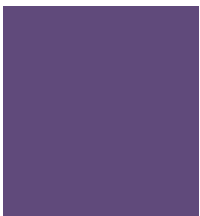


Juvenile Justice Alternative Education Programs

Performance Assessment Report

School Year 2010-2011



A Report by the
Texas Juvenile Justice Department
May 2012

The 2012 Juvenile Justice Alternative Education Program Report describes the status of these programs as required by the Texas General Appropriations Act, 81st Regular Texas Legislative Session, Rider 12 – Texas Juvenile Justice Department. The report will be posted on the Texas Juvenile Justice Department (TJJD) website May 1, 2012, at www.tjjd.texas.gov/statistics/researchdetail.aspx. A copy of the report can be printed directly from the web.

The Texas Juvenile Justice Department worked diligently to collect the information and data contained in this report. This report includes an overview of JJAEPs, characteristics of the students in JJAEPs, performance measures and performance of the programs, program costing and strategic elements.

If you require additional information, please contact the agency.

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Juvenile Justice Alternative Education Programs

PERFORMANCE ASSESSMENT REPORT

School Year 2010-2011

EXECUTIVE DIRECTOR

Cheryln K. Townsend

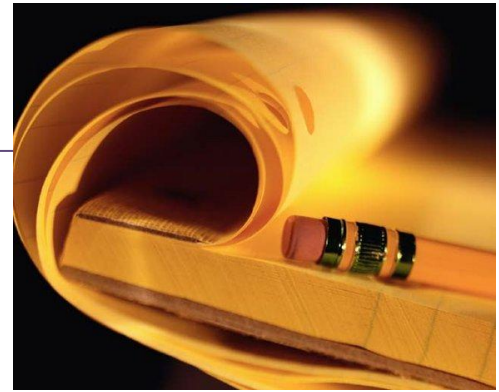
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JJAEP Performance Assessment Report:

Executive Summary

Juvenile Justice Alternative Education Programs (JJAEPs) were established beginning school year 1996-1997 and provide education services to expelled youth. JJAEPs are mandated to operate by statute in counties with a population of 125,000 or greater. Each program is governed and controlled by a locally negotiated memorandum of understanding between the local juvenile board and each school district within the county. As a result, each county's JJAEP is unique. These programs were designed to provide an educational setting for students who are mandatorily expelled from school per the Texas Education Code or students discretionarily expelled according to the local school districts' student codes of conduct.



During the 2010-11 school year, 27 counties fall under the 125,000 population provision requiring them to operate a JJAEP. These 27 JJAEPs encompass 277 school districts and accounted for approximately 77% of Texas' juvenile age population:



- | | | |
|------------|-------------|--------------|
| - Bell | - Fort Bend | - Montgomery |
| - Bexar | - Galveston | - Nueces |
| - Brazoria | - Harris | - Smith |
| - Brazos | - Hays | - Tarrant |
| - Cameron | - Hidalgo | - Taylor |
| - Collin | - Jefferson | - Travis |
| - Dallas | - Johnson | - Webb |
| - Denton | - Lubbock | - Wichita |
| - El Paso | - McLennan | - Williamson |

The Texas Juvenile Justice Department (TJJD) provides oversight of JJAEPs as required by statute. Rider 12 of the General Appropriations Act, 81st Regular Texas Legislative Session requires the Department to prepare a report that provides a comprehensive review of JJAEPs. This report, the *Juvenile Justice Alternative Education Program: Performance Assessment Report*, reviews the 27 JJAEPs listed above. This is the sixth such report looking at the students entering the programs, program operations, student performance, program costing and planning.

The following is a summary of some of the major findings based on both quantitative and qualitative data collected over the last year:

- ★ **JJAEP Student Population Has Declined.** Since school year 2006-2007, the number of JJAEP student entries has declined by 38%. Between school years 2006-2007 and 2010-2011, the number of mandatory expulsion entries decreased 31% while discretionary entries decreased 47%. Proportionately the age, grade level, expulsion offense and race of students remained mostly unchanged.

ES Table 1

JJAEP Entries by Placement Type
School Years 2006-2007 through 2010-2011

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	N	%	N	%	N	%	N	%	N	%
Mandatory	2,992	40%	2,611	41%	2,220	41%	2,111	40%	2,069	45%
Discretionary	4,019	54%	3,414	53%	2,841	52%	2,690	52%	2,137	46%
Non-expelled	435	6%	378	6%	386	7%	437	8%	431	9%
Total	7,446	100%	6,403	100%	5,447	100%	5,238	100%	4,637	100%

- Non-expelled students enter a JJAEP through court orders of a juvenile judge, through an agreement with the local school district as authorized by TEC Section 37.011, or are placed due to the student's registration as a sex offender under TEC Section 37.309.

★ **Average Length of Stay.** The average length of stay during school year 2010-2011 for all students exiting the JJAEP was 78 school days compared to 85 during the school year 2008-2009. Students placed in a JJAEP for a mandatory reason had the longest length of stay at 82 school days, compared to 73 school days for discretionary and 80 school days for non-expelled students.

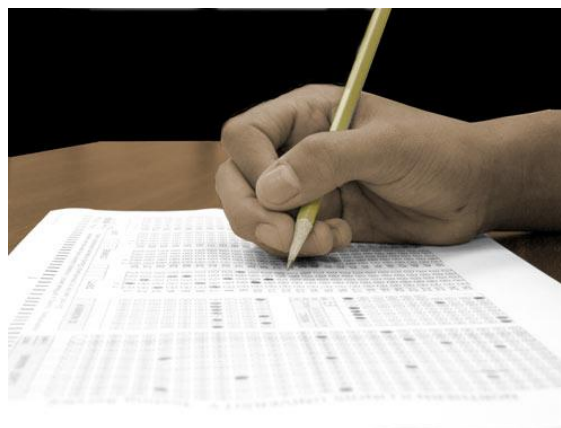
★ **Performance Results.** JJAEP performance is assessed in multiple areas. JJAEPs have continued to show improved performance in several areas each year including improved passage rates on the Texas Assessment of Knowledge and Skills (TAKS), growth in the areas of reading and math while in a JJAEP as determined by the pre and post instrument, and improved school attendance and behavior upon return to their home school.

★ **Texas Assessment of Knowledge and Skills (TAKS).** JJAEP students are administered the TAKS statewide assessment instrument.

- The average passing rate for reading/ELA was 68.8% compared to 38.2% for math. The overall passing rates are up from 67.6% in reading/ELA and 34.5% for math in school year 2008-2009.

★ **Pre and Post Testing.** Pre and post testing is utilized as a measure to demonstrate student gains in the areas of math and reading while in a JJAEP using the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED).

- The average grade equivalency results for both math and reading increased by nearly one grade from admission to exit.



★ **Behavior Improvement.** Improvement in student behavior upon returning to their home school is used as another indicator of JJAEPs performance.

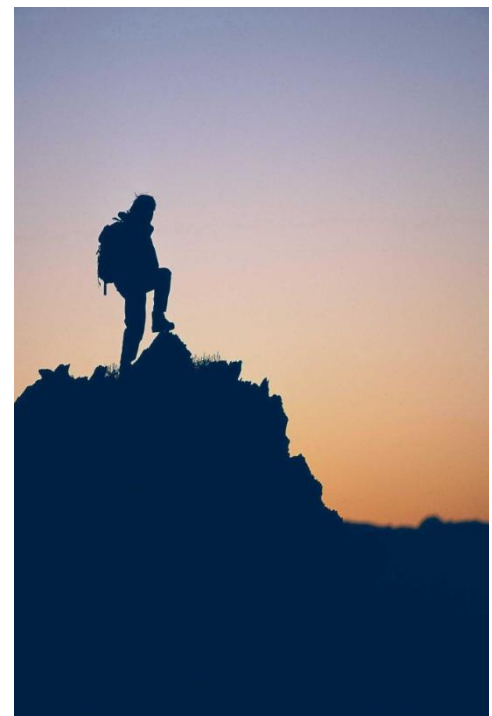
- Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by 16.7%.
- Statewide, the average number of disciplinary incidents declined 52.6% in the two six-week periods after students exited the JJAEP.

★ **Cost of Operation.** JJAEPs are funded differently than public schools in Texas. Public schools are funded through county tax revenues, state general appropriation funds administered by the Texas Education Agency (TEA) and federal funds. JJAEPs receive funding from local school district revenues, county commissioners' courts and state appropriations through the TEA via Texas Juvenile Justice Department (TJJD). TJJD provides approximately 25% of the total JJAEP funding (i.e., \$79 per mandatory student attendance day); the remaining 75% is provided through the local juvenile boards and the local school districts.

- The cost per day during the school year 2010-2011 varied from a range of \$81.90 to a high of \$381.46 per day as compared to \$85.40 to a high of \$555.59 per day during the 2008-2009 school year.
- Total expenditures for JJAEPs during the 2010-2011 school year declined by approximately \$5.6 million from the 2008-2009 school year. The cost of JJAEPs vary from county to county based on an array of factors including program size, program design, facilities, attendance, and services.

★ **Strategic Elements.** An important part of this report provides strategic elements which will facilitate the agency's ability to partner with local government toward increasing the effectiveness and improving JJAEP services for youth served in these alternative education settings. The planning process included identification of the areas perceived as strengths by JJAEP administrators. These include curriculum, due process (i.e., the level of due process afforded youth prior to entry in the JJAEP), and overcrowding. Areas needing attention include adequate program funding.

This is a comprehensive report which not only provides a general overview of the program and statutory requirements, but also includes discussion on program elements and in-depth statistical analysis of JJAEP programs taking into consideration the various components and differing structure of individual programs and formulating comparisons for the current school year as well as comparisons to previous years. JJAEPs have continued to evolve and adapt in order to better serve this challenging population of students and to accommodate the fluctuating population. The overall success of these programs depends on local collaboration and also on the dedicated staff who work in these unique programs.



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Section 1:

Introduction to Juvenile Justice Alternative Education Programs

The Texas Legislature created juvenile justice alternative education programs (JJAEP) in 1995 during an extensive re-write of the Texas Education Code (TEC). The legislation that created JJAEPs mandated a separate educational setting to ensure safe and productive classrooms through the removal of dangerous and/or disruptive students while addressing and resolving the issue of expelled youth receiving no educational services during the period of expulsion. Prior to the creation of JJAEPs, disruptive and dangerous students either remained in the classroom or were expelled, receiving no education during this time. Thus, the State of Texas had a critical interest in ensuring safe classrooms for teachers and students while providing educational services in an alternative setting for expelled students.

This new educational placement was created to serve the educational needs of juvenile offenders and at-risk youth who are expelled from the regular classroom or the school district disciplinary alternative education program (DAEP). The legislative intent was for JJAEPs to provide a quality alternative educational setting for expelled youth that would focus on discipline, behavior management and academic achievement. JJAEPs have operated for 13 full school years.



The Texas Legislature mandated that the Texas Juvenile Justice Department (TJJD) develop a comprehensive system to ensure that JJAEPs are held accountable for student academic and behavioral success and to prepare a report to assess the performance of the JJAEPs based on the accountability system that was developed in 1999. Rider Number 7 to TJJD's current budget in the General Appropriations Act is shown in the box to the right. This report has been prepared to fulfill the mandates of the rider.

Texas General Appropriations Act 82nd Regular Texas Legislative Session Rider 7 – Texas Juvenile Justice Department

JJAEP Accountability. Out of funds appropriated above in Strategy D.1.1. Juvenile Justice Alternative Education Programs (JJAEP), the Texas Juvenile Justice Department shall ensure that Juvenile Justice Alternative Education Programs are held accountable for student academic and behavioral success. The Texas Juvenile Justice Department shall submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2012. The report shall include, but is not limited to, the following:

- a. An assessment of the degree to which each JJAEP enhanced the academic performance and behavioral improvement of attending students;
- b. A detailed discussion on the use of standard measures used to compare program formats and to identify those JJAEPs most successful with attending students;
- c. Student passage rates on the State of Texas Assessments of Academic Readiness (STAAR) in the areas of reading and math for students enrolled in the JJAEP for a period of 90 days or longer;
- d. Standardized cost reports from each JJAEP and their contracting independent school district(s) to determine differing cost factors and actual costs per each JJAEP program by school year;
- e. Average cost per student attendance day for JJAEP students. The cost per day information shall include an itemization of the costs of providing educational services mandated in the Texas Education Code § 37.011. This itemization shall separate the costs of mandated educational services from the cost of all other services provided in JJAEPs. Mandated educational services include facilities, staff, and instructional materials specifically related to the services mandated in the Texas Education Code, § 37.011. All other services include, but are not limited to, programs such as family, group, and individual counseling, military-style training, substance abuse counseling, and parenting programs for parents of program youth; and
- f. Inclusion of a comprehensive five-year strategic plan for the continuing evaluation of JJAEPs which shall include oversight guidelines to improve: school district compliance with minimum program and accountability standards, attendance reporting, consistent collection of costs and program data, training and technical assistance needs.

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Section 2:

Overview of Juvenile Justice Alternative Education Programs

History

Beginning in 1995, local juvenile boards in counties with a population over 125,000 were required by law to implement and operate JJAEPs. During the 2010-2011 school year there were 27 JJAEP counties which encompass 277 school districts operating in the state. These counties accounted for approximately 77% of the state's juvenile age population in 2010. Hays County has chosen to operate as a mandatory JJAEP county in accordance with the General Appropriations Act, TJJDRider 9. Mandatory JJAEP counties in 2010-2011 include:

- Bell	- Collin	- Galveston	- Johnson	- Smith	- Wichita
- Bexar	- Dallas	- Harris	- Lubbock	- Tarrant	- Williamson
- Brazoria	- Denton	- Hays	- McLennan	- Taylor	
- Brazos	- El Paso	- Hidalgo	- Montgomery	- Travis	
- Cameron	- Fort Bend	- Jefferson	- Nueces	- Webb	

In anticipation that an additional five counties (i.e., Ellis, Ector, Guadalupe, Hays and Midland) would fall under the population requirement to operate a mandatory JJAEP when the 2010 U.S. Census was released, the 81st Texas Legislature amended the Texas Education Code Section 37.011 to allow those counties which would be impacted by the 2010 census numbers to opt out of operating a JJAEP if the county juvenile board entered into a memorandum of understanding (MOU) with each school district located in the county. The purpose of the MOU is to minimize the number of students expelled without receiving alternative education services. Impacted counties either needed to begin operating a JJAEP or have adopted an appropriate MOU by the beginning of the 2011-2012 school year. Hays County is the only one of the counties impacted that has chosen to operate a JJAEP; the remaining four counties have chosen to opt out. Also of note is an amendment passed by the 82nd Texas Legislature which added language under Texas Education Code Section 37.011 that provided a description of Smith County allowing this county to also be exempt from operating a JJAEP.



Funding

The funding mechanism for JJAEPs differs in part from the funding mechanism in place for the public schools in Texas. JJAEPs are funded primarily through county tax revenues that flow through school districts and county commissioners' courts along with state appropriations that flow through the Texas Education Agency (TEA) and TJJDRider. Public schools are funded through county tax revenues, state general appropriation funds and federal funds.

TJJDRider provides funding to local juvenile boards on a per diem basis for students who are mandated by state law to be

expelled and placed into the JJAEP. The juvenile board and the school districts in a county jointly enter into a memorandum of understanding (MOU) regarding the cost of non-expelled and discretionarily expelled students who may attend the JJAEP. Local school districts may provide funds and/or in-kind services to the JJAEP as agreed upon in the MOU. A more in-depth discussion of program costing can be found in Section 6 of this report.

In addition to those counties mandated to operate JJAEPs, counties may voluntarily choose to establish a JJAEP. These programs may be funded through a combination of TJJDRider grants to local juvenile probation departments and through funding provided by local school districts. During school year 2010-2011, six counties were supported with TJJDRider grant funds to operate JJAEPs. These discretionary JJAEP counties include: Atascosa, Hale, Hardin, Hill, Hopkins and Karnes/Wilson.

Statutory Requirements

Section 37.011 of the Texas Education Code (TEC) primarily governs the programmatic parameters of JJAEPs. The main academic and programmatic standards that must be followed by all JJAEPs are highlighted below.

- ★ The statutorily established academic mission of the JJAEP is to enable students to perform at grade level pursuant to TEC Section 37.011(h);
- ★ JJAEPs are required to operate seven hours a day for 180 days a year pursuant to TEC Section 37.011(f);
- ★ JJAEPs must focus on English / language arts, mathematics, sciences, social studies and self-discipline but are not required to provide a course necessary to fulfill a student's high school graduation requirements pursuant to TEC Section 37.011(d);
- ★ JJAEPs must adopt a student code of conduct pursuant to TEC Section 37.011(c);
- ★ The juvenile board must develop a written JJAEP operating policy and submit it to TJJD for review and comment pursuant to TEC Section 37.011(g);
- ★ JJAEPs must adhere to the minimum standards set by TJJD and found in Title 37, Texas Administrative Code (TAC) Chapter 348 pursuant to TEC Section 37.011(h) and Texas Human Resources Code (HRC) Section 221.002(a)(5). JJAEPs are required by these standards to have one certified teacher per program and an overall instructional staff-to-student ratio of no more than 1 to 24. Instructional staff must have a bachelor's degree from a four-year accredited university. Additionally, the operational staff-to-student ratio is required to be no more than 1 to 12; and
- ★ The juvenile board or the board's designee shall regularly review a JJAEP student's academic progress. For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d).

Section 3:

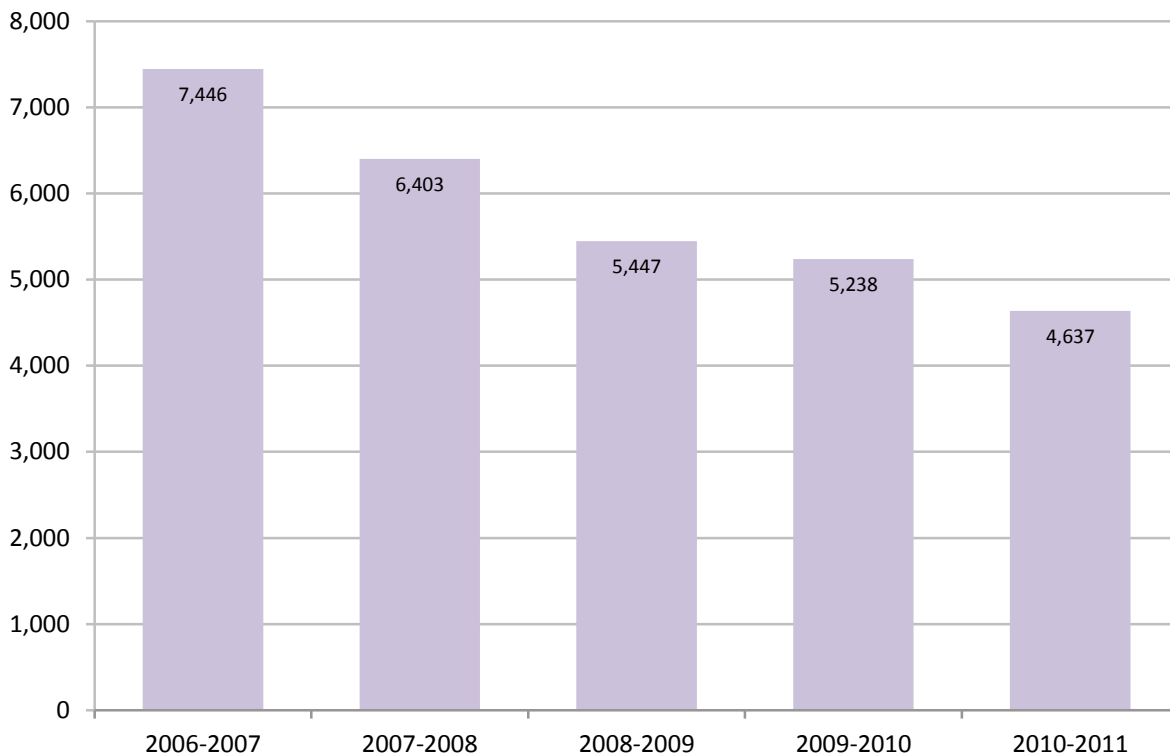
Students in Juvenile Justice Alternative Education Programs

JJAEP Student Population

Students served in JJAEPs have been expelled from their home school campus or a district alternative education program (DAEP), have been placed into the program as a requirement of supervision by the juvenile court, or have been placed by a local agreement. Chart 1 presents JJAEP student entries by school year.

Chart 1

JJAEP Student Entries by School Year
School Years 2006-2007 through 2010-2011



- ★ During school year 2010-2011 there were 4,637 student entries into JJAEPs. This represented a 38% decrease in entries for all students since school year 2006-2007 (the highest population year) for JJAEPs mandated by the state.
- ★ Student entries into JJAEPs decreased by 11% from school year 2009-2010 to school year 2010-2011.

A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting. During school year 2010-2011, a total of 4,373 individual students accounted for the 4,637 entries into JJAEP programs. A total of 252 students entered a JJAEP more than once during that school year.

Table 2 presents the distribution of student entries and the number of individual students in JJAEPs by county for school year 2010-2011.

Table 2

**JJAEP Student Entries and Students by County
School Year 2010-2011**

County	Student Entries	Students	County	Student Entries	Students
Bell	133	118	Jefferson	107	102
Bexar	423	399	Johnson	35	34
Brazoria	90	87	Lubbock	90	89
Brazos	52	49	McLennan	178	161
Cameron	285	261	Montgomery	289	268
Collin	120	119	Nueces	66	64
Dallas	530	504	Smith	12	12
Denton	133	126	Tarrant	338	316
El Paso	63	63	Taylor	29	29
Fort Bend	168	153	Travis	97	89
Galveston	72	70	Webb	187	167
Harris	588	567	Wichita	76	72
Hays	45	44	Williamson	185	175
Hidalgo	246	235	Total	4,637	4,373

Students may enter JJAEPs at any time during a school year and may continue in the JJAEP from one school year to the next. Students who enter a JJAEP in one school year and continue in the next are considered “carryovers” from the previous school year. In school year 2010-2011, a total of 1,476 juveniles, or 34% of students, began the year as carryovers.

JJAEP Placement Type

The student population served by JJAEPs falls into two basic categories: expelled students and non-expelled students. Expelled students include those students who are required to be expelled under Texas Education Code (TEC) Section 37.007 and those who are expelled at the discretion of local school district policy.

A mandatory expulsion occurs when a student has been expelled pursuant to TEC Section 37.007(a), (d), or (e). The code mandates school districts to expel students who engage in specific serious criminal offenses including violent offenses against persons, felony drug offenses and weapons offenses. To be designated as a mandatory expulsion the offense must occur on school property or at a school-related event. The mandatory expulsion offenses are listed below.

- | | |
|---|---|
| ★ Felony Drug Offenses | ★ Indecency with a Child |
| ★ Weapons Offenses (includes expulsion for a non-illegal knife) | ★ Retaliation Against School Employee or Volunteer (regardless of location) |
| ★ Aggravated Assault | ★ Murder or Attempted Murder |
| ★ Aggravated Sexual Assault and Sexual Assault | ★ Manslaughter and Criminally Negligent Homicide |
| ★ Aggravated Robbery | ★ Aggravated Kidnapping |
| ★ Arson | |

A discretionary expulsion occurs when a school district chooses to expel a student for committing an offense or engaging in behavior as described in TEC Section 37.007(b), (c), and (f). Some discretionary expulsions may occur in a regular classroom, on a school campus or at a school-related event while serious or persistent misbehavior may only occur in a school district's disciplinary alternative education program (DAEP). The Education Code (Section 37.0081) was amended in 2007 to allow for a school district located in a JJAEP county to expel students for any conduct on or off school campus that is classified as a felony under Title 5 of the Texas Penal Code. Unlike mandatory offenses, specific discretionary offenses are not required to have been committed on school property or at a school-related event.

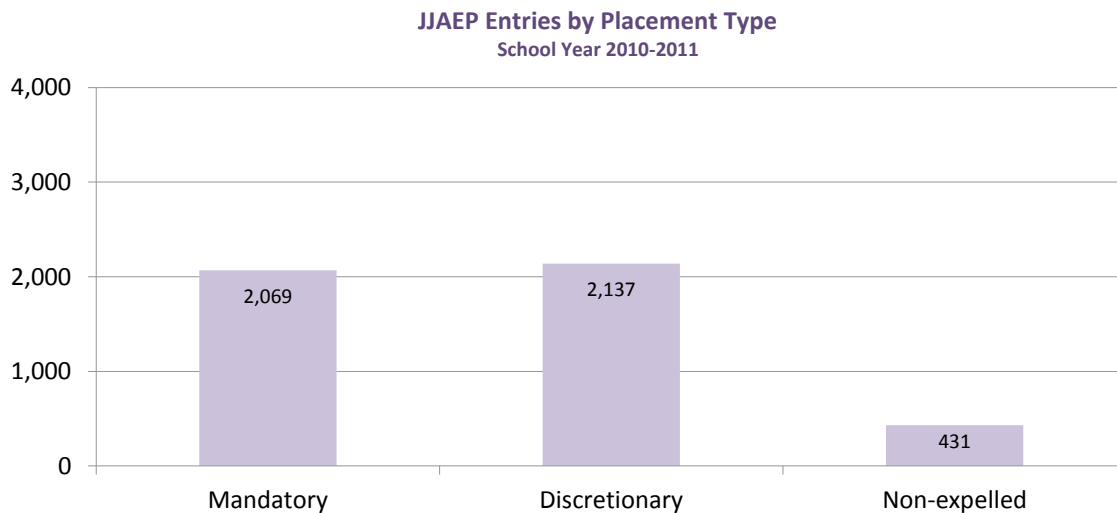
Those offenses for which expulsion is discretionary are listed below.

