



Juvenile Justice Alternative Education Programs

Performance Assessment Report

School Year 2022-2023



A Report by the
Texas Juvenile Justice Department
2024

The 2024 Juvenile Justice Alternative Education Program (JJAEP) Report for School Year 2022-2023 describes the status of the Juvenile Justice Alternative Education Programs provides a general overview of the program as required by the Texas General Appropriations Act, 88th Regular Texas Legislative Session, Rider 15 – Texas Juvenile Justice Department. The report will be posted on the Texas Juvenile Justice Department (TJJD) website August 1, 2024, at <http://www.tjtd.texas.gov/>. A copy of the report can be printed directly from the web.

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

If you require additional information, please contact the agency.

Juvenile Justice Alternative Education Programs

Performance Assessment Report

School Year 2022-2023

A Publication by



TEXAS
JUVENILE ★ JUSTICE
DEPARTMENT

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JJAEP Performance Assessment Report: Executive Summary

Juvenile Justice Alternative Education Programs (JJAEPs) were established beginning school year 1996-1997 and provide education services to expelled youth. During the 2022-2023 school year, the 26 JJAEP counties worked with approximately 330 school districts of the over 1000+ school districts and charter schools in Texas to support alternative education placements for expelled students. These counties accounted for approximately 78% of the state’s juvenile age population in 2022.

JJAEPs are mandated to operate by statute in counties with a population of 125,000 or greater. Each program is governed and controlled by a locally negotiated memorandum of understanding between the local juvenile board and each school district within the county. As a result, each county’s JJAEP is unique. These programs were designed to provide an educational setting for students who are mandatorily expelled from school per the Texas Education Code or students discretionarily expelled according to the local school districts’ student code of conduct. Mandatory JJAEP counties in 2022-2023 included:

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

The Texas Juvenile Justice Department (TJJD) provides oversight of JJAEPs as required by statute. Rider Number 15 of the General Appropriations Act, 88th Regular Texas Legislative Session requires the Department to prepare a report that provides a comprehensive review of JJAEPs. This report, the *Juvenile Justice Alternative Education Program: Performance Assessment Report: School Year 2022-2023*, reviews the 26 JJAEPs listed above. This is the twelfth such report reviewing the types of students entering the programs, program operations, student performance, program costs, and planning.

The following is a summary of some of the major findings based on both quantitative and qualitative data collected for the 2022-2023 school year:

- ★ **JJAEP Student Population Has Increased.** In the 2022-2023 school year the number of students being mandatorily expelled to JJAEPs increased 75% compared to the previous report. In the 2020-2021 school year, every school district had a remote learning option for families who did not want their students to attend school in person due to the SARS-CoV-2 pandemic resulting in a smaller population of students on campus, a criterion for mandatory offenses. Although the number of expelled students in 2020-2021 dropped by nearly 48% when compared to the 2018-2019 school year, TJJD found that JJAEPs were serving a proportionate number of students who opted for in-person learning at their regular campus.

ES TABLE 1

**JJAEP Student Entries by Expulsion Type
School Years 2018-2019 through 2022-2023**

Expulsion Type	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
Mandatory	1,761	55%	1,983	62%	933	61%	1,868	67%	3,051	75%
Discretionary	1,099	34%	890	28%	386	25%	688	25%	757	19%
Non-expelled	350	11%	306	10%	210	14%	239	9%	257	6%
Total	3,210	100%	3,179	100%	1,529	100%	2,795	100%	4,065	100%

- During school year 2022-2023, there were 4,065 student entries into JJAEPs.
- Student entries into JJAEPs increased by 1,270 student entries from school year 2021-2022 to school year 2022-2023, and a 166% increase of student entries compared to the previous report.
- The number of student expulsions decreased in school year 2020-2021 was mostly due to SARS-CoV-2 pandemic and families and students across the state opting for remote learning and not returning to campus.
- As a percentage of total entries, non-expelled student entries have decreased 8 percentage points from 14% in 2020-2021 school year to 6% in 2022-2023.
- Non-expelled students enter a JJAEP through court orders of a juvenile judge, through an agreement with the local school district as authorized by TEC Section 37.011, or are placed due to the student's registration as a sex offender under TEC Section 37.309

★ **Average Length of Stay and Exit Location.** The length of stay by county has changed while the statewide average length of stay has decreased:

- The average length of stay for the 2022-2023 school year for the 3,644 students who exited the program was 69 days with a range from 40 to 153 days, compared to 47 to 188 days in the previous report.
- Seventy-nine percent of all JJAEP students returned to their school district upon completion of their expulsion, two percent more than in the previous report.
- Two percent (N=89) completed their high school equivalency certificate.

★ **Expulsion Offense Categories.** Students expelled for mandatory and discretionary offenses were expelled for the following:

- Students sent for felony drug offenses and weapons offenses accounted for 81% of all JJAEP mandatory offenses for 2022-2023, up eight percent compared to the previous report.
- Fifty-one percent of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
- Students sent to JJAEP for serious misbehavior and misdemeanor drug offenses constituted 57% of all JJAEP discretionary entries, down 5% from the previous report.
- Discretionary placements for Penal Code Title 5 Felony Offences (N=117) increased by thirty-nine percent compared to the previous report of all discretionary expulsions.

★ **Performance Results.** JJAEP performance is assessed in multiple areas. At JJAEPs, students are administered program assessments: either the Iowa Test of Basic Skills (ITBS) at the elementary and middle school level or the Iowa Test of Educational Development (ITED) at the high school level. Additionally, the students participate in mandated state assessments, State of Texas Assessments of Academic Readiness (STAAR) testing results for grades 4–8 and End of Course (EOC) tests in English I, English II, and Algebra I.

- **Pre and Post Testing.** Pre and post testing is utilized as a measure to demonstrate student gains in the areas of math and reading while in a JJAEP using the ITBS at the elementary and middle school level and the ITED at the high school level. Students have to attend the JJAEP for at least 75 days to become part of this cohort.
 - Based on TJJD analysis, 84% of students tested below grade level in math for the 2022-2023 school year, up from 78% in 2020-2021.
 - For reading, 80% of students tested below grade level for the 2020-2021 school year, up from 70% in 2020-2021 school year.
 - The average grade equivalency results for reading and math showed a slight improvement at exit.
 - In 16 of 19 programs (84%), students showed an improvement in math with a range of staying on grade level, .03, to 1.62 grade levels.
 - In 14 of 19 programs (74%), students showed an improvement in reading/ELA, from staying on grade level, .17, up to 1.64 grade levels.
 - Positive growth in reading and math was demonstrated by the traditional and therapeutic program models, two of the operation designs.
 - Forty-nine percent of students who entered at below grade level in math, met or exceeded expected growth targets in math reading compared to 32% those students who were at or above grade level.
 - Fifty-two percent of students who tested below grade level in reading at entry to the JJAEP achieved or exceeded the expected level of growth from pre-test to post-test, compared to 30% of those students who tested at or above grade level in reading at entry to the JJAEP.
- **State Assessments.** JJAEP students are administered STAAR tests in grades 4-8 and End-of-Course exams for English I and II, and Algebra I at the high school level.
 - Students in grades 4-8, had reading passing rates ranging from 0% to 50%.
 - For the STAAR program, students in grades 4-8, had math passing rates ranging from 0% to 50%.
 - For STAAR EOC, Algebra I, for 840 students' tests that were scored, the passing rate was 5%
 - For STAAR EOC, English I, for 900 students' tests that were scored, the passing rate was 18%
 - For STAAR EOC, English II, for 706 students' tests that were scored, the passing rate was 23%
- ★ **Behavior Improvement.** Improvement in student behavior is examined at JJAEPs and upon returning to their home school is used as another indicator of JJAEPs performance. Improvement is defined as students having fewer absences and fewer discipline referrals upon return to their home school.
 - The number of students in the attendance rate cohort is 753 a much larger number than in the previous report year of 336 students.
 - Statewide, the attendance rate while at the JJAEP was 81%, which is above the required 78% benchmark
 - The absence rate for 55% of students (n=753) decreased after exiting the JJAEP and returning to their home school.
- ★ Statewide, the average number of disciplinary incidents declined 64% in the two six-week periods after students exited the JJAEP
 - Eighty-seven percent of students had the same number of, or a decrease in, the number of referrals in the two six-week periods after students exited the JJAEP
 - Seventy-four percent of 1,002 students who exited the JJAEP in 2022-2023 did not have a re-contact with a probation department

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

- ★ **Student to Staff Ratio.** The required instructional staff to student ratio is 1:24 or less. Depending on program model type (military component, therapeutic or traditional school model), the staff to student ranged from 1:1 from 1:15 respectively. All JJAEP programs averaged a staff to student ratio of 1:9.

★ **Cost of Operation.** JJAEPs are funded differently than public schools in Texas. Public schools are funded through county tax revenues, state general appropriation funds administered by the Texas Education Agency (TEA) and federal funds. JJAEPs receive funding from local school district revenues, county commissioners' courts and state appropriations through the TEA via the Texas Juvenile Justice Department (TJJD). TJJD provides approximately 25% of the total JJAEP funding (\$86 per mandatory student attendance day); the remaining 75% is provided through the local juvenile boards and the local school districts.

- Costs increased 13.88% since the last report.
- The statewide average cost per day was \$218.93 per day compared to \$443.70 in the previous report.
- The total expenditures for 26 JJAEPs reported were \$29,929,984.52, an increase of \$3,647,185.37 since the previous report.
- The cost per average student attendance day increased 50.66% compared to the previous report.
- The number of student entries and student attendance days in JJAEP directly affect the cost per day of operating a program.
- As the overall trend of student entries and attendance days increases, the average cost per day decreases.
- Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year.

★ **Strategic Elements.** An important part of this report provides strategic elements which will facilitate the agency's ability to partner with local government to increase the effectiveness of, and improving JJAEP services for youth served in these alternative education settings. The planning process included identification of the areas perceived as strengths by JJAEP administrators. These strengths included: curriculum, training/technical assistance, lack of overcrowding, program, communication, quality of local collaboration, special education, and due process. Areas needing attention include: transportation, adequate program funding, and testing (Iowa and STAAR tests). JJAEP administrators requested training and technical assistance in enhancing youth behavior, overall program enhancement, education related enhancements, JJAEP procedures (new Texas Administrative Code updates are in process), and safety.

This *JJAEP Performance Assessment Report: 2022-2023* is a comprehensive report which provides a general overview of the program and statutory requirements, and includes discussion on program elements and in-depth statistical analysis of JJAEP programs taking into consideration the various components and differing structure of individual programs. Data is presented for the 2022-2023 school year and provides comparisons to previous years. JJAEPs have continued to evolve and adapt in order to better serve this challenging population of students and to accommodate the fluctuating population. The overall success of these programs depends on local collaboration and the dedicated staff who work in these unique programs.

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Section 1: Introduction to Juvenile Justice Alternative Education Programs

INTRODUCTION

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

This new educational placement was created to serve the educational needs of juvenile offenders and at-risk youth who are expelled from the regular classroom, campus, or the school district disciplinary alternative education program (DAEP). The legislative intent was for JJAEPs to provide a quality alternative educational setting for expelled youth that would focus on academic achievement, discipline, and behavior management. JJAEPs have operated for more than 27 full school years.

The Texas Legislature mandated that the Texas Juvenile Justice Department (TJJD) develop a comprehensive system to ensure that JJAEPs are held accountable for student academic and behavioral success and to prepare a report to assess the performance of the JJAEPs based on the current accountability system developed by the Texas Education Agency applicable to all students. Rider Number 15 to TJJD's current budget in the General Appropriations Act is shown in the box to the right. This report has been prepared to fulfill the mandates of the rider.

Texas General Appropriations Act 88th Regular Texas Legislative Session Rider 15 – Texas Juvenile Justice Department

JJAEP Accountability. Out of funds appropriated above in Strategy A.1.6. Juvenile Justice Alternative Education Programs (JJAEP), the Juvenile Justice Department (JJD) shall ensure that JJAEPs are held accountable for student academic and behavioral success. JJD shall submit a performance assessment report to the Legislative Budget Board and the Governor by May 1, 2024. The report shall include the following:

- a. an assessment of the degree to which each JJAEP enhanced the academic performance and behavioral improvement of attending students;
- b. a detailed discussion on the use of standard measures used to compare program formats and to identify those JJAEPs most successful with attending students;
- c. student passage rates on the State of Texas Assessments of Academic Readiness (STAAR) in the areas of reading and math for students enrolled in the JJAEP for a period of 75 days or longer;
- d. standardized cost reports from each JJAEP and their contracting independent school district(s) to determine differing cost factors and actual costs per each JJAEP program by school year;
- e. average cost per student attendance day for JJAEP students. The cost per day information shall include an itemization of the costs of providing educational services mandated in the Texas Education Code § 37.011. This itemization shall separate the costs of mandated educational services from the cost of all other services provided in JJAEPs. Mandated educational services include facilities, staff, and instructional materials specifically related to the services mandated in the Texas Education Code, § 37.011. All other services include, but are not limited to, programs such as family, group, and individual counseling, military-style training, substance abuse counseling, and parenting programs for parents of program youth; and
- f. Inclusion of a comprehensive five-year strategic plan for the continuing evaluation of JJAEPs which shall include oversight guidelines to improve: school district compliance with minimum program and accountability standards, attendance reporting, consistent collection of costs and program data, training and technical assistance needs.

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Section 2: Overview of Juvenile Justice Alternative Education Programs

HISTORY

Beginning in 1995, local juvenile boards in counties with a population over 125,000 were required by law to implement and operate JJAEPs. During the 2022-2023 school year, the 26 JJAEP counties teamed up with approximately 339 school districts of the over 1000 school districts and charter schools in Texas to support juvenile justice alternative education placements for expelled students. These counties accounted for approximately 78% of the state's juvenile age population in 2022. Mandatory JJAEP counties in 2022-2023 included:

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

In anticipation that an additional six counties would fall under the population requirement to operate a mandatory JJAEP when the 2010 U.S. Census was released, the 81st Texas Legislature, in accordance with the General Appropriations Act, TJJID Rider 29, amended the Texas Education Code Section 37.011. This amendment allows those counties which would be impacted by the 2020 census numbers to opt out of operating a JJAEP if the county juvenile board entered into a memorandum of understanding (MOU) with each school district located in the county. The purpose of the MOU is to minimize the number of students expelled who would no longer receive alternative education services. Impacted counties either needed to begin operating a JJAEP or have adopted an appropriate MOU by the beginning of the 2021-2022 school year. Hays County had chosen to operate as a mandatory JJAEP county, and closed their program as of 2016-2017, and went on to develop an MOU with the districts to oversee students who are expelled. As other counties attain the 125,000 population, their juvenile boards and their probation departments, in consultation with the local school districts can choose to open a JJAEP at a later date if all stakeholders involved agree.

Also, of note is an amendment passed by the 82nd Texas Legislature which added language under Texas Education Code Section 37.011 that provided a description of Smith County, a county identified in the 2000 census, allowing this county to be exempt from operating a JJAEP. The data used in this report may include Smith County data as appropriate to the year being examined. In addition, though Hays County JJAEP is no longer in operation, this report includes Hays County data as appropriate to the year under review.

FUNDING

The funding mechanism for JJAEPs differs in part from the funding mechanism in place for the public schools in Texas. JJAEPs are funded primarily through county tax revenues that flow through school districts and county commissioners' courts along with state appropriations that flow through the Texas Education Agency (TEA) to TJJID. Public schools are funded through county tax revenues, state general appropriation funds and federal funds.

TJJID provides funding to local juvenile boards on a per diem basis for students who are mandated by state law to be expelled and placed into the JJAEP. The juvenile board and the school districts in a county jointly enter into a memorandum of understanding (MOU) regarding the cost of non-expelled and discretionarily expelled students who may also attend the JJAEP. Local school districts, governmental organizations or private entities may provide funds

and/or in-kind services to the JJAEP as agreed upon in the MOU. A more in-depth discussion of program costing can be found in Section 6 of this report.

In addition to those counties mandated to operate JJAEPs, counties may voluntarily choose to establish a JJAEP. These programs may be funded through a combination of TJJD grants to local juvenile probation departments, local probation department funds, and funding provided by local school districts. During school year 2022-2023, five counties were supported with TJJD grant funds to operate JJAEPs. These discretionary JJAEP counties include: Atascosa, Hale, Hardin, Hill, and Karnes-Wilson.

STATUTORY REQUIREMENTS

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

- ★ The statutorily established academic mission of the JJAEP is to enable students to perform at grade level pursuant to TEC Section 37.011(h)
- ★ JJAEPs are required to operate seven hours a day for 180 days a year, pursuant to TEC Section 37.011(f), unless a JJAEP has requested and received approval from TJJD to operate an alternate calendar
- ★ JJAEPs must focus on English/language arts, mathematics, sciences, social studies and self-discipline, and are not required to provide a course necessary to fulfill a student's high school graduation requirements pursuant to TEC Section 37.011(d)
- ★ JJAEPs must adopt a student code of conduct pursuant to TEC Section 37.011(c)
- ★ The juvenile board must develop a written JJAEP operating policy and submit it to TJJD for review and comment pursuant to TEC Section 37.011(g)
- ★ JJAEPs must adhere to the minimum standards set by TJJD and found in Title 37, Texas Administrative Code (TAC) Chapter 348 pursuant to TEC Section 37.011(h) and Texas Human Resources Code (HRC) Section 221.002(a)(5)
- ★ JJAEPs are required by these standards to have one certified teacher per program and an overall instructional staff-to-student ratio of no more than 1 to 24
- ★ Instructional staff must have at least a bachelor's degree from a four-year accredited university
- ★ Additionally, the operational staff-to-student ratio is required to be no more than 1 to 12: operational staff members are defined as instructional, supervision, caseworkers, and JJAEP administrators
- ★ The juvenile board or the board's designee shall regularly review a JJAEP student's academic progress
- ★ For high school students, the review shall include the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan per TEC Section 37.011(d)

Section 3: Students in Juvenile Justice Alternative Education Programs

JJAEP STUDENT POPULATION

STUDENT ENTRIES

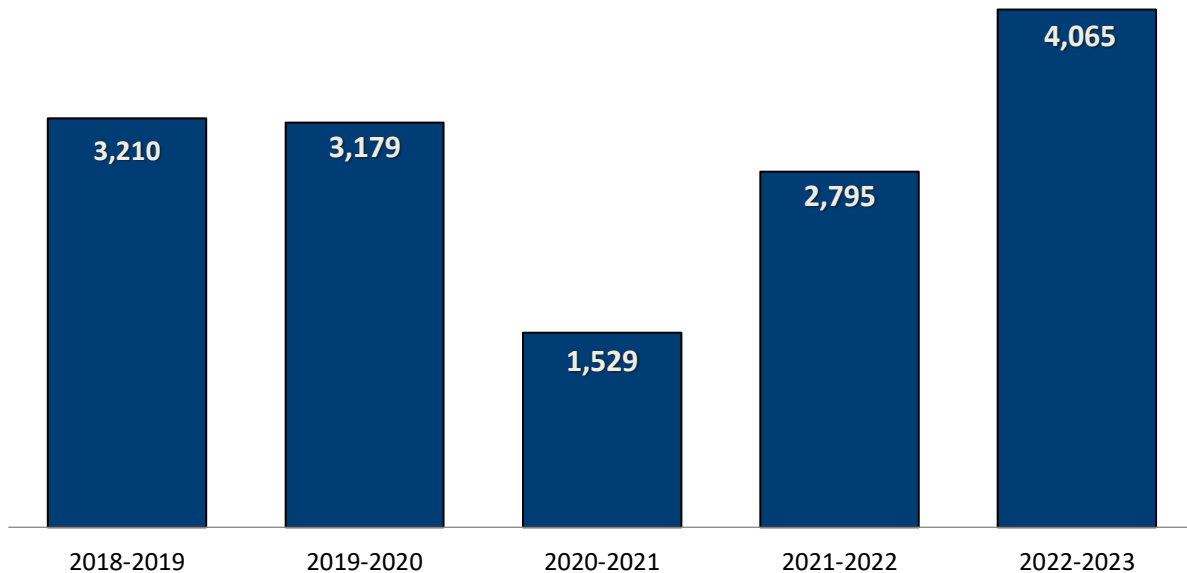
The number of students assigned to JJAEPs varies from year to year. Students arrive at the JJAEP through three different routes:

- ★ expelled from their home school campus or a district alternative education program (DAEP),
- ★ placed into the program as a requirement of supervision by the juvenile court, or
- ★ placed in accordance with the Memorandum of Understanding (MOU).

Chart 1 presents JJAEP student entries by school year from the 2018-2019 school year to the 2022-2023 school year.

CHART 1

**JJAEP Student Entries by School Year
School Years 2018-2019 through 2022-2023**



- ★ During school year 2019-2020 there were 3,179 student entries into JJAEPs even with the closure of school campuses due to the SARS-CoV-2 epidemic, and students were pivoted to full time remote learning from home from March to the end of the school year.
- ★ In school year 2021-2022 students returned to in-person learning at their regular campus. This resulted in an increase of 1,266 student entries from school year 2020-2021 to 2021-2022, and an increase of 1,270 student entries from school year 2021-2022 to 2022-2023.
- ★ Student entries in school year 2022-2023 increased by 166% from the previous report and 27% from the 2018-2019 performance report

Table 2 presents the distribution of student entries (some students may reenter the JJAEP in the same year) and the number of unique students in JJAEPs by county for school year 2022-2023. A student may enter a JJAEP more than once during the school year. Students may re-enter a JJAEP for a variety of reasons, including a new expulsion from the school district or upon return from an out-of-home residential setting.

TABLE 2
JJAEP Student Entries and Students by County
School Year 2022-2023

County	Student Entries	Students	County	Student Entries	Students
BELL	21	21	JEFFERSON	31	31
BEXAR	230	227	JOHNSON	112	111
BRAZORIA	336	328	LUBBOCK	66	66
BRAZOS	33	30	MCLENNAN	146	143
CAMERON	303	298	MONTGOMERY	354	336
COLLIN	245	240	NUECES	40	37
DALLAS	238	219	TARRANT	456	441
DENTON	322	314	TAYLOR	30	29
EL PASO	20	20	TRAVIS	25	23
ELLIS	44	41	WEBB	132	117
FORT BEND	112	109	WICHITA	178	165
GALVESTON	35	34	WILLIAMSON	147	138
HARRIS	299	283	TOTAL	4,065	3,903
HIDALGO	110	102			

- ★ During school year 2022-2023, a total of 3,903 individual students accounted for 4,065 entries into JJAEP programs.
- ★ For 2020-2021, total of 1,469 individual students accounted for 1,529 entries into JJAEP programs.
- ★ The lower number of students entering JJAEP for 2020-2021 was due to the SARS-CoV-2 epidemic since most mandatory offenses require that the offense occur on campus and students were pivoted to remote learning from home for much of this school year.
- ★ Students received for the 2020-2021 school year was proportionate to the population attending in-person learning at their regular campus.

Table 3 presents the percentage change in distribution of student entries and the number of individual students in JJAEPs by county for school years, 2020-2021, 2021-2022, and 2022-2023.

TABLE 3
JJAEP Student Entries and Unique Students Change in Percent
School Years 2020-2021, 2021-2022, and 2022-2023

County	Student Entries					Unique Students				
	2020-2021	2021-2022	% Change 2020-2021 to 2021-2022	2022-2023	% Change 2021-2022 to 2022-2023	2020-2021	2021-2022	% Change 2020-2021 to 2021-2022	2022-2023	% Change 2021-2022 to 2022-2023
BELL	16	44	175.0%	21	-52.3%	16	43	168.8%	21	-51.2%
BEXAR	142	262	84.5%	230	-12.2%	139	253	82.0%	227	-10.3%
BRAZORIA	30	135	350.0%	336	148.9%	30	135	350.0%	328	143.0%
BRAZOS	10	24	140.0%	33	37.5%	10	24	140.0%	30	25.0%
CAMERON	133	156	17.3%	303	94.2%	128	156	21.9%	298	91.0%
COLLIN	72	156	116.7%	245	57.1%	72	156	116.7%	240	53.8%
DALLAS	110	156	41.8%	238	52.6%	100	150	50.0%	219	46.0%
DENTON	88	188	113.6%	322	71.3%	84	181	115.5%	314	73.5%
EL PASO	11	20	81.8%	20	0.0%	11	20	81.8%	20	0.0%
ELLIS	0	40	0.0%	44	10.0%	0	40	0.0%	41	2.5%
FORT BEND	81	112	38.3%	112	0.0%	79	107	35.4%	109	1.9%
GALVESTON	15	17	13.3%	35	105.9%	15	17	13.3%	34	100.0%
HARRIS	138	217	57.2%	299	37.8%	137	211	54.0%	283	34.1%
HIDALGO	25	112	348.0%	110	-1.8%	25	105	320.0%	102	-2.9%
JEFFERSON	10	20	100.0%	31	55.0%	10	20	100.0%	31	55.0%
JOHNSON	21	58	176.2%	112	93.1%	21	58	176.2%	111	91.4%
LUBBOCK	56	97	73.2%	66	-32.0%	53	93	75.5%	66	-29.0%
MCLENNAN	72	119	65.3%	146	22.7%	68	118	73.5%	143	21.2%
MONTGOMERY	163	303	85.9%	354	16.8%	156	290	85.9%	336	15.9%
NUECES	39	24	-38.5%	40	66.7%	36	23	-36.1%	37	60.9%
TARRANT	101	235	132.7%	456	94.0%	100	229	129.0%	441	92.6%
TAYLOR	11	19	72.7%	30	57.9%	11	19	72.7%	29	52.6%
TRAVIS	5	8	60.0%	25	212.5%	5	8	60.0%	23	187.5%
WEBB	35	64	82.9%	132	106.3%	30	56	86.7%	117	108.9%
WICHITA	111	162	45.9%	178	9.9%	99	157	58.6%	165	5.1%
WILLIAMSON	34	47	38.2%	147	212.8%	34	46	35.3%	138	200.0%
TOTAL	1,529	2,795	82.8%	4,065	45.4%	1,469	2,715	84.8%	3,903	43.8%

- ★ Twenty-one out of twenty-six programs, 81%, experienced an increase in number of unique students in the 2022-2023 school year.
- ★ Four out of twenty-six programs, 15%, experienced a decrease in number of unique students in the 2022-2023 school year.
- ★ El Paso experienced zero changes in number of unique students in the 2022-2023 school year.

