

Nolan County 2016 School Attendance Report

In Accordance with Section 25.0916, Texas Education Code

At-risk juveniles (living in poverty, inadequate parental supervision, etc.) are a reality affecting the short-term and long-term health of our community. One of the primary methods identified by the state government to identify at-risk children is school attendance.

National studies have consistently shown the correlation between attendance and academic performance. Chronic absence in kindergarten is associated with lower academic performance in first grade. The impact is twice as great for students from low-income families. A strong relationship exists between sixth-grade attendance and the percentage of students graduating high school. Chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels.

36% of all dropouts happen in the ninth grade. This makes the importance of early retention of enrolled freshman a top priority. The Texas Education Agency measures “attrition rates” for Texas public schools. Attrition rates are calculated by comparing Grade 12 enrollment to Grade 9 enrollment for the same student class (subtracting Grade 12 enrollment from Grade 9 enrollment three years earlier and dividing by Grade 9 enrollment). This attrition measurement is particularly useful given the skewed calculation of actual dropout rates due to withdrawals for reasons such as “home schooling,” which is often used to avoid negative repercussions by both public school districts (high dropout rate) and parents (chronic absenteeism or delinquency). Our duty and goal, as described by the Texas Education Code, is to ensure that each child actually receives an education in core subjects somewhere.

In Sweetwater, class sizes are diminishing even in elementary school. The opposite is happening to class sizes in Roscoe. Many children are commuting to other public school districts due to “school choice” competition. This affects the allocation of at-risk children being taught in each local district, and can be seen in the attached charts describing percentages of economically disadvantaged students in each school district.

While many long-term social benefits from truancy prevention are described below, one short term benefit to our school districts is increased state funding. Average Daily Attendance (ADA) is the primary factor in state funding of public school districts - higher ADA means increased funding. As seen in the attached charts, ADA is directly correlated to chronic absenteeism in Nolan County school districts. Thus, any increase or reduction in chronic absence of students directly affects funding for our teachers, school cafeterias and other important services.

Management of at-risk children requires cooperation and joint utilization of resources between the courts, school districts and local governments. One measurement of such cooperation is school attendance amongst children on juvenile probation. In order to provide training and rehabilitation that emphasizes accountability for both parent and child, we must close gaps which allow children to avoid dropout prevention efforts. Our goal in the area of truancy prevention is simple: all students will remain in school until they obtain a high school diploma.

Why Does This Matter?

National studies have consistently shown the correlation between attendance and academic performance, specifically:

- Chronic absence in kindergarten is associated with lower academic performance in first grade. The impact is twice as great for students from low-income families.¹
- A strong relationship exists between sixth-grade attendance and the percentage of students graduating on time or within a year of their expected high school graduation.²
- Chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels.³

Because students reared in poverty benefit the most from being in school, one of the most effective strategies for providing pathways out of poverty is to do what it takes to get these students in school every day. This alone, even without improvements in the education system generally, will drive up achievement, high school graduation, and college attainment rates.

It is uncertain how requiring these at-risk students to stay in school will affect things like district-wide standardized testing results or similar measurements. What is certain is that the social costs detailed below are longer-lasting and far more consequential to the lives of the students themselves. 22.4% of Nolan County residents are dropouts.⁴ The long-term consequences of dropping out are substantial for both the student and society:

Earning Potential⁵

- A dropout can expect to earn a median annual wage of \$21,420.
- The average high school graduate's median annual income is \$36,210.
- The average annual income with an associate's degree is \$50,230.

Unemployment⁶

- The unemployment rate for less than a high school diploma was 11.4% in April of 2013.
- High school graduates' was 5.3%.

Crime

- 75% of crimes in the U.S. are committed by a high school dropout.⁷
- Incarceration rates for dropouts are over 6 times higher than among high school graduates.⁸ That is 6 without diplomas in a county jail for every one high school graduate.
- Dropout incarceration rates are a whopping 63 times higher than among college graduates.⁹
- Dropouts committed 53% of misdemeanor crimes in Nolan County from January 1, 2013 to June 1, 2014.¹⁰

Single Mothers

- Females without a high school diploma are nearly 9 times as likely to become single mothers between the ages of 16 and 24 than their counterparts with college degrees.⁷

Cost to Taxpayers

- When compared to the typical high school graduate — a dropout will end up costing taxpayers an average of \$260,000 more over a lifetime due to such factors as incarceration and taxable income.¹¹

¹ Chang, Hedy, & Romero, Mariajose, *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: Sept. 2008.

² Balfanz, R., *Preventing Student Disengagement & Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification & Effective Interventions*, Educational Psychologist 42, no. 4 (2007).

³ Balfanz, R., & Byrnes, V. (2012). *Chronic Absenteeism: Summarizing What We Know From Nationally Available Data*. Baltimore: Johns Hopkins University Center for Social Organization of Schools.

⁴ U.S. Census, 2010 [<http://quickfacts.census.gov/qfd/states/48/48353.html>]

⁵ U.S. Department of Labor, Bureau of Labor Statistics [http://www.bls.gov/emp/ep_table_education_summary.htm]

⁶ U.S. Department of Labor, Bureau of Labor Statistics [<http://www.bls.gov/news.release/empsit.t04.htm>]

⁷ Brown Univ., *Finishing High School: Alternative Pathways and Dropout Recovery*, Prof. John H. Tyler & Magnus Lofstrom, Mar. 2009.

⁸ Education Week, *Children Trends Database*, Apr. 2013.

⁹ Northeastern Univ., *The Consequences of Dropping Out of High School*, Oct. 2009.

¹⁰ Nolan County Clerk; 32nd Judicial District Adult Probation Office

¹¹ Princeton Univ. Study, *The Future of Children*, Prof. Cecilia Rouse, 2009.