- | | |
|---|---|
| ★ Serious or Persistent Misbehavior | ★ Misdemeanor Drug and Alcohol Offenses |
| ★ Any Mandatory Offense within 300 feet of school campus | ★ Assault on a teacher or employee |
| ★ Aggravated Assault, Sexual Assault, Aggravated Robbery, Murder or Attempted Murder occurring off campus against another student | ★ Felony Criminal Mischief |
| | ★ Deadly Conduct |
| | ★ Terroristic Threat |
| ★ Penal Code Title 5 felonies offense (regardless of location) | ★ Inhalant Offenses |

Non-expelled students are ordered to attend the JJAEP by a juvenile court judge, are placed in a JJAEP under an agreement with the local school district as authorized by TEC Section 37.011 or are a registered sex offender and placed in the JJAEP under TEC Section 37.309. In school year 2010-2011, 12 JJAEPs agreed in their local MOU to serve non-expelled students; however, only ten actually served these students during the school year.

The number and percentage of mandatory, discretionary and non-expelled student entries into JJAEPs during school year 2010-2011 may be found below in Chart 3. As in previous years, the vast majority of JJAEP student entries were the result of an expulsion (91%). Discretionary expulsions were the largest category, accounting for 46% of all entries. All but three of the 431 non-expelled students were ordered to attend the JJAEP by the juvenile court.

Chart 3



Entries into JJAEPs have experienced a consistent pattern of decline since school year 2006-2007. However, the proportion of mandated students relative to all students has experienced a slight increase between 2006-07 and 2010-11.

Table 4 illustrates entries into JJAEPs over time according to the type of student entry. Appendix A provides by county student entries for the last three school years by JJAEP placement type.

Table 4

JJAEP Entries by Placement Type
School Years 2006-2007 through 2010-2011

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	N	%	N	%	N	%	N	%	N	%
Mandatory	2,992	40%	2,611	41%	2,220	41%	2,111	40%	2,069	45%
Discretionary	4,019	54%	3,414	53%	2,841	52%	2,690	52%	2,137	46%
Non-expelled	435	6%	378	6%	386	7%	437	8%	431	9%
Total	7,446	100%	6,403	100%	5,447	100%	5,238	100%	4,637	100%

- ★ The number of mandatory expulsions decreased from 2006-2007 to 2010-2011. As a percentage of total entries mandatory student entries have increased since school year 2006-2007.
 - Between school years 2006-2007 and 2010-2011, the number of mandatory expulsion entries decreased 31% while discretionary entries decreased 47%.
- ★ Discretionary entries have decreased both in number and as a percentage of total JJAEP entries.
- ★ Non-expelled student entries have decreased slightly from school year 2006-2007. As a percentage of total entries non-expelled student entries have increased from 6% in school year 2007-2008 to 9% in 2010-2011.

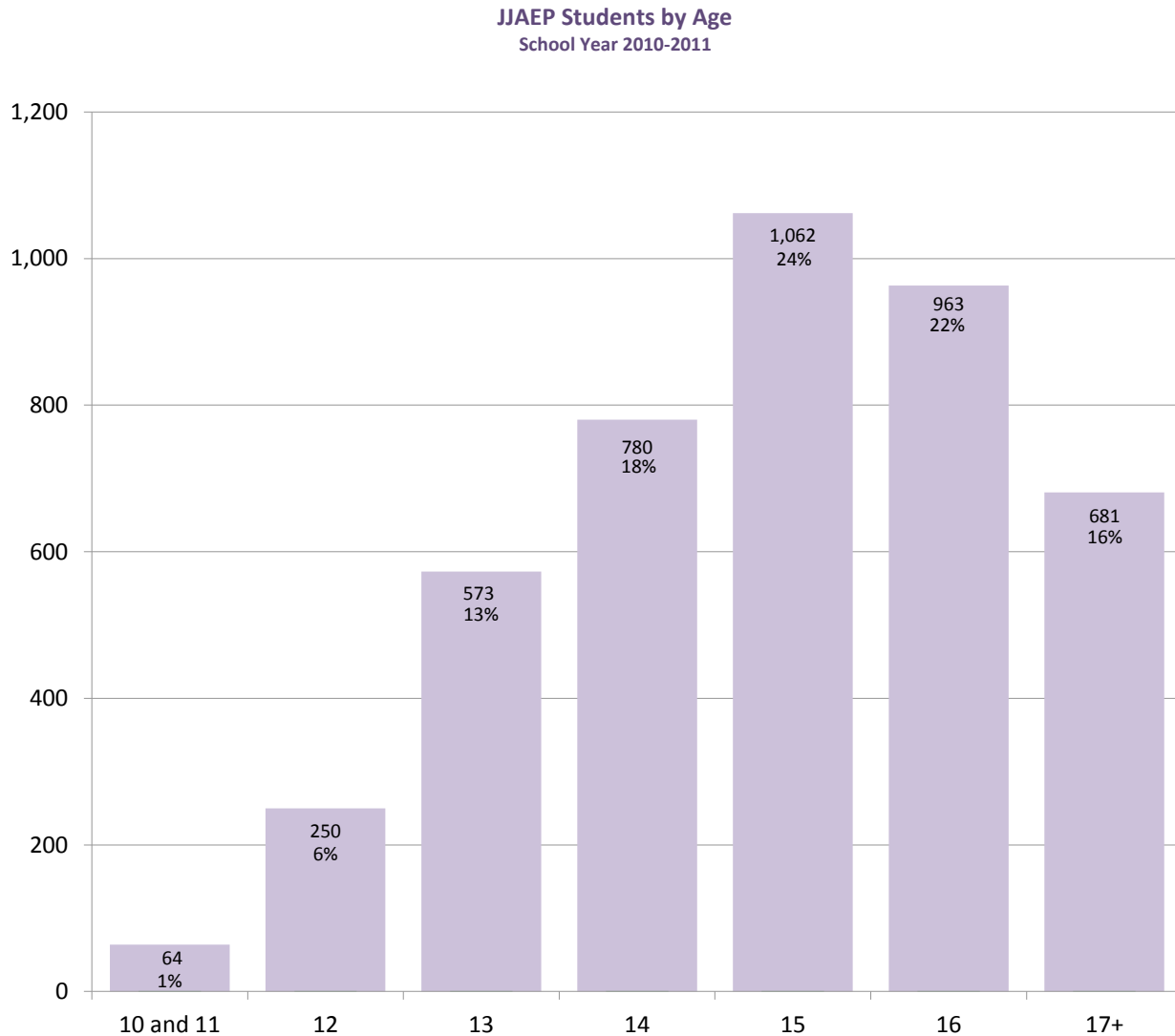
Characteristics of the JJAEP Student Population

Student population characteristics, including age, gender, ethnicity, grade level and special education status provide descriptive information about the students who entered JJAEPs during school year 2010-2011.

Age

Chart 5 depicts the age of students entering the JJAEPs during school year 2010-2011.

Chart 5



- ★ 64% of students entering a JJAEP were between the ages of 14 and 16.
- ★ Fifteen year olds accounted for 24% of JJAEP students, the largest single age category.
- ★ Youth age 17 and older, although not of juvenile justice age, are eligible for placement into a JJAEP and accounted for 16% of students.
- ★ There has been no significant fluctuation from previous school years in the percentage of students in each age group.

The age of students entering differed by placement type in school year 2010-2011:

- ★ A similar percentage of discretionary students (8%) and mandatory students (7%) were 10 to 12 years old, while 2% of non-expelled students were in this age category.
- ★ Non-expelled students were older than the expelled students. 78% of non-expelled students were 15 years old and older, compared to 54% of discretionary students and 66% of mandatory students.
- ★ 216 discretionary students (11%) and 428 mandatory students (21%) were 17 years of age or older, while 37 non-expelled students (10%) were in this age category.

Gender and Race

The gender and race distribution of JJAEP students can be found in Table 6 below.

Table 6

JJAEP Students by Gender and Race
School Year 2010-2011

	Gender		Total by Race	Percent of Total by Race
	Male	Female		
African-American	816	200	1,016	23%
White	788	205	993	23%
Hispanic	1,906	377	2,283	52%
Other	58	23	81	2%
Total	3,568 (82%)	805 (18%)	4,373	100%

- ★ 77% of JJAEP students were minority youth.
- ★ The majority of students entering JJAEPs were male (82%).
- ★ Hispanic males were the largest single group of JJAEP students, accounting for 44% of students entering the program, down slightly from 45% in the 2009-2010 school year.
- ★ A similar percentage of discretionary students (18%) and mandatory students (19%) were female, while 16% of non-expelled students were female.

The race and ethnicity of students differed by type of JJAEP placement. In school year 2010-2011:

- ★ 82% of discretionary students were minority youth, compared to 74% of mandatory students and 72% of non-expelled students.
 - African-American youth accounted for 31% of discretionary students, 16% of mandatory students and 23% of non-expelled students.
 - Hispanic youth accounted for 50% of discretionary students, 56% of mandatory students and 47% of non-expelled students.
 - White youth accounted for 18% of discretionary students, 26% of mandatory students and 28% of non-expelled students.
 - Other youth accounted for 2% of discretionary students, 2% of mandatory students and 2% of non-expelled students.

Table 7 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and juveniles referred to the juvenile probation system during school year 2010-2011.

Table 7

Comparison of Race Distributions Within Systems
School Year 2010-2011

	African-American	White	Hispanic	Other
Juvenile Justice Alternative Education Program	23%	23%	52%	2%
District Alternative Education Program	24%	21%	53%	2%
Texas Public School	13%	31%	50%	6%
Statewide Referrals to Juvenile Probation*	25%	25%	49%	1%

*Calendar year 2010

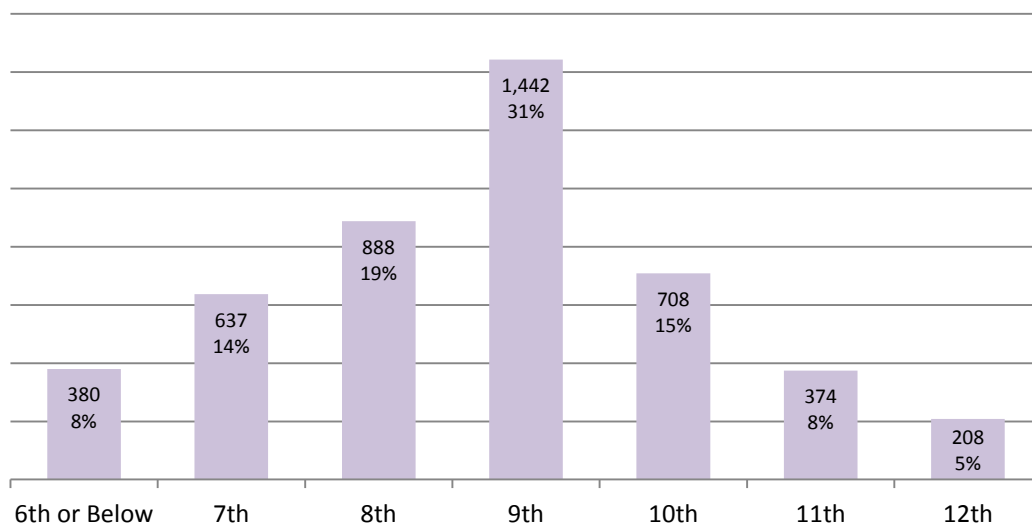
- ☆ The higher proportion of Hispanic students in JJAEPs may be the result of school locations.
 - 26% of all JJAEP students are served in Bexar, Cameron, El Paso, Hidalgo, and Webb counties. 90% of JJAEP students from these counties are Hispanic.

Grade Level

In school year 2010-2011, JJAEPs served elementary through high school students. Chart 8 shows the distribution of student entries by grade level.

Chart 8

JJAEP Student Entries by Grade Level
School Year 2010-2011



- ☆ The majority of JJAEP student entries (59%) were high school students.
- ☆ Ninth graders comprised 31% of all JJAEP entries, the largest single grade category.

- ★ Approximately 8% of JJAEP entries in school year 2010-2011 were in 6th grade. 43 entries were in 5th grade or below.
- ★ 36% of JJAEP entries were not at their expected grade level based on their age at entry.

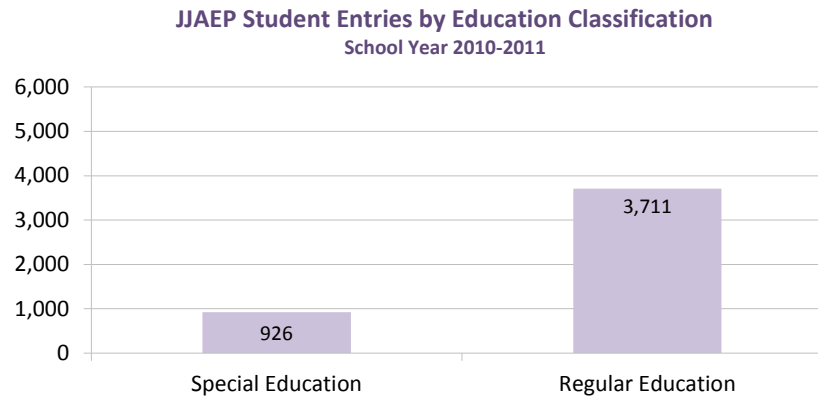
The grade level of students entering JJAEPs varied by type of entry. In school year 2010-2011:

- ★ Students entering JJAEPs in the non-expelled category were the most likely to be in high school. 75% of non-expelled student entries were in the 9th through 12th grades compared to 67% of mandatory student entries and 48% of discretionary student entries.
- ★ The entry type with the highest proportion of middle school student entries was the discretionary expulsion category. 51% of discretionary entries were in the 6th through 8th grades compared to 32% of mandatory student entries and 25% of non-expelled student entries.

Special Education Needs

JJAEPs serve students who have special education needs identified in their Individual Education Plan (IEP). Chart 9 depicts the proportion of JJAEP student entries with special education needs.

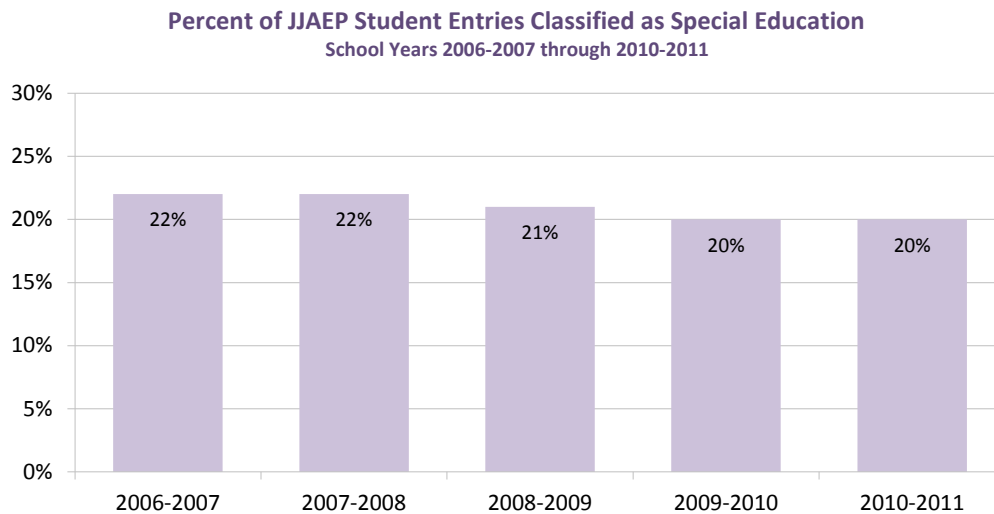
Chart 9



- ★ 20% of the students in JJAEPs were classified as having special education needs.

Chart 10 shows the percentage of students in JJAEPs with special education needs from school year 2006-07 to school year 2010-11.

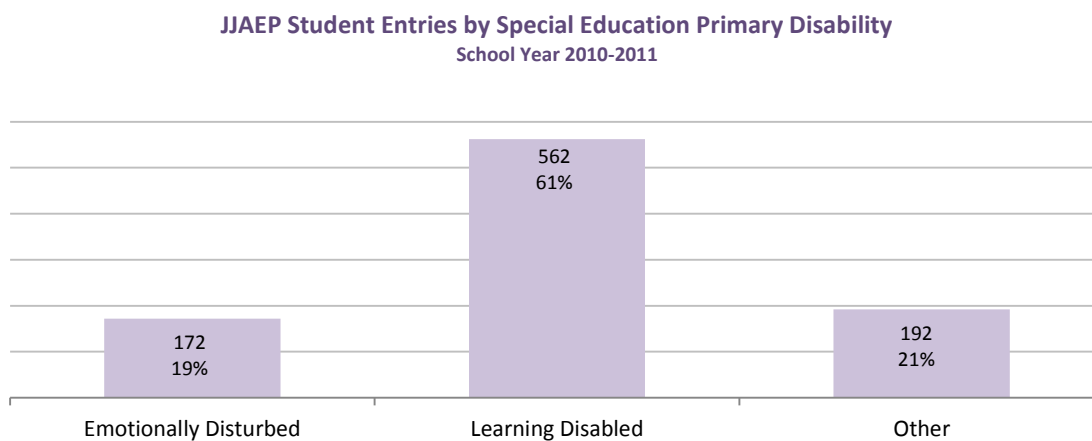
Chart 10



- ☆ Between school years 2006-2007 and 2010-2011, the percent of entries into JJAEPs classified as special education decreased from 22% to 20%.
 - In school year 2010-2011, there were 711 fewer JJAEP student entries classified as special education than in school year 2006-2007.

Chart 11 presents the primary disability for special education students entering JJAEPs in school year 2010-2011.

Chart 11

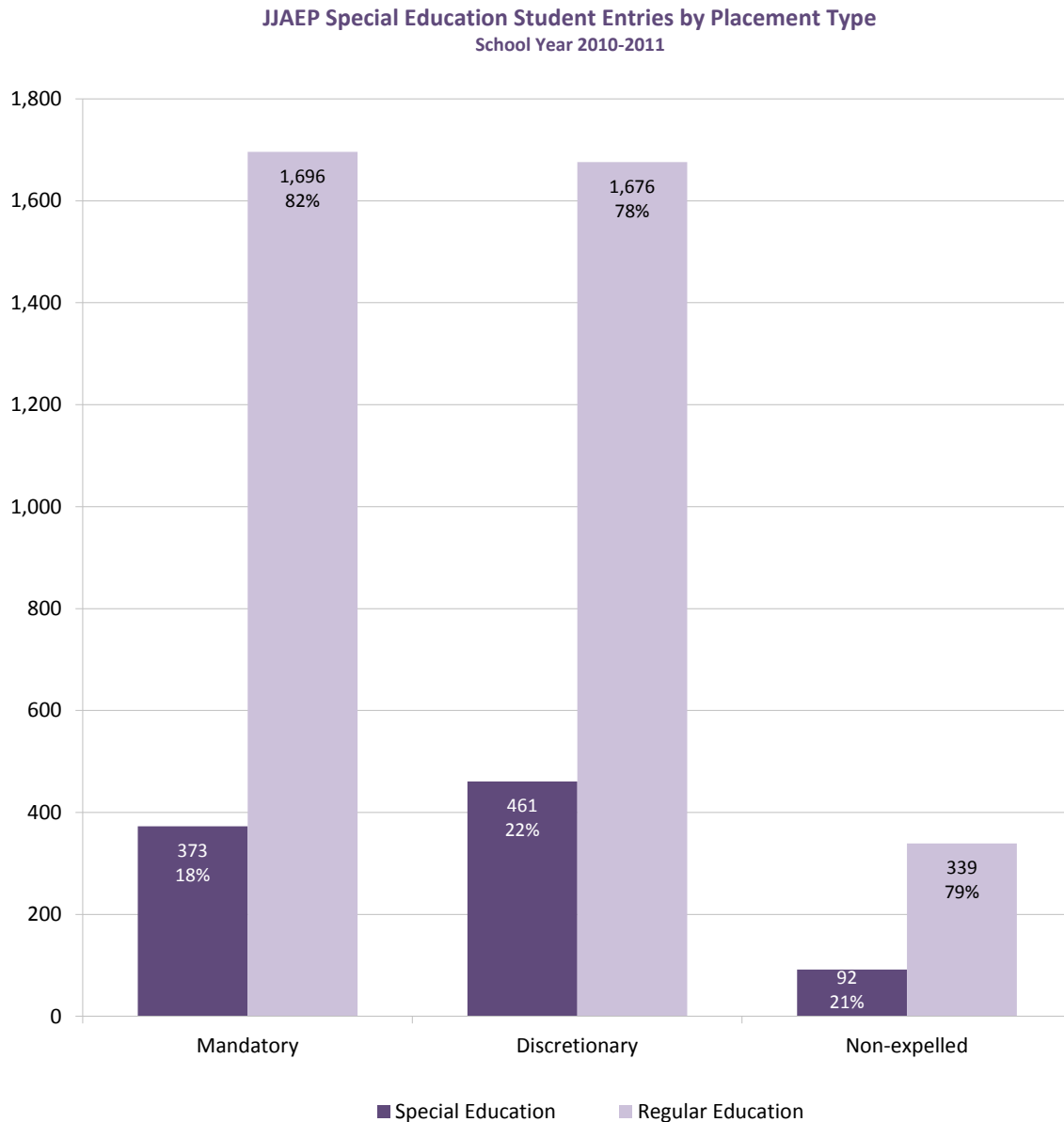


- ☆ The percentage of JJAEP special education students with an emotional disturbance has increased slightly from 18% in school year 2008-09 to 19% in school year 2010-11.
- ☆ Special education students with a learning disability accounted for 12% of the total JJAEP student entries in school year 2010-2011.

- ★ The “other” disability category includes students with physical disabilities, brain disorders or a student with an intellectual disability.
 - 10 students, or 5% of the “other” category, had a primary disability of intellectual disability.
 - The remaining special education students in the “other” category were physically disabled or had a disability such as a speech or visual impairment, a traumatic brain injury or other health problem.

Chart 12 presents the number of students with a special education need by type of JJAEP placement.

Chart 12



- ★ Special education students accounted for only 18% of mandatory student entries compared to 22% of discretionary student entries and 21% of non-expelled student entries.
- ★ Half of all special education students were discretionary entries.

Other Student Characteristics

Data from TEA provides additional descriptive information about the students served in JJAEPs including at-risk status, English as a Secondary Language (ESL), Limited English Proficiency (LEP), economic situation and gifted/talented status.

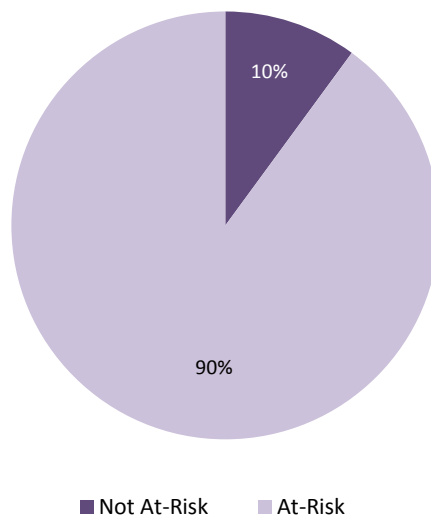
At-risk status indicates that a student has been identified as at-risk of dropping out of school by their home campus. ESL indicates that the student is participating in a state-approved ESL program, which is a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. LEP indicates that the student has been identified as limited English proficient by the district Language Proficiency Assessment Committee (LPAC). Economic situation describes the student's economic disadvantage status. Gifted/talented indicates that the student is participating in a state-approved gifted and talented program.

Analysis of TEA's Public Education Information Management System (PEIMS) data for students entering JJAEPs in school year 2010-2011 showed that 13% of JJAEP students were classified as having limited English proficiency while 10% were classified as ESL. Approximately 3% of JJAEP students were considered to be gifted/talented.

Chart 13 presents the distribution of at-risk students in JJAEPs. Many factors are considered in determining if a student is at-risk including not advancing grade levels, not maintaining an average of 70 (on a scale of 100) in two or more curriculum subjects during the school year, placement into a DAEP or expulsion, having limited English proficiency, being in the care or custody of the Texas Department of Family and Protective Services and/or serving on parole, probation or deferred prosecution.

Chart 13

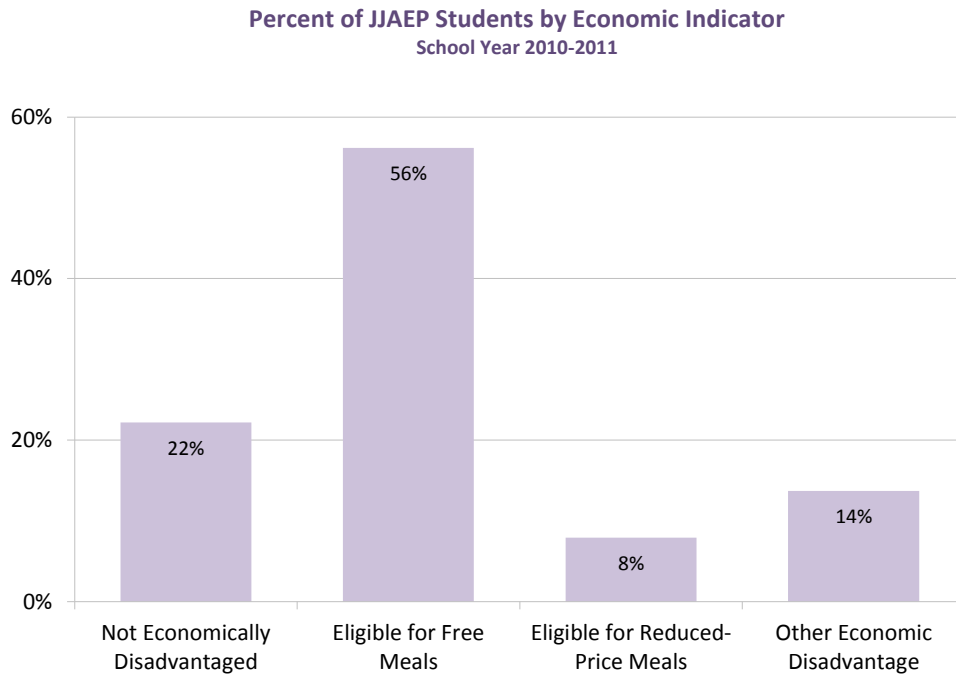
JJAEP Students Identified as At-Risk
School Year 2010-2011



- ★ The vast majority, or 90%, of students in JJAEPs were considered to be at-risk students. In comparison, 75% of DAEP students were considered at-risk students in school year 2010-2011.

