



**National
Urban League**

State: Mississippi

ESSA State Plan Equity Report Card

As part of our Equity & Excellence Project (EEP), the National Urban League has reviewed the Every Student Succeeds Act (ESSA) Consolidated State Plans for 36 states and the District of Columbia where we have Urban League affiliates. Under ESSA, the U.S. Department of Education tasked each state with developing a consolidated, streamlined set of requirements for states to address in their plans and submit for federal approval. All plans were approved as of September 2018. These plans provide a preliminary indicator of how states intend to implement the new law and represent a blueprint for state- and district-level decisions that will work to move each state from promise to practice during implementation.

During our analysis, we assessed how well states incorporated equity into their plans and developed a series of report cards that use a green-yellow-red highlight system to rate the plans on 12 Equity Indicators including: early childhood learning, supports for struggling schools, and resource equity. These indicators were selected based on the evidence demonstrating their effectiveness for advancing equity and excellence for vulnerable students in our nation's public schools.

These report cards do not constitute an assessment or analysis of a state's school system. Rather, they identify the extent to which states have included the 12 equity indicators in their ESSA plans. Each state's ranking was determined based on its weighted average performances across each of our 12 equity indicators. Extra weight was placed on those areas that the National Urban League believes are especially critical to advancing equity—subgroup performance, supports, and interventions for struggling schools and for resource equity.

We believe these Consolidated State Plans are a reflection of each state's priorities and represent a road map that will guide a state's investments in districts, schools and communities. We hope that the absence of information in a state's plan is not an indication of its commitment to these education equity priorities and we remain optimistic that states and districts will continue to adopt these 12 equity levers into their plans as they move into implementation.

For more information on our findings, please read our executive summary and full report on naturbanleague.org.



State: Mississippi

Plan Approved: March 28, 2018; Link to full text can be found [here](#)

Equity Indicators	NUL Score
<p>1. Goals and Indicators</p> <ul style="list-style-type: none"> Mississippi’s long term goal is to have 70% of all students and subgroups proficient in reading and math by 2025. Mississippi uses a 10-year time horizon for its long term and modest goals. However, if achieved, it would represent a phenomenal improvement for all students, and especially their subgroups. Current and historic performance suggest a transformational change is required to achieve the goals. In its School Quality and Student Success (SQSS) indicator, Mississippi prioritizes college readiness via two indicators: College and Career Ready and Acceleration. It is unclear, however, if these indicators are disaggregated. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>2. Subgroup Performance</p> <ul style="list-style-type: none"> Performance for “all students” is included in the accountability calculation even though subgroup performance is reported. Mississippi creates a super subgroup (lowest performing quarter) which masks performance of particular subgroups. It is unclear whether the super or required subgroups are used to identify schools for “targeted support and improvement” (TSI). The state uses an n-size of 10 for accountability purposes. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>3. Supports & Interventions for Struggling Schools</p> <ul style="list-style-type: none"> Mississippi requires subgroups to be low performing on a range of indicators across multiple years for a school to qualify for TSI. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>4. Resource Equity</p> <ul style="list-style-type: none"> The Acceleration Indicator as a component of the SQSS ensures that access to and success through Advanced Placement (AP) and International Baccalaureate (IB) courses is reported for some students. Though Mississippi makes an effort, with an annual review, to ensure that local education agencies (LEA) with more “comprehensive support and improvement” (CSI) schools receive more funds, the details of the review are vague and the allocation is dependent not on need, but whether there are sufficient funds remaining to serve schools with concentrations of students in need. It is unclear whether the resource equity review will be reported, or simply shared with LEAs. Mississippi could improve by conducting a transparent state level resource review of allocation among districts. In addition, Mississippi could improve by describing how it plans to determine or report school level spending, as well as teacher and principal quality data. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>5. Educator Equity,</p> <ul style="list-style-type: none"> Mississippi’s plan does provide definitions for inexperienced, ineffective and out-of-field teachers, however it does, provide a timeline of increasing minority teachers in critical shortage areas: 25% by 2025. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor



