

Juvenile Justice Alternative Education Programs
Performance Assessment Report
School Year 2004-2005



May 2006

A Joint Report by the
Texas Juvenile Probation Commission
and the Texas Education Agency

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Juvenile Justice Alternative Education Programs Performance Assessment Report School Year 2004-2005



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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.....	6
Characteristics of the JJAEP Student Population.....	8
Juvenile Court Status of the JJAEP Student Population.....	17
Program Stay for the JJAEP Student Population.....	23
Section 4: Description of Juvenile Justice Alternative Education Programs	
Introduction.....	25
Programmatic Elements.....	25
Services and Programming.....	29
Program Staffing.....	30
Attendance and Transportation.....	33
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.....	45
Behavior Analysis.....	51
Juvenile Probation System Re-Contact Rate Analysis.....	58
Section 6: Program Costing	
Introduction.....	63
Cost Per Day.....	64
Cost Variables.....	64
Cost by Program Type.....	65
Conclusion.....	67
Section 7: Strategic Elements	
TJPC / TEA JJAEP Mission Statement.....	69
JJAEP Philosophy.....	69
JJAEP Internal / External Assessment.....	69
Internal Strengths and Weaknesses.....	73
External Opportunities and Challenges.....	74
Key Policy Issues.....	75
Goals, Strategic Directions and Strategies.....	75
Section 8: Appendices	
Appendix A: Select JJAEP Program Characteristics.....	77
Appendix B: Actual TAKS Passage Rate Based on 2002-2003 Scoring Criteria for All Students in JJAEP.....	79
Appendix C: Reading TAKS Results by County for Students in JJAEPs at Least 90 School Days Prior to the Time of TAKS Administration.....	80
Appendix D: Math TAKS Results by County for Students in JJAEPs at Least 90 School Days Prior to the Time of TAKS Administration.....	82
Appendix E: Reasons for Program Exit by County.....	84
Appendix F: Comparison of TAKS Passing Rate by Grade Level.....	85
Appendix G: Number of Questions Required to Have Met Standard and Total Questions for TAKS Test by Subject and Grade.....	86

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Section 1

Introduction to Juvenile Justice Alternative Education Programs

The Texas Legislature created the concept of juvenile justice alternative education programs (JJAEP) in 1995 during an extensive re-write of the Texas Education Code (TEC). 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. As of May 2006, JJAEPs reached a significant milestone and have officially operated for ten complete academic school years.

The 1995 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 to the street. 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.

In 1999, the Texas Legislature mandated that the Texas Juvenile Probation Commission (TJPC) and the Texas Education Agency (TEA) jointly develop a comprehensive system to ensure that JJAEPs were held accountable for student academic and behavioral success. In 2001, the Texas Legislature expanded this mandate to include a requirement that the agencies jointly prepare a report to assess the

performance of the JJAEPs based on the accountability system that was developed in 1999. Rider Number 12 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
73rd Regular Texas Legislative Session
Rider 12 - Texas Juvenile Probation Commission**

JJAEP Accountability. Out of funds appropriated above in Strategy A.2.3, Juvenile Justice Alternative Education Programs (JJAEP), the Texas Juvenile Probation Commission and the Texas Education Agency shall ensure that Juvenile Justice Alternative Education Programs are held accountable for student academic and behavioral success. The agencies are to jointly submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2006. 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; and
- e. 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. Twenty-two Texas counties, encompassing 263 school districts, were mandated to create a JJAEP and begin operations in school year 1996-1997. As a result of population increases established in the 2000 Census, four additional counties noted by an asterisk (*), encompassing 20 school districts, were required to begin operating JJAEPs for the 2001-2002 school year. These counties accounted for approximately 75% of the State's juvenile age population in 2005. Mandatory JJAEP counties now include:



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

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 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 discretionarily 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 2004-2005, eight counties were supported with TJPC grant funds to operate JJAEPs. These discretionary JJAEP counties include:

- Atascosa
- Hardin
- Hill
- Houston
- Hale
- Hays
- Hopkins
- Karnes / Wilson

The focus of this report is on mandatory JJAEPs and the students they served during the 2004-2005 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).

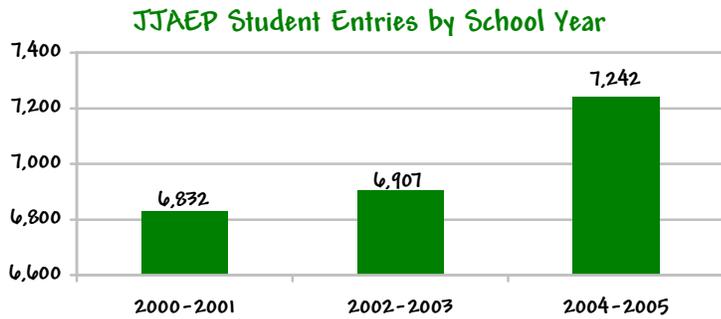
Section 3

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 2004-2005, there were 7,242 student entries into JJAEPs. This represented a 6% increase in the mandatory JJAEP entries for all students since school year 2000-2001.

Chart 1



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 2004-2005, a total of 6,732 individual students accounted for the 7,242 entries into JJAEP programs. A total of 470 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 2004-2005.

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 2004-2005, a total of 1,715 juveniles or 26% of students began the year as carryovers.

Table 2

JJAEP Student Entries and Students by County School Year 2004-2005

County	Student Entries	Students
Bell	478	343
Bexar	773	699
Brazoria	278	267
Brazos	55	54
Cameron	171	167
Collin	110	106
Dallas	973	931
Denton	306	293
El Paso	32	32
Fort Bend	164	163
Galveston	169	160
Harris	1023	991
Hidalgo	349	344
Jefferson	147	143
Johnson	70	67
Lubbock	123	114
McLennan	365	325
Montgomery	231	220
Nueces	113	113
Smith	53	51
Tarrant	470	431
Taylor	67	63
Travis	92	90
Webb	342	299
Wichita	71	67
Williamson	217	199
Total	7,242	6,732

JJAEP Placement Type

The student population served by JJAEPs falls into two basic categories: expelled students and *other* students who are not expelled. **Expelled students** include those students who are mandated to be expelled under Texas Education Code (TEC) Section 37.007 or who may be 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 certain serious criminal offenses, including violent offenses against persons, felony drug offenses and weapons offenses. The offenses for which expulsion is mandatory are listed below. To be designated as a mandatory expulsion, offenses must occur on school property or at a school-related function.



- 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
- Murder or Attempted Murder
- Manslaughter and Criminally Negligent Homicide
- Aggravated Kidnapping

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 while others may only occur in a school district's disciplinary alternative education program (DAEP). Unlike all mandatory offenses, certain discretionary offenses are not required to have been committed on school property or at a school-related function.

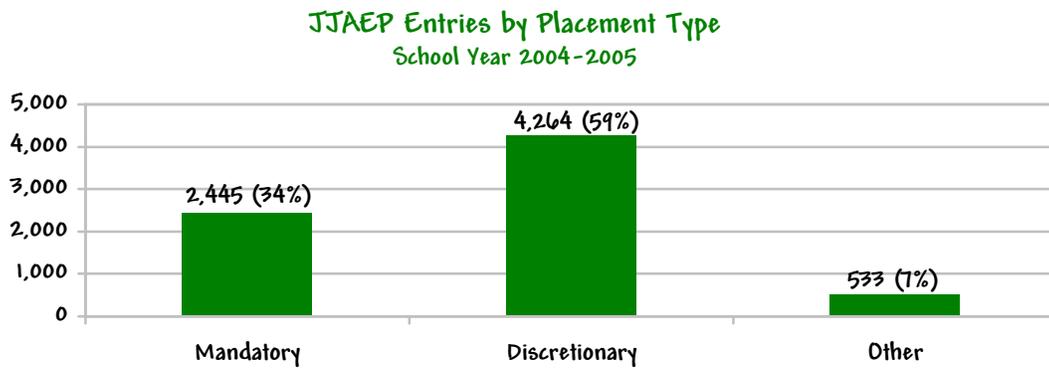
Those offenses for which expulsion is discretionary are listed below. Serious and persistent misbehavior refers to discretionary expulsions for violations of the student code of conduct while in the DAEP as per TEC Section 37.007(c).

- 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
- 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, in their local memorandum of understanding between the juvenile board and school district, provisions detailing which students may be served and how the placement will be funded. In 2004-2005, eleven JJAEPs served non-expelled students.

The number and percentage of mandatory, discretionary and *other* student entries into JJAEPs during school year 2004-2005 may be found below in Chart 3. As in previous years, the vast majority of JJAEP student entries were the result of expulsion (93%). Discretionary expulsions were the largest category accounting for 59% of the total entries.

Chart 3



JJAEPs have experienced a fairly consistent pattern of growth since school year 1999-2000. However, the mandated student population has experienced a significant increase in population during the last two 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 1999-2000 through 2004-2005

	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004		2004-2005	
	N	%	N	%	N	%	N	%	N	%	N	%
Mandatory	1,388	23%	1,593	23%	1,732	24%	1,826	26%	2,209	31%	2,445	34%
Discretionary	4,090	68%	4,179	61%	4,477	62%	4,126	60%	4,234	60%	4,264	59%
Other	519	9%	1,060	16%	1,039	14%	955	14%	639	9%	533	7%
Total	5,997	100%	6,832	100%	7,248	100%	6,907	100%	7,082	100%	7,242	100%

- Total student entries into JJAEPs increased 21% between school years 1999-2000 and 2004-2005.
- Entries for mandatory expulsions have increased every year since school year 1999-2000.
 - Between school years 1999-2000 and 2004-2005, mandatory expulsion entries increased 76% while discretionary entries increased only 4%.
- Although the actual number of discretionary student entries has increased since school year 1999-2000, they have decreased as a percentage of total JJAEP entries.
- The placement of *other* students has decreased each year since school year 2000-2001. The placement of *other* entries is often guided by juvenile probation department policies which may change from year to year.
- The majority of *other* student entries are juveniles under probation supervision who have been ordered to attend the JJAEP by the juvenile court.
- 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.

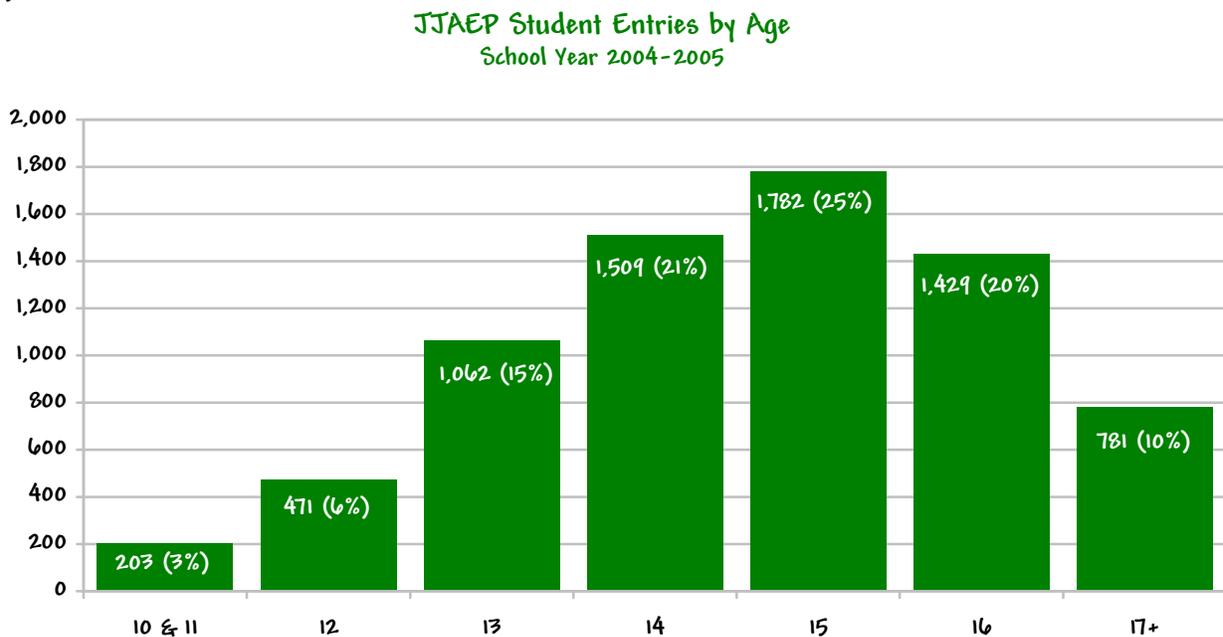
Characteristics of the JJAEP Student Population

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 2004-2005.

Age

Chart 5 depicts the age of students entering the JJAEPs during school year 2004-2005.

Chart 5



- 66% 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 10% of the entries.

The age of students entering JJAEPs differed by placement type. In school year 2004-2005:

- Discretionary students were younger than mandatory and *other* student entries. Eleven percent of discretionary entries were 10 to 12 years old, compared to 8% of mandatory student entries and 4% of *other*.
- Non-expelled or *other* students were older than the expelled students. Seventy-four percent of *other* students were 15 years old and older, compared to 60% of students expelled for a mandatory offense and 49% of students expelled for a discretionary offense.
- Ninety mandatory students (4% of mandatory student entries) and 72 discretionary students (2% of discretionary entries) were 18 to 20 years of age.

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 2004-2005

	Gender		Total by Race	Percent of Total by Race
	Male	Female		
African American	1,485	435	1,920	26%
Caucasian	1,320	391	1,711	24%
Hispanic	2,826	671	3,497	48%
<i>Other</i>	91	23	114	2%
Total	5,722 (79%)	1,520 (21%)	7,242	100%

- 76% 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 39% of entries into the program.

The race and ethnicity of students differed by type of JJAEP placement. In school year 2004-2005:

- Seventy-six percent of discretionary entries were minority students, compared to 75% of mandatory entries and 64% of *other* entries.
 - African American students accounted for 33% of discretionary entries, 16% of mandatory entries and 23% of *other* entries.
 - Hispanic students accounted for 59% of mandatory entries, 43% of discretionary entries and 41% of *other* entries.
 - Caucasian students accounted for 23% of mandatory entries, 22% of discretionary entries and 35% of *other* entries.



The gender of students did not differ significantly by placement type. Males accounted for the vast majority of all placement types with *other* entries having the highest proportion of male students (81%). Seventy-nine percent of discretionary and 78% of mandatory student entries were male.

Table 7 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and the juvenile probation system during school year 2004-2005.

Table 7

**Comparison of Race Distributions Within Systems
School Year 2004-2005**

	African American	Caucasian	Hispanic	Other
Juvenile Justice Alternative Education Program	26%	24%	48%	2%
District Alternative Education Program*	24%	26%	49%	1%
Texas Public School*	14%	38%	45%	3%
Statewide Referrals to Juvenile Probation	25%	30%	45%	<1%

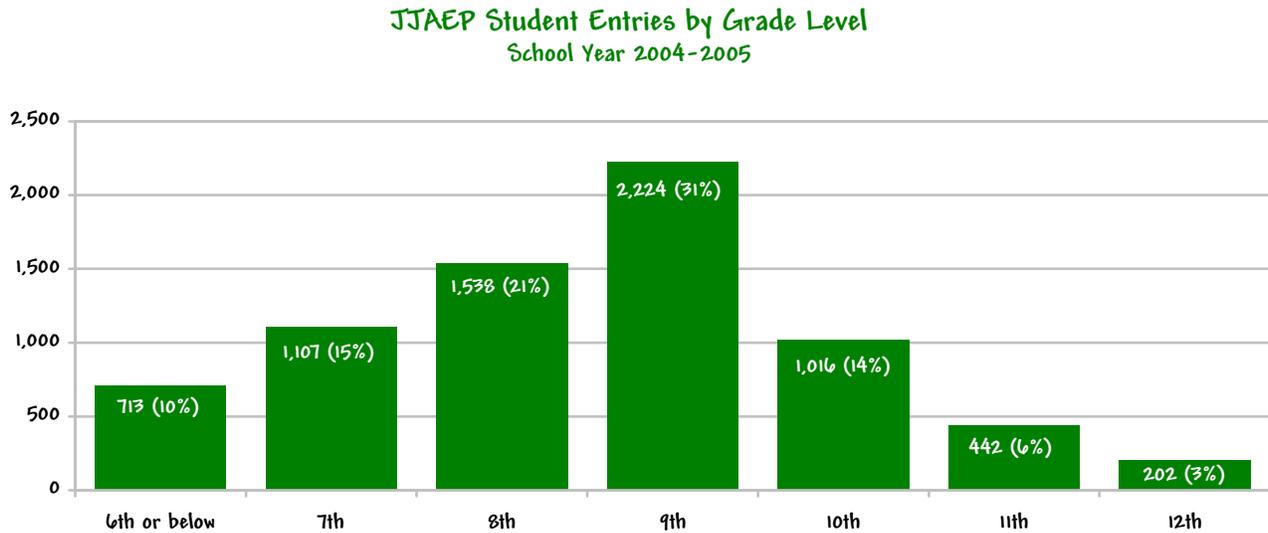
* This statewide data is provided by TEA.

