

Explaining Disparity in Student Performance

Race, Class, Critical Teacher
Shortage, Student Performance
and School District Ranking in
Mississippi School Districts

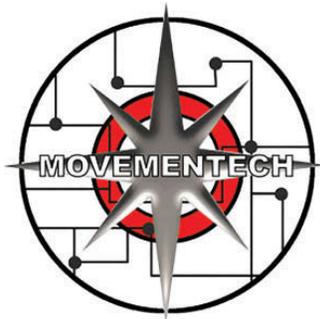


southern**echo**

Working to empower the African-American community through
an inter-generational model of effective community organizing.



Southern Echo is a leadership development, education, and training organization working to develop new, grassroots leaders and community organizers in the African-American and Latino communities in Mississippi, the southern and southwest regions, through community organizing, comprehensive training, technical and legal assistance programs and policy advocacy. The goal is to empower families in low-wealth communities to become the architects rather than the objects of policy in the public and private sectors. Echo's model of community organizing is "inter-generational," with a special emphasis on the active inclusion of young people in building community power on the same basis as adults.



Movementech supports social justice organizations working with technology as a means of advancing public policy issues. Movementech specializes in database development, Geographic Information Systems (GIS), technical analysis, and technical training. Movementech has partnered with Southern Echo since 2001 to prepare and conduct workshops and residential training schools in which grassroots community organizers and activists developed the tools and skills of census data analysis, creation of redistricting plans and reports, demographic data development and analysis, GIS map preparation and document creation, all in support of the community organizing work of social justice organizations in the south and southwest regions.

Preface

We continue to face an ideologically-driven hostility against full-funding and support for policies designed to deliver the educational opportunities to which all children ought to be entitled, regardless of race, ethnicity, class, national origin, religion, status, geographical location or gender identification.

This hostility is supported in several overlapping, erroneous portrayals of reality that are used by anti-public education forces to rationalize efforts to weaken and undermine public education. These rationales are intended to set the stage for and undergird the privatization of public education.

Some of these false narratives are:

- The legacy and impact of segregation and past discrimination, and the policies that were designed to impose and which continue to sustain poverty on communities of color, are irrelevant to the education problems we face today
- Parents in under-performing public schools don't care about their children's education; students in under-performing public schools are lazy and indifferent to school and their teachers
- Putting more money into under-performing public schools is throwing good money after bad because the funds are being put in the hands of school boards, administrators and teachers who are, based on the grade rank of their schools, incapable of getting the job done
- Teachers in under-performing public schools don't care whether students learn; they are just in it for the money
- Teacher unions are undermining all public school systems when they fight for, and especially if they obtain, higher wages and better benefits for teachers, and through their unwarranted intervention in and control of education policy
- Traditional public schools are uncompetitive, lack the capacity to innovate, and are run into the ground by the unholy alliance of pushy, demanding parents and money-grubbing teacher organizations

The forces for privatization of public education offer an overlapping package of remedies for the shortcomings of public education:

- Tout education as the key to an improved future while denouncing traditional public schools as a failed experiment
- Since traditional public schools are a failing enterprise, refuse to fully fund its credible, identifiable needs that would deliver the education to which students are entitled
- Fully fund privately-owned, privately-governed, privately-managed, publicly-funded charter schools, virtual schools, voucher programs, and private schools as the most credible alternatives to the problems faced in traditional public schools

Poverty is the intended consequence of conscious policies. Poverty is the driving force that undermines student performance. Critical teacher shortages, a structural burden that weighs heavily on the shoulders of educators and students in low-wealth, underperforming schools, significantly exacerbate the impact of poverty on the educational process.

This report will update analyses of Mississippi data to show the intense correlation between poverty, race, critical teacher shortages, school district ranking and student performance, and how the disparity in outcomes among Mississippi's school districts directly correlates with these same factors.

The Accountability Grade Ranks are for the 2013-2014 school year based on tests taken at the end of the 2012-2013 school year.



Introduction



The duty of the State of Mississippi is to provide quality, first rate public education accessible to all students without regard to race, class, gender, national origin, creed, status or geographic location.

MS CODE SEC. 37-1-2

This report documents that:

- 1 Educational opportunity in Mississippi is skewed and distorted by race, class, critical teacher shortages and the failure of the state to adopt effective policies to remedy the impact of past discrimination based on race and class.
- 2 The driving forces underlying school district and student performance are low wealth in the community and student poverty.
- 3 Student under-performance is concentrated in school districts with the highest levels of student poverty and the highest concentration of critical teacher shortages.
- 4 The concentration of student under-performance, student poverty, community poverty, and critical teacher shortages is in majority black school districts.

The charts, graphs, and tables in this report also reveal the direct correlation among school district grade rankings by the Mississippi Department of Education, failing schools, critical teacher shortages, student poverty and majority black school districts.

In short, the factors of school district and student performance, poverty, critical teacher shortages and race are integrally entwined and inter-dependent in the present context.

At the same time, in the highest wealth districts with the fewest students in poverty, there are no reported critical teacher shortages, there are no reported failing schools or school districts and student proficiency levels in math and reading are the highest in the state.

Charts and tables in this report will also show the correlation among these factors and the quality of housing, family income, and level of adult educational attainment.

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The Mississippi Accountability Grade Rank System for School Districts and Schools (as of April 2014)

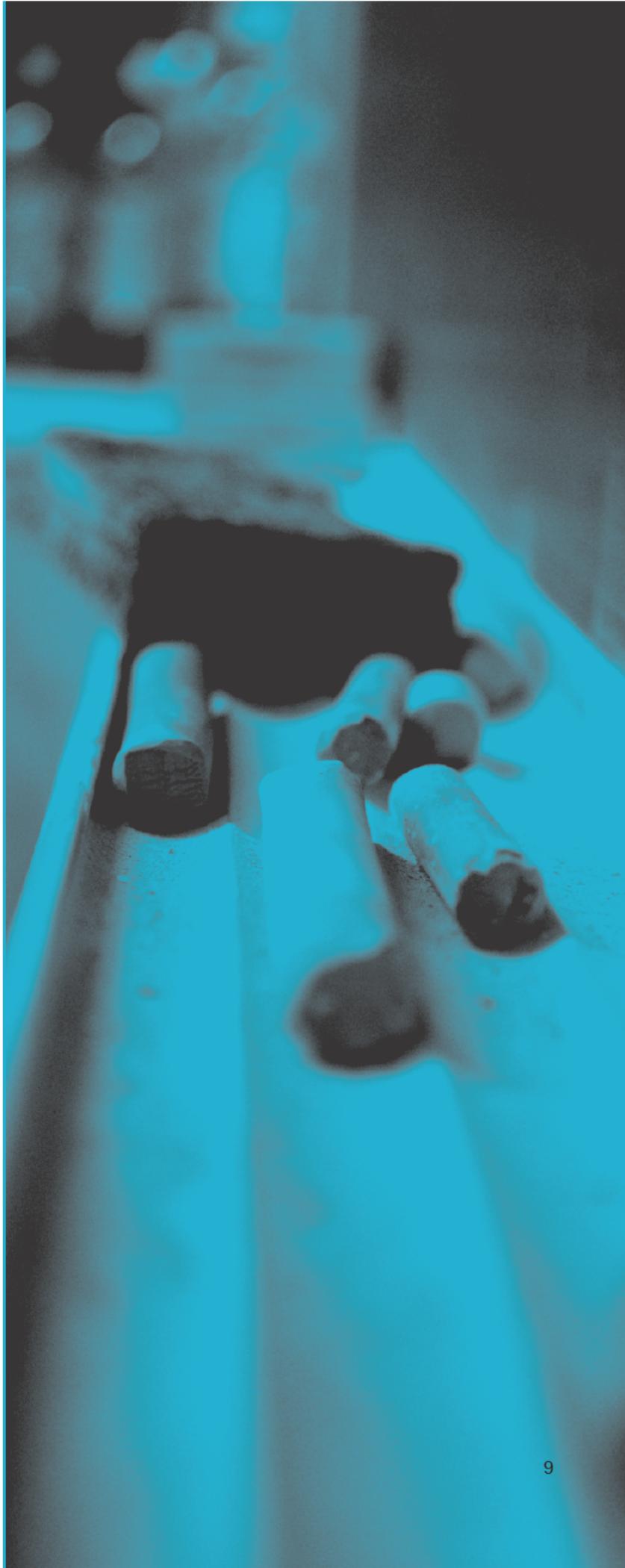
The Mississippi Legislature, seeking to emulate the State of Florida, mandated that the State Board of Education adopt a simplified, 5-part letter-grade system of A, B, C, D and F to grade the performance of all school districts and schools each year. This change in the grading methodology represented a dramatic change because it is designed to characterize many more districts and schools as “failing” ... that is, “F”, than had been ranked as “failing” under the prior grading system.

As required by the state statute, the State Board of Education condensed its prior 7-level grading system into the 5-level “A to F” grading system, as follows:

“Star”, the highest performing, became A	
“High Performing” became B	
“Successful” became C	
“Academic Watch” became D	
“Underperforming” became F	
“At Risk of Failing” became F	
“Failing” became F	

The inclusion of “Underperforming”, “At Risk of Failing” and “Failing” into the “F” category, means that, by design, many more districts each year are subject to the state-mandated sanctions for “failing” than previously had been the case. These sanctions can include, for example, loss of district or school accreditation, state takeover of the district or schools within the district, appointment of a conservator to run the district, removal of the school board and superintendent, consolidation of the district with other districts, or conversion of the district or schools within the district into privately-owned, privately-governed, privately-managed, publicly-funded charter school districts or schools.

A primary justification for this system change put forth by legislative leadership was that an A to F grading system is something that everyone can relate to because of their personal school experience with such a grading system. Give the district or school a letter grade and intuitively everyone will “know” how the district or school is doing. In short, it would eliminate having to think about any data, growth patterns, complex scoring formulas, “shades of gray” or nuances associated with the former framework.

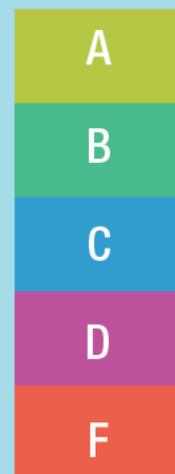


Mississippi School Districts 2013-2014 Accountability Rankings

The following map illustrates the geographic distribution of accountability grade ranks for Mississippi school districts for the 2013 – 2014 school year.

Each grade rank from “A” to “F” is color coded and each district contains the name of the district and identifies the grade rank for that district.

GRADES



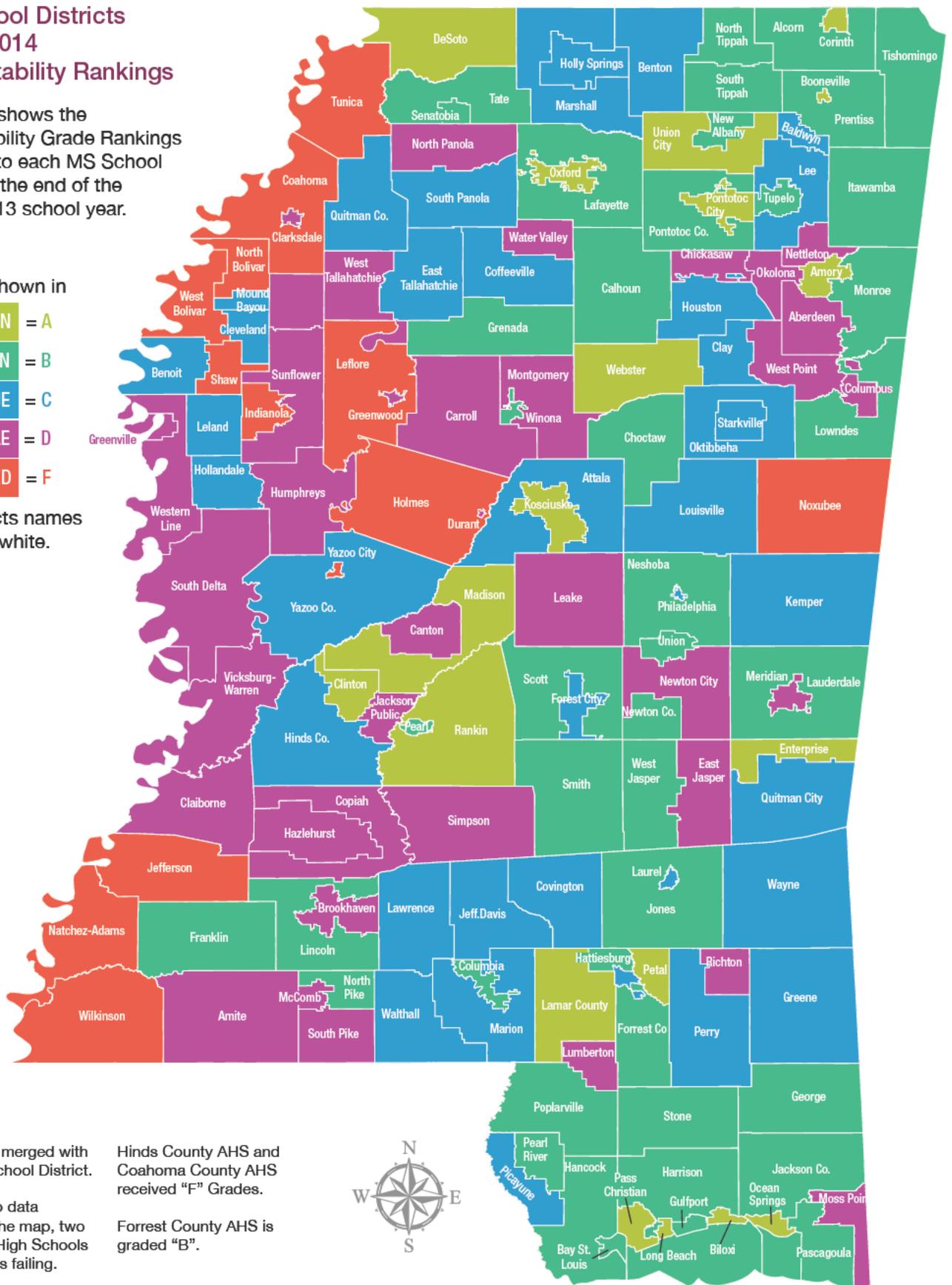
MS School Districts 2013 - 2014 Accountability Rankings

This map shows the Accountability Grade Rankings assigned to each MS School District at the end of the 2012 - 2013 school year.

Districts shown in



The districts names appear in white.



Drew is now merged with Sunflower School District.

In addition to data reflected in the map, two Agricultural High Schools are graded as failing.

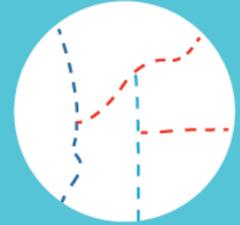
Hinds County AHS and Coahoma County AHS received "F" Grades.

Forrest County AHS is graded "B".



Explanation of Chart 1:

Number of *School Districts* in MS Accountability Grade Ranks (A – F)



Compares:

- The number of school districts in each grade rank (A – F) for School year 2013-2014. This chart shows the “distribution” of the number of school districts in each letter grade rank.
- The average cumulative number of students from 2006-2011 in the districts in each grade rank (A – F).

Examples:

There are 19 school districts graded “A” for the school year 2013-2014.

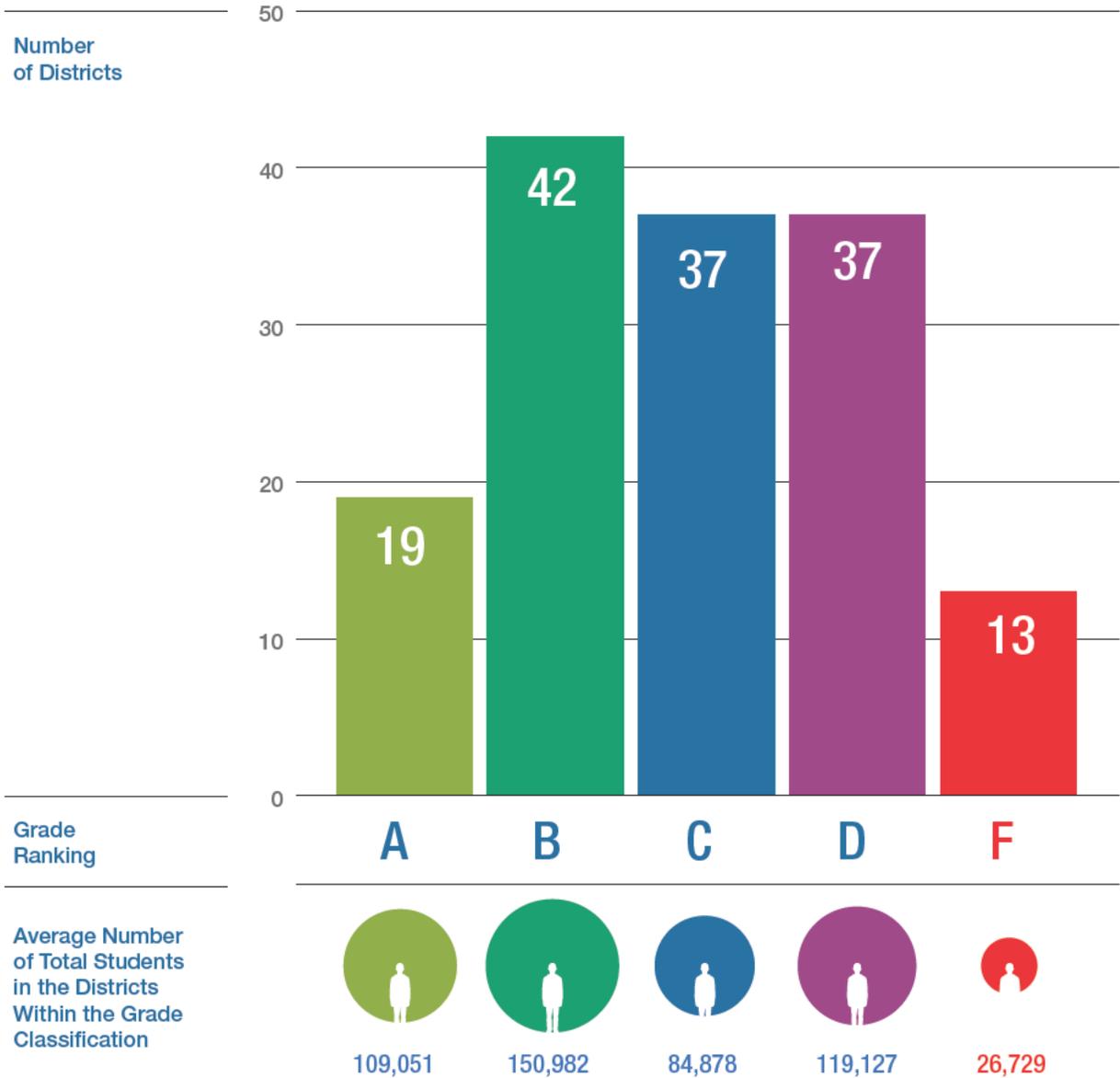
From 2006-2011 the average cumulative number of total students for these 19 districts was 109,051.