Chart 14 shows the distribution of JJAEP students by economic indicator. Students are classified annually by their home school to determine eligibility for free and reduced price school meals.

Chart 14



- ★ 78% of the JJAEP students were classified as economically disadvantaged.
 - Statewide, 59% of public school students and 66% of DAEP students were classified as economically disadvantaged.
- ★ Over half of the students in JJAEPs were eligible for free meals (56%).
- ★ The percent of economically disadvantaged students in a JJAEP has risen 12% since the 2008-09 school year.

Expulsion Offense Types

The majority of students entering JJAEPs had been expelled for committing a criminal offense (e.g., Class C misdemeanor to felony offenses). Offenses which require a school to expel a student are typically serious felony-level offenses and include a variety of offenses against persons as well as drug and weapons violations. In order to expel a student, school officials must have reason to believe an offense has occurred and must hold a formal expulsion hearing. The expulsion offense is determined by school district personnel. Table 15 provides the number and percent of student entries into JJAEPs for mandatory expulsion offenses by offense type.

Table 15

JJAEP Mandatory Expulsion Student Entries by Expulsion Offense Category
School Year 2010-2011

Expulsion Offense Category	Number	Percent of Total
Felony Drug Offenses	1,205	58%
Weapons Offenses (includes expulsion for a non-illegal knife)	501	24%
Aggravated Assault or Sexual Assault	222	11%
Aggravated Robbery	15	<1%
Arson	72	4%
Indecency with a Child	36	2%
Retaliation	17	<1%
Murder, Attempted Murder or Kidnapping	1	<1%
Total Offenses	2,069	100%

- ★ Despite the overall decrease in expulsions, all expulsion offense categories increased since school year 2008-2009 with the exception of weapons offenses, arson, and murder/manslaughter.
 - In school year 2010-2011 there were 197 fewer entries into JJAEPs for weapons offenses, 36 fewer entries for arson and 2 fewer entries for murder/manslaughter than in school year 2008-2009.
 - Between school year 2008-2009 and school year 2010-2011 entries for drug offenses increased by 57.
 - Felony drug offenses accounted for the highest proportion of mandatory entries into JJAEPs (58%).
 - Nearly one quarter of the mandatory expulsion students were placed because of a weapons violation (24%).
- ★ Less than 1% of mandatory entries were for the offenses of murder, retaliation or aggravated robbery.

Discretionary expulsion offenses include less serious offenses against persons as well as misdemeanor-level drug and alcohol violations. They also include the category of non-mandatory Penal Code Title 5 Felony Offenses. The category of serious or persistent misbehavior includes school district student code of conduct violations occurring in the DAEP. Table 16 provides the number and percent of student entries into a JJAEP for discretionary expulsion offenses by offense type.

Table 16

JJAEP Discretionary Expulsion Student Entries by Expulsion Offense Category
School Year 2010-2011

Expulsion Offense Category	Number	Percent of Total
Serious or Persistent Misbehavior	1,526	72%
Misdemeanor Drug and Alcohol Offenses	262	12%
Assault on a Teacher/Employee	154	7%
False Alarm/ Terroristic Threat	60	3%
Felony Criminal Mischief	29	1%
Penal Code Title 5 Felony Offenses	87	4%
Mandatory Offenses Committed Off-Campus	19	1%
Total Offenses	2,137	100%

- ★ The number of serious or persistent misbehavior expulsions decreased by 22% between school years 2008-2009 and 2010-2011.
- ★ Misdemeanor drug and alcohol offenses and serious or persistent misbehavior accounted for 84% of all discretionary expulsions.
- ★ Students who commit mandatory offenses within 300 feet of a school campus may be expelled at the discretion of the school district. These offenses are categorized above as “mandatory offenses committed off-campus”.

Juvenile Court Status of the JJAEP Student Population

Although the majority of youth served by JJAEPs were referred to the juvenile court as a result of the offense that led to their expulsion, this is not true for all youth. Data from TJJD's JJAEP database and TJJD's monthly extract data were matched to determine the number of juveniles entering JJAEPs in school year 2010-2011 who were also referred to juvenile probation departments. A referral to juvenile probation within 30 days of expulsion or JJAEP entrance was considered to be an expulsion that resulted in a referral.

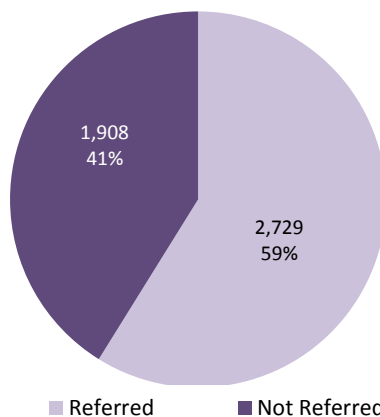
A formal referral occurs when a juvenile has face-to-face contact with the juvenile probation department and an intake occurs. Students referred to local juvenile probation departments were referred for felony, misdemeanor, conduct indicating a need for supervision (CINS) and violation of probation offenses. CINS offense referrals include public intoxication, truancy, fineable only offenses that have been transferred to a juvenile court from a municipal or justice court, inhalant abuse and expulsion for violating the school district student code of conduct while in the DAEP under TEC Section 37.007(c) (serious or persistent misbehavior).

In order to be referred to a juvenile probation department, a youth must have committed an offense while between the ages of 10 and 16. Youth 17 years old and older who commit offenses are under the jurisdiction of the adult criminal justice system and may not be referred to juvenile probation, despite attending a JJAEP.

As seen in Chart 17, 59% of total JJAEP student entries (2,729) in school year 2010-2011 had a formal referral to a local juvenile probation department associated with their JJAEP placement.

Chart 17

JJAEP Students Referred to Juvenile Probation Departments
School Year 2010-2011



- ★ In school year 2010-2011, 16% of JJAEP entries were 17 years old or older. These students accounted for 33% of those with no juvenile probation referral.

Comparison of Juvenile Justice Referral Offenses for Expelled Students

School districts may expel those students who violate the school district student code of conduct as allowed by Texas Education Code Section 37.007 and must expel students who engage in violent, weapon and felony drug offenses while on school campus. Expulsion offenses are those alleged by the school district and may or may not be the offense for which the juvenile is formally referred to the juvenile probation department. In some cases, a student may never be formally referred for the offense for which they are expelled.

Table 18 shows a comparison of the JJAEP reported expulsion offense and the offense of referral for students expelled and placed into a JJAEP.

Table 18

**Expulsion Offense Compared to Juvenile Justice Referral Offense
for Expelled Students in JJAEPs
School Year 2010-2011**

Mandatory Expulsions	Percent	Discretionary Expulsions	Percent
No offense in juvenile justice system	42%	No offense in juvenile justice system	39%
Formal referral for the same or similar offense	48%	Formal referral for the same or similar offense	40%
Formal referral for a different offense	10%	Formal referral for a different offense	21%

- ★ 48% of students expelled for a mandatory offense and 40% of students expelled for a discretionary offense were referred to juvenile probation for the same or similar offense.
- In order for the expulsion offense and referral offense to be considered as the same or similar they must be the same level and category of offense.

Non-Expelled Student Offenses

Students categorized as non-expelled are most often placed into JJAEPs by the juvenile court as a condition of probation supervision or as a transition after being placed out of the home. Non-expelled students accounted for nine percent of all student entries and eight percent of the total JJAEP students with a juvenile court referral within 30 days of entry into the JJAEP. Fifty-three percent of non-expelled students had a referral to the juvenile justice system within 30 days of entering the JJAEP.

Juvenile Court Disposition Type for Expelled Students

JJAEP mandatory and discretionary expulsion students referred to juvenile probation departments will have their cases disposed of either formally or informally. Informal dispositions include supervisory caution and deferred prosecution while formal dispositions include court-ordered probation, commitment to the Texas Juvenile Justice Department (TJJD) under a determinate or indeterminate sentence, or certification as an adult. Table 19 presents the dispositions of expelled JJAEP students.

Juvenile Court Disposition Descriptions

- ★ **Supervisory Caution** – Non-judicial disposition that an intake officer may make on a case. This may include referring a child to a social agency or a community-based first offender program run by law enforcement.
- ★ **Deferred Prosecution** – An alternative to formal adjudication where the child, parent or guardian, prosecutor and the juvenile probation department agree upon conditions of supervision. Deferred prosecution can last up to six months and may be extended an additional six months.
- ★ **Court-Ordered Probation** – Upon an adjudication hearing on the facts, a judge or jury may order community-based supervision for a specified period of time, based on such reasonable and lawful terms as the court may determine.
- ★ **Drop/Dismiss** – A case can be dropped or dismissed by the juvenile department, the prosecutor or the juvenile court.
- ★ **Other/Pending** – Other/Pending dispositions include commitment to the TJJD, certification as an adult, and cases still pending.

Table 19

Disposition by Placement Type
School Year 2010-2011

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Supervisory Caution	156	13%	406	31%	562	23%
Deferred Prosecution	323	27%	287	22%	610	24%
Probation	478	40%	290	22%	768	31%
TJJD/Certified as Adult	2	<1%	4	<1%	6	<1%
Drop	187	16%	293	23%	480	19%
Pending	49	4%	25	2%	74	3%
Total	1,195	100%	1,305	100%	2,500*	100%

* Does not include non-expelled students

- ★ 55% of the referred mandatory and discretionary JJAEP students were disposed to community supervision (court-ordered probation or deferred prosecution). Less than 1% were committed to TJJD or certified as an adult.
- 27% of students expelled for a mandatory offense were placed on deferred prosecution compared to 22% of discretionary students.
- 67% of the referred mandatory JJAEP students were disposed to community supervision as compared to 44% of referred discretionary students.
- ★ Students expelled for a mandatory offense and referred to the juvenile probation department were more likely to be placed on court-ordered probation than students expelled for a discretionary offense. 40% of mandatory expulsion students were placed on probation as compared to 22% of discretionary expulsion students.

Supervision at Entry into the JJAEP for Expelled Students

Students expelled to a JJAEP for a mandatory or discretionary offense may or may not have been referred to a juvenile probation department as a result of their expulsion offense. Students also may or may not be under the supervision of a juvenile probation department at the time of entry into the JJAEP. Table 20 shows the supervision type at entry for students expelled for mandatory and discretionary offenses. The juvenile's most serious supervision level within 30 days of JJAEP entry is provided.

Table 20

Supervision at JJAEP Entry for Expelled Students*
School Year 2010-2011

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Conditional/Temporary	525	25%	330	16%	855	20%
Deferred Prosecution	168	8%	338	16%	506	12%
Probation	230	11%	394	18%	624	15%
No Supervision	1,146	56%	1,075	50%	2,221	53%
Total	2,069	100%	2,137	100%	4,206**	100%

*Most serious supervision level within 30 days of JJAEP entry ** Does not include non-expelled students

- ★ Nearly half (47%) of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
 - Students expelled for a discretionary offense were slightly more likely to be under supervision than students expelled for a mandatory offense.
- ★ Discretionary expulsion students were more likely than mandatory students to be under deferred prosecution or on probation, while mandatory students were more likely to be under conditional/temporary supervision.
 - 86% of discretionary expulsion students on probation were placed on probation prior to expulsion to a JJAEP.
- ★ Conditional and temporary supervisions are pre-dispositional supervisions that allow the juvenile probation department to more closely monitor youth and respond to violations prior to disposition.
 - Of the 525 mandatory expulsion students on conditional/temporary supervision, 40% were eventually placed on probation for the same referral. An additional 29% ended up under deferred prosecution.
- ★ JJAEPs are better able to manage the behavior of expelled youth under supervision as conditions can be included in the supervision agreement outlining the expectations and the consequences of violating JJAEP rules.

Program Length of Stay for the JJAEP Student Population

Average Length of Stay

During school year 2010-2011, a total of 3,443 students exited from JJAEPs. Table 21 provides the average length of stay for students who exited JJAEPs. TJJD calculated average length of stay, which includes only school days, not weekends, holidays or summer break, using data submitted by the JJAEPs. For students who entered a JJAEP prior to school year 2010-2011 and carried over into school year 2010-2011, the average length of stay includes their total stay. The length of student placements in a JJAEP is determined by the local memorandum of understanding.

Table 21

Average Length of Stay by County School Year 2010-2011

County	Number Exiting	Average (days)	County	Number Exiting	Average (days)
Bell	99	35	Jefferson	78	88
Bexar	339	67	Johnson	24	48
Brazoria	79	84	Lubbock	72	64
Brazos	45	64	McLennan	132	75
Cameron	167	105	Montgomery	190	85
Collin	103	60	Nueces	43	105
Dallas	338	95	Smith	6	91
Denton	101	65	Tarrant	257	82
El Paso	46	118	Taylor	24	98
Fort Bend	111	105	Travis	88	67
Galveston	64	47	Webb	132	79
Harris	459	78	Wichita	71	62
Hays	33	94	Williamson	138	75
Hidalgo	204	57	Total Exits	3,443	78

- ★ The average length of stay for all students exiting the JJAEP was 78 school days.
- ★ El Paso County had the longest average length of stay (118 school days) compared to Bell County which had the shortest average length of stay (35 school days).
- ★ Students placed in a JJAEP for a mandatory reason had the longest length of stay at 82 school days, compared to 73 school days for discretionary and 80 school days for non-expelled students.
- ★ Mandatory students' length of stay has decreased from 85 school days in school year 2008-09 to 82 school days in school year 2010-11.

Reasons for Program Exit

Students may exit a JJAEP program for a variety of reasons. Exits are classified in four ways: Return to Local District; Incomplete; Graduated or Received GED; or Early Termination. Students who complete their term in the program are shown as returning to their local school district, graduating or have received their GED.

Exits classified as incomplete include students leaving the program prior to completion. These students may require a more structured or secure setting (such as residential placement in a pre- or post-adjudication facility).

Students who exit via early termination from the program have not completed their term in the JJAEP. Examples of such terminations include an Admission, Review and Dismissal (ARD) removal, or withdrawal to enroll in another education program other than their home district (e.g. charter school, home school, private school, etc.) or due to medical problems.

Table 22 presents the reasons why students exited JJAEPs in school year 2010-2011. (See Appendix B for exit reasons by county.)

Table 22

JJAEP Exit Reasons
School Year 2010-2011

	Number	Percent of Total
Returned to Local District	2,526	73%
Incomplete	451	13%
Graduated or Received GED	67	2%
Early Termination	399	12%

- ★ The majority of students (73%) returned to their local school district after successfully completing an expulsion term or a term of probation.
- ★ 2% of exiting students either graduated from the JJAEP or received a high school equivalency certificate (GED).
 - The number of students who graduate or receive a GED has almost doubled since the 2008-09 school year.
- ★ 12% of JJAEP were released from the program prior to completing their assigned length of stay.

Exit reasons varied by type of entry into the program. In school year 2010-2011:

- ★ A higher percentage of mandatory students (79%) returned to their local school district than discretionary (71%) or non-expelled students (59%).
- ★ Students classified as non-expelled had the highest proportion of incomplete exits. 27% of non-expelled students left the program as incomplete compared to 9% of mandatory and 15% of discretionary students.
- ★ 63% of the students graduating or receiving a GED were mandatory entries compared to 24% for non-expelled entries and 13% for discretionary student entries.

Section 4:

Description of Juvenile Justice Alternative Education Programs

Introduction

The design and implementation of JJAEPs is a local decision determined primarily through the development of a memorandum of understanding (MOU) between each school district and the county juvenile board. While the juvenile board is the entity ultimately responsible for operating the JJAEP, most programs have various levels of school district participation in programming.

JJAEPs are required by statute to teach the core curriculum of English/language arts, mathematics, science and social studies, as well as self-discipline. Attending students earn academic credits for coursework completed while attending the JJAEP. The length of time a student is assigned to a JJAEP is determined by the school district for expelled students and by the juvenile court for non-expelled placements. Once a student has completed the term of expulsion or their condition of probation, the student transitions back to his or her home school district.

This section takes a comprehensive look at the programmatic components of the 27 JJAEPs operating during school year 2010-2011. To compile the information in this section of the report, each of the 27 JJAEPs was surveyed to produce self-reported data. Questions on the survey were designed to capture staffing and programmatic information, allowing for comparisons among individual JJAEP programs. (See Appendix C for a list of select program characteristics by county.)

Programmatic Elements

Capacity

JJAEPs vary in size according to the needs of the county and populations served by the program. In school year 2010-2011, the capacity of JJAEPs ranged from 16 to 450 (see Table 23). JJAEPs must serve all juveniles expelled for a mandatory offense. Programs at capacity cannot refuse to accept a student expelled for a mandatory offense so most manage their population through adjustments to student length of stay and/or by limiting the number of discretionary and non-expelled students accepted into the program.

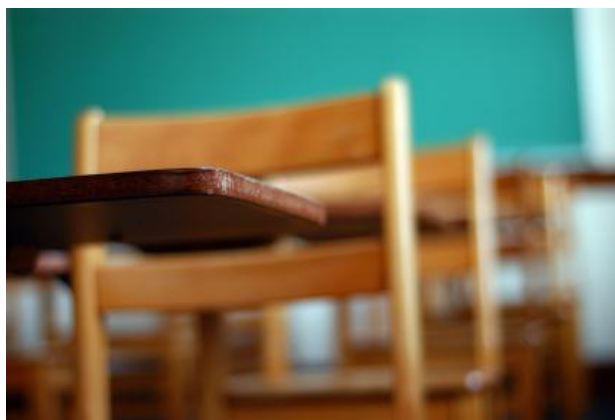


Table 23

JJAEP Student Capacity by County
School Year 2010-2011

County	Capacity	County	Capacity
Bell	90	Jefferson	70
Bexar	168	Johnson	16
Brazoria	48	Lubbock	55
Brazos	30	McLennan	90
Cameron	164	Montgomery	120
Collin	320	Nueces	32
Dallas	450	Smith	54
Denton	125	Tarrant	120
El Paso	60	Taylor	44
Fort Bend	120	Travis	55
Galveston	18	Webb	120
Harris	200	Wichita	44
Hays	27	Williamson	200
Hidalgo	415	Total	3,255

Program Operator

JJAEPs may be operated by the local juvenile probation department, a local school district, a private vendor or a combination of these. The county juvenile board, however, makes the official determination of how a JJAEP will be designed and operated. This decision is based on a variety of factors, most important of which is the memorandum of understanding with the school districts in the county. Other factors that may influence the choice of the program operator are available resources, programmatic components and needs of the local community and school districts. Regardless of who operates the program, JJAEPs must conform to all juvenile probation and educational standards set out in Title 37 Texas Administrative Code Chapter 348 and the requirements of the Texas Education Code, Section 37.011.

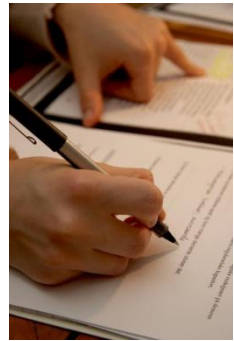
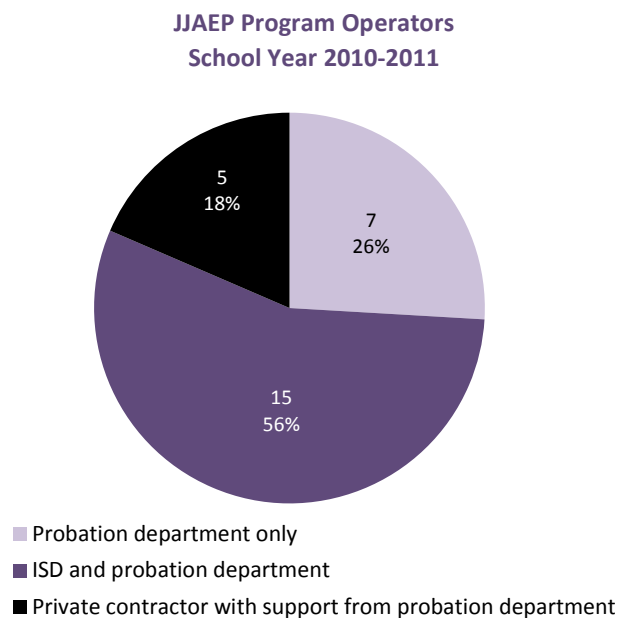


Chart 24 provides information about the entities responsible for operating JJAEPs in school year 2010-2011. For programs operated jointly, the level of support and services provided by each entity varies according to the program.

Chart 24



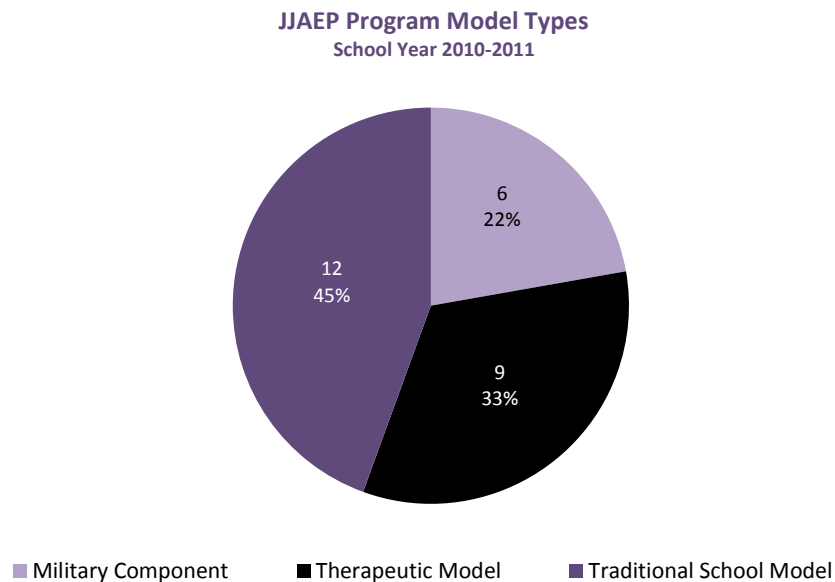
- ★ Local juvenile probation departments and independent school districts jointly operated more than half of the JJAEPs in the state (15).
- ★ 18% of the programs were operated in conjunction with a private contractor (5).

Program Model Type

JJAEP administrators were asked to characterize their program model type into one of three basic categories: military-component, therapeutic or traditional school. A military-component includes one or more of the following components: drill instructors, military uniforms, physical training, and/or military-style discipline, drill and regiment. Therapeutic models place a heavy emphasis on counseling and behavior management. Traditional school models are patterned after a regular, independent school district setting.

Chart 25 depicts the number and percentage of programs in each of the program model type categories. Schools that combine program elements are categorized based on their primary emphasis.

Chart 25



- ★ Nearly half of JJAEPs operated a traditional school model (45%), while 33% operated a therapeutic program and 22% operated a military-component program.
- ★ The number of programs operating as a therapeutic model has more than doubled since the 2008-09 school year.

Table 26 presents the number and percentage of student entries by program model type.

Table 26

Student Entries in JJAEPs by Program Model Type
School Year 2010-2011

Program Model Type	Student Entries	
	N	%
Military-Component	728	16%
Therapeutic Model	1,749	38%
Traditional Model	2,160	46%
Total	4,637	100%

- ★ Operating in 12 of the 27 JJAEPs, the traditional school model served over half (46%) of the students entering the programs.
- ★ Programs offering a military-component had the fewest student entries (16%).

Programmatic Components

JJAEPs offer students a variety of services in addition to the required educational and behavior management programming. These program components are similar across most JJAEPs and may include individual, group, and family counseling, substance abuse counseling, life skills classes and community service. Students may participate in one or all of the services offered within a single program. Participation is often dependent on program requirements or a juvenile court order. Programmatic components offered in JJAEPs are presented in Table 27.

Table 27

JJAEP Programmatic Components
School Year 2010-2011

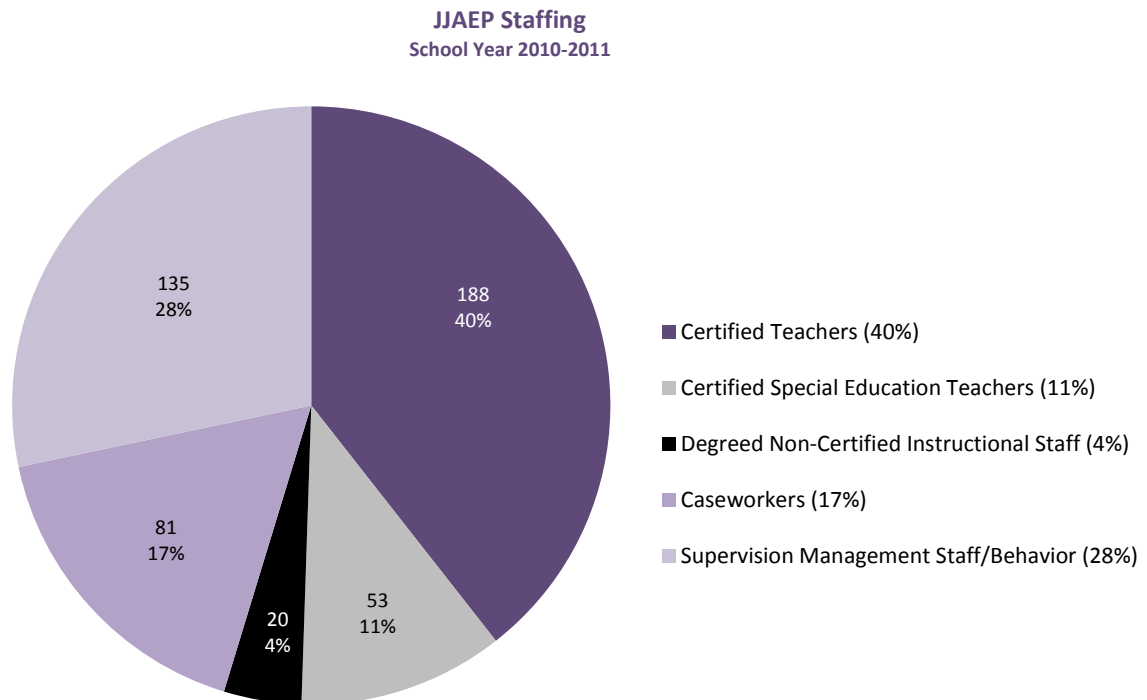
Program Components Offered	Number of Programs that Incorporate the Component			Total Number of JJAEPs with Component N=27	% of Total of JJAEPs with Component
	Military Component N = 6	Therapeutic Model N = 9	Traditional School Model N = 12		
Individual counseling	5	8	11	24	89%
Life skills training	4	6	10	20	74%
Drug/alcohol prevention/intervention	6	8	8	22	81%
Substance abuse counseling	6	6	7	19	70%
Group counseling	5	7	10	22	81%
Anger management programs	5	7	10	22	81%
Mental Health Evaluation	6	6	6	18	67%
Community service	6	6	10	22	81%
Tutoring or mentoring	3	7	7	17	63%
Family counseling	4	4	5	13	48%
Parenting programs (for students' parents)	3	6	6	15	56%
Physical training or exercise program	6	3	2	11	41%
Vocational training/job preparation	4	4	6	14	52%
Experiential training	4	3	2	9	33%
Military drill and ceremonies	6	0	0	6	22%
Service Learning	2	4	2	8	30%
Other	0	2	3	5	19%

- ★ All JJAEPs offered at least one program in addition to the required educational and behavior management programming.
- ★ The most common program component incorporated into the JJAEPs was individual counseling (89%).
- ★ Tutoring or mentoring was offered in 63% of the JJAEP programs.
- ★ Counseling services (i.e., individual, substance abuse and group) were offered in the majority of the programs.

