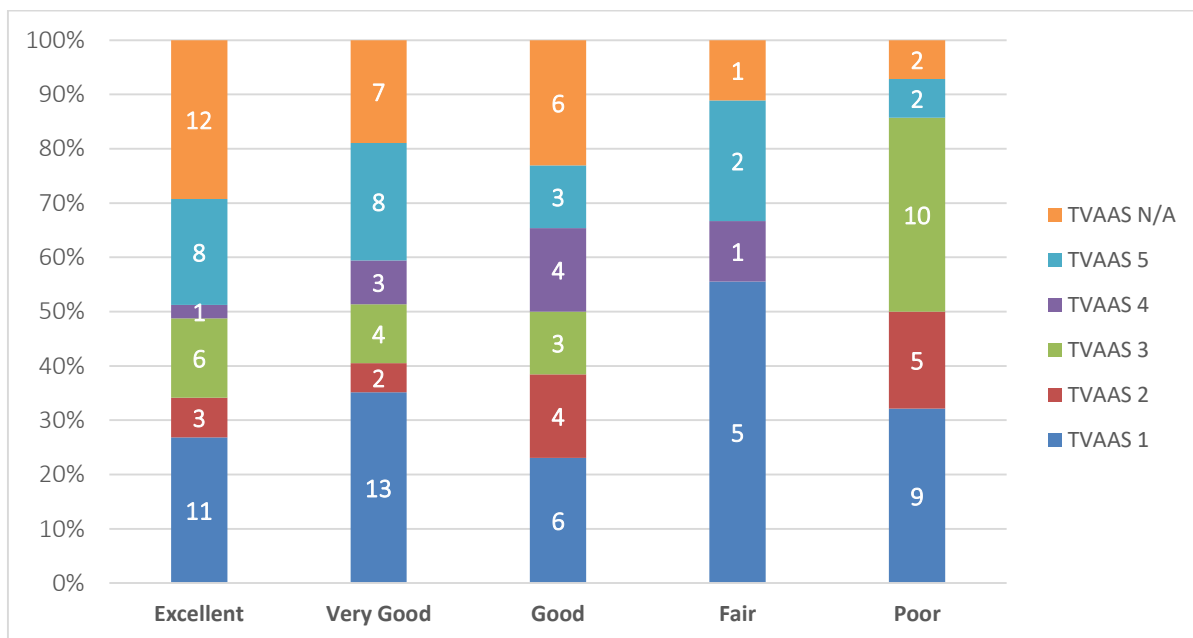
**V. ACCESS TO QUALITY LEARNING ENVIRONMENT**

A quality learning environment is vital to students’ health, behavior, learning, and academic growth. When facility conditions are poor, it can become a distraction from quality instruction, limit course options, and possess potential health and safety risks. Hence, the question arises do schools with poor facility conditions have lower academic proficiency rates as a marker for academic performance.

In school year 2015-16, Fleming-Marshall Architects JV and Self-Tucker Architects conducted a facility audit of our school buildings and provided a measure of the building condition. A higher index indicates worsening conditions of a building. A zero to 5% FCI demonstrates 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 over 20% indicates a building that is in poor condition.

The below chart indicates that some of our schools with poor facility conditions have less student academic growth measured by TVAAS. Conversely, there are schools with very good and excellent facility condition and TVAAS 1. This may reflect a new school facility, a school with high academic proficiency but low student growth or a school that had recent capital improvements. Overall, there are substantiated needs to improve facility conditions across the District.

2017 Overall TVAAS to FCI





## VI. EVERY STUDENT SUCCEEDS ACT (ESSA) Requirements

Every Student Succeeds Act (ESSA) reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

ESSA includes the following provisions that will help to ensure success for students and schools:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands historic investments by increasing access to high-quality pre-schools.
- Maintains an expectation that there will be accountability and action to affect positive change in our lowest-performing schools, identifies where groups of students are not making progress, and targets where graduation rates are lower over extended periods of time.

A key component of the Every Student Succeeds Act (ESSA) focuses on fiscal transparency and school-level financial reporting. 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 give the feds, states, districts, educators, advocates and education reporters a much clearer picture of how different populations of kids are doing and what their levels of access to resources, including money, happen to be.



**BUDGET SUMMARY**

This section includes the following information:

- I. Appropriated Fund Structure
- II. Financial Summary of Funds
  - A. Combined Funds
  - B. Fund Balance
  - C. General Funds
  - D. Special Revenue Funds
  - E. Capital Projects Fund
  - F. Internal Services Funds
- III. Financial Policies and Law Requirements

Shelby County Schools is the largest school district in the State of Tennessee with a combined budget of \$1.37 billion across all funds to provide high quality instruction to over 100,000 students in school year 2018-19. This section provides details about the District’s main operations; federal, state and local-sponsored programs; nutrition service operations; capital projects; and operations supported internally.

**I. APPROPRIATED 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.

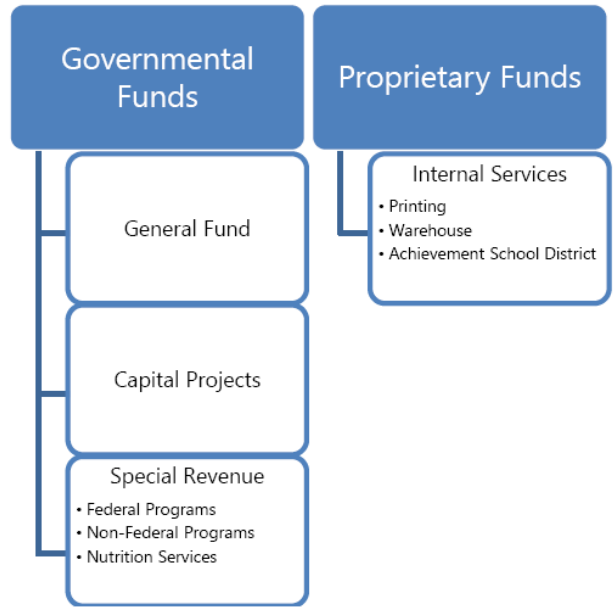
Each fund is considered a separate accounting entity, and its operations are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues and expenditures. The District operates two major funds, two non-major funds, and one proprietary fund.

Major Funds	Non-Major Fund	Proprietary Funds
General Fund Special Revenue Fund	Capital Projects Fund Nutrition Services Fund	Internal Services Fund

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 below illustration 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 the District. 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 provided by local or state funding and the Federal Programs Fund is funded by the Federal government.
- **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 U.S. Department of Agriculture, and is to be spent specifically for the cafeterias. Thus, these funds are restricted, and the Nutrition Services Fund is used to ensure these funds are segregated from other funds.

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

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



**II. FINANCIAL SUMMARY OF FUNDS**

**A. Combined Funds**

SCS total proposed expenditure budget across all funds is approximately \$1.37 billion in fiscal year 2018-19. Total budgeted expenditures for combined funds reflects a \$45.2 million decline or (-3.2%) from the prior year's budget.

Below is the proposed financial statement of activities budgeted for all funds for fiscal year 2018-19.

FISCAL YEAR 2018-19 ALL FUNDS BUDGET

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 4,051,680	\$ 2,414,987	\$ (1,636,694)	-40.40%
Shelby County	470,850,728	476,996,206	522,894,174	475,549,475	(47,344,699)	-9.05%
State of Tennessee	496,372,683	496,575,673	521,583,091	533,625,102	12,042,011	2.31%
Federal Government	210,227,109	255,289,957	274,949,247	248,743,291	(26,205,956)	-9.53%
Other local sources	41,401,165	35,022,248	29,512,739	35,566,710	6,053,971	20.51%
<b>Total revenues</b>	<u>1,220,909,685</u>	<u>1,265,371,366</u>	<u>1,352,990,931</u>	<u>1,295,899,564</u>	<u>(57,091,367)</u>	<u>-4.22%</u>
<b>Expenditures</b>						
Instruction	535,154,662	561,774,294	618,002,344	592,967,959	(25,034,385)	-4.05%
Instructional support	61,200,058	66,153,997	45,523,095	76,520,908	30,997,813	68.09%
Student support	64,942,566	66,126,535	96,784,159	87,492,298	(9,291,861)	-9.60%
Office of principal	59,930,962	58,249,962	59,391,797	63,536,794	4,144,997	6.98%
General administration	20,726,227	18,298,386	17,450,668	17,963,121	512,453	2.94%
Education Technology	-	-	36,313,166	25,851,804	(10,461,362)	-28.81%
Fiscal services	6,055,040	5,928,603	8,294,909	9,078,444	783,535	9.45%
Other support services	39,241,911	52,002,075	13,485,511	7,871,475	(5,614,036)	-41.63%
Student transportation	29,060,032	25,821,447	26,883,639	29,102,292	2,218,653	8.25%
Plant services	81,940,195	86,303,384	94,522,545	89,651,472	(4,871,072)	-5.15%
Community service	48,226,811	52,387,556	66,871,791	77,329,245	10,457,454	15.64%
Charter schools	94,408,523	111,283,036	131,184,401	148,451,190	17,266,789	13.16%
Retiree benefits	34,700,842	34,595,674	32,389,091	32,889,091	500,000	1.54%
Food service	84,675,115	86,092,200	86,570,246	88,322,763	1,752,517	2.02%
Debt Service:						
Principal	550,011	72,267	96,125	-	(96,125)	-100.00%
Interest	-	347	-	-	-	-
Capital outlay	17,505,023	16,897,062	76,562,498	18,123,881	(58,438,616)	-76.33%
<b>Total expenditures</b>	<u>1,178,317,978</u>	<u>1,241,986,825</u>	<u>1,410,325,984</u>	<u>1,365,152,738</u>	<u>(45,173,246)</u>	<u>-3.20%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	42,591,707	23,384,541	(57,335,053)	(69,253,174)		
<b>Approved use of fund balance</b>	-	-	57,335,053	56,576,312		
<b>Net Change</b>	42,591,707	23,384,541	-	(12,676,862)		
<b>Beginning Fund Balance</b>	204,370,233	225,055,402	240,050,167	182,715,114		
Decrease in reserve for encumbrance	(20,136,709)	(6,545,773)	-	-		
Transfers from Other Funds	(2,932,345)	(2,911,221)	-	-		
Sale of capital assets	1,162,518	1,067,217	-	-		
<b>Ending Fund Balance</b>	<u>\$ 225,055,402</u>	<u>\$ 240,050,167</u>	<u>\$ 182,715,114</u>	<u>\$ 126,138,802</u>		

*Revenues*

Overall, the total combined funds revenue stand at \$1.3 billion in fiscal year 2018-19, which represents a \$57 million decline (or 4.22% decline) from the prior fiscal year budgeted revenues. There are a number of drivers behind the revenue decline. First, the majority of capital project allocations will be spent by the end of fiscal year 2017-18. As a result, the Capital Project fund budgeted revenues will be \$53.1 million lower than that in the prior fiscal year. Second, the Federal Programs Fund budgeted revenues is declining by \$17.1 million due to the loss of several grants such as the School Improvement Grant (SIG) and less carryover funds from Title I, Part A, Title II, Part, and



Individuals with Disabilities Education Act (IDEA), Part B. Third, the Special Revenue (Non-Federal) Fund revenues are increasing by \$3.5 million as the result of the expiration of Bill and Melinda Gates Teacher & Leader Effectiveness (TLE) grant and the spend of the Memphis Education Fund grant. Conversely, the Nutrition Services Fund revenues increase by \$1.8 million (or 2%) as a result of a higher USDA donated commodity food factor and higher reimbursement rates to reflect USDA annual cost inflation adjustments.

*Expenditures*

Total combined fund budgeted expenditures declines by \$45.2 million (or -3.2%) in fiscal year 2018-19 compared to the budgeted expenditures in fiscal year 2017-18. There are two primary reasons for the decline in expenditures. First, the capital project expenditures will be lower by \$58.4 million with the estimated completion of capital projects. Second, the Second, the Federal Programs Fund budgeted expenditures are declining due to the loss of several grants such as the School Improvement Grant (SIG) and less carryover funds from Title I, Part A, Title II, Part, and Individuals with Disabilities Education Act (IDEA), Part B. In fiscal year 2017-18, a district-wide technology need assessment was conducted and the use of federal grant carryover was used to meet those needs.

FISCAL YEAR 2018-19 ALL FUNDS BUDGET BY SPENDING CATEGORY

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 4,051,680	\$ 2,414,987	\$ (1,636,694)	-40.40%
Shelby County	470,850,728	476,996,206	522,894,174	475,549,475	(47,344,699)	-9.05%
State of Tennessee	496,372,683	496,575,673	521,583,091	533,625,102	12,042,011	2.31%
Federal Government	210,227,109	255,289,957	274,949,247	248,743,291	(26,205,956)	-9.53%
Other local sources	41,401,165	35,022,248	29,512,739	35,566,710	6,053,971	20.51%
<b>Total revenues</b>	<b>1,220,909,685</b>	<b>1,265,371,366</b>	<b>1,352,990,931</b>	<b>1,295,899,564</b>	<b>(57,091,367)</b>	<b>-4.22%</b>
<b>Expenditures</b>						
Salaries	611,726,576	608,843,961	652,163,025	652,963,740	800,715	0.12%
Benefits	183,405,373	191,291,835	206,820,119	214,267,571	7,447,452	3.60%
Contracted services	93,335,000	101,848,512	130,606,237	142,044,022	11,437,784	8.76%
Professional services	19,211,223	20,929,622	3,634,116	11,710,067	8,075,951	222.23%
Property maintenance services	13,744,631	43,733,246	17,999,235	15,717,543	(2,281,692)	-12.68%
Travel	1,547,283	2,033,946	3,202,250	2,607,606	(594,643)	-18.57%
Supplies & materials	89,116,788	79,320,565	94,476,603	87,779,953	(6,696,650)	-7.09%
Furniture, equipment & building improvements	43,008,439	36,676,542	136,083,240	50,487,466	(85,595,774)	-62.90%
Other objects	27,281,557	32,669,636	32,721,855	39,123,580	6,401,725	19.56%
Debt Service	550,011	13,355,923	96,125	-	(96,125)	-100.00%
Charter schools	95,391,097	111,283,036	132,523,177	148,451,189	15,928,012	12.02%
<b>Total expenditures</b>	<b>1,178,317,978</b>	<b>1,241,986,825</b>	<b>1,410,325,984</b>	<b>1,365,152,738</b>	<b>(45,173,246)</b>	<b>-3.20%</b>
<b>Excess (deficiency) of revenues</b>						
Debt service	42,591,707	23,384,541	(57,335,053)	(69,253,174)		
Approved use of fund balance	-	-	57,335,053	56,576,312		
<b>Net Change</b>	<b>42,591,707</b>	<b>23,384,541</b>	<b>-</b>	<b>(12,676,862)</b>		
<b>Beginning Fund Balance</b>						
Decrease in reserve for encumbrance	(20,136,709)	(6,545,773)	-	-		
Transfers from Other Funds	(2,932,345)	(2,911,221)	-	-		
Sale of capital assets	1,162,518	1,067,217	-	-		
<b>Ending Fund Balance</b>	<b>\$ 225,055,402</b>	<b>\$ 240,050,167</b>	<b>\$ 182,715,114</b>	<b>\$ 126,138,802</b>		
<b>Fund balance categories</b>						
Nonspendable	5,804,694	9,835,193	6,781,775	6,781,775		
Restricted	43,828,417	53,520,642	30,017,835	29,419,382		
Assigned	32,274,990	72,154,767	21,844,409	10,844,409		
Unassigned	143,147,302	104,539,564	124,071,095	79,093,236		
<b>Total ending fund balance</b>	<b>\$ 225,055,402</b>	<b>\$ 240,050,167</b>	<b>\$ 182,715,114</b>	<b>\$ 126,138,802</b>		





B. Fund Balance

Shelby County Schools projects to start fiscal year 2018-19 with a fund balance for all funds of \$182,715,114 (unaudited), which is a \$57.3 million decline (or -23.9%) when compared with fiscal year 2017-18. Of this total, the General Fund makes up 79% or \$145,196,271.

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. SCS proposes to use \$38.0 million of unassigned General fund balance during fiscal year 2018-2019 to support the top priorities of the District in improving classroom support; instructional support; social and emotional support; and academic intervention and transformation to support our children. SCS also proposes to use \$11 million of assigned General fund balance to complete implementation of the enterprise resource system (ERP) and OPEB expenses.

FISCAL YEAR 2016-17 AND 2017-18 FUND BALANCES

Fund Name	Actual Balance 6/30/2017	Projected Balance 6/30/2018	FY17-18 % Change
<b>General Fund</b>			
<b>Nonspendable</b>	\$ 6,781,775	\$ 6,781,775	0.00%
<b>Restricted</b>	29,360,894	29,360,894	0.00%
<b>Assigned</b>	72,154,767	21,844,409	-69.73%
<b>Unassigned</b>	88,458,188	87,209,193	-1.41%
	<u>196,755,624</u>	<u>145,196,271</u>	<u>-26.20%</u>
<b>Capital Projects Fund</b>	6,218,216	792,296	-87.26%
<b>Special Revenue Funds</b>			
Categorically-Aided Non-Federal	9,863,160	10,046,427	1.86%
Categorically-Aided Federal	-	-	0.00%
Food Service Fund	26,023,179	26,023,179	0.00%
<b>Internal Service Funds</b>			
Printing Services	490,460	490,461	0.00%
Supply Chain Management	464,672	-	-100.00%
ASD	234,856	166,482	-29.11%
<b>Total All Funds</b>	<u>\$ 240,050,167</u>	<u>\$ 182,715,114</u>	<u>-23.88%</u>

At the end of fiscal year 2017-2018, the total fund balance from all funds is forecasted to be \$182,715,114. The unassigned General fund balance is expected to be \$87.2 million or 8.4% of General Fund budgeted expenditures. According to Standard & Poor's, a strong available fund balance is 8-15% of expenditures.

	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%



**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 SCS General Fund budget is approximately \$1.05 billion in fiscal year 2018-19, which makes up about 78% of the District’s total budget across all funds. The General Fund proposed expenditures budget in fiscal year 2018-19 reflects a slight increase relative to the prior year’s budget. With the use of \$49 million unassigned General fund balance, SCS has a funding gap of \$12.7 million for the General Fund in fiscal year 2018-19.

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

**FISCAL YEAR 2018-19 GENERAL FUND BUDGET**

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,333,333	\$ 1,333,334	\$ -	0.00%
Shelby County	438,891,698	455,925,298	454,550,944	458,589,891	4,038,947	0.89%
State of Tennessee	482,879,311	482,368,670	507,845,274	519,795,285	11,950,011	2.35%
Federal Government	13,863,446	25,092,423	15,766,787	5,207,357	(10,559,430)	-66.97%
Other local sources	7,423,537	8,193,125	5,344,259	7,820,780	2,476,521	46.34%
<b>Total revenues</b>	<b>945,115,991</b>	<b>973,066,798</b>	<b>984,840,597</b>	<b>992,746,647</b>	<b>7,906,049</b>	<b>0.80%</b>
<b>Expenditures</b>						
Instruction	475,263,224	482,895,178	524,571,984	515,329,546	(9,242,438)	-1.76%
Instructional support	31,726,411	34,356,441	35,172,026	36,370,007	1,197,981	3.41%
Student support	54,739,282	54,874,111	56,586,847	75,907,861	19,321,014	34.14%
Office of principal	59,728,458	58,239,286	59,282,037	63,496,255	4,214,218	7.11%
General administration	12,164,911	12,459,734	17,450,368	17,963,121	512,753	2.94%
Education Technology	-	-	36,313,166	25,851,804	(10,461,362)	-28.81%
Fiscal services	5,787,516	5,861,534	8,289,909	9,078,444	788,535	9.51%
Other support services	38,966,736	51,817,525	13,318,271	7,806,040	(5,512,231)	-41.39%
Student transportation	28,160,489	22,254,234	23,136,924	25,068,879	1,931,955	8.35%
Plant services	79,089,587	83,069,713	91,829,408	85,831,998	(5,997,410)	-6.53%
Community service	1,539,519	1,840,198	6,779,393	10,379,273	3,599,880	53.10%
Charter schools	94,408,523	111,283,036	131,184,401	148,451,190	17,266,789	13.16%
Retiree benefits	34,700,842	34,595,674	32,389,091	32,889,091	500,000	1.54%
Principal	550,011	72,267	96,125	-	(96,125)	-100.00%
Interest	-	347	-	-	-	-
Capital outlay	214,198	51,000	-	-	-	-
<b>Total expenditures</b>	<b>916,825,509</b>	<b>953,670,278</b>	<b>1,036,399,950</b>	<b>1,054,423,509</b>	<b>18,023,559</b>	<b>1.74%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>(51,559,353)</b>	<b>(61,676,862)</b>		
<b>Approved use of fund balance</b>	<b>-</b>	<b>-</b>	<b>51,559,353</b>	<b>49,000,000</b>		
<b>Net Change</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>-</b>	<b>(12,676,862)</b>		
<b>Beginning Fund Balance</b>	<b>156,052,696</b>	<b>176,427,115</b>	<b>196,755,624</b>	<b>145,196,271</b>		
Increase (decrease) in reserve for encumbrance	(3,877,150)	3,784,602	-	-		
Transfers To/(From)Other Funds	(4,191,881)	(3,077,819)	-	-		
Sale of capital assets	152,967	225,205	-	-		
<b>Ending Fund Balance</b>	<b>\$ 176,427,115</b>	<b>\$ 196,755,624</b>	<b>\$ 145,196,271</b>	<b>\$ 96,196,271</b>		
<b>Fund balance categories</b>						
Nonspendable	5,804,694	6,781,775	6,781,775	6,781,775		
Restricted	29,360,894	29,360,894	29,360,894	29,360,894		
Assigned	30,631,209	72,154,767	21,844,409	10,844,409		
Unassigned	110,630,319	88,458,188	87,209,193	49,209,193		
<b>Total ending fund balance</b>	<b>176,427,115</b>	<b>196,755,624</b>	<b>145,196,271</b>	<b>96,196,271</b>		

*Revenues*

State and Shelby County revenues make up 98% (or \$978 million) of General Fund budgeted revenues in fiscal year 2018-19. State Basic Education Program (BEP) funds, county property tax, and county sales tax revenues are the



major sources of revenues and each is driven by the District’s enrollment. The narratives below indicate the assumptions for the fiscal year 2018-19 proposed General Fund revenue budget.

*Basic Education Program (BEP):* The BEP allocation for Shelby County Schools, including the Achievement School District (ASD) and the State Board of Education, is estimated to increase by \$16.8 million in fiscal year 2018-19 compared to fiscal year 2017-18 budgeted revenues. The primary reason for the BEP funds increase is the state increase investment in education with relatively stable enrollment from a growing charter school sector. Note that the BEP allocation for only Shelby County Schools increased slightly.

The BEP allocation for Shelby County Schools (shown below) includes funding for ASD, State Board of Education, charter schools, and the District’s schools. Tennessee Code Annotated (T.C.A.) § 49-1-614 (d) (1) states the ASD shall receive from the LEA, as appropriate, an amount equal to the per student state and local funds received by the LEA for the students enrolled in the ASD. Hence, the BEP allocation to Shelby County Schools is less the estimated local and state funds for the ASD. In addition, the ASD receives funding based on the current year enrollment for ASD and the District.

Below is the preliminary estimate of BEP Allocation for Shelby County, including ASD, State Board of Education, and charter schools based on State estimates as of April 2018. The budget estimate does not match the State’s April estimate due to a lower direct certification enrollment level. The budget assumes a higher direct certification number based on internal analysis.

**Shelby County**  
**Basic Education Program Allocation**  
**2018-2019 April Estimate - Revised**

<b>Instructional Salaries Funding</b>				
Total Full Funding - Instructional				\$389,119,389
Less: Required Local Matching Funds 26.69%				<u>101,827,871</u>
<b>State Share of Instructional Funding 73.31%</b>	(1)			<b>\$287,291,518</b>
<b>Instructional Benefits Funding</b>				
Total Full Funding - Instructional				\$126,743,177
Less: Required Local Matching Funds 26.69%				<u>33,167,166</u>
<b>State Share of Instructional Funding 73.31%</b>	(2)			<b>\$93,576,010</b>
<b>Classroom Funding</b>				
Total Full Funding - Classroom				\$143,110,796
Less: Required Local Matching Funds 20.56%				<u>29,623,935</u>
<b>State Share of Classroom Funding 79.44%</b>	(3)			<b>\$113,486,861</b>
<b>Non-Classroom Funding</b>				
Total Full Funding - Non-Classroom				\$230,962,920
Less: Required Local Matching Funds 47.64%				<u>109,406,394</u>
<b>State Share of Non-Classroom Funding 52.36%</b>	(4)			<b>\$121,556,526</b>
 <b>Total State BEP Funding Allocation</b>	(1) + (2) + (3) + (4)			<b>\$615,910,915</b>
			(5)	
<b>Capital Outlay Reserved for Charter Schools</b>				<b>(6,050,196)</b>
<b>Funding Reserved for ASD and SBE</b>				<b><u>(\$100,776,000)</u></b>
<b>Total BEP State Funding Less Charter and ASD Reserve</b>				<b>\$509,084,719</b>



The fiscal 2018-19 BEP estimate for ASD is forecasted at \$98.9 million based on FY 2018 estimated state revenues and local revenues.

ASD BEP FUNDING CALCULATION

BEP Allocation	\$615,910,915
Estimated Local Revenue	\$ 452,749,500
Total State and Local Revenue	\$1,068,660,415
FY total ADMs	114,714
State and Local Revenue per pupil	\$ 9,315.87
times Total ASD ADM	\$ 10,618
Shelby funding to ASD	\$ <b>98,912,827</b>

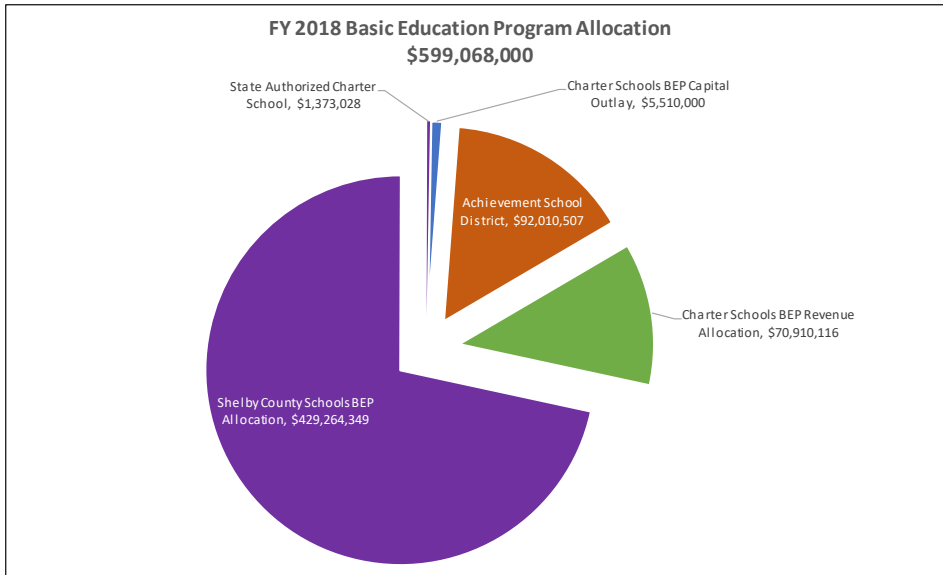
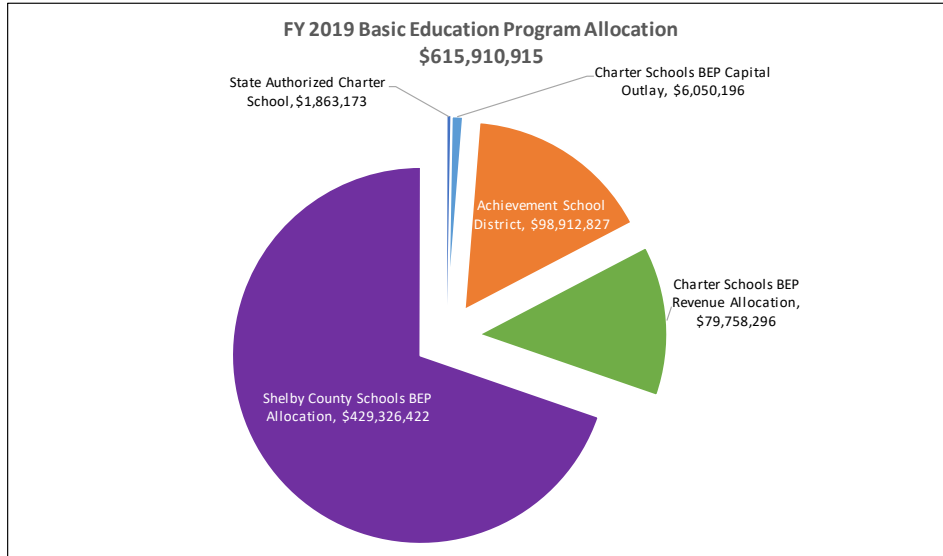
In fiscal year 2018-19, the State authorized Green Dot charter school program is forecasted to enroll approximately 200 students, resulting in \$1.9 million BEP allocation. The funding calculation mirrors that of the ASD.

TN STATE BOARD OF EDUCATION AUTHORIZED CHARTER SCHOOL BEP FUNDING CALCULATION

BEP Allocation	\$615,910,915
Estimated Local Revenue	\$ 452,749,500
Total State and Local Revenue	\$ 1,068,660,415
FY total ADMs	114,714
State and Local Revenue per pupil	\$ 9,315.87
times Total ASD ADM	\$ 200
Shelby funding to ASD	\$ <b>1,863,173</b>



The below charts depict the distribution of the fiscal year 2018-19 and fiscal year 2017-18 estimated BEP allocations. The charter schools receive their capital outlay as a direct allocation from the State. The current year enrollments are used to calculate the final BEP allocations for ASD and charter schools.



*County Property Tax:* 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 2018-19 General Fund budget assumes that Shelby County’s total education budget will be funded at the same fiscal year 2017-18 level of \$419.5. million. As a result, SCS is budgeting for a decline in county property and wheel taxes in fiscal year 2018-19.

*County Sales Tax:* Sales tax revenues for the District are budgeted to increase slightly in fiscal year 2018-19 based on historical trends of sales tax collections. Similar to the county property tax revenues, county sales tax revenues are distributed among the District and the six municipal schools based on current year WFTEADA.



FISCAL YEAR 2018-19  
GENERAL FUND BUDGET BY SPENDING CATEGORY

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,333,333	\$ 1,333,334	\$ -	0.00%
Shelby County	438,891,698	455,925,298	454,550,944	458,589,891	4,038,947	0.89%
State of Tennessee	482,879,311	482,368,670	507,845,274	519,795,285	11,950,011	2.35%
Federal Government	13,863,446	25,092,423	15,766,787	5,207,357	(10,559,430)	-66.97%
Other local sources	7,423,537	8,193,125	5,344,259	7,820,780	2,476,521	46.34%
<b>Total revenues</b>	<b>945,115,991</b>	<b>973,066,798</b>	<b>984,840,597</b>	<b>992,746,647</b>	<b>7,906,049</b>	<b>0.80%</b>
<b>Expenditures</b>						
Salaries	512,160,705	501,685,172	535,921,778	539,309,212	3,387,434	0.63%
Benefits	160,072,385	165,903,237	171,310,082	185,377,648	14,067,566	8.21%
Contracted services	69,553,928	55,248,876	81,092,805	87,169,990	6,077,185	7.49%
Professional services	1,933,505	20,116,825	3,458,863	3,031,110	(427,753)	-12.37%
Property maintenance services	12,514,505	42,302,629	16,222,252	14,048,578	(2,173,674)	-13.40%
Travel	919,507	1,288,333	1,863,153	1,874,694	11,541	0.62%
Supplies & materials	38,030,078	27,267,248	42,667,726	38,346,297	(4,321,429)	-10.13%
Furniture, equipment & building improvements	11,853,704	51,000	30,872,450	20,670,456	(10,201,994)	-33.05%
Other objects	13,846,083	15,168,000	20,371,538	16,144,333	(4,227,205)	-20.75%
Debt Service	550,011	13,355,923	96,125	-	(96,125)	-100.00%
Charter schools	95,391,097	111,283,036	132,523,177	148,451,190	15,928,013	12.02%
			-			
<b>Total expenditures</b>	<b>916,825,509</b>	<b>953,670,278</b>	<b>1,036,399,950</b>	<b>1,054,423,509</b>	<b>18,023,559</b>	<b>1.74%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>(51,559,353)</b>	<b>(61,676,862)</b>		
<b>Approved use of fund balance</b>	<b>-</b>	<b>-</b>	<b>51,559,353</b>	<b>49,000,000</b>		
<b>Net Change</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>-</b>	<b>(12,676,862)</b>		
<b>Beginning Fund Balance</b>	<b>156,052,696</b>	<b>176,427,115</b>	<b>196,755,624</b>	<b>145,196,271</b>		
Decrease in reserve for encumbrance	(3,877,150)	3,784,602	-	-		
Transfers To/(From )Other Funds	(4,191,881)	(3,077,819)	-	-		
Sale of capital assets	152,967	225,205	-	-		
<b>Ending Fund Balance</b>	<b>\$ 176,427,115</b>	<b>\$ 196,755,624</b>	<b>\$ 145,196,271</b>	<b>\$ 96,196,271</b>		

*Expenditures*

General Fund expenditures are expected to relatively the same at \$1.05 billion in fiscal year 2018-19. General Fund budget includes the following investments in support of student learning and academic achievement:

- \$7 million for teacher compensation raises and bonuses
- 30 new School Resource Officers to provide an extra layer of school security and safety
- \$7.5 million investment in Career and Technical Education Redesign efforts
- Professional development for each elementary school to have at least one Reading Specialist
- 35 new Guidance Counselors, 10 new Behavioral Specialists and 6 new Truancy Officers added
- \$2.4 million to continue to expand the number of Pre-K seats in SCS
- Expansions of the Supt. Summer Learning Academy, Whitehaven eZone and iZone
- 60 additional Educational Assistant to provide classroom support to teachers
- Expansion of advanced instruction and early post-secondary opportunities to students
- \$2.6 Middle & High School Reading Interventionists

This budget includes a \$15 per hour living wage increase for all full time employees, an \$8 million planned use of fund balance to fund the ERP implementation, an increase of \$17.3 million in charter schools, and a reduction in utilities costs offset by increases to transportation.



D. Special Revenue Funds

The District's Special Revenue Fund budget is approximately \$288.3 million in fiscal year 2018-19. Special Revenue Fund account for proceeds of specific revenue sources legally restricted or committed to expenditures for specified purposes such as Federal Programs, Non-Federal Programs, and Nutrition Services. Below is the Special Revenue Fund's budgeted financial statement of activities.

FISCAL YEAR 2018-19 SPECIAL REVENUE FUND

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
Shelby County	\$ -		\$ -	\$ -	\$ -	0.00%
State of Tennessee	13,493,372	14,207,003	13,737,817	13,829,817	92,000	0.67%
Federal Government	196,363,663	230,197,534	259,182,460	243,535,934	(15,646,526)	-6.04%
Other local sources	29,727,170	22,308,785	20,406,204	24,045,930	3,639,726	17.84%
<b>Total revenues</b>	<b>239,584,206</b>	<b>266,713,322</b>	<b>293,326,481</b>	<b>281,411,681</b>	<b>(11,914,800)</b>	<b>-4.06%</b>
<b>Expenditures</b>						
Instruction	58,338,513	78,050,892	92,661,265	76,626,963	(16,034,302)	-17.30%
Instructional support	29,448,436	31,790,626	10,343,971	40,143,830	29,799,859	288.09%
Student support	10,182,142	11,238,266	40,181,556	11,574,786	(28,606,770)	-71.19%
Office of principal	202,504	10,676	109,760	40,539	(69,221)	-63.07%
General administration	8,561,316	5,838,652	300	-	(300)	-100.00%
Fiscal services	267,524	67,069	5,000	-	(5,000)	-100.00%
Other support services	202,652	126,735	-	-	-	100.00%
Student transportation	493,598	2,985,733	3,178,719	3,701,533	522,814	16.45%
Plant services	630,380	501,494	-	946,511	946,511	0.00%
Community service	46,687,292	50,547,358	60,092,398	66,949,972	6,857,574	11.41%
Charter schools	-	-	-	-	-	0.00%
Retiree benefits	-	-	-	-	-	0.00%
Food service	84,675,115	86,092,200	86,570,246	88,322,763	1,752,517	2.02%
<b>Total expenditures</b>	<b>239,689,471</b>	<b>267,249,701</b>	<b>293,143,215</b>	<b>288,306,897</b>	<b>(4,836,318)</b>	<b>-1.65%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	(105,265)	(536,379)	183,266	(6,895,216)		
<b>Approved use of fund balance</b>	105,265	536,379	-	6,895,216		
<b>Net Change</b>	-	-	183,266	-		
<b>Beginning Fund Balance</b>	34,238,948	33,846,426	30,637,211	30,820,477		
Decrease in reserve for encumbrance	(2,100,418)	(2,818,923)	-	-		
Transfers from Other Funds	1,707,896	146,087	-	-		
Planned used of fund balance	-	-	-	-		
<b>Ending Fund Balance</b>	<b>\$ 33,846,426</b>	<b>\$ 30,637,211</b>	<b>\$ 30,820,477</b>	<b>\$ 23,925,261</b>		



Special Revenue Funds: Non-Federal Programs

The Non-Federal Program Fund is self-supporting and the resources are generated from grants, donations, and fees from the state of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement and instructional supports. Some of the resources supplement the District’s student support and operational services. Memphis Education Fund’s School Improvement grant, after-school childcare, and other grants/fees have been used to address student achievement by improving instructional support and development.

FISCAL YEAR 2018-19 SPECIAL REVENUE – NON FEDERAL FUND

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
State of Tennessee	\$ 12,901,028	\$ 13,553,306	\$ 13,180,817	\$ 13,149,817	\$ (31,000)	-0.24%
Other local sources	18,722,757	18,626,153	15,306,514	20,295,979	4,989,465	32.60%
<b>Total revenues</b>	<b>31,623,785</b>	<b>32,179,459</b>	<b>28,487,330</b>	<b>33,445,796</b>	<b>4,958,466</b>	<b>17.41%</b>
<b>Expenditures</b>						
Instruction	290,203	933,544	4,228,700	4,447,398	218,698	5.17%
Instructional support	274,617	816,469	1,018,751	1,471,511	452,760	44.44%
Student support	58,191	29,650	35,493	60,000	24,507	69.05%
Office of principal	202,504	10,676	-	40,539	40,539	100.00%
General administration	8,561,316	5,838,652	239,247	-	(239,247)	0.00%
Fiscal services	267,524	67,069	116,446	-	(116,446)	-100.00%
Other support services	129,966	126,735	-	-	-	0.00%
Plant services	537,850	501,708	759,160	946,511	187,351	0.00%
Community service	19,255,715	20,019,564	23,551,091	33,375,053	9,823,962	41.71%
Food service	-	-	-	-	-	0.00%
<b>Total expenditures</b>	<b>29,577,887</b>	<b>28,344,068</b>	<b>29,948,888</b>	<b>40,341,012</b>	<b>10,392,124</b>	<b>34.70%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>2,045,898</b>	<b>3,835,391</b>	<b>(1,461,558)</b>	<b>(6,895,216)</b>		
<b>Approved use of fund balance</b>			<b>1,461,558</b>	<b>6,895,216</b>		
<b>Net Change</b>	<b>2,045,898</b>	<b>3,835,391</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>3,770,962</b>	<b>6,578,574</b>	<b>9,863,161</b>	<b>8,401,603</b>		
Decrease in reserve for encumbrance	(497,820)	(581,562)	-	-		
Transfers from Other Funds	1,259,536	30,758	-	-		
<b>Ending Fund Balance</b>	<b>\$ 6,578,574</b>	<b>\$ 9,863,161</b>	<b>\$ 8,401,603</b>	<b>\$ 1,506,387</b>		

About \$33.4 million of Non-Federal Programs Fund revenues are budgeted in fiscal year 2018-19.

In fiscal year 2018-19, the Non-Federal Programs Fund is budgeted at \$40.3 million in expenditures, which is \$10.4 million (or 34.7%) greater than the prior year’s amended budget. The Bill and Melinda Gates Foundation’s TLE grant ended with final \$2.9 million expenditures in fiscal year 2017-18. Through the TLE grant, the District was able to build internal capacity to sustain the work in the future. Consequently, there is a decline in professional services.

After-School Childcare budget is higher due to an increase in enrollment and tuition fees. Urban Strategies grant is budgeted at \$408,000 higher than it was in fiscal year 2016-17 as a result of increased funding.

Also, the SPED Medicaid Reimbursement grant increased \$370,122 above last year. The District has budgeted \$872,000 less in the School Improvement Teacher Town grant for fiscal year 2018-19 than in the prior fiscal year. These funds are used to support iZone schools and school improvement programs.





Special Revenue Funds: Federal Programs

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B, 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 \$159.6 million in fiscal year 2018-19, which represents a \$17.1 million budget decline compared to the prior fiscal year’s budget. Below are the factors that resulted in a decline in federal funds:

- SCS has reduced its Title I, Part A; IDEA, Part B; and Title II, Part A carryover funds by \$14.8 million in fiscal year 2017-18;
- IDEA, Part B grant has been reduced proportionally with fewer students with disabilities projected;
- Title I School Improvement Grant (SIG Cohort 4) grant is scheduled to expire on September 30, 2018, which amounts to a \$4.1 million loss; and
- Pre-School Development grant has increased its contracted services spend, reducing the grant’s carryover fund.

Conversely, Title IV (Student Support and Academic Enrichment) grant is budgeted to increase in fiscal year 2018-19. US Department of Education has communicated that several federal grant awards will have at least same or more amount in fiscal year 2018-19 than those in prior year.

Below is the Federal Programs Fund’s proposed budget for fiscal year 2018-19.

FISCAL YEAR 2018-19 SPECIAL REVENUE – FEDERAL FUND

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
City of Memphis						
Federal Government	\$ 125,436,469	152,813,433	\$ 176,783,781	\$ 159,643,122	\$ (17,140,659)	-9.70%
<b>Total revenues</b>	<u>125,436,469</u>	<u>152,813,433</u>	<u>176,783,781</u>	<u>159,643,122</u>	<u>(17,140,659)</u>	<u>-9.70%</u>
<b>Expenditures</b>						
Instruction	58,048,309	77,117,348	91,197,703	72,179,565	(19,018,138)	-20.85%
Instructional support	29,173,818	30,974,157	8,944,806	38,672,319	29,727,513	332.34%
Student support	10,123,951	11,208,616	40,101,556	11,514,786	(28,586,770)	-71.29%
General administration	-	-	300	-	(300)	-100.00%
Other support services	72,686	-	-	-	-	0.00%
Student transportation	493,598	2,985,733	3,178,719	3,701,533	522,814	16.45%
Plant services	92,529	(214)	-	-	-	0.00%
Community service	27,431,577	30,527,794	33,360,697	33,574,919	214,222	0.64%
<b>Total expenditures</b>	<u>125,436,469</u>	<u>152,813,433</u>	<u>176,783,781</u>	<u>159,643,122</u>	<u>(17,140,659)</u>	<u>-9.70%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		
<b>Net Change</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>		



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.

Proposed revenues in Nutrition Services are budgeted to increase by \$1.8 million (or 2%) to \$88.3 million in fiscal year 2018-19. The primary revenue increase is a result of higher reimbursement rates to reflect USDA annual cost inflation adjustment. State and other local sources of revenue are budgeted to remain relatively stable in fiscal year 2018-19.

FISCAL YEAR 2018-19 NUTRITION SERVICE FUND

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
State of Tennessee	\$ 592,345	\$ 653,697	\$ 590,000	\$ 680,000	\$ 90,000	15.25%
Federal Government	70,927,194	77,384,101	82,398,679	83,892,812	1,494,133	1.81%
Local option and state sales tax	11,004,413	-	-	-	-	0.00%
Other local sources	-	3,682,632	3,581,567	3,749,951	168,384	4.70%
<b>Total revenues</b>	<u>82,523,952</u>	<u>81,720,430</u>	<u>86,570,246</u>	<u>88,322,763</u>	<u>1,752,517</u>	<u>2.02%</u>
<b>Expenditures</b>						
Food services	84,675,115	86,092,200	86,570,246	88,322,763	1,752,517	2.02%
<b>Total expenditures</b>	<u>84,675,115</u>	<u>86,092,200</u>	<u>86,570,246</u>	<u>88,322,763</u>	<u>1,752,517</u>	<u>2.02%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(2,151,164)	(4,371,770)	-	-		
<b>Approved use of fund balance</b>	2,151,164	-	-	-		
<b>Net Change</b>	-	(4,371,770)	-	-		
<b>Beginning Fund Balance</b>	30,467,986	32,516,981	26,023,179	26,023,179		
Increase (decrease) in reserve for encumbrance	4,200,159	(2,237,361)	-	-		
Transfers from Other Funds	-	115,329	-	-		
<b>Ending Fund Balance</b>	<u>\$ 32,516,981</u>	<u>\$ 26,023,179</u>	<u>\$ 26,023,179</u>	<u>\$ 26,023,179</u>		

In the above schedule, the largest fiscal year 2018-19 budget increase occurs in supplies and materials. In fiscal year 2018-19, the District will be purchasing and installing a new food management system. Also, the District is planning to replace old and inoperable equipment and remodel serving lines at various sites in fiscal year 2018-19, which is shown as a \$966,345 increase in furniture, equipment and building improvements. Contracted services will increase in fiscal year 2018-19 due to the higher cost of rental of portable freezers for the warehouse and central kitchen.

Conversely, the largest fiscal year 2018-19 budget decline in expenditures is within salaries. The reason for the decline is that the need of substitute cafeteria workers will be reduced and replaced with more permanent part-time positions. Also, property maintenance expenditures are budgeted to decline as more old and inoperable equipment is replaced



E. 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 Board of Education and Shelby County Commission.

FISCAL YEAR 2018-19 CAPITAL PROJECTS FUND

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
City of Memphis	\$ -	\$ -	\$ 2,718,347	\$ 1,081,653	(1,636,694)	-60.21%
Shelby County	31,959,030	21,070,908	68,343,230	16,959,584	(51,383,646)	-75.18%
Other local sources	428,164	244,853	75,000	-	(75,000)	-100.00%
<b>Total revenues</b>	<u>32,387,194</u>	<u>21,315,761</u>	<u>71,136,577</u>	<u>18,041,237</u>	<u>(53,095,340)</u>	<u>-74.64%</u>
<b>Expenditures</b>						
Capital outlay	17,505,023	16,846,062	76,562,497	18,123,881	(58,438,616)	-76.33%
<b>Total expenditures</b>	<u>17,505,023</u>	<u>16,846,062</u>	<u>76,562,497</u>	<u>18,123,881</u>	<u>(58,438,616)</u>	<u>-76.33%</u>
<b>Excess (deficiency) of revenues over expenditures</b>						
	14,882,171	4,469,699	(5,425,920)	(82,644)		
<b>Approved use of fund balance</b>	-	-	5,425,920	82,644		
<b>Net Change</b>	<u>14,882,171</u>	<u>4,469,699</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>						
	12,488,134	8,417,957	6,218,216	792,296		
Increase (decrease) in reserve for encumbrance	(19,961,898)	(7,511,452)	-	-		
Transfers from Other Funds	-	-	-	-		
Sale of capital assets	1,009,550	842,012	-	-		
<b>Ending Fund Balance</b>	<u>\$ 8,417,957</u>	<u>\$ 6,218,216</u>	<u>\$ 792,296</u>	<u>\$ 709,652</u>		

In fiscal year 2018-19, the Capital Projects budget totals about \$18.1 million, which is a decrease of \$58.4 million over the prior year. This decrease is largely due to approximately 76% of the current year projects being completed during fiscal year 2017-18. The fiscal 2018-19 budget request consist of three funding sources; \$16.9 million from Shelby County, \$1 million from the City of Memphis and \$82,600 in the planned use of fund balance. It does not include a potential \$50 million request for capital projects for fiscal year 2018-19. The \$50 million Capital request will contain funds to complete the construction of two new schools (e.g., New Alcy Elementary and New Goodlett Elementary) as well as to fund other mechanical, roof replacement, and ADA projects from the deferred maintenance project list.



F. Internal Service Funds

The District’s Internal Service Funds are established to account for intragovernmental and intergovernmental services. The rates for Internal Funds are reviewed periodically throughout the year to ensure alignment with operating and designated reserves. Shelby County Schools has the following three appropriated Internal Service Funds: Printing Services, Warehouse (or Supply Chain), and Achievement School District (ASD).

FISCAL YEAR 2018-19 INTERNAL SERVICE FUNDS

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
Other local sources	\$ 3,822,294	\$ 4,275,485	\$ 3,687,275	\$ 3,700,000	12,725	0.35%
<b>Total revenues</b>	<u>3,822,294</u>	<u>4,275,485</u>	<u>3,687,275</u>	<u>3,700,000</u>	<u>12,725</u>	<u>0.35%</u>
<b>Expenditures</b>						
Instruction	1,552,925	828,222	769,096	1,011,450	242,354	31.51%
Instructional support	25,211	6,930	7,098	7,071	(27)	-0.38%
Student support	21,142	14,158	15,756	9,651	(6,105)	-38.75%
Other support services	72,523	57,815	167,240	65,435	(101,805)	-60.87%
Student transportation	405,945	581,480	567,996	331,880	(236,116)	-41.57%
Plant services	2,220,228	2,732,177	2,693,137	2,872,963	179,826	6.68%
<b>Total expenditures</b>	<u>4,297,976</u>	<u>4,220,781</u>	<u>4,220,323</u>	<u>4,298,450</u>	<u>78,126</u>	<u>1.85%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(475,682)	54,704	(533,047)	(598,450)		
<b>Approved use of fund balance</b>	<u>475,682</u>	-	<u>533,047</u>	<u>598,450</u>		
<b>Net Change</b>	-	54,704	-	-		
<b>Beginning Fund Balance</b>	1,590,455	1,114,773	1,189,987	656,940		
Increase (decrease) in reserve for encumbrance	-	-	-	-		
Transfers from Other Funds	-	20,511	-	-		
<b>Ending Fund Balance</b>	<u>\$ 1,114,773</u>	<u>\$ 1,189,987</u>	<u>\$ 656,940</u>	<u>\$ 58,490</u>		

In fiscal year 2018-19, the combined Internal Service Fund budgeted revenues remain relatively flat at \$3.7 million compared to prior year budgeted revenues. In fiscal year 2018-19, the combined Internal Service Fund budget is \$4.3 million of expenditures, which is \$78,100 more than the fiscal year 2017-18 budgeted expenditures. The primary reasons for the expenditure increase are a planned investment in new printing and warehouse equipment and an expected increase in services to a growing number of ASD students who will receive services from the District. Also, \$598,500 from the Printing Services fund balance will be used for the printing equipment purchase. The rates will also be reviewed periodically throughout the year to ensure alignment with operating and designated reserves.



### III. FINANCIAL POLICIES AND LAW REQUIREMENTS

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

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

#### ***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 of the amounts appropriated to the limit of each separate fund for the specific budget year. In accordance with state law, regulations and Board Policy, the Superintendent and Chairman of the Board of Education will submit a budget to the State of Tennessee.

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

#### **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.

#### ***Internal Accounting Controls***

SCS 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.

#### ***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 SCS 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.

***Debt Limits***

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

***Fund Balance***

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

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

***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 be in 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.

***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 on a monthly basis to ensure the monitoring of controls and financial status.

The Superintendent will also require revenue and expenditure budget projections for the General Fund on a monthly basis. 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.



DEPARTMENTS

This section includes the following information:

- I. Introduction
- II. Departmental Financial Summary
- III. Departmental Budget Narratives

**I. INTRODUCTION**

Shelby County Schools strives to improve its operations, reduce administrative costs, and secure more resources for classrooms and schools. The fiscal year 2018-19 proposed General Fund budget stands at \$1.05 billion, includes more than \$66 million of high impact investments. SCS is recommending the use of \$49 million of General Fund balance with \$8 million designated for Enterprise Resource Planning (ERP) system and \$30 million for high impact investments. As a result, the fiscal year 2018-19 proposed budget has a funding gap of \$12.7 million.

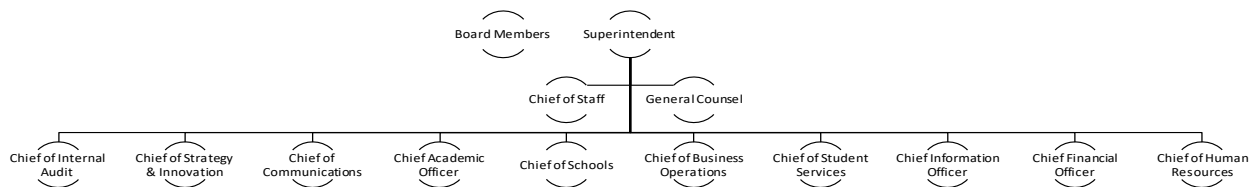
Despite our budget size, the needs of our students and schools demand even more investments. The proposed General Fund budget for fiscal year 2018-19 includes the following investments in support of student learning and academic achievement:

- \$7 million for teacher compensation raises and bonuses
- 30 new School Resource Officers to provide an extra layer of school security and safety
- \$7.5 million investment in Career and Technical Education Redesign efforts
- Professional development for each elementary school to have at least one Reading Specialist
- 35 new Guidance Counselors, 10 new Behavioral Specialists and 6 new Truancy Officers added
- \$2.4 million to continue to expand the number of Pre-K seats in SCS
- Expansions of the Superintendent’s Summer Learning Academy, Whitehaven eZone and iZone
- 60 additional Educational Assistants to provide classroom support to teachers
- Expansion of advanced instruction and early post-secondary opportunities to students
- \$2.6 million to establish Reading Specialists in 29 middle and high schools

Within this recommended General Fund budget, there are no massive teacher or employee layoffs. This budget includes a \$15 per hour living wage increase for all full-time employees.

In general, the central office serves as a 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 implementation of Student Based Budgeting (SBB) for school year 2018-19, SCS is directing more funding back into our schools and providing principals with greater flexibility over their school schedule, staffing, school program and school level budgets. SCS Theory of Action is managed performance with a gradual movement toward 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, but meet the unique needs of the students.

Below is the central office organizational chart that provides support to our schools.



Department



**II. DEPARTMENTAL FINANCIAL SUMMARY**

In fiscal year 2018-19, Shelby County Schools proposes a \$1.05 billion General Fund budget with the high impact investments. Below are the individual proposed departmental budgets for fiscal year 2018-19.

Department	FY 2017-18 Amended Budget	FY 2018-19 Budget	Variance	Percent Change
Academic Office	160,655,133	169,353,554	8,698,421	5%
Board of Education	1,966,614	1,790,797	(175,817)	(9%)
Chief of Communications	3,107,151	3,005,981	(101,170)	(3%)
Chief of Schools	67,472,464	48,427,846	(19,044,618)	(28%)
Chief of Staff	1,794,192	1,635,871	(158,321)	(9%)
Finance	4,485,421	4,616,294	130,873	3%
General Counsel	6,907,208	6,829,912	(77,296)	(1%)
Human Capital and Talent Management	16,471,259	14,908,483	(1,562,776)	(9%)
Information Technology	38,929,221	31,139,100	(7,790,121)	(20%)
Internal Audit	1,280,775	1,425,650	144,875	11%
Operations	110,782,203	103,457,163	(7,325,040)	(7%)
Strategy & Performance Management	6,013,770	7,754,000	1,740,230	29%
Student Services	54,556,050	67,098,784	12,542,734	23%
Superintendent	505,536	508,019	2,483	1%
<b>Total</b>	<b>\$ 474,926,997</b>	<b>\$ 461,951,454</b>	<b>\$ (12,975,543)</b>	<b>(3%)</b>

Also, the total proposed school level allocation budget stands at \$411.6 million in fiscal year 2018-19. The proposed school level allocation budget is \$24.9 million greater than the prior year’s budget, which signifies SCS commitment to our students, teachers and school leaders.

Department	FY 2017-18 Amended Budget	FY 2018-19 Budget	Variance	Percent Change
Academic Operations-School Based Formula	\$ 386,661,529	\$ 411,610,354	\$ 24,948,825	6%

Below are the individual components of the proposed Other Uses budget in fiscal year 2018-19. The total proposed budget for Other Uses is \$180.9 million, resulting in a \$6.1 million increase compared with the prior year amount. Charter school payments are proposed to increase by \$17.3 million; however, the increase in vacancy savings of about \$10.5 million will offset this particular increase.

Department	FY 2017-18 Amended Budget	FY 2018-19 Budget	Variance	Percent Change
Charter Schools	131,184,401	148,451,190	17,266,789	13%
Debt Budget	96,125	-	(96,125)	(100%)
Money Due Board	2,053,830	1,545,615	(508,215)	25%
Retirees	32,389,091	32,389,091	-	-
Trustee Commissions	7,295,304	7,231,570	(63,734)	(1%)
Other Use	1,792,672	(8,755,767)	(10,548,439)	588%
<b>Total</b>	<b>\$ 174,811,423</b>	<b>\$ 180,861,699</b>	<b>\$ 6,050,276</b>	<b>3%</b>





In fiscal year 2018-19, 9,667 FTE positions are included in the General Fund budget. The below chart represents the proposed budgeted positions by department. Each department is responsible for staying within its allocated part-time staffing budget.

Department	FY2017-18			FY2018-19			2018 vs 2019	
	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	Change
Superintendent	2	1	3	3	-	3	-	-
Board of Education	12	-	12	12	-	12	-	-
Chief of Staff	14	2	16	12	2	14	(2)	(13%)
General Counsel	13	1	14	12	4	16	2	14%
Chief of Schools	290	329	619	334	67	401	(218)	(35%)
Academic Office	1,889	133	2,022	1,982	173	2,155	133	7%
Academic Operations-School Based Formu	5,230	151	5,381	5,200	487	5,687	306	6%
Operations	365	16	381	351	57	408	27	7%
Information Technology	95	25	120	106	17	123	3	3%
Internal Audit	10	3	13	11	4	15	2	15%
Chief of Communications	17	5	22	17	5	22	-	-
Finance	32	6	38	36	8	44	6	16%
Human Capital and Talent Management	55	11	66	44	17	61	(5)	(8%)
Strategy & Performance Management	35	8	43	37	8	45	2	5%
Student Services	586	113	699	518	136	654	(45)	6%
xOther Use	-	1	1	5	2	7	6	600%
<b>Total</b>	<b>8,645</b>	<b>805</b>	<b>9,450</b>	<b>8,680</b>	<b>987</b>	<b>9,667</b>	<b>217</b>	<b>2%</b>



**III. 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. A position summary is also provided to show the total positions by fiscal year.

**BOARD OF EDUCATION**

The Shelby County Board of Education (SCBE) governs the business operations of Shelby County Schools (SCS). SCBE is comprised of nine elected Board members representing Shelby County, excluding municipalities that have created their own school districts.

**Major Services Provided**

The Office of Shelby County Board of Education provides administrative support to the Board as it relates to its legal duties and obligations in the governance of the school system, including coordinating and facilitating policy development, intergovernmental affairs, and constituent services. More details about the Board can be found at <http://www.scsk12.org/board/>.

*Board Administrative Services*

- Coordinate and attend Board meetings, including compiling and managing the agendas; meeting locations; and compiling, reporting and archiving meeting minutes
- Assist in coordinating and maintaining Board calendar; coordinating Board travel and training
- Manage Board members’ requests for information from the Administration and local, state and federal governmental entities and organizations. Coordinate the resolutions and proclamations of the Board
- Coordinate with General Counsel of the teacher tenure process and student appeal hearings

*Constituent Services*

- Ensure proper routing of constituent concerns addressed to Board members, Superintendent and/or Chief of Staff to appropriate departments
- Distributes reports pertaining to constituent requests and/or concerns received from the Board and the District

**Fiscal Year 2018-19 Priorities**

- 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; participating in 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 efficient and effective manner Board meetings, Board calendar, Board Member training, and other Board related administrative services.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	332,797	352,741	447,438	433,017	(14,421)	(3%)
20000 Employee Benefits	63,733	73,355	93,396	85,970	(7,426)	(8%)
30000 Contracted Services	75,805	95,230	839,882	1,196,700	356,818	42%
40000 Supplies and Materials	3,061	4,274	62,900	6,000	(56,900)	(90%)
50000 Other Charges	48,484	43,942	182,325	64,110	(118,215)	(65%)
70000 Capital Outlay	2,739	4,312	340,673	5,000	(335,673)	(99%)
<b>Grand Total:</b>	<b>\$ 526,619</b>	<b>\$ 573,854</b>	<b>\$ 1,966,614</b>	<b>\$ 1,790,797</b>	<b>\$ (175,817)</b>	<b>(9%)</b>



**Divisional Budget**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
BOARD OF EDUCATION	526,619	573,854	1,966,614	1,790,797	(175,817)	(9%)
<b>Grand Total:</b>	<b>\$ 526,619</b>	<b>\$ 573,854</b>	<b>\$ 1,966,614</b>	<b>\$ 1,790,797</b>	<b>\$ (175,817)</b>	<b>(9%)</b>

In fiscal year 2018-19, the proposed budget for the Board Office totals \$1,790,797, which is \$175,817 less than the prior year budget. The primary reason for the budget decline is a slight decrease in the Board’s Strategic School allocation to \$1 million from \$1.125 million.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
BOARD OF EDUCATION	13	12	12	-	12	12	-	12	-	0%
<b>Position Summary Total</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>-</b>	<b>12</b>	<b>12</b>	<b>-</b>	<b>12</b>	<b>-</b>	<b>0%</b>

All nine Board Member positions and three support staff positions are filled.



## SUPERINTENDENT

The Superintendent ensures that Shelby County Schools' mission of preparing all students for success in learning, leadership, and life is met. The Superintendent is the Chief Architect of Destination 2025. Destination 2025 is a 10-year strategic plan that is designed not only to improve the quality of public education, but to also create a more knowledgeable and productive workforce, ultimately benefiting our entire community. Specifically, by 2025, 80 percent of seniors will be on track to learn in a post-secondary classroom or enter the workforce straight out of high school, 90 percent of students will earn their high school diploma on time, and 100 percent of students will enroll in a postsecondary opportunity college or be career-ready.

### Major Services Provided

The Superintendent is responsible for the strategic direction of Shelby County Schools as the Chief Executive Officer and the Secretary of the 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 2017-18 Accomplishments

- Planned and executed year 2/phase 2 of the Whitehaven Empowerment Zone expansion plan
- Lead the redevelopment of the Southwest CTE Medical Device Laboratory
- Developed the Superintendent's Leadership Academy
- Achieved 300% growth in MWBE construction spend over previous year; spend as of February 2018 was \$15,400,000 with Black Owned Companies and \$8,500,000 with Women Owned Companies
- Procurement and Asset Management implemented a new Asset Management policy, administrative rules and regulations including new inventory/asset management procedures for district-wide physical inventory
- Completed district-wide wireless networking upgrades
- Deployment of over 3,000 computers for teachers and students
- Conducted the District's first county-wide school choice campaign that truly promotes all school options in SCS
- Launched multiple dedicated communication channels for Spanish speaking families
- Launched a new online newsroom to spotlight District news and accomplishments, including stories, video, photos and social media
- Won the Association of School Business Officials International (ASBOI) Meritorious Budget Award for FY2017-18 budget
- Produced a positive \$20.3 million general fund surplus without the planned use of \$3.5 million fund balance
- Implemented student-based budgeting for FY2018-19 for six pilot schools and eighteen early adopters as a start in addressing inequities and providing greater budget autonomy to principals.
- 98% of posted teacher vacancies filled by start of school
- Implemented New Teacher Compensation Plan



**Fiscal Year 2018-19 Priorities**

Under the leadership of the Superintendent, the District has a keen eye on Destination 2025 and the following five strategic priorities to reach the 80/90/100 goals:

- *Priority 1: Strengthen Early Literacy*  
Goal: 90% of third graders are reading on grade level by 2025
- *Priority 2: Improve Post-Secondary Readiness*  
Goal: 90% of high school students graduate on time and 100% of graduates who are college or career-ready enrolled in a post-secondary opportunity
- *Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success*  
Goal: 80% of seniors graduate college or career-ready based on mastery of TN Core standards
- *Priority 4: Expand High-Quality School Options*  
Goal: Student market share in SCS will increase 5% by 2025
- *Priority 5: Mobilize Family and Community Partners*  
Goal: By 2025, we will increase community confidence in the District to 90%

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	386,569	385,302	375,285	386,205	10,920	3%
20000 Employee Benefits	71,178	71,927	67,751	59,314	(8,437)	(12%)
30000 Contracted Services	59,854	42,352	50,290	58,290	8,000	16%
40000 Supplies and Materials	2,664	2,153	735	735	-	-
50000 Other Charges	6,402	11,487	11,475	3,475	(8,000)	(70%)
70000 Capital Outlay	6,216	171	-	-	-	-
<b>Grand Total:</b>	<b>\$ 532,883</b>	<b>\$ 513,392</b>	<b>\$ 505,536</b>	<b>\$ 508,019</b>	<b>\$ 2,483</b>	<b>1%</b>

**Divisional Budget**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
SUPERINTENDENT	532,883	513,392	505,536	508,019	2,483	1%
<b>Grand Total:</b>	<b>\$ 532,883</b>	<b>\$ 513,392</b>	<b>\$ 505,536</b>	<b>\$ 508,019</b>	<b>\$ 2,483</b>	<b>1%</b>

In fiscal year 2018-19, the Office of the Superintendent’s proposed budget is \$508,019, which is \$2,483 more than its prior year budget.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
Superintendent	3	3	2	1	3	3	-	3	-	0%
<b>Position Summary Total</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>0%</b>

The Superintendent’s position and two support staff positions are filled.



**CHIEF OF STAFF**

The Office of the Chief of Staff provides assistance and guidance to the employees, parents, and constituents of Shelby County Schools. This office serves as the headquarters for solving problems and handling crises in an efficient manner. The Office of the Chief of Staff ensures all directives of the Superintendent are accomplished. In pursuit of this goal, the Chief of Staff serves as chair of the Superintendent’s senior leadership team and liaison to the Shelby County Board of Education, in addition to leading and managing special projects initiated by the Superintendent.



**Major Services Provided**

The Chief of Staff provides direction and advice to staff members but assumes ultimate responsibility for the results. Furthermore, the Chief of Staff assumes administrative duties and is held accountable for the smooth operation of the Superintendent and Board office. The Policy Department is responsible for reviewing, revising, and developing Board policies and administrative rules and regulations in support of and alignment with the District’s goals and priorities, complying with federal and state laws and regulations, training of relevant District personnel and stakeholders, interpreting; and implementing District policy, and developing annual or biennial compliance Board documents.

**Fiscal Year 2017-18 Performance Highlights**

- Developed the Superintendent’s Leadership Academy to provide professional development to Central Office staff
- Established district-wide ACT preparation efforts for all of our high schools with Peer Power, Inc.
- Planned the expansion of the Whitehaven Empowerment Zone in its second year
- Led the redevelopment of the Southwest CTE Medical Device Laboratory
- Spearheaded several special projects such as the development of Booker T. Washington High School South City Resource Center, Boys and Girls Club at Dunbar Elementary School and Craigmont High School, HBCU College Fair and Real Men Read Program

**Fiscal Year 2018-19 Priorities**

- Expand Arts programming across the District
- Revitalize the District’s Athletic facilities and fields
- Implement a new College Initiative

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	857,768	1,026,845	1,172,546	987,448	(185,098)	(16%)
20000 Employee Benefits	183,835	249,054	303,818	243,519	(60,299)	(20%)
30000 Contracted Services	23,344	5,838	216,613	267,213	50,600	23%
40000 Supplies and Materials	16,237	99,325	52,757	53,256	499	1%
50000 Other Charges	(1,274)	28,996	3,810	79,810	76,000	1,995%
70000 Capital Outlay	45,508	7,419	44,648	4,625	(40,023)	(90%)
<b>Grand Total:</b>	<b>\$ 1,125,418</b>	<b>\$ 1,417,477</b>	<b>\$ 1,794,192</b>	<b>\$ 1,635,871</b>	<b>\$ (158,321)</b>	<b>(9%)</b>



**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
CHIEF OF STAFF	280,103	550,996	824,146	861,867	37,721	5%
POLICY	414,958	406,871	416,875	267,228	(149,647)	(36%)
INSTRUCTIONAL TELEVISION (GHS TV)	430,357	459,610	553,171	506,776	(46,395)	(8%)
<b>Grand Total:</b>	<b>\$ 1,125,418</b>	<b>\$ 1,417,477</b>	<b>\$ 1,794,192</b>	<b>\$ 1,635,871</b>	<b>\$ (158,321)</b>	<b>(9%)</b>

In fiscal year 2018-19, the Chief of Staff’s proposed budget is \$1.6 million, which is \$158,321 less than the prior year budget. The budget decline was primarily due to the elimination of one position in the Policy Department and another position in the Chief of Staff office. Also, equipment expenses for the Germantown High School Instructional Television Department decreased. In the Chief of Staff Office, decreases in salaries and benefits were offset by increases in professional development and contracted services.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
CHIEF OF STAFF	2	2	4	1	5	3	1	4	(1)	(20%)
INSTRUCTIONAL TELEVISION (GHS TV)	7	7	6	1	7	6	1	7	-	-
POLICY	4	4	4	-	4	3	-	3	(1)	(25%)
<b>Position Summary Total</b>	<b>13</b>	<b>13</b>	<b>14</b>	<b>2</b>	<b>16</b>	<b>12</b>	<b>2</b>	<b>14</b>	<b>(2)</b>	<b>(13%)</b>

The Chief of Staff Office is planning to eliminate one position in the Policy Department and another one in the Chief of Staff Office in fiscal year 2018-19.



## GENERAL COUNSEL

The mission of the Office of the General Counsel is to provide, manage, and coordinate all legal services for Shelby County Schools in a professional and ethical manner to support and advance its mission and goals.



### Major Services Provided

The Office of the General Counsel provides a variety of legal services to the Board of Education through its administration and staff of Shelby County Schools. The primary function of this department is to provide legal advice, consultation, and representation regarding legal issues impacting all levels of district operations. The Office of the General Counsel provides services primarily in the following areas.

- School board operations
- Open meetings act compliance
- Open records act compliance
- Litigation management and tort claim defense
- Due process hearings
- Facilities and capital projects
- Contracting and procurement
- District and school operations
- Policy and procedure advise & counsel
- Legislative monitoring and analysis
- Labor and employment Issues
- Educational operations issues
- Special education law
- General student rights
- Student records and privacy compliance
- Risk management (risk and loss prevention)
- Subpoena responses
- District safety and security
- Constitutional issues

### Issues & Trends

- Adequacy of state funding
- Management of student personal information disputes with the TNDOE
- Investigations into grading improprieties
- Title VII and Title IX investigations and litigation

### Fiscal Year 2017-18 Performance Highlights

- Open records request submission improvements
- Creation of contract templates
- Successful oversight of the completion of investigations in grading improprieties and other allegations of misconduct
- Development of a more synergistic relationship with other departments
- Successful handling of more cases in-house





**Fiscal Year 2018-19 Priorities**

- Anticipated increased legal spend due to increased activity in state funding litigation and additional investigations into grading improprieties of other SCS schools.
- Creation of Title IX Department

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	1,546,401	1,364,984	1,335,881	1,416,993	81,112	6%
20000 Employee Benefits	277,097	281,250	342,017	339,954	(2,063)	(1%)
30000 Contracted Services	1,875,034	1,886,901	3,137,810	2,776,465	(361,345)	(12%)
40000 Supplies and Materials	16,482	8,939	37,000	37,000	-	-
50000 Other Charges	1,453,486	1,158,242	1,744,500	1,949,500	205,000	12%
70000 Capital Outlay	151,777	152,484	310,000	310,000	-	-
<b>Grand Total:</b>	<b>\$ 5,320,277</b>	<b>\$ 4,852,800</b>	<b>\$ 6,907,208</b>	<b>\$ 6,829,912</b>	<b>\$ (77,296)</b>	<b>(1%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
GENERAL COUNSEL	3,484,486	3,208,700	4,791,423	4,688,361	(103,062)	(2%)
RISK MANAGEMENT	1,835,791	1,644,100	2,115,785	2,141,551	25,766	1%
<b>Grand Total:</b>	<b>\$ 5,320,277</b>	<b>\$ 4,852,800</b>	<b>\$ 6,907,208</b>	<b>\$ 6,829,912</b>	<b>\$ (77,296)</b>	<b>(1%)</b>

In fiscal year 2018-19, the Office of General Counsel’s proposed budget is \$6.8 million, which is \$77,296 less than the prior year budget. A reduction in contracted legal services is the main reason for the budget decline. The Office of General Counsel has retooled the internal legal team and shifted resources from contracted legal services to full-time employees. Title IX department has been created under the Office of General Counsel.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
GENERAL COUNSEL	10	11	9	1	10	8	4	12	2	20%
RISK MANAGEMENT	5	0	4	-	4	4	-	4	-	0%
<b>Position Summary Total</b>	<b>15</b>	<b>11</b>	<b>13</b>	<b>1</b>	<b>14</b>	<b>12</b>	<b>4</b>	<b>16</b>	<b>2</b>	<b>14%</b>

In fiscal year 2018-19, the Office of the General Counsel has a total of 16 budgeted positions, which is two more positions than in fiscal year 2017-18. Two additional Title IX positions have been established in fiscal year 2018-19.



OFFICE OF SCHOOLS AND ACADEMICS

Our Vision

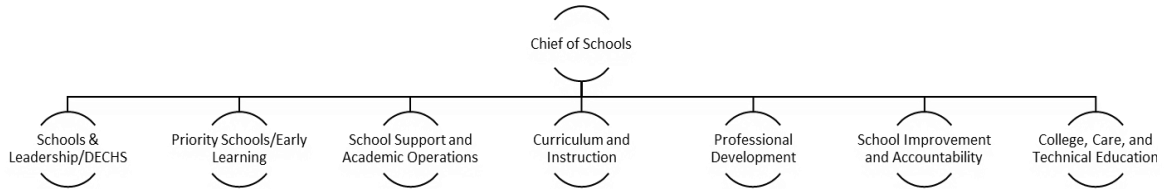
The Office of Schools and Academics is committed to preparing well-rounded graduates who compete globally, because they persevere through challenges, think critically, advocate for and drive their own learning experiences, and collaborate effectively with diverse peers.

Our Mission

Every day, Shelby County School students experience high levels of success with challenging content in our classrooms and show consistent academic growth and achievement each year.

The Office of Schools and Academics 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 Destination 2025 goals. The Office of Schools and Academics supervises, coaches and supports principals and oversees teacher coaching, oversees the functions of schools and school leadership, Innovation Zone, Empowerment Zone and Virtual Schools. 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.

The major divisions of the Office of Schools and Academics are highlighted below:



Priority Schools/Early Learning Major Accomplishments

Supported the rollout of Eureka Math and Expeditionary Learning curricula; reduced the number of schools on the priority school list by TDOE; developed a professional development plan for K-2 teachers in foundational skills; developed a plan of support for Early Adopters for Student-Based Budgeting; provided tiered support for teachers and school leaders around Instructional Leadership Teams (ILTs), the Cycle of Professional Learning (CPLs), Instructional Practice Guides (IPGs), and collaborative planning across zones.

Schools and Leadership Major Accomplishments

Provided tiered support for teachers and school leaders around Instructional Leadership Teams (ILTs), Cycle of Professional Learning (CPLs), Instructional Practice Guides (IPGs), and collaborative planning across zones; launched two leadership pipelines - University of Memphis and New Leaders for New Schools; implemented monthly professional learning for school leaders, zone meetings, instructional leadership team meetings, and principal meetings, alternating monthly; implemented teachers and leaders to learn from cohort; launched Critical Focus Schools Stat sessions.

Curriculum and Instruction/Professional Development Major Accomplishments

Launched the initial phase of EL implementation for grades K – 5; developed the District Implementation Guide: protocol designed to support schools and District leaders efforts to understand and implement RTI2 with fidelity; Developed screening for characteristics protocol to meet "Say Dyslexia Bill" requirements; rewrote K – 12 social studies curriculum using supplemental text; launched district-wide implementation and support of Eureka Math in grades K-8; launched district-wide implementation and support of EL education in grades K-8.

Alternative Education Major Accomplishments



Served 63% of the District's suspended students; opened Newcomers International Center at Wooddale High School; 53.5% Project S.T.A.N.D. students received NCRC certification in 2016-17; 0% recidivism of offenses for Project S.T.A.N.D. participants; Project G.R.A.D. served 807 students in 2016-18; 250 students graduated in May based on credits earned in Project G.R.A.D.

#### *Customer Services Major Accomplishments*

Reduced phone customer hold time by 5 seconds; from 34 seconds to 29 seconds; increased volume of calls answered by 3.5%; from 86.5% to 90%; developed "Customer Service WORKS" framework to establish five core values supported by expectations; implemented ½ day customer service professional development for Parent Welcome Center staff and school based clerical assistants – approximately 400 trained; provided ongoing support for clerical assistants with quarterly newsletter to include tips and reminders.

#### *English as a Second Language Major Accomplishments*

Aligned K-8 Curriculum with ESL Companion Guides for student scaffolds and language support; provided ongoing Bilingual Mentor training to support engagement of NELB families at school & district level; continued development of ESL Peer Coach program to support newly hired ESL teachers and transition to EL; increased exiting ELs from 11% to 14% from 2017 to 2018 (with revised exit data from TDOE)

#### *Family and Community Engagement Department Major Accomplishments*

Developed and implemented an online data collection to streamline the School Support Organization application process; initiated SCS Parent Ambassadors - Parent council that provides families an avenue for valued input that influences their children's success; launched Families Connect/ Connected Families – parent engagement program consisting of training modules in English and Spanish designed to build parent capacity of families to support student learning at home; initiated SCS Parent Institutes - Family learning workshops designed to educate, empower, and build capacity of families through a structured and defined learning process that serves as a conduit for increased parental involvement and student achievement; initiated Team Read - collaborated with News Channel 3 on a city-wide volunteer campaign for program; initiated SCS Family Collaborative Support Team - interdepartmental coalition that creates an opportunity for collaboration that includes a vision of inclusion, equity, and accessibility of information to support academic achievement of our students by involving, equipping, and empowering our families.

#### *Optional Schools and Advanced Academics Major Accomplishments*

The T-STEM Academy at East High School, in partnership with the University of Memphis and various industry partners, opened as a world-class school, providing a rigorous college preparatory curriculum for students and preparing them for success in STEM careers, including the transportation sector and beyond. Students who remained in the Optional program for all four years of high school had a 100% graduation rate. The ACT Composite score average for SCS Optional school students is substantially higher than state and national averages. Optional students in grades three through eight have higher On Track/Mastered rates than Tennessee students on the TNReady Achievement Test in all subjects; Award-winning STEM/STEAM, college preparatory and creative and performing arts schools resulted in students being recognized as National Merit Scholars and receiving over \$200 million dollars in scholarship offers. Fourteen Optional high school students are 2018 National Merit Scholarship Semifinalists; three International Baccalaureate Diploma programs, one Middle Years program (MYP) and two Primary Years Program (PYP); The number of IB students who earned their IB diploma increased from 52% to 60% in 2016-17; The number of students participating in the Dual Enrollment Program increased from 1,203 to 1,361 and students were enrolled in a total of 2,888 Dual Enrollment courses in 2016-17; 96% of Dual Enrollment students earned college credit; 2,355 students enrolled in one or more AP courses in 2016-17. The number of AP courses offered increased from 129 to 134 in 2017-18. Of the 38 AP courses available through The College Board, SCS increased from 32 to 34 courses in 2017-18. AP courses are offered in 19 high schools and the Memphis Virtual School. Shelby County Schools maintained a 48% pass rate for AP exams (the pass rate for SCS with ASD and charters is 43%). 100% of SCS AP teachers are authorized by The College Board to teach AP courses. There are multiple 6-12 feeder patterns with seven world languages.



#### *School Compliance Major Accomplishments*

Collaborated with Finance to automate travel requisitions; donations automated; decreased school-based negative balances by 44%; established a viable qualified candidate financial secretary pool for principals to interview; established an Annual Compliance Summer Institute to train financial secretaries/principals on changes within the District for the upcoming school year; provided support to the financial secretaries either by financial secretary assistant or compliance associate; liaised with financial secretaries and Regions Bank with access to OnePass and iTreasury; supported School Funds Online accounting system; streamlined the year-end closeout process, which provided more accurate data; created a curriculum of professional development for financial secretaries and principals for high performing financial and operational culture.

#### *School Operations Major Accomplishments*

Created, updated and disseminated a comprehensive Protocol and Procedures Manual for all principals twice per year; developed a 2-day School Operations Institute within the Summer Principals' Leadership Institute; secured funding, procured and distributed approximately \$1,000,000 worth of new student furniture to all schools; published a 2-year instructional calendar including two teacher PD/Administrative weeks; provided leadership over school and District opening and closing procedures; provided collaborative leadership over a cross-functional team to implement the School Closing Opening Repurposing Process (SCORP); developed and disseminated Principals' Accountability Calendar in both hard copy and online versions.

#### *Student Equity Enrollment and Discipline Major Accomplishments*

The S.E.E.D. department held the Shelby County Schools Annual Discipline Academy. Administrators were provided with discipline strategies to improve their responses to discipline and to learn more about proactive and progressive methods of responding to negative student behavior, and received professional development that addressed all federal and state compliance responsibilities; the S.E.E.D. department leads monthly Attendance & Discipline Stat Sessions that are held with a K-8 focus on reducing suspensions and chronic absenteeism and a 9-12 focus on reducing suspensions, chronic absenteeism, and increasing graduation rates. These sessions are action oriented and intended to inform practices and identify the most impactful supports and resources needed to address ESSA mandates. The S.E.E.D. department leads quarterly District Discipline Data (DDD) committee meetings with the purpose of promoting the District's Destination 2025 80/90/100 goals. Pivotal groups included in district data monitoring and feedback are the Department of Exceptional Children, Alternative Education, Curriculum and Instruction, Performance Management and Academic Operations and School Support. Chronic absenteeism improved by 2.3 percentage points over the past three years, going from 20% in 2014-15 down to 17.7% in 2016-17. Suspension rates improved by 8.3 percentage points from 36.4% in 2014-15 down to 28.1% in 2016-17. The S.E.E.D. department has provided homebound services to all general education students to ensure that they continue to receive educational services. The S.E.E.D. department created an "All Things ESSA: A District Guide to Help with Chronically Absent Students and Discipline". The S.E.E.D. department created a "District Attendance Clerical Manual" to streamline school clerical processes related to attendance.

#### *Student Recruitment and Retention Major Accomplishments*

Increased student enrollment and experienced over-projected enrollment for the last two years. Over 6,000 students enrolled in the Superintendent's Summer Learning Academy and showed an average growth of up to 4 months in math and 19 Lexile points in reading; recruited over 300 students to the District through SSLA, providing a potential budget impact of \$3,900,000; implemented a Summer Bridge transition program for middle and high school students.



**Fiscal Year 2019-20 Priorities**

*Stabilize the Instructional Core*

In SY17, the state of Tennessee adopted its new ELA and math instructional shifts and standards. This meant that materials adopted in SY13 (ELA) and SY14 (Math) no longer aligned to the newly prescribed shifts, standards, and instructional model(s). This investment is an attempt to rectify our current misalignment. We will continue to improve the climate for learning and conditions for success across all District schools. We will strengthen early literacy by continuing to improve Pre-K thru 3rd grade articulation and coordination. We will provide students and teachers with high-quality, CCR-aligned instructional materials and aligned professional learning to ensure rigorous core instruction. We will continue to improve implementation of the District’s curriculum and related changes in teacher practices and student learning and develop shared District vision and strategies to accelerate progress in improving teaching and learning in mathematics. We will continue to develop teachers, leaders, and central office employees to drive student success.

*Redesign College, Career, And Technical Education Programming*

Destination 2025 priorities 2 and 4 call for the improvement and expansion of quality school options for students. This investment ensures that students not only have increased career-ready options, but that these options are the most in-demand career opportunities in the current marketplace.

*Build quality partnerships with key community stakeholders*

Priority 5 calls for the strategic mobilization of key partnerships. Our University of Memphis partnership is a comprehensive program of study that prepares current SCS elementary teachers for success in the implementation of Eureka Math. The Communities in Schools partnership provides daily, non-academic interventions to students in grades K-12 that support whole-child development.

*Meet the behavioral and academic needs of all students through a variety of (RTI2) services*

RTI2’s underlying premise is that systems not wait until students fall far enough behind to qualify for special education to provide them with the help they need. Instead, systems should provide targeted and systematic interventions to all students as soon as they demonstrate the need. This investment provides the dollars necessary to ensure that all SCS students receive the support and instruction they need. We will improve implementation of targeted intervention by including timely screening of students, use of high quality, on-line resources and teacher-led instruction, regular progress monitoring and improvement, and more efficient record keeping and data tracking.

*Strengthen and sustain SCS priority school model*

To mitigate state takeover, SCS must commit to providing support, funding, interventions, and innovation to persistently low performing schools. We must take a coordinated approach to turning around these schools by focusing on and investing in the people who are doing this hard work and the support networks around those educators.

**Financial Summary - Academics**

CATEGORY					2018 vs 2019	
	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	VARIANCE	% CHANGE
10000 Salaries	110,753,435	109,247,928	109,811,995	118,304,453	8,492,458	8%
20000 Employee Benefits	27,540,535	28,527,929	30,106,824	31,036,150	929,326	3%
30000 Contracted Services	14,936,675	13,517,360	13,660,211	11,392,963	(2,267,248)	(17%)
40000 Supplies and Materials	4,998,670	4,536,351	4,213,239	5,881,079	1,667,840	40%
50000 Other Charges	916,921	806,514	1,250,141	1,288,128	37,987	3%
70000 Capital Outlay	600,139	571,175	1,612,723	1,450,781	(161,942)	(10%)
<b>Grand Total:</b>	<b>\$ 159,746,375</b>	<b>\$ 157,207,257</b>	<b>\$ 160,655,133</b>	<b>\$ 169,353,554</b>	<b>\$ 8,698,421</b>	<b>5%</b>



Divisional Budgets – Academics

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
ACADEMIC OFFICE	652,575	673,050	1,689,080	1,842,855	153,775	9%
ASSISTANT SUPERINTENDENT OF ACADEMICS	200,767	336,930	472,883	480,033	7,150	2%
K-16 SCHOOL INITIATIVES	-	-	-	-	-	-
EAST HIGH SCHOOL REDESIGN	-	-	-	-	-	-
CURRICULUM	2,730,790	1,759,412	5,507,459	2,977,596	(2,529,863)	(46%)
RESPONSE TO INTERVENTION (RTI)	-	-	-	259,147	259,147	100%
ENGLISH SECOND LANGUAGE	1,943,416	1,564,421	1,402,110	2,035,117	633,007	45%
ENGLISH SECOND LANGUAGE ELEMENTARY	11,721,370	12,179,997	12,829,508	13,579,731	750,223	6%
ENGLISH SECOND LANGUAGE MIDDLE	2,020,151	2,235,588	2,520,327	2,519,066	(1,261)	-
ENGLISH SECOND LANGUAGE K8	434,232	370,386	602,163	579,182	(22,981)	(4%)
ENGLISH SECOND LANGUAGE HIGH	1,753,280	1,758,599	1,857,580	2,183,245	325,665	18%
STEM	272,029	231,996	216,990	259,289	42,299	19%
LITERACY	1,759,277	1,484,829	294,404	225,876	(68,528)	(23%)
MATHEMATICS	932,291	906,086	168,556	162,305	(6,251)	(4%)
SCIENCE	252,745	251,804	208,853	180,508	(28,345)	(14%)
SOCIAL STUDIES	275,339	234,537	253,814	243,757	(10,057)	(4%)
HEAD START- IN-KIND/MATCH DISTRICT	-	31,469	33,032	32,507	(525)	(2%)
HEAD START-OTHER/FACILITIES	-	278	-	-	-	-
PRE-K	561,086	1,021,042	3,422,576	6,645,111	3,222,535	94%
TEXTBOOKS	2,060,196	2,103,370	1,135,656	2,838,694	1,703,038	150%
WORLD LANGUAGES	1,837,085	1,305,526	1,405,059	1,417,148	12,089	1%
BAND AND STRINGS	1,866,890	1,774,270	1,841,500	1,911,399	69,899	4%
LIBRARIANS	549,365	392,165	473,696	455,595	(18,101)	(4%)
EDUCATIONAL SUPPORT	429,430	453,715	466,369	323,779	(142,590)	(31%)
CAREER AND TECHNICAL EDUCATION	15,819,957	14,969,123	17,499,057	23,507,958	6,008,901	34%
EXCEPTIONAL CHILDREN	74,634,487	74,778,993	74,985,672	71,441,940	(3,543,732)	(5%)
EXCEPTIONAL CHILDREN-K8	-	-	-	-	-	-
EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL	1,347,342	1,375,724	1,320,665	1,340,177	19,512	2%
EXCEPTIONAL CHILDREN-GIFTED	8,486,139	8,704,781	8,781,173	8,792,892	11,719	0%
EXCEPTIONAL CHILDREN ADMINISTRATION	7,095,846	7,265,283	7,213,439	7,239,953	26,514	0%
INSTRUCTIONAL & DIRECTORS	2,996	3,269	-	-	-	-
OPTIONAL SCHOOLS	6,574,350	6,322,803	6,963,307	6,809,744	(153,563)	(2%)
COORDINATED SCHOOL HEALTH	11,803,007	10,752,291	4,973,686	4,647,639	(326,047)	(7%)
FAMILY RESOURCE CENTER	148,685	146,740	150,000	219,491	69,491	46%
SCHOOL ACCOUNTABILITY & IMPROVEMENT	-	-	-	784,350	784,350	100%
PROFESSIONAL DEVELOPMENT	1,581,252	1,818,780	1,966,522	3,417,473	1,450,951	74%
<b>Grand Total:</b>	<b>\$ 159,746,375</b>	<b>\$ 157,207,257</b>	<b>\$ 160,655,133</b>	<b>\$ 169,353,554</b>	<b>\$ 8,698,421</b>	<b>5%</b>

The Office of Academics proposed budget is \$169.4 million in fiscal year 2018-19, which is an \$8.7 million increase from the previous fiscal year’s budget. SCS has included a high impact investment for Career and Technical Education (CTE) in the fiscal year 2018-19. It is reflected by \$6.0 million increase on top of the \$2.3 million made in fiscal year 2017-18. In addition, the District is increasing the Academic budget to expand Pre-kindergarten (Pre-k) seats in fiscal year 2018-19. Lastly, SCS is increasing its investment in textbooks to ensure that students have a standard-aligned curriculum.



Position Summary – Academics

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ACADEMIC OFFICE	8	8	20	6	26	20	3	23	(3)	(12%)
ASSISTANT SUPERINTENDENT OF ACADEMICS	3	3	3	0	3	3	1	4	1	33%
BAND AND STRINGS	17	17	17	1	18	17	0	17	(1)	(6%)
CAREER AND TECHNICAL EDUCATION	234	211	197	5	202	198	62	260	58	29%
COORDINATED SCHOOL HEALTH	171	144	37	8	45	40	2	42	(3)	(7%)
CURRICULUM	13	13	12	4	16	17	1	18	2	13%
EDUCATIONAL SUPPORT	5	5	5	0	5	4	0	4	(1)	(20%)
ENGLISH SECOND LANGUAGE	62	9	6	0	6	6	2	8	2	33%
ENGLISH SECOND LANGUAGE ELEMENTARY	184	185	184	0	184	187	8	195	11	6%
ENGLISH SECOND LANGUAGE HIGH	29	28	27	0	27	32	1	33	6	22%
ENGLISH SECOND LANGUAGE K8	9	9	6	2	8	7	1	8	0	-
ENGLISH SECOND LANGUAGE MIDDLE	37	37	38	0	38	37	1	38	1	1%
EXCEPTIONAL CHILDREN	1236	1188	1008	69	1077	1,063	52	1,115	39	4%
EXCEPTIONAL CHILDREN ADMINISTRATION	85	80	71	5	76	74	3	77	1	1%
EXCEPTIONAL CHILDREN-GIFTED	116	116	114	1	115	112	3	115	0	-
EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL	18	18	17	0	17	17	0	17	0	-
FAMILY RESOURCE CENTER	2	2	2	0	2	2	1	3	1	50%
HEAD START- IN-KIND/MATCH DISTRICT	0	0	0	0	0	0	0	0	0	-
LIBRARIANS	2	2	2	0	2	1	1	2	0	-
LITERACY	0	0	0	0	0	0	0	0	0	-
MATHEMATICS	1	1	1	0	1	1	0	1	0	-
OPTIONAL SCHOOLS	79	74	73	1	74	66	7	73	(1)	(1%)
PRE-K	7	6	6	33	39	38	3	41	2	6%
PROFESSIONAL DEVELOPMENT	16	15	15	3	18	16	8	24	6	33%
RESPONSE TO INTERVENTION (RTI)	0	0	0	0	0	0	3	3	3	100%
SCHOOL ACCOUNTABILITY & IMPROVEMENT	0	0	0	0	0	1	7	8	8	100%
SCIENCE	1	1	1	0	1	1	0	1	0	-
STEM	3	3	2	0	2	3	0	3	1	50%
TEXTBOOKS	1	1	1	0	1	0	2	2	1	100%
WORLD LANGUAGES	28	20	18	2	20	19	1	20	0	-
<b>Position Summary Total</b>	<b>2,367</b>	<b>2,196</b>	<b>1,889</b>	<b>133</b>	<b>2,022</b>	<b>1,982</b>	<b>173</b>	<b>2,155</b>	<b>133</b>	<b>7%</b>

In fiscal year 2018-19, the number of positions in the Office of Academics increased by 133. There are three reasons for the increase. First, part-time positions are being counted and reflected in fiscal year 2018-19 position count. Second, CTE added 58 new positions related to its redesign efforts. Third, additional Educational Assistants were added to the Exceptional Children budget.

Financial Summary – Schools

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	19,089,546	18,861,745	43,866,504	31,719,620	(12,146,884)	(28%)
20000 Employee Benefits	4,444,802	4,555,584	9,784,148	7,940,224	(1,843,924)	(19%)
30000 Contracted Services	2,087,433	2,697,154	8,352,586	7,258,873	(1,093,713)	(13%)
40000 Supplies and Materials	110,769	426,791	1,038,593	636,022	(402,571)	(39%)
50000 Other Charges	170,388	359,080	3,865,177	499,060	(3,366,117)	(87%)
70000 Capital Outlay	3,910,311	4,102,778	565,456	374,047	(191,409)	(34%)
<b>Grand Total:</b>	<b>\$ 29,813,249</b>	<b>\$ 31,003,132</b>	<b>\$ 67,472,464</b>	<b>\$ 48,427,846</b>	<b>\$ (19,044,618)</b>	<b>(28%)</b>





Divisional Budgets - Schools

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
DEPARTMENT OF SCHOOLS & LEADERSHIP	277,046	242,551	4,174,076	1,413,663	(2,760,413)	(66%)
INSTRUCTIONAL LEADERSHIP DIRECTORS	1,637,532	1,630,417	2,796,342	2,217,899	(578,443)	(21%)
LEADERSHIP DEVELOPMENT & CAPACITY BUILDING	969,069	1,572,058	2,014,362	1,263,223	(751,139)	(37%)
ASSISTANT SUPERINTENDENT OF OPERATIONS	1,052,447	1,457,199	10,724,263	2,566,018	(8,158,245)	(76%)
NEW COMERS PROGRAM	0	0	845,489	930,456	84,967	10%
PROJECT GRADUATION	1,987,498	711,949	414,002	1,382,074	968,072	234%
ALTERNATIVE SCHOOLS	5,510,974	5,125,440	6,439,944	8,682,702	2,242,758	35%
ADOLESCENT PARENTING	1,274,128	1,273,481	1,287,908	1,313,275	25,367	2%
MCS PREP NORTHWEST	2,073,406	2,117,268	2,123,195	1,961,435	(161,760)	(8%)
MCS PREP NORTHEAST	1,756,010	1,827,301	1,856,165	1,773,272	(82,893)	(4%)
CARVER HS	1,834,204	1,522,433	1,719,930	1,693,106	(26,824)	(2%)
IDA B WELLS ACADEMY	1,567,039	1,584,388	1,740,082	1,557,823	(182,259)	(10%)
ATTENDANCE & DISCIPLINE	3,810,429	3,597,105	4,706,115	5,358,670	652,555	14%
VIRTUAL SCHOOLS	5,233,635	5,920,428	2,981,139	2,338,736	(642,403)	(22%)
IZONE	85	1,630,661	7,793,418	6,213,003	(1,580,415)	(20%)
CHIEF OF SCHOOLS	0	4,864	13,244,524	4,399,465	(8,845,059)	(67%)
COMMUNITY OUTREACH	829,747	785,589	392,524	0	(392,524)	(100%)
FAMILY AND COMMUNITY ENGAGEMENT	0	0	2,218,989	3,363,028	1,144,039	52%
<b>Grand Total:</b>	<b>\$ 29,813,249</b>	<b>\$ 31,003,132</b>	<b>\$ 67,472,464</b>	<b>\$ 48,427,846</b>	<b>\$ (19,044,618)</b>	<b>(28%)</b>

The Office of Schools proposed budget is experiencing a \$19.0 million decline. The budget decline is a result of shifting resources centrally managed by the central office to schools where principals have more flexibility. This was an outcome of SBB.

Position Summary - Schools

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ADOLESCENT PARENTING	21	21	21	-	21	21	-	21	-	-
ALTERNATIVE SCHOOLS	77	66	62	15	77	65	2	67	(10)	(13%)
ASSISTANT SUPERINTENDENT OF OPERATIONS	18	21	16	8	24	25	5	30	6	25%
ATTENDANCE & DISCIPLINE	52	46	46	6	52	42	23	65	13	25%
CARVER HS	25	25	24	1	25	24	-	24	(1)	(4%)
CHIEF OF SCHOOLS	0	0	1	157	158	15	-	15	(143)	(91%)
COMMUNITY OUTREACH	7	7	3	-	3	-	-	-	(3)	(100%)
DEPARTMENT OF SCHOOLS & LEADERSHIP	3	2	5	4	9	3	3	6	(3)	(33%)
FAMILY AND COMMUNITY ENGAGEMENT	0	0	4	30	34	12	15	27	(7)	(21%)
IDA B WELLS ACADEMY	22	22	22	1	23	21	-	21	(2)	(9%)
INSTRUCTIONAL LEADERSHIP DIRECTORS	12	11	12	6	18	14	-	14	(4)	(22%)
IZONE	0	0	16	17	33	22	8	30	(3)	(8%)
LEADERSHIP DEVELOPMENT & CAPACITY BUILDING	6	6	1	4	5	3	2	5	-	-
MCS PREP NORTHEAST	27	25	25	-	25	23	1	24	(1)	(4%)
MCS PREP NORTHWEST	26	26	25	1	26	24	2	26	-	-
NEW COMERS PROGRAM	0	0	-	11	11	10	2	12	1	9%
PROJECT GRADUATION	7	0	1	61	62	4	1	5	(57)	(92%)
VIRTUAL SCHOOLS	8	10	6	7	13	6	3	9	(4)	(31%)
<b>Position Summary Total</b>	<b>311</b>	<b>288</b>	<b>290</b>	<b>329</b>	<b>619</b>	<b>334</b>	<b>67</b>	<b>401</b>	<b>(218)</b>	<b>(35%)</b>

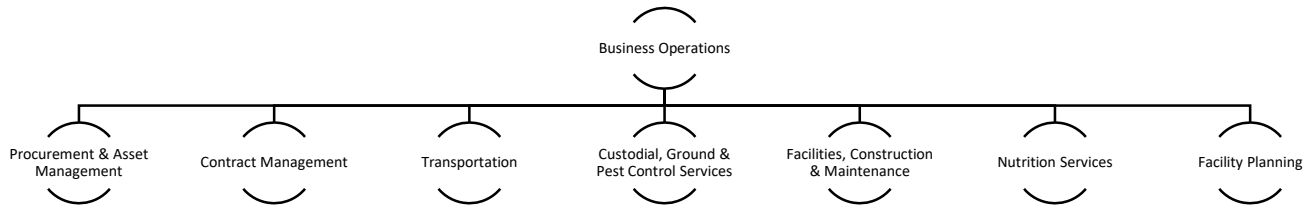
The Office of Schools has 401 positions budgeted in fiscal year 2018-19, which is 218 positions fewer than the prior fiscal year. The main reason for the decline in budgeted positions is the shift of school-based positions into school level allocations.





