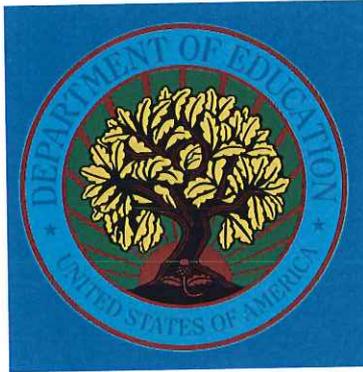


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Request for Window 3

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Puerto Rico Department of Education



June 10, 2015

U.S. Department of Education  
Washington, DC 20202

OMB Number: 1810-0581

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0581. The time required to complete this information collection is estimated to average 336 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537.

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**INTRODUCTION**

The U.S. Department of Education (Department) is offering each State educational agency (SEA) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide both educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility intends to build on and support the significant State and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness.

The Department invites interested SEAs to request this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to

waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the Department would grant waivers through the 2014–2015 school year.

### Review and Evaluation of Requests

The Department will use a review process that will include both external peer reviewers and staff reviewers to evaluate SEA requests for this flexibility. This review process helps to ensure that each request for flexibility approved by the Department is educationally and technically sound, and consistent with the principles described in the document titled *ESEA Flexibility* which seek to support State efforts to improve student academic achievement and increase the quality of instruction. Reviewers will evaluate whether and how each request for this flexibility will support a comprehensive and coherent set of improvements in the areas of standards and assessments, accountability, and teacher and school director effectiveness that will lead to improved student outcomes. Each SEA will have an opportunity, if necessary, to clarify its plans for peer and staff reviewers and to answer any questions reviewers may have. The peer reviewers will then provide comments to the Department. Taking those comments into consideration, the Secretary will make a decision regarding each SEA's request for this flexibility. If an SEA's request for this flexibility is not granted, reviewers and the Department will provide feedback to the SEA regarding the components of the request that require additional development for approval.

### GENERAL INSTRUCTIONS

An SEA seeking approval to implement this flexibility must submit a high-quality request that addresses all aspects of the principles and waivers and, in each place where a plan is required, includes a high-quality plan. Consistent with ESEA section 9401(d)(1), the Secretary intends to grant waivers that are included in this flexibility through the end of the 2014–2015 school year for SEAs that request the flexibility in "Window 3" (*i.e.*, the September 2012 submission window for peer review in October 2012). The Department is asking SEAs to submit requests that include plans through the 2014–2015 school year in order to provide a complete picture of the SEA's reform efforts. The Department will not accept a request that meets only some of the principles of this flexibility.

This *ESEA Flexibility Request for Window 3* is intended for use by SEAs requesting ESEA flexibility in September 2012 for peer review in October 2012. The timelines incorporated into this request reflect the timelines for the waivers, key principles, and action items of ESEA flexibility for an SEA that is requesting flexibility in this third window.

**High-Quality Request:** A high-quality request for this flexibility is one that is comprehensive and coherent in its approach, and that clearly indicates how this flexibility will help an SEA and its LEAs improve student achievement and the quality of instruction for students.

A high-quality request will (1) if an SEA has already met a principle, provide a description of how it has done so, including evidence as required; and (2) if an SEA has not yet met a principle, describe how it will meet the principle on the required timelines, including any progress to date. For example, an SEA that has not adopted minimum guidelines for local teacher and school director evaluation and support systems consistent with Principle 3 by the time it submits its request for the flexibility will need to provide a plan demonstrating that it will do so by the end of the 2012–2013 school year. In each such

case, an SEA's plan must include, at a minimum, the following elements for each principle that the SEA has not yet met:

1. Key milestones and activities: Significant milestones to be achieved in order to meet a given principle, and essential activities to be accomplished in order to reach the key milestones. The SEA should also include any essential activities that have already been completed or key milestones that have already been reached so that reviewers can understand the context for and fully evaluate the SEA's plan to meet a given principle.
2. Detailed timeline: A specific schedule setting forth the dates on which key activities will begin and be completed and milestones will be achieved so that the SEA can meet the principle by the required date.
3. Party or parties responsible: Identification of the SEA staff (*e.g.*, position, title, or office) and, as appropriate, others who will be responsible for ensuring that each key activity is accomplished.
4. Evidence: Where required, documentation to support the plan and demonstrate the SEA's progress in implementing the plan. This *ESEA Flexibility Request for Window 3* indicates the specific evidence that the SEA must either include in its request or provide at a future reporting date.
5. Resources: Resources necessary to complete the key activities, including staff time and additional funding.
6. Significant obstacles: Any major obstacles that may hinder completion of key milestones and activities (*e.g.*, State laws that need to be changed) and a plan to overcome them.

Included on page 19 of this document is an example of a format for a table that an SEA may use to submit a plan that is required for any principle of this flexibility that the SEA has not already met. An SEA that elects to use this format may also supplement the table with text that provides an overview of the plan.

An SEA should keep in mind the required timelines for meeting each principle and develop credible plans that allow for completion of the activities necessary to meet each principle. Although the plan for each principle will reflect that particular principle, as discussed above, an SEA should look across all plans to make sure that it puts forward a comprehensive and coherent request for this flexibility.

Preparing the Request: To prepare a high-quality request, it is extremely important that an SEA refer to all of the provided resources, including the document titled *ESEA Flexibility*, which includes the principles, definitions, and timelines; the document titled *ESEA Flexibility Review Guidance for Window 3*, which includes the criteria that will be used by the peer reviewers to determine if the request meets the principles of this flexibility; and the document titled *ESEA Flexibility Frequently Asked Questions*, which provides additional guidance for SEAs in preparing their requests.

As used in this request form, the following terms have the definitions set forth in the document titled *ESEA Flexibility*: (1) college- and career-ready standards, (2) focus school, (3) high-quality assessment, (4) priority school, (5) reward school, (6) standards that are common to a significant number of States, (7) State network of institutions of higher education, (8) student growth, and (9) turnaround principles.

Each request must include:

- A table of contents and a list of attachments, using the forms on pages 1 and 2.
- The cover sheet (p. 3), waivers requested (p. 4-6), and assurances (p. 7-8).
- A description of how the SEA has met the consultation requirements (p. 9).
- Evidence and plans to meet the principles (p. 10-18). An SEA will enter narrative text in the text boxes provided, complete the required tables, and provide other required evidence. An SEA may supplement the narrative text in a text box with attachments, which will be included in an appendix. Any supplemental attachments that are included in an appendix must be referenced in the related narrative text.

Requests should not include personally identifiable information.

**Process for Submitting the Request:** An SEA must submit a request to the Department to receive the flexibility. This request form and other pertinent documents are available on the Department's Web site at: <http://www.ed.gov/esea/flexibility>.

**Electronic Submission:** The Department strongly prefers to receive an SEA's request for the flexibility electronically. The SEA should submit it to the following address:  
[ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

**Paper Submission:** In the alternative, an SEA may submit the original and two copies of its request for the flexibility to the following address:

Paul S. Brown, Acting Director  
Student Achievement and School Accountability Programs  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in processing mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

#### **Request Submission Deadline**

The submission due date for Window 3 extension is March 31, 2015.

