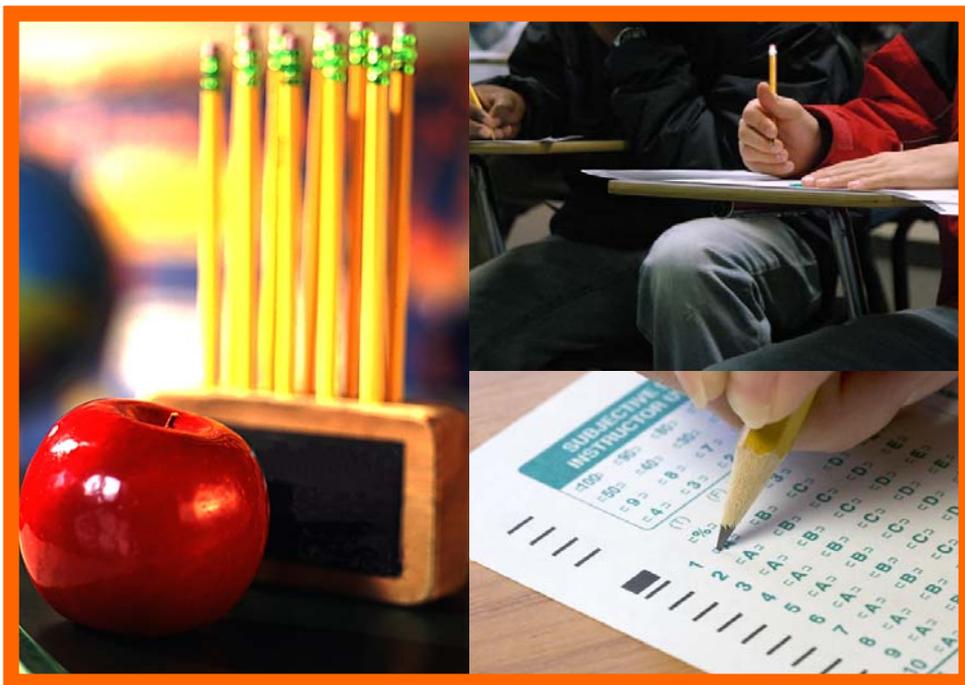


Juvenile Justice Alternative Education Programs
Performance Assessment Report
School Year 2006-2007



May 2008

A Report by the
Texas Juvenile Probation Commission

Juvenile Justice Alternative Education Programs
Performance Assessment Report
School Year 2006-2007



Texas Juvenile Probation Commission

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The 2008 Juvenile Justice Alternative Education Program Report describes the status of these programs as required by the Texas General Appropriations Act, 80th Regular Texas Legislative Session, Rider 13 – Texas Juvenile Probation Commission. The report will be posted on the Texas Juvenile Probation Commission (TJPC) website May 1, 2008, at www.tjpc.state.tx.us/publications/. A copy of the report can be printed directly from the web.

The Texas Juvenile Probation Commission 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.

Table of Contents

Section 1: Introduction to Juvenile Justice Alternative Education Program	
Introduction.....	1
Section 2: Overview of Juvenile Justice Alternative Education Programs	
History.....	3
Funding	3
Statutory Requirements	4
Section 3: Students in Juvenile Justice Alternative Education Programs	
JJAEP Student Population	5
JJAEP Placement Type	7
Characteristics of the JJAEP Student Population	9
Juvenile Court Status of the JJAEP Student Population.....	18
Program Stay for the JJAEP Student Population.....	23
Section 4: Description of Juvenile Justice Alternative Education Programs	
Introduction.....	25
Programmatic Elements	25
Programmatic Components.....	29
Program Staffing	30
Student Population Served.....	31
Attendance and Transportation	32
Section 5: Program Measures and Performance of Juvenile Justice Alternative Education Programs	
Texas Assessment of Knowledge and Skills Analysis	35
Iowa Tests of Basic Skills Analysis	44
Behavior Analysis	50
Juvenile Probation System Re-Contact Rate Analysis	54
Section 6: Program Costing	
Introduction.....	61
Cost Per Day	62
Cost Variables	62
Cost by Program Type.....	63
Required Cost	65
Conclusion	66
Section 7: Strategic Elements	
TJPC JJAEP Mission Statement.....	67
JJAEP Philosophy	67
JJAEP Internal / External Assessment	67
Internal Strengths and Weaknesses.....	70
External Opportunities and Challenges.....	70
Key Policy Issues.....	71
Goals, Strategic Directions and Strategies	71
Section 8: Appendices	
Appendix A: Select JJAEP Program Characteristics	73
Appendix B: Reading / ELA TAKS Results by County for Students in JJAEPs at Least 90 School Days Prior to the Time of TAKS Administration	77
Appendix C: Math TAKS Results by County for Students in JJAEPs at Least 90 School Days Prior to the Time of TAKS Administration	79
Appendix D: Reasons for Program Exit by County	81
Appendix E: Comparison of TAKS Passing Rate by Grade Level	82
Appendix F: JJAEP Cost Per Day Itemization of Costs.....	83

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Section I

Introduction to Juvenile Justice Alternative Education Programs

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

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

The Texas Legislature mandated that the Texas Juvenile Probation Commission (TJPC) develop a comprehensive system to ensure that JJAEPs were held accountable for student academic and behavioral success and to prepare a report to assess the performance of the JJAEPs based on the accountability system that was developed in 1999. Rider Number 13 to TJPC'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
80th Regular Texas Legislative Session
Rider 13 – Texas Juvenile Probation Commission**

JJAEP Accountability. Out of funds appropriated above in Strategy D.1.1. Juvenile Justice Alternative Education Programs (JJAEP), the Texas Juvenile Probation Commission shall ensure that Juvenile Justice Alternative Education Programs are held accountable for student academic and behavioral success. The Texas Juvenile Probation Commission shall submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2008. The report shall include, but is not limited to, the following:

- a. An assessment of the degree to which each JJAEP enhanced the academic performance and behavioral improvement of attending students;
- b. A detailed discussion on the use of standard measures used to compare program formats and to identify those JJAEPs most successful with attending students;
- c. The percent of eligible JJAEP students statewide and by program demonstrating academic growth in the Texas Assessment of Knowledge and Skills (TAKS);
- 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

Local juvenile boards in counties with a population over 125,000 were required by law to implement and operate JJAEPs. The twenty-seven JJAEP counties encompass 283 school districts. These counties accounted for approximately 76% of the State’s juvenile age population in 2007. Hays County has chosen to operate as a mandatory JJAEP county in accordance with the General Appropriations Act, TJPC Rider 10. Mandatory JJAEP counties now include:



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

It is anticipated that an additional four to five counties may fall under the population requirement to operate a mandatory JJAEP when the 2010 U. S. Census is released. The following counties may reach the 125,000 population requirement in 2010: Hays, Ellis, Ector, Potter and Midland.

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 Texas Education Agency (TEA) and TJPC. Public schools are funded through county tax revenues, state general appropriation funds and federal funds.



TJPC 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 discretianarily expelled and non-expelled students who may attend the JJAEP. Local school districts may provide funds and/or in-kind services to the JJAEP as agreed upon in the MOU. A more in-depth discussion of program costing can be found in Section 6 of this report.

In addition to those counties mandated to operate JJAEPs, counties may voluntarily choose to establish a JJAEP. These programs may be funded through a combination of TJPC grants to local juvenile probation departments and through funding provided by local school districts. During school year 2006-2007, seven counties were supported with TJPC grant funds to operate JJAEPs. These discretionary JJAEP counties include: Atascosa, Bowie, Hale, Hardin, Hill, Hopkins and Karnes/Wilson.

The focus of this report is on mandatory JJAEPs and the students they served during the 2006-2007 school year.

Statutory Requirements

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



- The statutorily established academic mission of the JJAEP is to enable students to perform at grade level pursuant to TEC Section 37.011(h);
- JJAEPs are required to operate seven hours a day for 180 days a year pursuant to TEC Section 37.011(f);
- JJAEPs must focus on English / language arts, mathematics, sciences, social studies and self-discipline but are not required to provide a course necessary to fulfill a student's high school graduation requirements pursuant to TEC Section 37.011(d);
- JJAEPs must adopt a student code of conduct pursuant to TEC Section 37.011(c);
- The juvenile board must develop a written JJAEP operating policy and submit it to TJPC for review and comment pursuant to TEC Section 37.011(g);
- JJAEPs must adhere to the minimum standards set by TJPC 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 141.042(6). JJAEPs are required by these standards to have one certified teacher per program and an overall instructional staff-to-student ratio of no more than 1 to 24. Instructional staff must have a Bachelor's degree from a four-year accredited university. Additionally, the operational staff-to-student ratio is required to be no more than 1 to 12; and
- The juvenile board or the board's designee shall regularly review a JJAEP student's academic progress. For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d).

Section 3

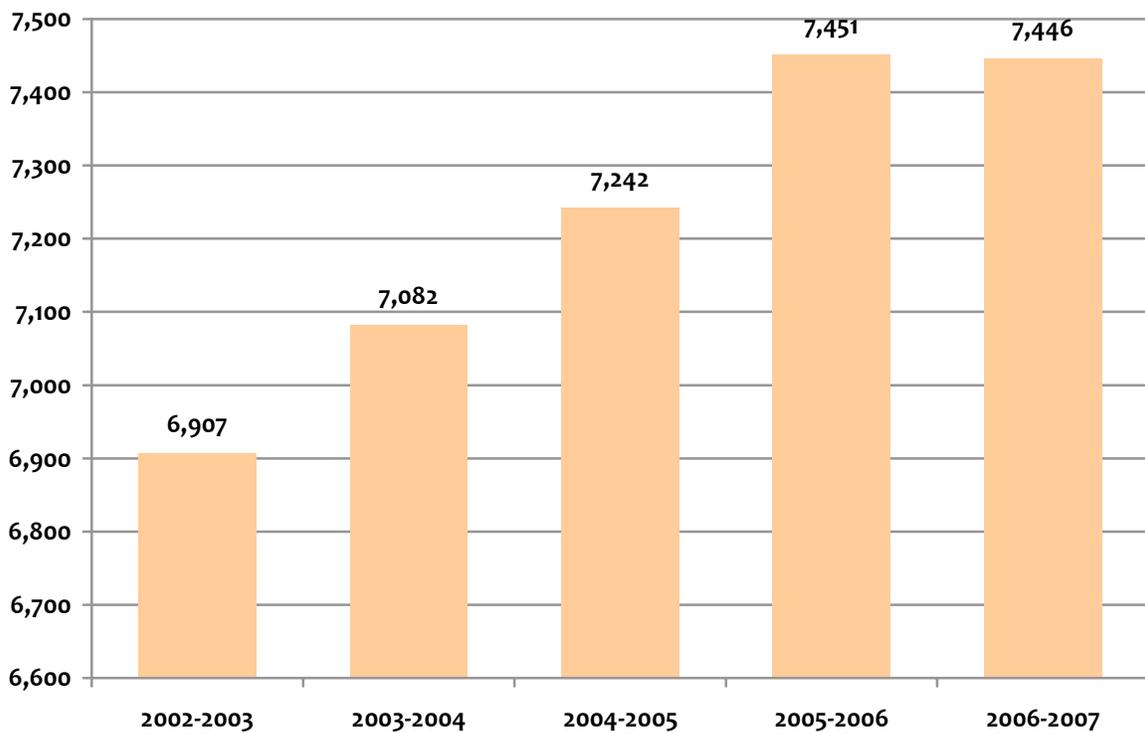
Students in Juvenile Justice Alternative Education Programs

JJAEP Student Population

Students served in JJAEPs have been expelled from their home school campus, have been placed into the program as a requirement of supervision by the juvenile court or have been placed by a local agreement. During school year 2006-2007 there were 7,446 student entries into JJAEPs. This represented an eight percent increase in entries for all students since school year 2002-2003 for JJAEPs mandated by the State.

Chart 1

JJAEP Student Entries by School Year



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 a return from an out-of-home residential setting. During school year 2006-2007, a total of 6,991 individual students accounted for the 7,446 entries into JJAEP programs. A total of 423 students entered a JJAEP more than once during the school year. Table 2 presents the distribution of student entries and students in JJAEPs by county for school year 2006-2007.

Table 2

**JJAEP Student Entries and Students by County
School Year 2006-2007**

County	Student Entries	Students
Bell	319	277
Bexar	871	785
Brazoria	274	253
Brazos	52	51
Cameron	264	261
Collin	147	142
Dallas	962	917
Denton	301	288
El Paso	43	43
Fort Bend	207	203
Galveston	195	185
Harris	1,264	1,207
Hays	44	43
Hidalgo	318	304
Jefferson	138	132
Johnson	68	64
Lubbock	142	130
McLennan	251	225
Montgomery	265	259
Nueces	106	100
Smith	82	78
Tarrant	367	345
Taylor	73	68
Travis	118	115
Webb	309	265
Wichita	62	59
Williamson	204	195
Total	7,446	6,991

Students may enter JJAEPs at any time during a school year and may continue in the JJAEP from one school year to the next. Students who enter a JJAEP in one school year and continue in the next are considered “carryovers” from the previous school year. In school year 2006-2007, a total of 1,805 juveniles, or 26%, of students began the year as carryovers.

JJAEP Placement Type

The student population served by JJAEPs fall into two basic categories: expelled students and non-expelled students who are referred to as *other*. *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, offenses must occur on school property or at a school-related function. The mandatory expulsion offenses are listed below.

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

**regardless of location*



A *discretionary expulsion* occurs when a school district chooses to expel a student for committing an offense or engaging in behavior as described in TEC Section 37.007(b), (c), and (f). Some discretionary expulsions may occur in a regular classroom, on a school campus or at a school related event while serious or persistent misbehavior may only occur in a school district's Disciplinary Alternative Education Program (DAEP). Unlike mandatory offenses, specific discretionary offenses are not required to have been committed on school property or at a school-related function.

Those offenses for which expulsion is discretionary are listed below.

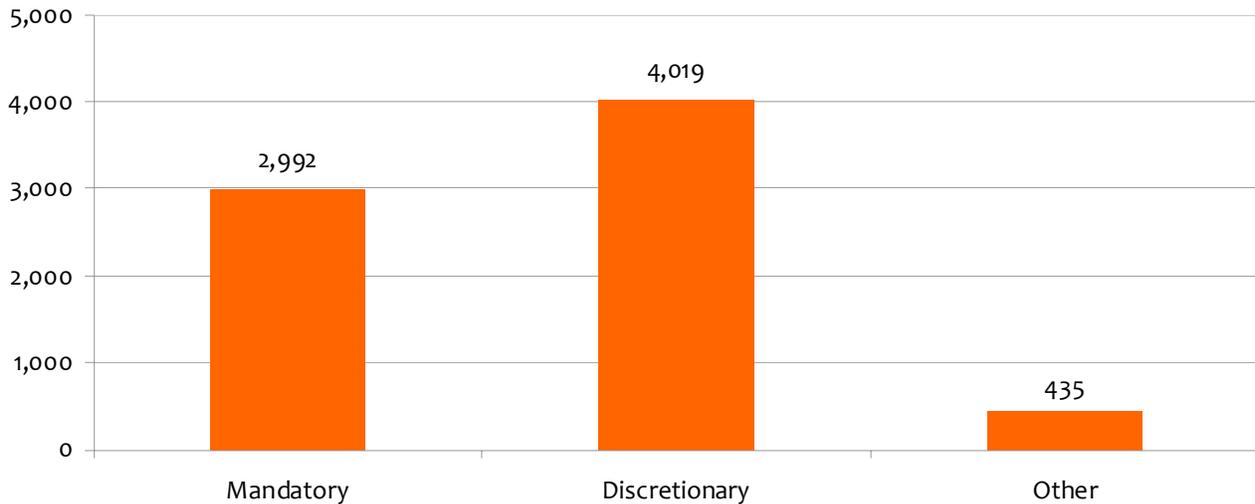
- | | |
|--|--|
| <ul style="list-style-type: none"> - Serious or Persistent Misbehavior - Any Mandatory Offense within 300 feet of school campus - Aggravated Assault, Sexual Assault, Aggravated Robbery, Murder or Attempted Murder occurring off campus against another student | <ul style="list-style-type: none"> - Misdemeanor Drug and Alcohol Offenses - Assault on a teacher or employee - Felony Criminal Mischief - Deadly Conduct - Terroristic Threat - Inhalants |
|--|--|

Other students include non-expelled students who are ordered to attend the JJAEP by a juvenile court judge or who attend the JJAEP under an agreement with the local school district as authorized by TEC Section 37.011. Not all JJAEPs serve non-expelled students. JJAEPs that do serve *other* students include provisions in the local memorandum of understanding between the juvenile board and school district detailing which students may be served and how the placement will be funded. In school year 2006-2007, 11 JJAEPs served more than one non-expelled student.

The number and percentage of mandatory, discretionary and other student entries into JJAEPs during school year 2006-2007 may be found below in Chart 3. As in previous years, the vast majority of JJAEP student entries were the result of expulsion (94%). Discretionary expulsions were the largest category, accounting for 54% of all entries.

Chart 3

**JJAEP Entries by Placement Type
School Year 2006-2007**



JJAEPs have experienced a fairly consistent pattern of growth since school year 2002-2003. However, the mandated student population has experienced a significant increase in population during the last four school years. Table 4 illustrates this growth in JJAEPs over time according to the type of student entry.

Table 4

**JJAEP Entries by Placement Type
School Years 2002-2003 through 2006-2007**

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	N	%	N	%	N	%	N	%	N	%
Mandatory	1,826	26%	2,209	31%	2,445	34%	2,655	36%	2,992	40%
Discretionary	4,126	60%	4,234	60%	4,264	59%	4,232	57%	4,019	54%
Other	955	14%	639	9%	533	7%	564	8%	435	6%
Total	6,907	100%	7,082	100%	7,242	100%	7,451	100%	7,446	100%

- Total student entries into JJAEPs increased by 8% between school years 2002-2003 and 2006-2007.
- Entries for mandatory expulsions have increased every year since school year 2002-2003.
 - Between school years 2002-2003 and 2006-2007, mandatory expulsion entries increased 64% while discretionary entries decreased 3%.
- Discretionary entries have decreased both in number and as a percentage of total JJAEP entries.

- Other student entries decreased by 54% from school year 2002-2003 to school year 2006-2007.
- As the number of mandatory student entries increases, the JJAEP’s ability to serve discretionary and other students is reduced because JJAEPs are required to serve all juveniles expelled from school for a mandatory offense.

Characteristics of the JJAEP Student Population

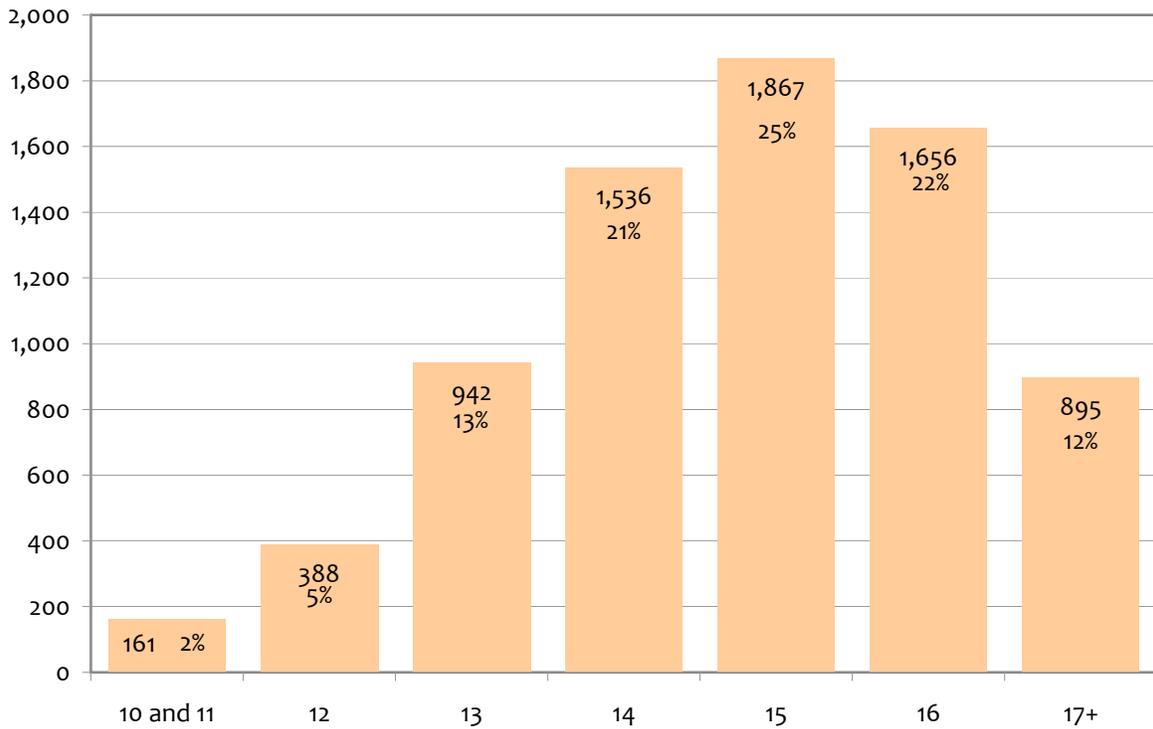
Student population characteristics, including age, gender, ethnicity, grade level, and special education status provide descriptive information about the students who entered JJAEPs during school year 2006-2007.