**BUSINESS OPERATIONS**

The Office of Business Operation’s mission is to support the District’s mission, strategies and objectives by migrating to the most effective Business Operations operating model, enabling more focus on the core competency of providing the best education and environment possible for students.



**Major Services Provided**

*Procurement and Asset Management Services*

- Responsible for purchasing all goods and services for schools, offices, teachers, and staff for the best value
- Committed to bid practices that offer all vendors open and fair competition that comply with Board policies and all regulations
- Accountable to manage District assets

*Contract Management*

- Responsible for preparation, initiation, negotiation, completion, and storage of all contracts for the District in accordance with Board policy.

*Transportation Services*

- The Department of Transportation provides all eligible students safe, efficient and dependable transportation services to and from school, supporting a positive learning experience on a daily basis. Also responsible for bus routes and overseeing the operations of the transportation provider.

*Custodial and Grounds Services*

- Oversight of custodial vendors to ensure buildings are cleaned to a high quality and that environmentally safe procedures are used. In-house services include outdoor maintenance, grass cutting and pest control efforts for all District properties.

*Facilities and Maintenance Services*

- Provides the best possible building and environmental conditions in order to support the education of students.
- Services include new construction, additions, remodels, deferred maintenance and repairs.

*Nutrition Services*

- Nutrition Services oversee the creation and service of nutritious meals to all students. Core programs include traditional breakfast and lunch, breakfast in classrooms, grab n’ go lunch and supper. Other vital services include menu-planning, acquisition of food, supplies, and equipment.

*Facilities Planning and Property Management*

- Responsible for enrollment projections, capital planning, demographic trends, capacity analysis, data analysis with GIS, rezoning, school closures, and maintain school boundaries to ensure students have adequate accommodations for learning and receive full strength of academic activities.
- Accountable for management of real estate sales, leasing and mapping services for the District.



**Fiscal Year 2017-18 Accomplishments**

- Achieved 300% growth in MWBE construction spend over previous year; spend as of February 2018 is \$15,400,000 with Black Owned Companies and \$8,500,000 with Women Owned Companies
- Improved menu offerings and food presentation, which enabled Nutrition Services to achieve a 60% High School lunch participation rate; exceeded 59% target
- Through process improvement and training, addressed historical food inventory audit issues and achieved first ever zero deficiency audit
- Achieved \$2,000,000 cost savings in construction design fees with implementation of new procurement approach
- Procurement and Asset Management implemented a new Asset Management policy, administrative rules and regulations including new inventory/asset management procedures for district-wide physical inventory
- Procurement implemented several process improvements to address SCS Board Member concerns and address input from the Council of Great City Schools
- Addressed capacity issues in processing contracts, started up a new Contracts department and invested in additional resources

**Fiscal Year 2018-19 Priorities**

- Use available resources to ensure over \$75,000,000 in capital construction projects meet timing and budget expectations
- Migrate the Nutrition Services organization and food warehousing, currently located in several locations into fewer locations
- Move forward on the effort to optimize the footprint of SCS Administrative buildings
- Complete a district-wide physical inventory
- Restructure the Procurement organization, migrating from a transactional focus to a strategic sourcing capability
- Reinstate the function of Five-Year Capital Planning
- Complete demographic, enrollment, utilization and zoning analysis, and committee coordination for the 5-10-year School Optimization program
- Infuse resources into the school plant management structure to improve service to schools and implement drastically needed preventive maintenance programs into buildings
- Launch a Minority and Business Women Enterprises (MWBE) function and program

**Key Performance Indicators**

There are several key performance indicators (KPIs) to evaluate Business Operations. For Nutrition Services, the Nutrition Service fund balance is more than the peer range. USDA allows the Nutrition Service program to retain three months of operating expense in its fund balance. Lunch and breakfast participation rates have remained steady indicating that the District continues to serve a large number of students and maintains a high level of customer satisfaction. For Facility Maintenance, the custodial work cost per square foot has declined as a result of custodial costs being semi-fixed costs as well as other reductions.

Key Performance Indicator	Description	2014	2015	2016	2017	Variance	Peer Range
Nutrition Fund Balance Per Revenue	Fund Balance Divided by Total Revenue	29.9%	39.4%	35.9%	39.7%	3.8%	16.1% to 17%
	Total breakfast meals served divided by total district student enrollment times the number of school days in the year.						
Breakfast Participation Rate (Districtwide)		41.1%	49.5%	50.6%	50.1%	-0.5%	27.3% to 39.7%
	Total lunch meals served, divided by total district student enrollment times the number of school days in the year.						
Lunch Participation Rate (Districtwide)		54.1%	70.5%	71.5%	71.4%	-0.1%	58.7% to 61.9%
	Total cost of district-operated custodial work plus total cost of contract-operated custodial work divided by total square footage of all non-vacant buildings.						
Custodial Work-Cost Per Square Foot		\$1.08	\$1.58	\$1.47	\$1.00	-\$0.47	\$0.53 to \$5.30



**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	20,625,213	20,012,266	19,948,218	22,181,808	2,233,590	11%
20000 Employee Benefits	5,410,905	5,518,459	5,401,099	5,949,864	548,765	10%
30000 Contracted Services	47,428,239	41,134,873	45,299,222	48,855,199	3,555,976	8%
40000 Supplies and Materials	29,641,297	31,057,100	29,379,465	25,697,754	(3,681,710)	(13%)
50000 Other Charges	112,505	166,041	204,000	246,439	42,439	21%
70000 Capital Outlay	28,774	1,183,808	10,550,199	526,099	(10,024,100)	(95%)
<b>Grand Total:</b>	<b>\$ 103,246,933</b>	<b>\$ 99,072,547</b>	<b>\$ 110,782,203</b>	<b>\$ 103,457,163</b>	<b>\$ (7,325,040)</b>	<b>(7%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
BUSINESS OPERATIONS ADMIN	445,698	411,077	1,113,573	1,653,075	539,502	48%
TRANSPORTATION	14,764,839	12,035,069	14,075,446	13,908,385	(167,061)	(1%)
SPECIAL EDUCATION TRANSPORTATION	13,395,651	8,460,523	8,102,271	10,230,403	2,128,132	26%
PROCUREMENT	1,043,789	706,854	889,022	1,509,302	620,280	70%
ASSET MANAGEMENT	-	138,943	541,416	518,115	(23,301)	(4%)
FACILITIES	24,632,532	26,250,916	24,302,059	15,864,201	(8,437,858)	(35%)
CUSTODIAL AND GROUNDS	19,176,307	20,109,087	21,474,592	32,711,283	11,236,691	52%
UTILITIES	23,597,462	24,240,707	34,295,418	21,295,418	(13,000,000)	(38%)
GENERAL SERVICES	2,367,419	2,236,581	2,362,154	2,309,114	(53,040)	(2%)
ZONE 4 MAINTENANCE	-	154	-	-	-	-
ZONE 2 MAINTENANCE	1,053,385	1,388,222	-	-	-	-
ZONE 1 MAINTENANCE	938,827	1,175,169	1,068,174	1,008,935	(59,239)	(6%)
ZONE 3 MAINTENANCE	1,200,117	1,455,079	2,074,911	1,709,150	(365,761)	(18%)
FACILITIES PLANNING AND PROPERTY	422,419	380,802	483,167	739,782	256,615	53%
NUTRITION SERVICES	-	-	-	-	-	-
WAREHOUSING	208,488	83,364	-	-	-	-
<b>Grand Total:</b>	<b>\$ 103,246,933</b>	<b>\$ 99,072,547</b>	<b>\$ 110,782,203</b>	<b>\$ 103,457,163</b>	<b>\$ (7,325,040)</b>	<b>(7%)</b>

In fiscal year 2018-19, the Office of Business Operations has a proposed \$103.5 million budget, which is \$7.3 million less than the prior year budget. The main reason for the budget decline is the non-recurring expenses for beautification projects in the General Services Department.

**Position Summary**

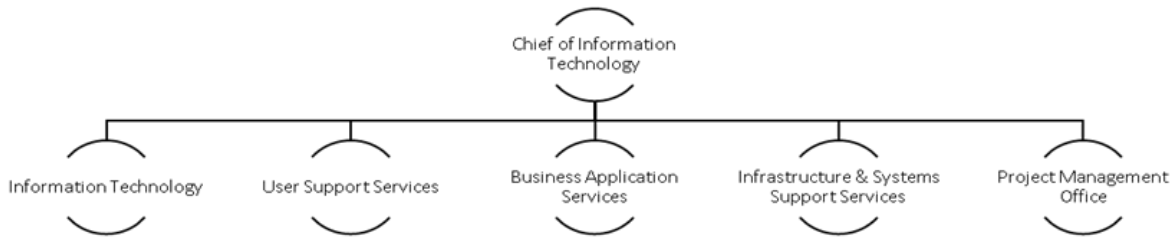
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ASSET MANAGEMENT	0	0	2	2	4	3	1	4	-	-
BUSINESS OPERATIONS ADMIN	3	2	3	(1)	2	3	9	12	10	500%
CUSTODIAL AND GROUNDS	0	0	-	-	-	175	15	190	190	-
FACILITIES	393	367	340	4	344	156	15	171	(173)	(50%)
FACILITIES PLANNING AND PROPERTY	4	3	2	1	3	3	3	6	3	100%
PROCUREMENT	12	13	8	3	11	2	13	15	4	36%
SPECIAL EDUCATION TRANSPORTATION	0	0	-	7	7	1	-	1	(6)	(86%)
TRANSPORTATION	14	11	10	-	10	8	1	9	(1)	(10%)
<b>Position Summary Total</b>	<b>426</b>	<b>396</b>	<b>365</b>	<b>16</b>	<b>381</b>	<b>351</b>	<b>57</b>	<b>408</b>	<b>27</b>	<b>7%</b>

The Office of Business Operations has 408 positions in the fiscal year 2018-19 proposed budget, which is 27 positions greater than those in fiscal year 2017-18. A reorganization between the Custodial and Grounds Department and the Facilities Department has been planned in fiscal year 2018-19.



### INFORMATION TECHNOLOGY

The purpose of the Information Technology (IT) Department is to provide high quality technology-based service in the most cost-effective manner, to facilitate teaching, learning, student achievement, and operational excellence in alignment with Shelby County School's mission and goals.



#### Major Services Provided

- Wide-area networking (WAN) services, including wireless
- Telephone services
- Project management
- Field support for technology
- Enterprise Application Support (ERP & Student Information System)
- Data systems & security

#### Fiscal Year 2017-18 Performance Highlights

- Launch of Enterprise Resource Planning (ERP) system to replace APECS
- Implementation of Power School student information system
- Completed District-wide wireless networking upgrades
- Deployment of over 3,000 computers for teachers and students
- Resolved all outstanding E-rate issues from 2013 thru 2016

#### Fiscal Year 2018-19 Priorities

- No significant changes to personnel or budget requirements from previous year
- Implement cybersecurity awareness and training
- Single sign-on solution for students and teachers
- Development of technology plan in conjunction with Academic department
- Evaluate and replace (if necessary) district telephone systems
- Evaluate, plan & optimize all wired network infrastructure as required by USAC (E-rate)
- Network availability (as measured by industry standards) will be @ 99.99%
- All enterprise applications will have a minimum availability of 95%
- 75% of MS & HS will meet TNDOE "recommended" standard for student devices
- 95% of all student computers will meet state standard for TN Ready Testing



**Key Performance Indicators**

IT Spending Per Student and Devices per Student are two KPIs. Both indicators highlight increased spending on technology across the District, particularly in preparation for online test assessment and meeting our goals to have one device for each student. During FY2017, the District surpassed that goal.

Key Performance Indicator	Description	2014	2015	2016	2017	Variance	Peer Range
IT Spending Per Student	Total IT Staff Costs plus total IT hardware and services costs, divided by total student enrollment.	-	\$177	\$244	\$219	-\$25	\$181 to \$250
Devices per Student	Total number of desktops, laptops and tablets that are for student-only use or mixed-use divided by total student enrollment	-	0.51	0.75	1.05	0.30	0.17 to 1.14

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	5,732,111	6,002,427	7,831,079	7,825,753	(5,326)	-
20000 Employee Benefits	1,376,603	1,526,012	2,077,002	1,942,750	(134,252)	(6%)
30000 Contracted Services	11,828,695	16,395,677	16,092,969	13,155,697	(2,937,272)	(18%)
40000 Supplies and Materials	74,720	42,500	40,249	39,500	(749)	(2%)
50000 Other Charges	(235,416)	35,863	84,120	70,400	(13,720)	(16%)
70000 Capital Outlay	4,906,269	4,085,319	12,803,802	8,105,000	(4,698,802)	(37%)
<b>Grand Total:</b>	<b>\$ 23,682,982</b>	<b>\$ 28,087,798</b>	<b>\$ 38,929,221</b>	<b>\$ 31,139,100</b>	<b>\$ (7,790,121)</b>	<b>(20%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
INFORMATION TECHNOLOGY	5,181,634	13,770,574	10,237,431	7,554,364	(2,683,067)	(26%)
PARCC	4,675,921	340,454	-	-	-	-
USER SUPPORT SERVICES	4,006,104	4,331,069	5,766,684	5,557,913	(208,771)	(4%)
BUSINESS APPLICATION SERVICES	65,525	11,315	-	-	-	-
INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES	9,321,586	9,272,769	10,440,769	9,342,430	(1,098,339)	(11%)
PROJECT MANAGEMENT OFFICE	432,212	361,617	534,337	684,393	150,056	28%
ERP	-	-	11,950,000	8,000,000	(3,950,000)	(33%)
<b>Grand Total:</b>	<b>\$ 23,682,982</b>	<b>\$ 28,087,798</b>	<b>\$ 38,929,221</b>	<b>\$ 31,139,100</b>	<b>\$ (7,790,121)</b>	<b>(20%)</b>

In fiscal year 2018-19, the IT Department’s proposed budget is \$31.1 million, which is about \$7.8 million less than the prior year’s budget. The largest budget declines are driven by the removal of non-recurring technology costs associated with one-time e-Rate funds in fiscal year 2017-18 and the \$3.95 million budget decline for the Enterprise Resource Planning system.

**Position Summary**

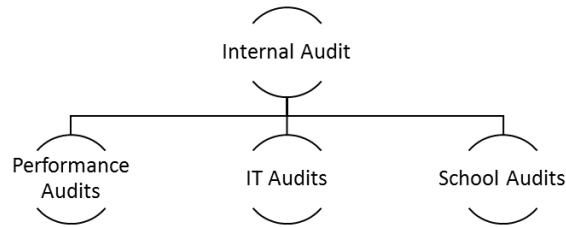
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019		
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change	
INFORMATION TECHNOLOGY	3	3	3	1	4	2	1	3	(1)	(25%)	
INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES	35	35	31	4	35	33	4	37	2	6%	
PROJECT MANAGEMENT OFFICE	10	8	5	-	5	5	3	8	3	60%	
USER SUPPORT SERVICES	74	74	56	20	76	66	9	75	(1)	(1%)	
<b>Position Summary Total</b>	<b>122</b>	<b>120</b>	<b>95</b>	<b>25</b>	<b>120</b>	<b>106</b>	<b>17</b>	<b>123</b>	<b>3</b>	<b>3%</b>	

In fiscal year 2018-19, the IT Department has budgeted 123 positions, which is three more than the prior fiscal year. Of the 123 budgeted positions, 17 are unfilled.



**INTERNAL AUDIT**

The Office of Internal Audit’s mission is to assist 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.



**Major Services Provided**

- Management consulting activity related to risk management, business process improvement, and governance
- School internal accounting manual compliance audits for approximately 153 schools
- Performance audits of district and school operations
- Equipment accountability reviews
- Fraud deterrence program and investigations
- Grant compliance audits
- Information technology audits
- Support and facilitation for Internal School Activity Fund independent annual audit

**Fiscal Year 2017-18 Accomplishments**

- Completed 153 school audits to meet external audit deadline
- Implemented audit management and analytics software for audit efficiency and effectiveness
- Achieved a composite 1.5 rating (based on a scale of 1-5 with 1 being highest rating) on audit feedback surveys for 90 percent of all audit project surveys
- Initiated Information Technology controls audit project
- Provided approximately 40 hours of CPE training to auditors
- Completed department reorganization by adding Internal Audit Supervisor and Senior Internal Auditor/Investigator positions

**Fiscal Year 2018-19 Priorities**

- Implement a plan to raise awareness of the fraud hotline reporting system
- Develop an infrastructure for conflict of interest training
- Conduct the enterprise-wide risk assessment to develop a two-year risk-based audit plan
- Support ERP implementation project to facilitate successful roll-out
- Expand footprint by initiating additional grant compliance and performance audits
- Finalize implementation of internal audit governance process and procedures



**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	560,300	751,758	869,267	1,022,950	153,683	18%
20000 Employee Benefits	125,987	197,328	233,198	274,677	41,479	18%
30000 Contracted Services	275,803	227,297	143,110	94,823	(48,287)	(34%)
40000 Supplies and Materials	3,944	2,485	3,000	5,000	2,000	67%
50000 Other Charges	5,285	27,850	23,300	28,200	4,900	21%
70000 Capital Outlay	17,624	692	8,900	-	(8,900)	(100%)
<b>Grand Total:</b>	<b>\$ 988,943</b>	<b>\$ 1,207,410</b>	<b>\$ 1,280,775</b>	<b>\$ 1,425,650</b>	<b>\$ 144,875</b>	<b>11%</b>

**Divisional Summary**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
INTERNAL AUDIT	988,943	1,207,410	1,280,775	1,425,650	144,875	11%
<b>Grand Total:</b>	<b>\$ 988,943</b>	<b>\$ 1,207,410</b>	<b>\$ 1,280,775</b>	<b>\$ 1,425,650</b>	<b>\$ 144,875</b>	<b>11%</b>

The Internal Audit department has a \$1.4 million proposed budget in fiscal year 2018-19, which is \$144,875 greater than the prior year's budget. The main reason for the budget increase is a staff reorganization to lead performance audits, grant monitoring and state mandated school audits.

**Position Summary**

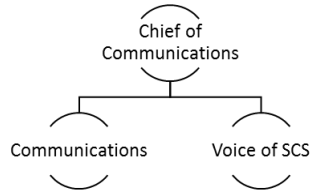
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filed	Unfilled	Total	Filed	Unfilled	Total	Variance	% Change
INTERNAL AUDIT	9	13	10	3	13	11	4	15	2	15%
<b>Position Summary Total</b>	<b>9</b>	<b>13</b>	<b>10</b>	<b>3</b>	<b>13</b>	<b>11</b>	<b>4</b>	<b>15</b>	<b>2</b>	<b>15%</b>

Internal Audit has 15 budgeted positions in fiscal year 2018-19, which is an increase of two positions.



**COMMUNICATIONS**

The Department of Communications and Broadcast services provides strategic support for all schools and district departments in alignment with the goals and priorities of Destination 2025. We strive to inform 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**

The Communications Office provides strategic planning, media relations, marketing and promotions, internal/external communication, social media, graphic design, bilingual communications, broadcast services, web development and video production support.

**Issues & Trends**

- Recruitment of students and effective teachers continue to be a major challenge and priority, so marketing investments are critical to support
- More immigrant/non-English speaking students/families are coming to our District, so more support is needed
- Our media tonality has a direct correlation to our public perception, so we must invest more time and implement more strategies

**Fiscal Year 2017-18 Performance Highlights**

- Increased public confidence in the District by 3%
- Grew the District’s social media following by nearly 40%
- Surpassed the industry standard for employee message open rates by nearly 20%
- Conducted the District’s first county-wide school choice campaign that promoted all school options in SCS
- Successfully implemented branding and style guidelines to enhance the District’s visual identity
- Launched multiple dedicated communication channels for Spanish speaking families
- Revamped the District’s school directory to enhance the school choice process for families and make performance data about our schools available to the public
- Launched a new online newsroom to spotlight District news and accomplishments, including stories, video, photos and social media
- Launched a new platform for custom district-managed school websites
- Conducted the third annual Operation Warm Hearts clothing drive, with over 600 new coats, hundreds of additional outerwear items and over \$6,000 in donations
- C19TV created a total of 250 videos and managed a total of 69 live broadcasts
- Recruited and retained approximately 4,500 district volunteers

**Fiscal Year 2018-19 Priorities**

- Increase student involvement in broadcast education by 25%
- Ensure 85% positive/neutral media coverage
- Increase total social media following by 15%
- Increase the Voice of SCS social media following by 25%
- Increase the SCS Newsroom views by 10% & gain 500 new social followers





- Enhance public confidence in the District by 3%
- Embed clear branding standards that reinforce district identity and values
- Identify/train communication leads in 75% of schools & complete training for 50% of departments
- Produce 350 new C19TV videos, including one highlight video per school
- Increase 88.5FM listenership by 15%
- Establish at least two dedicated communication channels for Hispanic families

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	1,079,540	1,168,279	1,462,146	1,529,136	66,990	5%
20000 Employee Benefits	257,011	286,243	385,359	376,388	(8,971)	(2%)
30000 Contracted Services	282,968	280,492	762,515	608,326	(154,189)	(20%)
40000 Supplies and Materials	9,190	7,362	10,000	10,000	-	-
50000 Other Charges	178,909	103,684	424,801	429,801	5,000	1%
70000 Capital Outlay	89,832	2,394	62,330	52,330	(10,000)	(16%)
<b>Grand Total:</b>	<b>\$ 1,897,450</b>	<b>\$ 1,848,454</b>	<b>\$ 3,107,151</b>	<b>\$ 3,005,981</b>	<b>\$ (101,170)</b>	<b>(3%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
COMMUNICATIONS	1,897,450	1,848,454	3,107,151	2,110,993	(996,158)	(32%)
VOICE OF SCS	-	-	-	894,988	894,988	1%
<b>Grand Total:</b>	<b>\$ 1,897,450</b>	<b>\$ 1,848,454</b>	<b>\$ 3,107,151</b>	<b>\$ 3,005,981</b>	<b>\$ (101,170)</b>	<b>(3%)</b>

In fiscal year 2018-19, the Office of Communications has a \$3 million proposed budget, which is \$101,170 less than the prior year’s budget. Reductions in one-time media and communication professional services investments are the main reason for the budget decline.

**Position Summary**

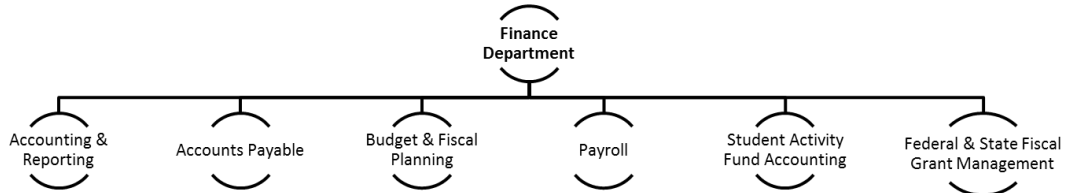
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
COMMUNICATIONS	20	20	17	5	22	11	3	14	(8)	36%
VOICE OF SCS	0	0	-	-	-	6	2	8	8	0%
<b>Position Summary Total</b>	<b>20</b>	<b>20</b>	<b>17</b>	<b>5</b>	<b>22</b>	<b>17</b>	<b>5</b>	<b>22</b>	<b>-</b>	<b>0%</b>

The Office of Communications has 22 proposed budgeted positions in fiscal year 2018-19, which is the same number as fiscal year 2017-18. A reorganization of the Communications office will split out the Voice of SCS – the Broadcast and TV arm - in fiscal year 2018-19.



**FINANCE**

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 and 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 priorities.

**Fiscal Year 2017-18 Accomplishments**

- Launched student-based budgeting (SBB) for all schools with six cohort schools with full school design flexibility and 18 early adopter schools with significant school design flexibility
- Produced a \$20.3 million general fund surplus, or approximately 2% of general fund revenues, in fiscal year 2017-18
- Developed a General Fund with nearly \$70 million of investments that supports schools and impact students directly in fiscal year 2017-18
- Established new strategic budgeting process for schools that has received positive feedback from school leaders
- Garnered aggressively \$5.6 million in new grants such as Carl Perkin Equipment, Principal Pipeline, Pathways Tennessee – New Schools for Youth, Work-based Learning, Title IV (Student Support and Academic Enrichment) and TN DOE State Priority School in fiscal year 2017-18
- Obtained an unmodified or “clean” opinion on the fiscal year 2016-17 financial audit and audit on the major federal award programs
- Won the Association of School Business Officials International (ASBOI) Meritorious Budget Award
- Received a clean fiscal monitoring review for ESSA and IDEA, Part B grants by the TN Department of Education
- Reduced carryover funds in Title I, Part A; Title II, Part A; and IDEA, Part B

**Fiscal Year 2018-19 Priorities**

- Ensure a successful first year of student-based budgeting (SBB) implementation for school leaders
- Successfully transition to the new ERP system by ensuring a smooth conversion for financials, grants and payroll
- Develop a long-term financial plan with the impact of the District transformation effort outlining the District’s pathway to fiscal sustainability
- Increase internal customer satisfaction rating with the Financial Department across the District
- Develop an onboarding financial series for new employees, implement a management training program, and conduct quarterly professional development meetings for fiscal employees to expand financial knowledge and reduce errors
- Improve efficiency and better utilization of resources within the department



**Key Performance Indicators**

Two KPIs are highlighted to evaluate the financial operations. First, the District continues to process more invoices per FTE per month, which exceeds our peers. Higher invoice processing rates contribute to increased efficiency and timely receipt of invoices. Second, payroll cost per paycheck is substantially lower than our peers and as was in previous years. This indicates the efficiency of payroll operations.

Key Performance Indicator	Description	2014	2015	2016	2017	Variance	Peer Range
Invoices Processed per FTE per Month	Total number of invoices handled by the AP department, divided by total number of AP staff (FTEs), divided by 12 months	1,178	1,134	1,076	1,149	73	852 to 2,707
Payroll Cost Per Pay Check	Total Payroll personnel costs plus total payroll and non-personnel costs, divided by total number of payroll checks.	\$2.21	\$2.64	\$2.49	\$1.50	(\$0.99)	\$3.13 to \$3.99

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	2,245,524	2,282,546	3,151,338	3,451,454	300,116	10%
20000 Employee Benefits	499,391	514,454	774,062	767,496	(6,566)	(1%)
30000 Contracted Services	192,224	351,378	441,369	276,744	(164,625)	(37%)
40000 Supplies and Materials	12,672	24,416	28,547	26,500	(2,047)	(7%)
50000 Other Charges	32,883	46,233	64,388	83,100	18,712	29%
70000 Capital Outlay	3,045	23,435	25,717	11,000	(14,717)	(57%)
<b>Grand Total:</b>	<b>\$ 2,985,739</b>	<b>\$ 3,242,462</b>	<b>\$ 4,485,421</b>	<b>\$ 4,616,294</b>	<b>\$ 130,873</b>	<b>3%</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
FEDERAL PROGRAMS	56	-	-	-	-	-
FINANCE	231,369	429,102	689,784	1,063,434	373,650	54%
ACCOUNTING AND REPORTING	979,796	896,361	1,433,239	854,532	(578,707)	(40%)
BUDGET AND FISCAL PLANNING	499,410	525,762	937,830	1,235,021	297,191	32%
PAYROLL	707,383	872,458	907,740	933,589	25,849	3%
ACCOUNTS PAYABLE	567,725	518,779	516,828	529,718	12,890	2%
<b>Grand Total:</b>	<b>\$ 2,985,739</b>	<b>\$ 3,242,462</b>	<b>\$ 4,485,421</b>	<b>\$ 4,616,294</b>	<b>\$ 130,873</b>	<b>3%</b>

In fiscal year 2018-19, the Office of Finance has a \$4.6 million proposed budget, which is \$130,873, more than the prior year's budget. The Office of Finance is reducing its reliance on contracted services to augment financial staff and is creating new internal positions.

**Position Summary**

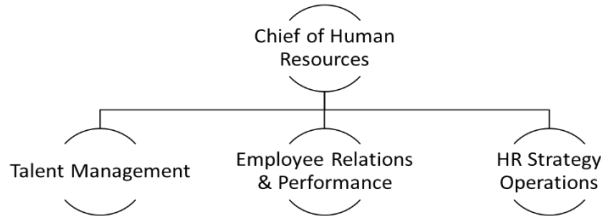
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ACCOUNTING AND REPORTING	11	9	8	2	10	6	2	8	(2)	(20%)
ACCOUNTS PAYABLE	8	7	7	-	7	7	-	7	-	-
BUDGET AND FISCAL PLANNING	6	5	5	3	8	6	5	11	3	38%
FINANCE	1	3	2	1	3	6	1	7	4	133%
PAYROLL	9	9	10	-	10	11	-	11	1	10%
<b>Position Summary Total</b>	<b>35</b>	<b>33</b>	<b>32</b>	<b>6</b>	<b>38</b>	<b>36</b>	<b>8</b>	<b>44</b>	<b>6</b>	<b>16%</b>

The Office of Finance has 44 budgeted positions in fiscal year 2018-19. Three positions were added to the Budget and Fiscal Planning department to provide school level support on SBB. Additionally, two new positions in Finance are a result of existing positions such as Executive Assistant and Executive Director of Grants being moved to the Office of Finance.



**HUMAN CAPITAL AND TALENT MANAGEMENT**

Our mission is to be strategic partners by maximizing the potential of our greatest asset – Our Employees. We are committed to delivering quality customer service, to recruiting, retaining and rewarding a talented workforce, contributing to improved student achievement and positioning SCS as an employer of choice.



**Major Accomplishments:**

- Exceeded teacher pool goals for 2017 by 120 candidates
- 98% of posted teacher vacancies filled by start of school
- Reduced the number of posted vacancies exceeding 30 days by over 50%
- Implemented New Teacher Compensation Plan
- Reduced Medical cost spend for 2017
- Implemented new Teacher and Non-Instructional Evaluation Platform (100% automated)

**Potential Strategic Changes (i.e., Staff Restructuring, Efficiencies, Reallocations)**

- Restructure and realignment of Talent Management and Enterprise to optimize the employee experience
- Investments in training programs for non-instructional employees
- Launch a robust employee engagement support program
- Reallocate funds for programs, initiatives and employees previously supported by private dollars
- Expand HR staff to ensure appropriate support throughout the employee life cycle

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	14,099,892	12,152,488	11,580,580	10,627,329	(953,251)	(8%)
20000 Employee Benefits	1,693,905	1,557,055	2,359,882	2,291,133	(68,749)	(3%)
30000 Contracted Services	119,610	65,120	2,238,880	1,661,852	(577,028)	(26%)
40000 Supplies and Materials	27,930	26,972	42,775	64,775	22,000	51%
50000 Other Charges	63,192	138,867	213,909	226,169	12,260	6%
70000 Capital Outlay	27,358	8,705	35,233	37,225	1,992	6%
<b>Grand Total:</b>	<b>\$ 16,031,887</b>	<b>\$ 13,949,207</b>	<b>\$ 16,471,259</b>	<b>\$ 14,908,483</b>	<b>\$ (1,562,776)</b>	<b>(9%)</b>



**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
LABOR RELATIONS	195,211	425,248	468,596	680,105	211,509	45%
TEACHER LEADER EFFECTIVENESS & EVALUATION	297,083	264,187	1,295,537	1,914,803	619,266	48%
SUBSTITUTES	10,181,129	8,142,626	6,786,967	6,082,959	(704,008)	(10%)
CAREER LADDER	1,827,241	1,569,934	1,697,000	1,696,565	(435)	-
TALENT MANAGEMENT	-	-	-	-	-	-
RECRUITMENT AND STAFFING	2,134,246	2,214,527	3,302,721	2,449,673	(853,048)	(26%)
EMPLOYEE SERVICES	1,095,473	1,159,599	1,540,736	1,269,107	(271,629)	(18%)
HUMAN RESOURCES	301,504	173,086	1,379,702	815,271	(564,431)	(41%)
BENEFITS	-	-	-	-	-	-
<b>Grand Total:</b>	<b>\$ 16,031,887</b>	<b>\$ 13,949,207</b>	<b>\$ 16,471,259</b>	<b>\$ 14,908,483</b>	<b>\$ (1,562,776)</b>	<b>(9%)</b>

Office of Human Capital and Talent Management’s proposed budget is \$14.9 million in fiscal year 2018-19, which is approximately a \$1.6 million decrease from the prior year’s budget. Four PAR coach positions in the Teacher Effectiveness department will be moved to Academics in fiscal year 2018-19. Another \$704,000 is reduced in the Substitutes Budget and is a part of the school level budget allocations in fiscal year 2018-19.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
EMPLOYEE SERVICES	16	14	17	3	20	12	5	17	(3)	(15%)
HUMAN RESOURCES	0	1	-	-	-	2	2	4	4	400%
LABOR RELATIONS	2	4	1	3	4	2	4	6	2	50%
RECRUITMENT AND STAFFING	42	31	22	5	27	20	5	25	(2)	(7%)
SUBSTITUTES	7	0	-	-	-	-	-	-	-	-
TEACHER LEADER EFFECTIVENESS & EVALUATION	4	2	15	-	15	8	1	9	(6)	(40%)
<b>Position Summary Total</b>	<b>71</b>	<b>52</b>	<b>55</b>	<b>11</b>	<b>66</b>	<b>44</b>	<b>17</b>	<b>61</b>	<b>(5)</b>	<b>(8%)</b>

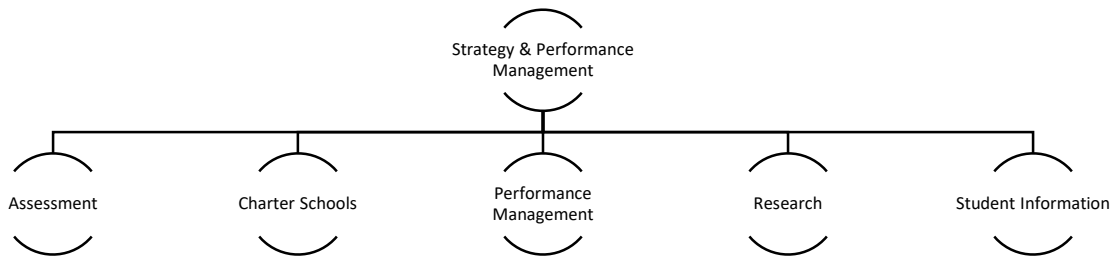
The Human Capital and Talent Management Office has 61 budgeted positions, or five positions less than the previous fiscal year. Of the 61 positions proposed for fiscal year 2018-19, 44 positions are filled.



**STRATEGY & PERFORMANCE MANAGEMENT**

The Strategy & Performance Management team supports the District in reaching its ambitious goals by:

- Investigating emerging data trends and research to inform district decision-making
- Driving district-wide continuous improvement processes rooted in goals-based management
- Designing and executing valid, reliable data collection and program evaluations to assess our true impact on student outcomes
- Developing interactive dashboards and reports to deliver the latest data insights to leaders
- Authorizing, leading continuous improvement processes, and conducting oversight of the charter school sector
- Ensuring robust revenue for the District by managing our student information system
- Managing assessment processes so that we can effectively measure student learning throughout the District



**Major Services Provided**

- Managing high quality authorization processes for the charter school sector
- Managing continuous improvement processes and oversight for the charter school sector
- Managing our student information system and all associated training and support so that we receive maximum funding from the state of TN
- Coordinating high quality testing conditions so that we have an accurate sense of student learning throughout the District
- Leads data-driven continuous improvement processes aligned to the goals of Destination 2025 and departmental SMART goals
- Designs, publishes and maintains data dashboards for school and central office users and trains users to use data more strategically
- Conducts program evaluation and grant reporting for a variety of district programs and funding sources
- Provides regular performance updates to district leadership and community stakeholders on key student outcomes, district goals and Destination 2025 progress
- Provides ongoing data analysis and research support to central office departments for planning and reporting purposes
- New for FY19, lead the launch and implementation of a holistic data integration platform as a service (iPaaS) so that end users have access to integrated, standardized data and reporting across all major applications

**Fiscal Year 2017-18 Accomplishments**

- Completed continuous improvement “stat cycles” focused on graduation outcomes and the distribution of effective teachers. As a result, 10 of 14 participating schools improved their graduation rate in 2017, and the District moved its teacher hiring timeline up by nearly two months
- Completed analysis and reporting requirements to support more than \$360,000 in grant funding and launched or completed program evaluations to assess the impact of more than \$10 million in District resources such as Response to Intervention (RTI2) and the Superintendent’s Summer Learning Academy



- Published and maintained customized Tableau data dashboards available to all school leaders and select central office staff. As of December 2017, 515 Tableau users have accessed over 18,000 page views during the current school year
- Launched monthly reports to the board on Key Performance Indicators (KPIs) and completed the District's third Destination 2025 annual report
- Implemented a new student information system and hit all key benchmarks with respect to migrating data from SMS on time
- Launched the district school performance scorecard for all schools across the District
- Implemented a number of new monitoring systems and protocols to manage charter school performance in line with national best practices

#### **Fiscal Year 2018-19 Priorities**

- 95% of all students in TNReady online tested subjects will be successfully assessed online
- The charter sector will improve its success rate to the 43rd percentile in grades K-8 and the 45th percentile in high school
- PowerSchool average daily membership (ADM) will match ADM in the state EIS by, at minimum, 99%
- By June 2019, 90% of application-to-application data transfers are managed through the Integration Platform as a Service (iPaaS) solution
- 85% of participants in the stat continuous improvement process believe this process helped improve outcomes on department or school goals
- 80% of district leaders believe monthly RPM reports and the Annual Report have improved their understanding of Destination 2025 and informed their team's work to support D2025
- Between September 2018 and April 2019, 80% of principals and 100% of ILDs log into RPM data dashboards at least monthly
- 100% of major recurring grant reporting and data analysis requests will be completed by agreed upon deadlines
- 90% of recipients agree that Research program evaluations will inform their decision-making or help them improve program quality
- Among those who request ad hoc RPM support, 95% of District staff agree that RPM has fulfilled data and research requests 1) that meet their needs; 2) in a timely manner

#### **Anticipated issues and trends for 2018-19 are as follows:**

- Four charter schools will pursue renewal for the first time in this administration and board's tenure
- A state law requiring the closure of any charter school in the bottom 5% will likely impact a number of charter schools throughout the District given current performance trends
- State end-of-year exams will be online for all schools across the District for the first time since the 15-16 school year
- The launch of the new iPaaS solution will introduce major new team responsibilities to determine data definitions, business rules and data governance processes across a broad array of district applications. Another implication is that the iPaaS will allow the District to publish new predictive early warning dashboards as well as other dashboards and reports connected to new data sources that will require additional user training and support across the organization
- The District purchased an enterprise-wide Power BI license in January 2018 that will allow all District staff with active directory credentials to have access to interactive dashboards. Eventually, RPM will transition away from its current Tableau data dashboard licenses to avoid duplication of resources. Similar to anticipated needs for the iPaaS above, the move from Tableau to Power BI will require additional user training and support for user groups such as teachers and central office staff who do not currently have access to Tableau dashboards



**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	4,791,842	4,757,586	3,183,590	3,796,150	612,560	19%
20000 Employee Benefits	1,038,889	1,027,085	802,401	900,267	97,866	12%
30000 Contracted Services	1,044,314	57,628	388,469	1,586,014	1,197,545	308%
40000 Supplies and Materials	10,076	40,867	43,486	80,445	36,959	85%
50000 Other Charges	1,502,207	1,323,185	1,580,402	1,372,500	(207,902)	(13%)
70000 Capital Outlay	6,339	5,112	15,422	18,624	3,202	21%
<b>Grand Total:</b>	<b>\$ 8,393,667</b>	<b>\$ 7,211,463</b>	<b>\$ 6,013,770</b>	<b>\$ 7,754,000</b>	<b>\$ 1,740,230</b>	<b>29%</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
INNOVATION OFFICE	3,230,475	2,859,349	340,602	405,583	64,981	19%
CHARTER SCHOOL ADMIN	-	218,074	604,965	1,873,654	1,268,688	210%
PLANNING AND ACCOUNTABILITY	178,735	170,725	277,281	173,166	(104,115)	(38%)
STUDENT INFO MANAGEMENT	2,149,583	1,298,419	1,401,339	1,657,189	255,850	18%
ASSESSMENT AND ACCOUNTABILITY	2,232,865	1,962,561	2,567,133	2,337,425	(229,708)	(9%)
RESEARCH PLANNING AND IMPROVEMENT	128,276	112,088	124,015	124,064	49	-
PERFORMANCE MANAGEMENT	473,733	590,247	698,435	1,182,919	484,484	69%
<b>Grand Total:</b>	<b>\$ 8,393,667</b>	<b>\$ 7,211,463</b>	<b>\$ 6,013,770</b>	<b>\$ 7,754,000</b>	<b>\$ 1,740,230</b>	<b>29%</b>

In fiscal year 2018-19, the proposed budget of Strategy and Performance Management Department is \$7.8 million, which is \$1.7 million more than the prior year budget. The budget increase reflects the introduction of the charter school oversight administrative fee that starts in school year 2018-19. Additionally, the Performance Management Department proposes to add infrastructure through software for new Decision Analytics and Information Management processes.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filed	Unfilled	Total	Filed	Unfilled	Total	Variance	% Change
ASSESSMENT AND ACCOUNTABILITY	7	7	8	-	8	8	-	8	-	-
CHARTER SCHOOL ADMIN	0	0	-	6	6	5	4	9	3	50%
INNOVATION OFFICE	43	41	3	-	3	2	1	3	-	-
PERFORMANCE MANAGEMENT	6	6	6	-	6	3	3	6	-	-
PLANNING AND ACCOUNTABILITY	2	2	1	1	2	1	-	1	(1)	(50%)
RESEARCH PLANNING AND IMPROVEMENT	1	1	1	-	1	1	-	1	-	-
STUDENT INFO MANAGEMENT	17	17	16	1	17	17	-	17	-	-
<b>Position Summary Total</b>	<b>76</b>	<b>74</b>	<b>35</b>	<b>8</b>	<b>43</b>	<b>37</b>	<b>8</b>	<b>45</b>	<b>2</b>	<b>5%</b>

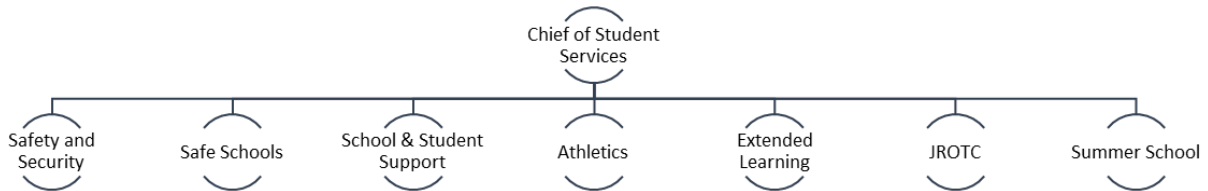
The Strategy and Performance Management Department has 45 budgeted positions in fiscal 2018-19. The Strategy and Performance area is reorganizing to build capacity in the Charter School department to oversee a rapidly growing charter school sector.





**STUDENT SERVICES**

The mission of the Student Services Department is to provide support for students and schools as well as a safe, secure and nurturing learning environment district-wide 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.



**Major Services Provided**

The Department of Student Services works to ensure the best level of safety and security for our students, staff and visitors and provides District leadership for academic engagement support for students through the following programs/divisions:

- Student Support Services
- School Age Child Care (Before and After School Program)
- Extended learning, Athletics
- Junior Reserve Officers’ training Corps (JROTC)

Safety and Security Essential programs and services include:

- Gang Reduction Assistance for Saving Society’s Youth (G.R.A.S.S.Y.); gang intervention and prevention program in identified schools
- School House Adjustment Program Enterprise (S.H.A.P.E.)
- Youth Court
- School Based Probation Liaison
- Project Prevent
- Fingerprinting/Background
- Emergency Management
- Surveillance – cameras, card access, Airphone systems and intrusion alarms

A detailed list of all of the services provided by the Student Services Department can be found at the following link on the SCS website: <http://www.scsk12.org/services/>.

**Fiscal Year 2017-18 Accomplishments**

Security:

- Implemented a district-wide system to consistently check all employees, vendors, and volunteers
- Completed all SCS officers 40 hours of in-service training required by state law
- Decreased the number of students transported to Juvenile Court for misdemeanor offenses
- Received National Award for School Safety by the National School Safety Advocacy Council
- Modified the online Emergency Management plans and drill logs based on state law changes
- Implemented a \$3.3 million 4-year safety grant from the Department of Justice to expand Safety and Security prevention/intervention programs in sixteen (16) middle school
- Reduced serious targeted incidents in schools for the 5th consecutive year
- Provided TRUST PAYS training to all security officers
- Completed Phase I of our CCTV expansion throughout the District

Safety:

- Increased truancy docket space at Juvenile Court
- Improved Student Attendance Review Board participation (S.A.R.B.)
- Partnered with DHS to be on the S.A.R.B.
- Improved SARB/SART notification process
- Implemented 3-tier system of intervention for Project Prevent
- Decreased number of discontinuances for Juvenile Court
- Increased uniform vouchers by 25,000
- Restructured School Based Probation Officer Liaison training
- Developed partnership with the University of Memphis in order to prevent childhood adverse trauma (PCAT)
- Reduced violence in Project Prevent schools
- Increased Safe Corridors programs

SHAPE:

- Provided additional Anger Regression training (ART) for SHAPE schools
- Provided additional training for all MPD Officers, Shelby County Sheriff Deputies and Juvenile Court officials on SHAPE Guidelines and Procedures
- Continued partnership with City of Memphis Youth office for summer youth employment for 2018-2019
- Provided in-service training for Command Staff of Memphis Police Department
- Increased partnership with SHAPE through active recruiting of community partner with meetings and presentations
- Reduced transports by an additional 3% from SHAPE Schools
- Conducted additional trainings for principals and staff at selected SHAPE Schools
- Developed suspension/expulsion pilot program in the District for certain expellable offenses at selected SHAPE Schools
- Expanded SHAPE program to 16 additional middle schools
- Provided staff person at 16 middle schools
- Expanded Footprints Management System to improve SHAPE case management
- Provided staff with literature on school based interventions
- Coordinated efforts with SHAPE staff on specific students at SHAPE schools
- Provided resources for student incentives to award positive behavior
- Provided summer SHAPE program for students that did not complete the program during the regular school year
- Provided after school meals for students in SHAPE program

Student Support:

- Reduced the rate of chronic absenteeism from 19% to 17.7%
- Reduced the number of out of school suspensions rate 2.7% from 30.8 to 28.1
- Student Athletes maintained a 94% attendance rate
- Served approximately 13,000 student athletes
- Participated in 1st ever Title IX Girls Athletic Summit.
- Student Athletes maintained and averaged a 2.7 GPA or better
- Added additional sports and enhanced the Shelby Metro Summer Camp Program
- 94% of SCS student athletes reported in SMS
- 3 High School Football State Championships
- 2 High School Track and Field State Championships
- 1 Middle School Track and Field State Championship
- 1 High School Basketball State Championship
- 42% of our high schools qualified for the level II JROTC Leadership Bowl



- Our cadets won \$2.6 million in ROTC scholarships or appointment to Federal Service Academies, which was a 43% increase
- Served approximately 8,176 students after school in the ELOP program
- 86% of students completed the FAFSA application
- 82% of seniors completed a Tennessee Promise application
- 100% of schools created and submitted PBIS/RTI-B Strategic Behavior Prevention & Intervention Plans
- 85% of K-12 schools have had at least one person trained in Restorative Practices
- 100% of schools have had their SWD Teams trained in Classroom Management, De-escalation, and School Climate improvement strategies
- 4,425 students received mental health services
- Over 28,000 student contacts in Tier 2 and 3 interventions, an increase of 12% from the previous two years
- Responded to over 500 crisis calls, an increase of 16% over the most recent three-year average
- Served approximately 270 students in the MMUDL/Chess Tournaments
- Added additional academic sport (Chess) to District Tournaments
- Served approximately 4,592 students in the Summer School Program
- Increased the number of high school participation on Student Congress by 20%; from 25 schools to 30 schools in 2017
- Increased the number of high school student participants by 41%, from 60 in 2016 to 85 in 2017
- Expanded Student Congress through a pilot program in middle schools: to include 5 middle schools (150 students)

#### Fiscal Year 2018-19 Priorities

- Conduct a RTI-B/PBIS Conference for Administrators/Teams so that 100% of the District's School Wide Discipline Teams can receive standardized professional development regarding MTSS
- Identify 100% of our students participating in athletics and extended day programs/activities in SMS so that we can track the impact that extracurricular activities have on student success
- Increase the number of students participating in extended learning opportunities by 5%
- Implement our web-based ELOP e-payment and registration process
- Implement the new Professional School Counseling Model and Policy
- Expand our Academic Competitions (Sports) to include Robotics
- Implement the Multi-Tiered System of Support with Fidelity
- Pilot the RTI-B framework in partnership with the University of Memphis
- Secure \$3.3 million 4-year grant to expand Safety and Security and offset costs for new programs
- Conduct the Discipline Academy for Administrators so that 100% of the District's Administrators can receive standardized professional development
- Register 100% of our students in grades K-12 using the new Student Management System/online process for the 2018-19 school year
- Identify 100% of our students participating in athletics and extended day programs/activities in SMS so that we can track the impact that extracurricular activities have on student success
- Increase the number of students participating in extended learning opportunities by 5%
- Complete Phase II of the CCTV upgrade on a district-wide level
- Review data on the newly implemented: NIJ Grant to ensure its effectiveness
- Modify all EMA brochures, pamphlets with new SCS logos, Homeland Security and state mandated information
- Implement all state law changes
- Conduct annual training for all SCS Safety and Security personnel
- Decrease the number of truant students needing referral to Juvenile Court



**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	31,920,773	31,925,921	38,910,083	44,336,321	5,426,238	14%
20000 Employee Benefits	7,425,835	7,623,620	9,759,003	11,040,975	1,281,972	13%
30000 Contracted Services	2,026,655	1,892,066	2,314,203	4,024,065	1,709,862	74%
40000 Supplies and Materials	415,335	430,247	812,472	2,735,194	1,922,722	237%
50000 Other Charges	852,655	502,091	743,064	1,777,746	1,034,682	139%
70000 Capital Outlay	892,630	1,078,188	2,017,225	3,184,483	1,167,258	58%
<b>Grand Total:</b>	<b>\$ 43,533,883</b>	<b>\$ 43,452,133</b>	<b>\$ 54,556,050</b>	<b>\$ 67,098,784</b>	<b>\$ 12,542,734</b>	<b>23%</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
SCHOOL CULTURE & CLIMATE	1,593,454	665,709	711,546	668,176	(43,370)	(6%)
SUMMER SCHOOL	1,777,008	2,015,410	1,477,863	1,477,516	(347)	-
STUDENT SERVICES ADMINISTRATION	262,053	276,196	269,652	300,080	30,428	11%
SCHOOL AND STUDENT SUPPORT	222,732	-	-	-	-	1%
SAFETY & SECURITY	11,190,903	12,014,134	13,513,722	17,190,439	3,676,717	27%
SAFE SCHOOLS	554,711	606,486	712,905	1,099,600	386,695	54%
Safe Schools:Non-Recurring	-	-	-	5,388,095	5,388,095	1%
STUDENT SUPPORT	3,253,255	3,993,334	4,890,688	3,903,005	(987,683)	(20%)
ATHLETICS	3,612,218	3,054,601	3,361,247	3,280,351	(80,896)	(2%)
JROTC	3,362,382	2,927,812	3,152,908	3,125,872	(27,036)	(1%)
GUIDANCE COUNSELING-ELEMENTARY	6,991,797	6,741,485	6,678,167	9,515,899	2,837,732	42%
GUIDANCE COUNSELING-MIDDLE	3,015,010	3,201,581	3,240,678	4,620,203	1,379,525	43%
GUIDANCE COUNSELING-K8	6,565,933	6,369,695	6,400,258	6,119,406	(280,852)	(4%)
GUIDANCE COUNSELING-HIGH	1,132,427	1,585,690	2,281,484	2,130,197	(151,287)	(7%)
BEHAVIOR & MENTAL HEALTH SERVICES	-	-	7,864,932	8,279,945	415,013	5%
<b>Grand Total:</b>	<b>\$ 43,533,883</b>	<b>\$ 43,452,133</b>	<b>\$ 54,556,050</b>	<b>\$ 67,098,784</b>	<b>\$ 12,542,734</b>	<b>23%</b>

The Student Services Department’s proposed budget is \$67.1 million in fiscal year 2018-19, which is \$12.5 million more than the prior year’s budget. The primary reasons for the budget increase are increases in safety and security personnel; sports field repairs & locker room improvements; and an increase in professional counselors to comply with state guidelines.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filed	Unfilled	Total	Filed	Unfilled	Total	Variance	% Change
ATHLETICS	4	4	4	1	5	4	-	4	(1)	(20%)
BEHAVIOR & MENTAL HEALTH SERVICES	0	0	77	15	92	84	16	100	8	8%
GUIDANCE COUNSELING-ELEMENTARY	92	89	84	2	86	85	36	121	35	41%
GUIDANCE COUNSELING-HIGH	32	89	28	1	29	28	-	28	(1)	(3%)
GUIDANCE COUNSELING-K8	80	20	74	1	75	71	1	72	(3)	(4%)
GUIDANCE COUNSELING-MIDDLE	39	39	38	1	39	39	18	57	18	46%
JROTC	57	48	42	5	47	42	4	46	(1)	(3%)
SAFE SCHOOLS	2	3	1	1	2	1	-	1	(1)	(50%)
SAFETY & SECURITY	144	144	140	6	146	130	54	184	38	26%
SCHOOL CULTURE & CLIMATE	8	7	7	-	7	7	-	7	-	-
STUDENT SERVICES ADMINISTRATION	2	2	2	-	2	1	1	2	-	-
STUDENT SUPPORT	105	95	89	80	169	26	6	32	(137)	(81%)
<b>Position Summary Total</b>	<b>565</b>	<b>540</b>	<b>586</b>	<b>113</b>	<b>699</b>	<b>518</b>	<b>136</b>	<b>654</b>	<b>45</b>	<b>6%</b>

The Student Services Department has 654 budgeted positions in fiscal year 2018-19, which is 46 positions less than the prior fiscal year’s budget. The position decrease is largely due to the reduction of In-School Suspension and Study Hall Monitor positions that were moved from Student Services to school level budget allocations in fiscal year 2018-19. Notable additions proposed in fiscal year 2018-19 include new School Resource Officers, Truancy Case Advocate Assistants & Managers and Professional Counselors.



ACADEMICS – SCHOOL BASED BUDGET

Financial Summary

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	297,582,357	288,168,982	300,969,088	305,776,454	4,807,366	2%
20000 Employee Benefits	74,650,576	76,369,378	74,699,239	85,698,308	10,999,069	15%
30000 Contracted Services	2,678,511	2,924,324	4,262,927	14,903,904	10,640,977	250%
40000 Supplies and Materials	2,286,495	2,942,476	3,586,249	2,862,836	(723,413)	(20%)
50000 Other Charges	545,024	520,594	881,387	794,325	(87,062)	(10%)
70000 Capital Outlay	871,187	897,744	2,262,639	1,574,527	(688,112)	(30%)
<b>Grand Total:</b>	<b>\$ 378,614,150</b>	<b>\$ 371,823,498</b>	<b>\$ 386,661,529</b>	<b>\$ 411,610,354</b>	<b>\$ 24,948,825</b>	<b>6%</b>

Divisional Budgets

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
ELEMENTARY MUSIC AND ART	14,636,565	14,997,910	17,031,504	16,503,057	(528,447)	(3%)
ELEMENTARY PHYSICAL EDUCATION	9,198,002	9,389,424	9,629,677	9,775,097	145,420	2%
LIBRARIANS-ELEMENTARY	6,803,237	6,642,695	6,801,512	6,636,587	(164,925)	(2%)
LIBRARIANS-MIDDLE	2,787,974	2,672,130	2,663,664	2,268,633	(395,031)	(15%)
LIBRARIANS-K8	2,781,343	2,347,889	2,302,704	2,403,768	101,064	4%
LIBRARIANS-HIGH	924,911	1,002,586	1,068,161	1,078,556	10,395	1%
EXCEPTIONAL CHILDREN SCHOOLS ADMIN	493,016	499,239	580,176	522,704	(57,472)	(10%)
SCHOOL LEADERSHIP	-	-	-	-	-	-
SCHOOL LEADERSHIP-ELEMENTARY	24,191,356	23,326,817	23,286,207	25,839,240	2,553,033	11%
SCHOOL LEADERSHIP-MIDDLE	12,246,886	11,040,262	10,792,522	11,225,878	433,356	4%
SCHOOL LEADERSHIP-K8	15,457,783	14,268,854	14,059,132	15,626,207	1,567,075	11%
SCHOOL LEADERSHIP-HIGH	3,018,433	2,988,157	3,023,610	3,978,025	954,415	32%
SCHOOLS	219,356	377,545	1,888,315	920,897	(967,418)	(51%)
GENERAL EDUCATION - ELEMENTARY	151,256,560	151,379,437	156,290,773	167,011,098	10,720,325	7%
GENERAL EDUCATION - MIDDLE	49,760,037	47,023,876	47,897,366	52,140,193	4,242,827	9%
GENERAL EDUCATION - K8	13,113,641	13,040,516	14,161,641	14,656,299	494,658	3%
GENERAL EDUCATION - HIGH	67,593,198	66,830,988	71,200,716	74,403,575	3,202,859	4%
HOLLIS F PRICE	1,500,815	1,553,636	1,641,049	1,555,168	(85,881)	(5%)
MIDDLE COLLEGE	1,682,757	1,719,322	1,790,634	1,781,710	(8,924)	-
GENERAL EDUCATION - OTHER	203,379	188,996	206,908	210,000	3,092	1%
STUDENT SUPPORT SBB	-	-	-	2,715,029	2,715,029	-
GUIDANCE COUNSELING	744,901	533,219	345,258	358,633	13,375	4%
<b>Grand Total:</b>	<b>\$ 378,614,150</b>	<b>\$ 371,823,498</b>	<b>\$ 386,661,529</b>	<b>\$ 411,610,354</b>	<b>\$ 24,948,825</b>	<b>6%</b>

The total proposed school level allocation budget stands at \$411.6 million in fiscal year 2018-19. The proposed school level allocation budget is \$24.9 million greater than the prior year’s budget, which signifies SCS commitment to our students, teachers and school leaders.



Position Summary

STAFFING	FY2015-16	FY2016-17	FY2017-18			FY2018-19			2018 vs 2019	
	ACTUALS	ACTUALS	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ELEMENTARY MUSIC AND ART	225	221	209	6	215	205	-	205	(10)	(5%)
ELEMENTARY PHYSICAL EDUCATION	140	134	129	2	131	130	-	130	(1)	(1%)
EXCEPTIONAL CHILDREN SCHOOLS ADMIN	6	6	6	-	6	5	1	6	-	-
GENERAL EDUCATION - ELEMENTARY	2,360	2,276	2,213	62	2,275	2,155	215	2,370	95	4%
GENERAL EDUCATION - HIGH	1,019	982	969	25	994	941	105	1,046	52	5%
GENERAL EDUCATION - K8	187	184	188	1	189	188	7	195	6	3%
GENERAL EDUCATION - MIDDLE	752	685	655	13	668	638	93	731	63	9%
GUIDANCE COUNSELING	10	10	3	-	3	3	-	3	-	-
HOLLIS F PRICE	18	18	17	1	18	17	-	17	(1)	(6%)
LIBRARIANS-ELEMENTARY	87	84	79	4	83	76	5	81	(2)	(2%)
LIBRARIANS-HIGH	11	12	10	1	11	10	1	11	-	-
LIBRARIANS-K8	36	31	28	-	28	27	1	28	0	1%
LIBRARIANS-MIDDLE	35	33	32	-	32	27	-	27	(5)	(15%)
MIDDLE COLLEGE	22	22	21	1	22	22	-	22	-	-
SCHOOL LEADERSHIP-ELEMENTARY	322	307	304	9	313	305	24	329	17	5%
SCHOOL LEADERSHIP-HIGH	48	196	44	3	47	47	9	56	9	19%
SCHOOL LEADERSHIP-K8	199	33	180	7	187	185	13	198	11	6%
SCHOOL LEADERSHIP-MIDDLE	160	145	143	4	147	138	4	142	(5)	(3%)
SCHOOLS	0	0	-	13	13	-	-	-	(13)	(100%)
STUDENT SUPPORT SBB	0	0	-	-	-	81	9	90	90	900%
<b>Position Summary Total</b>	<b>5,637</b>	<b>5,379</b>	<b>5,230</b>	<b>151</b>	<b>5,381</b>	<b>5,200</b>	<b>487</b>	<b>5,687</b>	<b>306</b>	<b>0%</b>

The school level budget allocation includes 5,687 proposed positions in fiscal year 2018-19, which is 306 more positions than in fiscal year 2017-18. The implementation of Student Based Budgeting (SBB) has given principals greater flexibility over their staffing and budget. With the new flexibility, principals have added educational assistants, classroom teachers, and interventionists using their SBB funding to gain high academic achievement.



**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 56 charter schools approved by the SCS Board Members in accordance with T.C.A. §49-13-106 through 130. Allocations are generated based on the Weighted Full-Time Equivalent Average Daily Membership (WFTEADM) of students reported in 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> twenty-day periods.

MONEY DUE BOARD (SCHOOL REIMBURSEMENT)

The Money Due Board account is used as a line of credit to the SCS schools. The schools reimburse 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. Schools receive approximately 48.97 percent of every dollar of the Tax Rate Distribution set by the Shelby County Board of Commissioners (using the 2016 Tax Rate). The amount is further allocated based upon the Weighted Full Time Equivalent Average Daily Attendance (WFTEADA). The WFTEADA is calculated by the State of Tennessee Department of Education and certified by the Superintendent of Shelby County Schools. The WFTEADA is certified annually in March or April. The Trustee collects a commission of 2% for Local Sales Taxes and 1% for Property Taxes.

OTHER POTENTIAL USES

This function accounts for, the District’s contribution to classified employee salary increases; funds to pay for the first quarter of teachers who need to be placed in schools after the second 20<sup>th</sup> day enrollment count; high cost special education; costs associated with ACT camp and Alternative Schools camps; district travel; Other Post-Employment Benefits (OPEB); savings from adjusting the retirement rate; and lapse time savings.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
10000 Salaries	505,016	3,223,373	(8,993,261)	17,903,211	26,896,472	299%
20000 Employee Benefits	35,003,369	37,524,503	34,120,883	4,041,568	(30,079,315)	(88%)
30000 Contracted Services	95,380,220	125,072,450	135,630,619	146,458,435	10,827,816	8%
40000 Supplies and Materials	98,087	11,207,230	3,316,558	210,200	(3,106,358)	(94%)
50000 Other Charges	14,862,613	11,088,458	9,094,741	7,231,570	(1,863,171)	(20%)
60000 Other	550,011	72,614	96,125	-	(96,125)	(100%)
70000 Capital Outlay	290,583	3,093,724	1,545,758	5,016,715	3,470,957	225%
<b>Grand Total:</b>	<b>\$ 14,698,999</b>	<b>\$ 191,282,352</b>	<b>\$ 174,811,423</b>	<b>\$ 180,861,699</b>	<b>\$ 6,050,276</b>	<b>3%</b>

The total proposed budget for Other Uses is \$180.9 million, resulting in a \$6 million budget increase compared with the prior year amount. Charter school payments are proposed to increase by \$17.3 million; however, the increase in vacancy savings offsets this particular increase.



Divisional Budgets

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 AMENDED	FY2018-19 BUDGET	2018 vs 2019	
					VARIANCE	% CHANGE
Trustee Commissions	7,277,682	7,257,289	7,295,304	7,231,570	(63,734)	(1%)
MONEY DUE BOARD (SCHOOL REIMBURSEMENT)	1,451,316	1,400,667	2,053,830	1,545,615	(508,215)	(25%)
Charter Schools	94,408,523	111,283,036	131,184,401	148,451,190	17,266,789	13%
Retirees	34,700,842	34,595,674	32,389,091	32,389,091	-	-
DEBT SERVICE	550,011	72,614	96,125	-	(96,125)	(100%)
OTHER POTENTIAL USES	8,601,525	9,543,535	(221,689)	(8,755,767)	(8,534,078)	3,850%
ACADEMICS REALLOCATION PLAN	-	16,026,220	704,029	-	(704,029)	(100%)
COMMUNICATIONS REALLOCATION PLAN	-	336,989	159,622	-	(159,622)	(100%)
CHIEF OF SCHOOLS REALLOCATION PLAN	-	2,560,433	395,251	-	(395,251)	(100%)
CHIEF OF STAFF REALLOCATION PLAN	-	1,450,497	257,820	-	(257,820)	(100%)
FINANCE REALLOCATION PLAN	-	99,000	-	-	-	-
HR REALLOCATION PLAN	-	1,081,826	107,298	-	(107,298)	(100%)
IT REALLOCATION PLAN	-	2,998,026	-	-	-	-
INNOVATION REALLOCATION PLAN	-	6,042	-	-	-	-
OPERATIONS REALLOCATION PLAN	-	1,490,238	390,342	-	(390,342)	(100%)
STUDENT SERVICES REALLOCATION PLAN	-	1,080,267	-	-	-	-
SUPERINTENDENT REALLOCATION PLAN	-	-	-	-	-	-
<b>Grand Total:</b>	<b>\$ 146,989,899</b>	<b>\$ 191,282,352</b>	<b>\$ 174,811,423</b>	<b>\$ 180,861,699</b>	<b>\$ 6,050,276</b>	<b>3%</b>

Position Summary

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18			FY2018-19			2018 vs 2019	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
OTHER POTENTIAL USES	0	0	-	1	1	5	2	7	6	600%
<b>Position Summary Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>600%</b>

A proposed increase of 6 positions in Other Potential Uses are related to exceptions. These positions are specifically for one-time investments in the General Fund for teaching positions lost in Title I/Federal Fund allocations for fiscal year 2018-19.





## SCHOOLS

This section includes the following information:

- I. Summary
- II. Student Based Budgeting (SBB)
- III. SBB Flexibility
- IV. Guide on Understanding School Level Financial Information
- V. School Level Financial Information

### **I. SUMMARY**

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. Shelby County Schools is providing school leaders with strategic budgeting practices and tools to improve student learning and meet students' needs. These practices are critical to achieving the District's Destination 2025 goals and strategic priorities. These practices will equip school leaders with the decision-making guidance to achieve high academic achievement with greater school decision flexibility and will enable school leaders to produce high-quality options throughout the District. SCS 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, SCS is launching 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 success across the District in school year 2018-19. To learn more about SBB, you can access the SBB Principal Handbook on the website [back2students.com](http://back2students.com).

### **II. STUDENT BASED BUDGETING (SBB)**

Beginning in school year 2018-19, SCS will begin implementing 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 will allow the District to distribute funds to schools in a more equitable and transparent manner.

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.

#### *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 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 FTEs and supplies according to the District’s objectives (a.k.a. Locked Allocations) and may receive certain grant dollars (e.g. Title I, SIG Grant) according to the terms of the grant (a.k.a. Special Fund Allocations).

SBB Pool: The total dollar sum that goes directly through Student-Based Budgeting is known as the **SBB Pool**. How big is the pool? It’s the sum total 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 2018-19, the size of the pool is \$377 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.

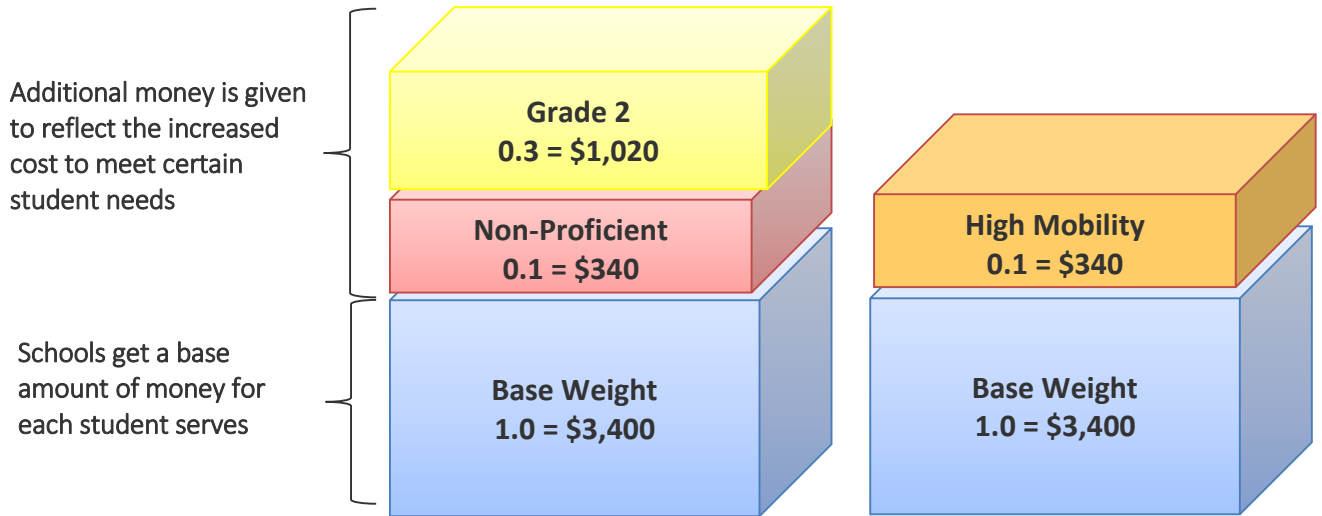
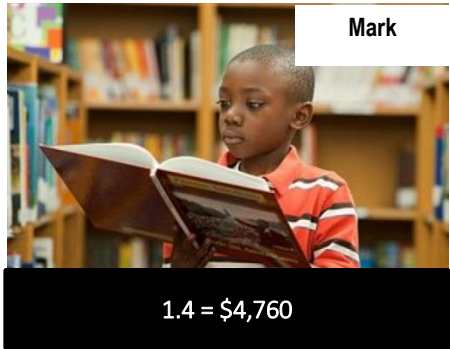
Locked Allocations: Also, as in previous years, schools will receive certain staff FTEs, equipment, and materials according to the District’s support plan (e.g. social workers, custodians, special education staff, etc.). Those staff, equipment, and materials that schools are not responsible for budgeting will be allocated to buildings according to the decisions made by their department.

Type of Resource	In the SBB Pool?	Follows the student?	Empowered schools choose how to spend?
<b>SBB Pool Dollars</b>	Yes	Yes	Yes
<b>Special Fund Allocations</b>	No	Depends on the grant terms	Sometimes
<b>Locked Allocations</b>	No	No	No

*Weight Characteristics and Amounts*

The dollars in the SBB Pool “follow the student.” At its most basic level, this would mean taking the \$377 million in the SBB Pool, dividing 87,128 students, and sending \$4,118 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. Accordingly, we don’t allocate the same \$4,327 for every student; instead, we use objective, measurable criteria to target more resources for certain students who we know need more help to learn, and therefore to schools with the neediest populations. These dollars are assigned as “categorical weights.”

The money a school receives on behalf of each student 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. SCS looked for characteristics that were:

- **Relevant:** The characteristic must represent a real student need that demands more resources to educate.
- **Measurable:** The characteristic must be indisputably and objectively measurable, so we can all agree on which students qualify for it.
- **Student-Based:** The characteristic must be linked to an individual student, not a school’s decisions, such that any student will trigger the same funding level regardless of which school he or she attends. For this reason, the District chose “incoming” student characteristics (e.g. 8<sup>th</sup> grade performance for HS students) when possible.



Here are the characteristics chosen for the District’s SBB formula in 2018-19:

Student Need	Rationale
<p><b>Base Weight</b></p>	<ul style="list-style-type: none"> <li>• Base Weight-- \$3,400 for all K12 General Education Setting Students</li> <li>• 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.</li> </ul>
<p><b>Grade Weight:</b> K-5 with emphasis on K-2</p>	<ul style="list-style-type: none"> <li>• Grade Level-- \$1,020 or 0.3 for K-2, \$680 or 0.2 for 3-5</li> <li>• 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 SS are likely to get a higher share than ES.</li> <li>• K-2 is weighted more because literacy is critical district focus area and highly predictive of future outcomes.</li> <li>• <u>DATA USED:</u> 18-19 Projected enrollments by grade</li> </ul>
<p><b>Incoming Student Performance (High and Low)</b></p>	<ul style="list-style-type: none"> <li>• <i>Incoming</i> student performance (high and low) – \$340 or 0.1</li> <li>• Student performance is one of the most important indicators of student need at a school.</li> <li>• 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)</li> </ul> <p><u>DATA USED:</u></p> <p>ES/K-8 – Because incoming performance data is not available,</p> <ul style="list-style-type: none"> <li>• Low Performance: 16-17 TNReady Below/Approaching Proficient % of 4<sup>th</sup> graders in 17-18 enrollment year</li> <li>• High Performance: 16-17 TNReady Advanced % of 4<sup>th</sup> graders in 17-18 enrollment year</li> </ul> <p>MS/HS/6-12</p> <ul style="list-style-type: none"> <li>• Low Performance: 16-17 TNReady Below/Approaching Proficient % of Incoming 6th/9th graders in 17-18 enrollment year</li> <li>• High Performance: 16-17 TNReady Advanced % of Incoming 6th/9th graders in 17-18 enrollment year</li> </ul>
<p><b>Mobility</b></p>	<ul style="list-style-type: none"> <li>• Mobility – \$340 or 0.1</li> <li>• 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.</li> <li>• <u>DATA USED:</u> Mobility rate (defined by # of students who transferred into the school after 20th day divided by # of students who ever attended the school, excluding students who attended for less than 1 week) calculated using year-end SY16-17 data.</li> </ul>



*Enrollment Projections and Fall Adjustments*

Since school-by-school enrollment cannot be measured until the beginning of the school year but budget planning must begin the previous winter, we rely on *projected* enrollment figures to apply the aforementioned student weights and generate school budgets. The District puts a high premium on accurate projection numbers in order to give schools accurate preliminary budgets and enable targeted planning. But since it is nearly impossible to project school enrollments perfectly many months in advance, the District has also developed a policy for adjusting school budgets in a similar manner to how adjustments currently occur in the fall.

*Baseline Services and Baseline Supplement*

Pursuant to the resource flexibility guidelines listed in this document, empowered schools have significant flexibility over what resources they choose to purchase. Outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools what to buy. Nonetheless, the District is committed to ensuring that, *should they choose*, schools have enough money to purchase a standard set of resources that has traditionally been present in most SCS 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 to pay for.

Position / Service	Grades K-8	Grades 9-12	Source
<b>General Education Teachers</b>	K-3rd: 20:1 4th-6th: 25:1 7th-8th: 30:1	30:1	TN Class Size Requirement
<b>Physical Ed. Teachers</b>	K-4th: 350:1 5th-6th: 265:1 7th-8th: N/A	N/A	TN Basic Education Program (BEP) funding formula
<b>Art &amp; Music Teachers</b>	K-6th: 525:1 7th-8th: N/A	N/A	TN BEP
<b>Assistant Principals</b>	1 FTE: 550 to 1099 1.5 FTE: 1100 to 1319 2 FTE: 1320+	1 FTE: 1 to 649 2 FTE: 650 to 1249 3 FTE: 1250 to 1499 4 FTE: 1500 to 1749 5 FTE: 1750+	K-8th: BEP + SCS Hybrid* 9th-12th: SCS Staffing Formula**
<b>Librarians</b>	0.5 FTE: 1 to 264 1 FTE: 265+	0.5 FTE: 1 to 299 1 FTE: 300 to 999 2 FTE: 1000 to 2249 3 FTE: 2250 to 3000	TN BEP



<b>Clerical Assistants</b>	0.5 FTE: 1 to 224 1 FTE: 225 to 374 + 1 FTE: for every add'l 375 students	TN BEP
<b>Financial Secretaries</b>	1 per school	District Requirement
<b>Substitute Teachers</b>	\$45.78 pp	FY19 Short-term sub budget pp
<b>Instructional Supplies</b>	\$200 per teacher	District Requirement

*SCS Staffing Supplement*

To ease the transition to Student Based Budgeting, in the first year of implementation (School Year or SY2018-19), SCS will ensure that all schools will receive the amount of funds equivalent to what they would have received under SY17-18 Staffing Ratios. If a school’s initial SBB allocation AND baseline supplement is not sufficient to pay for these services, the District will add additional money to the school’s allocation, bringing it up to the amount required to repurchase SCS SY17-18 staffing allocations associated with the SBB Pool. The Finance department will hold a reserve from the SBB Pool sufficient to cover this “SCS 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*

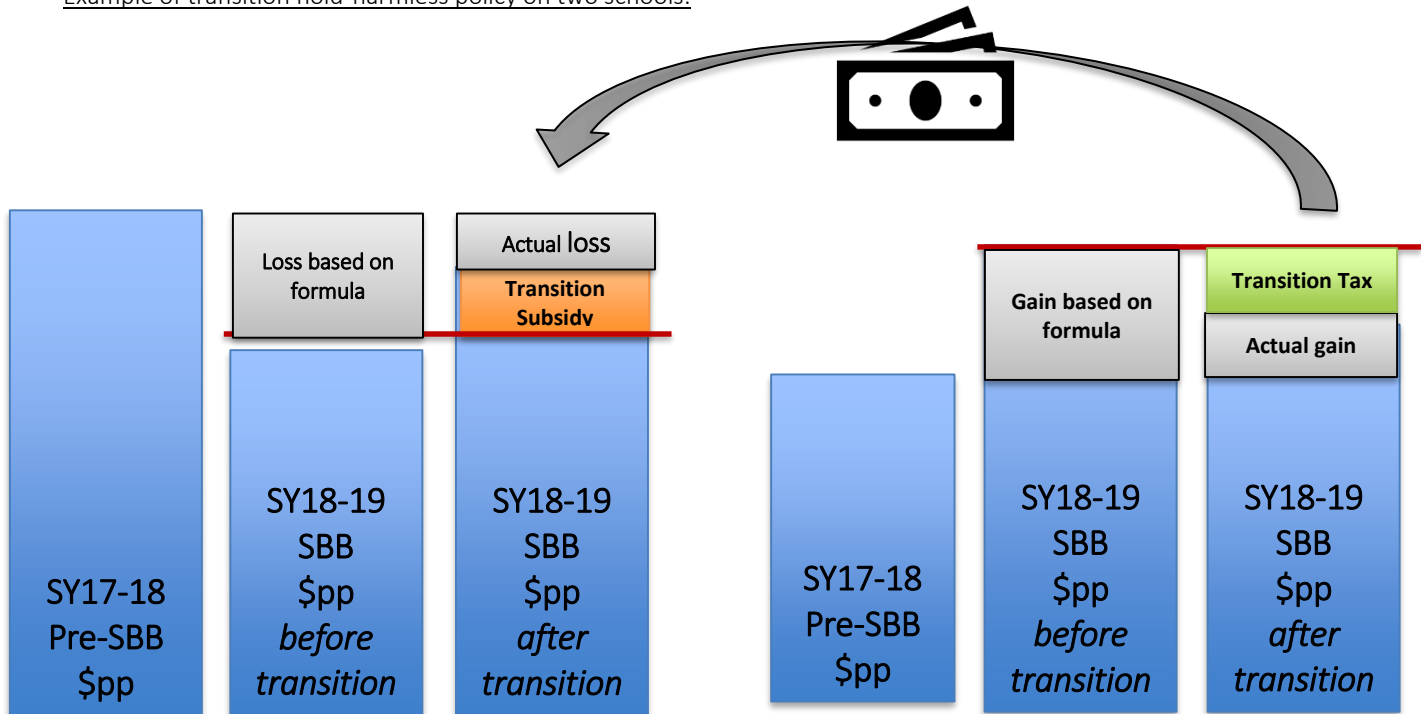
Student Based Budgeting is a very different method of allocating resources than the staffing allocation-based method that SCS used in prior years. Prior to SBB, there was significant unplanned variation among different schools’ per-pupil levels of funding. Small schools tended to receive more (per-pupil) than large schools; underutilized schools tended to receive more than those filled to capacity; and some schools simply received more because of years-old staffing decisions. Excluding temporary SIG grants, schools with higher student need did not necessarily receive more. Under SBB, a more equitable distribution of resources will see all schools funded at a more similar level to one another (on a per-pupil basis), with remaining differences directly tied to differences in student need.

This equitable distribution means, of course, that some schools will receive more than they did in prior years, while others will receive less. In the long term, the District is confident that this new method of apportioning resources will be effective and fair. In the short term, the District will take caution to ensure that schools don’t experience swings in funding so dramatic as to disrupt the learning environments that teachers and staff build upon each year. To this end, the first few years of SCS’s transition into SBB will include a **soft-landing** policy by which no school can gain more than 6.0% or lose more than 2.5% or the \$ equivalent of 2 Teacher FTEs of its SY17-18 per-pupil funding level each year. **The transition policy will not apply indefinitely and the District will revisit this policy next year.**



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.

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 SY18-19, it will receive a “transition subsidy” to limit its loss at lesser of 2.5% or 2 Teacher FTEs.

**School B** was underfunded relative to its enrollment/student need profile, so it will gain money in shift to SBB.

In SY18-19, it will only experience a gain of 6.0% 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?**

SCS 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 SCS is only capping the losses and gains that come from the transition to SBB. SCS is not capping gains and losses due to changes in a school's enrollment. The -2.5%/+6.0% 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.

<b>SBB Transition Gain Cap</b>	+6.0% on a \$pp basis
<b>SBB Transition Loss Cap</b>	Lesser of -2.5% or 2 Teacher FTEs on a \$pp basis

So, for example, in School A who is losing money under the new SBB formula:

<b>Total Enrollment</b>	500
<b>SY17-18 Unlocked Comparison \$pp</b>	\$5,000pp
<b>SY18-19 SBB Allocations \$pp</b>	\$4,500pp
<b>If no loss limit existed, School A would experience a loss due to the transition to SBB of ....</b>	-\$500pp or -10% loss on \$pp basis
<b>But with the SCS transition policy, School A's loss is limited to 2.5% ....</b>	School A will receive a "transition subsidy" of \$187,500 to limits its losses to just -\$125pp or -2.5% loss on \$pp basis

In School B who is gaining money under the new SBB formula:

<b>Total Enrollment</b>	500
<b>SY17-18 Unlocked Comparison \$pp</b>	\$5,000pp
<b>SY18-19 SBB Allocations \$pp</b>	\$5,500pp
<b>If no gain limit existed, School A would experience a gain due to the transition to SBB of ....</b>	+\$500pp or +10% gain on \$pp basis
<b>But with the SCS transition policy, School A's gain is capped at 7.0% ...</b>	School B will pay a "transition tax" of \$150,000 to cap its gains at +\$300pp or +6.0% gain on \$pp basis.

There are two exceptions to the gain limit cap:

- Cohort schools are exempt. If they are slated to gain money in the transition to SBB, they will be exempt from the gain limit and be allowed to experience their full gain in Year 1.
- Six traditional schools are exempt in Year 1 because if the gain limit is imposed, they will be unable to meet the staffing formula requirements that is being applied to all traditional schools this year. This is a temporary exemption that will be revisited in Year 2.

**Why am I paying a "transition tax" or receiving a "transition subsidy"?**

The transition policy is another policy to ensure stability in the transition to SBB. Under the transition policy, schools will not gain or lose more than a certain % on a \$pp basis in Y1. 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 2.5% or 2 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 6.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools to limit their losses.

**How does this all come together?**

There are a few potential scenarios that your school could fall into:

School A: Increasing enrollment + gaining under SBB

<b>1. Change due to Enrollment</b>	+5%	School A's enrollment is increasing and its funding is increasing under SBB because it has higher levels of student need relative to other schools in the District. This means School A will experience an increase in overall school funding.
<b>2. Change due to SBB Transition</b>	+5%	
<b>= Total Change to Budget</b>	<b>+10%</b>	

School B: Increasing enrollment + losing under SBB

<b>1. Change due to Enrollment</b>	+5%	School B's enrollment is increasing but its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District.
<b>2. Change due to SBB Transition</b>	-2.5%	
<b>= Total Change to Budget</b>	<b>+2.5%</b>	The overall school funding will depend on the relative size of the two factors. In School B, the impact of the change due to Enrollment is greater than the change due to SBB transition, so it will experience a net increase overall.

School C: decreasing enrollment + gaining under SBB

<b>1. Change due to Enrollment</b>	-10%	School C's enrollment is decreasing but its funding is increasing under SBB because it has higher levels of student need relative to other schools in the District.
<b>2. Change due to SBB Transition</b>	+5%	
<b>= Total Change to Budget</b>	<b>-4%</b>	The overall school funding will depend on the relative size of the two factors. School C is losing significant enrollment, so although it does gain under SBB, it's not enough to offset the impact of the budget change due to enrollment.

School D: decreasing enrollment + losing under SBB

<b>1. Change due to Enrollment</b>	-5%	School D's enrollment is decreasing and its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District. This means School D will experience a decrease in overall school funding.
<b>2. Change due to SBB Transition</b>	-2.5%	
<b>= Total Change to Budget</b>	<b>-7.5%</b>	

School E: no enrollment change + losing under SBB

<b>1. Change due to Enrollment</b>	0%	School E's enrollment is not changing and its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District. This means School E will experience a decrease in overall school funding that is entirely due to the SBB formula.
<b>2. Change due to SBB Transition</b>	-2.5%	
<b>= Total Change to Budget</b>	<b>-2.5%</b>	



*Average Salary & Benefits – SBB Pool Only*

Salaries and benefits are calculated based on a District-wide average by position type. Salaries and benefits are not adjusted based on the actual person occupying the position. Therefore, schools are not penalized for higher salaries and schools cannot recoup funds for employees with a salary that’s lower than the average salary. Similarly, schools will not recoup any portion of a position’s benefits including employees not receiving benefits.

<i>Position Title (SBB Pool Only)</i>	<i>Avg. Compensation used for Budgeting*</i>
Classroom Teacher (General Ed)	\$71,634
Assistant Principal	\$101,417
Librarian	\$81,448
Educational Assistant (General Ed)	\$27,717
Financial Secretary	\$51,364
Clerical Assistant	\$37,398
In-School Suspension Assistant/Study Hall Monitor	\$29,918
Interventionist	\$53,825

\*Note: The District will continue to budget Title I allocations with actual salaries and benefits.

**III. SBB FLEXIBILITY**

During school year 2018-19, SCS will institute school-based flexibility. All schools will begin making decisions around their Strategic School Design Plans to meet the needs of their students. SCS 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 first must demonstrate evidence that they are implementing the curriculum with 100% fidelity. School plans should firstly be based on resource decisions aligned with building an 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 ILDs are expected to focus on securing expert support for Cycles of Professional Learning and Cycles of Observation and Coaching. They are also expected to ensure sufficient time exists for collaborative planning in PLCs (90 minutes per grade or content area weekly).

Traditional School Flexibility

Traditional schools will have baseline flexibilities within the goal of implementing the curriculum with full fidelity. Traditional schools may make cost neutral trades in positions (e.g. an extra teacher in lieu of a librarian). These changes should be proposed during their Strategic Budget Session and discussed and approved by the Budget Advisor and their respective Instructional Leadership Director (ILD). If extra funds remain above the school’s staffing plan, principals must provide justifications and alignment to their 60-day plan in order to apply their resources to the following list.



Level I	Traditional Schools in Good Standing	Priority Schools / Critical Focus Schools
Trade-Offs	<ul style="list-style-type: none"> <li>• Part-Time staff</li> <li>• Teachers</li> <li>• Librarians</li> <li>• Study Hall Monitors</li> <li>• In-School Suspension (ISS)</li> <li>• Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Part-Time staff</li> <li>• Teachers</li> <li>• Librarians</li> <li>• Study Hall Monitors</li> <li>• In-School Suspension (ISS)</li> <li>• Educational Assistants</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>• Substitute Budget</li> <li>• Technology (with CIO approval)</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute Budget</li> <li>• Technology (with CIO approval)</li> </ul>
Special Fund Allocations	<ul style="list-style-type: none"> <li>• Title I (for eligible schools)</li> </ul>	<ul style="list-style-type: none"> <li>• Title I (for eligible schools)</li> </ul>
Supports	<ul style="list-style-type: none"> <li>• Support for Intervention – Tier II and Tier III students (Teacher Assistants)</li> <li>• Support for Before and After School Tutoring (Tutoring (with additional small group supports for accountability subgroups - ELL, SWD)</li> <li>• Part-time Clerical Assistant for attendance only to address COOS</li> </ul>	<ul style="list-style-type: none"> <li>• Support – Teacher on Assignment to support the process</li> <li>• End of Course Support – Teacher Assistant</li> <li>• Parental engagement</li> <li>• Staffing bonuses</li> <li>• ACT Prep teacher allocated to address Ready Graduate Indicator</li> <li>• Full-time Family Specialist to address COOS. The rates at many of these schools are significantly above the district average</li> <li>• WIDA prep materials/ tutoring hours for ELL students</li> <li>• Teacher- on-Assignment to assist with culture/climate issues</li> </ul>
Extra Funds Available	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher Assistants</li> <li>• Assistant Principals</li> <li>• Study Hall Monitor</li> <li>• ISS Assistant</li> <li>• Behavioral Specialist</li> <li>• Part-time Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teacher Assistants</li> <li>• Assistant Principals</li> <li>• Study Hall Monitor</li> <li>• ISS Assistant</li> <li>• Behavioral Specialist</li> <li>• Part-time Teachers</li> </ul>

Traditional schools must also meet baseline guardrail guidelines to implement the curriculum with 100% fidelity. School plans must show evidence to support a strong ILT, how ILT develop effective collaborative lesson plans and how ILT participate 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.



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"> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension</li> <li>Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension</li> <li>Educational Assistants</li> </ul>
Supports	<ul style="list-style-type: none"> <li>Support to improve GOOD FIRST TEACHING</li> <li>Support for Tier II and Tier III students (Teachers, TAs)</li> <li>Wrap---Around Services for High Schools (ACT Tutoring –1/2 credit)</li> <li>Support for Collaborative Planning</li> <li>Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.)</li> <li>Stipends for additional support to support academics</li> <li>Administrative support</li> <li>EOC support</li> <li>Funds to support Speakers, field trips to improve Social Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Support to improve GOOD FIRST TEACHING</li> <li>Support for Tier II and Tier III students (Teachers, TAs)</li> <li>Wrap---Around Services for High Schools (ACT Tutoring –1/2 credit)</li> <li>Support for Collaborative Planning</li> <li>Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.)</li> <li>Stipends for additional support to support academics</li> <li>Administrative support</li> <li>EOC support</li> <li>Funds to support Speakers, field trips to improve Social Emotional Learning</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>Substitute Budget</li> </ul>	<ul style="list-style-type: none"> <li>Substitute Budget</li> </ul>
Special Fund Allocations	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>
Level 2	Cohorts	Early Adopters
Personnel	<ul style="list-style-type: none"> <li>Create new positions</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM</li> </ul>
Supplemental Materials	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2---year trend of TVASS 4 or 5, 3.5 or higher on TEAM, or Assistant Superintendent’s recommendations</li> </ul>	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2---year trend of TVASS 4 or 5, 3.5 or higher on TEAM, or Assistant Superintendent’s recommendations</li> </ul>



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 ILT 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.

#### IV. GUIDE TO UNDERSTANDING SCHOOL LEVEL FINANCIAL INFORMATION

In an effort to provide greater transparency of school level spending, the District is providing detailed information of how funds are allocated to individual schools. The District has expanded the level of detailed information provided for school level budgets. This is a continuation of the process started in the previous fiscal year. 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, and general fund and federal 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 also 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 2015-2016 and 2016-2017, budget data from school year 2017-2018, as well as the proposed budgets for the upcoming 2018-2019 school year. Actual staffing, enrollment and spending at the school level for the current 2017-2018 school year may vary from the budget based upon demographics, enrollment, and staffing changes. The variance between school years 2017-2018 and 2018-2019 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 for the current school year.



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 (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 (such as the unit 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 and instrumental and vocal music classes, provided that the effectiveness of the instructional program in these areas is not impaired.

Note: there is a proposed state policy to limit the maximum class size for career technical education for school year 2018-19.

**Librarians** – the TN State Board of Education has established rules about Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)). According to the rules, schools including grades kindergarten through eight (K-8) or any combination thereof shall provide library information personnel as follows:

Enrollment	Librarian Allocation
< 400	None, faculty member shall serve as a library information coordinator.
0 – 549	0.5
= or > 500	1

For high schools, the following library information personnel shall be provided as follows:

Enrollment	Clerical Staff Allocation
< 300	0.5
300 – 1,500	1
= or > 1,500	2

**Guidance Counselors** – for school year 2018-19, the TN State Board of Education’s School Counseling Model & Standards Policy (5.103) will be effective. TN State Board of Education has recommended current student-to-counselor ratios as calculated in the Basic Education Program (BEP) formula as follows:

- Elementary (grades K – 5): 500:1
- Secondary (grades 6 – 12): 350:1

Recognizing the need for school counseling support, SCS will use these ratios for guidance counselors.



SCS Staffing Formulas

Below are the District’s school staffing formulas for school year 2018-19. These staffing formulas are adhered to closely with the exception of smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

***Classroom Teacher Allocations***

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 – 5	1:24.75
6 – 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 – 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)

Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

***Assistant Principal Allocations***

*Elementary Schools*

Enrollment	Assistant Principal Allocation
1 – 549	0
55 – 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***

*Elementary Schools*

Enrollment	Librarian Allocation
1 – 1,049	1
= or > 1,050	2



*Middle and High Schools*

Enrollment	Librarian Allocation
1 – 1,049	1
1,050 – 1,750	2
= or > 1,751	3

**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

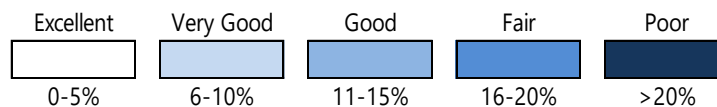
School Information

**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. The grade levels presented are for FY2017-18. There are no new grade configurations anticipated for FY2018-19.

**School Type** – specifies the school type such as Alternative, CTE, Traditional, Early Adopter, Cohort, iZone, Optional and Empowerment.

Facility Measures

**Facility Condition Index (FCI)** – a measure of a building’s condition. A higher index indicates worsening conditions of a building. This calculation is equal to *“Total Dollars of Building Repair + Upgrades + Renewal Needs / Current Replacement of the Facility”*. A FCI of 0 - 5% indicates a building in excellent condition; a 6-10% FCI indicates a building in very good condition; an 11-15% FCI indicates a building in good condition; a 16-20% FCI indicates a building in fair condition; and a FCI percentage greater than 20% indicates a building that is in poor condition. The following firms were used to determine FCI for all buildings: OT Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects and AllWorld Project Management.







**FY2017-18 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, this 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. 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 2017-18 Accountability and BEP Funding definition, 58.6% of the District’s student population are considered as Economically Disadvantaged.

**Students with Disabilities** – students who have, have had or are currently regarded as having a physical or mental impairment which substantially impacts one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks.

**English Language Learners** – Tennessee students speak more than 140 languages. For most of these students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school, and are designed to address such challenges.

#### Achievement & Proficiency

**ACT 21%** - percentage of students scoring 21 or above on the ACT test.

**Attendance Rate** – student attendance is measured and reported by the department as a rate and is based on a comparison of the number of school days attended to the total possible days attended.

**Average ACT Composite Score** – the ACT composite score or overall ACT score is the average of scores for each test (English, mathematics, reading and science) rounded to the nearest whole number. It ranges from 1 (low) to 36 (high).



**Graduation Rate** – percentage of students who graduated from high school within four years, including a summer for those students who entered the ninth grade four years earlier. The District’s graduation rate was 79.6% in school year 2016-17.

**TEM (Teacher Effective Measure)** – teacher evaluation system implemented in the District during the 2015-16 school year. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice that will enable them to continue to improve their practice and ultimately better serve our students.

- TEM 1: Significantly Below Expectations
- TEM 2: Below Expectations
- TEM 3: Meeting Expectations
- TEM 4: Above Expectations
- TEM 5: Significantly Above Expectations

**TNReady** – state student achievement assessment for reading, writing, and math in grades 3 – 11 designed to assess what is being taught in Tennessee’s classrooms. TNReady was developed by Tennessee educators to better assess student knowledge, as well as critical thinking and problem solving skills – in other words, all of the things a student will need to succeed following high school.

**TVAAS (Tennessee Value-Added Assessment System)** – measures the impact schools and teachers have on their students’ academic progress. For the 2017-18 school year, TVAAS components do **NOT** include grades 4-8 due to the suspension of testing in grades 3-8.

- TVAAS 1 (least effective) – schools whose students are making substantially less progress than the standard for academic growth (the school's index is less than -2).
- TVAAS 2 (approaching average effectiveness) – schools whose students are making less progress than the standard for academic growth (the school's index is equal to or greater than -2 but less than -1).
- TVAAS 3 (average effectiveness) – schools whose students are making the same amount of progress as the standard for academic growth (the school’s index is equal to or greater than -1 but less than 1)
- TVAAS 4 (above average effectiveness) – schools whose students are making more progress than the standard for academic growth (the school's index is equal to or greater than 1 but less than 2)
- TVAAS 5 (most effective) – schools whose students are making substantially more progress than the standard for academic growth (the school's index is 2 or greater)

#### 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. A minimum of 1 librarian is allocated to every school.

**Nutrition** – includes cafeteria nutrition techs 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.

#### 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 2017-18. The grant amounts for fiscal year 2018-19 are pending the final grant awards, which is determined in the early summer.
- Some schools such as E.E. Jeter receive additional teachers and school staffing to provide a full academic schedule. Some position decreases may not be directly linked to enrollment; they may be due to programs moved from one school to another school.





