

# Mississippi KIDS COUNT

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# Overview

- What is KIDS COUNT?
- What does KIDS COUNT do?
- How can KIDS COUNT help you in your work?

What is KIDS COUNT?

# National KIDS COUNT

- National KIDS COUNT Organization
  - Funded by the Annie E. Casey Foundation
  - Started in 1948
  - Have grantees in every state
  - Grantees provide information & research; advocate on behalf of children



THE ANNIE E. CASEY FOUNDATION



# Mississippi KIDS COUNT

- Mississippi KIDS COUNT
  - Funded by national KIDS COUNT for state of Mississippi
  - Also receives support from MSU
- Located in the Family and Children's Research Unit at the Social Science Research Center since 2007
- Dr. Linda H. Southward Co-Director



# Mississippi KIDS COUNT

- **Leading resource for information** on Mississippi's children
- **Catalyst for improving outcomes** for children, families, communities
- Provide **research and pro-child policy recommendations**



# Mississippi KIDS COUNT

- Audience for our products
  - Public
  - Policymakers
  - Practitioners working with children
  - Advocates
  - Non-profits

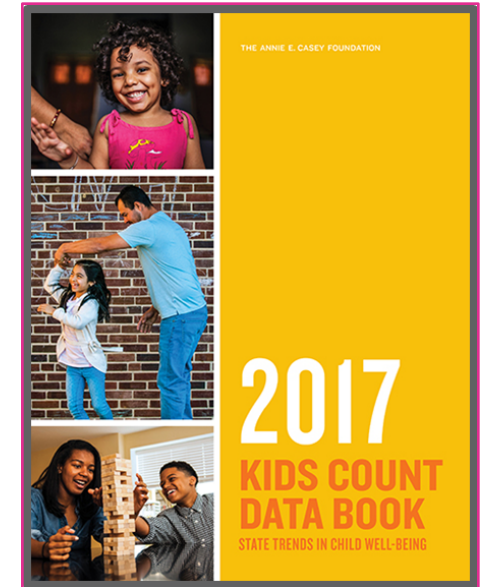


What does KIDS  
COUNT do?

Provide information  
about kids & families

# National KIDS COUNT

- Annual National Data Book
  - Compares each state on measures of children's well-being
  - Health, economic conditions, education, family & community
- Mississippi Rankings:
  - 2000: 49 out of 50
  - 2013: 49 out of 50
  - 2017: 50 out of 50
  - 2018: 48 out of 50



# National KIDS COUNT Why Improved?

- Economic Well-being from 2010-2016
  - Like other states, had gains
  - Still highest rate of child poverty in nation: 30%
  - 46% for Black children
  - Poverty=toxic stress=brain development interference=worse outcomes

# National KIDS COUNT Why Improved?

- Health from 2010-2016
  - Mixed results
  - Improvements in low-birthweight babies
  - Rest of nation got worse
  - But, still highest rate in the nation



# National KIDS COUNT Why Improved?

- Education from 2010-2016
  - Gains in 3 out of 4 indicators
  - Improvements in grade-level reading & math
  - Worse - 3 & 4 year olds in preschool
  - State-funded Pre-K serves <1% of 4 yr olds
  - Investments in high-quality early care & ed
    - 7:1 return for all children
    - 13:1 return for low-income, minority children

# National KIDS COUNT Why Improved?

- Family & Community from 2010-2016
  - Improvements in all four indicators
  - But so far behind, ranked 50
  - Highest rates of children in single-parent families
  - And children living in high-poverty areas

