



Juvenile Justice Alternative Education Programs
Performance Assessment Report
School Year 2018-2019



A Report by the
Texas Juvenile Justice Department
May 2020

The 2018 Juvenile Justice Alternative Education Program Report describes the status of these programs as required by the Texas General Appropriations Act, 86th Regular Texas Legislative Session, Rider 15 – Texas Juvenile Justice Department. This report will be posted on the Texas Juvenile Justice Department (TJJD) website in May 2020 at <http://www.tjjd.texas.gov/>. 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.

Juvenile Justice Alternative Education Programs

PERFORMANCE ASSESSMENT REPORT

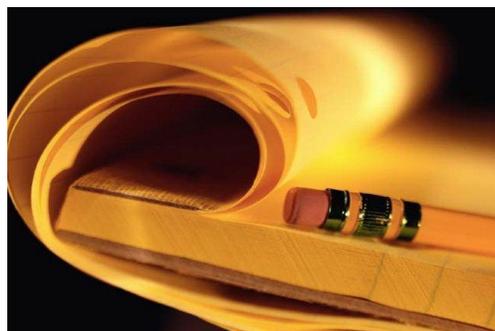
School Year 2018-2019

A Publication by



TEXAS
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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. During the 2018-2019 school year, the 25 JJAEP counties worked with approximately 282 school districts of the over 1000+ school districts and charter schools in Texas to support alternative education placements for expelled students. These counties accounted for approximately 77% of the state’s juvenile age population in 2018.

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 code of conduct. Mandatory JJAEP counties in 2018-2019 included:

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

The Texas Juvenile Justice Department (TJJD) provides oversight of JJAEPs as required by statute. Rider Number 15 of the General Appropriations Act, 86th 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: School Year 2018-2019*, reviews the 25 JJAEPs listed above. This is the tenth such report reviewing the types of students entering the programs, program operations, student performance, program costs and planning.

The following is a summary of some of the major findings based on both quantitative and qualitative data collected for the 2018-2019 school year:

- ★ **JJAEP Student Population Has Increased.** Between school years 2014-2015 and 2018-2019, the number of mandatory expulsion entries increased 24.4% while discretionary entries decreased 11.4%. Then, in the 2018-2019 school year, the number of students expelled to JJAEPs increased 7.8% resulting in an increase of attendance days by 40%. The proportion of students of Hispanic descent continued to be overrepresented, echoing the proportions found in DAEPs statewide, rather than the statewide school population. The table below describes JJAEP student entries by expulsion type:

**JJAEP Student Entries by Expulsion Type
School Years 2014-2015 through 2018-2019**

Expulsion Type	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%	N	%
Mandatory	1,416	47%	1,386	47%	1,366	46%	1,297	44%	1,761	55%
Discretionary	1,240	42%	1,134	39%	1,195	41%	1,182	40%	1,099	34%
Non-expelled	321	11%	411	14%	378	13%	475	16%	350	11%
Total	2,977	100%	2,931	100%	2,939	100%	2,954	100%	3,210	100%

- ★ During school year 2018-2019, there were 3210 student entries into JJAEPs.
- ★ Student entries into JJAEPs increased by 271 student entries from school year 2017-2018 to school year 2018-2019, the first increase since the 2010-2011 school year.

- ★ During school year 2016-2017, a total of 3,053 individual students accounted for 3,210 entries into JJAEP programs.
- ★ For 2018-2019, there were 157 more entries than students, down by 116 entries from the previous report.
- ★ The number of mandatory expulsions has increased, due mostly to an increase in expulsion for felony drug offenses.
- ★ Discretionary entries have decreased both in number and as a percentage of total JJAEP entries.
- ★ As a percentage of total entries, non-expelled student entries have decreased from 16% in 2016-2017 school year to 11% in 2018-2019.
- ★ 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 and Exit Location.** The length of stay by county has changed while the statewide average length of stay has increased:
 - The average length of stay for the 2018-2019 school year for the 2,560 students who exited the program was 77 days with a range from seven to 126 days, compared to nine to 285 days in the previous report.
 - Seventy percent of all JJAEP students returned to their school district upon completion of their expulsion, one percent higher than in the previous report.
 - Three percent (N=87) graduated or completed their high school equivalency certificate.

- ★ **Expulsion Offense Categories.** Students expelled for mandatory and discretionary offenses were expelled for the following:
 - Students sent for felony drug offenses and weapons offenses accounted for 85% of all JJAEP mandatory offenses for 2018-2019, an increase of eight percent compared to the previous report.
 - Fifty percent of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
 - Students sent to JJAEP for serious misbehavior and misdemeanor drug offenses constituted 64% of all JJAEP discretionary entries, down 1% from the previous report.

- ★ **Performance Results.** JJAEP performance is assessed in multiple ways. JJAEP students participate in mandated state assessments, State of Texas Assessments of Academic Readiness (STAAR) Tests for grades 4–8 and End of Course (EOC) tests in English I, English II, and Algebra I. A matching rate of 72% provided a solid sample of students (N=2230) with STAAR testing data. At JJAEPs, students are also administered program assessments if their length of stay will exceed 75 days: either the Iowa Test of Basic Skills (ITBS) at the elementary and middle school level or the Iowa Test of Educational Development (ITED) at the high school level. In previous reports, the length of stay requirements was 90 days.
 - **STAAR.** JJAEP students are administered STAAR test in grades 4-8 and in English I and II, and Algebra I at the high school level.
 - Students in grades 4-8, had reading passing rates ranging from 0% to 19%.
 - For the STAAR program, students in grades 4-8 had math passing rates ranging from 0% to 11%.
 - For STAAR EOC, English I, for 975 students' tests that were scored, the passing rate was 15%.
 - For STAAR EOC, English II, for 620 students' tests that were scored, the passing rate was 21%.
 - For STAAR EOC, Algebra I, for 771 students' tests that were scored, the passing rate was 10%.
 - **Pre and Post Testing.** Pre and post testing utilizes as a measure to demonstrate student gains in the areas of math and reading while in a JJAEP using the ITBS at the elementary and middle school level and the ITED at the high school level. Students have to attend the JJAEP for at least 75 days to become part of this cohort, with an average stay of 111 days.
 - Students overall math scores increased by 4.7 academic months at exit.
 - Students overall reading scores increased 5.8 academic months of growth at exit.
 - All programs, regardless of characteristic, demonstrated positive growth in reading and math.
 - Students in JJAEP, due to a mandatory expulsion had, at entry, the highest admission average for both math (grade 7.88) and reading (grade 7.58).
 - Of the 546 (74%) students testing below grade level at entry in math, 48% met or exceeded expected growth in math from entry to exit.

- Of the 541 (74%) students testing below grade level at entry in reading, 51% met or exceeded expected growth in reading from entry to exit.

★ **Behavior Improvement.** Improvement in student behavior is examined at JJAEPs and upon returning to their home school is used as another indicator of JJAEPs performance. Improvement is defined as students having fewer absences and fewer discipline referrals upon return to their home school.

- Statewide, the attendance rate while at the JJAEP was 82%, which is above the required 78% benchmark.
- Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by 13%.
- The percentage of JJAEP students whose absence rate decreased was 58%.
- Statewide, the average number of disciplinary incidents declined 57% in the two six-week periods after students exited the JJAEP.
- Eighty-five percent of students had the same number of, or a decrease in, the number of referrals in the two six-week periods after students exited the JJAEP.
- Sixty-five percent of students who exited the JJAEP in 2016-2017 did not have a re-contact with a probation department.

JJAEPs have continued to show improved performance in several areas including growth in the areas of reading and math while in a JJAEP as determined by the pre and post instrument ITBS/ITED, STAAR testing results, and improved school attendance and behavior upon return to their home school.

★ **Student to Staff Ratio.** The required instructional staff to student ratio is 1:24 or less. Depending on program model type (military component, therapeutic or traditional school model), the staff to student was 1:3, 1:7, and 1:5 respectively. All JJAEP programs averaged a staff to student ratio of 1:6.

★ **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., \$86 per mandatory student attendance day); the remaining 75% is provided through the local juvenile boards and the local school districts.

- Total expenditures for all JJAEPs during the 2018-2019 school year increased by approximately \$1.639 million compared to the 2016-2017 school year an increase of 6.70% since the last report.
- The statewide average cost per day was \$196.69 for the 2018-2019 school year, compared to the 2016-2017 school year, which was \$208.77, a 5.79% decrease compared to the previous report.
- The average required cost per day for JJAEP programs, during the school year 2016-2017, varied from a range of \$82.88 to a high of \$899.41 per day.
- The cost per school day (based on 180 student attendance days and 10 staff in-service days) ranged from \$1,376.86 to \$16,804.65.
- Four programs had a per school day cost over \$10,000.00 per school day: Fort Bend, Harris, Montgomery and Tarrant.
- Five counties had a per school day cost between \$5,001.00 and \$10,000.00 per school day: Bexar, Collin, Dallas, Denton and Williamson.
- Sixteen counties had a per school day cost of less than \$5,000.00 per school day.
- The cost of JJAEPs vary based on an array of factors including: program size, program design, facilities, attendance, and services provided.

★ **Strategic Elements.** An important part of this report provides strategic elements, which facilitates the agency's ability to collaborate with local government to increase the effectiveness of, 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 strengths included curriculum, communication, and quality of local collaboration program, training/technical assistance, special education, and lack of overcrowding. Areas needing attention include transportation, testing (Iowa and STAAR tests) and adequate program funding. **Note:** JJAEP administrators were asked for suggestions to state officials, and a summary of their answers is provided in this section on **Strategic Elements**. In particular, JJAEP

administrators requested training and technical assistance in the areas of enhancing youth behavior, overall program enhancement, education related enhancements and JJAEP procedures.

This *JJAEP Performance Assessment Report: 2018-2019* is a comprehensive report, which provides a general overview of the program and statutory requirements, and 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. Data is presented for the 2018-2019 school year and provides 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 the dedicated staff who work in these unique programs.

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Section 1: Introduction to Juvenile Justice Alternative Education Programs

INTRODUCTION

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, campus, 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 academic achievement, discipline, and behavior management. JJAEPs have operated for 22 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 current accountability system developed by the Texas Education Agency applicable to all students. Rider Number 15 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 86th Regular Texas Legislative Session Rider 15 – Texas Juvenile Justice Department

JJAEP Accountability. Out of funds appropriated above in Strategy A.1.6. Juvenile Justice Alternative Education Programs (JJAEP), the Juvenile Justice Department (JJD) shall ensure that JJAEPs are held accountable for student academic and behavioral success. JJD shall submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2018. The report shall include 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 75 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 2016-2017 school year, the 26 JJAEP counties teamed up with approximately 280 school districts of the over 1000 school districts and charter schools in Texas to support juvenile justice alternative education placements for expelled students. These counties accounted for approximately 77% of the state’s juvenile age population in 2018. Mandatory JJAEP counties in 2018-2019 included:

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

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, in accordance with the General Appropriations Act, TJJJ Rider 29, amended the Texas Education Code Section 37.011. This amendment allows those counties that 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 who would no longer receive alternative education services. Impacted counties needed either to begin operating a JJAEP or have adopted an appropriate MOU by the beginning of the 2011-2012 school year. Hays County had chosen to operate as a mandatory JJAEP county, closed their program as of 2016-2017, and went on to develop an MOU with the districts to oversee students who are expelled. As other counties attain the 125,000 population, their juvenile boards and their probation departments, in consultation with the local school districts can choose to open a JJAEP later if all stakeholders involved agree.

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, a county identified in the 2000 census, allowing this county to be exempt from operating a JJAEP. The data used in this report may include Smith County data as appropriate to the year being examined. In addition, though Hays County JJAEP is no longer in operation, this report includes Hays County data as appropriate to the year under review.

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) to TJJJ. Public schools are funded through county tax revenues, state general appropriation funds and federal funds.

TJJJ 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 also attend the JJAEP. Local school districts, governmental organizations or private entities 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 TJJD grants to local juvenile probation departments, local probation department funds, and funding provided by local school districts. During school year 2018-2019, five probation departments were supported with TJJD grant funds to operate JJAEPs. These discretionary JJAEP counties include: Atascosa, Hale, Hardin, Hill, 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), unless a JJAEP has requested and received approval from TJJD to operate an alternate calendar.
- ★ JJAEPs must focus on English/language arts, mathematics, sciences, social studies and self-discipline, and 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 at least 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: operational staff members are defined as instructional, supervision, caseworkers, and JJAEP administrators.
- ★ 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

STUDENT ENTRIES

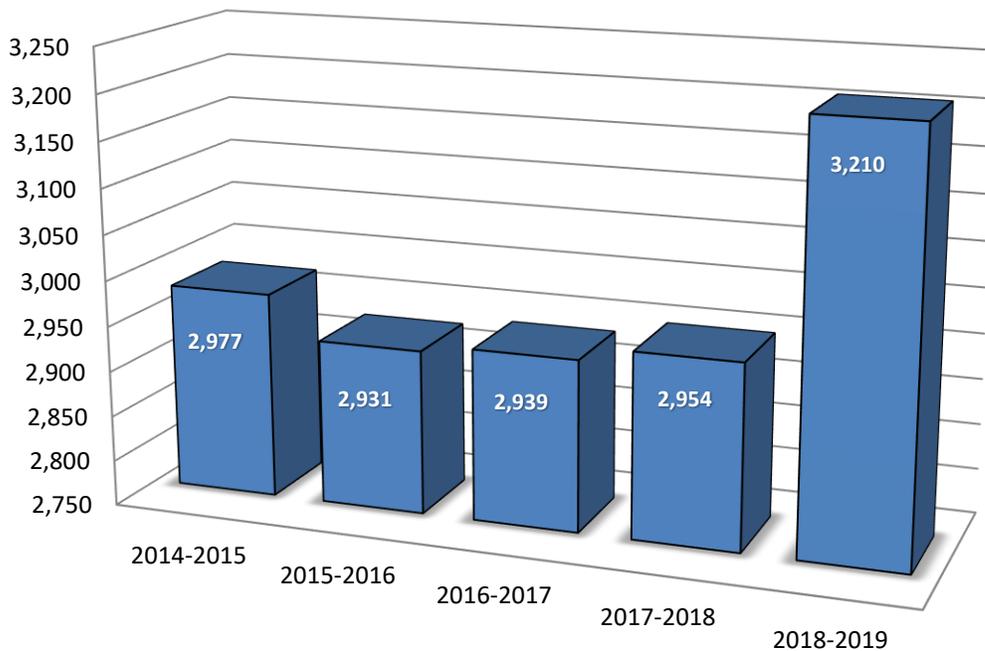
The number of students assigned to JJAEPs varies from year to year. Students arrive at the JJAEP through three different routes:

- ★ expelled from their home school campus or a district alternative education program (DAEP),
- ★ placed into the program as a requirement of supervision by the juvenile court, or
- ★ placed in accordance with the Memorandum of Understanding (MOU).

Chart 1 presents JJAEP student entries by school year from the 2014-2015 school year to the 2018-2019 school year.

CHART 1

**JJAEP Student Entries by School Year
School Years 2014-2015 through 2018-2019**



- ★ During school year 2018-2019, there were 3,210 student entries into JJAEPs.
- ★ Student entries into JJAEPs increased by 246 student entries from school year 2017-2018 to school year 2018-2019, an 8% increase since the 2014-2015 school year.

Table 2 presents the distribution of student entries (some students may reenter the JJAEP in the same year) and the number of unique students in JJAEPs by county for school year 2018-2019. 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.

TABLE 2
JJAEP Student Entries and Students by County
School Year 2018-2019

County	Student Entries	Students	County	Student Entries	Students
BELL	15	15	JEFFERSON	42	40
BEXAR	392	383	JOHNSON	18	18
BRAZORIA	92	91	LUBBOCK	61	61
BRAZOS	44	38	MCLENNAN	134	130
CAMERON	176	168	MONTGOMERY	249	236
COLLIN	112	110	NUECES	45	42
DALLAS	258	244	TARRANT	271	258
DENTON	153	144	TAYLOR	32	29
EL PASO	34	34	TRAVIS	57	57
FORT BEND	180	171	WEBB	156	119
GALVESTON	26	26	WICHITA	13	108
HARRIS	334	323	WILLIAMSON	97	94
HIDALGO	119	114	TOTAL	3,210	3,053

- ★ During school year 2018-2019, a total of 3,053 individual students accounted for 3,210 entries into JJAEP programs.
- ★ For 2018-2019, there were 157 more entries than students, up by 271 entries from the previous report.

Table 3 presents the percentage change in distribution of student entries and the number of individual students in JJAEPs by county for school years, 2016-2017, 2017-2018 and 2018-2019.

TABLE 3

**JJAEP Student Entries and Unique Students Change in Percent
School Years 2016-2017, 2017-2018, and 2018-2019**

County	Student Entries					Unique Students				
	2016-2017	2017-2018	% Change 2016-2017 to 2017-2018	2018-2019	% Change 2017-2018 to 2018-2019	2016-2017	2017-2018	% Change 2016-2017 to 2017-2018	2018-2019	% Change 2017-2018 to 2018-2019
BELL	12	12	0.0%	15	25.0%	12	11	-8.3%	15	36.4%
BEXAR	276	299	8.3%	392	31.1%	265	290	9.4%	383	32.1%
BRAZORIA	86	93	8.1%	92	-1.1%	82	91	11.0%	91	0.0%
BRAZOS	40	60	50.0%	44	-26.7%	38	57	50.0%	38	-33.3%
CAMERON	189	210	11.1%	176	-16.2%	175	184	5.1%	168	-8.7%
COLLIN	78	120	53.8%	112	-6.7%	76	110	44.7%	110	0.0%
DALLAS	241	208	-13.7%	258	24.0%	218	191	-12.4%	244	27.7%
DENTON	135	95	-29.6%	153	61.1%	130	95	-26.9%	144	51.6%
EL PASO	34	26	-23.5%	34	30.8%	34	23	-32.4%	34	47.8%
FORT BEND	75	113	50.7%	180	59.3%	70	108	54.3%	171	58.3%
GALVESTON	18	26	44.4%	26	0.0%	18	26	44.4%	26	0.0%
HARRIS	346	363	4.9%	334	-8.0%	333	348	4.5%	323	-7.2%
HAYS	25	0	-100.0%	0	0.0%	24	0	-100.0%	0	0.0%
HIDALGO	84	114	35.7%	119	4.4%	83	107	28.9%	114	6.5%
JEFFERSON	49	46	-6.1%	42	-8.7%	48	46	-4.2%	40	-13.0%
JOHNSON	13	17	30.8%	18	5.9%	13	17	30.8%	18	5.9%
LUBBOCK	50	81	62.0%	61	-24.7%	50	79	58.0%	61	-22.8%
MCLENNAN	194	165	-14.9%	134	-18.8%	175	149	-14.9%	130	-12.8%
MONTGOMERY	227	234	3.1%	249	6.4%	209	221	5.7%	236	6.8%
NUECES	49	36	-26.5%	45	25.0%	45	33	-26.7%	42	27.3%
TARRANT	183	197	7.7%	271	37.6%	169	184	8.9%	258	40.2%
TAYLOR	33	24	-27.3%	32	33.3%	33	22	-33.3%	29	31.8%
TRAVIS	58	55	-5.2%	57	3.6%	56	53	-5.4%	57	7.5%
WEBB	263	194	-26.2%	156	-19.6%	203	153	-24.6%	119	-22.2%
WICHITA	69	100	44.9%	113	13.0%	62	86	38.7%	108	25.6%
WILLIAMSON	112	66	-41.1%	97	47.0%	107	61	-43.0%	94	54.1%
TOTAL	2,939	2,954	0.5%	3,210	8.7%	2,728	2,745	0.6%	3,053	11.2%

- ★ Seven counties (Bexar, Fort Bend, Hidalgo, Johnson, Montgomery, Tarrant and Wichita) experienced an increase in number of student entries in both of the last two school years.
- ★ Seven counties (Bexar, Fort Bend, Hidalgo, Johnson, Montgomery, Tarrant and Wichita) experienced an increase in number of unique students in both of the last two school years.

JJAEP EXPULSION TYPE

The student population served by JJAEPs falls into two basic categories: expelled students (mandatory and discretionary) 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,
- ★ weapons offenses,
- ★ aggravated Sexual assault and sexual assault,
- ★ aggravated robbery,
- ★ aggravated kidnapping,
- ★ indecency with or Continuous sex abuse of a child,
- ★ arson,
- ★ murder, capital murder or attempted murder,
- ★ manslaughter or criminally negligent homicide and
- ★ retaliation against school employee or volunteer (regardless of location).

A discretionary expulsion occurs when a school district chooses to expel a student for committing an offense or engaging in behavior that is a violation of the Student Code of Conduct, as described in TEC Section 37.007(b), (c), and (f). Some discretionary expulsions may occur:

- ★ in a classroom,
- ★ on a school campus,
- ★ at a school-related event or
- ★ in the community

One discretionary expulsion offense, from TEC Section 37.007 (C), Serious Misbehavior, may only occur in a school district's disciplinary alternative education program (DAEP). Unlike mandatory offenses, not all other specific discretionary offenses are required to have been committed on school property or at a school-related event.

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. Each JJAEP has an MOU with their school districts specifying if the JJAEP will accept students with these types of offenses.

The offenses for which expulsion is discretionary are listed below:

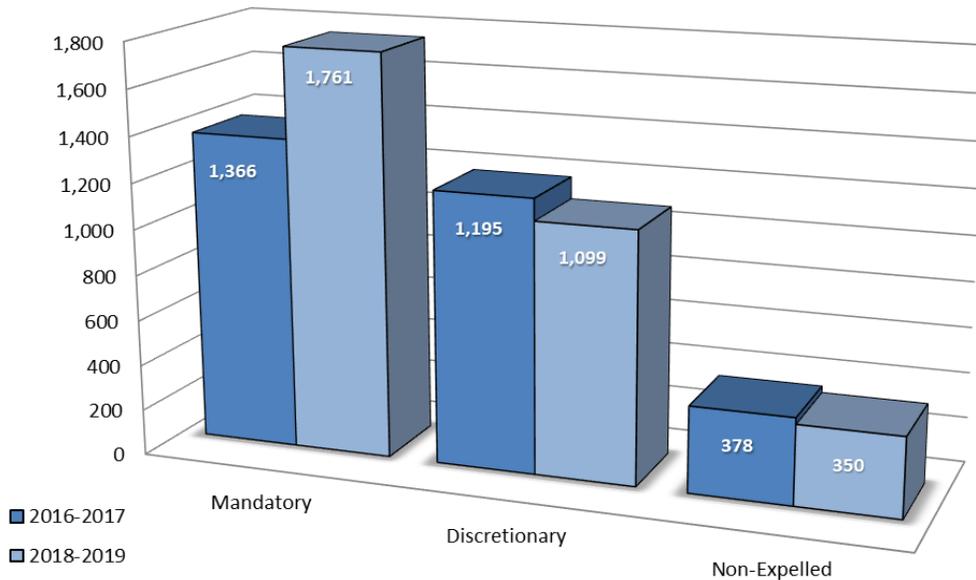
- ★ serious misbehavior (only at a DAEP),
- ★ any mandatory offense within 300 feet of school campus,
- ★ aggravated assault, sexual assault, aggravated robbery, murder or attempted murder occurring off campus against another student,
- ★ penal code, title 5 (felony offenses against persons), regardless of location,
- ★ misdemeanor drug and alcohol offenses,
- ★ assault on a teacher or employee,
- ★ felony criminal mischief,
- ★ deadly conduct,
- ★ terroristic threat and
- ★ inhalant and prescription drug offenses.

Non-expelled students are ordered to attend the JJAEP by a juvenile court judge, and then placed in a JJAEP under an agreement with the local school district as authorized by TEC Section 37.011. A student who is a registered sex offender may be placed in the JJAEP under TEC Section 37.309. In school year 2018-2019, twenty JJAEPs agreed, in their MOU, to serve non-expelled students.

The number and percentage of mandatory, discretionary and non-expelled student entries into JJAEPs during school year 2018-2019 are found below in Chart 4.

Chart 4

**JJAEP Student Entries by Expulsion Type
School Years 2016-2017 and 2018-2019**



★ Mandatory expulsions were the largest category, accounting for 45% of all entries.

Table 5 illustrates entries into JJAEPs over time according to expulsion type. For a breakdown by county. See Appendix A for the number of student entries by JJAEP expulsion type by county for the last three school years.

TABLE 5

**JJAEP Student Entries by Expulsion Type
School Years 2014-2015 through 2018-2019**

Expulsion Type	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	N	%	N	%	N	%	N	%	N	%
Mandatory	1,416	47%	1,386	47%	1,366	46%	1,297	44%	1,761	55%
Discretionary	1,240	42%	1,134	39%	1,195	41%	1,182	40%	1,099	34%
Non-expelled	321	11%	411	14%	378	13%	475	16%	350	11%
Total	2,977	100%	2,931	100%	2,939	100%	2,954	100%	3,210	100%

- ★ The number of mandatory expulsions increased by 464 student entries from the 2017-2018 school year to the 2018-2019 school year.
- ★ Discretionary entries have decreased in number during the last two school years.
- ★ As a percentage of total entries, non-expelled student entries have decreased from 16% in the 2017-2018 school year to 11% in 2018-2019 school year.

Table 6 presents the change in the number of student entries. Further detail about the number of unique students in JJAEPs by county for school years 2014-2015 through 2018-2019 can be found in Appendix A.

TABLE 6

**JJAEP Changes in Number of Student Entries by Expulsion Type
School Years 2014-2015 and 2018-2019**

Student Entries	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
2014-2015	1,416	1,240	321	2,977
2018-2019	1,761	1,099	350	3,210
Difference	345	-141	29	233
% Change	24%	-11%	9%	8%

- ★ Between school years 2014-2015 and 2018-2019, the number of discretionary expulsion entries decreased by 11% while non-expelled entries increased to 9% of the population.