- Minority youth accounted for 76% of the JJAEP population, compared to 74% of the statewide DAEP population and 62% of the statewide public school population.
- The percentage of minority youth served in JJAEPs was higher than the percentage of youth referred to juvenile probation. In school year 2004-2005, 76% of JJAEP entries were minority students while 70% of juveniles referred to juvenile probation in 2005 were minorities.

Grade Level

In school year 2004-2005, JJAEPs served elementary through high school students. Chart 8 shows the distribution of student entries by grade level.

Chart 8



- The majority of JJAEP student entries (54%) were high school students.
- Ninth graders comprised 31% of all JJAEP entries, the largest single category.
- Approximately 2% of JJAEP entries in school year 2004-2005 were 5th grade or below.
- According to TJPC's data analysis, 47% of JJAEP entries were not at the expected grade level based on their age at entry.

The grade level of students entering JJAEPs varied by type of entry. In school year 2004-2005:

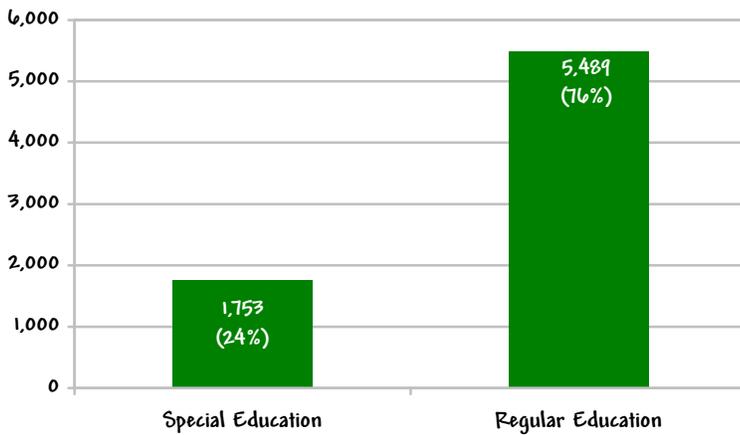
- Non-expelled students entering JJAEPs in the *other* student category were the most likely to be in high school. Seventy percent of *other* student entries were in the ninth through twelfth grades, compared to 62% of mandatory student entries and 47% of discretionary student entries.
- The entry type with the highest proportion of middle school student entries was the discretionary expulsion category. Fifty-one percent of discretionary entries were in the sixth through eighth grades, compared to 35% of mandatory student entries and 28% 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 percent of students in JJAEPs with special education needs since school year 1999-2000.

Chart 9

JJAEP Student Entries by Education Classification
School Year 2004-2005



- 24% of the students in JJAEPs were classified as having special education needs.
- 25% of students in DAEPs as reported by TEA were classified as having special education needs.
- 12% of students statewide were classified as having special education needs.

Chart 10

Percent of JJAEP Student Entries Classified as Special Education
School Years 1999-2000 through 2004-2005

- Between school years 1999-2000 and 2002-2003, the percent of special education students entering JJAEPs increased from 21% of entries to 26%.
- In school years 2003-2004 and 2004-2005, the percent of special education students entering JJAEPs slightly decreased.

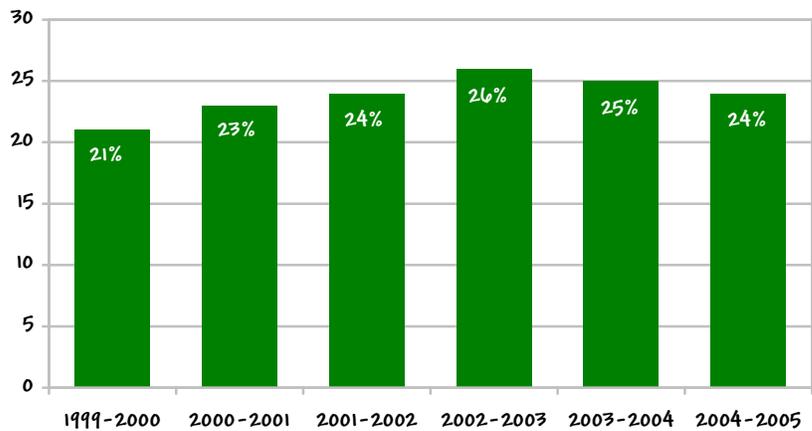
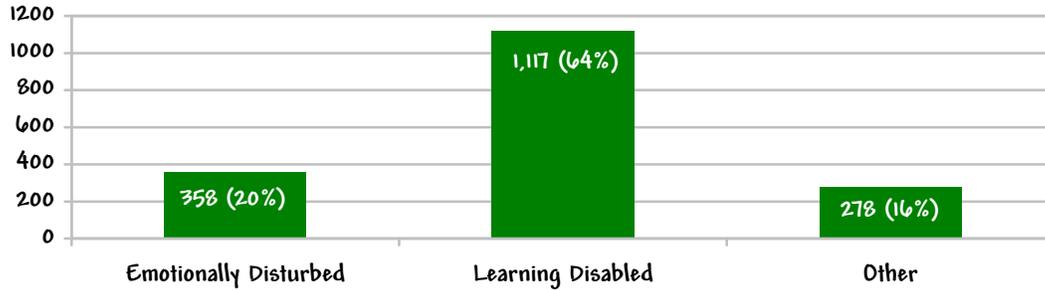


Chart 11 presents the primary disability for special education students entering JJAEPs in school year 2004-2005.

Chart 11

JJAEP Student Entries by Special Education Primary Disability
School Year 2004-2005

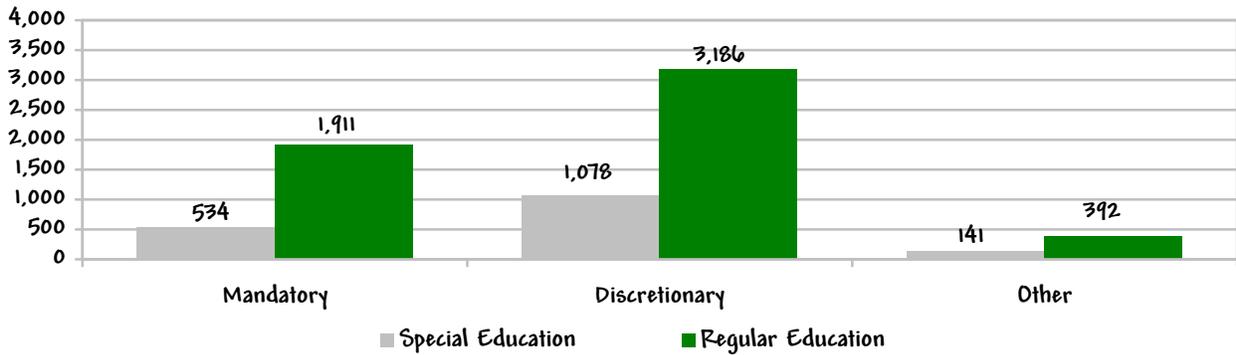


- Special education students with a learning disability accounted for 15% of the total JJAEP entries in school year 2004-2005.
- The “other” disability category includes students with both physical and mental disabilities.
 - 22 students or 8% of the other disability category had a primary disability 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 2004-2005



	Mandatory		Discretionary		Other	
	N	%	N	%	N	%
Special Education	534	22%	1,078	25%	141	26%
Regular Education	1,911	78%	3,186	75%	392	74%
Total	2,445	100%	4,264	100%	533	100%

- Special education students accounted for approximately a quarter of the student entries for all placement types.

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 2004-2005 showed that 7% of JJAEP students were classified as having limited English proficiency (LEP) while 6% were classified as ESL. One percent of JJAEP students were considered to be gifted / talented.

Chart 13

JJAEP Students Identified as At-Risk
School Year 2004-2005

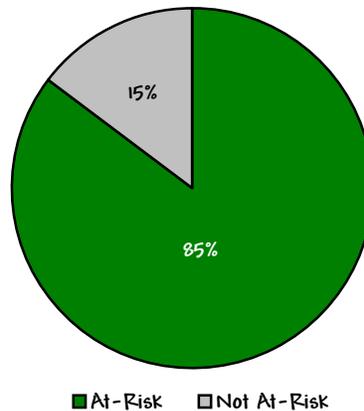
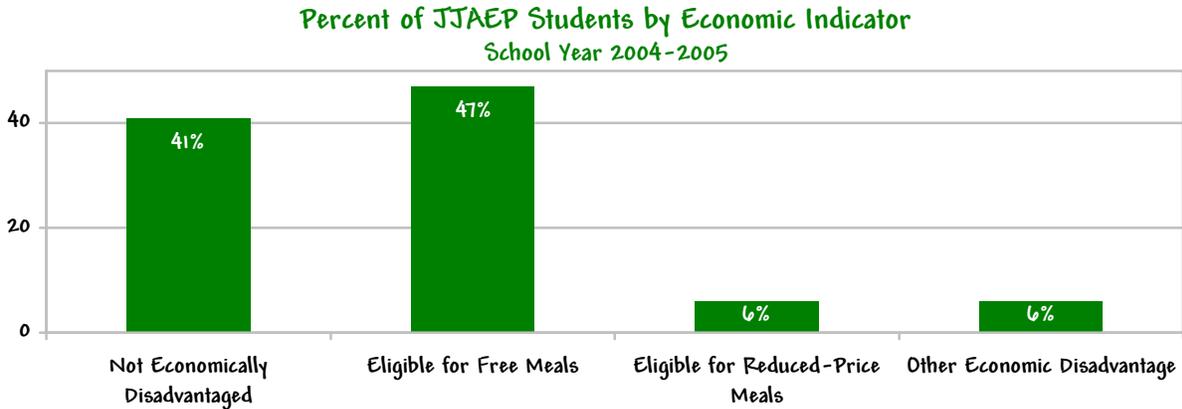


Chart 13 presents the distribution of at-risk students in JJAEPs. Many factors are considered in determining if a student is at-risk including not advancing grade levels, not maintaining an average of 70 (on a scale of 100) in two or more curriculum subjects during the school year, placement into an AEP or expulsion, having limited English proficiency, 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 85%, of students in JJAEPs were considered to be at-risk students. In school year 2004-2005, 79% of DAEP entries were considered at-risk students.

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



- 59% of the JJAEP students were economically disadvantaged.
 - Statewide, 55% of students were classified as economically disadvantaged.
- Almost half of the students 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 serious 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 hold a formal expulsion hearing. The expulsion offense is determined by the school. Table 15 provides the number and percent of student entries into JJAEPs for mandatory expulsion offenses by offense type.

Table 15

JJAEP Mandatory Expulsion Student Entries by Offense Category
 School Year 2004-2005

Offense Category	Number	Percent of Total
Felony Drug Offenses	1180	48%
Weapons Offenses (includes expulsion for a non-illegal knife)	714	29%
Aggravated Assault or Sexual Assault	285	12%
Aggravated Robbery	10	<1%
Arson	154	6%
Indecency with a Child	76	3%
Retaliation	22	1%
Murder, Attempted Murder or Kidnapping	0	0%
Manslaughter, Criminally Negligent Homicide	4	<1%
Total Offenses	2,445	100.0%

- The offense categories with the greatest increases since school year 2002-2003 are felony drugs, weapons and aggravated assault / sexual assaults.
- Since school year 2002-2003 expulsions for mandatory felony drug offenses increased 34%, while expulsions for weapons offenses increased 43% and aggravated assault / sexual assault offenses increased 40% .
 - Felony drug offenses accounted for the highest proportion of mandatory placements in the JJAEPs (48%).
 - Over one-quarter of the students were placed because of a weapons violation (29%).
- Less than one percent 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 2004-2005.

Discretionary expulsion offenses include less serious offenses against persons as well as misdemeanor-level drug and alcohol violations. The category *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 Offense Category
School Year 2004-2005

Offense Category	Number	Percent of Total
Serious or Persistent Misbehavior	3,137	74%
Misdemeanor Drug and Alcohol Offenses	638	15%
Assault on a Teacher / Employee	217	5%
False Alarm / Terroristic Threat	166	4%
Felony Criminal Mischief	74	2%
Mandatory Offenses Committed Off Campus	24	<1%
Inhalants	5	<1%
Deadly Conduct	3	<1%
Total Offenses	4,264	100.0%

- The number of serious or persistent misbehavior expulsions decreased by 2% between school years 2003-2004 and 2004-2005.
- 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 maybe 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

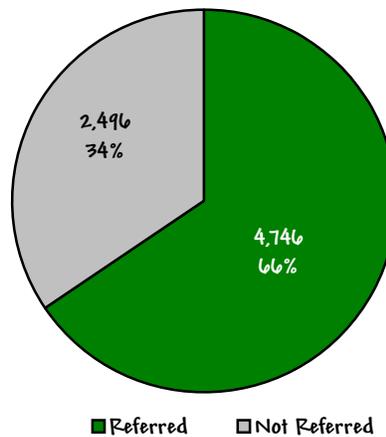
Although the majority of youth served by JJAEPs were referred to the juvenile court as a result of the offense that lead to their expulsion, this is not true for all youth. Data from TJPC’s JJAEP database and TJPC’s extract data were matched to determine the number of juveniles entering JJAEPs in school year 2004-2005 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 a referral that resulted in JJAEP entry.

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, 66% of total student entries in school year 2004-2005 (4,746) 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 4% 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 will not be referred to juvenile probation, despite attending a JJAEP. In school year 2004-2005, 10% of JJAEP entries were 17 years old or older. These students accounted for 24% of those with no juvenile probation referral.

Chart 17

JJAEP Students Referred to Juvenile Probation Departments
School Year 2004-2005



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 offenses 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 2004-2005**

Mandatory Expulsions	Percent	Discretionary Expulsions	Percent
No offense in juvenile justice system	33%	No offense in juvenile justice system	34%
Formal referral for the same or similar offense	51%	Formal referral for the same or similar offense	47%
Formal referral for a different offense	16%	Formal referral for a different offense	19%

- 51% of students expelled for a mandatory expulsion offense and 47% 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* non-expelled students accounted for 7% of all student entries and 6% of the total JJAEP students with a juvenile court referral within 30 days of entry into the JJAEP.

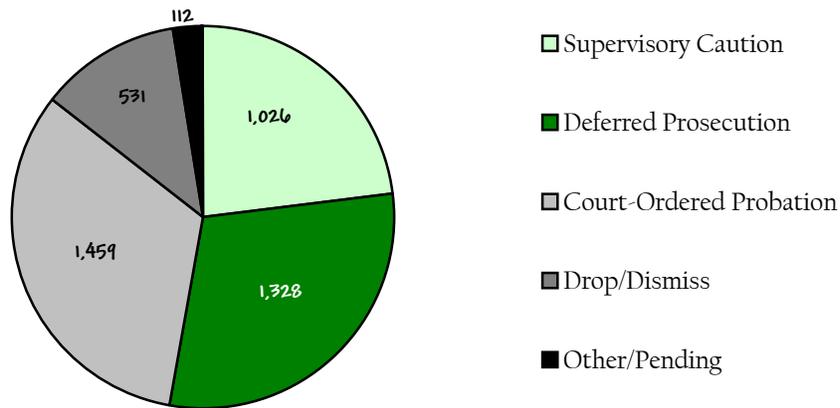
Juvenile Court Disposition Type for Expelled Students

All JJAEP mandatory and discretionary expulsion students referred to juvenile probation departments had their cases disposed of as formal or informal. 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 2004-2005

- **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.
- **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 Texas Youth Commission (TYC), certification as an adult and pending cases.