# Mississippi KIDS COUNT

Annual Mississippi Fact Books  
from 2007-2018

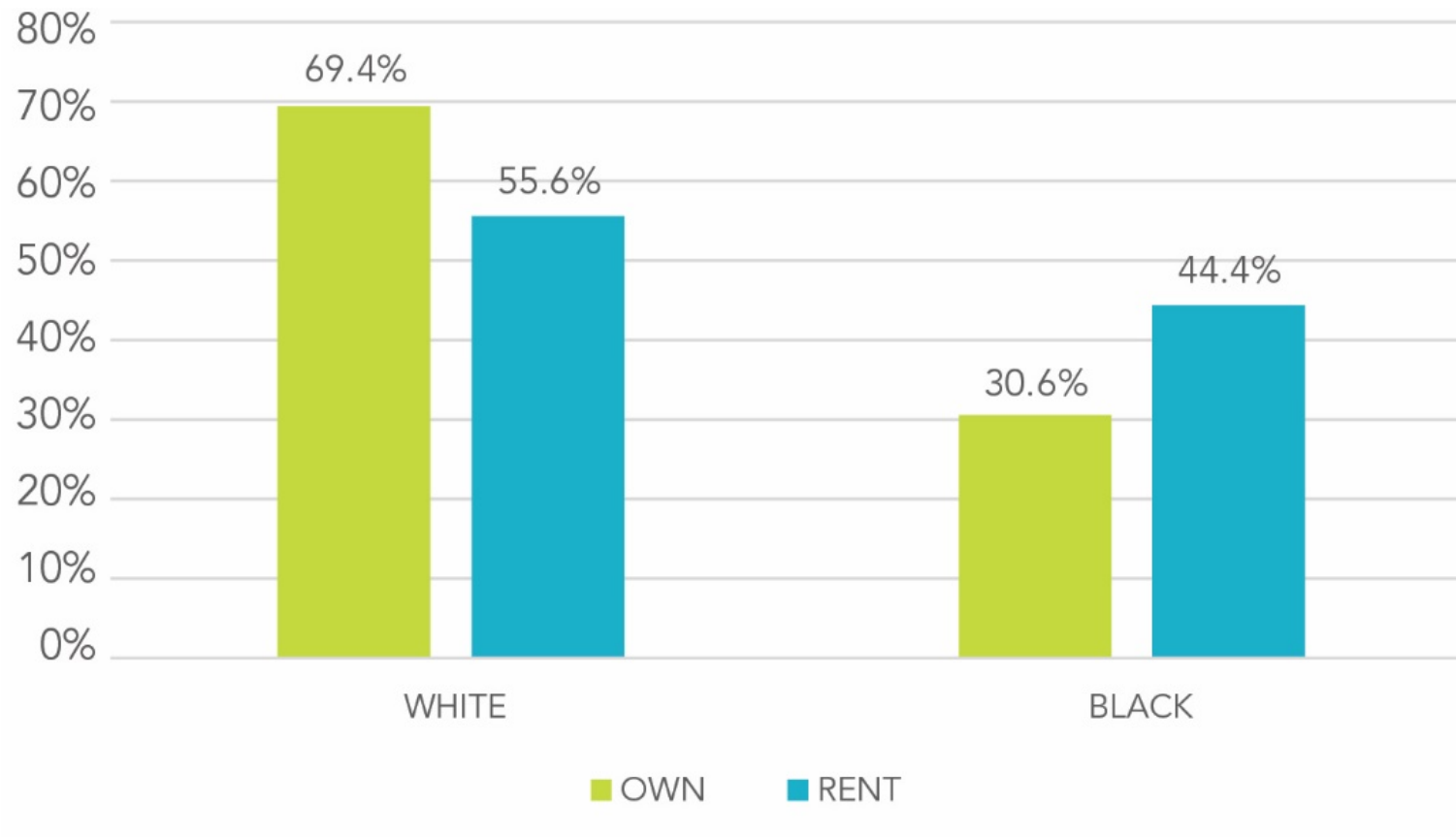


# Mississippi KIDS COUNT

- 2018 Mississippi Fact Book:
  - Factors impacting children and families' well-being through a racial equity lens
  - Health, Education, Economic Well-being, Family & Community

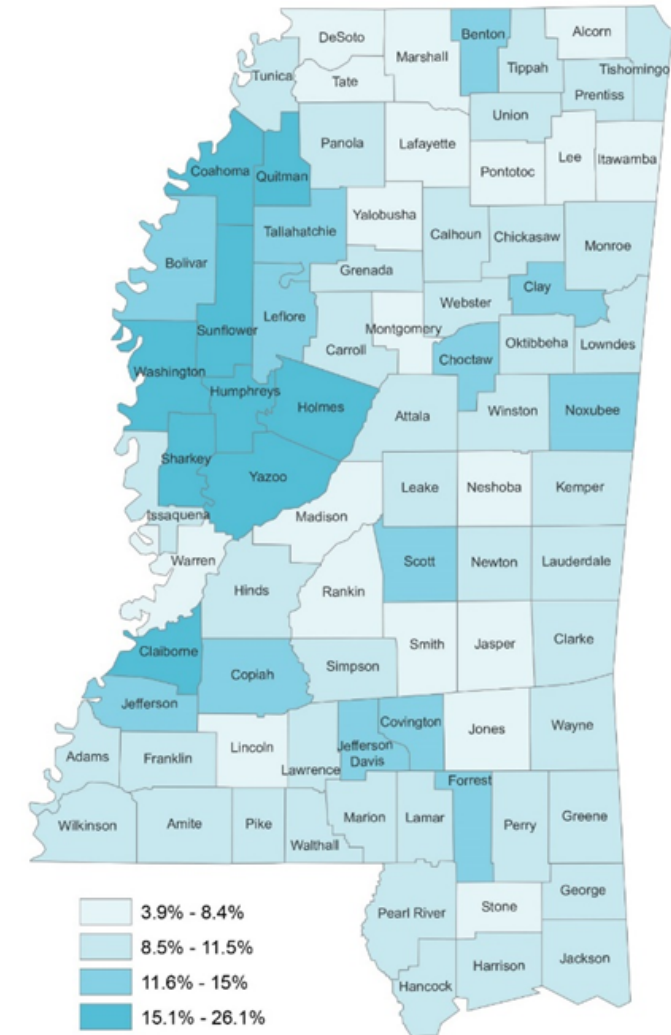
# Mississippi KIDS COUNT

## MS HOME OWNERSHIP BY RACE, 2011-2015



## UNEMPLOYMENT RATE

Race/Ethnicity	Percentage
WHITE	6.5%
AMERICAN INDIAN & ALASKAN NATIVE	17.6%
NATIVE HAWAIIAN & OTHER PACIFIC ISLANDER	3.4%
ASIAN	5.9%
SOME OTHER RACE	6.4%
BLACK	14.8%
TWO OR MORE RACES	15.0%

