The Windham School District (WSD) Annual Performance Report for School Year 2012-2013 presents vital information concerning the efforts and accomplishments of correctional education in Texas. Working with adult students within the confines of the Texas prison system is a challenge and privilege, and WSD educators at sites throughout the state enter prison gates daily to help incarcerated men and women make essential changes in their lives. It is an honor to partner with the Texas Department of Criminal Justice in this effort. WSD remains dedicated to its mission and making a difference in the lives of men, women, families, and communities.

This report shares some of the challenges, efforts, and accomplishments of the Windham School District, and it is a reflection of the pride our employees feel while providing this service to our state. Data reflecting our education program offerings, support services, administration, and other essential areas is provided. We look forward to hearing from you with any additional questions concerning the Windham School District.

Sincerely,

Dr. Clint Carpenter

Interim Superintendent
Windham School District
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Mission and Goals

MISSION OF THE DISTRICT

The mission of the WSD is to provide appropriate educational programming and services to meet the needs of the eligible offender population in the TDCJ and to reduce recidivism by assisting offenders in becoming responsible, productive members of their communities.

GOALS OF THE DISTRICT

The goals of the district in educating its students are to:

(1) reduce recidivism;
(2) reduce the cost of confinement or imprisonment;
(3) increase the success of former inmates in obtaining and maintaining employment; and
(4) provide an incentive to inmates to behave in positive ways during confinement or imprisonment.

Texas Education Code §19.003

WSD Board of Trustees

(L-R) Sitting: Vice-Chairman Tom Mechler, Chairman Oliver J. Bell, Secretary Leopoldo “Leo” Vasquez III. Standing: Janice Harris Lord, Thomas P. Wingate, John “Eric” Gambrell, R. Terrell McCombs, Judge Lawrence “Larry” Gist, and Carmen Villanueva-Hiles.

The Windham School District (WSD) was established by the Texas Board of Corrections, as authorized by the Legislature, as an entity separate and distinct from the Texas Department of Criminal Justice (TDCJ). The Texas Board of Criminal Justice serves as the Board of Trustees of the WSD. It is the policy of the board that the WSD shall provide academic, life skills and vocational instruction to eligible offenders incarcerated within the TDCJ.
Who is the typical WSD Student?

The WSD serves a population of male and female adult offenders who left the public school system for a variety of reasons and eventually found their way into the legal system. The difficulties experienced by WSD students while they were in the public school system have not disappeared with age or incarceration.

The offender’s education difficulties and the ability to retain information might also be affected by excessive use of illegal drugs or alcohol prior to incarceration.

Other factors can impact the offender’s education achievement: age, general attitude towards school, health concerns and current medication. In order to meet the needs of male and female offenders, the WSD offers structured classes in academic, life skills and vocational programming.

Characteristics of the typical student entering WSD programs:

- Dropped out of school in 9th or 10th grade
- Functions at the 6th grade level
- Below average IQ (86)
- Average age of 33
- History of academic failure
- Defensive and/or negative attitude
- Low self-esteem
- Little confidence in self to find employment
- Limited ability to visualize a productive future
- Difficulty with relationships
- Difficulty controlling anger
- Exhibits impulsive behavior

How are offenders selected for WSD Programs?

Offender enrollment in WSD programs is not voluntary. Selection for WSD programs is based on an Individualized Treatment Plan (ITP) developed for each offender. The ITP outlines educational services and prioritizes participation in recommended programs based on the offender’s age, program availability, projected release date and need for academic, vocational and life skills programs. Some offenders participate in more than one type of program.
How many offenders are served by the WSD?

Highlights for Offenders Released During the 2012-2013 School Year (SY13)

- TDCJ released 72,019 offenders during SY13. Sixty-three percent of those released participated in one or more educational programs during the history of their incarceration.

- Of the released offenders, 13,200 attained a GED while incarcerated in TDCJ, and 2,257 of those offenders also attended college while incarcerated.

- Of the released offenders who participated in any Windham program and had at least two educational achievement tests, approximately 70 percent demonstrated a gain in educational achievement level or attained a GED.

- Of the released offenders, literacy students who had at least two educational achievement tests averaged a grade level advancement of 2.0 years in approximately 641 hours of instruction, or the equivalent of approximately 214 school days.

Educational Services Provided During SY13

- More than 60,000 offenders received WSD educational services (K-12) in SY13.

- Approximately 4,600 offenders participated in some type of post-secondary educational programs in SY13.

- During the WSD’s 2013 school year (September, 2012 – August, 2013), the TDCJ had an average on-hand count of 151,276 offenders at the end of each month. Of those, an average of 137,335 offenders were on TDCJ operated facilities. From this population, WSD served the highest priority offenders as resources allowed, based upon offenders’ age, release date, and educational need.

- WSD services were provided on 86 facilities across the state during SY13.
The Division of Instruction oversees a comprehensive instructional program, which is designed to reduce recidivism.

Many of the offenders in TDCJ lack the educational background and basic skills necessary for attaining employment upon release. The average initial educational achievement (EA) level of offenders enrolling in WSD programs is approximately sixth grade level. WSD is strongly committed to providing these students with the education tools they need to succeed in life. Academic, vocational and life skills programs are designed to provide offenders with skills they need to obtain and maintain employment and to become responsible members of their communities.

