



Juvenile Justice Alternative Education Programs  
**Performance Assessment Report**  
School Year 2008-2009

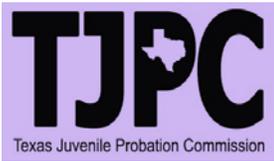


A Report by the  
*Texas Juvenile Probation Commission*  
May 2010

The 2010 Juvenile Justice Alternative Education Program Report describes the status of these programs as required by the Texas General Appropriations Act, 81st Regular Texas Legislative Session, Rider 12 – Texas Juvenile Probation Commission. The report will be posted on the Texas Juvenile Probation Commission (TJPC) website May 1, 2010, at [www.tjpc.state.tx.us/publications/](http://www.tjpc.state.tx.us/publications/). A copy of the report can be printed directly from the web.

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

If you require additional information, please contact the agency.



#### BOARD

*Judge Ray West, Chair*  
Brownwood, Texas

*Judge Jean Boyd*  
Ft. Worth, Texas

*Will Conley*  
Wimberley, Texas

*Judge Migdalia Lopez*  
Brownsville, Texas

*Dr. Billy Wayne McClendon*  
Austin, Texas

*Scott O'Grady*  
Dallas, Texas

*Rene Ordonez*  
El Paso, Texas

*Robert Alton "Bob" Shults*  
Houston, Texas

*Lea R. Wright*  
Amarillo, Texas

#### ADVISORY COUNCIL

*Estela Medina, Chair*

*Bing Canion*

*Sid Felan*

*Homer Flores*

*Pama Hencerling*

*Jane Anderson King*

*James Martin*

*Ron Quiros*

*Tommy Ramirez*

*Larry Thorne*

*Randy Turner*

*Doug Vance*

*Melissa Weiss*

*Kirk Wolfe*

## Juvenile Justice Alternative Education Programs PERFORMANCE ASSESSMENT REPORT

School Year 2008-2009



A Publication by the  
**TEXAS JUVENILE PROBATION COMMISSION**  
*Vicki Spriggs, Executive Director*

4900 North Lamar Boulevard, 5<sup>th</sup> Floor East  
Post Office Box 13547 – Austin, TX 78711  
P 512.424.6700 – F 512.424.6717 – TDD 512.424.4000  
[www.tjpc.state.tx.us](http://www.tjpc.state.tx.us)

Report Number RPT-MISC-03-2010  
Published May 2010

The Texas Juvenile Probation Commission, equal opportunity employer, does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services, programs or activities. In compliance with the Americans with Disabilities Act, this document may be requested in alternative formats by contacting the Texas Juvenile Probation Commission at the above address.



# Contents



<b>Executive Summary</b> .....	i
<b>Section 1: Introduction to Juvenile Justice Alternative Education Programs</b>	
Introduction .....	1
<b>Section 2: Overview of Juvenile Justice Alternative Education Programs</b>	
History.....	3
Funding .....	3
Statutory Requirements.....	4
<b>Section 3: Students in Juvenile Justice Alternative Education Programs</b>	
JJAEP Student Population .....	5
JJAEP Placement Type.....	7
Characteristics of the JJAEP Student Population .....	9
Juvenile Court Status of the JJAEP Student Population .....	16
Program Length of Stay for the JJAEP Student Population.....	20
<b>Section 4: Description of Juvenile Justice Alternative Education Programs</b>	
Introduction .....	23
Programmatic Elements.....	23
Programmatic Components .....	26
Program Staffing .....	27
Student Populations Served.....	27
Attendance and Transportation.....	28
<b>Section 5: Program Measures and Performance of Juvenile Justice Alternative Education Programs</b>	
Texas Assessment of Knowledge and Skills Analysis.....	31
Iowa Tests of Basic Skills Analysis .....	39
Behavior Analysis .....	45
Student Absence Rates Before and After JJAEP Placement.....	48
School Disciplinary Referrals.....	50
Juvenile Probation System Re-Contact Rate Analysis.....	51

**Section 6: Program Costing**

Overview ..... 59  
Introduction ..... 59  
Cost Per Day ..... 60  
Cost Variables ..... 60  
Cost by Program Size ..... 63  
Required Cost ..... 66  
Conclusion ..... 67

**Section 7: Strategic Elements**

TJPC JJAEP Mission Statement ..... 69  
Philosophy ..... 69  
Internal / External Assessment ..... 69  
Internal Strengths and Weaknesses ..... 72  
External Opportunities and Challenges ..... 72  
Key Policy Issues ..... 73  
Goals, Strategic Directions and Strategies ..... 73

**Section 8: Appendices**

Appendix A: Student Entries by Type ..... 75  
Appendix B: Reasons for Program Exit by County ..... 77  
Appendix C: Select JJAEP Program Characteristics ..... 79  
Appendix D: Reading / ELA TAKS Results by County for Students in JJAEPs  
at Least 90 School Days Prior to TAKS Administration ..... 83  
Appendix E: Math TAKS Results by County for Students in JJAEPs  
at Least 90 School Days Prior to TAKS Administration ..... 87  
Appendix F: Comparison of TAKS Passing Rate by Grade Level ..... 91  
Appendix G: Itemization of JJAEP Cost Per Day ..... 93

## JJAEP Performance Assessment Report: Executive Summary

Juvenile Justice Alternative Educations Programs (JJAEPs) were established beginning school year 1996-1997, JJAEPs are mandated to operate by statute in counties with a population of 125,000 or greater. Each program is governed and controlled by a locally negotiated memorandum of understanding between the local juvenile board and each school district within the county. As a result, each county’s JJAEP is unique. These programs were designed to provide an educational setting for students who are expelled mandatorily from school per the Texas Education Code or students discretionarily expelled according to the local school districts’ student codes of conduct. These programs have now operated a total of 13 years.



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

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



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

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

- ★ **JJAEP Student Population Has Declined.** Since school year 2005-2006, the number of JJAEP student entries has declined by 27%. Between school years 2004-2005 and 2008-2009, the number of mandatory expulsion entries has decreased 9% while discretionary entries have decreased 33%. Proportionately the age, grade level, expulsion offense and race of students remained mostly unchanged.

ES Table 1

**JJAEP Entries by Placement Type**  
School Years 2004-2005 through 2008-2009

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	N	%	N	%	N	%	N	%	N	%
Mandatory	2,445	34%	2,655	36%	2,992	40%	2,611	41%	2,220	41%
Discretionary	4,264	59%	4,232	57%	4,019	54%	3,414	53%	2,841	52%
Other	533	7%	564	8%	435	6%	378	6%	386	7%
<b>Total</b>	<b>7,242</b>	<b>100%</b>	<b>7,451</b>	<b>100%</b>	<b>7,446</b>	<b>100%</b>	<b>6,403</b>	<b>100%</b>	<b>5,447</b>	<b>100%</b>

- ★ **Average Length of Stay.** Although the number of students entering JJAEPs statewide has declined the average length of stay has increased. The average length of stay during school year 2008-2009 for all students exiting the JJAEP was 85 school days as compared to 80 during the school year 2006-2007. Students placed in a JJAEP for a mandatory reason had the longest length of stay at 95 school days, compared to 79 school days for discretionary and 76 school days for other students.
- ★ **Performance Results.** JJAEP performance is assessed in multiple areas. JJAEPs have continued to show improved performance in several areas each year including improved passage rates on the Texas Assessment of Knowledge and Skills (TAKS), growth in the areas of reading and math while in a JJAEP as determined by the pre and post instrument, and improved school attendance and behavior upon return to their home school.
- ★ **Texas Assessment of Knowledge and Skills (TAKS).** JJAEP students are administered the statewide assessment instrument the TAKS.
  - The average passing rate for reading/ELA was 67.6% compared to 34.5% for math. The overall passing rates are up from 63.8% in reading/ELA and 27.9% for math in school year 2006-2007.
- ★ **Texas Projection Measure (TPM).** The TPM, which is a growth measure used for projecting the future scores of students in the next high-stakes grade level, was calculated on JJAEP students for the first time. The chart below demonstrates the percent and number of students expected to advance at the next high-stakes grade level.



ES Table 2

**TPM Results for Students in JJAEPs**  
School Year 2008-2009

	Math		Reading / ELA	
	Projected to Advance		Projected to Advance	
	N	Percent	N	Percent
Yes	922	31.1	1,452	58.6
No	2,043	68.9	1,025	41.4
<b>Total</b>	<b>2,965</b>	<b>100.0</b>	<b>2,477</b>	<b>100.0</b>

- ★ **Pre and Post Testing.** Pre and post testing is utilized as a measure to demonstrate student gains in the areas of math and reading while in a JJAEP using the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED).
  - The average grade equivalency results for both math and reading increased by approximately half a grade from admission to exit.
- ★ **Behavior Improvement.** Improvement in student behavior upon returning to their home school is used as another indicator of JJAEPs performance.
  - Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by 15.5%.
  - Statewide, the average number of disciplinary incidents declined 51% in the two six-week periods after students exited the JJAEP.
  - Statewide, there has been a decline of 32% of students returning to a JJAEP during the 2008-2009 school year over the 2006-2007 school year

- ★ **Cost of Operation.** JJAEPs are funded differently than public schools in Texas. While public schools are funded through county tax revenues, state general appropriation funds and federal funds, JJAEPs are funded through county tax revenues that flow through school districts and county commissioners' courts along with state appropriations through The Texas Education Agency (TEA) and the Texas Juvenile Probation Commission (TJPC). TJPC provides approximately 24% of the total JJAEP funding (i.e., \$79 per mandatory student attendance day); the remaining 76% is provided through the local juvenile boards and the local school districts
  - The cost per day during the school year 2008-2009 varied from a range of \$85.40 to a high of \$555.59 per day as compared to \$69.94 to \$224.56 per day during the 2006-2007 school year

The cost of JJAEPs vary from county to county based on an array of factors including program size, program design, facilities, decreased attendance, school closures due to hurricanes and a mix of services. The decline in student enrollment and unexpected school closures appear to be two of the primary factors attributing to the escalating cost of operating a JJAEP.

- ★ **Strategic Elements.** An important part of this report provides strategic elements which will facilitate the agency's ability to partner with local government toward increasing the effectiveness and improving JJAEP services for youth served in these alternative education settings. The planning process included identification of the areas perceived as strengths by JJAEP administrators. These include curriculum, due process (the level of due process afforded youth prior to entry in the JJAEP), communication/information sharing, and quality of local collaboration. Areas needing attention include testing (usefulness of TAKS scoring to evaluate program effectiveness, the extent to which testing is useful in identifying strengths and weaknesses of students) and adequate program funding.



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

This page intentionally left blank.

## Section 1:

## Introduction to Juvenile Justice Alternative Education Programs



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

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

The Texas Legislature mandated that the Texas Juvenile Probation Commission (TJPC) develop a comprehensive system to ensure that JJAEPs were held accountable for student academic and behavioral success and to prepare a report to assess the performance of the JJAEPs based on the accountability system that was developed in 1999. Rider Number 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 81st Regular Texas Legislative Session Rider 12 – Texas Juvenile Probation Commission

**JJAEP Accountability.** Out of funds appropriated above in Strategy D.1.1. Juvenile Justice Alternative Education Programs (JJAEP), the Texas Juvenile Probation Commission shall ensure that Juvenile Justice Alternative Education Programs are held accountable for student academic and behavioral success. The Texas Juvenile Probation Commission shall submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2010. The report shall include, but is not limited to, the following:

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

This page intentionally left blank.

Section 2:

## Overview of Juvenile Justice Alternative Education Programs

### History

Local juvenile boards in counties with a population over 125,000 were required by law to implement and operate JJAEPs. The 27 JJAEP counties encompass 277 school districts. These counties accounted for approximately 77% of the State’s juvenile age population in 2009. Hays County has chosen to operate as a mandatory JJAEP county in accordance with the General Appropriations Act, TJPC Rider 9. Mandatory JJAEP counties now include:

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

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

The 81<sup>st</sup> Texas Legislature passed House Bill 1425, modifying the Texas Education Code Section 37.011 to allow those counties which would become a mandatory JJAEP county once the 2010 census numbers are released to opt out of operating a JJAEP if the county juvenile board enters into a memorandum of understanding (MOU) with each school district located in the county. The purpose of the MOU is to minimize the number of students expelled without receiving alternative education services. The 2010 census numbers will be public in the spring of 2011. Impacted counties will either need to operate a JJAEP or have adopted an appropriate MOU by the beginning of the 2011-2012 school year.

### Funding

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

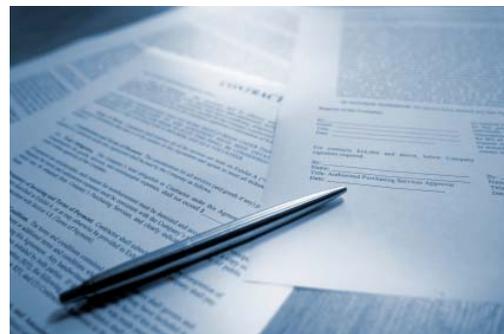
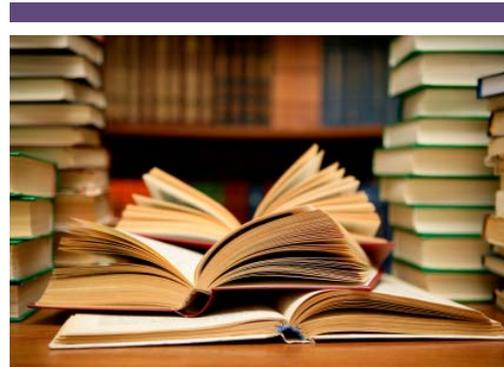


In addition to those counties mandated to operate JJAEPs, counties may voluntarily choose to establish a JJAEP. These programs may be funded through a combination of TJPC grants to local juvenile probation departments and through funding provided by local school districts. During school year 2008-2009, six counties were supported with TJPC grant funds to operate JJAEPs. These discretionary JJAEP counties include: Atascosa, Hale, Hardin, Hill, Hopkins and Karnes/Wilson.

## Statutory Requirements

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

- ★ The statutorily established academic mission of the JJAEF is to enable students to perform at grade level pursuant to TEC Section 37.011(h);
- ★ JJAEFs are required to operate seven hours a day for 180 days a year pursuant to TEC Section 37.011(f);
- ★ JJAEFs 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);
- ★ JJAEFs must adopt a student code of conduct pursuant to TEC Section 37.011(c);
- ★ The juvenile board must develop a written JJAEF operating policy and submit it to TJPC for review and comment pursuant to TEC Section 37.011(g);
- ★ JJAEFs 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). JJAEFs 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 JJAEF student's academic progress. For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d).



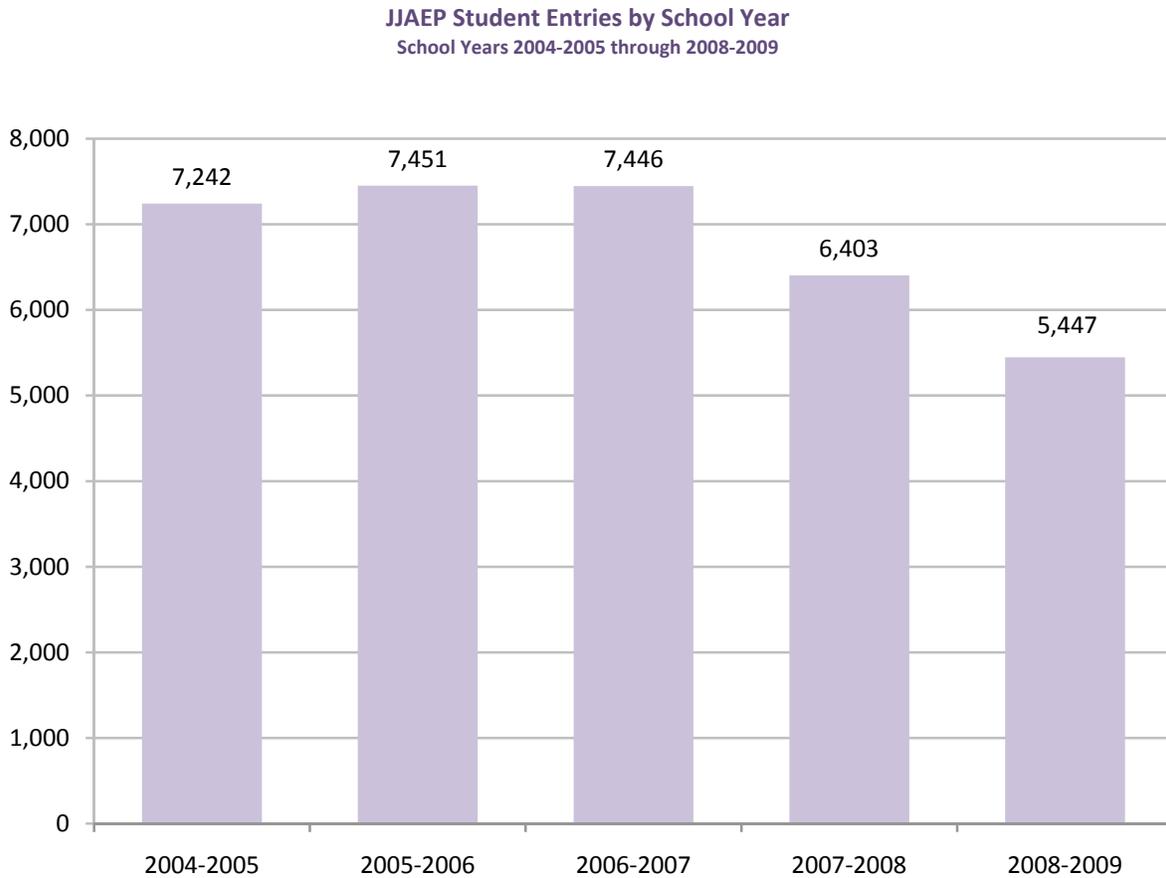
Section 3:

## Students in Juvenile Justice Alternative Education Programs

### JJAEP Student Population

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

Chart 1



★ During school year 2008-2009 there were 5,447 student entries into JJAEPs. This represented a 27% decrease in entries for all students since school year 2005-2006 (the highest population year) for JJAEPs mandated by the state.

★ Student entries into JJAEPs decreased by 15% from school year 2007-2008 to school year 2008-2009.

A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting. During school year 2008-2009, a total of 5,309 individual students accounted for the 5,447 entries into JJAEP programs. A total of 135 students entered a JJAEP more than once during that school year. Table 2 presents the distribution of student entries and the number of individual students in JJAEPs by county for school year 2008-2009.

Table 2

**JJAEP Student Entries and Students by County  
School Year 2008-2009**

County	Student Entries	Students
Bell	235	216
Bexar	510	489
Brazoria	88	88
Brazos	47	46
Cameron	195	192
Collin	144	141
Dallas	717	711
Denton	192	190
El Paso	44	44
Fort Bend	157	152
Galveston	148	144
Harris	746	738
Hays	47	47
Hidalgo	310	309
Jefferson	83	82
Johnson	39	39
Lubbock	107	105
McLennan	215	205
Montgomery	280	264
Nueces	83	82
Smith	17	17
Tarrant	317	313
Taylor	43	43
Travis	117	116
Webb	274	266
Wichita	82	76
Williamson	210	194
<b>Total</b>	<b>5,447</b>	<b>5,309</b>

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 2008-2009, a total of 1,567 juveniles, or 30% of students, began the year as carryovers.

## JJAEP Placement Type

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

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

- ★ Felony Drug Offenses
- ★ Weapons Offenses (includes expulsion for a non-illegal knife)
- ★ Aggravated Assault
- ★ Aggravated Sexual Assault and Sexual Assault
- ★ Aggravated Robbery
- ★ Arson
- ★ Indecency with a Child
- ★ Retaliation Against School Employee or Volunteer (regardless of location)
- ★ 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, on a school campus or at a school related event while serious or persistent misbehavior may only occur in a school district's disciplinary alternative education program (DAEP). The Education Code (Section 37.0081) was amended in 2007 to allow for a school district located in a JJAEP county to expel students for any conduct on or off school campus that is classified as a felony under Title 5 of the Texas Penal Code. Unlike mandatory offenses, specific discretionary offenses are not required to have been committed on school property or at a school-related event.

Those offenses for which expulsion is discretionary are listed below.

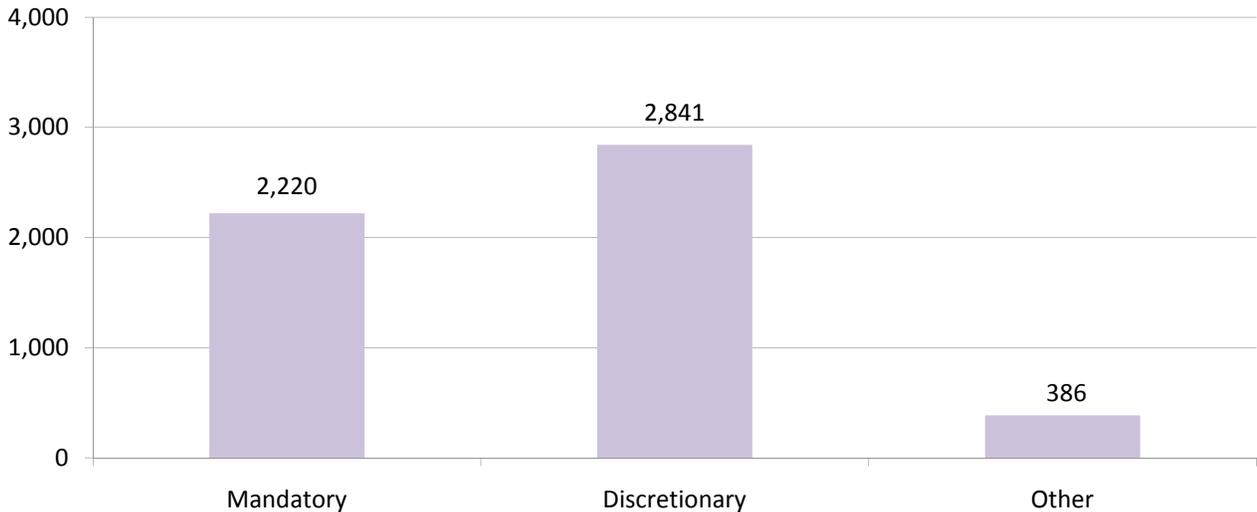
- |   |   |
|---|---|
| ★ Serious or Persistent Misbehavior   | ★ Misdemeanor Drug and Alcohol Offenses |
| ★ Any Mandatory Offense within 300 feet of school campus  | ★ Assault on a teacher or employee      |
| ★ Aggravated Assault, Sexual Assault, Aggravated Robbery, Murder or Attempted Murder occurring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

*Other* students include non-expelled students who are ordered to attend the JJAEP by a juvenile court judge, who attend the JJAEP under an agreement with the local school district as authorized by TEC Section 37.011 or who are a registered sex offender. In 2007, the Code was amended to allow for the removal of students who are registered sex offenders (TEC Section 37.309) to a JJAEP. In school year 2008-2009, 14 JJAEPs offered services to non-expelled students. Fourteen JJAEPs agreed in their local MOU to serve Other students; however, only nine actually served these students during the 2008-2009 school year. All of the *other* students served were court ordered into the program.

The number and percentage of mandatory, discretionary and *other* student entries into JJAEPs during school year 2008-2009 may be found below in Chart 3. As in previous years, the vast majority of JJAEP student entries were the result of an expulsion (93%). Discretionary expulsions were the largest category, accounting for 52% of all entries. All of the 386 *other* students were ordered to attend the JJAEP by the juvenile court.