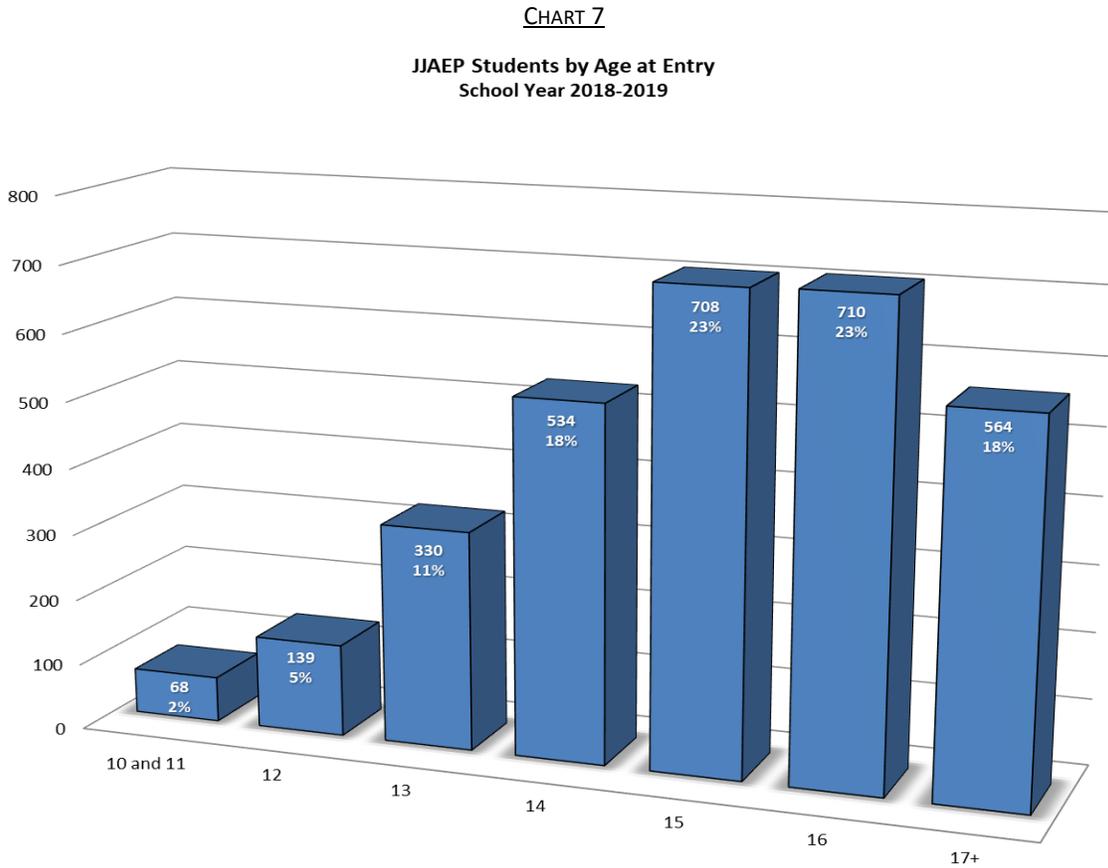
A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting. Due to a number of changes in population by particular counties, Appendix A compares the number of student entries and unique students for three school years beginning with the 2016-2017 school year and ending with the 2018-2019 school year.

DEMOGRAPHIC 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 2018-2019.

AGE

Chart 7 depicts range of ages of students entering the JJAEPs during school year 2018-2019.



- ★ Ten and eleven-year-olds comprise 2% the JJAEP population, down one percent since the previous report.
- ★ Students entering a JJAEP between the ages of fourteen and sixteen accounted for 64% of all students.
- ★ Youth age 17 and older, although not of juvenile justice age, were eligible for placement into a JJAEP and accounted for 18% of JJAEP students, up one percent since the previous report.

Table 8 provides information about JJAEP Students by Age at Entry, by elementary (ages 10-12) through High School.

TABLE 8
JJAEP Students by Age at Entry
School Year 2018-2019

Age at Entry	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
10-12	98	83	26	207
	6%	8%	8%	7%
13-14	402	371	91	864
	24%	36%	29%	28%
15-16	828	426	164	1,418
	48%	42%	52%	46%
17+	381	146	37	564
	22%	14%	12%	18%
Total	1,709	1,026	318	3,053
	100%	100%	100%	100%

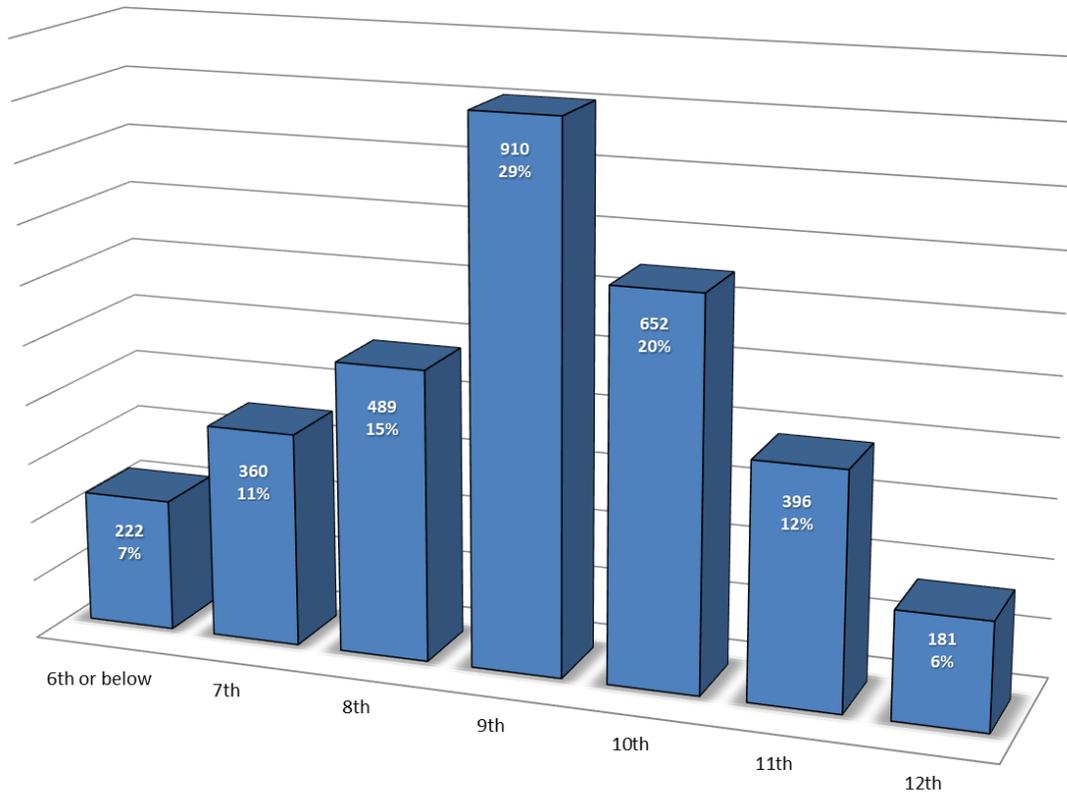
- ★ The age of students entering differed by placement type in school year 2018-2019 as fewer 10-12 year-olds were sent as non-expelled student compared to older students and to same-aged expelled students.
- ★ Students entering a JJAEP between the ages of 15 and 16 were 46% of the total JJAEP population down by two percentage points, and made up 52% of the non-expelled JJAEP population.
- ★ The percentage for the group of 17+ year-olds has increased by two percentage points since the previous report.

GRADE LEVEL

In school year 2018-2019, JJAEPs served elementary through high school students. Chart 9 shows the distribution of student entries by grade level.

CHART 9

**JJAEP Student Entries by Grade Level
School Year 2018-2019**



- ★ The majority of JJAEP student entries (67%) were high school students.
- ★ Ninth graders comprised 29% of all JJAEP entries, the largest single grade category.
- ★ The number of ninth graders has increased by eight students since the previous report.
- ★ Middle School (grades 7-8) student entries comprise 26% of all entries, down from 27% in the previous report.
- ★ The number of JJAEP entries who were not at their expected grade level, based on their age at entry was 24.5%, compared to 30.9% in the previous report.

GENDER AND RACE

The gender and race distribution of JJAEP students can be found in Table 10 below.

TABLE 10
JJAEP Students by Gender and Race
School Year 2018-2019

Race	Gender		Total by Race	Percent of Total by Race
	Male	Female		
African-American	540	149	689	23%
Hispanic	1,336	354	1,690	55%
White	487	104	591	19%
Other	68	15	83	3%
Total	2,431 (80%)	622 (20%)	3,053	100%

- ★ The majority of students entering JJAEPs were male (80%) compared to the previous report of 79%.
- ★ Hispanic males were the largest single group of JJAEP students, accounting for 55% of students entering the program, down one percent from the previous report.
- ★ The ‘Other’ category encompasses Asian, American Indian and Pacific Islander.

Table 11 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and juveniles referred to the juvenile probation system during school year 2018-2019.

TABLE 11
Comparison of Race/Ethnicity Distributions Within Systems
School Year 2018-2019

System	Entries	African American	Hispanic	White	Other
Juvenile Justice Alternative Education Programs (students)	3,053	23%	55%	19%	3%
District Alternative Education Programs	80,815	27%	64%	24%	4%
Texas Public Schools	5,088,799	12%	52%	29%	8%
Statewide Formal Referrals to Juvenile Probation Departments	45,948	28%	51%	20%	1%

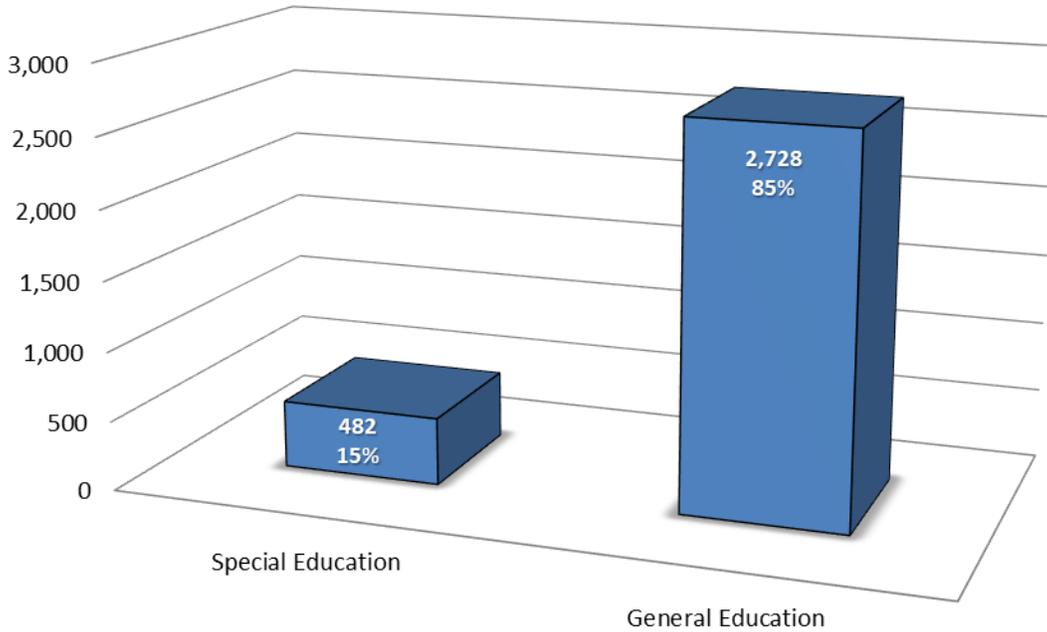
- ★ Texas statewide data is taken from the Texas Education Agency website, at the following links: https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Download_State_Summaries.html and <https://rptsvr1.tea.texas.gov/perfreport/snapshot/2018/state.html>
- ★ Students in JJAEPs reflect statewide totals and percentages for DAEPs more closely than statewide population totals.
- ★ There is a disparity in representation for students who identify as African American or White in DAEPs and JJAEPs.
- ★ The ‘Other’ category encompasses the categories: Asian, American Indian, Pacific Islander and Two/More Races in the Texas Public School Count, while TJJD statistics reflect a requirement to choose one race.

SPECIAL EDUCATION

JJAEPs serve students who have special education needs identified in their Admission, Review and Dismissal (ARD)/ Individualized Education Program (IEP) paperwork. Chart 12 depicts the proportion of JJAEP student entries with special education needs.

CHART 12

**JJAEP Student Entries by Education Classification
School Year 2018-2019**

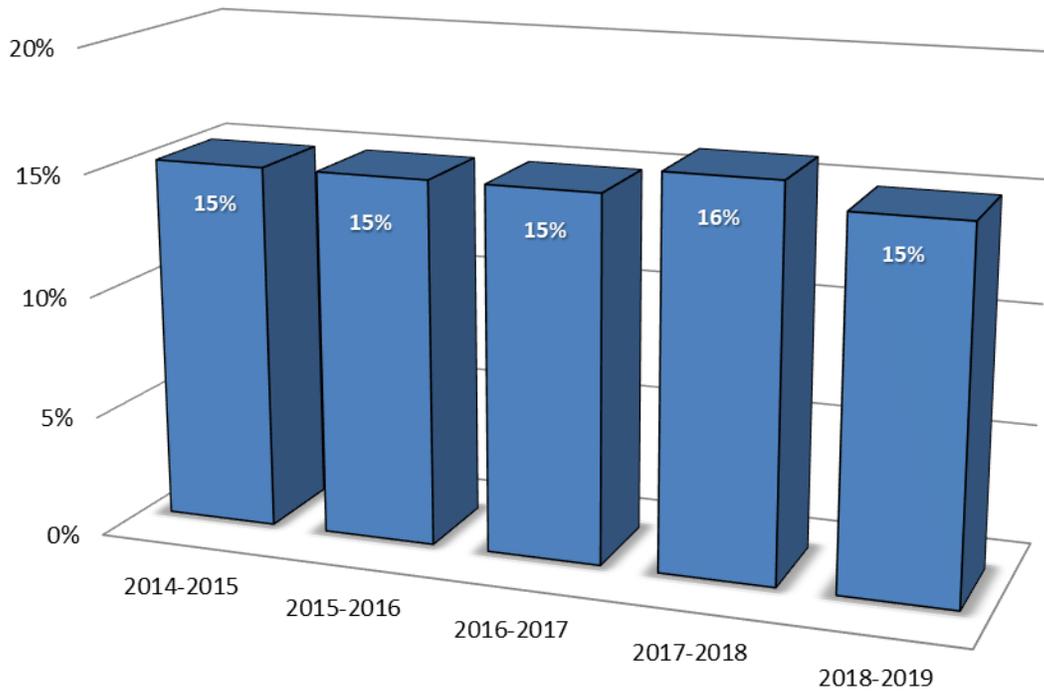


- ★ For the 2018-2019 school year, 482 students, or 15% of the students in JJAEPs were classified as having special education needs, twice the state expected average.
- ★ The percentage of youth eligible for special education has shown no change since the previous report.
- ★ Texas statewide data is taken from the Texas Education Agency:
<https://rptsvr1.tea.texas.gov/perfreport/snapshot/2018/state.html>

Chart 13 shows the percentage of students in JJAEPs with special education needs from school year 2014-2015 to school year 2018-2019.

CHART 13

**Percent of JJAEP Student Entries Classified as Special Education
School Years 2014-2015 through 2018-2019**



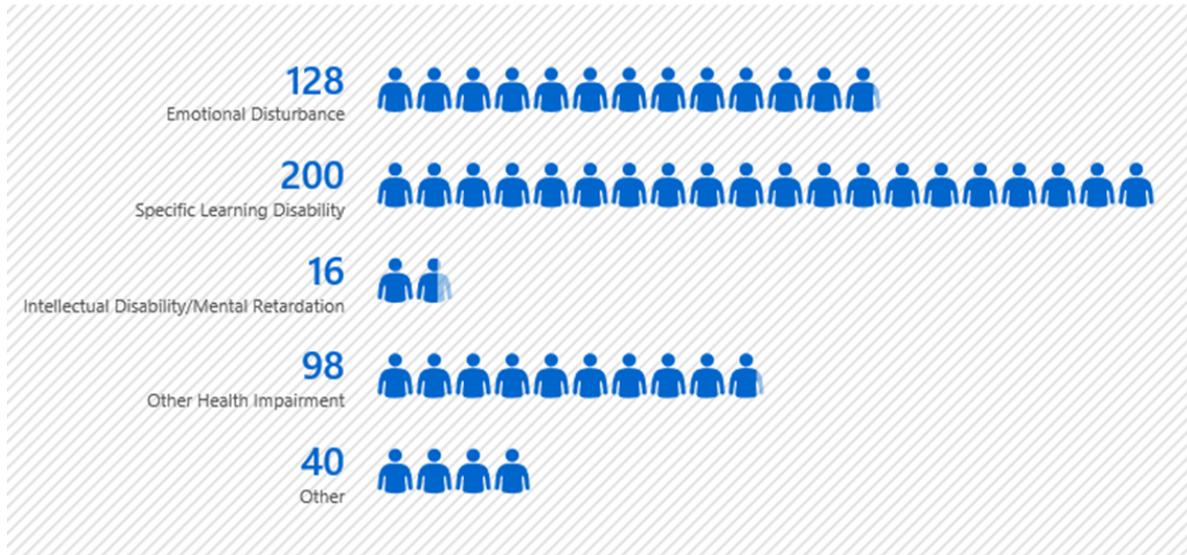
- ★ For the last five school years, the percentage of students eligible for special education averaged at 15%.
- ★ The statewide percentage of students eligible for special education services is 9.2%.
- ★ Texas statewide data is taken from the Texas Education Agency:
<https://rptsrv1.tea.texas.gov/perfreport/snapshot/2018/state.html>

JJAEF STUDENT ENTRIES BY PRIMARY DISABILITY

Reported categories for special education have been updated since the previous report to reflect federal and state identified disabilities. The 'Other' category encompasses all other federally defined categories not otherwise listed in the chart. Chart 14 presents the primary disability for special education students entering JJAEFs in school year 2018-2019.

CHART 14

Special Education Primary Disability



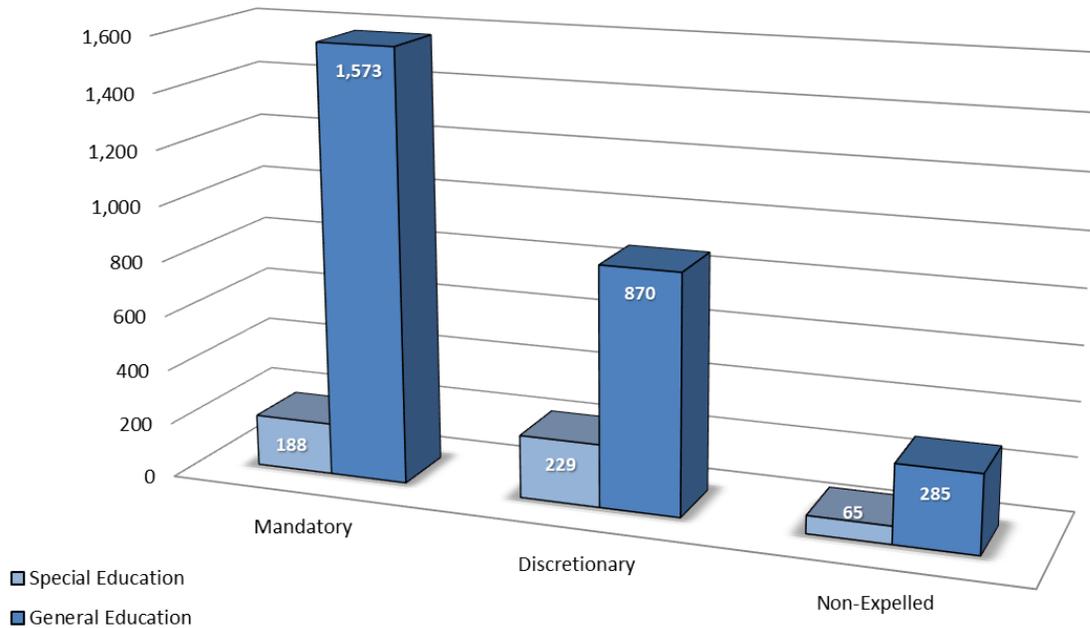
- ★ The number of JJAEF students in special education with an emotional disturbance has increased by 24 to 128 compared to the previous report.
- ★ Special education students with a specific learning disability accounted for 47% (N = 200) of the special education population, an increase of 1% of the total special education population compared to the previous report.
- ★ Student identified as eligible due to an 'other health impairment' are identified with attention deficit, with or without hyperactivity or a medical issue they may interfere with their academic progress.
- ★ The "Other" disability category includes unknown, other, autism, developmental delay, deaf-blindness, speech/language impairment or hearing impairment.

JJAEP SPECIAL EDUCATION STUDENT ENTRIES BY EXPULSION TYPE

Chart 15 presents the number of students eligible for special education by type of JJAEP placement.

CHART 15

JJAEP Special Education Student Entries by Expulsion Type
School Year 2018-2019



- ★ Students with special education needs accounted for 11% of mandatory student entries compared to 20% of discretionary student entries.
- ★ Nineteen percent of non-expelled student entries is 5% more than reported in the previous report.

OTHER STUDENT ATTRIBUTES

Data from TEA provides additional descriptive information about the students served in JJAEPs including At-Risk Status, English as a Secondary Language (ESL) Status, Limited English Proficiency (LEP) Status, Economic Status and Gifted/Talented Status.

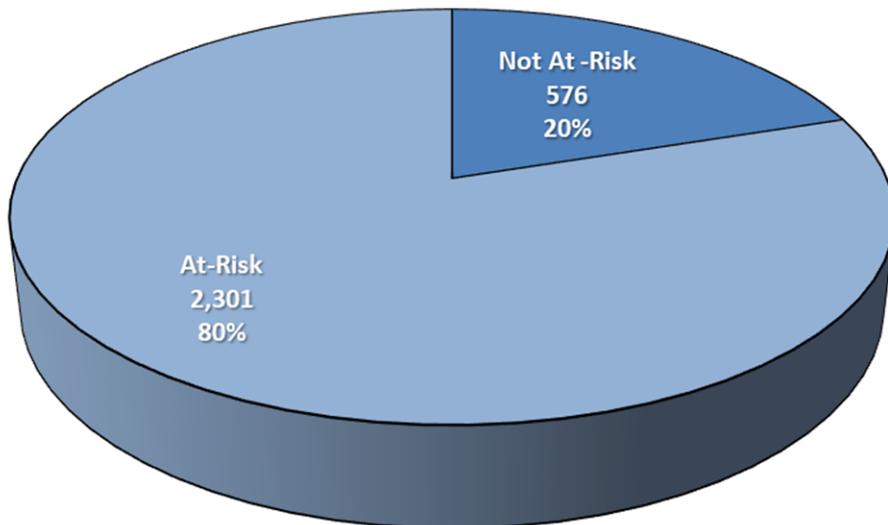
At-Risk Status indicates that a student has been identified as at-risk of dropping out of school by their home campus. ESL Status indicates that the student is participating in a state-approved ESL program, which is a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. LEP Status indicates that the student has been identified as limited English proficient by the district Language Proficiency Assessment Committee (LPAC). Economic Status describes the student's economic disadvantage status. Gifted/Talented Status 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 2018-2019 showed that 15% of JJAEP students were classified as having LEP Status. Thirteen percent of the students were classified as ESL, down one percent since the previous report. Three percent of JJAEP students were considered gifted/talented, which was an increase of one percent compared to the previous report.

Chart 16 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 16

**JJAEP Students Identified as At-Risk
School Year 2018-2019**

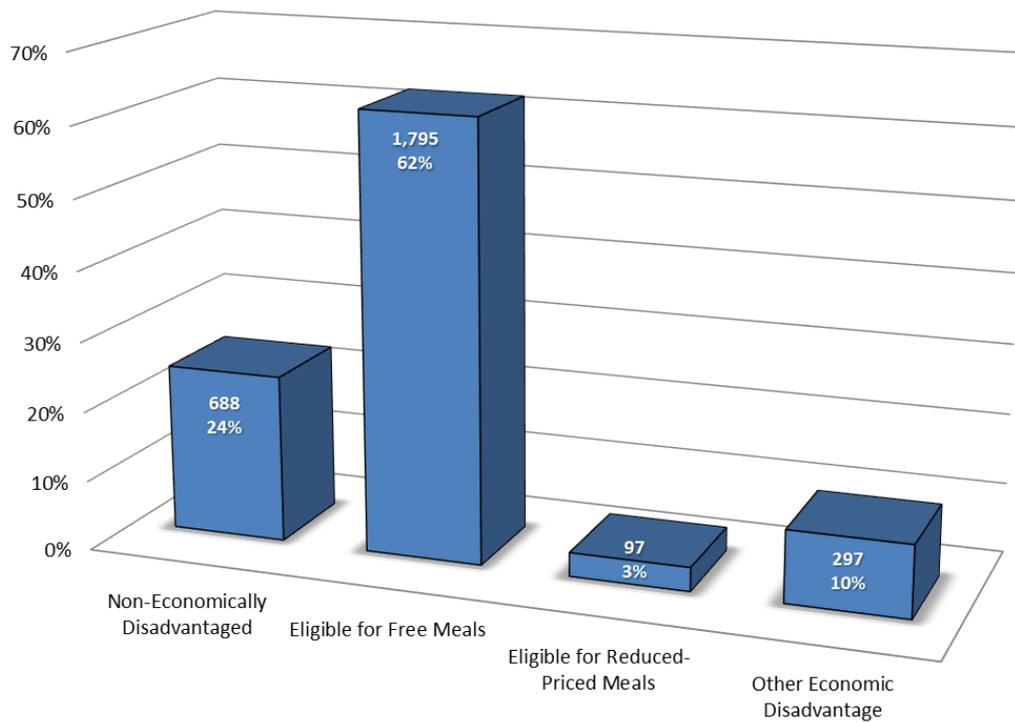


- ★ Eighty percent (N=2,301) of students in JJAEPs were considered to be at-risk students in 2018-2019, a two percent decrease from the previous report.

Chart 17 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 17

**Percent of JJAEP Students by Economic Indicator
School Year 2018-2019**



- ★ There was a two percent increase of the JJAEP students who were classified as economically disadvantaged compared to the previous report.
- ★ Statewide, 58% of public school students are classified as economically disadvantaged.
- ★ Texas statewide data is taken from the Texas Education Agency:
<https://rptsr1.tea.texas.gov/perfreport/snapshot/2018/state.html>
- ★ Over half of the students in JJAEPs were eligible for free meals (62%), an increase of three percent compared to the previous report.

JUVENILE EXPULSION STATUS OF JJAEP STUDENTS

EXPULSION OFFENSE TYPES

MANDATORY EXPULSION OFFENSES

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. School district personnel determine the expulsion offense. Table 18 provides the number and percentage of student entries into JJAEPs for mandatory expulsion offenses by offense type.

TABLE 18

**JJAEP Mandatory Expulsion Student Entries by Expulsion Offense Category
School Years 2016-2017 and 2018-2019**

Expulsion Offense Category	2016-2017		2018-2019	
	N	%	N	%
Felony Drug Offenses	726	53%	1,225	70%
Weapons Offenses (includes expulsion for a non-illegal knife)	323	24%	271	15%
Aggravated Assault or Sexual Assault	179	13%	156	9%
Indecency with a Child	45	3%	47	3%
Arson	73	5%	37	2%
Aggravated Robbery	11	1%	18	1%
Retaliation	6	<1%	5	<1%
Aggravated Kidnapping	2	<1%	2	<1%
Homicide or Manslaughter	1	<1%	2	<1%
Total	1,366	100%	1,761	100%

- ★ Felony drug offenses continue to constitute over 50% of all JJAEP mandatory offenses for this report and the two previous reports.
- ★ Entries for drug offenses increased by 499 for this report, as compared to a decrease of 401 offenses between school year 2010-2011 and the school year 2012-2013; with the change that drug offenses in a drug-free zone are not enhanced at offense but at disposition, this category has decreased in proportion to all offenses reported for the last several years.
- ★ Less than 1% of mandatory entries were for four offenses: retaliation, aggravated kidnapping and homicide/manslaughter.