- Sixty-three percent of the referred mandatory and discretionary JJAEP students were disposed to community supervision (court-ordered probation or deferred prosecution). Less than one percent were committed to TYC or certified as an adult (.4%)
- Less than one percent (.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 2004-2005

	Mandatory		Discretionary	
	N	%	N	%
Supervisory Caution	232	14%	794	28%
Deferred Prosecution	365	22%	963	34%
Probation	790	48%	669	24%
TYC / Certified as Adult	7	<1%	11	<1%
Drop	196	12%	335	12%
Pending	56	4%	38	1%
Total	1,646	100%	2,810	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. Forty-eight percent of mandatory students were placed on probation, compared to 24% of discretionary students.
 - 56% of mandatory expulsion students referred to juvenile probation for a mandatory offense were placed on probation, compared to 23% 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. Thirty-four percent of discretionary students were placed on deferred prosecution, compared to 22% of probation students.
- Seventy percent of students expelled for a mandatory offense were placed under supervision compared to 58% of discretionary students.

Supervision at Entry into the JJAEP for Expelled Students

Students expelled to a JJAEP for a mandatory or discretionary offense may or may not have been referred to a juvenile probation department as a result of their expulsion offense. Students also may or may not be under supervision by a juvenile probation department as they enter the JJAEP. Table 21 shows the supervision type 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 2004-2005

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Conditional / Temporary	512	31%	350	12%	862	19%
Deferred Prosecution	179	11%	1,030	37%	1,209	27%
Probation	338	21%	664	24%	1,002	22%
No Supervision	617	37%	766	27%	1,383	31%
Total	1,646	100%	2,810	100%	4,456	100%

- The majority (69%) of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
 - Students expelled for a mandatory offense were less likely to be under supervision than students expelled for a discretionary offense. It is possible that these juveniles were under the jurisdiction of the juvenile probation department pending disposition of their case although not formally under supervision.
- 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 that 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 2004-2005, a total of 5,283 students exited from JJAEPs. Table 22 provides the average length of stay for students who exited JJAEPs. The average length of stay includes only school days, not weekends, holidays or summer break. For students who entered a JJAEP prior to school year 2004-2005 and carried over into school year 2004-2005, the average length of stay includes their total stay.

Table 22

Average Length of Stay by County
School Year 2004-2005

County	Number Exiting	Average (days)	County	Number Exiting	Average (days)
Bell	401	41	Johnson	51	65
Bexar	615	65	Lubbock	107	52
Brazoria	209	81	McLennan	280	73
Brazos	55	69	Montgomery	194	61
Cameron	131	109	Nueces	89	93
Collin	93	69	Smith	40	49
Dallas	690	99	Tarrant	336	88
Denton	257	59	Taylor	41	85
El Paso	29	111	Travis	70	48
Fort Bend	18	70	Webb	257	88
Galveston	120	70	Wichita	65	48
Harris	548	73	Williamson	183	64
Hidalgo	299	52	Total Exits	5,283	73
Jefferson	105	87			

- The average length of stay for all students exiting the JJAEP was 73 days.
- El Paso County had the longest average length of stay (111 days) compared to Bell County which had the shortest average length of stay (41 days).
- Students placed in a JJAEP for a mandatory reason had the longest length of stay at 80 days, compared to 70 days for discretionary and 63 days for *other* students.
- The length of student placements in a JJAEP is determined by local policy.

Reasons for Program Exit

Table 23 depicts the reasons why students exited JJAEPs in school year 2004-2005.

Table 23

JJAEP Exit Reasons School Year 2004-2005

Offense Category	Number	Percent of Total
Returned to Home Local School District	3,451	65%
Incomplete	667	13%
Graduated or Received GED	46	1%
Early Termination	1,119	21%

Incomplete – left 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 – Admission, Review and Dismissal (ARD) removal, student withdrew, moved, experienced medical problems or died.

- The majority of JJAEP students (65%) returned to their local school district.
- One percent of exiting students either graduated from the JJAEP or received a high school equivalency certificate.
- Thirty-four percent 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 2004-2005:

- A higher percentage of mandatory students returned to their local school district than discretionary or *other* students. Seventy-four percent of mandatory students returned to their home school district compared to 62% of discretionary and 49% of *other* students.
- Non-expelled students had the highest proportion of incomplete exits. Twenty-three percent of *other* students left unsuccessfully compared to 14% of discretionary and 9% of mandatory students.
- Fifty-four percent (25 students) of the students graduating or receiving a GED were placed into the JJAEP for a mandatory offense.

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 educational or disciplinary alternative education program (DAEP) setting. 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 varying levels of school district participation in programming.

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

This section provides a comprehensive analysis of the programmatic components of the 26 JJAEPs operating during school year 2004-2005. To compile the information in this section of the report, each of the 26 JJAEPs were surveyed. Questions on the survey were designed to capture staffing and programmatic information allowing for comparisons among individual JJAEP programs. A 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 2004-2005, the capacity of JJAEPs ranged from 30 to 650 (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 2004-2005

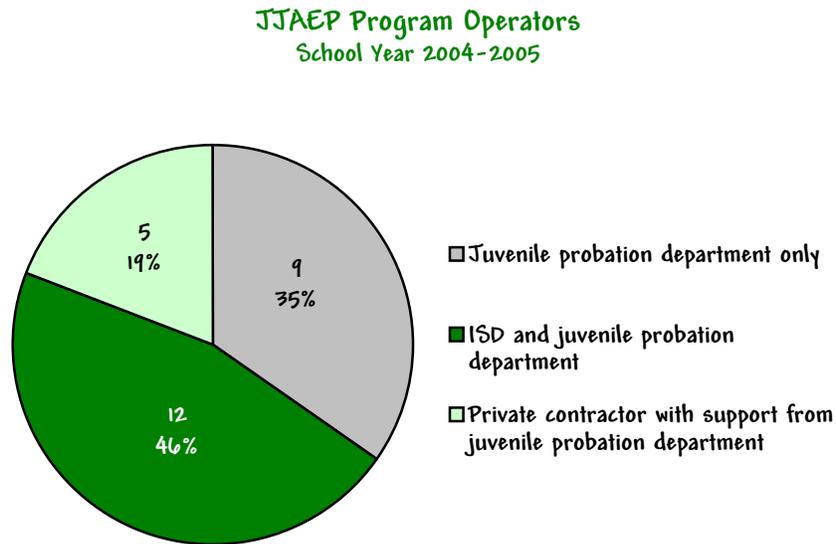
County	Number	County	Number
Bell	120	Johnson	45
Bexar	300	Lubbock	100
Brazoria	120	McLennan	90
Brazos	30	Montgomery	125
Cameron	125	Nueces	48
Collin	85	Smith	57
Dallas	400	Tarrant	120
Denton	150	Taylor	44
El Paso	40	Travis	50
Fort Bend	140	Webb	100
Galveston	72	Wichita	44
Harris	650	Williamson	180
Hidalgo	200	Total	3,525
Jefferson	90		

Program Operator

JJAEPs may be operated by the local juvenile 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 programmatic and educational standards set out in Title 37 Texas Administrative Code Chapter 348 and the Texas Education Code, Section 37.011.

Chart 25 shows the distribution and combination of entities responsible for operating JJAEPs in school year 2004-2005. For programs operated jointly, the level of support and services provided by each entity varies according to the program.

Chart 25



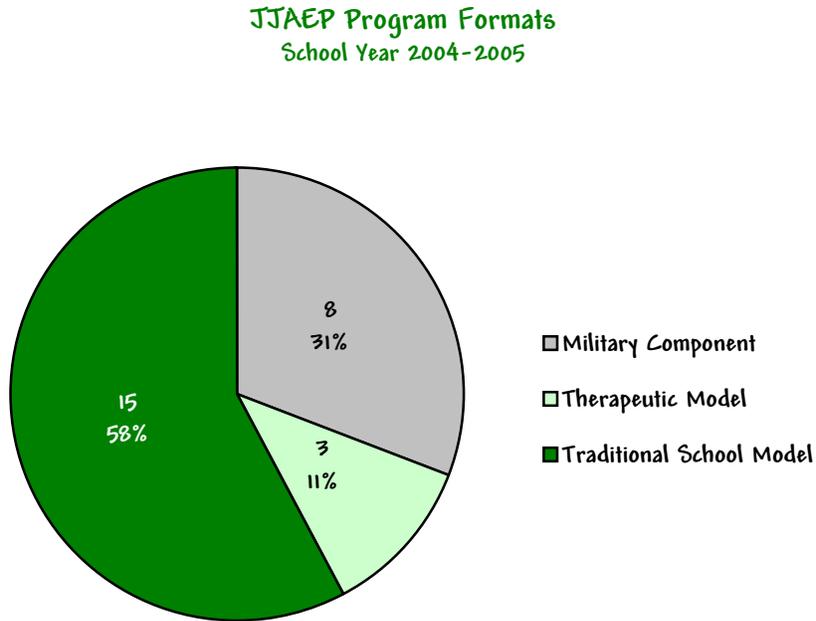
- Local juvenile probation departments and independent school districts jointly operated almost half of the JJAEPs in the state (46%).

Program Format

JJAEP administrators were asked to characterize their program format into one of three basic categories: military component, therapeutic or traditional school. A military component program includes one or more of the following: 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



- More than half of JJAEPs operated a traditional school model (58%), while almost one-third operated a program with a military component (8).
- Eleven percent of programs operated a therapeutic model.

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

Table 27

JJAEP Student Entries by Program Format
School Year 2004-2005

County	Student Entries	
	N	%
Military Component	1,635	23%
Therapeutic Model	1,585	22%
Traditional School Model	4,022	56%
Total	7,242	100%

- Operating in 15 of the 26 JJAEPs, the traditional school model served over half (56%) of the students entering the program.
- Although JJAEPs with a military component accounted for 31% of the total programs, they accounted for only 23% of the student entries.

Services and Programming

JJAEPs offer students a variety of services in addition to the required educational programming. These programmatic services 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 services offered in JJAEPs are presented in Table 28.

Table 28

JJAEP Services and Programming School Year 2004-2005

Services and Programming Offered	Number of Programs that Incorporate the Component			Total Number of JJAEPs with Component N=26	% of Total JJAEPs with Component
	Military-Component N=8	Therapeutic Model N=3	Traditional School Model N=15		
Life skills training	8	3	14	25	96%
Drug / alcohol prevention / intervention	8	3	14	25	96%
Individual counseling	8	3	12	23	88%
Substance abuse counseling	8	3	12	23	88%
Community service	7	3	11	21	81%
Group counseling	6	3	10	19	73%
Anger management programs	6	3	10	19	73%
Tutoring or mentoring	4	3	9	16	62%
Family counseling	6	1	8	15	58%
Mental health evaluation	6	3	5	14	54%
Physical training or exercise program	8	0	5	13	50%
Vocational training / job preparation	5	1	6	12	46%
Immediate punishment for infractions	6	0	5	11	42%
Parenting programs (for student's parents)	3	1	6	10	38%
Drill instructors as staff	8	0	2	10	38%
Military drill and ceremonies	7	0	1	8	31%
Experiential training	2	2	3	7	27%
Military-style uniforms for staff	6	0	1	7	27%
Military-style uniforms for students	7	0	0	7	27%
Other	2	0	4	6	23%
Service learning	1	2	1	4	15%

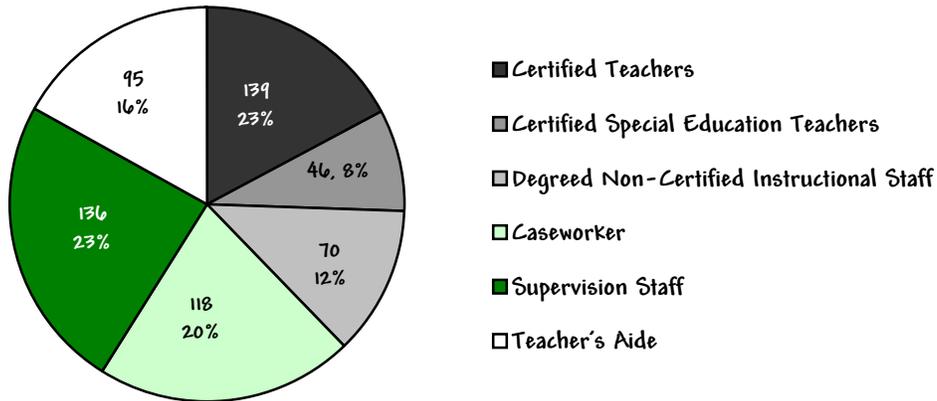
- All JJAEPs offered at least one service in addition to the required educational programming.
- The most common program services incorporated into the JJAEPs were life skills training (96%) and drug and alcohol prevention (96%).
- Tutoring or mentoring was offered in 62% of the JJAEP programs.
- Counseling services (e.g., 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 specific JJAEP program staff in JJAEPs during school year 2004-2005.

Chart 29

JJAEP Staffing
School Year 2004-2005

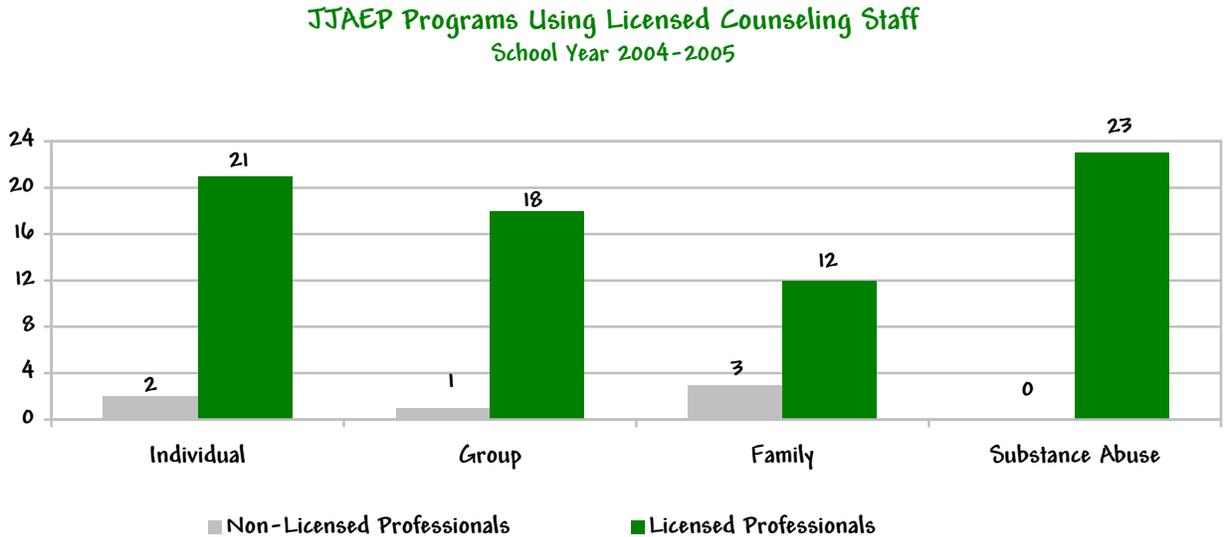


- The total operational staff in JJAEPs in school year 2004-2005 was 604.
- Twenty-three percent of all JJAEP staff were certified teachers (139) and 8% were certified special education teachers (46). Combined, teachers with certification accounted for 31% (185) of the operational staff.
- Forty percent 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's aides.
- Twenty-three percent of the JJAEP staff were supervisory staff (136). Supervisory staff includes security personnel, behavior management staff and drill instructors.
- The average instructional staff-to-student ratio for military component and therapeutic models was 12:1.
- Traditional school models had an average instructional staff-to-student ratio of 13:1.

The majority of programs offered counseling services provided by licensed professionals. Counseling staff are included in the “Caseworker” category in Chart 29 above. While licensed professionals were on staff in 24 of the 25 programs providing counseling, some services may have been provided by other non-licensed staff.

Chart 30 compares the availability of licensed professionals in JJAEPs in programs with counseling services.

Chart 30



- 100% of programs with substance abuse counseling offered services provided by licensed professionals.
- 95% of programs with group counseling and 80% of programs with family counseling offered services provided by licensed professionals.
- 91% of programs with individual therapy offered services provided by licensed professionals.

Student Populations Served

Each JJAEP is different and may serve various populations of students depending on the 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.

