

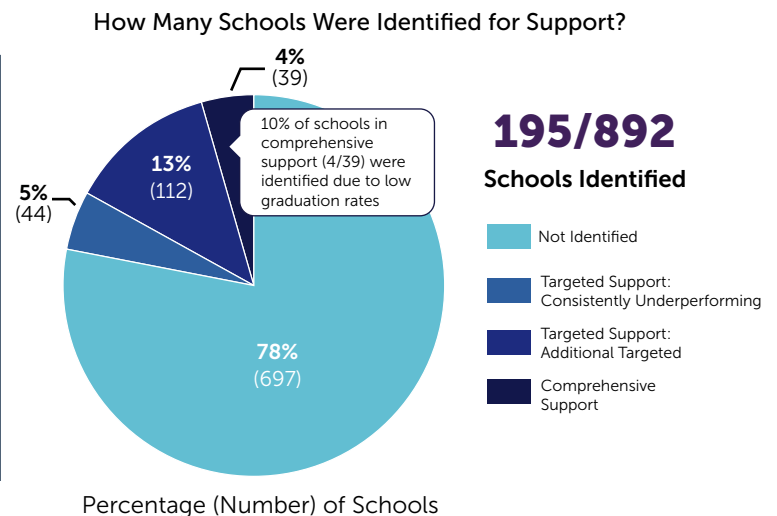
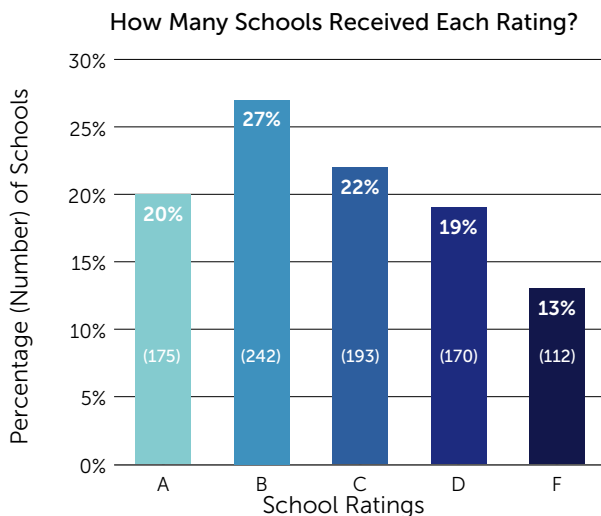
To monitor states' progress in implementing the Every Student Succeeds Act (ESSA), the Alliance for Excellent Education analyzed school ratings and lists of identified schools from the 2018–19 school year (based on 2017–18 data).

ABOUT MISSISSIPPI'S ESSA ACCOUNTABILITY SYSTEM

- **School rating type:** A–F grades
- **Indicators included in ratings:** (1) achievement: English language arts (ELA), math, science (for all schools), and social studies (for high schools); (2) growth: ELA and math; (3) English language progress to proficiency; and (4) high school graduation rate, “acceleration” (participation and performance in advanced courses), and “college and career readiness” (ACT® scores)
- **Subgroup performance included in ratings:** lowest-performing 25% of students only¹
- **Categories of schools identified for support under ESSA:** (1) comprehensive support and improvement (CSI) due to low performance or low graduation rates schoolwide and (2) targeted support and improvement (TSI) due to low-performing groups of students, including schools with consistently underperforming subgroups (TSI:CU) and schools needing additional targeted support (TSI:ATS)²
- **How schools were identified for targeted support:** TSI:CU—bottom 5% of all schools that score in the (1) lowest 50% of the overall accountability index and (2) lowest quartile of the three-year average “gap-to-goal” (gap between actual proficiency and state’s proficiency goal) and improvement toward “gap-to-goal” for a group of students; TSI:ATS—schools with a group of students performing as poorly as students overall in CSI schools
- **School year in which schools were first identified for support:** 2018–19, based on 2017–18 data

