

Championing Education, Inspiring Innovation



Annual Performance Report
School Year 2024-2025



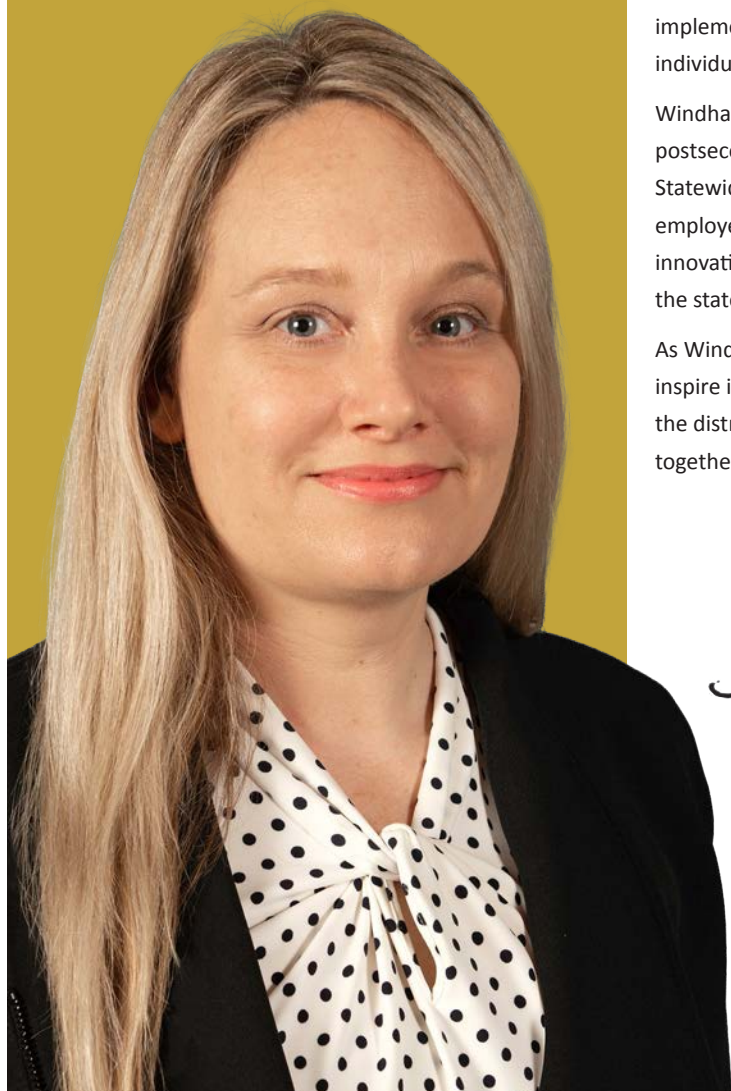
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from the desk of

Kristina J. Hartman, Ed.S.

*Windham School District
Superintendent*



Over the past school year, Windham School District continued its commitment to delivering transformative educational opportunities. The district offers literacy, high school equivalency (HSE) and diploma pathways with dual credit options through college partners, dynamic life skills courses and over 40 career and technical education (CTE) programs built to prepare students for success beyond the classroom. This foundation continues to strengthen each year as Windham champions education and fuels innovation across its network of campuses.

The 2024-2025 school year marked a period of progress, renewed purpose and visionary change. Windham introduced a refreshed mission — to guide, motivate and empower students through innovative educational pathways — and a bold new vision — to be a leader in education by inspiring excellence and transforming lives. These guiding principles shape initiatives that elevate student achievement and staff engagement throughout the district.

One of this year's most significant achievements was the opening of the Bartlett Innovation Campus, which saw the launch of the Trust, Healing, Restoration, Independence, Vision and Empowerment (THRIVE) program, a collaborative effort between the Texas Department of Criminal Justice (TDCJ) and Windham. Windham also launched the Peer Tutor training program and added new CTE offerings such as Entrepreneurship and Advanced Welding, equipping students with highly relevant skills for a rapidly evolving workforce. Additionally, the district introduced the Women of Wellness Dorm in partnership with TDCJ at the Patrick L. O'Daniel campus and implemented new employee wellness challenges, reaffirming its commitment to individual well-being and a supportive learning environment.

Windham strengthened college and career readiness efforts through additional postsecondary partnerships. Another historic milestone was hosting the district's first Statewide Professional Development event in Dallas, Texas. For three days, Windham employees came together for advanced learning, meaningful collaboration and innovative professional experiences designed to elevate educational excellence across the state.

As Windham looks to the future, the focus remains clear: champion education and inspire innovation to transform lives. The accomplishments of this school year reflect the district's unwavering belief that education is the pathway to opportunity — and that together, Windham can lead the way for excellence in education.

Respectfully,

A handwritten signature in black ink, appearing to read 'Kristina Hartman', written in a fluid, cursive style.

Kristina J. Hartman, Ed.S.

Superintendent, Windham School District

As Chairman of the Board of Trustees for the Windham School District (“Windham”), I am pleased to report that from the Board’s perspective Windham has continued during the past year to provide and expand meaningful educational pathways to students throughout the Texas Department of Criminal Justice (“TDCJ”). Each year, the district’s work reaffirms the Board’s belief that education is not only a pathway to personal growth, but also a catalyst for safer communities and a stronger workforce.

The 2024-2025 school year reflected a renewed sense of purpose and momentum for Windham and its programming. The district continued to refine its approach to education in corrections with a focus on innovation and meaningful engagement. As the demand for advanced education and workforce preparation continues to evolve, the district has prioritized essential work to support its partnerships with our valued education and industry/business partners, in compliance with workforce need of our State. For example, Windham revised and clarified policies, strengthened internal procedures and established consistent frameworks to support postsecondary pathways within TDCJ facilities. These efforts provide students who qualify with workplace skills to apply in their communities upon reentry.

A key component of this progress has been the work of the Postsecondary Education Advisory Board, which launched in 2023 and was codified by the 89th Texas Legislature. The advisory board played a vital role in reviewing proposals to serve students in TDCJ from institutions of higher education, offering guidance and making recommendations to confirm that participating institutions were positioned to meet expectations for quality, accountability and student success. The contributions of the advisory board helped establish a more structured and collaborative process for considering new partners, leading to the addition of five institutions committed to delivering meaningful, credential-bearing opportunities.

Although postsecondary expansion remains an important focus, the Board continues to recognize the enduring value of Windham’s foundational programs. High school equivalency (“HSE”), high school diploma pathways and life skills courses—such as the Changing Habits to Achieve New Goals and Empower Success (“CHANGES”) pre-reentry program and career and technical education programs with associated industry-based certifications—remain essential to students’ educational and personal development. These programs not only build core academic competencies, but also strengthen decision-making, communication, resilience and goal setting. For many, earning an HSE, diploma, CTE certificate or progressing through life skills programs represents a turning point, one that builds confidence, increases employability and opens the door to further education and training.

We as a Board very much appreciate the leadership of district staff and lawmakers in providing meaningful and life-changing educational opportunities to all Texans. The Board believes that Windham’s operations during the past year are helping to provide quality and meaningful workforce readiness to support our State as prioritized by our Governor.

Respectfully,



Eric J.R. Nichols

Chairman, Windham School District Board of Trustees

from the desk of

Eric J.R. Nichols

*Windham School District
Board of Trustees Chairman*





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DISTRICT LEADERSHIP*

*Leadership current as of January 2026

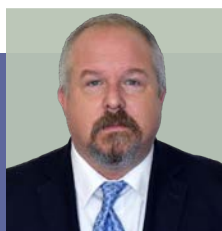
Kristina J. Hartman, Ed.S.
Superintendent



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ACRONYM KEY

| | |
|--------------|---|
| AA&R | Assessment, Advisement and Records |
| ACA | American Correctional Association |
| ADA | Americans with Disabilities Act |
| C&CR | College and Career Readiness |
| CAI | Computer-Aided Instruction |
| CEA | Correctional Education Association |
| CHANGES..... | Changing Habits and Achieving New Goals to Empower Success |
| CHEL | Criminal History Evaluation Letter |
| CIP | Cognitive Intervention Program |
| CTE..... | Career and Technical Education |
| DFPS | Department of Family Protective Services |
| DOL..... | Department of Labor |
| DOT..... | Dictionary of Occupational Titles |
| ESEA..... | Elementary and Secondary Education Act |
| FAPE..... | Free Appropriate Public Education |
| FASFA..... | Free Application for Federal Student Aid |
| GED® | General Educational Development |
| HR..... | Human Resources |
| HSD | High School Diploma |
| HSE | High School Equivalency |
| IBC | Industry-Based Certification |
| IDEA..... | Individuals with Disabilities Education Act |
| IET..... | Integrated Education and Training |
| IT..... | Information Technology |
| ITP..... | Individualized Treatment Plan |
| NCCER..... | National Center for Construction Education and Research |
| NRS | National Reporting System |
| LCS | Library Checkout System |
| OSHA | Occupational Safety and Health Administration |
| OJT | On-the-Job Training |
| SEL | Social-Emotional Learning |
| SLD..... | Specific Learning Disability |
| STRIVE | Strength Through Restoration, Independence, Vision and Empowerment |
| TABE® | Tests of Adult Basic Education |
| TDCJ..... | Texas Department of Criminal Justice |
| TDLR | Texas Department of Licensing and Regulation |
| TEA | Texas Education Agency |
| THRIVE..... | Trust, Healing, Restoration, Independence, Vision and Empowerment |
| TWC..... | Texas Workforce Commission |
| TWIC..... | Texas Workforce Investment Council |

VISION

The vision of Windham School District is to be a leader in education by inspiring excellence and transforming lives.

MISSION

The mission of Windham School District is to guide, motivate and empower students through innovative educational pathways.

STATUTORY GOALS

Texas Education Code §19.003

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 students in obtaining and maintaining employment; and
- (4) provide an incentive to students to behave in positive ways during confinement or imprisonment.

WINDHAM STRATEGIC GOALS

Developed by Windham Strategic Planning Committee, July 2024, Windham will:

- (1) provide high-quality instruction;
- (2) recruit, develop and retain highly qualified teachers and staff;
- (3) improve and promote effective communication;
- (4) integrate and enhance technology; and
- (5) facilitate placement of graduates in apprenticeship, employment or postsecondary education programs.



From Assessment to Achievement: Laying the Groundwork for Growth

Windham School District (Windham) is dedicated to educating and supporting students as they prepare for career success and community integration. This commitment begins with student advisement before they embark on their educational journeys and continues throughout their time with the district.

All residents complete the Tests of Adult Basic Education (TABE®) assessments upon arrival to Texas Department of Criminal Justice (TDCJ) to evaluate aptitude and assign scale scores in accordance with the National Reporting System (NRS). Based on assessment outcomes, student goals, career interest inventories and individual interviews, students are enrolled in academic, CTE and life skills courses as recommended in their Individualized Treatment Plan (ITP).

For prospective students who have not yet earned a high school diploma (HSD), Windham offers academic courses designed to immerse them in general studies and prepare them to earn their HSD or high school equivalency (HSE) certificate. Windham also provides General Educational Development (GED®) testing via Pearson Vue-certified labs. Students pursue career goals through career and technical education (CTE) pathways, gaining hands-on training and earning certifications or licensure in their chosen fields, followed by postsecondary advisement and enrollment for eligible students.

Expanding Access, Creating Opportunity

During the 2024-2025 school year (SY25), Windham expanded its educational reach, delivering instruction and support services at 100 campuses statewide. This growth reflects the district's continued focus on access, opportunity and measurable progress for students working to establish their educational pathways.

Windham prioritizes providing students with the skills necessary for long-term success. Instruction is designed to recognize student progress at every stage, through earning industry-based certifications (IBC) or occupational licenses, developing skills and fostering confidence in learning, while reinforcing the belief that success is achievable at any point in life.

Windham's programs integrate academic instruction with CTE and life skills, preparing students for postsecondary pathways, employment and community engagement. This allows students to move from the learning environment into productive roles beyond the classroom.

Characteristics of the typical academic student entering Windham programs:

- Dropped out of school in ninth grade
- Average age of 32
- History of academic challenges
- Cognitive behavioral needs
- Fifth grade reading level
- Workforce training needs

Educational Services Provided During SY25

- 50,186 students with varying educational backgrounds engaged in Windham services in SY25.
- During SY25, TDCJ had an average population of 136,589 residents at the end of each month. Windham served the highest priority students as resources allowed based on their Individualized Treatment Plan.