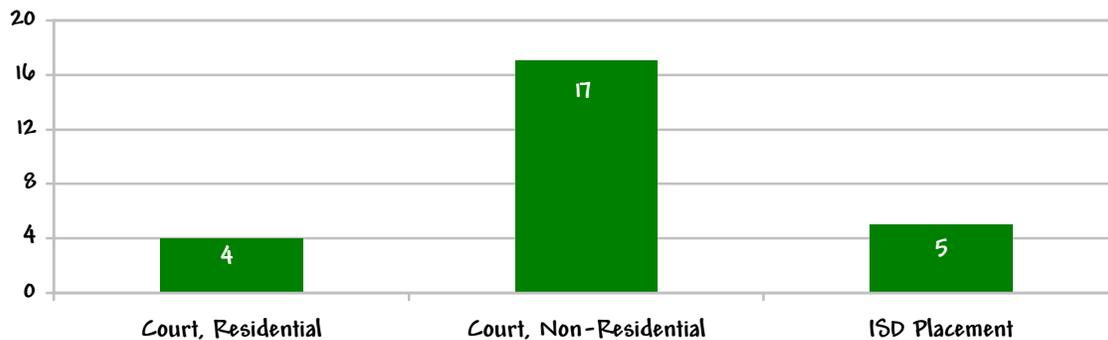
- **Court-Ordered, Residential Youth** – Juveniles placed into a residential facility are required to attend school. The JJAEP may be designed as the educational program for students in residential placement. These students are transported to the JJAEP for school hours and return to the residential facility 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.
- **ISD Placement** – The JJAEP, through agreement with the local school districts, may serve students placed by the ISD.

JJAEPs are not required to provide services to non-expelled youth, but many did. Chart 31 illustrates the number of programs accepting different types of non-expelled (*other*) students.

Chart 31

JJAEP Programs Providing Services to Non-Expelled Youth
School Year 2004-2005



-
- Seventeen JJAEPs served court-ordered, non-residential youth (65%).
 - Four JJAEPs provided services to court-ordered residential students and five JJAEPs provided services to ISD placed youth.

State law requires that JJAEPs serve students that have been expelled for committing a mandatory offense. While there is no requirement for students expelled by school districts for discretionary reasons to be placed in the JJAEP, the majority of JJAEPs serve this population. Only three JJAEPs in school year 2004-2005 (i.e., Wichita, Tarrant and Taylor counties) had MOUs excluding or limiting part of the districts' discretionary expulsions. Those limits are listed below.

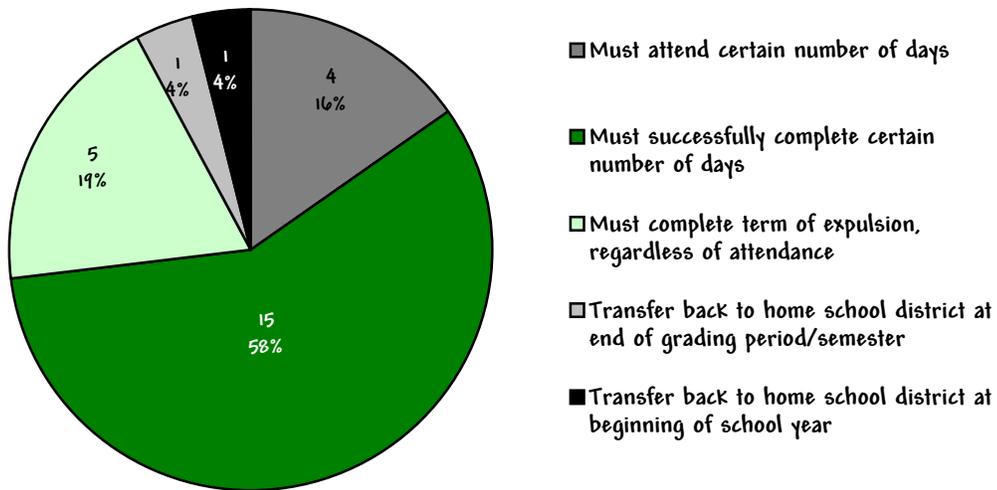
- Wichita: All discretionary expulsions
- Tarrant: Students expelled at the district's discretion who are not 12 years old or at the 6th grade level
- Taylor: Students expelled for failure to attend school

Attendance and Transportation

A student's expulsion from school and the length of expulsion is determined solely by the local school district. The MOUs between the juvenile board and the local school districts, however, set the conditions for completion of JJAEP assignment. Fifteen of the 26 JJAEPs, or 58% of the programs in school year 2004-2005, required students to successfully complete a certain number of days before they were released from the program (Chart 32). This requirement is used to motivate students, as well as emphasize accountability for their behavior while in the program.

Chart 32

JJAEP Conditions to Exit Program
School Year 2004-2005



Those JJAEPs not requiring the successful completion of an assigned number of expulsion days still require certain conditions to be met prior to the student returning to regular school. For these programs, a return to the 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.

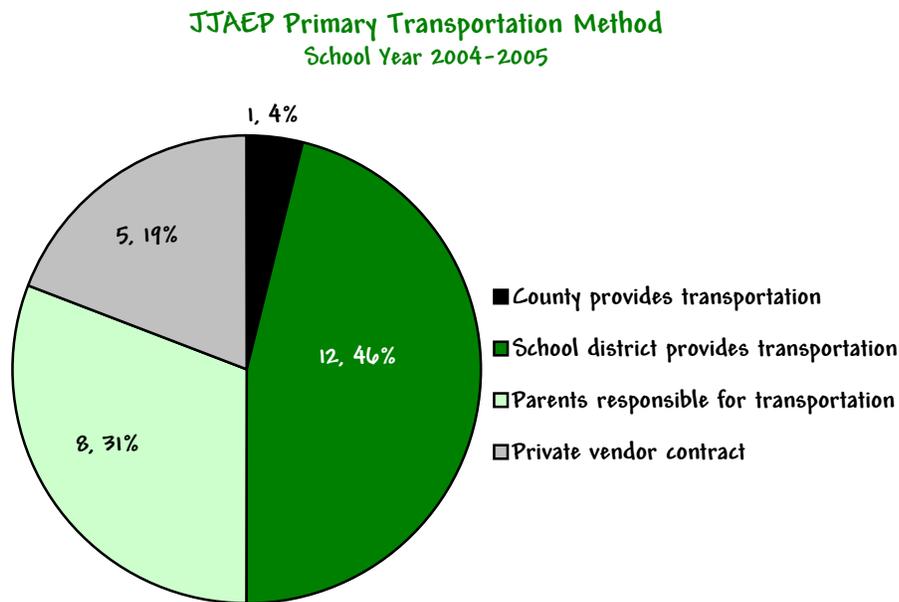
In addition to requiring students to attend a specified number of days prior to return to their home school, fifteen of the JJAEPs required a minimum length of stay for all students. This minimum stay ranged from 30 to 90 days. The average minimum length of stay across these fifteen programs was 52 days. The average school day for JJAEPs in school year 2004-2005 was eight hours in length. Academic instruction was provided for an average of six hours per day and ranged from four to eight hours across the programs.

To assist in keeping a higher attendance rate, 15 of the 26 JJAEPs operated a structured truancy abatement program (58%). These programs typically provide an immediate response to truancy by juvenile probation or law enforcement officials.

Transportation of students is a critical 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. In addition, JJAEPs serve students that often have a history of persistent truancy. Transportation is required to be addressed in all MOUs between the juvenile boards 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 33 depicts the primary means of transportation used by JJAEPs in school year 2004-2005.

Chart 33



- School districts provided transportation to students in 46% of the JJAEPs.
- Parents provided the primary means of transportation for students in 31% of these programs.
- In order to facilitate the transportation of students, several of the programs operated outside traditional school hours. For example, Tarrant county operates their JJAEP beginning at 9:30 a.m. and ending at 4:30 p.m.

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 at Grades 3-9; in writing at Grades 4 and 7; in English language arts at Grades 10 and 11; in mathematics at Grades 3-11; in science at Grades 5, 8, 10 and 11; and in social studies at 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.

TEA provided the data from the testing database for the analysis of student performance as measured by the TAKS. Upon receipt, the data was merged with JJAEP data maintained by TJPC. A matching rate of 65% 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 evaluation of the data was completed in order to determine the number of students who were tested, exempted or did not complete the TAKS. Table 34 provides the distribution of TAKS participation during school year 2004-2005 for students in JJAEPs. Results include only those students whose record was matched to testing data.

Table 34

**Excluded and Scored TAKS Results for Students in JJAEPs
School Year 2004-2005**

	Math		Reading / ELA	
	#	%	#	%
Absent	283	7.9%	343	9.6%
ARD Exempt	38	1.1%	29	0.8%
LEP Exempt	3	0.1%	2	0.1%
No Document Submitted	353	9.9%	295	8.2%
Other	58	1.6%	47	1.3%
SDAA II	243	6.8%	163	4.5%
Scored	2,604	72.7%	2,712	75.5%
Total	3,582	100.0%	3,591	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 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 students matched 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 2004-2005 by grade level.

Table 35

TAKS Results by Grade Level for Students in JJAEPs
School Year 2004-2005

	Math			Reading / ELA		
	N	Average Scale Score	Passing Score	N	Average Scale Score	Passing Score
3 rd Grade	1	*	*	1	*	*
4 th Grade	7	2081.3	2100	6	2009.3	2100
5 th Grade	24	2024.5	2100	25	2070.2	2100
6 th Grade	172	1964.9	2100	172	2071.8	2100
7 th Grade	381	1997.3	2100	377	2047.7	2100
8 th Grade	601	1969.1	2100	621	2085.6	2100
9 th Grade	839	1943.3	2100	869	2099.0	2100
10 th Grade	401	2021.9	2100	452	2110.3	2100
11 th Grade	178	2094.7	2058	189	2183.7	2072
Total	2,604			2,712		

- In all grades except 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 10 and 11.
- There were less than five students tested in the 3rd grade. To maintain student confidentiality no data was reported for this grade.

Table 36

TAKS Passing Rate by Grade Level for Students in JJAEP
School Year 2004-2005

	Math	Reading / ELA
4 th Grade	57.1%	16.7%
5 th Grade	41.7%	56.0%
6 th Grade	19.8%	52.3%
7 th Grade	17.6%	45.9%
8 th Grade	18.5%	49.0%
9 th Grade	19.3%	57.5%
10 th Grade	28.2%	45.1%
11 th Grade	57.9%	72.0%
Total	23.2%	52.4%

- Students in JJAEPs performed better in reading / ELA than in math in school year 2004-2005. The overall passing rate for reading / ELA was 52.4% compared to 23.2% for math.
- 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 2004-2005 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. Fifty-four percent of those students with a scored math test and 54% 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 37 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 37

**TAKS Results by Grade Level for Students in JJAEPs
at Least 90 School Days
School Year 2004-2005**

	Math				Reading / ELA			
	N	Passing Rate	Average Scale Score	Passing Score	N	Passing Rate	Average Scale Score	Passing Score
4 th Grade	3	*	*	2100	2	*	*	2100
5 th Grade	8	50.0%	1971.8	2100	6	50.0%	1985.3	2100
6 th Grade	74	23.0%	1980.4	2100	73	64.4%	2099.3	2100
7 th Grade	184	20.1%	2001.9	2100	178	46.1%	2059.3	2100
8 th Grade	320	18.4%	1970.8	2100	328	50.0%	2094.0	2100
9 th Grade	473	19.0%	1943.0	2100	505	58.4%	2101.2	2100
10 th Grade	235	26.8%	2021.9	2100	265	44.5%	2102.7	2100
11 th Grade	97	54.6%	2073.6	2058	107	72.0%	2183.4	2072
Total	1394	23.2%			1464	53.7%		

* To maintain student confidentiality, no data were reported if fewer than five students were tested.

- Students had higher passing rates in reading / ELA than in math across all grade levels. The average passing rate for reading / ELA was 53.7% compared to 23.2% for math.
- Students in the 11th grade had the highest passing rates and highest average scale scores in both math and reading / ELA.

Table 38

**Passing Rate by Grade Level for Students in JJAEPs
Less Than (<) 90 Days and 90 Days or More (≥) Prior to TAKS Administration
School Year 2004-2005**

	Math		Reading / ELA	
	Passing Rate for < 90 Day Students	Passing Rate for ≥ 90 Day Students	Passing Rate for < 90 Day Students	Passing Rate for ≥ 90 Day Students
4 th Grade	*	*	*	*
5 th Grade	37.5%	50.0%	57.9%	50.0%
6 th Grade	17.3%	23.0%	43.4%	64.4%
7 th Grade	15.2%	20.1%	45.7%	46.1%
8 th Grade	18.5%	18.4%	47.8%	50.0%
9 th Grade	19.7%	19.0%	56.3%	58.4%
10 th Grade	30.1%	26.8%	46.0%	44.5%
11 th Grade	61.7%	54.6%	72.0%	72.0%
Total	23.1%	23.2%	51.0%	53.7%

- Overall, students in JJAEPs at least 90 days at the time of TAKS administration had higher passage rates in both math and reading / ELA 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 differed slightly by the length of time spent in the program.
- 20.7% of students in JJAEPs at least 90 days at the time of the test passed both the math and reading / ELA TAKS compared to 20.3% of students in JJAEPs less than 90 days.

In order to measure achievement of JJAEP students on the TAKS over time, the TAKS math and reading / ELA test scores and passing rate for school years 2002-2003 and 2004-2005 were compared. Any comparison of TAKS passing rates between the 2002-2003 and 2004-2005 school years should, however, be made with some caution. The statewide implementation of the TAKS included the gradual increase in the score necessary to pass the test. The standard for determining if a student's score was considered passing changed between school years 2002-2003, 2003-2004 and 2004-2005. Table 39 shows the scores required for passing the TAKS in school years 2002-2003 and 2004-2005. Changes to the number of correct answers needed to pass the test are provided in Appendix G. The scores needed for passing the TAKS were fully phased-in as of school year 2004-2005. The scores needed to pass the TAKS will no longer change from year to year.

Table 39

Scores Needed to Pass Math and Reading / ELA TAKS Tests by School Year

	Math		Reading / ELA	
	Passing Score School Year 2002-2003	Passing Score School Year 2004-2005	Passing Score School Year 2002-2003	Passing Score School Year 2004-2005
4 th Grade	1997	2100	2039	2100
5 th Grade	1978	2100	2025	2100
6 th Grade	1994	2100	1989	2100
7 th Grade	2023	2100	2009	2100
8 th Grade	2015	2100	2006	2100
9 th Grade	2000	2100	2021	2100
10 th Grade	2007	2100	2045	2100
11 th Grade	2015	2058	2045	2072

Because the scores needed to pass the TAKS test has changed each year since school year 2002-2003, it is difficult to determine how JJAEP students are performing on the TAKS by looking only at passage rates in school year 2004-2005. As the primary change on TAKS since its implementation has been in the number of correct answers needed to pass, looking at how the average scale scores have changed over time provides a better estimate of JJAEP student performance. Table 40 below provides information on the change in average scale scores between school year 2002-2003 and 2004-2005 for students in JJAEPs at least 90 school days prior to TAKS administration. Less than five students were tested in the 3rd and 4th grades in school years 2002-2003 and 2004-2005 so these grades do not appear on the table below. It should be noted that the 5th grade scores for both math and reading / ELA are based on less than ten students for school year 2004-2005. Complete 2002-2003 school year TAKS results may be found in the JJAEP Performance Assessment Report published in May 2004.