JJAEP EXPULSION TYPE

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

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

- | | |
|--|---|
| ★ felony drug offenses | ★ indecency with or Continuous sex abuse of a child |
| ★ weapons offenses | ★ arson |
| ★ aggravated Sexual assault and sexual assault | ★ murder, capital murder or attempted murder |
| ★ aggravated robbery | ★ manslaughter or criminally negligent homicide |
| ★ aggravated kidnapping | ★ retaliation against school employee or volunteer (regardless of location) |

A discretionary expulsion occurs when a school district chooses to expel a student for committing an offense or engaging in behavior that is a violation of the Student Code of Conduct, as described in TEC Section 37.007(b), (c), and (f). Some discretionary expulsions may occur:

- ★ in a classroom,
- ★ on a school campus,
- ★ at a school-related event or
- ★ in the community

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

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

The offenses for which expulsion is discretionary are listed below:

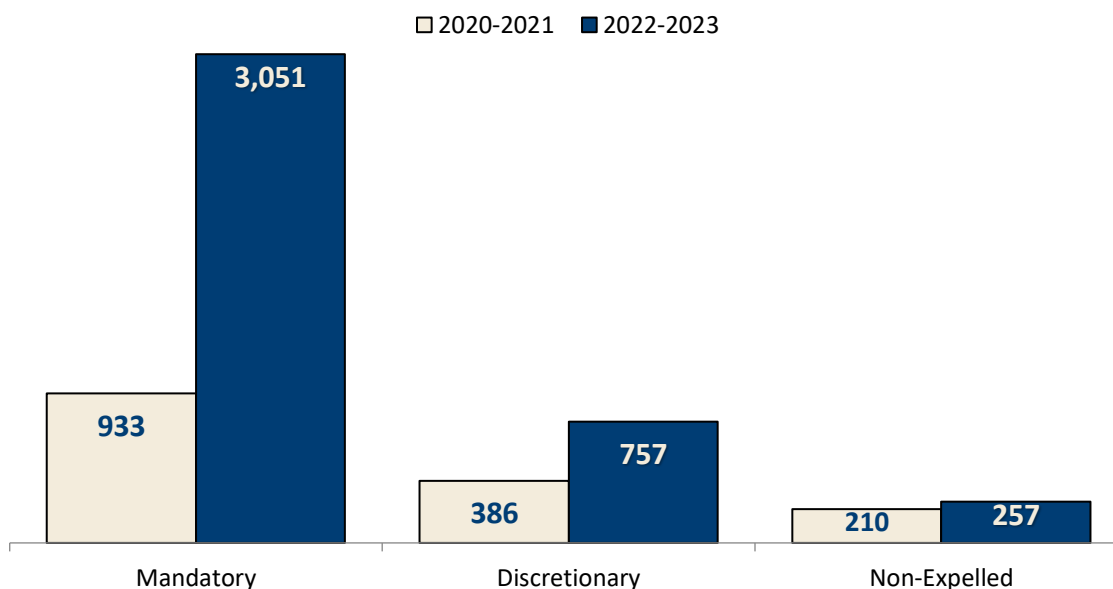
- ★ serious misbehavior (only at a DAEP)
- ★ any mandatory offense within 300 feet of school campus
- ★ aggravated assault, sexual assault, aggravated robbery, murder or attempted murder occurring off campus against another student
- ★ penal code, Title 5 Penal Code (felony offenses against persons), regardless of location
- ★ misdemeanor drug and alcohol offenses
- ★ assault on a teacher or employee
- ★ felony criminal mischief
- ★ deadly conduct
- ★ terroristic threat
- ★ inhalant and prescription drug offenses

Non-expelled students are ordered to attend the JJAEP by a juvenile court judge, and then placed in a JJAEP under an agreement with the local school district as authorized by TEC Section 37.011. A student who is a registered sex offender may be placed in the JJAEP under TEC Section 37.309. In school year 2022-2023, eighteen JJAEPs agreed, in their MOU, to serve non-expelled students.

The JJAEP student population has increased. In the 2022-2023 school year the number of students with mandatory offenses being expelled to JJAEPs increased 31% compared to the previous report, resulting in an increase of attendance days by 228%. To note: in the 2020-2021 school year, every school district had a remote learning option for families who did not want their students to attend school in person due to the SARS-CoV-2 pandemic resulting in a smaller population of students on campus, a criterion for mandatory offenses. Although the number of expelled students in 2020-2021 dropped by nearly 48% when compared to the 2018-2019 school year, TJJ found that JJAEPs were serving a proportionate number of students who opted for on-campus learning. Chart 4 illustrates entries into JJAEPs over time according to expulsion type.

Chart 4

**JJAEP Student Entries by Expulsion Type
School Years 2020-2021 and 2022-2023**



- ★ Mandatory expulsions were the largest category, accounting for 61% of all entries in the 2020-2021 school year, and 75% of entries in the 2022-2023 school year.
- ★ During the 2022-2023 school year, fewer students with discretionary offenses or court ordered (non-expelled) offenses, 25%, were assigned to a JJAEP.

Table 5 presents the change in the number of student entries. Further detail about the number of unique students in JJAEPs by county for school years 2020-2021 through 2022-2023 can be found in Appendix A.

TABLE 5

**JJAEP Changes in Number of Student Entries by Expulsion Type
School Years 2018-2019 and 2022-2023**

Student Entries	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
2018-2019	1,761	1,099	350	3,210
2022-2023	3,051	757	257	4,065
Difference	1,290	-342	-93	855
Percent Change	73%	-31%	-27%	27%

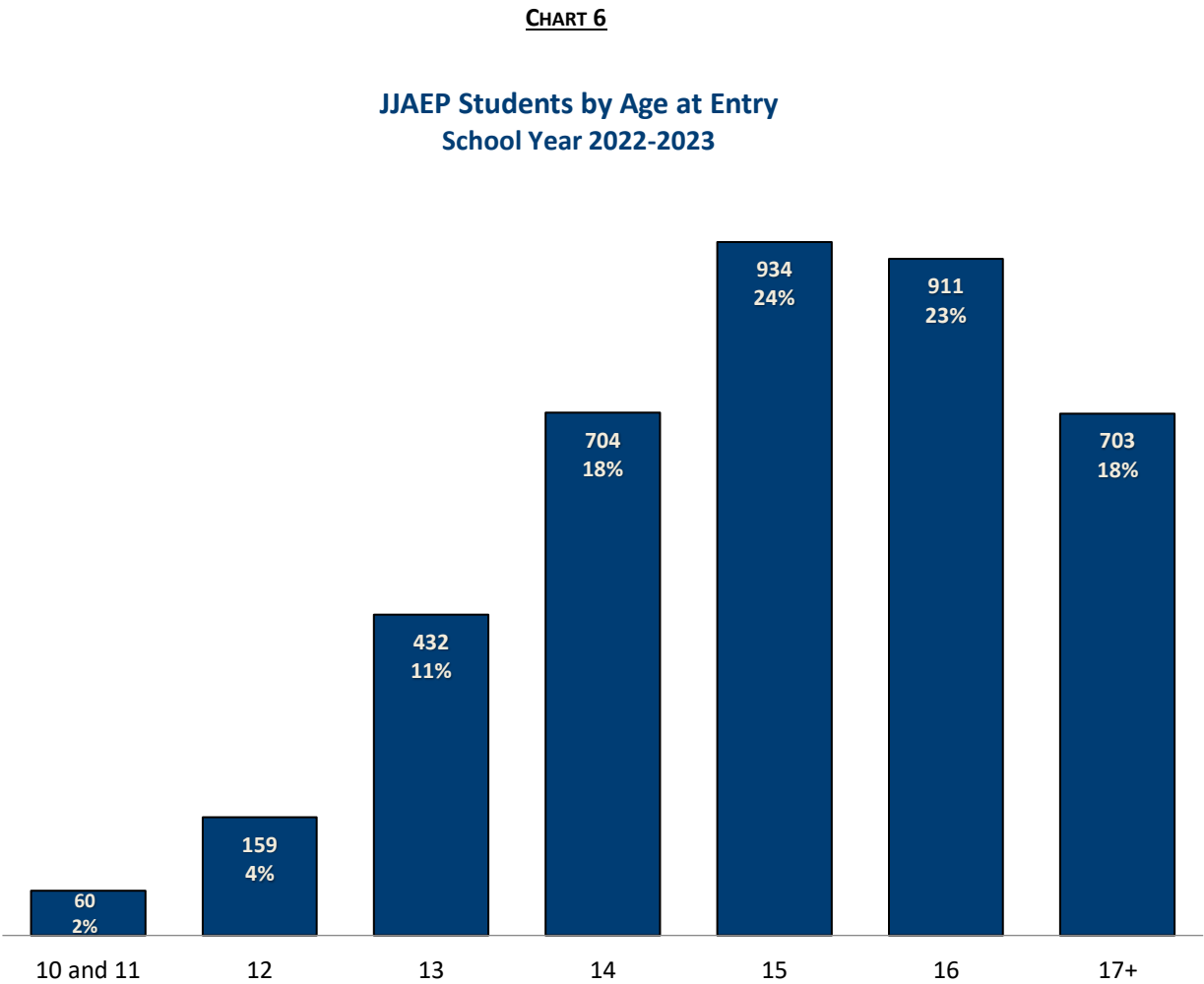
- ★ Between school years 2018-2019 and 2022-2023, the number of mandatory entries increased.
- ★ Between school years 2018-2019 and 2022-2023, the number of discretionary and non-expelled entries decreased.

DEMOGRAPHIC CHARACTERISTICS OF THE JJAEP STUDENT POPULATION

Student population characteristics, including age, gender, ethnicity, grade level and special education status provide descriptive information about the students who entered JJAEPs during school year 2022-2023.

AGE

Chart 6 depicts range of ages of students entering the JJAEPs during school year 2022-2023.



- ★ Ten- and eleven-year-olds comprise 2% the JJAEP population, similar to the previous report.
- ★ Students entering a JJAEP between the ages of fourteen through sixteen accounted for 65% of all students.
- ★ Youth, age 17 and older, although not of juvenile justice age, were eligible for placement into a JJAEP and accounted for 18% of JJAEP students, similar to the previous report.

Table 7 provides information about JJAEP Students by Age at Entry, by elementary (ages 10-12) through high school.

TABLE 7

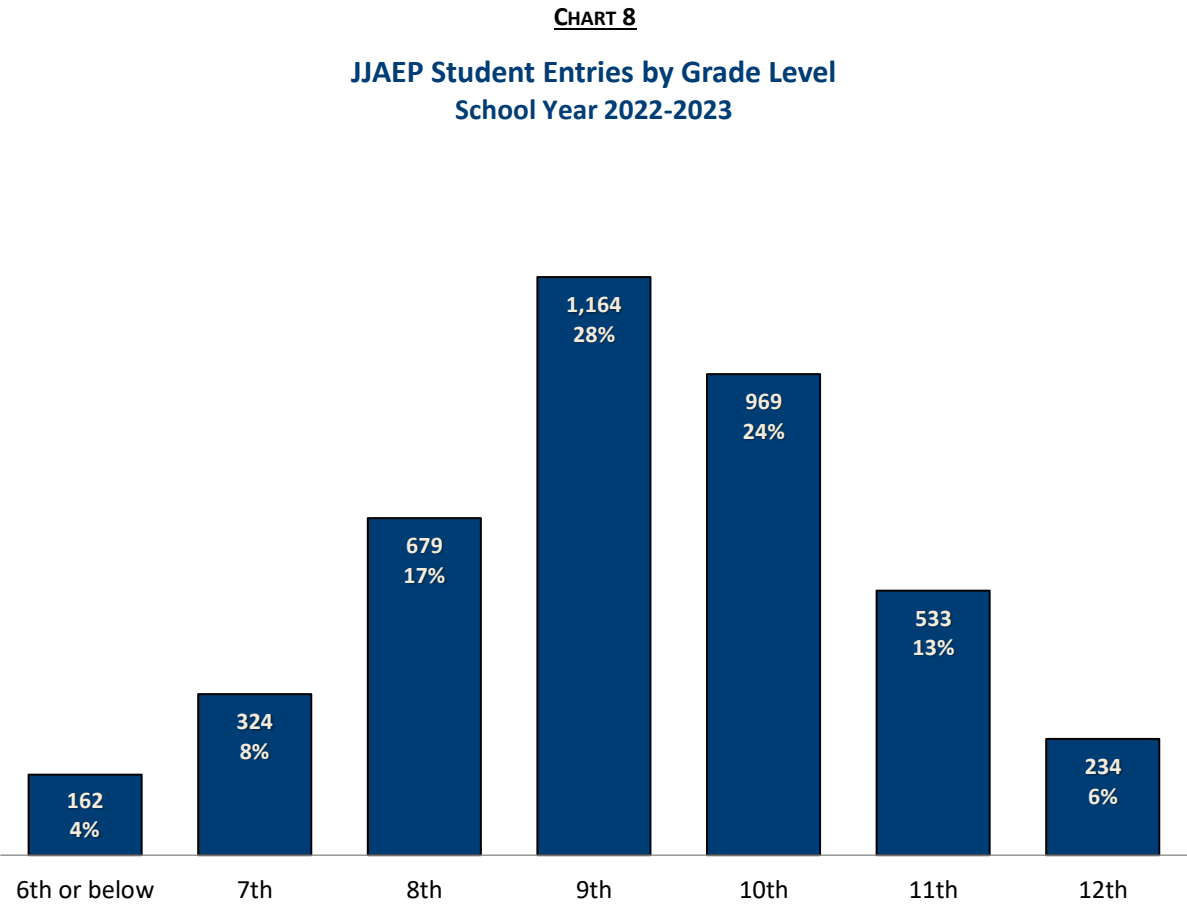
**JJAEP Students by Age at Entry
School Year 2022-2023**

Age at Entry	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
10-12	129	66	24	219
	4%	9%	10%	6%
13-14	832	231	73	1,136
	28%	32%	31%	29%
15-16	1,406	319	120	1,845
	48%	44%	51%	47%
17+	581	103	19	703
	20%	14%	8%	18%
Total	2,948	719	236	3,903
	100%	100%	100%	100%

- ★ The number of 10-12-year-old youth expelled to the JJAEP increased 140% since the previous report in 2020-2021.
- ★ For the age group of 13- and 14-year-old youth the total percentage increased by four percentage points since the 2020-2021 report.
- ★ Students entering a JJAEP between the ages of 15 and 16 were 47% of the total JJAEP population down by four percentage points, and made up 51% of the non-expelled JJAEP population.
- ★ For the group of 17+ year-olds the total number of expelled increased by 171% since the previous report.

GRADE LEVEL

In school year 2022-2023, JJAEPs served elementary through high school students. Chart 8 shows the distribution of student entries by grade level.



- ★ The majority of JJAEP student entries (71%) were high school students.
- ★ Ninth graders comprised 28% of all JJAEP entries, the largest single grade category, down 1% in the previous report.
- ★ Middle School (grades 7-8) student entries comprise 25% of all entries, an increase of two percentage points in the previous report.
- ★ The number of JJAEP entries who were not at their expected grade level, based on their age at entry was 19%, compared to 25% in the previous report.

GENDER AND RACE

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

TABLE 9
JJAEP Students by Gender and Race
School Year 2022-2023

Race	Gender		Total by Race	Percent of Total by Race
	Male	Female		
Black	637	224	861	22%
Hispanic	1,585	594	2,179	56%
White	525	214	739	19%
Other	91	33	124	3%
Total	2,838 (73%)	1,065 (27%)	3,903	100%

- ★ The majority of students entering JJAEPs were male (73%) compared to the previous report of 78%.
- ★ Hispanic males were the largest single group of JJAEP students, accounting for 54% of students entering the program, up two percent from the previous report.
- ★ The percentage of students who identified as African American increased 21% in the previous report to 22%.
- ★ The 'Other' category (3%) encompasses Asian, American Indian and Pacific Islander.

Table 10 provides a comparison of the race of students in JJAEPs, public schools, DAEPs, and juveniles referred to the juvenile probation system during school year 2022-2023.

TABLE 10
Comparison of Race/Ethnicity Distributions Within Systems
School Year 2022-2023

System	Entries	Black	Hispanic	White	Other
Juvenile Justice Alternative Education Programs (students)	3,903	22%	56%	19%	3%
District Alternative Education Programs	67,167	19%	61%	16%	4%
Texas Public Schools	5,025,780	13%	52%	27%	5%
Statewide Formal Referrals to Juvenile Probation Departments	44,852	29%	50%	19%	2%

- ★ Texas statewide data is taken from the Texas Education Agency website, at the following links:
https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=adhoc.download_static_DAG_summary.sas&district=&agg_level=STATE&referrer=Download_State_DAG_Summaries.html&test_flag=&debug=0&school_yr=23&report=02&report_type=html&Download_State_Summary=Next and
https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfreport.perfmast.sas&debug=0&ccyy=2022&lev=S&prgopt=reports%2Fsnapshot%2Fsnapshot.sas
- ★ Students in JJAEPs reflect statewide totals and percentages for DAEPs more closely than statewide population totals for students who identify as African-American.
- ★ Students in JJAEPs reflect statewide totals and percentages for statewide population more closely than DAEPs totals for students who identify as Hispanic.

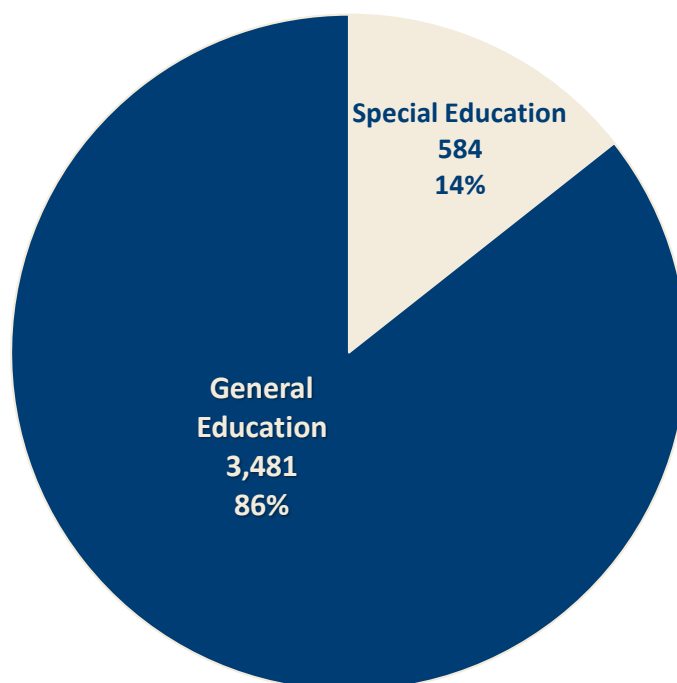
- ★ The 'Other' category encompasses the categories: Asian, American Indian, Pacific Islander and Two/More Races in the Texas Public School Count, while TJJD statistics reflect a requirement to choose one race.

SPECIAL EDUCATION

JJAEPs serve students who have special education needs identified in their Admission, Review and Dismissal (ARD)/ Individualized Education Program (IEP) paperwork. Chart 11 depicts the proportion of JJAEP student entries with special education needs.

CHART 11

JJAEP Student Entries by Education Classification School Year 2022-2023

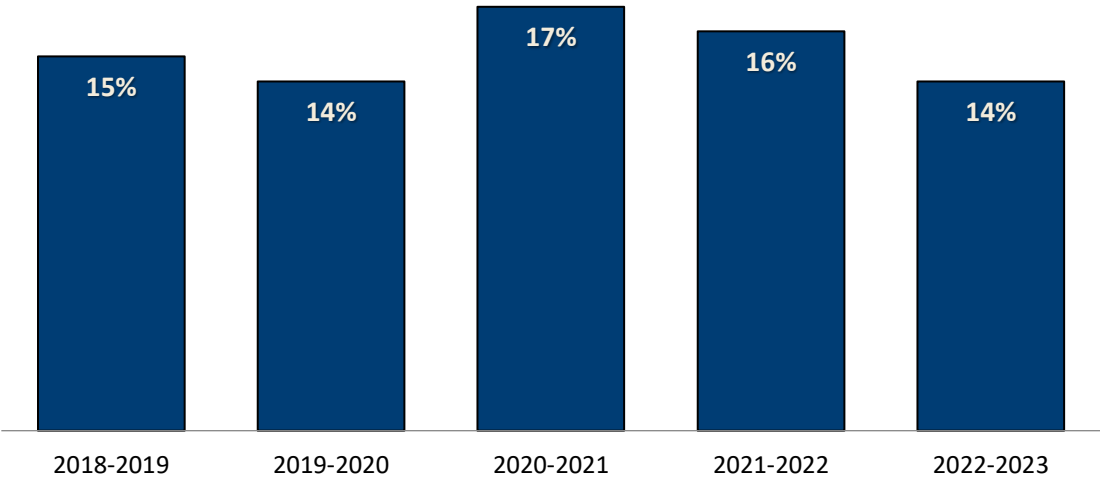


- ★ For the 2022-2023 school year, 14% of the students in JJAEPs were classified as having special education needs, down three percentage points from the previous report.
- ★ The percentage of youth eligible for special education in Texas public schools is 11.8%.
- ★ Texas statewide data is taken from the Texas Education Agency:
https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccy=2022&lev=S&prgopt=reports%2Fsnapshot%2Fsnapshot.sas

Chart 12 shows the percentage of students in JJAEPs with special education needs from school year 2018-2019 to school year 2022-2023.

CHART 12

**Percent of JJAEP Student Entries Classified as Special Education
School Years 2018-2019 through 2022-2023**



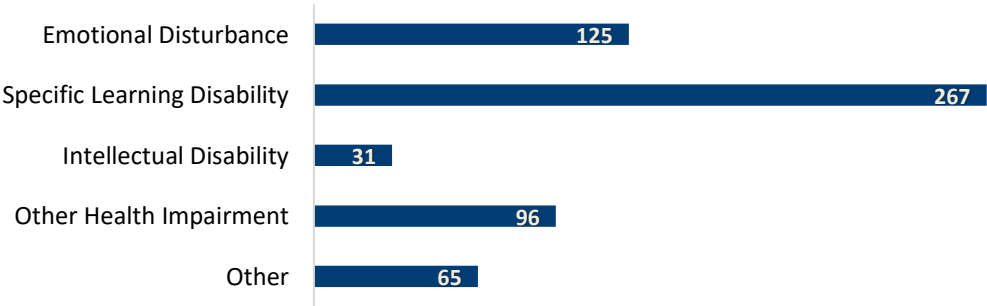
- ★ For the last five school years, the percentage of students eligible for special education averaged at 15.2%.
- ★ For the last five school years, the statewide percentage of students eligible for special education averaged 10.6%
- ★ Texas statewide data is taken from the Texas Education Agency:
https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccy=y=2022&lev=S&prgopt=reports%2Fsnapshot%2Fsnapshot.sas

JJAEP STUDENT ENTRIES BY PRIMARY DISABILITY

Reported categories for special education have been updated since the previous report to reflect federal and state identified disabilities. The ‘Other’ category encompasses all other federally defined categories not otherwise listed in the chart. Chart 13 presents the primary disability for special education students entering JJAEPs in school year 2022-2023.

CHART 13

**Special Education Primary Disability
School Year 2022-2023**

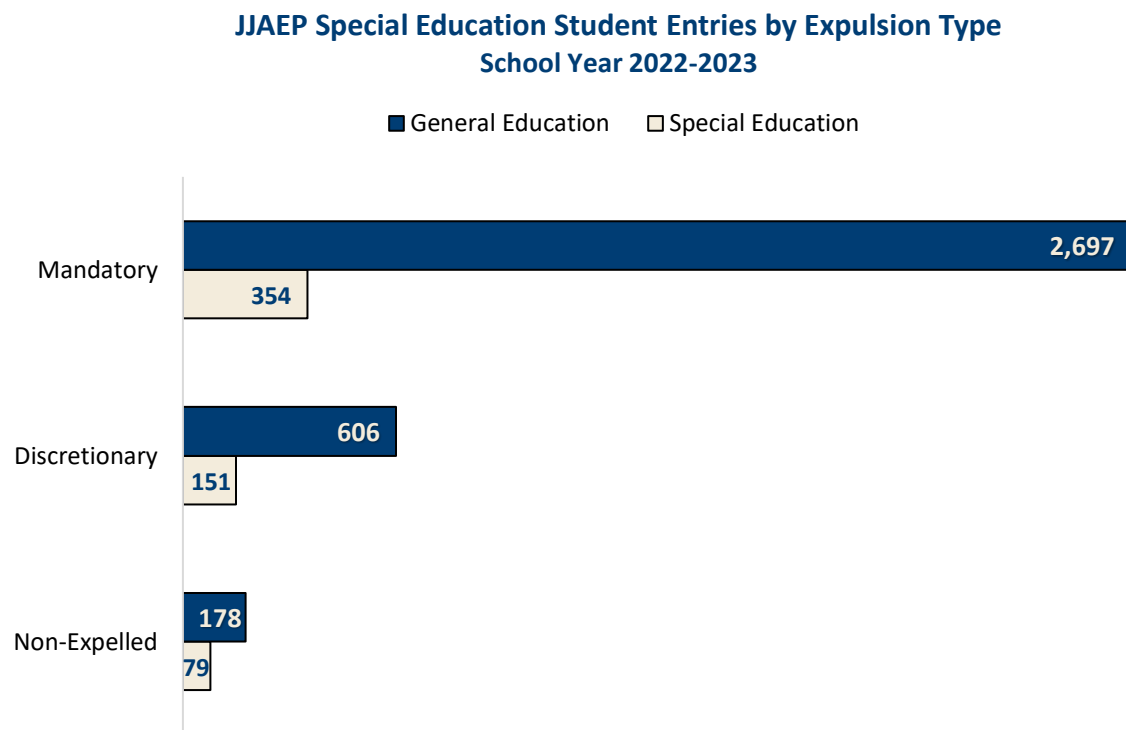


- ★ The number of JJAEP students in special education with an emotional disturbance (N=125) comprises 21% of the current special education population.
- ★ Special education students with a specific learning disability accounted for 46% (N = 267) of the special education population, an increase of 6% of the total special education population compared to the previous report.
- ★ Student identified as eligible due to an ‘other health impairment’ are identified with attention deficit, with or without hyperactivity or a medical issue that may interfere with their academic progress and comprise 16% of the population, a decrease of 7% compared to the previous report.
- ★ The “Other” disability category includes unknown, other, autism, developmental delay, deaf-blindness, speech/ language impairment or hearing impairment.

JJAEP SPECIAL EDUCATION STUDENT ENTRIES BY EXPULSION TYPE

Chart 14 presents the number of students eligible for special education by type of JJAEP placement.