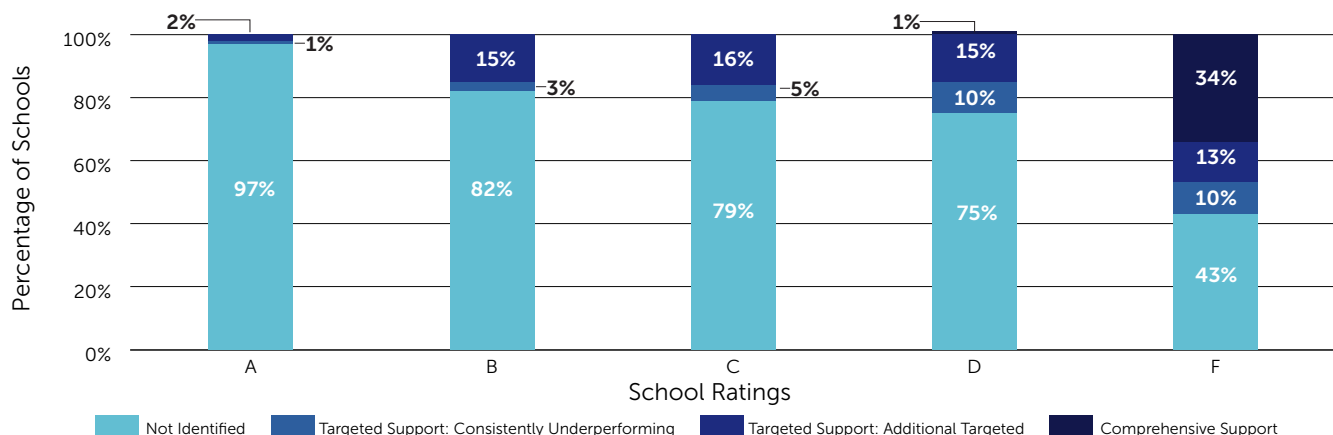
SCHOOL RATINGS AND IDENTIFICATION FOR SUPPORT

In Mississippi, nearly half of schools (47%) received an A or B grade and nearly one-quarter (22%) of schools were identified for support and improvement.³



Were Schools with Low Ratings Overlooked for Support?

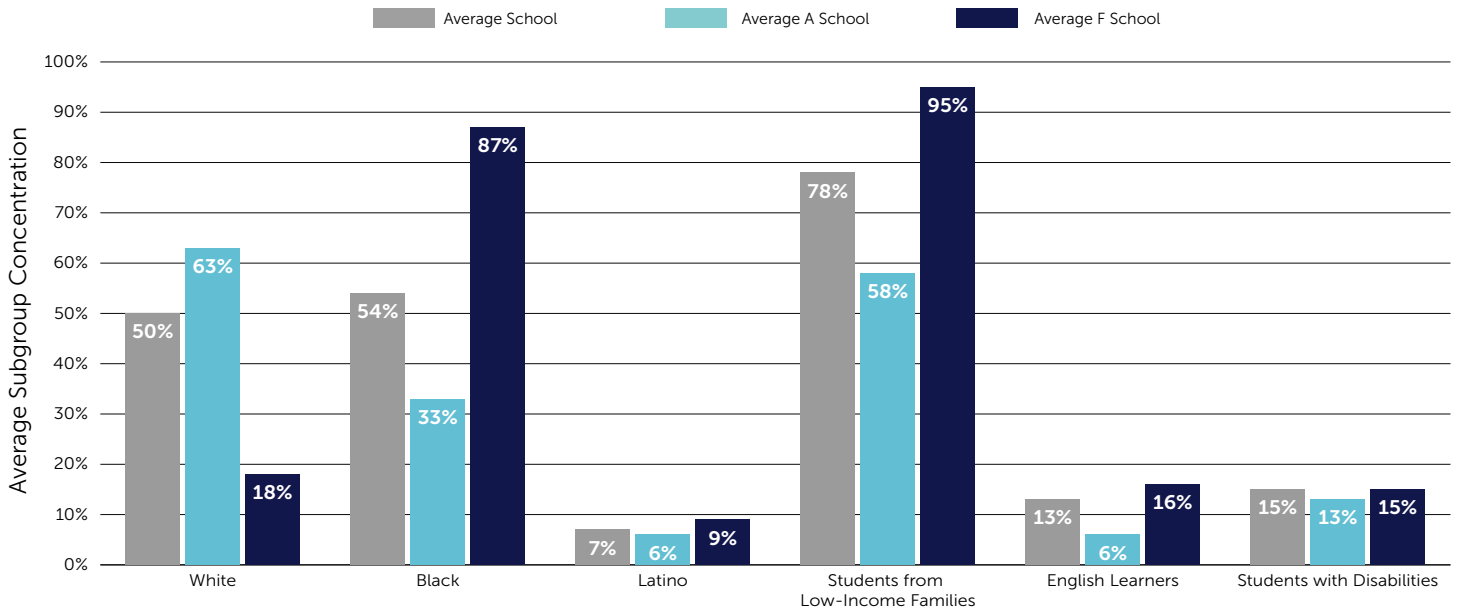
43% of F schools and **75%** of D schools were not identified for support.