Windham School District Students Reentering Communities in SY25

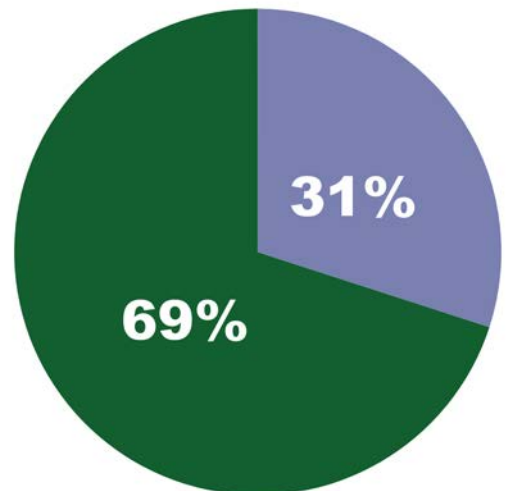
During SY25, 50,611 individuals returned to their communities from the TDCJ. Of these individuals, 35,048 participated in Windham programming. The following statistics highlight the educational accomplishments of those individuals throughout their incarceration history:

- 69.25% participated in Windham programming during the history of their incarceration;
- 8,542 earned an HSE certificate;
- 13,594 completed CTE training; and
- 18,908 completed a life skills course.



Total Releases - SY25: 50,611

Windham Participation **No Participation**



Those who did not receive services through Windham may have participated in TDCJ programs.

A Roadmap for Transformation: Windham's 2025-2029 Strategic Plan

Developed with input from staff across the district, Windham's 2025–2029 Strategic Plan outlines five goals with specific objectives and strategies to serve as a guide. In alignment with Chapter 19 of the Texas Education Code, the plan provides a framework for strengthening instructional quality, expanding workforce readiness and enhancing communication and operational effectiveness. Together, these priorities reflect Windham's commitment to reducing recidivism, improving employment outcomes and supporting positive behavior through education.

The district's Strategic Plan focuses on delivering high-quality instruction that meets the varied needs of students. Windham's academic and CTE programs are designed to support measurable student growth. The plan emphasizes the use of data-driven decision-making, professional learning communities and targeted instructional supports to ensure consistent academic progress and meaningful learning experiences.

Recognizing that student success is directly connected to educator excellence, the Strategic Plan prioritizes the recruitment, development and retention of highly qualified teachers and staff. Through increased recruitment opportunities, streamlined hiring processes and professional development, this revised plan strengthens staffing levels and supports educators' growth. These efforts equip campuses with skilled professionals who understand the unique instructional environment within TDCJ and remain committed to Windham's mission.

The plan shows the importance of clear, effective communication with students, staff and external stakeholders. By promoting person-centered language and strengthening communication channels, Windham will continue to build trust, transparency and collaboration. Increased outreach to employers, legislators and community stakeholders further supports workforce alignment and post-reentry opportunities for students.

Technology integration is a priority for the district, with goals centered on improving connectivity, expanding classroom technology and enhancing professional development in digital instruction. These efforts provide staff and student access to secure, up-to-date tools that support learning, instruction and operational efficiency.

Finally, the Strategic Plan reinforces Windham's commitment to successful reentry by expanding career pathways, apprenticeships, postsecondary and employment connections. Through coordinated efforts with TDCJ and workforce partners, Windham prepares students for life by focusing on employability skills, stackable credentials and postsecondary opportunities.

The 2025–2029 Strategic Plan reflects Windham's dedication to continuous improvement, accountability and transformational education. By aligning instructional excellence, workforce readiness and innovation, Windham remains focused on changing lives through education and strengthening communities across Texas.

Goal 1: Windham will provide high-quality instruction.

Goal 2: Windham will recruit, develop and retain highly qualified teachers and staff.

Goal 3: Windham will improve and promote effective communication.

Goal 4: Windham will integrate and enhance technology.

Goal 5: Windham will facilitate placement of graduates in apprenticeship, employment or postsecondary education programs.



Supporting Every Student

The Special Education and Federal Programs Department

The Special Education and Federal Programs department is responsible for maintaining compliance with policies and procedures governing the provision of services to students with disabilities and meeting eligibility under the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The department also manages the Title 1, Part D grant, serving students 21 and younger who are neglected, delinquent or at-risk. Windham is committed to enhancing support for eligible students through comprehensive training and instruction, targeted interventions and access to specialized resources. Key initiatives include professional development for staff, strategic service delivery and the integration of assistive technology to improve accessibility and expand educational opportunities.

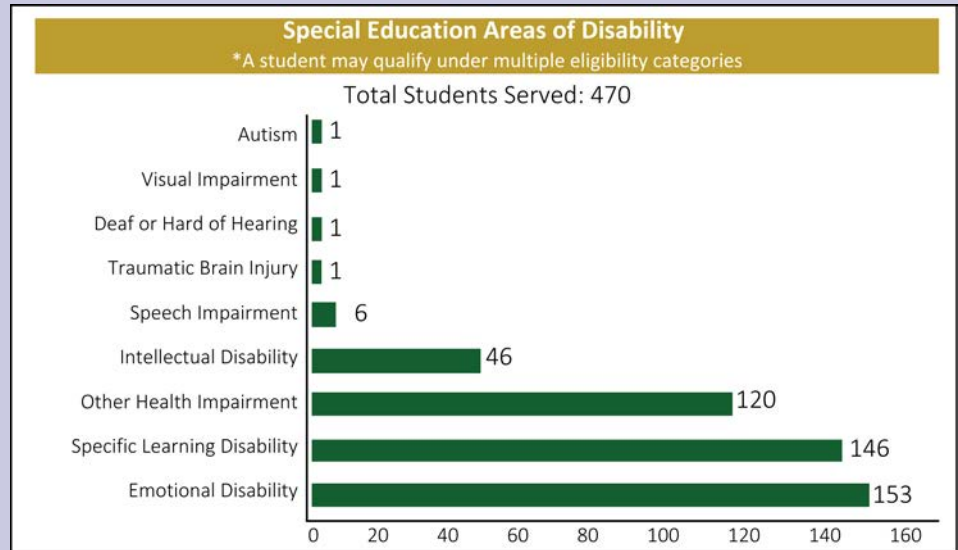
Students with Disabilities

Windham's commitment to supporting students with disabilities is reflected in a wide array of programs, instructional strategies, initiatives and support services implemented across all campuses. By encouraging self-advocacy and delivering individualized education and training, the district empowers students to reach their full potential. This commitment is reinforced through targeted resources and funding that make these efforts possible.

The IDEA provides all students with a disability the right to receive a Free Appropriate Public Education (FAPE). To uphold this, Windham uses a variety of Child Find methods to identify students within the district who require special education services. Additionally, in response to recent changes and updates in the identification, evaluation and instruction of students with dyslexia, relevant staff, including Title I and special education instructors; Admission, Review, and Dismissal facilitators; diagnosticians; and the department administrator, completed the Texas Dyslexia Academies. This specialized training provided by Texas Education Agency (TEA) focused on screening, assessment, identification and instruction of students with specific learning disabilities (SLD) in basic reading and/or reading fluency skills. Further, all department staff were trained in the Reading by Design curriculum, a systematic, multisensory instructional program adopted by the district. These trained professionals are equipped to deliver and monitor evidence-based dyslexia instruction in accordance with the Texas Dyslexia Handbook. The department also meets TEA's requirements as a multidisciplinary team, with specialized knowledge in the reading process, dyslexia and related disorders and effective dyslexia instruction.

The district receives federal funding through the TEA under Part B of the Individuals with Disabilities Education Act (IDEA-B), which provides supplemental services to eligible students under the age of 22. This assistance supports student participation in literacy, high school, high school equivalency and career and technical education programs. The funding also enables professional development, differentiated instructional materials, social-emotional learning resources, work-related skills training and other customized tools designed to accommodate varied learning styles and meet individual student needs.

Windham partners with external organizations to provide social-emotional learning, transition services and other community-based programs, such as Vocational Rehabilitation through the Texas Workforce Commission (TWC), Goodwill Learning and Development, Youth Build and United Way.



Special Education and Federal Programs Team



Heather Langford, Windham School District alumna, describes her upbringing as “normal,” shaped by a simple lifestyle. However, over time, addiction and a series of grievous decisions disrupted her path.

Struggling with homelessness and substance use, she began a downward spiral, where she soon found herself within the Texas Department of Criminal Justice.

“It wasn’t until later in life that I started getting in trouble. When I got arrested... there was definitely this feeling of relief to know that it was over,” Langford said. “I was still kind of playing the victim. It was everyone else’s fault. I was in a weird place.”

During her incarceration, Langford searched for a way to transform herself. Since she was familiar with hands-on work, she jumped at the chance to participate in Windham’s career and technical education courses, including the RV Service Technician program at the Woodman campus.

Langford quickly discovered a talent for the trade, excelling in both the classroom and hands-on training.

“I knew that being an RV technician was going to give me my best chance of being successful once I got out,” Langford said. “I was good at it. I scored one of the highest scores since they started the program.”

Emphasizing the pivotal role that her instructor, Mr. Mark Munday, had in her success, Langford acknowledged how important it is to have a support system and someone motivating you to do your very best.

“Mr. Munday really wants to see [his students] win, and he makes sure [they] know that,” Langford said. “Negativity was not allowed. He really pushed us to know that we were strong and we were capable, while also making sure that we knew we had somebody who was pulling for us.”

Through the partnership between Windham and the Texas Workforce Commission, Langford said it took her little time to connect with her current employer.

“It took me about two weeks after my [reentry] to get my start date,” Langford said. “Now, I’ve been here for a year, and I have an amazing boss. Anything I want to learn, he teaches me.”

Langford encourages other women to pursue careers in skilled trades, noting the rapid growth and constant innovation within the RV industry. Today, she’s employed in Abilene, Texas, proudly holding a Level One RV Service Technician certificate that she earned during her time with the district.

The trials and tribulations Langford endured have played a key role in shaping the woman she is today. Her definition of success has evolved significantly since her time in incarceration.

“For so long, I thought success was the money and the cars and all the things, but it’s not,” Langford said. “Now, success is stability. Success is sobriety. Success is restoration with my family. It’s standing on my own two feet and knowing that I am capable, and that I can do life. I can be good at it and be productive.”

Success Beyond Limits

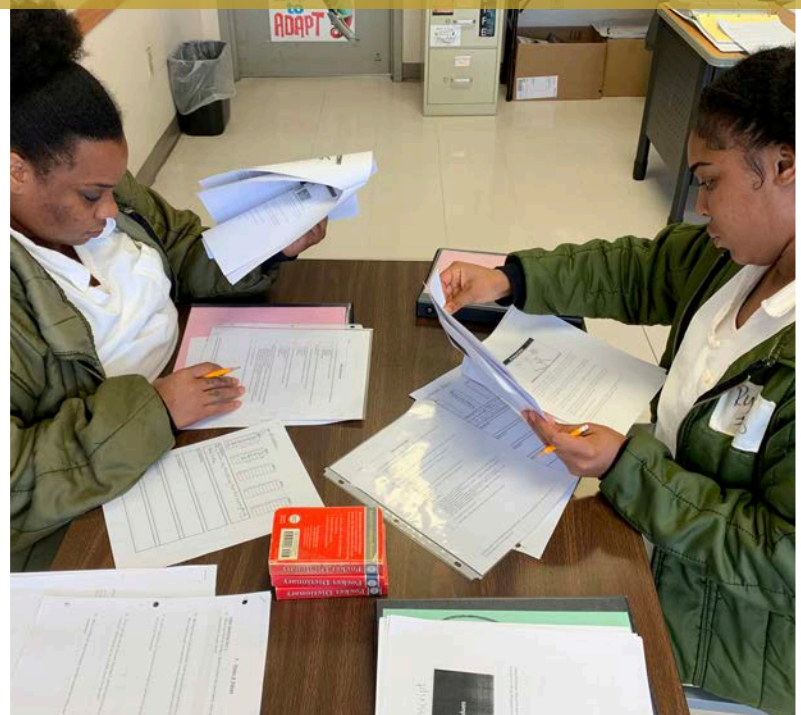
Heather Langford

Windham Alumna





Individualized Instruction Drives Academic Excellence



At Windham, education is more than instruction—it's a pathway to possibility. Through academic programs, the district helps students achieve credentials they may have once believed were unattainable, including the HSE certificate. In SY25, over 19,800 students participated in Windham's literacy and HSE courses.

Windham leverages the TABE® 11/12 assessment to measure Educational Functioning Levels in reading, math and language. Combined with the GED Ready®, these tools help educators gauge students' readiness for the GED® exam.