All programs emphasize skills for offenders that potential employers demand, such as personal qualities, teamwork, decision making, cultural sensitivity/tolerance, and problem solving. Most literacy program participants attend classes approximately 15 hours per week, and most of those participating in Career and Technical Education (CTE) programs attend approximately 30 hours per week.

Literacy Programs

Literacy programs provide adult basic education for offenders functioning below the sixth grade level and secondary level adult education for those who are working toward attainment of a high school equivalency certificate (GED). Computer-Assisted Instruction (CAI) labs, available at most campuses, provide diagnostic, prescriptive, computer-based instruction to support and enhance the academic program.

Literacy programming is divided into Literacy I, Literacy II, and Literacy III for students functioning at the elementary, intermediate and advanced levels. Literacy I students with significant reading deficits may be enrolled in Literacy I - Reading. This is a special program designed to provide intensive instruction in reading.

A supplemental Title I program is provided for underachieving students who are 21 years of age or younger. The Title I teacher works with the regular literacy teacher to reinforce and/or re-teach literacy and math concepts to these younger students.

A comprehensive referral and assessment process is used to identify offenders who may be in need of Special Education services. Special instruction is provided for students with learning disabilities, emotional disturbance, intellectual disabilities, vision and/or hearing impairments, orthopedic impairments, speech impairments, traumatic brain injury and other health impairments.

WSD also provides a special program for eligible students who exhibit limited English proficiency. Certified English as a Second Language (ESL) teachers provide intensive instruction in English language development, reading and writing.

The overall grade gain on the Tests of Adult Basic Education (TABE) for SY13 was 1.2 years. This average includes offenders in regular and intensive reading literacy courses, ESL, Special Education and Title I courses.

Note: An offender may have participated in more than one literacy program during SY13.
Literacy and GED Achievements:

- **The average literacy participant** receives about three hours of literacy instruction a day for just over two months. In this short time, the average overall educational growth is equal to 1.2 years of growth in a traditional school year.

- **More than 750 participants** learned to read during the year.

- **More than 2,600 participants** became functionally literate during the year.

- Of the 6,334 offenders who took the General Educational Development (GED) test, 5,230 (83 percent) earned a GED certificate during SY13. Most of those not earning the GED passed one or more sections of the GED.

- Of the 30,139 distinct literacy participants, approximately 70 percent met or exceeded the district’s performance criteria for progress.

![Literacy Participants Exceeded the Performance Criteria in SY13](image)

- Nearly half of the students who were not readers (Literacy I) became readers; almost half who were not literate became literate, and 42 percent of the readers and advanced readers completed the GED or became eligible for college participation.

<table>
<thead>
<tr>
<th>Literacy Levels</th>
<th>Number of Students with Pre and Post Tests</th>
<th>Number of Students Completing Literacy Level</th>
<th>% Completing Literacy Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy I (0.0 to 3.9 grade levels)</td>
<td>2,831</td>
<td>1,291</td>
<td>46%</td>
</tr>
<tr>
<td>Literacy II (4.0 to 5.9 grade levels)</td>
<td>5,347</td>
<td>2,604</td>
<td>49%</td>
</tr>
<tr>
<td>Literacy III (6.0 and above grade levels)</td>
<td>13,637</td>
<td>5,725</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,815</strong></td>
<td><strong>9,620</strong></td>
<td></td>
</tr>
</tbody>
</table>

Completion of a literacy level typically takes more than one school year.

*Some offenders may have participated in more than one course. The total distinct participant number will not match the sum of the number of participants in each literacy course. The offenders in the Literacy Levels category of the table include literacy participants with a post (subsequent) TABE test during the academic year.*

Division of Instruction
Administering the GED is the most cost-efficient path to completing a high school equivalency program for students who are incarcerated for various lengths of time, compared to a traditional K-12 educational program.

Studies have consistently found that offenders who attain a GED while incarcerated had lower recidivism rates and higher rates of employment as compared to similar offenders who did not achieve a GED.

Offenders are eligible to take the GED exam based on test scores that indicate a likelihood of passing the GED.

Offenders who attain GED eligibility are enrolled in Literacy III; however, not all offenders in Literacy III reach GED eligibility.

On average, an offender is enrolled in literacy courses 570 hours before they reach a proficiency to attempt the GED. This is equivalent to almost an entire school year.

Texas Commissioner of Education Michael L. Williams congratulates a GED recipient during ceremonies honoring Choice Moore Unit and Cole State Jail GED recipients. Williams praised graduates for their accomplishments and thanked attending family members for their support and encouragement.

83% Achieved a GED During SY13

5,230

1,104

6,334 offenders took the GED Test during SY 2013

# of Offenders Awarded a GED

# of Offenders Tested, GED Not Completed
Career and Technical Education Programs:

The Career and Technical Education (CTE) programs provide occupational and vocational training in a variety of areas. Projected employment opportunities and industry standards guide decisions to restructure courses, add new courses or discontinue courses no longer considered viable for the labor market. CTE instructors are industry certified and knowledgeable of current industry practices.