FY2018-19 PROPOSED BUDGET

SCHOOLS

FY 2017-18 STUDENT DEMOGRAPHICS										FY 2018-19 FINANCIAL BUDGET				
SCHOOL NAME	SCHOOL TYPE	FY 2018-19 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND				TOTAL	PER PUPIL EXPENDITURE			
						77%	24%	6%	117,995			167,790	189,189	62,334
1 A B Hill Elementary School	Izone	212	77%	24%	6%	-	2,959,944	177,995	167,790	189,189	62,334	3,369,372	15,893	
2 Alton Elementary School	Traditional	244	71%	4%	6%	-	2,407,910	112,455	167,790	-	142,182	2,282,797	11,139	
3 Balmora-Ridge Elementary School	Optional	313	74%	4%	6%	6%	2,147,449	112,455	22,893	22,893	-	2,282,797	7,293	
4 Belle Forest Elementary School	Traditional	1,194	69%	9%	8%	8%	6,027,030	332,010	125,802	125,802	205,188	6,358,020	5,325	
5 Berclair Elementary School	Traditional	609	79%	9%	37%	37%	3,859,097	332,010	113,468	113,468	157,839	4,461,414	7,326	
6 Bethel Grove Elementary School	Traditional	196	75%	16%	0%	0%	1,869,404	150,535	78,858	78,858	102,823	2,201,620	11,233	
7 Brewster Elementary School, William H	Optional	406	89%	15%	14%	14%	2,995,978	274,890	87,359	87,359	188,050	3,546,278	8,735	
8 Brownsville Road Elementary	Optional	575	77%	9%	3%	3%	3,717,388	249,305	58,787	31,049	31,049	4,056,529	7,055	
9 Bruce Elementary School	Traditional	462	11%	11%	9%	9%	3,280,146	260,015	116,647	116,647	121,820	3,778,628	8,179	
10 Charjean Elementary School	Traditional	372	85%	6%	23%	23%	3,007,872	218,365	-	98,119	98,119	3,324,357	8,936	
11 Cherokee Elementary School	Izone	478	86%	6%	2%	2%	2,706,607	304,045	146,980	146,980	3,157,632	6,606		
12 Chimneyrock Elementary School	Traditional	883	60%	12%	12%	12%	5,079,877	269,535	328,313	197,614	5,875,139	6,654		
13 Cordova Elementary School	Optional	787	56%	12%	9%	9%	4,500,253	243,950	129,881	115,897	4,989,981	6,341		
14 Cromwell Elementary School	Traditional	521	69%	11%	11%	11%	3,716,747	264,775	95,046	95,046	-	3,736,568	7,172	
15 Crump Elementary School	Traditional	579	83%	8%	12%	12%	4,044,913	342,720	32,289	116,840	116,840	4,536,762	7,836	
16 Delano Elementary School	Optional	297	73%	2%	-	-	1,961,429	101,745	-	-	-	2,063,174	6,947	
17 Dexter Elementary School	Traditional	811	67%	11%	9%	9%	4,583,931	312,970	261,795	261,795	265,265	5,423,961	6,688	
18 Double Tree Elementary School	Optional	331	66%	9%	-	-	2,225,881	166,830	-	151,302	151,302	2,563,812	7,746	
19 Downtown Elementary School	Optional	612	43%	6%	1%	1%	3,495,572	253,470	-	160,754	160,754	3,909,796	6,389	
20 Dunbar Elementary School	Traditional	228	88%	5%	-	-	2,305,177	164,815	23,411	97,369	97,369	2,590,772	11,363	
21 Egypt Central Elementary School	Traditional	535	81%	5%	16%	16%	3,071,838	312,970	-	69,783	69,783	3,454,591	6,457	
22 Evans Elementary School	Traditional	470	82%	6%	19%	19%	2,713,414	301,070	33,140	79,421	79,421	3,127,045	6,653	
23 Ford Road Elementary School	Izone	536	84%	10%	0%	0%	3,274,057	329,630	158,382	140,780	140,780	3,902,849	7,281	
24 Fox Meadows Elementary School	Traditional	538	77%	14%	5%	5%	3,658,542	328,440	191,993	171,356	4,350,331	8,086		
25 Gardenview Elementary School	Traditional	223	76%	23%	1%	1%	2,236,893	161,840	251,324	78,968	2,728,824	12,237		
26 Germanshire Elementary School	Traditional	807	67%	11%	8%	8%	4,492,917	317,730	91,270	200,196	5,102,113	6,322		
27 Germantown Elementary School	Optional	623	45%	10%	8%	8%	4,142,424	139,230	150,161	2,841	4,434,655	7,118		
28 Getwell Elementary School	Traditional	290	74%	10%	5%	5%	2,307,628	205,870	115,869	260,018	2,869,385	9,963		
29 Goodlett Elementary School	Traditional	453	89%	5%	27%	27%	3,169,581	277,270	-	184,500	3,631,351	8,016		
30 Grahamwood Elementary School	Optional	991	53%	8%	20%	20%	6,130,088	268,345	51,861	100,723	6,551,016	6,611		
31 Hamilton Elementary School	Traditional	266	75%	13%	4%	4%	2,182,440	188,615	89,052	125,997	2,586,105	9,722		
32 Hawkins Mill Elementary School	Traditional	322	82%	10%	-	-	2,613,738	197,540	70,567	77,593	2,959,438	9,191		
33 Hickory Ridge Elementary School	Traditional	751	85%	8%	18%	18%	5,004,906	433,755	127,811	-	5,566,473	7,412		
34 Highland Oaks Elementary School	Traditional	824	68%	7%	11%	11%	4,702,365	318,920	29,267	199,160	5,249,712	6,371		
35 Holmes Road Elementary School	Empowerment	681	75%	10%	1%	1%	4,293,141	380,800	132,130	334,405	5,140,477	7,548		
36 Idlewild Elementary School	Optional	497	37%	5%	1%	1%	3,015,007	-	23,878	-	3,038,884	6,114		
37 Jackson Elementary School	Traditional	317	56%	1%	0%	0%	2,340,328	183,655	-	81,786	2,605,969	8,221		
38 Kate Bond Elementary School	Traditional	798	87%	7%	36%	36%	5,458,066	282,030	90,217	129,566	5,959,879	7,469		
39 Keystone Elementary School	Optional	449	80%	19%	1%	1%	3,328,882	282,625	167,421	95,426	3,874,354	8,629		
40 Kingsbury Elementary School	Traditional	554	83%	16%	41%	41%	3,819,416	336,770	206,846	251,729	4,614,761	8,330		
41 Knight Road Elementary School	Traditional	506	75%	9%	43%	43%	3,602,625	326,655	112,596	215,083	4,256,960	8,413		
42 LaRose Elementary School	Traditional	289	87%	9%	0%	0%	2,257,943	189,805	-	86,981	2,534,729	8,771		
43 Lewi Elementary School	Traditional	422	80%	10%	0%	0%	2,333,446	282,145	-	122,611	2,748,203	6,512		





FY2018-19 PROPOSED BUDGET

SCHOOLS

FY 2018-19 FINANCIAL BUDGET														
SCHOOL NAME	SCHOOL TYPE	FY 2018-19 K-12 ENROLLMENT				FY 2017-18 STUDENT DEMOGRAPHICS				FY 2018-19 ENGLISH LANGUAGE LEARNERS				
		Traditional	iZone	Other	Total	Economically Disadvantaged	Students with Disabilities	English Language Learners	General Fund	Title I	IDEA	Other	Total	Per Pupil Expenditure
44 Lowrance K-8 School	Traditional	830				71%	11%	7%	4,886,748	282,030	54,617	174,082	5,396,477	6,502
45 Lucie E. Campbell Elementary	iZone	466				75%	17%	0%	3,517,974	353,430	210,276	212,213	4,293,892	9,214
46 Lucy Elementary School	Traditional	366				66%	12%	3%	2,942,225	180,880	60,340	107,579	3,291,024	8,992
47 Macon-Hall Elementary School	Traditional	1,168				48%	8%	5%	6,311,363		84,267		6,395,630	5,476
48 Magnolia Elementary School	iZone	503				72%	14%	1%	3,481,036	177,905	141,071	102,796	3,802,808	7,759
49 Manor Lake Elementary School	Traditional	306				73%	12%		2,352,938	186,830		171,172	2,710,940	8,859
50 Newberry Elementary School	Traditional	463				61%	7%	10%	2,730,815	266,345	70,723		3,069,883	6,630
51 Northaven Elementary School	Traditional	281				82%	14%	1%	2,600,411	188,615	57,880	57,733	2,904,638	10,337
52 Oak Forest School	Optional	352				61%	9%	9%	3,045,359	145,775	108,261	264,058	3,563,452	10,123
53 Oakhaven Elementary School	Traditional	642				84%	7%	15%	3,790,161	351,050	22,677	104,748	4,268,636	6,649
54 Oakshire Elementary School	Traditional	347				75%	9%	1%	2,777,716	226,695		78,250	3,082,661	8,884
55 Peabody Elementary School	Optional	335				69%	4%		2,301,223	147,560		117,203	2,565,985	7,660
56 Raleigh-Bartlett Meadows School	Traditional	471				80%	9%	4%	5,015,747	605,710		175,495	3,530,933	7,497
57 Richland Elementary School	Traditional	852				25%	13%	4%	2,749,728	605,710	125,500		5,141,247	6,034
58 Riverwood Elementary School	Optional	912				50%	10%	5%	4,608,277	427,210	56,073	136,120	5,227,680	7,084
59 Robert R. Church Elementary School	Traditional	738				87%	9%	8%	4,220,314	427,210		178,693	4,826,217	7,565
60 Ross Elementary School	Traditional	638				82%	7%		1,948,635	135,065			2,083,700	9,471
61 Rozzell Elementary School	Optional	220				77%	12%	1%	2,818,793	213,010	79,523	172,899	3,284,225	10,733
62 Seenic Hills Elementary School	Traditional	306				73%	10%	9%	3,787,625	146,370	110,397	97,522	4,141,914	9,245
63 Sea Isle Elementary School	Traditional	448				50%	19%	21%	2,618,782	163,625	28,563		2,810,970	7,516
64 Shady Grove Elementary School	Traditional	374				80%	9%	6%	2,302,959	201,705		203,529	2,708,193	10,105
65 Sharpe Elementary School	Traditional	268				76%	6%	27%	3,651,018	304,640		117,855	4,073,513	6,656
66 Sheffield Elementary School	Traditional	612				78%	4%	14%	5,078,284	403,410	27,526	232,119	5,741,340	6,365
67 Shelby Oaks Elementary School	Traditional	902				68%	10%	11%	3,889,105	429,590	56,827	224,300	4,599,823	6,609
68 Sherwood Elementary School	Optional	696				69%	8%	1%	1,718,909		967,265		2,686,174	21,151
69 Shrine School	Specialty	127				75%	99%		4,066,985	363,545	157,801	304,479	4,892,810	8,564
70 South Park Elementary School	Traditional	572				78%	14%	5%	4,175,486	252,990	112,608	271,980	4,823,064	6,736
71 Southwind Elementary School	Traditional	716				61%	9%	1%	2,303,602	177,310		127,053	2,607,965	10,308
72 Springdale Elementary School	Optional	253				79%	10%	22%	4,345,225	445,655		927,801	5,718,682	8,135
73 Treadwell Elementary School	Optional	703				79%	5%	1%	2,752,987	189,210	321,988	74,335	3,338,520	11,795
74 Vollenline Elementary School	Optional	284				72%	19%	45%	5,139,003	387,345	116,679	329,490	5,974,516	8,173
75 Wells Station Elementary School	Traditional	731				71%	7%		4,780,220	496,230	184,466	165,530	5,624,447	7,276
76 Westhaven Elementary School	iZone	773				85%	15%		1,904,314	201,705		55,297	2,161,317	6,927
77 Westside Elementary School	Traditional	312				86%	8%	2%	3,891,914	173,145	214,758		4,279,817	6,837
78 White Station Elementary School	Traditional	626				50%	14%	3%	2,653,787	206,465		193,112	3,053,364	7,595
79 Whitehaven Elementary STEM School	Optional	402				69%	3%		4,223,196	398,055		107,795	4,729,047	6,996
80 Willow Oaks Elementary School	Optional	676				81%	6%	24%	3,340,842	341,530		98,692	3,781,064	7,041
81 Winchester Elementary School	Traditional	537				78%	7%	10%	3,212,199	280,840	112,064	247,187	3,852,290	8,284
82 Winridge Elementary School	Traditional	465				85%	12%	12%						
<b>Elementary School Totals</b>		<b>42,925</b>				<b>72%</b>	<b>10%</b>	<b>11%</b>	<b>\$ 284,427,063</b>	<b>\$ 20,334,720</b>	<b>\$ 7,299,166</b>	<b>\$ 11,199,466</b>	<b>\$ 323,260,415</b>	<b>\$ 7,531</b>





FY2018-19 PROPOSED BUDGET

SCHOOLS

FY 2018-19 STAFFING																									
SCHOOL NAME	SCHOOL TYPE	FY 2018-19 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		TEACHERS WITH ITEM 3 OR ABOVE	
1 A B Hill Elementary School	Izone	212	12	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	1:12	71%	100%	
2 Alton Elementary School	Traditional	244	14	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	1:15	100%	95%	
3 Balmoral-Ridge Elementary School	Optional	313	15	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	20	1:16	95%	100%
4 Belle Forest Elementary School	Traditional	1,194	56	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	62	1:18	100%	100%
5 Berclair Elementary School	Traditional	609	29	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	41	1:14	98%	96%
6 Bethel Grove Elementary School	Traditional	196	11	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14	1:14	96%	97%
7 Brewster Elementary School, William H	Optional	466	20	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	29	1:14	97%	80%
8 Brownsville Road Elementary	Optional	575	25	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	31	1:17	80%	93%
9 Bruce Elementary School	Traditional	462	24	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	30	1:13	93%	85%
10 Charjean Elementary School	Traditional	372	20	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	24	1:16	88%	88%
11 Cherokee Elementary School	Izone	478	21	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	23	1:22	88%	98%
12 Chimneyrock Elementary School	Traditional	883	40	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	51	1:18	98%	94%
13 Cordova Elementary School	Optional	787	37	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	45	1:17	97%	97%
14 Cromwell Elementary School	Traditional	521	24	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	32	1:17	97%	91%
15 Crump Elementary School	Traditional	579	28	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	34	1:16	91%	90%
16 Delano Elementary School	Optional	297	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	1:18	90%	94%
17 Dexter Elementary School	Traditional	811	39	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	50	1:16	94%	100%
18 Double Tree Elementary School	Optional	331	16	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	1:18	100%	98%
19 Downtown Elementary School	Optional	612	30	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	33	1:18	98%	83%
20 Dunbar Elementary School	Traditional	228	13	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	15	1:18	83%	97%
21 Egypt Central Elementary School	Traditional	535	25	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	31	1:16	97%	100%
22 Evans Elementary School	Traditional	470	22	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	27	1:17	100%	97%
23 Ford Road Elementary School	Izone	536	26	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31	1:18	97%	100%
24 Fox Meadows Elementary School	Traditional	538	25	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	34	1:16	100%	80%
25 Gardenview Elementary School	Traditional	223	11	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	16	1:14	80%	96%
26 Germanshire Elementary School	Traditional	807	38	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	44	1:18	96%	96%
27 Germantown Elementary School	Optional	623	30	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	39	1:16	96%	67%
28 Getwell Elementary School	Traditional	290	15	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	1:14	67%	100%
29 Goodlett Elementary School	Traditional	453	21	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	29	1:14	100%	100%
30 Grahamwood Elementary School	Optional	981	46	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	58	1:15	100%	100%
31 Hamilton Elementary School	Traditional	266	14	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	18	1:16	100%	88%
32 Hawkins Mill Elementary School	Traditional	322	15	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	1:17	88%	100%
33 Hickory Ridge Elementary School	Traditional	751	33	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	43	1:17	100%	92%
34 Highland Oaks Elementary School	Traditional	824	38	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	45	1:19	92%	93%
35 Holmes Road Elementary School	Empowerment	681	32	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39	1:16	93%	100%
36 Idlewild Elementary School	Optional	487	21	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	25	1:18	100%	93%
37 Jackson Elementary School	Traditional	317	15	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	23	1:14	93%	89%
38 Kate Bend Elementary School	Traditional	788	37	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	52	1:16	99%	100%
39 Keystone Elementary School	Optional	449	21	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	1:16	100%	100%
40 Kingsbury Elementary School	Traditional	554	25	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8	37	1:13	100%	75%
41 Knight Road Elementary School	Traditional	506	22	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	31	1:14	100%	100%
42 LaRose Elementary School	Traditional	269	16	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	1:15	100%	100%
43 Levi Elementary School	Traditional	422	21	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24	1:17	100%	100%
44 Lowrance K-8 School	Traditional	830	34	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	44	1:18	100%	97%
45 Lucile E. Campbell Elementary	Izone	466	22	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	1:15	76%	76%
46 Lucy Elementary School	Traditional	366	19	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	25	1:14	76%	76%





FY2018-19 PROPOSED BUDGET

SCHOOLS

SCHOOL NAME	SCHOOL TYPE	FY 2018-19 K-12 ENROLLMENT										FY 2018-19 STAFFING										TEACHERS WITH TEM 3 OR ABOVE	TEACHER TO STUDENT RATIO	TOTAL TEACHERS
		GENERAL ED. CLASSROOM TEACHERS	SPED. TEACHERS	CAREER AND TECHNOLOGY TEACHERS	TITLE I TEACHERS	OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS	TEACHERS WITH TEM 3 OR ABOVE	TEACHER TO STUDENT RATIO	TOTAL TEACHERS												
47 Macon-Hall Elementary School	Traditional	1,168	55	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	1:18	100%	
48 Magnolia Elementary School	Izone	503	27	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31	1:13	100%
49 Manor Lake Elementary School	Traditional	306	16	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17	1:17	82%
50 Newberry Elementary School	Traditional	463	22	3	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	28	1:18	100%
51 Northaven Elementary School	Traditional	281	15	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	1:15	100%
52 Oak Forest School	Optional	352	17	3	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	24	1:16	100%
53 Oakhaven Elementary School	Traditional	642	30	3	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	4	1:17	97%
54 Oakshire Elementary School	Traditional	347	16	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	1:18	92%
55 Peabody Elementary School	Optional	335	16	-	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	-	-	20	1:17	89%
56 Raleigh-Brittitt Meadows School	Traditional	471	22	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1:18	100%
57 Richland Elementary School	Traditional	852	42	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	47	1:17	100%
58 Riverwood Elementary School	Optional	912	43	5	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	52	1:17	96%
59 Robert R. Church Elementary School	Traditional	738	34	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1:17	95%
60 Ross Elementary School	Traditional	638	28	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1:17	96%
61 Rozelle Elementary School	Optional	220	12	1	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	14	1:16	100%
62 Seenic Hills Elementary School	Traditional	306	15	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	1:14	100%
63 Sea Isle Elementary School	Traditional	448	23	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1:13	98%
64 Shady Grove Elementary School	Traditional	374	19	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1:15	100%
65 Sharpe Elementary School	Traditional	288	13	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1:14	100%
66 Sheffield Elementary School	Traditional	612	29	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	1:17	74%
67 Shelby Oaks Elementary School	Traditional	902	42	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	1:17	97%
68 Shenwood Elementary School	Optional	696	32	3	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1:17	89%
69 Shrine School	Specialty	127	-	16	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	16	1:7	100%
70 South Park Elementary School	Traditional	572	27	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	1:13	84%
71 Southwind Elementary School	Traditional	716	36	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	1:17	100%
72 Springdale Elementary School	Optional	253	14	2	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	18	1:14	100%
73 Treadwell Elementary School	Optional	703	33	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	1:15	96%
74 Volentine Elementary School	Optional	284	17	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25	1:12	95%
75 Wells Station Elementary School	Traditional	731	35	6	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	12	1:13	100%
76 Westhaven Elementary School	Izone	773	72	14	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	88	1:17	100%
77 Westside Elementary School	Traditional	312	15	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1:15	100%
78 White Station Elementary School	Traditional	626	29	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	1:15	100%
79 Whitehaven Elementary STEM School	Optional	402	19	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1:18	97%
80 Willow Oaks Elementary School	Optional	676	30	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	1:16	91%
81 Winchester Elementary School	Traditional	537	26	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	1:16	86%
82 Winridge Elementary School	Traditional	465	22	5	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	3	1:15	92%
<b>Elementary School Totals</b>		<b>42,925</b>	<b>2,076</b>	<b>318</b>	<b>1</b>	<b>23</b>	<b>24</b>	<b>4</b>	<b>2</b>	<b>178</b>	<b>2,625</b>	<b>1:16.00</b>												





FY2018-19 PROPOSED BUDGET

SCHOOLS

SCHOOL NAME		SCHOOL TYPE	FY 2018-19 K-12 ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	ASSISTANT/ VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	PER PUPIL EXPENDITURE
1	A B Hill Elementary School	Izone	212	12	2	8	1	1	1	18	1	1
2	Alton Elementary School	Traditional	244	14	2	11	1	1	1	2	1	1
3	Balmoral-Ridgeview Elementary School	Optional	313	15	5	6	1	1	1	4	-	1
4	Belle Forest Elementary School	Traditional	1,194	56	8	23	1	2	3	16	1	2
5	Berclair Elementary School	Traditional	609	29	4	8	1	1	2	13	1	1
6	Bethel Grove Elementary School	Traditional	196	11	2	4	1	1	1	8	1	1
7	Brewster Elementary School, William H	Optional	406	20	4	16	1	1	2	7	1	2
8	Brownsville Road Elementary	Optional	575	25	5	11	1	1	2	10	1	2
9	Bruce Elementary School	Traditional	462	24	3	9	1	1	1	8	1	1
10	Charjean Elementary School	Traditional	372	20	3	9	1	1	1	5	1	2
11	Cherokee Elementary School	Izone	478	21	3	12	1	1	2	5	1	2
12	Chimneyrock Elementary School	Traditional	883	41	6	11	1	2	2	21	1	2
13	Cordeva Elementary School	Optional	787	37	7	7	1	1	2	13	1	2
14	Cromwell Elementary School	Traditional	521	25	4	8	1	1	2	10	1	2
15	Croup Elementary School	Traditional	579	28	5	11	1	1	2	6	1	2
16	Delano Elementary School	Optional	297	15	3	5	1	1	1	1	1	1
17	Dexter Elementary School	Traditional	811	39	6	9	1	1	2	20	1	1
18	Double Tree Elementary School	Optional	331	16	4	5	1	1	1	7	1	1
19	Downtown Elementary School	Optional	612	30	5	10	1	1	2	7	1	2
20	Dunbar Elementary School	Traditional	228	13	3	7	1	1	1	4	1	2
21	Egypt Central Elementary School	Traditional	535	25	4	11	1	1	2	5	1	1
22	Evans Elementary School	Traditional	470	22	3	10	1	1	1	3	1	2
23	Ford Road Elementary School	Izone	536	26	4	11	1	1	2	9	1	1
24	Fox Meadows Elementary School	Traditional	538	26	4	9	1	1	1	13	1	1
25	Gardenview Elementary School	Traditional	223	11	2	8	1	1	1	12	1	1
26	Germanshire Elementary School	Traditional	807	38	6	10	1	2	2	10	1	2
27	Germanstown Elementary School	Optional	623	30	7	5	1	1	2	13	1	1
28	Getwell Elementary School	Traditional	290	15	3	8	1	1	1	8	1	1
29	Goodlett Elementary School	Traditional	453	23	3	14	1	1	2	3	1	1
30	Grahamwood Elementary School	Optional	991	48	7	12	1	1	2	9	1	1
31	Hamilton Elementary School	Traditional	266	14	2	8	1	1	1	5	-	2
32	Hawkins Mill Elementary School	Traditional	322	15	2	4	1	1	1	5	1	1
33	Hickory Ridge Elementary School	Traditional	751	33	6	17	1	1	2	9	1	3
34	Highland Oaks Elementary School	Traditional	824	38	6	17	1	1	2	12	2	2
35	Holmes Road Elementary School	Empowerment	681	32	6	10	1	2	2	16	1	3
36	Idlewild Elementary School	Optional	497	21	5	5	1	1	1	6	1	-
37	Jackson Elementary School	Traditional	317	16	3	6	1	1	1	3	1	1
38	Kate Bond Elementary School	Traditional	798	37	6	12	1	1	2	10	1	2
39	Keystone Elementary School	Optional	449	21	4	8	1	1	1	15	1	1
40	Kingsbury Elementary School	Traditional	554	26	4	12	1	1	3	13	1	2
41	Knight Road Elementary School	Traditional	506	22	4	17	1	1	2	6	1	1
42	LaRose Elementary School	Traditional	289	16	3	9	1	1	1	3	1	1
43	Levi Elementary School	Traditional	422	21	3	11	1	1	1	1	1	2
44	Lawrence K-3 School	Traditional	830	36	5	15	1	3	2	11	1	2
45	Lucile E. Campbell Elementary	Izone	466	22	3	14	1	1	1	13	1	2
46	Lucy Elementary School	Traditional	366	19	3	6	1	1	1	7	1	2
47	Macon-Hall Elementary School	Traditional	1,168	55	8	11	1	2	3	10	1	-
48	Magnolia Elementary School	Izone	503	27	2	7	1	1	1	11	1	1
49	Manor Lake Elementary School	Traditional	306	16	3	8	1	1	1	2	1	1
50	Newberry Elementary School	Traditional	463	23	3	8	1	1	1	7	1	1
51	Norhaven Elementary School	Traditional	281	15	3	12	1	1	1	6	1	1
52	Oak Forest School	Optional	352	17	5	10	1	1	1	11	1	1
53	Oakhaven Elementary School	Traditional	642	31	4	10	1	1	2	3	1	2
54	Oakshire Elementary School	Traditional	347	16	3	10	1	2	1	3	1	2
55	Peabody Elementary School	Optional	335	16	7	6	1	1	1	2	1	1



FY2018-19 PROPOSED BUDGET

SCHOOLS

SCHOOL NAME	SCHOOL TYPE	FY 2018-19		TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	PER PUPIL EXPENDITURE
		ENROLLMENT	K-12									
56 Raleigh-Bartlett Meadows School	Traditional	471		22	3	9	1	-	1	5	1	1
57 Richland Elementary School	Traditional	832		42	6	9	1	1	2	9	1	-
58 Riverwood Elementary School	Optional	912		43	7	9	1	2	2	11	1	-
59 Robert R. Church Elementary School	Traditional	738		34	6	17	1	2	2	9	1	2
60 Ross Elementary School	Traditional	638		28	5	13	1	-	2	6	1	2
61 Rozelle Elementary School	Optional	220		12	3	5	1	-	1	1	1	1
62 Scenic Hills Elementary School	Traditional	306		15	3	10	1	1	1	5	1	1
63 Sea Isle Elementary School	Traditional	448		23	3	8	1	1	1	14	1	1
64 Shady Grove Elementary School	Traditional	374		19	4	5	1	1	1	3	1	1
65 Sharpe Elementary School	Traditional	268		13	3	8	1	-	2	3	1	1
66 Sheffield Elementary School	Traditional	612		29	4	19	1	1	2	2	1	2
67 Shelby Oaks Elementary School	Traditional	902		42	6	13	1	2	2	12	1	2
68 Sherwood Elementary School	Optional	696		33	6	18	1	1	2	8	1	2
69 Shine School	Specialty	127		-	-	2	1	1	1	35	1	-
70 South Park Elementary School	Traditional	572		27	4	9	1	1	2	17	1	2
71 Southwind Elementary School	Traditional	716		36	4	10	1	1	2	14	1	1
72 Springdale Elementary School	Optional	253		14	4	9	1	-	1	4	1	1
73 Treadwell Elementary School	Optional	703		33	7	9	1	1	2	5	1	2
74 Volentine Elementary School	Optional	284		17	4	12	1	1	1	14	1	1
75 Wells Station Elementary School	Traditional	731		36	5	15	1	1	2	11	1	2
76 Westhaven Elementary School	iZone	773		37	4	14	1	1	2	16	1	1
77 Westside Elementary School	Traditional	312		16	3	7	1	-	1	4	1	1
78 White Station Elementary School	Traditional	626		29	4	7	1	1	2	12	1	2
79 Whitehaven Elementary STEM School	Optional	402		20	4	9	1	2	1	5	1	1
80 Willow Oaks Elementary School	Optional	676		30	6	15	1	1	2	5	1	2
81 Winchester Elementary School	Traditional	537		26	5	10	1	1	2	7	1	1
82 Winridge Elementary School	Traditional	465		24	4	11	1	1	1	9	1	1
<b>Elementary School Totals</b>		<b>42,925</b>		<b>2,060</b>	<b>340</b>	<b>822</b>	<b>82</b>	<b>63</b>	<b>125</b>	<b>705</b>	<b>80</b>	<b>116</b>









FY2018-19 PROPOSED BUDGET

SCHOOLS

SCHOOL NAME	SCHOOL TYPE	FY 2018-19 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		TEACHERS WITH TEN 3 OR ABOVE		
		663	705	27	30	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1 A. Iraceo Walker Middle School	Employment																									
2 American Way Middle School	Traditional																									
3 Avon-Lenox	Specialty																									
4 Barrett's Chapel K-8 School	Traditional																									
5 Bellevue Middle School	Optional																									
6 Chickasaw Middle School	IZone																									
7 Colonial Middle School	Optional																									
8 Cordova Middle School	Optional																									
9 Craigmont Middle School	Optional																									
10 Cummings K-8 School	Optional																									
11 Dexter Middle School	Traditional																									
12 Douglass K-8 School	IZone/Optional																									
13 E. E. Jeter K-8 School	Traditional																									
14 Geeter Middle School	IZone																									
15 Georgian Hills Middle School	Traditional																									
16 Germantown Middle School	Optional																									
17 Grandview Heights Middle School	IZone																									
18 Hamilton Middle School	IZone																									
19 Havenview Middle School	Traditional																									
20 Hickory Ridge Middle School	Traditional																									
21 Highland Oaks Middle School	Traditional																									
22 John P. Freeman K-8 Optional School	Optional																									
23 Kate Bend Middle School	Traditional																									
24 Kingsbury Middle School	Traditional																									
25 Maxine Smith STEAM Academy	Optional																									
27 Oakhaven Middle School	Traditional																									
28 Ridgeway Middle School	Optional																									
29 Riverview K-8 School	IZone																									
30 Sherwood Middle School	IZone																									
31 Snowden K-8 School	Optional																									
32 Treadwell Middle School	IZone																									
33 White Station Middle School	Optional																									
34 Woodstock Middle School	Traditional																									
<b>Middle School Totals</b>		<b>15,775</b>	<b>186</b>	<b>882</b>	<b>27</b>	<b>11</b>	<b>16</b>	<b>12</b>	<b>10</b>	<b>36</b>	<b>1,168</b>	<b>1:17.00</b>	<b>100%</b>													



FY2018-19 PROPOSED BUDGET

SCHOOLS

SCHOOL NAME	SCHOOL TYPE	FY 2018-19 K-12		TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	PER PUPIL EXPENDITURE	
		ENROLLMENT	653										
1 A. Maceo Walker Middle School	Empowerment	653	27				12	1	2	2	10	1	3
2 American Way Middle School	Traditional	705	30				14	1	2	3	7	1	2
3 Avon-Lenoخ	Specialty	138	1				3	1	1	1	36	1	-
4 Barrett's Chapel K-8 School	Traditional	565	32				8	1	2	2	5	1	1
5 Bellevue Middle School	Optional	578	24				8	1	1	2	1	1	1
6 Chickasaw Middle School	IZone	289	14				8	1	1	1	4	1	1
7 Colonial Middle School	Optional	1,073	49				18	1	4	4	9	1	4
8 Cordova Middle School	Optional	709	31				10	1	2	3	3	1	1
9 Craigmont Middle School	Optional	542	25				8	1	-	2	9	1	1
10 Cummings K-8 School	Optional	533	30				10	1	1	2	2	1	2
11 Dexter Middle School	Traditional	404	16				7	1	1	2	3	1	1
12 Douglas K-8 School	IZone/Optional	414	25				11	1	1	2	9	1	1
13 E.E. Jeter K-8 School	Traditional	382	24				8	1	1	2	4	1	1
14 Geeter Middle School	IZone	225	13				10	1	2	1	5	1	2
15 Georgian Hills Middle School	Traditional	309	15				9	1	1	1	5	1	1
16 Germantown Middle School	Optional	744	33				10	1	2	3	10	1	1
17 Grandview Heights Middle School	IZone	399	16				10	1	1	2	8	1	4
18 Hamilton Middle School	IZone	257	14				8	1	1	1	3	1	1
19 Havenview Middle School	Empowerment/Optional	721	30				12	1	2	3	2	1	5
20 Hickory Ridge Middle School	Traditional	819	38				12	1	2	4	2	1	2
21 Highland Oaks Middle School	Traditional	645	29				9	1	2	2	2	1	2
22 John P. Freeman K-8 Optional School	Optional	610	30				11	1	2	2	1	1	2
23 Kate Bond Middle School	Traditional	1,125	49				16	1	3	4	13	1	3
24 Kingsbury Middle School	Traditional	601	26				6	1	1	2	2	1	2
25 Maxine Smith STEAM Academy	Optional	353	14				6	1	1	1	-	1	-
26 Mt Pisgah Middle School	Traditional	469	20				8	1	1	2	1	1	1
27 Oakhaven Middle School	Traditional	327	15				4	1	1	1	3	-	2
28 Ridgeway Middle School	Optional	703	30				13	1	2	3	5	1	1
29 Riverview K-8 School	IZone	382	24				10	1	1	2	8	1	2
30 Sherwood Middle School	IZone	750	34				13	1	2	3	10	1	2
31 Snowden K-8 School	Optional	1,323	61				10	1	3	4	9	2	3
32 Treadwell Middle School	IZone	478	21				15	1	1	2	4	1	1
33 White Station Middle School	Optional	1,261	54				7	1	3	4	12	2	-
34 Woodstock Middle School	Traditional	259	13				10	1	1	1	1	1	1
Middle School Totals		19,775	907	58	337	51	34	76	208	35	56		





FY2018-19 PROPOSED BUDGET

SCHOOLS

FY 2017-18 STUDENT DEMOGRAPHICS												FY 2018-19 FINANCIAL BUDGET								
SCHOOL NAME	SCHOOL TYPE	FY 2018-19 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE	FY 2018-19 FINANCIAL BUDGET								
												IDEA	OTHER							
1 B T Washington High School	Traditional	462	93%	17%	-	3,600,769	304,640	84,224	-	3,989,633	8,636									
2 Bolton High School	Optional	984	40%	15%	1%	6,344,027	296,905	150,139	20,000	6,811,071	6,862									
3 Central High School	Optional	1,487	74%	7%	4%	7,816,906	571,200	134,309	-	8,522,414	5,731									
4 Cordova High School	Traditional	2,332	64%	12%	7%	11,319,521	604,520	202,875	38,507	12,165,422	5,217									
5 Craigmont High School	Optional	824	83%	14%	3%	4,780,491	434,945	51,306	-	5,266,742	6,392									
6 Douglass High School	iZone/Optional	528	87%	15%	3%	3,377,899	265,965	107,104	-	3,750,968	7,104									
7 East High School	Optional	351	76%	11%	4%	3,608,203	170,170	32,321	-	3,810,694	10,857									
8 Germantown High School	Optional	1,992	39%	9%	2%	10,164,141	-	266,901	-	10,431,041	5,236									
9 Hamilton High School	iZone	579	89%	19%	0%	4,279,401	368,305	226,046	850,486	5,724,239	9,886									
10 Hollis F. Price Middle College High	Specialty	120	72%	-	-	1,602,053	56,310	-	-	1,660,363	13,836									
11 Kingsbury High School	Optional	1,451	84%	14%	26%	7,544,218	527,170	134,181	108,524	8,314,092	5,730									
12 Kirby High School	Traditional	819	82%	17%	7%	4,950,436	434,350	159,061	-	5,543,847	6,769									
13 Manassas High School	Traditional	478	76%	21%	1%	3,078,409	290,955	229,784	-	3,599,148	7,530									
14 Melrose High School	iZone	547	91%	18%	1%	3,339,743	332,605	-	437,430	4,109,779	7,513									
15 Middle College High	Specialty	291	46%	3%	-	2,015,266	60,680	-	-	2,075,946	7,134									
16 Mitchell High School	iZone	437	70%	16%	1%	3,246,216	261,800	51,781	265,275	3,825,073	8,753									
17 Oakhaven High School	Traditional	341	86%	14%	2%	2,027,836	198,135	-	-	2,225,971	5,528									
18 Overton High School	Optional	1,140	74%	11%	9%	6,210,396	478,975	79,879	-	6,769,250	5,938									
19 Raleigh Egypt High School	Traditional	1,049	89%	16%	2%	6,727,942	253,470	185,625	40,539	7,208,576	6,872									
20 Ridgeway High School	Optional	1,342	67%	10%	1%	6,415,411	430,195	164,722	-	7,010,318	5,224									
21 Sheffield High School	iZone	720	86%	15%	19%	4,279,109	366,750	50,954	35,018	4,751,830	6,600									
22 Southwind High School	Traditional	1,501	69%	12%	4%	7,470,410	446,250	151,035	-	8,067,695	5,375									
23 Trezevant High School	iZone	498	89%	20%	0%	3,575,244	311,780	143,419	1,096,839	5,127,282	10,296									
24 Westwood High School	iZone	342	78%	22%	0%	3,113,387	213,010	84,500	394	3,411,292	9,975									
25 White Station High School	Optional	2,166	49%	9%	3%	11,014,995	458,745	241,328	-	11,715,068	5,409									
26 Whitehaven High School	werment/Optional	1,648	77%	12%	1%	8,321,094	668,185	28,641	-	9,017,920	5,472									
27 Wooddale High School	Optional	662	86%	16%	8%	5,051,603	382,585	153,750	-	5,597,938	8,456									
<b>High School Totals</b>											<b>25,101</b>	<b>73%</b>	<b>13%</b>	<b>5%</b>	<b>\$ 145,295,126</b>	<b>\$ 9,210,600</b>	<b>\$ 3,114,884</b>	<b>\$ 2,893,013</b>	<b>\$ 160,503,623</b>	<b>\$ 6,394</b>



FY2018-19 PROPOSED BUDGET

SCHOOLS

FY 2018-19 STAFFING															
SCHOOL NAME	SCHOOL TYPE	FY 2018-19 K-12 ENROLLMENT	GENERALLED. CLASSROOM 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	TEACHERS WITH TERN 3 OR ABOVE
			25	SPED. TEACHERS	TEACHERS	TEACHERS	TEACHERS								
1 B T Washington High School	Traditional	462	25	6	2	3	3	34	1:14	78%					
2 Bolton High School	Optional	994	41	11	10	3	2	58	1:19	93%					
3 Central High School	Optional	1,487	62	6	4	3	1	77	1:20	98%					
4 Cordova High School	Traditional	2,332	91	14	12	4	1	114	1:19	95%					
5 Craigmont High School	Optional	824	32	7	5	1	4	42	1:19	94%					
6 Douglass High School	Zone/Optional	528	17	6	3	3	1	28	1:17	100%					
7 East High School	Optional	351	31	4	-	1	3	37	1:12	86%					
8 Germantown High School	Optional	1,992	78	11	12	-	1	91	1:19	99%					
9 Hamilton High School	Zone	579	19	13	7	3	-	35	1:17	81%					
10 Hollis F. Price Middle College High	Specialty	120	-	-	-	-	-	0	1:9	100%					
11 Kingsbury High School	Optional	1,451	59	12	3	2	1	82	1:19	92%					
12 Kirby High School	Traditional	819	31	11	5	3	3	47	1:18	97%					
13 Manassas High School	Traditional	478	18	8	3	1	-	27	1:18	76%					
14 Melrose High School	Zone	547	18	7	7	4	-	29	1:18	100%					
15 Middle College High	Specialty	291	-	1	1	-	-	1	1:16	100%					
16 Mitchell High School	Zone	437	17	6	2	1	2	24	1:19	97%					
17 Oakhaven High School	Traditional	341	17	2	2	2	-	21	1:17	57%					
18 Overton High School	Optional	1,140	48	8	2	4	4	67	1:19	97%					
19 Raleigh Egypt High School	Traditional	1,049	42	13	5	3	-	59	1:15	95%					
20 Ridgeway High School	Optional	1,342	56	6	3	2	-	65	1:20	95%					
21 Sheffield High School	Zone	720	27	7	4	1	-	38	1:18	83%					
22 Southwind High School	Traditional	1,501	56	12	10	6	-	75	1:18	95%					
23 Trezevant High School	Zone	488	20	8	2	3	-	31	1:17	88%					
24 Westwood High School	Zone	342	17	6	2	2	-	25	1:11	81%					
25 White Station High School	Optional	2,166	90	14	4	3	3	114	1:20	100%					
26 Whitehaven High School	ment/Optional	1,648	62	8	12	3	1	76	1:20	96%					
27 Wooddale High School	Optional	662	25	8	5	3	1	39	1:17	81%					
<b>High School Totals</b>		<b>25,101</b>	<b>998</b>	<b>215</b>	<b>127</b>	<b>62</b>	<b>19</b>	<b>1,334</b>	<b>1:19.00</b>						





FY2018-19 PROPOSED BUDGET

SCHOOLS

SCHOOL NAME		SCHOOL TYPE	FY 2018-19 K-12 ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	ASSISTANT/ VICE- PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSTANTS	LIBRARIANS	PER PUPIL EXPENDITURE
1	B T Washington High School	Traditional	462	28	-	19	1	2	2	4	1	1
2	Bolton High School	Optional	984	44	2	18	1	3	4	10	1	2
3	Central High School	Optional	1,487	64	5	11	4	5	7	11	2	4
4	Cordova High School	Traditional	2,332	95	1	25	1	7	7	18	2	2
5	Craigmont High School	Optional	824	33	1	8	3	3	3	8	1	3
6	Douglass High School	IZone/Optional	528	19	1	16	1	2	2	5	1	1
7	East High School	Optional	351	32	1	15	1	2	1	1	1	1
8	Germanatown High School	Optional	1,992	78	1	27	1	5	6	12	2	-
9	Hamilton High School	IZone	579	22	1	15	1	2	2	11	1	3
10	Hollis F. Price Middle College High	Specialty	120	-	-	4	1	1	1	-	-	-
11	Kingsbury High School	Optional	1,451	61	1	27	1	4	5	9	1	3
12	Kirby High School	Traditional	819	34	-	17	1	2	3	7	1	2
13	Manassas High School	Traditional	478	19	-	14	1	1	2	8	1	3
14	Melrose High School	IZone	547	22	-	15	1	1	2	2	1	1
15	Middle College High	Specialty	291	-	-	5	1	1	1	2	1	-
16	Mitchell High School	IZone	437	17	-	20	1	1	2	6	1	1
17	Oakhaven High School	Traditional	341	19	-	12	1	1	1	-	1	1
18	Overton High School	Optional	1,140	51	6	19	1	3	4	5	1	2
19	Raleigh Egypt High School	Traditional	1,049	44	-	20	1	3	4	8	2	2
20	Ridgeway High School	Optional	1,342	56	-	18	1	5	5	7	1	2
21	Sherfield High School	IZone	720	28	-	23	1	2	3	3	1	2
22	Southwind High School	Traditional	1,501	62	-	19	1	5	5	8	2	1
23	Trezevant High School	IZone	498	23	-	19	1	2	2	6	1	2
24	Westwood High School	IZone	342	18	-	17	1	1	1	4	1	2
25	White Station High School	Optional	2,166	93	6	24	1	5	7	8	3	3
26	Whitehaven High School	Optional	1,648	65	3	26	-	4	5	3	2	2
27	Wooddale High School	Optional	662	28	1	24	1	3	3	8	1	3
High School Totals			25,101	1,054	30	486	26	76	90	174	34	49





**FEDERAL PROGRAMS**

This section includes the following information:

- I. Needs of Shelby County Schools Students
- II. Budget Summary of the Federal Programs Fund
- III. Summary of Major Federal Grants

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.

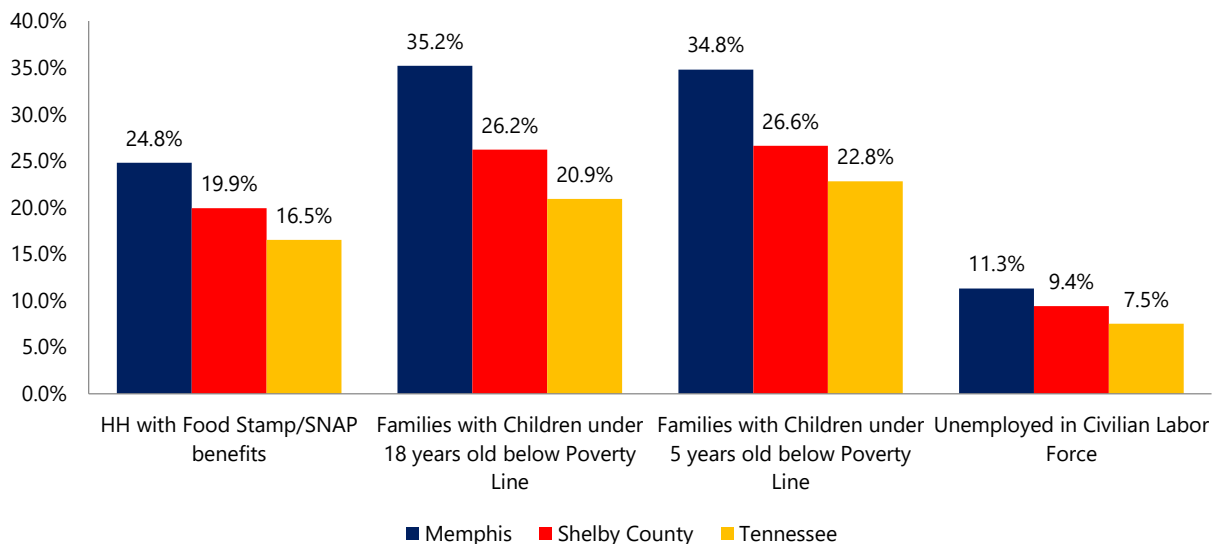
**I. NEEDS OF SHELBY COUNTY SCHOOLS STUDENTS**

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**

Shelby County Schools serves some of the most vulnerable students in the State. Nearly 80% of all SCS 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 35% of the children under 18 years old in Memphis lived below the poverty line in 2016.

In the chart below, several socio-economic measures showcase higher levels of poverty in Shelby County and Memphis relative to that of Tennessee.



Source: 2016 Estimates from US Census Bureau, 2012-2016 American Community Survey 5-Year Estimates



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 2016. Also, more than 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 2016.

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,' 58.6% of students in Shelby County Schools were considered economically disadvantaged in school year 2016-17.

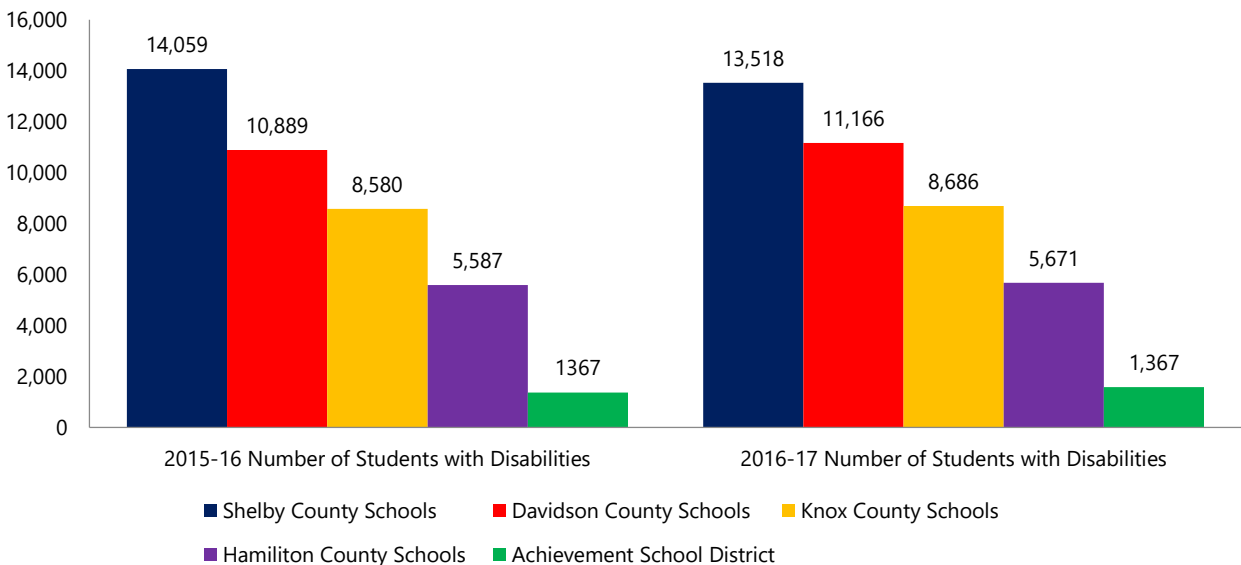
B. Special Learning Needs

Our students arrive at our schools with different needs. On a daily basis, 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.

*Student with Disabilities*

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.

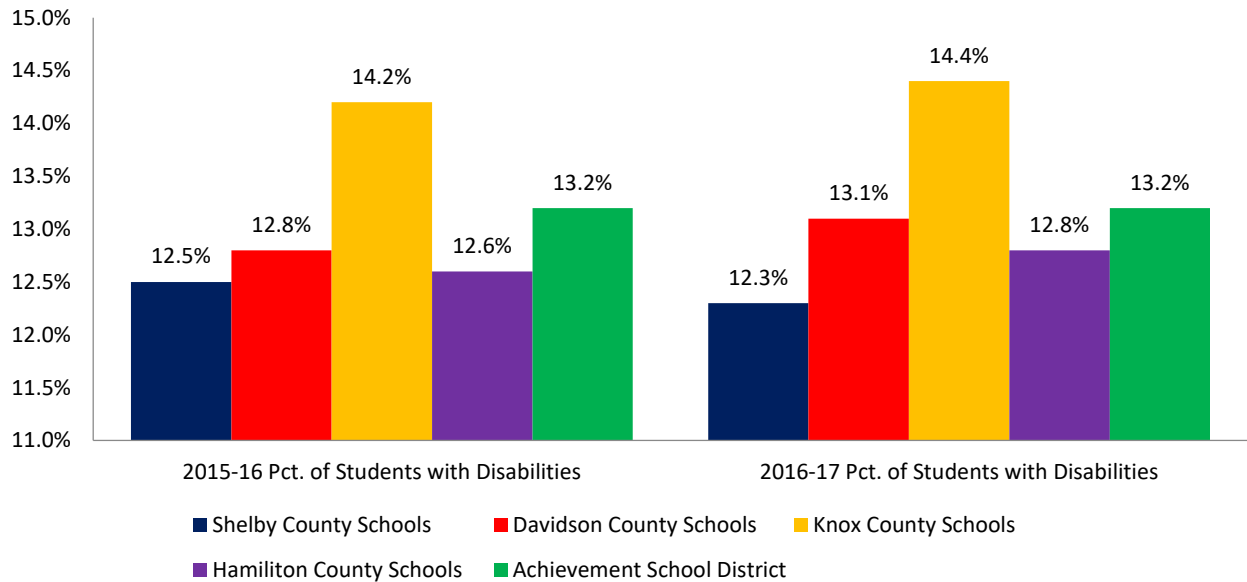
The District served approximately 13,500 students with disabilities in the school year 2016-17, which was 500 less than that in school year 2015-16. This is the largest number of students with disabilities among the large urban school districts in Tennessee, which is illustrated in the below chart.



\*Data Source: State Report Card, School Years 2015-16 and 2016-17. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)



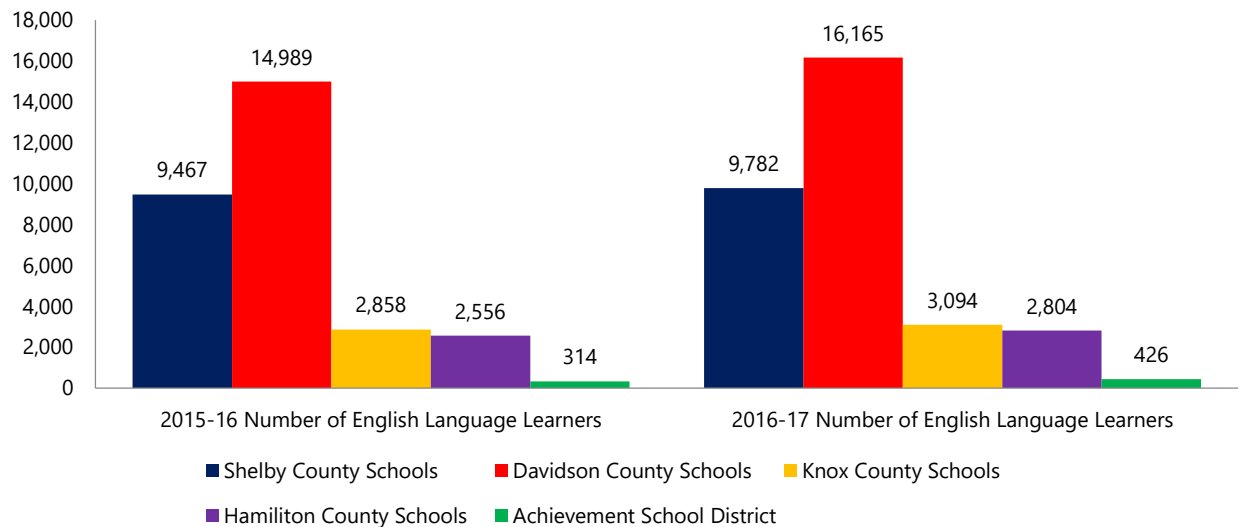
On a relative basis, slightly over 12% of the District’s student population had at least one disability in school year 2016-17. In the chart below, Shelby County Schools serves a similar population of students with disabilities as compared to other major school districts across the state.



\*Data Source: State Report Card, School Years 2015-16 and 2016-17. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)

*English Language Learners*

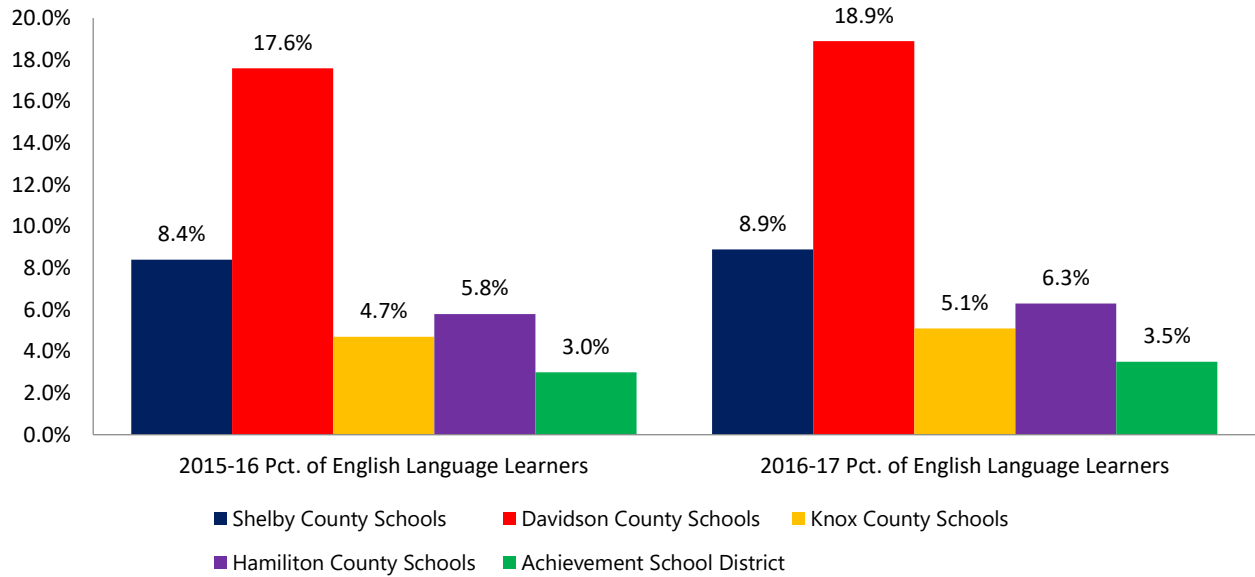
In school year 2016-17, Shelby County Schools had nearly 9,800 English Language Learners, which is 300 students more than that in the previous school year. Shelby County Schools had the second largest share of English Language Learners (ELL) among the large urban school districts in Tennessee. Fifty languages were represented among these students.



\*Data Source: State Report Card, School Years 2015-16 and 2016-17. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)



The relative share of ELL students continued to grow, standing at 8.9% in school year 2016-17. SCS 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 2015-16 and 2016-17. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)

### Early Childhood Intervention

Early learning and early literacy are critical for a child’s long-term success. In a 2011 study, children who do not read on grade level by 3rd grade are four times more likely to not have a high school diploma by age 19. Also, 3rd grade reading proficiency is a stronger predictor of high school dropouts than poverty. Hence, when a low-income student can read by 3rd grade, the student has approximately a 90% chance of graduating from high school. high school graduation.



II. BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
City of Memphis						
Federal Government	\$ 125,436,469	152,813,433	\$ 176,783,781	\$ 159,643,122	\$ (17,140,659)	-9.70%
<b>Total revenues</b>	<u>125,436,469</u>	<u>152,813,433</u>	<u>176,783,781</u>	<u>159,643,122</u>	<u>(17,140,659)</u>	<u>-9.70%</u>
<b>Expenditures</b>						
Instruction	58,048,309	77,117,348	91,197,703	72,179,565	(19,018,138)	-20.85%
Instructional support	29,173,818	30,974,157	8,944,806	38,672,319	29,727,513	332.34%
Student support	10,123,951	11,208,616	40,101,556	11,514,786	(28,586,770)	-71.29%
General administration	-	-	300	-	(300)	-100.00%
Other support services	72,686	-	-	-	-	100.00%
Student transportation	493,598	2,985,733	3,178,719	3,701,533	522,814	16.45%
Plant services	92,529	(214)	-	-	-	0.00%
Community service	27,431,577	30,527,794	33,360,697	33,574,919	214,222	0.64%
<b>Total expenditures</b>	<u>125,436,469</u>	<u>152,813,433</u>	<u>176,783,781</u>	<u>159,643,122</u>	<u>(17,140,659)</u>	<u>-9.70%</u>

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B, 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 \$159.6 million in fiscal year 2018-19, which represents a \$17.1 million budget decline compared to the prior fiscal year’s budget. Below are the factors that resulted in a decline in federal funds:

- SCS has reduced its Title I, Part A; IDEA, Part B; and Title II, Part A by \$14.8 million for carryover funds from fiscal year 2017-18;
- IDEA, Part B grant has been reduced proportionally with fewer students with disabilities projected;
- Title I School Improvement Grant (SIG Cohort 4) grant is scheduled to expire on September 30, 2018, which amounts to a \$4.1 million loss; and
- Pre-School Development grant has increased its contracted services spend, reducing the grant’s carryover fund.

Conversely, the Title IV (Student Support and Academic Enrichment) grant is budgeted to increase in fiscal year 2018-19. The US Department of Education has communicated that several federal grant awards will have at least the same or a greater amount in fiscal year 2018-19 than in the prior year.



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

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
City of Memphis						
Federal Government	\$ 125,436,469	\$ 152,813,433	\$ 176,783,781	\$159,643,122	\$ (17,140,659)	-9.70%
<b>Total revenues</b>	<u>125,436,469</u>	<u>152,813,433</u>	<u>176,783,781</u>	<u>159,643,122</u>	<u>(17,140,659)</u>	<u>-9.70%</u>
<b>Expenditures</b>						
Salaries	61,259,017	65,239,468	67,461,691	68,061,190	599,499	0.89%
Benefits	15,294,067	16,344,861	19,133,208	17,889,952	(1,243,256)	-6.50%
Contracted services	7,311,425	32,690,298	36,880,545	38,388,971	1,508,426	4.09%
Professional services	16,873,560	8,721	10,269	20,000	9,731	94.76%
Property maintenance services	743,515	876,549	1,027,836	1,189,576	161,740	15.74%
Travel	489,852	447,040	561,301	461,613	(99,688)	-17.76%
Supplies & materials	7,842,543	12,511,257	13,943,238	8,842,877	(5,100,361)	-36.58%
Furniture, equipment & building improvements	8,978,721	15,748,754	26,870,271	4,472,468	(22,397,803)	-83.36%
Other objects	6,643,769	8,946,485	10,895,422	20,316,475	9,421,053	86.47%
Debt Service	-	-	-	-	-	0.00%
Transfers out	-	-	-	-	-	0.00%
<b>Total expenditures</b>	<u>125,436,469</u>	<u>152,813,433</u>	<u>176,783,781</u>	<u>159,643,122</u>	<u>(17,140,659)</u>	<u>-9.70%</u>

Furniture, equipment and building improvements will experience the largest budget decline of \$22.4 million in fiscal year 2018-19. The main reason behind this budget decline is that \$14 million of the Title I carryover was spent on school technology. Supplies and materials will experience a \$5.1 million decline in fiscal year 2018-19 with expiring SIG grants and reduced carryover funds from several federal grants.





III. SUMMARY OF MAJOR FEDERAL GRANTS

PROJECT	PROJECT NAME	FY 2017- 18 AMENDED BUDGET	FY 2018-19 PROPOSED BUDGET	FY 2018-19 POSITIONS	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE
1005	Title I Part A Improving Basic Programs Operated by LEAs	77,116,844	67,002,325	540.6	(10,114,519)	(13%)
9005	IDEA Part B	34,480,119	31,793,668	608.0	(2,686,451)	(8%)
9408	Head Start 2018	11,644,668	25,413,128	97.5	13,768,460	118%
9506	Pre-K Expansion (PDG)	7,903,702	7,497,976	79.0	(405,726)	(5%)
2005	Title II, Part A, Preparing, Training & Recruiting High Qu	7,246,749	5,272,861	41.0	(1,973,888)	(27%)
9118	Priority School Improvement Grant	-	2,999,999	-	2,999,999	100%
0016	Consolidated Administration	2,994,823	2,881,058	31.0	(113,766)	(4%)
5011	Title IV, Part A, Student Support and Academic Enrichme	1,508,890	2,401,467	6.0	892,577	59%
8005	Carl Perkins	2,351,730	2,219,496	10.0	(132,234)	(6%)
1306	Title I School Improvement Grant (SIG Cohort 4)	6,322,766	2,126,725	-	(4,196,041)	(66%)
9917	Comprehensive School Safety Initiative	1,259,642	1,617,955	3.2	358,313	28%
9806	Project Prevent	1,521,082	1,417,335	8.0	(103,747)	(7%)
1307	iZone School Improvement Grant	1,386,502	1,409,196	9.0	22,694	2%
3005	Title III, Part A, Language Instruction for English Learners	1,197,307	1,162,984	24.0	(34,323)	(3%)
9907	Project Stand	628,228	648,690	2.0	20,462	3%
5012	21st CCLC Remaining Funds	843,101	580,000	-	(263,101)	(31%)
9920	SCS SEED Grant	443,785	457,622	3.0	13,837	0%
1006	Title I Neglected	438,774	440,840	-	2,065	(.5%)
9707	CDCP HIV/STD PREVENTION (FY 2017)	501,042	376,139	3.0	(124,903)	(25%)
D396	Gear Up at the River	404,915	321,650	2.0	(83,265)	(21%)
8305	Workforce Investment Network Out Of School	620,680	275,455	2.0	(345,225)	(56%)
5022	21st CCLC Cohort 2017	-	263,101	-	263,101	100%
9105	IDEA Preschool	253,359	219,036	3.0	(34,323)	(14%)
D398	Gear Up 3.0	-	167,000	1.0	167,000	100%
1505	Title I, Part D	148,129	153,825	-	5,696	4%
7006	Title IX	134,155	134,155	1.0	(0)	-
9027	Transition School to Work Program	169,205	131,713	2.4	(37,492)	(22%)
8810	WIN IN School Grant	91,925	91,123	1.0	(802)	(1%)
8804	READ TO BE READY SUMMER LITERACY GRANT	-	90,820	-	90,820	100%
9017	Substance Abuse Prevention & Treatment	63,000	63,000	-	-	-
9705	CDCP HIV/STD PREVENTION	12,780	12,781	-	1	-
0210	Title I Part A School Imp. 1003 (a) Focus Schools	199,023	-	-	(199,023)	(100%)
1308	School Improvement Grant IZone Incubator	157,802	-	-	(157,802)	(100%)
1309	Title I School Improvement Turnaround Grant	536,100	-	-	(536,100)	(100%)
5008	Principal Pipeline Grant	125,000	-	-	(125,000)	(100%)
5010	IDEA Discretionary Supplemental Grant	44,541	-	-	(44,541)	(100%)
8725	TN Commission on Children & Youth (TCY)	25,000	-	-	(25,000)	(100%)
8800	Read to be Ready Grant	587,211	-	-	(587,211)	(100%)
8807	CAREER TECHNICAL EQUIPMENT	209,611	-	-	(209,611)	(100%)
9016	IDEA Discretionary 2015-16	174,220	-	-	(174,220)	(100%)
9205	Project Aware	40,000	-	-	(40,000)	(100%)
9407	Head Start 2017	12,962,368	-	-	(12,962,368)	(100%)
8803	Read to be Ready Coaching Network	10,000	-	-	(10,000)	(100%)
8809	NEW SKILLS FOR YOUTH MINI G	25,000	-	-	(25,000)	(100%)
<b>Grand Total</b>		<b>\$ 176,783,781</b>	<b>\$ 159,643,122</b>	<b>1,477.7</b>	<b>\$ (17,140,660)</b>	<b>(10%)</b>

Below are details about federal grants with a budget over \$1 million in the FY2018-19 budget.

Every Student Succeeds Act (ESSA) Title I, Part A, Improving Basic Programs: 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. Also Title I, Part A funds are 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 will also support teacher professional development by creating an Instructional Support Advisor Assessment team dedicated to creating quality district-wide assessments to ensure authentic, worthwhile standards aligned instruction.



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. More details about Title I, Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2017-18:* All, except six of the District run schools and three Charter 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 FY2017-18:* 100,844

Individuals with Disabilities Education Act (IDEA), Part B: IDEA, Part B provides funds to state educational agencies which flow to local educational agencies to help them ensure 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 grants supplement state and local funds for special education services. More details about IDEA, Part B can be found on the website: <https://www2.ed.gov/programs/osepgts/index.html>

- *Participating Schools in FY2017-18:* 201 Schools
- *Estimated number of students served in FY2017-18:* 16,210

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. More details about Title II, Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2017-18:* All SCS Schools
- *Estimated number of teachers and school leaders affected:* All teachers and school leaders in SCS schools

ESSA Title I School Improvement Grant (SIG Cohort 4): School Improvement Grants (SIG), are used to provide adequate resources to LEAs in order to raise substantially the achievement of the lowest-performing students in their lowest-performing schools. More details about SIG can be found on the website: <https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1003>

- *Participating Schools in FY2017-18:* Grandview Heights, Hamilton High, Melrose, Treadwell Elementary, Trezevant High
- *Estimated number of students served in FY2017-18:* 2,836

Preschool Development Grants (i.e., Pre-K Expansion Grants): Preschool Development Grants support states to (1) build or enhance their infrastructure to provide high-quality preschool programs, and (2) expand high-quality preschool programs in high-need communities. Tennessee was selected as one of the states to serve as a model for expanding preschool to all 4-year-olds from low and moderate income families. The TN Department of Education selected Shelby County Schools to expand preschool programs within the district. More details about Preschool Development Grants (Pre-K Expansion Grants) can be found on the website: <http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html>

- *Participating Schools in FY2017-18:* 28 school based sites, 23 community partner sites
- *Estimated number of students served in FY2017-18:* 1,380



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. More details about the Perkins grants can be found on the website: <http://www2.ed.gov/policy/sectech/leg/perkins/index.html>

- *Participating Schools in FY2017-18:* 43 schools
- *Estimated number of students served in FY 2017-18:* 19,129

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

- *Participating Schools in FY2017-18:* Not Applicable
- *Estimated number of students served in FY2017-18:* Not Applicable

ESSA 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. Schools use the funds 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 ELs. 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. More 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 FY2017-18:* 105 Schools
- *Estimated number of students served in FY2017-18:* 10,451

ESSA Title I iZone Supplemental School Improvement Grant: School Improvement Grants (SIG), are used to provide adequate resources to LEAs in order to raise substantially the achievement of students in their lowest-performing schools. More details about SIG can be found on the website: <https://www2.ed.gov/policy/elsec/leg/esea02/pg1.html#sec1003>

- *Participating Schools in FY2017-18:* A. B Hill, Cherokee Elementary, Chickasaw Middle, Douglas High, Douglas K – 8, Ford Road Elementary, Geeter Middle, Grandview Heights Middle, Hamilton High, Hamilton Middle, Lucie E. Campbell Elementary, Magnolia Elementary, Melrose High, Mitchell High, Raleigh Egypt 6 – 12, Riverview K – 8, Sheffield Elementary, Sherwood Middle, Treadwell Elementary, Treadwell Middle, Trezevant High, Westhaven Elementary, Westwood High
- *Estimated number of students served in FY2017-18:* 11,106

Project Prevent: Project Prevent provides access to school-based counseling services for assistance in coping with trauma or anxiety through Project Prevents Special Project Coordinators (SPC) and referrals to the district's own licensed Mental Health Center as well as community-based counseling services through providers with whom the Mental Health Center has a Memorandum of Understanding. The program also provides school-based social and emotional supports for students to help address the effects of violence, conflict resolution and other school based strategies to prevent future violence, and a safer and improved school environment which focus on decreasing the incidence of violence, gang involvement, and substance abuse. In doing so the SPC's provide an array of interventions, to address the needs of a particular student. More details can be found on the website: <https://www2.ed.gov/programs/projectprevent/index.html?exp=0>



- *Participating Schools in FY2017-18:* Craigmont Middle, Craigmont High, Kirby High, Hickory Ridge Middle,
- *Estimated number of students served in FY2017-18:* 275

Comprehensive School Safety Initiative: The Comprehensive School Safety Initiative (CSSI) is a program under the U.S. Department of Justice (DOJ), Office of Justice Programs (OJP), National Institute of Justice (NIJ). The CSSI program funds rigorous research to produce practical knowledge that can improve the safety of schools and students. Projects funded under the CSSI are designed to produce knowledge that can be applied to schools and school districts across the nation for years to come. RTI International, in collaboration with SCS's Safety and Security division, has designed a research study to expand GRASSY, SHAPE, PBIS, and other promising SCS practices and introduce new Safe Corridor policing. Two-thirds of grant funds are set aside for SCS programmatic expenses. There are sixteen middle schools that participate in the grant. More details can be found on the website:

<https://www.nij.gov/topics/crime/school-crime/Pages/school-safety-initiative.aspx>

- *Participating Schools in FY2017-18:* A. Maceo Walker, Colonial, Geeter, Georgian Hills, Lowrance, Oakhaven, Snowden, White Station, American Way, Chickasaw, Cordova, Cummings, Germanton, J.P. Freeman, Kate Bond, Kingsbury
- *Estimated number of students served in FY2017-18:* 475

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 children'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. More details about Head Start can be found on the website:

<http://www.acf.hhs.gov/programs/ohs>

- *Participating Schools in FY2017-18:* 54 school based sites, 11 center based sites (Porter Leath)
- *Estimated number of students served in FY2017-18:* 3,200

ESSA Title IV, Part A, Student Support and Academic Enrichment - Title IV grant provides 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. More 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 FY2017-18:* Not Available; New grant award in FY2017-18
- *Estimated number of students served in FY2017-18:* Not Available; New grant award in FY2017-18

District Priority School Improvement Grant: District Priority School Improvement Grant will provide resources to enable districts with the greatest capacity to turnaround the state's lowest-performing schools. The grant is designed to support a set of common, high-leverage school improvement strategies across all Priority schools.

- *Participating Schools in FY2017-18:* Not Available; New grant award in FY2018-19
- *Estimated number of students served in FY2017-18:* Not Available; New grant award in FY2018-19



NON-FEDERAL PROGRAMS FUND

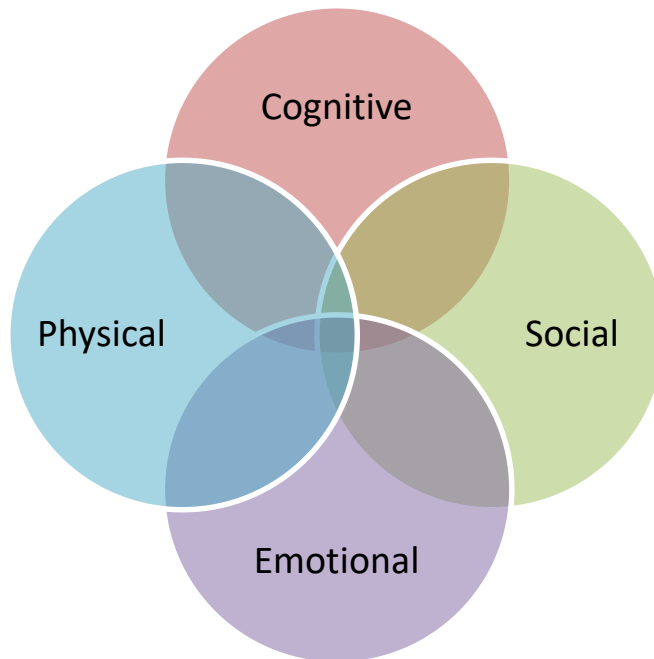
This section includes the following information:

- I. Needs of Shelby County Schools Students
- II. Financial Summary of the Non-Federal Programs Fund
- III. Summary of the Non-Federal Programs Revenue Sources

Shelby County Schools supports students in becoming academic scholars and productive citizens. The District provides academic enrichment programs to complement the academic learning in the classroom. Most of the special revenue funds are dedicated to enhancing academic learning and innovation.

**I. NEEDS OF SHELBY COUNTY SCHOOLS STUDENTS**

Nurturing and growing the whole child is a critical focus for the District. The four developmental areas shown below support our Destination 2025 goals and ensure that our students are productive citizens.



In the report *Off to a Good Start*, the Urban Child Institute reported that 13% of babies born in Shelby County were preterm in 2013, which was slightly above the national average. Infants born preterm are at greater risk for physical and development health problems and tend to have more behavioral and social difficulties in their first few years of life<sup>1</sup>.

The Urban Child Institute pointed out that there’s a strong link between parent education and poverty. Parents with more years of schooling are more likely to get higher-paying and stable jobs. Consequently, these parents may have more time and resources to provide a stimulating home environment for their children. Within Shelby County, about 40% of women who gave birth within the past 12 months had less than or equal to a high school diploma in 2013.

<sup>1</sup> *Off to a Good Start: Social and Emotional Development of Memphis Children*. The Urban Child Institute. URL: [www.urbanchildinstitute.org/resources/publications/off-to-a-good-start](http://www.urbanchildinstitute.org/resources/publications/off-to-a-good-start).



About a third had completed some college, and about 25 percent earned a bachelor's degree or higher in 2013. The data highlights a need to provide a stimulating learning environment to children who may not have access to it.

Additionally, the Urban Child Institute reported a national survey finding that 57.6% of parents did not visit the library with their children in the past month. About 14.2% of parents did not tell a story to their children in the past week and approximately 20.5% did not perform crafts with their children in the past week<sup>2</sup>. Parental involvement can be limited, particularly among families below the poverty line, parents who have multiple jobs and are the sole breadwinner, and families who have limited access to resources in their communities.

In a recent publication of *Parenting in America*<sup>3</sup>, the Pew Research Center found that 47% of families with incomes less than \$30,000 expressed concerns about their children getting shot. About 59% of these families worried about their children being kidnapped and about 40% feared that their children would get in trouble with the law. While these findings are based on a national survey, the concerns about safety are shared by many of our parents. In Shelby County, the most prevalent adverse childhood experiences (ACEs) are substance abuse, emotional abuse and violence between adults in the home.

In a recent Columbia University empirical study, Social & Emotional Learning programs can have a 11 percentile point gain on student achievement performance. This study and others highlight the importance of providing a safe and enriched learning environment for students and the competing demands that pull parents away from being actively involved in their children's lives. Shelby County Schools believes that each child deserves access to opportunities to grow academically, socially, and emotionally.

## II. FINANCIAL SUMMARY OF THE NON-FEDERAL PROGRAMS FUND

The Non-Federal Program Fund is self-supporting and the resources are generated from grants, donations, and fees from the state of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement and instructional supports. Some of the resources supplement the District's student support and operational services. Memphis Education Fund's School Improvement grant, Bill and Melinda Gates Foundation's Teacher and Leader Effectiveness (TLE) grant, and other grants/fees have been used to address student achievement by improving instructional support and development.

About \$33.4 million of Non-Federal Programs Fund revenues are budgeted in fiscal year 2018-19.

In fiscal year 2018-19, the Non-Federal Programs Fund is budgeted at \$40.3 million in expenditures, which is \$10.4 million (or 34.7%) greater than the prior year's amended budget. The Bill and Melinda Gates Foundation's TLE grant ended with \$2.9 million of expenditures in fiscal year 2017-18. Through the TLE grant, the District was able to build internal capacity to sustain the work in the future. Consequently, there is a decline in professional services.

The After-School Childcare budget is higher due to an increase in enrollment and tuition fees. Urban Strategies grant is budgeted at \$408,000 higher than it was in fiscal year 2017-18 as a result of increased funding.

In addition, the SPED Medicaid Reimbursement grant increased \$370,122 above last year. These additional funds will provide professional and more efficient services for students with disabilities, such as professional development for specialty area therapists and assistive technology devices to improve effectiveness; supply augmentative and alternative communication devices for use with students who are nonverbal (on the autism spectrum) and students with intellectual disabilities.

The District has budgeted \$872,797 less in the School Improvement Teacher Town grant for fiscal year 2018-19 than in the prior fiscal year. These funds are used to support iZone schools and school improvement programs.

<sup>2</sup> *Off to a Good Start: Social and Emotional Development of Memphis Children*. The Urban Child Institute. URL: [www.urbanchildinstitute.org/resources/publications/off-to-a-good-start](http://www.urbanchildinstitute.org/resources/publications/off-to-a-good-start).

<sup>3</sup> *Parenting in America*. Pew Research Center. December 17, 2015. URL: [www.pewsocialtrends.org/2015/12/17/parenting-in-america](http://www.pewsocialtrends.org/2015/12/17/parenting-in-america)





Below is the Non-Federal Programs Fund budget for fiscal year 2018-19 listed by state function.

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
State of Tennessee	\$ 12,901,028	\$ 13,553,306	\$ 13,180,817	\$ 13,149,817	\$ (31,000)	-0.24%
Other local sources	18,722,757	18,626,153	15,306,514	20,295,979	4,989,465	32.60%
<b>Total revenues</b>	<b>31,623,785</b>	<b>32,179,459</b>	<b>28,487,330</b>	<b>33,445,796</b>	<b>4,958,466</b>	<b>17.41%</b>
<b>Expenditures</b>						
Instruction	290,203	933,544	4,228,700	4,447,398	218,698	5.17%
Instructional support	274,617	816,469	1,018,751	1,471,511	452,760	44.44%
Student support	58,191	29,650	35,493	60,000	24,507	69.05%
Office of principal	202,504	10,676	-	40,539	40,539	100.00%
General administration	8,561,316	5,838,652	239,247	-	(239,247)	0.00%
Fiscal services	267,524	67,069	116,446	-	(116,446)	-100.00%
Other support services	129,966	126,735	-	-	-	0.00%
Plant services	537,850	501,708	759,160	946,511	187,351	0.00%
Community service	19,255,715	20,019,564	23,551,091	33,375,053	9,823,962	41.71%
Food service	-	-	-	-	-	0.00%
<b>Total expenditures</b>	<b>29,577,887</b>	<b>28,344,068</b>	<b>29,948,888</b>	<b>40,341,012</b>	<b>10,392,124</b>	<b>34.70%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>2,045,898</b>	<b>3,835,391</b>	<b>(1,461,558)</b>	<b>(6,895,216)</b>		
<b>Approved use of fund balance</b>			<b>1,461,558</b>	<b>6,895,216</b>		
<b>Net Change</b>	<b>2,045,898</b>	<b>3,835,391</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>3,770,962</b>	<b>6,578,574</b>	<b>9,863,161</b>	<b>8,401,603</b>		
Increase (decrease) in reserve for encumbrance	(497,820)	(581,562)	-	-		
Transfers from Other Funds	1,259,536	30,758	-	-		
<b>Ending Fund Balance</b>	<b>\$ 6,578,574</b>	<b>\$ 9,863,161</b>	<b>\$ 8,401,603</b>	<b>\$ 1,506,387</b>		

Below is the Non-Federal Programs Fund budget for fiscal year 2018-19 listed by major object.

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
State of Tennessee	\$ 12,901,028	\$ 13,553,306	\$ 13,180,817	\$ 13,149,817	\$ (31,000)	-0.24%
Other local sources	18,722,757	18,626,153	15,306,514	20,295,979	4,989,465	32.60%
<b>Total revenues</b>	<b>31,623,785</b>	<b>32,179,459</b>	<b>28,487,330</b>	<b>33,445,796</b>	<b>4,958,466</b>	<b>17.41%</b>
<b>Expenditures</b>						
Salaries	11,690,183	13,978,224	13,978,224	14,780,992	802,768	5.74%
Benefits	2,668,353	3,320,553	3,320,553	3,422,213	101,660	3.06%
Contracted services	12,707,478	8,206,779	8,569,933	9,443,665	873,732	10.20%
Professional services	384,126	781,566	450,112	8,622,200	8,172,088	-100.00%
Property maintenance services	9,287	11,394	11,394	15,674	4,280	37.56%
Travel	75,479	232,196	299,196	215,550	(83,646)	-27.96%
Supplies & materials	1,002,701	857,098	858,098	2,151,429	1,293,331	150.72%
Furniture, equipment & building improvements	301,433	423,079	423,079	385,326	(37,753)	-8.92%
Other objects	738,846	533,180	2,038,299	1,303,963	(734,336)	-36.03%
	<b>29,577,887</b>	<b>28,344,069</b>	<b>29,948,888</b>	<b>40,341,012</b>	<b>10,392,124</b>	<b>34.70%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>2,045,898</b>	<b>3,835,390</b>	<b>(1,461,558)</b>	<b>(6,895,216)</b>		
<b>Approved use of fund balance</b>			<b>1,461,558</b>	<b>6,895,216</b>		
<b>Net Change</b>	<b>2,045,898</b>	<b>3,835,390</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>3,770,962</b>	<b>6,578,574</b>	<b>9,863,161</b>	<b>8,401,603</b>		
Increase (decrease) in reserve for encumbrance	(497,820)	(581,562)	-	-		
Transfers from Other Funds	1,259,536	30,758	-	-		
<b>Ending Fund Balance</b>	<b>\$ 6,578,574</b>	<b>\$ 9,863,161</b>	<b>\$ 8,401,603</b>	<b>\$ 1,506,387</b>		



**III. SUMMARY OF THE NON-FEDERAL PROGRAMS REVENUE SOURCES**

Two charts provide different illustrations of the Non-Federal Programs Fund. The first chart provides a comparison of the last two fiscal year budgets for each project, including the number of fiscal year 2018-19 budgeted full-time positions.

Project	Project Name	2017-18 Budget	2018-19 Budget	2018-19 Position	2018 vs 2019	
					VARIANCE	% CHANGE
D085	After-School Childcare	6,968,638	15,915,414	24.63	8,946,776	128%
D525	Pre-K	9,999,506	10,799,506	95.50	800,000	8%
D770	School Improvement Teacher Town	4,189,430	3,316,633	14.00	(872,797)	-21%
D225	After-School Snacks	2,730,811	2,730,811	-	(0)	0%
D765	Shelby County Government Pre-K	1,803,521	2,103,821	27.00	300,300	17%
D795	SPED Medicaid Reimbursement	948,814	1,318,936	2.00	370,122	39%
D025	School Age Childcare	510,743	1,131,325	8.00	620,582	122%
D485	SCIAA Dues & Fines	616,342	730,893	-	114,551	19%
D961	Urban Strategies	93,465	501,490	4.00	408,025	437%
D075	Facility Rental	275,000	465,000	-	190,000	69%
D960	Lottery for Education Afterschool Programs (LEAPS)	417,500	417,500	-	-	0%
D065	TVA ENERNOC Demand Response Program	334,184	326,112	1.00	(8,072)	-2%
D045	Security-Ancillary Services	149,976	155,399	-	5,423	4%
D555	Research & Evaluation	62,838	152,576	2.00	89,738	143%
D957	Project Graduation	135,000	58,306	-	(76,694)	-57%
D465	Mental Health Records	10,000	40,000	-	30,000	300%
D125	Telecommunications Center UbS	29,681	29,681	-	-	0%
D590	GCA Scholarship and Athletic Donation	125,000	29,134	-	(95,866)	-77%
D956	Bolton College Trust	36,400	25,000	-	(11,400)	-31%
D570	Colonial Hearing & Vision Center	5,000	21,000	-	16,000	320%
D240	Class Piano Program	25,493	20,000	-	(5,493)	-22%
D958	Verizon Innovation Award	67,446	18,000	-	(49,446)	-73%
D415	Homeless Children & Youth Program	-	16,500	-	16,500	100%
D095	Very Special Arts Festival	5,000	10,500	-	5,500	110%
D670	Adolescent Parenting Program	5,000	6,562	-	1,562	31%
D245	Arts in Education: Artfest	600	915	-	315	52%
D055	Teacher and Leader Effectiveness	239,247	-	-	(239,247)	-100%
D103	Career and Technical Education	7,099	-	-	(7,099)	-100%
D205	Adopt a School Seminar	3,441	-	-	(3,441)	-100%
D275	Coalition of Large School Systems	116,446	-	-	(116,446)	-100%
D310	Work Based Learning Grant	25,000	-	-	(25,000)	-100%
D785	School Uniforms	2,390	-	-	(2,390)	-100%
D955	SIMS High School Robotics Program	1,877	-	-	(1,877)	-100%
D962	Teacher Leader Network Grant	8,000	-	-	(8,000)	-100%
<b>Total</b>		<b>29,948,888</b>	<b>40,341,012</b>	<b>178.13</b>	<b>10,392,125</b>	<b>34.70%</b>



FY2018-19 PROPOSED BUDGET

NON-FEDERAL PROGRAMS

The second chart categorizes the fiscal year 2018-19 budgeted projects in different foci. Cognitive, social and emotional support are a key focus in the Non-Federal Programs Fund.

CATEGORY	PROJECT	PROJECT NAME	FY 2017 - 18 AMENDED BUDGET	FY 2018-19 PROPOSED BUDGET	FY 2018-19 POSITIONS	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE
Cognitive Social Emotional Support	D085	After-School Childcare (EOP)	6,968,638	15,915,413	24.63	8,946,775	128%
	D525	Pre-K	9,999,506	10,799,506	95.50	799,999	8%
	D225	After-School Snacks	2,730,811	2,730,811	-	-	0%
	D765	Shelby County Government Pre-K	1,803,521	2,103,821	27.00	300,300	17%
	D025	School Age Childcare	510,743	1,131,326	8.00	620,583	122%
	D485	SCIAA Dues & Fines	616,342	730,893	-	114,551	19%
	D961	Urban Strategies	93,465	501,490	4.00	408,025	437%
	D960	Lottery for Education Afterschool Programs (LEAPS)	417,500	417,500	-	-	0%
	D240	Class Piano Program	25,493	20,000	-	(5,493)	-22%
	D095	Very Special Arts Festival	5,000	10,500	-	5,500	0%
	D245	Arts in Education: Art fest	600	915	-	315	53%
	D103	Career and Technical Education	7,099	-	-	(7,099)	-100%
				<b>23,178,718</b>	<b>34,362,174</b>	<b>159.13</b>	<b>11,183,456</b>
Cognitive Social Emotional Support Total							
Operational Support	D075	Facility Rental	275,000	465,000	-	190,000	69%
	D065	TVA ENERDOC Demand Response Program	334,184	326,112	1.00	(8,072)	-2%
	D045	Security-Ancillary Services	149,976	155,399	-	5,423	4%
	D125	Telecommunications Center Ubs	29,681	29,681	-	-	0%
	D956	Bolton College Trust	36,400	25,000	-	(11,400)	-31%
	D275	Coalition of Large School Systems	116,446	-	-	(116,446)	-100%
			<b>941,687</b>	<b>1,001,192</b>	<b>1.00</b>	<b>59,505</b>	<b>6%</b>
Operational Support Total							
Student Achievement / Instructional Support	D770	School Improvement Teacher Town	4,189,430	3,316,633	14.00	(872,797)	-21%
	D555	Research & Evaluation	62,838	152,576	2.00	89,738	143%
	D957	Project Graduation	135,000	58,306	-	(76,694)	-57%
	D958	Verizon Innovative Award	67,446	18,000	-	(49,446)	-73%
	D055	Teacher and Leader Effectiveness	239,247	-	-	(239,247)	-100%
	D955	SIMS High School Robotics Program	1,877	-	-	(1,877)	-100%
			<b>4,695,838</b>	<b>3,545,515</b>	<b>16.00</b>	<b>(1,150,323)</b>	<b>-24%</b>
Student Achievement / Instructional Support Total							
Student Support Services	D795	SPED Medicaid Reimbursement	948,814	1,318,936	2.00	370,122	39%
	D465	Mental Health Records	10,000	40,000	-	30,000	100%
	D590	GCA Scholarship and Athletic Donation	125,000	29,134	-	(95,866)	0%
	D570	Colonial Hearing & Vision Center	5,000	21,000	-	16,000	320%
	D415	Homeless Children & Youth Program	-	16,500	-	16,500	0%
	D670	Adolescent Parenting Program	5,000	6,562	-	1,562	31%
	D205	Adopt a School Seminar	3,441	-	-	(3,441)	-100%
	D785	School Uniforms	2,390	-	-	(2,390)	-100%
	D962	Teacher Leader Network	8,000	-	-	(8,000)	-100%
	D310	Work Based Learning Grant	25,000	-	-	(25,000)	-100%
			<b>1,132,645</b>	<b>1,432,132</b>	<b>2.00</b>	<b>299,487</b>	<b>26%</b>
	Student Support Services Total						
	<b>Grand Total</b>			<b>\$ 29,948,888</b>	<b>\$ 40,341,012</b>	<b>178.13</b>	<b>\$ 10,392,125</b>



*Note that the final school-based grant allocations for fiscal year 2018-19 have not been made. As a result, the number of students served and participating schools are reflective of fiscal year 2017-18.*

Non-Federal Grant Summary by Project

Non-Federal Programs Fund grants of the District are comprised of state grants, local grants, tuition and fees. State grants are primarily funded based on the free and reduced nutrition count or entitlement basis. Some grants are competitive and are 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. 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.

**State of Tennessee**

D085 - After-School Childcare: The After-School Child Care Program serves a tremendous need to the District’s students and parents. The before and after care services are an extension of the regular school day with a focus on learning through stimulating activities and developmental practices. All programs must meet SCS standards based on guidelines set by the National After-School Association.

*Number of Students Served in FY2017-18: 5,740*

*Revenue Classification: Local Tuition*

*FY2017-18 Participating Schools:* Balmoral/Ridgeway Elementary, Barret’s Chapel School, Belle Forest Community School, Bellevue Middle, Brownsville Road Elementary, Bruce Elementary, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova Middle, Cromwell Elementary, Crump Elementary, Delano Elementary, Dexter Elementary, Doubletree Elementary, Downtown Elementary, Evans Elementary, Fox Meadows Elementary, Germanshire Elementary, Germantown Elementary, Germantown Middle, Grahamwood Elementary, Hickory Ridge Elementary, Highland Oaks, Holmes Road Elementary, Idlewild Elementary, John P. Freeman School, Kate Bond Elementary, Kate Bond Middle, Keystone Elementary, Lowrance School, Elementary, Lucy Elementary, Newberry Elementary, Oak Forest Elementary, Oakhaven Elementary, Oakshire Elementary, Peabody Elementary, Raleigh Bartlett Meadows Elementary, Richland Elementary, Ridgeway Early Learning, Ridgeway Middle, Riverwood Elementary, Ross Elementary, Rozelle Elementary, Scenic Hills Elementary, Sea Isle Elementary, Shelby Oaks Elementary, Sherwood Elementary, Snowden School, Southwind Elementary, Whitehaven Elementary, White Station Elementary, and White Station Middle.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2015-16	2016-17	2017-18	2018-19	2018 vs 2019	
Revenue	\$6,463,869	\$6,834,061	\$6,968,638	\$10,915,414	\$3,946,776	57%
Expenditure	\$4,301,365	\$4,815,927	\$6,968,638	\$15,915,414	\$8,946,776	128%
Excess (Deficiency)	\$2,162,505	\$2,018,133	\$0	(\$5,000,000)	\$0	0%
Fund Balance	\$3,752,564	\$5,770,697	\$5,770,697	\$770,697	(\$5,000,000)	-87%
Positions (FTE)	161	161	161	25	(136)	-85%

D095 - Very Special Arts Festival: The Very Special Arts Festival is a one-time educational gift from the Duration Club that was awarded to Shelby County Schools. These funds will be used to reinstate the Very Special Arts Festival. This program is a national event that offers our students with disabilities a means to participate, learn and enjoy the arts at the international, national and local level.

*Number of Students Served in FY2017-18: 2,031*

*Revenue Classification: Local Donations*



*FY2017-18 Participating Schools:* A. B. Hill Elementary, A. Maceo Walker, American Way Middle, Avon-Lenox High School, Barret's Chapel K-8, Belle Forest Community School, Bethel Grove Elementary, Bolton High, Booker T. Washington, Caldwell-Guthrie, Carver High, Central High, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova High, Cordova Middle, Craigmont High, Craigmont Middle, Cromwell, Dexter Elementary, Dexter Middle, Douglass High, East High, Ford Road Elementary, Gardenview, Geeter Middle, Geeter Middle, Germantown Elementary, Germantown High, Germantown Middle, Gordon Achievement, Grandview Heights Middle, Hamilton Elementary, Hamilton High, Hamilton Middle, Hickory Ridge Middle, Highland Oaks Elementary, Highland Oaks Middle, Hillcrest High, Holmes Road, Kate Bond Middle, Keystone Elementary, Kingsbury Elementary, Kingsbury High, Kingsbury Middle, Kirby High, Kirby Middle, Knight Road Elementary, Lowrance Elementary, Lucie E. Campbell, Manassas High, Martin Luther King Alternative, Melrose High, Mitchell High, Northaven Elementary, Oak Forest Elementary, Oakhaven High, Overton High, Raineshaven, Raleigh-Egypt High, Raleigh-Egypt Middle, Ridgeway High, Riverview K-8, Riverview K-8, Ross Elementary, Sea Isle Elementary, Sheffield High, Sherwood Middle, Shrine School, South Park Elementary, Southwind High, Treadwell Middle, Trezevant High, Vollentine Elementary, W.H. Brewster, Westwood High, White Station High, White Station Middle, Whitehaven High, Wooddale High, and Woodstock Middle.

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance & % Change	
					2018 vs 2019	
Revenue	\$11,471	\$16,178	\$5,000	\$10,500	\$5,500	110%
Expenditure	\$11,166	\$8,614	\$5,000	\$10,500	\$5,500	110%
Excess (Deficiency)	\$305	\$7,564	\$0	\$0	\$0	0%
Fund Balance	\$6,405	\$13,969	\$13,969	\$13,969	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D961 – Urban Strategies: The City of Memphis (City) and the Memphis Housing Authority (MHA) were awarded a \$29.5 million Choice Neighborhoods Implementation Grant (CNI Grant) from the U.S. Department of Housing and Urban Development (HUD). The CNI Grant targets the revitalization of the Foote Homes housing development and the surrounding 38126 neighborhood of Memphis. The CNI Grant funds the implementation of specific plans and the achievement of specific outcomes (Strategy) under each of the three components of the CNI Grant Application- Housing, People, and Neighborhood. This Grant requires that USI provide and/or coordinate a variety of supportive services to families living in Foote Homes and the surrounding 38126 zip code, as described in the People Strategy portion of the CNI application, and the South City Site Transformation Plan (Transformation Plan).

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance & % Change	
					2018 vs 2019	
Revenue	\$0	\$0	\$93,465	\$501,490	\$408,025	437%
Expenditure	\$0	\$0	\$93,465	\$501,490	\$408,025	437%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	4	4	100%

D225 – After-School Snacks: With the After-School Supper program, nutritious meals are provided by the District’s Nutrition Services Department on a charge-back basis. The Tennessee Department of Human Services (DHS) certifies the School Age Child Care (SACC) program for participation in the Child and Adult Care Food Program (CACFP). DHS requires each program to maintain documents for compliance with the Child and Adult Care Program. The cost of after-school suppers provided to students in the SACC program is reimbursed.

*Number of Students Served in FY2017-18:* 6,300  
*Revenue Classification:* State of Tennessee Grant

*FY2017-18 Participating Schools:* Alcy Elementary, Alton Elementary, Aspire Public School, Balmoral/Ridgeway Elementary, Barrett’s Chapel School, Belle Forest Community School, Bellevue Middle, Berclair Elementary, Brownsville Road Elementary, Bruce Elementary, Cherokee, Chimneyrock Elementary, Colonial Middle, Cordova



Elementary, Cordova Middle, Cromwell Elementary, Crump Elementary, Delano Elementary, Dexter Elementary, Doubletree Elementary, Douglass, Downtown Elementary, Evans Elementary, Fox Meadows Elementary, Germanshire Elementary, Germantown Elementary, Germantown Middle, Goodlett Elementary, Grahamwood Elementary, Hickory Ridge Elementary, Highland Oaks Elementary, Holmes Road Elementary, Idlewild Elementary, Jackson Elementary, John P. Freeman School Optional, Kate Bond Elementary, Kate Bond Middle, Keystone Elementary, Kingsbury Elementary, Knight Road Elementary, Larose Elementary, Levi Elementary, Lowrance School, Lucie E. Campbell Elementary, Lucy Elementary, MASE, Newberry Elementary, Oak Forest Elementary, Oakhaven Elementary, Oakshire Elementary, Peabody Elementary, Raleigh Bartlett Elementary, Richland Elementary, Ridgeway Early Learning, Riverwood Elementary, Robert R. Church Elementary, Ross Elementary, Rozelle Elementary, Scenic Hills Elementary, Sea Isle Elementary, Sheffield Element, Shelby Oaks Elementary, Sherwood Elementary, Snowden School, Springdale Elementary, Treadwell Elementary, Treadwell Middle, Vollentine Elementary, Wells Station Elementary, , Whitehaven Elementary, White Station Elementary, White Station Middle, Willow Oaks Elementary, Dr. William Brewster Elementary, Winridge Elementary, Ridgeway Middle, and Southwind Elementary.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2015-16	2016-17	2017-18	2018-19	2018 vs 2019	
Revenue	\$2,359,384	\$2,157,781	\$2,730,811	\$2,730,811	\$0	0%
Expenditure	\$2,200,208	\$2,316,958	\$2,730,811	\$2,730,811	\$0	0%
Excess (Deficiency)	\$159,176	(\$159,176)	\$0	\$0	\$0	0%
Fund Balance	\$159,176	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D570 - Colonial Hearing and Vision Center:** Colonial Hearing and Vision Center provides speech therapy, vision and audiology services to SCS 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 SCS Audiologists fit those molds to SCS students and other students in the community. Some students are members of state run insurances. Fees are charged for the ear molds and hearing aid repairs. The State pays 20 dollars when a record request is made.

*Number of Students Served in FY2017-18:* 200  
*Revenue Classification:* State of Tennessee Fees

*FY2017-18 Participating Schools:* Sea Isle Elementary, White Station Elementary, White Station Middle, White Station High.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2015-16	2016-17	2017-18	2018-19	2018 vs 2019	
Revenue	\$32,720	\$3,164	\$5,000	\$21,000	\$16,000	320%
Expenditure	\$560	\$0	\$5,000	\$21,000	\$16,000	320%
Excess (Deficiency)	\$0	\$3,164	\$0	\$0	\$0	0%
Fund Balance	\$32,160	\$35,324	\$35,324	\$35,324	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D465 - Mental Health Records:** The Mental Health Records program is managed by the District’s Mental Health Center. The Center has in the past received funds from the Tennessee Social Security Administration for managing the mailing of confidential student records. The State Social Security Administration sends standard documentation for the release of mental health records and records are supplied within 30 workdays. These funds are used to support school projects where Mental Health Center staff participate.

