



Juvenile Justice Alternative Education Programs Performance Assessment Report

School Year 2014-2015

David Reilly, Executive Director

A Report by the
Texas Juvenile Justice Department
May 2016

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The 2016 Juvenile Justice Alternative Education Program Report describes the status of these programs as required by the Texas General Appropriations Act, 84th Regular Texas Legislative Session, Texas Juvenile Justice Department – Rider 15.

The report will be posted on the Texas Juvenile Justice Department (TJJD) website May 1, 2016, 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 costing, and strategic elements.

If you require additional information, please contact the agency.

Juvenile Justice Alternative Education Programs
PERFORMANCE ASSESSMENT REPORT

School Year 2014-2015

David Reilly, Executive Director

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JJAEP Performance Assessment Report: Executive Summary

Juvenile Justice Alternative Education Programs (JJAEPs) were established beginning school year 1996-1997 and provide education services to expelled youth. During the 2014-2015 school year, the 26 JJAEP counties worked with 282 school districts of the over 1100 school districts in Texas to support alternative education placements for expelled students. These counties accounted for approximately 77% of the state's juvenile age population in 2014.

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, Chapter 37.007, or students discretionarily expelled according to the local school districts' student code of conduct. Mandatory JJAEP counties in 2014-2015 included:

- | | | | |
|------------|-------------|--------------|--------------|
| - 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 Number 15 of the General Appropriations Act, 84th Regular Texas Legislative Session requires the TJJD to prepare a report that provides a comprehensive review of JJAEPs. This report, the *Juvenile Justice Alternative Education Program: Performance Assessment Report: School Year 2014-2015*, reviews the 26 JJAEPs listed above. This is the eighth such report reviewing the types of students entering the programs, program operations, student performance, program costs, and planning.

The following is a summary of some of the major findings based on both quantitative and qualitative data collected over the 2014-2015 school year:

- ★ **JJAEP Student Population has Declined** – Since school year 2010-2011, overall, the number of JJAEP student entries has declined by 33%. Between school years 2010-2011 and 2014-2015, the number of mandatory expulsion entries decreased 32% while discretionary entries decreased 42%. Proportionately, the percentages of students by age, grade level, and expulsion offense were similar in scope to the 2012-2013 report. The proportion of students of African-American descent continued to be overrepresented, echoing the proportions found in DAEPs statewide, rather than the overall statewide school population.

ES TABLE 1

**Number of JJAEP Student Entries by Expulsion Type
School Years 2010-2011 through 2014-2015**

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%
Mandatory	2,069	45%	1,808	46%	1,487	48%	1,463	49%	1,416	47%
Discretionary	2,137	46%	1,706	44%	1,256	41%	1,271	42%	1,240	42%
Non-expelled	431	9%	380	10%	336	11%	279	9%	321	11%
Total	4,637	100%	3,894	100%	3,079	100%	3,013	100%	2,977	100%

- ★ The number of mandatory expulsions continues to decrease, though in smaller increments this last three years, from 2,069 to 1,416
- ★ As a percentage of total entries, mandatory student entries have increased since school year 2010-2011, with the exception of the 2014-2015 school year, which showed a two percent decrease from the previous year
- ★ Discretionary entries have decreased both in number and as a percentage of total JJAEP entries
- ★ As a percentage of total entries, non-expelled student entries have increased from 9% in 2010-2011 school year to 11% in 2014-2015
- ★ Non-expelled students enter a JJAEP through court orders by 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 for the 2014-2015 school year for the 2,181 students who exited the program was 77 days with a range from 12 to 118 days. Seventy-one percent of all JJAEP students returned to their school district upon completion of their expulsion.

- ★ **Expulsion Offense Categories** – Students sent for felony drug offenses and weapons offenses account for 80% of all JJAEP mandatory offenses for 2014-2015. Additionally, students sent to JJAEP for serious misbehavior and misdemeanor drug offenses constituted 76% of all JJAEP discretionary entries. Forty-nine percent of expelled youth were under some type of community supervision within 30 days of entering the JJAEP, an increase of seven percent since the previous report.

- ★ **Performance Results** – JJAEP performance is assessed in multiple areas. At JJAEPs, students are administered program assessments: either the Iowa Test of Basic Skills (ITBS) at the elementary and middle school level or the Iowa Test of Educational Development (ITED) at the high school level.

Additionally, the students participate in mandated state assessments. With this report, TJJD will complete the transition from Exit Level Texas Assessment of Knowledge and Skills (TAKS) testing, (with reports on only eight students, too few to analyze) to State of Texas Assessments of Academic Readiness (STAAR) testing. This report will provide STAAR results for grades 4–8 and End of Course (EOC) tests in English I- II, and Algebra I. Three subjects reported in the previous report, English III, Algebra II, and Geometry, were not tested during the 2014-2015 school year.

Pre- and Post-testing – Pre- and post-testing is utilized as a measure to demonstrate student gains in the areas of math and reading while in a JJAEP using the ITBS at the elementary and middle school level and the ITED at the high school level. Students attend the JJAEP for at least 90 days to become part of this cohort.

- For all JJAEP students with 90 days of attendance or more, the average grade equivalency results for math increased by 85% of a grade level, compared to 72% of a grade level in the previous report
- For all JJAEP students with 90 days of attendance or more, the average grade equivalency results for reading increased by 91% of a grade level from admission to exit, compared to an 85% of a grade level increase in the previous report
- For students with a mandatory offense, the average grade equivalency for math was .98% of a grade level and for reading was 1.05% of a grade level
- Of the 504 students testing below grade level at entry, 55% met or exceeded expected growth in math from entry to exit
- Of the 493 students testing below grade level at entry, 56% met or exceeded expected growth in reading from entry to exit

★ **STAAR** – JJAEP students are administered the STAAR test in grades 4-8 and in English I and II, and Algebra I at the high school level.

- Students in grades 4-8, had reading passing rates ranging from 22% to 67%
- For the STAAR program, students in grades 4-8, had math passing rates ranging from 18% to 33%
- Students tested in grades 4-8 and placed at the JJAEP for a mandatory offense had consistently higher passing rates than those students placed for discretionary offenses or were non-expelled
- For STAAR EOC, Algebra I, for 681 students' tests that were scored, the passing rate was 34%
- For STAAR EOC, English I, for 874 students' tests that were scored, the passing rate was 39%
- For STAAR EOC, English II, for 573 students' tests that were scored, the passing rate was 37%

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

★ **Behavior Improvement** – Improvement in student attendance is examined while the students are at JJAEPs. The attendance and behavior of students when they return to their home school is also used as an indicator of JJAEPs performance. Improvement is defined as students having fewer absences and fewer discipline referrals upon return to their home school.

- Statewide, the attendance rate while at the JJAEP was 84%, which is above the required 78% benchmark
- Statewide, the proportion of absences during the two six-week periods prior to and after program participation declined by fifteen percent
- The percentage of JJAEP students whose absence rate decreased was 55%
- Statewide, the average number of disciplinary incidents declined 53% in the two six-week periods after students exited the JJAEP
- Eighty-five percent of students had the same number of, or a decrease in, the number of referrals in the two six-week periods after students exited the JJAEP
- Fifty-nine percent of students who exited the JJAEP in 2014-2015 did not have a re-contact with a probation department

★ **Student to Staff Ratio** – The required instructional staff to student ratio is 1:24 or less. Depending on program model type (military component, therapeutic or traditional school model), the staff to student ratio was 1:5, 1:9, and 1:8 respectively. All JJAEP programs averaged a staff to student ratio of 1:7, a decrease from 1:10 in the previous report.

- ★ **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 (TJJJ). TJJJ provides approximately 25% of the total JJAEP funding (i.e., \$86.00 per mandatory student attendance day); the remaining 75% is provided through the local juvenile boards and the local school districts.
 - Total expenditures for all JJAEPs during the 2012-2013 school year increased by approximately \$1.25 million from the 2011-2012 school year
 - The average required cost per day during the school year 2014-2015 varied from a range of \$87.62 to a high of \$11,016.22 per day as compared to \$81.46 to a high of \$822.78 per day during the 2012-2013 school year
 - The statewide average cost per day for 2014-2015 school year was \$212.52 compared to the 2012-2013 school year when the average cost per school day was \$184.41
 - Costs increased 15% since the last report
 - 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 strengths included: program/curriculum, quality of local collaboration, special education, and lack of overcrowding. Areas needing attention include: transportation, adequate program funding, and testing (low and success to STAAR results). JJAEP administrators requested training and technical assistance in enhancing youth behavior, overall program enhancement, and education related enhancements.

This *JJAEP Performance Assessment Report: 2014-2015* is a comprehensive report which provides a general overview of the program and statutory requirements, and includes discussion on program elements and in-depth statistical analysis of JJAEP programs taking into consideration the various components and differing structure of individual programs. Data is presented for the 2014-2015 school year and provides comparisons to previous years. JJAEPs have continued to evolve and adapt in order to better serve this challenging population of students and to accommodate the fluctuating population. The overall success of these programs depends on local collaboration and the dedicated staff who work in these unique programs.

Section 1: Introduction to Juvenile Justice Alternative Education Programs

INTRODUCTION

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

**Texas General Appropriations Act
84th Regular Texas Legislative Session
Rider 15 – Texas Juvenile Justice Department**

JJAEP Accountability: Out of funds appropriated above in Strategy A.1.6. Juvenile Justice Alternative Education Programs (JJAEP), the 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, 2016. 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.

This new educational placement was created to serve the educational needs of juvenile offenders and at-risk youth who are expelled from the regular classroom, campus, or the school district disciplinary alternative education program (DAEP). The legislative intent was for JJAEPs to provide a quality alternative educational setting for expelled youth that would focus on academic achievement, discipline, and behavior management. JJAEPs have operated for 19 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 and further updated in 2007. Rider Number 15 to TJJD's current budget in the General Appropriations Act is shown in the box to the right. This report has been prepared to fulfill the mandates of the rider.

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 2014-2015 school year, the 26 JJAEP counties teamed up with 282 school districts of the over 1100 school districts in Texas to support alternative education placements for expelled students. These counties accounted for approximately 77% of the state’s juvenile age population in 2014. Mandatory JJAEP counties in 2014-2015 included:

- | | | | |
|------------|-------------|--------------|--------------|
| - 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 | |

In anticipation that an additional five counties (i.e., Ellis, Ector, Guadalupe, Hays, and Midland) would fall under the population requirement to operate a mandatory JJAEP when the 2010 U.S. Census was released, the 81st Texas Legislature, in accordance with the General Appropriations Act, TJJJ Rider 29, amended the Texas Education Code Section 37.011 to allow those counties which would be impacted by the 2010 census numbers to opt out of operating a JJAEP if the county juvenile board entered into a memorandum of understanding (MOU) with each school district located in the county. The purpose of the MOU is to minimize the number of students expelled who would no longer receive alternative education services. Impacted counties either needed to begin operating a JJAEP or have adopted an appropriate MOU by the beginning of the 2011-2012 school year. Hays County has chosen to operate as a mandatory JJAEP county while the other counties have MOUs in place. 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, a county identified in the 2000 census, allowing this county to be exempt from operating a JJAEP. The data used in this report may include Smith County data as appropriate to the year being examined.

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

TJJJ provides funding to local juvenile boards on a per diem basis for students who are mandated by state law to be expelled and placed into the JJAEP. The juvenile board and the school districts in a county jointly enter into a memorandum of understanding (MOU) regarding the cost of non-expelled and discretionarily expelled students who may also attend the JJAEP. Local school districts, governmental organizations, or private entities may provide funds and/or in-kind services to the JJAEP as agreed upon in the MOU. A more in-depth discussion of program costing can be found in Section 6 of this report.

In addition to those counties mandated to operate JJAEPs, counties may voluntarily choose to establish a JJAEP. These programs may be funded through a combination of TJJD grants to local juvenile probation departments, local probation department funds, and through funding provided by local school districts. During school year 2014-2015, 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), unless a JJAEP has requested and received approval from TJJD to operate an alternate calendar
- ★ JJAEPs must focus on English/language arts, mathematics, sciences, social studies, and self-discipline, and are not required to provide a course necessary to fulfill a student's high school graduation requirements pursuant to TEC Section 37.011(d)
- ★ JJAEPs must adopt a student code of conduct pursuant to TEC Section 37.011(c)
- ★ The juvenile board must develop a written JJAEP operating policy and submit it to TJJD for review and comment pursuant to TEC Section 37.011(g)
- ★ JJAEPs must adhere to the minimum standards set by TJJD and found in Title 37, Texas Administrative Code (TAC) Chapter 348 pursuant to TEC Section 37.011(h) and Texas Human Resources Code (HRC) Section 221.002(a)(5)
- ★ JJAEPs are required by these standards to have one certified teacher per program and an overall instructional staff-to-student ratio of no more than 1 to 24
- ★ Instructional staff must have at least a bachelor's degree from a four-year accredited university
- ★ Additionally, the operational staff-to-student ratio is required to be no more than 1 to 12; operational staff members are defined as instructional, supervision, caseworkers, and JJAEP administrators
- ★ The juvenile board or the board's designee shall regularly review a JJAEP student's academic progress
- ★ For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d)

Section 3: Students in Juvenile Justice Alternative Education Programs

JJAEP STUDENT POPULATION

STUDENT ENTRIES

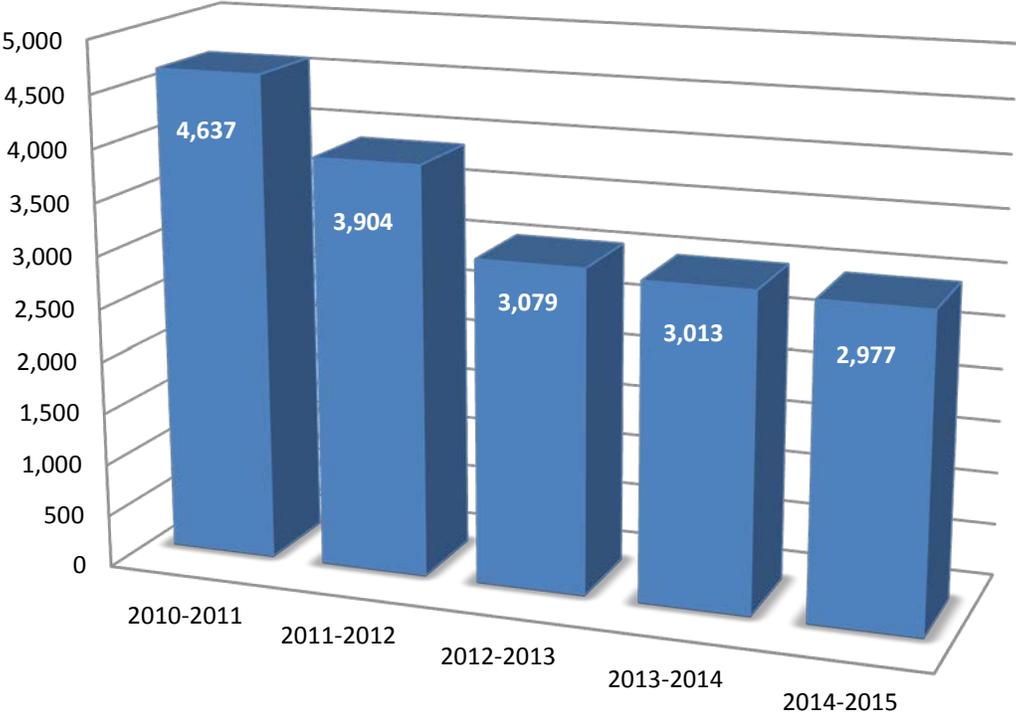
The number of students assigned to JJAEPs varies from year to year. Students arrive at the JJAEP through three different routes. Students served in JJAEPs have been:

- ★ 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 from the 2010-2011 school year to the 2014-2015 school year.

CHART 1

**JJAEP Student Entries by School Year
School Years 2010-2011 through 2014-2015**



- ★ The number of student entries has decreased every year since 2010-2011
- ★ During school year 2014-2015 there were 2,977 student entries into JJAEPs; 1,660 fewer student entries than in 2010-2011
- ★ This difference represents a 35.8% decrease in entries for all students since school year 2010-2011 for JJAEPs
- ★ Student entries into JJAEPs decreased by 21% from school year 2011-2012 to school year 2012-2013
- ★ Student entries into JJAEPs decreased by .1% % from school year 2012-2013 to school year 2014-2015

Table 2 presents the distribution of student entries (some students may reenter the JJAEP in the same year) and the number of unique students in JJAEPs by county for school year 2014-2015. 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 2014-2015**

County	Student Entries	Students	County	Student Entries	Students
BELL	11	11	HIDALGO	136	127
BEXAR	273	259	JEFFERSON	34	33
BRAZORIA	71	70	JOHNSON	14	14
BRAZOS	29	28	LUBBOCK	74	70
CAMERON	220	191	MCLENNAN	96	91
COLLIN	86	85	MONTGOMERY	259	242
DALLAS	283	256	NUECES	49	45
DENTON	100	95	TARRANT	145	131
EL PASO	35	34	TAYLOR	32	30
FORT BEND	111	107	TRAVIS	43	42
GALVESTON	32	29	WEBB	189	181
HARRIS	394	388	WICHITA	79	68
HAYS	28	27	WILLIAMSON	154	145
			Total	2,977	2,799

- ★ During school year 2014-2015, a total of 2,799 individual students accounted for 2,977 entries into JJAEP programs
- ★ During school year 2014-2015, the 2,799 students accounted for 178 additional entries, up 24 entries over the previous report

Table 3 presents the percent change in distribution of student entries and the number of individual students in JJAEPs by county for school years 2012-2013, 2013-2014, and 2014-2015.

TABLE 3
JJAEP Student Entries and Unique Students Change in Percent
School Years 2012-2013, 2013-2014, and 2014-2015

County	Student Entries					Unique Students				
	2012-2013	2013-2014	Percent Change 2012-2013 to 2013-2014	2014-2015	Percent Change 2013-2014 to 2014-2015	2012-2013	2013-2014	Percent Change 2012-2013 to 2013-2014	2014-2015	Percent Change 2013-2014 to 2014-2015
BELL	14	16	14.3%	11	-31.3%	14	15	7.1%	11	-26.7%
BEXAR	257	254	-1.2%	273	7.5%	248	243	-2.0%	259	6.6%
BRAZORIA	60	70	16.7%	71	1.4%	60	70	16.7%	70	0.0%
BRAZOS	62	35	-43.5%	29	-17.1%	58	35	-39.7%	28	-20.0%
CAMERON	219	215	-1.8%	220	2.3%	198	196	-1.0%	191	-2.6%
COLLIN	139	121	-12.9%	86	-28.9%	132	117	-11.4%	85	-27.4%
DALLAS	287	306	6.6%	283	-7.5%	264	291	10.2%	256	-12.0%
DENTON	104	101	-2.9%	100	-1.0%	100	99	-1.0%	95	-4.0%
EL PASO	36	37	2.8%	35	-5.4%	36	37	2.8%	34	-8.1%
FORT BEND	128	116	-9.4%	111	-4.3%	125	114	-8.8%	107	-6.1%
GALVESTON	9	21	133.3%	32	52.4%	9	21	133.3%	29	38.1%
HARRIS	300	345	15.0%	394	14.2%	290	334	15.2%	388	16.2%
HAYS	36	35	-2.8%	28	-20.0%	36	35	-2.8%	27	-22.9%
HIDALGO	169	135	-20.1%	136	0.7%	162	131	-19.1%	127	-3.1%
JEFFERSON	54	43	-20.4%	34	-20.9%	52	41	-21.2%	33	-19.5%
JOHNSON	15	29	93.3%	14	-51.7%	14	29	107.1%	14	-51.7%
LUBBOCK	102	60	-41.2%	74	23.3%	99	58	-41.4%	70	20.7%
MCLENNAN	126	115	-8.7%	96	-16.5%	118	109	-7.6%	91	-16.5%
MONTGOMERY	215	214	-0.5%	259	21.0%	209	207	-1.0%	242	16.9%
NUECES	46	47	2.2%	49	4.3%	46	44	-4.3%	45	2.3%
TARRANT	206	152	-26.2%	145	-4.6%	191	140	-26.7%	131	-6.4%
TAYLOR	30	26	-13.3%	32	23.1%	30	26	-13.3%	30	15.4%
TRAVIS	47	48	2.1%	43	-10.4%	45	46	2.2%	42	-8.7%
WEBB	225	240	6.7%	189	-21.3%	208	203	-2.4%	181	-10.8%
WICHITA	71	70	-1.4%	79	12.9%	63	67	6.3%	68	1.5%
WILLIAMSON	122	162	32.8%	154	-4.9%	118	155	31.4%	145	-6.5%
Total	3,079	3,013	-2.1%	2,977	-1.2%	2,925	2,863	-2.1%	2,799	-2.2%

- ★ Four counties (Brazoria, Galveston, Harris, and Wichita) experienced an increase in number of unique students in both of the last two school years
- ★ For the 2014-2015 school year, seven counties experienced an increase in the number of unique students: Bexar, Galveston, Harris, Lubbock, Montgomery, Nueces, Taylor, and Wichita
- ★ The percentage change from the 2012-2013 to the 2013-2014 school year and the 2014-2015 school year is the smallest change since the 2008-2009 school year
- ★ In the previous report, the number of student entries decreased by 16% between 2010-2011 and 2011-2012 and 33% between 2011-2012 and 2012-2013
- ★ The specific counties that experiences a decrease in attendance varies by year

JJAEP EXPULSION TYPE

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

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

- | | |
|--|---|
| ★ Felony Drug Offenses | ★ Arson |
| ★ Weapons Offenses | ★ Indecency with or Continuous Sex Abuse of a Child |
| ★ Aggravated Assault | ★ Retaliation Against School Employee or Volunteer (regardless of location) |
| ★ Aggravated Sexual Assault and Sexual Assault | ★ Murder, Capital Murder, or Attempted Murder |
| ★ Aggravated Robbery | ★ Manslaughter or 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 that is a violation of the Student Code of Conduct, as described in TEC Section 37.007(b), (c), and (f). Some discretionary expulsions may occur:

- ★ In a classroom,
- ★ On a school campus,
- ★ At a school-related event, or
- ★ In the community

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

The Education Code (Section 37.0081) was amended in 2007 to allow for a school district located in a JJAEP county to expel students for any conduct on or off school campus that is classified as a felony under Title 5 of the Texas Penal Code. The JJAEP has an MOU that specifies if the JJAEP will accept students with these types of offenses:

The offenses for which expulsion is discretionary are:

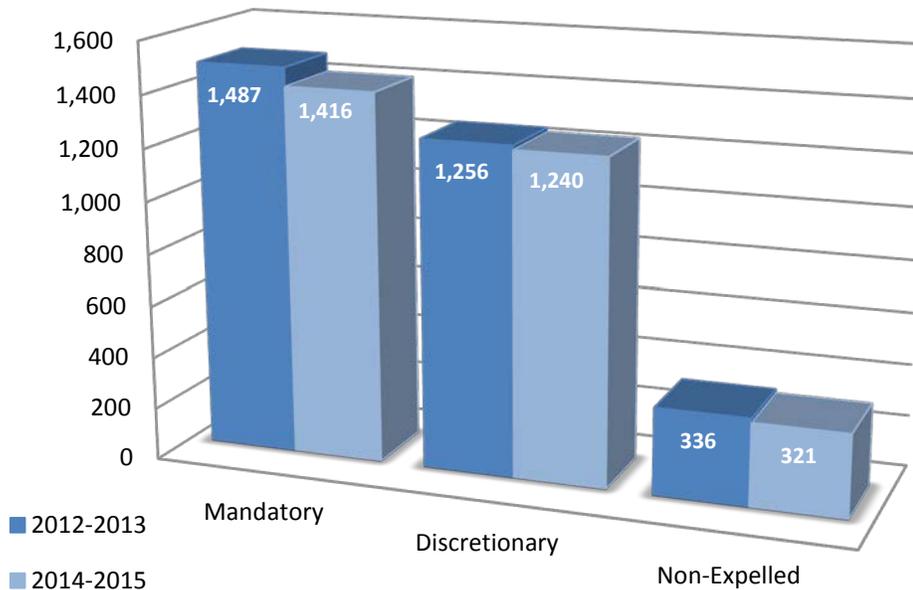
- ★ Serious Misbehavior (only at a DAEP)
- ★ Assault on a teacher or employee
- ★ Any Mandatory Offense within 300 feet of school campus
- ★ Felony Criminal Mischief
- ★ Aggravated Assault, Sexual Assault, Aggravated Robbery, Murder or Attempted Murder occurring off campus against another student
- ★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

Non-expelled students are ordered to attend the JJAEP by a juvenile court judge, and then are placed in a JJAEP under an agreement with the local school district as authorized by TEC Section 37.011. A student who is a registered sex offender may be placed in the JJAEP under TEC Section 37.309. In school year 2014-2015, seventeen JJAEPs agreed, in their MOU, to serve non-expelled students and fourteen JJAEPs 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 2014-2015 are found below in Chart 4.