Observations:

This chart shows the difference in the number of districts in each grade rank (A – F) and the average cumulative number of students in each grade rank (A – F). The distribution of districts in the grade rankings appears similar to a normal or bell curve, which suggests that the grading system was designed to achieve this outcome.

Note that the “Average # Students” reports the average total number of students in the school districts within the grade classification.

**Chart 1: Number of School Districts in MS
Accountability 2013-2014 Grade Ranks (A - F)**



Explanation of Chart 2:

Number of *Students* in School Districts in MS Accountability Grade Ranks (A – F)



Compares:

- The average cumulative number of students from 2006-2011 in the school districts in each grade rank A – F for the school year 2013-2014.
- The number of school districts in each Grade category for school year 2013-2014 .

Examples:

The average cumulative number of students from 2006-2011 in districts that were graded A in the 2013-2014 school year was 109,051.

In 2013-2014 there are 19 school districts graded A.

Observations:

This chart shows the difference in the number of students who attend the schools in each grade rank (A – F).

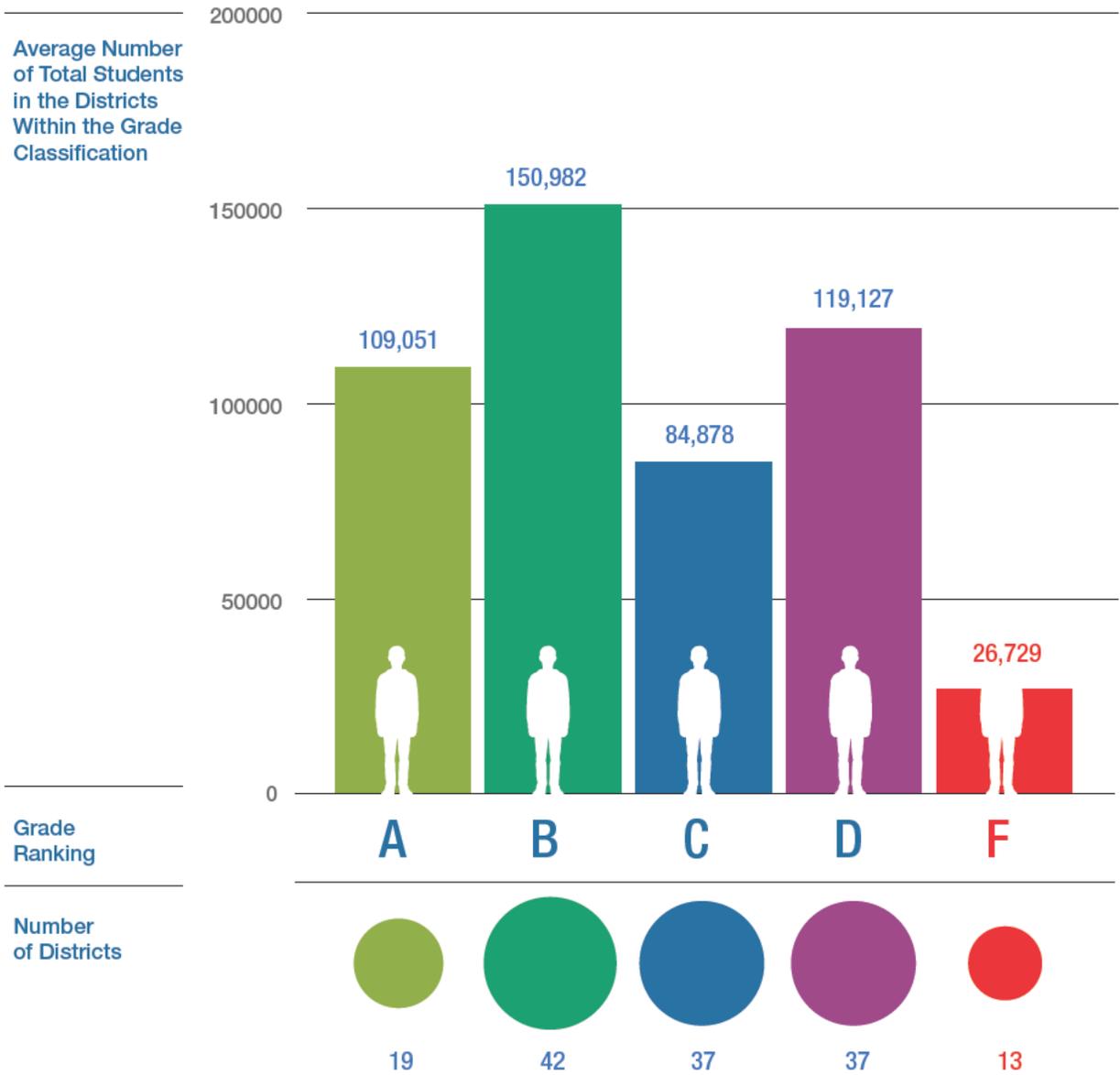
There are about 260,000 students in districts graded A and B combined.

There are about 230,700 students in the districts graded C, D and F combined.

Districts graded A and B tend to be larger districts in terms of the average number of students in each district than Districts graded C, D and F.

Note that the “Average # Students” reports the average number of students per district within the grade classification.

**Chart 2: Number of Students in School Districts in MS
Accountability 2013-2014 Grade Ranks (A - F)**



Explanation of Chart 3:

Student Race & Poverty for MDE Grade Ranks (A – F) in MS School Districts



Compares:

- The average percentage of black students for all of the districts (2006-2011) in each grade rank (A – F) for the school year 2013-2014.
- The average percentage of all students eligible for free and reduced lunch for all of the districts (2006-2011) in each grade rank (A – F) for the school year 2013-2014.
- The difference between the average percentage of black students who attended school in the districts (2006-2011) in each grade rank (2013-2014) and the percentage of black students who resided in these same districts according to the 2010 Census.
- The difference between the average percentage of white students who attended school in the districts (2006-2011) in each grade rank (2013-2014) and the percentage of white students who resided in these same districts according to the 2010 Census.

Examples:

In grade rank “A” the average percentage of black students (2006-2011) was 27.29%.

In grade rank “A” the average percentage of all students eligible for free or reduced lunch (FRPL) was 51.02%.

In grade rank “A” the difference between the average percentage of black students in attendance at schools in these districts and the average percentage of black students who resided in these districts was +6.59%.

In grade rank “A” the difference between the average percentage of white students in attendance at schools in these districts and the average percentage of white students who resided in these districts was -6.9%.

Observations:

This chart shows the relationship between poverty, race and student outcomes on standardized tests. The chart shows that poverty and race vary dramatically from grade rank “A” to grade rank “F”.

The higher the school district grade rank the lower the black student percentage. The higher the school district grade rank, the lower the student poverty rate.

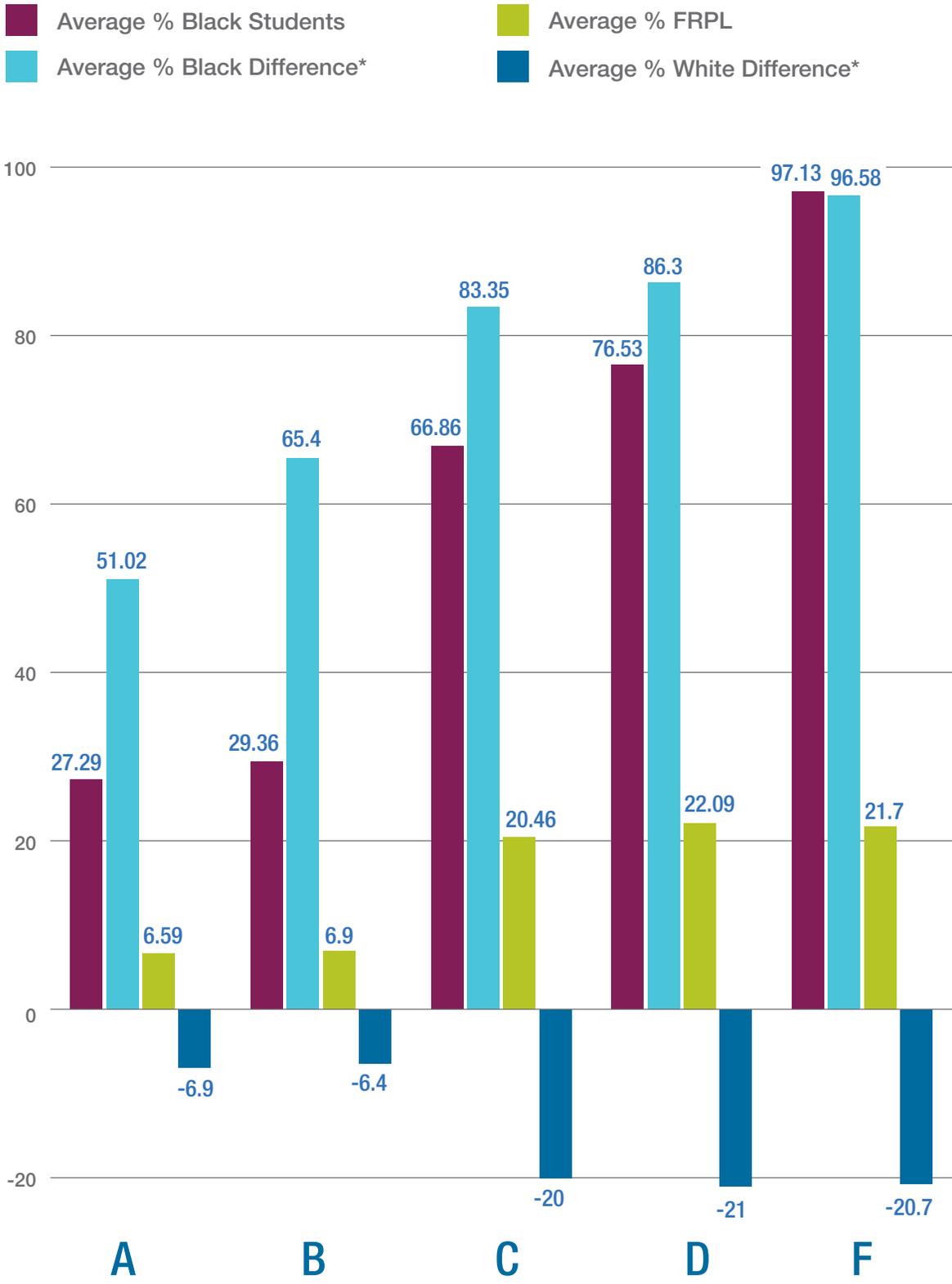
The lower the school district grade rank the higher the black student percentage. The lower the school district grade rank the higher the poverty rate.

The student poverty rate is measured by the percentage of students eligible for Free and Reduced Price Lunch (FRPL). The FRPL is a national measure of poverty adopted by the US Dept. of Agriculture and utilized by the US Dept. of Education and the MS State Board of Education.

In all grade ranks the average percentage of black students who attended public school exceeds the percentage of black students who lived in the districts. In all grade ranks the average percentage of white students who attended public school was less than the percentage of white students who lived in the districts. These disparities are most pronounced in the school districts ranked “D” and “F”.

This data demonstrates that the lower the district grade rank, the greater the percentage of white families send their children to school districts in which their children do not reside, OR to private school, OR choose to home school their children. As white students leave the district, that increases the percentage of black students in these same districts.

**Chart 3: Student Race and Poverty for MDE
Grade Ranks (A - F) in MS School Districts**



* "Average % Black Difference" is the difference between the % Blacks under 18 residing in the school district (2010 Census and the Average % Black Students (2006 – 2011) in attendance in the district. The same analysis applies to "Average % White Difference".

Explanation of Chart 4:

2006 to 2011 Average *Per-Pupil Expenditures*, Average # Enrolled, and Enrollment Change



Compares:

- The average per pupil expenditures from 2006 – 2011.
- The average number of enrolled students from 2006 – 2011
- The average change or shift in enrollment from 2006 - 2011.

Example:

Within all of the districts in grade rank “A” the average per pupil expenditure from 2006 - 2011 was \$7,928; the average number of enrolled students from 2006 – 2011 was 5,740; and the average change in enrollment was +535 pupils.

Observations:

This chart shows the degree of difference over a period of 6 years (2006-2011) in per pupil expenditures among school districts within each of the different grade ranks.

Note that Grade “C” districts, which are used as the “benchmark districts” to set appropriation levels in the MAEP formula, spent almost as much per pupil as Grade “F” districts, AND spent substantially more per pupil than Grade “D” districts. The “F” districts spent only \$89 per pupil more than the “C” districts. At the same time, “C” districts spent \$289 more per pupil than did “D” districts.

Note that the Grade “A” schools spent almost as much per pupil as Grade “D” districts. The “D” districts spent only \$83 more per pupil than did “A” districts.

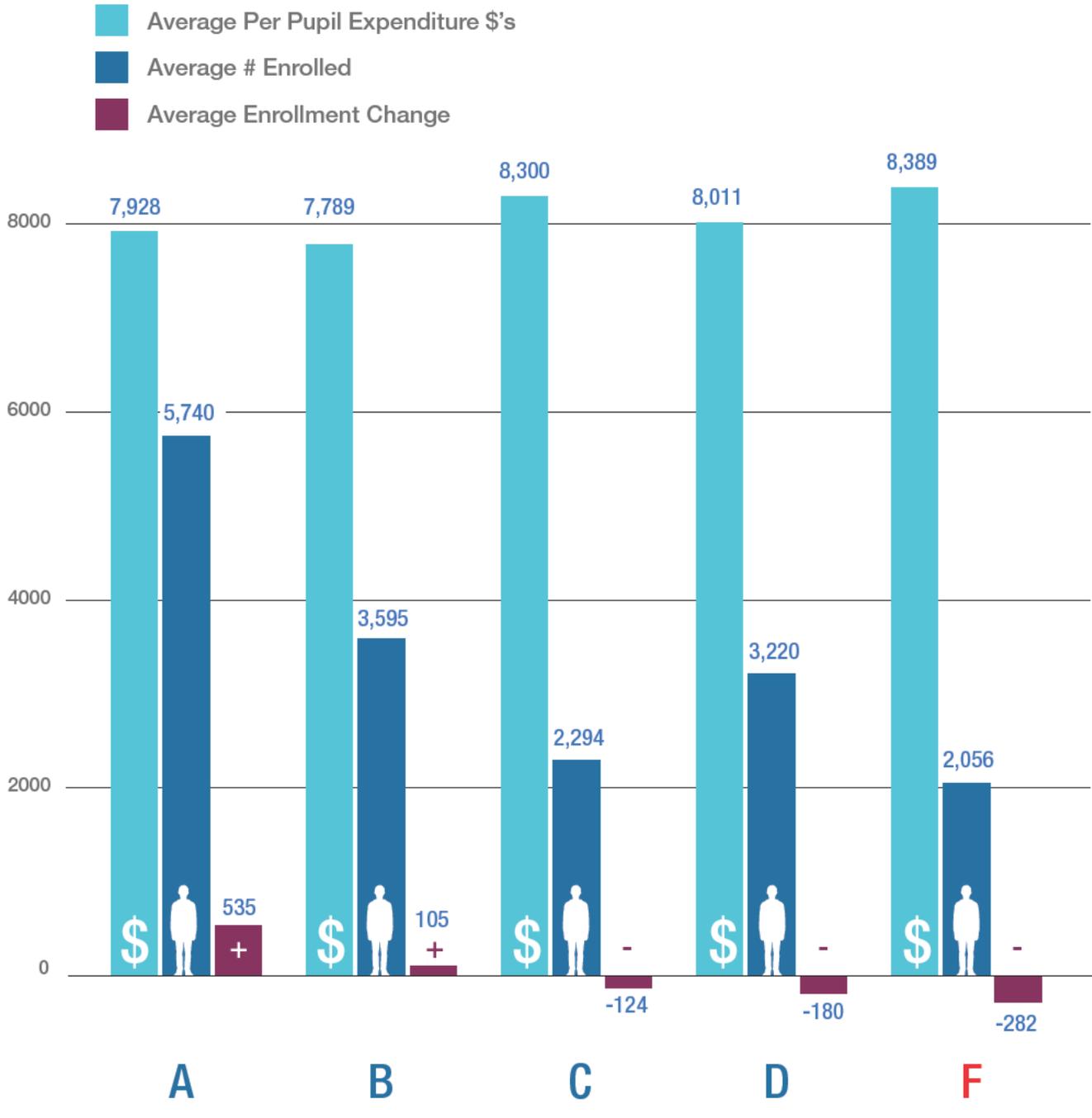
This chart documents that the relentless attacks on “D” and “F” districts that their per pupil expenditures are too high, excessive and wasteful when compared with better performing schools are unwarranted!

Also interesting: From 2006 - 2011 Grade “A” districts spent more per pupil by \$139 per pupil than did Grade “B” districts.

Also worthy of note: The enrollments in Grade “A” and “B” districts grew over the 6-year period, while the enrollments in “C”, “D” and “F” districts declined ... with the decline increasing as the grade rank diminishes.

Chart 4: 2006 to 2011 Average Per-Pupil Expenditures, Average # Enrolled, and Enrollment Change

Averages report the means for Per Pupil Expenditures, Average Number of Enrolled Students and Average Change in School District Enrollment for 2006 to 2011.



Explanation of Chart 5:

4 Year and 5 Year *Graduation Rates* Across MDE Grade Ranks (A – F) in MS School Districts



Compares: 4 Year and 5 Year MS School District graduation rates for the 2012-2013 school year.

Example: Districts with a 2013 - 2014 MDE grade ranking of “A” averaged 86.1% four year graduation rate and a 84% 5 year graduation rate.

Districts with a 2013-2014 MDE grade ranking of “F” had an average of a 65.7% graduation rate over four years and a 67.9% graduation rate over 5 years.

Observations: Chart 5 shows the decline in graduation rates as we move from Districts receiving an “A” grade to Districts receiving a “B” grade and so on.