*Number of Students Served in FY2017-18:* All SCS Students  
*Revenue Classification:* State of Tennessee Fees  
*FY2017-18 Participating Schools:* All SCS Schools





Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
	2018 vs 2019					
Revenue	\$57,084	\$2,321	\$10,000	\$40,000	\$30,000	300%
Expenditure	\$44,172	\$127	\$10,000	\$40,000	\$30,000	300%
Excess (Deficiency)	\$12,912	\$2,194	\$0	\$0	\$0	0%
Fund Balance	\$193,257	\$195,450	\$195,450	\$195,450	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D525 Pre-K (VPK):** The program provides high quality early education that will 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, cognitive, social, emotional and physical addressed with a balance between direct instruction, group instruction, group activities, and choice of center-based activities.

*Number of Students Served in FY2017-18:* 1,635  
*Revenue Classification:* State of Tennessee Grant

*FY2017-18 Participating Schools:* A. B. Hill Elementary, Alcy Elementary, Alton Elementary, Belle Forest, Bethel Grove Elementary, Bruce Elementary, Charjean Elementary, Cherokee, Crump Elementary, Cummings, Dexter Elementary, Doubletree Elementary, Douglass Elementary, Dunbar, Egypt, Evans, Ford Road, Fox Meadows, Gardenview, Getwell, Goodlett, Hamilton Elementary, Hawkins-Mill, Holmes Road, Jackson, Kate Bond, Keystone Elementary, Kingsbury Elementary, Knight Road Elementary, Larose, Levi, Lowrance, Lucie E. Campbell, Lucy, Magnolia, Manor Lake, Newberry, Northaven, Oakhaven, Oakshire, Ridgeway Early Learning Center, Robert R. Church, Ross, Scenic Hills, Sharpe, Sheffield, Sherwood, Southwind, South Park, Springdale, Treadwell, Vollentine, Wells Station, Westhaven, Westside, W. H. Brewster, Whitehaven, Winchester, Willow Oaks, Future Leaders, Great Adventure, Hope House, Horn Lake, Jessie Mahan, KIDazzle, Kiddie Kollege, Kindercare Raines, Kindercare Ridgeway, Kings and Queens, Lambs and Ivy, LaPetite Coleman, LaPetite Cordova, LaPetite New Allen, Memphis Business Academy, Miriam Child Development, New Sardis Childcare, Perea Preschool, Red Robin's Academy, Riverdale Kiddie, Sensational Enlightenment, SWTCC Macon, Trinity Child Development.

Category	2015-16	2016-17	2017-18	2018-19	2018 vs 2019	
Revenue	\$10,050,369	\$9,901,647	\$9,999,506	\$10,799,506	\$0	8%
Expenditure	\$9,937,087	\$9,901,647	\$9,999,506	\$10,799,506	\$0	8%
Excess (Deficiency)	\$113,282	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	92	94	97	96	(2)	-2%

**D025 - School Age Child Care:** School Age Child Care (SACC) serves as a support service to the District's students, parents, and surrounding communities. SACC is an extension of the regular school day with a focus on learning through fun, stimulating activities and developmental practices. SACC seeks to provide well-structured and supervised programs that act as safe havens for school age children, while providing warm, secure environments that encourage parental involvement and meet the cognitive, physical, social and emotional needs of children from various socio-economic backgrounds. This budget will also support administrative costs and support staff, state-mandated professional development, supplies, materials, equipment and mandatory travel for the SACC office.

*Number of Students Served in FY2017-18:* 5,740  
*Revenue Classification:* Tennessee Department of Health and Human Services Grant



*FY2017-18 Participating Schools:* Balmoral/Ridgeway Elementary, Barret’s Chapel School, Belle Forest Community School, Bellevue Middle, Bruce Elementary, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova Middle, Cromwell Elementary, Crump Elementary, Delano Elementary, Dexter Elementary, Doubletree Elementary, Downtown Elementary, Evans Elementary, Fox Meadows Elementary, Germanshire Elementary, Germantown Elementary, Germantown Middle, Grahamwood Elementary, Hickory Ridge Elementary, Highland Oaks, Holmes Road Elementary, Idlewild Elementary, John P. Freeman School, Kate Bond Elementary, Kate Bond Middle, Keystone Elementary, Lowrance School, Lucy Elementary, Newberry Elementary, Oak Forest Elementary, Oakhaven Elementary, Oakshire Elementary, Peabody Elementary, Raleigh Bartlett Meadows Elementary, Richland Elementary, Ridgeway Early Learning, Ridgeway Middle, Riverwood Elementary, Ross Elementary, Rozelle Elementary, Scenic Hills Elementary, Sea Isle Elementary, Shelby Oaks Elementary, Sherwood Elementary, Snowden School, Southwind Elementary, Whitehaven Elementary, White Station Elementary, and White Station Middle.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2015-16	2016-17	2017-18	2018-19	2018 vs 2019	
Revenue	\$365,414	\$960,802	\$510,743	\$693,031	\$182,288	36%
Expenditure	\$490,915	\$561,280	\$510,743	\$1,131,325	\$620,582	122%
Excess (Deficiency)	(\$125,501)	\$399,522	\$0	(\$438,294)	(\$438,294)	0%
Fund Balance	\$111,984	\$511,507	\$511,507	\$73,212	(\$438,294)	-86%
Positions (FTE)	17	16	16	8	(8)	-50%

D765 - Shelby County Government Pre-K (County Commission): The program provides high quality early education that will 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, cognitive, social-emotional and physical-addressed with a balance between direct instruction, group instruction, group activities, and a choice of center-based activities.

*Number of Students Served in FY2017-18:* 546

*Revenue Classification:* Shelby County Government through the State of Tennessee

*FY2017-18 Participating Schools:* A. B. Hill Elementary, Alton Elementary, Berclair Elementary, Bethel Grove Elementary, Dunbar, Egypt, Evans, Magnolia, Ridgeway Early Learning Center, Southwind, Springdale, and Winchester.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2015-16	2016-17	2017-18	2018-19	2018 vs 2019	
Revenue	\$2,350,801	\$1,888,616	\$1,803,521	\$2,103,821	\$300,300	17%
Expenditure	\$2,063,897	\$1,888,616	\$1,803,521	\$2,103,821	\$300,300	17%
Excess (Deficiency)	\$286,905	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	29	30	27	27	0	-10%

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 may include: audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, psychological services, bus monitors and social work services. 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 Students Served in FY2017-18: 6,474

Revenue Classification: State of Tennessee

FY2017-18 Participating Schools: All SCS Schools

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$486,130	\$952,045	\$948,814	\$1,318,936	\$370,122	39%
Expenditure	\$69,064	\$252,885	\$948,814	\$1,318,936	\$370,122	39%
Excess (Deficiency)	\$417,066	\$699,160	\$0	\$0	\$0	0%
Fund Balance	\$417,066	\$1,116,226	\$1,116,226	\$1,116,226	\$0	0%
Positions (FTE)	1	1	1	2	1	100%

**Donations, Fees, Tuition**

D670 - Adolescent Parenting Program: 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 FY2017-18: 200

Revenue Classification: Local Donations

FY2017-18 Participating Schools: All SCS middle and high schools are eligible

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$8,046	\$8,652	\$5,000	\$7,062	\$2,062	41%
Expenditure	\$4,805	\$5,421	\$5,000	\$6,062	\$1,062	21%
Excess (Deficiency)	\$3,241	\$3,231	\$0	\$1,000	\$1,000	100%
Fund Balance	\$6,331	\$9,562	\$9,562	\$10,562	\$1,000	10%
Positions (FTE)	0	0	0	0	0	0%

D205 - Adopt a School Seminar: The Adopt-A-School Seminar supports programs, seminars and luncheons that increase better awareness and community relationships with 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.

Number of Students Served in FY2017-18: All students at participating schools

Revenue Classification: Local Donations and Annual Luncheon

FY2017-18 Participating Schools: A. Maceo Walker Middle, A.B. Hill, Adolescent Parenting Program, Alcy Elementary, Alton Elementary, B. T. Washington High, Balmoral/Ridgeway Elementary, Barret’s Chapel, Belle Forest Community School, Bellevue Middle, Berclair Elementary, Bethel Grove Elementary, Bolton High, Brownsville Road Elementary, Bruce Elementary, Campus, Carnes Elementary, Carver High, Central High, Charjean Elementary, Cherokee Elementary, Chickasaw Middle, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova High, Cordova Middle, Craigmont High, Craigmont Middle, Cromwell Elementary, Crump Elementary, Cummings School, Delano Optional Elementary, Dexter Elementary, Dexter Middle, Double Tree Elementary, Douglass (K-8), Downtown Elementary, Dunbar Elementary, East High & Career and Technology Center, Egypt Elementary, Evans Elementary, Fairley Elementary, Ford Road Elementary, Fox Meadows Elementary, Gardenview Elementary, Geeter Middle, Germanshire Elementary, Germantown Middle, Goodlett Elementary, Hamilton High, Havenview Middle,



Hawkins Mill Elementary, Hickory Ridge Elementary, Hickory Ridge Middle, Highland Oaks Elementary, Hillcrest High, Hollis F. Price Middle College High, Holmes Road Elementary, Hamilton High, Havenview Middle, Hawkins Mill Elementary, Hickory Ridge Elementary, Hickory Ridge Middle, Highland Oaks Elementary, Hillcrest High, Hollis F. Price Middle College High, Holmes Road Elementary, HOPE Academy, Ida B. Wells Academy, Idlewild Elementary, Jackson Elementary, John P. Freeman Optional, Kate Bond Elementary, Kate Bond Middle, Keystone Elementary, Kingsbury Elementary, Kingsbury High, Kingsbury Middle, Kingsbury Career and Technology Ctr., Kirby High, Kirby Middle, Knight Road Elementary, LaRose Elementary, Lowrance Elementary, Lucie E. Campbell Elementary, Lucy Elementary, Magnolia Elementary, Manassas High, Memphis Health Careers Academy, Middle College High, Mitchell High, Newberry Elementary, Northside High, Oak Forest Elementary, Oakhaven Elementary, Overton High, Peabody Elementary, Raineshaven Elementary, Raleigh Bartlett Meadows, Raleigh-Egypt High, Raleigh-Egypt Middle, Richland Elementary, Ridgeway Middle, Riverview K-8, Riverwood Elementary, Robert R. Church, Ross Elementary, Rozelle Elementary, Scenic Hills Elementary, Sea Isle Elementary, Shady Grove Elementary, Sharpe Elementary, Sheffield Career and Technology Center High, Sheffield Elementary, Sheffield High, Shelby Oaks Elementary, Shelby Oaks Elementary, Sherwood Elementary, Sharpe Elementary, Sheffield Career and Technology Center High, Sheffield Elementary, Sheffield Career and Technology Center High, Sheffield Elementary, Sheffield High, Shelby Oaks Elementary, Sherwood Elementary, Sherwood Middle, Shrine School Elementary, Snowden School, South Park Elementary, South Side Middle, Southwind Elementary, Spring Hill Elementary, Springdale Elementary, Treadwell Elementary, Treadwell Middle, Trezevant Career and Technology Center, Trezevant High, Vance Middle, Veritas College Prep, Vollentine Elementary, Wells Station Elementary, Westhaven Success, Westside Elementary, Westwood Elementary, Westwood High, White Station Elementary, White Station High, White Station Middle, Whitehaven Elementary, Whitehaven High, William Brewster Elem., Willow Oaks Elementary, Winchester Elementary, Winridge Elementary, Wooddale High, and Wooddale Middle.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2015-16	2016-17	2017-18	2018-19	2018 vs 2019	
Revenue	\$0	\$19	\$3,441	\$0	(\$3,441)	-100%
Expenditure	\$0	\$0	\$3,441	\$0	(\$3,441)	-100%
Excess (Deficiency)	\$0	\$19	\$0	\$0	\$0	0%
Fund Balance	\$3,422	\$3,441	\$3,441	\$3,441	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D245 - Arts in Education- ArtsFest: The District receives funds from ArtsFest project sales and donations from various organizations to support Arts in Education events that document the impact of fine arts initiatives on student achievement. This funding supports items such as collaboration with professional artists, student artistic events, marketing, and other special projects.

*Number of Students Served in FY2017-18: 1,500*  
*Revenue Classification: Local Sales of Student Art and Donations*

*FY2017-18 Participating Schools: All SCS schools*

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2015-16	2016-17	2017-18	2018-19	2018 vs 2019	
Revenue	\$1,020	\$1,603	\$600	\$915	\$315	52%
Expenditure	\$1,015	\$1,243	\$600	\$915	\$315	52%
Excess (Deficiency)	\$5	\$360	\$0	\$0	\$0	0%
Fund Balance	\$555	\$915	\$915	\$915	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D956 - Bolton College Trust: The Bolton College Board of Trustee has approved a grant award to Bolton High School. There are various programs designed to assist teachers in the preparation of students to be successful on the end-of-course test. One program is designed to assist teachers in grading daily quizzes, which will allow the student to



have instantaneous feedback on their progress on a daily basis. The use of a web calendar allows the school to schedule the activities both during school hours and after school to make sure that facilities are not over scheduled. This calendar will allow stakeholders the opportunity to become more involved in the different activities of the school, thus promoting more school spirit.

Number of Students Served in FY2017-18: 1,624

Revenue Classification: Local Donations

FY2017-18 Participating Schools: Bolton High School

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
	2018 vs 2019					
Revenue	\$0	\$15,688	\$36,400	\$25,000	(\$11,400)	-31%
Expenditure	\$0	\$15,688	\$36,400	\$25,000	(\$11,400)	-31%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D103 - Career and Technical Education: The Career and Technical Education is a program to develop more fully the academic and technical skills of secondary students and post-secondary students enrolled in career and technical education programs. The funds in the CTE account are used to offset student expenses for competitive events, advisory committee meetings, and budget year transition emergencies associated with contracted services for student transportation and lodging.

Revenue Classification: Local Donations

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
	2018 vs 2019					
Revenue	\$50,847	\$30	\$7,099	\$0	(\$7,099)	-100%
Expenditure	\$43,777	\$0	\$7,099	\$0	(\$7,099)	-100%
Excess (Deficiency)	\$7,069	\$30	\$0	\$0	\$0	0%
Fund Balance	\$14,817	\$14,847	\$14,847	\$14,847	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D240 - Class Piano Program: The Class Piano Program offers after-school group piano instruction to all elementary students in the District beginning in the second grade. Preparatory Piano classes are offered in certain locations for kindergarten and first grade depending upon the availability of time in the piano teacher’s schedule and/or desire to teach younger age groups. 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 students to pay for instruction, equipment, materials and recital attendance.

Number of Students Served in FY2017-18: 500

Revenue Classification: Local Tuition from Parents

FY2017-18 Participating Schools: Barret’s Chapel; Brownsville Road Elementary; Chimneyrock Elementary; Cordova Elementary; Delano Elementary; Double Tree Elementary; Downtown Elementary; Germantown Elementary; Grahamwood Elementary; Idlewild Elementary; John P. Freeman Optional School; Kate Bond Elementary; Macon Hall Elementary; Richland Elementary; Rozelle Elementary; Shady Grove Elementary; Shelby Oaks Elementary; Southwind Elementary; and White Station Elementary.



Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
	2018 vs 2019					
Revenue	\$29,509	\$17,513	\$25,493	\$20,000	(\$5,493)	-22%
Expenditure	\$14,019	\$26,708	\$25,493	\$20,000	(\$5,493)	-22%
Excess (Deficiency)	\$15,490	\$0	\$0	\$0	\$0	0%
Fund Balance	\$15,552	\$15,552	\$15,552	\$15,552	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D275 - Coalition of Large School Systems: The five largest public school systems in the State of Tennessee have formed a coalition for the purpose of jointly exploring legislative options that will serve the unique interest of large school systems. As custodian of CLASS Funds for the District, Shelby County Schools established this project to document transactions for CLASS.

*Revenue Classification:* Local Donations

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
	2018 vs 2019					
Revenue	\$0	\$191,446	\$116,446	\$0	(\$116,446)	-100%
Expenditure	\$0	\$75,000	\$116,446	\$0	(\$116,446)	-100%
Excess (Deficiency)	\$0	\$116,446	\$0	\$0	\$0	0%
Fund Balance	\$0	\$116,446	\$116,446	\$116,446	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D075 - Facility Rental: This project captures charge-back fees for facilities over-time 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 cost and help guard against future rate increases.

*Revenue Classification:* Local Rental Agreements

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
	2018 vs 2019					
Revenue	\$264,009	\$193,050	\$275,000	\$465,000	\$190,000	69%
Expenditure	\$245,576	\$266,585	\$275,000	\$465,000	\$190,000	69%
Excess (Deficiency)	\$18,433	(\$73,535)	\$0	\$0	\$0	0%
Fund Balance	\$576,156	\$502,621	\$502,621	\$502,621	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D590 - GCA Scholarship and Athletic Donations: GCA Service Group, Inc. has committed to annual academic scholarships and athletic funding per the custodial contract agreement. GCA committed to twenty \$5,000 annual academic scholarships for a total of \$100,000 per year, an overall total of \$400,000. Also, GCA committed to \$50,000 per year for athletic funding for middle and high schools for an overall total of \$200,000.

*Number of Students Served in FY2017-18:* 150

*Revenue Classification:* Local Donations

*FY2017-18 Participating Schools:* All Senior Students at SCS High Schools





Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$150,098	\$245,600	\$125,000	\$29,134	(\$95,866)	-77%
Expenditure	\$161,009	\$167,055	\$125,000	\$29,134	(\$95,866)	-77%
Excess (Deficiency)	(\$10,911)	\$78,545	\$0	\$0	\$0	0%
Fund Balance	\$75,589	\$154,134	\$154,134	\$154,134	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D415 - Homeless Children and Youth Program: The SCS Homeless Children and Youth Program provides uninterrupted and continuous resources and services to displaced children, youth and their families in Shelby County Schools to meet 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. The program plans to use fund balance for FY 2018 costs.

*Number of Students Served in FY2017-18:* 1,200

*Revenue Classification:* Local Donations

*FY2017-18 Participating Schools:* All SCS Schools

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$1,150	\$1,091	\$0	\$16,500	\$16,500	100%
Expenditure	\$6,107	\$1,950	\$0	\$16,500	\$16,500	100%
Excess (Deficiency)	(\$4,957)	(\$859)	\$0	\$0	\$0	0%
Fund Balance	\$22,132	\$21,273	\$21,273	\$21,273	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D555 - Research and Evaluation: The Research and Evaluation program provides evaluation services for special projects in the district. These include assessment support, data extraction and formatting, data analysis, and reporting support. The services performed are primarily for grant-funded programs and initiatives including the Youth Risk Behavior Survey (YRBS), the School Health Profiles for the Centers for Disease Control and Prevention, the Gates Foundation’s Intensive Partnership Study through RAND and AIR, and the New Leaders district evaluation conducted by RAND. Other work includes support for GEAR UP and an evaluation of the Memphis Teacher Residency program. These programs have funding earmarked for the services performed; the funds are placed in this account.

*Number of Students Served in FY2017-18:* All SCS Students

*Revenue Classification:* Local Fees for Services

*FY2017-18 Participating Schools:* All SCS Schools



Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$110,425	\$93,902	\$62,838	\$152,576	\$89,738	143%
Expenditure	\$139,324	\$206,867	\$62,838	\$152,576	\$89,738	143%
Excess (Deficiency)	(\$28,899)	(\$112,965)	\$0	\$0	\$0	0%
Fund Balance	\$202,881	\$89,916	\$89,916	\$89,916	\$0	0%
Positions (FTE)	3	3	2	2	0	0%

**D770 School Improvement Teachers Town:** The Innovation Zone (iZone) is a special subset of autonomous Shelby County Schools that initially received additional funding through a School Improvement Grant to implement one of the state-approved turnaround models to improve student achievement. To be eligible to enter the iZone, a school must be considered a Priority School, one which falls in the bottom five percent of schools in the state.

*Number of Students Served in FY2017-18:* 11,680  
*Revenue Classification:* Local Grant (Teacher Town Memphis, Inc.)

*FY2017-18 Participating schools:* A. B. Hill Elementary, Cherokee Elementary, Chickasaw Middle, Douglass K-8, Douglas High, Fairley Elementary, Ford Road Elementary, Geeter Middle, Grandview Heights Middle, Hamilton High, Hamilton Middle, Lucie E. Campbell, Magnolia Elementary, Melrose High, Mitchell High, Riverview School, Sherwood Middle, Treadwell Elementary, Treadwell Middle Trezevant High, Westhaven Elementary, and Westwood High.

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$137,116	\$589,188	\$4,189,430	\$3,316,633	(\$872,797)	-21%
Expenditure	\$86,663	\$639,641	\$4,189,430	\$3,316,633	(\$872,797)	-21%
Excess (Deficiency)	\$0	(\$50,453)	\$0	\$0	\$0	0%
Fund Balance	\$50,453	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	3	11	14	3	27%

**D785 School Uniforms:** Orion Federal Credit Union awarded the District school uniforms. The purpose was to assist in providing uniforms to students in the District.

*Number of Students Served in FY2017-18:* 400  
*Revenue Classification:* Local Donations

*FY2017-18 Participating schools:* Alcy Elementary, Bethel Grove Elementary, Carnes Elementary, Egypt Elementary, Gardenvue Elementary, Getwell Elementary, Graham Elementary, Hamilton Elementary, Hawkins Mill Elementary, Kate Bond, Lincoln Elementary, Riverview K-8, Ross Elementary, Shady Grove Elementary, Shelby County Family Resource Center, Snowden Elementary, South Park Treatment, Vollentine Elementary, Whitehaven Elementary, Truancy and Family Resource Center.

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$766	\$259	\$2,390	\$0	(\$2,390)	-100%
Expenditure	\$3,497	\$0	\$2,390	\$0	(\$2,390)	-100%
Excess (Deficiency)	(\$2,730)	\$259	\$0	\$0	\$0	0%
Fund Balance	\$2,131	\$2,390	\$2,390	\$2,390	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D485 - SCIAA Dues and Fines:** The Shelby County Interscholastic Athletic Association (SCIAA) 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 (in-services, game day hospitality, coaches' clinics, etc.) and expenses associated with non-revenue sports such as track and soccer.

*Number of Students Served in FY2017-18:* All student-athletes at SCS Middle and High Schools

*Revenue Classification:* Local Fundraising Activities at the Schools

*FY2017-18 Participating Schools:* All Shelby County Middle and High Schools

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$402,509	\$430,835	\$429,617	\$430,893	\$1,276	0%
Expenditure	\$0	\$0	\$616,342	\$730,893	\$0	0%
Excess (Deficiency)	\$402,509	\$430,835	(\$186,725)	(\$300,000)	(\$113,275)	61%
Fund Balance	\$384,055	\$814,891	\$628,166	(\$300,000)	(\$928,166)	-148%
Positions (FTE)	0	0	0	0	0	0%

D045 Security-Ancillary: The Shelby County School District provides security services for school sponsored events. Schools make a request for Security Officers to work these events; schools 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 fingerprinting and background checks are also deposited into this account and invoiced as payment to the Safran-Morpho Trust.

*Number of Students Served in FY2017-18:* All SCS Students

*Revenue Classification:* Local Fees and Billing for fingerprinting and background checks

*FY2017-18 Participating Schools:* All SCS Schools

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$156,748	\$112,235	\$149,976	\$155,399	\$5,423	4%
Expenditure	\$79,036	\$136,758	\$149,976	\$155,399	\$5,423	4%
Excess (Deficiency)	\$77,712	(\$24,523)	\$0	\$0	\$0	0%
Fund Balance	\$89,898	\$65,375	\$65,375	\$65,375	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D055 - Teacher and Leader Effectiveness: The Teacher and Leader Effectiveness program works to provide support and guidance for the implementation of the Teacher Effectiveness Model (TEM) for teachers and the Tennessee Educator Acceleration Model (TEAM) for school administrators utilizing data analysis, research, feedback from stakeholder and emerging best practices. This work includes providing support to both teachers and school leaders in the implementation of TEM 4.0 and compliance for TEAM; training, norming, and front-facing communications for TEM 4.0; working collaboratively and directly with teachers, principals, the State, and District leaders to improve/refine the teacher evaluation system; collaborating with Instructional Leadership Directors to ensure understanding and the fidelity of the evaluation framework and data. The program also serves as a liaison with Professional Development managers to ensure that instructional coaches are properly trained to provide support for observing and evaluating teachers. The Professional Learning Communities (PLC) coaching model provides a framework to build teacher capacity. PLC coaches work with teams utilizing action research to achieve better results for the students they serve.

*Number of Students Served in FY2017-18:* All SCS Students

*Revenue Classification:* Local Grant (e.g., Bill and Melinda Gates Foundation)

*FY2017-18 Participating Schools:* All SCS Schools



Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
	2018 vs 2019					
Revenue	\$8,576,775	\$6,873,182	\$239,247	\$0	(\$239,247)	-100%
Expenditure	\$8,829,717	\$6,870,114	\$239,247	\$0	(\$239,247)	-100%
Excess (Deficiency)	(\$252,942)	\$3,068	\$0	\$0	\$0	0%
Fund Balance	(\$3,068)	(\$0)	(\$0)	(\$0)	\$0	0%
Positions (FTE)	32	8	0	0	0	0%

**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 FY2017-18:* 90

*Revenue Classification:* Local Donations & Fees from work in the District

*FY2017-18 Participating Schools:* Hamilton High, Overton High, Cordova High, Ridgeway High, Douglass High, Craigmont High, Middle College High, Southwind High and Wooddale High

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
	2018 vs 2019					
Revenue	\$3,862	\$5,081	\$29,681	\$29,681	\$0	0%
Expenditure	\$28,668	\$13,354	\$29,681	\$29,681	\$0	0%
Excess (Deficiency)	(\$24,806)	(\$8,274)	\$0	\$0	\$0	0%
Fund Balance	\$56,527	\$48,253	\$48,253	\$48,253	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D065 - TVA ENERNOC Demand Response Program:** This is an incentive program offered by the Tennessee Valley Authority in which SCS 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 payments received for participation in the program fund 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 cost and help guard against future rate increases.

*Revenue Classification:* Local Donations (TVA is a government-owned independent organization).

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	% Change
	2018 vs 2019					
Revenue	\$170,411	\$170,315	\$334,184	\$326,112	(\$8,072)	-2%
Expenditure	\$227,383	\$109,889	\$334,184	\$326,112	(\$8,072)	-2%
Excess (Deficiency)	(\$56,972)	\$60,426	\$0	\$0	\$0	0%
Fund Balance	\$189,871	\$250,296	\$250,296	\$250,296	\$0	0%
Positions (FTE)	0	1	1	1	0	0%

**D957 –Project Graduation:** The Project Graduation program’s goals are to promote high school graduates who are college and career ready and who enroll in post-secondary opportunities. Research consistently shows that making



learning convenient and flexible is essential to a students’ success as they matriculate toward attaining high school diplomas. Program costs are used to facilitate innovations in program delivery, such as distance learning and student self-monitoring practices, and expansion to the Project Graduation program. Program expenditures include technology hardware and software, student consumable study aids, supplies, and other contracted services.

Revenue Classification: Local Donations

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	% Change
					2018 vs 2019	
Revenue	\$200,245	\$808	\$0	\$57,497	\$57,497	0%
Expenditure	\$7,748	\$0	\$135,000	\$58,306	(\$76,694)	-57%
Excess (Deficiency)	\$192,497	\$808	(\$135,000)	(\$809)	\$0	0%
Fund Balance	\$192,497	\$193,306	\$58,306	\$57,497	(\$809)	-1%
Positions (FTE)	0	0	0	0	0	0%

D958 - Verizon Innovation Award: This award is a program to improve student engagement and achievement in STEM. The program builds on engineering related assets already in place at East High School (e.g., CAD Software, an engineering computer lab, and postsecondary partnerships) and links those assets to CLOUD 901, the new state-of-the-art social, creative production, and performance technology lab where teens can develop 21<sup>st</sup> century skills.

Number of Students Served in FY2017-18: 200

Revenue Classification: Local Donations

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	% Change
					2018 vs 2019	
Revenue	\$20,000	\$0	\$67,000	\$18,000	(\$49,000)	-73%
Expenditure	\$4,700	\$14,854	\$67,446	\$18,000	(\$49,446)	-73%
Excess (Deficiency)	\$15,300	(\$14,854)	(\$446)	\$0	\$0	0%
Fund Balance	\$15,300	\$446	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D960 – Lottery for Education After-school Programs (LEAPs): LEAPs address student achievement, improving student behavior, involving parents in the learning process, providing quality professional development and establishing community learning centers. LEAPs focus on reading and math through a variety of materials, resources, and support activities including tutoring and mentoring. Enrichment projects, field trips and recreational activities ensure that the ‘total’ child is addressed. Resources are research-based with appropriate professional development for teachers and paraprofessionals. Community Partners such as the Memphis Museums and community based cultural arts programs provide a variety of opportunities for field trips and supplemental enrichment/academic activities. LEAPs were established at eight schools, which were identified by the State as having the greatest academic need. LEAPs Grants are funded from uncollected lottery winnings. More details about LEAPs can be found on the website: <https://www.tn.gov/education/topic/extended-learning>.

Number of Students Served in FY2017-18: 560 (allotted by grant)

Revenue Classification: State of Tennessee Grant

*FY2017-18 Participating Schools*: Aspire Public School, Cherokee Elementary, Douglass School, Goodlett Elementary, Kingsbury Elementary, Larose Elementary, Treadwell Middle, Vollentine Elementary.



**NON-FEDERAL PROGRAMS**

Category	Actual 2015-16	Actual 2016-17	Budget 2017-18	Budget 2018-19	Variance	%Change
					2018 vs 2019	
Revenue	\$0	\$0	\$417,500	\$417,500	\$0	0%
Expenditure	\$0	\$0	\$417,500	\$417,500	(\$0)	0%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	100%
Fund Balance	\$0	\$0	\$0	\$0	\$0	100%
Positions (FTE)	0	0	0	0	0	100%





**NUTRITION SERVICES FUND**

This section includes the following information:

- I. Introduction
- II. Children’s Nutritional Needs in Memphis and Shelby County
- III. Overview of Nutrition Services Department
- IV. Financial Summary of the Nutrition Services Fund
- V. Summary of Key Nutrition Services Fund Grants

**I. INTRODUCTION**

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.

**II. CHILDREN’S NUTRITIONAL NEEDS IN MEMPHIS AND SHELBY COUNTY**

Hunger and food insecurity among children are significant challenges in both the City of Memphis and 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 city and the county. When a student has a basic need such as food unmet, it is unreasonable to expect that he will reach his fullest learning potential. Shelby County Schools understand the importance of addressing these stifling by-products of poverty by guaranteeing each student has at least two healthy meals every school day.

A. Child Hunger

Memphis TN-MS-AR was ranked the 3<sup>rd</sup> worst food hardship metropolitan area with a 22.6 rate among 100 metropolitan statistical areas (MSA) with the largest number of respondents to the Gallup-Heathways survey in 2015. Specifically, 22.6% of Memphis household respondents indicated that there had been times in the past 12 months when they did not have enough money to buy food that they or their family needed<sup>1</sup>.

Top 20 MSAs with Worst Food Hardship Rates in 2015		
	Food Hardship Rate	Rank
Bakersfield, CA	24.2	1
Lakeland-Winter Haven, FL	23.2	2
Memphis, TN-MS-AR	22.6	3
Jackson, MS	22.6	3
Fresno, CA	22.4	5
Augusta-Richmond County, GA-SC	22.4	5
Youngstown-Warren-Boardman, OH-PA	22.3	7
New Orleans-Metairie, LA	22.3	7
Greensboro-High Point, NC	22.2	9
Columbia, SC	22.0	10
Dayton, OH	21.7	11
Baton Rouge, LA	21.3	12
Chattanooga, TN-GA	21.1	13
Winston-Salem, NC	20.6	14
El Paso, TX	20.2	15
Albuquerque, NM	20.1	16
Tulsa, OK	19.9	17
Tucson, AZ	19.6	18
Miami-Fort Lauderdale-West Palm Beach, FL	19.4	19
Birmingham-Hoover, AL	19.4	19
Pensacola-Ferry Pass-Brent, FL	19.4	19

<sup>1</sup> How Hungry is America? FRAC’s National, State and Local Index of Food Hardship. September 2016. <http://frac.org/wp-content/uploads/food-hardship-2016-1.pdf>



In December 2015, the US Conference of Mayors conducted a hunger and homelessness survey for 22 cities. The US Conference of Mayors estimated 35% of emergency food assistance demand was unmet in Memphis. It highlighted the vast need of our families and students being unmet, even with food kitchens and pantries.

Last, Memphis was ranked as the 6<sup>th</sup> MSA with the highest obesity rates in America in 2014, according to the Gallup-Healthways Well-Being Survey. When it comes to obesity and communities, on average, the healthier food offerings that exist nearby, the more likely it is that someone will make poor food choices. Research indicated that obesity can lead to increased health risk and productivity loss<sup>2</sup>. With food deserts in Memphis, our students' likelihood of obesity increases, placing their health at risk.

<i>Highest Obesity Rates, by Community</i>	
Based on self-reported height and weight	
	<b>% Obese</b>
Baton Rouge, La.	35.9
Harrisburg-Carlisle, Pa.	35.3
Little Rock-North Little Rock-Conway, Ark.	34.1
Tulsa, Okla.	33.5
Dayton, Ohio	33.5
Memphis, Tenn.-Mo.-Ark.	33.2
Toledo, Ohio	33.1
Bakersfield, Calif.	33.1
Worcester, Mass.	33.0
Indianapolis-Carmel-Anderson, Ind.	32.2

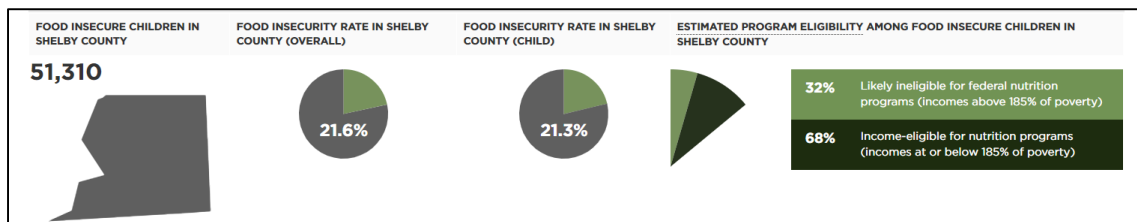
Jan. 1-Dec. 29, 2014  
Gallup-Healthways Well-Being Index  
GALLUP

Source: Gallup-Healthways State of American Well-Being 2014 Obesity Rankings. <http://www.well-beingindex.com/2014-obesity-report>

**B. Child Food Insecurity**

The main problem in most urban areas is food insecurity – the lack of consistently available food. Food insecurity is a USDA measure of lack of access, at times, to enough food for an active, healthy life for all household members and limited or uncertain availability of nutritionally adequate foods. According to a 2015 Feeding America survey, an estimated 51,310 children in Shelby County were unsure about when or where their next meal would come<sup>3</sup>.

The child food insecurity rate in Shelby County was 21.3% in 2015, which translates to 1 out of 5 children in Shelby County are unsure about his or her next meal. Also, the child food insecurity rate in Shelby County was higher than the national rate of 17.9% in 2015. The illustration below highlights the need of addressing our students' basic needs in order to facilitate appropriate learning.



<sup>2</sup> "In U.S., Poor Health Tied to Big Losses for All Job Types." 2013. URL: <http://www.gallup.com/poll/162344/poor-health-tied-big-losses-job-types.aspx>

<sup>3</sup> "Map the Meal Gap." Feeding America. 2015. URL: [map.feedingamerica.org/county/2015/child/Tennessee/county/Shelby](http://map.feedingamerica.org/county/2015/child/Tennessee/county/Shelby)



III. OVERVIEW OF NUTRITION SERVICES DEPARTMENT

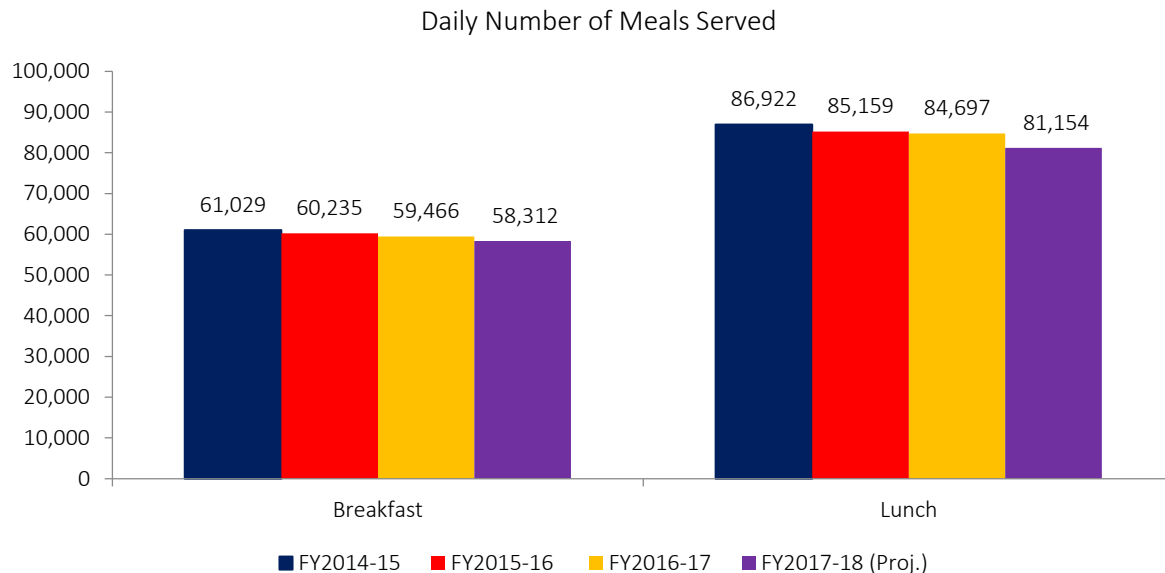
Shelby County Schools has provided breakfast and lunches to students under the Community Eligibility Provision (CEP) since school year 2014-15. CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies with high poverty rates to provide free 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; or
- 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.

SCS Nutrition Services operations provide about 58,300 free reimbursable breakfast meals and 81,200 free reimbursable lunches daily across the District. The ratio of about two breakfast meals to three lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The below chart highlight a declining trend of meals served to students over the past four years due to fewer students.



In summer 2017, the Summer Food Service Program served 278,206 breakfasts, 528,506 lunches, 161,929 snacks, and 10,830 suppers. Also, SCS 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 122 gardens throughout the District.



In school year 2018-19, a primary focus will be upon further improving both menu offerings and food presentation in order 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, and
- Improve cafeteria surrounding and equipment.

**IV. 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.

Proposed revenues in Nutrition Services are budgeted to increase by \$1.8 million (or 2%) to \$88.3 million in fiscal year 2018-19. The primary revenue increase is a result of higher reimbursement rates to reflect USDA annual cost inflation adjustment. State and other local sources of revenue are budgeted to remain relatively stable in fiscal year 2018-19.

The below chart is the proposed Nutrition Services Fund budget for fiscal year 2018-19 by program activity<sup>4</sup>.

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
State of Tennessee	\$ 592,345	\$ 653,697	\$ 590,000	\$ 680,000	\$ 90,000	15.25%
Federal Government	70,927,194	77,384,101	82,398,679	83,892,812	1,494,133	1.81%
Local option and state sales tax	11,004,413	-	-	-	-	0.00%
Other local sources	-	3,682,632	3,581,567	3,749,951	168,384	4.70%
<b>Total revenues</b>	<b>82,523,952</b>	<b>81,720,430</b>	<b>86,570,246</b>	<b>88,322,763</b>	<b>1,752,517</b>	<b>2.02%</b>
<b>Expenditures</b>						
Food services	84,675,115	86,092,200	86,570,246	88,322,763	1,752,517	2.02%
<b>Total expenditures</b>	<b>84,675,115</b>	<b>86,092,200</b>	<b>86,570,246</b>	<b>88,322,763</b>	<b>1,752,517</b>	<b>2.02%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	(2,151,164)	(4,371,770)	-	-	-	-
<b>Approved use of fund balance</b>	2,151,164	-	-	-	-	-
<b>Net Change</b>	-	(4,371,770)	-	-	-	-
<b>Beginning Fund Balance</b>	30,467,986	32,516,981	26,023,179	26,023,179		
Increase (decrease) in reserve for encumbrance	4,200,159	(2,237,361)	-	-		
Transfers from Other Funds	-	115,329	-	-		
<b>Ending Fund Balance</b>	<b>\$ 32,516,981</b>	<b>\$ 26,023,179</b>	<b>\$ 26,023,179</b>	<b>\$ 26,023,179</b>		

<sup>4</sup> During fiscal year 2016-17, the Board approved an amendment for the \$6.5 million use of fund balance.



The below chart is the Nutrition Services Fund budget for fiscal year 2018-19 by object category.

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
State of Tennessee	\$ 592,345	\$ 653,697	\$ 590,000	\$ 680,000	\$ 90,000	\$ 0.15
Federal Government	70,927,194	77,384,101	82,398,679	83,892,812	1,494,133	1.81%
Other local sources	-	3,682,632	3,581,567	3,749,951	168,384	4.70%
<b>Total revenues</b>	<b>82,523,952</b>	<b>81,720,430</b>	<b>86,570,246</b>	<b>88,322,763</b>	<b>1,752,517</b>	<b>2.02%</b>
<b>Expenditures</b>						
Salaries	24,201,564	26,180,756	30,289,352	28,869,217	(1,420,135)	-4.69%
Benefits	4,806,519	5,277,633	7,125,898	7,102,134	(23,764)	-0.33%
Contracted services	3,148,959	5,090,147	4,347,550	4,803,366	455,816	10.48%
Professional services	20,032	22,510	29,380	36,757	7,377	25.11%
Property maintenance services	476,923	344,837	722,000	462,480	(259,520)	-35.94%
Travel	62,445	66,377	55,750	55,750	-	0.00%
Supplies & materials	41,735,594	37,620,484	36,024,250	37,736,980	1,712,730	4.75%
Furniture, equipment & building improvements	4,372,943	3,603,792	7,428,566	8,394,911	966,345	13.01%
Other objects	5,850,137	7,885,665	547,500	861,168	313,668	57.29%
<b>Total expenditures</b>	<b>84,675,116</b>	<b>86,092,200</b>	<b>86,570,246</b>	<b>88,322,763</b>	<b>1,752,517</b>	<b>2.02%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	(2,151,164)	(4,371,770)	-	-		
<b>Approved use of fund balance</b>	-	-	-	-		
<b>Beginning Fund Balance</b>	30,467,986	32,516,981	26,023,179	26,023,179		
Increase (decrease) in reserve for encumbrance	4,200,159	(2,237,361)	-	-		
Transfers from Other Funds	-	115,329	-	-		
<b>Ending Fund Balance</b>	<b>\$ 32,516,981</b>	<b>\$ 26,023,179</b>	<b>\$ 26,023,179</b>	<b>\$ 26,023,179</b>		

In the above schedule, the largest fiscal year 2018-19 budget increase occurs in supplies and materials. In fiscal year 2018-19, the District will be purchasing and installing a new food management system. Also, the District is planning to replace old and inoperable equipment and remodel serving lines at various sites in fiscal year 2018-19, which is shown as a \$966,345 increase in furniture, equipment and building improvements. Contracted services will increase in fiscal year 2018-19 due to the higher cost of rental of portable freezers for the warehouse and central kitchen.

Conversely, the largest fiscal year 2018-19 budget decline in expenditures is within salaries. The reason for the decline is that the need of substitute cafeteria workers will be reduced and replaced with more permanent part-time positions. Also, property maintenance expenditures are budgeted to decline as more old and inoperable equipment is replaced

In fiscal year 2018-19, the total number of budgeted positions is expected to increase by 1.5 FTE (or 0.1%).

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
Positions (FTE)	1,079.01	1,084.81	1,107.02	1,108.50	1.48	0.13%

**V. SUMMARY OF 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 2018-19 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: <http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>.



**USDA Child and Adult Food Care Program (CACFP) Afterschool Program:** Childhood hunger is not restricted to the school day. CACFP Afterschool Program provides suppers and snacks for children participating in eligible after school programs. The Nutrition Services Department provides meals to the District's Extended Learning Opportunity Program (ELOP), charging ELOP for each meal. ELOP in turn receives reimbursement from the USDA through the Tennessee Department of Human Services (DHS). More details about the ELOP program can be found at: <https://scselop.org/>

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 and schools and receiving meal reimbursements directly through the Tennessee DHS. The program served 3,047 suppers each day and 3,101 snacks per day as of January 2017. Also, the Department provided more than 4,685 suppers daily to the District's ELOP, which is double the number of students served in 2013.

**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 2017, the District's Summer Food Service Program served 278,206 breakfasts, 528,506 lunches, 161,929 snacks, and 10,830 suppers. Compared to the prior summer, this is an increase of 27% for breakfasts and 3.4% for lunches with the introduction of Superintendent Summer Learning Academy. More details about the USDA Summer Food Service Program can be found at: <http://www.fns.usda.gov/sfsp/summer-food-service-program-sfsp>

**USDA Fresh Fruit and Vegetable Program (FFVP):** Many children in economically disadvantaged communities, especially those in food deserts served only by fast food chains and convenience stores, are not exposed to nutritious foods. USDA FFVP introduces school children to a variety of produce that they otherwise might not have the opportunity to eat. Unlike other Nutrition Services' programs, FFVP is a grant that principals in eligible schools must apply to participate. For the schools receiving the grant, Nutrition Services provides fruit and vegetable snacks twice per week to their students. USDA through TNSNP reimburses the department for the cost of the food, labor and purchased equipment up to the limit of the grants. In fiscal year 2016-17, FFVP grants amounted to \$509,951 and were awarded to 20 schools. More details about the USDA Fresh Fruit and Vegetable Program can be found at: <http://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program>

**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 2017-18, the Nutrition Services Department provides afternoon snacks to Head Start students, averaging 2,204 snacks each afternoon. More details about the USDA CACFP Snacks for Head Start Program can be found at: <http://www.fns.usda.gov/cacfp/child-day-care-centers>

**Other Revenue Sources:** Programs such as a la carte items and adult meals, meals provided to other school food authorities (14 private and parochial schools), and catering comprise 4% of total revenue.





CAPITAL PROJECTS FUND

This section includes the following information:

- I. District’s Deferred Maintenance Needs
- II. SCS Capital Project Ask for FY 2018-19
- III. Budget for Capital Projects Fund
- IV. Capital Projects’ Details for FY 2018-19
- V. State Law for Charter School Facility Fund

Shelby County Schools ensures that students have the appropriate learning environment to excel by maintaining and repairing 176 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. In fiscal year 2017-18, the District launched the Academic Plan tour to understand the needs of our students and schools, including facility needs. School improvements, renovations, and redesigns were common themes among different stakeholders. Shelby County Schools is dedicated to examining our portfolio of school buildings in ensuring quality education, efficiency, and equity.

**I. DISTRICT’S DEFERRED MAINTENANCE NEEDS**

In fiscal year 2015-16, the District engaged Fleming-Marshall JV and Self Tucker Architects to conduct a capital deferred maintenance study that evaluated the condition of facilities owned and operated by the District. The review included a comprehensive assessment of existing physical conditions that identified, inventoried, and quantified physical deficiencies and hazards that require critical maintenance and corrective action. After the evaluation of the facility conditions was completed, deferred maintenance projects were ranked based on needs, enrollment changes, work order history, risk, and utilization. Also, the District consulted with subject matter experts about the prioritization, which included engineers, school principals, and the strategic planning team. The prioritization of the deferred maintenance projects was reviewed by the facility planning staff, the Superintendent, Shelby County School Board of Education, and the Shelby County Board of Commissioners. About \$476.5 million of capital deferred maintenance costs over five years were identified as top priorities, which are categorized below.





The \$476.5 million in critical deferred maintenance indicated that aged buildings and equipment were deteriorating at a rapid rate. Of the 176 school buildings, 143 were 40 years old or older. The average life expectancy of boilers and chillers are 25-30 years old and many of the District’s buildings have the original ones. Also, many of the heating and cooling ventilation systems exceeded the average life expectancy, which is approximately 15 – 20 years old. The US Department of Energy indicates that a school building over 40 years old will begin to deteriorate rapidly and most schools should be abandoned after 60 years old.

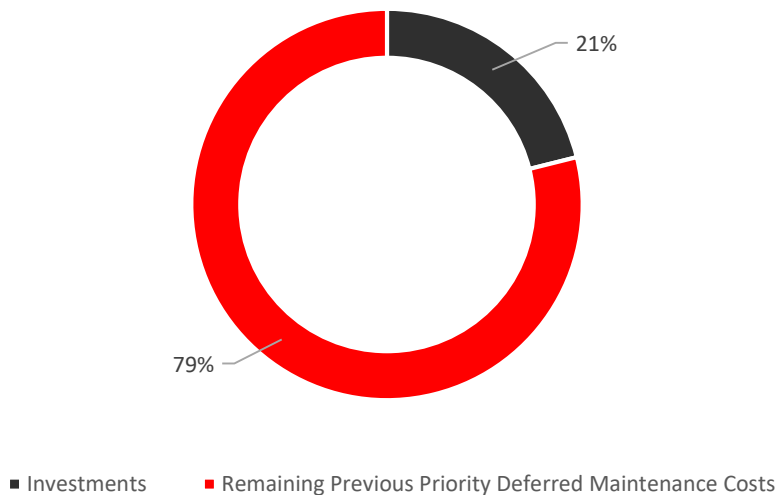
Importantly, the \$476.5 million in critical deferred maintenance did not indicate structural or system neglect. The District’s preventative maintenance efforts and skilled team keep buildings and systems functional temporarily to minimize disruptions to classroom learning. Our Facility Maintenance team 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.

About 11% of the \$476.5 million in critical deferred maintenance projects were addressed by fiscal year 2016-17. As of fiscal year 2017-18, 16% of the deferred maintenance projects are projected to be addressed. The chart below highlights where investments were made in fiscal year 2017-18.

Category	Costs
ADA	\$ 2,605,712.40
Additions	\$ 10,395,310.00
Demolitions	\$ 549,633.00
Interior/Exterior	\$ 792,664.98
Mechanical	\$ 46,342,361.94
New Construction	\$ 1,964,748.00
New Purchase	\$ 1,000,000.00
Roofing	\$ 4,640,219.75
Structural	\$ 8,271,847.12
<b>Grand Total</b>	<b>\$ 76,562,497.19</b>

From fiscal year 2016-17 through the end of fiscal year 2018-19, 21% of the \$476.5 million in critical deferred maintenance projects are projected to be addressed. The chart below shows overall progress.

### 5 Year Critical Deferred Maintenance Investments





II. SCS CAPITAL PROJECT ASK FOR FY 2018-19

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.

In fiscal year 2017-18, the District submitted a fiscal year 2018-19 \$90.3 million Capital request to Shelby County Government to complete the construction of two new schools (e.g., New Alcy Elementary and New Goodlett Elementary) as well as to fund other mechanical, roof replacement, and ADA projects from the deferred maintenance project list. The additional capital request to the Shelby County Government is currently pending approval. These projects and associated funding are displayed in the FY 2019 Capital Project Ask schedule below.

SHELBY COUNTY SCHOOLS CAPITAL IMPROVEMENT PLAN BUILDINGS AND PROPERTY PROJECT SUMMARY

<b>FY 2019 CAPITAL PROJECT ASK</b>	
<b>PROJECT TITLE:</b>	<b>FY 2019</b>
<b>New Construction</b>	
Alcy ES Construction	15,120,410
Goodlett ES Construction	29,946,220
<b>Sub-Total</b>	<b>45,066,630</b>
<b>Deferred Maintenance</b>	
Maxine Smith Academy HVAC	1,643,200
Alton ES Roofing	581,183
White Station MS Fire Alarm Sys	234,000
Macon Hall ES Construction	624,000
Whitehaven HS HVAC	1,560,000
Raleigh-Bartlett Meadows ES HVAC	218,504
Hickory Ridge ES HVAC	161,720
Oakhaven ES Roofing	141,237
Oakhaven ES HVAC	260,000
Whitney ES Roofing (ASD)	241,992
Douglass K-8 Roofing	449,800
Newberry ES Roofing	635,440
Chickasaw MS Roofing	764,660
Shrine/Sheffield ES HVAC	1,029,600
Sherwood ES Roofing	382,720
Holmes Rd ES HVAC	374,400
Jackson ES Elevator	156,000
Jackson ES Roofing	314,860
White Station HS Roofing	1,143,392
Lowrance K-8 HVAC	911,040
Lowrance K-8 Roofing	1,008,800
Barret's Chapel K-8 HVAC	624,000
Barret's Chapel K-8 Roofing	154,731
E. E. Jeter K-8 HVAC	873,600
Shelby Oaks ES Windows	234,166
B. T. Washington HS HVAC	2,080,000
Dexter ES HVAC	1,560,000
Germantown ES HVAC	709,280
Robert R. Church ES HVAC	388,856
Whitehaven HS Windows	285,678
Whitehaven HS Fire Alarm Sys	312,000



SHELBY COUNTY SCHOOLS CAPITAL IMPROVEMENT PLAN BUILDINGS AND PROPERTY PROJECT SUMMARY

PROJECT ALLOCATIONS BY YEAR	
PROJECT TITLE:	FY 2019
Grahamwood ES HVAC	931,840
Grahamwood ES Roofing	802,894
Raleigh-Bartlett Meadows ES Fire Alarm Sys	260,000
White Station ES Roofing	687,474
Highland Oaks ES HVAC	1,768,000
Hickory Ridge ES Fire Alarm Sys	234,000
Snowden K-8 Windows	1,248,000
<b>Sub-Total</b>	<b>25,991,067</b>
<b>Building Additions</b>	
Macon Hall ES Construction	4,480,500
Germantown ES Construction	3,141,500
Newberry ES Construction	3,141,500
Kingsbury ES Construction	3,141,500
Jackson ES Construction	3,141,500
Richland ES Construction	437,750
Delano ES Construction	437,750
Grahamwood Construction	437,750
Cummings Construction	437,750
Douglas K-8 Construction	437,750
<b>Sub-Total</b>	<b>19,235,250</b>
<b>Total</b>	<b>90,292,947</b>

New Construction of 21<sup>st</sup> Century Schools



New Alcy Elementary and New Goodlett Elementary schools began the design phase during fiscal year 2017-18 with planned construction start dates in fiscal year 2018-19. Estimated start dates, completion dates, and total project construction costs for these two new schools are listed below.

Project Number: C734  
 Project Name: New Alcy Elementary School  
 Start Date: 7/1/2017



**Estimated Completion Date:** August 2019  
**Description:** New Construction  
**Total Project Costs:** \$16,022,658  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C735  
**Project Name:** New Goodlett Elementary School  
**Start Date:** 7/1/2017  
**Estimated Completion Date:** August 2019  
**Description:** New Construction  
**Total Project Costs:** \$31,196,220  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

These schools will be 21<sup>st</sup> Century Schools designed to be creative, flexible, sustainable and cost effective. Also, they will provide students with access to outdoor learning environments and advanced technology. The 21<sup>st</sup> Century School’s interchangeable systems will accommodate a variety of learning that includes large or small work groups, peer to peer learning, and individual exploration.

*Curriculum design for 21<sup>st</sup> Century schools*

As schools move into the 21<sup>st</sup> century, they are casting off the traditional model paradigm. 21<sup>st</sup> Century curriculum must be designed with more of an emphasis on skills needed for real-life without abandoning the core content of education. Now, the academic curriculum for 21<sup>st</sup> Century schools must be designed with a focus on what is now referred to as the 4-C’s (creativity, critical thinking, communication and collaboration). Project Based Learning is a common 21<sup>st</sup> Century model. Specifically, students are working in teams to experience and explore relevant, real-world problems, questions, issues and challenges and then creating presentations and products to share what they have learned.

*Building design for 21<sup>st</sup> Century schools*

Currently, we must design schools, classrooms and spaces where students can collaborate and participate in real-life environments where they can learn how to work on teams. 21<sup>st</sup> Century schools should contain learning spaces that support active, student-driven and personalized learning. The building design should include features such as plenty of natural light; bright and bold colors; movable and portable furniture; advanced technology; energy efficient support; and flexible spaces.

**III. BUDGET FOR CAPITAL PROJECTS FUND**

In fiscal year 2018-19, the proposed Capital Projects budget totals about \$18.1 million, which is a decrease of \$58.4 million over the prior year. This decrease is largely due to approximately 76% of the current year projects being completed during fiscal year 2017-18. The fiscal year 2018-19 budget request consists of three funding sources: \$16.9 million from Shelby County, \$1 million from the City of Memphis and \$82,600 in the planned use of fund balance. It does not include the \$90.3 million additional request for capital projects for fiscal year 2018-19.

The highlights of the expenditure budget proposal include the following projects:

- Bayer Building – general office renovations for \$4.4 million
- Melrose High – HVAC system control replacement expenditures for \$1.3 million



- Trezevant High - HVAC system control replacement expenditures for \$795,000
- Richland Elementary – classroom additions for \$730,000
- Grahamwood Elementary – classroom additions for \$693,000

Below is the proposed Capital Projects Fund budget by function for fiscal year 2018-19.

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance
<b>Revenues</b>					
City of Memphis	\$ -	\$ -	\$ 2,718,347	\$ 1,081,653	(1,636,694)
Shelby County	31,959,030	21,070,908	68,343,230	16,959,584	(51,383,646)
Other local sources	428,164	244,853	75,000	-	(75,000)
<b>Total revenues</b>	<b>32,387,194</b>	<b>21,315,761</b>	<b>71,136,577</b>	<b>18,041,237</b>	<b>(53,095,340)</b>
<b>Expenditures</b>					
Capital outlay	17,505,023	16,846,062	76,562,497	18,123,881	(58,438,616)
<b>Total expenditures</b>	<b>17,505,023</b>	<b>16,846,062</b>	<b>76,562,497</b>	<b>18,123,881</b>	<b>(58,438,616)</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>14,882,171</b>	<b>4,469,699</b>	<b>(5,425,920)</b>	<b>(82,644)</b>	
<b>Approved use of fund balance</b>	<b>-</b>		<b>5,425,920</b>	<b>82,644</b>	
<b>Net Change</b>	<b>14,882,171</b>	<b>4,469,699</b>	<b>-</b>	<b>-</b>	
<b>Beginning Fund Balance</b>	<b>12,488,134</b>	<b>8,417,957</b>	<b>6,218,216</b>	<b>792,296</b>	
Increase (decrease) in reserve for encumbrance	(19,961,898)	(7,511,452)	-	-	
Transfers from Other Funds	-	-	-	-	
Sale of capital assets	1,009,550	842,012	-	-	
<b>Ending Fund Balance</b>	<b>\$ 8,417,957</b>	<b>\$ 6,218,216</b>	<b>\$ 792,296</b>	<b>\$ 709,652</b>	





Below is the proposed Capital Projects Fund budget by project in fiscal year 2018-19:

Project	Project Cost Amount at End of FY 2017	2017-18 Amended Budget	2018-19 Proposed Budget	2018 vs 2019 Variance	% Change
6401 Mechanical Boilers & Air Conditioning	940	940	-	(940)	-100%
6904 Unforeseen Emergencies	4,938,974	4,856,330	82,644	(4,773,686)	-98%
C345 Germantown HS Classroom Additions & ADA	777,870	777,870	-	(777,870)	-100%
C706 Exterior and Interior Painting	94,017	94,017	-	(94,017)	-100%
C710 Demolitions (multiple)	549,633	549,633	-	(549,633)	-100%
C711 Ross Road ES Wall Replacement	198,662	193,192	5,470	(187,722)	-97%
C723 Snowden K-8 Roof Replacement	262,680	262,680	-	(262,680)	-100%
C726 Berclair ES Mechanical	1,367,190	1,162,112	205,079	(957,033)	-82%
C728 Macon Hall ES Mechanical	63,750	63,750	-	(63,750)	-100%
C730 Douglass K-8 Mechanical	37,375	37,375	-	(37,375)	-100%
C731 Treadwell ES/MS Mechanical	1,446,012	1,156,810	289,202	(867,607)	-75%
C732 Snowden K-8 Mechanical	2,700,000	2,295,000	405,000	(1,890,000)	-82%
C734 New Construction Alcy ES	902,248	902,248	-	(902,248)	-100%
C735 New Construction Goodlett ES	1,250,000	1,062,500	187,500	(875,000)	-82%
C736 Sherwood MS- ADA	1,212,073	1,030,262	181,811	(848,451)	-82%
C737 Hamilton HS - Mechanical	1,981,302	1,783,172	198,130	(1,585,042)	-89%
C738 East High Renovation	1,096,500	932,025	164,475	(767,550)	-82%
C739 Idlewild ES Mechanical	1,495,176	1,270,900	224,276	(1,046,623)	-82%
C740 Jackson ES Mechanical	980,969	833,824	147,145	(686,678)	-82%
C746 Shelby Oaks ES Mechanical	1,404,010	1,193,409	210,602	(982,807)	-82%
C748 Balmoral-Ridgeway ES Mechanical	606,329	515,380	90,949	(424,430)	-82%
C749 Ridgeway HS Roof Replacement	903,200	767,720	135,480	(632,240)	-82%
C750 Kingsbury ES Roof Replacement	260,000	260,000	-	(260,000)	-100%
C751 Larose ES Roof Replacement	250,000	212,500	37,500	(175,000)	-82%
C752 Mt. Pisgah MS Roof Replacement	200,000	200,000	-	(200,000)	-100%
C753 Riverview MS Roof Replacement	440,000	374,000	66,000	(308,000)	-82%
C754 Ridgeway-Balmoral ES Roof Replacement	230,000	195,500	34,500	(161,000)	-82%
C755 Hanley ES - ASD	631,645	536,898	94,747	(442,152)	-82%
C756 Newberry ES-Mechanical	1,787,796	1,519,627	268,169	(1,251,457)	-82%



Project	Project Cost Amount at End of FY 2017	2017-18 Amended Budget	2018-19 Proposed Budget	2018 vs 2019 Variance	% Change
C757 Kingsbury ES-Mechanical	197,137	168,804	28,333	(140,471)	-83%
C758 Kate Bond ES-Mechanical	438,191	377,142	61,049	(316,094)	-84%
C759 Delano ES-Mechanical	600,000	510,000	90,000	(420,000)	-82%
C761 Sheffield/Shrine- Roof Replacement	440,000	374,000	66,000	(308,000)	-82%
C762 Maxine Smith Acad. -Roof Partial	369,975	314,479	55,496	(258,983)	-82%
C763 Sherwood MS- Mechanical	570,151	484,628	85,523	(399,106)	-82%
C777 Sheffield High HVAC Underground Piping Infrastructure	3,787,541	3,219,410	568,131	(2,651,279)	-82%
C801 Egypt ES Mechanical	650,000	650,000	-	(650,000)	-100%
C802 Georgian Hills MS Mechanical	1,848,918	1,571,580	277,338	(1,294,243)	-82%
C803 Ida B. Wells ES Mechanical	2,171,810	1,846,039	325,772	(1,520,267)	-82%
C804 A Maceo Walker MS Mechanical	889,085	755,722	133,363	(622,360)	-82%
C805 Melrose HS Mechanical	3,473,349	2,147,809	1,325,540	(822,270)	-38%
C806 Mitchell HS Mechanical	876,513	745,036	131,477	(613,559)	-82%
C807 Northeast Prep Academy Mechanical	1,109,242	942,856	166,386	(776,469)	-82%
C808 Raleigh Egypt MS Mechanical	1,046,161	1,033,111	13,050	(1,020,061)	-99%
C809 Rozelle ES Mechanical	1,422,186	1,208,858	213,328	(995,530)	-82%
C810 Bellevue MS Mechanical	310,476	120,997	189,479	68,481	57%
C811 Trezevant HS Mechanical	4,035,767	3,241,021	794,746	(2,446,274)	-75%
C812 Westwood HS Mechanical	149,880	129,357	20,523	(108,834)	-84%
C813 White Station HS Mechanical	3,668,104	3,117,888	550,216	(2,567,673)	-82%
C814 Brownsville RD Mechanical	421,863	362,000	59,863	(302,137)	-83%
C815 Dunbar ES Mechanical	1,349,765	1,086,218	263,547	(822,670)	-76%
C816 Shady Grove ES Mechanical	1,483,964	1,261,369	222,595	(1,038,775)	-82%
C817 Levi ES Mechanical	1,826,888	1,552,855	274,033	(1,278,822)	-82%
C819 Kingsbury HS Mechanical2	400,000	340,000	60,000	(280,000)	-82%
C820 Ridgeway HS Mechanical2	2,350,000	1,997,500	352,500	(1,645,000)	-82%
C821 Treadwell ES/ MS Mechanical2	1,259,261	1,014,769	244,492	(770,278)	-76%
C822 Berclair ES Mechanical2	311,000	264,350	46,650	(217,700)	-82%
C823 Bayer Building/Associated Capital Expenses	5,400,000	1,000,000	4,400,000	3,400,000	340%
C991 Central High Renovations	2,300,000	1,955,000	345,000	(1,610,000)	-82%
C992 Whitehaven HS Renovations	2,300,000	1,955,000	345,000	(1,610,000)	-82%
C993 White Station HS Renovations	2,300,000	1,955,000	345,000	(1,610,000)	-82%
C994 Kingsbury HS/MS Mechanical	105,080	89,318	15,762	(73,556)	-82%
C995 Overton HS Roof Replacement	700,000	595,000	105,000	(490,000)	-82%
C996 Ridgeway HS Mechanical	392,000	333,200	58,800	(274,400)	-82%
C997 Richland ES Classroom Addition	4,863,640	4,134,094	729,546	(3,404,548)	-82%
C998 Grahamwood ES Classroom Addition	4,616,900	3,924,365	692,535	(3,231,830)	-82%
C999 Delano ES Classroom Addition	2,383,180	2,025,703	357,477	(1,668,226)	-82%
M100 Hamilton HS - Mechanical (COM)	2,088,000	1,862,347	225,653	(1,636,694)	-88%
M101 Sherwood MS Mechanical (COM)	1,712,000	856,000	856,000	-	0%
<b>Grand Total:</b>	<b>\$ 94,686,378</b>	<b>\$ 76,562,497</b>	<b>\$ 18,123,881</b>	<b>\$(58,438,617)</b>	<b>-76%</b>

IV. CAPITAL PROJECTS' DETAILS FOR FY 2018-19

The following list highlights the estimated start date, completion date, and annual project costs for capital projects for fiscal year 2018-19. As noted above, this listing does not include the \$90.3 million capital ask to Shelby County Government for fiscal year 2018-19 such as the construction costs for New Alcy Elementary, construction costs for New Goodlett Elementary and other projects from the deferred maintenance project list.

**Project Number:** C804  
**Project Name:** A Maceo Walker Middle School  
**Start Date:** 3/5/2018



**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$133,363  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C748  
**Project Name:** Balmoral-Ridgeway Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$90,949  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C754  
**Project Name:** Balmoral-Ridgeway Elementary School  
**Start Date:** 4/15/2018  
**Estimated Completion Date:** 9/8/2018  
**Description:** Roof Replacement  
**FY18-19 Project Costs:** \$34,500  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C823  
**Project Name:** Bayer Building  
**Start Date:** TBD  
**Estimated Completion Date:** TBD  
**Description:** Structural  
**FY18-19 Project Costs:** \$4,400,000.00  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C726  
**Project Name:** Berclair Elementary School  
**Start Date:** 11/17/2017  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$205,079  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.



**Project Number:** C822  
**Project Name:** Berclair Elementary School 2  
**Start Date:** 2/1/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$46,650  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C814  
**Project Name:** Brownsville Road  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$59,863  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C991  
**Project Name:** Central High School  
**Start Date:** 12/1/2017  
**Estimated Completion Date:** 7/1/2018  
**Description:** Structural  
**FY18-19 Project Costs:** \$345,000  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C759  
**Project Name:** Delano Elementary School  
**Start Date:** TBD  
**Estimated Completion Date:** TBD  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$90,000  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C999  
**Project Name:** Delano Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Structural  
**FY18-19 Project Costs:** \$357,477  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C815  
**Project Name:** Dunbar  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$263,547  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C738  
**Project Name:** East High  
**Start Date:** 5/11/2018  
**Estimated Completion Date:** 7/15/2018  
**Description:** Structural  
**FY18-19 Project Costs:** \$164,475  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C802  
**Project Name:** Georgian Hills Middle School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$277,338  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C998  
**Project Name:** Grahamwood Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/15/2018  
**Description:** Structural  
**FY18-19 Project Costs:** \$692,535  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C737  
**Project Name:** Hamilton High School  
**Start Date:** 2/27/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$198,130  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.



**Project Number:** C755  
**Project Name:** Hanley Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$94,747  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C803  
**Project Name:** Ida B. Wells Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$325,772  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C739  
**Project Name:** Idlewild Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$224,276  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C740  
**Project Name:** Jackson Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$147,145  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C758  
**Project Name:** Kate Bond Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$61,049





**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C757  
**Project Name:** Kingsbury Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$28,333  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C819  
**Project Name:** Kingsbury High School  
**Start Date:** 5/29/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$60,000  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C994  
**Project Name:** Kingsbury Middle/High School  
**Start Date:** 5/29/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$15,762  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C751  
**Project Name:** Larose Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 8/18/2018  
**Description:** Roof Replacement  
**FY18-19 Project Costs:** \$37,500  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C817  
**Project Name:** Levi Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical



**FY18-19 Project Costs:** \$274,033  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C762  
**Project Name:** Maxine Smith Academy  
**Start Date:** 4/15/2018  
**Estimated Completion Date:** 9/8/2018  
**Description:** Roof Replacement (Partial)  
**FY18-19 Project Costs:** \$55,496  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C805  
**Project Name:** Melrose High School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$1,325,540  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C806  
**Project Name:** Mitchell High School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$131,477  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C756  
**Project Name:** Newberry Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$268,169  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C807  
**Project Name:** Northeast Prep Academy  
**Start Date:** 3/5/2018



**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$166,386  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C995  
**Project Name:** Overton High School  
**Start Date:** 1/20/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Roof Replacement  
**FY18-19 Project Costs:** \$105,000  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C808  
**Project Name:** Raleigh Egypt Middle School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$13,050  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C997  
**Project Name:** Richland Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Structural  
**FY18-19 Project Costs:** \$729,546  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C996  
**Project Name:** Ridgeway High School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$58,800  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.



**Project Number:** C820  
**Project Name:** Ridgeway High School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical 2  
**FY18-19 Project Costs:** \$352,500  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C749  
**Project Name:** Ridgeway High School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 9/8/2018  
**Description:** Roof Replacement  
**FY18-19 Project Costs:** \$135,480  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C753  
**Project Name:** Riverview Middle School  
**Start Date:** 5/2/2018  
**Estimated Completion Date:** 10/18/2018  
**Description:** Roof Replacement  
**FY18-19 Project Costs:** \$66,000  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C711  
**Project Name:** Ross Road Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Interior/Exterior  
**FY18-19 Project Costs:** \$5,470  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C809  
**Project Name:** Rozelle Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$213,328  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.



**Project Number:** C816  
**Project Name:** Shady Grove Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$222,595  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C777  
**Project Name:** Sheffield High School  
**Start Date:** 7/4/2018  
**Estimated Completion Date:** 4/30/2019  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$568,131  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C736  
**Project Name:** Sherwood Middle School  
**Start Date:** 4/5/2018  
**Estimated Completion Date:** 12/15/2018  
**Description:** ADA  
**FY18-19 Project Costs:** \$181,811  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C763  
**Project Name:** Sherwood Middle School  
**Start Date:** 4/5/2018  
**Estimated Completion Date:** 12/15/2018  
**Description:** ADA  
**FY18-19 Project Costs:** \$85,523  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C761  
**Project Name:** Sheffield/Shrine High School  
**Start Date:** 10/12/2017  
**Estimated Completion Date:** 7/1/2018  
**Description:** Roof Replacement  
**FY18-19 Project Costs:** \$66,000  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C746  
**Project Name:** Shelby Oaks Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$210,602  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C732  
**Project Name:** Snowden K-8  
**Start Date:** 5/15/2018  
**Estimated Completion Date:** 10/30/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$405,000  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C731  
**Project Name:** Treadwell Elementary School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 11/30/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$289,202  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C821  
**Project Name:** Treadwell Elementary School/Middle School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$244,492  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C811  
**Project Name:** Trezevant High School Mechanical  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$794,746





**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C812  
**Project Name:** Westwood High School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$20,523  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C992  
**Project Name:** Whitehaven High School  
**Start Date:** 5/29/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Structural  
**FY18-19 Project Costs:** \$345,000  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C813  
**Project Name:** White Station High School  
**Start Date:** 3/5/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Mechanical  
**FY18-19 Project Costs:** \$550,216  
**Operating Budget Impact:** Approved funding to replace outdated HVAC system controls within the District. This should have a positive impact on Facilities' Budget.

**Project Number:** C993  
**Project Name:** White Station High School  
**Start Date:** 5/29/2018  
**Estimated Completion Date:** 7/1/2018  
**Description:** Structural  
**FY18-19 Project Costs:** \$345,000  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



#### V. STATE LAW FOR CHARTER SCHOOL FACILITY FUND

House Bill No. 310 provides greater clarity on charter school oversight, funding to oversee charter schools, access to facilities for charter schools, and application and closure processes. Specifically, the House Bill No. 310 includes state appropriation of \$6 million from the State General Fund to establish the Public Charter School Facility Fund (PCSFF). Starting in fiscal year 2017-18, \$6 million will be provided annually for three years.

Section 24 of the proposed legislation establishes the PCSFF for the purpose of administering the public charter facilities program for the purpose of assisting public charter schools in acquiring and improving property to educate students, including the purchase of property, general capital improvements to existing buildings and available buildings, assistance with any costs associated with the purchase or lease of underutilized or vacant property available, and for assistance with the repayment of debt incurred for existing capital outlay projects. More details about the fiscal impact can be found at <http://www.capitol.tn.gov/Bills/110/Fiscal/HB0310.pdf>.



**INTERNAL SERVICE FUND**

Shelby County Schools has the following three appropriated Internal Service Funds:

- **Printing Services:** Printing Services provide secure confidential and economical printing for the Shelby County Schools 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 Shelby County Schools. The supplies and materials purchased and distributed include 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. SCS has a Memorandum of Understanding (MOU) with the ASD, which outlines the responsibilities of both SCS and the ASD as it relates to services and district-owned properties.

The ASD Fund is the largest internal services fund with special education services driving the budget. Both Printing and Warehouse Funds operate on a traditional fee and service model.

Budgeting practices for both Printing Services and Warehouse Funds are to ensure that expected revenues and expenditures are balanced for the current year. It is the District’s practice for the Printing and Warehouse Funds to have fund balances that include an operating reserve and a designated reserve. The operating reserve provides 90-day cash liquidity to sustain operations in case of an emergency. The designated reserve provides for a specific purpose such as replacing equipment, purchasing vehicles, or completing remodels. After the reserves in each fund are met, a rate is reviewed and adjusted accordingly to ensure funds are self-sustaining.

Below is the fiscal year 2018-19 budget for each of the three Internal Service Funds.

	<b>Printing Services</b>	<b>Warehouse</b>	<b>ASD</b>	<b>Total Internal Service Fund</b>
<b>Revenues</b>				
Other local sources	\$ 580,501	\$ 1,619,499	\$ 1,500,000	\$ 3,700,000
<b>Total revenues</b>	<u>580,501</u>	<u>1,619,499</u>	<u>1,500,000</u>	<u>3,700,000</u>
<b>Expenditures</b>				
Current				
Instruction	-	-	1,011,450	1,011,450
Instructional support	-	-	7,071	7,071
Student support	-	-	9,651	9,651
Other support services	65,436	-	-	65,436
Student transportation	-	-	331,880	331,880
Plant services	1,113,515	1,619,499	139,949	2,872,963
<b>Total expenditures</b>	<u>1,178,951</u>	<u>1,619,499</u>	<u>1,500,000</u>	<u>4,298,450</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(598,450)	-	-	(598,450)
	<u>598,450</u>	<u>-</u>	<u>-</u>	<u>598,450</u>
<b>Net Change</b>	-	-	-	-
<b>Beginning Fund Balance</b>	490,461	-	166,480	656,940
Increase (decrease) in reserve for encumbrance	-	-	-	-
Transfers from Other Funds	-	-	-	-
<b>Ending Fund Balance</b>	<u>\$ (107,989)</u>	<u>\$ -</u>	<u>\$ 166,480</u>	<u>\$ 58,490</u>



In fiscal year 2018-19, the combined Internal Service Fund budgeted revenues remain relatively flat at \$3.7 million compared to prior year budgeted revenues. In fiscal year 2018-19, the combined Internal Service Fund budget is \$4.3 million of expenditures, which is \$78,100 more than the fiscal year 2017-18 budgeted expenditures. The primary reasons for the increase in expenditures is a planned investment in new printing and warehouse equipment and an expected increase in services to a growing number of ASD students who will receive services from the District. Also, \$598,500 of planned use of fund balance will be used for the printing equipment purchase. The rates will also be reviewed periodically throughout the year to ensure alignment with operating and designated reserves.

Below is the combined Internal Service Fund by program activity and function.

	2015-16 Actual	2016-17 Actual	2017-18 Amended Budget	2018-19 Budget	Variance	% Change
<b>Revenues</b>						
Other local sources	\$ 3,822,294	\$ 4,275,485	\$ 3,687,275	\$ 3,700,000	12,725	0.35%
<b>Total revenues</b>	<u>3,822,294</u>	<u>4,275,485</u>	<u>3,687,275</u>	<u>3,700,000</u>	<u>12,725</u>	<u>0.35%</u>
<b>Expenditures</b>						
Instruction	1,552,925	828,222	769,096	1,011,450	242,354	31.51%
Instructional support	25,211	6,930	7,098	7,071	(27)	-0.38%
Student support	21,142	14,158	15,756	9,651	(6,105)	-38.75%
Other support services	72,523	57,815	167,240	65,435	(101,805)	-60.87%
Student transportation	405,945	581,480	567,996	331,880	(236,116)	-41.57%
Plant services	2,220,228	2,732,177	2,693,137	2,872,963	179,826	6.68%
<b>Total expenditures</b>	<u>4,297,976</u>	<u>4,220,781</u>	<u>4,220,323</u>	<u>4,298,450</u>	<u>78,126</u>	<u>1.85%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(475,682)	54,704	(533,047)	(598,450)		
<b>Approved use of fund balance</b>	<u>475,682</u>	-	<u>533,047</u>	<u>598,450</u>		
<b>Net Change</b>	-	54,704	-	-		
<b>Beginning Fund Balance</b>	1,590,455	1,114,773	1,189,987	656,940		
Increase (decrease) in reserve for encumbrance	-	-	-	-		
Transfers from Other Funds	-	20,511	-	-		
<b>Ending Fund Balance</b>	<u>\$ 1,114,773</u>	<u>\$ 1,189,987</u>	<u>\$ 656,940</u>	<u>\$ 58,490</u>		



**INFORMATIONAL SECTION**

This section includes the following information:

- I. Basic Education Program
- II. Position Control at Fund Level
- III. Glossary

**I. BASIC EDUCATION PROGRAM (BEP)**

The BEP components serve as the basis for calculating the level of funding for each school system. These components represent the level of support necessary for our schools to succeed. While the components serve as the basis for calculating the level of BEP funding for each school system, the BEP does not prescribe specific levels of expenditures for individual components. Actual costs of the essential components are monitored and updated from year to year. Total costs are calculated by applying cost specifications to the schools' census data. Equity adjustments (cost of operations adjustment and fiscal capacity adjustment) equalize responsibility among the local school systems based on variations in the cost of delivering services to students and in relative fiscal capacity.

Below is the preliminary estimate of BEP Allocation for Shelby County, including ASD, State Board of Education, and charter schools based on State estimates as of April 2018. The budget estimate does not match the State's April estimate due to a lower direct certification enrollment level. The budget assumes a higher direct certification number based on internal analysis.

**Shelby County  
Basic Education Program Allocation  
2018-2019 April Estimate - Revised**

<b>Instructional Salaries Funding</b>				
Total Full Funding - Instructional				\$389,119,389
Less: Required Local Matching Funds 26.69%				<u>101,827,871</u>
<b>State Share of Instructional Funding 73.31%</b>	(1)			<b>\$287,291,518</b>
<b>Instructional Benefits Funding</b>				
Total Full Funding - Instructional				\$126,743,177
Less: Required Local Matching Funds 26.69%				<u>33,167,166</u>
<b>State Share of Instructional Funding 73.31%</b>	(2)			<b>\$93,576,010</b>
<b>Classroom Funding</b>				
Total Full Funding - Classroom				\$143,110,796
Less: Required Local Matching Funds 20.56%				<u>29,623,935</u>
<b>State Share of Classroom Funding 79.44%</b>	(3)			<b>\$113,486,861</b>
<b>Non-Classroom Funding</b>				
Total Full Funding - Non-Classroom				\$230,962,920
Less: Required Local Matching Funds 47.64%				<u>109,406,394</u>
<b>State Share of Non-Classroom Funding 52.36%</b>	(4)			<b>\$121,556,526</b>
<b>Total State BEP Funding Allocation</b>	(1) + (2) + (3) + (4)			<b>\$615,910,915</b> (5)
<b>Capital Outlay Reserved for Charter Schools</b>				<b>(6,050,196)</b>
<b>Funding Reserved for ASD and SBE</b>				<b><u>(\$100,776,000)</u></b>
<b>Total BEP State Funding Less Charter and ASD Reserve</b>				<b>\$509,084,719</b>



The fiscal 2018-19 BEP estimate for ASD is forecasted at \$98.9 million based on FY 2018 estimated state revenues and local revenues.

ASD BEP FUNDING CALCULATION

BEP Allocation		\$615,910,915
Estimated Local Revenue	\$	<u>452,749,500</u>
Total State and Local Revenue		\$1,068,660,415
FY total ADMs		<u>114,714</u>
State and Local Revenue per pupil	\$	9,315.87
times Total ASD ADM	\$	10,618
Shelby funding to ASD	\$	<b>98,912,827</b>

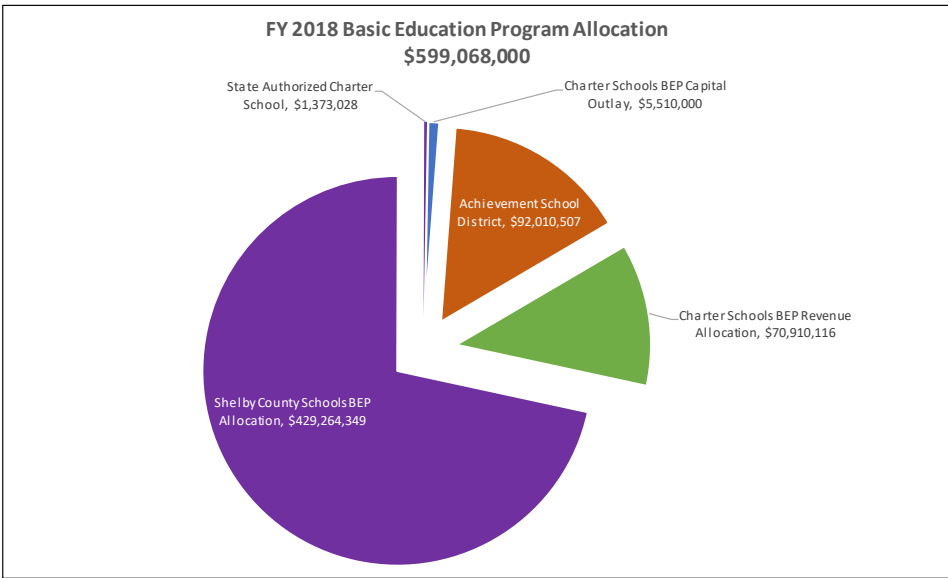
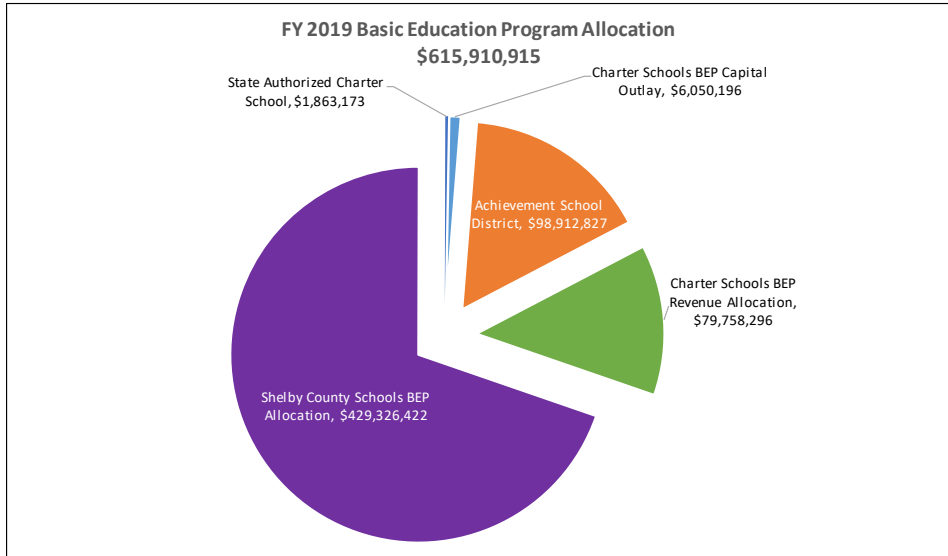
In fiscal year 2018-19, the State-authorized Green Dot charter school program is forecasted to enroll approximately 200 students, resulting in \$1.9 million BEP allocation. The funding calculation mirrors that of the ASD.

TN BOARD OF EDUCATION (TN BOE) AUTHORIZED CHARTER SCHOOL BEP FUNDING CALCULATION

BEP Allocation		\$615,910,915
Estimated Local Revenue	\$	<u>452,749,500</u>
Total State and Local Revenue	\$	1,068,660,415
FY total ADMs		<u>114,714</u>
State and Local Revenue per pupil	\$	9,315.87
times Total ASD ADM	\$	200
Shelby funding to ASD	\$	<b>1,863,173</b>



The below charts depict the distribution of the fiscal year 2018-19 and fiscal year 2017-18 estimated BEP allocations. The charter schools receive their capital outlay as a direct allocation from the State. The current year enrollments are used to calculate the final BEP allocations for ASD and charter schools.







Below is the BEP calculation spreadsheet for the April Estimates. Note that our internal analysis shows a higher at-risk enrollment.