Table 40

TAKS Results by Average Scale Score and Grade Level for Students in JJAEPs at Least 90 School Days
School Year 2002-2003 and School Year 2004-2005

	Math			Reading / ELA		
	School Year 2002-2003 Average Scale Score	School Year 2004-2005 Average Scale Score	% Change in Average Scale Score	School Year 2002-2003 Average Scale Score	School Year 2004-2005 Average Scale Score	% Change in Average Scale Score
5 th Grade	2018.2	1971.8	-2.3%	2134.9	1985.3	-7.0%
6 th Grade	1943.8	1980.4	1.9%	2028.4	2099.3	3.5%
7 th Grade	1977.7	2001.9	1.2%	2050.0	2059.3	0.5%
8 th Grade	1976.5	1970.8	-0.3%	2059.4	2094.0	1.7%
9 th Grade	1914.8	1943.0	1.5%	2026.8	2101.2	3.7%
10 th Grade	2001.6	2021.9	1.0%	2058.8	2102.7	2.1%
11 th Grade	2012.7	2073.6	3.0%	2056.1	2183.4	6.2%

- In school year 2002-2003, a total of 31.8% of students in JJAEPs at least 90 days passed the math portion of the TAKS test. In school year 2004-2005, only 23.2% of students passed the math portion of TAKS. The math scale scores for these students, however, show that students in JJAEPs in school year 2004-2005 scored, on average, 16.9 points higher on the test than did students in school year 2002-2003.
 - The average scale score in math increased for five of the seven grade levels between 2002-2003 and 2004-2005.
- In school year 2002-2003, a total of 57.2% of students in JJAEPs at least 90 days passed the reading / ELA portion of the TAKS test. In school year 2004-2005, 53.7% of students passed the reading / ELA portion of TAKS. The scale scores for these students, however, show that students in JJAEPs in school year 2004-2005 scored, on average, 30.1 points higher on the test than did students in school year 2002-2003.
- The average scale score in reading / ELA increased for six of the seven grade levels between 2002-2003 and 2004-2005.

With changes to the minimum scores need to pass the TAKS, passage rates have declined even though test scale scores have slightly increased. In order to provide a more direct comparison of student performance, actual student passage rates for school year 2002-2003 were compared to 2004-2005 student passage rates calculated using 2002-2003 scoring criteria. The table below provides the passage rates for school years 2002-2003 and 2004-2005 using the minimum scores needed to pass the TAKS in effect in 2002-2003.

Table 41

**Actual TAKS Passage Rate Based on 2002-2003 Scoring Criteria
for Students in JJAEP at Least 90 School Days
School Year 2002-2003 and School Year 2004-2005**

	Math		Reading / ELA	
	Actual 2003 Passing Rate	2005 Passage Rate Using 2003 Criteria	Actual 2003 Passing Rate	2005 Passage Rate Using 2003 Criteria
5 th Grade	53.8%	62.5%	70.0%	50.0%
6 th Grade	31.9%	50.0%	53.5%	74.0%
7 th Grade	31.5%	42.4%	63.4%	62.9%
8 th Grade	34.2%	34.4%	58.4%	64.9%
9 th Grade	23.9%	34.7%	58.2%	79.2%
10 th Grade	42.6%	55.3%	48.1%	78.9%
11 th Grade	42.7%	66.0%	53.0%	86.0%
Total	31.8%	42.3%	57.2%	74.0%

- In school year 2002-2003, the passage rates for students in JJAEPs at least 90 days prior to the TAKS test was 31.8% for math and 57.2% for reading / ELA. Using the 2002-2003 passing standard criteria, the passage rates for students taking the TAKS in school year 2004-2005 was 42.3% for math and 74% for reading / ELA.
- The passage rate increased in every grade for math and in all grades except 5th and 7th for 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 2004-2005 by county.

Table 42

**Passing Rate by County for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2004-2005**

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Bell	67	19.4%	66	59.1%
Bexar	147	27.2%	154	59.1%
Brazoria	54	38.9%	65	80.0%
Brazos	20	20.0%	20	35.0%
Cameron	42	16.7%	51	51.0%
Collin	16	37.5%	17	58.8%
Dallas	188	12.2%	194	49.5%
Denton	85	45.9%	85	76.5%
El Paso	12	25.0%	13	53.8%
Fort Bend	30	20.0%	35	45.7%
Galveston	37	32.4%	34	44.1%
Harris	163	27.6%	176	56.8%
Hidalgo	61	19.7%	66	34.8%
Jefferson	20	20.0%	21	33.3%
Johnson	22	22.7%	20	55.0%
Lubbock	19	5.3%	20	45.0%
McLennan	80	22.5%	83	49.4%
Montgomery	63	36.5%	67	70.1%
Nueces	30	10.0%	31	41.9%
Smith	8	25.0%	6	66.7%
Tarrant	83	19.3%	91	49.5%
Taylor	13	46.2%	12	66.7%
Travis	21	14.3%	24	62.5%
Webb	67	4.5%	65	33.8%
Wichita	10	0.0%	10	10.0%
Williamson	36	25.0%	38	42.1%
Total	1394	23.2%	1464	53.7%

- Passage rates varied by county, with the highest math passing rate occurring in Taylor County (46.2%) and the highest passing rate in reading / ELA occurring in Brazoria County (80%).

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 by race for students who were in the JJAEP at least 90 school days prior to the time the TAKS was administered during school year 2004-2005.

Table 43

**Passing Rate by Race for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2004-2005**

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
African American	341	9.1%	350	44.3%
Caucasian	380	40.5%	403	65.8%
Hispanic	648	20.1%	689	50.9%
Other	25	36.0%	22	68.2%

- Caucasian students had the highest passage rates in math while *other* students had the highest passing rate in reading / ELA. African American students had the lowest passage rates in both math and reading / ELA.
- Thirty-five percent of the Caucasian students passed both the math and reading / ELA TAKS compared to 17% of Hispanic students and 8.5% 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 because of 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 2004-2005.

Table 44

**Passing Rate by Type of Placement for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2004-2005**

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Mandatory Placement	541	30.7%	572	58.6%
Discretionary Placement	759	17.9%	780	51.2%
<i>Other</i> Placement	94	23.4%	112	46.4%

- Students placed in a JJAEP as a result of a mandatory offense had the highest passing rate for both math and reading / ELA.
- Twenty-seven percent of the students placed for mandatory reasons passed both the math and reading / ELA TAKS compared to 16% of discretionary students and 19% of *other* students.

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

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

Table 45

**Passing Rate by Program Characteristic for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2004-2005**

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Program Format				
Military Component	344	33.4%	365	62.2%
Therapeutic Model	267	24.0%	291	55.0%
Traditional School Model	783	18.1%	808	49.4%
Operation Mode				
Probation Department Only	602	22.6%	616	53.4%
School District and Probation Department	491	25.1%	522	55.4%
Private Contractor and Probation Department	301	21.6%	326	51.5%
Instructional Staff-to-student ratio*				
1:10 or lower	348	27.0%	346	56.9%
1:11 or greater	1034	22.0%	1105	52.7%

* An instructional staff-to-student ratio was not available for one county.

- JJAEPs with a military component had higher math and reading / ELA passing rates than both therapeutic and traditional school models. In addition, the largest proportion of students passing both the math and reading / ELA TAKS were in military component programs (29%).
 - Programs with a military component had higher than average percentages of Caucasian students than programs with a therapeutic or traditional school model format.
 - The racial distribution of military component JJAEPs in school year 2004-2005 was 45% Caucasian, 23% African American and 30% Hispanic. This compares to JJAEPs without a military component whose racial distribution in school year 2004-2005 was 17% Caucasian, 28% African American and 53% Hispanic.

- 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 similar across operation modes.
- JJAEPs with a lower instructional staff-to-student ratio (1 instructional staff for every 10 students) had higher passing rates in both math and reading / ELA than JJAEPs with higher instructional staff-to-student ratios.
 - 24% of students passing both the math and reading / ELA TAKS were in JJAEPs with an instructional staff-to-student ratio at or below 1 teacher for every 10 students compared to 20% of students in JJAEPs with higher instructional staff-to-student ratios.

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 due to its hindrance of the daily operations in the JJAEP.

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 proved to be solid performance assessment instruments for the JJAEPs.

The ITBS measures 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 successfully 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 presents the ITBS / ITED grade equivalency for school year 2004-2005.

Table 46

**ITBS / ITED Average Grade Equivalency Scores
for Students Assigned at Least 90 School Days in JJAEPs
School Year 2004-2005**

	N	Admission Average	Exit Average	Difference
Math	612	6.89	7.45	0.56
Reading	617	6.74	7.38	0.64

- At admission, students had an average ITBS / ITED grade equivalency of the 6th grade level in both math and reading.
- The mean grade equivalency results for both math and reading increased by half a grade from admission to exit. Reading scores improved slightly more than math scores, but were lower 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 JJAEPs. The table below presents the math and reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2004-2005.

Table 47

**ITBS / ITED Average Growth by County for Students Assigned at Least 90 School Days in JJAEPs
School Year 2004-2005**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Bell	1	*	*	*	1	*	*	*
Bexar	0	0	0	0	0	0	0	0
Brazoria	24	7.05	7.35	0.30	24	6.58	7.09	0.51
Brazos	0	0	0	*	0	0	0	*
Cameron	4	*	*	*	4	*	*	*
Collin	22	7.72	7.91	0.19	22	8.52	8.02	-0.50
Dallas	141	6.20	7.45	1.25	141	5.83	6.78	0.95
Denton	28	9.41	9.61	0.20	28	8.98	10.11	1.13
El Paso	10	8.01	8.52	0.51	12	6.96	7.26	0.30
Fort Bend	0	0	0	0	0	0	0	0
Galveston	27	7.06	7.53	0.47	27	6.84	7.88	1.04
Harris	95	7.11	7.26	0.15	95	7.10	7.54	0.44
Hidalgo	27	6.88	6.89	0.01	28	6.51	6.52	0.01
Jefferson	10	7.41	5.59	-1.82	10	6.71	6.58	-0.13
Johnson	5	9.58	11.20	1.62	5	9.46	11.20	1.74
Lubbock	9	7.06	8.80	1.74	9	7.27	8.46	1.19
McLennan	15	5.63	5.58	-0.05	15	6.09	6.06	-0.03
Montgomery	18	7.34	7.92	0.58	19	6.90	7.70	0.80
Nueces	23	6.38	6.74	0.36	23	6.37	6.93	0.56
Smith	3	*	*	*	3	*	*	*
Tarrant	62	6.51	6.70	0.19	62	6.88	7.43	0.55
Taylor	6	7.90	8.07	0.17	7	7.84	7.40	-0.44
Travis	4	*	*	*	4	*	*	*
Webb	44	6.10	7.69	1.59	44	5.70	7.13	1.43
Wichita	3	*	*	*	3	*	*	*
Williamson	31	7.72	7.37	-0.35	31	7.54	7.50	-0.04

* To maintain student confidentiality, no data were reported if fewer than five students were tested.

- The majority of students across the counties demonstrated an improvement in both math and reading from admission to exit in school year 2004-2005.
- The greatest positive change in math scores was in Lubbock County where the average score increased 1.7 grade levels. The greatest positive change in reading scores was in Johnson County where the average scores increased 1.7 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 2004-2005.

Table 48

**ITBS / ITED Average Difference in Grade Equivalency Scores by Race
for Students Assigned at Least 90 School Days in JJAEPs
School Year 2004-2005**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
African American	154	6.13	6.50	0.37	154	5.87	6.44	0.57
Caucasian	142	8.09	8.48	0.39	143	8.30	8.90	0.60
Hispanic	310	6.69	7.43	0.74	314	6.43	7.14	0.71
Other	6	8.88	8.57	-0.31	6	7.75	7.57	-0.18

- 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 17% of those tested 10 to 12 years old compared to 6% of Hispanics and 4% of Caucasians. Conversely, Caucasian students were older with 63% of those tested 15 years old or older compared to 53% of Hispanics and 37% of African Americans.
- With the exception of “Other”, all racial groups demonstrated improvement in reading and math during their enrollment in the JJAEP. Hispanic students demonstrated the most improvement in both subject areas, increasing by .74 in math and .71 in reading. African American and Caucasian students showed similar improvements in both math and reading.

ITBS / ITED Grade Equivalency Scores by Type of JJAEP Placement

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

Table 49

**ITBS / ITED Average Grade Equivalency Scores by Type of JJAEP Placement
for Students Assigned at Least 90 School Days in JJAEPs
School Year 2004-2005**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory Placement	272	7.20	7.85	0.65	276	7.13	7.80	0.67
Discretionary Placement	299	6.58	7.14	0.56	299	6.31	7.01	0.70
Other Placement	41	7.16	7.0	-0.16	42	7.22	7.27	0.05

- Mandatory placements had the largest growth in math from admission to exit. Discretionary placements demonstrated the largest growth in reading from admission to exit.

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 50

ITBS / ITED Average Grade Equivalency Scores by Program Characteristics for Students Assigned at Least 90 School Days in JJAEPs School Year 2004-2005

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Program Type								
Military Component	147	7.70	7.86	0.15	148	7.37	8.02	0.65
Therapeutic Model	161	6.89	7.04	0.15	161	7.01	7.50	0.49
Traditional School Model	304	6.50	7.47	0.97	308	6.29	7.01	0.72
Operation Mode								
Probation Department Only	353	6.90	7.67	0.76	354	6.64	7.43	0.79
School District and Probation Department	201	6.96	7.21	0.24	204	7.00	7.48	0.48
Private Contractor and Probation Department	58	6.58	6.98	0.40	59	6.44	6.74	0.31
Instructional Staff-to-Student Ratio*								
1:10 or lower	141	7.71	8.00	0.29	142	7.61	8.25	0.64
1:11 or greater	461	6.62	7.26	0.64	463	6.47	7.12	0.65

* Instructional Staff-to-student ratio was not available for one county.

- Positive growth was demonstrated by all programs regardless of type or operation mode.
- The largest positive change in grade equivalency scores for math was in traditional school programs with an increase of almost one grade level. The largest positive change in reading also occurred in the traditional school model with a grade equivalency increase of 0.72.
- JJAEPs operated by the probation department only had the greatest increases in grade equivalency for both math and reading with a 0.76 increase in math and a 0.79 increase in reading.

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 51 presents attendance rates for JJAEPs using the statewide attendance benchmark compared to 2004-2005 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 51

**JJAEP Attendance Rates by County
Benchmark and School Year 2004-2005**

County	Statewide Benchmark	2004-2005 Rate	Difference (2004-2005 and Statewide Benchmark)
Bell	78%	77%	-1%
Bexar	78%	79%	1%
Brazoria	78%	90%	12%
Brazos	78%	88%	10%
Cameron	78%	81%	3%
Collin	78%	83%	5%
Dallas	78%	81%	3%
Denton	78%	93%	15%
El Paso	78%	92%	14%
Fort Bend	78%	88%	10%
Galveston	78%	88%	10%
Harris	78%	87%	9%
Hidalgo	78%	78%	0%
Jefferson	78%	72%	-6%
Johnson	78%	88%	10%
Lubbock	78%	94%	16%
McLennan	78%	74%	-4%
Montgomery	78%	89%	11%
Nueces	78%	83%	5%
Smith	78%	85%	7%
Tarrant	78%	79%	1%
Taylor	78%	84%	6%
Travis	78%	91%	13%
Webb	78%	81%	3%
Wichita	78%	92%	14%
Williamson	78%	90%	12%
Statewide	78%	85%	7%

- Statewide, the JJAEP attendance rate during school year 2004-2005 was 85%. All counties, with the exception of Bell, Jefferson and McLennan Counties, exceeded the attendance benchmark of 78% for school year 2004-2005.
- 27% of JJAEPs maintained attendance rates of 90% or better (i.e., Brazoria, Denton, El Paso, Lubbock, Travis, Wichita and Williamson). Fifty percent of JJAEPs had attendance rates between 80% and 89%.
- The JJAEP attendance rate increased from 83% in school year 2002-2003 to 85% in school year 2004-2005. The majority, or 65%, of the JJAEPs demonstrated improved attendance in school year 2004-2005 compared to 2002-2003.

Attendance rates varied by JJAEP placement type.

Table 52

JJAEP Attendance Rates by Placement Type
School Year 2004-2005

County	Mandatory	Discretionary	Other	Total
Bell	87%	76%	–	77%
Bexar	84%	77%	–	79%
Brazoria	91%	90%	91%	90%
Brazos	85%	98%	88%	88%
Cameron	84%	74%	–	81%
Collin	83%	82%	–	83%
Dallas	85%	77%	–	81%
Denton	95%	92%	92%	93%
El Paso	92%	–	–	92%
Fort Bend	95%	85%	89%	88%
Galveston	93%	86%	–	88%
Harris	90%	85%	83%	87%
Hidalgo	82%	64%	–	78%
Jefferson	83%	69%	–	72%
Johnson	92%	77%	90%	88%
Lubbock	95%	90%	100%	94%
McLennan	89%	73%	–	74%
Montgomery	93%	86%	89%	89%
Nueces	85%	79%	–	83%
Smith	87%	83%	–	85%
Tarrant	86%	74%	–	79%
Taylor	91%	77%	–	84%
Travis	94%	83%	93%	91%
Webb	84%	76%	–	81%
Wichita	97%	–	91%	92%
Williamson	88%	83%	97%	90%
Statewide	84%	81%	91%	85%

- In school year 2004-2005, the attendance rate of *other* students was 91% compared to 89% for mandatory and 81% for discretionary students.
 - *Other* and mandatory students may have higher attendance rates than discretionary students due to the likelihood that these students are under court supervision.

