

Identification of Issues Impacting Educational Performance in the Clinton Public School District

**A Data Profile Report Prepared by the Mississippi Urban Research
Center at Jackson State University for the Clinton (MS) NAACP
Education Sub-Committee**

November 8, 2019

Special Report Prepared By:

**Dawn Camel, MURC Evaluation Specialist
Sam Mozee, MURC Interim Executive Director**

Introduction

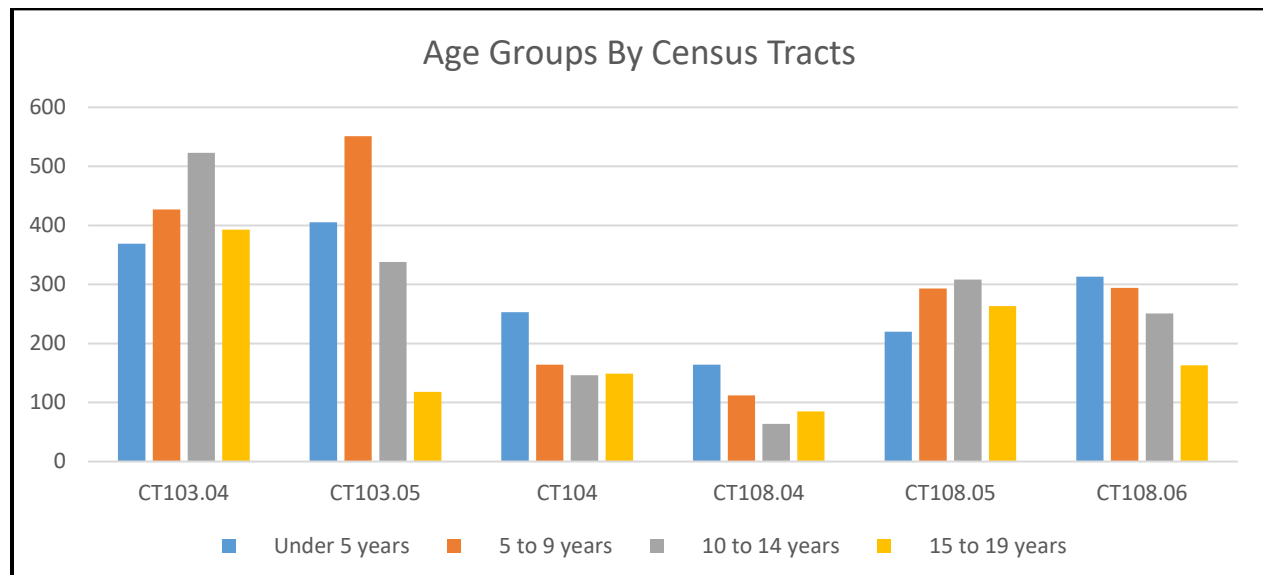
The purpose of this report is to help the Clinton NAACP Education Sub-Committee identify issues affecting the academic performance of certain groups in the Clinton Public School District (CPSD). The following tables, charts, and narratives can provide valuable insight towards developing community-based programs and services needed in some Clinton communities. This report is organized into three sections: (1) review of U.S. Census data; (2) review of Clinton Public School District data; and (3) a conclusion and recommendation section. A map of Clinton-area census tracts is included to help identify specific areas. The next section provides a statistical snapshot of the district using census data.

Review of U.S. Census Socio-Economic Data

Age Groups by Census Tracts (CT)

	CT103.04	CT103.05	CT104	CT108.04	CT108.05	CT108.06
Under 5 years	369	405	253	164	220	313
5 to 9 years	427	551	164	112	293	294
10 to 14 years	523	338	146	64	308	251
15 to 19 years	393	118	149	85	263	163

Source: U.S. Census Bureau, American Community Survey 5 Year Data (2012-2017)



