

MAY 2014



JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS

Performance Assessment Report

School Year 2012-2013

A REPORT BY THE



TEXAS
JUVENILE★JUSTICE
DEPARTMENT

The 2014 Juvenile Justice Alternative Education Program Report describes the status of these programs as required by the Texas General Appropriations Act, 81st Regular Texas Legislative Session, Rider 12 – Texas Juvenile Justice Department. The report will be posted on the Texas Juvenile Justice Department (TJJD) website May 1, 2014, at www.tjjd.texas.gov/statistics/researchdetail.aspx. A copy of the report can be printed directly from the web.

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

If you require additional information, please contact the agency.

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JJAEP Performance Assessment Report:

EXECUTIVE SUMMARY

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

During the 2012-13 school year, 26 counties fall under the 125,000 population provision requiring them to operate a JJAEP. These 26 JJAEPs encompass 282 school districts and accounted for approximately 76.6% of Texas' juvenile age population:

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

The Texas Juvenile Justice Department (TJJD) provides oversight of JJAEPs as required by statute. Rider 12 of the General Appropriations Act, 81st Regular Texas Legislative Session requires the Department to prepare a report that provides a comprehensive review of JJAEPs. This report, the *Juvenile Justice Alternative Education Programs: Performance Assessment Report*, reviews the 26 JJAEPs listed above. This is the seventh such report looking at the students entering the programs, program operations, student performance, program cost, 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 2008-2009, overall, the number of JJAEP student entries has declined by 43%. Between school years 2008-2009 and 2012-2013, the number of mandatory expulsion entries decreased 33% while discretionary entries decreased 55.8%. Proportionately the percentages of students by age, grade level, and expulsion offense were similar in scope to the 2010-2011 report. The proportion of students of African-American descent continued to be overrepresented, echoing the proportions found in DAEPs statewide, not the overall statewide school population.

ES TABLE 1

JJAEP Entries by Placement Type
School Years 2008-2009 through 2012-2013

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%
Mandatory	2,220	41%	2,111	40%	2,069	45%	1,808	46%	1,487	48%
Discretionary	2,841	52%	2,690	51%	2,137	46%	1,706	44%	1,256	41%
Non-Expelled	386	7%	437	8%	431	9%	390	10%	336	11%
Total	5,447	100%	5,238	100%	4,637	100%	3,904	100%	3,079	100%

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

- **AVERAGE LENGTH OF STAY.** The average length of stay during school year 2012-2013, for all students exiting the JJAEP, was 80 school days compared to 78 school days in 2010-2011, and 85 school days during the school year 2008-2009. Average Length of Stay by Placement Type, ES Table 1 varies from 69 to 86 days for 2012-13. The greatest change is in Non-Expelled student stays, decreasing from 80 days in 2010-2011 compared to 69 days in 2012-2013.
- **EXPULSION OFFENSE CATEGORIES.** There was a change in statute that redefined the list of reasons a student in a DAEP could be expelled to a JJAEP for behavior issues. Beginning with the 2012-2013 school year, the definition only includes serious misbehaviors, not persistent misbehaviors. In the 2010-2011 school year, the proportion of students sent to JJAEP for serious and persistent misbehaviors was 72% of all JJAEP entries. For the 2012-2013 school year, students sent to JJAEP for serious misbehaviors were 56% of all JJAEP entries. Students sent for drug offenses are now 20% of all JJAEP students, double the percentage in 2010-2011.
- **PERFORMANCE RESULTS.** JJAEP performance is assessed in multiple areas. This report will provide information about Exit Level Texas Assessment of Knowledge and Skills (TAKS) testing only for school year 2012-2013 as the state of Texas was transitioning from TAKS testing to State of Texas Assessments of Academic Readiness (STAAR) testing. This report will also provide STAAR results for grades four through eight and End of Course tests in English I- III, Algebra I and II, and Geometry.
 - JJAEPs have continued to show improved performance in several areas including growth in the areas of Reading and Mathematics while in a JJAEP as determined by the pre and post instrument and improved school attendance and behavior upon return to their home school.
- **STAAR/TAKS.** JJAEP students are administered the TAKS statewide assessment instrument at the exit level and STAAR for grades four through eight and in English and Mathematics courses at the high school level
 - The average passing rate for Exit Level TAKS Reading/ELA was 51.8% (N=145) compared to 52.0% (N=155) for Mathematics for those students in JJAEP over 90 days.
 - For the STAAR program, students in grades four through eight had Reading passing rates ranging from 34% to 62%.
 - For the STAAR program, students in grades four through eight had Mathematics passing rates ranging from 25% to 53%.
 - For STAAR End-Of-Course Algebra I and II and Geometry, passing rates ranged from 50%-82%.
 - For STAAR End-of-Course English I, II, and III, passing rates ranged from 39% to 67%.
- **PRE AND POST TESTING.** Pre and post testing is utilized as a measure to demonstrate student gains in the areas of Mathematics and Reading while in a JJAEP using the Iowa Test of Basic Skills (ITBS) at the elementary

and middle school level and the Iowa Test of Educational Development (ITED) at the high school level; students have to attend the JJAEP for at least one semester.

- The average grade equivalency results for both Mathematics and Reading increased: 72% of a grade level in Mathematics and 75% of a grade level in Reading from admission to exit.
- **BEHAVIOR IMPROVEMENT.** Improvement in student behavior upon returning to their home school is used as another indicator of JJAEPs performance. Improvement is defined as students having fewer absences and fewer discipline referrals upon return to their home school.
 - Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by 12.5%.
 - The percentage of JJAEP students whose absence rate decreased was 56.2%.
 - Statewide, the average number of disciplinary incidents declined 47.9% in the two six-week periods after students exited the JJAEP.
 - Eighty-one percent of students had the same number of, or a decrease in, the number of referrals in the two six-week periods after students exited the JJAEP.
- **STAFF TO STUDENT RATIO.** The required instructional staff to student ratio is 1:24 or less. Depending on program model type (military component, therapeutic or traditional school model), the staff to student was 1:8, 1:9, and 1:12 respectively. All JJAEP programs averaged a staff to student ratio of 1:10.
- **COST OF OPERATION.** JJAEPs are funded differently than public schools in Texas. Public schools are funded through county tax revenues, state general appropriation funds administered by the Texas Education Agency (TEA) and federal funds. JJAEPs receive funding from local school district revenues, county commissioners' courts and state appropriations through the TEA via Texas Juvenile Justice Department (TJJD). TJJD provides approximately 25% of the total JJAEP funding (i.e., \$79 per mandatory student attendance day); the remaining 75% is provided through the local juvenile boards and the local school districts.
 - The cost per day during the school year 2012-2013 varied from a range of \$81.46 to a high of \$822.78 per day as compared to \$81.90 to a high of \$381.46 per day during the 2010-2011 school year.
 - The statewide average cost per day was \$184.41.
 - Costs were rising over the last three biennium's by close to 24% and have dropped for this biennium by 4.25%.
 - Total expenditures for JJAEPs during the 2012-2013 school year declined by approximately \$6 million from the 2010-2011 school year.
 - The cost of JJAEPs vary from county to county based on an array of factors including program size, program design, facilities, attendance, and services.
- **STRATEGIC ELEMENTS.** An important part of this report provides strategic elements which will facilitate the agency's ability to partner with local government toward increasing the effectiveness and improving JJAEP services for youth served in these alternative education settings. The planning process included identification of the areas perceived as strengths by JJAEP administrators. These include curriculum, due process (i.e., the level of due process afforded youth prior to entry in the JJAEP), and lack of overcrowding. Areas needing attention include adequate program funding and preparation for STAAR/ TAKS testing.

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

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 academic achievement, discipline, and behavior management. JJAEPs have operated for fifteen full school years.

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

TEXAS GENERAL APPROPRIATIONS ACT 82ND REGULAR TEXAS LEGISLATIVE SESSION RIDERS 7 – TEXAS JUVENILE JUSTICE DEPARTMENT

JJAEP ACCOUNTABILITY. Out of funds appropriated above in Strategy D.1.1. Juvenile Justice Alternative Education Programs (JJAEP), the Texas Juvenile Justice Department shall ensure that Juvenile Justice Alternative Education Programs are held accountable for student academic and behavioral success. The Texas Juvenile Justice Department shall submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2014. The report shall include, but is not limited to, the following:

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

SECTION 2: OVERVIEW OF JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS

HISTORY

Beginning in 1995, local juvenile boards in counties with a population over 125,000 were required by law to implement and operate JJAEPs. During the 2012-2013 school year, there were 26 JJAEP counties which encompass 282 school districts operating in the state. These counties accounted for approximately 76.6% of the state's juvenile age population in 2012. Mandatory JJAEP counties in 2012-2013 include:

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

In anticipation that an additional five counties (i.e., Ellis, Ector, Guadalupe, Hays and Midland) would fall under the population requirement to operate a mandatory JJAEP when the 2010 U.S. Census was released, the 81st Texas Legislature, in accordance with the General Appropriations Act, TJJJD Rider 29, amended the Texas Education Code Section 37.011 to allow those counties which would be affected by the 2010 census numbers to opt out of operating a JJAEP if the county juvenile board entered into a memorandum of understanding (MOU) with each school district located in the county. The purpose of the MOU is to minimize the number of students expelled who would no longer receive alternative education services. Affected counties either needed to begin operating a JJAEP or adopt an appropriate MOU by the beginning of the 2011-2012 school year. Hays County has chosen to operate as a mandatory JJAEP county and is the only one of the five counties affected that has chosen to operate a JJAEP. The remaining four counties have chosen to opt out. Each of the other four counties can choose to open a JJAEP at a later date if all stakeholders involved agree.

Also of note is an amendment passed by the 82nd Texas Legislature which added language under Texas Education Code Section 37.011 that provided a description of Smith County allowing this county to also be exempt from operating a JJAEP. The data used in the rest of this report may include Smith County data as appropriate to the year being examined.

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

TJJJD provides funding to local juvenile boards on a per diem basis for students who are mandated by state law to be expelled and placed into the JJAEP. The juvenile board and the school districts in a county jointly enter into a memorandum of understanding (MOU) regarding the cost of non-expelled and discretionarily expelled students who may attend the JJAEP. Local school districts may provide funds and/or in-kind services to the JJAEP as agreed upon in the MOU. A more in-depth discussion of program cost 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 TJJJD grants to local juvenile probation departments and through funding provided by local school districts. During school year 2012-2013, six counties were supported with

TJJD grant funds to operate JJAEPs. These discretionary JJAEP counties include: Atascosa, Hale, Hardin, Hill, Hopkins and Karnes/Wilson.

STATUTORY REQUIREMENTS

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

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

SECTION 3: STUDENTS IN JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS

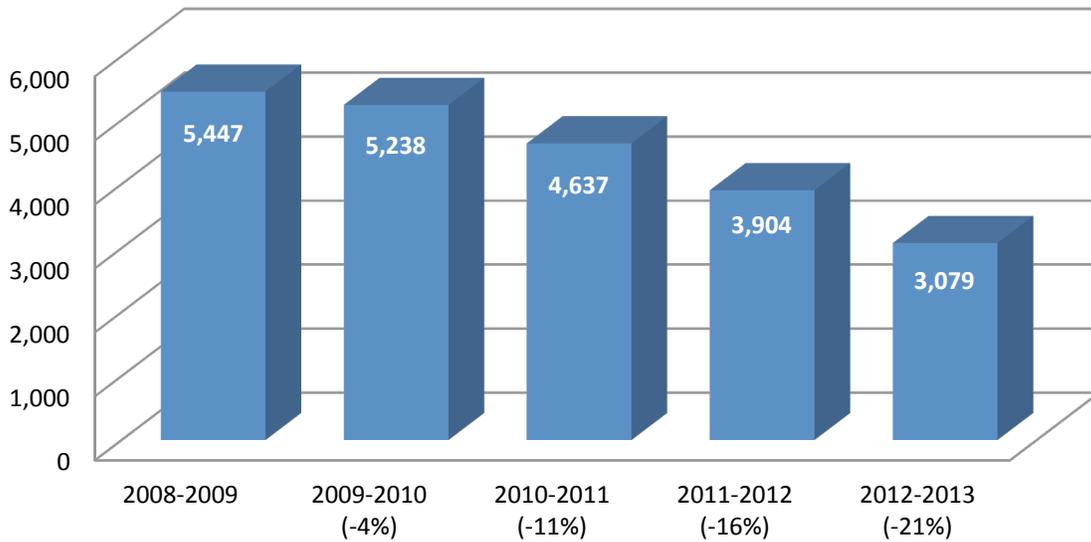
JJAEP STUDENT POPULATION

STUDENT ENTRIES

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 in accordance with the Memorandum of Understanding (MOU). Chart 1 presents JJAEP student entries by school year since the 2012-2013 school year.

CHART 1

JJAEP Student Entries by School Year
School Year 2008-2009 through 2012-2013



- During school year 2012-2013, there were 3,079 student entries into JJAEPs. This represented a 43% decrease in entries for all students since school year 2008-2009 for JJAEPs mandated by the state.
- Student entries into JJAEPs decreased by 21% from school year 2011-2012 to school year 2012-2013.

Table 2 presents the distribution of student entries and the number of unique students in JJAEPs by county for school years 2012-2013. A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting.

TABLE 2

JJAEP Student Entries and Students by County
School Year 2012-2013

County	Student Entries	Students	County	Student Entries	Students
Bell	14	14	Hidalgo	169	162
Bexar	257	248	Jefferson	54	52
Brazoria	60	60	Johnson	15	14
Brazos	62	58	Lubbock	102	99
Cameron	219	198	McLennan	126	118
Collin	139	132	Montgomery	215	209
Dallas	287	264	Nueces	46	46
Denton	104	100	Tarrant	206	191
El Paso	36	36	Taylor	30	30
Fort Bend	128	125	Travis	47	45
Galveston	9	9	Webb	225	208
Harris	300	290	Wichita	71	63
Hays	36	36	Williamson	122	118
			Total:	3,079	2,925

- A total of 154 students entered a JJAEP more than once during that school year.
- During school year 2012-2013, a total of 2,925 individual students accounted for the 3,079 entries into JJAEP programs.

Table 3 presents the percent change in distribution of student entries and the number of individual students in JJAEPs by county for school years 2010-2011, 2011-2012, and 2012-2013.

TABLE 3

JJAEP Student Entries and Unique Students Change In Percent
School Years 2010-2011, 2011-2012, and 2012-2013

County	Student Entries					Unique Students				
	2010-2011	2011-2012	Percent Change 2010-2011 to 2011-2012	2012-2013	Percent Change 2011-2012 to 2012-2013	2010-2011	2011-2012	Percent Change 2010-2011 to 2011-2012	2012-2013	Percent Change 2011-2012 to 2012-2013
Bell	133	144	8%	14	-90%	118	113	-4%	14	-88%
Bexar	423	288	-32%	257	-11%	399	277	-31%	248	-10%
Brazoria	90	67	-26%	60	-10%	87	67	-23%	60	-10%
Brazos	52	62	19%	62	0%	49	60	22%	58	-3%
Cameron	285	309	8%	219	-29%	261	267	2%	198	-26%
Collin	120	121	1%	139	15%	119	114	-4%	132	16%
Dallas	530	374	-29%	287	-23%	504	358	-29%	264	-26%
Denton	133	141	6%	104	-26%	126	133	6%	100	-25%
El Paso	63	61	-3%	36	-41%	63	61	-3%	36	-41%
Fort Bend	168	167	-1%	128	-23%	153	162	6%	125	-23%
Galveston	72	22	-69%	9	-59%	70	21	-70%	9	-57%
Harris	588	493	-16%	300	-39%	567	441	-22%	290	-34%
Hays	45	37	-18%	36	-3%	44	37	-16%	36	-3%
Hidalgo	246	200	-19%	169	-16%	235	194	-17%	162	-16%
Jefferson	107	97	-9%	54	-44%	102	92	-10%	52	-43%
Johnson	35	41	17%	15	-63%	34	38	12%	14	-63%
Lubbock	90	77	-14%	102	32%	89	76	-15%	99	30%
McLennan	178	169	-5%	126	-25%	161	164	2%	118	-28%
Montgomery	289	211	-27%	215	2%	268	189	-29%	209	11%
Nueces	66	52	-21%	46	-12%	64	50	-22%	46	-8%
Smith	12	8	-33%	NA	NA	12	8	-33%	NA	NA
Tarrant	338	242	-28%	206	-15%	316	228	-28%	191	-16%
Taylor	29	21	-28%	30	43%	29	21	-28%	30	43%
Travis	97	54	-44%	47	-13%	89	53	-40%	45	-15%
Webb	187	190	2%	225	18%	167	170	2%	208	22%
Wichita	76	61	-20%	71	16%	72	55	-24%	63	15%
Williamson	185	185	0%	122	-34%	175	173	-1%	118	-32%
Total	4,637	3,894	-16%	3,079	-21%	4,373	3,622	-17%	2,925	-19%

- El Paso county numbers have dropped while the personnel needed to provide services are in four locations, so their cost per day is the highest compared to all JJAEPs.
- Bell County transitioned from accepting students who were expelled for both mandatory and discretionary reasons, to only accepting youth with mandatory placements. As a result, their number of students dropped 88% for the 2012-2013 school year.

- Johnson County and Galveston County had a greater than 50% decrease in numbers over the last two years.
- Six counties (Collin, Lubbock, Montgomery, Taylor, Webb, and Wichita) experienced an increase in the number of students during 2012-2013.
- Overall, the number of student entries decreased by 16% between 2010-2011 and 2011-2012 and 33% between 2011-2012 and 2012-2013.

JJAEP EXPULSION TYPE

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

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

The mandatory expulsion offenses are listed below.

- ***Felony Drug Offenses***
- ***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 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.

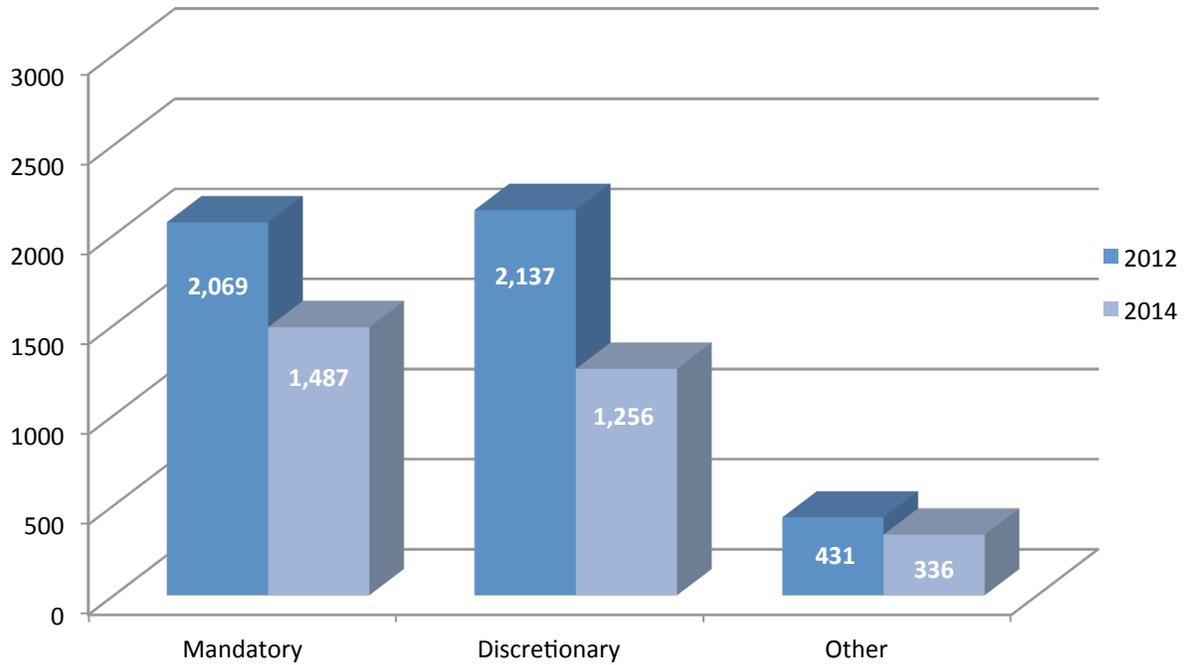
- ***Serious Misbehavior***
- ***Any Mandatory Offense within 300 feet of school campus***
- ***Aggravated Assault, Sexual Assault, Aggravated Robbery, Murder or Attempted Murder occurring off campus against another student***
- ***Penal Code Title 5 felonies offense (regardless of location)***
- ***Misdemeanor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

Non-expelled students are ordered to attend the JJAEP by a juvenile court judge, are placed in a JJAEP under an agreement with the local school district as authorized by TEC Section 37.011 or are a registered sex offender and placed in the JJAEP under TEC Section 37.309. In school year 2012-2013, 12 JJAEPs agreed in their local MOU to serve non-expelled students; however, only ten actually served these students during the school year.

The number and percentage of mandatory, discretionary and non-expelled student entries into JJAEPs during school year 2012-2013 may be found below in Chart 4. As in previous years, the majority of JJAEP student entries were the result of an expulsion (89%). Mandatory expulsions were the largest category, accounting for 48% of all entries. All but two of the 340 non-expelled students were ordered to attend the JJAEP by the juvenile court.

CHART 4

JJAEP Entries by Placement Type
School Year 2012-2013



- Entries into JJAEPs have decreased since school year 2008-2009.
- The proportion of mandated students relative to all students has experienced a slight increase between 2008-09 and 2012-13.

Table 5 illustrates entries into JJAEPs over time according to the type of student entry. Appendix A provides student entries by county for the last three school years by JJAEP placement type.

TABLE 5

JJAEP Entries by Placement Type
School Years 2008-2009 through 2012-2013

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%
Mandatory	2,220	41%	2,111	40%	2,069	45%	1,808	46%	1,487	48%
Discretionary	2,841	52%	2,690	51%	2,137	46%	1,706	44%	1,256	41%
Non-Expelled	386	7%	437	8%	431	9%	390	10%	336	11%
Total	5,447	100%	5,238	100%	4,637	100%	3,904	100%	3,079	100%

- The number of mandatory expulsions continues to decrease
- As a percentage of total entries, mandatory student entries have increased since school year 2008-2009.
- Between school years 2008-2009 and 2012-2013, the number of mandatory expulsion entries decreased 31% while discretionary entries decreased 47%.
- Discretionary entries have decreased both in number and as a percentage of total JJAEP entries.
- The number of non-expelled student entries has decreased since school year 2008-2009. As a percentage of total entries, non-expelled student entries have increased from 7% in school year 2008-2009 to 11% in 2010-2011.

Table 6 presents the change in number of student entries by placement type in JJAEPs for school years 2008-2009 and 2012-2013.

TABLE 6

JJAEP Changes in Number of Student Entries by Placement Type
School Year 2008-2009 vs. 2012-2013

	Mandatory	Discretionary	Non-Expelled
Student Entries 2008-2009	2,220	2,841	386
Student Entries 2012-2013	1,487	1,256	336
Decrease in Student Entries since 2008-2009	733	1,585	50
% Change since 2009	33.0%	55.8%	13.0%

Appendix A presents the distribution of student entries and the number of unique students in JJAEPs by county for school years 2010-2011, 2011-2012, and 2012-2013. A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting. Due to a number of changes in population, Appendix A compares the number of student entries and unique students for three school years beginning with the 2010-2011 school year and ending with the 2012-2013 school year.