Age

Chart 5 depicts the age of students entering the JJAEPs during school year 2006-2007.

Chart 5

JJAEP Student Entries by Age
School Year 2006-2007



- 68% of the students entering a JJAEP were between the ages of 14 and 16.
- Fifteen year olds accounted for 25% of JJAEP entries, the largest single category.
- Students age 17 and older, although not of juvenile justice age, are eligible for placement into a JJAEP and accounted for 12% of student entries.

The age of students entering differed by placement type in school year 2006-2007:

- A similar percentage of discretionary students (8%) and mandatory students (7%) were 10 to 12 years old, compared to 4% of *other* students.
- Non-expelled or *other* students were older than the expelled students. 76% of *other* students were 15 years old and older, compared to 54% of discretionary students and 64% of mandatory students.
- Eighty-three discretionary students (2%) and 113 mandatory students (4%) were 18 years of age or older.

Gender and Race

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

Table 6

**JJAEP Student Entries by Gender and Race
School Year 2006-2007**

	Gender		Total by Race	Percent of Total by Race
	Male	Female		
African-American	1,395	361	1,756	24%
White	1,200	398	1,598	21%
Hispanic	3,207	764	3,971	53%
Other	100	21	121	2%
Total	5,902 (79%)	1,544 (21%)	7,446	100%

- 79% of JJAEP students were minority youth.
- The majority of entries into JJAEPs were male (79%).
- Hispanic males were the largest single group of JJAEP students, accounting for 43% of entries into the program, up from 39% in the 2004-2005 school year.

The race and ethnicity of students differed by type of JJAEP placement. In school year 2006-2007:

- 80% of discretionary entries were minority students, compared to 78% of mandatory entries and 72% of *other* entries.
 - African-American students accounted for 30% of discretionary entries, 15% of mandatory entries and 29% of *other* entries.
 - Hispanic students accounted for 49% of discretionary entries, 61% of mandatory entries and 41% of *other* entries.
 - White students accounted for 20% of discretionary entries, 22% of mandatory entries and 28% of *other* entries.

The gender of students did not differ significantly by placement type. Males accounted for a very large majority of all placement types with *other* entries having the highest proportion of male students (81%). Seventy-eight percent of discretionary and 80% of mandatory student entries were male. Table 7 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and juveniles referred to the juvenile probation system during school year 2006-2007.

Table 7

**Comparison of Race Distributions Within Systems
School Year 2006-2007**

	African-American	White	Hispanic	Other
Juvenile Justice Alternative Education Program	24%	21%	53%	2%
District Alternative Education Program	25%	24%	50%	1%
Texas Public School	14%	36%	46%	4%
Statewide Referrals to Juvenile Probation*	25%	28%	46%	1%

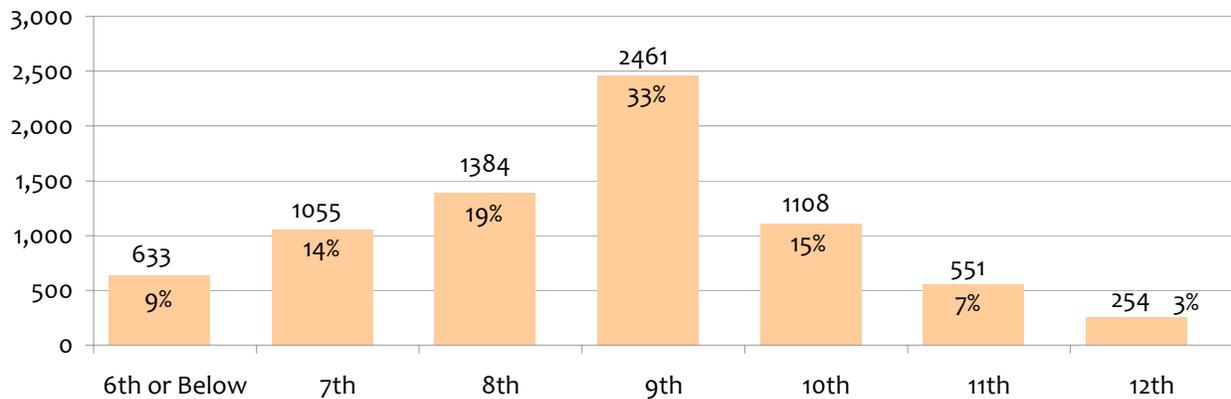
- The higher proportion of Hispanic students in JJAEPs may be the result of school locations.
 - 24% of JJAEP participants are in Bexar, Cameron, El Paso, Hidalgo, and Webb counties. 87% of JJAEP participants from these counties are Hispanic.

Grade Level

In school year 2006-2007, JJAEPs served elementary through high school students. Chart 8 shows the distribution of student entries by grade level.

Chart 8

**JJAEP Student Entries by Grade Level
School Year 2006-2007**



- The majority of JJAEP student entries (58%) were high school students.
- Ninth graders comprised 33% of all JJAEP entries, the largest single category.
- Approximately 7% of JJAEP entries in school year 2006-2007 were in 6th grade. 2%, or 141 students, are in 5th grade or below.
- According to TJPC’s data analysis, 35% of JJAEP entries were not at their expected grade level based on their age at entry.

The grade level of students entering JJAEPs varied by type of entry. In school year 2006-2007:

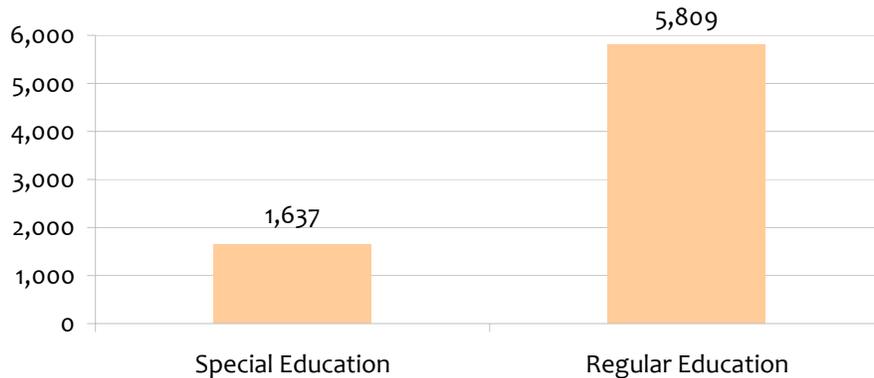
- Non-expelled students entering JJAEPs in the *other student* category were the most likely to be in high school. 73% of *other student* entries were in the 9th through 12th grades, compared to 67% of mandatory student entries and 51% of discretionary student entries.
- The entry type with the highest proportion of middle school student entries was the discretionary expulsion category. 47% of discretionary entries were in the 6th through 8th grades, compared to 32% of mandatory student entries and 26% of *other student* entries.

Special Education Needs

JJAEPs serve students who have special education needs identified in their individual education plan (IEP). Chart 9 depicts the proportion of JJAEP student entries with special education needs. Chart 10 shows the percentage of students in JJAEPs with special education needs since school year 2002-2003.

Chart 9

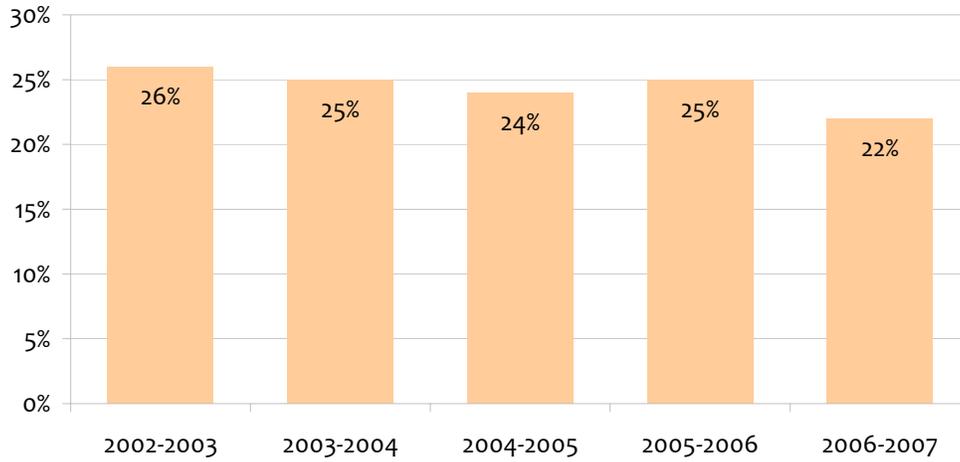
JJAEP Student Entries by Education Classification
School Year 2006-2007



- 22% of the students in JJAEPs were classified as having special education needs.

Chart 10

**Percent of JJAEP Student Entries Classified as Special Education
School Years 2002-2003 through 2006-2007**

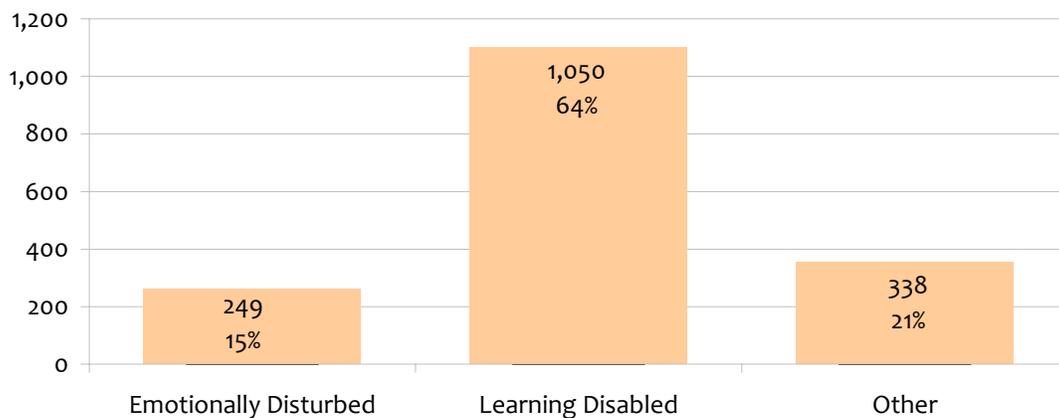


- Between school years 2002-2003 and 2006-2007, the percent of entries into JJAEPs classified as special education decreased from 26% to 22%.
 - In school year 2006-2007, there were 159 fewer JJAEP entries classified as special education than in school year 2002-2003.

Chart 11 presents the primary disability for special education students entering JJAEPs in school year 2006-2007.

Chart 11

**JJAEP Student Entries by Special Education Primary Disability
School Year 2006-2007**

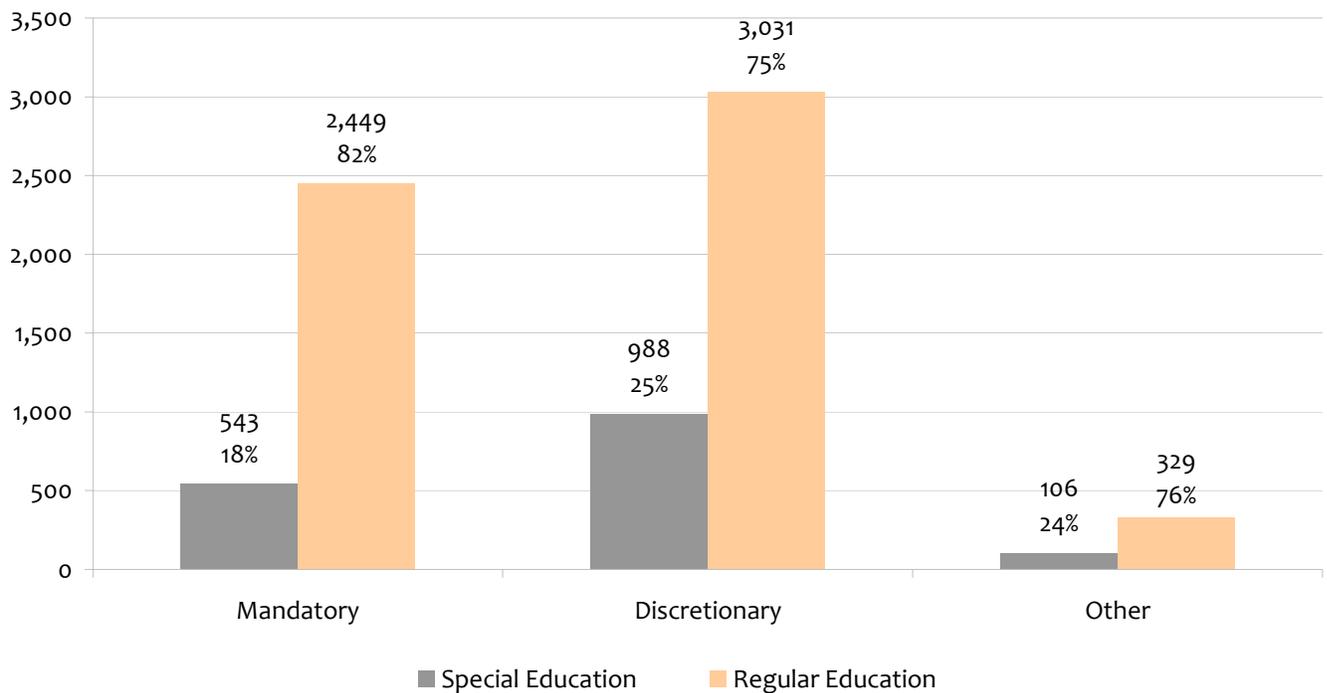


- Special education students with a learning disability accounted for 14% of the total JJAEP entries in school year 2006-2007.
- The “other” disability category includes students with physical disabilities, brain disorders and mental retardation.
 - 13 students or 4% of the other disability category had a primary disability of mental retardation.
 - The remaining special education students in the other category were physically disabled or had a disability such as a speech or visual impairment, a traumatic brain injury or other health problem.

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

Chart 12

**JJAEP Special Education Student Entries by Placement Type
School Year 2006-2007**



- The majority of special education students were discretionary entries (60%).
- Special education students accounted for only 18% of mandatory student entries, compared to 25% of discretionary student entries and 24% of other student entries.

Other Student Characteristics

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

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

Analysis of the Public Education Information Management System (PEIMS) data for students entering JJAEPs in school year 2006-2007 showed that nine percent of JJAEP students were classified as having limited English proficiency (LEP) while eight percent were classified as ESL. Approximately two percent of JJAEP students were considered to be gifted/talented.

Chart 13

JJAEP Students Identified as At-Risk
School Year 2006-2007

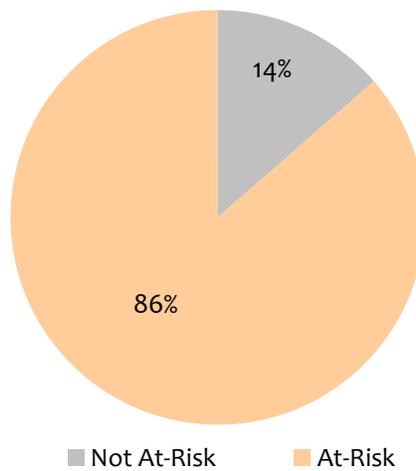


Chart 13 presents the distribution of at-risk students in JJAEPs. Many factors are considered in determining if a student is at-risk including not advancing grade levels, not maintaining an average of 70 (on a scale of 100) in two or more curriculum subjects during the school year, placement into an DAEP or expulsion, having limited English proficiency, being in the care or custody of the Texas Department of Protective and Regulatory Services, and/or serving on parole, probation or deferred prosecution. The vast majority, or 86%, of students in JJAEPs were considered to be at-risk students. In comparison, 81% of DAEP students were considered at-risk students in school year 2006-2007.

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

Chart 14

**Percent of JJAEP Students by Economic Indicator
School Year 2006-2007**



- 62% of the JJAEP students were classified as economically disadvantaged.
 - Statewide, 56% of public school students were classified as economically disadvantaged.
- Almost half of the students in JJAEPs were eligible for free meals (47%).

Expulsion Offense Types

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

Table 15

**JJAEP Mandatory Expulsion Student Entries by Expulsion Offense Category
School Year 2006-2007**

Expulsion Offense Category	Number	Percent of Total
Felony Drug Offenses	1,691	57%
Weapons Offenses (includes expulsion for a non-illegal knife)	872	29%
Aggravated Assault or Sexual Assault	247	8%
Aggravated Robbery	4	<1%
Arson	110	4%
Indecency with a Child	54	2%
Retaliation	13	<1%
Murder, Attempted Murder or Kidnapping	0	0%
Manslaughter, Criminally Negligent Homicide	1	<1%
Total Offenses	2,992	100%

- The offense categories with the greatest increases since school year 2004-2005 are felony drugs and weapons.
- In school year 2006-2007 there were 511 more entries into JJAEPs for mandatory felony drug offenses than in school year 2004-2005, while expulsions for weapons offenses increased by 158.
 - Felony drug offenses accounted for the highest proportion of mandatory placements in the JJAEPs (57%).
 - Over one-quarter of the mandatory expulsion students were placed because of a weapons violation (29%).
- Less than 1% of mandatory entries were for the offenses of manslaughter, criminally negligent homicide or aggravated robbery.
 - No students were expelled to a JJAEP for murder, attempted murder or kidnapping in school year 2006-2007.

Discretionary expulsion offenses include less serious offenses against persons as well as misdemeanor-level drug and alcohol violations. The category of serious or persistent misbehavior includes school district rule violations occurring in the DAEP.

Table 16 provides the number and percent of student entries into a JJAEP for discretionary expulsion offenses by offense type.

Table 16

**JJAEP Discretionary Expulsion Student Entries by Expulsion Offense Category
School Year 2006-2007**

Expulsion Offense Category	Number	Percent of Total
Serious or Persistent Misbehavior	2,875	72%
Misdemeanor Drug and Alcohol Offenses	678	17%
Assault on a Teacher/Employee	233	6%
False Alarm/ Terroristic Threat	107	3%
Felony Criminal Mischief	83	2%
Inhalants	1	<1%
Mandatory Offenses Committed Off Campus	36	1%
Deadly Conduct	6	<1%
Total Offenses	4,019	100%

- The numbers of serious or persistent misbehavior expulsions decreased by 8% between school years 2004-2005 and 2006-2007.
- Misdemeanor drug and alcohol offenses and serious or persistent misbehavior accounted for 89% of all discretionary expulsions.
- Students who commit an aggravated assault, aggravated sexual assault, sexual assault, murder or attempted murder, criminally negligent homicide, manslaughter, or aggravated robbery against another student off school campus or any of the other mandatory offenses within 300 feet of a school campus may be expelled at the discretion of the school district. These offenses are categorized above as “mandatory offenses committed off campus”.

Juvenile Court Status of the JJAEP Student Population

Although the majority of youth served by JJAEPs were referred to the juvenile court as a result of the offense that lead to their expulsion, this is not true for all youth. Data from TJPC’s JJAEP database and TJPC’s extract data were matched to determine the number of juveniles entering JJAEPs in school year 2006-2007 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.

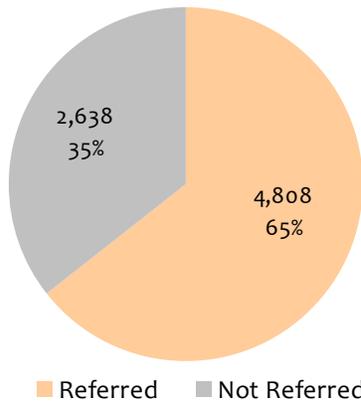
Students referred to local juvenile probation departments were referred for felony, misdemeanor, conduct indicating a need for supervision (CINS) and violation of probation offenses. CINS offense referrals include public intoxication, truancy, fineable only offenses that have been transferred to a juvenile court from a municipal or justice court, inhalant abuse, and expulsion for violating the school district code of conduct while in the DAEP under TEC Section 37.007(c), referred to as serious or persistent misbehavior. As seen in Chart 17, 65% of total student entries in school year 2006-2007 (4,808) had a formal referral to a local juvenile probation department associated with their JJAEP placement. A formal referral occurs when a juvenile has face-to-face contact with the juvenile probation department and intake occurs. It is possible for information about an offense to be forwarded to a juvenile probation department and, because of the severity of the offense or the integrity of the case, no charges are filed and the juvenile is never

brought into the department for a face-to-face contact. These paper referrals occurred for an additional four percent of student entries.

In order to be referred to a juvenile probation department, a youth must have committed an offense while between the ages of 10 and 16. Youth 17 years old and older who commit offenses are under the jurisdiction of the adult criminal justice system and may not be referred to juvenile probation, despite attending a JJAEP. In school year 2006-2007, 11% of JJAEP entries were 17 years old or older. These students accounted for 28% of those with no juvenile probation referral.