CHART 4

Numbers of JJAEP Student Entries by Expulsion Type School Years 2012-2013 and 2014-2015



- ★ As in previous years, the vast majority of JJAEP student entries were the result of an expulsion (89%)
- ★ Mandatory expulsions were the largest category, accounting for 47% of all entries
- ★ Entries into JJAEPs have decreased since school year 2008-2009, ranging from 13% to 55% year over year
- ★ The decrease between 2012-2013 school year and the 2014-2015 school year are the smallest changes since 2008-2009

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

TABLE 5
Number of JJAEP Student Entries by Expulsion Type
School Years 2010-2011 through 2014-2015

	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	N	%	N	%	N	%	N	%	N	%
Mandatory	2,069	45%	1,808	46%	1,487	48%	1,463	49%	1,416	47%
Discretionary	2,137	46%	1,706	44%	1,256	41%	1,271	42%	1,240	42%
Non-expelled	431	9%	380	10%	336	11%	279	9%	321	11%
Total	4,637	100%	3,894	100%	3,079	100%	3,013	100%	2,977	100%

- ★ The number of mandatory expulsions continues to decrease, though in smaller increments this last three years, from 2,069 to 1,416
- ★ As a percentage of total entries, mandatory student entries have increased since school year 2010-2011, with the exception of the 2014-2015 school year, which showed a two percent decrease from the previous year
- ★ Discretionary entries have decreased both in number and as a percentage of total JJAEP entries
- ★ As a percentage of total entries, non-expelled student entries have increased from 9% in 2010-2011 school year to 11% in 2014-2015

Table 6 presents the change in the number of student entries. Further detail about the number of unique students in JJAEPs by county for school years 2011-2012 through 2014-2015 can be found in Appendix A.

TABLE 6
JJAEP Changes in Number of Student Entries by Expulsion Type
School Year 2010-2011 through School Year 2014-2015

	Mandatory	Discretionary	Non-Expelled
Student Entries 2010-2011	2069	2137	431
Student Entries 2014-2015	1,416	1,240	321
Decrease in Student Entries since 2010-2011	653	897	110
% change Since 2010-2011	-32%	-42%	-26%

- ★ Between school years 2010-2011 and 2014-2015, the number of mandatory expulsion entries decreased 32% while discretionary entries decreased 42%.

A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting. Due to a number of changes in population by particular counties, Appendix A compares the number of student entries and unique students for three school years beginning with the 2012-13 school year and ending with the 2014-2015 school year.

DEMOGRAPHIC CHARACTERISTICS OF THE JJAEP STUDENT POPULATION

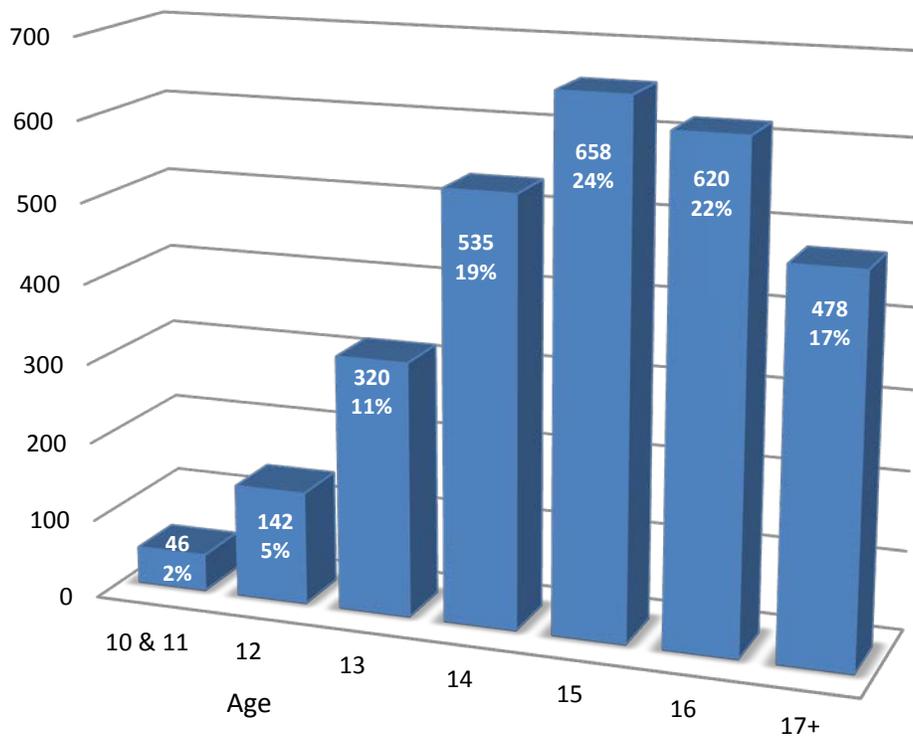
Student population characteristics, including age, gender, ethnicity, grade level, and special education status provide descriptive information about the students who entered JJAEPs during school year 2014-2015.

AGE

Chart 7 depicts range of ages of students entering the JJAEPs during school year 2014-2015.

CHART 7

JJAEP Students by Age at Entry School Year 2014-2015



- ★ Ten- and eleven-year-olds comprise 2% of the JJAEP population
- ★ Students entering a JJAEP between the ages of fourteen and sixteen accounted for 65% of all students
- ★ Youth age 17 and older, although not of juvenile justice age, were eligible for placement into a JJAEP and accounted for 17% of JJAEP students

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

TABLE 8

**JJAEP Students by Age at Entry
School Year 2014-2015**

Age at Entry		Expulsion Type			Total
		Mandatory	Discretionary	Non-Expelled	
10-12	Count	87	89	12	188
	% within Expulsion Type	6.3%	7.8%	4.2%	6.7%
13-14	Count	362	422	71	855
	% within Expulsion Type	26%	37%	25%	31%
15-16	Count	618	479	181	1278
	% within Expulsion Type	45%	42%	63%	46%
17+	Count	305	149	24	478
	% within Expulsion Type	22%	13%	8%	17%
Total	Count	1372	1139	288	2799
	% within Expulsion Type	100%	100%	100%	100%

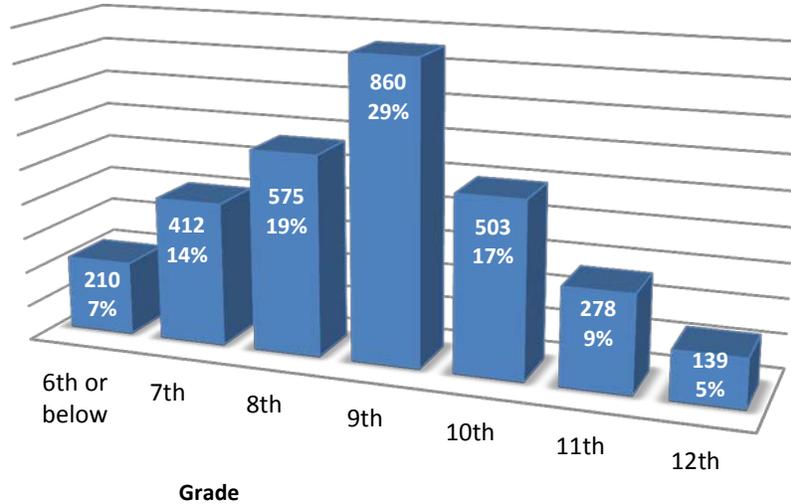
- ★ The age of students entering differed by placement type in school year 2014-2015 as fewer 10-12 year-olds were sent as non-expelled student compared to older students and to same-aged expelled students
- ★ The percentage of students aged ten and eleven has risen from 4.2% to 7.8% of the total population compared to the 2012-2013 school year
- ★ Students entering a JJAEP between the ages of 15 and 16 were 46% of the total JJAEP population, yet made up 63% of the non-expelled JJAEP population
- ★ There were 305 mandatory students (22%) and 149 discretionary students (13%) who were 17 years of age or older, while 24 non-expelled students (8%) were in this age category
- ★ The percentage for the group of 17+ year-olds is similar to the previous report

GRADE LEVEL

In school year 2014-2015, JJAEPs served elementary through high school students. Chart 9 shows the distribution of student entries by grade level.

CHART 9

JJAEP Student Entries by Grade Level School Year 2014-2015



- ★ The majority of JJAEP student entries (64%) were high school students; an increase of four percent over the previous report
- ★ Students in grade 6 and below decreased from 273 to 210 in this year's report
- ★ Ninth graders comprised 29% of all JJAEP entries; the largest single grade category and similar in percentage to the 2012 report
- ★ The number of ninth graders in the previous report was 951, while this report number of ninth graders is 860, the greatest decrease for a grade level compared to the last report
- ★ Middle School (grades 7-8) student entries comprise 32% of all entries
- ★ 33.3% of JJAEP entries were not at their expected grade level based on their age at entry

GENDER AND RACE

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

TABLE 10

JJAEP Students by Gender and Race School Year 2014-2015

	Gender		Total by Race	Percent of Total by Race
	Male	Female		
African-American	497	105	602	22%
Hispanic	1,283	274	1,557	56%
White	475	99	574	20%
Other	51	15	66	2%
Total	2,306 (82%)	493 (18%)	2,799	100%

- ★ The majority of students entering JJAEPs were male (82%)
- ★ Hispanic males were the largest single group of JJAEP students, accounting for 56% of students entering the program
- ★ The percentages in all categories of this table are similar to the previous report
- ★ The “Other” category encompasses Asian, American Indian, and Pacific Islander

Table 11 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and juveniles referred to the juvenile probation system during school year 2014-2015.

TABLE 11

Comparison of Race/Ethnicity Distributions Within Systems School Year 2014-2015

Student Count:	Entries	African-American	Hispanic	White	Other
Juvenile Justice Alternative Education Programs (all student entries)	2,799	22%	56%	20%	2%
District Alternative Education Program (all entries)	93,798	24%	53%	20%	3%
Texas Public Schools (student count)	5,215,282	13%	52%	29%	7%
Statewide Referrals to Juvenile Probation (all referrals)	53,218	26%	50%	23%	1%

- ★ Texas statewide data is taken from the Pocket Edition: [2014-2015 Texas Public School Statistics](#), January 2016, prepared by the Division of Communications and State Board of Education Support of the Texas Education Agency
- ★ Students in JJAEPs reflect statewide totals and percentages for DAEPs more closely than statewide population totals
- ★ For students identified as African-American, there was a difference from 13% in the state to 22-24% in in DAEPs and JJAEPs
- ★ The “Other” category encompasses the categories of Asian, American Indian, Pacific Islander, and Two/More Races in the Texas Public School Count, while TJJD statistics reflect a requirement to choose one race

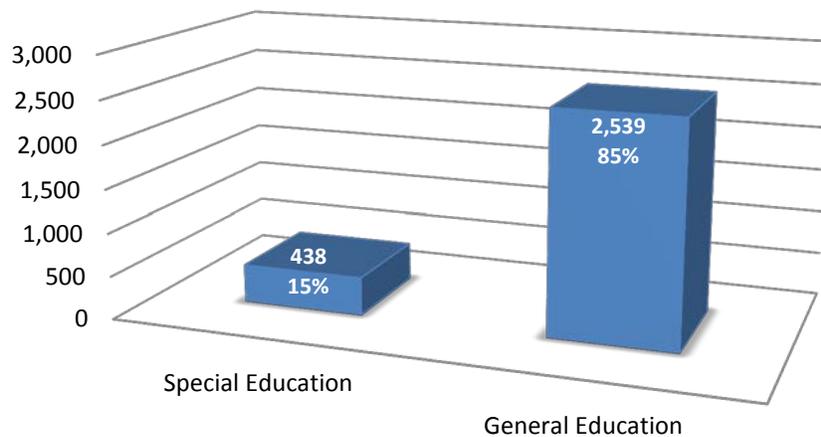
- ★ The “Other” category for DAEP is half of the state percentage and the JJAEP percentage (2%) is even less than the DAEP percentage
- ★ Statewide Probation Referrals reflect the DAEP percentages more closely than all Texas Public Schools for students identified as African-Americans, and percentages are smaller for youth identified as Hispanic and larger than the population of youth who identified as White

SPECIAL EDUCATION

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

CHART 12

**JJAEP Student Entries by Education Classification
School Year 2014-2015**

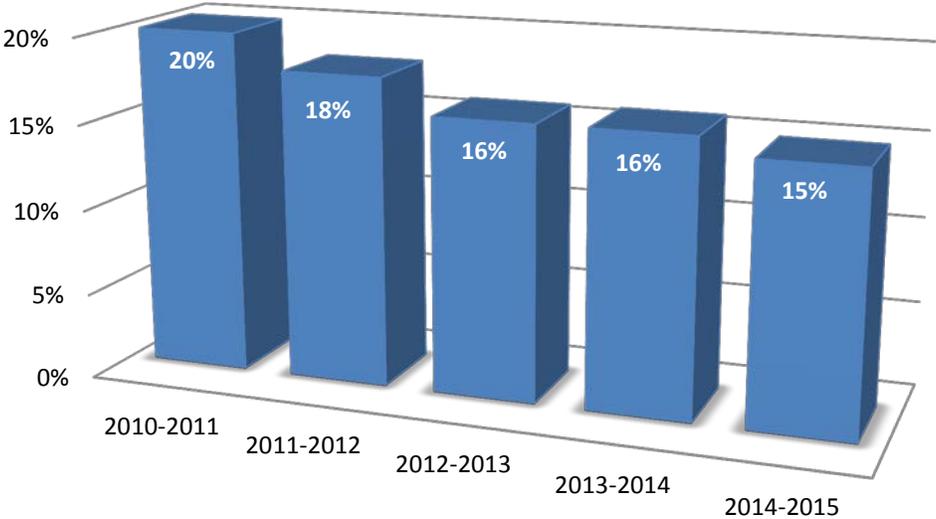


- ★ There has been a 10.6% (N= 52) decrease in the number of student entries eligible for special education services since the previous report
- ★ For the 2012-2013 school year, 490 students, or 16% of the students in JJAEPs were classified as having special education needs; twice the state expected average
- ★ Texas statewide data is taken from the Pocket Edition: 2014-2015 Texas Public School Statistics, January 2016, prepared by the Division of Communications and State Board of Education Support of the Texas Education Agency

Chart 13 shows the percentage of students in JJAEPs with special education needs from school year 2010-2011 to school year 2014-15.

CHART 13

**Percent of JJAEP Student Entries Classified as Eligible for Special Education Services
School Years 2010-2011 through 2014-2015**



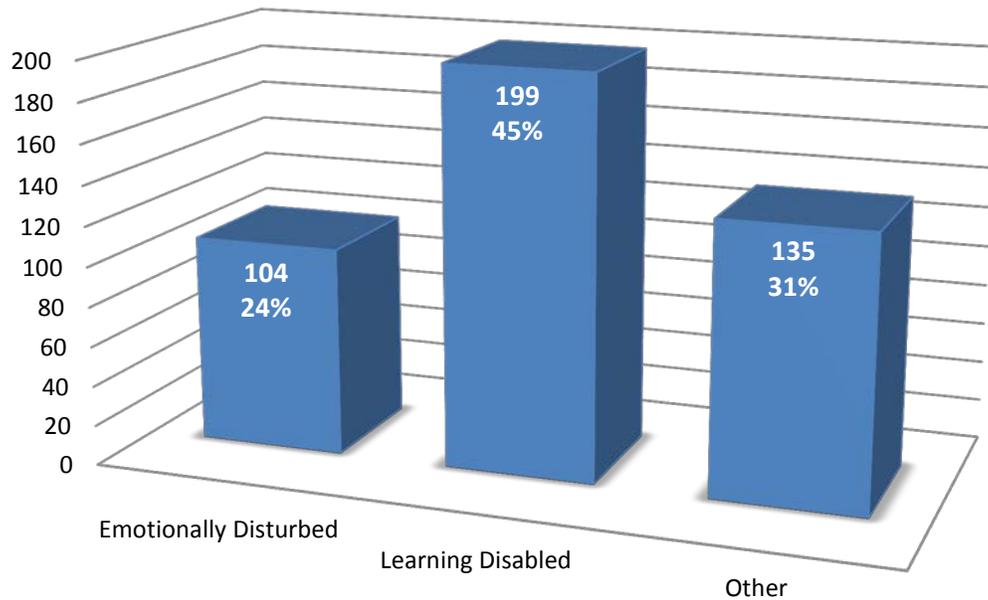
- ☆ For the 2014-2015 school year, the percentage of students eligible for special education has dropped to 15%
- ☆ Between school years 2010-2011 and 2014-2015, the percent of entries into JJAEPs classified as eligible for special education decreased from 20% to 15%
- ☆ The statewide percentage of students eligible for special education services is 8.5%
- ☆ Texas statewide data is taken from the Pocket Edition: 2014-2015 Texas Public School Statistics, January 2016, prepared by the Division of Communications and State Board of Education Support of the Texas Education Agency

JJAEP STUDENT ENTRIES BY PRIMARY DISABILITY

Reported categories for special education are: Emotional Disturbance, Specific Learning Disability, Physical Disability, Intellectual Disability, and Other. Other encompasses all other federally defined categories, and the greatest proportion of the number in this category is Other Health Impaired – Attention Deficit with or without Hyperactivity. Chart 14 presents the primary disability for special education students entering JJAEPs in school year 2014-2015.

CHART 14

JJAEP Student Entries by Special Education Primary Disability School Year 2014-2015



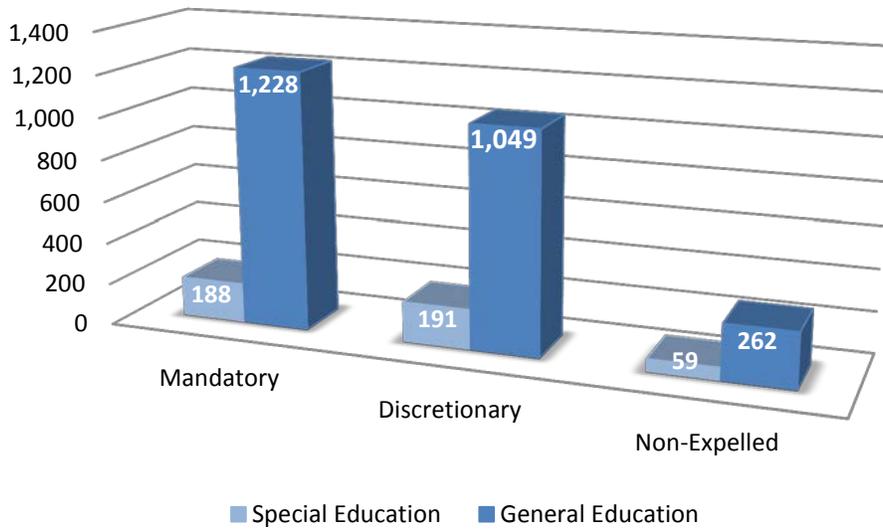
- ★ The number of JJAEP students in special education with an emotional disturbance has decreased from 112 to 104 compared to the previous report
- ★ Special education students with a specific learning disability accounted for 45% (N = 199) of the special education population, an decrease of 7% of the total special education population compared to the previous report (N =256)
- ★ 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
- ★ The “Other” category increased by seven percent since the previous report, resulting in an increase of 13 students
- ★ There were 52 fewer students identified as eligible for special education services

JJAEP SPECIAL EDUCATION STUDENT ENTRIES BY EXPULSION TYPE

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

CHART 15

**JJAEP Special Education Student Entries by Expulsion Type
School Year 2014-2015**



- ★ Students with special education needs accounted for 13% of mandatory student entries compared to 15% of discretionary student entries and 18% of non-expelled student entries
- ★ These percentages are within two percentage points of the percentages reported in the previous report

OTHER STUDENT ATTRIBUTES

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

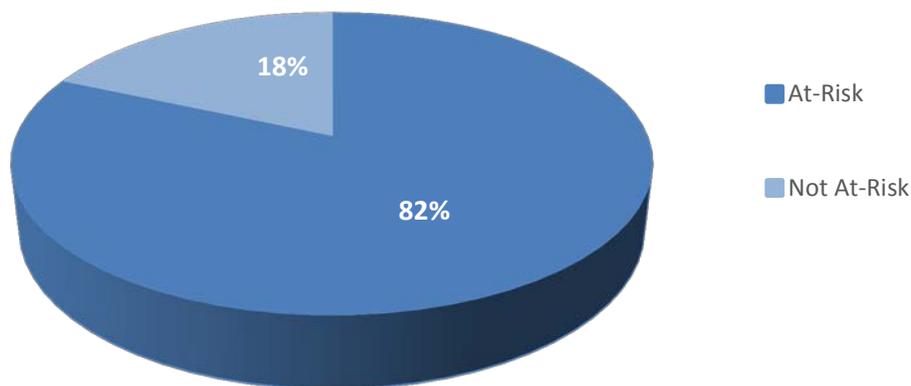
At-Risk Status indicates that a student has been identified as at-risk of dropping out of school by their home campus. ESL Status indicates that the student is participating in a state-approved ESL program, which is a program of intensive instruction in English from teachers trained in recognizing and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

Analysis of TEA's Public Education Information Management System (PEIMS) data for students entering JJAEPs in school year 2014-2015 showed that 13% of JJAEP students were classified as having LEP Status; up one percent since the previous report. Twelve percent of the students were classified as ESL; an increase of 4% compared to the previous report. The LEP and ESL population was 21% of all student entries for the 2014-2015 school year. Approximately two percent of JJAEP students were considered gifted/talented, similar to the previous report.