#### **Technical Assistance for SEAs**

The Department has conducted a number of webinars to assist SEAs in preparing their requests and to respond to questions. Please visit the Department's Web site at: <http://www.ed.gov/esea/flexibility> for copies of previously conducted webinars and information on upcoming webinars.

#### **For Further Information**

If you have any questions, please contact the Department by e-mail at [ESEAflexibility@ed.gov](mailto:ESEAflexibility@ed.gov).

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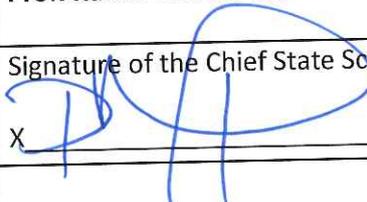
Insert page numbers prior to submitting the request, and place the table of contents in front of the SEA's flexibility request.

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5	Evaluation Cycle
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7	Flexibility District Copy
8	Lists of school by Classification and level
9	Profile of the School Director 2008 Final
10	Puerto Rico's Professional Teaching Standards 2008 Final
11	Questionnaire (March 2015)
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17	ED-03 B INSTRUMENT SCHOOL DIRECTOR OBSERVATION VISIT
18	ED-03-A INSTRUMENT SCHOOL DIRECTOR OBSERVATION VISIT
19	ED-03-C INSTRUMENT SCHOOL DIRECTOR OBSERVATION VISIT
20	EM 09 Growth Plan - Teacher revised AVR
21	EM 10 Improvement Plan - Teacher revised AVR
22	ES-05 SUMMATIVE EVALUATION SCHOOL DIRECTOR
23	PEM-04 C INSTRUMENT TEACHER OBSERVATION VISIT
24	PEM-04-A INSTRUMENT TEACHER OBSERVATION VISIT
25	PEM-04-B INSTRUMENT TEACHER OBSERVATION VISIT
26	PEM-06 SUMMATIVE EVALUATION CLASSROOM TEACHER

## Cover Sheet for ESEA Flexibility Request

Legal Name of Requester:  <b>Prof. Rafael Román Meléndez Secretary</b>	Requester's Mailing Address:  <b>P.O. Box 190759, San Juan, PR 00919-0759</b>
State Contact for the ESEA Flexibility Request  <b>Name: Enid V. Madera and Harry Valentín</b>  Position and Office: <b>Mrs. Madera- Federal Affairs Office Director</b> <b>Mr. Valentín- Undersecretary for Academic Affairs</b>  Contact's Mailing Address: <b>P.O. Box 190759, San Juan, PR 00919-0759</b>  Telephone: <b>Mrs. Madera(787)773-2003</b> <b>Mr. Valentín: (787)773-3053</b>  Fax: <b>(787)759-2000</b>  Email address: <a href="mailto:maderate@de.pr.gov">maderate@de.pr.gov</a> <a href="mailto:valentingh@de.pr.gov">valentingh@de.pr.gov</a>	
Chief State School Officer (Printed Name): <b>Prof. Rafael Román Meléndez</b>	Telephone: <b>(787) 759-2000</b>
Signature of the Chief State School Officer:   X _____	Date: <b>June 10, 2015</b>
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

## Waivers

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

1. The requirements in ESEA section 1111(b) (2) (E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
5. The requirement in ESEA section 1114(a) (1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate

targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

**Assurances**

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted Spanish language proficiency (LSP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer Spanish Language Proficiency (SLP) assessments aligned with the State's SLP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

**If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:**

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

**Principle 3 Assurances**

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<p><input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input checked="" type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

**CONSULTATION**

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

This section includes information on PRDE’s efforts to consult with and engage key stakeholders throughout the process of implementing its Flexibility Plan during the 2014-2015 school year and its efforts to gather input and feedback on the development of this extension request.

*Committee of Practitioners*

The Committee of Practitioners (COP) is composed by the Secretary (or representative), Under Secretary for Academic Affairs (or representative), Office of Federal Affairs Director; and representation of: Academics Programs, Limited Spanish Proficiency population, Title 1 Coordinator, Special Education population, Technical and Occupational program, Civil Rights Office Director with the Secretary liaison with Civil organizations, IHEs, parents, directors, teachers, students and Private Schools Representative.

The COP met on March 2014 and March 2015. The purpose of both meetings was to inform status of implementation of our flexibility plan in 2014 and 2015; discuss waivers and the use of funds and received their feedback for the renewal request for 2015-2018 years. Members of the COP had the opportunity to recommend specific actions regarding the use of Title I funds, like 1116 SES and 1003a.

The COP meetings allowed the participation of the diverse members, clarify their questions related to the new classification of schools, the amendment proposed in 2014 and new uses for what was SES. COP members recommend to use 1116(e) funds in broader way rather than in tutoring programs since those programs had not demonstrate effectiveness in academic achievement of students. The COP proposed narrowing the quantity of schools to be served and limit them to Priority and Focus, providing extended learning time but also administrative support, professional development and other related services to foster transformation in schools along school year. They also suggested not limiting the number of contact hours.

During the meeting held on March 2015, the COP focused on PRDE's Extension Request. The COP recommended continuing with the RAD model developed, since there has not been enough time to evaluate results in a quantitative way. They also discussed the proposed uses for 1003a funds. In addition to support work plans accordingly to availability of funds and priorities identified by the (Secretariat for Academic Affairs) SAA, they approved the uses of approximately \$10.6 M to provide differentiated instruction support to the subgroups of students most needed in the Priority, Focus and 5% of the lowest achieving Transition schools. Those funds will be allocated accordingly to schools application through PCEA. Priority schools will be allowed to choose two additional persons to work in a full time basis as a School Director for School Climate and a Teacher or two HQT teachers accordingly to the academic achievement needs previously identified related to its classification. In a Focus School they will follow the same procedure but can choose only one additional person from the same two positions available for Priority. The lowest 5% Transition schools will be allowed to select only one HQT teacher to support the subject with the worst results in the PPAA or PPEA.

There are 9 TAS schools which are Priority and Focus. Details regarding our 75 TAS schools were also discussed, and the recommendation of the Title I Program of using 25% of its budget in Title I personnel was approved. This action will help those schools to provide differentiated instruction and support to those subgroups of students most needed.

A general description of the renewal process was discussed with the COP, which agreed with the renewal, since it provides the opportunity to hold schools and Districts accountable for results focusing in the subgroups and the achievement gaps. The COP concurred with the recommendations presented and discussed with them related to RAD instead of SES, but recommended a close monitoring of the implementation.

The COP had some questions about role definition for different interventions supported by federal funds. PRDE clarified that roles and responsibilities should be defined in each school's *Authentic and Comprehensive School Plan (PCEA)* and that each school director should work with his planning committee and "Consejo Escolar" the use of funds according to school needs. These decisions are not imposed by PRDE.