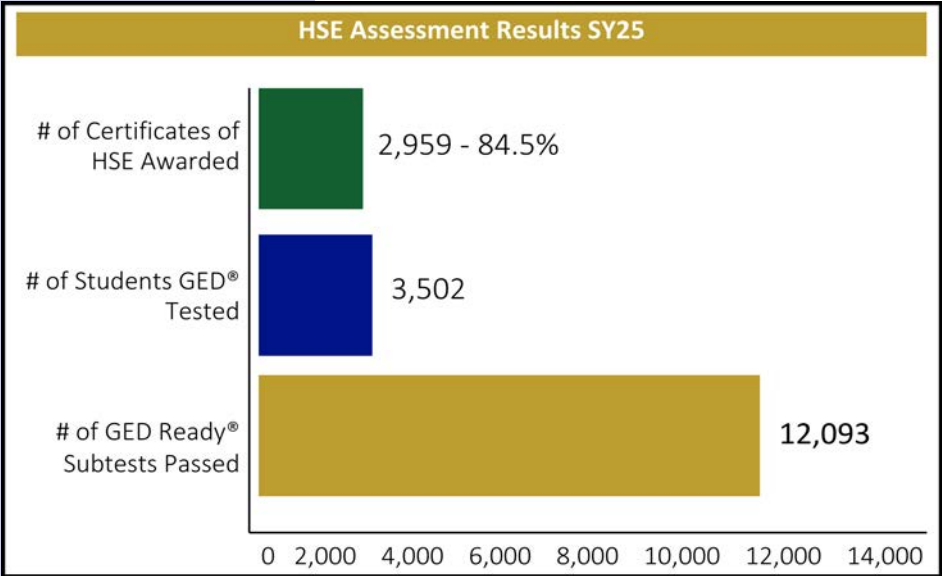
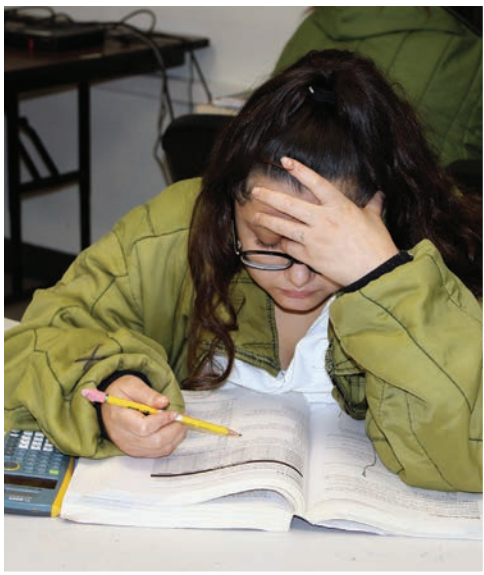
National Reporting System (NRS) Educational Functioning Levels: 2024-2025

| Beginning Educational Functioning Level | Grades within Functioning Level | Number of Students Beginning - Reading | Number of Students Beginning - Language | Number of Students Beginning - Math |
|---|---------------------------------|--|---|-------------------------------------|
| Level 1 (0.0 to 1.9) | K & 1st | 353 | 705 | 421 |
| Level 2 (2.0 to 3.9) | 2nd & 3rd | 1,755 | 2,836 | 2,127 |
| Level 3 (4.0 to 5.9) | 4th & 5th | 2,982 | 2,286 | 4,072 |
| Level 4 (6.0 to 8.9) | 6th, 7th & 8th | 1,792 | 535 | 766 |
| Level 5 (9.0 to 10.9) | 9th & 10th | 258 | 62 | 15 |
| Level 6 (11.0 to 12.9) | 11th & 12th | 28 | 1 | 1 |

In the classroom, instruction is personalized and purposeful. Teachers develop individualized learning plans tailored to each student's needs, addressing academic gaps and building confidence. A blend of whole- and small-group instruction and one-on-one support, to include peer tutors, results in an engaging learning environment.

Inspiring growth among educators by providing teachers with the tools and training to elevate instruction remains a focus for the district. Throughout the year, Windham led a series of technology-focused trainings, to include interactive classroom resources, web-based content development and instructional video integration.

These opportunities empowered educators to explore new techniques, embrace evolving technologies and collaborate with peers across the district—strengthening both instruction and community.





High School Program: From Effort to Excellence

During SY25, Windham continued to elevate its high school program at the Matthew Gaines High School in Midway, Texas and the Jovita González de Mireles (Mireles) High School in Gatesville, Texas. These campuses are vital to helping young students reconnect with learning and unlock new possibilities for personal and academic growth.

The high school program offers more than just a diploma — it provides a comprehensive pathway that includes core academic instruction, CTE, IBCs and dual enrollment opportunities. Through a partnership with Lee College, students earned college credit while completing high school, setting the stage for long-term success.

Enrollment is determined through a screening process that considers age, sentence length, custody level and previously earned credits. Eligible students also receive Title I and special education services, ensuring that individual learning needs are met.

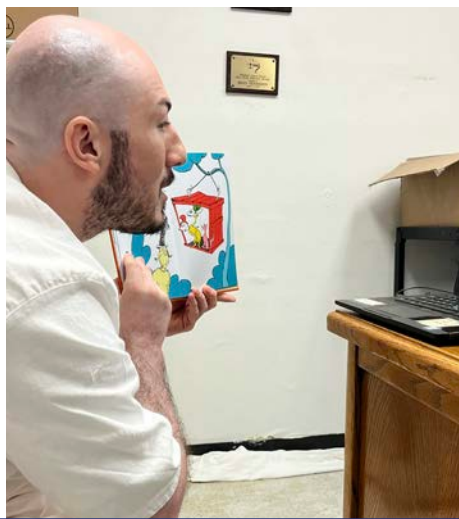
Operating year-round from September to August, both campuses saw meaningful

achievements during the school year. In SY25, 122 students were enrolled at Matthew Gaines High School. Sixteen seniors earned their high school diplomas. Additionally, 29 students completed dual credit courses and 17 earned IBCs. At Mireles High School, 95 students were enrolled. Twenty-two seniors graduated, and four earned IBCs.

Windham's commitment to quality instruction is reflected in its high school program educators, all of whom are certified by the State Board for Educator Certification in their respective subject areas. With laptops integrated into classroom instruction, students are gaining experience with modern educational technology, an essential skill for today's workforce.

Windham partnered with the Goodwill Excel Center to continue the adult accelerated high school diploma program at five campuses in SY25: B. Moore, Coleman, Connally, Diboll and Stiles.





Family Literacy: Together in Learning



Program Overview

The Family Literacy program encompasses three phases designed to strengthen family engagement among parents and caregivers, fostering academic and emotional growth for both parents and children. During SY25, the program provided structured opportunities for parents to actively support their children's education through parenting classes, virtual activities, communication with teachers and family literacy events.

Family Literacy Day

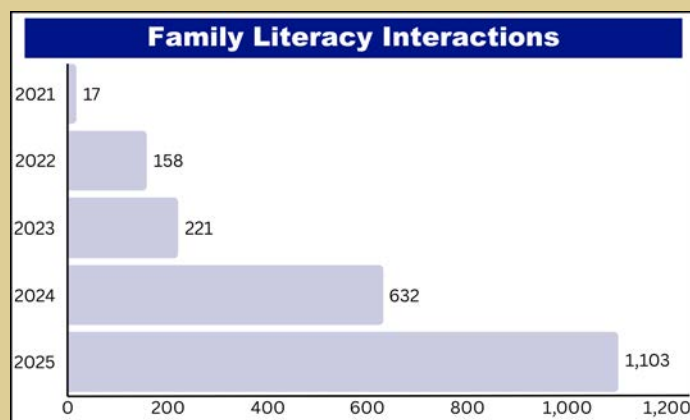
Family Literacy Day events were hosted with more than 200 children, caregivers and family members across six campuses: Coffield, Jordan, Stringfellow, Torres, Wainwright and Wynne. These events encouraged family engagement and supported educational growth through reading activities; Science, Technology, Engineering and Mathematics projects; and artistic expression exercises, creating meaningful opportunities for parents and children to learn and connect.

During the events, caregivers met with Windham staff to share feedback on the program's impact. Survey results revealed strong support for the program's role in family engagement. Caregivers reported that their children benefit socially and emotionally from participation and that parent-teacher conferences help them stay informed about their child's progress. They also expressed confidence in their ability to communicate positively and respectfully with school staff and noted that the program increases the likelihood of continued involvement in their child's education after reentry.

The Family Literacy program demonstrates a commitment to strengthening family bonds, promoting educational success and supporting positive reentry outcomes.

Children's Academic Outcomes

Program participants in Phase III gathered data on their children's grades throughout the school year. The data showed that most children demonstrated proficiency in math and reading/language arts throughout SY25. Going into the 2025–2026 school year, coordinators will place increased emphasis on monitoring children's academic progress and supporting program participants in providing academic assistance and positive reinforcement to promote continued achievement.



Life Skills: Where Change Begins and Growth Continues



Windham's Life Skills programs prioritize cognitive behavioral development, promoting personal growth and inspiring lasting change. These programs include Changing Habits and Achieving New Goals to Empower Success (CHANGES), Cognitive Intervention Program (CIP) and Parenting.

CHANGES delivers 180-210 hours of targeted instruction focused on soft skills, drug education, health awareness and decision-making. The program served men and women within two years of reentry or working to meet Texas Board of Pardons and Paroles requirements at more than 90 campuses. Resume building and mock interviews further strengthen employability and reinforce effective decision-making and communication.

| Life Skills | |
|-------------|------------------------------|
| Program | % Complete of Those Eligible |
| CHANGES | 75% |
| CIP | 76% |
| Parenting | 88% |

CIP helps students identify and correct thinking errors that contribute to impulsive and negative behavior. Through active learning and real-life scenarios, students explore how their thoughts, attitudes and beliefs influence their actions. CIP strengthens

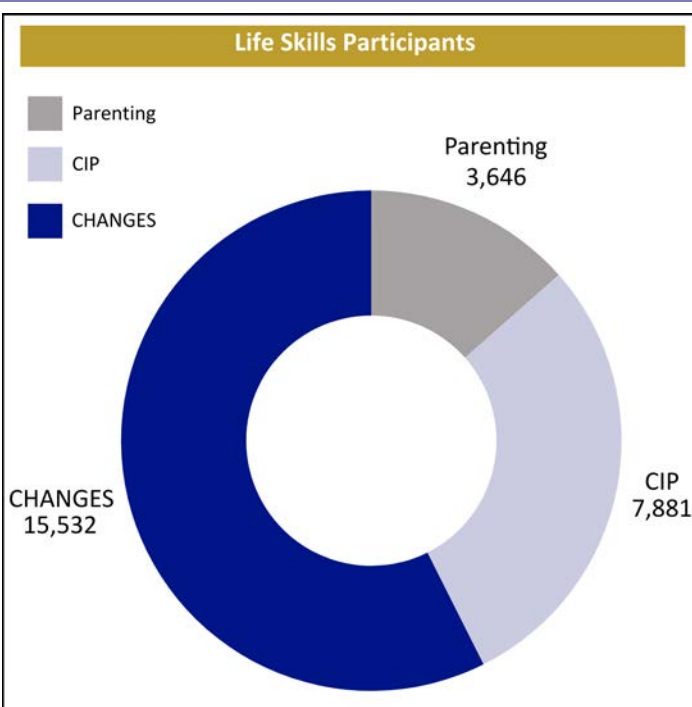
problem-solving, interpersonal communication and personal responsibility, empowering students to take ownership of their choices, pursue positive goals and apply healthier decision-making in their daily life.

Parenting, based on the Prep to Parent® curriculum, helps students develop effective parenting skills through an interactive, communication-focused model. Students learn about child development, discipline strategies, family roles, emotional wellbeing and healthy communication.



Possibilities Through Partnership

Windham partners with the Department of Family Protective Services (DFPS) to connect parents who have active Child Protective Services cases with DFPS to the programs required in their service plans. Through collaboration with DFPS and Community-Based Care, caseworkers refer parents to the district's CHANGES, CIP, Parenting, academic or CTE programs. During SY25, Windham delivered these essential programs to more than 60 referred parents, supporting family stability and paving the way for reunification.





Bartlett Campus: A Focus on Innovation

Focused on career readiness and technology-driven learning, Bartlett offers a diverse set of programs designed to equip students with industry-aligned skills, strengthen personal development and expand pathways to meaningful employment upon reentry. The campus serves as a hub of innovation, practical training and student support, providing learners access to opportunities that inspire confidence and promote long-term success.

Students benefited from CTE offerings selected to meet evolving workforce needs. The Renewable Energy program exposed learners to emerging technologies and sustainable practices, providing insight into one of the nation's fastest-growing industries. Culinary Arts continued to excel as one of Bartlett's most dynamic hands-on programs, allowing students to gain practical experience in food preparation, kitchen safety and commercial kitchen operations. The district is actively pursuing a higher education partnership to expand offerings relevant to the needs of the Texas workforce.