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

CHART 16

JJAEP Students Identified as At-Risk School Year 2014-2015

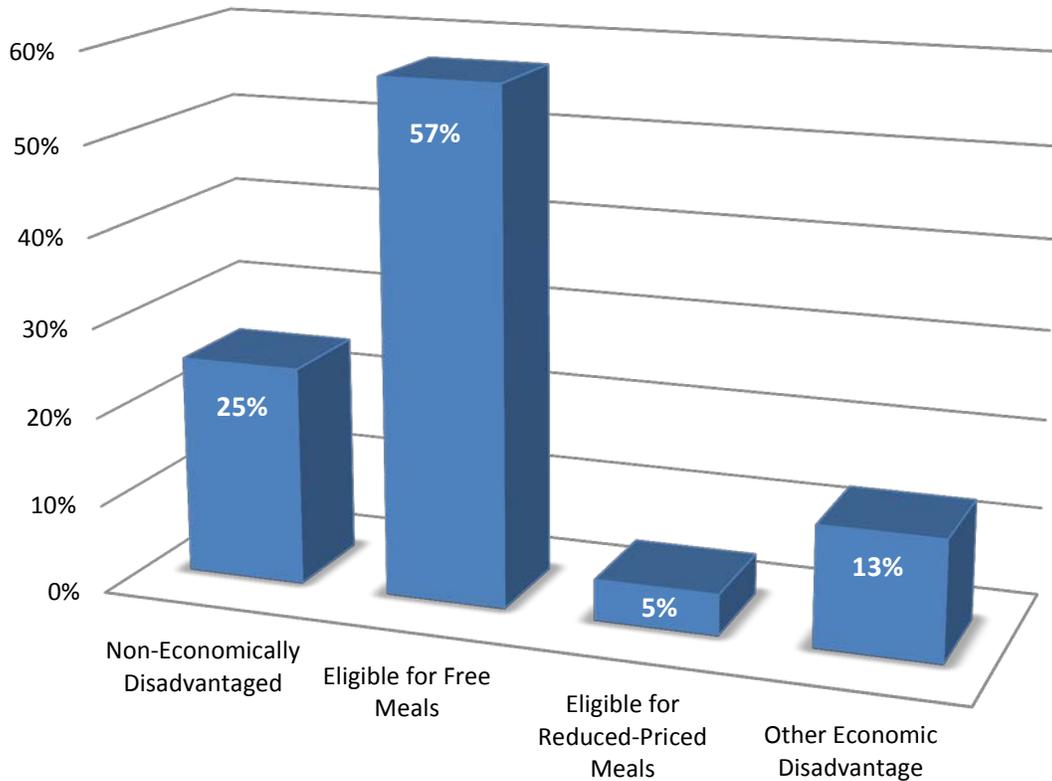


★ The majority, or 82%, of students in JJAEPs were considered to be At-Risk students in 2014-2015; a decrease of five percent from the 2012-2013 school year

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 2014-2015**



- ★ 75% of the JJAEP students were classified as economically disadvantaged
 - Statewide, 59% of public school students are classified as economically disadvantaged
 - Texas statewide data is taken from the Pocket Edition: 2014-2015 Texas Public School Statistics, January 2016, prepared by the Division of Communications and State Board of Education Support of the Texas Education Agency
- ★ Over half of the students in JJAEPs were eligible for free meals (57%)
- ★ The percent of economically disadvantaged students in a JJAEP has remained similar since the 2010-11 school year

EXPULSION STATUS OF JJAEP STUDENTS

EXPULSION OFFENSE TYPES

MANDATORY EXPULSION OFFENSES

The majority of students entering JJAEPs had been expelled for committing a criminal offense (e.g., Class C misdemeanor to felony offenses). Offenses which require a school to expel a student are typically serious felony-level offenses and include a variety of offenses against persons as well as drug and weapons violations. In order to expel a student, school officials must have reason to believe an offense has occurred and must hold a formal expulsion hearing. 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 Entries by Expulsion Offense Category School Years 2012-2013 and 2014-2015

Expulsion Offense Category	2012-2013		2014-2015	
	N	%	N	%
Felony Drug Offenses	804	54%	789	56%
Weapons Offenses (includes expulsion for a non-illegal knife)	405	27%	331	23%
Aggravated Assault or Sexual Assault	158	11%	166	12%
Arson	66	4%	61	4%
Indecency with a Child	35	2%	56	4%
Aggravated Robbery	6	<1%	9	<1%
Retaliation	11	<1%	3	<1%
Homicide or Manslaughter	2	<1%	1	<1%
Total Offenses	1,487	100%	1,416	100%

- ★ With the overall decrease in expulsions, all expulsion offense categories decreased since school year 2010-2011 with the exception Homicide or Manslaughter which stayed at less than one percent
- ★ In school year 2014-2015, there were eight more entries for Aggravated Assault or Sexual Assault and three more entries for Aggravated Robbery than in school year 2012-2013
- ★ Felony Drug offenses continue to constitute over 50% of all JJAEP mandatory offenses for this report and the two previous reports
- ★ Entries for Drug Offenses decreased by 15 for this report, as compared to a decrease of 401 offenses between school year 2010-2011 and the school year 2012-2013
- ★ Nearly one quarter of the mandatory expulsion students were placed because of a weapons violation (23%); four percent less or 74 fewer offenses than in the previous report, the largest change category
- ★ The offense of Indecency with a Child increased from 35 to 56 offenses; a sixty percent increase and twice the overall percentage of student entries than in the previous report
- ★ Less than 1% of mandatory entries were for the three offenses of Homicide or Manslaughter, 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. Students who commit mandatory offenses within 300 feet of a school campus may be expelled at the discretion of the school district to the DAEP or to JJAEP. The term “mandatory” in this case is required removal from the home school. These offenses are categorized above as “mandatory offenses committed off-campus”. Table 19 provides the number and 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 2012-2013 and 2014-2015**

Expulsion Offense Category	2012-2013		2014-2015	
	N	%	N	%
Serious Misbehavior	698	56%	598	48%
Misdemeanor Drug and Alcohol Offenses	256	20%	277	22%
Assault on a Teacher/Employee	81	6%	158	13%
Penal Code Title 5 Felony Offenses	89	7%	106	8%
False Alarm/Terroristic Threat	119	10%	80	6%
Felony Criminal Mischief	10	1%	14	1%
Mandatory Offenses Committed Off-Campus	2	<1%	3	<1%
Non-School Student On Student Offense	NA	NA	3	<1%
Deadly Conduct	NA	NA	1	<1%
Total Offenses	1,255	100%	1,240	100%

- ★ The number of Serious Misbehavior expulsions decreased from 56% to 48% since the prior report
- ★ Misdemeanor Drug and Alcohol Offenses and Serious Misbehavior accounted for 70% of all discretionary expulsions for 2014-2015; a decrease of six percent since the previous report
- ★ The largest change in a category was that of Assault on a Teacher/Employee for 2014-2015 at twice the percent as had been reported in the previous report

JUVENILE COURT STATUS OF JJAEP STUDENTS

Although the majority of youth served by JJAEPs were referred to the juvenile court as a result of the offense that led to their expulsion, this is not true for all youth. Data from TJJJ's JJAEP database and TJJJ's monthly extract data were matched to determine the number of juveniles entering JJAEPs in school year 2014-2015 who were also referred to juvenile probation departments. A referral to juvenile probation within 30 days of expulsion or JJAEP entrance was considered to be an expulsion that resulted in a referral.

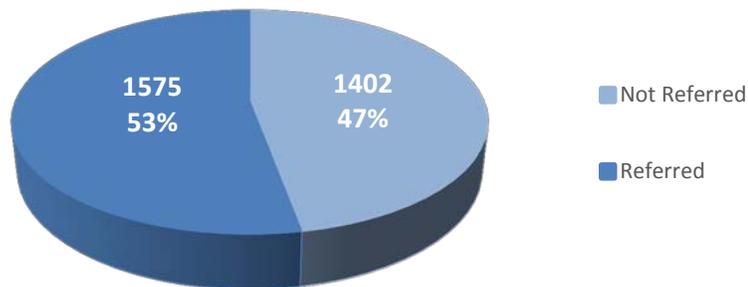
A formal referral occurs when a juvenile has face-to-face contact with the juvenile probation department and an intake occurs. Students referred to local juvenile probation departments were referred for everything from a felony to a misdemeanor, conduct indicating a need for supervision (CINS), and violation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

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

As seen in Chart 20, 54% of total JJAEP student entries (1,665) in school year 2014-2015 had a formal referral to a local juvenile probation department associated with their JJAEP placement.

CHART 20

JJAEP Students, Ages Ten Through Sixteen, Referred to Juvenile Probation Departments School Year 2014-2015



- ★ The percentages in the two categories are similar to the previous report
- ★ In school year 2014-2015, 17% of JJAEP entries were 17 years old or older
- ★ These 17+ aged students (N=437) accounted for 31% of those students 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 alleged by the school district and may or may not be the offense for which the juvenile is formally referred to the juvenile probation department. In some cases, a student may never be formally referred for the offense for which they are expelled.

Table 21 shows a comparison of the JJAEP reported expulsion offense and the offense of referral to JJAEP for students expelled and placed into a JJAEP. In order for the expulsion offense and referral offense to be considered as the same or similar they must be the same level and category of offense.

TABLE 21

Expulsion Offense Compared to Juvenile Referral Offense for Expelled Students in JJAEP School Year 2014-2015

Mandatory Expulsions	%	Discretionary Expulsions	%
No offense in juvenile justice system	45%	No offense in juvenile justice system	50%
Formal referral for the same or similar offense	46%	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 (46%) and a quarter of the students expelled for a discretionary offense (26%) were referred to juvenile probation for the same or similar offense
- ★ Percentages in all categories are very similar to the previous report

NON-EXPELLED STUDENT OFFENSES

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

JUVENILE COURT DISPOSITION TYPE FOR EXPELLED STUDENTS

JJAEP mandatory and discretionary expulsion students referred to juvenile probation departments will have their cases disposed 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.

Juvenile Court Disposition Descriptions

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

Table 22 presents the dispositions of JJAEP students who have been expelled during the 2014-2015 school year.

TABLE 22

**Disposition by Expulsion Type
School Year 2014-2015**

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
Pending	30	4%	36	6%	66	5%
Dismissed	139	18%	180	29%	319	23%
Supervisory Caution	57	7%	121	19%	178	13%
Deferred Prosecution	239	31%	87	14%	326	23%
Probation	315	40%	198	32%	513	36%
TJJD/Certified as Adult	1	<1%	1	<1%	2	<1%
Total	781	100%	623	100%	1,404*	100%

* Does not include non-expelled students

- ★ 59% of the referred mandatory and discretionary JJAEP students were disposed to community supervision (court-ordered Probation or Deferred Prosecution)
- ★ Less than 1% (N = 2) were committed to TJJD or certified as an adult
- ★ 31% of students expelled for a mandatory offense were placed on Deferred Prosecution compared to 14% of discretionary students
- ★ Seventy-one percent of the referred mandatory JJAEP students were disposed to community supervision as compared to 46% of referred discretionary students
- ★ Forty percent (N = 315) of mandatory expulsion students were placed on Probation as compared to 32% (N= 198) of discretionary expulsion students
- ★ An increase of 49 additional students with discretionary placements were on Probation during the 2014-2015 school year
- ★ Discretionary students had their disposition 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. Conditional and temporary supervisions are pre-dispositional supervisions that allow the juvenile probation department to more closely monitor youth and respond to violations prior to disposition. JJAEPs report that they are better able to manage the behavior of expelled youth under supervision as probation/court conditions can be included in the supervision agreement outlining the expectations and the consequences of violating JJAEP rules. Table 23 shows the supervision type at entry for students expelled for mandatory and discretionary offenses. The juvenile’s most serious supervision level within 30 days of JJAEP entry is provided.

TABLE 23

Supervision at JJAEP Entry for Expelled Students*
School Year 2014-2015

	Mandatory		Discretionary		Total	
	N	%	N	%	N	%
No Supervision	701	49%	646	52%	1,347	51%
Conditional/Temporary	422	30%	225	18%	647	24%
Deferred Prosecution	128	9%	127	10%	255	10%
Probation	165	12%	242	20%	407	15%
Total	1,416	100%	1,240	100%	2,656**	100%

* Most serious supervision level within 30 days of JJAEP entry

** Does not include non-expelled students

- ☆ 49% of expelled youth were under some type of community supervision within 30 days of entering the JJAEP; an increase of seven percent since the previous report
- ☆ Discretionary expulsion students were more likely than mandatory students to be on probation
- ☆ Students with mandatory offenses were more likely to be under Conditional/Temporary supervision

PROGRAM LENGTH OF STAY FOR JJAEP STUDENTS

AVERAGE LENGTH OF STAY

During school year 2014-2015, 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 2014-2015 and carried over into school year 2014-2015, 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 2014-2015

County	Number exiting	Average (days)	County	Number Exiting	Average (days)
Bell	6	108	Hidalgo	108	59
Bexar	181	69	Jefferson	21	82
Brazoria	56	77	Johnson	12	57
Brazos	16	70	Lubbock	49	39
Cameron	139	118	McLennan	75	91
Collin	65	70	Montgomery	166	89
Dallas	226	86	Nueces	27	87
Denton	85	62	Tarrant	110	79
El Paso	30	92	Taylor	26	67
Fort Bend	82	91	Travis	31	58
Galveston	24	80	Webb	131	68
Harris	313	70	Wichita	71	70
Hays	20	87	Williamson	111	72
Total Exits				2,181	77

- ★ The average length of stay for all students exiting the JJAEP in school year 2014-2015 was 77 school days; a decrease of three days compared to the 2012-2013 school year
- ★ Programs exited as few as six students and as many as 313 students, with a program average of 84 students during the 2014-2015 school year
- ★ Cameron County had the longest average length of stay (118 school days) compared to the 2012- 2013 school year when Fort Bend County had the same longest average length of 118 school days
- ★ Lubbock County had the shortest average length of stay (39 school days) compared to the 2012-2013 school year when Johnson County had the shortest average length of stay at 58 days

PLACEMENT TYPE AND AVERAGE LENGTH OF STAY

Regardless of location, placement type impacted average length of stay. Table 25 identifies differences in average length of stay by placement type for both 2012-2013 and 2014-2015.

TABLE 25

Average Length of Stay by Expulsion Type

School Years 2012-2013 and 2014-2015

	2012-2013	2014-2015
Mandatory	86	84
Discretionary	77	72
Non-Expelled	69	68

- ★ Students placed in a JJAEP for a mandatory reason had the longest length of stay
- ★ Mandatory students' length of stay has decreased from 86 school days in school year 2012-2013 to 84 school days in school year 2014-2015

STUDENTS RELEASED FROM JJAEPS

REASONS FOR PROGRAM EXIT

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

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

- ★ Return to Local District due to completing probation or expulsion term
- ★ Graduated or Received GED
- ★ Received 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 2014-2015. (See Appendix B for exit reasons by county.)

TABLE 26

**JJAEP Exit Reasons
School Year 2014-2015**

	N	%
Returned to Local District	1,541	71%
Incomplete	293	14%
Graduated or Received GED	36	2%
Early Termination	287	13%
Total	2,157	100%

- ★ The majority of students (71%) 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
- ★ Thirteen percent of JJAEP student exits were released from the program prior to completing their assigned length of stay

EXIT REASON BY TYPE OF EXPULSION

Exit reasons varied by type of entry into the program. For the school year 2014-2015, Table 27 depicts the differences in exit reasons by expulsion type.

TABLE 27

**JJAEP Exit Reason by Expulsion Type for Student Entries
School Year 2014-2015**

			Expulsion Type			Total
			Mandatory	Discretionary	Non-Expelled	
Exit Reason	Returned to Local District	Count	794	610	137	1,541
		% within Expulsion Type	79%	67%	56%	71%
	Incomplete	Count	96	139	58	293
		% within Expulsion Type	10%	15%	24%	14%
	Graduated or Received GED	Count	20	8	8	36
		% within Expulsion Type	2%	1%	3%	2%
	Early Termination	Count	97	149	41	287
		% within Expulsion Type	10%	16%	17%	13%
Total		Count	1,007	906	244	2,157
		% within Expulsion Type	100%	100%	100%	100%

- ★ A higher percentage of mandatory students (79%) returned to their local school district than discretionary (79%) or non-expelled students (56%)
- ★ Students classified as non-expelled had the highest proportion of incomplete exits; 24% of non-expelled students left the program as incomplete compared to 10% of mandatory and 15% of discretionary students
- ★ A higher percentage of non-expelled and discretionary students received early termination of their placement

Section 4: Description of Juvenile Justice Alternative Education Programs

INTRODUCTION

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

JJAEPs are required by statute to teach the core curriculum of English/language arts, mathematics, science, social studies, and self-discipline. Attending students earn academic credits for coursework completed while attending the JJAEP. The length of time a student is assigned to a JJAEP is determined by the school district for expelled students and by the juvenile court for non-expelled students. Once a student has completed the term of expulsion or their 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 26 JJAEPs operating during school year 2014-2015. To compile the information in this section of the report, each of the 26 JJAEPs was surveyed to produce self-reported data. Questions on the survey were designed to capture staffing and programmatic information, allowing for comparisons among individual JJAEP programs. Also, see Appendix C for a list of select program characteristics by county: Operation Design (Probation Department with School District, Contracted Vendor, or Probation Department Alone), Facility Capacity, Ratio of Instructional Staff to Students, Conditions of Completion of Expulsion, and Transportation Mode used most often by students attending the JJAEP.

PROGRAMMATIC ELEMENTS

CAPACITY

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 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 twelve to 360. In the 2014-2015 school year, the capacity ranged from sixteen to 350 (see Table 28). 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 2014-2015**

County	Capacity	County	Capacity
Bell	10	Hidalgo	163
Bexar	144	Jefferson	45
Brazoria	48	Johnson	16
Brazos	40	Lubbock	35
Cameron	150	McLennan	60
Collin	350	Montgomery	120
Dallas	200	Nueces	32
Denton	168	Tarrant	75
El Paso	60*	Taylor	44
Fort Bend	100**	Travis	48
Galveston	20	Webb	175
Harris	200	Wichita	44
Hays	27	Williamson	145
		Total	2,359

* El Paso may use up to five locations

** Fort Bend uses two locations

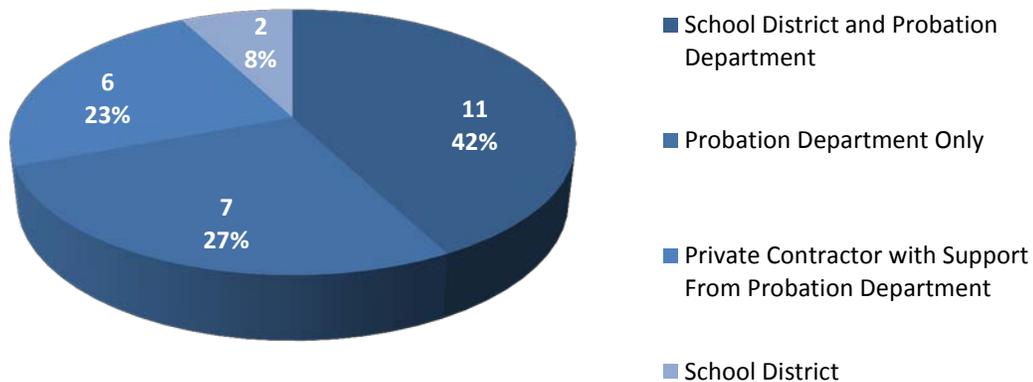
PROGRAM OPERATOR

JJAEPs may be operated by the local juvenile probation department, a local school district, a private vendor, or a combination of these entities. 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, Part 11, Texas Administrative Code Chapter 348 and the requirements of the Texas Education Code, Section 37.011.

Chart 29 provides information about the entities responsible for operating JJAEPs in school year 2014-2015. For programs operated jointly, the level of support and services provided by each entity varies according to the program and agreements in their Memorandum of Understanding.

CHART 29

JJAEP Program Operators School Year 2014-2015



- ★ Local juvenile probation departments and independent school districts provide the day to day operations for 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)
- ★ Two school districts provide all the day to day operation of the JJAEP, contracted with probation

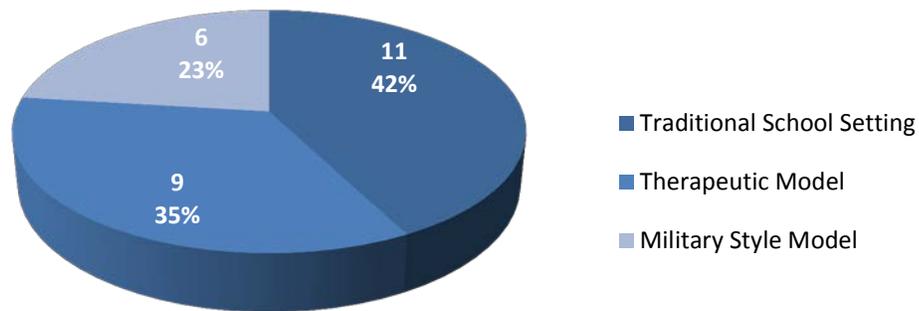
PROGRAM MODEL TYPE

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 2014-2015**



- ★ Three fourths (77%) of the JJAEPs operated a traditional school model or therapeutic model for the 2014-2015 school year
- ★ Six programs (23%) continue to operate a military-component program

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 2014-2015**

Program Model Type	N	%
Military	461	16%
Therapeutic	1,297	43%
Traditional	1,219	41%
Total	2,977	100.00%

- ★ Operating in eleven of the 26 JJAEPs, the traditional school model served 41% of the students entering the programs; an increase of twelve percent compared to the previous report
- ★ The therapeutic model was used in nine programs that served 43% of all student entries
- ★ Programs offering a military-component had the fewest student entries (16%)

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 2014-2015

Number & Percent of Programs that Incorporate Various Program Components					
Program Component Offered	Military Component (N=6)	Therapeutic (N=9)	Traditional School Model (N=11)	Number of JJAEPs with Component (N=26)	% of All JJAEPs with Component
Individual Counseling	4	9	8	21	81%
Life Skills Training	5	8	5	18	69%
Drug/alcohol prevention/intervention	6	7	7	20	77%
Substance abuse counseling	4	7	6	17	65%
Group counseling	4	7	6	17	65%
Anger management	6	6	5	17	65%
Mental Health Evaluation	5	7	5	17	65%
Community Services	6	6	5	17	65%
Tutoring or mentoring	3	8	5	16	62%
Family Counseling	4	6	3	13	50%
Parenting programs (for students' parents)	3	5	4	12	46%
Physical training or exercise program	6	0	2	8	31%
Vocational training/job preparation	2	3	3	8	31%
Experiential training	3	4	1	8	31%
Military drill and ceremonies	5	0	0	5	19%
Service Learning	3	3	2	8	31%
Additional courses (electives)	4	6	5	15	58%
Others	0	1	1	2	8%

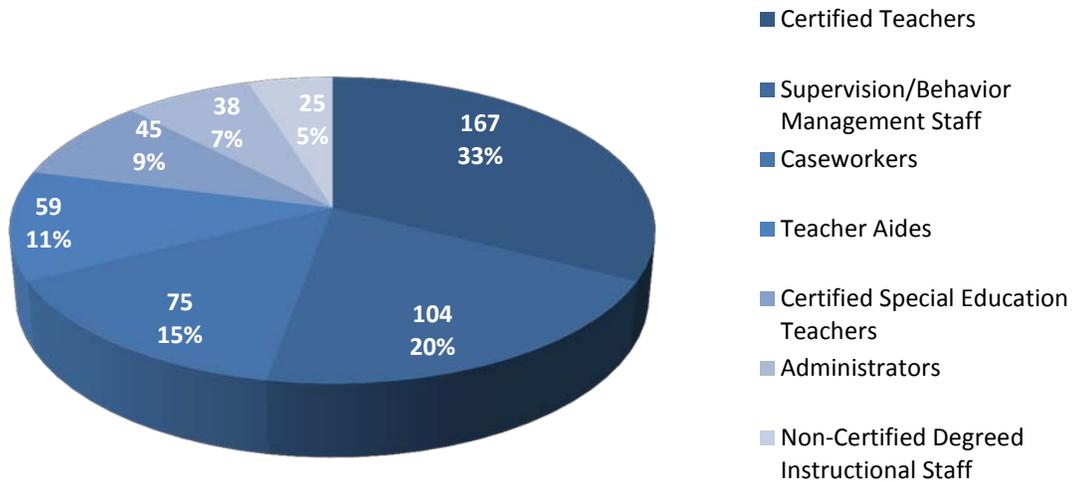
- ★ All JJAEPs offered at least one program and as many as fourteen program components in addition to the required educational and behavior management programming
- ★ The most common program component incorporated into the JJAEPs was individual counseling (81%).
- ★ Tutoring or mentoring was offered in 62% of the JJAEP programs
- ★ At least one of the counseling services (i.e., individual, family counseling, substance abuse, anger management, and group) were offered in every program
- ★ An additional component was queried for the 2014-2015 school year, that of offering additional for credit courses (mostly electives) to support accelerating the acquisition of high school credits and 58% of the programs offer additional courses

PROGRAM STAFFING

JJAEPs were staffed by a variety of professionals and paraprofessionals. The instructions in the survey were that each program could count a staff member in only one category (a teacher with both a general education certification and special education certification was counted only once). Instructional staff encompasses the following staff member roles: certified general education teacher, special education teacher, 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. Supervisory staff includes security personnel, behavior management staff, and drill instructors. Texas Education Code, Section 37.011 requires one certified teacher per site. Chart 33 provides a summary of the number and percent of program staff statewide during school year 2014-2015.

