



WINDHAM SCHOOL  
DISTRICT

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**DATE:** September 21, 2009  
**PAGE:** 1 of 5  
**SUPERSEDES:** OP-10.02  
December 2, 2004

## **SUPERINTENDENT DIRECTIVE**

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**SUBJECT:** EDUCATIONAL ACHIEVEMENT TESTING

**AUTHORITY:** WBP-03.02, "Windham School District Superintendent Responsibilities and Authority"

**APPLICABILITY:** Windham School District (WSD or district)

**POLICY:**

A multi-level standardized educational achievement (EA) test for adult populations shall be used to measure academic achievement for both incoming offenders and WSD students.

**PROCEDURES:**

Procedures for test security, test administration and personnel responsibilities are provided in the *WSD EA Test Procedures Manual*, which is available on the unit and in the WSD Share Drive.

I. Test Security

- A. The security of the EA test booklets is vital and is the responsibility of the principal.
- B. All employees handling EA test materials shall be properly trained and advised of specific measures and procedures for assuring complete security and control of these materials.

II. Test Administration and Personnel Responsibilities

- A. Testing of Incoming Offenders
  - 1. Offenders new to TDCJ-ID shall be given an appropriate level EA test as part of the diagnostic process unless a prior score is already available. A prior score must be on a test and form that is currently adopted by the district.

2. The requirement to test incoming offenders does not apply to offenders assigned to Level 5 custody, administrative segregation, or death row.
3. The appropriate level test shall be determined by the administration of a locator test.
4. The grade equivalent score from the EA test shall be used to determine placement in school and eligibility for attempting the GED test. This score shall also serve as a "pre-test" score upon which comparisons shall be made after subsequent administrations of the test.
5. Test scores shall also be considered for job placement and Individualized Treatment Plan (ITP) recommendations.

**B. Testing of WSD Students**

1. The educational achievement of students enrolled in academic classes shall be measured by the administration of an EA test. Such classes include regular academic, English as a Second Language (ESL) and Special Education.
2. Students enrolled in regular academic classes shall test three times per school year, on the appropriate level EA test, as scheduled by the principal. Incoming EA tests and Over Value (OV) scores do not count toward the three tests per school year.
3. Academic students should be EA tested after approximately four months of instruction. However, at state jails, intake sites, transfer facilities, and substance abuse facilities, where release dates are imminent, tests may be scheduled after two to three months of instruction with a minimum of 30 days of instruction between testing.
4. The appropriate level test shall be determined by the student's prior EA score.
5. Spanish speaking offenders shall be given an opportunity to take the Spanish EA if they indicate a desire to pursue a Spanish GED. Spanish EA scores are not considered for purposes other than GED eligibility. At the discretion of the principal, Spanish EA testing may be discontinued for an offender if no improvement is demonstrated.

**C. Testing of Offenders in Administrative Segregation**

1. Offenders in administrative segregation shall not be EA tested unless the principal deems it necessary to do so.

2. Should an administrative segregation offender be tested, he/she may not be tested in his/her cell but shall be tested in an alternate location such as the day room or visitation room.
3. There shall be direct supervision of the administrative segregation offender at all times to ensure security of the test booklets.
4. Level 5 custody offenders not enrolled in school shall receive EA testing only if they are being considered for school enrollment.

D. Testing for College Program Eligibility

1. The Test of Adult Basic Education (TABE), Level A, shall be used to determine college academic eligibility.
2. The EA subtest score requirements for academic participation are 12.0 for Reading and 8.5 for Math and Language or an 11.0 composite score, if not otherwise exempt.
3. Vocational enrollment requires specific EA scores for each vocational class. EA prerequisites are provided in the *WSD EA Test Procedures Manual* and in OP-12.00, "College Program."
4. Students enrolled in WSD academic classes for college eligibility shall be tested the same as regular WSD students.
5. EA test sessions shall be held once every four months for general population offenders who are not enrolled in an academic class and who are interested in enrolling in a college program. These examinees shall be tested separately from students in the classroom, but may be tested at any regularly scheduled test session for students with OV scores or incoming offenders. An offender may take the EA test if he/she has had more than 30 days of instruction since he/she last tested and separate test administration logs are used.
6. Students testing to meet college eligibility requirements are limited to three testing opportunities a year.
7. Procedures for EA testing for college eligibility are provided in the *WSD EA Test Procedures Manual*.

E. Suspected Cheating

If a test administrator suspects an offender is cheating while taking the test, the test administrator **must** take the following actions (while minimizing disruption to other examinees):

1. Collect all testing materials from the offender(s) involved and remove the offender(s) from the test group if doing so does not disrupt the testing session or present a physical threat to the test administrator or another offender.
2. Inform the principal or designee of the cheating incident as soon as possible.
3. Obtain written statements from staff who observed the cheating.
4. Prepare an EA Irregularity Report and include what will be done in the future to ensure the incident will not occur again.
5. Send written statements and explanation of incident to the WSD administrator of Counseling, Testing and Records, within three days.

F. Refusal to Test

1. Incoming offenders who refuse to test shall be counseled regarding the consequences of refusing to test. If the offender continues to refuse to test, the following procedures shall be followed:
  - a. The offender is required to sign a Refusal to Test form. Offenders who refuse to test and to sign a Refusal to Test form shall have the refusal witnessed by two staff members who shall sign the form to verify the offender's refusal.
  - b. The counselor shall retain the Refusal to Test form in the education department for as long as the offender is on that unit. When the offender leaves the unit, the counselor may dispose of the signed Refusal to Test form.
  - c. Indicate "refused diagnostic testing" in the comment section of the academic line of the offender's ITP, but do not indicate a Program Refusal (PR) participation code.
2. WSD students who are disruptive or refuse to test should be removed from the test session and referred to the principal. If the student continues to refuse to test, the following procedures shall be followed:
  - a. The offender is required to sign the Offender Refusal to Participate in Treatment Program Notification form. Offenders who refuse to test or sign the form shall have the refusal witnessed by two staff members who shall sign the form to verify the offender's refusal.
  - b. A disciplinary case for refusal to test shall be written by the test administrator.

- c. The counselor shall forward the Offender Refusal to Participate in Treatment Program Notification form to the Unit Classification Office and retain a copy in the education department.
- d. A refusal to test shall be considered a program refusal and shall be handled in accordance with section II of OP-09.18, "Withdrawing Offenders from Education Programs."

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Debbie Roberts, Superintendent  
Windham School District