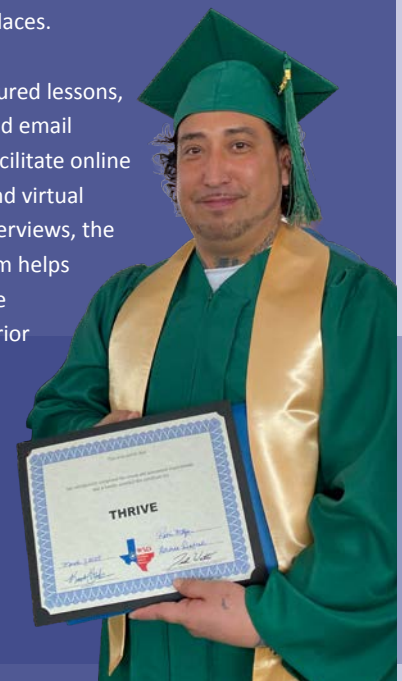
Beyond technical training, Bartlett placed strong emphasis on cognitive skills development through CHANGES, peer-supported learning and positive culture-building initiatives. The launch of the Peer Tutor Training program served as a vital academic support system, empowering resident tutors to help their peers strengthen literacy, numeracy and study skills across an extensive range of subjects. This collaborative approach supports leadership, accountability and community among students. Peer tutors model perseverance and responsibility, demonstrating the power of mentorship within education in corrections. Graduates are assigned to classrooms across the district to support instruction under the direction of Windham teachers.



THRIVE

The Trust, Healing, Restoration, Independence, Vision and Empowerment (THRIVE) program was launched in SY25 in collaboration with the Texas Department of Criminal Justice. The program included the Career Preparation course, taught by Windham educators. This course helped students master essential digital literacy skills, communication and productivity tools common in modern workplaces.

Through structured lessons, district-provided email addresses to facilitate online job searches and virtual pre-reentry interviews, the THRIVE program helps students secure employment prior to reentry.



“Live out of your imagination, not out of your history,” said Colter Schau, a Windham School District alumnus who now owns First & Last Stop Custom Cabinets in Weatherford, Texas, serving both commercial and residential clients.

Schau’s inspiration and preparation for his future career began in the early 2000s while he was incarcerated in the Texas Department of Criminal Justice (TDCJ). Rather than viewing his time in TDCJ as a form of punishment, Schau made a conscious decision to use it as an opportunity to create a new future for himself and his family. He actively sought out Windham program opportunities.

He first earned his high school equivalency certificate, then completed the Changing Habits and Achieving New Goals to Empower Success (CHANGES) class. In addition, Schau earned On-the-Job Training (OJT) certificates as a caretaker, stock control clerk and warehouseman. He also achieved industry-based certifications in National Center for Construction Education and Research Core and Construction Site Safety.

According to Schau, his instructors within two of Windham’s career and technical education offerings, Mill and Cabinetmaking and Heating, Ventilation and Air Conditioning, taught him far more than technical skills — they instilled the importance of developing attributes essential for running a business.

Beyond the trade, he learned soft skills such as properly completing paperwork for jobs and communicating effectively with customers. He credits his education as a contributing factor to his personal growth.

“[The instructors] knew [their] purpose was to teach students a trade so they can earn a living wage when they leave TDCJ,” Schau said. “I feel that these classes and programs built up my character. Learning how to stand for something actually had a bigger impact on me than anything else.”

While working in a job consistent with his training, Schau discovered a natural aptitude for visualizing how cabinetry components fit together. Before even touching a cabinet, he would study its design and mentally deconstruct it. From initial planning to final assembly, he learned how each element contributed to a well-crafted product.

Today, Schau encourages everyone to take full advantage of the classes and programs available to them. He also recommends creating a written plan with short-, medium- and long-term goals. Before returning to his community, Schau made his own list, with many of those goals coming to fruition.

Schau attributes his successful reentry to the skills he gained through Windham programs and his determination to live out his vision for the future. In his own words, “history has not defined him.”

Success Beyond Limits

Colter Schau

Windham Alumnus



Windham School District's 2030 Plan: Targeted Goals, Impactful Outcomes

Grounded in four core targets—Educational Programs, Technology Advancements, Communication and Culture and Career and Community—Windham's 2030 Plan is more than a roadmap. It is a movement to reimagine what is possible for the students, staff and communities. The district saw exciting progress towards plan accomplishment throughout the school year.

Advancing Educational Programs

In SY25, Windham provided educational opportunities focused on innovative instructional models, industry-aligned career and technical education and workforce readiness. District teams conducted staffing and classroom space assessments and coordinated with college partners.

To increase access, select CTE programs shifted to two enrollment sections, allowing more students to participate without expanding physical space.

CTE programming continued to grow through new courses, stackable credentials and industry partnerships. Expanded offerings included Renewable Energy, Entrepreneurship and Advanced Welding. Academic instruction reached students in restrictive housing through secure tablet-based learning and hybrid instructional pilots.

Recruitment and retention efforts supported the district's ability to expand and sustain high-quality educational programs through participation in more than 60 job fairs. Retention supports, including a tuition and certification reimbursement program for qualified staff, resulted in increased staff satisfaction across the district.

Inspiring Technology Advancements

Windham expanded digital learning opportunities through online testing pilots, interactive classroom technology and virtual and augmented reality tools that enhance engagement and real-world application.

Cultivating Communication and Culture

The district strengthened communication and engagement by expanding tools that improve access to information and connection. A new employee engagement app provided staff with timely updates, shared resources and opportunities to connect across campuses. Family engagement also remained a priority through graduations, family literacy events and campus celebrations that support meaningful connections and encourage student success. The district also continued development of the Leadership Academy.



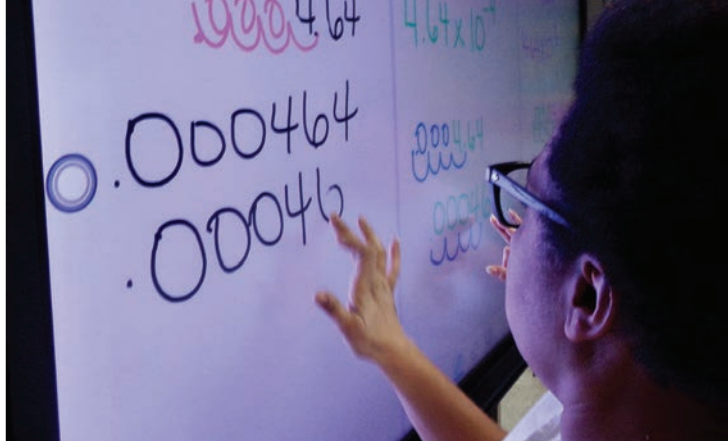
Transforming Career and Community Connections

During SY25, Windham advanced postsecondary opportunities by increasing college and career days and adding college and career readiness coordinators across regions. Continued collaboration with postsecondary institutions, workforce boards and employer partners strengthened education-to-employment pathways.



College and Career Readiness Team





Opening New Doors for Student Learning Through Technology

In SY25, Windham advanced digital learning and instructional quality across its campuses. A key milestone was the development and implementation of the Peer Tutor program, which integrated online testing, digital content delivery and pathways to industry-based certifications. This initiative also empowered participants to design computer-based model lessons using interactive whiteboards, preparing them to assist educators in the delivery of high-quality instruction upon returning to their home campuses.

Building on this foundation, the Academic and Instructional Technology team broadened digital content offerings and increased the number of classes and teachers supported through resident tablets. For the first time, Windham introduced remote instruction for individuals in Restrictive Housing, delivering secure educational content to learners. To strengthen instructional practices, focused Professional Learning Communities were established to support the use of newly acquired mathematics content-creation tools, while an expanded digital resource repository and offline multimedia options gave teachers greater flexibility to enrich lessons.

Instructional quality was further strengthened through classes that modeled best practices in technology integration, differentiation and small-group instruction. Math and science instruction improved through the integration of additional interactive, simulation-based digital tools displayed on teacher laptops and interactive whiteboards, enhancing conceptual understanding and student engagement. The team also evaluated coding course platforms to identify secure, corrections-appropriate solutions and oversaw a pilot of digital life skills content for student tablets, broadening access to social-emotional and reentry readiness. To sustain innovation, education specialists attended artificial intelligence (AI) safety trainings to guide responsible implementation and delivered statewide virtual reality courses, supporting effective integration of immersive tools into the CHANGES curriculum.

Finally, the Academic and Instructional Technology team increased the number of campus and regional trainings offered, coordinating multiple education specialists to deliver inter-regional support and collaboration. These collective efforts advanced Windham's mission to deliver technology-enhanced instruction that equips students with the skills and credentials needed to succeed in a digitally-driven world.



2025 Statewide Professional Development



Windham School District hosted its Statewide Professional Development in Dallas, Texas. This event brought together more than 1,200 educators, administrators, support staff and partners for an immersive learning experience. The event emphasized instructional excellence, leadership development and innovative practices, in turn creating a welcoming, energizing atmosphere that encouraged collaboration. Attendees engaged in breakout sessions focused on communication, instructional quality, wellness and emerging technologies.

Kicked off with a morale-boosting welcome and general updates session delivered by Windham Superintendent Kristina J. Hartman, the event continued with the powerful testimony of Windham alumnus Keidrain Brewster. Sharing his inspiring journey from incarceration to becoming a successful business owner and motivational speaker, his story set the stage for a powerful professional development experience to come.

Following this, nationally recognized speaker and Chief Executive Officer of The BOLD Direction, Charlotte Stallings, delivered her energizing keynote titled, "The Blueprint: Bold Action, Smart Agility," challenging Windham staff to shift from a reactive mindset to one of purposeful momentum, encouraging them to lead change rather than simply navigate it. Attendees left the session with renewed motivation and an action-oriented mindset to turn intention into meaningful progress.



Featured Presentations

Verbal Judo

Led by TDCJ's Office of the Independent Ombudsman Director Brian Patrick, this session equipped staff with practical de-escalation strategies and empathetic communication techniques essential within the education in corrections setting.

7 Habits of Highly Effective People

Focused on personal and professional growth, this session led by Gary McGuey of Franklin Covey Education guided participants through principles that support collaboration, purpose-driven work and reflective practice.

Rachel's Challenge

Centered on compassion and kindness for others, Rachel's Challenge CEO Kristi Krings delivered a presentation that inspired staff to cultivate safe, supportive learning environments. Positive feedback has prompted plans to create a pilot program across campuses.

Positive Teams, Powerful Results: Combating Negativity and Building a Drama-Free Workplace

Led by Victoria College's Tiffany Johnson, this breakout explored strategies for improving workplace culture, strengthening morale and maintaining a solutions-oriented approach.

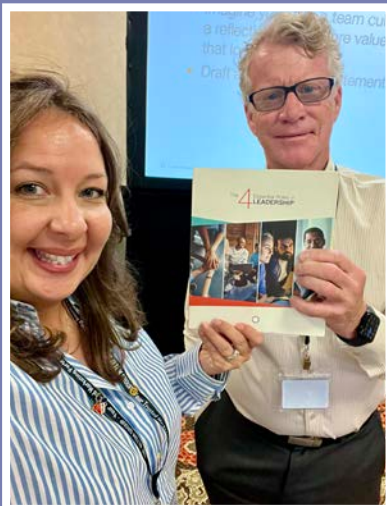
Mastering Communication

Catherine Netter, of the Texas Center for the Advancement of Literacy and Learning, provided tools for effective interpersonal and organizational communication to build trust and streamline operations.

Getting Smart About Money: Real Life Money Moves for Educators

By providing practical financial literacy tactics to support long-term well-being, Charlotte Stallings offered advice on budgeting, saving and debt management directed specifically for educators.





4 Essential Roles of Leadership

In a follow-up breakout session, Mr. McGuey guided administrators and aspiring leaders through behaviors that shape culture and organizational success.

Be the 1 in 15

Alison Boudreaux and Amy Sanders of the Gulf Coast Center encouraged educators to embrace mentorship and positive influence, underscoring the power of individual impact as it relates to mental health practices.

TDCJ Stakeholder Panel

This breakout session featured a dynamic panel of TDCJ leaders each sharing updates on key initiatives and addressing questions submitted by Windham staff, supporting transparency and collaboration across the organizations. This informative discussion underscored the shared commitment between TDCJ and Windham to student success and operational excellence across the education in corrections environment.

Pathways to Postsecondary

Detailing Windham's partnership with TDCJ and higher education institutions, Ashley Koonce, Windham's College and Career Readiness Administrator, and Mark Lewis, Postsecondary Education Evaluation Coordinator, highlighted strategies for increasing student engagement in CTE, certification pathways and postsecondary opportunities.

Information Technology (IT) Panel

Cesar Trevino, IT Administrator, Paul Gathright, Academic and Instructional Technology Administrator, and Fred Cook, TDCJ's Deputy Director of the IT Division, offered insights into how technology supports instruction, data management, operational efficiency and upcoming connectivity initiatives with opportunities for staff to engage directly with IT professionals.