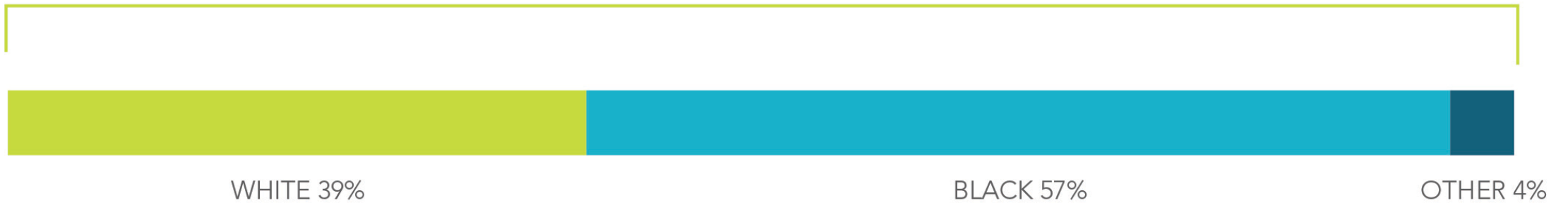


MS: 9.6%

# Mississippi KIDS COUNT

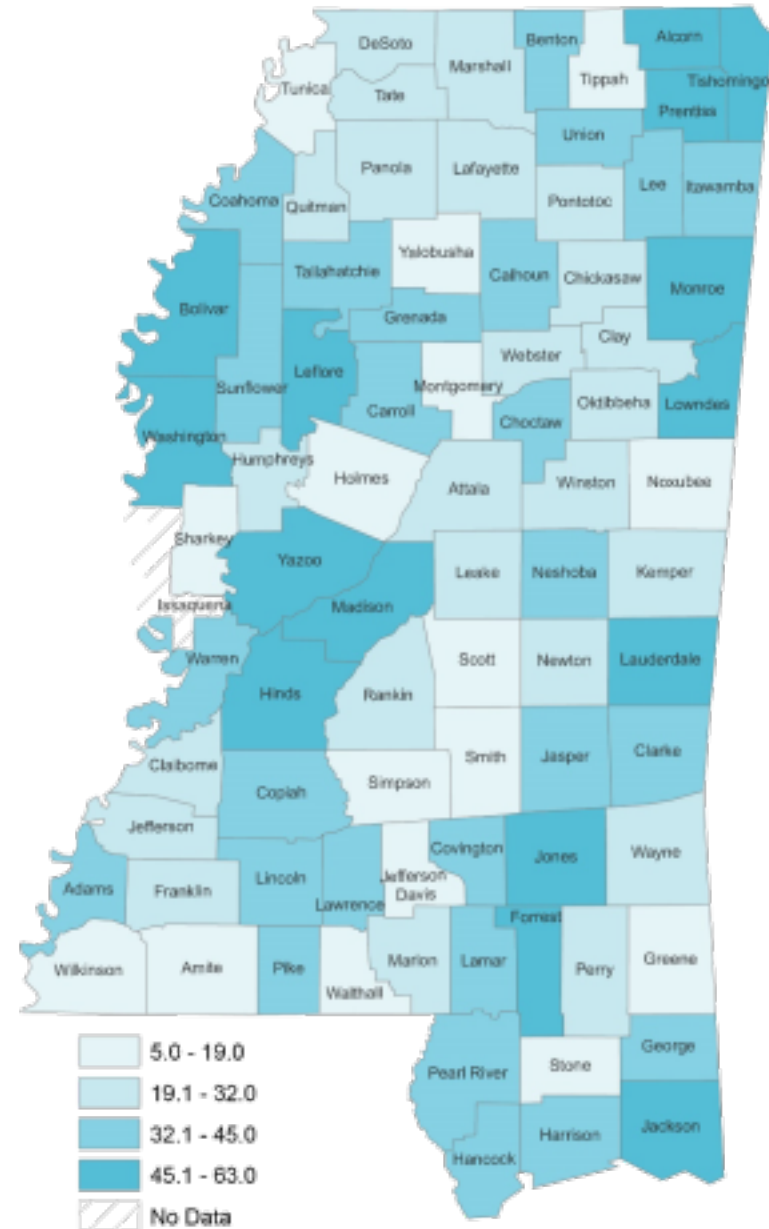
MS WORKING POOR BY RACE, 2011-15

TOTAL WORKING POOR PERCENT: 6.13%



# Mississippi KIDS COUNT

# RESIDENTIAL SEGREGATION, 2011–2015

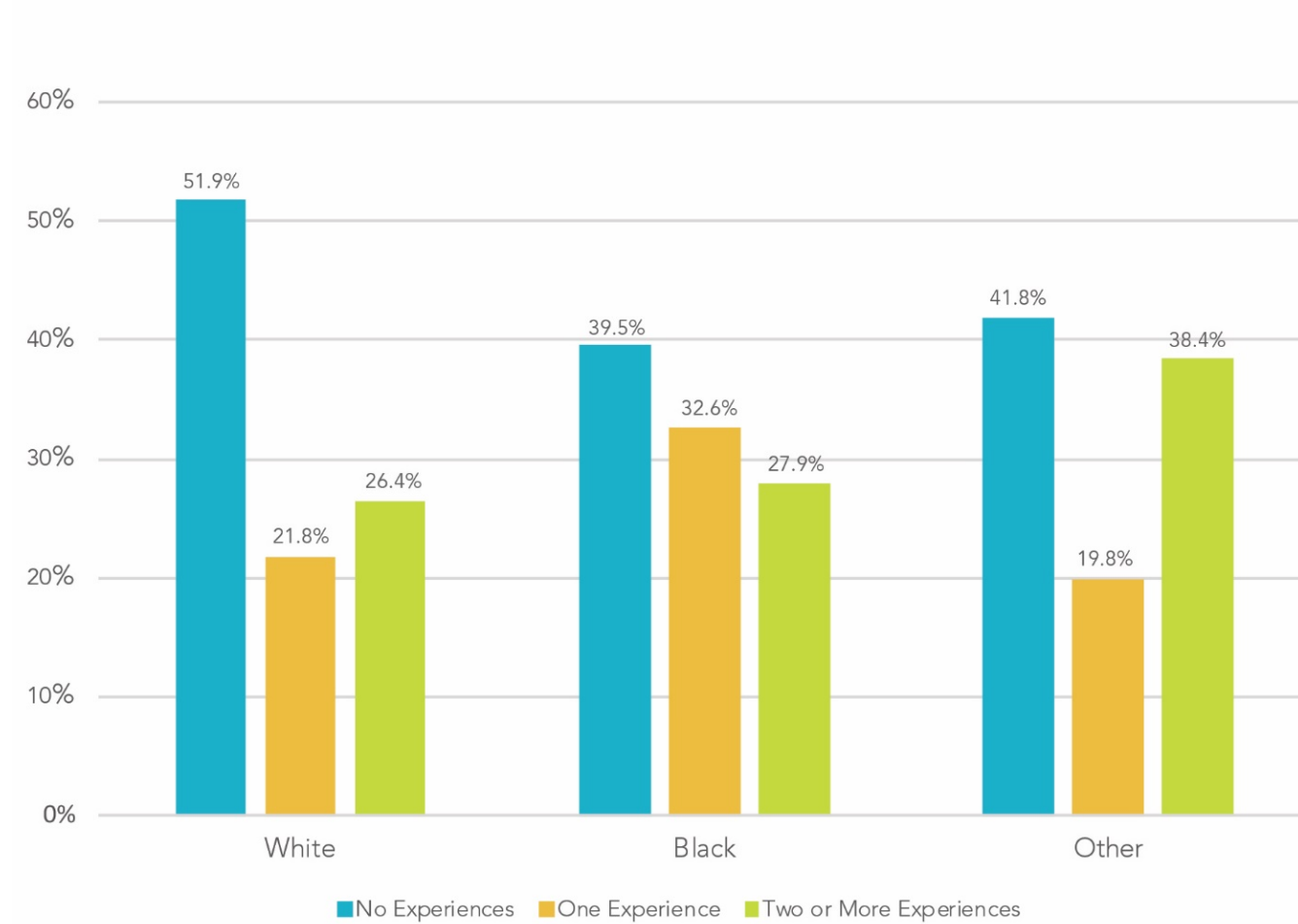


MS: 49



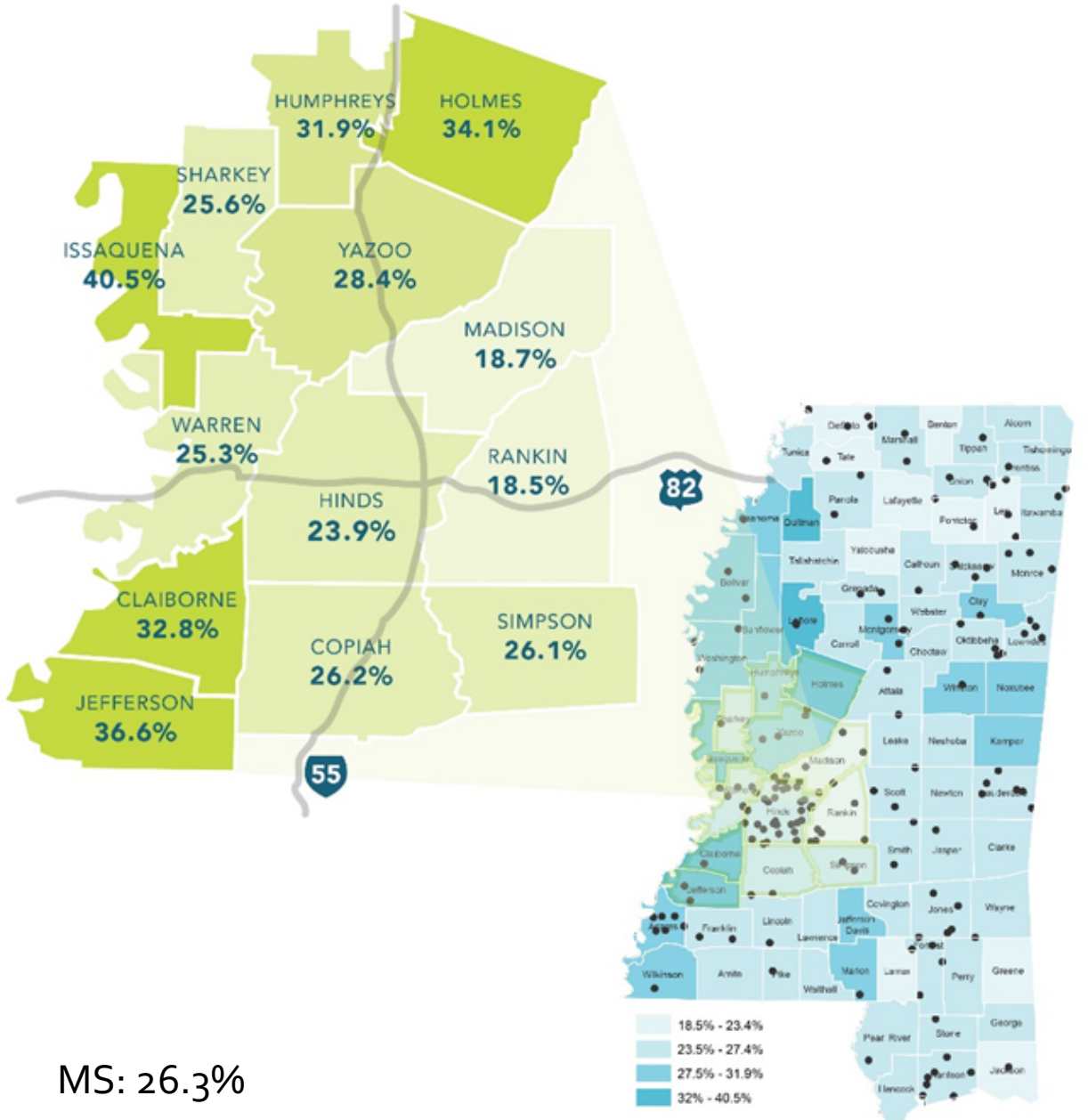
# Mississippi KIDS COUNT

## ADVERSE CHILDHOOD EXPERIENCES BY RACE AND ETHNICITY, 2016



# Mississippi KIDS COUNT

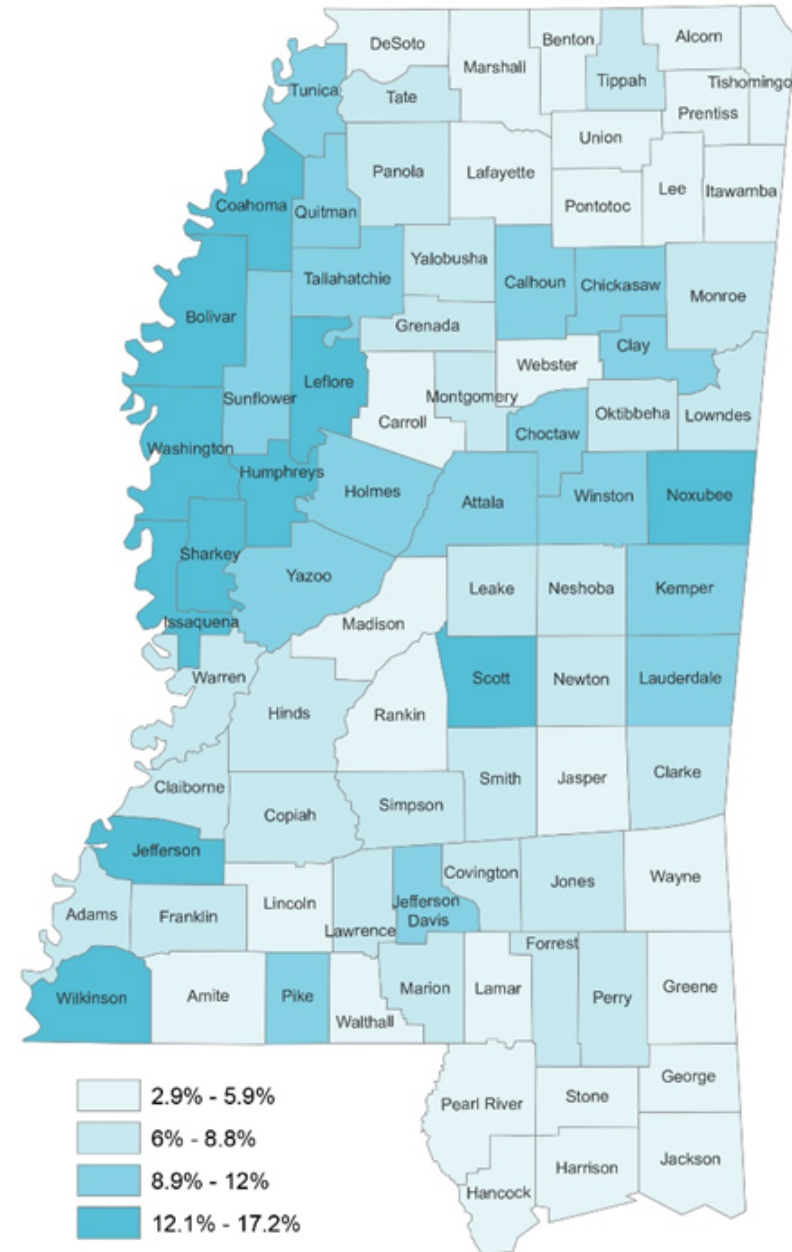
# CHILD FOOD INSECURITY, 2015



MS: 26.3%

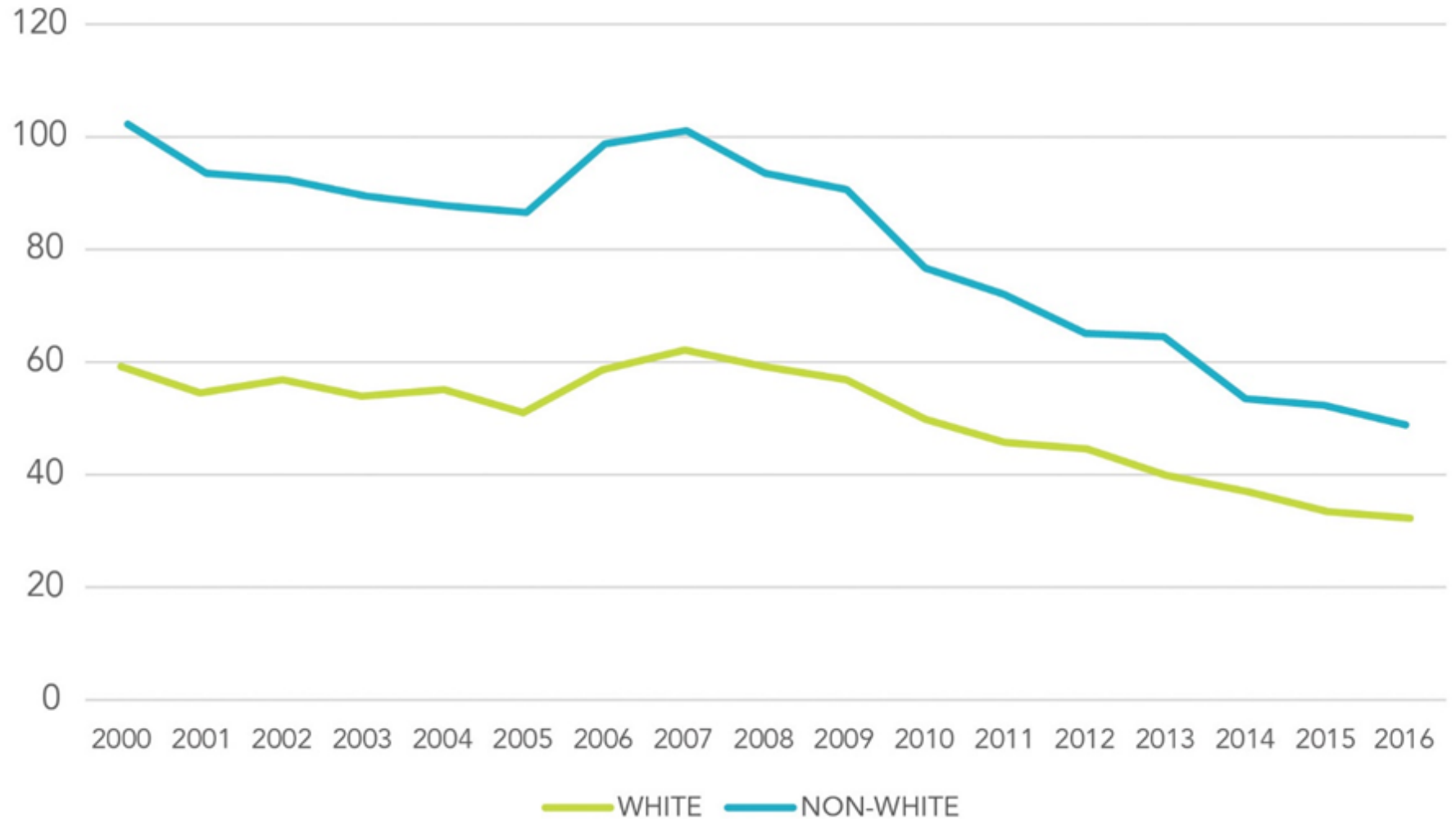
# Mississippi KIDS COUNT

## HOUSEHOLDS WITHOUT A CAR, 2011-15



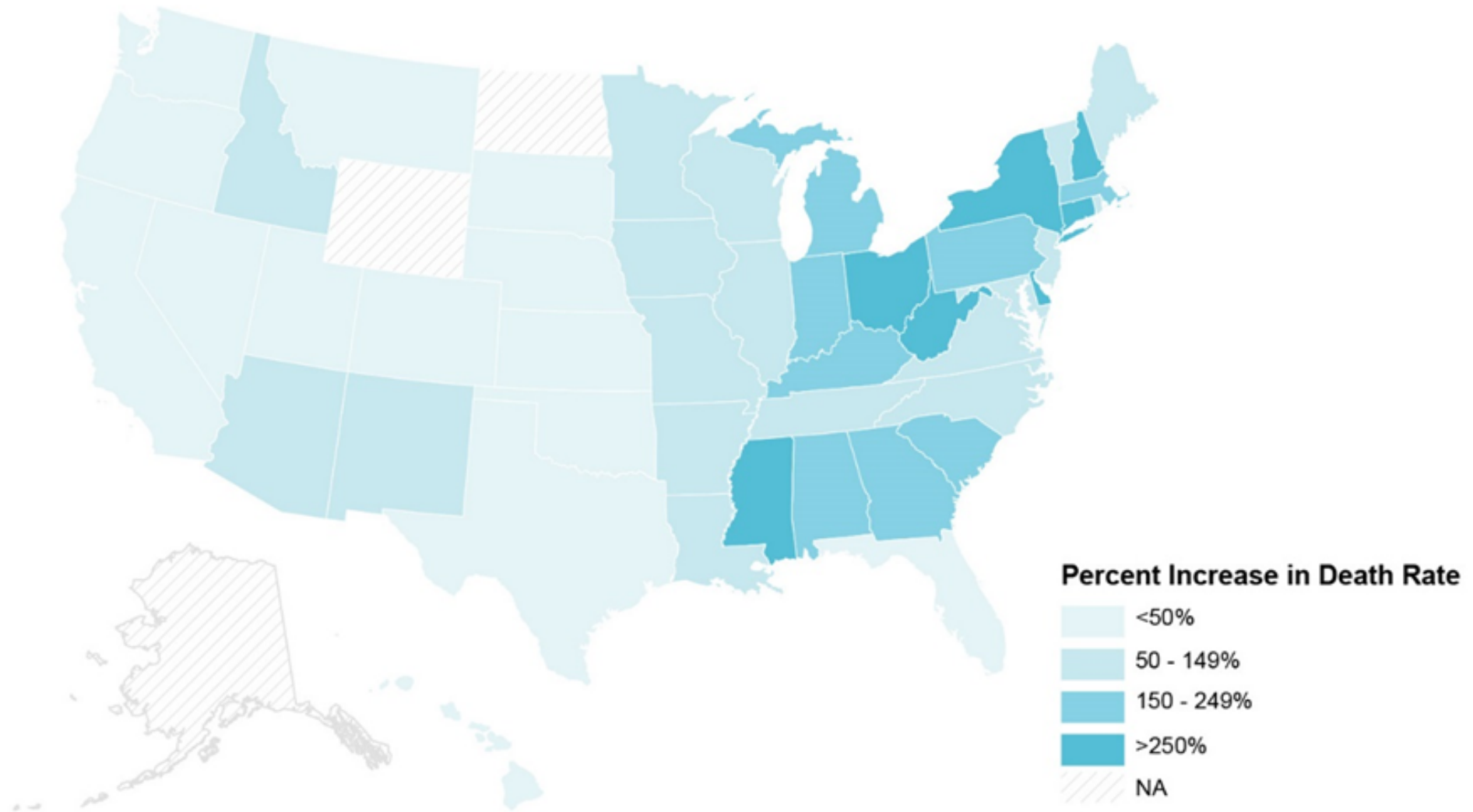
