



BILL LEE
GOVERNOR

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
NINTH FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

LIZZETTE REYNOLDS
COMMISSIONER

Via Electronic Mail

March 14, 2024

Tutional Williams, Interim Director of Schools
Memphis-Shelby County Schools
160 S Hollywood
Memphis, TN 38112

Re: Waiver for English as a Second Language (ESL) Programs

Dear Director Williams:

I am in receipt of your waiver request of State Board of Education Rule 0520-01-19 as it relates to staffing ratios for English as a Second Language (ESL) programs. You have requested to use an alternative staffing ratio at schools within Memphis-Shelby County Schools due to a teacher shortage and a rapid increase in the ESL student population impacting your district.

Tenn. Code Ann. § 49-1-201(d) grants the commissioner the authority to “waive any state board rule or statute that inhibits or hinders the LEA’s ability to meet its goals or comply with its mission.” On the condition that the school district comply with the provisions of State Board of Education Rule 0520-01-19 by implementing the monitoring steps required under the Rule as well as implementing the additional action steps to address the shortage outlined in your waiver request, your request is hereby granted for the remainder of the 2023-24 school year.

Please do not hesitate to contact me if you have further questions.

Sincerely,

Lizzette Reynolds
Commissioner



DEPARTMENT OF ENGLISH AS A SECOND LANGUAGE

3030 Jackson Avenue, 2nd Floor. • Memphis, TN 38112 • (901) 416- 5411 • Fax (901) 416-7628 • scsk12.org/esl/

Carol Richardson
Executive Director
Richardsoncr@scsk12.org

Tennessee Department of Education

ATTN: Commissioner Lizzete Gonzalez-Reynolds

RE: Request for ESL Alternate LEA Staffing Ratio Waiver Greetings,

Commissioner Reynolds,

This letter is to request approval for an Alternate LEA-wide Staffing Ratio Waiver in accordance with Chapter 0520-01-19 of the State Board of Education Rules, English as a Second Language Programs (ESL) for Memphis-Shelby County Schools. Please refer to the required application information below as a resource to support the justification for the waiver.

1. LEA ESL Director’s Name:

Carol Richardson

2. Proposed Alternate LEA-Wide Staffing Ratio:

37 (thirty-seven students) to 1 (one teacher)

3. The justification for the alternate staffing ratio.

The Memphis-Shelby County School District is experiencing a substantial and rapid increase in its ESL student population which necessitates a pragmatic approach. Our EL enrollment has increased in Memphis Shelby County Schools by over 2000 students since 2021. Even with the additional teacher allocations, the surge in EL enrollment in our district has put our district in the position of temporarily exceeding the 35:1 ratio.

English Learner (EL) Oct. 1, 2023, Count: Final Count

L	W	1	2	LW12
11,484	118	745	606	12,953

English Learner (EL) Oct. 1, 2022, Count: Final Count

L	W	1	2	LW12
10,558	166	713	301	11,738

English Learner (EL) Oct. 1, 2021, Count: Final Count

L	W	1	2	LW12
9,547	302	329	603	10,781

Due to teacher shortages that are being felt nationwide, we have been unable to hire teachers as rapidly as our population has grown; therefore, our LEA will not be able to meet

ratio requirements within the next 90 days. Our district has made significant efforts to proactively address this changing demographic landscape, including budgeting for and posting 32 (thirty-two) new ESL teacher positions, since the start of the school year. Of those new ESL teacher positions, 21 (twenty-one) have been filled so far. However, these vacancies are posted and our Human Resources Staffing team is actively working to fill the positions.

4. Action Steps to Improve LEA wide staffing ratio:

To best achieve a preferred student teacher ratio, Memphis Shelby County Schools (MSCS) will place twenty-two ESL teachers across twenty-seven schools. Twenty-four schools are managed by our district while three schools are managed by charter school networks. Please note, only seventeen additional teachers bring our district to the state required ratio, but we believe the additional teachers are needed, based on school-level populations and other at-risk factors, to best serve our students.

The Department of Human Resources has implemented a series of initiatives aimed at optimizing effectiveness. Certified teachers hired to occupy an ESL area are eligible for up to \$10,000 in supplemental compensation in order to attract and retain ESL teachers. These measures include a vigilant monitoring system that ensures timely notifications to principals, allowing for proactive scheduling adjustments and optimal resource utilization. The refinement of hiring processes has expedited the recruitment of qualified ESL candidates, with the goal of maintaining a well-balanced staff composition. The expansion of Education Preparation Providers now includes ESL program courses for Aspiring Teachers fostering a more inclusive learning environment. This ongoing collaborative effort has explored available options, including strategic staff adjustments, aligning seamlessly with organizational goals, and addressing the evolving landscape.