CHART 14



- ★ Students with special education needs accounted for 13% of mandatory student entries compared to 25% of discretionary student entries.
- ★ Forty-four percent of non-expelled student entries eligible for special education is 12% more than reported in the previous report.

OTHER STUDENT ATTRIBUTES

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

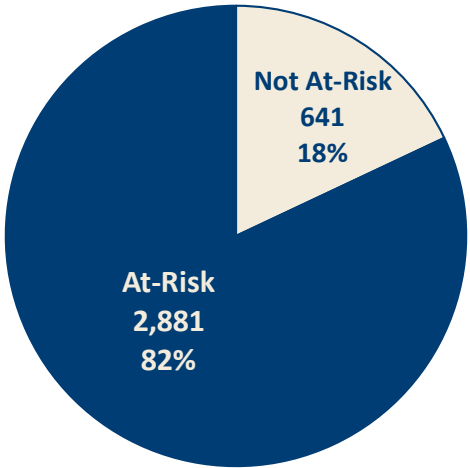
At-Risk Status indicates that a student has been identified as at-risk of dropping out of school by their home campus. ESL Status indicates that the student is participating in a state-approved ESL program, which is a program of intensive instruction in English from teachers trained in recognizing and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

Analysis of TEA’s Public Education Information Management System (PEIMS) data for students entering JJAEPs in school year 2022-2023 showed that 21% of JJAEP students were classified as having LEP Status. Nineteen percent of the students were classified as ESL, an increase of six percentage points as the previous report. The percent of JJAEP students who were considered gifted/talented was 2%, which was an increase of 1% compared to the previous report.

Chart 15 presents the distribution of at-risk students in JJAEPs. Many factors are considered in determining if a student is at-risk including: not advancing grade levels, not maintaining an average of 70 (on a scale of 100) in two or more curriculum subjects during the school year, placement into a DAEP or expulsion, having limited English proficiency, being in the care or custody of the Texas Department of Family and Protective Services and/or serving on parole, probation or deferred prosecution.

CHART 15

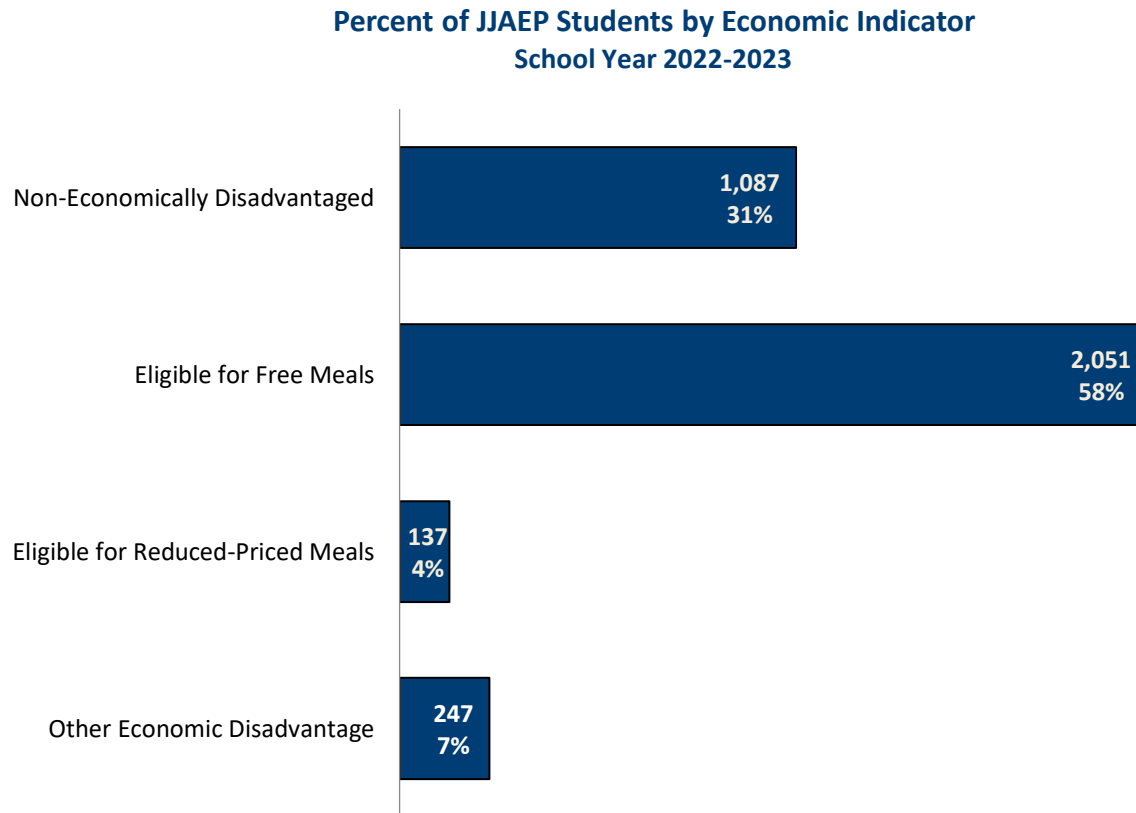
JJAEP Students Identified as At-Risk
School Year 2022-2023



★ Eighty-two percent (N=2,881) of students in JJAEPs were considered to be at-risk students in 2022-2023, similar compared to the previous report.

Chart 16 shows the distribution of JJAEP students by economic indicator. Students are classified annually by their home school to determine eligibility for free- and reduced-price school meals.

CHART 16



- ★ There was a two percent increase to 69%, of the JJAEP students who were classified as economically disadvantaged compared to the previous report.
- ★ Statewide, 61% of public-school students are classified as economically disadvantaged.
- ★ Texas statewide data is taken from the Texas Education Agency at the following link:
https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfreport.perfmast.sas&_debug=0&ccy=2022&lev=5&prgopt=reports%2Fsnapshot%2Fsnapshot.sas
- ★ Over half of the students in JJAEPs were eligible for free meals (58%), an increase of one percent compared to the previous report.

JUVENILE EXPULSION STATUS OF JJAEP STUDENTS

EXPULSION OFFENSE TYPES

MANDATORY EXPULSION OFFENSES

The majority of students entering JJAEPs had been expelled for committing a criminal offense (e.g., Class C misdemeanor to felony offenses). Offenses which require a school to expel a student are typically serious felony-level offenses and include a variety of offenses against persons, as well as drug and weapons violations. In order to expel a student, school officials must have reason to believe an offense has occurred and must hold a formal expulsion hearing. The expulsion offense is determined by school district personnel. Table 17 provides the number and percentage of student entries into JJAEPs for mandatory expulsion offenses by offense type.

TABLE 17

**JJAEP Mandatory Expulsion Student Entries by Expulsion Offense Category
School Years 2020-2021 and 2022-2023**

Expulsion Offense Category	2020-2021		2022-2023	
	N	%	N	%
Felony Drug Offenses	681	73%	2,461	81%
Weapons Offenses (includes expulsion for a non-illegal knife)	126	13%	352	11%
Aggravated Assault or Sexual Assault	77	8%	171	6%
Arson	13	1%	41	1%
Indecency with a Child	19	2%	13	<1%
Aggravated Robbery	14	2%	9	<1%
Retaliation	0	0%	3	<1%
Homicide or Manslaughter	3	<1%	1	<1%
Total	933	100%	3,051	100%

- ★ Felony drug offenses continue to constitute over 50% of all JJAEP mandatory offenses for this report and the two previous reports.
- ★ Entries for drug offenses increased 261% for this report, an increase of 1,780.
- ★ Less than 1% of mandatory entries were for four offenses: homicide/manslaughter, retaliation, aggravated robbery, and indecency with a child.

DISCRETIONARY EXPULSION OFFENSES

Discretionary expulsion offenses include less serious offenses against persons as well as misdemeanor-level drug and alcohol violations. They also include the category of non-mandatory Penal Code Title 5 Felony Offenses. The category of serious misbehavior includes school district student code of conduct violations occurring in the DAEP. Students who commit mandatory offenses within 300 feet of a school campus may be expelled at the discretion of the school district to the DAEP or to JJAEP. The term “mandatory” in this case is required removal from the home school. These offenses are categorized above as “mandatory offenses committed off-campus.” Table 18 provides the number and percentage of student entries into a JJAEP for discretionary expulsion offenses by offense type.

TABLE 18

JJAEP Discretionary Expulsion Student Entries by Expulsion Offense Category School Years 2020-2021 and 2022-2023

Expulsion Offense Category	2020-2021		2022-2023	
	N	%	N	%
Serious Misbehavior	151	39%	286	38%
Misdemeanor Drug and Alcohol Offenses	51	13%	143	19%
Penal Code Title 5 Felony Offenses	84	22%	117	15%
False Alarm/Terroristic Threat	29	7%	98	13%
Assault on a Teacher/Employee	41	11%	91	12%
Felony Criminal Mischief	16	4%	6	1%
Mandatory Offenses Committed Off-Campus	3	1%	6	1%
Certain Bullying Behavior	2	<1%	4	<1%
Deadly Conduct	0	0%	3	<1%
Non-School Student on Student Offense	0	0%	2	<1%
Offense Identified in District of Innovation (DOI) Plans	4	1%	1	<1%
Location Restricted Knife	3	1%	0	0%
Retaliation	2	<1%	0	0%
Glue or Aerosol Paint	0	0%	0	0%
Total	386	100%	757	100%

- ★ The number of serious misbehavior expulsions decreased from 39% to 38% since the prior report.
- ★ Misdemeanor drug and alcohol offenses and serious misbehavior accounted for 57% of all discretionary expulsions, a decrease of seven percent since the previous report.
- ★ The lower number of students entering JJAEP for 2020-2021 was due to the SARS-CoV-2 epidemic, since most mandatory offenses require that the offense occur on campus and students were pivoted to remote learning from home for much of the school year.

JUVENILE COURT STATUS OF JJAEP STUDENTS

Although the majority of youth served by JJAEPs were referred to the juvenile court as a result of the offense that led to their expulsion, this is not true for all youth. Data from TJJD's JJAEP database and TJJD's monthly extract data were matched to determine the number of juveniles entering JJAEPs in school year 2022-2023 who were also referred to juvenile probation departments. A referral to juvenile probation within 30 days of expulsion or JJAEP entrance was considered to be an expulsion that resulted in a referral.

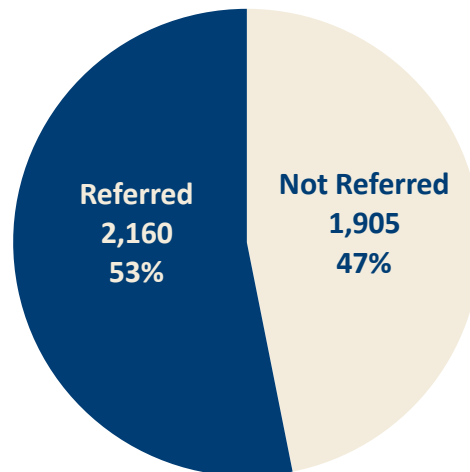
A formal referral occurs when a juvenile has face-to-face contact with the juvenile probation department and an intake occurs. Students referred to local juvenile probation departments were referred for everything from a felony to a misdemeanor, conduct indicating a need for supervision (CINS) and violation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

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

See Chart 19, for the total number and percent of JJAEP student entries for school year 2022-2023 who had a formal referral to a local juvenile probation department associated with their JJAEP placement.

CHART 19

JJAEP Students Referred to Juvenile Probation Departments School Year 2022-2023



★ The percentage of referred students increased by one percent since the prior report.

COMPARISON OF JUVENILE JUSTICE REFERRAL OFFENSES FOR EXPELLED STUDENTS

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

Table 20 shows a comparison of the JJAEP reported expulsion offense and the offense of referral to JJAEP for students expelled and placed into a JJAEP. In order for the expulsion offense and referral offense to be considered as the same or similar they must be the same level and category of offense.

Juvenile Court Disposition Descriptions

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

TABLE 20

Expulsion Offense Compared to Juvenile Referral Offense for Expelled Students in JJAEP School Year 2022-2023

Referral Offense	Expulsion Type	
	Mandatory	Discretionary
No offense in juvenile justice system	43%	62%
Formal referral for the same or similar offense	52%	15%
Formal referral for a different offense	5%	23%

- ★ Over half of the students expelled for a discretionary offense (62%), were not referred to the juvenile justice system, up eight percent from the previous report.
- ★ Over half of students expelled for a mandatory offense (52%) were referred to juvenile probation for the same or similar offense.

NON-EXPELLED STUDENT OFFENSES

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

JUVENILE COURT DISPOSITION TYPE FOR EXPELLED STUDENTS

JJAEP mandatory and discretionary expulsion students referred to juvenile probation departments will have their cases disposed, either formally or informally. Informal dispositions include supervisory caution and deferred prosecution while formal dispositions include court-ordered probation, commitment to TJJD under a determinate or indeterminate sentence or certification as an adult.

Table 21 presents the dispositions of JJAEP students who have been expelled during the 2022-2023 school year.

TABLE 21

Disposition by Expulsion Type School Year 2022-2023

Disposition Type	Expulsion Type				Total*	
	Mandatory		Discretionary			
	N	%	N	%	N	%
Pending	146	8%	12	4%	158	8%
Dismissed	256	15%	75	26%	331	16%
Supervisory Caution	392	23%	50	18%	442	22%
Deferred Prosecution	518	30%	54	19%	572	28%
Probation	419	24%	91	32%	510	25%
TJJD/Certified as Adult	1	0%	3	1%	4	0%
Total	1,732	100%	285	100%	2,017	100%

* Does not include non-expelled students

- ★ Twenty-six percent of the students with discretionary offenses had their disposition dismissed as compared to 15% of students whose expulsions were mandatory.
- ★ The percentage of discretionary students expelled and placed on supervisory caution was 18% compared to 23% for students with mandatory offenses.
- ★ Thirty percent of students expelled for a mandatory offense were placed on deferred prosecution compared to 19% of the students with discretionary offenses.
- ★ Fifty-four percent of the referred students with mandatory offenses were disposed to community supervision (probation or deferred prosecution), as compared to 41% of referred discretionary students.
- ★ Twenty-four percent of mandatory expulsion students were placed on probation as compared to 32% of discretionary expulsion students.

SUPERVISION AT ENTRY INTO THE JJAEP FOR EXPELLED STUDENTS

Students expelled to a JJAEP for a mandatory or discretionary offense may or may not have been referred to a juvenile probation department as a result of their expulsion offense. Students also may or may not be under the supervision of a juvenile probation department at the time of entry into the JJAEP. Conditional and temporary supervisions are pre-dispositional supervisions that allow the juvenile probation department to more closely monitor youth and respond to violations prior to disposition. JJAEPs report that they are better able to manage the behavior of expelled youth under supervision as probation/court conditions can be included in the supervision agreement outlining the expectations and the consequences of violating JJAEP rules. Table 22 shows the supervision type at entry for students expelled for mandatory and discretionary offenses. The juvenile's most serious supervision level within 30 days of JJAEP entry is provided.

TABLE 22

Supervision at JJAEP Entry for Expelled Students School Year 2022-2023

Supervision Type*	Expulsion Type				Total**	
	Mandatory		Discretionary			
	N	%	N	%	N	%
No Supervision	1,444	47%	432	57%	1,876	49%
Conditional/Temporary	1,263	41%	176	23%	1,439	38%
Deferred Prosecution	150	5%	61	8%	211	6%
Probation	194	6%	88	12%	282	7%
Total	3,051	100%	757	100%	3,808	100%

* Most serious supervision level within 30 days of JJAEP entry

** Does not include non-expelled students

- ★ Fifty-one percent of expelled youth were under some type of community supervision within 30 days of entering the JJAEP.
- ★ Discretionary expulsion students were more likely than mandatory students to be placed on probation.

PROGRAM LENGTH OF STAY FOR JJAEP STUDENTS

AVERAGE LENGTH OF STAY

During school year 2022-2023 a total of 3,644 students exited from JJAEPs. Table 23 provides the average length of stay for students who exited JJAEPs. TJJD calculated average length of stay, which includes only school days, not weekends, holidays or summer break, using data submitted by the JJAEPs. For students who entered a JJAEP prior to school year 2022-2023 and carried over into school year 2022-2023, the average length of stay includes their total stay. The length of student placements in a JJAEP is determined by the local memorandum of understanding.

TABLE 23

Average Length of Stay by County for All Students School Year 2022-2023

County	Number Exiting	Average (days)	County	Number Exiting	Average (days)
BELL	16	74	JEFFERSON	30	78
BEXAR	58	73	JOHNSON	111	45
BRAZORIA	333	40	LUBBOCK	53	49
BRAZOS	33	70	MCLENNAN	116	79
CAMERON	197	153	MONTGOMERY	349	65
COLLIN	242	51	NUECES	26	97
DALLAS	226	93	TARRANT	452	65
DENTON	319	59	TAYLOR	29	75
EL PASO	19	73	TRAVIS	23	44
ELLIS	42	64	WEBB	127	67
FORT BEND	111	90	WICHITA	169	73
GALVESTON	34	82	WILLIAMSON	143	48
HARRIS	290	74	TOTAL	3,644	69
HIDALGO	96	70			

- ★ The average length of stay for all students exiting the JJAEP in school year 2022-2023 was 69 school days, a decrease of twenty-eight school days compared to the previous report.
- ★ Many students were completing expulsions that were 180 days in length, begun in the 2021-2022 school year and completed during the 2022-2023 school year.
- ★ Programs exited as few as sixteen student and as many as 452 students.
- ★ Cameron County had the longest average length of stay (153 school days).
- ★ Brazoria County had the shortest average length of stay (40 school days).

PLACEMENT TYPE AND AVERAGE LENGTH OF STAY

Regardless of location, placement type impacted average length of stay. Table 24 identifies differences in average length of stay by placement type for both 2020-2021 and 2022-2023.

TABLE 24

**Average Length of Stay by Expulsion Type
School Years 2020-2021 and 2022-2023**

Expulsion Type	2020-2021	2020-2021
Mandatory	104	70
Discretionary	92	69
Non-Expelled	75	67
Total Average	97	69

- ★ Students placed in a JJAEP for a mandatory reason had the longest length of stay.
- ★ Mandatory students' length of stay decreased by 34 school days in school year 2022-2023.
- ★ JJAEPs experienced an unprecedented number of expulsions during the 2022-2023 school year that may have impacted the average length of stay as it effected available space for each program.

STUDENTS RELEASED FROM JJAEPS

REASONS FOR PROGRAM EXIT

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

The lower number of students entering JJAEP for 2020-2021 was due to the SARS-CoV-2 epidemic, since most mandatory offenses require that the offense occur on campus and students were pivoted to remote learning from home for much of the school year.

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

- ★ return to local district due to completing probation or expulsion term
- ★ graduated or received High School Equivalency certificate
- ★ received Early Termination due to
 - ARD removal,
 - withdrawal to enroll in another education program other than their home district (e.g. charter school, home school, private school, etc.),
 - due to medical problems; or
- ★ exit as incomplete which describes the students who may require a more structured or secure setting (such as residential placement in a pre-or post-adjudication facility).

Table 25 presents the reasons why students exited JJAEPs in school year 2022-2023. (See Appendix B for exit reasons by county.)

TABLE 25

JJAEP Exit Reasons School Year 2022-2023

Exit Reason	N	%
Returned to Local District	2,877	79%
Incomplete	382	11%
Early Termination	296	8%
Graduated or Received High School Equivalency Certificate	89	2%
Total	3,644	100%

- ★ The majority of students (79%) returned to their local school district after successfully completing an expulsion term or a term of probation, two percent more than in the previous report.
- ★ Eighty-nine exiting students either graduated from the JJAEP or received a high school equivalency certificate, the same percentage as in the previous report.
- ★ Eleven percent of JJAEP student were classified as incomplete, which was a decrease of three percent from the previous report.
- ★ Eight percent of students were exited due to early termination, two percentage point increase from the previous report.

EXIT REASON BY TYPE OF EXPULSION

Exit reasons varied by type of entry into the program. For the school year 2022-2023, Table 26 depicts the differences in exit reasons by expulsion type.

TABLE 26

JJAEP Exit Reasons by Expulsion Type School Year 2022-2023

Exit Reason	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
Returned to Local District	2,201	496	180	2,877
	81%	73%	72%	79%
Incomplete	236	103	43	382
	9%	15%	17%	11%
Early Termination	199	69	28	296
	7%	10%	11%	8%
Graduated or Received High School Equivalency Certificate	79	10	0	89
	3%	2%	0%	2%
Total	2,715	678	251	3,644
	100%	100%	100%	100%

- ★ Eighty-one percent of mandatory students returned to their local school district.
- ★ Seventy-three percent of discretionary students returned to their local school district.
- ★ Students classified as non-expelled had the highest proportion of incomplete exits: 17% of non-expelled students left the program as incomplete compared to 9% of mandatory and 15% of discretionary students.

Section 4: Description of Juvenile Justice Alternative Education Programs

INTRODUCTION

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

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

This section takes a comprehensive look at the programmatic components of the 26 JJAEPs operating during school year 2022-2023. To compile the information in this section of the report, each of the 26 JJAEPs was surveyed to produce self-reported data. Questions on the survey were designed to capture staffing and programmatic information, allowing for comparisons among individual JJAEP programs.

PROGRAMMATIC ELEMENTS

TABLE 27

CAPACITY

Capacity is defined as the numbers of students that a JJAEP can have, with the appropriate number of staff members, while still meeting building code requirements. JJAEPs vary in size according to the needs of the county and populations served by the program. The overall capacity has increased by 149 since the previous report, with some JJAEPs opening more classrooms to accommodate rising populations and the opening of a new program in Ellis county. JJAEPs must serve all juveniles expelled for a mandatory offense. Programs at capacity cannot refuse to accept a student expelled for a mandatory offense, so most manage their population through adjustments to student length of stay and/or by limiting the number of discretionary and non-expelled students accepted into the program.

JJAEP Student Capacity by County School Year 2022-2023

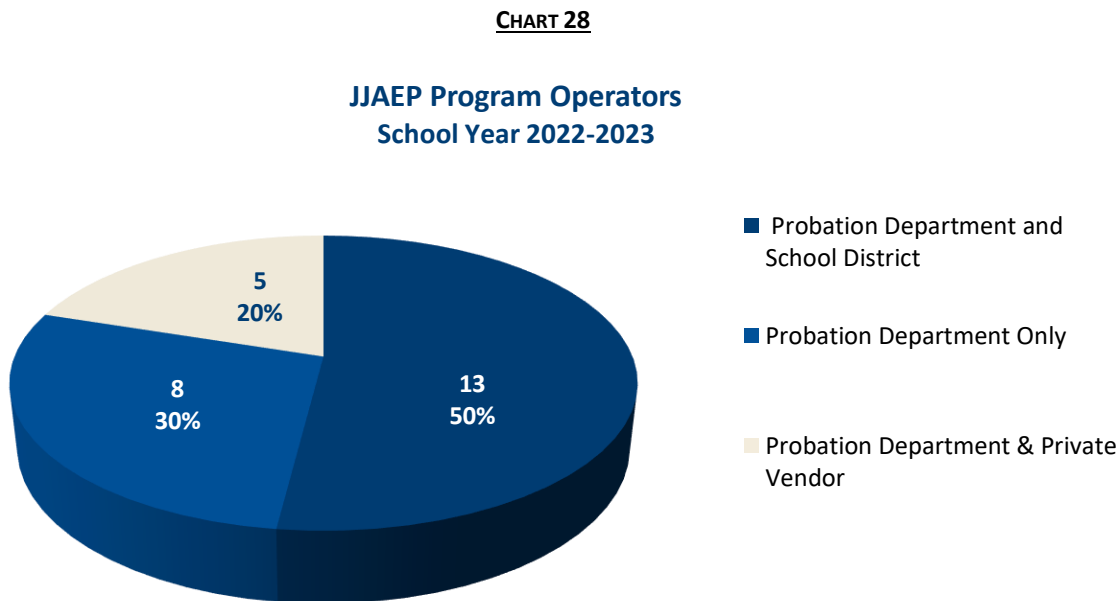
County	Capacity	County	Capacity
Bell	30	Jefferson	60
Bexar	200	Johnson	32
Brazoria	72	Lubbock	48
Brazos	30	McLennan	60
Cameron	150	Montgomery	115
Collin	350	Nueces	32
Dallas	110	Tarrant	150
Denton	200	Taylor	44
El Paso	32	Travis	50
Ellis	24	Webb	235
Fort Bend*	104	Wichita	50
Galveston	24	Williamson	100
Harris	200	Total:	2,627
Hidalgo	125		

* Fort Bend uses two locations

PROGRAM OPERATOR

JJAEPs may be operated by the local juvenile probation department, a local school district, a private vendor or a combination of these entities. The county juvenile board, however, makes the official determination of how a JJAEP will be designed and operated. This decision is based on a variety of factors. The most important of these is the memorandum of understanding with the school districts in the county. Other factors that may influence the choice of the program operator are: available resources, programmatic components and needs of the local community and school districts. Regardless of who operates the program, JJAEPs must conform to all juvenile probation and educational standards set out in Title 37, Part 11, Texas Administrative Code Chapter 348 and the requirements of the Texas Education Code, Section 37.011.

Chart 28 provides information about the entities responsible for operating JJAEPs in school year 2022-2023. For programs operated jointly, the level of support and services provided by each entity varies according to the program and agreements in their Memorandum of Understanding.



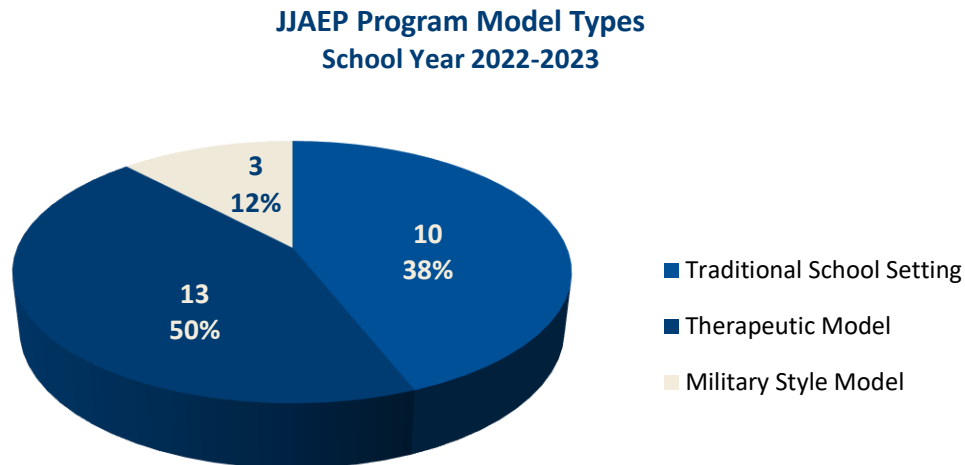
- ★ Local juvenile probation departments and independent school districts provide the day to day operations for half (N=13) of the JJAEPs.
- ★ A private contractor with support from the probation department operates 20% (N=5) of the programs
- ★ Probation Departments operate 30% (N=8) of the programs.