CHARACTERISTICS OF THE JJAEP STUDENT POPULATION

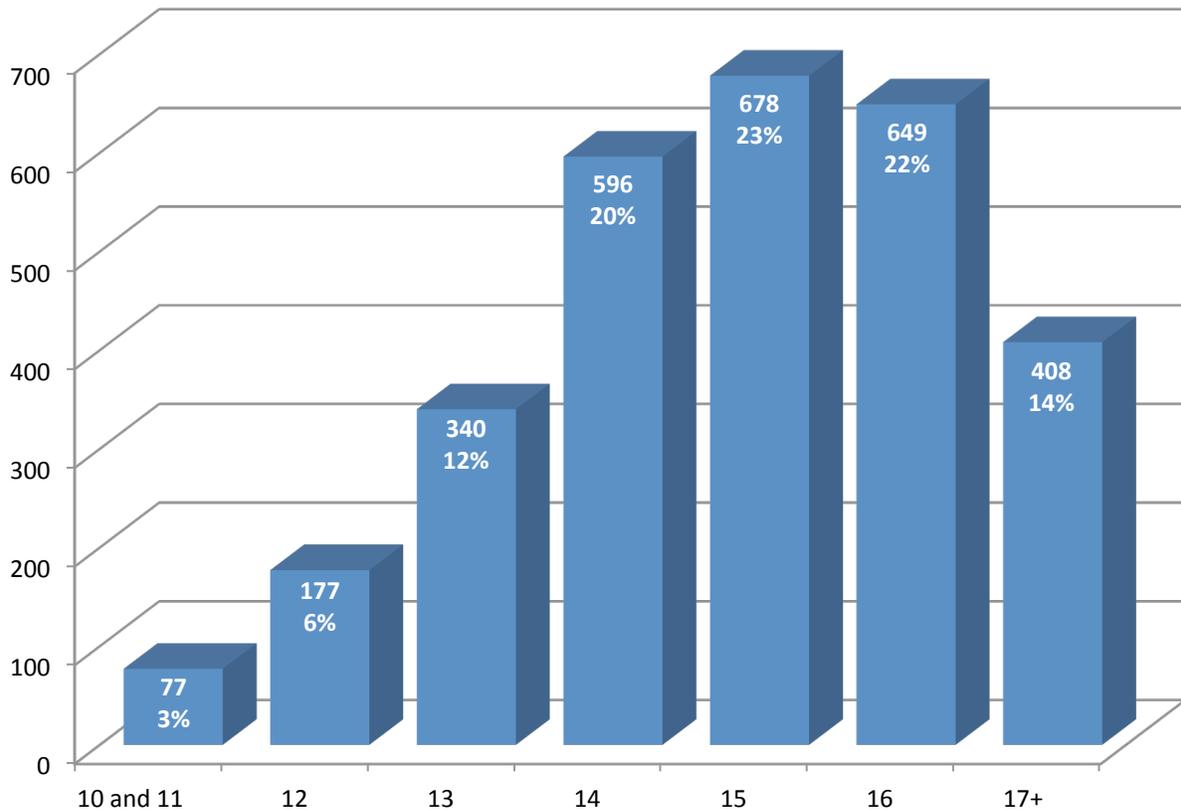
Student population characteristics, including age, gender, ethnicity, grade level and special education status provide descriptive information about the students who entered JJAEPs during school year 2012-2013.

AGE

Chart 7 depicts the age of students entering the JJAEPs during school year 2012-2013.

CHART 7

**JJAEP Student by Age
School Year 2012-2013**



- Students entering a JJAEP between the ages of fourteen and sixteen were 62% of the total JJAEP population.
- Though fifteen year olds accounted for 23% of JJAEP students, the largest single age category, both groups of fourteen and sixteen year olds comprised over twenty percent of the total population.
- Youth age seventeen and older, although not of juvenile justice age, were eligible for placement into a JJAEP and accounted for 14% of students.
- The percentage of students aged ten and eleven has risen from 1% to 2.6% of the total population compared to the 2010-2012 school year .

TABLE 8

JJAEP Age Groups by Placement Type
School Year 2012-2013

		Placement Type			
		Discretionary	Mandatory	Non-Expelled	Total
10-14 yr. olds	Count	561	553	76	1190
	% within Placement Type	48%	38%	24%	41%
15-16 yr. olds	Count	485	630	212	1,327
	% within Placement Type	41%	44%	68%	45%
17 yr. olds+	Count	127	256	25	408
	% within Placement Type	11%	18%	8%	14%
Total	Count	1,173	1,439	313	2,925
	% within Placement Type	100%	100%	100%	100%

The age of students entering differed by placement type in school year 2012-2013:

- For the 2012-2013 school year, a similar percentage of discretionary students (9%) and mandatory students (10%) were ten to twelve years old, while 4% of non-expelled students were in this age category.
- Non-expelled students were older than the expelled students. 76% of non-expelled students were fifteen years old and older, compared to 52% of discretionary students and 62% of mandatory students.
- There were 127 discretionary students (11%) and 256 mandatory students (18%) who were seventeen years of age or older, while twenty five non-expelled students (8%) were in this age category. These percentages are similar to the previous report.

GENDER AND RACE

The gender and race distribution of JJAEP students can be found in Table 9 below.

TABLE 9

**JJAEP Students by Gender and Race
School Year 2012-2013**

	Gender		Total by	Percent of Total
	Male	Female	Race	by Race
African American	535	124	659	23%
Hispanic	1,346	280	1,626	56%
White	455	133	588	20%
Other	44	8	52	2%
Total	2,380 (81%)	545 (19%)	2,925	100.0%

- The majority of students entering JJAEPs were male (81%).
- Hispanic males were the largest single group of JJAEP students, accounting for 57% of students entering the program, an increase from the 44% who entered during the 2010-2011 school year.

Table 10 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and juveniles referred to the juvenile probation system during school year 2012-2013.

TABLE 10

**Comparison of Race/Ethnicity Distributions Within Systems
School Year 2012-2013**

Student Count:	Entries	African American	Hispanic	White	Other
Juvenile Justice Alternative Education Programs (all student entries)	2,925	23%	56%	20%	2%
District Alternative Education Program (all entries)	102,640	25%	52%	20%	3%
Texas Public Schools (student count)	5,505,659	13%	51%	30%	6%
Statewide Referrals to Juvenile Probation (all referrals)	75,515	25%	49%	25%	1%

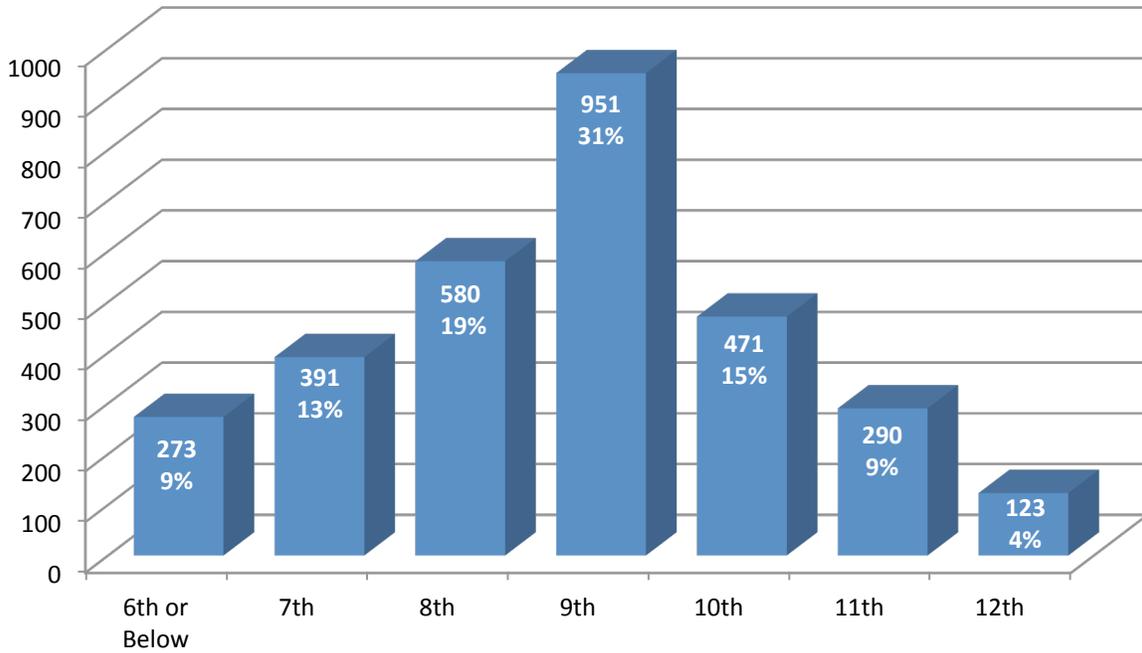
- Texas statewide data is taken from the Enrollment in Texas Public Schools, March 2014 report prepared by the Department of Assessment and Accountability of the Texas Education Agency.
- Students in JJAEPs reflect statewide totals for DAEPs, not statewide population totals.
- For African-American students, there was difference from 12.7% in the state to 22.8% in JJAEPs.
- The “Other” category for DAEP is half of the state percentage and the JJAEP percentage (1.8%) is even less than the DAEP percentage.
- Statewide referrals also reflect the DAEP percentages for African-Americans, yet are smaller for Hispanic youth and larger than the population of youth who are classified as White.

GRADE LEVEL

In school year 2012-2013, JJAEPs served elementary through high school students. Chart 11 shows the distribution of student entries by grade level.

CHART 11

JJAEP Student Entries by Grade Level
School Year 2012-2013



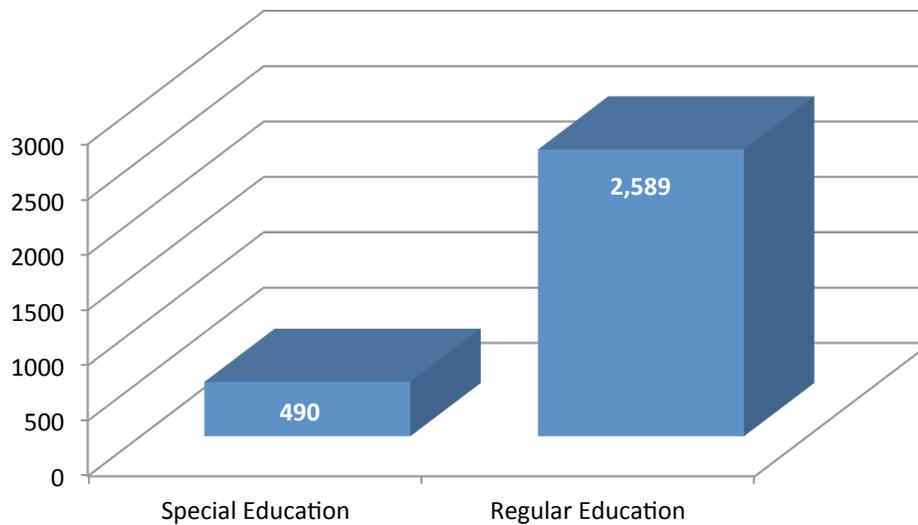
- The majority of JJAEP student entries (60%) were high school students.
- Ninth graders comprised 31% of all JJAEP entries, the largest single grade category.
- The number of youth in grade six dropped from 8% in 2010 to 7% in 2012.
- The number of youth in grade five or below increased from .9% in 2010 to 1.8% in 2012.
- Middle School (grades 7-8) student entries comprise 32% of all entries.
- 27.4% of JJAEP entries were not at their expected grade level based on their age at entry.

SPECIAL EDUCATION NEEDS

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

CHART 12

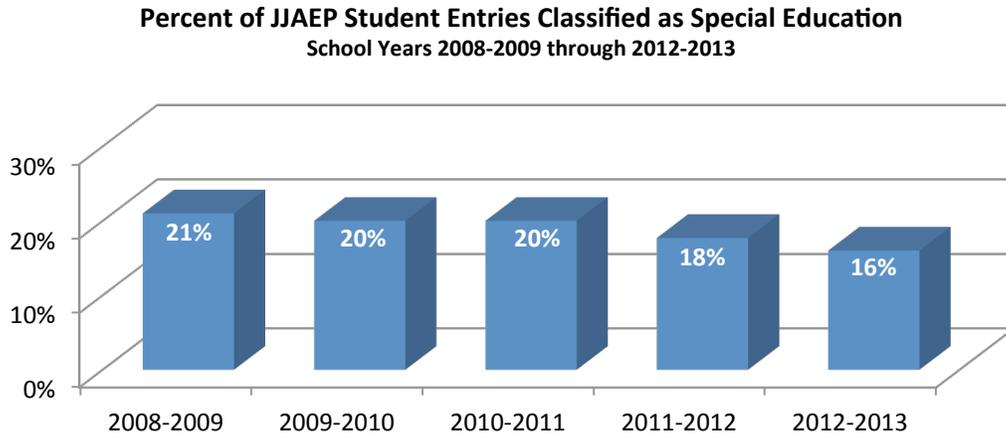
JJAEP Student Entries by Education/Special Education Classification
School Year 2012-2013



- For the 2012-2013 school year, 16% of the students in JJAEPs were classified as having special education needs.
- The Texas statewide average percentage of students with special education needs for the 2012-2013 school year was 8.6%.
 - Texas statewide data is provided in the report titled Enrollment in Texas Public Schools, 2012-2013, published in March 2014 and prepared by the Department of Assessment and Accountability at the Texas Education Agency.

Chart 13 shows the percentage of students in JJAEPs with special education needs from school year 2008-09 to school year 2012-13.

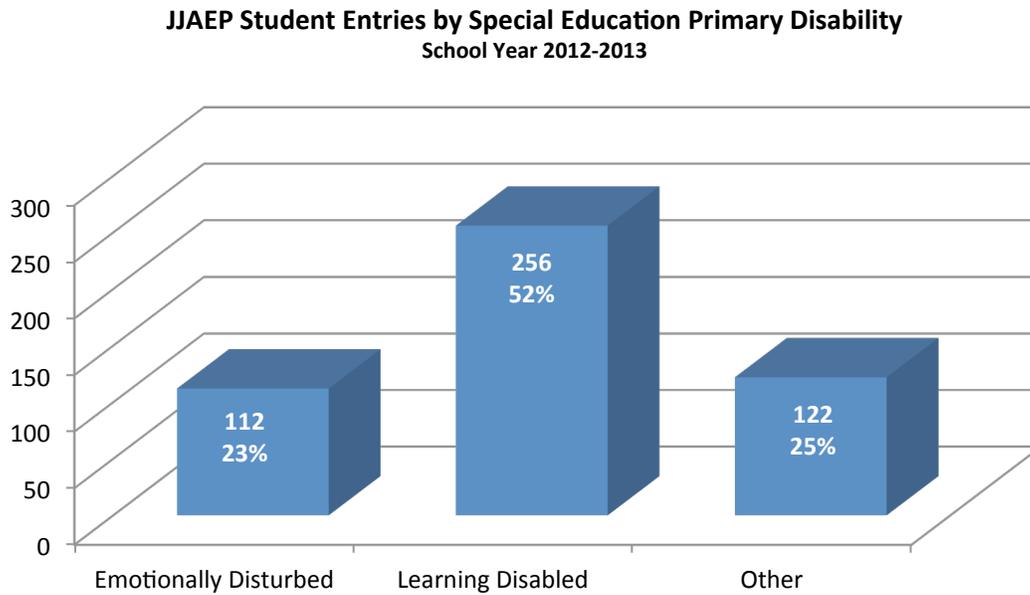
CHART 13



- Between school years 2008-2009 and 2012-2013, the percent of entries into JJAEPs classified as eligible for special education decreased from 21% to 16%.

Chart 14 presents the primary disability for special education students entering JJAEPs in school year 2012-2013.

CHART 14

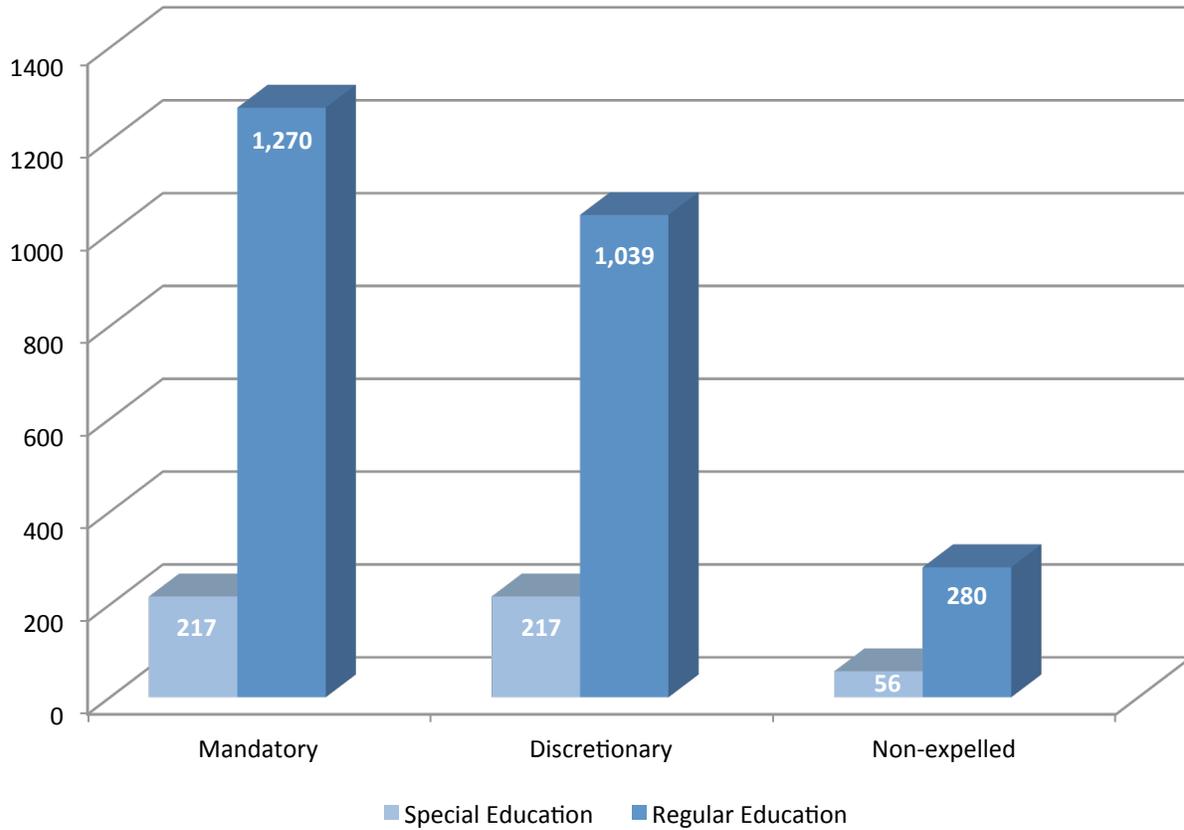


- The percentage of JJAEP special education students with an emotional disturbance has increased from 18% in school year 2010-11 to 23% in school year 2012-13.
- Special education students with a learning disability accounted for 8% of the total JJAEP student entries in school year 2012-2013.
- The “other” disability category includes students with physical disabilities, other health problem such as attention deficit, speech problems, visual problems, traumatic brain injury, or intellectual disabilities.
- A total of 117 students were classified as other, three as eligible due to intellectual disabilities, and two due to physical disabilities.

Chart 15 presents the number of students with a special education need by type of JJAEP placement.

CHART 15

JJAEP Special Education Student Entries by Placement Type
School Year 2012-2013



- Students with special education needs accounted for fifteen percent of mandatory student entries compared to seventeen percent of discretionary student entries and seventeen percent of non-expelled student entries.
- Of all students with special education needs, their placement was equal between mandatory and discretionary at forty four percent.
- The other category accounted for the remaining twelve percent of student entries who had special education needs.

OTHER STUDENT CHARACTERISTICS

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

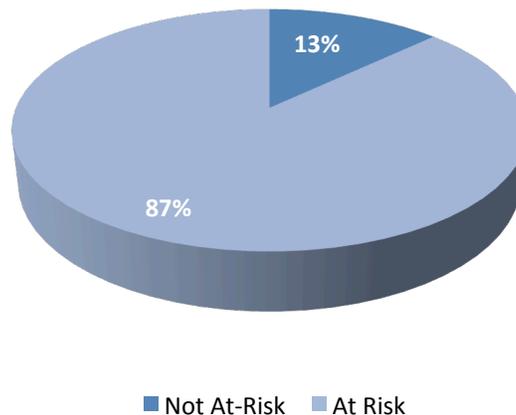
At-risk status indicates that a student has been identified as at-risk of dropping out of school by their home campus. ESL indicates the student is participating in a state-approved ESL program, which is a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences. LEP indicates that the student has been identified as limited English proficient by the district Language Proficiency Assessment Committee (LPAC). Economic status 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 2012-2013 showed 12% of JJAEP students were classified as having limited English proficiency while 8% were classified as ESL. Approximately 2% of JJAEP students were considered gifted/talented. Compared to 2010-2011, there were fewer ESL, LEP, and Gifted students.

Chart 16 presents the distribution of at-risk students in JJAEPs. Many factors are considered in determining if a student is at-risk including not advancing grade levels, not maintaining an average of 70 (on a scale of 100) in two or more curriculum subjects during the school year, placement into a DAEP or expulsion, having limited English proficiency, being in the care or custody of the Texas Department of Family and Protective Services and/or serving on parole, probation or deferred prosecution.

CHART 16

**JJAEP Students Identified as At-Risk
School Year 2012-2013**

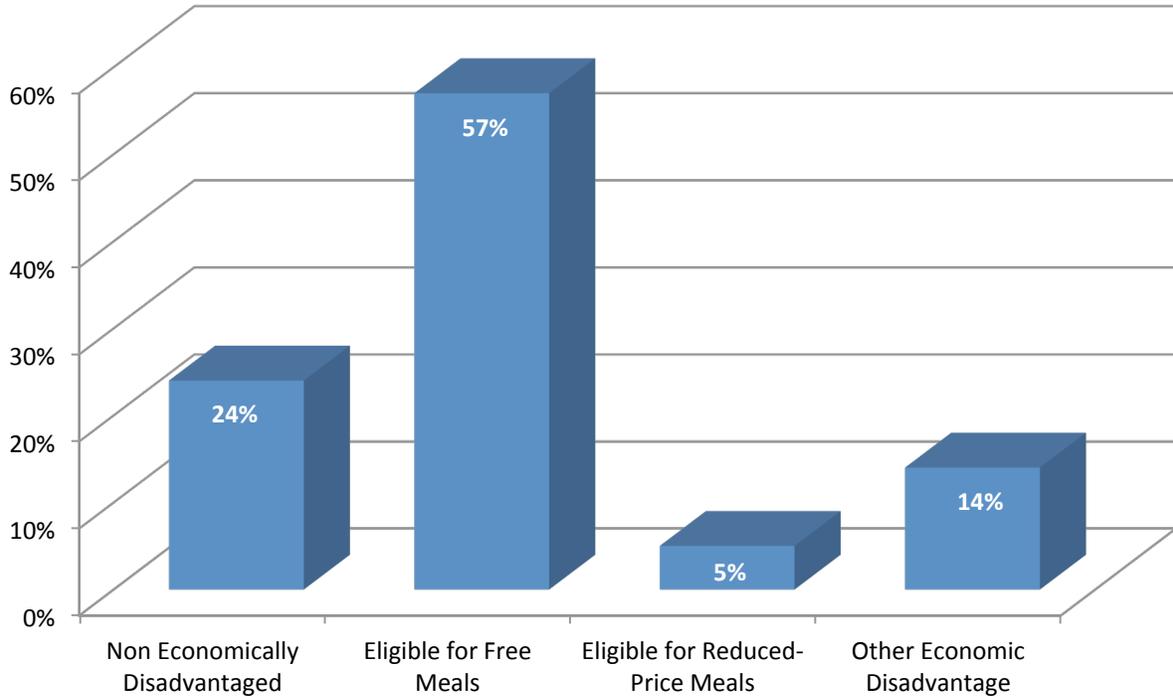


- The majority, or 87%, of students in JJAEPs were considered to be at-risk students in 2012-2013 a decrease of three percent from the 2010-2011 school year.