- **Participating offenders have the opportunity to earn a WSD (CTE) certificate of completion** and one or more industry recognized occupational certificates or licenses.
- **Vocational certificates of completion were awarded to 4,624 offenders, and 5,595 industry certificates** were earned by offenders during SY13.

<table>
<thead>
<tr>
<th>Career and Technical Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>9,377</td>
</tr>
<tr>
<td>CTE Certificates Earned (%)</td>
<td>4,624 (77%)</td>
</tr>
<tr>
<td>Industry Certificates Earned</td>
<td>5,595</td>
</tr>
</tbody>
</table>

- By offering industry certifications, WSD maintains communication and/or accreditation status with the various certifying entities. This also helps WSD keep in touch with potential employment opportunities for ex-offenders.
- In SY13, the National Center for Construction Educational Research audited WSD construction-related training programs and re-accredited the WSD through December, 2015.

Full-length CTE courses include:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Collision Repair and Refinishing</td>
</tr>
<tr>
<td>Automotive Specialization Air Conditioning and Heating</td>
</tr>
<tr>
<td>Automotive Specialization Brakes</td>
</tr>
<tr>
<td>Automotive Specialization Electronics</td>
</tr>
<tr>
<td>Automotive Specialization Engine Performance</td>
</tr>
<tr>
<td>Automotive Specialization Transmission Repair</td>
</tr>
<tr>
<td>Bricklaying/Stone Masonry</td>
</tr>
<tr>
<td>Building Trades I</td>
</tr>
<tr>
<td>Business Computer Information Systems</td>
</tr>
<tr>
<td>Business Image Management and Multimedia</td>
</tr>
<tr>
<td>Computer Maintenance Technician</td>
</tr>
<tr>
<td>Construction Carpentry (Building Trades II)</td>
</tr>
<tr>
<td>Culinary Arts</td>
</tr>
<tr>
<td>Custodial Technician</td>
</tr>
<tr>
<td>Diesel Mechanics</td>
</tr>
<tr>
<td>Diversified Career Preparation: Food Production, Management and Services</td>
</tr>
<tr>
<td>Electrical Trades</td>
</tr>
<tr>
<td>Heating, Ventilation, Air Conditioning &amp; Refrigeration</td>
</tr>
<tr>
<td>Horticulture</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
</tr>
<tr>
<td>Introduction to Construction Careers</td>
</tr>
<tr>
<td>Landscape Design, Construction and Maintenance</td>
</tr>
<tr>
<td>Major Appliance Service Technology</td>
</tr>
<tr>
<td>Mill and Cabinetmaking</td>
</tr>
<tr>
<td>Painting and Decorating</td>
</tr>
<tr>
<td>Personal and Family Development</td>
</tr>
<tr>
<td>Piping Trades/Plumbing</td>
</tr>
<tr>
<td>Printing and Imaging Technology</td>
</tr>
<tr>
<td>Restaurant Management</td>
</tr>
<tr>
<td>Sheet Metal</td>
</tr>
<tr>
<td>Small Engine Repair</td>
</tr>
<tr>
<td>Technical Introduction to Computer Aided Drafting</td>
</tr>
<tr>
<td>Truck Driving</td>
</tr>
<tr>
<td>Welding</td>
</tr>
</tbody>
</table>
Life Skills Programs:

- **Changing Habits and Achieving New Goals to Empower Success (CHANGES)** is a pre-release life skills program for offenders who are within two years of projected release. Topics include developing healthy relationships, living responsibly, drug education and putting together a new start.

- **The Cognitive Intervention Program**, developed with the help of the National Institute of Corrections, serves as a model for other states. The program teaches students to examine and change thinking that leads to criminal behavior. The course teaches students to meet their needs without trespassing on the rights of others. Through Cognitive Intervention, students learn more appropriate thinking skills using instruction, role play and exercises in interpersonal problem solving.

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Program</th>
<th>Participants</th>
<th>% Completions of those eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHANGES (Pre-Release)</td>
<td>19,429</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Cognitive Intervention</td>
<td>14,905</td>
<td>72%</td>
</tr>
</tbody>
</table>

- **WSD offers a Parenting & Family Wellness program** at some facilities. The Middle Way Parent Education Program serves as the curricular foundation for the Parenting section. This is a communication-based, interactive program that supports the development of healthy family relationships.

- **A 15-day program entitled Perspectives and Solutions** is offered at intake facilities. In this program, students explore cultural diversity, personal identity, stereotypes, prejudice and discrimination. Students also receive extensive exposure to problem-solving techniques.

“I want to thank the Windham School District for the CHANGES program. I have almost three years sobriety and want to give a BIG thanks to my instructor. ...He taught this class with the heart of a pastor, the insight of a psychologist, the humanity of a father and the hope of a motivational speaker.”

~ Former offender, Crain Unit

Prior to release from prison, students in life skills programs have the opportunity to prepare themselves to deal successfully with life’s challenges after prison.
Life Skills Programs:

- The WSD maintains 87 libraries for TDCJ facilities throughout Texas. Libraries offer offenders a wide variety of books, reference collections and materials in support of educational programs, as well as recreational reading.

- State Jail offenders visiting WSD libraries are also encouraged to research current employment opportunities using JobView kiosks. Offered in cooperation with TDCJ, JobView lets state jail offenders find possible jobs based on skills, particular experiences, or interests they may have.