Shelby County						
Instructional Salary Components						
Position Classification	ADMs		Ratio		Positions	Notes/Minimums/Maximums/Totals
<b>Instructional</b>						
<b>Teachers</b>						
<b>Regular</b>						
K-3	37,938	+	20.0	=	1,896.88	
4-6	27,167	+	25.0	=	1,086.70	
7-9	24,053	+	25.0	=	962.13	ratio adjusted for duty-free period (one of six)
10-12	20,087	+	22.08	=	909.60	ratio adjusted for duty-free period (one of six)
<b>Career Technical</b>	3,143	+	16.67	=	188.57	ratio adjusted for duty-free period (one of six)
<b>Special Education</b>						
						FTE voc. ed. served
Option 1	5,586	+	91.0	=	61.38	
Option 2	1,347	+	58.5	=	23.02	
Option 3	5,321	+	58.5	=	90.95	
Option 4	3,528	+	16.5	=	213.79	
Option 5	1,801	+	16.5	=	109.15	
Option 6	60	+	16.5	=	3.63	
Option 7	1,970	+	8.5	=	231.71	
Option 8	742	+	8.5	=	87.31	
Option 9	11	+	8.5	=	0.00	
Option 10	77	+	8.5	=	9.11	
<b>ESL</b>	10,504	+	20	=	525.20	
<b>Translators</b>	10,504	+	200	=	52.52	
<b>Art</b>						
K-6	65,105	+	525	=	124.01	
<b>Music</b>						
K-6	65,105	+	525	=	124.01	
<b>Physical Education</b>						
K-4	47,348	+	350	=	135.28	
5-6	17,757	+	265	=	67.01	
<b>Librarians</b>						
K-8	(see Blue Book)				162.50	
9-12	(see Blue Book)				59.17	
<b>School Counselors</b>						
K-6	65,105	+	500	=	130.21	
7-12 + Voc. Ed.	47,283	+	350	=	135.09	min = one per county, split based on share of total ADM
<b>RTI positions</b>	(see Blue Book)				41.71	
<b>Supervisors</b>						
<b>Sys-wide Instr.</b>	(see Blue Book)				115.71	FTE voc. ed. served at home system
<b>Sp. Ed.</b>	20,442	+	750	=	27.26	
<b>Career Technical</b>	3,143	+	1,000	=	3.14	
<b>Sp. Ed. Assess.</b>	20,442	+	600	=	34.07	
<b>Principals</b>						
(see Blue Book)					208.00	
<b>Asst. Principals</b>						
<b>Elementary (K-8)</b>						
see Blue Book					24.50	
<b>Secondary (9-12)</b>						
see Blue Book					48.23	
<b>Other Professional</b>						
<b>Social Workers</b>	use share				57.36	min = one per county, split based on share of total ADM
<b>Psychologists</b>	use share				45.89	min = one per county, split based on share of total ADM
<b>Total All Professional Positions</b>						
					7,994.80	
System BEP Instructional Salary			x	\$	47,150.00	
County CDF			x		103.23%	
<b>Total Salary Allocation</b>					\$389,119,389	-----> \$389,119,389 ----> \$389,119,389
<b>State Percent for Instructional Salary Components</b>						x 73.83%
<b>Total State Instructional Salary Allocation</b>						<b>\$287,291,518</b>



**Instructional Benefits Components**

<b>Total Salary Allocation</b>		\$389,119,389	----->	\$389,119,389
Combined Social Security & Retirement Rates	x	18.11%		
<b>Total Social Security &amp; Retirement Allocation</b>		\$70,469,521	----->	70,469,521
Total All Professional Positions		7,994.80		
Insurance Premium Amount	x	\$ 7,038.78		
<b>Total Insurance Premium Allocation</b>		\$56,273,655	----->	56,273,655
<b>Total Instructional Benefits Allocation</b>			----->	\$126,743,177
<b>State Percent for Instructional Benefit Components</b>			x	73.83%
<b>Total State Instructional Benefits Allocation</b>				\$93,576,010

**Classroom Components**

<b>Nurses</b>		114,714	+	3,000	=	38.24		min = one per system
Salary Allocation						47,150.00		
<b>Total Salary Allocation for Nurses</b>						\$1,802,915.57	----->	\$1,802,916
<b>Assistants</b>								
<b>Instructional</b>								
K-6		65,105	+	75	=	868.07		
<b>Special Education</b>								
Options 5,7,8		4,513	+	60	=	75.21		
<b>Library</b>								
see Blue Book						58.00		
<b>Total All Assistant Positions</b>						1,001.28		
Salary Allocation for Assistants	x					\$23,500.00		
<b>Total Salary Allocation for Assistants</b>						\$23,530,034	----->	23,530,034
<b>Total Salary Allocation for Nurses and Assistants</b>						\$25,332,949	<-----	\$25,332,949
County CDF	x					103.23%		
<b>Total Salary Allocation for Nurses and Asst. w/CDF</b>						\$26,150,444	----->	\$26,150,444
Combined Social Security & Retirement Rates	x					16.18%		
<b>Total Social Security &amp; Retirement Allocation</b>						\$4,231,142	----->	4,231,142
Total All Non-professional Education Positions						1,039.52		
Insurance Premium Amount	x					\$ 6,569.53		
<b>Total Ins. Allocation for Nurses and Assistants</b>						\$6,829,127	----->	6,829,127
<b>Total Allocation for Nurses and Assistants</b>							----->	\$37,210,712
								37,210,712
<b>Other Classroom Allocations</b>								
<b>At Risk</b>								
Total Eligibles		59,752	x	\$ 885.75	=	\$52,925,023.99		
<b>Substitute Teachers</b>								
Total ADM		114,714	x	\$ 61.75	=	\$7,083,565.43		
<b>Alternative Schools</b>								
Total ADM		114,714	x	\$ 3.75	=	430,176.04		
7-12 + CTE		47,283	x	\$ 33.25	=	1,572,163.00		FTE voc. ed. at home system
<b>Duty-free Lunch</b>								
Total ADM		114,714	x	\$ 12.25	=	1,405,241.73		
<b>Textbooks</b>								
Total ADM		114,714	x	\$ 77.50	=	8,890,304.80		
<b>Classroom Materials &amp; Supplies</b>								
reg. k-12 + Opt. 7-9		111,571	x	\$ 80.75	=	9,009,345.25		
Career Technical		3,143	x	\$ 157.75	=	495,772.17		FTE voc. ed. served
Sp. Ed.		20,442	x	\$ 35.60	=	727,730.35		
<b>Instructional Equipment</b>								
reg. k-12 + Opt. 7-9		111,571	x	\$ 64.25	=	7,168,426.40		
Career Technical		3,143	x	\$ 99.75	=	313,491.44		FTE voc. ed. served
Sp. Ed.		20,442	x	\$ 13.25	=	270,854.69		
<b>Classroom-related Travel</b>								
reg. k-12 + Opt. 7-9		111,571	x	\$ 14.50	=	1,617,777.16		
Career Technical		3,143	x	\$ 50.50	=	158,709.95		FTE voc. ed. served
Sp. Ed.		20,442	x	\$ 17.25	=	352,622.15		
<b>Exit Exams</b>								
Academic grade 11		7,217	x	\$ 47.15	=	340,279.63		
Career Technical grade 12		724	x	\$ 18.00	=	13,030.44		
<b>Career Technical Education Center Transportation</b>								
see Work Sheet #1						2,465.04		
<b>Technology</b>								
Total ADM		114,714	x	\$ 41.39	=	4,748,027.13		
<b>Total Other Allocations</b>						\$ 97,525,006.79	----->	97,525,007
<b>Total All Classroom Allocations</b>								\$134,735,719
<b>State Percent for Classroom Components</b>							x	79.30%
<b>Total State Classroom Allocation</b>								\$106,844,724



**Non-classroom Components**

**Position Classification**

<b>Superintendent</b>				0.78		max = one per county, split based on share of total ADM
Salary Allocation			x	\$112,900		
County CDF			x	103.23%		
<b>Total Salary Allocation</b>				\$90,959	----->	\$90,959
Combined Social Security & Retirement Rates			x	18.11%		
<b>Total Social Security &amp; Retirement Allocation</b>				\$16,473	----->	16,473
<b>Technology Coord</b>	114,714	+	6,400	18.92		
Salary Allocation				\$47,150		
County CDF				103.23%		
<b>Total Salary Allocation</b>				\$921,060	----->	\$921,060
<b>Total Social Security &amp; Retirement Allocation</b>				\$166,804	----->	166,804
Total Superintendent and Technology Coord Positions				19.70		
Insurance Premium Amount			x	\$ 9,854.29		
<b>Total Ins. Allocation for Supt and Tech Coord.</b>				\$194,174	----->	194,174
<b>System Secretarial Support</b>				115.71		
(see Blue Book)						
Salary Allocation			x	\$42,200		
County CDF			x	103.23%		
<b>Total Salary Allocation</b>				\$5,040,692	----->	5,040,692
Combined Social Security & Retirement Rates			x	16.18%		
<b>Total Social Security &amp; Retirement Allocation</b>				\$815,584	----->	815,584
<b>School Secretaries</b>				323.49		
(see Blue Book)						
Salary Allocation			x	\$33,000		
County CDF			x	103.23%		
<b>Total Salary Allocation</b>				\$11,019,759	----->	11,019,759
Combined Social Security & Retirement Rates			x	16.18%		
<b>Total Social Security &amp; Retirement Allocation</b>				\$1,782,997	----->	1,782,997
<b>Custodians</b>						
calculated sq. footage	12,772,544.18	+	22,376	= 570.81		from Work Sheet #2
Salary Allocation			x	\$25,300		
County CDF			x	103.23%		
<b>Total Salary Allocation</b>				\$14,907,636	----->	14,907,636
Combined Social Security & Retirement Rates			x	16.18%		
<b>Total Social Security &amp; Retirement Allocation</b>				\$2,412,056	----->	2,412,056
Total Sys. and Sch. Support Positions				1,010.02		
Insurance Premium Amount			x	\$ 6,569.53		
<b>Total Ins. Allocation for Sys. and Sch. Support</b>				\$6,635,360	----->	6,635,360
<b>Total Allocation for Non-classroom Positions</b>					----->	\$44,003,553



Non-classroom Components (Cont'd)										
<b>Other Non-classroom Allocations</b>										
<b>Non-instructional Equipment</b>										
Total ADM	114,714	x	\$ 26.50	=	\$3,039,910.67	----->	3,039,911			
<b>Pupil Transportation</b>										
					31,746,353					
<b>Maintenance &amp; Operations</b>										
calculated sq. footage	12,772,544.18	x	\$ 3.44	=	43,937,551.99	from Work Sheet #2				
<b>CDF &amp; Benefits for Transportation and M&amp;O Personnel</b>										
45% of Pupil Transportation					\$ 14,285,858.91					
60% of M&O					26,362,531.20					
Total Allocation for Trans & M&O Personnel Salaries					\$ 40,648,390.11	----->	40,648,390			
County CDF Adjustment					x 3.23%					
<b>CDF Allocation for Trans &amp; M&amp;O Salaries</b>					\$ 1,311,723.55	----->	1,311,724			
Total Allocation for Trans & M&O Salaries w/CDF					\$ 41,960,113.66					
Combined Social Security & Retirement Rates					x 16.18%					
<b>Ret/FICA Allocation for Trans &amp; M&amp;O Personnel</b>					\$ 6,789,146.39	----->	6,789,146			
Total Allocation for Trans & M&O Salaries w/CDF					\$ 40,648,390.11					
Non-classroom Ins. Prem. % of Salary					x 21.43%	divide ins. prem. allocations by salary allocations				
<b>Insurance Allocation for Trans &amp; M&amp;O Personnel</b>					\$ 8,711,660.39	----->	8,711,660			
<b>Other Transportation and M&amp;O</b>										
55% of Pupil Transportation					\$ 17,460,494.23					
40% of M&O					17,575,020.80					
Total Allocation for Other Trans & M&O					\$ 35,035,515.03	----->	35,035,515			
<b>Capital Outlay</b>										
(see Work Sheet #2)					91,423,020.32	----->	91,423,020			
<b>Total Other Non-classroom Allocations</b>							\$186,959,366	---->	186,959,366	
<b>Total All Non-classroom Allocations</b>									\$230,962,920	
<b>State Percent for Non-classroom Components</b>							x	52.63%		
<b>Total State Non-classroom Allocation</b>									<b>\$121,556,526</b>	
<b>Total State Allocation</b>									<b>\$609,268,777</b>	

**Work Sheet #1: Career Technical Education Center Transportation**

FTEADM transported					640
Average one-way miles to center		x			4.91
Unit Cost		x	\$		31.64
<b>Total Career Technical Education Center Transportation</b>					<b>99,432</b>

**Work Sheet #2: Capital Outlay**

ADMs										
<b>Square Footage Requirement</b>										
k-4	48,328	x	100	=	4,832,771.23					
5-8	34,520	x	110	=	3,797,165.80					
9-12	31,866	x	130	=	4,142,607.15					
<b>Total Square Footage Requirement</b>						12,772,544.18				
<b>Estimated Cost of Construction</b>										
k-4 sq. footage	4,832,771	x	\$ 139.41	=	673,736,637.60					
5-8 sq. footage	3,797,166	x	\$ 140.00	=	531,603,211.50					
9-12 sq. footage	4,142,607	x	\$ 147.84	=	612,451,564.82					
<b>Subtotal Estimated Cost of Construction</b>					1,817,791,413.92	----->	\$1,817,791,414			
Equipment Allocation Rate					x 10.0%					
					181,779,141.39	----->	181,779,141			
<b>Subtotal Estimated Cost of Construction</b>					1,817,791,413.92					
Architect's Fees					x 7.0%					
					127,245,398.97	----->	127,245,399			
<b>Total Estimated Cost of Construction</b>							\$2,126,815,954			
<b>Estimated Annual Cost of Construction</b>										
Debt Service Period					@	20 years				
Debt Service Rate					@	6.00% interest				
Amortization Cost						\$3,656,920,813				
Life Expectancy					+	40 years				
<b>Grand Total Capital Outlay Funding</b>							<b>\$91,423,020</b>			



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**III. POSITION CONTROL AT FUND LEVEL**

GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
<b>Board of Education</b>	<b>\$431,017</b>	<b>12</b>
Board Administrative Assistant	44,075	1
Board Member	226,000	9
Manager Board Office	93,636	1
Policy and Legislative Advisor	67,306	1
<b>Superintendent</b>	<b>\$386,205</b>	<b>3</b>
Receptionist for Superintendent	37,960	1
Senior Executive Coordinator	71,175	1
Superintendent	277,070	1
<b>Chief of Staff</b>	<b>\$963,862</b>	<b>14</b>
Administrative Assistant for Policy	46,467	1
Broadcast Engineer	62,424	1
Business Manager	38,000	1
Chief of Staff	160,650	1
Communication Specialist	66,170	1
Executive Assistant to the Chief of Staff	63,440	1
Highly Specialized Strategic Planning Advisor	88,684	1
Hybrid Teacher	80,000	1
Policy Development Advisor	168,851	2
Teacher Resource Center Clerk	38,064	1
Video Coordinator	151,112	3
<b>General Counsel</b>	<b>\$1,378,273</b>	<b>16</b>
Associate General Counsel	423,035	4
Associate General Counsel Business Transactions	95,949	1
Chief General Counsel	196,115	1
Deputy General Counsel	131,580	1
Executive Legal Assistant	50,003	1
Federal Programs Advisor	40,460	1
Legal Assistant	41,954	1
Legal Secretary	49,878	1
Risk Advisor-Risk/Liability and Student Accident	75,702	1
Risk Management Manager	86,990	1
Safety Office - OSHA/Environmental Concerns/Inspec	84,425	1
Special Project Assistant - Employee Accidents	47,181	1
Special Project Coordinator	55,000	1
<b>Academic Office</b>	<b>\$112,415,155</b>	<b>2153</b>
Academic Schools Support Manager	267,502	3
Admin Assistant for Assistant Superintendent	44,075	1
Administrative Assistant Curriculum & Instruction	40,747	1
Administrative Assistant for Exceptional Children	191,797	4
Administrative Assistant for Pre-K	43,202	1
Administrative Assistant Performance Management a	44,866	1
Advisor	713,273	10
AP Advisor	68,652	1
Arts Advisor	85,310	1
Assessment Advisor	280,000	4
Assistant for Health Services/School Nursing Manag	37,128	1
Assistant for Mental Health Center Services Manage	38,438	1



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Assistant Superintendent Academic Office	142,233	1
Behavioral Specialist	121,458	3
Bilingual Cultural Mentor	394,089	15
Bilingual Cultural Mentor II	26,065	1
Bilingual Mentor/Counselor	378,315	8
Budget Analyst - Part Time	26,258	0.4
Budget Specialist for Curriculum	62,550	1
Business Manager Chief of Schools	95,125	1
Chief Academic Officer	165,000	1
Classroom Teacher Con Home Ec	2,086,822	37
Classroom Teacher ESL	14,002,092	249.5
Classroom Teacher Pre K	720,922	15
Classroom Teacher Secondary	363,739	6
Classroom Teacher Special ED	52,916,305	929.21
Classroom Teacher Special Skills	5,593,377	95.5
Classroom Teacher-Vocational	10,981,081	203
Clerical Assistant CSH	37,315	1
Clerical Assistant Office of Schools	32,000	1
Clerical Assistant Textbook	32,000	1
Clerk for Exceptional Children	104,395	3
Clinic/Health Promotion Manager	75,153	1
Coordinated School Health Manager	73,680	1
Coordinated School Health Program Assistant	42,141	1
Course Design Associate	47,653	1
Data Processing Associate	53,082	1
Director	124,848	1
Director (I) of Exceptional Children	122,400	1
Director Early Childhood	124,848	1
Director II Career & Technical Education (CTE)	127,500	1
Director of Career & Technical Education	126,869	1
Director of Curriculum & Instruction	112,200	1
Director of Exceptional Children	137,853	1
Director of Optional Schools	125,372	1
Director of Professional Development Support & Co	100,980	1
District/Charge Nurse	237,132	4
Dual Enrollment Advisor	65,383	1
Early Childhood Educational Assistant	305,826	15
Early College Advisor	50,040	1
EASY IEP Support Specialist	124,043	2
Educational Assistant	-	1
Educational Asst - Instructional	331,190	16
Educational Asst - Special ED	5,155,047	246
Educational Asst-Instructional	115,224	5
Educational Support Manager	101,947	1
ESL Director	88,413	1
Exceptional Children Advisor	1,501,875	18
Family Resource Center Associate	93,735	2
Family Resource Center Specialist	52,724	1
Financial Analyst Fiscal Services	55,305	1
Financial Analyst for Student Support	34,331	0.5





GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Grant Manager	95,000	1
Health Services/School Nursing Manager	78,100	1
Health Technician	234,086	11
High School Initiatives Advisor	85,668	1
HPELW Advisor	92,596	1
Humanities Manager	96,073	1
Instructional Advisor Arts	146,890	2
Instructional Advisor HPELW	73,348	1
Instructional Advisor Pre-K	483,755	6
Instructional Advisor World Language	78,222	1
Instructional Support Analyst 1	79,114	1
Instructional Support Manager	185,808	2
IT Instructional Specialists	288,661	5
IT Manager-Instructional Technology	88,936	1
IT Support Advisor	84,425	1
Librarian	141,478	2
Library Services Advisor	84,293	1
Licensed Practical Nurse	1,510,988	48
Literacy Advisor	71,921	1
Manager Early Childhood	94,577	1
Manager of Curriculum	92,161	1
Mathematics Advisor	74,909	1
Office Associate	51,896	1
Operations Manager	253,033	3
Optional Schools Assistant	42,578	1
Physical and Occupational Therapist	874,865	12
Private School & Compliance Advisor	96,550	1
Professional Counselor	75,056	1
Professional Development	210,000	3
Professional Development & Evaluation Clerk	35,942	1
Program/Project Assistant for Optional Schools	45,282	1
Psychologist	1,787,489	26
Psychology Intern	70,697	4
Receptionist	35,714	1
Records Clerk for Educational Support	72,426	2
Records Clerk for Humanities	34,050	1
Records Clerk for STEM	31,637	1
Reflective Practice Analyst	151,142	2
Regional Manager of Exceptional Children	407,808	4
Registered Nurse	262,907	7
Registered Nurse-Clinical Lead	232,536	4
Research Analyst (Coord. School Health)	57,539	1
Resource Specialist-Special ED	199,017	3
RTI Advisor	82,640	1
RTI Analyst	71,897	1
RTI Assistant	47,944	1
School Operations Academic Manager	90,329	1
SCHOOL REDESIGN MANAGER	90,278	1
School Secretary	175,802	4
Science Advisor	80,112	1



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Senior Accountant	65,000	1
Senior Manager Health Services	97,867	1
SIM Data Specialist	55,305	1
Social Studies Advisor	76,102	1
Social Worker	64,220	1
Special Project Coordinator - Coordinated School H	319,421	6
Specialty Principal - VoTech	464,934	4
STEM Manager	93,636	1
Supervising Psychologist(Exceptional Children)	173,727	2
Teacher	131,978	2
Teacher and Leader Development Manager	88,272	1
Teacher In Training	900,087	19
Textbook Manager	95,000	1
Transition Specialist	18,510	0.44
<b>Chief of Schools</b>	<b>24,374,595</b>	<b>397</b>
504 Clerical Assistant	40,000	1
504 Compliance Advisor	240,000	3
504 Compliance Assistant	167,494	4
504 Compliance Associate	162,000	3
Academic Schools Support Manager	90,000	1
Admin Assistant for Assistant Superintendent	40,747	1
Admin Assistant for Assistant Superintendent	40,259	1
Administrative Assistant	85,655	2
Administrative Assistant for Alternative Schools	41,558	1
Administrative Assistant for Director of Attendanc	43,389	1
Administrative Assistant for Director of School Op	47,403	1
Administrative Assistant for Parent & Community En	49,878	1
Administrative Assistant for School Operations	40,259	1
Advisor Family Partnership and School Support	146,306	2
Advisor School Operations	64,101	1
Alternative Educ Spec - 10 MOS	38,154	1
Alternative Educ Specialist	166,192	4
Alternative Schools Analyst	138,458	2
Alternative Schools Transition Analyst	80,968	1
Assistant Principal High	239,043	3
Assistant Principal-Elementary/Middle	246,609	3
Assistant Superintendent Academic Operations	142,698	1
Assistant Superintendent of Priority Schools	137,700	1
Assistant Superintendent Schools	142,233	1
Attendance and Discipline Analyst	352,739	6
Attendance and Discipline Assistant	120,848	3
Attendance and Discipline Receptionist	90,293	2
Attendance Discipline and Hearing Official	975,197	11
Behavior Analyst	64,873	1
Behavioral Specialist	263,648	6
Behavioral Specialist	42,504	1
Bilingual Cultural Mentor	25,668	1
Call Center Assistant	230,298	7
Case Worker	42,909	1
Chief of Schools	168,300	1



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Child Care Administrator	62,879	1
Classroom Teacher ESL	188,000	4
Classroom Teacher K-3	52,500	1
Classroom Teacher K-5	427,987	7
Classroom Teacher K-5	99,584	2
Classroom Teacher K-8	73,000	1
Classroom Teacher Secondary	6,188,943	109
Classroom Teacher Secondary	267,891	5
Classroom Teacher Special ED	198,577	3
Clerical Assistant	203,191	6
Clerical Assistant Family Partnerships	27,616	1
Community Engagement Specialist	221,156	4
Course Design Associate	45,344	1
Data Specialist Enrollment	120,000	2
Director Family and Community Engagement	124,848	1
Director iZone Instructional Support	94,696	1
Director of Alternative Schools	124,848	1
Director of Attendance & Discipline	119,696	1
Director of Leadership Development	120,360	1
Director of School Compliance	112,206	1
Director of School Operations	124,848	1
Director Virtual Schools and Online Learning	106,250	1
Educational Assistant	173,617	8
Educational Assistant	19,996	1
Educational Asst - Early Childhood	124,846	5
Educational Asst - Elementary	20,344	1
Educational Asst - Instructional	77,617	3
Educational Asst - Special ED	235,807	11
Educational Asst-Instructional	41,963	2
Enrollment Support Assistant	42,848	1
Executive Assistant-Chief of Schools	49,026	1
Family Engagement Specialist	637,500	15
Family Engagement Specialist	33,270	1
Graduation Coach	107,832	2
Grant Writer Advisor	84,425	1
Highly Specialized Advisor	342,580	4
Instructional Curriculum Coach	230,986	3
Instructional Curriculum Coach	1,178,268	15
Instructional Facilitator	318,641	5
Instructional Facilitator	59,049	1
Instructional Leadership Director	1,620,576	13
Instructional Leadership Director iZone	249,696	2
Instructional Math/Literacy Coach	54,031	1
Instructional Support Advisor	435,847	6
Instructional Support Analyst 1	75,528	1
I-Zone Clerk	35,360	1
Learning Management Support Advisor	143,177	2
Learning Support Specialist	93,950	2
Librarian	63,582	1
Manager Academic Ops and School Support	91,278	1



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Manager Academic Ops and School Support Compliance	85,284	1
Manager Alternative Schools	87,526	1
Manager Family and School Support	88,434	1
Manager Virtual School Academics	94,794	1
Manager Virtual School Operations	78,743	1
Newcomer Program Advisor	84,293	1
Professional Counselor	258,953	4
Project Graduation Advisor	82,640	1
Project Graduation Manager	83,640	1
Receptionist	38,730	1
Records Clerk	32,864	1
Records Clerk II	33,218	1
School Compliance Associate	103,771	2
School Compliance Specialist	55,706	1
School Operations Academic Manager	182,772	2
School Operations Manager	79,333	1
School Secretary	152,797	4
Senior Manager of Customer Services	95,842	1
Site Administrator - Alternative Schools	131,232	3
Social Worker	71,107	1
Special Project Assistant	46,335	1
Special Project Coordinator	51,041	1
Specialist Multicultural Family	51,041	1
Specialty Principal	665,662	6
Specialty Principal - Special Education	110,328	1
Specialty Principal/Alternative	112,950	1
Student Recruitment Advisor	247,033	3
Student Recruitment Specialist	71,788	1
Teacher In Training	104,182	2
Teacher In Training	49,000	1
Teacher On Assignment	65,688	1
Transcript Analyst	123,428	2
<b>Business Operations</b>	<b>\$21,695,508</b>	<b>408</b>
Academic Sourcing Manager	94,989	1
Administrative Assistant	41,018	1
Administrative Specialist	62,550	1
Asbestos Supervisor	70,970	1
Asset Management Clerical	36,629	1
Asset Management Manager	80,000	1
Assistant Zone Supervisor Plant Manager	250,200	4
Associate General Counsel	124,848	1
Business Manager of Operations	94,989	1
Buyer Facilities Construction	62,550	1
Buyer Information Technology	62,550	1
Capacity Planning Advisor	82,640	1
Chief of Business Operations	179,520	1
Clerical Assistant Contract Management	45,000	1
Clerical Assistant-Fast Lane Transactional State	38,293	1
Compliance Specialist	52,062	1
Construction Manager	195,996	2



GENERAL FUND			
Job Title	2019 Salaries	2019 FTE	
Contract Advisor	190,000	2	
Contract Manager	105,000	1	
Crewperson	388,274	14	
Customer Service Associate	45,334	1	
Data Info Specialist	68,662	1	
Demographer	94,989	1	
Diesel Mechanic Certified	46,124	1	
Director of Construction	97,998	1	
Director of Custodial and Grounds	84,369	1	
Director of Facilities Maintenance	103,918	1	
Director of Facility Planning	109,183	1	
Director of Grounds	109,193	1	
Director of Plant Managers	109,183	1	
Director of Procurement	100,000	1	
Draftsman	43,534	1	
Energy Manager	83,782	1	
Executive Assistant to the Chief of Business Opera	49,026	1	
Executive Director Enterprise Initiatives	144,250	1	
Executive Director of Business Operations	144,250	1	
Executive Director of Facilities	145,000	1	
Facilities Construction Sourcing Manager	74,041	1	
Facility Planning and Property Management Analyst	57,539	1	
Financial Analyst (Facilities)	60,000	1	
Fire and Life Safety Compliance Specialist	56,295	1	
General Services Manager	94,989	1	
GIS Planning Advisor	84,425	1	
Grounds Supervisor	229,923	4	
Heavy Equipment Mechanic	53,685	1	
Heavy Equipment Operator	99,706	2	
Information Technology Sourcing Manager	94,989	1	
Interventionist	49,000	1	
Inventory Clerk	177,237	5	
Lead Mechanic I Certified	52,374	1	
Low Voltage Advisor	77,321	1	
Mail Clerk	29,286	1	
Maint Tech I - Sheet Metal Worker	167,086	3	
Maint Tech II - Carpenter	702,603	13	
Maint Tech II - Carpenter/Welder	169,395	3	
Maint Tech III - Bricklayer	108,306	2	
Maint Tech III - Painter	363,834	7	
Maint Tech III - Plasterer	56,597	1	
Maint Tech IV - Roofer	323,357	6	
Maintenance Technician-Electrician	1,019,684	17	
Maintenance Technician-HVAC	1,525,534	27	
Maintenance Technician-Plumber	710,570	12	
Manager Planning	88,647	1	
Master Electrician	79,913	1	
Master HVAC	78,336	1	
Master Maint Tech-Electrician	55,494	1	
Master Maint Tech-HVAC	61,339	1	



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Master of Plumbing	80,225	1
Mechanic I - Certified	153,650	3
Minor Projects/ASD Supervisor	71,781	1
Musical Instrument Repair Tech	90,626	2
MWBE Manager	94,989	1
MWBE Specialist	125,100	2
Network Installation Analyst	188,989	3
Operations Specialist Facilities/Warehousing	71,897	1
Pest Control Manager	75,153	1
Pest Control Technician I	138,154	4
Pest Control Technician II	71,594	2
Plant Manager	5,143,299	124
PMO Manager	94,989	1
Project Facilitator I	66,123	1
Project Facilitator II	52,062	1
Project Management Lead	160,925	2
Project Manager	209,584	3
Record Clerk	153,254	4
Routing Specialist (Gen Ed SPED)	107,247	2
Senior Buyer Academics	71,897	1
Senior Buyer Facilities Construction	71,897	1
Senior Buyer Information Technology	71,897	1
Small Engine Mechanic	41,558	1
Steam - Pipe Fitter	61,256	1
System Support and Data Specialist	71,897	1
Technician - Asbestos Abatement I	53,893	1
Technician - Asbestos Abatement II	232,856	6
Technician - Asbestos Abatement III	172,723	4
Technician - Electronics II	146,432	3
Transportation Advisor	73,895	1
Transportation Data Analyst	57,517	1
Transportation Manager	99,254	1
Transportation Routing Analyst	115,079	2
Transportation Safety Specialist	53,623	1
Truck Driver II	63,149	2
Truck Driver-Maintenance	713,595	23
Vendor Coordinator	47,943	1
Warehouse First Line Supervisor	171,475	3
Zone 1-4 HVAC Supervisor	210,475	3
Zone 1-4 Manager	270,133	3
Zone 1-4 Supervisor - Custodial & Grounds	281,797	4
Zone 1A-4B Supervisor	422,686	6
Zone Supervisor Plant Manager Org	330,560	4
<b>Communications</b>	<b>\$1,497,365</b>	<b>22</b>
Administrative Assistant Broadcast	47,944	1
Audio/Visual Production Tech	65,811	2
Bilingual Communications Analyst	62,220	1
Broadcast Production Advisor	74,389	1
Broadcast Production Associate	55,910	1
Broadcasting Specialist	56,452	1



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Chief Engineer	67,344	1
Chief of Communications	144,330	1
Communication Manager Public Information Officer	93,636	1
Communications Advisor	66,300	1
District Receptionist	41,330	1
Exec. Assist. to the Chief of Communications	49,608	1
General Manager	93,636	1
Graphics Advisor	84,425	1
Graphics Specialist	71,585	1
Internal Communications Analyst	56,411	1
Internal Communications Manager	109,242	1
MEDIA RELATIONS ASSOCIATE	48,568	1
Special Projects Communications Manager	76,320	1
Web Services Advisor	78,861	1
Web Support Specialist	53,042	1
<b>Finance</b>	<b>\$3,289,958</b>	<b>43</b>
Accountant	190,297	3
Accounting Associate	47,154	1
Accounts Payable Associate	250,931	5
Accounts Payable Specialist	55,432	1
Budget Advisor School Finance	176,525	2
Budget Analyst	138,663	2
Budget Associate	49,026	1
Chief Financial Officer	168,300	1
Deputy Chief Financial Officer	142,233	1
Director AP Payroll & Finance Operations	119,333	1
Director II-State & Federal Grants	127,500	1
Director of Accounting & Reporting	114,699	1
Director of Budget & Fiscal Planning	114,699	1
Director School Support /Fiscal Compliance	107,112	1
Director Special Projects	91,800	1
Executive Assistant to the CFO	49,026	1
Financial Analyst (Federal Programs)	58,070	1
Financial Systems Advisor	76,500	1
Fiscal Assistant	40,269	1
Manager of Accounting & Reporting	91,800	1
Manager of Accounts Payable	86,700	1
Manager of Budget	180,137	2
Payroll Associate	263,286	5
Payroll Manager	94,176	1
Payroll Specialist	62,424	1
Senior Accountant (Accounting)	154,819	2
Senior Accountant(Student Activity&Financial Oper)	79,248	1
Senior Budget Analyst	159,800	2
<b>Information Techonology</b>	<b>\$7,825,753</b>	<b>123</b>
Business Advisor	65,383	1
Chief Information Officer	161,262	1
Database Advisor (ERP)	84,425	1
Director of Business Relationships & Customer Serv	116,280	1
Highly Specialized Strategic Planning Advisor	73,680	1





GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Interim Executive Director- Information Technology	106,884	1
IT Business Analyst	82,640	1
IT Business Technology Advisor	70,000	1
IT Database Advisor	226,582	3
IT Departmental Assistant	83,533	2
IT Enterprise Email Analyst	139,731	2
IT Manager - System Administration and Security	87,037	1
IT Manager-Application Development	88,645	1
IT Manager-Technology Development	87,037	1
IT Manager-Technology Field Support	261,111	3
IT Network/Telecom Manager	87,037	1
IT Programmer Advisor	296,174	4
IT Report Analyst	173,182	3
IT Support Analyst	2,710,381	46
IT Support Associate	562,474	12
IT Systems Administrator Analyst	116,805	2
IT Systems Security Analyst	57,517	1
Manager Project Management Office	64,100	1
Network Analyst	333,457	5
Process Advisor	129,484	2
Programmer Advisor ERP	157,797	2
Project Advisor	141,207	2
Project Manager	128,200	2
Report Analyst (ERP)	64,260	1
Service Desk Associate	512,337	10
Service Desk Manager	73,440	1
System Administrator	209,369	3
Telecom Analyst	274,306	4
<b>Internal Audit</b>	<b>\$1,252,710</b>	<b>18</b>
Associate Internal Auditor	192,442	4
Audit Director	94,903	1
Audit Supervisor	142,357	2
Chief Internal Auditor	146,696	1
Executive Assistant to the Chief Internal Auditor	50,003	1
Information Technology Auditor	76,704	1
Internal Audit Director	94,903	1
Internal Audit Supervisor	142,357	2
Internal Auditor	170,400	3
Senior Internal Auditor (School Support Accounting)	67,626	1
Senior Internal Auditor Investigator	74,319	1
<b>Human Capital &amp; Talent Management</b>	<b>\$3,961,998</b>	<b>61</b>
Administrative Assistant Director and Employee Se	41,459	1
Associate Employee Evaluation and Support	52,354	1
Chief of Human Resources	144,330	1
Compensation Advisor	65,867	1
Compensation Analyst	56,411	1
Compensation Specialist	55,250	1
Compliance Associate	51,043	1
Customer Service Rep Human Resources	66,665	2
Director of Human Capital Office	122,400	1



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Director of Labor Empl Rel / Perf Mgmt & Sup	118,606	1
Employee Connect Clerk	110,074	3
Employee Connect Manager	86,346	1
Employee Enterprise Associate	137,734	3
Employee Enterprise Manager	88,102	1
Employee Relations Advisor	75,424	1
Employee Relations Specialist	54,972	1
Employee Systems Specialist	68,464	1
Executive Assistant Human Resources	50,024	1
HR Business Partner Instructional	204,094	3
HR Business Partner Non-Instructional	147,558	2
HR Talent Associate Instructional	97,178	2
HR Talent Specialist Instructional	268,606	5
HR Talent Specialist Non-Instructional	55,080	1
Investigator	75,000	1
Lead Labor Relations Advisor	78,233	1
Manager Non-Instructional Evaluation & Employee D	84,293	1
Manager of Labor Relations	101,947	1
Manager of Recruitment & Staffing	91,596	1
Non-Instructional Evaluation Specialist	54,912	1
Selector Talent Acquisition	83,840	2
Senior Compensation Advisor	158,004	2
Senior Compensation Manager	82,715	1
Senior HR Data Analyst	64,285	1
Specialist HR Employee Services	54,570	1
Sr. HR Business Strategist & Consultant	83,300	1
Talent Acquisition Advisor	69,707	1
Talent Acquisition Associate	50,003	1
Talent Acquisition Manager	80,111	1
Talent Acquisition Recruiter	121,284	2
Teacher and Leader Effectiveness Advisor	134,286	2
Teacher and Leadership Effectiveness Manager	88,194	1
Teacher Effectiveness Advisor	66,615	1
Teacher Evaluation Analyst	56,964	1
Technology and Communications Advisor	64,101	1
<b>Strategy &amp; Performance Management</b>	<b>\$3,278,755</b>	<b>45</b>
Advisor Academic Quality & Accountability	64,101	1
Advisor School Development	66,024	1
Analytics Advisor	82,640	1
Assessment & Accountability Assistant	39,874	1
Assessment Advisor	170,404	2
Assessment and Accountability Analyst	57,539	1
Assessment Specialist	120,724	2
Charter School Specialist Organizational Quality	70,380	1
Charter School Specialist Recruitment&Development	51,041	1
Chief Innovation Officer	160,650	1
Data Analyst	150,166	2
Director of Assessment & Accountability	98,415	1
Director of Charter Schools	95,880	1
Director of Performance Management	99,878	1



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Director of Student Information Management	101,956	1
Executive Assistant to the Chief of Strategy	79,286	1
Executive Director of Planning & Accountability	139,664	1
GED Testing Associate	53,082	1
Highly Specialized Advisor Strategy & Innovation	78,159	1
Manager Decision Analytics & Information Mgmt	94,771	1
Manager Organizational Quality	89,250	1
Manager Research	94,834	1
Records Assistant	176,010	4
Senior Manager Decision Analytics Information	100,000	1
SIM Data Specialist	551,481	10
SIM Team Leader	217,494	3
Student Records Manager	85,054	1
Student Safety Manager Charter Oversight	90,000	1
<b>Student Services</b>	<b>\$38,510,042</b>	<b>650.5</b>
Administrative Assistant for Athletics Manager	43,347	1
Administrative Assistant for Director of Coordinat	43,826	1
Administrative Assistant for Manager of ROTC	49,878	1
Alarm/CCTV Installation Analyst	71,897	1
Alarm/CCTV Technical Associate	217,652	4
Athletics Head Trainer	53,693	1
Athletics Manager	83,904	1
Athletics Specialist	120,066	2
Athletics Trainer	47,798	1
Behavioral Specialist	880,052	21
Behavioral Support/Student Leadership Manager	93,636	1
Campus Monitor	846,880	1
Chief of Safety Security & Student Support	166,464	1
Clerical Assistant	117,190	3
Command Sgt. Major	69,209	1
Counselor Alcohol / Drug	334,890	5
Criminal Investigative Manager	149,425	2
Data Info Specialist	68,662	1
Director of Safety & Security	125,372	1
Emergency Management Advisor	75,681	1
Executive Director of Schools and Student Support	142,233	1
Executive Assistant to the Chief Academic Officer	46,987	1
Extended Learning Specialist	70,766	1
Financial Analyst for Student Support	34,331	0.5
Fingerprint/Background Analyst	126,480	2
Fingerprint/Background Specialist	105,683	2
GRASSY Special Project Coordinator I (Gang Counsel	303,601	5
In-School Suspension Assistant	28,425	2
Manager of ROTC	78,100	1
Mobile Security Officer	5,452,501	128
Professional Counselor	17,904,540	283
Psychologist	784,540	10
Records Clerk II	72,925	2
Records Clerk to Truancy Manager	141,024	4
ROTC Instructor	2,270,828	41



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
ROTC Logistics Management Specialist	57,658	1
Safety and Security Senior Advisor	98,827	1
Security Advisor	84,425	1
Security Financial Analyst	78,600	0
Security System Operator	187,637	6
Security Systems Operator PART TIME	73,772	3
SENIOR MANAGER MENTAL HEALTH CENTER	97,811	1
Sergeant	229,225	4
SHAPE Advisor	90,554	1
Social Work Supervisor	87,772	1
Social Worker	4,505,523	72
Special Project Advisor	232,458	3
Special Project Assistant	89,898	2
Spec-Prevention/Intervention	79,622	1
Student Leadership Advisor	85,000	1
Student Safety Manager	114,702	1
Study Hall Monitor	52,605	2
Supervising Psychologist(Coord. School Health)	363,915	4
Systems Analyst	74,802	1
Training NCO	63,801	1
Truancy Attendance Specialist	122,763	2
Truancy Attendance Teacher	224,410	3
Truancy Case Advocate Assistant	191,776	4
<b>Academic Operations-School Based Formula</b>	<b>\$308,098,933</b>	<b>5,662</b>
Assistant Principal High	9,281,112	113
Assistant Principal-Elementary/Middle	4,971,836	63
Behavioral Specialist	634,748	17
Bilingual Mentor/Counselor	41,650	1
Classroom Teacher K-3	5,468,360	98
Classroom Teacher K-5	109,638,570	1962
Classroom Teacher K-8	9,825,828	168
Classroom Teacher Pre K	50,059	1
Classroom Teacher Secondary	95,062,176	1716
Classroom Teacher Special ED	56,905	1
Classroom Teacher Special Skills	19,959,594	334
Clerical Assistant	7,323,407	260
Computer Lab Assistant	67,704	3
Counseling Services Manager (ES)	86,990	1
Counseling Services Manager (HS)	95,040	1
Counseling Services Manager (MS)	88,693	1
Education Assistant - Interventionist	38,923	2
Educational Assistant	420,119	24
Educational Asst - Elementary	4,905,650	235
Executive Principal T-STEM	108,165	1
Executive Principal-Empowerment Zone	124,382	1
Family Engagement Specialist	211,447	6
In-School Suspension Assistant	1,770,759	81
Instructional Curriculum Coach	1,206,545	16
Instructional Facilitator	599,188	9
Interventionist	1,109,685	27



GENERAL FUND		
Job Title	2019 Salaries	2019 FTE
Librarian	9,576,254	149
Principal-Elementary	8,881,798	83
Principal-K-8	530,616	5
Principal-Middle	2,867,749	27
Principal-Senior	2,747,083	24
Professional Counselor	134,343	2
School Compliance Financial Assistant	376,376	8
School Secretary	5,513,067	136
Special Instruction	89,306	1
Special Project Assistant (Beh. Sup. / Stud. Leade	52,656	1
Specialty Principal	231,156	2
Specialty Principal - Special Education	241,656	2
Study Hall Monitor	456,308	20
Teacher Assistant	52,875	5
Teacher In Training	1,923,640	42
Vice Principal	1,276,515	14
<b>Other Uses</b>	<b>340,372</b>	<b>7</b>
Administrative Assistant	43,948	1
Classroom Teacher Secondary	188,278	4
Financial Analyst Fiscal Services	65,996	1
Instructional Curriculum Coach	42,150	1
<b>Grand Total</b>	<b>\$529,700,500</b>	<b>9,635</b>



NON-FEDERAL SPECIAL REVENUE FUND		
Job Title	2019 Salaries	2019 FTE
<b>School Age Childcare (ELOP)</b>	<b>403,024</b>	<b>8.00</b>
ELOP (School Age Childcare) Assistant	75,442	2.00
Financial Analyst for Student Support	57,539	1.00
Program Administrator	116,805	2.00
Receptionist	66,248	2.00
School Age Child Care Manager	86,990	1.00
<b>TVA ENERNOC Demand Response Program</b>	<b>79,863</b>	<b>1.00</b>
Project Leader - Green Schools	79,863	1.00
<b>After-School Childcare (ELOP)</b>	<b>635,859</b>	<b>24.63</b>
Classroom Teacher K-3	50,809	1.00
ELOP Supervisor (School Age Child Care)	585,050	23.63
<b>Pre-K</b>	<b>5,202,401</b>	<b>95.50</b>
Administrative Assistant for Pre-K	43,846	1.00
Assistant Pre-K Program	47,611	1.00
Classroom Teacher K-5	49,000	1.00
Classroom Teacher Pre K	4,573,021	80.00
Clerical Assistant	37,710	2.00
Educational Asst - Early Childhood	124,092	6.00
Grant Fiscal Associate Pre-K	47,278	1.00
Instructional Advisor Pre-K	68,652	1.00
Manager Early Childhood	171,203	2.00
Manager Grant Fiscal	39,987	0.50
<b>Research &amp; Evaluation</b>	<b>128,306</b>	<b>2.00</b>
Research Associate	46,259	1.00
Senior Research Advisor	82,047	1.00
<b>SPED Medicaid Reimbursement</b>	<b>174,665</b>	<b>2.00</b>
Medicaid Specialist	54,665	1.00
Nurse Practitioner	120,000	1.00
<b>School Improvement Teacher Town</b>	<b>970,782</b>	<b>14.00</b>
Classroom Teacher Secondary	49,000	1.00
Clerical Assistant	31,017	1.00
Instructional Curriculum Coach	80,000	1.00
Instructional Support Advisor	350,000	5.00
Instructional Support Manager	90,051	1.00
Manager Literacy Instructional Support	91,852	1.00
Manager Mathematics Instructional Support	91,852	1.00
Manager Science Instructional Support	91,852	1.00



NON-FEDERAL SPECIAL REVENUE FUND		
Job Title	2019 Salaries	2019 FTE
Teacher In Training	95,160	2.00
<b>Shelby County Government Pre-K</b>	<b>1,002,081</b>	<b>27.00</b>
Classroom Teacher Pre K	668,741	13.00
Educational Assistant	19,793	1.00
Educational Asst - Early Childhood	244,895	12.00
Instructional Advisor Pre-K	68,652	1.00
<b>Urban Strategies</b>	<b>198,381</b>	<b>4.00</b>
Family Engagement Specialist	131,766	3.00
Student & Community Relations Advisor	66,615	1.00
<b>Grand Total</b>	<b>8,795,363</b>	<b>178.13</b>





FEDERAL FUND		
Job Title	2019 Salaries	2019 FTE
<b>Consolidated Administration</b>	<b>2,198,049</b>	<b>31.00</b>
Associate Federal Programs Data Associate	57,471	1.00
Director of Grants Program	135,597	1.00
Family Engagement Specialist	51,041	1.00
Federal Programs Advisor - School Support/Fiscal C	72,095	1.00
Federal Programs Advisor - School Support/Program	253,678	3.00
Federal Programs Advisor (Programs)	256,217	3.00
Federal Programs Analyst	56,411	1.00
Federal Programs Associate (Grants)	46,259	1.00
Federal Programs Associate (Programs)	52,666	1.00
Federal Programs Inventory Assistant	91,481	2.00
Federal Programs Inventory Associate	120,219	2.00
Federal Programs Manager	285,429	3.00
Financial Analyst (Federal Programs)	124,619	2.00
Fiscal Compliance Administrative Assistant	40,721	1.00
Grant Planning and Budgeting Director	107,100	1.00
Grants Administrative Assistant	44,075	1.00
Instructional Facilitator	141,265	2.00
Licensure and Compliance Specialist	54,145	1.00
Manager Grants and Special Populations Compliance	95,716	1.00
Program Compliance Administrative Assistant	55,933	1.00
Research Associate	55,911	1.00
<b>Title I Part A Improving Basic Programs Operated by LEA's</b>	<b>27,716,436</b>	<b>597.50</b>
Behavioral Specialist	182,232	3.00
Bilingual Cultural Mentor	99,241	4.00
Classroom Teacher 4-6	45,000	1.00
Classroom Teacher K-5	1,308,604	24.00
Classroom Teacher K-8	129,206	3.00
Classroom Teacher Secondary	4,396,520	82.83
Classroom Teacher Special Skills	30,651	1.00
Clerical Assistant (Family & Community Engagement)	37,336	1.00
Computer Lab Assistant	1,763,928	77.88
Education Assistant - Interventionist	80,535	4.00
Educational Assistant	2,034,470	96.50
Educational Asst - Elementary	449,626	21.25



FEDERAL FUND		
Job Title	2019 Salaries	2019 FTB
Family Engagement Specialist	1,425,405	35.88
Federal Programs Advisor - Grants & Special Popula	70,639	1.00
Federal Programs Specialist	109,264	2.00
In-School Suspension Assistant	63,917	2.00
Instructional Advisor ESL	163,396	2.00
Instructional Facilitator	12,741,933	197.16
Instructional Math/Literacy Coach	595,547	9.00
Instructional Support Advisor	1,264,253	16.00
Parent Liaison	373,861	6.00
Professional Counselor	137,108	2.00
Teacher Assistant	19,764	1.00
Teacher In Training	194,000	4.00
<b>iZone Supplemental School Improvement Grant</b>	<b>677,405</b>	<b>9.00</b>
Administrative Assistant	41,558	1.00
Advisor	82,640	1.00
Instructional Curriculum Coach	433,206	6.00
Instructional Leadership Director iZone	120,000	1.00
<b>Title II, Part A, Preparing, Training &amp; Recruiting</b>	<b>3,087,027</b>	<b>41.00</b>
Honors Advisor	65,383	1.00
Instructional Advisor Literacy	300,505	4.00
Instructional Advisor Mathematics	325,876	4.00
Instructional Advisor Science	158,095	2.00
Instructional Advisor Social Studies	141,722	2.00
Instructional Support Advisor	1,636,365	22.00
Instructional Support Analyst 1	76,521	1.00
Recruitment and Staffing Advisor	145,977	2.00
Research Advisor	236,583	3.00
<b>Title III, Part A, Language Instruction for English Learners</b>	<b>661,141</b>	<b>24.00</b>
Bilingual Cultural Mentor	661,141	24.00
<b>Title IV, Part A, Student Support and Academic Enrichment</b>	<b>464,000</b>	<b>6.00</b>
Clerical Assistant	40,000	1
Director of Federal Programs	120,000	1
Federal Programs Advisor - School Support/Program	304,000	4
<b>Title IX</b>	<b>63,946</b>	<b>1.00</b>
Federal Programs Specialist	63,946	1.00
<b>Carl Perkins</b>	<b>700,220</b>	<b>10.00</b>
College Career & Technical Education Manager	89,587	1.00
College Career Technology Education Advisor	339,270	4.00
Early College Advisor	117,398	2.00
Program Project Assistant for CTE	98,660	2.00
Student Data Analyst	55,305	1.00
<b>Workforce Investment Network Out of School</b>	<b>144,763</b>	<b>2.00</b>
WIN/WFD Manager	92,867	1.00
WIN-OS Associate	51,896	1.00



FEDERAL FUND		
Job Title	2019 Salaries	2019 FTB
<b>WIN IN School Grant</b>	<b>45,698</b>	<b>1.00</b>
WIN-OS Associate	45,698	1.00
<b>IDEA, Part B</b>	<b>17,026,093</b>	<b>608.00</b>
Administrative Assistant for Exceptional Children	93,267	2.00
Applications Support Analyst for Exception Children	75,035	1.00
Classroom Teacher Special ED	72,413	1.00
Clerical Assistant	37,315	1.00
Clerk for Exceptional Children	214,968	6.00
Data Info Specialist	59,211	1.00
Deaf Interpreter	392,085	12.00
Educational Asst - Special BD	10,675,226	493.00
Exceptional Children Advisor	566,813	7.00
Financial Advisor	84,425	1.00
Financial Support Specialist	65,077	1.00
Instructional Facilitator	70,297	1.00
Lead Physical/Occupational Therapist	89,344	1.00
Licensed Practical Nurse	727,546	24.00
Nutrition Assistant	28,413	1.00
Physical and Occupational Therapist	853,392	12.00
Psychologist	2,175,000	30.00
Regional Manager of Exceptional Children	185,994	2.00
Social Worker	511,432	9.00
Special Needs Attendant	48,838	2.00
<b>Transition School to Work Program</b>	<b>108,992</b>	<b>2.40</b>
Classroom Teacher Special BD	43,365	0.84
Transition Specialist	65,626	1.56
<b>IDEA Preschool</b>	<b>138,239</b>	<b>3.00</b>
Classroom Teacher Special ED	118,445	2.00
Educational Asst - Special ED	19,793	1.00
<b>Head Start 2018</b>	<b>3,151,624</b>	<b>97.50</b>
Advisor Compliance Pre-K/Head Start	74,769	1.00
Assistant Pre-K Program	88,608	2.00
Compliance Associate Pre-K/Head Start	46,176	1.00
Data Analyst	70,000	1.00
Director Head Start	109,038	1.00
Early Childhood Educational Assistant	1,416,890	66.00
Education Advisor	75,161	1.00
Educational Assistant	82,926	4.00
Educational Asst - Early Childhood	107,201	5.00



FEDERAL FUND		
Job Title	2019 Salaries	2019 FTB
Environmental Health & Safety Compliance Advisor	64,107	1.00
Facilities Proj Advisor Early Childhood Head Start	72,742	1.00
Head Start Project Support Assistant	39,499	1.00
Health Services Program Advisor	85,818	1.00
Instructional Advisor Pre-K	492,390	6.00
Manager Grant Fiscal	39,987	0.50
Senior Accountant	146,156	2.00
Senior Accountant Advisor	94,869	1.00
Teacher Assistant	19,764	1.00
Warehouse Worker	25,522	1.00
<b>Pre-K Expansion (PDG)</b>	<b>3,013,431</b>	<b>79.00</b>
Classroom Teacher Pre K	2,039,397	38.00
Early Childhood Educational Assistant	44,426	2.00
Educational Asst - Early Childhood	751,930	36.00
Finance Clerk II	46,259	1.00
Fiscal Associate Pre-K	54,419	1.00
Instructional Advisor Pre-K	77,000	1.00
<b>CDCP HIV/STD PREVENTION (FY 2017)</b>	<b>149,126</b>	<b>3.00</b>
Research Analyst	56,734	1.00
Special Project Coordinator I	92,392	2.00
<b>Project Prevent</b>	<b>391,008</b>	<b>8.00</b>
Criminal Investigator/Supervisor	53,623	1.00
Data Info Specialist	53,623	1.00
Record's Clerk	71,115	2.00
Special Project Coordinator I	212,646	4.00
<b>Project Stand</b>	<b>228,443</b>	<b>3.00</b>
Project Stand Manager	92,161	1.00
Project Stand Transition Specialist	57,421	1.00
Alternative Schools Analyst	78,861	1.00
<b>Comprehensive School Safety Initiative</b>	<b>170,432</b>	<b>3.20</b>
Clerical Assistant	32,329	1.00
Data Analyst	11,503	0.20
Professional Counselor	59,985	1.00
Project Advisor	66,615	1.00
<b>SCS SEED Grant</b>	<b>222,297</b>	<b>3.00</b>
Director New Teacher Program	96,609	1.00
PLC Advisor	125,688	2.00
<b>Gear Up at the River</b>	<b>113,461</b>	<b>2.00</b>
Clerical Assistant	37,981	1.00
Instructional Facilitator	75,480	1.00
<b>Grand Total</b>	<b>60,471,831</b>	<b>1,534.6</b>



NUTRITION FUND		
Job Title	2019 Salaries	2019 FTE
<b>NUTRITION SERVICES</b>	<b>27,066,272.59</b>	<b>1,108.5</b>
Accountant - Senior	271,213.50	4
Admin Assistant for Dir of Nutrition Operations	43,388.80	1
Admin Assistant for Dir of Nutrition Services	41,558.40	1
Administrative Secretary I	38,084.80	1
Analyst Distribution	119,061.37	2
Analyst Planning and Logistics	57,539.32	1
Associate Compliance CNC	104,811.20	2
Associate Planning and Logistics	46,259.20	1
Associate Warehouse & Distribution Inventory	48,360.00	1
Buyer	62,187.00	1
Clerical Assistant	35,900.80	1
Clerk for Distribution	65,811.20	2
Clerk for Planning and Procurement	129,031.20	4
Clerk Nutrition Services	257,696.33	8
Compliance Specialist	50,040.00	1
Culinary Specialist	115,214.84	2
Dietitian	171,140.52	3
Director of Nutrition	118,000.00	1
Director of Nutrition Finance	108,921.00	1
Director of Nutrition Operations	112,152.00	1
Distribution Manager	72,771.56	1
Equipment Maintenance Specialist	130,471.52	3
Equipment Operations Assistant	36,628.80	1
Equipment Operations Supervisor	59,795.46	1
Farm Education Program Manager	57,472.63	1
Farm Manager	57,472.63	1
First Line Supervisor Operations	57,532.80	1
Floating Clerk Nutrition Services	35,942.40	1
Food Quality Control Specialist	108,287.96	2
Food Quality Control Technican	32,906.88	1
Food Safety Specialist	54,270.95	1
Fork Lift Operator	289,123.84	10
HR Business Partner Non-Instructional	66,300.00	1
Human Resources Manager	85,000.00	1
Information Technology Manager	93,636.00	1
Inventory Clerk	204,817.60	6
IT Field Technician	41,953.60	1
Lunchroom Monitor	198,032.40	12.25
Manager Equipment Operations	75,528.46	1
Manager Quality Control-Business Ops	122,499.82	1
Mechanic I - Certified	46,696.00	1
Menu Planning Associate	50,003.20	1
Menu Planning Manager	83,612.00	1
Network Specialist	353,019.20	5



<b>NUTRITION FUND</b>		
<b>Job Title</b>	<b>2019 Salaries</b>	<b>2019 FTE</b>
Nurition Service Mobile Support	201,285.05	7.88
Nutrition Production Support	505,348.64	19
Nutrition Service Analyst	65,996.00	1
Nutrition Service Mobile Support	705,993.61	29.64
Nutrition Service Nutrition Instructor	120,273.16	2
Nutrition Service Support	10,634,189.68	662.84
Nutrition Services Area Mgr	638,430.91	10
Part time Certified Tutor	-	1
Planning and Analysis Associate	46,259.20	1
Planning and Analysis Manager	79,662.39	1
Plant Manager	38,064.00	1
Quality Technician	65,813.76	2
Receptionist for Nutrition Office	35,484.80	1
Refrigeration Repair Person	209,934.40	4
School Nutrition Technician	17,149.04	1.13
School Nutrition Technician II	60,543.03	2.76
School Operations Manager	79,333.10	1
Senior Buyer	71,169.29	1
Supervisor Distribution Area (Inventory Control)	70,842.02	1
Supervisor Distribution Area (Shipping)	65,382.90	1
Supervisor Distribution Area (Warehouse Ops)	56,295.00	1
Supervisor Food Quality Control	-	1
Supervisor Nutrition Production	105,035.34	2
Supervisor School Nutrition	767,169.63	29
Supervisor School Nutrition II	3,521,567.22	99
Supervisor School Nutrition III	2,425,553.38	68
Supervisor School Nutrition IV	351,195.50	9
Supply Chain Manager	73,679.70	1
Talent Acquisition Associate	47,174.40	1
Technician Sanitation	54,267.20	2
Training & Food Safety Manager	75,153.29	1
Truck Driver II	692,120.00	21
Warehouse First Line Assistant	43,430.40	1
Warehouse Lead	116,979.20	4
Warehouse Worker	615,350.16	22
<b>Grand Total</b>	<b>\$26,290,513</b>	<b>1,108.5</b>



INTERNAL SERVICE FUND		
Job Title	2019 Salaries	2019 FTE
<b>Printing Services</b>	<b>\$365,621</b>	<b>7.0</b>
Graphics Specialist	51,541	1.0
Printing Specialist	314,080	6.0
<b>Warehouse</b>	<b>\$967,191</b>	<b>27.0</b>
Fork Lift Operator	29,141	1.0
Inventory Clerk	73,882	2.0
Record Clerk	39,749	1.0
Truck Driver	29,723	1.0
Truck Driver II	296,886	9.0
Warehouse Clerk	177,278	6.0
Warehouse First Line Supervisor	115,066	2.0
Warehouse Manager	75,529	1.0
Warehouseman	129,938	4.0
<b>Grand Total</b>	<b>\$1,332,812</b>	<b>34.0</b>





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### III. 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 actually 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 actually received or the payment is actually made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds. 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% by 2018.

**Actual** – Expenditures and/or revenues realized in the past.

**ADA** – Americans with Disabilities Act.

**ADM** – Average Daily Membership (count of students in public schools).

**Adopted Budget** – A plan of financial operation, legally approved by the Board, to provide an estimate of expenditures for a given fiscal year and a proposed means of financing them.

**Allocation** – Funds set aside or designated for specific purposes. An allocation does not authorize the expenditure of funds.

**Annual Budget** – A budget developed and enacted to apply to a single fiscal year.

**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. He is under the direction of the Building Principal to implement and enforces school board policies, administrative rules and regulations.

**Balanced Budget** – A budget developed wherein estimated revenues, including budgeted fund balance, meet or exceed budgeted expenditures.

**Base (Baseline) Budget** – An estimate of the funding required to continue existing programs at the currently budgeted level of service from one year to the next.



**Basic Education Program (BEP)** – is the funding formula through which the state of Tennessee education dollars is generated and distributed to Tennessee schools.

**Benefits** – This category of spending includes the District’s contribution to employee medical insurance, life insurance, social security, retirement and unemployment compensation.

**Board Member** – The Shelby County Board of Education governs the business operations of Shelby County Schools and is comprised of seven Board members representing the county (with the exception of 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.

**Budget** – A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

**Budget Amendment** – It is a revision to the adopted budget during the fiscal year as achieved by line item transfer.

**Budget Assumptions** – Foundational statements and expectations upon which the budget is developed.

**Budget Calendar** – A schedule of certain steps to be followed in the budgetary process and the dates by which item must be completed to comply with State and City law.

**Budgetary Control** – The control or management of the business affairs of the District in accordance with an approved budget with a responsibility to keep expenditures within the authorized amounts.

**Capital Assets** – Assets with a useful life in excess of one year and an initial cost exceeding \$5,000. Classifications include land, buildings, machinery, furniture, equipment and construction-in-progress.

**Capital Budget** – A five-year budget for capital expenditures.

**Capital Expenditures** – An expenditure that results in the acquisition or addition to fixed assets. Capital expenditures have an anticipated useful life of more than one year and belong to land, buildings, improvements, equipment or infrastructure. Infrastructure includes anything that would be attached to a building or structure such as boilers.

**Capital Improvement Program (CIP)** – A multi-year plan for the acquisition, expansion or rehabilitation of any element of the District’s infrastructure and the proposed methods for financing the projects.

**Capital Projects Fund** – Funds used to account for financial resources that are obtained and used for the acquisition, construction or improvement of capital facilities.

**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.

**Certificated Employee** – This is a District employee that is required to possess a state credential. All regularly employed teachers, librarians and counselors are certificated employees.

**Classified Employee** – This is a District employee who is not required to possess a state credential. Examples include instructional aides; secretaries, clerks and other office staff; and maintenance and custodial workers.



**Classroom Teachers** – The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is in charge of each student’s overall academic program. Additionally, ESL, CTE and ROTC are included as classroom teachers. The only teachers this does not include are those teachers not assigned a classroom.

**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.

**Comprehensive Annual Financial Report (CAFR)** – 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.

**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 of time divided by a pupil unit of measure.

**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.

**Creative Learning in a Unique Environment (C.L.U.E)** – An education program designed to meet the needs of academically talented and gifted students in the Shelby County Schools.

**Deficit** – The excess of expenditures over revenues for a given fund during a defined accounting period.

**Department** – Organizational unit within the District.

**Depreciation** – The decrease in value of physical assets due to use and passage of time.

**District** – A school district, special-purpose district or school system which operates public elementary and secondary schools usually within a specific physical boundary.

**Dropout Rate** – The percentage of students entering the 9<sup>th</sup>-grade that dropped out of school by the end of 12<sup>th</sup> 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 district.

**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 School** – A school classified as elementary by the State and local practice and composed of any span of grades not above grade six. Shelby County Schools' grade structure currently includes students in grades Pre-K through 6.

**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 or not 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 AllWorld Project Management.

**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.

**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.

**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 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.



**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.

**Government Finance Officers Association (GFOA)** – Is a professional association of approximately 17,500 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.

**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.MAlFKbk.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.

**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.

**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.



**Measures of Effective Teaching (MET)** – Measures designed to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching.

**Memorandum of Understanding (MOU)** – A legal document outlining the terms and details of an agreement between parties, including each parties' requirements and responsibilities.

**Memphis-Shelby County Education Association (M-SCEA)** – The professional organization representing teachers, mental health employees, education support professionals (ESPs), and other educators in the Shelby County Schools.

**Middle School** – A school offering education to students spanning both elementary and secondary levels. Shelby County Schools includes students in grades 6, 7 and 8.

**Millage Rate** – The rate or percentage applied to the proposed assessed value to determine the taxes owed during the year. One mill is one thousandth. The calculation is .001 multiplied by the assessed value of the home. One mill will cost a homeowner of a \$100,000 home \$100 per year in tax.

**Minority and Disadvantaged Women Business Enterprises M/DWBEs** – A Disadvantaged/Minority/ Women Business Enterprise is a for-profit small business concern, as defined in 49 CFR, Parts 23 and 26 owned by: a citizen or lawful permanent resident of the United States who is a minority, a woman or disadvantaged individual that represents themselves to be members of their designated group and possess majority ownership and control of a small business enterprise. The purpose of most local government D/M/WBE programs is to increase participation by disadvantaged, minority, and women-owned business enterprise firms in the purchase of goods and services.

**Mission** – A clear, concise statement of broad purpose for a department or division.

**Modified Accrual Accounting** – A basis of accounting, required for use by governmental funds, in which revenues are recognized in the period in which they become available and measurable and expenditures are recognized at the time a liability is incurred pursuant to appropriation authority.

**Municipality** – A political unit, such as a city, town or village, incorporated for local self-government; a body of officials appointed to manage the business of a local political unit. In this document, the term usually refers to the six other school district municipalities within Shelby County, TN including: Arlington, Bartlett, Collierville, Germantown, Millington and Lakeland.

**Music, Arts, and Physical Education Teachers (MAPS)** – Elementary teachers who specialized in one of the three listed. Although MAPS teachers in elementary are distinct, they are still counted in staffing formula per school, student to teacher ratio.

**No Child Left Behind (NCLB)** – A federal Law that require schools to have 100 percent proficiency among students in math, reading and language arts as of fiscal year 2014. The schools also had to meet graduation and attendance standards.

**Number of Students** – Average daily count of students enrolled, which is generally referred to as the Average Daily Membership or ADM. The ADM is used to determine the amount of State funding each system receives.

**Object Code** – A budget or accounting category that defines the resources to be applied to specific types of inputs such as personnel, travel, tools or supplies.

**Objective** – A measurable statement of the actual results that a program expects to achieve in support of a stated goal.



**Observed Score** – A student’s observed score is the score reported for the student when he or she was tested.

**Operating Budget** – This is a plan of current expenditures and the proposed means of financing them; the annual appropriation to maintain the provision of 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 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 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 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.

**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. Shelby County Schools' high school grade structure currently includes students in grades 9 through 12.

**Single Audit Act** – Federal law requiring a comprehensive district-wide audit of all Federal financial assistance.

**Southern Association of Colleges and Schools (SACS)** – Accredited elementary, middle and high schools based on rigorous standards for school improvement that focus on student performance.

**Special Revenue Funds** – A fund used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.



**Specific, Measurable, Achievable, Relevant, and Time-Based Goal (SMART)** – Performance goals that are established by department annually.

**Special Education (SPED) Services** – Special education services that assist children, youth and adults with disabilities to be academically and socially successful life-long learners.

**Square Footage** – Measured length and width of the building, including boiler rooms and other usable space. This does not include portables and outside lands.

**Standards Aligned System** – A comprehensive, researched-based resource to improve student achievement.

**Statute** – A written law passed by the State legislature enacted to prescribe conduct, appropriate public monies and, in general, promote the public welfare.

**Student-based Budgeting (SBB)** – A funding model that allocates school level budget based on different student needs.

**Student-Body Activities** – Services for public school pupils, such as interscholastic athletics, entertainments, publications, clubs, band and orchestra, that are managed or operated by the student body under the guidance and direction of an adult and are not part of the regular instructional program.

**Student Capacity** – Refers to programmatic capacity, which is a measure of how much general education K-12 students will fit in a building. It takes into account all the space used by SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, there is an assumption that 1,000 students can fit in that building. However, this is not the case. There are various uses that take up classroom space that cannot be used by the general K-12 enrollment (baseline enrollment). What is measured is how many general education students can fit into a school comfortably with the academic programs operating at their best.

**Student/Teacher Ratio** – The ratio is calculated by the number of students assigned in a school based on staffing formula per grade level from K to 12 which allocates the number of teachers.

**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 of time not greater than ten days, but who remains as a part of the school.

**Summer School** – The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term. Tuition is charged to participants of a summer school program.

**Supplies** – The account class that includes articles and items that are consumed or materially altered when used by operating activities, such as office supplies, maintenance parts and minor equipment.

**Supplies & Materials** – Amounts paid for items that are consumed, worn out or items that lose their identity through fabrication or incorporation into different or more complete units or substances.

**TCA** – Tennessee Code Annotated (Tennessee Statutory Law)



**TDOE** – Tennessee Department of Education

**Teacher & Leader Effectiveness Program (TLE)** – A program which focuses on what it takes to attract, develop, and retain a world-class corps of educators.

**Teacher Permits** – Permission granted to a local school system to employ temporarily a degreed individual who does not hold a valid license when the school system is unable to obtain the services of a qualified teacher for the grade or subject area in which a vacancy exists.

**Teacher Waivers** – The teacher is licensed but teaching out of his or her field because no other certified teacher is available to teach that subject.

**Technology Student Association (TSA)** – A national, non-profit organization of middle and high school students who are engaged in science, technology, engineering, and mathematics (STEM).

**Tennessee Value-Added Assessment System (TVASS)** – One method used to measure the influence of a district or school on the academic progress rates of individual students or groups of students and teachers from year-to-year.

**The New Teacher Project (TNTP)** – A national nonprofit committed to ending the injustice of educational inequality. Founded by teachers in 1997, TNTP works with schools, districts and states to provide excellent teachers to the students who need them most and advance policies and practices that ensure effective teaching in every classroom.

**Title I Allocation** – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

**TDOE** – Tennessee Department of Education.

**ToA** – A theory of action is a coordinated method for delivering high quality instruction. It is a coherent set of strategies that shall ensure academic rigor and maximize student learning at all levels by shaping management goals, policies, strategic planning and budgets.

**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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# ELEMENTARY SCHOOLS



**A B Hill Elementary School**

345 E. Olive, Memphis, TN 38116  
 Phone: (901) 416-7844 Fax: (901) 416-7890

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	iZone	79,293	574	40%	7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	45	52	51	51	-
K-12	298	230	207	212	5
Attendance Rate	91.8%	93.4%	93.7%	-	NA
Student-Teacher Ratio	1:13	1:12	1:12	1:12	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	90.9%	85.2%	76.6%	-	-
Students with Disabilities (%)	18.1%	21.1%	24.1%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	0	1	1	-
Classroom Teacher	23	22	20	20	-
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	11	12	15	18	3
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	2	2	5	4	-1
<b>School Level Funds</b>					
General Fund	\$2,117,596	\$2,129,695	\$2,042,099	\$2,959,944	\$917,845
Title I	\$96,251	\$209,407	\$167,565	\$177,905	\$10,339
IDEA, Part B	\$108,538	\$155,550	\$136,574	\$169,189	\$32,615
Other Special Revenue & Federal Funds	\$87,805	\$99,613	\$66,526	\$62,333	-\$4,192
Total	\$2,410,191	\$2,594,267	\$2,412,764	\$3,369,371	\$956,607
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	74%	71%			
TEM 5	5%	0%			
TEM 4	16%	29%			
TEM 3	53%	42%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	3			

**SBB Allocations for A B Hill Elementary School**

<b>Total SBB Allocation</b>		<b>\$1,310,937</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$981,002
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$329,935
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1718)	\$1,363,668
	This Year (1819)	\$1,310,937
	Total Difference	\$(52,731)
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(19,117)
	Estimated changes to the budget due to SBB transition	Change from SBB \$(33,614)

**Detailed Breakdown**

**1. SBB Allocations \$981,002**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	211	\$717,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	38	\$38,760
Grade 1	0.30	\$1,020	35	\$35,700
Grade 2	0.30	\$1,020	39	\$39,780
Grade 3	0.20	\$680	31	\$21,080
Grade 4	0.20	\$680	32	\$21,760
Grade 5	0.20	\$680	36	\$24,480
<b>Mobility Weights</b>				
Mobility	0.10	\$340	55	\$18,700
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	181	\$61,540
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$988,470</b>

**2. SBB Transition Supplements \$329,935**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$100,129

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$6,213	6,372.28	\$(159)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-3%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$229,806
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$329,935</b>



**Alton Elementary School**

2020 Alton, Memphis, TN 38106  
 Phone: (901) 416-7430 Fax: (901) 416-7414

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	55,934	399	63%	25

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	275	251	242	244	2
Attendance Rate	95%	95.4%	95.3%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	98.5%	84.1%	71.3%	-	-
Students with Disabilities (%)	10.8%	7%	5.7%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	18	19	18	18	-
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	1	1	4	2	-2
Instructional Facilitator	1	1	2	1	-1
Librarian	1	1	1	1	-
Nutrition	5	3	5	1	-4
Other	6	3	3	5	2
<b>School Level Funds</b>					
General Fund	\$1,873,563	\$1,789,738	\$1,951,892	\$2,407,909	\$456,017
Title I	\$146,680	\$150,598	\$140,614	\$167,790	\$27,175
Other Special Revenue & Federal Funds	\$162,714	\$147,367	\$326,685	\$142,182	-\$184,503
Total	\$2,182,957	\$2,087,704	\$2,419,192	\$2,717,882	\$298,689
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	100%			
TEM 5	32%	55%			
TEM 4	36%	40%			
TEM 3	27%	5%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	4			
TVAAS Numeracy	5	5			

**SBB Allocations for Alton Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,445,525</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,148,212	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$297,313	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,615,179		
		This Year (1819)	\$1,445,525		
		Total Difference	\$(169,654)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(132,589)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(37,065)		

**Detailed Breakdown**

**1. SBB Allocations \$1,148,212**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	246	\$836,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	53	\$54,060
Grade 1	0.30	\$1,020	55	\$56,100
Grade 2	0.30	\$1,020	37	\$37,740
Grade 3	0.20	\$680	36	\$24,480
Grade 4	0.20	\$680	34	\$23,120
Grade 5	0.20	\$680	31	\$21,080
<b>Mobility Weights</b>				
Mobility	0.10	\$340	40	\$13,600
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	156	\$53,040
Incoming High Proficiency	0.10	\$340	13	\$4,420
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$1,147,965**

**2. SBB Transition Supplements \$297,313**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$236,562

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,876	6,026.79	\$(151)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-7%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$60,750
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$297,313</b>



**Balmoral-Ridgeway Elementary School**

5905 Grosvenor, 38119  
 Phone: (901) 416-2128 Fax: (901) 416-2130

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Optional	38,940	254	114%	27

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	316	289	279	313	34
Attendance Rate	95.3%	96.1%	96.4%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	43.2%	41.4%	73.7%	-	-
Students with Disabilities (%)	10.4%	7.8%	4%	-	-
English Language Learners (%)	6.3%	4.4%	5.8%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	19	17	18	17	-1
Special Skills	6	5	5	4	-1
Counselor	1	1	1	1	-
Educational Assistant	3	3	4	4	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	-	-1
Nutrition	5	2	4	1	-3
Other	2	2	2	3	1
<b>School Level Funds</b>					
General Fund	\$2,095,860	\$2,003,124	\$1,951,809	\$2,147,449	\$195,639
Title I	\$100,890	\$133,749	\$123,095	\$112,455	-\$10,640
IDEA, Part B	\$0	\$20,263	\$0	\$22,893	\$22,893
Other Special Revenue & Federal Funds	\$1,408	\$0	\$0	\$0	\$0
Total	\$2,198,159	\$2,157,137	\$2,074,905	\$2,282,797	\$207,892
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	92%	95%			
TEM 5	13%	10%			
TEM 4	50%	55%			
TEM 3	29%	30%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	4			
TVAAS Numeracy	1	2			



**SBB Allocations for Balmoral-Ridgeway Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,505,183</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,505,183	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,483,941		
		This Year (1819)	\$1,505,183		
		Total Difference	\$21,243		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (14,223)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$35,466		

**Detailed Breakdown**

**1. SBB Allocations \$1,505,183**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	310	\$1,054,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	53	\$54,060
Grade 1	0.30	\$1,020	55	\$56,100
Grade 2	0.30	\$1,020	51	\$52,020
Grade 3	0.20	\$680	44	\$29,920
Grade 4	0.20	\$680	48	\$32,640
Grade 5	0.20	\$680	59	\$40,120
<b>Mobility Weights</b>				
Mobility	0.10	\$340	22	\$7,480
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	200	\$68,000
Incoming High Proficiency	0.10	\$340	25	\$8,500
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$101,409
<b>SBB Allocations Total</b>				<b>\$1,411,090</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,855	4,741.02	\$114
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Belle Forest Elementary School**

3135 Ridgeway Rd., Memphis, TN 38115  
 Phone: (901) 416-7200 Fax: (901) 416-7198

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	106,000	913	123%	1

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	50	50	-
K-12	1099	1122	1121	1194	73
Attendance Rate	94.5%	94.7%	95%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.7%	70%	69.4%	-	-
Students with Disabilities (%)	10.5%	9.6%	9.1%	-	-
English Language Learners (%)	10.8%	10%	7.9%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	62	64	64	64	-
Special Skills	7	7	8	7	-1
Counselor	2	2	2	2	-
Educational Assistant	14	13	15	16	1
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	0	0	13	2	-11
Other	6	9	12	14	2
<b>School Level Funds</b>					
General Fund	\$4,726,747	\$5,234,022	\$5,276,177	\$6,027,030	\$750,852
Title I	\$478,098	\$547,166	\$645,574	\$0	-
IDEA, Part B	\$105,235	\$78,024	\$125,181	\$125,801	\$620
Other Special Revenue & Federal Funds	\$218,637	\$217,061	\$234,565	\$205,188	-\$29,376
Total	\$5,528,719	\$6,076,275	\$6,281,498	\$6,358,020	\$76,521
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	100%			
TEM 5	54%	0%			
TEM 4	35%	0%			
TEM 3	8%	0%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	3			
TVAAS Numeracy	2	5			

**SBB Allocations for Belle Forest Elementary School**

<b>Total SBB Allocation</b>		<b>\$5,421,702</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$5,444,695
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$(22,993)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$5,131,991
		This Year (1819)	\$5,421,702
		Total Difference	\$289,711
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(17,178)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$306,889

**Detailed Breakdown**

<b>1. SBB Allocations</b>		<b>\$5,444,695</b>		
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
<b>Base Weight</b>				
All Students	1	\$3,400	1,191	\$4,049,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	200	\$204,000
Grade 1	0.30	\$1,020	202	\$206,040
Grade 2	0.30	\$1,020	188	\$191,760
Grade 3	0.20	\$680	185	\$125,800
Grade 4	0.20	\$680	203	\$138,040
Grade 5	0.20	\$680	213	\$144,840
<b>Mobility Weights</b>				
Mobility	0.10	\$340	140	\$47,600
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	886	\$301,240
Incoming High Proficiency	0.10	\$340	45	\$15,300
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$5,444,645</b>

<b>2. SBB Transition Supplements</b>		<b>\$(22,993)</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,552	4,294.55	\$258
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(22,993)
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$(22,993)</b>



**Berclair Elementary School**

810 N. Perkins, Memphis, TN 38122  
 Phone: (901) 416-8800 Fax: (901) 416-8802

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	76,722	636	93%	28

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	555	589	572	609	37
Attendance Rate	94.8%	94.5%	94.7%	-	NA
Student-Teacher Ratio	1:15	1:15	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	66.4%	61.9%	79.1%	-	-
Students with Disabilities (%)	8.9%	9.6%	8.8%	-	-
English Language Learners (%)	46.2%	37.7%	37%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	40	43	42	-1
Special Skills	5	4	4	4	-
Counselor	1	1	1	1	-
Educational Assistant	4	8	10	13	3
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	7	4	6	1	-5
Other	10	6	4	3	-1
<b>School Level Funds</b>					
General Fund	\$3,407,513	\$3,762,477	\$4,000,333	\$3,858,096	-\$142,236
Title I	\$220,722	\$333,983	\$362,847	\$332,010	-\$30,837
IDEA, Part B	\$26,829	\$74,385	\$76,905	\$113,467	\$36,562
Other Special Revenue & Federal Funds	\$137,278	\$96,867	\$46,130	\$157,838	\$111,708
Total	\$3,792,343	\$4,267,713	\$4,486,215	\$4,461,413	-\$24,802
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	98%			
TEM 5	24%	40%			
TEM 4	55%	46%			
TEM 3	18%	13%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	1			
TVAAS Numeracy	2	4			

**SBB Allocations for Berclair Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,805,864</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,802,603
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$3,262
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,860,220	
		This Year (1819)	\$2,805,864	
		Total Difference	\$(54,356)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$14,090	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(68,446)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,802,603</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	612	\$2,080,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	111	\$113,220	
Grade 1	0.30	\$1,020	113	\$115,260	
Grade 2	0.30	\$1,020	102	\$104,040	
Grade 3	0.20	\$680	91	\$61,880	
Grade 4	0.20	\$680	96	\$65,280	
Grade 5	0.20	\$680	99	\$67,320	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	78	\$26,520	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	482	\$163,880	
Incoming High Proficiency	0.10	\$340	12	\$4,080	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,802,280</b>	

<b>2. SBB Transition Supplements</b>		<b>\$3,262</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,585	4,696.58	\$(112)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-2%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$3,262</b>



**Bethel Grove Elementary School**

2459 Arlington, Memphis, TN 38114  
 Phone: (901) 416-5012 Fax: (901) 416-5005

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
PreK-5	Traditional	54,324	398	59%	12

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	39	40	40	-
K-12	234	234	233	196	-37
Attendance Rate	92.9%	94.5%	94.9%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	83.4%	84.1%	75.4%	-	-
Students with Disabilities (%)	15.8%	16.3%	15.9%	-	-
English Language Learners (%)	0%	0.7%	0.4%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	16	18	16	15	-1
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	5	5	6	8	2
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	4	2	4	1	-3
Other	2	2	2	2	-
<b>School Level Funds</b>					
General Fund	\$1,829,725	\$1,858,090	\$1,837,433	\$1,869,403	\$31,970
Title I	\$90,450	\$155,994	\$141,365	\$150,535	\$9,169
IDEA, Part B	\$61,227	\$90,369	\$91,846	\$78,858	-\$12,987
Other Special Revenue & Federal Funds	\$85,687	\$98,005	\$57,624	\$102,823	\$45,199
Total	\$2,067,090	\$2,202,459	\$2,128,269	\$2,201,620	\$73,350
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	84%	96%			
TEM 5	16%	17%			
TEM 4	53%	57%			
TEM 3	16%	22%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	2			
TVAAS Numeracy	1	2			

**SBB Allocations for Bethel Grove Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,165,682</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$922,521
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$243,161
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,249,607	
		This Year (1819)	\$1,165,682	
		Total Difference	\$(83,925)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(60,956)
Estimated changes to the budget due to SBB transition	Change from SBB		\$(22,969)	

**Detailed Breakdown**

**1. SBB Allocations \$922,521**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	195	\$663,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	36	\$36,720
Grade 1	0.30	\$1,020	38	\$38,760
Grade 2	0.30	\$1,020	34	\$34,680
Grade 3	0.20	\$680	22	\$14,960
Grade 4	0.20	\$680	31	\$21,080
Grade 5	0.20	\$680	34	\$23,120
<b>Mobility Weights</b>				
Mobility	0.10	\$340	27	\$9,180
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	156	\$53,040
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$922,590**

**2. SBB Transition Supplements \$243,161**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$243,161

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,978	6,095.64	\$(118)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$243,161</b>





**Brewster Elementary School, William H**

2605 Sam Cooper Blvd. 38112  
 Phone: (901) 416-7150 Fax: (901) 416-7151

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	95,220	528	77%	1

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	390	409	410	406	-4
Attendance Rate	92%	95.4%	95.9%	-	NA
Student-Teacher Ratio	1:13	1:14	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	75%	76.2%	89.3%	-	-
Students with Disabilities (%)	15.7%	15.6%	14.8%	-	-
English Language Learners (%)	20.6%	16.1%	13.5%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	29	34	31	31	-
Special Skills	4	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	6	8	5	7	2
Instructional Facilitator	1	1	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	8	4	8	1	-7
Other	12	6	3	4	1
<b>School Level Funds</b>					
General Fund	\$2,719,899	\$2,819,195	\$2,731,733	\$2,995,978	\$264,244
Title I	\$165,336	\$237,026	\$249,111	\$274,890	\$25,778
IDEA, Part B	\$85,020	\$107,813	\$86,946	\$87,359	\$413
Other Special Revenue & Federal Funds	\$215,563	\$199,642	\$184,250	\$188,050	\$3,800
Total	\$3,185,820	\$3,363,678	\$3,252,041	\$3,546,277	\$294,236
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	97%			
TEM 5	48%	24%			
TEM 4	42%	53%			
TEM 3	10%	21%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	1			
TVAAS Numeracy	5	1			

**SBB Allocations for Brewster Elementary School, William H**

<b>Total SBB Allocation</b>				<b>\$1,908,438</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,908,438
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,878,688	
		This Year (1819)	\$1,908,438	
		Total Difference	\$29,749	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(13,747)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$43,496	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,908,438</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	407	\$1,383,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	69	\$70,380	
Grade 1	0.30	\$1,020	71	\$72,420	
Grade 2	0.30	\$1,020	66	\$67,320	
Grade 3	0.20	\$680	73	\$49,640	
Grade 4	0.20	\$680	63	\$42,840	
Grade 5	0.20	\$680	65	\$44,200	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	52	\$17,680	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	355	\$120,700	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$27,014	
<b>SBB Allocations Total</b>				<b>\$1,881,355</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,689	4,582.17	\$107
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Brownsville Road Elementary**

5292 Banbury, Memphis, TN 38134  
 Phone: (901) 416-4300 Fax: (901) 416-4302

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 66,545	<b>Student Capacity:</b> 654	<b>FY2017-18 Utilization:</b> 88%	<b>FCI:</b> 14
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	538	579	566	575	9
Attendance Rate	94.3%	94.9%	95.8%	-	NA
Student-Teacher Ratio	1:18	1:17	1:17	1:17	-

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Student Demographics</b>					
Economically Disadvantaged (%)	62.4%	64%	76.7%	-	-
Students with Disabilities (%)	10.1%	9.3%	8.7%	-	-
English Language Learners (%)	8.6%	4.2%	2.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Position	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	0	1	1	1	-
Classroom Teacher	30	34	35	31	-4
Special Skills	7	5	5	5	-
Counselor	1	1	1	1	-
Educational Assistant	5	9	8	10	2
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	7	3	5	1	-4
Other	2	2	2	7	5

<b>School Level Funds</b>					
Fund	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
General Fund	\$3,067,013	\$3,411,151	\$3,378,584	\$3,717,388	\$338,803
Title I	\$232,483	\$277,049	\$342,182	\$249,305	-\$92,877
IDEA, Part B	\$23,200	\$56,762	\$58,532	\$58,786	\$254
Other Special Revenue & Federal Funds	\$33,433	\$30,470	\$58,026	\$31,048	-\$26,977
<b>Total</b>	<b>\$3,356,130</b>	<b>\$3,775,433</b>	<b>\$3,837,325</b>	<b>\$4,056,529</b>	<b>\$219,203</b>

<b>Teacher Quality</b>					
Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
Teachers with TEM 3 or above (%)	91%	80%			
TEM 5	9%	15%			
TEM 4	47%	32%			
TEM 3	34%	34%			

<b>Achievement &amp; Proficiency</b>					
Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
TVAAS Literacy	1	1			
TVAAS Numeracy	1	1			

**SBB Allocations for Brownsville Road Elementary**

<b>Total SBB Allocation</b>				<b>\$2,659,363</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,630,728
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$28,636
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,829,337	
		This Year (1819)	\$2,659,363	
		Total Difference	\$(169,974)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(239,162)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$69,189	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,630,728</b>
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SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	574	\$1,951,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	101	\$103,020
Grade 1	0.30	\$1,020	103	\$105,060
Grade 2	0.30	\$1,020	78	\$79,560
Grade 3	0.20	\$680	78	\$53,040
Grade 4	0.20	\$680	100	\$68,000
Grade 5	0.20	\$680	114	\$77,520
<b>Mobility Weights</b>				
Mobility	0.10	\$340	71	\$24,140
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	442	\$150,280
Incoming High Proficiency	0.10	\$340	11	\$3,740
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,630,810</b>

<b>2. SBB Transition Supplements</b>					<b>\$28,636</b>
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**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$28,636

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,633	4,512.50	\$121
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	2%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$28,636</b>



**Bruce Elementary School**

581 South Bellevue Blvd., Memphis, TN 38104  
 Phone: (901) 416-4495 Fax: (901) 416-4494

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	68,491	522	68%	6

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	35	33	31	31	-
K-12	308	355	450	462	12
Attendance Rate	94.7%	94.8%	95.2%	-	NA
Student-Teacher Ratio	1:15	1:15	1:13	1:13	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	69.5%	67.2%	77.3%	-	-
Students with Disabilities (%)	9.2%	9.6%	10.6%	-	-
English Language Learners (%)	18.7%	12.2%	9.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	1	1	-
Classroom Teacher	21	25	32	32	-
Special Skills	3	2	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	4	4	11	8	-3
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	-	-1
Nutrition	7	3	9	1	-8
Other	3	3	3	5	2
<b>School Level Funds</b>					
General Fund	\$2,007,902	\$2,192,699	\$2,873,325	\$3,280,145	\$406,820
Title I	\$171,877	\$174,704	\$203,036	\$260,015	\$56,978
IDEA, Part B	\$97,186	\$91,080	\$58,682	\$116,646	\$57,964
Other Special Revenue & Federal Funds	\$90,985	\$83,978	\$78,307	\$121,820	\$43,512
Total	\$2,367,951	\$2,542,462	\$3,213,351	\$3,778,627	\$565,276
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	93%			
TEM 5	67%	15%			
TEM 4	24%	59%			
TEM 3	5%	19%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	1			
TVAAS Numeracy	5	1			

**SBB Allocations for Bruce Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,390,903</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,123,066
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$267,836
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,324,820	
		This Year (1819)	\$2,390,903	
		Total Difference	\$66,082	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$127,387	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(61,305)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,123,066</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	462	\$1,570,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	79	\$80,580	
Grade 1	0.30	\$1,020	80	\$81,600	
Grade 2	0.30	\$1,020	71	\$72,420	
Grade 3	0.20	\$680	82	\$55,760	
Grade 4	0.20	\$680	73	\$49,640	
Grade 5	0.20	\$680	77	\$52,360	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	57	\$19,380	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	394	\$133,960	
Incoming High Proficiency	0.10	\$340	4	\$1,360	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	6	\$4,950	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,122,810</b>	

<b>2. SBB Transition Supplements</b>		<b>\$267,836</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$5,175	5,307.81	\$(133)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-13%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$267,836
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$267,836</b>



**Charjean Elementary School**

2140 Charjean Rd., Memphis, TN 38114  
 Phone: (901) 416-5016 Fax: (901) 416-5018

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Traditional	39,352	348	116%	37

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	345	404	409	372	-37
Attendance Rate	93.3%	95%	94.9%	-	NA
Student-Teacher Ratio	1:16	1:17	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	88.6%	86.3%	84.6%	-	-
Students with Disabilities (%)	5.8%	3.8%	6.4%	-	-
English Language Learners (%)	29.6%	21.9%	23.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	21	26	24	25	1
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	1	1	4	5	1
Instructional Facilitator	1	1	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	9	4	8	1	-7
Other	10	6	4	4	-
<b>School Level Funds</b>					
General Fund	\$2,166,400	\$2,257,520	\$2,611,583	\$3,007,872	\$396,288
Title I	\$170,635	\$230,284	\$211,966	\$218,365	\$6,398
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$59,878	\$133,195	\$88,323	\$98,119	\$9,796
Total	\$2,396,914	\$2,621,000	\$2,911,872	\$3,324,356	\$412,483
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	92%	85%			
TEM 5	29%	26%			
TEM 4	50%	41%			
TEM 3	13%	19%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	2			
TVAAS Numeracy	1	3			



**SBB Allocations for Charjean Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,093,770</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,904,483
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$189,287
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,049,320	
		This Year (1819)	\$2,093,770	
		Total Difference	\$44,450	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$98,136	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(53,686)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,904,483</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	372	\$1,264,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	55	\$56,100	
Grade 1	0.30	\$1,020	57	\$58,140	
Grade 2	0.30	\$1,020	59	\$60,180	
Grade 3	0.20	\$680	69	\$46,920	
Grade 4	0.20	\$680	68	\$46,240	
Grade 5	0.20	\$680	64	\$43,520	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	80	\$27,200	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	317	\$107,780	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$183,019	
<b>SBB Allocations Total</b>				<b>\$1,721,605</b>	

<b>2. SBB Transition Supplements</b>		<b>\$189,287</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$5,628	5,772.73	\$(144)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-11%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$189,287
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$189,287</b>



**Cherokee Elementary School**

3061 Kimball, Memphis, TN 38114  
 Phone: (901) 416-5028 Fax: (901) 416-5010

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	iZone	61,286	608	78%	4

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	503	473	462	478	16
Attendance Rate	93.5%	94.1%	93.7%	-	NA
Student-Teacher Ratio	1:19	1:19	1:22	1:22	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.8%	85.3%	86.1%	-	-
Students with Disabilities (%)	7.3%	6%	6.3%	-	-
English Language Learners (%)	1.8%	1.7%	1.8%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	25	31	27	25	-2
Special Skills	3	3	4	3	-1
Counselor	0	1	1	1	-
Educational Assistant	5	5	5	5	-
Instructional Facilitator	1	1	2	2	-
Librarian	0	1	1	1	-
Nutrition	7	3	8	1	-7
Other	3	3	4	4	-
<b>School Level Funds</b>					
General Fund	\$2,540,739	\$2,371,739	\$2,141,187	\$2,706,607	\$565,419
Title I	\$171,877	\$275,652	\$313,320	\$304,045	-\$9,275
IDEA, Part B	\$44,608	\$40,293	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$142,135	\$186,393	\$167,051	\$146,979	-\$20,071
Total	\$2,899,361	\$2,874,079	\$2,621,559	\$3,157,632	\$536,072
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	88%			
TEM 5	47%	3%			
TEM 4	40%	24%			
TEM 3	13%	61%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	3	1			

**SBB Allocations for Cherokee Elementary School**

<b>Total SBB Allocation</b>			<b>\$2,105,440</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$2,231,377
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$(125,937)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,088,176
		This Year (1819)	\$2,105,440
		Total Difference	\$17,264
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(160,321)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$177,584

**Detailed Breakdown**

**1. SBB Allocations \$2,231,377**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	481	\$1,635,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	87	\$88,740
Grade 1	0.30	\$1,020	89	\$90,780
Grade 2	0.30	\$1,020	65	\$66,300
Grade 3	0.20	\$680	87	\$59,160
Grade 4	0.20	\$680	79	\$53,720
Grade 5	0.20	\$680	74	\$50,320
<b>Mobility Weights</b>				
Mobility	0.10	\$340	87	\$29,580
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	423	\$143,820
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$2,231,215**

**2. SBB Transition Supplements \$(125,937)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,377	4,008.02	\$369
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	16%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(125,937)
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$(125,937)</b>



**Chimneyrock Elementary School**

8601 Chimneyrock Blvd., Memphis, TN 38016  
 Phone: (901) 416-2067 Fax: (901) 416-3791

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 105,775	<b>Student Capacity:</b> 861	<b>FY2017-18 Utilization:</b> 98%	<b>FCL:</b> 11
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	40	40	40	-
K-12	729	844	838	883	45
Attendance Rate	94.9%	95.4%	95.9%	-	NA
Student-Teacher Ratio	1:16	1:17	1:18	1:18	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	35.6%	40.7%	60%	-	-
Students with Disabilities (%)	15.2%	12.2%	12%	-	-
English Language Learners (%)	7.7%	9.4%	11.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	44	50	58	55	-3
Special Skills	6	5	6	5	-1
Counselor	1	1	1	1	-
Educational Assistant	14	14	21	21	-
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	8	5	9	1	-8
Other	4	4	5	5	-

<b>School Level Funds</b>					
General Fund	\$4,191,418	\$4,578,440	\$4,496,682	\$5,079,677	\$582,994
Title I	\$250,038	\$341,718	\$314,798	\$269,535	-\$45,263
IDEA, Part B	\$93,639	\$99,064	\$276,456	\$328,312	\$51,856
Other Special Revenue & Federal Funds	\$125	\$93	\$0	\$197,614	\$197,614
<b>Total</b>	<b>\$4,535,222</b>	<b>\$5,019,317</b>	<b>\$5,087,937</b>	<b>\$5,875,139</b>	<b>\$787,201</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	98%			
TEM 5	37%	26%			
TEM 4	49%	52%			
TEM 3	12%	21%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	2			
TVAAS Numeracy	5	5			

**SBB Allocations for Chimneyrock Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,996,376</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$4,033,488	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(37,112)	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$4,026,178		
		This Year (1819)	\$3,996,376		
		Total Difference	\$ (29,803)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (323,607)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$293,805		

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$4,033,488</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	881	\$2,995,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	153	\$156,060	
Grade 1	0.30	\$1,020	155	\$158,100	
Grade 2	0.30	\$1,020	141	\$143,820	
Grade 3	0.20	\$680	132	\$89,760	
Grade 4	0.20	\$680	141	\$95,880	
Grade 5	0.20	\$680	159	\$108,120	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	108	\$36,720	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	620	\$210,800	
Incoming High Proficiency	0.10	\$340	70	\$23,800	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	18	\$14,850	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,033,310</b>	

<b>2. SBB Transition Supplements</b>		<b>\$(37,112)</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,536	4,202.69	\$333
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	9%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(37,112)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(37,112)</b>



**Cordova Elementary School**

750 Sanga Rd., Cordova, TN 38018  
 Phone: (901) 416-1700 Fax: (901) 416-1701

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	104,994	837	97%	3

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	638	813	817	787	-30
Attendance Rate	95.8%	95.5%	95.8%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	30.5%	35.7%	56.1%	-	-
Students with Disabilities (%)	13.2%	11.8%	12%	-	-
English Language Learners (%)	6%	6.4%	9.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	46	48	47	-1
Special Skills	7	6	7	7	-
Counselor	1	1	1	1	-
Educational Assistant	12	12	11	13	2
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	5	3	7	1	-6
Other	2	3	3	3	-
<b>School Level Funds</b>					
General Fund	\$4,128,474	\$4,418,342	\$4,328,196	\$4,500,252	\$172,056
Title I	\$176,640	\$313,657	\$266,562	\$243,950	-\$22,612
IDEA, Part B	\$88,986	\$128,169	\$140,597	\$129,881	-\$10,715
Other Special Revenue & Federal Funds	\$316	\$0	\$41,420	\$115,897	\$74,477
Total	\$4,394,418	\$4,860,169	\$4,776,775	\$4,989,981	\$213,205
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	94%			
TEM 5	51%	18%			
TEM 4	37%	48%			
TEM 3	10%	28%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	2	2			

**SBB Allocations for Cordova Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,600,750</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,600,750
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,649,712	
		This Year (1819)	\$3,600,750	
		Total Difference	\$ (48,961)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (112,645)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$63,684	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,600,750</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	785	\$2,669,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	142	\$144,840	
Grade 1	0.30	\$1,020	144	\$146,880	
Grade 2	0.30	\$1,020	133	\$135,660	
Grade 3	0.20	\$680	121	\$82,280	
Grade 4	0.20	\$680	125	\$85,000	
Grade 5	0.20	\$680	120	\$81,600	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	82	\$27,880	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	622	\$211,480	
Incoming High Proficiency	0.10	\$340	11	\$3,740	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,600,735</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil	Dollar per Pupil	Difference in
	Next Year (2018-2019)	This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,587	4,505.82	\$81
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Cromwell Elementary School**

4989 Cromwell, Memphis, TN 38118  
 Phone: (901) 416-2500 Fax: (901) 416-2517

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Traditional	45,580	593	86%	9

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	537	512	506	521	15
Attendance Rate	93.2%	95.4%	96.4%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	77.7%	77.2%	68.9%	-	-
Students with Disabilities (%)	14.3%	12.5%	11.3%	-	-
English Language Learners (%)	15.5%	11%	10.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	29	33	31	-2
Special Skills	6	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	10	9	10	10	-
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	7	4	7	1	-6
Other	4	3	3	4	1
<b>School Level Funds</b>					
General Fund	\$2,966,655	\$3,205,070	\$3,171,080	\$3,376,746	\$205,666
Title I	\$241,514	\$308,190	\$332,403	\$264,775	-\$67,628
IDEA, Part B	\$101,850	\$85,498	\$94,628	\$95,045	\$417
Other Special Revenue & Federal Funds	\$0	\$401	\$0	\$0	\$0
Total	\$3,310,021	\$3,599,161	\$3,598,111	\$3,736,567	\$138,455
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	97%			
TEM 5	22%	24%			
TEM 4	56%	58%			
TEM 3	19%	16%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	3			
TVAAS Numeracy	5	3			

**SBB Allocations for Cromwell Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,413,622</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,413,622
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,606,804	
		This Year (1819)	\$2,413,622	
		Total Difference	\$(193,182)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(173,163)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(20,019)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,413,622</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	520	\$1,768,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	87	\$88,740	
Grade 1	0.30	\$1,020	89	\$90,780	
Grade 2	0.30	\$1,020	83	\$84,660	
Grade 3	0.20	\$680	82	\$55,760	
Grade 4	0.20	\$680	80	\$54,400	
Grade 5	0.20	\$680	99	\$67,320	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	93	\$31,620	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	399	\$135,660	
Incoming High Proficiency	0.10	\$340	6	\$2,040	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	42	\$34,650	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,413,630</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
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<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,642	4,680.08	\$(38)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Crump Elementary School**

4405 Crump Rd., Memphis, TN 38141  
 Phone: (901) 416-1970 Fax: (901) 416-1973

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	60,483	732	87%	25

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	673	635	584	579	-5
Attendance Rate	94.4%	94.9%	95.6%	-	NA
Student-Teacher Ratio	1:17	1:17	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	70.4%	69.4%	82.8%	-	-
Students with Disabilities (%)	9.6%	8.3%	8.4%	-	-
English Language Learners (%)	17.8%	11.7%	12.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	40	40	38	36	-2
Special Skills	6	4	6	4	-2
Counselor	1	1	1	1	-
Educational Assistant	7	4	5	6	1
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	-	-1
Nutrition	11	6	8	1	-7
Other	5	5	5	5	-
<b>School Level Funds</b>					
General Fund	\$4,243,522	\$4,095,543	\$3,842,011	\$4,044,912	\$202,901
Title I	\$282,932	\$366,983	\$350,466	\$342,720	-\$7,746
IDEA, Part B	\$57,160	\$32,159	\$32,146	\$32,289	\$143
Other Special Revenue & Federal Funds	\$116,700	\$114,270	\$105,595	\$120,102	\$14,507
Total	\$4,700,316	\$4,608,957	\$4,330,218	\$4,540,024	\$209,805
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	91%			
TEM 5	41%	17%			
TEM 4	50%	53%			
TEM 3	7%	21%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	2	3			

**SBB Allocations for Crump Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,761,483</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,761,483
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,905,635	
		This Year (1819)	\$2,761,483	
		Total Difference	\$(144,152)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(345,487)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$201,335	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,761,483</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	578	\$1,965,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	91	\$92,820	
Grade 1	0.30	\$1,020	93	\$94,860	
Grade 2	0.30	\$1,020	96	\$97,920	
Grade 3	0.20	\$680	96	\$65,280	
Grade 4	0.20	\$680	95	\$64,600	
Grade 5	0.20	\$680	107	\$72,760	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	75	\$25,500	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	391	\$132,940	
Incoming High Proficiency	0.10	\$340	41	\$13,940	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	17	\$14,025	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$121,964	
<b>SBB Allocations Total</b>				<b>\$2,639,845</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,778	4,429.32	\$348
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	8%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Delano Elementary School**

1716 Delano Rd., Memphis, TN 38127  
 Phone: (901) 416-3932 Fax: (901) 416-3934

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 34,000	<b>Student Capacity:</b> 234	<b>FY2017-18 Utilization:</b> 115%	<b>FCI:</b> 37
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	222	269	276	297	21
Attendance Rate	96%	96.3%	96.9%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	70.1%	66.7%	72.9%	-	-
Students with Disabilities (%)	2.7%	1.6%	1.7%	-	-
English Language Learners (%)	0%	0%	0%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	13	15	14	16	2
Special Skills	4	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	1	1	1	1	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	2	4	1	-3
Other	2	2	2	2	-

<b>School Level Funds</b>					
General Fund	\$1,791,347	\$1,953,290	\$1,859,758	\$1,961,428	\$101,670
Title I	\$114,854	\$135,367	\$140,621	\$101,745	-\$38,876
Other Special Revenue & Federal Funds	\$2,000	\$397	\$0	\$0	\$0
<b>Total</b>	<b>\$1,908,201</b>	<b>\$2,089,055</b>	<b>\$2,000,379</b>	<b>\$2,063,173</b>	<b>\$62,794</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	90%			
TEM 5	25%	19%			
TEM 4	75%	57%			
TEM 3	0%	14%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	2			
TVAAS Numeracy	2	5			

**SBB Allocations for Delano Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,596,268</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,505,412	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$90,855	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,322,988		
		This Year (1819)	\$1,596,268		
		Total Difference	\$273,280		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$314,210	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(40,930)		

**Detailed Breakdown**

**1. SBB Allocations \$1,505,412**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	297	\$1,009,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	91	\$92,820
Grade 1	0.30	\$1,020	70	\$71,400
Grade 2	0.30	\$1,020	40	\$40,800
Grade 3	0.20	\$680	30	\$20,400
Grade 4	0.20	\$680	36	\$24,480
Grade 5	0.20	\$680	30	\$20,400
<b>Mobility Weights</b>				
Mobility	0.10	\$340	2	\$680
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	175	\$59,500
Incoming High Proficiency	0.10	\$340	27	\$9,180
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$140,271

**SBB Allocations Total \$1,365,135**

**2. SBB Transition Supplements \$90,855**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,375	5,512.45	\$(138)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-8%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$90,855
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$90,855</b>



**Dexter Elementary School**

7105 Dexter Rd., Memphis, TN 38016  
 Phone: (901) 416-0355 Fax: (901) 373-8561

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-4	Traditional	116,200	801	112%	11

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	80	60	60	60	-
K-12	736	900	904	811	-93
Attendance Rate	95%	95.2%	95.7%	-	NA
Student-Teacher Ratio	1:14	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	44.1%	45.6%	66.8%	-	-
Students with Disabilities (%)	11.4%	11.4%	10.6%	-	-
English Language Learners (%)	13.2%	9.7%	9.1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	51	60	55	54	-1
Special Skills	6	6	6	6	-
Counselor	1	1	1	1	-
Educational Assistant	14	18	22	20	-2
Instructional Facilitator	1	2	1	1	-
Librarian	1	1	1	1	-
Nutrition	7	4	8	2	-6
Other	3	3	3	4	1
<b>School Level Funds</b>					
General Fund	\$4,168,786	\$4,760,581	\$4,573,213	\$4,583,930	\$10,716
Title I	\$234,731	\$360,083	\$401,385	\$312,970	-\$88,415
IDEA, Part B	\$159,867	\$140,864	\$278,210	\$261,795	-\$16,414
Other Special Revenue & Federal Funds	\$61,502	\$151,986	\$70,515	\$265,264	\$194,749
Total	\$4,624,888	\$5,413,515	\$5,323,324	\$5,423,960	\$100,636
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	94%			
TEM 5	22%	11%			
TEM 4	40%	50%			
TEM 3	27%	33%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	2			
TVAAS Numeracy	2	3			



**SBB Allocations for Dexter Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,727,093</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,727,093
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,758,514	
		This Year (1819)	\$3,727,093	
		Total Difference	\$(31,421)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (41,252)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$9,831	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,727,093</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	811	\$2,757,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	134	\$136,680	
Grade 1	0.30	\$1,020	131	\$133,620	
Grade 2	0.30	\$1,020	127	\$129,540	
Grade 3	0.20	\$680	144	\$97,920	
Grade 4	0.20	\$680	140	\$95,200	
Grade 5	0.20	\$680	135	\$91,800	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	101	\$34,340	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	595	\$202,300	
Incoming High Proficiency	0.10	\$340	38	\$12,920	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	43	\$35,475	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,727,195</b>	

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . **\$0**

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,596	4,583.55	\$12
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

**SBB Total Supplements TOTAL** **\$0**



**Double Tree Elementary School**

4560 Double Tree, Memphis, TN 38109  
 Phone: (901) 416-8144 Fax: (901) 416-8149

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	51,144	463	71%	15

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	297	327	316	331	15
Attendance Rate	95.4%	95.8%	95.3%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	57.6%	64.7%	68.1%	-	-
Students with Disabilities (%)	9.3%	7.6%	8.5%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	17	20	20	19	-1
Special Skills	4	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	7	7	6	7	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	7	3	6	1	-5
Other	2	2	2	2	-
<b>School Level Funds</b>					
General Fund	\$2,164,637	\$2,147,767	\$2,087,097	\$2,225,680	\$138,582
Title I	\$127,941	\$175,589	\$188,979	\$186,830	-\$2,149
IDEA, Part B	\$34,392	\$38,903	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$88,449	\$62,578	\$40,416	\$151,301	\$110,885
Total	\$2,415,421	\$2,424,838	\$2,316,493	\$2,563,812	\$247,318
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	100%			
TEM 5	10%	0%			
TEM 4	65%	45%			
TEM 3	20%	55%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	1	3			

**SBB Allocations for Double Tree Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,607,850</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,528,133
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$79,717
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,649,077	
		This Year (1819)	\$1,607,850	
		Total Difference	\$ (41,227)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$-	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (41,227)	

**Detailed Breakdown**

**1. SBB Allocations \$1,528,133**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	333	\$1,132,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	55	\$56,100
Grade 1	0.30	\$1,020	57	\$58,140
Grade 2	0.30	\$1,020	67	\$68,340
Grade 3	0.20	\$680	43	\$29,240
Grade 4	0.20	\$680	49	\$33,320
Grade 5	0.20	\$680	62	\$42,160
<b>Mobility Weights</b>				
Mobility	0.10	\$340	47	\$15,980
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	256	\$87,040
Incoming High Proficiency	0.10	\$340	14	\$4,760
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$1,535,530**

**2. SBB Transition Supplements \$79,717**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$35,804

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,828	4,952.18	\$(124)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$43,913
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$79,717</b>