Chart 17 shows the distribution of JJAEP students by economic indicator. Students are classified annually by their home school to determine eligibility for free and reduced price school meals.

CHART 17

**Percent of JJAEP Students by Economic Indicator
School Year 2012-2013**



- 76% of the JJAEP students were classified as economically disadvantaged:
 - Statewide, 60% of public school students are classified as economically disadvantaged.
 - Texas statewide data is provided in the report titled [Enrollment in Texas Public Schools, 2012-2013](#), published in March 2014 and prepared by the Department of Assessment and Accountability at the Texas Education Agency.
- Over half of the students in JJAEPs were eligible for free meals (58%).
- The percent of economically disadvantaged students in a JJAEP has remained steady since the 2010-11 school year.

EXPULSION OFFENSE TYPES

Mandatory Expulsion Offenses

The majority of students entering JJAEPs had been expelled for committing a criminal offense (e.g., Class C misdemeanor to felony offenses). Offenses which require a school to expel a student are typically serious felony-level offenses and include a variety of offenses against persons as well as drug and weapons violations. In order to expel a student, school officials must have reason to believe an offense has occurred and must hold a formal expulsion hearing. The expulsion offense is determined by school district personnel. Table 18 provides the number and percent of student entries into JJAEPs for mandatory expulsion offenses by offense type.

TABLE 18

JJAEP Mandatory Expulsion Student Entry by Expulsion Offense Category
School Years 2010-2011 and 2012-2013

Expulsion Offense Category	2010-2011		2012-2013	
	Number	Percent of Total	Number	Percent of Total
Felony Drug Offenses	1,205	58%	804	54%
Weapons Offense (includes expulsion for non-illegal knife)	501	24%	405	27%
Aggravated Assault or Sexual Assault	222	11%	158	11%
Aggravated Robbery	15	<1%	6	<1%
Arson	72	4%	66	4%
Indecency with a Child	36	2%	35	2%
Retaliation	17	<1%	11	<1%
Murder, Attempted Murder or Kidnapping	1	<1%	2	<1%
Total Offenses	2,069	100%	1,487	100%

- With the overall decrease in expulsions, all expulsion offense categories decreased since school year 2010-2011 with the exception murder/manslaughter.
- In school year 2012-2013 there were 96 fewer entries into JJAEPs for weapons offenses, 64 fewer entries for aggravated assault or sexual assault and nine fewer entries for aggravated robbery than in school year 2010-2011.
- Between school year 2010-2011 and school year 2012-2013, entries for drug offenses decreased by 401.
- Felony drug offenses accounted for the highest proportion of mandatory entries into JJAEPs (54%).
- Nearly one quarter of the mandatory expulsion students were placed because of a weapons violation (27%).
- Less than 1% of mandatory entries was for the offenses of murder, retaliation or aggravated robbery.

Discretionary Expulsion Offenses

Discretionary expulsion offenses include less serious offenses against persons as well as misdemeanor-level drug and alcohol violations. They also include the category of non-mandatory Penal Code Title 5 Felony Offenses. The category of serious misbehavior includes school district student code of conduct violations occurring in the DAEP. Prior to the 2012 school year, both serious and persistent misbehaviors are categorized as one group. The state statute defining serious and persistent misbehavior was redefined to only include serious misbehaviors. As a result, serious misbehaviors are listed as a separate item in the following table. Table 19 provides the number and percent of student entries into a JJAEP for discretionary expulsion offenses by offense type.

TABLE 19

**JJAEP Discretionary Expulsion Student Entries by Expulsion Offense Category
School Years 2010-11 and 2012-2013**

Expulsion Offense Category	2010-11		2012-2013	
	Number	Percent of Total	Number	Percent of Total
Serious and Persistent Misbehavior*	1,526	72%	NA	NA
Serious Misbehavior	NA	NA	698	56%
Misdemeanor Drug and Alcohol Offenses	262	12%	256	20%
False Alarm/Terroristic Threat	154	7%	119	10%
Assault on a Teacher/Employee	60	3%	81	6%
Felony Criminal Mischief	29	1%	10	1%
Penal Code Title 5 Felony Offenses	87	4%	89	7%
Mandatory Offenses Committed Off-Campus	19	1%	2	<1%
Total Offenses	2,137	100%	1255	100%

*In school year 2012-2013, the definition for serious and persistent misbehavior no longer included persistent misbehavior.

- The number of serious misbehavior expulsions is more than half of the discretionary placements for 2012-2013.
- Misdemeanor drug and alcohol offenses and serious misbehavior accounted for 76% of all discretionary expulsions for 2012-2013.
- The number of serious and persistent misbehavior offenses and misdemeanor drug and alcohol offenses accounted for 84% of the placements in 2010-11 and accounts for most of the 59% drop in discretionary placements.
- For 2010-11, serious and persistent misbehavior category accounted for 72% of the total discretionary placements.
- Students who commit mandatory offenses within 300 feet of a school campus may be expelled at the discretion of the school district to the DAEP or to JJAEP. The mandatory term in this case is mandatory removal from the home school. These offenses are categorized above as “mandatory offenses committed off-campus.”

JUVENILE COURT STATUS OF THE JJAEP STUDENT POPULATION

Although the majority of youth served by JJAEPs were referred to the juvenile court as a result of the offense that led to their expulsion, this is not true for all youth. Data from TJJD's JJAEP database and TJJD's monthly extract data were matched to determine the number of juveniles entering JJAEPs in school year 2012-2013 who were also referred to juvenile probation departments. A referral to juvenile probation within 30 days of expulsion or JJAEP entrance was considered to be an expulsion that resulted in a referral.

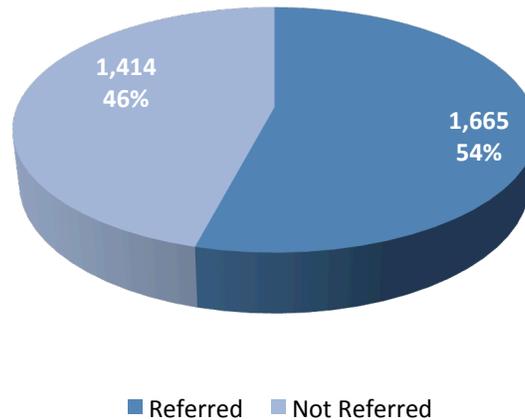
A formal referral occurs when a juvenile has face-to-face contact with the juvenile probation department and an intake occurs. Students referred to local juvenile probation departments were referred for felony, misdemeanor, conduct indicating a need for supervision (CINS) and violation of probation offenses.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

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

As seen in Chart 20, 54% of total JJAEP student entries (1,665) in school year 2012-2013 had a formal referral to a local juvenile probation department associated with their JJAEP placement.

CHART 20

**JJAEP Students Referred to Juvenile Probation Departments
School Year 2012-2013**



- In school year 2012-2013, 14% of JJAEP entries were 17 years old or older. These students (N=408) accounted for 29% of those with no juvenile probation referral.

COMPARISON OF JUVENILE JUSTICE REFERRAL OFFENSES FOR EXPELLED STUDENTS

School districts may expel those students who violate the school district student code of conduct as allowed by Texas Education Code Section 37.007 and must expel students who engage in violent, weapon, and felony drug offenses while on a 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 21 shows a comparison of the JJAEP reported expulsion offense and the offense of referral for students expelled and placed into a JJAEP. In order for the expulsion offense and referral offense to be considered as the same or similar they must be the same level and category of offense.

TABLE 21

Expulsion Offense Compared to Juvenile Justice Referral Offense for Expelled Students in JJAEP

School Year 2012-2013			
Mandatory Expulsions	Percent	Discretionary Expulsions	Percent
No offense in juvenile justice system	44%	No offense in juvenile justice system	49%
Formal referral for the same or similar offense	47%	Formal referral for the same or similar offense	26%
Formal referral for a different offense	9%	Formal referral for a different offense	24%

- Almost half of the students expelled for a mandatory offense (47%) and a quarter of the students expelled for a discretionary offense (26%) were referred to juvenile probation for the same or similar offense.

NON-EXPELLED STUDENT OFFENSES

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

Juvenile Court Disposition Descriptions

SUPERVISORY CAUTION – Non-judicial disposition that an intake officer may make on a case; This may include referring a child to a social agency or a community-based first offender program run by law enforcement

DEFERRED PROSECUTION – An alternative to formal adjudication where the child, parent or guardian, prosecutor and the juvenile probation department agree upon conditions of supervision; Deferred prosecution can last up to six months and may be extended an additional six months

COURT-ORDERED PROBATION – Upon an adjudication hearing on the facts, a judge or jury may order community-based supervision for a specified period of time, based on such reasonable and lawful terms as the court may determine

DROP/DISMISS – A case can be dropped or dismissed by the juvenile department, the prosecutor, or the juvenile court

OTHER/PENDING – Other/Pending dispositions include commitment to the TJJD, certification as an adult, and cases still pending

JUVENILE COURT DISPOSITION TYPE FOR EXPELLED STUDENTS

JJAEP mandatory and discretionary expulsion students referred to juvenile probation departments will have their cases disposed of either formally or informally. Informal dispositions include supervisory caution and deferred prosecution while formal dispositions include court-ordered probation, commitment to the Texas Juvenile Justice Department (TJJD) under a determinate or indeterminate sentence, or certification as an adult. Table 22 presents the dispositions of expelled JJAEP students.

TABLE 22

Disposition by Placement Type School Year 2012-2013

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Supervisory Caution	77	9%	171	25%	248	16%
Deferred Prosecution	263	32%	149	22%	412	27%
Probation	324	39%	149	22%	473	31%
TJJD/Certified as Adult	1	<1%	1	<1%	2	<1%
Drop	132	16%	178	27%	310	21%
Pending	36	4%	23	3%	59	4%
Total	833	100%	671	100%	1,504*	100%

*Does not include non-expelled students

- 58% of the referred mandatory and discretionary JJAEP students were disposed to community supervision (court-ordered probation or deferred prosecution).
- Less than 1% were committed to TJJD or certified as an adult.
- 32% of students expelled for a mandatory offense were placed on deferred prosecution compared to 22% of discretionary students.
- 71% of the referred mandatory JJAEP students were disposed to community supervision as compared to 44% of referred discretionary students.
- 39% of mandatory expulsion students were placed on probation as compared to 22% of discretionary expulsion 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.
- Discretionary students had their disposition dropped or dismissed more often than students whose expulsion was mandatory.

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 23 shows the supervision type at entry for students expelled for mandatory and discretionary offenses. The juvenile's most serious supervision level within 30 days of JJAEP entry is provided.

TABLE 23

Supervision at JJAEP Entry for Expelled Students* School Year 2012-2013

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Conditional/Temporary	378	25%	152	12%	530	19%
Deferred Prosecution	112	8%	139	11%	251	9%
Probation	142	10%	217	17%	359	13%
No Supervision	855	57%	748	60%	1,603	58%
Total	1,487	100%	1,256	100%	2,743 **	100%

*Most serious supervision level within 30 days of JJAEP entry

** Does not include non-expelled students

- 42% 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.
- Mandatory students were more likely to be under conditional/temporary supervision.
- Conditional and temporary supervisions are pre-disposition supervisions that allow the juvenile probation department to more closely monitor youth and respond to violations prior to disposition.
- JJAEPs are better able to manage the behavior of expelled youth under supervision as probation/court 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 2012-2013, a total of 2,266 students exited from JJAEPs. Table 24 provides the average length of stay for students who exited JJAEPs. TJJD calculated average length of stay, which includes only school days, not weekends, holidays or summer break, using data submitted by the JJAEPs. For students who entered a JJAEP prior to school year 2012-2013 and carried over into school year 2012-2013, 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 24

**Average Length of Stay by County
School Year 2012-2013**

County	Number exiting	Average (days)	County	Number Exiting	Average (days)
Bell	10	76	Hidalgo	146	70
Bexar	178	74	Jefferson	42	78
Brazoria	47	89	Johnson	13	58
Brazos	54	59	Lubbock	86	86
Cameron	150	108	McLennan	92	107
Collin	121	63	Montgomery	156	90
Dallas	180	89	Nueces	26	97
Denton	71	82	Tarrant	144	83
El Paso	30	85	Taylor	25	84
Fort Bend	101	110	Travis	39	77
Galveston	6	75	Webb	145	63
Harris	223	72	Wichita	64	62
Hays	25	73	Williamson	92	72
			Total Exits	2,266	80

- The average length of stay for all students exiting the JJAEP was 80 school days, an increase in two days over the 2010-2011 school year.
- Programs exited as few as six students and as many as 223 students, with the average being 87 students during the 2012-2013 school year.
- Fort Bend County had the longest average length of stay (110 school days) compared to the 2010- 2011 school year when El Paso County has the longest average length of stay at 118 school days.
- Johnson County had the shortest average length of stay (58 school days) compared to the 2010-2011 school year when Bell County had the shortest average length of stay at 35 days.

PLACEMENT TYPE AND AVERAGE LENGTH OF STAY

Regardless of location, placement type affected average length of stay. Table 25 identifies differences in average length of stay by placement type for both 2010-2011 and 2012-2013.

TABLE 25

JJAEP Comparison of Average Length of Stay by Placement Type

	2010-2011	2012-2013
Mandatory	82	86
Discretionary	73	77
Non-Expelled	80	69

- Students placed in a JJAEP for a mandatory reason had the longest length of stay.
- Mandatory students' length of stay has increased from 82 school days in school year 2010-2011 to 86 school days in school year 2012-2013.
- The greatest change in average length of stay occurred for those students who were non-expelled, a decrease of 14%.

REASONS FOR PROGRAM EXIT

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

Students who complete their term in the program are shown as:

- *Return to local district due to completing probation or expulsion term*
- *Graduated or Received GED*
- *Early Termination*

Incomplete is the fourth exit reason and is used to describe the experiences of those students who leave the program prior to completion. These students may require a more structured or secure setting such as residential placement in a pre- or post-adjudication facility.

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

Table 26 presents the reasons why students exited JJAEPs in school year 2012-2013. See Appendix B for exit reasons by county.

TABLE 26

**JJAEP Exit Reasons
School Year 2012-2013**

	Number	Percent of Total
Returned to Local District	1,656	73%
Incomplete	295	13%
Graduated or Received GED	49	2%
Early Termination	261	12%
Total	2,261	100%

- The majority of students (73%) returned to their local school district after successfully completing an expulsion term or a term of probation.
- Two percent of exiting students either graduated from the JJAEP or received a high school equivalency certificate (GED).
- The number of students who graduate or receive a GED has remained steady since the 2010-2011 school year.
- Twelve percent of JJAEP student exits were released from the program prior to completing their assigned length of stay.

EXIT REASON BY TYPE OF PLACEMENT

Exit reasons varied by type of entry into the program. For the school year 2012-2013, Table 27 depicts the differences in exit reasons by placement type.

TABLE 27

JJAEF Exit Reason by Placement Type for Student Entries
School Year 2012-2013

			Placement Type				
			Discretionary	Mandatory	Other	Total	
Exit Reason Category	Return to Local District	Count	635	846	175	1656	
		% within Placement Type	70%	79%	61%	73%	
	Incomplete	Count	123	113	59	295	
		% within Placement Type	14%	11%	21%	13%	
	Graduated or Received GED	Count	12	29	8	49	
		% within Placement Type	1%	3%	3%	2%	
	Early Termination	Count	136	82	43	261	
		% within Placement Type	15%	8%	15%	12%	
	Total		Count	909	1,072	286	2,267
			% within Placement Type	100%	100%	100%	100%

- A higher percentage of mandatory students (79%) returned to their local school district than discretionary (70%) or non-expelled students (61%).
- Students classified as non-expelled had the highest proportion of incomplete exits. 21% of non-expelled students left the program as incomplete compared to 11% of mandatory and 14% of discretionary students.
- 59% of the students graduating or receiving a GED were mandatory entries compared to 25% for discretionary entries and 16% for non-expelled student entries.

SECTION 4: DESCRIPTION OF JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS

INTRODUCTION

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

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

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

PROGRAMMATIC ELEMENTS

CAPACITY

JJAEPs vary in size according to the needs of the county and populations served by the program. In school year 2012-2013, the capacity of JJAEPs ranged from 12 to 360 (see Table 28). Capacity is defined as the numbers of students that a JJAEP can have and with the appropriate number of staff members, still meet building code requirements. JJAEPs must serve all juveniles expelled for a mandatory offense. Programs at capacity cannot refuse to accept a student expelled for a mandatory offense so most manage their population through adjustments to student length of stay and/or by limiting the number of discretionary and non-expelled students accepted into the program.

TABLE 28

**JJAEP Student Capacity by County
School Year 2012-2013**

County	Capacity	County	Capacity
Bell	12	Hidalgo	192
Bexar	120	Jefferson	90
Brazoria	48	Johnson	16
Brazos	30	Lubbock	35
Cameron	170	McLennan	60
Collin	360	Montgomery	120
Dallas	100	Nueces	32
Denton	150	Tarrant	70
El Paso	60	Taylor	44
Fort Bend	100	Travis	50
Galveston	60	Webb	175
Harris	200	Wichita	44
Hays	27	Williamson	200
		Total	2,565

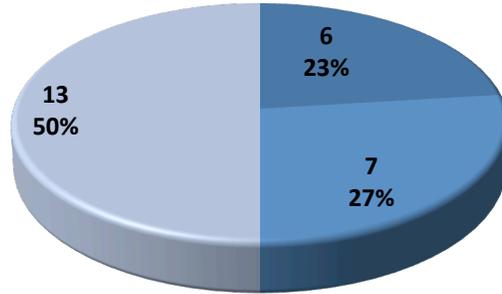
PROGRAM OPERATOR

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

Chart 29 provides information about the entities responsible for operating JJAEPs in school year 2010-2011. For programs operated jointly, the level of support and services provided by each entity varies according to the program.

CHART 29

JJAEP Program Operators



- Private Contractor with Support From Probation Department
- Probation Department Only

- Local juvenile probation departments and independent school districts operate half of the JJAEPs in the state (N=13).
- A private contractor with support from the probation department operates 23% of the programs in the state (N=6).
- Probation departments operate 27% of the programs (N=7).

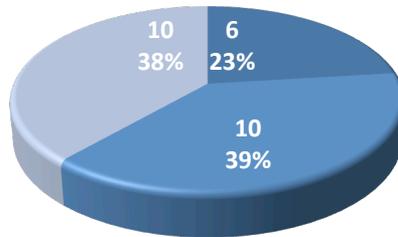
PROGRAM MODEL TYPE

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

Chart 30 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 30

JJAEP Program Model Types
School Year 2012-2013



■ Military Style Model ■ Therapeutic Model ■ Traditional School Setting

- Three fourths (78%) of the JJAEPs operated a traditional school model or therapeutic model for the 2012-2013 school year.
- Six JJAEPs (23%) operate programs with a military component.

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

TABLE 31

Student Entries in JJAEPs by Model Type
School Year 2012-2013

Program Model Type	N	%
Military	478	15.52%
Therapeutic	1,707	55.44%
Traditional	894	29.04%
Total	3,079	100.00%

- Operating in ten of the twenty-six JJAEPs, the traditional school model served 29.0% of the students entering the programs.
- The therapeutic model was used in ten programs that served 55.4% of all student entries.
- Programs offering a military component had the fewest student entries (15.5%).

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 32.

TABLE 32

JJAEP Programmatic Components

School Year 2012-2013

Number of Programs that Incorporate the Program Component					
Program Components Offered	Military Component (N=6)	Therapeutic (N=10)	Traditional School Model (N=10)	Total Number of JJAEPs with Component (N=26)	% of Total of JJAEPs with Components
Individual Counseling	6	10	8	24	92%
Life skills training	5	7	7	19	73%
Drug/alcohol prevention/intervention	6	6	6	18	69%
Substance abuse counseling	6	8	6	20	77%
Group counseling	6	8	6	20	77%
Anger management programs	5	6	6	17	65%
Mental Health Evaluation	5	8	4	17	65%
Community Service	6	5	8	19	73%
Tutoring or mentoring	4	6	8	18	69%
Family Counseling	5	6	5	16	62%
Parenting programs (for students' parents)	4	3	4	11	42%
Physical training or exercise program	5	1	1	7	27%
Vocational training/job preparation	3	2	1	6	23%
Experiential training	3	5	1	9	35%
Military drill and ceremonies	6	0	0	6	23%
Service Learning	3	3	2	8	31%
Other	0	0	0	0	0%

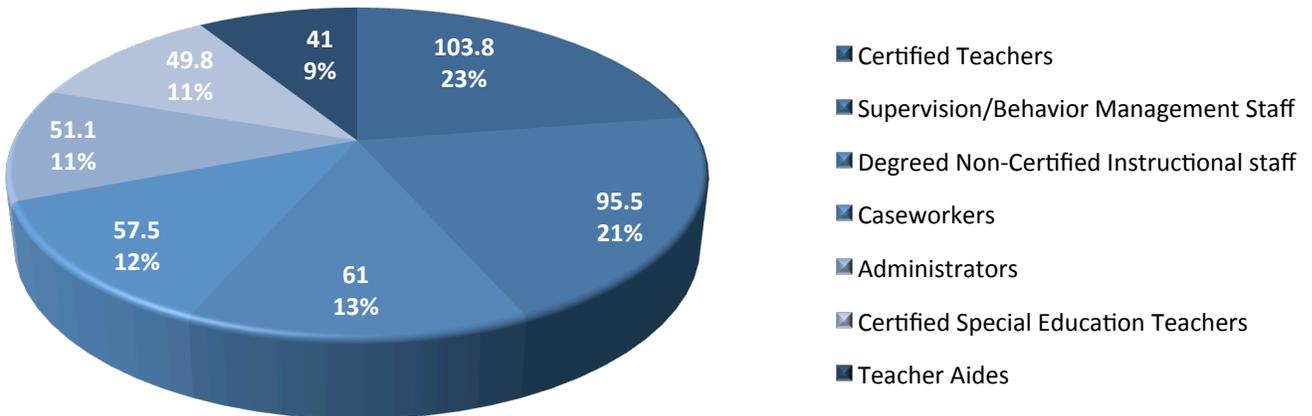
- All JJAEPs offered at least one program in addition to the required educational and behavior management programming.
- The most common program component incorporated into the JJAEPs was individual counseling (92%).
- Tutoring or mentoring was offered in 69% of the JJAEP programs.
- Counseling services (i.e., individual, family counseling, substance abuse anger management, and group) were offered in the majority of the programs.