The COP also discussed PRDE's educator evaluation system. The COP supported the continued implementation of this process and agreed that school directors should be responsible for evaluating teachers.

Additional meetings that have taken place at the Regional/Districts levels that incorporate the input of diverse stakeholder groups are presented the next section. At the Central Level, there are regular (monthly) meetings of the Secretary's Advisory Committee. The Secretary's Advisory Committee includes representation from the Special Education community as well as the Limited Spanish-speaking community. Members of the Secretary's Advisory committee were engaged throughout the process of implementing PRDE's Flexibility Plan during the 2014-2015 school year. The regular meetings of the Advisory Committee were also used to gather input and feedback on the development of this extension request.

This Committee includes members from the school communities, civil rights organizations, LSP and Special education representation, businesses, IHEs, parents and educators, and they are tasked with exploring and providing feedback on various aspects of PRDE's Flexibility Plan. The Committee is broken down into various workgroups that focus on:

- Parent and Community Involvement
- Students Interests
- College Readiness
- Implementation of the State Longitudinal Data System
- Policy Development
- School Classifications and Accountability
- Professional Development
- Educator Evaluation and Support System
- Special Education
- Limited Spanish Proficiency

#### ***Additional Methods of Disseminating information about PRDE's Flexibility Waiver***

To increase the accessibility to information regarding the Flexibility Plan, the Department of Education developed an exclusive section on the PRDE webpage to present information about Flexibility. This section is placed prominently in our home page with different links that contain detailed information about the different components of the Plan. Through the website we keep our larger community informed about our Flexibility Plan. This information reaches about 157,494 users, and includes stakeholders from various components of the educational system. The information published on this platform has a longer range that reaches nearly 1, 538,456 people that somehow or other have a link to our education system.

The Flexibility website is targeted to reach students, parents, teachers, school directors and community. We provide:

- Detailed information about what the Flexibility Plan is and the background of its development
- A summary for the community with a simple wording
- The English version approved by the USDE and a version in Spanish
- FAQs about the Plan and the letter of the USDE extending our Plan.
- Presentations for different audiences on the implementation of Flexibility that address the new classification system of schools and the ranking list corresponding to the 2014-2015 school year,
- Press releases published in various media
- A link to videos explaining the Flexibility Plan and the different academics strategies and Programs, like; RAD, SIG and MECPA.

PRDE also maintains pages on social networks like Facebook and Twitter, through which regularly disseminates information regarding our Flexibility Plan. On these platforms we keep informed about 57,500 users and have a longer range than reaches about 125,505 people. These social media platforms include data on the adoption and implementation of the Plan; classification of schools and the evaluation system and support for effective leadership. Throughout this mechanism we received a considerable amount of questions, which are included in the FAQs, and feedback from the community. We refer the feedback to the Academic Affairs Office to offer the information requested.

One of the main challenges for the 2014-2015 school year, in terms of the Department of Education digital platforms, is that the feedback received by users is minimal. In social media, users make comments about the information disclosed but this doesn't contain the real concerns they may have about the Flexibility Plan. It is necessary to work this year in the strategic design of channels that can serve to receive more feedback from parents, teachers, school directors and community and thus improve processes related to Flexibility Plan, implementation and dissemination.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

Subsequent to the consultation activities that were described in PRDE's original Flexibility Request, PRDE continued to engage in extensive outreach to ensure that members of diverse communities were incorporated into this implementation of Flexibility between January 2013 and this resubmission in March 2015.

The variety of activities PRDE engaged in to ensure a diverse group of stakeholders and the consultation process is described below. It should be noted that the use of comment cards, which was initiated in 2012, continues to be a primary vehicle through which PRDE collects written feedback from all members of its stakeholder community. In addition, every school also has a box where these comment cards can be submitted.

**Principle 1: College and Career readiness**

Since February 2014, representatives from the education faculties of private and public Universities met monthly. The group included Deans, Student Teaching Coordinators, and directors of Teacher Preparation Programs, Directors of Graduate Studies, School Leadership Preparation Programs, and School Advisors. In these meetings, PRDE oriented the participants on the Flexibility Plan and the

participants discussed the most impactful aspects to on faculty and education programs.

In June 2014, thirteen universities, including the state University, certified that new standards in Spanish, mathematics, English, science were college- and career-ready and that a student that studied under this curriculum would have a successful transition to post-secondary studies without having to take remedial courses.

Over the past year, University stakeholders have made recommendations regarding best practices to be used in PRDE's classrooms, implementation of PRDE's new standards and public policy to support teaching and pedagogy on the island. Through these monthly meetings, stakeholders continue to contribute to Puerto Rico's ongoing development of Principle 1 by focusing on key reform issues such as the effectiveness of our college- and career-ready standards, educator preparation programs and college access.

PRDE believes these regular meetings evidence the creation of strong and effective alliances with a variety of education stakeholders. Regular meetings provide important forums to discuss issues related Flexibility Plan and engaged key stakeholders.

These meetings have also informed the revision of PRDE's guidelines teacher preparation programs. While these draft regulations already existed, many new recommendations surfaced as a result of PRDE's stakeholder engagement efforts. There have also been quarterly meetings among the Education Council and College Board, and PRDE to ensure that PRDE's ongoing implementation of Flexibility addresses the most critical aspects of teacher preparation programs.

**Principle 2: Accountability System:**

PRDE engaged various stakeholders in the process of updating the design and platform schools use to create their **Authentic and Comprehensive School Plan (PCEA)**. These modifications helped ensure PRDE would be able to fully implement the interventions outlined in Principle 2. The revised PCEA provides school directors with access to prepopulated data regarding their school and its classification. During their most recent monitoring visit, USDE acknowledge PRDE's effort for developing a platform that clearly delineates the interventions required for each school classification. This includes data from school in terms of achievement gaps by subgroups, and cohort graduation rate

PRDE engaged staff at the Central and District level to develop a process for supporting school directors in analyzing performance data and developing interventions based on the school needs. PRDE's Central Level staff facilitated a training for District and school staff including Special Assistants, Superintendents, Assistant Superintendents, Teachers, Facilitators, school directors, teachers and other community members on the main elements of the Principle 2. During this process, PRDE received feedback, questions and suggestions that were incorporated into the final PCEA design.

School communities have communicated and provided feedback to PRDE Central Level staff about Principal 2 through phone calls, emails and meetings. Common questions regarding Principle 2 included a) how to implement and demonstrate the intervention of differentiated instruction, b) how to prepare the data analysis and select appropriate interventions, c) how to interpret the new School Report Card and d) how non categorized (Transition) schools can identify significant gaps. There have been extensive conversations with stakeholders regarding how schools that met all indicators except the significant gaps could change classifications.

The Undersecretary for Academic Affairs and the Auxiliary Secretary for Planning and Educational Development have been considering the input of the school communities to develop training and established appropriate changes in documents to support and respond to the needs of these stakeholders.