Volunteer Programs:

People helping people is the essence of volunteering in correctional education. Volunteers are active on advisory boards and committees and in academic, vocational and life skills training.

Within the WSD community, volunteers provide significant contributions, such as operating the Women’s Storybook Project on six campuses, involving more than 100 volunteers for this initiative alone. Volunteers from business, education and state agencies participate in WSD programs by meeting with offenders and staff to discuss various aspects of the job market. Other volunteers provide literacy and language tutoring, working with students throughout the state.

Award-Winning Volunteer Program:

The Women’s Storybook Project of Texas was honored for volunteer service with the WSD. Director Judith Dullnig accepted the 2012 Governor’s Criminal Justice Volunteer Service Award (also known as the Judy Burd Award in memory of a WSD volunteer coordinator and lifelong educator). Storybook Project helps incarcerated mothers keep in touch with their children while promoting literacy. Volunteers record mothers reading storybooks and then send the recordings and books to the mothers’ children.

‘Dear Whoever gets this note, please let my (mom), Gina, keep reading the books on tape, one more thing; I love hearing my mom’s voice.’

~ Letter from the Storybook Project of Texas website http://storybookproject.org/about-us-2
DIVISION OF OPERATIONAL SUPPORT

The Division of Operational Support directs and manages initiatives to support the district’s mission to reduce recidivism. The division has direct oversight of WSD Counseling, Testing and Records Department, compliance and operational reviews, attendance policies, campus planning and development and coordination of ITP guidelines. The division also oversees district and student achievement reporting, program evaluation and records retention. Operational Support coordinates internal and external research and serves as the educational liaison to private prisons, parole and American Correctional Association (ACA) initiatives. In SY13 the division had oversight of all contracted Post-Secondary educational programs, Recreation programs and the Radio and Television Department.

Counseling, Testing and Records Department:

The Counseling, Testing and Records Department is responsible for the district’s testing program, including one of the largest GED testing programs in the nation. The department is also responsible for the management of educational assessments as offenders enter the correctional system and for maintaining educational records. Staff respond to legal and offender requests for educational records and process high school diploma, GED and college claim verifications.

The Counseling, Testing and Records Department provides administrative support and supervision to unit education staff. WSD employs certified counselors to provide a comprehensive guidance program at the unit level. Counselors share information with potential students and enroll eligible offenders in appropriate educational programs. Counselors provide career guidance and coordinate the administration of standardized achievement tests, GED tests and vocational assessments.

The TABE is administered to all incoming TDCJ offenders to determine each offender’s educational level. Offenders enrolled in WSD academic programs are tested throughout the school year to monitor student progress.

Continuing Education Department:

The Continuing Education Department is responsible for supervising the Post-Secondary Program and the Recreation Program, which includes the Radio and Television Department. Continuing Education programs are designed to meet the post-secondary needs of an eligible offender population and to address performance measures and riders that are legislatively mandated.

Recreation activities promote offender wellness through physical activity. Approved exercise equipment and supplies are provided and maintained in gymnasiums, on outdoor recreation yards and in a variety of special recreation areas designed for offenders who are administratively segregated from other offenders. Television viewing and table games are provided in housing area dayrooms. Structured programs are also provided through intramurals, free world interaction through recreational activities, and craft shop participation.
Post-Secondary Programs:

Post-Secondary programs are provided through contracts with colleges and universities serving the geographic areas where units are located. All offenders participating in these programs must meet the criteria for admission of each college or university. TDCJ has established criteria that must also be met, and offenders must receive security and classification clearance before entry into the Post-Secondary programs.

Costs for Post-Secondary courses must be paid at the time of enrollment or repaid by the offender upon release as a condition of parole.

Academic:

- **Two-year college academic programs** provide classes that lead to the Associate of Arts, Associate of Science, Associate of Applied Science and Associate of General Studies degrees.

- **Four-year college academic programs** provide classes that lead to the Bachelor of Science, Bachelor of Arts, Bachelor of Applied Arts and Science, and Bachelor of Business Administration.

- **College graduate programs** provide classes that lead to a Master of Arts Degree. Graduate classes were offered on one state-operated facility.

Vocational:

- **Two-year college credit vocational programs offer training in 21 different occupational trades.** These programs provide a combination of shop training and classroom instruction. A certificate of completion and semester hours of college credit are earned upon satisfactory completion.

- **Two-year college noncredit vocational programs include training in five different occupational trades.** These programs provide shop training and classroom instruction, similar to credit programs.

- In some instances an individual offender may earn more than one degree or certification.

<table>
<thead>
<tr>
<th>College Credit Vocational Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Food Service Preparation</td>
</tr>
<tr>
<td>Advanced Welding</td>
</tr>
<tr>
<td>AC/Refrigeration I</td>
</tr>
<tr>
<td>AC/Refrigeration II</td>
</tr>
<tr>
<td>Auto Body Repair</td>
</tr>
<tr>
<td>Auto Mechanics</td>
</tr>
<tr>
<td>Auto Mechanics II/Transmission</td>
</tr>
<tr>
<td>Cabinet Making</td>
</tr>
<tr>
<td>Computer Repair</td>
</tr>
<tr>
<td>Construction Carpentry I</td>
</tr>
<tr>
<td>Construction Carpentry II</td>
</tr>
</tbody>
</table>
The Division of Human Resources is organized to foster, reinforce and sustain fair, equitable and consistent application of programs, policies, laws and services necessary to support the district’s mission to reduce recidivism.

