

Juvenile Justice Alternative Education Programs  
Performance Assessment Report



May 2004  
(Revised May 27, 2004)

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



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# Juvenile Justice Alternative Education Programs Performance Assessment Report



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## SECTION I Introduction of Juvenile Justice Alternative Education Programs



The Texas Legislature created juvenile justice alternative education programs (JJAEP) in 1995 during an extensive re-write of the Texas Education Code (TEC). This new educational placement was created to serve the educational needs of juvenile offenders and at-risk youth who are expelled from the regular classroom or the school district disciplinary alternative education program (DAEP). The legislative intent was for JJAEPs to provide a quality alternative educational setting for expelled youth that would focus on discipline, behavior management and academic achievement. As of May 2004, JJAEPs have officially operated for eight complete academic school years.

In 1999, the Texas Legislature mandated that the Texas Juvenile Probation Commission (TJPC) and the Texas Education Agency (TEA) jointly develop a comprehensive system to ensure that JJAEPs were held accountable for student academic and behavioral success. In 2001, the Texas Legislature expanded this mandate in an appropriations rider to include a requirement that the agencies jointly prepare a report to assess the performance of the JJAEPs based on the accountability system that was developed in 1999. Rider Number 12 to TJPC's budget in the General Appropriations Act reads as follows:

***JJAEP Accountability.** Out of funds appropriated above in Strategy A.2.3, Juvenile Justice Alternative Education Programs (JJAEP), the Texas Juvenile Probation Commission and the Texas Education Agency shall ensure that Juvenile Justice Alternative Education Programs are held accountable for student academic and behavioral success. The agencies are to jointly submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2004. The report shall include, but is not limited to, the following:*

- a. An assessment of the degree to which each JJAEP enhanced the academic performance and behavioral improvement of attending students;*
- b. A detailed discussion on the use of standard measures used to compare program formats and to identify those JJAEPs most successful with attending students;*
- c. The percent of eligible JJAEP students statewide and by program demonstrating academic growth in the Texas Assessment of Knowledge and Skills (TAKS);*
- d. Standardized cost reports from each JJAEP and their contracting independent school district(s) to determine differing cost factors and actual costs per each JJAEP program by school year; and*
- e. Inclusion of a comprehensive five year strategic plan for the continuing evaluation of JJAEPs which shall include oversight guidelines to improve: school district compliance with minimum program and accountability standards, attendance reporting, consistent collection of costs and program data, training and technical assistance needs.*

This report has been prepared to fulfill the mandates of the above rider. While it is premature to draw definitive conclusions regarding all aspects of academic and behavioral performance of JJAEPs, it is the hope of TJPC and TEA that the in-depth analysis in this report will continue and refine the process of benchmarking the expected and desired outcomes for JJAEPs. The goal of JJAEPs is to provide a quality educational experience to all students in the program regardless of their status in the juvenile justice system—they deserve no less.

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## SECTION II Overview of Juvenile Justice Alternative Education Programs

### History

In 1995, the Texas legislature established the concept of juvenile justice alternative education programs (JJAEP). This legislation mandated a separate educational setting to ensure safe and productive classrooms through the removal of dangerous and/or disruptive students and to address the issue of expelled youth receiving no educational services during the period of expulsion. Prior to the creation of JJAEPs, disruptive and dangerous students either remained in the classroom or were expelled to the street. Thus, the State had a critical interest in ensuring safe classrooms for teachers and students while providing educational services in an alternative setting for expelled students.

Counties with populations over 125,000 were required to implement and operate JJAEPs. Twenty-two Texas counties, encompassing 237 school districts, were mandated to create a JJAEP and begin operations in school year 1997. Four additional counties (\*), encompassing 21 school districts, were required to begin JJAEPs in 2002 as a result of population increases established in the 2000 Census. The JJAEP counties include:

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

### Funding

The funding mechanism for JJAEPs differs in part from the funding mechanism in place for the public schools in Texas. JJAEPs are funded primarily through county tax revenues and state appropriations that flow through TEA and TJPC.

TJPC provides funding to local juvenile boards on a per diem basis for students who are mandated by State law to be 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 other students who may attend the JJAEP. Local school districts may provide funds and/or in-kind services to the JJAEP as agreed upon in the MOU. A more in-depth discussion of program costing can be found in Section VI of this report.

In addition to those counties mandated to operate JJAEPs, counties may voluntarily establish JJAEPs. These programs are funded through TJPC grants to local departments. During school year 2003, seven counties elected to operate JJAEPs. These discretionary JJAEP counties include:

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

Mandatory JJAEPs are the main focus of this report.

## 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 in part below.

- The statutorily established academic mission of the JJAEP is to enable students to perform at grade level pursuant to TEC Section 37.011(h);
- JJAEPs are required to operate seven hours a day for 180 days a year pursuant to TEC Section 37.011(f);
- JJAEPs must focus on English/language arts, mathematics, sciences, social studies and self-discipline but are not required to provide a course necessary to fulfill a student's high school graduation requirements pursuant to TEC Section 37.011(d);
- JJAEPs must adopt a student code of conduct pursuant to TEC Section 37.011(c);
- The juvenile board must develop a written JJAEP operating policy and submit it to TJPC for review and comment pursuant to TEC Section 37.011(g);
- JJAEPs must adhere to the minimum standards set by TJPC and found in Title 37, Texas Administrative Code (TAC) Chapter 348 pursuant to TEC Section 37.011(h) and Texas Human Resources Code (HRC) Section 141.042(6). JJAEPs are required by these standards to have one certified teacher per program and an overall instructional staff to student ratio of no more than 1 to 24. Additionally, the required operational staff to student ratio is no more than 1 to 12; and
- The juvenile board or the board's designee shall regularly review a JJAEP student's academic progress. For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d).

## SECTION III Students in Juvenile Justice Alternative Education Programs

### JJAEP Student Population

Juveniles served in JJAEPs have been expelled from their home school campus, have been placed into the program as a requirement of supervision by the juvenile court or have been placed by local agreement. A student may enter a JJAEP program more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or a return from an out of home residential setting. During school year 2003, 6,407 students accounted for 6,907 entries into JJAEP programs across the State. Seven percent of entries (500) had previously been served in a JJAEP during the school year. Table 1 presents the distribution of student entries and students in JJAEPs by county for school year 2003.

Table 1

**Student Entries and Students by County in JJAEPs  
School Year 2003**

County	Student Entries	Students	County	Student Entries	Students
<i>Total</i>	<i>6,907</i>	<i>6,407</i>	Jefferson	122	118
Bell	371	288	Johnson	40	40
Bexar	674	605	Lubbock	118	114
Brazoria	254	244	McLennan	342	295
Brazos	14	14	Montgomery	230	210
Cameron	140	130	Nueces	160	157
Collin	103	102	Smith	37	35
Dallas	784	759	Tarrant	350	343
Denton	236	225	Taylor	59	57
El Paso	30	27	Travis	107	105
Fort Bend	159	145	Webb	465	404
Galveston	149	138	Wichita	87	77
Harris	1,336	1,281	Williamson	312	282
Hidalgo	228	212			

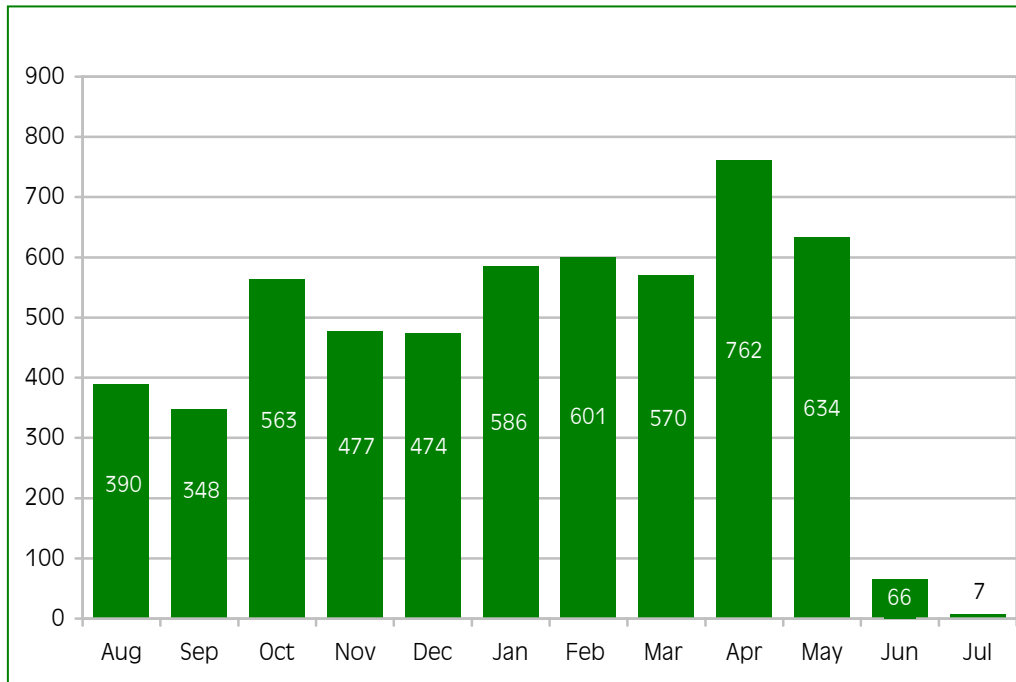
## JJAEP Entries

Students may enter JJAEPs at any time during a given school year and may continue in the JJAEP from one school year to the next. During school year 2003, 21% (1,429) of the 6,907 entries were carryovers from the previous school year. Chart 1 presents the number of new entries by month for school year 2003. Students carrying over from the previous school year are not included in the chart.

Chart 1

N = 5,478

JJAEP New Student Entries by Month  
School Year 2003



- The largest number of entries occurred in April (762, 14%) followed by May (634, 12%).
- Fewer students newly entered JJAEPs during August and September, the first two months of the school year.
- Students entering in June and July participated in summer school programs offered in the JJAEPs. Fourteen of the 26 mandatory programs offered summer school programs in school year 2003.

## JJAEP Placement Type

The student population served by JJAEPs falls into two basic categories: expelled students and court-ordered or other students who are not expelled. *Expelled students* includes those students who, under TEC Section 37.007, are mandated to be expelled or who may be expelled at the discretion of local school district policy.

A mandatory expulsion occurs when a student has been expelled pursuant to TEC Section 37.007(a), (d) or (e). The Code mandates school districts to expel students who commit certain serious criminal offenses, including violent offenses against persons, felony drug and weapons offenses. The offenses for which expulsion is mandatory are listed below. To be mandatory, offenses must occur on school property or at a school-related function.

- Felony Drug Offenses
- Weapons Offenses (includes expulsion for a non-illegal knife)
- Aggravated Assault or Sexual Assault
- Arson
- Indecency with a Child
- Retaliation
- Murder, Attempted Murder or Kidnapping

A discretionary expulsion occurs when a student has been expelled from the regular classroom or the school disciplinary alternative education program (DAEP) because they have committed certain offenses or behaviors as described in TEC Section 37.007 (b), (c) and (f). Discretionary expulsions for violations of the code of conduct while in the DAEP as per Section 37.007(c) are referred to as serious or persistent misbehavior. Those offenses for which expulsion is discretionary are listed below.

- Serious or Persistent Misbehavior
- Misdemeanor Drug and Alcohol Offenses
- Assault on Teacher
- Felony Criminal Mischief
- Terroristic Threat
- Inhalants

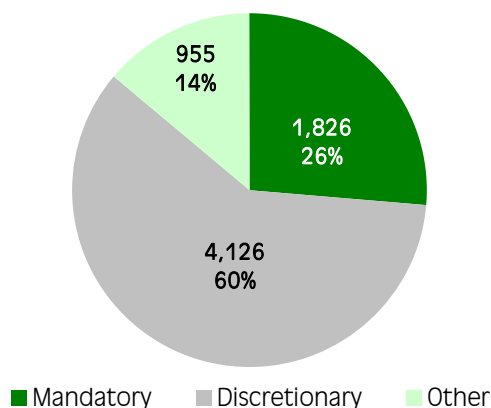
*Other students* include those non-expelled students who are ordered to attend the JJAEP by a juvenile court judge or who attend the JJAEP under an agreement with the school district as authorized by TEC Section 37.011. In some cases the juvenile board and school district have agreed to serve non-expelled students in the JJAEP. In 2003, fourteen JJAEPs served other students.

Chart 2 depicts the number and percentage of student entries into JJAEPs during school year 2003 in the categories mandatory expelled, discretionary expelled and other. The majority of the students who entered JJAEPs were expelled (86%). The majority of expulsions were discretionary (60%).

Chart 2

N = 6,907

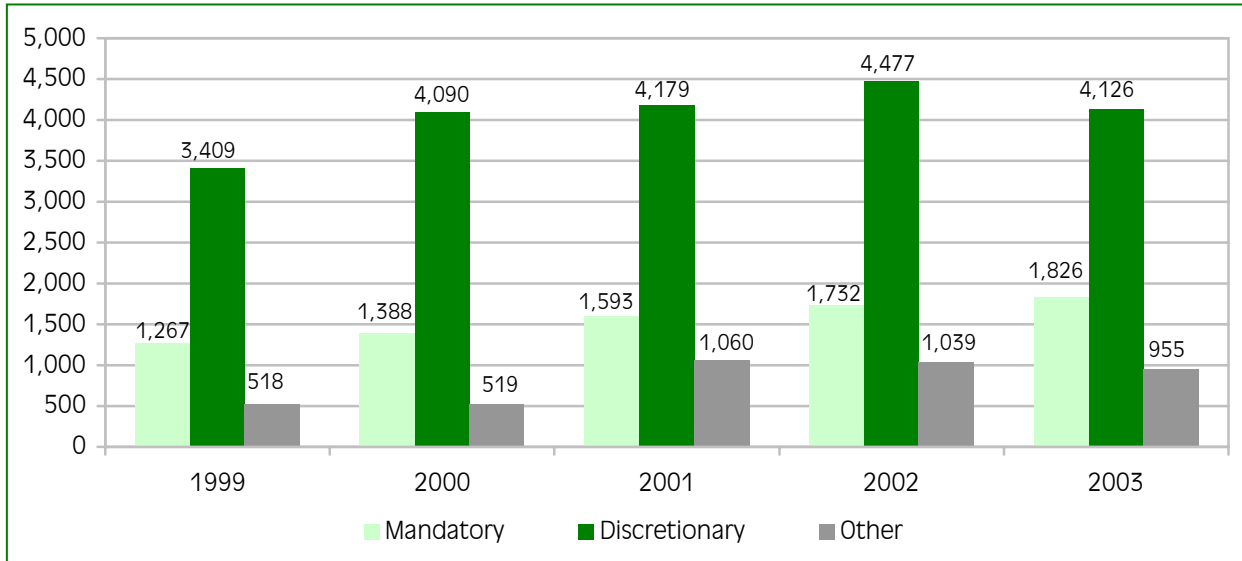
Types of JJAEP Student Entries  
School Year 2003



Since their inception, JJAEPs have experienced a fairly consistent pattern of growth. Chart 3 illustrates this growth in JJAEPs over time from school year 1999 through school year 2003.

Chart 3

JJAEP Student Entries by Year and Placement Type  
School Years 1999 - 2003



Year	1999	2000	2001	2002	2003
Total	5,194	5,997	6,832	7,248	6,907

- Total student entries into JJAEPs have increased 33% since 1999. School year 2003 represents the first year that entries into JJAEPs have decreased.
- In school year 2002, four counties implemented JJAEPs, thereby increasing the number of mandatory programs from 22 to 26. These new programs served a total of 149 in school year 2002 and 188 students in school year 2003.
- The placement of other students doubled between school year 2000 and 2001 in part as a result of juvenile probation department policies that require students leaving residential placement facilities to attend the JJAEP prior to returning to their regular school campus.

## 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 2003.

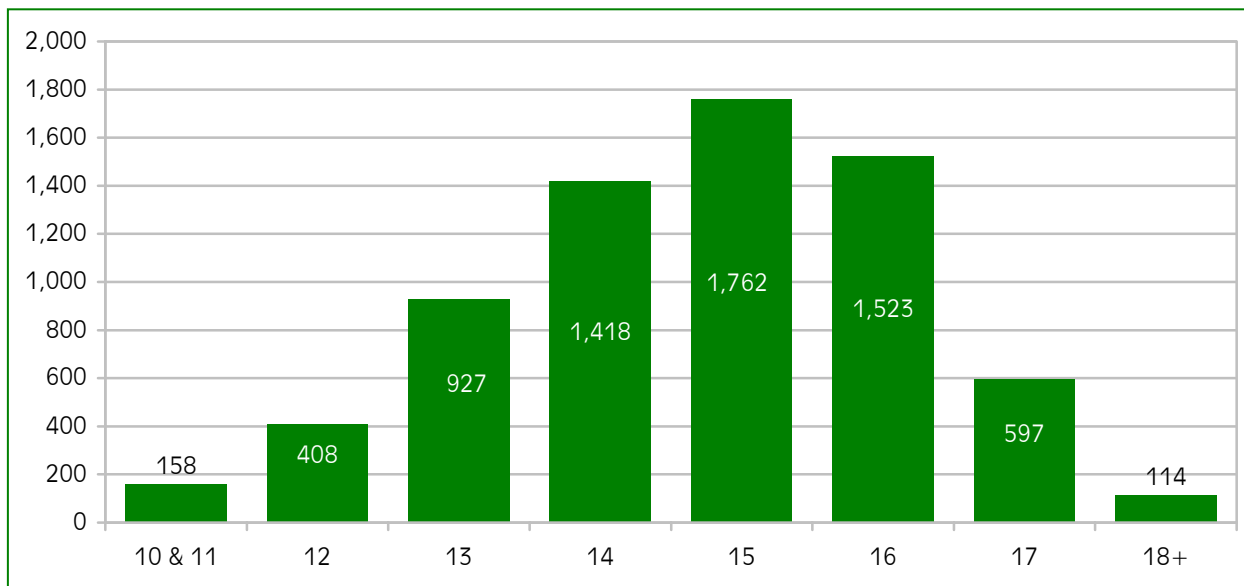
### Age

Chart 4 depicts the age of students entering the JJAEP during school year 2003.

Chart 4

N = 6,907

JJAEP Student Entries by Age  
School Year 2003



- 68% of the students entering a JJAEP were between the ages of 14 and 16, compared to 77% of juvenile justice system youth.
- Few students were between the ages of 10 –12 years of age (8%).
- The average age of students entering the program was 15 years old.

## Gender and Race

The gender and race distribution of JJAEP students can be found below in Table 2. As previously mentioned, students can enter a JJAEP more than once during the school year. These numbers represent unique *students* in JJAEPs in school year 2003.

Table 2

**JJAEP Students by Gender and Race  
School Year 2003**

<i>Race</i>	<i>Gender</i>		<i>Total by Race</i>	<i>Percent of Total by Race</i>
	<i>Male</i>	<i>Female</i>		
African American	1,349	308	<b>1,657</b>	<b>26%</b>
Anglo	1,167	387	<b>1,554</b>	<b>24%</b>
Hispanic	2,594	534	<b>3,128</b>	<b>49%</b>
Other	50	18	<b>68</b>	<b>1%</b>
<b>Total by Gender</b>	<b>5,160</b>	<b>1,247</b>	<b>6,407</b>	<b>100%</b>
<b>Percent of Total by Gender</b>	<b>81%</b>	<b>19%</b>	<b>100%</b>	

- 76% of JJAEP students were minority youth.
- The majority of students entering JJAEPs were male (81%), a higher proportion than in the general juvenile probation population (71%).
- Hispanic males were the largest single group of JJAEP students, accounting for 40% of juveniles entering the program.