PROGRAM MODEL TYPE

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

Chart 29 depicts the number and percentage of programs in each of the three program model type categories. Schools that combine program elements are categorized based on their primary emphasis.

CHART 29



- ★ One program changed their model from the previous reporting year.
- ★ Three (12%) programs operated a military-component program for the 2022-2023 school year.
- ★ Ten (38%) of the JJAEPs operated a traditional school model for the 2022-2023 school year.
- ★ Thirteen (50%) of the JJAEPs operated as a therapeutic model for the 2022-2023 school year.

Table 30 reflects the number and percentage of student entries by program model type.

Table 30

**Student Entries in JJAEPs by Model Type
School Year 2022-2023**

Program Model Type	N	%
Military	689	17%
Therapeutic	2065	51%
Traditional	1311	32%
Total:	4,065	100.00%

- ★ Operating in ten of the 26 JJAEPs, the traditional school model served 32% of the students entering the programs.
- ★ The therapeutic model was used in thirteen programs that served 51% of all student entries.
- ★ Programs offering a traditional school setting dropped to ten, one less than compared to the previous report.

PROGRAMMATIC COMPONENTS

JJAEPs offer students a variety of services in addition to the required educational and behavior management programming. These program components are similar across most JJAEPs and may include individual, group, family counseling, substance abuse counseling, life skills classes and community service. Students may participate in one or all of the services offered within a single program. Participation is often dependent on program requirements or a juvenile court order. Programmatic Components offered in JJAEPs are presented in Table 31.

TABLE 31

JJAEP Programmatic Components School Year 2022-2023

Number & Percent of Programs that Incorporate Various Program Components					
Program Component Offered	Military Component (N=3)	Therapeutic (N=13)	Traditional School Model (N=10)	Number of JJAEPs with Component (N=26)	% of All JJAEPs with Component
Individual Counseling	3	13	10	26	100%
Drug/alcohol prevention/intervention	2	13	9	24	92%
Group counseling	3	12	9	24	92%
Electives/Courses	1	10	9	20	77%
Tutoring	2	8	6	16	63%
Substance abuse counseling	2	10	6	18	69%
Life Skills Training	3	8	8	19	73%
Mental Health Evaluation	3	9	5	17	65%
Family Counseling	2	5	2	9	35%
Experiential training	0	3	0	3	12%
Vocational training/job preparation	1	6	3	10	38%
Anger management	2	8	7	17	65%
Mentoring	2	8	5	15	58%
Parenting programs (for students' parents)	2	5	2	9	35%
Service Learning	1	7	6	14	54%
Cognitive Skills Training	2	8	5	15	58%

- ★ All JJAEPs offered at least one program and as many as twenty-six program components in addition to the required educational and behavior management programming.
- ★ From one to three JJAEP programs that use the military model provide each of the listed program components.
- ★ From one to thirteen JJAEP programs that use the therapeutic model provide each of the listed program components.
- ★ From one to ten JJAEP programs that use the traditional school model provide each of the listed program components.
- ★ The program components most often provided are: individual counseling, drug/alcohol prevention/intervention, and group counseling.

STUDENT POPULATION SERVED

Each JJAEP is different and may serve various populations of students depending on the local MOU with school districts and the needs of the juvenile court. The two basic categories of students served by JJAEPs are: expelled youth and non-expelled youth. Expelled youth are categorized with two designations: eligible as mandatory or discretionary.

Mandatory expulsions are those expulsions required by statute (Chapter 37, Education Code) and include the more serious offenses. Discretionary expulsions are those expulsions that are determined by statute in Chapter 37 of the Education Code and school districts have described in their student code of conduct. JJAEPs are not required to provide services to non-expelled youth, yet 22 of the programs reported that they were able to accept students who were court ordered in school year 2022-2023.

Placement of non-expelled youth may be due to a variety of reasons that are agreed to within each county's Memorandum of Understanding (MOU). Non-expelled youth may be categorized within the following groups: court-order, residential youth; court-ordered, non-residential youth; local school district agreement or as registered sex offenders. The definitions of each of these categories are as follow:

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

Table 32 provides the number of programs accepting each type of non-expelled student.

TABLE 32

Programs Providing Services to Non-Expelled Youth School Year 2022-2023

Types of JJAEP Entry for Non-Expelled Youth	Number of Programs	Percent of Programs Offering Services (N=26)
Court Ordered	21	81%
Court Ordered Non-Residential	1	4%

- ★ A total of 21 JJAEPs, or 81%, offered services to court ordered students during the 2022-2023 school year.
- ★ One, or 4%, of JJAEPs had agreements to provide services to court-ordered non-residential students.

ATTENDANCE

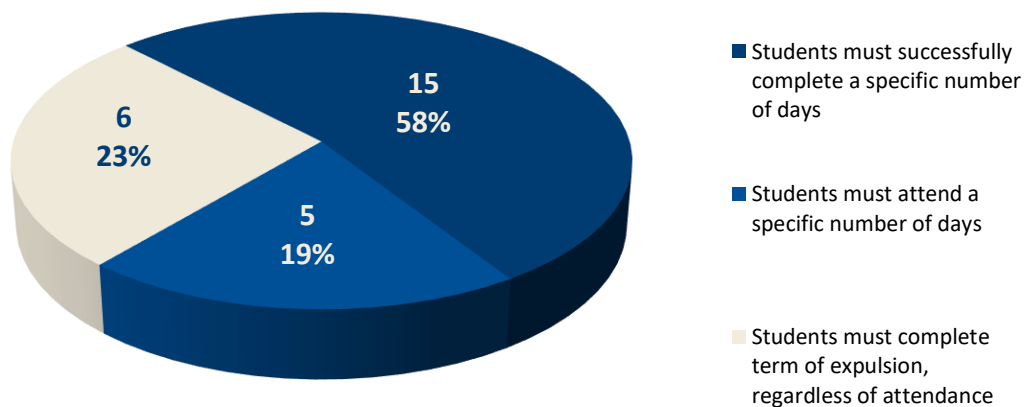
A student's expulsion from school and the length of expulsion is determined by the local school district and is delineated in each county's MOU. MOUs between the juvenile board and the local school districts also set the conditions for completion of the JJAEP assignment.

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

Those JJAEPs not requiring the successful completion of an assigned number of expulsion days require other conditions be met prior to the student returning to regular school. For these programs, return to the home school is based on the completion of the expulsion term or the completion of the grading period. Also, there are instances in which a program may use different exit criteria based on special circumstances. See Chart 33 for the number of JJAEP programs by required exit conditions. Since most of the programs use more than one exit reason, the reported percentages total more than 100%

CHART 33

JJAEP Conditions to Exit Program School Year 2022-2023



- ★ Fifteen of the 26 JJAEPs, or 58% of the programs in school year 2022-2023, required students to successfully complete a specified number of days before they were released from the program.
- ★ Five programs, or 19% of the programs in school year 2022-2023, require students to attend a specific number of days compared to six programs in the previous report.
- ★ Six of the programs, or 23% of the programs in school year 2022-2023, require students to complete term of expulsion, regardless of attendance, compared to two programs doing so in the previous report.
- ★ Some programs have the ability for students to earn early release days.
- ★ School districts can contact the JJAEP and state an expulsion is complete at their discretion.

MINIMUM LENGTH OF STAY

According to the information provided in the surveys filled out by each county, a JJAEP's minimum length of stay for school year 2022-2023 is quite varied. Nine JJAEPs, or 35%, do not have an agreed upon minimum length of stay. Some counties have a different minimum for students who are mandatorily placed than for students who are in JJAEP for a discretionary placement. For at least one county, each school district individually determines the minimum length of stay. Some students may transition to their home campus earlier than scheduled with excellent behavior, attendance, while also meeting exit requirements. Table 34 lists the minimum length of stay by county.

TABLE 34

Minimum Length of Stay by County School Year 2022-2023

County	# of Days	County	# of Days	County	# of Days
Bell	45	Harris	45	Travis	30
Bexar	10	Hidalgo	30	Webb	30
Brazoria	65	Johnson	80	Wichita	30
Brazos	80	Lubbock	45	Average	47
Dallas	60	Montgomery	30		
Denton	30	Nueces	60		
El Paso	75	Tarrant	60		

- ★ Nine of the 26 locations do not require a minimum length of stay.
- ★ For the seventeen counties reporting, the minimum stay ranges from 10 to 80 days.
- ★ The average minimum length of stay was 47 days compared to 49 days in the previous report.

TRANSPORTATION

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

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

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

Table 35 depicts the various means of transportation used by JJAEPs in school year 2022-2023 by percentage of use. Some departments reported multiple means of transportation.

TABLE 35

JJAEP Transportation Method School Year 2022-2023

Method of Transportation	Number of JJAEP's using Method	% of JJAEP's Using Method (N=26)
Parents/family Members/Friends	22	85%
School District	17	65%
County/JJAEP	6	23%
Public Transportation	4	15%
Ride share	4	15%

- ★ Parents provided some or all transportation for their students in 22 (85%) JJAEPs.
- ★ School districts provided transportation to some students in 17, or 65%, of the JJAEPs, an increase of five programs compared to the previous report.
- ★ Since programs use more than one type of transportation for their students, the total will not equal 100%

Section 5: Measures and Performance of Juvenile Justice Alternative Education Programs

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) ANALYSIS

METHODOLOGY

The 82nd Texas Legislature changed the requirement from using the Texas Assessment of Knowledge and Skills (TAKS) as a measure to the administration and reporting of student passing rates on the STAAR tests for all Texas students. The STAAR test was first administered during the spring semester of the 2012-13 school year. The STAAR program includes annual assessments for grades 3–8 in reading and mathematics; assessments in writing at grades 4 and 7; in science at grades 5 and 8; and in social studies at grade 8; and end-of-course assessments for English I, English II, Algebra I, biology and U.S history. For students in JJAEPs, this report provides STAAR results in reading and math.

The student STAAR performance results reported are based on data provided by TEA from the statewide testing database. Upon receipt, testing data was merged with JJAEP data maintained by TJJD for analysis. A matching rate of 51% provided a solid sample of students (N=3907) with STAAR testing data. For STAAR testing, there are several opportunities to take the tests each year, yet their results were provided with no specific test date. Matched JJAEP student data was used to analyze the results in Reading/English Language Arts and Mathematics. Due to students having multiple opportunities to take these assessments, and not being able to match to the 75 day stay criterion prior to testing, all JJAEP students who took the STAAR tests will be utilized for analysis regardless of length of stay.

STAAR TESTING PROGRAM: GRADE FOUR THROUGH EIGHT RESULTS

Results for Grades 4–8 will be analyzed initially. For grades 4–8 STAAR tests, the criteria used to determine passing rates is analyzed by grade, JJAEP program characteristics and passing rate (not passing: Level I - did not meet and approaching grade level; passing: Level II - met or level III - exceeded grade level). TEA has completed the phase in process for more rigorous testing standards which require higher scale scores to denote passing.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR.

Table 36 provides information about excluded and scored STAAR results for 4 - 8 grade students in JJAEPs. Results include only those students whose record was matched to testing data. STAAR results also reflect students scoring on all versions of the STAAR tests (Language Learners, Spanish, or accommodated for students with special education needs).

TABLE 36
Excluded and Scored STAAR Results for Fourth to Eighth Grade Students in JJAEP
School Year 2022-2023

	Grade 4 Math/Reading	Grade 5 Math/Reading	Grade 6 Math	Grade 6 Reading	Grade 7 Math	Grade 7 Reading	Grade 8 Math	Grade 8 Reading
Absent	0	0	4	1	7	2	14	22
%	0%	0%	7%	2%	4%	1%	4%	6%
Other	0	0	1	3	2	10	32	21
%	0%	0%	2%	5%	1%	6%	9%	6%
Scored	2	5	52	53	148	145	324	327
%	100%	100%	91%	93%	94%	92%	88%	88%
Total	2	5	57	57	157	157	370	370
%	100%	100%	100%	100%	100%	100%	100%	100%

- ★ Between 88% and 100% of students matched to testing were scored on each of the exams.
- ★ There were 5 fewer fourth and fifth graders available for the 2022-2023 school year compared to the 2020-2021 school year.

Table 37 presents the average scale score and passing rates for grade 4 through 8 in math and reading STAAR tests.

TABLE 37
STAAR Passing Rates for JJAEP Students in Grades 4-8
School Year 2022-2023

Grade & Subject	N	Average Scale Score	Passing Rate	Passed Both
4 Math	2	1,485	50%	50%
4 Reading	2	1,442	50%	
5 Math	5	1,469	0%	0%
5 Reading	5	1,443	0%	
6 Math	52	1,584	6%	0%
6 Reading	53	1,502	8%	
7 Math	148	1,658	5%	4%
7 Reading	145	1,534	15%	
8 Math	324	1,734	7%	4%
8 Reading	327	1,602	22%	

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing rates for reading tests in each grade were higher than the passing rates for math for sixth through eighth grade.
- ★ The passing rates for math varied from 0 to 50%.
- ★ The passing rates for reading varied from 0 to 50%.

Table 38 provides the 2020-2021 and 2022-2023 average scale scores and passing rates comparisons for grade 4-8.

TABLE 38

Comparison of STAAR Passing Rates for JJAEP Students in Grades 4-8
School Years 2020-2021 and 2022-2023

Grade & Subject	N 2020-2021	N 2022-2023	Average Scale Score 2020-2021	Average Scale Score 2022-2023	Passing Rate 2020-2021	Passing Rate 2022-2023	Passed Both 2020-2021	Passed Both 2022-2023
4 Math	0	2	0	1,485	0%	50%	0%	50%
4 Reading	0	2	0	1,442	0%	50%		
5 Math	10	5	1,428	1,469	0%	0%	0%	0%
5 Reading	10	5	1,437	1,443	20%	0%		
6 Math	25	52	1,518	1,584	4%	6%	4%	0%
6 Reading	25	53	1,469	1,502	4%	8%		
7 Math	60	148	1,527	1,658	5%	5%	5%	4%
7 Reading	58	145	1,507	1,534	19%	15%		
8 Math	121	324	1,543	1,734	8%	7%	8%	4%
8 Reading	128	327	1,561	1,602	17%	22%		

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing rates in reading increased for grades four, six, and eight.
- ★ The passing rates in math increased in grades four and six.
- ★ The percentage rate of fourth grade students passing both math and reading increased by 50% compared to school year 2020-2021.

Table 39, JJAEP STAAR Passing Rates for Grades 4–6 in Math and Reading, summarizes the passing rate for each test and grade by key JJAEP student and program characteristics: JJAEP Expulsion Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 39

STAAR Passing Rates for JJAEP Students in Grades 4-6
School Year 2022-2023

	Grade 4 Math		Grade 4 Reading		Grade 5 Math		Grade 5 Reading		Grade 6 Math		Grade 6 Reading	
	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate
Expulsion Type												
Mandatory	1	100%	1	100%	2	0%	2	0%	31	7%	32	9%
Discretionary	0	0%	0	0%	1	0%	1	0%	17	6%	17	0%
Non-Expelled	1	0%	1	0%	2	0%	2	0%	4	0%	4	25%
Program Model Type												
Military Component	0	0%	0	0%	1	0%	1	0%	5	0%	5	20%
Therapeutic Model	2	50%	2	50%	2	0%	2	0%	20	0%	23	9%
Traditional Model	0	0%	0	0%	2	0%	2	0%	27	11%	25	4%
Operation Design												
Private Contractor and Probation Department	0	0%	0	0%	0	0%	0	0%	8	0%	8	13%
Probation Department Only	0	0%	0	0%	1	0%	1	0%	12	8%	14	7%
School District and Probation Department	2	50%	2	50%	4	0%	4	0%	32	6%	31	7%
Instructional Staff-to-Student Ratio												
1:4 or lower	1	0%	1	0%	5	0%	5	0%	28	11%	28	7%
1:5 or greater	1	100%	1	100%	0	0%	0	0%	24	0%	25	8%
Total	2	50%	2	50%	5	0%	5	0%	52	6%	53	8%

Note: Passing indicates the student met or mastered the grade level.

- ★ Fourth grade continues to be the smallest testing group.
- ★ The total number of students tested in grades 4-6 is 60, and the number of students in any particular group represented in this table ranges from one to 32.

Table 40, JJAEP STAAR Passing Rates for Grades 7–8 in Math and Reading, summarizes the passing rate for each test and grade by key JJAEP student and program characteristics: JJAEP Expulsion Type, Program Model Type, Operation Design and Instructional Staff-to-Student ratio.

TABLE 40

STAAR Passing Rates for JJAEP Students in Grades 7-8
School Year 2022-2023

	Grade 7 Math		Grade 7 Reading		Grade 8 Math		Grade 8 Reading	
	N	Passing Rate	N	Passing Rate	N	Passing Rate	N	Passing Rate
Expulsion Type								
Mandatory	90	7%	86	21%	239	8%	237	26%
Discretionary	42	0%	45	7%	61	2%	65	12%
Non-Expelled	16	6%	14	7%	24	21%	25	12%
Program Model Type								
Military Component	19	5%	20	25%	36	8%	38	21%
Therapeutic Model	74	4%	74	15%	190	9%	197	23%
Traditional Model	55	6%	51	12%	98	4%	92	20%
Operation Design								
Private Contractor and Probation Department	20	0%	14	14%	56	2%	45	18%
Probation Department Only	24	8%	25	20%	68	4%	72	17%
School District and Probation Department	104	5%	106	14%	200	10%	210	25%
Instructional Staff-to-Student Ratio								
1:4 or lower	87	7%	83	16%	167	8%	163	23%
1:5 or greater	61	2%	62	15%	157	7%	164	21%
Total	148	5%	145	15%	324	7%	327	22%

Note: Passing indicates the student met or mastered the grade level.

- ★ Ten of the twenty-six programs self-identified as therapeutic and accounted for 74 of 145 students testing at the seventh-grade level and 190-197 of 333 students testing at the eighth-grade level.
- ★ Thirteen of the twenty-six of the programs self-identified as traditional, and accounted for 51-55 of 145 students testing at the seventh-grade level and 92-98 of 333 testing at the eighth-grade level.
- ★ Three programs identify as including military components and accounted for 19-20 of 145 students testing at the seventh-grade level and 36-38 of 333 students testing at the eighth-grade level.
- ★ The population of eighth grade students is over twice as large as the seventh-grade cohort.
- ★ Math continues to be a challenge for both seventh and eighth graders.

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

For the 2012-2013 school year, the STAAR testing included six end-of-course subjects that the students in JJAEP programs were required to take: English I, English II, English III in the English Language Arts area, and Algebra I, Algebra II and Geometry in the Mathematics area. For the 2018-2019 school year and forward, only three subject areas were tested: English I, English II, and Algebra I. This report will be for those three subjects only.

An analysis of the data was completed in order to determine the number of students who were tested or did not complete the STAAR. Results include only those students whose record was matched to testing data. Table 41 provides the distribution of STAAR EOC participation during school year 2022-2023 for students in JJAEPs.

TABLE 41

End-of-Course Testing by Subject School Year 2022-2023

	End-of-Course Subjects		
	English I	English II	Algebra I
Absent	56	57	62
%	6%	7%	7%
Other	9	7	7
%	1%	1%	1%
Scored	900	706	840
%	93%	92%	92%
Total	965	770	909
%	100%	100%	100%

☆ Overall, between 92% and 93% of students within each subject were scored.

For end-of-course examinations, the Phase-In 1 Standard (for EOCs taken in the 2022-2023 school year) was used to determine passing rates. Because end-of-course STAAR testing takes place over several months during the year, no exact information about specific students testing dates exist in the TEA STAAR matched data. Therefore, the students with 75 days or more in JJAEP prior to the STAAR test cannot be properly identified. The reported results are for all students entering JJAEP in school year 2022-2023.

The passing rates for all JJAEP students who had a score on the specific EOC are presented in Table 42.

TABLE 42
End-of-Course Average Scale Score and Passing Rates
School Year 2022-2023

	English I	English II	Algebra I
Student Scored	900	706	840
Average Scale Score	3,644	3,692	3,487
Passing Score	4,000	4,000	4,000
Passing Rate	18%	23%	5%

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing rates ranged from 5% to 23% across STAAR end-of-course subjects.
- ★ The English I passing rate increased by one percentage point for the 2022-2023 school year.
- ★ The English II passing rate decreased by two percentage points when compared to the previous report.
- ★ The Algebra I passing rate stayed the same for the 2022-2023 school year when compared to the previous report.

Table 43, JJAEP End-Of-Course Passing Rate by Program Model Type, Operation Design, and Staff-to-Student Ratio, summarizes the passing rate for the English I and II and Algebra I tests.

TABLE 43

**End-of-Course Passing Rates by Expulsion Type and Program Characteristics
School Year 2022-2023**

	English I		English II		Algebra I	
	N	Passing Rate	N	Passing Rate	N	Passing Rate
Expulsion Type						
Mandatory	676	20%	565	26%	648	5%
Discretionary	156	10%	104	12%	129	5%
Non-Expelled	68	13%	37	14%	63	6%
Program Model Type						
Military Component	80	20%	72	28%	73	0%
Therapeutic Model	482	16%	353	19%	449	4%
Traditional Model	338	20%	281	27%	318	8%
Operation Design						
Private Contractor and Probation Department	153	12%	117	18%	150	3%
Probation Department Only	190	14%	165	19%	176	3%
School District and Probation Department	557	20%	424	26%	514	6%
Instructional Staff-to-Student Ratio						
1:4 or lower	436	20%	349	28%	409	6%
1:5 or greater	464	15%	357	19%	431	4%
Total	900	18%	706	23%	840	5%

Note: Passing indicates the student met or mastered the grade level.

- ★ The passing rates vary across all program characteristics, ranging from 0% to 28% compared to the 2020-2021 rate of 0% to 32%.
- ★ For Expulsion Type, students with mandatory referrals had higher passing rates in English I and English II than students with discretionary referrals or “other” non-expelled referrals.
- ★ English II had higher passing rates than the English I and Algebra I tests.
- ★ The passing rates vary across “Instructional Staff-to-Student Ratio,” ranging from 4%-28% compared to the 2020-2021 rates of 2% to 27%.

IOWA TESTS OF BASIC SKILLS ANALYSIS

METHODOLOGY

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

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

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

Previously, the length of enrollment used in previous reports was 90 days and used as the standard for requiring the administration of the ITBS/ITED tests. As the numbers of students sent to JJAEPs have increased over the last several years, the average length of enrollment has declined to 69 days. In consequences, the standard for determining the need for post-tests was changed to 75 days. Currently, students who are expected to be enrolled 75 days or longer are assessed in reading and mathematics, at entry to, and exit from, the program. Students participate in a reading comprehension and vocabulary evaluation that provides the program with a reading total. The mathematics total includes computation, concepts and problem solving. A standard score and grade equivalency is then derived from the reading and mathematics totals’ raw scores. The standard score (with a 104-384 scoring range) and grade equivalency (ranging from K-13) are reported to the Texas Juvenile Justice Department for each required student as the youth enters and exits the program.

Comparisons of ITBS/ITED admission and exit scores were examined using data from a group of students who met several criteria. As a result, all of the information presented in this section refers only to this group of students. The selection criteria for the ITBS/ITED analysis include students who exited the program, completed both admission and exit testing, were assigned to a JJAEP for a period of at least 75 school days and possessed valid test scores (i.e., 104-384). Students in this sample totaled 743 students compared to the previous report where the number of students tested totaled 152 students. The average length of stay for this group was 90 days compared to the overall student length of stay for all JJAEP exiting students, which was 69 days.

STATEWIDE ITBS/ITED GRADE EQUIVALENCY SCORES

The ITBS/ITED cohort is much larger for this report (N=743) compared to the previous report (N=152). Numbers for the previous report (2020-2021) were affected by the pandemic and remote learning.

TABLE 44

**ITBS/ITED Average Grade Equivalency Scores
for Students Assigned at Least 75 School Days in JJAEP
School Years 2020-2021 and 2022-2023**

Iowa Test	N	Admission Average	Exit Average	Difference
Math 2020-2021	152	7.05	7.04	-0.01
Math 2022-2023	743	6.87	7.43	0.56
Reading 2020-2021	152	7.27	7.30	0.03
Reading 2022-2023	743	6.70	7.28	0.58

- ★ At admission, students in the 2022-2023 cohort had an average ITBS/ITED grade equivalency at or above the 6th grade level in both math and reading.
- ★ For the 2022-2023 school year, the average grade equivalency results for reading and math show a half year improvement.

ITBS/ITED AVERAGE GROWTH SCORES BY COUNTY

In order to evaluate the performance of the JJAEPs by county, educational growth between admission and exit was compared for all mandatory JJAEPs for whom eligible students were reported. The cohort is much larger for this report (N=743) compared to the previous report (N=152). Table 45 presents the math and reading admission and exit grade equivalency scores for counties operating a JJAEP during school year 2022-2023.

TABLE 45
ITBS/ITED Average Grade Equivalency Scores by County
for Students Assigned at Least 75 Days in JJAEP
School Year 2022-2023

County	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
BELL	1	6.30	7.70	1.40	1	9.30	9.60	0.30
BRAZORIA	6	6.70	6.48	-0.22	6	6.62	4.52	-2.10
BRAZOS	9	6.77	6.83	0.07	9	6.54	8.19	1.64
DALLAS	140	6.36	7.19	0.83	140	5.77	6.79	1.01
DENTON	83	7.39	7.43	0.03	83	8.17	7.80	-0.37
EL PASO	14	5.75	3.58	-2.17	14	4.95	3.39	-1.56
ELLIS	6	5.90	6.87	0.97	6	5.85	7.10	1.25
FORT BEND	53	6.79	6.86	0.07	53	6.64	6.40	-0.24
GALVESTON	25	8.50	9.46	0.96	25	9.05	10.68	1.63
HARRIS	1	4.60	6.00	1.40	1	4.10	4.10	0.00
JEFFERSON	1	4.10	4.50	0.40	1	5.40	3.40	-2.00
JOHNSON	5	8.46	10.00	1.54	5	9.54	10.42	0.88
MCLENNAN	31	7.14	7.08	-0.06	31	6.05	7.60	1.55
NUECES	7	5.69	6.41	0.73	7	5.49	5.66	0.17
TARRANT	262	7.05	7.75	0.69	262	6.74	7.20	0.46
TAYLOR	12	6.67	8.28	1.62	12	6.16	6.95	0.79
TRAVIS	2	5.30	6.85	1.55	2	5.10	5.85	0.75
WEBB	34	5.95	6.77	0.82	34	5.64	6.96	1.32
WICHITA	51	6.95	7.89	0.95	51	7.40	8.88	1.48

- ★ Nineteen programs had students who attended at least 75 days and completed the ITBS/ITED compared to 17 in the previous report.
- ★ Nine programs tested ten or fewer students compared to twelve programs in the previous report.
- ★ In 14 of 19 programs (74%), students showed an improvement in math with a range of staying on grade level, .03, to 1.62 grade levels.
- ★ In 13 of 19 programs (68%), students showed an improvement in reading/ELA, from staying on grade level, .17, up to 1.64 grade levels.
- ★ The greatest positive change in math scores was in Taylor County where the average score increased 1.62 grade levels for 12 students.