Juvenile Probation School Attendance Report

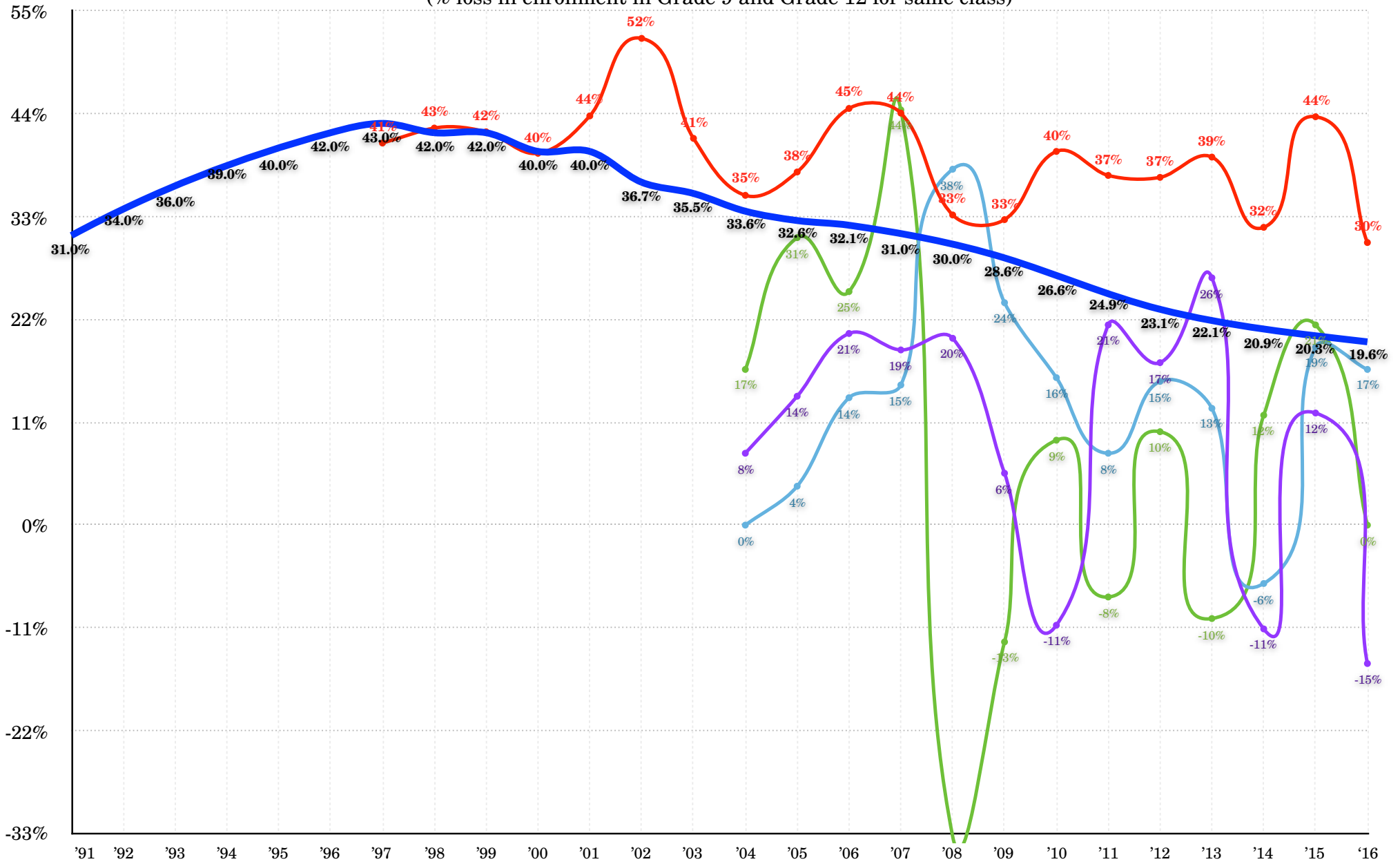
Nolan County, 2015-2016

Juvenile Probationer	Attendance During Probation				Percent of Days in Attendance	Attendance Without Probation			
	School Days Possible	Suspension Days	Excused Absences	Unexcused Absences		School Days Possible	Excused Absences	Unexcused Absences	Attendance Percentage
1	182				100%	--			--
2	70		3	1	94%	112	3	8	90%
3	79	5	3	18	67%	Withdrew 12/17/2015			--
4	47			47	0%	Withdrew - 6/2016			--
5	52		1	26	48%	130	19	9	78%
6	79	7	2	1	87%	66	3	31	48%
7	182	9	12	8	84%	--			--
8	69	7	2	2	84%	113	5	10	87%
9	57		1	3	93%	125	5	14	85%
10	182	3	16	38	69%	--			--
11	78	24	0	7	60%	RTC 12/2015			--
12	109	3	9	20	71%	73	11	3	81%
13	89	3	3	14	78%	93	8	36	53%
14	82		13	10	72%	100	4	10	86%
15	96	15	12	37	33%	RTC 1/2016. Did not reenroll.			--
16	182		3		98%	--			--
17	76	10	8	4	71%	106	18	3	80%
18	112		5	9	88%	70	5	27	54%
19	86	2	2	3	92%	96	4	2	94%
20	47	5	7	2	70%	135	17	18	74%
21	55		6	3	84%	127	7	1	94%
22	172	47	69	26	17%	10			100%
23	46	No record of attendance in 2015-16			--	Withdrew 6/2015.			--
24	60		4		93%	122	5		96%
25	47	6	1	10	64%	135	5	33	72%
26	86	No record of attendance in 2015-16			--	Successful discharge 1/2016.			--
27	74		1	9	86%	108	3		97%
28	4	No record of attendance in 2015-16			--	Withdrew 9/9/2016			--
29	169		25	28	69%	Completed coursework 5/2016			--
30	52		2	2	92%	111	9	4	88%
31	80		4		95%	102	3	9	88%
32	52		2		96%	130		1	99%
33	55		1	1	96%	127	8		94%
34	55		1	1	96%	127	10		92%
35	111		2	3	95%	71	3	2	93%
36	57			1	98%	125			100%
37	61	2		1	95%	121	7		94%
38	111		2	8	91%	71	3	2	93%
39	20	3	4		65%	162	16	14	81%
40	109			24	78%	73	3	32	52%
	3296	151	226	367	77.4%	2941	184	269	84.6%

Withdrew 5/16.

Nolan County High School Attrition Rates

(% loss in enrollment in Grade 9 and Grade 12 for same class)