Chart 17

**JJAEP Students Referred to Juvenile Probation Departments
School Year 2006-2007**



Comparison of Juvenile Justice Referral Offenses for Expelled Students

School districts may expel those students who violate the school district student code of conduct as allowed by Texas Education Code Section 37.007 and must expel students who engage in violent, weapon and felony drug offenses while on school campus. Expulsion offenses are those alleged by the school district and may or may not be the offense for which the juvenile is formally referred to the juvenile probation department. In some cases, a student may never be formally referred for the offense alleged by the school district. Table 18 shows a comparison of the JJAEP-reported expulsion offenses and the offense of referral for students expelled and placed into a JJAEP.

Table 18

**Expulsion Offense Compared to Juvenile Justice Referral Offense
for Expelled Students in JJAEPs School Year 2006-2007**

Mandatory Expulsions	Percent	Discretionary Expulsions	Percent
No offense in juvenile justice system	30%	No offense in juvenile justice system	38%
Formal referral for the same or similar offense	57%	Formal referral for the same or similar offense	46%
Formal referral for a different offense	13%	Formal referral for a different offense	16%

- 57% of students expelled for a mandatory expulsion offense and 46% of students expelled for a discretionary offense were referred to juvenile probation for the same or similar offense.
- 54% of non-expelled students had a referral to the juvenile justice system within 30 days of entering the JJAEP.

Other Student Offenses

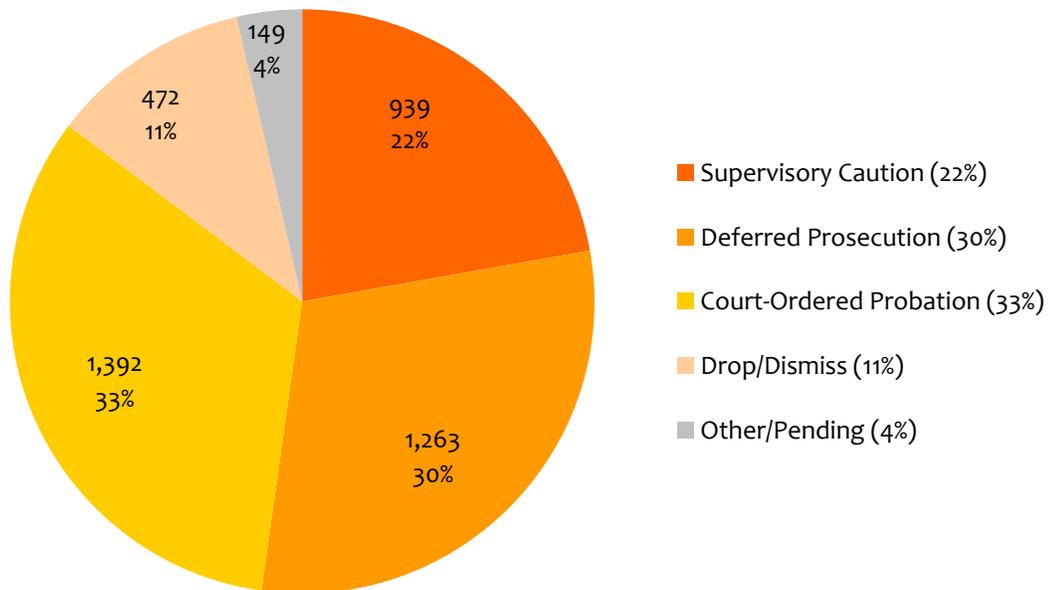
Students categorized as *other* were not placed in a JJAEP as a result of expulsion. These juveniles are most often placed into JJAEPs by the juvenile court as a condition of probation supervision or as a transition after placement. *Other* students accounted for six percent of all student entries and five percent of the total JJAEP students with a juvenile court referral within 30 days of entry into the JJAEP.

Juvenile Court Disposition Type for Expelled Students

The majority of JJAEP mandatory and discretionary expulsion students referred to juvenile probation departments had their cases disposed of either formally or informally. Informal dispositions include supervisory caution and deferred prosecution while formal dispositions include court ordered probation, commitment to the Texas Youth Commission (TYC) under a determinate or indeterminate sentence and certification as an adult. Chart 19 presents the dispositions of expelled JJAEP students.

Chart 19

Disposition Type for Expelled Students in JJAEP
School Year 2006-2007



- **Supervisory Caution** – A descriptive term for a wide variety of summary, non-judicial dispositions that an intake officer may make of a case. This may include referring a child to a social agency or a community-based first offender program run by law enforcement, contacting parents to inform them of the child’s activities or simply warning the child about the consequences of his or her activities.

- **Deferred Prosecution** – A voluntary 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 by the juvenile court.
- **Court-Ordered Probation** – After going to court for 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. While on adjudicated probation the offender may be required to participate in any program deemed appropriate, such as an intensive supervision program or residential placement.
- **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 TYC, certification as an adult, and pending cases.
- 63% of the referred mandatory and discretionary JJAEP students were disposed to community supervision (court-ordered probation or deferred prosecution). Less than 1% were committed to TYC or certified as an adult.
- Approximately 3% of expelled students had their cases pending disposition.

Disposition by Placement Type

Student dispositions varied based on the offense for which they were expelled. Table 20 provides the dispositions for students expelled to the JJAEP for mandatory and discretionary offenses.

Table 20

**Disposition by Placement Type
School Year 2006-2007**

	Mandatory		Discretionary	
	N	%	N	%
Supervisory Caution	287	15%	652	28%
Deferred Prosecution	469	25%	794	34%
Probation	936	49%	456	20%
TYC/Certified as Adult	3	0%	4	0%
Drop	173	9%	299	13%
Pending	44	2%	98	4%
Total	1,902	100%	2,303	100%

- Students expelled for a mandatory offense and referred to the juvenile probation department were more likely to be placed on probation than students expelled for a discretionary offense. 48% of mandatory students were placed on probation, compared to 20% of discretionary students.
 - 56% of mandatory expulsion students referred to juvenile probation for a mandatory offense were placed on probation compared to 20% of mandatory expulsion students referred to juvenile probation for a non-mandatory offense.
- Students expelled for a discretionary offense and referred to juvenile probation were more likely to be placed on deferred prosecution than students expelled for a mandatory offense. 34% of discretionary students were placed on deferred prosecution, compared to 25% of mandatory students.
- 74% of students expelled for a mandatory offense were placed under supervision compared to 54% of discretionary students.
- 4 students were found not guilty of the offense for which they were referred to JJAEP (3 mandatory students and 1 discretionary student).

Supervision at Entry into the JJAEP for Expelled Students

Students expelled to a JJAEP for a mandatory or discretionary offense may or may not have been referred to a juvenile probation department as a result of their expulsion offense. Students also may or may not be under the supervision of a juvenile probation department at the time of entry into the JJAEP. Table 21 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 21

Supervision at JJAEP Entry for Expelled Students
School Year 2006-2007

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Conditional/Temporary	274	13%	223	9%	497	11%
Deferred Prosecution	490	24%	769	32%	1,259	28%
Probation	852	42%	416	17%	1,268	28%
No Supervision	429	21%	1,031	42%	1,460	33%
Total	2,045	100%	2,439	100%	4,484	100%

- The majority (67%) of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
 - Students expelled for a mandatory offense were more likely to be under supervision than students expelled for a discretionary offense.
- Discretionary student entries were more likely to be under deferred prosecution at entry into the JJAEP than mandatory students.
- Conditional and temporary supervisions are pre-dispositional supervisions that allow the juvenile department to more closely monitor youth and respond to violations prior to disposition.
- JJAEPs are better able to manage the behavior of expelled youth under supervision as conditions can be included in the supervision agreement outlining the expectations and the consequences of violating JJAEP rules.

Program Stay for the JJAEP Student Population

Average Length of Stay

During school year 2006-2007, a total of 5,578 students exited from JJAEPs. Table 22 provides the average length of stay for students who exited JJAEPs. TJPC 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 2006-2007 and carried over into school year 2006-2007, the average length of stay includes their total stay.

Table 22

Average Length of Stay by County
School Year 2006-2007

County	Number Exiting	Average (days)	County	Number Exiting	Average (days)
Bell	228	62	Jefferson	95	107
Bexar	674	58	Johnson	46	80
Brazoria	226	84	Lubbock	122	66
Brazos	47	91	McLennan	223	57
Cameron	158	120	Montgomery	164	75
Collin	124	70	Nueces	77	99
Dallas	682	99	Smith	56	72
Denton	237	67	Tarrant	260	89
El Paso	36	110	Taylor	61	72
Fort Bend	114	101	Travis	98	84
Galveston	154	71	Webb	223	88
Harris	970	86	Wichita	52	75
Hays	33	88	Williamson	161	77
Hidalgo	257	57	Total Exits	5,578	80

- The average length of stay for all students exiting the JJAEP was 80 days.
- Cameron County had the longest average length of stay (120 days) compared to McLennan and Hidalgo Counties which had the shortest average length of stay (57 days).
- Students placed in a JJAEP for a mandatory reason had the longest length of stay at 89 days, compared to 73 days for discretionary and 81 days for other students.
- The length of student placements in a JJAEP is determined by local policy.

Reasons for Program Exit

Table 23 presents the reasons why students exited JJAEPs in school year 2006-2007.

Table 23

JJAEP Exit Reasons
School Year 2006-2007

	Number	Percent of Total
Returned to Local District	3,794	68%
Incomplete	800	14%
Graduated or Received GED	58	1%
Early Termination	926	17%

Incomplete is defined as leaving the program prior to completion. Students may have left to enter a more structured or secure facility (e.g., detention, residential placement, jail, etc.).

Early Termination from the program may have resulted from an Admission, Review and Dismissal (ARD) removal, student withdrawal, a student moving, or a student experiencing medical problems or dying.

- The majority of students (68%) returned to their local school district after successfully completing an expulsion term.
- 1% of exiting students either graduated from the JJAEP or received a high school equivalency certificate (GED).
- 32% of JJAEP students left the program prior to completing their assigned length of stay.

Exit reason varied by type of entry into the program. In school year 2006-2007:

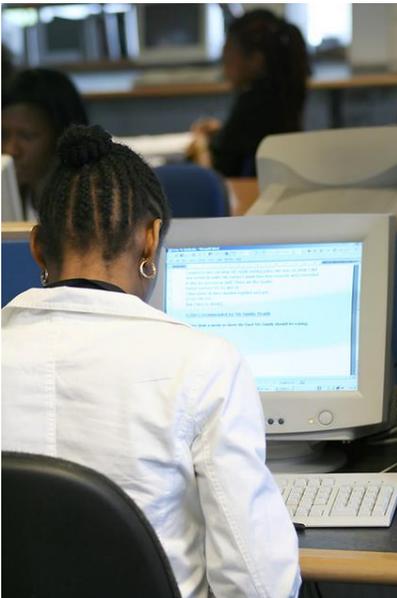
- A higher percentage of mandatory students returned to their local school district than discretionary or *other* students. 75% of mandatory students returned to their home school district compared to 69% of discretionary and 13% of *other* students.
- Non-expelled students had the highest proportion of incomplete exits. 27% of *other* students left unsuccessfully compared to 11% of mandatory and 15% of discretionary students.
- 36% of the students graduating or receiving a GED were discretionary entries compared to 34% for *other* entries and 29% for mandatory student entries.

Section 4

Description of Juvenile Justice Alternative Education Programs

Introduction

Juvenile justice alternative education programs (JJAEPs) were created in 1995 to serve as an alternative educational placement for students expelled from a regular education setting or disciplinary alternative education program (DAEP). The design and implementation of JJAEPs is a local decision determined primarily through the development of a memorandum of understanding (MOU) between the school district and juvenile board. While the juvenile board is the entity ultimately responsible for operating the JJAEP, most programs have various levels of school district participation in programming.



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

This section takes a comprehensive look at the programmatic components of the 27 JJAEPs operating during school year 2006-2007. To compile the information in this section of the report, each of the 27 JJAEPs was surveyed. Questions on the survey were designed to capture staffing and programmatic information, allowing for comparisons among individual JJAEP programs. A copy of the county-by-county list of selected responses is located in Appendix A.

Programmatic Elements

Capacity

JJAEPs vary in size according to the needs of the county and populations served by the program. In school year 2006-2007, the capacity of JJAEPs ranged from 27 to 442 (see Table 24). 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 other students accepted into the program.

Table 24

**JJAEP Student Capacity by County
School Year 2006-2007**

County	Number	County	Number
Bell	120	Jefferson	95
Bexar	350	Johnson	36
Brazoria	125	Lubbock	55
Brazos	30	McLennan	100
Cameron	120	Montgomery	135
Collin	250	Nueces	48
Dallas	442	Smith	54
Denton	150	Tarrant	120
El Paso	60	Taylor	44
Fort Bend	120	Travis	50
Galveston	72	Webb	100
Harris	400	Wichita	40
Hays	27	Williamson	250
Hidalgo	175	Total	3,541

Program Operator

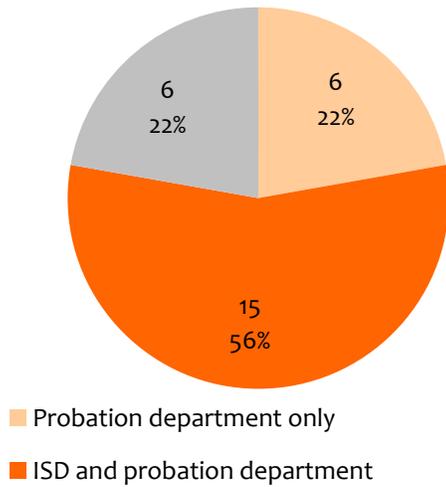
JJAEPs may be operated by the local probation department, a local school district, a private vendor, or any of these three in combination. The county juvenile board, however, makes the official determination of how a JJAEP will be designed and operated. This decision is based on a variety of factors,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



Chart 25 provides information about the entities responsible for operating JJAEPs in school year 2006-2007. For programs operated jointly, the level of support and services provided by each entity varies according to the program.

Chart 25

**JJAEP Program Operators
School Year 2006-2007**



- Local juvenile probation departments and independent school districts jointly operated just over half of the JJAEPs in the state.
- 22% of the programs were operated in conjunction with a private contractor (6).

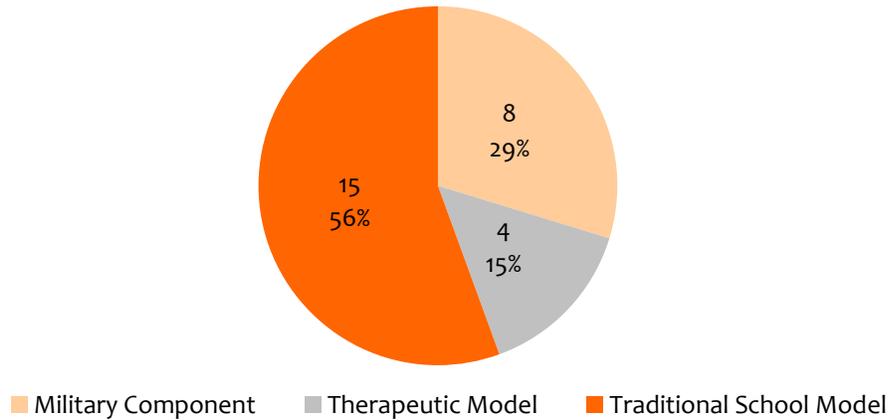
Program Format

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

Chart 26 depicts the number and percentage of programs in each of the program format categories. Schools that combine program elements are categorized based on their primary emphasis.

Chart 26

JJAEP Program Formats
School Year 2006-2007



- More than half of JJAEPs operated a traditional school model (56%), while 29% operated a military-component program (8).
- Few programs operated a therapeutic model (15%).

Table 27 presents the number and percentage of student entries by program format.

Table 27

Student Entries in JJAEPs by Program Format
School Year 2006-2007

County	Student Entries	
	N	%
Military-Component	1,505	20%
Therapeutic Model	856	12%
Traditional School Model	5,085	68%
Total	7,446	100%

- Operating in 15 of the 27 JJAEPs, the traditional school model served over half (68%) of the students entering the program.
- Programs offering the therapeutic model had the fewest student entries (12%).
- On average, the daily population of all military-style programs was 894 compared to 353 in therapeutic-style programs and 2,321 in traditional school programs.

Programmatic Components

JJAEPs offer students a variety of services in addition to the required educational and disciplinary programming. These program components are similar across most JJAEPs and include individual, group, and family counseling services, 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 28.

Table 28

**JJAEP Programmatic Components
School Year 2006-2007**

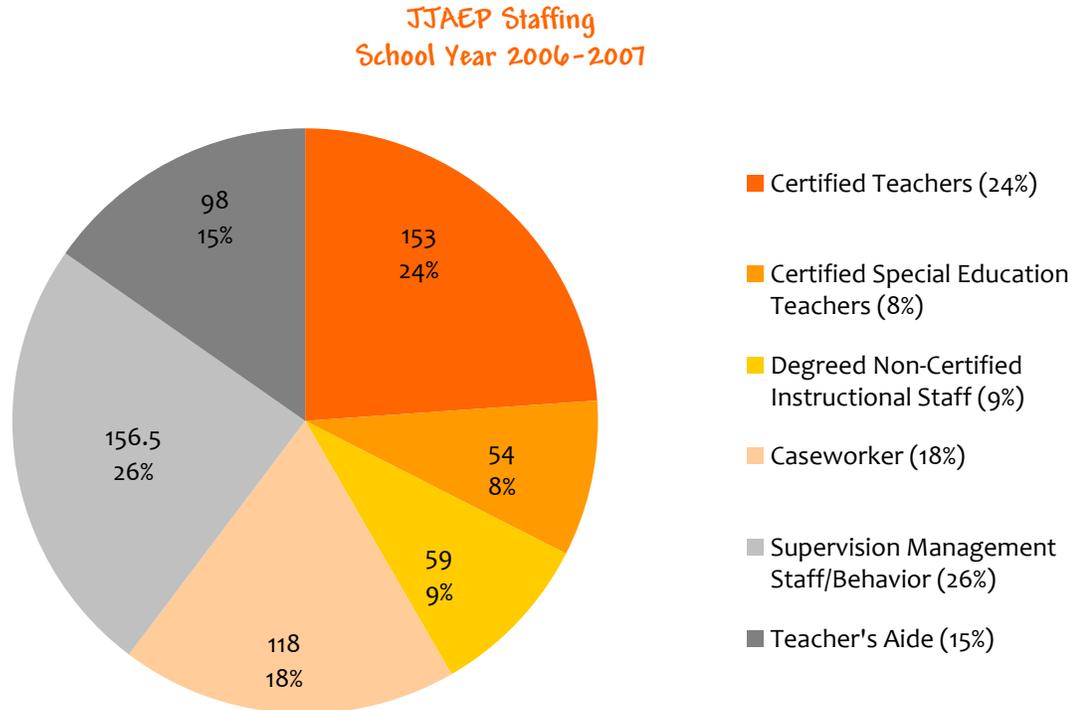
Program Components Offered	Number of Programs that Incorporate the Component			Total Number of JJAEPs with Component N=27	% of Total of JJAEPs with Component
	Military-Component N = 8	Therapeutic Model N = 4	Traditional School Model N = 15		
Individual counseling	8	4	12	24	89%
Life skills training	8	4	11	23	85%
Drug/alcohol prevention/intervention	8	3	12	23	85%
Substance abuse counseling	8	3	12	23	85%
Group counseling	7	4	11	22	81%
Anger management programs	6	4	12	22	81%
Mental Health Evaluation	7	4	9	20	74%
Community service	7	3	9	19	70%
Tutoring or mentoring	4	4	9	17	63%
Family counseling	6	2	7	15	56%
Parenting programs (for students' parents)	6	2	4	12	44%
Physical training or exercise program	7	0	3	10	37%
Vocational training/job preparation	4	2	4	10	37%
Experiential training	3	3	3	9	33%
Military drill and ceremonies	7	0	1	8	30%
Other	0	2	4	6	22%
Service Learning	1	1	1	3	11%

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

Program Staffing

JJAEPs were staffed by a variety of professionals and paraprofessionals. Chart 29 provides a summary of the number and percent of program staff statewide during school year 2006-2007.

Chart 29



- The total number of operational staff positions for JJAEPs in school year 2006-2007 was 638.5.
- 42% of all instructional staff in individual programs were certified teachers. Instructional staff includes certified teachers, certified special education teachers, degreed non-certified instructional staff and teacher aides.
- 26% of the JJAEP staff positions were supervisory staff (156.5). Supervisory staff includes security personnel, behavior management staff and drill instructors.
- The average instructional staff to student ratio was 10:1 in military-style programs, 9:1 in traditional programs and 13:1 in therapeutic programs.

