



WINDHAM SCHOOL  
DISTRICT

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September 1, 2001

## **SUPERINTENDENT DIRECTIVE**

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**SUBJECT:** LITERACY PROGRAM

**AUTHORITY:** Texas Education Code, §19.004; WBP-03.02, “Windham School District Superintendent Responsibilities and Authority”

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

**POLICY:**

Windham School District shall provide a literacy program specifically designed to enable eligible offenders to attain a General Educational Development (GED) certificate. The District shall ensure that the literacy program is integrated with an applied vocational context leading to employment.

**PROCEDURES:**

- I. Purpose
  - A. The literacy program of the WSD is comprehensive and focuses on the total needs of the students.
  - B. The program provides adult basic education for offenders functioning below the sixth grade level and secondary level adult education for those who are working toward attainment of a GED (high school equivalency) certificate.
  - C. In addition to helping students develop those skills necessary to earn a GED certificate, emphasis is placed upon developing basic workplace competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS).
- II. Program Description
  - A. The WSD literacy program includes beginning, intermediate and advanced level literacy classes.

- B. Classes at each level shall address essential knowledge and skills appropriate for adult education programs as well as the SCANS foundation skills and competencies.
- C. The basic foundation skills and workplace competencies shall be integrated, providing a holistic approach to instruction. Occupational knowledge, workplace literacy and generic job skills are infused into the basic literacy curricular framework.
- D. Use of interdisciplinary curricular resources engages students in relevant learning experiences.
- E. The literacy program is non-graded and competency-based.
- F. Literacy classes shall be scheduled as three-hour classes; they shall not be scheduled as six-hour classes without specific waiver approval obtained through the Division of Operational Support.
- G. Students shall not be required to attend literacy classes six (6) hours per day. However, students who are enrolled in a supplemental Title I program must meet the requirement to be concurrently enrolled in a regular program of instruction.

### III. Program Organization

- A. To provide effective instruction, classes shall be divided into three (3) levels. Each level shall focus on certain concepts and skills within a specified range of difficulty as indicated below:

Literacy I	Composite Score	0.0 to 3.9
Literacy II	Composite Score	4.0 to 5.9
Literacy III	Composite Score	6.0 and above
Literacy I—Reading	Reading Score	0.0 to 4.9

- B. Physical facilities play a role in organization of classes. The predominant mode of organization is the self-contained classroom.

### IV. Instructional Design

- A. The total educational program shall be competency-based where individual student needs determine the instructional plan, and mastery of objectives is the standard of success (rather than grades or time spent in school).
- B. Students shall be placed into the instructional process based on educational achievement data and Individualized Treatment Plan (ITP) priorities.

- C. Instructional activities and materials shall be prescribed based on educational achievement information as assessed by the Tests of Adult Basic Education (TABE).
- D. Teachers shall use a differentiated (individualized) instructional approach, taking into consideration each student's learning style, skill level, rate of learning, ability to attend, level of motivation, and so forth.
- E. Individual, small and whole group activities shall be selected by the teacher, as appropriate to student needs and capabilities, for the purpose of maximizing student progress.
- F. The instructional approach shall favor a learner-centered curriculum that is project-based and process-oriented.
- G. Instructional strategies shall provide opportunities for students to apply and practice skills in the context of functional, real-life settings and situations.
- H. Interdisciplinary, thematic units of instruction may be used to provide a relevant framework for implementing an integrated literacy/vocational curriculum.

V. Curriculum

- A. WSD has developed a curricular framework.
- B. Teachers shall follow the WSD curricular framework and use the curricular resources identified for their class/program area.
- C. Curricular resources and instructional materials from a variety of sources are continually reviewed for relevance, content validity, compliance with established standards and WSD program/student needs.

VI. Student Evaluation

- A. Multiple criteria are utilized to evaluate the performance of each student.
- B. A group administered standardized achievement test (TABE) is used to establish educational achievement (EA) scores.
- C. The promotion or demotion of a student from one literacy class to another should be based upon the student's most recent EA score and staff judgment.
- D. After each TABE testing session, each student should be reviewed and considered for possible promotion to the next higher-level class. Consideration should be given to space availability and waiting lists.

- E. The fact that a student raises his/her EA score does not necessarily mean he/she is capable of doing the required work in the higher level; however, a student shall not remain in the assigned class just because he/she is a good student or because the student does not want to change teachers.
- F. Students who meet the established eligibility criteria are provided the opportunity to take the GED test.

VII. Program Evaluation

- A. Overall student achievement data, such as grade level gain and percentage of students earning GEDs, are analyzed annually to determine performance trends.
- B. These data are compiled and reported in the *Windham School District Annual Performance Report*.

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Debbie Roberts, Superintendent  
Windham School District