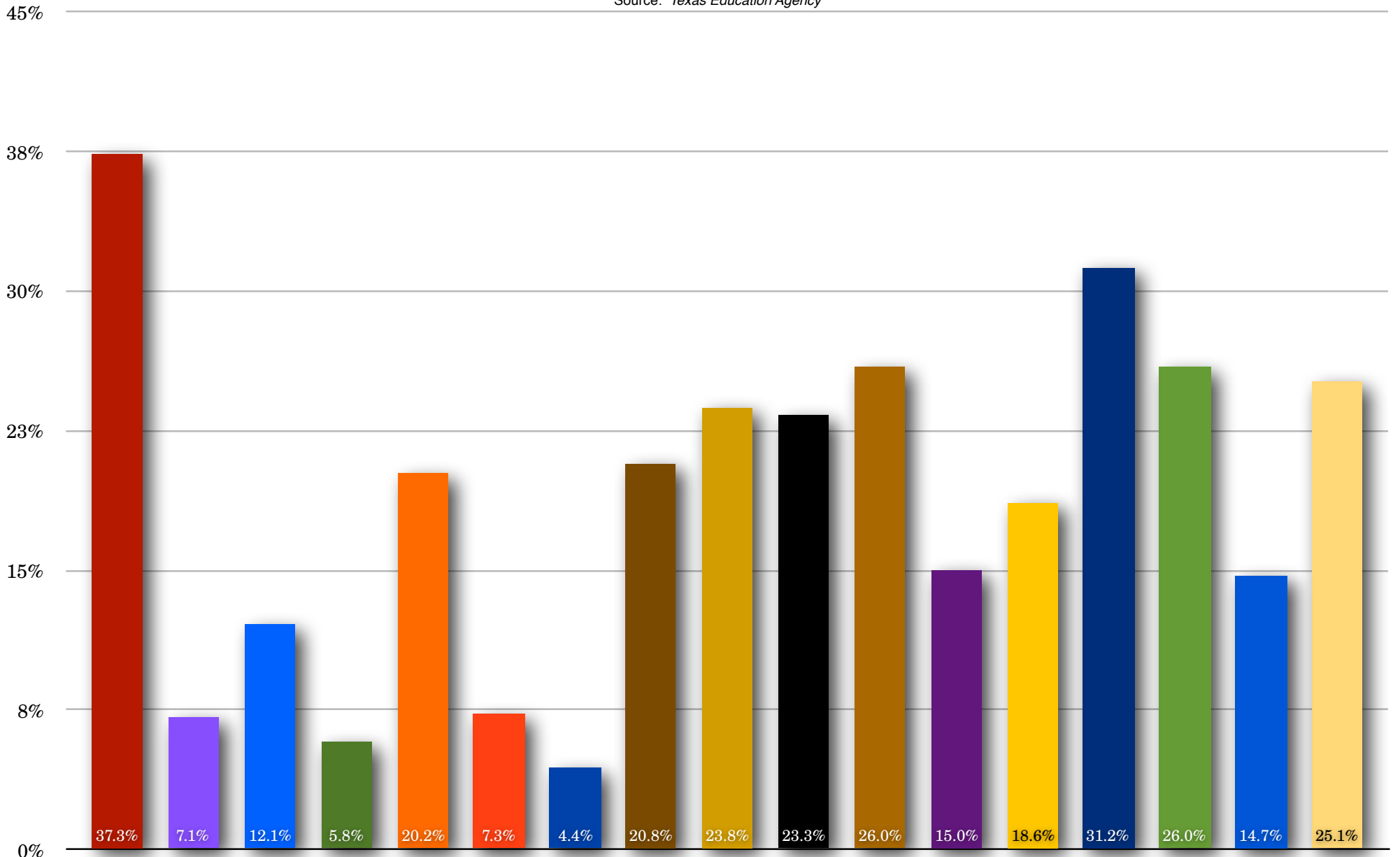


* Source: Texas Education Agency

— State Average ● Sweetwater High ● Roscoe High ● Blackwell High ● Highland High

Cumulative High School Attrition Rate - 2009 to 2016

* Source: Texas Education Agency

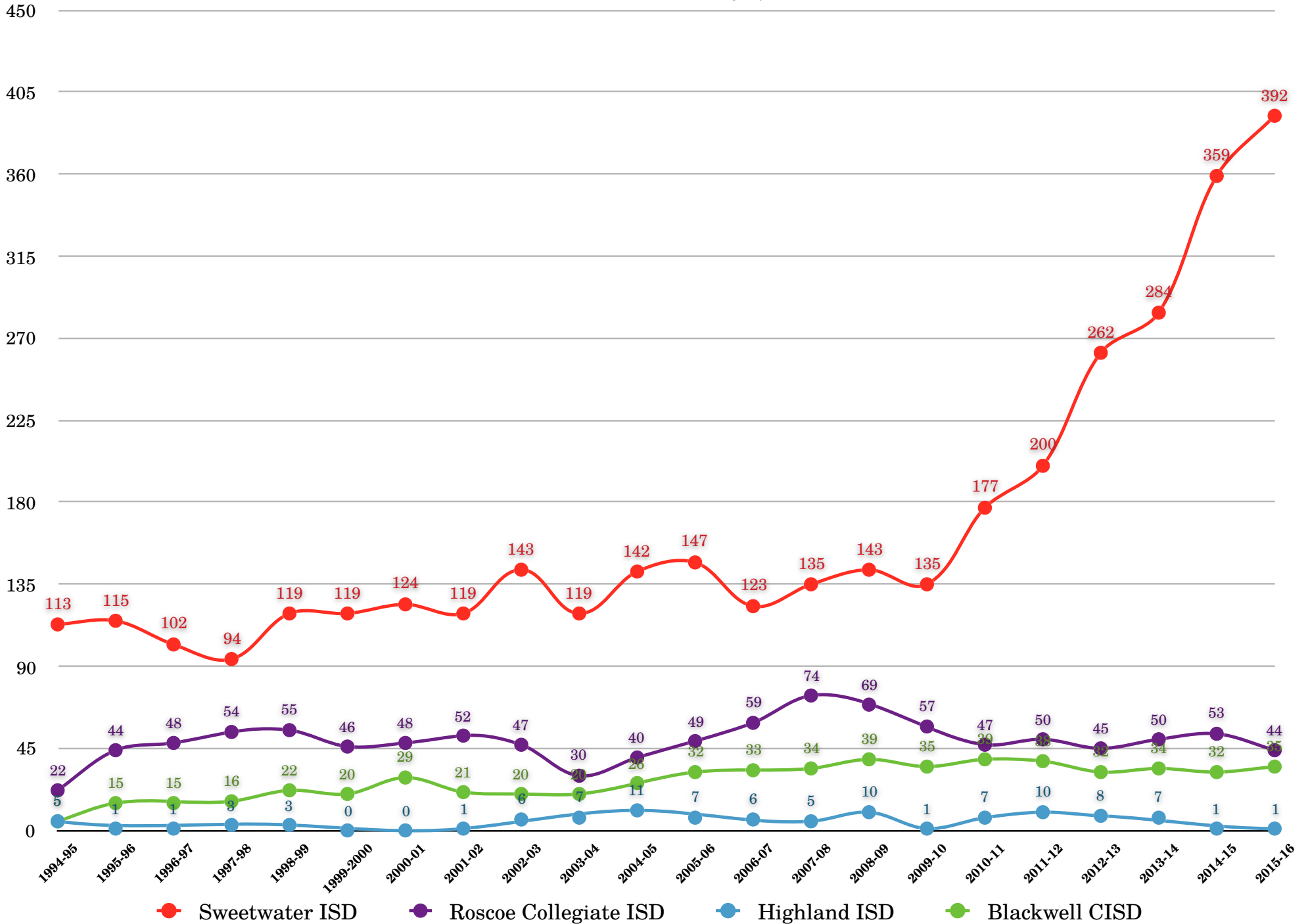


Reduction in Senior Year Enrollment Since Freshman Class Enrollment

- Sweetwater
- Roscoe
- Highland
- Blackwell
- Rotan
- Roby
- Westbrook
- C. City
- Loraine
- Snyder
- Big Spring
- Wylie
- Andrews
- Ft. Stockton
- Monahans
- SA Lake View
- Clyde

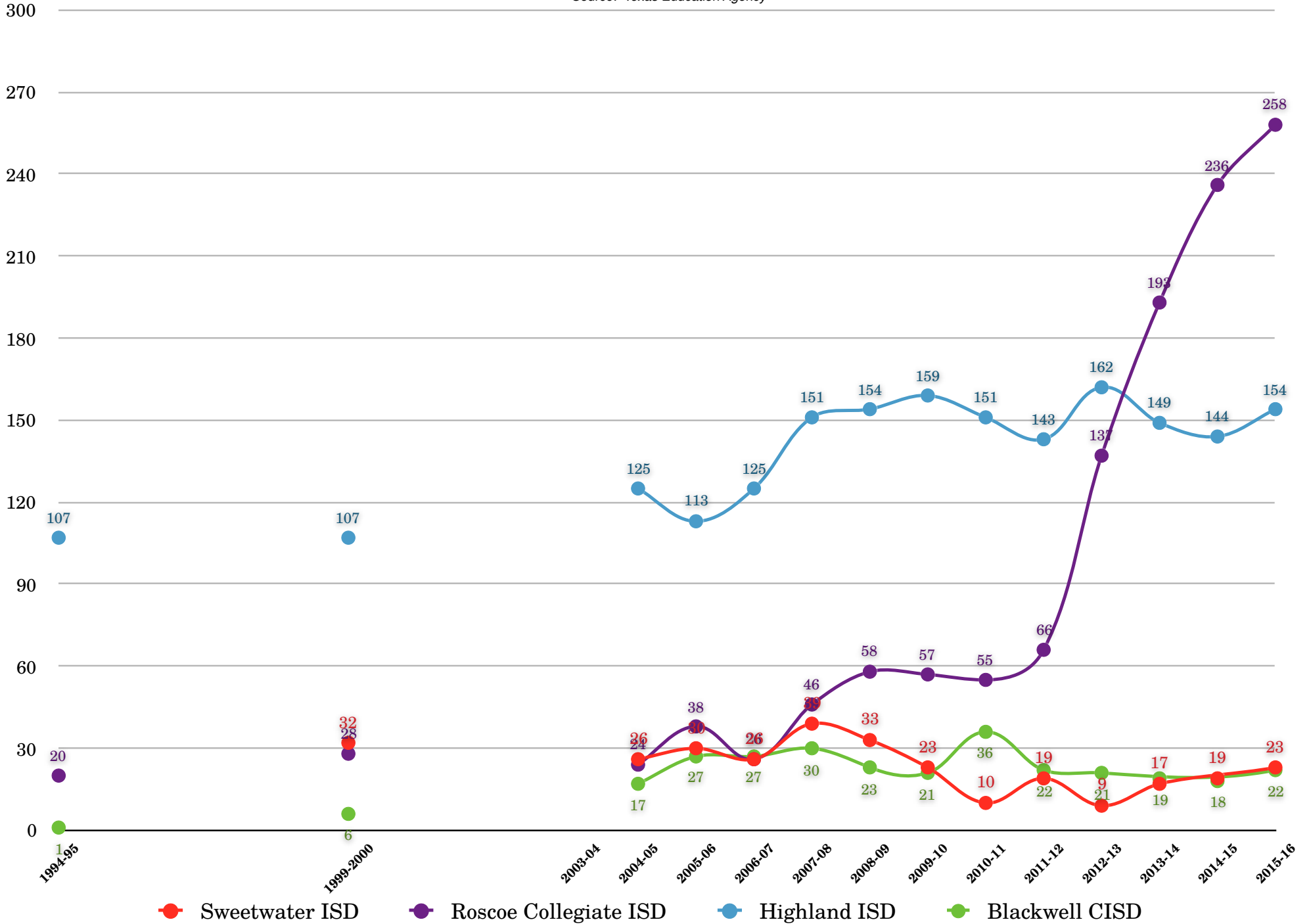
Annual Students Transferring Out of Nolan County School District of Residence