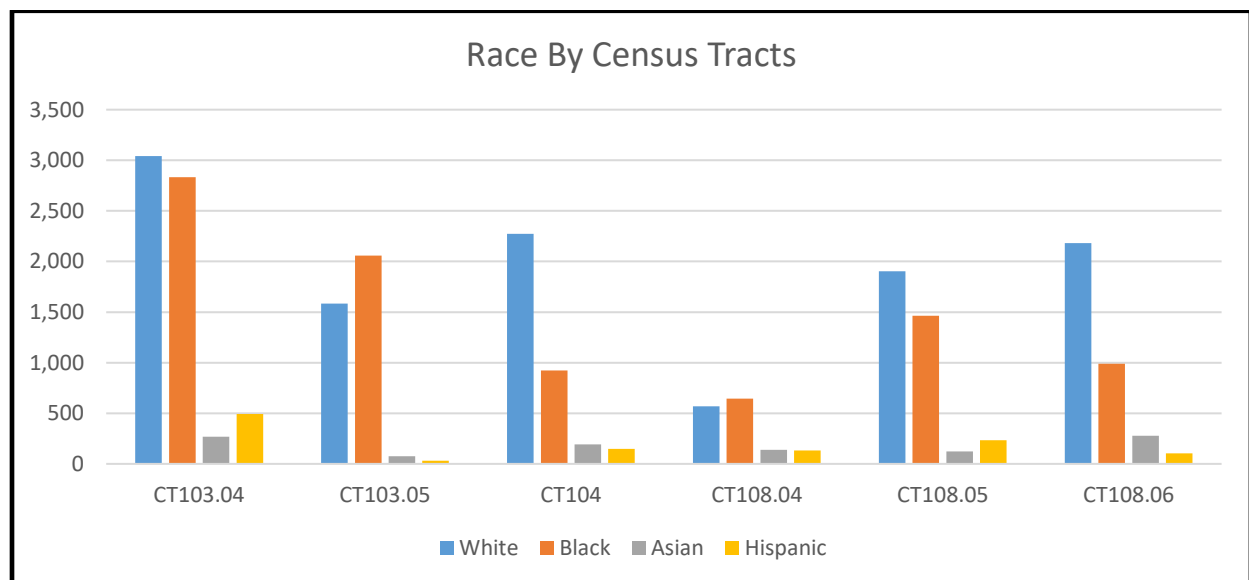
Source: U.S. Census Bureau, American Community Survey 5 Year Data (2012-2017)

Summary --- Census Tract (CT) 103.05 has the largest number of children under the age of 5, and between the ages of 5 to 9. This census tract may be a good candidate for “early education” types of interventions.

Race Groups by Census Tracts (CT)

	CT103.04	CT103.05	CT104	CT108.04	CT108.05	CT108.06
White	3,043	1,584	2,274	569	1,903	2,181
Black	2,833	2,057	924	645	1,463	989
Asian	269	77	192	139	124	278
Hispanic	492	30	148	133	234	103
Total	6,637	3,748	3,538	1486	3,724	3,551

Source: U.S. Census Bureau, American Community Survey 5 Year Data (2012-2017)