Additionally, we have a partnership with Union University that has allowed 45 (forty-five) of currently certified teachers to add the ESL Endorsement to their license along with an agreement to teach in an ESL position for three years. The primary objective of this initiative is to prioritize and strategically deploy members of the Union ESL Cohort to fill key vacancies during the designated transfer period for the 2024-2025 school year. To achieve this, a systematic approach has been outlined, including the clear identification of ESL Cohort members based on linguistic proficiency, cultural competencies, and ESL instructional expertise. A targeted event will be hosted for cohort members to conduct a comprehensive needs assessment, identifying specific ESL vacancies across schools for the upcoming academic year, thereby informing targeted recruitment efforts. A transparent communication strategy will be implemented to inform ESL Cohort members about the prioritization initiative, with a designated single point of contact to address all inquiries. Collaborative discussions with school leaders will be initiated to understand the unique needs of each school, aligning ESL Cohort placements accordingly. During the transfer period, the established framework will be leveraged to expedite the placement of ESL Cohort members into identified vacancies, ensuring a seamless and efficient process. Evaluation metrics, including key performance

indicators (KPIs), will be developed to monitor the success of the initiative, tracking the number of ESL Cohort members successfully placed, retention rates, and gathering feedback from school administrators. Continuous improvement mechanisms will be established, incorporating feedback from ESL Cohort members, school leaders, and the ESL Department to refine the strategic placement approach for subsequent academic years, ensuring ongoing effectiveness and responsiveness to evolving needs.

By the beginning of the 2024-25 Academic Year, MSCS will have adequately staffed ESL positions to be below the 35:1 LEA Student to Teacher ratio.

5. The number of EL students served:

ELs: 11,484

T1s and T2s: 1,469

Total: 12,953

6. The average proficiency level for EL students:

[MSCS 792 Performance Summaries - English Learners - Jan 2024 \(2\).xlsx](#)

7. The overall academic growth of EL students:

Despite the challenges to staffing, the English Learners in our district outperform the state's average academically. Detailed data sets and information are available for review in the following pages.



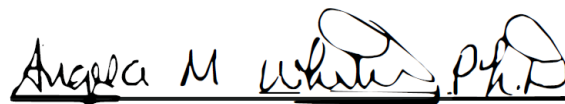
Carol Richardson, ESL Director



Tutonial Williams, Superintendent



Quintin Robinson, Chief of Human Resources



Dr. Angela Whitelaw, Deputy Superintendent, Schools and Academic Support

LEA 792 – Memphis Shelby County Schools – EL Student Group Performance Data Review

Over the past few years performance rates, across multiple metrics, for our English Learners have improved. English Learners, served by Memphis Shelby County Schools, have earned higher performance rates in school year 2022-23 than rates earned in school years 2020-21 and 2021-22

ELA TCAP 3-5	20-21	21-22	22-23	ELA TCAP 6-8	20-21	21-22	22-23	ELA TCAP EOC	20-21	21-22	22-23
	12.5%	20.7%	20.4%		7.3%	10.9%	10.2%		4.9%	7.2%	9.2%
Math TCAP 3-5	20-21	21-22	22-23	Math TCAP 6-8	20-21	21-22	22-23	Math TCAP EOC	20-21	21-22	22-23
	10.3%	18.9%	23.6%		5.2%	9.2%	11.1%		2.5%	3.5%	3.6%
Science TCAP 3-5	20-21	21-22	22-23	Science TCAP 6-8	20-21	21-22	22-23	Science TCAP EOC	20-21	21-22	22-23
	15.7%	23.4%	26.3%		10.6%	11.7%	15.4%		11.9%	7.5%	8.5%
Social Studies TCAP 3-5	20-21	21-22	22-23	Social Studies TCAP 6-8	20-21	21-22	22-23	Social Studies TCAP EOC	20-21	21-22	22-23
	NA	NA	NA		10.7%	17.7%	17.7%		6.0%	7.0%	15.5%

For the most part, WIDA ACCESS Growth Rates, WIDA ACCESS Exit Rates, TCAP Achievement Rates, and TVAAS Growth Levels, earned by our English Learners, are higher than those earned in previous years. Additionally, our English Learners typically earn higher TVAAS Growth Levels than their Native English-Speaking peers.