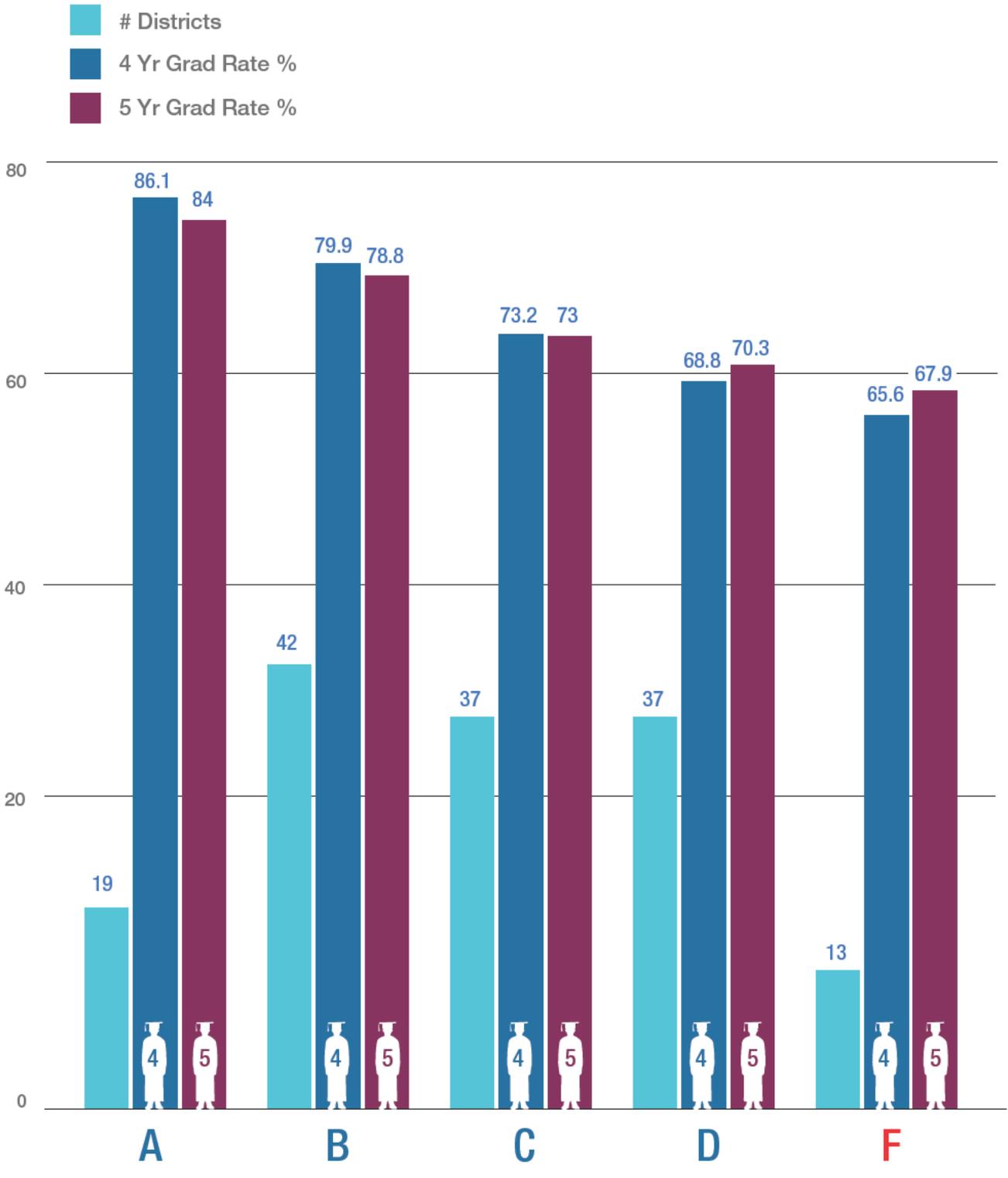
Average 4 Year Graduation rates are 20.5% points lower in Districts with an “F” grade than in Districts with an “A” grade.

Chart 5 shows that A and B districts have higher 4 Year graduation rates on time than C, D and F districts.

Further, D and F districts have a higher graduation rate for students who do not graduate on time and a lower graduation rate for students who graduate on time.

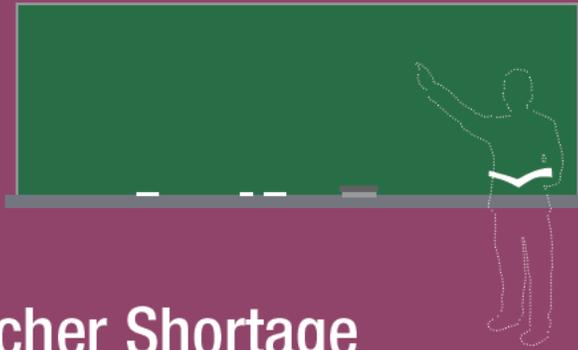
In light of the data on race and poverty in Chart 3, the data in this chart illustrates the correlation of student graduation outcomes with race and poverty.

Chart 5: 4 and 5 Year Graduation Rates Across MDE Grade Ranks (A – F) in MS School Districts



* Note: Clay County is not included in the analysis of the C Category. It has a grade but does not have a High School from which to graduate students.





Critical Teacher Shortage

Student success and achievement is undermined by a shortage of qualified teachers. This matter is well understood by the State Board of Education and pursuant to the 1998 Mississippi Critical Teacher Shortage Act, the Department enacts policies, including financial incentives, to attract qualified teachers to school districts which have a shortage to teach subjects for which there is a critical shortage of such qualified teachers.

MS Dept. of Education criteria for critical teacher shortage districts stipulates that a critical teacher shortage exists in a school district if BOTH items 1 and 3, OR BOTH items 2 and 3 represent the conditions in the district.

-
- 1** A school district has a critical teacher shortage when it has 60 or more teachers in which at least 10% of the teachers are not properly “qualified”. Teachers are not properly “qualified” when teaching a subject for which they are not licensed, or have no teaching certificates, or are long-term substitutes.

 - 2** A school district has a critical teacher shortage when it has less than 60 teachers in which at least 15% of the teachers are not properly “qualified”;

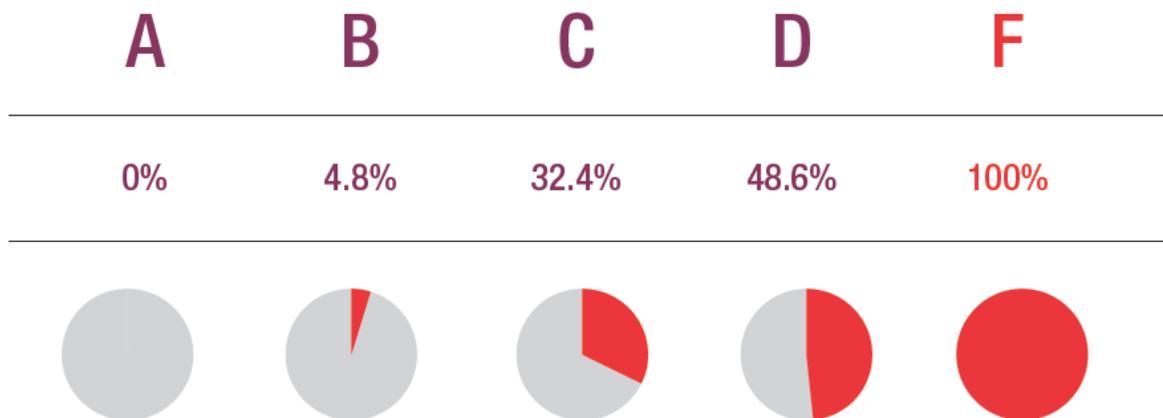
 - 3** When 30% or more of its teachers have 25 or more years of experience.

Explanation of Map Showing

The Correlation between Critical Teacher Shortages and 2013-2014 District Accountability Grade Ranks

The following 6 maps illustrate the geographic distribution of school districts with critical teacher shortages and the correlation between critical teacher shortages and each grade rank between “A” and “F”.

Note: None of the 19 “A” districts (0%) have a critical teacher shortage. There are only 2 out of 42 “B” districts (4.8%) with critical teacher shortages. There are 12 out of 37 “C” districts (32.4%) with critical teacher shortages. There are 18 out of 37 “D” districts (48.6%) with critical teacher shortages. All 13 “F” districts (100%) have critical teacher shortages.

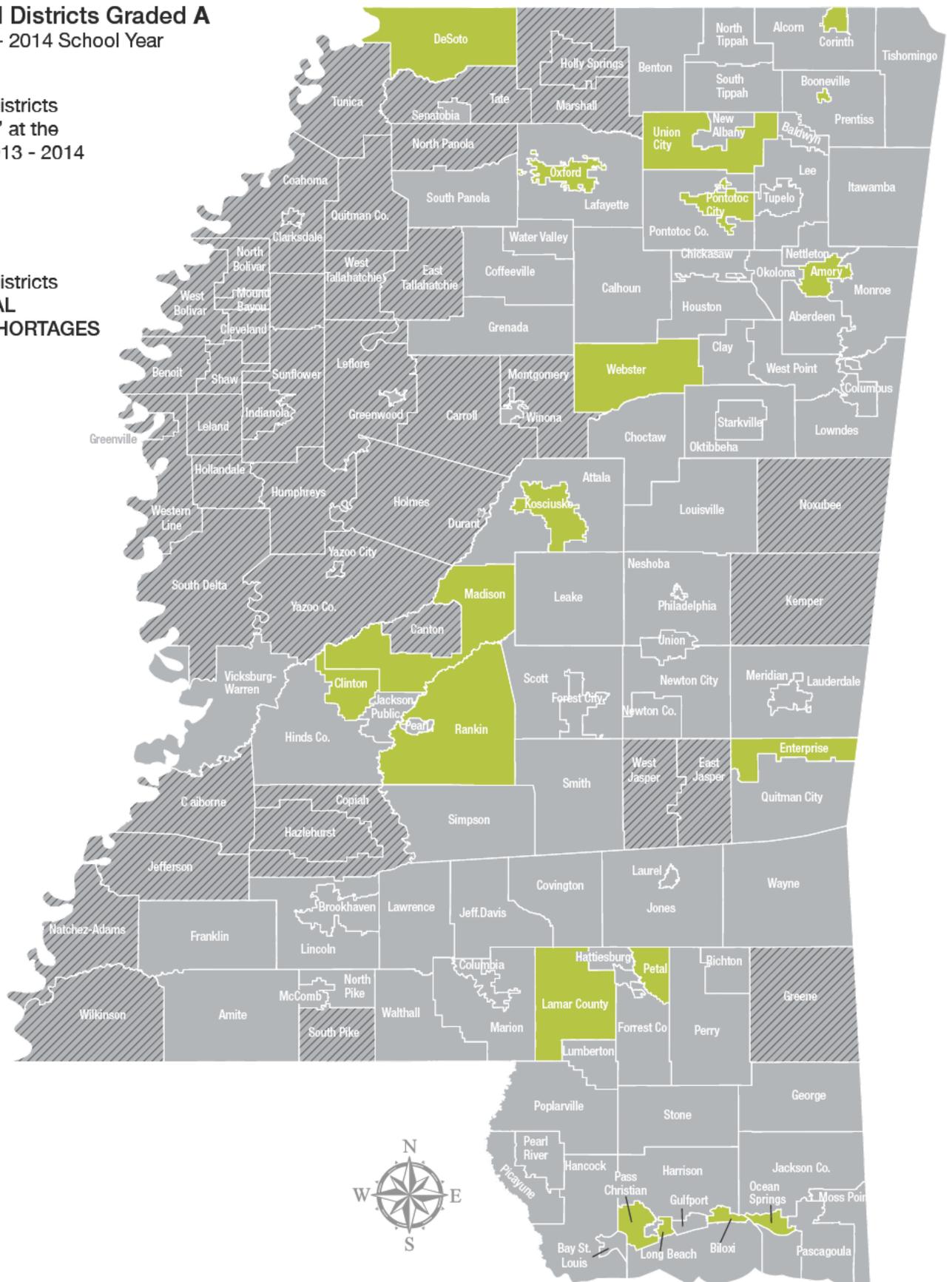


MS School Districts Graded A
End of 2013 - 2014 School Year

MS School Districts
GRADED "A" at the
end of the 2013 - 2014
school year.



MS School Districts
with **CRITICAL**
TEACHER SHORTAGES

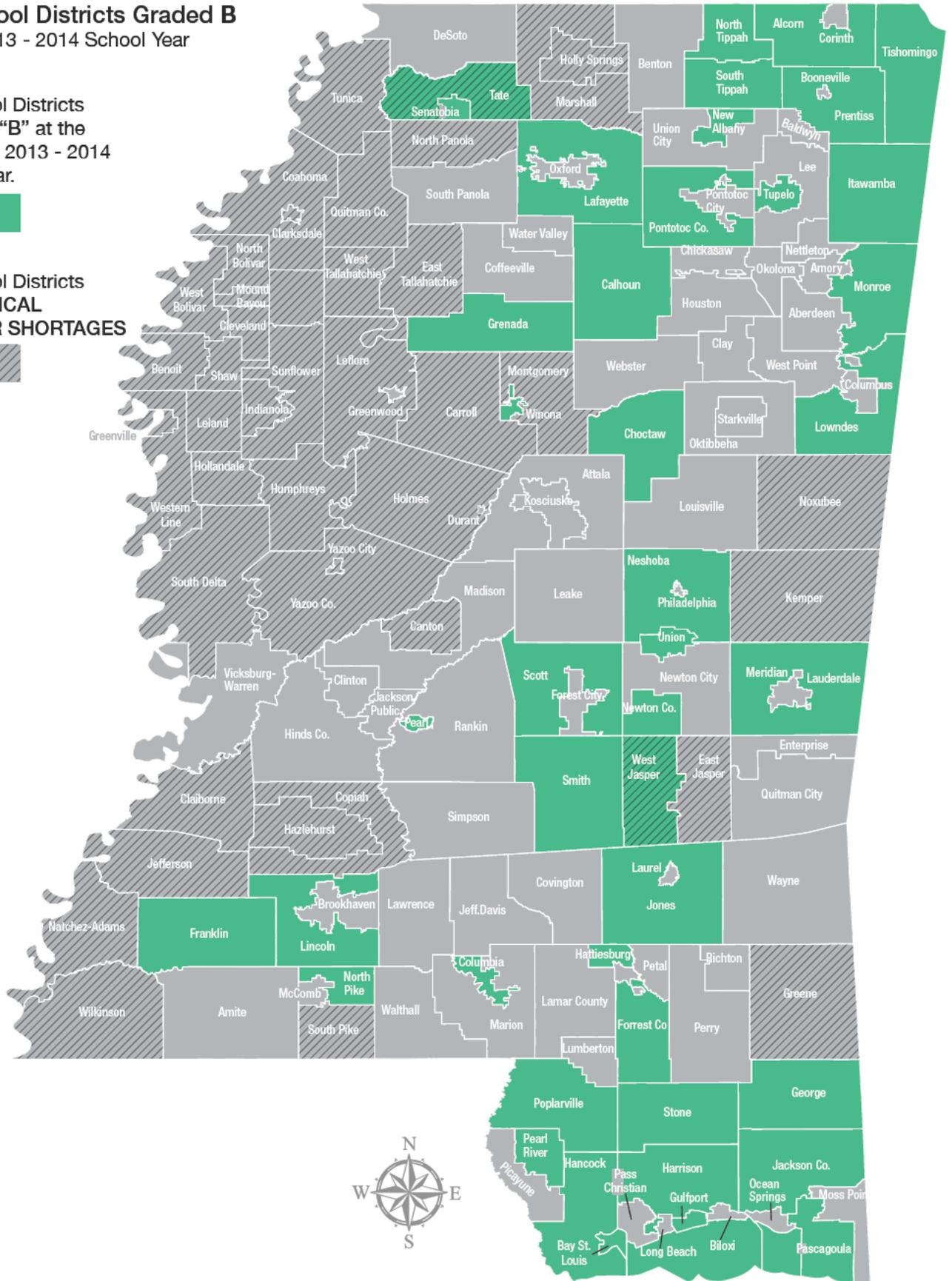


MS School Districts Graded B
End of 2013 - 2014 School Year

MS School Districts
GRADED "B" at the
end of the 2013 - 2014
school year.



MS School Districts
with **CRITICAL**
TEACHER SHORTAGES

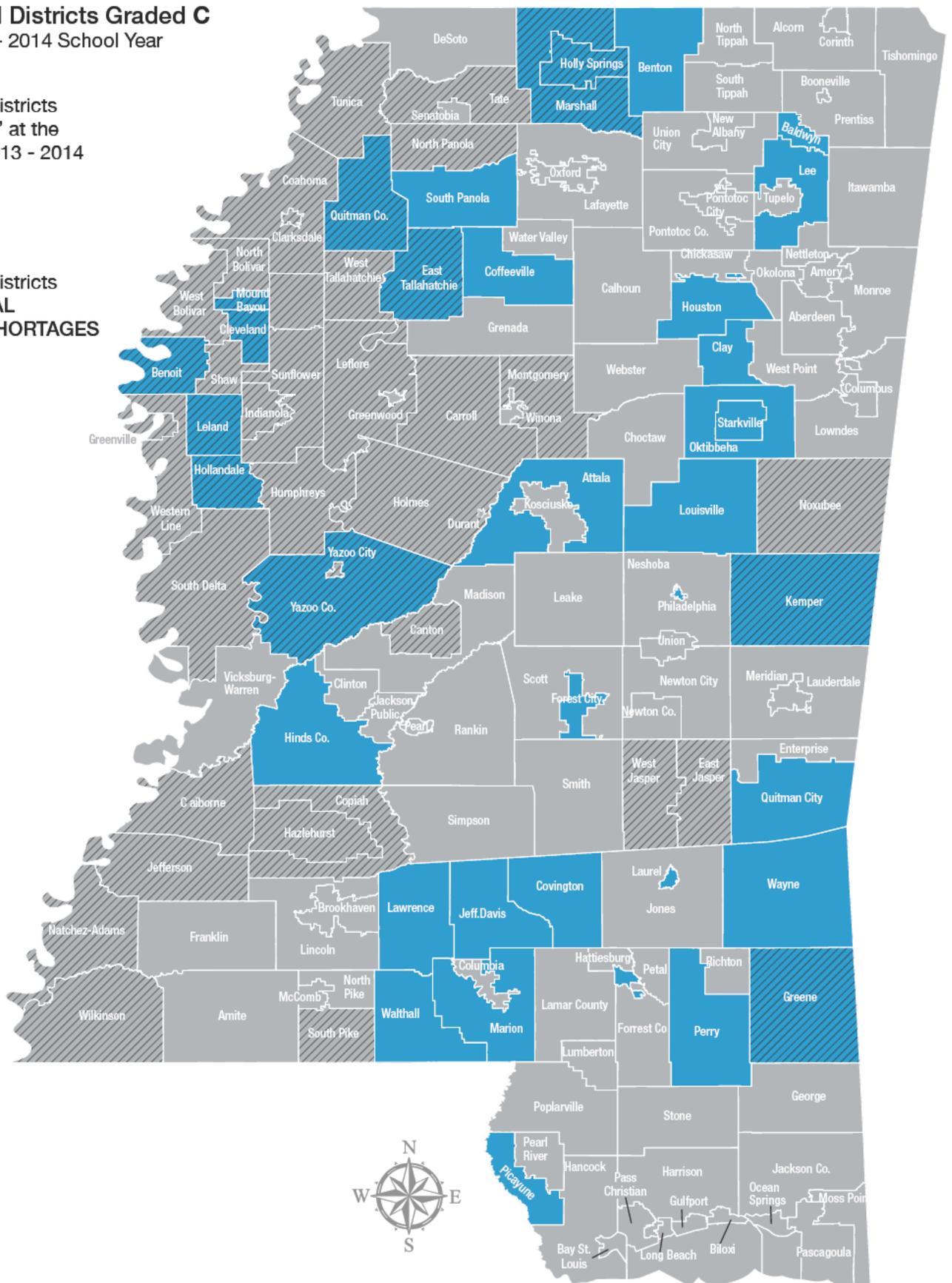


MS School Districts Graded C
End of 2013 - 2014 School Year

MS School Districts
GRADED "C" at the
end of the 2013 - 2014
school year.