Program Staffing

JJAEPs were staffed by a variety of professionals and paraprofessionals. Chart 28 provides a summary of the number and percent of program staff statewide during school year 2010-2011.

Chart 28



- ★ The total number of staff positions for JJAEPs in school year 2010-2011 was 477.
- ★ 72% of all instructional staff in individual programs were certified teachers. Instructional staff includes certified teachers, certified special education teachers, degreed non-certified instructional staff and teacher aides.
- ★ 28% of the JJAEP staff positions were supervisory staff. Supervisory staff includes security personnel, behavior management staff and drill instructors.
- ★ The average instructional staff-to-student ratio was 10:1 in military-component programs, 12:1 in traditional programs and 9:1 in therapeutic programs.

Student Populations Served

Each JJAEP is different and may serve various populations of students depending on the local MOU with school districts and the needs of the juvenile court. The two basic categories of students served by JJAEPs are expelled youth and non-expelled youth. Non-expelled youth are placed by several sources as agreed in the MOU.

- ★ **Court-Ordered, Residential Youth** – Juveniles placed into a residential facility are required to attend school. The JJAEP may be designated as the “school” for students in residential placement. These students are transported to the JJAEP for school hours and return to the residential facility at the end of the program day.

- ★ **Court-Ordered, Non-Residential Youth** – A student may be required to attend school at the JJAEP as a condition of court-ordered probation. The juvenile court may issue this order for a variety of reasons, including safety of the victim or school personnel or because the needs of the juvenile require a more structured learning environment.
- ★ **Local School District Agreement** – A student may be placed into a JJAEP voluntarily through an agreement with the local school district. This is generally handled on a case by case basis and not addressed in the MOU.
- ★ **Registered Sex Offender** – Students who are registered sex offenders may be placed in a JJAEP.

JJAEPs are not required to provide services to non-expelled youth, but many did in school year 2010-2011. Table 29 provides the number of programs accepting each type of non-expelled student.

Table 29

Programs Providing Services to Non-Expelled Youth
School Year 2010-2011

Types of JJAEP Entry for Non-Expelled Students	Number of Programs Offering Services
Court-Ordered, Residential Youth	2
Court-Ordered, Non-Residential Youth	12
Local School District Agreement	4
Registered Sex Offender	1

- ★ 44% of JJAEPs had agreements to serve court-ordered, non-residential youth.
- ★ 7% of JJAEPs had agreements to provide services to court-ordered residential students.
- ★ A total of 12 JJAEPs offered services to non-expelled students. Of these 12, 10 actually served non-expelled students in school year 2010-2011.

State law requires that JJAEPs serve students that have been expelled for committing a mandatory expulsion offense. School districts are required to ensure an educational placement for students expelled for discretionary reasons; the majority have agreements for these students to be served in the JJAEP. Nine JJAEPs in school year 2010-2011 (i.e., Brazos, El Paso, Johnson, Galveston, Hays, Smith, Tarrant, Taylor and Wichita Counties) had MOUs excluding or limiting part of the districts' discretionary expulsions. Those exclusions are listed below:

- ★ Brazos, Wichita: All discretionary expulsions
- ★ El Paso: Discretionary expulsions for students with special education needs requiring services that are not available at the JJAEP
- ★ Johnson, Hays: Discretionary expulsions for students who are 17 years of age or older
- ★ Galveston: All discretionary expulsions with the exception of Title 5 offenses at school district's discretion
- ★ Smith: Discretionary expulsions for students expelled for serious and persistent misbehavior
- ★ Tarrant: Discretionary expulsions for students who are younger than 12 years old
- ★ Taylor: Discretionary expulsions for student's with a diagnosis of emotionally disturbed or Intellectual disability

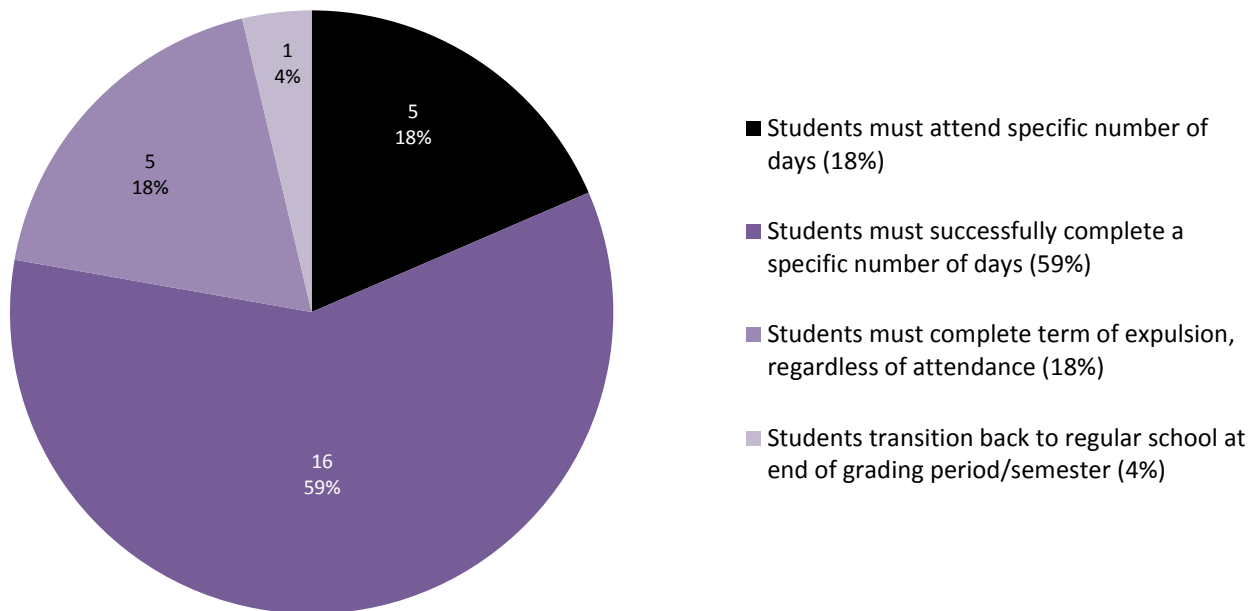
Attendance and Transportation

A student's expulsion from school and the length of expulsion is determined solely by the local school district. MOUs between the juvenile board and the local school districts, however, set the conditions for completion of the JJAEP assignment. Sixteen of the 27 JJAEPs, or 59% of the programs in school year 2010-2011, required students to successfully complete a specified number of days before they were released from the program (Chart 30). This requirement is used to hold students accountable for their behavior, as well as to motivate students, while in the program.



Chart 30

JJAEP Conditions to Exit Program
School Year 2010-2011



Those JJAEPs not requiring the successful completion of an assigned number of expulsion days still require conditions to be met prior to the student returning to regular school. For these programs, return to the home school is based on the completion of the expulsion term or the completion of the grading period.

In addition to requiring students to attend a specified number of days prior to return to their home school, 15 of the JJAEPs required a minimum length of stay for all students. This minimum stay ranged from 30 to 90 days. The average minimum length of stay across these 15 programs was 63 days. The average school day for JJAEPs in school year 2010-2011 was just under eight hours in length (7.45 hours). Academic instruction was provided for an average of six hours (6.11 hours) per day.

To assist in keeping a higher attendance rate, 16 of the 27 JJAEPs operated a structured truancy abatement program (59%). These programs typically provide an immediate response to truancy by the probation department or law enforcement and the presence of a justice of the peace at the JJAEP to hear truancy cases.

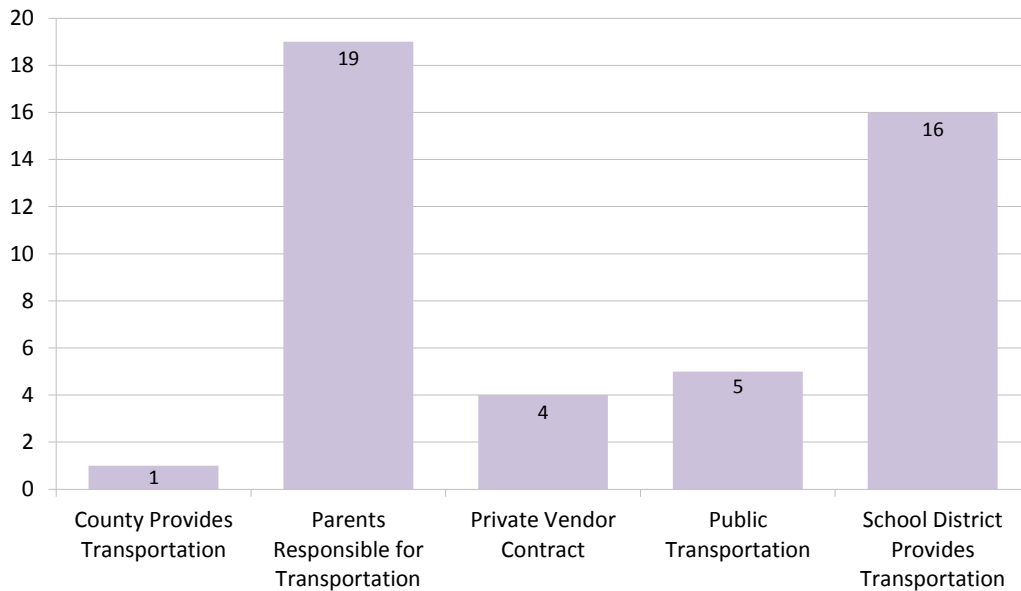
Transportation of students is an important issue for JJAEPs. Because the JJAEP serves an entire county, the location of a JJAEP may pose transportation problems for students living a great distance from the program. Transportation is, therefore, an issue addressed in all MOUs between the juvenile board and school districts. JJAEPs arrange various methods of transportation to assist students in reaching the program. Transportation to JJAEPs may be provided by the county, the school district or a private vendor. Some JJAEPs do not provide transportation for students. For these programs, parents are responsible for transporting their children.



Chart 31 depicts the means of transportation used by JJAEPs in school year 2010-2011. Departments were allowed to report multiple means of transportation.

Chart 31

JJAEP Transportation Method
School Year 2010-2011



- ★ School districts provided transportation to students in 59% of the JJAEPs.
- ★ Parents provided transportation for students in 70% of the JJAEPs.
- ★ In order to facilitate the transportation of students, several of the programs operated outside regular school hours. For example, Tarrant County operates their JJAEP beginning at 9:00 a.m. and ending at 4:00 p.m.

Section 5

Program Measures and Performance of Juvenile Justice Alternative Education Programs

Texas Assessment of Knowledge and Skills Analysis

Methodology

The Texas Assessment of Knowledge and Skills (TAKS) was administered for the first time in school year 2002-2003. The TAKS measures student achievement in reading in Grades 3-9; in writing at Grades 4 and 7; in English language arts in Grades 10 and 11; in mathematics in Grades 3-11; in science in Grades 5, 8, 10 and 11; and in social studies in Grades 8, 10 and 11. The Spanish language TAKS is administered at Grades 3 through 6. Students with disabilities or those in need of other accommodations are allowed to take the TAKS-Accommodated or TAKS-Modified tests. Satisfactory performance on the TAKS at Grade 11 is a prerequisite to earning a high school diploma. The TAKS replaced the Texas Assessment of Academic Skills (TAAS) testing program that was used in schools in Texas from 1991 to 2002.

The student TAKS performance results reported were based on data provided by TEA from the statewide testing database. Upon receipt, testing data was merged with JJAEP data maintained by TJJD for analysis. A matching rate of 86% provided a solid sample of students with TAKS testing data. Although the TAKS measures performance in several subject areas, scores for only math and reading/English language arts (ELA) were used as measures for this analysis. The TAKS is given once annually to students, therefore, the analysis of TAKS performance includes only unique students, not student entries. Students could have matched to a math record, a reading/ELA record, both or neither.

The 82nd Texas Legislature changed the requirement to use TAKS as a measure and now requires the reporting of student passage rates on the State of Texas Assessments of Academic Readiness (STAAR) to the areas of reading and math for students enrolled in the JJAEP for a period of 90 days or longer. The STAAR test was not administered during the 2010-11 school year, therefore TAKS will continue to be used as a measure.

Statewide TAKS Exclusions for Students in JJAEPs

An analysis of the data was completed in order to determine the number of students who were tested, exempted or did not complete the TAKS. Table 32 provides the distribution of TAKS participation during school year 2010-2011 for students in JJAEPs. Results include only those students whose record was matched to testing data.

Table 32

Excluded and Scored TAKS Results for Students in JJAEPs
School Year 2010-2011

	Math		Reading	
	#	%	#	%
Absent	176	4.7%	182	4.8%
ARD Exempt	2	0.1%	2	0.1%
LEP Exempt	2	0.1%	1	<0.1%
No Information	158	4.2%	103	2.7%
Other	54	1.4%	83	2.2%
Scored	3,390	89.6%	3,411	90.2%
Total	3,782	100.0%	3,782	100.0%

Not all students participate in TAKS testing. Students may be excluded for the following reasons:

- ★ **Absent** – not present when TAKS was administered
- ★ **LEP** – limited English proficiency – exempt from TAKS (applies to grades 3-10 only)
- ★ **No document submitted** – no answer document submitted
- ★ **Other** – test was not completed for other reasons

TAKS results reflect students scoring on all TAKS tests including alternate versions (accommodated or modified). The scale score adjusts so that comparisons can be made for all tests within a grade level and subject area. The majority of the matched JJAEP students had TAKS tests that were scored in math or reading/ELA. Of those students with a match to a TAKS record, 84% had a TAKS test scored in both math and reading/ELA.

Statewide TAKS Results for Students in JJAEPs

Beginning in school year 2009-10, vertical scales were developed for grades 3-8 to meet new state legislative requirements. This resulted in a different passing score for these grades. The TAKS-Modified exam and the TAKS scale score for grades 9-12 continued to use the average scale score and passing score of 2100. More information on vertical scales and the change can be found online at www.tea.state.tx.us/student.assessment/taks/vertscales.

The TAKS results for students in JJAEPs were analyzed using only those students whose tests were scored. The following table provides average scale scores and the scale score needed to meet the standard to pass for math and reading/ELA during school year 2010-2011 by grade level.

Table 33

TAKS Results by Grade Level for Students in JJAEPs
School Year 2010-2011

	Math			Reading/ELA		
	N	Average Scale Score	Passing Score	N	Average Scale Score	Passing Score
3rd Grade	1	*	500	1	*	483
4th Grade	9	595.0	554	7	560.9	554
5th Grade	92	639.8	603	87	664.1	620
6th Grade	225	637.2	637	174	679.8	644
7th Grade	331	661.8	670	344	695.4	670
8th Grade	696	700.3	700	749	762.3	700
9th Grade	775	2011.7	2100	712	2134.5	2100
10th Grade	406	2070.0	2100	535	2180.7	2100
11th Grade	468	2170.6	2100	445	2239.8	2100
TAKS-Modified All Grades**	387	2145.4	2100	357	2152.0	2100
Total	3,390			3,411		

* To maintain student confidentiality, no data was reported for grades with fewer than five students.

**TAKS-Modified is an alternate assessment based on modified academic standards designed for students receiving special education services.

- ★ In all grades except the 7th, 9th and 10th grades the average math scale score was above the score necessary for passing. For reading/ELA, the average score surpassed the score necessary for passing in all grades.
- ★ For students taking the TAKS-Modified test, all grades except the 11th grade had an average scale score above the score necessary for passing in both math and reading/ELA.

Table 34

TAKS Passing Rate by Grade Level for Students in JJAEPs
School Year 2010-2011

	Math	Reading/ELA
3rd Grade	*	*
4th Grade	81.8%	75.0%
5th Grade	71.8%	77.6%
6th Grade	52.0%	63.7%
7th Grade	43.4%	61.4%
8th Grade	55.1%	78.3%
9th Grade	32.3%	68.8%
10th Grade	47.9%	76.7%
11th Grade	72.1%	87.7%
Total	49.9%	74.4%

* To maintain student confidentiality, no data was reported for grades with fewer than five students.

- ★ Students in JJAEPs performed better in reading/ELA than in math in school year 2010-2011. The overall passing rate for reading/ELA was 74.4% compared to 49.9% for math.
 - These passing rates are up from 66.3% for reading/ELA and 34.8% for math in school year 2008-2009.
- ★ Students in the 11th grade had the highest passing rates in both math and reading/ELA.
- ★ Passage rates for both reading and math were higher at each grade level except 8th grade reading declined 0.4%.

Statewide TAKS Results for Students in JJAEPs at Least 90 School Days

In order to provide a more accurate portrayal of the effect of JJAEPs on student TAKS performance, an analysis was conducted for students who received a TAKS score for school year 2010-2011 and were in a JJAEP for a period of at least 90 school days at the time of or prior to the administration of the TAKS. Forty-eight percent of those students with a scored math test and 48% of those students with a scored reading/ELA test had been in a JJAEP at least 90 school days prior to administration of the test. Table 35 presents the proportion of students in JJAEPs at least 90 school days who passed the TAKS along with the average scale score by grade level for math and reading/ELA.

Table 35

TAKS Results by Grade Level for Students in JJAEPs
At Least 90 School Days
School Year 2010-2011

	Math				Reading / ELA			
	N	Passing Rate	Average Scale Score	Passing Score	N	Passing Rate	Average Scale Score	Passing Score
4th Grade	1	*	*	554	1	*	*	554
5th Grade	10	50.0%	605.9	603	10	70.0%	644.1	620
6th Grade	57	22.8%	589.8	637	56	42.9%	609.0	644
7th Grade	151	28.5%	641.1	670	159	47.8%	664.7	670
8th Grade	322	40.7%	681.3	700	303	70.3%	724.7	700
9th Grade	472	24.6%	1987.9	2100	483	66.5%	2125.0	2100
10th Grade	223	36.8%	2054.3	2100	266	69.2%	2165.0	2100
11th Grade	220	61.4%	2128.9	2100	224	85.7%	2209.1	2100
TAKS-Modified All Grades**	168	56.5%	2125.9	2100	144	79.9%	2253.1	2100
Total	1,624	38.2%			1,646	68.8%		

*To maintain student confidentiality no data was reported for grades with fewer than five students.

**TAKS-Modified is an alternate assessment based on modified academic standards designed for students receiving special education services.

- ★ Students had higher passing rates in reading/ELA than in math in every grade. The average passing rate for reading/ELA was 68.8% compared to 38.2% for math.
 - The overall passing rates are up from 67.6% in reading/ELA and 34.5% for math in school year 2008-2009.
- ★ Students in the 11th grade had the highest passing rates and highest average scale scores in both math and reading/ELA.

Table 36

Passing Rate by Grade Level for Students in JJAEPs
Less than (<) 90 Days and 90 Days or More (>) Prior to TAKS Administration
School Year 2010-2011

	Math		Reading	
	Passing Rate for <90 Day Students	Passing Rate for >= 90 Day Students	Passing Rate for <90 Day Students	Passing Rate for >= 90 Day Students
4th Grade	88.9%	*	83.3%	*
5th Grade	75.0%	45.5%	78.4%	70.0%
6th Grade	60.7%	25.4%	73.0%	42.9%
7th Grade	53.4%	30.9%	70.4%	50.6%
8th Grade	65.7%	42.3%	82.5%	72.0%
9th Grade	40.2%	27.0%	72.1%	67.0%
10th Grade	53.8%	43.4%	81.9%	71.5%
11th Grade	83.0%	59.2%	90.6%	84.6%
Total	60.6%	38.2%	79.6%	68.8%

*To maintain student confidentiality no data was reported for grades with fewer than five students.

- ★ Overall, students in JJAEPs at least 90 days at the time of TAKS administration had lower passage rates in math and reading/ELA than students in JJAEPs less than 90 days at the time of the test.
- ★ 36.2% of students in JJAEPs at least 90 days at the time of the test passed both the math and reading/ELA TAKS.

In order to measure achievement of JJAEP students on the TAKS over time, the TAKS math and reading/ELA test scores for school years 2008-2009 and 2010-2011 were compared in Table 37. Due to the change to vertical scale scores for grades 3-8 in school year 2009-10, these grades were not included in the comparison. Table 38 presents a comparison of TAKS math and reading/ELA passing rates for school years 2008-2009 and 2010-2011, and includes all grades.

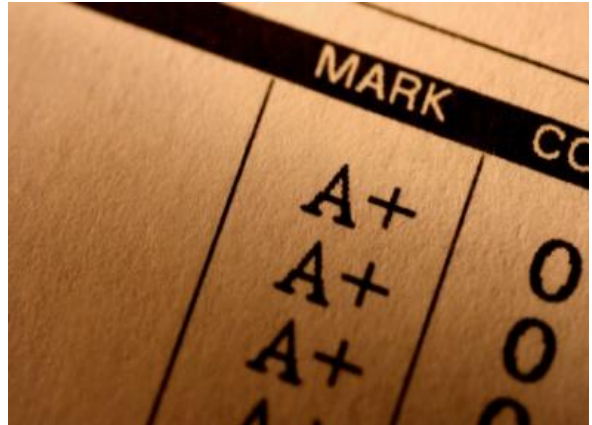


Table 37

TAKS Results by Average Scale Score and Grade Level
For Students in JJAEPs at Least 90 School Days
 School Year 2008-2009 and School Year 2010-2011

	Math		Reading / ELA	
	School Year 2008-2009 Average Scale Score	School Year 2010-2011 Average Scale Score	School Year 2008-2009 Average Scale Score	School Year 2010-2011 Average Scale Score
9th Grade	1974	2000	2133	2136
10th Grade	2038	2073	2133	2183
11th Grade	2133	2124	2204	2204

- ★ The average scale score in math and reading/ELA increased for 9th and 10th grade students in JJAEPs at least 90 days between 2008-2009 and 2010-2011.
 - 10th grade students showed the largest increase in average scale score in math and reading/ELA.
- ★ For 11th grade students in JJAEPs at least 90 days the average scale score decreased slightly in math and remained the same in reading/ELA between 2008-2009 and 2010-2011.

Table 38

TAKS Passing Rate by Grade
Students Assigned at Least 90 School Days in JJAEPs
School Year 2008-2009 and School Year 2010-2011

	Math		Reading / ELA	
	School Year 2008-2009 Passing Rate	School Year 2010-2011 Passing Rate	School Year 2008-2009 Passing Rate	School Year 2010-2011 Passing Rate
4th Grade	20.0%	*	40.0%	*
5th Grade	41.2%	45.5%	76.9%	70.0%
6th Grade	43.8%	25.4%	69.0%	42.9%
7th Grade	29.8%	30.9%	50.0%	50.6%
8th Grade	44.3%	42.3%	79.4%	72.0%
9th Grade	22.4%	27.0%	65.5%	67.0%
10th Grade	32.8%	43.4%	61.1%	71.5%
11th Grade	58.9%	59.2%	81.8%	84.6%
Total	34.5%	38.2%	67.6%	68.8%

* To maintain student confidentiality, no data was reported for grades with fewer than five students.

- ☆ In school year 2008-2009, the passage rates for students in JJAEPs at least 90 days prior to the TAKS test was 34.5% for math and 67.6% for reading/ELA. In school year 2010-2011, the passage rates for students in JJAEPs at least 90 days prior to the TAKS test was 38.2% for math and 68.8% for reading/ELA.
- ☆ The passage rates were higher in school year 2010-2011 than in school year 2008-2009 for all grades except 6th and 8th grades in math and 5th, 6th and 8th grades in reading/ELA.

TAKS Results for Students in JJAEPs at Least 90 School Days by County

Because the scale score only has meaning at the grade level, the passing rate is presented in the remainder of the tables, including county, race, type of JJAEP placement and program characteristics. Analysis of county-level statistics allows evaluation of the performance of local JJAEPs. The following table displays the percentage of students who passed the TAKS math and reading/ELA tests during school year 2010-2011 by county.

Table 39

**Passing Rate by County for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2010-2011**

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Bell	27	22.2%	28	57.1%
Bexar	148	39.2%	157	70.7%
Brazoria	52	59.6%	50	84.0%
Brazos	15	26.7%	16	50.0%
Cameron	98	25.5%	90	60.0%
Collin	24	41.7%	24	83.3%
Dallas	200	34.5%	210	63.8%
Denton	28	53.6%	32	84.4%
El Paso	30	60.0%	30	86.7%
Fort Bend	77	42.9%	74	78.4%
Galveston	30	36.7%	33	63.6%
Harris	208	47.6%	201	77.1%
Hays	13	7.7%	19	36.8%
Hidalgo	53	37.7%	45	68.9%
Jefferson	39	25.6%	48	41.7%
Johnson	6	33.3%	6	66.7%
Lubbock	26	42.3%	27	81.5%
McLennan	85	27.1%	80	51.3%
Montgomery	128	54.7%	132	84.1%
Nueces	27	22.2%	26	50.0%
Smith	6	16.7%	6	50.0%
Tarrant	131	26.0%	127	64.6%
Taylor	13	46.2%	15	73.3%
Travis	26	34.6%	25	72.0%
Webb	61	19.7%	65	46.2%
Wichita	22	45.5%	22	100.0%
Williamson	51	51.0%	58	77.6%
Total	1,624	38.2%	1,646	68.8%

- ★ Passage rates varied by county, with the highest math passing rate (60.0%) occurring in El Paso County and the highest reading/ELA passing rate (100.0%) occurring in Wichita County.