Table 3 provides a comparison of the race of students in JJAEPs, public schools, DAEPs and the juvenile probation system during school year 2003.

Table 3

**Race Distributions within Populations  
Comparison of Systems  
School Year 2003**

	African American	Anglo	Hispanic	Other
JJAEP	26%	24%	49%	1%
DAEP*	22%	31%	46%	1%
Texas Public School*	14%	40%	43%	3%
Referrals to Juvenile Probation	23%	33%	43%	1%

\* Data provided by TEA.

- Minority youth accounted for 76% of the JJAEP population compared to 69% of the DAEP population, 67% of the juvenile probation referrals and 60% of the public school population.
- The percentage of minority youth in JJAEPs was 9% higher than the percentage of youth referred to juvenile probation.



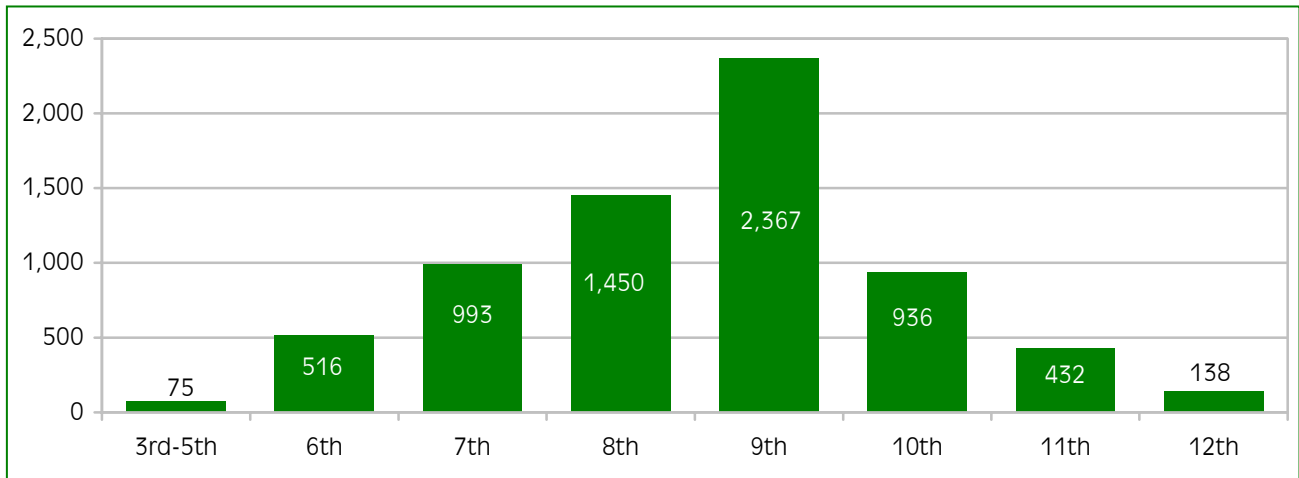
## Grade Level

In school year 2003, the students served in JJAEPs were in grades 3 through 12. Chart 5 shows the distribution of student entries by grade level.

Chart 5

N = 6,907

JJAEP Student Entries by Grade Level  
School Year 2003



- 83% of the JJAEP student entries were in the 7th to 10th grades.
- Ninth graders comprised 34% of all JJAEP entries.

## Special Education Needs

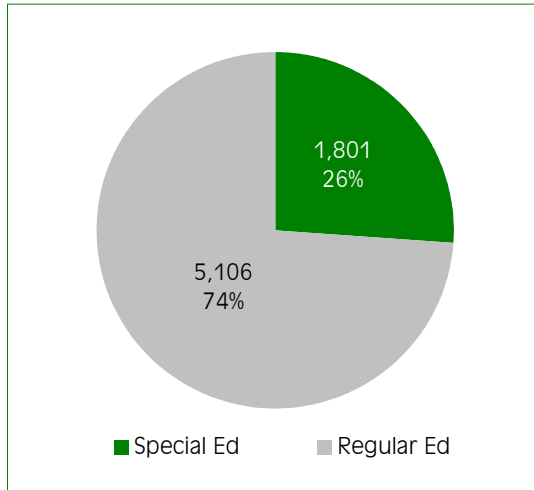
JJAEPs serve students who have special education needs identified in their individual education plan (IEP).

Chart 6 depicts the proportion of JJAEP student entries with special education needs.

Chart 6

N = 6,907

JJAEP Student Entries by Population  
School Year 2003

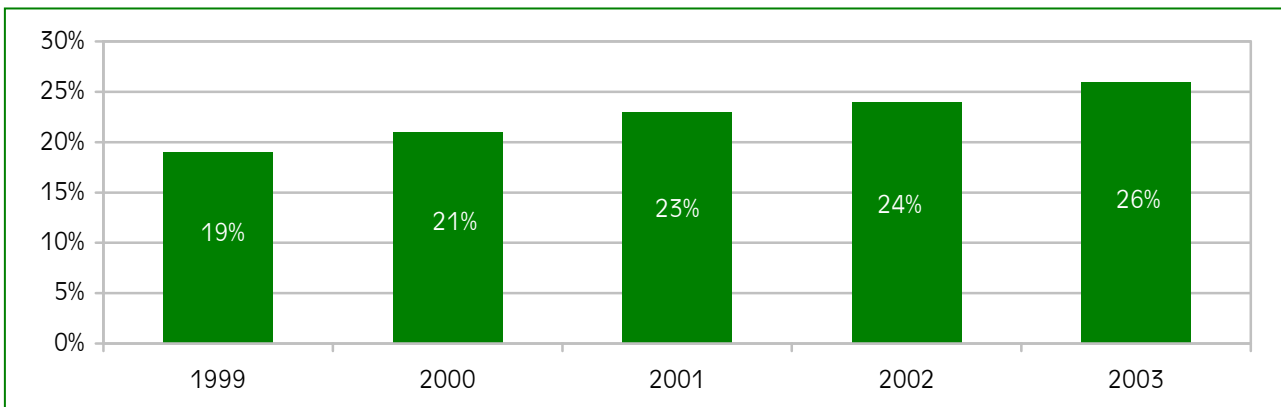


- 26% of the students in JJAEPs were identified as having special education needs.
- 24% of students in DAEPs were classified as having special education needs.

Chart 7 shows the percent of students in JJAEPs with special education needs for the past five school years.

Chart 7

Percent of JJAEP Special Education Student Entries  
School Years 1999 - 2003



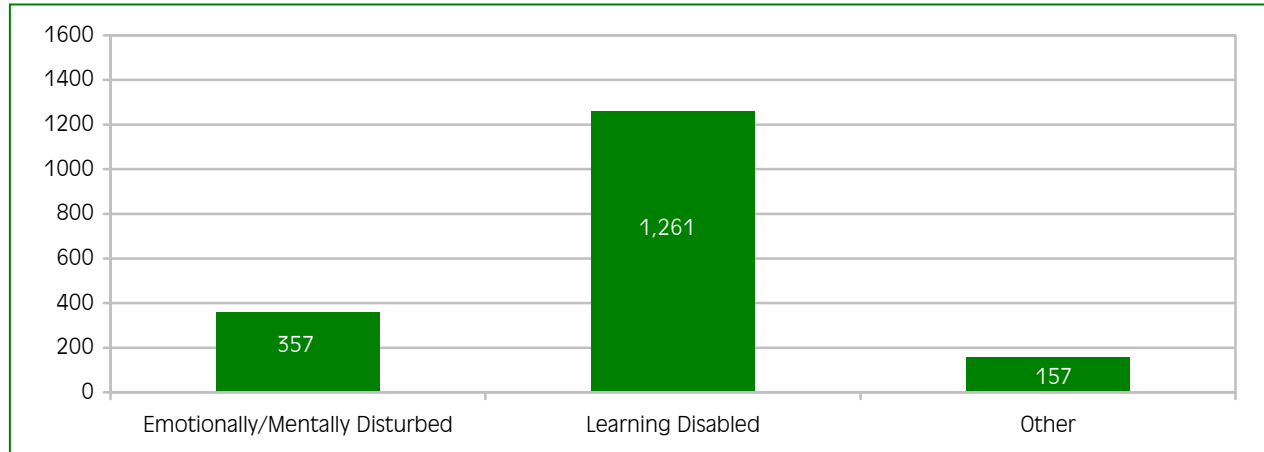
- The percent of special education students entering JJAEPs increased 37% between 1999 and 2003.

Chart 8 presents the primary disability for special education students entering JJAEPs in school year 2003.

Chart 8

JJAEP Student Entries by Primary Disability  
School Year 2003

N = 1,775\*



\*The type of special need for 26 students who were classified as special education was not reported.

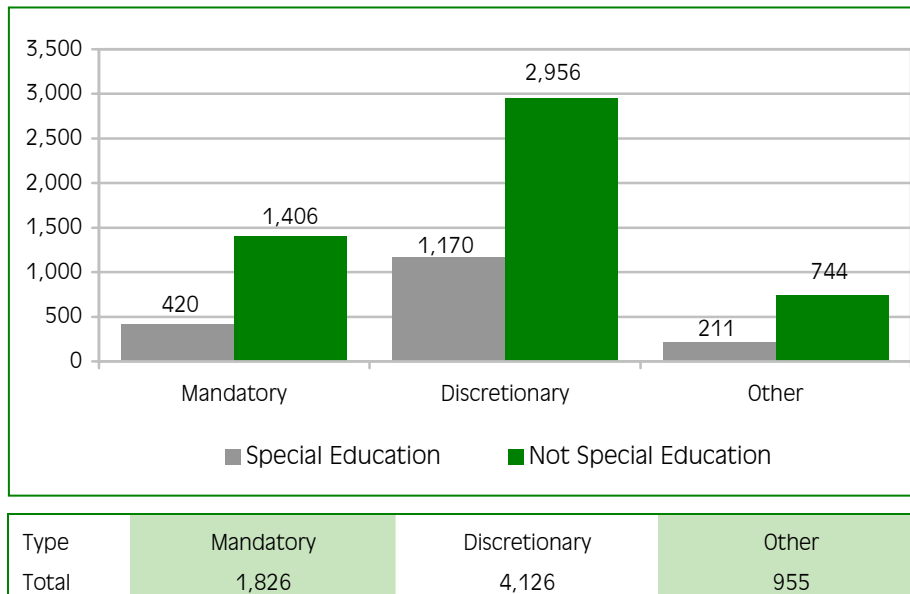
- The primary disability of 71% of JJAEP special education students was a learning disability.
- 17% of mandatory expulsions were classified as emotionally or mentally disturbed compared to 18% of discretionary students and 33% of other students.
- 11 students entering JJAEPs in 2003 were classified as mentally disturbed.
- 3 students in the other category were classified as physically disabled.
- 225 (13%) of the special education students had more than one disability.

Chart 9 presents the number of students with a special education disability by type of JJAEP placement.

Chart 9

N = 6,907

JJAEP Special Education Student Entries by Placement Type  
School Year 2003



- 28% of discretionary expelled student entries were classified as special education compared to 22% of other students and 23% of mandatory expelled student entries.

### Other Student Characteristics

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

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

JJAEP data were matched to TEA PEIMS data with 84% (5,396) of students identified. Analysis showed that approximately 10% of JJAEP students were LEP (519). Moreover, of these 519 students, three quarters were also classified as ESL (394, 76%).

Chart 10

N = 5,396

**JJAEP At-Risk Students  
School Year 2003**

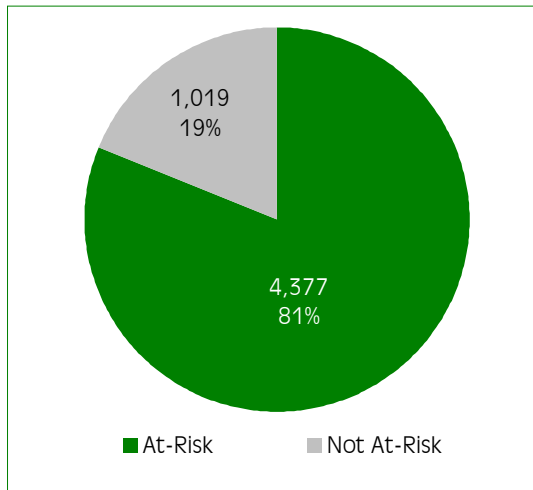


Chart 10 presents the distribution of at-risk students in JJAEPs. The majority of students in JJAEPs were considered to be at-risk students (4,377, 81%).

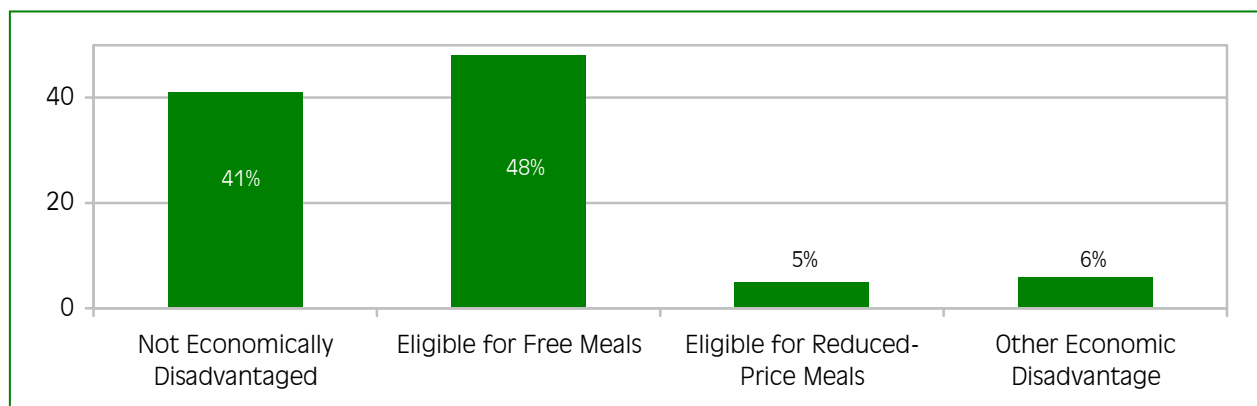
- Only one percent of JJAEP students were classified as gifted/talented (60, 1.1%).

Chart 11 shows the distribution of JJAEP students by economic indicator. Students are classified annually by their home school to determine eligibility for free and reduced school meals.

Chart 11

N = 5,396

**Percent of JJAEP Students by Economic Indicator  
School Year 2003**



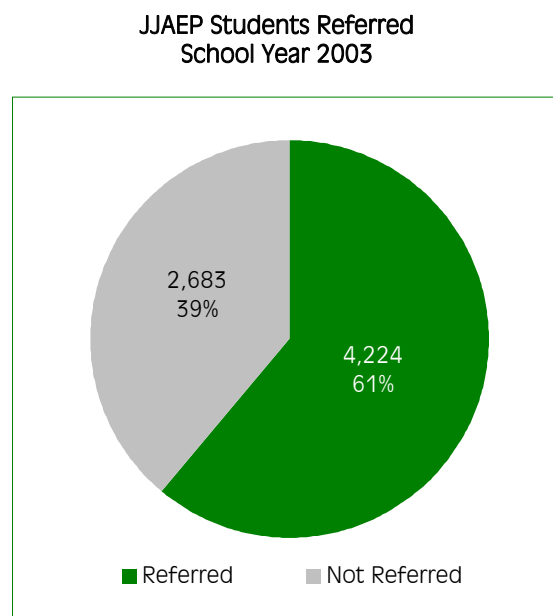
- 59% of the JJAEP students were economically disadvantaged (3,150).
- Almost half of the students were eligible for free meals (2,575, 48%).
- Eleven percent of the students were either eligible for reduced-price meals or possessed some other economic disadvantage.

## Juvenile Court Status of the JJAEP Student Population

Although the majority of youth served by JJAEPs had been referred to or were under the supervision of the juvenile court, this is not true for all youth served in the JJAEPs. A match between JJAEP and TJPC's Caseworker data indicated that 61% of students (4,224) who entered a JJAEP in school year 2003 had been referred to juvenile court, while 39% had no contact with the juvenile court. Ten percent (711) of the student entries were 17 years old or older and were outside the jurisdiction of the juvenile justice system. These students are included in the "not referred" portion of the pie chart below. Chart 12 depicts the proportion of JJAEP student entries that had a referral to local juvenile probation departments associated with their JJAEP placement.

Chart 12

N = 6,907



Students referred to local juvenile probation departments were referred for felony, misdemeanor, Conduct Indicating a Need for Supervision (CINS) and violation of probation offenses. CINS offense referrals include public intoxication, truancy, fineable only offenses that have been transferred to a juvenile court from a municipal or justice court, inhalant abuse, and expulsion for violating the school district code of conduct while in the DAEP under TEC Section 37.007(c), referred to as *serious or persistent misbehavior*.

Half (51%) of the juveniles in JJAEPs were referred to juvenile probation departments for CINS offenses; 92% of these were for *serious and persistent misbehavior*. Twenty-nine percent of "referred" juveniles had committed a felony offense.

## Expulsion Offense Types

The majority of students entering JJAEPs had been expelled for committing an offense. 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 allege an offense and hold a formal expulsion hearing. The expulsion offense is determined by the school. Table 4 illustrates the number and percent of student entries into JJAEPs for mandatory expulsion offenses by offense type.

Table 4

**Mandatory Expulsion JJAEP Student Entries by School Offense  
School Year 2003**

Offense Category	Number	Percent of Total
Felony Drug Offenses	878	48%
Weapons Offenses (includes expulsion for a non-illegal knife)	499	27%
Aggravated Assault or Sexual Assault	203	11%
Arson	139	8%
Indecency with a Child	76	4%
Retaliation	25	1%
Murder, Attempted Murder or Kidnapping	6	1%
<b>Total Offenses</b>	<b>1,826</b>	<b>100.0%</b>

- Felony drug offenses accounted for the highest proportion of mandatory placements in the JJAEPs (48%).
- Over one-quarter of the students were placed because of a weapons violation (27%).

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

Table 5 illustrates the number and percent of student entries into a JJAEP for discretionary expulsion offenses by offense type.

Table 5

**Discretionary Expulsion JJAEP Student Entries by School Offense  
School Year 2003**

Offense Category	Number	Percent of Total
Serious or Persistent Misbehavior	3,210	78%
Misdemeanor Drug and Alcohol Offenses	621	15%
Assault on Teacher	135	3%
False Alarm/Terroristic Threat	107	3%
Felony Criminal Mischief	48	1%
Inhalants	5	<1%
<b>Total Offenses</b>	<b>4,126</b>	<b>100.0%</b>

- 78% of all discretionary expulsions were for serious or persistent misbehavior.
- Misdemeanor drug and alcohol offenses and serious or persistent misbehavior accounted for 93% of all discretionary expulsions.

### Comparison of Offenses for Expelled Students

School districts may expel those students who violate the school district student code of conduct and must expel students who commit violent, weapon, and felony drug offenses while on school campus. Expulsion offenses are those alleged by the school district and may or may not be the offense for which the juvenile is disposed by juvenile court. In some cases a student may not ever be referred for the offense alleged by the school district. Table 6 below shows a comparison of the JJAEP-reported expulsion offenses and the juvenile justice offenses for students expelled and placed into a JJAEP.

Table 6

**Comparison of Offenses of Expelled Students in Mandatory JJAEPs  
School Year 2003**

Mandatory Expulsions	%	Discretionary Expulsions	%
No offense in juvenile justice system	28%	No offense in juvenile justice system	37%
Referred for the same offense	52%	Referred for the same offense	44%
Referred for a different offense	20%	Referred for a different offense	19%

- 34% of students expelled from school were not referred for an offense in the juvenile justice system.
- 44% of students expelled for a violent felony offense were referred for a violent felony.
- 58% of students expelled for a felony drug offense and 29% expelled for a misdemeanor drug offense were referred for the same offense.