- ★ The greatest positive change in reading scores was in Brazos County where the average score increased 1.64 grade levels for 9 students.
- ★ A drop in average score at exit may exist for a variety of reasons.
- ★ County administrators state that the decrease in grade level is more an indication of lack of effort on the part of the individual test takers, not a reflection of how well or poorly the students learned or participated.

ITBS/ITED GRADE EQUIVALENCY SCORES BY RACE

Table 46 presents the ITBS/ITED performance of JJAEP students by race in math and reading for school year 2022-2023.

TABLE 46

ITBS/ITED Average Grade Equivalency Scores by Race for Students Assigned at Least 75 Days in JJAEP School Year 2022-2023

Race Category	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Black	193	6.41	7.08	0.66	193	6.44	6.95	0.52
White	426	6.82	7.40	0.59	426	6.46	7.12	0.65
Hispanic	108	7.80	8.00	0.19	108	7.97	8.44	0.47
Other	16	7.71	8.73	1.03	16	7.70	7.83	0.13

- ★ African American, White, Hispanic, and Other groups showed improvement in math during their enrollment in the JJAEP.
- ★ Students who were African-American had the lowest average admission scores in reading and math.
- ★ Students who were self-identified as 'Other' demonstrated the most gains in math.
- ★ Students who were White showed the highest improvement gains in reading.
- ★ Students, identified as 'Other' (Asian, American Indian, and Pacific Islander), comprised the smallest group.
- ★ The county administrators state that the decrease in grade level is more an indication of lack of effort on the part of the individual test takers, not a reflection of how well or poorly the students learned or participated.

ITBS/ITED GRADE EQUIVALENCY SCORES BY TYPE OF JJAEP EXPULSION

Students placed into a JJAEP may perform differently by type of expulsion. Table 47 presents the results of the ITBS/ITED grade equivalency scores by type of JJAEP expulsion for school year 2022-2023.

TABLE 47
ITBS/ITED Average Grade Equivalency Scores by Expulsion Type
for Students Assigned at Least 75 Days in JJAEP
School Year 2022-2023

Expulsion Type	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Mandatory	588	7.03	7.58	0.56	588	6.90	7.42	0.52
Discretionary	102	6.37	7.01	0.64	102	5.97	6.72	0.75
Non-Expelled	53	6.14	6.58	0.44	53	5.92	6.85	0.93

- ★ Students in JJAEP due to a mandatory expulsion had, at entry, the highest admission average for both math and reading.
- ★ Students overall reading and math scores demonstrated academic gains while enrolled at the JJAEP.

ITBS/ITED GRADE EQUIVALENCY SCORES BY PROGRAM CHARACTERISTIC

Table 48 presents the change in student ITBS/ITED scores by program characteristic including program model type, operation design and instructional staff-to-student ratio. Programmatic information was compiled from a survey completed by JJAEP program administrators.

TABLE 48

ITBS/ITED Average Grade Equivalency Scores by Program Characteristics for Students Assigned at Least 75 Days in JJAEP School Year 2022-2023

Program Characteristics	Math				Reading			
	N	Admission Average	Exit Average	Difference	N	Admission Average	Exit Average	Difference
Program Model Type								
Military Component	84	7.35	7.39	0.04	84	8.14	7.75	-0.39
Therapeutic Model	565	6.74	7.43	0.70	565	6.45	7.15	0.70
Traditional Model	94	7.27	7.47	0.20	94	6.95	7.68	0.73
Operation Design								
Private Contractor and Probation Department	8	5.76	6.58	0.81	8	5.96	6.15	0.19
Probation Department Only	207	6.36	7.22	0.87	207	5.89	6.97	1.08
School District and Probation Department	528	7.09	7.53	0.44	528	7.03	7.42	0.39
Instructional Staff-to-Student Ratio								
1:4 or lower	220	7.14	7.52	0.38	220	7.54	7.94	0.39
1:5 or greater	523	6.76	7.40	0.63	523	6.35	7.01	0.66

- ★ Programs self-identifying as military served 11%, therapeutic served 76%, and traditional education served 13% of the cohort.
- ★ Positive growth in reading and math was demonstrated by the traditional and therapeutic program models, two of the operation designs (Probation department only, School District and Probation Department) and the higher instructional staff-to-student ratio.
- ★ In 2022-2023, the largest positive change in grade equivalency scores for math and reading was in JJAEPs operated by the probation department only, with increases of .87 and 1.08 grade levels, respectively.
- ★ Exit average on math for the military model showed the smallest gain.
- ★ Exit average on reading for the private contractor and probation department operation design showed the smallest gain.

ITBS/ITED GROWTH EXPECTATIONS

In order to examine growth expectations, analysis was performed to determine the number of students who tested below grade level on entry. TJJD created estimates of expected growth in the ITBS/ITED based on length of stay in a JJAEP. Based on the scoring scale for the ITBS/ITED, a student's score is expected to increase by one-tenth for each month of a given school year.

TABLE 49

JJAEP ITBS/ITED Cohort Entry Scores by Growth School Year 2022-2023

Entry Scores	Math				Reading			
	ITBS/ITED Cohort		Met or Exceeded Expected Growth		ITBS/ITED Cohort		Met or Exceeded Expected Growth	
	N	%	N	%	N	%	N	%
Tested at or Above Grade Level at Entry	121	16%	39	32%	151	20%	46	30%
Tested Below Grade Level at Entry	622	84%	307	49%	592	80%	309	52%
Total	743	100%	346	47%	743	100%	355	48%

- ★ Based on TJJD analysis, 84% of students tested below grade level in math for the 2022-2023 school year, up from 78% in 2020-2021.
- ★ For reading, 80% of students tested below grade level for the 2022-2023 school year, up from 70% in 2020-2021.
- ★ Forty-nine percent of students who entered at below grade level in math, met or exceeded expected growth targets in math reading compared to 32% those students who were at or above grade level.
- ★ Fifty-two percent of students who tested below grade level in reading at entry to the JJAEP achieved or exceeded the expected level of growth from pre-test to post-test, compared to 30% of those students who tested at or above grade level in reading at entry to the JJAEP.

GROWTH RATE BY PROGRAM CHARACTERISTIC

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

TABLE 50
ITBS/ITED Growth Expectations by Program Characteristics
School Year 2022-2023

Program Characteristics	Math		Reading	
	N	Percent at or Exceeding Expectations	N	Percent at or Exceeding Expectations
Program Model Type				
Military Component	32	38%	28	33%
Therapeutic Model	276	49%	278	49%
Traditional Model	38	40%	49	52%
Operation Design				
Private Contractor and Probation Department	3	38%	2	25%
Probation Department Only	103	50%	118	57%
School District and Probation Department	240	45%	235	45%

- ★ Percent of growth expectation who were at or exceeding expectation in math ranged from 38% to 50%.
- ★ Percent of growth expectation who were at or exceeding expectation in reading ranged from 25% to 57%.
- ★ Students in program model types, therapeutic and traditional, met ITBS/ITED growth expectations in math at a higher rate than students in programs with a military model for school year 2022-2023.
- ★ Students in JJAEPs operated by the school district and probation department operation design met ITBS/ITED growth expectations at a higher rate in both reading and math than students in JJAEPs operated by probation departments who are in cooperation with a private vendor operation design.

BEHAVIOR ANALYSIS

ATTENDANCE RATES IN JJAEPS BY COUNTY

Attendance rates for students in JJAEPs were used as one measure of program success. TJJD requires a minimum overall program attendance rate of 78%. The attendance rates were calculated from monthly program data provided by the counties. TJJD has chosen to continue to use this benchmark since the 2002-2003 school year.

The attendance benchmark, 78%, was established for the 2002-2003 school year, and was based on JJAEP attendance rates for school years 1999-2000 through 2001-2002. This cohort includes students whose entry may have been during the 2021-2022 school year as well as those who began their expulsion during the 2022-2023 school year. The number of students in the attendance rate cohort is 4,065, a much larger number than in the previous report of 336.

Table 51 presents attendance rates for JJAEPs for the 2022-2023 school year by JJAEP county and statewide.

TABLE 51
JJAEP Attendance Rates by County
School Year 2022-2023

County	Statewide Benchmark	2022-2023 Rate	Difference	County	Statewide Benchmark	2022-2023 Rate	Difference
BELL	78%	65%	-13%	JEFFERSON	78%	81%	3%
BEXAR	78%	66%	-12%	JOHNSON	78%	94%	16%
BRAZORIA	78%	89%	11%	LUBBOCK	78%	62%	-16%
BRAZOS	78%	88%	10%	MCLENNAN	78%	81%	3%
CAMERON	78%	76%	-2%	MONTGOMERY	78%	84%	6%
COLLIN	78%	84%	6%	NUECES	78%	65%	-13%
DALLAS	78%	75%	-3%	TARRANT	78%	82%	4%
DENTON	78%	92%	14%	TAYLOR	78%	83%	5%
EL PASO	78%	78%	0%	TRAVIS	78%	68%	-10%
ELLIS	78%	90%	12%	WEBB	78%	73%	-5%
FORT BEND	78%	85%	7%	WICHITA	78%	92%	14%
GALVESTON	78%	84%	6%	WILLIAMSON	78%	85%	7%
HARRIS	78%	70%	-8%	STATEWIDE 78% 81% 3%			
HIDALGO	78%	89%	11%				

- ★ The statewide JJAEP attendance rate has increased by one percent compared to the previous report.
- ★ Seventeen of 26 JJAEP counties (65%) met or exceeded the attendance benchmark of 78%.
- ★ Four JJAEPs or 15% of JJAEPs maintained attendance rates of 90% or better.
- ★ Twelve JJAEPs (46%) had attendance rates between 80% and 89%.
- ★ Nine counties (35%) did not meet the attendance benchmark.

ATTENDANCE RATES BY EXPULSION TYPE

When examining attendance rates by county, student attendance rates varied by JJAEP expulsion type during the 2022-2023 school year. This cohort includes students whose entry may have been during the 2021-2022 school year as well as those who began their expulsion during the 2020-2021 school year. Only students who completed their expulsion in the 2022-2023 school year are included in this cohort, regardless of their start date. Table 52 provides the attendance rate by expulsion type. The number of students in this cohort is 3,638, over ten times greater than in the previous year of 336 students.

TABLE 52
JJAEP Attendance Rates by Expulsion Type
School Year 2022-2023

County	Expulsion Type			Total
	Mandatory	Discretionary	Non-Expelled	
BELL	71%	44%	36%	65%
BEXAR	67%	64%	0%	66%
BRAZORIA	89%	0%	0%	89%
BRAZOS	85%	85%	89%	88%
CAMERON	77%	47%	0%	76%
COLLIN	84%	82%	0%	84%
DALLAS	75%	75%	0%	75%
DENTON	93%	83%	88%	92%
EL PASO	78%	0%	0%	78%
ELLIS	88%	97%	0%	90%
FORT BEND	84%	80%	87%	85%
GALVESTON	84%	0%	0%	84%
HARRIS	71%	70%	0%	70%
HIDALGO	87%	91%	0%	89%
JEFFERSON	79%	81%	0%	81%
JOHNSON	94%	96%	0%	94%
LUBBOCK	83%	62%	48%	62%
MCLENNAN	89%	78%	0%	81%
MONTGOMERY	84%	83%	74%	84%
NUECES	71%	62%	0%	65%
TARRANT	82%	81%	0%	82%
TAYLOR	92%	78%	0%	83%
TRAVIS	69%	68%	66%	68%
WEBB	80%	67%	84%	73%
WICHITA	92%	0%	92%	92%
WILLIAMSON	87%	81%	76%	85%
STATEWIDE	84%	75%	86%	81%

- ★ In school year 2022-2023, the attendance rate was 84% for mandatory students, an increase of three percent compared to the previous report.
- ★ In school year 2022-2023, the attendance rate was 75% for discretionary students, an increase of two percent from the previous report.
- ★ In school year 2022-2023, the attendance rate was 86% for non-expelled students, a decrease of three percent from the previous report.

STUDENT ABSENCE RATES BEFORE AND AFTER JJAEP PLACEMENT

In addition to examining the attendance rate of JJAEPs at the county level, it is useful to see how individual student attendance changed after participation in the program. This section explores the change in the proportion of absences for students in JJAEPs, comparing absence rates prior to entering the JJAEP and after exit from the program. The “before” period consisted of the two full six-week periods prior to program admission and the “after” period consisted of the two full six-week periods after exit. TEA Pupil Education Information Management System (PEIMS) data were used for this analysis. In order to be included in the analysis, students had to have an exit date and had to have been enrolled for at least 10 days in each of the six-week periods measured (includes school years 2020-2021 and 2022-2023).

A negative change in absence rate indicates a positive change in student attendance after returning to regular school. Table 53 provides the overall change in average absence rate for JJAEPs in school years 2018-2019 and 2020-2021.

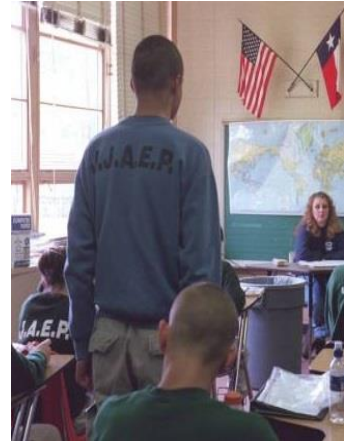


TABLE 53

Statewide Absence Rates for Students Before and After JJAEP Placement School Years 2020-2021 and 2022-2023

	N	Before	After	% Change in Absence Rate
Statewide 2020-2021	177	9%	10%	10%
Statewide 2022-2023	753	16%	15%	-7%

- ★ Statewide, the change in number of absences during the two six-week periods after program participation decreased by 1%, or 7 students, during the 2022-2023 school year.
- ★ Overall, the absence rates for students after JJAEP placement declined.
- ★ Statewide, the change in number of absences during the two six-week periods after program participation increased for an additional 2 students in the 2020-2021 school year.
- ★ Remote learning was an option in school year 2020-2021 for all students statewide due to complications stemming from the pandemic. This was an effort to mitigate the spread of SARS-CoV-2.

Table 54 gives a statewide breakdown of student absences rates for school years 2022-2023.

TABLE 54

**Student Absence Rates After Exiting JJAEP
School Year 2022-2023**

Students Exiting JJAEP	N	%
Students whose absence rate increased	332	44%
Students whose absence rate stayed the same	9	1%
Students whose absence rate decreased	412	55%
Total	753	100%

- ★ The absence rate for 55% of students decreased after exiting the JJAEP and returning to their home school, a two percent improvement compared to the previous report.
- ★ The absence rate for 44% of students increased after exiting the JJAEP and returning to their home school, a three percent increase compared to the previous report.

Table 55 provides the absence rates and the change in absences by county for students in JJAEPs in school year 2022-2023. A negative change in absence rate indicates a positive change in student attendance after returning to the home campus.

TABLE 55

Absence Rates by County for Students in JJAEP
School Year 2022-2023

County	N	Before	After	% Change in Absence Rate
BELL	4	13%	11%	-20%
BEXAR	25	18%	18%	-5%
BRAZORIA	100	10%	11%	14%
BRAZOS	6	26%	34%	31%
CAMERON	22	17%	12%	-31%
COLLIN	68	15%	13%	-13%
DALLAS	35	23%	18%	-24%
DENTON	61	14%	12%	-14%
EL PASO	2	22%	26%	16%
ELLIS	10	9%	7%	-24%
FORT BEND	19	22%	22%	3%
GALVESTON	4	27%	11%	-61%
HARRIS	52	28%	27%	-4%
HIDALGO	17	25%	17%	-29%
JEFFERSON	6	29%	24%	-18%
JOHNSON	30	13%	16%	25%
LUBBOCK	13	20%	15%	-26%
MCLENNAN	23	15%	21%	43%
MONTGOMERY	106	13%	13%	3%
TARRANT	87	16%	13%	-16%
TAYLOR	1	4%	0%	-100%
TRAVIS	3	21%	16%	-22%
WEBB	12	16%	18%	14%
WICHITA	31	11%	12%	4%
WILLIAMSON	16	21%	14%	-31%
Statewide	753	16%	15%	-7%

- ★ Sixteen of the 26 JJAEPs (62%) experienced decreased absence rates when students returned to school after exiting the JJAEP, and one location had a student whose absence rate did not change.
- ★ Nine counties had an increased absence rate: Brazoria, Brazos, El Paso, Fort Bend, Johnson, McLennan, Montgomery, Webb, and Wichita.

SCHOOL DISCIPLINARY REFERRALS

A goal of JJAEPs is to improve the behavior of students who attend the program. To measure the behavioral impact of the program, the change in school disciplinary referrals for students in JJAEPs before and after program participation was analyzed. Students may receive a disciplinary referral at a school for a number of reasons. Disciplinary incidents in school year 2022-2023 involving a JJAEP student were a violation of the district's student code of conduct.

This section explores the change in the number of disciplinary referrals and the severity of disciplinary actions for these incidents for students who attended JJAEPs. A comparison of the average number of disciplinary referrals prior to entering the JJAEP and after exit from the program is presented. The "before" period consisted of the two complete six-week periods prior to program entry. The "after" period consisted of the two complete six-week periods after program exit.

DISCIPLINARY REFERRALS

Table 56 presents the change in the average number of disciplinary referrals for students in JJAEPs in school year 2022-2023.

TABLE 56
Statewide Before and After Average Disciplinary Referrals
for Students Exiting from JJAEP
School Years 2020-2021 and 2022-2023

	N	Before	After	% Change in Disciplinary Referrals
Statewide 2020-2021	530	1.85	0.34	-81%
Statewide 2022-2023	1,299	2.30	0.84	-64%

- ★ Statewide, the average number of disciplinary incidents declined 64% in the two six-week periods after students exited the JJAEP.

Table 57 identifies the change in number of disciplinary referrals after exiting the JJAEP, with a cohort size of 530 students compared to the previous report total of 1,299 students.

TABLE 57
Student Disciplinary Referrals After Exiting JJAEP
School Year 2022-2023

Students Exiting JJAEP	N	%
Students with increase in discipline referrals	171	13%
Students with no difference in discipline referrals	282	22%
Students with decrease in discipline referrals	846	65%
Total	1,299	100%

- ★ For the 2022-2023 school year, 65% of the students experienced a decrease in disciplinary referrals after participating in a JJAEP compared to 58% of the students in 2020-2021.
- ★ For the 2022-2023 school year, 22% of the students compared to 32% of the students in 2020-2021 continued to have the same amount of discipline referrals or more in the two six weeks following their return to their school district.
- ★ For students with an increase in discipline referrals, 13% was reported in 2022-2023 versus 9% in the previous report.

Table 58 shows the number of disciplinary referrals for students before and after JJAEP participation for 1,299 students in the 2022-2023 school year. The previous reported school year, 2020-2021, included 530 students. The “before” period consisted of the two complete six-week periods prior to program entry. The “after” period consisted of the two complete six-week periods after program exit.

TABLE 58

**Students with Zero to Five or More Disciplinary Referrals Before and After JJAEP
School Year 2022-2023**

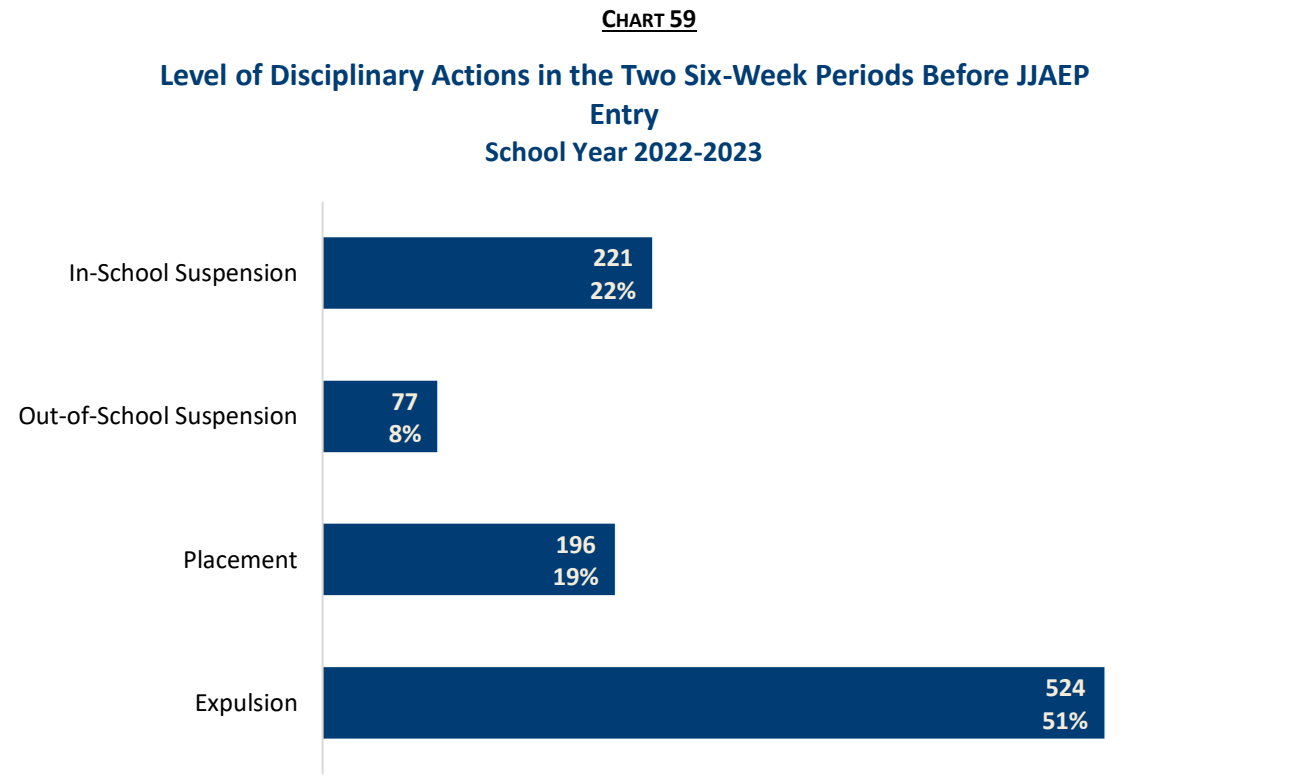
Students Exiting JJAEP	Before JJAEP		After JJAEP	
	N	%	N	%
Students with zero discipline referrals	281	22%	852	66%
Students with one discipline referrals	193	15%	161	12%
Students with two discipline referrals	256	20%	112	9%
Students with three discipline referrals	217	17%	66	5%
Students with four discipline referrals	129	10%	37	3%
Students with five or more discipline referrals	223	17%	71	5%
Total	1,299	100%	1,299	100%

- ★ Twenty-two percent of students had no disciplinary referrals during the “before” tracking period as the incident resulting in expulsion to the JJAEP occurred in the six-week period in which they entered the program and was not part of the data set used to make this determination.
- ★ Sixty-six percent of students had no disciplinary referrals in the two six-week periods after exiting the JJAEP.
- ★ The increase in students with zero discipline referrals resulted from fewer students receiving disciplinary referrals in all other categories.

DISCIPLINARY ACTIONS

The level of disciplinary actions for students in the two six-week periods prior to, and after, JJAEP placement are described in Tables 59 and 60.

Chart 59 describes the level of disciplinary actions for students in the ‘before JJAEP’ tracking period (N= 1,018).

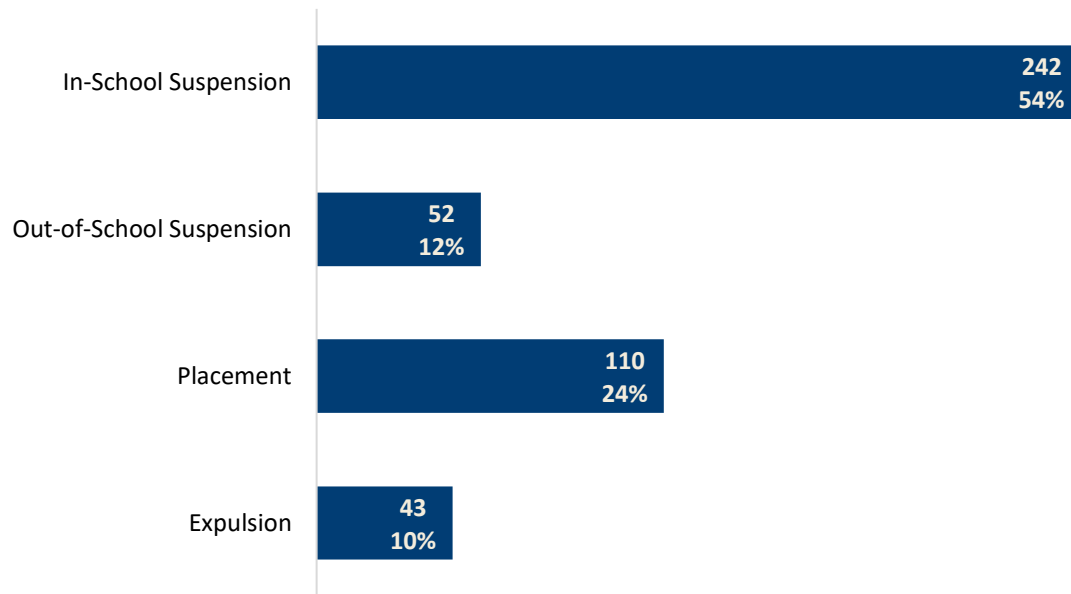


- ★ Prior to JJAEP entry, for 524 applicable students, 51% of the disciplinary actions were expulsions, a decrease from 56% in the previous report.
- ★ Nineteen percent of the disciplinary actions were placements to an alternative school setting an increase from 17% in the previous report.
- ★ Twenty-two percent of the disciplinary actions were in-school suspensions an increase from 19% in the previous report.
- ★ Eight percent of the disciplinary actions were out-of-school suspensions.