CHART 33

JJAEP Staffing School Year 2014-2015



- ★ The total number of staff positions for JJAEPs in school year 2014-2015 was 513
- ★ Certified teachers comprise 42% of all JJAEP staff members
- ★ There is an average of six certified teachers per site
- ★ Instructional staff members are 58% of the total staffing numbers
- ★ Twenty percent of the JJAEP staff positions were supervisory staff

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

TABLE 34
JJAEP Instructional Staff to Student Ratio by Model Type
School Year 2014-2015

	Number of Staff	Percent of Total Staff	Staff to Student Ratio
Military Component	73	24.66%	1:5
Therapeutic	72	24.32%	1:9
Traditional School Model	151	51.01%	1:8
Totals	296	100.00%	7

- ★ In military-component programs, the average staff-to-student ratio was 1:5
- ★ In therapeutic programs, staff-to-student ratio was 1:9
- ★ In traditional programs, the average staff-to-student ratio was 1:8
- ★ Statewide, the instructional staff to student ratios was 1:7, reflecting the overall decrease in student entries

STUDENT POPULATION SERVED

Each JJAEP is different and may serve various populations of students depending on the local MOU with school districts and the needs of the juvenile court. The two basic categories of students served by JJAEPs are expelled youth and non-expelled youth. Expelled youth are categorized with two designations: eligible as mandatory or discretionary. Mandatory expulsions are those expulsions required by statute (see page 17 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. JJAEPs are not required to provide services to non-expelled youth, and seventeen of the programs accepted students who were court ordered in school year 2014-2015. Placement of non-expelled youth may be due to a variety of reasons that are agreed to within each county's Memorandum of Understanding (MOU). Non-expelled youth may be categorized within the following groups: Court-Ordered, Residential Youth; Court-Ordered, Non-Residential Youth; Local School District Agreement, or as Registered Sex Offenders. The definitions of each of these categories are as follow:

- ★ Court-Ordered, Residential Youth – Juveniles placed into a residential facility are required to attend school. The JJAEP may be designated as the “school” for students in residential placement. These students are transported to the JJAEP for school hours and return to the residential facility at the end of the program day.
- ★ Court-Ordered, Non-Residential Youth – A student may be required to attend school at the JJAEP as a condition of court-ordered probation. The juvenile court may issue this order for a variety of reasons, including safety of the victim or school personnel, or because the needs of the juvenile require a more structured learning environment
- ★ Local School District Agreement – A student may be placed into a JJAEP voluntarily through an agreement with the local school district. This is generally handled on a case by case basis.
- ★ Registered Sex Offender – Students who are registered sex offenders may be placed in a JJAEP. Due to the lengthy process that ensues in the justice system, program administrators report that there are no instances in which a student is still attending a JJAEP at the time that registration as a sex offender is required.

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

TABLE 35

**Programs Providing Services to Non-Expelled Youth
School Year 2014-2015**

Types of JJAEP Entry for Non-Expelled Youth	Number of Programs	Percent of Programs Offering Services (N=26)	Number of Youth Served	Average by Program
Court-Ordered, Residential	5	19%	70	14
Court-Ordered, Non-Residential	17	65%	249	15
Local School District Agreement	3	12%	2	1
Registered Sex Offender	0	0%	0	0

- ★ A total of 17 JJAEPs offered services to Court-Ordered, Non-Residential students
- ★ Of these 17 programs, fourteen JJAEPs actually served non-expelled students in school year 2014-2015
- ★ Two thirds of JJAEPs had agreements to serve Court-Ordered, Non-Residential youth
- ★ Twelve percent of JJAEPs had agreements to provide services to Court-Ordered, Residential students
- ★ No students who were required to register as a sex offender attended a JJAEP in school year 2014-2015

POPULATION EXCEPTIONS

State law only requires that JJAEPs serve students that have been expelled for committing a mandatory expulsion offense. Due to that requirement, some JJAEPs 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. Therefore, the JJAEPs negotiate with their school districts to determine which expelled students with discretionary offenses are served at the DAEP or the JJAEP. The majority of counties (N=23) have agreements for students with some discretionary expulsions be served in the JJAEP. Nine JJAEPs in school year 2014-2015 (i.e., Bell, Brazos, Brazoria, El Paso, Galveston, Lubbock, Tarrant, Travis, and Wichita Counties) had MOUs excluding or limiting part of the districts’ discretionary expulsion population. Those exclusions are listed below:

- ★ Bell, Brazos, El Paso: All discretionary expulsions
- ★ Lubbock, Travis, Brazoria: Discretionary expulsions for students who are 17 years of age or older
- ★ Galveston, Wichita: All discretionary expulsions with the exception of Title 5 offenses
- ★ Tarrant: Discretionary expulsions for students who have not attained the sixth grade

ATTENDANCE

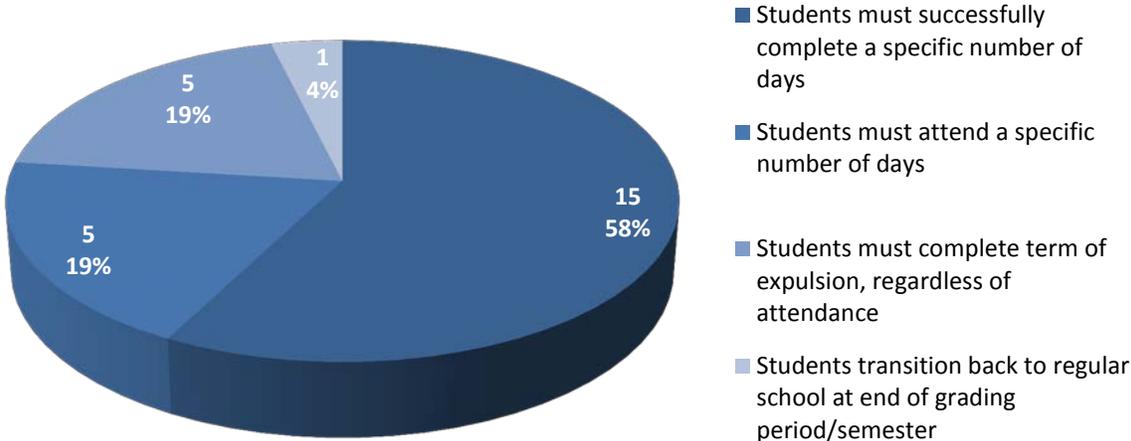
A student’s expulsion from school and the length of expulsion is determined by the local school district and is delineated in each county's MOU. MOUs between the juvenile board and the local school districts also set the conditions for completion of the JJAEP assignment.

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

Those JJAEPs not requiring the successful completion of an assigned number of expulsion days require other conditions be met prior to the student returning to regular school. For these programs, return to the home school is based on the completion of the expulsion term or the completion of the grading period. See Chart 36 for the number of JJAEP programs by required exit conditions.

CHART 36

**JJAEP Requirement to Exit Program
School Year 2014-2015**



★ Fifteen of the 26 JJAEPs, or 58% of the programs in school year 2014-2015, required students to successfully complete a specified number of days before they were released from the program

MINIMUM LENGTH OF STAY

According to the information provided in the surveys filled out by each county a JJAEP’s minimum length of stay for school year 2014-2015 is quite varied. Eight counties do not have an agreed upon minimum length of stay. Some counties have a different minimum for students who are mandatorily placed than for students who are in JJAEP for a discretionary placement. For at least one county, each school district individually determined the minimum length of stay. For students with excellent behavior, attendance, and also meeting exit requirements, these students may transition earlier. Table 37 lists the minimum length of stay by county.

TABLE 37

Minimum Length of Stay by County

School Year 2014-2015

County	# of Days	County	# of Days	County	# of Days
Brazoria	65	Galveston	75	Lubbock	45
Brazos	80	Harris	45	Montgomery	30
Cameron	90	Hays	90	Nueces	60
Collin	30	Hidalgo	30	Tarrant	90
Dallas	90	Jefferson	70	Travis	30
Denton	30	Johnson	80	Wichita	30
				Average	59

- ★ For the eighteen counties reporting, the minimum stay ranged from 30 days to 180 days
- ★ Some counties reported multiple minimums based on offense or type of expulsion, while the smallest number is reported in the table
- ★ The average minimum length of stay was 59 days; sixteen days less than in the previous report

TRANSPORTATION

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 families of students living a great distance from the program. Transportation is, therefore, an issue addressed in all MOUs between the juvenile board and school districts.

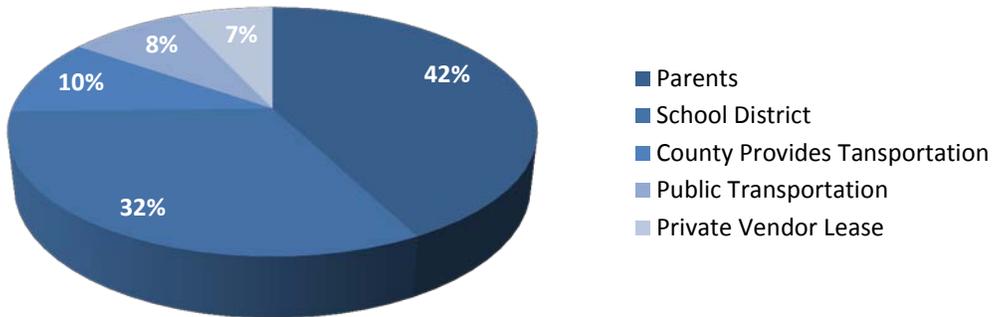
JJAEPs arrange various methods of transportation to assist students in reaching the program. Some JJAEPs do not provide transportation for students. Transportation to JJAEPs may be provided by parents, the county, the school district, a private vendor, public transportation, or in some combination of these options.

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

Chart 38 depicts the various means of transportation used by JJAEPs in school year 2014-2015 by percentage of use. Departments were allowed to report multiple means of transportation.

CHART 38

**JJAEP Transportation Method
School Year 2014-2015**



- ★ School Districts provided transportation to students in seventeen of the JJAEPs
- ★ Parents provided some portion of transportation for their students in twenty-four JJAEPs
- ★ Parents and School Districts account for 74% of the transportation options available to students

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 in 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 3–6. 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 are reported 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 .31% provided only a small sample of students with TAKS testing data (N= 8) and no further in depth analysis will be provided. The Exit Level TAKS measures performance in several subject areas, and scores for only math and reading/English language arts (ELA) would have been used as measures in this analysis. The TAKS is given once annually to students, therefore, the analysis of TAKS performance includes only unique students, not student entries. Students could have matched to a math record, a reading/ELA record, both or neither.

STATEWIDE 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. In the 2012-2013 school year, there were 371 records matched to testing data. For the 2014-2015 school year, there were eight records, which were too few to complete any further analysis. 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.

Table 39 provides the Excluded and Scored TAKS Results for students in JJAEPs. Results include only those students whose record was matched to testing data.

TABLE 39

Excluded and Scored TAKS Results for Students in JJAEPs School Year 2014-2015

	Math		Reading	
	N	%	N	%
Absent	1	12.5%	0	0.0%
No Information	1	12.5%	0	0.0%
Other	1	12.5%	4	50.0%
Scored	5	62.5%	4	50.0%
Total	8	100.0%	8	100.0%

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) ANALYSIS

METHODOLOGY

The 82nd Texas Legislature changed the requirement from using TAKS as a measure and now requires the reporting of student passing rates on the STAAR tests to the areas of reading and math 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 76% 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 4–8 will be analyzed initially. For Grades 4–8 STAAR tests, the Math Level II Phase-In I 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 40 provides information about excluded and scored STAAR results for 4-8 Grade students in JJAEPs. Results include only those students whose record was matched to testing data. STAAR results also reflect students scoring on all versions of the STAAR tests (Language Learners, Spanish, or accommodated for students with special education needs).

TABLE 40

**Excluded and Scored STAAR Results for Fourth to Eighth Grade Students in
JJAEP
School Year 2014-2015**

	Grade 4 Math/ Reading	Grade 5 Math	Grade 5 Reading	Grade 6 Math	Grade 6 Reading	Grade 7 Math	Grade 7 Reading	Grade 8 Math	Grade 8 Reading
Absent	0	0	0	3	4	4	8	26	12
%	0.0%	0.0%	0.0%	3.7%	4.9%	1.7%	3.3%	6.3%	2.9%
Other	0	1	0	0	1	8	9	44	19
%	0.0%	5.9%	0.0%	0.0%	1.2%	3.3%	3.8%	10.6%	4.6%
Scored	3	16	17	79	77	227	222	344	383
%	100.0%	94.1%	100.0%	96.3%	93.9%	95.0%	92.9%	83.1%	92.5%
Total	3	17	17	82	82	239	239	414	414
%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

★ Between 83% and 100% of students matched to testing were scored on each of the exams

Table 41 presents the average scale score and passing rates for grade 4 through 8 in math and reading STAAR tests.

TABLE 41

**STAAR Passing Rates for JJAEP Students in Grades 4–8
School Year 2014-2015**

Grade & Subject	N	Average Scale Score	Passing Rate	Passed Both
4 Math	3	1414	33%	33%
4 Reading	3	1377	67%	
5 Math	16	1446	25%	19%
5 Reading	17	1424	41%	
6 Math	79	1487	18%	13%
6 Reading	77	1443	36%	
7 Math	227	1508	22%	17%
7 Reading	222	1487	27%	
8 Math	344	1515	22%	19%
8 Reading	383	1561	47%	

- ★ The passing rates varied across grade levels and exam types
- ★ The passing rates for reading tests in each grade were higher than the passing rates for math
- ★ The passing rates for math varied from a low of 22% in grade 6 to a high of 33% in grade 8
- ★ The passing rates in reading varied from a low of 27% in grade 6 to a high of 67% in grade 8

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

TABLE 42

**STAAR Passing Rates for JJAEP Students in Grades 4–6
School Year 2014-2015**

	Grade 4 Math		Grade 4 Reading		Grade 5 Math		Grade 5 Reading		Grade 6 Math		Grade 6 Reading	
	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total	3	33%	3	67%	16	25%	17	41%	79	18%	77	36%
Expulsion Type												
Mandatory	2	0%	2	50%	10	40%	10	60%	36	25%	36	36%
Discretionary	1	100%	1	100%	4	0%	5	20%	34	15%	32	38%
Non-Expelled	0	0%	0	0%	2	0%	2	0%	9	0%	9	33%
Program Model Type												
Military Component	0	0%	0	0%	1	100%	1	100%	17	12%	17	29%
Therapeutic Model	2	50%	2	50%	6	33%	6	33%	36	25%	35	40%
Traditional Model	1	0%	1	100%	9	11%	10	40%	26	12%	25	36%
Operation Design												
Private Contractor and Probation Department	1	0%	1	100%	3	33%	3	0%	15	13%	14	14%
Probation Department Only	1	100%	1	100%	5	40%	5	80%	22	14%	21	52%
School District and Probation Department	1	0%	1	0%	8	13%	9	33%	42	21%	42	36%
Instructional Staff-to-Student Ratio												
1:8 or lower	1	0%	1	0%	6	17%	6	33%	36	25%	35	37%
1:9 or greater	2	50%	2	100%	10	30%	11	46%	43	12%	42	36%

- ★ If there is a student in a category and the percent passing is zero, then the student took the test, but did not pass it
- ★ The number of student represented in this table ranges from three to seventy-seven
- ★ The passing rate varies across program model type and grade, and in the smaller groups, the 100% refers to very few students
- ★ For example, in Grade 4 reading, the percentage of 50% denotes one of two students passing

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

TABLE 43

**STAAR Passing Rates for JJAEP Students in Grades Seven Through Eight
School Year 2014-2015**

	Grade 7 Math		Grade 7 Reading		Grade 8 Math		Grade 8 Reading	
	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total	227	22%	222	27%	344	22%	383	47%
Expulsion Type								
Mandatory	87	26%	86	35%	150	32%	163	59%
Discretionary	119	20%	116	23%	158	15%	179	40%
Non-Expelled	21	10%	20	15%	36	17%	41	34%
Program Model Type								
Military Component	48	27%	47	32%	52	15%	55	44%
Therapeutic Model	93	22%	91	26%	157	28%	175	48%
Traditional Model	86	19%	84	25%	135	19%	153	48%
Operation Design								
Private Contractor and Probation Department	52	19%	52	19%	80	13%	96	43%
Probation Department Only	72	18%	68	22%	119	23%	132	42%
School District and Probation Department	103	25%	102	34%	145	28%	155	54%
Instructional Staff-to-Student Ratio								
1:8 or lower	103	26%	102	32%	118	25%	129	50%
1:9 or greater	124	18%	120	23%	226	21%	254	46%

- ★ Students that were mandatory referrals to the JJAEPs had higher passing rates in both math and reading, especially in the grades with a higher number of students taking the test (e.g. Grade 5 and above)
- ★ In Grade 7, students in the therapeutic models and traditional models had very similar passing rates in both math and reading
- ★ Students in 8th Grade math and reading testing, regardless of program characteristic, had a higher passing rate

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

For the 2012-2013 school year, the STAAR testing included six end-of-course subjects which the students in JJAEP programs were required to take: English I, English II, and English III in the English language arts area, and Algebra I, Algebra II, and Geometry in the mathematics area. For the 2014-2015 school year, only three subject areas were tested: English I, English II, and Algebra I and this report will be for those subjects only.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR. Results include only those students whose record was matched to testing data. Table 44 provides the distribution of STAAR EOC participation during school year 2014-2015 for students in JJAEPs.

TABLE 44

**End-of-Course Testing by Subject
School Year 2014-2015**

	End-of-Course Subjects		
	English I	English II	Algebra I
Absent	43	36	43
%	4.7%	5.8%	5.8%
Other	6	7	13
%	0.7%	1.1%	1.8%
Scored	874	573	681
%	94.7%	93.0%	92.4%
Total	923	616	737
%	100.0%	100.0%	100.0%

- ★ The majority of matched JJAEP students had STAAR tests that were scored
- ★ Overall, between 92% and 95% of students within each subject were scored
- ★ The number of students taking the English II examination increased from 341 in 2012-2013 to 573 in 2014-2015

For end-of-course examinations, the Phase-In I Standard (for EOCs taken in the 2014-2015 school year) was used to determine passing rates. Because end-of-course STAAR testing takes place over several months during the year, no exact information about specific students testing dates exist in the TEA STAAR matched data. Therefore, the students with 90 days or more in JJAEP prior to the STAAR test cannot be properly identified. The reported results are for all students entering JJAEP in school year 2014-15. The passing rates for all JJAEP students who had a score on the specific EOC are presented in Table 45.

TABLE 45

**End-of-Course Average Scale Score and Passing Rates
School Year 2014-2015**

	English I	English II	Algebra I
# of Students Scores	874	573	681
Average Scale Score	3542	3546	3418
Passing Score	3750	3750	3500
Passing Rate	34%	39%	37%

- ★ The passing rates ranges from 34% to 39% across STAAR end-of-course subjects
- ★ English I had a 34% passing rate using the Level II Phase-In I Standard with 874 students being tested
- ★ English II had a passing rate of 55% (N = 341) in 2012-2013, while the current passing rate is 39% for 573 students
- ★ In the area of math, Algebra I had a passing rate of 50%, for 700 students in 2012-2013 compared to the current passing rate of 37% (N = 681)

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

TABLE 46

**End-of-Course Passing Rate by Expulsion Type and Program Characteristics
School Year 2014-2015**

	English I		English II		Algebra I	
	N	Passing Rate	N	Passing Rate	N	Passing Rate
Total Number	874	34%	573	39%	681	37%
Expulsion Type						
Mandatory	422	41%	331	44%	308	45%
Discretionary	342	26%	174	29%	275	30%
Non-Expelled	110	33%	68	34%	98	29%
Program Model Type						
Military Component	155	41%	107	35%	130	41%
Therapeutic Model	354	35%	239	43%	288	38%
Traditional Model	365	30%	227	36%	263	33%
Operation Design						
Private Contractor and Probation Department	226	28%	145	34%	165	31%
Probation Department Only	251	37%	181	40%	196	36%
School District and Probation Department	397	35%	247	40%	320	40%
Instructional Staff-to-Student Ratio						
1:8 or lower	303	37%	200	43%	248	43%
1:9 or greater	571	32%	373	36%	433	33%

- ★ The passing rates vary across all program characteristics, ranging from 26% to 45%
- ★ For Expulsion Type, mandatory referrals had higher passing rates in English I, English II, and Algebra I than discretionary referrals or “other” referrals
- ★ Students in a JJAEP characterized as having a “Military Component” had the highest passing rate for English I and Algebra I
- ★ Students in JJAEP programs with a “Therapeutic Model” had the highest passing rate for English II
- ★ 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 II and Algebra I
- ★ Students in JJAEPs with an operation design of “Probation Department Only” also had the higher passing rate for English I and English II
- ★ The passing rates vary across “Instructional Staff-to-Student Ratio” ranging from 32% to 43%
- ★ Students in JJAEPs with a 1:8 or lower staff-to-student ratio had a higher passing rates in English I, English II, and Algebra I

IOWA TESTS OF BASIC SKILLS ANALYSIS

METHODOLOGY

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

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

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

Students who are expected to be enrolled 90 days or longer are 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 633 students. The average length of stay for this group is 120 days compared to the overall student length of stay which was 77 days. This group of student performance results will be identified as the ITBS/ITED Cohort.

STATEWIDE ITBS/ITED GRADE EQUIVALENCY SCORES

Table 47 presents the ITBS/ITED Cohort grade equivalency for school year 2014-2015.

TABLE 47

ITBS/ITED Average Grade Equivalency Scores for Students Assigned at Least 90 School Days in JJAEP School Year 2014-2015

	N	Admission Average	Exit Average	Difference
Math	633	6.70	7.55	0.85
Reading	633	6.77	7.68	0.91

- ★ At admission, students had an average ITBS/ITED grade equivalency at the 7th grade level in both math and reading
- ★ The average grade equivalency results for both math and reading increased by more than one semester from admission to exit

★ Reading scores improved slightly more than math scores, both of which were a slightly higher gain than in the previous report

ITBS/ITED AVERAGE GROWTH SCORES BY COUNTY

In order to evaluate the performance of the JJAEPs by county, educational growth between admission and exit was compared for all mandatory JJAEPs. Table 48 presents the math and reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2014-2015.