PROGRAM STAFFING

JJAEPs were staffed by a variety of professionals and paraprofessionals. Chart 33 provides a summary of the number and percent of program staff statewide during school year 2012-2013. Table 34 provides a breakdown of program staff and staff to student ratio by model type.

CHART 33

JJAEP Staffing
School Year 2012-2013



- The total number of staff positions for JJAEPs in school year 2010-2011 was 460.
- Certified teachers comprise 23% of all JJAEP staff members. Section 37.011 only requires one certified teacher per facility and there are an average of four certified teachers per site.
- Instructional staff encompasses the following staff members: certified general education and special education teachers, degreed non-certified Instructional Staff (those staff members who have a college degree and are not certified by the Texas Education Agency), and teacher aides.
- Instructional staff members are 55.6% of the total staffing numbers.
- Twenty-one percent of the JJAEP staff positions were supervisory staff.
- Supervisory staff includes security personnel, behavior management staff, and drill instructors.

TABLE 34

JJAEP Instructional Staff to Student Ratio by Model Type

School Year 2012-2013

	Number of Staff	Percent of Total Staff	Staff to Student Ratio
Military Component	113.5	24.70%	8
Therapeutic	194.4	42.30%	12
Traditional	151.8	33.00%	9
Totals	459.7	100.00%	10

- The average instructional staff-to-student ratio was 8:1 in military-component programs, 9:1 in traditional programs and 12:1 in therapeutic programs.
- Statewide, the instructional staff to student ratios was 10:1.

STUDENT POPULATION SERVED

Each JJAEP is different and may serve various populations of students depending on the local MOU with school districts and the needs of the juvenile court. The two basic categories of students served by JJAEPs are expelled youth and non-expelled youth. Expelled youth are categorized into two groups: mandatory and discretionary. Mandatory expulsions are those expulsions required by statute (see page 8 for a list) and include the more serious offenses. Discretionary Expulsions are those expulsions that are determined by statute in TEC Chapter 37 and school districts have described in their student code of conduct. Placement of non-expelled youth may be due to a variety of reasons that are agreed to within each county's Memorandum of Understanding. Non-expelled youth may be categorized within the following groups: Court-Order, Residential Youth; Court-Ordered, Non-Residential Youth, Local School District Agreement, or as registered sex offenders. The definitions of each of these categories are as follow:

- *Court-Ordered, Residential Youth* – Juveniles placed into a residential facility are required to attend school. The JJAEP may be designated as the “school” for students in residential placement. These students are transported to the JJAEP for school hours and return to the residential facility at the end of the program day. At Least two counties provide this placement, though only one of them actually placed Court-Ordered youth.
- *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, whose expulsion is complete, may voluntarily continue placement in a JJAEP through an agreement with the parents, county, and local school district. This is generally handled on a case-by-case basis as addressed in the MOU.
- *Registered Sex Offender* – Students who are registered sex offenders may be placed in a JJAEP. JJAEPs are not required to provide services to non-expelled youth, but many did in school year 2012-2013. Table 35 provides the number of programs accepting each type of non-expelled student.

TABLE 35

**Programs Providing Services to Non-Expelled Youth
School Year 2012-2013**

Types of JJAEP Entry for Non-Expelled Youth	Number of Programs	Percent of Programs Offering Services (N=26)	Number of Youth Served	Percent by Program
Court-Ordered Residential Youth	2	8%	276	81%
Court-Ordered Non-Residential Youth	12	46%	62	18%
Local School District Agreement	6	23%	2	1%
Registered Sex Offender	2	8%	0	0%
Totals:	22	85%	340	100%

- A total of 24 JJAEPs offered services to non-expelled students.
- Of these 24 programs, eleven JJAEPs actually served non-expelled students in school year 2012-2013.
- Almost half (46%) of JJAEPs had agreements to serve court-ordered, non-residential youth.
- Eight (8%) percent of JJAEPs had agreements to provide services to court-ordered residential students or registered sex offenders.

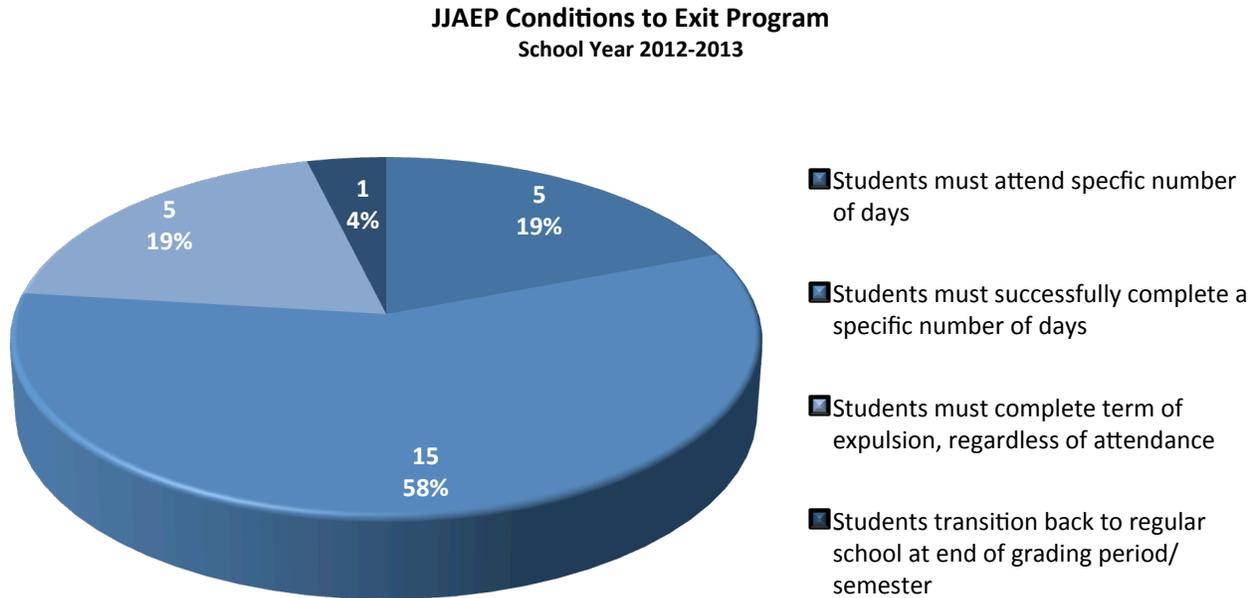
State law requires that JJAEPs serve students that have been expelled for committing a mandatory expulsion offense. Due to that requirement, some JJAEPs only choose to serve youth who have mandatory expulsions. Additionally, school districts are required to ensure an educational placement for students expelled for discretionary reasons, either to a Discipline Alternative Education Placement (DAEP) or the JJAEP. The majority of counties (N=18) have agreements for these students to be served in the JJAEP. Eight JJAEPs in school year 2012-2013 (i.e., Bell, Brazos, El Paso, Johnson, Galveston, Hays, Tarrant, and Wichita Counties) had MOUs excluding or limiting part of the districts' discretionary expulsions. Those exclusions are listed below:

- Bell, Brazos, El Paso, Wichita: All discretionary expulsions
- Johnson, Hays: Discretionary expulsions for students who are 17 years of age or older
- Galveston: All discretionary expulsions with the exception of Title 5 offenses at school district's discretion
- Tarrant: Discretionary expulsions for students who have not attained the sixth grade

ATTENDANCE AND TRANSPORTATION

A student's expulsion from school and the length of expulsion is determined solely by the local school district and is provided in each county's MOU. MOUs between the juvenile board and the local school districts also set the conditions for completion of the JJAEP assignment. Fifteen of the 26 JJAEPs, or 58% of the programs in school year 2012-2013, required students to successfully complete a specified number of days before they were released from the program (Chart 36). This requirement is used to hold students accountable for their behavior, as well as to motivate students, while in the program to practice the needed skills for success in their home school.

CHART 36



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.

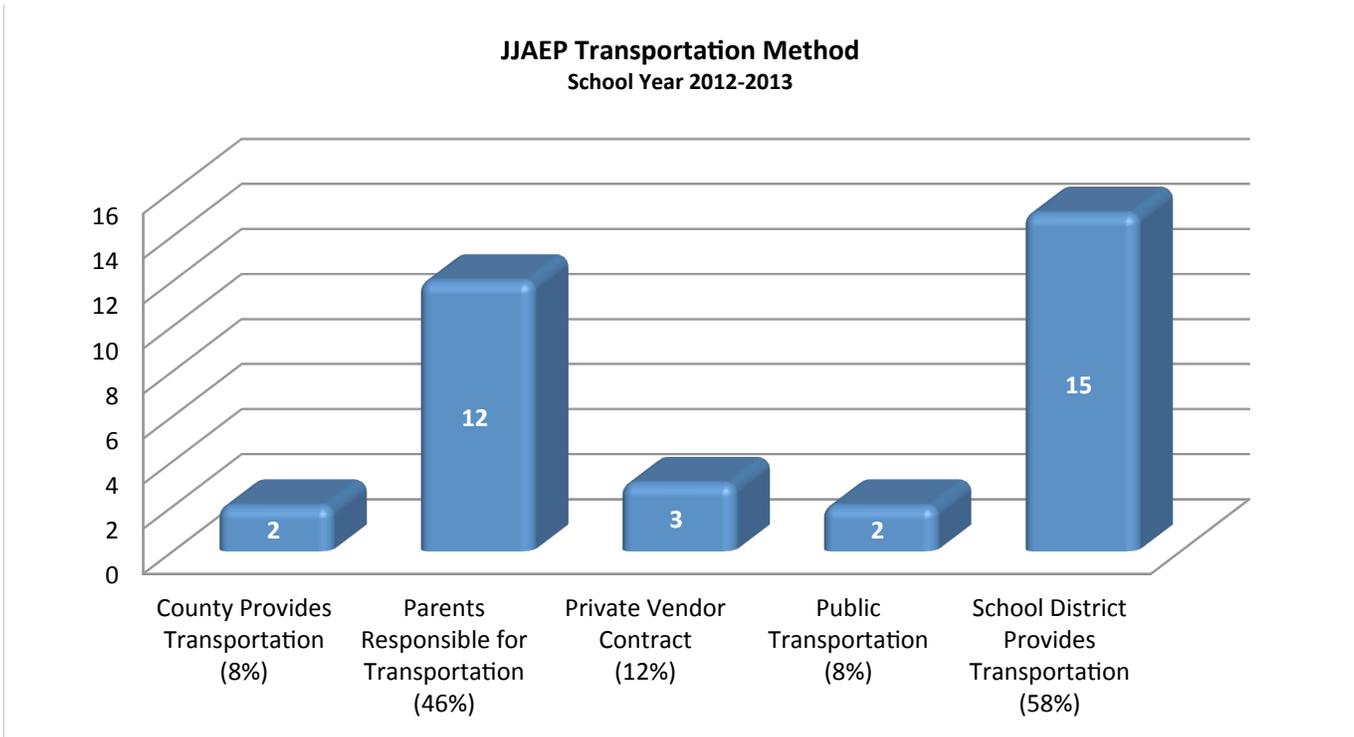
According to the information provided in the questionnaires filled out by each county, information is available about whether a JJAEP required a minimum length of stay. Six Counties do not have an agreed upon minimum length of stay. Some counties have a different minimum for youth who are mandatory placements than for youth who are discretionary placement (N= 6). For one county, each school district individually determined the minimum length of stay. For the twenty counties with reported length of stays, the stay ranged from 30 days to 180 days with some counties reporting multiple minimums. All the different minimum lengths of stay reported were averaged across these twenty programs and was determined to be 75 days. Some youth were required to attend until the completion of their high school graduation.

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 or students take public transportation.

Chart 37 depicts the means of transportation used by JJAEPs in school year 2012-2013. Departments were allowed to report multiple means of transportation.

CHART 37



- School districts provided transportation to students in 58% of the JJAEPs.
- Parents provided transportation for students in 46% of the JJAEPs.
- In order to facilitate the transportation of students, several of the programs operated outside regular school hours. For example, Tarrant County operates their JJAEP beginning at 9:00 a.m. and ending at 4:00 p.m.

SECTION 5: PROGRAM MEASURES AND PERFORMANCE OF JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS ANALYSIS

METHODOLOGY

The Texas Assessment of Knowledge and Skills (TAKS) was administered for the first time in school year 2002-2003. The TAKS measures student achievement in Reading in Grades 3-9; in Writing at Grades 4 and 7; in English language arts (ELA) 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 Exit Level TAKS is a prerequisite to earning a high school diploma.

The student TAKS performance results reported are based on data provided by TEA from the statewide testing database. Upon receipt, testing data was merged with JJAEP data maintained by TJJD for analysis. A matching rate of 77% provided a solid sample of students with TAKS testing data. Although the Exit Level TAKS measures performance in several subject areas, scores for only Mathematics 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 Mathematics record, a Reading/ELA record, both or neither. As this report is reviewing test results for the 2012-2013 school year, only exit level TAKS information is available and will be reviewed for the cohort that completed TAKS testing. All other students were assessed using the State of Texas Assessments of Academic Readiness (STAAR) testing program. Results from STAAR assessments will be provided in the next part of this section.

STATEWIDE JJAEP EXIT LEVEL 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 Exit Level TAKS. Table 38 provides the distribution of TAKS participation during school year 2012-2013 for students in JJAEPs. Results include only those students whose record was matched to testing data.

TABLE 38

**Excluded and Scored TAKS Results for Students in JJAEPs
School Year 2012-2013**

	Mathematics		Reading	
	#	%	#	%
Absent	32	8.6%	25	6.7%
ARD Exempt	1	0.3%	1	.3%
No Information	18	4.9%	13	3.5%
Other	22	5.9%	52	14.0%
Scored	298	80.3%	280	75.5%
Total	371	100%	371	100%

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 only the Exit level 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 Mathematics or Reading/ELA. Of those students with a match to a TAKS record, 193 students, or 52% had a TAKS test scored in both Mathematics and Reading/ELA. STAAR results also reflect students scoring on all versions of the STAAR tests (Language Learners, Spanish, or modified for students with special education needs).

STATEWIDE EXIT LEVEL TAKS AND STAAR RESULTS FOR STUDENTS IN JJAEPS

The TAKS and STAAR results for students in JJAEPs were analyzed using only those students whose tests were scored. For the 2012-2013 school year, only Exit Level TAKS testing was offered. All other students were administered the STAAR tests. STAAR test results will be provided after all TAKS test results are discussed.

Beginning in school year 2009-10, vertical scales were developed for grades 3-8 to meet new state legislative requirements for TAKS testing. This resulted in a different passing score for these grades. The TAKS-Modified exam and the TAKS scale score for grades 9-12 continued to use the average scale score and passing score of 2100. More information on vertical scales and the change can be found online at www.tea.state.tx.us/student.assessment/taks/vertscale. In consequence, comparisons to previous years are available for only TAKS testing level Grade 11 Exit Tests. The following table provides average scale scores and the scale score needed to meet the standard to pass for Mathematics and Reading/ELA during school year 2012-2013 for the Exit Level TAKS Tests.

TABLE 39

**Exit Level TAKS Results by Scale Score for Students in JJAEPs
School Year 2012-2013**

	Mathematics			Reading		
	N	Average Scale Score	Passing Score	N	Average Scale Score	Passing Score
Exit Level Modified-All Students	9	2,134.56	2,100	8	2190	2,100
Exit Level - For All Students	289	2,158.71	2,100	272	2,202.17	2,100
Exit Level All Versions for Students More than 90 days	155	2,133.66	2,100	238	2,201.75	2,100

- A total of 561 Exit Level TAKS tests were taken by JJAEP students.
- Just over half of all youth (51.8) who had a TAKS score were in JJAEP 90 days or more.

In order to provide a more accurate portrayal of the effect of JJAEPs on student Exit Level TAKS performance, an analysis was conducted for all students who received a TAKS score for school year 2012-2013 and those students who 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. Table 40 presents the proportion of students in JJAEPs at least 90 school days that passed the TAKS along with the average scale score by grade level for Mathematics and Reading/ELA.

TABLE 40

**Exit Level TAKS Passing Rate for Students in JJAEPs
School Year 2012-2013**

	Math		Reading		Passed Both	
	N	%	N	%	N	%
All Students	202	67.8%	117	85.0%	135	36.4%
Students over 90 days	155	61.3%	145	83.4%	61	33.2%

- Fifty-two percent of those students with a scored Mathematics test and 51.8% 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.
- Students in JJAEPs performed better in Reading/ELA than in Mathematics in school year 2012-2013.
- The overall passing rate for Reading/ELA was 85% compared to 67.8% for Mathematics.
- Overall, students in JJAEPs at least 90 days at the time of TAKS administration had lower passing rates in Mathematics and Reading/ELA than students in JJAEPs less than 90 days at the time of the test.
- 33.2% of students in JJAEPs at least 90 days at the time of the test passed both the Mathematics and Reading/ELA TAKS.

In order to measure achievement of JJAEP students on the TAKS over time, the Exit TAKS Mathematics and Reading/ELA average scale scores for school years 2008-2009, 2010-2011 and 2012-2013 were compared in Table 41.

TABLE 41

Exit Level TAKS Results by Average Scale Score For Students in JJAEP at least 90 School Days

School Years 2008-2009, 2010-2011, and 2012-2013

	Exit Level Math	Exit Level Reading/ELA
School Year 2008-2009 Average Scale Score	2,133	2,204
School Year 2010-2011 Average Scale Score	2,124	2,204
School Year 2012-2013 Average Scale Score	2,134	2,202

- The average scale score in Mathematics increased for 11th grade students who were in JJAEPs at least 90 days between 2008-2009 and 2012-2013.
- For 11th grade students in JJAEPs at least 90 days, the average scale score remained the same in Reading/ELA between 2008-2009 and 2010-2011 and decreased by two points in 2012-2013.

Table 42 presents a comparison of Exit TAKS Mathematics and Reading/ELA passing rates for school years 2008-2009 and 2010-2011, and 2012-2013.

TABLE 42

Exit Level TAKS Results by Passing Rates For Students in JJAEP at least 90 School Days

School Years 2008-2009, 2010-2011, and 2012-2013

	Exit Level Mathematics	Exit Level Reading/ELA
School Year 2008-2009 Passing Rate	58.9%	81.8%
School Year 2010-2011 Passing Rate	59.2%	84.6%
School Year 2012-2013 Passing Rate	61.3%	83.4%

- Passing rates increased for Exit Level Mathematics by 1.5%.
- The passing rate for Exit Level Reading/ELA dropped by 1.2%.

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 Exit Level TAKS Mathematics and Reading/ELA tests during school year 2012-2013 by county.

TABLE 43

Passing Rate by County for Students in JJAEP's at least 90 School days Prior to TAKS Administration School Year 2012-2013

	Mathematics		Reading	
	N	Passing Rate	N	Passing Rate
Bell	NA	NA	NA	NA
Bexar	8	88.9%	7	87.5%
Brazoria	2	100.0%	1	100.0%
Brazos	1	100.0%	1	100.0%
Cameron	0	44.4%	16	88.9%
Collin	5	71.4%	7	87.5%
Dallas	5	33.3%	12	75.0%
Denton	6	85.7%	6	66.7%
El Paso	7	100.0%	7	100.0%
Fort Bend	6	85.7%	4	80.0%
Galveston	NA	NA	NA	NA
Harris	9	60.0%	15	88.2%
Hays	NA	NA	NA	NA
Hidalgo	4	57.1%	4	100.0%
Jefferson	0	0.0%	1	100.0%
Johnson	2	100.0%	2	100.0%
Lubbock	1	33.3%	2	100.0%
McLennan	4	50.0%	5	83.3%
Montgomery	6	75.0%	6	85.7%
Nueces	0	0.0%	2	100.0%
Tarrant	7	100.0%	8	100.0%
Taylor	1	100.0%	1	100.0%
Travis	0	0.0%	1	100.0%
Webb	5	38.5%	5	45.5%
Wichita	3	75.0%	3	75.0%
Williamson	5	55.6%	5	83.3%
Total	87	61.3%	121	83.4%

- Passing rates varied by county from 33% to 100% in Exit Level Mathematics and 45% to 100% in Exit Level Reading.
- Passing rates varied by county, with the highest Exit Level Mathematics passing rate (100.0%) occurring in six counties (Brazoria, Brazos, El Paso, Johnson, Tarrant, and Taylor).
- The highest Exit Level Reading/ELA passing rate (100.0%) occurred in eleven counties (Brazoria, Brazos, El Paso, Hidalgo, Jefferson, Johnson, Lubbock, Nueces, Tarrant, Taylor, and Travis).

EXIT LEVEL 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 2012-2013.

TABLE 44

Passing Rate by Race for Students in JJAEPs at Least 90 School Days Prior to TAKS Administration School Year 2012-2013

	Math		Reading/ELA		Passed Both	
	N= 155	Passing Rate	N= 145	Passing Rate	N= 184	Passing Rate
African-American	18	54.5%	18	72.0%	11	31.4%
White	27	87.1%	37	92.5%	25	60.0%
Hispanic	49	55.1%	65	83.3%	24	23.4%
Other	1	50.0%	1	50.0%	1	50.0%
Totals:	95	61.3%	121	83.4%	61	33.2%

- White students had the highest passing rates in Exit Level Mathematics (87.1%) and in Exit Level Reading/ELA (92.5%).
- Sixty percent of white students in a JJAEP at least 90 days prior to TAKS administration passed both sections of the Exit Level TAKS.
- Among all students, 33.2% passed both Exit Level Mathematics and Reading/ELA.

TAKS RESULTS FOR STUDENTS IN JJAEPs AT LEAST 90 SCHOOL DAYS BY TYPE OF PLACEMENT

As discussed in Section 3 of this report, students placed in a JJAEP are placed primarily as the result of an expulsion hearing. Non-expelled students may be placed in a JJAEP as a result of a juvenile court order, a local agreement with the school district or due to a student's registration as a sex offender under TEC Section 37.309. The following table presents the TAKS performance for each type of JJAEP placement (i.e., mandatory or discretionary expulsion and non-expelled) during school year 2012-2013.

TABLE 45

Passing Rate by Type of Placement for Students in JJAEPs at Least 90 School Days Prior to TAKS Administration School year 2012-2013

	Mathematics		Reading/ELA		Passed Both	
	N= 155	Passing Rate	N= 145	Passing Rate	N= 184	Passing Rate
Mandatory	64	66.7%	76	82.6%	43	39.0%
Discretionary	22	50.0%	33	84.6%	12	23.0%
Non-expelled	9	60.0%	12	85.7%	6	30.0%
Total:	95	61.3%	121	83.4%	61	33.2%

- Students placed in a JJAEP as a result of a mandatory expulsion offense had the highest passing rate for Exit Level Mathematics.
- Exit Level Mathematics scores show more variance than Reading scores.
- Non-expelled students had the highest passing rate for Exit Level Reading/ELA.
- 39% of the students placed for mandatory expulsions passed both the Exit Level Mathematics and Reading/ELA TAKS compared to 23% of discretionary expulsion students and 30% of non-expelled students.
- 33.2% of the 2012-2013 cohort passed both Exit Level Reading/ELA and Mathematics.