MS School Districts
with **CRITICAL**
TEACHER SHORTAGES

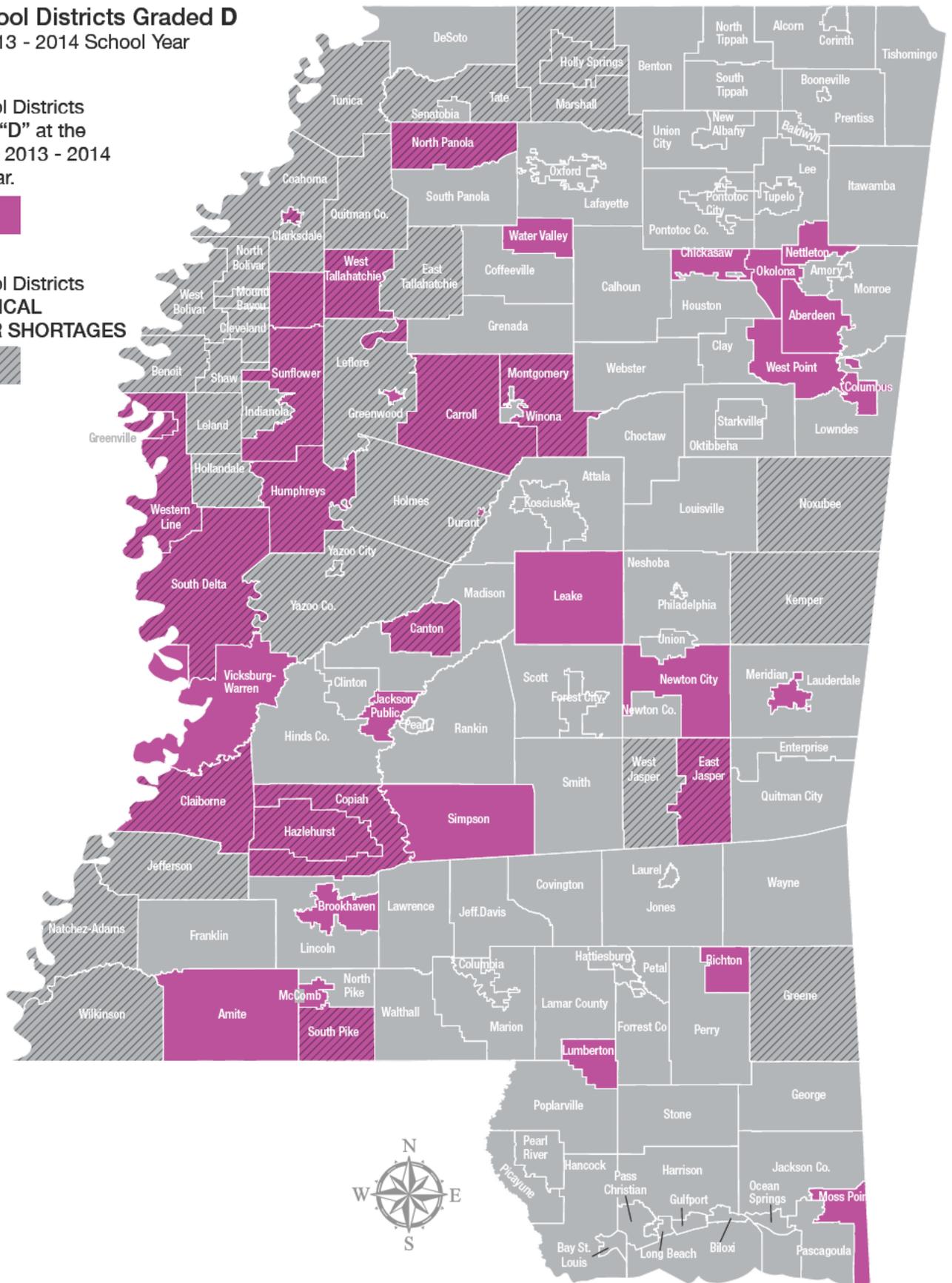


MS School Districts Graded D
End of 2013 - 2014 School Year

MS School Districts
GRADED "D" at the
end of the 2013 - 2014
school year.



MS School Districts
with **CRITICAL**
TEACHER SHORTAGES

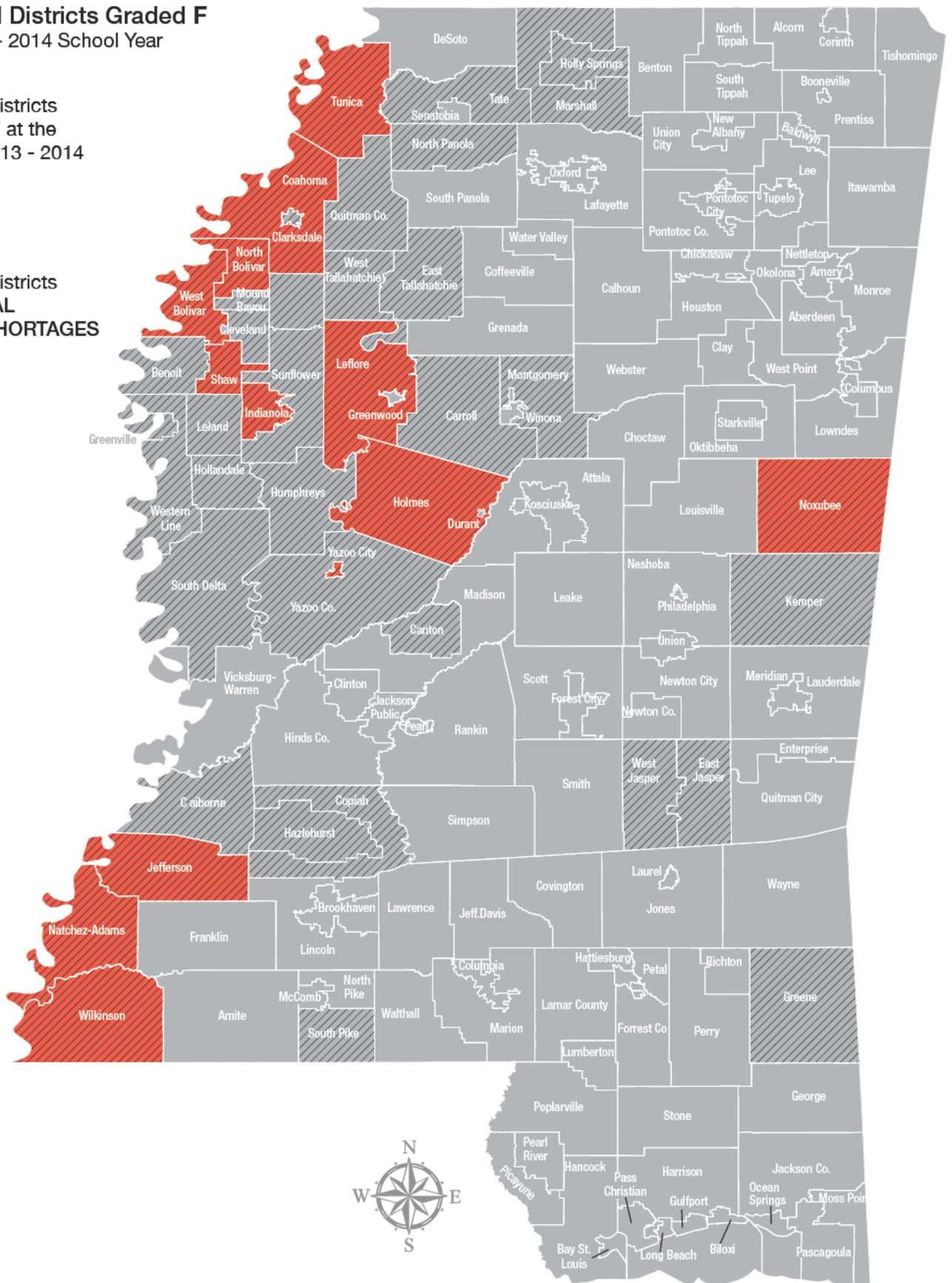


MS School Districts Graded F
End of 2013 - 2014 School Year

MS School Districts
GRADED "F" at the
end of the 2013 - 2014
school year.



MS School Districts
with **CRITICAL**
TEACHER SHORTAGES



In America education is the ultimate gatekeeper. Countless studies mirror this reality. They show that student educational achievement has a determinable impact on accumulation of wealth and effective participation in the political process. The combination of wealth and political participation critically impact the formation and implementation of public policy, including education policy. So – if you limit access to an effective education to children of color, then you minimize their capacity to generate wealth for self, family and community, and reduce their participation in the political process.

As a result, the education system has a major, distorting impact on the distribution of economic and political power in our society. Schools, where children attend to learn, continue to implement policies that mis-educate and under-prepare children of color in order to undergird and perpetuate the historic pattern of economic and political inequality for communities of color.

Just as critically, studies show that family poverty circumscribes the availability of quality schools and negatively impacts student achievement. In many of our schools students continue to suffer the degradations and injustices originally imposed by Jim Crow. Past and present efforts to uproot, dismantle and remedy this legacy of oppression within our education systems continue to fail, leaving so many of our children trapped in the abyss of intended disparities.

Poverty is the intended consequence of conscious policies. And poverty is the driving factor in student under-performance in communities of color. In turn, student under-performance and its negative impact on earning potential and wealth accumulation, sustains the scourge of poverty in communities of color. Poverty limits the capacity of communities to sufficiently resource local schools and the lack of effective schools weakens the health and stability of communities. This negative vortex for communities of color of low-wealth, underperforming schools, and lack of political power are the intended consequence of conscious policies that burden the present and cloud the future.

Mississippi must provide sufficient revenue for *Justice Funding* for education to enable the implementation of equitable and adequate remedies for the impact of past discrimination and end the grinding drag that low wealth places on student achievement. Unfortunately, Mississippi willfully continues to ride the bottom rails of investment in public education when compared to the southern region and the nation.

The charts and maps in this report highlight the intense correlation in our state among race, class, critical teachers shortages, school district failure and student under-performance.

By not aggressively remedying these conditions in our education system we continue to perpetuate an unfair, unjust ... and undemocratic society. We need to empower our youth to be effective students who can take their rightful places in society without regard to race and class. This is their birthright as persons within the meaning of “We the People ...”

The failure by our state, counties and school districts to deliver a quality, first-rate education to every child regardless of race or class, national origin or gender, geographic location or status, denies our shared birthright and pushes our children toward 2nd-class citizenship.

Our children want to learn and to succeed. Our parents want them to have the educational opportunity to which they are entitled so that they can succeed. To have a fair and just society it is our collective responsibility to make that happen.

Explanation of Chart 6:

Percent MS School Districts with a Critical Teacher Shortage and Number of Failing Schools



Compares:

- The number of districts in each grade ranking.
- The percent of districts with a critical teacher shortage.
- The number of schools in their second year of failure in each grade ranking.

Examples:

In districts with a grade of “F” 100%, or 13 of 13, districts have a critical teacher shortage.

In districts with a grade of “D” 48.6% , or 17 of 37 districts have a critical teacher shortage.

In districts with a grade of “C” 32.4%, or 12 of 37 districts have a critical teacher shortage.

In districts with a grade of “B” 4.8%, or only 2 of the 42 districts have a critical teacher shortage.

There are 0 Districts with a critical teacher in districts graded “A”.

All districts with at least one school in its second year of failure have a “C” or lower accountability ranking.

Districts with an “F” have 21 schools in their second year of failure.

Districts with a “D” have 22 schools in their second year of failure.

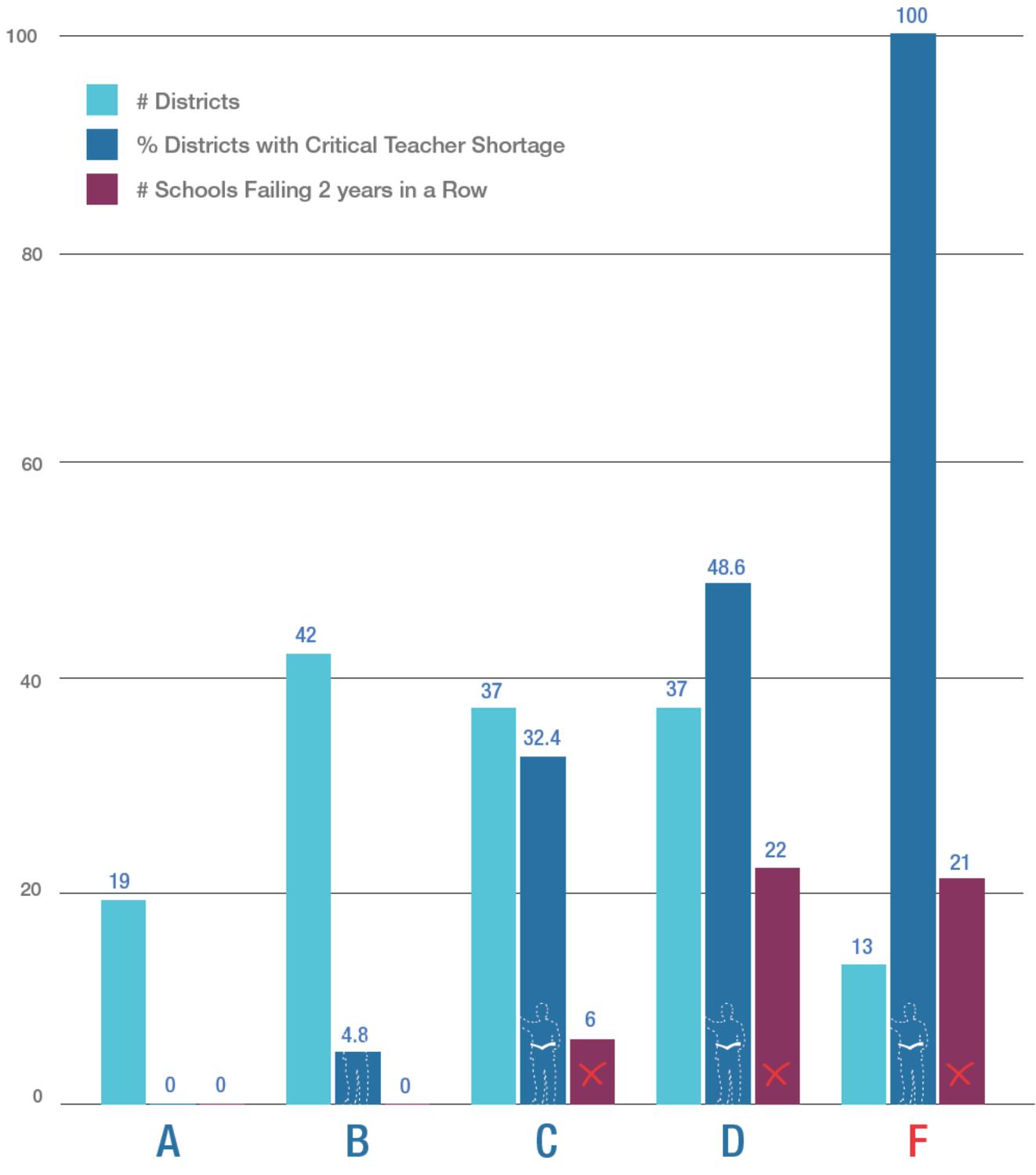
Districts with a “C” have 6 schools in their second year of failure.

0 schools in districts ranked “A” or “B” are in their second year of failure.

Observations:

This data documents that the schools that need the best qualified teachers to address student under-performance ... districts ranked “D” and “F” ... are the districts where critical teacher shortages are concentrated to the detriment of educational opportunity for these students. “D” and “F” districts are where black and low wealth students are concentrated.

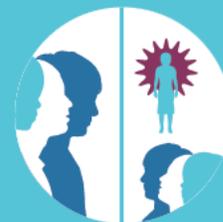
Chart 6: Percent MS School Districts with a Critical Teacher Shortage and Number of Failing Schools by MDE Grade Ranking A – F (2013)



* Note: Clay County is not included in the analysis of the C Category. It has a grade but does not have a High School from which to graduate students.

Explanation of Chart 7:

Race, Class and Student Proficiency in MS School Districts With and Without a Critical Teacher Shortage



Compares:

School districts **WITH** and the school districts **WITHOUT** critical teacher shortages in terms of:

- Percent black students
- Percent students eligible for Free and Reduced Price Lunch
- Percent Proficient 4th Grade math
- Percent Proficient 4th Grade reading
- Percent Proficient 8th Grade math
- Percent Proficient 8th Grade reading
- Percent Proficient High School math
- Percent Proficient High School reading

Examples:

In districts **WITH** critical teacher shortages, an average of 91.4 % of all students are eligible for a free or reduced price lunch.

In districts **WITHOUT** critical teacher shortages, 64% of students are eligible for a free or reduced price lunch.

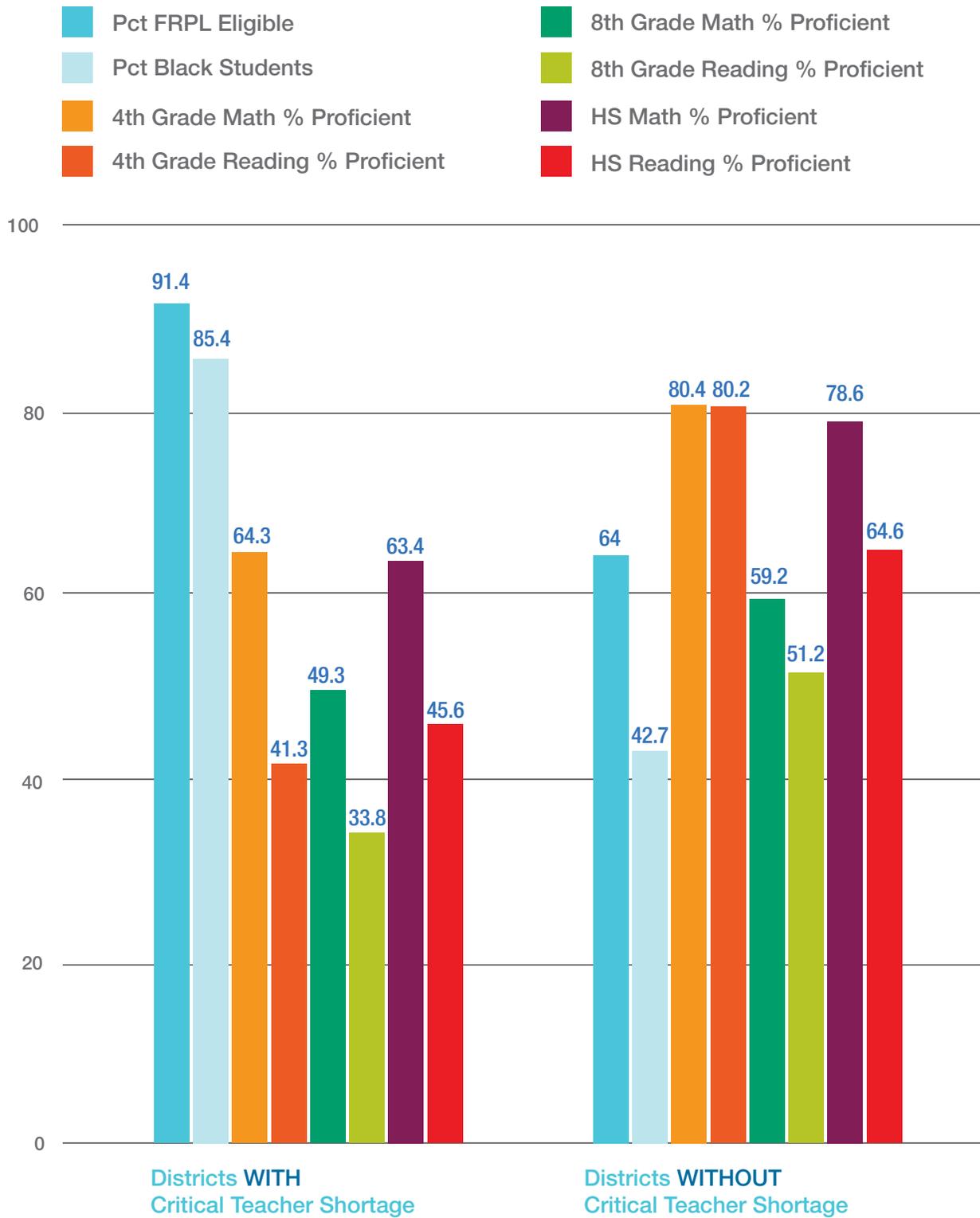
In districts **WITH** critical teacher shortages 41.3% of students are proficient in reading in the 4th Grade.