Student Absence Rates Before and After JJAEP Placement

In addition to examining the attendance rates of JJAEPs at the county level, it is useful to see how individual student attendance changed as a result of participation in the program. This section explores the change in the proportion of absences for students in JJAEPs, comparing absence rates prior to entering the JJAEP as well as after exit from the program. The “before” period consisted of the two six-week periods prior to program admission and the “after” period consisted of the two six-week periods after exit. TEA PEIMS data were used for this analysis. In order to be included in the analysis, students had to have an exit date and had to have been enrolled for at least 10 days in each of the six-week periods measured. Data was not available for juveniles enrolled before the third six-week period of school year 2003-2004 or for juveniles who exited after the fourth six-week period of school year 2004-2005.

Table 53 provides the overall change in average absence rate for JJAEPs in school year 2004-2005. A negative change in absence rate indicates a positive change in student attendance after returning to regular school.

Table 53

**Statewide Absence Rates for Students Before and After Placement in JJAEPs
School Year 2004-2005**

	N	Before	After	% Change in Absence Rate
Statewide	1,425	17.4%	14.4%	-17.0%

- Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by 17%.

Table 54

**Student Absence Rates Before and After JJAEP Placement
School Year 2004-2005**

	Number	Percent
Students whose absence rate increased	588	41%
Students whose absence rate stayed the same	28	2%
Students whose absence rate decreased	809	57%
Total	1,425	100%

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

Table 55 provides the absence rates and the change in absences by county for students in JJAEPs in school year 2004-2005.

Table 55

Absence Rates by County for Students in JJAEPs
School Year 2004-2005

County	N	Before	After	% Change in Absence Rate
Bell	125	21.3%	15.4%	-27.7%
Bexar	160	19.1%	16.9%	-11.4%
Brazoria	62	17.8%	14.0%	-21.3%
Brazos	11	15.1%	6.9%	-54.5%
Cameron	26	11.7%	13.2%	12.7%
Collin	21	12.5%	10.3%	-17.8%
Dallas	191	16.7%	13.8%	-17.3%
Denton	88	11.8%	10.5%	-11.7%
El Paso	4	11.1%	10.5%	-5.5%
Fort Bend	9	9.3%	10.2%	9.9%
Galveston	27	22.9%	16.4%	-28.6%
Harris	154	16.7%	13.2%	-21.2%
Hidalgo	68	21.6%	18.9%	-12.7%
Jefferson	15	25.4%	18.5%	-27.4%
Johnson	14	6.5%	6.0%	-7.8%
Lubbock	26	7.8%	12.1%	55.4%
McLennan	86	21.5%	14.7%	-31.5%
Montgomery	58	9.1%	8.0%	-12.1%
Nueces	19	24.8%	20.5%	-17.3%
Smith	10	22.8%	17.3%	-24.1%
Tarrant	83	21.3%	17.6%	-17.5%
Taylor	12	13.0%	13.6%	4.4%
Travis	26	12.9%	15.4%	19.8%
Webb	83	15.8%	15.5%	-1.9%
Wichita	13	18.1%	13.0%	-28.2%
Williamson	34	17.5%	14.7%	-15.5%
Statewide	1,425	17.4%	14.4%	-17.0%

- Twenty-one of the 26 JJAEPs (81%) experienced a decrease in the absence rate when students returned to school after exiting the JJAEP.

School Disciplinary Referrals

A goal of JJAEPs is to improve the behavior of students who attend the program. To measure the behavioral impact of the program, the change in school disciplinary referrals for students in JJAEPs before and after program participation was analyzed. Students may receive a disciplinary referral at a school for a number of reasons. The vast majority of the JJAEP students with disciplinary incidents in school year 2004-2005 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 admission. 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 2003-2004 or for juveniles who exited after the fourth six-week period of school year 2004-2005.

Table 56 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2004-2005.

Table 56

**Statewide Before and After Average Disciplinary Referrals
for Students Exiting From JJAEPs
School Year 2004-2005**

	N	Before	After	% Change in Referral Rate
Statewide	1,860	3.20	0.73	-77.2%

- Statewide, the average number of disciplinary incidents declined 77% in the two six week periods after exiting the JJAEP.

Table 57 shows the increase and the decrease in disciplinary referrals after exiting the JJAEP.

Table 57

Student Disciplinary Referrals After Exiting JJAEP
School Year 2004-2005

	Number	Percent
Students with increase in discipline referrals	182	10%
Students with no difference in discipline referrals	346	19%
Students with decrease in discipline referrals	1,332	72%
Total Students	1,860	100%

- Over 70% of students experienced a decrease in disciplinary referrals after participating in a JJAEP.

Table 58 shows the number of disciplinary referrals for students before and after JJAEP participation.

Table 58

Students with Zero to Five or More Disciplinary Referrals Before and After JJAEP
School Year 2004-2005

	Before JJAEP		After JJAEP	
	Number	Percent	Number	Percent
Students with zero discipline referrals	366	20%	1,409	76%
Students with one discipline referral	364	20%	164	9%
Students with two discipline referrals	280	15%	97	5%
Students with three discipline referrals	205	11%	59	3%
Students with four discipline referrals	178	10%	42	2%
Students with five or more discipline referrals	467	25%	89	5%
Total Students	1,860	100%	1,860	100%

- The proportion of juveniles with zero disciplinary referrals increased from 20% in the two six-week periods before JJAEP entry to 76% in the two six-week periods after exiting the JJAEP. The proportion of juveniles with five or more disciplinary referrals decreased from 25% before entering the JJAEP to 5% 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 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;
- 17% of the most severe disciplinary actions were out-of-school suspensions;
- 34% of the most severe disciplinary actions were placements;
- 38% of the most severe disciplinary actions were expulsions.

Seventy-six percent of students had no disciplinary referrals during the “after” tracking period. Of the 24% of students with a disciplinary incident in the “after” period:

- 28% of the most severe disciplinary actions were in-school suspensions;
- 34% of the most severe disciplinary actions were out-of-school suspensions.
- 23% of the most severe disciplinary actions were placements;
- 14% of the most severe disciplinary actions were expulsions.

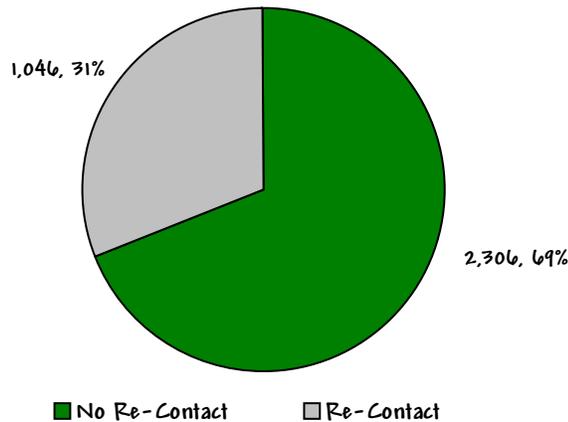
Juvenile Probation System Re-Contact Rate Analysis

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

Students who exited in school year 2004-2005 and who were less than 16 ½ years of age at the time of exit were included in the analysis. 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).

Chart 59

Six-Month Re-Contact Rate for Students in JJAEPs
School Year 2004-2005



- 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.

Table 60

Six-Month Re-Contact Rate by Program Exit for Students in JJAEPs
School Year 2004-2005

	Return to Home School		All Other Exits		Total	
	Number	Percent	Number	Percent	Number	Percent
No Re-Contact	1,649	70%	657	66%	2,306	69%
Re-Contact	706	30%	340	34%	1,046	31%
Total	2,355	100%	997	100%	3,352	100%

- Students who completed JJAEP requirements and returned to their home school had slightly lower re-contact rates than all other students exiting the program.
 - Students not returning to their home school exited the JJAEP for one of the following reasons: early termination, graduation, received a GED or left prior to program completion.
- Students expelled for a mandatory offense had the lowest re-contact rate (21%) followed by discretionary (36%) and other (40%) students.

Table 61

Six Month Re-Contact Rate by County and Offense Type
School Year 2004-2005

County	N	Felony	Misdemeanor AB	Violation of Probation	CINS	Total Re-Contact
Bell	240	6%	8%	10%	20%	44%
Bexar	386	9%	11%	12%	5%	37%
Brazoria	133	4%	7%	21%	3%	35%
Brazos	41	0%	17%	27%	10%	54%
Cameron	78	5%	9%	5%	3%	22%
Collin	55	11%	13%	5%	0%	29%
Dallas	485	5%	6%	9%	3%	22%
Denton	164	5%	5%	7%	2%	19%
El Paso	11	9%	9%	9%	0%	27%
Fort Bend	12	8%	0%	33%	0%	42%
Galveston	80	11%	6%	18%	0%	35%
Harris	299	7%	13%	4%	2%	27%
Hidalgo	183	16%	4%	1%	2%	23%
Jefferson	59	10%	10%	12%	2%	34%
Johnson	33	6%	3%	21%	0%	30%
Lubbock	75	11%	19%	12%	1%	43%
McLennan	196	7%	14%	16%	6%	43%
Montgomery	150	7%	9%	5%	2%	22%
Nueces	52	2%	17%	10%	8%	37%
Smith	26	0%	8%	35%	0%	42%
Tarrant	226	11%	15%	3%	1%	30%
Taylor	28	7%	14%	0%	4%	25%
Travis	54	7%	11%	13%	11%	43%
Webb	132	17%	16%	3%	1%	36%
Wichita	48	10%	4%	21%	0%	35%
Williamson	106	6%	8%	6%	7%	25%
Total	3,352	8%	10%	9%	4%	31%

In order to compare JJAEP students with other juveniles in the justice system, the re-contact rate of students who were referred between August 1, 2004 and January 31, 2005, were in counties with JJAEPs but did not enter the JJAEP themselves, received dispositions of supervisory caution, deferred prosecution or probation, and were less than 16 ½ years of age at disposition, was analyzed. The six-month re-contact rate for these juveniles was 23%, compared to the 31% rate of students in JJAEPs.

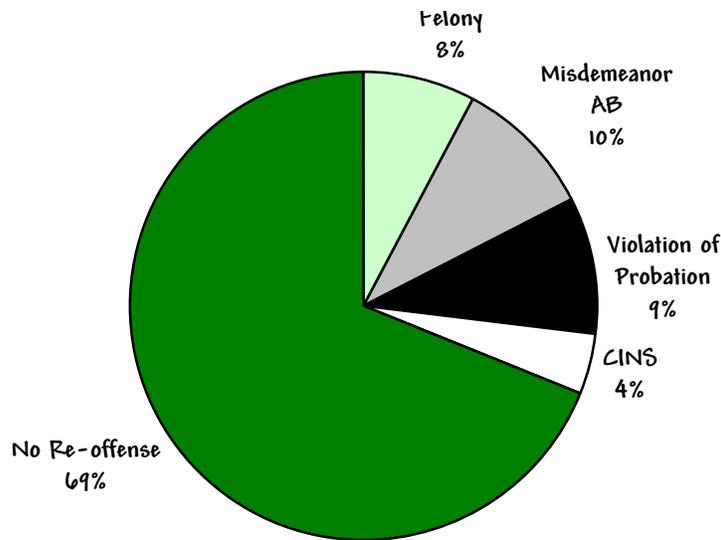
The number of subsequent contacts for students in JJAEPs ranged from a low of 1 to a high of 6. Of the students with a subsequent contact during the first six months after their release, 66% had one subsequent contact while 22% had two and 12% had three or more.

The average number of days from release to the first subsequent contact was 81 days, ranging from a low of 1 day to a high of 182 days. The average number of days from release to first subsequent contact was 85 days for students returning to their home school and 71 days for all students exiting for all other reasons.

- Less than 20% of students had a subsequent contact for a felony or Class A or B misdemeanor.

Chart 62

Six-Month Re-Contact Rate by Severity of Subsequent Offense
School Year 2004-2005



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 8% of the students.
- The most severe subsequent disposition was probation for 46% 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 19% of the students.
- The most severe subsequent disposition was dismissed for 19% of the students.

Table 63 provides a comparison of six-month re-contact rates for students returning to their home school after completing their JJAEP placement in school years 2000-2001 through 2004-2005. The table indicates that the rate has decreased slightly in the last two years.

Table 63

**Six-Month Re-Contact Rate Comparison for Students Returning to Home School
School Years 2000-2001 through 2004-2005**

School Year	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005
Re-Contact Rate	31%	33%	33%	32%	30%

In order to determine if certain types of programs are more effective than others, a comparison of re-contact rates and program characteristics is necessary. Table 64 shows that in school year 2004-2005, programs with a military component and programs operated solely by probation departments had the lowest re-contact rate.

Table 64

**Re-Contact Rates and Most Severe Subsequent Offense by Program Characteristics
School Year 2004-2005**

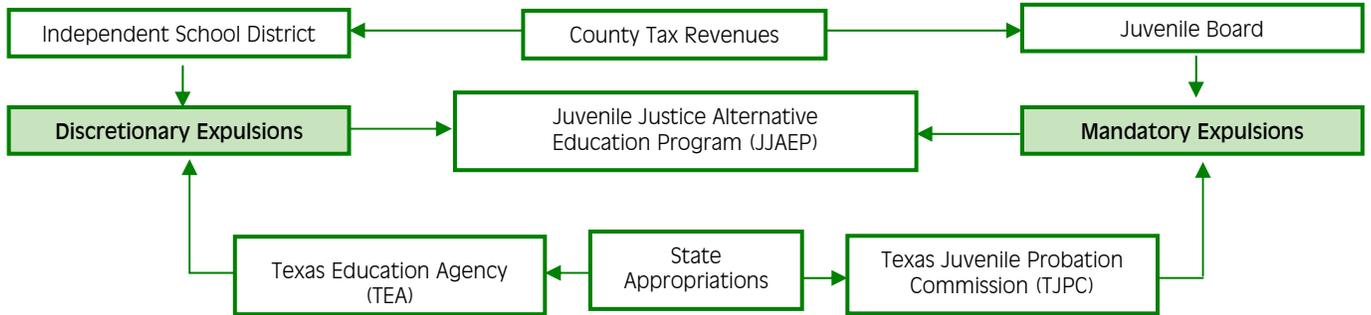
	Total Re-Contact	Felony	MISD AB	Violation of Probation	CINS
Program Format					
Military Component	28%	7%	8%	11%	2%
Therapeutic Model	30%	8%	14%	5%	3%
Traditional School Model	33%	8%	9%	10%	6%
Operation Mode					
Probation Department Only	26%	6%	9%	8%	3%
School District and Probation Department	36%	8%	11%	11%	6%
Private Contractor and Probation Department	32%	10%	10%	8%	4%

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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.



TJPC allocates \$59 per day for each mandatory student attendance day to counties that are required to operate a JJAEP. Students who are placed in the JJAEP under the categories of discretionary expulsions and non-expelled (i.e., *other*) are funded as agreed upon in the local memorandum of understanding that is negotiated between each ISD located in the county and the local juvenile board. School districts are prohibited from drawing down Foundation School Funds (FSF) for students who are mandatorily expelled; however, the districts continue to draw FSF for discretionary and non-expelled students who are served in the JJAEP.

In preparation for this report, TJPC and TEA coordinated efforts to determine the cost of operating JJAEPs during school year 2004-2005. The agencies agreed to the instrument that would be used to collect expenditure data from both the ISDs and the counties. The instrument was sent to every ISD in the JJAEP county and to the county’s JJAEP administrator and the data was collected and analyzed. Problematic data was identified and the school districts and/or the county were contacted for clarification and to correct inaccuracies. All counties reported the requested expenditure data and 76% (190 of the 263) of school districts responded. Expenditure data were collected for all districts that provide the educational component in the JJAEP. As a result of these efforts, this report contains a reasonable cost analysis for the 26 county programs.