TAKS RESULTS FOR STUDENTS IN JJAEPs AT LEAST 90 SCHOOL DAYS BY PROGRAM CHARACTERISTICS

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

TABLE 46

Passing Rate by Program Characteristics for Students in JJAEPs at Least 90 School Days Prior to TAKS Administration School Year 2012-2103

	Math		Reading/ELA		Passing Both	
	N	Passing Rate	N	Passing Rate	N	Passing Rate
Program Model Type						
Military-Component	14	60.9%	15	78.9%	6	20.0%
Therapeutic Model	49	55.7%	70	80.5%	32	30.5%
Traditional Model	32	72.7%	36	92.3%	23	46.9%
Operation Design						
Private Contractor w/Probation Department	20	54.1%	30	90.9%	11	25.6%
Probation Department Only	29	53.7%	42	73.7%	17	25.4%
School District and Probation Department	46	71.9%	49	89.1%	33	44.6%
Instructional Staff-to-Student Ratio						
1:10 or lower	48	72.7%	53	88.3%	34	45.3%
1:11 or greater	47	52.8%	68	80.0%	27	24.8%

- JJAEPs with a traditional model had higher Exit Level Mathematics and Reading/ELA passing rate.
- The largest proportion of students passing both the Exit Level Mathematics and Reading/ELA TAKS were in traditional model (46.9%) with a lower ratio (45.3%) or in a school district with probation department operational design program (44.6%).
- The range of Exit Level Mathematics passing rates varied from 52.8% to 72.7%.
- The range of Exit Level Reading/ELA passing rates varied from 73.7% to 92.3%.
- JJAEPs with a lower instructional staff-to-student ratio (i.e., 1 instructional staff for every 10 students) had higher passing rates in both Exit Level Mathematics and Reading/ELA TAKS.
- 45.3% of students in JJAEPs with a lower instructional staff-to-student ratio passed both the Exit Level Mathematics and Reading/ELA TAKS, compared to 24.8% of students in JJAEPs with a higher instructional staff-to-student ratio.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) ANALYSIS

METHODOLOGY

The 82nd Texas Legislature changed the requirement to use TAKS as a measure and now requires the reporting of student passing rates on the STAAR tests to the areas of Reading and Mathematics for students enrolled in the JJAEP. The STAAR program includes annual assessments for grades 3–8 in Reading and Mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, biology and U.S history. The STAAR test was first administered during the spring semester of the 2012-13 school year.

The student STAAR performance results reported are based on data provided by TEA from the statewide testing database. Upon receipt, testing data was merged with JJAEP data maintained by TJJD for analysis. A matching rate of 77% provided a solid sample of students with STAAR testing data. For STAAR testing, there are several opportunities to take the tests each year, yet their results were provided with no specific test date. Matched JJAEP student data was used to analyze the results in Reading/English Language Arts and Mathematics. Due to students having multiple opportunities to take these assessments, and not being able to match to the 90 day stay criterion prior to testing, all JJAEP students who took the STAAR tests will be utilized for analysis regardless of length of stay.

STAAR TESTING PROGRAM: GRADE FOUR THROUGH EIGHT RESULTS

Results for Grades four through eight will be analyzed initially. For grades four through eight STAAR tests, the Mathematics Level II Phase-In 1 and Reading Level II Phase-In I criteria were used to determine passing rates.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR. Table 47 provides the distribution of STAAR participation during school year 2012-2013 for students in JJAEPs. Results include only those students whose record was matched to testing data.

TABLE 47

**Excluded and Scored STAAR Results for Fourth to Eighth Grade Students in JJAEPs
School Year 2012-2013**

	Grade 4 Math/English	Grade 5 Math/English	Grade 6 Math/English	Grade 7 Math/English	Grade 8 Math	Grade 8 English
Absent	1	0	5	27	9	14
%	10.0%	0.0%	3.8%	8.9%	2.2%	3.5%
Other	0	0	1	8	7	4
%	0.0%	0.0%	0.8%	2.6%	1.7%	1.0%
Scored	9	26	127	267	389	387
%	90.0%	100.0%	95.5%	88.4%	96.0%	95.6%
Total	10	26	133	302	405	405
%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- The highest number of JJAEP students taking grades 4-8 STAAR tests was tested in Grade 7 and Grade 8 with 302 and 405 students, respectively.
- Between 88 percent and 100 percent of students assigned to testing were scored on each of the exams.

Table 48 presents the average scale score and passing rates for grade 4 through 8 in Mathematics and Reading STAAR tests.

TABLE 48

**JJAEP STAAR Passing Rates for Grades Four Through Eight
School Year 2012-2013**

	N Scored	Average Scale Score	Passage Rate	Passed Both
Grade 4 Mathematics	9	1,410	33%	33%
Grade 4 Reading	9	1,425	56%	
Grade 5 Mathematics	26	1,788	35%	31%
Grade 5 Reading	26	1,706	50%	
Grade 6 Mathematics	127	1,585	25%	17%
Grade 6 Reading	127	1,563	34%	
Grade 7 Mathematics	267	1,617	29%	20%
Grade 7 Reading	267	1,611	39%	
Grade 8 Mathematics	389	1,675	53%	44%
Grade 8 Reading	387	1,679	62%	

- The passing rates varied across grade levels and exam types.
- The passing rates for Reading tests in each grade were higher than the passing rate for Mathematics.
- The passing rate in Reading varied from a low of 34% in grade 6 to a high of 62% in grade 8.
- The passing rate for Mathematics varied from a low of 25% in grade 6 to a high of 53% in grade 8.

Table 49, JJAEP STAAR Passing Rates for Grades Four through Six in Mathematics and Reading, summarizes the passing rate for each test and grade by key JJAEP student and program characteristics: JJAEP Placement Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 49

JJAEP STAAR Passing Rate for Grades Four Through Six for Math and English
School Year 2012-2013

	Grade 4 Math		Grade 4 English		Grade 5 Math		Grade 5 English		Grade 6 Math		Grade 6 English	
	Number (N)	Passing Rate	Number (N)	Passing Rate	Number (N)	Passing Rate	Number (N)	Passing Rate	Number (N)	Passing Rate	Number (N)	Passing Rate
Expulsion Type												
Discretionary	4	25%	4	50%	11	36%	11	55%	59	19%	59	31%
Mandatory	5	40%	5	60%	13	31%	13	46%	63	32%	63	35%
Other	0	0%	0	0%	2	50%	2	50%	5	20%	5	60%
Program Model Type												
Military-Component	2	50%	2	100%	2	50%	2	100%	18	17%	18	22%
Therapeutic Model	4	25%	4	50%	20	30%	20	40%	79	23%	79	32%
Traditional Model	3	33%	3	33%	4	50%	4	75%	30	37%	30	47%
Operation Design												
Private contractor/w Probation Department	0	0%	0	0%	4	0%	4	25%	26	19%	26	31%
Probation Department Only	4	50%	4	100%	8	25%	8	25%	40	15%	40	25%
School District and Probation Department	5	20%	5	20%	14	50%	14	71%	61	34%	61	41%
Instructional Staff-to-Student Ratio												
1:10 or lower	5	20%	5	40%	10	50%	10	70%	55	31%	55	38%
1:11 or greater	4	50%	4	75%	16	25%	16	38%	72	21%	72	31%

- The passing rate varies across program model type and grade, with the traditional model having the highest passing rate for students in grade 6.
- The passing rates were slightly higher for students in JJAEPs with a 1:10 or lower instructional staff-to-student ratio.

Table 50, JJAEP STAAR Passing Rates for Grades Seven through Eight in Mathematics and Reading, summarizes the passing rate for each test and grade by key JJAEP student and program characteristics: JJAEP Placement Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 50

**JJAEP STAAR Passing Rates for Grades Seven through Eight in Mathematics and Reading
School Year 2012-2013**

	Grade 7 Mathematics		Grade 7 English		Grade 8 Mathematics		Grade 8 English	
	Number (N)	Passing Rate	Number (N)	Passing Rate	Number (N)	Passing Rate	Number (N)	Passing Rate
Placement Type								
Discretionary	132	16%	132	27%	191	44%	189	54%
Mandatory	122	42%	122	53%	166	64%	166	63%
Other	13	31%	13	31%	32	53%	32	72%
Program Model Type								
Military-Component	34	15%	34	35%	80	59%	83	71%
Therapeutic Model	145	31%	145	39%	216	53%	213	57%
Traditional Model	88	30%	88	39%	93	48%	91	65%
Operation Design								
Private contractor/ w Probation Department	71	25%	71	25%	85	42%	82	59%
Probation Department Only	83	28%	83	40%	120	55%	118	54%
School District and Probation Department	113	31%	113	46%	184	57%	187	68%
Instructional Staff-to-Student Ratio								
1:10 or lower	122	30%	122	40%	167	53%	170	69%
1:11 or greater	145	28%	145	37%	222	53%	217	57%

- Students that were mandatory referrals to the JJAEPs tended to have higher passing rates in both Mathematics and Reading, especially in the grades with a higher number of students taking the test (e.g. Grade 6 and above).
- In grade 7, students in the therapeutic models and traditional models had very similar passing rates in both Mathematics and Reading.
- Students testing 8 grade Mathematics and Reading and in JJAEP programs with a military-component showed higher passing rates in both subjects.
- JJAEPs with an operation design involving cooperation between the local school district and the probation department had students with the higher passing rates for grades 6, 7 and 8 in both subjects.

STAAR RESULTS: END-OF-COURSE TESTING

The STAAR testing includes six end-of-course subjects which the students in JJAEP programs were assigned to take: English I, II, and III in the Reading and English Language Arts area, and Algebra I, Algebra II and Geometry in the Mathematics area. The majority of students were tested in English I (n=752) and Algebra I (n=700). English II and Geometry were the other two subjects for which a fairly large number of students were tested.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR. Table 51 provides the distribution of STAAR participation during school year 2012-2013 for students in JJAEPs. Results include only those students whose record was matched to testing data.

TABLE 51

End of Course Testing by Subject
School Year 2012-2013

	End-Of-Course Subjects					
	English I	English II	English III	Algebra I	Algebra II	Geometry
Absent	47	30	1	34	1	17
%	5.9%	8.0%	14.3%	4.6%	4.3%	5.7%
Other	2	2	0	4	NA	NA
%	0.2%	0.5%	0.0%	0.5%	0.0%	0.0%
Scored	752	341	6	700	22	282
%	93.9%	91.4%	85.7%	94.9%	95.7%	94.3%
Total	801	373	7	738	23	299
%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

- The majority of matched JJAEP students had STAAR tests that were scored.
- Overall, between 91 percent and 96 percent of students within each subject were scored.
- English III had a lower percentage scored, but only included seven students.

For end-of-course tests the Level I Phase-In 1 Standard was used to determine passing rates. The results are for all students entering JJAEP in school year 2012-13. Because end-of-course STAAR testing takes place over several months during the year, no exact information about specific students testing dates exist in the TEA STAAR matched data. Therefore, the students with 90 days or more in JJAEP prior to the STAAR test cannot be properly identified. Instead, the passing rates for all JJAEP students are presented.

TABLE 52

**End-Of-Course Average Scale Score and Passing Rates
School Year 2012-2013**

	English I	English II	English III	Algebra I	Algebra II	Geometry
Student scored	752	341	6	700	22	282
Average Scale Score	1,743	1,845	1,885	3,346	3,877	3,526
Passing Score	1,813	1,806	1,808	3,371	3,350	3,362
Passing rate	39%	55%	67%	50%	82%	71%

** Using Phase-In 1 Minimum for passing score and passing rate.

- The passing rates varied across STAAR end-of-course subjects.
- English I had a 39% passing rate using Level I Phase-In I Standard with 752 students being tested.
- English II had a higher passing rate of 55%.
- In the area of Mathematics, Algebra I had a passing rate of 50%, and Geometry of 71%.
- Both English III and Algebra II had passing rates of 67% and 82% respectively.
- Relatively few students took the English III and Algebra II tests.

Table 53, JJAEP End-Of-Course Passing Rate by Program Model type, Operation Design, and Staff-to-Student Ratio, summarizes the passing rate for three English tests for the key JJAEP participants and JJAEP program characteristics: JJAEP Placement Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 53

**JJAEP English I, II, and III End-Of-Course Passing Rate by Program Model Type,
Operation Design and Staff-to-Student Ratio
School Year 2012-2013**

	English I		English II		English III	
	Number (N)	Passing Rate	Number (N)	Passing Rate	Number (N)	Passing Rate
Total Number	752		341		Cells all less than 5	
Placement Type						
Discretionary	280	30%	102	52%	NA	NA
Mandatory	365	46%	186	62%	NA	NA
Other	107	37%	53	40%	NA	NA
Program Model Type						
Military-Component	122	43%	71	68%	NA	NA
Therapeutic Model	386	33%	162	51%	NA	NA
Traditional Model	244	46%	108	54%	NA	NA
Operation Design						
Private contractor/ w Probation Department	205	35%	77	46%	NA	NA
Probation Department Only	203	31%	104	50%	NA	NA
School District and Probation Department	344	46%	160	64%	NA	NA
Instructional Staff-to-Student Ratio						
1:10 or lower	334	40%	160	58%	NA	NA
1:11 or greater	418	38%	181	54%	NA	NA

- For Expulsion Type/Placement Type, mandatory referrals had higher passing rates in both English I and English II than discretionary referrals or “other” referrals.
- Because only six students were scored in English III; this test is excluded from the analysis.
- The passing rates vary some across Program Model Types, with students in different program model types having the highest passing rate for different tests.
- Students in a JJAEP characterized as “traditional model” had the highest passing in English I.
- Students in JJAEP programs with a “military- component” had the highest passing rate in English II.

- As can be seen from Section IV, Programmatic Components the different program models provide many similar services for students, which indicate that the educational and services components ultimately may make the different program model types fairly comparable.
- Students in JJAEPs with an operation design that involved cooperation between local school districts and the probation department had the highest passing rate in both English I and English II.
- Students in JJAEPs with a 1:10 or lower staff-to-student ratio had a slightly higher passing rate in both English I and English II.

Table 54 shows the passing rates for Algebra I, Algebra II and Geometry across the key JJAEP student and program characteristics.

TABLE 54

**JJAEP Mathematics End-Of-Course Passing Rate by Program Model Type,
Operation Design and Staff-to-Student Ratio
School Year 2012-2013**

	Algebra I		Algebra II		Geometry	
	Number (N)	Passing Rate	Number (N)	Passing Rate	Number (N)	Passing Rate
Total Number	700		22		282	
Placement Type						
Discretionary	271	40%	7	71%	85	67%
Mandatory	332	59%	13	85%	167	73%
Other	97	43%	2	100%	30	98%
Program Model Type						
Military Component	108	57%	4	100%	57	79%
Therapeutic Model	374	46%	10	80%	134	66%
Traditional Model	218	52%	8	75%	91	71%
Operation Design						
Private contractor/ w Probation Department	191	44%	5	80%	60	65%
Probation Department Only	197	48%	8	88%	87	60%
School District and Probation Department	312	55%	9	78%	135	80%
Instructional Staff-to-Student Ratio						
1:10 or lower	299	49%	9	78%	132	74%
1:11 or greater	401	50%	13	85%	150	67%

- Mandatory students had the highest passing rate for Algebra I.
- Non-expelled students had the highest passing rates in Algebra II and Geometry.
- Students in a JJAEP program model type with a military-component had the highest passing rate in all three Mathematics tests.
- With respect to Operation Design, students in JJAEPs with combined school district and probation department operations had higher passing rates in Algebra I and Geometry.
- Of the 22 students testing in Algebra II, those in a JJAEP run by the probation department only had a slightly higher passing rate.
- The passing rates in the three Mathematics subjects did not vary much across 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 Mathematics. 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 assessed in Reading and Mathematics, at entry to, and exit from the program. Students participate in a Reading comprehension and vocabulary evaluation which provides the program with a Reading total. The Mathematics total includes computation, concepts, and problem solving. A standard score and grade equivalency is then derived from the Reading and Mathematics totals’ raw scores. The standard score (with a 104-384 scoring range) and grade equivalency (ranging from K-13) are reported to the Texas Juvenile Justice Department for each required student as the youth enters and exits the program.

Comparisons of ITBS/ITED admission and exit scores were examined using data from a group of students who met several criteria. As a result, all of the information presented in this section refers only to this group of students. The selection criteria for the ITBS/ITED analysis include students who exited the program, completed both admission and exit testing, were assigned to a JJAEP for a period of at least 90 school days and possessed valid test scores (i.e., 104-384). Students in this sample totaled 737 students. The average length of stay for this group is 115 days compared to the overall student length of stay which was 80 days. This group of student performance results will be identified as the ITBS/ITED Cohort.

STATEWIDE ITBS/ITED GRADE EQUIVALENCY SCORES

The following table presents the ITBS/ITED Cohort grade equivalency for school year 2012-2013.

TABLE 55

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

School Year 2012-2013

	N	Admission Average	Exit Average	Difference
Math	737	6.97	7.68	0.72
Reading	737	6.76	7.50	0.75

- At admission, students had an average ITBS/ITED grade equivalency at the 7th grade level in both Mathematics and Reading.
- The average grade equivalency results for both Mathematics and Reading increased by more than one semester from admission to exit.
- Mathematics scores improved slightly more than Reading scores.

ITBS/ITED GRADE EQUIVALENCY SCORES BY COUNTY

In order to evaluate the performance of the JJAEPs by county, educational growth between admission and exit was compared for all mandatory JJAEPs. Table 56 presents the Mathematics and Reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2012-2013.

TABLE 56

ITBS/ITED Average Growth by County for Students Assigned at Least 90 Days in JJAEPs School Year 2012-2013

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Bell	3	5.83	3.60	-2.23	3	6.13	2.97	-3.17
Bexar	18	6.22	5.47	-0.76	18	6.22	5.76	-0.47
Brazoria	NA	NA	NA	NA	NA	NA	NA	NA
Brazos	12	8.17	6.23	-1.94	12	8.20	7.28	-0.92
Cameron	51	4.22	6.96	2.75	51	3.19	5.76	2.56
Collin	36	8.13	8.01	-0.11	51	8.48	8.61	0.13
Dallas	95	6.47	6.80	0.33	95	6.49	7.11	0.62
Denton	21	8.64	8.02	-0.61	21	8.10	8.74	0.63
El Paso	12	10.28	10.69	0.42	12	9.47	10.13	0.66
Fort Bend	60	7.31	7.07	-0.24	60	7.20	6.85	-0.35
Galveston	5	8.08	8.72	0.64	5	8.48	8.74	0.26
Harris	70	7.30	8.11	0.82	70	6.82	7.44	0.62
Hays	1	5.90	13.00	7.10	1	8.50	13.00	4.50
Hidalgo	11	6.40	7.59	1.19	11	7.02	7.36	0.35
Jefferson	24	6.40	7.28	0.88	24	6.43	6.80	0.37
Johnson	7	11.43	12.16	0.73	7	11.39	11.31	-0.07
Lubbock	29	7.70	8.11	0.41	29	7.81	8.10	0.29
McLennan	30	5.50	7.27	1.77	30	5.05	7.06	2.01
Montgomery	51	7.48	9.74	2.25	51	7.13	9.55	2.42
Nueces	15	7.33	6.69	-0.65	15	6.49	6.93	0.44
Tarrant	87	7.48	8.17	0.69	87	7.23	7.74	0.51
Taylor	3	7.23	7.27	0.03	3	6.60	5.00	-1.60
Travis	16	4.81	8.01	3.20	16	5.51	7.54	2.03
Webb	37	6.48	6.52	0.04	37	5.90	5.86	-0.04
Wichita	17	7.17	7.38	0.21	17	7.22	8.68	1.46
Williamson	26	7.29	8.57	1.28	26	7.45	8.57	1.11

- In eighteen of twenty-six counties, students showed an improvement in Mathematics with a range of staying on grade level (.04) grade level to seven grade levels.
- In eighteen of twenty-six counties, students showed an improvement in Reading/ELA, from staying on grade level (.013).
- Seven programs had a lowering of grade level overall showing a lower performance at exit than entry in Mathematics and Reading.
- The greatest positive change in Mathematics scores was in Hays County where the average score increased seven grade levels for one student.

ITBS/ITED GRADE EQUIVALENCY SCORES BY RACE

The table below presents the ITBS/ITED performance of JJAEP students by race in Mathematics and Reading for school year 2012-2013.

TABLE 57

**ITBS/ITED Average Difference in Grade Equivalency Scores by Races
for Students Assigned at Least 90 Days in JJAEPs
School Year 2012-2013**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
African-American	178	6.37	6.99	0.61	178	6.45	6.96	0.52
White	151	8.33	8.78	0.45	151	8.33	9.12	0.80
Hispanic	397	6.70	7.55	0.85	397	6.23	7.09	0.86
Other	11	7.59	8.75	1.15	11	9.09	8.75	-0.35

- African-American and Hispanic students had the lowest admission and exit scores in both Mathematics and Reading.
- Almost all racial groups demonstrated improvement in Reading and Mathematics during their enrollment in the JJAEP- the other group show a decline at exit in Reading.
- Students labeled as other demonstrated the most improvement in Mathematics, increasing by 1.15, while Hispanic students demonstrated the most improvement in Reading, increasing by 0.86.

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 58

**ITBS/ITED Average Grade Equivalency Scores by Type of JJAEP Expulsion
for Students Assigned at Least 90 Days in JJAEPs
School Year 2012-2013**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory	262	6.32	7.31	0.99	262	6.19	7.16	0.97
Discretionary	395	7.40	8.04	0.65	395	7.09	7.80	0.71
Non-expelled	80	6.95	7.12	0.17	80	6.96	7.18	0.21

- Mandatory placements had the highest growth in Mathematics and in Reading from admission to exit.
- Discretionary students had higher Mathematics and Reading scores than Mandatory students at both entry and exit.

ITBS/ITED GRADE EQUIVALENCY SCORES BY PROGRAM CHARACTERISTIC

Table 59 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 59

ITBS/ITED Average Grade Equivalency Scores by Program Characteristics for Students Assigned at Least 90 Days in JJAEPs School Year 2012-2013

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Program Model Type								
Military-Component	101	7.46	8.06	0.60	101	7.46	8.09	0.63
Therapeutic Model	489	6.73	7.65	0.92	489	6.45	7.34	0.90
Traditional Model	147	7.42	7.55	0.13	147	7.30	7.63	0.33
Operation Design								
Private Contractor w/Probation Department	114	5.28	6.81	1.53	114	4.88	6.24	1.37
Probation Department Only	245	7.13	7.37	0.24	245	6.86	7.26	0.40
School District and Probation Department	378	7.37	8.15	0.78	378	7.26	8.04	0.78
Instructional Staff-to-Student Ratio								
1:10 or lower	360	7.47	8.15	0.68	360	7.33	7.75	0.41
1:11 or greater	377	6.48	7.54	1.06	377	6.20	3.08	-3.12

- Positive growth in Reading and Mathematics was demonstrated by all programs regardless of type or operation mode with the exception of higher staff to student ratio and Reading.
- The largest positive change in grade equivalency scores for Mathematics and Reading was in JJAEPs operated jointly by a private contractor and the probation department, with increases of 1.53 and 1.37, respectively.
- The difference in growth between lower and higher staff-to-student ratios was greater for Mathematics than for Reading.
- The Probation Department Only Operation design had the lowest Mathematics and Reading gains.

ITBS/ITED GROWTH EXPECTATIONS

In order to examine growth expectations, analysis was performed to determine the number of students who tested below grade level on entry. Based on TJJD analysis, 74.6% of students tested below grade level in Mathematics for the 2012-2013 school year, up from 73% in 2010-2011. For Reading, 75.7% of students tested below grade level for the 2012-2013 school year, up from 73% in 2010-2011.