WIDA ACCESS	Growth Rate 20- 21	Growth Rate 21- 22	Growth Rate 22- 23	Exit Rate 20-21	Exit Rate 21-22	Exit Rate 22-23	
	17.9%	38.8%	41.3%				4.7%
ELA Growth 3-8	TVAAS Level 20- 21	TVAAS Level 21- 22	TVAAS Level 22- 23	ELA Growth EOC	TVAAS Level 20- 21	TVAAS Level 21- 22	TVAAS Level 22- 23
	1	5	2		2	5	5

Math Growth 3-8	TVAAS Level 20-21	TVAAS Level 21-22	TVAAS Level 22-23	Math Growth EOC	TVAAS Level 20-21	TVAAS Level 21-22	TVAAS Level 22-23
	1	5	1		1	1	5
Science Growth 3-8	TVAAS Level 20-21	TVAAS Level 21-22	TVAAS Level 22-23	Science Growth EOC	TVAAS Level 20-21	TVAAS Level 21-22	TVAAS Level 22-23
	1	5	5		3	3	5
Social Studies Growth 6-8	TVAAS Level 20-21	TVAAS Level 21-22	TVAAS Level 22-23	Social Studies Growth EOC	TVAAS Level 20-21	TVAAS Level 21-22	TVAAS Level 22-23
	1	3	3		2	2	3

Currently, two Memphis Shelby County Schools are currently assigned to the ATSI State (English Learner specific) list. Fortunately, neither of these schools is currently understaffed. However, we have developed a plan to place additional teachers at one of these schools. Therefore, one of these schools, Treadwell Elementary, is included in our impacted school's data results and findings.

Moreover, according to our most recent formative assessment results, our English Learners are improving at faster rates than their Native English-Speaking peers.

Growth in Correct Response Rate Compared to Non-EL Students				
ELA Most Recent Formative Assessment	K-2	3-5	6-8	9-12
	+0.14	+0.61	+2.01	+0.94

Growth in Correct Response Rate Compared to Non-EL Students				
Math Most Recent Formative Assessment	K-2	3-5	6-8	9-12
	+1.92	+1.58	+3.26	+1.85

Growth in Correct Response Rate Compared to Non-EL Students				
Science Most Recent Formative Assessment	K-2	3-5	6-8	9-12
	NA	+0.74	-0.20	+7.61

Finally, when our English Learners' TCAP Performance Rates are compared to other districts' English Learners' Performance Rates, our students rank near the middle. This rank is much higher, than our district's Native English-Speakers when they are compared to their peers from other districts.

A district level summary and school level summaries are included. Summary files include 2020-21, 2021-22, and 2022-23 WIDA ACCESS Growth Rates and Exit Rates, 2020-21, 2021-22, and 2022-23 TCAP Achievement Rates, and 2022-23 TVAAS Growth Levels. We have also included our most recent formative assessments' Growth and Proficiency Rates. When applicable, district data points are disaggregated by Grade Band.

Academic and proficiency performance for schools impacted by the staffing ratio:

To best achieve a preferred student teacher ratio, Memphis Shelby County Schools will place twenty-one - and one-half ESL teachers across twenty-seven schools. Twenty-four schools are managed by our district while three schools are managed by charter school networks. Please note, only seventeen additional teachers bring our district to the State required ratio, but we believe the additional teachers are needed, based on school-level populations and other at-risk factors, to best serve our students. Please note for schools listed below, all qualifying students are currently receiving direct or indirect ESL services. In some cases, services are currently being provided by ESL Peer Coaches or Central Office Staff.