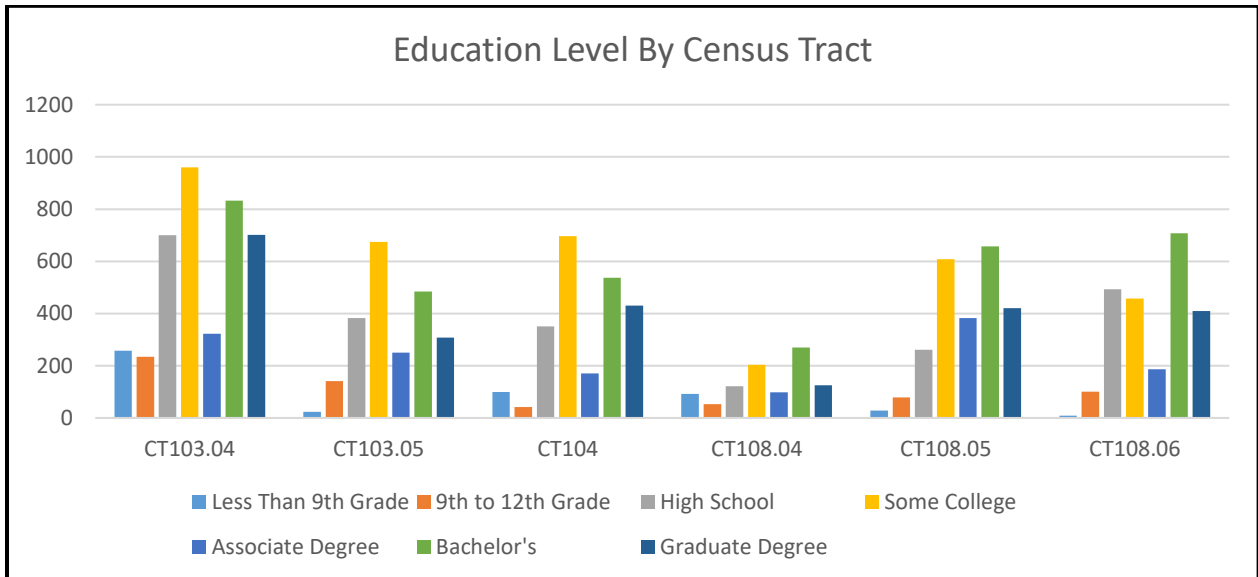


Summary --- CT103.04 has the largest overall population. The White population is the largest racial group in four of the six census tracts. CT103.05 has the largest Black / African American population of the five census tracts selected. CT103.05 and CT108.04 may be good candidates for “culturally-sensitive” interventions designed to reach Black/African American populations.

Education Levels by Census Tracts (CT)

	CT103.04	CT103.05	CT104	CT108.04	CT108.05	CT108.06	Total
Less Than 9th Grade	258	24	99	92	28	9	510
9th to 12th Grade	234	141	42	53	78	101	649
High School	700	382	351	122	261	493	2309
Some College	960	674	697	203	608	457	3599
Associate Degree	323	250	171	98	382	187	1411
Bachelor's	833	484	537	270	657	707	3488
Graduate Degree	701	308	430	125	420	409	2393

Source: U.S. Census Bureau, American Community Survey 5 Year Data (2012-2017)