Chart 3

**JJAEP Entries by Placement Type**  
School Year 2008-2009



Entries into JJAEPs have experienced a consistent pattern of decline since school year 2005-2006. However, the proportion of mandated students relative to all students has experienced a slight increase between 2004-05 and 2007-08. Table 4 illustrates entries into JJAEPs over time according to the type of student entry. Appendix A provides by county student entries for the last three school years by expulsion category.

Table 4

**JJAEP Entries by Placement Type**  
School Years 2004-2005 through 2008-2009

	2004-2005		2005-2006		2006-2007		2007-2008		2008-2009	
	N	%	N	%	N	%	N	%	N	%
Mandatory	2,445	34%	2,655	36%	2,992	40%	2,611	41%	2,220	41%
Discretionary	4,264	59%	4,232	57%	4,019	54%	3,414	53%	2,841	52%
<i>Other</i>	533	7%	564	8%	435	6%	378	6%	386	7%
<b>Total</b>	<b>7,242</b>	<b>100%</b>	<b>7,451</b>	<b>100%</b>	<b>7,446</b>	<b>100%</b>	<b>6,403</b>	<b>100%</b>	<b>5,447</b>	<b>100%</b>

- ★ Total student entries into JJAEPs increased slightly from 2004-2005 to 2005-2006, but decreased 27% from 2005-2006 to 2008-2009.
- ★ The number of mandatory expulsions increased from 2004-2005 to 2006-2007, but have decreased since 2006-2007.
  - Between school years 2004-2005 and 2008-2009, the number of mandatory expulsion entries decreased 9% while discretionary entries decreased 33%.
- ★ Discretionary entries have decreased both in number and as a percentage of total JJAEP entries.
- ★ *Other* student entries decreased by 28% from school year 2004-2005 to school year 2008-2009, yet remained a consistent percentage of the population.

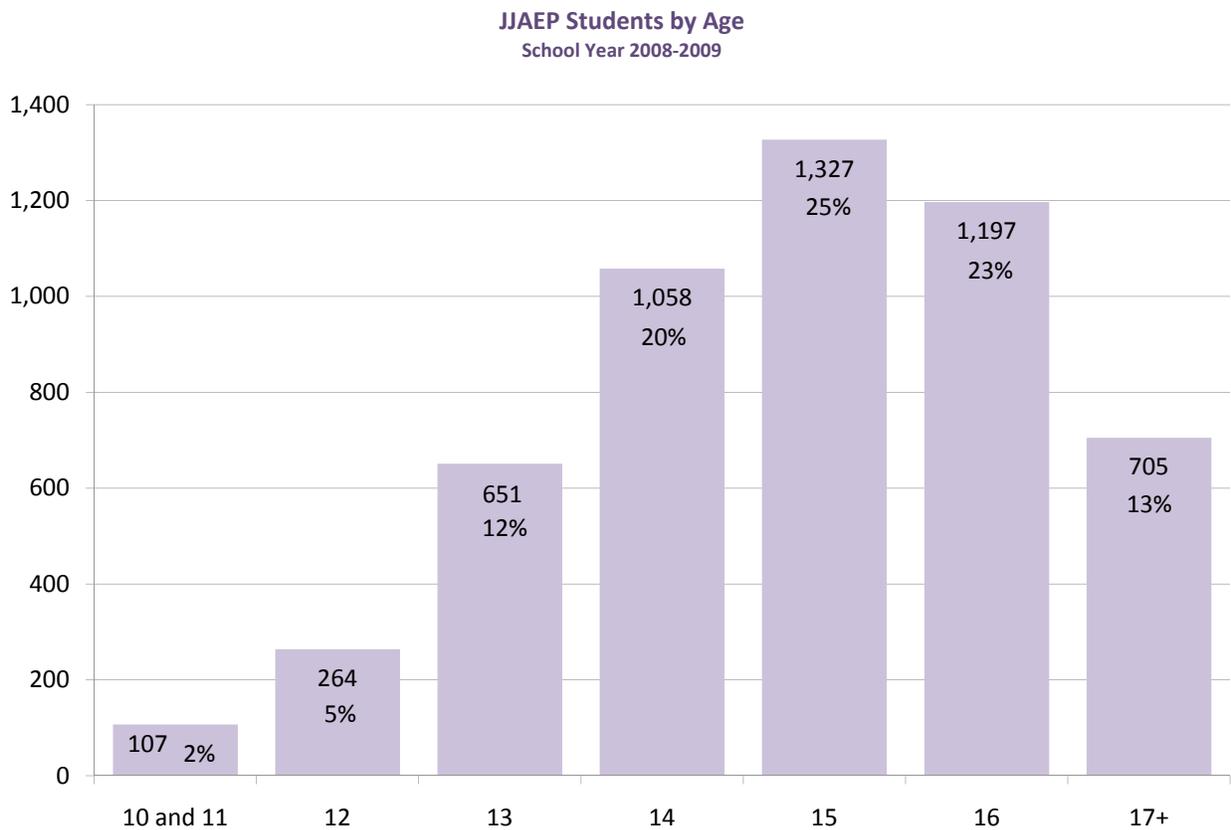
## Characteristics of the JJAEP Student Population

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 2008-2009.

### Age

Chart 5 depicts the age of students entering the JJAEPs during school year 2008-2009.

Chart 5



- ★ 68% of students entering a JJAEP were between the ages of 14 and 16.
- ★ Fifteen year olds accounted for 25% of JJAEP students, the largest single category.
- ★ Youth age 17 and older, although not of juvenile justice age, are eligible for placement into a JJAEP and accounted for 13% of students.
- ★ There has been no significant fluctuation from previous school years in the percentage of students in each age group.

The age of students entering differed by placement type in school year 2008-2009:

- ★ A similar percentage of discretionary students (7%) and mandatory students (8%) were 10 to 12 years old, while 3% of *other* students were in this age category.
- ★ Non-expelled or *other* students were older than the expelled students. 77% of *other* students were 15 years old and older, compared to 57% of discretionary students and 63% of mandatory students.
- ★ 292 discretionary students (11%) and 382 mandatory students (17%) were 17 years of age or older, while 31 *other* students (9%) were in this age category.

**Gender and Race**

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

Table 6

**JJAEP Students by Gender and Race**  
School Year 2008-2009

	Gender		Total by Race	Percent of Total by Race
	Male	Female		
African-American	1,006	239	1,245	24%
White	835	273	1,108	21%
Hispanic	2,403	474	2,877	54%
Other	55	24	79	1%
<b>Total</b>	<b>4,299 (81%)</b>	<b>1,010 (19%)</b>	<b>5,309</b>	<b>100%</b>

- ★ 79% of JJAEP students were minority youth.
- ★ The majority of students entering JJAEPs were male (81%).
- ★ Hispanic males were the largest single group of JJAEP students, accounting for 45% of students entering the program, up from 43% in the 2006-2007 school year.
- ★ The gender of students did not differ significantly by placement type.

The race and ethnicity of students differed by type of JJAEP placement. In school year 2008-2009:

- ★ 82% of discretionary students were minority youth, compared to 77% of mandatory students and 68% of *other* students.
  - African-American youth accounted for 31% of discretionary students, 14% of mandatory students and 26% of *other* students.
  - Hispanic youth accounted for 50% of discretionary students, 62% of mandatory students and 40% of *other* students.
  - White youth accounted for 18% of discretionary students, 23% of mandatory students and 32% of *other* students.
  - Other youth accounted for 1% of discretionary students, 2% of mandatory students and 3% of *other* students.

Table 7 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and juveniles referred to the juvenile probation system during school year 2008-2009.

Table 7

**Comparison of Race Distributions Within Systems**  
School Year 2008-2009

	African-American	White	Hispanic	Other
Juvenile Justice Alternative Education Program	24%	21%	54%	1%
District Alternative Education Program	26%	24%	49%	1%
Texas Public School	14%	34%	48%	4%
Statewide Referrals to Juvenile Probation*	25%	26%	48%	1%

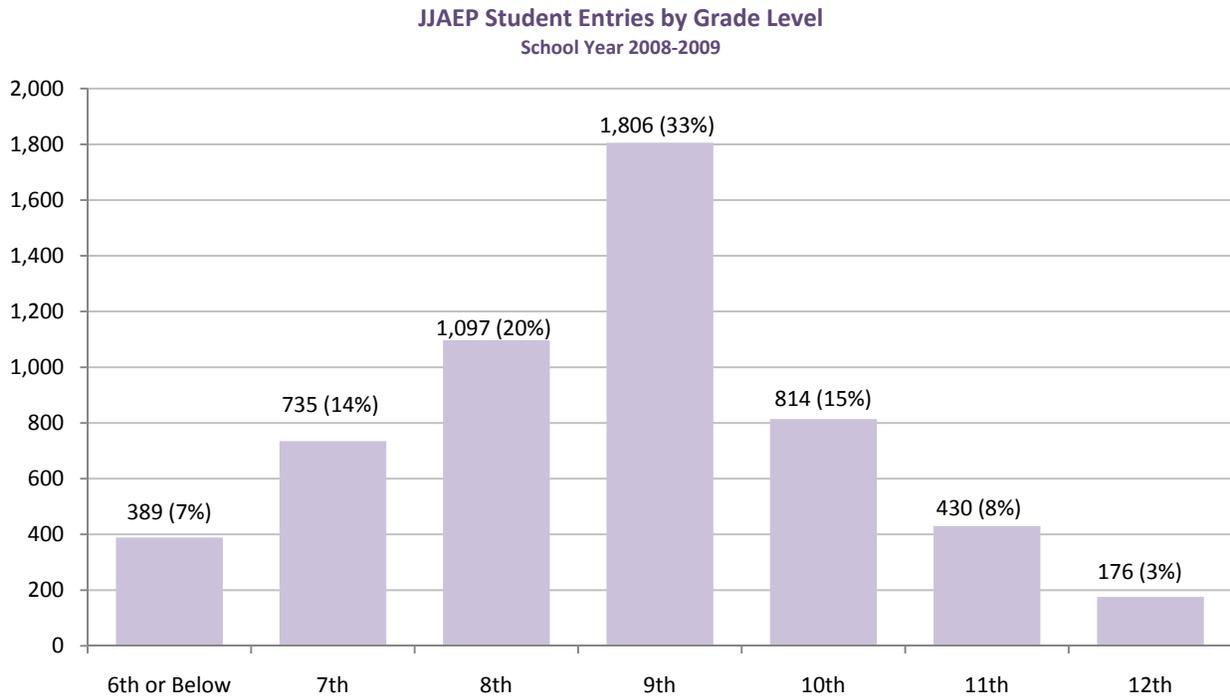
\*Calendar year 2008

- ★ The higher proportion of Hispanic students in JJAEPs may be the result of school locations.
  - 24% of JJAEP students are in Bexar, Cameron, El Paso, Hidalgo, and Webb counties. 89% of JJAEP students from these counties are Hispanic.

**Grade Level**

In school year 2008-2009, 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 (59%) were high school students.
- ★ Ninth graders comprised 33% of all JJAEP entries, the largest single category.
- ★ Approximately 5% of JJAEP entries in school year 2008-2009 were in 6th grade. 2%, or 86 entries, were in 5th grade or below.
- ★ 34% of JJAEP entries were not at their expected grade level based on their age at entry.

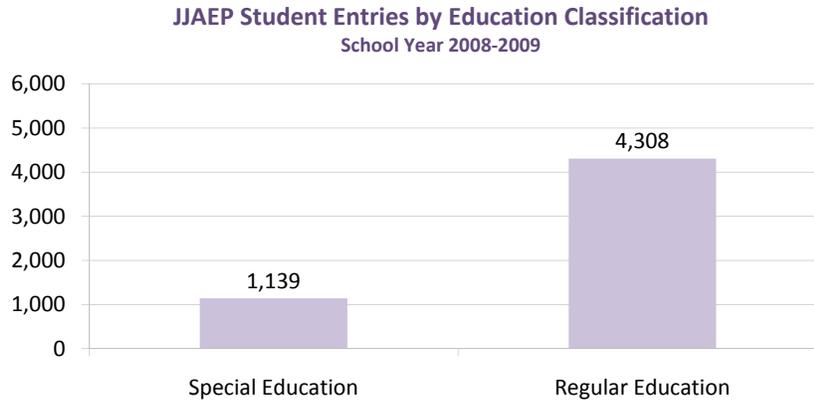
The grade level of students entering JJAEPs varied by type of entry. In school year 2008-2009:

- ★ Students entering JJAEPs in the *other* category were the most likely to be in high school. 72% of *other* student entries were in the 9<sup>th</sup> through 12<sup>th</sup> grades compared to 65% of mandatory student entries and 53% of discretionary student entries.
- ★ The entry type with the highest proportion of middle school student entries was the discretionary expulsion category. 47% of discretionary entries were in the 6th through 8th grades compared to 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.

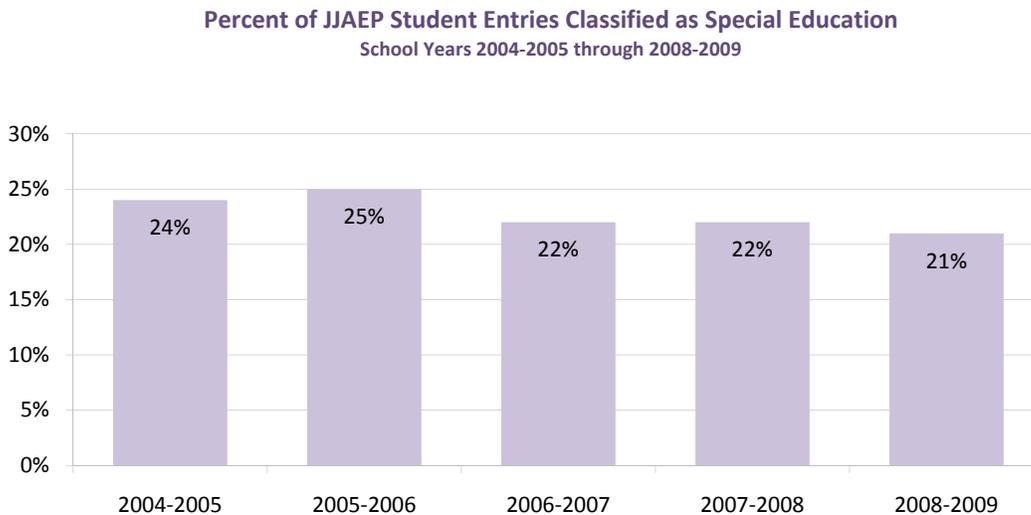
Chart 9



★ Twenty-one percent of the students in JJAEPs were classified as having special education needs.

Chart 10 shows the percentage of students in JJAEPs with special education needs from school year 2004-2005 to school year 2008-09.

Chart 10



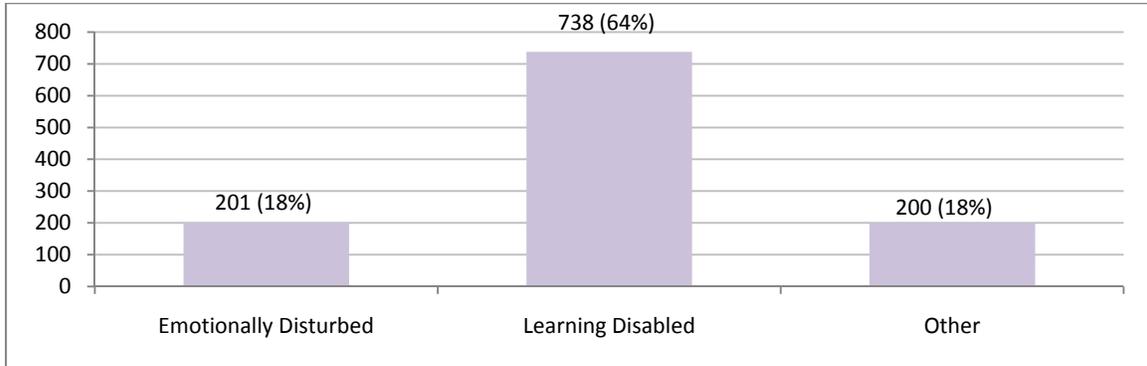
★ Between school years 2004-2005 and 2008-2009, the percent of entries into JJAEPs classified as special education decreased from 24% to 21%.

- In school year 2008-2009, there were 614 fewer JJAEP student entries classified as special education than in school year 2004-2005.

Chart 11 presents the primary disability for special education students entering JJAEPs in school year 2008-2009.

Chart 11

**JJAEP Student Entries by Special Education Primary Disability**  
School Year 2008-2009

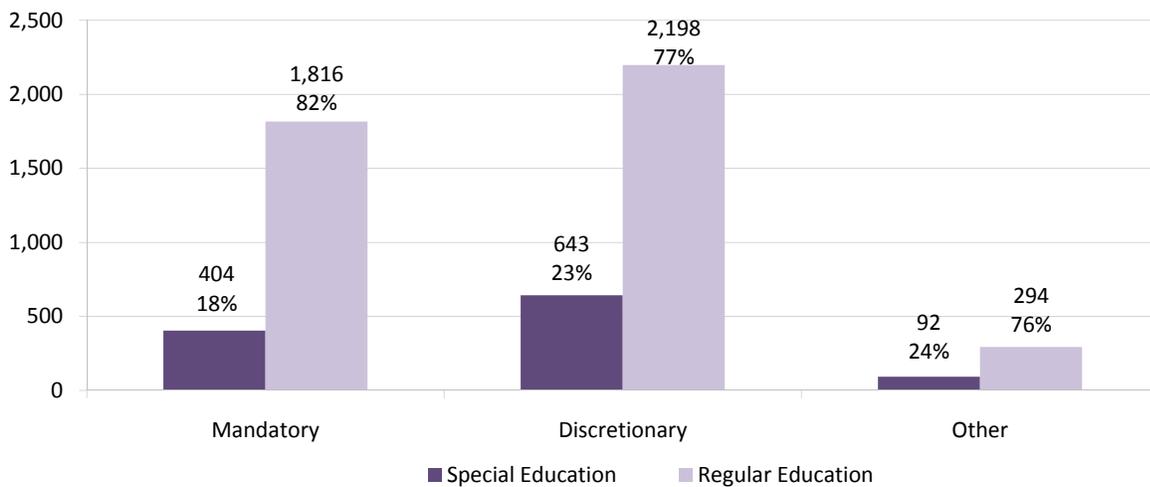


- ★ The percentage of JJAEP special education students with an emotional disturbance has grown from 15% in school year 2006-07 to 18% in school year 2008-09.
- ★ Special education students with a learning disability accounted for 14% of the total JJAEP student entries in school year 2008-2009.
- ★ The “other” disability category includes students with physical disabilities, brain disorders or mental retardation.
  - 10 students, or 5% 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 need by type of JJAEP placement.

Chart 12

**JJAEP Special Education Student Entries by Placement Type**  
School Year 2008-2009



- ★ Special education students accounted for only 18% of mandatory student entries compared to 23% of discretionary student entries and 24% of *other* student entries.
- ★ The majority of special education students were discretionary entries (56%).

**Other Student Characteristics**

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

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

Analysis of TEA’s Public Education Information Management System (PEIMS) data for students entering JJAEPs in school year 2008-2009 showed that 12% of JJAEP students were classified as having limited English proficiency while 11% were classified as ESL. Approximately 2% of JJAEP students were considered to be gifted/talented.

Chart 13

**JJAEP Students Identified as At-Risk**  
School Year 2008-2009

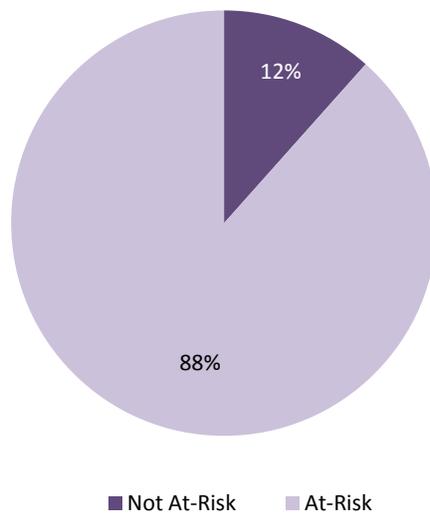
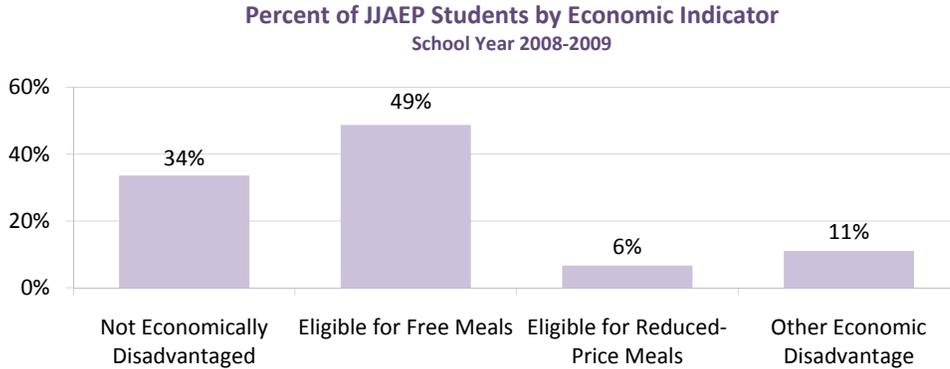


Chart 13 presents the distribution of at-risk students in JJAEPs. Many factors are considered in determining if a student is at-risk including not advancing grade levels, not maintaining an average of 70 (on a scale of 100) in two or more curriculum subjects during the school year, placement into an DAEP or expulsion, having limited English proficiency, being in the care or custody of the Texas Department of Family and Protective Services and/or serving on parole, probation or deferred prosecution. The vast majority, or 88%, of students in JJAEPs were considered to be at-risk students. In comparison, 76% of DAEP students were considered at-risk students in school year 2008-2009.

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



- ★ 66% of the JJAEP students were classified as economically disadvantaged.
  - Statewide, 57% of public school students and 66% of DAEP students were classified as economically disadvantaged.
- ★ Almost half of the students in JJAEPs were eligible for free meals (49%).

**Expulsion Offense Types**

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

Table 15

**JJAEP Mandatory Expulsion Student Entries by Expulsion Offense Category**  
School Year 2008-2009

Expulsion Offense Category	Number	Percent of Total
Felony Drug Offenses	1,148	52%
Weapons Offenses (includes expulsion for a non-illegal knife)	698	31%
Aggravated Assault or Sexual Assault	213	10%
Aggravated Robbery	14	<1%
Arson	108	5%
Indecency with a Child	26	1%
Retaliation	10	<1%
Murder, Attempted Murder or Kidnapping	2	<1%
Manslaughter, Criminally Negligent Homicide	1	<1%
<b>Total Offenses</b>	<b>2,220</b>	<b>100%</b>

- ★ Due to an overall decrease in expulsions, all offense categories decreased since school year 2006-2007 with the exception of aggravated robbery.
  - In school year 2008-2009 there were 10 more entries into JJAEPs for aggravated robbery than in school year 2006-2007.
  - Between school year 2006-2007 and school year 2008-2009 entries for drug and weapons offenses decreased by 543 and 174, respectively.
  - Felony drug offenses accounted for the highest proportion of mandatory entries into JJAEPs (52%).
  - Nearly one-third of the mandatory expulsion students were placed because of a weapons violation (31%).
- ★ Less than 1% of mandatory entries were for the offenses of manslaughter, criminally negligent homicide, retaliation or aggravated robbery.