State: Mississippi

<ul style="list-style-type: none"> • While Mississippi's plan includes support for developing cultural competence in new teachers via Grow Your Own programs, it does not stress cultural competence training for existing teachers. • The Mississippi Department of Education's (MDE) plans to support Grow Your Own programs with the Title II set-aside have only an indirect effect on the distribution of teachers or teacher diversity. • Like statewide support for Grow Your Own and other promising practices such as mentoring and induction, without being required of and targeted to communities with inequities, the MDE's strategy aims to improve the teacher workforce generally and only indirectly addresses equity gaps. • Mississippi could improve by formally requiring and funding a high quality mentoring and induction program for all new teachers and supporting mentors to become culturally responsive. 	
<p>6. Stakeholder Engagement</p> <ul style="list-style-type: none"> • Much of the stakeholder outreach and consultation discussed in the plan tended to revolve around those in the education space. Not much is mentioned regarding outreach to diverse or non-education based groups. 	<input type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Poor
<p>7. Breaking the School to Prison Pipeline</p> <ul style="list-style-type: none"> • Exclusionary discipline is mentioned without much detail. • Mississippi's plan focuses on professional development on interpreting the data around behavior interventions, and mentions PBIS (positive behavior interventions and supports) as well as an early warning system, but offers scant detail about the best practices districts will implement once data identifies inequity. • Mississippi could also do more at the state level to support the collection and aggregation of discipline and school climate data, as well as the identification of best practices and alignment with its system of support for identified schools. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>8. Equitable Access to Early Childhood Learning</p> <ul style="list-style-type: none"> • Mississippi is doing promising work in this area, however, some of that work is supported by private funding while other parts seem more implied than prioritized. Mississippi should look to make explicit and formalized the use of Title I and Title II funds to supplement and expand the work. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>9. Equitable Implementation of College and Career Standards</p> <ul style="list-style-type: none"> • The inclusion of the Acceleration and College and Career Readiness (CCR) Indicators ensures that post-secondary success is prioritized within the K-12 system. • Schools that do not meet 95% participation requirement will have their summative school rating (A–F grade) reduced by 1 letter grade. 	<input checked="" type="checkbox"/> Excellent <input type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>10. Out of School Time Learning</p> <ul style="list-style-type: none"> • Mississippi explicitly mentions “high quality afterschool” programming and an expansion of science, technology, engineering and math (STEM) pathways. • While Mississippi says Title IV grants can be used to engage families in schools identified under Title I, the plan could explicitly designate expanded learning time as an allowable use of funds under Title I for school improvement. 	<input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor
<p>11. Equitable Access to High Quality Curricula</p> <ul style="list-style-type: none"> • Career and Technical Education (CTE) is only discussed in the context of migrant or at- 	<input type="checkbox"/> Excellent



State: Mississippi

<p>risk students.</p> <ul style="list-style-type: none">• No mention of expanded access to Social and Emotional Learning (SEL) or curricula outside professional development on the Multi-Tiered System of Support (MTSS), which also includes academic outcomes. The state could provide more detail about the social-emotional aspects of MTSS and how they align with PBIS and Early Warning Systems, since all have behavior components.	<p><input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>12. Clear Reporting and Transparent Data Systems That Are Easy to Understand</p> <ul style="list-style-type: none">• Mississippi provides information as to what will be included, but nothing in terms of format, usability with the end-user in mind.• The state makes no mention of how it plans to determine or report school level spending, and it is unclear how the teacher and principal quality data will be reported.• Mississippi mentions a 0 to 700 scale (elementary/middle) and 0 to 1000 (high school) with point cutoffs corresponding to A-F letter grades.	<p><input type="checkbox"/> Excellent <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Poor</p>
<p>Overall Rating</p>	<p>Sufficient</p>