* Source: Texas Education Agency



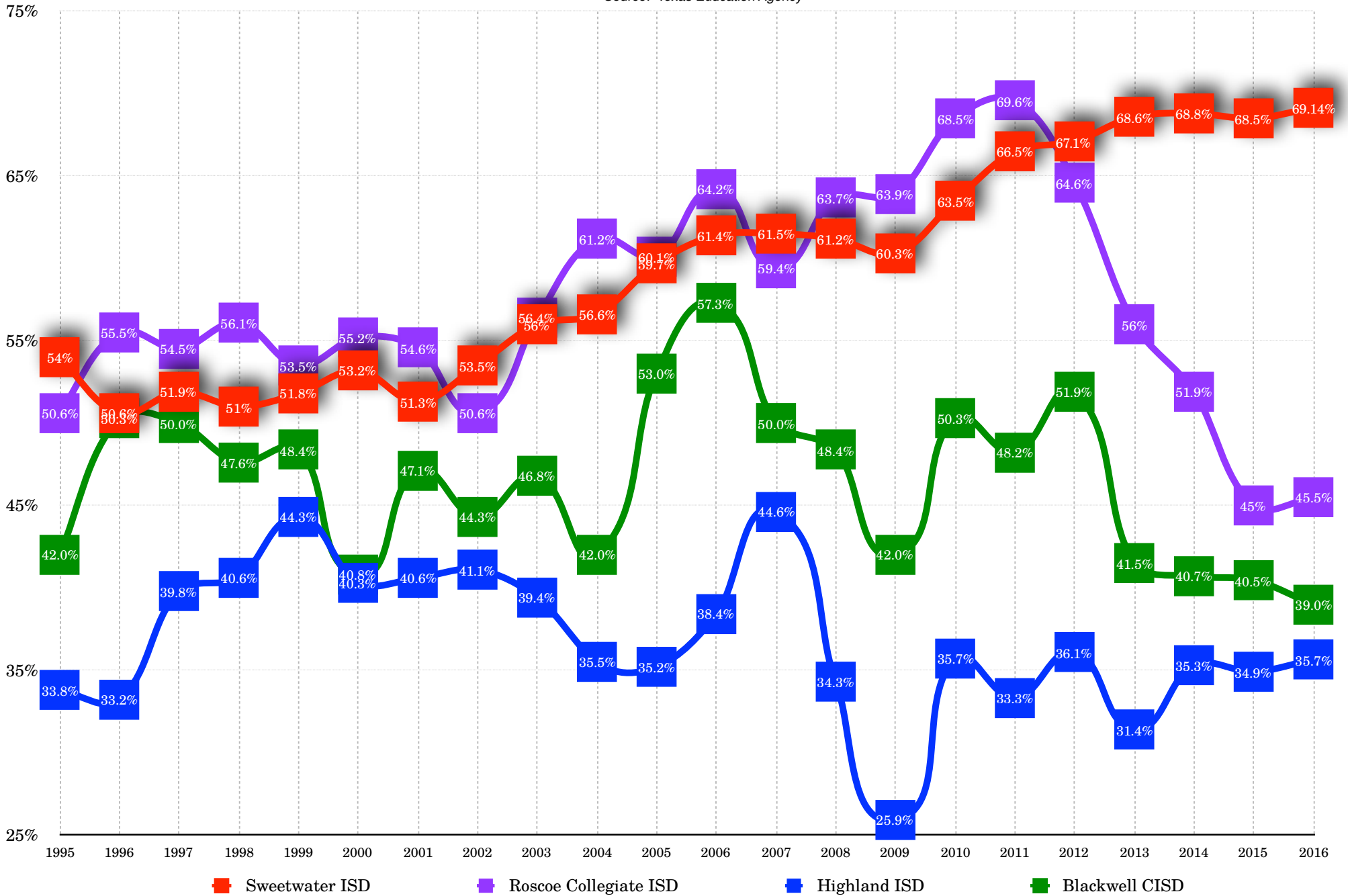
Annual Students Transferring Into Non-Resident Nolan County School Districts