## Other Student Offenses

Students categorized as other had not been placed in a JJAEP as a result of expulsion. These juveniles may be placed into JJAEPs by the juvenile court. These other students accounted for 14% of all student entries and 8% of the JJAEP students with juvenile court contact. Table 7 shows the distribution of offenses for which other students were referred. Nearly half of these students were referred for a violation of probation offense (146, 46%).

Table 7

**Offenses of Other Students in JJAEPs  
School Year 2003**

Offense	N	%
<b>Felony</b>		
All Sexual Assaults	10	3.2%
Aggravated Assault	29	9.1%
Burglary	11	3.5%
Theft	3	0.9%
Motor Vehicle Theft	4	1.3%
Drug Offenses	7	2.2%
Weapons Violations	1	0.3%
Other Felony	8	2.5%
<b>Misdemeanor</b>		
Assault	13	4.1%
Theft	9	2.8%
Drug Offenses	13	4.1%
Other Misdemeanor	15	4.7%
<b>CINS</b>		
Truancy	1	0.3%
Runaway	12	3.8%
Disorderly Conduct	7	2.2%
Alternative Educational Expulsion	4	1.3%
Other CINS	9	2.8%
<b>Violation of Probation Order</b>	<b>146</b>	<b>46.1%</b>
<b>Contempt of Justice or Municipal Court Order</b>	<b>15</b>	<b>4.7%</b>
Total	317*	

\*638 students were not in the juvenile probation system.

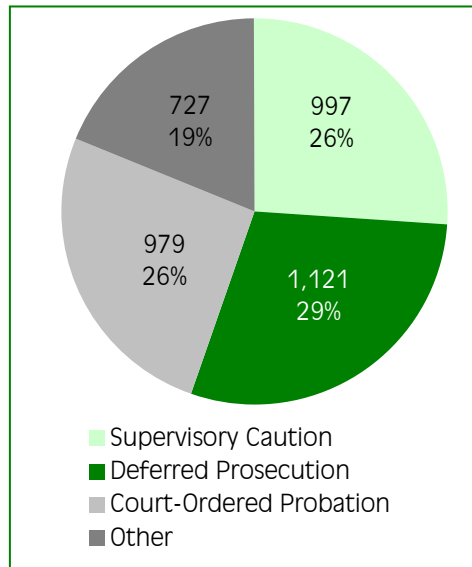
## Juvenile Court Disposition Type

JJAEP students referred to juvenile court had their cases disposed both formally and informally. Chart 13 presents the dispositions of JJAEP students.

Chart 13

Disposition Type of JJAEP Student Entries  
School Year 2003

N = 3,824\*



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

*Deferred Prosecution* -- A voluntary alternative to 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. If the child violates any of the probation conditions, the state may elect to proceed with formal court adjudication.

*Court-Ordered Probation* -- After going to court for an adjudication hearing on the facts, a judge or jury may order community-based supervision for a specified period of time, based on such reasonable and lawful terms as the court may determine. While on adjudicated probation, the offender may be required to participate in any program deemed appropriate, such as an intensive supervision program or residential placement.

*Other* -- Other dispositions include dismissed or withdrawn, not guilty, transferred, no probable cause and commitment to the Texas Youth Commission.

\* An additional 400 cases had not received a disposition.

- More than half of the referred JJAEP students were disposed to supervision (court-ordered probation or deferred prosecution (55%).
- 45% of referred JJAEP students had their cases dropped or were given a supervisory caution, thereby not receiving supervision in the community while attending the JJAEP.
- Less than one percent were committed to TYC (17).

## Program Stay for the JJAEP Student Population

### Average Length of Stay

During school year 2003, there were 5,380 student exits from JJAEPs. Table 8 provides the average length of stay for students who exited JJAEPs. Average length of stay includes only school days, not weekends, holidays or summer break.

Table 8

Average Length of Stay by County in JJAEPs  
School Year 2003

County	Number	Average (days)	County	Number	Average (days)
Bell	285	43	Johnson	26	75
Bexar	520	58	Lubbock	110	58
Brazoria	164	83	McLennan	237	107
Brazos	11	72	Montgomery	199	50
Cameron	106	68	Nueces	111	86
Collin	75	67	Smith	32	49
Dallas	507	98	Tarrant	222	87
Denton	176	59	Taylor	49	68
El Paso	22	79	Travis	99	52
Fort Bend	122	62	Webb	346	74
Galveston	105	66	Wichita	82	43
Harris	1,159	70	Williamson	289	55
Hidalgo	213	46	<b>Total*</b>	<b>5,349</b>	<b>70</b>
Jefferson	82	111			

\* Data for 31 cases were missing.

- The average length of stay for students in JJAEPs was 70 days.
- Jefferson County had the longest average length of stay (111 days) compared to Bell and Wichita counties which had the shortest average length of stay (43 days).
- Students placed in a JJAEP for a mandatory reason had the longest length of stay (78 days) compared to discretionary (71 days) and other students (51 days).

## Reasons for Program Exit

Table 9 depicts the reasons why students exited JJAEPs in school year 2003.

Table 9

JJAEP Exit Reasons  
School Year 2003

Reason	Number	Percent of Total
Returned to Home Local School District	3,736	69%
Unsuccessful	760	14%
Received GED	44	1%
Graduated	34	1%
ARD Removal	25	1%
Other	781	14%

*Unsuccessful* - left program to enter a more structured or secure facility (detention, residential placement, jail).

*Other* - student withdrew, moved, experienced medical problems or died.

- The majority of JJAEP students (69%) returned to their local school district.
- 2% of the JJAEP students either graduated or received a high school equivalency certificate.
- 29% of JJAEP students left the program prior to completing their assigned length of stay.

# SECTION IV Description of Juvenile Justice Alternative Education Programs

## Introduction

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

JJAEPs are required by statute to teach the core curriculum of English/language arts, mathematics, science, social studies and self-discipline. Attending students earn academic credits for coursework completed while attending the JJAEP. The length of time a student is assigned to a JJAEP is determined by the school district for expelled students and by the juvenile court for other placements. Once a student has completed the term of expulsion or their 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 2003. To compile the information in this section of the report, each of the 26 JJAEPs was surveyed. Questions on the survey were designed to capture staffing and programmatic information allowing for comparisons among individual JJAEP programs. A copy of the survey instrument can be found in Appendix B, and a county-by-county list of selected responses is located in Appendix C.

## Programmatic Elements

### Capacity

JJAEPs vary in size according to the needs of the county and populations served by the program. In 2003 the capacity of JJAEPs ranged from 25 to 750 (see Table 10). 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 must manage their population through adjustments to student length of stay and/or by limiting the number of discretionary and other students accepted into the program.

Table 10

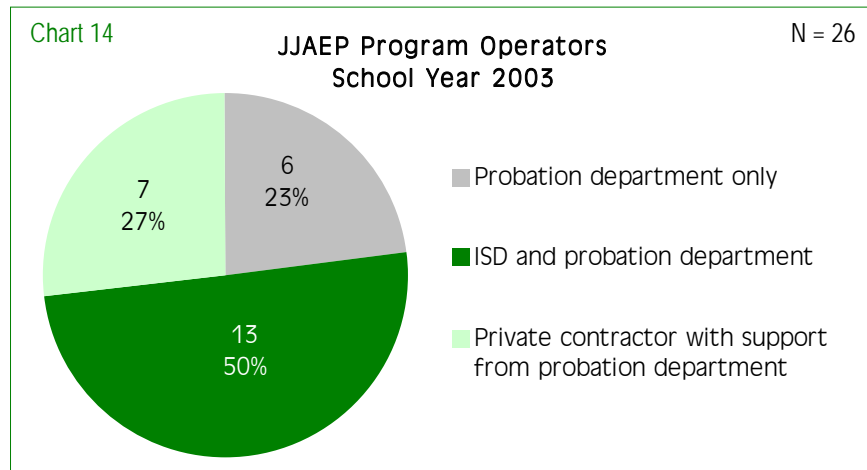
**JJAEP Student Capacity by County  
School Year 2003**

County	Number	County	Number
Bell	180	Johnson	30
Bexar	296	Lubbock	60
Brazoria	120	McLennan	135
Brazos	75	Montgomery	120
Cameron	96	Nueces	48
Collin	85	Smith	100
Dallas	500	Tarrant	120
Denton	150	Taylor	48
El Paso	47	Travis	50
Fort Bend	80	Webb	200
Galveston	72	Wichita	25
Harris	750	Williamson	200
Hidalgo	120	<b>Total</b>	<b>3,797</b>
Jefferson	90		

### Program Operator

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

Chart 14 provides information about the entities responsible for operating JJAEPs in school year 2003. For programs operated jointly, the level of support and services provided by each entity varies according to the program.



- Local juvenile probation departments and independent school districts jointly operated half of the JJAEPs in the state.
- 31% of the programs were operated either solely or in conjunction with a private contractor (8).

### Program Format

JJAEP administrators were asked to characterize their program format into one of three basic categories: military-style, therapeutic or traditional school. A military-style model 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 15 depicts the number and percentage of programs in each of program format categories. Schools that combine program elements are categorized based on their primary emphasis.

- More than half of JJAEPs operated a traditional school model (54%), while just over one third operated a military-style program (9).
- Few programs operated a therapeutic model (11%).

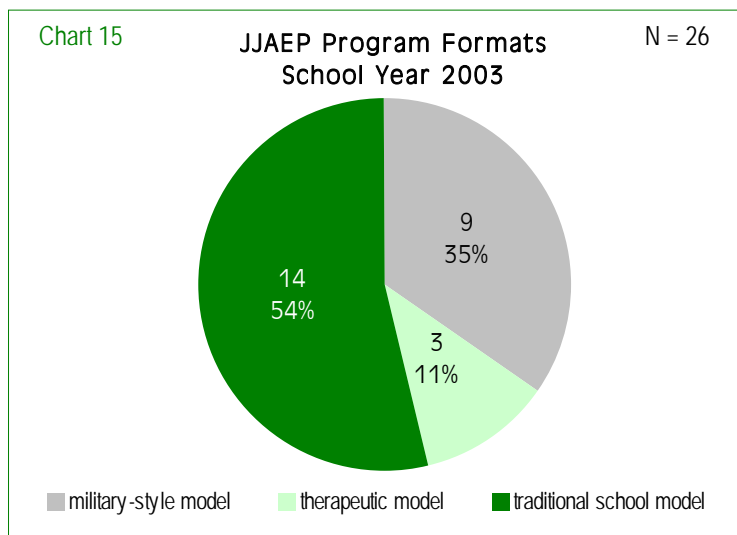


Table 11 presents the number and percentage of student entries and students by program format.

Table 11

**Student Entries in JJAEPs by Program Format  
School Year 2003**

County	Student Entries	
	N	%
Military-Style Model	1,594	23%
Therapeutic Model	1,793	26%
Traditional School Model	3,520	51%
<b>Total</b>	<b>6,907</b>	<b>100%</b>

- Operating in 14 of the 26 JJAEPs, the traditional school model served more than half (51%) of students entering the program.
- Although nine JJAEPs operated a military-style model, these programs had the fewest student entries (23%). Military-style programs range in capacity from 60 to 200.
- On average, the daily population of all military-style programs was 474 compared to 525 in therapeutic-style programs and 1,052 in traditional school programs.



## Programmatic Components

JJAEPs offer students a variety of services in addition to the required educational programming. These program components are similar across most JJAEPs and include individual, group, and family counseling services, substance abuse counseling, life skills classes and community service. Students may participate in one or all of the services offered within a single program. Participation is often dependent on program requirements or a juvenile court order. Programmatic components offered in JJAEPs are presented in Table 12.

Table 12

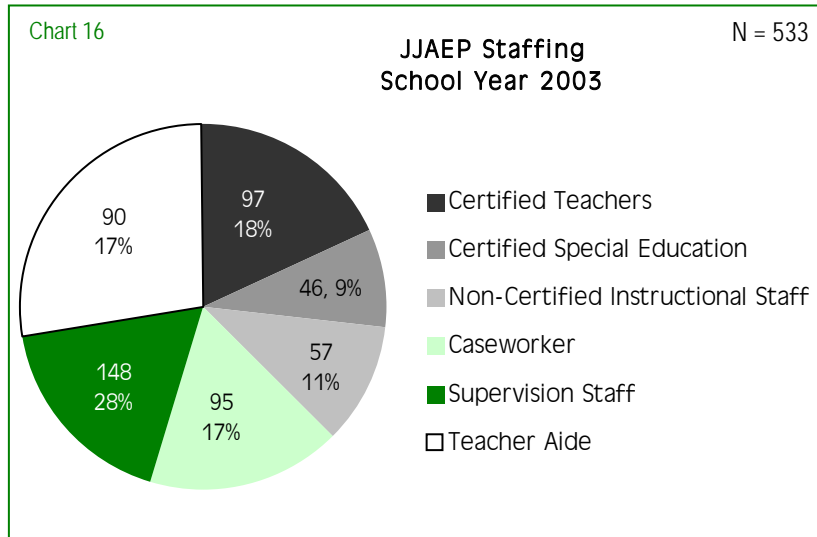
JJAEP Programmatic Components  
School Year 2003

Program Components Offered	Number of Programs that Incorporate the Component			Total Number of JJAEPs with Component N=26	% of Total JJAEPs with Component
	Military-Style Model N=9	Therapeutic Model N=3	Traditional School Model N=14		
Life skills training	6	3	13	22	85%
Drug/alcohol prevention/intervention	9	3	9	21	81%
Community service	7	3	9	19	73%
Individual counseling	8	3	8	19	73%
Substance abuse counseling	9	3	7	19	73%
Group counseling	7	3	7	17	65%
Anger management programs	5	3	8	16	62%
Tutoring or mentoring	4	2	8	14	54%
Physical training or exercise program	9	0	4	13	50%
Military drill and ceremonies	9	0	1	10	38%
Drill instructors as staff	9	0	1	10	38%
Parenting programs (for students' parents)	5	1	4	10	38%
Family counseling	4	1	5	10	38%
Immediate punishment for infractions	6	0	3	9	35%
Military-style uniforms for staff	7	0	0	7	27%
Experiential training	2	2	3	7	27%
Military-style uniforms for students	6	0	0	6	23%
Vocational training/job preparation	2	0	3	5	19%

- All JJAEPs offered at least one program in addition to the required educational programming.
- The most common program components incorporated into the JJAEPs were life skills training (85%) and drug and alcohol prevention (81%).
- Tutoring or mentoring was offered in 54% of the JJAEP programs.
- Counseling services (individual, substance abuse and group) were offered in the majority of the programs.
- Military format JJAEPs appeared to offer the greatest number of programs to their students.

## Program Staffing

JJAEPs were staffed by a variety of professionals and paraprofessionals. Chart 16 provides a summary of the number and percent of program staff statewide during school year 2003.

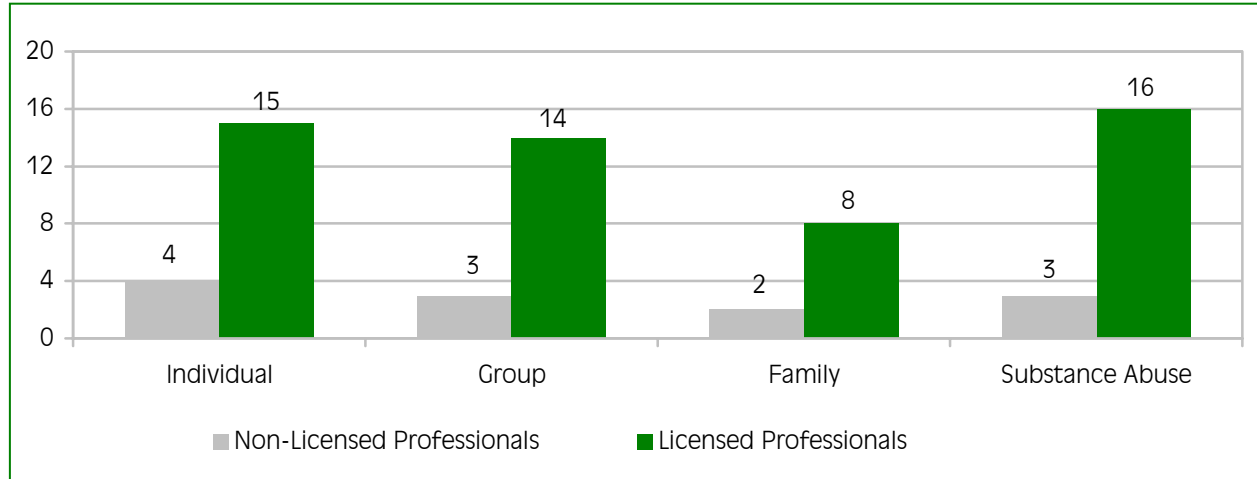


- The total operational staff of JJAEPs in school year 2003 was 533.
- 27% of statewide JJAEP staff were certified teachers (143).
- 49% of all instructional staff in individual programs were certified teachers. Instructional staff includes certified teachers, certified special education teachers, non-certified instructional staff and teacher aides.
- 28% of the JJAEP staff were supervisory staff (148).
- Forty-two percent of military-style program staff were supervisory compared to 17% in therapeutic programs and 16% in traditional school programs. This is likely the result of the number of drill instructors required to operate the military aspects of the program.

The majority of programs offered counseling services provided by licensed mental health professionals. Counseling staff are included in the “Caseworker” category in Chart 16. While licensed mental health professionals were on staff in 19 of the 22 programs providing counseling, some services may have been provided by other non-licensed staff. Chart 17 compares the availability of licensed professionals in JJAEPs in programs with counseling services.

Chart 17

Programs Using Licensed Counseling Staff  
School Year 2003



- 84% of programs with substance abuse counseling offered services provided by licensed professionals.
- 82% of programs with group counseling and 80% of programs with family counseling offered services provided by licensed mental health professionals.
- 79% of programs with individual therapy offered services provided by licensed mental health professionals.

### Student Populations Served

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

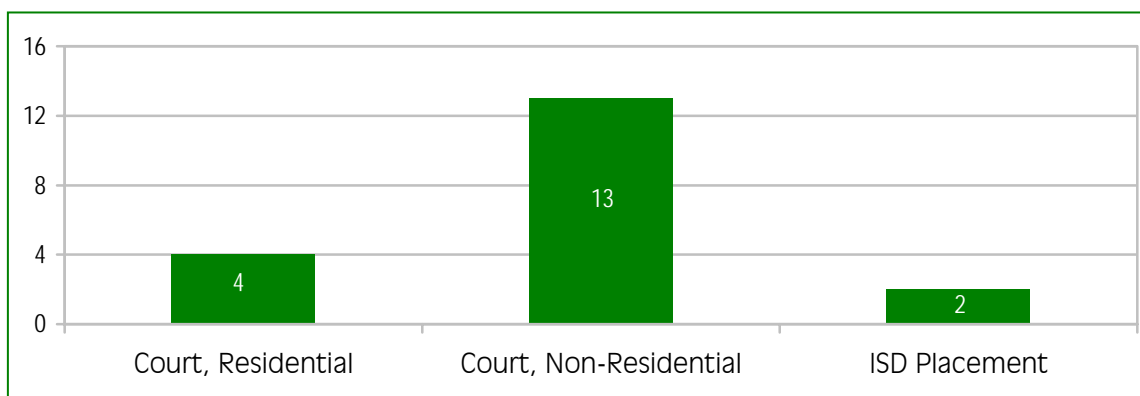
- *Court-Ordered, Residential Youth* – Juveniles placed into a residential facility are required to attend school. The JJAEP may be designed as the “school” for students in residential placement. These students are transported to the JJAEP for school hours and return to the residential facility at the end of the program day.