Student Populations Served

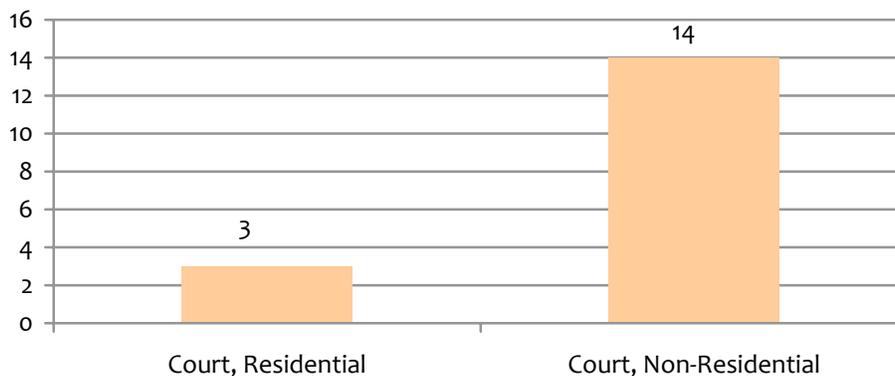
Each JJAEP is different and may serve various populations of students depending on local MOUs with school districts and the needs of the juvenile court. The two basic categories of students served by JJAEPs are expelled youth and non-expelled youth. Non-expelled youth, referred to as *other*, are placed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

- **Court-Ordered, Residential Youth** – Juveniles placed into a residential facility are required to attend school. The JJAEP may be designed 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.

JJAEPs are not required to provide services to non-expelled youth, but many did. Chart 30 illustrates the number of programs accepting different types of non-expelled (*other*) students.

Chart 30

Programs Providing Services to Non-Expelled Youth
School Year 2006-2007



- 14 JJAEPs served court-ordered, non-residential youth (52%).
- 4 JJAEPs provided services to court-ordered residential students.

State law requires that JJAEPs serve students that have been expelled for committing a mandatory offense. While there is no law which requires students expelled by school districts for discretionary reasons to receive services, the majority of JJAEPs serve this population. Six JJAEPs in school year 2006-2007 (Wichita, Brazos, El Paso, Denton, Montgomery and Tarrant counties) had MOUs excluding or limiting part of the districts’ discretionary expulsions. Those exclusions are listed below:

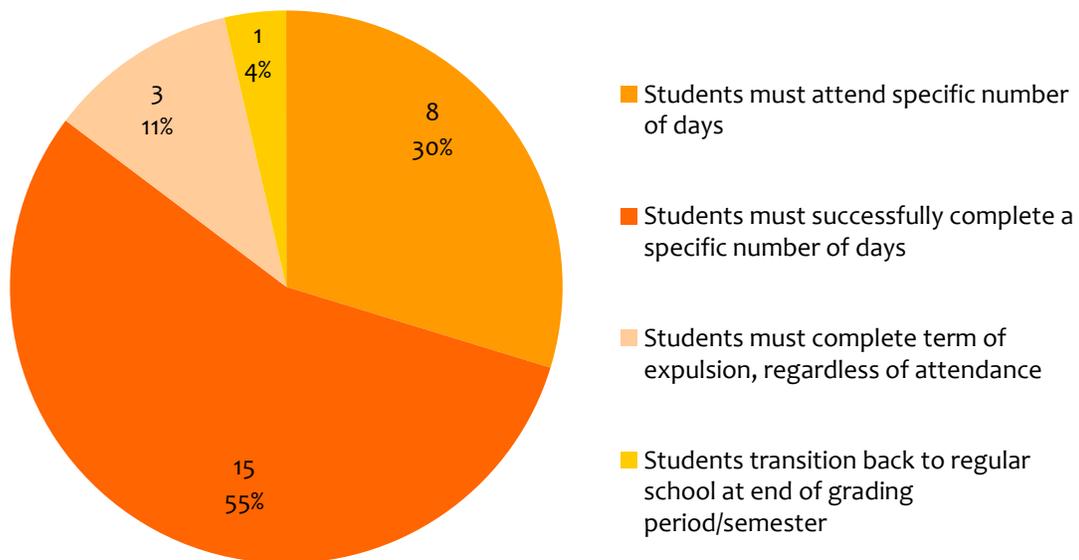
- Wichita, Brazos & El Paso: All discretionary expulsions
- Tarrant: Students expelled at the district’s discretion who are not 12 years old
- Denton: Discretionary expulsions who are 18 years of age or older.
- Montgomery: Discretionary expulsions who are 17 years of age or older.

Attendance and Transportation

A student’s expulsion from school and the length of expulsion is determined solely by the local school district. MOUs between the juvenile board and the local school districts, however, set the conditions for completion of the JJAEP assignment. Fifteen of the 27 JJAEPs, or 55% of the programs in school year 2006-2007, required students to successfully complete a specified number of days before they were released from the program (Chart 31). This requirement is used to motivate students, as well as to hold them accountable for their behavior while in the program.

Chart 31

JJAEP Conditions to Exit Program
School Year 2006-2007



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

In addition to requiring students to attend a specified number of days prior to return to their home school, sixteen of the JJAEPs required a minimum length of stay for all students. This minimum stay ranged from 30 to 90 days. The average minimum length of stay across these sixteen programs was 49 days. The average school day for JJAEPs in school year 2006-2007 was just under eight hours in length (7.75 hours). Academic instruction was provided for an average of just less than six hours (5.91 hours) per day.

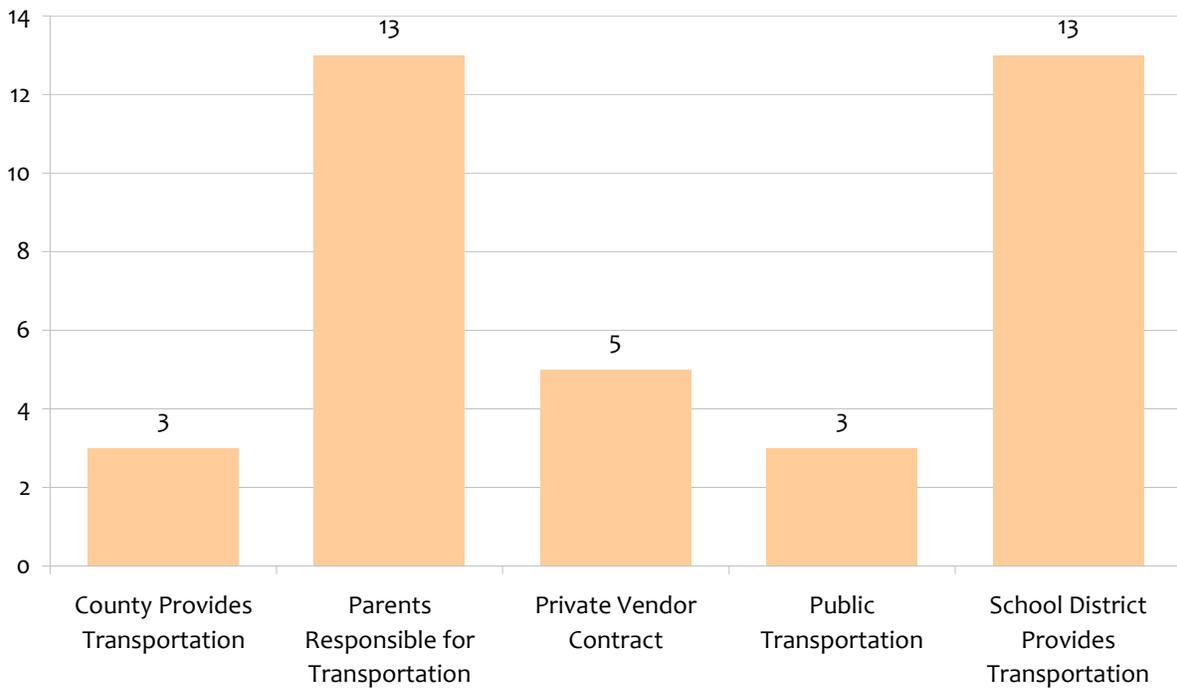
To assist in keeping a higher attendance rate, 16 of the 27 JJAEPs operated a structured truancy abatement program (59%). These programs typically provide an immediate response to truancy by probation or law enforcement and the presence of a justice of the peace at the JJAEP to hear truancy cases.

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

Chart 32 depicts the primary means of transportation used by JJAEPs in school year 2006-2007. Departments were allowed to report multiple means of transportation.

Chart 32

JJAEP Transportation Method
School Year 2006-2007



- School districts provided transportation to students in 48% of the JJAEPs.
- Parents were a means of transportation for students in 48% of the JJAEPs.
- In order to facilitate the transportation of students, several of the programs operated outside regular school hours. For example, Tarrant County operates their JJAEP beginning at 9:30 a.m. and ending at 4:30 p.m.

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Section 5

Program Measures and Performance of Juvenile Justice Alternative Education Programs

Texas Assessment of Knowledge and Skills Analysis

Methodology

As mandated by the 76th Texas Legislature in 1999, the Texas Assessment of Knowledge and Skills (TAKS) was administered for the first time in school year 2002-2003. The TAKS measures student achievement in reading in Grades 3-9; in writing at Grades 4 and 7; in English language arts in Grades 10 and 11; in mathematics in Grades 3-11; in science in Grades 5, 8, 10 and 11; and in social studies in Grades 8, 10 and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is a prerequisite to earning a high school diploma. The TAKS replaced the Texas Assessment of Academic Skills (TAAS) testing program that had been used in schools in Texas since 1991.

Student TAKS performance results are based on data provided by TEA from the statewide testing database. Upon receipt, testing data was merged with JJAEP data maintained by TJPC for analysis. A matching rate of 74% provided a solid sample of students with TAKS testing data. Although the TAKS measures performance in several subject areas, scores for only math and reading/English language arts (ELA) were used as measures for this analysis. The TAKS is given once annually to students, therefore, the analysis of TAKS performance includes only unique students, not student entries. Students could have matched to a math record, a reading/ELA record or both.

Statewide TAKS Exclusions for Students in JJAEPs

An analysis of the data was completed in order to determine the number of students who were tested, exempted or did not complete the TAKS. Table 33 provides the distribution of TAKS participation during school year 2006-2007 for students in JJAEPs. Results include only those students whose record was matched to testing data.

Table 33

Excluded and Scored TAKS Results for Students in JJAEPs
School Year 2006-2007

	Math		Reading	
	#	%	#	%
Absent	417	8.2%	443	8.6%
ARD Exempt	25	0.5%	27	0.5%
LEP Exempt	20	0.4%	21	0.4%
No Information	737	14.5%	621	12.0%
Other	75	1.5%	96	1.9%
SDAA II	113	2.2%	76	1.5%
Scored	3,706	72.8%	3,870	75.1%
Total	5,093	100.0%	5,154	100.0%

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

- **Absent** – not present when TAKS was administered
- **ARD Exempt** – exempt from Math and/or Reading/ELA portion of TAKS by an Admission, Review and Dismissal Committee (applies only to 11th grade)
- **LEP** – limited English proficiency – exempt from TAKS (applies to grades 3-10 only)
- **No document submitted** – no answer document submitted
- **Other** – test was not completed for other reasons
- **SDAA II** – State-Developed Alternative Assessment for special education students – exempt from TAKS

The majority of the matched students had TAKS tests that were scored in math or reading/ELA. Of those students with a match to a TAKS record, sixty-three percent had a TAKS test scored in both math and reading/ELA.

Statewide TAKS Results for Students in JJAEPs

The TAKS results for students in JJAEPs were analyzed using only those students whose tests were scored. The following table provides average scale scores and the scale score needed to meet the standard to pass for math and reading/ELA during school year 2006-2007 by grade level.

Table 34

**TAKS Results by Grade Level for Students in JJAEPs
School Year 2006-2007**

	Math			Reading		
	N	Average Scale Score	Passing Score	N	Average Scale Score	Passing Score
3rd Grade	1	*	2100	2	*	2100
4th Grade	17	2054.1	2100	17	2022.8	2100
5th Grade	1	*	2100	21	1981.8	2100
6th Grade	241	1994.5	2100	233	2124.5	2100
7th Grade	453	2026.3	2100	459	2073.4	2100
8th Grade	764	2003.8	2100	757	2146.9	2100
9th Grade	1,236	1963.3	2100	1,321	2113.6	2100
10th Grade	648	2019.1	2100	702	2144.4	2100
11th Grade	345	2141.6	2100	358	2198.6	2100
Total	3,706			3,870		

- In all grades except the 11th grade the average math scale score was below the score necessary for passing. For reading/ELA, the average scale score surpassed the score necessary for passing in grades 6, 8, 9, 10, and 11.
- There were less than five students tested in 3rd grade math and reading/ELA as well as in 5th grade math. To maintain student confidentiality no data was reported for these tests.

Table 35

**TAKS Passing Rate by Grade Level for Students in JJAEPs
School Year 2006-2007**

	Math	Reading/ELA
3rd Grade	*	*
4th Grade	29.4%	29.4%
5th Grade	*	19.0%
6th Grade	25.7%	57.5%
7th Grade	26.9%	49.9%
8th Grade	26.3%	63.9%
9th Grade	21.7%	65.2%
10th Grade	30.7%	62.0%
11th Grade	62.0%	73.9%
Total	28.9%	62.4%

- Students in JJAEPs performed better in reading/ELA than in math in school year 2006-2007. The overall passing rate for reading/ELA was 62.4% compared to 28.9% for math.
 - These passing rates are up from 52.4% for reading/ELA and 23.2% for math in school year 2004-2005.
- Students in the 11th grade had the highest passing rates in both math and reading/ELA.

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

In order to provide a more accurate portrayal of the effect of JJAEPs on student TAKS performance, an analysis was conducted for students who received a TAKS score for school year 2006-2007 and were in a JJAEP for a period of at least 90 school days at the time of or prior to the administration of the TAKS. Thirty-nine percent of those students with a scored math test and 40% of those students with a scored reading/ELA test had been in a JJAEP at least 90 school days prior to administration of the test. Table 36 presents the proportion of students in JJAEPs at least 90 school days who passed the TAKS along with the average scale score by grade level for math and reading/ELA.

Table 36

**TAKS Results by Grade Level for Students in JJAEPs
At Least 90 School Days
School Year 2006-2007**

	Math				Reading / ELA			
	N	Passing Rate	Average Scale Score	Passing Score	N	Passing Rate	Average Scale Score	Passing Score
4th Grade	5	20.0%	2068.4	2100	5	20.0%	1985.8	2100
5th Grade	1	*	*	2100	10	20.0%	1974.7	2100
6th Grade	68	27.9%	1983.1	2100	66	54.5%	2121.3	2100
7th Grade	138	23.9%	2030.7	2100	138	46.4%	2066.1	2100
8th Grade	280	23.9%	1996.8	2100	275	68.0%	2160.9	2100
9th Grade	526	22.2%	1961.9	2100	565	65.3%	2113.9	2100
10th Grade	282	28.0%	2006.8	2100	317	62.5%	2146.2	2100
11th Grade	139	61.9%	2134.7	2058	157	77.1%	2191.3	2072
Total	1,439	27.9%			1,533	63.8%		

- Students had higher passing rates in reading/ELA than in math in every grade except for 4th grade, where the passing rates were equal. The average passing rate for reading/ELA was 63.8% compared to 27.9% for math.
 - The overall passing rates are up from 53.7% in reading/ELA and 23.2% for math in school year 2004-2005.
- Students in the 11th grade had the highest passing rates and highest average scale scores in both math and reading/ELA.

Table 37

**Passing Rate by Grade Level for Students in JJAEPs
Less than (<) 90 Days and 90 Days or More (>) Prior to TAKS Administration
School Year 2006-2007**

	Math		Reading	
	Passing Rate for <90 Day Students	Passing Rate for >= 90 Day Students	Passing Rate for <90 Day Students	Passing Rate for >= 90 Day Students
4th Grade	33.3%	20.0%	33.3%	20.0%
5th Grade	*	*	16.7%	20.0%
6th Grade	24.9%	27.9%	58.7%	54.5%
7th Grade	28.3%	23.9%	51.4%	46.4%
8th Grade	27.7%	23.9%	61.6%	68.0%
9th Grade	21.3%	22.2%	65.1%	65.3%
10th Grade	32.8%	28.0%	61.6%	62.5%
11th Grade	62.1%	61.9%	71.5%	77.1%
Total	29.5%	27.9%	61.5%	63.8%

- Overall, students in JJAEPs at least 90 days at the time of TAKS administration had higher passage rates in the reading/ELA section than students in JJAEPs less than 90 days at the time of the test. However, students in JJAEPs at least 90 days at the time of TAKS administration had lower passage rates in the math section than students in JJAEPs less than 90 days at the time of the test.
- The percentage of students passing both the math and reading/ELA TAKS did not differ by the length of time spent in the program.
- 22.5% of all students in JJAEPs passed both the math and reading/ELA TAKS.

In order to measure achievement of JJAEP students on the TAKS over time, the TAKS math and reading/ELA test scores and passing rates for school years 2004-2005 and 2006-2007 were compared.

Table 38

**TAKS Results by Average Scale Score and Grade Level
For Students in JJAEPs at Least 90 School Days
School Year 2004-2005 and School Year 2006-2007**

	Math		Reading / ELA	
	School Year 2004-2005 Average Scale Score	School Year 2006-2007 Average Scale Score	School Year 2004-2005 Average Scale Score	School Year 2006-2007 Average Scale Score
5th Grade	1972	2003	1985	1975
6th Grade	1980	1983	2099	2121
7th Grade	2002	2031	2059	2066
8th Grade	1971	1997	2094	2161
9th Grade	1943	1962	2101	2114
10th Grade	2022	2007	2103	2146
11th Grade	2074	2135	2183	2191

- In school year 2004-2005, 23.2% of students in JJAEPs at least 90 days passed the math portion of the TAKS test. In school year 2006-2007, 27.9% of students passed the math portion of the TAKS. The scale scores for these students were, on average, 21.9 points higher in school year 2006-2007 than in school year 2004-2005.
 - The average scale score in math increased for six of the seven grade levels between 2004-2005 and 2006-2007.
- In school year 2004-2005, a total of 53.7% of students in JJAEPs at least 90 days passed the reading/ELA portion of the TAKS test. In school year 2006-2007, 63.8% of students passed the reading/ELA portion of the TAKS test. The scale scores for these students were, on average, 21.3 points higher in school year 2006-2007 than in school year 2004-2005.
 - The average scale score in reading/ELA increased for six of the seven grade levels between 2004-2005 and 2006-2007.

Table 39

TAKS Passing Rate by Grade
Students Assigned at Least 90 School Days in JJAEPs
School Year 2004-2005 and School Year 2006-2007

	Math		Reading / ELA	
	School Year 2004-2005 Passing Rate	School Year 2006-2007 Passing Rate	School Year 2004-2005 Passing Rate	School Year 2006-2007 Passing Rate
4th Grade	*	20.0%	*	20.0%
5th Grade	50.0%	*	50.0%	20.0%
6th Grade	23.0%	27.9%	64.4%	54.5%
7th Grade	20.1%	23.9%	46.1%	46.4%
8th Grade	18.4%	23.9%	50.0%	68.0%
9th Grade	19.0%	22.2%	58.4%	65.3%
10th Grade	26.8%	28.0%	44.5%	62.5%
11th Grade	54.6%	61.9%	72.0%	77.1%
Total	23.2%	27.9%	53.7%	63.8%

- In school year 2004-2005, the passage rates for students in JJAEPs at least 90 days prior to the TAKS test was 23.2% for math and 53.7% for reading/ELA. In school year 2006-2007, the passage rates for students in JJAEPs at least 90 days prior to the TAKS test was 27.9% for math and 63.8% for reading/ELA.
- The passage rates were higher in school year 2006-2007 than in school year 2004-2005 for every grade in math and 7th through 11th grades in reading/ELA.

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

Because the scale score only has meaning at the grade level, the passing rate is presented in the remainder of the tables, including county, race, type of JJAEP placement and program characteristic. Analysis of county-level statistics allows evaluation of the performance of local JJAEPs. The following table displays the percentage of students who passed the TAKS math and reading/ELA tests during school year 2006-2007 by county.

Table 40

**Passing Rate by County for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2006-2007**

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Bell	31	16.1%	37	70.3%
Bexar	99	29.3%	106	56.6%
Brazoria	63	34.9%	72	76.4%
Brazos	9	22.2%	8	75.0%
Cameron	69	24.6%	72	47.2%
Collin	20	40.0%	22	63.6%
Dallas	269	27.1%	287	62.0%
Denton	54	44.4%	59	78.0%
El Paso	9	33.3%	10	70.0%
Fort Bend	58	20.7%	58	74.1%
Galveston	33	21.2%	31	67.7%
Harris	264	29.5%	280	65.0%
Hays	12	25.0%	12	66.7%
Hidalgo	40	25.0%	38	57.9%
Jefferson	36	22.2%	32	65.6%
Johnson	14	21.4%	15	80.0%
Lubbock	26	19.2%	27	70.4%
McLennan	36	8.3%	39	61.5%
Montgomery	44	59.1%	46	84.8%
Nueces	26	23.1%	27	66.7%
Smith	13	15.4%	15	46.7%
Tarrant	85	30.6%	94	59.6%
Taylor	8	25.0%	12	66.7%
Travis	22	27.3%	24	66.7%
Webb	48	14.6%	48	33.3%
Wichita	12	25.0%	14	64.3%
Williamson	39	30.8%	48	64.6%
Total	1,439	27.9%	1,533	63.8%

- Passage rates varied by county, with the highest math passing rate (59.1%) and the highest reading/ELA passing rate (84.8%) both occurring in Montgomery County.