DISCRETIONARY EXPULSION OFFENSES

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 misbehavior includes school district student code of conduct violations occurring in the DAEP. Students who commit mandatory offenses within 300 feet of a school campus may be expelled at the discretion of the school district to the DAEP or to JJAEP. The term “mandatory” in this case is required removal from the home school. These offenses are categorized above as “mandatory offenses committed off-campus.” Table 19 provides the number and percentage of student entries into a JJAEP for discretionary expulsion offenses by offense type.

TABLE 19

**JJAEP Discretionary Expulsion Student Entries by Expulsion Offense Category
School Years 2016-2017 and 2018-2019**

Expulsion Offense Category	2016-2017		2018-2019	
	N	%	N	%
Serious Misbehavior	499	42%	501	46%
Misdemeanor Drug and Alcohol Offenses	279	23%	194	18%
False Alarm/Terroristic Threat	118	10%	120	11%
Penal Code Title 5 Felony Offenses	93	8%	118	11%
Assault on a Teacher/Employee	173	14%	115	11%
Felony Criminal Mischief	21	2%	28	3%
Certain Bullying Behavior	0	0%	6	<1%
Location Restricted Knife	0	0%	6	<1%
Mandatory Offenses Committed Off-Campus	8	1%	4	<1%
Offense Identified in District of Innovation (DOI) Plans	0	0%	4	<1%
Deadly Conduct	2	<1%	1	<1%
Glue or Aerosol Paint	1	<1%	1	<1%
Non-School Student on Student Offense	1	<1%	1	<1%
Total	1,195	100%	1,195	100%

- ★ The number of serious misbehavior expulsions increased from 42% to 46% since the prior report.
- ★ Misdemeanor drug and alcohol offenses and serious misbehavior accounted for 64% of all discretionary expulsions, a decrease of one percent since the previous report.
- ★ The largest change in a category was that of misdemeanor drug and alcohol offenses, which decreased by 85 (four percent).
- ★ Assault on a teacher or employee decreased by 58 offenses (three percent compared to the previous report).

JUVENILE COURT STATUS OF JJAEP STUDENTS

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 TJJJ's JJAEP database and TJJJ's monthly extract data were matched to determine the number of juveniles entering JJAEPs in school year 2018-2019 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.

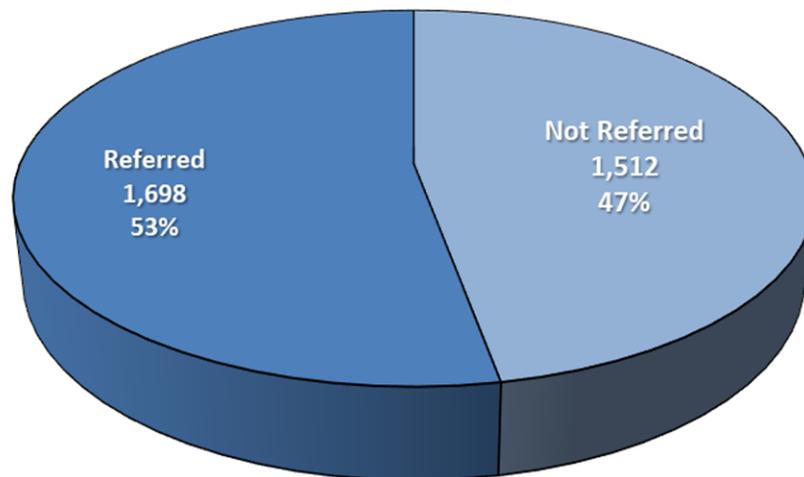
A formal referral occurs when a juvenile has face-to-face contact with the juvenile probation department and an intake occurs. Students referred to local juvenile probation departments were referred for everything from a felony to a misdemeanor, conduct indicating a need for supervision (CINS) and violation of probation offenses. CINS offense referrals include public intoxication, 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 misbehavior).

In order to be referred to a juvenile probation department, a youth must have committed an offense while between the ages of ten and sixteen. Youth seventeen-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 attendance in public school and/or attendance in a JJAEP.

See Chart 20, for the total number and percent of JJAEP student entries for school year 2018-2019 who had a formal referral to a local juvenile probation department associated with their JJAEP placement.

CHART 20

JJAEP Students Referred to Juvenile Probation Departments School Year 2018-2019



- ★ The percentage of referred students decreased by two percent since the prior report.
- ★ In school year 2018-2019, 18% of JJAEP entries were 17 years-old or older.
- ★ These 17+ aged students (N=564) accounted for 37% of those students with no juvenile probation referral.
- ★ Though the percentage of referred students decreased, the number of students with a formal referral increased from 1,619 students in the previous report compared to 1,698 students in this report.

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 a school campus. Expulsion offenses are 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 21 shows a comparison of the JJAEP reported expulsion offense and the offense of referral to JJAEP for students expelled and placed into a JJAEP. 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.

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 21
**Expulsion Offense Compared to Juvenile Referral Offense
 for Expelled Students in JJAEP
 School Year 2018-2019**

Referral Offense	Expulsion Type	
	Mandatory	Discretionary
No offense in juvenile justice system	45%	51%
Formal referral for the same or similar offense	46%	20%
Formal referral for a different offense	9%	29%

- ★ Over half of the students expelled for a discretionary offense (51%), were not referred to the juvenile justice system, up by three percent from the previous report.
- ★ Almost half of the students expelled for a mandatory offense (46%) were referred to juvenile probation for the same or similar 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 during transition after being placed out of the home. Non-expelled students accounted for eleven percent of all student entries, and six percent of the total JJAEP students with a juvenile court referral within 30 days of entry into the JJAEP. Fifty-nine 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, either formally or informally. Informal dispositions include supervisory caution and deferred prosecution while

formal dispositions include court-ordered probation, commitment to TJJD under a determinate or indeterminate sentence or certification as an adult.

Table 22 presents the dispositions of JJAEP students who have been expelled during the 2018-2019 school year.

TABLE 22
Disposition by Expulsion Type
School Year 2018-2019

Disposition Type	Expulsion Type				Total*	
	Mandatory		Discretionary		N	%
	N	%	N	%		
Pending	34	3%	17	3%	51	3%
Dismissed	178	18%	140	26%	318	21%
Supervisory Caution	115	12%	136	25%	251	17%
Deferred Prosecution	311	32%	96	18%	407	27%
Probation	334	34%	154	28%	488	32%
TJJD/Certified as Adult	0	0%	0	0%	0	0%
Total	972	100%	543	100%	1,515	100%

* Does not include non-expelled students

- ★ Fifty-nine percent of the referred mandatory and discretionary JJAEP students were disposed to community supervision (probation or deferred prosecution), one percent higher than in the previous report.
- ★ Thirty-two percent of students expelled for a mandatory offense were placed on deferred prosecution, up one percent from the previous report.
- ★ Twenty-six percent of the discretionary students had their disposition dismissed as compared to 18% of students whose expulsion was mandatory.
- ★ The percentage of discretionary students expelled and placed on supervisory caution increased by six percent compared to the previous report.
- ★ Sixty-six percent of the referred mandatory JJAEP students were disposed to community supervision as compared to 46% of referred discretionary students.
- ★ Thirty-four percent of mandatory expulsion students were placed on probation as compared to 28% 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. 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. JJAEPs report that they are better able to manage the behavior of expelled youth under supervision, as probation/court conditions can be included in the supervision agreement outlining the expectations and the consequences of violating JJAEP rules. Table 23 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 23

**Supervision at JJAEP Entry for Expelled Students
School Year 2018-2019**

Supervision Type*	Expulsion Type				Total**	
	Mandatory		Discretionary			
	N	%	N	%	N	%
No Supervision	878	50%	585	53%	1,463	51%
Conditional/Temporary	594	34%	224	20%	818	29%
Deferred Prosecution	129	7%	86	8%	215	8%
Probation	160	9%	204	19%	364	13%
Total	1,761	100%	1,099	100%	2,860	100%

* Most serious supervision level within 30 days of JJAEP entry

** Does not include non-expelled students

- ★ Fifty percent of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
- ★ Discretionary expulsion students were more likely than mandatory students to be on probation.

PROGRAM LENGTH OF STAY FOR JJAEP STUDENTS

AVERAGE LENGTH OF STAY

During school year 2018-2019 a total of 2,560 students exited from JJAEPs. Table 24 provides the average length of stay for students who exited JJAEPs. TJJJ 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 2018-2019 and carried over into school year 2018-2019, the average length of stay includes their total stay. The local memorandum of understanding determines the length of student placements in a JJAEP.

TABLE 24

Average Length of Stay by County School Year 2018-2019

County	Number Exiting	Average (days)	County	Number Exiting	Average (days)
BELL	7	73	JEFFERSON	36	82
BEXAR	277	78	JOHNSON	14	56
BRAZORIA	76	78	LUBBOCK	58	43
BRAZOS	40	73	MCLENNAN	117	71
CAMERON	87	115	MONTGOMERY	216	97
COLLIN	97	54	NUECES	28	77
DALLAS	222	84	TARRANT	218	76
DENTON	120	64	TAYLOR	22	80
EL PASO	21	73	TRAVIS	56	65
FORT BEND	146	79	WEBB	144	66
GALVESTON	15	126	WICHITA	85	75
HARRIS	290	78	WILLIAMSON	78	59
HIDALGO	90	69	Total Exits	2,560	77

- ★ The average length of stay for all students exiting the JJAEP in school year 2018-2019 was 77 school days, an increase of three days compared to the previous report.
- ★ Programs exited as few as seven students and as many as 290 students, with a program average of 102 students compared to an average of 94 exiting as reported in the previous report.
- ★ Galveston County had the longest average length of stay (126 school days) in this report, which was an increase from their average length of stay of 95 in the previous report.
- ★ Lubbock County had the shortest average length of stay (43 school days) in this report, a decrease from their average length of stay of 52 days in the previous report.

PLACEMENT TYPE AND AVERAGE LENGTH OF STAY

Regardless of location, placement type affected average length of stay. Table 25 identifies differences in average length of stay by placement type for both 2016-2017 and 2018-2019.

TABLE 25

Average Length of Stay by Expulsion Type School Years 2016-2017 and 2018-2019

Expulsion Type	2016-2017	2018-2019
Mandatory	82	80
Discretionary	67	75
Non-Expelled	68	70
Total Average	74	77

- ★ Students placed in a JJAEP for a mandatory reason had the longest length of stay.
- ★ Mandatory students' length of stay has decreased by two school days in school year 2018-2019.

STUDENTS RELEASED FROM JJAEPS

REASONS FOR PROGRAM EXIT

Students may exit a JJAEP program for a variety of reasons. Exits are classified in four ways, three successful and one incomplete.

Students who complete their term in the program are shown as returning to their local school district, graduating or have received their High School Equivalency certificate. Some students:

- ★ return to local district due to completing probation or expulsion term
- ★ graduated or received High School Equivalency certificate
- ★ received Early Termination due to
 - ARD removal,
 - withdrawal to enroll in another education program other than their home district (e.g. charter school, home school, private school, etc.),
 - due to medical problems; or
- ★ exit as incomplete, which describes the students who may require a more structured or secure, setting (such as residential placement in a pre-or post-adjudication facility).

Table 26 presents the reasons why students exited JJAEPs in school year 2016-2017. (See Appendix B for exit reasons by county.)

TABLE 26

JJAEP Exit Reasons School Year 2018-2019

Exit Reason	N	%
Returned to Local District	1,786	70%
Incomplete	369	14%
Graduated or Received High School Equivalency Certificate	87	3%
Early Termination	322	13%
Total	2,564	100%

- ★ The majority of students (70%) returned to their local school district after successfully completing an expulsion term or a term of probation, one percent more than in the previous report.
- ★ Eighty-seven exiting students either graduated from the JJAEP or received a high school equivalency certificate, an increase of seven more students from the previous report.
- ★ Thirteen percent of JJAEP student exits were released from the program prior to completing their assigned length of stay, which was an increase of two percent from the previous report.

EXIT REASON BY TYPE OF EXPULSION

Exit reasons varied by type of entry into the program. For the school year 2018-2019, Table 27 depicts the differences in exit reasons by expulsion type.

TABLE 27
JJAEP Exit Reasons by Expulsion Type
School Year 2018-2019

Exit Reason	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
Returned to Local District	1,001	598	187	1,786
	76%	64%	61%	70%
Incomplete	110	183	76	369
	8%	20%	25%	14%
Graduated or Received High School Equivalency Certificate	69	15	3	87
	5%	2%	1%	3%
Early Termination	140	139	43	322
	11%	15%	14%	13%
Total	1,320	935	309	2,564
	100%	100%	100%	100%

- ★ A higher percentage (76%) of mandatory students returned to their local school district compared to 73% in the previous report.
- ★ A lower percentage (64%) of discretionary students returned to their local school district compared to 68% in the previous report.
- ★ A higher percentage of non-expelled students returned to their local school district compared to 60% in the previous report.
- ★ Students classified as non-expelled had the highest proportion of incomplete exits: 25% of non-expelled students left the program as incomplete compared to 8% of mandatory and 20% of discretionary students.
- ★ A higher percentage of discretionary students received early termination of their placement.

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 the county juvenile board and each school district. While the juvenile board is the entity ultimately responsible for operating the JJAEP, most programs have various levels of school district participation in day-to-day operations and programming.

JJAEPs are required by statute to teach the core curriculum of English/language arts, mathematics, science, social studies and 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 students. Once a student has completed the term of expulsion or their court ordered instructions, the student transitions back to his or her home school district.

This section takes a comprehensive look at the programmatic components of the 25 JJAEPs operating during school year 2018-2019. To compile the information in this section of the report, each of the 25 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. Also, see Appendix C for a list of select program characteristics by county: Operation Design (Probation Department with School District, Contracted Vendor, or Probation Department), Facility Capacity, Ratio of Instructional Staff to Students, Conditions of Completion of Expulsion and Transportation Mode used most often by students attending the JJAEP.

PROGRAMMATIC ELEMENTS

TABLE 28

CAPACITY

Capacity is defined as the numbers of students that a JJAEP can have, with the appropriate number of staff members, while still meeting building code requirements. JJAEPs vary in size according to the needs of the county and populations served by the program. The overall capacity has increased by 489 since the previous report, with some JJAEPs opening more classrooms to accommodate rising populations. 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.

JJAEP Student Capacity by County School Year 2018-2019

County	Capacity	County	Capacity
Bell	25	Jefferson	45
Bexar	350	Johnson	16
Brazoria	48	Lubbock	60
Brazos	30	McLennan	60
Cameron	140	Montgomery	120
Collin	350	Nueces	32
Dallas	120	Tarrant	90
Denton	168	Taylor	25
El Paso	48*	Travis	164
Fort Bend	140**	Webb	235
Galveston	24	Wichita	60
Harris	250	Williamson	72
Hidalgo	100	Total	2, 732

* El Paso uses two locations

** Fort Bend uses two locations

PROGRAM OPERATOR

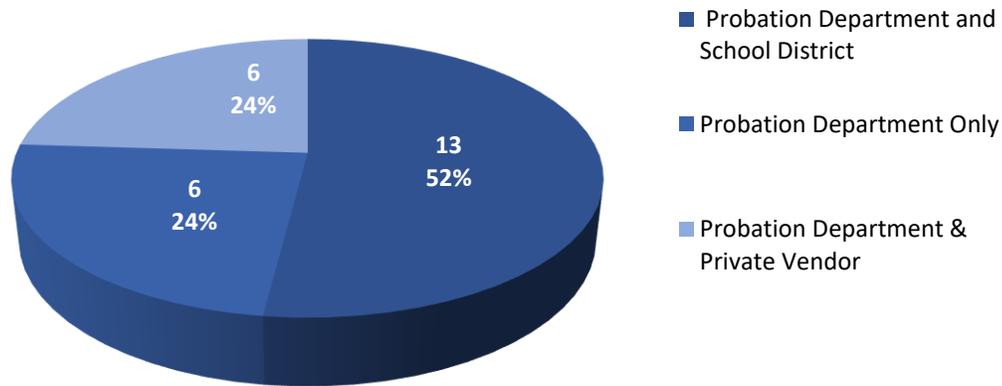
The local juvenile probation department, a local school district, a private vendor or a combination of these entities may operate JJAEPs. The county juvenile board, however, makes the official determination of how a JJAEP will be designed and operated. This decision is based on a variety of factors. The most important of these 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, Part 11, Texas Administrative Code Chapter 348 and the requirements of the Texas Education Code, Section 37.011.

Chart 29 provides information about the entities responsible for operating JJAEPs in school year 2018-2019. For programs operated jointly, the level of support and services provided by each entity varies according to the program and agreements in their Memorandum of Understanding.

CHART 29

**JJAEP Program Operators
School Year 2018-2019**



- ★ Local juvenile probation departments and independent school districts provide the day-to-day operations for half (N=13) of the JJAEPs.
- ★ A private contractor with support from the probation department operates 24% (N=6) of the programs
- ★ Probation Departments operate 24% (N=6) of the programs.

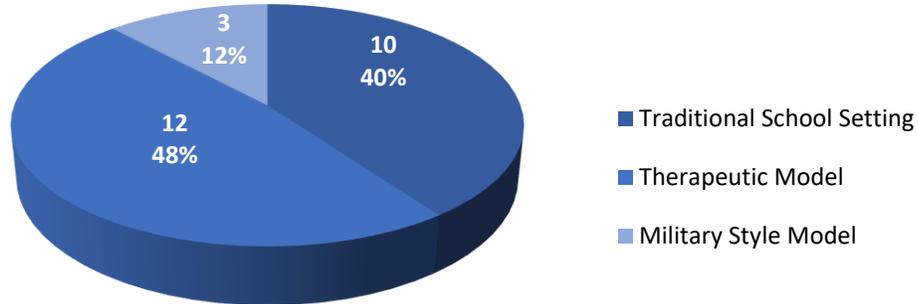
PROGRAM MODEL TYPE

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, regiment and use of physical activities as consequences for behavior infractions. Therapeutic models place a heavy emphasis on counseling and behavior management. Traditional school models are patterned after a regular, independent school district setting.

Chart 30 depicts the number and percentage of programs in each of the three program model type categories. Schools that combine program elements are categorized based on their primary emphasis.

CHART 30

**JJAEP Program Model Types
School Year 2018-2019**



- ★ Twelve (48%) of the JJAEPs operated as a therapeutic model for the 2018-2019 school year, two fewer than in the previous report.
- ★ Ten (40%) of the JJAEPs operated a traditional school model for the 2018-2019 school year, four more than in the previous report.
- ★ Three (12%) programs operate a military-component program for the 2018-2019 school year, two fewer than in the previous report.

Table 31 reflects the number and percentage of student entries by program model type.

Table 31

**Student Entries in JJAEPs by Model Type
School Year 2018-2019**

Program Model Type	N	%
Military	287	8.94%
Therapeutic	2,058	64.11%
Traditional	865	26.95%
Total	3,210	100.00%

- ★ Nine of the JJAEPs changed from being self-identified as one model and changed to another.
- ★ Operating in ten of the 25 JJAEPs, the traditional school model served 26.95% of the students entering the programs.
- ★ The therapeutic model was used in fifteen programs that served 64.31% of all student entries.
- ★ Programs offering a military-component dropped to three and had the fewest student entries (13.85%).
- ★ The number of students in a military style dropped 29.48% compared to the previous report.

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, 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 32.

TABLE 32

JJAEP Programmatic Components

School Year 2018-2019

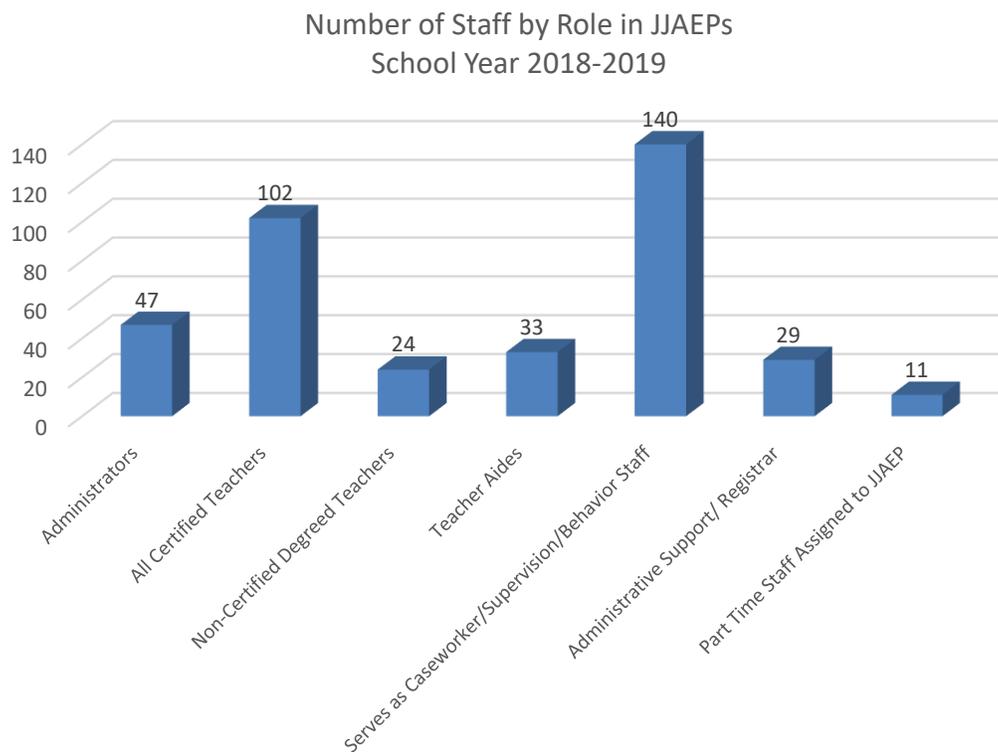
Number & Percent of Programs that Incorporate Various Program Components					
Program Component Offered	Military Component (N=3)	Therapeutic (N=12)	Traditional School Model (N=10)	Number of JJAEPs with Component (N=25)	% of All JJAEPs with Component
Individual Counseling	2	12	10	24	96%
Community Services	3	11	8	22	88%
Group counseling	2	9	9	20	80%
Substance abuse counseling	3	8	9	20	80%
Anger management	3	11	6	20	80%
Drug/alcohol prevention/intervention	3	8	8	19	76%
Family Counseling	2	11	5	18	72%
Life Skills Training	3	10	5	18	72%
Mental Health Evaluation	3	7	7	17	68%
Additional courses (electives)	2	9	5	16	64%
Tutoring	2	8	6	16	64%
Cognitive Skills Training	2	7	5	14	56%
Mentoring	2	6	5	13	52%
Parenting programs (for students' parents)	2	7	3	12	48%
Vocational training/job preparation	2	6	2	10	40%
Service Learning	1	7	2	10	40%
Experiential training	1	5	1	7	28%

- ★ If the percent of JJAEPs with component increased compared to the previous report, then the percent font is green.
- ★ All JJAEPs offered at least one program and as many as fourteen program components in addition to the required educational and behavior management programming.
- ★ From one to three JJAEP programs that use the military model provide each of the listed program components.
- ★ From one to ten JJAEP programs that use the traditional school model provide each of the listed program components.
- ★ From five to twelve JJAEP programs that use the therapeutic model provide each of the listed program components.
- ★ The program components most often provided are substance abuse prevention/intervention, group counseling and substance abuse counseling.
- ★ At least one of the counseling services (i.e., individual, family counseling, substance abuse, anger management, mental health evaluation and group) were offered in every program.
- ★ Eleven of 17 programmatic services were provided by more JJAEPs compared to the previous report.

PROGRAM STAFFING

JJAEPs were staffed by a variety of professionals and paraprofessionals. The instructions in the survey indicated each program could count a staff member in only one category (a teacher with both a general education certification and special education certification was counted only once). Instructional staff members are defined the following roles: certified general education teacher, special education teacher and degreed non-certified instructional staff (those staff members who have a college degree and are not certified by the Texas Education Agency). Supervisory staff includes security personnel, behavior management staff and drill instructors. Texas Education Code, Section 37.011 requires one certified teacher per site. Chart 33 provides a summary of the number and percentage of program staff statewide during school year 2018-2019.

CHART 33



- ★ The total number of staff positions for JJAEPs in school year 2018-2019 was 411.
- ★ Administrators include both county facility administrators and the education director.
- ★ Some of the certified general education teachers are also certified as special education teachers, overseeing the records, sharing special education information with the other teachers, attending special education meetings and serving students in general and special education classes.
- ★ Certified teachers comprise 25% of all JJAEP staff members.
- ★ The number of certified teachers per site ranges from one to 13.
- ★ Instructional staff members N= 159 (teachers, non-certified degreed instructional staff and aides) are 39% of the total staffing numbers for 2018-2019.
- ★ 151 (37%) of the JJAEP staff positions were caseworkers/Juvenile Probation Officers/Juvenile Supervisor Officers/Counseling staff providing counseling, case management and behavior supervision.

Table 34 provides a breakdown of program staff and staff to student ratio by model type.

TABLE 34

**JJAEP Instructional Staff to Student Ratio by Model Type
School Year 2018-2019**

	Number of Instructional Staff	Percent of Total Staff	Attendance Days	Average Attendance per Day	Average Staff to Student Ratio
Military Component	18	40%	11751	67	4
Therapeutic	83	35%	91698	524	6
Traditional School Model	58	48%	32638	187	3
Totals	159	39%	136087	778	4

- ★ In therapeutic programs, staff-to-student ratio was 6:1.
- ★ In traditional programs, the average staff-to-student ratio was 3:1.
- ★ In military-component programs, the average staff-to-student ratio was 4:1.
- ★ Statewide, the instructional staff to student ratios was 4:1, reflecting the overall increase in student entries from the previous report.

STUDENT POPULATION 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. Expelled youth are categorized with two designations: eligible as mandatory or discretionary.

Mandatory expulsions are those expulsions required by statute (see page 8 for the list) and include the more serious offenses. Discretionary expulsions are those expulsions that are determined by statute in Chapter 37 of the Education Code and school districts have described in their student code of conduct. JJAEPs are not required to provide services to non-expelled youth, yet 20 of the programs reported that they were able to accept students who were court ordered in school year 2018-2019.