- *Court-Ordered, Non-Residential Youth* – A student may be required to attend school at the JJAEP as a condition of court-ordered probation. The juvenile court may issue this order for a variety of reasons, including safety of the victim or school personnel or because the needs of the juvenile require a more structured learning environment.
- *ISD Placement* – The JJAEP, through agreement with the local school districts, may serve ISD placed students.

JJAEPs are not required to provide services to non-expelled youth, but many did. Chart 18 illustrates the number of programs accepting different types of non-expelled (other) students.

Chart 18

Programs Providing Services to Non-Expelled Youth  
School Year 2003



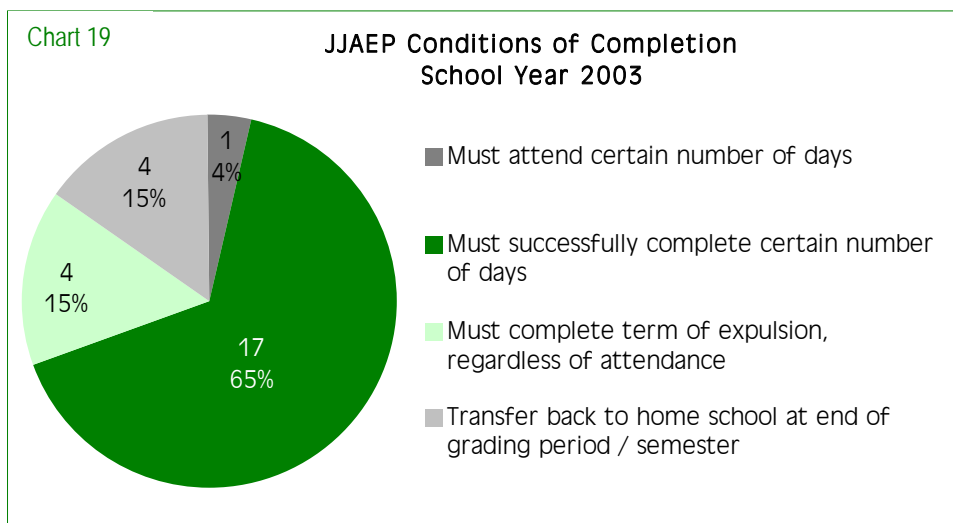
- Fourteen JJAEPs served other students in school year 2003.
- Thirteen JJAEPs served court-ordered, non-residential youth (50%).
- Four JJAEPs provided services to court-ordered residential students and two JJAEPs provided services to ISD placed youth.

State law requires that JJAEPs serve students that have been expelled for committing a mandatory offense. While there is no law which requires students expelled by school districts for discretionary reasons to receive services, the majority of JJAEPs serve this population. Only three JJAEPs in 2003 (Wichita, Tarrant and Taylor counties) had MOUs excluding all or part of the districts' discretionary expulsions. Those excluded are listed below:

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

## Attendance and Transportation

A student's expulsion from school and the length of expulsion is determined solely by the local school district. MOUs between the juvenile board and the local school districts, however, set the conditions for completion of JJAEP assignment. Seventeen of the 26 JJAEPs, or 65% of the programs in 2003, required students to successfully complete a certain number of days before they were released from the program (Chart 19). This requirement is used to motivate students, as well as hold them accountable for their behavior while in the program.



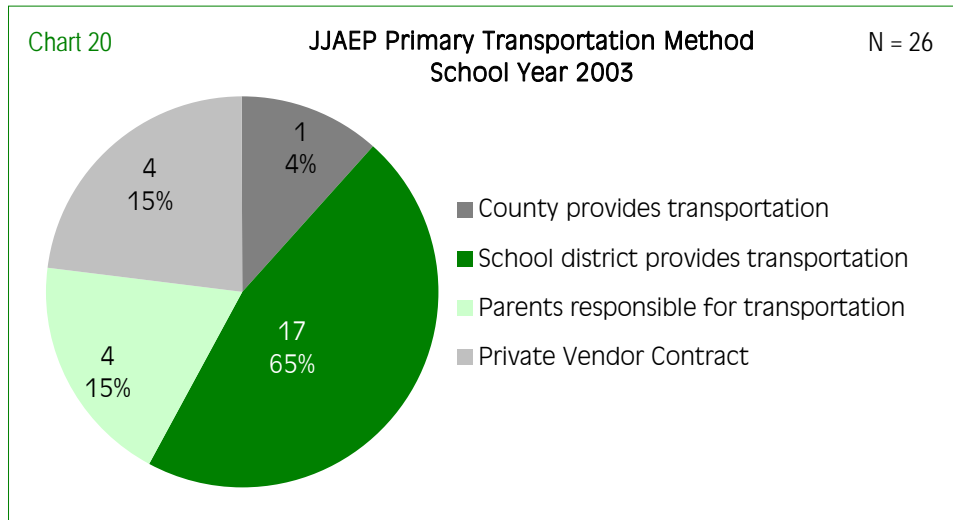
Those JJAEPs not requiring the successful completion of an assigned number of expulsion days still require conditions to be met prior to the student returning to regular school. For these programs, return to home school is based on the completion of the assigned number of expulsion days, completion of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

In addition to requiring students to attend a specified number of days prior to return to their home school, fifteen of the JJAEPs required a minimum length of stay for all students. This minimum stay ranged from 30 to 120 days. The average minimum length of stay across these fifteen programs was 65 days. The average school day for JJAEPs in 2003 was eight hours in length. Academic instruction was provided for an average of six hours per day and ranged from four hours to more than eight hours across the programs.

To assist in keeping a higher attendance rate, 17 of the 26 JJAEPs operated a structured truancy abatement program (65%). These programs typically provide an immediate response to truancy by probation or law enforcement and the presence of a justice of the peace at the JJAEP to hear truancy cases.

Transportation of students is an important issue for JJAEPs. Because the JJAEP serves an entire county, the location of a JJAEP may pose transportation problems for students living a great distance from the program. In addition, JJAEPs serve students that have a history of persistent truancy. Transportation is, therefore, an issue addressed in all MOUs between the juvenile board and school districts.

JJAEPs arrange various methods of transportation to assist students in reaching the program. Transportation to JJAEPs may be provided by the county, the school district or a private vendor. Some JJAEPs do not provide transportation for students. For these programs, parents are responsible for transporting their children. Chart 20 depicts the primary means of transportation used by JJAEPs in school year 2003.



- School districts provided transportation to students in 46% of the JJAEPs.
- 23% of the JJAEPs did not provide transportation for their students. Parents were the primary means of transportation for students attending these programs.
- In order to facilitate the transportation of students, several of the programs had school days which operated outside regular school hours. For example, Tarrant county operates their JJAEP beginning at 9:30 a.m. and ending at 4:30 p.m.

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

## Introduction

The performance of JJAEPs can be measured in a number of different ways. The following performance measures were used for this analysis:

- Academic achievement as assessed by the Texas Assessment of Knowledge and Skills (TAKS);
- Academic achievement as assessed by the Kaufman Test of Educational Achievement (KTEA);
- JJAEP program attendance rates;
- Change in individual students' absence rates;
- Behavioral changes measured by disciplinary referrals and the Risk and Resiliency Survey; and
- Subsequent contact with the juvenile probation system.

## Texas Assessment of Knowledge and Skills Analysis

### Methodology

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

TEA provided the data from the testing database for the analysis of student performance as measured by the TAKS. Upon receipt, the data was merged with JJAEP data maintained by TJPC. A matching rate of 74% provided a solid sample of students with TAKS testing data. Although the TAKS measures performance in several subject areas, scores for only math and reading were used as measures for this analysis. The TAKS is given once annually to students, therefore, the analysis of TAKS performance include only unique students, not student entries. Since school year 2003 represents the first year in which TAKS was used, this report presents TAKS results for only school year 2003. Future reports will provide comparative TAKS results.

## Statewide TAKS Exclusions for Students in JJAEPs

An evaluation of the data was completed in order to determine the number of students who were tested, exempted or did not complete the TAKS. Reasons for an exemption from the TAKS test include limited English proficiency (LEP), as determined by a student's Language Proficiency Assessment Committee (LPAC), or exemption by a special education student's Admission, Review and Dismissal (ARD) Committee. Reasons for not taking or completing the test include taking an alternative, state-developed test (SDAA), being absent and not completing the test due to cheating or illness. Table 13 provides the distribution of TAKS participation during school year 2003 for students in JJAEPs. Results include only those students whose record was matched to testing data.

Table 13

Exclusions from TAKS Participation  
for Students in JJAEPs  
School Year 2003

	Math		Reading	
	n	%	n	%
LEP Exempt	9	0.2%	15	0.3%
ARD Exempt	306	6.5%	311	6.6%
SDAA	156	3.3%	162	3.4%
No document processed	673	14.2%	573	12.1%
Other	124	2.6%	84	1.8%
Absent	737	15.6%	762	16.1%
<b>Scored</b>	<b>2,729</b>	<b>57.6%</b>	<b>2,827</b>	<b>59.7%</b>
<b>Total</b>	<b>4,734</b>	<b>100.0%</b>	<b>4,734</b>	<b>100.0%</b>

- **LEP** – limited English proficiency – exempt from TAKS (applies to grades 3-10 only)
- **ARD Exempt** – exempt from Math and/or Reading portion of TAKS by an Admission, Review and Dismissal Committee (applies to grades 9-11)
- **SDAA** – State-developed alternative assessment standardized test for special education students – exempt from TAKS (applies to grades 3-8 only);
- **No document processed** – no matching answer document found
- **Other** – e.g., illness, cheating
- **Absent** – not present when TAKS was administered
- **Scored** – total number of TAKS tests scored

The majority of the students matched had TAKS tests that were scored in math and reading. Sixteen percent of the students were absent on the day the TAKS was administered. Less than seven percent of the students were exempt from the test due to LEP or ARD. Excluding exemptions, more than one-third of the students with a matched record did not take the test and were excluded from the analyses presented in this report.



## Statewide TAKS Results for Students in JJAEPs

The TAKS results for students in JJAEPs were analyzed using only those students whose tests were scored. Table 14 provides average scale scores, the scale score needed to meet the standard to pass and the passing rate for math and reading during school year 2003 by grade level.

Table 14

**TAKS Results by Grade Level  
for Students in JJAEPs  
School Year 2003**

	Math				Reading			
	n	Passing Rate	Average Scale Score	Cut-Off for Passing	n	Passing Rate	Average Scale Score	Cut-Off for Passing
<b>3<sup>rd</sup> Grade</b>	0	--	--	1986	1	*	*	2029
<b>4<sup>th</sup> Grade</b>	9	55.6%	2006.6	1997	10	40.0%	2043.1	2039
<b>5<sup>th</sup> Grade</b>	22	54.5%	2014.5	1978	19	52.6%	2034.8	2025
<b>6<sup>th</sup> Grade</b>	158	29.1%	1932.5	1994	166	49.4%	2007.2	1989
<b>7<sup>th</sup> Grade</b>	403	29.5%	1977.1	2023	404	57.9%	2031.8	2009
<b>8<sup>th</sup> Grade</b>	607	34.3%	1977.2	2015	614	57.8%	2055.7	2006
<b>9<sup>th</sup> Grade</b>	968	25.4%	1920.2	2000	1,074	58.4%	2029.0	2021
<b>10<sup>th</sup> Grade</b>	387	41.3%	1997.3	2007	391	48.6%	2060.2	2045
<b>11<sup>th</sup> Grade</b>	175	39.4%	2014.5	2015	148	53.4%	2060.3	2045
<b>Total</b>	<i>2,729</i>	<i>31.7%</i>	--	--	<i>2,827</i>	<i>55.9%</i>	--	--

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

With the exception of those tested at the 4<sup>th</sup> and 5<sup>th</sup> grade level, students in JJAEPs performed better in reading than in math. The overall passing rate for reading was 56% compared to 32% for math. The grade level with the highest passing rate for reading was 9<sup>th</sup> grade while 4<sup>th</sup> grade had the lowest reading passing rate across all grades. The grade level with the highest passing rate in math was 4<sup>th</sup> grade followed closely by 5<sup>th</sup> grade. Ninth grade students had the lowest passing rate in math with only one-quarter of the students attaining passing scores.

The reading average scale scores across most of the grades surpassed the cut-off score necessary for passing. The same was not true for math—for 6<sup>th</sup> through 11<sup>th</sup> grades, the average scale score was lower than the cutoff score necessary for passing.

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

In order to provide a more accurate portrayal of the effect of JJAEPs on student TAKS performance an analysis was conducted of student scores for students who received a TAKS score for school year 2003 and were in a JJAEP for a period of at least 90 days at the time of or prior to the administration of the TAKS. (Depending on the subject matter and grade level, the TAKS was given at different times throughout the school year. For official test dates, see Appendix D.) Thirty-six percent of those students with a scored math test and 32% of those students with a scored reading test had been in a JJAEP at least 90 days prior to administration of the test. Table 15 presents the proportion of students in JJAEPs at least 90 days who passed the TAKS along with the average scale score by grade level for math and reading.

Table 15

**TAKS Results by Grade Level  
for Students in JJAEPs at Least 90 Days at or Prior to the Time of the TAKS Administration  
School Year 2003**

	Math				Reading			
	n	Passing Rate	Average Scale Score	Cut-Off for Passing	n	Passing Rate	Average Scale Score	Cut-Off for Passing
<b>3<sup>rd</sup> Grade</b>	0	--	--	1986	--	--	--	2029
<b>4<sup>th</sup> Grade</b>	1	*	*	1997	1	*	*	2039
<b>5<sup>th</sup> Grade</b>	8	50.0%	1966.5	1978	6	66.7%	2083.2	2025
<b>6<sup>th</sup> Grade</b>	37	21.6%	1913.2	1994	38	44.7%	1973.4	1989
<b>7<sup>th</sup> Grade</b>	145	31.7%	1980.5	2023	145	63.4%	2048.2	2009
<b>8<sup>th</sup> Grade</b>	212	32.5%	1971.7	2015	216	59.3%	2064.3	2006
<b>9<sup>th</sup> Grade</b>	397	23.7%	1914.6	2000	328	57.0%	2027.1	2021
<b>10<sup>th</sup> Grade</b>	130	37.7%	1991.2	2007	110	45.5%	2049.8	2045
<b>11<sup>th</sup> Grade</b>	62	43.5%	2021.1	2015	47	51.1%	2060.1	2045
<b>Total</b>	<i>992</i>	<i>29.9%</i>	--	--	<i>891</i>	<i>56.3%</i>	--	--

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

The results for the students in the program at least 90 days were similar to the analysis of all students tested presented in Table 14. Students had a higher passing rate in reading (56%) compared to math (30%) across all grade levels. The highest passing rate in both math and reading was for 5<sup>th</sup> grade (50% and 67%, respectively). In addition, 26% of the students passed *both* the math and reading TAKS across all grades. Fifth grade students had the highest rate for passing both tests with 50% followed by 11<sup>th</sup> grade students with 35%. The average reading scores surpassed the cut-off score necessary for passing for all grades except for 6<sup>th</sup> grade. The average math score for 5<sup>th</sup> through 10<sup>th</sup> grades was lower than the cutoff score necessary for passing.

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

Because the scale score only has meaning at the grade level, the passing rate is presented in the remainder of the tables, including county, race, type of JJAEP placement and program characteristics. Analysis of county-level statistics allows evaluation of the performance of local JJAEPs. Table 16 displays the percentage of students who passed the TAKS for math and reading during school year 2003 by county.

Table 16

**TAKS Passing Rate by County  
for Students in JJAEPs at Least 90 Days at or Prior to the Time of the TAKS Administration  
School Year 2003**

County	Math		Reading	
	n	Passing Rate	n	Passing Rate
Bell	31	22.6%	38	65.8%
Bexar	84	27.4%	68	57.4%
Brazoria	56	44.6%	50	66.0%
Brazos	5	40.0%	3	*
Cameron	28	10.7%	18	44.4%
Collin	16	37.5%	13	76.9%
Dallas	148	23.6%	146	49.3%
Denton	29	44.8%	26	76.9%
El Paso	4	*	5	20.0%
Fort Bend	36	38.9%	33	81.8%
Galveston	25	28.0%	28	50.0%
Harris	175	33.1%	164	56.7%
Hidalgo	25	28.0%	21	33.3%
Jefferson	28	28.6%	28	57.1%
Johnson	11	27.3%	5	80.0%
Lubbock	13	23.1%	11	45.5%
McLennan	37	32.4%	34	55.9%
Montgomery	29	44.8%	25	84.0%
Nueces	38	28.9%	27	59.3%
Smith	4	*	3	*
Tarrant	62	30.6%	52	57.7%
Taylor	15	46.7%	14	78.6%
Travis	5	60.0%	7	28.6%
Webb	45	17.8%	39	28.2%
Wichita	6	16.7%	4	*
Williamson	37	21.6%	29	44.8%
<b>Total</b>	<b>992</b>	<b>29.9%</b>	<b>891</b>	<b>56.3%</b>

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

The math passing rate for counties with reportable findings operating JJAEPs ranged from a high of 60% in Travis County to a low of 11% in Cameron County. Passing rates for reading ranged from a high of 84% in Montgomery County to a low of 20% in El Paso County.

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

TAKS results were examined to determine the performance of students in JJAEPs by race. Table 17 presents the performance by race for students who were in the JJAEP at least 90 days at or prior to the time the TAKS was administered during school year 2003.

Table 17  
**TAKS Passing Rate by County by Race  
 for Students in JJAEPs at Least 90 Days at or Prior to the Time of the TAKS Administration  
 School Year 2003**

Race	Math		Reading	
	n	Passing Rate	n	Passing Rate
African American	250	23.6%	242	50.8%
Anglo	246	48.8%	200	71.5%
Hispanic	489	23.3%	440	52.3%
Other*	7	57.1%	9	66.7%

\* Other includes American Indian/Alaskan Native and Asian/Pacific Islander.

The results in Table 17 show that Anglo students performed at a higher level than African American and Hispanic students in both math and reading. Almost half of the Anglos passed the math TAKS, and 72% passed the reading TAKS. In comparison, less than one-quarter of African Americans and Hispanics passed the math test while over half of African American and Hispanic students passed the reading test. Forty-three percent of the Anglo students passed *both* the math and reading TAKS compared to 22% of Hispanic students and 19% of African American students.

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

As discussed in the student description section of this report, students may be placed in a JJAEP for a variety of reasons. JJAEPs serve both expelled and non-expelled students. (Non-expelled students are referred to as other JJAEP placements.) Table 18 presents the performance of each type of JJAEP placement (mandatory, discretionary and other) during school year 2003.

Table 18

**TAKS Passing Rate by Type of JJAEP Placement  
for Students in JJAEPs at Least 90 Days at or Prior to the Time of the TAKS Administration  
School Year 2003**

Type of Placement	Math		Reading	
	n	Passing Rate	n	Passing Rate
Mandatory Placement	336	34.8%	303	56.8%
Discretionary Placement	573	27.1%	523	55.3%
Other Placement	83	30.1%	65	63.1%

Expelled students who were mandated to be placed into a JJAEP had a higher passing rate for math than both discretionary and other placements (35% compared to 27% and 30%, respectively). Other JJAEP placements had a higher passing rate in reading than all expelled students. Thirty-three percent of the students placed for mandatory reasons passed *both* the math and reading TAKS compared to 24% of other students and 22% of discretionary students.

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

Table 19 compares the students' TAKS success rate for the programmatic characteristic, program format and operation mode.