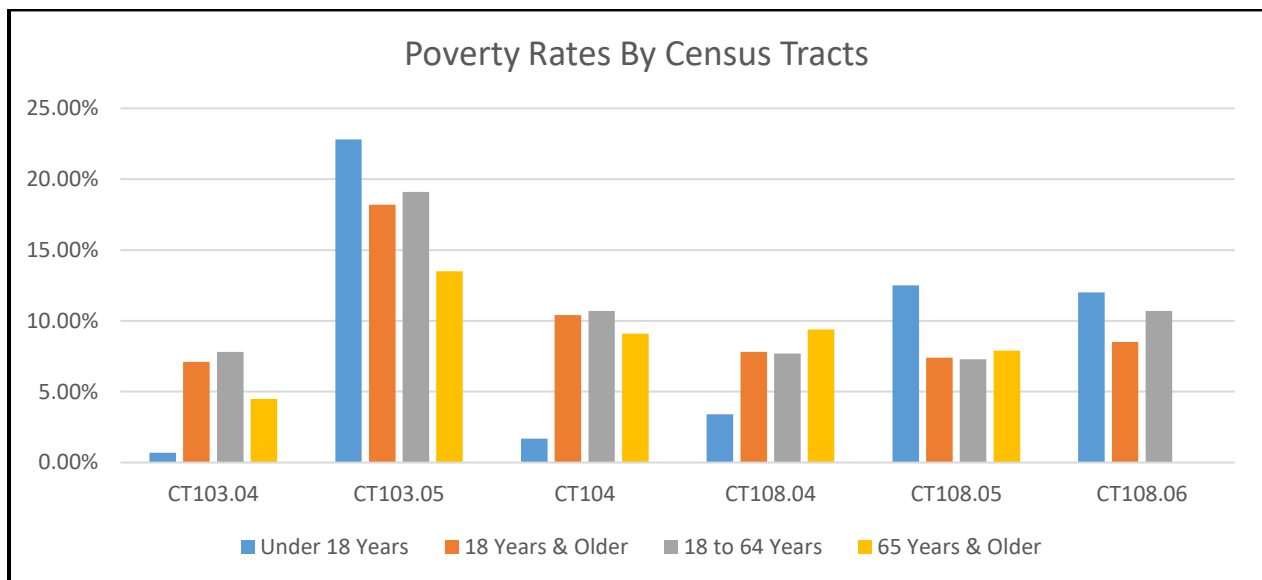


Summary --- CT103.04 has the largest number of persons who have less than a 9th grade education, and the largest number of persons with an education level between 9th to 12 grade. This census tract may be a good candidate for GED/Adult learning-types of services and programs.

Poverty Rates by Census Tracts (CT)

	CT103.04	CT103.05	CT104	CT108.04	CT108.05	CT108.06
Under 18 Years	0.70%	22.80%	1.70%	3.40%	12.50%	12.00%
18 Years & Older	7.10%	18.20%	10.40%	7.80%	7.40%	8.50%
18 to 64 Years	7.80%	19.10%	10.70%	7.70%	7.30%	10.70%
65 Years & Older	4.50%	13.50%	9.10%	9.40%	7.90%	0.00%

Source: U.S. Census Bureau, American Community Survey 5 Year Data (2012-2017)

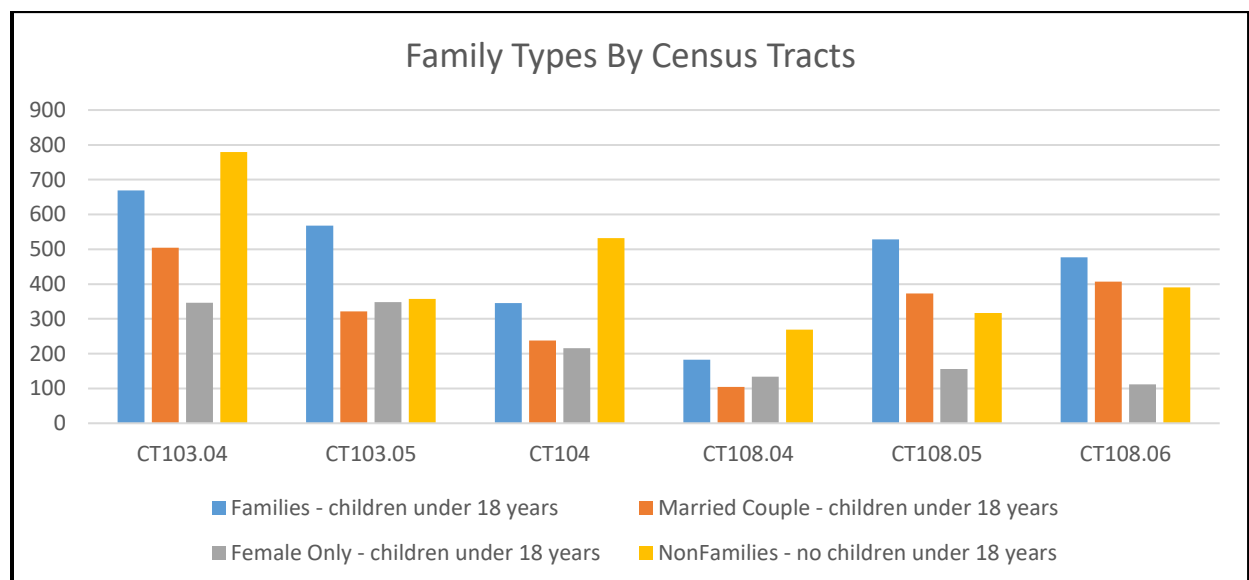


Summary --- CT103.05 has the highest poverty rates, at every measurement level, for all six census tracts. This census tract may be a good candidate for anti-poverty types of programs and services (especially those targeting youth under the age of 18).