TABLE 48

**ITBS/ITED Average Growth by County
for Students Assigned at Least 90 Days in JJAEP
School Year 2014-2015**

County	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
BELL	3	7.53	4.67	-2.87	3	5.73	6.07	0.33
BEXAR	21	5.67	5.78	0.11	21	6.65	6.81	0.16
BRAZORIA	6	8.95	9.87	0.92	6	8.70	8.97	0.27
BRAZOS	5	7.55	7.25	-0.30	5	5.50	4.90	-0.60
CAMERON	52	5.97	9.05	3.08	52	5.02	8.12	3.10
COLLIN	10	7.20	8.58	1.38	10	8.95	8.68	-0.27
DALLAS	110	6.35	7.01	0.66	110	6.45	7.48	1.03
DENTON	9	9.81	9.02	-0.79	9	10.57	7.59	-2.98
EL PASO	9	7.54	8.02	0.48	9	6.93	8.46	1.52
FORT BEND	35	6.77	6.95	0.17	35	7.40	7.97	0.57
GALVESTON	16	7.46	8.61	1.14	16	8.21	9.15	0.94
HARRIS	70	5.90	7.32	1.42	70	6.34	7.00	0.65
HAYS	14	7.22	8.55	1.33	14	7.17	9.11	1.94
HIDALGO	10	5.53	5.06	-0.47	10	5.88	5.58	-0.30
JEFFERSON	10	7.60	8.57	0.97	10	7.73	9.36	1.63
JOHNSON	3	12.03	11.97	-0.07	3	11.07	11.00	-0.07
LUBBOCK	3	8.87	9.50	0.63	3	7.77	8.67	0.90
MCLENNAN	34	6.61	7.39	0.78	34	5.80	6.84	1.04
MONTGOMERY	38	6.79	7.63	0.83	38	7.19	9.27	2.08
NUECES	10	6.34	6.72	0.38	10	7.16	6.71	-0.45
TARRANT	61	7.35	7.76	0.41	61	7.10	7.55	0.45
TAYLOR	1	11.60	10.60	-1.00	1	7.30	5.90	-1.40
TRAVIS	7	5.13	6.47	1.34	7	4.77	5.96	1.19
WEBB	32	6.54	6.43	-0.11	32	6.03	5.72	-0.32
WICHITA	17	6.61	6.95	0.34	17	6.85	7.29	0.44
WILLIAMSON	50	7.32	8.28	0.96	50	7.89	8.81	0.93

- ★ In twenty-one of twenty-six counties, students showed an improvement in math with a range of staying on grade level (.07) to three grade levels
- ★ In twenty-two of twenty-six counties, students showed an improvement in reading/ELA, from staying on grade level (.16) to two grade levels
- ★ Two programs had a lowering of grade level overall showing a lower performance at exit than entry in math and reading
- ★ The greatest positive change in math scores was in Cameron County where the average score increased three grade levels for fifty-two students
- ★ The greatest positive change in reading scores was in Cameron County where the average score increased three grade levels for fifty-two students
- ★ The county administrators state that the decrease in grade level is more an indication of lack of effort on the part of the individual test takers, not a reflection of how well or poorly the students learned or participated

ITBS/ITED GRADE EQUIVALENCY SCORES BY RACE

Table 49 presents the ITBS/ITED performance of JJAEP students by race in math and reading for school year 2014-2015.

TABLE 49

**ITBS/ITED Average Grade Equivalency Scores by Race
for Students Assigned at Least 90 Days in JJAEP
School Year 2014-2015**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
African-American	143	6.15	6.73	0.58	143	6.54	7.23	0.69
White	362	6.48	7.56	1.08	362	6.30	7.51	1.21
Hispanic	114	7.90	8.45	0.55	114	8.30	8.77	0.47
Other	14	8.29	8.37	0.08	14	8.83	7.75	-1.08

- ★ All racial groups demonstrated improvement in reading and math during their enrollment in the JJAEP
- ★ Students who were African-American had the lowest admission and exit scores in math
- ★ Students who were White had the lowest admission scores in reading
- ★ Students identified as White demonstrated the most improvement in math, increasing by 1.08 grade levels, and 1.21 grade levels in reading
- ★ Students identified as Other show decrease in reading of 1.08 grade levels, possibly due to lack of effort in taking the assessment than as a true reflection of achievement, as reported by JJAEP administrators

ITBS/ITED GRADE EQUIVALENCY SCORES BY TYPE OF JJAEP EXPULSION

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

TABLE 50

**ITBS/ITED Average Grade Equivalency Scores by Expulsion Type
for Students Assigned at Least 90 Days in JJAEP
School Year 2014-2015**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory	342	6.84	7.82	0.98	342	6.89	7.94	1.05
Discretionary	224	6.42	7.10	0.67	224	6.31	7.08	0.77
Non-Expelled	67	6.91	7.66	0.76	67	7.69	8.32	0.62

- ★ Students in JJAEP due to a Mandatory expulsion had the highest growth in math and in reading from admission to exit
- ★ Students who are Non-Expelled (court ordered) had, at entry, the highest admission average for both math and reading

ITBS/ITED GRADE EQUIVALENCY SCORES BY PROGRAM CHARACTERISTIC

Table 51 presents the change in student ITBS/ITED scores by program characteristic including program model type, operation design and instructional staff-to-student ratio. Programmatic information was compiled from a survey completed by JJAEP program administrators.

TABLE 51

**ITBS/ITED Average Grade Equivalency Scores by Program Characteristics
for Students Assigned at Least 90 Days in JJAEP
School Year 2014-2015**

	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Program Model Type								
Military Component	92	7.74	8.57	0.83	92	8.07	8.80	0.73
Therapeutic Model	299	6.59	7.78	1.19	299	6.64	7.86	1.22
Traditional Model	242	6.44	6.88	0.43	242	6.44	7.03	0.60
Operation Design								
Private Contractor and Probation Department	103	5.89	7.47	1.57	103	5.65	7.26	1.61
Probation Department Only	227	6.48	7.19	0.70	227	6.58	7.10	0.53
School District and Probation Department	303	7.14	7.85	0.71	303	7.29	8.25	0.96
Instructional Staff-to-Student Ratio								
1:8 or lower	217	7.45	8.04	0.59	217	7.60	8.07	0.48
1:9 or greater	416	6.31	7.30	0.98	416	6.34	7.47	1.14

- ★ Positive growth in reading and math was demonstrated by all programs characteristics
- ★ The largest positive change in grade equivalency scores for math and reading was in JJAEPs operated jointly by a private contractor and the probation department, with increases of 1.51 and 1.61 grade levels, respectively
- ★ All exit averages showed close to one semester or more of growth, from .43, to just over 1.5 grade levels of growth

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. TJJ created estimates of expected growth in the ITBS/ITED based on length of stay in a JJAEP. Based on the scoring scale for the ITBS/ITED, a student’s score is expected to increase by one-tenth for each month of a given school year. Table 52 provides the ITBS/ITED Cohort by Expected Growth. There has been an incremental increase in the number of students testing below grade level at entry since the 2010-2011 school year.

TABLE 52
JJAEP ITBS/ITED Cohort Entry Scores by Growth
School Year 2014-2015

	Math				Reading			
	ITBS/ITED Cohort		Met or Exceeded Expected Growth		ITBS/ITED Cohort		Met or Exceeded Expected Growth	
	N	%	N	%	N	%	N	%
Tested At or Above Grade Level at Entry	129	20%	23	18%	140	22%	46	33%
Tested Below Grade Level at Entry	504	80%	279	55%	493	78%	227	56%
Total	633	100%	302	48%	633	100%	273	43%

- ★ 80% of students tested below grade level in math for the 2014-2015 school year, up from 75% in 2012-2013
- ★ For reading, 78% of students tested below grade level for the 2014-2015 school year, up from 76% in 2012-2013
- ★ 55% of students who tested below grade level in math at entry to the JJAEP achieved the expected level of growth from pre-test to post-test, compared to 18% of those students who tested at or above grade level in math at entry to the JJAEP
- ★ 56% 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 33% of those students who tested at or above grade level in reading at entry to the JJAEP

GROWTH RATE BY PROGRAM CHARACTERISTIC

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

TABLE 53

**ITBS/ITED Growth Expectations by Program Characteristics
School Year 2014-2015**

	Math		Reading	
	N	Percent At or Exceeding Expectations	N	Percent At or Exceeding Expectations
Program Model Type				
Military Component	46	50%	48	52%
Therapeutic Model	155	52%	169	56%
Traditional Model	101	42%	106	44%
Operation Design				
Private Contractor and Probation Department	52	50%	58	56%
Probation Department Only	111	49%	106	47%
School District and Probation Department	139	46%	159	52%

- ★ 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 2014-2015
- ★ Students in JJAEPs with a therapeutic model met ITBS/ITED growth expectations in math at a higher rate than students in programs with military components or traditional models which is the same result as the 2012-2013 year
- ★ Students in JJAEPs operated by the probation department in cooperation with a private contractor met ITBS/ITED growth expectations at a higher rate in both reading and math than students in JJAEPs operated by school districts or the probation department only
- ★ The probation department only design showed only a 37% met or exceeding expectations in the previous report, and shows a 12% increase, the largest gain for any category

BEHAVIOR ANALYSIS

ATTENDANCE RATES IN JJAEPS BY COUNTY

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

The attendance benchmark, 78%, was established for the 2002-2003 school year, and was based on JJAEP attendance rates for school years 1999-2000 through 2001-2002. TJJJ has chosen to continue to use this benchmark. Table 54 presents attendance rates for JJAEPs using the statewide attendance benchmark of 78% compared to the 2014-2015 school year by county and statewide.

TABLE 54
JJAEP Attendance Rates by County
School Year 2014-2015

County	Statewide Benchmark	2014-2015 Rate	Difference
BELL	78%	95%	17%
BEXAR	78%	85%	7%
BRAZORIA	78%	88%	10%
BRAZOS	78%	81%	3%
CAMERON	78%	79%	1%
COLLIN	78%	85%	7%
DALLAS	78%	78%	0%
DENTON	78%	94%	16%
EL PASO	78%	91%	13%
FORT BEND	78%	92%	14%
GALVESTON	78%	94%	16%
HARRIS	78%	75%	-3%
HAYS	78%	89%	11%
HIDALGO	78%	71%	-7%
JEFFERSON	78%	80%	2%
JOHNSON	78%	93%	15%
LUBBOCK	78%	83%	5%
MCLENNAN	78%	86%	8%
MONTGOMERY	78%	89%	11%
NUECES	78%	66%	-12%
TARRANT	78%	90%	12%
TAYLOR	78%	89%	11%
TRAVIS	78%	87%	9%
WEBB	78%	83%	5%
WICHITA	78%	96%	18%
WILLIAMSON	78%	94%	16%
Statewide	78%	84%	6%

- ★ The statewide JJAEP attendance rate decreased from 86% during school year 2012-2013 to 84% for school year 2014-2015
- ★ Twenty-three of twenty-six counties (88.5%) met or exceeded the attendance benchmark of 78%
- ★ Nine counties or 35% of JJAEPs maintained attendance rates of 90% or better (i.e., Bell, Denton, El Paso, Fort Bend, Galveston, Johnson, Tarrant, Wichita, and Williamson).
- ★ An additional twelve counties, 46%, of JJAEPs had attendance rates between 80% and 89% (i.e., Bexar, Brazoria, Brazos, Cameron, Collin, hays, Jefferson, Lubbock, McLennan, Montgomery, Taylor, Travis, and Webb) an increase from 27% in 2012-2013
- ★ Three counties: Harris, Hidalgo, and Nueces, did not meet the attendance benchmark

ATTENDANCE RATES BY EXPULSION TYPE

When examining attendance rates by county, student attendance rates varied by JJAEP expulsion type during the 2014-2015 school year. Table 55 provides the attendance rate by expulsion type.

TABLE 55
JJAEP Attendance Rates by Expulsion Type
School Year 2014-2015

County	Mandatory	Discretionary	Non-Expelled	Total
BELL	95%	-	-	95%
BEXAR	89%	81%	-	85%
BRAZORIA	89%	84%	-	88%
BRAZOS	-	-	81%	81%
CAMERON	88%	72%	66%	79%
COLLIN	89%	81%	-	85%
DALLAS	83%	73%	-	78%
DENTON	96%	94%	91%	94%
EL PASO	91%	-	-	91%
FORT BEND	92%	94%	91%	92%
GALVESTON	94%	-	-	94%
HARRIS	81%	71%	-	75%
HAYS	94%	92%	58%	89%
HIDALGO	76%	65%	-	71%
JEFFERSON	69%	82%	-	80%
JOHNSON	93%	91%	95%	93%
LUBBOCK	93%	86%	77%	83%
MCLENNAN	95%	85%	-	86%
MONTGOMERY	91%	86%	84%	89%
NUECES	84%	61%	-	66%
TARRANT	93%	86%	100%	90%
TAYLOR	96%	81%	-	89%
TRAVIS	92%	80%	60%	87%
WEBB	87%	80%	-	83%
WICHITA	98%	-	95%	96%
WILLIAMSON	90%	90%	98%	94%
Statewide	88%	79%	89%	84%

- ★ In school year 2014-2015, the attendance rate was 88% for Mandatory students compared to 89% for Non-Expelled students, and 79% for discretionary students
- ★ Attendance rate changes compared to the previous report:
 - attendance rate increased by three percent for Non-Expelled students
 - decreased by two percent for Discretionary students
 - decreased one percent for Mandatory 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 2013-2014 and 2014-2015). Data was not available for juveniles enrolled before the third six-week period of school year 2013-2014 or for juveniles who exited after the fourth six-week period of school year 2014-2015.

A negative change in absence rate indicates a positive change in student attendance after returning to regular school. Table 56 provides the overall change in average absence rate for JJAEPs in school year 2014-2015.

TABLE 56

Statewide Absence Rates for Students Before and After JJAEP Placement School Year 2014-2015

	N	Before	After	% Change in Absence Rate
Statewide	610	13.7%	11.6%	-15%

- ★ Statewide, the proportion of absences during the two six-week periods, prior to and after program participation declined by 15%, an increase in attendance from the 2012-2013 school year (12.5%)

Table 57 gives a statewide breakdown of student absences rates.

TABLE 57

Student Absence Rates After Exiting JJAEP School Year 2014-2015

	N	%
Students whose absence rate increased	258	42%
Students whose absence rate stayed the same	18	3%
Students whose absence rate decreased	334	55%
Students	610	100%

- ★ The absence rate for 55% of students decreased after exiting the JJAEP and returning to their home school
- ★ The absence rate for 42% of students increased after exiting the JJAEP and returning to their home school
- ★ The percentages presented in this table are very similar to those in the previous report

Table 58 provides the absence rates and the change in absences by county for students in JJAEPs in school year 2014-2015.

TABLE 58
Absence Rates by County for Students in JJAEP
School Year 2014-2015

County	N	Before	After	% Change in Absence Rate
BELL	3	12.7%	8.7%	-31%
BEXAR	45	10.9%	11.2%	3%
BRAZORIA	30	8.6%	8.2%	-4%
BRAZOS	5	23.1%	22.3%	-4%
CAMERON	32	22.3%	15.4%	-31%
COLLIN	19	7.7%	8.7%	14%
DALLAS	75	16.9%	11.1%	-34%
DENTON	25	9.5%	8.5%	-11%
EL PASO	13	9.9%	8.5%	-14%
FORT BEND	17	22.5%	14.4%	-36%
GALVESTON	9	15.6%	5.7%	-63%
HARRIS	73	13.6%	11.7%	-14%
HAYS	6	9.0%	8.9%	-1%
HIDALGO	34	16.2%	13.5%	-17%
JEFFERSON	7	19.4%	13.8%	-29%
JOHNSON	2	19.6%	10.4%	-47%
LUBBOCK	20	12.0%	13.4%	11%
MCLENNAN	30	14.6%	12.6%	-14%
MONTGOMERY	43	8.4%	9.6%	15%
NUECES	9	24.3%	22.6%	-7%
TARRANT	27	14.1%	12.3%	-13%
TAYLOR	5	9.8%	5.4%	-45%
TRAVIS	8	15.3%	14.3%	-7%
WEBB	31	13.9%	14.1%	1%
WICHITA	19	5.0%	9.2%	86%
WILLIAMSON	23	14.0%	11.1%	-20%
Statewide	610	13.7%	11.6%	-15%

- ★ Nineteen of the 26 JJAEPs (73%) experienced a decrease in the absence rate when students returned to school after exiting the JJAEP
- ★ Seven counties had an increased absence rate: Bexar, Collin, Johnson, Lubbock, Montgomery, Webb, and Wichita

SCHOOL DISCIPLINARY REFERRALS

A goal of JJAEPs is to improve the behavior of students who attend the program. To measure the behavioral impact of the program, the change in school disciplinary referrals for students in JJAEPs before and after program participation was analyzed. Students may receive a disciplinary referral at a school for a number of reasons. 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 2014-2015 or for juveniles who exited after the fourth six-week period of school year 2014-2015.

Table 59 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2014-2015.

TABLE 59

Statewide Before and After Average Disciplinary Referrals for Students Exiting from JJAEP School Year 2014-2015

	N	Before	After	% Change in Disciplinary Referrals
Statewide	967	2.54	1.19	-53%

- ★ Statewide, the average number of disciplinary incidents declined 53% in the two six-week periods after students exited the JJAEP, a larger decline than reported in the previous report of 48%

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

TABLE 60

Student Disciplinary Referrals After Exiting JJAEP School Year 2014-2015

	N	%
Students with increase in discipline referrals	144	15%
Students with no difference in discipline referrals	227	23%
Students with decrease in discipline referrals	596	62%
Total Students	967	100%

- ★ 62% of students experienced a decrease in disciplinary referrals after participating in a JJAEP compared to 57% in the previous report
- ★ 38% had continued to have the same amount of discipline referrals or more in the two six weeks following their return to their school district

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

TABLE 61

**Students with Zero to Five or More Disciplinary Referrals Before and After
JJAEP
School Year 2014-2015**

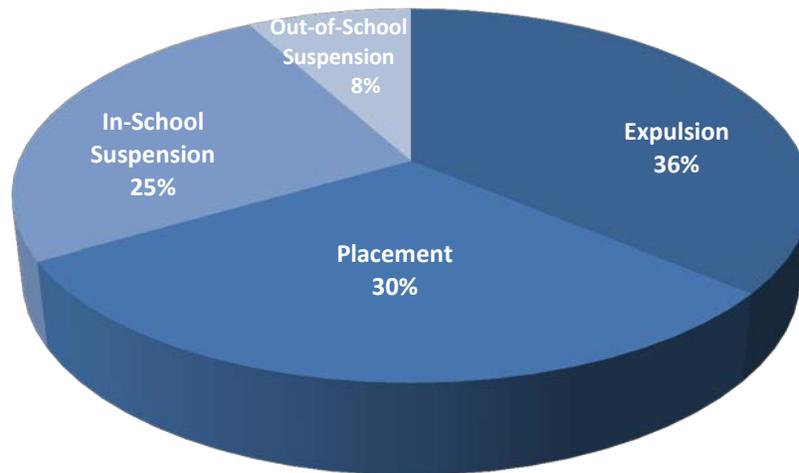
	Before JJAEP		After JJAEP	
	N	%	N	%
Students with zero discipline referrals	240	25%	572	59%
Students with one discipline referrals	122	13%	105	11%
Students with two discipline referrals	126	13%	86	9%
Students with three discipline referrals	112	12%	53	5%
Students with four discipline referrals	91	9%	38	4%
Students with five or more discipline referrals	276	28%	113	12%
Total Students	967	100%	967	100%

- ★ 25% 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 25% in the two six-week periods before JJAEP entry to 59% in the two six-week periods after exiting the JJAEP
- ★ The proportion of juveniles with five or more disciplinary referrals decreased from 28% before entering the JJAEP to 12% after exit
- ★ All of the percentages reported are similar to those reported in the previous report

The level of disciplinary actions for students in the two six-week periods prior to, and after, JJAEP placement are described in Tables 62 and 63. Since 25% of students had no disciplinary referrals during the 'before' tracking period, the following two charts describe the level of disciplinary actions for the 75% of the 'before JJAEP' students (N= 727) and 43% of the 'after JJAEP' students (N= 395).

TABLE 62

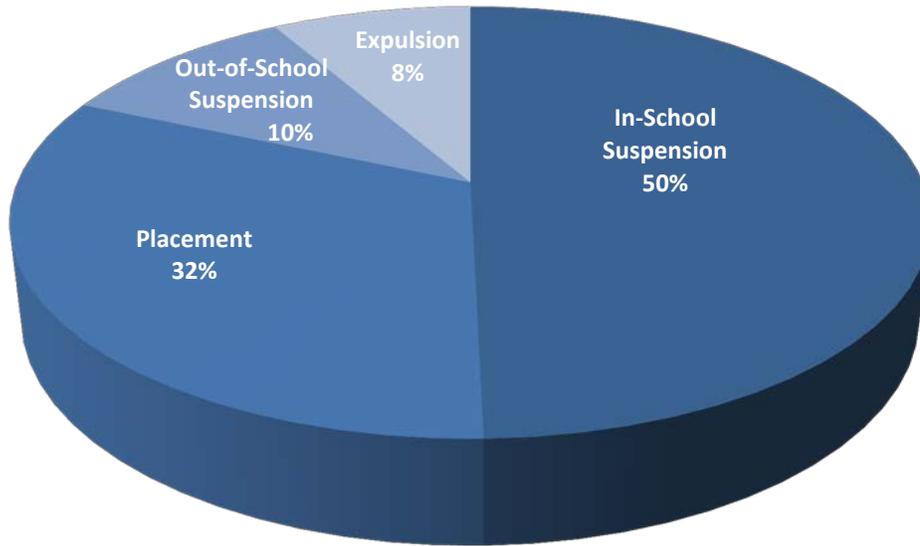
**Level of Disciplinary Actions in the Two Six-Week Periods
Before JJAEP Entry
School Year 2014-2015**



- ★ Prior to JJAEP entry, for 727 applicable students, 36% of the disciplinary actions were expulsions
- ★ 30% of the disciplinary actions were placements to an alternative school setting
- ★ 25% of the disciplinary actions were in-school suspensions
- ★ Eight percent of the disciplinary actions were out-of-school suspensions
- ★ All of the percentages reported are similar to those reported in the previous report

TABLE 63

**Level of Disciplinary Actions in the Two Six-Week Periods
After JJAEP Exit
School Year 2014-2015**



- ★ For 395 JJAEP students with disciplinary actions after exiting the JJAEP, 50% of the most severe disciplinary actions were in-school suspensions
- ★ 32% 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
- ★ Eight percent of the most severe disciplinary actions were expulsions

JUVENILE PROBATION SYSTEM RE-CONTACT RATE ANALYSIS

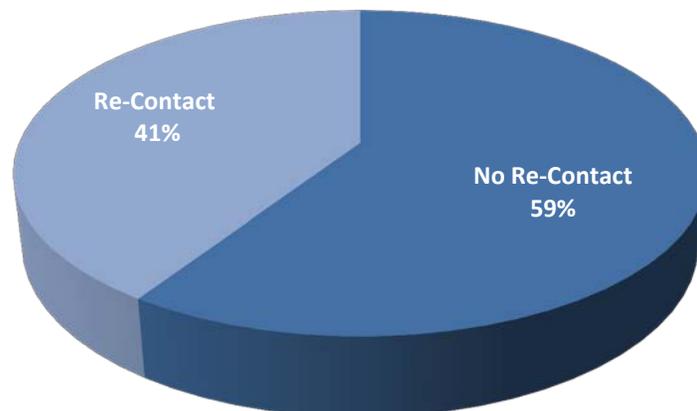
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Following their exit from the JJAEP, students were tracked in the juvenile probation system for one year. A re-contact was defined as any subsequent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

Students who exited JJAEPs in school year 2014-2015, 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, and who exited by February 28, 2015, were included in the one year analysis (N= 793). In the previous report, 516 students were included in this group.

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 64 shows the re-contact rate within one year for students who exited the JJAEP during school year 2014-2015.