Placement of non-expelled youth may be due to a variety of reasons that are agreed to within each county's Memorandum of Understanding (MOU). Non-expelled youth may be categorized within the following groups: court order, residential youth; court-ordered, non-residential youth; local school district agreement or as registered sex offenders. The definitions of each of these categories are as follow:

- ★ 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.
- ★ Registered Sex Offender – Students who are registered sex offenders may be placed in a JJAEP. Due to the lengthy process that ensues in the justice system, program administrators report that there are no instances in which a student is still attending a JJAEP at the time that registration as a sex offender is required.

Table 35 provides the number of programs accepting each type of non-expelled student.

TABLE 35

**Programs Providing Services to Non-Expelled Youth
School Year 2018-2019**

Types of JJAEP Entry for Non-Expelled Youth	Number of Programs	Percent of Programs Offering Services (N=26)
Court Ordered Residential	4	16%
Court Ordered Non-Residential	20	80%
Local District Agreement	4	16%
Registered Sex Offender	25*	100%

*One location reported only accepting students who are registered sex offenders if they are on probation supervision and another only if space is available.

- ★ Twenty JJAEPs, or 80%, offered services to 363 court ordered non-residential students during the 2018-2019 school year.
- ★ Four, or 16%, of JJAEPs had agreements to provide services to court-ordered residential students.
- ★ No students who were required to register as a sex offender attended a JJAEP in school year 2018-2019.

POPULATION EXCEPTIONS

State law only requires that JJAEPs serve students that have been expelled for committing a mandatory expulsion offense. Due to that requirement, some JJAEPs choose to serve only youth who have mandatory expulsions. Additionally, school districts are required to ensure an educational placement for students expelled for discretionary reasons, to either a Discipline Alternative Education Placement (DAEP) or the JJAEP. Therefore, the JJAEPs negotiate with their school districts to determine which expelled students with discretionary offenses are served at the DAEP or the JJAEP.

The majority of counties (N=18) have agreements for students with discretionary expulsions be served in the JJAEP. Seven JJAEPs in school year 2018-2019 (i.e., Bell, Collin, El Paso, Galveston, Johnson, Travis and Wichita Counties) had MOUs excluding or limiting part of the districts' discretionary expulsion population. These exclusions are listed below:

- ★ *Bell, El Paso:* All discretionary expulsions, except registered sex offenders.
- ★ *Collin:* Students with the offense of 37.007 (c) on a case-by-case basis for serious misbehavior.
- ★ *Johnson, Travis:* Discretionary expulsions for students who are 17 years of age or older, except registered sex offenders who are on probation supervision.
- ★ *Johnson:* Discretionary expulsions for students who have not attained the sixth grade, except registered sex offenders.
- ★ *Galveston, Wichita:* All discretionary expulsions with the exception of Title 5 offenses and registered sex offenders.

ATTENDANCE

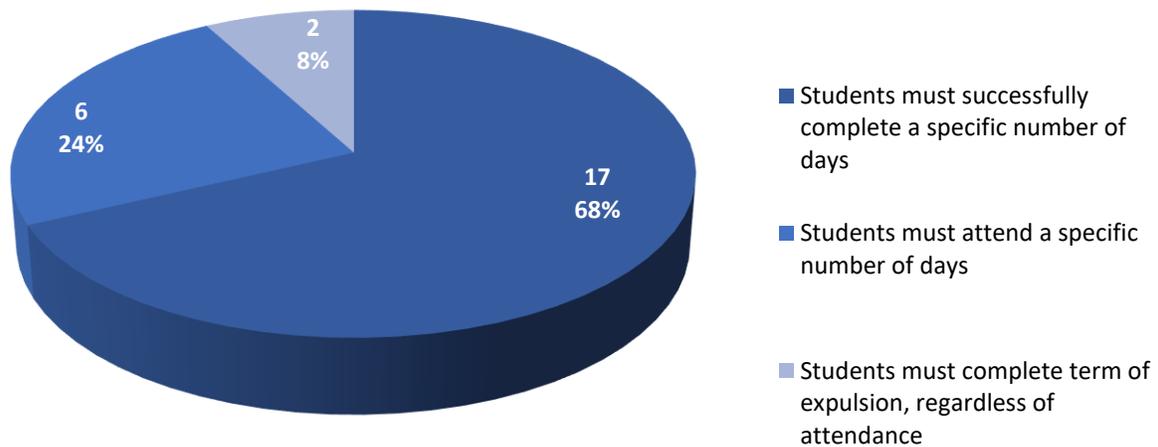
A student's expulsion from school and the length of expulsion is determined by the local school district and is delineated in each county's MOU. MOUs between the juvenile board and the local school districts also set the conditions for completion of the JJAEP assignment.

The most often used requirement is that of successfully completing each school day that the student is in attendance. This requirement is used to hold students accountable for their behavior. Additionally, these JJAEP programs are able to motivate students, while in the program, to practice the needed skills for later success in their home school.

Those JJAEPs not requiring the successful completion of an assigned number of expulsion days require other conditions 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. See Chart 36 for the number of JJAEP programs by required exit conditions.

CHART 36

JJAEP Conditions to Exit Program School Year 2018-2019



- ★ Seventeen of the 25 JJAEPs, or 68% of the programs in school year 2018-2019, required students to successfully complete a specified number of days before they were released from the program.
- ★ Six programs, or 24% of the programs in school year 2018-2019, require students to attend a specific number of days compared to two programs in the previous report.
- ★ Two of the programs, or 8% of the programs in school year 2018-2019, require students complete term of expulsion, regardless of attendance, compared to six programs doing so in the previous report.
- ★ Some programs have the ability for students to earn early release days.
- ★ School districts can contact the JJAEP and state an expulsion is complete at their discretion.

MINIMUM LENGTH OF STAY

According to the information provided in the surveys filled out by each county, a JJAEP’s minimum length of stay for school year 2018-2019 is quite varied. Six JJAEPs, or 24%, do not have an agreed upon minimum length of stay. Some counties have a different minimum for students who are mandatorily placed than for students who are in JJAEP for a discretionary placement. For at least one county, each school district individually determines the minimum length of stay. Some students may transition to their home campus earlier than scheduled with excellent behavior, attendance, while also meeting exit requirements. Table 37 lists the minimum length of stay by county.

TABLE 37

Minimum Length of Stay by County

School Year 2018-2019

County	# of Days	County	# of Days
Bell	30	Jefferson	80
Brazos	80	Johnson	30
Brazoria	65	Lubbock	45
Cameron	90	Montgomery	30
Collin	30	Nueces	60
Dallas	90	Tarrant	90
Denton	30	Travis	30
El Paso	75	Webb	30
Harris	45	Wichita	30
Hidalgo	30	Total Average	52.65

- ★ Six of the 25 locations do not require a minimum length of stay.
- ★ For the 19 counties reporting, the minimum stay ranges from 30 to 90 days.
- ★ The average minimum length of stay was 52.65 days compared to 54.7 days in the previous report.

TRANSPORTATION

Transportation of students is an important issue for JJAEPs. Because the JJAEP serves the entire county, the location of the JJAEP may pose transportation problems for families of 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. Some JJAEPs do not provide transportation for students. Transportation to JJAEPs may be provided by parents, the county, the school district, a private vendor, public transportation or in some combination of these options.

Program administrators reported that attendance is inconsistent for those students who are transported by family members or take public transportation. This group of students is not as successful in completing the requirements for exiting the JJAEP program in a timely manner.

Table 38 depicts the various means of transportation used by JJAEPs in school year 2018-2019 by percentage of use. Departments reported multiple means of transportation.

TABLE 38

JJAEP Transportation Method School Year 2018-2019

Method of Transportation	Number of JJAEP's using method	% of JJAEP's Using method (N=25)
School District	16	64%
Parents/family Members/Friends	25	100%
Public Transportation	10	40%
County/JJAEP	5	20%

- ★ Parents provided some portion of transportation for their students in all 25 JJAEPs.
- ★ School districts provided transportation to some students in 16, or 64%, of the JJAEPs.
- ★ The other 21 locations use from two to four methods of transportation.

Section 5: Measures and Performance of Juvenile Justice Alternative Education Programs

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) ANALYSIS

METHODOLOGY

The 82nd Texas Legislature changed the requirement from using the Texas Assessment of Knowledge and Skills (TAKS) as a measure to the administration and reporting of student passing rates on the STAAR tests for all Texas students. The STAAR test was first administered during the spring semester of the 2012-13 school year. The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, biology and U.S history. For students in JJAEPs, this report provides STAAR results in reading and math.

The student STAAR performance results reported are 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 72% provided a solid sample of students (N=2230) with STAAR testing data. For STAAR testing, there are several opportunities to take the tests each year, yet their results were provided with no specific test date. Matched JJAEP student data was used to analyze the results in Reading/English Language Arts and Mathematics. Due to students having multiple opportunities to take these assessments, and not being able to match to the 75-day stay criterion prior to testing, all JJAEP students who took the STAAR tests will be utilized for analysis regardless of length of stay.

STAAR TESTING PROGRAM: GRADE FOUR THROUGH EIGHT RESULTS

Results for Grades 4–8 will be analyzed initially. For grades 4–8 STAAR tests, the criteria used to determine passing rates is analyzed by grade, JJAEP program characteristics and passing rate (not passing: Level I - did not meet and approaching grade level; passing: Level II - met or level III - exceeded grade level). TEA has completed the phase in process for more rigorous testing standards, which require higher scale scores to denote passing.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR.

Table 39 provides information about excluded and scored STAAR results for 4 - 8 grade students in JJAEPs. Results include only those students whose record was matched to testing data. STAAR results also reflect students scoring on all versions of the STAAR tests (Language Learners, Spanish, or accommodated for students with special education needs).

TABLE 39

**Excluded and Scored STAAR Results for Fourth to Eighth Grade Students in
JJAEP**

School Year 2018-2019

	Grade 4 Math/ Reading	Grade 5 Math/ Reading	Grade 6 Math	Grade 6 Reading	Grade 7 Math	Grade 7 Reading	Grade 8 Math	Grade 8 Reading
Absent	0	1	3	4	6	8	9	11
%	0.0%	4.3%	3.6%	4.8%	2.9%	3.8%	2.2%	2.7%
Other	0	0	1	0	21	22	14	5
%	0.0%	0.0%	1.2%	0.0%	10.0%	10.5%	3.4%	1.2%
Scored	8	22	79	79	183	180	390	397
%	100.0%	95.7%	95.2%	95.2%	87.1%	85.7%	94.4%	96.1%
Total	8	23	83	83	210	210	413	413
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- ★ Between 86% and 100% of students matched to testing were scored on each of the exams.
- ★ There were 84 more eighth graders for the 2018-2019 school year.
- ★ There was a total 413 students and 96.1% completed tests that were scored compared to 84.8% in the previous report.

Table 40 presents the average scale score and passing rates for grade 4 through 8 in math and reading STAAR tests.

TABLE 40

STAAR Passing Rates for JJAEP Students in Grades 4-8

School Year 2018-2019

Grade & Subject	N	Average Scale Score	Passing Rate	Passed Both
4 Math	8	1,416	0%	0%
4 Reading	8	1,367	0%	
5 Math	22	1,475	5%	5%
5 Reading	22	1,428	9%	
6 Math	79	1,486	6%	3%
6 Reading	79	1,428	8%	
7 Math	183	1,513	4%	2%
7 Reading	180	1,481	8%	
8 Math	390	1,572	11%	6%
8 Reading	397	1,577	19%	

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing rates for reading tests in each grade were higher than the passing rates for math for fifth through eighth grade.
- ★ The passing rates for math varied from zero to 11%.
- ★ The passing rates for reading varied from zero to 19%.

Table 41 provides the 2016-2017 and 2018-2019 average scale scores and passing rates comparisons for grade 4-8.

TABLE 41

**Comparison of STAAR Passing Rates for JJAEP Students in Grades 4-8
School Years 2016-2017 and 2018-2019**

Grade & Subject	N 2016-2017	N 2018-2019	Average Scale Score 2016-2017	Average Scale Score 2018-2019	Passing Rate 2016-2017	Passing Rate 2018-2019	Passed Both 2016-2017	Passed Both 2018-2019
4 Math	5	8	1,395	1,416	0%	0%	0%	0%
4 Reading	5	8	1,229	1,367	0%	0%		
5 Math	23	22	1,491	1,475	13%	5%	5%	5%
5 Reading	20	22	1,381	1,428	10%	9%		
6 Math	94	79	1,502	1,486	10%	6%	5%	3%
6 Reading	94	79	1,455	1,428	11%	8%		
7 Math	190	183	1,513	1,513	4%	4%	3%	2%
7 Reading	185	180	1,492	1,481	8%	8%		
8 Math	311	390	1,568	1,572	8%	11%	4%	6%
8 Reading	279	397	1,546	1,577	12%	19%		

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing rates in reading stayed the same or increased for grades seven and eight.
- ★ The passing rates in math stayed the same or decreased for grades four through seven.
- ★ For seventh graders, the number of students taking the math and reading tests were very similar compared to the 2016-2017 school year and the passing rate remained the same.
- ★ For eighth graders, the number of students taking the math (+25%) and reading (+42%) tests was significantly higher compared to the 2016-2017 school year, and passing rates increased from by 38% in math and 58% in reading.

Table 42, JJAEP STAAR Passing Rates for Grades 4–6 in Math and Reading, summarizes the passing rate for each test and grade by key JJAEP student and program characteristics: JJAEP Expulsion Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 42

**STAAR Passing Rates for JJAEP Students in Grades 4-6
School Year 2018-2019**

	Grade 4 Math		Grade 4 Reading		Grade 5 Math		Grade 5 Reading		Grade 6 Math		Grade 6 Reading	
	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total	8	0%	8	0%	22	5%	22	9%	79	6%	79	8%
Expulsion Type												
Mandatory	4	0%	4	0%	12	8%	12	8%	34	6%	35	3%
Discretionary	3	0%	3	0%	5	0%	5	20%	34	3%	33	6%
Non-Expelled	1	0%	1	0%	5	0%	5	0%	11	18%	11	27%
Program Model Type												
Military Component	0	0%	0	0%	0	0%	0	0%	7	14%	8	0%
Therapeutic Model	6	0%	6	0%	18	6%	18	11%	46	4%	45	11%
Traditional Model	2	0%	2	0%	4	0%	4	0%	26	8%	26	4%
Operation Design												
Probation Department & Private Vendor	2	0%	2	0%	4	0%	4	0%	11	9%	11	0%
Probation Department Only	3	0%	3	0%	10	10%	10	10%	16	6%	16	6%
Probation Department & School District	3	0%	3	0%	8	0%	8	13%	52	6%	52	10%
Instructional Staff-to-Student Ratio												
1:4 or lower	0	0%	0	0%	4	0%	4	0%	30	7%	30	3%
1:5 or greater	8	0%	8	0%	18	6%	18	11%	49	6%	49	10%

Note: Passing indicates the student met or mastered the grade level.

- ★ Programs self-identifying as therapeutic served 75% of the cohort.
- ★ If there is a student in a category and the percent passing is zero, then the student(s) took the test, but did not pass.
- ★ The number of students in any particular group represented in this table ranges from one to 52.
- ★ The passing rate varies across program model type and grade, and in the smaller groups, the 0% refers to a small group of students (N<=8).

Table 43, JJAEP STAAR Passing Rates for Grades 7–8 in Math and Reading, summarizes the passing rate for each test and grade by key JJAEP student and program characteristics: JJAEP Expulsion Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 43

**STAAR Passing Rates for JJAEP Students in Grades 7-8
School Year 2018-2019**

	Grade 7 Math		Grade 7 Reading		Grade 8 Math		Grade 8 Reading	
	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total	183	4%	180	8%	390	11%	397	19%
Expulsion Type								
Mandatory	79	3%	78	12%	177	11%	182	21%
Discretionary	81	5%	79	6%	173	11%	174	16%
Non-Expelled	23	4%	23	4%	40	10%	41	20%
Program Model Type								
Military Component	11	0%	10	10%	31	23%	32	25%
Therapeutic Model	118	2%	117	7%	272	11%	278	20%
Traditional Model	54	9%	53	11%	87	6%	87	12%
Operation Design								
Probation Department & Private Vendor	49	6%	48	4%	87	6%	90	16%
Probation Department Only	44	0%	44	9%	103	9%	106	19%
Probation Department & School District	90	4%	88	10%	200	14%	201	20%
Instructional Staff-to-Student Ratio								
1:4 or lower	42	7%	40	15%	102	14%	103	20%
1:5 or greater	141	3%	140	6%	288	10%	294	18%

Note: Passing indicates the student met or mastered the grade level.

- ★ Programs self-identifying as therapeutic served 64% of the cohort.
- ★ Sixteen of the twenty-five programs self-identified as therapeutic, therefore the numbers of students in that model are significantly higher than in the other two models.
- ★ The population of eighth grade students is significantly larger than the seventh grade cohort.
- ★ Eighth grade students had higher passing rates in both math and reading across all program characteristics.

STAAR RESULTS: END-OF-COURSE (EOC) TESTING

For the 2012-2013 school year, the STAAR testing included six end-of-course subjects that the students in JJAEP programs were required to take: English I, English II, English III in the English Language Arts area, and Algebra I, Algebra II and Geometry in the Mathematics area. For the 2018-2019 school year, three subject areas were tested: English I, English II, and Algebra I. This report will be for those subjects only.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR tests. Results include only those students whose record was matched to testing data. Table 44 provides the distribution of STAAR EOC participation during school year 2018-2019 for students in JJAEPs.

TABLE 44

**End-of-Course Testing by Subject
School Year 2018-2019**

	End-of-Course Subjects		
	English I	English II	Algebra I
Absent	60	61	45
%	5.7%	7.6%	5.4%
Other	15	2	13
%	1.4%	0.3%	1.6%
Scored	975	735	771
%	92.9%	92.1%	93.0%
Total	1,050	798	829
%	100.0%	100.0%	100.0%

★ Overall, between 92% and 93% of students within each subject were scored.

For end-of-course examinations, the Phase-In 1 Standard (for EOCs taken in the 2018-2019 school year) was used to determine passing rates. Because end-of-course STAAR testing takes place over several months during the year, no exact information about specific students testing dates exist in the TEA STAAR matched data. Therefore, the students with 75 days or more in JJAEP prior to the STAAR test cannot be properly identified. The reported results are for all students entering JJAEP in school year 2018-19. The passing rates for all JJAEP students who had a score on the specific EOC are presented in Table 45.

TABLE 45

**End-of-Course Average Scale Score and Passing Rates
School Year 2018-2019**

	English I 2016- 2017	English I 2018- 2019	English II 2016- 2017	English II 2018- 2019	Algebra I 2016- 2017	Algebra I 2018- 2019
Student Scored	903	975	735	620	767	771
Average Scale Score	3,497	3,541	3,598	3,544	3,458	3,480
Passing Score	3,775	4,000	3,775	4,000	3,500	4,000
Passing Rate	8%	15%	13%	21%	6%	10%

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing score for English I, English II and Algebra I increased compared to the 2016-2017 scores.
- ★ The passing rates ranged from 10% to 21% across STAAR end-of-course subjects.
- ★ The English I passing rate improved from 8% in the 2016-2017 school year to 15% in the 2018-2019 school year.
- ★ The English II passing rate improved from 13% in the 2016-2017 school year to 21% in the 2018-2019 school year.
- ★ The Algebra I passing rate improved from 6% in the 2016-2017 school year to 10% in the 2018-2019 school year.

Table 46, JJAEP End-Of-Course Passing Rate by Program Model Type, Operation Design, and Staff-to-Student Ratio, summarizes the passing rate for the English I and II and Algebra I tests.

TABLE 46

**End-of-Course Passing Rates by Expulsion Type and Program Characteristics
School Year 2018-2019**

	English I		English II		Algebra I	
	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total	1,050	13%	798	19%	829	9%
Expulsion Type						
Mandatory	571	17%	494	24%	425	13%
Discretionary	353	9%	210	11%	292	6%
Non-Expelled	126	11%	94	16%	112	4%
Program Model Type						
Military Component	91	17%	77	23%	69	10%
Therapeutic Model	671	15%	522	20%	537	10%
Traditional Model	288	9%	199	16%	223	6%
Operation Design						
Probation Department and Private Vendor	268	13%	198	20%	217	7%
Probation Department Only	278	13%	206	12%	205	11%
School District and Probation Department	504	14%	394	23%	407	9%
Instructional Staff-to-Student Ratio						
1:4 or lower	308	15%	240	23%	248	9%
1:5 or greater	742	13%	558	18%	581	9%

Note: Passing indicates the student met or mastered the grade level.

- ★ Programs self-identifying as therapeutic served 64% of the cohort.
- ★ The passing rates vary across all program characteristics and improved compared to the previous report, ranging from 7% to 24% compared to the 2016-2017 rate of 2% to 17%.
- ★ For Expulsion Type, students with mandatory referrals had higher passing rates in English I, English II and Algebra I, then students with discretionary referrals or “other” referrals.
- ★ Students in a JJAEP characterized as having a military component had the highest passing rate for English I and English II, while the highest passing rate for Algebra I was the same for the programs with military component and Therapeutic Model for Algebra I.
- ★ English II had higher passing rates than the English I and Algebra I tests.
- ★ The passing rates vary across “Instructional Staff-to-Student Ratio,” ranging from 9%-23% compared to the 2016-2017 rates of 3% -16%.
- ★ Students in JJAEPs with a 1:3 or lower staff-to-student ratio had a higher passing rates in English I and English II, while the passing rate for Algebra I was the same for all instructional staff-to-student ratios.

IOWA TESTS OF BASIC SKILLS ANALYSIS

METHODOLOGY

Analysis of STAAR results provides one assessment of overall JJAEP performance. Since the STAAR 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.

Previously, the length of enrollment used in previous reports was 90 days and used as the standard for requiring the administration of the ITBS/ITED tests. As the numbers of students sent to JJAEPs have declined over the last several years, the average length of enrollment has also declined to 77 days. In consequence, the standard for determining the need for post-tests was changed to 75 days. Currently, students who are expected to be enrolled 75 days or longer are assessed in reading and mathematics, at entry to, and exit from, the program. Students participate in a reading comprehension and vocabulary evaluation that 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 75 school days and possessed valid test scores (i.e., 104-384). Students in this sample totaled 736 students. The average length of stay for this group was 111 days compared to the overall student length of stay for all JJAEP exiting students, which was 77 days. This group of student performance results are identified as the ITBS/ITED Cohort. Bexar, Brazoria, Collin, Lubbock and Williamson counties did not have eligible students for this ITBS/ITED cohort.

STATEWIDE ITBS/ITED GRADE EQUIVALENCY SCORES

Table 47 presents the ITBS/ITED Cohort grade equivalency for school year 2018-2019.

TABLE 47
ITBS/ITED Average Grade Equivalency Scores
for Students Assigned at Least 75 School Days in JJAEP
School Year 2016-2017 and 2018-2019

Iowa Test	N	Admission Average	Exit Average	Difference
Math 2016-2017	646	6.67	7.13	0.46
Math 2018-2019	736	7.52	7.98	0.47
Reading 2016-2017	646	6.90	7.44	0.54
Reading 2018-2019	736	7.18	7.77	0.58

- ★ At admission, students in the 2018-2019 cohort had an average ITBS/ITED grade equivalency at the 7th grade level in both math and reading while the 2016-2017 cohort was averaging in the second half of sixth grade.
- ★ The average grade equivalency results for reading increased by one semester from admission to exit.
- ★ Reading scores improved slightly more than Math scores, both of which were at a slightly higher gain than in the 2016-2017 school year.

ITBS/ITED AVERAGE GROWTH 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 for whom eligible students were reported. Bexar, Brazoria, Collin, Lubbock and Williamson counties did not have eligible students for this ITBS/ITED cohort. Table 48 presents the math and reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2018-2019.

TABLE 48
ITBS/ITED Average Grade Equivalency Scores by County
for Students Assigned at Least 75 Days in JJAEP
School Year 2018-2019

County	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
BELL	1	10.50	11.30	0.80	1	9.50	8.50	-1.00
BRAZOS	12	7.41	7.76	0.35	12	6.59	7.98	1.39
CAMERON	25	8.48	9.57	1.10	25	7.25	8.77	1.52
DALLAS	124	7.53	7.91	0.38	124	6.38	7.28	0.90
DENTON	34	10.20	10.57	0.37	34	10.15	10.81	0.66
EL PASO	19	7.89	2.24	-5.65	19	7.03	2.16	-4.87
FORT BEND	40	7.46	7.52	0.06	40	6.85	6.58	-0.27
GALVESTON	8	8.41	9.58	1.16	8	9.46	9.50	0.04
HARRIS	116	7.20	7.74	0.53	116	6.84	7.23	0.39
HIDALGO	10	5.80	7.06	1.26	10	4.62	6.23	1.61
JEFFERSON	4	7.85	5.65	-2.20	4	7.88	9.43	1.55
JOHNSON	5	5.82	7.54	1.72	5	6.14	6.90	0.76
MCLENNAN	18	6.18	6.91	0.73	18	5.86	6.67	0.81
MONTGOMERY	104	8.10	8.91	0.82	104	8.51	9.38	0.86
NUECES	15	5.85	6.53	0.69	15	6.31	7.43	1.13
TARRANT	116	7.43	7.79	0.36	116	7.41	7.79	0.38
TAYLOR	4	8.98	8.43	-0.55	4	7.58	7.65	0.08
TRAVIS	12	8.16	8.20	0.04	12	8.26	9.28	1.03
WEBB	47	5.92	7.85	1.93	47	5.21	7.14	1.93
WICHITA	22	7.04	8.60	1.56	22	8.03	8.28	0.25

- ★ Five programs tested ten or fewer students compared to nine programs in the previous report.
- ★ In seventeen of twenty programs (85%), students showed an improvement in math with a range of staying on grade level .06 to 1.93 grade levels.
- ★ In seventeen of twenty programs (85%), students showed an improvement in reading/ELA, from staying on grade level .04 up to 1.93 grade levels.
- ★ The greatest positive change in math scores was in Webb County where the average score increased 1.93 grade levels for nineteen students.
- ★ The greatest positive change in reading scores was in Webb County where the average score increased 1.93 grade levels for ten students.
- ★ A drop in average score at exit may exist for a variety of reasons.

- ★ The county administrators state that the decrease in grade level is more an indication of lack of effort on the part of the individual test takers, not a reflection of how well or poorly the students learned or participated.

ITBS/ITED GRADE EQUIVALENCY SCORES BY RACE

Table 49 presents the ITBS/ITED performance of JJAEP students by race in math and reading for school year 2018-2019.