TAKS Results for Students in JJAEPs at Least 90 School Days by Race

TAKS results were examined to determine the performance of students in JJAEPs by race. The following table presents the performance for students who were in the JJAEP at least 90 school days prior to the time the TAKS was administered during school year 2010-2011.

Table 40

**Passing Rate by Race for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration**
School Year 2010-2011

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
African-American	393	29.8%	412	62.1%
White	347	51.9%	347	78.4%
Hispanic	857	36.5%	859	67.9%
Other	27	37.0%	28	75.0%

- ★ White students had the highest passage rates in math (51.9%) and in reading/ELA (78.4%). 48.9% of White students in a JJAEP at least 90 days prior to TAKS administration passed both sections of the TAKS.
 - Among all students 55.6% of White students passed both the math and reading/ELA TAKS compared to 37.0% of Hispanic students and 28.9% of African-American students.
- ★ Compared to students served in 2008-09, African-American and Hispanic students demonstrated the greatest improvement in both math and reading/ELA in 2010-2011.

TAKS Results for Students in JJAEPs at Least 90 School Days by Type of Placement

As discussed in Section 3 of this report, students placed in a JJAEP are primarily the result of an expulsion. Non-expelled students may be placed in a JJAEP as a result of a juvenile court order, a local agreement with the school district or due to a student's registration as a sex offender under TEC Section 37.309. The following table presents the TAKS performance for each type of JJAEP placement (i.e., mandatory or discretionary expulsion and non-expelled) during school year 2010-2011.

Table 41

**Passing Rate by Type of Placement for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration**
School Year 2010-2011

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Mandatory	781	46.5%	775	74.5%
Discretionary	695	28.6%	720	60.1%
Non-expelled	148	39.2%	151	80.8%

- ★ Students placed in a JJAEP as a result of a mandatory expulsion offense had the highest passing rate for math, while non-expelled students had the highest passing rate for reading/ELA.
- ★ 49.1% of the students placed for mandatory expulsions passed both the math and reading/ELA TAKS compared to 30.7% of discretionary expulsion students and 37.7% of non-expelled students.

TAKS Results for Students in JJAEPs at Least 90 School Days by Program Characteristics

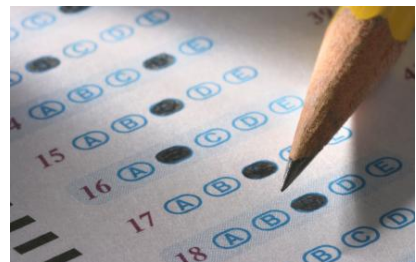
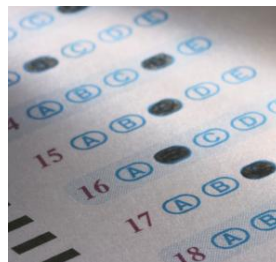
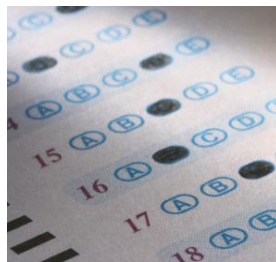
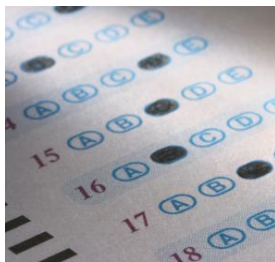
The following table compares student TAKS passing rates by programmatic characteristics including program model type, operation design and staff-to-student ratios.

Table 42

**Passing Rate by Program Characteristic for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration**
School Year 2010-2011

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Program Model Type				
Military-Component	260	44.6%	281	70.8%
Therapeutic Model	625	41.0%	621	74.1%
Traditional Model	739	33.6%	744	63.6%
Operation Design				
Private Contractor w/Probation Department	352	33.5%	343	66.2%
Probation Department Only	509	37.9%	519	66.5%
School District and Probation Department	763	40.5%	784	71.4%
Instructional Staff-to-Student Ratio				
1:10 or lower	603	41.1%	613	71.5%
1:11 or greater	1,021	36.4%	1,033	67.2%

- ★ JJAEPs with a military component had higher math passing rates while JJAEPs with a therapeutic model had the highest reading/ELA passing rates. The largest proportion of students passing both the math and reading/ELA TAKS were in therapeutic programs (44%).
- ★ JJAEPs operated by the probation department alone showed the greatest improvement in passing rates from school year 2008-2009 in math, while those operated jointly by the school district and the probation department showed the greatest improvement in reading/ELA.
- ★ The percentage of students passing both tests was highest in JJAEPs operated jointly by the school district and probation department.
- ★ JJAEPs with a lower instructional staff-to-student ratio (i.e., 1 instructional staff for every 10 students) had higher passing rates in both math and reading/ELA TAKS.
- 43% of students in JJAEPs with a higher instructional staff-to-student ratio passed both the math and reading/ELA TAKS, compared to 38% of students in JJAEPs with a lower instructional staff-to-student ratio.



Iowa Tests of Basic Skills Analysis

Methodology

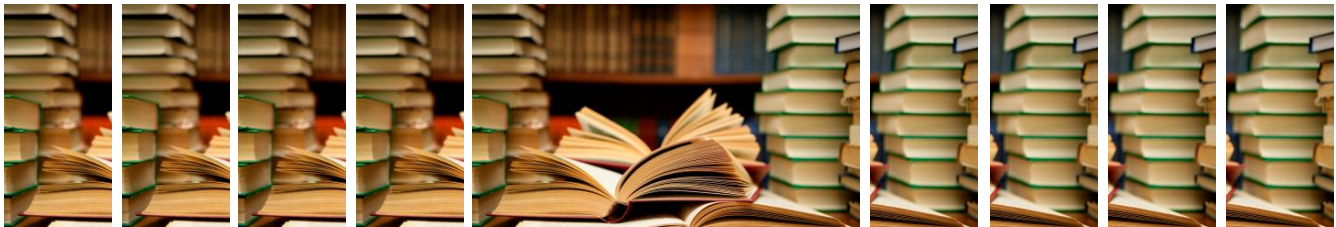
Analysis of TAKS results provides one assessment of overall JJAEP performance. Since the TAKS is administered annually it cannot measure student academic growth while in the JJAEP.

The Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED) are the pre/post-tests utilized to measure academic gain in the areas of reading and math. The tests address specific needs facing the programs on a daily basis and have proven to be solid performance assessment instruments for the JJAEPs.

The ITBS measures academic growth for students in grades three through eight while the ITED measures growth for students in the ninth through twelfth grades. The tests are a “norm-referenced achievement battery” and have been normed with various groups, including racial-ethnic representation, public and private school students and students in special groups.

Students who are expected to be enrolled 90 days or longer are measured for performance levels in reading and mathematics at entry to and exit from the program. Students perform a reading comprehension and vocabulary evaluation which provides the program with a reading total. The mathematics total includes computation, concepts and problem solving. A standard score and grade equivalency is then derived from the reading and mathematics totals’ raw scores. The standard score (with a 104-384 scoring range) and grade equivalency (ranging from K-13) are reported to the Texas Juvenile Justice Department for each required student as the youth enters and exits the program.

Comparisons of ITBS/ITED admission and exit scores were examined using data from a group of students who met several criteria. As a result, all of the information presented in this section refers only to this group of students. The selection criteria for the ITBS/ITED analysis include students who exited the program, completed both admission and exit testing, were assigned to a JJAEP for a period of at least 90 school days and possessed scores allowable under the test (i.e., 104-384).



Statewide ITBS/ITED Grade Equivalency Scores

The following table presents the ITBS/ITED grade equivalency for school year 2010-2011.

Table 43

**ITBS/ITED Average Grade Equivalency Scores for
Students Assigned at Least 90 School Days in JJAEPs
School Year 2010-2011**

	N	Admission Average	Exit Average	Difference
Math	1,328	6.70	7.56	0.86
Reading	1,328	6.74	7.56	0.82

- ★ At admission, students had an average ITBS/ITED grade equivalency at the 6th grade level in both math and reading.
- ★ The average grade equivalency results for both math and reading increased by nearly one grade from admission to exit. Math scores improved slightly more than reading scores.

ITBS/ITED Grade Equivalency Scores by County

In order to evaluate the performance of the JJAEPs by county, educational growth between admission and exit was compared for all mandatory JJAEPs. Table 44 presents the math and reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2010-2011.

Table 44

ITBS/ITED Average Growth by County for Students Assigned at Least 90 Days in JJAEPs School Year 2010-2011

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Bell	8	7.50	6.50	-1.00	8	7.75	8.25	0.50
Bexar	53	6.45	7.38	0.93	53	6.47	6.60	0.13
Brazoria	56	7.73	8.05	0.32	56	7.32	7.89	0.57
Brazos	8	7.25	7.38	0.13	8	5.25	6.38	1.13
Cameron	79	5.35	8.09	2.74	79	4.25	6.84	2.59
Collin	39	8.79	8.79	0.00	39	9.03	8.95	-0.08
Dallas	182	7.41	7.94	0.53	182	7.29	8.37	1.08
Denton	17	6.41	8.29	1.88	17	6.24	7.76	1.52
El Paso	35	8.60	9.31	0.71	35	8.49	8.40	-0.09
Fort Bend	53	7.58	7.92	0.34	53	7.87	8.36	0.49
Galveston	12	7.33	9.50	2.17	12	7.58	8.00	0.42
Harris	219	4.32	5.73	1.41	219	5.50	6.04	0.54
Hays	24	7.04	9.29	2.25	24	5.63	8.58	2.95
Hidalgo	25	8.36	8.96	0.60	25	7.36	8.52	1.16
Jefferson	50	5.78	5.82	0.04	50	5.98	5.64	-0.34
Johnson	5	9.00	10.20	1.20	5	8.60	9.20	0.60
Lubbock	22	7.36	8.05	0.69	22	6.68	7.32	0.64
McLennan	34	5.56	7.21	1.65	34	5.76	7.65	1.89
Montgomery	59	8.29	8.88	0.59	59	8.07	9.14	1.07
Nueces	28	7.07	8.25	1.18	28	6.61	8.46	1.85
Smith	6	10.33	12.17	1.84	6	9.67	11.50	1.83
Tarrant	159	6.99	7.16	0.17	159	7.13	7.28	0.15
Taylor	11	7.45	8.64	1.19	11	7.18	8.82	1.64
Travis	26	6.92	8.69	1.77	26	6.96	8.96	2.00
Webb	41	5.95	6.73	0.78	41	5.76	5.73	-0.03
Wichita	19	8.68	9.68	1.00	19	7.68	9.26	1.58
Williamson	58	7.67	7.78	0.11	58	8.09	8.93	0.84

- ★ In all but one of the counties, students averaged an improvement in math, and in all but four counties averaged an improvement in reading from admission to exit in school year 2010-2011.
- ★ The greatest positive change in math scores was in Cameron County where the average score increased 2.74 grade levels.
- ★ The greatest positive change in reading scores was in Hays County where the average score increased 2.95 grade levels.

ITBS/ITED Grade Equivalency Scores by Race

The table below presents the ITBS/ITED performance of JJAEP students by race in math and reading for school year 2010-2011.

Table 45

**ITBS/ITED Average Difference in Grade Equivalency Scores by Race
for Students Assigned at Least 90 School Days in JJAEPs
School Year 2010-2011**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
African-American	301	6.04	6.91	0.87	301	6.48	7.31	0.83
White	309	7.85	8.40	0.55	309	8.25	8.96	0.71
Hispanic	698	6.47	7.49	1.02	698	6.19	7.04	0.85
Other	20	6.50	7.05	0.55	20	6.80	7.75	0.95

- ★ African-American and Hispanic students had the lowest admission and exit scores in both math and reading, but showed the greatest gains while in the program.
 - The age of students in each racial group may account for some of these differences. African-American students were younger, with 8.6% of those tested being 10 to 12 years of age, compared to 5.0% of Other students, 6.5% of Hispanic students and 6.5% of White students.
 - Conversely, White students were older, with 70.6% of those tested being 15 years old or older, compared to 50.0% of Other students, 60.2% of Hispanic students and 58.8% of African-American students.
- ★ All racial groups demonstrated improvement in reading and math during their enrollment in the JJAEP. Hispanic students demonstrated the most improvement in math, increasing by 1.02, while Other students demonstrated the most improvement in reading, increasing by 0.95.

ITBS/ITED Grade Equivalency Scores by Type of JJAEP Placement

Students placed into a JJAEP may perform differently by type of placement. The following table presents the results of the ITBS/ITED grade equivalency scores by type of JJAEP placement.

Table 46

**ITBS/ITED Average Grade Equivalency Scores by Type of JJAEP Placement for
Students Assigned at Least 90 School Days in JJAEPs
School Year 2010-2011**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory	712	7.15	7.88	0.73	712	7.21	7.94	0.73
Discretionary	508	5.95	7.02	1.07	508	6.00	6.85	0.85
Non-expelled	108	7.26	8.01	0.75	108	7.18	8.40	1.22

- ★ Discretionary placements had the highest growth in math and non-expelled placements had the highest growth in reading from admission to exit.
- ★ Mandatory students had higher math and reading scores than discretionary students at both entry and exit.
- ★ Discretionary students demonstrated greater improvement on both the math and reading tests than mandatory students.

ITBS/ITED Grade Equivalency Scores by Program Characteristic

Table 47 presents the change in student ITBS/ITED scores by program characteristic including program model type, operation design and instructional staff-to-student ratio. Programmatic information was compiled from a survey completed by JJAEP program administrators.

Table 47

**ITBS/ITED Average Grade Equivalency Scores by Program Characteristics for
Students Assigned at Least 90 School Days in JJAEPs
School Year 2010-2011**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Program Model Type								
Military Component	258	7.16	7.66	0.50	258	7.12	7.84	0.72
Therapeutic Model	552	6.16	7.07	0.91	552	6.57	7.22	0.65
Traditional Model	518	7.04	8.04	1.00	518	6.74	7.77	1.03
Operation Design								
Private Contractor w/Probation Department	211	6.41	8.11	1.70	211	5.82	7.45	1.63
Probation Department Only	472	5.90	6.89	0.99	472	6.33	7.08	0.75
School District and Probation Department	645	7.37	7.88	0.51	645	7.34	7.94	0.60
Instructional Staff-to- Student Ratio								
1:10 or lower	434	7.41	8.12	0.71	434	7.30	8.14	0.84
1:11 or greater	894	6.35	7.30	0.95	894	6.47	7.28	0.81

- ★ Positive growth in reading and math was demonstrated by all programs regardless of type or operation mode.
 - The largest growth in math and reading scores occurred in traditional model JJAEPs.
- ★ The largest positive change in grade equivalency scores for math and reading was in JJAEPs operated jointly by a private contractor and the probation department, with increases of 1.70 and 1.63, respectively.
- ★ The largest positive change in grade equivalency scores for math was in JJAEPs with a 1:11 or greater staff-to-student ratio, while the largest growth in reading scores occurred in JJAEPs with a 1:10 or greater staff-to-student ratio.
 - The difference in growth between lower and higher staff-to-student ratios was greater for math than for reading.
 - Students in JJAEPs with a lower staff-to-student ratio had, on average, higher reading and math exit scores than students in JJAEPs with a higher staff-to-student ratio.

ITBS/ITED Growth Expectations

TJJD created estimates of expected growth in the ITBS/ITED based on length of stay in a JJAEP. Based on the scoring scale for the ITBS/ITED, a student's score is expected to increase by one-tenth for each month of a given school year.

- ★ Based on TJJD analysis, 73% of students tested below grade level in math at entry and 73% tested below grade level in reading.
- ★ 59% of students who tested below grade level in math at entry to the JJAEP achieved the expected level of growth from pre-test to post-test, compared to 24% of those students who tested at or above grade level in math at entry to the JJAEP.
- ★ 58% of students who tested below grade level in reading at entry to the JJAEP achieved the expected level of growth from pre-test to post-test, compared to 28% of those students who tested at or above grade level in reading at entry to the JJAEP.

Table 48 provides ITBS/ITED growth expectation by program characteristic.

Table 48

ITBS/ITED Growth Expectations by Program Characteristics
School Year 2010-2011

	Math		Reading	
	N	Percent at or Exceeding Expectations	N	Percent at or Exceeding Expectations
Program Model Type				
Military Component	258	44.2%	258	50.8%
Therapeutic Model	552	51.1%	552	46.9%
Traditional Model	518	50.0%	518	53.3%
Operation Design				
Private Contractor w/ Probation Department	211	61.6%	211	62.1%
Probation Department Only	472	50.2%	472	49.8%
School District And Probation Department	645	44.7%	645	46.5%

- ★ Students in traditional JJAEPs met ITBS/ITED growth expectations in reading at a higher rate than students in programs with a military component or therapeutic model. Students in JJAEPs with a therapeutic model met ITBS/ITED growth expectations in math at a higher rate than students in programs with military components or traditional models.
- ★ Students in JJAEPs operated by the probation department in cooperation with a private contractor met ITBS/ITED growth expectations at a higher rate in both reading and math than students in JJAEPs operated by the probation department only or in cooperation with the school district.

Behavior Analysis

Attendance Rates in JJAEPs by County

Attendance rates for students in JJAEPs were used as one measure of program success. TJJD requires a minimum overall program attendance rate of 75%. The attendance rates were calculated from monthly program data provided by the counties.

Table 49 presents attendance rates for JJAEPs using the statewide attendance benchmark compared to the 2010-2011 school year by county and statewide. The attendance benchmark, established for school year 2002-2003, was based on JJAEP attendance rates for school years 1999-2000 through 2001-2002.

Table 49

JJAEP Attendance Rates by County
Benchmark and School Year 2010-2011

County	Statewide Benchmark	2010-2011 Rate	Difference (2010-2011 and Statewide Benchmark)
Bell	78%	86%	8%
Bexar	78%	86%	8%
Brazoria	78%	87%	9%
Brazos	78%	89%	11%
Cameron	78%	75%	-3%
Collin	78%	87%	9%
Dallas	78%	77%	-1%
Denton	78%	91%	13%
El Paso	78%	90%	12%
Fort Bend	78%	91%	13%
Galveston	78%	89%	11%
Harris	78%	76%	-2%
Hays	78%	90%	12%
Hidalgo	78%	77%	-1%
Jefferson	78%	70%	-8%
Johnson	78%	90%	12%
Lubbock	78%	91%	13%
McLennan	78%	79%	1%
Montgomery	78%	88%	10%
Nueces	78%	75%	-3%
Smith	78%	96%	18%
Tarrant	78%	83%	5%
Taylor	78%	84%	6%
Travis	78%	87%	9%
Webb	78%	81%	3%
Wichita	78%	93%	15%
Williamson	78%	93%	15%
Statewide	78%	83%	5%

- ★ Statewide, the JJAEP attendance rate during school year 2010-2011 was 83%. All counties with the exception of Cameron, Dallas, Harris, Hidalgo, Jefferson and Nueces exceeded the attendance benchmark of 78% for school year 2010-2011.
- ★ 33% of JJAEPs maintained attendance rates of 90% or better (i.e., Denton, El Paso, Fort Bend, Hays, Johnson, Lubbock, Smith, Wichita and Williamson). An additional 41% of JJAEPs had attendance rates between 80% and 89%.
- ★ The statewide JJAEP attendance rate decreased from 85% in school year 2008-2009 to 83% in school year 2010-2011. 12 JJAEPs (44%) demonstrated improved attendance from school year 2008-2009 to school year 2010-2011.

Student attendance rates varied by JJAEP placement type. Non-expelled students had the highest attendance rates.

Table 50 provides the attendance rate by placement type.

Table 50

JJAEP Attendance Rates by Placement Type
School Year 2010-2011

County	Mandatory	Discretionary	Non-Expelled	Total
Bell	94%	83%	-	86%
Bexar	89%	84%	-	86%
Brazoria	90%	81%	-	87%
Brazos	71%	-	90%	89%
Cameron	85%	71%	78%	75%
Collin	90%	86%	-	87%
Dallas	84%	71%	-	77%
Denton	94%	91%	92%	91%
El Paso	90%	90%	-	90%
Fort Bend	90%	90%	91%	91%
Galveston	97%	85%	-	89%
Harris	82%	69%	71%	76%
Hays	96%	88%	-	90%
Hidalgo	80%	66%	-	77%
Jefferson	86%	69%	-	70%
Johnson	91%	89%	-	90%
Lubbock	96%	85%	100%	91%
McLennan	92%	78%	75%	79%
Montgomery	88%	87%	90%	88%
Nueces	74%	75%	-	75%
Smith	96%	-	-	96%
Tarrant	89%	75%	86%	83%
Taylor	89%	79%	-	84%
Travis	91%	74%	85%	87%
Webb	84%	75%	-	81%
Wichita	96%	-	93%	93%
Williamson	96%	86%	98%	93%
Statewide	86%	78%	90%	83%

- ★ In school year 2010-2011, the attendance rate of non-expelled students was 90%, compared to 86% for mandatory and 78% for discretionary students.

Student Absence Rates Before and After JJAEP Placement

In addition to examining the attendance rate of JJAEPs at the county level, it is useful to see how individual student attendance changed as a result of participation in the program. This section explores the change in the proportion of absences for students in JJAEPs, comparing absence rates prior to entering the JJAEP as well as after exit from the program. The “before” period consisted of the two full six-week periods prior to program admission and the “after” period consisted of the two full six-week periods after exit. TEA PEIMS data were used for this analysis. In order to be included in the analysis, students had to have an exit date and had to have been enrolled for at least 10 days in each of the six-week periods measured (includes school years 2009-2010 and 2010-2011). Data was not available for juveniles enrolled before the third six-week period of school year 2009-2010 or for juveniles who exited after the fourth six-week period of school year 2010-2011.



Table 51 provides the overall change in average absence rate for JJAEPs in school year 2010-2011. A negative change in absence rate indicates a positive change in student attendance after returning to regular school.

Table 51

Statewide Absence Rates for Students Before and After Placement in JJAEPs
School Year 2010-2011

	N	Before	After	% Change in Absence Rate
Statewide	1,182	15.6%	13.0%	-16.7%

- ★ Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by 16.7%.

Table 52 gives a breakdown of student absences.

Table 52

Student Absence Rates Before and After JJAEP Placement
School Year 2010-2011

	Number	Percent
Students whose absence rate increased	486	41%
Students whose absence rate stayed the same	25	2%
Students whose absence rate decreased	671	57%
Total Students	1,182	100%

- ★ The absence rate for 57% of students decreased after exiting the JJAEP and returning to their home school.

Table 53 provides the absence rates and the change in absences by county for students in JJAEPs in school year 2010-2011.

Table 53

Absence Rates by County for Students in JJAEPs
School Year 2010-2011

County	N	Before	After	% Change in Absence Rate
Bell	35	17.1%	19.6%	14.6%
Bexar	131	16.8%	15.6%	-7.1%
Brazoria	34	13.0%	6.6%	-49.2%
Brazos	12	16.3%	19.8%	21.5%
Cameron	39	20.6%	13.5%	-34.5%
Collin	35	12.4%	7.2%	-41.9%
Dallas	130	16.3%	10.9%	-33.1%
Denton	30	16.1%	11.9%	-26.1%
El Paso	21	8.4%	7.7%	-8.3%
Fort Bend	39	15.9%	10.5%	-34.0%
Galveston	30	19.5%	15.8%	-19.0%
Harris	143	14.1%	13.3%	-5.7%
Hays	5	15.5%	11.2%	-27.7%
Hidalgo	81	14.0%	15.6%	11.4%
Jefferson	22	27.3%	25.3%	-7.3%
Johnson	5	5.3%	8.0%	50.9%
Lubbock	17	10.2%	10.3%	1.0%
McLennan	61	22.3%	15.0%	-32.7%
Montgomery	72	11.1%	11.3%	1.8%
Nueces	10	15.1%	12.1%	-19.9%
Smith	5	7.1%	5.3%	-25.4%
Tarrant	82	17.5%	12.9%	-26.3%
Taylor	7	19.9%	4.2%	-78.9%
Travis	32	14.8%	8.8%	-40.5%
Webb	37	13.1%	15.5%	18.3%
Wichita	25	9.3%	9.9%	6.5%
Williamson	42	14.7%	13.7%	-6.8%
Statewide	1,182	15.6%	13.0%	-16.7%

- ★ 19 of the 27 JJAEPs (70%) experienced a decrease in the absence rate when students returned to school after exiting the JJAEP.

School Disciplinary Referrals



A goal of JJAEPs is to improve the behavior of students who attend the program. To measure the behavioral impact of the program, the change in school disciplinary referrals for students in JJAEPs before and after program participation was analyzed. Students may receive a disciplinary referral at a school for a number of reasons. Sixty percent of the JJAEP students with disciplinary incidents in school year 2010-2011 were referred for a violation of the student code of conduct.

This section explores the change in the number of disciplinary referrals and the severity of disciplinary actions for these incidents for students who attended JJAEPs. A comparison of the average number of disciplinary referrals prior to entering the JJAEP and after exit from the program is presented. The “before” period consisted of the two complete six-week periods prior to program entry. The “after” period consisted of the two complete six-week periods after program exit. Data was not available for juveniles enrolled before the third six-week period of school year 2009-2010 or for juveniles who exited after the fourth six-week period of school year 2010-2011.

Table 54 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2010-2011.

Table 54

**Statewide Before and After Average Disciplinary Referrals for
Students Exiting From JJAEPs
School Year 2010-2011**

	N	Before	After	% Change in Disciplinary Referrals
Statewide	1,836	2.70	1.28	-52.6%

- ★ Statewide, the average number of disciplinary incidents declined 52.6% in the two six-week periods after students exited the JJAEP.