# Mississippi KIDS COUNT

MS TEEN PREGNANCY TREND  
BY RACE, 2000–2016



# Mississippi KIDS COUNT

## OPIOID DEATH RATE INCREASE BETWEEN 2005-2015



# Mississippi KIDS COUNT

- Overriding message that can be taken away from KIDS COUNT research/data:
  - Place, race, income, gender—Social Determinants—matter
  - Health, education, economic, family outcomes affected: different outcomes for different kids based on these factors

# Mississippi KIDS COUNT



## Frameworks Analogy

We know there are so many different resources available to children and families who grow up in a high-resource areas: good schools, plentiful jobs, public transportation, and a rich diversity of thought and experiences. These resources “stick” to people—not just individuals, but entire groups, and benefit them. So we want diverse, high-resource communities where all citizens are benefiting.

# Mississippi KIDS COUNT

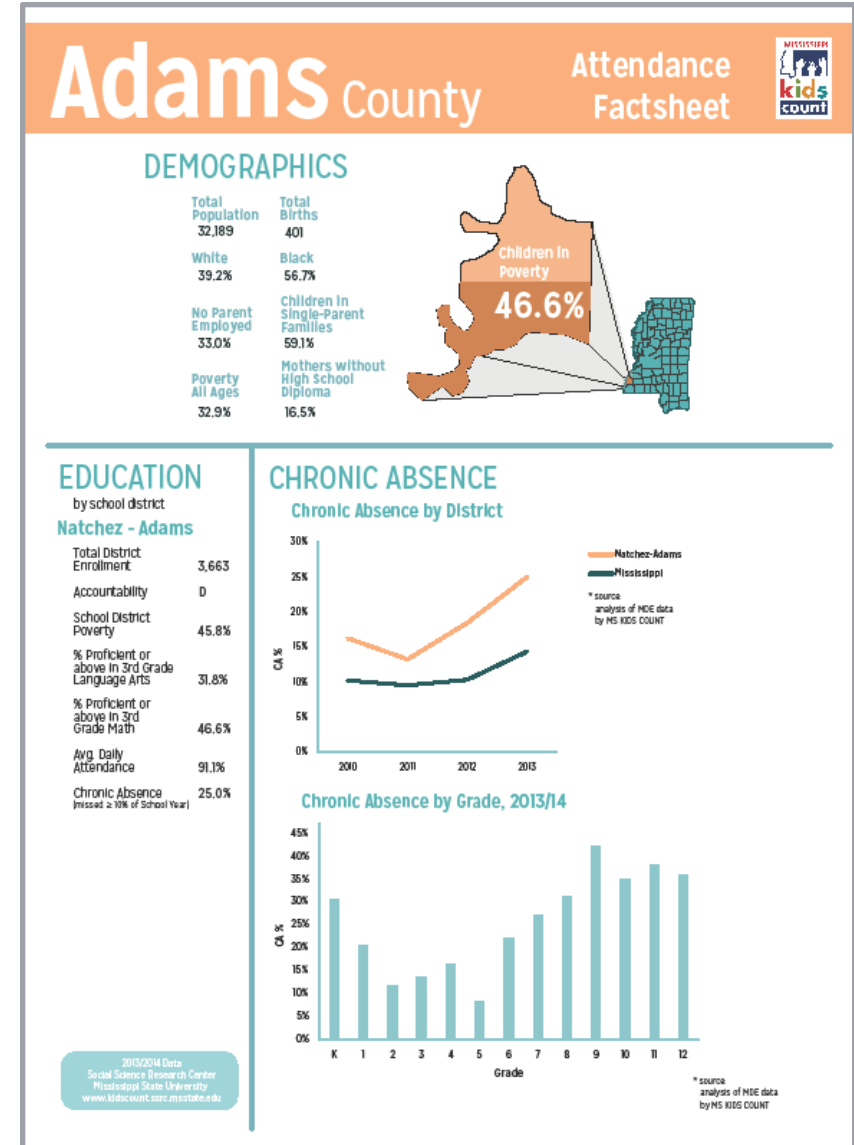
## Data Visualization Infographics, Fact Sheets & Maps





# Mississippi KIDS COUNT

## County Snapshots Being Updated



Provide policy  
recommendations

With the passage of Mississippi's landmark Education Reform Act in 1982, publicly funded kindergarten became a reality. Since that time, scientific evidence has continued to mount that children's early experiences *shape* the kindergarten and beyond. Publicly funded kindergarten became a part of the educational law Bill 2395, the Early Learning Collaborative Act of 2013 which programs beginning in 2014. Given its passage, along with 51 other children who are not on grade-level reading, and the act to understand the readiness of children entering kindergarten.

In addition to learning teacher perspectives on student reading school administrators and teachers prepared for children enter approximately 43,000 students enrolled annually in Mississippi's universal assessment system. The assessment is administered by demographic and geographical regions, and to screen for in Mississippi under age six receive a developmental screening. Alabama, all four-year-olds participating in the state's "First C and developmental screenings."