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

TAKS results were examined to determine the performance of students in JJAEPs by race. The following table presents the performance, for students who were in the JJAEP at least 90 school days prior to the time the TAKS was administered during school year 2006-2007.

Table 41

**Passing Rate by Race for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2006-2007**

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
African-American	333	17.1%	352	59.4%
White	292	40.8%	312	79.2%
Hispanic	788	27.7%	845	59.9%
Other	26	30.8%	24	66.7%

- White students had the highest passage rates in both the reading/ELA and math portions of the TAKS. 33.2% of White students in a JJAEP at least 90 days prior to TAKS administration passed both sections of the TAKS.
- 39.5% of White students passed both the math and reading/ELA TAKS compared to 27% of Hispanic students and 17.6% of African-American students.

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

As discussed in the student description section of this report, students may be placed in a JJAEP as a result of an expulsion or for some other reason. The following table presents the TAKS performance for each type of JJAEP placement (i.e., mandatory, discretionary and other) during school year 2006-2007.

Table 42

**Passing Rate by Type of Placement for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2006-2007**

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Mandatory	707	36.2%	746	67.3%
Discretionary	640	20.3%	686	59.3%
Other	92	17.4%	101	68.3%

- Students placed in a JJAEP as a result of a mandatory offense had the highest passing rate for both math and reading/ELA.
- 35.5% of the students placed for mandatory reasons passed both the math and reading/ELA TAKS compared to 19.6% of discretionary students and 16.7% of other students.

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

The following table compares students TAKS passing rates by programmatic characteristics including program format, operation mode and staff-to-student ratios.

Table 43

Passing Rate by Program Characteristic for Students in JJAEPs at Least 90 School Days Prior to TAKS Administration School Year 2006-2007

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Program Format				
Military	363	25.9%	392	62.2%
Therapeutic	209	30.6%	218	59.2%
Traditional	1105	22.2%	1167	52.0%
Operation Mode				
Private contractor w/probation department	313	22.4%	318	49.1%
Probation department only	712	23.2%	757	53.5%
School district and probation department	652	25.8%	702	59.7%
Instructional Staff to Student Ratio				
1:10 or lower	396	21.7%	425	56.9%
1:11 or greater	1,281	24.7%	1,354	54.6%

- JJAEPs with a military component had higher reading/ELA passing rates while JJAEPs with a therapeutic model had the highest math passing rates. The largest proportion of students passing both the math and reading/ELA TAKS were in therapeutic programs (26%).
- JJAEPs operated jointly by the school district and probation department had the highest passing rates for both math and reading/ELA.
- The percentage of students passing both tests was highest in JJAEPs operated jointly by the school district and probation department.
- JJAEPs with a lower instructional staff-to-student ratio (1 instructional staff for every 10 students) had higher passing rates in reading/ELA TAKS while JJAEPs with a higher instructional staff-to-student ratio (1 instructional staff for every 11 students) had higher passing rates in the math TAKS.
 - 23% of students in JJAEPs with a higher instructional staff-to-student ratio passed both the math and reading/ELA TAKS, compared to 21% of students in JJAEPs with a lower instructional staff-to-student ratio.

Iowa Tests of Basic Skills Analysis

Methodology

Analysis of TAKS results provides one assessment of overall JJAEP performance. Since the TAKS is administered annually it cannot measure student academic growth while in the JJAEP. Prior to the 2004-2005 school year, JJAEPs measured student academic growth through the Kaufman Test of Educational Achievement (KTEA). Feedback from the JJAEPs, however, indicated dissatisfaction with this indicator.

Upon research and review, it was determined that a change was needed in the academic performance indicator. As a result, the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED) were chosen as a replacement for the KTEA in July 2004. 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.

The ITBS/ITED is administered to all students that are enrolled in the JJAEP for a period equal to or greater than 90 school days. Students are measured for performance levels in reading and mathematics at entry to and exit from the program. Students perform a reading comprehension and vocabulary evaluation which provides the program with a reading total. The mathematics total includes computation, concepts and problem solving. A standard score and grade equivalency is then derived from the reading and mathematics totals’ raw scores. The standard score (with a 104-384 scoring range) and grade equivalency (ranging from K-13) are reported to the Texas Juvenile Probation Commission 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 to this group of students. The selection criteria for the ITBS/ITED analysis include students who exited the program, completed both admission and exit testing, were assigned to a JJAEP for a period of at least 90 school days and possessed scores allowable under the test (i.e., 104-384).

Statewide ITBS/ITED Grade Equivalency Scores

The following table presents the ITBS/ITED grade equivalency for school year 2006-2007.

Table 44

ITBS / ITED Average Grade Equivalency Scores for Students Assigned at Least 90 School Days in JJAEPs School Year 2006-2007

	N	Admission Average	Exit Average	Difference
Math	1,392	6.31	6.70	0.39
Reading	1,409	6.59	7.10	0.51

- At admission, students had an average ITBS/ITED grade equivalency at the 6th grade level in both math and reading.
- The average grade equivalency results for both math and reading increased by approximately half a grade from admission to exit. Reading scores improved slightly more than math scores, and were slightly higher at admission and exit than math scores.

ITBS/ITED Grade Equivalency Scores by County

In order to evaluate the performance of the JJAEPs by county, growth between admission and exit was compared for all mandatory JJAEPs. The table below presents the math and reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2006-2007.

Table 45

ITBS / ITED Average Growth by County for Students Assigned at Least 90 Days in JJAEPs School Year 2006-2007

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Bell	0	0	0	0.00	0	0	0	0.00
Bexar	29	5.66	6.15	0.49	29	5.20	5.41	0.21
Brazoria	63	6.50	7.18	0.68	63	6.09	6.72	0.63
Brazos	8	6.20	6.68	0.48	8	6.48	6.33	-0.15
Cameron	84	7.48	8.51	1.03	85	6.79	7.85	1.06
Collin	29	7.58	7.58	0.00	29	7.26	7.62	0.37
Dallas	360	6.45	6.24	-0.21	363	6.46	6.23	-0.23
Denton	40	8.19	8.91	0.72	40	8.63	8.78	0.15
El Paso	18	8.27	8.87	0.60	18	8.74	8.95	0.21
Fort Bend	40	6.75	7.48	0.73	40	6.92	7.72	0.80
Galveston	16	7.60	8.51	0.91	16	7.61	8.73	1.12
Harris	209	3.22	3.21	-0.01	222	6.08	6.51	0.43
Hays	15	6.53	8.59	2.06	15	7.13	8.35	1.22
Hidalgo	27	8.29	8.18	-0.11	27	7.50	8.07	0.57
Jefferson	31	5.77	6.25	0.48	31	6.23	6.53	0.30
Johnson	16	8.94	9.73	0.79	16	7.97	8.88	0.91
Lubbock	26	7.55	8.22	0.68	26	7.12	8.32	1.20
McLennan	22	6.47	7.61	1.14	22	6.13	6.43	0.30
Montgomery	35	9.19	10.28	1.09	35	8.95	9.83	0.87
Nueces	31	8.47	9.62	1.15	31	7.82	8.67	0.85
Smith	10	6.88	7.27	0.39	10	7.01	7.11	0.10
Tarrant	123	6.38	7.04	0.65	123	6.23	7.44	1.20
Taylor	13	8.15	9.68	1.53	13	6.82	8.85	2.02
Travis	33	5.68	6.82	1.13	33	5.59	8.35	2.76
Webb	59	5.69	5.88	0.19	59	5.27	5.46	0.19
Wichita	11	6.58	7.00	0.42	11	6.64	6.85	0.21
Williamson	44	7.23	8.81	1.58	44	7.28	8.66	1.39

- In all but four of the counties, students averaged an improvement in both the math and reading from admission to exit in school year 2006-2007.
- The greatest positive change in math scores was in Hays County where the average score increased 2.06 grade levels. The greatest positive change in reading scores was in Travis County where the average score increased 2.76 grade levels.

ITBS/ITED Grade Equivalency Scores by Race

The table below presents the ITBS/ITED performance of JJAEP students by race in math and reading for school year 2006-2007.

Table 46

**ITBS / ITED Average Difference in Grade Equivalency Scores by Race
for Students Assigned at Least 90 School Days in JJAEPs
School Year 2006-2007**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
African-American	345	5.47	5.68	0.22	351	5.91	6.30	0.39
White	260	7.60	8.17	0.57	260	8.08	8.73	0.65
Hispanic	772	6.23	6.64	0.42	783	6.38	6.88	0.50
Other	15	7.07	7.49	0.41	15	7.96	8.52	0.56

- Minority students had the lowest admission and exit scores in both math and reading.
 - The age of students in each racial group may account for some of these differences. African-American students were younger, with 12.8% of those tested 10 to 12 years of age, compared to 7.9% of Hispanic students and 5.7% of White students. Conversely, White students were older, with 67.5% of those tested 15 years old or older, compared to 58.1% of Hispanic students and 56.4% of African-American students.
- All racial groups demonstrated improvement in reading and math during their enrollment in the JJAEP. White students demonstrated the most improvement in both subject areas, increasing by 0.57 in math and 0.65 in reading. Hispanic students demonstrated increases of 0.42 in the math section compared to increases of 0.22 for African-American students. Hispanic students showed an improvement of 0.50 in the reading section compared to an increase of 0.39 by African-American students.

ITBS/ITED Grade Equivalency Scores by Type of JJAEP Placement

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

Table 47

**ITBS / ITED Average Grade Equivalency Scores by Type of JJAEP Placement for Students Assigned at Least 90 School Days in JJAEPs
School Year 2006-2007**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory	712	6.65	7.06	0.41	717	6.93	7.45	0.53
Discretionary	599	5.85	6.15	0.30	611	6.17	6.59	0.41
Other	81	6.62	7.63	1.01	81	6.80	7.77	0.97

- Other placements had the highest growth in both math and reading from admission to exit.
- Mandatory students had higher math and reading scores than discretionary entry students at both entry and exit.
- Mandatory students demonstrated greater improvement on both the math and reading tests than discretionary students.
 - A smaller share of mandatory students than discretionary students were special education (18% compared to 25%). This may account for the difference between the two groups of students.

ITBS/ITED Grade Equivalency Scores by Program Characteristic

The following table presents the change in student ITBS/ITED scores by program characteristic including program format, operation mode and instructional staff-to-student ratio. Programmatic information was compiled from a survey completed by JJAEP program administrators.

Table 48

**ITBS / ITED Average Grade Equivalency Scores by Program Characteristics for
Students Assigned at Least 90 School Days in JJAEPs
School Year 2006-2007**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Program Format								
Military	275	6.98	7.88	0.90	275	7.03	7.81	0.78
Therapeutic	222	7.01	7.88	0.86	222	6.79	8.12	1.33
Traditional	895	5.92	6.05	0.13	912	6.42	6.63	0.22
Operation Mode								
Private contractor w/probation department	212	7.15	7.97	0.82	213	6.61	7.69	1.08
Probation department only	667	5.47	5.43	-0.04	683	6.29	6.38	0.09
School district and probation department	513	7.04	7.83	0.79	513	6.99	7.81	0.82
Instructional Staff to Student Ratio								
1:10 or lower	283	7.19	8.05	0.86	283	7.16	8.05	0.89
1:11 or greater	1,109	6.08	6.36	0.28	1,126	6.45	6.86	0.41

- Positive growth in reading was demonstrated by all programs regardless of type or operation mode. Positive growth in math was demonstrated in programs operated jointly by private contractors and probation departments, as well as those operated jointly by school districts and probation departments.
 - The largest growth in both math and reading/ELA scores occurred in JJAEPs operated jointly by the probation department and a private contractor.
- The largest positive change in grade equivalency scores for math was in JJAEPs with a military component, with an increase of nearly a full grade level. The largest change in reading occurred in the therapeutic model.
 - There was little difference in length of stay between the different program formats. Average length of stay ranged from 128 days to 132 days.
- JJAEPs that were operated jointly by a private contractor and the probation department had the greatest increases in grade equivalency on both the math and reading sections.
 - There was little difference in length of stay between the different operation modes. Average length of stay ranged from 130 to 136 days.

ITBD/ITED Growth Expectations

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

- Based on TJPC analysis, 82% of students tested below grade level in math at entry and 81% tested below grade level in reading.
- 49% of students who tested below grade level at entry to the JJAEP in math achieved the expected level of growth from pre-test to post-test, compared to 19% of those students who tested at or above grade level in math on entry to the JJAEP.
- 52% of students who tested behind grade level at entry to the JJAEP in reading achieved the expected level of growth from pre-test to post-test, compared to 25% of those students who tested at or above grade level in reading on entry to the JJAEP.

Table 49

**ITBS / ITED Growth Expectations by Program Characteristics
School Year 2006-2007**

	Math		Reading	
	N	Percent at or Exceeding Expectations	N	Percent at or Exceeding Expectations
Program Format				
Military	275	54.5%	275	52.4%
Therapeutic	222	50.9%	222	58.6%
Traditional	895	38.4%	912	42.8%
Operation Mode				
Private contractor w/probation department	212	49.1%	213	50.7%
Probation department only	667	35.7%	683	42.5%
School district and probation department	513	51.7%	513	51.9%

- Students in traditional JJAEPs met ITBS / ITED growth expectations at a lower rate than students in programs with military component and those in JJAEPs with a therapeutic component in both reading and math.
- Students in JJAEPs operated by the probation department only met ITBS / ITED growth expectations at a lower rate than students in JJAEPs that are operated by the probation department in cooperation with either the school district or a private contractor.

Behavior Analysis

Attendance Rates in JJAEPs by County

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

Table 50 presents attendance rates for JJAEPs using the statewide attendance benchmark compared to the 2006-2007 school year by county and statewide. The attendance benchmark, established for school year 2002-2003, was based on JJAEP attendance rates for school years 1999-2000 through 2001-2002.

Table 50

**JJAEP Attendance Rates by County
Benchmark and School Year 2006-2007**

County	Statewide Benchmark	2006-2007 Rate	Difference (2006-2007 and Statewide Benchmark)
Bell	78%	73%	-5%
Bexar	78%	78%	0%
Brazoria	78%	88%	10%
Brazos	78%	87%	9%
Cameron	78%	82%	4%
Collin	78%	87%	9%
Dallas	78%	82%	4%
Denton	78%	93%	15%
El Paso	78%	87%	9%
Fort Bend	78%	90%	12%
Galveston	78%	88%	10%
Harris	78%	84%	6%
Hays	78%	95%	17%
Hidalgo	78%	77%	-1%
Jefferson	78%	64%	-14%
Johnson	78%	90%	12%
Lubbock	78%	91%	13%
McLennan	78%	85%	7%
Montgomery	78%	91%	13%
Nueces	78%	84%	6%
Smith	78%	90%	12%
Tarrant	78%	85%	7%
Taylor	78%	80%	2%
Travis	78%	92%	14%
Webb	78%	79%	1%
Wichita	78%	96%	18%
Williamson	78%	91%	13%
Statewide	78%	84%	6%

- Statewide, the JJAEP attendance rate during school year 2006-2007 was 84%. All counties with the exception of Bell, Hidalgo and Jefferson Counties exceeded the attendance benchmark of 78% for school year 2006-2007.
- One-third of JJAEPs maintained attendance rates of 90% or better (Denton, Fort Bend, Hays, Johnson, Lubbock, Montgomery, Smith, Travis, Wichita and Williamson). Fifty-six percent of JJAEPs had attendance rates between 80% and 89%.
- The statewide JJAEP attendance rate decreased from 85% in school year 2004-2005 to 84% in school year 2006-2007. However, over half of the JJAEPs (56%) demonstrated improved attendance in school year 2006-2007 compared to 2004-2005.

Student attendance rates varied by JJAEP placement type. Other students having the highest attendance rates.

Table 51

**JJAEP Attendance Rates by Placement Type
School Year 2006-2007**

County	Mandatory	Discretionary	Other	Total
Bell	94%	72%	-	73%
Bexar	84%	74%	-	78%
Brazoria	90%	81%	91%	88%
Brazos	96%	80%	86%	87%
Cameron	87%	70%	-	82%
Collin	90%	85%	-	87%
Dallas	86%	78%	66%	82%
Denton	94%	93%	88%	93%
El Paso	87%	-	-	87%
Fort Bend	89%	87%	92%	90%
Galveston	95%	86%	-	88%
Harris	87%	80%	82%	84%
Hays	97%	93%	93%	95%
Hidalgo	81%	71%	-	77%
Jefferson	82%	61%	-	64%
Johnson	91%	87%	-	90%
Lubbock	91%	87%	100%	91%
McLennan	92%	84%	-	85%
Montgomery	93%	88%	94%	91%
Nueces	87%	79%	-	84%
Smith	93%	88%	97%	90%
Tarrant	89%	77%	-	85%
Taylor	92%	73%	-	80%
Travis	92%	92%	93%	92%
Webb	79%	79%	-	79%
Wichita	96%	-	96%	96%
Williamson	92%	85%	95%	91%
Statewide	87%	79%	93%	84%

- In school year 2006-2007, the attendance rate of other students was 93%, compared to 87% for mandatory and 79% for discretionary entries.

Student Absence Rates Before and After JJAEP Placement

Due to a low match rate with TEA, TJPC was unable to provide an analysis of attendance rates before and after JJAEP placement.

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. The vast majority of the JJAEP students with disciplinary incidents in school year 2006-2007 were referred for a violation of the student code of conduct.

This section explores the change in the number of disciplinary referrals and the severity of disciplinary actions for these incidents for students who attended JJAEPs. A comparison of the average number of disciplinary referrals prior to entering the JJAEP and after exit from the program is presented. The “before” period consisted of the two complete six-week periods prior to program entry. The “after” period consisted of the two complete six-week periods after program exit. Data was not available for juveniles enrolled before the third six-week period of school year 2005-2006 or for juveniles who exited after the fourth six-week period of school year 2006-2007.

Table 52 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2006-2007.

Table 52

Statewide Before and After Average Disciplinary Referrals for Students Exiting From JJAEPs School Year 2006-2007

	N	Before	After	% Change in Disciplinary Referrals
Statewide	2415	3.70	1.91	-48.4%

- Statewide, the average number of disciplinary incidents declined 48% in the two six week periods after exiting the JJAEP.

Table 53 shows the increase and the decrease in disciplinary referrals after exiting the JJAEP.

Table 53

**Student Disciplinary Referrals After Exiting JJAEP
School Year 2006-2007**

	Number	Percent
Students with increase in discipline referrals	484	20%
Students with no difference in discipline referrals	435	18%
Students with decrease in discipline referrals	1,496	62%
Total Students	2,415	100%

- Over 60% of students experienced a decrease in disciplinary referrals after participating in a JJAEP.

Table 54 shows the number of disciplinary referrals for students before and after JJAEP participation.

Table 54

**Students with Zero to Five or More Disciplinary Referrals
Before and After JJAEP, School Year 2006-2007**

	Before JJAEP		After JJAEP	
	Number	Percent	Number	Percent
Students with zero discipline referrals	482	20%	1,210	50%
Students with one discipline referral	329	14%	315	13%
Students with two discipline referrals	338	14%	234	10%
Students with three discipline referrals	249	10%	146	6%
Students with four discipline referrals	234	10%	123	5%
Students with five or more discipline referrals	783	32%	387	16%
Total	2,415	100%	2,415	100%

- The proportion of juveniles with zero disciplinary referrals increased from 20% in the two six-week periods before JJAEP entry to 50% in the two six-week periods after exiting the JJAEP. The proportion of juveniles with five or more disciplinary referrals decreased from 32% before entering the JJAEP to 16% after exit.
- Although the majority of JJAEP students had been expelled from school, 20% of students had no disciplinary referrals during the “before” tracking period. For these students the incident resulting in expulsion to the JJAEP occurred in the six-week period in which they entered the program.

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

- 11% of the most severe disciplinary actions were in-school suspensions;
- 19% of the most severe disciplinary actions were out-of-school suspension;
- 34% of the most severe disciplinary actions were placements;
- 36% of the most severe disciplinary actions were expulsions.

Fifty percent of students had no disciplinary referrals during the “after” tracking period. Of the 50% of students with a disciplinary incident in the “after” period:

- 29% of the most severe disciplinary actions were in-school suspensions;
- 31% of the most severe disciplinary actions were out-of-school suspensions;
- 29% of the most severe disciplinary actions were placements;
- 11% of the most severe disciplinary actions were expulsions.