School	Managed By:	Vacancy
Arrow Academy of Excellence	Charter Network	1.0
Booker T. Washington High	MSCS District	1.0
Campus School	MSCS District	0.5
Chimneyrock Elementary	MSCS District	1.0
Colonial Middle	MSCS District	1.0
Craigmont High	MSCS District	0.5
Double Tree Elementary	MSCS District	0.3
Ford Road Elementary	MSCS District	0.4
Freedom Prep Academy Flagship	Charter Network	1.0
Geeter School	MSCS District	0.5
Hickory Ridge Middle	MSCS District	1.0
Jackson Elementary	MSCS District	1.0
Kingsbury High	MSCS District	1.0
Levi Elementary	MSCS District	0.3
Lucie E. Campbell Elementary	MSCS District	0.5
Northeast Prep Alternative	MSCS District	1.0
Power Center Academy Elementary Southeast	Charter Network	1.0
Sheffield Elementary	MSCS District	1.0
Sheffield High	MSCS District	1.0
Sherwood Middle	MSCS District	1.0
Treadwell Elementary	MSCS District	1.0
Treadwell Middle	MSCS District	1.0
University Middle	MSCS District	0.5
Westhaven Elementary	MSCS District	0.5
White Station High	MSCS District	1.0
White Station Middle	MSCS District	0.5
Winchester Elementary	MSCS District	1.0

Impacted Schools Data Review

Fortunately, English Learner Performance Rates and Levels, at these impacted schools, are comparable to those at our fully staffed schools. WIDA ACCESS, TCAP, TVAAS, and Formative Assessment results are provided as performance metrics.

Both the Growth and the Exit WIDA ACCESS Rates for our EL students, at both our impacted and non-impacted schools, have significantly increased over the past few years. The most recent Growth and Exit Rates at our impacted Elementary Schools are lower than rates from our non-impacted schools. However, the most recent Growth Rates at our impacted Middle Schools and Exit Rates at our impacted High Schools are higher than rates from our non-impacted schools. While the Growth and Exit Rates from our impacted and non-impacted High Schools are essentially the same.

TCAP Achievement Rates, at these impacted schools, have improved, but not at the same rate of improvement as our non-impacted schools. Although, the 2022-23 TCAP Achievement Rates, from our impacted schools are, for the most part, similar to those at our non-impacted schools.

TVAAS Growth Levels, at these impacted schools, are similar to our district norms. Moreover, our English Language Student Group earned higher TVAAS Levels than their Native English Peers in both 2021-22 and again in 2022-23.

Formative Assessment Results, from 2023-24 yield positive results for our impacted schools. Growth Rates, at our impacted schools, are similar to those at our non-impacted schools in ELA and Science. Growth Rates in some content area/grade band combinations are higher at our impacted schools than at our non-impacted schools. Similarly, when English Learners, at impacted schools, are compared to their Native English-Speaking peers, at their same schools, the English Learners improved at a faster rate than the Native English Speakers in the majority of content and grade band combinations. This is also true at our non-impacted schools.

WIDA ACCESS Results – Impacted Schools

School Type	WIDA ACCESS Metric	20-21	21-22	22-23	Two-Year Growth	22-23 District Norm	Most Recent Results from the District Norm
Elementary	Growth	19.7%	46.7%	51.3%	+31.6	54.3%	-3.0
iddle	Growth	5.8%	15.2%	24.3%	+18.5	21.1%	+3.2
High	Growth	9.1%	14.9%	17.4%	+8.3	18.5%	-1.1
Elementary	Exit	3.3%	5.5%	5.9%	+2.6	9.2%	-3.3
Middle	Exit	3.7%	2.8%	2.2%	-1.5	3.6%	-1.4
High	Exit	1.7%	2.4%	5.7%	+4.0	2.6%	+3.1

TCAP Achievement Results – Impacted Schools

School Type	Content Area	20-21	21-22	22-23	Two-Year Growth	22-23 District Norm	Most Recent Results from the District Norm
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Elementary	ELA	16.0%	21.9%	17.2%	+1.2	20.4%	-3.2
Elementary	Math	12.6%	24.6%	23.7%	+11.1	23.6%	+0.1
Elementary	Science	17.7%	19.3%	27.3%	+9.6	26.3%	+1.0
Middle	ELA	10.2%	11.4%	9.4%	-0.8	10.2%	-0.8
Middle	Math	6.8%	9.8%	8.2%	+2.0	11.1%	-2.9
Middle	Science	12.5%	12.9%	13.3%	+0.8	15.4%	-2.1
Middle	Soc. St.	12.5%	19.0%	16.6%	+4.1	17.7%	-1.1
High	ELA	4.8%	6.8%	8.6%	+3.8	9.2%	-0.6
High	Math	1.9%	3.0%	3.4%	+1.5	3.6%	-0.2
High	Science	9.4%	10.4%	11.0%	+1.6	8.5%	+2.5
High	Soc. St.	6.6%	13.5%	20.8%	+14.2	15.3%	+5.5