CHART 64

JJAEP One-Year Re-Contact Rates School Year 2014-2015



- ★ The re-contact rate for 328 of 793 juveniles was 41%
- ★ 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 thirteen
- ★ A total of 40% had one subsequent contact
- ★ 25% had two subsequent contacts
- ★ 35% had three or more subsequent contacts

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

TABLE 65

**One-Year Re-Contact Rates by Program Exit for Students in JJAEP
School Year 2014-2015**

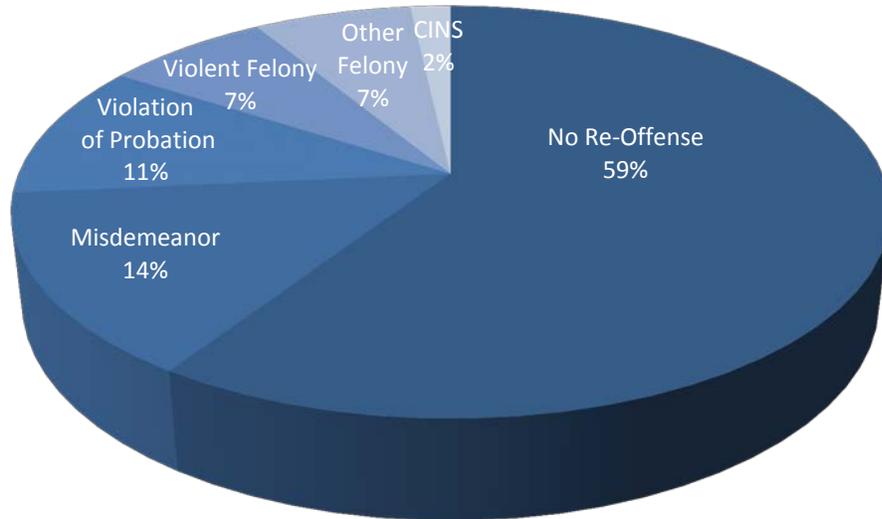
	Return to Local School District		Left Program Incomplete		Other Exits		Total	
	N	%	N	%	N	%	N	%
No Re-Contact	369	63%	35	36%	61	54%	465	59%
Re-Contact	215	37%	61	64%	52	46%	328	41%
Total	584	100%	96	100%	113	100%	793	100%

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

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

CHART 66

**Re-Contact Rates by Severity of Subsequent Offense
School Year 2014-2015**



- ★ More than half of the students (59%) had no re-contact with the county probation department
- ★ Violation of probation increased from 4% in the previous report to 11% in this report
- ★ A total of 41% had a subsequent contact for a felony or misdemeanor within one year, the same percentage as in the previous report

- ★ 7% had a subsequent contact for a violent felony within one year, the same percentage as in the previous report

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

TABLE 67
One-Year Re-Contact Rates by County and Offense Type
School Year 2014-2015

County	N	Felony	Misdemeanor A or B	Violation of Probation	CINS	Total Re-Contact
BELL	2	0%	0%	0%	0%	0%
BEXAR	63	10%	21%	5%	2%	37%
BRAZORIA	30	7%	13%	20%	0%	40%
BRAZOS	12	25%	25%	42%	0%	92%
CAMERON	47	23%	11%	26%	0%	60%
COLLIN	13	0%	8%	15%	0%	23%
DALLAS	79	11%	11%	9%	5%	37%
DENTON	28	7%	18%	7%	0%	32%
EL PASO	14	0%	7%	0%	0%	7%
FORT BEND	30	20%	7%	13%	0%	40%
GALVESTON	14	14%	0%	7%	0%	21%
HARRIS	109	12%	12%	9%	1%	34%
HAYS	11	18%	36%	9%	9%	73%
HIDALGO	14	21%	7%	21%	0%	50%
JEFFERSON	11	36%	27%	18%	0%	82%
JOHNSON	3	0%	0%	0%	33%	33%
LUBBOCK	32	44%	19%	3%	0%	66%
MCLENNAN	33	6%	24%	3%	12%	45%
MONTGOMERY	76	8%	14%	8%	0%	30%
NUECES	9	22%	22%	11%	0%	56%
TARRANT	42	10%	19%	5%	2%	36%
TAYLOR	13	8%	0%	23%	0%	31%
TRAVIS	16	25%	13%	13%	0%	50%
WEBB	40	33%	15%	8%	0%	55%
WICHITA	22	9%	0%	27%	0%	36%
WILLIAMSON	30	10%	27%	10%	0%	47%
Total	793	14%	15%	11%	2%	41%

- ★ The lowest one-year re-contact rate in a county was 0% in Bell County for two students
- ★ The highest re-contact was 92% in Brazos County, where the majority of students are court ordered
- ★ The JJAEP statewide re-contact rate was 41% for the 2014-2015 school year

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

TABLE 68

**One-Year Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2014-2015**

	Total Re-Contact	Felony	Misdemeanor A or B	Violation of Probation	CINS
Program Model Type					
Military Component	52%	19%	21%	11%	1%
Therapeutic Model	37%	13%	11%	12%	1%
Traditional Model	41%	13%	15%	10%	3%
Operation Design					
Private Contractor and Probation Department	47%	17%	15%	14%	1%
Probation Department Only	40%	14%	13%	11%	2%
School District and Probation Department	41%	13%	16%	10%	2%

- ★ In school year 2014-2015, with a therapeutic program model type had the lowest total re-contact rate due to having the lowest re-contact rates for felony, misdemeanors, and CINS offenses
- ★ The difference in re-contact rates for operation design was minimal

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, 2014 and February 29, 2015, and who received dispositions of supervisory caution, deferred prosecution, or probation was analyzed. Table 69 describes re-contact rates for students in JJAEPs versus student who were involved with the probation system and not referred to JJAEP.

TABLE 69

Comparison of Re-contact Rates for JJAEP and Non-JJAEP Juveniles
School Years 2010-2011 Through 2014-2015

	2010-2011 (6 month Re-contact rate)	2012-2013 (One Year Re-contact Rate)	2014-2015 (One year Re-contact Rate)
JJAEP Juveniles	48%	43%	41%
Non-JJAEP Juveniles	29%	28%	33%

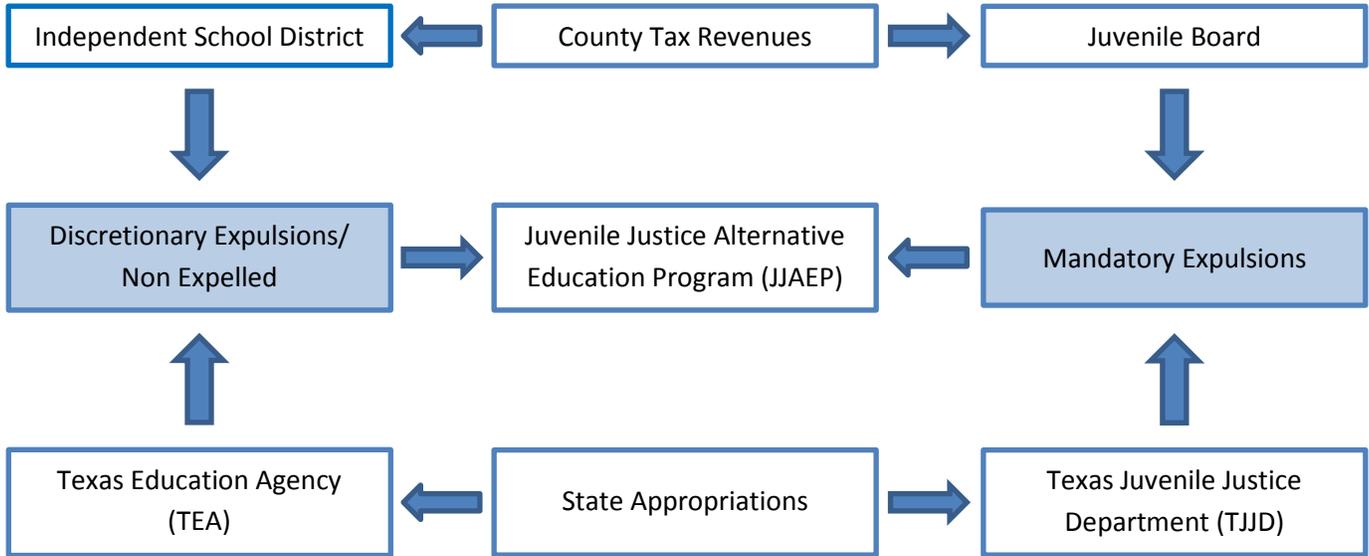
★ The percentage of JJAEP Juveniles having re-contact with the probation department has decreased

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Section 6: Program Costing

OVERVIEW

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



During the 2014-2015 school year, TJJD allocated \$86.00 for each mandatory student attendance day for 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 (MOU) that is negotiated between each school district located in the county and the local juvenile board. School districts are prohibited from receiving Foundation School Funds (FSF) for students who are mandatorily expelled however, 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 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 for the JJAEP 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 presents 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.

STATEWIDE REPORTED COSTS FOR ALL JJAEPS

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

TABLE 70

Statewide Reported Costs for all JJAEP Programs From School Year 2006-2007 Through School Year 2014-2015

School Year	Reported Cost Totals	Difference in Cost From Previous Year	Change %	Average Cost Per Day	Changes in Ave. Costs Per Day	% Change
2006-2007	\$ 36,814,084.17			\$ 117.29		
2008-2009	\$ 36,624,764.66	\$ (189,319.51)	-0.51%	\$ 155.37	\$ 38.08	24.51%
2010-2011	\$ 31,082,528.88	\$ (5,542,235.78)	-15.13%	\$ 192.59	\$ 37.22	23.96%
2012-2013	\$ 25,075,432.82	\$ (6,007,096.06)	-19.33%	\$ 184.41	\$ -8.18	-4.25%
2014-2015	\$ 26,324,181.45	\$ 1,248,748.63	4.97%	\$ 212.52	\$ 28.11	15.24%

- ★ Overall, costs have decreased since 2006-2007 from \$36+ million to \$26+ million as overall student attendance numbers have declined
- ★ Overall JJAEP program costs have decreased since the 2006-2007 school year by \$10.4 million
- ★ Average costs per day were rising in previous bienniums, then dipped on the previous report, and have risen again by 15% in this report
- ★ The 2012-2013 school year showed a decrease in the average cost per day across the state
- ★ The number of student entries and student attendance days in a JJAEP directly affects the cost per day of operating a program; as the number of entries decreased from 3,079 student entries in the previous report to 2,977, a 3% decrease, the smallest change since the 2008-2009 school year
- ★ Due to the decrease in student entries, there resulted a decrease in student attendance days and an increased cost per day
- ★ *APPENDIX D: ITEMIZATION OF JJAEP COSTS PER DAY: SCHOOL YEAR: 2014-2015* contains a detailed listing of JJAEP costs by county based on all student attendance days and overall costs per school day
- ★ Overall costs per school day are based on 180 school days and ten staff in-service days for total of 190 operated days

TOTAL COST PER DAY

Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year. Table 71 identifies the total reported combined county and school district expenditures.

Finally, a calculation of the total cost per student attendance day and per school day (including ten in-service days for staff) across all programs is provided

TABLE 71

JJAEP Cost per Student Attendance Day Total Costs per School Day by County (Required + Non-Required) School Year 2014-2015

County	Total Costs	Average All Costs Per Student Attendance Day	Average Total Costs Per 190 Day School Year	Total Number of Student Attendance Days
Cameron	\$ 963,914.38	\$ 87.62	\$ 5,073.23	11,001
Hidalgo	\$ 418,110.20	\$ 94.83	\$ 2,200.58	4,409
Dallas	\$ 1,227,094.10	\$ 104.50	\$ 299.33	11,743
Bexar	\$ 1,148,490.16	\$ 113.40	\$ 6,044.69	10,128
McLennan	\$ 617,424.00	\$ 142.17	\$ 3,249.60	4,343
Webb	\$ 869,294.01	\$ 145.15	\$ 4,575.23	5,989
Montgomery	\$ 1,911,883.85	\$ 145.70	\$ 10,062.55	13,122
Harris	\$ 1,911,467.01	\$ 146.71	\$ 10,060.35	13,029
Wichita	\$ 689,562.56	\$ 185.87	\$ 3,629.28	3,710
Galveston	\$ 314,955.19	\$ 192.99	\$ 1,657.66	1,632
Hays	\$ 331,217.00	\$ 214.38	\$ 1,743.25	1,545
Nueces	\$ 592,983.97	\$ 231.54	\$ 3,120.97	2,561
Brazoria	\$ 741,041.12	\$ 234.43	\$ 3,900.22	3,161
Williamson	\$ 1,875,917.82	\$ 299.14	\$ 9,873.25	6,271
Denton	\$ 1,230,829.26	\$ 299.33	\$ 6,478.05	4,112
Fort Bend	\$ 2,018,250.50	\$ 316.29	\$ 10,622.37	6,381
Tarrant	\$ 2,084,281.39	\$ 329.22	\$ 10,969.90	6,331
Lubbock	\$ 672,002.93	\$ 338.20	\$ 3,536.86	1,987
Taylor	\$ 518,269.00	\$ 364.98	\$ 2,727.73	1,420
Collin	\$ 1,341,310.68	\$ 365.08	\$ 7,059.53	3,674
Travis	\$ 641,813.13	\$ 377.54	\$ 3,565.63	1,700
Johnson	\$ 239,379.01	\$ 451.66	\$ 1,259.89	530
Brazos	\$ 625,902.20	\$ 482.58	\$ 3,294.22	1,297
Bell	\$ 341,922.16	\$ 514.94	\$ 1,799.59	664
Jefferson	\$ 903,784.20	\$ 717.86	\$ 4,756.76	1,259
El Paso*	\$ 2,093,081.62	\$ 1,119.29	\$ 11,016.22	1,870
Totals	\$ 26,324,181.45	\$ 8,015.39	\$ 132,576.93	123,869
Total Costs		\$ 26,324,181.45		
Average Cost Per Student Attendance Day		\$ 212.52		

*El Paso County costs include four school sites as well as the county costs with an ADA less than eleven students per day

- ★ The total expenditures for 26 JJAEPs reported were \$26,324,181.45; an increase of \$1,248,748.63 since the previous report (2012-2013)
- ★ The cost per average student attendance day increased 15.24% since the previous report
- ★ The cost per day varies from a range of \$87.62 per student attendance day in Cameron County (up \$6.16 since the previous report) to a high of \$1,119.29 in El Paso County (up \$296.51 from the previous report)
- ★ The statewide average cost per day was \$212.52 per day compared to \$184.41 in the previous report
- ★ Bell County, after changing their MOU to only accept Mandatory expulsions, continues to have small numbers of students attending the JJAEP with concomitant higher per day costs
- ★ The cost per school day (based on 180 student attendance days and ten staff in-service days) ranged from \$299.33 in Dallas County to \$11,016.22 in El Paso County
- ★ Five counties had a per school day cost over \$10,000.00 per school day: Montgomery, Harris, Fort Bend, Tarrant, and El Paso
- ★ Three counties has a per school day cost between \$5001.00 and \$10,000.00 per school day: Denton, Cameron, and Bexar
- ★ Eighteen counties had a per school day cost of less than \$5,000.00 per school day

COST VARIABLES

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

ATTENDANCE AND STUDENT ENTRIES

The number of student entries and student attendance days in a JJAEP directly impacts the cost per day of operating a program. Over the last several bienniums, the decrease in population has been steady with at least a 15% reduction per year. For this report, the number of student entries shows the smallest decrease in six years.

Table 72 identifies the decrease in JJAEP student entries by expulsion type.

TABLE 72

Decrease in JJAEP Student Entries by Expulsion Type School Years 2012-2013 and 2014-2015

	2012-2013	2014-2015	% Change
	N	N	
Mandatory	1,487	1,416	4.70%
Discretionary	1,256	1,240	1.20%
Non-expelled	336	321	4.40%
Average Change:	3,079	2,977	3.30%

- ★ The decrease in student entries to JJAEP is the smallest change year over year since the 2006-2007 school year
- ★ In previous years, as the number of students decreased, the costs rose significantly since buildings, staff numbers, and other expenses were still needed at the same rate in order to stay in ratio
- ★ Administrators in the county JJAEPs have reported cost cutting, staff reductions, and other changes to align with current numbers of student entries

- ★ In the previous report, for the 2012-2013 school year, there was a 43% decrease in student entries from the previous two years and the majority of the change occurred in discretionary entries, which decreased by 56% due to a change in statute

COMPARISON OF JJAEP TOATAL COSTS BY STUDENT ATTENDANCE DAYS

Costs for JJAEPs are categorized into required and non-required costs as defined in Texas Education Code Chapter 37.011. Table 73 compares and establishes the cost of an attendance day by total or all costs for school year 2012-2013 and school year 2014-2015.

TABLE 73

**Comparison of JJAEP Total Costs by Student Attendance Days
School Year 2012-2013 Compared to School Year 2014-2015**

	2012-2013	2014-2015
Attendance Days:	135,977	123,869
Total Costs:	\$ 25,075,432.82	\$ 26,324,181.45
Total Costs Per Student Attendance Day:	\$ 184.41	\$ 212.52

- ★ The average of total costs per attendance day in the 2012-2013 school year was \$184.41
- ★ The average of total costs per attendance day in the 2014-2015 school year was increased to \$212.57
- ★ There were 12,108 (8.9%) fewer student attendance days during the 2014-2015 school year compared to the previous report
- ★ The decrease in 12,108 attendance days, at \$86.00 per day, resulted in counties receiving approximately one million fewer dollars from TJJD than in the previous report year
- ★ Average per student expenses also rose since the 2012-2013 school year, by almost 15%

TRANSPORTATION

In the statewide survey results of the 26 mandatory JJAEPs, the majority of programs reported that providing transportation to families increases attendance and student performance, especially for students whose parents lack transportation options. School districts within counties may have cooperated to combine transportation needs across a section of the county so only one bus may be used by students who come to a central pick-up and drop-off point, while the students are from different campuses and districts. Several JJAEPs pay school districts for transporting their students and other JJAEPs are not charged for transportation. Some JJAEPs surveyed stated a wish for all school districts to provide transportation for students in JJAEP just as the districts do for students in DAEPs. According to one JJAEP administrator, school superintendents see lack of transportation as another consequence of bad behavior rather than a student right, necessary to ensure a free and appropriate education.

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

TABLE 74

**JJAEP Transportation Costs by County
2014-2015 School Year**

County Name:	Costs:	County Name:	Costs:
Brazoria	\$ 74,610.39	Jefferson	\$ 112,152.00
Cameron	\$ 90,696.67	Lubbock	\$ 2,333.71
Collin	\$ 33,085.00	Montgomery	\$ 429,755.22
Dallas	\$ 2,479.85	Nueces	\$ 34,283.37
Fort Bend	\$ 11,443.86	Tarrant	\$ 149,324.02
Hays	\$ 4,700.00	Webb	\$ 33,541.54
Hidalgo	\$ 18,935.65	Williamson	\$ 727.50
Total Transportation Costs			\$ 998,068.78

- ★ Fourteen counties reported transportation costs, with the range from a low of \$727.50 (an increase from the previous report of \$96.75) to the highest cost of \$429,755.22 (an increase from the previous report of \$339,214)
- ★ In the survey provided to all 26 JJAEPs, twenty counties reported school districts assist with some or all of the students' transportation
- ★ 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, three of the four counties with the highest transportation costs are considered "large" counties
- ★ Jefferson County has one of the higher transportation costs and is a low average daily attendance county
- ★ In the previous report, four of nine counties reported transportation costs of less than \$500.00 each
- ★ In this report, no county reported costs of less than \$700.00 and the four smallest amounts reported totaled \$10,241.06
- ★ The remaining ten counties reported transportation costs ranging from \$4,700.00 to \$429,755.22
- ★ Transportation costs represented 6.3% of all costs for the fourteen programs reporting transportation expenses

FACILITIES/BUILDING EXPENSES

Facility costs and Building expenses vary widely, depending on the county. Eleven counties did not report any building expenses, or it may have been folded into the administrative expense. Some of the JJAEPs lease space or are purchasing a facility, while others may not incur facility costs because they are located in a pre-existing structure such as an under-utilized school campus which is donated to the JJAEP program at little or no cost.

See Table 75 for facility/building expenses by reporting counties.

TABLE 75

**Facility and Building Expenses by Reporting Counties
School Year 2014-2015**

County Name:	Cost	County Name:	Cost
Bell	\$ 54,001.12	Hidalgo	\$ 69,711.66
Bexar	\$ 52,622.50	Jefferson	\$ 1,500.00
Brazoria	\$ 200.00	Montgomery	\$ 1,659.68
Cameron	\$ 46,900.42	Nueces	\$ 118,006.41
Collin	\$ 32,000.00	Tarrant	\$ 200,160.05
Dallas	\$ 193,157.56	Taylor	\$ 334.00
Fort Bend	\$ 35,520.11	Webb	\$ 542.00
Harris	\$ 128.80	Williamson	\$ 7,581.43
Reported Total Facility/Building Costs		\$ 814,025.74	

- ★ The range of reported expenses for sixteen counties reporting building and facilities is \$128.80 to \$193,157.56
- ★ Sixteen JJAEP programs reported facility costs ranging from \$128.80 to \$200,160.05
- ★ The average cost of facilities and building expenses is \$54,268.38, which is 4.9% of these programs' total costs

TOTAL COST BY PROGRAM SIZE

Table 76 reflects the average total cost per day (required and non-required) of each JJAEP as categorized by the program's average daily attendance (ADA). The table groups each JJAEP into one of three categories based on their ADA (lowest to highest) and are grouped where there was an obvious gap in size. Program size ranges from an average daily attendance below eleven per day, between twelve and 25e per day, and 34 and over per day. For the large (34+ ADA) category, the natural break in grouping decreased from an ADA of 45+ in the previous report.