Juvenile Probation System Re-Contact Rate Analysis

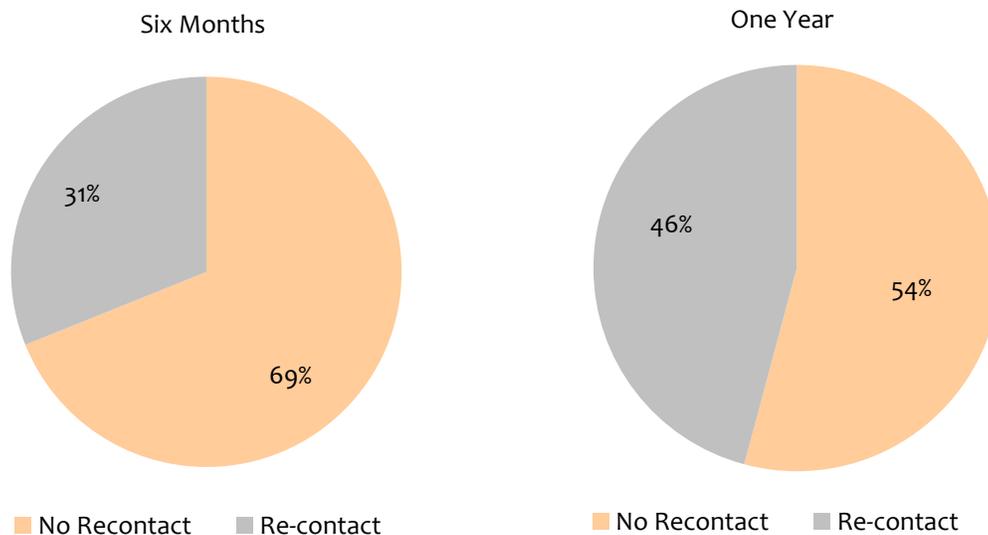
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Following their exit from the JJAEP, students were tracked in the juvenile probation system for two time periods, six months and one year. A re-contact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

Students who exited in school year 2006-2007, who were less than 16.5 years of age at the time of exit, and who ever had a formal referral to a juvenile probation department were included in the six months analysis (n=3,310). Students who exited in school year 2006-2007, who were less than 16 years of age at the time of exit, who were ever formally referred to a juvenile probation department, and who exited by February 28, 2007, were included in the one year analysis (n=1,530).

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 TJPC referral data using the juvenile’s personal identification number (PID). Juveniles with a re-contact within six months were included in the one year rate if they were less than 16 years of age at the time of exit.

Chart 55

Re-Contact Rates for Students in JJAEPs
School Year 2006-2007



- Slightly less than a third of students were found to have a re-contact with the juvenile justice system within six months of exiting the JJAEP, while 46% had a re-contact within one year of exiting the JJAEP.
- After six months students expelled for a mandatory offense had the lowest re-contact rate (20%) followed by discretionary (37%) and other court ordered (41%) students. After one year mandatory students had a 29% re-contact rate, discretionary students had a 55% re-contact rate and other court ordered students had a 54% re-contact rate.
- Of juveniles with a subsequent contact within six months of their release, the number of subsequent contacts ranged from a low of 1 to a high of 9. A total of 64% had one subsequent contact while 24% had two and 12% had three or more.
- Of juveniles with a subsequent contact within one year of their release, the number of subsequent contacts ranged from a low of 1 to a high of 10. A total of 45% had one subsequent contact while 25% had two and 30% had three or more.
- 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.
- Re-contact rates for juveniles who left the program for other reasons were lower than all other groups because the vast majority of these students moved out of county and could not be tracked for subsequent contact.

Table 56

Six-Month Re-Contact Rate by Program Exit for Students in JJAEPs
School Year 2006-2007

	Return to Home School		Left Program Incomplete		Other Exits*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Re-Contact	1,841	71%	198	53%	244	73%	2,283	69%
Re-Contact	766	29%	173	47%	88	27%	1,027	31%
Total	2,607	100%	371	100%	332	100%	3,310	100%

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

Table 57

One Year Re-Contact Rate by Program Exit for Students in JJAEPs
School Year 2006-2007

	Return to Home School		Left Program Incomplete		Other Exits*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Re-Contact	663	56%	61	35%	105	60%	829	54%
Re-Contact	518	44%	113	65%	70	40%	701	46%
Total	1,181	100%	174	100%	175	100%	1,530	100%

- Of the 173 juveniles who left the program prior to completion and had a re-contact within six months of exit, less than 30% had a referral within one month of leaving the program.

Table 58

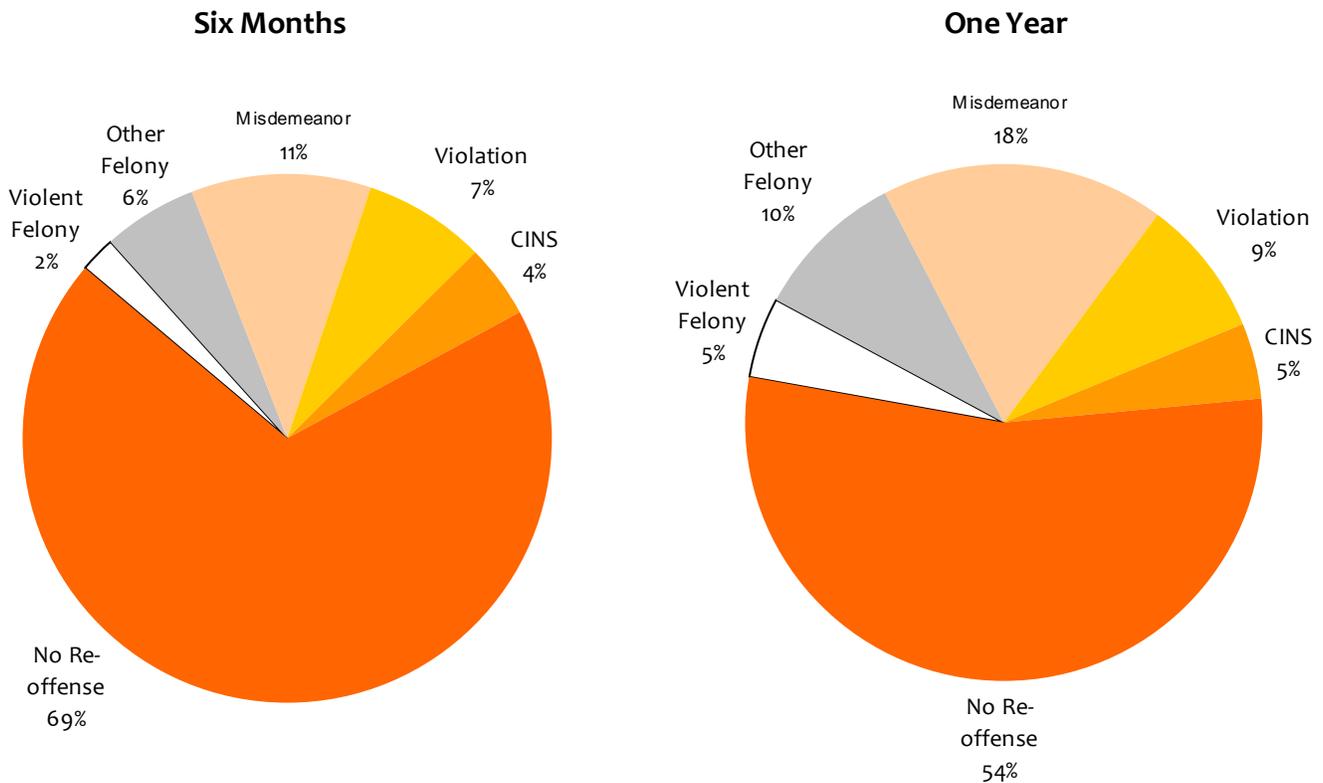
**Number of Days until Referral for Juveniles Leaving JJAEP Incomplete and Having a Re-contact within Six Months of Exit
School Year 2006-2007**

	Number	Percent
14 days or less	27	16%
15 to 30 days	21	12%
31 to 60 days	39	23%
61 to 90 days	32	18%
91 to 182 days	54	31%
Total Re-Contact w/n Six Months of Exit	173	100%

- A total of 19% of students had a subsequent contact for a felony or Class A or B misdemeanor within six months, while 33% had a subsequent contact for a felony or Class A or B misdemeanor within one year.

Chart 59

**Re-Contact Rate by Severity of Subsequent Offense
School Year 2006-2007**



- Percentages above represent the juveniles' most serious offense during the time period.

Table 60

Six Month Re-Contact Rate by County and Offense Type
School Year 2006-2007

County	N	Felony	Misdemeanor AB	Violation of Probation	CINS	Total Re-Contact*
Bell	140	6%	6%	7%	18%	36%
Bexar	465	6%	17%	5%	9%	38%
Brazoria	134	7%	13%	17%	3%	41%
Brazos	28	0%	14%	14%	4%	32%
Cameron	94	10%	13%	3%	3%	29%
Collin	60	7%	15%	2%	0%	23%
Dallas	416	6%	8%	7%	2%	23%
Denton	123	3%	11%	11%	1%	26%
El Paso	12	17%	8%	8%	0%	33%
Fort Bend	69	4%	9%	9%	0%	22%
Galveston	94	13%	16%	10%	2%	40%
Harris	491	8%	11%	7%	3%	28%
Hays	17	6%	12%	18%	6%	41%
Hidalgo	171	18%	5%	3%	4%	30%
Jefferson	57	12%	7%	21%	2%	42%
Johnson	30	7%	7%	3%	13%	30%
Lubbock	72	15%	11%	11%	6%	43%
McLennan	158	6%	11%	15%	8%	41%
Montgomery	89	4%	4%	7%	1%	17%
Nueces	38	3%	16%	3%	5%	26%
Smith	36	11%	8%	19%	3%	42%
Tarrant	171	6%	9%	3%	1%	20%
Taylor	45	13%	7%	0%	9%	29%
Travis	63	5%	11%	8%	3%	27%
Webb	117	21%	15%	1%	1%	37%
Wichita	31	3%	16%	13%	0%	32%
Williamson	89	9%	13%	4%	8%	35%
Total	3,310	8%	11%	7%	4%	31%

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

- The total six month re-contact rate ranged between 17% in Montgomery County to 43% in Lubbock County.

Table 61

**One Year Re-Contact Rate by County and Offense Type
School Year 2006-2007**

County	N	Felony	Misdemeanor AB	Violation of Probation	CINS	Total Re- Contact*
Bell	85	13%	11%	8%	24%	55%
Bexar	243	14%	25%	6%	7%	51%
Brazoria	65	17%	17%	15%	5%	54%
Brazos	9	22%	0%	11%	0%	33%
Cameron	40	23%	10%	0%	3%	35%
Collin	16	19%	25%	0%	0%	44%
Dallas	222	12%	15%	7%	2%	36%
Denton	68	9%	12%	10%	4%	35%
El Paso	2	0%	50%	0%	0%	50%
Fort Bend	35	6%	14%	9%	3%	31%
Galveston	44	20%	18%	14%	5%	57%
Harris	162	11%	23%	7%	3%	45%
Hidalgo	12	17%	0%	33%	0%	50%
Hays	59	27%	10%	3%	2%	42%
Jefferson	25	16%	20%	32%	4%	72%
Johnson	13	0%	15%	15%	8%	38%
Lubbock	23	30%	13%	17%	4%	65%
McLennan	71	14%	17%	23%	4%	58%
Montgomery	55	7%	18%	9%	0%	35%
Nueces	14	21%	14%	0%	0%	36%
Smith	20	15%	15%	20%	5%	55%
Tarrant	80	16%	13%	0%	1%	30%
Taylor	17	12%	12%	0%	18%	41%
Travis	26	15%	31%	4%	0%	50%
Webb	71	31%	20%	3%	1%	55%
Wichita	15	7%	20%	20%	0%	47%
Williamson	38	8%	29%	11%	8%	55%
Total	1,530	15%	18%	9%	5%	46%

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

- The total one year re-contact rate ranged between 30% in Tarrant County to 72% in Jefferson County.

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

- The most severe subsequent disposition was TYC or adult certification for 6% of the students.
- The most severe subsequent disposition was probation for 51% of the students.
- The most severe subsequent disposition was deferred prosecution for 8% of the students.
- The most severe subsequent disposition was supervisory caution for 17% of the students.
- The most severe subsequent disposition was dismissed for 18% of the students.

Table 62 provides a comparison of six-month re-contact rates for students returning to their home school after completing their JJAEP placement in school years 2002-2003 through 2006-2007. The table indicates that the rate has remained relatively constant over the last five years.

Table 62

**Six-Month Re-Contact Rate Comparison for Students
Returning to Home School
School Years 2002-2003 through 2006-2007**

School Year	2002 - 2003	2003 - 2004	2004 - 2005	2005-2006	2006-2007
Re-Contact Rate	33%	32%	30%	31%	30%

- Tables 63 and 64 show that in school year 2006-2007 programs with a therapeutic format and programs operated solely by probation departments had the lowest re-contact rates.

Table 63

**Six Month Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2006-2007**

	Total Re-Contact	Felony	MISD	Violation of Probation	CINS
Program Format					
Military Component	36%	9%	12%	12%	3%
Therapeutic Model	21%	5%	9%	5%	2%
Traditional School Model	31%	8%	11%	6%	5%
Operation Mode					
Probation Department Only	27%	9%	10%	6%	3%
School District and Probation Department	32%	7%	11%	10%	5%
Private Contractor and Probation Department	34%	9%	14%	5%	6%

Table 64

**One Year Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2006-2007**

	Total Re-Contact	Felony	MISD	Violation of Probation	CINS
Program Format					
Military Component	50%	14%	16%	15%	5%
Therapeutic Model	35%	14%	17%	3%	1%
Traditional School Model	46%	15%	18%	8%	5%
Operation Mode					
Probation Department Only	43%	14%	18%	7%	3%
School District and Probation Department	47%	14%	16%	12%	6%
Private Contractor and Probation Department	47%	17%	21%	5%	5%

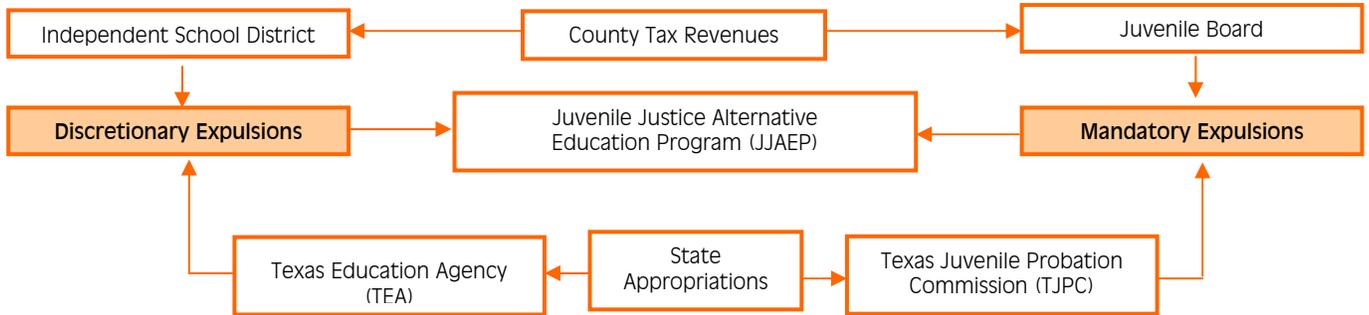
In order to compare JJAEP students with other juveniles in the justice system within the same county, the re-contact rate of non-JJAEP students who were referred between August 1, 2006 and February 28, 2007, and who received dispositions of supervisory caution, deferred prosecution or probation was analyzed.

The six month re-contact rate was measured for juveniles less than 16.5 years old at the time of referral, while the one year re-contact rate was measured for juveniles less than 16 years old at the time of referral. The six-month re-contact rate for these juveniles was 22%, compared to the 31% rate of students in JJAEPs. The one year re-contact rate for these juveniles was 42%, compared to the 46% rate of students in JJAEPs.

Section 6

Program Costing

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 2006-07 school year, TJPC allocated \$59 per day for each mandatory student attendance day to counties that were required to operate a JJAEP. The daily rate was increased to \$79 per day for the 2007-08 school year. Students who are placed in the JJAEP under the categories of discretionary expulsions and non-expelled (i.e., other) are funded as agreed upon in the local memorandum of understanding that is negotiated between each school district located in the county and the local juvenile board. School districts are prohibited from receiving Foundation School Funds (FSF) for students who are mandatorily expelled; however, the districts continue to receive FSF for discretionary and non-expelled students who are served in the JJAEP.

In preparation for this report, TJPC developed a data collection instrument that was used to collect expenditure data from the counties. The counties were required to work with their local school district to collect any expenditure by the school districts on the program. The instrument was sent to the county’s JJAEP administrator and the data was then collected and analyzed. Problematic data was identified and the county and/or school district(s) were contacted for clarification and to correct inaccuracies. All counties reported the requested expenditures. As a result of these efforts, this report contains a reasonable cost analysis for the 27 county JJAEP programs.

Cost Per Day

Table 65 reflects the total combined county and school district expenditures and a calculation of the 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.

- The cost per day ranges from \$69.94 to a high of \$224.56 per day.
- The median cost per day is \$119.22.
- The total expenditures for all 27 JJAEPs reported were \$36,814,084.17 and if divided by the total number of student attendance days, the statewide average cost per day is \$126.33.

Cost Variables

TJPC calculated the cost of operating a JJAEP by grouping the programs in various ways (i.e., grouped by program type, the number of full-time equivalent students, the mode of operation, etc.). This type of analysis provides insight into what drives program costs.

Cost variations are based on an array of factors including program size, program design, facilities and a mix of services. Below are some variables that influence costs.

- **Transportation.** There are seven programs that reported no or minimal costs related to transportation (Bell, Brazos, El Paso, Johnson, Lubbock, Taylor, and Wichita). Costs associated with transportation represented 10% of the total expenditures in those programs where transportation costs were reported.
- **Facilities.** Some JJAEPs lease space or are purchasing a facility, while others may not incur facility costs because they are located in a pre-existing structure such as an under-utilized school campus. There are 13 programs that reported facility costs (Bell, Bexar, Brazos, Collin, Dallas, Harris, Johnson, Nueces, Smith, Tarrant, Taylor, Webb, and Williamson). Programs with facility costs reported 7% of expenditures were for facilities.
- **Operation Design.** The mode of operation that a program is designed to operate may impact the cost of the program.
- **Program Size.** Programs serving a larger student population may benefit from efficiency in cost.

Table 65

JJAEP Cost Per Day By County School Year 2006-07

County	Total Cost	Cost Per Day
Bell	\$1,290,023.16	\$155.26
Bexar	\$2,649,477.47	\$105.34
Brazoria	\$1,304,147.01	\$106.64
Brazos	\$359,789.89	\$ 131.94
Cameron	\$862,595.27	\$69.94
Collin	\$827,234.00	\$124.45
Dallas	\$5,890,454.43	\$129.78
Denton	\$1,057,301.31	\$85.44
El Paso ¹	\$210,468.14	\$79.51
Fort Bend	\$1,263,911.89	\$108.39
Galveston	\$1,048,880.00	\$134.89
Harris	\$6,132,741.00	\$99.01
Hays	\$285,164.00	\$119.22
Hidalgo	\$786,420.45	\$81.98
Jefferson	\$964,192.16	\$157.96
Johnson	\$350,096.08	\$116.08
Lubbock	\$541,520.26	\$94.00
McLennan	\$877,489.48	\$112.02
Montgomery	\$1,292,352.16	\$104.98
Nueces	\$836,883.88	\$159.74
Smith	\$634,791.00	\$222.81
Tarrant	\$2,593,787.94	\$151.72
Taylor	\$347,452.07	\$127.09
Travis	\$864,714.21	\$139.52
Webb	\$844,677.24	\$75.80
Wichita	\$533,256.72	\$192.79
Williamson	\$ 2,164,262.95	\$224.56
Program Average		\$126.33

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

Cost by Program Size

Table 66 reflects the average cost per day of each JJAEP as categorized by the program’s average daily attendance (ADA). The chart groups each JJAEP in one of three categories based on their ADA (lowest to highest).

Table 66

JJAEP Cost Per Day by Size of Program
School Year 2006-2007

County	ADA	Cost Per Day	County	ADA	Cost Per Day	County	ADA	Cost Per Day
Hays	13.29	\$119.22	Nueces	29.11	\$159.74	Bexar	139.73	\$105.34
El Paso	14.71	\$79.51	Lubbock	32.01	\$94.00	Dallas	252.16	\$129.78
Brazos	15.15	\$131.94	Jefferson	33.91	\$157.96	Harris	344.12	\$99.01
Taylor	15.19	\$127.09	Travis	34.43	\$139.52			
Wichita	15.37	\$192.79	Collin	36.93	\$124.45			
Smith	15.83	\$222.81	Galveston	43.20	\$134.89			
Johnson	16.76	\$116.08	McLennan	43.52	\$112.02			
			Bell	46.16	\$155.26			
			Hidalgo	53.29	\$81.98			
			Williamson	53.54	\$224.56			
			Webb	61.91	\$75.80			
			Fort Bend	64.78	\$108.39			
			Brazoria	67.94	\$106.64			
			Montgomery	68.39	\$104.98			
			Cameron	68.52	\$69.94			
			Denton	68.75	\$85.44			
			Tarrant	94.98	\$151.72			
Program Average		\$141.35	Program Average		\$122.78	Program Average		\$111.38
Median		\$127.09	Median		\$112.02	Median		\$105.34

- The ADA appears to impact the cost per day. Programs with a larger population of students appear to have a lower cost per day. The average cost of the smallest 12 JJAEPs is \$136.57 while the larger half of the JJAEPs is \$115.29.