Chart 60 describes the level of disciplinary actions for students in the 'after JJAEP' tracking period (N = 447).

CHARTS 60

**Level of Disciplinary Actions in the Two Six-Week Periods After JJAEP Exit
School Year 2022-2023**



- ☆ For 447 JJAEP students with disciplinary actions after exiting the JJAEP, 54% or 242 students received the disciplinary action of in-school suspension.
- ☆ For 52 students (12%), the disciplinary actions was out-of-school suspensions.
- ☆ For 110 students (24%), the disciplinary action was placement to an alternative school setting.
- ☆ For 43 students, (10%), the disciplinary action was expulsion.

JUVENILE PROBATION SYSTEM RE-CONTACT RATE ANALYSIS

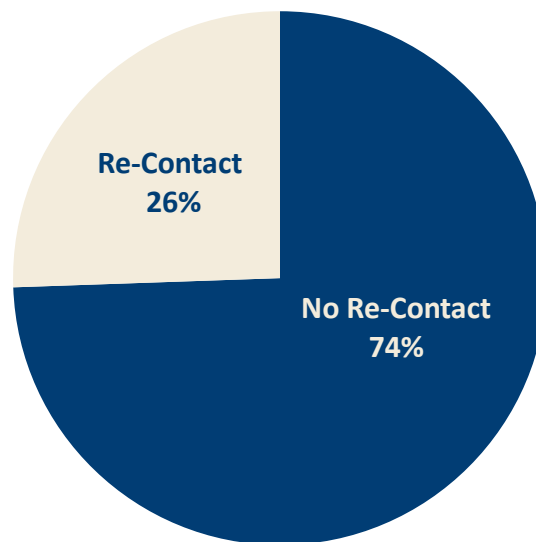
The effectiveness of JJAEPs was also examined by exploring the rate of subsequent contact with the juvenile justice system for students who attended JJAEPs. Following their exit from the JJAEP, students were tracked in the juvenile probation system for one year. A re-contact was defined as any subsequent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

Students who exited JJAEPs in school year 2022-2023, who were less than 16 years of age at the time of exit, had a formal referral to a juvenile probation department and exited by February 28, 2023, were included in the one-year analysis (N= 1,002).

The subsequent contacts were calculated for individual students rather than entries (i.e., a student entering twice during this period was counted only one time). A match was made between JJAEP data and TJJD referral data using the juvenile's personal identification number (PID). Chart 61 shows the re-contact rate within one year for students who exited the JJAEP during school year 2022-2023.

CHART 61

JJAEP One-Year Re-Contact Rates School Year 2022-2023



- ★ The re-contact rate for 256 of 1,002 juveniles was 26%.
- ★ Of juveniles with a subsequent contact within one year of their release, the number of subsequent contacts ranged from a low of one to a high of 12.
- ★ 56% had one subsequent contact.
- ★ Twenty-four percent had two subsequent contacts, the same as in the previous report.
- ★ Twenty-two percent had three or more subsequent contacts, down one percent from the previous report.

ONE-YEAR RE-CONTACT RATES BY PROGRAM EXIT FOR STUDENTS IN JJAEP

Each student's exit from the JJAEP is accounted for in only one of the exit reason categories. JJAEPs do not confer credits, graduation or high school equivalency completion as the home school is responsible for ensuring the students' grades, credits and graduation are conferred. Program exits are defined in three exit reason categories as described below.

Exit Reasons include:

- ★ **Return to Local School District is due to one of the following reasons:**
 - Completed program/returned to home school
 - Completed program/term of probation expired
 - Completed program/term of placement ended
 - High School Equivalency Completion
 - Graduated
- ★ **Left Program Incomplete -Student has been terminated from the JJAEP due to one of the following reasons:**
 - a probation modification or revocation,
 - an out-of-home placement,
 - being held in juvenile detention,
 - being held in jail,
 - absconding (violation of conditions of release from detention or court order),
 - being committed to the Texas Juvenile Justice Department,
 - being committed to the Texas Department of Criminal Justice, or
 - being truant or a runaway
- ★ **Other - A student who left the JJAEP due to one of the following reasons:**
 - out of county move,
 - death,
 - medical reason,
 - other non-delinquency reason, or
 - withdrew to enroll in another educational program that is not provided by the student's home district.

Table 62 provides the one-year re-contact rate by program exit for students in JJAEPS.

TABLE 62
One-Year Re-Contact Rates by Program Exit for Students in JJAEP
School Year 2020-2021 and 2022-2023

School Year	Re-Contact Status	Program Exit						Total	
		Return to Local School District		Left Program Incomplete		Other Exits			
		N	%	N	%	N	%	N	%
2020-2021	No Re-Contact	219	80%	12	27%	13	81%	244	73%
	Re-Contact	56	20%	33	73%	3	19%	92	27%
	Total	275	100%	45	100%	16	100%	336	100%
2022-2023	No Re-Contact	643	77%	43	48%	60	75%	746	74%
	Re-Contact	189	23%	47	52%	20	25%	256	26%
	Total	832	100%	90	100%	80	100%	1,002	100%

- ★ Students who completed JJAEP requirements and returned to their home school had significantly lower re-contact rates than students who left the program prior to completion.
- ★ For 2022-2023, the re-contact rates were lower in categories 'Returned to Local School District' and 'Other Exits' compared to the previous report.

The one-year re-contact rate by severity of subsequent offense is presented below in Chart 63.

CHART 63
Re-Contact Rates by Severity of Subsequent Offense
School Year 2022-2023



- ★ Seventy-four percent had no re-contact with the county probation department, an increase of one percent compared to the previous report.
- ★ CINS is at the same rate compared to the previous report.

- ★ Other felony increased by four percent compared to the previous report.
- ★ Violent felony decreased by four percent compared to the previous report.
- ★ Misdemeanor A or B is at the same rate compared to the previous report.

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

TABLE 64
One-Year Re-Contact Rates by County and Offense Type
School Year 2022-2023

County	N	Subsequent Offense Type				Total Re-Contact
		Felony	Misdemeanor A or B	Violation of Probation	CINS	
BELL	2	50%	50%	0%	0%	100%
BEXAR	15	13%	13%	7%	0%	33%
BRAZORIA	143	13%	5%	2%	5%	24%
BRAZOS	12	0%	33%	42%	8%	83%
CAMERON	19	21%	0%	5%	5%	32%
COLLIN	64	5%	5%	2%	0%	11%
DALLAS	45	18%	0%	9%	0%	27%
DENTON	66	8%	5%	3%	0%	15%
EL PASO	6	50%	0%	0%	0%	50%
ELLIS	10	0%	0%	0%	0%	0%
FORT BEND	46	17%	13%	11%	0%	41%
GALVESTON	5	0%	40%	0%	0%	40%
HARRIS	61	16%	8%	2%	0%	26%
HIDALGO	18	28%	0%	0%	11%	39%
JEFFERSON	8	38%	0%	13%	0%	50%
JOHNSON	16	6%	0%	0%	0%	6%
LUBBOCK	34	21%	24%	6%	0%	50%
MCLENNAN	22	14%	9%	0%	0%	23%
MONTGOMERY	142	9%	4%	3%	1%	17%
NUECES	4	50%	0%	0%	0%	50%
TARRANT	135	10%	5%	1%	0%	16%
TAYLOR	7	14%	29%	0%	0%	43%
TRAVIS	5	0%	0%	0%	0%	0%
WEBB	20	20%	30%	0%	0%	50%
WICHITA	74	18%	8%	11%	0%	36%
WILLIAMSON	23	13%	17%	0%	0%	30%
Total	1,002	13%	7%	4%	1%	26%

- ★ Twenty-five JJAEPs had students who met the criteria for this analysis.
- ★ Ellis county began opened in school year 2022-2023
- ★ The range of students in each program varied from 2 to 142.
- ★ The highest re-contact rate across all levels of offense was 53% in Denton County while four programs had a zero-re-contact rate.
- ★ The range of subsequent offenses of CINS ranged from zero to 6% (Denton County).
- ★ The range of subsequent offenses of Violation of Probation ranged from zero to 20% (Tarrant and Brazos County).
- ★ The range of subsequent offenses of Misdemeanor A & B ranged from zero to 30% (Lubbock County).
- ★ The range of subsequent offenses of Felony varied from 0 to 50% though N=2 (Travis County).
- ★ The JJAEP statewide re-contact rate was 35% for the 2018-2019 school year and 27% for the 2020-2021 school year, each showing seven percent lower than in the two previous reports.

Table 65 shows one-year re-contact rates and subsequent offense by program characteristics.

TABLE 65

**One-Year Re-Contact Rates and Most Severe
Subsequent Offense by Program Characteristics
School Year 2022-2023**

Program Characteristics	Subsequent Offense Type				Total Re-Contact
	Felony	Misdemeanor A or B	Violation of Probation	CINS	
Program Model Type					
Military Component	11%	4%	4%	0%	19%
Therapeutic Model	13%	8%	5%	0%	26%
Traditional Model	14%	7%	2%	3%	26%
Operation Design					
Private Contractor and Probation Department	24%	5%	3%	5%	38%
Probation Department Only	14%	10%	6%	1%	30%
School District and Probation Department	12%	7%	3%	1%	24%

- ★ All total contact subsequent offense percentages were lower compared to the previous report, except for the traditional component which is stayed the same as the previous report.
- ★ In school year 2022-2023, both therapeutic and military model types had lower total re-contact rates.
- ★ The re-contact rate for the operation design of private contractor and probation department had the highest re-contact rate.

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

Table 66 describes re-contact rates for students in JJAEPs versus student who were involved with the probation system and not referred to JJAEP.

TABLE 66

**Comparison of One-Year Re-Contact Rates
for JJAEP and Non-JJAEP Juveniles
School Years 2018-2019, 2020-2021, and 2022-2023**

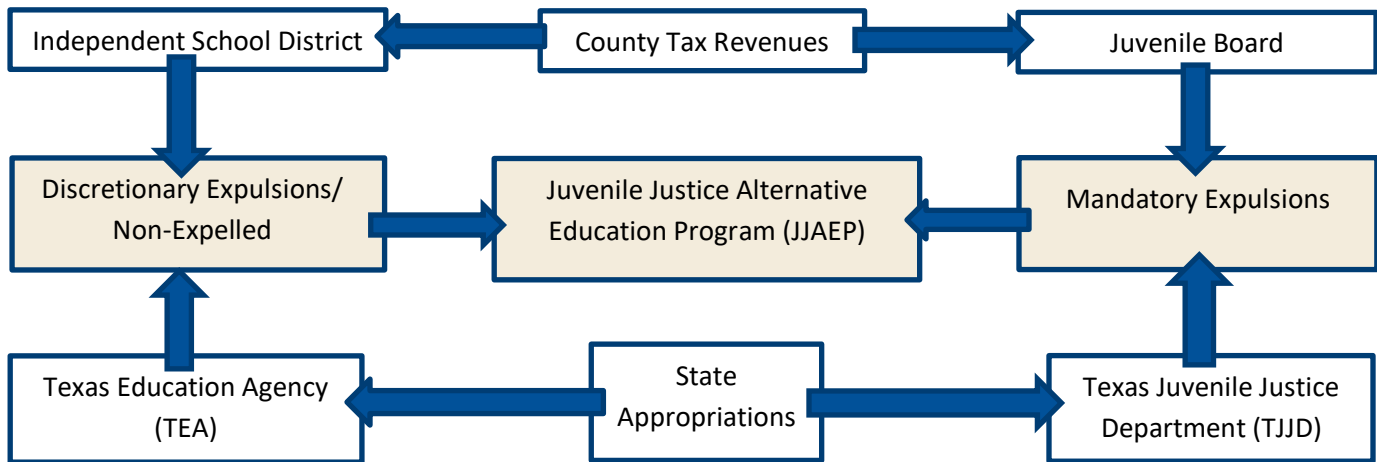
Juvenile Type	One-Year Re-Contract Rates		
	2018-2019	2020-2021	2022-2023
JJAEP Juveniles	35%	27%	26%
Non-JJAEP Juveniles	31%	28%	28%

- ★ The percentage of JJAEP Juveniles having re-contact with the probation department has decreased by 9% from the 2018-2019 school year to the 2022-2023 school year.

Section 6: Program Costing

OVERVIEW

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



During the 2022-2023 school year, TJJD allocated a minimum rate of \$86.00 during the regular school year for each mandatory student attendance day for counties that are required to operate a JJAEP. Students who are placed in the JJAEP under the categories of discretionary expulsions and non-expelled (i.e., other) are funded as agreed upon in the local memorandum of understanding (MOU) that is negotiated between each school district located in the county and the local juvenile board. School districts are prohibited from receiving Foundation School Funds (FSF) for students who are mandatorily expelled; however, these districts continue to receive FSF for discretionary and non-expelled students who are served in the JJAEP.

INTRODUCTION

In preparation for this report, TJJD prepared a data collection instrument to gather expenditure data from the counties. This report presents expenditures for 100% of the mandatory JJAEP programs. Expenditures include: program size based on average daily attendance, program model type and operation design. This report contains a reasonable cost analysis for all 26 mandatory JJAEPs. The counties were required to collaborate with their local school district or private vendors to collect any expenditure for the JJAEP program. In addition, 11 of the 26 programs had new administrative staff who were responsible for gathering and completing the report. During this process, some problematic data was identified and the respective county and/or school district(s) were contacted for clarification and to correct inaccuracies. In order to include expenditures and data of all programs, TJJD extended the costing report deadline to accommodate those who needed additional time and technical assistance. This section could not have been fully completed without the hardworking staff at the JJAEP programs. TJJD appreciates the participation and dedication of all programs to gather this information to the best of their abilities.

STATEWIDE REPORTED COSTS FOR JJAEP PROGRAMS

Table 67 provides cost totals and cost per day since the 2008-2009 biennial report.

TABLE 67

Statewide Reported Costs for all JJAEP Programs From School Year 2008-2009 Through School Year 2022-2023

School Year	Reported Cost Totals	Difference in Cost From Previous Year	Change %	Average Cost Per Day	Changes in Ave. Costs Per Day	% Change
2008-2009	\$36,624,764.66	(\$189,319.51)	-0.51%	\$155.37	\$38.08	24.51%
2010-2011	\$31,082,528.88	(\$5,542,235.78)	-15.13%	\$192.59	\$37.22	23.96%
2012-2013	\$25,075,432.82	(\$6,007,096.06)	-19.33%	\$184.41	(\$8.18)	-4.25%
2014-2015	\$26,324,181.45	\$1,248,748.63	4.97%	\$212.52	\$28.11	15.24%
2016-2017	\$24,459,768.49	(\$1,864,412.96)	-7.08%	\$208.77	(\$3.75)	-1.76%
2018-2019	\$26,099,314.20	\$1,639,545.71	6.70%	\$196.69	(\$12.08)	-5.79%
2020-2021	\$26,282,799.15	\$183,484.95	0.70%	\$443.70	\$247.01	125.60%
2022-2023	\$29,929,984.52	\$3,647,185.37	13.88%	\$218.93	(\$224.77)	-50.66%

- ★ For the 2022-2023 school year, costs increased by 13.88%.
- ★ The statewide average cost per day was \$218.93 per day compared to \$443.70 in the previous report.
- ★ The average cost per student attendance day decreased 50.66% compared to the previous report.
- ★ The total expenditures for 26 JJAEPs reported were \$29,929,984.52, an increase of \$3,647,185.37 since the previous report.
- ★ The number of student entries and student attendance days in JJAEP directly affect the cost per day of operating a program.
- ★ As the overall trend of student entries and attendance days decreases, the average cost per day increases.
- ★ Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year.
- ★ *APPENDIX C: ITEMIZATION OF JJAEP COSTS PER DAY: SCHOOL YEAR: 2022-2023* contains a detailed listing of JJAEP costs by county based on all student attendance days and overall costs per school day.

COST PER DAY

Cost per day was determined by dividing the total expenditures by the total number of student attendance days during the regular school year. Table 68 identifies the total reported combined county and school district expenditures. Additionally, a calculation of the total cost per student attendance day and per school day (including ten in-service days for staff) across all programs is provided.

TABLE 68

JJAEP Cost per Student Attendance Day
Total Costs per School Day by County
(Required + Non-Required) School Year 2022-2023

County	Total Costs	Average All Costs Per Student Attendance Day	Average Total Costs Per Day (Academic Calendar Varies Per Program)	Total Number of Student Attendance Days
Lubbock	\$ 209,046.96	\$ 986.07	\$ 1,215.39	212
El Paso	\$ 276,784.50	\$ 346.41	\$ 1,554.97	799
Jefferson	\$ 508,891.50	\$ 1,565.82	\$ 2,858.94	325
Nueces	\$ 517,959.59	\$ 535.64	\$ 2,976.78	967
Webb	\$ 521,889.44	\$ 201.42	\$ 2,982.23	2591
Taylor	\$ 536,552.00	\$ 1,515.68	\$ 3,066.01	354
Galveston	\$ 579,931.40	\$ 317.08	\$ 3,371.69	1829
Ellis	\$ 612,741.18	\$ 362.57	\$ 3,385.31	1690
Johnson	\$ 677,270.57	\$ 193.28	\$ 3,892.36	3504
Brazos	\$ 707,509.04	\$ 4,394.47	\$ 3,930.61	161
McLennan	\$ 719,755.72	\$ 360.96	\$ 3,998.64	1994
Bell	\$ 732,162.68	\$ 1,616.25	\$ 4,281.65	453
Travis	\$ 789,362.24	\$ 1,802.20	\$ 4,536.56	438
Brazoria	\$ 915,857.89	\$ 98.26	\$ 5,263.55	9321
Hidalgo	\$ 1,050,013.91	\$ 387.03	\$ 6,176.55	2713
Wichita	\$ 1,122,377.99	\$ 203.51	\$ 6,487.73	5515
Collin	\$ 1,342,772.54	\$ 206.04	\$ 7,761.69	6517
Cameron	\$ 1,432,886.18	\$ 68.35	\$ 7,960.48	20965
Denton	\$ 1,640,512.34	\$ 139.37	\$ 9,321.09	11771
Harris	\$ 1,684,560.48	\$ 291.30	\$ 9,358.67	5783
Dallas	\$ 1,723,054.98	\$ 171.28	\$ 9,364.43	10060
Bexar	\$ 1,738,257.43	\$ 119.68	\$ 9,656.99	14524
Williamson	\$ 1,829,639.25	\$ 408.77	\$ 10,637.44	4476
Montgomery	\$ 1,945,052.20	\$ 182.10	\$ 10,805.85	10681
Tarrant	\$ 2,797,965.94	\$ 168.27	\$ 16,267.24	16628
Fort Bend	\$ 3,317,176.57	\$ 1,363.97	\$ 19,174.43	2438
Totals	\$ 29,929,984.52	\$ 18,005.79	\$ 170,287.29	136,709
Total Costs		\$ 29,929,984.52		
Average Cost Per Student Attendance Day		\$ 218.93		

- ★ The total expenditures for 26 JJAEPs reported were \$29,929,984.52
- ★ The cost per day varies from a range of \$68.35 per student attendance day in Cameron County to a high of \$4,394.47 in Brazos County.
- ★ Bell County, after changing their MOU to only accept mandatory expulsions, continues to have small numbers of students attending the JJAEP with concomitant higher per day costs.
- ★ Total costs per school day were as high as \$19,174.43 in Fort Bend county a \$2,817.43 increase per day to last biennium's highest per school day costs in for Montgomery.
- ★ Four counties had a total cost over \$10,000.00 per school day: Williamson, Tarrant, Fort Bend and Montgomery.
- ★ Nine counties had a per school day cost between \$5,001.00 and \$10,000.00 per school day.
- ★ The remaining thirteen counties had a total school day cost of less than \$5,000.00 per school day.
- ★ The average school days cost was \$218.93, decreasing by 50.66% from the previous report.

COST VARIABLES

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

ATTENDANCE AND STUDENT ENTRIES

The number of student entries and student attendance days in a JJAEP directly impacts the cost per day of operating a program. Over the last several biennium reports, the decrease in population has been steady with at least a fifteen percent reduction per year. For this report, the number of student entries changed unexpectedly due to the large increase in the number of students who were expelled for felony drug offenses.

Table 69 identifies the change in JJAEP student entries by expulsion type for the school years 2018-2019 through 2022-2023.

TABLE 69

JJAEP Student Entries by Expulsion Type School Years 2018-2019 through 2022-2023

Expulsion Type	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
Mandatory	1,761	55%	1,983	62%	933	61%	1,868	67%	3,051	75%
Discretionary	1,099	34%	890	28%	386	25%	688	25%	757	19%
Non-expelled	350	11%	306	10%	210	14%	239	9%	257	6%
Total	3,210	100%	3,179	100%	1,529	100%	2,795	100%	4,065	100%

- ★ Compared to the previous report there was a 12% increase in mandatory student entries, a 24% decrease in discretionary entries, and a 33% decrease in non-expelled entries to the JJAEP.
- ★ The total combined entries resulted in a 163% increase in student expulsions compared to the previous report.
- ★ Discretionary and non-expelled student entries has decreased since the 2018-2019 school year.
- ★ Compared to the 2018-2019 school year there was a decrease of 69% in discretionary student entries, and a decrease of 136% in non-expelled student entries.
- ★ There has been a steady increase of mandatory student expulsions since the 2018-2019 school year. This increase directly impacts the number of seats available for both discretionary and non-expelled students. The only exception was during the 2020-2021 school year where 50% of students in regular education throughout the state opted for remote learning due to Covid-19.

COMPARISON OF JJAEP TOATAL COSTS BY STUDENT ATTENDANCE DAYS

Costs for JJAEPs are categorized into required and non-required costs as defined in Texas Education Code Chapter 37.011. Table 70 compares and establishes the cost of an attendance day by total or all costs for school year 2020-2021 and school year 2022-2023.

TABLE 70

Comparison of JJAEP Total Costs by All Student Attendance Days School Year 2020-2021 Compared to School Year 2022-2023

	2020-2021	2022-2023
Attendance Days:	59,235	136,709
Total Costs:	\$ 26,282,799.15	\$ 29,929,984.52
Total Costs Per Student Attendance Day:	\$ 443.70	\$ 218.93

- ★ The average of total costs per all three types of student attendance day in the 2020-2021 school year was \$443.70.
- ★ The average of total costs per all three types of attendance day in the 2022-2023 school year decreased to \$218.93.
- ★ There were 77,474 (131%) more student attendance days during the 2022-2023 school year compared to the previous report.
- ★ Average per student expenses decreased 51% compared to the previous report.
- ★ Total costs increased, \$3,647,185.37, an increase of 14.88% from the last report.

TRANSPORTATION

In the statewide survey results of the 26 mandatory JJAEPs, the majority of programs reported that providing transportation to families increased attendance and student performance, especially for students with parents who lack transportation options. School districts within some counties have cooperated to combine transportation needs so only one bus using a central pick-up and drop-off point can serve students from different campuses and districts. Several JJAEPs pay school districts for transporting their students, while other JJAEPs are not charged for transportation. Some JJAEPs surveyed expressed a desire for all school districts to provide transportation for students in JJAEP just as the districts do for students in DAEPs (not all districts provide transportation to DAEPs). According to at least one JJAEP administrator, some school superintendents see lack of transportation as another consequence of inappropriate behavior rather than a student right, necessary to ensure a student receives their education. Some JJAEP's use temporary loss of district or county provided transportation as a part of their behavior management program.

Table 71 lists transportation costs by county for those counties that reported a transportation cost.

TABLE 71

**JJAEP Transportation Costs by County
School Year 2022-2023**

County Name:	Costs:	County Name:	Costs:
Cameron	\$ 247,670.06	Montgomery	\$ 440,124.84
Collin	\$ 200.00	Nueces	\$ 7,126.45
Dallas	\$ 16,062.67	Tarrant	\$ 179,083.80
Fort Bend	\$ 33,645.00	Webb	\$ 29,000.00
Hidalgo	\$ 19,757.30	Williamson	\$ 5,692.69
Johnson	\$ 216.99	Total:	\$ 978,579.80

- ★ Eleven counties reported transportation costs, with the range from a low of \$200.00 (a decrease from the previous report of \$1,150.65), to the highest cost of \$440,124.84 (an increase from the previous report where the highest cost reported was \$108,460.17).
- ★ Of the eleven counties reporting transportation costs, all three of the counties with the highest transportation costs are considered “large” counties.
- ★ Montgomery county has the highest transportation costs.
- ★ In the previous report, four counties reported transportation costs of less than \$5,000.00 each.
- ★ In this report, two counties reported costs of less than \$5,000.00.
- ★ The remaining six counties reported transportation costs ranging from \$5,692.69 to \$440,124.84.

FACILITIES/BUILDING EXPENSES

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

See Table 72 Facility and Building Costs by reporting counties for the 2022-2023 school year.

TABLE 72

Facility and Building Expenses by Reporting Counties School Year 2022-2023

County Name:	Cost	County Name:	Cost
Bell	\$ 364,995.00	Galveston	\$ 2,500.00
Bexar	\$ 94,728.15	Hidalgo	\$ 44,026.15
Cameron	\$ 154,333.10	Jefferson	\$ 1,500.00
Collin	\$ 32,000.00	Johnson	\$ 7,200.00
Dallas	\$ 204,334.00	Nueces	\$ 68,469.24
Denton	\$ 16,574.00	Tarrant	\$ 230,757.12
El Paso	\$ 126.27	Webb	\$ 4,000.00
Ellis	\$ 722.23	Wichita	\$ 2,315.65
Fort Bend	\$ 2,625.00	Williamson	\$ 18,295.69
Total:		\$ 1,249,501.60	

- ★ Eighteen Counties reported building expenses.
- ★ Bell and Tarrant County reported the highest building expenses.
- ★ The range of reported expenses for building and facilities: \$126.27 to \$364,995.00.
- ★ The total cost of reported building expenses increased from \$933,686.55 in the previous report to \$1,249,501.60 in the current report.
- ★ Overall reported building expenses increased by \$315,815.05 (33.82%).
- ★ The average cost of facilities and building expenses is \$69,416.76 compared to \$51,871.48 in the previous report.

TOTAL COST BY PROGRAM SIZE

Table 73 reflects the average total cost per day (required and non-required) of each JJAEP as categorized by the program's average daily attendance (ADA). The table groups each JJAEP into one of three categories based on their ADA (lowest to highest) and are grouped where there was an obvious gap in size. Program size ranges from an average daily attendance below ten per day, between ten and twenty per day, and twenty-one and over per day.