TABLE 76

JJAEP Cost per Student Attendance Day by Size of Program (Based on Average Daily Attendance [ADA]) 2014-2015 School Year

Small: <12 ADA			Medium: 14 - 25 ADA			Large: 34+ ADA		
County	ADA	Costs	County	ADA	Costs	County	ADA	Costs
Johnson	3	\$ 451.66	Nueces	14	\$ 231.54	Webb	34	\$ 145.15
Bell	4	\$ 514.94	Brazoria	18	\$ 234.43	Williamson	35	\$ 299.14
Jefferson	7	\$ 717.86	Wichita	21	\$ 185.87	Tarrant	36	\$ 329.22
Brazos	7	\$ 482.58	Collin	21	\$ 365.08	Fort Bend	36	\$ 316.29
Taylor	8	\$ 364.98	Denton	24	\$ 299.33	Bexar	56	\$ 113.40
Hays	9	\$ 214.38	McLennan	24	\$ 142.17	Cameron	62	\$ 87.62
Galveston	9	\$ 192.99	Hidalgo	25	\$ 94.83	Dallas	65	\$ 104.50
Travis	10	\$ 377.54				Harris	72	\$ 146.71
El Paso	10	\$ 1,119.29				Montgomery	74	\$ 145.70
Lubbock	11	\$ 38.20						
Program Average:		\$ 477.44	Program Average:		\$ 221.89	Program Average:		\$ 187.52

- ★ The ADA impacts cost per day
- ★ Three more counties are now in the lowest size compared to the previous report.
- ★ The three counties (Bell, El Paso, and Jefferson) reporting the highest cost per day also had lower average daily attendance than most counties
- ★ El Paso County utilizes five public school locations to provide JJAEP services; the ADA by location is two to three and the same number of staff are needed to provide education services than if all the JJAEP students were in fewer locations
- ★ Fort Bend County provides education services at two locations which impacts the staff needs and associated costs
- ★ In the 2012-2013 school year, Bell County converted to a mandatory only program resulting in a 90% decrease in entries and 66% decrease in ADA, and this change continues to keep the program small
- ★ The average daily cost per student attendance day for the smallest programs is \$477.44; a decrease of \$6.69 from the previous report
- ★ The average daily cost per student attendance day for the medium programs is \$221.89; a decrease of \$11.48 from the previous report
- ★ The average daily cost per student attendance day for the largest programs is \$187.52; an increase of \$32.48 from the previous report
- ★ El Paso County provide education services in five locations, and with only ten ADA, the costs cannot be decreased unless the students are provided education services in fewer locations
- ★ Programs with a larger population of students have a lower cost per day

- ★ Programs serving a larger student population of students may benefit from cost efficiencies unavailable in counties with smaller programs

MODEL TYPE AND OPERATION DESIGN

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

TOTAL COST BY MODEL TYPE

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

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

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

TABLE 77

**JJAEP Cost per Student Attendance Day by Model Type
2014-2015 School Year**

Traditional			Military			Therapeutic		
County	ADA	Costs	County	ADA	Costs	County	ADA	Costs
Bell	4	\$ 514.94	Brazoria	18	\$ 234.43	Cameron	62	\$ 87.62
Bexar	56	\$ 113.40	Denton	24	\$ 299.33	Fort Bend	36	\$ 316.29
Brazos	7	\$ 482.58	Hays	9	\$ 214.38	Galveston	9	\$ 192.99
Collin	21	\$ 365.08	Jefferson	7	\$ 717.86	Harris	72	\$ 146.71
Dallas	65	\$ 104.50	Lubbock	11	\$ 338.20	Johnson	3	\$ 451.66
El Paso	10	\$ 1,119.29	Williamson	35	\$ 299.14	Montgomery	74	\$ 145.70
Hidalgo	25	\$ 94.83				Tarrant	36	\$ 329.22
McLennan	24	\$ 142.17				Travis	10	\$ 377.54
Nueces	14	\$ 231.54				Wichita	21	\$ 185.87
Taylor	8	\$ 364.98						
Webb	34	\$ 145.15						
Program Average:		\$ 334.41	Program Average:		\$ 350.56	Program Average:		\$ 248.18

- ★ The average cost per day for a Traditional Model and the Military Model are close in cost, while the Therapeutic Model is the least costly model type
- ★ Fort Bend County provides education services at two locations
- ★ The average daily cost per student attendance day for the Traditional Model programs is \$334.41; an increase of \$104.97 from the previous report
- ★ The average daily cost per student attendance day for the Military Model programs is \$350.56; an increase of \$112.64 from the previous report

- ★ The average daily cost per student attendance day for the Therapeutic Model programs is \$248.18; a decrease of \$64.55 from the previous report
- ★ Overall costs appear to vary widely across all three types of program models

TOTAL COST BY OPERATION DESIGN

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

TABLE 78

JJAEP Cost per Student Attendance Day by Operational Design

2014-2015 School Year

School District & Probation Department			Private Contractor and Probation			Probation Only		
County	ADA	Cost	County	ADA	Cost	County	ADA	Cost
Brazoria	18	\$ 234.43	Bell	4	\$ 514.94	Brazos	7	\$ 482.58
Collin	21	\$ 365.08	Bexar	56	\$ 113.40	Dallas	65	\$ 104.50
El Paso	10	\$ 1,119.29	Cameron	62	\$ 87.62	Denton	24	\$ 299.33
Fort Bend	36	\$ 316.29	Hidalgo	25	\$ 94.83	Harris	72	\$ 146.71
Galveston	9	\$ 192.99	Nueces	14	\$ 231.54	Johnson	3	\$ 451.66
Hays	9	\$ 214.38	Travis	10	\$ 377.54	Taylor	8	\$ 364.98
Jefferson	7	\$ 717.86				Webb	34	\$ 145.15
Lubbock	11	\$ 338.20						
McLennan	24	\$ 142.17						
Montgomery	74	\$ 145.70						
Tarrant	36	\$ 329.22						
Wichita	21	\$ 185.87						
Williamson	35	\$ 299.14						
Program Average:		\$ 353.89	Program Average:		\$ 236.65	Program Average:		\$ 284.98

- ★ The average total cost per day for the Private Contractor and Probation design is the least costly
- ★ Probation Only operational design was the least costly in the previous report
- ★ Half of the counties utilize a local school district to provide education services at the JJAEP, which is the most costly model
- ★ El Paso County has education programs in five local schools in two school districts, which increases the cost per day
- ★ Fort Bend County provides education services at two locations
- ★ The average daily cost per student attendance day for the school district/probation department operational design programs is \$353.89; an increase of \$54.76 from the previous report
- ★ The average daily cost per student attendance day for the private contractor/probation department operational design programs is \$236.65; a decrease of \$6.77 from the previous report
- ★ The average daily cost per student attendance day for the probation county only operational design programs is \$284.98; an increase of \$120.64 from the previous report
- ★ Overall costs appear to vary widely across all three types of Program Operation Designs

REQUIRED COSTS OF JJAEPs

In Rider Number 15 of the General Appropriations Act of the 84th Regular Texas Legislative Session (TJJD) requires that the cost per day information shall include an itemization of the costs of providing education services mandated in the Texas Education Code Section 37.011. This itemization shall separate the costs of mandated educational services from the cost of all other services provided in JJAEPs.

Mandated education services include facilities, staff, and instructional materials specifically related to the services mandated in TEC Section 37.011. All other services include, but are not limited to, programs such as family, group, and individual counseling, military-style training, substance abuse counseling, and parenting programs for parents of program youth.

In the request for costing reports, counties 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 complicated when many of the costs encountered by the JJAEP are not addressed under TEC Section 37.011. While not an easy task, TJJD believes the differentiated costs meet the requirements of the rider.

Counties submitted costing information and TJJD reviewed each submission and 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). If a county provided a greater than 10% amount for required administrative costs, the 10 % allowed was retained in the required costs and any additional administrative costs were moved to non-required administrative costs.

Costs in the “non-required” category include:

- ★ Non-required instructional staff (e.g., physical education teachers), salaries of drill instructor staff that are not part of the classroom behavior management system and often operate the program extended hours
- ★ Various counseling services (e.g., drug and alcohol, family, and individual)
- ★ Medical staff
- ★ Other costs such as service learning projects and truancy officers

TOTAL REQUIRED COSTS BY STUDENT ATTENDANCE DAYS

Costs for JJAEPs are categorized into required and non-required costs as defined in Texas Education Code Chapter 37.011. Table 79 compares and establishes the cost of an attendance day by required and non-required costs for school year 2012-2013 and school year 2014-2015.

TABLE 79

**Comparison of JJAEP Required Costs by Student Attendance Days
School Year 2012-2013 Compared to School Year 2014-2015**

	2012-2013	2014-2015
Attendance Days:	135,977	123,869
Required Costs:	\$ 21,618,017.90	\$ 24,984,486.16
Required Costs Per Student Attendance Day:	\$ 158.98	\$ 201.70

- ★ The average required cost per attendance day in the 2012-2013 school year was \$158.98
- ★ The average required cost per attendance day in the 2014-2015 school year was \$201.70

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

TABLE 80

**JJAEP Required & All Costs Per Student Attendance Day by County
School Year 2014-2015**

County Name:	Average Required Cost Per Student Attendance Day	Average All Costs Per Student Attendance Day	County Name:	Average Required Cost Per Student Attendance Day	Average All Costs Per Student Attendance Day
Cameron	\$ 78.35	\$ 87.62	Williamson	\$ 276.49	\$ 299.14
Hidalgo	\$ 94.30	\$ 94.83	Tarrant	\$ 290.39	\$ 299.33
Dallas	\$ 102.66	\$ 104.50	Fort Bend	\$ 291.40	\$ 316.29
Bexar	\$ 106.86	\$ 113.40	Denton	\$ 295.87	\$ 329.22
Harris	\$ 128.35	\$ 142.17	Lubbock	\$ 322.77	\$ 338.20
McLennan	\$ 142.00	\$ 145.15	Collin	\$ 350.04	\$ 364.98
Montgomery	\$ 144.26	\$ 145.70	Taylor	\$ 364.98	\$ 365.08
Webb	\$ 145.15	\$ 146.71	Travis	\$ 377.54	\$ 377.54
Galveston	\$ 157.38	\$ 185.87	Johnson	\$ 451.66	\$ 451.66
Wichita	\$ 185.87	\$ 192.99	Brazos	\$ 454.21	\$ 482.58
Hays	\$ 213.44	\$ 214.38	Bell	\$ 486.42	\$ 514.94
Brazoria	\$ 220.97	\$ 231.54	Jefferson	\$ 716.54	\$ 717.86
Nueces	\$ 226.91	\$ 234.43	El Paso	\$ 1,081.56	\$ 1,119.29

- ★ Costs per day under the "Average per Student Attendance Day - Required Costs Only" range from \$78.35 (Cameron County; an increase of \$6.14 from the previous report) to \$1081.56 (El Paso County; an increase of \$331.86 from the previous report)
- ★ "All Average Costs per Student Attendance Day" range from \$87.62 (Cameron County; an increase of \$6.16 from the previous report) to \$1,119.29 (El Paso County; an increase of \$296.51 from the previous report)
- ★ Each County's required and non-required costs can be found in *APPENDIX D: ITEMIZATION OF JJAEP COSTS PER DAY: SCHOOL YEAR: 2014-2015*

Section 7: Strategic Elements

TJJD JJAEP MISSION STATEMENT

In compliance with Rider 15 of the General Appropriations Act, 84th 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 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 survey was developed by TJJJ and administered via a web-based methodology. Items were designed to measure: a) levels of satisfaction with key aspects of their day-to-day operations, and b) the extent to which each area is most in need of funding and resources.

Those eleven key policy areas are:

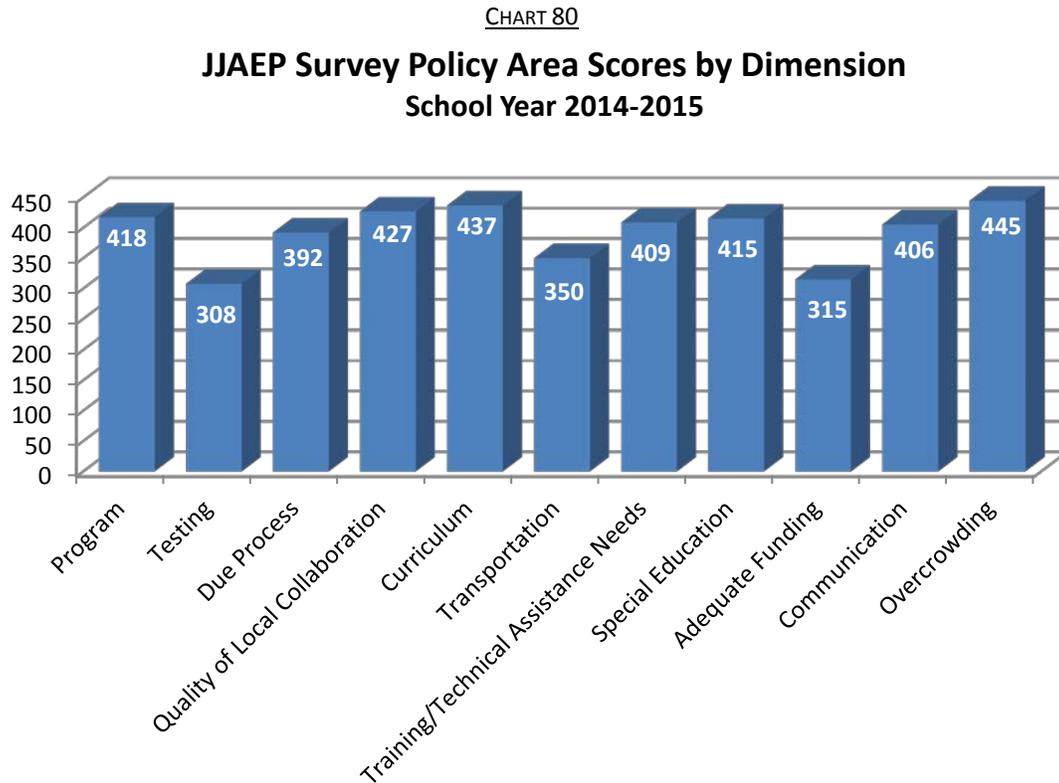
1. Curriculum;
2. Training and technical assistance needs;
3. Overcrowding;
4. Transportation;
5. Testing;
6. Special education;
7. Due process;
8. Communication;
9. Adequate funding;
10. Quality of local collaboration; and
11. Programs.

Additionally, three open-ended questions were asked:

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 challenges so that policy related interventions could be appropriately targeted. Policy area scores were calculated by averaging the related item responses together and multiplying the result by 100. Scores for each of the 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 80 shows the policy areas scored and how each was rated.



Seven areas met the criteria of substantial strength (400 or higher). The following five policy areas had a score of at least 415 and indicated the following strengths:

- ★ **Program:** High scores indicate the JJAEP academic program is successful in assisting students to gain academic credit at an accelerated rate and in improving the academic performance of attending students
- ★ **Quality of Local Collaboration:** High scores indicate the JJAEP receives the necessary level of support from local juvenile justice and school officials
- ★ **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 STAAR
- ★ **Special Education:** High scores here indicate that JJAEP administrators strongly view the ability of the JJAEP's to positively impact 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 still viewed more positively than negatively:

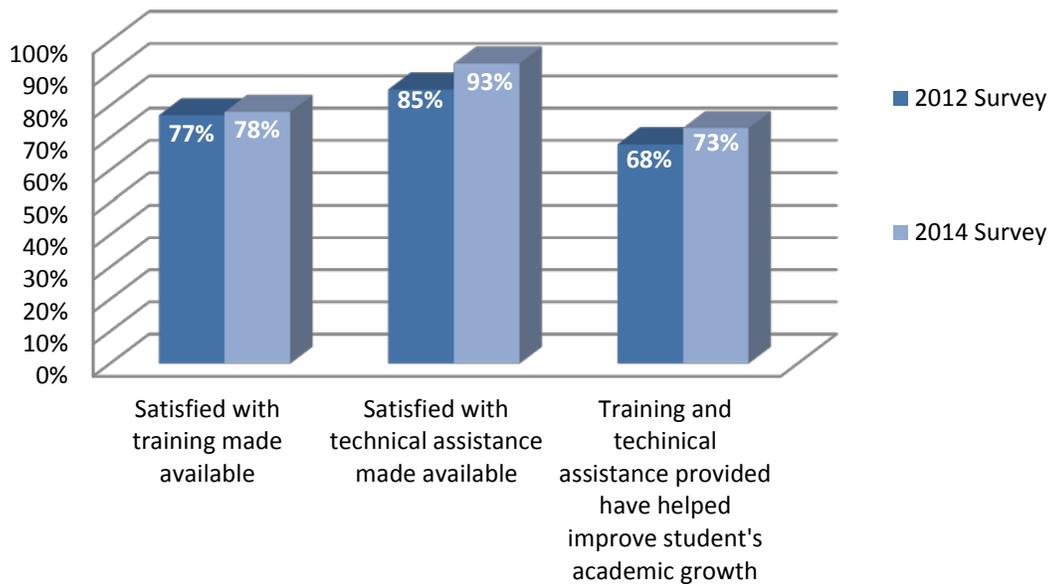
- ★ **Transportation:** JJAEP administrators perceive more positive outcomes for students for whom transportation is provided and request that school districts be required to provide transportation for all JJAEP students to improve all students' opportunities to succeed
- ★ **Adequate Funding:** JJAEPs are in general agreement that funding is adequate, yet indicate a concern for increased attention 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 math; that the JJAEPs rarely receive the individual results of state mandated assessments; and that this report provides only aggregated score results

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 81 shows the level of satisfaction with training in the 2014-2015 survey.

CHART 81

Percent Expressing Agreement or Strong Agreement With Training Issues School Year 2012-2013 Compared to 2014-2015



- ★ The overall level of satisfaction was the same or higher than the level of satisfaction expressed in the 2012-2013 survey
- ★ The highest level of satisfaction was with technical assistance
- ★ The lowest rating involved how training and technical assistance prepared students for the STAAR 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:

- ★ **Enhancing Youth Behavior** – the topic most often cited, for just over half of the programs, included various suggestions for improving youth behavior: motivational interviewing, behavior intervention training, motivational strategies, classroom management, and supporting students and their families with their mental health issues
- ★ **Overall Program Enhancement** – various suggestions for improving programs were submitted by eleven of the program administrators including topics such as better understanding between the educational system and juvenile justice system, effective evidence-based programming, and legislative updates
- ★ **Education Related Enhancements** – nine of the program administrators suggested topics in the following areas: differentiated instruction, curriculum planning and supplementation, understanding special education paperwork and special education law, and technology and resources to assist non-traditional student
- ★ **JJAEP Procedures** – seven of the program administrators suggested training areas such as: JJAEP standards, the JJAEP audit process, legislative updates, Iowa test training, and identification of the impact of current gang and drug use trends on the JJAEP population

Twenty-three program administrators responded to this question

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

- ★ **Education Enhancements** – five administrators suggested the following topics: special education, effective classroom strategies, STAAR testing updates, utilizing technology in this alternative environment, tech, ideas for how curriculum may enhance education and behavior, and providing an education related curriculum to the JJAEPs
- ★ **JJAEP Procedures** – seven administrators suggested the following topics: develop state approved standard referral form for JJAEP, training about JJAEP-related paperwork and the monthly reporting, Juvenile Case Management System (JCMS) and how it is used by the state, and data management
- ★ **Program Enhancements** – five administrators provided the following topics: improving attendance, evidence practices for alternative schools, effective behavior intervention strategies, technology, provide a combined TASB, TEA, and JJAEP conference, and one-day professional development to discuss expulsions

Fourteen program administrators responded to this question

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

- ★ Nine program administrators suggested Increased funding, including funding that would allow for more professional intervention (psychologist, drug abuse counselor, etc.), funding for classroom security and monitoring, fund non-mandatory expulsions, and allow the use of JJAEP funds to pay for state required testing material
- ★ Mandate school districts provide transportation to JJAEPs for all students
- ★ Ensure all mandated students are being sent to the JJAEP and only mandated students be sent to a JJAEP
- ★ Provide year round programming
- ★ 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, off-campus Title V offenses should have the same consequences as on-campus Title V offenses, return compulsory attendance to age eighteen, enhancements should occur at offense (Drug Free Zone), change truancy laws and guidelines, and provide an opt-out option for mandatory JJAEPs

Eighteen program administrators responded to this question

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 within the constraints of chapter 37 of the Texas Education Code, which allows JJAEPs more latitude in providing services and opportunities for success when collaborating with county probation departments
- ★ 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, and 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 practitioner, and there has been increased attention in this area of need
- ★ **Specialized evidenced-based programs and services** – these services are needed to a) manage student behaviors, b) provide instruction which maximizes student academic growth, and c) provide treatment for student mental health needs and disabilities
- ★ **Transportation** – JJAEPs do not have optimal resources for the provision of effective transportation of students to and from JJAEP-related activities. This has a direct influence on student attendance and subsequently negatively impacts student performance

EXTERNAL OPPORTUNITIES AND CHALLENGES

JJAEP EXTERNAL OPPORTUNITIES

- ★ Community Resources: collaboration continues to be forged to build a better community of health and human services which provide best-practice 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 26 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
- ★ Limited parental involvement
- ★ Resources/funding for transportation and other cost-related aspects of JJAEP operations

KEY POLICY ISSUES

TJJD 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

TJJD developed strategies for the agency's focus during the next biennium. These strategies are meant to best manage the Key Strategic Issues confronting JJAEPs. The funding received for JJAEPs can only be used to reimburse attendance days for eligible students who have been expelled for particular offenses, and therefore JJAEPs are responsible for meeting all the required Texas Education Code mandates. The role of state level JJAEP oversight is to ensure that the Texas Education Code JJAEP requirements and TJJD standards are met by each JJAEP. The following goals, key strategic directions, and strategies represent the agency's agreement to strategically work to improve services to students in JJAEPs in Texas.

GOALS:

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

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

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

Strategy 1: TJJD will analyze data and develop reports that describe and explain actual costs associated with operating JJAEPs as required in the General Appropriations Bill each legislative session

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

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

Key Strategic Direction 2. Share information about staff development opportunities to improve learning outcomes for students with mental health issues and special education needs

Strategy 1: TJJD 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: TJJD will provide training and technical assistance to local JJAEPs in the areas of mental health, special education, and behavior management

Strategy 3: TJJD 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: TJJD 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 the required biannual performance assessment report as required in the section of the General Appropriations Bill of each legislative session addressing JJAEPs

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 JJAEPs

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

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

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Section 8: Appendices

**APPENDIX A:
NUMBER OF JJAEP STUDENT ENTRIES BY EXPULSION TYPE
SCHOOL YEARS 2012-2013, 2013-2014, and 2014-2015**

County	Mandatory			Discretionary			Non-Expelled			Total		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
BELL	14	16	11	0	0	0	0	0	0	14	16	11
BEXAR	149	139	157	108	115	116	0	0	0	257	254	273
BRAZORIA	45	49	49	15	21	21	0	0	1	60	70	71
BRAZOS	2	1	0	0	1	0	60	33	29	62	35	29
CAMERON	88	116	112	80	97	81	51	2	27	219	215	220
COLLIN	46	51	42	93	70	44	0	0	0	139	121	86
DALLAS	200	188	153	87	116	130	0	2	0	287	306	283
DENTON	42	32	40	52	49	46	10	20	14	104	101	100
EL PASO	36	37	35	0	0	0	0	0	0	36	37	35
FORT BEND	53	50	39	22	13	24	53	53	48	128	116	111
GALVESTON	9	20	32	0	1	0	0	0	0	9	21	32
HARRIS	181	168	195	118	177	197	1	0	2	300	345	394
HAYS	21	20	12	15	15	13	0	0	3	36	35	28
HIDALGO	134	103	81	35	31	55	0	1	0	169	135	136
JEFFERSON	7	6	6	47	37	28	0	0	0	54	43	34
JOHNSON	14	24	11	1	5	2	0	0	1	15	29	14
LUBBOCK	29	16	12	66	28	40	7	16	22	102	60	74
MCLENNAN	2	11	9	124	104	87	0	0	0	126	115	96
MONTGOMERY	105	129	148	89	73	81	21	12	30	215	214	259
NUECES	7	8	14	39	39	35	0	0	0	46	47	49
TARRANT	111	90	90	93	62	54	2	0	1	206	152	145
TAYLOR	14	7	14	16	19	18	0	0	0	30	26	32
TRAVIS	36	37	31	4	7	10	7	4	2	47	48	43
WEBB	111	87	68	114	153	121	0	0	0	225	240	189
WICHITA	12	20	16	0	0	0	59	50	63	71	70	79
WILLIAMSON	19	38	39	38	38	37	65	86	78	122	162	154
Total	1,487	1,463	1,416	1,256	1,271	1,240	336	279	321	3,079	3,013	2,977
Average	57	56	54	48	49	48	13	11	12	114	116	115

**APPENDIX B:
REASONS FOR JJAEP PROGRAM EXIT BY COUNTY
SCHOOL YEAR: 2014-2015**

County	N	Returned to Local District	Left Program Incomplete	Graduated or Received GED	Early Termination
BELL	6	83%	17%	0%	0%
BEXAR	180	86%	3%	0%	11%
BRAZORIA	56	75%	5%	13%	7%
BRAZOS	15	47%	33%	0%	20%
CAMERON	136	56%	10%	0%	35%
COLLIN	65	85%	6%	0%	9%
DALLAS	226	59%	39%	1%	0%
DENTON	84	68%	17%	2%	13%
EL PASO	30	83%	3%	0%	13%
FORT BEND	81	63%	23%	1%	12%
GALVESTON	23	91%	9%	0%	0%
HARRIS	311	78%	4%	0%	18%
HAYS	19	79%	5%	5%	11%
HIDALGO	103	69%	27%	0%	4%
JEFFERSON	21	62%	19%	5%	14%
JOHNSON	12	83%	0%	0%	17%
LUBBOCK	49	71%	22%	0%	6%
MCLENNAN	74	80%	1%	3%	16%
MONTGOMERY	164	72%	16%	1%	11%
NUECES	27	59%	41%	0%	0%
TARRANT	109	71%	1%	5%	24%
TAYLOR	26	73%	19%	0%	8%
TRAVIS	29	83%	0%	3%	14%
WEBB	131	61%	8%	2%	28%
WICHITA	71	79%	14%	0%	7%
WILLIAMSON	109	71%	14%	7%	8%
Total:	2,157	71%	14%	2%	13%