HammerMath

All CTE instructors teaching courses with National Center for Construction Education and Research (NCCER®) curriculum attended this session presented by Perry Wilson, Founder and President of If I had a Hammer, Inc. and Jennifer Wilkerson, NCCER Vice President of Innovation and Advancement. The pair delivered hands-on techniques for improving math instruction for adult learners through trade-based applications.

Generative Artificial Intelligence Overview

Dr. Suzanne Newell, Chief Education Strategist for GTS Technology Solutions, introduced staff to artificial intelligence tools and demonstrated how emerging technologies can enhance instruction and administrative efficiency.

Alumni Panel

The conference concluded with an inspiring message from former students. Windham's Alumni Panel provided a meaningful platform for graduates to share their personal journeys, highlighting successes, challenges and moments from their time in the community. Featuring accomplished business owners, entrepreneurs and key contributors to the workforce, the panel left attendees feeling motivated and deeply committed to the important work they do every day.

Following the Alumni Panel was a powerful keynote from Chef Jeff Henderson, whose journey from incarceration to becoming an award-winning chef and bestselling author offered a compelling message of resilience and reinvention. His inspiring story left attendees to reflect on their own purpose and the influence each educator holds in unlocking human potential.

By offering high-quality professional development and learning experiences, Windham reaffirmed its mission to strengthen student outcomes and advance its vision for an innovative and student-centered educational community across all campuses.



Practical and Applied Learning

Windham CTE programs prepare students for community success in today's rapidly evolving workforce. With more than 40 industry-aligned programs organized across 10 career clusters, Windham provides students with meaningful, hands-on learning experiences. These programs are designed

to address current labor market demands while equipping students with the technical and professional skills needed to excel in high-wage, high-demand careers.

To promote workforce readiness, Windham integrates safety training and testing. Instructors emphasize essential soft skills — such as problem-solving, effective communication and time management — while maintaining high professional expectations. This holistic approach reflects the district's commitment to cultivating both technical proficiency and interpersonal competencies that lead to long-term career success.

In alignment with its mission to innovate and expand opportunities, the district introduced several new CTE programs during SY25 to include fields such as Renewable Energy, Automotive Electronics and Career Preparation. These additions strengthen the district's ability to respond to emerging workforce needs and create pathways that connect students to high-demand industries. Each CTE pathway offers students the opportunity to earn IBCs or occupational licenses, enhancing their competitiveness in the job market.

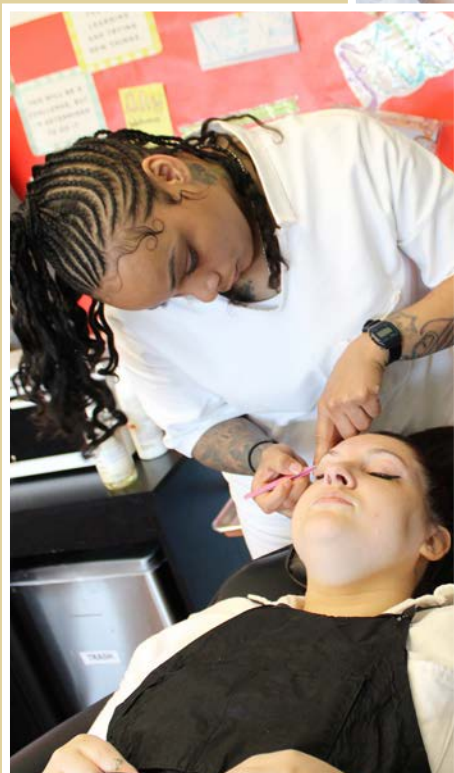
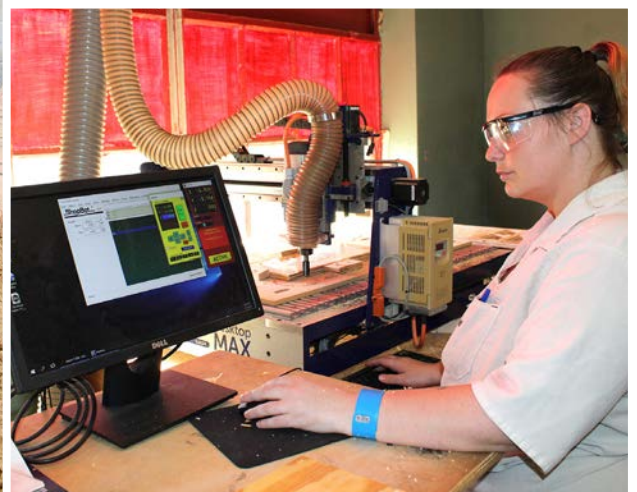
Windham broadened credentialing opportunities by incorporating stackable IBCs in key areas such as Automotive Electronics and Heating, Ventilation and Air Conditioning through organizational partnerships. These stackable credentials allow students to build skills progressively, enhancing employability



Through Career and Technical Education

and opening doors to more advanced training upon reentry. To further increase access and flexibility, Windham successfully piloted an online-based credentialing platform at one campus that enabled students to earn industry-standard stackable credentials. This digital solution empowered learners to build career-ready skills at their own pace, while expanding the district's capacity to deliver high-quality certification opportunities.

These initiatives were informed by business and industry advisory meetings and aligned with current labor market demand, ensuring credentialing pathways reflect the skills employers seek and the occupations projected for growth. By leveraging these insights, Windham positioned its programs to meet workforce needs and provide students with relevant, high-value training opportunities.



| Certifications | |
|---|--------------|
| CTE Certificates Earned (% completions of eligible) | 8,487 (83%) |
| Industry-Based Certifications Earned | 13,353 (97%) |

CTE Career Clusters*

Career Clusters

A career cluster is a grouping of occupations and broad industries based on commonalities in required knowledge and skills. The following career clusters were offered in SY25.

Agriculture, Food, and Natural Resources

- Horticulture and Urban Farming Technician

Architecture and Construction

- Bricklaying/Stone Masonry
- Introduction to Construction Careers
- Construction Carpentry
- Construction Fundamentals
- Construction Technology
- Electrical Trades
- Finish Carpentry
- Heating, Ventilation, Air Conditioning & Refrigeration
- Pipefitting
- Plumbing

Arts, A/V Technology and Communications

- Career Preparation
- Graphic Design

Business, Marketing and Finance

- Entrepreneurship

Energy

- Renewable Energy

Hospitality and Tourism

- Culinary Arts
- Customer Service Specialist

Human Services

- Barbering
- Cosmetology

Information Technology

- Business Information Management
- Foundations of Computer Science
- Telecommunications Connectivity
 - Audio Video Entertainment Systems
 - Copper Network Cabling
 - Energy Management
 - Fiber Optic Network Cabling
 - Grounding and Bonding
 - Telecommunications Technology

Manufacturing

- Computerized Numerical Control Machining
- Production Technician
- Welding

Transportation, Distribution and Logistics

- Automotive Collision Repair & Refinishing Technology
- Automotive/Diesel Fundamentals
- Automotive Electronics
- Automotive Fundamentals
- Diesel Mechanics
- Heavy Equipment Operator
- RV Service Technician
- Small Engine Repair
- Truck Driving

*Courses may have multiple completion levels

Occupational Safety and Health Administration (OSHA) 10 and 30 are offered throughout relevant clusters.



Workforce Development through Apprenticeships and On-the-Job Training Programs



Windham's Apprenticeship and On-the-Job Training (OJT) programs blend instruction with hands-on skill development that strengthens workforce readiness, connecting CTE graduates with meaningful job assignments across TDCJ divisions. These placements establish clear pathways for individuals to apply industry-relevant skills learned through CTE or postsecondary programs while gaining valuable experience.

Participants work under the guidance of professionals in their respective trades across TDCJ, accumulating 1,000 to 10,000 hours of supervised, trade-specific training. These hours contribute toward U.S. Department of Labor (DOL) certifications, with program syllabi approved by the DOL. Apprenticeship programs typically span two to four years, blending related technical instruction with on-the-job learning. Instructional hours can be accrued through apprenticeship classes, CTE courses, postsecondary education or military experience.



Windham facilitated access to 30 apprenticeship occupations in SY25. In the Boiler Operator program, the district took an important first step to connect campuses and deliver virtual instruction to multiple class locations simultaneously. In SY25, Windham's Apprenticeship program had 1,994 participants, with 227 of those achieving sufficient hours to complete the program. Career seekers gain structured pathways to secure well-paying, sustainable employment while employers benefit from a workforce that is prepared to meet critical demands.

The district's OJT program provides structured, six-month training opportunities that align with the Dictionary of Occupational Titles (DOT) codes published by the DOL. Students gain hands-on experience in trade areas such as Truck Driving, Diesel Mechanics, Welding, Electrical and HVAC while working in positions within TDCJ and Windham. Throughout the program, supervisors evaluate both technical performance and essential soft skills. Each participant is required to work within their designated DOT code for a minimum of 180 days, building competency and confidence in their chosen field.

To maintain relevance and quality, Windham regularly reviews OJT designated occupations to support the match to workforce needs across Texas communities. Collaboration with TDCJ divisions drives program growth and enhance student outcomes. Upon completion, participants receive certificates that include their DOT code, providing employers with clear verification of the skills acquired. In SY25, more than 1,600 individuals completed the OJT program.

| Apprenticeship Registered Occupations | |
|---|--|
| Assembly Technician | |
| Automobile Body Repairer | |
| Automobile Mechanic | |
| Automobile Technician Specialist | |
| Baker | |
| Barber | |
| Boiler Operator | |
| Cabinetmaker | |
| Carpenter | |
| Computer Programmer | |
| Computer-Peripheral-Equipment | |
| Cook | |
| Diesel Mechanic | |
| Drafter, Civil | |
| Drafter, Mechanical | |
| Electrician | |
| Furniture Upholsterer | |
| Graphic Designer | |
| Heating & Air Conditioner Install/Service | |
| Horseshoer | |
| Horticulturist | |
| Maintenance Mechanic | |
| Maintenance Repairer, Building | |
| Mechanic, Industrial Truck | |
| Metal Fabricator | |
| Plumber | |
| Sewing Machine Repairer | |
| Sheet Metal Worker | |
| Truck Driver, Heavy | |
| Welder, Combination | |

| Apprenticeship | |
|----------------|--------------|
| Participants | 1,767 |
| Completers | 227 |
| Total | 1,994 |

Strengthening College and Career Outcomes



In SY25, Windham continued to expand its commitment to college and career readiness through strategic partnerships, expanded licensing initiatives and support of postsecondary programs. The department hosted a series of College and Career Days across the district, engaging students with representatives from higher education, Workforce Solutions, alumni and TDCJ Rehabilitation and Reentry Division staff. These events encouraged students to envision their futures—whether preparing for reentry, pursuing higher education or contributing to their current community through job assignment opportunities.

Occupational Licensing Initiatives

Occupational licensing remained a key focus area for the College and Career Readiness (C&CR) department during SY25. Regional coordinators facilitated district-wide training on the Criminal History Evaluation Letter (CHEL) process, resulting in the submission of 1,024 CHELs. Additionally, Windham applied for 234 licenses through the Texas Department of Licensing and Regulation prior to reentry.

Postsecondary Education Support and Expansion

Windham began transitioning the administration of postsecondary education programs operating within TDCJ under a memorandum of understanding, following recommendations from the Texas Sunset Advisory Commission.

The C&CR department assisted in expansion of postsecondary opportunities and offerings by guiding five new postsecondary institutions through the Prison Education Program process, while continuing conversations with additional institutions for potential program operation. In tandem with this expansion, Windham worked to strengthen relationships with existing postsecondary partners by participating in campus tours and collaborative meetings. The team also reviewed and updated forms and policies to support accurate and effective student advisement. Additionally, an audit of the district-wide postsecondary waitlist was conducted to ensure that prospective students were aligned with appropriate pathways for success.

Career Readiness and Workforce Alignment

The C&CR department remains committed to employment initiatives, participating in quarterly meetings with TDCJ, focused on job placement for residents and cultivating industry-based partnerships. Staff attended and monitored business and industry meetings, which supported the Correctional Education Association (CEA) accreditation standards. These efforts keep Windham's programs closely aligned with workforce demands, ensuring students gain practical, real-world opportunities to apply their skills and training in meaningful ways.



By changing her mindset and overcoming the emotions she felt upon entering incarceration, Marie Horton was able to grow and diversify her skills, finding success while in the Texas Department of Criminal Justice (TDCJ).

“When I came to prison, I didn’t have that mindset that I was going to go any further. I was content with where I was,” Horton said. “There was a lot of anger. Now, I have this mindset that is contradictory to [having] this barrier that holds us back [because we have] a criminal background. Instead, I want to see how far I can go.”