* Source: Texas Education Agency



Percentage of Economically Disadvantaged Students

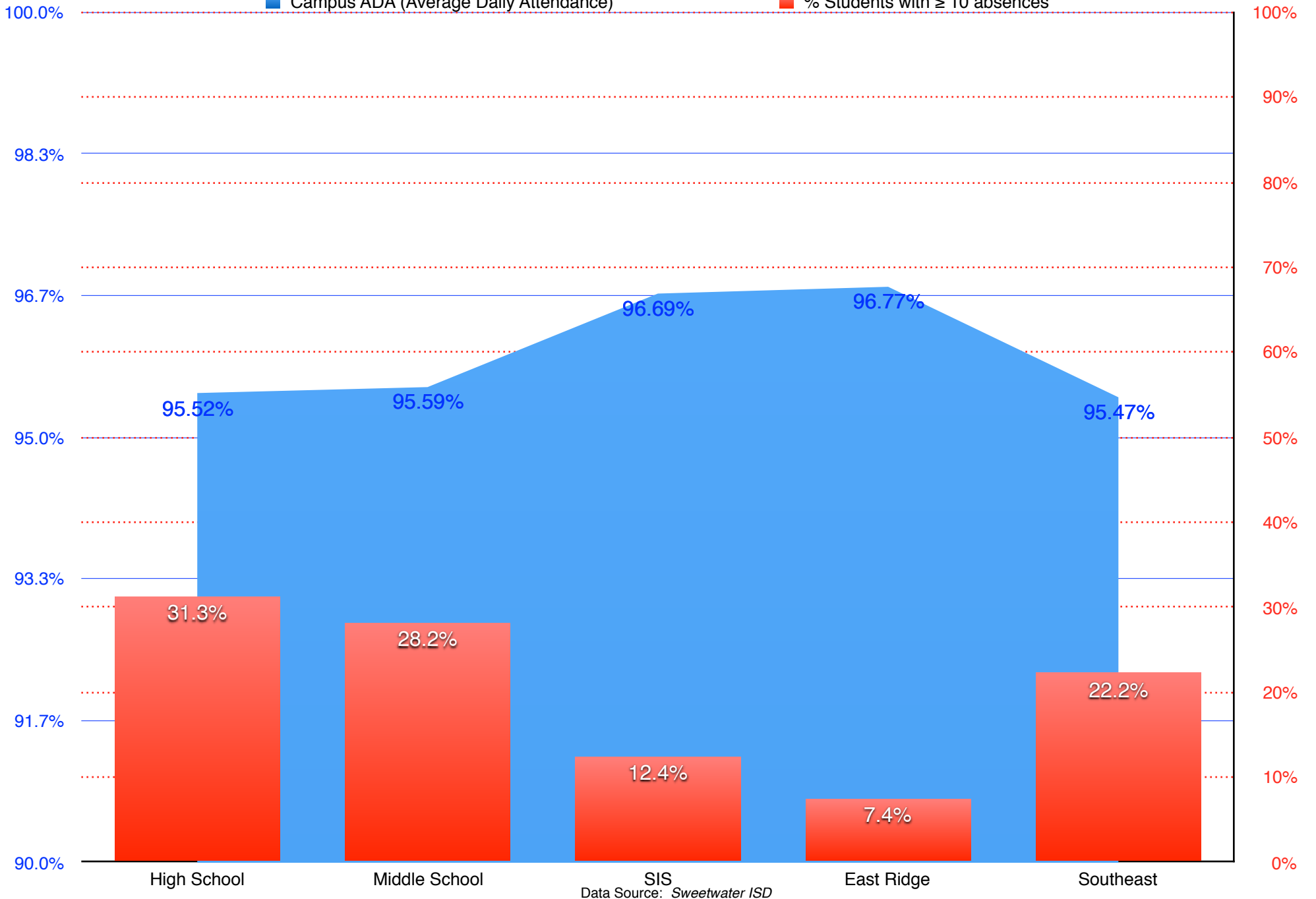
* Source: Texas Education Agency



2015-16 Sweetwater ISD At-Risk Students: Attendance

■ Campus ADA (Average Daily Attendance)