In districts **WITHOUT** critical teacher shortages 80.2% of students are proficient in reading in the 4th Grade.

Observations:

Students in districts with critical teacher shortages are more likely to be black, be eligible for a free or reduced price lunch, and perform at lower levels of proficiency in math and reading at all three grade levels tested.

Chart 7: Race, Class and Student Proficiency in MS School Districts With and Without a Critical Teacher Shortage



Explanation of Map Showing

MS School Districts 2013-2014 Accountability Rankings, Critical Teacher Shortages, Racial Demographics and Student Poverty

In this map for each district we show:

- Name of the district
- Whether the district has a critical teacher shortage
- Grade ranking
- Percent of student poverty
- Black student percentage.

In this map we can see the correlation between poverty, race, critical teacher shortages, and student outcomes as reflected in the Accountability Grade Ranking for each district.

Note: This map shows the strong correlation which impacts the concentration of poverty and critical teacher shortages in majority black districts in terms of the systemic under-performance of these districts.

What this map does not address are the disastrous consequences of both the failure of state and local education policies to remedy the impact of past discrimination and the ongoing systemic underfunding of Mississippi school districts.

Explanation of Chart 8:

Poverty, Housing and Private School Enrollment in MS School Districts With and Without Critical Teacher Shortages



Compares:

Demographic characteristics of districts WITH and WITHOUT a critical teacher shortage re:

- % Household poverty
- % Family poverty
- % Home ownership
- % Vacant Housing
- % Students attending private school

Examples:

Home ownership rates in school districts WITH critical teacher shortages (66.7 %) are lower than in districts WITHOUT critical teacher shortages (74 %).

Family poverty rates in school districts WITH critical teacher shortages (27.5%) are higher than in districts WITHOUT critical teacher shortages (16.7%).

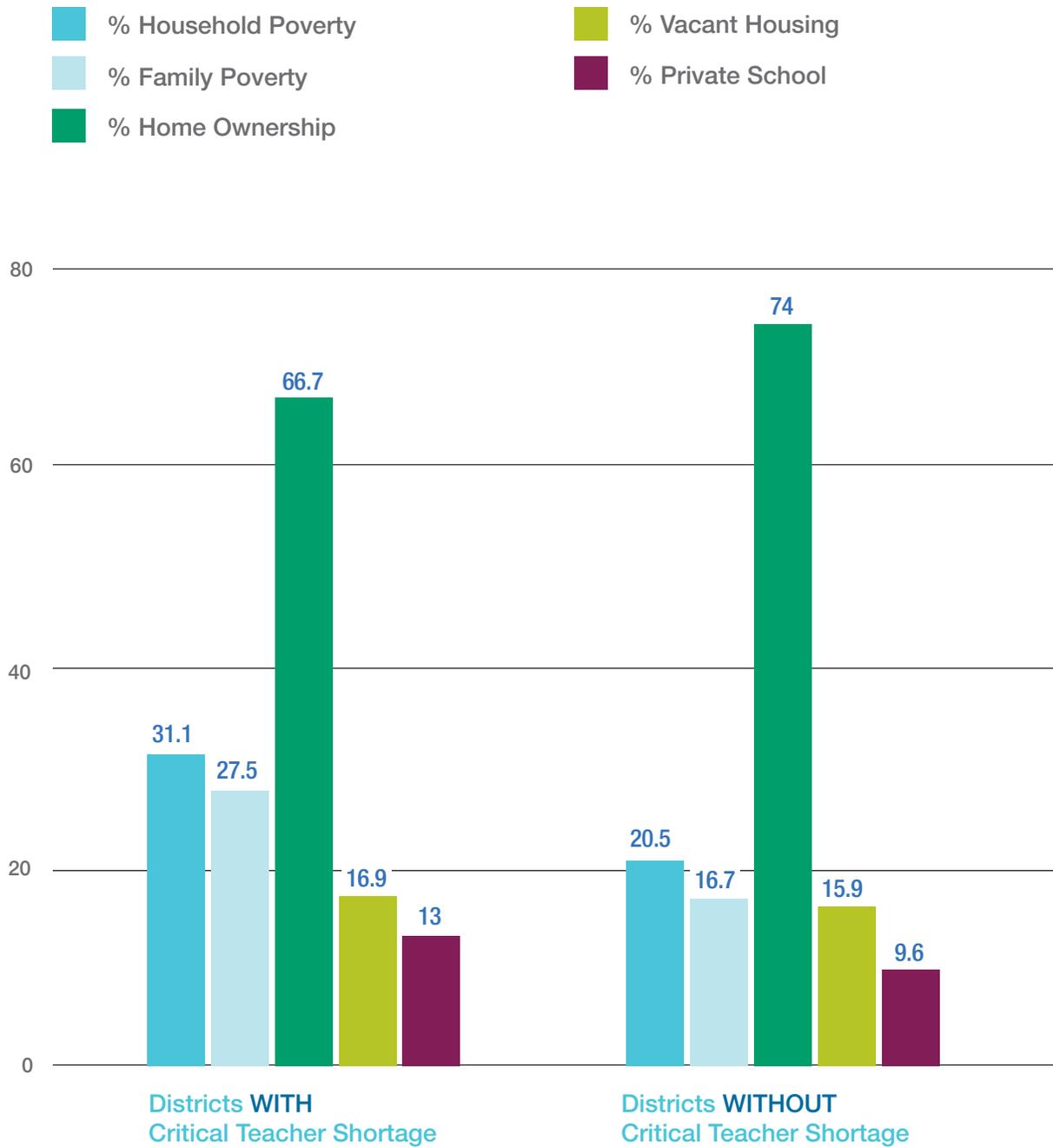
Housing vacancy rates in districts WITH critical teacher shortages (16.9%) are higher than in districts WITHOUT critical teacher shortages (15.9%).

Private school enrollment rates are higher in districts WITH a critical teacher shortage (13%) than in districts WITHOUT critical teacher shortages (9.6%).

Observations:

This chart documents that key economic indicators reveal the disparity in income and wealth between districts WITH and WITHOUT critical teacher shortages, with concentrations of higher income and wealth in districts WITHOUT critical teacher shortages and concentrations of lower income and less wealth in districts WITH critical teacher shortages.

Chart 8: Poverty, Housing and Private School Enrollment in MS School Districts With and Without Critical Teacher Shortages



Explanation of Chart 9:

Income in MS School Districts WITH and WITHOUT Critical Teacher Shortages



Compares:

Income measures in school districts WITH and WITHOUT critical teacher shortages re:

- Median Family Income
- Median Household Income
- Per Capita Income

Explanation:

Median income levels in each category (family, household, and per capita) are determined for each school district using 2007-2011 survey data from the American Community Survey. The median income is determined by dividing the income distribution of the population into two equal groups, half having income above that amount, and half having income below that amount.

Examples:

School districts WITH critical teacher shortages have an average median per capita income of \$14,942 and school districts WITHOUT critical teacher shortages have an average median per capita income of \$19,863.

School districts WITH critical teacher shortages have a median family income of \$34,263 and school districts WITHOUT critical teacher shortages have an average median family income of \$46,808.

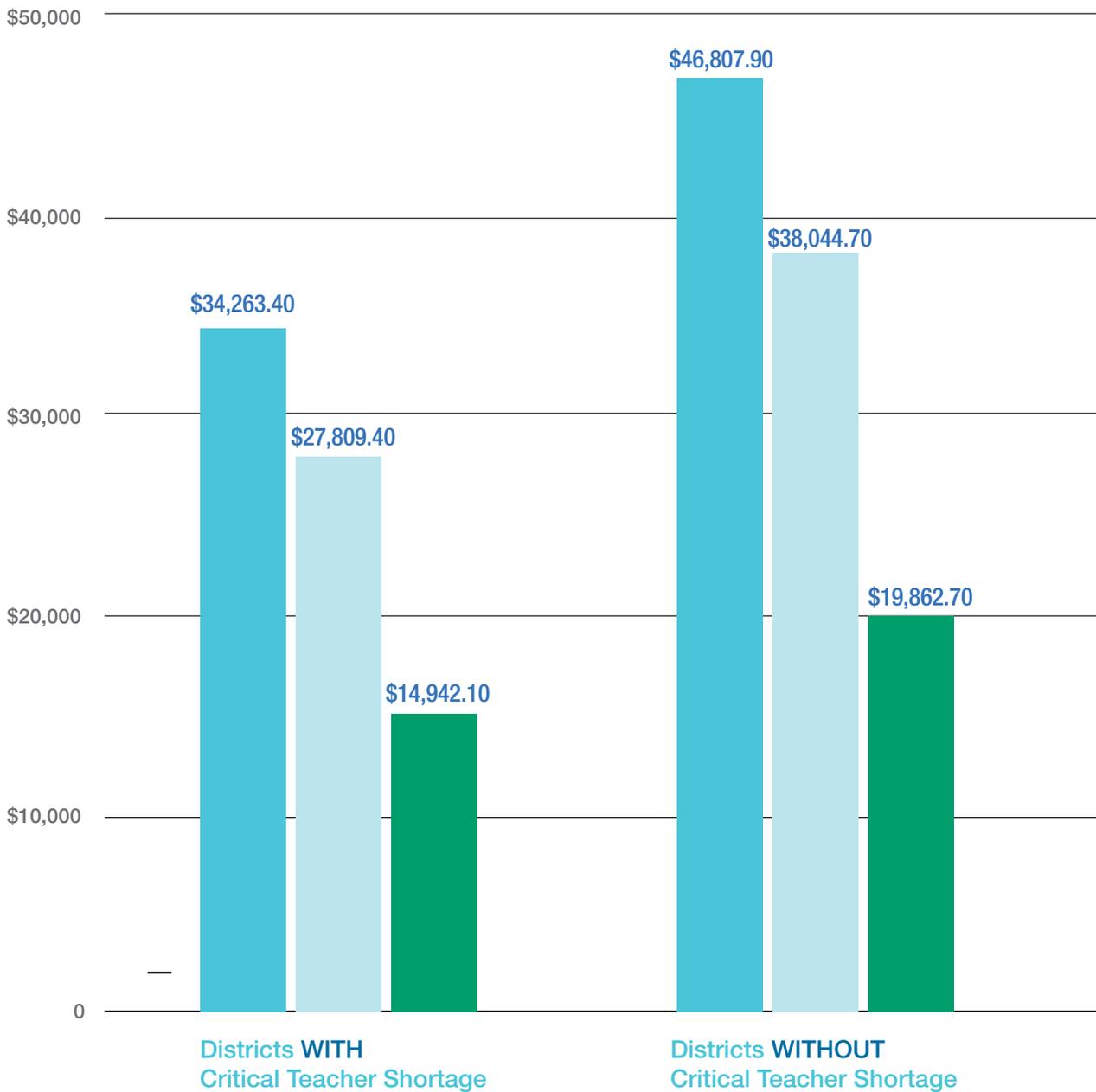
School districts WITH critical teacher shortages have a median household income of \$27,809 and school districts WITHOUT critical teacher shortages have an average median household income of \$38,045.

Observations:

School districts WITH critical teacher shortages have lower median household, family and per capita income levels than districts WITHOUT critical teacher shortages.

Chart 9: Income in MS School Districts WITH and WITHOUT Critical Teacher Shortages

- Median Family Income
- Median Household Income
- Per Capita Income



Median is the amount which divides the income distribution into two equal groups, half having income above that amount, and half having income below that amount.

Explanation of Chart 10:

Median Year Housing Built for 149 MS School Districts With and Without a Critical Teacher Shortage



Compares:

The median year of home construction between MS School Districts WITH and WITHOUT critical teacher shortages.

Examples:

Districts WITH critical teacher shortages have a median household year built of 1977 and districts WITHOUT critical teacher shortages have a median year of house built of 1980.

Observation:

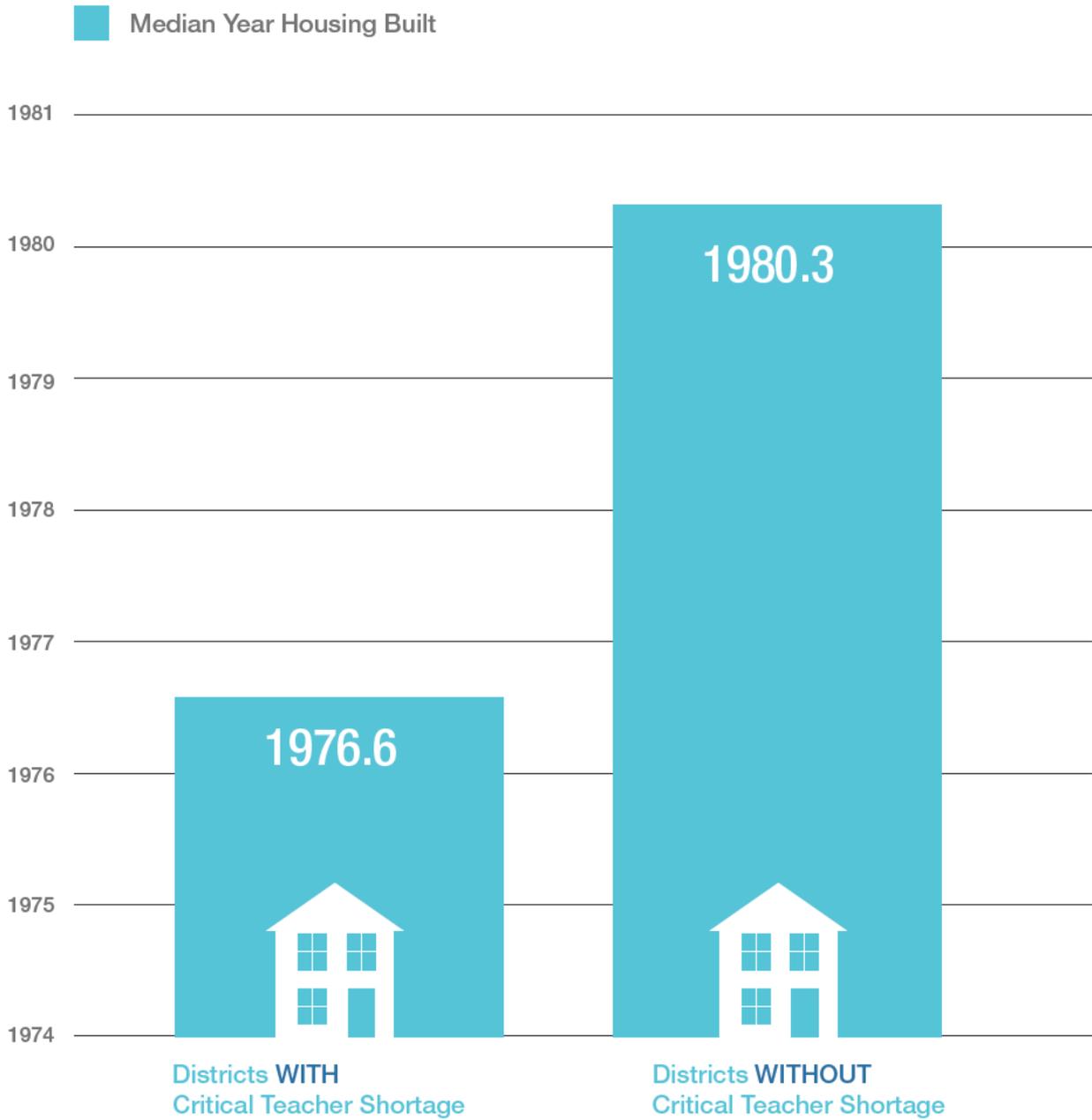
This is not a small difference even though the difference between the median years seems small. Housing conditions are affected by the age of the structure in many ways.

For example, Lead Paint was banned in the U.S. in 1977. The presence of lead paint in homes contaminates household dust. Intake of lead dust by babies and youngsters through respiration and ingestion is known to cause elevated levels of lead in blood and brain, leading to permanent cognitive impairment.

In an April 17, 2013 article in the Hechinger Report, a nationally recognized education policy digital magazine, it was reported that teachers seeking employment in low wealth districts with critical teacher shortages in Mississippi found poor housing conditions made it difficult to find suitable, affordable housing in the communities in which they sought to teach.

To read this article see: http://hechingerreport.org/content/some-mississippi-districts-have-critical-teacher-needs_11838/

Chart 10: Median Year Housing Built for 149 MS School Districts With and Without a Critical Teacher Shortage



Free and Reduced Price Lunch Eligibility (FRPL)

This program provides cash subsidies for free and reduced price lunches (FRPL) to students based on family income and size. Parents complete an application to the district specifying income and family size.

The districts use the application and federal figures shown in Table 1 to determine student eligibility for free or reduced price lunches.

Children from families at or below 130 percent of the poverty level are eligible for free meals.

Children from families between 130 and 185 percent of the poverty level are eligible for reduced-priced meals. In 2010, more than 31.7 million students qualified for these services nationwide.

The National School Lunch Act of 1946 specifies which Students are eligible for free or reduced price lunches at school.



Table 1: Income Thresholds for FRPL Eligibility

Family size	Maximum Annual Income: Free Lunch	Maximum Annual Income: Reduced Price Lunch	Maximum Monthly Income: Free Lunch	Maximum Monthly Income: Reduced Price Lunch
1	\$14,937	\$21,257	\$1,245	\$1,772
2	\$20,163	\$28,694	\$1,681	\$2,392
3	\$25,389	\$36,131	\$2,116	\$3,011
4	\$30,615	\$43,568	\$2,552	\$3,631
5	\$35,841	\$51,005	\$2,987	\$4,251
6	\$41,067	\$58,442	\$3,423	\$4,871
7	\$46,293	\$65,879	\$3,858	\$5,490
8	\$51,519	\$73,316	\$4,294	\$6,110
For each additional family member, add:	\$5,226	\$7,437	\$436	\$620

2013 – 2014 Free and Reduced Price Lunch Eligibility Guidelines –
 Source of Data: US Federal Register, March 29, 2013 pp. 19179

Table 2: Ranking Free or Reduced Price Lunch Eligibility in MS School Districts

Using data from the New America Foundation, we averaged 6 years (2006-2011) of student characteristics and testing outcomes at the school district level for 149 MS School Districts.

We sorted the data from highest to lowest by percentage of students eligible for a free or reduced price lunch. We broke the districts into ten class categories (1 – 10) by dividing the average number of students amongst all the districts (491,380) into groups containing a target population of 49,138 students per group. “CLASS 1” is school districts with the highest percentage of students that are eligible for a free or reduced price lunch.