Table 19

**TAKS Passing Rate by Program Characteristics  
for Students in JJAEPs at Least 90 Days at or Prior to the Time of the TAKS Administration  
School Year 2003**

	Math		Reading	
	n	Passing Rate	n	Passing Rate
<b>Program Format</b>				
Military-Style Model	258	36.0%	233	64.4%
Therapeutic Model	242	33.1%	223	56.1%
Traditional School Model	492	25.2%	435	52.2%
<b>Operation Mode</b>				
Probation department only	104	30.8%	87	55.2%
School district and probation department	380	32.4%	350	61.7%
Private contractor and probation department	508	28.0%	454	52.4%

Within program format, military-style JJAEPs had higher math and reading passing rates than both therapeutic and traditional school models. The largest proportion of students passing *both* the math and reading TAKS were in military-style programs (31%).

The passing rate for math was highest for JJAEPs operated jointly by the school district and probation department, followed by probation department only. Likewise, the highest reading passing rate was for programs operated jointly by the school district and probation department. The percentage of students passing both tests was similar across operation modes, ranging from 32% in probation department-operated JJAEPs to 24% in programs operated by private contractors.

Table 20 presents a comparison of the TAKS results for students in JJAEPs by the length of time in the JJAEP at the time the test was administered. The passing rates for students in the JJAEP at least 90 days were higher in reading than students in the JJAEP less than 90 days at the time of the TAKS. Math scores, however, were higher for those students in the program less than 90 days.

Table 20

**Comparison of TAKS Passing Rates  
for Students in JJAEPs  
School Year 2003**

<b>Less than 90 Days in the JJAEP</b>	
Math	32.6%
Reading	55.7%
<b>90 Days or more in the JJAEP</b>	
Math	29.9%
Reading	56.3%

## Kaufman Test of Educational Achievement Analysis

### Methodology

Analysis of TAKS results provides one assessment of overall JJAEP performance. Since the TAKS is administered only annually, it cannot measure the students' growth while in the JJAEP. The Kaufman Test of Educational Achievement (KTEA) is used to identify the educational growth of students while in the program. The test has been normed with appropriate racial populations as well as students with disabilities and was determined to be the most appropriate testing mechanism given the constraints surrounding JJAEPs.

Upon entrance and exit, the KTEA pre- and post-test is administered to students assigned to a JJAEP for a minimum of 90 days. The test generates two types of scoring results in both math and reading: 1) standard scores, which provide a numeric scale ranging from a low of 40 to a high of 160; and 2) grade equivalency scores, which are also known as the Texas Equivalent Grade Level (TEGL), ranging from a low of 1 to a high of 13. Because of the ease in understanding the TEGL scores as grade levels, they are used for this analysis.

Comparisons of KTEA admission and exit scores were examined using data from a group of students who met several criteria. As a result, all of the information presented in this section refers to this group of students. The selection criteria for the KTEA 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 days and possessed scores allowable under the test (i.e., 1-13).

### Statewide KTEA Grade Equivalency Scores

Table 21 presents the KTEA grade equivalency for school year 2003.

Table 21

**KTEA Average Grade Equivalency Scores  
for Students Assigned to At Least 90 Days in Mandatory JJAEPs  
School Year 2003**

	n	Admission Average	Exit Average	Difference
<b>Math</b>	1,231	7.58	8.12	0.54
<b>Reading</b>	1,228	7.12	7.74	0.62

At admission, students had a KTEA grade equivalency of the 7<sup>th</sup> grade level in both math and reading. The mean grade equivalency results for both math and reading increased by half a grade from entrance to exit. Reading scores improved slightly more than math scores, but were lower at admission and exit than math scores.

## KTEA Grade Equivalency Scores by County

In order to evaluate the performance of the JJAEPs by county, growth between entry and exit was compared for all JJAEPs. Table 22 presents the math and reading admission and exit grade equivalency scores for each county operating a JJAEP during school year 2003.

Table 22

**KTEA Average Grade Equivalency Scores by County  
for Students Assigned to At Least 90 Days in JJAEPs  
School Year 2003**

	Math				Reading			
	n	Admission Average	Exit Average	Difference	n	Admission Average	Exit Average	Difference
Bell	4	*	*	*	4	*	*	*
Bexar	41	9.22	9.42	0.20	40	9.53	9.80	0.27
Brazoria	66	7.56	7.96	0.40	66	7.27	7.67	0.40
Brazos	1	*	*	*	1	*	*	*
Cameron	35	7.54	8.93	1.39	35	6.27	8.59	2.32
Collin	18	9.96	10.43	0.47	18	10.66	10.74	0.08
Dallas	219	7.01	7.89	0.88	218	6.39	7.27	0.88
Denton	21	9.43	10.11	0.68	21	8.39	9.55	1.16
El Paso	3	*	*	*	3	*	*	*
Fort Bend	19	9.20	9.05	-0.15	19	9.76	8.95	-0.81
Galveston	12	5.68	6.97	1.29	12	6.53	8.04	1.51
Harris	290	7.61	7.80	0.19	290	7.01	6.95	-0.06
Hidalgo	16	6.97	7.88	0.91	16	5.60	6.57	0.97
Jefferson	37	6.77	7.37	0.60	37	6.14	7.02	0.88
Johnson	9	7.97	9.97	2.00	9	6.72	9.27	2.55
Lubbock	8	5.60	7.28	1.68	8	5.35	6.51	1.16
McLennan	45	6.03	6.88	0.85	45	5.33	5.83	0.50
Montgomery	15	9.51	10.61	1.10	15	10.83	11.93	1.10
Nueces	49	7.26	7.76	0.50	49	6.68	7.44	0.76
Smith	3	*	*	*	3	*	*	*
Tarrant	129	7.89	8.10	0.21	129	7.08	7.98	0.90
Taylor	10	11.72	12.14	0.42	10	10.72	11.54	0.82
Travis	8	8.36	8.26	-0.10	8	6.95	8.40	1.45
Webb	117	6.89	7.35	0.46	116	7.22	7.51	0.29
Wichita	5	7.94	8.52	0.58	5	6.30	7.12	0.82
Williamson	51	8.90	9.98	1.08	51	8.24	10.27	2.03

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



The majority of students across the counties in JJAEPs demonstrated an improvement in both math and reading from admission to exit during school year 2003. Only two JJAEPs experienced a negative change in math scores and two in reading scores from program start to end. The greatest change in both math and reading scores was in Johnson County, where the average scores increased two grade levels.

### KTEA Grade Equivalency Scores by Race

Table 23 presents the KTEA performance of JJAEP students by race in math and reading for school year 2003.

Table 23

**KTEA Average Grade Equivalency Scores by Race  
for Students Assigned to At Least 90 Days in JJAEPs  
School Year 2003**

	n	Math			n	Reading		
		Admission Average	Exit Average	Difference		Admission Average	Exit Average	Difference
<b>African American</b>	308	6.74	7.22	0.48	307	6.35	6.95	0.60
<b>Anglo</b>	260	9.37	9.97	0.60	260	9.13	9.93	0.80
<b>Hispanic</b>	652	7.25	7.80	0.55	650	6.68	7.24	0.56
<b>Other</b>	11	8.95	8.68	-0.27	11	7.40	7.56	0.16

At admission, African American students had the lowest average scores, testing at the 6<sup>th</sup> grade level in both math and reading. Anglo students had the highest admission scores, testing at the 9<sup>th</sup> grade level for both math and reading. Hispanic students, representing the largest group of students in the sample, performed at the 7<sup>th</sup> grade level in math at entrance and at the 6<sup>th</sup> grade level in reading. The age of students in each racial group may account for some of these differences. African American students were younger, with 13% of those tested 10 to 12 years old compared to 10% of Hispanics and 8% of Anglos. Conversely, Anglo students were older with 57% of those tested 15 years old or older compared to 56% of Hispanics and 49% of African Americans.

The results in Table 23 show that all racial groups, with the exception of other in math demonstrated improvement in reading and math during their enrollment in the JJAEP. Anglo students illustrated the most improvement in both subject areas, increasing by .60 in math and .80 in reading. Following the Anglo students very closely, Hispanic students showed more growth in math than African Americans, but African American students surpassed Hispanics in growth in reading.

### KTEA Grade Equivalency Scores by Type of JJAEP Placement

Students placed into a JJAEP for different reasons may perform differently. Table 24 presents the results of the KTEA grade equivalency scores by type of JJAEP placement.

Table 24

**KTEA Average Grade Equivalency Scores by Type of JJAEP Placement  
for Students Assigned to At Least 90 Days in JJAEPs  
School Year 2003**

	Math				Reading			
	n	Admission Average	Exit Average	Difference	n	Admission Average	Exit Average	Difference
<b>Mandatory Placement</b>	463	8.04	8.60	0.56	462	7.62	8.28	0.66
<b>Discretionary Placement</b>	671	7.15	7.67	0.52	669	6.64	7.21	0.57
<b>Other Placement</b>	97	8.43	8.92	0.49	97	8.07	8.78	0.71

The changes in grade equivalency from program start to program end for both math and reading were similar across all types of JJAEP placement. No matter the reason the student was placed in the JJAEP, all students demonstrated improvement in both subject areas.

### KTEA Grade Equivalency Scores by Program Characteristics

Table 25 presents the change in student KTEA scores by program characteristic, including program format and operation mode. Programmatic information was compiled from a JJAEP survey completed by program administrators.

Table 25

**KTEA Average Grade Equivalency Scores by Program Characteristics  
for Students Assigned to At Least 90 Days in JJAEPs  
School Year 2003**

	Math				Reading			
	n	Admission Average	Exit Average	Difference	n	Admission Average	Exit Average	Difference
<b>Program Format</b>								
Military-Style Model	230	8.01	8.71	0.70	230	7.75	8.69	0.94
Therapeutic Model	427	7.71	7.90	0.19	427	7.03	7.28	0.25
Traditional School Model	574	7.32	8.04	0.72	571	6.94	7.70	0.76
<b>Operation Mode</b>								
Probation department only	160	7.59	8.18	0.59	159	7.60	8.17	0.57
School district and probation department	412	7.74	8.28	0.54	412	7.35	8.16	0.81
Private contractor and probation department	659	7.48	8.00	0.52	657	6.87	7.37	0.50

According to this analysis, positive changes were associated with different program characteristics in all areas in school year 2003.

For program format, the largest positive changes in grade equivalency scores for both math and reading was in military-style and traditional school programs. The largest positive change in math occurred in the traditional school model, whereas the greatest positive change in reading occurred in military-style programs with an increase of almost one grade level.

Regarding math, the operator modes had similar changes in scores from admission to exit. However, joint operation by the school district and probation department experienced the largest increase with an increase of one grade level.

## Attendance Analysis

### Attendance Rates in JJAEPs by County

Attendance rates for students in a JJAEP were used to measure the success of programs. TJPC requires a minimum overall program attendance rate of 70%. The attendance rates were calculated from monthly program data provided by the counties.

Chart 21 presents the attendance rates for students assigned to JJAEPs during school year 2003. Rates of attendance varied in the JJAEPs from 69% to 94%, with an average of 83% of students attending on any given day, as compared to the DAEP attendance rate of 78%.

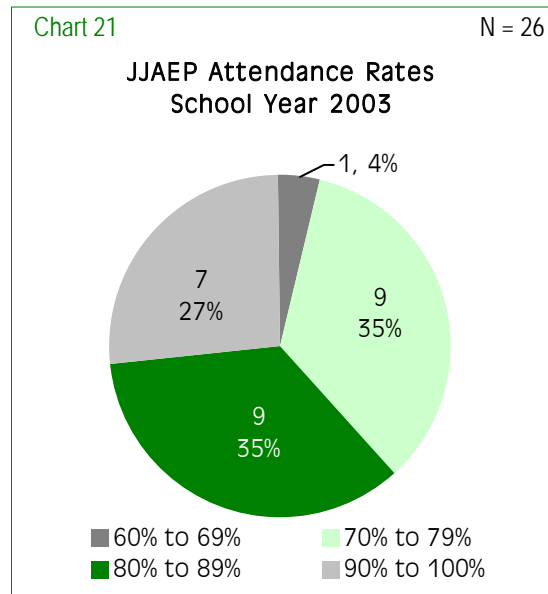


Table 26 presents attendance rates for JJAEPs using an average attendance for school years 2000, 2001 and 2002 compared to 2003 by county and statewide. (Attendance rates for school years 2000, 2001 and 2002 are located in Appendix E. Attendance rates for school year 2003 by placement type, including mandatory, discretionary and other, are located in Appendix F).

Table 26

Statewide JJAEP Attendance Rates by Year and County Benchmark and School Year 2003

County	County Benchmark (2000-2002)	Statewide Benchmark	2003 Rate	Difference (2003 and Statewide Benchmark)
Bell	72%	78%	72%	-6%
Bexar	73%	78%	84%	6%
Brazoria	85%	78%	87%	9%
Brazos	95%	78%	94%	16%
Cameron	86%	78%	82%	4%
Collin	86%	78%	82%	4%
Dallas	74%	78%	73%	-5%
Denton	90%	78%	89%	11%
El Paso	89%	78%	90%	12%
Fort Bend	90%	78%	89%	11%
Galveston	82%	78%	76%	-2%
Harris	81%	78%	79%	1%
Hidalgo	73%	78%	74%	-4%
Jefferson	67%	78%	70%	-8%
Johnson	86%	78%	86%	8%
Lubbock	90%	78%	90%	12%
McLennan	61%	78%	69%	-9%
Montgomery	86%	78%	87%	9%
Nueces	74%	78%	78%	0%
Smith	90%	78%	88%	10%
Tarrant	81%	78%	79%	1%
Taylor	90%	78%	90%	12%
Travis	91%	78%	94%	16%
Webb	88%	78%	79%	1%
Wichita	90%	78%	92%	14%
Williamson	89%	78%	90%	12%
<i>Statewide</i>	<i>78%</i>	<i>78%</i>	<i>83%</i>	<i>5%</i>

NOTE: The attendance rates for school year 2002 were used for Brazos, Johnson, Taylor and Wichita counties for the benchmark calculation because these counties did not operate JJAEPs in the previous two years.

Statewide, the JJAEP attendance rate during school year 2003 was 83%, which represents an increase over previous years. Only McLennan County fell below the minimal TJPC standards requirement of 70% attendance in school year 2003. Seven JJAEPs maintained rates of 90% or better (Brazos, El Paso, Lubbock, Taylor, Travis, Wichita and Williamson). Nearly three quarters of the JJAEPs had an attendance rate between 70% and 90%.

The statewide average attendance rate of 78% over three school years (2000, 2001 and 2002) is considered the benchmark attendance for JJAEPs. In school year 2003, the attendance rate increased 5% from the benchmark. The majority of the counties demonstrated improved attendance in school year 2003 compared to the statewide benchmark attendance rate. The greatest increases in attendance occurred in Brazos and Travis counties.

### Student Absence Rates in JJAEPs

In addition to examining the attendance rates of JJAEPs at the county level, it is useful to see how individual students' attendance changed as a result of their participation in the program. This section explores the change in the proportion of absences for students in JJAEPs, comparing their absence rate prior to entering the JJAEP as well as after their exit from the program. The "pre" period consisted of the two six-week periods prior to program admission and the "post" period consisted of the two six-week periods after exit. TEA PEIMS data were used for this analysis. In order to be included in the analysis, students had to have an exit date and had to have both "pre" and "post" period data.

Table 27 provides the overall change in average absence rate for JJAEPs in school year 2003. Statewide, the proportion of absences during the two six week periods prior to and after program participation declined by 9%. A negative change in absence rate indicates a positive change in student attendance after returning to regular school.

Table 27

	Statewide Absence Rates for Students in JJAEPs School Year 2003			
	n	Pre	Post	% Change in Absence Rate
<i>Statewide</i>	1,897	18.1%	16.5%	-8.8%

Table 28 provides the absence rates and the change in absences by county for students in JJAEPs in school year 2003.

Table 28

**Absence Rates by County  
for Students in JJAEPs  
School Year 2003**

County	n	Pre	Post	% Change in Absence Rate
Bell	138	22.3%	14.5%	-35.0%
Bexar	170	19.8%	21.9%	10.6%
Brazoria	78	20.3%	18.2%	-10.3%
Brazos	4	9.6%	6.8%	-29.2%
Cameron	30	14.8%	12.4%	-16.2%
Collin	21	15.7%	19.7%	25.5%
Dallas	167	16.3%	14.7%	-9.8%
Denton	53	13.6%	13.5%	-0.7%
El Paso	7	16.0%	13.4%	-16.3%
Fort Bend	46	19.9%	11.3%	-43.2%
Galveston	62	20.7%	19.0%	-8.2%
Harris	470	15.9%	16.8%	5.7%
Hidalgo	49	21.8%	19.0%	-12.8%
Jefferson	32	31.5%	24.2%	-23.2%
Johnson	9	13.8%	5.4%	-60.9%
Lubbock	31	11.2%	11.5%	2.7%
McLennan	74	29.3%	22.3%	-23.9%
Montgomery	64	16.6%	12.8%	-22.9%
Nueces	47	19.6%	15.2%	-22.4%
Smith	11	11.3%	12.4%	9.7%
Tarrant	68	18.7%	18.1%	-3.2%
Taylor	29	15.9%	16.8%	5.7%
Travis	27	14.7%	17.0%	15.6%
Webb	115	16.5%	17.4%	5.5%
Wichita	42	10.7%	5.9%	-44.9%
Williamson	53	19.1%	14.5%	-24.1%
<i>Statewide</i>	<i>1,897</i>	<i>18.1%</i>	<i>16.5%</i>	<i>-8.8%</i>

The majority of the JJAEPs experienced a decline in the absence rate when students returned to school (70%). The largest positive change occurred in Johnson County, where the percentage of absences declined by 61%.

Various program features, including program format and operator, may affect how students perform after returning to their home campus. Table 29 provides the absence rates results and the percentage change in absences by program characteristics.

Table 29

**Absence Rates by Program Characteristics  
for Students in JJAEPs  
School Year 2003**

	n	Pre	Post	% Change in Absence Rate
<b>Program Format</b>				
Military-Style Model	423	18.9%	15.4%	-18.5%
Therapeutic Model	565	16.2%	17.0%	4.9%
Traditional School Model	909	19.0%	16.8%	-11.6%
<b>Operation Mode</b>				
Probation department only	217	15.3%	15.4%	0.7%
School district and probation department	716	20.4%	15.8%	-22.5%
Private contractor and probation department	964	17.3%	17.1%	1.2%

Various programmatic components were associated with lower absence rates from “pre” to “post” than other program features. Military-style programs experienced the greatest decline in the proportion of absences compared to therapeutic and traditional school programs. Traditional-style JJAEPs also had a drop in the absence rate.

Students in two operation modes had a decline in their absence rates. Students served in the probation only model had a slight increase in absence rates.

## Behavioral Change Analysis

### School Disciplinary Referrals

A goal of JJAEPs is to improve the behavior of students who attend the program. To measure the behavioral impact of the program, the change in school disciplinary referrals for students in JJAEPs before and after program participation was analyzed. Students may receive a disciplinary referral at a school for a number of reasons. The majority of the JJAEP students with disciplinary incidents in school year 2003 were referred for a violation of the student code of conduct not included under the TEC.

This section explores the change in the number of disciplinary referrals and the severity of these incidents for students in JJAEPs. A comparison of the average number of disciplinary referrals prior to entering the JJAEP and after exit from the program is presented. The “pre” period consisted of the two complete six week periods prior to program admission. The “post” period consisted of the two complete six week periods after program exit.

Table 30 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2003. Statewide, the average number of incidents during the two six-week periods prior to and after program participation declined 92%.