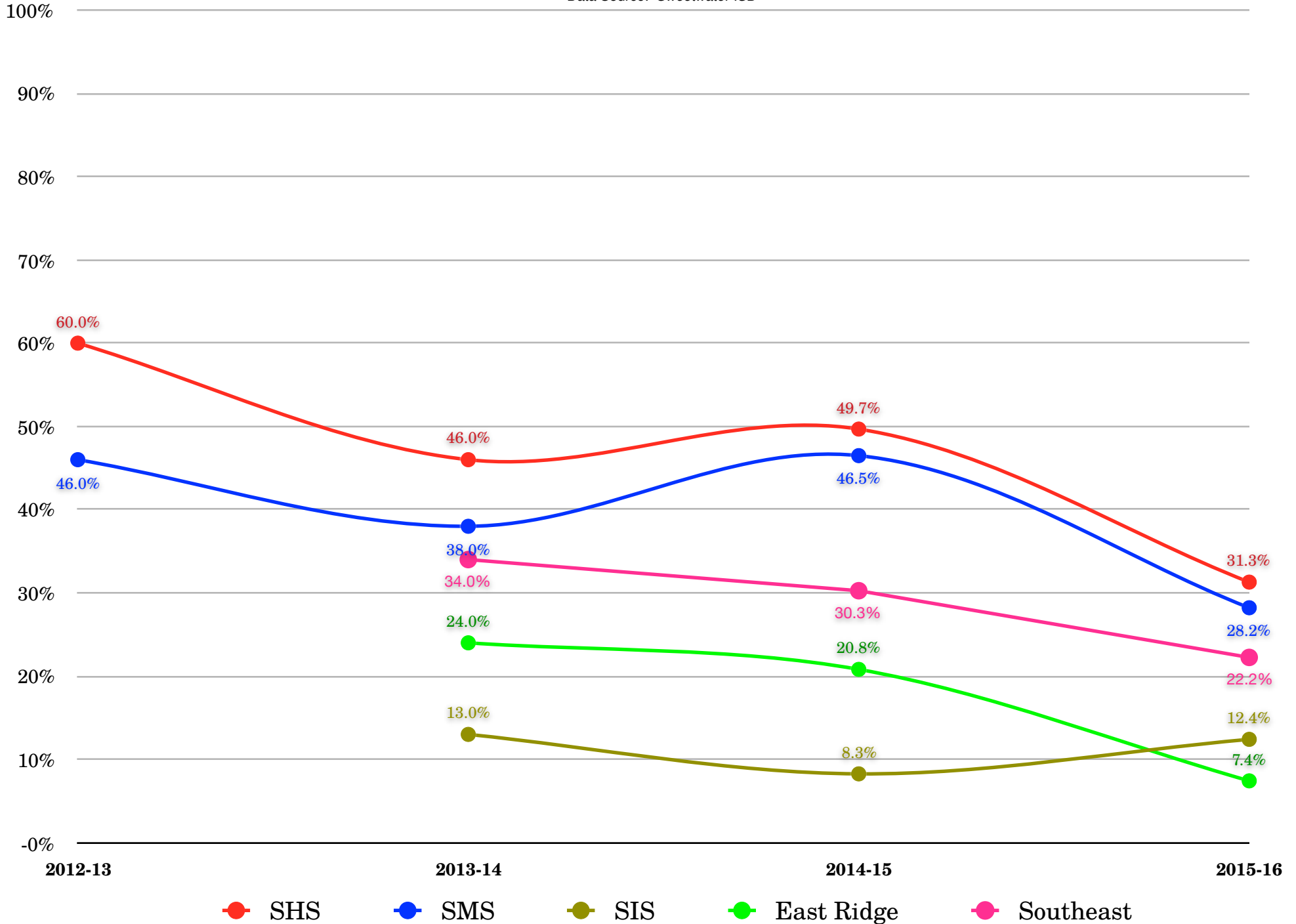
■ % Students with ≥ 10 absences



Data Source: *Sweetwater ISD*

Percentage of Students At-Risk for Non-Attendance: ≥ 10 absences

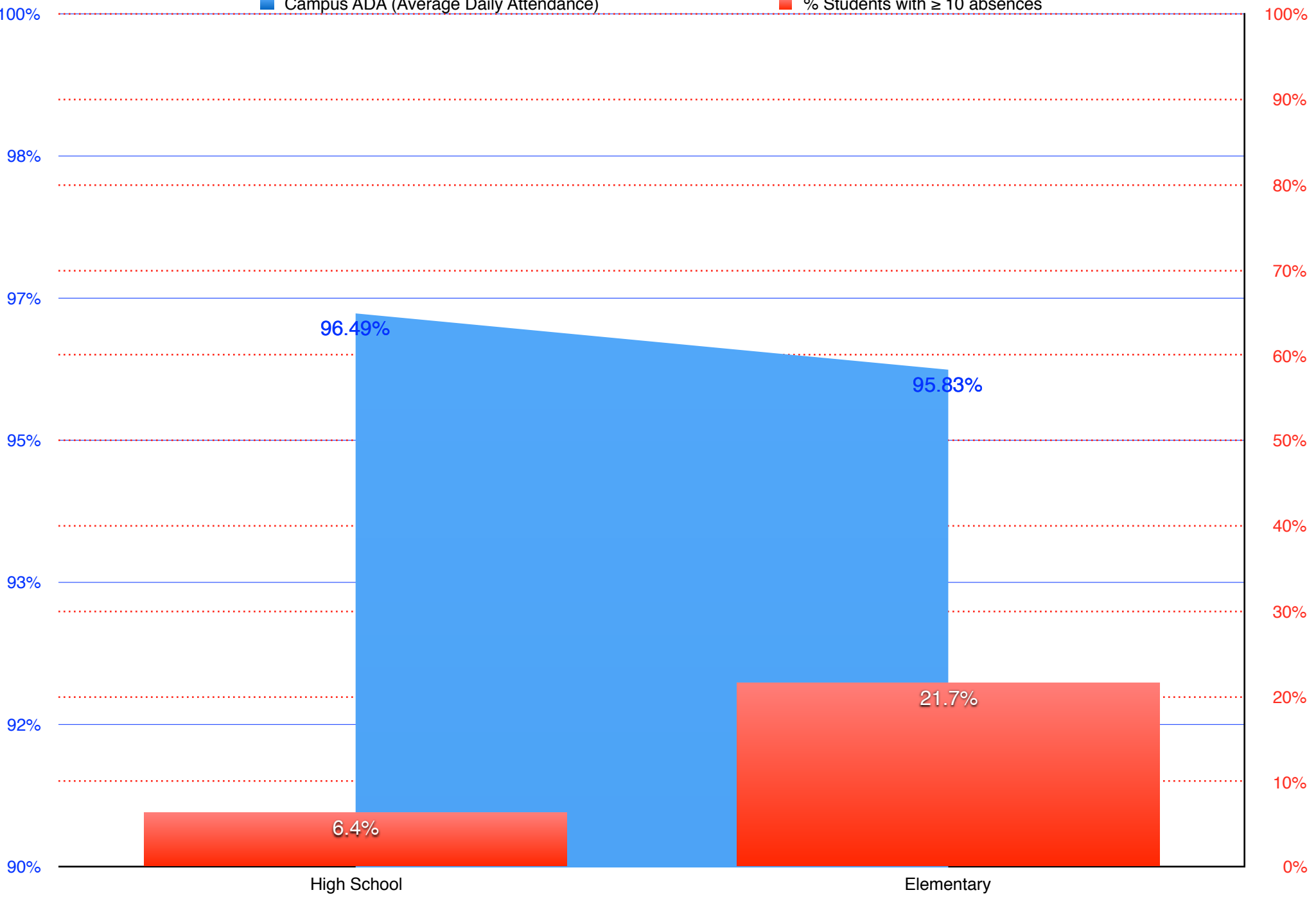
Data Source: Sweetwater ISD



2015-16 Roscoe Collegiate ISD At-Risk Students: Attendance

Campus ADA (Average Daily Attendance)