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

Table 16

**JJAEP Discretionary Expulsion Student Entries by Expulsion Offense Category**  
School Year 2008-2009

Expulsion Offense Category	Number	Percent of Total
Serious or Persistent Misbehavior	1,966	69%
Misdemeanor Drug and Alcohol Offenses	430	15%
Assault on a Teacher/Employee	186	7%
False Alarm/ Terroristic Threat	79	3%
Felony Criminal Mischief	41	1%
Penal Code Title 5 Felony Offenses	120	4%
Mandatory Offenses Committed Off-Campus	15	<1%
Deadly Conduct	4	<1%
<b>Total Offenses</b>	<b>2,841</b>	<b>100%</b>

- ★ The number of serious or persistent misbehavior expulsions decreased by 32% between school years 2006-2007 and 2008-2009.
- ★ Misdemeanor drug and alcohol offenses and serious or persistent misbehavior accounted for 84% of all discretionary expulsions.
- ★ Students who commit mandatory offenses within 300 feet of a school campus may be expelled at the discretion of the school district. These offenses are categorized above as “mandatory offenses committed off-campus”.

**Juvenile Court Status of the JJAEP Student Population**

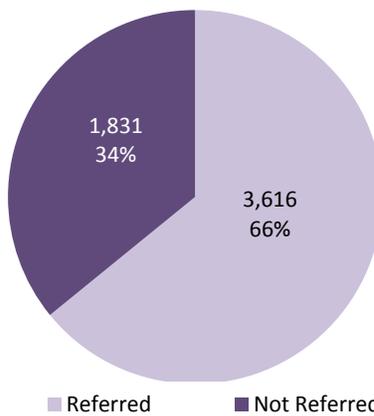
Although the majority of youth served by JJAEPs were referred to the juvenile court as a result of the offense that led to their expulsion, this is not true for all youth. Data from TJPC’s JJAEP database and TJPC’s monthly extract data were matched to determine the number of juveniles entering JJAEPs in school year 2008-2009 who were also referred to juvenile probation departments. A referral to juvenile probation within 30 days of expulsion or JJAEP entrance was considered to be an expulsion that resulted in a referral.

Students referred to local juvenile probation departments were referred for felony, misdemeanor, conduct indicating a need for supervision (CINS) and violation of probation offenses. CINS offense referrals include public intoxication, truancy, fineable only offenses that have been transferred to a juvenile court from a municipal or justice court, inhalant abuse and expulsion for violating the school district student code of conduct while in the DAEP under TEC Section 37.007(c) (serious or persistent misbehavior). As seen in Chart 17, 66% of total JJAEP student entries (3,616) in school year 2008-2009 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 an intake occurs.

In order to be referred to a juvenile probation department, a youth must have committed an offense while between the ages of 10 and 16. Youth 17 years old and older who commit offenses are under the jurisdiction of the adult criminal justice system and may not be referred to juvenile probation, despite attending a JJAEP. In school year 2008-2009, 13% of JJAEP entries were 17 years old or older. These students accounted for 34% of those with no juvenile probation referral.

Chart 17

**JJAEP Students Referred to Juvenile Probation Departments**  
School Year 2008-2009



**Comparison of Juvenile Justice Referral Offenses for Expelled Students**

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

Table 18

**Expulsion Offense Compared to Juvenile Justice Referral Offense**  
**for Expelled Students in JJAEPs**  
School Year 2008-2009

Mandatory Expulsions	Percent	Discretionary Expulsions	Percent
No offense in juvenile justice system	34%	No offense in juvenile justice system	32%
Formal referral for the same or similar offense	51%	Formal referral for the same or similar offense	47%
Formal referral for a different offense	14%	Formal referral for a different offense	21%

- ★ 51% of students expelled for a mandatory offense and 47% of students expelled for a discretionary offense were referred to juvenile probation for the same or similar offense.
  - In order for the expulsion offense and referral offense to be considered as the same or similar they must be the same level and category of offense.

**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 being placed out of the home. *Other* students accounted for seven percent of all student entries and six percent of the total JJAEP students with a juvenile court referral within 30 days of entry into the JJAEP. Fifty-seven percent of non-expelled students had a referral to the juvenile justice system within 30 days of entering the JJAEP.

**Juvenile Court Disposition Type for Expelled Students**

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

**Juvenile Court Disposition Descriptions**

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

Table 19

**Disposition by Placement Type**  
School Year 2008-2009

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Supervisory Caution	123	9%	591	31%	714	21%
Deferred Prosecution	467	32%	556	29%	1,023	30%
Probation	654	45%	516	27%	1,170	34%
TYC/Certified as Adult	4	0%	8	0%	12	21%
Drop	149	10%	202	10%	351	10%
Pending	62	4%	66	3%	128	4%
<b>Total</b>	<b>1,459</b>	<b>100%</b>	<b>1,939</b>	<b>100%</b>	<b>3,398</b>	<b>100%</b>

- ★ 65% of the referred mandatory and discretionary JJAEP students were disposed to community supervision (court-ordered probation or deferred prosecution). Less than 1% were committed to TYC or certified as an adult.
  - 32% of students expelled for a mandatory offense were placed on deferred prosecution compared to 29% of discretionary students.
  - 77% of the referred mandatory JJAEP students were disposed to community supervision as compared to 56% of referred discretionary students.
- ★ Students expelled for a mandatory offense and referred to the juvenile probation department were more likely to be placed on court ordered probation than students expelled for a discretionary offense. Forty-five percent of mandatory expulsion students were placed on probation as compared to 27% of discretionary expulsion students.

### Supervision at Entry into the JJAEP for Expelled Students

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

Table 20

**Supervision at JJAEP Entry for Expelled Students\***  
School Year 2008-2009

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Conditional/Temporary	566	26%	286	10%	852	17%
Deferred Prosecution	259	12%	586	21%	845	17%
Probation	308	14%	536	20%	844	17%
No Supervision	1,067	48%	1,344	49%	2,411	49%
<b>Total</b>	<b>2,200</b>	<b>100%</b>	<b>2,752</b>	<b>100%</b>	<b>4,952</b>	<b>100%</b>

\*Most serious supervision level within 30 days of JJAEP entry

- ★ Approximately half (51%) of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
  - Students expelled for a mandatory offense were slightly more likely to be under supervision than students expelled for a discretionary offense.
- ★ Discretionary expulsion students were more likely than mandatory students to be under deferred prosecution or on probation, while mandatory students were more likely to be under conditional/temporary supervision.
  - 84% of discretionary expulsion students on probation were placed on probation prior to expulsion to a JJAEP.
- ★ Conditional and temporary supervisions are pre-dispositional supervisions that allow the juvenile probation department to more closely monitor youth and respond to violations prior to disposition.
  - Of the 566 mandatory expulsion students on conditional/temporary supervision, 42% were eventually placed on probation for the same referral. An additional 34% ended up under deferred prosecution.
- ★ JJAEPs are better able to manage the behavior of expelled youth under supervision as conditions can be included in the supervision agreement outlining the expectations and the consequences of violating JJAEP rules.

## Program Length of Stay for the JJAEP Student Population

### Average Length of Stay

During school year 2008-2009, a total of 3,944 students exited from JJAEPs. Table 21 provides the average length of stay for students who exited JJAEPs. TJPC calculated average length of stay, which includes only school days, not weekends, holidays or summer break, using data submitted by the JJAEPs. For students who entered a JJAEP prior to school year 2008-2009 and carried over into school year 2008-2009, the average length of stay includes their total stay. The length of student placements in a JJAEP is determined by the local memorandum of understanding.

Table 21

**Average Length of Stay by County**  
School Year 2008-2009

County	Number Exiting	Average (days)	County	Number Exiting	Average (days)
Bell	160	76	Jefferson	64	96
Bexar	372	60	Johnson	34	70
Brazoria	60	92	Lubbock	82	68
Brazos	39	76	McLennan	152	54
Cameron	107	131	Montgomery	173	88
Collin	110	69	Nueces	65	117
Dallas	505	115	Smith	12	74
Denton	166	72	Tarrant	213	90
El Paso	25	102	Taylor	35	67
Fort Bend	105	111	Travis	98	76
Galveston	108	76	Webb	177	97
Harris	561	92	Wichita	73	70
Hays	33	94	Williamson	148	74
Hidalgo	267	62	<b>Total Exits</b>	<b>3,944</b>	<b>85</b>

- ★ The average length of stay for all students exiting the JJAEP was 85 school days.
- ★ Cameron County had the longest average length of stay (131 school days) compared to McLennan County which had the shortest average length of stay (54 school days).
- ★ Students placed in a JJAEP for a mandatory reason had the longest length of stay at 95 school days, compared to 79 school days for discretionary and 76 school days for *other* students.
- ★ Mandatory students' length of stay has increased from 80 school days in school year 2004-05 to 95 school days in school year 2008-09.

**Reasons for Program Exit**

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

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

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

Table 22 presents the reasons why students exited JJAEPs in school year 2008-2009. (See Appendix B for exit reasons by county.)

Table 22

**JJAEP Exit Reasons**  
School Year 2008-2009

	Number	Percent of Total
Returned to Local District	3,060	78%
Incomplete	446	11%
Graduated or Received GED	36	1%
Early Termination	402	10%

- ★ The majority of students (78%) returned to their local school district after successfully completing an expulsion term or a term of probation.
- ★ 1% of exiting students either graduated from the JJAEP or received a high school equivalency certificate (GED).
- ★ 11% of JJAEP students left the program prior to completing their assigned length of stay.

Exit reasons varied by type of entry into the program. In school year 2008-2009:

- ★ A higher percentage of mandatory students (83%) returned to their local school district than discretionary (76%) or *other* students (61%).
- ★ Students classified as *other* had the highest proportion of incomplete exits. 24% of *other* students left the program as incomplete compared to 8% of mandatory and 12% of discretionary students.
- ★ 39% of the students graduating or receiving a GED were mandatory entries compared to 28% for *other* entries and 33% for discretionary student entries.

This page intentionally left blank.

Section 4:

## Description of Juvenile Justice Alternative Education Programs

### Introduction

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



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

This section takes a comprehensive look at the programmatic components of the 27 JJAEPs operating during school year 2008-2009. To compile the information in this section of the report, each of the 27 JJAEPs was surveyed to produce self-reported data. Questions on the survey were designed to capture staffing and programmatic information, allowing for comparisons among individual JJAEP programs. (See Appendix C for a list of select program characteristics by county.)

### Programmatic Elements

#### Capacity

JJAEPs vary in size according to the needs of the county and populations served by the program. In school year 2008-2009, the capacity of JJAEPs ranged from 27 to 600 (see Table 23). JJAEPs must serve all juveniles expelled for a mandatory offense. Programs at capacity cannot refuse to accept a student expelled for a mandatory offense so most manage their population through adjustments to student length of stay and/or by limiting the number of discretionary and *other* students accepted into the program.

Table 23

**JJAEP Student Capacity by County**  
School Year 2008-2009

County	Capacity	County	Capacity
Bell	120	Jefferson	90
Bexar	300	Johnson	36
Brazoria	120	Lubbock	100
Brazos	40	McLennan	100
Cameron	164	Montgomery	120
Collin	180	Nueces	48
Dallas	442	Smith	54
Denton	168	Tarrant	120
El Paso	60	Taylor	44
Fort Bend	100	Travis	50
Galveston	72	Webb	120
Harris	600	Wichita	44
Hays	27	Williamson	250
Hidalgo	150	<b>Total</b>	<b>3,719</b>

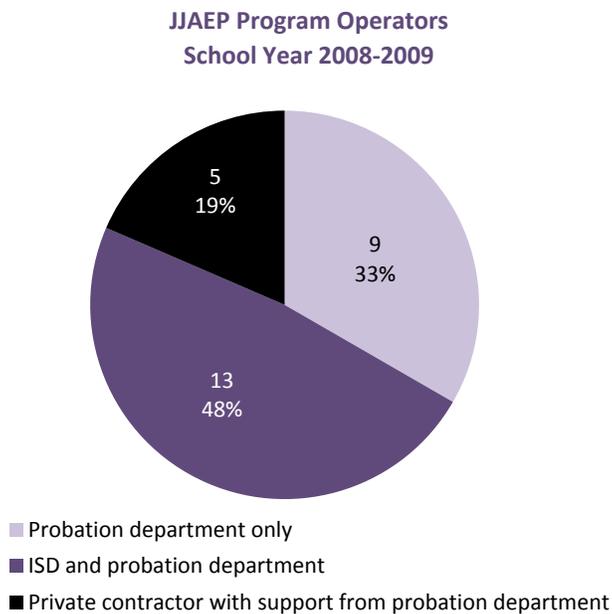
### Program Operator

JJAEFs may be operated by the local probation department, a local school district, a private vendor or a combination of these. The county juvenile board, however, makes the official determination of how a JJAEF 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, JJAEFs must conform to all juvenile probation and educational standards set out in Title 37 Texas Administrative Code Chapter 348 and the requirements of the Texas Education Code, Section 37.011.



Chart 24 provides information about the entities responsible for operating JJAEFs in school year 2008-2009. For programs operated jointly, the level of support and services provided by each entity varies according to the program.

Chart 24



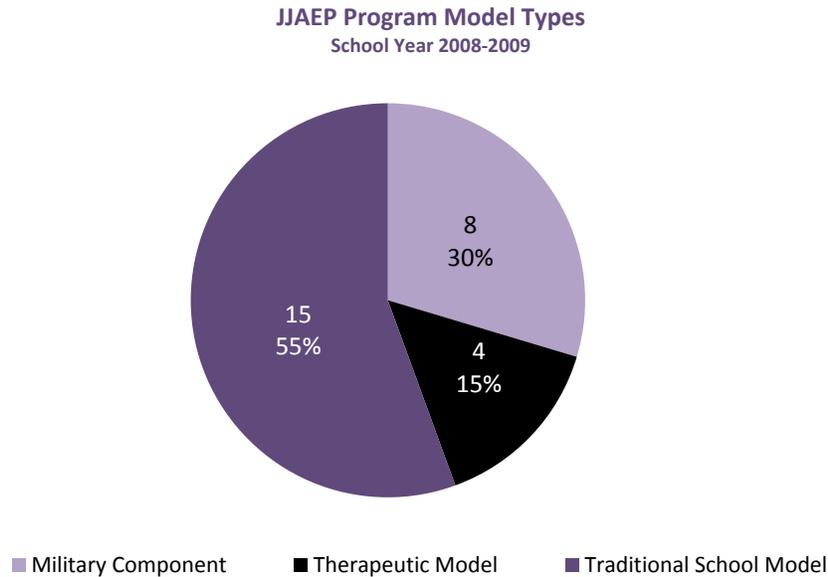
- ★ Local juvenile probation departments and independent school districts jointly operated just less than half of the JJAEFs in the state (13).
- ★ 19% of the programs were operated in conjunction with a private contractor (5).

### Program Model Type

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

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

Chart 25



- ★ Over half of JJAEPs operated a traditional school model (55%), while 30% operated a military-component program.
- ★ Few programs operated a therapeutic model (15%).

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

Table 26

**Student Entries in JJAEPs by Program Model Type**  
School Year 2008-2009

Program Model Type	Student Entries	
	N	%
Military-Component	1,032	19%
Therapeutic Model	1,460	27%
Traditional Model	2,955	54%
<b>Total</b>	<b>5,447</b>	<b>100%</b>

- ★ Operating in 15 of the 27 JJAEPs, the traditional school model served over half (54%) of the students entering the programs.
- ★ Programs offering a military-component had the fewest student entries (19%).
  - Military-component programs accounted for 30% of JJAEPs but only 19% of JJAEP student entries because they are more likely to operate smaller programs.
  - 5 of the 8 JJAEPs operating with a military component reported a capacity of 100 students or less.

## Programmatic Components

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

Table 27

**JJAEP Programmatic Components**  
School Year 2008-2009

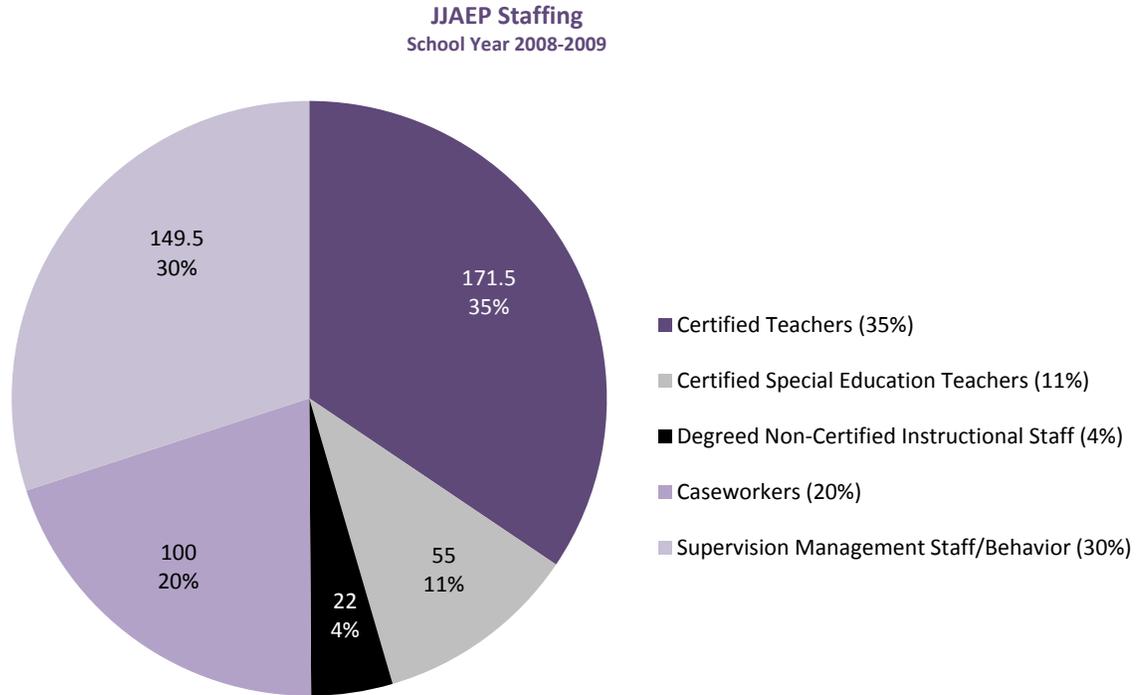
Program Components Offered	Number of Programs that Incorporate the Component			Total Number of JJAEPs with Component N=27	% of Total of JJAEPs with Component
	Military Component N = 8	Therapeutic Model N = 4	Traditional School Model N = 15		
Individual counseling	8	4	14	26	96%
Life skills training	6	4	14	24	89%
Drug/alcohol prevention/intervention	8	4	12	24	89%
Substance abuse counseling	7	3	12	22	81%
Group counseling	7	4	11	22	81%
Anger management programs	7	4	12	23	85%
Mental Health Evaluation	8	4	6	18	67%
Community service	7	4	9	20	74%
Tutoring or mentoring	6	4	10	20	74%
Family counseling	5	3	8	16	59%
Parenting programs (for students' parents)	6	4	6	16	59%
Physical training or exercise program	8	0	3	11	41%
Vocational training/job preparation	4	2	6	12	44%
Experiential training	4	4	1	9	33%
Military drill and ceremonies	6	0	1	7	26%
Service Learning	1	2	4	7	26%
Other	1	1	2	4	15%

- ★ All JJAEPs offered at least one program in addition to the required educational and behavior management programming.
- ★ The most common program component incorporated into the JJAEPs was individual counseling (96%).
- ★ Tutoring or mentoring was offered in 74% of the JJAEP programs.
- ★ Counseling services (i.e., individual, substance abuse and group) were offered in the majority of the programs.

## Program Staffing

JJAEPs were staffed by a variety of professionals and paraprofessionals. Chart 28 provides a summary of the number and percent of program staff statewide during school year 2008-2009.

Chart 28



- ★ The total number of staff positions for JJAEPs in school year 2008-2009 was 498.
- ★ 69% of all instructional staff in individual programs were certified teachers. Instructional staff includes certified teachers, certified special education teachers, degreed non-certified instructional staff and teacher aides.
- ★ 30% of the JJAEP staff positions were supervisory staff. Supervisory staff includes security personnel, behavior management staff and drill instructors.
- ★ The average instructional staff-to-student ratio was 9:1 in military-component programs, 10:1 in traditional programs and 13:1 in therapeutic programs.

## Student Populations Served

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

- ★ **Court-Ordered, Residential Youth** – Juveniles placed into a residential facility are required to attend school. The JJAEP may be designated as the “school” for students in residential placement. These students are transported to the JJAEP for school hours and return to the residential facility at the end of the program day.
- ★ **Court-Ordered, Non-Residential Youth** – A student may be required to attend school at the JJAEP as a condition of court-ordered probation. The juvenile court may issue this order for a variety of reasons, including safety of the victim or school personnel or because the needs of the juvenile require a more structured learning environment.

- ★ **Local School District Agreement** – A student may be placed into a JJAEP voluntarily through an agreement with the local school district. This is generally handled on a case by case basis and not addressed in the MOU.
- ★ **Registered Sex Offender** – In 2007, the Texas Education Code was amended to allow for the removal of students who are registered sex offenders to a JJAEP.

JJAEPs are not required to provide services to non-expelled youth, but many did in school year 2008-2009. Table 29 provides the number of programs accepting each type of non-expelled (*other*) students.

Table 29

**Programs Providing Services to Non-Expelled Youth**  
School Year 2008-2009

Types of JJAEP Entry for Non-Expelled Students	Number of Programs Offering Services
Court-Ordered, Residential Youth	5
Court-Ordered, Non-Residential Youth	13
Local School District Agreement	1
Registered Sex Offender	0

- ★ 48% of JJAEPs had agreements to serve court-ordered, non-residential youth.
- ★ 19% of JJAEPs had agreements to provide services to court-ordered residential students.
- ★ A total of 14 JJAEPs offered services to non-expelled students. Of these 14, 9 actually served non-expelled students in school year 2008-2009.
  - In school year 2008-2009, all *other* student entries into JJAEPs were the result of a court order.