PRDE holds monthly meetings with District staff to ensure the system's capacity to meet school level. During these meetings, PRDE also facilitates conversations across schools to share the best practices and develop intervention strategies. District level staff then offers through technical assistance support to the school directors to understand clearly the reasons why their school has the current classification, the subgroup data representing priority and the necessary interventions.

Based on stakeholder feedback, PRDE decided to create and disseminate simplified versions of completed PCEAs. The target audiences for these documents are parents and members of the school community. As described in previously, PRDE developed a video for parents and community that details school accountability classifications and required interventions. This video is accessible at the Districts and schools levels and PRDE encouraged that it be shown during meetings and other events where parents and community members are presents. Any parent can provide feedback on the video using the comment cards and suggestion boxes that are located at the school and District offices.

### **Principle 3: Educator Evaluation:**

Over the last academic year, there have been nine meetings with representatives from the 37 Education faculties of the public and private universities. Participants in these meetings have included a wide range of stakeholders including Deans and Directors of Education, practice coordinator for student's education, directors of graduate studies, and coordinators of school director preparation programs and professional advisors on educational issues. In these meetings, the participants were introduced to with Flexibility Plan and discussed various aspects related to educator evaluation. They had opportunities to ask questions and make recommendations focused on increasing the quality of educator evaluation systems and PRDE's capacity to implement Principle 3 of Flexibility.

As part of this stakeholder engagement process, the instruments used in PRDE's evaluation system were discussed. PRDE received technical feedback from the coordinators of practicum/student teaching experiences and soon-to-be graduates from various teacher preparation programs. Additional feedback has been gathered through subgroup meetings of the Secretary's Advisory Committee. The subgroup worked on 1) the public policy that will establish the guides for PRDE's professional development for teachers and 2) revisions to the evaluation instruments, 3) formats for professional development plans. Detailed information regarding how PRDE gathered input on its educator evaluation process over the past four years presented in Principle 3.

Other Turn Around Principles:

### **Family and Community Engagement**

Family and Community Engagement has historically been a challenge for PRDE due to the traditionally passive approach to participation in schools evidenced by parents and community. Over the last two years, Family And Community Engagement at the school level has become a priority defined by the Puerto Rico state government and the PRDE. In 2013 the Governor issued an executive order: "**Boletín Administrativo Num OE -2013 057**" to promote parental participation, establishing strategies to facilitate and increase parent participation and involvement in school activities and student

achievement. In addition, OE -2013 057 includes strategies and activities to engage the community. The PRDE and the Puerto Rico Department of Family were designated as the agencies to implement the OE -2013 057.

Puerto Rico's Organic Law 149 of June 30<sup>th</sup> 1999 requires that each school create a governing school council that will make decisions on processes related to school organization and structure, and resource administration, among others. The statute establishes that all stakeholder groups be represented. All school councils include parents and a member of the community. PRDE has issued various administrative directives to foster and support creation of school level parent/community council. In all PRDE schools, parent participants include representatives from the general population as well as the special education students and, where applicable, LSP communities. An assembly is held at the school level to appoint the parent and community representatives.

School directors disseminate information about Flexibility and collect stakeholder feedback through these school councils. Subsequent to holding an event with parents and community members, school directors submit information to the PRDE describing the event and reporting a summary of the feedback received. PRDE has created a template to facilitate the sharing of this information. Central Level staff reviews these templates to ensure that Flex is being discussed and that feedback is being considered to determine strategies for continuous parental and community engagement.

### Central Level

PRDE's policy on Family and Community Engagement is established in **Circular Letter # 15 2013-2014** of July 20, 2013. The National Standards for Parental Involvement, based on Joyce Epstein's model (2001) were used as a guide to establish the parental and community engagement PRDE policy. This model includes six standards of family, school and community collaboration. These include: facilitating proactive parental and community involvement that will strengthen parental and community integration in school decision making; establish alliances and relationships with school that will benefit students, among others. PRDE's policy supports implementation of its Flexibility prioritizing the engagement of different parental groups by requiring parent committees and stakeholder advisory committees to include parents of special education students, as well as LSP students where applicable. As noted in PRDE's recent monitoring report, PRDE has made a significant effort in reaching out to the advocacy and parent communities for students with disabilities to ensure that these communities understand the principles of Flexibility.

During the 2013-14 school year, and in compliance with the **Boletín Administrativo Num OE -2013 057** and **Circular Letter #15 2013-2014**, school social workers were trained in strategies and activities to increase parental participation. This gave schools access to more parents and the opportunity to familiarize them with the Flexibility waiver and discuss their role in its implementation.

### Accomplishments

- PRDE's increased emphasis on parental participation and policy implementation during the 2013-14 school year resulted in an increase in the percentage of parents visiting schools for feedback on their child's achievement. During the 2012-13 school year, parental visits to schools were between 10 and 30%. There was a significant increase in 2014-15. In August 2014, the participation rate was 76%, in January 2015, it rose to 82% and in March 2015 we made history with a 87% of parents visiting schools for receiving feedback on their child's achievement. The parents in the different media interviews expressed that they are recognizing

that their engagements is important for their child's academic achievements. This increased participation has helped schools engage more parents in school processes, thereby facilitating Flexibility implementation.

- A Parent and Community Advisory Committee (PCAC), with island wide participation, was created to enhance parental and community engagement in Flexibility design and implementation. Currently, the committee consists of the parents of the students from the Secretary's Student Advisory Committee, which meets every two months. Two meetings have already been held to start the creation of the PCAC.
- A survey has been added to PRDE's website to identify how much parents and community know about Flex and areas that need to be addressed. Based on feedback, PRDE develops strategies and promote activities to enhance engagement. Paper copies of the survey have been sent to Districts and schools to ease parental and community participation.

### Current Activities

- Central Level staff members across all program areas have been tasked with reaching out to community members in order to integrate family and community engagement efforts into programmatic areas. Program areas are working to create materials and resources that help parents and the community support student learning. These resources will be broadly disseminated among parents and the community. Key central levels leaders meet bi weekly to share the status of their action related to these stakeholders engagement, among other Flex Principles.
- Bi monthly meetings with the Parent and Community Advisory Committee (PCAC) and Student Advisory Committee meetings will continue. The agendas for these meetings will continue to include PRDE's Flexibility Plan. PCAC participants will give recommendations and input on strategies and activities to increase parental and community involvement, gauge parents' knowledge of Flex implementation and identify resources needed. Feedback received from the PCAC will be used by the Undersecretary of Academic Affairs to facilitate the design and implementation of activities for parents and the community, such as parent congresses, forums, focus groups, round tables, family days, open houses, etc.
- PRDE is updating the catalogs for parental workshops to offer support about student learning and student achievement. The updates to these catalogs will be based on feedback received from parents during the most recent school year and the Flexibility principles.
- PRDE has posted the renewal request on its website to be available to all school communities and external stakeholders. In addition, there is an online process to collect comments via the PRDE website.
- Each school, central office and district has ongoing information about our flexibility plan to inform and receive feedback.
- PRDE has created different groups that include members of the schools communities, Civil Right Organizations, representation of the IHEs and private industry. These groups have been participating actively offering feedback for the Flex renewal request in areas like: LSP Students, Special Ed Students, Professional Development, Legal Division, Teacher and School Director Evaluation, among others.
- The Secretary and his academic team also met with teacher unions, teachers, all school directors, ex secretaries of education, civil right organizations, parents and media, among others, to discuss information about the Flex Renewal Request and to receive and consider their feedback.