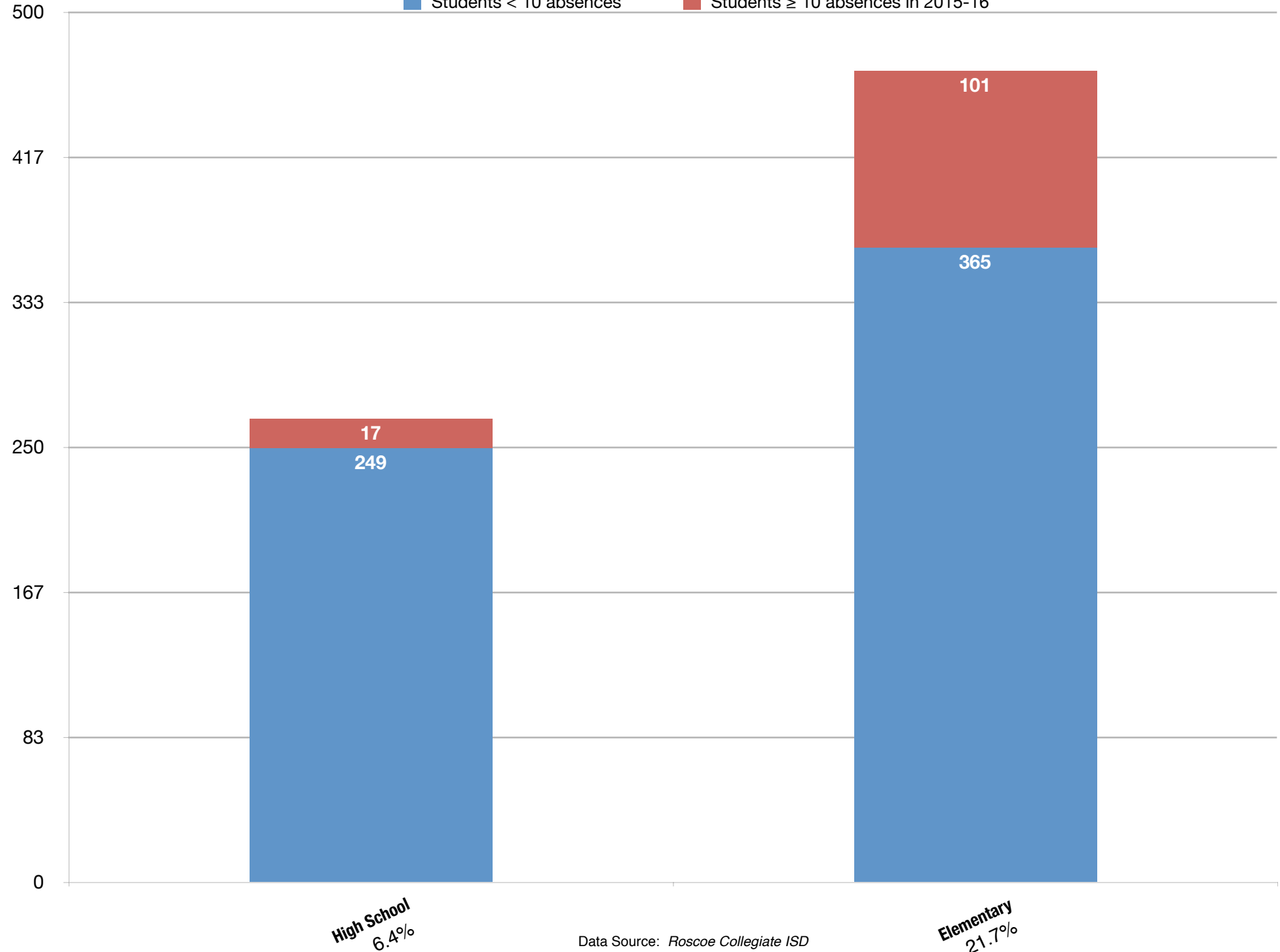
% Students with ≥ 10 absences



Data Source: Roscoe Collegiate ISD

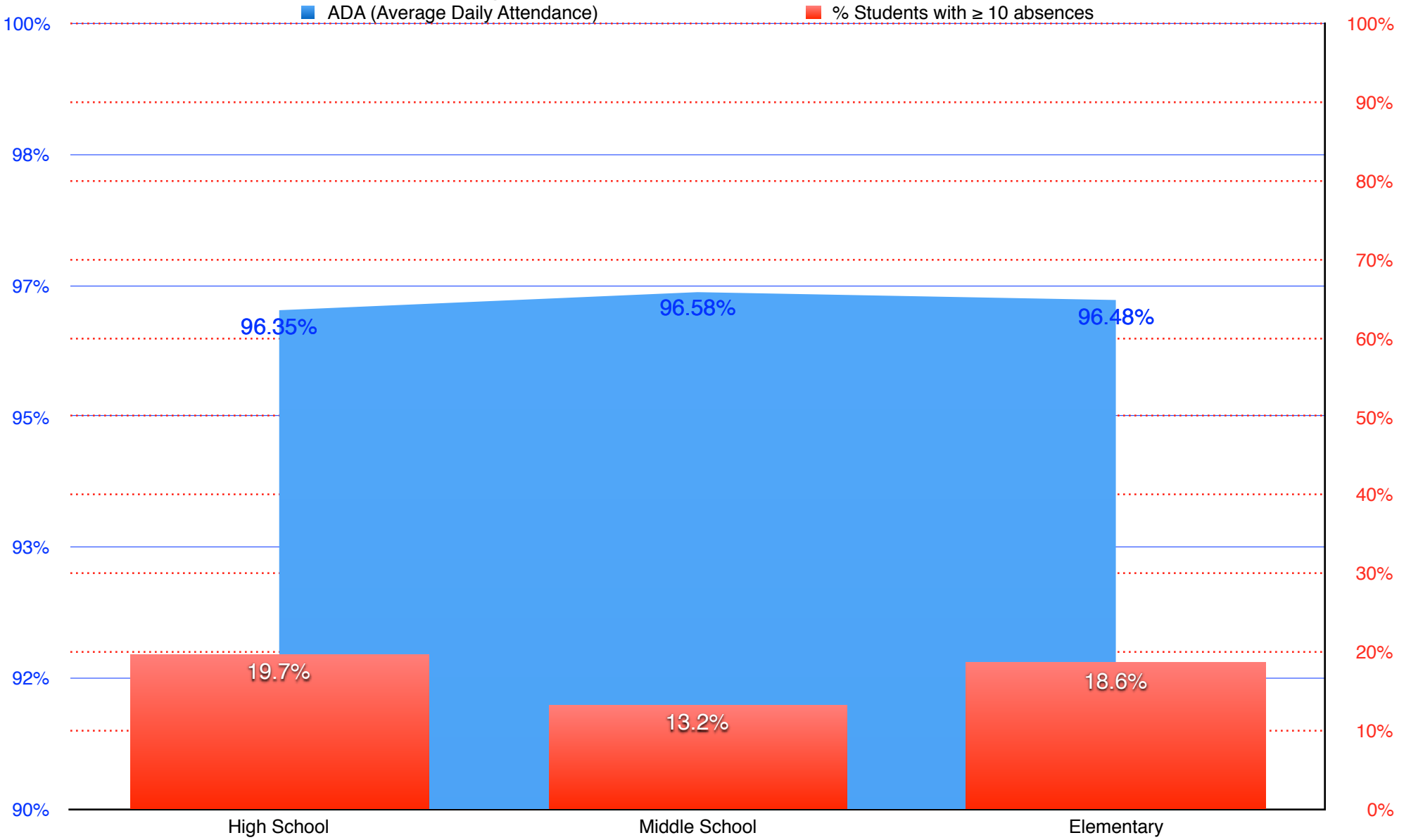
Roscoe Collegiate ISD Attendance 2015-16

Students < 10 absences Students ≥ 10 absences in 2015-16



Data Source: Roscoe Collegiate ISD

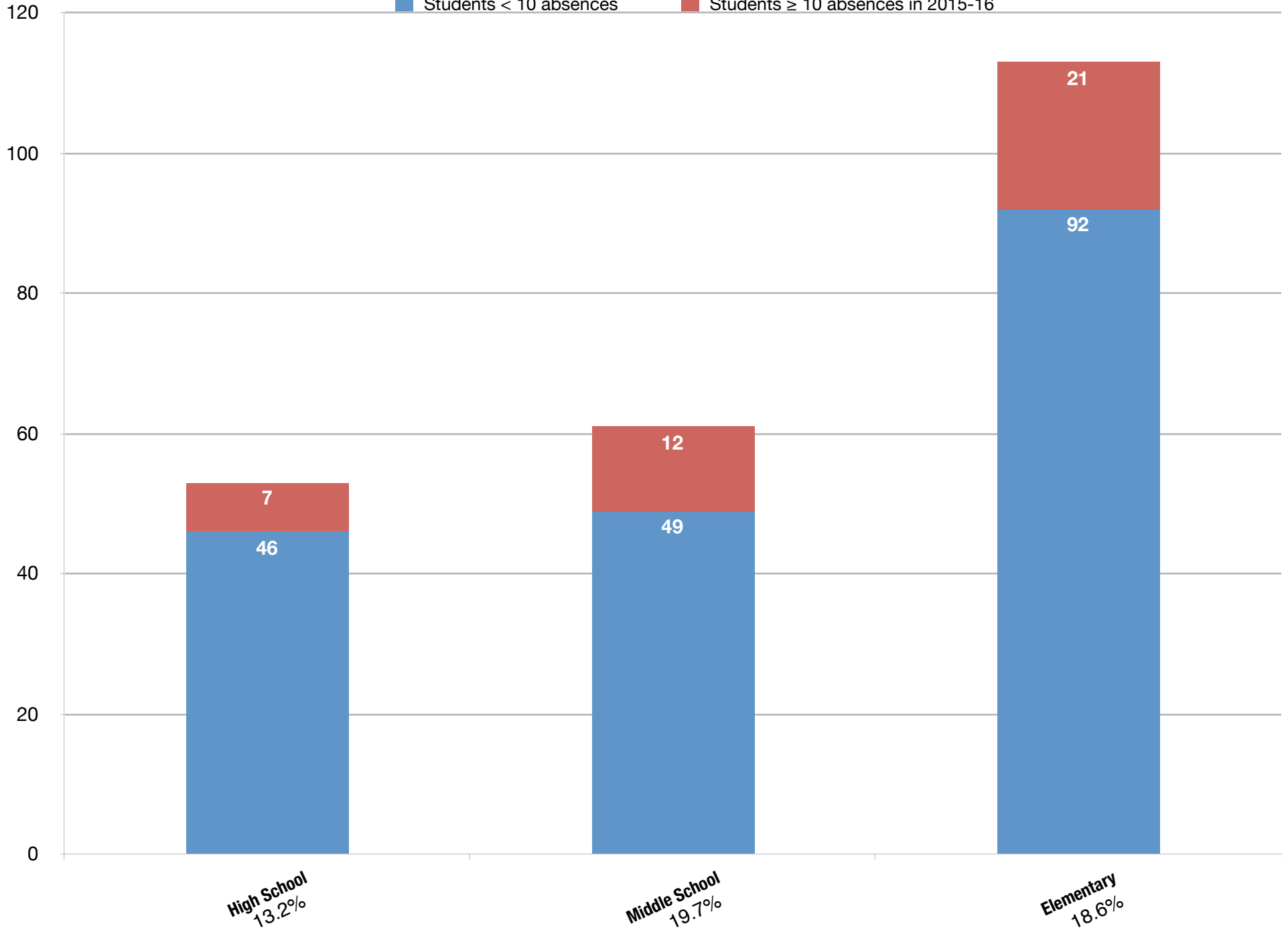
2015-16 Highland ISD At-Risk Students: Attendance