State law requires that JJAEPs serve students that have been expelled for committing a mandatory expulsion offense. School districts are required to ensure an educational placement for students expelled for discretionary reasons, the majority have agreements for these students to be served in the JJAEP. Five JJAEPs in school year 2008-2009 (Brazos, Brazoria, Galveston, Tarrant and Wichita counties) had MOUs excluding or limiting part of the districts’ discretionary expulsions. Those exclusions are listed below:

- ★ Brazos, Wichita: All discretionary expulsions
- ★ Tarrant: Discretionary expulsions for students who are not 12 years old
- ★ Brazoria: Discretionary expulsions for students who are 18 years of age or older
- ★ Galveston: Discretionary expulsions for truancy

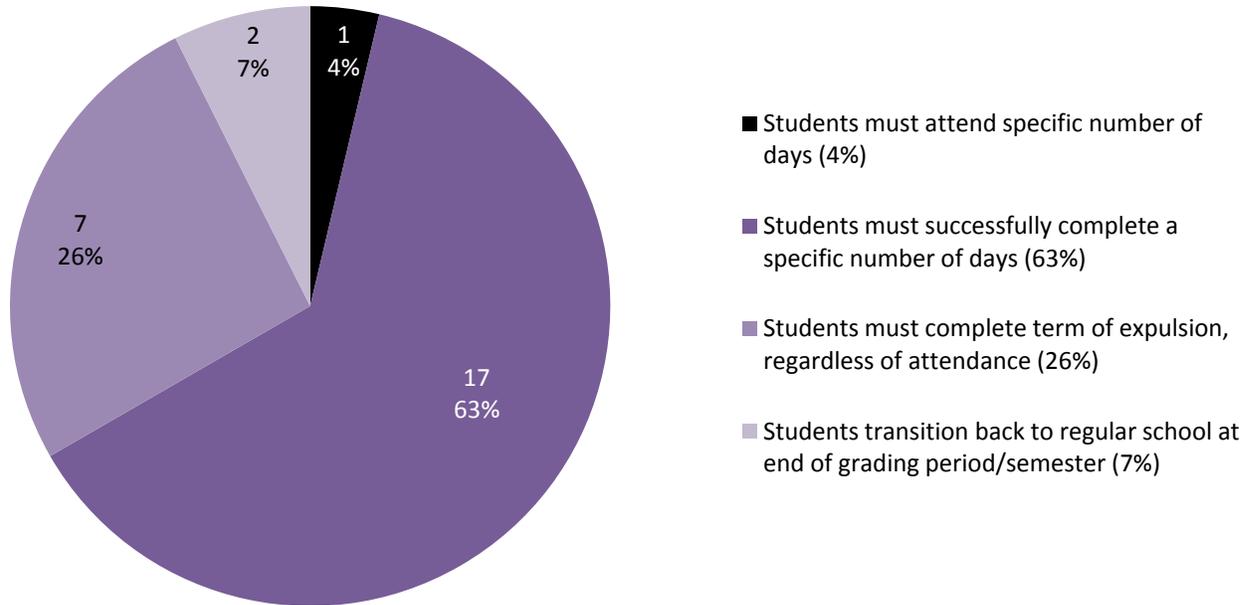
**Attendance and Transportation**

A student’s expulsion from school and the length of expulsion is determined solely by the local school district. MOUs between the juvenile board and the local school districts, however, set the conditions for completion of the JJAEP assignment. Seventeen of the 27 JJAEPs, or 63% of the programs in school year 2008-2009, required students to successfully complete a specified number of days before they were released from the program (Chart 30). This requirement is used to motivate students, as well as to hold them accountable for their behavior while in the program.



Chart 30

**JJAEP Conditions to Exit Program**  
School Year 2008-2009



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

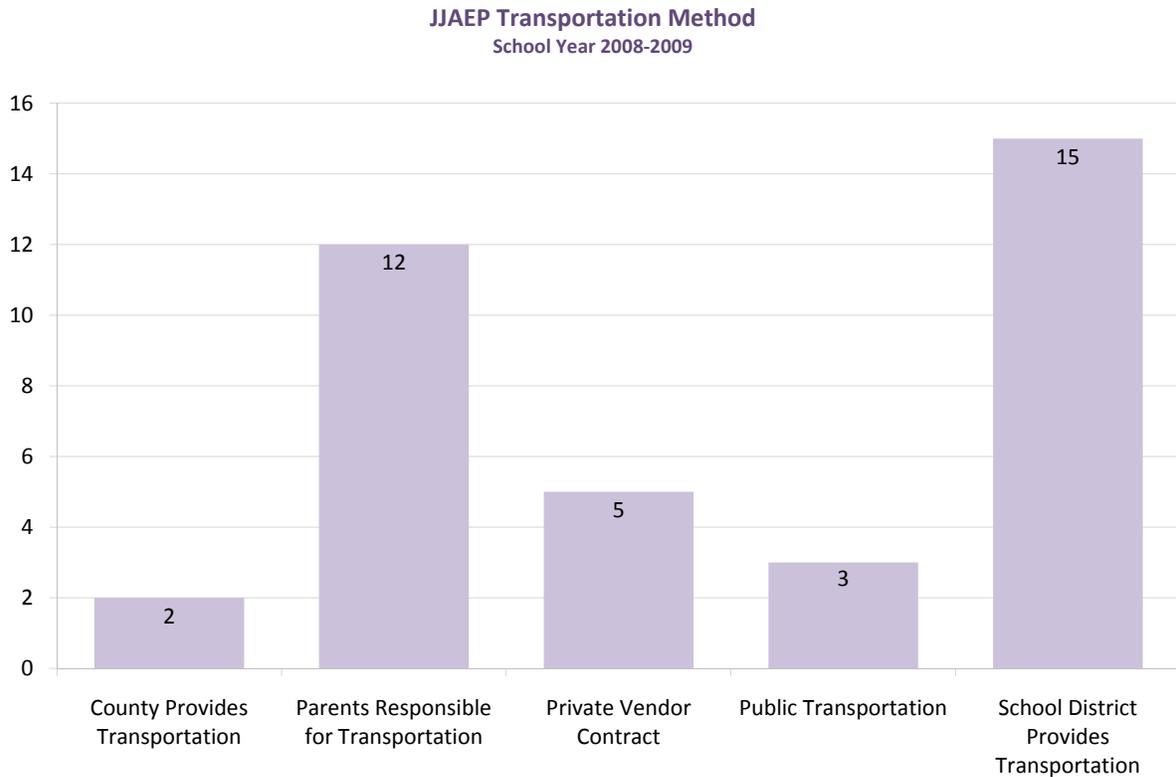
In addition to requiring students to attend a specified number of days prior to return to their home school, 16 of the JJAEPs required a minimum length of stay for all students. This minimum stay ranged from 30 to 90 days. The average minimum length of stay across these 16 programs was 53 days. The average school day for JJAEPs in school year 2008-2009 was just under eight hours in length (7.48 hours). Academic instruction was provided for an average of six hours (6.41 hours) per day.

To assist in keeping a higher attendance rate, 18 of the 27 JJAEPs operated a structured truancy abatement program (67%). These programs typically provide an immediate response to truancy by the probation department or law enforcement and the presence of a justice of the peace at the JJAEP to hear truancy cases.

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

Chart 31 depicts the means of transportation used by JJAEPs in school year 2008-2009. Departments were allowed to report multiple means of transportation.

Chart 31



- ★ School districts provided transportation to students in 56% of the JJAEPs.
- ★ Parents provided transportation for students in 44% of the JJAEPs.
- ★ In order to facilitate the transportation of students, several of the programs operated outside regular school hours. For example, Tarrant County operates their JJAEP beginning at 9:30 a.m. and ending at 4:30 p.m.

## Section 5

## Program Measures and Performance of Juvenile Justice Alternative Education Programs

### Texas Assessment of Knowledge and Skills Analysis

#### Methodology

As mandated by the 76<sup>th</sup> Texas Legislature in 1999, the Texas Assessment of Knowledge and Skills (TAKS) was administered for the first time in school year 2002-2003. The TAKS measures student achievement in reading in Grades 3-9; in writing at Grades 4 and 7; in English language arts in Grades 10 and 11; in mathematics in Grades 3-11; in science in Grades 5, 8, 10 and 11; and in social studies in Grades 8, 10 and 11. The Spanish language TAKS is administered at Grades 3 through 6. Students with disabilities or those in need of other accommodations are allowed to take the TAKS-Accommodated or TAKS-Modified tests. Satisfactory performance on the TAKS at Grade 11 is a prerequisite to earning a high school diploma. The TAKS replaced the Texas Assessment of Academic Skills (TAAS) testing program that was used in schools in Texas from 1991 to 2002.

The student TAKS performance results reported were based on data provided by TEA from the statewide testing database. Upon receipt, testing data was merged with JJAEP data maintained by TJPC for analysis. A matching rate of 81% provided a solid sample of students with TAKS testing data. Although the TAKS measures performance in several subject areas, scores for only math and reading/English language arts (ELA) were used as measures for this analysis. The TAKS is given once annually to students, therefore, the analysis of TAKS performance includes only unique students, not student entries. Students could have matched to a math record, a reading/ELA record, both or neither.

#### Statewide TAKS Exclusions for Students in JJAEPs

An analysis of the data was completed in order to determine the number of students who were tested, exempted or did not complete the TAKS. Table 32 provides the distribution of TAKS participation during school year 2008-2009 for students in JJAEPs. Results include only those students whose record was matched to testing data.

Table 32

**Excluded and Scored TAKS Results for Students in JJAEPs**  
School Year 2008-2009

	Math		Reading	
	#	%	#	%
Absent	316	7.4%	307	7.2%
LEP Exempt	8	0.2%	5	0.1%
No Information	317	7.4%	206	4.8%
Other	32	0.7%	32	0.7%
<b>Scored</b>	<b>3,620</b>	<b>84.3%</b>	<b>3,743</b>	<b>87.2%</b>
<b>Total</b>	<b>4,293</b>	<b>100.0%</b>	<b>4,293</b>	<b>100.0%</b>

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

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

TAKS results reflect students scoring on all TAKS tests including alternate versions (accommodated or modified). The scale score adjusts so that comparisons can be made for all tests within a grade level and subject area. The majority of the matched JJAEP students had TAKS tests that were scored in math or reading/ELA. Of those students with a match to a TAKS record, 78% 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 2008-2009 by grade level.

Table 33

**TAKS Results by Grade Level for Students in JJAEPs**  
School Year 2008-2009

	Math			Reading/ELA		
	N	Average Scale Score	Passing Score	N	Average Scale Score	Passing Score
3rd Grade	1	*	2100	1	*	2100
4th Grade	12	2066.1	2100	12	2054.3	2100
5th Grade	41	2091.2	2100	40	2124.4	2100
6th Grade	192	2020.3	2100	191	2144.0	2100
7th Grade	457	2025.5	2100	455	2070.5	2100
8th Grade	879	2068.0	2100	891	2205.0	2100
9th Grade	1,170	1981.1	2100	1,240	2127.0	2100
10th Grade	569	2037.6	2100	603	2138.0	2100
11th Grade	299	2131.3	2100	310	2203.8	2100
<b>Total</b>	<b>3,620</b>			<b>3,743</b>		

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

☆ In all grades except the 11th grade the average math scale score was below the score necessary for passing. For reading/ELA, the average scale score surpassed the score necessary for passing in grades 5, 6, 8, 9, 10, and 11.

Table 34

**TAKS Passing Rate by Grade Level for Students in JJAEPs**  
School Year 2008-2009

	Math	Reading/ELA
3rd Grade	*	*
4th Grade	50.0%	41.7%
5th Grade	53.7%	70.0%
6th Grade	32.8%	62.8%
7th Grade	28.9%	47.7%
8th Grade	44.6%	78.7%
9th Grade	25.4%	64.2%
10th Grade	32.5%	61.7%
11th Grade	54.8%	78.4%
<b>Total</b>	<b>34.8%</b>	<b>66.3%</b>

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

- ★ Students in JJAEPs performed better in reading/ELA than in math in school year 2008-2009. The overall passing rate for reading/ELA was 66.3% compared to 34.8% for math.
  - These passing rates are up from 62.4% for reading/ELA and 28.9% for math in school year 2006-2007.
- ★ 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 2008-2009 and were in a JJAEP for a period of at least 90 school days at the time of or prior to the administration of the TAKS. Forty-nine percent of those students with a scored math test and 47% of those students with a scored reading/ELA test had been in a JJAEP at least 90 school days prior to administration of the test. Table 35 presents the proportion of students in JJAEPs at least 90 school days who passed the TAKS along with the average scale score by grade level for math and reading/ELA.

Table 35

**TAKS Results by Grade Level for Students in JJAEPs**  
**At Least 90 School Days**  
School Year 2008-2009

	Math				Reading / ELA			
	N	Passing Rate	Average Scale Score	Passing Score	N	Passing Rate	Average Scale Score	Passing Score
4th Grade	5	20.0%	2030.6	2100	5	40.0%	2031.4	2100
5th Grade	17	41.2%	2049.0	2100	13	76.9%	2136.2	2100
6th Grade	73	43.8%	2063.9	2100	71	69.0%	2159.9	2100
7th Grade	188	29.8%	2029.6	2100	184	50.0%	2086.4	2100
8th Grade	415	44.3%	2067.2	2100	355	79.4%	2205.1	2100
9th Grade	620	22.4%	1974.1	2100	664	65.5%	2132.7	2100
10th Grade	287	32.8%	2038.4	2100	316	61.1%	2133.2	2100
11th Grade	168	58.9%	2133.1	2100	165	81.8%	2203.8	2100
<b>Total</b>	<b>1,773</b>	<b>34.5%</b>			<b>1,773</b>	<b>67.6%</b>		

- ★ Students had higher passing rates in reading/ELA than in math in every grade. The average passing rate for reading/ELA was 67.6% compared to 34.5% for math.
  - The overall passing rates are up from 63.8% in reading/ELA and 27.9% for math in school year 2006-2007.
- ★ Students in the 11th grade had the highest passing rates and highest average scale scores in both math and reading/ELA.

Table 36

**Passing Rate by Grade Level for Students in JJAEPs  
Less than (<) 90 Days and 90 Days or More (>) Prior to TAKS Administration  
School Year 2008-2009**

	Math		Reading	
	Passing Rate for <90 Day Students	Passing Rate for >= 90 Day Students	Passing Rate for <90 Day Students	Passing Rate for >= 90 Day Students
4th Grade	71.4%	20.0%	42.9%	40.0%
5th Grade	62.5%	41.2%	66.7%	76.9%
6th Grade	26.1%	43.8%	59.2%	69.0%
7th Grade	28.3%	29.8%	46.1%	50.0%
8th Grade	44.8%	44.3%	78.2%	79.4%
9th Grade	28.7%	22.4%	62.7%	65.5%
10th Grade	32.3%	32.8%	62.4%	61.1%
11th Grade	49.6%	58.9%	74.5%	81.8%
<b>Total</b>	<b>35.1%</b>	<b>34.5%</b>	<b>65.2%</b>	<b>67.6%</b>

- ★ Overall, students in JJAEPs at least 90 days at the time of TAKS administration had higher passage rates in the reading/ELA section than students in JJAEPs less than 90 days at the time of the test. However, students in JJAEPs at least 90 days at the time of TAKS administration had slightly lower passage rates in the math section than students in JJAEPs less than 90 days at the time of the test.
- ★ The percentage of students passing both the math and reading/ELA TAKS did not differ by the length of time spent in the program.
- ★ 25.3% of all students in JJAEPs passed both the math and reading/ELA TAKS.



In order to measure achievement of JJAEP students on the TAKS over time, the TAKS math and reading/ELA test scores and passing rates for school years 2006-2007 and 2008-2009 were compared in Table 37 and 38 respectively.

Table 37

**TAKS Results by Average Scale Score and Grade Level  
For Students in JJAEPs at Least 90 School Days  
School Year 2006-2007 and School Year 2008-2009**

	Math		Reading / ELA	
	School Year 2006-2007 Average Scale Score	School Year 2008-2009 Average Scale Score	School Year 2006-2007 Average Scale Score	School Year 2008-2009 Average Scale Score
4th Grade	*	2030	1985	2031
5th Grade	*	2049	1975	2136
6th Grade	1983	2064	2121	2160
7th Grade	2031	2030	2066	2086
8th Grade	1997	2067	2161	2205
9th Grade	1962	1974	2114	2133
10th Grade	2007	2038	2146	2133
11th Grade	2135	2133	2191	2204

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

- ★ The average scale score in math for students in JJAEPs at least 90 days were, on average, 33.9 points higher in school year 2008-2009 than in school year 2006-2007.
  - The average scale score in math increased for five of the seven grade levels between 2006-2007 and 2008-2009.
- ★ The average scale score in reading/ELA for students in JJAEPs at least 90 days were, on average, 40.4 points higher in school year 2008-2009 than in school year 2006-2007.
  - The average scale score in reading/ELA increased for six of the seven grade levels between 2006-2007 and 2008-2009.

Table 38

**TAKS Passing Rate by Grade  
Students Assigned at Least 90 School Days in JJAEPs  
School Year 2006-2007 and School Year 2008-2009**

	Math		Reading / ELA	
	School Year 2006-2007 Passing Rate	School Year 2008-2009 Passing Rate	School Year 2006-2007 Passing Rate	School Year 2008-2009 Passing Rate
4th Grade	*	20.0%	20.0%	40.0%
5th Grade	*	41.2%	20.0%	76.9%
6th Grade	27.9%	43.8%	54.5%	69.0%
7th Grade	23.9%	29.8%	46.4%	50.0%
8th Grade	23.9%	44.3%	68.0%	79.4%
9th Grade	22.2%	22.4%	65.3%	65.5%
10th Grade	28.0%	32.8%	62.5%	61.1%
11th Grade	61.9%	58.9%	77.1%	81.8%
<b>Total</b>	<b>27.9%</b>	<b>34.5%</b>	<b>63.8%</b>	<b>67.6%</b>

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

- ★ In school year 2006-2007, the passage rates for students in JJAEPs at least 90 days prior to the TAKS test was 27.9% for math and 63.8% for reading/ELA. In school year 2008-2009, the passage rates for students in JJAEPs at least 90 days prior to the TAKS test was 34.5% for math and 67.6% for reading/ELA.
- ★ The passage rates were higher in school year 2008-2009 than in school year 2006-2007 for 6th through 10th grades in math and all grades except 10th grade in reading/ELA.

**Texas Projection Measure (TPM)**

In 2009 TEA developed a growth measure to be used in its federal and state accountability systems. The Texas Projection Measure (TPM) is a method for projecting the future scores of students in the next high-stakes grade level (defined by Texas legislation as grades 5, 8, 11 where TAKS passage is required to advance to the next grade level) using students' current year scale scores and average school scale scores. Students who met the standard on the TPM are projected to have a passing score on the TAKS exam at the next high-stakes grade level. TPM data was not available for students in 11<sup>th</sup> grade, those taking alternate assessments (TAKS-M) or for students lacking sufficient data necessary to develop projection equations.

Tables 39 and 40 display the number of JJAEP students included in the 2009 Texas Projection Measure.

Table 39

**TPM Results for Students in JJAEPs**  
School Year 2008-2009

	Math		Reading / ELA	
	Projected to Advance		Projected to Advance	
	N	Percent	N	Percent
Yes	922	31.1	1,452	58.6
No	2,043	68.9	1,025	41.4
<b>Total</b>	<b>2,965</b>	<b>100.0</b>	<b>2,477</b>	<b>100.0</b>

- ★ Of the 3,620 JJAEP students with a TAKS test scored in math, 82% (2,965) were included in the TPM. Of the 3,743 students with a TAKS test scored in reading/English Language Arts (ELA), 66% (2,477) were included in the TPM.
- ★ 31% of students in JJAEPs were projected to advance at the next high-stakes grade level in math while 58% were projected to advance in reading/ELA.

Table 40

**TPM Results for Students in JJAEPs**  
**At Least 90 School Days**  
School Year 2008-2009

	Math		Reading / ELA	
	Projected to Advance		Projected to Advance	
	N	Percent	N	Percent
Yes	423	29.6	738	60.4
No	1,008	70.4	483	39.6
<b>Total</b>	<b>1,431</b>	<b>100.0</b>	<b>1,221</b>	<b>100.0</b>

- ★ For students in JJAEPs at least 90 school days, nearly 30% were projected to advance at the next high-stakes grade level in math while 60% were projected to advance in reading/ELA.

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

Because the scale score only has meaning at the grade level, the passing rate is presented in the remainder of the tables, including county, race, type of JJAEP placement and program characteristics. Analysis of county-level statistics allows evaluation of the performance of local JJAEPs. The following table displays the percentage of students who passed the TAKS math and reading/ELA tests during school year 2008-2009 by county.

Table 41

**Passing Rate by County for Students in JJAEPs  
at Least 90 School Days Prior to TAKS Administration**  
School Year 2008-2009

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Bell	61	29.5%	66	57.6%
Bexar	183	35.5%	192	72.4%
Brazoria	35	45.7%	38	76.3%
Brazos	17	11.8%	12	58.3%
Cameron	82	32.9%	81	69.1%
Collin	35	51.4%	35	71.4%
Dallas	292	29.1%	282	67.7%
Denton	46	54.3%	47	76.6%
El Paso	13	30.8%	13	53.8%
Fort Bend	60	41.7%	56	83.9%
Galveston	54	14.8%	46	67.4%
Harris	236	33.9%	236	70.8%
Hays	19	31.6%	18	72.2%
Hidalgo	54	35.2%	60	58.3%
Jefferson	24	25.0%	25	52.0%
Johnson	15	46.7%	15	80.0%
Lubbock	36	36.1%	37	64.9%
McLennan	40	20.0%	36	75.0%
Montgomery	108	63.9%	111	81.1%
Nueces	29	34.5%	35	77.1%
Smith	9	55.6%	8	87.5%
Tarrant	110	30.9%	110	52.7%
Taylor	5	40.0%	6	66.7%
Travis	44	36.4%	44	65.9%
Webb	101	17.8%	96	42.7%
Wichita	21	38.1%	18	72.2%
Williamson	44	40.9%	50	64.0%
<b>Total</b>	<b>1,773</b>	<b>34.5%</b>	<b>1,773</b>	<b>67.6%</b>

★ Passage rates varied by county, with the highest math passing rate (63.9%) occurring in Montgomery County and the highest reading/ELA passing rate (87.5%) occurring in Smith County.

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

TAKS results were examined to determine the performance of students in JJAEPs by race. The following table presents the performance for students who were in the JJAEP at least 90 school days prior to the time the TAKS was administered during school year 2008-2009.

Table 42

**Passing Rate by Race for Students in JJAEPs  
at Least 90 School Days Prior to TAKS Administration**  
School Year 2008-2009

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
African-American	436	23.4%	425	62.1%
White	357	53.2%	367	81.2%
Hispanic	960	31.9%	958	64.5%
Other	20	70.0%	23	78.3%

- ★ Other students had the highest passage rates in math (70%) while White students had the highest passage rates in reading/ELA (81.2%). 45.8% of White students in a JJAEP at least 90 days prior to TAKS administration passed both sections of the TAKS.
  - Among all students 42.6% of White students passed both the math and reading/ELA TAKS compared to 21.9% of Hispanic students and 16.4% of African-American students.
- ★ Compared to students served in 2006-07, students of all races demonstrated improvement in both math and reading/ELA in 2008-2009.

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

As discussed in Section 3 of this report, students may be placed in a JJAEP as a result of an expulsion or under the *other* category. The following table presents the TAKS performance for each type of JJAEP placement (i.e., mandatory, discretionary and *other*) during school year 2008-2009.

Table 43

**Passing Rate by Type of Placement for Students in JJAEPs  
at Least 90 School Days Prior to TAKS Administration**  
School Year 2008-2009

	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
Mandatory	817	42.8%	811	69.2%
Discretionary	845	26.5%	851	65.5%
<i>Other</i>	111	34.2%	111	72.1%

- ★ Students placed in a JJAEP as a result of a mandatory expulsion offense had the highest passing rate for math, while *other* students had the highest passing rate for reading/ELA.
- ★ 33.6% of the students placed for mandatory expulsions passed both the math and reading/ELA TAKS compared to 18.8% of discretionary expulsion students and 24.7% of *other* students.