TVAAS Growth Levels – Impacted Schools

School	ELA	Math	Science	Soc. Studies
Arrow Academy of Excellence	NA	NA	NA	NA
Booker T. Washington High	NA	NA	NA	NA
Campus School	5	4	NA	NA
Chimneyrock Elementary	5	3	4	NA
Colonial Middle	4	3	5	3
Craigmont High	NA	NA	NA	NA
Double Tree Elementary	NA	NA	NA	NA
Ford Road Elementary	NA	NA	NA	NA
Freedom Prep Academy Flagship	3	3	3	NA
Geeter School	NA	NA	NA	NA
Hickory Ridge Middle	3	3	3	2
Jackson Elementary	3	3	3	NA
Kingsbury High	3	2	3	NA
Levi Elementary	NA	NA	NA	NA
Lucie E. Campbell Elementary	NA	NA	NA	NA
Northeast Prep Alternative	NA	NA	NA	NA
Power Center Academy Elementary Southeast	3	2	NA	NA
Sheffield Elementary	1	2	2	NA
Sheffield High	4	3	3	NA
Sherwood Middle	3	2	3	3
Treadwell Elementary	1	1	3	NA
Treadwell Middle	1	2	3	3
University Middle	NA	NA	NA	NA
Westhaven Elementary	NA	NA	NA	NA
White Station High	5	3	4	NA

White Station Middle	4	2	3	4
Winchester Elementary	NA	NA	NA	NA

2023-2024 Formative Assessment Results – Impacted Schools with Non-Impacted Schools – EL Focus

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement from Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
ELA-0-2	Impacted	EL	63.35	65.83	3.06	41.9	50.4	8.4
ELA-0-2	Not-Impacted	EL	62.14	61.20	-0.54	40.5	41.9	1.5
ELA-3-5	Impacted	EL	48.56	47.57	0.06	19.8	17.4	-2.4
ELA-3-5	Not-Impacted	EL	50.25	52.73	3.35	21.4	20.3	-1.1
ELA-6-8	Impacted	EL	35.61	38.04	3.33	4.9	6.3	1.4
ELA-6-8	Not-Impacted	EL	40.13	39.46	0.80	8.4	7.7	-0.7
ELA-9-12	Impacted	EL	34.62	36.54	1.90	1.3	7.1	5.8
ELA-9-12	Not-Impacted	EL	40.28	42.62	2.09	8.1	7.5	-0.6

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement from Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
Math-0-2	Impacted	EL	71.07	73.55	3.75	60.6	70.8	10.2
Math-0-2	Not-Impacted	EL	70.22	69.07	-0.54	58.7	57.9	-0.8
Math-3-5	Impacted	EL	48.95	52.08	4.53	20.8	24.8	4.0
Math-3-5	Not-Impacted	EL	49.58	53.82	4.62	19.1	30.1	11.1
Math-6-8	Impacted	EL	37.39	35.07	-2.20	6.9	5.6	-1.3
Math-6-8	Not-Impacted	EL	36.36	36.22	0.30	3.5	4.9	1.4
Math-9-12	Impacted	EL	32.37	35.49	3.06	5.1	7.4	2.3
Math-9-12	Not-Impacted	EL	36.06	34.08	-2.61	7.9	4.2	-3.7

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement from Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
Science-3-5	Impacted	EL	51.00	52.23	2.10	22.2	23.7	1.5
Science-3-5	Not-Impacted	EL	52.28	57.25	5.76	22.9	32.1	9.2
Science-6-8	Impacted	EL	47.02	44.55	-1.67	14.3	9.7	-4.6
Science-6-8	Not-Impacted	EL	46.78	46.98	0.04	12.7	14.8	2.1
Science-9-12	Impacted	EL	38.13	45.78	8.49	10.6	17.2	6.6
Science-9-12	Not-Impacted	EL	39.94	43.57	3.61	8.0	16.1	8.1

2023-2024 Formative Assessment Results – Impacted Schools (EL and Non-EL Student Groups)

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement From Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
ELA-0-2	Impacted	EL	63.35	65.83	3.06	41.9	50.4	8.4
ELA-0-2	Impacted	Non-EL	68.56	69.07	0.85	54.1	57.9	3.9
ELA-3-5	Impacted	EL	48.56	47.57	0.06	19.8	17.4	-2.3
ELA-3-5	Impacted	Non-EL	52.37	51.56	-0.56	28.9	24	-4.9