Table 55 shows the increase and the decrease in disciplinary referrals after exiting the JJAEP.

Table 55

**Student Disciplinary Referrals After Exiting JJAEP
School Year 2010-2011**

	Number	Percent
Students with increase in discipline referrals	287	15%
Students with no difference in discipline referrals	379	21%
Students with decrease in discipline referrals	1,170	64%
Total Students	1,836	100%

- ★ 64% of students experienced a decrease in disciplinary referrals after participating in a JJAEP.

Table 56 shows the number of disciplinary referrals for students before and after JJAEP participation.

Table 56

**Students with Zero to Five or More Disciplinary Referrals
Before and After JJAEP
School Year 2010-2011**

	Before JJAEP		After JJAEP	
	Number	Percent	Number	Percent
Students with zero discipline referrals	412	22%	1,025	56%
Students with one discipline referral	213	12%	236	13%
Students with two discipline referrals	244	13%	148	8%
Students with three discipline referrals	218	12%	109	6%
Students with four discipline referrals	151	8%	91	5%
Students with five or more discipline referrals	598	33%	227	12%
Total	1,836	100%	1,836	100%

- ★ The proportion of juveniles with zero disciplinary referrals increased from 22% in the two six-week periods before JJAEP entry to 56% in the two six-week periods after exiting the JJAEP. The proportion of juveniles with five or more disciplinary referrals decreased from 33% before entering the JJAEP to 12% after exit.
- ★ Although the majority of JJAEP students had been expelled from school, 22% of students had no disciplinary referrals during the “before” tracking period. For these students the incident resulting in expulsion to the JJAEP occurred in the six-week period in which they entered the program.

Of the students with a disciplinary incident in the “before” period:

- ★ 34% of the most severe disciplinary actions were placements to an alternative school setting;
- ★ 31% of the most severe disciplinary actions were expulsions;
- ★ 26% of the most severe disciplinary actions were in-school suspensions; and
- ★ 9% of the most severe disciplinary actions were out-of-school suspensions.

Fifty-six percent of students had no disciplinary referrals during the “after” tracking period. Of the 44% of students with a disciplinary incident in the “after” period:

- ★ 51% of the most severe disciplinary actions were in-school suspensions;
- ★ 27% of the most severe disciplinary actions were placements to an alternative school setting;
- ★ 14% of the most severe disciplinary actions were out-of-school suspensions;
- ★ 7% of the most severe disciplinary actions were expulsions; and
- ★ 1% of the most severe disciplinary actions were truancy charges.

Juvenile Probation System Re-Contact Rate Analysis

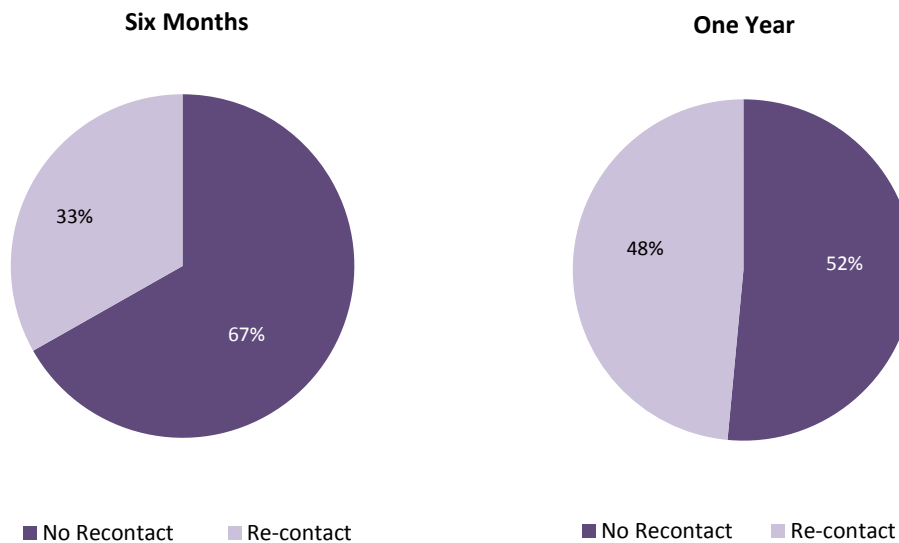
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Following their exit from the JJAEP, students were tracked in the juvenile probation system for two time periods, six months and one year. A re-contact was defined as any subsequent formal referral to the juvenile probation department regardless of the offense or disposition of the case.

Students who exited in school year 2010-2011, who were less than 16.5 years of age at the time of exit, and who had a formal referral to a juvenile probation department were included in the six months analysis (n=1,816). Students who exited in school year 2010-2011, who were less than 16 years of age at the time of exit, who were formally referred to a juvenile probation department, and who exited by February 28, 2009, were included in the one year analysis (n=885).

The subsequent contacts were calculated for individual students rather than entries (i.e., a student entering twice during this period was counted only one time). A match was made between JJAEP data and TJJD referral data using the juvenile's personal identification number (PID). Chart 57 shows the re-contact rate, within six months and one year for students who exited the JJAEP during school year 2010-2011. Juveniles with a re-contact within six months were included in the one year rate if they were less than 16 years of age at the time of exit.

Chart 57

Re-Contact Rates for Students in JJAEPs School Year 2010-2011



- ★ One third of students were found to have a re-contact with the juvenile justice system within six months of exiting the JJAEP, while 48% had a re-contact within one year of exiting the JJAEP.
- ★ After six months, students expelled for a mandatory offense had the lowest re-contact rate (18%) followed by discretionary (44%) students and non-expelled (41%) students. After one year, mandatory students had a 27% re-contact rate, discretionary students had a 59% re-contact rate and non-expelled students had a 69% re-contact rate.
- ★ Of juveniles with a subsequent contact within six months of their release, the number of subsequent contacts ranged from a low of one to a high of seven. A total of 59% had one subsequent contact while 26% had two and 15% had three or more.
- ★ Of juveniles with a subsequent contact within one year of their release, the number of subsequent contacts ranged from a low of one to a high of 10. A total of 40% had one subsequent contact while 24% had two and 36% had three or more.

Tables 58 and 59 present the six month and one year re-contact rates by program exit for students in JJAEPs.

Table 58

Six Month Re-Contact Rate by Program Exit for Students in JJAEPs
School Year 2010-2011

	Return to Home School		Left Program Incomplete		Other Exits*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Re-Contact	927	67%	149	63%	134	70%	1,210	67%
Re-Contact	463	33%	87	37%	56	30%	606	33%
Total	1,390	100%	236	100%	190	100%	1,816	100%

* Other Exits include Admission Review and Dismissal (ARD) removal, moved, completion of GED, graduation and left for medical reasons.

Table 59

One Year Re-Contact Rate by Program Exit for Students in JJAEPs
School Year 2010-2011

	Return to Home School		Left Program Incomplete		Other Exits*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Re-Contact	361	54%	49	44%	53	53%	463	52%
Re-Contact	313	46%	62	56%	47	47%	422	48%
Total	674	100%	111	100%	100	100%	885	100%

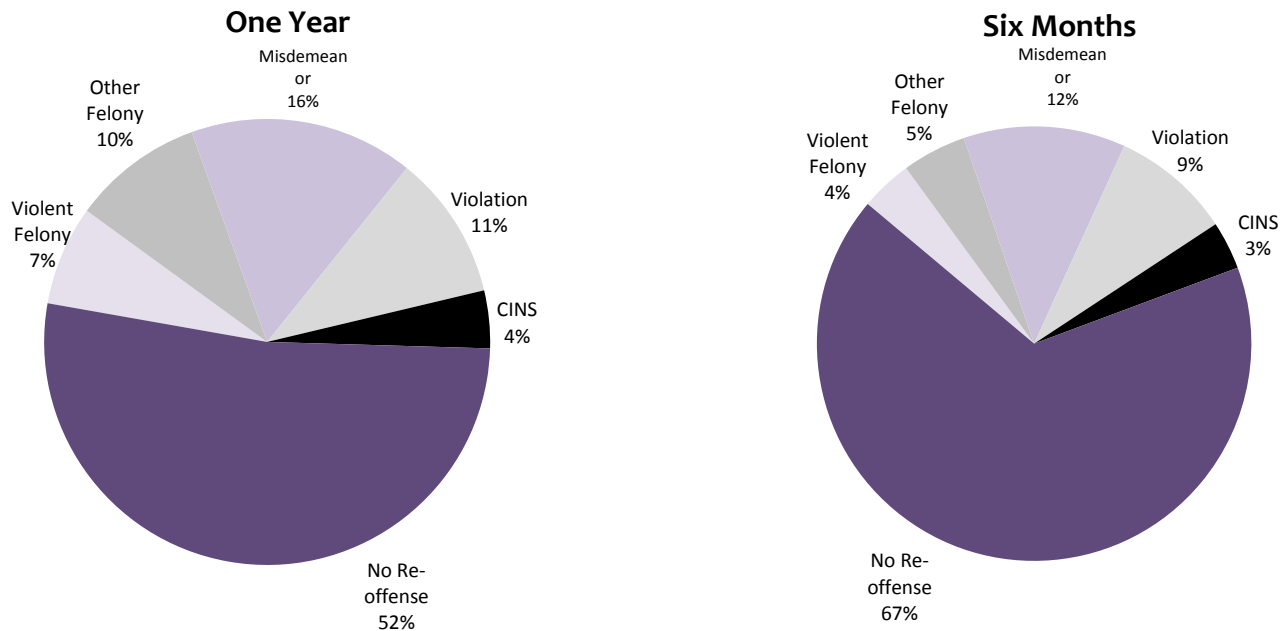
* Other Exits include Admission Review and Dismissal (ARD) removal, moved, completion of GED, graduation and left for medical reasons.

- ★ Students who completed JJAEP requirements and returned to their home school had significantly lower re-contact rates than students who left the program prior to completion.

The six-month and one-year re-contact rates by severity of subsequent offense are presented below in Chart 60.

Chart 60

Re-Contact Rate by Severity of Subsequent Offense*
School Year 2010-2011



* Most serious offense during the time period.

- ☆ A total of 21% of students had a subsequent contact for a felony or Class A or B misdemeanor within six months, while 33% had a subsequent contact for a felony or Class A or B misdemeanor within one year.

Table 61 provides the six-month re-contact rate by county and the level of offense for which a student was subsequently referred.

Table 61

Six Month Re-Contact Rate by County and Offense Type
School Year 2010-2011

County	N	Felony	Misdemeanor A or B	Violation of Probation	CINS	Total Re- Contact*
Bell	63	5%	8%	6%	24%	43%
Bexar	179	7%	21%	5%	4%	37%
Brazoria	40	5%	3%	13%	5%	25%
Brazos	30	7%	13%	17%	3%	40%
Cameron	66	11%	14%	14%	1%	40%
Collin	55	5%	16%	6%	6%	33%
Dallas	149	7%	10%	11%	3%	31%
Denton	59	3%	7%	7%	5%	22%
El Paso	26	4%	4%	4%	0%	12%
Fort Bend	64	8%	8%	6%	5%	27%
Galveston	44	18%	25%	14%	2%	59%
Harris	235	6%	12%	3%	3%	24%
Hays	19	5%	16%	32%	0%	53%
Hidalgo	50	18%	10%	2%	4%	34%
Jefferson	58	14%	10%	22%	2%	48%
Johnson	18	0%	6%	0%	0%	6%
Lubbock	47	17%	9%	9%	0%	34%
McLennan	83	8%	7%	19%	5%	40%
Montgomery	110	8%	11%	5%	2%	26%
Nueces	16	13%	12%	6%	0%	31%
Smith	4	**	**	**	**	**
Tarrant	151	13%	10%	6%	1%	30%
Taylor	16	0%	25%	19%	0%	44%
Travis	58	9%	15%	12%	0%	36%
Webb	64	14%	17%	5%	8%	44%
Wichita	38	8%	18%	29%	0%	55%
Williamson	74	8%	5%	12%	4%	30%
Total	1,816	9%	12%	9%	3%	33%

*Due to rounding, percentages for all offense types do not always add up to the total re-contact rate.

** To maintain student confidentiality, no data was reported for grades with fewer than five students.

★ The total six-month re-contact rate ranged between 6% in Johnson County to 59% in Galveston County.

The one-year re-contact rate by county and offense level for which they were subsequently referred is presented below in Table 62.

Table 62

One Year Re-Contact Rate by County and Offense Type
School Year 2010-2011

County	N	Felony	Misdemeanor AB	Violation of Probation	CINS	Total Re- Contact*
Bell	29	10%	21%	7%	24%	62%
Bexar	100	17%	29%	11%	3%	60%
Brazoria	19	5%	5%	11%	0%	21%
Brazos	10	10%	20%	10%	40%	80%
Cameron	28	18%	21%	18%	4%	61%
Collin	23	4%	17%	4%	9%	35%
Dallas	87	11%	12%	17%	5%	45%
Denton	26	12%	15%	8%	4%	39%
El Paso	9	11%	0%	0%	0%	11%
Fort Bend	26	15%	12%	19%	4%	50%
Galveston	34	29%	29%	6%	0%	65%
Harris	106	11%	12%	5%	4%	32%
Hays	6	33%	17%	17%	0%	67%
Hidalgo	24	21%	4%	4%	0%	29%
Jefferson	24	25%	13%	17%	0%	54%
Johnson	4	**	**	**	**	**
Lubbock	17	47%	18%	6%	0%	71%
McLennan	44	16%	9%	25%	9%	59%
Montgomery	65	17%	14%	9%	3%	43%
Nueces	9	22%	22%	11%	11%	67%
Smith	3	**	**	**	**	**
Tarrant	85	21%	11%	6%	0%	38%
Taylor	6	17%	17%	17%	0%	50%
Travis	28	21%	25%	7%	0%	54%
Webb	33	24%	24%	6%	6%	61%
Wichita	10	10%	30%	10%	0%	50%
Williamson	30	17%	17%	20%	3%	57%
Total	885	17%	16%	11%	4%	48%

*Due to rounding, percentages for all offense types do not always add up to the total re-contact rate.

** To maintain student confidentiality, no data was reported for grades with fewer than five students.

★ The total one-year re-contact rate ranged between 11% in El Paso County to 80% in Brazos County.

The most severe subsequent disposition of students for offenses committed in the six months after program exit is listed below.

- ★ The most severe subsequent disposition was TJJD or adult certification for 4% of the students.
- ★ The most severe subsequent disposition was probation for 55% of the students.
- ★ The most severe subsequent disposition was deferred prosecution for 5% of the students.
- ★ The most severe subsequent disposition was supervisory caution for 12% of the students.
- ★ The most severe subsequent disposition was dismissed for 24% of the students.

Table 63 provides a comparison of six-month re-contact rates for students returning to their home school after completing their JJAEP placement in school years 2006-2007 through 2010-2011. The table indicates that the rate has remained relatively constant over the last five report years.

Table 63

**Six-Month Re-Contact Rate Comparison for Students
Returning to Home School
School Years 2006-2007 through 2010-2011**

School Year	2006 – 2007	2007 – 2008	2008 – 2009	2009-2010	2010-2011
Re-Contact Rate	30%	32%	31%	31%	33%

Tables 64 and 65 show that in school year 2010-2011 programs with a therapeutic format and programs operated solely by probation departments had the lowest re-contact rates.

Table 64

**Six Month Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2010-2011**

	Total Re-Contact	Felony	Misd	Violation of Probation	CINS
Program Model Type					
Military Component	32%	8%	7%	13%	4%
Therapeutic Model	32%	10%	12%	7%	3%
Traditional Model	35%	8%	14%	9%	4%
Operation Design					
Probation Department Only	29%	7%	12%	7%	3%
School District and Probation Department	34%	9%	10%	11%	4%
Private Contractor and Probation Department	37%	10%	17%	7%	3%

Table 65

**One Year Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2010-2011**

	Total Re-Contact	Felony	Misd	Violation of Probation	CINS
Program Model Type					
Military Component	46%	16%	13%	15%	2%
Therapeutic Model	45%	18%	16%	7%	4%
Traditional Model	51%	15%	18%	13%	5%
Operation Design					
Probation Department Only	42%	13%	14%	10%	5%
School District and Probation Department	48%	18%	15%	11%	4%
Private Contractor and Probation Department	56%	18%	24%	11%	3%

In order to compare JJAEP students with other juveniles in the justice system within the same county, the re-contact rate of non-JJAEP students who were referred between August 1, 2010 and February 28, 2011, and who received dispositions of supervisory caution, deferred prosecution or probation was analyzed.

- ★ The six-month re-contact rate for non-JJAEP juveniles was 18%, compared to the 33% rate of students in JJAEPs.
- ★ The one year re-contact rate for non-JJAEP juveniles was 29%, compared to the 48% rate of students in JJAEPs.

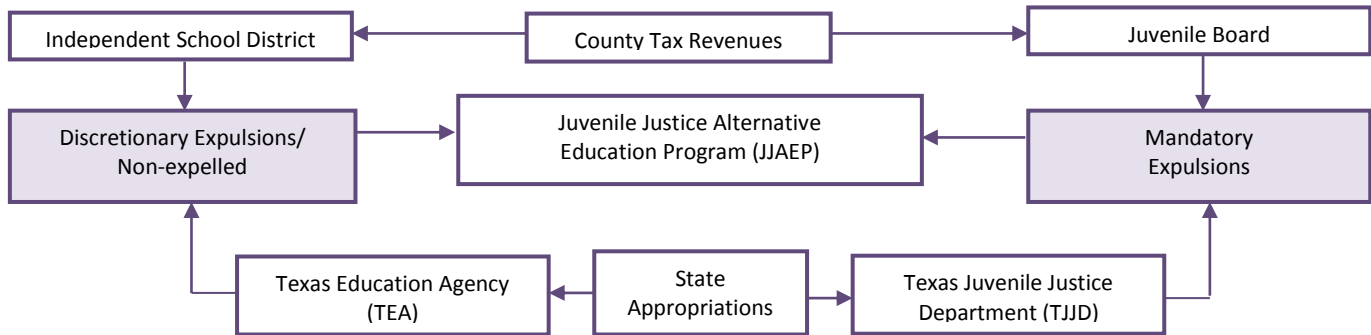


Section 6:

Program Costing

Overview

The funding of JJAEPs is a coordinated effort of the local juvenile board, commissioner's court and school districts in the county. Both the school districts and the juvenile board receive funds from local tax revenue, state appropriations and other grant sources. The diagram below demonstrates the source and the flow of funds for each local JJAEP.



TJJD allocated \$79 for each mandatory student attendance day to counties that are required to operate a JJAEP. Students who are placed in the JJAEP under the categories of discretionary expulsions and non-expelled (i.e., *other*) are funded as agreed upon in the local memorandum of understanding that is negotiated between each school district located in the county and the local juvenile board. School districts are prohibited from receiving Foundation School Funds (FSF) for students who are mandatorily expelled; however, the districts continue to receive FSF for discretionary and non-expelled students who are served in the JJAEP.

Introduction

In preparation for this report, TJJD prepared a data collection instrument that was used to collect expenditure data from the counties. The counties were required to work with their local school district to collect any expenditures by the school districts on the program. JJAEP costs have been collected and analyzed for the previous two reports as well as the current report. Problematic data was identified and the county and/or school district(s) were contacted for clarification and to correct inaccuracies. Expenditures were reviewed and are included in this report.

This report reviews expenditures for each program in multiple ways such as by program size based on average daily attendance, program model type, and operation design. All counties reported the requested expenditures. As a result of these efforts, this report contains a reasonable cost analysis for the 27 JJAEPs.



Cost Per Day

Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year. Table 66 reflects the total combined county and school district expenditures and a calculation of the cost per day.

- ★ The cost per day varies from a range of \$81.90 to a high of \$381.46 per day.
- ★ The total expenditures for 26 JJAEPs reported were \$31,082,528.88 and if divided by the total number of student attendance days, the statewide average cost per day was \$166.87.
- ★ In the previous two reports the total expenditures for all JJAEPs were \$36,814,084.17 (2006-2007) and \$36,624,764.66 (2008-2009). The statewide average cost per day was \$117.29 and \$155.37 respectively.
- ★ The Smith County cost per day during 2010-11 was \$807.00. Legislation was passed during the 82nd Legislative Session allowing Smith County to opt out of operating a JJAEP. Their cost per day has not been included in any of the calculations contained in this section.

Appendix G contains a detailed listing of expenditures by county.

Cost Variables

The cost of JJAEPs varies from county to county based on an array of factors including program size, program design, facilities, decreased attendance, school closures due to hurricanes and a mix of services. Below are some variables that influence costs.

- ★ **Transportation.** There are 16 programs that reported related transportation costs (i.e., Bexar, Brazoria, Cameron, Collin, Dallas, Denton, Fort Bend, Harris, Hays, Hidalgo, Jefferson, Montgomery, Nueces, Tarrant, Webb and Williamson) and 11 that had no or minimal costs related to transportation. Costs associated with transportation represented 13% of the total expenditures in those programs where transportation costs were reported. Dallas County reported the greatest amount of transportation costs representing 38% of their budget.

Table 66

JJAEP Cost Per Day By County
School Year 2010-2011

County	Total Cost	Cost Per Day
Bell	\$925,800.16	\$381.46
Bexar	\$1,324,853.47	\$103.17
Brazoria	\$753,329.45	\$179.41
Brazos	\$433,520.09	\$212.30
Cameron	\$1,084,751.38	\$81.90
Collin	\$1,178,374.98	\$274.30
Dallas	\$3,731,451.08	\$149.50
Denton	\$1,253,821.37	\$262.58
El Paso ¹	\$393,946.00	\$104.77
Fort Bend	\$2,226,466.57	\$236.48
Galveston	\$381,184.34	\$329.46
Harris	\$3,445,685.70	\$141.44
Hays	\$313,917.00	\$136.43
Hidalgo	\$801,325.43	\$98.55
Jefferson	\$951,527.00	\$228.02
Johnson	\$227,696.99	\$189.27
Lubbock	\$610,500.37	\$180.73
McLennan	\$758,980.37	\$125.85
Montgomery	\$1,639,956.46	\$140.85
Nueces	\$888,284.15	\$220.86
Tarrant	\$2,906,263.98	\$220.59
Taylor	\$366,343.00	\$218.32
Travis	\$755,816.68	\$205.55
Webb	\$1,264,935.30	\$161.55
Wichita	\$663,216.00	\$209.02
Williamson	\$1,800,581.55	\$214.97
Program Average		\$192.59

- ★ **Facilities.** Some JJAEPs lease space or are purchasing a facility, while others may not incur facility costs because they are located in a pre-existing structure such as an under-utilized school campus. There are 20 programs that reported facility costs (i.e., Bell, Bexar, Cameron, Collin, Dallas, Denton, Fort Bend, Harris, Hays, Hidalgo, Jefferson, Johnson, Lubbock, McLennan, Montgomery, Nueces, Smith, Tarrant, Webb, and Williamson). Programs with facility costs reported 6% of the expenditures were for facilities.
- ★ **Operation Design and Model Type.** Both model type (Table 72) and operation design (Table 73) may impact the cost of the program due to variables such as staffing and services provided.
- ★ **Program Size.** Programs serving a larger student population may benefit from efficiency in cost.
- ★ **Expulsions and Attendance.** The number of student entries and student attendance days in a JJAEP directly impacts the cost per day of operating a program. The number of overall student entries into a JJAEP decreased by 11% from the previous school year (2009-2010). Mandatory student entries decreased by 2% and discretionary student entries decreased by 21%. Due to the decrease in student entries, this resulted in a decrease in student attendance days. Programs during the 2010-2011 school year experienced a 16% decrease in student attendance days statewide from the previous school year (2009-2010).
 - Five programs (i.e., Bell, Denton, Galveston, McLennan, and Smith) experienced more than a 20% decrease in total student entries.
 - Four programs (i.e., Brazos, Collin, McLennan, and Smith) experienced more than a 30% decrease in mandatory student entries.
 - Six programs (i.e., Bell, Denton, Galveston, Johnson, Taylor, and Webb) experienced more than a 30% decrease in discretionary student entries.
 - Since the 2006-2007 school year, programs have experienced a 38% decrease in student entries.
 - In the previous five school years, 2006-2007 had the greatest number of student entries.
 - Table 67 reflects the percent decrease in student entries by expulsion type statewide since the 2006-2007 school year.
 - Appendix A contains a detailed listing of student entries by county for school years 2008-2009 and 2010-2011.

Table 67

Decrease in JJAEP Student Entries by Expulsion Type
School Year 2010-2011

Mandatory	Discretionary	Non-Expelled	Total
31%	47%	1%	38%

Table 70 reflects the average cost per day of each category of JJAEP operation design.

Table 70

JJAEP Cost Per Day by Operation Design
School Year 2010-2011

ISD and Probation			Private Contractor and Probation			Probation Only		
County	ADA	Cost Per Day	County	ADA	Cost Per Day	County	ADA	Cost Per Day
Bell	13.63	\$381.46	Bexar	72.14	\$103.17	Brazos	11.34	\$212.30
Brazoria	23.46	\$179.41	Cameron	74.41	\$81.90	Dallas	141.02	\$149.50
Collin	24.55	\$274.30	Hidalgo	45.94	\$98.55	Harris	135.34	\$141.44
Denton	26.98	\$262.58	Nueces	22.34	\$220.86	Johnson	6.91	\$189.27
El Paso	20.89	\$104.77	Travis	21.01	\$205.55	Taylor	9.43	\$218.32
Fort Bend	54.11	\$236.48				Webb	43.50	\$161.55
Galveston	6.57	\$329.46						
Hays	13.15	\$136.43						
Jefferson	23.58	\$228.02						
Lubbock	19.19	\$180.73						
McLennan	34.07	\$125.85						
Montgomery	66.91	\$140.85						
Tarrant	74.44	\$220.59						
Wichita	18.45	\$209.02						
Williamson	46.53	\$214.97						
Program Average		\$214.99	Program Average		\$142.00	Program Average		\$178.73

★ The average cost per day for the “Private Contractor and Probation” operation design is the least expensive.