Table 30

**Statewide Pre and Post Average Disciplinary Referrals  
for Students in JJAEPs  
School Year 2003**

	n	Pre	Post	% Change
<i>Statewide</i>	2,173	0.24	0.02	-92.0%

Although the majority of students served by JJAEPs had been expelled from school, the majority of students served (85%) had no disciplinary referrals during the “pre” tracking period. For these students, the incident resulting in expulsion to the JJAEP occurred in the six-week period they entered the program. Of the students with a disciplinary incident in the “pre” period,

- 29% of the most severe disciplinary actions were placements;
- 25% of the most severe disciplinary actions were in-school suspensions;
- 24% of the most severe disciplinary actions were out-of-school suspensions; and
- 22% of the most severe disciplinary actions were expulsions.

The range in the number of referrals during this period was zero to eight.

Ninety-eight percent of students had no disciplinary referrals during the “post” tracking period. Of the students with a disciplinary incident in the “post” period,

- 58% of the most severe disciplinary actions were in-school suspensions;
- 22% of the most severe disciplinary actions were placements;
- 12% of the most severe disciplinary actions were expulsions; and
- 8% of the most severe disciplinary actions were out-of-school suspensions.

The range in the number of referrals during this period was zero to five.



## Risk & Resiliency Constructs

Assessing the degree to which risk factors were lessened and resiliency factors were strengthened in students was another means of measuring the effect, and ultimately success, of JJAEPs. JJAEP staff administered the Risk and Resiliency Survey as part of the evaluation of JJAEPs during school year 2003. A copy of the survey can be found in Appendix G. All students assigned to the JJAEP were required to complete the survey upon admission and exit. The survey was designed to query constructs associated with the following factors:

- Bonding to community and school
- Interaction with a significant adult figure
- Interaction with other family members and content of interaction
- Expectations for the future
- Communication skills with adults and peers
- Peer group behavior
- Anger and aggression
- Self-esteem and self-efficacy

These constructs have been shown to correlate highly to success in school. Any changes in these constructs demonstrated by the students in a JJAEP provide evidence that the program is producing outcomes correlated to increased school performance.

Nine hundred and six JJAEP students had both pre- and post-test results. Analysis of the data was conducted to determine if a difference existed between the measures at the time of entry to the JJAEP and at the time of exit from the program. The pre-test and post-test scores were compared to look for signs of change in the variables.

Table 31 identifies changes in each of the risk and resiliency constructs mentioned above. Positive and negative changes on a statewide basis were identified for each construct. These findings were based on the self-reported data provided by students upon completion of the survey. (County-by-county results of the Risk and Resiliency Survey administered to JJAEP students during school year 2003 are located in Appendix H.)

Table 31

**Change in Risk & Resiliency Constructs  
for Students in JJAEPs  
School Year 2003**

Construct	n	Type of Change
Bonding to school/community-attendance	617	+
Bonding to school/community-school and community activities	550	-
Bonding to school/community-homework	696	+
Interaction with a significant adult figure	636	-
Discussion with family members	355	+
Expectations for the future	631	-
Communication skills with adults and peers	678	-
Peer group behavior	576	+
Anger/aggression	558	+
Self-esteem	560	+
Self-efficacy	617	+

Changes demonstrated by students in these constructs provide evidence that the JJAEPs produced outcomes correlated to improved behavior in school. Positive changes were found in the *bonding to school and community (attendance and homework)*, *discussion with family members*, *peer group behavior*, *anger/aggression*, *self-esteem* and *self-efficacy* constructs. Students showed improved attendance at school, greater amounts of time spent on homework, increased discussions with family members, lessened negative peer group behavior, reduced aggressive attitudes and positive shifts in self-perception from program beginning to end.

Negative changes occurred in the *bonding to school and community (school and community activities)*, *interaction with a significant adult figure*, *expectations for the future* and *communication skills with adults and peers* constructs. Students engaged in fewer school and community activities, interacted less with important adult figures, had lower expectations for the future, and appeared less inclined to communicate with peers in certain groups and under certain circumstances from program start to program end.

Overall, these constructs provide evidence for broad change in the students' attitude and behavior in the several areas.

## Juvenile Probation System Contact Rate Analysis

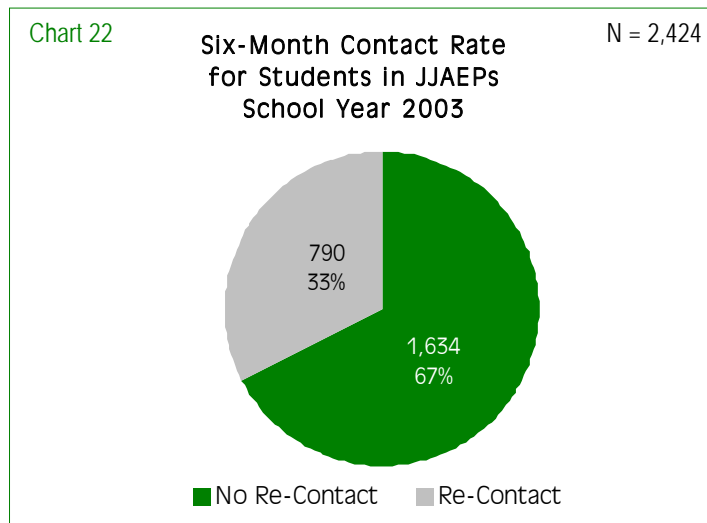
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Students were tracked for six months in the juvenile probation system following their exit from the JJAEP. A contact was defined as any subsequent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

Students who were served in school year 2003, who successfully completed the JJAEP and who were less than 16 ½ years of age at the time of exit were included in this analysis. Only juveniles who would be in the community after their release from placement or probation supervision were included. As a result, those who did not complete the program because of TYC commitment or other placement were excluded. Juveniles who aged out of the juvenile probation system within the six-month follow-up period could not be followed into the adult system and were also excluded in the contact analysis.

Students who did not complete the program were not included in the contact analysis; these students had in fact already failed and should be considered unsuccessful. In school year 2003, of the 5,380 students who exited the program, 14% were unsuccessful because they entered a structured placement facility, including residential placement and TYC.

The subsequent contacts were calculated for individual students rather than entries (i.e., a student entering twice during this period was counted only one time). A match was made between JJAEP data and TJPC referral data using the juvenile's personal identification number (PID) or their name and date of birth if a previously identified PID did not exist. Seven hundred ninety or 33% of students were found to have a contact with the juvenile justice system within six months of release from the JJAEP.

Chart 22 presents the six-month contact rate for students in JJAEPs for school year 2003.



- Of the types of JJAEP placement (mandatory, discretionary and other), discretionary JJAEP placement had the highest contact rate (20%) compared to mandatory (7%) and other (6%) JJAEP placements.

In order to compare JJAEP students with other juveniles in the justice system, the contact rate of students who were referred in the first six months of 2002, received dispositions of supervisory caution, deferred prosecution or probation and were less than 16 ½ years of age was analyzed. The six-month contact rate for these juveniles was 27%, compared to the 33% rate of students in JJAEPs.

The number of subsequent contacts for students in JJAEPs ranged from a low of 1 to a high of 9. Of the students with a subsequent contact during the first six months after their release,

- 61% had one contact;
- 27% had two contacts;
- 7% had three contacts; and
- 5% had four or more contacts.

The average number of days from release to the first subsequent contact was 81 days, ranging from a low of 1 day to a high of 182 days.

Below is the distribution of the most severe subsequent type of offenses committed by JJAEP students in the six months after their program exit.

- The most severe subsequent offense was a felony for 60% of the students.
- The most severe subsequent offense was a misdemeanor for 14% of the students.
- The most severe subsequent offense was CINS for 27% of the students.

The most severe subsequent disposition of students for offenses committed in the six months after program exit are listed below. Of the 790 juveniles with subsequent offenses, 66 did not have a disposition at the time of this analysis. These cases are excluded from the proportions below.

- The most severe subsequent disposition was TYC or adult certification for 11% of the students.
- The most severe subsequent disposition was probation for 49% of the students.
- The most severe subsequent disposition was deferred prosecution for 7% of the students.
- The most severe subsequent disposition was supervisory caution for 19% of the students.

Table 32 provides a comparison of six-month contact rates for students in JJAEPs during school years 2001, 2002 and 2003.

Table 32

**Six Month Contact Rate Comparison  
for Students in JJAEPs  
School Years 2001, 2002 and 2003**

Number of Contacts	School Year 2001	School Year 2002	School Year 2003
Contact Rate	31%	33%	33%

The subsequent contact rate has remained relatively constant across the three school years with approximately one-third of students in JJAEPs referred to local probation departments within six months of their program exit.

In order to determine if certain types of programs are more effective than others, a comparison of contact rates and program characteristics is necessary. Table 33 presents this information for students in JJAEPs in school year 2003.

Table 33

**Contact Rates and Most Severe Subsequent Disposition Offense by Program Characteristics  
for Students in Mandatory JJAEPs  
School Year 2003**

	Contact Rate	Most Severe Subsequent Disposition Offense		
		Felony	MISD	CINS
<b>Program Format</b>				
Military-Style Model	24%	57%	18%	25%
Therapeutic Model	27%	72%	9%	19%
Traditional School Model	49%	54%	14%	32%
<b>Operation Mode</b>				
Probation department only	10%	41%	24%	35%
School district and probation department	37%	57%	14%	29%
Private contractor and probation department	53%	65%	11%	24%

The program format with the lowest subsequent contact rate was the military-style program with a 24% contact rate, followed closely by the therapeutic model (27%). Nearly half of the students in the traditional school model had a subsequent contact with their probation department within six months of program exit (49%).

Students in programs operated by the probation department only had the lowest contact rate (10%). The largest contact rate was in JJAEPs where the program was operated by a private contractor (53%).

## Overall Performance Assessment

This report is the second in-depth analysis of JJAEP program measures. As such, it is difficult to draw long-term conclusions. However, the general direction of several measures can be noted. The overall passing rate for TAKS reading was 56% compared to 32% for TAKS math. The passing rates were similar for students who had been in the JJAEP at least 90 days at the time of or prior to test administration. Anglo students performed at a higher level on the math and reading TAKS than African American and Hispanic students. Military-style JJAEPs had higher math and reading TAKS passing rates than the therapeutic and traditional school models.

Results from the KTEA pre- and post- academic tests showed that statewide, students were able to increase their math and reading scores during their JJAEP stay. The mean grade equivalency results for both math and reading increased by half a grade from entrance to exit. African American students were the lowest performing ethnic group in both math and reading at admission. Anglo students surpassed all other ethnic groups for both subjects at admission and exit. The largest positive change in grade equivalency scores for math and reading was in military-style and traditional school programs, as opposed to therapeutic models. Programs operating under a private contractor were associated with the greatest increase for both math and reading.

The statewide attendance rate in 2003 was 83% and increased 5% over the benchmark rate of 78%. One-quarter of the counties had attendance rates in the 90%-100% range. Regarding the change in absence rates for students, statewide absence rates declined from the two six-week periods after exiting the JJAEP compared to the two six-weeks prior to entering the program.

Behavioral change as measured by disciplinary referrals improved 92% from prior to post JJAEP participation. In addition, the Risk & Resiliency constructs provided evidence of positive change in the following areas: bonding to the school and community (attendance and homework), discussions with family members, peer group behavior, anger and aggression, self-esteem and self-efficacy.

One-third of students had at least one subsequent contact with the juvenile probation department within six months of their exit date. The majority of these students had only one contact during this time (61%). The most severe offense was a *felony* for 60% of the students with a subsequent contact. Certain program features yielded lower contact rates, these included the military-style format and the private contract/probation department operated programs.

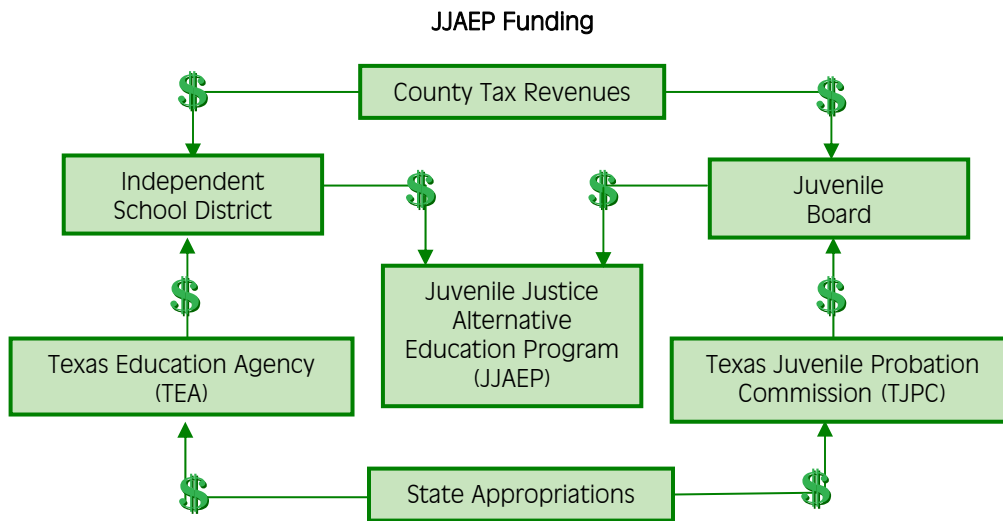
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## SECTION VI Program Costing

JJAEPs are funded through a pooling of various funds and services from several sources including multiple school districts in a county and the local juvenile board. Both the schools and the juvenile board receive funds from local tax revenue, state appropriations and other grant sources, including the federal government.

The counties receive \$59 per day from the state for each mandatory student attendance day in the program. All other expelled students or other placements in the JJAEP are paid for in a manner agreed upon between the ISDs and the local juvenile board. Counties and local school districts contribute additional local funds and/or services to the state appropriated amount and all parties enter into memorandums of understanding reflecting their respective funding and programmatic responsibilities. Diagram 2 illustrates typical sources of JJAEP funding.

Diagram 1



Currently, four JJAEPs (Bexar, Harris, Dallas and Travis counties) benefit from Chapter 41 funds (Equalized Wealth Level). These funds make up a significant portion of the operation budget of these programs and are used to subsidize the program costs.

TJPC has worked to compute the cost of operating JJAEPs several times since their inspection. Since 1998, multiple efforts have been made to collect accurate JJAEP cost data. The State Auditor's Office (SAO) and the Legislative Budget Board (LBB) have performed similar cost studies in an attempt to ascertain accurate costs of operating JJAEPs also with limited success.

The current report contains data submitted by counties and school districts and is substantially more complete than the previous efforts. Both TEA and TJPC researched the problematic data and contacted school districts and counties in an attempt to clarify and correct inaccuracies. As a result of these efforts, this report contains a reasonable cost analysis for 23 of the 26 counties.

## Cost Per Day by County

The cost per day was calculated for the 26 JJAEP programs and is presented in Table 34 below along with combined county and ISD expenditures. Table 34 includes the calculations for all JJAEP counties reporting data.

Table 34

### JJAEP Cost per Day per County School Year 2003

	County and ISD Expenditures	Cost Per Day	Program Size by Entries	Operation Mode	Program Type
Bell	\$1,607,411	\$135.88	<100	County/District	Traditional
Bexar	\$2,429,734	\$65.99	400+	County/Vendor	Traditional
Brazoria	\$1,646,711	\$106.96	201-400	County/District	Military
Brazos	\$864,59.48	\$84.52	<100	County/Vendor	Military
Cameron	\$609,556	\$72.59	101-200	County/Vendor	Traditional
Collin	\$855,289	\$151.00	101-200	County/District	Traditional
Dallas	\$3,075,375	\$87.37	400+	County/Vendor	Traditional
Denton	\$878,807	\$77.28	201-400	County/District	Military
El Paso*	\$367,635	\$186.9	<100	County/District	Traditional
Fort Bend	\$1,160,474	\$116.77	101-200	County/District	Military
Galveston	\$613,092	\$115.39	101-200	County/District	Military
Harris	\$6,263,996	\$83.44	400+	County/Vendor	Therapeutic
Hidalgo	\$570,334	\$57.88	201-400	County/Vendor	Traditional
Jefferson	\$1,222,540	\$160.95	101-200	County Only	Military
Johnson	\$212,740	91.15	<100	County/District	Traditional
Lubbock	\$615,759	\$114.09	101-200	County/District	Military
McLennan*	\$40,946	\$2.03	201-400	County/District	Traditional
Montgomery	\$1,894,593	\$168.47	201-400	County/District	Military
Nueces	\$699,888	\$66.93	101-200	County/Vendor	Traditional
Smith	\$401,333	\$238.89	<100	County Only	Traditional
Tarrant	\$2,121,243	\$98.81	201-400	County/District	Therapeutic
Taylor	\$359,666	\$107.43	<100	County Only	Traditional
Travis	\$669,040	\$129.01	101-200	County/Vendor	Therapeutic
Webb	\$1,488,601	\$56.63	400+	County Only	Traditional
Wichita	\$482,743	\$130.79	<100	County/District	Military
Williamson *	\$1,407,101	\$91.25	201-400	County/District	Military
<b>Average Cost per day</b>		<b>\$109.49</b>			

\* This data is incomplete. Therefore, an accurate cost analysis could not be performed on these programs. These counties cost per day are excluded from any average cost per day included in this report.

Note: Data are self-reported by county officials and school districts. Data are reviewed but not audited.



Reliable data was reported for 23 of 26 JJAEPs. The daily average of the combined reported costs was \$109.49. The range varied from Webb county's low of \$56.63 to Smith county's high of \$238.89. Based on reports from prior years, this range is similar to findings from previous cost analysis. The JJAEP reporting the lowest cost per day of \$56.63 represents a large program operated by the county within a traditional classroom setting. The program costing \$238.89 represents the smallest JJAEP which has a traditional setting and is operated by the county. Each of the 26 JJAEPs is defined by different attributes that impact the cost of the program.

## Cost Variables

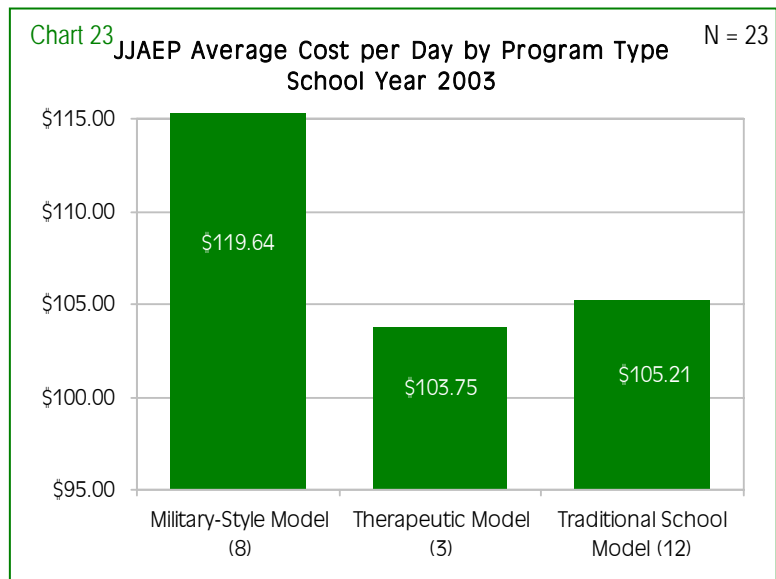
Table 34 illustrates the wide range of cost per day figures across the JJAEPs. Cost variations may be based on a variety of factors including program design, program size, program operation mode and the mix of services. Some of the key variables are discussed below.

- *Size of Program.* Larger programs benefit from cost efficiencies. In every case those programs with the highest student entries had lower per day costs (i.e., Harris, Dallas, Bexar, and Webb counties).
- *Facilities.* Some JJAEPs are located in an existing structure owned by the school district or the county. These programs do not need to lease space, purchase a facility, or to construct a facility. The absence of facility cost may result in the reduction of the cost per day.
- *Program Type.* The type of program that a county operates may effect the JJAEP cost. Program type dictates services offered, staffing and length of school day.
- *Program Operation Mode.* The program mode that counties and local school districts choose to operate may impact the cost of the program. In 2003, programs that operated in conjunction with a private vendor had a lower average cost. However, other components of these programs such as program size and type also impact the cost per day.