- The division consists of 10 employees who oversee the district’s recruiting, applicant selection, personnel records maintenance, salary schedules, performance evaluation management, policy, program staffing, substitutes, service awards, certification, staff development, job descriptions, benefits/insurance, payroll, and contracts.
- WSD Human Resources managed 1,096 positions during SY13.
- Approximately 77 percent of all WSD staff hold a college degree.
- The average years of experience for WSD teachers is 18 years, reflecting a relatively stable workforce, as evidenced by the large number of long-tenured employees.
- The Division of Human Resources works through Teacher Job Bank, TASANET, Education Service Centers, universities, the Texas Workforce Commission and various websites to recruit highly-qualified applicants.

**Organization of WSD employees:**

- The authority to administer, organize, manage and supervise the daily operations of the WSD is delegated by the board to the superintendent, who may further delegate this authority to staff as appropriate.

- **Division directors oversee various departments and activities** and report to the superintendent. Contact information for each division is available on the WSD website: [www.windhamschooldistrict.org](http://www.windhamschooldistrict.org)

- **A regional administrator is located in each of three geographic regions** of the WSD to oversee educational programs located at TDCJ facilities in that area. Regional administrators coordinate WSD activities with unit wardens and TDCJ regional administration (See WSD map, p. 27).

- **Principals are responsible for implementing educational programs at each campus, and the majority of principals oversee two or more campuses.** As instructional leader of the campus, principals create and implement campus improvement plans to meet the educational needs of the unit population. Beyond overseeing staff, principals provide professional development, evaluate classroom instruction using research based principles, and administer mandated school activities such as Response to Intervention, Admission Review and Dismissals and Title I services.
Because of the difficulty in working with the academic and behavioral challenges that offenders provide and the inherent risks of teaching in a prison environment, experienced teachers tend to perform best in the WSD. As such, the WSD generally hires academic and life skills teachers with approximately 10 years of public school experience. Vocational teachers tend to have less public school teaching experience, but are usually experts from the industry field.

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>SY13 - Public Schools*</th>
<th>SY13 - WSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Teacher Experience</td>
<td>11.5 years</td>
<td>18 years</td>
</tr>
<tr>
<td>Average Salary for 18 Years of Experience</td>
<td>$270.52/day</td>
<td>$220.55/day</td>
</tr>
<tr>
<td>Average Teaching Salary</td>
<td>$261.08/day</td>
<td>$220.55/day</td>
</tr>
<tr>
<td>Days Per Contract</td>
<td>187</td>
<td>220</td>
</tr>
</tbody>
</table>

The majority of positions are dedicated to classroom instruction. While teachers served the 60,713 offenders targeted for school services in 2013, counselors, librarians and principals provided services to the majority of all offenders housed within TDCJ operated facilities. This is a uniquely different situation than that of public school, where support staff serve only those students enrolled in their school or district.

<table>
<thead>
<tr>
<th>Staff</th>
<th>SY13 - Public School Profile*</th>
<th>SY13 - WSD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>51%</td>
<td>56.85%</td>
</tr>
<tr>
<td>Central Administration</td>
<td>1.0%</td>
<td>0.61%</td>
</tr>
<tr>
<td>All Other</td>
<td>48%</td>
<td>42.24%</td>
</tr>
</tbody>
</table>

*2013 Texas Education Agency Academic Excellence Indicator System report

‘Windham teachers are making a difference in the lives of those they serve, and they also give the students a chance for the future.’

~ Chairman Oliver J. Bell,
Windham School District Board of Trustees

A Windham teacher works with a literacy student who is preparing to earn a GED while still in prison, improving the student’s chances for employment after release.
“I enjoy teaching in the corrections environment because of the great potential to make a significant difference in people’s lives,” explains teacher Joe Pine, winner of WSD’s 2012-2013 Lane Murray Excellence in Teaching Award. “Education makes a difference in reducing recidivism, and I am proud to be part of the process.”

Pine, who teaches the Computer Maintenance Technician course at the Dominguez State Jail in San Antonio, provides earnest enthusiasm, an amazing variety of teaching techniques, a positive classroom environment, and daily real-life challenges to reach his students. As a result, he was also named the Correctional Education Association’s Region V Teacher of the Year (for Texas, Oklahoma, Arkansas, and Louisiana).

Pine was honored at a meeting of the WSD Board of Trustees in Austin, along with WSD regional finalists Dorothy Thomas and Donny Lowrance. Thomas is a high-energy literacy instructor at the Telford Unit in New Boston, and Lowrance is an innovative Career and Technical Education instructor, teaching Auto Specialization Engine Performance at the Wallace Unit in Colorado City.

“I know our students receive training that ensures greater employment success and encourages positive behavior,” Pine says. “This reduces prison costs because the men become productive tax-paying citizens, instead of returning to prison and costing taxpayers more money. As teachers, we’re in the business of helping change lives.”