PERFORMANCE OF STUDENT SUBGROUPS

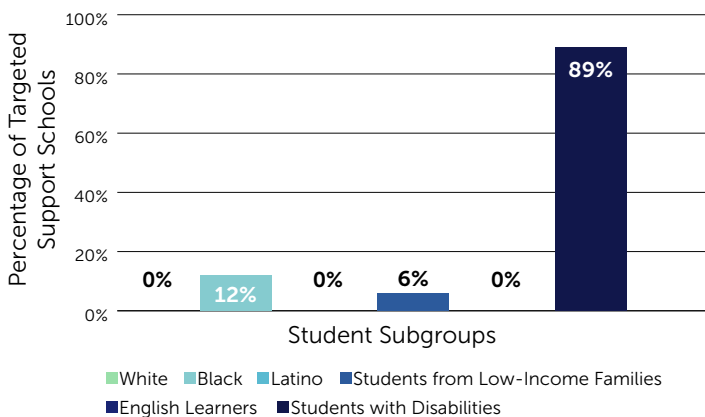
Like in most states, historically underserved students were more concentrated in schools with low ratings.

For example, the student body of an **average school** was **54%** Black. Yet the student body of an average **A school** was **33%** Black, while the average **F school** was **87%** Black.



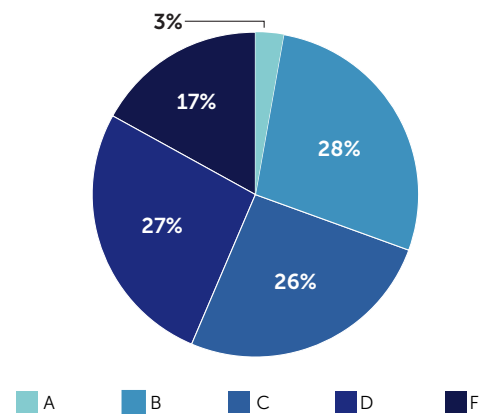
Which Student Subgroups Needed Extra Support?

In nearly all targeted support schools (89%), **students with disabilities** were identified as needing extra support. Far fewer targeted support schools (12%) were identified for needing to provide extra supports to **Black students**.



To What Extent Did High Ratings Mask Outcomes for Low-Performing Subgroups?

Among targeted support schools **3%** received an A grade and **28%** received a B grade.



For more information about Mississippi's ESSA plan, visit all4ed.org/essa/essa-in-your-state/.

Endnotes

- Mississippi considers federally required subgroups (e.g., racial/ethnic groups) when identifying schools for support.
- Mississippi also identifies school districts with low student performance and includes them in a state-managed achievement school district.
- Some graphs in this document may not total 100 percent due to rounding of percentages.