Table 2 shows the division of all MS School Districts into the 10-part classification system we have created for this report. In this report, Charts 11 to 26 show the various characteristics of the districts

in each of the 10 classes into which MS Districts have been divided.

Districts with the very highest rates of student poverty, i.e. those with the highest percentages of students eligible for a free or reduced price lunch, are those districts which have critical teacher shortages, the lowest rates of proficiency in NCLB tests for math and reading across 4th, 8th and HS grade levels, and which have the lowest grades in terms of the State Accountability rankings.

These same districts have the highest percentages of schools subject to takeover under state law.

Table 2: School Districts Ranked by FRPL

Class	% FRPL Eligible	# Students <i>Ideal = 49,138</i>	# of Districts
1	99.4% to 93.8%	51,330	32
2	93.6% to 86.3%	44,054	21
3	85.6% - 81.9%	50,183	8
4	81.8% - 75.9%	51,498	17
5	75.0% to 69.8%	49,164	15
6	69.4% to 64.7%	52,626	15
7	63.8% to 58.7%	48,139	13
8	58.2% to 52.3%	47,479	16
9	51.9% to 42.2%	57,615	7
10	40.1% to 33.3%	39,293	4

Table Prepared by Movementech, Inc.

Explanation of Map Showing

Student Poverty Ranking by Mississippi School Districts

This map visualizes the ranking for each school district based on student poverty shown in Table 2 on the previous page.

Note: This map shows the geographic distribution of the correlation between the concentration of student poverty and critical teacher shortages.

The districts with the highest concentration of student poverty (districts ranked 1, 2 and 3 are disproportionately located in the Mississippi Delta and other parts of the state where there are the highest concentrations of majority black student enrollment.

In addition, this map, in conjunction with the other maps in this report, help us to identify high rates of poverty in districts that are not majority black and which are also performing poorly in terms of student outcomes as indicated by the 2013-2014 Accountability Grade Rankings.

2013 MS School Districts Ranked High to Low by Free or Reduced Price Lunch Eligibility

This map shows the ten classification ranking system we have created to analyze the distribution of student poverty among MS School Districts.

Eligibility for a free or reduced price lunch is the standard measure of student poverty for both the federal and Mississippi governments.

This ranking system combines several school districts into each of ten separate and distinct classes based on the average rate of students eligible for a free or reduced price lunch.

Each of these ten separate classes is comprised of a number of school districts. Each separate class of districts has approximately the same total number of students,

Class # 1 indicates school districts with the highest rate of student poverty.

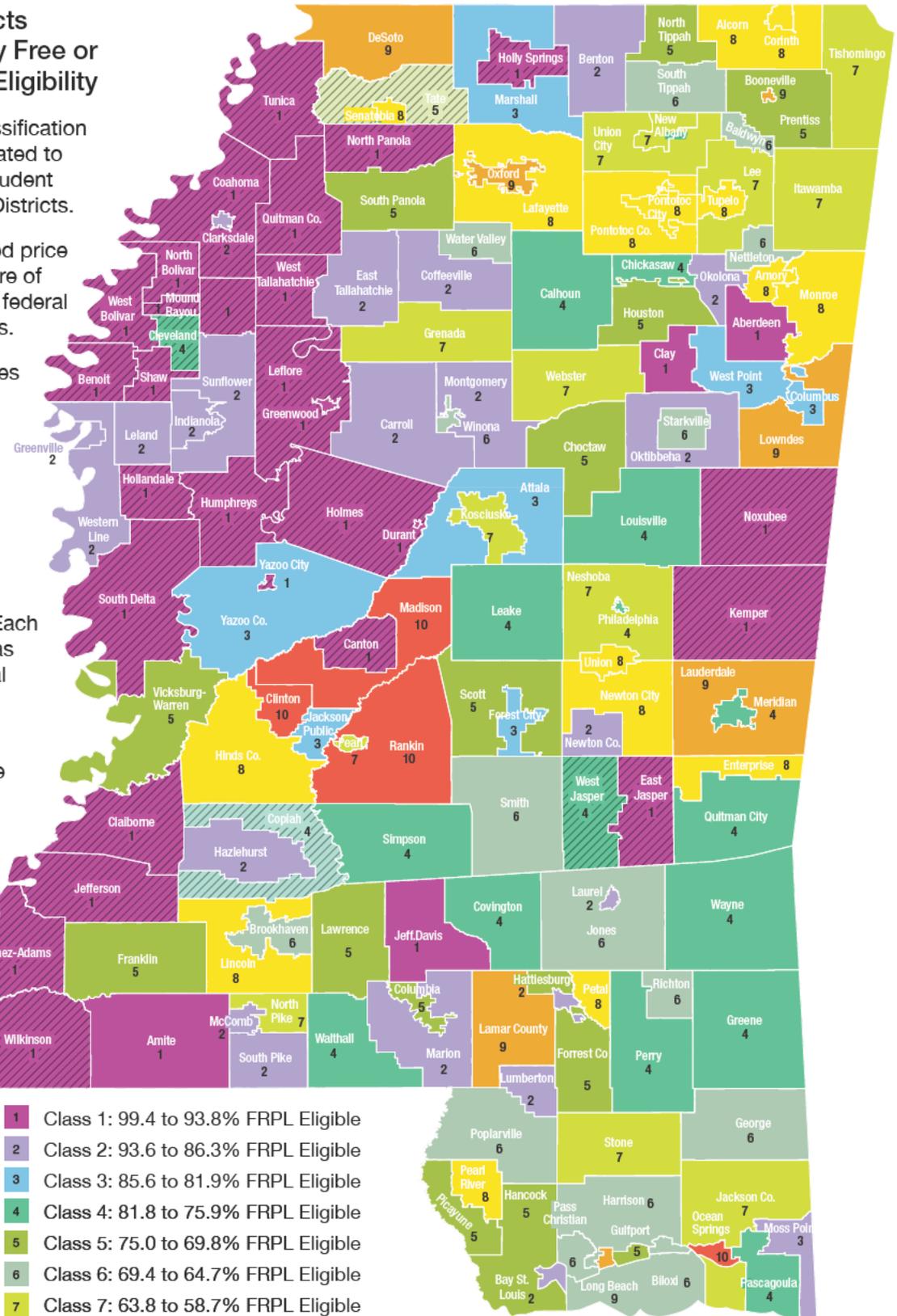
Class # 10 indicates school districts with the lowest rate of student poverty.

MS School Districts with Critical Teacher Shortages in 2013



The districts names appear in white. The classification number is shown in black.

Districts in the map are color coded by the PERCENT of STUDENTS ELIGIBLE for a FREE or REDUCED PRICE LUNCH (FRPL). See the LEGEND for further clarification.



- 1 Class 1: 99.4 to 93.8% FRPL Eligible
- 2 Class 2: 93.6 to 86.3% FRPL Eligible
- 3 Class 3: 85.6 to 81.9% FRPL Eligible
- 4 Class 4: 81.8 to 75.9% FRPL Eligible
- 5 Class 5: 75.0 to 69.8% FRPL Eligible
- 6 Class 6: 69.4 to 64.7% FRPL Eligible
- 7 Class 7: 63.8 to 58.7% FRPL Eligible
- 8 Class 8: 58.2 to 52.3% FRPL Eligible
- 9 Class 9: 51.9 to 42.2% FRPL Eligible
- 10 Class 10: 40.1 to 33.3% FRPL Eligible

Explanation of Chart 11:

Number of Students in each Free and Reduced Price Lunch Classification and Average Number of Students Per District in Each Class



In the next few charts we have artificially broken the school district data into 10 segments, which we are calling classifications or classes, to illustrate the correlation between student poverty, school district grade rank, critical teacher shortage, and student outcomes. Class #1 represents the highest rate of student poverty in the school districts, and class #10 represents the lowest rate of student poverty in the school districts.

Compares:

- The number of students in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.
- The average number of students per district in each classification

Examples:

In Class 1 the percentage of students eligible for free or reduced price lunch varies among the districts between 93.8% to 99.4%. In Class 10, the percentage of students eligible for a free or reduced price lunch varies among the districts between 33.3% and 40.1%.

The number of students included in Class 1 is 50,330. The number students included in Class 10 is 39,293.

The average number of students in each district included in Class 1 is 1,604. The average number of students in each district included in Class 10 is 9,823.

Variations in the number of students arise because while most districts are fairly small, there are some very large districts. The average enrollment in MS's smallest school district, Clay County, is 166 and the second largest school district in MS, Jackson Public, has an average enrollment of 31,883 students. As a result of this considerable variation in the size of the districts in terms of student enrollment, some of the 10 classifications are larger than ideal average and others are smaller.

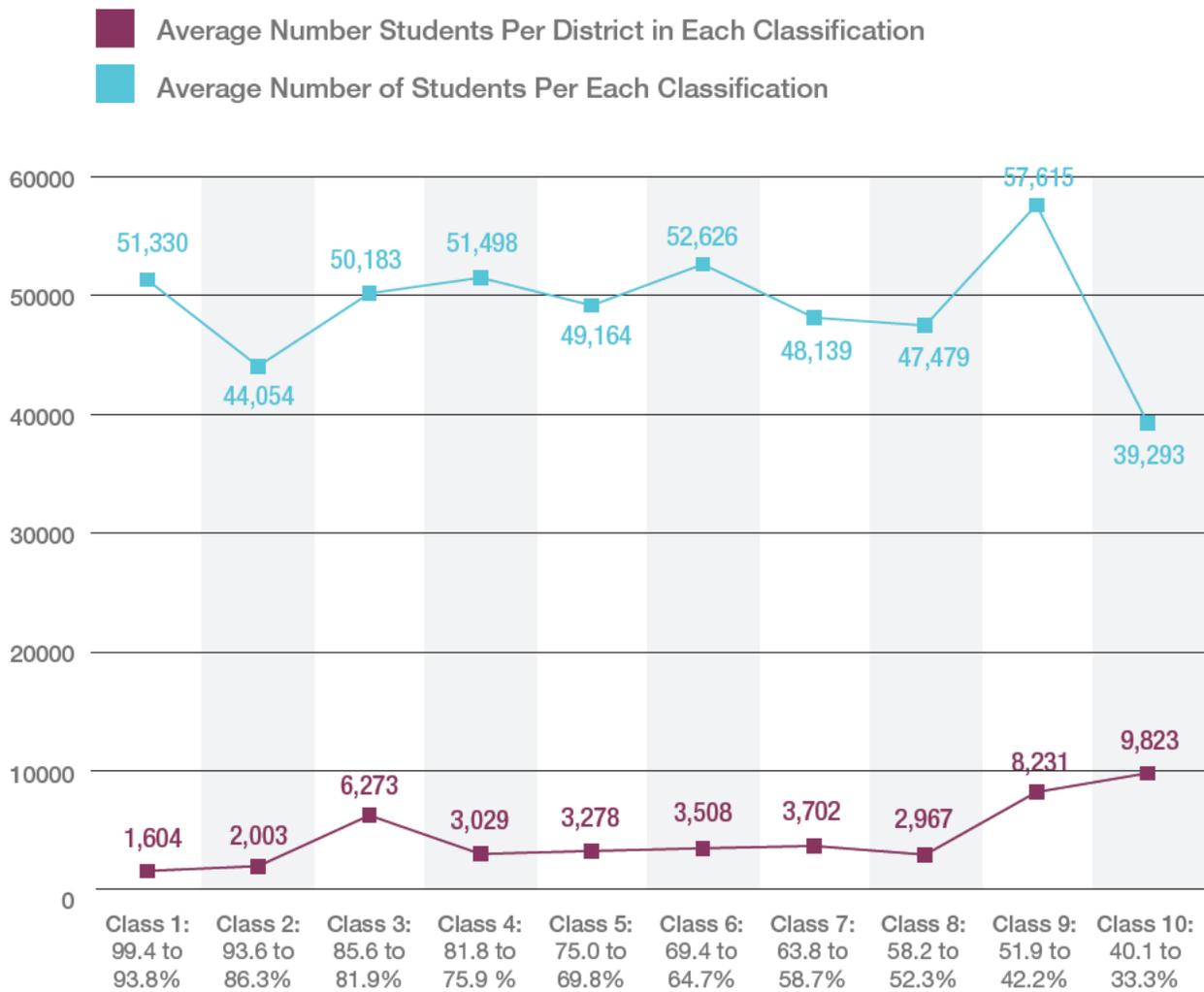
Observations:

This chart may seem to be a bit esoteric or technical. However, we wanted to be sure that people can understand that there are variations in the number of districts and the students in each of the 10 categories or classes. While there are variations in size, the underlying lessons learned from this exercise will illustrate in subsequent slides the correlation between poverty, critical teacher shortages, student performance on standardized tests, graduation rates and grades assigned to school districts.

Chart 11: Number of Students in each Free and Reduced Price Lunch Classification and Average Number of Students Per District in Each Class

This chart shows how the population of students in 149 MS School districts is broken into 10 classifications (i.e. classes).

Note: Variability in the population captured in each FRPL Ranking Classification is due to the size of districts in each class. Ideally each district classification would have 49,138 students and the blue line would be straight, but because school districts come in many sizes, this is not possible.



Explanation of Chart 12:

Number of Districts with a Critical Teacher Shortage in each School District FRPL Classification



Compares:

- The number of districts in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.
- The number of districts with a critical teacher shortage in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.

Examples:

In Class 1, which has the highest rate of student poverty, there are 32 districts with an average rate of students eligible for free or reduced price lunch between 93.8% to 99.4%.

In Class 1, there are 28 out of the 32 districts which have a critical teacher shortage.

In Class 10, which has the lowest rate of student poverty, there are 4 districts with an average rate of students eligible for a free or reduced price lunch between 33.3% and 40.1%.

There are no critical teacher shortages in school districts where the average percentage of students eligible for a free or reduced price lunch is under 70%, which encompasses Classes 6 through 10.

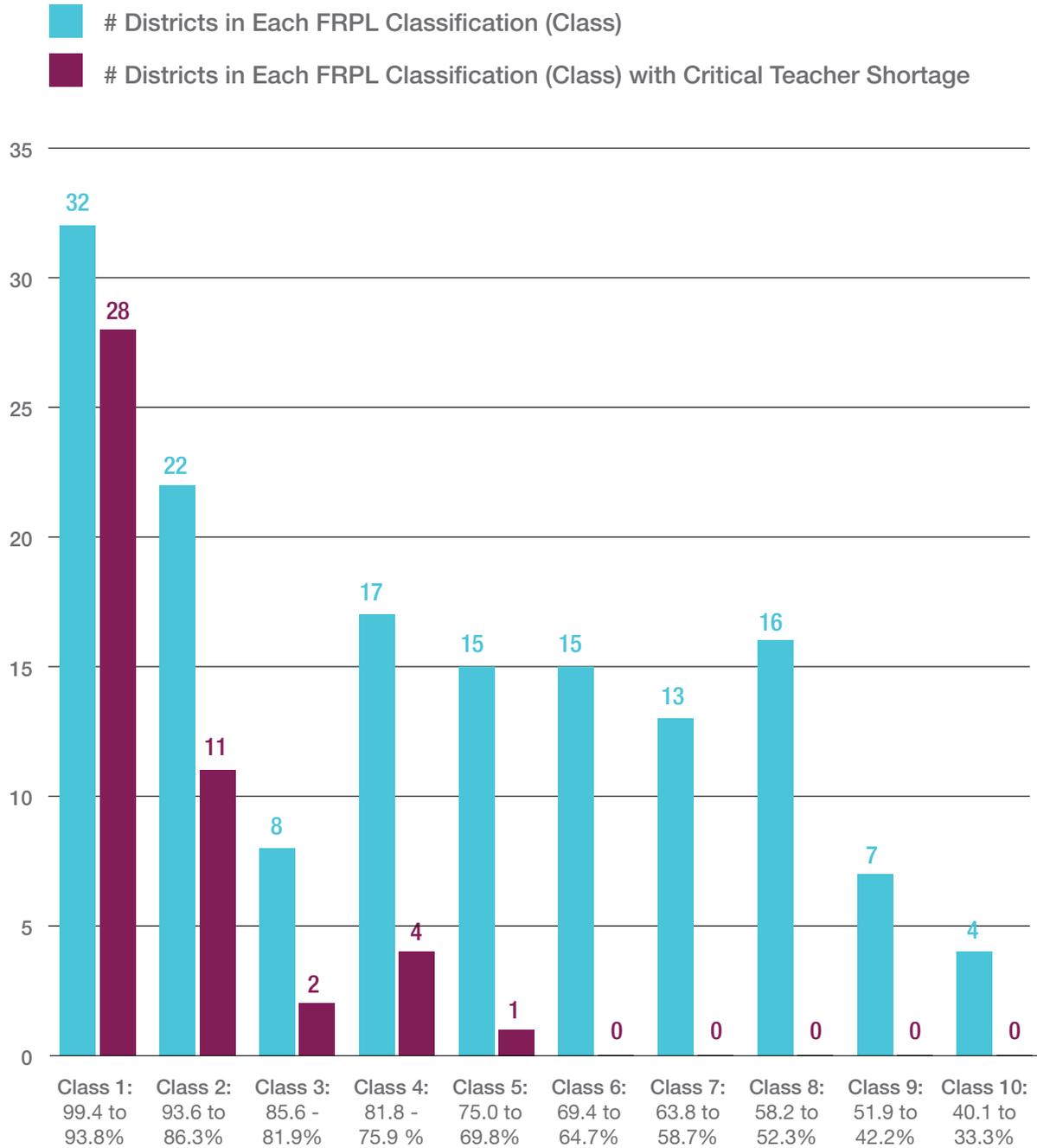
Observations:

This chart helps to visualize the correlation between critical teacher shortages and student poverty.

This chart helps us to understand that policies designed to retain qualified, experienced teachers in public schools with high rates of student poverty have been ineffective.

Chart 12: Number of Districts with a Critical Teacher Shortage in each School District FRPL Classification

This chart shows that students in all Districts with Critical Teacher Shortages fall between 70% to 99% FRPL eligible.



Explanation of Chart 13:

Districts with Schools in 2nd Year of Failure by Free and Reduced Price Lunch Eligibility Classification



Compares:

- The number of districts in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.
- The number of districts with schools in failure for 2 or more years in a row.
- The number of schools in each classification which are in failure for 2 or more years in a row.

Examples:

In Class 1, which has the highest rate of student poverty, there are 32 districts. The average percentage of students eligible for free or reduced price lunch varies between 93.8% to 99.4%.

In Class 1, 17 out of 32 districts have at least one school in its second consecutive year of failure.

In Class 1, 26 schools in Class 1 have have been in failure for 2 consecutive years in a row.

In Class 10, which has the lowest rate of student poverty, there are 4 districts. The average percentage of students eligible for a free or reduced price lunch varies between 33.3% and 40.1%. None of the 4 districts have schools in failure for two consecutive years in a row.

There are no schools in their second year of failure in districts where the average percentage of students eligible for a free or reduced price lunch is less than 52.3%.