Cost Per Day

Table 65 reflects the total combined county and ISD expenditures and a calculation of the cost per day. Cost per day was determined by dividing the total expenditures by the total number of all student attendance days during the regular school year.

- The cost per day varies from a range of \$68.56 to a high of \$253.66 per day.
- The median cost per day is \$106.88. The median is the mid-point.
- The total expenditures reported were \$33,779,590.94 and if divided by the total number of student attendance days, the statewide average cost per day is \$108.56.

Cost Variables

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

Cost variations may be 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 six programs that reported no or minimal costs related to transportation (i.e., El Paso, Johnson, Nueces, Taylor, Wichita, and Fort Bend). Costs associated with transportation represented 16% 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. Programs with facility costs reported 7% of the 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 an efficiency in cost.

Table 65

**JJAEP Cost Per Day By County
School Year 2004-2005**

County	Total Cost	Cost Per Day
Bell	\$1,586,822.49	\$159.91
Bexar	\$2,361,347.07	\$79.98
Brazoria	\$1,282,052.03	\$90.98
Brazos	\$420,995.78	\$139.73
Cameron	\$669,718.60	\$68.56
Collin	\$1,104,231.44	\$219.27
Dallas	\$4,555,020.79	\$95.58
Denton	\$1,030,801.37	\$97.18
El Paso ¹	\$216,511.10	\$88.34
Fort Bend	\$876,608.14	\$100.10
Galveston	\$1,078,512.00	\$153.66
Harris	\$5,274,680.00	\$94.82
Hidalgo	\$870,824.20	\$73.12
Jefferson	\$1,057,832.00	\$178.39
Johnson	\$334,055.60	\$100.71
Lubbock	\$554,248.64	\$116.02
McLennan	\$1,260,584.61	\$109.01
Montgomery	\$639,316.65	\$69.71
Nueces	\$606,555.59	\$105.18
Smith	\$273,497.00	\$148.72
Tarrant	\$2,752,207.03	\$135.31
Taylor	\$395,400.00	\$120.33
Travis	\$766,302.95	\$253.66
Webb	\$1,418,879.00	\$97.12
Wichita	\$450,113.00	\$174.80
Williamson	\$1,942,473.86	\$203.15
Program Average		\$125.90

¹ The El Paso 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 2004-2005

County	ADA	Cost Per Day	County	ADA	Cost Per Day	County	ADA	Cost Per Day
Smith	10.1	\$148.72	Fort Bend	49.47	\$100.10	Bexar	164.03	79.98
El Paso	13.62	\$88.34	Montgomery	50.67	\$69.71	Dallas	263.30	95.58
Wichita	14.23	\$174.80	Cameron	54.27	\$68.56	Harris	309.03	94.82
Brazos	16.74	\$139.73	Bell	56.06	\$159.91			
Travis	17.26	\$253.66	Denton	58.93	\$97.18			
Taylor	18.26	\$120.33	Williamson	61.47	\$203.15			
Johnson	18.95	\$100.71	McLennan	63.54	\$109.01			
Lubbock	26.99	\$116.02	Hidalgo	65.80	\$73.12			
Collin	28.45	\$219.27	Brazoria	78.29	\$90.98			
Nueces	32.04	\$105.18	Webb	81.17	\$97.12			
Jefferson	33.31	\$178.39	Tarrant	113.00	\$135.31			
Galveston	39.66	\$153.66						
Program Average		\$149.90	Program Average		\$109.47	Program Average		\$90.13
Median		\$144.22	Median		\$97.18	Median		\$95.58

- The ADA appears to impact the cost per day.
- The higher the ADA, the lower the cost per day.

Table 67 reflects the average cost per day of each program categorized in one 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 2004-2005**

Traditional			Military Component			Therapeutic		
County	ADA	Cost Per Day	County	ADA	Cost Per Day	County	ADA	Cost Per Day
Bell	56.06	\$159.91	Brazoria	78.29	\$90.98	Harris	309.03	\$94.82
Bexar	164.03	\$79.98	Denton	58.93	\$97.18	Tarrant	113.00	\$135.31
Brazos	16.74	\$139.73	Fort Bend	49.47	\$100.10	Travis	17.26	\$253.66
Cameron	54.27	\$68.56	Galveston	39.66	\$153.66			
Collin	28.45	\$219.27	Jefferson	33.31	\$178.39			
Dallas	263.30	\$95.58	Lubbock	26.99	\$116.02			
El Paso	13.62	\$88.34	Montgomery	50.67	\$69.71			
Hidalgo	65.80	\$73.12	Williamson	61.47	\$203.15			
Johnson	18.95	\$100.71						
McLennan	63.54	\$109.01						
Nueces	32.04	\$105.18						
Smith	10.10	\$148.72						
Taylor	18.26	\$120.33						
Webb	81.17	\$97.12						
Wichita	14.23	\$174.80						
Program Average		\$118.69	Program Average		\$126.15	Program Average		\$161.26
Median		\$104.67	Median		\$108.06	Median		\$135.31

- The table demonstrates that the average cost per day for a traditional model is the least expensive model type.
- Removing the highest cost program from each category significantly changes the above conclusion. The average cost per day changes each category total to \$111.47, \$115.15 and \$115.06 respectively.

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 2004-2005

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	56.06	\$159.91	Bexar	164.03	\$79.98	Dallas	263.3	\$95.58
Brazoria	78.29	\$90.98	Brazos	16.74	\$139.73	Harris	309.03	\$94.82
Collin	28.45	\$219.27	Cameron	54.27	\$68.56	Johnson	18.95	\$100.71
Denton	58.93	\$97.18	Hidalgo	65.80	\$73.12	Smith	10.10	\$148.72
El Paso	13.62	\$88.34	Nueces	32.04	\$105.18	Taylor	18.26	\$120.33
Fort Bend	49.47	\$100.10	Travis	17.26	\$253.66	Webb	81.17	\$97.12
Galveston	39.66	\$153.66						
Jefferson	33.31	\$178.39						
Lubbock	26.99	\$116.02						
McLennan	63.54	\$109.01						
Montgomery	50.67	\$69.71						
Tarrant	113.00	\$135.31						
Wichita	14.23	\$174.80						
Williamson	61.47	\$203.15						
Program Average		\$135.42	Program Average		\$120.04	Program Average		\$109.55
Median		\$125.65	Median		\$92.32	Median		\$98.91

- The table depicts that the average cost per day for the “Probation Only” operation design is the most inexpensive.
- If Travis County is removed from the “Private Contractor and Probation” category, the average cost per day is decreased to \$93.32 making this the least expensive mode of operation.

Conclusion

TJPC provides approximately 22% of the total JJAEP expenditures; the remaining 78% 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 mode of operation. The current \$59 per day provided by the state for mandatory students does not cover the daily cost of serving these students.

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Section 7

Strategic Elements

TJPC / TEA JJAEP Mission Statement

In compliance with Rider 12 of the General Appropriations Act, 73rd Regular Texas Legislative Session, TEA and TJPC jointly 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



Both the TEA and TJPC are 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 / DAEP Administrators. Each of the 26 counties operating a mandatory JJAEP and the school district DAEP administrators in the 26 counties were surveyed to determine their level of satisfaction within eleven key dimensions / policy areas relative to day-to-day operations. A thirty-one (31) item questionnaire was developed by a joint TJPC / TEA Strategic Planning Workgroup 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 dimensions 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 dimensions were designed to generally profile relative strengths and weaknesses and areas of concern so that policy related interventions could be appropriately targeted. Dimension scores were calculated by averaging the related item responses together and multiplying the result by 100. Scores for each of the eleven dimensions above 300 suggest that JJAEP/DAEP 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/DAEP 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.

The following dimension / policy area is perceived as a relative strength by JJAEP administrators:

- **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.

The following dimension / policy area is perceived a relative strength by DAEP administrators:

- **Quality of Local Collaboration.** High scores indicate that DAEP administrators feel that the DAEP receives the necessary level of support from local school / juvenile justice officials.

The following dimensions / policy areas are perceived a relative strengths by both JJAEP and DAEP administrators

- **Communication.** High scores indicate communications between local districts are good. Information sharing between sending campuses is also perceived as appropriate.
- **Curriculum.** High scores indicate that teachers have the necessary skills to teach the curriculum, the curriculum used is appropriate to meet academic standards, the curriculum enhances behavioral improvement of attending students, and the curriculum prepares students to demonstrate academic growth in the TAKS.

The following dimension / policy area is perceived as a relative area of concern for JJAEP administrators:

- **Transportation.** Low scores in this dimension indicate a need for immediate attention to be given to issues associated with the provision of transportation for JJAEP students. There is a direct relationship between JJAEP transportation services and both student attendance and academic performance. The average score within this dimension fell above the numerical cut-off for inclusion among policy dimensions perceived as “relative areas of concern” for JJAEP administrators. However, this dimension was included because a significant number of low individual scores were present within the distribution scores.

The following dimension / policy area is perceived as a relative area of concern for DAEP administrators:

- **Overcrowding.** Low scores in this dimension indicate a need for immediate attention to be given to decreasing the problem of overcrowding in DAEPs. This issue includes classroom student-to-staff ratios which have an impact on the academic and behavioral performance of students.

The following dimensions / policy areas are perceived as relative areas of concern for both JJAEP and DAEP administrators:

- **Testing.** Low scores in this dimension indicate a need for immediate attention to be given to 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 dimension 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 69

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: Three areas of training needed:

1. Special education: rules and regulations, teaching strategies
2. Teaching strategies for at-risk students, including motivational techniques, curriculum development and implementation
3. Behavior / discipline management for the JJAEP population (e.g., Assertive, Boy’s Town, etc.), and the Texas Education Code, Administrative Rules, and PEIMS training
4. The Education Code, Administrative Rules, and PEIMS training

Q2: Three areas of technical assistance needed:

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

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 serious and persistent misconduct
2. Increased mandatory expulsion funding for the programs
3. Raise the standards in order to decrease the staff-to-student ratios
4. State assistance on policies for expelling and serving special education students in JJAEPs

Table 70 summarizes how DAEP administrators responded to questions regarding their program’s need for training and technical assistance. Percentages are used to 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 70

Training Issues in the DAEP Survey

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know / N/A
1. Satisfied with the training made available.	15%	37%	14%	15%	5%	14%
2. Satisfied with the technical assistance made available	19%	35%	16%	11%	3%	16%
3. Training and technical assistance provided have helped improve student’s academic growth in TAKS.	14%	31%	22%	13%	5%	15%

Q1: Three areas of training needed:

1. Teaching strategies for at-risk / multi-problem students (including motivational techniques), and curriculum development and implementation
2. Behavior / Discipline management of DAEP students, the Texas Education Code, Administrative Rules, and PEIMS training
3. Teaching strategies for at-risk / multi-problem students (including motivational techniques)
4. Special education rules and regulations

Q2: Three areas of technical assistance needed:

1. Technology (e.g., hardware, software, multi media, special computer programs, online curriculum / test prep)
2. Best practices for operating a DAEP
3. Data collection (e.g., attendance recording, quarterly updates on trends, etc., comparable database)

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

1. Increased program funding (e.g., computer technology, personnel, specialized evidence-based programs, facilities)
2. Raise standards for improving staff-to-student ratios
3. Truancy
4. Transportation funding
5. Controls on rate of entry of students into JJAEP / DAEP programs, especially special education students

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.
- Support and strength of juvenile courts in providing leverage for effecting the best possible outcomes for juveniles and their families.
- Leveraging of local and/or public-private initiatives: Creative collaboration within the communities of each jurisdiction have become essential components for effective JJAEPs.

JJAEP Internal Weaknesses

- Organizational Capacity / Adequate Funding: The ability of the schools to cope with and address the diversity of needs presented by JJAEP students is insufficient, especially internal resources that should be available for the educational, social, technological, and mental health demands placed upon each JJAEP.
- 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: severe emotionally disturbed youth; mental health problems of students; special education issues; family crisis issues that affect student academic and behavioral performance; and 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 present 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.
- Attendance / 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.
- Lack of Control on Rate of Students Entering DAEPs and JJAEPs: Students referred to JJAEPs as a mandatory expulsion must be served by the program without regard to existing student-teacher ratios and internal resources available to best deal with the multiple problems of the special-needs and high-risk students.

External Opportunities and Challenges

JJAEP External Opportunities

- Collaboration (e.g., local-to-local, local-to-state, state-to-federal): A collaboration must be forged to build a better community health and human services system which provide best-practice oriented programs and services for JJAEP students and their families.
- Leveraging Technology: Technology can be leveraged to increase the quality and quantity of “virtual education” services available JJAEPs.
- Joint ventures between colleges, universities, school districts, and JJAEPs.
- Behavior Management: The latest research on evidence-based practices for classroom behavior management and changing maladaptive behaviors of children is quite promising. The provision of resources and funding for those programs and services in JJAEPs and DAEPs is an effective and efficient strategy.

JJAEP External Challenges

- Uncontrolled entry of students into DAEPs and JJAEPs.
- Information Sharing: The sharing of information (especially academic and behavioral records) needs to be improved between all entities involved in serving JJAEP students. The entities most critical in improving the information-sharing function are regular public education school campuses, DAEP campuses, JJAEP campuses, and law enforcement entities within each jurisdiction.
- Lost credit within the student transition process.
- Local collaboration in obtaining access to local health and human services needed by students and their families.

Key Policy Issues

A strategic planning workgroup of staff from TJPC and TEA 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. JJAEP and DAEP funding / resource needs for providing staff training, employing evidence-based programs, and effectively addressing special education needs of students are at a critical level. Local practitioners of JJAEPs and DAEPs are asking for assistance from state government on this issue.
2. Deficits in regular classroom programs which have a direct effect on the flow of students into DAEPs and JJAEPs need policy and funding attention.
3. Availability of and access to public health services, mental health services, and other human services for communities with children in JJAEPs are needed. The current service level of these types of community programs and services are inadequate to serve JJAEP students and their families.

Goals, Strategic Directions and Strategies

The joint TJPC / TEA Strategic Planning Workgroup developed strategies for each agency's focus during the next biennium. These strategies are meant to best manage the Key Strategic Issues confronting JJAEPs given each agency's mission, mandates, and organizational resources. The following goals, key strategic directions, and strategies represent each agency's agreement to strategically work together for improving 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. Improve the compliance of local school districts with the requirements of the Texas Education Code regarding removals and expulsions of children.

- **Strategy 1:** TJPC and TEA will plan and conduct training and provide technical assistance to local school district and JJAEP staff and administrators regarding compliance with the requirements of Chapter 37 and administrative rules on an as needed basis.
- **Strategy 2:** TEA will evaluate local school districts for compliance with the requirements of Chapter 37 regarding removals and expulsions of students. TJPC will support TEA's efforts to evaluate independent school districts (ISDs) compliance.
- **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 2. Develop opportunities to enhance funding and resources for JJAEP and DAEP operations.

- **Strategy 1:** TEA and TJPC will analyze data and develop reports that describe and explain actual costs associated with operating JJAEPs.
- **Strategy 2:** TJPC and TEA will provide information regarding resource development to local juvenile probation departments and public school systems.

Key Strategic Direction 3. Monitor JJAEP compliance with minimum program and accountability standards.

- **Strategy 1:** TJPC and TEA will annually review current minimum program and accountability standards in JJAEPs.
- **Strategy 2:** TJPC will annually provide training and technical assistance to local JJAEPs for the improvement of their compliance with program and accountability standards.

Key Strategic Direction 4. Improve attendance reporting of local school districts and JJAEPs.

- **Strategy 1:** TEA and TJPC will audit or monitor local school districts and local JJAEPs respectively for their compliance with applicable attendance reporting procedures.

Key Strategic Direction 5. Coordinate the collection of JJAEP-related program costs and program data.

- **Strategy 1:** TJPC and TEA will collaborate to improve the process for collection and the sharing of JJAEP related program costs and program data.
- **Strategy 2:** TJPC and TEA, on an “as needed” basis, will provide training, technical assistance and oversight to local school districts and JJAEPs regarding the appropriate process for collection and reporting of JJAEP-related program costs and program data.
- **Strategy 3:** TJPC and TEA will collaborate to produce an annual accountability report and a bi-annual cost report.