**TOP TEACHER CHALLENGES**

- 24% STUDENTS NOT SCHOOL READY
- 22% CLUES SUITS TOO BIG
- 14% STUDENT BEHAVIOR

**“High Number of New Kin Teachers’ Number One C**  
...ness was identified as the l  
(25.2%) of teachers choos  
classroom” followed by 22.1  
have are difficult to manage


**“Children are Repeating Ki**

**Additional Study by Michigan’s Seminarians to**  
Interaction with People: Child’s ability or willingness to

Definitions provided by Broken Publishing (2020)

Two widely recognized instruments with high levels of validity and reliability, the Ages and Stages Questionnaire Third Edition (ASQ-3) and the Ages and Stages Questionnaire Social Emotional (ASQ-SE) were used to

**TEACHERS DURING CLASSROOM ASSESSOR**



Stress Level	Percentage of Teachers
1	40%
2	20%
3	10%
4	10%
5	20%

• Teachers are Stressed: 71 kindergarten teachers assess stress levels as 4 or 5. That being "not kindergarten ready."

professional for further evaluation. Another 24% of the children were in need of "monitoring."<sup>14</sup> For a more detailed look at the ASQ-3 results, see <http://www.mshealthpolicy.com/>.

The purpose of this brief is to examine the findings from the ASQ-SE screenings, which focused on the social and emotional aspects of children, and to consider risk factors that may be associated with children who are not kindergarten ready.

...und ich habe mich für Sie entschieden.

expected ages which can prevent them from entering kindergarten prepared children who may be experiencing developmental delays in fine and gross motor and emotions, as well as problem solving. Screenings can indicate the follow be "monitored" and administered more screenings to detect changes, or 3) if assessment.

## SENT and COUNTING

Measuring absenteeism can be difficult since there are varying ways to percent or more of the academic year for any reason, including excused or changing schools.<sup>2</sup> Based on a 180 day school year, that means a student's Daily Attendance (ADA), the national standard for tracking attendance at Works, schools typically focus on ADA and may mistakenly assume that in a school of 200 students with a 95 percent ADA, 60 students (30%) in order to effect academic change, attention must be paid to those students time per month.

#### MEASURES OF ATTENDANCE

### The Importance of Attendance In Addressing the Achievement Gap in Mississippi

Based on a model conducted for the Denver Public School system (DPS), re-imagining students who fall into what the Denver system calls the "Oversight achievement scores are most in need of a significant intervention. Given our

Quantile remain there, good attendance is an important predictor of whether

Source: Public Schools Assessment Research & Evaluation (2011, May). Pacing out of the opportunity quartile. Retrieved from [http://openr.oeaweb.com/content/uploads/2011/02/assessment\\_inf\\_opportunity/Quantile111.pdf](http://openr.oeaweb.com/content/uploads/2011/02/assessment_inf_opportunity/Quantile111.pdf)

have a lifetime of school ahead, missing a few days here and there will have little or no effect on later achievement. Yet when kindergartners and first-graders miss more days of school per month, they are less equipped to read as third graders.<sup>1</sup> As educators in Mississippi and across the nation work to im-

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Massachusetts has taken several critical steps to measure and improve attendance in the state's public schools. In 2011, researchers at MassHealth KIDS COUNT partnered with the Massachusetts Department of Education (MDE) to track chronic absenteeism across the state. During the 2014/15 school year, the statewide chronic absence rate dropped to 13 percent, down from 15 percent during the 2013/14 school year.<sup>1</sup> Several school districts have taken initiatives to reduce chronic absenteeism within their schools. For example, Pott School District notifies parents when a child has accumulated 10 total absences (excused and unexcused) and works with parents to develop a unique attendance plan for the child.<sup>2</sup> Vicksburg-Warren School District allows parents to excuse only five absences during the school year without a doctor's note or other documentation.<sup>3</sup>

With support from MDE, researchers at Mississippi KIDS COUNT conducted a web-based survey of school attendance officers in the state. The aim was to collect critical information about why children miss school and how school districts handle attendance issues. Questions specifically addressed reasons officers believe children in their districts miss school, the degree to which they consider chronic absenteeism a problem in their districts, characteristics of students who are chronically absent; methods for contacting and working with parents; and school and district-level efforts to address chronic absences. Additionally, the survey provided school attendance officers with an opportunity to address program or policy changes that might help their districts.

Age Group	Percentage
KG	13%
1	10%
2	8%
3	8%
4	8%
5	8%
6	10%
7	12%
8	14%
9	16%
10	18%
11	20%
12	22%

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# Mississippi KIDS COUNT

**Average Daily Attendance (ADA)** Average number of enrolled students  
absences are calculated in the ADA. This is the national standard for

**Truancy Rate:** In Mississippi, truancy is defined as the percentage of school year. The truancy rate does not include out of school suspension.

Nationwide, it is estimated that the rate of chronic absenteeism could be as high as 10 to 15 percent each year.<sup>2</sup> That means 5 to 7.5 million students could

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Country	Share of GDP
Malawi	40.7%
Other countries	43%



Overall, only 26% of students who were in the Opportunity Quartile in 3rd grade had moved up by 8th grade, suggesting that the academic trajectories of most students (74%) are not by 3rd grade. This finding

We also assessed whether students' race, gender, and attendance patterns predicted whether third graders in Macedonia's Ososotunur Quartile had significantly improved their literacy achievement by 8th grade. Overall, Black and White students moved out of the quartile at about the same rate (23.5% versus 23.9%). We found that there were significant differences between males and females. While only 29.8% of girls in the Ososotunur Quartile moved out, an even smaller percentage of boys (19.5%) moved out.

Frequency Rate: in Master  
five or more unlawful  
not include out of school

35%



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# Mississippi KIDS COUNT



- Mississippi KIDS COUNT Policy Briefs:
  - Studies on School Attendance
  - Study on School Suspension
  - Kindergarten Readiness Study
  - School Discipline
- 2020 Census Undercount of Children in MS

# Mississippi KIDS COUNT

## Legislative Calendar





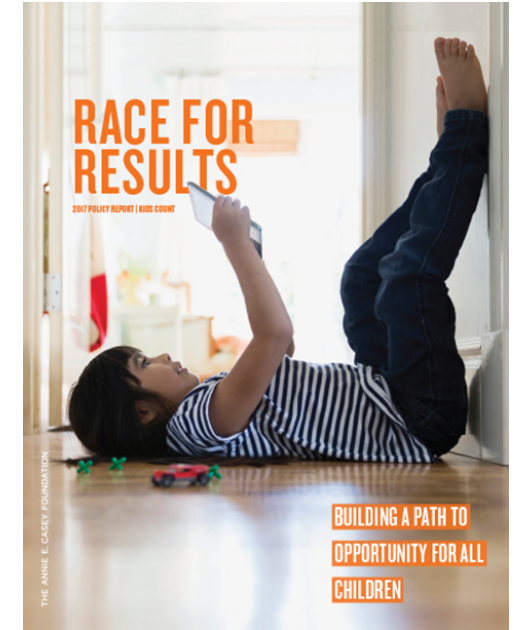
# Mississippi KIDS COUNT



Provide information on  
why and how some  
children fare better than  
others

# National KIDS COUNT

- 2017 National Race for Results Report
  - Outcomes for children in each state by race
  - Compiled data on 12 measures to create an index, possible score 0-1000
- Biggest finding for MS: differences in outcomes for Black & White children
  - Index score for White children very low: 596 out of 1000 (US average=713)
  - But index score for African American children in MS much lower at 290 (US average 369)