TABLE 49

**ITBS/ITED Average Grade Equivalency Scores by Race
for Students Assigned at Least 75 Days in JJAEP
School Year 2018-2019**

Race Category	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
African American	165	6.75	7.29	0.54	165	6.49	6.80	0.30
White	404	7.23	7.66	0.43	404	6.58	7.29	0.72
Hispanic	143	8.87	9.42	0.55	143	9.33	9.90	0.57
Other	24	9.50	9.67	0.17	24	9.32	9.66	0.34

- ★ All racial groups demonstrated staying on grade level or showing improvement in reading and math during their enrollment in the JJAEP.
- ★ Students who were African-American had the lowest average admission scores in reading and math.
- ★ Students who were self-identified as 'Other' had had the smallest math gain.
- ★ Students who were African American had had the smallest reading gain.
- ★ Students, identified as 'Other' (Asian, American Indian, and Pacific Islander), comprised the smallest group.

ITBS/ITED GRADE EQUIVALENCY SCORES BY TYPE OF JJAEP EXPULSION

Students placed into a JJAEP may perform differently by type of expulsion. Table 50 presents the results of the ITBS/ITED grade equivalency scores by type of JJAEP expulsion for school year 2018-2019.

TABLE 50
ITBS/ITED Average Grade Equivalency Scores by Expulsion Type
for Students Assigned at Least 75 Days in JJAEP
School Year 2018-2019

Expulsion Type	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory	448	7.88	8.19	0.30	448	7.58	8.03	0.45
Discretionary	220	6.76	7.53	0.77	220	6.30	7.28	0.98
Non-Expelled	68	7.53	8.11	0.59	68	7.44	7.60	0.16

- ★ Students in JJAEP due to a mandatory expulsion had, at entry, the highest admission average for both math and reading.
- ★ Students overall reading and math scores increased from three to nine months of growth at exit regardless of expulsion type.
- ★ All admission and exit averages were higher than in the previous report.

ITBS/ITED GRADE EQUIVALENCY SCORES BY PROGRAM CHARACTERISTIC

Table 51 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 51

**ITBS/ITED Average Grade Equivalency Scores by Program Characteristics
for Students Assigned at Least 75 Days in JJAEP
School Year 2018-2019**

Program Characteristics	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Program Model Type								
Military Component	38	9.95	10.05	0.10	38	9.91	10.66	0.76
Therapeutic Model	566	7.47	8.00	0.52	566	7.21	7.81	0.59
Traditional Model	132	6.99	7.33	0.33	132	6.26	6.77	0.50
Operation Design								
Probation Department Private Vendor	63	7.40	8.22	0.82	63	6.84	8.14	1.30
Probation Department Only	308	7.15	7.83	0.68	308	6.39	7.26	0.87
Probation Department and School District	365	7.85	8.07	0.22	365	7.91	8.13	0.22
Instructional Staff-to-Student Ratio								
1:4 or lower	130	8.13	7.56	-0.57	130	7.88	7.46	-0.42
1:5 or greater	606	7.38	8.07	0.69	606	7.03	7.83	0.80

- ★ Programs self-identifying as therapeutic served 77% of the cohort.
- ★ Positive growth in reading and math was demonstrated by all programs by program model, operation design and the higher instructional staff-to-student ratio.
- ★ The largest positive change in grade equivalency scores for math and reading was in JJAEPs operated jointly by the probation department and a private vendor and, with increases of .82 and 1.30 grade levels, respectively.
- ★ Exit average on math for the military model showed the smallest gain.
- ★ Exit average on reading for the probation and school district operation design showed the smallest gain.
- ★ The instructional staff to 1:4 or lower student ratio shows decreases in the difference scores.

ITBS/ITED GROWTH EXPECTATIONS

In order to examine growth expectations, analysis was performed to determine the number of students who tested below grade level on entry. TJJJ 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. Table 52 provides the ITBS/ITED Cohort by Expected Growth.

TABLE 52

**JJAEP ITBS/ITED Cohort Entry Scores by Growth
School Year 2018-2019**

Entry Scores	Math				Reading			
	ITBS/ITED Cohort		Met or Exceeded Expected Growth		ITBS/ITED Cohort		Met or Exceeded Expected Growth	
	N	%	N	%	N	%	N	%
Tested At or Above Grade Level at Entry	190	26%	54	28%	195	26%	46	24%
Tested Below Grade Level at Entry	546	74%	264	48%	541	74%	274	51%
Total	736	100%	318	43%	736	100%	320	43%

- ★ Based on TJJJ analysis, 74% of students tested below grade level in math for the 2018-2019 school year, down from 78% in 2016-2017.
- ★ For reading, 74% of students tested below grade level for the 2018-2019 school year, down from 75% in 2016-2017.
- ★ Forty-eight percent of students who entered at below grade level in math, met or exceeded expected growth targets in math reading compared to 28% those students who were at or above grade level.
- ★ Fifty-one percent of students who tested below grade level in reading at entry to the JJAEP achieved or exceeded 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 reading at entry to the JJAEP.

GROWTH RATE BY PROGRAM CHARACTERISTIC

Table 53 provides ITBS/ITED growth expectation by program characteristic.

TABLE 53

**ITBS/ITED Growth Expectations by Program Characteristics
School Year 2018-2019**

Program Characteristics	Math		Reading	
	N	Percent At or Exceeding Expectations	N	Percent At or Exceeding Expectations
Program Model Type				
Military Component	11	29%	13	34%
Therapeutic Model	255	45%	249	44%
Traditional Model	52	39%	58	44%
Operation Design				
Probation Department and Private Vendor	21	33%	26	41%
Probation Department Only	142	46%	162	53%
Probation Department and School District	155	42%	132	36%

- ★ Percent of growth expectation who were at or exceeding expectation in math ranged from 29% to 46%.
- ★ Percent of growth expectation who were at or exceeding expectation in reading ranged from 34% to 53%.
- ★ Students in program model types, therapeutic and traditional, met ITBS/ITED growth expectations in math at a higher rate than students in programs with a military model for school year 2018-2019.
- ★ Students in JJAEPs operated by the probation department only operation design met ITBS/ITED growth expectations at a higher rate in both reading and math than students in JJAEPs operated by probation and school districts or in cooperation with a private vendor operation design.

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 78%. The attendance rates were calculated from monthly program data provided by the counties. TJJD has chosen to continue to use this benchmark since the 2002-2003 school year.

The attendance benchmark, 78%, was established for the 2002-2003 school year, and was based on JJAEP attendance rates for school years 1999-2000 through 2001-2002. This cohort includes students whose entry may have been during the 2017-2018 school year as well as those who began their expulsion during the 2018-2019 school year. Table 54 presents attendance rates for JJAEPs for the 2018-2019 school year by county and statewide.

TABLE 54
JJAEP Attendance Rates by County
School Year 2018-2019

County	Statewide Benchmark	2018-2019 Rate	Difference	County	Statewide Benchmark	2018-2019 Rate	Difference
BELL	78%	76%	-2%	JEFFERSON	78%	74%	-4%
BEXAR	78%	80%	2%	JOHNSON	78%	95%	17%
BRAZORIA	78%	88%	10%	LUBBOCK	78%	82%	4%
BRAZOS	78%	94%	16%	MCLENNAN	78%	77%	-1%
CAMERON	78%	75%	-3%	MONTGOMERY	78%	88%	10%
COLLIN	78%	85%	7%	NUECES	78%	83%	5%
DALLAS	78%	81%	3%	TARRANT	78%	79%	1%
DENTON	78%	93%	15%	TAYLOR	78%	75%	-3%
EL PASO	78%	88%	10%	TRAVIS	78%	83%	5%
FORT BEND	78%	91%	13%	WEBB	78%	74%	-4%
GALVESTON	78%	90%	12%	WICHITA	78%	96%	18%
HARRIS	78%	74%	-4%	WILLIAMSON	78%	86%	8%
HIDALGO	78%	69%	-9%	STATEWIDE	78%	82%	4%

- ★ The statewide JJAEP attendance rate has remained the same as was reported in the previous report.
- ★ Seventeen of twenty-five counties (60%) met or exceeded the attendance benchmark of 78%.
- ★ Six counties or 23% of JJAEPs maintained attendance rates of 90% or better (i.e., Brazos, Denton, Fort Bend, Galveston, Johnson and Wichita).
- ★ Ten JJAEPs (40%) had attendance rates between 80% and 89% (i.e., Bexar, Brazoria, Collin, Dallas, El Paso, Lubbock, Montgomery, Nueces, Travis and Williamson).
- ★ Five counties: Bell, Cameron, Harris, Hidalgo, McLennan, Taylor and Webb did not meet the attendance benchmark.

ATTENDANCE RATES BY EXPULSION TYPE

When examining attendance rates by county, student attendance rates varied by JJAEP expulsion type during the 2018-2019 school year. This cohort includes students whose entry may have been during the 2017-2018 school year as well as those who began their expulsion during the 2018-2019 school year. Table 55 provides the attendance rate by expulsion type.

TABLE 55

**JJAEP Attendance Rates by Expulsion Type
School Year 2018-2019**

County	Expulsion Type			
	Mandatory	Discretionary	Non-Expelled	Total
BELL	76%	0%	0%	76%
BEXAR	85%	72%	0%	80%
BRAZORIA	88%	86%	96%	88%
BRAZOS	92%	0%	94%	94%
CAMERON	82%	63%	80%	75%
COLLIN	90%	81%	0%	85%
DALLAS	83%	72%	40%	81%
DENTON	96%	86%	90%	93%
EL PASO	88%	0%	0%	88%
FORT BEND	94%	75%	90%	91%
GALVESTON	90%	0%	0%	90%
HARRIS	77%	72%	44%	74%
HIDALGO	80%	65%	0%	69%
JEFFERSON	73%	75%	0%	74%
JOHNSON	94%	100%	0%	95%
LUBBOCK	96%	84%	75%	82%
MCLENNAN	82%	77%	0%	77%
MONTGOMERY	89%	87%	86%	88%
NUECES	97%	80%	0%	83%
TARRANT	83%	60%	55%	79%
TAYLOR	83%	75%	0%	75%
TRAVIS	83%	81%	0%	83%
WEBB	79%	72%	87%	74%
WICHITA	95%	0%	97%	96%
WILLIAMSON	90%	80%	86%	86%
STATEWIDE	86%	74%	89%	82%

- ★ In school year 2018-2019, the attendance rate was 86% for mandatory students, the same rate as reported in the previous report.
- ★ In school year 2018-2019, the attendance rate was 74% for discretionary students, a decrease of four percent from the previous report.
- ★ In school year 2016-2017, the attendance rate was 82% for non-expelled students, a decrease of five percent from the previous report.

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 after 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 and 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 Pupil Education Information Management System (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 2017-2018 and 2018-2019). Data was not available for juveniles enrolled before the third six-week period of school year 2017-2018 or for juveniles who exited after the fourth six-week period of school year 2018-2019.



A negative change in absence rate indicates a positive change in student attendance after returning to regular school. Table 56 provides the overall change in average absence rate for JJAEPs in school year 2018-2019.

TABLE 56

Statewide Absence Rates for Students Before and After JJAEP Placement School Years 2016-2017 and 2018-2019

	N	Before	After	% Change in Absence Rate
Statewide 2016-2017	598	13.9%	13.2%	-5%
Statewide 2018-2019	529	14.5%	12.6%	-13%

- ★ Statewide, the proportion of absences during the two six-week periods after program participation decreased by 13%, an improved absence rate compared to the 2016-2017 school year (5%).

Table 57 gives a statewide breakdown of student absences rates.

TABLE 57

Student Absence Rates After Exiting JJAEP School Year 2018-2019

Students Exiting JJAEP	N	%
Students whose absence rate increased	208	39%
Students whose absence rate stayed the same	14	3%
Students whose absence rate decreased	307	58%
Total	529	100%

- ★ The absence rate for 58% of students decreased after exiting the JJAEP and returning to their home school, a three percent improvement compared to the previous report.
- ★ The absence rate for 39% of students increased after exiting the JJAEP and returning to their home school, a four percent improvement compared to the previous report.

Table 58 provides the absence rates and the change in absences by county for students in JJAEPs in school year 2018-2019. A negative change in absence rate indicates a positive change in student attendance after returning to regular school.

TABLE 58

**Absence Rates by County for Students in JJAEP
School Year 2018-2019**

County	N	Before	After	% Change in Absence Rate
BEXAR	60	16.5%	17.0%	3%
BRAZORIA	30	10.1%	8.4%	-17%
BRAZOS	4	19.9%	16.4%	-17%
CAMERON	12	18.2%	18.9%	4%
COLLIN	24	13.2%	12.1%	-8%
DALLAS	33	15.3%	8.6%	-43%
DENTON	20	3.6%	5.2%	46%
EL PASO	8	15.6%	13.1%	-16%
FORT BEND	27	15.1%	9.0%	-40%
GALVESTON	3	12.3%	1.1%	-91%
HARRIS	81	13.5%	13.1%	-3%
HIDALGO	23	17.5%	14.7%	-16%
JEFFERSON	7	38.5%	18.4%	-52%
JOHNSON	1	19.6%	10.3%	-47%
LUBBOCK	22	9.9%	5.4%	-45%
MCLENNAN	29	15.8%	16.9%	7%
MONTGOMERY	28	9.0%	10.0%	10%
NUECES	8	24.4%	21.1%	-13%
TARRANT	36	15.3%	11.1%	-27%
TAYLOR	6	11.2%	22.5%	100%
TRAVIS	18	24.3%	23.5%	-3%
WEBB	20	19.1%	13.6%	-29%
WICHITA	16	8.3%	4.8%	-42%
WILLIAMSON	13	10.5%	14.5%	38%
Statewide	529	14.5%	12.6%	-13%

- ★ Seventeen of the 24 JJAEPs (71%) experienced decreased absence rates when students returned to school after exiting the JJAEP.
- ★ Eight counties had an increased absence rate: Bexar, Cameron, Denton, Jefferson, McLennan, Montgomery, Taylor and Williamson.

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. Disciplinary incidents in school year 2018-19 involving a JJAEP student were 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 2017-2018 or for juveniles who exited after the fourth six-week period of school year 2018-2019.

Table 59 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2018-2019.

TABLE 59

Statewide Before and After Average Disciplinary Referrals for Students Exiting from JJAEP School Year 2018-2019

	N	Before	After	% Change in Disciplinary Referrals
Statewide	940	2.30	1.00	-57%

- ★ Statewide, the average number of disciplinary incidents declined 57% in the two six-week periods after students exited the JJAEP, an improvement of 4% compared to the previous report.

Table 60 identifies the change in number of disciplinary referrals after exiting the JJAEP.

TABLE 60

Student Disciplinary Referrals After Exiting JJAEP School Year 2018-2019

Students Exiting JJAEP	N	%
Students with increase in discipline referrals	135	14%
Students with no difference in discipline referrals	239	25%
Students with decrease in discipline referrals	566	60%
Total	940	100%

- ★ Though the 2018-2019 cohort is larger than the 2016-2017 cohort is, there were 138 fewer students with discipline referrals.
- ★ Sixty percent of the students experienced a decrease in disciplinary referrals after participating in a JJAEP.
- ★ Twenty-five percent of the students had continued to have the same amount of discipline referrals or more in the two six weeks following their return to their school district.
- ★ For students with an increase in discipline referrals, 14% was reported in 2018-2019 versus 16% in the previous report, a 14% improvement.

Table 61 shows the number of disciplinary referrals for students before and after JJAEP participation.

TABLE 61

**Students with Zero to Five or More Disciplinary Referrals Before and After JJAEP
School Year 2018-2019**

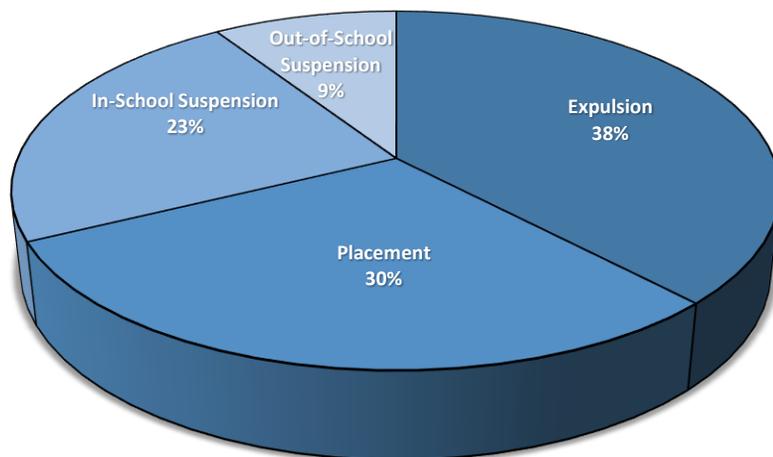
Students Exiting JJAEP	Before JJAEP		After JJAEP	
	N	%	N	%
Students with zero discipline referrals	265	28%	595	63%
Students with one discipline referrals	110	12%	101	11%
Students with two discipline referrals	147	16%	78	8%
Students with three discipline referrals	119	13%	53	6%
Students with four discipline referrals	90	10%	40	4%
Students with five or more discipline referrals	209	22%	73	8%
Total:	940	100%	940	100%

- ★ Twenty-eight percent of students had no disciplinary referrals during the “before” tracking period as the incident resulting in expulsion to the JJAEP occurred in the six-week period in which they entered the program.
- ★ The proportion of juveniles with zero disciplinary referrals increased from 28% in the two six-week periods before JJAEP entry to 63% in the two six-week periods after exiting the JJAEP.
- ★ The proportion of juveniles with two disciplinary referrals decreased from 16% before entering the JJAEP to 8% after exit.
- ★ The proportion of juveniles with three disciplinary referrals decreased from 13% before entering the JJAEP to 6% after exit.
- ★ The proportion of juveniles with two disciplinary referrals decreased from 10% before entering the JJAEP to 4% after exit.
- ★ The proportion of juveniles with five or more disciplinary referrals decreased from 22% before entering the JJAEP to 8% after exit.

The level of disciplinary actions for students in the two six-week periods prior to, and after, JJAEP placement are described in Tables 62 and 63. Since 28% of 940 students had no disciplinary referrals during the 'before' tracking period, the following two charts describe the level of disciplinary actions for the 72% of the 'before JJAEP' students (N= 675). Since 63% of the students had no disciplinary referrals after JJAEP placement, the following two charts describe the level of disciplinary actions for 37% of the 'after JJAEP' students (N= 345).

CHART 62

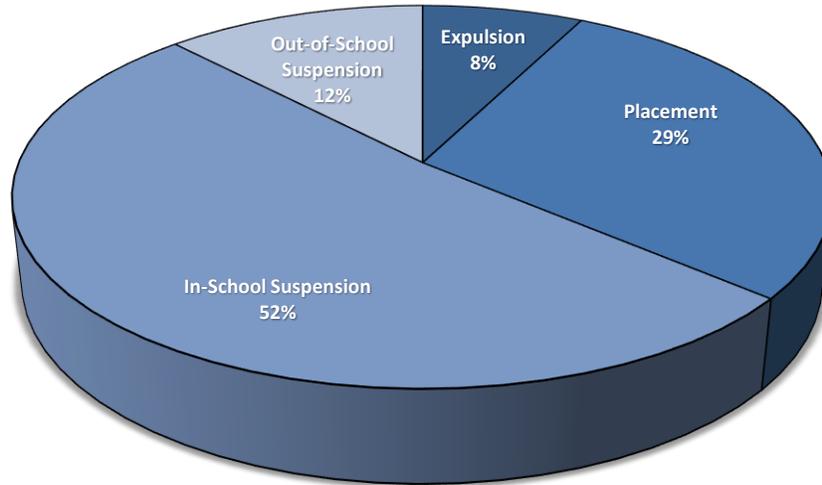
**Level of Disciplinary Actions in the Two Six-Week Periods
Before JJAEP Entry
School Year 2018-2019**



- ★ Prior to JJAEP entry, for 675 applicable students, 38% of the disciplinary actions were expulsions.
- ★ Thirty percent of the disciplinary actions were placements to an alternative school setting.
- ★ Twenty-three percent of the disciplinary actions were in-school suspensions.
- ★ Nine percent of the disciplinary actions were out-of-school suspensions.
- ★ All of the percentages reported are similar to those reported in the previous report.

CHARTS 63

**Level of Disciplinary Actions in the Two Six-Week Periods
After JJAEP Exit
School Year 2018-2019**



- ★ For 345 JJAEP students with disciplinary actions after exiting the JJAEP, 52% or 178 students received the disciplinary action of in-school suspension.
- ★ For 42 students (12%), the disciplinary actions was out-of-school suspensions.
- ★ For 99 students (29%), the disciplinary action was placement to an alternative school setting.
- ★ For 26 students, (8%), the disciplinary action was expulsion.

JUVENILE PROBATION SYSTEM RE-CONTACT RATE ANALYSIS

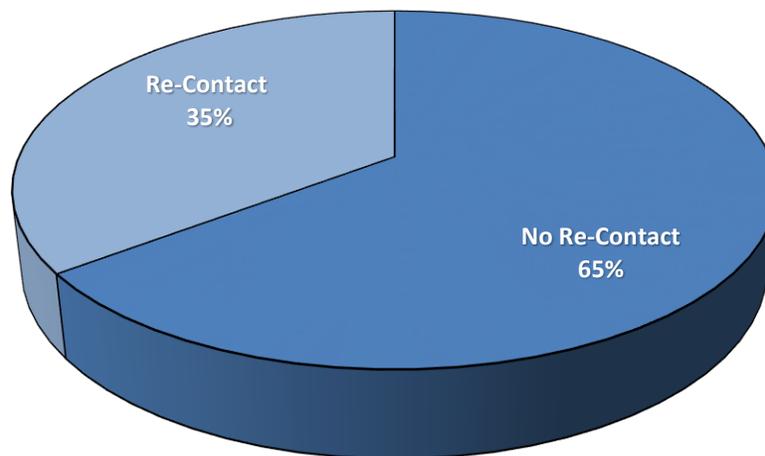
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Following their exit from the JJAEP, students were tracked in the juvenile probation system for one year. A re-contact was defined as any subsequent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

Students who exited JJAEPs in school year 2018-2019, who were less than 16 years of age at the time of exit, had a formal referral to a juvenile probation department and exited by February 28, 2019, were included in the one year analysis (N= 802). In the previous report, 803 students were included in this cohort.

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 TJJJ referral data using the juvenile's personal identification number (PID). Chart 64 shows the re-contact rate within one year for students who exited the JJAEP during school year 2018-2019.

CHART 64

JJAEP One-Year Re-Contact Rates School Year 2018-2019



- ★ The re-contact rate for 283 of 803 juveniles was 35%, a decrease of eight percent compared to the previous report of 43% for 342 of 802 juveniles.
- ★ 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 eight, two less than reported in the previous report.
- ★ A total of 49% of the students had one subsequent contact – up three percent from the previous report.
- ★ Twenty-four percent had two subsequent contacts – down four percent from the previous report.
- ★ Twenty-seven percent had three or more subsequent contacts – up one percent from the previous report.

One-Year Re-Contact Rates by Program Exit for Students in JJAEP

Each student’s exit from the JJAEP is accounted for in only one of the exit reason categories. JJAEPs do not confer credits, graduation or high school equivalency completion as the home school is responsible for ensuring the students’ grades, credits and graduation are conferred. Program exits are defined in three exit reason categories as described below.

Exit Reasons include:

- ★ **Return to Local School District is due to one of the following reasons:**
 - Completed program/returned to home school
 - Completed program/term of probation expired
 - Completed program/term of placement ended
 - High School Equivalency Completion
 - Graduated
- ★ **Left Program Incomplete -Student has been terminated from the JJAEP due to one of the following reasons:**
 - a probation modification or revocation,
 - an out-of-home placement,
 - being held in juvenile detention,
 - being held in jail,
 - absconding (violation of conditions of release from detention or court order),
 - being committed to the Texas Juvenile Justice Department,
 - being committed to the Texas Department of Criminal Justice, or
 - being truant or a runaway
- ★ **Other - A student who left the JJAEP due to one of the following reasons:**
 - out of county move,
 - death,
 - medical reason,
 - other non-delinquency reason, or
 - withdrew to enroll in another educational program that is not provided by the student’s home district.

Table 65 provides the one year re-contact rate by program exit for students in JJAEPs.

TABLE 65

**One-Year Re-Contact Rates by Program Exit for Students in JJAEP
School Year 2016-2017 and 2018-2019**

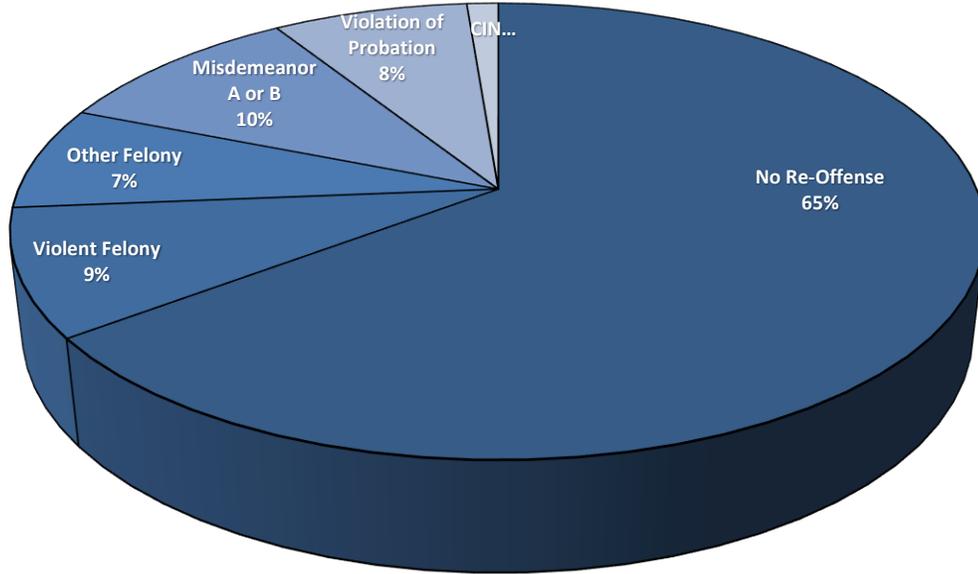
	Re-Contact Status	Program Exit						Total	
		Return to Local School District		Left Program Incomplete		Other Exits		N	%
		N	%	N	%	N	%		
2016-2017	No Re-Contact	367	65%	40	30%	54	50%	461	57%
	Re-Contact	195	35%	92	70%	55	50%	342	43%
	Total	562	100%	132	100%	109	100%	803	100%
2018-2019	No Re-Contact	418	69%	50	43%	51	60%	519	65%
	Re-Contact	184	31%	65	57%	34	40%	283	35%
	Total	602	100%	115	100%	85	100%	802	100%

- ★ 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.
- ★ For 2018-2019, the re-contact rates were lower in all categories compared to the previous report.

The one-year re-contact rate by severity of subsequent offense is presented below in Chart 66.

CHART 66

**Re-Contact Rates by Severity of Subsequent Offense
School Year 2018-2019**



- ★ More than half of the students 65% had no re-contact with the county probation department, an increase of seven percent compared to the previous report.
- ★ CINS was half the rate compared to the previous report.
- ★ Violation of probation remained the same as in the previous report.
- ★ Violent felony remained the same as in the previous report.
- ★ Other felony declined by one percent compared to the previous report.
- ★ Misdemeanors decreased from 15% in the previous report to 10% in this report.