Family Types by Census Tracts (CT)

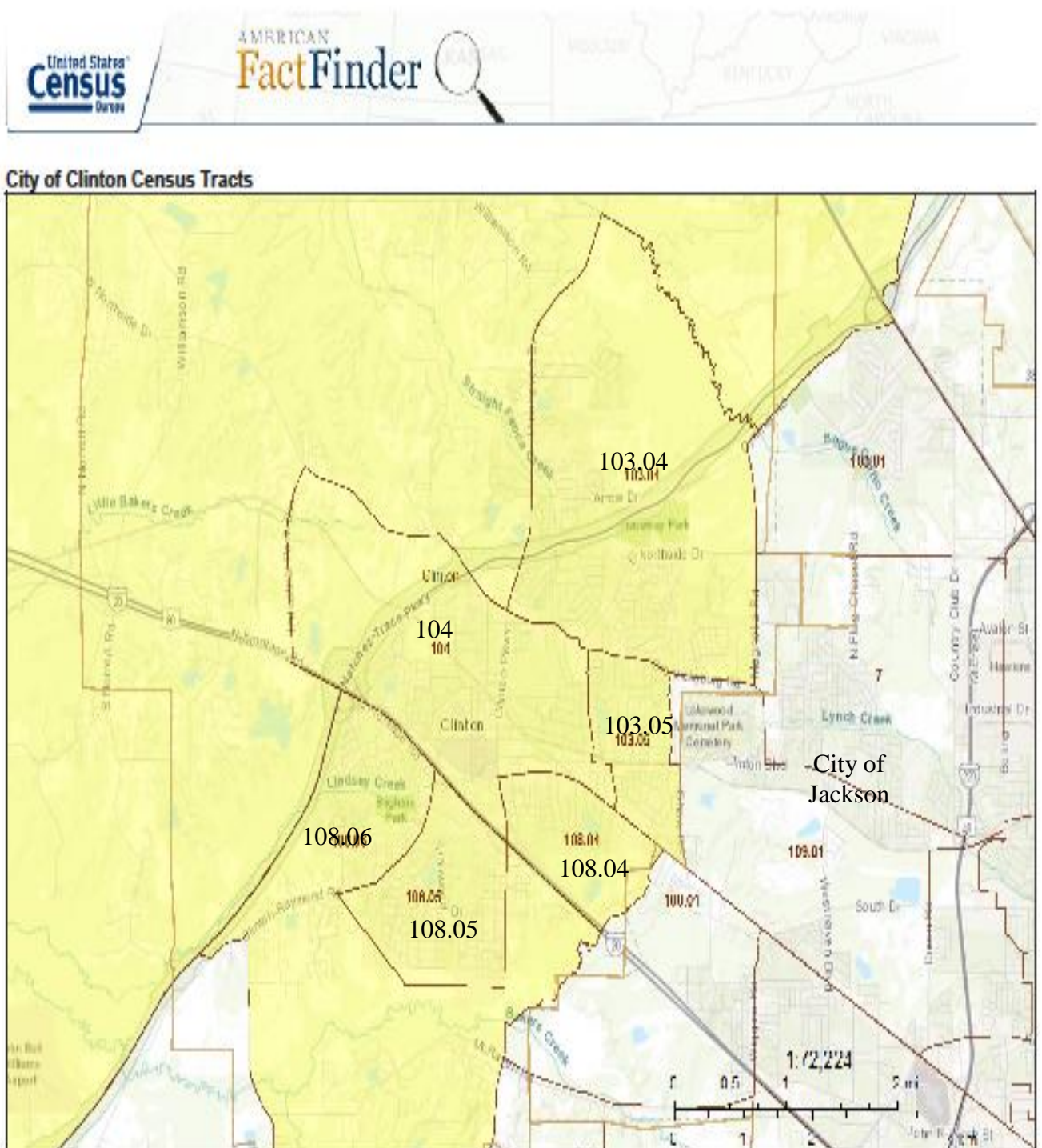
	CT103.04	CT103.05	CT104	CT108.04	CT108.05	CT108.06
Families - children under 18 years	669	568	345	183	528	477
Married Couple - children under 18 years	504	321	238	104	373	407
Female Only - children under 18 years	346	348	216	134	156	112
NonFamilies - no children under 18 years	779	357	532	269	317	390

Source: U.S. Census Bureau, American Community Survey 5 Year Data (2012-2017)



Summary --- CT103.05 has the largest number of “Female-Only” families of the six census tracts. This census tract may be a good candidate for programs and services targeting single-parent households with young children (see ‘Age Groups by Census Tracts’ table/chart).