TABLE 73

JJAEP Cost per Student Attendance Day by Size of Program (Based on Average Daily Attendance (ADA)) and Actual Student Attendance Calendar 2022-2023 School Year

Small <10 ADA			Medium 10 - 20 ADA			Large 21+ ADA		
County	ADA	Costs	County	ADA	Costs	County	ADA	Costs
Lubbock	1	\$ 209,046.96	Galveston	11	\$ 579,931.40	Williamson	26	\$ 1,829,639.25
Brazos	1	\$ 707,509.04	McLennan	11	\$ 719,755.72	Wichita	32	\$ 1,122,377.99
Taylor	2	\$ 536,552.00	Fort Bend	14	\$ 3,317,176.57	Harris	32	\$ 1,684,560.48
Jefferson	2	\$ 508,891.50	Webb	15	\$ 521,889.44	Collin	38	\$ 1,342,772.54
Travis	3	\$ 789,362.24	Hidalgo	16	\$ 1,050,013.91	Brazoria	54	\$ 915,857.89
Bell	3	\$ 732,162.68	Johnson	20	\$ 677,270.57	Dallas	55	\$ 1,723,054.98
El Paso	4	\$ 276,784.50				Montgomery	59	\$ 1,945,052.20
Nueces	6	\$ 517,959.59				Denton	67	\$ 1,640,512.34
Ellis	9	\$ 612,741.18				Bexar	81	\$ 1,738,257.43
						Tarrant	97	\$ 2,797,965.94
						Cameron	116	\$ 1,432,886.18
ADA Average:		\$ 4,891,009.69	ADA Average:		\$ 6,866,037.61	ADA Average:		\$ 18,172,937.22

- ★ The ADA impacts cost per day, and the number of school days on the programs' calendars range from 167 to 180.
- ★ For the nine small programs, the average ADA was 3.
- ★ For the six medium programs, the average ADA was 15.
- ★ For the eleven large programs, the average ADA was 60.
- ★ Fort Bend provides education services at two locations which impacts the staff needs and associated costs.
- ★ The average daily cost per student attendance day for the smallest programs is \$157,774.51, an increase of \$155,899.26 compared to the previous report.
- ★ The average daily cost per student attendance day for the medium programs is \$78,919.97, an increase of \$78,194.72 compared to the previous report.
- ★ The average daily cost per student attendance day for the largest programs is \$27,660.48, an increase of \$27,075.18 compared to the previous report.
- ★ Programs with a larger population of students have a significantly lower cost per day.
- ★ Programs serving a larger student population of students may benefit from cost efficiencies unavailable in counties with smaller programs.

MODEL TYPE AND OPERATION DESIGN

Both model type (Table 74) and operation design (Table 75) may impact the cost of the program due to variables such as staffing and services provided.

TOTAL COST BY MODEL TYPE

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

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

Table 74 identifies the JJAEP cost per day by Model Type.

TABLE 74

JJAEP Cost per Student Attendance Day by Model Type 2022-2023 School Year

Traditional			Military			Therapeutic		
County	ADA	Costs	County	ADA	Costs	County	ADA	Costs
Lubbock	1	\$ 986.07	Jefferson	2	\$ 1,565.82	Brazos	1	\$ 4,394.47
Taylor	2	\$ 1,515.68	Brazoria	54	\$ 98.26	Travis	3	\$ 1,802.20
El Paso	4	\$ 346.41	Denton	67	\$ 139.37	Bell	3	\$ 1,616.25
McLennan	11	\$ 360.96				Nueces	6	\$ 535.64
Webb	15	\$ 201.42				Ellis	9	\$ 362.57
Hidalgo	16	\$ 387.03				Galveston	11	\$ 317.08
Johnson	20	\$ 193.28				Fort Bend	14	\$ 1,363.97
Williamson	26	\$ 408.77				Wichita	32	\$ 203.51
Collin	38	\$ 206.04				Harris	32	\$ 291.30
Cameron	116	\$ 68.35				Dallas	55	\$ 171.28
						Montgomery	59	\$ 182.10
						Bexar	81	\$ 119.68
						Tarrant	97	\$ 168.27
Model Average:		\$ 467.40	Model Average:		\$ 601.15	Model Average:		\$ 886.79

- ★ JJAEPs self-identify which model type they think best fits their program.
- ★ This report shows a change by one JJAEP from the traditional model to the therapeutic school model.
- ★ the Traditional Model is the least costly model type.
- ★ Fort Bend County provides education services at two locations.
- ★ The average daily cost per student attendance day for the Traditional Model programs is \$467.4, a decrease of \$189.38 from the previous report.

- ★ The average daily cost per student attendance day for the Military Model programs is \$601.15, a decrease of \$733.86 from the previous report.
- ★ The average daily cost per student attendance day for the Therapeutic Model programs is \$886.79, a decrease of \$882.03 from the previous report.

TOTAL COST BY OPERATION DESIGN

Operation Design is determined by the county juvenile board. JJAEPs may be operated by the local juvenile probation department, a local school district, a private vendor or a combination of these options. Table 75 identifies the average cost per day of each category of JJAEP operation design.

TABLE 75
JJAEP Cost per Student Attendance Day by Operational Design
2022-2023 School Year

Probation & School District			Probation & Private Vendor			Probation Department		
County	ADA	Cost	County	ADA	Cost	County	ADA	Cost
Lubbock	1	\$ 986.07	Bell	3	\$ 1,616.25	Brazos	1	\$ 4,394.47
Jefferson	2	\$ 1,565.82	Nueces	6	\$ 535.64	Taylor	2	\$ 1,515.68
El Paso	4	\$ 346.41	Hidalgo	16	\$ 387.03	Travis	3	\$ 1,802.20
Galveston	11	\$ 317.08	Bexar	81	\$ 119.68	Ellis	9	\$ 362.57
McLennan	11	\$ 360.96	Cameron	116	\$ 68.35	Johnson	20	\$ 193.28
Fort Bend	14	\$ 1,363.97				Harris	32	\$ 291.30
Webb	15	\$ 201.42				Dallas	55	\$ 171.28
Williamson	26	\$ 408.77				Tarrant	97	\$ 168.27
Wichita	32	\$ 203.51						
Collin	38	\$ 206.04						
Brazoria	54	\$ 98.26						
Montgomery	59	\$ 182.10						
Denton	67	\$ 139.37						
Operation Average:		\$ 490.75	Operation Average:		\$ 545.39	Operation Average:		\$ 1,112.38

- ★ The average total cost per day for the Probation and School District design is the least costly.
- ★ Probation and Private Vendor operational design was the least costly in the previous report.
- ★ Fort Bend County provides education services at two locations, which accounts for some of their higher cost.
- ★ The average daily cost per student attendance day for the Probation and School District operational design programs is \$490.75, a decrease of \$1,183.50 compared to the previous report.
- ★ The average daily cost per student attendance day for the Probation and Private Vendor operational design programs is \$545.39, a decrease of \$105.34 compared to the previous report.
- ★ The average daily cost per student attendance day for the Probation Department operational design programs is \$1,112.38, an increase of \$277.22 compared to the previous report.

REQUIRED COSTS OF JJAEP PROGRAMS

In Rider Number 15 of the General Appropriations Act of the 87th Regular Texas Legislative Session (TJJD) requires that the cost per day information shall include an itemization of the costs of providing education services mandated in the Texas Education Code Section 37.011. This itemization shall separate the costs of mandated educational services from the cost of all other services provided in JJAEPs.

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

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

Counties submitted costing information and TJJD reviewed each submission and may have made further revisions. For example, if a county submitted a salary for a physical education teacher as a required cost, the cost of this teacher was moved to the non-required section as physical education is not a required subject.

Costs included under the “required” category include instructional staff, teacher aides, behavior management staff, administrative staff, instructional materials, meals, transportation and facility costs. Each program was allowed to include up to 10% for administration costs. If a county provided a greater than 10% amount for required administrative costs, the 10 % allowed was retained in the required costs and any additional administrative costs were moved to non-required administrative costs.

Costs in the “non-required” category include:

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

TOTAL REQUIRED COSTS BY STUDENT ATTENDANCE DAYS

Costs for JJAEPs are categorized into required and non-required costs as defined in Texas Education Code Chapter 37.011. Table 76 compares and establishes the cost of an attendance day by required and non-required costs for school year 2020-2021 and school year 2022-2023.

TABLE 76

Comparison of JJAEP Required Costs by All Student Attendance Days School Year 2020-2021 Compared to School Year 2022-2023

	2020-2021	2022-2023
Attendance Days:	37,708	136,709
Required Costs:	\$ 24,823,212.92	\$ 29,929,984.52
Required Costs Per Student Attendance Day:	\$ 658.30	\$ 218.93

- ★ The average required cost per attendance day in the 2020-2021 school year was \$658.30.

- ★ The average required cost per attendance day in the 2022-2023 school year was \$218.93.
- ★ The required costs decreased by \$439.37 per student attendance day compared to the previous report.

Table 77 lists JJAEP required costs and all costs per student attendance day by county.

TABLE 77

**JJAEP Required & All Costs Per Student Attendance Day by County
School Year 2022-2023**

County Name:	Average Required Cost Per Student Attendance Day	Average All Costs Per Student Attendance Day	County Name:	Average Required Cost Per Student Attendance Day	Average All Costs Per Student Attendance Day
Cameron	\$ 62.08	\$ 68.35	El Paso	\$ 331.49	\$ 346.41
Brazoria	\$ 94.92	\$ 98.26	McLennan	\$ 360.96	\$ 360.96
Bexar	\$ 119.36	\$ 119.68	Ellis	\$ 362.57	\$ 362.57
Denton	\$ 135.21	\$ 139.37	Williamson	\$ 378.61	\$ 408.77
Wichita	\$ 165.90	\$ 203.51	Hidalgo	\$ 381.76	\$ 387.03
Tarrant	\$ 167.36	\$ 168.27	Nueces	\$ 532.38	\$ 535.64
Dallas	\$ 171.28	\$ 171.28	Lubbock	\$ 979.31	\$ 986.07
Johnson	\$ 181.62	\$ 193.28	Fort Bend	\$ 1,179.60	\$ 1,363.97
Montgomery	\$ 182.09	\$ 182.10	Taylor	\$ 1,450.44	\$ 1,515.68
Collin	\$ 190.58	\$ 206.04	Travis	\$ 1,535.74	\$ 1,802.20
Webb	\$ 201.19	\$ 201.42	Jefferson	\$ 1,565.82	\$ 1,565.82
Harris	\$ 272.50	\$ 291.30	Bell	\$ 1,573.45	\$ 1,616.25
Galveston	\$ 284.85	\$ 317.08	Brazos	\$ 4,166.15	\$ 4,394.47
Total Average Required Cost Per Student Attendance Day		\$ 17,027.17	Total Average All Costs Per Student Attendance Day		\$ 18,005.79

- ★ Costs per day under the "Average Required Cost Per Student Attendance Day" range from \$62.08 (Cameron County JJAEP), to \$4,166.15 (Brazos County JJAEP).
- ★ "Average All Costs Per Student Attendance Day" range from \$68.35 (Cameron County) to \$4,394.47 (Brazos County).
- ★ Each county's required and non-required costs can be found in *APPENDIX C: ITEMIZATION OF JJAEP COSTS PER DAY: SCHOOL YEAR: 2022-2023*.

CONCLUSION

Costs per student attendance day have decreased from \$443.70 to \$218.93, while total costs per day have increased from \$697.01 to \$946.04 per academic calendar day. The total costs for all JJAEPs has increased 13.88% to \$29,929,984.52 compared to the previous report. The cost of JJAEPs vary based on an array of factors including: program size, program design, facilities, attendance, and services provided.

There has been more than a 165% increase in the number of student entries from the 2022-2023 school year compared to the 2020-2021 school year. The number of student entries and attendance days for the previous report were directly impacted by SARS-CoV-2 (Covid-19). As mentioned above, this affected the number of students who were learning on-campus statewide, with many families opting for remote learning to mitigate the spread of Covid-19. School year 2022-2023 followed the year when over half of the student population in Texas opted for remote learning. School expulsions for felony drugs continued to climb at an unprecedented rate month after month, and JJAEPs had to pivot in order to accommodate for the rise in student enrollments. Difficulties that some programs encountered were: low staffing due to the pandemic, lack of space from increased expulsions, a list of mandatorily expelled students waiting to enroll in the program, and inability to predict an appropriate budget for future school years.



Section 7: Strategic Elements

TJJD JJAEP MISSION STATEMENT

In compliance with Rider 15 of the of the Juvenile Justice Department's section of the General Appropriations Act, 88th Regular Texas Legislative Session, TJJD developed a five-year (updated with each biennium) JJAEP strategic plan to ensure that:

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

PHILOSOPHY

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



INTERNAL / EXTERNAL ASSESSMENT

SURVEY OF JJAEP ADMINISTRATORS

Each of the twenty-five counties operating a mandatory JJAEP was surveyed to determine their level of satisfaction within ten key policy areas relative to day-to-day operations. A survey was developed by TJJD and administered via a web-based methodology. Items were designed to measure: a) levels of satisfaction with key aspects of their day-to-day operations, and b) the extent to which each area is most in need of funding and resources.

The ten key policy areas are:

1. curriculum (four questions)
2. training and technical assistance needs (three questions)
3. overcrowding (three question)
4. transportation (two questions)
5. testing (five questions)
6. special education (eleven questions)
7. communication (four questions)
8. adequate funding (two questions)
9. quality of local collaboration (two questions)
10. programs (two questions)

Additionally, two open-ended prompts were provided:

1. What changes would you recommend that state officials make to policies related to JJAEPs and DAEPs?
2. Please provide comments or suggestions to improve JJAEP services to youth in Texas.

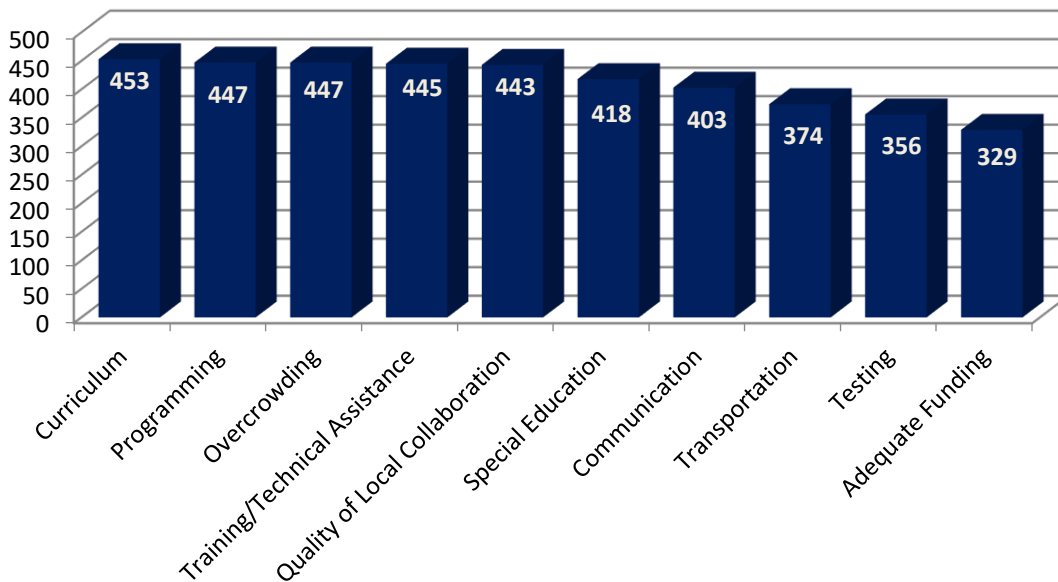
Survey policy areas were designed to generally profile relative strengths and challenges so that policy related interventions could be appropriately targeted. Policy area scores were calculated by averaging the related item responses together and multiplying the result by 100. Scores for each of the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



Chart 78 shows the policy areas scored and how each was rated.

CHART 78

JJAEP Survey Policy Area Scores by Dimension School Year 2022-2023



Seven areas met the criteria of substantial strength (400 or higher). The following policy areas had a score of at least 403 and indicated the following strengths:

- ★ **Curriculum: 453-** High scores indicate that teachers have the necessary skills to teach the curriculum, the curriculum used is appropriate to meet academic standards, the curriculum enhances behavioral improvement of attending students and the curriculum prepares students to demonstrate academic growth in the STAAR
- ★ **Programming: 447-** High scores indicate the JJAEP academic program is successful in assisting students to gain academic credit at an accelerated rate and in improving the academic performance of attending students
- ★ **Overcrowding: 447-** High scores indicate overcrowding is not a problem for JJAEPs
- ★ **Training/Technical Assistance: 445-** High scores indicate that JJAEP program staff see their training and technical assistance needs are being met
- ★ **Quality of Local Collaboration: 443-** High scores indicate the JJAEP receives the necessary level of support from local juvenile justice and school officials
- ★ **Special Education: 418-** High scores here indicate that JJAEP administrators view their program as having a positive impact on the personal and educational growth of students with special education needs
- ★ **Communication: 403-** High scores indicate that the JJAEPs are experiencing positive and effective communication with the sending school districts

The policy areas perceived as most concerning for JJAEP administrators were still viewed more positively than negatively:

Transportation: 374-

- ★ JJAEP administrators reported that 16 programs describe transportation as not being an issue
 - They perceive more positive outcomes for students for whom transportation is provided
 - Twenty-three programs strongly agree or agree the provision of transportation has a positive effect on student attendance in our JJAEP

Testing: 356-

- ★ Twenty-five programs commented on various aspects of assessment in JJAEPs:
 - Administrators reported that they would prefer some changes related to the use of the Iowa tests that are currently used to determine programmatic gains in reading and math; all programs have converted to the use of online testing for the IOWA and report that it is more user friendly than the paper version
 - Some students rarely stay long enough to take the post-tests and some of the students do not give their best efforts when taking the IOWA tests
 - Some administrators would like a different test
 - The JJAEPs rarely receive the individual results of state mandated assessments (this report provides only aggregated score results for all state assessments)
 - Since most students are not in JJAEP for an entire school year, it is difficult how much of an educational impact JJAEP had on students and Iowa student motivation on testing invalidates most scores
 - However, pre-tests are useful to identify students' strengths and weaknesses and help to identify target areas for remediation when necessary
 - Some programs reported that tests are not truly accurate in regards to evaluating the effectiveness of the Juvenile Justice Alternative Education Programs when students are not doing their best

Adequate Funding: 329-

- ★ JJAEPs are in general agreement that funding is less than adequate, and JJAEP administrators indicated a concern for increased need to growing program capacity and resources, especially with regard to providing adequate transportation, effective testing of students, training for program staff and assisting students with disabilities to demonstrate academic growth on state mandated tests
- ★ The JJAEP Riders in the General Appropriation Act of the 87th legislature was updated to provide a minimum of \$86.00 per eligible attended day with the ability to request further funds from the Texas Education Agency if appropriated funds are used fully by the end of the regular school year.

ADMINISTRATOR SUGGESTIONS FOR TECHNICAL ASSISTANCE AND TRAINING

The survey also asked two open-ended prompts. There is a total of twenty-six mandatory JJAEPs that serve over 300 school districts throughout the state. While most answers and comments were similar, some were unique/program specific and will be highlighted along with the corresponding prompt.

Q1: Please provide comments or suggestions to improve JJAEP services to youth in Texas? Nineteen program administrators responded to this question, and seven either stated no comment or left the section blank.

- ★ **Similar responses included:** funding for transportation to increase student attendance, additional funding to enhance safety and security, consistent access to mental health professionals to provide individualized counseling regardless of probation status, and student transition support.

★ **Unique response highlights:**

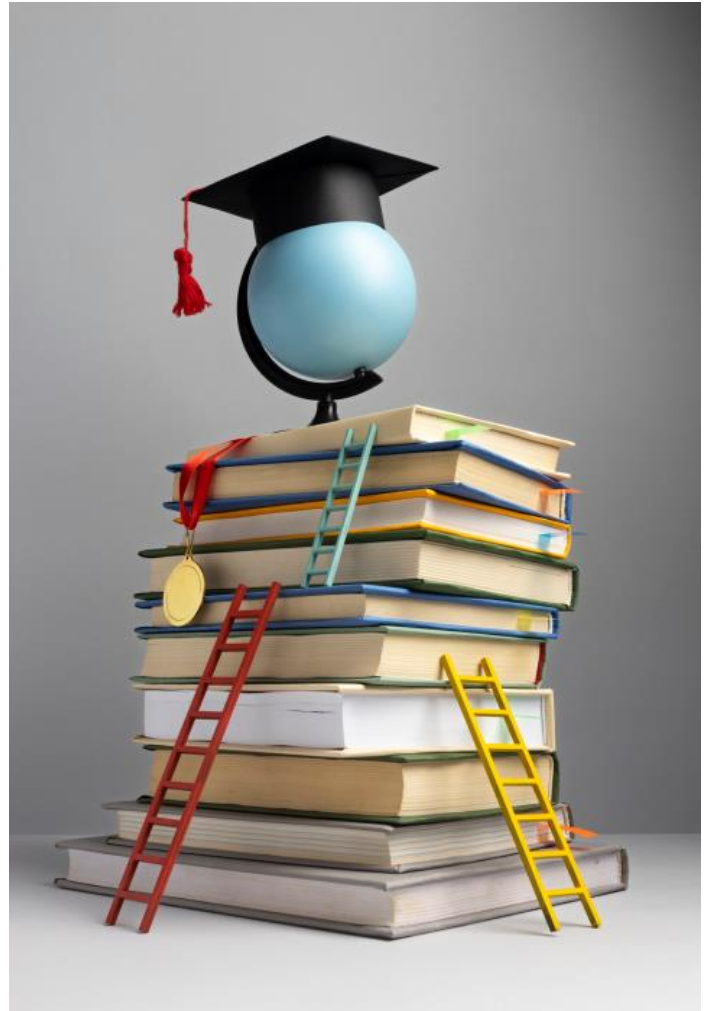
- Further education for the positive effects of the JJAEP and the success the programs really have.
- I would like to see our JJAEP branch out into more areas for students to experience more electives...gardening, cooking...real life skills
- A contact person in TEA for counties with on-going issues with certain districts
- All JJAEP's should have similar programming, philosophical approaches and verbiage
- Coordinate for PO to meet with students at JJAEP facility minimum of 2x per month; incorporate fieldtrips for students

Q2: What changes would you recommend that state officials make to policies related to JJAEPs and DAEPs? Twenty-one program administrators responded to this question, and five either commented “none” or left the section blank.

★ **Similar responses include:** changing the required 180 academic calendar days to minutes to align with local school districts and charters, establishing a minimum number of expulsion days, increasing the minimum daily reimbursement rate to keep up with rising costs, and update/enhance definition of serious misbehavior.

★ **Unique response highlights:**

- I would recommend holding the schools accountable for sending mandatory offense students.
- Pay as you do for youth in schools, special education, ESL and At-Risk kids cost more to educate
- We are currently feeling the effects of the change to the POCS charges. If maybe it can be mandated the second or third arrest on campus.
- Districts have a difficult time expelling student to JJAEP's due to misinformation and fear of being labeled a "Dangerous Campus" Districts should be able to expel student without fear of retaliation or bad marks on their yearly report card.
- A clear distinction between what is mandatory and what is discretionary, as the line has become blurred.
- Maybe make subsequent THC oil offenses that students receive mandatory expulsions. Change Assault Public Servant offenses to Mandatory expulsions.



INTERNAL STRENGTHS AND WEAKNESSES

JJAEP INTERNAL STRENGTHS

- ★ Juvenile boards, JJAEP administrators and school boards creatively exercise flexibility in the development of local solutions tailored to meet the unique needs and demands inherent within each local jurisdiction, especially critical in the context of their need for additional resources and funding for JJAEP operations.
- ★ Ability of JJAEPs to operate within the constraints of Chapter 37 of the Texas Education Code, which allows JJAEPs more latitude in providing services and opportunities for success when collaborating with county probation departments than may be found in school districts.
- ★ Effective collaboration with outside entities, including school districts and community agencies for supplemental services to better serve JJAEP populations; collaborations with school districts was reported to be good to excellent:
 - JJAEP administrators report regular meetings with district officials and district liaisons assigned to JJAEP, ranging from one per year to monthly meetings.
 - Operationally, day-to-day communication was cited as occurring often to daily, in person, by phone, and/or by email.
 - Programs reported being contacted to participate in Special Education and 504 meetings.
 - Most programs reported being contacted to participate in expulsion hearings.

JJAEP INTERNAL WEAKNESSES

- ★ **Qualified Educational and Behavioral Staff:** Staff are required to deal with a wide array of student-related problems on a daily basis for which training is not always available, including but not limited to: mental health issues of students; special education issues with ensuring all in-class and supplemental services are provided; family crisis issues that affect student attendance as well as academic and behavioral performance.
- ★ **Programs and Services for Students Eligible for Special Education and 504 Services:** Students eligible for special education services compound the provision of educational services for JJAEP practitioners depending on the need for provision of service support that may or may not be provided by the sending district. Additionally, receiving paperwork in a timely manner can still be challenging for most programs.
- ★ **Specialized Evidenced-Based Programs and Services:** These services are needed to a) manage student behaviors and b) treatment for student mental health needs and other disabilities
- ★ **Transportation:** JJAEPs do not have optimal resources for the provision of effective transportation of students to and from JJAEP-related activities. This has a direct influence on student attendance and subsequently negatively impacts student performance as well as being able to serve their expulsion days.

EXTERNAL OPPORTUNITIES AND CHALLENGES

JJAEP EXTERNAL OPPORTUNITIES

- ★ **Community Resources:** Collaboration continues to be forged to build an effective community of health and human service providers that provide best-practice programs and services for JJAEP students and their families; local Communities in Schools, mental health authorities, and local practitioners provide contract services.