The Lane Murray Excellence in Teaching Award is named for Dr. Lane Murray, the first superintendent of WSD. Every two years, a rigorous selection process begins at each campus, ultimately resulting in the selection of finalists from WSD’s three regions and a winner. These teachers embody some of the best correctional educators in Texas, and they have proudly represented WSD at prestigious conferences and mentored fellow teachers at special trainings.
Joe Pine, Computer Maintenance Technician instructor and recipient of the 2012-2013 WSD Lane Murray Excellence in Teaching Award, teaches students skills they can use to find a job in today’s computerized job market.

Dorothy Thomas provides instruction to students in literacy classes, preparing them to test for the GED.

Instructor Donny Lowrance provides industry training to help students learn marketable skills in the automotive field.

Dorothy Thomas provides instruction to students in literacy classes, preparing them to test for the GED.

‘I constantly seek to motivate my students to be better students, men, fathers, family members and citizens.’

~ Joe Pine, Teacher, Dominguez State Jail

Division of Human Resources
FINANCIAL DATA:

The Division of Administrative and Business Services facilitates the financial planning, management and reporting necessary to support the district’s mission to reduce recidivism.

Staff in this division is responsible for transactions relating to accounting, accounts payable, budget, payroll, purchasing and warehousing.

WSD is funded through state appropriations to TEA Foundation School Program, and the district must earn these funds according to formulas set by law. These formulas are based on offender contact (attendance) hours for the best 180 of 210 school days in each year of the biennium. In SY13, WSD spent $3.83 per contact hour ($782.24 per participant) of state appropriated money from TEA.

Other sources of WSD revenue include federal (Incarcerated Individuals Program Grant), local (interest income) and other funds. Federal Grant Pass Thru funds are provided through grants such as the Elementary and Secondary Education Act Title I-Part D-Subpart 1, Title II-Part A, Individuals with Disabilities Education Act (IDEA-B) and the Carl D. Perkins Corrections grant. WSD receives reimbursement through Memorandums of Understanding (MOU) with TDCJ by providing administrative oversight for post-secondary and recreation programs along with the ECHO newspaper.

**Funding for Fiscal Year 2013**

<table>
<thead>
<tr>
<th>WSD Contact Hour Rates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Education</td>
<td>$4.18</td>
<td>Vocational Education</td>
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</table>

<table>
<thead>
<tr>
<th>Fiscal Year 2013 Cost Per Contact Hour</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>WSD (state)</td>
<td>$3.83</td>
<td>Federal Grant Pass Thru</td>
</tr>
<tr>
<td>Total</td>
<td>$3.99</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Contact Hours 2012-2013</th>
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<tbody>
<tr>
<td>Best 180 Days</td>
<td>12,391,530</td>
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<table>
<thead>
<tr>
<th>Revenues - Fiscal Year 2013</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>TYPE</td>
<td>AMOUNT</td>
</tr>
<tr>
<td>Local (Interest Income)</td>
<td>$19,170</td>
</tr>
<tr>
<td>Windham School District</td>
<td></td>
</tr>
<tr>
<td>State (Foundation School Program)</td>
<td>$47,500,000</td>
</tr>
<tr>
<td>Instructional Material Allotment (IMA)</td>
<td>$926,127</td>
</tr>
<tr>
<td>Federal Grant Pass Thru Funds</td>
<td>$2,030,550</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td></td>
</tr>
<tr>
<td>Continuing Education</td>
<td>$1,919,322</td>
</tr>
<tr>
<td>Federal Post-Secondary Grant</td>
<td>$221,289</td>
</tr>
<tr>
<td>Contract</td>
<td>$4,470,940</td>
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<tr>
<td>Other</td>
<td>$135,905</td>
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<tr>
<td>Operating Transfer-In</td>
<td>$74,558</td>
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<tr>
<td>TOTAL REVENUE</td>
<td>$57,297,861</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditures - Fiscal Year 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Windham School District</td>
<td></td>
</tr>
<tr>
<td>State (Foundation School Program)</td>
<td>$46,644,047</td>
</tr>
<tr>
<td>Instructional Material Allotment (IMA)</td>
<td>$847,894</td>
</tr>
<tr>
<td>Federal Grant Pass Thru Funds</td>
<td>$2,030,550</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td></td>
</tr>
<tr>
<td>Continuing Education</td>
<td>$1,919,322</td>
</tr>
<tr>
<td>Federal Post-Secondary Grant</td>
<td>$221,289</td>
</tr>
<tr>
<td>Contract - (Recreation &amp; ECHO)</td>
<td>$4,470,940</td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
<td>$56,134,042</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost Per Participant - Fiscal Year 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Amount</td>
</tr>
<tr>
<td>Windham School District</td>
<td>$815.68</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>$468.51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biennium</th>
<th>2010-2011</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSD Appropriation from General Revenue (GR) within the TEA Budget</td>
<td>$128,116,895</td>
<td>$95,000,000</td>
</tr>
<tr>
<td>SY10</td>
<td>SY11</td>
<td>SY12</td>
</tr>
<tr>
<td>WSD Program Participants</td>
<td>77,562</td>
<td>74,486</td>
</tr>
</tbody>
</table>
The Division of Information Technology (IT) provides reliable and secure technology solutions in support of the district’s mission to reduce recidivism. The staff, located in Huntsville and at three regional offices, maintain administrative and instructional architecture, including 106 computer labs across the state.