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

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

Table 44

**Passing Rate by Program Characteristic for Students in JJAEPs  
at Least 90 School Days Prior to TAKS Administration  
School Year 2008-2009**

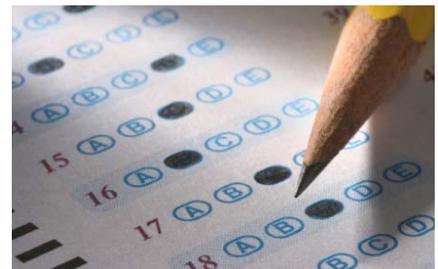
	Math		Reading / ELA	
	N	Passing Rate	N	Passing Rate
<b>Program Model Type</b>				
Military-Component	318	36.8%	317	71.0%
Therapeutic Model	498	40.0%	501	68.7%
Traditional Model	957	30.9%	955	65.9%
<b>Operation Design</b>				
Private Contractor w/Probation Department	392	34.9%	412	69.4%
Probation Department Only	756	32.0%	737	66.5%
School District and Probation Department	625	37.3%	624	67.6%
<b>Instructional Staff-to-Student Ratio</b>				
1:10 or lower	507	37.5%	519	68.0%
1:11 or greater	1,266	33.3%	1,254	67.4%

- ★ JJAEPs with a military component had higher reading/ELA passing rates while JJAEPs with a therapeutic model had the highest math passing rates. The largest proportion of students passing both the math and reading/ELA TAKS were in therapeutic programs (34%).
- ★ JJAEPs operated by a private contractor in addition to the probation department showed the greatest improvement in passing rates from school year 2006-2007 in both math and reading/ELA.
- ★ The percentage of students passing both tests was highest in JJAEPs operated jointly by the school district and probation department.
- ★ JJAEPs with a lower instructional staff-to-student ratio (1 instructional staff for every 10 students) had higher passing rates in both math and reading/ELA TAKS.
  - 28% of students in JJAEPs with a higher instructional staff-to-student ratio passed both the math and reading/ELA TAKS, compared to 30% of students in JJAEPs with a lower instructional staff-to-student ratio.

**Iowa Tests of Basic Skills Analysis**

**Methodology**

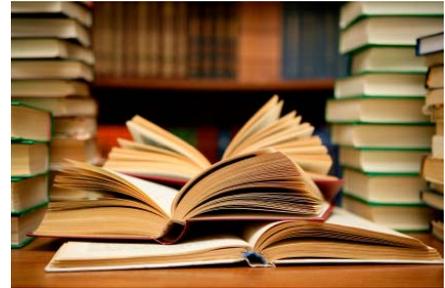
Analysis of TAKS results provides one assessment of overall JJAEP performance. Since the TAKS is administered annually it cannot measure student academic growth while in the JJAEP.



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

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

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

**Statewide ITBS/ITED Grade Equivalency Scores**

The following table presents the ITBS/ITED grade equivalency for school year 2008-2009.

Table 45

**ITBS/ITED Average Grade Equivalency Scores for Students Assigned at Least 90 School Days in JJAEPs**  
School Year 2008-2009

	N	Admission Average	Exit Average	Difference
Math	1,167	6.89	7.13	0.24
Reading	1,188	6.84	7.42	0.58

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

**ITBS/ITED Grade Equivalency Scores by County**

In order to evaluate the performance of the JJAEPs by county, educational growth between admission and exit was compared for all mandatory JJAEPs. Table 46 presents the math and reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2008-2009.

Table 46

**ITBS/ITED Average Growth by County for  
Students Assigned at Least 90 Days in JJAEPs  
School Year 2008-2009**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Bell	24	4.99	5.36	0.37	24	5.32	5.88	0.56
Bexar	42	6.17	6.63	0.46	42	6.40	6.57	0.17
Brazoria	16	7.60	7.64	0.04	17	7.36	6.27	-1.09
Brazos	8	6.32	7.03	0.71	8	6.95	6.28	-0.67
Cameron	75	8.07	8.00	-0.07	75	6.44	6.77	0.33
Collin	20	9.43	8.45	-0.98	31	7.95	8.07	0.12
Dallas	322	6.91	7.36	0.45	322	6.83	7.65	0.82
Denton	34	7.21	8.42	1.21	34	6.63	8.19	1.56
El Paso	11	7.35	7.78	0.43	11	7.13	7.50	0.37
Fort Bend	47	7.24	7.05	-0.19	47	8.15	8.36	0.21
Galveston	16	7.35	8.05	0.70	16	6.90	7.31	0.41
Harris	121	4.59	3.39	-1.20	130	6.32	6.10	-0.22
Hays	19	7.52	8.27	0.75	19	7.64	9.53	1.89
Hidalgo	39	7.61	8.21	0.60	39	6.80	7.60	0.80
Jefferson	21	5.69	4.76	-0.93	21	5.82	5.33	-0.49
Johnson	11	9.52	10.07	0.55	11	8.31	9.62	1.31
Lubbock	8	6.22	6.63	0.41	7	6.08	6.81	0.73
McLennan	13	6.00	6.39	0.39	13	6.78	7.66	0.88
Montgomery	52	8.82	9.38	0.56	53	8.05	9.41	1.36
Nueces	37	8.68	9.64	0.96	37	7.35	8.78	1.43
Smith	4	*	*	*	4	*	*	*
Tarrant	86	6.72	7.33	0.61	86	6.98	7.60	0.62
Taylor	3	*	*	*	3	*	*	*
Travis	23	6.65	7.86	1.21	23	7.34	8.33	0.99
Webb	72	6.53	6.72	0.19	72	5.84	6.27	0.43
Wichita	11	6.95	7.77	0.82	11	6.86	7.65	0.79
Williamson	32	7.25	7.62	0.37	32	7.14	7.55	0.41

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

- ★ In all but five of the counties, students averaged an improvement in math, and in all but four counties averaged an improvement in reading from admission to exit in school year 2008-2009.
- ★ The greatest positive change in math scores was in Denton and Travis Counties where the average score increased 1.21 grade levels at both.
- ★ The greatest positive change in reading scores was in Denton County where the average score increased 1.56 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 2008-2009.

Table 47

**ITBS/ITED Average Difference in Grade Equivalency Scores by Race  
for Students Assigned at Least 90 School Days in JJAEPs  
School Year 2008-2009**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
African-American	275	6.20	6.56	0.36	281	6.42	6.94	0.52
White	213	8.02	8.04	0.02	220	8.30	8.83	0.53
Hispanic	664	6.77	7.00	0.23	671	6.49	7.11	0.62
Other	15	9.26	10.19	0.93	16	8.72	9.16	0.44

- ★ African-American and Hispanic 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 15.7% of those tested 10 to 12 years of age, compared to 13.3% of Other students, 6.6% of Hispanic students and 5.1% of White students.
  - Conversely, White students were older, with 67.6% of those tested 15 years old or older, compared to 66.7% of Other students, 57.5% of Hispanic students and 52.0% of African-American students.
- ★ All racial groups demonstrated improvement in reading and math during their enrollment in the JJAEP. Other students demonstrated the most improvement in math, increasing by 0.93, while Hispanic students demonstrated the most improvement in reading, increasing by 0.62.
- ★ Other students demonstrated the greatest improvement from school year 2006-2007 in math, while African-American students demonstrated the greatest improvement from school year 2006-2007 in reading/ELA.

### ITBS/ITED Grade Equivalency Scores by Type of JJAEP Placement

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

Table 48

**ITBS/ITED Average Grade Equivalency Scores by Type of JJAEP Placement for Students Assigned at Least 90 School Days in JJAEPs**  
School Year 2008-2009

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory	630	7.17	7.30	0.13	641	7.05	7.58	0.53
Discretionary	475	6.52	6.87	0.35	485	6.46	7.17	0.71
Other	62	6.94	7.36	0.42	62	7.63	7.66	0.03

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

### ITBS/ITED Grade Equivalency Scores by Program Characteristic

Table 49 presents the change in student ITBS/ITED scores by program characteristic including program model type, operation design and instructional staff-to-student ratio. Programmatic information was compiled from a survey completed by JJAEP program administrators.

Table 49

**ITBS/ITED Average Grade Equivalency Scores by Program Characteristics for Students Assigned at Least 90 School Days in JJAEPs**  
School Year 2008-2009

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
<b>Program Model Type</b>								
Military-Component	193	7.09	7.37	0.28	193	7.16	7.65	0.49
Therapeutic Model	282	6.19	6.06	-0.13	292	6.91	7.32	0.41
Traditional Model	692	7.13	7.50	0.37	703	6.72	7.39	0.67
<b>Operation Design</b>								
Private Contractor w/Probation Department	216	7.57	8.03	0.46	216	6.75	7.39	0.64
Probation Department Only	595	6.55	6.63	0.08	615	6.69	7.24	0.55
School District and Probation Department	356	7.06	7.41	0.35	357	7.15	7.73	0.58

**ITBS/ITED Average Grade Equivalency Scores by Program Characteristics for  
Students Assigned at Least 90 School Days in JJAEPs  
School Year 2008-2009**

*Continued*

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
<b>Instructional Staff-to-Student Ratio</b>								
1:10 or lower	297	6.98	7.38	0.40	297	6.99	7.54	0.55
1:11 or greater	870	6.86	7.04	0.18	891	6.79	7.37	0.58

- ★ Positive growth in reading was demonstrated by all programs regardless of type or operation mode. Positive growth in math was demonstrated in JJAEPs with a military component and a traditional model.
  - The largest growth in math and reading scores occurred in traditional model JJAEPs.
- ★ The largest positive change in grade equivalency scores for math and reading was in JJAEPs operated jointly by a private contractor and the probation department, with increases of 0.46 and 0.64, respectively.
- ★ The largest positive change in grade equivalency scores for math was in JJAEPs with a 1:10 or lower staff to student ratio, while the largest growth in reading scores occurred in JJAEPs with a 1:11 or greater staff-to-student ratio.
  - The difference in growth between lower and higher staff to student ratios was greater for math than for reading.
  - Students in JJAEPs with a lower staff-to-student ratio had, on average, higher reading exit scores than students in JJAEPs with a higher staff-to-student ratio.

**ITBS/ITED Growth Expectations**

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

- ★ Based on TJPC analysis, 74% of students tested below grade level in math at entry and 77% tested below grade level in reading.
- ★ 47% of students who tested below grade level in math at entry to the JJAEP achieved the expected level of growth from pre-test to post-test, compared to 18% of those students who tested at or above grade level in math at entry to the JJAEP.
- ★ 51% of students who tested below grade level in reading at entry to the JJAEP achieved the expected level of growth from pre-test to post-test, compared to 22% of those students who tested at or above grade level in reading at entry to the JJAEP.

Table 50 provides ITBS/ITED growth expectation by program characteristic.

Table 50

**ITBS/ITED Growth Expectations by Program Characteristics**  
School Year 2008-2009

	Math		Reading	
	N	Percent at or Exceeding Expectations	N	Percent at or Exceeding Expectations
<b>Program Model Type</b>				
Military-Component	193	41.5%	193	41.5%
Therapeutic Model	282	34.8%	292	41.4%
Traditional Model	692	40.9%	703	46.4%
<b>Operation Design</b>				
Private Contractor w/ Probation Department	216	40.3%	216	43.1%
Probation Department Only	595	38.0%	615	44.7%
School District And Probation Department	356	41.6%	357	44.5%

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

**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 the 2008-2009 school year by county and statewide. The attendance benchmark, established for school year 2002-2003, was based on JJAEP attendance rates for school years 1999-2000 through 2001-2002.

Table 51

**JJAEP Attendance Rates by County**  
Benchmark and School Year 2008-2009

County	Statewide Benchmark	2008-2009 Rate	Difference (2008-2009 and Statewide Benchmark)
Bell	78%	72%	-6%
Bexar	78%	84%	6%
Brazoria	78%	90%	12%
Brazos	78%	87%	9%
Cameron	78%	81%	3%
Collin	78%	84%	6%
Dallas	78%	82%	4%
Denton	78%	94%	16%
El Paso	78%	92%	14%
Fort Bend	78%	90%	12%
Galveston	78%	86%	8%
Harris	78%	74%	-4%
Hays	78%	96%	18%
Hidalgo	78%	82%	4%
Jefferson	78%	77%	-1%
Johnson	78%	93%	15%
Lubbock	78%	87%	9%
McLennan	78%	87%	9%
Montgomery	78%	91%	13%
Nueces	78%	80%	2%
Smith	78%	94%	16%
Tarrant	78%	82%	4%
Taylor	78%	63%	-15%
Travis	78%	90%	12%
Webb	78%	83%	5%
Wichita	78%	93%	15%
Williamson	78%	92%	14%
<b>Statewide</b>	<b>78%</b>	<b>85%</b>	<b>7%</b>

- ★ Statewide, the JJAEP attendance rate during school year 2008-2009 was 85%. All counties with the exception of Bell, Harris, Jefferson and Taylor exceeded the attendance benchmark of 78% for school year 2008-2009.
- ★ 41% of JJAEPs maintained attendance rates of 90% or better (Brazoria, Denton, El Paso, Fort Bend, Hays, Johnson, Montgomery, Smith, Travis, Wichita and Williamson). An additional 44% of JJAEPs had attendance rates between 80% and 89%.
- ★ The statewide JJAEP attendance rate increased from 84% in school year 2006-2007 to 85% in school year 2008-2009. 12 JJAEPs (44%) demonstrated improved attendance from school year 2006-2007 to school year 2008-2009.

Student attendance rates varied by JJAEP placement type. Mandatory students had the highest attendance rates. Table 52 provides the attendance rate by placement type.

Table 52

**JJAEP Attendance Rates by Placement Type**  
School Year 2008-2009

County	Mandatory	Discretionary	Other	Total
Bell	90%	72%	-	72%
Bexar	87%	81%	-	84%
Brazoria	93%	82%	-	90%
Brazos	100%	-	87%	87%
Cameron	86%	74%	-	81%
Collin	87%	82%	-	84%
Dallas	88%	77%	-	82%
Denton	95%	93%	96%	94%
El Paso	92%	-	-	92%
Fort Bend	93%	84%	92%	90%
Galveston	88%	85%	-	86%
Harris	77%	71%	60%	74%
Hays	98%	94%	-	96%
Hidalgo	84%	71%	-	82%
Jefferson	84%	76%	-	77%
Johnson	93%	89%	-	93%
Lubbock	87%	83%	100%	87%
McLennan	91%	86%	-	87%
Montgomery	94%	88%	85%	91%
Nueces	84%	78%	-	80%
Smith	94%	-	-	94%
Tarrant	88%	79%	97%	82%
Taylor	85%	57%	-	63%
Travis	93%	87%	82%	90%
Webb	86%	78%	-	83%
Wichita	93%	-	93%	93%
Williamson	97%	84%	95%	92%
<b>Statewide</b>	<b>90%</b>	<b>80%</b>	<b>89%</b>	<b>85%</b>

★ In school year 2008-2009, the attendance rate of *other* students was 89%, compared to 90% for mandatory and 80% for discretionary students.

## Student Absence Rates Before and After JJAEP Placement

In addition to examining the attendance rate of JJAEPs at the county level, it is useful to see how individual student attendance changed as a result of participation in the program. This section explores the change in the proportion of absences for students in JJAEPs, comparing absence rates prior to entering the JJAEP as well as after exit from the program. The “before” period consisted of the two full six-week periods prior to program admission and the “after” period consisted of the two full six-week periods after exit. TEA PEIMS data were used for this analysis. In order to be included in the analysis, students had to have an exit date and had to have been enrolled for at least 10 days in each of the six-week periods measured (includes school years 2007-2008 and 2008-2009). Data was not available for juveniles enrolled before the third six-week period of school year 2007-2008 or for juveniles who exited after the fourth six-week period of school year 2008-2009.

Table 53 provides the overall change in average absence rate for JJAEPs in school year 2008-2009. 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 2008-2009

	N	Before	After	% Change in Absence Rate
Statewide	1,195	16.1%	13.6%	-15.5%

★ Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by 15.5%.

Table 54 give a breakdown of student absences.

Table 54

**Student Absence Rates Before and After JJAEP Placement**  
School Year 2008-2009

	Number	Percent
Students whose absence rate increased	515	43%
Students whose absence rate stayed the same	27	2%
Students whose absence rate decreased	653	55%
<b>Total Students</b>	<b>1,195</b>	<b>100%</b>

★ The absence rate for 55% 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 2008-2009.

Table 55

**Absence Rates by County for Students in JJAEPs**  
School Year 2008-2009

County	N	Before	After	% Change in Absence Rate
Bell	39	16.0%	11.2%	-30.0%
Bexar	170	18.2%	15.7%	-13.7%
Brazoria	15	12.9%	9.2%	-28.7%
Brazos	4	*	*	*
Cameron	31	13.8%	16.2%	17.4%
Collin	27	17.2%	13.7%	-20.3%
Dallas	166	15.0%	13.6%	-9.3%
Denton	52	8.6%	9.6%	11.6%
El Paso	11	7.1%	6.2%	-12.7%
Fort Bend	26	19.1%	8.3%	-56.5%
Galveston	25	24.6%	13.6%	-44.7%
Harris	146	13.6%	12.1%	-11.0%
Hays	3	*	*	*
Hidalgo	90	19.4%	16.9%	-12.9%
Jefferson	11	34.1%	17.2%	-49.6%
Johnson	13	6.6%	7.3%	10.6%
Lubbock	20	16.1%	8.0%	-50.3%
McLennan	55	25.3%	20.3%	-19.8%
Montgomery	63	14.1%	11.5%	-18.4%
Nueces	10	16.7%	18.4%	10.2%
Smith	7	11.5%	9.3%	-19.1%
Tarrant	52	16.4%	11.6%	-29.3%
Taylor	6	8.4%	11.0%	31.0%
Travis	32	12.9%	11.3%	-12.4%
Webb	58	15.5%	18.1%	16.8%
Wichita	27	10.6%	9.3%	-12.3%
Williamson	36	15.5%	13.6%	-12.3%
<b>Statewide</b>	<b>1,195</b>	<b>16.1%</b>	<b>13.6%</b>	<b>-15.5%</b>

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

★ 21 of the 27 JJAEPs (78%) 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 2008-2009 were referred for a violation of the student code of conduct.

This section explores the change in the number of disciplinary referrals and the severity of disciplinary actions for these incidents for students who attended JJAEPs. A comparison of the average number of disciplinary referrals prior to entering the JJAEP and after exit from the program is presented. The “before” period consisted of the two complete six-week periods prior to program entry. The “after” period consisted of the two complete six-week periods after program exit. Data was not available for juveniles enrolled before the third six-week period of school year 2007-2008 or for juveniles who exited after the fourth six-week period of school year 2008-2009.

Table 56 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2008-2009.

Table 56

**Statewide Before and After Average Disciplinary Referrals for  
Students Exiting From JJAEPs  
School Year 2008-2009**

	N	Before	After	% Change in Disciplinary Referrals
Statewide	1,942	2.92	1.42	-51.4%

★ Statewide, the average number of disciplinary incidents declined 51% in the two six-week periods after students exited 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 2008-2009**

	Number	Percent
Students with increase in discipline referrals	328	17%
Students with no difference in discipline referrals	444	23%
Students with decrease in discipline referrals	1,170	60%
<b>Total Students</b>	<b>1,942</b>	<b>100%</b>

★ 60% 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 2008-2009**

	Before JJAEP		After JJAEP	
	Number	Percent	Number	Percent
Students with zero discipline referrals	422	22%	1,025	53%
Students with one discipline referral	345	18%	325	17%
Students with two discipline referrals	314	16%	210	11%
Students with three discipline referrals	208	11%	115	6%
Students with four discipline referrals	182	9%	76	4%
Students with five or more discipline referrals	471	24%	191	10%
<b>Total</b>	<b>1,942</b>	<b>100%</b>	<b>1,942</b>	<b>100%</b>

- ★ The proportion of juveniles with zero disciplinary referrals increased from 22% in the two six-week periods before JJAEP entry to 53% in the two six-week periods after exiting the JJAEP. The proportion of juveniles with five or more disciplinary referrals decreased from 24% before entering the JJAEP to 10% after exit.
- ★ Although the majority of JJAEP students had been expelled from school, 22% of students had no disciplinary referrals during the “before” tracking period. For these students the incident resulting in expulsion to the JJAEP occurred in the six-week period in which they entered the program.

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

- ★ 2% of the most severe disciplinary actions were in-school suspensions;
- ★ 12% of the most severe disciplinary actions were placements to an alternative school setting;
- ★ 86% of the most severe disciplinary actions were expulsions.

Fifty-three percent of students had no disciplinary referrals during the “after” tracking period. Of the 47% of students with a disciplinary incident in the “after” period:

- ★ 2% of the most severe disciplinary actions were in-school suspensions;
- ★ 14% of the most severe disciplinary actions were placements to an alternative school setting;
- ★ 84% of the most severe disciplinary actions were expulsions.

**Juvenile Probation System Re-Contact Rate Analysis**

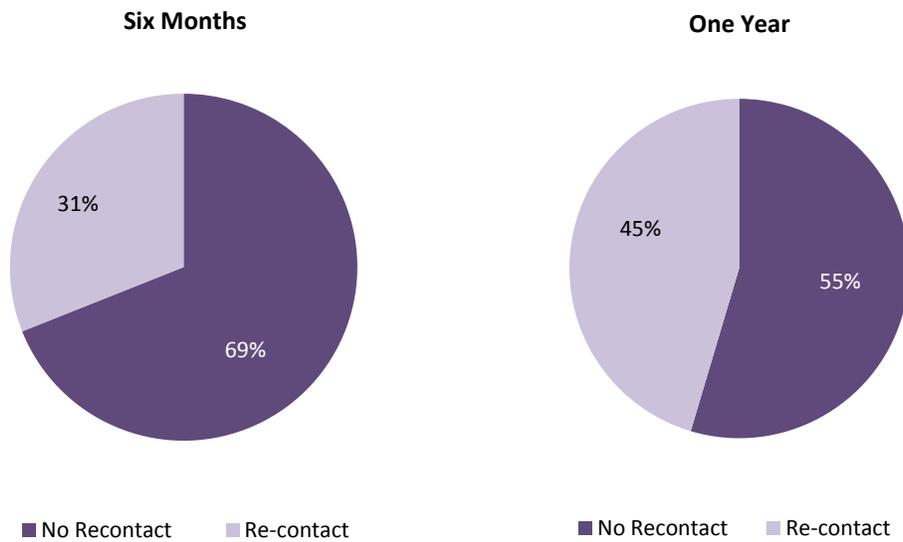
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Following their exit from the JJAEP, students were tracked in the juvenile probation system for two time periods, six months and one year. A re-contact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

Students who exited in school year 2008-2009, who were less than 16.5 years of age at the time of exit, and who had a formal referral to a juvenile probation department were included in the six months analysis (n=2,295). Students who exited in school year 2008-2009, who were less than 16 years of age at the time of exit, who were formally referred to a juvenile probation department, and who exited by February 28, 2009, were included in the one year analysis (n=1,009).

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 shows the re-contact rate, within 6 months and 1 year for students who exited the JJAEP during school year 2008-2009. Juveniles with a re-contact within six months were included in the one year rate if they were less than 16 years of age at the time of exit.

Chart 59

**Re-Contact Rates for Students in JJAEPs  
School Year 2008-2009**



- ★ Slightly less than a third of students were found to have a re-contact with the juvenile justice system within six months of exiting the JJAEP, while 45% had a re-contact within one year of exiting the JJAEP.
- ★ After six months, students expelled for a mandatory offense had the lowest re-contact rate (21%) followed by discretionary (37%) and *other* court ordered (40%) students. After one year, mandatory students had a 32% re-contact rate, discretionary students had a 54% re-contact rate and *other* court ordered students had a 59% re-contact rate.
- ★ Of juveniles with a subsequent contact within six months of their release, the number of subsequent contacts ranged from a low of 1 to a high of 8. A total of 63% had one subsequent contact while 24% had two and 13% had three or more.
- ★ Of juveniles with a subsequent contact within one year of their release, the number of subsequent contacts ranged from a low of 1 to a high of 12. A total of 46% had one subsequent contact while 25% had two and 29% had three or more.

Tables 60 and 61 present the six month and one year re-contact rates by program exit for students in JJAEPs.