Table 67 reflects the average cost per day of each program categorized by of the three program types (i.e., traditional, military component or therapeutic). Local authorities determine which type or model of program is operated.

Table 67

JJAEP Cost Per Day by Model Type
School Year 2006-2007

Traditional			Military Component			Therapeutic		
County	ADA	Cost Per Day	County	ADA	Cost Per Day	County	ADA	Cost Per Day
Bell	46.16	\$155.56	Brazoria	67.94	\$106.64	Montgomery	68.39	\$104.98
Bexar	139.73	\$105.34	Denton	68.75	\$85.44	Nueces	29.11	\$159.74
Brazos	15.15	\$131.94	Fort Bend	64.78	\$108.39	Tarrant	94.98	\$151.72
Cameron	68.52	\$69.94	Galveston	43.20	\$134.89	Travis	34.43	\$139.52
Collin	36.93	\$124.45	Hays	13.29	\$119.22			
Dallas	252.16	\$129.78	Jefferson	33.91	\$157.96			
El Paso	14.71	\$79.51	Lubbock	32.01	\$94.00			
Harris	344.12	\$99.01	Williamson	53.54	\$224.56			
Hidalgo	53.29	\$81.98						
Johnson	16.76	\$116.08						
McLennan	43.52	\$112.02						
Smith	15.83	\$222.81						
Taylor	15.19	\$127.09						
Webb	61.91	\$75.80						
Wichita	15.37	\$192.79						
Program Average		\$121.59	Program Average		\$128.89	Program Average		\$138.99
Median		\$116.08	Median		\$113.80	Median		\$145.62

- The table demonstrates that the average cost per day for a traditional model is the least expensive model type.
- When looking at the median cost per day the least expensive model type is military.

Table 68 reflects the average cost per day of each category of operation design.

Table 68

**JJAEP Cost Per Day by Operation Design
School Year 2006-2007**

ISD and Probation			Private Contractor and Probation			Probation Only		
County	ADA	Cost Per Day	County	ADA	Cost Per Day	County	ADA	Cost Per Day
Bell	46.16	\$155.26	Bexar	139.73	\$105.34	Dallas	252.16	\$129.78
Brazoria	67.94	\$106.64	Brazos	15.15	\$131.94	Harris	344.12	\$99.01
Collin	36.93	\$124.45	Cameron	68.52	\$69.94	Johnson	16.76	\$116.08
Denton	68.75	\$85.44	Hidalgo	53.29	\$81.98	Smith	15.83	\$222.81
El Paso	14.71	\$79.51	Nueces	29.11	\$159.74	Taylor	15.19	\$127.09
Fort Bend	64.78	\$108.39	Travis	34.43	\$139.52	Webb	61.91	\$75.80
Galveston	43.20	\$134.89						
Hays	13.29	\$119.22						
Jefferson	33.91	\$157.96						
Lubbock	32.01	\$94.00						
McLennan	43.52	\$112.02						
Montgomery	68.39	\$104.98						
Tarrant	94.98	\$151.72						
Wichita	15.37	\$192.79						
Williamson	53.54	\$224.56						
Program Average		\$130.12	Program Average		\$114.74	Program Average		\$128.43
Median		\$119.22	Median		\$118.64	Median		\$121.58

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

Required Cost

The 80th Texas Legislature altered the General Appropriations Act Rider #13 to read as follows:

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 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;

Counties were instructed to differentiate between required costs and non-required costs. Required costs were defined as those costs that the program must encounter to implement Texas Education Code §37.011. Separating out the required costs is not an easy task when many of the cost encountered by the JJAEP are not addressed under TEC §37.011. The Commission believes however, the differentiated costs presented here meet the requirements of the rider.

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

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

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

- Costs under the “Required Costs Only” vary from \$66.69 per day to a high of \$193.69.

Comparisons were done by program size, model type and operation design and there was no significant difference from the findings in tables 66, 67 and 68.

Appendix F contains a more detailed listing of expenditures by county.

Conclusion

TJPC provides approximately 24% of the total JJAEP expenditures; the remaining 76% is provided through juvenile boards (i.e., through commissioner’s court funding) and the local school districts. Overall, TJPC has determined that the cost per day is impacted by the size of the program and the operation design.

Table 69

JJAEP Cost Per Day By County School Year 2006-07

County	Required Costs Only	Total Cost Per Day
Bell	\$114.44	\$155.26
Bexar	\$94.61	\$105.34
Brazoria	\$78.13	\$106.64
Brazos	\$76.17	\$131.94
Cameron	\$66.69	\$69.94
Collin	\$111.53	\$124.45
Dallas	\$119.53	\$129.78
Denton	\$85.05	\$85.44
El Paso ¹	\$79.51	\$79.51
Fort Bend	\$86.74	\$108.39
Galveston	\$126.42	\$134.89
Harris	\$88.96	\$99.01
Hays	\$108.07	\$119.22
Hidalgo	\$81.98	\$81.98
Jefferson	\$138.37	\$157.96
Johnson	\$98.73	\$116.08
Lubbock	\$80.21	\$94.00
McLennan	\$102.12	\$112.02
Montgomery	\$92.48	\$104.98
Nueces	\$114.91	\$159.74
Smith	\$193.69	\$222.81
Tarrant	\$117.90	\$151.72
Taylor	\$109.39	\$127.09
Travis	\$122.10	\$139.52
Webb	\$74.88	\$75.80
Wichita	\$182.13	\$192.79
Williamson	\$192.62	\$224.56
Average	\$108.79	126.33

Section 7

Strategic Elements

TJPC JJAEP Mission Statement

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

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

Philosophy

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



INTERNAL / EXTERNAL ASSESSMENT

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

Those eleven key policy areas are:

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

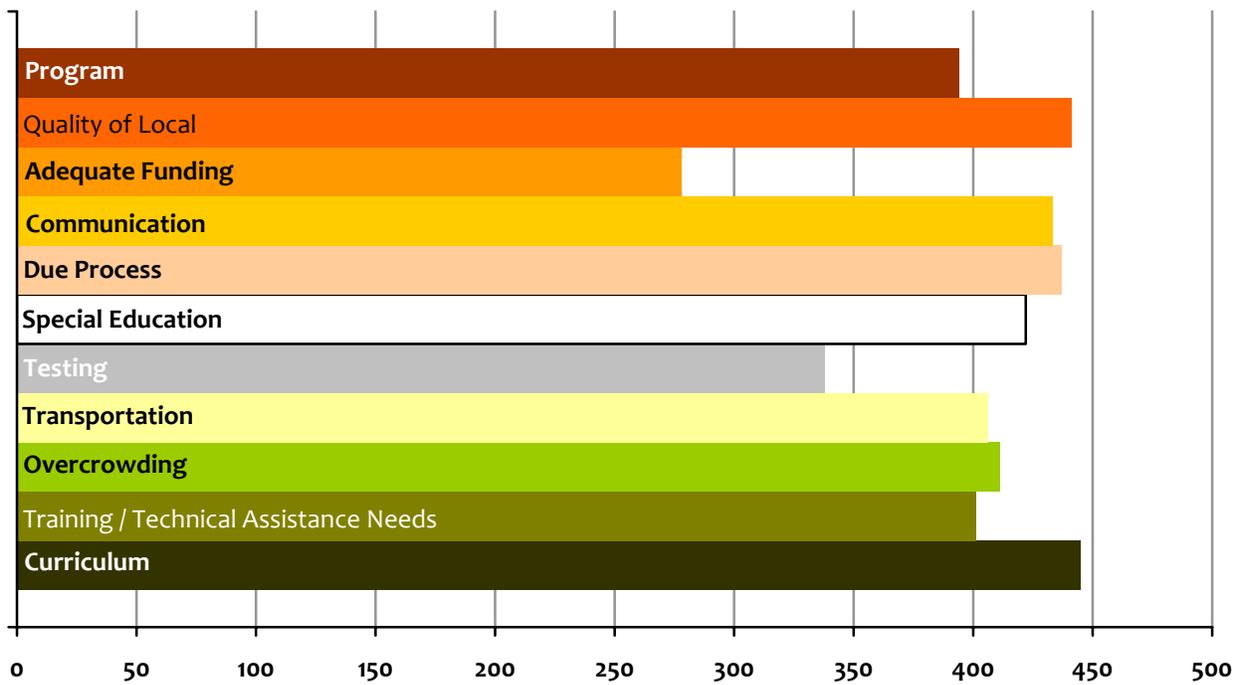
Additionally, three open-ended questions asked for the:

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

Survey policy areas were designed to generally profile relative strengths and weaknesses and areas of concern so that policy related interventions could be appropriately targeted. Policy area scores were calculated by averaging the related item responses together and multiplying the result by 100. Scores for each of the eleven policy areas above 300 suggest that JJAEP administrators viewed the issue more positively than negatively, and scores of 400 or higher indicate areas of substantial strength. Conversely, scores below 300 indicate that JJAEP administrators perceive the issue more negatively than positively and scores below 200 should be a significant source of concern for administrators and state agency representatives and should receive immediate attention. Chart 70 shows the policy areas scored how each were rated.

Chart 70

JJAEP Survey Policy Area Scores by Dimension



The following policy areas are perceived as a relative strength by JJAEP administrators:

- **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 TAKS.
- **Due Process.** High scores here indicate that JJAEP administrators strongly view the level of due process afforded youth prior to entry into the JJAEP as appropriate.
- **Communication.** High scores indicate communications between local districts are good. Information sharing between sending campuses is also perceived as appropriate.
- **Quality of Local Collaboration.** High scores indicate the JJAEP administrators view they receive the necessary level of support from the local juvenile justice/schools officials.

The following policy areas are perceived as a relative area of concern for JJAEP administrators:

- **Testing.** Relatively lower scores in this policy area indicate a need for the usefulness of pre- and post- testing for evaluating the effectiveness of their programs, the usefulness of TAKS testing for evaluating the effectiveness of their programs, and the extent to which testing procedures are useful in identifying strengths and weaknesses of the students.
- **Adequate Funding.** Low scores in this policy area indicate a need for immediate attention to be given to increasing program capacity and resources, especially with regard to providing adequate transportation, effective testing of students, training for program staff, addressing overcrowding issues, and assisting students with disabilities to demonstrate academic growth on state mandated tests.

The following table summarizes how JJAEP administrators responded to questions regarding their program’s need for training and technical assistance. Percentages describe the range of total responses within each response category. In addition, responses to each of the three open-ended questions on the survey are classified and rank-ordered from “highest response rate” to “lowest response rate”.

Table 71

Training Issues in the JJAEP Survey

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know / N/A
1. Satisfied with the training made available.	20%	40%	28%	12%	0%	0%
2. Satisfied with the technical assistance made available.	36%	36%	16%	8%	0%	4%
3. Training and technical assistance provided have helped improve student’s academic growth in TAKS.	12%	36%	28%	16%	0%	8%

Q1: Five areas of training needed:

1. Behavior / discipline management for the JJAEP population ;
2. Teaching strategies for at-risk students, including motivational techniques, curriculum development and implementation ;
3. Special education: rules and regulations, teaching strategies;
4. The Education Code, Administrative Rules, and PEIMS training ; and
5. Adolescent mental health and substance abuse recognition and coping strategies.

Q2: Three areas of technical assistance needed:

1. Technology (e.g., hardware, software, multi media, computer programs, online curriculum / test prep);
2. Data collection (e.g., attendance recording, quarterly updates on trends, comparable database, etc.); and
3. Best practices for operating a JJAEP (e.g., student attendance improvement, communication/networking, curriculum integration strategies, etc.).

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

1. Legislation eliminating the discretionary student expulsions, especially for serious and persistent misconduct;
2. Increased mandatory expulsion funding for the programs;
3. Enhancement of the standards (e.g., staff-to-student ratios, caseworker requirements, student attendance requirements, etc.); and
4. State assistance on policies for expelling and serving special education students in JJAEPs.

Internal Strengths and Weaknesses

JJAEP Internal Strengths

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

JJAEP Internal Weaknesses

- Qualified Educational and Behavioral Staff: Staff are required to deal with a wide array of student related problems on a daily basis, including but not limited to: mental health problems of students; special education issues; family crisis issues that affect student academic and behavioral performance; and in some cases high student-teacher ratios with a population of students who are the most difficult to manage and serve.
- Programs and Services for Special Education Students: Special education students compound problems for JJAEP practitioners. Specialized

evidenced-based programs and services are needed to a) manage their behaviors; and b) provide instruction which maximizes their academic growth, and c) provide treatment for their mental health needs and disabilities.

- Transportation: JJAEPs do not have optimal resources for the provision of effective transportation of students to and from JJAEP related activities. This has a direct influence on student attendance and subsequently student performance.

External Opportunities and Challenges

JJAEP External Opportunities

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



JJAEP External Challenges

- The number of cases of students placed in JJAEPs for Serious and Persistent Misconduct.
- Resources/funding for transportation and other cost related aspects of JJAEP operations.
- The socio-economic environment of youth placed in JJAEPs are significant barriers to providing effective programs and services necessary to rehabilitate students, especially factors related to mental health, physical/medical health, economic status, peer group issues, and communities in which students live.

- Local policy and expectations of key stakeholders regarding the students, their families, and the nature of the obligations of the juvenile justice and education systems.
- Rules, statutes, and laws affecting the planning for and operations of JJAEPs.
- Attendance patterns and factors which affect them.
- Inadequate parental involvement.

Key Policy Issues



The TJPC Behavioral Health and Strategic Planning Division 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 policies issues were identified:

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

Goals, Strategic Directions and Strategies

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

Goals:

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

B. Academically, students placed in JJAEPs will demonstrate academic growth and progress toward grade level.

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

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

Key Strategic Direction 2. Monitor JJAEP compliance with minimum program and accountability standards.

- **Strategy 1:** TJPC will annually review current minimum program and accountability standards in JJAEPs.
- **Strategy 2:** TJPC will provide training and technical assistance to local JJAEPs for the improvement of their compliance with program, attendance and accountability standards.
- **Strategy 3:** TJPC will conduct program monitoring of local JJAEPs for compliance with JJAEP standards and Chapter 37 of the Texas Education Code.

Key Strategic Direction 3. Improve attendance reporting of JJAEPs.

- **Strategy 1:** TJPC will audit or monitor JJAEPs for their compliance with applicable attendance reporting procedures.



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

- **Strategy 1:** TJPC, 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:** TJPC will produce an accountability report and a bi-annual cost report.

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

- **Strategy 1:** TJPC will encourage JJAEPs to develop and implement model programs and services based upon best practices for youth served in DAEPs and JJAEPs as well as youth at-risk of being placed in them.
- **Strategy 2:** TJPC will plan and conduct training and provide technical assistance to JJAEP staff and administrators regarding compliance with the requirements of Chapter 37 and administrative rules on an as needed basis.

Appendix A
Select JJAEP Program Characteristics
School Year 2006-2007

County	Format	Operation Mode	Capacity	Ratio (1 Instructional Staff Member: X students)	Conditions of Completion	Primary Transportation Mode
Bell	Traditional School	ISD and Probation	120	9	Must successfully complete specific number of days	ISD
Bexar	Traditional School	Private Contractor with support from probation	350	17	Must successfully complete specific number of days	County
Brazoria	Military Component	ISD and Probation	125	18	Must successfully complete specific number of days	ISD
Brazos	Traditional School	Private Contractor with support from Probation	30	15	Must complete term of expulsion, regardless of attendance	Parents
Cameron	Traditional School	Private Contractor with support from Probation	120	18	Must attend specific number of days	Private Vendor
Collin	Traditional School	ISD and Probation	250	6	Must attend specific number of days	ISD
Dallas	Traditional School	Probation Only	442	12	Must successfully complete specific number of days	County
Denton	Military Component	ISD and Probation	150	10	Must successfully complete specific number of days	Parents
El Paso	Traditional School	ISD and Probation	60	3	Must complete term of expulsion, regardless of attendance	ISD
Fort Bend	Military	ISD and Probation	120	12	Must attend specific number	Parents

	Component				of days	
Galveston	Military Component	ISD and Probation	72	10	Must successfully complete specific number of days	Parents
Harris	Therapeutic	Probation Only	400	24	Must attend specific number of days	Vendor
Hays	Military Component	ISD and Probation	27	13	Students transition back to regular school at the end of the grading period/semester	ISD
Hidalgo	Traditional School	Private Contractor with support from Probation	175	23	Must complete term of expulsion, regardless of attendance	Private Vendor
Jefferson	Military Component	ISD and Probation	95	9	Must successfully complete specific number of days	ISD
Johnson	Traditional School	Probation Only	36	5	Must successfully complete specific number of days	Parents
Lubbock	Military Component	ISD and Probation	55	12	Must successfully complete specific number of days	ISD
McLennan	Traditional School	ISD and Probation	100	6	Must successfully complete specific number of days	ISD
Montgomery	Therapeutic	ISD and Probation	135	16	Must successfully complete specific number of days	ISD
Nueces	Therapeutic	Private Contractor with support from Probation	48	16	Must successfully complete specific number of days	Private Vendor
Smith	Traditional School	Probation Only	54	7	Must successfully complete	Parents

					specific number of days	
Tarrant	Therapeutic	ISD and Probation	120	12	Must successfully complete specific number of days	Private Vendor
Taylor	Traditional School	Probation Only	44	10	Must successfully complete specific number of days	Parents
Travis	Therapeutic	Private Contractor with support from Probation	50	9	Must attend specific number of days	ISD
Webb	Traditional School	Probation Only	100	18	Must attend specific number of days	County
Wichita	Traditional School	ISD and probation	40	5	Must attend specific number of days	Parents
Williamson	Military Component	ISD and probation	250	8	Must attend specific number of days	ISD

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Appendix B
Reading / ELA TAKS Results by County for Students in JJAEPs
At Least 90 School Days Prior to TAKS Administration
School Year 2004-2005 and School Year 2006-2007

County	Grade	School Year 2004-2005		School Year 2006-2007		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
BELL	8	16	2065.4	5	2042.0	-1.1%
	9	20	2087.8	14	2024.0	-3.1%
BEXAR	7	17	2047.1	10	2019.3	-1.4%
	8	43	2108.2	23	2045.7	-3.0%
	9	51	2113.5	39	2101.4	-0.6%
	10	20	2107.7	16	2072.9	-1.6%
	11	17	2206.5	8	2159.1	-2.1%
BRAZORIA	8	7	2164.7	14	2210.6	2.1%
	9	24	2171.7	30	2089.8	-3.8%
	10	18	2156.9	10	2145.3	-0.5%
BRAZOS	9	6	2065.0	5	2050.3	-0.7%
CAMERON	7	5	1911.0	5	2070.4	8.3%
	8	8	2099.1	12	2002.4	-4.6%
	9	18	2106.7	31	2010.9	-4.6%
	10	16	2110.1	13	2080.3	-1.4%
COLLIN	9	5	2148.6	6	2140.5	-0.4%
DALLAS	6	12	1969.8	22	2132.6	8.3%
	7	22	2044.9	27	2030.0	-0.7%
	8	51	2126.3	59	2157.2	1.5%
	9	69	2078.1	87	2134.6	2.7%
	10	28	2062.2	54	2092.4	1.5%
	11	10	2095.5	19	2112.4	0.8%
DENTON	8	19	2147.3	7	2144.1	-0.1%
	9	28	2183.9	18	2069.1	-5.3%
	10	17	2176.9	10	2110.7	-3.0%
	11	10	2271.3	16	2195.4	-3.3%
FORT BEND	9	15	2113.2	24	2026.6	-4.1%
	10	10	2047.8	16	2205.1	7.7%
GALVESTON	8	10	2071.4	12	1998.5	-3.5%
	9	11	2072.8	10	1872.8	-9.7%
	10	6	2126.5	7	2165.0	1.8%

Continued

County	Grade	School Year 2004-2005		School Year 2006-2007		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
HARRIS	6	8	2071.5	12	2136.5	3.1%
	7	18	2079.8	35	2065.3	-0.7%
	8	29	2115.2	44	2071.9	-2.0%
	9	72	2094.5	89	2058.5	-1.7%
	10	35	2091.5	55	2168.9	3.7%
	11	13	2190.9	28	2128.1	-2.9%
HIDALGO	8	16	1983.7	5	2045.4	3.1%
	9	23	2034.3	27	1999.0	-1.7%
	10	11	2135.2	4	2083.0	-2.4%
	11	7	2198.3	4	2245.8	2.2%
JEFFERSON	8	7	1897.0	10	2025.6	6.8%
	9	11	2054.7	10	1767.2	-14.0%
JOHNSON	9	12	2094.6	5	2165.4	3.4%
LUBBOCK	10	6	2044.2	6	2169.2	6.1%
MC LENNAN	6	18	2007.1	6	2085.7	3.9%
	7	24	2020.0	8	2111.3	4.5%
	8	10	2178.5	7	2133.3	-2.1%
	9	13	2112.7	7	2026.0	-4.1%
	10	12	2095.1	5	1962.8	-6.3%
MONTGOMERY	7	9	2111.2	5	1866.0	-11.6%
	8	16	2226.4	7	2265.7	1.8%
	9	27	2104.1	18	2103.8	0.0%
	10	8	2223.6	6	2325.7	4.6%
NUECES	9	12	2104.3	10	1997.2	-5.1%
	10	7	2098.4	9	2161.9	3.0%
TARRANT	7	9	2102.8	14	1940.9	-7.7%
	8	30	2117.1	16	2187.1	3.3%
	9	23	2133.3	26	2033.5	-4.7%
	10	22	2079.3	15	2162.3	4.0%
TRAVIS	8	5	2161.0	6	2180.0	0.9%
	9	6	2116.5	5	1828.0	-13.6%
	10	5	2138.4	5	2256.0	5.5%
WEBB	8	24	1918.0	14	1938.9	1.1%
	9	19	2046.3	23	1925.5	-5.9%
WILLIAMSON	9	18	2120.6	14	1964.8	-7.3%
	10	11	2023.9	11	2136.3	5.6%
	11	5	2069.0	6	2199.2	6.3%