**Downtown Elementary School**

10 N. Fourth, Memphis, TN 38103  
 Phone: (901) 416-8400 Fax: (901) 416-8406

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	84,070	702	92%	5

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	40	-	-	-
K-12	539	646	686	612	-74
Attendance Rate	95.8%	96.2%	96.3%	-	NA
Student-Teacher Ratio	1:17	1:20	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	56%	51.1%	43.2%	-	-
Students with Disabilities (%)	5.6%	6.3%	5.8%	-	-
English Language Learners (%)	0%	1.1%	0.9%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	31	33	37	36	-1
Special Skills	7	5	6	5	-1
Counselor	1	0	1	1	-
Educational Assistant	4	4	6	7	1
Instructional Facilitator	2	1	2	2	-
Librarian	1	1	1	1	-
Nutrition	13	7	10	2	-8
Other	2	2	3	4	1
<b>School Level Funds</b>					
General Fund	\$3,111,880	\$3,253,159	\$3,414,980	\$3,495,572	\$80,591
Title I	\$202,359	\$304,852	\$285,041	\$253,470	-\$31,571
IDEA, Part B	\$22,485	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$678	\$189	\$0	\$160,753	\$160,753
Total	\$3,337,404	\$3,558,202	\$3,700,022	\$3,909,796	\$209,774
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	98%			
TEM 5	47%	55%			
TEM 4	44%	28%			
TEM 3	6%	15%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	5			
TVAAS Numeracy	3	5			

**SBB Allocations for Downtown Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,986,245</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,760,688
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$225,557
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,042,732	
		This Year (1819)	\$2,986,245	
		Total Difference	\$(56,486)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$20,084	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(76,570)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,760,688</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	610	\$2,074,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	109	\$111,180	
Grade 1	0.30	\$1,020	111	\$113,220	
Grade 2	0.30	\$1,020	105	\$107,100	
Grade 3	0.20	\$680	88	\$59,840	
Grade 4	0.20	\$680	97	\$65,960	
Grade 5	0.20	\$680	100	\$68,000	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	39	\$13,260	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	377	\$128,180	
Incoming High Proficiency	0.10	\$340	59	\$20,060	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,760,800</b>	

<b>2. SBB Transition Supplements</b>		<b>\$225,557</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$45,540

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,895	5,021.01	\$(126)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-9%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$180,017
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$225,557</b>



**Dunbar Elementary School**

2606 Select, Memphis, TN 38114  
 Phone: (901) 416-5000 Fax: (901) 416-5002

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
PreK-5	Traditional	56,155	379	77%	33

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	289	291	280	228	-52
Attendance Rate	92.7%	93%	94%	-	NA
Student-Teacher Ratio	1:18	1:16	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.1%	84.3%	87.8%	-	-
Students with Disabilities (%)	7.6%	6.3%	5.4%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	16	20	17	16	-1
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	3	3	4	4	-
Instructional Facilitator	1	1	2	2	-
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	3	3	4	5	1
<b>School Level Funds</b>					
General Fund	\$1,644,112	\$1,707,058	\$1,714,515	\$2,305,177	\$590,661
Title I	\$142,031	\$151,883	\$153,666	\$164,815	\$11,148
IDEA, Part B	\$23,672	\$20,459	\$0	\$23,410	\$23,410
Other Special Revenue & Federal Funds	\$60,663	\$115,679	\$90,669	\$97,368	\$6,699
Total	\$1,870,480	\$1,995,080	\$1,958,852	\$2,590,771	\$631,919
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	83%			
TEM 5	28%	6%			
TEM 4	28%	61%			
TEM 3	39%	17%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	3	1			

**SBB Allocations for Dunbar Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,406,597</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,102,999
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$303,598
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,517,933	
		This Year (1819)	\$1,406,597	
		Total Difference	\$(111,336)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(75,269)
Estimated changes to the budget due to SBB transition	Change from SBB		\$(36,067)	

**Detailed Breakdown**

**1. SBB Allocations \$1,102,999**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	230	\$782,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	30	\$30,600
Grade 1	0.30	\$1,020	32	\$32,640
Grade 2	0.30	\$1,020	52	\$53,040
Grade 3	0.20	\$680	41	\$27,880
Grade 4	0.20	\$680	35	\$23,800
Grade 5	0.20	\$680	40	\$27,200
<b>Mobility Weights</b>				
Mobility	0.10	\$340	37	\$12,580
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	203	\$69,020
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$44,186
<b>SBB Allocations Total</b>				<b>\$1,058,760</b>

**2. SBB Transition Supplements \$303,598**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$208,900

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$6,116	6,272.45	\$(157)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-10%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$94,698
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$303,598</b>





**Egypt Central Elementary School**

4160 Karen Cove, Memphis, TN 38128  
 Phone: (901) 416-4150 Fax: (901) 416-4163

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	57,636	598	87%	32

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	527	520	497	535	38
Attendance Rate	93.8%	94.6%	95.8%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.3%	81.3%	81.2%	-	-
Students with Disabilities (%)	5.5%	4.7%	4.8%	-	-
English Language Learners (%)	24.2%	16.4%	15.7%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	0	1	1	-
Classroom Teacher	32	35	33	33	-
Special Skills	5	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	5	5	4	5	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	8	4	7	1	-6
Other	4	4	5	6	1
<b>School Level Funds</b>					
General Fund	\$2,899,982	\$2,733,047	\$2,769,708	\$3,071,837	\$302,129
Title I	\$230,003	\$271,814	\$294,309	\$312,970	\$18,660
IDEA, Part B	\$18,064	\$13,981	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$3,302	\$56,057	\$56,655	\$69,782	\$13,127
Total	\$3,151,352	\$3,074,901	\$3,120,672	\$3,454,590	\$333,918
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	97%			
TEM 5	0%	11%			
TEM 4	47%	34%			
TEM 3	44%	51%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	3			
TVAAS Numeracy	2	2			

**SBB Allocations for Egypt Central Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,462,689</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,462,689
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,345,467	
		This Year (1819)	\$2,462,689	
		Total Difference	\$117,222	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$53,713	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$63,509	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,462,689</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	536	\$1,822,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	83	\$84,660	
Grade 1	0.30	\$1,020	85	\$86,700	
Grade 2	0.30	\$1,020	82	\$83,640	
Grade 3	0.20	\$680	106	\$72,080	
Grade 4	0.20	\$680	94	\$63,920	
Grade 5	0.20	\$680	86	\$58,480	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	97	\$32,980	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	404	\$137,360	
Incoming High Proficiency	0.10	\$340	7	\$2,380	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,462,750</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,595	4,476.08	\$118
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	3%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Evans Elementary School**

4949 Cottonwood, Memphis, TN 38118  
 Phone: (901) 416-2504 Fax: (901) 416-8475

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	67,246	508	88%	14

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	445	449	450	470	20
Attendance Rate	94.8%	95.3%	96.1%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.6%	77.3%	82%	-	-
Students with Disabilities (%)	8.5%	5.3%	6%	-	-
English Language Learners (%)	29%	24.2%	18.7%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	28	29	29	29	-
Special Skills	5	5	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	3	3	4	3	-1
Instructional Facilitator	1	1	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	8	4	9	1	-8
Other	3	4	4	4	-
<b>School Level Funds</b>					
General Fund	\$2,393,023	\$2,460,171	\$2,554,399	\$2,713,413	\$159,014
Title I	\$162,605	\$211,154	\$252,863	\$301,070	\$48,206
IDEA, Part B	\$28,984	\$24,247	\$0	\$33,140	\$33,140
Other Special Revenue & Federal Funds	\$73,105	\$74,018	\$37,745	\$79,420	\$41,675
Total	\$2,657,717	\$2,769,592	\$2,845,007	\$3,127,045	\$282,037
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	100%			
TEM 5	10%	27%			
TEM 4	66%	60%			
TEM 3	21%	13%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	2			
TVAAS Numeracy	1	5			

**SBB Allocations for Evans Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,224,527</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,224,527
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,096,698	
		This Year (1819)	\$2,224,527	
		Total Difference	\$127,830	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(106,323)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$234,153	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,224,527</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	468	\$1,591,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	86	\$87,720	
Grade 1	0.30	\$1,020	88	\$89,760	
Grade 2	0.30	\$1,020	67	\$68,340	
Grade 3	0.20	\$680	87	\$59,160	
Grade 4	0.20	\$680	76	\$51,680	
Grade 5	0.20	\$680	64	\$43,520	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	50	\$17,000	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	352	\$119,680	
Incoming High Proficiency	0.10	\$340	12	\$4,080	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	3	\$2,475	
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 the supplement are already above the "base" set of services.				\$89,704	
<b>SBB Allocations Total</b>				<b>\$2,134,615</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,753	4,252.94	\$500
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	12%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Ford Road Elementary School**

3336 Ford Rd, Memphis, TN 38109  
 Phone: (901) 416-8150 Fax: (901) 416-8156

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	iZone	78,213	598	93%	12

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	554	555	554	536	-18
Attendance Rate	92.8%	94.8%	94.5%	-	NA
Student-Teacher Ratio	1:16	1:17	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	84.5%	81.3%	84.3%	-	-
Students with Disabilities (%)	10.9%	12.1%	10.1%	-	-
English Language Learners (%)	0%	0.2%	0.4%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	34	36	33	33	-
Special Skills	5	4	4	4	-
Counselor	1	1	1	1	-
Educational Assistant	6	6	8	9	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	10	6	8	2	-6
Other	5	5	5	5	-
<b>School Level Funds</b>					
General Fund	\$2,817,031	\$3,021,784	\$3,187,980	\$3,274,057	\$86,077
Title I	\$254,205	\$327,817	\$324,563	\$329,630	\$5,066
IDEA, Part B	\$86,632	\$87,650	\$163,344	\$158,381	-\$4,962
Other Special Revenue & Federal Funds	\$257,715	\$160,625	\$50,595	\$140,779	\$90,184
Total	\$3,415,585	\$3,597,877	\$3,726,482	\$3,902,848	\$176,366
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	97%			
TEM 5	24%	21%			
TEM 4	53%	45%			
TEM 3	21%	30%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	1			

**SBB Allocations for Ford Road Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,512,616</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,505,269
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$7,347
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,595,453	
		This Year (1819)	\$2,512,616	
		Total Difference	\$(82,837)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(249,059)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$166,222	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,505,269</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	537	\$1,825,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	104	\$106,080	
Grade 1	0.30	\$1,020	106	\$108,120	
Grade 2	0.30	\$1,020	93	\$94,860	
Grade 3	0.20	\$680	86	\$58,480	
Grade 4	0.20	\$680	74	\$50,320	
Grade 5	0.20	\$680	74	\$50,320	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	97	\$32,980	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	432	\$146,880	
Incoming High Proficiency	0.10	\$340	15	\$5,100	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	32	\$26,400	
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 the supplement are already above the "base" set of services.				\$0	
<b>SBB Allocations Total</b>				<b>\$2,505,340</b>	

**2. SBB Transition Supplements** **\$7,347**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$7,347

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,679	4,369.45	\$310
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	7%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$7,347</b>



**Fox Meadows Elementary School**

2960 Emerald, Memphis, TN 38115  
 Phone: (901) 416-2530 Fax: (901) 416-2550

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	93,872	698	81%	5

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	36	36	36	36	-
K-12	596	566	556	538	-18
Attendance Rate	93.7%	94.1%	94.3%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	70.2%	83.2%	76.6%	-	-
Students with Disabilities (%)	12.4%	13.1%	13.5%	-	-
English Language Learners (%)	8.8%	6.9%	5.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	-	-1
Classroom Teacher	36	36	37	36	-1
Special Skills	6	5	4	4	-
Counselor	1	1	1	1	-
Educational Assistant	8	9	12	13	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	7	4	6	1	-5
Other	2	2	4	5	1
<b>School Level Funds</b>					
General Fund	\$3,561,876	\$3,536,115	\$3,677,374	\$3,658,542	-\$18,832
Title I	\$283,244	\$295,154	\$297,283	\$328,440	\$31,156
IDEA, Part B	\$45,462	\$94,546	\$189,070	\$191,992	\$2,922
Other Special Revenue & Federal Funds	\$213,739	\$164,303	\$131,310	\$171,355	\$40,045
Total	\$4,104,322	\$4,090,120	\$4,295,038	\$4,350,330	\$55,292
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	100%			
TEM 5	34%	46%			
TEM 4	53%	41%			
TEM 3	11%	13%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	2			
TVAAS Numeracy	2	1			



**SBB Allocations for Fox Meadows Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,475,156</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,475,156
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,622,412	
		This Year (1819)	\$2,475,156	
		Total Difference	\$(147,256)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(120,891)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(26,365)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,475,156</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	538	\$1,829,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	92	\$93,840	
Grade 1	0.30	\$1,020	90	\$91,800	
Grade 2	0.30	\$1,020	87	\$88,740	
Grade 3	0.20	\$680	93	\$63,240	
Grade 4	0.20	\$680	99	\$67,320	
Grade 5	0.20	\$680	77	\$52,360	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	83	\$28,220	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	457	\$155,380	
Incoming High Proficiency	0.10	\$340	15	\$5,100	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,475,200</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
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<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,601	4,649.67	\$(49)
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Gardenview Elementary School**

4075 Hartz Drive, Memphis, TN 38116  
 Phone: (901) 416-3068 Fax: (901) 416-6773

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	55,570	419	69%	29

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	330	291	274	223	-51
Attendance Rate	95.3%	97.1%	94.3%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.5%	78.7%	76.3%	-	-
Students with Disabilities (%)	15.2%	21.6%	23.4%	-	-
English Language Learners (%)	0%	0.6%	0.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	23	22	21	18	-3
Special Skills	3	2	2	1	-1
Counselor	1	1	1	1	-
Educational Assistant	8	9	12	12	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	2	2	5	5	-
<b>School Level Funds</b>					
General Fund	\$2,077,208	\$1,889,300	\$1,908,342	\$2,236,693	\$328,350
Title I	\$169,264	\$180,123	\$167,378	\$161,840	-\$5,538
IDEA, Part B	\$134,365	\$152,467	\$249,630	\$251,323	\$1,693
Other Special Revenue & Federal Funds	\$55,568	\$70,543	\$40,827	\$78,967	\$38,140
Total	\$2,436,406	\$2,292,435	\$2,366,178	\$2,728,824	\$362,646
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	77%	80%			
TEM 5	14%	5%			
TEM 4	36%	30%			
TEM 3	27%	45%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	2			
TVAAS Numeracy	3	1			

**SBB Allocations for Gardenview Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,193,251</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,037,366
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$155,886
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,327,656	
		This Year (1819)	\$1,193,251	
		Total Difference	\$(134,405)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(103,809)
Estimated changes to the budget due to SBB transition	Change from SBB		\$(30,596)	

**Detailed Breakdown**

**1. SBB Allocations \$1,037,366**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	224	\$761,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	38	\$38,760
Grade 1	0.30	\$1,020	40	\$40,800
Grade 2	0.30	\$1,020	38	\$38,760
Grade 3	0.20	\$680	33	\$22,440
Grade 4	0.20	\$680	45	\$30,600
Grade 5	0.20	\$680	30	\$20,400
<b>Mobility Weights</b>				
Mobility	0.10	\$340	46	\$15,640
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	201	\$68,340
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,037,340</b>

**2. SBB Transition Supplements \$155,886**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$130,425

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,327	5,463.61	\$(137)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-5%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$25,461
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$155,886</b>



**Germanshire Elementary School**

3965 S.Germantown Rd., Memphis, TN 38125  
 Phone: (901) 416-3733 Fax: (901) 416-3723

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	89,228	717	114%	2

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	55	44	44	44	-
K-12	765	814	823	807	-16
Attendance Rate	95.7%	95.8%	96.1%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	56.7%	53.7%	67.4%	-	-
Students with Disabilities (%)	11.5%	11.3%	10.6%	-	-
English Language Learners (%)	9.6%	7%	7.5%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	44	46	48	47	-1
Special Skills	6	5	6	6	-
Counselor	1	1	1	1	-
Educational Assistant	10	9	10	10	-
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	11	6	7	2	-5
Other	4	4	4	4	-
<b>School Level Funds</b>					
General Fund	\$4,032,007	\$4,284,567	\$4,259,262	\$4,492,917	\$233,654
Title I	\$247,425	\$372,201	\$392,230	\$317,730	-\$74,500
IDEA, Part B	\$79,605	\$80,122	\$95,181	\$91,269	-\$3,911
Other Special Revenue & Federal Funds	\$-475	\$0	\$0	\$200,195	\$200,195
Total	\$4,358,563	\$4,736,891	\$4,746,673	\$5,102,113	\$355,439
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	96%			
TEM 5	26%	32%			
TEM 4	57%	52%			
TEM 3	13%	12%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	1			

**SBB Allocations for Germanshire Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,700,851</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,700,851
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,722,185	
		This Year (1819)	\$3,700,851	
		Total Difference	\$(21,334)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$32,528	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(53,863)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,700,851</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	808	\$2,747,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	128	\$130,560	
Grade 1	0.30	\$1,020	131	\$133,620	
Grade 2	0.30	\$1,020	144	\$146,880	
Grade 3	0.20	\$680	139	\$94,520	
Grade 4	0.20	\$680	121	\$82,280	
Grade 5	0.20	\$680	145	\$98,600	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	73	\$24,820	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	576	\$195,840	
Incoming High Proficiency	0.10	\$340	31	\$10,540	
<b>Increments for Locked Students</b>					
SWD Self-Contained	825.00	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$35,231	
<b>SBB Allocations Total</b>				<b>\$3,673,110</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,580	4,646.92	\$(67)
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Germantown Elementary School**

2730 Cross Country Dr., Germantown, TN 38138  
 Phone: (901) 416-0945 Fax: (901) 756-2302

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Optional	84,584	602	105%	13

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	644	632	632	623	-9
Attendance Rate	96.1%	96.6%	96.5%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	29.8%	29.5%	44.7%	-	-
Students with Disabilities (%)	8.4%	9.1%	9.7%	-	-
English Language Learners (%)	9.2%	8.2%	7.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	39	40	41	39	-2
Special Skills	10	6	8	6	-2
Counselor	1	1	1	1	-
Educational Assistant	9	9	11	13	2
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	3	7	1	-6
Other	2	2	2	2	-
<b>School Level Funds</b>					
General Fund	\$4,083,204	\$4,098,681	\$3,871,832	\$4,142,424	\$270,591
Title I	\$171,173	\$135,108	\$165,786	\$139,230	-\$26,556
IDEA, Part B	\$91,235	\$49,721	\$94,571	\$150,160	\$55,589
Other Special Revenue & Federal Funds	\$44,475	\$72,784	\$1,388,723	\$2,840	-\$1,385,882
Total	\$4,390,089	\$4,356,296	\$5,520,913	\$4,434,655	-\$1,086,257
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	96%			
TEM 5	32%	45%			
TEM 4	41%	28%			
TEM 3	16%	23%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	2			
TVAAS Numeracy	2	5			

**SBB Allocations for Germantown Elementary School**

<b>Total SBB Allocation</b>		<b>\$2,932,849</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$2,840,241
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$92,609
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,979,127
		This Year (1819)	\$2,932,849
		Total Difference	\$(46,278)
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$28,924
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(75,201)

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,840,241</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	624	\$2,121,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	100	\$102,000	
Grade 1	0.30	\$1,020	102	\$104,040	
Grade 2	0.30	\$1,020	95	\$96,900	
Grade 3	0.20	\$680	102	\$69,360	
Grade 4	0.20	\$680	120	\$81,600	
Grade 5	0.20	\$680	105	\$71,400	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	50	\$17,000	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	336	\$114,240	
Incoming High Proficiency	0.10	\$340	129	\$43,860	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,840,150</b>	

<b>2. SBB Transition Supplements</b>		<b>\$92,609</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$0

Transition Policy Tax or Subsidy	Dollar per Pupil	Dollar per Pupil	Difference in
	Next Year (2018-2019)	This Year (2017-2018)	Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,700	4,820.59	\$(121)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$92,609
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$92,609</b>





**Getwell Elementary School**

2795 Getwell Rd., Memphis, TN 38118  
 Phone: (901) 416-0267 Fax: (901) 416-6774

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	87,025	683	48%	8

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	70	55	55	55	-
K-12	344	327	304	290	-14
Attendance Rate	94%	95.6%	95.1%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	83.6%	78.9%	74.3%	-	-
Students with Disabilities (%)	15.9%	11.3%	10.3%	-	-
English Language Learners (%)	12.6%	9.6%	5.1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	24	27	24	23	-1
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	8	8	8	8	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	7	4	5	1	-4
Other	9	5	2	3	1
<b>School Level Funds</b>					
General Fund	\$2,242,199	\$2,239,649	\$2,038,879	\$2,307,628	\$268,748
Title I	\$176,215	\$181,541	\$168,604	\$205,870	\$37,265
IDEA, Part B	\$105,177	\$110,313	\$111,308	\$115,869	\$4,561
Other Special Revenue & Federal Funds	\$243,005	\$239,705	\$125,935	\$260,017	\$134,082
Total	\$2,766,598	\$2,771,209	\$2,444,726	\$2,889,385	\$444,658
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	67%			
TEM 5	13%	8%			
TEM 4	46%	42%			
TEM 3	38%	17%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	3			
TVAAS Numeracy	1	1			

**SBB Allocations for Getwell Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,506,923</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,506,923
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,504,300	
		This Year (1819)	\$1,506,923	
		Total Difference	\$2,623	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(102,566)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$105,189	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,506,923</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	287	\$975,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	53	\$54,060	
Grade 1	0.30	\$1,020	55	\$56,100	
Grade 2	0.30	\$1,020	41	\$41,820	
Grade 3	0.20	\$680	54	\$36,720	
Grade 4	0.20	\$680	43	\$29,240	
Grade 5	0.20	\$680	41	\$27,880	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	56	\$19,040	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	237	\$80,580	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	3	\$2,475	
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 the supplement are already above the "base" set of services.				\$183,072	
<b>SBB Allocations Total</b>				<b>\$1,323,715</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
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<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,251	4,884.09	\$367
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	8%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Goodlett Elementary School**

3001 Goodlett, Memphis, TN 38118  
 Phone: (901) 416-2510 Fax: (901) 416-2512

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	51,813	233	193%	44

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	34	34	34	34	-
K-12	459	451	455	453	-2
Attendance Rate	94.7%	94.8%	95%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	75.6%	78%	89.1%	-	-
Students with Disabilities (%)	6.9%	6.7%	4.5%	-	-
English Language Learners (%)	32.5%	31%	26.8%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	30	37	34	32	-2
Special Skills	4	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	3	3	4	3	-1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	6	3	7	1	-6
Other	11	6	5	5	-
<b>School Level Funds</b>					
General Fund	\$2,623,351	\$2,910,987	\$3,009,508	\$3,169,581	\$160,072
Title I	\$195,316	\$242,560	\$259,085	\$277,270	\$18,184
IDEA, Part B	\$31,474	\$9,024	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$230,976	\$163,317	\$122,535	\$184,500	\$61,964
Total	\$3,081,119	\$3,325,891	\$3,391,130	\$3,631,351	\$240,221
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	100%			
TEM 5	3%	19%			
TEM 4	47%	51%			
TEM 3	40%	30%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	2			
TVAAS Numeracy	1	1			

**SBB Allocations for Goodlett Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,233,667</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,081,196
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$152,471
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,275,736	
		This Year (1819)	\$2,233,667	
		Total Difference	\$(42,068)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$15,205	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(57,274)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,081,196</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	452	\$1,536,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	70	\$71,400	
Grade 1	0.30	\$1,020	72	\$73,440	
Grade 2	0.30	\$1,020	73	\$74,460	
Grade 3	0.20	\$680	73	\$49,640	
Grade 4	0.20	\$680	85	\$57,800	
Grade 5	0.20	\$680	79	\$53,720	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	60	\$20,400	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	355	\$120,700	
Incoming High Proficiency	0.10	\$340	12	\$4,080	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$6,402	
<b>SBB Allocations Total</b>				<b>\$2,074,815</b>	

<b>2. SBB Transition Supplements</b>		<b>\$152,471</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,942	5,068.45	\$(127)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-9%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$152,471
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$152,471</b>



**Grahamwood Elementary School**

3950 Summer, Memphis, TN 38122  
 Phone: (901) 416-5952 Fax: (901) 416-5954

<b>Grade Level:</b> PreK-6	<b>School Type:</b> Optional	<b>Square Footage:</b> 87,612	<b>Student Capacity:</b> 911	<b>FY2017-18 Utilization:</b> 108%	<b>FCI:</b> 13
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	1017	988	975	991	16
Attendance Rate	95.8%	96.3%	96.1%	-	NA
Student-Teacher Ratio	1:16	1:16	1:15	1:15	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	42.9%	39.9%	52.9%	-	-
Students with Disabilities (%)	11.9%	8.2%	7.6%	-	-
English Language Learners (%)	23.2%	18.9%	19.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	62	63	65	64	-1
Special Skills	11	8	8	7	-1
Counselor	1	1	1	1	-
Educational Assistant	8	8	7	9	2
Instructional Facilitator	2	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	7	4	9	2	-7
Other	4	3	4	6	2

<b>School Level Funds</b>					
General Fund	\$5,783,668	\$5,996,310	\$5,718,370	\$6,130,087	\$411,717
Title I	\$281,776	\$235,108	\$341,790	\$268,345	-\$73,445
IDEA, Part B	\$63,842	\$74,164	\$75,059	\$51,860	-\$23,198
Other Special Revenue & Federal Funds	\$50,462	\$147,514	\$73,956	\$100,723	\$26,766
<b>Total</b>	<b>\$6,179,749</b>	<b>\$6,453,098</b>	<b>\$6,209,176</b>	<b>\$6,551,016</b>	<b>\$341,840</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	86%	86%			
TEM 4	12%	13%			
TEM 3	2%	1%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	4			
TVAAS Numeracy	4	5			

**SBB Allocations for Grahamwood Elementary School**

<b>Total SBB Allocation</b>				<b>\$4,460,311</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$4,460,311
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$4,279,115	
		This Year (1819)	\$4,460,311	
		Total Difference	\$181,196	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$79,161
	Estimated changes to the budget due to SBB transition	Change from SBB	\$102,035	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$4,460,311</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	991	\$3,369,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	175	\$178,500	
Grade 1	0.30	\$1,020	157	\$160,140	
Grade 2	0.30	\$1,020	167	\$170,340	
Grade 3	0.20	\$680	160	\$108,800	
Grade 4	0.20	\$680	165	\$112,200	
Grade 5	0.20	\$680	167	\$113,560	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	72	\$24,480	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	437	\$148,580	
Incoming High Proficiency	0.10	\$340	218	\$74,120	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,460,120</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,501	4,397.86	\$103
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Hamilton Elementary School**

1378 Ethlyn, Memphis, TN 38106  
 Phone: (901) 416-7826 Fax: (901) 416-7827

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	81,740	623	52%	6

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	40	20	20	-
K-12	478	325	296	266	-30
Attendance Rate	94.6%	96.7%	95.5%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	88.8%	79.6%	74.9%	-	-
Students with Disabilities (%)	9.8%	10.6%	12.9%	-	-
English Language Learners (%)	5.3%	7.9%	3.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	28	22	19	19	-
Special Skills	4	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	9	10	9	5	-4
Instructional Facilitator	1	1	2	2	-
Librarian	1	1	1	-	-1
Nutrition	8	4	5	1	-4
Other	10	6	4	5	1
<b>School Level Funds</b>					
General Fund	\$2,610,696	\$2,203,857	\$2,237,814	\$2,182,440	-\$55,374
Title I	\$234,047	\$141,299	\$166,679	\$188,615	\$21,935
IDEA, Part B	\$55,862	\$50,977	\$93,352	\$89,052	-\$4,299
Other Special Revenue & Federal Funds	\$108,162	\$218,185	\$163,957	\$125,997	-\$37,959
Total	\$3,008,768	\$2,614,320	\$2,661,802	\$2,586,104	-\$75,697
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	27%	40%			
TEM 4	60%	48%			
TEM 3	13%	12%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	4			
TVAAS Numeracy	5	5			



**SBB Allocations for Hamilton Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,454,728</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,434,082	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$20,647	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,576,166		
		This Year (1819)	\$1,454,728		
		Total Difference	\$(121,438)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (84,137)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (37,301)		

**Detailed Breakdown**

**1. SBB Allocations \$1,434,082**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	266	\$904,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	53	\$54,060
Grade 1	0.30	\$1,020	50	\$51,000
Grade 2	0.30	\$1,020	40	\$40,800
Grade 3	0.20	\$680	42	\$28,560
Grade 4	0.20	\$680	42	\$28,560
Grade 5	0.20	\$680	39	\$26,520
<b>Mobility Weights</b>				
Mobility	0.10	\$340	71	\$24,140
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	234	\$79,560
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	43	\$35,475
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 the supplement are already above the "base" set of services.				\$159,942
<b>SBB Allocations Total</b>				<b>\$1,274,095</b>

**2. SBB Transition Supplements \$20,647**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,469	5,609.13	\$(140)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-4%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$20,647
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$20,647</b>



**Hawkins Mill Elementary School**

4295 Mountain Terrace, Memphis, TN 38127  
 Phone: (901) 416-3944 Fax: (901) 416-3948

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
PreK-5	Traditional	67,350	499	63%	11

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	35	26	26	26	-
K-12	320	314	299	322	23
Attendance Rate	93.3%	94%	94.9%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.5%	86.2%	82.1%	-	-
Students with Disabilities (%)	9.8%	9.1%	9.5%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	20	20	20	19	-1
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	4	5	5	5	-
Instructional Facilitator	1	1	2	1	-1
Librarian	1	1	1	1	-
Nutrition	6	3	5	-	-5
Other	11	6	2	2	-
<b>School Level Funds</b>					
General Fund	\$1,889,835	\$1,867,633	\$2,142,130	\$2,613,738	\$471,608
Title I	\$180,020	\$151,971	\$185,522	\$197,540	\$12,017
IDEA, Part B	\$60,965	\$69,050	\$70,307	\$70,566	\$259
Other Special Revenue & Federal Funds	\$105,464	\$90,628	\$68,034	\$77,592	\$9,558
Total	\$2,236,285	\$2,179,283	\$2,465,993	\$2,959,438	\$493,444
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	88%			
TEM 5	18%	6%			
TEM 4	47%	29%			
TEM 3	24%	53%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	1			
TVAAS Numeracy	3	1			

**SBB Allocations for Hawkins Mill Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,693,840</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,579,261
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$114,579
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,705,100	
		This Year (1819)	\$1,693,840	
		Total Difference	\$(11,260)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$32,172
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(43,432)	

**Detailed Breakdown**

**1. SBB Allocations \$1,579,261**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	324	\$1,101,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	46	\$46,920
Grade 1	0.30	\$1,020	48	\$48,960
Grade 2	0.30	\$1,020	66	\$67,320
Grade 3	0.20	\$680	51	\$34,680
Grade 4	0.20	\$680	55	\$37,400
Grade 5	0.20	\$680	58	\$39,440
<b>Mobility Weights</b>				
Mobility	0.10	\$340	51	\$17,340
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	299	\$101,660
Incoming High Proficiency	0.10	\$340	4	\$1,360
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$75,081

**SBB Allocations Total \$1,504,105**

**2. SBB Transition Supplements \$114,579**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,228	5,361.95	\$(134)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-9%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$114,579
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$114,579</b>



**Hickory Ridge Elementary School**

3890 Hickory Hill Rd., Memphis, TN 38115  
 Phone: (901) 416-1195 Fax: (901) 416-1474

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Traditional	83,060	672	123%	4

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	830	826	815	751	-64
Attendance Rate	94.5%	95%	94.9%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	75.6%	73.8%	85.1%	-	-
Students with Disabilities (%)	10.1%	8.3%	8.2%	-	-
English Language Learners (%)	26.6%	17.4%	18%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	51	49	47	44	-3
Special Skills	5	4	6	6	-
Counselor	1	1	1	1	-
Educational Assistant	11	10	9	9	-
Instructional Facilitator	1	1	2	3	1
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	11	7	10	1	-9
Other	4	4	5	9	4
<b>School Level Funds</b>					
General Fund	\$4,709,317	\$4,844,828	\$4,787,426	\$5,004,906	\$217,480
Title I	\$333,300	\$472,954	\$474,186	\$433,755	-\$40,431
IDEA, Part B	\$151,753	\$147,935	\$124,994	\$127,811	\$2,817
Other Special Revenue & Federal Funds	\$545	\$35	\$0	\$0	\$0
Total	\$5,194,917	\$5,465,752	\$5,386,606	\$5,566,472	\$179,865
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	53%	18%			
TEM 4	37%	57%			
TEM 3	8%	25%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	2	1			

**SBB Allocations for Hickory Ridge Elementary School**

<b>Total SBB Allocation</b>		<b>\$3,440,207</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$3,440,207
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,506,092
		This Year (1819)	\$3,440,207
		Total Difference	\$(65,886)
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(91,186)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$25,300

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,440,207</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	749	\$2,546,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	132	\$134,640	
Grade 1	0.30	\$1,020	134	\$136,680	
Grade 2	0.30	\$1,020	111	\$113,220	
Grade 3	0.20	\$680	114	\$77,520	
Grade 4	0.20	\$680	127	\$86,360	
Grade 5	0.20	\$680	131	\$89,080	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	106	\$36,040	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	624	\$212,160	
Incoming High Proficiency	0.10	\$340	6	\$2,040	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	7	\$5,775	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,440,115</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,593	4,559.29	\$34
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Highland Oaks Elementary School**

5252 Annandale Dr., Memphis, TN 38125  
 Phone: (901) 416-0330 Fax: (901) 756-2304

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	107,971	941	89%	10

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	876	835	802	824	22
Attendance Rate	94.4%	94.7%	96.5%	-	NA
Student-Teacher Ratio	1:18	1:18	1:19	1:19	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	50.2%	49.2%	67.7%	-	-
Students with Disabilities (%)	9.8%	8.3%	7.2%	-	-
English Language Learners (%)	9.1%	9.9%	10.7%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	49	46	50	49	-1
Special Skills	9	7	6	6	-
Counselor	1	1	1	1	-
Educational Assistant	13	9	9	12	3
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	2	1
Nutrition	11	5	10	3	-7
Other	5	5	7	9	2
<b>School Level Funds</b>					
General Fund	\$4,546,419	\$4,337,330	\$4,158,541	\$4,702,365	\$543,823
Title I	\$307,109	\$270,980	\$471,062	\$318,920	-\$152,142
IDEA, Part B	\$34,431	\$22,470	\$64,771	\$29,266	-\$35,504
Other Special Revenue & Federal Funds	\$1,010	\$189	\$0	\$199,159	\$199,159
Total	\$4,888,970	\$4,630,971	\$4,694,375	\$5,249,712	\$555,336
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	80%	92%			
TEM 5	9%	8%			
TEM 4	31%	38%			
TEM 3	40%	47%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	1			

**SBB Allocations for Highland Oaks Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,773,326</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,773,326
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,627,727	
		This Year (1819)	\$3,773,326	
		Total Difference	\$145,599	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(102,672)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$248,271	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,773,326</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	824	\$2,801,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	128	\$130,560	
Grade 1	0.30	\$1,020	130	\$132,600	
Grade 2	0.30	\$1,020	126	\$128,520	
Grade 3	0.20	\$680	149	\$101,320	
Grade 4	0.20	\$680	138	\$93,840	
Grade 5	0.20	\$680	153	\$104,040	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	84	\$28,560	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	697	\$236,980	
Incoming High Proficiency	0.10	\$340	12	\$4,080	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$3,803	
<b>SBB Allocations Total</b>				<b>\$3,769,525</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,579	4,277.98	\$301
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	7%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Holmes Road Elementary School**

1083 Holmes Rd., Memphis, TN 38116  
 Phone: (901) 416-6469 Fax: (901) 416-2469

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Empowerment	84,633	642	111%	4

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	75	94	94	94	-
K-12	546	712	715	681	-34
Attendance Rate	93.4%	93.6%	94.6%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	70.5%	73.9%	75.3%	-	-
Students with Disabilities (%)	12.3%	11.5%	10.3%	-	-
English Language Learners (%)	0%	1.2%	0.9%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	35	48	43	43	-
Special Skills	4	5	7	5	-2
Counselor	1	1	2	2	-
Educational Assistant	9	13	16	16	-
Instructional Facilitator	2	1	2	3	1
Librarian	1	1	1	1	-
Nutrition	7	4	8	1	-7
Other	2	1	3	5	2
<b>School Level Funds</b>					
General Fund	\$3,069,641	\$3,754,664	\$4,051,103	\$4,293,141	\$242,037
Title I	\$243,354	\$438,999	\$555,810	\$380,800	-\$175,010
IDEA, Part B	\$96,704	\$123,868	\$109,224	\$132,129	\$22,905
Other Special Revenue & Federal Funds	\$127,904	\$135,203	\$122,989	\$334,405	\$211,416
Total	\$3,537,606	\$4,452,736	\$4,839,127	\$5,140,476	\$301,349
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	93%			
TEM 5	20%	23%			
TEM 4	49%	35%			
TEM 3	23%	35%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	2	1			

**SBB Allocations for Holmes Road Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,155,049</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,134,162
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$20,887
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,212,189	
		This Year (1819)	\$3,155,049	
		Total Difference	\$ (57,140)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$23,759	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (80,899)	

**Detailed Breakdown**

**1. SBB Allocations \$3,134,162**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	681	\$2,315,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	89	\$90,780
Grade 1	0.30	\$1,020	91	\$92,820
Grade 2	0.30	\$1,020	124	\$126,480
Grade 3	0.20	\$680	142	\$96,560
Grade 4	0.20	\$680	112	\$76,160
Grade 5	0.20	\$680	123	\$83,640
<b>Mobility Weights</b>				
Mobility	0.10	\$340	84	\$28,560
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	607	\$206,380
Incoming High Proficiency	0.10	\$340	10	\$3,400
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$3,134,205</b>	

**2. SBB Transition Supplements \$20,887**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,633	4,751.76	\$(119)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$20,887
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$20,887</b>



**Idlewild Elementary School**

1950 Linden, Memphis, TN 38104  
 Phone: (901) 416-4566 Fax: (901) 416-4492

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Optional	65,025	473	97%	28

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	485	458	456	497	41
Attendance Rate	96.4%	97.2%	97.3%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	30.1%	27.7%	37.3%	-	-
Students with Disabilities (%)	6.1%	5.4%	5.1%	-	-
English Language Learners (%)	0%	0.9%	0.8%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	27	26	28	26	-2
Special Skills	6	5	5	5	-
Counselor	1	1	1	1	-
Educational Assistant	3	4	6	5	-1
Instructional Facilitator	1	1	1	-	-1
Librarian	1	1	1	1	-
Nutrition	5	2	5	-	-5
Other	2	2	2	3	1
<b>School Level Funds</b>					
General Fund	\$2,802,509	\$2,833,447	\$2,717,394	\$3,015,006	\$297,612
Title I	\$115,775	\$122,238	\$111,529	\$0	-
IDEA, Part B	\$16,144	\$44,625	\$23,679	\$23,877	\$198
Other Special Revenue & Federal Funds	\$1,311	\$197	\$19,496	\$0	-\$19,496
Total	\$2,935,741	\$3,000,508	\$2,872,099	\$3,038,884	\$166,784
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	68%	79%			
TEM 4	29%	15%			
TEM 3	4%	6%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	5			
TVAAS Numeracy	1	5			

**SBB Allocations for Idlewild Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,244,115</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,244,115
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
		Last Year (1718)	\$2,172,933	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1819)	\$2,244,115	
		Total Difference	\$71,182	
Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$30,979	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$40,203	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,244,115</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	498	\$1,693,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	90	\$91,800	
Grade 1	0.30	\$1,020	92	\$93,840	
Grade 2	0.30	\$1,020	78	\$79,560	
Grade 3	0.20	\$680	79	\$53,720	
Grade 4	0.20	\$680	83	\$56,440	
Grade 5	0.20	\$680	76	\$51,680	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	19	\$6,460	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	230	\$78,200	
Incoming High Proficiency	0.10	\$340	113	\$38,420	
<b>Increments for Locked Students</b>					
SWD Self-Contained	825.00	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,251,570</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,506	4,425.53	\$81
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Jackson Elementary School**

3925 Wales, Memphis, TN 38108  
 Phone: (901) 416-4222 Fax: (901) 416-4277

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Traditional	44,568	243	139%	37

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	352	340	336	317	-19
Attendance Rate	94.5%	95.2%	95.5%	-	NA
Student-Teacher Ratio	1:14	1:15	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.9%	71.9%	56.3%	-	-
Students with Disabilities (%)	10.8%	6.9%	1%	-	-
English Language Learners (%)	43.9%	35.2%	0.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	26	25	25	24	-1
Special Skills	3	2	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	3	3	1	3	2
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	7	3	6	1	-5
Other	9	5	2	2	-
<b>School Level Funds</b>					
General Fund	\$2,281,293	\$2,275,976	\$2,177,061	\$2,340,328	\$163,266
Title I	\$181,089	\$172,355	\$197,349	\$183,855	-\$13,494
IDEA, Part B	\$32,852	\$22,566	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$192,143	\$50,192	\$124,335	\$81,785	-\$42,549
Total	\$2,687,379	\$2,521,090	\$2,498,746	\$2,605,969	\$107,223
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	93%			
TEM 5	11%	15%			
TEM 4	56%	48%			
TEM 3	33%	30%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	4			
TVAAS Numeracy	5	5			

**SBB Allocations for Jackson Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,506,969</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,506,969
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,578,420	
		This Year (1819)	\$1,506,969	
		Total Difference	\$(71,451)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(85,320)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$13,869	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,506,969</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	315	\$1,071,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	49	\$49,980	
Grade 1	0.30	\$1,020	51	\$52,020	
Grade 2	0.30	\$1,020	55	\$56,100	
Grade 3	0.20	\$680	44	\$29,920	
Grade 4	0.20	\$680	54	\$36,720	
Grade 5	0.20	\$680	62	\$42,160	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	61	\$20,740	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	246	\$83,640	
Incoming High Proficiency	0.10	\$340	16	\$5,440	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$46,855	
<b>SBB Allocations Total</b>				<b>\$1,460,095</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,784	4,740.00	\$44
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			

<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>
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**Kate Bond Elementary School**

2727 Kate Bond Rd., Memphis, TN 38133  
 Phone: (901) 416-0020 Fax: (901) 416-0021

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	107,748	811	120%	9

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	1102	975	949	798	-151
Attendance Rate	95.2%	95.5%	96.1%	-	NA
Student-Teacher Ratio	1:16	1:17	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	49.9%	44.4%	86.9%	-	-
Students with Disabilities (%)	10.7%	9.8%	7%	-	-
English Language Learners (%)	39.5%	32.6%	36.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	69	58	56	53	-3
Special Skills	7	6	6	6	-
Counselor	2	2	2	2	-
Educational Assistant	10	10	10	10	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	9	5	8	2	-6
Other	5	4	4	5	1
<b>School Level Funds</b>					
General Fund	\$6,269,681	\$5,721,474	\$5,614,326	\$5,458,065	-\$156,261
Title I	\$413,208	\$455,130	\$372,479	\$282,030	-\$90,449
IDEA, Part B	\$123,715	\$121,946	\$66,760	\$90,217	\$23,457
Other Special Revenue & Federal Funds	\$32,002	\$31,964	\$32,311	\$129,566	\$97,255
Total	\$6,838,608	\$6,330,516	\$6,085,877	\$5,959,879	-\$125,998
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	99%			
TEM 5	29%	46%			
TEM 4	44%	44%			
TEM 3	26%	9%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	5			
TVAAS Numeracy	3	5			



**SBB Allocations for Kate Bond Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,627,368</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,627,368
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,762,818	
		This Year (1819)	\$3,627,368	
		Total Difference	\$(135,449)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(135,842)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$392	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,627,368</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	801	\$2,723,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	108	\$110,160	
Grade 1	0.30	\$1,020	110	\$112,200	
Grade 2	0.30	\$1,020	141	\$143,820	
Grade 3	0.20	\$680	136	\$92,480	
Grade 4	0.20	\$680	145	\$98,600	
Grade 5	0.20	\$680	161	\$109,480	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	59	\$20,060	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	470	\$159,800	
Incoming High Proficiency	0.10	\$340	77	\$26,180	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$31,316	
<b>SBB Allocations Total</b>				<b>\$3,596,180</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,529	4,528.06	\$0
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Keystone Elementary School**

4301 Old Allen Rd., Memphis, TN 38128  
 Phone: (901) 416-3924 Fax: (901) 416-3947

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
PreK-5	Optional	84,641	522	95%	20

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	50	38	41	41	-
K-12	375	495	498	449	-49
Attendance Rate	93.2%	93%	93.6%	-	NA
Student-Teacher Ratio	1:14	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.1%	80.4%	79.5%	-	-
Students with Disabilities (%)	20%	19.5%	19%	-	-
English Language Learners (%)	0%	0%	0.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	33	32	26	-6
Special Skills	5	4	5	4	-1
Counselor	1	1	1	1	-
Educational Assistant	12	12	14	15	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	7	4	7	1	-6
Other	2	2	3	4	1
<b>School Level Funds</b>					
General Fund	\$3,097,622	\$3,285,474	\$3,295,488	\$3,328,881	\$33,392
Title I	\$199,624	\$277,105	\$285,215	\$282,625	-\$2,590
IDEA, Part B	\$109,423	\$101,986	\$135,169	\$167,421	\$32,252
Other Special Revenue & Federal Funds	\$78,636	\$78,358	\$59,040	\$95,426	\$36,386
Total	\$3,485,306	\$3,742,925	\$3,774,913	\$3,874,353	\$99,440
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	53%	39%			
TEM 4	28%	39%			
TEM 3	19%	22%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	2			
TVAAS Numeracy	5	3			

**SBB Allocations for Keystone Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,125,800</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,125,800	
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,287,121		
		This Year (1819)	\$2,125,800		
		Total Difference	\$(161,320)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(170,116)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$8,796		

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,125,800</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	448	\$1,523,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	73	\$74,460	
Grade 1	0.30	\$1,020	75	\$76,500	
Grade 2	0.30	\$1,020	82	\$83,640	
Grade 3	0.20	\$680	69	\$46,920	
Grade 4	0.20	\$680	72	\$48,960	
Grade 5	0.20	\$680	77	\$52,360	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	96	\$32,640	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	392	\$133,280	
Incoming High Proficiency	0.10	\$340	28	\$9,520	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	35	\$28,875	
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 the supplement are already above the "base" set of services.				\$15,406	
<b>SBB Allocations Total</b>				<b>\$2,110,355</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,745	4,725.46	\$20
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Kingsbury Elementary School**

4055 Bayliss, Memphis, TN 38108  
 Phone: (901) 416-6020 Fax: (901) 416-6041

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
PreK-6	Traditional	65,250	358	152%	10

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	35	56	56	56	-
K-12	570	543	549	554	5
Attendance Rate	94.5%	94.2%	94.9%	-	NA
Student-Teacher Ratio	1:12	1:12	1:13	1:13	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	73.5%	70%	82.8%	-	-
Students with Disabilities (%)	19.7%	18.4%	16.3%	-	-
English Language Learners (%)	49.8%	42.9%	41.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	46	45	43	38	-5
Special Skills	6	4	4	3	-1
Counselor	1	1	1	2	1
Educational Assistant	16	11	11	13	2
Instructional Facilitator	1	1	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	3	2
Nutrition	7	3	6	1	-5
Other	2	3	3	3	-
<b>School Level Funds</b>					
General Fund	\$3,812,624	\$3,836,607	\$3,691,060	\$3,819,416	\$128,355
Title I	\$250,102	\$294,192	\$307,224	\$336,770	\$29,545
IDEA, Part B	\$314,215	\$237,613	\$205,832	\$206,845	\$1,013
Other Special Revenue & Federal Funds	\$105,123	\$114,473	\$132,002	\$251,729	\$119,726
Total	\$4,482,066	\$4,482,886	\$4,336,119	\$4,614,761	\$278,641
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	46%	50%			
TEM 4	46%	48%			
TEM 3	7%	2%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	3			
TVAAS Numeracy	3	5			

**SBB Allocations for Kingsbury Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,586,339</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,542,430
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$43,910
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,457,268	
		This Year (1819)	\$2,586,339	
		Total Difference	\$129,072	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$8,903	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$120,168	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,542,430</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	554	\$1,883,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	103	\$105,060	
Grade 1	0.30	\$1,020	105	\$107,100	
Grade 2	0.30	\$1,020	76	\$77,520	
Grade 3	0.20	\$680	70	\$47,600	
Grade 4	0.20	\$680	95	\$64,600	
Grade 5	0.20	\$680	105	\$71,400	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	56	\$19,040	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	465	\$158,100	
Incoming High Proficiency	0.10	\$340	8	\$2,720	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	7	\$5,775	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,542,515</b>	

<b>2. SBB Transition Supplements</b>		<b>\$43,910</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,668	4,451.57	\$217
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	4%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$43,910</b>



**Knight Road Elementary School**

3237 Knight Rd., Memphis, TN 38118  
 Phone: (901) 416-2514 Fax: (901) 416-2516

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 53,093	<b>Student Capacity:</b> 373	<b>FY2017-18 Utilization:</b> 138%	<b>FCI:</b> 36
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	481	516	521	506	-15
Attendance Rate	94.9%	93.7%	96.1%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	82.5%	77.3%	75.1%	-	-
Students with Disabilities (%)	11.9%	8.5%	9.1%	-	-
English Language Learners (%)	44.6%	41.5%	43.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	34	40	36	33	-3
Special Skills	4	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	7	6	7	6	-1
Instructional Facilitator	1	1	2	1	-1
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	2	1
Nutrition	7	5	8	1	-7
Other	11	7	5	8	3

<b>School Level Funds</b>					
General Fund	\$2,693,465	\$2,759,094	\$3,149,668	\$3,602,625	\$452,957
Title I	\$219,928	\$273,160	\$304,528	\$326,655	\$22,126
IDEA, Part B	\$131,815	\$110,489	\$112,049	\$112,595	\$546
Other Special Revenue & Federal Funds	\$216,035	\$195,122	\$135,277	\$215,083	\$79,806
<b>Total</b>	<b>\$3,261,244</b>	<b>\$3,337,866</b>	<b>\$3,701,522</b>	<b>\$4,256,959</b>	<b>\$555,436</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	77%	75%			
TEM 5	3%	6%			
TEM 4	40%	25%			
TEM 3	34%	44%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	1			

**SBB Allocations for Knight Road Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,514,383</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,330,994
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$183,389
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,543,037	
		This Year (1819)	\$2,514,383	
		Total Difference	\$(28,654)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$35,817	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(64,471)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,330,994</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	504	\$1,713,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	84	\$85,680	
Grade 1	0.30	\$1,020	86	\$87,720	
Grade 2	0.30	\$1,020	86	\$87,720	
Grade 3	0.20	\$680	73	\$49,640	
Grade 4	0.20	\$680	83	\$56,440	
Grade 5	0.20	\$680	92	\$62,560	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	66	\$22,440	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	466	\$158,440	
Incoming High Proficiency	0.10	\$340	3	\$1,020	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	7	\$5,775	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,331,035</b>	

<b>2. SBB Transition Supplements</b>		<b>\$183,389</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,989	5,116.78	\$(128)
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-10%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$183,389
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$183,389</b>





**LaRose Elementary School**

864 S. Wellington Street, Memphis, TN 38126  
 Phone: (901) 416-7848 Fax: (901) 416-7850

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	94,426	503	73%	7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	17	20	20	-
K-12	397	367	340	289	-51
Attendance Rate	92.7%	93.9%	94%	-	NA
Student-Teacher Ratio	1:17	1:15	1:15	1:15	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	89.3%	87%	86.9%	-	-
Students with Disabilities (%)	6.5%	6.9%	8.7%	-	-
English Language Learners (%)	0%	0.3%	0.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	24	26	19	19	-
Special Skills	3	2	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	3	3	3	3	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	7	3	5	1	-4
Other	2	2	3	3	-
<b>School Level Funds</b>					
General Fund	\$2,269,152	\$2,317,183	\$2,329,266	\$2,257,942	-\$71,323
Title I	\$243,244	\$335,155	\$279,537	\$189,805	-\$89,732
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$58,083	\$67,347	\$104,232	\$86,981	-\$17,251
Total	\$2,570,479	\$2,719,685	\$2,713,036	\$2,534,729	-\$178,307
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	56%	78%			
TEM 4	36%	19%			
TEM 3	8%	4%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	5			
TVAAS Numeracy	1	5			

**SBB Allocations for LaRose Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,553,082</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,433,349	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$119,733	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,576,483		
		This Year (1819)	\$1,553,082		
		Total Difference	\$ (23,401)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$16,422	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (39,823)		

**Detailed Breakdown**

**1. SBB Allocations \$1,433,349**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	291	\$989,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	46	\$46,920
Grade 1	0.30	\$1,020	48	\$48,960
Grade 2	0.30	\$1,020	53	\$54,060
Grade 3	0.20	\$680	53	\$36,040
Grade 4	0.20	\$680	55	\$37,400
Grade 5	0.20	\$680	36	\$24,480
<b>Mobility Weights</b>				
Mobility	0.10	\$340	55	\$18,700
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	267	\$90,780
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$86,714
<b>SBB Allocations Total</b>				<b>\$1,346,740</b>

**2. SBB Transition Supplements \$119,733**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,337	5,473.90	\$(137)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-10%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$119,733
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$119,733</b>



**Levi Elementary School**

135 W. Levi Road, Memphis, TN 38109  
 Phone: (901) 416-8166 Fax: (901) 416-8167

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 71,179	<b>Student Capacity:</b> 413	<b>FY2017-18 Utilization:</b> 118%	<b>FCI:</b> 16
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	495	486	483	422	-61
Attendance Rate	93.3%	94%	94.2%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.7%	86.8%	80.3%	-	-
Students with Disabilities (%)	9.5%	10%	10%	-	-
English Language Learners (%)	0%	0.6%	0.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Position	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
Principal	1	1	1	1	-
Classroom Teacher	29	32	25	26	1
Special Skills	4	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	1	2	-	1	1
Instructional Facilitator	2	2	1	2	1
Librarian	1	1	1	1	-
Nutrition	9	4	7	1	-6
Other	10	6	6	7	1

<b>School Level Funds</b>					
Fund	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
General Fund	\$2,400,945	\$2,420,164	\$2,356,825	\$2,333,446	-\$23,379
Title I	\$218,613	\$271,908	\$268,186	\$292,145	\$23,958
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$203,124	\$177,147	\$50,892	\$122,611	\$71,719
<b>Total</b>	<b>\$2,822,683</b>	<b>\$2,869,220</b>	<b>\$2,675,904</b>	<b>\$2,748,202</b>	<b>\$72,298</b>

<b>Teacher Quality</b>					
Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
Teachers with TEM 3 or above (%)	96%	100%			
TEM 5	48%	59%			
TEM 4	33%	34%			
TEM 3	15%	7%			

<b>Achievement &amp; Proficiency</b>					
Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
TVAAS Literacy	3	5			
TVAAS Numeracy	3	1			

**SBB Allocations for Levi Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,938,966</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,924,313	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$14,653	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,036,032		
		This Year (1819)	\$1,938,966		
		Total Difference	\$ (97,067)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (47,350)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (49,717)		

**Detailed Breakdown**

**1. SBB Allocations \$1,924,313**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	420	\$1,428,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	70	\$71,400
Grade 1	0.30	\$1,020	68	\$69,360
Grade 2	0.30	\$1,020	85	\$86,700
Grade 3	0.20	\$680	61	\$41,480
Grade 4	0.20	\$680	77	\$52,360
Grade 5	0.20	\$680	59	\$40,120
<b>Mobility Weights</b>				
Mobility	0.10	\$340	68	\$23,120
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	314	\$106,760
Incoming High Proficiency	0.10	\$340	15	\$5,100
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,924,400</b>

**2. SBB Transition Supplements \$14,653**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,617	4,734.96	\$(118)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$14,653
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$14,653</b>



**Lowrance K-8 School**

7740 Lowrance Rd., Memphis, TN 38125  
 Phone: (901) 416-2330 Fax: (901) 759-3011

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-8	Traditional	112,145	839	97%	12

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	806	811	793	830	37
Attendance Rate	95.9%	96%	95.9%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	44%	48.2%	71.3%	-	-
Students with Disabilities (%)	12.1%	21.2%	11.1%	-	-
English Language Learners (%)	9%	10.8%	7.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	3	3	-
Classroom Teacher	46	48	48	47	-1
Special Skills	7	5	5	4	-1
Counselor	4	2	2	2	-
Educational Assistant	6	6	7	11	4
Instructional Facilitator	2	1	1	2	1
Librarian	1	1	1	1	-
Nutrition	11	6	12	1	-11
Other	6	6	7	7	-
<b>School Level Funds</b>					
General Fund	\$4,488,892	\$4,463,135	\$4,437,318	\$4,885,747	\$448,429
Title I	\$285,614	\$363,114	\$407,867	\$282,030	-\$125,837
IDEA, Part B	\$62,415	\$44,422	\$54,362	\$54,617	\$255
Other Special Revenue & Federal Funds	\$65,454	\$63,168	\$83,721	\$174,081	\$90,360
Total	\$4,902,376	\$4,933,840	\$4,983,269	\$5,396,477	\$413,207
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	92%	100%			
TEM 5	12%	38%			
TEM 4	64%	54%			
TEM 3	16%	8%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	5			

**SBB Allocations for Lowrance K-8 School**

<b>Total SBB Allocation</b>		<b>\$3,513,418</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$3,513,418
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,495,122
		This Year (1819)	\$3,513,418
		Total Difference	\$18,296
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$-
	Estimated changes to the budget due to SBB transition	Change from SBB	\$18,296

**Detailed Breakdown**

<b>1. SBB Allocations</b>		<b>\$3,513,418</b>		
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	827	\$2,811,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	89	\$90,780
Grade 1	0.30	\$1,020	91	\$92,820
Grade 2	0.30	\$1,020	75	\$76,500
Grade 3	0.20	\$680	95	\$64,600
Grade 4	0.20	\$680	80	\$54,400
Grade 5	0.20	\$680	80	\$54,400
<b>Mobility Weights</b>				
Mobility	0.10	\$340	49	\$16,660
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	663	\$225,420
Incoming High Proficiency	0.10	\$340	23	\$7,820
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$3,513,350</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,248	4,226.27	\$22
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Lucie E. Campbell Elementary**

3232 Birchfield, Memphis, TN 38118  
 Phone: (901) 416-1000 Fax: (901) 416-1001

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	iZone	84,740	573	84%	6

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	55	42	42	42	-
K-12	510	480	471	466	-5
Attendance Rate	91.2%	92.1%	93.8%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	82.7%	93.7%	78.7%	-	-
Students with Disabilities (%)	15.9%	15.2%	16.5%	-	-
English Language Learners (%)	0%	0.2%	0.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	36	33	33	-
Special Skills	4	3	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	13	11	13	13	-
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	7	4	8	1	-7
Other	5	4	7	5	-2
<b>School Level Funds</b>					
General Fund	\$2,949,392	\$3,111,164	\$3,295,516	\$3,517,973	\$222,457
Title I	\$207,194	\$257,159	\$289,879	\$353,430	\$63,550
IDEA, Part B	\$171,014	\$208,328	\$236,505	\$210,275	-\$26,229
Other Special Revenue & Federal Funds	\$389,109	\$193,860	\$136,192	\$212,212	\$76,020
Total	\$3,716,710	\$3,770,513	\$3,958,092	\$4,293,891	\$335,799
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	97%			
TEM 5	18%	39%			
TEM 4	42%	42%			
TEM 3	33%	17%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	5			



**SBB Allocations for Lucie E. Campbell Elementary**

<b>Total SBB Allocation</b>		<b>\$2,169,349</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$2,169,349
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,199,492
		This Year (1819)	\$2,169,349
		Total Difference	\$(30,143)
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(23,300)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(6,844)

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,169,349</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	467	\$1,587,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	69	\$70,380	
Grade 1	0.30	\$1,020	71	\$72,420	
Grade 2	0.30	\$1,020	73	\$74,460	
Grade 3	0.20	\$680	83	\$56,440	
Grade 4	0.20	\$680	79	\$53,720	
Grade 5	0.20	\$680	92	\$62,560	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	74	\$25,160	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	405	\$137,700	
Incoming High Proficiency	0.10	\$340	9	\$3,060	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,169,275</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
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**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,645	4,659.94	\$(15)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Lucy Elementary School**

6269 Amherst Rd., Millington, TN 38053  
 Phone: (901) 416-2610 Fax: (901) 416-2068

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
PreK-5	Traditional	102,446	768	51%	12

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	36	36	36	36	-
K-12	457	394	338	366	28
Attendance Rate	93.9%	94.8%	95.2%	-	NA
Student-Teacher Ratio	1:17	1:15	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	65.5%	65.8%	66.4%	-	-
Students with Disabilities (%)	14.2%	13.5%	12.4%	-	-
English Language Learners (%)	9%	3.2%	3.1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	27	28	27	26	-1
Special Skills	8	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	6	4	7	7	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	9	4	7	1	-6
Other	2	2	3	3	-
<b>School Level Funds</b>					
General Fund	\$2,354,485	\$2,511,795	\$2,537,977	\$2,942,224	\$404,247
Title I	\$193,456	\$197,523	\$214,100	\$180,880	-\$33,220
IDEA, Part B	\$58,810	\$59,182	\$62,509	\$60,339	-\$2,169
Other Special Revenue & Federal Funds	\$67,183	\$70,716	\$80,453	\$107,579	\$27,126
Total	\$2,673,935	\$2,839,218	\$2,895,040	\$3,291,024	\$395,983
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	76%			
TEM 5	22%	6%			
TEM 4	48%	27%			
TEM 3	30%	42%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	1			
TVAAS Numeracy	3	3			

**SBB Allocations for Lucy Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,834,609</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,724,669	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$109,940	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,020,461		
		This Year (1819)	\$1,834,609		
		Total Difference	\$(185,852)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(138,810)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(47,041)		

**Detailed Breakdown**

**1. SBB Allocations \$1,724,669**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	366	\$1,244,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	59	\$60,180
Grade 1	0.30	\$1,020	57	\$58,140
Grade 2	0.30	\$1,020	58	\$59,160
Grade 3	0.20	\$680	54	\$36,720
Grade 4	0.20	\$680	69	\$46,920
Grade 5	0.20	\$680	69	\$46,920
<b>Mobility Weights</b>				
Mobility	0.10	\$340	75	\$25,500
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	318	\$108,120
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$37,797
<b>SBB Allocations Total</b>				<b>\$1,687,080</b>

**2. SBB Transition Supplements \$109,940**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,013	5,141.12	\$(129)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-8%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$109,940
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$109,940</b>



**Macon-Hall Elementary School**

9800 Macon Rd., Cordova, TN 38018  
 Phone: (901) 416-2625 Fax: (901) 759-4536

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	93,481	971	116%	13

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	1128	1129	1136	1168	32
Attendance Rate	96.1%	96.5%	96.4%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	26.4%	24.8%	47.8%	-	-
Students with Disabilities (%)	11%	8.8%	7.9%	-	-
English Language Learners (%)	5%	4.8%	5.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	62	63	64	65	1
Special Skills	11	7	9	8	-1
Counselor	2	2	2	2	-
Educational Assistant	9	10	10	10	-
Instructional Facilitator	1	2	2	-	-2
Librarian	1	1	1	1	-
Nutrition	10	6	10	3	-7
Other	4	3	4	4	-
<b>School Level Funds</b>					
General Fund	\$5,681,337	\$5,940,799	\$5,723,740	\$6,311,363	\$587,622
Title I	\$228,800	\$365,966	\$262,968	\$0	-
IDEA, Part B	\$18,475	\$39,344	\$49,896	\$84,266	\$34,370
Other Special Revenue & Federal Funds	\$2,000	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$5,930,613</b>	<b>\$6,346,110</b>	<b>\$6,036,605</b>	<b>\$6,395,630</b>	<b>\$359,024</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	100%			
TEM 5	66%	69%			
TEM 4	24%	20%			
TEM 3	9%	11%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	5			
TVAAS Numeracy	3	5			

**SBB Allocations for Macon-Hall Elementary School**

<b>Total SBB Allocation</b>				<b>\$5,248,685</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$5,248,685
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$5,130,569	
		This Year (1819)	\$5,248,685	
		Total Difference	\$118,117	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$35,383	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$82,733	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$5,248,685</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	1,168	\$3,971,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	168	\$171,360	
Grade 1	0.30	\$1,020	170	\$173,400	
Grade 2	0.30	\$1,020	198	\$201,960	
Grade 3	0.20	\$680	186	\$126,480	
Grade 4	0.20	\$680	222	\$150,960	
Grade 5	0.20	\$680	224	\$152,320	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	97	\$32,980	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	577	\$196,180	
Incoming High Proficiency	0.10	\$340	175	\$59,500	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$5,248,715</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,494	4,422.90	\$71
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			

<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>
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**Magnolia Elementary School**

2061 Livewell Cir., Memphis, TN 38114  
 Phone: (901) 416-4578 Fax: (901) 416-4580

<b>Grade Level:</b> PreK-5	<b>School Type:</b> iZone	<b>Square Footage:</b> 76,804	<b>Student Capacity:</b> 574	<b>FY2017-18 Utilization:</b> 39%	<b>FCI:</b> 10
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	241	224	217	503	286
Attendance Rate	93.3%	93.6%	93.7%	-	NA
Student-Teacher Ratio	1:13	1:12	1:13	1:13	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.3%	86%	72%	-	-
Students with Disabilities (%)	13.9%	12.2%	13.7%	-	-
English Language Learners (%)	0%	0%	0.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	18	20	21	32	11
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	6	8	7	11	4
Instructional Facilitator	1	1	2	1	-1
Librarian	1	1	1	1	-
Nutrition	6	3	7	1	-6
Other	4	2	2	4	2

<b>School Level Funds</b>					
General Fund	\$1,995,101	\$2,171,182	\$2,407,644	\$3,481,036	\$1,073,392
Title I	\$118,812	\$125,568	\$123,326	\$177,905	\$54,578
IDEA, Part B	\$90,669	\$107,573	\$143,150	\$141,070	-\$2,079
Other Special Revenue & Federal Funds	\$252,955	\$121,441	\$46,118	\$102,795	\$56,677
<b>Total</b>	<b>\$2,457,538</b>	<b>\$2,525,766</b>	<b>\$2,720,238</b>	<b>\$3,902,807</b>	<b>\$1,182,569</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	100%			
TEM 5	9%	8%			
TEM 4	45%	67%			
TEM 3	36%	25%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	1			

**SBB Allocations for Magnolia Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,632,859</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,344,265
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$288,593
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,603,735	
		This Year (1819)	\$2,632,859	
		Total Difference	\$29,124	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$96,633	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(67,509)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,344,265</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	503	\$1,710,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	89	\$90,780	
Grade 1	0.30	\$1,020	93	\$94,860	
Grade 2	0.30	\$1,020	87	\$88,740	
Grade 3	0.20	\$680	78	\$53,040	
Grade 4	0.20	\$680	78	\$53,040	
Grade 5	0.20	\$680	78	\$53,040	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	94	\$31,960	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	467	\$158,780	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,344,340</b>	

<b>2. SBB Transition Supplements</b>		<b>\$288,593</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$5,234	5,368.52	\$(134)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-13%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$288,593
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$288,593</b>





**Manor Lake Elementary School**

4900 Horn Lake Rd., Memphis, TN 38109  
 Phone: (901) 416-8170 Fax: (901) 416-8172

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	65,640	519	58%	22

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	278	301	281	306	25
Attendance Rate	92.4%	93.4%	94.4%	-	NA
Student-Teacher Ratio	1:15	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.8%	85.3%	73.2%	-	-
Students with Disabilities (%)	12.4%	11%	11.5%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	18	22	19	19	-
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	3	3	5	2	-3
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	10	6	4	5	1
<b>School Level Funds</b>					
General Fund	\$1,714,437	\$1,883,991	\$2,003,684	\$2,352,938	\$349,254
Title I	\$140,483	\$159,228	\$178,087	\$186,830	\$8,742
IDEA, Part B	\$31,160	\$31,117	\$64,493	\$0	-\$64,493
Other Special Revenue & Federal Funds	\$194,228	\$199,359	\$203,112	\$171,171	-\$31,940
Total	\$2,080,309	\$2,273,697	\$2,449,376	\$2,710,940	\$261,563
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	72%	82%			
TEM 5	33%	5%			
TEM 4	28%	64%			
TEM 3	11%	14%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	1			

**SBB Allocations for Manor Lake Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,636,406</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,580,543	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$55,863	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,766,123		
		This Year (1819)	\$1,636,406		
		Total Difference	\$(129,717)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (87,758)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (41,959)		

**Detailed Breakdown**

**1. SBB Allocations \$1,580,543**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	306	\$1,040,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	53	\$54,060
Grade 1	0.30	\$1,020	55	\$56,100
Grade 2	0.30	\$1,020	51	\$52,020
Grade 3	0.20	\$680	44	\$29,920
Grade 4	0.20	\$680	40	\$27,200
Grade 5	0.20	\$680	63	\$42,840
<b>Mobility Weights</b>				
Mobility	0.10	\$340	59	\$20,060
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	275	\$93,500
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$130,250

**SBB Allocations Total \$1,450,120**

**2. SBB Transition Supplements \$55,863**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,348	5,484.85	\$(137)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$55,863
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$55,863</b>



**Newberry Elementary School**

5540 Newberry, Memphis, TN 38118  
 Phone: (901) 416-2518 Fax: (901) 416-8184

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Traditional	45,170	308	143%	14

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	395	442	441	463	22
Attendance Rate	95.6%	96.3%	95.8%	-	NA
Student-Teacher Ratio	1:16	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	71.6%	76.3%	60.8%	-	-
Students with Disabilities (%)	10.4%	7.8%	7.4%	-	-
English Language Learners (%)	12.7%	10.4%	9.7%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	25	25	27	28	1
Special Skills	3	3	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	8	7	6	7	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	8	4	7	1	-6
Other	3	3	3	3	-
<b>School Level Funds</b>					
General Fund	\$2,357,866	\$2,474,117	\$2,426,652	\$2,730,815	\$304,162
Title I	\$144,812	\$167,126	\$245,034	\$268,345	\$23,310
IDEA, Part B	\$124,249	\$93,813	\$77,931	\$70,722	-\$7,208
Other Special Revenue & Federal Funds	\$26	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,626,954</b>	<b>\$2,735,057</b>	<b>\$2,749,618</b>	<b>\$3,069,882</b>	<b>\$320,264</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	29%	48%			
TEM 4	58%	34%			
TEM 3	13%	17%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	5			
TVAAS Numeracy	3	5			

**SBB Allocations for Newberry Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,088,412</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,122,795
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(34,382)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,876,381	
		This Year (1819)	\$2,088,412	
		Total Difference	\$212,031	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$93,819	
Estimated changes to the budget due to SBB transition	Change from SBB	\$118,212		

**Detailed Breakdown**

**1. SBB Allocations \$2,122,795**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	462	\$1,570,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	68	\$69,360
Grade 1	0.30	\$1,020	70	\$71,400
Grade 2	0.30	\$1,020	76	\$77,520
Grade 3	0.20	\$680	71	\$48,280
Grade 4	0.20	\$680	84	\$57,120
Grade 5	0.20	\$680	93	\$63,240
<b>Mobility Weights</b>				
Mobility	0.10	\$340	52	\$17,680
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	349	\$118,660
Incoming High Proficiency	0.10	\$340	14	\$4,760
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$2,122,745**

**2. SBB Transition Supplements \$(34,382)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,520	4,264.50	\$256
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	8%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(34,382)
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$(34,382)</b>



**Northaven Elementary School**

5157 North Circle Rd., Memphis, TN 38127  
 Phone: (901) 416-2800 Fax: (901) 353-8586

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 70,350	<b>Student Capacity:</b> 583	<b>FY2017-18 Utilization:</b> 51%	<b>FCI:</b> 15
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	300	299	284	281	-3
Attendance Rate	92.8%	93.4%	94.4%	-	NA
Student-Teacher Ratio	1:13	1:15	1:15	1:15	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	83.9%	82%	82.4%	-	-
Students with Disabilities (%)	13.4%	14%	13.7%	-	-
English Language Learners (%)	0%	2.3%	0.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	24	22	21	21	-
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	5	3	7	6	-1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	8	3	5	1	-4
Other	2	2	4	2	-2

<b>School Level Funds</b>					
General Fund	\$2,177,935	\$2,093,948	\$2,246,890	\$2,600,411	\$353,520
Title I	\$205,123	\$177,542	\$183,953	\$188,615	\$4,661
IDEA, Part B	\$27,973	\$28,021	\$60,840	\$57,879	-\$2,960
Other Special Revenue & Federal Funds	\$62,755	\$50,904	\$45,278	\$57,732	\$12,454
<b>Total</b>	<b>\$2,473,787</b>	<b>\$2,350,417</b>	<b>\$2,536,961</b>	<b>\$2,904,638</b>	<b>\$367,676</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	54%	61%			
TEM 4	38%	30%			
TEM 3	8%	9%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	5			
TVAAS Numeracy	3	5			

**SBB Allocations for Northaven Elementary School**

<b>Total SBB Allocation</b>			<b>\$1,603,445</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$1,360,920
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$242,526
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,679,426
		This Year (1819)	\$1,603,445
		Total Difference	\$(75,981)
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	
Estimated changes to the budget due to SBB transition	Change from SBB		\$(41,114)

**Detailed Breakdown**

**1. SBB Allocations \$1,360,920**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	283	\$962,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	45	\$45,900
Grade 1	0.30	\$1,020	47	\$47,940
Grade 2	0.30	\$1,020	51	\$52,020
Grade 3	0.20	\$680	39	\$26,520
Grade 4	0.20	\$680	46	\$31,280
Grade 5	0.20	\$680	55	\$37,400
<b>Mobility Weights</b>				
Mobility	0.10	\$340	87	\$29,580
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	225	\$76,500
Incoming High Proficiency	0.10	\$340	6	\$2,040
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services. \$49,389

**SBB Allocations Total \$1,311,380**

**2. SBB Transition Supplements \$242,526**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,666	5,811.16	\$(145)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-17%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$242,526
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$242,526</b>



**Oak Forest School**

7440 Nonconnah View Cove, Memphis, TN 38119  
 Phone: (901) 416-2257 Fax: (901) 416-2264

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
K-5	Optional	87,550	473	100%	6

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	503	472	465	352	-113
Attendance Rate	95.3%	95.9%	96.3%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	56%	49.8%	60.8%	-	-
Students with Disabilities (%)	11.8%	9.4%	9.2%	-	-
English Language Learners (%)	8.9%	8.6%	9.4%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	31	29	27	26	-1
Special Skills	7	5	5	5	-
Counselor	1	1	1	1	-
Educational Assistant	9	10	8	11	3
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	7	3	7	1	-6
Other	2	2	4	5	1
<b>School Level Funds</b>					
General Fund	\$3,181,224	\$3,031,058	\$3,140,010	\$3,045,358	-\$94,652
Title I	\$186,779	\$203,553	\$205,896	\$145,775	-\$60,121
IDEA, Part B	\$147,407	\$126,611	\$181,622	\$108,260	-\$73,361
Other Special Revenue & Federal Funds	\$42,766	\$42,825	\$43,450	\$264,057	\$220,607
Total	\$3,558,177	\$3,404,049	\$3,570,978	\$3,563,452	-\$7,526
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	100%			
TEM 5	53%	55%			
TEM 4	29%	35%			
TEM 3	16%	10%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	5			
TVAAS Numeracy	2	3			

**SBB Allocations for Oak Forest School**

<b>Total SBB Allocation</b>				<b>\$1,795,388</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,795,388
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,906,048	
		This Year (1819)	\$1,795,388	
		Total Difference	\$(110,660)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(136,507)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$25,847	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,795,388</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	350	\$1,190,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	54	\$55,080	
Grade 1	0.30	\$1,020	56	\$57,120	
Grade 2	0.30	\$1,020	77	\$78,540	
Grade 3	0.20	\$680	37	\$25,160	
Grade 4	0.20	\$680	59	\$40,120	
Grade 5	0.20	\$680	67	\$45,560	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	40	\$13,600	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	270	\$91,800	
Incoming High Proficiency	0.10	\$340	15	\$5,100	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$175,218	
<b>SBB Allocations Total</b>				<b>\$1,620,230</b>	

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,130	5,055.83	\$74
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			

**SBB Total Supplements TOTAL** **\$0**





**Oakhaven Elementary School**

3795 Bishops Bridge, Memphis, TN 38118  
 Phone: (901) 416-2320 Fax: (901) 416-2335

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	74,500	562	111%	7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	614	622	617	642	25
Attendance Rate	93.6%	94.3%	94.8%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	75.8%	72.9%	83.7%	-	-
Students with Disabilities (%)	8.6%	7.6%	7%	-	-
English Language Learners (%)	16.8%	14.5%	14.9%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	36	39	37	39	2
Special Skills	5	4	4	4	-
Counselor	1	1	1	1	-
Educational Assistant	6	7	5	3	-2
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	8	4	7	1	-6
Other	3	1	2	4	2
<b>School Level Funds</b>					
General Fund	\$3,370,224	\$3,520,473	\$3,527,688	\$3,790,161	\$262,472
Title I	\$275,132	\$323,635	\$359,683	\$351,050	-\$8,633
IDEA, Part B	\$54,242	\$61,010	\$30,546	\$22,677	-\$7,868
Other Special Revenue & Federal Funds	\$104,367	\$99,288	\$96,600	\$104,748	\$8,148
Total	\$3,803,966	\$4,004,408	\$4,014,517	\$4,268,636	\$254,118
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	97%			
TEM 5	42%	32%			
TEM 4	39%	45%			
TEM 3	12%	21%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	3	1			

**SBB Allocations for Oakhaven Elementary School**

<b>Total SBB Allocation</b>		<b>\$2,960,609</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$2,960,609
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,841,613
		This Year (1819)	\$2,960,609
		Total Difference	\$118,996
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$40,466
	Estimated changes to the budget due to SBB transition	Change from SBB	\$78,530

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,960,609</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	641	\$2,179,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	96	\$97,920	
Grade 1	0.30	\$1,020	98	\$99,960	
Grade 2	0.30	\$1,020	112	\$114,240	
Grade 3	0.20	\$680	99	\$67,320	
Grade 4	0.20	\$680	111	\$75,480	
Grade 5	0.20	\$680	125	\$85,000	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	92	\$31,280	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	594	\$201,960	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,960,810</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,619	4,496.22	\$123
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	3%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Oakshire Elementary School**

1765 E. Holmes, Memphis, TN 38116  
 Phone: (901) 416-3140 Fax: (901) 416-3142

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	51,892	428	98%	30

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	431	421	413	347	-66
Attendance Rate	97.3%	97.4%	96.3%	-	NA
Student-Teacher Ratio	1:17	1:17	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	75.1%	78.6%	78.9%	-	-
Students with Disabilities (%)	9.4%	9.1%	9.4%	-	-
English Language Learners (%)	0%	1.4%	1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	-	2	2
Classroom Teacher	25	26	22	19	-3
Special Skills	4	3	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	4	4	3	3	-
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	1	-
Nutrition	7	4	7	1	-6
Other	2	2	2	6	4
<b>School Level Funds</b>					
General Fund	\$2,583,203	\$2,529,581	\$2,396,062	\$2,777,716	\$381,653
Title I	\$170,415	\$242,680	\$220,137	\$226,695	\$6,557
IDEA, Part B	\$21,922	\$27,114	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$74,757	\$74,078	\$8,498	\$78,250	\$69,752
Total	\$2,850,298	\$2,873,454	\$2,624,697	\$3,082,661	\$457,963
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	92%			
TEM 5	15%	17%			
TEM 4	65%	63%			
TEM 3	8%	13%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	2			
TVAAS Numeracy	1	1			

**SBB Allocations for Oakshire Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,680,226</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,652,194
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$28,031
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,770,489	
		This Year (1819)	\$1,680,226	
		Total Difference	\$ (90,263)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(175,205)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$84,941	

**Detailed Breakdown**

**1. SBB Allocations \$1,652,194**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	346	\$1,176,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	59	\$60,180
Grade 1	0.30	\$1,020	61	\$62,220
Grade 2	0.30	\$1,020	53	\$54,060
Grade 3	0.20	\$680	60	\$40,800
Grade 4	0.20	\$680	53	\$36,040
Grade 5	0.20	\$680	60	\$40,800
<b>Mobility Weights</b>				
Mobility	0.10	\$340	54	\$18,360
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	314	\$106,760
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$39,909
<b>SBB Allocations Total</b>				<b>\$1,612,315</b>

**2. SBB Transition Supplements \$28,031**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$28,031

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,856	4,610.65	\$245
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	4%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$28,031</b>



**Peabody Elementary School**

2086 Young Ave., Memphis, TN 38104  
 Phone: (901) 416-4606 Fax: (901) 416-4611

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	53,997	383	97%	21

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	379	371	364	335	-29
Attendance Rate	95.2%	96%	96%	-	NA
Student-Teacher Ratio	1:17	1:18	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	54.3%	48.6%	68.6%	-	-
Students with Disabilities (%)	8.9%	5.6%	4%	-	-
English Language Learners (%)	0%	0.3%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	22	21	20	18	-2
Special Skills	8	6	7	6	-1
Counselor	1	1	1	1	-
Educational Assistant	3	3	2	2	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	1	5	1	-4
Other	2	3	4	3	-1
<b>School Level Funds</b>					
General Fund	\$2,599,105	\$2,392,903	\$2,432,885	\$2,301,223	-\$131,662
Title I	\$108,678	\$143,981	\$151,027	\$147,560	-\$3,467
IDEA, Part B	\$22,909	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$211	\$95	\$0	\$117,202	\$117,202
Total	\$2,730,904	\$2,536,980	\$2,583,913	\$2,565,986	-\$17,927
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	89%			
TEM 5	25%	29%			
TEM 4	32%	29%			
TEM 3	29%	32%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	5			
TVAAS Numeracy	1	1			

**SBB Allocations for Peabody Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,650,455</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,650,455
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,716,231	
		This Year (1819)	\$1,650,455	
		Total Difference	\$(65,776)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(92,637)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$26,861	

**Detailed Breakdown**

**1. SBB Allocations \$1,650,455**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	333	\$1,132,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	51	\$52,020
Grade 1	0.30	\$1,020	50	\$51,000
Grade 2	0.30	\$1,020	58	\$59,160
Grade 3	0.20	\$680	51	\$34,680
Grade 4	0.20	\$680	64	\$43,520
Grade 5	0.20	\$680	59	\$40,120
<b>Mobility Weights</b>				
Mobility	0.10	\$340	16	\$5,440
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	226	\$76,840
Incoming High Proficiency	0.10	\$340	45	\$15,300
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$139,284
<b>SBB Allocations Total</b>				<b>\$1,518,530</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,956	4,875.66	\$81
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Raleigh-Bartlett Meadows School**

5195 Twin Woods, Memphis, TN 38134  
 Phone: (901) 416-4336 Fax: (901) 416-4339

**Grade Level:** PreK-5      **School Type:** Traditional      **Square Footage:** 51,891      **Student Capacity:** 348      **FY2017-18 Utilization:** 130%      **FCI:** 7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	40	40	40	-
K-12	449	452	450	471	21
Attendance Rate	93.1%	94.5%	95%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	71.8%	72.2%	79.6%	-	-
Students with Disabilities (%)	13.3%	9.3%	9.3%	-	-
English Language Learners (%)	2.1%	4.9%	4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	25	25	28	28	-
Special Skills	3	3	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	3	4	5	5	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	7	3	7	1	-6
Other	2	2	3	5	2

<b>School Level Funds</b>					
General Fund	\$2,395,843	\$2,457,753	\$2,493,292	\$2,749,728	\$256,435
Title I	\$172,628	\$232,962	\$245,972	\$605,710	\$359,737
Other Special Revenue & Federal Funds	\$211	\$0	\$0	\$175,494	\$175,494
<b>Total</b>	<b>\$2,568,683</b>	<b>\$2,690,716</b>	<b>\$2,739,264</b>	<b>\$3,530,932</b>	<b>\$791,667</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	84%	100%			
TEM 5	16%	17%			
TEM 4	36%	62%			
TEM 3	32%	21%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	4			
TVAAS Numeracy	1	5			

**SBB Allocations for Raleigh-Bartlett Meadows School**

<b>Total SBB Allocation</b>			<b>\$2,182,142</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$2,182,142	
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,094,180	
		This Year (1819)	\$2,182,142	
		Total Difference	\$87,962	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(13,339)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$101,301	

**Detailed Breakdown**

**1. SBB Allocations \$2,182,142**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	468	\$1,591,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	85	\$86,700
Grade 1	0.30	\$1,020	87	\$88,740
Grade 2	0.30	\$1,020	83	\$84,660
Grade 3	0.20	\$680	71	\$48,280
Grade 4	0.20	\$680	64	\$43,520
Grade 5	0.20	\$680	78	\$53,040
<b>Mobility Weights</b>				
Mobility	0.10	\$340	59	\$20,060
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	394	\$133,960
Incoming High Proficiency	0.10	\$340	7	\$2,380
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	36	\$29,700
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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$2,182,240</b>	

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,663	4,446.24	\$216
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	5%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Richland Elementary School**

5440 Rich Rd., Memphis, TN 38120  
 Phone: (901) 416-2148 Fax: (901) 416-2150

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 59,833	<b>Student Capacity:</b> 512	<b>FY2017-18 Utilization:</b> 156%	<b>FCI:</b> 1
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	795	801	800	852	52
Attendance Rate	96.6%	96.7%	96.3%	-	NA
Student-Teacher Ratio	1:16	1:16	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	14.4%	13.3%	24.9%	-	-
Students with Disabilities (%)	14.8%	11.1%	13%	-	-
English Language Learners (%)	4.1%	2.2%	3.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	49	49	46	51	5
Special Skills	6	5	6	6	-
Counselor	1	1	1	1	-
Educational Assistant	16	11	8	9	1
Librarian	1	1	1	1	-
Nutrition	6	3	8	1	-7
Other	4	3	4	5	1

<b>School Level Funds</b>					
General Fund	\$6,127,072	\$5,092,719	\$4,729,667	\$5,015,746	\$286,079
IDEA, Part B	\$61,873	\$40,688	\$84,783	\$125,499	\$40,716
Other Special Revenue & Federal Funds	\$0	\$94	\$0	\$0	\$0
<b>Total</b>	<b>\$6,188,946</b>	<b>\$5,133,503</b>	<b>\$4,814,450</b>	<b>\$5,141,246</b>	<b>\$326,796</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	82%	70%			
TEM 4	16%	26%			
TEM 3	2%	4%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	4			
TVAAS Numeracy	5	5			

**SBB Allocations for Richland Elementary School**

<b>Total SBB Allocation</b>				<b>\$4,016,803</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$4,016,803
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,638,869	
		This Year (1819)	\$4,016,803	
		Total Difference	\$377,934	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$241,377
	Estimated changes to the budget due to SBB transition	Change from SBB	\$136,558	

**Detailed Breakdown**

**1. SBB Allocations \$4,016,803**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	852	\$2,896,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	140	\$142,800
Grade 1	0.30	\$1,020	148	\$150,960
Grade 2	0.30	\$1,020	138	\$140,760
Grade 3	0.20	\$680	136	\$92,480
Grade 4	0.20	\$680	145	\$98,600
Grade 5	0.20	\$680	145	\$98,600
<b>Mobility Weights</b>				
Mobility	0.10	\$340	25	\$8,500
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	327	\$111,180
Incoming High Proficiency	0.10	\$340	189	\$64,260
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	37	\$30,525
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 the supplement are already above the "base" set of services.				\$181,425
<b>SBB Allocations Total</b>				<b>\$3,835,465</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,715	4,554.28	\$160
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	4%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Riverwood Elementary School**

1330 Stern Lane Cordova, TN 38016  
 Phone: (901) 416-0198 Fax: (901) 416-2248

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	107,565	786	124%	1

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	1017	977	959	912	-47
Attendance Rate	96.5%	96.8%	96.7%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	29.1%	27%	50%	-	-
Students with Disabilities (%)	12.9%	9.6%	9.6%	-	-
English Language Learners (%)	10.4%	6.4%	5.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	2	1
Classroom Teacher	61	58	57	55	-2
Special Skills	10	7	7	7	-
Counselor	1	1	1	1	-
Educational Assistant	18	14	12	11	-1
Instructional Facilitator	1	2	2	-	-2
Librarian	1	1	1	1	-
Nutrition	9	5	10	2	-8
Other	3	3	3	3	-
<b>School Level Funds</b>					
General Fund	\$6,196,180	\$5,751,625	\$5,588,704	\$5,791,459	\$202,755
Title I	\$243,726	\$306,147	\$270,882	\$0	-
IDEA, Part B	\$77,441	\$53,014	\$53,653	\$77,496	\$23,843
Other Special Revenue & Federal Funds	\$1,117	\$134	\$0	\$0	\$0
Total	\$6,518,465	\$6,110,921	\$5,913,240	\$5,868,956	-\$44,283
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	96%			
TEM 5	47%	53%			
TEM 4	33%	29%			
TEM 3	18%	13%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	2			
TVAAS Numeracy	1	1			

**SBB Allocations for Riverwood Elementary School**

<b>Total SBB Allocation</b>				<b>\$4,116,816</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$4,116,816
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)		\$4,197,475
		This Year (1819)		\$4,116,816
		Total Difference		\$(80,659)
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(120,694)
	Estimated changes to the budget due to SBB transition	Change from SBB		\$40,035

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$4,116,816</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	912	\$3,100,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	139	\$141,780	
Grade 1	0.30	\$1,020	136	\$138,720	
Grade 2	0.30	\$1,020	160	\$163,200	
Grade 3	0.20	\$680	140	\$95,200	
Grade 4	0.20	\$680	169	\$114,920	
Grade 5	0.20	\$680	168	\$114,240	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	69	\$23,460	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	563	\$191,420	
Incoming High Proficiency	0.10	\$340	71	\$24,140	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	11	\$9,075	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,116,955</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,514	4,470.15	\$44
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Robert R. Church Elementary School**

4100 Mill Branch Rd. Memphis, TN 38116  
 Phone: (901) 416-0198 Fax: (901) 416-2248

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	81,500	662	99%	7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	40	20	20	-
K-12	621	657	645	738	93
Attendance Rate	94.4%	94.9%	94.7%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.5%	81%	86.6%	-	-
Students with Disabilities (%)	10.2%	8.9%	8.2%	-	-
English Language Learners (%)	5.8%	5.5%	5.4%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	36	40	43	41	-2
Special Skills	8	5	6	5	-1
Counselor	1	1	1	1	-
Educational Assistant	8	8	7	9	2
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	9	5	10	2	-8
Other	3	3	5	8	3
<b>School Level Funds</b>					
General Fund	\$3,570,612	\$3,630,221	\$3,619,014	\$4,608,277	\$989,262
Title I	\$270,270	\$368,422	\$359,609	\$427,210	\$67,600
IDEA, Part B	\$56,769	\$54,881	\$55,724	\$56,072	\$348
Other Special Revenue & Federal Funds	\$119,429	\$231,105	\$35,941	\$136,119	\$100,178
Total	\$4,017,082	\$4,284,631	\$4,070,289	\$5,227,679	\$1,157,389
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	95%			
TEM 5	21%	12%			
TEM 4	56%	35%			
TEM 3	23%	49%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	1			
TVAAS Numeracy	3	1			

**SBB Allocations for Robert R. Church Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,432,765</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,432,765
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,373,327	
		This Year (1819)	\$3,432,765	
		Total Difference	\$59,438	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (53,901)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$113,339	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,432,765</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	739	\$2,512,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	145	\$147,900	
Grade 1	0.30	\$1,020	147	\$149,940	
Grade 2	0.30	\$1,020	119	\$121,380	
Grade 3	0.20	\$680	97	\$65,960	
Grade 4	0.20	\$680	121	\$82,280	
Grade 5	0.20	\$680	110	\$74,800	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	117	\$39,780	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	681	\$231,540	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	8	\$6,600	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,432,780</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,645	4,491.78	\$153
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	3%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Ross Elementary School**

4890 Ross Rd., Memphis, TN 38141  
 Phone: (901) 416-1990 Fax: (901) 416-1964

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	137,162	1097	70%	21

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	55	43	40	40	-
K-12	844	768	715	638	-77
Attendance Rate	93.2%	94.2%	94.7%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	70%	67.6%	81.6%	-	-
Students with Disabilities (%)	10.7%	8.6%	9.3%	-	-
English Language Learners (%)	11.4%	9.6%	8.1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	49	48	43	38	-5
Special Skills	6	5	6	5	-1
Counselor	1	1	1	1	-
Educational Assistant	9	9	7	6	-1
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	9	5	8	2	-6
Other	4	4	5	6	1
<b>School Level Funds</b>					
General Fund	\$4,551,991	\$4,307,685	\$4,030,974	\$4,220,313	\$189,339
Title I	\$311,570	\$447,728	\$445,152	\$427,210	-\$17,942
IDEA, Part B	\$24,138	\$24,302	\$24,644	\$0	-\$24,644
Other Special Revenue & Federal Funds	\$160,183	\$157,928	\$56,400	\$178,693	\$122,293
Total	\$5,047,883	\$4,937,644	\$4,557,170	\$4,826,217	\$269,046
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	96%			
TEM 5	29%	10%			
TEM 4	41%	53%			
TEM 3	18%	33%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	3	1			

**SBB Allocations for Ross Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,921,954</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,921,954
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,187,387	
		This Year (1819)	\$2,921,954	
		Total Difference	\$(265,434)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(261,788)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(3,646)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,921,954</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	637	\$2,165,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	104	\$106,080	
Grade 1	0.30	\$1,020	106	\$108,120	
Grade 2	0.30	\$1,020	96	\$97,920	
Grade 3	0.20	\$680	99	\$67,320	
Grade 4	0.20	\$680	115	\$78,200	
Grade 5	0.20	\$680	117	\$79,560	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	112	\$38,080	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	524	\$178,160	
Incoming High Proficiency	0.10	\$340	8	\$2,720	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,921,960</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
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**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,587	4,592.78	\$(6)
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Rozelle Elementary School**

993 Roland, Memphis, TN 38114  
 Phone: (901) 416-4612 Fax: (901) 416-4619

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 58,750	<b>Student Capacity:</b> 379	<b>FY2017-18 Utilization:</b> 65%	<b>FCI:</b> 38
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	272	247	228	220	-8
Attendance Rate	95.2%	96.1%	95.8%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	67.5%	67.5%	76.9%	-	-
Students with Disabilities (%)	10.1%	9.8%	12%	-	-
English Language Learners (%)	0%	0%	0%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	17	15	15	15	-
Special Skills	5	4	5	3	-2
Counselor	1	1	1	1	-
Educational Assistant	2	2	1	1	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	2	4	1	-3
Other	2	2	3	3	-

<b>School Level Funds</b>					
General Fund	\$2,167,197	\$2,144,516	\$2,041,512	\$1,948,635	-\$92,877
Title I	\$116,537	\$128,274	\$133,833	\$135,065	\$1,231
IDEA, Part B	\$24,869	\$22,137	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$105	\$5,630	\$30,736	\$0	-\$30,736
<b>Total</b>	<b>\$2,308,709</b>	<b>\$2,300,558</b>	<b>\$2,206,082</b>	<b>\$2,083,700</b>	<b>-\$122,381</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	100%			
TEM 5	43%	50%			
TEM 4	33%	45%			
TEM 3	14%	5%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	3			
TVAAS Numeracy	2	5			

**SBB Allocations for Rozelle Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,238,928</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$990,081
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$248,847
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,250,970	
		This Year (1819)	\$1,238,928	
		Total Difference	\$ (12,042)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (70,097)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$58,055	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$990,081</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	219	\$744,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	38	\$38,760	
Grade 1	0.30	\$1,020	40	\$40,800	
Grade 2	0.30	\$1,020	28	\$28,560	
Grade 3	0.20	\$680	33	\$22,440	
Grade 4	0.20	\$680	32	\$21,760	
Grade 5	0.20	\$680	48	\$32,640	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	24	\$8,160	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	144	\$48,960	
Incoming High Proficiency	0.10	\$340	10	\$3,400	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$990,080</b>	

**2. SBB Transition Supplements** **\$248,847**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		<b>\$248,847</b>

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,657	5,392.11	\$265
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	4%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$248,847</b>



**Scenic Hills Elementary School**

3450 Scenic Highway Memphis, TN 38128  
 Phone: (901) 416-4342 Fax: (901) 416-4303

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	48,338	379	75%	34

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	291	284	278	306	28
Attendance Rate	93.1%	93.7%	95.2%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	82%	84.2%	72.8%	-	-
Students with Disabilities (%)	8.7%	11.5%	10.2%	-	-
English Language Learners (%)	0%	0%	0.8%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	21	24	23	23	-
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	4	4	5	5	-
Instructional Facilitator	1	1	2	1	-1
Librarian	1	1	1	1	-
Nutrition	7	3	8	1	-7
Other	3	3	6	6	-
<b>School Level Funds</b>					
General Fund	\$1,971,634	\$1,903,904	\$2,173,744	\$2,818,793	\$645,049
Title I	\$70,917	\$150,063	\$163,838	\$213,010	\$49,171
IDEA, Part B	\$26,591	\$21,053	\$92,561	\$79,523	-\$13,037
Other Special Revenue & Federal Funds	\$163,589	\$164,117	\$144,394	\$172,898	\$28,504
Total	\$2,232,732	\$2,239,138	\$2,574,537	\$3,284,224	\$709,686
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	91%	100%			
TEM 5	9%	8%			
TEM 4	45%	36%			
TEM 3	36%	56%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	3	2			

**SBB Allocations for Scenic Hills Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,650,025</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,650,025
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,671,085	
		This Year (1819)	\$1,650,025	
		Total Difference	\$(21,059)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(57,624)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$36,564	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,650,025</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	308	\$1,047,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	53	\$54,060	
Grade 1	0.30	\$1,020	55	\$56,100	
Grade 2	0.30	\$1,020	47	\$47,940	
Grade 3	0.20	\$680	58	\$39,440	
Grade 4	0.20	\$680	39	\$26,520	
Grade 5	0.20	\$680	56	\$38,080	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	47	\$15,980	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	264	\$89,760	
Incoming High Proficiency	0.10	\$340	6	\$2,040	
<b>Increments for Locked Students</b>					
SWD Self-Contained	825.00	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$232,032	
<b>SBB Allocations Total</b>				<b>\$1,425,370</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,357	5,238.51	\$119
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Sea Isle Elementary School**

5250 Sea Isle Road Memphis, TN 38117  
 Phone: (901) 416-2104 Fax: (901) 416-2109

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	79,703	468	94%	16

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	50	40	40	40	-
K-12	461	439	434	448	14
Attendance Rate	95%	95.5%	95.7%	-	NA
Student-Teacher Ratio	1:14	1:13	1:13	1:13	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	41.1%	43.2%	50%	-	-
Students with Disabilities (%)	20.8%	20.3%	18.5%	-	-
English Language Learners (%)	11.3%	8.9%	9%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	34	33	36	37	1
Special Skills	4	3	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	13	13	14	14	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	3	5	1	-4
Other	3	4	5	5	-
<b>School Level Funds</b>					
General Fund	\$3,478,867	\$3,538,013	\$3,682,304	\$3,787,625	\$105,321
Title I	\$179,592	\$161,961	\$184,596	\$146,370	-\$38,226
IDEA, Part B	\$148,559	\$96,796	\$109,966	\$110,396	\$430
Other Special Revenue & Federal Funds	\$78,829	\$285	\$0	\$97,522	\$97,522
Total	\$3,885,849	\$3,797,056	\$3,976,866	\$4,141,914	\$165,047
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	98%			
TEM 5	33%	18%			
TEM 4	44%	55%			
TEM 3	17%	25%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	3			