Table 60

**Six Month Re-Contact Rate by Program Exit for Students in JJAEPs**  
School Year 2008-2009

	Return to Home School		Left Program Incomplete		Other Exits*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Re-Contact	1,262	69%	155	64%	164	74%	1,581	69%
Re-Contact	569	31%	87	36%	58	26%	714	31%
<b>Total</b>	<b>1,831</b>	<b>100%</b>	<b>242</b>	<b>100%</b>	<b>222</b>	<b>100%</b>	<b>2,295</b>	<b>100%</b>

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

Table 61

**One Year Re-Contact Rate by Program Exit for Students in JJAEPs**  
School Year 2008-2009

	Return to Home School		Left Program Incomplete		Other Exits*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Re-Contact	441	54%	43	47%	67	64%	551	55%
Re-Contact	371	46%	49	53%	38	36%	458	45%
<b>Total</b>	<b>812</b>	<b>100%</b>	<b>92</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	<b>1,009</b>	<b>100%</b>

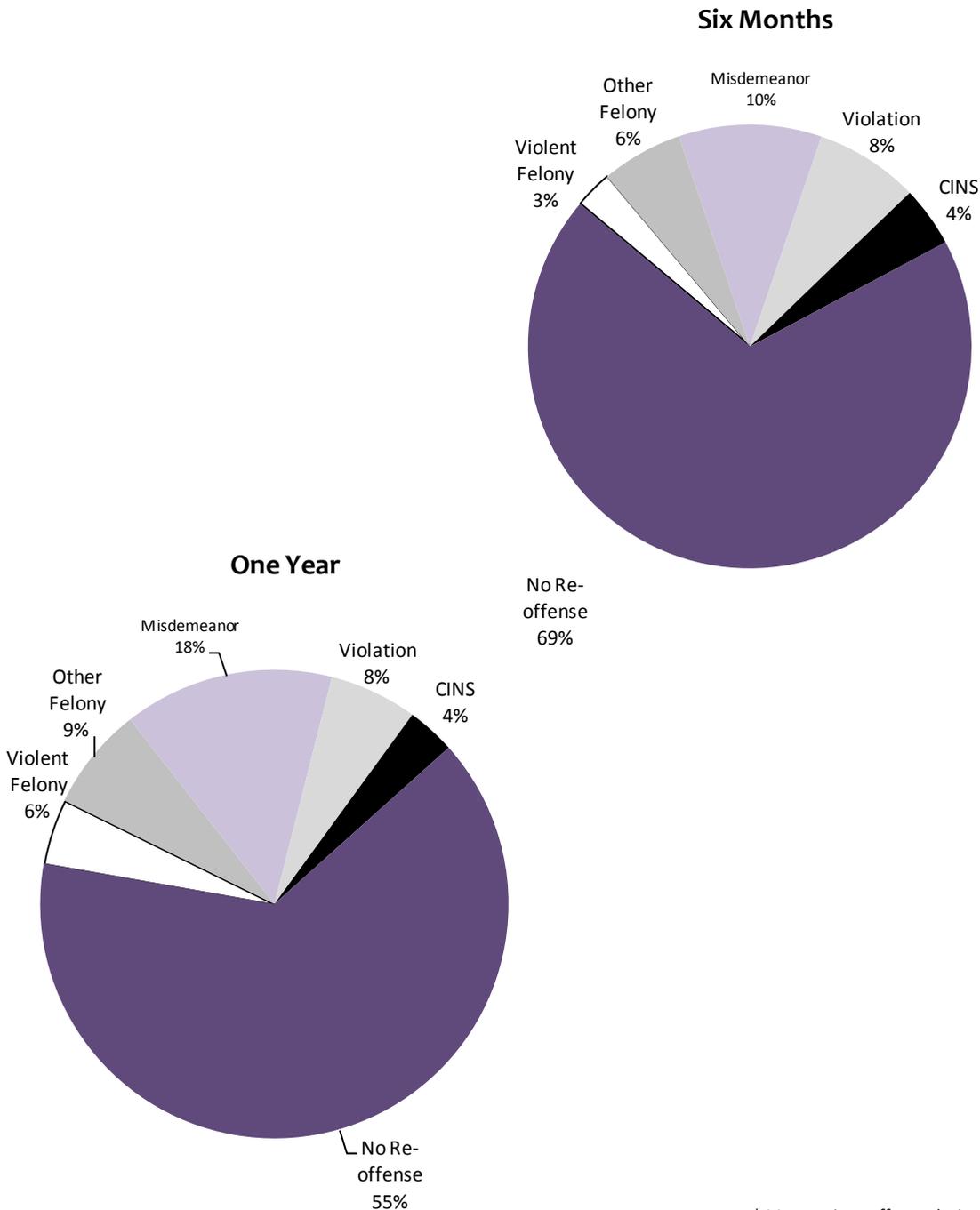
\* Other Exits include Admission Review and Dismissal (ARD) removal, moved, completion of GED, graduation and left for medical reasons.

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

The six month and one year re-contact rates by severity of subsequent offense are presented below in Chart 62.

Chart 62

**Re-Contact Rate by Severity of Subsequent Offense\***  
School Year 2008-2009



\* Most serious offense during the time period.

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

Table 63 provides the six month re-contact rate by county and the level of offense for which a student was subsequently referred.

Table 63

**Six Month Re-Contact Rate by County and Offense Type**  
School Year 2008-2009

County	N	Felony	Misdemeanor A or B	Violation of Probation	CINS	Total Re- Contact*
Bell	128	3%	16%	2%	16%	37%
Bexar	218	12%	15%	9%	6%	41%
Brazoria	40	8%	8%	13%	3%	30%
Brazos	21	19%	5%	24%	0%	48%
Cameron	54	9%	19%	0%	0%	28%
Collin	57	7%	9%	5%	0%	21%
Dallas	283	7%	7%	9%	1%	24%
Denton	87	1%	6%	2%	6%	15%
El Paso	13	0%	0%	8%	0%	8%
Fort Bend	52	4%	6%	15%	4%	29%
Galveston	77	13%	13%	12%	1%	39%
Harris	310	8%	7%	3%	5%	22%
Hays	23	0%	13%	26%	9%	48%
Hidalgo	97	9%	11%	4%	3%	28%
Jefferson	49	8%	0%	25%	0%	33%
Johnson	20	10%	0%	10%	5%	25%
Lubbock	53	13%	19%	13%	0%	45%
McLennan	114	9%	13%	8%	9%	39%
Montgomery	96	7%	8%	15%	5%	35%
Nueces	40	0%	20%	8%	13%	40%
Smith	9	0%	0%	11%	0%	11%
Tarrant	145	14%	11%	2%	1%	28%
Taylor	27	15%	4%	4%	15%	37%
Travis	68	9%	9%	7%	4%	29%
Webb	89	20%	17%	1%	6%	44%
Wichita	43	9%	7%	21%	0%	37%
Williamson	82	10%	13%	10%	1%	34%
<b>Total</b>	<b>2,295</b>	<b>9%</b>	<b>10%</b>	<b>8%</b>	<b>4%</b>	<b>31%</b>

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

★ The total six month re-contact rate ranged between 8% in El Paso County to 48% in Hays and Brazos Counties.

The one year re-contact rate by county and offense level for which they were subsequently referred is presented below in Table 64.

Table 64

**One Year Re-Contact Rate by County and Offense Type**  
School Year 2008-2009

County	N	Felony	Misdemeanor AB	Violation of Probation	CINS	Total Re-Contact*
Bell	64	5%	34%	3%	13%	55%
Bexar	149	17%	22%	9%	5%	54%
Brazoria	16	6%	6%	6%	6	25%
Brazos	3	**	**	**	**	**
Cameron	29	17%	10%	0%	0%	28%
Collin	21	10%	5%	19%	0%	33%
Dallas	120	9%	13%	9%	1%	33%
Denton	39	5%	10%	5%	5%	26%
El Paso	8	13%	13%	0%	0%	25%
Fort Bend	21	0%	14%	14%	5%	33%
Galveston	32	28%	16%	16%	3%	63%
Harris	103	15%	8%	3%	9%	34%
Hays	9	0%	44%	0%	0%	44%
Hidalgo	40	28%	20%	5%	3%	55%
Jefferson	13	8%	8%	39%	0%	54%
Johnson	7	14%	14%	0%	0%	29%
Lubbock	18	33%	11%	11%	0%	56%
McLennan	47	13%	32%	11%	6%	62%
Montgomery	55	11%	13%	11%	6%	40%
Nueces	10	0%	50%	10%	10%	70%
Smith	5	0%	20%	0%	0%	20%
Tarrant	60	28%	13%	0%	2%	43%
Taylor	14	14%	14%	21%	14%	64%
Travis	29	14%	21%	7%	3%	45%
Webb	41	24%	37%	2%	2%	66%
Wichita	21	24%	14%	19%	0%	57%
Williamson	35	11%	34%	6%	0%	51%
<b>Total</b>	<b>1,009</b>	<b>15%</b>	<b>18%</b>	<b>8%</b>	<b>4%</b>	<b>45%</b>

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

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

☆ The total one year re-contact rate ranged between 20% in Smith County to 70% in Nueces County.

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

- ★ The most severe subsequent disposition was TYC or adult certification for 4% of the students.
- ★ The most severe subsequent disposition was probation for 53% of the students.
- ★ The most severe subsequent disposition was deferred prosecution for 7% of the students.
- ★ The most severe subsequent disposition was supervisory caution for 17% of the students.
- ★ The most severe subsequent disposition was dismissed for 19% of the students.

Table 65 provides a comparison of six-month re-contact rates for students returning to their home school after completing their JJAEP placement in school years 2004-2005 through 2008-2009. The table indicates that the rate has remained relatively constant over the last five report years.

Table 65

**Six-Month Re-Contact Rate Comparison for Students  
Returning to Home School  
School Years 2004-2005 through 2008-2009**

School Year	2004 – 2005	2005 – 2006	2006 - 2007	2007-2008	2008-2009
Re-Contact Rate	30%	31%	30%	32%	31%

Tables 66 and 67 show that in school year 2008-2009 programs with a therapeutic format and programs operated solely by probation departments had the lowest re-contact rates.

Table 66

**Six Month Re-Contact Rates and Most Severe  
Subsequent Offense by Program Characteristics  
School Year 2008-2009**

	Total Re-Contact	Felony	Misd	Violation of Probation	CINS
<b>Program Model Type</b>					
Military-Component	32%	7%	10%	12%	3%
Therapeutic Model	27%	9%	9%	5%	4%
Traditional Model	33%	9%	12%	7%	5%
<b>Operation Design</b>					
Probation Department Only	25%	8%	8%	5%	4%
School District and Probation Department	35%	9%	11%	10%	5%
Private Contractor and Probation Department	35%	9%	14%	7%	5%

Table 67

**One Year Re-Contact Rates and Most Severe  
Subsequent Offense by Program Characteristics  
School Year 2008-2009**

	Total Re-Contact	Felony	Misd	Violation of Probation	CINS
<b>Program Model Type</b>					
Military-Component	44%	13%	18%	11%	3%
Therapeutic Model	39%	17%	12%	5%	6%
Traditional Model	49%	15%	22%	8%	4%
<b>Operation Design</b>					
Probation Department Only	37%	13%	14%	7%	4%
School District and Probation Department	49%	15%	21%	9%	5%
Private Contractor and Probation Department	51%	18%	21%	7%	4%

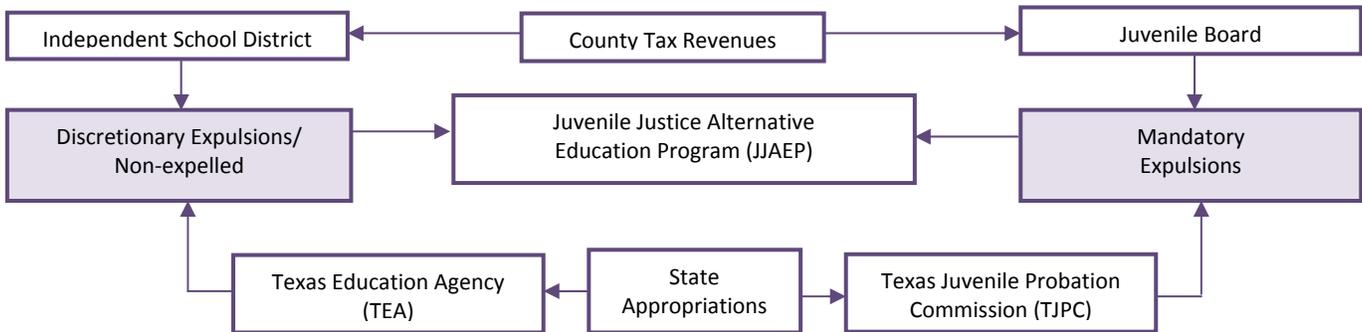
In order to compare JJAEP students with other juveniles in the justice system within the same county, the re-contact rate of non-JJAEP students who were referred between August 1, 2008 and February 28, 2009, and who received dispositions of supervisory caution, deferred prosecution or probation was analyzed.

- ★ The six-month re-contact rate for non-JJAEP juveniles was 28%, compared to the 31% rate of students in JJAEPs.
- ★ The one year re-contact rate for non-JJAEP juveniles was 40%, compared to the 45% rate of students in JJAEPs.

## Section 6: Program Costing

### Overview

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



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

### Introduction

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

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



## Cost Per Day

Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year. Table 68 reflects the total combined county and school district expenditures and a calculation of the cost per day.

- ★ The cost per day varies from a range of \$85.40 to a high of \$555.59 per day.
- ★ The total expenditures for all 27 JJAEPs reported were \$36,624,764.66 and if divided by the total number of student attendance days, the statewide average cost per day was \$155.37.
- ★ In the previous two reports the total expenditures for all JJAEPs were \$33,779,590.94 (2004-2005) and \$36,814,084.17 (2006-2007). The statewide average cost per day was \$108.56 and \$117.29 respectively.
- ★ The average cost per day would be significantly reduced when removing the two counties (Smith and Taylor) reflecting the highest cost per day. When they were removed from the calculations the average cost per day decreased to \$161.13 from \$183.65.

Appendix G contains a detailed listing of expenditures by county.

## Cost Variables

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

- ★ **Transportation.** There are 12 programs that reported related transportation costs (Bexar, Cameron, Dallas, Denton, Fort Bend, Harris, Hays, Hidalgo, Jefferson, Montgomery, Tarrant and Webb) and 15 that had no or minimal costs related to transportation. Costs associated with transportation represented 13% of the total expenditures in those programs where transportation costs were reported. Dallas County reported the greatest amount of transportation costs representing 29% of their budget.

Table 68

**JJAEP Cost Per Day By County**  
School Year 2008-2009

County	Total Cost	Cost Per Day
Bell	\$1,525,235.82	\$207.97
Bexar	\$2,434,922.29	\$186.51
Brazoria	\$775,329.42	\$171.91
Brazos	\$318,618.53	\$141.29
Cameron	\$1,120,213.95	\$112.51
Collin	\$1,264,534.20	\$210.51
Dallas	\$4,952,166.09	\$130.11
Denton	\$1,242,506.76	\$163.62
El Paso <sup>1</sup>	\$293,485.69	\$106.03
Fort Bend	\$1,611,847.67	\$205.49
Galveston	\$1,049,322.19	\$183.16
Harris	\$5,268,827.54	\$151.75
Hays	\$313,828.00	\$124.49
Hidalgo	\$1,096,789.08	\$100.11
Jefferson	\$807,034.00	\$277.43
Johnson	\$393,107.33	\$233.44
Lubbock	\$516,279.52	\$120.15
McLennan	\$804,270.40	\$116.27
Montgomery	\$1,288,794.08	\$134.45
Nueces	\$977,004.76	\$206.08
Smith	\$500,586.00	\$555.59
Tarrant	\$2,920,165.47	\$198.65
Taylor	\$423,694.29	\$374.95
Travis	\$854,001.33	\$151.90
Webb	\$1,126,040.00	\$85.40
Wichita	\$507,352.00	\$137.46
Williamson	\$2,238,808.25	\$171.46
<b>Program Average</b>		<b>\$183.65</b>

- ★ **Facilities.** Some JJAEPs lease space or are purchasing a facility, while others may not incur facility costs because they are located in a pre-existing structure such as an under-utilized school campus. There are 13 programs that reported facility costs (i.e., Bell, Brazos, Cameron, Dallas, Harris, Hays, Hidalgo, Johnson, Nueces, Smith, Tarrant, Webb, and Williamson). Programs with facility costs reported 8% of the expenditures were for facilities.
- ★ **Operation Design and Model Type.** Both model type (Table 72) and operation design (Table 73) may impact the cost of the program due to variables such as staffing and services provided.
- ★ **Program Size.** Programs serving a larger student population may benefit from efficiency in cost.
- ★ **Expulsions and Attendance.** The number of student entries and student attendance days in a JJAEP directly impacts the cost per day of operating a program. The number of overall student entries into a JJAEP decreased by 15% from the previous school year (2007-2008). Mandatory student entries decreased by 15% and discretionary student entries decreased by 17%. Due to the decrease in student entries, this resulted in a decrease in student attendance days. Programs during the 2008-2009 school year experienced a 14% decrease in student attendance days statewide from the previous school year (2007-2008).
  - 6 programs (Bexar, Brazoria, Cameron, Jefferson, Johnson and Smith) experienced more than a 20% decrease in total student entries.
    - 8 programs (Brazoria, Brazos, Cameron, Fort Bend, Galveston, Lubbock, Nueces, and Tarrant) experienced more than a 30% decrease in mandatory student entries.
    - 4 programs (Bexar, Hidalgo, Jefferson and Smith) experienced more than a 30% decrease in discretionary student entries.
  - Since the 2005-2006 school year, programs have experienced a 27% decrease in student entries.
    - In the previous five school years, 2005-2006 had the greatest number of student entries.
    - Table 69 reflects the percent decrease in student entries by expulsion type statewide since the 2005-2006 school year.
    - Appendix A contains a detailed listing of student entries by county for school years 2006-2007 to 2008-2009.

Table 69

**Decrease in JJAEP Student Entries by Expulsion Type**  
School Year 2008-2009

Mandatory	Discretionary	Other	Total
16%	33%	32%	27%

- ★ **School Closures.** Unexpected school closures and lower student attendance rates due to natural disasters impacts the costs of operating a JJAEP. During the 2008-2009 school year some counties experienced extended school closures due to multiple hurricanes. Impacted JJAEP counties included Brazoria, Cameron, Fort Bend, Galveston, Harris, Jefferson and Montgomery. Many of these JJAEPs suffered damage to their facilities forcing them to close, in some cases up to 10 days. Many of their students were displaced and did not return or were absent for an extended period of time. For example, in Harris County the month following Hurricane Ike the mandatory student attendance rate was down 25% from the previous year and the overall student attendance rate decreased by 30% for that same time period.

The following table reflects the reduction in the average daily attendance (ADA) for the counties affected by hurricanes.

Table 70

**Average Daily Attendance for JJAEPs Affected by Hurricanes**

County	2007-2008 ADA	2008-2009 ADA	Difference in ADA
Brazoria	29.18	25.06	-4.13
Cameron	90.73	55.32	-35.42
Fort Bend	65.27	43.58	-21.69
Galveston	40.24	31.83	-8.42
Harris	234.99	192.89	-42.10
Jefferson	33.58	16.16	-17.42
Montgomery	67.74	53.26	-14.49

This space intentionally left blank.

**Cost by Program Size**

Table 71 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) and are grouped where there was an obvious gap in size.

Table 71

**JJAEP Cost Per Day by Size of Program**  
School Year 2008-2009

County	ADA	Cost Per Day	County	ADA	Cost Per Day	County	ADA	Cost Per Day
Smith	5.01	\$555.59	Travis	31.23	\$151.90	Harris	192.89	\$151.75
Taylor	6.28	\$374.95	Galveston	31.83	\$183.16	Dallas	211.44	\$130.11
Johnson	9.36	\$233.44	Collin	33.37	\$210.51			
Brazos	12.53	\$141.29	McLennan	38.43	\$116.27			
Hays	14.01	\$124.49	Bell	40.74	\$207.97			
El Paso	15.38	\$106.03	Denton	42.19	\$163.62			
Jefferson	16.16	\$277.43	Fort Bend	43.58	\$205.49			
Wichita	20.51	\$137.46	Montgomery	53.26	\$134.45			
Lubbock	23.87	\$120.15	Cameron	55.32	\$112.51			
Brazoria	25.06	\$171.91	Hidalgo	60.87	\$100.11			
Nueces	26.34	\$206.08	Bexar	72.53	\$186.51			
			Williamson	72.54	\$171.46			
			Webb	73.25	\$85.40			
			Tarrant	81.67	\$198.65			
<b>Program Average</b>		<b>\$222.62</b>	<b>Program Average</b>		<b>\$159.14</b>	<b>Program Average</b>		<b>\$140.93</b>

- ★ The ADA appears to impact the cost per day. Programs with a larger population of students appear to have a lower cost per day. The average cost of the smallest half of the JJAEPs was \$213.88 while the larger half of the JJAEPs was \$151.10.
  - By removing the two smallest counties (Smith and Taylor), the average cost of the smallest half decreases to \$171.98.
  
- ★ Those counties with the highest cost per day have very low number of student entries, which significantly impacts the cost per day.

Table 72 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 72

**JJAEP Cost Per Day by Model Type**  
School Year 2008-2009

Traditional			Military Component			Therapeutic		
County	ADA	Cost Per Day	County	ADA	Cost Per Day	County	ADA	Cost Per Day
Bell	40.74	\$207.97	Brazoria	25.06	\$171.91	Harris	192.89	\$151.75
Bexar	72.53	\$186.51	Denton	42.19	\$163.62	Montgomery	53.26	\$134.45
Brazos	12.53	\$141.29	Fort Bend	43.58	\$205.49	Tarrant	81.67	\$198.65
Cameron	55.32	\$112.51	Galveston	31.83	\$183.16	Travis	31.23	\$151.90
Collin	33.37	\$210.51	Hays	14.01	\$124.49			
Dallas	211.44	\$130.11	Jefferson	16.16	\$277.43			
El Paso	15.38	\$106.03	Lubbock	23.87	\$120.15			
Hidalgo	60.87	\$100.11	Williamson	72.54	\$171.46			
Johnson	9.36	\$233.44						
McLennan	38.43	\$116.27						
Nueces	26.34	\$206.08						
Smith	5.01	\$555.59						
Taylor	6.28	\$374.95						
Webb	73.25	\$85.40						
Wichita	20.51	\$137.46						
Program Average		\$193.62	Program Average		\$177.21	Program Average		\$159.19

- ★ The average cost per day for a therapeutic model is the least expensive model type.
- ★ By removing the two highest cost per day counties (Smith and Taylor) the program average for traditional programs decreases to \$151.82.

Table 73 reflects the average cost per day of each category of JJAEP operation design.

Table 73

**JJAEP Cost Per Day by Operation Design**  
School Year 2008-2009

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	40.74	\$207.97	Bexar	72.53	\$186.51	Brazos	12.53	\$141.29
Brazoria	25.06	\$171.91	Cameron	55.32	\$112.51	Collin	33.37	\$210.51
El Paso	15.38	\$106.03	Hidalgo	60.87	\$100.11	Dallas	211.44	\$130.11
Fort Bend	43.58	\$205.49	Nueces	26.34	\$206.08	Denton	42.19	\$163.62
Galveston	31.83	\$183.16	Travis	313.23	\$151.90	Harris	192.89	\$151.75
Hays	14.01	\$124.49				Johnson	9.36	\$233.44
Jefferson	16.16	\$277.43				Smith	5.01	\$555.59
Lubbock	23.87	\$120.15				Taylor	6.28	\$374.95
McLennan	38.43	\$116.27				Webb	73.25	\$85.40
Montgomery	53.26	\$134.45						
Tarrant	81.67	\$198.65						
Wichita	20.51	\$137.46						
Williamson	72.54	\$171.46						
Program Average		\$165.76	Program Average		151.42	Program Average		\$227.41

- ★ The average cost per day for the “Private Contractor and Probation” operation design is the least expensive.
- ★ By removing the two counties with the two highest per day cost (Smith and Taylor), the program average for the probation only design decreases to \$159.45. This decreases the range of average cost per day between programs operation design to a difference of less than ten dollars.