TJJD created estimates of expected growth in the ITBS/ITED based on length of stay in a JJAEP. Based on the scoring scale for the ITBS/ITED, a student's score is expected to increase by one-tenth for each month of a given school year. Table 60 provides the ITBS/ITED Cohort by Expected Growth.

TABLE 60

JJAEP ITBE/ITED Cohort Entry Scores by Growth
School Year 2012-2013

	Mathematics				Reading			
	ITBE/ITED Cohort		Met or Exceeded Expected Growth		ITBE/ITED Cohort		Met or Exceeded Expected Growth	
	N	%	N	%	N	%	N	%
Tested At or Above Grade Level at Entry	187	25.4%	49	26.2	179	24.3%	47	26.3%
Tested Below Grade Level at Entry	550	74.6%	282	51.3	558	75.7%	303	54.3%
Total	737	100%	331	44.9%	737	100%	350	47.5%

- 51.3% of students who tested below grade level in Mathematics at entry to the JJAEP achieved the expected level of growth from pre-test to post-test, compared to 26.2% of those students who tested at or above grade level in Mathematics at entry to the JJAEP.
- 54.3% 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 26.3% of those students who tested at or above grade level in Reading at entry to the JJAEP.

GROWTH RATE BY PROGRAM CHARACTERISTIC

Table 61 provides ITBS/ITED growth expectation by program characteristic.

TABLE 61

ITBS/ITED Growth Expectations by Program Characteristics

School Year 2012-2103

	Math		Reading/ELA	
	N	Percent at or Exceeding Expectations	N	Percent at or Exceeding Expectations
Program Model Type				
Military-Component	38	37.6%	46	45.5%
Therapeutic Model	233	47.6%	244	49.9%
Traditional Model	60	40.8%	60	40.8%
Operation Design				
Private Contractor w/Probation Department	59	51.8%	56	49.1%
Probation Department Only	90	36.7%	101	41.2%
School District and Probation Department	182	48.1%	350	51.1%

- Students in therapeutic model JJAEPs met ITBS/ITED growth expectations in Reading at a higher rate than students in programs with a military component or traditional model for 2012-2013 compared to 2011-2012 when the most gains were in the traditional model.
- Students in JJAEPs with a therapeutic model met ITBS/ITED growth expectations in Mathematics at a higher rate than students in programs with military components or traditional models which is the same result as the 2011-2012 year.
- Students in JJAEPs operated by the probation department in cooperation with a private contractor or in cooperation with the school district met ITBS/ITED growth expectations at a higher rate in both Reading and Mathematics than students in JJAEPs operated by the probation department only.

BEHAVIOR ANALYSIS

ATTENDANCE RATES IN JJAEPs BY COUNTY

Attendance rates for students in JJAEPs were used as one measure of program success. TJJD requires a minimum overall program attendance rate of 78%. The attendance rates were calculated from monthly program data provided by the counties.

Table 62 presents attendance rates for JJAEPs using the statewide attendance benchmark compared to the 2012-2013 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 62

**JJAEP Attendance Rates by County
Benchmark and School Year 2012-2013**

County	Statewide Benchmark	2012-2013 Rate	Difference (2012-2013 and Statewide Benchmark)
Bell	78%	94%	16%
Bexar	78%	87%	9%
Brazoria	78%	90%	12%
Brazos	78%	89%	11%
Cameron	78%	83%	5%
Collin	78%	86%	8%
Dallas	78%	78%	0%
Denton	78%	93%	15%
El Paso	78%	90%	12%
Fort Bend	78%	92%	14%
Galveston	78%	96%	18%
Harris	78%	80%	2%
Hays	78%	93%	15%
Hidalgo	78%	74%	-4%
Jefferson	78%	76%	-2%
Johnson	78%	93%	15%
Lubbock	78%	87%	9%
McLennan	78%	71%	-7%
Montgomery	78%	90%	12%
Nueces	78%	77%	-1%
Tarrant	78%	84%	6%
Taylor	78%	84%	6%
Travis	78%	86%	8%
Webb	78%	78%	0%
Wichita	78%	96%	18%
Williamson	78%	95%	17%
Statewide	78%	86%	8%

- The statewide JJAEP attendance rate decreased from 85% in school year 2008-2009 to 83% in school year 2010-2011, and increased to 86% during school year 2012-2013.

- Twenty-two of twenty-six counties (84.6%) met or exceeded the attendance benchmark of 78% for school year 2012-2013.
- Four counties, Hidalgo, Jefferson, McLennan, and Nueces, did not meet the attendance benchmark.
- 38% of JJAEPs maintained attendance rates of 90% or better, an increase of 5% as compared to the previous report (i.e., Bell, Brazoria, Denton, El Paso, Fort Bend, Galveston, Johnson, Montgomery, Wichita and Williamson).
- An additional seven counties (27%) of JJAEPs had attendance rates between 80% and 89% (i.e., Bexar, Brazos, Cameron, Collin, Lubbock, Tarrant, and Travis).

ATTENDANCE RATES BY PLACEMENT TYPE

Student attendance rates varied by JJAEP placement type for the 2012-2013 school year. Table 63 provides the attendance rate by placement type.

TABLE 63

JJAEP Attendance Rates by County Benchmark and School Year 2012-2013

County	Statewide Benchmark	2012-2013 Rate	Difference (2012-2013 and Statewide Benchmark)
Bell	78%	94%	16%
Bexar	78%	87%	9%
Brazoria	78%	90%	12%
Brazos	78%	89%	11%
Cameron	78%	83%	5%
Collin	78%	86%	8%
Dallas	78%	78%	0%
Denton	78%	93%	15%
El Paso	78%	90%	12%
Fort Bend	78%	92%	14%
Galveston	78%	96%	18%
Harris	78%	80%	2%
Hays	78%	93%	15%
Hidalgo	78%	74%	-4%
Jefferson	78%	76%	-2%
Johnson	78%	93%	15%
Lubbock	78%	87%	9%
McLennan	78%	71%	-7%
Montgomery	78%	90%	12%
Nueces	78%	77%	-1%
Tarrant	78%	84%	6%
Taylor	78%	84%	6%
Travis	78%	86%	8%
Webb	78%	78%	0%
Wichita	78%	96%	18%
Williamson	78%	95%	17%
Statewide	78%	86%	8%

- In school year 2012-2013, the attendance rate was 89% for mandatory students compared to 86% for non-expelled students, and 81% for discretionary students.
- Attendance rate for improved compared to the previous report for mandatory and discretionary students by three percent, and dropped by four percent for non-expelled 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 and after exit from the program. The “before” period consisted of the two full six-week periods prior to program admission and the “after” period consisted of the two full six-week periods after exit. TEA 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 2011-2012 and 2012-2013). Data was not available for juveniles enrolled before the third six-week period of school year 2011-2012 or for juveniles who exited after the fourth six-week period of school year 2012-2013.

Table 64 provides the overall change in average absence rate for JJAEPs in school year 2010-2011. A negative change in absence rate indicates a positive change in student attendance after returning to regular school.

TABLE 64

**Statewide Absence Rates for Students Before and After Expulsion to JJAEP
School Year 2012-2013**

	N	Before	After	% Change in Absence Rate
Statewide	594	14.6%	12.8%	-12.5%

- Comparison of the six-week period prior to JJAEP admission to six-weeks after completion shows a 12.5% decline in the absence rate.

Table 65 describes student absences.

TABLE 65

**Student Absence Rates Before and After JJAEP Placement
School Year 2012-2013**

	Number	Percent
Students whose absence rate increased	260	44%
Students whose absence rate stayed the same	15	2%
Students whose absence rate decreased	319	54%
Students	594	100%

- The absence rate for 54% of students decreased after exiting the JJAEP and returning to their home school.

Table 66 provides the absence rates and the change in absences by county for students in JJAEPs in school year 2010-2011.

TABLE 66

Absence Rates by County for Students in JJAEPs
Benchmark and School Year 2012-2013

County	N	Before	After	% Change in Absence Rate
Bell	5	9.7%	13.5%	38.7%
Bexar	54	13.2%	12.9%	-2.3%
Brazoria	14	7.0%	5.9%	-15.3%
Brazos	13	24.8%	20.9%	-15.7%
Cameron	50	16.3%	10.6%	-35.0%
Collin	28	8.7%	8.2%	-4.8%
Dallas	45	11.0%	13.1%	19.0%
Denton	20	11.7%	12.7%	8.8%
El Paso	14	7.0%	9.9%	41.7%
Fort Bend	12	20.1%	17.4%	-13.3%
Galveston	5	6.5%	6.2%	-5.4%
Harris	59	15.0%	14.5%	-3.6%
Hays	7	18.5%	7.6%	-59.0%
Hidalgo	39	20.6%	20.9%	1.2%
Jefferson	13	25.1%	19.8%	-20.9%
Johnson	5	4.4%	3.0%	-30.6%
Lubbock	22	11.5%	7.8%	-31.9%
McLennan	30	23.4%	12.2%	-48.2%
Montgomery	33	12.5%	10.4%	-16.4%
Nueces	8	20.5%	11.7%	-43.0%
Tarrant	34	13.4%	13.7%	2.6%
Taylor	12	13.9%	14.4%	3.8%
Travis	4	12.8%	8.8%	-31.2%
Webb	23	19.9%	16.8%	-15.7%
Wichita	18	9.1%	9.0%	-1.0%
Williamson	27	12.3%	10.8%	-12.0%
Statewide	594	14.6%	12.8%	-12.5%

- Nineteen of the twenty-six JJAEPs (73%) 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 effect of the program, the change in school disciplinary referrals for students in JJAEPs before and after program participation was analyzed. Students may receive a disciplinary referral at a school for a number of reasons. Sixty-three percent of disciplinary incidents in school year 2012-13 involving a JJAEP student were a violation of the student code of conduct.

This section explores the change in the number of disciplinary referrals and the severity of disciplinary actions for these incidents for students who attended JJAEPs. A comparison of the average number of disciplinary referrals prior to entering the JJAEP and after exit from the program is presented. The “before” period consisted of the two complete six-week periods prior to program entry. The “after” period consisted of the two complete six-week periods after program exit. Data was not available for juveniles enrolled before the third six-week period of school year 2010-2012 or for juveniles who exited after the fourth six-week period of school year 2012-2013.

Table 67 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2012-2013.

TABLE 67

**Statewide Before and After Average Disciplinary Referrals
for Students Exiting from JJAEPs
School Year 2012-2013**

	N	Before	After	% Change in Disciplinary Referrals
Statewide	915	2.33	1.22	-47.9%

- Statewide, the average number of disciplinary incidents declined 47.9% in the two six-week periods after students exited the JJAEP.

Table 68 shows the change in number of disciplinary referrals after exiting the JJAEP.

TABLE 68

**Student Disciplinary Referrals After Exiting JJAEP
School Year 2012-2103**

	Number	Percent
Students with increase in discipline referrals	174	19%
Students with no difference in discipline referrals	218	24%
Students with decrease in discipline referrals	523	57%
Students	915	100%

- 57% of students experienced a decrease in disciplinary referrals after participating in a JJAEP.

Table 69 shows the number of disciplinary referrals for students before and after JJAEP participation.

TABLE 69

**Students with Zero to Five or More Disciplinary Referrals
Before and After JJAEP
School Year 2012-2103**

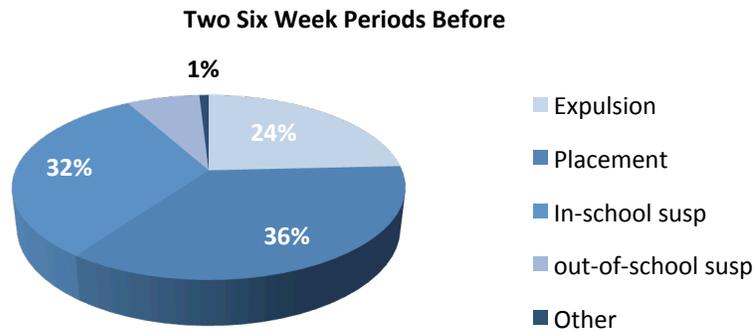
	Before JJAEP		After JJAEP	
	Number	Percent	Number	Percent
Students with zero discipline referrals	259	28%	522	57%
Students with one discipline referrals	131	14%	121	13%
Students with two discipline referrals	124	14%	77	8%
Students with three discipline referrals	91	10%	53	6%
Students with four discipline referrals	67	7%	32	4%
Students with five or more discipline referrals	243	27%	110	12%
Total	915	100%	915	100%

- 28% of students had no disciplinary referrals during the “before” tracking period as the incident resulting in expulsion to the JJAEP occurred in the six-week period in which they entered the program.
- The proportion of juveniles with zero disciplinary referrals increased from 28% in the two six-week periods before JJAEP entry to 57% in the two six-week periods after exiting the JJAEP.
- The proportion of juveniles with five or more disciplinary referrals decreased from 27% before entering the JJAEP to 12% after exit.

The level of disciplinary actions for students in the two six-week periods prior to and after JJAEP placement is described in Table 70 and Table 71. Since 28% of students had no disciplinary referrals during the “before” tracking period following two charts account for the 72% of the ‘before JJAEP’ students (N= 656) and 43% of the ‘after JJAEP’ students (N= 393).

TABLE 70

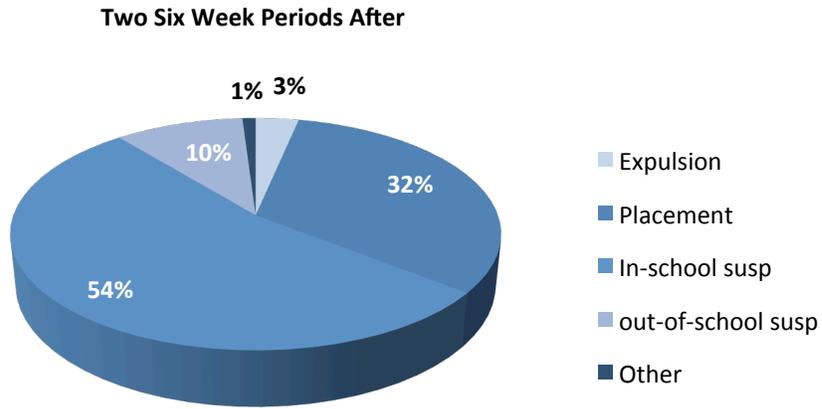
**Level of Disciplinary Actions for Students in the Two Six-Week Periods Prior to JJAEP Entry
School Year 2012-2013**



- 36% of the most severe disciplinary actions were placements to an alternative school setting.
- 32% of the most severe disciplinary actions were in-school suspensions.
- 24% of the most severe disciplinary actions were expulsions.
- 7.2% of the most severe disciplinary actions were out-of-school suspensions.

TABLE 71

**Level of Disciplinary Actions for Students in the Two Six-Week Periods after JJAEP Entry
School Year 2012-2013**



- Fifty-four percent of the most severe disciplinary actions were in-school suspensions.
- Thirty-two percent of the most severe disciplinary actions were placements to an alternative school setting.
- Ten percent of the most severe disciplinary actions were out-of-school suspensions.
- Three percent of the most severe disciplinary actions were expulsions.
- One percent of the most severe disciplinary actions were truancy charges.

JUVENILE PROBATION SYSTEM RE-CONTACT RATE ANALYSIS

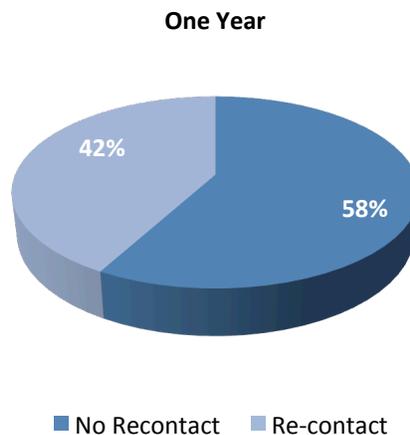
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Following their exit from the JJAEP, students were tracked in the juvenile probation system for one year. A re-contact was defined as any subsequent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

Students who exited in school year 2012-2013, who were less than 16.0 years of age at the time of exit, and who had a formal referral to a juvenile probation department were included in age at the time of exit, who were formally referred to a juvenile probation department, and who exited by February 28, 2013, were included in the one year analysis (n=516).

The subsequent contacts were calculated for individual students rather than entries (i.e., a student entering twice during this period was counted only one time). A match was made between JJAEP data and TJJD referral data using the juvenile's personal identification number (PID). Chart 72 shows the re-contact rate within one year for students who exited the JJAEP during school year 2012-2013.

CHART 72

JJAEP One Year Re-Contact Rate



- The re-contact rate for 217 of 516 juveniles was 42%.
- Of juveniles with a subsequent contact within one year of their release, the number of subsequent contacts ranged from a low of one to a high of 12.
- A total of 40% had one subsequent contact while 24% had two and 36% had three or more.

Table 73 provides the one year re-contact rate by program exit for students in JJAEPS.

TABLE 73

One Year Re-Contact Rate by Program Exit for Students in JJAEPs
School Year 2012-2013

	Return to Home School		Left Program Incomplete		Other Exits*		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
No Re-Contact	235	59%	21	41%	36	53%	292	57%
Re-Contact	162	41%	30	59%	32	47%	224	43%
Total	397	100%	51	100%	68	100%	516	100%

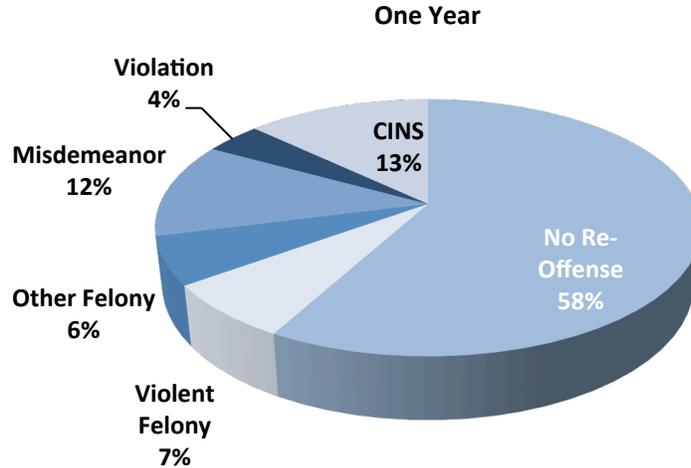
* Other Exits include Admission Review and Dismissal (ARD) removal, moved, completion of GED, graduation and left for medical reasons.

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

The one-year re-contact rate by severity of subsequent offense is presented below in Chart 74.

CHART 74

Re-Contact Rate by Severity of Subsequent Offense*
School Year 2012-2013



* Most serious offense during the time period.

- More than half of the students had no re-contact with the county probation department.
- A total of 42% had a subsequent contact for a felony or misdemeanor within one year a decrease of 6% from the prior report.

The one-year re-contact rate by county and offense level for which they were subsequently referred is presented below in Table 75.

TABLE 75

**One Year Re-Contact Rate by County and Offense Type
School Year 2012-2013**

County	N	Felony	Misdemeanor A or B	Violation of Probation	CINS	Total Re-Contact*
Bell	5	0%	0%	0%	0%	0%
Bexar	43	9%	5%	5%	23%	42%
Brazoria	16	19%	19%	0%	13%	50%
Brazos	8	13%	25%	0%	13%	50%
Cameron	48	19%	10%	2%	17%	48%
Collin	25	0%	8%	4%	4%	16%
Dallas	41	17%	10%	5%	7%	39%
Denton	17	0%	0%	12%	18%	29%
El Paso	8	0%	13%	13%	0%	25%
Fort Bend	15	0%	13%	7%	33%	53%
Galveston	4	0%	25%	0%	0%	25%
Harris	42	7%	19%	5%	2%	33%
Hays	7	0%	0%	0%	43%	43%
Hidalgo	20	10%	10%	10%	15%	45%
Jefferson	13	23%	31%	0%	23%	77%
Johnson	3	33%	0%	0%	0%	33%
Lubbock	23	26%	13%	4%	4%	48%
McLennan	NA	NA	NA	NA	NA	NA
Montgomery**	43	12%	19%	5%	9%	44%
Nueces	10	10%	20%	0%	10%	40%
Tarrant	43	21%	7%	0%	7%	35%
Taylor	10	20%	30%	0%	10%	60%
Travis	5	20%	20%	0%	20%	60%
Webb	23	26%	9%	9%	17%	61%
Wichita	22	23%	5%	0%	23%	50%
Williamson	22	5%	9%	0%	23%	36%
Total	516	13%	12%	4%	13%	42%

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

**McLennan County- no youth met the criteria for inclusion in this table.

- The total one-year re-contact rate ranged between 11% in El Paso County to 80% in Brazos County.
- The JJAEP statewide re-contact rate was 42% for 2012-2013, six percent lower than in 2009-2010.

Table 76 shows one year re-contact rates and most severe subsequent offense by program characteristics.

TABLE 76

**One Year Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2012-2103**

	Total Re-Contact*	Felony	Misdemeanor	Violation of Probation	CINS
Program Model Type					
Military-Component	46%	13%	12%	3%	17%
Therapeutic Model	43%	16%	12%	3%	12%
Traditional Model	36%	8%	11%	5%	13%
Operation Design					
Probation Department Only	42%	14%	13%	6%	9%
School District and Probation Department	41%	13%	12%	2%	13%
Private Contractor and Probation Department	44%	13%	9%	4%	18%

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

- In school year 2012-2013, programs with a traditional format had the lowest re-contact rates.
- The difference in re-contact rates for operation design was minimal.
- In contrast, for school year 2010-2011, programs with a therapeutic format and programs operated solely by probation departments had the lowest re-contact rates.

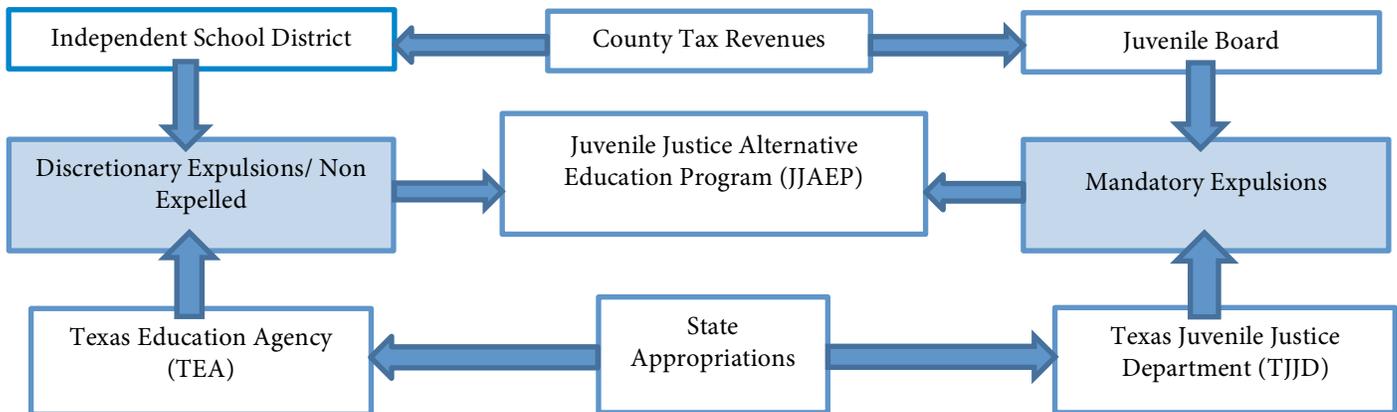
In order to compare JJAEP students with other juveniles in the justice system within the same county, the re-contact rate of non-JJAEP students who were referred between August 1, 2012 and February 28, 2013, and who received dispositions of supervisory caution, deferred prosecution or probation was analyzed.