To transform her perspective, Horton immersed herself in a variety of classes and programs. Among the most impactful were Windham School District’s Cognitive Intervention Program (CIP), Parenting and the Changing Habits and Achieving New Goals to Empower Success (CHANGES) life skills programs. She also participated in TDCJ’s Faith-Based Dorm, Restaurant Operations Management through Central Texas College and the Strength Through Restoration, Independence, Vision and Empowerment (STRIVE) program, a collaborative effort between Windham and TDCJ.

Of all these experiences, Horton credits CIP as the most impactful, providing the foundation for her success after reentry.

“Cognitive Intervention with Mr. Williams was probably one of the most transformative things I’ve ever done in my entire life,” Horton said. “It changed my perception of how I interact with other people, how I process those interactions and not react to them immediately, how to make wise choices.”

After her reentry in April 2023, Horton began her journey as an assistant general manager at MOD Pizza. Drawing on the skills she had developed, she earned a promotion to general manager in March 2024. In her leadership role, Horton continued to apply lessons from her time in Windham’s Parenting course, strengthening her ability to guide and support her team.

“It’s almost as though Parenting is really more of a leadership class than it is just parenting,” Horton said. “I have multiple people that work for me. I have to direct, redirect and teach, and that was an extremely helpful class to take.”

Embracing her success, Horton continued to push forward and earned another promotion, this time to facility manager. For Horton, success means constantly improving and challenging herself. By staying committed to growth, she said she has surpassed even the goals she once set for herself.

“Success for me looks like growing and diversifying my skill,” Horton said. “It is growing them to the best of my abilities. Success for me is my competition with myself to be better than I was yesterday. I never in a million years thought that I would be in this position.”

Horton hopes to inspire current students and residents to see themselves in a new light. She encourages them to ask for help and take advantage of the programs available to them. Grateful for those who supported her journey, Horton continues to pay it forward by sharing her testimony, showing that those who embrace opportunity can achieve success of their own.

“Keep your chin up,” Horton said. “It happens at the right time, and you can’t even fathom how good it will be as long as you stay on the right track.”

Success Beyond Limits

Marie Horton

Windham Alumna



Accountability

Windham School District's accountability system is designed to monitor and evaluate district and campus performance. This framework provides district leaders and campus staff with timely data that informs decision-making and effective program management. Through campus-level analysis of operations, activities and outcomes, the accountability system provides an ongoing view of performance. Staff have access to an interactive digital dashboard that delivers real-time accountability scores and key metrics, enabling continuous progress tracking throughout the academic year. This functionality helps identify areas that may require targeted support.

Windham leadership uses this information to address specific challenges and allocate resources strategically, supporting campuses that exhibit targeted needs. The accountability system also highlights successes, allowing the district to recognize and celebrate the accomplishments of staff and students. This recognition supports a culture of excellence and achievement across campuses.

Ultimately, Windham's accountability framework empowers educators at every level with the tools and information necessary to drive ongoing progress and advance student success districtwide.

In SY25, Windham employed eight weighted metrics to determine accountability ratings.

1. Attendance
2. Academic Completion
3. CTE Completion
4. Life Skills Completion
5. Compliance on Windham Audits
6. CTE Students Earning Industry-Based Certifications
7. Students Earning an HSE Certificate or HSD
8. Students Enrolled Based on Campus Capacity

Windham School District 2025 Accountability Report Card



District Wide B

Accountability Score

Team Members of the Year



SUPPORT STAFF OF THE YEAR

Deborah Branch

*Library Assistant
Coleman and Kyle Campuses*

Deborah Branch, Windham's 2025-2026 Support Staff of the Year, brings nearly 30 years of educational experience to her role. Since joining Windham in September 2023, she has served as a library assistant overseeing the Coleman and Kyle campus libraries. Branch's leadership style emphasizes a sense of community, empowering the library clerks to be confident in managing the libraries independently. Known for her diligence, she stands out for her

commitment to helping patrons, whether it's locating the next book in a series, processing interlibrary loans or assisting with educational resources, such as the Free Application for Federal Student Aid (FAFSA). Branch finds fulfillment in making a difference in patrons' lives through literacy and learning. Her favorite part of the job is connecting individuals with books and information that inspire growth and opportunity. As students prepare to return to their communities, she offers advice to find their passions through a meaningful career, encouraging them to take care of themselves and their families.



STUDENT ADVISOR OF THE YEAR

Elizabeth Casteen

Allred Campus

Before joining Windham, Elizabeth Casteen spent 10 years in a single district, teaching middle and high school math before becoming a school counselor. She began her career with Windham in August 2021 as a CHANGES teacher and later earned both the title of 2023-2024 Life Skills Teacher of the Year and the Dr. Lane Murray Excellence in Teaching Award recipient. Her dedication led to a promotion to student advisor at the Allred campus, where she was named the 2025-2026 Student

Advisor of the Year. Known for her empathetic and collaborative leadership style, Casteen listens closely to staff and students, working with them to find meaningful solutions. Her optimism and belief in celebrating others' successes make her a supportive and uplifting presence on campus. She finds the greatest reward in seeing students excited about learning and using it to transform their lives. Casteen encourages students to embrace their power to choose, reminding them that even choosing how to respond is a decision only they can make. Her advice to students is simple, yet powerful: "Make good choices."

PRINCIPAL OF THE YEAR

Garland Whetzler

Dominguez Campus



Mr. Garland Whetzler has extensive experience in education, leadership and military service. Along with serving within the San Antonio public school system, Whetzler's background also includes distinguished service in the United States Navy during the Global War on Terror, completing two tours at Joint Task Force Guantanamo Bay. These experiences prepared Whetzler to take on new challenges, transitioning to his current role as principal at the Dominguez campus. His leadership style emphasizes collaboration, transparency and professional autonomy for staff. Recognized for his adaptability, innovative problem-solving and situational awareness, these qualities are just a few of the qualities that set him apart in becoming Windham's 2025-2026 Principal of the Year. Career highlights for Whetzler include leading Dominguez to an "A" accountability rating, expanding postsecondary opportunities to students and launching a horticulture program in partnership with the San Antonio Food Bank. Above all, he values witnessing students achieve milestones such as earning their HSE or CTE certifications. He always encourages students to pursue both "resume accomplishments" and "eulogy accomplishments" as part of a meaningful legacy — their integrity, compassion, fairness and commitment to being a good friend, parent or community member.



TEACHER OF THE YEAR

William Smith

Career and Technical Education



When William Smith walks into his classroom at the Huntsville campus, it's not simply to teach Construction Technology — he's building confidence, character and a foundation for success. Named Windham School District's 2025-2026 Career and Technical Education Teacher of the Year and recipient of the prestigious Dr. Lane Murray Excellence in Teaching Award, Smith's experience in education is rooted deeply.

After earning his degree in Agribusiness from Sam Houston State University, Smith earned his teaching certification. That decision launched a long career as an agriculture teacher, shaping young minds across public education. Following his years in the classroom, he stepped away from education to pursue his passion for construction. For nearly 15 years, he owned and operated a successful construction business, gaining real-world experience that would later become the cornerstone to his teaching within Windham.

Smith brought that wealth of knowledge to the Wynne campus, where he started as a Welding instructor. Soon after, he was tasked with launching the Construction Technology program at the Huntsville campus.

"We started our program from scratch and built it from the ground up," Smith said. "It's worked out well and we're always thinking about how we can do things differently. How can we add to it and how can we change it up to make things more positive?"

That spirit of innovation and collaboration has made Smith a mentor to his fellow CTE instructors across the district. His classroom operates less like a traditional learning setting and more like a real-world construction business.

"I try to run my class as much like a construction-related business in the community as I can," Smith said. "That way, they know what to expect and in turn, I get really good reactions from most of my students. I find this instructional model works really well."

Smith's approach goes beyond technical skills. He emphasizes soft skills, such as communication, teamwork and respect as essential tools for success following incarceration.

"My program all starts with respect," Smith said. "I tailor my instruction depending on the student's needs. Not everybody has the same learning capabilities or the same amount of previous education. I'll pair students with stronger skills with those who need more support, like peer tutoring."

To reinforce collaboration, Smith assigns a project that simulates challenges that students can expect to encounter in the community. Students form mock construction companies, complete with business plans, goals and defined roles. From there, they create projects that represent their company's work.

For Smith, teaching is about preparing his students for life beyond the classroom.

"Through the years, I've learned that it has to be communicated to my students that the perfect job doesn't exist," Smith said. "You're always going to have challenges, and you've got to be open and willing to change. That's how you overcome those issues and challenges."

The payoff for Smith comes at graduation ceremonies, where he sees the pride and joy on his students' faces.

"When those students stand up there with their smiles, the brightness that lights up in their face when they see their families there and they want to introduce me is just such a positive experience," Smith said. "I tell all of my students at the beginning that they are all here for a reason. We may not always know exactly what reason we're here for, but let's take the challenges that come along with that and move forward in a positive direction."

Ultimately, Smith hopes his students leave with more than just the technical skills needed for successful reentry.

"I want them to be able to take back just one thing that I've taught them," Smith said. "I want them to go out there and provide for themselves and their families. When they leave, there's all kinds of positive things we can do every day in our world. I just ask that they take what I give to them and pass it along to their children or pay it forward in some way."

TEACHER OF THE YEAR

Leanna Bates

Academic

From a young age, Leanna Bates knew she wanted to teach. What began as a dream to work with children and make a difference has grown into a career defined by passion and an overall sense of purpose, elevating her to be chosen as Windham School District's 2025-2026 Academic Teacher of the Year.

Her career began in public education before transitioning to Texas A&M AgriLife, where she taught health and wellness to children and adults. When the program ended, she seized the opportunity to bring her passion for education to the district, teaching literacy classes to adults residing in the Texas Department of Criminal Justice.

"I'm really big on it's not the person, it's the behavior and we just have to change the behavior," Bates said. "We may have made choices that were not socially acceptable and that's why we're here, but that doesn't mean that our behaviors can't be changed. My students come into my classroom and I work really hard to make sure it's a space where they feel comfortable and that they can breathe in."

Bates said that respect is the cornerstone of her classroom.

"My big rule in my class is that I talk about respect and that it goes a long way," Bates said. "Respect me, respect yourself and respect each other. While it is known that you're in prison, your mind doesn't have to be. Take advantage of all that is offered to you and be the best at it that you can be, including respecting how you interact with others."

Her approach is rooted in encouragement and the belief that no matter the obstacles, students can achieve anything they set their mind to.

"Some students believe that they're not ready for this, so you have to keep showing them that you do believe in them and that you care about them as a person and their success," Bates said. "That they deserve it, especially for those that have never been successful with their education before."

Collaboration is another key element of Bates' teaching philosophy. "I'm a big collaborator and collaboration is huge in my classroom," Bates said. "You help each other. To me, when it all flows and everybody is working together, it's beautiful because that means everyone is growing."

Her commitment to modeling perseverance, even in times of frustration, is unwavering.

"We have to practice what we preach," Bates said. "I tell my students every day that you've got to keep trying. You have to keep believing in yourself because this too shall pass. If I don't practice what I preach when I'm feeling challenged or defeated, I'm no good. They have to see me walk the walk and not just talk the talk."

For Bates, she said the most rewarding moments of her career come from witnessing her students graduate with their respective achievements.

"It really puts the icing on the cake when we get to see these students graduate," Bates said. "We meet the people at graduation that have supported them and that we hear all about on a daily basis, and you see that joy that they have on their face to be there supporting them."

After years of guiding students through their unique challenges and goals, Bates offers a reminder that perseverance isn't just for the classroom — it's for all aspects of life.

"Every day is not going to be good. You have to find the one thing and latch onto it to get you through to the next day," Bates said. "The next day is a fresh restart. Only you are letting something define you, not anybody else."





TEACHER OF THE YEAR

Audrey Bridgwater

Life Skills

For Windham School District's 2025-2026 Life Skills Teacher of the Year, teaching isn't simply a job — it is a calling. After starting her career in public education, Ms. Audrey Bridgwater found her true home with Windham, where she has spent several years shaping lives and building futures.

Since joining the district, Bridgwater has taught a variety of subjects, but quickly found her passion among life skills courses. Her work goes beyond just the classroom, in which she serves as an active member of the Changing Habits and Achieving New Goals to Empower Success (CHANGES) focus group and has participated in other opportunities to review curriculum, helping to improve programs districtwide.

"I love that I'm able to be a part of the CHANGES focus group and making some changes to the curriculum that I feel will help other teachers," Bridgwater said.

Her teaching philosophy is centered on dignity, respect and individualized learning.