Observations:

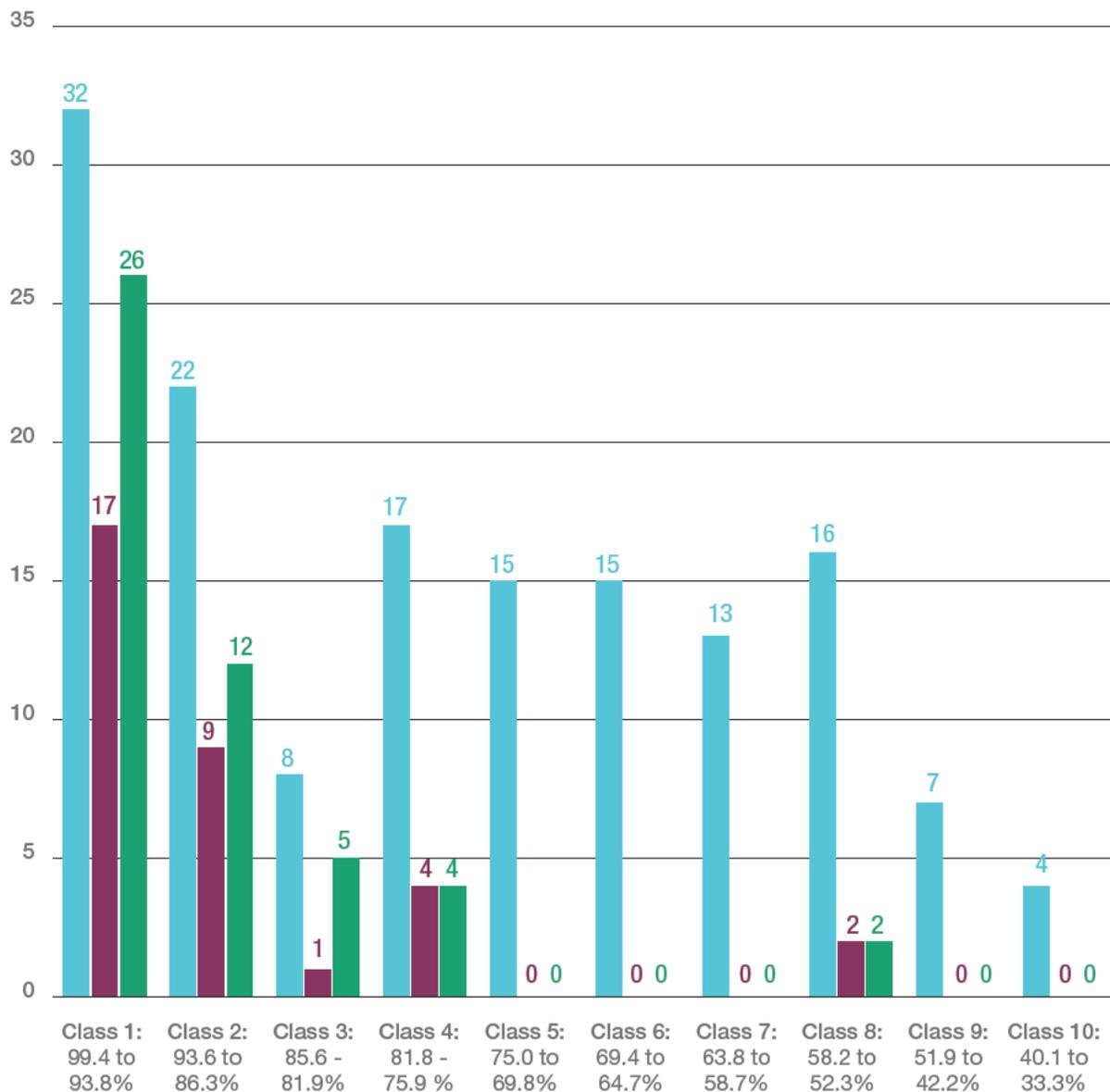
This chart helps to visualize the correlation between failing schools and student poverty.

This chart shows that nearly all school districts with schools in their second year of failing and subject to takeover under MS Law have a free or reduced price eligibility at a rate of 76% and higher.

Chart 13: Districts with Schools in 2nd Year of Failure by Free and Reduced Price Lunch Eligibility Classification

This Chart shows that nearly all school districts with schools in their second year of failing and subject to takeover under MS Law have a free or reduced price eligibility at a rate of 76% and higher.

- # of Districts in Classification (Class)
- # of Districts with one or more Schools graded F for Two Consecutive Years in Classification
- # of Schools Graded F for Two Consecutive Years in Classification



Explanation of Chart 14:

Percent Black Students and 4-Year Graduation Rates By Free and Reduced Price Lunch Eligibility Categories



Compares:

- The percent of students who are black in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.
- The four year graduation rate of students in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.

Examples:

In Class 1, which has the highest rate of student poverty, 96.2% of students are black and the percentage of students eligible for free or reduced price lunch varies between 93.8% to 99.4%.

In Class 1 student 4 year graduation rates average 64.9%.

In Class 10, which has the lowest rate of student poverty, 29.9% of the students are black and the percentage of students eligible for free or reduced price lunch varies between 33.3% to 40.1%.

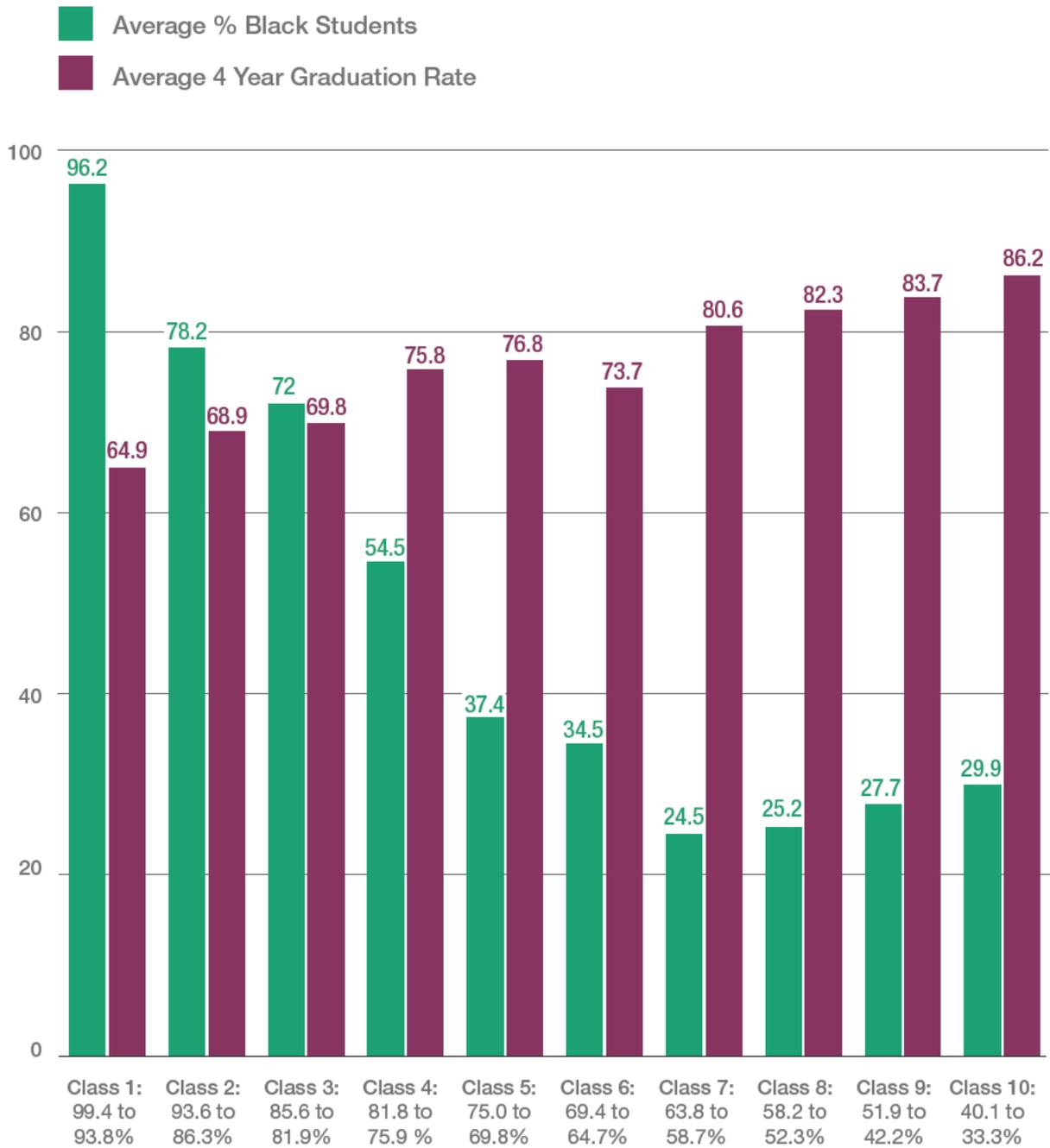
In Class 10 student 4 year graduation rates average 86.2%.

Observations:

This Chart helps to visualize the correlation between student poverty and race.

This Chart shows that as poverty rates go down, student success in terms of 4 year graduation rates goes up.

Chart 14: Percent Black Students and 4-Year Graduation Rates By Free and Reduced Price Lunch Eligibility Categories



Explanation of Chart 15:

4th Grade Math and Reading Proficiency by Free and Reduced Price Lunch Eligibility



Compares:

- The percent of students scoring proficient in 4th Grade Math NAEP tests in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.
- The percent of students scoring proficient in 4th Grade Reading NAEP tests in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.

Examples:

In Class 1, which has the highest rate of student poverty, 61.8% of students tested proficient in 4th Grade math in districts where the student poverty rate varies between 93.8% to 99.4%.

In Class 1 – 64.2% of students tested proficient in 4th Grade reading in districts where the student poverty rate varies between 93.8% to 99.4%.

In Class 10, which has the lowest rate of student poverty, 93.4% of students tested proficient in 4th Grade math in districts where the student poverty rate varies between 33.3% to 40.1%.

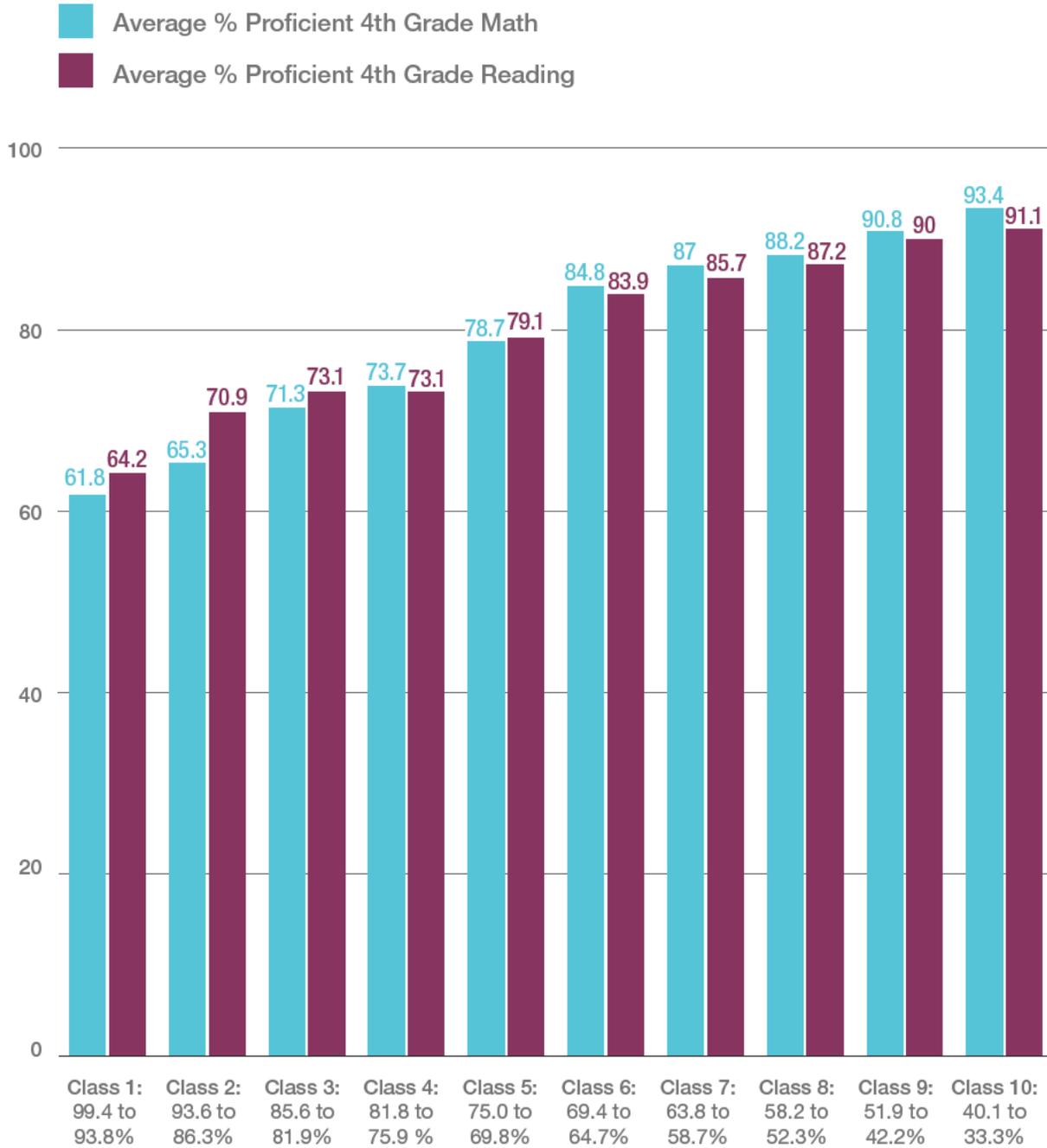
In Class 10 – which has the lowest rate of student poverty, 91.1% of students tested proficient in 4th Grade reading in districts where the student poverty rate varies between 33.3% to 40.1%.

Observations:

This Chart shows that as poverty rates go down, student Proficiency in 4th grade reading and math goes up.

Chart 15: 4th Grade Math and Reading Proficiency by Free and Reduced Price Lunch Eligibility

This Chart shows that as the rate of students eligible for a free or reduced price lunch goes down, proficiency rates for 4th Grade Math and Reading improve.



Explanation of Chart 16:

8th Grade Math and Reading Proficiency by Free and Reduced Price Lunch Eligibility



Compares:

- The percent of students scoring proficient in 8th Grade Math NAEP tests in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.
- The percent of students scoring proficient in 8th Grade Reading NAEP tests in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.

Examples:

In Class 1, which has the highest rate of student poverty, 38.6% of students tested proficient in 8th Grade math in districts where the student poverty rate varies between 93.8% to 99.4%.

In Class 1 – 31% of students tested proficient in 8th Grade reading in districts where the student poverty rate varies between 93.8% to 99.4%.

In Class 10, which has the lowest rate of student poverty, 72.6% of students tested proficient in 8th Grade math in districts where the student poverty rate varies between 33.3% to 40.1%.

In Class 10 – 66.7% of students tested proficient in 8th Grade reading in districts where the student poverty rate varies between 33.3% to 40.1%.

Observations:

This Chart shows that as poverty rates go down, student Proficiency in 8th grade math and reading goes up.

Chart 16: 8th Grade Math and Reading Proficiency by Free and Reduced Price Lunch Eligibility

This Chart shows that as the rate of students eligible for a free or reduced price lunch goes down, proficiency rates for 8th Grade Math and Reading improve. Notice that across the board, proficiency rates dropped about 20% points from 4th Grade rates.



Explanation of Chart 17:

High School Math and Reading Proficiency by Free and Reduced Price Lunch Eligibility



Compares:

- The percent of students scoring proficient in High School Math NAEP tests in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.
- The percent of students scoring proficient in High School Reading NAEP tests in each of 10 classifications of school districts ranked high to low based on the percent of students eligible for a free or reduced price lunch.

Examples:

In Class 1, which has the highest rate of student poverty, 61.5% of students tested proficient in High School Grade math in districts where the student poverty rate varies between 93.8% to 99.4%.

In Class 1 — 42.1% of students tested proficient in High School Grade reading in districts where the student poverty rate varies between 93.8% to 99.4%.

In Class 10, which has the lowest rate of student poverty, 86.9% of students tested proficient in High School Grade math in districts where the student poverty rate varies between 33.3% to 40.1%.

In Class 10 — 78.7% of students tested proficient in High School Grade reading in districts where the student poverty rate varies between 33.3% to 40.1%.

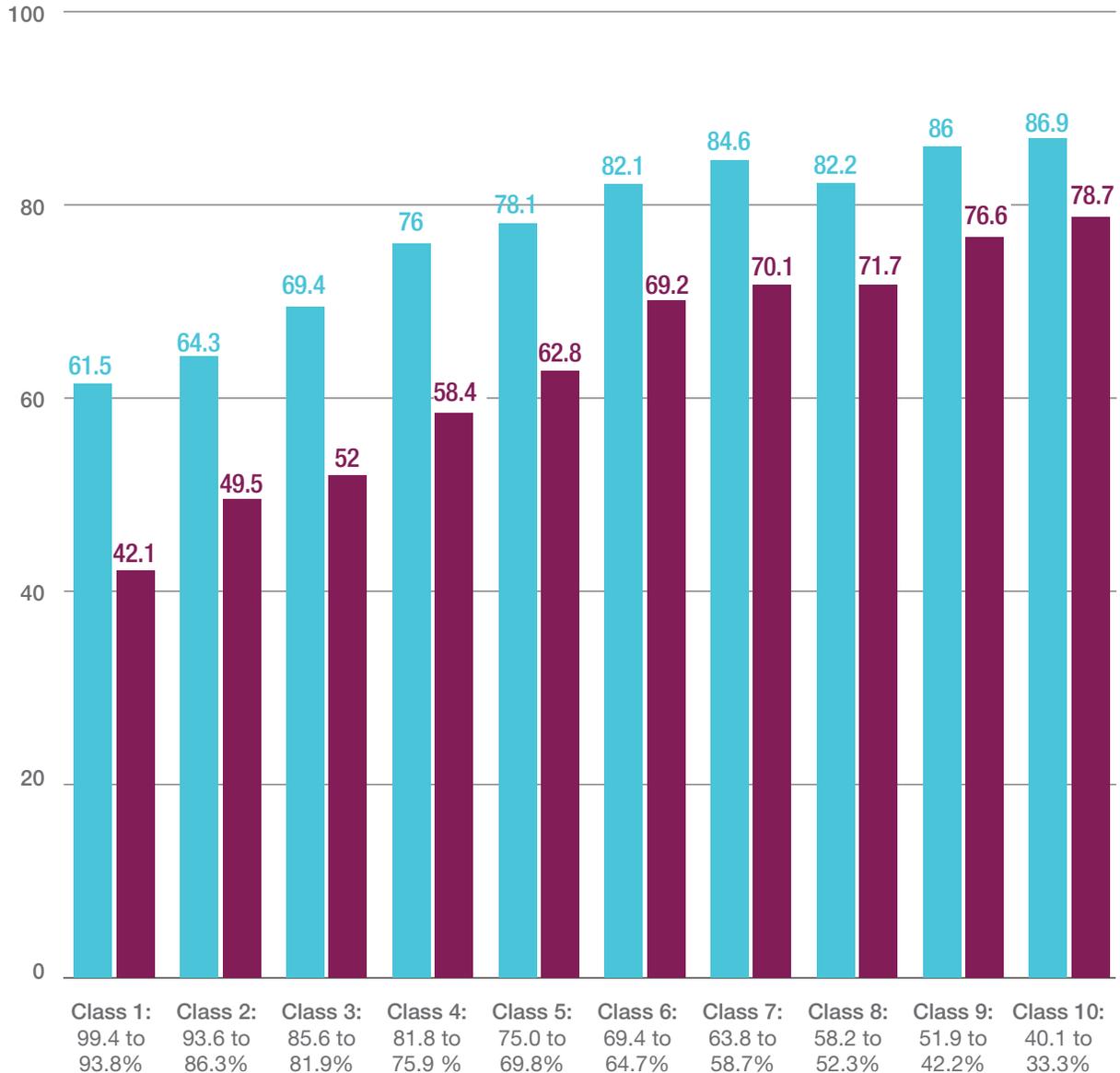
Observations:

This Chart shows that as poverty rates go down, student Proficiency in High School math and reading goes up.