Provide information on  
early childhood  
development

# Mississippi KIDS COUNT

Outreach

## Early Childhood Speaker Series



Graduate Center for  
the Study of Early  
Learning



W.K. Kellogg  
Foundation



University of  
Mississippi School of  
Education



North Mississippi  
Education Consortium



Mississippi  
KIDS  
COUNT

# Outreach

## Early Childhood Speaker Series



Drs. Craig & Sharon Ramey  
High-quality Early Care and  
Education Specialists

Dr. James Heckman  
Nobel-prize Winning Economist



Dr. Pat Levitt  
Developmental Neurogeneticist



<http://gcse.education.olemiss.edu/>

Provide data through  
KIDS COUNT Data  
Center

# Data Center

- Mississippi KIDS COUNT
  - takes data from multiple public data sources,
  - downloads the data sets,
  - selects key child and family variables,
  - cleans the data,
  - and places it online in a user-friendly format for you.

How can KIDS COUNT  
help you?

## What can KIDS COUNT do for you?

- Help you to confirm what you are seeing and hearing anecdotally in your area—is this phenomenon borne out in the data?
- Help you to compare your area to the rest of the state and the rest of the country
- Help you write reports and grants
- Help you to better understand and contextualize the conditions in which some Mississippians live

MS KIDS COUNT Website  
[www.kidscount.ssrc.msstate.edu](http://www.kidscount.ssrc.msstate.edu)



# Data Demonstration

# Mississippi KIDS COUNT

Website

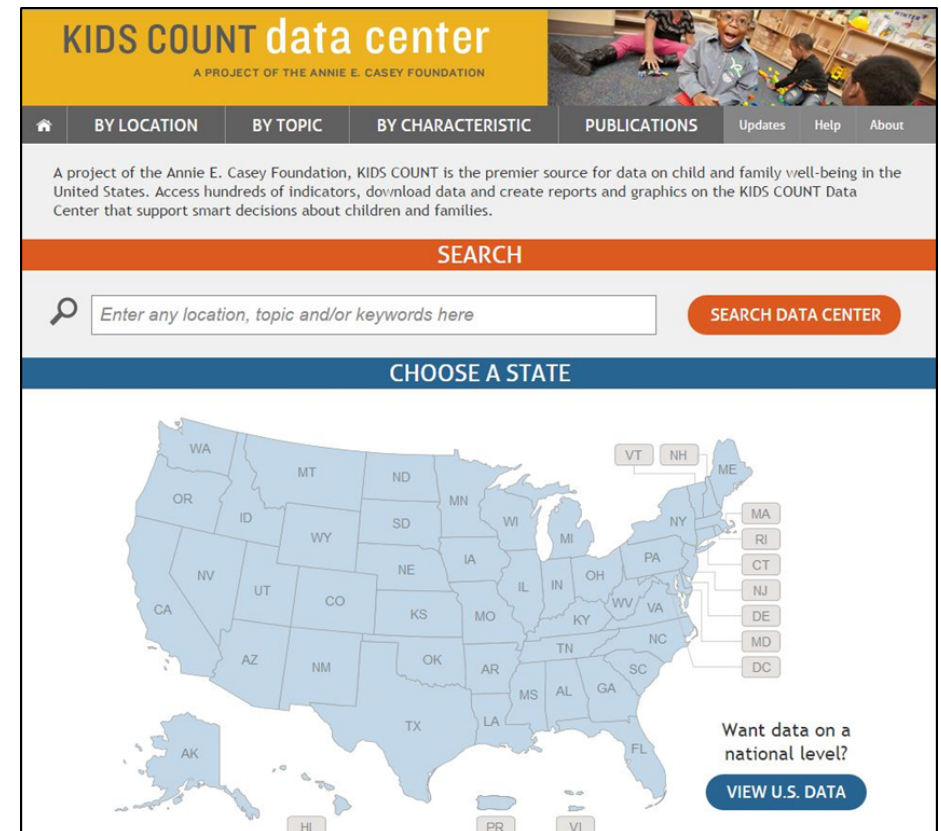
kidscount.ssrc.msstate.edu



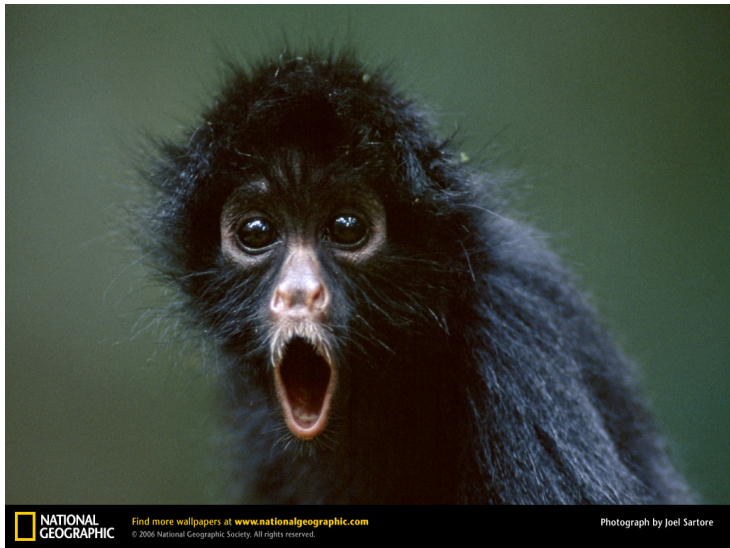
# Mississippi KIDS COUNT

## KIDS COUNT Data Center

Access hundreds of measures of child well-being







Mississippi  
KIDS COUNT

[datacenter.kidscount.org](http://datacenter.kidscount.org)





# Mississippi KIDS COUNT

# KIDS COUNT data center

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## DATA TOPICS

Select topic of interest and access all available data for that subject. Pick geography and create custom data reports, rankings, maps and graphs for indicator of interest.

### DEMOGRAPHICS



### ECONOMIC WELL-BEING



### EDUCATION



### FAMILY & COMMUNITY



### HEALTH



### SAFETY & RISKY BEHAVIORS



[SIGN UP FOR THE KIDS COUNT MAILING LIST](#)  [SUBMIT](#) [STAY CONNECTED](#) [f](#) [t](#)

Thank You

Contact Information:

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