Appendix C
Math TAKS Results by County for Students in JJAEPs
At Least 90 School Days Prior to the Time of TAKS Administration
School Year 2004-2005 and School Year 2006-2007

County	Grade	School Year 2004-2005		School Year 2006-2007		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
BELL	8	16	1978.9	5	1925.2	-2.7%
	9	19	1986.1	14	1885.4	-5.1%
BEXAR	7	18	2009.2	10	2065.2	2.8%
	8	42	1981.3	23	1993.5	0.6%
	9	44	1961.2	39	1986.7	1.3%
	10	21	1979.6	16	1957.1	-1.1%
	11	15	2105.5	8	2177.3	3.4%
BRAZORIA	8	7	2098.7	14	2026.0	-3.5%
	9	17	2032.7	30	1980.1	-2.6%
	10	13	2064.8	10	2059.5	-0.3%
	11	5	2160.4	5	2243.8	3.9%
BRAZOS	9	6	1847.8	5	1777.2	-3.8%
CAMERON	7	5	1902.4	5	2037.4	7.1%
	8	7	1996.7	12	1942.8	-2.7%
	9	16	1921.6	31	1939.8	0.9%
	10	11	2017.3	13	1989.1	-1.4%
COLLIN	10	5	2007.2	6	2036.0	1.4%
DALLAS	6	12	1877.4	22	1998.3	6.4%
	7	23	2007.3	27	2036.0	1.4%
	8	54	1958.5	59	2000.4	2.1%
	9	60	1907.8	87	1966.7	3.1%
	10	29	1968.9	54	1994.0	1.3%
	11	5	1947.8	19	2131.8	9.4%
DENTON	8	19	2000.3	7	2052.7	2.6%
	9	28	2056.0	18	2033.8	-1.1%
	10	20	2111.7	10	1948.1	-7.7%
	11	6	2231.2	16	2210.9	-0.9%
FORT BEND	9	13	1926.2	24	1948.8	1.2%
	10	7	1964.7	16	1980.4	0.8%
GALVESTON	8	10	2073.6	12	1964.2	-5.3%
	9	12	1869.7	10	1960.1	4.8%
	10	7	2079.0	7	2012.7	-3.2%

Continued

County	Grade	School Year 2004-2005		School Year 2006-2007		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
HARRIS	6	7	2043.1	12	1988.5	-2.7%
	7	16	2008.3	35	2029.1	1.0%
	8	30	1972.3	44	1999.8	1.4%
	9	70	1945.8	89	1977.1	1.6%
	10	28	2069.5	55	2017.5	-2.5%
	11	12	2037.8	28	2093.4	2.7%
HIDALGO	8	15	1951.4	5	1965.8	0.7%
	9	20	1927.3	27	1963.9	1.9%
JEFFERSON	8	5	1909.4	10	1924.8	0.8%
	9	12	2000.7	10	1905.3	-4.8%
JOHNSON	9	13	1949.5	5	1904.0	-2.3%
MC LENNAN	6	18	1961.4	6	1892.8	-3.5%
	7	24	1983.9	8	2033.1	2.5%
	8	11	1939.4	7	1945.9	0.3%
	9	11	1964.0	7	1909.9	-2.8%
	10	10	2043.9	5	1970.6	-3.6%
MONTGOMERY	7	10	2081.2	5	2096.4	0.7%
	8	14	2053.5	7	2187.6	6.5%
	9	23	1971.7	18	1972.0	0.0%
	10	10	2068.9	6	2184.8	5.6%
NUECES	9	13	1907.8	10	2027.6	6.3%
TARRANT	7	8	2015.8	14	2042.6	1.3%
	8	28	1988.1	16	1977.4	-0.5%
	9	23	1865.1	26	2000.7	7.3%
	10	16	2020.4	15	2010.9	-0.5%
TRAVIS	8	5	1954.6	6	2022.2	3.5%
WEBB	8	20	1844.0	14	1943.9	5.4%
	9	27	1859.5	23	1896.9	2.0%
WILLIAMSON	9	15	1994.9	14	1944.1	-2.5%
	10	12	2014.8	11	2037.4	1.1%

Appendix D
Reasons for Program Exit by County
School Year 2006-2007

County	N	Returned to Local District	Left Program Incomplete	Graduated or Received GED	Early Termination
Bell	228	50%	11%	0%	39%
Bexar	674	79%	11%	0%	10%
Brazoria	226	65%	14%	3%	18%
Brazos	47	11%	36%	0%	53%
Cameron	158	72%	27%	0%	2%
Collin	124	79%	10%	0%	11%
Dallas	682	72%	26%	0%	2%
Denton	237	72%	7%	5%	15%
El Paso	36	42%	14%	6%	39%
Fort Bend	114	43%	32%	0%	25%
Galveston	154	74%	23%	0%	3%
Harris	970	72%	14%	0%	14%
Hays	33	39%	12%	3%	45%
Hidalgo	257	80%	10%	0%	10%
Jefferson	95	47%	5%	0%	47%
Johnson	46	76%	11%	2%	11%
Lubbock	122	53%	26%	0%	20%
McLennan	223	77%	4%	2%	17%
Montgomery	164	73%	7%	1%	19%
Nueces	77	68%	14%	1%	17%
Smith	56	73%	11%	4%	13%
Tarrant	260	64%	3%	2%	32%
Taylor	61	70%	13%	0%	16%
Travis	98	76%	6%	0%	18%
Webb	223	63%	13%	1%	23%
Wichita	52	12%	19%	4%	65%
Williamson	161	45%	12%	8%	35%
Total	5578	68%	14%	1%	17%

Appendix E
Comparison of TAKS Passing Rate by Grade Level
School Year 2004-2005 and School Year 2006-2007

	Math		Reading	
	School Year 2004-2005	School Year 2006-2007	School Year 2004-2005	School Year 2006-2007
3rd Grade	**	**	**	**
4th Grade	57.1%	29.4%	16.7%	29.4%
5th Grade	41.7%	**	56.0%	18.2%
6th Grade	19.8%	25.7%	52.3%	57.5%
7th Grade	17.6%	26.9%	45.9%	49.9%
8th Grade	18.5%	26.3%	49.0%	63.9%
9th Grade	19.3%	21.7%	57.5%	65.2%
10th Grade	28.2%	30.7%	45.0%	62.0%
11th Grade	57.9%	62.0%	72.0%	73.9%
Total	23.2%	28.9%	52.4%	62.4%

Appendix F
JJAEP Cost Per Day Itemization of Costs

County Name	BELL	BEXAR	BRAZORIA	BRAZOS	CAMERON	COLLIN	DALLAS
Required Costs							
Administrative	\$102,762.98	\$66,555.56	\$19,500.30	\$18,280.39	\$34,254.00	\$57,155.00	\$179,505.42
Professional Services	\$-	\$-	\$-	\$-	\$701,607.26	\$-	\$-
Program Administrator/Principal	\$53,736.23	\$167,613.62	\$74,656.26	\$55,141.99	\$-	\$111,762.00	\$277,681.07
Educational Staff	\$489,116.60	\$1,294,045.84	\$388,533.87	\$36,534.71	\$-	\$280,161.00	\$1,256,944.79
Behavior Management Staff	\$103,157.33	\$150,082.36	\$191,096.11	\$45,310.59	\$28,938.50	\$142,795.50	\$438,365.10
Clerical/Support Staff	\$53,404.72	\$177,555.38	\$75,922.81	\$-	\$-	\$23,544.00	\$1,204,932.78
Campus Security	\$-	\$46,758.60	\$-	\$-	\$-	\$3,750.00	\$134,450.62
Educational Materials & Supplies	\$16,472.07	\$68,021.90	\$2,100.00	\$4,567.49	\$-	\$7,700.00	\$23,326.69
Building Expenses	\$54,194.49	\$53,497.16	\$-	\$23,184.00	\$-	\$45,500.00	\$162,424.33
Meals	\$12,096.14	\$11,255.54	\$59,573.25	\$8,047.71	\$-	\$15,280.00	\$210,793.98
Utilities	\$38,397.78	\$35,463.81	\$60,092.97	\$7,648.92	\$-	\$35,670.00	\$74,483.20
Equipment	\$20,472.07	\$14,662.39	\$10,018.23	\$3,057.34	\$-	\$8,792.00	\$13,644.26
Training/Travel	\$7,081.60	\$6,871.39	\$-	\$5,699.91	\$-	\$5,000.00	\$2,119.24
Other/Miscellaneous Expenses	\$-	\$2,054.48	\$21,081.50	\$244.39	\$-	\$2,250.00	\$42,605.83
Student Transportation	\$-	\$285,173.96	\$52,874.25	\$-	\$57,795.51	\$2,000.00	\$1,403,977.08
Total	\$950,892.01	\$2,379,611.99	\$955,449.55	\$207,717.44	\$822,595.27	\$741,359.50	\$5,425,254.39
Non-Required Costs							
Other Administrative	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Counseling Services & Staff	\$10,219.77	\$253,074.28	\$34,790.31	\$23,722.17	\$40,000.00	\$30,700.00	\$402,000.00
Program Staff	\$324,230.28	\$-	\$273,744.99	\$127,690.80	\$-	\$53,874.50	\$-
Educational Staff	\$-	\$-	\$39,577.16	\$-	\$-	\$-	\$-
Medical Services & Staff	\$3,600.00	\$-	\$-	\$-	\$-	\$-	\$63,200.04
Other/Miscellaneous Expenses	\$1,081.10	\$16,791.20	\$585.00	\$659.48	\$-	\$1,300.00	\$-
Total	\$339,131.15	\$269,865.48	\$348,697.46	\$152,072.45	\$40,000.00	\$85,874.50	\$465,200.04
Total Costs	\$1,290,023.16	\$2,649,477.47	\$1,304,147.01	\$359,789.89	\$862,595.27	\$827,234.00	\$5,890,454.43
REQUIRED COST PER DAY	\$114.44	\$94.61	\$78.13	\$76.17	\$66.69	\$111.53	\$119.53

Continued

County Name	DENTON	EL PASO	FORT BEND	GALVESTON	HARRIS	HAYS	HIDALGO
Required Costs							
Administrative	\$93,644.29	\$11,745.34	\$41,866.18	\$40,524.00	\$500,951.00	\$23,500.10	\$13,500.00
Professional Services	\$-	\$156,173.00	\$-	\$-	\$-	\$-	\$714,322.00
Program Administrator/Principal	\$92,883.34	\$-	\$59,504.60	\$89,761.00	\$268,565.00	\$55,695.00	\$-
Educational Staff	\$347,188.87	\$-	\$392,432.13	\$355,347.00	\$1,545,311.00	\$73,703.00	\$-
Behavior Management Staff	\$345,787.00	\$42,368.11	\$206,092.58	\$205,641.00	\$792,671.00	\$66,631.00	\$27,875.05
Clerical/Support Staff	\$93,398.34	\$-	\$150,587.96	\$62,459.00	\$383,419.00	\$3,154.00	\$-
Campus Security	\$-	\$-	\$23,457.92	\$37,668.00	\$360,687.00	\$-	\$-
Educational Materials & Supplies	\$6,996.26	\$-	\$48,920.58	\$23,303.00	\$85,490.00	\$6,010.00	\$-
Building Expenses	\$-	\$-	\$797.55	\$-	\$657,341.00	\$1,000.00	\$-
Meals	\$16,900.59	\$-	\$-	\$48,800.00	\$357,282.00	\$900.00	\$-
Utilities	\$6,533.65	\$-	\$28,002.76	\$32,621.00	\$19,538.00	\$1,930.00	\$-
Equipment	\$4,060.82	\$181.69	\$7,722.69	\$674.00	\$1,633.00	\$4,108.00	\$-
Training/Travel	\$3,719.03	\$-	\$3,512.88	\$4,768.00	\$10,449.00	\$1,810.00	\$-
Other/Miscellaneous Expenses	\$225.00	\$-	\$29,337.14	\$951.00	\$7,049.00	\$1,060.00	\$-
Student Transportation	\$41,156.76	\$-	\$19,248.00	\$80,544.00	\$520,075.00	\$19,000.00	\$30,723.40
Total	\$1,052,493.95	\$210,468.14	\$1,011,482.97	\$983,061.00	\$5,510,461.00	\$258,501.10	\$786,420.45
Non-Required Costs							
Other Administrative	\$-	\$-	\$-	\$-	\$4,489.00	\$17,738.90	\$-
Counseling Services & Staff	\$1,591.40	\$-	\$28,696.79	\$23,431.00	\$515,990.00	\$-	\$-
Program Staff	\$-	\$-	\$134,515.67	\$-	\$-	\$-	\$-
Educational Staff	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Medical Services & Staff	\$-	\$-	\$15,851.71	\$40,447.00	\$101,801.00	\$2,377.00	\$-
Other/Miscellaneous Expenses	\$3,215.96	\$-	\$73,364.75	\$1,941.00	\$-	\$6,547.00	\$-
Total	\$4,807.36	\$-	\$252,428.92	\$65,819.00	\$622,280.00	\$26,662.90	\$-
Total Costs	\$1,057,301.31	\$210,468.14	\$1,263,911.89	\$1,048,880.00	\$6,132,741.00	\$285,164.00	\$786,420.45
REQUIRED COST PER DAY	\$85.05	\$79.51	\$86.74	\$126.42	\$88.96	\$108.07	\$81.98

Continued

County Name	JEFFERSON	JOHNSON	LUBBOCK	MCLENNAN	MONTGOMERY	NUECES	SMITH
Required Costs							
Administrative	\$5,546.00	\$27,069.63	\$19,284.56	\$72,717.06	\$69,673.00	\$54,726.15	\$13,039.00
Professional Services	\$-	\$-	\$-	\$-	\$-	\$14,135.00	\$-
Program Administrator/Principal	\$70,668.00	\$56,496.00	\$58,935.00	\$81,111.92	\$118,051.00	\$116,707.00	\$64,598.00
Educational Staff	\$182,369.00	\$139,825.00	\$269,230.00	\$303,598.17	\$273,062.00	\$146,513.00	\$168,827.00
Behavior Management Staff	\$291,181.36	\$7,046.17	\$67,769.28	\$46,504.36	\$281,046.80	\$49,319.26	\$48,121.00
Clerical/Support Staff	\$89,280.00	\$-	\$-	\$184,793.48	\$62,111.12	\$44,900.00	\$61,560.00
Campus Security	\$45,877.00	\$-	\$4,473.00	\$36,295.80	\$-	\$35,291.00	\$-
Educational Materials & Supplies	\$19,164.00	\$27,425.99	\$26,727.00	\$10,680.92	\$18,480.00	\$27,837.00	\$7,263.00
Building Expenses	\$1,500.00	\$22,735.50	\$-	\$667.34	\$-	\$23,006.00	\$127,568.00
Meals	\$-	\$8,684.05	\$-	\$-	\$-	\$12,729.00	\$2,981.00
Utilities	\$21,004.00	\$2,931.40	\$2,449.00	\$13,673.36	\$47,872.00	\$20,216.00	\$15,487.00
Equipment	\$4,069.00	\$5,341.58	\$4,341.00	\$14,205.52	\$5,527.00	\$28,278.00	\$2,284.00
Training/Travel	\$785.00	\$-	\$7,452.00	\$7,947.56	\$646.61	\$2,869.21	
Other/Miscellaneous Expenses	\$1,000.00	\$210.59	\$1,286.15	\$-	\$30,648.00	\$12,305.00	\$7,311.00
Student Transportation	\$112,152.00	\$-	\$140.00	\$27,692.16	\$231,363.00	\$13,156.00	\$32,781.00
Total	\$844,595.36	\$297,765.91	\$462,086.99	\$799,887.65	\$1,138,480.53	\$601,987.62	\$551,820.00
Non-Required Costs							
Other Administrative	\$-	\$32,840.17	\$-	\$10,016.46	\$-	\$2,947.26	\$-
Counseling Services & Staff	\$-	\$-	\$19,766.00	\$67,585.37	\$116,079.17	\$-	\$1,800.00
Program Staff	\$118,796.80	\$-	\$31,394.27	\$-	\$13,111.46	\$69,825.00	\$66,462.00
Educational Staff	\$-	\$19,490.00	\$25,916.00	\$-	\$-	\$-	\$-
Medical Services & Staff	\$-	\$-	\$-	\$-	\$18,860.00	\$-	\$-
Other/Miscellaneous Expenses	\$800.00	\$-	\$2,357.00	\$-	\$5,821.00	\$162,124.00	\$14,709.00
Total	\$119,596.80	\$52,330.17	\$79,433.27	\$77,601.83	\$153,871.63	\$234,896.26	\$82,971.00
Total Costs	\$964,192.16	\$350,096.08	\$541,520.26	\$877,489.48	\$1,292,352.16	\$836,883.88	\$634,791.00
REQUIRED COST PER DAY	\$138.37	\$98.73	\$80.21	\$102.12	\$92.48	\$114.91	\$193.69

Continued

County Name	TARRANT	TAYLOR	TRAVIS	WEBB	WICHITA	WILLIAMSON
Required Costs						
Administrative	\$80,974.98	\$27,187.59	\$45,108.61	\$20,939.00	\$19,460.00	\$17,195.96
Professional Services	\$-	\$-	\$490,558.06	\$-	\$-	\$54,500.00
Program Administrator/Principal	\$230,898.63	\$55,590.60	\$-	\$79,786.00	\$69,611.00	\$171,144.28
Educational Staff	\$536,325.60	\$56,422.10	\$-	\$233,291.00	\$222,467.00	\$516,088.00
Behavior Management Staff	\$642,831.64	\$49,979.44	\$117,598.84	\$57,007.00	\$47,872.00	\$285,921.74
Clerical/Support Staff	\$76,007.97	\$42,584.33	\$-	\$152,630.00	\$58,934.00	\$58,164.54
Campus Security	\$27,614.52	\$-	\$-	\$38,482.00	\$-	\$-
Educational Materials & Supplies	\$3,484.55	\$1,402.13	\$-	\$998.00	\$37,341.96	\$11,146.90
Building Expenses	\$114,845.04	\$40,232.50	\$1.00	\$47,693.00	\$-	\$434,980.48
Meals	\$132,320.98	\$5,773.70	\$-	\$-	\$4,950.42	\$48,128.58
Utilities	\$-	\$11,990.23	\$345.45	\$21,731.00	\$9,743.63	\$45,905.97
Equipment	\$13,672.98	\$7,284.47	\$1,630.73	\$23,081.00	\$33,363.00	\$35,492.84
Training/Travel	\$3,279.89	\$-	\$2,040.02	\$7,420.00	\$-	\$6,000.00
Other/Miscellaneous Expenses	\$2,494.69	\$435.00	\$-	\$15,228.00	\$18.71	\$9,449.71
Student Transportation	\$150,857.07	\$181.39	\$99,470.04	\$136,078.60	\$-	\$162,340.13
Total	\$2,015,608.54	\$299,063.48	\$756,752.75	\$834,364.60	\$503,761.72	\$1,856,459.13
Non-Required Costs						
Other Administrative	\$-	\$3,664.34	\$-	\$-	\$-	\$-
Counseling Services & Staff	\$322,151.00	\$-	\$12,837.50	\$10,000.00	\$-	\$32,127.77
Program Staff	\$226,044.40	\$41,726.86	\$60,124.04	\$-	\$29,495.00	\$232,835.53
Educational Staff	\$-	\$-	\$34,999.92	\$-	\$-	\$-
Medical Services & Staff	\$15,836.40	\$-	\$-	\$-	\$-	\$22,418.66
Other/Miscellaneous Expenses	\$14,147.60	\$2,997.39	\$-	\$312.64	\$-	\$20,421.86
Total	\$578,179.40	\$48,388.59	\$107,961.46	\$10,312.64	\$29,495.00	\$307,803.82
Total Costs	\$2,593,787.94	\$347,452.07	\$864,714.21	\$844,677.24	\$533,256.72	\$2,164,262.95
REQUIRED COST PER DAY	\$117.90	\$109.39	\$122.10	\$74.88	\$182.13	\$192.62