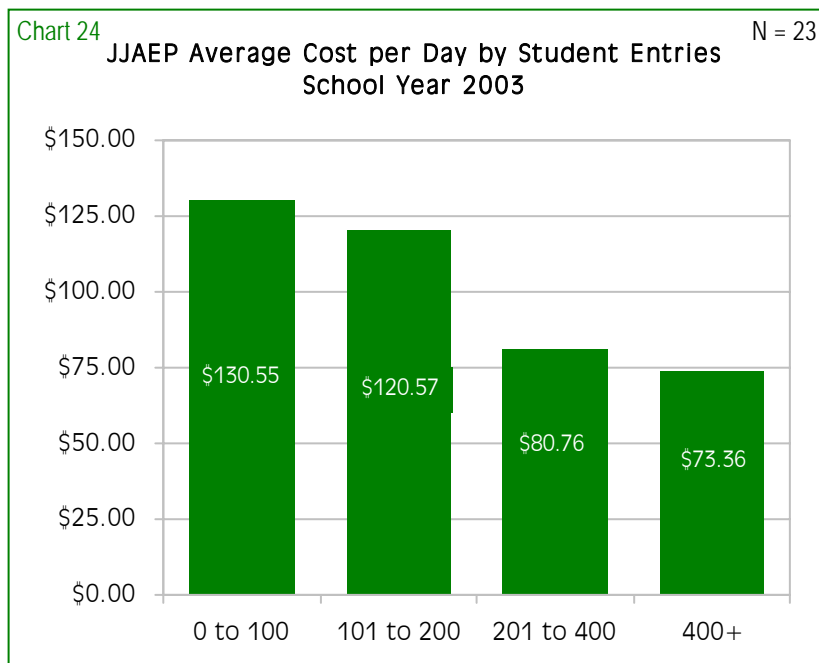
## Cost Per Day by Program Type

The type of program that a county operates appears to affect the program cost. Chart 23 presents the breakdown of program format by average cost per day.

- The most expensive type of program was the military-style model. The increased cost per day may be attributed to extended operational hours, increased number of days of operation and increase staffing.
- The least expensive type of program was a traditional school model.



## Cost Per Day by Size of Program



The program size is based on the number of student entries in the JJAEP during school year 2003. Chart 24 illustrates the following:

- The number of student entries in a JJAEP had a significant effect on the cost per day of the program. Programs with the most students had the lowest average cost per day.
- The programs with the highest cost per day had the fewest students. Programs with less than 100 student entries had an average cost per day of \$130.55.

Due in part to economies of scale, larger programs generally appear to cost less per day than smaller programs.

## Conclusion

The State of Texas provides \$59 per day of attendance in JJAEPs for mandatory expulsions. Local school districts and juvenile boards agree on the allocation of the costs for discretionary expulsions and other students attending the JJAEP. The analysis of the available cost data suggests that JJAEPs cost substantially more than the \$59 per day for each student. The shortfall is made up with local county or ISD funds. It is anticipated that the reported daily costs would be higher in some instances if all cost data were completed. Additionally, enhanced programs, such as the military models, have added to the cost of operating a JJAEP. Larger JJAEP programs, which may benefit from economies of scale, showed a lower cost per student per day than a smaller program.

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## SECTION VII Strategic Elements

### TJPC/TEA JJAEP Mission Statement

In compliance with Rider 12 of the TJPC (FY 2004-05) appropriations , TEA and TJPC will jointly develop a five-year JJAEP strategic plan to ensure that:

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

### JJAEP Philosophy

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

### JJAEP Stakeholders Survey

Each county mandated to operate a JJAEP was asked to complete an internal/external assessment survey and rank their responses in order of importance. Survey results were classified, grouped and analyzed for strength of response within each category. Areas that each county was asked to respond to include the internal strengths and weaknesses as well as the external opportunities and threats most significant to the scope, function and operations of their local JJAEP Programs. JJAEP administrators were asked to list the most critical policy issues that affect the scope, function and operations of their juvenile JJAEPs. The responses were summarized into different categories to portray the overall strengths and weaknesses. Common themes that emerged were: lack of resources provided from the school districts, inability to plan and budget due to unpredictable population fluctuations, and inadequate funding with increased mandates. The summarized categories for internal strengths and weaknesses and external opportunities and threats follow.

## Internal Strengths and Weaknesses

### JJAEP Internal Strengths

- Learning Environment
- Mission
- Programs/Services
- Resources/Funding
- Staff
- Stakeholders Collaboration

### JJAEP Internal Weaknesses

- Budgeting/Planning
- JJAEP Referrals
- Learning Environment
- Programs/Services
- Resources/Funding
- Staff
- Stakeholders Collaboration Efforts
- Training

## External Opportunities and Threats

### JJAEP External Opportunities

- Funding/Resources
- Programs/Services
- Stakeholder Collaboration

### JJAEP External Threats

- Funding/Resources
- JJAEP Referrals (volume, needs of juveniles)
- Legislative Mandates
- Program/Services
- Stakeholder Collaboration

## Key Policy Issues for Local JJAEPs

JJAEP administrators were also asked to cite the most critical policy issues facing them with regard to the purpose and scope of their operations. The main policy issues identified are summarized below.

- Lack of authority over non-probation referrals
- Control of JJAEP referrals (inability to control large fluctuations in populations)
- Funding resources (textbooks, program operations, and staffing)
- Hiring certified teachers
- Clarified and Increased mandates for ISD's support
- Policy development/ legislative mandates
- Ability to meet needs of a constantly changing population

## Goal, Strategic Directions, and Strategies

- Goals:
- A. Students will be placed in Juvenile Justice Alternative Education Programs as authorized by law.
  - B. Academically, students placed in JJAEPs will demonstrate academic growth and progress toward grade level.

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### Key Strategic Direction 1:

Improve the compliance of local school districts with the requirements of the Texas Education Code regarding removals and expulsions of children.

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*Strategy 1:* TJPC will plan and conduct training and technical assistance to local school districts and JJAEP Administrators regarding compliance with the requirements of Chapter 37 on an as needed basis.

*Strategy 2:* TEA will evaluate local school districts for compliance with the requirements of Chapter 37 regarding removals and expulsions of students. TJPC will support TEA's efforts to evaluate ISDs compliance.

*Strategy 3:* TJPC will conduct program monitoring of local JJAEPs for compliance with TJPC JJAEP standards and Chapter 37 of the Texas Education Code.

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### Key Strategic Direction 2:

Develop opportunities to enhance funding and resources for JJAEP operations.

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*Strategy 1:* TEA and TJPC will analyze data and develop reports that describe and explain actual costs associated with operating Juvenile Justice Alternative Education Programs.

*Strategy 2:* TJPC and TEA will provide information regarding funding and resource development to local juvenile probation departments and public school systems.

---

### Key Strategic Direction 3:

Monitor JJAEP compliance with minimum program and accountability standards.

---

*Strategy 1:* TJPC and TEA will annually review current minimum program and accountability standards in JJAEPs.

*Strategy 2:* TJPC will annually provide training and technical assistance to local JJAEPs for the improvement of their compliance with program and accountability standards.

*Strategy 3:* TJPC will conduct audits/monitoring of the compliance of local JJAEPs with minimum program and accountability standards.

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**Key Strategic Direction 4:**

Improve attendance reporting of local school districts and JJAEPs.

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*Strategy 1:* TEA and TJPC will provide training and technical assistance to local school districts and JJAEPs in order to improve their attendance reporting on an “as needed” basis.

*Strategy 2:* TEA and TJPC will audit or monitor local school districts and local JJAEPs respectively for their compliance with applicable attendance reporting procedures.

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**Key Strategic Direction 5:**

Coordinate the collection of JJAEP-related program costs and program data.

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*Strategy 1:* TJPC and TEA will collaborate to improve the process for collection and the sharing of JJAEP-related program costs and program data.

*Strategy 2:* TJPC and TEA, on an “as needed” basis, will provide training and technical assistance to local school districts and JJAEPs regarding the appropriate process for collection and reporting of JJAEP-related program costs and program data.

*Strategy 3:* TJPC and TEA will require local school districts and JJAEPs to comply with guidelines for collection of JJAEP-related program costs.

*Strategy 4:* TJPC will add the field of “referral number” to the program data requirements in order to enhance the evaluation process.

*Strategy 5:* TJPC and TEA will collaborate to produce an annual accountability report and a bi-annual cost report.

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**Key Strategic Direction 6:**

Provision of training and technical assistance needed by JJAEPs and associated entities.

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*Strategy 1:* TEA and TJPC will encourage local school districts and JJAEPs to develop and implement model programs and services based upon best practices for youth served in JJAEPs as well as youth at-risk of being placed in JJAEPs.



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## Appendix A

### Texas Education Agency (TEA) Criteria for Student At-Risk Determination

The AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

*Source: Texas Education Agency*

## Appendix B

### JJAEP Survey School Year 2003

The Texas Juvenile Probation Commission was mandated by the Texas Legislature to prepare a report by May 1, 2004 on statewide JJAEP programs and services. In order to complete this report, we require information from each program. Please take a few minutes to answer the following questions and return to TJPC or email to Flora Williams at [Flora.Williams@tjpc.state.tx.us](mailto:Flora.Williams@tjpc.state.tx.us) no later than March 15, 2004. If you have any questions regarding this survey, contact Paul Anderson at 512-424-6723 or Robin Blackmon at 512-424-6685.

#### JJAEP Fact Sheet

County:                      Contact Person:                      Phone:

1. Which of the following best describes who operates your JJAEP? (*check only one*)

- |   |  |
|---|--|
| <input type="checkbox"/> Probation department only                | <input type="checkbox"/> Private contractor  |
| <input type="checkbox"/> School district and probation department | <input type="checkbox"/> Private contractor with support from probation department |

2. What is the student capacity of your JJAEP?

3. Please indicate the number of staff in the following positions as of May 1, 2003 *count each person in the one most appropriate category – do not double count*:

Certified teachers

Certified special education teachers

Non-certified, degreed instructional staff

Teacher aides

Caseworkers (e.g., social workers, probation officers assigned to JJAEP, counselors, other mental health professionals, caseworker aides)

Supervision staff (e.g., drill instructors, security personnel)

4. What was the average instructional staff (i.e., all certified and non-certified, degreed teachers) to student ratio during the 2002/2003 school year?

*one instructional staff :                      students*

5. Which of the following best describes the format of your program? (*check only one*)

- Military-style model  
 Therapeutic model  
 Traditional school setting

6. Does your JJAEP incorporate any of the following military components? (*check all that apply*)

- |  |  |
|--|--|
| <input type="checkbox"/> Military drill and ceremonies                 | <input type="checkbox"/> Military-style uniforms/fatigues for staff            |
| <input type="checkbox"/> Drill instructors as staff                    | <input type="checkbox"/> Immediate punishment for infractions (e.g., push-ups) |
| <input type="checkbox"/> Physical training or exercise program         |  |
| <input type="checkbox"/> Military-style uniforms/fatigues for students |  |

7. Does your JJAEP incorporate any of the following services or programs? (*check all that apply*)

- |  |   |
|--|---|
| <input type="checkbox"/> Drug/alcohol prevention or intervention | <input type="checkbox"/> Experiential training (e.g., ropes)        |
| <input type="checkbox"/> Vocational training/job preparation     | <input type="checkbox"/> Tutoring or mentoring                      |
| <input type="checkbox"/> Life skills training                    | <input type="checkbox"/> Parenting programs (for students' parents) |
| <input type="checkbox"/> Community service                       | <input type="checkbox"/> Other:                                     |
| <input type="checkbox"/> Anger management                        |   |

8. Does your JJAEP provide the following counseling services, and if so, are they provided by a licensed mental health professional?

	Service provided?		By licensed MH professional?	
	Yes	No	Yes	No
Individual counseling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group counseling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family counseling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance abuse counseling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. What are the student hours of operation for your JJAEP?

How many hours are dedicated to the academic program? \_\_\_\_\_ hours

10. Does your JJAEP have a structured truancy abatement program?

- Yes
- No

11. Does your JJAEP provide services to the following non-expelled juveniles?

	Yes	No		Yes	No
Court-ordered, residential youth?	<input type="checkbox"/>	<input type="checkbox"/>	ISD AEP students?	<input type="checkbox"/>	<input type="checkbox"/>
Court-ordered, non-residential youth?	<input type="checkbox"/>	<input type="checkbox"/>	Other: _____?	<input type="checkbox"/>	<input type="checkbox"/>

12. Does your local MOU exclude any types of serious and persistent misconduct expulsions from your JJAEP?

- Yes
- No

13. Does your JJAEP require a minimum length of stay for all students?

- Yes (How many days? \_\_\_\_\_)
- No

14. What conditions of completion does your ISD(s) require? (*check the one that best describes*)

- Students must *attend* certain number of days
- Students must *successfully complete* certain number of days
- Students must *complete term of expulsion*, regardless of attendance
- Students transition back to regular school at end of grading period/semester
- Students transition back to regular school at beginning of next school year

15. How are a majority of the students transported to your JJAEP? (*check only one*)

- County-provided transportation
- School district-provided transportation
- Parents
- Private vendor contract

If transportation is provided by the school district, list all ISD's that transport juveniles to your JJAEP:

16. How is the facility for your JJAEP provided? (*check only one*)

- Owned by County
- Leased by County (regardless of from whom)
- Provided by School District (at no cost to the county)
- Other :

## Appendix C

### Select JJAEP Program Characteristics School Year 2003

County	Format	Operation Mode	Capacity	Ratio (1: x students)	Conditions of Completion	Transportation Mode
Bell	traditional school	ISD and probation	180	8	must complete term of expulsion, regardless of attendance	ISD
Bexar	traditional school	private contractor with support from probation	296	16	must successfully complete certain number of days	county
Brazoria	military-style	ISD and probation	120	6	must successfully complete certain number of days	ISD
Brazos	military-style	private contractor with support from probation	75	25	must complete term of expulsion, regardless of attendance	county
Cameron	traditional school	private contractor with support from probation	96	18	must attend certain number of days	private vendor
Collin	traditional school	ISD and probation	85	10	transition back to regular school at end of grading period/semester	ISD
Dallas	traditional school	private contractor with support from probation	500	15	must successfully complete certain number of days	county
Denton	military-style	probation only	150	13	must successfully complete certain number of days	parents
El Paso	traditional school	ISD and probation	47	12	must complete term of expulsion, regardless of attendance	ISD
Fort Bend	military-style	ISD and probation	80	15	trans back to regular school at end of grading period/semester	parents
Galveston	military-style	ISD and probation	72	12	must successfully complete certain number of days	ISD
Harris	therapeutic	private contractor with support from probation	750	14	trans back to regular school at end of grading period/semester	private vendor
Hidalgo	traditional school	private contractor	120	21	must complete term of expulsion, regardless of attendance	private vendor
Jefferson	military-style	ISD and probation	90	18.6	must successfully complete certain number of days	ISD
Johnson	traditional school	probation only	30	8	must successfully complete certain number of days	parents
Lubbock	military-style	ISD and probation	60	5	trans back to regular school at end of grading period/semester	parents
McLennan	traditional school	ISD and probation	135	7	must successfully complete certain number of days	ISD
Montgomery	military-style	ISD and probation	120	13	must successfully complete certain number of days	ISD
Nueces	traditional school	private contractor with support from probation	48	11	must successfully complete certain number of days	private vendor
Smith	traditional school	probation only	100	5	must successfully complete certain number of days	ISD
Tarrant	therapeutic	ISD and probation	120	10	must successfully complete certain number of days	private vendor
Taylor	traditional school	probation only	48	15	must successfully complete certain number of days	parents
Travis	therapeutic	private contractor with support from probation	50	10	must successfully complete certain number of days	ISD
Webb	traditional school	probation only	200	12	must successfully complete certain number of days	ISD
Wichita	traditional school	ISD and probation	25	8	must successfully complete certain number of days	parents
Williamson	military-style	ISD and probation	200	12	must successfully complete certain number of days	ISD



## Appendix D

Texas Assessment of Knowledge and Skills Test Dates  
by Grade and Subject  
School Year 2003

	Reading TAKS Administration Date	Math TAKS Administration Date
3 <sup>rd</sup>	3/4/2003	4/29/03
4 <sup>th</sup>	4/30/03	4/29/03
5 <sup>th</sup>	4/30/03	4/29/03
6 <sup>th</sup>	4/30/03	4/29/03
7 <sup>th</sup>	4/30/03	4/29/03
8 <sup>th</sup>	4/30/03	4/29/03
9 <sup>th</sup>	2/25/03	5/1/03
10 <sup>th</sup>	2/25/03	4/30/03
11 <sup>th</sup>	2/25/03	4/29/03

## Appendix E

### JJAEP Attendance Rates School Years 2000, 2001 and 2002

County	2000	2001	2002
Bell	68%	74%	74%
Bexar	67%	74%	78%
Brazoria	86%	86%	84%
Brazos	--	--	95%
Cameron	93%	84%	82%
Collin	85%	93%	81%
Dallas	78%	69%	74%
Denton	87%	91%	92%
El Paso	88%	90%	90%
Fort Bend	90%	93%	88%
Galveston	82%	85%	80%
Harris	85%	78%	79%
Hidalgo	79%	70%	71%
Jefferson	66%	60%	75%
Johnson	--	--	86%
Lubbock	86%	90%	93%
McLennan	61%	63%	59%
Montgomery	85%	87%	85%
Nueces	69%	73%	79%
Smith	90%	92%	89%
Tarrant	79%	81%	84%
Taylor	--	--	90%
Travis	91%	88%	93%
Webb	89%	91%	84%
Wichita	--	--	90%
Williamson	86%	89%	91%
<i>Statewide</i>	<i>78%</i>	<i>78%</i>	<i>79%</i>

-- JJAEP did not exist during school year 2000 or 2001.

## Appendix F

### JJAEP Attendance Rates by Placement Type School Year 2003

County	Mandatory	Discretionary	Other	Total
Bell	82%	72%	94%	<b>72%</b>
Bexar	85%	83%	--	<b>84%</b>
Brazoria	89%	86%	86%	<b>87%</b>
Brazos	94%	--	--	<b>94%</b>
Cameron	90%	87%	97%	<b>82%</b>
Collin	84%	80%	100%	<b>82%</b>
Dallas	85%	67%	57%	<b>73%</b>
Denton	87%	90%	86%	<b>89%</b>
El Paso	90%	--	--	<b>90%</b>
Fort Bend	95%	94%	88%	<b>89%</b>
Galveston	87%	73%		<b>76%</b>
Harris	87%	77%	75%	<b>79%</b>
Hidalgo	83%	51%	--	<b>74%</b>
Jefferson	76%	68%	--	<b>70%</b>
Johnson	90%	62%	76%	<b>86%</b>
Lubbock	93%	87%	100%	<b>90%</b>
McLennan	90%	68%	71%	<b>69%</b>
Montgomery	90%	84%	88%	<b>87%</b>
Nueces	83%	77%	--	<b>78%</b>
Smith	93%	84%	--	<b>88%</b>
Tarrant	87%	72%	--	<b>79%</b>
Taylor	92%	83%	--	<b>90%</b>
Travis	94%	94%	92%	<b>94%</b>
Webb	83%	73%	47%	<b>79%</b>
Wichita	96%	--	92%	<b>92%</b>
Williamson	93%	90%	90%	<b>90%</b>
<i>Statewide</i>	<i>88%</i>	<i>78%</i>	<i>84%</i>	<i><b>83%</b></i>

-- No students of that type were included in the attendance figures.