WSD uses a computerized architecture consisting of centralized servers and thin clients. Though classrooms do not have access to the Internet, teachers use a variety of educational software supporting academic and vocational curriculums. IT staff evaluates and tests all new software for WSD and server compatibility.

WSD IT provides system, network, and database administration, and developers create applications to support WSD in meeting its mission. WSD IT had significant technological achievements this year, including major hardware upgrades, human resources and life skills applications development, and several successful software implementations.

Instructional Software Supported by IT:

- Odyssey
- Office 2007
- Typing Master Pro
- GED Test Prep
- Accelerated Reader
- GED Millennium
- Typing Master 7.10
- Khan Academy
- GED Item Samplers (Math, Language Arts, Science, Social Studies)
- Algebra 1
- Basic Math
- Grammar
- Vocabulary
- GED Tutorials
- InDemand
- Exam View
- Adobe CS6
- AutoCad 2010
- Read 180
- Fraction Nations
- Aztec
- eSPED

IT support is essential to the success of literacy teachers in WSD’s CAI labs (above), as well as those in CTE programs (right).
WSD contracted with Sam Houston State University (SHSU) in 2011 to conduct an evaluation of WSD education programs. The study measured the effect of program participation on the likelihood of recidivism, along with employment outcomes such as wages.

Two distinct groups were evaluated:
- Offenders who participated in any WSD program during calendar years 2007 through 2011
- Offenders released in FY2009

Of the released offenders in the group, 71 percent attended some type of WSD programming.

**Significant findings:**
- Each WSD program (literacy, life skills and vocational) demonstrated that higher levels of program hours decreased the likelihood of offender re-incarceration.
- Increased hours of literacy instruction decreased the likelihood of offender re-incarceration.
  - Offenders completing 325 – 749 academic hours are **5 percent less** likely to recidivate as compared to those with **less than 325 hours**.
  - Offenders completing 750 – 1,074 academic hours are **5 percent less** likely to recidivate as compared to those who had 325 - 749 hours. They are **10 percent less** likely to recidivate as compared to those who had **less than 325 hours**.
  - Offenders completing 1,074 or more academic hours are **5 percent less** likely to recidivate as compared to those who had 750-1,074 academic hours. They are also **10 percent less** likely to recidivate as compared to those who had 325-749 hours and **15 percent less** likely to recidivate as compared to those who had **less than 325 hours**.
- Offenders who completed the Cognitive Intervention Program were **16 percent less** likely to recidivate as compared to offenders who did not complete the program.
- WSD offenders who completed a vocational program **earned higher wages** than offenders who did not, and offenders who completed vocational hours equal to that required for vocational certification were **18 - 27 percent less** likely to recidivate as compared to offenders who completed fewer hours.
- Consistent with national studies, offenders younger than 35 years of age were significantly more likely to re-offend. Consequently, WSD targets younger offenders for enrollment. However, within both age groups, improving educational achievement **reduced recidivism**.

<table>
<thead>
<tr>
<th>Recidivism: Percent Re-incarcerated</th>
<th>WSD Offenders Younger &lt;35</th>
<th>WSD Offenders Older &gt;35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Achievement (EA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at Time of Release</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA &lt; 6.0 grade level</td>
<td>29.7%</td>
<td>15.2%</td>
</tr>
<tr>
<td>EA ≥ 6.0 grade level</td>
<td>26.6%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>
• Students who received the highest number of hours of instruction demonstrated the highest level of academic achievement gain.

**Increased Hours of Instruction Corresponds with Higher Gains in Reading**

<table>
<thead>
<tr>
<th>Hours of Instruction</th>
<th>Average In</th>
<th>Average Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,075 or more hours</td>
<td>4.6</td>
<td>8.9</td>
</tr>
<tr>
<td>750 – 1,074 hours</td>
<td>5.5</td>
<td>9.1</td>
</tr>
<tr>
<td>325 – 749 hours</td>
<td>6.3</td>
<td>9</td>
</tr>
<tr>
<td>&lt;325 hours</td>
<td>7.5</td>
<td>8.7</td>
</tr>
</tbody>
</table>

\[ Average \text{Incoming Reading Grade Level Equivalency} \]
\[ Average \text{Highest Reading Grade Level Equivalency} \]

• Offenders released in FY2009, who participated in WSD adult basic education programs, functioned significantly higher in reading, math and language, as compared to non-participants.

• Offenders in the release cohort who participated in WSD literacy programming increased their educational achievement (EA) scores anywhere between 19 percent and 27 percent.

<table>
<thead>
<tr>
<th>WSD Offenders at Intake</th>
<th>WSD Offenders at Release</th>
<th>% Gain for WSD Offenders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite EA</td>
<td>6.58</td>
<td>8.16</td>
</tr>
<tr>
<td>Reading EA</td>
<td>7.35</td>
<td>9.08</td>
</tr>
<tr>
<td>Math EA</td>
<td>6.18</td>
<td>7.78</td>
</tr>
<tr>
<td>Language EA</td>
<td>5.92</td>
<td>8.11</td>
</tr>
</tbody>
</table>

• WSD participants who demonstrated an improvement in educational achievement levels, specifically reading, were more likely to be employed.