The one-year re-contact rate by county and offense level for which students were subsequently referred is presented below in Table 67.

TABLE 67

**One-Year Re-Contact Rates by County and Offense Type
School Year 2018-2019**

County	N	Subsequent Offense Type				Total Re-Contact
		Felony	Misdemeanor A or B	Violation of Probation	CINS	
BEXAR	78	18%	12%	6%	0%	36%
BRAZORIA	42	10%	14%	10%	0%	33%
BRAZOS	18	6%	17%	22%	11%	56%
CAMERON	26	8%	15%	15%	8%	46%
COLLIN	23	17%	9%	9%	0%	35%
DALLAS	61	18%	5%	11%	2%	36%
DENTON	24	13%	4%	8%	0%	25%
EL PASO	3	0%	0%	0%	0%	0%
FORT BEND	36	11%	11%	8%	0%	31%
GALVESTON	5	0%	0%	0%	0%	0%
HARRIS	78	10%	9%	3%	0%	22%
HIDALGO	22	27%	23%	5%	5%	59%
JEFFERSON	15	27%	0%	7%	0%	33%
JOHNSON	6	0%	0%	17%	0%	17%
LUBBOCK	41	22%	12%	7%	0%	41%
MCLENNAN	50	24%	4%	8%	8%	44%
MONTGOMERY	64	8%	5%	9%	0%	22%
NUECES	12	25%	8%	0%	0%	33%
TARRANT	53	15%	15%	2%	0%	32%
TAYLOR	13	0%	23%	23%	0%	46%
TRAVIS	26	23%	4%	0%	0%	27%
WEBB	40	28%	20%	8%	0%	55%
WICHITA	41	32%	5%	15%	0%	51%
WILLIAMSON	25	12%	12%	0%	0%	24%
Total	802	16%	10%	8%	1%	35%

- ★ Twenty-four JJAEPs had students who met the criteria for this analysis.
- ★ The range of students in each program varied from three to 78.
- ★ The lowest one-year re-contact rate in a county was zero percent with 19 counties reporting zero percent for CINS offenses; five counties reporting zero percent for violation of probation, four counties reporting 0% for misdemeanors and two counties reporting no felony re-contacts.

- ★ The highest re-contact rate across all levels of offense was 59% in Hidalgo County compared to 75% in Brazos County as reported in the previous report.
- ★ The range of subsequent offenses of CINS ranged from zero to 11% (Brazos County).
- ★ The range of subsequent offenses of Violation of Probation ranged from zero to 23% (Taylor County).
- ★ The range of subsequent offenses of Misdemeanor A & B ranged from zero to 23% (Hidalgo and Taylor Counties).
- ★ The range of subsequent offenses of Felony varied from zero to 32% (Wichita County).
- ★ The JJAEP statewide re-contact rate was 35% for the 2018-2019 school year, seven percent lower than in the previous report.

Table 68 shows one year re-contact rates and subsequent offense by program characteristics.

TABLE 68

**One-Year Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2018-2019**

Program Characteristics	Subsequent Offense Type				Total Re-Contact
	Felony	Misdemeanor A or B	Violation of Probation	CINS	
Program Model Type					
Military Component	14%	9%	9%	0%	31%
Therapeutic Model	15%	9%	7%	1%	32%
Traditional Model	20%	13%	9%	3%	45%
Operation Design					
Probation Department and Private Vendor	19%	12%	6%	2%	39%
Probation Department Only	14%	11%	9%	1%	36%
Probation Department and School District	16%	9%	8%	1%	33%

- ★ All subsequent offense percentages were lower compared to the previous report.
- ★ In school year 2018-2019, both therapeutic and military model types had the lowest total re-contact rate.
- ★ The re-contact rate for operation design for probation department and private vendor had the highest re-contact rate.

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, 2018 and February 29, 2019, and who received dispositions of supervisory caution, deferred prosecution or probation was analyzed.

Table 69 describes re-contact rates for students in JJAEPs versus student who were involved with the probation system and not referred to JJAEP.

TABLE 69

**Comparison of One-Year Re-Contact Rates
for JJAEP and Non-JJAEP Juveniles
School Years 2014-2015, 2016-2017, and 2018-2019**

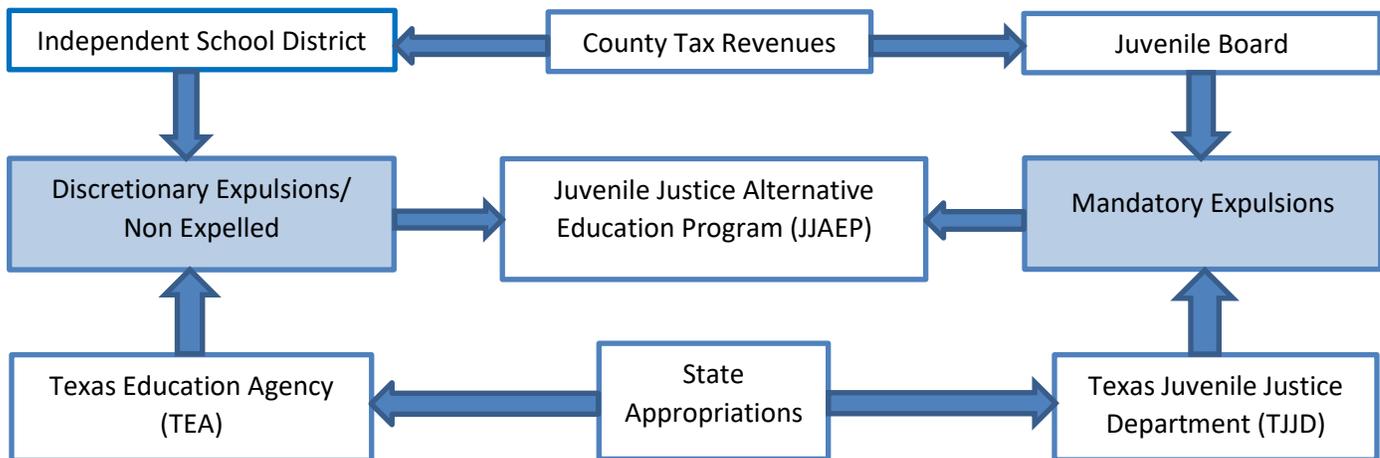
Juvenile Type	One-Year Re-Contract Rates		
	2014-2015	2016-2017	2018-2019
JJAEP Juveniles	41%	43%	35%
Non-JJAEP Juveniles	33%	32%	31%

★ The percentage of JJAEP Juveniles having re-contact with the probation department has decreased by 16%.

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.



During the 2018-2019 school year, TJJD allocated up to \$96.00, during the regular school year, for each mandatory student attendance day for counties that are required to operate a JJAEP. During the regular school year, TJJD disbursed \$86.00 for each mandatory student attendance day, for attendance that included August to January. As of February through the end of the school year, the daily rate was decreased to \$60.00 per school attendance day in order to be able to provide some funding for every school day in the regular school year. Due to the large increase in regular school year attendance, there were no funds available to pay for summer school mandatory attendance days. TJJD allocated the remaining JJAEP funds to pay an additional amount for each mandatory student attendance day in the regular school year, which totaled just over \$3.00. Doing so allowed TJJD to disburse all funds intended for JJAEP while ensuring regular costs throughout the school year remained supported. 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 (MOU) 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, these 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 to gather expenditure data from the counties. The counties were required to work with their local school districts to collect any expenditure by the school districts for the JJAEP program. During this process, some problematic data was identified and the respective 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 presents expenditures for each program in the following ways: program size based on average daily attendance, program model type and operation design. All counties reported the requested expenditures. Because of these efforts, this report contains a reasonable cost analysis for the 25 JJAEPs.

Statewide Reported Costs for all JJAEP Programs

Statewide, total costs for all programs have continued to decrease each biennium. Table 70 provides cost totals and cost per day since the 2006-2007 biennial report.

TABLE 70

Statewide Reported Costs for all JJAEP Programs From School Year 2006-2007 Through School Year 2018-2019

School Year	Reported Cost Totals	Difference in Cost From Previous Year	Change %	Average Cost Per Day	Changes in Ave. Costs Per Day	% Change
2006-2007	\$36,814,084.17			\$117.29		
2008-2009	\$36,624,764.66	(\$189,319.51)	-0.51%	\$155.37	\$38.08	24.51%
2010-2011	\$31,082,528.88	(\$5,542,235.78)	-15.13%	\$192.59	\$37.22	23.96%
2012-2013	\$25,075,432.82	(\$6,007,096.06)	-19.33%	\$184.41	(\$8.18)	-4.25%
2014-2015	\$26,324,181.45	\$1,248,748.63	4.97%	\$212.52	\$28.11	15.24%
2016-2017	\$24,459,768.49	(\$1,864,412.96)	-7.08%	\$208.77	(\$3.75)	-1.76%
2018-2019	\$26,099,314.20	\$1,639,545.71	6.70%	\$196.69	(\$12.08)	-5.79%

- ★ For the 2018-2019 school year, costs increased as overall student attendance numbers have also increased, though the cost per day decreased.
- ★ The statewide average cost per day was \$196.69 per day compared to \$208.77 in the previous report.
- ★ The cost per average student attendance day decreased 5.79% compared to the previous report.
- ★ The total expenditures for 25 JJAEPs reported were \$264,099,314.20, an increase of \$1,639,545.71 since the previous report.
- ★ Average costs per day continued to decrease this biennium as the number of attendance days increased.
- ★ The total increase for the 2018-2019 school year was 6.7% more compared to the previous biennium.
- ★ The number of student entries and student attendance days in JJAEP directly affect the cost per day of operating a program.
- ★ As the overall trend of student entries and attendance days decreases, the average cost per day increases.
- ★ Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year.
- ★ *APPENDIX D: ITEMIZATION OF JJAEP COSTS PER DAY: SCHOOL YEAR: 2018-2019* contains a detailed listing of JJAEP costs by county based on all student attendance days and overall costs per school day.

TOTAL 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 71 identifies the total reported combined county and school district expenditures. Additionally, a calculation of the total cost per student attendance day and per school day (including ten in-service days for staff) across all programs is provided.

TABLE 71

JJAEP Cost per Student Attendance Day Total Costs per School Day by County (Required + Non-Required) School Year 2018-2019

County	Total Costs	Average All Costs Per Student Attendance Day	Average Total Costs Per Day (190 Day School Year)	Total Number of Student Attendance Days
Cameron	\$689,589.03	\$82.88	\$3,629.42	8,320
Bexar	\$1,332,535.23	\$89.58	\$7,013.34	14,876
Dallas	\$1,421,297.78	\$108.53	\$7,480.51	13,096
McLennan	\$542,290.12	\$114.43	\$2,854.16	4,739
Hidalgo	\$587,229.54	\$148.48	\$3,090.68	3,955
Webb	\$757,846.18	\$150.28	\$3,988.66	5,043
Wichita	\$948,431.23	\$159.03	\$4,991.74	5,964
Montgomery	\$1,992,500.18	\$167.21	\$10,486.84	11,916
Brazoria	\$670,440.65	\$170.16	\$3,528.64	3,940
Harris	\$2,126,768.70	\$171.38	\$11,193.52	12,410
Tarrant	\$2,095,521.16	\$204.42	\$11,029.06	10,251
Brazos	\$566,462.37	\$222.23	\$2,981.38	2,549
Denton	\$1,511,924.08	\$238.06	\$7,957.50	6,351
Galveston	\$350,061.49	\$239.93	\$1,842.43	1,459
El Paso	\$480,039.20	\$281.05	\$2,526.52	1,708
Travis	\$709,906.72	\$316.22	\$3,736.35	2,245
Johnson	\$261,603.72	\$330.73	\$1,376.86	791
Nueces	\$607,895.49	\$348.36	\$3,199.45	1,745
Collin	\$1,344,575.79	\$360.38	\$7,076.71	3,731
Fort Bend	\$3,192,883.51	\$367.80	\$16,804.65	8,681
Lubbock	\$714,119.07	\$367.91	\$3,758.52	1,941
Jefferson	\$545,335.00	\$373.52	\$2,870.18	1,460
Williamson	\$1,648,946.16	\$436.34	\$8,678.66	3,779
Taylor	\$556,802.00	\$446.16	\$2,930.54	1,248
Bell	\$444,309.80	\$899.41	\$2,338.47	494
Totals	\$26,099,314.20	\$6,794.48	\$137,364.81	132,692
Total Costs		\$26,099,314.20		
Average Cost Per Student Attendance Day		\$196.69		

★The total expenditures for 25 JJAEPs reported were \$26,099,314.20.

- ★ The cost per day varies from a range of \$82.88 per student attendance day in Cameron County to a high of \$889.41 in Bell County.
- ★ The lowest cost per day for this biennium has decreased \$15.93 and the highest cost per day has decreased \$275.15 from the previous report.
- ★ In Bell County, after changing their MOU to only accept mandatory expulsions, continues to have small numbers of students attending the JJAEP with concomitant higher per day costs.
- ★ The cost per school day decreased from 208.77, compared to the previous biennium (based on 180 student attendance days and ten staff in-service days).
- ★ Total costs per school day ranged from a low of \$1,376.86 in Johnson County, an \$82.05 increase per day compared to the previous report.
- ★ Total costs per school day were as high as \$13,644.28 (\$16,804.65) in Fort Bend County a \$3160.37 decrease per day compared to the previous report; (note: Fort Bend County has two locations).
- ★ Four counties had a total cost over \$10,000.00 per school day: Fort Bend, Harris, Montgomery and Tarrant.
- ★ Six counties had a per school day cost between \$5,001.00 and \$10,000.00 per school day: Bexar, Collin, Dallas, Denton and Williamson.
- ★ The remaining fifteen counties had a total school day cost of less than \$5,000.00 per school day.
- ★ The average school days cost was \$5,494.59.

COST VARIABLES

The cost of JJAEPs varies from county to county based on an array of factors including program size, program design, facilities, attendance, services and transportation.

ATTENDANCE AND STUDENT ENTRIES

The number of student entries and student attendance days in a JJAEP directly impacts the cost per day of operating a program. Over the last several biennium reports, the decrease in population has been steady with at least a fifteen percent reduction per year. For this report, the number of student entries changed unexpectedly due to the large increase in the number of students who were expelled for felony drug offenses.

Table 72 identifies the change in JJAEP student entries by expulsion type for the 2018-2019 school year.

TABLE 72
Change in JJAEP Student Entries by Expulsion Type
School Years 2016-2017 and 2018-2019

	2016-2017	2018-2019	% Change
	N	N	
Mandatory	1,366	1,772	-22.91%
Discretionary	1,195	1,105	8.14%
Non-expelled	378	363	4.13%
Average Change	2,939	3,240	-9.29%

- ★ The 22.91% increase in mandatory student entries to JJAEP is the largest change biennium to biennium since the 2006-2007 school year report.
- ★ In previous reports, administrators in the county JJAEPs have reported cost cutting, staff reductions, and other changes to align with smaller numbers of student entries and found the unexpected increase in mandatory student entries a challenge for the 2018-2019 school year.

- ★ Non-expelled student entries decreased in 2018-2019, possibly due to programs having a large increase in the number of students with mandatory offenses.
- ★ The 9.29% increase in overall expulsion types is the largest percent change reported in any biennium since the 20011-20012 school year.

COMPARISON OF JJAEP TOATAL COSTS BY STUDENT ATTENDANCE DAYS

Costs for JJAEPs are categorized into required and non-required costs as defined in Texas Education Code Chapter 37.011. Table 73 compares and establishes the cost of an attendance day by total or all costs for school year 2016-2017 and school year 2018-2019.

TABLE 73

**Comparison of JJAEP Total Costs by Student Attendance Days
School Year 2016-2017 Compared to School Year 2018-2019**

	2016-2017	2018-2019
Attendance Days	117,160	132,692
Total Costs	\$24,459,768.49	\$26,099,314.20
Total Costs Per Student Attendance Day	\$208.77	\$196.69

- ★ The average of total costs per student attendance day in the 2016-2017 school year was \$208.77.
- ★ The average of total costs per attendance day in the 2018-2019 school year decreased to \$196.69.
- ★ There were 15,532 (13.25%) more student attendance days during the 2018-2019 school year compared to the previous report.
- ★ Average per student expenses decreased (5.8%) from the previous report.
- ★ Total costs increased, \$1,639,545.71, an increase of 6.7% from the last report.

TRANSPORTATION

In the statewide survey results of the 25 mandatory JJAEPs, the majority of programs reported that providing transportation to families increased attendance and student performance, especially for students with parents who lack transportation options. School districts within some counties have cooperated to combine transportation needs so only one bus using a central pick-up and drop-off point can serve students from different campuses and districts. Several JJAEPs pay school districts for transporting their students, while other JJAEPs are not charged for transportation. Some JJAEPs surveyed expressed a desire for all school districts to provide transportation for students in JJAEP just as the districts do for students in DAEPs (not all districts provide transportation to DAEPs). According to at least one JJAEP administrator, some school superintendents see lack of transportation as another consequence of inappropriate behavior rather than a student right, necessary to ensure a student receives their education. Some JJAEP's use temporary loss of district or county provided transportation as a part of their behavior management program.

Table 74 lists transportation costs by county for those counties that reported a transportation cost.

TABLE 74
JJAEP Transportation Costs by County
2018-2019 School Year

County Name:	Costs:	County Name:	Costs:
Brazoria	\$115,177.90	Montgomery	\$309,877.18
Cameron	\$55,197.22	Nueces	\$38,236.55
Collin	\$200.00	Tarrant	\$168,366.04
Dallas	\$5,202.97	Travis	\$ (0.80)
Fort Bend	\$12,644.53	Webb	\$21,355.37
Hidalgo	\$57,316.91	Williamson	\$6,080.76
Lubbock	\$6,604.92		
Total Transportation Costs			\$796,259.55

- ★ Thirteen counties reported transportation costs, with the range from a low of \$.80, a decrease from the previous report of \$304.74, to the highest cost of 309,877.18, a decrease from the previous report where the highest cost reported was \$345,488.69.
- ★ Total transportation costs \$796,259.55 reported are higher than the previous report total of \$695,672.45.
- ★ In the survey provided to all twenty-five JJAEPs, 16 counties reported school districts assist with some or all of the students' transportation, and only 13 reports associated costs.
- ★ Three counties did not report any transportation costs even though school districts provide some or all student transportation.
- ★ Of the thirteen counties reporting transportation costs, three of the four counties with the highest transportation costs are considered "large" counties.
- ★ Montgomery County has the highest transportation costs and is a high average daily attendance county.
- ★ In the previous report, seven counties reported transportation costs of less than \$5,000.00 each.
- ★ In this report, two counties reported costs of less than \$5,000.00, for an amount totaling \$199.20.
- ★ The remaining 11 counties reported transportation costs ranging from \$5,202.97 to \$309,877.18.
- ★ Transportation costs were 4.8% of these programs' total costs.

FACILITIES/BUILDING EXPENSES

Facility costs and building expenses vary widely, depending on the county. Eight counties did not report any building expenses, or it may have been folded into the administrative expense. Some of the 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 which is donated to the JJAEP program at little or no cost.

See Table 75 Facility and Building Costs by reporting counties for the 2018-2019 school year.

TABLE 75

**Facility and Building Expenses by Reporting Counties
School Year 2018-2019**

County Name:	Cost	County Name:	Cost
Bell	\$54,001.12	Jefferson	\$1,500.00
Bexar	\$526.75	Lubbock	\$1,333.50
Cameron	\$29,949.22	Montgomery	\$3,029.90
Collin	\$32,000.00	Nueces	\$56,022.46
Dallas	\$245,462.56	Tarrant	\$213,183.96
Denton	\$13,176.00	Taylor	\$451.00
Fort Bend	\$24,000.00	Travis	\$2,253.00
Harris	\$136.59	Webb	\$3,714.88
Hidalgo	\$124,756.25	Williamson	\$13,624.89
Reported Total Facility/Building Costs			\$819,122.08

- ★ Eighteen Counties reported building expenses.
- ★ Dallas and Tarrant County reported the highest building expenses.
- ★ The range of reported expenses for building and facilities: \$136.59 to 245,462.56, an increase compared to the previous report upper range of \$212,113.75.
- ★ The total cost of reported building expenses increased from \$713,958.27 in the previous report to \$819,122.08 in the current report.
- ★ Overall reported building expenses increased by \$105,163.81 (14.72%).
 - ★ The average cost of facilities and building expenses is \$45,506.78 compared to \$39,664.35 in the previous report.
 - ★ Facility and Building costs were 3.7% of these programs’ total costs.

TOTAL COST BY PROGRAM SIZE

Table 76 reflects the average total cost per day (required and non-required) of each JJAEP as categorized by the program's average daily attendance (ADA). The table groups each JJAEP into one of three categories based on their ADA (lowest to highest) and are grouped where there was an obvious gap in size. Program size ranges from an average daily attendance below fourteen per day, between 15 and 29 per day, and thirty-seven and over per day. For the large (thirty-seven and over ADA) category, the natural break in grouping increased from an ADA of thirty-four and over in the previous report.

TABLE 76

JJAEP Cost per Student Attendance Day by Size of Program (Based on Average Daily Attendance (ADA)) and Actual Student Attendance Calendar

2018-2019 School Year

Small <14 ADA			Medium 15 - 36 ADA			Large - 37+ ADA		
County	ADA	Costs	County	ADA	Costs	County	ADA	Costs
Bell	3	\$899.41	Collin	21	\$360.38	Cameron	46	\$82.88
Johnson	4	\$330.73	Williamson	22	\$436.34	Fort Bend	50	\$367.80
Taylor	7	\$446.16	Hidalgo	23	\$148.48	Tarrant	58	\$204.42
Jefferson	8	\$373.52	Brazoria	23	\$170.16	Montgomery	67	\$167.21
Galveston	8	\$239.93	McLennan	26	\$114.43	Harris	69	\$171.38
El Paso	10	\$281.05	Webb	29	\$150.28	Dallas	71	\$108.53
Nueces	10	\$348.36	Wichita	34	\$159.03	Bexar	84	\$89.58
Lubbock	11	\$367.91	Denton	36	\$238.06			
Travis	13	\$316.22						
Brazos	14	\$222.23						
Program Average		\$382.55	Program Average		\$222.14	Program Average		\$170.26

- ★ The ADA impacts cost per day, and the number of school days on the programs' calendars range from 171 to 180.
- ★ For the ten small programs, the average ADA was 9.
- ★ For the seven medium programs, the average ADA was 22.
- ★ For the seven large programs, the average ADA was 64.
- ★ The highest ADA for 2018-2019 is larger by 13 compared to the previous report.
- ★ Three (Bell, Johnson, Taylor) of the four counties reporting the highest cost per day also had lower average daily attendance than most counties.
- ★ Fort Bend provides education services at two locations which impacts the staff needs and associated costs.
- ★ The average daily cost per student attendance day for the smallest programs is \$382.55, an increase of \$11.98 compared to the previous report.
- ★ The average daily cost per student attendance day for the medium programs is \$253.88, a decrease of \$71.60 compared to the previous report.
- ★ The average daily cost per student attendance day for the largest programs is \$170.26, an increase of \$36.73 compared to the previous report.
- ★ This biennium, El Paso County provided education services in two locations with an ADA of 10.
- ★ Programs with a larger population of students have a significantly lower cost per day.
- ★ Programs serving a larger student population of students may benefit from cost efficiencies unavailable in counties with smaller programs.

MODEL TYPE AND OPERATION DESIGN

Both model type (Table 76) and operation design (Table 77) may impact the cost of the program due to variables such as staffing and services provided.

TOTAL COST BY MODEL TYPE

Local authorities determine which type or model of program is operated by each JJAEP county. Model type is defined by three distinctions: Traditional School Model, Military Model and Therapeutic Model.

- ★ The Traditional School Component programs emphasize the education component, and operate like a regular, independent school district setting.
- ★ The Military Component provides an education component and includes one or more of the following components: drill instructors, military uniforms, physical training, military-style discipline, drill, regiment and using exercise as a consequence in the behavior management program.
- ★ The Therapeutic Programs place an emphasis on counseling and behavior management in addition to the education component.

Table 77 identifies the JJAEP cost per day by Model Type.

TABLE 77

JJAEP Cost per Student Attendance Day by Model Type

2018-2019 School Year

Traditional			Military			Therapeutic		
County	ADA	Costs	County	ADA	Costs	County	ADA	Costs
Bell	3	\$899.41	Brazoria	23	\$170.16	Bexar	84	\$89.58
Cameron	46	\$82.88	Denton	36	\$238.06	Brazos	14	\$222.23
Collin	21	\$360.38	Jefferson	8	\$373.52	Dallas	71	\$108.53
El Paso	10	\$281.05				Fort Bend	50	\$367.80
Galveston	8	\$239.93				Harris	69	\$171.38
Hidalgo	23	\$148.48				Johnson	4	\$330.73
Lubbock	11	\$367.91				Montgomery	67	\$167.21
McLennan	26	\$114.43				Nueces	10	\$348.36
Taylor	7	\$446.16				Tarrant	58	\$204.42
Webb	29	\$150.28				Travis	13	\$316.22
						Wichita	34	\$159.03
						Williamson	22	\$436.34
Program Average		\$309.09	Program Average		\$260.58	Program Average		\$243.49

- ★ JJAEPs self-identify which model type they think best fits their program.
- ★ This report shows a change by three JJAEPs from the therapeutic model to the traditional school model.
- ★ The average cost per day for the Military Model and the Therapeutic Model are close in cost, while the Traditional Model is the costliest model type.
- ★ Fort Bend County provides education services at two locations.

- ★ The average daily cost per student attendance day for the Traditional Model programs is \$271.31, a decrease of \$63.10 from the previous report.
- ★ The average daily cost per student attendance day for the Military Model programs is \$296.96, a decrease of \$53.60 from the previous report.
- ★ The average daily cost per student attendance day for the Therapeutic Model programs is \$269.84, an increase of \$21.66 from the previous report.
- ★ Overall costs appear to vary widely across all three types of program models, with the least variance occurring in the Military Model programs.

TOTAL COST BY OPERATION DESIGN

Operation Design is determined by the county juvenile board. JJAEPs may be operated by the local juvenile probation department, a local school district, a private vendor or a combination of these options. Table 78 identifies the average cost per day of each category of JJAEP operation design.