The one year re-contact rate for non-JJAEP juveniles was 28%, compared to the 43% rate of students in JJAEPs. The re-contact rate for non-JJAEP juveniles is one percent less while the re-contact rate for JJAEP juveniles is five percent less than in the previous report.

SECTION 6: PROGRAM COST

OVERVIEW

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



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

INTRODUCTION

In preparation for this report, TJJD prepared a data collection instrument that was used to collect expenditure data from the counties. The counties were required to work with their local school districts to collect any expenditure by the school districts on the program. 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 26 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 77 reflects the total reported combined county and school district expenditures. Finally, a calculation of the total cost per day across all programs, the Program Average is provided.

TABLE 77

JJAEP Cost Per Day by County		
School Year 2012-2013		
County	Total Costs	Average Cost Per Day based on total cost
Cameron	\$ 859,188.22	\$ 81.46
Webb	\$ 726,237.77	\$ 84.13
McLennan	\$ 579,344.00	\$ 97.57
Hidalgo	\$ 693,619.54	\$ 99.24
Bexar	\$ 1,234,283.30	\$ 122.22
Dallas	\$ 1,613,622.35	\$ 131.20
Montgomery	\$ 1,547,428.52	\$ 139.76
Lubbock	\$ 620,535.97	\$ 156.03
Brazoria	\$ 605,356.17	\$ 156.46
Hays	\$ 313,917.00	\$ 178.46
Brazos	\$ 425,063.82	\$ 181.19
Collin	\$ 1,170,306.10	\$ 195.05
Harris	\$ 2,277,791.21	\$ 203.56
Fort Bend	\$ 1,700,288.55	\$ 210.72
Denton	\$ 932,226.02	\$ 210.86
Wichita	\$ 648,458.88	\$ 223.45
Williamson	\$ 1,403,256.10	\$ 240.49
Tarrant	\$ 2,313,882.32	\$ 255.14
Travis	\$ 685,830.69	\$ 271.29
Johnson	\$ 220,997.47	\$ 339.47
Nueces	\$ 688,197.75	\$ 358.44
Taylor	\$ 473,578.00	\$ 383.46
Jefferson	\$ 982,466.24	\$ 434.34
Bell	\$ 443,410.46	\$ 527.87
Galveston	\$ 319,943.87	\$ 778.45
El Paso*	\$ 1,596,202.51	\$ 822.78
Total Costs	\$ 25,075,432.82	\$ 184.41

*El Paso County costs include four school sites as well as the county costs and the average daily attendance (ADA) was less than eleven students per day.

- The total expenditures for 26 JJAEPs reported were \$25,075,432.82.
- The statewide average cost per day was \$184.41 compared to \$187.11 in the previous report.
- The cost per day varies from a range of \$81.46 to a high of \$822.78.
- Galveston County experienced a greater than 50% drop in ADA.
- Bell County changed their MOU to only accept Mandatory expulsions resulting in a 90% drop in entries with a 66% drop in ADA.

Costs were rising over the last three biennium's by close to 24% and have dropped for this biennium by 4.25%. See Table 78

TABLE 78

Comparison of Cost Totals and Average Cost Per Day						
	Reported Cost Totals	Difference in Cost	Change %	Average Cost Per Day	Change in Costs	% Change
2006-2007	\$ 36,814,084.17			\$ 117.29		
2008-2009	\$ 36,624,764.66	\$ (189,319.51)	-0.51%	\$ 155.37	\$ 38.08	24.51%
2010-2011	\$ 31,082,528.88	\$ (5,542,235.78)	-15.13%	\$ 192.59	\$ 37.22	23.96%
2012-2013	\$ 25,075,432.82	\$ (6,007,096.06)	-19.33%	\$ 184.41	\$ (8.18)	-4.25%

- The 2012-2013 school year also showed a drop in the average cost per day across the state.
- Twelve programs experienced more than a 20% decrease in total student entries.
- Five programs experienced a decrease between 20 and 29% (i.e., Cameron, Dallas, Denton, Fort Bend, and McLennan) and those programs had a reduction from 1,160 to 864 student entries.
- Seven programs experienced an average decrease of 47% student entries from 1,043 to 550 (i.e., Bell, El Paso, Galveston, Harris, Jefferson, Johnson, and Williamson).
- Bell County changed their MOU and no longer allowed any discretionary placements to their JJAEP, which decreased their entries from 144 to 14, a 90% decrease in entries.
- Since the 2008-2009 school year, there has been a 43% decrease in student entries. The greatest change was in Discretionary entries, which decreased by 56%, mostly as a result of a change in statute, whereby students with persistent misbehaviors no longer qualify to be sent to a JJAEP.
- For six programs (i.e., Collin, Lubbock, Montgomery, Taylor, Webb, and Wichita), student entries increased from two to forty-eight percent, for a total of 101 entries.
- Appendix D contains a detailed listing of expenditures by county.

COST VARIABLES

The cost of JJAEPs varies from county to county based on an array of factors including program size, program design, facilities, decreased attendance, services, and transportation. Following is a discussion of these variables.

TRANSPORTATION

Fourteen counties reported transportation costs, with the range from a low of \$96.75 to the highest cost of \$339,214. Fifteen counties reported school districts assist with some or all of the students' transportation, yet only nine counties reported any associated costs. Not all districts provided their specific costs for transportation to the counties. Six counties did not report any transportation costs even though school districts provide some or all student transportation. Of the fourteen counties reporting transportation costs, four counties reported less than \$500.00 each. The remaining ten counties reported from \$4,260.99 to \$339,214.05. The average transportation cost for the ten counties reporting at least \$4,000.00 was \$59,172.58. Transportation costs represented 7.25% of all costs for the ten programs reporting over \$4,000.00 in transportation costs

FACILITIES

Facility costs vary widely, depending on the county. Some 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.

JJAEP programs reported facility costs ranging from \$219.90 to \$215,714.07. The average cost of facilities is \$49,731.52. There are nineteen programs that reported facility costs: Bell, Bexar, Brazoria, Cameron, Collin, Dallas, Fort Bend, Harris, Hays, Hidalgo, Jefferson, Johnson, McLennan, Montgomery, Nueces, Tarrant, Taylor, Webb, and Williamson.

EXPULSION AND ATTENDANCE

The number of student entries and student attendance days in a JJAEP directly affects the cost per day of operating a program. The number of overall student entries into a JJAEP decreased by 21% from the previous school year (2012-2013). Mandatory student entries decreased by 18% and discretionary student entries decreased by 26%, while the number of non-expelled youth decreased by 14%. Due to the decrease in student entries, this resulted in a decrease in student attendance days. Programs during the 2012-2013 school year JJAEPs statewide experienced a 17% decrease in student attendance days from the previous school year (2011-2012).

TABLE 79

Decrease in JJAEP Student Entries by Placement Type
School Years 2008-2009 to 2012-2013

	2008-2009	2012-2013	
	N	N	% Change
Mandatory	2,220	1,487	33%
Discretionary	2,841	1,256	56%
Non-expelled	386	336	13%
Average Change:	5,447	3,079	43%

- In previous years, as the number of students decreased, the costs rose significantly.
- Since the last report, statewide costs have dropped by 4.25% (see Table 78).
- Administrators in the county JJAEPs have reported cost cutting, staff reductions, and other changes that support the statewide lower cost per day.

COST BY PROGRAM SIZE

Table 80 reflects the average cost per day of each JJAEP as categorized by the program's average daily attendance (ADA). The chart groups each JJAEP into one of three categories based on their ADA (Lowest to highest) and are grouped where there was an obvious gap in size. Program Size ranges from an average daily attendance below eleven per day, between twelve and twenty-five per day, and forty or over per day. Three of the counties reported a cost per day over \$500.00 and all experienced low average daily attendance. For example, Bell County changed their MOU and no longer allowed any discretionary placements to their JJAEP, which decreased their entries from 144 to 14, a 90% decrease with a result of a much smaller ADA of 4.69 compared to 2010 when the ADA was 13.63.

REQUIRED COST

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

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

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

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

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 system and often operate the program extended hours, various counseling services (e.g., drug and alcohol, family and individual), medical staff, and other costs such as service learning projects and truancy officers.

- Costs per day under the "Required Costs Only" vary from \$72.21 per day to a high of \$749.70.
- Each county’s required cost can be found in Appendix D: Itemization of JJAEP cost per day.

CONCLUSION

Overall, TJJD has determined that the cost per day is affected by the size of the program and the operation design. TJJD provides approximately 23.63% of the total JJAEP funding, down 1.37% from the 2010-2011 school year. The remaining costs are provided through juvenile boards (i.e., commissioner’s court funding) and local school districts.

Compared to statewide cost data reported from the school year 2010-2012, overall expenditures have dropped by 19% while the overall cost per day has dropped only 4.25%. There has continued to be a decrease in the number of student entries during the 2012-2013 school year. 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.

JJAEP Required Cost Per Day By County		
School Year 2012-2013		
County	Required Costs per Day	Based on Total Cost
Cameron	\$ 72.21	\$ 81.46
Webb	\$ 79.63	\$ 84.13
Hidalgo	\$ 79.92	\$ 99.24
McLennan	\$ 97.57	\$ 97.57
Bexar	\$ 115.69	\$ 122.22
Lubbock	\$ 120.82	\$ 156.03
Dallas	\$ 125.11	\$ 131.20
Montgomery	\$ 128.00	\$ 139.76
Brazos	\$ 151.08	\$ 181.19
Harris	\$ 157.44	\$ 203.56
Fort Bend	\$ 157.59	\$ 210.72
Hays	\$ 169.72	\$ 178.46
Collin	\$ 179.17	\$ 195.05
Williamson	\$ 189.69	\$ 240.49
Denton	\$ 192.71	\$ 210.86
Brazoria	\$ 198.74	\$ 156.46
Tarrant	\$ 206.93	\$ 255.14
Wichita	\$ 212.88	\$ 223.45
Travis	\$ 237.58	\$ 271.29
Nueces	\$ 244.14	\$ 358.44
Johnson	\$ 330.68	\$ 339.47
Taylor	\$ 383.46	\$ 383.46
Jefferson	\$ 404.50	\$ 434.34
Bell	\$ 433.25	\$ 527.87
Galveston	\$ 611.13	\$ 778.45
El Paso	\$ 749.70	\$ 822.78
Totals	\$ 6,029.34	\$ 6,883.10
Average of all	\$ 231.90	\$ 264.73

SECTION 7: STRATEGIC ELEMENTS

TJJD JJAEP MISSION STRATEGY

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

- *JJAEP's 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*
- *Training and technical assistance are provided*

PHILOSOPHY

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

INTERNAL/EXTERNAL ASSESSMENT

Survey of JJAEP Administrators. Each of the twenty-six (26) 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 questionnaire was developed by TJJD and administered via a web-based methodology. Items were designed to measure: a) levels of satisfaction with key aspects of their day-to-day operations, and b) the extent to which each area is most in need of attention, funding and resources.

Those eleven key policy areas are:

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

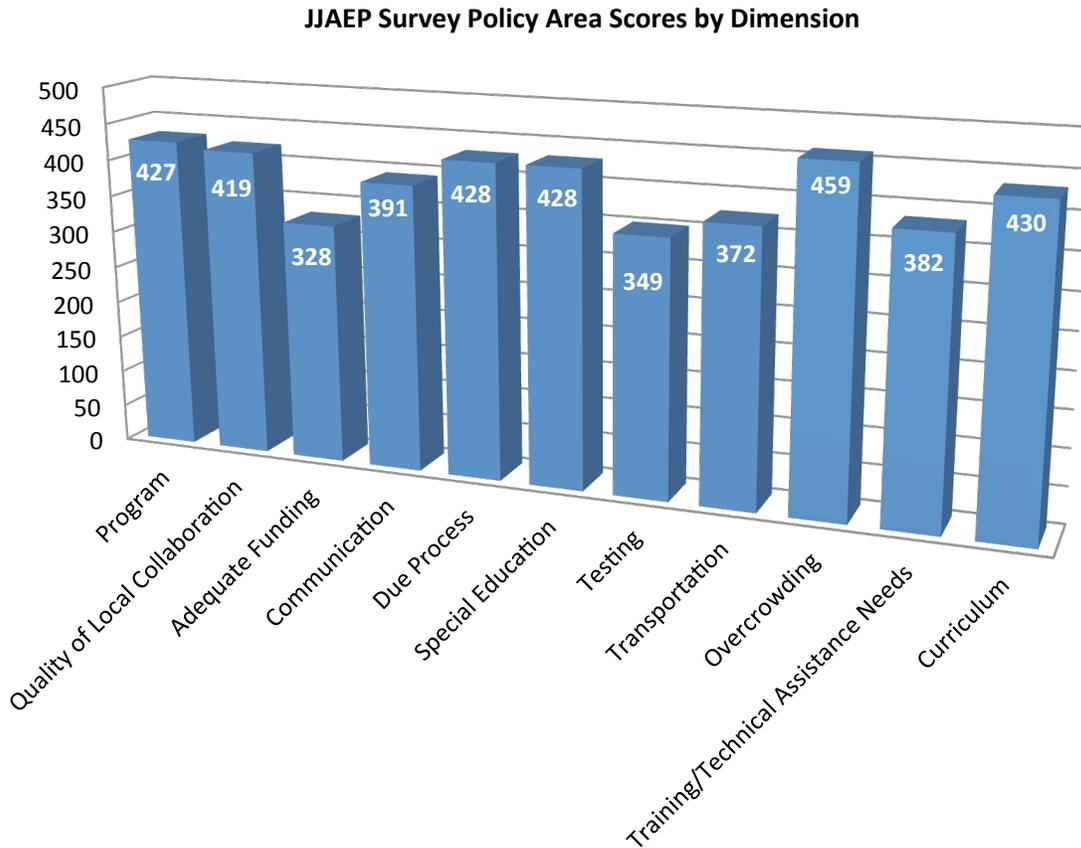
Additionally, three open-ended questions asked for the following:

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 84 shows the policy areas scored and how each was rated.

CHART 84



Six different areas met the criteria of substantial strength (400 or higher). The following four policy areas had a score of at least 415 and were ranked the highest of the 11 areas.

- *Overcrowding*. High scores indicate overcrowding is not a problem for JJAEPs.
- *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/STAAR testing programs.
- *Special Education and Due Process*. High scores here indicate that JJAEP administrators strongly view the ability of the JJAEP's to positively affect the personal and educational growth of students with special education needs and that the students' due process rights are followed.

The policy areas perceived as most concerning for JJAEP administrators were:

- *Adequate Funding*. Low scores in this policy area indicate a concern and for increased 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, and assisting students with disabilities to demonstrate academic growth on state mandated tests

- *Testing.* Administrators reported that they would prefer some changes related to the use of the Iowa tests that are currently used to determine programmatic gains in Reading and Mathematics.

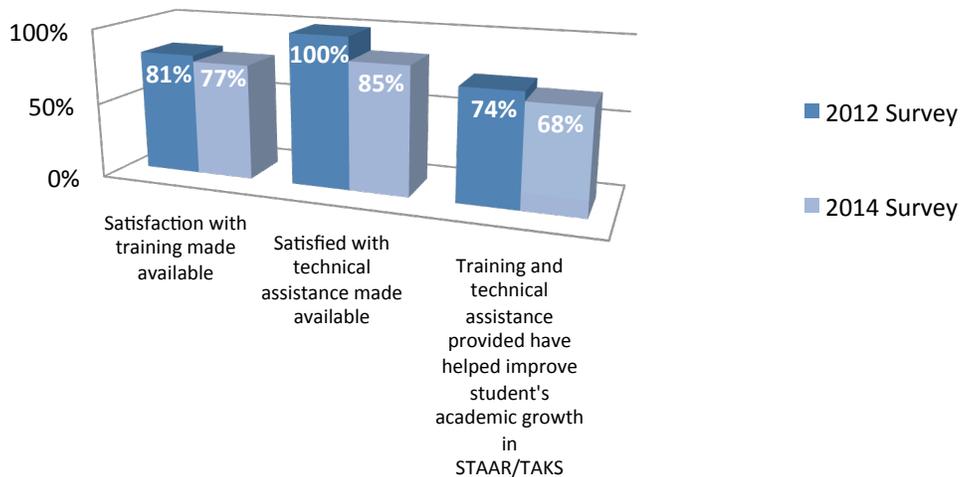
TRAINING ISSUES IN THE JJAEP

The following table summarizes how JJAEP administrators responded to questions regarding their program's need for training and technical assistance. Percentages describe the range of total responses within each response category.

Chart 85 shows that the level of satisfaction with training in the 2014 survey was lower than that expressed in the 2012 survey.

CHART 85

Percent Expressing Agreement or Strong Agreement with Training Issues



- The highest level of satisfaction was with technical assistance.
- The lowest rating involved how training and technical assistance preparing students for the STAAR/TAKS tests.

ADMINISTRATOR SUGGESTIONS FOR TECHNICAL ASSISTANCE AND TRAINING

The survey also asked three open-ended questions. The responses to each of these questions were grouped by topic and are listed below.

Q1: Identify the top three areas of training needed for your program. Answers were grouped within the following four categories:

1. *Enhancing Youth Behavior:* The topic most often cited, for just over half of the programs, included various suggestions for improving youth behavior such as motivational interviewing, motivating students, de-escalation training; behavior intervention training; triggers; classroom management; and using non-violent interventions.
2. *Overall Program Enhancement:* Various suggestion for improving programs were suggested by almost a third of the program administrators including topics such as: better understanding between the educational system and juvenile justice system; school/juvenile probation cross training; effective programming, including military style, evidence based practices for alternative schools; Life skills; and transition programs.
3. *Education Related Enhancements:* Five of the program administrators suggested the following topics: Mathematics and Science curriculum supplementation; special education, special education law.
4. *JJAEP Procedures:* Four of the program administrators suggested training in JJAEP standards; the JJAEP Compliance Resource Manual, legislative updates; and Iowa Test training.

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

1. *Education Enhancements:* ten of the administrators suggested: special education, effective classroom strategies, STAAR testing updates, utilizing technology in this alternative environment, technology; ideas for how curriculum may enhance education and behavior; and providing an education related curriculum to the JJAEPs.
2. *JJAEP Procedures:* Four administrators suggested the following topics: JJAEP related paperwork, CRM updates; Monthly reporting; JCMS and how it used by the state.
3. *Program Enhancements:* Four administrators provided the following topics: improving attendance, evidence practices for alternative schools, motivational interviewing; effective behavior intervention strategies.

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

1. Increased funding, including funding that would allow for more professional intervention (psychologist, drug abuse counselor, etc.), funding for classroom security and monitoring, and fund non-mandatory expulsions.
2. Assistance with transportation, including requiring ISDs to provide transportation to JJAEPs.
3. Some administrators wanted legislation further limiting discretionary placements at JJAEPs while some others wanted to have students with persistent misbehaviors to return to the JJAEPs.
4. Ensure all mandated students are being sent to the JJAEP and only mandated students be sent to a JJAEP.
5. Set a consistent number of expulsion days.
6. Mandate that adult aged students are moved to the adult probation system.
7. Some programmatic issues that were suggestions which might involve a change in the Texas Administrative Code and statute: requiring in-school community service experience and counseling, family counseling at the onset of behavior issues, vocational classes, and changing the four-hour attendance requirement to standards that match the Foundation School requirements.

INTERNAL STRENGTHS AND WEAKNESSES

JJAEP INTERNAL STRENGTHS

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

JJAEP INTERNAL WEAKNESSES

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

EXTERNAL OPPORTUNITIES AND CHALLENGES

JJAEP EXTERNAL OPPORTUNITIES

- Community Resources: collaboration continues to be forged to build a better community of health and human services which provide best-practice oriented programs and services for JJAEP students and their families.
- Leveraging existing statutes, laws and rules to better advocate for and serve JJAEP students and their families.
- Acquiring textbooks from the Texas Education Agency (TEA): All JJAEP administrators were provided information in a training session about accessing the textbook system through the TEA and each of the twenty-six JJAEPs has a statutorily determined yearly allotment for textbooks and supplementary materials.
- Joint ventures with school districts. Some JJAEPs are already working with programs such as Communities in Schools and Community Medical Clinics to provide needed services.
- Utilizing other innovative evidence-based approaches to serving JJAEP populations.

JJAEP EXTERNAL CHALLENGES

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

- Resources/funding for transportation and other cost-related aspects of JJAEP operations.

KEY POLICY ISSUES

TJJJ Probation and Community Services Division- JJAEP Department met to analyze information produced through the internal/external assessment and define the key policy issues affecting the mandates, mission, service levels, clients, financing, program/organizational structure, and management of JJAEPs in Texas. The following key policy issues were identified:

- Resources issues of JJAEPs.
- Existing statutes, rules, and laws which need clarification and/or revision in order to enhance the provision of JJAEPs.

GOALS, STRATEGIC DIRECTIONS AND STRATEGIES

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

KEY STRATEGIC DIRECTION 2: Share information about staff development opportunities to improve learning outcomes for students with mental health issues and special education needs.

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

KEY STRATEGIC DIRECTION 3: Enhance the use of technology for greater access to curriculum/courses.

- Strategy 1: TJJJ will seek opportunities to partner with local community colleges or other educational entities that can support technology accessibility.

- Strategy 2: TJJD will explore the most useful and cost effective means of incorporating virtual education in JJAEPs.

KEY STRATEGIC DIRECTION 4: Coordinate the collection of JJAEP-related program costs and program data.

- Strategy 1: TJJD, on an “as needed” basis, will provide training, technical assistance and oversight to JJAEPs regarding the appropriate process for collection and reporting of JJAEP-related program costs and program data.
- Strategy 2: TJJD will report performance measures regularly and on time as well as produce an accountability report and a bi-annual cost report.
- Strategy 3: TJJD will facilitate the entry and accuracy of county data into the Organization Management and Information System (OMIS), Caseworker, and the Juvenile Case Management System (JCMS) systems.

KEY STRATEGIC DIRECTION 5: Provision of training and technical assistance needed by JJAEPs and associated entities.