Chart 17: High School Math and Reading Proficiency by Free and Reduced Price Lunch Eligibility

This Chart shows that as the rate of students eligible for a free or reduced price lunch goes down, proficiency rates for Math and Reading increase. Notice that Math Scores have recovered from their lows in 8th grade, but not so for reading scores.

■ Average % Proficient HS Grade Math
■ Average % Proficient HS Grade Reading



Explanation of Chart 18:

Percent of Persons 25 and Older Without a High School Degree and With a College Degree or Higher – by FRPL Classification



Compares:

- The percent of persons 25 years and older who do not have a high school degree between districts with the highest rates of student poverty and districts with lowest rates of student poverty.
- The percent of persons 25 years and older with a college degree or higher between districts with the highest rates of student poverty and districts with the lowest rates of student poverty.

Examples:

In Class 1, which has the highest rate of student poverty, 30.6% of persons 25 years and older are without a high school degree in districts where the student poverty rate varies between 93.8% to 99.4%.

In Class 1 – 13% of persons 25 years and older have a college degree or higher in districts where the student poverty rate varies between 93.8% to 99.4%.

In Class 10, which has the lowest rate of student poverty, 9.3% of persons 25 years and older are without a high school degree where the student poverty rate varies among the districts between 33.3% to 40.1%.

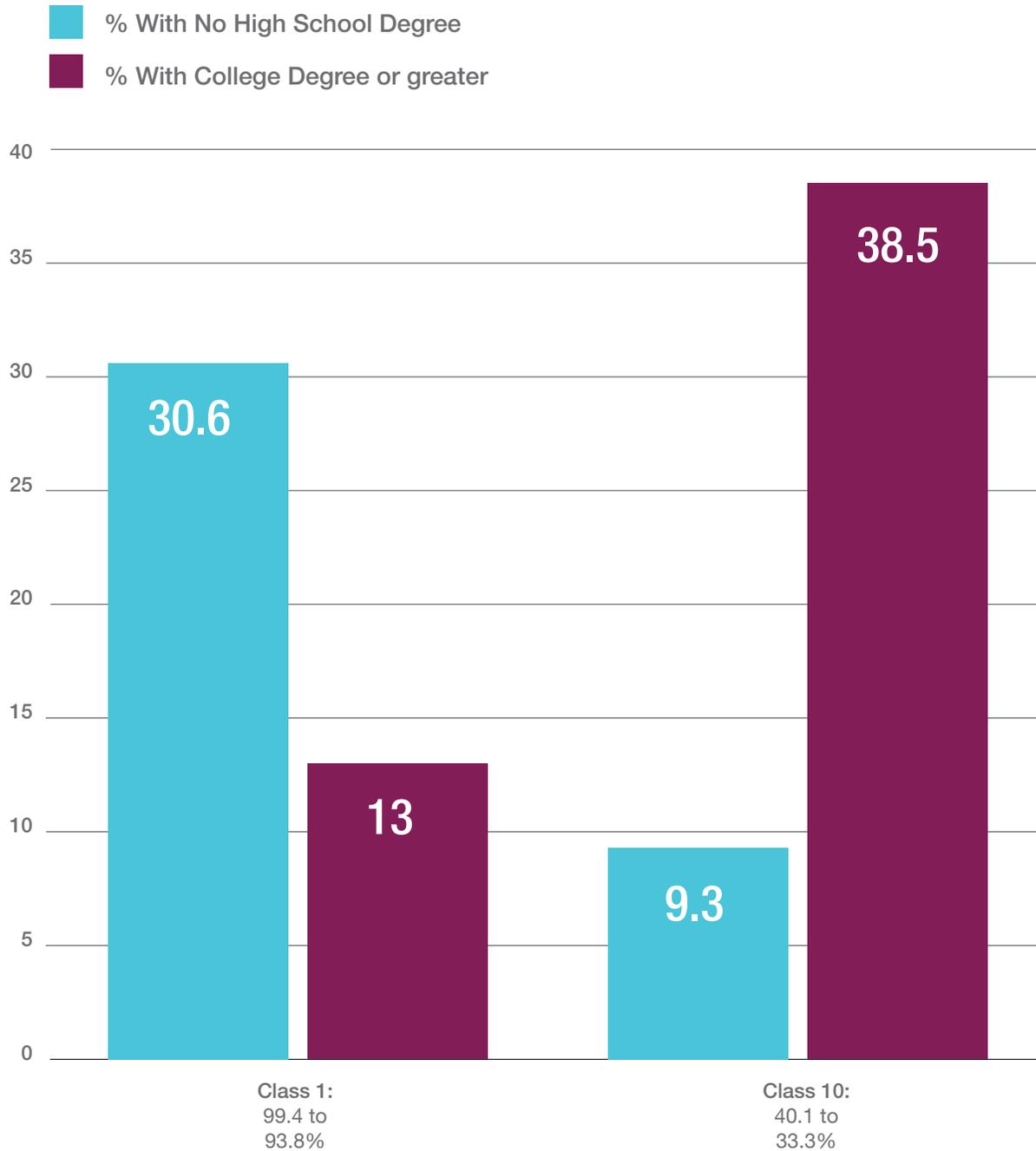
In Class 10 – 38.5% of persons 25 years and older have a college degree or higher in districts where the student poverty rate varies between 33.3% to 40.1%.

Observations:

This Chart shows that as poverty rates go down, educational attainment rates are higher amongst the population of the district that is 25 years and older.

Chart 18: Percent of Persons 25 and Older Without a High School Degree and With a College Degree or Higher – by FRPL Classification

Districts with higher wealth have higher percentages of persons over 25 with a college degree and lower percentages of persons without a high school degree.



Explanation of Chart 19:

Average Family, Household, and Per Capita Income (2007-2011) for MS School Districts with Highest and Lowest levels of FRPL



Compares:

- The Per Capita Income of the population between districts with the highest rates of student poverty and districts with lowest rates of student poverty.
- The Median Income of the Households between districts with the highest rates of student poverty and districts with lowest rates of student poverty.
- The Median Income of Families between districts with the highest rates of student poverty and districts with lowest rates of student poverty.

Examples:

In Class 1, with the highest rate of student poverty and student poverty rates vary between 93.8% to 99.4%:

Average district Per Capita Income is \$13,928.

Average district Median Household Income district is \$25,540.

Average district Median Family Income is \$31,706.

In Class 10, with the lowest rate of student poverty and student poverty rates vary between 33.3% to 40.1%:

Average district Per Capita Income is \$30,422.

Average district Median Household Income is \$62,977.

Average district Median Family Income is \$77,241.

Observations:

Class 10 income levels in the general population are nearly 2.5 times greater than the income levels in Class 1.

This disparity in income levels impacts the capacity of the local community to provide extra support for local public school districts. Therefore, wealthier communities can enrich, through the provision of additional resources, the educational experience of their students to a greater extent than communities of lower wealth.

Chart 19: Average Family, Household, and Per Capita Income (2007-2011) for MS School Districts with Highest and Lowest levels of FRPL

This Chart compares Districts with the highest level of student eligibility for a free or reduced price lunch with those districts with the lowest level of free or reduced price lunch eligibility.



Explanation of Chart 20:

Average Family Poverty, Household Poverty, Home Ownership and Housing Vacancy (2007-2011) for Districts with Highest and Lowest levels of Student Poverty (FRPL)



Compares:

- The Percent of Family Poverty in districts with the highest rates of student poverty and districts with lowest rates of student poverty.
- The Percent of Household Poverty in districts with the highest rates of student poverty and districts with lowest rates of student poverty.
- The Percent of Home Ownership in districts with the highest rates of student poverty and districts with lowest rates of student poverty.
- The Percent of Vacant Homes in districts with the highest rates of student poverty and districts with lowest rates of student poverty.

Examples:

In Class 1, with the highest rate of student poverty and student poverty varies between 93.8% and 99.4%:

The percent of family poverty is 33.6%.

The percent of household poverty is 29.7%.

The percent of home ownership is 65.9%.

The percent of vacant housing units is 18%.

In Class 10, with the lowest rate of student poverty and student poverty varies between 33.3% and 40.1%:

The percent of family poverty is 9.7%

The percent of household poverty is 6.4%

The percent of home ownership is 75.9%,

The percent of vacant housing is 8.2%.

Observations:

Class 1 Family Poverty rates are more three times higher than the rates in Class 10.

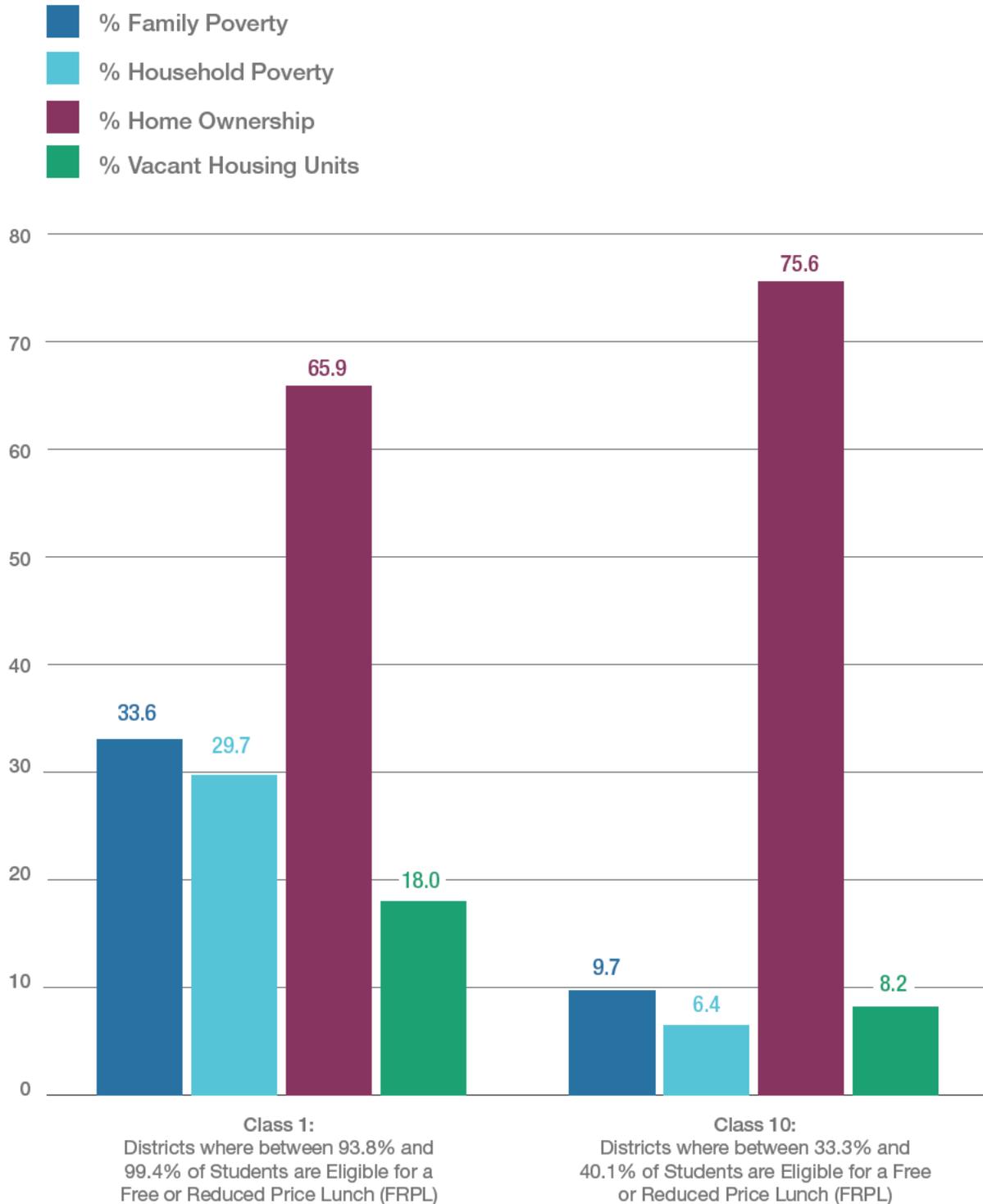
Class 1 Household Poverty rates are almost 5 times higher than the rates in Class 10.

Class 1 Home Ownership rates are about 10% lower than the rates in Class 10.

Class 1 Home Vacancy rates are more than double the rates in Class 10.

Chart 20: Average Family Poverty, Household Poverty, Home Ownership and Housing Vacancy (2007-2011) for Districts with Highest and Lowest levels of FRPL

This Chart compares Districts with the highest level of student eligibility for a free or reduced price lunch with those districts with the lowest level of free or reduced price lunch eligibility.



Explanation of Chart 21:

Averaged Median Year Housing Built (2007-2011) for MS School Districts with Highest and Lowest Levels of Free or Reduced Price Lunch Eligibility



Compares:

The Median Year of Housing Construction in districts with the highest rates of student poverty and districts with lowest rates of student poverty.

Examples:

In Class 1 the median year of housing construction is 1976 in districts where the rate of student poverty varies between 93.8% and 99.4%.

In Class 10 the median year of housing construction is 1989 in districts where the rate of student poverty varies between between 33.3% and 40.1%.

Observations:

This Chart shows that as poverty rates go down, the age of housing stock goes down. Newer construction is more likely, due to more recent building codes and standards, building practices and building materials, to have:

Better moisture resistance

Better ventilation

Absence of lead and asbestos in plumbing, paint, siding and roofing

Safer and more up to date electrical wire and wiring fixtures

More up to date plumbing and plumbing fixtures

Lower levels of harmful molds and mildew

More efficient, less expensive heating and cooling systems and appliances

Tighter window and door seals which reduce home operating costs

Newer home construction also means reduced operating costs to repair and replace fixtures and equipment.

Chart 21: Averaged Median Year Housing Built (2007-2011) for MS School Districts with Highest and Lowest Levels of Free or Reduced Price Lunch Eligibility

This Chart compares Districts with the highest level of student eligibility for a free or reduced price lunch with those districts with the lowest level of free or reduced price lunch eligibility.

Median is the amount which divides the year of housing construction into two equal groups, half having homes built before a given year and half being built after that given year.

 Median Year Housing Built

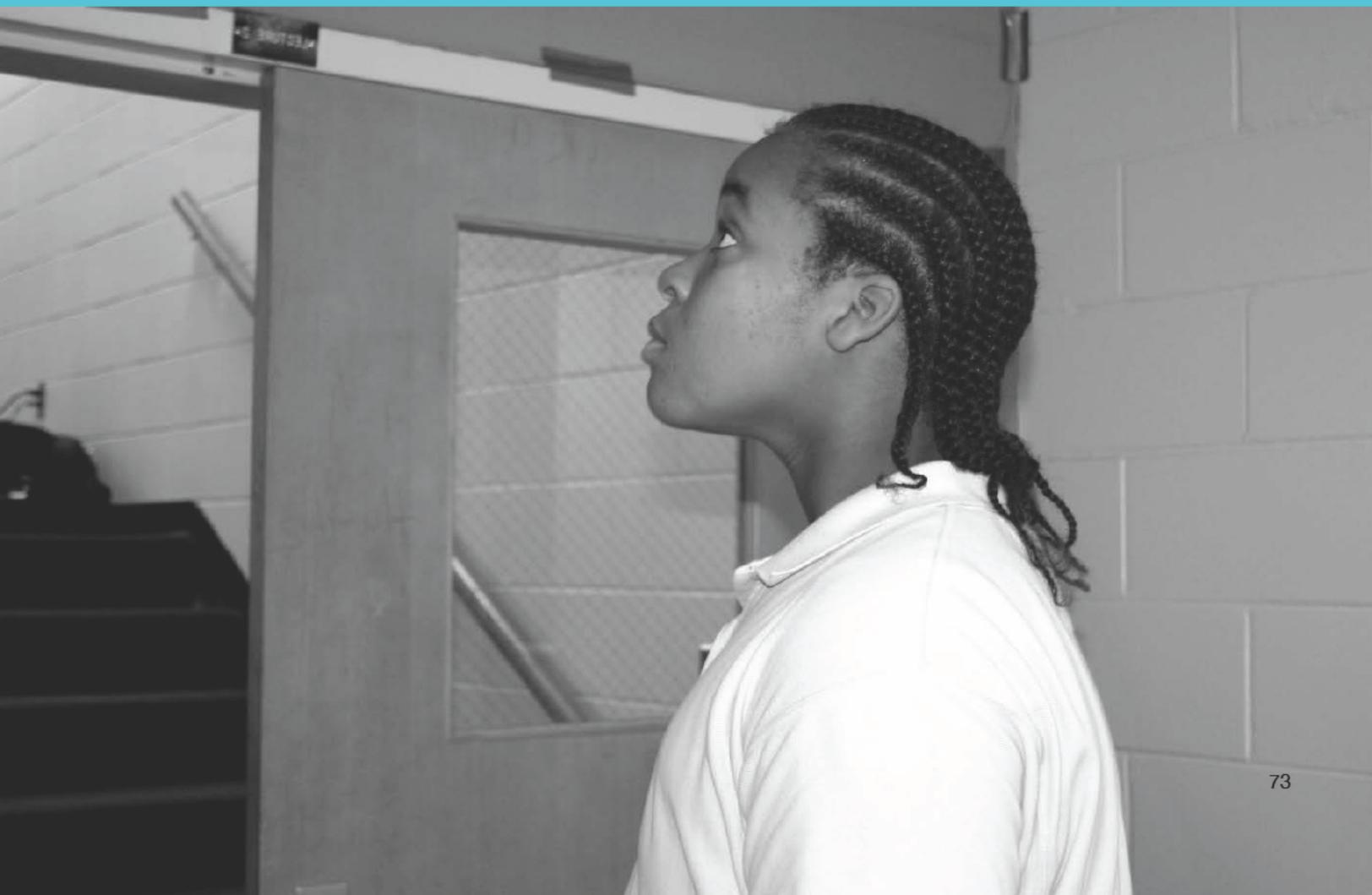




“There can be no keener revelation of a society’s soul than the way in which it treats its children.”

Nelson Mandela

The least we can do is knock down the gates, provide to our children the quality, first-rate education to which they are entitled, and enable them to assert their humanity, release their creative energies and build together healthy, thriving communities for their families and the generations yet to come.





southernecho

Working to empower the African-American community through
an inter-generational model of effective community organizing.

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