ELA-6-8	Impacted	EL	35.61	38.04	3.33	4.9	6.3	1.4
ELA-6-8	Impacted	Non-EL	52.27	55.82	2.42	28.2	28.1	-0.1
ELA-9-12	Impacted	EL	34.62	36.54	1.90	1.3	7.1	5.8
ELA-9-12	Impacted	Non-EL	48.68	49.99	1.74	15.4	17.6	2.2

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement From Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
Math-0-2	Impacted	EL	71.07	73.55	3.75	60.6	70.8	10.2
Math-0-2	Impacted	Non-EL	71.32	70.69	-0.95	59.3	61.8	2.5
Math-3-5	Impacted	EL	48.95	52.08	4.53	20.8	24.8	4
Math-3-5	Impacted	Non-EL	47.1	49.25	0.56	19.7	26.8	7
Math-6-8	Impacted	EL	37.39	35.07	-2.20	6.9	5.6	-1.3
Math-6-8	Impacted	Non-EL	48.04	45.58	-3.36	20.7	15.3	-5.3
Math-9-12	Impacted	EL	32.37	35.49	3.06	5.1	7.4	2.3
Math-9-12	Impacted	Non-EL	49.03	47.35	-0.66	23.1	20.4	-2.7

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement From Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
Science-3-5	Impacted	EL	51	52.23	2.10	22.2	23.7	1.5
Science-3-5	Impacted	Non-EL	52.46	55.79	3.65	26.1	32.2	6.1
Science-6-8	Impacted	EL	47.02	44.55	-1.67	14.3	9.7	-4.6
Science-6-8	Impacted	Non-EL	60.53	60.27	-0.28	34.4	38.7	4.3
Science-9-12	Impacted	EL	38.13	45.78	8.49	10.6	17.2	6.7
Science-9-12	Impacted	Non-EL	58.5	60.01	1.57	35.3	40.1	4.8

A district level summary and school level summaries are included. Summary files include 2020-21, 2021-22, and 2022-23 WIDA ACCESS Growth Rates and Exit Rates, TCAP Achievement Rates, and TVAAS Growth Levels. We have also included our most recent formative assessments' Growth Rates. When applicable, district data points are disaggregated by Grade Band. A filter is provided for quick viewing of our impacted schools.

The most recent analysis for the EL student subgroup for achievement assessments in reading/language arts, mathematics and science:

2023-2024 Formative Assessment Results – Impacted Schools with Non-Impacted Schools – EL Focus

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement from Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
ELA-0-2	Impacted	EL	63.35	65.83	3.06	41.9	50.4	8.4
ELA-0-2	Not-Impacted	EL	62.14	61.20	-0.54	40.5	41.9	1.5
ELA-3-5	Impacted	EL	48.56	47.57	0.06	19.8	17.4	-2.4
ELA-3-5	Not-Impacted	EL	50.25	52.73	3.35	21.4	20.3	-1.1

ELA-6-8	Impacted	EL	35.61	38.04	3.33	4.9	6.3	1.4
ELA-6-8	Not-Impacted	EL	40.13	39.46	0.80	8.4	7.7	-0.7
ELA-9-12	Impacted	EL	34.62	36.54	1.90	1.3	7.1	5.8
ELA-9-12	Not-Impacted	EL	40.28	42.62	2.09	8.1	7.5	-0.6

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement from Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
Math-0-2	Impacted	EL	71.07	73.55	3.75	60.6	70.8	10.2
Math-0-2	Not-Impacted	EL	70.22	69.07	-0.54	58.7	57.9	-0.8
Math-3-5	Impacted	EL	48.95	52.08	4.53	20.8	24.8	4.0
Math-3-5	Not-Impacted	EL	49.58	53.82	4.62	19.1	30.1	11.1
Math-6-8	Impacted	EL	37.39	35.07	-2.20	6.9	5.6	-1.3
Math-6-8	Not-Impacted	EL	36.36	36.22	0.30	3.5	4.9	1.4
Math-9-12	Impacted	EL	32.37	35.49	3.06	5.1	7.4	2.3
Math-9-12	Not-Impacted	EL	36.06	34.08	-2.61	7.9	4.2	-3.7

