



Impact Profile Summary





Organization Overview

ALLMemphis’ mission is to foster opportunities for historically excluded students to access literacy, and the freedoms it provides, by empowering teachers with training and mentorship in foundational reading. ALLMemphis fights poverty by training teachers and literacy coaches in the methods of Orton-Gillingham, a multi-sensory approach to literacy instruction, and then providing a multi-year teacher mentorship to support the implementation of the approach in charter and public schools. Recently, ALLMemphis programming expanded to include whole class ELA instruction in addition to intervention supports. By doing this, ALLMemphis aims to increase graduation rates and college readiness, which improves future income and health outcomes.

In the Spring of 2022, around 87,000 or 79% of students in Memphis Shelby County Schools in K-12 were reading below grade level. A student who can’t read on grade level by 3rd grade is substantially less likely to graduate by age 19, and every student who does not complete high school costs our community an estimated \$260,000 in lost earnings, taxes, and productivity.

Impact Results

An Impact Study measures the current poverty-fighting effectiveness of an organization across four dimensions. For each dimension, the effectiveness is determined based on the strength of available evidence compared to Slingshot Memphis’ outcomes-driven methodology. Impact results provide an objective, consistent way to measure impact, track progress, and identify opportunities for greater impact. Below are the impact results for ALLMemphis:

Dimension	Weak	At Least Neutral	At Least Strong	Very Strong
 Benefit-Cost Ratio	Costs exceed estimated benefits	Estimated benefits and costs similar	Estimated benefits exceed costs	Estimated benefits substantially exceed costs
 Systems-Level Change	Evidence for the creation of systems-level change does not exist	Evidence for the creation of limited systems-level change	Evidence for the creation of moderate systems-level change	Evidence for the creation of significant systems-level change
 Use of Best Practices	Few practices are effective and/or practices are inconsistently applied	Some practices are effective and/or inconsistently applied	Most practices are effective and consistently applied	Practices are most effective and consistently applied
 Measurement Infrastructure	Limited measurement infrastructure and use of data to understand and improve impact	Basic measurement infrastructure and use of data to understand and improve impact	Acceptable measurement infrastructure and use of data to understand and improve impact	Robust measurement infrastructure and use of data to understand and improve impact



Benefit-Cost Ratio

Very Strong 

- ALLMemphis created more than \$2.50 in poverty-fighting benefits for each dollar it spent.
- Primary benefits created by ALLMemphis included:
 - Improved elementary school student literacy rates, which increases the likelihood that students graduate on time and reduces the likelihood of students dropping out of high school.
 - Ultimately, improved literacy rates increase the expected lifetime earnings of students and improve their quality of life
- The number of RTI students in Tiers II and III decreased by around 10 percent from 2022. However, more total students achieved grade-level proficiency this year, increasing the average benefit per student



Use of Best Practices

Very Strong 

- ALLMemphis' programs include Training and Mentoring for Intervention and ELA
- The Training and Mentoring in both programs have evidence-based literacy coaching and teacher professional development
- The Orton-Gillingham based intervention approach has inconclusive results but contains individual interventions that are evidence-based
- The ELA curriculum uses the evidence-based literacy curriculum, EL Education, and foundational literacy created by ALLMemphis
- An opportunity exists for student outcomes to be included in program goals
- Since last study, ELA instruction was introduced to the whole classroom and ALLMemphis became accredited by the International Dyslexia Association



Systems-Level Change

At Least Strong 

- ALLMemphis has seven systems-level change examples:
 - Partnering with schools and literacy organization to share curriculum and training
 - A partnership with Memphis Lift, creates benefits by conducting reading assessments and trainings on literacy for parent advocacy
 - As a member of the Early Literacy Consortium, ALLMemphis provides consultation and literacy resources
 - TN Department of Education recognized ALLMemphis training as an approved foundational literacy training for the Tennessee Literacy Success Act
 - The Millington School District adopted ELA and intervention curriculum for K-8



Measurement Infrastructure

At Least Strong 

- Program metrics and decision making are ALLMemphis' strongest components
- Metrics are collected for participants, program performance, and post-program outcomes
- There is annual external communication of student outcomes, such as student growth and proficiency, but there is an opportunity to communicate the impact of teachers trained by ALLMemphis versus not trained
- Manual data quality assurance processes exist and data storage allows accessible analysis
- An experienced team conducts data analysis.
- There is an opportunity to understand trends across schools
- Decisions consider multiple perspectives such as schools and program specialists and are monitored through PDSA cycles

Opportunities for Greater Impact

- Use data already being collected to create analyses to better understand program and outcome trends
- Partner with Memphis Educator Preparation Providers (EPPs) to expose teachers to the ALLMemphis model