**SBB Allocations for Sea Isle Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,214,892</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,042,025
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$172,867
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,124,961	
		This Year (1819)	\$2,214,892	
		Total Difference	\$89,931	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$146,723
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(56,792)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,042,025</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	449	\$1,526,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	86	\$87,720	
Grade 1	0.30	\$1,020	88	\$89,760	
Grade 2	0.30	\$1,020	64	\$65,280	
Grade 3	0.20	\$680	67	\$45,560	
Grade 4	0.20	\$680	63	\$42,840	
Grade 5	0.20	\$680	81	\$55,080	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	33	\$11,220	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	326	\$110,840	
Incoming High Proficiency	0.10	\$340	21	\$7,140	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,042,040</b>	

<b>2. SBB Transition Supplements</b>		<b>\$172,867</b>
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<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,933	5,059.43	\$(126)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-10%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$172,867
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$172,867</b>



**Shady Grove Elementary School**

5360 Shady Grove Road Memphis, TN 38120  
 Phone: (901) 416-2166 Fax: (901) 416-2168

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	48,401	268	143%	20

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	415	383	371	374	3
Attendance Rate	94.1%	95.1%	94.5%	-	NA
Student-Teacher Ratio	1:16	1:16	1:15	1:15	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	53.1%	51.7%	79.8%	-	-
Students with Disabilities (%)	10.7%	8.1%	8.5%	-	-
English Language Learners (%)	25.7%	21%	21.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	26	24	25	25	-
Special Skills	7	3	4	3	-1
Counselor	2	1	1	1	-
Educational Assistant	4	3	3	3	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	0	1	1	1	-
Nutrition	7	3	5	1	-4
Other	2	2	2	2	-
<b>School Level Funds</b>					
General Fund	\$2,738,420	\$2,545,122	\$2,464,225	\$2,618,781	\$154,556
Title I	\$185,262	\$183,266	\$173,759	\$163,625	-\$10,134
IDEA, Part B	\$31,024	\$28,119	\$28,527	\$28,563	\$36
Other Special Revenue & Federal Funds	\$0	\$-5	\$0	\$0	\$0
<b>Total</b>	<b>\$2,954,707</b>	<b>\$2,756,501</b>	<b>\$2,666,511</b>	<b>\$2,810,969</b>	<b>\$144,458</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	67%	39%			
TEM 4	27%	57%			
TEM 3	7%	4%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	1	3			

**SBB Allocations for Shady Grove Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,903,568</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,903,568
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,800,010	
		This Year (1819)	\$1,903,568	
		Total Difference	\$103,557	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (46,875)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$150,432	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,903,568</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	374	\$1,271,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	72	\$73,440	
Grade 1	0.30	\$1,020	69	\$70,380	
Grade 2	0.30	\$1,020	58	\$59,160	
Grade 3	0.20	\$680	51	\$34,680	
Grade 4	0.20	\$680	64	\$43,520	
Grade 5	0.20	\$680	60	\$40,800	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	53	\$18,020	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	285	\$96,900	
Incoming High Proficiency	0.10	\$340	3	\$1,020	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$185,720	
<b>SBB Allocations Total</b>				<b>\$1,717,770</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,090	4,687.53	\$402
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	9%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Sharpe Elementary School**

3431 Sharpe, Memphis, TN 38111  
 Phone: (901) 416-2166 Fax: (901) 416-5022

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	47,130	279	126%	40

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	445	352	351	268	-83
Attendance Rate	94.3%	94.8%	95.1%	-	NA
Student-Teacher Ratio	1:15	1:15	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.8%	78.5%	75.6%	-	-
Students with Disabilities (%)	7.8%	8.3%	6.1%	-	-
English Language Learners (%)	26.9%	23.2%	21.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	29	28	23	20	-3
Special Skills	4	3	3	2	-1
Counselor	2	2	2	2	-
Educational Assistant	6	3	4	3	-1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	8	4	5	1	-4
Other	11	7	4	4	-
<b>School Level Funds</b>					
General Fund	\$2,724,699	\$2,264,108	\$2,475,766	\$2,302,958	-\$172,807
Title I	\$213,337	\$187,768	\$191,154	\$201,705	\$10,550
IDEA, Part B	\$62,977	\$28,899	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$166,375	\$131,926	\$65,012	\$203,529	\$138,517
Total	\$3,167,391	\$2,612,702	\$2,731,932	\$2,708,193	-\$23,739
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	50%	93%			
TEM 4	43%	7%			
TEM 3	7%	0%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	4			
TVAAS Numeracy	2	5			

**SBB Allocations for Sharpe Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,361,652</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,361,652
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,579,967	
		This Year (1819)	\$1,361,652	
		Total Difference	\$(218,315)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(222,816)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$4,501	

**Detailed Breakdown**

**1. SBB Allocations \$1,361,652**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	268	\$911,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	49	\$49,980
Grade 1	0.30	\$1,020	45	\$45,900
Grade 2	0.30	\$1,020	43	\$43,860
Grade 3	0.20	\$680	42	\$28,560
Grade 4	0.20	\$680	50	\$34,000
Grade 5	0.20	\$680	39	\$26,520
<b>Mobility Weights</b>				
Mobility	0.10	\$340	65	\$22,100
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	244	\$82,960
Incoming High Proficiency	0.10	\$340	10	\$3,400
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$113,341
<b>SBB Allocations Total</b>				<b>\$1,248,480</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,081	5,064.00	\$17
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Sheffield Elementary School**

4290 Chuck, Memphis, TN 38118  
 Phone: (901) 416-2360 Fax: (901) 416-2371

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 47000	<b>Student Capacity:</b> 453	<b>FY2017-18 Utilization:</b> 131%	<b>FCL:</b> 22
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	586	592	599	612	13
Attendance Rate	93.7%	95.2%	95.5%	-	NA
Student-Teacher Ratio	1:17	1:16	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.2%	76%	77.6%	-	-
Students with Disabilities (%)	6.7%	6.1%	4.3%	-	-
English Language Learners (%)	24.2%	23.5%	26.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	38	35	35	-
Special Skills	6	4	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	3	3	2	2	-
Instructional Facilitator	2	1	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	10	5	10	2	-8
Other	11	7	8	9	1

<b>School Level Funds</b>					
General Fund	\$3,088,711	\$3,118,727	\$3,485,813	\$3,651,018	\$165,204
Title I	\$288,277	\$348,970	\$340,946	\$304,640	-\$36,306
IDEA, Part B	\$0	\$752	\$0	\$0	\$0
School Improvement Grants (SIG)	\$0	\$29,547	\$17,209	\$0	-\$17,209
Other Special Revenue & Federal Funds	\$142,697	\$167,357	\$78,135	\$117,854	\$39,719
<b>Total</b>	<b>\$3,519,685</b>	<b>\$3,665,355</b>	<b>\$3,922,104</b>	<b>\$4,073,512</b>	<b>\$151,408</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	83%	74%			
TEM 5	3%	5%			
TEM 4	33%	26%			
TEM 3	47%	42%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	4			

**SBB Allocations for Sheffield Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,824,982</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,824,982
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,815,159	
		This Year (1819)	\$2,824,982	
		Total Difference	\$9,824	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(40,799)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$50,623	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,824,982</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	612	\$2,080,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	102	\$104,040	
Grade 1	0.30	\$1,020	104	\$106,080	
Grade 2	0.30	\$1,020	100	\$102,000	
Grade 3	0.20	\$680	129	\$87,720	
Grade 4	0.20	\$680	76	\$51,680	
Grade 5	0.20	\$680	101	\$68,680	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	114	\$38,760	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	532	\$180,880	
Incoming High Proficiency	0.10	\$340	10	\$3,400	
<b>Increments for Locked Students</b>					
SWD Self-Contained	825.00	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,832,290</b>	

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,616	4,533.27	\$83
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			

**SBB Total Supplements TOTAL** **\$0**



**Shelby Oaks Elementary School**

6053 Summer Avenue Memphis, TN 38134  
 Phone: (901) 416-4305 Fax: (901) 416-4311

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 74,069	<b>Student Capacity:</b> 637	<b>FY2017-18 Utilization:</b> 136%	<b>FCL:</b> 11
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	812	869	886	902	16
Attendance Rate	95.8%	95.9%	96.1%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	62.5%	61.8%	67.7%	-	-
Students with Disabilities (%)	10%	8.7%	9.7%	-	-
English Language Learners (%)	14.7%	12.5%	14.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	49	50	55	54	-1
Special Skills	6	5	6	6	-
Counselor	1	1	1	1	-
Educational Assistant	8	8	8	12	4
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	9	5	11	2	-9
Other	3	3	4	5	1

<b>School Level Funds</b>					
General Fund	\$4,796,074	\$4,843,852	\$4,827,516	\$5,078,284	\$250,767
Title I	\$342,433	\$390,198	\$495,410	\$403,410	-\$92,000
IDEA, Part B	\$28,147	\$27,124	\$27,383	\$27,526	\$143
Other Special Revenue & Federal Funds	\$38,475	\$38,261	\$38,658	\$232,119	\$193,461
<b>Total</b>	<b>\$5,205,131</b>	<b>\$5,299,437</b>	<b>\$5,388,967</b>	<b>\$5,741,339</b>	<b>\$352,371</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	96%	97%			
TEM 5	40%	26%			
TEM 4	46%	55%			
TEM 3	11%	16%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	3			
TVAAS Numeracy	3	3			

**SBB Allocations for Shelby Oaks Elementary School**

<b>Total SBB Allocation</b>		<b>\$4,110,766</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$4,110,766
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1718)	\$4,050,841
	This Year (1819)	\$4,110,766
	Total Difference	\$59,925
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(163,757)
	Estimated changes to the budget due to SBB transition	Change from SBB \$223,682

**Detailed Breakdown**

<b>1. SBB Allocations</b>		<b>\$4,110,766</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>
<b>Base Weight</b>		<b>Enrollment</b>
		<b>Total</b>
All Students	1	\$3,400
		902
		\$3,066,800
<b>Grade Weights</b>		
Grade K	0.30	\$1,020
		148
		\$150,960
Grade 1	0.30	\$1,020
		150
		\$153,000
Grade 2	0.30	\$1,020
		152
		\$155,040
Grade 3	0.20	\$680
		149
		\$101,320
Grade 4	0.20	\$680
		152
		\$103,360
Grade 5	0.20	\$680
		151
		\$102,680
<b>Mobility Weights</b>		
Mobility	0.10	\$340
		105
		\$35,700
<b>Academic Performance Weights</b>		
Incoming Low Proficiency	0.10	\$340
		688
		\$233,920
Incoming High Proficiency	0.10	\$340
		23
		\$7,820
<b>Increments for Locked Students</b>		
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.		\$0
<b>SBB Allocations Total</b>		<b>\$4,110,600</b>

<b>2. SBB Transition Supplements</b>	<b>\$0</b>
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<b>Staffing Supplement</b>	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .	\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,557	4,309.41	\$248
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			

<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>
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**Sherwood Elementary School**

1156 Robin Hood Lane Memphis, TN 38111  
 Phone: (902) 416-4864 Fax: (901) 416-4869

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	94,516	562	116%	15

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	653	651	655	696	41
Attendance Rate	93.7%	94.3%	96%	-	NA
Student-Teacher Ratio	1:17	1:18	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	77%	76.8%	68.5%	-	-
Students with Disabilities (%)	9.6%	8.3%	7.7%	-	-
English Language Learners (%)	14.5%	13.5%	11%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	39	38	40	41	1
Special Skills	7	6	7	6	-1
Counselor	1	1	1	1	-
Educational Assistant	8	9	8	8	-
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	2	1
Nutrition	12	6	15	2	-13
Other	4	4	6	9	3
<b>School Level Funds</b>					
General Fund	\$3,718,351	\$3,635,395	\$3,552,736	\$3,889,105	\$336,369
Title I	\$266,863	\$303,148	\$315,975	\$429,590	\$113,614
IDEA, Part B	\$88,024	\$76,514	\$56,553	\$56,826	\$273
Other Special Revenue & Federal Funds	\$114,172	\$120,243	\$114,134	\$224,300	\$110,166
Total	\$4,187,411	\$4,135,302	\$4,039,398	\$4,599,822	\$560,423
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	89%			
TEM 5	38%	11%			
TEM 4	38%	48%			
TEM 3	21%	30%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	2	1			

**SBB Allocations for Sherwood Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,180,566</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,180,566
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,010,974	
		This Year (1819)	\$3,180,566	
		Total Difference	\$169,592	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$98,135	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$71,457	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,180,566</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	697	\$2,369,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	99	\$100,980	
Grade 1	0.30	\$1,020	101	\$103,020	
Grade 2	0.30	\$1,020	131	\$133,620	
Grade 3	0.20	\$680	108	\$73,440	
Grade 4	0.20	\$680	128	\$87,040	
Grade 5	0.20	\$680	130	\$88,400	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	75	\$25,500	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	543	\$184,620	
Incoming High Proficiency	0.10	\$340	27	\$9,180	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	6	\$4,950	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,180,550</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,563	4,460.70	\$103
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Shrine School**

4259 Forestview Dr., Memphis, TN 38118  
 Phone: (901) 416-2400 Fax: (901) 416-2395

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-8	Specialty	46,320	N/A	0%	18

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	94	127	127	127	-
Attendance Rate	87.1%	87.8%	0%	-	NA
Student-Teacher Ratio	1:6	1:7	1:7	1:7	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	47.6%	83%	74.5%	-	-
Students with Disabilities (%)	97.8%	100%	98.6%	-	-
English Language Learners (%)	0%	1.4%	1.4%	-	-
<b>Key School Positions - All Funding Sources</b>					
Vice/Assistant Principal	0	0	1	1	-
Classroom Teacher	17	17	17	17	-
Counselor	1	0	1	1	-
Educational Assistant	34	34	36	35	-1
Librarian	1	1	1	1	-
Other	5	3	3	3	-
<b>School Level Funds</b>					
General Fund	\$1,785,130	\$1,832,927	\$1,784,859	\$1,718,908	-\$65,950
Title I	\$41,244	\$60,502	\$4,079	\$0	-
IDEA, Part B	\$885,925	\$879,257	\$939,572	\$967,265	\$27,693
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
Total	\$2,712,300	\$2,772,687	\$2,728,510	\$2,686,173	-\$42,336
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	18%	0%			
TEM 4	71%	0%			
TEM 3	11%	0%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	0	0			
TVAAS Numeracy	0	0			

**SBB Allocations for Shrine School**

<b>Total SBB Allocation</b>			<b>\$-</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$-
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$-
		This Year (1819)	\$-
		Total Difference	\$-
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$-
	Estimated changes to the budget due to SBB transition	Change from SBB	\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	127	\$431,800
<b>Grade Weights</b>				
Grade K	0.00	\$0	0	\$-
Grade 1	0.00	\$0	0	\$-
Grade 2	0.00	\$0	0	\$-
Grade 3	0.00	\$0	0	\$-
Grade 4	0.00	\$0	0	\$-
Grade 5	0.00	\$0	0	\$-
<b>Mobility Weights</b>				
Mobility	0.00	\$0	0	\$-
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.00	\$0	0	\$-
Incoming High Proficiency	0.00	\$0	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.00	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$431,800</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$0	0.00	\$0
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**South Park Elementary School**

1736 Getwell Road Memphis, TN 38111  
 Phone: (901) 416-5024 Fax: (901) 416-5025

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	77,075	438	123%	4

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	60	60	60	60	-
K-12	523	540	552	572	20
Attendance Rate	94.5%	95.3%	95.2%	-	NA
Student-Teacher Ratio	1:12	1:13	1:13	1:13	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	78.6%	79.5%	78.4%	-	-
Students with Disabilities (%)	12.7%	12.8%	13.6%	-	-
English Language Learners (%)	47.2%	37.3%	34.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	44	49	46	46	-
Special Skills	4	3	4	4	-
Counselor	1	1	1	1	-
Educational Assistant	14	15	16	16	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	9	5	8	1	-7
Other	9	5	2	3	1
<b>School Level Funds</b>					
General Fund	\$3,789,142	\$3,715,325	\$3,711,563	\$4,066,984	\$355,420
Title I	\$241,481	\$323,699	\$328,851	\$363,545	\$34,693
IDEA, Part B	\$97,460	\$109,730	\$142,561	\$157,801	\$15,240
Other Special Revenue & Federal Funds	\$282,213	\$297,940	\$210,007	\$304,479	\$94,472
Total	\$4,410,298	\$4,446,695	\$4,392,983	\$4,892,809	\$499,826
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	84%			
TEM 5	21%	11%			
TEM 4	33%	47%			
TEM 3	36%	27%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	1			
TVAAS Numeracy	1	1			

**SBB Allocations for South Park Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,659,473</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,645,019
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$14,453
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,676,893	
		This Year (1819)	\$2,659,473	
		Total Difference	\$(17,421)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(174,960)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$157,540	

**Detailed Breakdown**

**1. SBB Allocations \$2,645,019**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	572	\$1,944,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	89	\$90,780
Grade 1	0.30	\$1,020	91	\$92,820
Grade 2	0.30	\$1,020	97	\$98,940
Grade 3	0.20	\$680	101	\$68,680
Grade 4	0.20	\$680	90	\$61,200
Grade 5	0.20	\$680	104	\$70,720
<b>Mobility Weights</b>				
Mobility	0.10	\$340	67	\$22,780
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	528	\$179,520
Incoming High Proficiency	0.10	\$340	7	\$2,380
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$2,644,995</b>	

**2. SBB Transition Supplements \$14,453**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$14,453

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,649	4,374.01	\$275
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	6%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$14,453</b>



**Southwind Elementary School**

8155 Meadowvale Drive, Memphis, TN 38125  
 Phone: (901) 416-2805 Fax: (901) 416-2807

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	108,000	937	78%	15

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	60	60	60	60	-
K-12	757	734	719	716	-3
Attendance Rate	95.5%	95.8%	95.6%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	46.8%	46%	60.5%	-	-
Students with Disabilities (%)	10.2%	9.7%	8.8%	-	-
English Language Learners (%)	7.4%	5.1%	5.2%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	48	45	47	48	1
Special Skills	7	5	6	4	-2
Counselor	1	1	1	1	-
Educational Assistant	12	12	14	14	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	10	6	9	3	-6
Other	3	4	4	5	1
<b>School Level Funds</b>					
General Fund	\$4,362,517	\$4,161,820	\$3,989,665	\$4,175,486	\$185,820
Title I	\$284,864	\$299,472	\$281,979	\$262,990	-\$18,989
IDEA, Part B	\$138,155	\$108,364	\$126,186	\$112,607	-\$13,578
Other Special Revenue & Federal Funds	\$110,441	\$89,165	\$29,594	\$271,979	\$242,385
Total	\$4,895,977	\$4,658,822	\$4,427,424	\$4,823,063	\$395,639
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	37%	40%			
TEM 4	47%	53%			
TEM 3	16%	8%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	4			
TVAAS Numeracy	3	5			

**SBB Allocations for Southwind Elementary School**

<b>Total SBB Allocation</b>		<b>\$3,237,547</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$3,237,547
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,296,580
		This Year (1819)	\$3,237,547
		Total Difference	\$(59,033)
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(36,326)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(22,707)

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,237,547</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	718	\$2,441,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	113	\$115,260	
Grade 1	0.30	\$1,020	115	\$117,300	
Grade 2	0.30	\$1,020	110	\$112,200	
Grade 3	0.20	\$680	135	\$91,800	
Grade 4	0.20	\$680	120	\$81,600	
Grade 5	0.20	\$680	125	\$85,000	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	65	\$22,100	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	415	\$141,100	
Incoming High Proficiency	0.10	\$340	52	\$17,680	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,237,615</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil	Dollar per Pupil	Difference in
	Next Year (2018-2019)	This Year (2017-2018)	Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,509	4,540.74	\$(32)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Springdale Elementary School**

880 North Hollywood Memphis, TN 38108  
 Phone: (901) 416-4883 Fax: (901) 416-9280

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 58,986	<b>Student Capacity:</b> 279	<b>FY2017-18 Utilization:</b> 92%	<b>FCI:</b> 35
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	265	258	241	253	12
Attendance Rate	94.7%	94.6%	94.1%	-	NA
Student-Teacher Ratio	1:13	1:15	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	89.3%	88.3%	78.8%	-	-
Students with Disabilities (%)	11.8%	10.4%	10.3%	-	-
English Language Learners (%)	0%	0.4%	1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	20	19	19	21	2
Special Skills	4	3	4	4	-
Counselor	1	1	1	1	-
Educational Assistant	2	1	3	4	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	9	5	3	3	-
<b>School Level Funds</b>					
General Fund	\$2,043,749	\$1,998,975	\$2,153,315	\$2,303,601	\$150,286
Title I	\$224,272	\$221,522	\$213,938	\$177,310	-\$36,628
IDEA, Part B	\$24,255	\$3,829	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$112,388	\$122,690	\$99,881	\$127,053	\$27,171
Total	\$2,404,665	\$2,347,018	\$2,467,135	\$2,607,965	\$140,829
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	100%			
TEM 5	23%	54%			
TEM 4	55%	42%			
TEM 3	18%	4%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	1			
TVAAS Numeracy	1	5			

**SBB Allocations for Springdale Elementary School**

<b>Total SBB Allocation</b>			<b>\$1,439,229</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$1,155,700	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$283,528	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,481,921	
		This Year (1819)	\$1,439,229	
		Total Difference	\$(42,692)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(5,789)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(36,903)	

**Detailed Breakdown**

**1. SBB Allocations \$1,155,700**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	255	\$867,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	39	\$39,780
Grade 1	0.30	\$1,020	41	\$41,820
Grade 2	0.30	\$1,020	41	\$41,820
Grade 3	0.20	\$680	45	\$30,600
Grade 4	0.20	\$680	45	\$30,600
Grade 5	0.20	\$680	44	\$29,920
<b>Mobility Weights</b>				
Mobility	0.10	\$340	28	\$9,520
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	177	\$60,180
Incoming High Proficiency	0.10	\$340	10	\$3,400
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$1,162,890**

**2. SBB Transition Supplements \$283,528**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$86,057

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,644	5,788.75	\$(145)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-2%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$197,472
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$283,528</b>





**Treadwell Elementary School**

3538 Given Ave. Memphis, TN 38122  
 Phone: (901) 416-6130 Fax: (901) 416-6132

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Optional	55,512	618	104%	36

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	644	644	644	703	59
Attendance Rate	96%	95.8%	96.5%	-	NA
Student-Teacher Ratio	1:14	1:14	1:15	1:15	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	83.6%	81.9%	79.3%	-	-
Students with Disabilities (%)	6.8%	7%	5.3%	-	-
English Language Learners (%)	27.8%	23.6%	22%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	45	90	49	43	-6
Special Skills	8	15	7	7	-
Counselor	1	2	1	1	-
Educational Assistant	7	6	8	5	-3
Instructional Facilitator	2	3	2	1	-1
Librarian	1	2	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Other	10	9	5	4	-1
<b>School Level Funds</b>					
General Fund	\$3,349,091	\$3,461,757	\$3,401,691	\$4,345,225	\$943,533
Title I	\$291,738	\$217,650	\$361,302	\$445,655	\$84,352
IDEA, Part B	\$29,232	\$4,607	\$0	\$0	\$0
School Improvement Grants (SIG)	\$524,488	\$1,160,536	\$1,576,977	\$738,831	-\$838,145
Other Special Revenue & Federal Funds	\$199,268	\$207,051	\$106,748	\$188,969	\$82,221
Total	\$4,393,820	\$5,051,602	\$5,446,719	\$5,718,681	\$271,962
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	96%			
TEM 5	56%	26%			
TEM 4	33%	62%			
TEM 3	11%	8%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	1			
TVAAS Numeracy	5	1			

**SBB Allocations for Treadwell Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,247,628</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,247,628
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,082,313	
		This Year (1819)	\$3,247,628	
		Total Difference	\$165,316	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$17,638	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$147,677	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,247,628</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	703	\$2,390,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	122	\$124,440	
Grade 1	0.30	\$1,020	124	\$126,480	
Grade 2	0.30	\$1,020	142	\$144,840	
Grade 3	0.20	\$680	103	\$70,040	
Grade 4	0.20	\$680	92	\$62,560	
Grade 5	0.20	\$680	120	\$81,600	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	120	\$40,800	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	602	\$204,680	
Incoming High Proficiency	0.10	\$340	6	\$2,040	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,247,680</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,620	4,409.60	\$210
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	5%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>
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**Vollentine Elementary School**

1682 Vollintine, Memphis, TN 38107  
 Phone: (901) 416-4632 Fax: (901) 416-3603

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	75,100	514	45%	14

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	216	232	396	284	-112
Attendance Rate	94.1%	94.3%	96.3%	-	NA
Student-Teacher Ratio	1:14	1:13	1:12	1:12	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	86.5%	81.9%	71.7%	-	-
Students with Disabilities (%)	14.2%	19.9%	18.5%	-	-
English Language Learners (%)	0%	0.3%	0.9%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	1	1	-
Classroom Teacher	16	20	26	25	-1
Special Skills	4	2	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	5	10	13	14	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	6	1	-5
Other	2	2	5	3	-2
<b>School Level Funds</b>					
General Fund	\$1,928,820	\$2,019,800	\$2,924,916	\$2,752,987	-\$171,929
Title I	\$110,252	\$131,488	\$152,828	\$189,210	\$36,381
IDEA, Part B	\$71,732	\$151,353	\$321,388	\$321,987	\$599
Other Special Revenue & Federal Funds	\$67,178	\$39,845	\$91,187	\$74,335	-\$16,852
Total	\$2,177,983	\$2,342,487	\$3,490,321	\$3,338,520	-\$151,801
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	95%			
TEM 5	28%	27%			
TEM 4	33%	45%			
TEM 3	33%	23%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	1			
TVAAS Numeracy	1	3			

**SBB Allocations for Vollentine Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,819,511</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,432,800
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$386,712
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,925,513	
		This Year (1819)	\$1,819,511	
		Total Difference	\$(106,002)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (59,348)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (46,654)	

**Detailed Breakdown**

**1. SBB Allocations \$1,432,800**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	283	\$962,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	33	\$33,660
Grade 1	0.30	\$1,020	44	\$44,880
Grade 2	0.30	\$1,020	53	\$54,060
Grade 3	0.20	\$680	61	\$41,480
Grade 4	0.20	\$680	38	\$25,840
Grade 5	0.20	\$680	54	\$36,720
<b>Mobility Weights</b>				
Mobility	0.10	\$340	58	\$19,720
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	228	\$77,520
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$136,763
<b>SBB Allocations Total</b>				<b>\$1,296,080</b>

**2. SBB Transition Supplements \$386,712**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$11,141

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$6,429	6,594.22	\$(165)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-23%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$375,571
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$386,712</b>



**Wells Station Elementary School**

1610 Wells Station Road Memphis, TN 38108  
 Phone: (901) 416-2172 Fax: (901) 416-2175

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 100,258	<b>Student Capacity:</b> 747	<b>FY2017-18 Utilization:</b> 96%	<b>FCI:</b> 12
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	40	40	-
K-12	733	714	710	731	21
Attendance Rate	94.4%	95%	95.2%	-	NA
Student-Teacher Ratio	1:14	1:13	1:13	1:13	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	74.9%	67.6%	71.2%	-	-
Students with Disabilities (%)	10.6%	8.1%	7.3%	-	-
English Language Learners (%)	61.8%	46.9%	44.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	51	56	56	58	2
Special Skills	4	3	6	5	-1
Counselor	1	1	1	1	-
Educational Assistant	8	10	11	11	-
Instructional Facilitator	1	1	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	8	5	7	2	-5
Other	12	7	8	6	-2

<b>School Level Funds</b>					
General Fund	\$4,654,796	\$4,950,297	\$4,811,751	\$5,139,003	\$327,251
Title I	\$286,440	\$355,525	\$400,976	\$387,345	-\$13,631
IDEA, Part B	\$65,243	\$61,293	\$159,982	\$118,678	-\$41,303
Other Special Revenue & Federal Funds	\$108,167	\$199,806	\$170,436	\$329,489	\$159,053
<b>Total</b>	<b>\$5,114,648</b>	<b>\$5,566,923</b>	<b>\$5,543,146</b>	<b>\$5,974,516</b>	<b>\$431,369</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	59%	46%			
TEM 4	37%	51%			
TEM 3	4%	3%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	3			
TVAAS Numeracy	3	5			

**SBB Allocations for Wells Station Elementary School**

<b>Total SBB Allocation</b>				<b>\$3,353,093</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,353,093
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,268,055	
		This Year (1819)	\$3,353,093	
		Total Difference	\$85,038	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$27,046
	Estimated changes to the budget due to SBB transition	Change from SBB	\$57,992	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,353,093</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	731	\$2,485,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	118	\$120,360	
Grade 1	0.30	\$1,020	120	\$122,400	
Grade 2	0.30	\$1,020	128	\$130,560	
Grade 3	0.20	\$680	111	\$75,480	
Grade 4	0.20	\$680	135	\$91,800	
Grade 5	0.20	\$680	119	\$80,920	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	74	\$25,160	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	551	\$187,340	
Incoming High Proficiency	0.10	\$340	16	\$5,440	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,352,910</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,587	4,507.66	\$79
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Westhaven Elementary School**

4585 Hodge Rd, Memphis, TN 38109  
 Phone: (901) 416-8202

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PK-5	iZone	90,356	662	105%	0

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	51	51	51	-
K-12	0	698	715	773	58
Attendance Rate	0%	94.5%	95.3%	-	NA
Student-Teacher Ratio	1:0	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	0%	78.5%	84.5%	-	-
Students with Disabilities (%)	0%	13%	14.7%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	0	1	1	1	-
Vice/Assistant Principal	0	1	1	1	-
Classroom Teacher	0	46	43	46	3
Special Skills	0	4	6	4	-2
Counselor	0	1	1	1	-
Educational Assistant	0	13	16	16	-
Instructional Facilitator	0	0	1	1	-
Librarian	0	1	1	1	-
Nutrition	0	5	11	1	-10
Other	0	5	7	7	-
<b>School Level Funds</b>					
General Fund	\$0	\$0	\$4,196,504	\$4,780,220	\$583,715
Title I	\$0	\$0	\$456,062	\$496,230	\$40,167
IDEA, Part B	\$0	\$0	\$208,161	\$184,466	-\$23,694
Other Special Revenue & Federal Funds	\$0	\$0	\$135,716	\$163,530	\$27,814
Total	\$0	\$0	\$4,996,444	\$5,624,447	\$628,002
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	NA%	100%			
Teachers with TEM 3 or above (%)	NA%	100%			
TEM 5	0%	50%			
TEM 4	0%	50%			
TEM 3	0%	0%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	5			

**SBB Allocations for Westhaven Elementary School**

<b>Total SBB Allocation</b>		<b>\$3,569,343</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$3,569,343
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,223,255
		This Year (1819)	\$3,569,343
		Total Difference	\$346,087
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$152,864
	Estimated changes to the budget due to SBB transition	Change from SBB	\$193,223

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,569,343</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	773	\$2,628,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	130	\$132,600	
Grade 1	0.30	\$1,020	132	\$134,640	
Grade 2	0.30	\$1,020	124	\$126,480	
Grade 3	0.20	\$680	122	\$82,960	
Grade 4	0.20	\$680	125	\$85,000	
Grade 5	0.20	\$680	140	\$95,200	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	112	\$38,080	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	555	\$188,700	
Incoming High Proficiency	0.10	\$340	55	\$18,700	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	47	\$38,775	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,569,335</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
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**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,618	4,367.55	\$250
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Westside Elementary School**

3347 Dawn Drive Memphis, TN 38127  
 Phone: (901) 416-3725 Fax: (901) 416-3729

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
PreK-5	Traditional	49,474	423	73%	17

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	337	310	300	312	12
Attendance Rate	94.9%	95.5%	94.1%	-	NA
Student-Teacher Ratio	1:15	1:16	1:15	1:15	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.2%	86.7%	86.4%	-	-
Students with Disabilities (%)	9.7%	7.3%	8%	-	-
English Language Learners (%)	6%	3.9%	1.8%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Classroom Teacher	22	21	18	18	-
Special Skills	3	2	3	2	-1
Counselor	1	1	1	1	-
Educational Assistant	2	1	6	3	-3
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	4	1	-3
Other	2	2	2	2	-
<b>School Level Funds</b>					
General Fund	\$2,120,432	\$2,099,778	\$2,007,756	\$1,904,314	-\$103,442
Title I	\$172,107	\$144,317	\$165,934	\$201,705	\$35,770
IDEA, Part B	\$28,458	\$4,950	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$64,430	\$75,237	\$26,930	\$55,297	\$28,366
Total	\$2,385,430	\$2,324,283	\$2,200,621	\$2,161,316	-\$39,304
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	62%	39%			
TEM 4	33%	43%			
TEM 3	5%	17%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	1			
TVAAS Numeracy	5	1			

**SBB Allocations for Westside Elementary School**

<b>Total SBB Allocation</b>				<b>\$1,519,530</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,506,145
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$13,385
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,528,425	
		This Year (1819)	\$1,519,530	
		Total Difference	\$(8,895)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$30,067
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(38,962)	

**Detailed Breakdown**

**1. SBB Allocations \$1,506,145**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	311	\$1,057,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	59	\$60,180
Grade 1	0.30	\$1,020	61	\$62,220
Grade 2	0.30	\$1,020	43	\$43,860
Grade 3	0.20	\$680	51	\$34,680
Grade 4	0.20	\$680	55	\$37,400
Grade 5	0.20	\$680	42	\$28,560
<b>Mobility Weights</b>				
Mobility	0.10	\$340	80	\$27,200
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	259	\$88,060
Incoming High Proficiency	0.10	\$340	9	\$3,060
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$63,317
<b>SBB Allocations Total</b>				<b>\$1,442,620</b>

**2. SBB Transition Supplements \$13,385**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,886	5,011.23	\$(125)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$13,385
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$13,385</b>



**White Station Elementary School**

4840 Chickasaw Road Memphis, TN 38117  
 Phone: (901) 416-8900 Fax: (901) 416-8911

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 76,420	<b>Student Capacity:</b> 562	<b>FY2017-18 Utilization:</b> 113%	<b>FCI:</b> 10
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	654	637	643	626	-17
Attendance Rate	95.9%	96.4%	96.1%	-	NA
Student-Teacher Ratio	1:14	1:15	1:15	1:15	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	35.8%	31.7%	50.4%	-	-
Students with Disabilities (%)	15.9%	15.2%	14.4%	-	-
English Language Learners (%)	9.9%	9.3%	7.9%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	46	43	42	39	-3
Special Skills	6	4	4	4	-
Counselor	1	1	1	1	-
Educational Assistant	11	10	11	12	1
Instructional Facilitator	1	1	2	2	-
Librarian	1	1	1	1	-
Nutrition	9	4	9	1	-8
Other	2	2	2	2	-

<b>School Level Funds</b>					
General Fund	\$4,160,698	\$4,076,389	\$3,879,916	\$3,891,913	\$11,996
Title I	\$198,109	\$256,907	\$193,673	\$173,145	-\$20,528
IDEA, Part B	\$169,912	\$151,697	\$184,405	\$214,757	\$30,352
Other Special Revenue & Federal Funds	\$0	\$190	\$150	\$0	-\$150
<b>Total</b>	<b>\$4,528,720</b>	<b>\$4,485,184</b>	<b>\$4,258,145</b>	<b>\$4,279,816</b>	<b>\$21,671</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	53%	55%			
TEM 4	36%	33%			
TEM 3	11%	12%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	4	5			

**SBB Allocations for White Station Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,897,333</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,799,982
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$97,351
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,933,587	
		This Year (1819)	\$2,897,333	
		Total Difference	\$(36,254)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$38,037	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(74,291)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,799,982</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	625	\$2,125,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	113	\$115,260	
Grade 1	0.30	\$1,020	115	\$117,300	
Grade 2	0.30	\$1,020	100	\$102,000	
Grade 3	0.20	\$680	96	\$65,280	
Grade 4	0.20	\$680	97	\$65,960	
Grade 5	0.20	\$680	104	\$70,720	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	40	\$13,600	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	307	\$104,380	
Incoming High Proficiency	0.10	\$340	58	\$19,720	
<b>Increments for Locked Students</b>					
SWD Self-Contained	825.00	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,807,470</b>	

<b>2. SBB Transition Supplements</b>		<b>\$97,351</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$33,890

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,636	4,754.60	\$(119)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$63,461
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$97,351</b>



**Whitehaven Elementary STEM School**

4783 Elvis Presley Blvd. Memphis, TN 38116  
 Phone: (901) 416-7431 Fax: (901) 416-9358

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Optional	49,885	433	106%	33

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	455	460	448	402	-46
Attendance Rate	95.1%	94.8%	94.4%	-	NA
Student-Teacher Ratio	1:21	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	69%	67.4%	69.1%	-	-
Students with Disabilities (%)	7.5%	6.1%	3.4%	-	-
English Language Learners (%)	0%	2%	2.8%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	0	-	2	2
Classroom Teacher	22	28	25	24	-1
Special Skills	6	4	4	4	-
Counselor	1	1	1	1	-
Educational Assistant	3	3	3	5	2
Instructional Facilitator	1	1	2	1	-1
Librarian	1	1	1	1	-
Nutrition	7	3	6	1	-5
Other	3	2	2	5	3
<b>School Level Funds</b>					
General Fund	\$2,387,942	\$2,442,003	\$2,316,677	\$2,653,787	\$337,109
Title I	\$198,654	\$228,217	\$248,856	\$206,465	-\$42,391
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$86,958	\$77,431	\$104,027	\$193,112	\$89,084
<b>Total</b>	<b>\$2,673,556</b>	<b>\$2,747,652</b>	<b>\$2,669,561</b>	<b>\$3,053,364</b>	<b>\$383,802</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	92%	97%			
TEM 5	24%	39%			
TEM 4	32%	42%			
TEM 3	36%	16%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	3			
TVAAS Numeracy	1	5			

**SBB Allocations for Whitehaven Elementary STEM School**

<b>Total SBB Allocation</b>			<b>\$1,924,626</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$1,835,055
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$89,571
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,013,064
		This Year (1819)	\$1,924,626
		Total Difference	\$(88,438)
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(39,089)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(49,349)

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,835,055</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	404	\$1,373,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	60	\$61,200	
Grade 1	0.30	\$1,020	62	\$63,240	
Grade 2	0.30	\$1,020	59	\$60,180	
Grade 3	0.20	\$680	68	\$46,240	
Grade 4	0.20	\$680	69	\$46,920	
Grade 5	0.20	\$680	86	\$58,480	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	56	\$19,040	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	271	\$92,140	
Incoming High Proficiency	0.10	\$340	14	\$4,760	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	11	\$9,075	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,834,875</b>	

<b>2. SBB Transition Supplements</b>		<b>\$89,571</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,764	4,886.08	\$(122)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-7%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$89,571
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$89,571</b>



**Willow Oaks Elementary School**

4417 Willow Rd., Memphis, TN 38117  
 Phone: (901) 416-2196 Fax: (901) 416-2198

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 71,759	<b>Student Capacity:</b> 547	<b>FY2017-18 Utilization:</b> 121%	<b>FCI:</b> 3
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	679	662	653	676	23
Attendance Rate	94.9%	95.6%	95.7%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	72.9%	70%	81%	-	-
Students with Disabilities (%)	8.5%	6%	5.8%	-	-
English Language Learners (%)	28.1%	23.2%	24.4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	43	43	42	40	-2
Special Skills	6	5	6	5	-1
Counselor	1	1	1	1	-
Educational Assistant	4	4	4	5	1
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	7	3	9	2	-7
Other	11	5	3	6	3

<b>School Level Funds</b>					
General Fund	\$4,104,446	\$3,959,499	\$3,921,378	\$4,223,196	\$301,817
Title I	\$325,511	\$428,236	\$366,660	\$398,055	\$31,394
IDEA, Part B	\$21,429	\$22,172	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$157,346	\$188,607	\$72,669	\$107,795	\$35,126
<b>Total</b>	<b>\$4,608,734</b>	<b>\$4,598,515</b>	<b>\$4,360,707</b>	<b>\$4,729,046</b>	<b>\$368,338</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	91%			
TEM 5	44%	22%			
TEM 4	35%	50%			
TEM 3	21%	20%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	3	1			

**SBB Allocations for Willow Oaks Elementary School**

<b>Total SBB Allocation</b>		<b>\$3,067,183</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$3,067,183
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,100,082
		This Year (1819)	\$3,067,183
		Total Difference	\$(32,899)
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(67,491)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$34,592

**Detailed Breakdown**

<b>1. SBB Allocations</b>		<b>\$3,067,183</b>		
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	674	\$2,291,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	106	\$108,120
Grade 1	0.30	\$1,020	108	\$110,160
Grade 2	0.30	\$1,020	113	\$115,260
Grade 3	0.20	\$680	97	\$65,960
Grade 4	0.20	\$680	116	\$78,880
Grade 5	0.20	\$680	134	\$91,120
<b>Mobility Weights</b>				
Mobility	0.10	\$340	55	\$18,700
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	520	\$176,800
Incoming High Proficiency	0.10	\$340	31	\$10,540
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,067,140</b>

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,551	4,499.39	\$51
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Winchester Elementary School**

3587 Boeingshire, Memphis, TN 38116  
 Phone: (901) 416-3152 Fax: (901) 416-3154

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-5	Traditional	82,664	462	143%	6

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	40	40	40	40	-
K-12	592	660	690	537	-153
Attendance Rate	94.7%	94.5%	95%	-	NA
Student-Teacher Ratio	1:16	1:17	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	85.2%	83%	78.1%	-	-
Students with Disabilities (%)	8%	7.5%	6.7%	-	-
English Language Learners (%)	14.3%	10.6%	9.7%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	36	40	35	33	-2
Special Skills	4	5	5	4	-1
Counselor	1	1	1	2	1
Educational Assistant	5	6	7	7	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	2	2	2	2	-
Nutrition	6	4	6	1	-5
Other	9	3	3	4	1
<b>School Level Funds</b>					
General Fund	\$2,972,924	\$3,465,521	\$3,659,276	\$3,340,841	-\$318,434
Title I	\$243,836	\$352,132	\$320,235	\$341,530	\$21,294
IDEA, Part B	\$47,312	\$27,190	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$134,666	\$151,811	\$79,665	\$98,692	\$19,027
Total	\$3,398,740	\$3,996,656	\$4,059,176	\$3,781,064	-\$278,112
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	86%			
TEM 5	32%	5%			
TEM 4	55%	33%			
TEM 3	10%	49%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	5	1			
TVAAS Numeracy	5	1			

**SBB Allocations for Winchester Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,598,063</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,510,029
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$88,033
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,813,545	
		This Year (1819)	\$2,598,063	
		Total Difference	\$(215,482)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(148,865)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(66,617)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,510,029</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	537	\$1,825,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	88	\$89,760	
Grade 1	0.30	\$1,020	90	\$91,800	
Grade 2	0.30	\$1,020	114	\$116,280	
Grade 3	0.20	\$680	91	\$61,880	
Grade 4	0.20	\$680	78	\$53,040	
Grade 5	0.20	\$680	76	\$51,680	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	189	\$64,260	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	453	\$154,020	
Incoming High Proficiency	0.10	\$340	4	\$1,360	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,509,880</b>	

<b>2. SBB Transition Supplements</b>		<b>\$88,033</b>
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<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,838	4,962.16	\$(124)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$88,033
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			

<b>SBB Total Supplements TOTAL</b>			<b>\$88,033</b>
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**Winridge Elementary School**

3500 Ridgeway Road Memphis, TN 38115  
 Phone: (901) 416-6618 Fax: (901) 416-4467

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-5	Traditional	84,214	638	81%	3

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	538	514	493	465	-28
Attendance Rate	94%	94.9%	96%	-	NA
Student-Teacher Ratio	1:16	1:15	1:15	1:15	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	76.9%	78.2%	85.1%	-	-
Students with Disabilities (%)	10.2%	12.7%	11.8%	-	-
English Language Learners (%)	11.1%	10.2%	11.8%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	0	1	1	1	-
Classroom Teacher	33	35	32	33	1
Special Skills	4	3	4	3	-1
Counselor	1	1	1	1	-
Educational Assistant	6	12	11	9	-2
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	7	4	7	1	-6
Other	12	6	3	3	-
<b>School Level Funds</b>					
General Fund	\$3,196,154	\$3,491,281	\$3,276,522	\$3,212,198	-\$64,323
Title I	\$234,455	\$233,776	\$303,677	\$280,840	-\$22,837
IDEA, Part B	\$23,015	\$119,302	\$106,885	\$112,064	\$5,179
Other Special Revenue & Federal Funds	\$93,474	\$133,748	\$81,093	\$247,186	\$166,093
<b>Total</b>	<b>\$3,547,101</b>	<b>\$3,978,108</b>	<b>\$3,768,178</b>	<b>\$3,852,289</b>	<b>\$84,111</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	92%			
TEM 5	49%	8%			
TEM 4	37%	53%			
TEM 3	14%	31%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	5	4			

**SBB Allocations for Winridge Elementary School**

<b>Total SBB Allocation</b>				<b>\$2,145,751</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,145,751
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,286,773	
		This Year (1819)	\$2,145,751	
		Total Difference	\$(141,022)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (90,330)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (50,692)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,145,751</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	462	\$1,570,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	72	\$73,440	
Grade 1	0.30	\$1,020	74	\$75,480	
Grade 2	0.30	\$1,020	78	\$79,560	
Grade 3	0.20	\$680	77	\$52,360	
Grade 4	0.20	\$680	86	\$58,480	
Grade 5	0.20	\$680	75	\$51,000	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	98	\$33,320	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	358	\$121,720	
Incoming High Proficiency	0.10	\$340	38	\$12,920	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	20	\$16,500	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,145,580</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,644	4,754.21	\$(110)
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





# MIDDLE SCHOOLS



**A. Maceo Walker Middle School**

1900 East Raines Rd., Memphis, TN 38116  
 Phone: (901) 416-1030 Fax: (901) 416-1075

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	Empowerment	136,253	878	75%	5

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	663	661	651	663	12
Attendance Rate	88.3%	92%	92.1%	-	NA
Student-Teacher Ratio	1:17	1:17	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	78%	82.7%	86.6%	-	-
Students with Disabilities (%)	23.8%	21.8%	18.9%	-	-
English Language Learners (%)	4.8%	4.2%	3.7%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	40	39	38	35	-3
Counselor	2	2	2	2	-
Educational Assistant	10	8	9	10	1
Instructional Facilitator	1	1	1	3	2
Librarian	1	1	1	1	-
Nutrition	8	4	7	1	-6
Other	5	4	8	8	-
<b>School Level Funds</b>					
General Fund	\$3,054,281	\$3,265,540	\$3,593,488	\$3,890,185	\$296,696
Title I	\$303,872	\$332,847	\$350,298	\$386,750	\$36,451
IDEA, Part B	\$197,060	\$177,007	\$192,210	\$202,662	\$10,452
School Improvement Grants (SIG)	\$0	\$65,069	\$16,393	\$0	-\$16,393
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
Total	\$3,555,215	\$3,840,464	\$4,152,390	\$4,479,597	\$327,206
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	21%	26%			
TEM 4	38%	57%			
TEM 3	41%	17%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	2			
TVAAS Numeracy	N/A	2			

**SBB Allocations for A. Maceo Walker Middle School**

<b>Total SBB Allocation</b>				<b>\$2,507,105</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,504,106
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$2,999
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,521,473	
		This Year (1819)	\$2,507,105	
		Total Difference	\$(14,369)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$30,797	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(45,165)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,504,106</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	663	\$2,254,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	117	\$39,780	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	606	\$206,040	
Incoming High Proficiency	0.10	\$340	4	\$1,360	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	3	\$2,475	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,503,855</b>	

**2. SBB Transition Supplements** **\$2,999**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$2,999

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,781	3,849.58	\$(68)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-2%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$2,999</b>





**American Way Middle School**

3805 American Way, Memphis, TN 38118  
 Phone: (901) 416-1250 Fax: (901) 416-1251

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	Traditional	140,970	878	79%	5

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	680	691	685	705	20
Attendance Rate	94.5%	94.3%	93.2%	-	NA
Student-Teacher Ratio	1:17	1:16	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	74.5%	73.3%	89.6%	-	-
Students with Disabilities (%)	16.8%	17.3%	14.8%	-	-
English Language Learners (%)	14.8%	14.9%	15.1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	40	42	41	43	2
Counselor	1	1	1	1	-
Educational Assistant	4	4	4	7	3
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	8	4	8	1	-7
Other	5	6	7	8	1
<b>School Level Funds</b>					
General Fund	\$3,134,328	\$3,369,972	\$3,516,843	\$3,749,749	\$232,905
Title I	\$363,541	\$388,096	\$474,551	\$417,095	-\$57,456
IDEA, Part B	\$47,481	\$55,495	\$112,720	\$107,372	-\$5,347
School Improvement Grants (SIG)	\$0	\$58,660	\$16,393	\$0	-\$16,393
Other Special Revenue & Federal Funds	\$44,617	\$38,603	\$40,221	\$40,420	\$199
<b>Total</b>	<b>\$3,589,968</b>	<b>\$3,910,827</b>	<b>\$4,160,729</b>	<b>\$4,314,637</b>	<b>\$153,908</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	76%	76%			
TEM 5	6%	5%			
TEM 4	39%	34%			
TEM 3	30%	37%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for American Way Middle School**

<b>Total SBB Allocation</b>				<b>\$2,655,654</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,649,820
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$5,834
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,611,375	
		This Year (1819)	\$2,655,654	
		Total Difference	\$44,279	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$64,525	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(20,246)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,649,820</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	705	\$2,397,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	97	\$32,980	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	643	\$218,620	
Incoming High Proficiency	0.10	\$340	3	\$1,020	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,649,620</b>	

<b>2. SBB Transition Supplements</b>		<b>\$5,834</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,767	3,795.60	\$(29)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-1%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$5,834</b>



**Avon-Lenox**

310 N. Avon Rd, Memphis, TN 38117  
 Phone: (901) 416-2124 Fax: (901) 416-2126

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
9-12	Specialty	33,242	N/A	1%	16

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	104	138	138	138	-
Attendance Rate	92.5%	92.6%	0%	-	NA
Student-Teacher Ratio	1:8	1:9	1:10	1:10	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	38.7%	78.6%	0%	-	-
Students with Disabilities (%)	98.6%	99.3%	99.4%	-	-
English Language Learners (%)	0%	0%	2.5%	-	-
<b>Key School Positions - All Funding Sources</b>					
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	12	14	17	16	-1
Special Skills	1	0	1	-	-1
Counselor	1	1	1	1	-
Educational Assistant	26	26	36	36	-
Librarian	1	1	1	1	-
Nutrition	0	1	2	-	-2
Other	3	3	3	3	-
<b>School Level Funds</b>					
General Fund	\$1,915,610	\$1,941,897	\$2,055,424	\$2,297,572	\$242,148
Title I	\$47,436	\$51,686	\$15,793	\$0	-
IDEA, Part B	\$309,171	\$317,945	\$395,724	\$473,378	\$77,654
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
Total	\$2,272,218	\$2,311,528	\$2,466,941	\$2,770,950	\$304,009
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	100%	100%			
TEM 4	0%	0%			
TEM 3	0%	0%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	0	0			
TVAAS Numeracy	0	0			

**SBB Allocations for Avon-Lenox**

<b>Total SBB Allocation</b>			<b>\$-</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$-
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$-
		This Year (1819)	\$-
		Total Difference	\$-
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$-
	Estimated changes to the budget due to SBB transition	Change from SBB	\$-

**Detailed Breakdown**

**1. SBB Allocations \$0**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	138	\$469,200
<b>Grade Weights</b>				
Grade K	0.00	\$0	0	\$-
Grade 1	0.00	\$0	0	\$-
Grade 2	0.00	\$0	0	\$-
Grade 3	0.00	\$0	0	\$-
Grade 4	0.00	\$0	0	\$-
Grade 5	0.00	\$0	0	\$-
<b>Mobility Weights</b>				
Mobility	0.00	\$0	0	\$-
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.00	\$0	0	\$-
Incoming High Proficiency	0.00	\$0	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.00	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$469,200</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$0	0.00	\$0
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Barret's Chapel K-8 School**

10280 Godwin Rd., Memphis, TN 38002  
 Phone: (901) 416-0325 Fax: (901) 829-2343

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-8	Traditional	87,165	640	98%	6

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	636	630	608	565	-43
Attendance Rate	95.8%	95%	95.6%	-	NA
Student-Teacher Ratio	1:15	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	0%	38.5%	49.4%	-	-
Students with Disabilities (%)	0%	27.5%	13.4%	-	-
English Language Learners (%)	0%	4.3%	2.4%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	1	-1
Classroom Teacher	42	40	41	39	-2
Special Skills	4	3	3	2	-1
Counselor	2	2	1	1	-
Educational Assistant	6	6	5	5	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	5	4	6	4	-2
<b>School Level Funds</b>					
General Fund	\$3,976,252	\$3,755,632	\$3,659,661	\$4,083,259	\$423,598
Title I	\$159,612	\$185,919	\$200,327	\$157,080	-\$43,247
IDEA, Part B	\$98,334	\$98,222	\$76,127	\$76,406	\$279
Other Special Revenue & Federal Funds	\$211	\$284	\$0	\$0	\$0
<b>Total</b>	<b>\$4,234,411</b>	<b>\$4,040,059</b>	<b>\$3,936,116</b>	<b>\$4,316,746</b>	<b>\$380,630</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	98%			
TEM 5	57%	52%			
TEM 4	34%	36%			
TEM 3	7%	9%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	1			
TVAAS Numeracy	5	1			

**SBB Allocations for Barret's Chapel K-8 School**

<b>Total SBB Allocation</b>				<b>\$2,829,680</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,374,308	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$455,372	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,102,922		
		This Year (1819)	\$2,829,680		
		Total Difference	\$(273,242)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(200,687)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(72,556)		

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,374,308</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	564	\$1,917,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	48	\$48,960	
Grade 1	0.30	\$1,020	50	\$51,000	
Grade 2	0.30	\$1,020	50	\$51,000	
Grade 3	0.20	\$680	49	\$33,320	
Grade 4	0.20	\$680	54	\$36,720	
Grade 5	0.20	\$680	70	\$47,600	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	51	\$17,340	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	312	\$106,080	
Incoming High Proficiency	0.10	\$340	32	\$10,880	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$45,477	
<b>SBB Allocations Total</b>				<b>\$2,328,750</b>	

<b>2. SBB Transition Supplements</b>		<b>\$455,372</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$307,611

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$5,017	5,145.81	\$(129)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-8%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$147,761
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$455,372</b>



**Bellevue Middle School**

575 S. Bellevue, Memphis, TN 38104  
 Phone: (901) 416-4488 Fax: (901) 416-4490

**Grade Level:** 6-8      **School Type:** Optional      **Square Footage:** 93,972      **Student Capacity:** 543      **FY2017-18 Utilization:** 96%      **FCI:** 7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	488	524	521	578	57
Attendance Rate	97.8%	97.6%	97%	-	NA
Student-Teacher Ratio	1:20	1:19	1:20	1:20	-

**Student Demographics**

Economically Disadvantaged (%)	46.5%	43.3%	65.5%	-	-
Students with Disabilities (%)	4.4%	3%	2.3%	-	-
English Language Learners (%)	4.1%	3.2%	1.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	25	26	29	29	-
Special Skills	3	3	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	4	2	-	1	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	4	7	1	-6
Other	3	4	4	4	-

**School Level Funds**

General Fund	\$2,661,716	\$2,955,919	\$2,753,063	\$3,122,198	\$369,134
Title I	\$179,571	\$197,530	\$201,584	\$196,350	-\$5,234
IDEA, Part B	\$57,241	\$21,211	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$4,649	\$-1,085	\$264,491	\$0	-\$264,491
<b>Total</b>	<b>\$2,903,178</b>	<b>\$3,173,576</b>	<b>\$3,219,139</b>	<b>\$3,318,548</b>	<b>\$99,408</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%	
TEM 5	19%	30%	
TEM 4	74%	61%	
TEM 3	7%	9%	

**Achievement & Proficiency**

TVAAS Literacy	N/A	2	
TVAAS Numeracy	N/A	1	

**SBB Allocations for Bellevue Middle School**

<b>Total SBB Allocation</b>				<b>\$2,127,817</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,127,817	
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,059,207		
		This Year (1819)	\$2,127,817		
		Total Difference	\$68,610		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$51,206	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$17,404		

**Detailed Breakdown**

**1. SBB Allocations \$2,127,817**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	577	\$1,961,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	39	\$13,260
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	369	\$125,460
Incoming High Proficiency	0.10	\$340	37	\$12,580
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,127,950</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,688	3,657.56	\$30
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	1%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Chickasaw Middle School**

4060 Westmont, Memphis, TN 38109  
 Phone: (901) 416-8134 Fax: (901) 416-8139

**Grade Level:** 7-8      **School Type:** iZone      **Square Footage:** 138,044      **Student Capacity:** 623      **FY2017-18 Utilization:** 47%      **FCI:** 7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	405	292	241	289	48
Attendance Rate	92.2%	90.6%	91.3%	-	NA
Student-Teacher Ratio	1:19	1:15	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	86.2%	96.4%	89%	-	-
Students with Disabilities (%)	15.4%	17.5%	21.7%	-	-
English Language Learners (%)	0%	0%	0.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	21	19	20	20	-
Counselor	1	1	1	1	-
Educational Assistant	3	1	4	4	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	3	4	1	-3
Other	4	4	5	4	-1

**School Level Funds**

General Fund	\$1,971,927	\$1,970,348	\$1,791,571	\$2,147,303	\$355,732
Title I	\$159,952	\$170,938	\$189,612	\$180,880	-\$8,732
IDEA, Part B	\$56,247	\$32,186	\$55,984	\$48,892	-\$7,091
Other Special Revenue & Federal Funds	\$146,500	\$1,281	\$0	\$0	\$0
<b>Total</b>	<b>\$2,334,627</b>	<b>\$2,174,754</b>	<b>\$2,037,168</b>	<b>\$2,377,076</b>	<b>\$339,908</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	5%	36%		
TEM 4	50%	45%		
TEM 3	45%	18%		

**Achievement & Proficiency**

TVAAS Literacy	N/A	3	
TVAAS Numeracy	N/A	3	

**SBB Allocations for Chickasaw Middle School**

<b>Total SBB Allocation</b>				<b>\$1,263,794</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,104,461
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$159,333
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,285,006	
		This Year (1819)	\$1,263,794	
		Total Difference	\$(21,212)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(4,446)
Estimated changes to the budget due to SBB transition	Change from SBB		\$(16,765)	

**Detailed Breakdown**

**1. SBB Allocations \$1,104,461**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	288	\$979,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	53	\$18,020
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	272	\$92,480
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$1,104,550**

**2. SBB Transition Supplements \$159,333**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$159,333

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,388	4,446.39	\$(58)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-2%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$159,333</b>



**Colonial Middle School**

1370 Colonial Rd., Memphis, TN 38117  
 Phone: (901) 416-8980 Fax: (901) 416-8996

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	Optional	153,438	1037	102%	1

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	1057	1062	1056	1073	17
Attendance Rate	95.8%	95.4%	95.5%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	51.8%	50.6%	71.3%	-	-
Students with Disabilities (%)	11.1%	10.2%	8.7%	-	-
English Language Learners (%)	11.8%	9.2%	9.7%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	63	62	62	61	-1
Special Skills	5	5	5	4	-1
Counselor	3	3	3	3	-
Educational Assistant	7	8	9	9	-
Instructional Facilitator	1	2	2	4	2
Librarian	2	1	1	1	-
Bilingual Cultural Mentor	1	2	1	1	-
Nutrition	11	6	13	2	-11
Other	6	6	8	8	-
<b>School Level Funds</b>					
General Fund	\$6,035,373	\$6,104,786	\$6,071,912	\$6,085,422	\$13,509
Title I	\$369,513	\$556,029	\$489,667	\$526,575	\$36,907
IDEA, Part B	\$0	\$0	\$0	\$32,170	\$32,170
Perkins	\$47,274	\$9,583	\$54,635	\$85,353	\$30,718
Other Special Revenue & Federal Funds	\$63,271	\$96,515	\$39,331	\$2,292	-\$37,039
Total	\$6,515,433	\$6,766,914	\$6,655,546	\$6,731,813	\$76,266
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	48%	33%			
TEM 4	45%	52%			
TEM 3	7%	14%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Colonial Middle School**

<b>Total SBB Allocation</b>				<b>\$3,951,710</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,951,710
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
		Last Year (1718)	\$3,990,092	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1819)	\$3,951,710	
		Total Difference	\$(38,382)	
Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (51,343)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$12,961	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,951,710</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	1,074	\$3,651,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	50	\$17,000	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	798	\$271,320	
Incoming High Proficiency	0.10	\$340	35	\$11,900	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,951,820</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,679	3,667.36	\$12
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Cordova Middle School**

900 Sanga Rd., Cordova, TN 38018  
 Phone: (901) 416-2189 Fax: (901) 416-2191

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 147,873	<b>Student Capacity:</b> 1160	<b>FY2017-18 Utilization:</b> 59%	<b>FCI:</b> 14
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	684	686	663	709	46
Attendance Rate	96.5%	96.7%	96.9%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	29.9%	32.1%	61%	-	-
Students with Disabilities (%)	121%	12.4%	11%	-	-
English Language Learners (%)	6.4%	5.3%	6.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	37	38	41	40	-1
Special Skills	1	1	1	1	-
Counselor	2	2	2	2	-
Educational Assistant	4	5	5	3	-2
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	8	4	7	1	-6
Other	4	5	4	5	1

<b>School Level Funds</b>					
General Fund	\$3,595,749	\$3,579,604	\$3,281,172	\$3,755,242	\$474,069
Title I	\$189,774	\$229,419	\$188,553	\$198,135	\$9,581
IDEA, Part B	\$35,499	\$60,908	\$88,027	\$58,791	-\$29,235
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,821,022</b>	<b>\$3,869,932</b>	<b>\$3,557,753</b>	<b>\$4,012,169</b>	<b>\$454,415</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	92%			
TEM 5	29%	33%			
TEM 4	43%	38%			
TEM 3	23%	21%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Cordova Middle School**

<b>Total SBB Allocation</b>				<b>\$2,652,042</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,639,346
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$12,696
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,751,613	
		This Year (1819)	\$2,652,042	
		Total Difference	\$(99,571)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(38,323)
Estimated changes to the budget due to SBB transition	Change from SBB		\$(61,248)	

**Detailed Breakdown**

**1. SBB Allocations \$2,639,346**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	708	\$2,407,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	54	\$18,360
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	566	\$192,440
Incoming High Proficiency	0.10	\$340	17	\$5,780
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$2,639,455**

**2. SBB Transition Supplements \$12,696**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$12,696

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,746	3,832.33	\$(87)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$12,696</b>



**Craigmont Middle School**

3455 Covington Pike, Memphis, TN 38128  
 Phone: (901) 416-7780 Fax: (901) 416-1454

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	Optional	148,352	855	69%	3

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	641	592	557	542	-15
Attendance Rate	93.9%	96.7%	95.8%	-	NA
Student-Teacher Ratio	1:17	1:16	1:15	1:15	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	67.7%	65.2%	87.9%	-	-
Students with Disabilities (%)	19.1%	16.4%	14.8%	-	-
English Language Learners (%)	4.3%	3.7%	3.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	-	-2
Classroom Teacher	38	37	35	34	-1
Special Skills	3	3	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	8	9	9	9	-
Instructional Facilitator	1	1	2	1	-1
Librarian	1	1	1	1	-
Nutrition	11	5	9	1	-8
Other	4	4	4	2	-2
<b>School Level Funds</b>					
General Fund	\$3,798,416	\$3,673,041	\$3,443,350	\$3,550,423	\$107,073
Title I	\$333,090	\$277,809	\$323,856	\$325,465	\$1,609
IDEA, Part B	\$73,725	\$104,645	\$107,641	\$108,232	\$591
Other Special Revenue & Federal Funds	\$633	\$0	\$0	\$0	\$0
Total	\$4,205,866	\$4,055,496	\$3,874,847	\$3,984,121	\$109,273
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	84%	78%			
TEM 5	21%	22%			
TEM 4	42%	25%			
TEM 3	21%	31%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	2			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Craigmont Middle School**

<b>Total SBB Allocation</b>			<b>\$2,036,671</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$2,036,671
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,242,969
		This Year (1819)	\$2,036,671
		Total Difference	\$(206,299)
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(210,044)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$3,745

**Detailed Breakdown**

**1. SBB Allocations \$2,036,671**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	542	\$1,842,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	72	\$24,480
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	463	\$157,420
Incoming High Proficiency	0.10	\$340	13	\$4,420
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$2,036,545</b>	

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,758	3,750.79	\$7
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Cummings K-8 School**

1037 Cummings, Memphis, TN 38106  
 Phone: (901) 416-7810 Fax: (901) 416-7812

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-8	Optional	120,729	640	65%	19

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	38	38	38	38	-
K-12	480	418	371	533	162
Attendance Rate	94.5%	94.3%	96.2%	-	NA
Student-Teacher Ratio	1:14	1:13	1:12	1:12	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	83.9%	84.9%	83.9%	-	-
Students with Disabilities (%)	9.7%	16.3%	6.1%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	35	36	35	-1
Special Skills	4	3	4	3	-1
Counselor	2	2	2	2	-
Educational Assistant	3	3	2	2	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	8	4	9	1	-8
Other	11	6	4	4	-
<b>School Level Funds</b>					
General Fund	\$3,361,074	\$3,294,451	\$3,057,833	\$3,492,837	\$435,004
Title I	\$205,933	\$241,103	\$254,248	\$305,830	\$51,581
IDEA, Part B	\$60,021	\$59,403	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$173,614	\$202,784	\$144,531	\$190,331	\$45,799
Total	\$3,800,643	\$3,797,743	\$3,456,613	\$3,988,998	\$532,385
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	95%			
TEM 5	14%	20%			
TEM 4	57%	43%			
TEM 3	23%	33%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	5			
TVAAS Numeracy	1	1			

**SBB Allocations for Cummings K-8 School**

<b>Total SBB Allocation</b>				<b>\$2,725,869</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,301,977	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$423,892	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)		\$2,811,558	
		This Year (1819)		\$2,725,869	
		Total Difference		\$(85,689)	
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(15,795)
	Estimated changes to the budget due to SBB transition	Change from SBB		\$(69,894)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,301,977</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	531	\$1,805,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	71	\$72,420	
Grade 1	0.30	\$1,020	65	\$66,300	
Grade 2	0.30	\$1,020	57	\$58,140	
Grade 3	0.20	\$680	51	\$34,680	
Grade 4	0.20	\$680	43	\$29,240	
Grade 5	0.20	\$680	56	\$38,080	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	58	\$19,720	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	485	\$164,900	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	16	\$13,200	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
				<b>SBB Allocations Total</b>	<b>\$2,302,080</b>

<b>2. SBB Transition Supplements</b>		<b>\$423,892</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$380,286

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$5,133	5,265.09	\$(132)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-5%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$43,606
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$423,892</b>



**Dexter Middle School**

6988 Raleigh LaGrange Rd., Memphis, TN 38018  
 Phone: (901) 416-0360 Fax: (901) 373-3378

<b>Grade Level:</b> 5-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 112,072	<b>Student Capacity:</b> 998	<b>FY2017-18 Utilization:</b> 39%	<b>FCI:</b> 15
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	489	387	375	404	29
Attendance Rate	95%	94.6%	95.5%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	38.8%	40.5%	70.4%	-	-
Students with Disabilities (%)	15.2%	14.8%	12.1%	-	-
English Language Learners (%)	17.9%	5.7%	5.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	28	23	23	21	-2
Special Skills	2	0	-	-	-
Counselor	1	1	1	1	-
Educational Assistant	4	4	2	3	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	3	4	1	-3
Other	3	3	3	4	1

**School Level Funds**

General Fund	\$2,431,450	\$2,152,325	\$1,985,307	\$2,090,682	\$105,374
Title I	\$178,796	\$163,421	\$142,405	\$129,710	-\$12,695
IDEA, Part B	\$53,855	\$50,892	\$27,731	\$27,854	\$123
Other Special Revenue & Federal Funds	\$105	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,664,208</b>	<b>\$2,366,640</b>	<b>\$2,155,443</b>	<b>\$2,248,246</b>	<b>\$92,802</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	96%	
TEM 5	33%	15%	
TEM 4	38%	50%	
TEM 3	17%	31%	

**Achievement & Proficiency**

TVAAS Literacy	N/A	4	
TVAAS Numeracy	N/A	1	

**SBB Allocations for Dexter Middle School**

<b>Total SBB Allocation</b>				<b>\$1,515,725</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,515,725	
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,501,895		
		This Year (1819)	\$1,515,725		
		Total Difference	\$13,830		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$18,868	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(5,038)		

**Detailed Breakdown**

**1. SBB Allocations \$1,515,725**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	403	\$1,370,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	48	\$16,320
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	350	\$119,000
Incoming High Proficiency	0.10	\$340	4	\$1,360
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	11	\$9,075
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,515,955</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,761	3,773.60	\$(12)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Douglass K-8 School**

1650 Ash St., Memphis, TN 38108  
 Phone: (901) 416-5946 Fax: (901) 416-8085

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-8	iZone/Optional	93,447	556	62%	15

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	401	344	310	414	104
Attendance Rate	96.5%	94.9%	94.3%	-	NA
Student-Teacher Ratio	1:11	1:10	1:10	1:10	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	84.5%	81.9%	86.7%	-	-
Students with Disabilities (%)	12.1%	21.9%	9.3%	-	-
English Language Learners (%)	5.6%	14.6%	5.4%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	36	36	35	33	-2
Special Skills	5	3	3	3	-
Counselor	2	2	2	2	-
Educational Assistant	8	5	6	9	3
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	5	3	8	1	-7
Other	5	4	5	3	-2
<b>School Level Funds</b>					
General Fund	\$3,643,651	\$3,586,759	\$3,532,197	\$3,848,310	\$316,112
Title I	\$196,245	\$187,158	\$203,791	\$320,110	\$116,318
IDEA, Part B	\$75,375	\$61,564	\$61,482	\$29,466	-\$32,015
Other Special Revenue & Federal Funds	\$823,796	\$228,100	\$105,039	\$78,333	-\$26,706
Total	\$4,739,069	\$4,063,582	\$3,902,511	\$4,276,220	\$373,708
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	50%	69%			
TEM 4	45%	25%			
TEM 3	3%	6%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	4			
TVAAS Numeracy	3	5			

**SBB Allocations for Douglass K-8 School**

<b>Total SBB Allocation</b>				<b>\$2,385,823</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,764,466
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$621,357
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,482,633	
		This Year (1819)	\$2,385,823	
		Total Difference	\$(96,811)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(35,636)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(61,175)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,764,466</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	412	\$1,400,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	37	\$37,740	
Grade 1	0.30	\$1,020	39	\$39,780	
Grade 2	0.30	\$1,020	42	\$42,840	
Grade 3	0.20	\$680	41	\$27,880	
Grade 4	0.20	\$680	39	\$26,520	
Grade 5	0.20	\$680	50	\$34,000	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	53	\$18,020	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	328	\$111,520	
Incoming High Proficiency	0.10	\$340	25	\$8,500	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	11	\$9,075	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$7,771	
<b>SBB Allocations Total</b>				<b>\$1,756,675</b>	

<b>2. SBB Transition Supplements</b>		<b>\$621,357</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$554,406

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$5,791	5,939.31	\$(148)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-6%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$66,951
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$621,357</b>



**E. E. Jeter K-8 School**

7662 Benjestown Rd, Millington, TN 38053  
 Phone: (901) 416-2955 Fax: (901) 876-3600

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
K-8	Traditional	70,058	320	118%	9

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	346	379	379	392	13
Attendance Rate	95.3%	96.2%	95.9%	-	NA
Student-Teacher Ratio	1:12	1:12	1:13	1:13	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	34.5%	29.5%	46.2%	-	-
Students with Disabilities (%)	17.1%	20.2%	13.3%	-	-
English Language Learners (%)	0%	2.2%	2.1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	30	30	29	28	-1
Special Skills	3	2	3	2	-1
Counselor	2	2	2	2	-
Educational Assistant	4	4	3	4	1
Librarian	1	1	1	1	-
Nutrition	5	2	5	1	-4
Other	4	4	3	4	1
<b>School Level Funds</b>					
General Fund	\$2,769,105	\$2,884,422	\$2,812,915	\$3,116,420	\$303,505
Title I	\$92,071	\$165,748	\$119,813	\$0	-
IDEA, Part B	\$31,811	\$30,109	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
Total	\$2,892,988	\$3,080,280	\$2,932,728	\$3,116,420	\$183,692
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	97%			
TEM 5	37%	13%			
TEM 4	47%	50%			
TEM 3	17%	33%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	3	1			
TVAAS Numeracy	1	1			

**SBB Allocations for E. E. Jeter K-8 School**

<b>Total SBB Allocation</b>				<b>\$2,380,015</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,689,747
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$690,268
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,390,710	
		This Year (1819)	\$2,380,015	
		Total Difference	\$(10,695)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$50,331	
Estimated changes to the budget due to SBB transition	Change from SBB	\$(61,026)		

**Detailed Breakdown**

**1. SBB Allocations \$1,689,747**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	388	\$1,319,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	35	\$35,700
Grade 1	0.30	\$1,020	37	\$37,740
Grade 2	0.30	\$1,020	45	\$45,900
Grade 3	0.20	\$680	47	\$31,960
Grade 4	0.20	\$680	50	\$34,000
Grade 5	0.20	\$680	42	\$28,560
<b>Mobility Weights</b>				
Mobility	0.10	\$340	22	\$7,480
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	200	\$68,000
Incoming High Proficiency	0.10	\$340	55	\$18,700
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$61,719
<b>SBB Allocations Total</b>				<b>\$1,635,490</b>

**2. SBB Transition Supplements \$690,268**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$609,568

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$6,134	6,291.34	\$(157)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$80,700
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$690,268</b>





**Geeter Middle School**

4649 Horn Lake, Memphis, TN 38109  
 Phone: (901) 416-8157 Fax: (901) 416-8160

<b>Grade Level:</b> 6-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 105,957	<b>Student Capacity:</b> 623	<b>FY2017-18 Utilization:</b> 50%	<b>FCI:</b> 8
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	414	309	272	225	-47
Attendance Rate	94.3%	93.4%	97%	-	NA
Student-Teacher Ratio	1:17	1:15	1:14	1:14	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.7%	78.3%	88.8%	-	-
Students with Disabilities (%)	22.6%	25.7%	16.1%	-	-
English Language Learners (%)	0%	1.2%	0.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	24	20	17	17	-
Counselor	1	1	1	1	-
Educational Assistant	6	5	6	4	-2
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	4	3	5	7	2

<b>School Level Funds</b>					
General Fund	\$2,190,363	\$2,163,182	\$2,134,771	\$2,106,554	-\$28,217
Title I	\$191,959	\$145,384	\$185,902	\$169,575	-\$16,327
IDEA, Part B	\$114,126	\$168,602	\$120,693	\$115,126	-\$5,566
Other Special Revenue & Federal Funds	\$208,089	\$1,398	\$0	\$33,249	\$33,249
<b>Total</b>	<b>\$2,704,538</b>	<b>\$2,478,568</b>	<b>\$2,441,367</b>	<b>\$2,424,506</b>	<b>-\$16,861</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	55%			
TEM 5	29%	5%			
TEM 4	48%	14%			
TEM 3	24%	36%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Geeter Middle School**

<b>Total SBB Allocation</b>				<b>\$1,258,653</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$864,451
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$394,202
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,273,530	
		This Year (1819)	\$1,258,653	
		Total Difference	\$ (14,877)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(183,311)
Estimated changes to the budget due to SBB transition	Change from SBB		\$168,434	

**Detailed Breakdown**

**1. SBB Allocations \$864,451**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	226	\$768,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	48	\$16,320
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	218	\$74,120
Incoming High Proficiency	0.10	\$340	2	\$680
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	6	\$4,950
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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$864,470**

**2. SBB Transition Supplements \$394,202**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$394,202

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,569	4,823.98	\$745
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	15%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$394,202</b>



**Georgian Hills Middle School**

3925 Denver Rd., Memphis, TN 38127  
 Phone: (901) 416-3740 Fax: (901) 416-6500

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 87,069	<b>Student Capacity:</b> 374	<b>FY2017-18 Utilization:</b> 79%	<b>FCI:</b> 9
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	290	295	272	309	37
Attendance Rate	91.7%	95.2%	93.6%	-	NA
Student-Teacher Ratio	1:15	1:15	1:14	1:14	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	84.8%	85.9%	60.1%	-	-
Students with Disabilities (%)	17.9%	18.9%	19.4%	-	-
English Language Learners (%)	0%	0%	0%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	20	20	21	21	-
Counselor	1	1	1	1	-
Educational Assistant	4	4	5	5	-
Instructional Facilitator	1	1	2	1	-1
Librarian	1	1	1	1	-
Nutrition	2	1	4	1	-3
Other	3	4	5	6	1

<b>School Level Funds</b>					
General Fund	\$1,763,019	\$1,788,170	\$1,946,368	\$2,371,635	\$425,267
Title I	\$186,625	\$199,641	\$178,461	\$147,560	-\$30,901
IDEA, Part B	\$103,918	\$97,925	\$115,628	\$103,866	-\$11,761
Perkins	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$2,000	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,055,563</b>	<b>\$2,085,738</b>	<b>\$2,240,457</b>	<b>\$2,623,062</b>	<b>\$382,605</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	74%	89%			
TEM 5	5%	0%			
TEM 4	5%	26%			
TEM 3	63%	63%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Georgian Hills Middle School**

<b>Total SBB Allocation</b>				<b>\$1,589,775</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,216,518
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$373,257
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,519,725	
		This Year (1819)	\$1,589,775	
		Total Difference	\$70,050	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$110,813
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(40,763)	

**Detailed Breakdown**

**1. SBB Allocations \$1,216,518**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	309	\$1,050,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	55	\$18,700
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	294	\$99,960
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	8	\$6,600
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 the supplement are already above the "base" set of services.				\$40,606
<b>SBB Allocations Total</b>				<b>\$1,175,860</b>

**2. SBB Transition Supplements \$373,257**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$47,701

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,145	5,276.82	\$(132)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-23%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$325,556
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$373,257</b>



**Germantown Middle School**

7925 C.D. Smith Rd., Germantown, TN 38138  
 Phone: (901) 416-0950 Fax: (901) 416-0952

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 80,000	<b>Student Capacity:</b> 807	<b>FY2017-18 Utilization:</b> 78%	<b>FCI:</b> 15
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	648	656	656	744	88
Attendance Rate	97.1%	98.3%	97.8%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	29.7%	28.6%	49.5%	-	-
Students with Disabilities (%)	11.3%	11.2%	8.3%	-	-
English Language Learners (%)	4.2%	3.3%	3.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	38	37	41	42	1
Special Skills	3	3	3	3	-
Counselor	1	1	1	1	-
Educational Assistant	7	7	9	10	1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	7	3	5	2	-3
Other	4	5	5	6	1

**School Level Funds**

General Fund	\$3,216,298	\$3,416,870	\$3,344,316	\$3,837,116	\$492,799
Title I	\$134,868	\$232,138	\$170,615	\$168,385	-\$2,230
IDEA, Part B	\$126,746	\$136,004	\$160,338	\$228,473	\$68,135
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,477,914</b>	<b>\$3,785,013</b>	<b>\$3,675,269</b>	<b>\$4,233,974</b>	<b>\$558,705</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	98%	
TEM 5	3%	19%	
TEM 4	47%	57%	
TEM 3	44%	21%	

**Achievement & Proficiency**

TVAAS Literacy	N/A	2	
TVAAS Numeracy	N/A	1	

**SBB Allocations for Germantown Middle School**

<b>Total SBB Allocation</b>				<b>\$2,764,512</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,736,016
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$28,496
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,683,021	
		This Year (1819)	\$2,764,512	
		Total Difference	\$81,491	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$89,434	
Estimated changes to the budget due to SBB transition	Change from SBB	\$(7,943)		

**Detailed Breakdown**

**1. SBB Allocations \$2,736,016**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	744	\$2,529,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	42	\$14,280
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	471	\$160,140
Incoming High Proficiency	0.10	\$340	53	\$18,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$2,736,065**

**2. SBB Transition Supplements \$28,496**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$28,496

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,716	3,726.42	\$(11)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-1%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$28,496</b>



**Grandview Heights Middle School**

2342 Clifton, Memphis, TN 38127  
 Phone: (901) 416-3940 Fax: (901) 416-3923

<b>Grade Level:</b> 6-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 65,810	<b>Student Capacity:</b> 623	<b>FY2017-18 Utilization:</b> 79%	<b>FCI:</b> 12
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	596	494	411	399	-12
Attendance Rate	90%	91.2%	91%	-	NA
Student-Teacher Ratio	1:15	1:13	1:12	1:12	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	87.5%	86.3%	89%	-	-
Students with Disabilities (%)	21.1%	21.6%	22.7%	-	-
English Language Learners (%)	0%	0%	0.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	40	70	37	24	-13
Counselor	1	2	1	1	-
Educational Assistant	7	10	8	8	-
Instructional Facilitator	2	4	2	3	1
Librarian	1	2	1	1	-
Nutrition	7	7	11	2	-9
Other	6	10	9	3	-6

<b>School Level Funds</b>					
General Fund	\$3,045,602	\$2,655,462	\$2,492,527	\$2,652,958	\$160,431
Title I	\$280,305	\$277,238	\$290,736	\$274,295	-\$16,441
IDEA, Part B	\$171,434	\$147,324	\$160,176	\$225,849	\$65,673
Perkins	\$0	\$0	\$0	\$0	\$0
School Improvement Grants (SIG)	\$661,705	\$1,165,007	\$1,303,086	\$1,298,272	-\$4,813
Other Special Revenue & Federal Funds	\$3,000	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,162,047</b>	<b>\$4,245,033</b>	<b>\$4,246,526</b>	<b>\$4,451,376</b>	<b>\$204,849</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	79%	100%			
TEM 5	15%	40%			
TEM 4	30%	46%			
TEM 3	33%	14%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	5			
TVAAS Numeracy	N/A	5			

**SBB Allocations for Grandview Heights Middle School**

<b>Total SBB Allocation</b>				<b>\$1,517,087</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,517,087	
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,689,988		
		This Year (1819)	\$1,517,087		
		Total Difference	\$(172,901)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(177,694)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$4,793		

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,517,087</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	400	\$1,360,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	93	\$31,620	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	367	\$124,780	
Incoming High Proficiency	0.10	\$340	2	\$680	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,517,080</b>	

<b>2. SBB Transition Supplements</b>		<b>\$0</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,793	3,780.73	\$12
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Hamilton Middle School**

1478 Wilson St, Memphis, TN 38106  
 Phone: (901) 416-7832 Fax: (901) 416-3314

**Grade Level:** 6-8      **School Type:** iZone      **Square Footage:** 136,797      **Student Capacity:** 1197      **FY2017-18 Utilization:** 22%      **FCI:** 14

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	422	267	251	257	6
Attendance Rate	90.8%	89%	88.2%	-	NA
Student-Teacher Ratio	1:19	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	85.8%	90.2%	92.2%	-	-
Students with Disabilities (%)	18.9%	19.9%	19.1%	-	-
English Language Learners (%)	0%	0%	0.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	22	18	19	18	-1
Counselor	1	1	1	1	-
Educational Assistant	4	3	3	3	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	7	3	6	1	-5
Other	6	4	4	4	-

**School Level Funds**

General Fund	\$2,185,217	\$1,999,297	\$2,064,823	\$2,256,784	\$191,960
Title I	\$202,898	\$185,638	\$134,869	\$157,080	\$22,210
IDEA, Part B	\$65,903	\$93,301	\$117,424	\$86,831	-\$30,592
Other Special Revenue & Federal Funds	\$188,332	\$587	\$0	\$0	\$0
<b>Total</b>	<b>\$2,642,351</b>	<b>\$2,278,824</b>	<b>\$2,317,117</b>	<b>\$2,500,696</b>	<b>\$183,578</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	74%	
TEM 5	16%	11%	
TEM 4	74%	26%	
TEM 3	11%	37%	

**Achievement & Proficiency**

TVAAS Literacy	N/A	1	
TVAAS Numeracy	N/A	1	

**SBB Allocations for Hamilton Middle School**

<b>Total SBB Allocation</b>				<b>\$1,421,639</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$971,020
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$450,619
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,486,459	
		This Year (1819)	\$1,421,639	
		Total Difference	\$ (64,820)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$ (28,368)
Estimated changes to the budget due to SBB transition	Change from SBB		\$ (36,452)	

**Detailed Breakdown**

**1. SBB Allocations \$971,020**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	257	\$873,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	55	\$18,700
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	224	\$76,160
Incoming High Proficiency	0.10	\$340	2	\$680
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	2	\$1,650
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$970,990**

**2. SBB Transition Supplements \$450,619**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$288,849

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,532	5,673.51	\$(142)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-14%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$161,770
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$450,619</b>



**Havenview Middle School**

1481 Hester, Memphis, TN 38116  
 Phone: (901) 416-3092 Fax: (901) 416-3093

**Grade Level:** 6-8      **School Type:** Empowerment/Optiona      **Square Footage:** 104,745      **Student Capacity:** 827      **FY2017-18 Utilization:** 86%      **FCI:** 7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	714	712	672	721	49
Attendance Rate	92.1%	96.7%	92.7%	-	NA
Student-Teacher Ratio	1:19	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	69.9%	68.6%	88.7%	-	-
Students with Disabilities (%)	22.3%	18.8%	13.5%	-	-
English Language Learners (%)	0%	0.5%	0.1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	38	41	42	37	-5
Special Skills	1	1	1	1	-
Counselor	1	3	3	3	-
Educational Assistant	2	2	2	2	-
Instructional Facilitator	2	5	5	5	-
Librarian	1	1	1	1	-
Nutrition	6	3	6	1	-5
Other	5	6	6	7	1
<b>School Level Funds</b>					
General Fund	\$3,593,886	\$4,169,824	\$4,031,967	\$4,528,759	\$496,791
Title I	\$355,385	\$369,192	\$379,846	\$418,880	\$39,033
IDEA, Part B	\$26,108	\$47,164	\$54,821	\$46,015	-\$8,805
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,975,381</b>	<b>\$4,586,182</b>	<b>\$4,466,635</b>	<b>\$4,993,654</b>	<b>\$527,019</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	81%	91%			
TEM 5	16%	23%			
TEM 4	27%	45%			
TEM 3	38%	23%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Havenview Middle School**

<b>Total SBB Allocation</b>				<b>\$2,715,142</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,702,449	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$12,693	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,974,279		
		This Year (1819)	\$2,715,142		
		Total Difference	\$(259,137)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(189,518)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(69,619)		

**Detailed Breakdown**

**1. SBB Allocations \$2,702,449**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	720	\$2,448,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	64	\$21,760
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	646	\$219,640
Incoming High Proficiency	0.10	\$340	2	\$680
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$2,702,455**

**2. SBB Transition Supplements \$12,693**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,771	3,867.72	\$(97)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$12,693
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$12,693</b>



**Hickory Ridge Middle School**

3920 Ridgeway Rd., Memphis, TN 38115  
 Phone: (901) 416-9337 Fax: (901) 416-9210

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 139,685	<b>Student Capacity:</b> 803	<b>FY2017-18 Utilization:</b> 108%	<b>FCI:</b> 6
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	884	867	841	819	-22
Attendance Rate	96.6%	96.3%	95.1%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	61.5%	63.9%	83.9%	-	-
Students with Disabilities (%)	15.9%	13.5%	12%	-	-
English Language Learners (%)	11.2%	9%	9.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	51	50	48	47	-1
Special Skills	1	1	1	1	-
Counselor	3	3	3	3	-
Educational Assistant	3	3	2	2	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	9	5	9	2	-7
Other	5	5	5	5	-

<b>School Level Funds</b>					
General Fund	\$4,528,336	\$4,413,004	\$4,240,656	\$4,345,094	\$104,437
Title I	\$423,126	\$480,614	\$476,735	\$478,975	\$2,239
IDEA, Part B	\$84,924	\$81,878	\$86,666	\$58,867	-\$27,798
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$5,036,387</b>	<b>\$4,975,497</b>	<b>\$4,804,058</b>	<b>\$4,882,937</b>	<b>\$78,878</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	94%			
TEM 5	6%	10%			
TEM 4	59%	50%			
TEM 3	33%	35%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	2			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Hickory Ridge Middle School**

<b>Total SBB Allocation</b>				<b>\$3,061,957</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,061,957
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,166,432	
		This Year (1819)	\$3,061,957	
		Total Difference	\$(104,476)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (34,418)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (70,058)	

**Detailed Breakdown**

**1. SBB Allocations \$3,061,957**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	819	\$2,784,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	76	\$25,840
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	729	\$247,860
Incoming High Proficiency	0.10	\$340	6	\$2,040
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	2	\$1,650
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,061,990</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,739	3,824.19	\$(86)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Highland Oaks Middle School**

5600 Meadowbriar Trail, Memphis, TN 38125  
 Phone: (901) 416-0340 Fax: (901) 432-0345

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	Traditional	120,000	1021	76%	1

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	734	781	753	645	-108
Attendance Rate	95%	95.9%	99.3%	-	NA
Student-Teacher Ratio	1:18	1:19	1:19	1:19	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	88.9%	44.7%	68.6%	-	-
Students with Disabilities (%)	18.5%	15.5%	12.7%	-	-
English Language Learners (%)	3.2%	3.7%	3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	40	41	38	36	-2
Special Skills	3	3	-	-	-
Counselor	2	2	2	2	-
Educational Assistant	3	3	2	2	-
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	9	5	7	1	-6
Other	7	5	5	4	-1
<b>School Level Funds</b>					
General Fund	\$3,503,298	\$3,476,135	\$3,489,076	\$3,437,542	-\$51,533
Title I	\$259,941	\$297,426	\$269,336	\$248,710	-\$20,626
IDEA, Part B	\$74,498	\$60,912	\$32,551	\$32,706	\$155
Other Special Revenue & Federal Funds	\$105	\$0	\$0	\$0	\$0
Total	\$3,837,843	\$3,834,474	\$3,790,963	\$3,718,959	-\$72,004
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	86%			
TEM 5	5%	14%			
TEM 4	76%	55%			
TEM 3	14%	17%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Highland Oaks Middle School**

<b>Total SBB Allocation</b>			<b>\$2,529,647</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$2,411,789
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$117,858
How has funding changed under SBB?		Last Year (1718)	\$2,751,630
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1819)	\$2,529,647
		Total Difference	\$(221,984)
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(157,121)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(64,863)

**Detailed Breakdown**

**1. SBB Allocations \$2,411,789**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	644	\$2,189,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	54	\$18,360
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	558	\$189,720
Incoming High Proficiency	0.10	\$340	10	\$3,400
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$2,411,805**

**2. SBB Transition Supplements \$117,858**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$24,289

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,928	4,028.74	\$(101)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-7%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$93,569
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$117,858</b>





**John P. Freeman K-8 Optional School**

5250 Tulane Rd., Memphis, TN 38109  
 Phone: (901) 416-3156 Fax: (901) 416-3127

<b>Grade Level:</b> K-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 98,000	<b>Student Capacity:</b> 685	<b>FY2017-18 Utilization:</b> 79%	<b>FCI:</b> 30
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	552	544	539	610	71
Attendance Rate	98.8%	97.9%	97.6%	-	NA
Student-Teacher Ratio	1:17	1:18	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	38.1%	35%	76.6%	-	-
Students with Disabilities (%)	2%	2.9%	10.4%	-	-
English Language Learners (%)	0%	0.3%	29.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	33	31	35	33	-2
Special Skills	9	5	7	5	-2
Counselor	2	2	1	1	-
Educational Assistant	2	1	1	1	-
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	1	-
Nutrition	5	3	6	1	-5
Other	4	4	4	8	4

<b>School Level Funds</b>					
General Fund	\$3,646,858	\$3,668,967	\$3,499,161	\$4,184,908	\$685,746
Title I	\$193,551	\$196,276	\$203,664	\$167,790	-\$35,874
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$189	\$0	\$0	\$0
<b>Total</b>	<b>\$3,840,409</b>	<b>\$3,865,434</b>	<b>\$3,702,826</b>	<b>\$4,352,698</b>	<b>\$649,872</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	95%			
TEM 5	46%	24%			
TEM 4	30%	54%			
TEM 3	24%	17%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	2	2			
TVAAS Numeracy	3	3			

**SBB Allocations for John P. Freeman K-8 Optional School**

<b>Total SBB Allocation</b>				<b>\$2,853,440</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,619,726
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$233,715
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,816,439	
		This Year (1819)	\$2,853,440	
		Total Difference	\$37,002	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$110,167	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(73,165)	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,619,726</b>
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SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	611	\$2,077,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	75	\$76,500
Grade 1	0.30	\$1,020	77	\$78,540
Grade 2	0.30	\$1,020	55	\$56,100
Grade 3	0.20	\$680	43	\$29,240
Grade 4	0.20	\$680	66	\$44,880
Grade 5	0.20	\$680	51	\$34,680
<b>Mobility Weights</b>				
Mobility	0.10	\$340	2	\$680
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	179	\$60,860
Incoming High Proficiency	0.10	\$340	126	\$42,840
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	11	\$9,075
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$108,825
<b>SBB Allocations Total</b>				<b>\$2,510,795</b>

<b>2. SBB Transition Supplements</b>					<b>\$233,715</b>
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**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

\$210,090

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,670	4,789.86	\$(120)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-4%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$23,625
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$233,715</b>



**Kate Bond Middle School**

2737 Kate Bond Rd., Memphis, TN 38133  
 Phone: (901) 416-0640 Fax: (901) 416-0634

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	Traditional	165,749	1108	102%	2

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	1156	1130	1110	1125	15
Attendance Rate	94.6%	96.2%	95.1%	-	NA
Student-Teacher Ratio	1:17	1:17	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	44.4%	41.5%	70.3%	-	-
Students with Disabilities (%)	14.3%	13.4%	13.1%	-	-
English Language Learners (%)	15.8%	13.7%	11.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	3	1
Classroom Teacher	69	68	69	68	-1
Special Skills	1	1	1	1	-
Counselor	3	3	3	3	-
Educational Assistant	8	9	12	13	1
Instructional Facilitator	3	3	2	3	1
Librarian	2	2	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	9	5	9	3	-6
Other	7	7	7	9	2
<b>School Level Funds</b>					
General Fund	\$5,828,363	\$5,888,822	\$5,796,267	\$6,457,795	\$661,527
Title I	\$338,229	\$459,815	\$509,369	\$405,790	-\$103,579
IDEA, Part B	\$193,188	\$154,481	\$147,016	\$147,337	\$321
Other Special Revenue & Federal Funds	\$0	\$0	\$445	\$0	-\$445
Total	\$6,359,781	\$6,503,119	\$6,453,098	\$7,010,923	\$557,824
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	90%			
TEM 5	13%	16%			
TEM 4	51%	54%			
TEM 3	31%	20%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Kate Bond Middle School**

<b>Total SBB Allocation</b>				<b>\$4,193,122</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$4,193,122
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$4,176,184	
		This Year (1819)	\$4,193,122	
		Total Difference	\$16,939	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(58,510)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$75,449	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$4,193,122</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	1,126	\$3,828,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	111	\$37,740	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	846	\$287,640	
Incoming High Proficiency	0.10	\$340	41	\$13,940	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,193,295</b>	

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.