Census Tract Map Identifying the Primary Census Tracts for the City of Clinton (MS)



Review of Clinton Public School District Profile Data (2018-2019)

District Enrollment by Racial/Ethnic Subgroups

Group Name	Group Number	Group Percent (%)
Female	2657	50.04%
Male	2653	49.96%
Asian	305	5.74%
African American	2889	54.41%
Hispanic or Latino	104	1.96%
American Indian or Alaskan Native	10	0.19%
White	1959	36.89%
Two or More Races	33	0.62%
Native Hawaiian or Pacific Islander	10	0.19%

Source: Mississippi Department of Education (2018-2019 Report Card)

Summary --- Majority of the student population is African American (54%), followed by White (36%), and then Asian (5%).

Graduation Rate by Subgroups

Group	District	2018-19 Goal	2021-22 Goal	2024-25 Goal	State
All	87.9%	84.8%	87.4%	90.0%	84.0%
Female	94.8%				88.5%
Male	79.9%				79.6%
Black or African American	87.5%				80.7%
White	89.0%	87.7%	89.6%	91.5%	87.7%
Asian	90.5%	93.2%	93.8%	94.3%	93.4%
Economically Disadvantaged	81.6%	82.0%	85.3%	88.5%	80.8%
Non Economically Disadvantaged	91.2%				90.0%
Non Migrant	87.9%				84.0%
Non Homeless	87.9%				84.5%
Students with Disabilities	37.5%	46.5%	58.2%	70.0%	38.4%
Students without Disabilities	91.1%				89.1%
Non English Learners	88.1%				84.3%

Source: Mississippi Department of Education (2018-2019 Report Card)

Summary --- Economically disadvantaged students' graduation rate is approximately 10% lower than Non-Economically disadvantaged students. Also, Students with Disabilities' graduation rate is approximately 54% lower than Students without Disabilities. These findings suggest programs and services may be needed to raise the graduation rate for Economically disadvantaged students and Students with Disabilities.

Discipline Measures by Subgroups

	In-School Suspension	Out-of-School Suspension	Expulsions	School-Based Arrests *	Referred to Law Enforcement *
School	<5%	7.3%	<5%	<5%	<5%
Female		5.7%		<5%	<5%
Male	<5%	9.0%		<5%	<5%
Black or African American	<5%	10.8%		<5%	<5%
White		<5%		<5%	<5%
Alaskan Native or Native American		<5%		<5%	<5%
Asian				<5%	<5%
Hispanic or Latino				<5%	<5%
Native Hawaiian or Pacific Islander				<5%	<5%
Students with Disabilities		18.5%		<5%	<5%
Students without Disabilities	<5%	6.4%		<5%	<5%
English Learners				<5%	<5%
Non English Learners	<5%	7.5%		<5%	<5%

Source: Mississippi Department of Education (2018-2019 Report Card)

Summary --- Out-of-School Suspension rates are nearly doubled for African American students in comparison to White students. Students with Disabilities' Out-of-School Suspension rates are nearly 3 times the rate of Students without Disabilities. These findings suggest programs and services may be needed to address the disparities in Out-of-School Suspension rates for African American students and Students with Disabilities.