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

SECTION 8: APPENDICES

APPENDIX A: STUDENT ENTRIES BY TYPE

School Years 2010-2011, 2011-2012, 2012-2013

County	Mandatory			Discretionary			Non-Expelled			Total		
	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013	2010-2011	2011-2012	2012-2013
Bell	30	16	14	103	128	0	0	0	0	133	144	14
Bexar	200	157	149	223	131	108	0	0	0	423	288	257
Brazoria	61	54	45	29	13	15	0	0	0	90	67	60
Brazos	3	6	2	1*	0	0	48	56	60	52	62	62
Cameron	86	122	88	150	124	80	49	63	51	285	309	219
Collin	45	57	46	75	64	93	0	0	0	120	121	139
Dallas	234	197	200	296	176	87	0	1	0	530	374	287
Denton	26	40	42	99	84	52	8	17	10	133	141	104
El Paso	62	61	36	1	0	0	0	0	0	63	61	36
Fort Bend	39	49	53	28	33	22	101	85	53	168	167	128
Galveston	30	22	9	42	0	0	0	0	0	72	22	9
Harris	329	293	181	254	196	118	5	4	1	588	493	300
Hays	16	16	21	29	20	15	0	1	0	45	37	36
Hidalgo	204	178	134	42	22	35	0	0	0	246	200	169
Jefferson	13	13	7	94	84	47	0	0	0	107	97	54
Johnson	31	37	14	4	4	1	0	0	0	35	41	15
Lubbock	33	26	29	48	51	66	9	0	7	90	77	102
McLennan	11	6	2	165	162	124	2	1	0	178	169	126
Montgomery	147	103	105	97	79	89	45	29	21	289	211	215
Nueces	18	7	7	48	45	39	0	0	0	66	52	46
Smith	16	8	Na	0	0	Na	0	0	Na	17	8	24
Tarrant	187	138	111	150	104	93	1	0	2	338	242	206
Taylor	15	14	14	14	7	16	0	0	0	29	21	30
Travis	68	33	36	19	14	4	10	7	7	97	54	47
Webb	128	125	111	59	65	114	0	0	0	187	190	225
Wichita	15	17	12	0	0	0	61	44	59	76	61	71
Williamson	26	13	19	67	100	38	92	72	65	185	185	122
Total:	2,069	1,808	1,487	2,137	1,706	1,256	431	380	336	4,637	3,894	3,103
Average:	77	67	57	79	63	48	16	14	13	172	144	119

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

APPENDIX B: JJAEP: REASONS FOR PROGRAM EXIT BY COUNTY

School Year 2012-2013

County	N	Returned to Local District	Left Program Incomplete	Graduated or Received GED	Early Termination
Bell	10	100%	0%	0%	0%
Bexar	178	83%	6%	0%	11%
Brazoria	47	91%	6%	0%	2%
Brazos	54	69%	30%	0%	2%
Cameron	151	54%	11%	1%	32%
Collin	121	78%	14%	1%	7%
Dallas	180	57%	42%	1%	0%
Denton	71	77%	6%	6%	11%
El Paso	30	90%	0%	0%	10%
Fort Bend	101	81%	11%	2%	6%
Galveston	6	83%	0%	0%	0%
Harris	223	82%	2%	0%	17%
Hays	25	72%	20%	0%	8%
Hidalgo	146	79%	16%	0%	4%
Jefferson	42	76%	17%	0%	7%
Johnson	13	69%	23%	8%	0%
Lubbock	86	85%	9%	1%	5%
McLennan	92	51%	13%	4%	32%
Montgomery	156	76%	13%	1%	10%
Nueces	26	54%	27%	4%	15%
Smith	144	70%	5%	4%	20%
Tarrant	25	76%	4%	0%	20%
Taylor	39	77%	8%	3%	13%
Travis	145	65%	12%	9%	14%
Webb	64	91%	6%	0%	3%
Wichita	92	66%	21%	10%	3%
Total:	2,267	73%	13%	2%	12%

APPENDIX C: SELECT JJAEP PROGRAM CHARACTERISTICS

School Year 2012-2013

County	Program Model Type	Operation Design	2012 Capacity	Ratio*	Conditions of Completion	Transportation Mode
Bell	Traditional School Setting	Private contractor with support from probation department	12	5	Must successfully complete a specific number of days	ISD
Bexar	Traditional School Setting	Private contractor with support from probation department	120	12	Must successfully complete a specific number of days	ISD
Brazoria	Military Style Model	School District and Probation Department	48	6	Must successfully complete a specific number of days	ISD and Parents
Brazos	Traditional School Setting	Probation Department Only	30	12	Must complete term of expulsion, regardless of attendance	Parents
Cameron	Therapeutic Model	Private contractor with support from probation department	170	24	Must successfully complete a specific number of days	Private Vendor
Collin	Traditional School Setting	School District and Probation Department	360	10	Must successfully complete a specific number of days	ISD
Dallas	Therapeutic Model	Probation Department Only	100	12	Must complete term of expulsion, regardless of attendance	County
Denton	Military Style Model	Probation Department Only	150	6	Must successfully complete a specific number of days	Parents
El Paso	Traditional School Setting	School District and Probation Department	60	7	Must attend specific number of days	ISD
Fort Bend	Therapeutic Model	School District and Probation Department	100	9	Must attend specific number of days	Parents
Galveston	Therapeutic Model	School District and Probation Department	60	3	Must successfully complete a specific number of days	Parents
Harris	Therapeutic Model	Probation Department Only	200	20	Must attend specific number of days	ISD
Hays	Military Style Model	School District and Probation Department	27	13	Students transition back to regular school at end of grading period/semester	ISD
Hidalgo	Traditional School Setting	Private contractor with support from probation department	192	3	Must complete term of expulsion, regardless of attendance	Private Vendor
Jefferson	Military Style Model	School District and Probation Department	90	7	Must successfully complete a specific number of days	ISD
Johnson	Traditional School Setting	Probation Department Only	16	8	Must successfully complete a specific number of days	Parents
Lubbock	Military Style Model	School District and Probation Department	35	2	Student must successfully complete a specific number of days	Parents

Appendix C Continued

County	Program Model Type	Operation Design	2012 Capacity	Ratio*	Conditions of Completion	Transportation Mode
McLennan	Traditional School Setting	School District and Probation Department	60	8	Must successfully complete a specific number of days	ISD
Montgomery	Therapeutic Model	School District and Probation Department	120	12	Must successfully complete a specific number of days	ISD and Parents
Nueces	Traditional School Setting	Private contractor with support from probation department	32	6	Must successfully complete a specific number of days	ISD, Parents, Private Vendor and Public
Tarrant	Therapeutic Model	School District and Probation Department	70	10	Must successfully complete a specific number of days	County, ISD, Parents and Public
Taylor	Traditional School Setting	Probation Department Only	44	10	Must complete term of expulsion, regardless of attendance	Parents
Travis	Therapeutic Model	Private contractor with support from probation department	50	13	Must successfully complete a specific number of days	ISD
Webb	Therapeutic Model	Probation Department Only	175	12	Must attend specific number of days	ISD
Wichita	Therapeutic Model	School District and Probation Department	44	5	Must complete term of expulsion, regardless of attendance	Parents
Williamson	Military Style Model	School District and Probation Department	200	12	Must attend specific number of days	ISD

APPENDIX D: ITEMIZATION OF JJAEP COST PER DAY

County Name:	Bell	Bexar	Brazoria	Brazos
Required Costs				
Administrative	\$ 33,077.10	\$ 82,614.75		\$ 27,525.41
Professional Services		\$ 13,945.75		\$ 1,517.25
Program Administrator/Principal	\$ 36,365.24	\$ 117,225.26	\$ 88,606.14	\$ 65,927.15
Educational Staff	\$ 75,882.00	\$ 528,458.52	\$ 165,618.57	\$ 69,065.01
Behavior Management Staff	\$ 39,827.00		\$ 102,355.59	\$ 71,653.34
Clerical/Support Staff	\$ 27,226.81	\$ 123,113.04	\$ 61,268.95	\$ 28,354.75
Caseworkers	\$ 45,678.95	\$ 68,585.05		\$ 51,871.34
Campus Security		\$ 125,416.74		
Educational Materials and Supplies		\$ 3,968.82	\$ 1,773.79	\$ 14,234.28
Building Expenses	\$ 54,001.12	\$ 50,021.01	\$ 219.90	
Meals	\$ 3,516.06	\$ 15,879.85	\$ 18,514.35	\$ 10,478.43
Utilities	\$ 42,646.27	\$ 24,463.69	\$ 29,374.60	\$ 4,149.49
Equipment	\$ 5,472.00	\$ 9,190.86	\$ 7,014.70	\$ 8,639.67
Training/Travel	\$ 155.60	\$ 250.00	\$ 376.40	
Other/Miscellaneous Expenses		\$ 5,133.09	\$ 1,452.62	\$ 1,012.32
Student Transportation	\$ -	\$ 96.72		
Total	\$ 363,848.14	\$ 1,168,363.15	\$ 476,575.61	\$ 354,428.44
Non-Required Costs				
Other Administrative	\$ 75,042.82			
Counseling Services & Staff		\$ 64,636.00	\$ 17,976.51	\$ 15,366.46
Program Staff			\$ 93,047.03	\$ 50,398.53
Educational Staff				
Medical Services & Staff	\$ 3,600.00		\$ 17,703.84	\$ 2,373.16
Other/Miscellaneous Expenses	\$ 919.50	\$ 1,284.15	\$ 53.18	\$ 2,497.23
Total	\$ 79,562.32	\$ 65,920.15	\$ 128,780.56	\$ 70,635.38
Total Costs	\$ 443,410.46	\$ 1,234,283.30	\$ 605,356.17	\$ 425,063.82
Total Costs Per day	\$ 527.87	\$ 122.22	\$ 198.74	\$ 181.19
Required Cost Per Day	\$ 433.15	\$ 115.69	\$ 156.46	\$ 151.08

Appendix D Continued

County Name:	Cameron	Collin	Dallas	Denton
Required Costs				
Administrative	\$ 68,888.12	\$ 50,406.94		\$ -
Professional Services	\$ 515.56			\$ -
Program Administrator/Principal	\$ 74,757.68	\$ 106,322.36	\$ 85,951.75	\$ 96,972.56
Educational Staff	\$ 184,337.84	\$ 368,973.16	\$ 493,833.17	\$ 478,652.52
Behavior Management Staff		\$ 89,097.67	\$ 93,381.05	\$ 181,675.13
Clerical/Support Staff	\$ 155,096.12	\$ 48,986.45	\$ 205,140.93	
Caseworkers		\$ 121,062.86	\$ 62,682.69	\$ 73,622.06
Campus Security		\$ 79,304.00	\$ 267,433.06	
Educational Materials and Supplies	\$ 8,482.18	\$ 13,750.00	\$ 5,005.50	\$ 3,608.30
Building Expenses	\$ 94,823.32	\$ 51,600.75	\$ 215,714.07	
Meals	\$ 4,162.65	\$ 6,800.00		\$ 6,739.97
Utilities	\$ 16,568.79	\$ 46,864.60	\$ 62,775.99	\$ 5,988.67
Equipment	\$ 31,992.65	\$ 15,400.00	\$ 9,125.25	\$ 1,712.04
Training/Travel	\$ 3,433.27		\$ 2,536.43	\$ 2,966.97
Other/Miscellaneous Expenses	\$ 1,966.88	\$ 75,999.04	\$ 30,853.55	\$ 50.00
Student Transportation	\$ 116,693.09	\$ 442.16	\$ 4,260.99	
Total	\$ 761,718.15	\$ 1,075,009.99	\$ 1,538,694.43	\$ 851,988.22
Non-Required Costs				
Other Administrative	\$ 28,552.03			
Counseling Services & Staff	\$ 46,445.46	\$ 84,403.11	\$ 51,992.55	\$ 2,950.00
Program Staff				\$ 76,674.62
Educational Staff				
Medical Services & Staff			\$ 16,932.49	
Other/Miscellaneous Expenses	\$ 22,472.58	\$ 10,893.00	\$ 6,002.88	\$ 613.18
Total	\$ 97,470.07	\$ 95,296.11	\$ 74,927.92	\$ 80,237.80
Total Costs	\$ 859,188.22	\$ 1,170,306.10	\$ 1,613,622.35	\$ 932,226.02
Total Costs Per day	\$ 81.46	\$ 195.05	\$ 131.20	\$ 210.86
Required Cost Per Day	\$ 72.21	\$ 179.17	\$ 125.11	\$ 192.71

Appendix D Continued

County Name:	El Paso	Fort Bend	Galveston	Harris
Required Costs				
Administrative	\$ 17,676.44	\$ 43,122.13	\$ 44,054.93	\$ 111,400.81
Professional Services			\$ 2,079.00	\$ 6,925.36
Program Administrator/Principal	\$ 180,551.65	\$ 97,017.61	\$ 18,970.51	\$ 220,524.46
Educational Staff	\$ 394,138.10	\$ 373,067.06	\$ 65,624.60	\$ 460,212.44
Behavior Management Staff		\$ 251,645.81	\$ 57,886.68	\$ 190,149.92
Clerical/Support Staff	\$ 336,496.77	\$ 164,904.17	\$ 27,839.59	\$ 315,382.38
Caseworkers	\$ 13,125.00	\$ 100,572.68	\$ 18,029.77	\$ 197,315.00
Campus Security	\$ 106,720.38	\$ 113,676.16	\$ 11,738.07	\$ 108,438.38
Educational Materials and Supplies	\$ 31,653.72	\$ 13,791.36		\$ 14,688.73
Building Expenses		\$ 35,520.11		\$ 42,135.68
Meals	\$ 146,351.00	\$ 856.00	\$ 2,211.82	\$ 66,709.95
Utilities	\$ 118,130.00	\$ 37,911.51		\$ 5,649.56
Equipment	\$ 30,676.00	\$ 24,109.25	\$ 229.99	\$ 2,785.46
Training/Travel	\$ 15,356.72	\$ 580.00	\$ 1,752.57	\$ 3,850.62
Other/Miscellaneous Expenses	\$ 63,541.50	\$ 3,404.28	\$ 758.45	\$ 15,631.54
Student Transportation		\$ 11,443.86		
Total	\$ 1,454,417.28	\$ 1,271,621.99	\$ 251,175.98	\$ 1,761,800.29
Non-Required Costs				
Other Administrative				\$ 24,578.87
Counseling Services & Staff	\$ 81,977.00	\$ 81,150.83	\$ 3,159.00	\$ 180,275.00
Program Staff		\$ 303,703.02		\$ 177,611.00
Educational Staff				
Medical Services & Staff	\$ 59,426.23	\$ 15,851.71	\$ 65,608.89	\$ 67,045.62
Other/Miscellaneous Expenses	\$ 382.00	\$ 27,961.00		\$ 66,480.43
Total	\$ 141,785.23	\$ 428,666.56	\$ 68,767.89	\$ 515,990.92
Total Costs	\$ 1,596,202.51	\$ 1,700,288.55	\$ 319,943.87	\$ 2,277,791.21
Total Costs Per day	\$ 822.78	\$ 210.72	\$ 778.45	\$ 203.56
Required Cost Per Day	\$ 749.70	\$ 157.59	\$ 611.13	\$ 157.44

Appendix D Continued

County Name:	Hays	Hidalgo	Jefferson	Johnson
Required Costs				
Administrative	\$ 22,825.70	\$ 50,132.48	\$ 5,715.45	\$ 18,250.54
Professional Services		\$ 642.71		\$ 1,125.00
Program Administrator/Principal	\$ 68,924.00	\$ 85,962.81	\$ 119,046.53	\$ 59,352.20
Educational Staff	\$ 49,680.00	\$ 129,536.43	\$ 213,049.00	\$ 115,882.38
Behavior Management Staff	\$ 47,446.00			
Clerical/Support Staff	\$ 30,674.00	\$ 100,140.76	\$ 92,595.13	
Caseworkers	\$ 41,909.00	\$ 44,235.69	\$ 52,929.17	
Campus Security			\$ 282,052.00	
Educational Materials and Supplies	\$ 5,180.00	\$ 1,400.68	\$ 13,000.00	\$ 15,115.80
Building Expenses	\$ 1,500.00	\$ 77,403.47	\$ 1,500.00	\$ 2,144.46
Meals	\$ 900.00	\$ 10,376.33		\$ 2,033.05
Utilities	\$ 1,830.00	\$ 17,569.76	\$ 21,004.00	
Equipment	\$ 4,000.00	\$ 7,638.41	\$ 150.00	\$ 1,372.02
Training/Travel	\$ 900.00	\$ 2,620.82	\$ 785.00	
Other/Miscellaneous Expenses	\$ 1,060.00	\$ 2,345.34	\$ 1,000.00	
Student Transportation	\$ 21,700.00	\$ 28,521.37	\$ 112,152.00	
Total	\$ 298,528.70	\$ 558,527.06	\$ 914,978.28	\$ 215,275.45
Non-Required Costs				
Other Administrative	\$ 10,511.30	\$ 129,429.38		\$ 4,882.02
Counseling Services & Staff			\$ 1,665.00	\$ 840.00
Program Staff			\$ 58,033.96	
Educational Staff				
Medical Services & Staff	\$ 2,377.00			
Other/Miscellaneous Expenses	\$ 2,500.00	\$ 5,663.11	\$ 7,789.00	
Total	\$ 15,388.30	\$ 135,092.49	\$ 67,487.96	\$ 5,722.02
Total Costs	\$ 313,917.00	\$ 693,619.54	\$ 982,466.24	\$ 220,997.47
Total Costs Per day	\$ 178.46	\$ 99.24	\$ 434.34	\$ 339.47
Required Cost Per Day	\$ 169.72	\$ 79.92	\$ 404.50	\$ 330.68

Appendix D Continued

County Name:	Lubbock	McLennan	Montgomery	Nueces
Required Costs				
Administrative	\$ 39,506.96	\$ 8,972.00	\$ 62,892.11	
Professional Services		\$ 45,987.00		\$ 42,619.46
Program Administrator/Principal	\$ 54,743.87	\$ 100,220.00	\$ 121,692.72	\$ 68,619.33
Educational Staff	\$ 228,139.46	\$ 194,556.00	\$ 434,351.76	\$ 136,347.54
Behavior Management Staff	\$ 45,784.90		\$ 186,961.93	\$ 27,890.27
Clerical/Support Staff	\$ 46,155.42	\$ 71,978.00	\$ 93,231.09	\$ 36,678.23
Caseworkers	\$ 51,481.17	\$ 78,467.00	\$ 124,933.79	\$ 21,375.27
Campus Security		\$ 36,048.00		
Educational Materials and Supplies	\$ 11,320.40	\$ 1,432.00	\$ 11,775.19	\$ 7,997.53
Building Expenses		\$ 4,800.00	\$ 4,911.11	\$ 66,922.04
Meals				\$ 3,211.03
Utilities	\$ 224.78	\$ 10,047.00	\$ 20,383.75	\$ 11,431.52
Equipment	\$ 3,004.49	\$ 3,754.00	\$ 9,978.50	\$ 6,209.78
Training/Travel				\$ 4,169.69
Other/Miscellaneous Expenses		\$ 15,583.00	\$ 6,855.76	\$ 1,259.56
Student Transportation	\$ 133.11		\$ 339,214.05	\$ 34,009.92
Total	\$ 480,494.56	\$ 571,844.00	\$ 1,417,181.76	\$ 468,741.17
Non-Required Costs				
Other Administrative	\$ 32,025.46			\$ 210,319.42
Counseling Services & Staff		\$ 7,500.00	\$ 3,000.00	
Program Staff	\$ 60,565.15		\$ 85,936.64	
Educational Staff	\$ 17,990.35			
Medical Services & Staff	\$ 28,647.33		\$ 8,000.00	
Other/Miscellaneous Expenses	\$ 813.12		\$ 33,310.12	\$ 9,137.16
Total	\$ 140,041.41	\$ 7,500.00	\$ 130,246.76	\$ 219,456.58
Total Costs	\$ 620,535.97	\$ 579,344.00	\$ 1,547,428.52	\$ 688,197.75
Total Costs Per day	\$ 156.03	\$ 97.57	\$ 139.76	\$ 358.44
Required Cost Per Day	\$ 120.82	\$ 96.30	\$ 128.00	\$ 244.14

Appendix D Continued

County Name:	Tarrant	Taylor	Travis	Webb
Required Costs				
Administrative	\$ 82,185.43	\$ 41,710.00	\$ 19,772.59	\$ 495.89
Professional Services	\$ 1,092.73		\$ 39,518.15	\$ 4,183.00
Program Administrator/Principal	\$ 146,171.73	\$ 93,502.00	\$ 140,257.87	\$ 92,339.65
Educational Staff	\$ 409,405.96	\$ 128,767.00	\$ 260,165.85	\$ 190,686.76
Behavior Management Staff	\$ 478,580.88	\$ 38,447.00	\$ 60,154.40	
Clerical/Support Staff	\$ 11,900.17	\$ 69,647.00		\$ 213,604.54
Caseworkers	\$ 131,279.44	\$ 43,506.00	\$ 78,002.37	
Campus Security	\$ 76,771.09	\$ 38,447.00		\$ 105,912.41
Educational Materials and Supplies	\$ 31,981.97	\$ 2,259.00		\$ 9,800.00
Building Expenses	\$ 212,688.00	\$ 273.00		\$ 1,341.20
Meals	\$ 134,645.07	\$ 1,930.00		\$ 409.34
Utilities		\$ 4,521.00		\$ 15,664.57
Equipment	\$ 8,344.43	\$ 2,625.00	\$ 768.44	\$ 8,968.90
Training/Travel	\$ 4,313.88	\$ 782.00	\$ 1,708.70	
Other/Miscellaneous Expenses		\$ 7,162.00	\$ 263.99	\$ 31,707.02
Student Transportation	\$ 147,247.51			\$ 12,277.99
Total	\$ 1,876,608.29	\$ 473,578.00	\$ 600,612.36	\$ 687,391.27
Non-Required Costs				
Other Administrative			\$ 32,864.16	
Counseling Services & Staff	\$ 203,509.00			
Program Staff	\$ 219,256.58		\$ 52,354.18	\$ 33,458.20
Educational Staff				
Medical Services & Staff	\$ 6,428.28			
Other/Miscellaneous Expenses	\$ 8,080.17			\$ 5,388.30
Total	\$ 437,274.03	\$ -	\$ 85,218.34	\$ 38,846.50
Total Costs	\$ 2,313,882.32	\$ 473,578.00	\$ 685,830.69	\$ 726,237.77
Total Costs Per day	\$ 255.14	\$ 383.46	\$ 271.29	\$ 84.13
Required Cost Per Day	\$ 206.93	\$ 383.46	\$ 237.58	\$ 79.63

Appendix D Continued

County Name:	Wichita	Williamson
Required Costs		
Administrative	\$ 25,443.00	\$ 10,567.91
Professional Services		
Program Administrator/Principal	\$ 79,588.00	\$ 124,935.81
Educational Staff	\$ 291,022.00	\$ 376,835.49
Behavior Management Staff	\$ 70,971.00	\$ 242,246.36
Clerical/Support Staff	\$ 62,753.00	\$ 80,562.36
Caseworkers	\$ 60,716.00	\$ 79,896.86
Campus Security		\$ 72,602.18
Educational Materials and Supplies	\$ 6,240.96	\$ 9,786.26
Building Expenses		\$ 27,379.55
Meals	\$ 9,403.53	\$ 28,185.09
Utilities	\$ 9,711.39	\$ 41,347.74
Equipment	\$ 845.00	\$ 8,370.72
Training/Travel	\$ 1,098.00	
Other/Miscellaneous Expenses		\$ 3,883.79
Student Transportation		\$ 223.35
Total	\$ 617,791.88	\$ 1,106,823.47
Non-Required Costs		
Other Administrative		
Counseling Services & Staff	\$ 30,667.00	\$ 23,759.77
Program Staff		\$ 222,110.28
Educational Staff		
Medical Services & Staff		\$ 41,444.61
Other/Miscellaneous Expenses		\$ 9,117.97
Total	\$ 30,667.00	\$ 296,432.63
Total Costs	\$ 648,458.88	\$ 1,403,256.10
Total Costs Per day	\$ 223.45	\$ 240.49
Required Cost Per Day	\$ 212.88	\$ 189.69