**APPENDIX C:
SELECT JJEAP PROGRAM CHARACTERISTICS
SCHOOL YEAR: 2014-2015**

County	Program Model Type	Operation Design	2014 Facility Capacity	Ratio***	Conditions of Completion	Transportation Mode
Bell	Traditional School	Private Contractor & Probation	10	4	Must successfully complete a specific number of days	School District & Parents
Bexar	Traditional School	Private Contractor & Probation	144	14	Must successfully complete a specific number of days	School District, Parents, & Public
Brazoria	Military Style	School District & Probation	48	5	Must successfully complete a specific number of days	School District & Parents
Brazos	Traditional School	Probation Only	40	4	Must complete term of expulsion, regardless of attendance	Parents
Cameron	Therapeutic	Private Contractor & Probation	150	13	Must successfully complete a specific number of days	Private Vendor Contract & Parents
Collin	Traditional School	School District & Probation	350	4	Must attend specific number of days	School District
Dallas	Traditional School	Probation Only	200	13	Must attend specific number of days	School District & Parents
Denton	Military Style	Probation Only	168	4	Must successfully complete a specific number of days	Parents & Public
El Paso	Traditional School	School District & Probation	60*	2	Must complete term of expulsion, regardless of attendance	School District & Parents
Fort Bend	Therapeutic	School District & Probation	100**	9	Must attend specific number of days	Parents, School District, Private Vendor Lease, County & Public
Galveston	Therapeutic	School District & Probation	20	5	Must successfully complete a specific number of days	Parents, School District, County, Public, & Vendor Lease
Harris	Therapeutic	Probation Only	200	19	Must attend specific number of days	School District, Parents, & Public
Hays	Military Style	School District & Probation	27	9	Transition back to regular school at end of grading period/semester	School District, Parents, & County
Hidalgo	Traditional School	Private Contractor & Probation	163	12	Must complete term of expulsion, regardless of attendance	Parents & Private Vendor Contract

**APPENDIX C:
SELECT JJAEP PROGRAM CHARACTERISTICS
SCHOOL YEAR: 2014-2015 (Continued)**

County	Program Model Type	Operation Design	2014 Facility Capacity	Ratio***	Conditions of Completion	Transportation Mode
Jefferson	Military Style	School District & Probation	45	3	Must successfully complete a specific number of days	School District
Johnson	Therapeutic	Probation Only	16	3	Must successfully complete a specific number of days	Parents
Lubbock	Military Style	School District & Probation	35	3	Must successfully complete a specific number of days	Parents
McLennan	Traditional School	School District & Probation	60	12	Must attend specific number of days	School District & Parents
Montgomery	Therapeutic	School District & Probation	120	13	Must successfully complete a specific number of days	School District & Parents
Nueces	Traditional School	Private Contractor & Probation	32	7	Must successfully complete a specific number of days	Vendor Lease, Parents, Public, School District, & County
Tarrant	Therapeutic	School District & Probation	75	7	Must successfully complete a specific number of days	Vendor Lease, Parents, Public County, School District
Taylor	Traditional School	Probation Department Only	44	4	Must successfully complete a specific number of days	Parents & Public
Travis	Therapeutic	Private Contractor & Probation	48	5	Must complete term of expulsion, regardless of attendance	School District, Parents, & Public
Webb	Traditional School	Probation Department Only	175	9	Must attend specific number of days	County, School District, & Parents
Wichita	Therapeutic	School District & Probation	44	4	Must complete term of expulsion, regardless of attendance	Parents & Public
Williamson	Military Style	School District & Probation	145	6	Must attend specific number of days	School District & Parents

*El Paso County may use up to 5 locations

**Fort Bend County uses two locations

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

APPENDIX D:

ITEMIZATION OF JJAEP COSTS PER DAY

SCHOOL YEAR: 2014-2015

County Name:	Bell	Bexar	Brazoria	Brazos
Number of Student Attendance Days:	664	10,128	3,161	1,297
Required Costs				
Administrative	\$ 11,316.31	\$ 6,205.35	\$ -	\$ 29,886.29
Professional Services	\$ -	\$ -	\$ -	\$ 1,680.30
Program Administrator/Principal	\$ 15,202.71	\$ 96,677.24	\$ 80,416.64	\$ 128,160.83
Educational Staff	\$ 104,332.00	\$ 679,734.00	\$ 249,093.05	\$ 91,297.84
Behavior Management Staff	\$ 40,848.68	\$ -	\$ 177,090.30	\$ 138,475.73
Clerical/Support Staff	\$ 9,676.14	\$ 81,170.82	\$ 46,951.09	\$ 31,105.46
Caseworkers	\$ 50,834.08	\$ -	\$ -	\$ 56,724.90
Campus Security	\$ -	\$ 124,176.12	\$ -	\$ -
Educational Materials and Supplies	\$ 582.27	\$ 2,458.77	\$ 836.38	\$ 18,751.60
Building Expenses	\$ 54,001.12	\$ 52,622.50	\$ 200.00	\$ -
Meals	\$ 2,814.90	\$ -	\$ 20,470.73	\$ 81,785.19
Utilities	\$ 30,572.14	\$ 28,224.73	\$ 25,169.40	\$ 6,205.69
Equipment	\$ 2,802.98	\$ 5,611.60	\$ 7,492.73	\$ 2,697.36
Training/Travel	\$ -	\$ -	\$ -	\$ 2,344.45
Other/Miscellaneous Expenses	\$ -	\$ 5,364.82	\$ 16,165.51	\$ -
Student Transportation	\$ -	\$ -	\$ 74,610.39	\$ -
Total	\$ 322,983.32	\$ 1,082,245.95	\$ 698,496.22	\$ 589,115.64
Average Required Cost Per Student Attendance Day	\$ 486.42	\$ 106.86	\$ 220.97	\$ 454.21
Average Required Costs Per 190 Day School Year	\$ 1,699.91	\$ 5,696.03	\$ 3,676.30	\$ 3,100.61
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 66,244.21	\$ 18,711.03	\$ 31,826.72
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 17,096.53	\$ -	\$ 20,164.02	\$ 2,491.34
Other/Miscellaneous Expenses	\$ 1,842.31	\$ -	\$ 3,669.85	\$ 2,468.50
Total Non-Required Costs	\$ 18,938.84	\$ 66,244.21	\$ 42,544.90	\$ 36,786.56
Total Costs (Required + Non-Required)	\$ 341,922.16	\$ 1,148,490.16	\$ 741,041.12	\$ 625,902.20
Average All Costs Per Student Attendance Day	\$ 514.94	\$ 113.40	\$ 234.43	\$ 482.58
Average of Total Costs Per 190 Day School Year	\$ 1,799.59	\$ 6,044.69	\$ 3,900.22	\$ 3,294.22

APPENDIX D:

ITEMIZATION OF JJAEP COSTS PER DAY

SCHOOL YEAR: 2014-2015 (Continued)

County Name:	Cameron	Collin	Dallas	Denton
Number of Student Attendance Days:	11,001	3,674	11,743	4,112
Required Costs				
Administrative	\$ 58,797.02	\$ 39,387.00	\$ -	\$ 109,896.00
Professional Services	\$ 22,024.98	\$ -	\$ 43,940.40	\$ -
Program Administrator/Principal	\$ 89,729.40	\$ 174,872.81	\$ 76,747.60	\$ 103,188.16
Educational Staff	\$ 372,926.03	\$ 470,748.66	\$ 410,005.30	\$ 488,884.45
Behavior Management Staff	\$ 44,126.71	\$ 195,060.63	\$ 44,138.32	\$ 258,606.31
Clerical/Support Staff	\$ 46,639.77	\$ 80,737.66	\$ 120,656.25	\$ 49,150.36
Caseworkers	\$ -	\$ 61,686.00	\$ 62,871.84	\$ 160,792.72
Campus Security	\$ -	\$ 81,680.92	\$ 152,739.80	\$ -
Educational Materials and Supplies	\$ 13,426.72	\$ 13,750.00	\$ 14,308.00	\$ 4,660.20
Building Expenses	\$ 46,900.42	\$ 32,000.00	\$ 193,157.56	\$ -
Meals	\$ 5,283.32	\$ 6,500.00	\$ -	\$ 8,491.14
Utilities	\$ 18,642.84	\$ 57,000.00	\$ 48,183.59	\$ 7,200.00
Equipment	\$ 21,193.12	\$ 13,650.00	\$ 10,019.53	\$ 4,837.91
Training/Travel	\$ 12,752.43	\$ 3,400.00	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 18,789.08	\$ 22,500.00	\$ 26,248.41	\$ 20,903.91
Student Transportation	\$ 90,696.67	\$ 33,085.00	\$ 2,479.85	\$ -
Total	\$ 861,928.51	\$ 1,286,058.68	\$ 1,205,496.45	\$ 1,216,611.16
Average Required Cost Per Student Attendance Day	\$ 78.35	\$ 350.04	\$ 102.66	\$ 295.87
Average Required Costs Per 190 Day School Year	\$ 4,536.47	\$ 6,768.73	\$ 6,344.72	\$ 6,403.22
Non-Required Costs				
Other Administrative	\$ 74,871.97	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 55,252.00	\$ -	\$ 5,150.00
Program Staff	\$ -		\$ -	\$ -
Educational Staff	\$ -		\$ -	\$ -
Medical Services & Staff	\$ -		\$ 21,597.65	\$ -
Other/Miscellaneous Expenses	\$ 27,113.90	\$ -	\$ -	\$ 9,068.10
Total Non-Required Costs	\$ 101,985.87	\$ 55,252.00	\$ 21,597.65	\$ 14,218.10
Total Costs (Required + Non-Required)	\$ 963,914.38	\$ 1,341,310.68	\$ 1,227,094.10	\$ 1,230,829.26
Average All Costs Per Student Attendance Day	\$ 87.62	\$ 365.08	\$ 104.50	\$ 299.33
Average of Total Costs Per 190 Day School Year	\$ 5,073.23	\$ 7,059.53	\$ 6,458.39	\$ 6,478.05

APPENDIX D:

ITEMIZATION OF JJAEP COSTS PER DAY

SCHOOL YEAR: 2014-2015 (Continued)

County Name:	El Paso	Fort Bend	Galveston	Harris
Number of Student Attendance Days:	1,870	\$ 6,381.00	\$ 1,632.00	13,029
Required Costs				
Administrative	\$ 19,529.90	\$ 11,243.01	\$ -	\$ 74,016.13
Professional Services	\$ -	\$ -	\$ 2,079.00	\$ 8,332.46
Program Administrator/Principal	\$ 250,106.10	\$ 203,864.54	\$ 54,401.78	\$ 201,901.67
Educational Staff	\$ 502,892.03	\$ 373,066.27	\$ 76,112.90	\$ 396,160.51
Behavior Management Staff	\$ 210,043.66	\$ 656,961.91	\$ 59,855.50	\$ 437,348.48
Clerical/Support Staff	\$ 438,337.00	\$ 205,296.02	\$ 29,858.68	\$ 126,388.90
Caseworkers	\$ 13,500.00	\$ 134,215.00	\$ 14,547.51	\$ 148,198.00
Campus Security	\$ 44,793.96	\$ 117,500.39	\$ 14,265.45	\$ 172,060.00
Educational Materials and Supplies	\$ 39,389.36	\$ 13,791.36	\$ 646.59	\$ 3,169.74
Building Expenses	\$ -	\$ 35,520.11	\$ -	\$ 128.80
Meals	\$ 121,429.05	\$ 1,000.00	\$ 4,743.14	\$ 75,217.08
Utilities	\$ 157,603.64	\$ 37,911.51	\$ -	\$ 6,255.80
Equipment	\$ 17,790.56	\$ 24,987.87	\$ -	\$ 2,582.07
Training/Travel	\$ -	\$ 1,000.00	\$ -	\$ 4,836.88
Other/Miscellaneous Expenses	\$ 207,102.18	\$ 31,651.76	\$ 340.00	\$ 15,718.54
Student Transportation	\$ -	\$ 11,443.86	\$ -	\$ -
Total	\$ 2,022,517.44	\$ 1,859,453.62	\$ 256,850.55	\$ 1,672,315.06
Average Required Cost Per Student Attendance Day	\$ 1,081.56	\$ 291.40	\$ 157.38	\$ 128.35
Average Required Costs Per 190 Day School Year	\$ 10,644.83	\$ 9,786.60	\$ 1,351.85	\$ 8,801.66
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 121,839.80	\$ 3,159.00	\$ 116,783.00
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 65,672.95	\$ 15,981.29	\$ 54,450.00	\$ 81,175.00
Other/Miscellaneous Expenses	\$ 4,891.23	\$ 20,975.80	\$ 495.64	\$ 41,193.95
Total Non-Required Costs	\$ 70,564.18	\$ 158,796.88	\$ 58,104.64	\$ 239,151.95
Total Costs (Required + Non-Required)	\$ 2,093,081.62	\$ 2,018,250.50	\$ 314,955.19	\$ 1,911,467.01
Average All Costs Per Student Attendance Day	\$ 1,119.29	\$ 316.29	\$ 192.99	\$ 146.71
Average of Total Costs Per 190 Day School Year	\$ 11,016.22	\$ 10,622.37	\$ 1,657.66	\$ 10,060.35

APPENDIX D:

ITEMIZATION OF JJAEP COSTS PER DAY

SCHOOL YEAR: 2014-2015 (Continued)

County Name:	Hays	Hidalgo	Jefferson	Johnson
Number of Student Attendance Days:	1,545	4,409	1,259	530
Required Costs				
Administrative	\$ 10,989.00	\$ 70,916.78	\$ 6,431.14	\$ 27,998.64
Professional Services	\$ -	\$ 541.20	\$ -	\$ 1,125.00
Program Administrator/Principal	\$ 36,521.00	\$ 83,997.75	\$ 123,654.40	\$ 61,790.94
Educational Staff	\$ 46,941.00	\$ 82,120.35	\$ 182,482.00	\$ 123,967.16
Behavior Management Staff	\$ 118,597.00	\$ -	\$ -	\$ -
Clerical/Support Staff	\$ 56,945.00	\$ 13,209.27	\$ 65,217.27	\$ -
Caseworkers	\$ 47,571.00	\$ 39,819.97	\$ 95,476.39	\$ -
Campus Security	\$ -	\$ -	\$ 282,052.00	\$ -
Educational Materials and Supplies	\$ 1,909.00	\$ 3,403.27	\$ 11,000.00	\$ 15,974.00
Building Expenses	\$ -	\$ 69,711.66	\$ 1,500.00	\$ -
Meals	\$ -	\$ 7,113.12	\$ -	\$ 2,064.00
Utilities	\$ -	\$ 15,280.93	\$ 21,004.00	\$ -
Equipment	\$ 3,350.00	\$ 2,574.37	\$ 150.00	\$ 2,981.40
Training/Travel	\$ 2,240.00	\$ 1,049.54	\$ -	\$ 3,477.87
Other/Miscellaneous Expenses	\$ -	\$ 7,085.48	\$ 1,000.00	\$ -
Student Transportation	\$ 4,700.00	\$ 18,935.65	\$ 112,152.00	\$ -
Total	\$ 329,763.00	\$ 415,759.35	\$ 902,119.20	\$ 239,379.01
Average Required Cost Per Student Attendance Day	\$ 213.44	\$ 94.30	\$ 716.54	\$ 451.66
Average Required Costs Per 190 Day School Year	\$ 1,735.59	\$ 2,188.21	\$ 4,748.00	\$ 1,259.89
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ -	\$ 1,665.00	\$ -
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ -	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 1,454.00	\$ 2,350.85	\$ -	\$ -
Total Non-Required Costs	\$ 1,454.00	\$ 2,350.85	\$ 1,665.00	\$ -
Total Costs (Required + Non-Required)	\$ 331,217.00	\$ 418,110.20	\$ 903,784.20	\$ 239,379.01
Average All Costs Per Student Attendance Day	\$ 214.38	\$ 94.83	\$ 717.86	\$ 451.66
Average of Total Costs Per 190 Day School Year	\$ 1,743.25	\$ 2,200.58	\$ 4,756.76	\$ 1,259.89

APPENDIX D:

ITEMIZATION OF JJAEP COSTS PER DAY

SCHOOL YEAR: 2014-2015 (Continued)

County Name:	Lubbock	McLennan	Montgomery	Nueces
Number of Student Attendance Days:	1,987	4,343	13,122	2,561
Required Costs				
Administrative	\$ 28,687.43	\$ 4,567.00	\$ 68,181.85	\$ 89,577.89
Professional Services	\$ 20.00	\$ -	\$ -	\$ 37,860.64
Program Administrator/Principal	\$ 125,078.79	\$ 108,758.00	\$ 129,352.06	\$ 74,448.48
Educational Staff	\$ 314,892.52	\$ 114,556.00	\$ 465,807.69	\$ 103,794.60
Behavior Management Staff	\$ -	\$ 16,200.00	\$ 394,579.64	\$ 21,644.22
Clerical/Support Staff	\$ 49,266.56	\$ 173,369.00	\$ 47,721.33	\$ 39,818.38
Caseworkers	\$ 107,847.81	\$ 89,551.00	\$ 260,420.80	
Campus Security	\$ -	\$ 32,320.00	\$ 15,067.21	\$ -
Educational Materials and Supplies	\$ 6,767.98	\$ 2,756.00	\$ -	\$ 4,868.86
Building Expenses	\$ -	\$ -	\$ 1,659.68	\$ 118,006.41
Meals	\$ 1,379.80	\$ -	\$ 39,467.24	\$ 4,127.80
Utilities	\$ 256.29	\$ 24,450.00	\$ 16,556.22	\$ 29,709.35
Equipment	\$ 4,819.63	\$ 50,189.00	\$ 5,233.04	\$ 16,543.90
Training/Travel	\$ -	\$ -	\$ -	\$ 4,811.01
Other/Miscellaneous Expenses	\$ -	\$ -	\$ 19,126.76	\$ 1,629.83
Student Transportation	\$ 2,333.71	\$ -	\$ 429,755.22	\$ 34,283.37
Total	\$ 641,350.52	\$ 616,716.00	\$ 1,892,928.74	\$ 581,124.73
Average Required Cost Per Student Attendance Day	\$ 322.77	\$ 142.00	\$ 144.26	\$ 226.91
Average Required Costs Per 190 Day School Year	\$ 3,375.53	\$ 3,245.87	\$ 9,962.78	\$ 3,058.55
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	
Counseling Services & Staff	\$ 11,602.45	\$ -	\$ 3,000.00	\$ -
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 17,137.43	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 1,912.53	\$ 708.00	\$ 15,955.11	\$ 11,859.24
Total Non-Required Costs	\$ 30,652.41	\$ 708.00	\$ 18,955.11	\$ 11,859.24
Total Costs (Required + Non-Required)	\$ 672,002.93	\$ 617,424.00	\$ 1,911,883.85	\$ 592,983.97
Average All Costs Per Student Attendance Day	\$ 338.20	\$ 142.17	\$ 145.70	\$ 231.54
Average of Total Costs Per 190 Day School Year	\$ 3,536.86	\$ 3,249.60	\$ 10,062.55	\$ 3,120.97

APPENDIX D:

ITEMIZATION OF JJAEP COSTS PER DAY

SCHOOL YEAR: 2014-2015 (Continued)

County Name:	Tarrant	Taylor	Travis	Webb
Number of Student Attendance Days:	6,331	1,420	1,700	5,989
Required Costs				
Administrative	\$ 58,983.84	\$ 42,057.00	\$ 53,202.33	\$ 18,700.86
Professional Services	\$ 1,092.73	\$ -	\$ -	\$ -
Program Administrator/Principal	\$ 214,873.89	\$ 97,042.00	\$ 99,319.72	\$ 103,358.26
Educational Staff	\$ 404,691.84	\$ 147,062.00	\$ 227,401.34	\$ 227,671.14
Behavior Management Staff	\$ 534,499.80	\$ -	\$ -	\$ 41,499.13
Clerical/Support Staff	\$ -	\$ 75,342.00	\$ -	\$ 314,162.38
Caseworkers	\$ 73,107.58	\$ 134,072.00	\$ 146,107.08	\$ -
Campus Security	\$ 76,774.58	\$ -	\$ -	\$ 48,762.48
Educational Materials and Supplies	\$ 24,465.50	\$ 702.00	\$ -	\$ 17,765.61
Building Expenses	\$ 200,160.05	\$ 334.00	\$ -	\$ 542.00
Meals	\$ 94,129.49	\$ 3,541.00	\$ -	\$ 200.00
Utilities	\$ -	\$ 4,922.00	\$ -	\$ 17,958.90
Equipment	\$ 5,347.45	\$ 2,908.00	\$ 452.88	\$ 4,403.36
Training/Travel	\$ 989.70	\$ 514.00	\$ 1,542.18	\$ 300.00
Other/Miscellaneous Expenses	\$ -	\$ 9,773.00	\$ 113,787.60	\$ 40,428.35
Student Transportation	\$ 149,324.02	\$ -	\$ -	\$ 33,541.54
Total	\$ 1,838,440.47	\$ 518,269.00	\$ 641,813.13	\$ 869,294.01
Average Required Cost Per Student Attendance Day	\$ 290.39	\$ 364.98	\$ 377.54	\$ 145.15
Average Required Costs Per 190 Day School Year	\$ 9,676.00	\$ 2,727.73	\$ 3,377.96	\$ 4,575.23
Non-Required Costs				
Other Administrative		\$ -		\$ -
Counseling Services & Staff	\$ 237,548.63	\$ -	\$ -	\$ -
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 5,819.21	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 2,473.08	\$ -	\$ -	\$ -
Total Non-Required Costs	\$ 245,840.92	\$ -	\$ -	\$ -
Total Costs (Required + Non-Required)	\$ 2,084,281.39	\$ 518,269.00	\$ 641,813.13	\$ 869,294.01
Average All Costs Per Student Attendance Day	\$ 329.22	\$ 364.98	\$ 377.54	\$ 145.15
Average of Total Costs Per 190 Day School Year	\$ 10,969.90	\$ 2,727.73	\$ 3,565.63	\$ 4,575.23

APPENDIX D:

ITEMIZATION OF JJAEP COSTS PER DAY

SCHOOL YEAR: 2014-2015 (Continued)

County Name:	Wichita	Williamson
Number of Student Attendance Days:	3,710	6,271
Required Costs		
Administrative	\$ 27,588.00	\$ 42,486.12
Professional Services	\$ -	\$ -
Program Administrator/Principal	\$ 47,282.00	\$ 179,788.00
Educational Staff	\$ 314,969.00	\$ 411,735.93
Behavior Management Staff	\$ 151,635.00	\$ 687,459.67
Clerical/Support Staff	\$ 47,128.00	\$ 123,791.34
Caseworkers	\$ 66,032.00	\$ 66,304.50
Campus Security	\$ -	\$ 77,854.02
Educational Materials and Supplies	\$ 13,531.05	\$ 10,556.54
Building Expenses	\$ -	\$ 7,581.43
Meals	\$ 10,383.00	\$ 56,218.93
Utilities	\$ 11,014.51	\$ 49,117.98
Equipment	\$ -	\$ 13,506.75
Training/Travel	\$ -	\$ 2,000.00
Other/Miscellaneous Expenses	\$ -	\$ 4,765.13
Student Transportation	\$ -	\$ 727.50
Total	\$ 689,562.56	\$ 1,733,893.84
Average Required Cost Per Student Attendance Day	\$ 185.87	\$ 276.49
Average Required Costs Per 190 Day School Year	\$ 3,629.28	\$ 9,125.76
Non-Required Costs		
Other Administrative		\$ -
Counseling Services & Staff	\$ -	\$ 67,286.76
Program Staff	\$ -	\$ -
Educational Staff	\$ -	\$ -
Medical Services & Staff	\$ -	\$ 63,727.03
Other/Miscellaneous Expenses	\$ -	\$ 11,010.19
Total Non-Required Costs	\$ -	\$ 142,023.98
Total Costs (Required + Non-Required)	\$ 689,562.56	\$ 1,875,917.82
Average All Costs Per Student Attendance Day	\$ 185.87	\$ 299.14
Average of Total Costs Per 190 Day School Year	\$ 3,629.28	\$ 9,873.25