Math Performance by Subgroups

Group	Level 1	Level 2	Level 3	Level 4	Level 5
All	0-10%	0-10%	21-30%	31-40%	21-30%
Female	0-10%	0-10%	21-30%	41-50%	21-30%
Male	0-10%	11-20%	21-30%	31-40%	21-30%
Black or African American	0-10%	11-20%	21-30%	31-40%	11-20%
White	0-10%	0-10%	11-20%	31-40%	31-40%
Alaskan Native or Native American	0.0%	0.0%	11-20%	51-60%	11-20%
Asian	0-10%	0-10%	11-20%	31-40%	41-50%
Hispanic or Latino	0-10%	11-20%	31-40%	21-30%	21-30%
Native Hawaiian or Pacific Islander	0.0%	41-50%	0.0%	41-50%	0.0%
Two or More Races	0.0%	0.0%	31-40%	61-70%	0.0%
Economically Disadvantaged	0-10%	11-20%	31-40%	31-40%	11-20%
Non Economically Disadvantaged	0-10%	0-10%	11-20%	41-50%	31-40%
Homeless	91-100%	0.0%	0.0%	0.0%	0.0%
Foster Care	22.2%	11.1%	38.9%	16.7%	11.1%
Students with Disabilities	12.7%	33.8%	26.4%	17.3%	9.9%
Students without Disabilities	0-10%	0-10%	21-30%	41-50%	21-30%
English Learners	0-10%	11-20%	21-30%	31-40%	21-30%
Non English Learners	0-10%	0-10%	21-30%	31-40%	21-30%
Military Connected	0-10%	0-10%	11-20%	31-40%	31-40%

Source: Mississippi Department of Education (2018-2019 Report Card)

Summary --- African American students tended to perform lower in Math than White or Asian Students. Also, Economically Disadvantaged students tended to perform lower in Math than Non-Economically Disadvantaged students. Homeless students performed the worst among all the comparison groups. These findings suggest programs and services may be needed to increase the math performance of African American students, Economically Disadvantaged students, and Homeless students.

English Performance Data by Subgroups

Group	Level 1	Level 2	Level 3	Level 4	Level 5
All	0-10%	0-10%	21-30%	31-40%	21-30%
Female	0-10%	0-10%	21-30%	31-40%	21-30%
Male	0-10%	11-20%	21-30%	31-40%	11-20%
Black or African American	0-10%	11-20%	31-40%	31-40%	11-20%
White	0-10%	0-10%	11-20%	31-40%	31-40%
Alaskan Native or Native American	0.0%	0.0%	41-50%	21-30%	21-30%
Asian	8.4%	7.2%	18.1%	42.2%	24.1%
Hispanic or Latino	5.5%	17.8%	27.4%	35.6%	13.7%
Native Hawaiian or Pacific Islander	31-40%	0.0%	0.0%	31-40%	31-40%
Two or More Races	0.0%	11-20%	21-30%	31-40%	31-40%
Economically Disadvantaged	5.9%	14.6%	37.3%	30.6%	11.6%
Non Economically Disadvantaged	0-10%	0-10%	21-30%	41-50%	21-30%
Foster Care	21.1%	5.3%	36.8%	21.1%	15.8%
Students with Disabilities	18.3%	34.6%	24.9%	15.9%	6.2%
Students without Disabilities	0-10%	0-10%	21-30%	31-40%	21-30%
English Learners	16.7%	16.7%	23.8%	33.3%	9.5%
Non English Learners	0-10%	0-10%	21-30%	31-40%	21-30%
Military Connected	0-10%	0-10%	11-20%	41-50%	31-40%

Source: Mississippi Department of Education (2018-2019 Report Card)

Summary --- African American students tended to perform lower in English than White Students. Economically Disadvantaged students tended to perform lower in English than Non-Economically Disadvantaged students. Students with Disabilities and Foster Care students also tended to performed lower than other comparison groups. These findings suggest programs and services may be needed to increase the English performance of African American students, Economically Disadvantaged students, Students with Disabilities, and Foster Care students.