**\$0**

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,724	3,656.90	\$67
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

**SBB Total Supplements TOTAL** **\$0**



**Kingsbury Middle School**

1276 N. Graham, Memphis, TN 38122  
 Phone: (901) 416-6040 Fax: (901) 416-6058

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
7-8	Traditional	219,210	403	152%	7

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	607	612	599	601	2
Attendance Rate	95.8%	93.4%	94.2%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	64.2%	66.7%	93.9%	-	-
Students with Disabilities (%)	18.7%	17.8%	16.6%	-	-
English Language Learners (%)	38.5%	30.9%	27.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	38	37	38	1
Counselor	1	1	1	1	-
Educational Assistant	2	2	2	2	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Other	5	4	4	4	-
<b>School Level Funds</b>					
General Fund	\$2,806,937	\$2,756,449	\$2,700,764	\$2,982,031	\$281,266
Title I	\$283,639	\$355,272	\$332,846	\$317,730	-\$15,116
IDEA, Part B	\$37,784	\$44,287	\$55,696	\$55,501	-\$194
Other Special Revenue & Federal Funds	\$41,761	\$71,317	\$46,245	\$46,715	\$470
Total	\$3,170,122	\$3,227,327	\$3,135,551	\$3,401,978	\$266,426
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	82%			
TEM 5	9%	8%			
TEM 4	50%	39%			
TEM 3	34%	34%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Kingsbury Middle School**

<b>Total SBB Allocation</b>				<b>\$2,237,203</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,237,203
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,212,441	
		This Year (1819)	\$2,237,203	
		Total Difference	\$24,762	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$18,530
	Estimated changes to the budget due to SBB transition	Change from SBB	\$6,232	

**Detailed Breakdown**

**1. SBB Allocations \$2,237,203**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	602	\$2,046,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	59	\$20,060
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	484	\$164,560
Incoming High Proficiency	0.10	\$340	9	\$3,060
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	3	\$2,475
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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,236,955</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,716	3,705.93	\$10
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Maxine Smith STEAM Academy**

750 E Pkwy S, Memphis, TN 38104  
 Phone: (901) 416-4536

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	Optional	95,345	244	132%	11

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	253	324	339	353	14
Attendance Rate	98.9%	98.7%	97.6%	-	NA
Student-Teacher Ratio	1:16	1:19	1:20	1:20	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	15.5%	11.2%	16.3%	-	-
Students with Disabilities (%)	1.2%	1.6%	0.6%	-	-
English Language Learners (%)	0%	0.3%	0.3%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	16	17	18	18	-
Special Skills	2	2	2	2	-
Counselor	1	1	-	1	1
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	3	3	3	3	-
<b>School Level Funds</b>					
General Fund	\$1,631,064	\$1,712,826	\$1,798,320	\$1,944,904	\$146,584
Title I	\$0	\$0	\$0	\$0	-
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$1,758	\$0	\$0	\$0	\$0
Total	\$1,632,823	\$1,712,826	\$1,798,320	\$1,944,904	\$146,584
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	131%			
TEM 5	63%	67%			
TEM 4	19%	36%			
TEM 3	13%	29%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	5			

**SBB Allocations for Maxine Smith STEAM Academy**

<b>Total SBB Allocation</b>				<b>\$1,362,461</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,257,109
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$105,352
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,350,027	
		This Year (1819)	\$1,362,461	
		Total Difference	\$12,434	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$47,369	
Estimated changes to the budget due to SBB transition	Change from SBB	\$(34,935)		

**Detailed Breakdown**

**1. SBB Allocations \$1,257,109**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	354	\$1,203,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	1,338	\$454,920
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	340.00	\$58	19,705	\$1,142,890
Incoming High Proficiency	340.00	\$96	32,640	\$3,133,440
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$0	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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$5,934,850**

**2. SBB Transition Supplements \$105,352**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$83,130

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,849	3,947.45	\$(99)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	38364.51	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$22,222
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$105,352</b>





**Mt Pisgah Middle School**

1444 Pisgah Rd, Cordova, TN 38016  
 Phone: (901) 756-2386

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
5-8	Traditional	125,900	1197	42%	3

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	498	499	481	469	-12
Attendance Rate	98.1%	97.2%	95.9%	-	NA
Student-Teacher Ratio	1:19	1:18	1:19	1:19	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	21.5%	25%	34.9%	-	-
Students with Disabilities (%)	13.3%	11.4%	10.6%	-	-
English Language Learners (%)	0%	2%	2.1%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	26	28	28	24	-4
Special Skills	0	1	1	1	-
Counselor	1	1	1	1	-
Educational Assistant	0	0	1	1	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	5	3	4	1	-3
Other	3	3	3	5	2
<b>School Level Funds</b>					
General Fund	\$2,311,603	\$2,449,131	\$2,513,316	\$2,678,435	\$165,118
Title I	\$110,215	\$116,984	\$124,328	\$0	-
IDEA, Part B	\$3,483	\$0	\$0	\$36,238	\$36,238
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
Total	\$2,425,302	\$2,566,115	\$2,637,645	\$2,714,674	\$77,028
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	97%			
TEM 5	48%	23%			
TEM 4	52%	50%			
TEM 3	0%	23%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Mt Pisgah Middle School**

<b>Total SBB Allocation</b>				<b>\$1,898,504</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,720,928
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$177,576
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,009,593	
		This Year (1819)	\$1,898,504	
		Total Difference	\$(111,089)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(62,410)
Estimated changes to the budget due to SBB transition	Change from SBB		\$(48,680)	

**Detailed Breakdown**

**1. SBB Allocations \$1,720,928**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	468	\$1,591,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	39	\$13,260
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	322	\$109,480
Incoming High Proficiency	0.10	\$340	21	\$7,140
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$1,721,080**

**2. SBB Transition Supplements \$177,576**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,057	4,160.65	\$(104)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-12%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$177,576
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$177,576</b>



**Oakhaven Middle School**

3125 Ladbroke Rd., Memphis, TN 38118  
 Phone: (901) 416-2380 Fax: (901) 416-9780

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 152,940	<b>Student Capacity:</b> 324	<b>FY2017-18 Utilization:</b> 98%	<b>FCI:</b> 11
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	328	319	285	327	42
Attendance Rate	93.8%	95.4%	94.7%	-	NA
Student-Teacher Ratio	1:18	1:19	1:16	1:16	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	73.1%	73%	75.4%	-	-
Students with Disabilities (%)	17.2%	14.6%	10.8%	-	-
English Language Learners (%)	11.1%	6.3%	5.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	18	16	19	17	-2
Counselor	1	1	1	1	-
Educational Assistant	1	1	1	3	2
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	-	-1
Other	11	6	4	4	-

<b>School Level Funds</b>					
General Fund	\$1,757,117	\$1,855,119	\$1,925,795	\$1,878,800	-\$46,994
Title I	\$154,659	\$158,518	\$216,726	\$182,665	-\$34,061
IDEA, Part B	\$26,411	\$26,969	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$29,455	\$0	\$0	\$560	\$560
<b>Total</b>	<b>\$1,967,643</b>	<b>\$2,040,607</b>	<b>\$2,142,521</b>	<b>\$2,062,026</b>	<b>-\$80,495</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	100%			
TEM 5	19%	56%			
TEM 4	56%	39%			
TEM 3	13%	6%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	5			
TVAAS Numeracy	N/A	5			

**SBB Allocations for Oakhaven Middle School**

<b>Total SBB Allocation</b>			<b>\$1,320,954</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$1,252,394
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$68,560
How has funding changed under SBB?		Last Year (1718)	\$1,421,116
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1819)	\$1,320,954
		Total Difference	\$(100,162)
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(66,291)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(33,871)

**Detailed Breakdown**

**1. SBB Allocations \$1,252,394**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	327	\$1,111,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	56	\$19,040
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	294	\$99,960
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$1,252,445**

**2. SBB Transition Supplements \$68,560**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$12,675

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,040	4,143.20	\$(104)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-8%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$55,885
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$68,560</b>



**Ridgeway Middle School**

6333 Quince Road Memphis, TN 38018  
 Phone: (901) 416-1588 Fax: (901) 416-1545

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 143,000	<b>Student Capacity:</b> 855	<b>FY2017-18 Utilization:</b> 78%	<b>FCI:</b> 6
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	652	669	661	703	42
Attendance Rate	95.8%	96.8%	95.6%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	48.7%	45.5%	72.5%	-	-
Students with Disabilities (%)	12.9%	11.3%	12.1%	-	-
English Language Learners (%)	3.2%	2.3%	2.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	34	36	35	35	-
Special Skills	4	4	4	4	-
Counselor	1	1	1	2	1
Educational Assistant	4	7	5	5	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	10	6	12	1	-11
Other	5	4	6	5	-1

<b>School Level Funds</b>					
General Fund	\$3,239,488	\$3,285,502	\$3,175,974	\$3,721,712	\$545,738
Title I	\$246,006	\$337,235	\$286,919	\$293,335	\$6,415
IDEA, Part B	\$22,479	\$164,512	\$90,527	\$119,561	\$29,034
Other Special Revenue & Federal Funds	\$-1,735	\$-1,308	\$0	\$0	\$0
<b>Total</b>	<b>\$3,506,238</b>	<b>\$3,785,941</b>	<b>\$3,553,420</b>	<b>\$4,134,608</b>	<b>\$581,188</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	97%			
TEM 5	3%	10%			
TEM 4	67%	43%			
TEM 3	18%	43%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	1			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Ridgeway Middle School**

<b>Total SBB Allocation</b>			<b>\$2,671,165</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$2,614,973	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$56,193	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,716,274	
		This Year (1819)	\$2,671,165	
		Total Difference	\$(45,109)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$23,383
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(68,491)	

**Detailed Breakdown**

**1. SBB Allocations \$2,614,973**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	703	\$2,390,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	46	\$15,640
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	574	\$195,160
Incoming High Proficiency	0.10	\$340	12	\$4,080
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$2,614,980**

**2. SBB Transition Supplements \$56,193**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$39,238

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,800	3,897.09	\$(97)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-4%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$16,955
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$56,193</b>



**Riverview K-8 School**

241 Majuba Ave, Memphis, TN 38109  
 Phone: (901) 416-7340

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
K-8	iZone	150,850	540	92%	15

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	0	0	-	-	-
K-12	503	500	424	392	-32
Attendance Rate	91.7%	94.1%	93.5%	-	NA
Student-Teacher Ratio	1:15	1:15	1:14	1:14	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	88.8%	83.7%	79%	-	-
Students with Disabilities (%)	18.1%	31.6%	15.5%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	34	33	32	30	-2
Special Skills	3	2	3	2	-1
Counselor	2	2	2	2	-
Educational Assistant	8	9	8	8	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	8	4	10	1	-9
Other	4	4	3	4	1
<b>School Level Funds</b>					
General Fund	\$2,944,035	\$3,156,000	\$3,414,138	\$3,372,354	-\$41,784
Title I	\$210,982	\$287,856	\$262,150	\$255,850	-\$6,300
IDEA, Part B	\$131,215	\$141,483	\$139,323	\$144,651	\$5,328
Other Special Revenue & Federal Funds	\$525,374	\$308,888	\$0	\$112,616	\$112,616
Total	\$3,811,607	\$3,894,227	\$3,815,611	\$3,885,472	\$69,860
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	93%	92%			
TEM 5	17%	14%			
TEM 4	48%	47%			
TEM 3	28%	31%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	1	2			
TVAAS Numeracy	3	1			

**SBB Allocations for Riverview K-8 School**

<b>Total SBB Allocation</b>				<b>\$2,246,780</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,634,085
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$612,695
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,357,483	
		This Year (1819)	\$2,246,780	
		Total Difference	\$(110,702)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(115,563)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$4,861	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,634,085</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	388	\$1,319,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	30	\$30,600	
Grade 1	0.30	\$1,020	32	\$32,640	
Grade 2	0.30	\$1,020	27	\$27,540	
Grade 3	0.20	\$680	20	\$13,600	
Grade 4	0.20	\$680	42	\$28,560	
Grade 5	0.20	\$680	33	\$22,440	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	78	\$26,520	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	354	\$120,360	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,633,835</b>	

<b>2. SBB Transition Supplements</b>		<b>\$612,695</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$5,791	5,778.14	\$13
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-1%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$612,695</b>





**Sherwood Middle School**

3480 Rhodes Avenue Memphis, TN 38111  
 Phone: (901) 416-4870 Fax: (901) 416-4881

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	iZone	141,952	895	92%	20

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	898	821	778	750	-28
Attendance Rate	90.4%	92.7%	93.7%	-	NA
Student-Teacher Ratio	1:15	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	79.4%	80%	88.7%	-	-
Students with Disabilities (%)	18.9%	17.2%	13.5%	-	-
English Language Learners (%)	6.5%	5.6%	6.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	2	2	2	-
Classroom Teacher	59	52	50	47	-3
Counselor	2	2	2	2	-
Educational Assistant	11	11	10	10	-
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	8	5	9	2	-7
Other	6	5	7	7	-
<b>School Level Funds</b>					
General Fund	\$4,831,194	\$4,741,304	\$4,849,269	\$4,739,114	-\$110,155
Title I	\$379,887	\$489,756	\$442,839	\$481,355	\$38,515
IDEA, Part B	\$197,670	\$228,460	\$211,244	\$233,069	\$21,825
Other Special Revenue & Federal Funds	\$791,433	\$191,586	\$0	\$0	\$0
Total	\$6,200,185	\$5,651,107	\$5,503,352	\$5,453,539	-\$49,813
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	98%	98%			
TEM 5	13%	22%			
TEM 4	79%	61%			
TEM 3	6%	15%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	3			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Sherwood Middle School**

<b>Total SBB Allocation</b>				<b>\$2,838,696</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,824,816
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$13,879
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,946,829	
		This Year (1819)	\$2,838,696	
		Total Difference	\$(108,134)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (87,681)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (20,453)	

**Detailed Breakdown**

**1. SBB Allocations \$2,824,816**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	750	\$2,550,000
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	107	\$36,380
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	696	\$236,640
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,832,290</b>

**2. SBB Transition Supplements \$13,879**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$13,879

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,785	3,812.20	\$(27)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-1%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$13,879</b>



**Snowden K-8 School**

1870 N. Parkway, Memphis, TN 31812  
 Phone: (901) 416-4621 Fax: (901) 416-4620

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
PreK-8	Optional	199,849	1268	109%	17

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
Pre-K	20	20	20	20	-
K-12	1474	1382	1336	1323	-13
Attendance Rate	94.9%	95.8%	95.7%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	47.9%	49.3%	62.2%	-	-
Students with Disabilities (%)	6.9%	12%	5.9%	-	-
English Language Learners (%)	6.4%	8.8%	4.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	3	3	3	-
Classroom Teacher	80	77	77	74	-3
Special Skills	12	9	10	9	-1
Counselor	3	3	3	3	-
Educational Assistant	10	8	9	9	-
Instructional Facilitator	2	2	2	3	1
Librarian	2	2	2	2	-
Nutrition	10	6	12	1	-11
Other	7	6	7	7	-
<b>School Level Funds</b>					
General Fund	\$7,937,669	\$7,611,787	\$7,120,339	\$7,310,927	\$190,588
Title I	\$342,655	\$530,018	\$596,050	\$517,055	-\$78,995
IDEA, Part B	\$61,986	\$22,293	\$32,487	\$50,850	\$18,363
Other Special Revenue & Federal Funds	\$35,544	\$75,568	\$24,725	\$106,574	\$81,848
Total	\$8,377,856	\$8,239,668	\$7,773,602	\$7,985,407	\$211,805
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	99%			
TEM 5	51%	33%			
TEM 4	36%	50%			
TEM 3	12%	16%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	4	3			
TVAAS Numeracy	3	1			

**SBB Allocations for Snowden K-8 School**

<b>Total SBB Allocation</b>				<b>\$5,526,628</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$5,472,302	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$54,327	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$5,755,543		
		This Year (1819)	\$5,526,628		
		Total Difference	\$(228,914)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(237,901)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$8,987		

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$5,472,302</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	1,322	\$4,494,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	104	\$106,080	
Grade 1	0.30	\$1,020	106	\$108,120	
Grade 2	0.30	\$1,020	116	\$118,320	
Grade 3	0.20	\$680	127	\$86,360	
Grade 4	0.20	\$680	142	\$96,560	
Grade 5	0.20	\$680	143	\$97,240	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	85	\$28,900	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	825	\$280,500	
Incoming High Proficiency	0.10	\$340	134	\$45,560	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$5,472,340</b>	

<b>2. SBB Transition Supplements</b>		<b>\$54,327</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,181	4,173.71	\$7
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-1%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$54,327</b>



**Treadwell Middle School**

920 N. Highland Memphis, TN 38122  
 Phone: (901) 416-6100 Fax: (901) 416-6133

<b>Grade Level:</b> 6-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 145,870	<b>Student Capacity:</b> 598	<b>FY2017-18 Utilization:</b> 64%	<b>FCI:</b> 10
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	389	382	389	478	89
Attendance Rate	91.3%	93.5%	92.4%	-	NA
Student-Teacher Ratio	1:14	1:15	1:16	1:16	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	73.5%	68.4%	83.4%	-	-
Students with Disabilities (%)	17%	14.7%	13.6%	-	-
English Language Learners (%)	22.9%	22.5%	23.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	26	28	29	1
Counselor	1	1	1	1	-
Educational Assistant	4	3	2	4	2
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	0	1	1	1	-
Nutrition	15	8	14	3	-11
Other	4	3	3	3	-

<b>School Level Funds</b>					
General Fund	\$2,089,392	\$2,296,646	\$2,209,168	\$2,789,055	\$579,886
Title I	\$175,072	\$181,725	\$217,144	\$257,040	\$39,895
IDEA, Part B	\$77,258	\$49,641	\$77,693	\$50,634	-\$27,058
Other Special Revenue & Federal Funds	\$433,316	\$139,794	\$50,249	\$10,616	-\$39,633
<b>Total</b>	<b>\$2,775,039</b>	<b>\$2,667,807</b>	<b>\$2,554,256</b>	<b>\$3,107,346</b>	<b>\$553,090</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	96%			
TEM 5	48%	31%			
TEM 4	39%	42%			
TEM 3	13%	23%			

<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	5			
TVAAS Numeracy	N/A	1			

**SBB Allocations for Treadwell Middle School**

<b>Total SBB Allocation</b>				<b>\$1,811,090</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,811,090
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,723,400	
		This Year (1819)	\$1,811,090	
		Total Difference	\$87,690	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$52,111
	Estimated changes to the budget due to SBB transition	Change from SBB	\$35,578	

**Detailed Breakdown**

**1. SBB Allocations \$1,811,090**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	477	\$1,621,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	76	\$25,840
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	438	\$148,920
Incoming High Proficiency	0.10	\$340	2	\$680
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,811,265</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,797	3,722.25	\$75
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	2%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**White Station Middle School**

5465 Mason Road Memphis, TN 38120  
 Phone: (901) 416-2184 Fax: (901) 416-2187

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCI:
6-8	Optional	144,411	878	147%	2

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	1289	1289	1273	1261	-12
Attendance Rate	96.1%	96.5%	95.8%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	22.4%	23%	45.5%	-	-
Students with Disabilities (%)	13%	11.5%	10%	-	-
English Language Learners (%)	4.6%	4.5%	3.6%	-	-
<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	3	3	3	-
Classroom Teacher	74	75	75	75	-
Special Skills	5	5	5	5	-
Counselor	3	3	3	3	-
Educational Assistant	11	12	11	12	1
Instructional Facilitator	1	1	2	-	-2
Librarian	2	2	2	2	-
Nutrition	8	4	6	1	-5
Other	6	6	6	3	-3
<b>School Level Funds</b>					
General Fund	\$6,996,613	\$7,228,219	\$7,075,546	\$7,339,118	\$263,571
Title I	\$270,265	\$282,151	\$335,433	\$0	-
IDEA, Part B	\$150,861	\$150,239	\$272,731	\$248,102	-\$24,628
Other Special Revenue & Federal Funds	\$2,903	\$-7	\$0	\$0	\$0
Total	\$7,420,644	\$7,660,603	\$7,683,711	\$7,587,220	-\$96,491
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	100%			
TEM 5	83%	81%			
TEM 4	12%	19%			
TEM 3	4%	0%			
<b>Achievement &amp; Proficiency</b>					
TVAAS Literacy	N/A	5			
TVAAS Numeracy	N/A	5			

**SBB Allocations for White Station Middle School**

<b>Total SBB Allocation</b>				<b>\$4,604,936</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$4,585,464
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$19,472
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$4,732,727	
		This Year (1819)	\$4,604,936	
		Total Difference	\$(127,791)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(11,224)
Estimated changes to the budget due to SBB transition	Change from SBB		\$(116,567)	

**Detailed Breakdown**

**1. SBB Allocations \$4,585,464**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	1,262	\$4,290,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	55	\$18,700
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	526	\$178,840
Incoming High Proficiency	0.10	\$340	249	\$84,660
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$4,585,375**

**2. SBB Transition Supplements \$19,472**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$19,472

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,649	3,741.29	\$(92)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-3%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$19,472</b>





**Woodstock Middle School**

5885 Woodstock Cuba Rd., Memphis, TN 38053  
 Phone: (901) 416-4180 Fax: (901) 416-4182

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 84,850	<b>Student Capacity:</b> 773	<b>FY2017-18 Utilization:</b> 36%	<b>FCI:</b> 16
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	336	275	266	259	-7
Attendance Rate	93.2%	94.1%	99.9%	-	NA
Student-Teacher Ratio	1:16	1:14	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	70.3%	82.3%	71.6%	-	-
Students with Disabilities (%)	18.4%	19.2%	16.3%	-	-
English Language Learners (%)	0%	1.4%	1.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	21	18	19	18	-1
Counselor	1	1	1	1	-
Educational Assistant	3	2	1	1	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	4	5	6	7	1

**School Level Funds**

General Fund	\$1,939,479	\$1,895,297	\$1,970,870	\$2,210,803	\$239,932
Title I	\$133,784	\$134,494	\$158,033	\$147,560	-\$10,473
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Perkins	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$583	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,073,848</b>	<b>\$2,029,791</b>	<b>\$2,128,904</b>	<b>\$2,358,363</b>	<b>\$229,458</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	85%	74%	
TEM 5	10%	0%	
TEM 4	40%	37%	
TEM 3	35%	37%	

**Achievement & Proficiency**

TVAAS Literacy	N/A	1	
TVAAS Numeracy	N/A	1	

**SBB Allocations for Woodstock Middle School**

<b>Total SBB Allocation</b>				<b>\$1,402,047</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$979,122
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$422,924
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,487,965	
		This Year (1819)	\$1,402,047	
		Total Difference	\$(85,919)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(49,969)
Estimated changes to the budget due to SBB transition	Change from SBB		\$(35,950)	

**Detailed Breakdown**

**1. SBB Allocations \$979,122**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	259	\$880,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	51	\$17,340
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	232	\$78,880
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	3	\$2,475
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 the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$979,295**

**2. SBB Transition Supplements \$422,924**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$281,590

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$5,413	5,552.11	\$(139)
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	-13%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$141,334
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$422,924</b>





# HIGH SCHOOLS



**B T Washington High School**

715 S. Lauderdale, Memphis, TN 38126  
 Phone: (901) 416-7240 Fax: (901) 416-7228

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 202,918	<b>Student Capacity:</b> 548	<b>FY2017-18 Utilization:</b> 104%	<b>FCI:</b> 9
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	561	573	544	462	-82
Attendance Rate	90%	90.4%	88.3%	-	NA
Student-Teacher Ratio	1:14	1:15	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	85.9%	83.8%	92.9%	-	-
Students with Disabilities (%)	22.3%	20.2%	16.9%	-	-
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	41	38	38	36	-2
Counselor	2	2	2	2	-
Educational Assistant	4	4	4	4	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	11	6	11	2	-9
Other	7	7	7	9	2

**School Level Funds**

General Fund	\$3,567,075	\$3,470,940	\$3,405,246	\$3,600,769	\$195,522
Title I	\$222,261	\$302,592	\$312,639	\$304,640	-\$7,999
IDEA, Part B	\$81,970	\$66,997	\$90,025	\$84,223	-\$5,801
Other Special Revenue & Federal Funds	\$210	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,871,518</b>	<b>\$3,840,530</b>	<b>\$3,807,911</b>	<b>\$3,989,633</b>	<b>\$181,722</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	78%	
TEM 5	57%	5%	
TEM 4	29%	24%	
TEM 3	9%	49%	

**Postsecondary Readiness**

Graduation Rate	89.4%	90.5%	
Average ACT Composite Score	14.40	13.90	
ACT21+ (%)	3.4%	1.1%	

**Achievement & Proficiency**

TNReady Algebra I (%)	78.4%	25.8%	
TNReady Algebra II (%)	69.8%	47.8%	
TNReady Biology I (%)	45.5%	41.8%	
TNReady Chemistry (%)	27.9%	42.4%	
TNReady English I (%)	36.3%	1.9%	
TNReady English II (%)	24.8%	4.5%	
TNReady English III (%)	10.3%	6.3%	
TNReady Math (%)	8.9%	6.3%	

TNReady RLA (%)	5.9%	5.4%	
TNReady Science (%)	11.8%	13.9%	
TVAAS Literacy	3	1	
TVAAS Numeracy	5	5	

### SBB Allocations for B T Washington High School

<b>Total SBB Allocation</b>				<b>\$2,394,558</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,758,643
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$635,915
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,509,116	
		This Year (1819)	\$2,394,558	
		Total Difference	\$(114,558)	
Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (53,159)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ (61,399)	

### Detailed Breakdown

<b>1. SBB Allocations</b>					<b>\$1,758,643</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	462	\$1,570,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	77	\$26,180	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	422	\$143,480	
Incoming High Proficiency	0.10	\$340	5	\$1,700	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	20	\$16,500	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,758,660</b>	

### 2. SBB Transition Supplements

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$625,219

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$5,183	5,315.92	\$(133)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-4%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$10,696
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

### SBB Total Supplements TOTAL

\$635,915



**Bolton High School**

7323 Brunswick Rd., Memphis, TN 38002  
 Phone: (901) 416-1435 Fax: (901) 829-2435

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 293,200	<b>Student Capacity:</b> 2019	<b>FY2017-18 Utilization:</b> 65%	<b>FCI:</b> 9
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	1515	1318	1167	994	-173
Attendance Rate	97.1%	95.4%	91%	-	NA
Student-Teacher Ratio	1:18	1:18	1:19	1:19	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	32.9%	34.6%	39.5%	-	-
Students with Disabilities (%)	13.8%	14.5%	14.6%	-	-
English Language Learners (%)	0.9%	1.1%	1.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	3	3	3	-
Classroom Teacher	86	73	64	67	3
Special Skills	2	1	1	2	1
Counselor	5	5	5	4	-1
Educational Assistant	11	10	9	10	1
Instructional Facilitator	2	1	2	2	-
Librarian	2	1	1	1	-
Nutrition	13	6	9	3	-6
Other	7	7	8	9	1

<b>School Level Funds</b>					
General Fund	\$7,912,407	\$6,850,870	\$5,926,373	\$6,344,026	\$417,652
Title I	\$421,050	\$472,411	\$426,334	\$296,905	-\$129,429
IDEA, Part B	\$145,607	\$113,495	\$139,596	\$150,139	\$10,543
Perkins	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$521	\$0	\$20,000	\$20,000	\$0
<b>Total</b>	<b>\$8,479,588</b>	<b>\$7,436,777</b>	<b>\$6,512,304</b>	<b>\$6,811,070</b>	<b>\$298,766</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	93%			
TEM 5	6%	9%			
TEM 4	39%	39%			
TEM 3	41%	45%			

<b>Postsecondary Readiness</b>					
Graduation Rate	80.9%	85%			
Average ACT Composite Score	18.30	19.30			
ACT21+ (%)	26.3%	33%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	42.1%	1.6%			
TNReady Algebra II (%)	26%	5%			
TNReady Biology I (%)	49.3%	32.8%			
TNReady Chemistry (%)	31%	15.8%			
TNReady English I (%)	68.3%	13%			
TNReady English II (%)	52.3%	23.5%			

TNReady English III (%)	21.9%	20.5%	
TVAAS Literacy	1	3	
TVAAS Numeracy	1	1	

**SBB Allocations for Bolton High School**

<b>Total SBB Allocation</b>				<b>\$3,740,658</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,748,376
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(7,718)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,585,726	
		This Year (1819)	\$3,740,658	
		Total Difference	\$154,932	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$56,804	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$211,735	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,748,376</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	994	\$3,379,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	96	\$32,640	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	901	\$306,340	
Incoming High Proficiency	0.10	\$340	5	\$1,700	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,748,330</b>	

**2. SBB Transition Supplements** **\$(7,718)**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,763	3,550.22	\$213
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(7,718)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(7,718)</b>





**Central High School**

306 S. Bellevue, Memphis, TN 38104  
 Phone: (901) 416-4500 Fax: (901) 416-4506

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 283,230	<b>Student Capacity:</b> 1447	<b>FY2017-18 Utilization:</b> 109%	<b>FCI:</b> 4
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	1595	1578	1563	1487	-76
Attendance Rate	93.9%	93.6%	96.8%	-	NA
Student-Teacher Ratio	1:21	1:20	1:20	1:20	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	47.7%	45.3%	73.5%	-	-
Students with Disabilities (%)	7.9%	7.6%	7.4%	-	-
English Language Learners (%)	3.8%	3%	4%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	4	5	1
Classroom Teacher	77	77	76	77	1
Special Skills	5	4	6	5	-1
Counselor	5	5	7	7	-
Educational Assistant	6	9	8	11	3
Instructional Facilitator	2	2	2	4	2
Librarian	2	2	2	2	-
Nutrition	12	6	11	1	-10
Other	9	9	8	8	-

<b>School Level Funds</b>					
General Fund	\$7,623,914	\$7,741,659	\$7,438,277	\$7,816,905	\$378,627
Title I	\$470,881	\$851,402	\$660,050	\$571,200	-\$88,850
IDEA, Part B	\$22,298	\$119,339	\$110,837	\$134,308	\$23,471
Other Special Revenue & Federal Funds	\$738	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$8,117,833</b>	<b>\$8,712,401</b>	<b>\$8,209,165</b>	<b>\$8,522,414</b>	<b>\$313,248</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	98%			
TEM 5	60%	24%			
TEM 4	31%	50%			
TEM 3	6%	24%			

<b>Postsecondary Readiness</b>					
Graduation Rate	87.2%	89.7%			
Average ACT Composite Score	17.90	19.30			
ACT21+ (%)	22.7%	35.3%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	71.6%	2.3%			
TNReady Algebra II (%)	39%	13.8%			
TNReady Biology I (%)	50%	52.5%			
TNReady Chemistry (%)	28.4%	23.2%			
TNReady English I (%)	68.5%	22.6%			
TNReady English II (%)	61.5%	25.5%			
TNReady English III (%)	35.3%	26%			

TVAAS Literacy	3	3	
TVAAS Numeracy	5	1	

**SBB Allocations for Central High School**

<b>Total SBB Allocation</b>				<b>\$5,501,164</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$5,501,164
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$5,394,527	
		This Year (1819)	\$5,501,164	
		Total Difference	\$106,637	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(117,195)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$223,832	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$5,501,164</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	1,486	\$5,052,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	87	\$29,580	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	1,184	\$402,560	
Incoming High Proficiency	0.10	\$340	32	\$10,880	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	7	\$5,775	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$5,501,195</b>	

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,702	3,551.37	\$151
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	4%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

**SBB Total Supplements TOTAL** **\$0**



**Cordova High School**

1800 Berryhill Rd., Cordova, TN 38018  
 Phone: (901) 416-4540 Fax: (901) 416-4545

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 278,000	<b>Student Capacity:</b> 2151	<b>FY2017-18 Utilization:</b> 106%	<b>FCI:</b> 8
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	2033	2285	2289	2332	43
Attendance Rate	95%	93.8%	95.7%	-	NA
Student-Teacher Ratio	1:20	1:19	1:19	1:19	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	30.7%	31.9%	64.4%	-	-
Students with Disabilities (%)	11.5%	11.6%	12.4%	-	-
English Language Learners (%)	5.8%	6%	7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	5	7	2
Classroom Teacher	102	119	123	126	3
Special Skills	1	1	1	1	-
Counselor	5	5	5	5	-
Educational Assistant	13	16	17	18	1
Instructional Facilitator	2	2	2	2	-
Librarian	3	2	2	2	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	12	7	11	3	-8
Other	13	12	11	13	2

<b>School Level Funds</b>					
General Fund	\$9,101,874	\$10,010,060	\$10,164,496	\$11,319,520	\$1,155,023
Title I	\$746,348	\$852,628	\$812,427	\$604,520	-\$207,907
IDEA, Part B	\$83,835	\$132,617	\$177,780	\$202,875	\$25,095
Other Special Revenue & Federal Funds	\$36,584	\$37,882	\$38,356	\$38,506	\$150
<b>Total</b>	<b>\$9,968,642</b>	<b>\$11,033,190</b>	<b>\$11,193,060</b>	<b>\$12,165,422</b>	<b>\$972,361</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	95%			
TEM 5	26%	33%			
TEM 4	48%	40%			
TEM 3	21%	23%			

<b>Postsecondary Readiness</b>					
Graduation Rate	87.4%	87.2%			
Average ACT Composite Score	17.20	17.50			
ACT21+ (%)	19.8%	20.9%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	52%	2.3%			
TNReady Algebra II (%)	30.8%	5.7%			
TNReady Biology I (%)	42.3%	35.4%			
TNReady Chemistry (%)	12.9%	17.8%			
TNReady English I (%)	62.9%	19.4%			
TNReady English II (%)	56.1%	25.2%			

TNReady English III (%)	22.6%	17.9%	
TVAAS Literacy	5	5	
TVAAS Numeracy	1	1	

### SBB Allocations for Cordova High School

<b>Total SBB Allocation</b>			<b>\$8,018,214</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$8,694,026
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$(675,812)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$7,457,310
		This Year (1819)	\$8,018,214
		Total Difference	\$560,904
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$107,043
	Estimated changes to the budget due to SBB transition	Change from SBB	\$453,861

### Detailed Breakdown

<b>1. SBB Allocations</b>					<b>\$8,694,026</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	2,332	\$7,928,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	197	\$66,980	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	2,022	\$687,480	
Incoming High Proficiency	0.10	\$340	17	\$5,780	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	6	\$4,950	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$8,693,990</b>	

### 2. SBB Transition Supplements \$(675,812)

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,438	3,243.72	\$195
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	15%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(675,812)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(675,812)</b>



**Craigmont High School**

3333 Covington Pike, Memphis, TN 38128  
 Phone: (901) 416-4312 Fax: (901) 416-7675

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 324,517	<b>Student Capacity:</b> 1234	<b>FY2017-18 Utilization:</b> 74%	<b>FCI:</b> 4
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	957	918	860	824	-36
Attendance Rate	94%	92.8%	89.9%	-	NA
Student-Teacher Ratio	1:20	1:20	1:19	1:19	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	57.1%	54.3%	83.4%	-	-
Students with Disabilities (%)	13.4%	13.8%	13.7%	-	-
English Language Learners (%)	2.6%	2.4%	2.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	3	1
Classroom Teacher	48	46	43	46	3
Special Skills	1	1	1	1	-
Counselor	3	3	3	3	-
Educational Assistant	10	9	8	8	-
Instructional Facilitator	2	2	2	3	1
Librarian	1	1	1	1	-
Nutrition	8	4	7	1	-6
Other	8	8	9	9	-

<b>School Level Funds</b>					
General Fund	\$4,918,491	\$4,604,306	\$4,265,928	\$4,780,490	\$514,562
Title I	\$394,482	\$439,292	\$404,276	\$434,945	\$30,668
IDEA, Part B	\$53,836	\$54,310	\$54,934	\$51,305	-\$3,628
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$5,366,810</b>	<b>\$5,097,910</b>	<b>\$4,725,138</b>	<b>\$5,266,741</b>	<b>\$541,603</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	94%			
TEM 5	14%	17%			
TEM 4	39%	53%			
TEM 3	33%	25%			

<b>Postsecondary Readiness</b>					
Graduation Rate	81.8%	88.2%			
Average ACT Composite Score	15.50	16.00			
ACT21+ (%)	8.2%	12.5%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	56.4%	2.3%			
TNReady Algebra II (%)	26.7%	5%			
TNReady Biology I (%)	25.2%	17.6%			
TNReady Chemistry (%)	2.6%	4%			
TNReady English I (%)	54.9%	7.4%			
TNReady English II (%)	37.3%	18.1%			
TNReady English III (%)	18%	16.7%			

TVAAS Literacy	5	4	
TVAAS Numeracy	1	1	

**SBB Allocations for Craigmont High School**

<b>Total SBB Allocation</b>				<b>\$3,130,302</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,130,302
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,770,419	
		This Year (1819)	\$3,130,302	
		Total Difference	\$359,883	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(164,079)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$523,963	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$3,130,302</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	826	\$2,808,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	101	\$34,340	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	788	\$267,920	
Incoming High Proficiency	0.10	\$340	2	\$680	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	23	\$18,975	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,130,315</b>	

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,790	3,155.37	\$634
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	20%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Douglass High School**

3200 Mt. Olive Road, Memphis, TN 38108  
 Phone: (901) 416-0990 Fax: (901) 416-9887

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone/Optional	<b>Square Footage:</b> 146,568	<b>Student Capacity:</b> 757	<b>FY2017-18 Utilization:</b> 67%	<b>FCI:</b> 1
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	487	506	482	528	46
Attendance Rate	88.1%	93.2%	90%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	70%	76.1%	86.9%	-	-
Students with Disabilities (%)	17.4%	17.6%	15.4%	-	-
English Language Learners (%)	3.2%	2%	2.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	31	29	31	30	-1
Special Skills	2	2	1	1	-
Counselor	2	2	2	2	-
Educational Assistant	6	5	6	5	-1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	10	3	7	1	-6
Other	7	7	8	10	2

**School Level Funds**

General Fund	\$3,029,848	\$3,047,581	\$3,042,662	\$3,377,898	\$335,235
Title I	\$294,566	\$361,725	\$352,935	\$265,965	-\$86,970
IDEA, Part B	\$160,411	\$156,646	\$138,622	\$107,104	-\$31,517
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,484,826</b>	<b>\$3,565,953</b>	<b>\$3,534,220</b>	<b>\$3,750,967</b>	<b>\$216,747</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%	
TEM 5	70%	56%	
TEM 4	21%	42%	
TEM 3	9%	2%	

**Postsecondary Readiness**

Graduation Rate	70.2%	75.8%	
Average ACT Composite Score	15.10	15.80	
ACT21+ (%)	3.8%	5.3%	

**Achievement & Proficiency**

TNReady Algebra I (%)	47.3%	18.2%	
TNReady Algebra II (%)	23.7%	0.9%	
TNReady Biology I (%)	36%	4.3%	
TNReady Chemistry (%)	2.6%	3%	
TNReady English I (%)	52.3%	7.6%	
TNReady English II (%)	38.9%	9.6%	
TNReady English III (%)	17.6%	7.7%	

TVAAS Literacy	5	4	
TVAAS Numeracy	5	5	

### SBB Allocations for Douglass High School

<b>Total SBB Allocation</b>				<b>\$1,801,419</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,982,861
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(181,442)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,728,420	
		This Year (1819)	\$1,801,419	
		Total Difference	\$72,999	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(28,968)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$101,967	

### Detailed Breakdown

<b>1. SBB Allocations</b>					<b>\$1,982,861</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	528	\$1,795,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	44	\$14,960	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	478	\$162,520	
Incoming High Proficiency	0.10	\$340	3	\$1,020	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	11	\$9,075	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,982,775</b>	

### 2. SBB Transition Supplements

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,412	3,218.66	\$193
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	17%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(181,442)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

<b>SBB Total Supplements TOTAL</b>			<b>\$(181,442)</b>
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**East High School**

3206 Poplar, Memphis, TN 38111  
 Phone: (901) 416-6160 Fax: (901) 416-6161

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 189,493	<b>Student Capacity:</b> 1338	<b>FY2017-18 Utilization:</b> 39%	<b>FCI:</b> 8
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	555	517	436	351	-85
Attendance Rate	88.4%	87.4%	90.6%	-	NA
Student-Teacher Ratio	1:24	1:24	1:12	1:12	-

**Student Demographics**

Economically Disadvantaged (%)	68.3%	69.1%	76.4%	-	-
Students with Disabilities (%)	13.9%	14.2%	11%	-	-
English Language Learners (%)	0%	4.2%	4.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	23	22	37	37	-
Special Skills	1	1	1	1	-
Counselor	3	2	2	1	-1
Educational Assistant	1	1	1	1	-
Instructional Facilitator	2	2	1	1	-
Librarian	1	1	1	1	-
Nutrition	6	3	5	1	-4
Other	7	7	9	10	1

**School Level Funds**

General Fund	\$2,626,179	\$3,181,472	\$3,370,696	\$3,608,203	\$237,506
Title I	\$173,626	\$293,318	\$336,285	\$170,170	-\$166,115
IDEA, Part B	\$35,318	\$33,307	\$36,154	\$32,320	-\$3,833
Other Special Revenue & Federal Funds	\$0	\$15,186	\$0	\$0	\$0
<b>Total</b>	<b>\$2,835,124</b>	<b>\$3,523,285</b>	<b>\$3,743,136</b>	<b>\$3,810,694</b>	<b>\$67,557</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	73%	86%	
TEM 5	26%	11%	
TEM 4	41%	61%	
TEM 3	11%	14%	

**Postsecondary Readiness**

Graduation Rate	76.1%	79.7%	
Average ACT Composite Score	15.30	16.60	
ACT21+ (%)	4.7%	10.8%	

**Achievement & Proficiency**

TNReady Algebra I (%)	43.3%	0%	
TNReady Algebra II (%)	21.8%	0.8%	
TNReady Biology I (%)	17.4%	18.3%	
TNReady Chemistry (%)	9.3%	1.6%	
TNReady English I (%)	34.1%	6.7%	
TNReady English II (%)	37.1%	14.2%	
TNReady English III (%)	10.2%	7.6%	

TVAAS Literacy	3	2	
TVAAS Numeracy	1	1	

**SBB Allocations for East High School**

<b>Total SBB Allocation</b>				<b>\$2,731,303</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,297,130
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$1,434,173
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,797,341	
		This Year (1819)	\$2,731,303	
		Total Difference	\$ (66,038)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (206,664)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$ 140,626	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,297,130</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	351	\$1,193,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	70	\$23,800	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	235	\$79,900	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,297,100</b>	

**2. SBB Transition Supplements** **\$1,434,173**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$1,434,173

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1, Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$7,781	7,380.85	\$401
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	5%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$1,434,173</b>



**Germantown High School**

7653 Old Poplar Pike, Germantown, TN 38138  
 Phone: (901) 416-0971 Fax: (901) 416-0963

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 272,375	<b>Student Capacity:</b> 2028	<b>FY2017-18 Utilization:</b> 101%	<b>FCL:</b> 14
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	2091	2048	2047	1992	-55
Attendance Rate	95.7%	95.3%	95.4%	-	NA
Student-Teacher Ratio	1:20	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	21.4%	19.2%	38.8%	-	-
Students with Disabilities (%)	9.4%	8.9%	8.6%	-	-
English Language Learners (%)	1.7%	1.3%	2.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	5	5	-
Classroom Teacher	106	106	101	104	3
Special Skills	1	1	1	1	-
Counselor	5	5	5	5	-
Educational Assistant	11	11	11	12	1
Instructional Facilitator	1	2	2	-	-2
Librarian	2	2	2	2	-
Nutrition	10	6	11	4	-7
Other	17	17	17	16	-1

**School Level Funds**

General Fund	\$9,784,555	\$10,010,134	\$9,450,730	\$10,164,140	\$713,410
Title I	\$397,964	\$532,471	\$205,254	\$0	-
IDEA, Part B	\$235,403	\$228,153	\$234,031	\$266,900	\$32,869
Other Special Revenue & Federal Funds	\$105	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$10,418,028</b>	<b>\$10,770,758</b>	<b>\$9,890,016</b>	<b>\$10,431,041</b>	<b>\$541,025</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	99%	
TEM 5	72%	76%	
TEM 4	25%	19%	
TEM 3	3%	4%	

**Postsecondary Readiness**

Graduation Rate	96.5%	96%	
Average ACT Composite Score	21.00	21.00	
ACT21+ (%)	46.5%	47.6%	

**Achievement & Proficiency**

TNReady Algebra I (%)	71.1%	8.5%	
TNReady Algebra II (%)	53.3%	25.7%	
TNReady Biology I (%)	74.5%	58%	
TNReady Chemistry (%)	42%	43.9%	
TNReady English I (%)	74.8%	28.6%	
TNReady English II (%)	74.6%	47.9%	
TNReady English III (%)	48.2%	36.4%	

TVAAS Literacy	5	5	
TVAAS Numeracy	5	3	

**SBB Allocations for Germantown High School**

<b>Total SBB Allocation</b>				<b>\$7,060,691</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$7,397,614
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(336,923)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$6,674,398	
		This Year (1819)	\$7,060,691	
		Total Difference	\$386,293	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(13,369)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$399,662	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$7,397,614</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	1,993	\$6,776,200	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	112	\$38,080	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	1,561	\$530,740	
Incoming High Proficiency	0.10	\$340	70	\$23,800	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	35	\$28,875	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$7,397,695</b>	
<b>2. SBB Transition Supplements</b>					<b>\$(336,923)</b>
<b>Staffing Supplement</b>					
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.		\$3,543	3,342.21	\$201	
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>					
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.		11%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(336,923)	
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.					
<b>SBB Total Supplements TOTAL</b>				<b>\$(336,923)</b>	



**Hamilton High School**

1363 Person, Memphis, TN 38106  
 Phone: (901) 416-7838 Fax: (901) 416-7829

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 336,151	<b>Student Capacity:</b> 1234	<b>FY2017-18 Utilization:</b> 61%	<b>FCI:</b> 9
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	664	758	741	579	-162
Attendance Rate	84.6%	85.8%	82.3%	-	NA
Student-Teacher Ratio	1:15	1:15	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	82.9%	80.6%	89.4%	-	-
Students with Disabilities (%)	15.7%	19.5%	18.7%	-	-
English Language Learners (%)	0%	0.3%	0.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	2	1	-1
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	44	94	48	41	-7
Special Skills	0	0	1	1	-
Counselor	1	4	2	2	-
Educational Assistant	6	15	11	11	-
Instructional Facilitator	1	4	2	2	-
Librarian	1	1	1	1	-
Nutrition	7	6	11	1	-10
Other	11	19	15	8	-7

<b>School Level Funds</b>					
General Fund	\$3,467,446	\$4,066,432	\$3,721,038	\$4,279,401	\$558,363
Title I	\$234,151	\$379,342	\$332,067	\$368,305	\$36,237
IDEA, Part B	\$122,944	\$192,651	\$171,066	\$226,046	\$54,980
School Improvement Grants (SIG)	\$592,248	\$1,310,441	\$1,445,973	\$750,875	-\$695,097
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$99,610	\$99,610
<b>Total</b>	<b>\$4,416,791</b>	<b>\$5,948,867</b>	<b>\$5,670,145</b>	<b>\$5,724,239</b>	<b>\$54,093</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	81%			
TEM 5	21%	6%			
TEM 4	39%	40%			
TEM 3	33%	35%			

<b>Postsecondary Readiness</b>					
Graduation Rate	49.1%	72.7%			
Average ACT Composite Score	14.10	14.20			
ACT21+ (%)	0.7%	0%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	49.5%	0.5%			
TNReady Algebra II (%)	34.2%	0.7%			
TNReady Biology I (%)	17.3%	24.4%			
TNReady Chemistry (%)	6.9%	0%			
TNReady English I (%)	26.2%	4.2%			
TNReady English II (%)	18.8%	7%			

TNReady English III (%)	6.8%	6.1%	
TVAAS Literacy	1	1	
TVAAS Numeracy	2	1	

### SBB Allocations for Hamilton High School

<b>Total SBB Allocation</b>				<b>\$2,014,093</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,229,788
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(215,694)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,021,092	
		This Year (1819)	\$2,014,093	
		Total Difference	\$(6,999)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(121,004)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$114,005	

### Detailed Breakdown

<b>1. SBB Allocations</b>					<b>\$2,229,788</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	581	\$1,975,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	129	\$43,860	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	559	\$190,060	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,229,945</b>	

### 2. SBB Transition Supplements

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,467	3,270.38	\$196
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	17%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(215,694)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(215,694)</b>



**Hollis F. Price Middle College High**

807 Walker Ave. Memphis, TN 38126  
 Phone: (901) 435-1765 Fax: (901) 435-1779

<b>Grade Level:</b> 9-12	<b>School Type:</b> Specialty	<b>Square Footage:</b> 95,345	<b>Student Capacity:</b> N/A	<b>FY2017-18 Utilization:</b> 100%	<b>FCI:</b> 0
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	110	112	118	120	2
Attendance Rate	95.2%	96.6%	96.1%	-	NA
Student-Teacher Ratio	1:8	1:8	1:9	1:9	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	0%	78.9%	71.7%	-	-
Students with Disabilities (%)	0%	0%	0%	-	-
English Language Learners (%)	0%	0%	0%	-	-

<b>Key School Positions - All Funding Sources</b>					
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	13	12	12	11	-1
Counselor	1	1	1	1	-
Other	4	4	4	4	-

<b>School Level Funds</b>					
General Fund	\$1,554,555	\$1,603,220	\$1,679,171	\$1,602,052	-\$77,118
Title I	\$32,165	\$27,541	\$52,572	\$58,310	\$5,737
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$1,586,721</b>	<b>\$1,630,762</b>	<b>\$1,731,743</b>	<b>\$1,660,362</b>	<b>-\$71,381</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	27%	38%			
TEM 4	47%	38%			
TEM 3	8%	23%			

<b>Postsecondary Readiness</b>					
Graduation Rate	96.6%	100%			
Average ACT Composite Score	20.00	20.60			
ACT21+ (%)	33.3%	57.9%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	90.9%	23.1%			
TNReady Algebra II (%)	59.5%	39%			
TNReady Biology I (%)	93.5%	93.9%			
TNReady Chemistry (%)	54.8%	58.3%			
TNReady English I (%)	96.2%	33.3%			
TNReady English II (%)	83.4%	43.3%			
TNReady English III (%)	60%	50%			
TVAAS Literacy	5	5			
TVAAS Numeracy	5	5			

**SBB Allocations for Hollis F. Price Middle College High**

<b>Total SBB Allocation</b>				<b>\$-</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$-
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
		Last Year (1718)		\$-
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1819)		\$-
		Total Difference		\$-
Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$-
	Estimated changes to the budget due to SBB transition	Change from SBB		\$-

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$0</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	118	\$401,200	
<b>Grade Weights</b>					
Grade K	0.00	\$0	0	\$-	
Grade 1	0.00	\$0	0	\$-	
Grade 2	0.00	\$0	0	\$-	
Grade 3	0.00	\$0	0	\$-	
Grade 4	0.00	\$0	0	\$-	
Grade 5	0.00	\$0	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.00	\$0	0	\$-	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.00	\$0	0	\$-	
Incoming High Proficiency	0.00	\$0	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.00	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$401,200</b>	

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$0	0.00	\$0
<b>If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.</b>	0	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
<b>If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.</b>			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





**Kingsbury High School**

1270 N. Graham, Memphis, TN 38122  
 Phone: (901) 416-6060 Fax: (901) 416-6061

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 219,210	<b>Student Capacity:</b> 1122	<b>FY2017-18 Utilization:</b> 114%	<b>FCI:</b> 7
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	1184	1277	1365	1451	86
Attendance Rate	93.7%	92.5%	87.8%	-	NA
Student-Teacher Ratio	1:19	1:18	1:19	1:19	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	49.8%	47.1%	83.7%	-	-
Students with Disabilities (%)	13.1%	13.4%	14%	-	-
English Language Learners (%)	21.6%	22.6%	26.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	4	1
Classroom Teacher	61	70	77	84	7
Special Skills	1	1	1	1	-
Counselor	4	4	4	4	-
Educational Assistant	9	12	10	9	-1
Instructional Facilitator	2	2	2	3	1
Librarian	2	2	2	1	-1
Bilingual Cultural Mentor	3	3	2	2	-
Nutrition	12	6	12	3	-9
Other	11	11	13	14	1

<b>School Level Funds</b>					
General Fund	\$5,355,050	\$6,227,678	\$6,241,031	\$7,544,217	\$1,303,186
Title I	\$420,861	\$702,428	\$690,744	\$527,170	-\$163,574
IDEA, Part B	\$167,097	\$168,249	\$110,325	\$134,180	\$23,855
Other Special Revenue & Federal Funds	\$135,514	\$168,167	\$99,892	\$108,524	\$8,631
<b>Total</b>	<b>\$6,078,524</b>	<b>\$7,266,523</b>	<b>\$7,141,992</b>	<b>\$8,314,092</b>	<b>\$1,172,099</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	92%			
TEM 5	17%	16%			
TEM 4	35%	32%			
TEM 3	45%	43%			

<b>Postsecondary Readiness</b>					
Graduation Rate	67.9%	70.4%			
Average ACT Composite Score	16.10	16.40			
ACT21+ (%)	13.8%	13.2%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	46.4%	3.2%			
TNReady Algebra II (%)	32.2%	2.2%			
TNReady Biology I (%)	36.3%	23.4%			
TNReady Chemistry (%)	15.6%	14.3%			
TNReady English I (%)	42.5%	9.5%			
TNReady English II (%)	44.5%	16.5%			

TNReady English III (%)	22.3%	17.8%	
TVAAS Literacy	5	4	
TVAAS Numeracy	1	1	

### SBB Allocations for Kingsbury High School

<b>Total SBB Allocation</b>			<b>\$5,465,376</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$5,465,376
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$4,745,982
		This Year (1819)	\$5,465,376
		Total Difference	\$719,394
Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$269,619
	Estimated changes to the budget due to SBB transition	Change from SBB	\$449,776

### Detailed Breakdown

<b>1. SBB Allocations</b>					<b>\$5,465,376</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	1,451	\$4,933,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	168	\$57,120	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	1,350	\$459,000	
Incoming High Proficiency	0.10	\$340	5	\$1,700	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	17	\$14,025	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$5,465,245</b>	

### 2. SBB Transition Supplements \$0

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,767	3,456.65	\$310
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	9%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Kirby High School**

4080 Kirby Parkway, Memphis, TN 38115  
 Phone: (901) 416-1960 Fax: (901) 416-1968

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 206,224	<b>Student Capacity:</b> 1332	<b>FY2017-18 Utilization:</b> 81%	<b>FCI:</b> 11
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	1019	1073	1003	819	-184
Attendance Rate	90.3%	90.4%	87.2%	-	NA
Student-Teacher Ratio	1:18	1:19	1:18	1:18	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	57.5%	56.4%	82.1%	-	-
Students with Disabilities (%)	17.7%	18.8%	16.5%	-	-
English Language Learners (%)	6.1%	5.4%	6.7%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	57	56	54	52	-2
Counselor	4	4	4	3	-1
Educational Assistant	8	7	7	7	-
Instructional Facilitator	2	2	2	2	-
Librarian	1	1	1	1	-
Nutrition	9	5	11	2	-9
Other	12	12	9	10	1

<b>School Level Funds</b>					
General Fund	\$4,936,520	\$5,263,516	\$4,950,304	\$4,950,435	\$130
Title I	\$429,244	\$536,338	\$533,912	\$434,350	-\$99,562
IDEA, Part B	\$172,010	\$168,269	\$185,837	\$159,061	-\$26,775
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$5,537,776</b>	<b>\$5,968,125</b>	<b>\$5,670,054</b>	<b>\$5,543,846</b>	<b>-\$126,207</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	93%	97%			
TEM 5	30%	35%			
TEM 4	47%	47%			
TEM 3	16%	15%			

<b>Postsecondary Readiness</b>					
Graduation Rate	72.9%	73.2%			
Average ACT Composite Score	14.80	15.60			
ACT21+ (%)	4.5%	8.4%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	67.1%	2.2%			
TNReady Algebra II (%)	34.5%	1.5%			
TNReady Biology I (%)	37%	21.6%			
TNReady Chemistry (%)	12%	6.2%			
TNReady English I (%)	43.5%	3.3%			
TNReady English II (%)	40.7%	14.3%			
TNReady English III (%)	18.5%	10.9%			
TVAAS Literacy	5	3			

**SBB Allocations for Kirby High School**

<b>Total SBB Allocation</b>			<b>\$2,913,931</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$3,107,788
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$(193,857)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,997,374
		This Year (1819)	\$2,913,931
		Total Difference	\$(83,443)
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(248,383)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$164,939

**Detailed Breakdown**

<b>1. SBB Allocations</b>				<b>\$3,107,788</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	819	\$2,784,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	152	\$51,680
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	767	\$260,780
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,107,785</b>

**2. SBB Transition Supplements \$(193,857)**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. • Gain Limit Cap: +6.0% on a \$pp basis • Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis	\$3,558	3,356.52	\$201
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	13%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(193,857)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(193,857)</b>



**Manassas High School**

1111 Manassas, Memphis, TN 38107  
 Phone: (901) 416-3244 Fax: (901) 416-3248

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 139,338	<b>Student Capacity:</b> 659	<b>FY2017-18 Utilization:</b> 77%	<b>FCI:</b> 1
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	369	509	512	478	-34
Attendance Rate	93.3%	88.1%	90.3%	-	NA
Student-Teacher Ratio	1:14	1:17	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	80.1%	75.9%	75.9%	-	-
Students with Disabilities (%)	24.1%	24.5%	21.2%	-	-
English Language Learners (%)	0%	0.9%	1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	1	-1
Classroom Teacher	27	30	29	30	1
Counselor	2	2	2	2	-
Educational Assistant	9	8	8	8	-
Instructional Facilitator	1	2	2	3	1
Librarian	1	1	1	1	-
Nutrition	8	5	5	1	-4
Other	7	8	8	9	1

**School Level Funds**

General Fund	\$2,668,726	\$3,383,482	\$2,772,392	\$3,078,409	\$306,017
Title I	\$153,057	\$325,881	\$350,099	\$290,955	-\$59,144
IDEA, Part B	\$53,930	\$51,246	\$206,911	\$229,783	\$22,872
Other Special Revenue & Federal Funds	\$105	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,875,819</b>	<b>\$3,760,610</b>	<b>\$3,329,402</b>	<b>\$3,599,147</b>	<b>\$269,745</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	84%	76%	
TEM 5	36%	3%	
TEM 4	28%	24%	
TEM 3	20%	48%	

**Postsecondary Readiness**

Graduation Rate	64.5%	76.3%	
Average ACT Composite Score	14.10	14.50	
ACT21+ (%)	2.1%	4.2%	

**Achievement & Proficiency**

TNReady Algebra I (%)	49.4%	2.2%	
TNReady Algebra II (%)	25.9%	0%	
TNReady Biology I (%)	45.4%	10.2%	
TNReady Chemistry (%)	2.5%	0%	
TNReady English I (%)	31.6%	8.4%	
TNReady English II (%)	29.2%	10.2%	
TNReady English III (%)	18.2%	11.2%	
TVAAS Literacy	5	3	

**SBB Allocations for Manassas High School**

<b>Total SBB Allocation</b>			<b>\$1,756,138</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$1,824,878
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$(68,740)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,757,458
		This Year (1819)	\$1,756,138
		Total Difference	\$(1,320)
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(100,724)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$99,404

**Detailed Breakdown**

<b>1. SBB Allocations</b>			<b>\$1,824,878</b>	
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	477	\$1,621,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	126	\$42,840
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	471	\$160,140
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$1,824,780</b>	

**2. SBB Transition Supplements \$(68,740)**

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. • Gain Limit Cap: +6.0% on a \$pp basis • Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis	\$3,682	3,473.24	\$208
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	10%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(68,740)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(68,740)</b>



**Melrose High School**

2870 Deadrick, Memphis, TN 38114  
 Phone: (901) 416-5974 Fax: (901) 416-5984

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 280,000	<b>Student Capacity:</b> 1123	<b>FY2017-18 Utilization:</b> 53%	<b>FCI:</b> 17
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	651	595	575	547	-28
Attendance Rate	89.7%	90.2%	89.5%	-	NA
Student-Teacher Ratio	1:17	1:17	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	92.7%	86.6%	91.2%	-	-
Students with Disabilities (%)	18.9%	17.1%	18%	-	-
English Language Learners (%)	0%	0.7%	0.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	39	72	38	36	-2
Counselor	1	2	1	1	-
Educational Assistant	3	5	2	2	-
Instructional Facilitator	2	3	2	1	-1
Librarian	1	2	1	1	-
Nutrition	9	4	5	1	-4
Other	9	13	10	8	-2

**School Level Funds**

General Fund	\$3,538,241	\$3,064,179	\$2,831,860	\$3,339,743	\$507,882
Title I	\$244,788	\$305,242	\$309,934	\$332,605	\$22,670
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
School Improvement Grants (SIG)	\$528,712	\$970,264	\$837,390	\$437,430	-\$399,960
Other Special Revenue & Federal Funds	\$3,000	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,314,741</b>	<b>\$4,339,686</b>	<b>\$3,979,185</b>	<b>\$4,109,778</b>	<b>\$130,593</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	100%	
TEM 5	32%	24%	
TEM 4	49%	35%	
TEM 3	14%	41%	

**Postsecondary Readiness**

Graduation Rate	75.7%	69.7%	
Average ACT Composite Score	14.90	15.60	
ACT21+ (%)	4.3%	4%	

**Achievement & Proficiency**

TNReady Algebra I (%)	56.7%	1.6%	
TNReady Algebra II (%)	23.8%	5%	
TNReady Biology I (%)	28.1%	35.5%	
TNReady Chemistry (%)	7.9%	7.7%	
TNReady English I (%)	33.1%	3.8%	
TNReady English II (%)	26.7%	6.4%	
TNReady English III (%)	8.7%	7%	

TVAAS Literacy	5	3	
TVAAS Numeracy	3	1	

**SBB Allocations for Melrose High School**

<b>Total SBB Allocation</b>				<b>\$1,711,719</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,083,925
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(372,206)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,663,105	
		This Year (1819)	\$1,711,719	
		Total Difference	\$48,614	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(88,890)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$137,504	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$2,083,925</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	549	\$1,866,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	96	\$32,640	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	508	\$172,720	
Incoming High Proficiency	0.10	\$340	2	\$680	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	14	\$11,550	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,084,190</b>	

**2. SBB Transition Supplements** \$(372,206)

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,118	2,867.42	\$250
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	32%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(372,206)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

<b>SBB Total Supplements TOTAL</b>			<b>\$(372,206)</b>
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**Middle College High**

750 E. Parkway S Memphis, TN 38104  
 Phone: (901) 416-4550 Fax: (901) 416-4555

Grade Level:	School Type:	Square Footage:	Student Capacity:	FY2017-18 Utilization:	FCL:
9-12	Specialty	95,345	N/A	100%	0

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	283	301	295	291	-4
Attendance Rate	97.5%	97.2%	97.5%	-	NA
Student-Teacher Ratio	1:15	1:16	1:16	1:16	-
<b>Student Demographics</b>					
Economically Disadvantaged (%)	33.3%	51%	45.9%	-	-
Students with Disabilities (%)	2.8%	2.7%	2.8%	-	-
English Language Learners (%)	0%	0%	0%	-	-
<b>Key School Positions - All Funding Sources</b>					
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	18	17	18	17	-1
Counselor	1	1	1	1	-
Educational Assistant	0	0	2	2	-
Librarian	1	1	1	1	-
Other	5	5	5	5	-
<b>School Level Funds</b>					
General Fund	\$1,950,702	\$1,975,810	\$2,030,189	\$2,015,265	-\$14,923
Title I	\$75,718	\$74,195	\$83,801	\$60,690	-\$23,111
Other Special Revenue & Federal Funds	\$1,386	\$-655	\$0	\$0	\$0
Total	\$2,027,807	\$2,049,350	\$2,113,990	\$2,075,955	-\$38,035
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	53%	61%			
TEM 4	47%	33%			
TEM 3	0%	6%			
<b>Postsecondary Readiness</b>					
Graduation Rate	100%	100%			
Average ACT Composite Score	21.30	23.40			
ACT21+ (%)	59.5%	84.7%			
<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	92.3%	46.9%			
TNReady Algebra II (%)	64.5%	60.2%			
TNReady Biology I (%)	86.1%	97.9%			
TNReady Chemistry (%)	47.2%	72.9%			
TNReady English I (%)	95.4%	63%			
TNReady English II (%)	91.2%	72.4%			
TNReady English III (%)	41.2%	75.7%			
TVAAS Literacy	5	5			
TVAAS Numeracy	5	5			

**SBB Allocations for Middle College High**

<b>Total SBB Allocation</b>				<b>\$-</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$-
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
		Last Year (1718)		\$-
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1819)		\$-
		Total Difference		\$-
Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$-
	Estimated changes to the budget due to SBB transition	Change from SBB		\$-

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$0</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	295	\$1,003,000	
<b>Grade Weights</b>					
Grade K	0.00	\$0	0	\$-	
Grade 1	0.00	\$0	0	\$-	
Grade 2	0.00	\$0	0	\$-	
Grade 3	0.00	\$0	0	\$-	
Grade 4	0.00	\$0	0	\$-	
Grade 5	0.00	\$0	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.00	\$0	0	\$-	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.00	\$0	0	\$-	
Incoming High Proficiency	0.00	\$0	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.00	\$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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,003,000</b>	

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$0	0.00	\$0
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	0	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Mitchell High School**

658 Mitchell, Memphis, TN 38109  
 Phone: (901) 416-8174 Fax: (901) 416-8176

**Grade Level:** 9-12      **School Type:** iZone      **Square Footage:** 117,630      **Student Capacity:** 951      **FY2017-18 Utilization:** 55%      **FCI:** 5

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	535	527	506	437	-69
Attendance Rate	92.7%	90%	88.9%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	72.3%	68%	70.4%	-	-
Students with Disabilities (%)	16.4%	17%	15.8%	-	-
English Language Learners (%)	0%	0.7%	0.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	28	28	27	27	-
Counselor	1	1	1	1	-
Educational Assistant	4	5	7	6	-1
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	4	2	3	1	-2
Other	17	12	12	17	5

**School Level Funds**

General Fund	\$2,808,490	\$3,072,752	\$3,072,309	\$3,246,216	\$173,906
Title I	\$263,307	\$350,308	\$312,482	\$261,800	-\$50,682
IDEA, Part B	\$8,147	\$40,641	\$51,532	\$51,781	\$249
Perkins	\$37,208	\$17,161	\$77,459	\$71,467	-\$5,991
School Improvement Grants (SIG)	\$0	\$0	\$0	\$68,630	\$68,630
Other Special Revenue & Federal Funds	\$29,173	\$0	\$0	\$125,177	\$125,177
<b>Total</b>	<b>\$3,146,328</b>	<b>\$3,480,864</b>	<b>\$3,513,782</b>	<b>\$3,825,073</b>	<b>\$311,290</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	97%	
TEM 5	12%	13%	
TEM 4	54%	20%	
TEM 3	23%	63%	

**Postsecondary Readiness**

Graduation Rate	87.3%	76%	
Average ACT Composite Score	14.20	15.10	
ACT21+ (%)	2.9%	4.8%	

**Achievement & Proficiency**

TNReady Algebra I (%)	42.8%	0%	
TNReady Algebra II (%)	24.8%	6.6%	
TNReady Biology I (%)	35.5%	14%	
TNReady Chemistry (%)	6.3%	1.3%	
TNReady English I (%)	37.2%	1.8%	
TNReady English II (%)	34.8%	12.2%	

TNReady English III (%)	12.3%	0.9%	
TVAAS Literacy	4	1	
TVAAS Numeracy	1	3	

### SBB Allocations for Mitchell High School

<b>Total SBB Allocation</b>			<b>\$1,618,310</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy		\$1,642,605
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB		\$(24,295)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,652,766
		This Year (1819)	\$1,618,310
		Total Difference	\$(34,456)
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(126,058)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$91,602

### Detailed Breakdown

<b>1. SBB Allocations</b>			<b>\$1,642,605</b>	
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	436	\$1,482,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	53	\$18,020
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	416	\$141,440
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$1,650,110</b>	

### 2. SBB Transition Supplements \$(24,295)

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,712	3,501.62	\$210
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(24,295)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(24,295)</b>



**Oakhaven High School**

3125 Ladbroke Rd., Memphis, TN 38118  
 Phone: (901) 416-2300 Fax: (901) 416-2301

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 152,940	<b>Student Capacity:</b> 534	<b>FY2017-18 Utilization:</b> 68%	<b>FCI:</b> 11
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
<b>Enrollment</b>					
K-12	376	362	350	341	-9
Attendance Rate	91.9%	94%	90.8%	-	NA
Student-Teacher Ratio	1:17	1:16	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	69.4%	67.2%	85.8%	-	-
Students with Disabilities (%)	13%	13.3%	13.9%	-	-
English Language Learners (%)	0%	2.9%	2.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	22	21	23	23	-
Counselor	1	1	1	1	-
Educational Assistant	1	1	-	-	-
Instructional Facilitator	1	1	1	1	-
Librarian	1	1	1	1	-
Nutrition	8	4	7	1	-6
Other	6	6	5	5	-

<b>School Level Funds</b>					
General Fund	\$2,091,852	\$2,164,644	\$1,947,147	\$2,027,836	\$80,688
Title I	\$154,021	\$191,975	\$224,658	\$198,135	-\$26,523
IDEA, Part B	\$17,970	\$5,793	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,263,844</b>	<b>\$2,362,414</b>	<b>\$2,171,806</b>	<b>\$2,225,971</b>	<b>\$54,164</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	55%	57%			
TEM 5	0%	0%			
TEM 4	20%	9%			
TEM 3	35%	48%			

<b>Postsecondary Readiness</b>					
Graduation Rate	76%	84.6%			
Average ACT Composite Score	14.50	14.90			
ACT21+ (%)	6%	2.5%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	53.2%	0%			
TNReady Algebra II (%)	54.9%	0%			
TNReady Biology I (%)	39.1%	32%			
TNReady Chemistry (%)	15.9%	9.3%			
TNReady English I (%)	39.6%	5.4%			
TNReady English II (%)	32.6%	9.1%			
TNReady English III (%)	7.7%	7.7%			
TVAAS Literacy	3	3			

**SBB Allocations for Oakhaven High School**

<b>Total SBB Allocation</b>				<b>\$1,554,178</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,316,637
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$237,541
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,571,946	
		This Year (1819)	\$1,554,178	
		Total Difference	\$(17,768)	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(142,144)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$124,376	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$1,316,637</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	342	\$1,162,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	55	\$18,700	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	319	\$108,460	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	32	\$26,400	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,316,360</b>	

**2. SBB Transition Supplements** **\$237,541**

<b>Staffing Supplement</b>	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.	<b>\$237,541</b>

<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$4,544	4,180.71	\$364
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	8%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

**SBB Total Supplements TOTAL** **\$237,541**



**Overton High School**

1770 Lanier, Memphis, TN 38117  
 Phone: (901) 416-2136 Fax: (901) 416-2135

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 177,940	<b>Student Capacity:</b> 1289	<b>FY2017-18 Utilization:</b> 93%	<b>FCI:</b> 8
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	1224	1197	1206	1140	-66
Attendance Rate	92.2%	92%	90.7%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	50.2%	47%	74.4%	-	-
Students with Disabilities (%)	11.3%	10.8%	10.7%	-	-
English Language Learners (%)	5.9%	9.1%	8.6%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	2	2	3	1
Classroom Teacher	63	62	64	64	-
Special Skills	4	3	5	5	-
Counselor	3	3	3	3	-
Educational Assistant	5	5	5	5	-
Instructional Facilitator	2	2	2	2	-
Librarian	2	1	1	1	-
Nutrition	8	4	11	2	-9
Other	10	10	10	10	-

<b>School Level Funds</b>					
General Fund	\$6,139,184	\$5,858,719	\$5,789,217	\$6,210,396	\$421,178
Title I	\$366,272	\$572,024	\$494,978	\$478,975	-\$16,003
IDEA, Part B	\$75,576	\$68,863	\$119,251	\$79,879	-\$39,371
Other Special Revenue & Federal Funds	\$3,925	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$6,584,959</b>	<b>\$6,499,607</b>	<b>\$6,403,446</b>	<b>\$6,769,250</b>	<b>\$365,804</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	97%			
TEM 5	60%	52%			
TEM 4	25%	31%			
TEM 3	13%	14%			

<b>Postsecondary Readiness</b>					
Graduation Rate	85.6%	81.3%			
Average ACT Composite Score	16.60	17.40			
ACT21+ (%)	18%	19%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	43.6%	2.4%			
TNReady Algebra II (%)	51.2%	6.2%			
TNReady Biology I (%)	48.3%	47.8%			
TNReady Chemistry (%)	23%	18.6%			
TNReady English I (%)	56.8%	16.2%			
TNReady English II (%)	52.1%	29.4%			
TNReady English III (%)	28.3%	20.7%			

TVAAS Literacy	5	5	
TVAAS Numeracy	1	1	

**SBB Allocations for Overton High School**

<b>Total SBB Allocation</b>				<b>\$4,128,262</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$4,246,807
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(118,545)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$4,027,589	
		This Year (1819)	\$4,128,262	
		Total Difference	\$100,673	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(133,003)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$233,675	

**Detailed Breakdown**

<b>1. SBB Allocations</b>					<b>\$4,246,807</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	1,142	\$3,882,800	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	89	\$30,260	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	973	\$330,820	
Incoming High Proficiency	0.10	\$340	6	\$2,040	
<b>Increments for Locked Students</b>					
SWD Self-Contained	825.00	\$825	10	\$8,250	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,254,170</b>	

**2. SBB Transition Supplements** \$(118,545)

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,615	3,410.32	\$205
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(118,545)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			

**SBB Total Supplements TOTAL** \$(118,545)





**Raleigh Egypt High School**

3970 Voltaire, Memphis, TN 38128  
 Phone: (901) 416-4108 Fax: (901) 416-4143

<b>Grade Level:</b> 6-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 145,850	<b>Student Capacity:</b> 1095	<b>FY2017-18 Utilization:</b> 83%	<b>FCL:</b> 18
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	745	911	831	1049	218
Attendance Rate	90.7%	90%	86.9%	-	NA
Student-Teacher Ratio	1:19	1:15	1:15	1:15	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	74.1%	72.8%	89.2%	-	-
Students with Disabilities (%)	11.8%	15.7%	17.8%	-	-
English Language Learners (%)	5.4%	3.9%	2.3%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	40	59	63	64	1
Counselor	3	4	4	4	-
Educational Assistant	3	6	9	8	-1
Instructional Facilitator	1	2	2	2	-
Librarian	1	1	1	2	1
Nutrition	5	3	7	1	-6
Other	15	10	15	14	-1

<b>School Level Funds</b>					
General Fund	\$3,882,123	\$5,377,618	\$6,267,956	\$6,727,941	\$459,985
Title I	\$381,236	\$460,715	\$512,922	\$253,470	-\$259,452
IDEA, Part B	\$47,293	\$75,969	\$174,305	\$186,625	\$12,320
School Improvement Grants (SIG)	\$0	\$77,711	\$16,393	\$0	-\$16,393
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$40,539	\$40,539
<b>Total</b>	<b>\$4,310,654</b>	<b>\$5,992,015</b>	<b>\$6,971,577</b>	<b>\$7,208,576</b>	<b>\$236,999</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	85%	95%			
TEM 5	13%	10%			
TEM 4	23%	46%			
TEM 3	49%	39%			

<b>Postsecondary Readiness</b>					
Graduation Rate	68.8%	67.6%			
Average ACT Composite Score	15.00	15.10			
ACT21+ (%)	5.2%	3.3%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	73.7%	3.1%			
TNReady Algebra II (%)	44.9%	3.1%			
TNReady Biology I (%)	20.8%	8%			
TNReady Chemistry (%)	4.6%	4.2%			
TNReady English I (%)	32.9%	5.5%			
TNReady English II (%)	26.4%	17.3%			
TNReady English III (%)	15.3%	12.7%			

TVAAS Literacy	1	3	
TVAAS Numeracy	2	1	

### SBB Allocations for Raleigh Egypt High School

<b>Total SBB Allocation</b>				<b>\$3,922,893</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$3,922,893
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$3,760,235	
		This Year (1819)	\$3,922,893	
		Total Difference	\$162,658	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(35,507)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$198,165	

### Detailed Breakdown

<b>1. SBB Allocations</b>				<b>\$3,922,893</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
<b>Base Weight</b>				
All Students	1	\$3,400	1,049	\$3,566,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	165	\$56,100
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	862	\$293,080
Incoming High Proficiency	0.10	\$340	9	\$3,060
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	5	\$4,125
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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$3,922,965</b>	
<b>2. SBB Transition Supplements</b>				<b>\$0</b>
<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.		\$3,740	3,550.74	\$189
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.		5%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.				
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>	



**Ridgeway High School**

2009 Ridgeway Rd, Memphis, TN 38119  
 Phone: (901) 416-8820 Fax: (901) 416-1545

**Grade Level:** 9-12      **School Type:** Optional      **Square Footage:** 247,000      **Student Capacity:** 1330      **FY2017-18 Utilization:** 94%      **FCI:** 6

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	1190	1246	1262	1342	80
Attendance Rate	91.6%	93.4%	88.5%	-	NA
Student-Teacher Ratio	1:21	1:20	1:20	1:20	-

**Student Demographics**

Economically Disadvantaged (%)	43.3%	41.5%	67.3%	-	-
Students with Disabilities (%)	9.8%	9.7%	10.1%	-	-
English Language Learners (%)	1.7%	1.5%	1.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	3	4	5	5	-
Classroom Teacher	56	61	62	68	6
Special Skills	3	2	-	-	-
Counselor	4	4	4	4	-
Educational Assistant	6	6	8	7	-1
Instructional Facilitator	2	2	2	2	-
Librarian	2	1	1	1	-
Nutrition	10	5	10	1	-9
Other	7	7	9	10	1

**School Level Funds**

General Fund	\$5,839,176	\$6,094,428	\$5,842,311	\$6,415,411	\$573,099
Title I	\$367,732	\$595,888	\$529,608	\$430,185	-\$99,423
IDEA, Part B	\$70,702	\$50,572	\$144,585	\$164,721	\$20,136
Other Special Revenue & Federal Funds	\$16,457	\$47,288	\$0	\$0	\$0
<b>Total</b>	<b>\$6,294,069</b>	<b>\$6,788,178</b>	<b>\$6,516,504</b>	<b>\$7,010,317</b>	<b>\$493,813</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	87%	95%	
TEM 5	19%	30%	
TEM 4	45%	38%	
TEM 3	23%	27%	

**Postsecondary Readiness**

Graduation Rate	78.2%	82.2%	
Average ACT Composite Score	16.10	17.30	
ACT21+ (%)	14.6%	17.7%	

**Achievement & Proficiency**

TNReady Algebra I (%)	47.4%	2.3%	
TNReady Algebra II (%)	30.2%	4.6%	
TNReady Biology I (%)	34.6%	29.4%	
TNReady Chemistry (%)	14.9%	3.4%	
TNReady English I (%)	64.4%	7.9%	
TNReady English II (%)	51.1%	23.1%	
TNReady English III (%)	13.7%	13.9%	

TVAAS Literacy	1	3	
TVAAS Numeracy	1	1	

### SBB Allocations for Ridgeway High School

<b>Total SBB Allocation</b>				<b>\$4,977,599</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$5,025,780	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(48,181)	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$4,601,371		
		This Year (1819)	\$4,977,599		
		Total Difference	\$376,228		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$94,477	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$281,751		

### Detailed Breakdown

<b>1. SBB Allocations</b>				<b>\$5,025,780</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
<b>Base Weight</b>				
All Students	1	\$3,400	1,342	\$4,562,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	85	\$28,900
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	1,220	\$414,800
Incoming High Proficiency	0.10	\$340	3	\$1,020
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$5,025,670</b>
<b>2. SBB Transition Supplements</b>				<b>\$(48,181)</b>
<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.		\$3,709	3,499.14	\$210
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>				
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.		7%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(48,181)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.				
<b>SBB Total Supplements TOTAL</b>				<b>\$(48,181)</b>



**Sheffield High School**

4315 Sheffield Avenue Memphis, TN 38118  
 Phone: (901) 416-2370 Fax: (901) 416-2407

**Grade Level:** 9-12      **School Type:** iZone      **Square Footage:** 193,236      **Student Capacity:** 991      **FY2017-18 Utilization:** 76%      **FCL:** 11

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	771	757	754	720	-34
Attendance Rate	91.7%	89.5%	85.4%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	66%	58.9%	86.4%	-	-
Students with Disabilities (%)	15.5%	12.7%	15.3%	-	-
English Language Learners (%)	11.3%	17.4%	19%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	42	41	42	42	-
Counselor	2	2	2	2	-
Educational Assistant	4	5	6	3	-3
Instructional Facilitator	2	1	2	2	-
Librarian	1	1	1	1	-
Bilingual Cultural Mentor	1	1	1	1	-
Nutrition	8	4	9	1	-8
Other	8	10	11	13	2

**School Level Funds**

General Fund	\$4,056,576	\$3,928,676	\$3,671,090	\$4,279,109	\$608,018
Title I	\$329,339	\$421,779	\$396,681	\$386,750	-\$9,931
IDEA, Part B	\$49,666	\$50,012	\$81,619	\$50,953	-\$30,665
Other Special Revenue & Federal Funds	\$33,893	\$34,432	\$34,860	\$35,017	\$157
<b>Total</b>	<b>\$4,469,476</b>	<b>\$4,434,901</b>	<b>\$4,184,250</b>	<b>\$4,751,830</b>	<b>\$567,580</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	83%	
TEM 5	30%	8%	
TEM 4	40%	40%	
TEM 3	18%	35%	

**Postsecondary Readiness**

Graduation Rate	68.4%	69.3%	
Average ACT Composite Score	14.20	14.30	
ACT21+ (%)	2%	2.6%	

**Achievement & Proficiency**

TNReady Algebra I (%)	53.8%	1.1%	
TNReady Algebra II (%)	25.5%	0.7%	
TNReady Biology I (%)	34.8%	17.2%	
TNReady Chemistry (%)	21.3%	3.9%	
TNReady English I (%)	31.8%	5.3%	
TNReady English II (%)	37.1%	11.6%	
TNReady English III (%)	12.3%	7.9%	

TVAAS Literacy	5	2	
TVAAS Numeracy	1	1	

### SBB Allocations for Sheffield High School

<b>Total SBB Allocation</b>				<b>\$2,543,310</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,761,442
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(218,132)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,397,655	
		This Year (1819)	\$2,543,310	
		Total Difference	\$145,656	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (49,065)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$194,721	

### Detailed Breakdown

<b>1. SBB Allocations</b>				<b>\$2,761,442</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
<b>Base Weight</b>				
All Students	1	\$3,400	718	\$2,441,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	171	\$58,140
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	681	\$231,540
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	37	\$30,525
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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$2,761,405</b>	
<b>2. SBB Transition Supplements</b>				<b>\$(218,132)</b>
<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.		\$3,542	3,271.02	\$271
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.		18%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(218,132)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.				
<b>SBB Total Supplements TOTAL</b>			<b>\$(218,132)</b>	



**Southwind High School**

7900 East Shelby Dr., Memphis, TN 38125  
 Phone: (901) 416-3250 Fax: (901) 752-2898

**Grade Level:** 9-12      **School Type:** Traditional      **Square Footage:** 326,926      **Student Capacity:** 2155      **FY2017-18 Utilization:** 69%      **FCI:** 1

School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	1533	1487	1459	1501	42
Attendance Rate	92.3%	93.3%	92%	-	NA
Student-Teacher Ratio	1:19	1:19	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	35.9%	35.8%	68.9%	-	-
Students with Disabilities (%)	11.8%	12.2%	11.5%	-	-
English Language Learners (%)	2.8%	2.6%	3.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	5	5	-
Classroom Teacher	81	79	82	86	4
Counselor	5	5	5	5	-
Educational Assistant	11	10	8	8	-
Instructional Facilitator	1	1	1	1	-
Librarian	2	2	2	2	-
Nutrition	10	6	11	3	-8
Other	7	7	8	9	1

**School Level Funds**

General Fund	\$6,824,332	\$7,286,585	\$7,028,891	\$7,470,410	\$441,518
Title I	\$530,026	\$652,542	\$606,970	\$446,250	-\$160,720
IDEA, Part B	\$102,993	\$100,426	\$140,493	\$151,034	\$10,541
Perkins	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$12	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$7,457,364</b>	<b>\$8,039,554</b>	<b>\$7,776,355</b>	<b>\$8,067,694</b>	<b>\$291,339</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	95%	
TEM 5	21%	28%	
TEM 4	58%	56%	
TEM 3	20%	11%	

**Postsecondary Readiness**

Graduation Rate	82%	79.3%	
Average ACT Composite Score	16.50	17.20	
ACT21+ (%)	12%	17.5%	

**Achievement & Proficiency**

TNReady Algebra I (%)	69.6%	1.1%	
TNReady Algebra II (%)	41.4%	6.7%	
TNReady Biology I (%)	35%	27.3%	
TNReady Chemistry (%)	29.4%	22.7%	
TNReady English I (%)	57.3%	11.2%	
TNReady English II (%)	51.5%	20.1%	
TNReady English III (%)	30.5%	23.9%	

TVAAS Literacy	5	3	
TVAAS Numeracy	1	1	

### SBB Allocations for Southwind High School

<b>Total SBB Allocation</b>				<b>\$5,163,400</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$5,633,361	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(469,961)	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$4,874,377		
		This Year (1819)	\$5,163,400		
		Total Difference	\$289,023		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(3,245)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$292,268		

### Detailed Breakdown

<b>1. SBB Allocations</b>				<b>\$5,633,361</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
<b>Base Weight</b>				
All Students	1	\$3,400	1,501	\$5,103,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	103	\$35,020
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	1,358	\$461,720
Incoming High Proficiency	0.10	\$340	8	\$2,720
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	37	\$30,525
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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$5,633,385</b>	
<b>2. SBB Transition Supplements</b>				<b>\$(469,961)</b>
<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.		\$3,440	3,245.26	\$195
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>				
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.		16%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(469,961)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.				
<b>SBB Total Supplements TOTAL</b>			<b>\$(469,961)</b>	





**Trezevant High School**

3350 Trezevant, Memphis, TN 38127  
 Phone: (901) 416-3760 Fax: (901) 416-3761

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 269,765	<b>Student Capacity:</b> 1414	<b>FY2017-18 Utilization:</b> 44%	<b>FCL:</b> 19
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	675	625	580	498	-82
Attendance Rate	87%	84.7%	84.3%	-	NA
Student-Teacher Ratio	1:19	1:18	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	80.3%	77%	89.1%	-	-
Students with Disabilities (%)	19.7%	19.1%	19.5%	-	-
English Language Learners (%)	0%	0.3%	0.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	2	2	2	-
Classroom Teacher	36	69	40	32	-8
Counselor	2	4	2	2	-
Educational Assistant	9	16	9	6	-3
Instructional Facilitator	1	4	3	1	-2
Librarian	1	2	1	1	-
Nutrition	12	7	13	3	-10
Other	8	16	18	10	-8

<b>School Level Funds</b>					
General Fund	\$3,377,148	\$3,300,083	\$3,355,556	\$3,575,244	\$219,687
Title I	\$284,323	\$247,235	\$323,588	\$311,780	-\$11,808
IDEA, Part B	\$164,851	\$130,641	\$110,443	\$143,418	\$32,975
School Improvement Grants (SIG)	\$646,089	\$1,050,470	\$1,587,265	\$1,050,227	-\$537,037
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$46,611	\$46,611
<b>Total</b>	<b>\$4,472,412</b>	<b>\$4,728,431</b>	<b>\$5,376,853</b>	<b>\$5,127,281</b>	<b>-\$249,571</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	88%			
TEM 5	18%	3%			
TEM 4	50%	44%			
TEM 3	21%	41%			

<b>Postsecondary Readiness</b>					
Graduation Rate	76.4%	64.4%			
Average ACT Composite Score	14.00	14.70			
ACT21+ (%)	2.3%	2.8%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	30.2%	1.1%			
TNReady Algebra II (%)	32.7%	0%			
TNReady Biology I (%)	21.9%	5.6%			
TNReady Chemistry (%)	4.1%	1.5%			
TNReady English I (%)	23%	0.6%			
TNReady English II (%)	21.1%	3.4%			
TNReady English III (%)	7%	2.3%			

TVAAS Literacy	3	1	
TVAAS Numeracy	1	1	

### SBB Allocations for Trezevant High School

<b>Total SBB Allocation</b>				<b>\$2,076,457</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,913,507
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$162,951
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,287,613	
		This Year (1819)	\$2,076,457	
		Total Difference	\$(211,156)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(157,914)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(53,243)	

### Detailed Breakdown

<b>1. SBB Allocations</b>				<b>\$1,913,507</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
<b>Base Weight</b>				
All Students	1	\$3,400	499	\$1,696,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	98	\$33,320
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	494	\$167,960
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$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 the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$1,913,555</b>	
<b>2. SBB Transition Supplements</b>				<b>\$162,951</b>
<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2018-2019)</b>	<b>Dollar per Pupil This Year (2017-2018)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.		\$4,161	4,267.94	\$(107)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.		-10%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$162,951
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.				
<b>SBB Total Supplements TOTAL</b>			<b>\$162,951</b>	



**Westwood High School**

4480 Westmont Avenue Memphis, TN 38109  
 Phone: (901) 416-8000 Fax: (901) 416-8027

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 181,342	<b>Student Capacity:</b> 1003	<b>FY2017-18 Utilization:</b> 33%	<b>FCI:</b> 42
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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**Enrollment**

K-12	391	332	279	342	63
Attendance Rate	90.1%	87.7%	84.3%	-	NA
Student-Teacher Ratio	1:14	1:13	1:11	1:11	-

**Student Demographics**

Economically Disadvantaged (%)	74.7%	85.8%	77.7%	-	-
Students with Disabilities (%)	22.8%	23.3%	22%	-	-
English Language Learners (%)	0%	0%	0.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	25	28	27	-1
Counselor	1	1	1	1	-
Educational Assistant	6	5	5	4	-1
Instructional Facilitator	1	1	1	2	1
Librarian	1	1	1	1	-
Nutrition	5	3	5	1	-4
Other	13	8	8	11	3

**School Level Funds**

General Fund	\$2,367,175	\$2,627,155	\$2,834,946	\$3,113,387	\$278,440
Title I	\$246,313	\$281,487	\$206,007	\$213,010	\$7,002
IDEA, Part B	\$163,915	\$103,587	\$117,662	\$84,500	-\$33,161
Other Special Revenue & Federal Funds	\$19,155	\$0	\$0	\$394	\$394
<b>Total</b>	<b>\$2,796,559</b>	<b>\$3,012,231</b>	<b>\$3,158,616</b>	<b>\$3,411,291</b>	<b>\$252,675</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	90%	81%	
TEM 5	5%	11%	
TEM 4	43%	33%	
TEM 3	43%	37%	

**Postsecondary Readiness**

Graduation Rate	65.2%	77.9%	
Average ACT Composite Score	14.30	14.60	
ACT21+ (%)	3.4%	3.5%	

**Achievement & Proficiency**

TNReady Algebra I (%)	50%	2%	
TNReady Algebra II (%)	22.4%	0%	
TNReady Biology I (%)	26.9%	21.4%	
TNReady Chemistry (%)	6.8%	2.6%	
TNReady English I (%)	45.2%	3%	
TNReady English II (%)	27.4%	13%	
TNReady English III (%)	11.9%	16%	
TVAAS Literacy	3	2	

**SBB Allocations for Westwood High School**

<b>Total SBB Allocation</b>				<b>\$1,617,531</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$1,315,167	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$302,364	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$1,663,843		
		This Year (1819)	\$1,617,531		
		Total Difference	\$(46,312)		
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(4,837)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(41,475)		

**Detailed Breakdown**

**1. SBB Allocations \$1,315,167**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	343	\$1,166,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	70	\$23,800
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	312	\$106,080
Incoming High Proficiency	0.10	\$340	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.24	\$825	23	\$18,975
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0

**SBB Allocations Total \$1,315,055**

**2. SBB Transition Supplements \$302,364**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$197,509

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$4,716	4,836.75	\$(121)
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	-10%	This school received a SUBSIDY. The dollar per pupil LOSS was MORE than 2.5%, so with this subsidy the dollar per pupil loss was brought up to 2.5%	\$104,855
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$302,364</b>



**White Station High School**

514 S. Perkins Memphis, TN 38117  
 Phone: (901) 416-8880 Fax: (901) 416-8911

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 247,624	<b>Student Capacity:</b> 1991	<b>FY2017-18 Utilization:</b> 109%	<b>FCI:</b> 9
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	2203	2175	2170	2166	-4
Attendance Rate	96.5%	95.2%	97.1%	-	NA
Student-Teacher Ratio	1:20	1:19	1:20	1:20	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	25.6%	24%	48.7%	-	-
Students with Disabilities (%)	8.3%	9.2%	8.9%	-	-
English Language Learners (%)	2.3%	1.7%	3.1%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	5	5	-
Classroom Teacher	111	112	111	114	3
Special Skills	5	5	6	6	-
Counselor	5	5	5	5	-
Educational Assistant	5	6	8	8	-
Instructional Facilitator	2	3	3	3	-
Librarian	2	2	2	3	1
Nutrition	11	7	10	2	-8
Plant/Maintenance	1	1	1	1	-
Other	13	13	15	14	-1

<b>School Level Funds</b>					
General Fund	\$10,577,962	\$10,689,711	\$10,151,573	\$11,014,995	\$863,421
Title I	\$519,474	\$582,146	\$455,926	\$458,745	\$2,818
IDEA, Part B	\$71,411	\$126,171	\$211,397	\$241,327	\$29,930
Other Special Revenue & Federal Funds	\$725	\$0	\$1,876	\$0	-\$1,876
<b>Total</b>	<b>\$11,169,574</b>	<b>\$11,398,030</b>	<b>\$10,820,773</b>	<b>\$11,715,068</b>	<b>\$894,294</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	99%	100%			
TEM 5	83%	81%			
TEM 4	14%	17%			
TEM 3	2%	2%			

<b>Postsecondary Readiness</b>					
Graduation Rate	85.9%	85.1%			
Average ACT Composite Score	22.20	23.70			
ACT21+ (%)	55.2%	65.3%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	57.2%	19.1%			
TNReady Algebra II (%)	73.9%	41.1%			
TNReady Biology I (%)	74.8%	64.8%			
TNReady Chemistry (%)	61.2%	70%			
TNReady English I (%)	77.7%	46.8%			
TNReady English II (%)	76.7%	56.6%			

TNReady English III (%)	55.7%	46.5%	
TVAAS Literacy	5	5	
TVAAS Numeracy	5	5	

### SBB Allocations for White Station High School

<b>Total SBB Allocation</b>		<b>\$7,902,214</b>	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$7,924,600	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$(22,387)	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$7,585,646
		This Year (1819)	\$7,902,214
		Total Difference	\$316,567
		Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(130,728)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$447,295

### Detailed Breakdown

<b>1. SBB Allocations</b>		<b>\$7,924,600</b>		
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,400	2,167	\$7,367,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,020	0	\$-
Grade 1	0.30	\$1,020	0	\$-
Grade 2	0.30	\$1,020	0	\$-
Grade 3	0.20	\$680	0	\$-
Grade 4	0.20	\$680	0	\$-
Grade 5	0.20	\$680	0	\$-
<b>Mobility Weights</b>				
Mobility	0.10	\$340	89	\$30,260
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$340	1,328	\$451,520
Incoming High Proficiency	0.10	\$340	218	\$74,120
<b>Increments for Locked Students</b>				
SWD Self-Contained	825.00	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$7,931,950</b>	

<b>2. SBB Transition Supplements</b>		<b>\$(22,387)</b>
<b>Staffing Supplement</b>		

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.

\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,647	3,440.20	\$206
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	6%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(22,387)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(22,387)</b>



**Whitehaven High School**

4851 Elvis Presley Blvd. Memphis, TN 38116  
 Phone: (901) 416-3000 Fax: (901) 416-3058

<b>Grade Level:</b> 9-12	<b>School Type:</b> Empowerment/Optiona	<b>Square Footage:</b> 212,776	<b>Student Capacity:</b> 1465	<b>FY2017-18 Utilization:</b> 120%	<b>FCI:</b> 8
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	1852	1763	1716	1648	-68
Attendance Rate	97.2%	96.3%	91%	-	NA
Student-Teacher Ratio	1:20	1:20	1:20	1:20	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	49.4%	48%	77.1%	-	-
Students with Disabilities (%)	10.9%	10.8%	11.9%	-	-
English Language Learners (%)	0%	0.4%	0.5%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	0	-	-	-
Vice/Assistant Principal	5	5	5	4	-1
Classroom Teacher	92	87	85	86	1
Special Skills	3	3	3	3	-
Counselor	5	5	5	5	-
Educational Assistant	3	2	3	3	-
Instructional Facilitator	2	2	2	2	-
Librarian	2	2	2	2	-
Nutrition	15	8	15	2	-13
Other	14	13	13	15	2

<b>School Level Funds</b>					
General Fund	\$8,419,413	\$8,305,616	\$8,035,378	\$8,321,094	\$285,716
Title I	\$555,777	\$1,097,866	\$784,159	\$668,185	-\$115,974
IDEA, Part B	\$42,695	\$27,960	\$28,511	\$28,640	\$129
Other Special Revenue & Federal Funds	\$3,105	\$7	\$0	\$0	\$0
<b>Total</b>	<b>\$9,020,991</b>	<b>\$9,431,451</b>	<b>\$8,848,048</b>	<b>\$9,017,919</b>	<b>\$169,871</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	87%	96%			
TEM 5	17%	50%			
TEM 4	36%	36%			
TEM 3	34%	10%			

<b>Postsecondary Readiness</b>					
Graduation Rate	89.2%	91.7%			
Average ACT Composite Score	16.80	17.60			
ACT21+ (%)	16.2%	21.2%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	62.9%	5.8%			
TNReady Algebra II (%)	49.7%	14.7%			
TNReady Biology I (%)	44.6%	32.4%			
TNReady Chemistry (%)	26.6%	17.4%			
TNReady English I (%)	58.8%	13.1%			
TNReady English II (%)	55.7%	27.3%			
TNReady English III (%)	29.2%	22.8%			

TVAAS Literacy	5	5	
TVAAS Numeracy	1	5	

### SBB Allocations for Whitehaven High School

<b>Total SBB Allocation</b>				<b>\$5,735,503</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$6,162,569
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(427,065)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$5,594,493	
		This Year (1819)	\$5,735,503	
		Total Difference	\$141,010	
		Changes to enrollment impact the budget BEFORE SBB applies		
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(183,641)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$324,651	

### Detailed Breakdown

<b>1. SBB Allocations</b>					<b>\$6,162,569</b>
<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
<b>Base Weight</b>					
All Students	1	\$3,400	1,650	\$5,610,000	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	97	\$32,980	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	1,431	\$486,540	
Incoming High Proficiency	0.10	\$340	12	\$4,080	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	35	\$28,875	
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 the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$6,162,475</b>	

### 2. SBB Transition Supplements

<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students.	\$3,476	3,279.30	\$197
<ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>			
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	14%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$(427,065)
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$(427,065)</b>





**Wooddale High School**

5151 Scottsdale Memphis, TN 38118  
 Phone: (901) 416-2440 Fax: (901) 416-2476

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 263,513	<b>Student Capacity:</b> 1234	<b>FY2017-18 Utilization:</b> 71%	<b>FCI:</b> 5
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School Measure	FY2015-16 Actuals	FY2016-17 Actuals	FY2017-18 Amended	FY2018-19 Budget	FY17-18 vs. FY18-19 Variance
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<b>Enrollment</b>					
K-12	1066	872	778	662	-116
Attendance Rate	90.6%	89%	88.3%	-	NA
Student-Teacher Ratio	1:18	1:17	1:17	1:17	-

<b>Student Demographics</b>					
Economically Disadvantaged (%)	59.2%	60.2%	85.9%	-	-
Students with Disabilities (%)	14.6%	16.9%	16.2%	-	-
English Language Learners (%)	8.7%	8.6%	8.2%	-	-

<b>Key School Positions - All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	3	1
Classroom Teacher	60	51	45	43	-2
Special Skills	1	1	1	1	-
Counselor	3	4	2	3	1
Educational Assistant	7	6	6	8	2
Instructional Facilitator	1	1	2	3	1
Librarian	2	1	1	1	-
Nutrition	11	6	7	3	-4
Other	9	8	14	12	-2

<b>School Level Funds</b>					
General Fund	\$5,347,660	\$4,816,092	\$4,766,068	\$5,061,602	\$295,534
Title I	\$386,698	\$468,208	\$493,003	\$382,585	-\$110,418
IDEA, Part B	\$196,612	\$176,788	\$152,977	\$153,750	\$773
School Improvement Grants (SIG)	\$0	\$61,441	\$21,842	\$0	-\$21,842
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$5,930,971</b>	<b>\$5,522,530</b>	<b>\$5,433,891</b>	<b>\$5,597,938</b>	<b>\$164,047</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	81%			
TEM 5	17%	5%			
TEM 4	35%	31%			
TEM 3	42%	45%			

<b>Postsecondary Readiness</b>					
Graduation Rate	52.5%	57.5%			
Average ACT Composite Score	15.00	15.30			
ACT21+ (%)	7.1%	5.2%			

<b>Achievement &amp; Proficiency</b>					
TNReady Algebra I (%)	47.9%	2.7%			
TNReady Algebra II (%)	24.7%	5.2%			
TNReady Biology I (%)	29.9%	18.3%			
TNReady Chemistry (%)	13.9%	9.6%			
TNReady English I (%)	36.9%	4.4%			
TNReady English II (%)	30.2%	12.5%			

TNReady English III (%)	0%	18.1%	
TVAAS Literacy	5	3	
TVAAS Numeracy	1	1	

### SBB Allocations for Wooddale High School

<b>Total SBB Allocation</b>				<b>\$2,551,321</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,551,321
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1718)	\$2,842,814	
		This Year (1819)	\$2,551,321	
		Total Difference	\$(291,493)	
		Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(421,293)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$129,800	

### Detailed Breakdown

<b>1. SBB Allocations</b>					<b>\$2,551,321</b>
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,400	661	\$2,247,400	
<b>Grade Weights</b>					
Grade K	0.30	\$1,020	0	\$-	
Grade 1	0.30	\$1,020	0	\$-	
Grade 2	0.30	\$1,020	0	\$-	
Grade 3	0.20	\$680	0	\$-	
Grade 4	0.20	\$680	0	\$-	
Grade 5	0.20	\$680	0	\$-	
<b>Mobility Weights</b>					
Mobility	0.10	\$340	145	\$49,300	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$340	655	\$222,700	
Incoming High Proficiency	0.10	\$340	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.24	\$825	39	\$32,175	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,551,575</b>	

### 2. SBB Transition Supplements

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0

Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2018-2019)	Dollar per Pupil This Year (2017-2018)	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 loses and gains were capped on a \$pp in Y1. Y1. This is ensured no school experienced a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +6.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -2.5% or 2 FTEs on a \$pp basis</li> </ul>	\$3,860	3,663.42	\$196
<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
If the school received a transition subsidy, this meant that the school was supposed to lose more under the SBB formula, but the loss was capped at lesser of 2.5% or 2 FTE on a \$pp basis. This subsidy was paid by the transition tax on gaining schools.	5%	N/A - This school did not gain or lose enough to be affected by the transition policy	\$0
If the school paid a transition tax, this meant that the school was supposed to gain more under SBB but the gain was capped at 6.0% on a \$pp basis. Funds were withheld from the school to subsidize other schools to limit their losses.			
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>





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