- PRDE also, through the school districts, discussed the renewal request with different stakeholders, including: schools, community leaders and specifically sought their input on this request.
- The Secretary has created a team that will be working directly with the different stakeholder to maintain them informed and received their feedback about Flexibility.

### District Level

Each District must develop an action plans that include objectives related to parental and community engagement. In these plans, Districts outline how they will provide technical assistance to schools to improve Parental And Community Engagement and involve parents in implementation of activities described in PRDE's Flexibility Plan. District staff also plan and implement activities for parents to help them understand school classifications and how schools can use resources.

Each month District staff members prepare a report describing parent engagement activities held during the month. This report includes a summary of feedback received from parents and community members. District staff members are also responsible for analyzing the feedback received from parents and the communities and giving input and recommendations to improve or enhance strategies and activities. These reports are sent to the Central Level to ensure that parent engagement activities are relevant and being implemented.

### School Level

As indicated above, school directors are required to establish Parental And Community Engagement activities that are aligned with the PRDE's public policy and Flexibility Plan. These activities are recorded in the school's ***Authentic and Comprehensive School Plan (PCEA)***. Parent activities that are included in each school's PCEA are based on the specific recommendation of parents and the planning committee. Required school level activities for parents and the community include: providing orientations to parents about school classification and interventions being implemented to address the school's specific needs, working with social workers and counselors to gather feedback and recommendations on how to improve school level services, disseminating information and written materials and information on school services, school policy, the school's ***Authentic and Comprehensive School Plan (PCEA)*** at annual parent meetings.

At the school level, opportunities for parent engagement include participation in parent committees, school planning committees, community collaboration committees, participation in student progress day, parent meetings, workshops, and extracurricular school activities. School directors are required to submit a calendar of activities held with parents and summary reports on parental feedback to the District. Feedback is used to determine needs and improve engagement activities. As indicated above, a suggestion box is available for parents to provide feedback and suggestions.

### Future efforts

In 2015-16 school year, a Family and Community Engagement Unit will be created at PRDE's Central Level. This office will be responsible for:

- Developing programs and projects that promote family and community engagement;
- Identifying and disseminating best practices on family engagement
- Creating teams to support family engagement projects and programs;

- Collaborating in the creation of community alliances;
- Aligning efforts of PRDE advisory committees and groups that include parents and community representatives, to increase active, meaningful participation and support Flex implementation; and
- Analyzing results of strategies and activities employed and making recommendations on necessary adjustments.
- Ensure each school creates a least one alliance to ensure the integration of the community into the school.

Social workers will play a significant role in following up on activities designed to engage and encourage parent and community members in implementation of PRDE's Flexibility Plan. The Central Level and Districts will continue use feedback gathered, surveys, and submitted reports to evaluate the effectiveness of Parent and Community Engagement efforts.

### **Parents and Advocates of Students with Disabilities**

#### **Accomplishments**

This year, the Center for Special Education Services (*Centro de Servicios de Educación Especial, CSEE*), released information about the Flexibility Plan to parents islandwide. This strategy has been particularly effective because CSEE is already a resource that parents regularly use. At the Center, parents are given access to the document and can make recommendations or comments. Additionally, there were monthly parent meetings for those who visited CSEE. Parent feedback collected during these meetings was shared with the Office of Academic Affairs. Through the meetings, it was suggested and decided that meetings should occur every three months instead of monthly. In this upcoming year, PRDE will continue to have meetings every three months throughout the 2015-2016 year.

During the 2014-2015 school year, parents of special education students have given some feedback on the Flexibility Plan. This input was shared with the Undersecretary for Academic Affairs. Furthermore, PRDE program conducts monthly meetings with parents of special education students in all of the CSEEs to share additional information about the Flexibility Plan implementation. Currently, over 178 parents have participated in these meetings. At these meetings, parents receive information and have the opportunity to ask questions and clarify any issues or concerns.

In addition to the meetings in the CCEE, the Associate Secretary of Education has been meeting with various groups of special education students' parents to share information about the Flexibility Plan. Specifically, there was a meeting between the Associate Secretary, the parents of the Committee of Special Education, and the APNI (Support for Parents of Disabled Children). The Secretary participates in meetings every three months with the Special Education Advisory Committee (CCEE). To date, there have been three meetings to discuss the implementation of the Flexibility Plan and its impact on the special education population. During a meeting, a review of upcoming and past activities by PRDE was presented. These activities are part of the stipulations of the Flexibility Plan and integrated into the work of the Advisory Committee. The Committee shared a validated report that reflects the input of the recommendations shared with the Undersecretary for Academic Affairs.

#### **Current Engagement Efforts**

The Associate Secretary for Special Education will continue to convene the CCEE and holds regular face-to-face ESEA Flexibility meetings with stakeholders. The input and feedback gathered at the CCEE meetings will be used to inform future decisions related to the specific interventions and supports made

available to special education students and the teachers who work with them.

In an effort to ensure all stakeholders from the special education subgroup have an opportunity to engage in and contribute to the development and implementation of PRDE's Flexibility proposal, PRDE is post notices informing families about ESEA Flexibility and requesting their input at each of the regional Special Education Service Centers. Feedback will also be collected via staff from Special Education Parents Assistance Office. Staff within these offices will be directed to provide interested parties with comment cards so that stakeholder feedback from parents of students with disabilities can be collected throughout the process. Comment cards will be forwarded to the Undersecretary of Academic Affairs and processed as described previously. Schools that receive input or feedback from parents related to PRDE's Flexibility plan will be directed to forward this information to the Undersecretary of Academic Affairs and processed as described previously.

The Undersecretary of Academic Affairs will continue to participate in various forums and large group meetings in which leadership from the Special Education office and parent leaders from the special education population address stakeholder groups. These meetings are held in the community as well as in collaboration with institutions of higher education. The Undersecretary of Academic Affairs will maintain current staffing that assigns a specific representative to coordinate with the Special Education office.

#### **Parents and Advocates of Limited Spanish Proficiency (LSP) Students**

Between March 2014 and March 2015, the LSP program continuously notified parents of the program services with written material disseminated through regions, Districts, and schools in English and Spanish and includes information on Puerto Rico's Flexibility Plan. Through these written documents, parents were notified of their rights and provided with contact information including email, phone numbers, address of offices, and other staff who can help them to receive further information. They were also given opportunities to provide input and recommendations on the program services. Through this method, parents have contacted the program director for support and facilitation of concerns and have provided input. Some regions have identified, a chairperson for the parent committee has been identified and names have been forwarded to the LSP director.