"I give them assignments on what they specifically need in order to be successful," Bridgwater said. "We do a lot of cross-curricular activities, so if you can tie multiple subjects into something they may need, then it is even more beneficial to them."

For Bridgwater, modeling positive behavior is key.

"I feel like at Windham, we try to give our students a sense of identity," Bridgwater said. "If you go into the classroom and carry yourself in the way that you want your students to present themselves to you, they will learn by our actions; to be firm, fair and consistent in treating others the way that you would want to be treated."

Her motivation comes from a bigger picture: creating a better world for future generations to come.

"My whole perspective is that I have little ones, and I want them to grow up in a better world than we have right now," Bridgwater said. "I feel like I have the ability and that I'm in a role now to hopefully make that impact."

Bridgwater said that the rewards of her work are immediate and powerful, whether it be seeing students earn their CHANGES certificate or finally passing their tests to complete their high school equivalency, these milestones bring joy in a trickle-down effect.

"With our students, we get to see that instant gratification," Bridgwater said. "We get to experience these successful moments with them. Seeing their families be thankful for the education they're getting is impactful."

Bridgwater sees herself as more than just a teacher — she's a facilitator, guiding students to reflect on their past and plan for a better future.

"I go in there and ask the right questions, get the students thinking about the events that led them to where they are now, where they're going in the future and what they can do to make it that much better," Bridgwater said.

Beyond shaping the lives of her students, Bridgwater said her role has transformed her as well.

"I feel like in being a life skills teacher, it has honestly helped make me a better person, because every time I go through the curriculum, I learn something new about myself," Bridgwater said. "I am also learning and growing along with my students, so that helps me and impacts my family."

Her advice to students as they leave her classroom is simple, but profound.

"Just be kind. If we can be kind to one person, that person will hopefully be kind to the next," Bridgwater said. "I think if we spread kindness, it'll help make the world a better place."

Upon entering the Texas Department of Justice (TDCJ), the future appeared bleak from William Chavez's perspective; however, today he is a successful businessman, supporting his family and giving back to others through volunteer service.

"My mindset was that I would do my entire 20-year sentence, and I was not planning to make parole," Chavez said. "Entering TDCJ at the age of 22, I was not even interested in taking classes."

That all changed about five years into his time in TDCJ. Chavez said he took stock of his surroundings and decided he wanted a better life.

"I was seeing things I didn't want to be a part of. I began to look for change and a way to be the person I was supposed to be," Chavez said.

Raised by his grandfather, Chavez was also a father to a young daughter. They mattered to him, and he said he wanted to find something to make his family proud. He began searching for a way to unlock his potential, and he found Windham School District.

Chavez recalled that as he journeyed toward a hope-filled future, he completed Windham's Cognitive Intervention, CHANGES and Prospect and Solutions programs. Then he set his sights on career and technical education training.

"Initially, I took Mill and Cabinet Making," Chavez said. "The class's instructor made it worth the effort. He helped facilitate my desire and a belief that I could one day have a career in cabinetry. I'll never forget Travis Smith."

Chavez said Smith was attentive and knowledgeable, and he enriched the curriculum with life lessons. Smith's students knew he wanted to help them. This left an indelible mark on Chavez and his fellow students, and Chavez was inspired to pursue his future work.

"I could see myself doing this type of work when I returned home," Chavez said. "I knew you have to have a desire in your heart and mind in order to learn and change. You have to want it for yourself."

Upon reentering his community, Chavez also had experience in painting, drawing and other artistic talents, so he decided to first open an air brush and painting shop.

Today, Chavez has successfully completed parole and is the owner of the part time painting company, which includes work on local murals and automotive painting. He also went on to earn his commercial driver's license, and can often be found driving delivery trucks. He remains enthusiastic about the variety of employment skills he has acquired through his experience with Windham.

Chavez acknowledges that the process of change began with his inner desire to grow and improve his life. He connects his continued success and ability to support himself to the impact of Windham.

"I wish I had taken even more classes, because they really help," Chavez said. "All the programs I took led me to this moment of growth. What made it all the better for me is the instructors; they change the world."

Chavez is also an approved TDCJ volunteer, serving as inspiration to the residents he speaks with. His message to those living in TDCJ is based on experience.

"Windham and TDCJ offer a lot of programs that can help you," Chavez said. "But you must have a desire in your heart to change. It's all about growth. Remain focused and positive, because all growth begins within you."

Success Beyond Limits

William "Isaac" Chavez

Windham Alumnus





Recreation and Wellness: Forging Healthy Lifestyles



Women of Wellness Dorm

Launched in SY25 at the O'Daniel campus, the Women of Wellness Dorm is an eight-month residential program where participants commit to living healthy lifestyles. Residents host exercise classes, learn about the Eight Dimensions of Wellness and benefit from a supportive environment where mentors guide them toward more active and engaged living.



The Recreation and Wellness department continued to prioritize the physical, mental and emotional well-being of both staff and residents. Through a wide range of health-focused programs and educational initiatives, the department encouraged self-reflection, promoted informed lifestyle choices and supported long-term wellness through engaging and accessible activities.

Throughout SY25, the Recreation and Wellness department launched a series of initiatives aimed at boosting staff engagement and promoting overall wellness across the district. Employees took part in statewide challenges made possible through partnerships with the Texas Department of State Health Services and Texas A&M AgriLife, including Get Fit Texas, where Windham earned first place in its category, and Walk Across Texas, which saw participants collectively log 134,629.66 miles — a remarkable increase of more than 49,000 miles compared to the previous year.

Recreation and Wellness also hosted educational sessions focused on the Eight Dimensions of Wellness — Environmental, Emotional, Financial, Intellectual, Occupational, Physical, Social and Spiritual. Residents engaged in hands-on demonstrations that encouraged reflection on personal health and nutritional habits, especially when making dietary choices and promoting healthier lifestyle decisions.

To further support staff wellness, the Recreation and Wellness department organized Health and Wellness Fairs across the state, offering valuable information on employee benefits, free health resources, vaccination clinics and blood donation opportunities.

Regional coordinators played a key role in expanding wellness efforts and maintaining high operational standards to promote safe, engaging environments across all campuses. Their responsibilities included conducting routine facility evaluations, identifying areas for enhancement and equipping sites with appropriate recreational resources. In addition, regional coordinators lead multiple annual training sessions to certify TDCJ recreational officers, providing them with best practices and oversight strategies. Coordinators collaborated closely with TDCJ, Windham and community partners to host events such as volleyball tournaments with volunteers, softball games and CrossFit competitions.

The Recreation and Wellness department remains dedicated to expanding opportunities for growth, connection and well-being, empowering staff and residents to thrive.

DEPARTMENT UPDATES

Academic and Instructional Technology

In SY25, Windham restructured elements of existing departments to form the Academic and Instructional Technology department, aimed at centralizing and enhancing the district's support for academic programming. The department is focused on expanding access to instructional technology while equipping teachers and students with the tools to succeed. Core services include HSE and diploma programs, the Peer Tutor training program and education in restrictive housing settings. The department also supports the Family Literacy program, English language learner services, digital literacy education and Integrated Education and Training (IET).

The Academic and Instructional Technology department facilitates the integration of instructional technology across various programs, supporting a collaborative learning environment. Through appropriate and accessible technology, students are empowered to achieve academic success and develop skills for lifelong learning.

Assessment, Advisement and Records (AA&R)

The AA&R department has oversight of all districtwide assessments and supports student advisors who provide orientation to all incoming residents to guide program placement. Student advisors help students select courses aligned with their declared career pathways, laying the foundation for a secure and promising future. Once a career pathway is identified, students are enrolled in classes that deliver targeted, individualized instruction.

Beyond advisement, AA&R serves as the official custodian of educational records. The department researches and documents all educational claims by residents. The addition of regional records clerks has streamlined this process, allowing for more efficient record management.

AA&R launched a secure online portal that enables alumni to request copies of their educational records and achievements earned during incarceration free of charge.

Communications

Windham's Communications department serves as the central hub for district messaging, encouraging clarity, consistency and engagement across all audiences. The team manages a wide range of responsibilities to strengthen the district's voice and visibility, including the development of monthly newsletters, press releases and the Annual Performance Report. In addition to overseeing social media platforms, website content, media relations, and survey development and circulation, the Communications department designs creative materials and visual assets that highlight the district's priorities and achievements and maintain a unified brand presence across all platforms.

The Windham Employee Engagement app, established by the Communications department in SY25, is an internal platform designed to support collaboration, celebrate achievements and strengthen staff connections across the district. The department also provides branding resources, design templates and presentations for leadership at key events and forums, further enhancing the district's mission and vision.

The Communications department shares the impact of Windham through alumni features, interviews and collaborative projects. Communications directs the production of *The ECHO*, a newspaper written by and for TDCJ residents, printed 10 times a year and reaching more than 140,000 readers internally and numerous external stakeholders. Distributed in print and digitally through resident tablets and the Windham website, *The ECHO* provides a platform for authentic voices and operates under a memorandum of understanding with TDCJ. In SY25, Communications expanded the reach of *The ECHO* by establishing an office at the Dr. Lane Murray campus, creating an opportunity for women to participate in journalism and contribute to the publication in an official capacity.

Scan to view
The ECHO



Human Resources (HR)

The HR department supports employees and advances the district’s goals by building a skilled workforce and promoting a positive workplace culture. HR oversees the entire employment lifecycle, including recruiting, onboarding, training, classification, performance management, policy compliance, benefits administration and separation.

HR continued to focus on attracting top talent in the field of education throughout SY25. Windham’s superintendent, principals, student advisors, teachers and diagnosticians maintained certification through the Texas State Board for Educator Certification, in accordance with Windham’s enabling statute.

During SY25, HR reviewed processes and improved departmental efficiency. The team supported 1,188.5 budgeted full-time equivalent positions and initiated key projects to modernize operations. These included the implementation of electronic onboarding documents, enhancing records management and expanding process automation, laying the foundation for continued progress and greater efficiency.

Information Technology (IT)

During SY25, the IT department modernized the district’s technology infrastructure and systems to enhance student success and operational efficiency. The department, organized into Help Desk, Network Specialists, System Administration, and Application Development teams, delivered secure, reliable, and innovative solutions district-wide.

The Network Specialist Team expanded the physical technology footprint by establishing a new unit at Bartlett and deploying computer labs at the Gurney and Young campuses. They installed the latest GED testing platform district-wide and established essential online testing capabilities at the Ferguson, Gurney, and Lychner campuses. The team also replaced 42 CAI and CTE lab servers and upgraded wireless access points from 4G to 5G, significantly improving connectivity and student access.

The Application Development Team streamlined processes by implementing new library circulation software and replacing student tracking reports with real-time attendance systems, ensuring equitable resource allocation. They also developed applications to manage postsecondary interest, course assignments, and program waitlists, creating new opportunities for students.

The System Administration Team strengthened district cybersecurity by deploying software that enhanced protection and incident response, and improved system performance by replacing legacy software.

Through these initiatives, the IT department successfully modernized both physical infrastructure and digital systems, equipping campuses with advanced technology that supported instruction, efficiency, and student achievement across the district.

Library Services

Windham School District’s Library Services department continued to provide access to literature and learning resources, supporting intellectual growth and personal development for patrons. A major milestone was the full implementation of the Library Checkout System (LCS), streamlining book circulation and inventory management. Library services increased efficiency by training additional staff on cataloging processes. During SY25, Windham operated 100 libraries across TDCJ facilities statewide.

| Windham Library Information for SY25 | |
|---|-----------|
| Libraries Maintained* | 100 |
| Books Circulated | 1,052,732 |
| Audio Books Circulated | 4,580 |
| Donated Books Circulated | 136,572 |
| New Books Received | 10,303 |
| Books Cataloged | 45,815 |
| Books Distributed to Libraries | 64,649 |
| Books Purchased | 10,303 |
| Donated Books Cataloged (for library collections) | 36,026 |
| Donated Books Not Cataloged (for housing areas) | 28,623 |
| Deleted Books | 15,162 |
| <i>*Includes five donated libraries</i> | |



Volunteers

Windham is grateful to have a dedicated group of individuals who generously contribute their time to support district initiatives. During SY25, Library Services processed 241 new volunteer applications. The district marked 958 approved volunteers at the end of the school year. In addition, special guests made 71 visits, contributed 120 hours and connected with 1,612 residents across the district. From former students and community members, to state legislators and more, these volunteers inspired staff and students, serving as positive role models of service.

Operational Support

The Operational Support department monitors and evaluates student performance across campuses. Through a variety of initiatives, the department conducts program evaluations that assess student enrollment, attendance and academic achievement. These evaluations measure progress and identify opportunities to strengthen instructional programs districtwide.