TABLE 78

JJAEP Cost per Student Attendance Day by Operational Design

2018-2019 School Year

Probation & School District			Probation & Private Vendor			Probation Department		
County	ADA	Cost	County	ADA	Cost	County	ADA	Cost
Brazoria	23	\$170.16	Bell	3	\$899.41	Brazos	14	\$222.23
Collin	21	\$360.38	Bexar	84	\$89.58	Dallas	71	\$108.53
Denton	36	\$238.06	Cameron	46	\$82.88	Harris	69	\$171.38
El Paso	10	\$281.05	Hidalgo	23	\$148.48	Johnson	4	\$330.73
Fort Bend	50	\$367.80	Nueces	10	\$348.36	Taylor	7	\$446.16
Galveston	8	\$239.93	Travis	13	\$316.22	Webb	29	\$150.28
Jefferson	8	\$373.52						
Lubbock	11	\$367.91						
McLennan	26	\$114.43						
Montgomery	67	\$167.21						
Tarrant	58	\$204.42						
Wichita	34	\$159.03						
Williamson	22	\$436.34						
Program Average		\$267.71	Program Average		\$314.16	Program Average		\$238.22

- ★ The average total cost per day for the Probation Department design is the least costly.
- ★ Probation and Private Vendor operational design was the least costly in the previous report.
- ★ Fort Bend County provides education services at two locations, which accounts for some of their higher cost.
- ★ The average daily cost per student attendance day for the probation school district operational design programs is, a decrease of \$25.18 compared to the previous report.
- ★ The average daily cost per student attendance day for the Probation Department /Private Vendor operational design programs is \$314.16, an increase of \$52.72 compared to the previous report.

- ★ The average daily cost per student attendance day for the probation county only operational design programs is \$238.22, a decrease of \$ 54.32 compared to the previous report.
- ★ Overall per day costs appear to vary widely within all three types of program operation designs.

REQUIRED COSTS OF JJAEPS

In Rider Number 15 of the General Appropriations Act of the 86th Regular Texas Legislative Session (TJJD) requires that the cost per day information shall include an itemization of the costs of providing education 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 education 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.

In the request for costing reports, counties differentiated 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 complicated 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 may have 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, as physical education is not a required subject.

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. If a county provided a greater than 10% amount for required administrative costs, the 10 % allowed was retained in the required costs and any additional administrative costs were moved to non-required administrative costs.

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.

TOTAL REQUIRED COSTS BY STUDENT ATTENDANCE DAYS

Costs for JJAEPs are categorized into required and non-required costs as defined in Texas Education Code Chapter 37.011. Table 79 compares and establishes the cost of an attendance day by required and non-required costs for school year 2016-2017 and school year 2018-2019.

TABLE 79

**Comparison of JJAEP Required Costs by Student Attendance Days
School Year 2016-2017 Compared to School Year 2018-2019**

	2016-2017	2018-2019
Attendance Days:	117,160	132,692
Required Costs:	\$23,121,586.25	\$ 24,448,151.03
Required Costs Per Student Attendance Day:	\$197.35	\$184.25

- ★ The average required cost per attendance day in the 2016-2017 school year was \$197.35.
- ★ The average required cost per attendance day in the 2018-2019 school year was \$184.25.

Table 80 lists JJAEP required costs and all costs per student attendance day by county.

TABLE 80

**JJAEP Required & All Costs Per Student Attendance Day by County
School Year 2018-2019**

County Name:	Average Required Cost Per Student Attendance Day	Average All Costs Per Student Attendance Day	County Name:	Average Required Cost Per Student Attendance Day	Average All Costs Per Student Attendance Day
Cameron	\$78.35	\$82.88	El Paso	\$230.84	\$281.05
Bexar	\$87.69	\$89.58	Galveston	\$239.93	\$239.93
Lubbock	\$94.21	\$114.43	Taylor	\$269.08	\$316.22
Dallas	\$106.47	\$108.53	Jefferson	\$330.73	\$330.73
Webb	\$123.48	\$159.03	Collin	\$331.79	\$360.38
Travis	\$150.05	\$150.28	Montgomery	\$344.58	\$348.36
Harris	\$150.86	\$171.38	Fort Bend	\$344.92	\$367.80
McLennan	\$159.99	\$167.21	Hidalgo	\$345.99	\$373.52
Brazoria	\$167.40	\$170.16	Johnson	\$360.13	\$367.91
Williamson	\$184.25	\$196.69	Wichita	\$391.78	\$436.34
Nueces	\$199.03	\$204.42	Tarrant	\$446.26	\$446.16
Brazos	\$206.71	\$222.23	Bell	\$861.16	\$899.41
Denton	\$230.02	\$238.06	All Counties	\$184.25	\$196.69

- ★ Costs per day under the "Average per Student Attendance Day -Required Costs Only" range from \$78.35 (Cameron County JJAEP), to \$861.16 (Bell County JJAEP).

- ★ El Paso County showed a marked decrease of more than \$800, due to consolidating all expulsions into one location, compared to as many as four locations the previous report.
- ★ “All Average Costs per Student Attendance Day” range from \$82.88 (Cameron County) to \$899.41 (Bell County), a decrease of \$495.03 from the previous report.
- ★ Each county’s required and non-required costs can be found in *APPENDIX D: ITEMIZATION OF JJAEP COSTS PER DAY: SCHOOL YEAR: 2018-2019*.

CONCLUSION

Required costs per student attendance day have decreased from \$197.35 to \$184.25, while total costs per day have decreased from \$208.77 to \$196.69 per attendance day, compared to the previous report. The total costs for all JJAEPs has increased 6.70% to \$26,099,314.20 compared to the previous report. The cost of JJAEPs vary based on an array of factors including: program size, program design, facilities, attendance, and services provided.

Compared to statewide cost data reported from the school year 2016-2017, overall expenditures have increased by 6.70% and the overall cost per day has decreased by 5.79%. There has been an increase in the number of student entries from the 2018-2019 school year compared to the 2016-2017 school year. This is the largest increase in student entries and attendance days since the 2010-2011 biennium report. School districts determine who may have committed certain offenses, and for the 2018-2019 school year, expulsions for felony controlled substance offenses has contributed to this unexpected increase in the number of students and consequent increase in attendance days. The difficulty counties encounter when attempting to predict the number of students expected to enter JJAEPs each school year makes budgets and staffing a challenge for all JJAEPs.



Section 7: Strategic Elements

TJJD JJAEP MISSION STATEMENT

In compliance with Rider 15 of the of the Juvenile Justice Department's section of the General Appropriations Act, 85th Regular Texas Legislative Session, TJJD developed a five-year (updated with each biennium) JJAEP strategic plan to ensure that:

- ★ *JJAEPs are held accountable for student academic and behavioral success.*
- ★ *JJAEPs and school districts comply with programmatic standards.*
- ★ *JJAEPs and school districts comply with attendance reporting.*
- ★ *There is consistent collection of cost and program data.*
- ★ *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. The best interests of the child and the community are considered paramount when establishing oversight policies and providing training and technical assistance.



INTERNAL/EXTERNAL ASSESSMENT

SURVEY OF JJAEP ADMINISTRATORS

Each of the twenty-five counties operating a mandatory JJAEP was surveyed to determine their level of satisfaction within ten key policy areas relative to day-to-day operations. A survey was developed by TJJ 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 funding and resources.

Those eleven key policy areas are:

1. curriculum (four questions),
2. training and technical assistance needs (three questions),
3. overcrowding (one question),
4. transportation (two questions),
5. testing (five questions),
6. special education (nine questions),
7. communication,
8. adequate funding,
9. quality of local collaboration, and
10. programs.

Additionally, three open-ended prompts were provided:

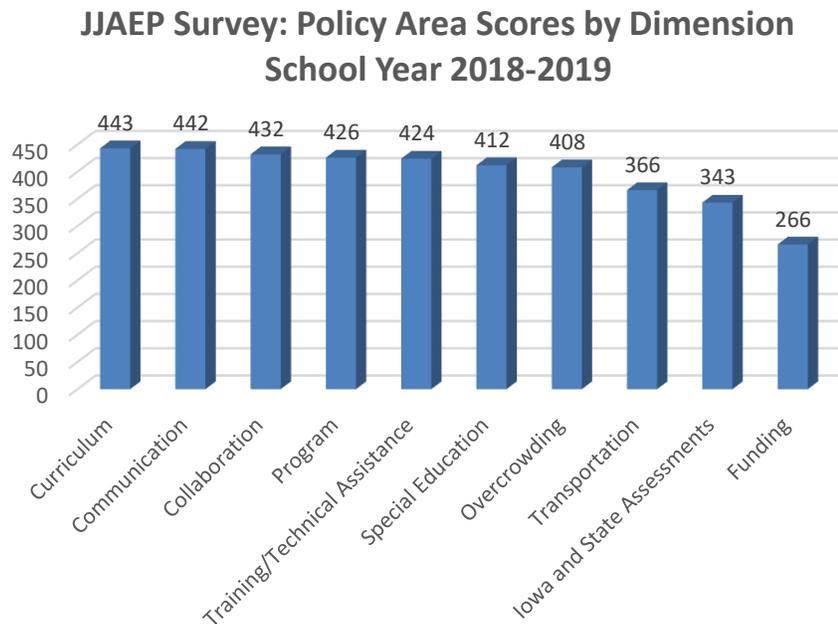
1. Identify the top three areas of training needed for your program;
2. Identify the top three areas of technical assistance needed for your program; and
3. What changes would you recommend that state officials make regarding policies related to JJAEPs

Survey policy areas were designed to generally profile relative strengths and challenges 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 ten 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 80 shows the policy areas scored and how each was rated.

CHART 80



Seven areas met the criteria of substantial strength (400 or higher). The following policy areas had a score of at least 408 and indicated the following strengths:

- ★ **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.
- ★ **Communication-** High scores indicate that the JJAEPs are experiencing positive and effective communication with the sending school districts.
- ★ **Local Collaboration-** High scores indicate the JJAEP receives the necessary level of support from local juvenile justice and school officials.
- ★ **Program-** High scores indicate the JJAEP academic program is successful in assisting students to gain academic credit at an accelerated rate and in improving the academic performance of attending students.
- ★ **Training/Technical Assistance Needs-** High scores indicate that JJAEP program staff see their training and technical assistance needs are being met.
- ★ **Special Education-** High scores here indicate that JJAEP administrators strongly view their ability to affect positively the personal and educational growth of students with special education needs.
- ★ **Overcrowding-** High scores indicate overcrowding is not a problem for JJAEPs; compared to the previous report, fewer program agreed that overcrowding is not a problem.

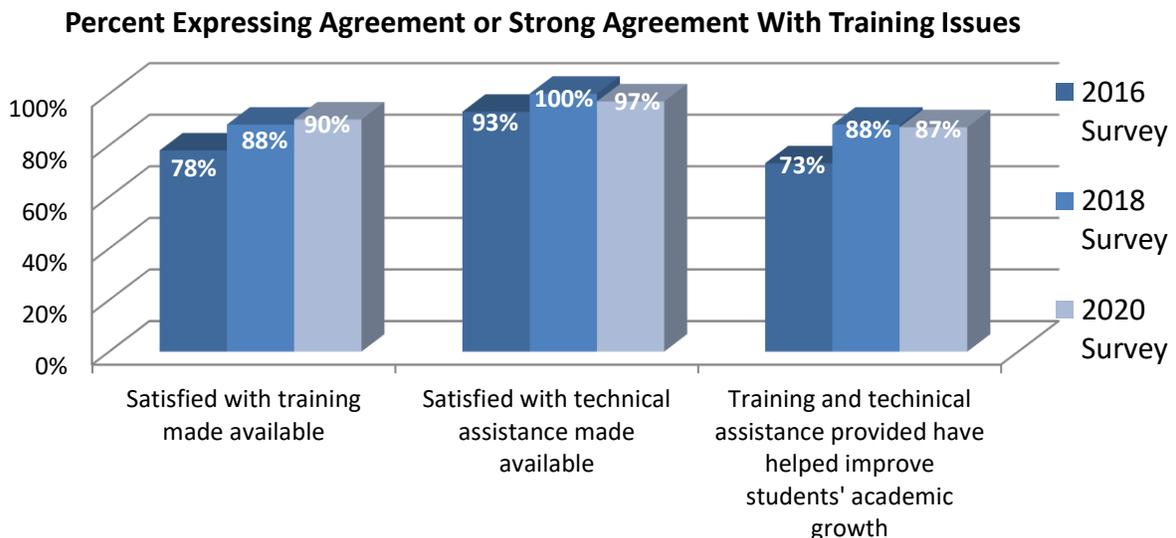
The policy areas perceived as most concerning for JJAEP administrators were still viewed more positively than negatively:

- ★ **Transportation-** JJAEP administrators perceive more positive outcomes for students for whom transportation is provided, and request that school districts be required to provide transportation for all JJAEP students to improve all students’ opportunities to attend consistently and succeed.
- ★ **Testing-** Administrators reported that they would prefer some changes related to the use of the Iowa tests that are currently used to determine programmatic gains in reading and math; all programs have converted to the use of online testing for the Iowa and report that it is more user friendly than the paper version; some students rarely stay long enough to take the post-tests; some administrators would like a different test; the JJAEPs rarely receive the individual results of state mandated assessments (this report provides only aggregated score results for all state assessments).
- ★ **Adequate Funding-** JJAEPs are in general agreement that funding is less than adequate, and JJAEP administrators indicated a concern for increased need to growing program capacity and resources, especially with regard to providing adequate transportation, effective testing of students, training for program staff and assisting students with disabilities to demonstrate academic growth on state mandated tests; as the daily rate was lessened to accommodate an unexpected 40% increase attendance days (due to a large increase in expulsions for possession and or vaping tetrahydrocannabinol (THC oil); the administrators are reporting the lower daily rate as not adequately funding their JJAEPs.

JJAEP TRAINING ISSUES

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. Chart 81 shows the level of satisfaction with training for three bienniums: 2012-2013 (2014 Survey), 2014-2015 (2016 Survey), and 2016-2017 (2018 Survey).

CHART 82



- ★ The overall level of satisfaction with training made available was the same or higher than the level of satisfaction expressed in the previous two surveys.
- ★ The highest level of satisfaction was with technical assistance.
- ★ The lowest rating referred to training and technical assistance supported students’ improvement in academics.

ADMINISTRATOR SUGGESTIONS FOR TECHNICAL ASSISTANCE AND TRAINING

The survey also asked three open-ended prompts. Answers were grouped within the following four area: enhancing youth behavior, overall program enhancement, education related enhancements and JJAEP procedures.

Two comments: The training that is in place as of now meets all our needs; no current needs; takes advantage of free webinars and resources sent from TJJD

Q1: Identify the top three areas of training needed for your program. Twenty-two program administrators responded to this question. Answers were grouped within the following five categories:

- ★ **Enhancing Youth Behavior.** Topics included: dealing with at risk youth, trauma informed care, mental health awareness, substance abuse/mental health updates and programming, behavior management and behavior/cognitive training, Trauma-Informed Schools, motivational interviewing, behavior intervention training, social-emotional learning, life skills presentation, staff interventions, restorative justice and practices, verbal de-escalation, character education, disciplinary options, dealing with juveniles with personal issues outside of education, self-discipline, incentives that really work.
- ★ **Overall Program Enhancement.** Topics included: truancy reduction, basic training for new program administrators, technology, classroom management, communication, crisis management in the classroom, questioning techniques, motivational interviewing, best practices in effective classroom management for programming with the other JJAEPs, classroom management training for teachers to better serve our students.
- ★ **Education Related Enhancements.** Topics included: special education and 504 criteria, recognition and intervention strategies for students with IDD, ED, and ASD; helping and working with youth with special needs, classroom management, reading, new ideas for students, attendance issues, training for educational staff (academic programming options, curriculum, academics, incorporating technology, basic skills training, curriculum training, teaching across grade levels, art, differentiated instruction, working successfully with such a diverse population of kids with multiple needs, etc.).
- ★ **JJAEP Procedures.** Topics included: training on new standards, updated program info, IOWA electronic testing, school law pertaining to JJAEP's, reporting data, Title V expulsions, training on the Education Code, student rights, a training/ informational forum providing examples of how others run their JJAEPs, training that supports any state mandated programming i.e. IOWA testing; Iowa online program assistance to get it working consistently at our facility.
- ★ **Other.** Topics included: improving safety and security in an educational setting, safety training, active shooter training, recognizing abuse, neglect and exploitation, gang awareness and gang training specific to local gangs, drug awareness - are they under the influence, training on the Texas Model, training that supports Community Activities Officer certification, positively engaging families with the JJ student.

Q2: Identify the top three areas of technical assistance needed for your program. Sixteen program administrators responded to this question.

- ★ Five administrators reported that their needs were met:
 - The technical assistance we receive meets all needs as of now.
 - There are no areas that I can think of at this point for technical assistance.
 - Any questions or issues that arise, Marie and Eric are very accessible and great at answering our questions.
 - None at this time, but appreciate the continued support from TJJD staff.
 - None- all reconciled.

Answers were grouped within the following three categories:

- ★ **Education Enhancements.** Topics included: student success, how to keep the students safe on the internet, meeting special education and Individuals with Disabilities Education Act (IDEA) standards, STAAR online testing, grading, interactive items for teachers, enhance curriculum, laws, policies, and requirements for: Special Education, 504, English language learners, applying legislative updates to the program, SPED/504/ELL requirements and resources, Iowa Basic Skills Online Testing Program – continue to have problems getting this program to work correctly for us- need more assistance to set up testing on this program. “We keep hitting road blocks and it maybe we just are missing something.”
- ★ **Program Enhancements.** Topics included improving attendance, effective behavior intervention strategies, instructional technology, technology updated computers, online curriculum and academic group instruction; academic targeted instruction; teaching technology, have uniform computer applications for all JJAEP, how to better motivate students.
- ★ **JJAEP Procedures.** Suggestions included the following topics: updated JJAEP standards; the JJAEP audit process (preparation, compliance issues, handling atypical expulsions) and records retention (biennial report and costing reports); data (Juvenile Case Management System, JJAEP specific data), online Iowa test training, juvenile law as it relates to JJAEPs, expulsion type verification, improving inter-local cooperation with participating districts, data management, completing accurate data reporting, training on navigating through JCMS/JJAEP; even though everyone can read the JJAEP standards, it would be nice to have an E-Learning Course regarding JJAEP standards for new hires, or as a refresher for current staff, more instruction on TJJD audit compliance and technical support surrounding compliance with standards.

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

- ★ Suggestions for expanding reimbursable services or need for increased funding:
 - “Continued support for state mandated programming i.e. funding IOWA testing if the state mandates it.”
 - “I could do more with better funding.”
 - “State officials also need to be mindful of the impact unfunded mandates have on departments. More funding for training and curriculum development for JJAEPs.”
 - “Increase funding for students services at JJAEP.”
 - “TJJD has to fix the funding issue created last year. Our program referrals has increased by 50% each of the past two years.”
 - “I was unable to add needed staff because TJJD did not pay the agreed rate this past year. When referrals go up at least I have additional revenue to address staffing needs. However, last year I did not have increased revenue because TJJD changed the rate and did not pay. So, I served all of the mandatory referrals but did not get the increased revenue for that work. This pushes all of the expense incurred to the county in the form of an unfunded mandate.”
 - “Increase state monies for Mandatory Expulsions.”
 - “Provide additional funding to the JJAEPs.”
 - “We need TJJD to pay the agreed daily rate to support JJAEPs.”
- ★ “More support for identifying and supporting students eligible for Special Education, 504, and ELL services”; “they need to know that and IEP's will not follow them after high school, nor will they have an ARD after they graduate.”
- ★ “All students regardless of program they follow should be held accountable for their actions.”
- ★ “I would recommend for JJAEPs that students must "successfully" complete their expulsion time in accordance with the JJAEP's expectations or be subject to extension up to 25 additional days without another due process hearing. The decision would be up to the JJAEP as long as the sending school district is in agreement.”

★ “State officials should hold school administrators accountable for making own interpretations of school law. Chapter 37 should be followed for the intended purpose it was written and not manipulated for certain students.”

★ Some programmatic issues that were suggestions which might involve a change in the Texas Administrative Code and/or statute:

- Offense Code Changes: Assault of Public servants MUST be mandatory; that no class C offenses be a mandatory expulsion to JJAEP (example, knife offense); that the felony Terrorist Threat be cleaned up, meaning if JJAEP has to take them, it should be a mandatory expulsion and not a discretionary; if JJAEP is full of mandatory students and we have to take a discretionary felony terroristic threat, then a mandatory student will have to be released early to make room for a discretionary student, schools will not be happy to hear their mandatory student is being returned early to make room for a discretionary student; allow DAEPs to expel the persistent misbehavior students when other discipline measures haven't worked; some discretionary offenses need to become mandatory offenses: Assault on Teachers,
- more consistency and/or state mandated guidelines regarding length/term of expulsions for mandatory expellable offenses,
- change the required amount of school time from days to minutes like the school districts; move the JJAEPs to hours instead of days,
- mandate districts to provide transportation,
- do away with mandatory and discretionary terms, use expulsion Tier I and Tier II, and
- set an age limit or implement a way for the program to handle adult students with felony offenses.



★ Nineteen program administrators responded to this question

INTERNAL STRENGTHS AND WEAKNESSES

JJAEP INTERNAL STRENGTHS

- ★ 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, especially critical in the context of their need for additional resources and funding for JJAEP operations.
- ★ Ability of JJAEPs to operate within the constraints of Chapter 37 of the Texas Education Code, which allows JJAEPs more latitude in providing services and opportunities for success when collaborating with county probation departments than may be found in school districts.
- ★ Effective collaboration with outside entities, including school districts and community agencies for supplemental services to better serve JJAEP populations; collaborations with school districts was reported to be good to excellent:
 - JJAEP administrators report regular meetings with district officials and district liaisons assigned to JJAEP, ranging from one per year to monthly meetings.

- Operationally, day-to-day communication was cited as occurring often to daily, in person, by phone, and/or by email.
- Programs reported being contacted to participate in Special Education and 504 meetings.
- Only one JJAEP program reported any issues with district communication and compliance.

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 for which training is not always available, including but not limited to: mental health issues of students; special education issues with ensuring all in-class and supplemental services are provided; family crisis issues that affect student attendance as well as academic and behavioral performance.
- ★ **Programs and Services for Students Eligible for Special Education and 504 Services:** Students eligible for special education services compound the provision of educational services for JJAEP practitioners depending on the need for provision of service support that may or may not be provided by the sending district; additionally, receiving paperwork in a timely manner can still be challenging.
- ★ **Specialized Evidenced-Based Programs and Services:** These services are needed to a) manage student behaviors, b) provide instruction which maximizes student academic growth and c) provide treatment for student mental health needs and other 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 negatively impacts student performance.

EXTERNAL OPPORTUNITIES AND CHALLENGES

JJAEP EXTERNAL OPPORTUNITIES

- ★ **Community Resources:** collaboration continues to be forged to build an effective community of health and human service providers that provide best-practice programs and services for JJAEP students and their families; local Communities In Schools, mental health authorities, and local practitioners provide contract services.
- ★ **Leveraging existing statutes, laws and rules to better advocate for and serve JJAEP students and their families.**
- ★ **Acquiring textbooks from the Texas Education Agency (TEA):** All JJAEP administrators in mandatory counties were provided information in a training session about accessing the textbook system through the TEA and each of the twenty-five JJAEPs have a statutorily determined yearly allotment for textbooks and supplementary materials.
- ★ **Joint ventures with school districts:** some JJAEPs are already working with programs such as Communities in Schools and Community Mental Health and Medical Clinics to provide needed services.
- ★ **Utilizing other innovative evidence-based approaches to serving JJAEP populations.**

JJAEP EXTERNAL CHALLENGES

The socio-economic environment of youth placed in JJAEPs are significant barriers to providing effective programs and services necessary to support student success, especially factors related to mental health, physical/medical health, economic status, peer group issues and communities in which students live, all of which impact:

- ★ 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;
- ★ Limited parental involvement; and
- ★ Resources/funding for transportation, counseling and other non-required cost-related aspects of JJAEP operations.

KEY POLICY ISSUES

TJJD Probation Services Division- JJAEP 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:

- ★ resource issues of JJAEPs, and
- ★ existing statutes, rules and laws which need clarification and/or revision in order to enhance the provision of services at 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. The funding received for JJAEPs can only be used to reimburse attendance days for eligible students who have been expelled for particular offenses, and therefore JJAEPs are responsible for meeting all the required Chapter 37 of the Texas Education Code mandates. The role of state level JJAEP oversight is to ensure that the Texas Education Code JJAEP requirements and TJJD standards are met by each JJAEP. The following goals, key strategic directions and strategies, represent the agency's agreement to strategically work to improve services to students in JJAEPs in Texas.

GOALS:

A. Students will be placed in JJAEPs as authorized by law

Strategy 1: TJJD will respond in a timely manner when JJAEP program administrators or other stakeholders call or email and ask questions about various school situations, which may result in a placement to JJAEP.

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 as required in the General Appropriations Bill each legislative session.

Strategy 2: TJJD will provide information regarding resource development to local juvenile probation departments through emails, webinars and a yearly JJAEP conference.

Strategy 3: TJJD will conduct research on alternative funding sources that could assist JJAEPs with daily operations and share that information through email, such as the 21st Century grants offered by the Texas Education Agency.

Key Strategic Direction 2. Share information about staff development opportunities to improve learning outcomes for all students, and provide additional information, which focuses on students with mental health issues, Section 504 and special education needs.

Strategy 1: TJJD will encourage JJAEP staff members to participate in Project Share, now known as the Texas Gateway, at the following website: <https://www.texasgateway.org/>, 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, 504, special education and behavior management.

Strategy 3: TJJD will seek external training and web-based opportunities to share with JJAEPs.

Key Strategic Direction 3. Enhance the use of technology for greater access to records and curriculum.

Strategy 1: TJJD will work with the TEA to improve the acquisition of school records through the Texas Records Exchange by developing a process for those JJAEPs that are not directly connected to a school district.

Strategy 2: TJJJ will explore the most useful and cost-effective means of incorporating information technology in JJAEPs.

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

Strategy 1: TJJJ, 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: TJJJ will report performance measures regularly and on time as well as produce the required biannual performance assessment report as required in the General Appropriations Bill of each legislative session addressing JJAEPs.

Strategy 3: TJJJ will facilitate the entry and accuracy of county data into the Organization Management and Information System (OMIS), Caseworker and the Juvenile Case Management System (JCMS) systems.

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

Strategy 1: TJJJ will encourage JJAEPs to develop and implement model programs and services based upon best practices for students served in JJAEPs.

Strategy 2: TJJJ will plan and conduct training and provide technical assistance to JJAEP staff and administrators regarding compliance with the requirements of TEC Chapter 37 and administrative rules on an 'as needed' basis.

Strategy 3: TJJJ will facilitate the process of providing webinars for both the sharing of information and collaborative learning across various programs.