Data Source: Highland ISD

Highland ISD Attendance 2015-16

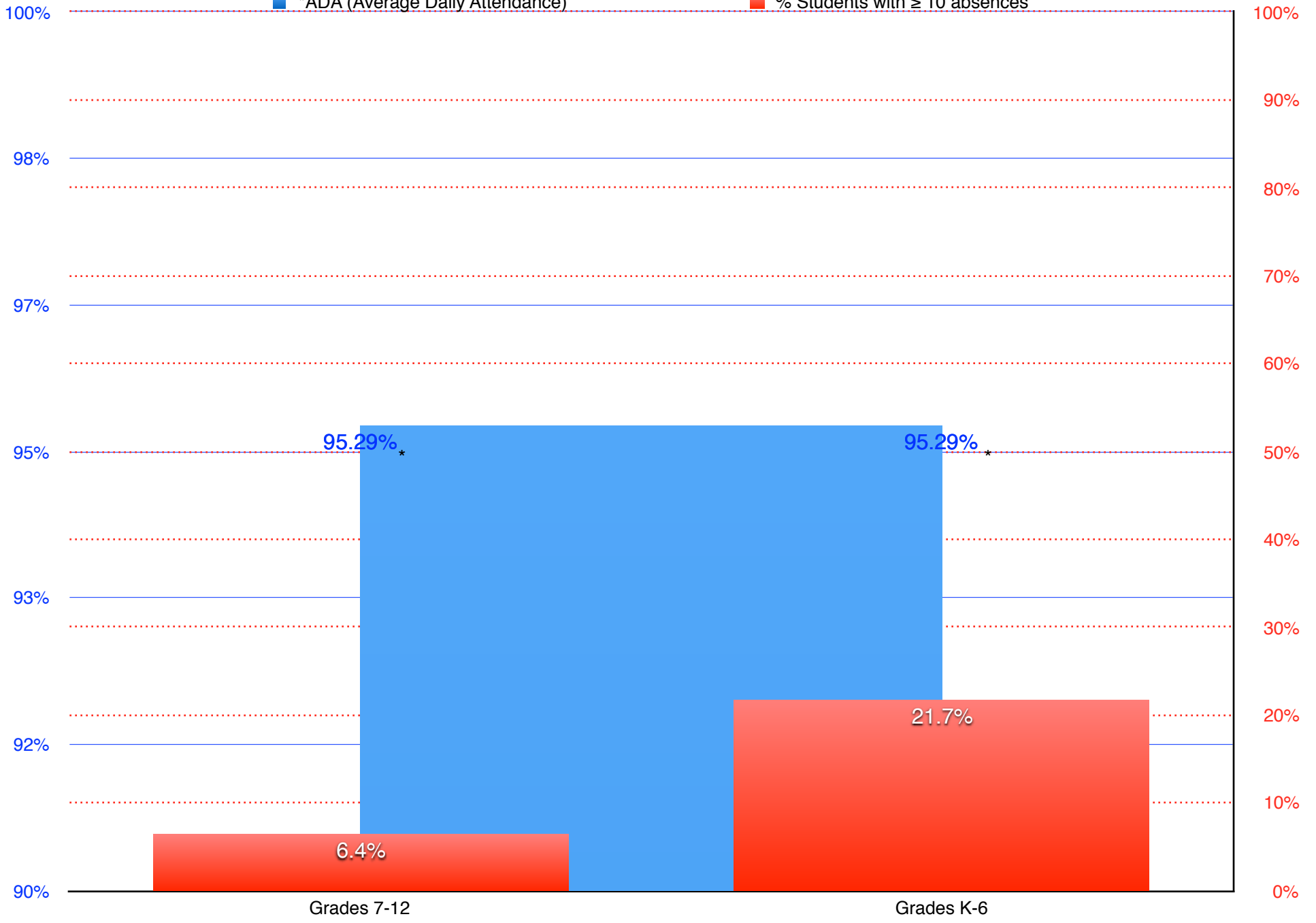
Students < 10 absences Students ≥ 10 absences in 2015-16



Data Source: Highland ISD

2015-16 Blackwell CISD At-Risk Students: Attendance

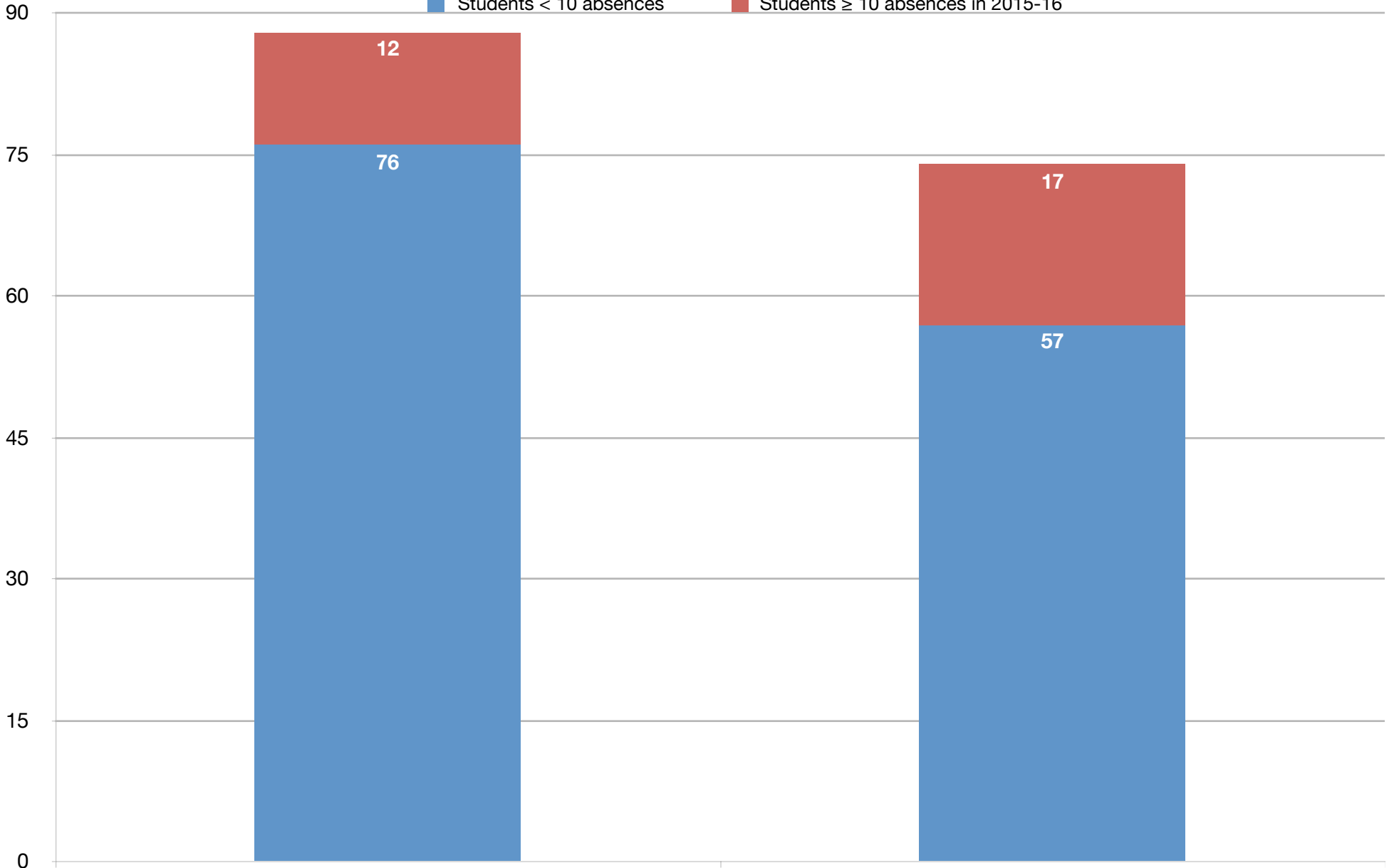
■ *ADA (Average Daily Attendance) ■ % Students with ≥ 10 absences



* Data Source: *Blackwell CISD (ADA not available for each campus)*

Blackwell CISD Attendance 2015-16

■ Students < 10 absences ■ Students ≥ 10 absences in 2015-16



Secondary
13.6%

Data Source: *Blackwell CISD*

Elementary
23%