Beyond compliance monitoring, the department coordinates ITP guidelines to support student instructional pathways. Dedicated to continuous improvement, the department facilitates contracts that evaluate the effectiveness of district programs in key areas such as academics, career and technical education and life skills.

Collaboration is central to the Operational Support department's mission. By working closely with external partners, including the American Correctional Association (ACA), Correctional Education Association (CEA), TEA, TDCJ, TWC and the Texas Workforce Investment Council (TWIC), the department maintains alignment with state and national standards. All 13 Windham campuses that were audited in SY25 achieved CEA accreditation. CEA maintains and regularly updates a comprehensive set of 61 standards for educational programs within corrections, 24 of which are mandatory. Key components of education in corrections programs that are evaluated during the audits include administration and management, personnel, educational programs and services, instructional materials, technology and sanitation. Campuses must also achieve 90% compliance with the remaining 37 standards.

Through systematic analysis of key data and performance reports, the Operational Support department delivers actionable insights that drive informed decisions, improve instructional quality and ultimately enhance educational outcomes for all students across the district.



Professional Development

As the district welcomes new staff, the PD department organizes and structures New Hire training to provide a comprehensive onboarding process. Working closely with internal departments and TDCJ staff, the PD team supports new employees to navigate the tools and resources needed for success. The department also leads the development and implementation of the District Improvement Plan, a framework outlining goals and priorities for each school year.

As the district administrator of the Texas Teacher Evaluation and Support System (T-TESS) portal, the PD department provides ongoing support to campus principals through application management and portal updates. The department also oversees the Leadership and Development program, building a structure for future leaders. By prioritizing professional growth, the department is focused on growing capable leaders who enhance staff support and improve operations.

The department delivers training for Life Skills programs, including CHANGES, CIP and Parenting, focusing on curriculum updates and standardizing practices. Education specialists conduct training for Life Skills teachers both during onboarding and as the programs evolve. Additionally, the PD team facilitates planning and delivery of program-specific training. The department's responsibilities strengthen employee development, enhance program quality and contribute to overall district success.



| Funding for Fiscal Year 2025 | | |
|---|----------------------------|-----------|
| Windham Contact Hour Rates | | |
| Academic Education | | \$4.69807 |
| Career and Technical Education | | \$3.87648 |
| Fiscal Year 2025 Cost Per Contact Hour | | |
| Windham (State) | Federal Grant Pass-Through | Total |
| \$8.76 | \$0.47 | \$9.23 |
| Contact Hours 2024-2025 | | |
| Best 180 Days | | 8,687,545 |
| Cost Per Participant - Fiscal Year 2025 | | |
| PROGRAM | AMOUNT | |
| Windham (State and Federal Funding) | \$1,599.10 | |

| Funding for Fiscal Year 2025 | |
|--|---------------------|
| Revenues - Fiscal Year 2025 | |
| TYPE | AMOUNT |
| Local (Interest Income) | \$1,351,426 |
| Windham School District State (Foundation School Fund) | \$68,217,086 |
| Instructional Material Allotment (IMA) | \$1,005,430 |
| Federal Grant Pass-Through Funds | \$3,821,449 |
| State Grant Pass-Through Funds | \$287,810 |
| Contract (Recreation and The ECHO) | \$5,969,816 |
| Other | \$248,158 |
| Operating Transfer-In | \$413,989 |
| TOTAL REVENUE | \$81,315,164 |
| Expenditures - Fiscal Year 2025 | |
| Windham School District State (Foundation School Fund) | \$75,137,652 |
| Instructional Material Allotment (IMA) | \$1,005,430 |
| Federal Grant Pass-Through Funds | \$3,821,449 |
| State Grant Pass-Through Funds | \$287,810 |
| Contract (Recreation and The ECHO) | \$5,969,816 |
| TOTAL EXPENDITURES | \$86,222,157 |

| Biennial Budget | 88th Legislature 2024-2025 | 89th Legislature 2026-2027 |
|---|-------------------------------|-------------------------------|
| Windham Appropriation from General Revenue (GR) within the TEA Budget | \$133,314,005 | \$156,175,224 |

Business Services

The Business Services department plays a crucial role in enhancing district operations through effective financial management, compliance with laws and regulations and a commitment to internal policies. The department provides essential support by overseeing financial planning, reporting, and management, while delivering key services and guidance to the district.

Key areas of responsibility include accounting, accounts payable, asset and fleet management, budgeting, payroll, purchasing and warehouse operations. These functions are critical to the district's success, providing staff and students the tools and resources necessary to achieve excellence.

Additionally, Business Services offers training in these areas, fostering a collaborative partnership with district staff. This equips staff with the knowledge and resources to make informed, strategic financial decisions.

Financial Data

The district is funded through state appropriations to the TEA Foundation School Fund within Article III, Strategy B.2.4. of the General Appropriations Act. As outlined in the Act, the TEA allocates funds based on student contact hours for the best 180 of 210 school days in each year of the biennium. In SY25, Windham spent \$8.76 per contact hour, \$1,517.22 per participant, of state appropriated money from TEA.

Other sources of Windham revenue include local interest and miscellaneous income. Federal pass-through 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 in Education Act (IDEA-B), Carl D. Perkins and the Integrated Education and Training grant. A state pass-through Jobs and Education for Texans grant was also awarded for SY25 from the Texas Workforce Commission. Additionally, Windham receives reimbursement through a contract with TDCJ for providing administrative oversight of the Radio and Television program, Library Services, Recreation and Wellness and *The ECHO* newspaper.

| Staff | SY25 Public School* | SY25 Windham |
|------------------------|------------------------|-----------------|
| Teachers | 48.30% | 49.70% |
| Central Administration | 1.20% | 1.30% |
| All Other | 50.50% | 49.00% |

| Teaching Staff | SY25 Public School* | SY25 Windham |
|----------------------------|------------------------|-----------------|
| Average Teacher Experience | 11.2 years | 16 years |
| Average Salary | \$340.91/day | \$334.58/day |
| Days Per Contract | 187 | 220 |

**2025 Texas Academic Performance Report prepared by TEA.*



2024-2025 SCHOOL YEAR WINDHAM SCHOOL DISTRICT

(Windham educational programs available at these 100 locations)

Panhandle
Abilene
Midleton
Robertson
Amarillo
Clements
Breckenridge
Sayle SAFPF
Childress
Roach
Colorado City
Wallace
Dalhart
Iowa Park
Allred
Lamesa
Smith
Lubbock
Montford
Pampa
Balen ISF
Jordan
Plainview
Formby SJ
Wheeler SJ
Snyder
Daniel
Tulia
Mechler

Alamo Star
Beaville
Garza East
Garza West
McConnell
Cotulla
Cotulla
Cuero
Stevenson
Dilley
Briscoe
Edinburg
Lopez SJ
Segovia
El Paso
Sanchez SJ
Ft. Stockton
Ft. Stockton
Lynagh
Hondo
Ney
Torres
Kenedy
Connally
San Antonio
Dominguez SJ
San Diego
Goossener SAFPF

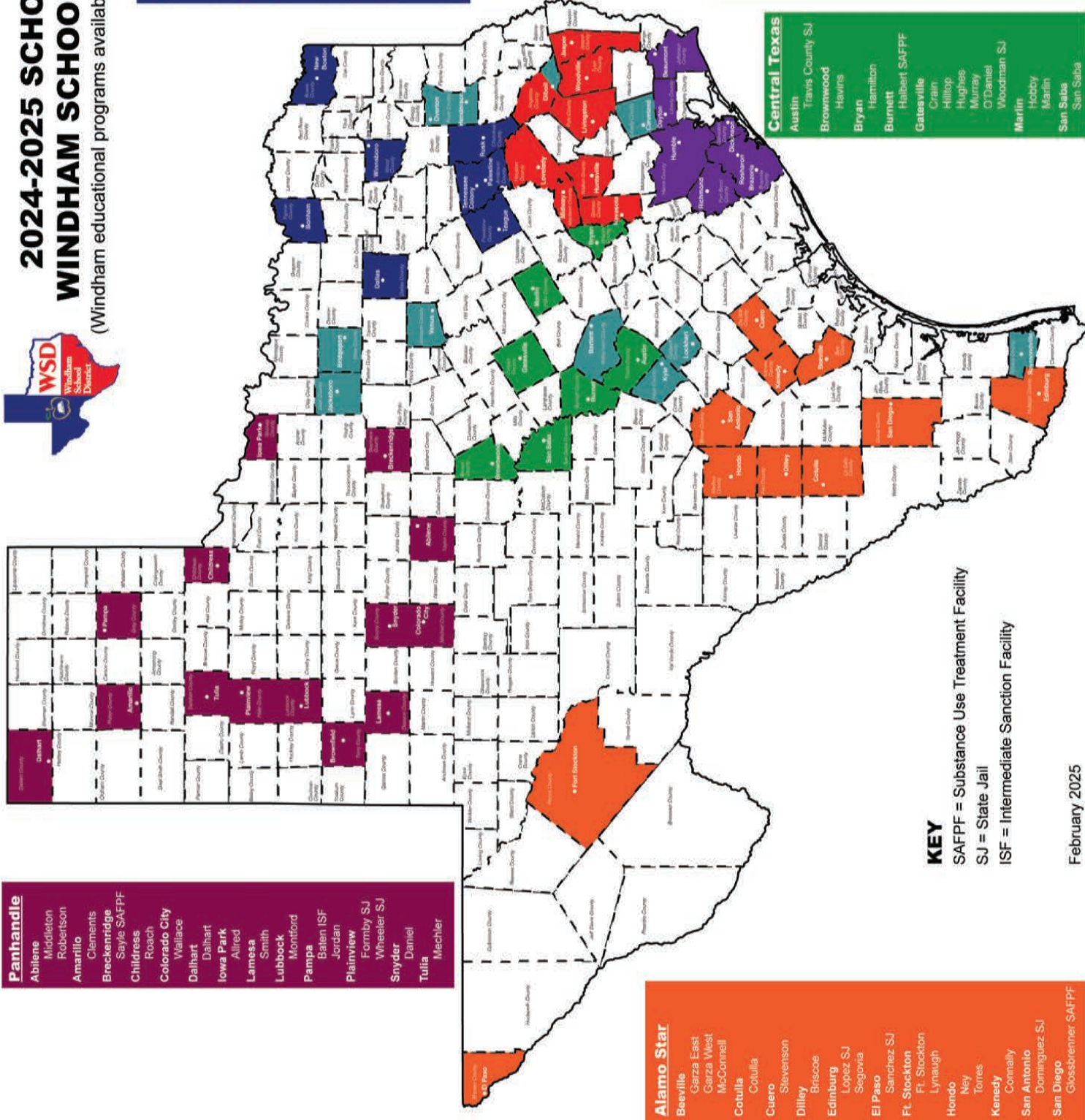
North Texas
Bonham
Cole SJ
C. Moore
Dallas
Hutchins SJ
New Boston
Telford
Palestine
Gurney
Powledge
Rusk
Hodge
Teague
Tennessee Colony
Belo
Coffield
Michael
Winnboro
Johnston SAFPF

Bluebonnet
Bartlett
Bartlett
Bridgeport
Bridgeport
Cleveland
O.J. Bell
Diboll
Duncan
Henderson
Bradshaw
East TX Treatment
Facility
Jacksboro
Lindsey
Kyle
Lockhart
Coleman
Overton
B. Moore
Raymondville
Willacy
Venus
Estes

Gulf Coast
Beaumont
Gist SJ
LeBlanc
Siles
Brazoria
Clemens
Dayton
Henley SJ
Highower
Pierre SJ
Dickinson
Young Medical Facility
Humble
Lychner SJ
Richmond
Jester 3
Scott
Vance
Rosharon
Memorial
Ramsey
Stringfellow
Terrell

East Texas
Huntsville
Byrd
Ellis
Estelle
Gore
Holiday
Huntsville
Wynne
Jasper
Goodman ISF
Livingston
Polinsky
Lovelady
Warrington
Navasota
Luther
Pack
Midway
Ferguson
Woodville
Lewis

Central Texas
Austin
Travis County SJ
Brownwood
Hawins
Bryan
Hamilton
Burnett
Halbert SAFPF
Gatesville
Crain
Hilligo
Hughes
Murray
O'Daniel
Woodman SJ
Marlin
Hobby
Marlin
San Saba



KEY
SAFPF = Substance Use Treatment Facility
SJ = State Jail
ISF = Intermediate Sanction Facility

February 2025

“The Windham School District greatly appreciates the support of our legislators, community partners and employers. Their commitment, along with the dedication of our teachers and the determination of our students to better themselves, makes it possible for graduates to return to their communities and enter the workforce equipped with competitive skills and a renewed sense of purpose.”

*~ Kristina J. Hartman, Ed.S.
Superintendent, Windham School District*



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