Science Performance Data by Subgroups

Group	Level 1	Level 2	Level 3	Level 4	Level 5
All	0-10%	0-10%	11-20%	31-40%	21-30%
Female	0-10%	0-10%	11-20%	31-40%	31-40%
Male	5.9%	8.3%	16.2%	41.4%	28.2%
Black or African American	6.5%	12.5%	22.7%	41.5%	16.8%
White	0-10%	0-10%	0-10%	31-40%	41-50%
Alaskan Native or Native American	0.0%	0.0%	0.0%	91-100%	0.0%
Asian	0-10%	0-10%	0-10%	31-40%	51-60%
Hispanic or Latino	0-10%	11-20%	21-30%	51-60%	11-20%
Two or More Races	0.0%	0.0%	41-50%	0.0%	41-50%
Economically Disadvantaged	9.0%	14.4%	23.1%	39.0%	14.6%
Non Economically Disadvantaged	0-10%	0-10%	11-20%	41-50%	31-40%
Homeless	91-100%	0.0%	0.0%	0.0%	0.0%
Foster Care	30.8%	15.4%	23.1%	23.1%	7.7%
Students with Disabilities	28.5%	31.0%	18.1%	16.4%	6.0%
Students without Disabilities	0-10%	0-10%	11-20%	41-50%	31-40%
English Learners	20.6%	14.7%	11.8%	38.2%	14.7%
Non English Learners	0-10%	0-10%	11-20%	41-50%	21-30%
Military Connected	0-10%	0.0%	0-10%	41-50%	41-50%

Source: Mississippi Department of Education (2018-2019 Report Card)

Summary --- African American students tended to perform lower in Science than White students and Asian students. Economically Disadvantaged students tended to perform lower in Science than Non-Economically Disadvantaged students. Students with Disabilities, Foster Care students, and Homeless students tended to performed lower than other comparison groups. These findings suggest programs and services may be needed to increase the performance of African American students, Economically Disadvantaged students, Students with Disabilities, Foster Care students, and Homeless students in the area of Science.

Conclusions and Recommendations

The following conclusions and recommendations can help guide future Clinton NAACP Education Sub-Committee activities, and to help identify possible programs and services that could help increase academic performance of under-performing students. Based upon a preliminary review of census data, Census Tract (CT) 103.05 tended to have the highest number of young children; the highest percentage African American population (54%); the highest poverty rate; and the largest number of female-only households. Percentage-wise, CT108.04 has the highest percentage of persons with less than a 12th grade education (15.5%); followed by CT103.04 (11.5%); and then CT103.05 (7.2%).

A review of school district data indicated African American students, Economically Disadvantaged Students, and Students with Disabilities tended to have lower academic performance in math, science, and English. Those same groups also tended to have higher levels of “Out-of-School Suspension” incidents than other comparison groups (for example, Whites, Asians, Hispanics, Non-Economically Disadvantaged). Based upon all of the previous data findings and conclusions cited above, the following recommendations are provided:

- * Consider implementing Afterschool programs targeting students with disabilities, African American, Homeless, Economically Disadvantage, and Foster Care students to expand those students’ skills and abilities in the areas of Science, Math, and English, and to reinforce academic gains acquired during regular school hours.
- * Investigate circumstances surrounding disciplinary issues involving African American students and students with disabilities for the purpose of identifying interventions needed (e.g., conducting a survey and/or focus groups with school administrators, teachers, and parents discussing reducing the number of disciplinary issues).
- * Develop and/or increase partnerships with school administrators, teachers, parents, and community members for the purpose of working collaboratively to increase students’ performance in English, Math, and Science.

The data presented earlier provides a good starting point as to where the Clinton NAACP Education Sub-Committee could focus its efforts. However, the data only paints a partial picture. It is important to investigate the story behind the numbers. For example, African American male students and students with disabilities have a large percentage of out of school suspensions. There are several possible reasons to explain that finding such as mental health issues, problems at home, lack of interest in the school curriculum, and a host of other reasons. Before deploying an intervention/program to address the findings, it is important to have a clear understanding of the nature of the problem/issue. Developing collaborative relationships and providing proven performance enhancing services can be a starting point for improving student outcomes. The Mississippi Urban Research Center (MURC) welcomes the opportunity to assist the Clinton NAACP Education Sub-Committee in trying to improve those outcomes.