The LSP Advisory Committee and Parents Advisory Committee gives recommendations and provides input on strategies to engage parents. Workshops and orientations for parents address topics such as: 1) assessment results that determine student needs and services, 2) how parents can support learning in the home, and 3) results of student outcomes and other topics related to student progress.

#### **EVALUATION**

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct

the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

## OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

**Overview**

Through the ESEA Flexibility Extension, PRDE will continue to implement rigorous plans to boost student achievement and improve educational outcomes for all students, paying special attention to students with disabilities and LSP students. The strategies outlined in PRDE's original Flexibility request were implemented beginning in 2013 and continued during the 2014-2015 school year. Since the original approval of PRDE's Flexibility Request, the system has realized critical improvements in various aspects of the school system. PRDE has implemented new approaches and public policies to improving student achievement, implementing innovative strategies to provide schools with customized services. As plans have been implemented for a full year, the effect of these efforts will be evident with the availability of the new high quality assessment to be administered in April of 2015. Also we have a new platform that delineate the different interventions per school classifications in the schools comprehensive plan and allows schools to receive a multilevel support and monitoring process.

PRDE's continued implementation of ESEA Flexibility will provide continued focus on improving quality of instruction in Puerto Rico's public education system. This will be achieved by using Flexibility implementation to ensure 1) alignment of teaching and learning in PRDE classrooms with college and career readiness goals, 2) providing differentiated supports to schools to improve academic achievement, and 3) establish the support and monitoring to accomplished the teacher and school director evaluation System. Approval of PRDE's Flexibility extension request will allow the continuation of these ongoing efforts to meaningfully improve the quality of public education across the island.

PRDE's implementation of ESEA Flexibility is consistent with the island's policy goals for education. Both the Secretary of Education and the Governor have made public calls to continue efforts to implement rigorous, college and career ready standards, develop new and innovative instructional new strategies and customize the supports available to schools throughout our system of public education. An extension of PRDE's Flexibility Plan will complement PRDE local education agenda.

PRDE's implementation of Flexibility has focused the attention of leaders across the island on key reform areas and created new opportunities to engage stakeholders, specially the industry and the Institutions of High educations. PRDE's commitment to providing students with high quality academic experiences, as expressed in its Flexibility plan, has created a spirit of collaboration among stakeholders and helped focus attention on preparing world-class college and career ready students. As a result, the public education system has benefitted from stakeholders' contributions of new perspectives, ideas, and strategies to reform the system. Continued implementation of the ideas included in PRDE's Flexibility Plan will allow these meaningful conversations to continue.

**Implementation of Principle 1** is consistent with PRDE's ongoing efforts to implement rigorous, approved, and adopted college- and career-ready academic content standards in Spanish language arts and mathematics in grades K-12. PRDE's standards revision initiative is an effort to improve the quality of education across the island. PRDE's new standards include grade-specific content expectations for all students and include the use of curriculum maps with unit content and activities for instructional purposes. PRDE has developed scope and sequence calendars to help teachers make informed instructional planning decisions. These tools help teachers, school directors and District staff keep

track of the scope and sequence at the classroom level. PRDE has also incorporated into its new curricular and instructional materials additional resources to promote greater differentiation of instruction. The renewal of ESEA Flexibility will enable PRDE to continue to utilize these resources and focus its attention on strategies for enhancing teachers' capacity to ensure all students can access the standards.

PRDE is proud of its successful efforts to implement a weekly planning template for teachers. This was put into place in 2014 and teachers report it has improved their ability to develop effective daily plans based on the new curricular units. District staff also reports these tools have improved the quality of instruction at the classroom level. District level staff members, such as academic facilitators, are assigned to schools to provide support or technical assistance to teachers. PRDE's Central Level staff uses these tools to ensure that the delivery of instruction across all our classrooms is aligned with the new standards and that teachers are maintaining an appropriate pace for instructional delivery. Central and District level oversight of instruction is captured through the use of a new online platform, SAMA, which is described in detail under Principle 4.

**Implementation of Principle 2** is consistent with PRDE's ongoing efforts to implement a differentiated accountability system. PRDE remains committed to pursuing the new ambitious AMOs it set in its original Flexibility application. Flexibility's requirement to focus on the specific learning needs of students has led PRDE to place new focus on the use of data to inform instructional decision making. Ongoing analysis of student achievement data has led to a more complete and accurate understanding of students' and schools' instructional support needs. In addition there has been organizational changes at PRDE's Central Level to better align the work of Office of Academic Affairs and the Planning and Accountability Office.

As described above, PRDE has created an online platform to support the development of each school's **Authentic and Comprehensive School Plan (PCEA)**. This platform clearly delineates specific interventions for schools based on their classifications under Flexibility. Over the last two years, District level staff have provided ongoing support in data analysis through the provision of school-level workshops. School directors and teachers have requested additional support to be able to develop interventions aligned with their specific needs. Since January 2014, District and Central Level staff have designed and delivered supports based on each school's classification. PRDE has also provided strategic and differentiated support to remaining non-categorized Title I schools (which PRDE has named Transition schools).

It also supports school and District level staff efforts to implement these strategies and track progress. PRDE developed and uses SAMA to enable Central and District level to provide oversight and feedback to schools as they implement their plan. PRDE's Central Level also holds monthly meetings with District level staff to assess progress, identify support needs and provide ongoing technical assistance to ensure all schools within a District are met.

**PRDE's implementation of Principle 3** reflects its continued commitment to implementing an effective educator evaluation process. The development and implementation of a formal educator evaluation and support system process represents a significant change for Puerto Rico. This type of formal evaluation and support system, while permissible under existing law, had not been consistently implemented across the island. Over the past four years, PRDE has taken great effort to ensure its educator evaluation system uses a formal, objective and robust tool. PRDE's new approach is focused on recognizing and enhances educators' strengths and also identifies those areas where support is

needed. PRDE recognizes that the implementation of an effective educator evaluation and support system is necessary in order to make significant improvements in the quality of teaching and learning in its schools. By monitoring and reinforcing professional standards for the delivery of content and the use of instructional practices, PRDE's implementation of Principle 3 supports and advances its efforts under Principles 1 and 2.

**PRDE's ongoing implementation of Principle 4** reflects its commitment to reducing the administrative burdens inflicted on our Districts and schools. Key examples of the reduction of administrative burden include the creation of SAMA, the revision of the Professional Services Contracting process and the administrative reorganization of the entire PRDE. Additional detail on these matters is provided in Principal 4.

### Accomplishments 2013 - 2015

**Principle 1:** PRDE implemented new academic content standards, called the Puerto Rico Core Standards, in the 2013-2014 school year. PRDE's curriculum, content standards and grade level expectation are aligned with the Common Core Standards (CCS) and the fundamental ideas of Career and College Readiness (CCR).

PRDE provided training on the PRCS and the use of curriculum tools from summer of 2014. This training has been continued in the current school year. Training sessions are provided across the island, at the District and school levels. PRDE also created Professional Learning Communities (PLC) to facilitate the dissemination of information about the new standards. PLC meetings were also used as professional development opportunities through which educators could become familiar with the new standards. PRDE educators received an overview of the resources that were created to support the implementation of the PRCS and information about how to use these resources and instructional materials. PLCs also addressed the instruction and supports appropriate for use with students with disabilities and LSP students.