# Appendix G

## Risk and Resiliency Survey

# Risk and Resiliency Survey

Please indicate your answer by filling in the bubble with the answer that best represents the way you feel or the correct answer.

County \_\_\_\_\_

**MARKING INSTRUCTIONS**

- Use number 2 pencil only.
- Make dark marks that fill the bubbles completely.
- Erase cleanly any mark you wish to change.
- Make no stray marks.

Correct Mark ● Incorrect Marks

○ Pre-test  
○ Post-test

County Number	Date			PID Number
	Mo.	Day	Year	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Please answer exactly the way you feel.

**1.** During the past 30 days, how many classes have you missed because:

11 or more

5-10 days

2-4 days

1 day

None

- a. You were sick?
- b. You skipped, ditched, or cut?
- c. Excused/Unexcused
- d. Funeral
- e. Court

**3.** Have you discussed any of the following things with family members at least one time in the past month?

I don't know

No

Yes

- a. Friends
- b. Sex
- c. Tobacco
- d. Alcohol
- e. How safe do you feel
- f. Other drugs
- g. Sports
- h. Curfews
- i. Parties you attend
- j. Gangs
- k. School
- l. Feelings
- m. Extra curricular activities

**2.** In a typical week, approximately how many times a week do you do the following activities with a parent or adult? Choose one answer for each line.

Everyday

4-6 times

1-3 times

Never

- a. Eat dinner
- b. Watch TV
- c. Discuss daily events
- d. Visit relatives
- e. Chores at home
- f. Attend church, temple, or spiritual meeting
- g. Go out to eat
- h. Play games/sports
- i. Go to movies

PLEASE DO NOT WRITE IN THIS AREA	23902
----------------------------------	-------

Risk and Resiliency Survey (Continued)

How often do you do each of the following ?  
Choose one answer for each line.

Almost everyday  
1-2 times a week  
1-2 times a month  
Few times a year  
Never

- a. Exercise
- b. Attend after school activities
- c. Play sports in/out of school
- d. Work for pay
- e. Do volunteer work
- f. Read books, newspapers, magazines
- g. Go to parties
- h. Attend religious or spiritual activities
- i. Participate in band, orchestra, or choir/other
- j. Community service
- k. 4-H/FFA

Think ahead to 5 years in the future. Will you do the following:

Definitely won't  
Probably won't  
Probably will  
Definitely will

- a. Smoke cigarettes
- b. Attended college
- c. Smoke marijuana
- d. Go to religious services
- e. Drink alcohol
- f. Have a good paying job
- g. Belong to a gang
- h. Volunteer in my community

Do you think it is okay to drink alcohol or use drugs for the following reasons?

Prior to 21 years old

Not sure  
No  
Yes

- a. To see what it is like
- b. To relax or feel less tense
- c. To feel good or get high
- d. To get a better understanding of yourself
- e. To have a good time
- f. To fit in with the group
- g. To get away from problems
- h. To relieve boredom or nothing to do
- i. To release anger or frustration
- j. To do better in sports

Do you think it is okay to drink alcohol or use drugs for the following reasons?

After 21 years old

Not sure  
No  
Yes

- a. To see what it is like
- b. To relax or feel less tense
- c. To feel good or get high
- d. To get a better understanding of yourself
- e. To have a good time
- f. To fit in with the group
- g. To get away from problems
- h. To relieve boredom or nothing to do
- i. To release anger or frustration
- j. To do better in sports

Here are some questions that ask how sure you are that you would be able to do certain things. Choose one answer for each line.

Definitely could  
Probably could  
Probably could not  
Definitely could not

- a. Walk up to someone my age and start talking.
- b. If a friend wants me to do something that I don't want to do, I could tell them no.
- c. If a friend wanted to give me alcohol, I could say no.
- d. I can start conversations with adults I know.
- e. If a friend wanted to give me marijuana, I could tell them I didn't want any.
- f. If my friends were doing something I didn't like, I could ask them to change.
- g. If a friend wanted to give me cocaine or other drugs I could tell them I didn't want any.
- h. If some of my friends were playing a game, I could ask to play.
- i. Stay away from people who might get me in trouble.

Risk and Resiliency Survey (Continued)

During the past 30 days, how many of your friends did the following things? Choose one answer for each line.

	Most	Some	A few	None
	←	←	←	←
a. Smoked cigarettes	○	○	○	○
b. Used alcohol	○	○	○	○
c. Used other drugs	○	○	○	○
d. Hit teachers, parents, or work supervisors	○	○	○	○
e. Stole from other people	○	○	○	○
f. Got into serious fights at school or work	○	○	○	○
g. Took something from a store without paying for it	○	○	○	○
h. Damaged school or community property on purpose	○	○	○	○
i. Argued with parents	○	○	○	○
j. Set fire to someone's property	○	○	○	○
k. Got into trouble with the police	○	○	○	○
l. Took part in a fight where a group of your friends were against another group	○	○	○	○
m. Used inhalants, gas, glue, paint	○	○	○	○
n. Told a lie to someone	○	○	○	○
o. Sold drugs	○	○	○	○
p. "Tagged" on property other than theirs	○	○	○	○
q. Carried a weapon	○	○	○	○
r. Was sexually active	○	○	○	○
s. Was reprimanded for disrupting the class	○	○	○	○
t. Verbally abused a parent, teacher, or work supervisor	○	○	○	○
u. Fought with their brothers or sisters	○	○	○	○
v. Hurt animals	○	○	○	○

During the past 7 days:

	Everyday	4-6 times	1-3 times	0 times
	←	←	←	←
a. I teased others to make them angry	○	○	○	○
b. I got angry very easily with someone	○	○	○	○
c. I fought when someone hit me first	○	○	○	○
d. I encouraged others to fight	○	○	○	○
e. I pushed or shoved other students	○	○	○	○
f. I was angry most of the day	○	○	○	○
g. I slapped or kicked someone	○	○	○	○
h. I called other students bad names	○	○	○	○
i. I threatened to hurt or hit someone	○	○	○	○
j. I have to be tough to get respect	○	○	○	○
k. Other people pick fights with me	○	○	○	○
l. I have used force with someone I care for	○	○	○	○
m. I cursed a teacher or principal	○	○	○	○
n. I have threatened a teacher or principal	○	○	○	○
o. I have pushed, slapped, or hit a family member	○	○	○	○
p. I sexually harrassed someone	○	○	○	○
q. I punched someone in the face	○	○	○	○
r. I hit/kicked/hurt animals	○	○	○	○
s. I felt it was ok to hurt someone else	○	○	○	○
t. I got a tattoo	○	○	○	○
u. I pierced a body part other than my ears	○	○	○	○
v. I tagged or put graffiti on other property	○	○	○	○
w. I hit someone because they made fun of me	○	○	○	○
x. I hit or attacked someone else because I was scared	○	○	○	○
y. I was so mad I felt I could actually kill someone	○	○	○	○
z. I hurt someone because of what they did to me	○	○	○	○
aa. I hit someone to make them stop what they were doing	○	○	○	○
bb. I did something mean for fun	○	○	○	○
cc. I said I wish someone were dead	○	○	○	○
dd. I hit someone because they dissed me	○	○	○	○
ee. I carried a weapon because I felt I had to defend myself	○	○	○	○



## Appendix H

### Risk and Resiliency Survey Responses by County School Year 2003

County	Bonding to School/Community (Attendance)		Bonding to School/Community (Involvement)		Bonding to School/Community (Homework)	
	n	change	n	change	n	change
Bell	0	na	0	na	0	na
Bexar	68	+	61	+	78	-
Brazoria	6	+	8	-	9	-
Cameron	46	+	36	+	46	-
Collin	0	na	0	na	0	na
Dallas	0	na	0	na	0	na
Denton	88	+	68	+	92	+
El Paso	4	+	5	-	6	+
Fort Bend	5	+	6	+	7	+
Galveston	25	+	23	+	30	+
Harris	1	+	1	-	1	+
Hidalgo	49	+	46	-	61	+
Johnson	0	na	4	+	4	+
Lubbock	14	+	12	+	13	-
McLennan	14	+	13	-	14	-
Montgomery	39	+	35	+	39	+
Nueces	28	+	25	-	33	+
Smith	6	+	7	+	7	+
Tarrant	50	+	47	-	57	+
Taylor	15	+	13	+	15	+
Travis	45	+	33	+	54	-
Webb	0	na	0	na	0	na
Wichita	26	+	24	+	31	+
Williamson	88	+	83	-	99	-

+ Positive change  
 - Negative change  
 0 No change  
 na No data



Risk and Resiliency Survey Responses by County (continued)  
School Year 2003

County	Interaction with a Significant Adult Figure		Interaction/Discussion with Family Members		Communication Skills with Adults and Peers		Peer Group Behavior	
	n	change	n	change	n	change	n	change
Bell	0	na	0	na	0	na	0	na
Bexar	78	-	43	+	74	-	71	+
Brazoria	9	-	7	+	9	+	8	+
Cameron	45	-	21	+	42	+	39	+
Collin	0	na	0	na	0	na	0	na
Dallas	0	na	0	na	0	na	0	na
Denton	81	-	48	+	88	-	81	+
El Paso	6	+	0	na	6	+	6	+
Fort Bend	6	+	3	+	7	-	6	+
Galveston	28	-	15	+	30	-	24	+
Harris	1	-	0	na	1	-	0	na
Hidalgo	54	-	31	+	60	-	54	+
Johnson	3	-	2	+	4	-	3	+
Lubbock	14	-	8	+	14	+	10	+
McLennan	13	+	6	+	14	+	11	+
Montgomery	37	-	18	0	38	-	27	+
Nueces	26	-	20	+	35	-	20	+
Smith	5	+	3	+	7	+	7	+
Tarrant	54	-	34	+	56	-	51	+
Taylor	14	-	4	+	15	-	11	+
Travis	47	-	24	+	51	-	41	+
Webb	0	na	0	na	0	na	0	na
Wichita	27	-	11	+	30	+	24	+
Williamson	88	-	57	+	97	-	82	+

+ Positive change  
 - Negative change  
 0 No change  
 na No data

Risk and Resiliency Survey Responses by County (continued)  
School Year 2003

County	Anger/Aggression		Self-Esteem		Self-Efficacy		Expectations for the Future	
	n	change	n	change	n	change	n	change
Bell	0	na	0	na	0	na	0	na
Bexar	63	+	65	+	71	-	71	-
Brazoria	8	+	8	+	8	+	9	+
Cameron	35	+	40	-	43	+	45	-
Collin	0	na	0	na	0	na	0	na
Dallas	0	na	0	na	0	na	0	na
Denton	77	+	74	+	85	+	88	-
El Paso	6	+	6	-	5	+	6	-
Fort Bend	7	+	6	+	6	+	7	-
Galveston	23	+	28	+	25	+	29	+
Harris	1	+	0	na	1	+	1	-
Hidalgo	46	+	48	-	54	+	55	-
Johnson	2	+	3	+	3	+	3	+
Lubbock	9	+	12	+	14	+	12	-
McLennan	11	+	12	-	12	-	12	+
Montgomery	29	+	34	+	37	+	35	-
Nueces	30	+	26	+	30	+	27	-
Smith	7	+	6	-	7	+	7	+
Tarrant	48	+	40	+	48	-	43	-
Taylor	13	+	14	+	15	+	15	-
Travis	35	+	37	+	41	-	48	-
Webb	0	na	0	na	0	na	0	na
Wichita	24	+	27	+	29	+	28	0
Williamson	84	+	74	-	83	+	90	+

+ Positive change  
 - Negative change  
 0 No change  
 na No data

# Appendix I

## Costing Instrument

**TEXAS JUVENILE PROBATION COMMISSION  
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM  
Detailed Listing of Actual Costs for FY03  
For The September 1, 2002 to August 31, 2003**

TYPES/DESCRIPTIONS OF COSTS *	COUNTY:		
	ACTUAL	IN KIND	TOTAL
<b>ADMINISTRATIVE COSTS</b>			
<b>PAYROLL COSTS</b>			
Salaries Professional			
Program Administrator			
Principal			
Other (itemize on the lines below)			
Salaries Support			
Secretary			
Other (itemize on the lines below)			
Fringe Benefits			
<b>PURCHASED &amp; CONTRACTED SERVICES</b>			
Accounting/Audit			
Legal			
Training			
Consultants			
Academic Assessment Services			
Curriculum Development			
Printing			
Maintenance and Repair			
Other professional services			
Contract Services (itemize)			
<b>UTILITIES</b>			
Telephone, Electric, Gas, Water			
Cable, Internet, etc.			
<b>SUPPLIES &amp; MATERIALS</b>			
General Supplies			
Postage			
Materials			
Software and computer supplies			
Other Materials & Supplies (itemize below)			
<b>CAPITAL OUTLAY (Items &gt;\$5,000)</b>			
Buildings and Structures			
Computer Equipment			
Furniture			
Vehicles			
Other (itemize on the lines below)			
<b>LEASE OF EQUIPMENT OR PROPERTY</b>			
Building			
Equipment (Copiers, etc.)			
<b>OTHER OPERATING COSTS</b>			
Travel (Training)			
Travel (Other)			
Fees and Dues			
Other (itemize on the lines below)			
<b>Total Administrative Costs</b>	\$0.00	\$0.00	\$0.00

Costing Instrument (Continued)

TEXAS JUVENILE PROBATION COMMISSION  
 JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM  
 Detailed Listing of Actual Costs for FY03  
 For The September 1, 2002 to August 31, 2003

<u>TYPES/DESCRIPTIONS OF COSTS *</u>	<u>ACTUAL</u>	<u>IN KIND</u>	<u>TOTAL</u>
<b>DIRECT PROGRAM COSTS</b>			
<b>INSTRUCTIONAL</b>			
Salaries Teachers & Instructional Staff			
Salaries Support			
Aides			
Other (itemize on the lines below)			
<u>Fringe Benefits</u>			
<u>Instructional Resources</u>			
Text books			
Curriculum			
Testing Materials			
Staff Development/Training			
Newspapers and Magazines			
Instructional Material			
Library books			
School Supplies			
<b>PROGRAM SUPERVISION</b>			
Salaries Probation Officer			
Salaries Drill Instructor			
Behavior Management Staff			
<u>Salaries Support</u>			
Secretary			
Aides			
Other (itemize on the lines below)			
<u>Fringe Benefits</u>			
<u>Staff Development/Training</u>			
<b>OTHER (Auxiliary Services)</b>			
Salaries Case Worker			
Salaries Counselor			
Salaries Probation Officer			
Medical Staff			
<u>Salaries Support</u>			
Secretary			
Aides			
Other (itemize on the lines below)			
<u>Fringe Benefits</u>			
<u>Staff Development/Training</u>			
<u>Auxiliary Resources</u>			
Non-Academic Resources			
Other			

Costing Instrument (Continued)

<b>SUPPLIES &amp; MATERIALS</b>					
Office Supplies					
Postage					
Clothing					
Recreation equipment and supplies					
Medical Supplies					
Maintenance supplies building & equipment					
Cleaning Supplies					
Kitchen Supplies and Equipment					
Food Services					
Mobile Phone (Purchase)					
Other (itemize on the lines below)					
<b>CAPITAL OUTLAY (Items &gt;\$5,000)</b>					
Buildings and Structures					
Computer Equipment					
Furniture					
Vehicles					
Other (itemize on the lines below)					
<b>EQUIPMENT &amp; FURNITURE (Items &lt;\$5,000)</b>					
Computers					
Furniture					
Other (itemize on the lines below)					
<b>UTILITIES</b>					
Telephone, Electric, Gas, Water					
Cable, Internet, etc.					
<b>LEASE OF EQUIPMENT OR PROPERTY</b>					
Building					
Equipment (Copiers, etc.)					
<b>OTHER OPERATING COSTS</b>					
Travel (Training)					
Travel (Other)					
Fees and Dues					
Insurance and Bonding					
Other (itemize on the lines below)					
<b>STUDENT TRANSPORTATION</b>					
<b>TOTAL DIRECT PROGRAM COSTS</b>	\$0.00		\$0.00		\$0.00
<b>TOTAL JJAEP COSTS</b>	\$0.00		\$0.00		\$0.00

\* Do not include any costs or services provided by the school districts

## Appendix J

### Texas Juvenile Probation Commission JJAEP STRATEGIC PLANNING QUESTIONNAIRE

Texas Juvenile Probation Commission (TJPC) is required to collaborate with Texas Education Agency (TEA) in the development and submission of a Juvenile Justice Alternative Education Program (JJAEP) Accountability Report during the month of May of every even-numbered year. The report must include a comprehensive five-year strategic plan for the continuing evaluation of JJAEPs which shall include 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 questionnaire is designed to elicit your input in the development of key strategic issues from which TJPC can develop effective strategies in charting a course for JJAEPs during the next five years. Your input is a critical part of this process.

#### MANDATES

This section of the questionnaire is designed for you to clarify the nature and significance of externally imposed mandates – both formal and informal – that your JJAEP is required to meet. Mandates prescribe what must or should be done under your JJAEP's charter and policies, as well as under any applicable state, federal, and local statutes, codes, and regulations. In setting a future course for your organization, mandates need to be taken into account as constraints on what you can achieve and how you can achieve it. A mandate can be expressed formally or informally, through elections, community expectations, legislation, policy, regulations, procedures, and budget requirements.

1. What implications do the mandates made on your JJAEP have on the availability and use of resources to your JJAEP?
2. What programs and services, not currently provided by your JJAEP, are also not ruled out by your organizational mandates?
3. How is your JJAEP's current mission related to its mandates? How is your JJAEP's current mission not related to it's mandates?
4. List any mandates that you feel may need to be changed, eliminated, or added.[Briefly explain why you listed each mandate.

**JJAEP Strategic Planning Questionnaire (Continued)**

**INTERNAL / EXTERNAL ASSESSMENT**

It is vital that TJPC plans with a thorough understanding of the conditions in which your JJAEP must function and operate. In this section, we are asking for your assessment of the external opportunities and threats as well as the internal strengths and weaknesses of your organization. The analysis of these four elements is useful in clarifying the conditions within which your JJAEP operates. This analysis will provide us valuable clues about how we should develop effective strategies, since every successful strategy builds on strengths and takes advantage of opportunities, while overcoming or minimizing the effects of weaknesses and threats.

**JJAEP Internal Strengths and Weaknesses**

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1. List the major strengths and weaknesses of your JJAEP as it faces the future.
2. Identify which strengths and weaknesses will be most critical to your JJAEP's future success by ranking each from "1" (Most critical) to "2, 3, 4, 5, ..." (Less critical) below.

Strengths	Rank	Weaknesses	Rank

**JJAEP Strategic Planning Questionnaire (Continued)**

**JJAEP External Opportunities and Threats**

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1. List the major opportunities and threats (external to your organization) that you believe your JJAEP will face in the next two to five years that may significantly influence whether it succeeds or fails.
2. Identify four to eight opportunities or threats that are most critical to your JJAEP's future success by ranking each from "1" (Most critical) to "2, 3, 4, 5, ..." (Less critical) below.

Opportunities for the JJAEP	Rank	Threats to the JJAEP	Rank



**JJAEP Strategic Planning Questionnaire (Continued)**

**Critical Issues for your JJAEP**

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1. After reviewing your JJAEP’s external opportunities and threats and internal strengths and weaknesses, list four to eight of the most critical issues or choices that your JJAEP faces over the next two to five years.
2. Rank those issues/choices from “1” (Most critical) to “2, 3, 4, 5, …”(Less critical) below.

Our JJAEP’s Most Critical Issues or Choices Are:	Rank in importance