Key Strategic Direction 6. Provision of training and technical assistance needed by JJAEPs and associated entities.

- **Strategy 1 :** TEA and TJPC will encourage local school districts, DAEPs and 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.

Appendix A
Select JJAEP Program Characteristics
 School Year 2004-2005

County	Format	Operation Mode	Capacity	Ratio (1: X students)	Conditions of Completion	Primary Transportation Mode
Bell	Traditional School	ISD and Probation	120	8	Must successfully complete certain number of days	ISD
Bexar	Traditional School	Private Contractor with support from probation	300	13	Must successfully complete certain number of days	Private Vendor
Brazoria	Military Component	ISD and Probation	120	15	Must successfully complete certain number of days	ISD
Brazos	Traditional School	Probation Only	30	14	Must complete term of expulsion, regardless of attendance	Parents
Cameron	Traditional School	Private Contractor with support from Probation	125	24	Must attend certain number of days	Private Vendor
Collin	Traditional School	ISD and Probation	85	10	Must attend certain number of days	ISD
Dallas	Traditional School	Probation Only	400	13	must successfully complete certain number of days	ISD
Denton	Military Component	Probation Only	150	10	Must successfully complete certain number of days	Parents
El Paso	Traditional School	ISD and Probation	40		Must complete term of expulsion, regardless of attendance	ISD
Fort Bend	Military Component	ISD and Probation	140	20	Returns to regular school at beginning of next school year	Parents
Galveston	Military Component	ISD and Probation	72	10	Must successfully complete certain number of days	Parents
Harris	Therapeutic	Probation Only	650	14	Must complete term of expulsion, regardless of attendance	County
Hidalgo	Traditional School	Private Contractor with support from Probation	200	21	Must complete term of expulsion, regardless of attendance	Private Vendor
Jefferson	Military Component	ISD and Probation	90	6	Must successfully complete certain number of days	ISD
Johnson	Traditional School	Probation Only	45	8	Must successfully complete certain number of days	Parents
Lubbock	Military Component	ISD and Probation	100	9	Must complete term of expulsion, regardless of attendance	ISD
McLennan	Traditional School	ISD and Probation	90	14	Must successfully complete certain number of days	ISD

Montgomery	Military Component	ISD and Probation	125	11	Must successfully complete certain number of days	ISD
Nueces	Traditional School	Private Contractor with support from Probation	48	10	Must successfully complete certain number of days	Private Vendor
Smith	Traditional School	Probation Only	57	8	Must successfully complete certain number of days	Parents
Tarrant	Therapeutic	ISD and Probation	120	12	Must successfully complete certain number of days	Private Vendor
Taylor	Traditional School	Probation Only	44	10	Must successfully complete certain number of days	Parents
Travis	Therapeutic	Private Contractor with support from Probation	50	10	Must attend certain number of days	ISD
Webb	Traditional School	Probation Only	100	25	Must successfully complete certain number of days	ISD
Wichita	Traditional School	ISD and probation	44	3	Students transition back to home school district at end of grading period	Parents
Williamson	Military Component	Probation Only	180	12	Must attend certain number of days	ISD

Appendix B
Actual TAKS Passage Rate Based on 2002-2003 Scoring Criteria
for All Students in JJAEP
 School Year 2002-2003 and School Year 2004-2005

	Math		Reading	
	Actual 2002-2003 Passing Rate	2004-2005 Passage Rate Using 2003 Criteria	Actual 2002-2003 Passing Rate	2004-2005 Passage Rate Using 2003 Criteria
4 th Grade	55.6%	71.4%	40.0%	50.0%
5 th Grade	54.5%	58.3%	52.6%	72.0%
6 th Grade	29.1%	43.0%	49.4%	66.9%
7 th Grade	29.5%	41.5%	57.9%	60.7%
8 th Grade	34.3%	35.8%	57.8%	64.6%
9 th Grade	25.4%	34.6%	58.4%	78.3%
10 th Grade	41.3%	53.9%	48.6%	79.6%
11 th Grade	39.4%	70.8%	53.4%	85.7%
Total	31.7%	42.2%	55.9%	72.1%

Appendix C
Reading / ELA TAKS Results by County for Students in JJAEPs
at Least 90 School Days Prior to TAKS Administration
School Year 2003-2004 and School Year 2004 - 2005

County	Grade	School Year 2002 - 2003		School Year 2004 - 2005		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
Bell	07	11	2010.0	20	2117.7	5.4%
	08	20	1866.4	16	2065.4	10.7%
	09	17	1989.6	20	2087.8	4.9%
	10	5	1934.0	5	2151.0	11.2%
Bexar	07	15	1736.5	17	2047.1	17.9%
	08	38	2045.6	43	2108.2	3.1%
	09	36	1835.8	51	2113.5	15.1%
	10	18	1856.6	20	2107.7	13.5%
	11	14	1961.9	17	2206.5	12.5%
Brazoria	07	12	2048.8	8	2129.3	3.9%
	08	14	2205.2	7	2164.7	-1.8%
	09	31	1917.5	24	2171.7	13.3%
	10	8	2035.9	18	2156.9	5.9%
Cameron	07	6	1907.5	5	1911.0	0.2%
	08	6	1899.8	8	2099.1	10.5%
	09	15	1993.9	18	2106.7	5.7%
Collin	09	11	2040.7	5	2148.6	5.3%
Dallas	06	8	1968.8	12	1969.8	0.1%
	07	28	2007.7	22	2044.9	1.9%
	08	33	2001.8	51	2126.3	6.2%
	09	57	1929.0	69	2078.1	7.7%
	10	15	1999.3	28	2062.2	3.1%
	11	8	2061.6	10	2095.5	1.6%
Denton	08	8	2266.4	19	2147.3	-5.3%
	09	19	2038.4	28	2183.9	7.1%
	10	7	2097.6	17	2176.9	3.8%
	11	5	1986.2	10	2271.3	14.4%
Fort Bend	09	21	2093.9	15	2113.2	0.9%
	10	6	1972.7	10	2047.8	3.8%
Galveston	08	8	2054.6	10	2071.4	0.8%
	09	11	2054.0	11	2072.8	0.9%

Continued

County	Grade	School Year 2002 - 2003		School Year 2004 - 2005		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
Harris	06	12	2098.2	8	2071.5	-1.3%
	07	53	2005.2	18	2079.8	3.7%
	08	69	1925.1	29	2115.2	9.9%
	09	89	1907.8	72	2094.5	9.8%
	10	40	2013.8	35	2091.5	3.9%
	11	12	1884.8	13	2190.9	16.2%
Hidalgo	08	6	2109.8	16	1983.7	-6.0%
	09	21	1897.1	23	2034.3	7.2%
	10	10	1992.2	11	2135.2	7.2%
Jefferson	08	9	1991.7	7	1897.0	-4.8%
	09	13	1641.6	11	2054.7	25.2%
Johnson	08	5	1762.6	5	1991.2	13.0%
Lubbock	08	6	2114.7	7	2113.6	-0.1%
McLennan	06	10	1833.4	18	2007.1	9.5%
	07	8	1903.9	24	2020.0	6.1%
	08	6	1734.5	10	2178.5	25.6%
	09	9	1866.2	13	2112.7	13.2%
Montgomery	07	9	2058.8	9	2111.2	2.5%
	08	11	2229.7	16	2226.4	-0.1%
	09	23	2007.5	27	2104.1	4.8%
	10	6	2145.3	8	2223.6	3.6%
Nueces	08	9	2032.1	5	1925.0	-5.3%
	09	23	1931.0	12	2104.3	9.0%
Tarrant	07	6	1915.7	9	2102.8	9.8%
	08	21	1945.1	30	2117.1	8.8%
	09	20	1839.7	23	2133.3	16.0%
	10	6	2043.3	22	2079.3	1.8%
Travis	08	8	2053.4	5	2161.0	5.2%
	09	7	1937.3	6	2116.5	9.3%
Webb	08	8	1876.0	24	1918.0	2.2%
	09	22	1811.0	19	2046.3	13.0%
	10	12	1981.9	13	2096.9	5.8%
Williamson	09	19	1996.6	18	2120.6	6.2%
	10	12	2015.6	11	2023.9	0.4%

Appendix D
Math TAKS Results by County for Students in JJAEPs
at Least 90 School Days Prior to the Time of TAKS Administration
 School Year 2003 - 2004 and School Year 2004 - 2005

County	Grade	School Year 2002 - 2003		School Year 2004 - 2005		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
Bell	06	6	1900.8	5	2036.8	7.2%
	07	11	2013.4	22	1969.2	-2.2%
	08	20	1974.5	16	1978.9	0.2%
	09	18	1913.3	19	1986.1	3.8%
Bexar	07	15	1935.9	18	2009.2	3.8%
	08	38	1969.5	42	1981.3	0.6%
	09	40	1863.0	44	1961.2	5.3%
	10	21	1953.3	21	1979.6	1.3%
	11	18	1954.6	15	2105.5	7.7%
Brazoria	07	12	2039.3	8	2043.4	0.2%
	08	14	2054.7	7	2098.7	2.1%
	09	40	1944.7	17	2032.7	4.5%
	10	11	2074.2	13	2064.8	-0.5%
Cameron	07	6	1924.2	5	1902.4	-1.1%
	08	6	1956.8	7	1996.7	2.0%
	09	18	1904.0	16	1921.6	0.9%
	10	5	1891.4	11	2017.3	6.7%
Collin	10	8	2057.6	5	2007.2	-2.5%
Dallas	06	8	1973.5	12	1877.4	-4.9%
	07	28	1955.3	23	2007.3	2.7%
	08	33	1940.5	54	1958.5	0.9%
	09	74	1878.6	60	1907.8	1.6%
	10	22	1958.0	29	1968.9	0.6%
	11	11	2054.5	5	1947.8	-5.2%
Denton	07	6	2088.8	5	2156.8	3.3%
	08	8	2018.4	19	2000.3	-0.9%
	09	20	2010.8	28	2056.0	2.2%
	10	9	2009.7	20	2111.7	5.1%
	11	5	2121.0	6	2231.2	5.2%
Fort Bend	09	31	1939.5	13	1926.2	-0.7%
	10	8	2041.3	7	1964.7	-3.7%

Continued

County	Grade	School Year 2002 - 2003		School Year 2004 - 2005		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
Galveston	07	10	1960.5	5	2025.4	3.3%
	08	8	1970.0	10	2073.6	5.3%
	09	13	1914.8	12	1869.7	-2.4%
Harris	06	12	1995.7	7	2043.1	2.4%
	07	53	1972.5	16	2008.3	1.8%
	08	69	1977.7	30	1972.3	-0.3%
	09	114	1911.3	70	1945.8	1.8%
	10	50	1998.1	28	2069.5	3.6%
	11	22	2044.7	12	2037.8	-0.3%
Hidalgo	08	6	2052.0	15	1951.4	-4.9%
	09	26	1891.3	20	1927.3	1.9%
	10	11	2023.5	10	2053.5	1.5%
Jefferson	08	9	1894.0	5	1909.4	0.8%
	09	13	1910.8	12	2000.7	4.7%
Johnson	08	5	1964.4	5	1888.6	-3.9%
Lubbock	08	6	1933.3	7	1900.4	-1.7%
McLennan	06	10	1891.6	18	1961.4	3.7%
	07	8	2062.4	24	1983.9	-3.8%
	08	6	1917.8	11	1939.4	1.1%
	09	12	1927.0	11	1964.0	1.9%
Montgomery	07	9	1956.1	10	2081.2	6.4%
	08	11	2058.2	14	2053.5	-0.2%
	09	25	1908.2	23	1971.7	3.3%
	10	7	2028.1	10	2068.9	2.0%
Nueces	08	9	1865.7	5	1898.4	1.8%
	09	26	1927.8	13	1907.8	-1.0%
Smith	09	5	1910.4	6	2019.3	5.7%
Tarrant	07	6	1983.7	8	2015.8	1.6%
	08	21	1977.7	28	1988.1	0.5%
	09	28	1928.2	23	1865.1	-3.3%
	10	9	1934.0	16	2020.4	4.5%
Taylor	09	5	1848.0	8	1931.6	4.5%
Travis	08	8	1989.3	5	1954.6	-1.7%
Webb	08	8	1946.5	20	1844.0	-5.3%
	09	26	1866.8	27	1859.5	-0.4%
	10	15	1943.3	9	1976.9	1.7%
	11	9	1883.2	6	1990.7	5.7%
Williamson	09	22	1930.2	15	1994.9	3.4%
	10	17	2001.1	12	2014.8	0.7%

Appendix E
Reasons for Program Exit by County
 School Year 2004-2005

County	N	Returned to Home Local School District	Left Program Incomplete	Graduated or Received GED	Early Termination
Bell	401	62%	11%	0%	27%
Bexar	615	37%	10%	0%	53%
Brazoria	209	61%	14%	8%	17%
Brazos	55	27%	35%	0%	38%
Cameron	131	76%	11%	2%	11%
Collin	93	82%	9%	2%	8%
Dallas	690	69%	19%	0%	11%
Denton	257	84%	6%	0%	9%
El Paso	29	55%	7%	10%	28%
Fort Bend	18	67%	33%	0%	0%
Galveston	120	75%	16%	1%	8%
Harris	548	78%	8%	0%	13%
Hidalgo	299	85%	7%	1%	7%
Jefferson	105	70%	12%	0%	18%
Johnson	51	67%	16%	2%	16%
Lubbock	107	38%	21%	0%	40%
McLennan	280	52%	11%	1%	36%
Montgomery	194	81%	7%	1%	11%
Nueces	89	74%	10%	0%	16%
Smith	40	70%	0%	0%	30%
Tarrant	336	57%	15%	1%	27%
Taylor	41	78%	15%	0%	7%
Travis	70	90%	4%	0%	6%
Webb	257	55%	16%	2%	26%
Wichita	65	80%	17%	0%	3%
Williamson	183	73%	21%	2%	4%
Total	5,283	65%	13%	1%	21%

Appendix F
Comparison of TAKS Passing Rate by Grade Level
 School Years 2003-2004 and 2004-2005*

	Math		Reading	
	School Year 2003-2004	School Year 2004-2005	School Year 2003-2004	School Year 2004-2005
3 rd Grade	80.0%	**	75.0%	**
4 th Grade	51.4%	57.1%	57.6%	16.7%
5 th Grade	49.0%	41.7%	47.1%	56.0%
6 th Grade	42.0%	19.8%	54.4%	52.3%
7 th Grade	34.0%	17.6%	52.2%	45.9%
8 th Grade	30.7%	18.5%	68.2%	49.0%
9 th Grade	29.7%	19.3%	66.5%	57.5%
10 th Grade	37.4%	28.2%	54.6%	45.0%
11 th Grade	76.9%	57.9%	79.5%	72.0%
Total	36.2%	23.2%	60.7%	52.4%

* The table presents the TAKS passing rates for juveniles in JJAEPs in school year 2003-2004 compared to the passing rates of juveniles in JJAEPs in school year 2004-2005.

** To maintain student confidentiality, no data were reported if fewer than five students were tested.

Appendix G
Number of Correct Answers Required to Pass TAKS
and Total TAKS Questions by Subject and Grade
 School Years 2002-2003 through 2004-2005

		2002-2003		2003-2004		2004-2005		
		Correct Answers to Pass	Total	Correct Answers to Pass	Total	Correct Answers to Pass	Total	
Math	3 rd Grade	21	40	24	40	27	40	
	4 th Grade	22	42	25	42	28	42	
	5 th Grade	24	44	27	44	30	44	
	6 th Grade	23	46	25	46	29	46	
	7 th Grade	22	48	25	48	28	48	
	8 th Grade	24	50	28	50	30	50	
	9 th Grade	25	52	28	52	31	52	
	10 th Grade	25	56	30	56	33	56	
	11 th Grade	25	60	24	60	29	60	
	Reading	3 rd Grade	20	36	23	36	23	36
		4 th Grade	23	40	24	40	28	40
5 th Grade		25	42	28	42	30	42	
6 th Grade		21	42	24	42	26	42	
7 th Grade		27	48	31	48	33	48	
8 th Grade		28	48	31	48	34	48	
9 th Grade		25	42	20	42	27	42	
10 th Grade		41	73	34	73	43	73	
11 th Grade	37	73	36	73	36	73		