## Required Cost

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

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

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

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

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

- ★ Costs per day under the “Required Costs Only” vary from \$76.62 per day to a high of \$513.24.

Comparisons were done by program size, model type and operation design and there was no significant difference from the findings in Tables 71, 72 and 73.

Table 74

### JJAEP Cost Per Day By County School Year 2008-09

County	Required Costs Only	Total Cost Per Day
Bell	\$144.85	\$207.97
Bexar	\$169.42	\$186.51
Brazoria	\$124.62	\$171.91
Brazos	\$101.21	\$141.29
Cameron	\$89.71	\$112.51
Collin	\$126.58	\$210.51
Dallas	\$117.53	\$130.11
Denton	\$117.61	\$163.62
El Paso <sup>1</sup>	\$106.03	\$106.03
Fort Bend	\$111.66	\$205.49
Galveston	\$133.55	\$183.16
Harris	\$119.29	\$151.75
Hays	\$107.31	\$124.49
Hidalgo	\$88.44	\$100.11
Jefferson	\$237.52	\$277.43
Johnson	\$195.04	\$233.44
Lubbock	\$88.50	\$120.15
McLennan	\$105.47	\$116.27
Montgomery	\$93.39	\$134.45
Nueces	\$125.91	\$206.08
Smith	\$513.24	\$555.59
Tarrant	\$113.21	\$198.65
Taylor	\$255.87	\$374.95
Travis	\$115.54	\$151.90
Webb	\$76.62	\$85.40
Wichita	\$128.05	\$137.46
Williamson	\$123.67	\$171.46
<b>Average</b>	<b>\$141.85</b>	<b>\$183.65</b>

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

## Conclusion

---

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

The difficulty for counties to establish the number of students expected to enter JJAEPs each school year makes budgets and staffing a challenge for all JJAEPs. Compared to cost data reported from school year 2006-2007, 12 counties have reduced their total reported expenditures by an average of 12%. Even with the decrease in some JJAEP budgets, the cost per day increased due primarily to the drastic decrease in student entries.

This page intentionally left blank.

Section 7:

## Strategic Elements

### TJPC JJAEP Mission Statement

In compliance with Rider 12 of the General Appropriations Act, 81st Regular Texas Legislative Session, TJPC developed a five-year JJAEP strategic plan to ensure that:

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



### Philosophy

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

### Internal / External Assessment

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



Those eleven key policy areas are:

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

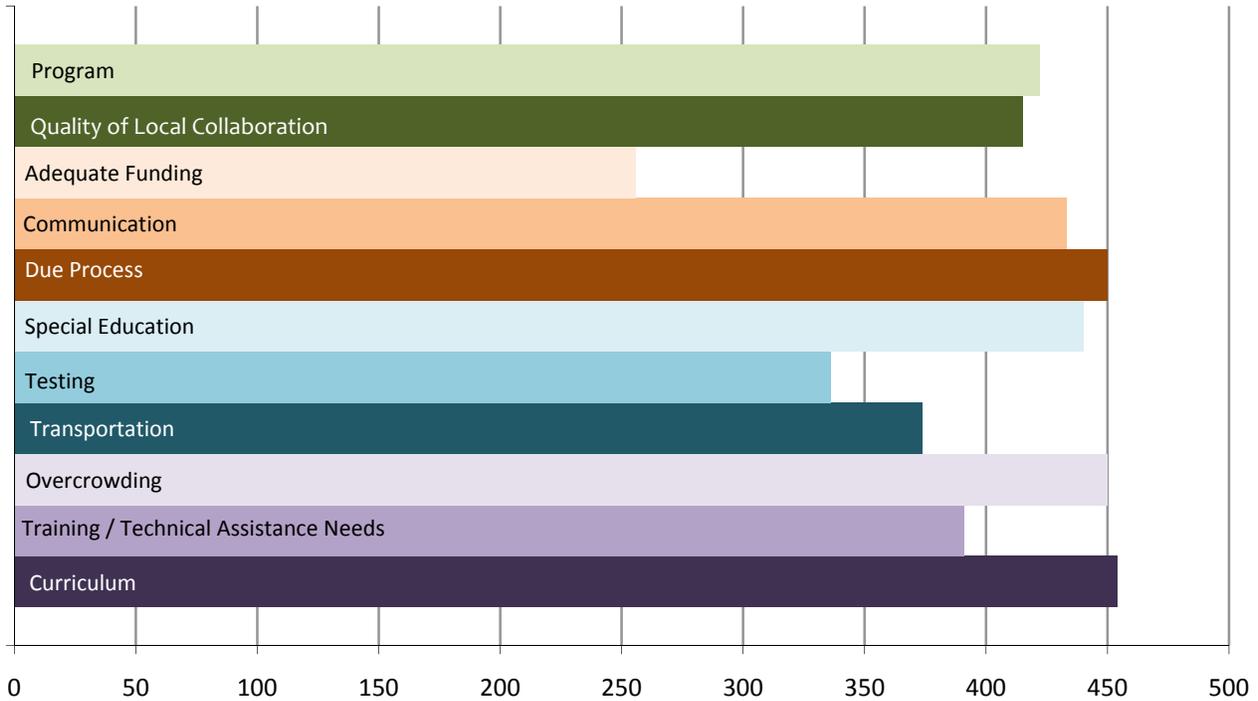
Additionally, three open-ended questions asked for the following:

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

Survey policy areas were designed to generally profile relative strengths and weaknesses and areas of concern so that policy related interventions could be appropriately targeted. Policy area scores were calculated by averaging the related item responses together and multiplying the result by 100. Scores for each of the eleven policy areas above 300 suggest that JJAEP administrators viewed the issue more positively than negatively, and scores of 400 or higher indicate areas of substantial strength. Conversely, scores below 300 indicate that JJAEP administrators perceive the issue more negatively than positively and scores below 200 should be a significant source of concern for administrators and state agency representatives and should receive immediate attention. Chart 75 shows the policy areas scored how each were rated.

Chart 75

JJAEP Survey Policy Area Scores by Dimension



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

- ★ **Curriculum.** High scores indicate that teachers have the necessary skills to teach the curriculum, the curriculum used is appropriate to meet academic standards, the curriculum enhances behavioral improvement of attending students, and the curriculum prepares students to demonstrate academic growth in the TAKS.
- ★ **Due Process.** High scores here indicate that JJAEP administrators strongly view the level of due process afforded youth prior to entry into the JJAEP as appropriate.
- ★ **Communication.** High scores indicate communications between local districts are good. Information sharing between sending campuses is also perceived as appropriate.
- ★ **Quality of Local Collaboration.** High scores indicate the JJAEP administrators view they receive the necessary level of support from the local juvenile justice/schools officials.

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

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

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

Table 76

**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.	27%	38%	19%	12%	0%	0%
2. Satisfied with the technical assistance made available.	46%	27%	15%	8%	0%	4%
3. Training and technical assistance provided have helped improve student’s academic growth in TAKS.	19%	31%	31%	12%	0%	8%

Q1: Five areas of training needed:

1. Teaching strategies for at-risk students, including motivational techniques, curriculum development and implementation (40%)
2. Behavior / discipline management for the JJAEP population (e.g., Assertive, Boy’s Town, etc) (31%)
3. Adolescent mental health and substance abuse recognition and coping strategies (12%)
4. The Education Code, Administrative Rules, and the Public Education Information Management System (PEIMS) training (9%)
5. Special education: rules and regulations, and teaching strategies (3%)

Q2: Three areas of technical assistance needed:

1. Technology (e.g., hardware, software, multimedia, special computer programs, online curriculum / test prep) (54%)
2. Best practices for operating a JJAEP (e.g., student attendance improvement, communication/networking, curriculum integration strategies, etc.) (37%)
3. Data collection (e.g., attendance recording, quarterly updates on trends, comparable database, etc.) (10%)

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

1. Enhancement of the standards (e.g., staff-to-student ratios, caseworker requirements, student attendance requirements, etc.) (39%)
2. Increased mandatory expulsion funding for the programs (15%)
3. Legislation eliminating the discretionary student expulsions, especially serious and persistent misconduct (15%)
4. State assistance on policies for expelling and serving special education students in JJAEPs (10%)

high student-teacher ratios with a population of students who are the most difficult to manage and serve.

- ★ Programs and Services for Special Education Students: Special education students compound problems for JJAEP practitioners. Specialized evidenced-based programs and services are needed to a) manage their behaviors, b) provide instruction which maximizes their academic growth, and c) provide treatment for their mental health needs and disabilities.
- ★ Transportation: JJAEPs do not have optimal resources for the provision of effective transportation of students to and from JJAEP related activities. This has a direct influence on student attendance and subsequently student performance.

### Internal Strengths and Weaknesses

#### JJAEP Internal Strengths (ranked in order of significance)

- ★ 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.
- ★ Workforce stability of JJAEP leadership (i.e., low turnover, maintenance of institutional knowledge)
- ★ Competency to utilize limited resources to educate multi-problem children.
- ★ Competency to communicate effectively with outside entities to better serve JJAEP populations.
- ★ Ability of JJAEPs to operate beyond constraints of the Texas Education Code.

#### JJAEP Internal Weaknesses (ranked in order of significance)

- ★ Qualified Educational and Behavioral Staff: Staff are required to deal with a wide array of student related problems on a daily basis, including but not limited to: mental health problems of students; special education issues; family crisis issues that affect student academic and behavioral performance; and in some cases

### External Opportunities and Challenges

#### JJAEP External Opportunities (ranked in order of significance)

- ★ Community Resources: A collaboration must be forged to build a better community of health and human services which provide best-practice oriented programs and services for JJAEP students and their families.
- ★ Joint ventures with school districts.
- ★ Leveraging existing statutes, laws and rules to better advocate for and serve JJAEP students and their families.
- ★ Leveraging emerging technologies, including the Texas Virtual Schools Networks.
- ★ Utilizing peer-mentoring programs and other innovative approaches to serving JJAEP populations.
- ★ Utilizing training and technical assistance through the Positive Behavioral Supports Initiative.

### JJAEP External Challenges (ranked in order of significance)

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



### Key Policy Issues (ranked in order of significance)

TJPC analyzed information produced through the internal/external assessment and identified the key policy issues affecting the mandates, mission, service levels, clients, financing, program/organizational structure, and management of JJAEPs in Texas. The following key policy issues were identified:

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

### Goals, Strategic Directions and Strategies



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

Goals:

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

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

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

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

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

**Key Strategic Direction 3.** Improve attendance reporting of JJAEPs.

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

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

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

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

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

**Appendix A**  
**Student Entries by Type**

School Years 2006-2007, 2007-2008, and 2008-2009

County	Mandatory			Discretionary			Other			Total		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Bell	13	14	12	306	261	223	0	0	0	319	275	235
Bexar	267	230	226	603	616	283	1	1	1	871	847	510
Brazoria	125	83	55	79	44	33	70	8	0	274	135	88
Brazos	6	3	2	1	0	0	45	48	45	52	51	47
Cameron	170	181	107	94	68	88	0	0	0	264	249	195
Collin	58	42	53	89	89	91	0	0	0	147	131	144
Dallas	456	395	308	503	454	408	3	3	1	962	852	717
Denton	32	35	28	263	181	160	6	2	4	301	218	192
El Paso	43	30	44	0	0	0	0	0	0	43	30	44
Fort Bend	82	62	42	37	33	39	88	78	76	207	173	157
Galveston	41	39	25	153	140	123	1	0	0	195	179	148
Harris	662	510	410	591	308	334	11	9	2	1264	827	746
Hays	13	14	21	30	33	26	1	0	0	44	47	47
Hidalgo	186	216	238	132	107	72	0	0	0	318	323	310
Jefferson	13	17	12	125	117	71	0	0	0	138	134	83
Johnson	44	42	31	23	8	8	1	0	0	68	50	39
Lubbock	28	18	12	77	66	60	37	37	35	142	121	107
McLennan	20	16	21	231	197	194	0	0	0	251	213	215
Montgomery	131	166	128	120	126	109	14	16	43	265	308	280
Nueces	65	44	29	41	50	54	0	0	0	106	94	83
Smith	30	19	16	50	22	1	2	1	0	82	42	17

*Continued*

County	Mandatory			Discretionary			Other			Total		
	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009	2006-2007	2007-2008	2008-2009
Tarrant	231	199	138	136	180	178	0	0	1	367	379	317
Taylor	27	18	13	46	34	30	0	0	0	73	52	43
Travis	94	63	72	18	27	29	6	8	16	118	98	117
Webb	121	120	138	188	165	136	0	0	0	309	285	274
Wichita	15	11	14	0	0	0	47	53	68	62	64	82
Williamson	19	24	25	83	88	91	102	114	94	204	226	210
<b>Total</b>	2,992	2,611	2,220	4,019	3,414	2,841	435	378	386	7,446	6,403	5,447
<b>Average</b>	111	97	82	149	126	105	16	14	14	276	237	202

**Appendix B**  
**Reasons for Program Exit by County**  
 School Year 2008-2009

County	N	Returned to Local District	Left Program Incomplete	Graduated or Received GED	Early Termination
Bell	160	70%	15%	1%	14%
Bexar	372	91%	6%	0%	4%
Brazoria	60	75%	3%	0%	22%
Brazos	39	64%	31%	0%	5%
Cameron	107	83%	15%	1%	1%
Collin	110	78%	8%	0%	14%
Dallas	505	76%	23%	0%	1%
Denton	166	82%	7%	1%	10%
El Paso	25	60%	8%	8%	24%
Fort Bend	105	63%	26%	0%	11%
Galveston	108	67%	12%	0%	21%
Harris	561	85%	4%	0%	11%
Hays	33	79%	12%	0%	9%
Hidalgo	267	78%	13%	1%	8%
Jefferson	64	64%	23%	0%	13%
Johnson	34	85%	12%	0%	3%
Lubbock	82	49%	15%	1%	35%
McLennan	152	87%	3%	1%	9%
Montgomery	173	83%	5%	3%	9%
Nueces	65	72%	9%	0%	19%
Smith	12	75%	17%	0%	8%
Tarrant	213	64%	5%	2%	29%
Taylor	35	74%	20%	0%	6%
Travis	98	81%	11%	0%	8%
Webb	177	70%	9%	2%	19%
Wichita	73	84%	15%	0%	1%
Williamson	148	75%	14%	8%	3%
<b>Total</b>	<b>3,944</b>	<b>78%</b>	<b>11%</b>	<b>1%</b>	<b>10%</b>

This page intentionally left blank.

**Appendix C**  
**Select JJAEP Program Characteristics**  
 School Year 2008-2009

County	Program Model Type	Operation Design	Capacity	Ratio (1 Instructional Staff Member: X Students)	Conditions of Completion	Transportation Mode
Bell	Traditional Model	ISD and Probation	120	3	Must successfully complete specific number of days	ISD
Bexar	Traditional Model	Private Contractor with support from Probation	300	20	Must successfully complete specific number of days	ISD, Parents, and Public
Brazoria	Military Component	ISD and Probation	120	8	Must successfully complete specific number of days	ISD
Brazos	Traditional Model	Probation Only	40	14	Must successfully complete specific number of days	Parents
Cameron	Traditional Model	Private Contractor with support from Probation	164	14	Must successfully complete a specific number of days	Private Vendor
Collin	Traditional Model	Probation Only	180	16	Must successfully complete a specific number of days	ISD
Dallas	Traditional Model	Probation Only	442	12	Must successfully complete specific number of days	ISD
Denton	Military Component	Probation Only	168	9	Must successfully complete specific number of days	Parents
El Paso	Traditional Model	ISD and Probation	60	1	Must complete term of expulsion, regardless of attendance	ISD
Fort Bend	Military Component	ISD and Probation	100	7	Must successfully complete a specific number of days	Parents
Galveston	Military Component	ISD and Probation	72	11	Must successfully complete specific number of days	ISD and Parents
Harris	Therapeutic Model	Probation Only	600	16	Must complete term of expulsion, regardless of attendance	Private Vendor

County	Program Model Type	Operation Design	Capacity	Ratio (1 Instructional Staff Member: X Students)	Conditions of Completion	Transportation Mode
Hays	Military Component	ISD and Probation	27	13	Students transition back to regular school at the end of the grading period/semester	ISD
Hidalgo	Traditional Model	Private Contractor with support from Probation	150	6	Must complete term of expulsion, regardless of attendance	Private Vendor
Jefferson	Military Component	ISD and Probation	90	10	Must successfully complete specific number of days	ISD
Johnson	Traditional Model	Probation Only	36	5	Must successfully complete specific number of days	Parents
Lubbock	Military Component	ISD and Probation	100	7	Students transition back to regular school at the end of the grading period/semester	ISD, Parents, and Public
McLennan	Traditional Model	ISD and Probation	100	5.7	Must successfully complete specific number of days	ISD
Montgomery	Therapeutic Model	ISD and Probation	120	12	Must successfully complete specific number of days	ISD
Nueces	Traditional Model	Private Contractor with support from Probation	48	16	Must successfully complete specific number of days	Parents, Public, and Private Vendor
Smith	Traditional Model	Probation Only	54	6	Must complete term of expulsion, regardless of attendance	Parents
Tarrant	Therapeutic Model	ISD and Probation	120	12	Must successfully complete specific number of days	Private Vendor
Taylor	Traditional Model	Probation Only	44	10	Must successfully complete specific number of days	Parents
Travis	Therapeutic Model	Private Contractor with support from Probation	50	10	Must complete term of expulsion, regardless of attendance	ISD

County	Program Model Type	Operation Design	Capacity	Ratio (1 Instructional Staff Member: X Students)	Conditions of Completion	Transportation Mode
Webb	Traditional Model	Probation Only	120	18	Must complete term of expulsion, regardless of attendance	ISD, County, and Parents
Wichita	Traditional Model	ISD and probation	44	5	Must complete term of expulsion, regardless of attendance	Parents
Williamson	Military Component	ISD and probation	250	7	Must attend specific number of days	ISD

This page intentionally left blank.

**Appendix D**  
**Reading / English Language Arts TAKS Results by County for Students in JJAEFs**  
**at Least 90 School Days Prior to TAKS Administration**  
 School Year 2006-2007 and School Year 2008-2009

County	Grade	School Year 2006-2007		School Year 2008-2009		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
BELL	6	-	-	6	2053.5	-
	7	-	-	14	1979.5	-
	8	5	2042.0	17	2241.0	9.7%
	9	14	2024.0	27	2126.7	5.1%
BEXAR	6	-	-	10	2167.2	-
	7	10	2019.3	13	2211.4	9.5%
	8	23	2045.7	43	2197.8	7.4%
	9	39	2101.4	69	2121.7	0.9%
	10	16	2072.9	39	2136.2	3.0%
	11	8	2159.1	18	2204.6	2.1%
BRAZORIA	8	14	2210.6	9	2210.6	0.0%
	9	30	2089.8	11	2170.9	3.8%
	10	10	2145.3	16	2204.0	2.7%
BRAZOS	9	5	2050.3	6	2211.5	7.8%
CAMERON	7	5	2070.4	7	2035.7	-1.6%
	8	12	2002.4	18	2208.2	10.2%
	9	31	2010.9	31	2088.5	3.8%
	10	13	2080.3	10	2131.9	2.4%
	11	-	-	11	2158.0	-
COLLIN	9	6	2140.5	12	2149.4	0.4%
	10	-	-	10	2175.7	-
	11	-	-	7	2310.2	-
DALLAS	5	-	-	7	2190.4	-
	6	22	2132.6	17	2149.5	0.7%
	7	27	2030.0	33	2102.9	3.5%
	8	59	2157.2	52	2184.9	1.2%
	9	87	2134.6	114	2123.9	-0.5%
	10	54	2092.4	35	2158.1	3.1%
	11	19	2112.4	24	2200.5	4.1%
DENTON	7	-	-	6	2221.6	-
	8	7	2144.1	-	-	-
	9	18	2069.1	20	2139.7	3.3%
	10	10	2110.7	10	2192.5	3.8%
	11	16	2195.4	6	2301.0	4.8%
FORT BEND	8	-	-	16	2259.7	-
	9	24	2026.6	20	2191.5	8.1%
	10	16	2205.1	9	2213.7	0.3%
	11	-	-	7	2253.1	-

Continued

County	Grade	School Year 2006-2007		School Year 2008-2009		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
GALVESTON	7	-	-	7	2023.7	-
	8	12	1998.5	13	2144.4	7.3%
	9	10	1872.8	14	2158.2	15.2%
	10	7	2165.0	9	2138.6	-1.2%
HARRIS	6	12	2136.5	8	2183.5	2.2%
	7	35	2065.3	25	2033.3	-1.5%
	8	44	2071.9	54	2229.0	7.6%
	9	89	2058.5	87	2173.4	5.5%
	10	55	2168.9	38	2129.0	-1.7%
	11	28	2128.1	23	2165.0	1.7%
HIDALGO	8	5	2045.4	10	2292.2	12.0%
	9	27	1999.0	29	2062.3	3.1%
	10	4	2083.0	9	2009.3	-3.5%
	11	4	2245.8	8	2162.5	-3.6%
JEFFERSON	8	10	2025.6	8	2155.8	6.4%
	9	10	1767.2	11	2063.6	16.7%
	10	-	-	5	2094.2	-
JOHNSON	9	5	2165.4	5	2229.8	2.9%
	10	-	-	5	2184.2	-
LUBBOCK	9	-	-	10	2056.3	-
	10	6	2169.2	10	2112.5	-2.6%
	11	-	-	9	2206.5	-
MC LENNAN	6	6	2085.7	-	-	-
	7	8	2111.3	8	2087.8	-1.1%
	8	7	2133.3	6	2327.0	9.0%
	9	7	2026.0	14	2131.2	5.1%
	10	5	1962.8	-	-	-
MONTGOMERY	7	5	1866.0	9	2137.7	14.5%
	8	7	2265.7	16	2278.6	0.5%
	9	18	2103.8	57	2204.5	4.8%
	10	6	2325.7	13	2225.0	-4.3%
	11	-	-	14	2317.2	-
NUECES	7	-	-	7	2116.7	-
	8	-	-	8	2236.5	-
	9	10	1997.2	14	2200.9	10.1%
	10	9	2161.9	-	-	-
TARRANT	7	14	1940.9	14	2112.4	8.8%
	8	16	2187.1	29	2156.7	-1.4%
	9	26	2033.5	44	2079.3	2.2%
	10	15	2162.3	14	2020.7	-6.5%

Continued

County	Grade	School Year 2006-2007		School Year 2008-2009		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
TRAVIS	7	-	-	6	2076.1	-
	8	6	2180.0	6	2081.0	-4.5%
	9	5	1828.0	7	2104.1	15.0%
	10	5	2256.0	13	2165.2	-4.0%
	11	-	-	5	2146.8	-
WEBB	7	-	-	12	2003.8	-
	8	14	1938.9	13	2054.7	5.9%
	9	23	1925.5	30	2033.5	5.6%
	10	-	-	28	2084.5	-
	11	-	-	10	2070.5	-
WICHITA	8	-	-	5	2312.8	-
	9	-	-	5	2202.8	-
WILLIAMSON	8	-	-	5	2320.0	-
	9	14	1964.8	19	2162.0	10.0%
	10	11	2136.3	18	2051.7	-3.9%
	11	6	2199.2	5	2229.2	1.3%

This page intentionally left blank.