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement from Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
Science-3-5	Impacted	EL	51.00	52.23	2.10	22.2	23.7	1.5
Science-3-5	Not-Impacted	EL	52.28	57.25	5.76	22.9	32.1	9.2
Science-6-8	Impacted	EL	47.02	44.55	-1.67	14.3	9.7	-4.6
Science-6-8	Not-Impacted	EL	46.78	46.98	0.04	12.7	14.8	2.1
Science-9-12	Impacted	EL	38.13	45.78	8.49	10.6	17.2	6.6
Science-9-12	Not-Impacted	EL	39.94	43.57	3.61	8.0	16.1	8.1

2023-2024 Formative Assessment Results – Impacted Schools (EL and Non-EL Student Groups)

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement From Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
ELA-0-2	Impacted	EL	63.35	65.83	3.06	41.9	50.4	8.4
ELA-0-2	Impacted	Non-EL	68.56	69.07	0.85	54.1	57.9	3.9
ELA-3-5	Impacted	EL	48.56	47.57	0.06	19.8	17.4	-2.3
ELA-3-5	Impacted	Non-EL	52.37	51.56	-0.56	28.9	24	-4.9
ELA-6-8	Impacted	EL	35.61	38.04	3.33	4.9	6.3	1.4
ELA-6-8	Impacted	Non-EL	52.27	55.82	2.42	28.2	28.1	-0.1
ELA-9-12	Impacted	EL	34.62	36.54	1.90	1.3	7.1	5.8
ELA-9-12	Impacted	Non-EL	48.68	49.99	1.74	15.4	17.6	2.2

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement From Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
Math-0-2	Impacted	EL	71.07	73.55	3.75	60.6	70.8	10.2

School	Subject	Student Group	Performance Rate 20-21	Performance Rate 21-22	Performance Rate 22-23	Change 20-21 to 21-22	Change 21-22 to 22-23	Change Over Two Years
Dexter School	ELA	English Learners	5.6%	5.7%	7.6%	0.16	1.86	2.02
Dexter School	ELA	English Learners with Transitional 1-4	19.3%	22.4%	17.9%	3.15	-4.55	-1.40
Dexter School	Math	English Learners	5.6%	2.9%	6.0%	-2.61	3.03	0.41
Dexter School	Math	English Learners with Transitional 1-4	22.8%	14.9%	13.5%	-7.91	-1.35	-9.27
Dexter School	Science	English Learners	13.9%	11.4%	7.5%	-2.46	-3.97	-6.43
Dexter School	Science	English Learners with Transitional 1-4	21.1%	18.8%	13.5%	-2.30	-5.21	-7.51
Dexter School	Social Studies	English Learners			8.7%			
Dexter School	Social Studies	English Learners with Transitional 1-4			23.1%			

Math-0-2	Impacted	Non-EL	71.32	70.69	-0.95	59.3	61.8	2.5
Math-3-5	Impacted	EL	48.95	52.08	4.53	20.8	24.8	4
Math-3-5	Impacted	Non-EL	47.1	49.25	0.56	19.7	26.8	7
Math-6-8	Impacted	EL	37.39	35.07	-2.20	6.9	5.6	-1.3
Math-6-8	Impacted	Non-EL	48.04	45.58	-3.36	20.7	15.3	-5.3
Math-9-12	Impacted	EL	32.37	35.49	3.06	5.1	7.4	2.3
Math-9-12	Impacted	Non-EL	49.03	47.35	-0.66	23.1	20.4	-2.7

School	Grade Band	Student	Fall Percent Correct	Winter Percent Correct	Mean Improvement From Fall to Winter	Fall Proficiency Level	Winter Proficiency Level	Change in Proficiency
Science-3-5	Impacted	EL	51	52.23	2.10	22.2	23.7	1.5
Science-3-5	Impacted	Non-EL	52.46	55.79	3.65	26.1	32.2	6.1
Science-6-8	Impacted	EL	47.02	44.55	-1.67	14.3	9.7	-4.6
Science-6-8	Impacted	Non-EL	60.53	60.27	-0.28	34.4	38.7	4.3
Science-9-12	Impacted	EL	38.13	45.78	8.49	10.6	17.2	6.7
Science-9-12	Impacted	Non-EL	58.5	60.01	1.57	35.3	40.1	4.8

Additional Targeted Support and Intervention (ATSI) school based on the EL student accountability subgroup.