Additional accomplishments related to implementation of the PRCS and statewide assessments include:

- Disseminated of quality materials and teacher resources and posted on the Puerto Rico Department of Education webpage.
- Held island-wide monthly content area Facilitators meetings and content area workshops.
- Developed a new high quality assessment and alternate assessment aligned with new standards
- Executed planned PRCS 2014 assessment activities related to Item back revisions, continued item writing, range finding process among others).
- Issued a new RFP to allow for a new statewide assessment in 2016, consistent with the high quality plan PRDE included in its first Flexibility application.
- Held various trainings to build teacher capacity to administer the alternate assessment, ensuring the needs of new teachers and experienced teachers were addressed
- Provided training and oversight to ensure high quality implementation of Alternate Assessment under Portfolio strategy for the student with significant cognitive impairments based on new standards revisions
- Signed an official Memorandum of Understanding with World-Class Instruction, Design and Assessment (WIDA) in order to adopt the WIDA standards for Spanish limited students for PR classroom implementation based on a final crosswalk alignment.

- Provided training to teachers and other academic personnel with WIDA training

**Principle 2:** Currently, PRDE has 72 priority schools, 146 focus schools, 92 reward schools, and 1,057 transition schools (originally identified as no category) and 19 schools that do not receive Title 1 Part A funds. Priority and focus classifications will be revised in May 2017. To address the needs of all schools based on their classification PRDE developed the *Authentic and Comprehensive School Plan (PCEA)* and created a system to ensure that the intervention strategies for each category of schools: priority, focus, and other Title I schools were aligned with schools' specific needs. The new platform supports the implementation of PRDE's content standards, curriculum maps, and recommended instructional strategies. The new platform also ensures schools include interventions to address the needs of LSP and special education students. Central Level and District staff have developed new strategies for ensuring that school staff is utilizing data to make instructional decisions and plans. The Statistics Unit provides direct support to schools on the data that led to the school to its current classification and Academic Facilitators help teachers develop the best interventions that address these academic needs. In support of Principle 2, PRDE is continuing to develop a defined and clearly articulated instructional model for educating of "at-risk" populations, including students with disabilities, LSP, high poverty/mobility, and credit-deficient students.

Additional accomplishments related to the providing schools with customized support include:

- Communicating the classification of all schools
- Developing aligned supports and intervention strategies based on the school classifications
- Reclassification of reward schools based on 2013-2014 achievement data
- Publicly recognizing and providing economic incentives to reward schools
- Developing of professional development workshops to train teachers on how to use existing curricular supports and better differentiate instruction
- Developing data sharing tools that includes ways to view data in a variety of ways that can inform teachers' planning and instruction
- Initiating of the Puerto Rico's School and State Report Card redesign based on mandatory elements for public dissemination

### Principle 3

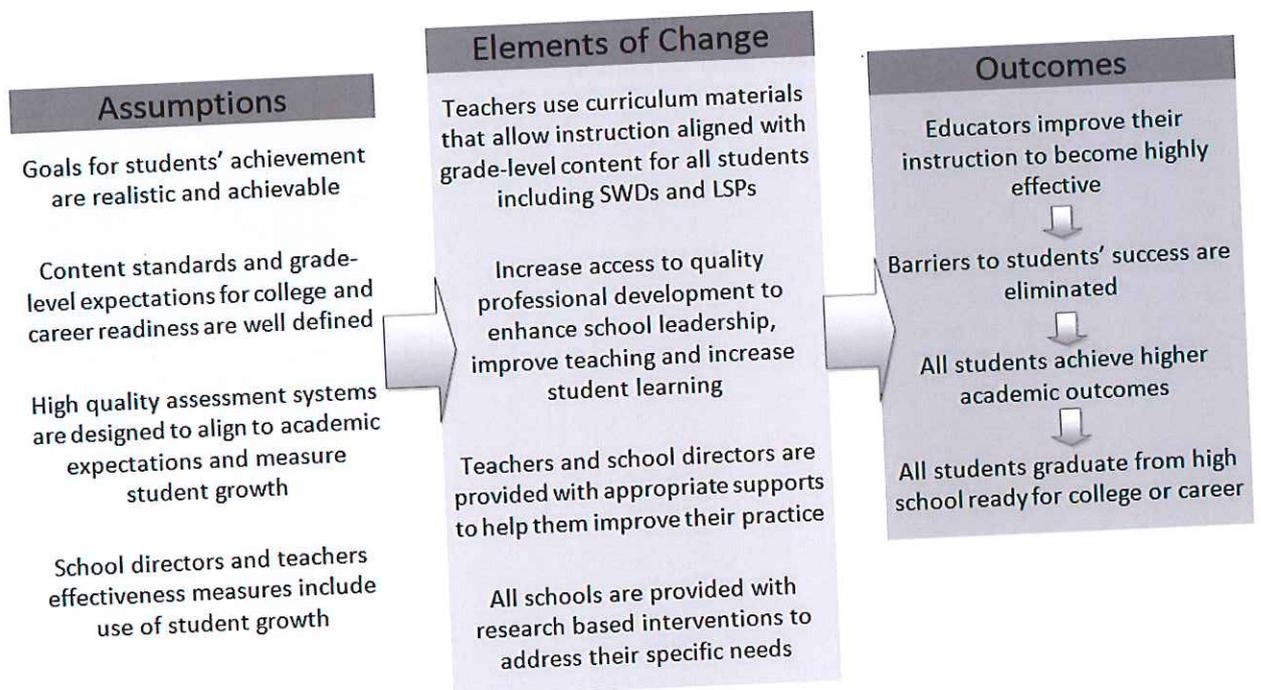
PRDE's commitment to increasing teacher effectiveness through the development and implementation of a system-wide teacher and school director observation and evaluation tool and process. This process improves teacher effectiveness as observation and evaluation data offer information to support individual growth plans and other human resources decisions to ensure effective teaching is happening in every classroom across the island. The evaluation model, evaluation process, and all related tools have been developed and vetted throughout the system through field testing, feedback and focus groups.

Additional accomplishments related to the educator evaluation systems include:

- Revising and improving educator evaluation rubrics and evaluation criteria
- Implementing evaluations in 282 pilot schools in 2014-2015
- Conducting meetings with stakeholders to share information and garner input and recommendations on the related tools
- Developing Guidelines and implementation tools/manuals

- Revising Principle 3 to address Peer Review comments
- Collecting and incorporating feedback from various stakeholder groups
- Revising the evaluation cycle to reflect lessons learned and user feedback

PRDE's Theory of Action regarding its ESEA Flexibility Extension request is presented below. PRDE believes this diagram explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles. It also describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.