**Appendix E**  
**Math TAKS Results by County for Students in JJAEFs**  
**at Least 90 School Days Prior to TAKS Administration**  
 School Year 2006-2007 and School Year 2008-2009

County	Grade	School Year 2006-2007		School Year 2008-2009		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
BELL	6	-	-	7	2003.8	-
	7	-	-	14	1984.4	-
	8	5	1925.2	17	2032.0	5.5%
	9	14	1885.4	22	1928.6	2.2%
BEXAR	6	-	-	10	2107.3	-
	7	10	2065.2	14	2038.2	-1.3%
	8	23	1993.5	46	2081.1	4.4%
	9	39	1986.7	64	1956.7	-1.5%
	10	16	1957.1	35	1996.4	1.9%
	11	8	2177.3	14	2117.3	-2.7%
BRAZORIA	8	14	2026.0	11	2091.3	3.2%
	9	30	1980.1	9	2102.1	6.1%
	10	10	2059.5	12	2107.5	2.3%
	11	5	2243.8	-	-	-
BRAZOS	9	5	1777.2	8	1982.6	11.5%
CAMERON	7	5	2037.4	8	1996.2	-2.0%
	8	12	1942.8	18	2079.2	7.0%
	9	31	1939.8	31	1915.5	-1.2%
	10	13	1989.1	11	2047.0	2.9%
	11	-	-	10	2096.5	-
COLLIN	8	-	-	6	2135.0	-
	9	-	-	10	1981.3	-
	10	6	2036.0	9	1963.3	-3.5%
	11	-	-	7	2222.7	-
DALLAS	5	-	-	8	1980.1	-
	6	22	1998.3	17	2009.5	0.5%
	7	27	2036.0	34	2036.0	0.0%
	8	59	2000.4	60	2022.9	1.1%
	9	87	1966.7	114	1981.0	0.7%
	10	54	1994.0	34	2043.2	2.4%
	11	19	2131.8	25	2127.9	-0.1%
DENTON	7	-	-	6	2184.5	-
	8	7	2052.7	6	2178.0	6.1%
	9	18	2033.8	18	2024.1	-0.4%
	10	10	1948.1	8	2115.6	8.5%
	11	16	2210.9	7	2220.8	0.4%

Continued

County	Grade	School Year 2006-2007		School Year 2008-2009		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
FORT BEND	7	-	-	5	2084.4	-
	8	-	-	18	2078.8	-
	9	24	1948.8	20	1996.0	2.4%
	10	16	1980.4	11	2051.5	3.5%
	11	-	-	6	2190.5	-
GALVESTON	7	-	-	6	2052.6	-
	8	10	2073.6	16	2004.4	-3.3%
	9	12	1869.7	19	1932.4	3.3%
	10	7	2079.0	10	2029.8	-2.4%
HARRIS	6	12	1988.5	7	2154.7	8.3%
	7	35	2029.1	25	2030.3	0.1%
	8	44	1999.8	65	2070.7	3.5%
	9	89	1977.1	77	1966.2	-0.5%
	10	55	2017.5	33	2056.6	1.9%
	11	28	2093.4	26	2082.2	-0.5%
HIDALGO	8	5	1965.8	10	2150.1	9.4%
	9	27	1963.9	23	1932.3	-1.5%
	10	-	-	10	2042.7	-
	11	-	-	7	2095.5	-
JEFFERSON	8	10	1924.8	8	2067.8	7.4%
	9	10	1905.3	7	1917.8	0.6%
	10	-	-	5	2023.4	-
JOHNSON	9	5	1904.0	-	-	-
	10	-	-	5	2048.2	-
LUBBOCK	9	-	-	10	2000.5	-
	10	-	-	10	2027.7	-
	11	-	-	8	2224.0	-
MC LENNAN	6	6	1892.8	-	-	-
	7	8	2033.1	8	1990.2	-2.1%
	8	7	1945.9	10	2059.1	5.8%
	9	7	1909.9	15	1969.4	3.1%
	10	5	1970.6	-	-	-
MONTGOMERY	7	5	2096.4	9	2104.8	0.3%
	8	7	2187.6	17	2150.0	-1.7%
	9	18	1972.0	53	2098.3	6.3%
	10	6	2184.8	13	2149.5	-1.6%
	11	-	-	14	2263.7	-
NUECES	7	-	-	7	2087.0	-
	8	-	-	9	2076.0	-
	9	10	2027.6	8	1923.0	-5.1%

Continued

County	Grade	School Year 2006-2007		School Year 2008-2009		% Change in Average Scale Score
		N	Average Scale Score	N	Average Scale Score	
TARRANT	7	14	2042.6	14	2000.6	-2.0%
	8	16	1977.4	35	2088.4	5.6%
	9	26	2000.7	40	1902.1	-4.9%
	10	15	2010.9	11	1914.0	-4.7%
	11	-	-	5	2033.6	-
TRAVIS	7	-	-	5	2041.4	-
	8	6	2022.2	7	2028.1	0.2%
	9	-	-	8	2036.0	-
	10	-	-	11	2015.1	-
	11	-	-	6	2156.0	-
WEBB	7	-	-	12	1976.8	-
	8	14	1943.9	17	1991.5	2.4%
	9	23	1896.9	30	1924.4	1.4%
	10	-	-	24	2001.6	-
	11	-	-	13	2026.3	-
WICHITA	8	-	-	7	2127.5	-
	9	-	-	5	1995.2	-
WILLIAMSON	8	-	-	5	2144.0	-
	9	14	1944.1	19	2019.1	3.8%
	10	11	2037.4	13	2014.3	-1.1%

This page intentionally left blank.

**Appendix F**  
**Comparison of TAKS Passing Rate by Grade Level**  
 School Year 2006-2007 and School Year 2008-2009

	Math		Reading	
	School Year 2006-2007	School Year 2008-2009	School Year 2006-2007	School Year 2008-2009
3rd Grade	**	**	**	**
4th Grade	**	50.0%	29.4%	41.7%
5th Grade	**	53.7%	19.0%	70.0%
6th Grade	25.7%	32.8%	57.5%	62.8%
7th Grade	26.9%	28.9%	49.9%	47.7%
8th Grade	26.3%	44.6%	63.9%	78.7%
9th Grade	21.7%	25.4%	65.2%	64.2%
10th Grade	30.7%	32.5%	62.0%	61.7%
11th Grade	62.0%	54.8%	73.9%	78.4%
<b>Total</b>	<b>28.9%</b>	<b>34.8%</b>	<b>62.4%</b>	<b>66.3%</b>

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

This page intentionally left blank.

**Appendix G  
Itemization of JJAEF Cost Per Day**

County Name	Bell	Bexar	Brazoria	Brazos	Cameron	Collin	Dallas
<b>Required Costs</b>							
Administrative	\$291,671.76	\$77,075.84	\$19,398.73	\$21,428.64	\$-	\$65,030.00	\$200,275.38
Professional Services	\$-	\$-	\$-	\$-	\$102,368.95	\$-	\$-
Program Administrator/Principal	\$67,504.10	\$54,546.85	\$94,788.70	\$64,457.91	\$72,759.61	\$117,909.00	\$267,991.83
Educational Staff	\$333,268.45	\$1,409,612.00	\$320,380.00	\$39,944.13	\$298,716.93	\$332,644.00	\$998,271.45
Behavior Management Staff	\$-	\$92,315.15	\$41,901.51	\$50,420.83	\$67,603.93	\$-	\$283,804.60
Clerical/Support Staff	\$154,719.48	\$109,684.51	\$-	\$18,342.81	\$95,250.94	\$44,074.00	\$795,230.61
Campus Security	\$41,499.98	\$128,642.46	\$-	\$-	\$28,758.22	\$81,875.00	\$130,815.36
Educational Materials and Supplies	\$9,321.39	\$930.96	\$-	\$11,337.64	\$11,467.73	\$35,846.00	\$15,321.44
Building Expenses	\$54,174.27	\$19,816.24	\$475.00	\$2,318.40	\$18,250.68	\$3,500.00	\$190,483.29
Meals	\$33,219.66	\$23,953.95	\$25,693.85	\$5,515.45	\$6,019.55	\$15,280.00	\$31,235.03
Utilities	\$46,915.68	\$33,339.04	\$31,467.87	\$2,898.20	\$16,283.99	\$41,087.00	\$81,250.52
Equipment	\$20,126.30	\$18,184.99	\$8,777.98	\$9,141.66	\$40,621.32	\$13,370.00	\$11,912.43
Training/Travel	\$9,922.67	\$2,365.51	\$-	\$2,415.44	\$12,142.42	\$5,000.00	\$2,099.49
Other/Miscellaneous Expenses	\$-	\$4,548.61	\$19,096.49	\$-	\$11,341.47	\$2,650.00	\$42,025.49
Student Transportation	\$-	\$236,750.17	\$48.49	\$-	\$111,696.62	\$2,075.20	\$1,422,569.12
<b>Total</b>	<b>\$1,062,343.74</b>	<b>\$2,211,766.28</b>	<b>\$562,028.62</b>	<b>\$228,221.11</b>	<b>\$893,282.36</b>	<b>\$760,340.20</b>	<b>\$4,473,286.04</b>
<b>Non-Required Costs</b>							
Other Administrative	\$-	\$-	\$-	\$-	\$-	\$15,538.00	\$-
Counseling Services & Staff	\$10,970.00	\$181,576.25	\$14,901.45	\$567.76	\$53,343.45		\$211,100.00
Program Staff	\$445,426.34	\$-	\$185,275.41	\$89,247.45	\$149,967.71	\$411,279.00	\$220,724.92
Educational Staff		\$24,462.00	\$-	\$-	\$-	\$76,177.00	\$-
Medical Services & Staff	\$3,600.00	\$-	\$11,400.07	\$-	\$-		\$47,055.13
Other/Miscellaneous Expenses	\$2,895.74	\$17,117.76	\$1,723.87	\$582.21	\$23,620.43	\$1,200.00	\$-
<b>Total</b>	<b>\$462,892.08</b>	<b>\$223,156.01</b>	<b>\$213,300.80</b>	<b>\$90,397.42</b>	<b>\$226,931.59</b>	<b>\$504,194.00</b>	<b>\$478,880.05</b>
<b>Total Costs</b>	<b>\$1,525,235.82</b>	<b>\$2,434,922.29</b>	<b>\$775,329.42</b>	<b>\$318,618.53</b>	<b>\$1,120,213.95</b>	<b>\$1,264,534.20</b>	<b>\$4,952,166.09</b>
<b>Total Cost Per Day</b>	<b>\$207.97</b>	<b>\$186.51</b>	<b>\$171.91</b>	<b>\$141.29</b>	<b>\$112.51</b>	<b>\$210.51</b>	<b>\$130.11</b>
<b>Required Cost Per Day</b>	<b>\$144.85</b>	<b>\$169.42</b>	<b>\$124.62</b>	<b>\$101.21</b>	<b>\$89.71</b>	<b>\$126.58</b>	<b>\$117.53</b>

Continued

County Name	Denton	El Paso	Fort Bend	Galveston	Harris	Hays	Hidalgo
<b>Required Costs</b>							
Administrative	\$28,717.96	\$15,616.96	\$43,122.13	\$45,755.64	\$320,870.39	\$54,415.00	\$5,108.17
Professional Services	\$-	\$218,672.00	\$-	\$-	\$-	\$-	\$79,798.99
Program Administrator/Principal	\$84,482.00	\$-	\$97,017.61	\$110,964.19	\$262,560.36	\$65,705.00	\$128,763.79
Educational Staff	\$441,077.92	\$-	\$380,145.30	\$356,475.92	\$1,019,614.52	\$49,680.00	\$196,576.22
Behavior Management Staff	\$127,925.00	\$-	\$-	\$58,040.85	\$346,990.94	\$36,049.00	\$104,114.24
Clerical/Support Staff	\$122,319.49	\$-	\$164,904.16	\$59,375.81	\$413,817.04	\$30,674.00	\$123,007.99
Campus Security	\$-	\$59,135.11	\$87,666.08	\$42,652.31	\$325,235.09	\$-	\$-
Educational Materials and Supplies	\$7,754.56	\$-	\$13,724.68	\$12,203.53	\$28,484.65	\$5,110.00	\$45,734.57
Building Expenses	\$-	\$-	\$8,801.33	\$-	\$488,659.62	\$1,500.00	\$147,880.77
Meals	\$10,050.45	\$-	\$870.00	\$18,890.21	\$214,026.90	\$900.00	\$10,070.45
Utilities	\$7,442.34	\$-	\$24,353.47	\$51,810.00	\$11,230.49	\$1,830.00	\$43,495.97
Equipment	\$5,499.40	\$61.62	\$39,945.00	\$910.40	\$21,676.73	\$3,700.00	\$27,064.76
Training/Travel	\$4,962.51	\$-	\$580.00	\$6,579.34	\$8,305.38	\$900.00	\$12,626.97
Other/Miscellaneous Expenses	\$150.00	\$-	\$3,262.00	\$1,472.85	\$4,807.62	\$1,060.00	\$8,551.93
Student Transportation	\$52,781.00	\$-	\$11,443.86	\$-	\$675,388.15	\$19,000.00	\$36,161.93
<b>Total</b>	<b>\$893,162.63</b>	<b>\$293,485.69</b>	<b>\$875,835.62</b>	<b>\$765,131.05</b>	<b>\$4,141,667.88</b>	<b>\$270,523.00</b>	<b>\$968,956.75</b>
<b>Non-Required Costs</b>							
Other Administrative	\$-	\$-		\$-	\$-	\$-	\$15,920.94
Counseling Services & Staff	\$638.49	\$-	\$38,924.69	\$15,375.00	\$403,681.20	\$-	\$-
Program Staff	\$327,700.00	\$-	\$644,341.65	\$210,521.27	\$602,213.20	\$38,428.00	\$-
Educational Staff	\$20,000.00	\$-	\$-	\$-	\$-	\$-	\$111,350.57
Medical Services & Staff	\$-	\$-	\$18,831.71	\$57,836.12	\$120,605.58	\$2,377.00	\$-
Other/Miscellaneous Expenses	\$1,005.64	\$-	\$33,914.00	\$458.75	\$659.68	\$2,500.00	\$560.82
<b>Total</b>	<b>\$349,344.13</b>	<b>\$-</b>	<b>\$736,012.05</b>	<b>\$284,191.14</b>	<b>\$1,127,159.66</b>	<b>\$43,305.00</b>	<b>\$127,832.33</b>
<b>Total Costs</b>	<b>\$1,242,506.76</b>	<b>\$293,485.69</b>	<b>\$1,611,847.67</b>	<b>\$1,049,322.19</b>	<b>\$5,268,827.54</b>	<b>\$313,828.00</b>	<b>\$1,096,789.08</b>
<b>Total Cost Per Day</b>	<b>\$163.62</b>	<b>\$106.03</b>	<b>\$205.49</b>	<b>\$183.16</b>	<b>\$151.75</b>	<b>\$124.49</b>	<b>\$100.11</b>
<b>Required Cost Per Day</b>	<b>\$117.61</b>	<b>\$106.03</b>	<b>\$111.66</b>	<b>\$133.55</b>	<b>\$119.29</b>	<b>\$107.31</b>	<b>\$88.44</b>

Continued

County Name	Jefferson	Johnson	Lubbock	McLennan	Montgomery	Nueces	Smith
<b>Required Costs</b>							
Administrative	\$6,509.00	\$27,531.03	\$38,183.44	\$72,346.26	\$54,779.64	\$69,744.97	\$12,994.00
Professional Services	\$-	\$-	\$-	\$-	\$-	\$127,010.10	\$-
Program Administrator/Principal	\$73,478.00	\$65,168.87	\$61,789.63	\$66,477.28	\$108,908.25	\$122,862.00	\$71,348.00
Educational Staff	\$189,662.00	\$134,725.60	\$225,880.47	\$300,391.40	\$358,981.71	\$110,646.00	\$184,206.00
Behavior Management Staff	\$64,056.00	\$-	\$37,834.51	\$-	\$109,727.04	\$26,469.00	\$-
Clerical/Support Staff	\$96,115.00	\$42,465.99	\$-	\$205,357.23	\$31,815.73	\$-	\$31,703.00
Campus Security	\$101,455.00	\$-	\$-	\$29,558.74	\$-	\$38,803.00	\$-
Educational Materials and Supplies	\$19,164.00	\$21,113.90	\$5,146.34	\$12,862.74	\$11,449.11	\$4,056.00	\$9,864.00
Building Expenses	\$1,500.00	\$22,482.00	\$-	\$2,539.15	\$414.37	\$37,138.00	\$128,084.00
Meals	\$-	\$4,439.25	\$-	\$-	\$-	\$7,603.00	\$814.00
Utilities	\$21,004.00	\$5,578.35	\$2,128.33	\$22,323.63	\$14,200.00	\$24,951.00	\$13,910.00
Equipment	\$4,069.00	\$1,597.64	\$4,610.57	\$13,454.37	\$16,856.02	\$18,328.00	\$110.00
Training/Travel	\$785.00	\$2,931.88	\$2,267.05	\$1,673.19	\$-	\$412.14	\$1,216.00
Other/Miscellaneous Expenses	\$1,000.00	\$386.42	\$2,445.91	\$2,539.15	\$6,439.31	\$8,125.00	\$8,182.00
Student Transportation	\$112,152.00	\$31.13	\$-	\$-	\$181,640.89	\$785.00	\$-
<b>Total</b>	<b>\$690,949.00</b>	<b>\$328,452.06</b>	<b>\$380,286.25</b>	<b>\$729,523.14</b>	<b>\$895,212.07</b>	<b>\$596,933.21</b>	<b>\$462,431.00</b>
<b>Non-Required Costs</b>							
Other Administrative	\$-	\$-	\$-	\$-	\$-	\$263,317.76	\$-
Counseling Services & Staff	\$-	\$2,700.00	\$17,595.00	\$56,051.32	\$56,954.46	\$3,560.00	\$1,800.00
Program Staff	\$113,585.00	\$5,376.18	\$113,460.83	\$18,517.48	\$321,768.31	\$97,991.79	\$36,355.00
Educational Staff	\$-	\$56,579.09	\$-	\$-	\$-	\$-	\$-
Medical Services & Staff	\$-	\$-	\$-	\$-	\$8,000.00	\$-	\$-
Other/Miscellaneous Expenses	\$2,500.00	\$-	\$4,937.44	\$178.46	\$6,859.24	\$15,202.00	\$-
<b>Total</b>	<b>\$116,085.00</b>	<b>\$64,655.27</b>	<b>\$135,993.27</b>	<b>\$74,747.26</b>	<b>\$393,582.01</b>	<b>\$380,071.55</b>	<b>\$38,155.00</b>
<b>Total Costs</b>	<b>\$807,034.00</b>	<b>\$393,107.33</b>	<b>\$516,279.52</b>	<b>\$804,270.40</b>	<b>\$1,288,794.08</b>	<b>\$977,004.76</b>	<b>\$500,586.00</b>
<b>Total Cost Per Day</b>	<b>\$277.43</b>	<b>\$233.44</b>	<b>\$120.15</b>	<b>\$116.27</b>	<b>\$134.45</b>	<b>\$206.08</b>	<b>\$555.59</b>
<b>Required Cost Per Day</b>	<b>\$237.52</b>	<b>\$195.04</b>	<b>\$88.50</b>	<b>\$105.47</b>	<b>\$93.39</b>	<b>\$125.91</b>	<b>\$513.24</b>

Continued

County Name	Tarrant	Taylor	Travis	Webb	Wichita	Williamson
<b>Required Costs</b>						
Administrative	\$84,133.85	\$35,868.33	\$52,493.84	\$18,265.00	\$21,209.00	\$19,583.49
Professional Services	\$-	\$-	\$-	\$-	\$-	\$-
Program Administrator/Principal	\$250,678.47	\$42,179.88	\$-	\$161,942.00	\$69,286.00	\$199,386.85
Educational Staff	\$588,355.16	\$78,376.19	\$510,112.72	\$242,387.00	\$229,262.00	\$625,759.55
Behavior Management Staff	\$136,511.53	\$32,508.50	\$83,176.27	\$95,381.00	\$54,809.00	\$92,476.56
Clerical/Support Staff	\$-	\$59,472.59	\$-	\$221,294.00	\$60,719.00	\$92,818.40
Campus Security	\$31,391.10	\$-	\$-	\$108,784.00	\$-	\$14,060.47
Educational Materials and Supplies	\$8,257.68	\$2,503.96	\$-	\$7,974.00	\$21,627.00	\$12,101.83
Building Expenses	\$254,724.76	\$78.49	\$1.00	\$41,162.00	\$-	\$436,350.01
Meals	\$142,420.11	\$5,429.00	\$-	\$8,455.30	\$4,955.00	\$59,183.80
Utilities	\$-	\$30,329.04	\$-	\$32,379.00	\$9,750.00	\$30,888.56
Equipment	\$17,982.81	\$2,100.75	\$1,901.10	\$10,421.00	\$1,000.00	\$8,988.31
Training/Travel	\$2,256.00	\$-	\$1,859.53	\$-	\$-	\$6,000.00
Other/Miscellaneous Expenses	\$184.14	\$282.59	\$-	\$36,248.00	\$25.00	\$17,004.82
Student Transportation	\$147,288.03	\$-	\$-	\$25,509.70	\$-	\$158.72
<b>Total</b>	<b>\$1,664,183.64</b>	<b>\$289,129.32</b>	<b>\$649,544.46</b>	<b>\$1,010,202.00</b>	<b>\$472,642.00</b>	<b>\$1,614,761.37</b>
<b>Non-Required Costs</b>						
Other Administrative	\$-	\$-	\$-	\$-	\$-	\$-
Counseling Services & Staff	\$319,911.00	\$-	\$-	\$72,508.00	\$-	\$34,528.38
Program Staff	\$919,581.74	\$93,413.85	\$204,456.87	\$31,705.00	\$34,710.00	\$540,999.99
Educational Staff	\$-	\$37,917.89	\$-	\$-	\$-	\$-
Medical Services & Staff	\$8,957.59	\$-	\$-	\$-	\$-	\$42,908.62
Other/Miscellaneous Expenses	\$7,531.50	\$3,233.23	\$-	\$11,625.00	\$-	\$5,609.89
<b>Total</b>	<b>\$1,255,981.83</b>	<b>\$134,564.97</b>	<b>\$204,456.87</b>	<b>\$115,838.00</b>	<b>\$34,710.00</b>	<b>\$624,046.88</b>
<b>Total Costs</b>	<b>\$2,920,165.47</b>	<b>\$423,694.29</b>	<b>\$854,001.33</b>	<b>\$1,126,040.00</b>	<b>\$507,352.00</b>	<b>\$2,238,808.25</b>
<b>Total Cost Per Day</b>	<b>\$198.65</b>	<b>\$374.95</b>	<b>\$151.90</b>	<b>\$85.40</b>	<b>\$137.46</b>	<b>\$171.46</b>
<b>Required Cost Per Day</b>	<b>\$113.21</b>	<b>\$255.87</b>	<b>\$115.54</b>	<b>\$76.62</b>	<b>\$128.05</b>	<b>\$123.67</b>