Section 8: Appendices

APPENDIX A: JJAEP STUDENT ENTRIES BY TYPE
School Years 2016-2017, 2017-2018, and 2018-2019

County	Expulsion Type									Total		
	Mandatory			Discretionary			Non-Expelled					
	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019	2016-2017	2017-2018	2018-2019
BELL	8	12	12	0	0	2	4	0	1	12	12	15
BEXAR	144	161	271	132	138	121	0	0	0	276	299	392
BRAZORIA	67	60	55	16	32	35	3	1	2	86	93	92
BRAZOS	3	1	3	0	0	0	37	59	41	40	60	44
CAMERON	79	74	119	47	51	46	63	85	11	189	210	176
COLLIN	39	48	58	38	72	54	1	0	0	78	120	112
DALLAS	151	129	207	88	79	50	2	0	1	241	208	258
DENTON	57	48	92	46	17	21	32	30	40	135	95	153
EL PASO	34	26	34	0	0	0	0	0	0	34	26	34
FORT BEND	11	13	68	7	6	9	57	94	103	75	113	180
GALVESTON	18	26	26	0	0	0	0	0	0	18	26	26
HARRIS	190	185	145	147	176	187	9	2	2	346	363	334
HAYS	6	0	0	12	0	0	7	0	0	25	0	0
HIDALGO	37	39	35	47	75	84	0	0	0	84	114	119
JEFFERSON	9	8	5	40	38	37	0	0	0	49	46	42
JOHNSON	12	12	17	0	1	1	1	4	0	13	17	18
LUBBOCK	15	18	11	17	19	21	18	44	29	50	81	61
MCLENNAN	9	11	6	185	152	128	0	2	0	194	165	134
MONTGOMERY	128	129	146	73	68	67	26	37	36	227	234	249
NUECES	8	6	8	41	30	37	0	0	0	49	36	45
TARRANT	128	134	232	41	48	35	14	15	4	183	197	271
TAYLOR	12	2	3	21	22	29	0	0	0	33	24	32
TRAVIS	53	45	52	5	10	5	0	0	0	58	55	57
WEBB	104	80	59	159	114	96	0	0	1	263	194	156
WICHITA	9	11	43	0	0	0	60	89	70	69	100	113
WILLIAMSON	35	19	54	33	34	34	44	13	9	112	66	97
TOTAL	1,366	1,297	1,761	1,195	1,182	1,099	378	475	350	2,939	2,954	3,210
AVERAGE	53	52	68	46	47	42	15	19	13	113	118	123

APPENDIX B: REASONS FOR JJAEP PROGRAM EXIT BY COUNTY

School Year 2018-2019

County	N	Returned to Local District	Left Program Incomplete	Graduated or Received High School Equivalency Certificate	Early Termination
BELL	7	43%	43%	14%	0%
BEXAR	277	78%	3%	7%	13%
BRAZORIA	76	76%	4%	4%	16%
BRAZOS	41	68%	27%	0%	5%
CAMERON	87	38%	11%	5%	46%
COLLIN	97	78%	2%	7%	12%
DALLAS	222	70%	23%	4%	2%
DENTON	120	63%	10%	8%	19%
EL PASO	21	67%	24%	0%	10%
FORT BEND	146	68%	18%	5%	8%
GALVESTON	15	80%	13%	0%	7%
HARRIS	290	72%	12%	0%	17%
HIDALGO	90	48%	23%	1%	28%
JEFFERSON	36	67%	28%	0%	6%
JOHNSON	14	71%	0%	0%	29%
LUBBOCK	58	76%	24%	0%	0%
MCLENNAN	117	64%	31%	4%	1%
MONTGOMERY	216	77%	8%	3%	13%
NUECES	28	64%	18%	0%	18%
TARRANT	221	78%	5%	2%	14%
TAYLOR	22	55%	41%	0%	5%
TRAVIS	56	93%	0%	0%	7%
WEBB	143	49%	37%	2%	12%
WICHITA	85	65%	21%	2%	12%
WILLIAMSON	78	83%	9%	5%	3%
TOTAL	2,563	70%	14%	3%	13%

**APPENDIX C:
SELECT JJEAP PROGRAM CHARACTERISTICS
SCHOOL YEAR: 2018-2019**

County	Program Model Type	Operation Design	2018 Facility Capacity	Ratio***	Conditions of Completion	Transportation Mode
Bell	Traditional School	Probation & Private Vendor	25	1	Must successfully complete a specific number of days	School District
Bexar	Therapeutic	Probation & Private Vendor	256	8	Must successfully complete a specific number of days	School District, Parents, Public
Brazoria	Military Style	Probation & School District	48	4	Must successfully complete a specific number of days	Parents, School District
Brazos	Therapeutic	Probation Only	30	7	Must successfully complete a specific number of days	Parents
Cameron	Traditional School	Probation & Private Vendor	90	8	Must successfully complete a specific number of days	Parents, JJAEP
Collin	Traditional School	Probation & School District	350	3	Must successfully complete a specific number of days	Parents, School District
Dallas	Therapeutic	Probation Only	120	10	Must successfully complete a specific number of days	School District
Denton	Military Style	Probation & School District	168	4	Must successfully complete a specific number of days	Parents, Public
El Paso	Traditional School	Probation & School District	48*	2	Must successfully complete a specific number of days	School District, Parents
Fort Bend	Therapeutic	Probation & School District	140**	4	Students must attend a specific number of days	Parents, Public
Galveston	Traditional School	Probation & School District	24	2	Must successfully complete a specific number of days	Parents, School District
Harris	Therapeutic	Probation Only	250	11	Students must attend a specific number of days	School District, Parents, Public
Hidalgo	Traditional School	Probation & Private Vendor	100	5	Students must attend a specific number of days	JJAEP, Parents

**APPENDIX C:
SELECT JJAEP PROGRAM CHARACTERISTICS
SCHOOL YEAR: 2018-2019**

County	Program Model Type	Operation Design	2018 Facility Capacity	Ratio***	Conditions of Completion	Transportation Mode
Jefferson	Military Style	Probation & School District	45	1	Must successfully complete a specific number of days	School District
Johnson	Therapeutic	Probation Only	16	4	Must successfully complete a specific number of days	Public, Parents
Lubbock	Traditional School	Probation & School District	60	2	Students must attend a specific number of days	Public, Parents
McLennan	Traditional School	Probation & School District	160	13	Must attend specific number of days	School District, Parents
Montgomery	Therapeutic	Probation & School District	120	8	Must successfully complete a specific number of days	School District, Parents
Nueces	Therapeutic	Probation & Private Vendor	32	3	Must successfully complete a specific number of days	JJAEP, Parents, Public, School District, & County
Tarrant	Therapeutic	Probation & School District	90	7	Students must attend a specific number of days	JJAEP, Parents, Public, County, School District
Taylor	Traditional School	Probation Only	25	2	Must successfully complete a specific number of days	Parents, Public
Travis	Therapeutic	Probation & Private Vendor	164	6	Must complete term of expulsion, regardless of attendance	School District
Webb	Traditional School	Probation Only	235	6	Must successfully complete a specific number of days	School District, JJAEP, Parents
Wichita	Therapeutic	Probation & School District	60	5	Must complete term of expulsion, regardless of attendance	Parents, Public
Williamson	Therapeutic	Probation & School District	72	3	Must successfully complete a specific number of days	School District

* El Paso County uses two locations

**Fort Bend County uses two locations

***Ratio was determined by identifying the number of full time equivalent teacher positions and dividing that number into the Average Daily Attendance (180 days)

**APPENDIX D:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2018-2019**

County Name:	Bell	Bexar	Brazoria	Brazos
Number of Student Attendance Days	494	14,876	3,940	2,549
Required Costs				
Administrative	\$ 38,666.46	\$ 90,828.57	\$ 35,054.04	\$ 36,903.07
Professional Services	\$ 143,280.00	\$ 1,106,830.76	\$ -	\$ 1,796.90
Program Administrator/Principal	\$ 62,377.21	\$ -	\$ 119,631.23	\$ 119,398.75
Educational Staff	\$ -	\$ -	\$ 148,097.34	\$ 105,149.77
Behavior Management Staff	\$ 48,334.74	\$ -	\$ 209,113.88	\$ 169,537.67
Clerical/Support Staff	\$ -	\$ -	\$ -	\$ 35,238.26
Caseworkers	\$ 52,206.36	\$ -	\$ -	\$ 27,400.00
Campus Security	\$ -	\$ -	\$ -	\$ -
Educational Materials and Supplies	\$ -	\$ -	\$ 3,800.00	\$ 19,556.75
Building Expenses	\$ 54,001.12	\$ 526.75	\$ -	\$ -
Meals	\$ 2,028.00	\$ -	\$ 6,996.72	\$ 4,018.97
Utilities	\$ 22,112.65	\$ 39,905.27	\$ 13,345.82	\$ 4,095.64
Equipment	\$ 2,408.83	\$ 15,318.58	\$ 6,742.77	\$ 3,271.90
Training/Travel	\$ -	\$ -	\$ -	\$ 270.00
Other/Miscellaneous Expenses	\$ -	\$ 51,103.00	\$ 1,605.95	\$ 260.49
Student Transportation	\$ -	\$ -	\$ 115,177.90	\$ -
Total Required Costs	\$ 425,415.37	\$ 1,304,512.93	\$ 659,565.65	\$ 526,898.16
Average Required Cost Per Student Attendance Day	\$ 861.16	\$ 87.69	\$ 167.40	\$ 206.71
Average Required Costs Per 190 Day School Year	\$ 2,239.03	\$ 6,865.86	\$ 3,471.40	\$ 2,773.15
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ -	\$ -	\$ 34,112.34
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 18,285.27	\$ -	\$ -	\$ 3,730.22
Other/Miscellaneous Expenses	\$ 609.16	\$ 28,022.30	\$ 10,875.00	\$ 1,721.65
Total Non-Required Costs	\$ 18,894.43	\$ 28,022.30	\$ 10,875.00	\$ 39,564.21
Total Costs (Required + Non-Required)	\$ 444,309.80	\$ 1,332,535.23	\$ 670,440.65	\$ 566,462.37
Average All Costs Per Student Attendance Day	\$ 899.41	\$ 89.58	\$ 170.16	\$ 222.23
Average of Total Costs Per 190 Day School Year	\$ 2,338.47	\$ 7,013.34	\$ 3,528.64	\$ 2,981.38

**APPENDIX D:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2018-2019**

County Name:	Cameron	Collin	Dallas	Denton
Number of Student Attendance Days	8,320	3,731	13,096	6,351
Required Costs				
Administrative	\$ 59,262.00	\$ 61,556.15	\$ -	\$ -
Professional Services	\$ 25,002.73	\$ -	\$ -	\$ 25,000.00
Program Administrator/Principal	\$ 77,791.27	\$ 129,598.36	\$ 87,038.73	\$ 121,536.36
Educational Staff	\$ 155,140.89	\$ 432,710.86	\$ 513,942.70	\$ 476,969.64
Behavior Management Staff	\$ -	\$ 78,429.07	\$ 74,209.95	\$ 301,350.35
Clerical/Support Staff	\$ 96,811.75	\$ -	\$ 185,690.86	\$ 140,893.15
Caseworkers	\$ 52,586.87	\$ 315,404.91	\$ 190,301.17	\$ 173,076.77
Campus Security	\$ -	\$ 88,019.20	\$ -	\$ -
Educational Materials and Supplies	\$ 9,884.98	\$ 13,750.00	\$ 17,567.33	\$ 2,436.26
Building Expenses	\$ 29,949.22	\$ 32,000.00	\$ 245,462.56	\$ 13,176.00
Meals	\$ 1,699.13	\$ 6,800.00	\$ -	\$ 9,353.01
Utilities	\$ 14,385.95	\$ 42,107.93	\$ 39,959.42	\$ 173,333.00
Equipment	\$ 47,872.71	\$ 14,500.00	\$ 6,233.74	\$ 6,404.43
Training/Travel	\$ 5,754.40	\$ -	\$ -	\$ 3,808.13
Other/Miscellaneous Expenses	\$ 20,538.66	\$ 22,840.05	\$ 28,778.00	\$ 13,537.00
Student Transportation	\$ 55,197.22	\$ 200.00	\$ 5,202.97	\$ -
Total Required Costs	\$ 651,877.78	\$ 1,237,916.53	\$ 1,394,387.43	\$ 1,460,874.10
Average Required Cost Per Student Attendance Day	\$ 78.35	\$ 331.79	\$ 106.47	\$ 230.02
Average Required Costs Per 190 Day School Year	\$ 3,430.94	\$ 6,515.35	\$ 7,338.88	\$ 7,688.81
Non-Required Costs				
Other Administrative	\$ 26,445.39	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 106,659.26	\$ -	\$ 48,026.25
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ -	\$ -	\$ 23,997.63	\$ -
Other/Miscellaneous Expenses	\$ 11,265.86	\$ -	\$ 2,912.72	\$ 3,023.73
Total Non-Required Costs	\$ 37,711.25	\$ 106,659.26	\$ 26,910.35	\$ 51,049.98
Total Costs (Required + Non-Required)	\$ 689,589.03	\$ 1,344,575.79	\$ 1,421,297.78	\$ 1,511,924.08
Average All Costs Per Student Attendance Day	\$ 82.88	\$ 360.38	\$ 108.53	\$ 238.06
Average of Total Costs Per 190 Day School Year	\$ 3,629.42	\$ 7,076.71	\$ 7,480.51	\$ 7,957.50

**APPENDIX D:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2018-2019**

County Name:	El Paso	Fort Bend	Galveston	Harris
Number of Student Attendance Days	1,708	8,681	1,459	12,410
Required Costs				
Administrative	\$ 31,117.66	\$ 104,957.27	\$ 39,138.21	\$ 80,001.63
Professional Services	\$ -	\$ -	\$ 5,500.00	\$ 12,000.00
Program Administrator/Principal	\$ 146,517.89	\$ 152,267.09	\$ 45,076.47	\$ 236,114.95
Educational Staff	\$ 17,225.86	\$ 425,069.77	\$ 86,808.97	\$ 430,050.37
Behavior Management Staff	\$ -	\$ 1,325,702.49	\$ 81,665.67	\$ 514,458.08
Clerical/Support Staff	\$ 100,004.00	\$ 266,028.96	\$ 9,610.78	\$ 134,088.58
Caseworkers	\$ 3,720.00	\$ 385,875.49	\$ 22,091.80	\$ 163,300.11
Campus Security	\$ 26,502.60	\$ 117,500.39	\$ 13,699.28	\$ 172,060.00
Educational Materials and Supplies	\$ 3,954.85	\$ 23,658.00	\$ 646.46	\$ 7,151.53
Building Expenses	\$ -	\$ 24,000.00	\$ -	\$ 136.59
Meals	\$ 17,850.61	\$ -	\$ 4,513.85	\$ 96,343.75
Utilities	\$ 17,026.11	\$ 52,039.79	\$ -	\$ 936.18
Equipment	\$ 2,358.83	\$ 77,485.42	\$ 60.00	\$ 2,332.28
Training/Travel	\$ 8,893.72	\$ 413.92	\$ -	\$ 3,672.74
Other/Miscellaneous Expenses	\$ 19,108.27	\$ 26,564.28	\$ 41,250.00	\$ 19,516.45
Student Transportation	\$ -	\$ 12,644.53	\$ -	\$ -
Total Required Costs	\$ 394,280.40	\$ 2,994,207.40	\$ 350,061.49	\$ 1,872,163.24
Average Required Cost Per Student Attendance Day	\$ 230.84	\$ 344.92	\$ 239.93	\$ 150.86
Average Required Costs Per 190 Day School Year	\$ 2,075.16	\$ 15,758.99	\$ 1,842.43	\$ 9,853.49
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ 34,944.60	\$ 135,570.00	\$ -	\$ 123,383.00
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ 35,265.28	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 15,548.92	\$ 17,513.11	\$ -	\$ 90,873.46
Other/Miscellaneous Expenses	\$ -	\$ 45,593.00	\$ -	\$ 40,349.00
Total Non-Required Costs	\$ 85,758.80	\$ 198,676.11	\$ -	\$ 254,605.46
Total Costs (Required + Non-Required)	\$ 480,039.20	\$ 3,192,883.51	\$ 350,061.49	\$ 2,126,768.70
Average All Costs Per Student Attendance Day	\$ 281.05	\$ 367.80	\$ 239.93	\$ 171.38
Average of Total Costs Per 190 Day School Year	\$ 2,526.52	\$ 16,804.65	\$ 1,842.43	\$ 11,193.52

**APPENDIX D:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2018-2019**

County Name:	Hidalgo	Jefferson	Johnson	Lubbock
Number of Student Attendance Days	3,955	1,460	791	1,941
Required Costs				
Administrative	\$ 63,664.15	\$ 7,565.00	\$ 11,970.84	\$ 51,422.38
Professional Services	\$ 1,695.86	\$ -	\$ -	\$ -
Program Administrator/Principal	\$ 83,123.54	\$ 114,226.00	\$ 86,060.00	\$ 112,563.93
Educational Staff	\$ 139,036.79	\$ 143,157.00	\$ 93,687.00	\$ 335,779.17
Behavior Management Staff	\$ 41,278.07	\$ -	\$ 52,468.00	\$ -
Clerical/Support Staff	\$ 9,121.29	\$ 29,752.00	\$ -	\$ 29,012.59
Caseworkers	\$ 2,981.96	\$ 117,794.00	\$ -	\$ -
Campus Security	\$ -	\$ 57,256.00	\$ -	\$ 156,738.61
Educational Materials and Supplies	\$ 7,221.07	\$ 11,000.00	\$ 8,050.00	\$ 1,336.80
Building Expenses	\$ 124,756.25	\$ 1,500.00	\$ -	\$ 1,333.50
Meals	\$ 20,325.63	\$ -	\$ 2,700.00	\$ 1,697.34
Utilities	\$ 14,004.62	\$ 21,000.00	\$ -	\$ -
Equipment	\$ 7,508.04	\$ 1,900.00	\$ 6,396.78	\$ 2,516.44
Training/Travel	\$ 2,780.93	\$ -	\$ 271.10	\$ -
Other/Miscellaneous Expenses	\$ 6,220.12	\$ -	\$ -	\$ -
Student Transportation	\$ 57,316.91	\$ -	\$ -	\$ 6,604.92
Total Required Costs	\$ 581,035.22	\$ 505,150.00	\$ 261,603.72	\$ 699,005.68
Average Required Cost Per Student Attendance Day	\$ 146.91	\$ 345.99	\$ 330.73	\$ 360.13
Average Required Costs Per 190 Day School Year	\$ 3,058.08	\$ 2,658.68	\$ 1,376.86	\$ 3,678.98
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ -	\$ -	\$ 15,113.39
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ 40,185.00	\$ -	\$ -
Medical Services & Staff	\$ -	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 6,194.32	\$ -	\$ -	\$ -
Total Non-Required Costs	\$ 6,194.32	\$ 40,185.00	\$ -	\$ 15,113.39
Total Costs (Required + Non-Required)	\$ 587,229.54	\$ 545,335.00	\$ 261,603.72	\$ 714,119.07
Average All Costs Per Student Attendance Day	\$ 148.48	\$ 373.52	\$ 330.73	\$ 367.91
Average of Total Costs Per 190 Day School Year	\$ 3,090.68	\$ 2,870.18	\$ 1,376.86	\$ 3,758.52

**APPENDIX D:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2018-2019**

County Name:	McLennan	Montgomery	Nueces	Tarrant
Number of Student Attendance Days	4,739	11,916	1,745	10,251
Required Costs				
Administrative	\$ 153.69	\$ 72,735.13	\$ 142,068.70	\$ 49,189.02
Professional Services	\$ -	\$ -	\$ 4.78	\$ 1,700.00
Program Administrator/Principal	\$ 99,168.06	\$ 208,269.30	\$ 67,411.12	\$ 305,452.00
Educational Staff	\$ 120,593.26	\$ 543,757.03	\$ 131,881.17	\$ 492,548.00
Behavior Management Staff	\$ -	\$ 405,173.41	\$ 30,736.43	\$ 506,891.00
Clerical/Support Staff	\$ 81,175.89	\$ 117,077.70	\$ 41,199.88	\$ -
Caseworkers	\$ -	\$ 123,166.52	\$ 55,741.41	\$ -
Campus Security	\$ -	\$ 15,296.17	\$ -	\$ 85,917.00
Educational Materials and Supplies	\$ 82,019.37	\$ 34,908.95	\$ 6,009.98	\$ 20,649.54
Building Expenses	\$ -	\$ 3,029.90	\$ 56,022.46	\$ 213,183.96
Meals	\$ -	\$ 32,757.00	\$ 3,373.95	\$ 191,517.00
Utilities	\$ 2,493.12	\$ 15,240.75	\$ 10,703.32	\$ -
Equipment	\$ 2,020.31	\$ 23,623.58	\$ 8,812.21	\$ 4,861.61
Training/Travel	\$ -	\$ 1,377.00	\$ 6,626.31	\$ -
Other/Miscellaneous Expenses	\$ 58,835.23	\$ 169.36	\$ 2,470.14	\$ -
Student Transportation	\$ -	\$ 309,877.18	\$ 38,236.55	\$ 168,366.04
Total Required Costs	\$ 446,458.93	\$ 1,906,458.98	\$ 601,298.40	\$ 2,040,275.17
Average Required Cost Per Student Attendance Day	\$ 94.21	\$ 159.99	\$ 344.58	\$ 199.03
Average Required Costs Per 190 Day School Year	\$ 2,349.78	\$ 10,033.99	\$ 3,164.73	\$ 10,738.29
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 74,407.61	\$ -	\$ 29,678.00
Program Staff	\$ 41,070.51	\$ -	\$ -	\$ -
Educational Staff	\$ 54,760.68	\$ -	\$ -	\$ -
Medical Services & Staff	\$ -	\$ -	\$ -	\$ 7,311.62
Other/Miscellaneous Expenses	\$ -	\$ 11,633.59	\$ 6,597.09	\$ 18,256.37
Total Non-Required Costs	\$ 95,831.19	\$ 86,041.20	\$ 6,597.09	\$ 55,245.99
Total Costs (Required + Non-Required)	\$ 542,290.12	\$ 1,992,500.18	\$ 607,895.49	\$ 2,095,521.16
Average All Costs Per Student Attendance Day	\$ 114.43	\$ 167.21	\$ 348.36	\$ 204.42
Average of Total Costs Per 190 Day School Year	\$ 2,854.16	\$ 10,486.84	\$ 3,199.45	\$ 11,029.06

**APPENDIX D:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2018-2019**

County Name:	Taylor	Travis	Webb
Number of Student Attendance Days	1,248	2,245	5,043
Required Costs			
Administrative	\$ 29,417.00	\$ 54,917.65	\$ -
Professional Services	\$ -	\$ 720.30	\$ -
Program Administrator/Principal	\$ 73,713.00	\$ 154,935.97	\$ -
Educational Staff	\$ 175,251.00	\$ 100,128.24	\$ 242,706.00
Behavior Management Staff	\$ 158,312.00	\$ 26,313.41	\$ 47,600.00
Clerical/Support Staff	\$ -	\$ 51,936.00	\$ 171,650.00
Caseworkers	\$ 103,974.00	\$ 193,712.62	\$ 146,171.00
Campus Security	\$ -	\$ -	\$ 58,473.00
Educational Materials and Supplies	\$ 1,962.00	\$ 10,416.19	\$ 2,880.94
Building Expenses	\$ 451.00	\$ 2,253.00	\$ 3,714.88
Meals	\$ 535.00	\$ 168.39	\$ 203.86
Utilities	\$ 3,450.00	\$ 661.80	\$ 13,206.52
Equipment	\$ 1,747.00	\$ 4,729.93	\$ 3,973.39
Training/Travel	\$ 3,516.00	\$ 1,920.10	\$ -
Other/Miscellaneous Expenses	\$ 4,609.00	\$ 1,281.34	\$ 44,763.15
Student Transportation	\$ -	\$ (0.80)	\$ 21,355.37
Total Required Costs	\$ 556,937.00	\$ 604,094.14	\$ 756,698.11
Average Required Cost Per Student Attendance Day	\$ 446.26	\$ 269.08	\$ 150.05
Average Required Costs Per 190 Day School Year	\$ 2,931.25	\$ 3,179.44	\$ 3,982.62
Non-Required Costs			
Other Administrative	\$ -	\$ 104,892.89	\$ -
Counseling Services & Staff	\$ -	\$ -	\$ -
Program Staff	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -
Medical Services & Staff	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ (135.00)	\$ 919.69	\$ 1,148.07
Total Non-Required Costs	\$ (135.00)	\$ 105,812.58	\$ 1,148.07
Total Costs (Required + Non-Required)	\$ 556,802.00	\$ 709,906.72	\$ 757,846.18
Average All Costs Per Student Attendance Day	\$ 446.16	\$ 316.22	\$ 150.28
Average of Total Costs Per 190 Day School Year	\$ 2,930.54	\$ 3,736.35	\$ 3,988.66

**APPENDIX D:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2018-2019**

County Name:	Wichita	Williamson
Number of Student Attendance Days	5,964	3,779
Required Costs		
Administrative	\$ 26,922.00	\$ 47,007.43
Professional Services	\$ -	\$ -
Program Administrator/Principal	\$ 122,773.06	\$ 201,144.11
Educational Staff	\$ 356,260.48	\$ 374,476.28
Behavior Management Staff	\$ 59,874.50	\$ 389,855.04
Clerical/Support Staff	\$ 59,843.56	\$ 75,500.58
Caseworkers	\$ 75,302.00	\$ 132,602.49
Campus Security	\$ -	\$ 60,195.11
Educational Materials and Supplies	\$ 8,099.01	\$ 6,551.27
Building Expenses	\$ -	\$ 13,624.89
Meals	\$ 13,278.77	\$ 87,719.45
Utilities	\$ 14,086.85	\$ 47,835.00
Equipment	\$ -	\$ 7,963.08
Training/Travel	\$ -	\$ 500.00
Other/Miscellaneous Expenses	\$ -	\$ 29,479.48
Student Transportation	\$ -	\$ 6,080.76
Total Required Costs	\$ 736,440.23	\$ 1,480,534.97
Average Required Cost Per Student Attendance Day	\$ 123.48	\$ 391.78
Average Required Costs Per 190 Day School Year	\$ 3,876.00	\$ 7,792.29
Non-Required Costs		
Other Administrative	\$ -	\$ 43,272.77
Counseling Services & Staff	\$ 211,991.00	\$ -
Program Staff	\$ -	\$ -
Educational Staff	\$ -	\$ 75,317.29
Medical Services & Staff	\$ -	\$ 21,167.25
Other/Miscellaneous Expenses	\$ -	\$ 28,653.88
Total Non-Required Costs	\$ 211,991.00	\$ 168,411.19
Total Costs (Required + Non-Required)	\$ 948,431.23	\$ 1,648,946.16
Average All Costs Per Student Attendance Day	\$ 159.03	\$ 436.34
Average of Total Costs Per 190 Day School Year	\$ 4,991.74	\$ 8,678.66