Memphis Shelby County Schools currently has two ATSI schools due to English Learner performance. Those schools and current performance data are listed below. Kate Bond Middle is currently at a ratio of 38:1. Treadwell Elementary school hosts the district's only Dual-Immersion program. This academic year, two ESL teacher positions were added to their school. Additionally, two current teachers serving in the Dual Immersion program are current participants in the Union University partnership for attaining ESL certification. With these four additional certified ESL teachers, Treadwell Elementary would be at a ratio of 33:1 at the beginning of the 2024-25 AY.

Name	Status	English Learner Count	Teacher Count	Ratio	Vacancy	When Vacancies are Filled Ratio
Kate Bond Middle	ATSI	180	4	38/1		
Treadwell Elementary	ATSI	404	8	50/1	2	40/1

ATSI Data Summary

The tables below contain WIDA ACCESS, TCAP, TVAAS, and our most recent formative assessment results.

WIDA ACCESS – Past Three Years
TCAP Performance Rates – English Learners – Past Three Years

School	Subject	Student Group	Performance Rate 20-21	Performance Rate 21-22	Performance Rate 22-23	Change 20-21 to 21-22	Change 21-22 to 22-23	Change Over Two Years
Kate Bond Middle	ELA	English Learners	2.5%	1.3%	3.2%	-1.27	1.96	0.69
Kate Bond Middle	ELA	English Learners with Transitional 1-4	6.3%	13.5%	9.5%	7.24	-4.04	3.20
Kate Bond Middle	Math	English Learners	3.8%	5.1%	1.1%	1.27	-3.99	-2.72
Kate Bond Middle	Math	English Learners with Transitional 1-4	2.9%	9.0%	5.3%	6.08	-3.75	2.33
Kate Bond Middle	Science	English Learners	6.4%	1.3%	4.3%	-5.09	2.99	-2.11
Kate Bond Middle	Science	English Learners with Transitional 1-4	10.2%	9.7%	11.1%	-0.45	1.39	0.94
Kate Bond Middle	Social Studies	English Learners	2.9%	9.1%	4.3%	6.19	-4.79	1.40
Kate Bond Middle	Social Studies	English Learners with Transitional 1-4	13.5%	17.6%	12.1%	4.11	-5.54	-1.43

School	Subject	Student Group	Performance Rate 20-21	Performance Rate 21-22	Performance Rate 22-23	Change 20-21 to 21-22	Change 21-22 to 22-23	Change Over Two Years
Treadwell Elementary	ELA	English Learners	2.5%	5.3%	3.2%	2.73	-2.04	0.69
Treadwell Elementary	ELA	English Learners with Transitional 1-4	10.3%	14.3%	10.6%	4.01	-3.72	0.28
Treadwell Elementary	Math	English Learners	1.2%	10.5%	5.8%	9.24	-4.69	4.55
Treadwell Elementary	Math	English Learners with Transitional 1-4	4.5%	16.0%	9.4%	11.45	-6.65	4.81
Treadwell Elementary	Science	English Learners	6.2%	7.4%	14.7%	1.23	7.25	8.48
Treadwell Elementary	Science	English Learners with Transitional 1-4	10.0%	13.6%	23.1%	3.60	9.53	13.13

TVAAS Growth Levels – English Learners – 2022-23

School	ELA	Math	Science	Social Studies	Composite
Kate Bond Middle	3	1	2	1	1
Treadwell Elementary	1	1	3	NA	1

Formative Assessment Performance – English Learners – 2023-24

ELA

School	Correct Response Rate Fall	Correct Response Rate Winter	Mean Change in Rate	Proficiency Rate Fall	Proficiency Rate Winter	Change in Rate
Kate Bond Middle	35.88	40.38	4.10	4.2	8.3	4.17
Treadwell Elementary	57.31	55.95	-0.45	33.4	32.0	-1.38

Math

School	Correct Response Rate Fall	Correct Response Rate Winter	Mean Change in Rate	Proficiency Rate Fall	Proficiency Rate Winter	Change in Rate
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Kate Bond Middle	33.42	33.81	0.76	1.4	0.7	-0.69
Treadwell Elementary	58.24	63.73	5.64	39.1	53.1	14.01

Science

School	Correct Response Rate Fall	Correct Response Rate Winter	Mean Change in Rate	Proficiency Rate Fall	Proficiency Rate Winter	Change in Rate
Kate Bond Middle	41.33	43.01	1.70	8.3	9.4	1.02
Treadwell Elementary	50.75	46.62	-3.03	23.9	14.4	-9.46