Required Cost

The General Appropriations Act Rider #12 requires that the cost per day information shall include an itemization of the costs of providing educational services mandated in the Texas Education Code Section 37.011. This itemization shall separate the costs of mandated educational services from the cost of all other services provided in JJAEPs. Mandated educational services include facilities, staff, and instructional materials specifically related to the services mandated in TEC Section 37.011. All other services include, but are not limited to, programs such as family group, and individual counseling, military-style training, substance abuse counseling, and parenting programs for parents of program youth.

Counties were instructed to differentiate between required costs and non-required costs. Required costs were defined as those costs that the program must encounter to implement TEC Section 37.011. Separating out the required costs is not an easy task when many of the costs encountered by the JJAEP are not addressed under TEC Section 37.011. While not an easy task, TJJD believes the differentiated costs meet the requirements of the rider.

Counties submitted costing information and TJJD reviewed each submission and made further revisions. For example, if a county submitted a salary for a physical education teacher as a required cost, the cost of this teacher was moved to the non-required section.

Costs included under the “required” category include instructional staff, teacher aides, behavior management staff, administrative staff, instructional materials, meals, transportation, and facility costs. Each program was allowed to include up to 10% for administration costs (this is the typical amount that federal grants allow).

Costs in the “non-required” category include non-required instructional staff (e.g., physical education teachers), salaries of drill instructor staff that are not part of the classroom behavior management system and often operate the program extended hours, various counseling services (e.g., drug and alcohol, family and individual), medical staff, and other costs such as service learning projects and truancy officers.

- ★ Costs per day under the “Required Costs Only” vary from \$71.02 per day to a high of \$344.48.

Table 71

JJAEP Cost Per Day By County School Year 2010-11

County	Required Costs Only	Total Cost Per Day
Bell	\$344.48	\$381.46
Bexar	\$98.21	\$103.17
Brazoria	\$141.05	\$179.41
Brazos	\$201.52	\$212.30
Cameron	\$71.02	\$81.90
Collin	\$235.55	\$274.30
Dallas	\$82.98	\$149.50
Denton	\$252.19	\$262.58
El Paso ¹	\$80.02	\$104.77
Fort Bend	\$225.21	\$236.48
Galveston	\$271.68	\$329.46
Harris	\$102.44	\$141.44
Hays	\$124.88	\$136.43
Hidalgo	\$88.79	\$98.55
Jefferson	\$186.26	\$228.02
Johnson	\$184.53	\$189.27
Lubbock	\$134.75	\$180.73
McLennan	\$112.99	\$125.85
Montgomery	\$101.53	\$140.85
Nueces	\$208.23	\$220.86
Tarrant	\$184.82	\$220.59
Taylor	\$217.54	\$218.32
Travis	\$200.50	\$205.55
Webb	\$92.33	\$161.55
Wichita	\$200.84	\$209.02
Williamson	\$184.34	\$214.97
Average	\$166.34	\$192.58

¹ The El Paso County JJAEP is operated in cooperation with two local school district alternative education programs. The cost reflected in this report is the total cost per day expended by the county.

Conclusion

Overall, TJJD has determined that the cost per day is impacted by the size of the program and the operation design. TJJD provides approximately 25% of the total JJAEP funding; the remaining 75% is provided through juvenile boards (i.e., commissioner's court funding) and the local school districts.

The difficulty for counties to establish the number of students expected to enter JJAEPs each school year makes budgets and staffing a challenge for all JJAEPs. Compared to cost data reported from school year 2008-2009, 17 counties have reduced their total reported expenditures by an average of 36%. Even with the decrease in most JJAEP budgets, the cost per day increased primarily due to the decrease in student entries and the decrease in the length of stay.



Section 7:

Strategic Elements

TJJD JJAEP Mission Statement

In compliance with Rider 13 of the General Appropriations Act, 80th Regular Texas Legislative Session, TJJD developed a five-year JJAEP strategic plan to ensure that:

- ★ JJAEPs are held accountable for student academic and behavioral success;
- ★ School districts and JJAEPs comply with programmatic standards;
- ★ School districts and JJAEPs comply with attendance reporting;
- ★ There is consistent collection of cost and program data; and
- ★ Training and technical assistance are provided.

Philosophy

TJJD is committed to improving the effectiveness and efficiency of local JJAEP operations through a partnership with local government in setting up a multi-tiered system of care in which the best possible JJAEP services can be delivered in a cost-effective and fiscally accountable fashion. In establishing oversight policies and providing training and technical assistance, the best interests of the child and the community are considered paramount.



Internal / External Assessment



Survey of JJAEP Administrators. Each of the twenty-seven (27) counties operating a mandatory JJAEP was surveyed to determine their level of satisfaction within eleven key policy areas relative to day-to-day operations. A twenty-five (25) item questionnaire was developed by TJJD and administered via a web-based methodology. Items were designed to measure: a) levels of satisfaction with key aspects of their day-to-day operations, and b) the extent to which each area is most in need of attention, funding and resources. Those eleven key policy areas are:

1. Curriculum;
2. Training and technical assistance needs;
3. Overcrowding;
4. Transportation;
5. Testing;
6. Special education;
7. Due process;
8. Communication;
9. Adequate funding;
10. Quality of local collaboration; and
11. Programs.

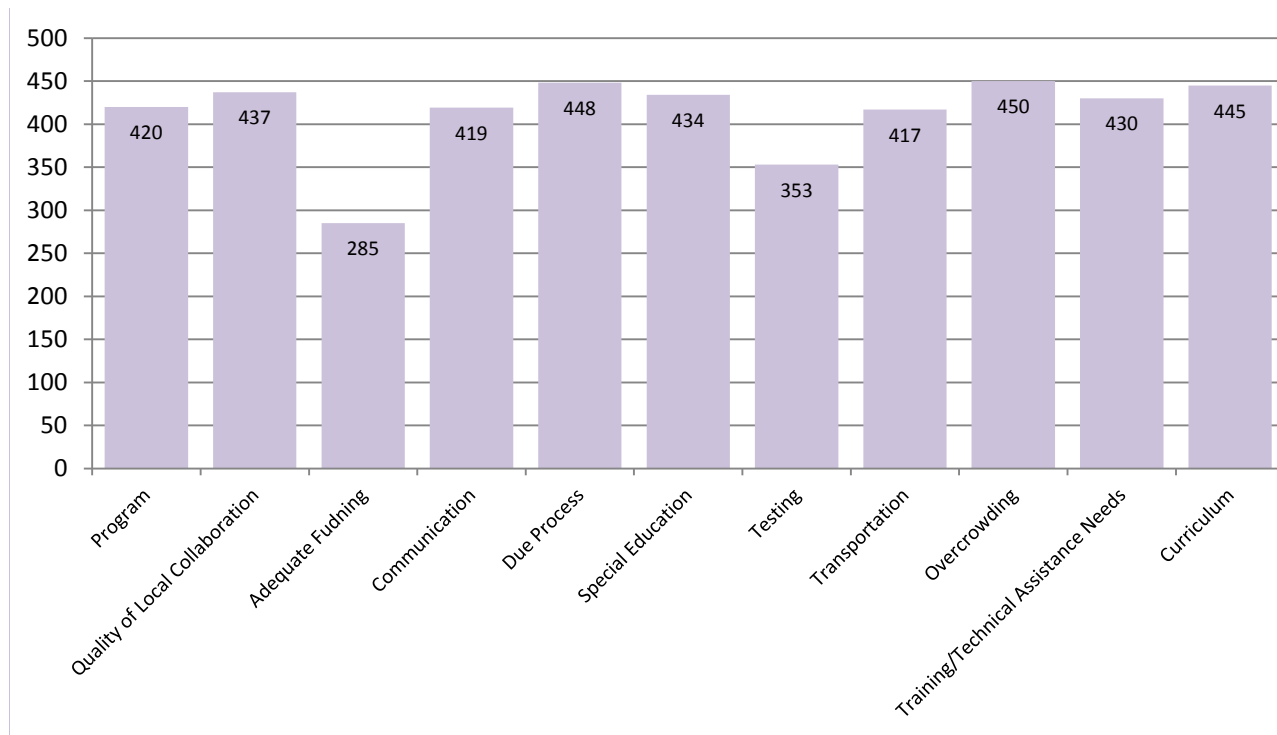
Additionally, three open-ended questions asked for the following:

1. Top three areas of training needed by their program;
2. Top three areas of technical assistance needed for their program; and
3. Recommended policy changes they felt most critical regarding JJAEPs / DAEPs.

Survey policy areas were designed to generally profile relative strengths and weaknesses and areas of concern so that policy related interventions could be appropriately targeted. Policy area scores were calculated by averaging the related item responses together and multiplying the result by 100. Scores for each of the eleven policy areas above 300 suggest that JJAEP administrators viewed the issue more positively than negatively, and scores of 400 or higher indicate areas of substantial strength. Conversely, scores below 300 indicate that JJAEP administrators perceive the issue more negatively than positively and scores below 200 should be a significant source of concern for administrators and state agency representatives and should receive immediate attention. Chart 73 shows the policy areas scored how each were rated.

Chart 73

JJAEP Survey Policy Area Scores by Dimension



All but two areas met the criteria of substantial strength (400 or higher). The following three policy areas had a score of at least 440 and were ranked the highest of the 11 areas.

- ★ **Overcrowding.** High scores indicate overcrowding is not a problem for JJAEPs.
- ★ **Due Process.** High scores here indicate that JJAEP administrators strongly view the level of due process afforded youth prior to entry into the JJAEP as appropriate.
- ★ **Curriculum.** High scores indicate that teachers have the necessary skills to teach the curriculum, the curriculum used is appropriate to meet academic standards, the curriculum enhances behavioral improvement of attending students, and the curriculum prepares students to demonstrate academic growth in the STAAR.

The one policy area perceived as a relative area of concern for JJAEP administrators was adequate funding:

- ★ **Adequate Funding.** Low scores in this policy area indicate a need for immediate attention to be given to increasing program capacity and resources, especially with regard to providing adequate transportation, effective testing of students, training for program staff, addressing overcrowding issues, and assisting students with disabilities to demonstrate academic growth on state mandated tests.

The following table summarizes how JJAEP administrators responded to questions regarding their program's need for training and technical assistance. Percentages describe the range of total responses within each response category. The highest level of satisfaction was with technical assistance; the lowest involved how training and technical assistance prepared students for the STAAR test.

Table 74

Training Issues in the JJAEP Survey

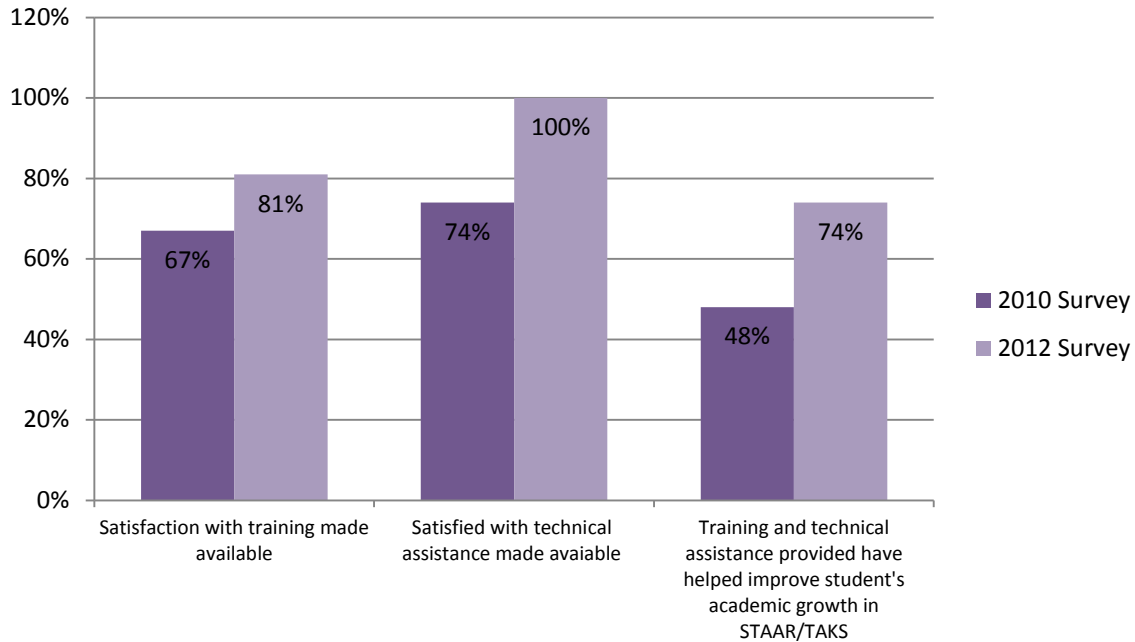
Question	SA	A	N	D	SD	DK/NA
1. Satisfied with the training made available.	37%	44%	15%	4%	0%	0%
2. Satisfied with the technical assistance made available.	59%	41%	0%	0%	0%	0%
3. Training and technical assistance provided have helped improve student's academic growth in TAKS.	33%	41%	19%	4%	0%	4%

SA – Strongly Agree | A – Agree | N – Neutral | D – Disagree | SD – Strongly Disagree | DK/NA – Don't Know, Not Applicable

Chart 75 shows that the level of satisfaction with training in the 2012 survey was much higher than that expressed in the 2010 survey.

Table 75

Percent Expressing Agreement or Strong Agreement with Training Issues



The survey also asked three open-ended questions. The three highest responses to each of these questions are listed.

Q1: Identify the top three areas of training needed for your program:

1. Teaching strategies for students with mental health issues;
2. Behavior intervention and management; and
3. Teaching strategies for special education students.

Q2: Identify the top three areas of technical assistance needed for your program:

1. Technology (e.g., hardware, software, multimedia, computer programs, online curriculum test prep);
2. Assistance with the Compliance Resource Manual (CRM) including updates, preparation for audits, and help with compliance; and
3. Best practices for operating a JJAEP (e.g., student attendance improvement, communication/networking, curriculum integration strategies, etc.).

Q3: What changes would you recommend that state officials make regarding policies related to JJAEPs and DAEPs:

1. Increased funding, including funding that would allow for more professional intervention (psychologist, drug counselor, etc.) and funding for summer school;
2. Assistance with transportation, including requiring ISDs to provide transportation to JJAEPs; and
3. Legislation further limiting discretionary placements at JJAEPs.

Internal Strengths and Weaknesses

JJAEP Internal Strengths

- ★ Local Control: Juvenile boards, JJAEP administrators, and school boards creatively exercise flexibility in the development of local solutions tailored to meet the unique needs and demands inherent within each local jurisdiction. This is especially critical in the context of their need for additional resources and funding for JJAEP operations.
- ★ Ability of JJAEPs to operate beyond constraints of the Texas Education Code.
- ★ Competency to communicate effectively with outside entities to better serve JJAEP populations.



JJAEP Internal Weaknesses

- ★ Qualified Educational and Behavioral Staff: Staff are required to deal with a wide array of student-related problems on a daily basis, including but not limited to: mental health problems of students; special education issues; family crisis issues that affect student academic and behavioral performance; and in some cases high student-teacher ratios with a population of students who are the most difficult to manage and serve.
- ★ Programs and Services for Special Education Students: Special education students compound problems for JJAEP practitioners. Specialized evidenced-based programs and services are needed to a) manage their behaviors, b) provide instruction which maximizes their academic growth, and c) provide treatment for their mental health needs and disabilities.
- ★ Transportation: JJAEPs do not have optimal resources for the provision of effective transportation of students to and from JJAEP-related activities. This has a direct influence on student attendance and subsequently student performance.

External Opportunities and Challenges

JJAEP External Opportunities

- ★ Community Resources: A collaboration must be forged to build a better community of health and human services which provide best-practice oriented programs and services for JJAEP students and their families.
- ★ Leveraging existing statutes, laws and rules to better advocate for and serve JJAEP students and their families.
- ★ Acquiring textbooks from the Texas Education Agency.
- ★ Joint ventures with school districts.
- ★ Utilizing Peer-Mentoring programs and other innovative approaches to serving JJAEP populations.

JJAEP External Challenges

- ★ Resources/funding for transportation and other cost-related aspects of JJAEP operations.
- ★ The socio-economic environment of youth placed in JJAEPs are significant barriers to providing effective programs and services necessary to rehabilitate students, especially factors related to mental health, physical/medical health, economic status, peer group issues, and communities in which students live.
- ★ Local policy and expectations of key stakeholders regarding the students, their families, and the nature of the obligations of the juvenile justice and education systems.
- ★ Inadequate parental involvement.

Key Policy Issues

TJJD External Affairs, Policy and Education Services Divisions met to analyze information produced through the internal/external assessment and define the key policy issues affecting the mandates, mission, service levels, clients, financing, program/organizational structure, and management of JJAEPs in Texas. The following key policy issues were identified:

1. The supervision and management of the serious and persistent misconduct students expelled under TEC Section 37.007(c);
2. Resources issues of JJAEPs; and
3. Existing statutes, rules, and laws which need clarification and/or revision in order to enhance the provision of JJAEPs.

Goals, Strategic Directions and Strategies

TJJD developed strategies for the agency's focus during the next biennium. These strategies are meant to best manage the Key Strategic Issues confronting JJAEPs given the agency's mission, mandates, and organizational resources. The following goals, key strategic directions, and strategies represent the agency's agreement to strategically work to improve services to children in JJAEPs in Texas.

Goals:

- A. Students will be placed in JJAEPs as authorized by law.
- B. Academically, students placed in JJAEPs will demonstrate academic growth and progress toward grade level.



Key Strategic Direction 1. Develop opportunities to enhance funding and resources for JJAEP operations.

- ☆ **Strategy 1:** TJJD will analyze data and develop reports that describe and explain actual costs associated with operating JJAEPs.
- ☆ **Strategy 2:** TJJD will provide information regarding resource development to local juvenile probation departments.
- ☆ **Strategy 3:** TJJD will conduct research on alternative funding sources that could assist JJAEPs with daily operations.

Key Strategic Direction 2. Teaching strategies for students with mental health issues and special education needs.

- ☆ **Strategy 1:** TJJD will investigate the ability of JJAEP staff to participate in Project Share, a portal system administered through TEA to expand the development and delivery of high quality professional development.
- ☆ **Strategy 2:** TJJD will provide training and technical assistance to local JJAEPs in the areas of mental health, special education and behavior management.
- ☆ **Strategy 3:** TJJD will coordinate trainings with state facilities' education programs and seek external training and web-based opportunities.

Key Strategic Direction 3. Enhance the use of technology for greater access to curriculum/courses.

- ☆ **Strategy 1:** TJJD will explore the most useful and cost effective means of incorporating virtual education in JJAEPs.
- ☆ **Strategy 2:** TJJD will seek opportunities to partner with local community colleges.

Key Strategic Direction 4. Coordinate the collection of JJAEP-related program costs and program data.

- ☆ **Strategy 1:** TJJD, on an "as needed" basis, will provide training, technical assistance and oversight to JJAEPs regarding the appropriate process for collection and reporting of JJAEP-related program costs and program data.
- ☆ **Strategy 2:** TJJD will produce an accountability report and a bi-annual cost report.
- ☆ **Strategy 3:** TJJD will facilitate the entry of county data into the OMIS system.

Key Strategic Direction 5. Provision of training and technical assistance needed by JJAEPs and associated entities.

- ☆ **Strategy 1:** TJJD will encourage JJAEPs to develop and implement model programs and services based upon best practices for students served in DAEPs and JJAEPs as well as at-risk students.
- ☆ **Strategy 2:** TJJD will plan and conduct training and provide technical assistance to JJAEP staff and administrators regarding compliance with the requirements of Chapter 37 and administrative rules on an as needed basis.
- ☆ **Strategy 3:** TJJD will facilitate the process of providing webinars for both the sharing of information and collaborative learning across various programs.

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Appendix A

Student Entries by Type

School Years 2008-2009, 2009-2010, and 2010-2011

County	Mandatory			Discretionary			Non-Expelled			Total		
	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011	2008-2009	2009-2010	2010-2011
Bell	12	20	30	223	177	103	0	0	0	235	197	133
Bexar	226	203	200	283	238	223	1	0	0	510	441	423
Brazoria	55	62	61	33	37	29	0	0	0	88	99	90
Brazos	2	6	3	0	0	1*	45	46	48	47	52	52
Cameron	107	69	86	88	136	150	0	36	49	195	241	285
Collin	53	73	45	91	71	75	0	0	0	144	144	120
Dallas	308	262	234	408	352	296	1	1	0	717	615	530
Denton	28	28	26	160	208	99	4	5	8	192	241	133
El Paso	44	65	62	0	0	1	0	0	0	44	65	63
Fort Bend	42	55	39	39	39	28	76	90	101	157	184	168
Galveston	25	35	30	123	132	42	0	0	0	148	167	72
Harris	410	379	329	334	324	254	2	0	5	746	703	588
Hays	21	22	16	26	25	29	0	0	0	47	47	45
Hidalgo	238	198	204	72	55	42	0	0	0	310	253	246
Jefferson	12	10	13	71	80	94	0	0	0	83	90	107
Johnson	31	31	31	8	6	4	0	0	0	39	37	35
Lubbock	12	14	33	60	64	48	35	32	9	107	110	90
McLennan	21	24	11	194	201	165	0	0	2	215	225	178
Montgomery	128	130	147	109	103	97	43	47	45	280	280	289
Nueces	29	13	18	54	50	48	0	1	0	83	64	66
Smith	16	21	12	1	0	0	0	0	0	17	21	12
Tarrant	138	173	187	178	177	150	1	0	1	317	350	338
Taylor	13	12	15	30	23	14	0	0	0	43	35	29
Travis	72	55	68	29	18	19	16	23	10	117	96	97
Webb	138	118	128	136	111	59	0	0	0	274	229	187
Wichita	14	18	15	0	0	0	68	54	61	82	72	76
Williamson	25	15	26	91	63	67	94	102	92	210	180	185
Total	2,220	2,111	2,069	2,841	2,690	2,137	386	437	431	5,447	5,238	4,637
Average	82	78	77	105	100	79	14	16	16	202	194	172

* This student was a transfer student entered in error and was removed from the JJAEP after the files were transferred.

Appendix B

Reasons for Program Exit by County

School Year 2010-2011

County	N	Returned to Local District	Left Program Incomplete	Graduated or Received GED	Early Termination
Bell	99	89%	4%	2%	5%
Bexar	339	85%	8%	<1%	7%
Brazoria	79	76%	14%	1%	9%
Brazos	45	64%	33%	0%	2%
Cameron	167	51%	26%	0%	23%
Collin	103	86%	2%	1%	11%
Dallas	338	59%	38%	3%	<1%
Denton	101	77%	17%	0%	6%
El Paso	46	83%	4%	2%	11%
Fort Bend	111	68%	30%	2%	1%
Galveston	64	97%	2%	0%	2%
Harris	459	78%	4%	2%	16%
Hays	33	76%	12%	0%	12%
Hidalgo	204	83%	12%	2%	3%
Jefferson	78	72%	8%	0%	21%
Johnson	24	71%	17%	4%	8%
Lubbock	72	58%	21%	3%	18%
McLennan	132	73%	5%	1%	21%
Montgomery	190	75%	6%	1%	18%
Nueces	43	70%	28%	0%	2%
Smith	6	83%	0%	0%	17%
Tarrant	257	62%	5%	4%	30%
Taylor	24	79%	4%	0%	17%
Travis	88	78%	14%	0%	8%
Webb	132	64%	14%	3%	18%
Wichita	71	89%	6%	0%	6%
Williamson	138	70%	13%	12%	6%
Total	3,443	73%	13%	2%	12%

Appendix C

Select JJAEP Program Characteristics

School Year 2010-2011

County	Program Model Type	Operation Design	Capacity	Ratio*	Conditions of Completion	Transportation Mode
Bell	Therapeutic Model	ISD and Probation	90	4	Must successfully complete specific number of days	ISD
Bexar	Traditional Model	Private Contractor with support from Probation	168	13	Must successfully complete specific number of days	ISD, Parents, and Public
Brazoria	Military Component	ISD and Probation	48	8	Must successfully complete specific number of days	ISD and Parents
Brazos	Traditional Model	Probation Only	30	16	Must complete term of expulsion, regardless of attendance	Parents
Cameron	Traditional Model	Private Contractor with support from Probation	164	24	Must attend specific number of days	Private Vendor and Parents
Collin	Traditional Model	ISD and Probation	320	3	Must attend specific number of days	ISD
Dallas	Traditional Model	Probation Only	450	20	Must attend specific number of days	ISD
Denton	Military Component	ISD and Probation	125	10	Must successfully complete specific number of days	Parents and Public
El Paso	Traditional Model	ISD and Probation	60	14	Must complete term of expulsion, regardless of attendance	ISD and Parents
Fort Bend	Military Component	ISD and Probation	120	10	Must complete term of expulsion, regardless of attendance	ISD and Parents
Galveston	Therapeutic Model	ISD and Probation	18	8	Must successfully complete specific number of days	ISD and Parents
Harris	Therapeutic Model	Probation Only	200	24	Must complete term of expulsion, regardless of attendance	Private Vendor
Hays	Military Component	ISD and Probation	27	13	Students transition back to regular school at the end of the grading period/semester	ISD
Hidalgo	Traditional Model	Private Contractor with support from Probation	415	16	Must attend specific number of days	Private Vendor
Jefferson	Military Component	ISD and Probation	70	7	Must successfully complete specific number of days	ISD
Johnson	Traditional Model	Probation Only	16	8	Must successfully complete specific number of days	Parents and Public
Lubbock	Therapeutic Model	ISD and Probation	55	10	Must successfully complete specific number of days	ISD and Parents

Appendix C

Select JJAEP Program Characteristics

School Year 2010-2011

Continued

County	Program Model Type	Operation Design	Capacity	Ratio*	Conditions of Completion	Transportation Mode
McLennan	Traditional Model	ISD and Probation	90	5	Must successfully complete specific number of days	ISD and Parents
Montgomery	Therapeutic Model	ISD and Probation	120	8	Must successfully complete specific number of days	ISD
Nueces	Therapeutic Model	Private Contractor with support from Probation	32	3	Must successfully complete specific number of days	Parents
Smith	Traditional Model	Probation Only	54	1	Must successfully complete specific number of days	Parents
Tarrant	Therapeutic Model	ISD and Probation	120	12	Must successfully complete specific number of days	Parents, Private Vendor, and Public
Taylor	Traditional Model	Probation Only	44	13	Must successfully complete specific number of days	Parents
Travis	Therapeutic Model	Private Contractor with support from Probation	55	10	Must successfully complete specific number of days	ISD, Parents, and Public
Webb	Traditional Model	Probation Only	120	12	Must attend specific number of days	ISD, County, and Parents
Wichita	Therapeutic Model	ISD and probation	44	3	Must complete term of expulsion, regardless of attendance	Parents
Williamson	Military Component	ISD and probation	200	12	Must successfully complete specific number of days	ISD and Parents

Appendix D

Reading / English Language Arts TAKS Results by County for Students in JJAEPs at Least 90 School Days Prior to TAKS Administration*

School Year 2008-2009 and School Year 2010-2011

County	Grade	School Year 2008-2009		School Year 2010-2011		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
Bell	9	27	2126.7	12	2123.3	-0.2%
Bexar	9	69	2121.7	52	2130.1	0.4%
	10	39	2136.2	31	2188.1	2.4%
	11	18	2204.6	22	2231.8	1.2%
Brazoria	9	11	2170.9	15	2262.7	4.2%
	10	16	2204.0	5	2240.2	1.6%
	11	-	-	16	2183.6	-
Brazos	9	6	2211.5	5	2123.4	-4.0%
Cameron	9	31	2088.5	38	2091.4	0.1%
	10	10	2131.9	14	2170.7	1.8%
	11	11	2158.0	10	2219.1	2.8%
Collin	9	12	2149.4	10	2268.7	5.6%
	10	10	2175.7	7	2179.7	0.2%
	11	7	2310.2	-	-	-
Dallas	9	114	2123.9	71	2121.3	-0.1%
	10	35	2158.1	26	2144.3	-0.6%
	11	24	2200.5	31	2197.6	-0.1%
Denton	9	20	2139.7	13	2156.8	0.8%
	10	10	2192.5	-	-	-
	11	6	2301.0	5	2263.2	-1.6%
El Paso	10	-	-	6	2257.8	-
	11	-	-	11	2221.4	-
Fort Bend	9	20	2191.5	24	2128.9	-2.9%
	10	9	2213.7	16	2230.8	0.8%
	11	7	2253.1	9	2193.5	-2.6%
Galveston	9	14	2158.2	15	2080.4	-3.6%
	10	9	2138.6	-	-	-
Harris	9	87	2173.4	66	2166.7	-0.3%
	10	38	2129.0	36	2222.1	4.4%
	11	23	2165.0	23	2171.7	0.3%
Hays	9	-	-	9	2046.3	-
	10	-	-	6	2040.1	-
Hidalgo	9	29	2062.3	12	2051.8	-0.5%
	10	9	2009.3	8	2201.7	9.6%
	11	8	2162.5	15	2210.0	2.2%
Jefferson	9	11	2063.6	15	2071.3	0.4%
	10	5	2094.2	8	2094.1	0.0%
	11	-	-	6	2143.1	-

*Starting in school year 2009-2010, the TAKS results changed to a vertical scale score for grades 3-8. For the purpose of comparing school years 2008-2009 and 2010-2011, these grades were excluded from this table.