• On average, WSD participant offenders earned higher wages as compared to non-WSD participant offenders.

• WSD participants who completed the Cognitive Intervention Program (CIP) earned significantly higher wages as compared to non-CIP participants.

➢ The entire report may be viewed at:

Based on the Windham School District Evaluation Report (January 2013) published by the Legislative Budget Board (LBB), the releasing offender cohort exhibited the following*:

- More than 73 percent of the vocationally-trained offenders who were employed earned income in one or more occupations related to their training.
- In general, offenders in the Prison and State Jail group who completed vocational training while incarcerated were more likely to:
  
  ✔ be employed;
  ✔ retain employment;
  ✔ be employed on the first anniversary of initial employment;
  ✔ exhibit an increase in earnings over the first year of employment;
  ✔ exhibit a higher average salary difference (fourth quarter earnings compared to first quarter earnings); and
  ✔ have higher average annual earnings than those who participated without completing training or those who did not receive vocational training.

*entire report may be viewed at:

Increased Employment
Increased Earnings

Percentage of Employed Offenders Whose Earnings Increased Over the Year

Retained Employment

WSD Vocational Participants - Percentage of Participants Who Retained Employment for Three Consecutive Quarters by Age Group
A historical perspective:

The WSD was established by the Texas Board of Corrections in October 1969, as authorized by the Texas Legislature, to provide educational opportunities to offenders incarcerated in state prisons. WSD was named after James M. Windham, who served on the Texas Board of Corrections for 24 years.

The WSD began with a staff of eight instructors and grew along with the Texas Department of Criminal Justice (TDCJ). Today the WSD is one of the largest correctional education systems in the nation, offering a variety of literacy, life skills, vocational and post-secondary classes to eligible offenders incarcerated in the Correctional Institutions Division of the TDCJ.

*WSD teachers, administrators and support staff remain committed to changing lives and fighting crime through education.*
WSD Educational Programming is available at these locations:

Key
SAFPF = Substance Abuse
Felony Punishment Facility
SJ = State Jail
TF = Transfer Facility
★ = Regional Office
☆ = Central Office

**WEST TEXAS**

**Abilene Area**
Middleton TF
Robertson Unit

**Amarillo Area**
Clements Unit
Neal Unit
Dalhart Unit (Dalhart)
Formby SJ (Plainview)
Wheeler SJ (Plainview)
Jordan Unit (Pampa)
Roach Unit (Childress)
Tulia TF (Tulia)

**Snyder Area**
Daniel Unit
Smith Unit (Lamesa)
Wallace Unit (Colorado City)
Ware TF (Colorado City)

**Wichita Falls Area**
Allred Unit (Iowa Park)

**Ft. Stockton Area**
Ft. Stockton TF
Lynaugh Unit

**Gatesville Area**
Crain Unit
Hilltop Unit
Hughes Unit
Mountain View Unit
Murray Unit
Woodman SJ
Hobby Unit (Marlin)
Marlin TF (Marlin)

**Lubbock Area**
Montford Unit
Rudd TF (Brownfield)

**NORTH TEXAS**

**Beaumont Area**
Gist SJ
Stiles Unit

**Dallas Area**
Hutchins SJ
Cole SJ (Bonham)
Moore TF (Bonham)
Telford Unit (New Boston)

**Dayton Area**
Henley SJ
Hightower Unit
Plane SJ

**Huntsville Area**
Ellis Unit
Estelle Unit
Goree Unit
Holliday TF
Huntsville Unit
Wynne Unit
Eastham Unit (Lovelady)
Ferguson Unit (Midway)

**Livingston Area**
Polunsky Unit
Goodman TF (Jasper)
Lewis Unit (Woodville)

**Palestine Area**
Beto Unit
Gurney TF
Powledge Unit
Hodge Unit (Rusk)
Boyd Unit (Teague)
Coffield Unit (Tennessee Colony)
Michael Unit (Tennessee Colony)

**SOUTH TEXAS**

**Austin Area**
Travis County SJ

**Beeville Area**
Chase Field
Garza East TF
Garza West TF
McConnell Unit
Connally Unit (Kenedy)
Stevenson Unit (Cuero)

**Bryan Area**
Hamilton Unit

**Dilley Area**
Briscoe Unit
Cotulla TF (Cotulla)

**Edinburg Area**
Lopez SJ
Segovia Unit

**El Paso Area**
Sanchez SJ

**Houston Area**
Kegans SJ
Lychner SJ (Humble)

**Navasota Area**
Luther Unit
Pack Unit

**Richmond Area**
Jester I SAFPF
Jester III Unit
Jester IV Unit

**Rosharon Area**
Darrington Unit
Ramsey Unit
Stringfellow Unit
Terrell Unit
Clemens Unit (Brazoria)
Scott Unit (Angleton)
Young Medical Facility (Dickinson)

**San Antonio Area**
Dominguez SJ
Ney SJ (Hondo)
Torres Unit (Hondo)
Windham School District
Schools in the Texas Department of Criminal Justice

Education + Employment = Success