- ★ Leveraging existing statutes, laws and rules to better advocate for and serve JJAEP students and their families.
- ★ Acquiring textbooks from the Texas Education Agency (TEA): All JJAEP administrators in mandatory counties were provided information in a training session about accessing the textbook system through the TEA and each of the twenty-six JJAEPs have a statutorily determined yearly allotment for textbooks and supplementary materials.
- ★ Joint ventures with school districts: Some JJAEPs are already working with programs such as Communities in Schools and Community Mental Health and Medical Clinics to provide needed services.
- ★ Utilizing other innovative evidence-based approaches to more effectively serve the JJAEP population



JJAEP EXTERNAL CHALLENGES

The socio-economic environment of youth placed in JJAEPs are significant barriers to providing effective programs and services necessary to support student success, especially factors related to mental health, physical/medical health, economic status, peer group issues and communities in which students live, all of which impact:

- ★ Local policy and expectations of key stakeholders regarding the students, their families and the nature of the obligations of the juvenile justice and education systems
- ★ Limited parental involvement
- ★ Resources/funding for transportation, counseling and other nonrequired cost-related aspects of JJAEP operations

KEY POLICY ISSUES

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

- ★ resource issues of JJAEPs
- ★ existing statutes, rules and laws which need clarification and/or revision in order to enhance the provision of services at JJAEPs

GOALS, STRATEGIC DIRECTIONS AND STRATEGIES

TJJD developed strategies for the agency's focus during the next biennium. These strategies are meant to best manage the Key Strategic Issues confronting JJAEPs. The funding received for JJAEPs can only be used to reimburse attendance days for eligible students who have been expelled for particular offenses, and therefore JJAEPs are responsible for meeting all the required Chapter 37 of the Texas Education Code mandates. The role of state level JJAEP oversight is to ensure that the Texas Education Code JJAEP requirements and TJJD standards are met by each JJAEP. The following goals, key strategic directions and strategies, represent the agency's agreement to strategically work to improve services to students in JJAEPs in Texas.

GOALS:

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

Strategy 1: TJJD will respond in a timely manner when JJAEP program administrators or other stakeholders call or email and ask questions about various school situations which may result in a placement to JJAEP

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

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

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

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

Strategy 3: TJJD will work with programs to review assessments that demonstrate academic growth or learning gaps that best fits the needs of students and the community in which they serve

Key Strategic Direction 2. Share information about staff development opportunities to improve learning outcomes for all students and also provide additional information which focuses on students with mental health issues, social emotional learning, trauma informed care and special education needs

Strategy 1: TJJD will encourage JJAEP programs to request individualized trauma informed care training for their staff by certified/licensed TJJD staff

Strategy 2: TJJD will provide training and technical assistance to local JJAEPs in the areas of mental health, 504, special education and behavior management

Strategy 3: TJJD will seek external training and web-based opportunities to share with JJAEPs

Key Strategic Direction 3. Enhance the use of technology for greater access to records and curriculum

Strategy 1: TJJD will work with the TEA to improve the acquisition of school records through the Texas Records Exchange by developing a process for those JJAEPs that are not directly connected to a school district

Strategy 2: TJJD will explore the most useful and cost-effective means of incorporating information technology in JJAEPs

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

- Strategy 1:** TJJD, on an 'as needed' basis, will provide training, technical assistance and oversight to JJAEPs regarding the appropriate process for collection and reporting of JJAEP-related program costs and program data
- Strategy 2:** TJJD will report performance measures regularly and on time as well as produce the required biannual performance assessment report as required in the General Appropriations Bill of each legislative session addressing JJAEPs
- Strategy 3:** TJJD will facilitate the entry and accuracy of county data into the agency information management systems as identified and assigned for JJAEP

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

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

Section 8: Appendices

APPENDIX A: STUDENT ENTRIES BY TYPE
School Years 2020-2021, 2021-2022, and 2022-2023

County	Expulsion Type									Total		
	Mandatory			Discretionary			Non-Expelled					
	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023	2020-2021	2021-2022	2022-2023
BELL	8	41	18	7	3	1	1	0	2	16	44	21
BEXAR	122	203	196	20	59	34	0	0	0	142	262	230
BRAZORIA	22	112	336	7	22	0	1	1	0	30	135	336
BRAZOS	7	4	4	0	2	6	3	18	23	10	24	33
CAMERON	123	151	296	10	5	7	0	0	0	133	156	303
COLLIN	62	127	202	10	29	43	0	0	0	72	156	245
DALLAS	79	121	200	31	35	38	0	0	0	110	156	238
DENTON	46	131	246	4	15	17	38	42	59	88	188	322
EL PASO	11	40	20	0	0	0	0	0	0	11	40	20
ELLIS	0	13	37	0	7	7	0	0	0	0	20	44
FORT BEND	19	41	36	8	26	19	54	45	57	81	112	112
GALVESTON	15	17	35	0	0	0	0	0	0	15	17	35
HARRIS	69	98	140	69	119	159	0	0	0	138	217	299
HIDALGO	17	78	68	8	34	42	0	0	0	25	112	110
JEFFERSON	5	6	7	5	14	24	0	0	0	10	20	31
JOHNSON	21	57	110	0	1	2	0	0	0	21	58	112
LUBBOCK	15	10	7	29	69	49	12	18	10	56	97	66
MCLENNAN	8	22	33	64	97	113	0	0	0	72	119	146
MONTGOMERY	109	237	293	33	41	40	21	25	21	163	303	354
NUECES	13	9	15	26	15	25	0	0	0	39	24	40
TARRANT	86	204	448	15	31	8	0	0	0	101	235	456
TAYLOR	0	5	11	11	14	19	0	0	0	11	19	30
TRAVIS	2	7	17	3	0	6	0	1	2	5	8	25
WEBB	20	29	59	15	31	70	0	4	3	35	64	132
WICHITA	36	83	105	0	0	0	75	79	73	111	162	178
WILLIAMSON	18	22	112	11	19	28	5	6	7	34	47	147
TOTAL	933	1,868	3,051	386	688	757	210	239	257	1,529	2,795	4,065
AVERAGE	37	72	117	15	26	29	8	9	10	61	108	156

APPENDIX B: REASONS FOR PROGRAM EXIT BY COUNTY

School Year 2022-2023

County	N	Returned to Local District	Left Program Incomplete	Early Termination	Graduated or Received High School Equivalency Certificate
BELL	16	56%	38%	0%	6%
BEXAR	58	57%	5%	33%	5%
BRAZORIA	333	90%	1%	5%	4%
BRAZOS	33	42%	39%	18%	0%
CAMERON	197	64%	21%	7%	9%
COLLIN	242	88%	5%	5%	3%
DALLAS	226	68%	20%	9%	4%
DENTON	319	80%	9%	8%	3%
EL PASO	19	74%	21%	5%	0%
ELLIS	42	79%	0%	17%	5%
FORT BEND	111	77%	1%	21%	2%
GALVESTON	34	74%	6%	21%	0%
HARRIS	290	73%	11%	15%	0%
HIDALGO	96	87%	3%	8%	2%
JEFFERSON	30	63%	33%	0%	3%
JOHNSON	111	97%	1%	1%	1%
LUBBOCK	53	76%	19%	4%	2%
MCLENNAN	116	77%	19%	1%	3%
MONTGOMERY	349	86%	6%	8%	1%
NUECES	26	42%	19%	35%	4%
TARRANT	452	84%	10%	6%	0%
TAYLOR	29	79%	3%	7%	10%
TRAVIS	23	65%	26%	9%	0%
WEBB	127	64%	31%	4%	2%
WICHITA	169	79%	12%	5%	4%
WILLIAMSON	143	87%	6%	5%	2%
TOTAL	3,644	79%	11%	8%	2%

APPENDIX C:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2022-2023

County Name:	Bell	Bexar	Brazoria	Brazos
Required Costs				
Number of Mandated Student Attendance Days:	453	14524	9321	161
Administrative	\$ -	\$ 186,680.14	\$ -	\$ -
Professional Services	\$ 159,204.00	\$ 1,325,835.39	\$ 35,681.30	\$ 1,303.05
Program Administrator/Principal	\$ 62,564.50	\$ -	\$ 129,321.42	\$ 167,702.35
Educational Staff	\$ -	\$ -	\$ 353,250.58	\$ 155,996.88
Behavior Management Staff	\$ 38,167.28	\$ -	\$ 280,493.77	\$ 226,942.42
Clerical/Support Staff	\$ -	\$ -	\$ 36,895.34	\$ 52,225.76
Caseworkers	\$ 64,482.54	\$ -	\$ -	\$ 38,725.32
Campus Security	\$ -	\$ -	\$ -	\$ -
Educational Materials and Supplies	\$ 294.15	\$ -	\$ -	\$ 15,801.27
Building Expenses	\$ 364,995.00	\$ 94,728.15	\$ -	\$ -
Meals	\$ 2,375.10	\$ 1,662.50	\$ 15,000.00	\$ 7,297.85
Utilities	\$ 18,638.75	\$ 48,300.06	\$ 19,000.00	\$ 3,880.99
Equipment	\$ 2,049.66	\$ 7,254.26	\$ 11,100.00	\$ 788.79
Training/Travel	\$ -	\$ -	\$ 4,000.00	\$ 85.00
Other/Miscellaneous Expenses	\$ -	\$ 69,116.93	\$ -	\$ -
Student Transportation	\$ -	\$ -	\$ -	\$ -
Total Required Costs	\$ 712,770.98	\$ 1,733,577.43	\$ 884,742.41	\$ 670,749.68
Average Required Cost Per Student Attendance Day	\$ 1,573.45	\$ 119.36	\$ 94.92	\$ 4,166.15
Average Required Costs Per 180 School-day Year	\$ 3,959.84	\$ 9,630.99	\$ 4,915.24	\$ 3,726.39
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ 31,115.48	\$ -
Counseling Services & Staff	\$ -	\$ -	\$ -	\$ 17,680.51
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 19,006.72	\$ -	\$ -	\$ 4,068.34
Other/Miscellaneous Expenses	\$ 384.98	\$ 4,680.00	\$ -	\$ 15,010.50
Total Non-Required Costs	\$ 19,391.70	\$ 4,680.00	\$ 31,115.48	\$ 36,759.36
Total All Costs (Required + Nonrequired)	\$ 732,162.68	\$ 1,738,257.43	\$ 915,857.89	\$ 707,509.04
Average Required Cost Per Student Attendance Day	\$ 1,616.25	\$ 119.68	\$ 98.26	\$ 4,394.47
Average Required Costs Per 180 School-day Year	\$ 4,067.57	\$ 9,656.99	\$ 5,088.10	\$ 3,930.61

APPENDIX C:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2022-2023

County Name:	Cameron	Collin	Dallas	Denton
Required Costs				
Number of Mandated Student Attendance Days:	20965	6517	10060	11771
Administrative	\$ -	\$ -	\$ -	\$ -
Professional Services	\$ 18,096.12	\$ -	\$ -	\$ 25,000.00
Program Administrator/Principal	\$ 88,259.53	\$ 156,554.49	\$ 100,195.65	\$ 122,814.47
Educational Staff	\$ 348,993.45	\$ 504,879.00	\$ 593,466.37	\$ 576,343.15
Behavior Management Staff	\$ -	\$ 95,257.17	\$ 87,033.77	\$ 350,196.20
Clerical/Support Staff	\$ 222,649.56	\$ -	\$ 166,503.77	\$ 73,120.95
Caseworkers	\$ 71,809.47	\$ 372,741.86	\$ 301,466.15	\$ 147,663.67
Campus Security	\$ -	\$ -	\$ 111,957.51	\$ -
Educational Materials and Supplies	\$ 20,520.59	\$ 13,750.00	\$ 10,059.04	\$ 3,728.00
Building Expenses	\$ 154,333.10	\$ 32,000.00	\$ 204,334.00	\$ 16,574.00
Meals	\$ 35,538.91	\$ 6,800.00	\$ -	\$ 51,014.90
Utilities	\$ 17,374.77	\$ 43,307.00	\$ 2,146.33	\$ 193,320.00
Equipment	\$ 49,653.80	\$ 16,500.00	\$ 4,913.55	\$ 6,132.00
Training/Travel	\$ 4,275.90	\$ -	\$ 450.75	\$ 5,707.00
Other/Miscellaneous Expenses	\$ 22,227.58	\$ -	\$ 124,465.42	\$ 19,896.00
Student Transportation	\$ 247,670.06	\$ 200.00	\$ 16,062.67	\$ -
Total Required Costs	\$ 1,301,402.84	\$ 1,241,989.51	\$ 1,723,054.98	\$ 1,591,510.34
Average Required Cost Per Student Attendance Day	\$ 62.08	\$ 190.58	\$ 171.28	\$ 135.21
Average Required Costs Per 180 School-day Year	\$ 7,230.02	\$ 6,899.94	\$ 9,572.53	\$ 8,841.72
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 100,783.03	\$ -	\$ 42,626.00
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ -	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 131,483.34	\$ -	\$ -	\$ 6,376.00
Total Non-Required Costs	\$ 131,483.34	\$ 100,783.03	\$ -	\$ 49,002.00
Total All Costs (Required + Nonrequired)	\$ 1,432,886.18	\$ 1,342,772.54	\$ 1,723,054.98	\$ 1,640,512.34
Average Required Cost Per Student Attendance Day	\$ 68.35	\$ 206.04	\$ 171.28	\$ 139.37
Average Required Costs Per 180 School-day Year	\$ 7,960.48	\$ 7,459.85	\$ 9,572.53	\$ 9,113.96

APPENDIX C:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2022-2023

County Name:	El Paso	Ellis	Fort Bend	Galveston
Required Costs				
Number of Mandated Student Attendance Days:	799	1690	2432	1829
Administrative	\$ 26,870.23	\$ -	\$ -	\$ -
Professional Services	\$ -	\$ 57,330.25	\$ -	\$ -
Program Administrator/Principal	\$ 91,438.56	\$ 115,636.33	\$ 222,622.16	\$ 71,799.45
Educational Staff	\$ 82,951.79	\$ 289,796.81	\$ 738,264.35	\$ 104,816.33
Behavior Management Staff	\$ -	\$ -	\$ 1,422,367.67	\$ 211,685.70
Clerical/Support Staff	\$ 14,358.96	\$ 29,935.75	\$ 107,657.81	\$ 67,466.34
Caseworkers	\$ 10,255.03	\$ 66,550.65	\$ 108,399.17	\$ 17,419.65
Campus Security	\$ 4,437.93	\$ -	\$ 140,199.69	\$ 35,098.34
Educational Materials and Supplies	\$ 123.63	\$ 30,290.24	\$ 2,002.00	\$ 423.76
Building Expenses	\$ 126.27	\$ 722.23	\$ 2,625.00	\$ 2,500.00
Meals	\$ 6,572.64	\$ 12,199.49	\$ -	\$ 324.09
Utilities	\$ 12,897.60	\$ 1,240.86	\$ 50,963.47	\$ 6,800.00
Equipment	\$ 167.12	\$ 9,038.57	\$ 34,853.96	\$ -
Training/Travel	\$ 94.36	\$ -	\$ 185.00	\$ 2,663.65
Other/Miscellaneous Expenses	\$ 14,565.67	\$ -	\$ 5,000.00	\$ -
Student Transportation	\$ -	\$ -	\$ 33,645.00	\$ -
Total Required Costs	\$ 264,859.79	\$ 612,741.18	\$ 2,868,785.28	\$ 520,997.30
Average Required Cost Per Student Attendance Day	\$ 331.49	\$ 362.57	\$ 1,179.60	\$ 284.85
Average Required Costs Per 180 School-day Year	\$ 1,471.44	\$ 3,404.12	\$ 15,937.70	\$ 3,029.05
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ 6,790.84	\$ -	\$ 372,598.30	\$ 33,137.24
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ 5,133.87	\$ -	\$ 33,192.81	\$ 25,302.58
Other/Miscellaneous Expenses	\$ -	\$ -	\$ 42,600.18	\$ 494.28
Total Non-Required Costs	\$ 11,924.71	\$ -	\$ 448,391.29	\$ 58,934.10
Total All Costs (Required + Nonrequired)	\$ 276,784.50	\$ 612,741.18	\$ 3,317,176.57	\$ 579,931.40
Average Required Cost Per Student Attendance Day	\$ 346.41	\$ 362.57	\$ 1,363.97	\$ 317.08
Average Required Costs Per 180 School-day Year	\$ 1,554.97	\$ 3,385.31	\$ 19,174.43	\$ 3,371.69

APPENDIX C:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2022-2023

County Name:	Harris	Hidalgo	Jefferson	Johnson
Required Costs				
Number of Mandated Student Attendance Days:	5783	2713	325	3504
Administrative	\$ -	\$ -	\$ -	\$ -
Professional Services	\$ 15,000.00	\$ 597,279.08	\$ -	\$ 225,208.00
Program Administrator/Principal	\$ 229,830.25	\$ 98,409.51	\$ 113,629.00	\$ 77,592.00
Educational Staff	\$ 468,690.13	\$ 154,099.30	\$ 115,293.00	\$ 187,189.00
Behavior Management Staff	\$ 327,584.29	\$ -	\$ -	\$ -
Clerical/Support Staff	\$ 179,166.68	\$ 32,457.69	\$ -	\$ -
Caseworkers	\$ 135,694.39	\$ -	\$ 198,368.00	\$ 41,000.00
Campus Security	\$ 84,991.00	\$ -	\$ -	\$ 56,401.00
Educational Materials and Supplies	\$ 10,367.80	\$ 7,255.09	\$ 11,000.00	\$ 15,765.00
Building Expenses	\$ -	\$ 44,026.15	\$ 1,500.00	\$ 7,200.00
Meals	\$ 97,525.87	\$ 5,331.47	\$ -	\$ 15,785.80
Utilities	\$ 1,253.48	\$ 23,145.31	\$ 15,000.00	\$ -
Equipment	\$ 2,340.00	\$ 11,697.31	\$ 2,000.00	\$ 9,942.78
Training/Travel	\$ 1,487.71	\$ 864.11	\$ -	\$ 90.00
Other/Miscellaneous Expenses	\$ 21,908.34	\$ 41,381.40	\$ 52,101.50	\$ -
Student Transportation	\$ -	\$ 19,757.30	\$ -	\$ 216.99
Total Required Costs	\$ 1,575,839.94	\$ 1,035,703.72	\$ 508,891.50	\$ 636,390.57
Average Required Cost Per Student Attendance Day	\$ 272.50	\$ 381.76	\$ 1,565.82	\$ 181.62
Average Required Costs Per 180 School-day Year	\$ 8,754.67	\$ 6,092.37	\$ 2,858.94	\$ 3,657.42
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ 94,250.00	\$ -	\$ -	\$ -
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ 40,880.00
Medical Services & Staff	\$ -	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 14,470.54	\$ 14,310.19	\$ -	\$ -
Total Non-Required Costs	\$ 108,720.54	\$ 14,310.19	\$ -	\$ 40,880.00
Total All Costs (Required + Nonrequired)	\$ 1,684,560.48	\$ 1,050,013.91	\$ 508,891.50	\$ 677,270.57
Average Required Cost Per Student Attendance Day	\$ 291.30	\$ 387.03	\$ 1,565.82	\$ 193.28
Average Required Costs Per 180 School-day Year	\$ 9,358.67	\$ 6,176.55	\$ 2,858.94	\$ 3,892.36

APPENDIX C:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2022-2023

County Name:	Lubbock	McLennan	Montgomery	Nueces
Required Costs				
Number of Mandated Student Attendance Days:	212	1994	10681	967
Administrative	\$ -	\$ -	\$ -	\$ 59,588.27
Professional Services	\$ -	\$ 6,591.00	\$ -	\$ 1,236.11
Program Administrator/Principal	\$ -	\$ 125,313.42	\$ 128,684.30	\$ 85,335.10
Educational Staff	\$ -	\$ 346,034.64	\$ 623,302.98	\$ 110,232.60
Behavior Management Staff	\$ -	\$ -	\$ 275,655.48	\$ 40,926.90
Clerical/Support Staff	\$ -	\$ 73,413.40	\$ 61,055.00	\$ 29,932.71
Caseworkers	\$ -	\$ 76,062.42	\$ 149,412.60	\$ 50,188.23
Campus Security	\$ -	\$ -	\$ 14,400.00	\$ -
Educational Materials and Supplies	\$ -	\$ 1,395.79	\$ 71,968.00	\$ 12,528.88
Building Expenses	\$ -	\$ -	\$ -	\$ 68,469.24
Meals	\$ -	\$ -	\$ 52,133.00	\$ 3,243.00
Utilities	\$ 46,949.75	\$ 7,693.97	\$ 17,227.00	\$ 21,337.66
Equipment	\$ 1,030.45	\$ 1,154.07	\$ 17,503.00	\$ 8,197.18
Training/Travel	\$ -	\$ -	\$ -	\$ 5,881.62
Other/Miscellaneous Expenses	\$ 159,632.57	\$ 82,097.01	\$ 93,386.00	\$ 10,583.78
Student Transportation	\$ -	\$ -	\$ 440,124.84	\$ 7,126.45
Total Required Costs	\$ 207,612.77	\$ 719,755.72	\$ 1,944,852.20	\$ 514,807.74
Average Required Cost Per Student Attendance Day	\$ 979.31	\$ 360.96	\$ 182.09	\$ 532.38
Average Required Costs Per 180 School-day Year	\$ 1,207.05	\$ 3,998.64	\$ 10,804.73	\$ 2,958.67
Non-Required Costs				
Other Administrative	\$ -	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ -	\$ -	\$ -
Program Staff	\$ -	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -	\$ -
Medical Services & Staff	\$ -	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 1,434.19		\$ 200.00	\$ 3,151.85
Total Non-Required Costs	\$ 1,434.19	\$ -	\$ 200.00	\$ 3,151.85
Total All Costs (Required + Nonrequired)	\$ 209,046.96	\$ 719,755.72	\$ 1,945,052.20	\$ 517,959.59
Average Required Cost Per Student Attendance Day	\$ 986.07	\$ 360.96	\$ 182.10	\$ 535.64
Average Required Costs Per 180 School-day Year	\$ 1,215.39	\$ 3,998.64	\$ 10,805.85	\$ 2,976.78

APPENDIX C:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2022-2023

County Name:	Tarrant	Taylor	Travis
Required Costs			
Number of Mandated Student Attendance Days:	16628	354	438
Administrative	\$ -	\$ -	\$ 104,360.61
Professional Services	\$ 1,700.00	\$ -	\$ -
Program Administrator/Principal	\$ 328,722.00	\$ 97,586.00	\$ 109,039.29
Educational Staff	\$ 487,124.00	\$ 70,974.00	\$ 204,324.21
Behavior Management Staff	\$ 631,413.00	\$ 223,221.00	\$ -
Clerical/Support Staff	\$ -	\$ -	\$ 65,372.35
Caseworkers	\$ 528,576.91	\$ 86,789.00	\$ 179,709.64
Campus Security	\$ 100,507.00	\$ -	\$ -
Educational Materials and Supplies	\$ 50,125.27	\$ 7,830.00	\$ 1,487.23
Building Expenses	\$ 230,757.12	\$ -	\$ 1.00
Meals	\$ 233,736.03	\$ -	\$ -
Utilities	\$ -	\$ 5,762.00	\$ -
Equipment	\$ 9,326.10	\$ 6,462.00	\$ 1,505.16
Training/Travel	\$ 1,739.73	\$ 1,553.00	\$ -
Other/Miscellaneous Expenses	\$ -	\$ 13,277.00	\$ 6,855.76
Student Transportation	\$ 179,083.80	\$ -	\$ -
Total Required Costs	\$ 2,782,810.96	\$ 513,454.00	\$ 672,655.25
Average Required Cost Per Student Attendance Day	\$ 167.36	\$ 1,450.44	\$ 1,535.74
Average Required Costs Per 180 School-day Year	\$ 16,179.13	\$ 2,934.02	\$ 3,865.83
Non-Required Costs			
Other Administrative	\$ -	\$ -	\$ -
Counseling Services & Staff	\$ -	\$ 23,098.00	\$ 116,706.99
Program Staff	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ -
Medical Services & Staff	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 15,154.98	\$ -	\$ -
Total Non-Required Costs	\$ 15,154.98	\$ 23,098.00	\$ 116,706.99
Total All Costs (Required + Nonrequired)	\$ 2,797,965.94	\$ 536,552.00	\$ 789,362.24
Average Required Cost Per Student Attendance Day	\$ 168.27	\$ 1,515.68	\$ 1,802.20
Average Required Costs Per 180 School-day Year	\$ 16,267.24	\$ 3,066.01	\$ 4,536.56

APPENDIX C:
ITEMIZATION OF JJAEP COSTS PER DAY
SCHOOL YEAR: 2022-2023

County Name:	Webb	Wichita	Williamson
Required Costs			
Number of Mandated Student Attendance Days:	2591	5515	4476
Administrative	\$ -	\$ -	\$ -
Professional Services	\$ -	\$ -	\$ 30,671.00
Program Administrator/Principal	\$ 130,326.44	\$ 180,413.49	\$ 162,543.47
Educational Staff	\$ 128,176.00	\$ 501,241.52	\$ 575,961.35
Behavior Management Staff	\$ 49,544.00	\$ -	\$ 384,306.70
Clerical/Support Staff	\$ 108,659.00	\$ 47,127.50	\$ 47,293.61
Caseworkers	\$ -	\$ 146,580.52	\$ 112,647.02
Campus Security	\$ -	\$ -	\$ 148,075.72
Educational Materials and Supplies	\$ 1,700.00	\$ 118.32	\$ 6,301.73
Building Expenses	\$ 4,000.00	\$ 2,315.65	\$ 18,295.69
Meals	\$ -	\$ 16,941.00	\$ 103,230.88
Utilities	\$ 15,000.00	\$ 13,662.12	\$ 40,436.60
Equipment	\$ 7,550.00	\$ 5,991.38	\$ 7,978.37
Training/Travel	\$ -	\$ -	\$ -
Other/Miscellaneous Expenses	\$ 47,334.00	\$ 524.40	\$ 51,216.86
Student Transportation	\$ 29,000.00	\$ -	\$ 5,692.69
Total Required Costs	\$ 521,289.44	\$ 914,915.90	\$ 1,694,651.69
Average Required Cost Per Student Attendance Day	\$ 201.19	\$ 165.90	\$ 378.61
Average Required Costs Per 180 School-day Year	\$ 2,978.80	\$ 5,288.53	\$ 9,852.63
Non-Required Costs			
Other Administrative	\$ -	\$ -	\$ 57,669.04
Counseling Services & Staff	\$ -	\$ 207,462.09	\$ -
Program Staff	\$ -	\$ -	\$ -
Educational Staff	\$ -	\$ -	\$ 64,587.95
Medical Services & Staff	\$ -	\$ -	\$ 9,152.28
Other/Miscellaneous Expenses	\$ 600.00	\$ -	\$ 3,578.29
Total Non-Required Costs	\$ 600.00	\$ 207,462.09	\$ 134,987.56
Total All Costs (Required + Nonrequired)	\$ 521,889.44	\$ 1,122,377.99	\$ 1,829,639.25
Average Required Cost Per Student Attendance Day	\$ 201.42	\$ 203.51	\$ 408.77
Average Required Costs Per 180 School-day Year	\$ 2,982.23	\$ 6,487.73	\$ 10,637.44