Appendix D

**Reading / English Language Arts TAKS Results by County for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration***
School Year 2008-2009 and School Year 2010-2011

Continued

County	Grade	School Year 2008-2009		School Year 2010-2011		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
Johnson	9	5	2229.8	-	-	-
	10	5	2184.2	-	-	-
Lubbock	9	10	2056.3	7	2155.0	4.8%
	10	10	2112.5	-	-	-
	11	9	2206.5	7	2209.1	0.1%
McLennan	9	14	2131.2	14	2139.6	0.4%
	10	-	-	7	2144.2	-
	11	-	-	6	2274.0	-
Montgomery	9	57	2204.5	42	2218.1	0.6%
	10	13	2225.0	33	2262.7	1.7%
	11	14	2317.2	15	2203.3	-4.9%
Nueces	9	14	2200.9	10	2151.1	-2.3%
Tarrant	9	44	2079.3	36	2109.6	1.5%
	10	14	2020.7	21	2188.3	8.3%
	11	-	-	21	2210.4	-
Taylor	9	-	-	5	2185.8	-
Travis	9	7	2104.1	7	2143.4	1.9%
	10	13	2165.2	8	2025.3	-6.5%
	11	5	2146.8	-	-	-
Webb	9	30	2033.5	22	2015.1	-0.9%
	10	28	2084.5	18	2105.6	1.0%
	11	10	2070.5	9	2173.2	5.0%
Wichita	9	5	2202.8	6	2173.5	-1.3%
	10	-	-	5	2259.0	-
	11	-	-	8	2271.0	-
Williamson	9	19	2162.0	17	2171.4	0.4%
	10	18	2051.7	23	2176.9	6.1%
	11	5	2229.2	9	2258.3	1.3%

*Starting in school year 2009-2010, the TAKS results changed to a vertical scale score for grades 3-8. For the purpose of comparing school years 2008-2009 and 2010-2011, these grades were excluded from this table.

Appendix E

**Math TAKS Results by County for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration***
School Year 2008-2009 and School Year 2010-2011

County	Grade	School Year 2008-2009		School Year 2010-2011		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
Bell	9	22	1928.6	11	1972.5	2.3%
	11	-	-	5	2006.8	-
Bexar	9	64	1956.7	51	2010.9	2.8%
	10	35	1996.4	26	2087.8	4.6%
	11	14	2117.3	17	2146.6	1.4%
Brazoria	9	9	2102.1	18	2031.6	-3.4%
	10	12	2107.5	5	2141.2	1.6%
	11	-	-	16	2136.4	-
Brazos	9	8	1982.6	5	1971.2	-0.6%
Cameron	9	31	1915.5	39	1972.4	3.0%
	10	11	2047.0	18	2028.1	-0.9%
	11	10	2096.5	12	2105.2	0.4%
Collin	9	10	1981.3	12	2051.2	3.5%
	10	9	1963.3	6	2088.6	6.4%
	11	7	2222.7	-	-	-
Dallas	9	114	1981.0	68	2002.9	1.1%
	10	34	2043.2	20	2056.8	0.7%
	11	25	2127.9	28	2108.7	-0.9%
Denton	9	18	2024.1	11	2070.6	2.3%
	10	8	2115.6	-	-	-
	11	7	2220.8	-	-	-
El Paso	10	-	-	5	2090.2	-
	11	-	-	13	2130.1	-
For Bend	9	20	1996.0	23	1965.0	-1.6%
	10	11	2051.5	19	2071.1	1.0%
	11	6	2190.5	9	2144.1	-2.1%
Galveston	9	19	1932.4	13	2008.4	3.9%
	10	10	2029.8	-	-	-
Harris	9	77	1966.2	66	2070.5	5.3%
	10	33	2056.6	37	2130.5	3.6%
	11	26	2082.2	27	2110.4	1.4%
Hays	9	-	-	7	1920.7	-
Hidalgo	9	23	1932.3	17	1954.7	1.2%
	10	10	2042.7	6	2102.3	2.9%
	11	7	2095.5	19	2156.2	2.9%

*Starting in school year 2009-2010, the TAKS results changed to a vertical scale score for grades 3-8. For the purpose of comparing school years 2008-2009 and 2010-2011, these grades were excluded from this table.

Appendix E

**Math TAKS Results by County for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration***
School Year 2008-2009 and School Year 2010-2011

Continued

County	Grade	School Year 2008-2009		School Year 2010-2011		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
Jefferson	9	7	1917.8	13	1920.6	0.1%
	10	5	2023.4	-	-	-
	11	-	-	5	2052.2	-
Johnson	10	5	2048.2	-	-	-
Lubbock	9	10	2000.5	6	1896.1	-5.2%
	10	10	2027.7	-	-	-
	11	8	2224.0	6	2138.0	-3.9%
McLennan	9	15	1969.4	16	1937.0	-1.6%
	10	-	-	8	2042.3	-
	11	-	-	5	2273.6	-
Montgomery	9	53	2098.3	44	2050.6	-2.3%
	10	13	2149.5	24	2154.0	0.2%
	11	14	2263.7	16	2174.3	-3.9%
Nueces	9	8	1923.0	9	2054.3	6.8%
Tarrant	9	40	1902.1	40	1922.8	1.1%
	10	11	1914.0	18	2028.9	6.0%
	11	5	2033.6	22	2080.0	2.3%
Travis	9	8	2036.0	10	1866.6	-8.3%
	10	11	2015.1	7	1983.2	-1.6%
	11	6	2156.0	-	-	-
Webb	9	30	1924.4	18	1980.7	2.9%
	10	24	2001.6	19	1979.3	-1.1%
	11	13	2026.3	8	2029.5	0.2%
Wichita	9	5	1995.2	7	1965.2	-1.5%
	10	-	-	5	2059.4	-
	11	-	-	7	2218.8	-
Williamson	9	19	2019.1	16	2052.5	1.7%
	10	13	2014.3	17	2072.7	2.9%
	11	-	-	9	2176.1	-

*Starting in school year 2009-2010, the TAKS results changed to a vertical scale score for grades 3-8. For the purpose of comparing school years 2008-2009 and 2010-2011, these grades were excluded from this table.

Appendix F

Comparison of TAKS Passing Rate by Grade Level

School Year 2008-2009 and School Year 2010-2011

	Math		Reading	
	School Year 2008-2009	School Year 2010-2011	School Year 2008-2009	School Year 2010-2011
3rd Grade	**	**	**	**
4th Grade	50.0%	81.8%	41.7%	75.0%
5th Grade	53.7%	71.8%	70.0%	77.6%
6th Grade	32.8%	52.0%	62.8%	63.7%
7th Grade	28.9%	43.4%	47.7%	61.4%
8th Grade	44.6%	55.1%	78.7%	78.3%
9th Grade	25.4%	32.3%	64.2%	68.8%
10th Grade	32.5%	47.9%	61.7%	76.7%
11th Grade	54.8%	72.1%	78.4%	87.7%
Total	34.8%	49.9%	66.3%	74.4%

** To maintain student confidentiality, no data was reported for grades with fewer than five students.

Appendix G

Itemization of JJAEP Cost Per Day

County Name:	Bell	Bexar	Brazoria	Brazos
Required Costs				
Administrative	\$225,785.03	\$10,929.28	\$318,885.56	\$28,283.10
Professional Services	\$-	\$847,440.00	\$-	\$-
Program Administrator/Principal	\$72,861.22	\$43,049.49	\$47,370.54	\$66,483.51
Educational Staff	\$69,828.62	\$-	\$-	\$41,421.87
Behavior Management Staff	\$191,669.01	\$-	\$129,168.85	\$-
Clerical/Support Staff	\$99,608.36	\$137,208.13	\$-	\$81,043.65
Campus Security	\$42,916.20	\$87,169.57	\$-	\$164,263.65
Educational Materials and Supplies	\$2,837.41	\$1,915.00	\$7,412.02	\$7,583.58
Building Expenses	\$54,001.12	\$65,075.00	\$-	\$-
Meals	\$8,468.60	\$32,618.00	\$24,633.78	\$8,969.36
Utilities	\$53,456.41	\$28,555.00	\$44,745.58	\$5,392.74
Equipment	\$12,217.93	\$3,987.00	\$14,666.71	\$8,057.49
Training/Travel	\$2,392.93	\$-	\$500.00	\$-
Other/Miscellaneous Expenses	\$-	\$3,118.00	\$4,899.97	\$-
Student Transportation	\$-	\$-	\$-	\$-
Total	\$836,042.84	\$1,261,064.47	\$592,283.01	\$411,498.95
Non-Required Costs				
Other Administrative	\$-	\$-	\$-	\$-
Counseling Services & Staff	\$3531.95	\$58,760.00	\$27,186.23	\$16,108.23
Program Staff	\$-	\$-	\$36,968.17	\$-
Educational Staff	\$78,494.15	\$-	\$-	\$-
Medical Services & Staff	\$3,600.00	\$-	\$13,149.70	\$1,998.24
Other/Miscellaneous Expenses	\$4,131.22	\$5,029.00	\$83,742.34	\$3,914.67
Total	\$89,757.32	\$63,789.00	\$161,046.44	\$22,021.14
Total Costs	\$925,800.16	\$1,324,853.47	\$753,329.45	\$433,520.09
Total Cost Per Day	\$381.46	\$103.17	\$179.41	\$212.30
Required Cost Per Day	\$344.48	\$98.21	\$141.05	\$201.52

Appendix G

Itemization of JJAEP Cost Per Day

Continued

County Name:	Cameron	Collin	Dallas	Denton
Required Costs				
Administrative	\$256,843.72	\$64,390.30	\$86,406.70	\$20,000.00
Professional Services	\$83,008.49	\$-	\$-	\$-
Program Administrator/Principal	\$133,017.30	\$126,615.40	\$142,285.77	\$114,228.00
Educational Staff	\$148,898.79	\$299,903.00	\$635,203.13	\$462,405.91
Behavior Management Staff	\$37,518.60	\$115,138.70	\$113,262.84	\$207,722.27
Clerical/Support Staff	\$51,296.80	\$243,657.06	\$511,878.99	\$296,279.97
Campus Security	\$34,477.87	\$78,862.60	\$257,194.42	\$-
Educational Materials and Supplies	\$26,834.06	\$3,000.00	\$6,459.07	\$3,682.66
Building Expenses	\$41,961.43	\$1,544.59	\$163,608.80	\$43,940.70
Meals	\$7,535.75	\$6,500.00	\$28,399.50	\$6,921.25
Utilities	\$14,549.06	\$39,257.00	\$77,278.07	\$7,078.77
Equipment	\$43,506.55	\$8,822.00	\$7,587.26	\$3,128.17
Training/Travel	\$10,305.63	\$450.00	\$-	\$280.00
Other/Miscellaneous Expenses	\$1,924.84	\$23,792.10	\$41,519.33	\$38,549.96
Student Transportation	\$-	\$-	\$-	\$-
Total	\$891,678.89	\$1,011,932.75	\$2,071,083.88	\$1,204,217.66
Non-Required Costs				
Other Administrative	\$84,851.00	\$-	\$-	\$-
Counseling Services & Staff	\$-	\$105,140.50	\$143,100.00	\$1,654.49
Program Staff	\$-	\$-	\$-	\$-
Educational Staff	\$-	\$48,668.50	\$-	\$-
Medical Services & Staff	\$-	\$-	\$16,797.87	\$-
Other/Miscellaneous Expenses	\$108,221.49	\$12,633.23	\$1,500,469.33	\$47,949.22
Total	\$193,072.49	\$166,442.23	\$1,660,367.20	\$49,603.71
Total Costs	\$1,084,751.38	\$1,178,374.98	\$3,731,451.08	\$1,253,821.37
Total Cost Per Day	\$81.90	\$274.30	\$149.50	\$262.58
Required Cost Per Day	\$67.32	\$235.55	\$82.98	\$252.19

Appendix G

Itemization of JJAEP Cost Per Day

Continued

County Name:	El Paso	Fort Bend	Galveston	Harris
Required Costs				
Administrative	\$24,124.00	\$43,122.13	\$46,133.93	\$209,020.99
Professional Services	\$-	\$-	\$-	\$-
Program Administrator/Principal	\$69,622.00	\$97,017.61	\$18,740.83	\$233,061.03
Educational Staff	\$-	\$373,067.07	\$77,320.41	\$789,490.30
Behavior Management Staff	\$-	\$531,636.83	\$55,762.31	\$287,765.58
Clerical/Support Staff	\$-	\$318,242.85	\$44,864.74	\$573,518.01
Campus Security	\$-	\$113,676.16	\$11,601.34	\$109,007.80
Educational Materials and Supplies	\$-	\$13,791.36	\$500.00	\$27,092.63
Building Expenses	\$-	\$562,598.11	\$-	\$79,439.84
Meals	\$-	\$856.00	\$5,098.38	\$95,390.30
Utilities	\$-	\$37,911.51	\$51,810.00	\$4,805.34
Equipment	\$-	\$23,475.87	\$172.70	\$3,620.03
Training/Travel	\$-	\$1,580.00	\$1,413.84	\$1,973.67
Other/Miscellaneous Expenses	\$207,138.00	\$3,404.28	\$919.36	\$81,392.08
Student Transportation	\$-	\$-	\$-	\$-
Total	\$300,884.00	\$2,120,379.78	\$314,337.84	\$2,495,577.60
Non-Required Costs				
Other Administrative	\$-		\$-	\$-
Counseling Services & Staff	\$-	\$52,096.84	\$2,562.50	\$180,275.00
Program Staff	\$-	\$-	\$-	\$-
Educational Staff	\$-	\$-	\$-	\$-
Medical Services & Staff	\$93,062.00	\$15,851.71	\$64,284.00	\$62,266.52
Other/Miscellaneous Expenses	\$-	\$38,138.24	\$-	\$707,566.58
Total	\$93,062.00	\$106,086.79	\$66,846.50	\$950,108.10
Total Costs	\$393,946.00	\$2,226,466.57	\$381,184.34	\$3,445,685.70
Total Cost Per Day	\$104.77	\$236.48	\$329.46	\$141.44
Required Cost Per Day	\$80.02	\$225.21	\$271.68	\$102.44

Appendix G

Itemization of JJAEP Cost Per Day

Continued

County Name:	Hays	Hidalgo	Jefferson	Johnson
Required Cost				
Administrative	\$33,337.00	\$114,592.40	\$6,288.00	\$28,675.79
Professional Services	\$-	\$-	\$-	\$-
Program Administrator/Principal	\$68,924.00	\$76,043.61	\$113,807.00	\$54,776.35
Educational Staff	\$49,680.00	\$190,597.55	\$160,409.00	\$103,426.17
Behavior Management Staff	\$47,446.00	\$-	\$282,052.00	\$-
Clerical/Support Staff	\$72,583.00	\$201,750.45	\$177,286.00	\$-
Campus Security	\$-	\$-	\$-	\$-
Educational Materials and Supplies	\$5,180.00	\$4,826.06	\$13,000.00	\$25,898.06
Building Expenses	\$1,500.00	\$80,866.07	\$1,500.00	\$882.00
Meals	\$900.00	\$15,257.60	\$-	\$4,223.05
Utilities	\$1,830.00	\$24,463.22	\$21,004.00	\$853.91
Equipment	\$4,000.00	\$6,330.25	\$150.00	\$1,993.12
Training/Travel	\$900.00	\$5,292.03	\$785.00	\$1,265.12
Other/Miscellaneous Expenses	\$1,060.00	\$1,964.51	\$1,000.00	\$-
Student Transportation	\$-	\$-	\$-	\$-
Total	\$287,340.00	\$721,983.75	\$777,281.00	\$221,993.57
Non-Required Costs				
Other Administrative	\$-	\$-	\$1,665.00	\$-
Counseling Services & Staff	\$-	\$-	\$-	\$2,100
Program Staff	\$-	\$-	\$52,640.00	\$-
Educational Staff	\$-	\$-	\$-	\$3,603.42
Medical Services & Staff	\$2,377.00	\$-	\$-	\$-
Other/Miscellaneous Expenses	\$24,200.00	\$79,341.68	\$119,941.00	\$-
Total	\$26,577.00	\$79,341.68	\$174,246.00	\$5,703.42
Total Costs	\$313,917.00	\$801,325.43	\$951,527.00	\$227,696.99
Total Cost Per Day	\$136.43	\$98.55	\$228.02	\$189.27
Required Cost Per Day	\$124.88	\$88.79	\$186.26	\$184.53

Appendix G

Itemization of JJAEP Cost Per Day

Continued

County Name:	Lubbock	McLennan	Montgomery	Nueces
Required Costs				
Administrative	\$41,842.78	\$74,300.94	\$54,365.08	\$56,171.84
Professional Services	\$-	\$-	\$-	\$-
Program Administrator/Principal	\$59,494.62	\$68,605.98	\$113,556.00	\$117,676.64
Educational Staff	\$210,112.68	\$254,773.50	\$421,889.00	\$126,212.99
Behavior Management Staff	\$78,141.71	\$-	\$282,141.76	\$-
Clerical/Support Staff	\$49,945.42	\$144,818.25	\$263,943.00	\$95,508.30
Campus Security	\$-	\$34,593.02	\$-	\$42,148.06
Educational Materials and Supplies	\$9,131.50	\$13,092.04	\$8,851.15	\$73,937.04
Building Expenses	\$2,180.26	\$1,178.34	\$1,051.30	\$36,613.06
Meals	\$-	\$-	\$-	\$3,971.60
Utilities	\$-	\$19,867.29	\$16,369.89	\$34,078.57
Equipment	\$4,314.66	\$6,405.91	\$13,208.77	\$18,635.65
Training/Travel	\$10.00	\$-	\$6,696.14	\$12,533.76
Other/Miscellaneous Expenses	\$-	\$63,784.00	\$-	\$220,008.04
Student Transportation	\$-	\$-	\$-	\$-
Total	\$455,173.63	\$681,419.27	\$1,182,072.09	\$837,495.55
Non-Required Costs				
Other Administrative	\$105,282.86	\$-	\$72,504.00	\$-
Counseling Services & Staff	\$45,664.31	\$77,561.10	\$3,000.00	\$33,222.24
Program Staff	\$-	\$-	\$-	\$-
Educational Staff	\$-	\$-	\$-	\$-
Medical Services & Staff	\$2,497.38	\$-	\$8,000	\$-
Other/Miscellaneous Expenses	\$1,882.19	\$-	\$374,380.37	\$17,566.36
Total	\$155,326.74	\$77,561.10	\$457,884.37	\$50,788.60
Total Costs	\$610,500.37	\$758,980.37	\$1,639,956.46	\$888,284.15
Total Cost Per Day	\$180.73	\$125.85	\$140.85	\$220.86
Required Cost Per Day	\$134.75	\$112.99	\$101.53	\$208.23

Appendix G

Itemization of JJAEP Cost Per Day

Continued

County Name:	Smith	Tarrant	Taylor	Travis
Required Costs				
Administrative	\$12,571.00	\$82,560.64	\$36,944.31	\$55,277.26
Professional Services	\$-	\$-	\$-	\$-
Program Administrator/Principal	\$72,599.00	\$263,107.80	\$82,500.69	\$84,629.98
Educational Staff	\$126,360.00	\$618,854.40	\$74,664.51	\$408,040.04
Behavior Management Staff	\$31,703.00	\$849,386.42	\$96,005.23	\$183,236.56
Clerical/Support Staff	\$35,083.00	\$166,109.56	\$35,305.89	\$-
Campus Security	\$-	\$36,681.90	\$-	\$-
Educational Materials and Supplies	\$1,191.00	\$4,344.79	\$6,338.69	\$2,831.92
Building Expenses	\$127,878.00	\$268,664.00	\$-	\$-
Meals	\$568.00	\$130,303.18	\$2,121.48	\$-
Utilities	\$12,558.00	\$-	\$29,174.97	\$-
Equipment	\$100.00	\$11,968.86	\$1,777.73	\$433.47
Training/Travel	\$196.00	\$2,500.00	\$-	\$2,805.33
Other/Miscellaneous Expenses	\$8,332.00	\$574.15	\$202.00	\$-
Student Transportation	\$-	\$-	\$-	\$-
Total	\$429,139.00	\$2,435,055.70	\$365,035.50	\$737,254.56
Non-Required Costs				
Other Administrative	\$-	\$-	\$-	\$18,562.12
Counseling Services & Staff	\$1,800.00	\$329,044.00	\$-	\$-
Program Staff	\$-	\$-	\$-	\$-
Educational Staff	\$-	\$-	\$-	\$-
Medical Services & Staff	\$-	\$6,265.52	\$-	\$-
Other/Miscellaneous Expenses	\$-	\$135,898.76	\$1,307.50	\$-
Total	\$1,800.00	\$471,208.28	\$1,307.50	\$18,562.12
Total Costs	\$430,939.00	\$2,906,263.98	\$366,343.00	\$755,816.68
Total Cost Per Day	\$807.00	\$220.59	\$218.32	\$205.55
Required Cost Per Day	\$803.63	\$184.82	\$217.54	\$200.50

Appendix G

Itemization of JJAEP Cost Per Day

Continued

County Name:	Webb	Wichita	Williamson
Required Costs			
Administrative	\$21,262.93	\$22,194.00	\$10,081.61
Professional Services	\$-	\$-	\$-
Program Administrator/Principal	\$63,318.08	\$73,146.00	\$163,383.50
Educational Staff	\$254,646.45	\$299,661.00	\$475,392.16
Behavior Management Staff	\$-	\$63,676.00	\$397,279.81
Clerical/Support Staff	\$165,244.20	\$113,218.00	\$145,129.00
Campus Security	\$113,765.00	\$-	\$6,124.39
Educational Materials and Supplies	\$6,000.00	\$39,000.00	\$8,381.60
Building Expenses	\$30,270.00	\$-	\$20,650.42
Meals	\$694.00	\$9,541.00	\$44,130.31
Utilities	\$38,311.04	\$8,814.00	\$245,833.63
Equipment	\$1,769.75	\$8,000.00	\$7,185.35
Training/Travel	\$300.00	\$-	\$-
Other/Miscellaneous Expenses	\$27,349.73	\$-	\$20,494.51
Student Transportation	\$-	\$-	\$-
Total	\$722,931.18	\$637,250.00	\$1,544,066.29
Non-Required Costs			
Other Administrative	\$207,238.54	\$-	\$-
Counseling Services & Staff	\$1,992.00	\$25,966.00	\$24,813.56
Program Staff	\$-	\$-	\$173,023.62
Educational Staff	\$-	\$-	\$49,195.34
Medical Services & Staff	\$-	\$-	\$9,482.74
Other/Miscellaneous Expenses	\$332,773.58	\$-	\$-
Total	\$542,004.12	\$25,966.00	\$256,515.26
Total Costs	\$1,264,935.30	\$663,216.00	\$1,800,581.55
Total Cost Per Day	\$161.55	\$209.02	\$214.97
Required Cost Per Day	\$92.33	\$200.84	\$184.34