## Context for Puerto Rico’s Flexibility Request

### Puerto Rico’s Educational System

The Puerto Rico Department of Education is the governmental entity responsible for providing primary and secondary public education in Puerto Rico. The Puerto Rico Department of Education (PRDE) is a unitary system serving as both the state educational agency (SEA) and a single local education agency (LEA). The PRDE oversees one island-wide education system comprising The PRDE oversees one island-wide education system comprising 1,386 public schools serving more than 410,950 students from kindergarten through grade 12 and employing 31,136 teachers For administrative purposes, the PRDE divides the geographic area of Puerto Rico into seven regions and 28 school Districts.

PRDE executes the responsibilities of both an SEA and an LEA. From the SEA perspective, PRDE’s Central Level develops policies and guidelines, provides materials and technical assistance, engages in oversight and monitoring and provides leadership to all schools and Districts. From the LEA, perspective, PRDE provides direct services to schools and ensures the implementation of SEA level policies.

The Central Level consists of two main Undersecretary offices: one for academic affairs and one for administrative affairs. The Associate Secretary of Special Education handles all matters related to students with disabilities including administration, technical assistance, transition services, transportation, and equitable services among other specific services to students with disabilities and their families.

**A Region** is a functional unit of the PRDE that executes the policies and procedures of the Undersecretary of Administration. Regional directors are responsible for organizing training programs for school administrative personnel related to budget, school staff management, fiscal audits, and purchasing procedures. They also coordinate transportation services; organize academic, recreational, and cultural activities for schools; and manage professional services for students with disabilities. Regions are also responsible for providing support to resolve administrative issues in schools and support schools on discipline norms; maintain teacher certification records; provide orientation to school directors on services and systems related to school security as well as any other administrative function delegated by the Secretary of Education.

**Districts:** Although PRDE uses the term “Districts,” these entities are not independent local educational agencies (LEAs). These Districts do not have autonomous decision-making authority, nor do they have fiscal independence.

This branch of the PRDE operates under the direction of a District Superintendent and oversees all academic activities to the schools within each District’s geographical area Districts are also responsible for coordinating professional development activities for teachers and other support personnel, as well as running the professional development centers established by the Secretary of

## Education.

The academic District is going through a redesign to ensure consistency in resources across the 28 Districts and greater academic support for the strategies laid out in our Flexibility program. The new key roles in the District are the following:

- District Special Assistant ("Ayudante Especial de Distrito") report to the office of the Undersecretary of Academic Affairs at the Central Level, in coordination with the Undersecretary Special Aids. Their responsibilities include developing a management plan to ensure the timely delivery of academic services to Schools.
- The Superintendents of Academic Support report to the District Special Assistant. Their responsibilities include guiding the implementation of curriculum instruction and assessment and leading the design of intervention plans by facilitators (differentiated interventions by type of School) and ensuring its implementation.
- The Superintendents of Evaluation, Compliance and Technical Support for School Principals report to the District Special Assistant. Their responsibilities include offering technical assistance for School Principals, running evaluation process for School Principals and supporting Principals in the evaluation process for School Teachers.
- Academic Facilitators report to the Academic Support Superintendents. Their responsibilities include serving as instructional leaders, coaches for teachers, and facilitating professional development on curriculum and instructional strategies. Academic Facilitators also provide support helping schools customize their programs to meet the needs of students in the school, including talented students, low-achieving students, students at-risk of dropping out, and special education and LSP students.
- Parent Coordinators report to District Special Assistant Their responsibilities include overseeing the Committee for Parents, whose role is to provide technical assistance to parents, coordinate workshops, and encourage parental involvement in the school community.

At the school level, each school has a school director (the equivalent of a principal) who is responsible for administrative tasks and acts as the instructional leader for all teachers in the school. The primary role of teachers is to facilitate the instructional and learning process to help students discover and develop their abilities, as well as to help them develop attitudes and behaviors that enable them to integrate with the fundamental values of today's society.

### ***Student Population***

During the 2012-2013 school year, approximately 434,609 students were enrolled in Puerto Rico's public schools. These public school students account for approximately 74% of the island's total population of students in grades PK-12 while 26% of Puerto Rico's students attend private schools (Consejo Superior de Educación de Puerto Rico, 2013). The population of students who attend public versus private schools has significant demographic patterns related to socio-economic status and disability classification.

PRDE's public school population is fairly homogenous; less than 3.18% of the student population consists of ethnicities other than Puerto Rican (Hispanic, non-Puerto Rican 1.84%; American

Indian/Alaskan Native 0.12%; White, non-Hispanic 0.13%; Black/African American 0.02%; Asian 0.01%; and Native Hawaiian/Pacific Islander 0.01%). The two largest subgroups on the island are students with disabilities and economically disadvantaged students. Approximately 28.9% of all students in our public school system have been identified as students with disabilities. The Center for Special Education Services (*Centro de Servicios de Educación Especial, CSEE*) coordinates the process of identifying students eligible to receive special education services. The CSEE has increased efforts to develop procedures and guidelines for the appropriate identification and evaluation of students with disabilities. Despite the availability of these procedures, the disparity between Puerto Rico's rate and the national average indicates potential issues with the identification of students who are eligible for services and the adequacy of the training provided to school and District staff members, including teachers, and the reliability of the screening evaluations.

Limited Spanish proficiency (LSP) is the student group in Puerto Rico that under the USDE approved Accountability Workbook (2009) replaces the Limited English Proficient (LEP) subgroup. There are currently 1961 students in the public schools that have been identified as LSP. The PRDE provides services and support to these students in the acquisition of Spanish proficiency and meeting academic standards. Just as with the LEP subgroup, once these students demonstrate language proficiency using the state identified language proficiency test, they exit LSP status.

### **Challenges**

Puerto Rico has several unique challenges that are explained below and help to demonstrate PRDE's need for ESEA flexibility. Key among these challenges are:

- 1) History of slow changes in academic achievement
- 2) Reporting and use of data and data driven instructional practices
- 3) Maintaining collaboration with teacher representative organizations
- 4) Puerto Rico's Commonwealth Financial crisis
- 5) School directors and teachers retentions

### ***History Of Slow Changes In Academic Achievement***

**Challenge:** For the 2012-2013 school year, a total of 1,321 (91%) schools were categorized as needing improvement under ESEA. Prior to Puerto Rico's initial implementation of ESEA Flexibility, all but 151 PRDE's public schools were identified as "in need of improvement" under NCLB. PRDE's original Flexibility request allowed PRDE to fundamentally change the identification and responses to academic achievement challenges. Under Flexibility, PRDE has been able to direct critical funds to the students that need the most assistance. However, PRDE realizes it will take longer than one year to fundamentally shift the achievement levels of students in Puerto Rico's schools. PRDE has a history of slow change in terms of academic achievement and it presents a challenge to the overall progress of the school system. Implementation of ESEA Flexibility represents a fundamental change to how schools, teachers, directors, and District staff have approached school improvement initiatives that lead to academic achievement.

**Response to Challenge** To address this challenge, PRDE will continue to implement the strategies outlined in its Flexibility Plan. The consistent and continuous implementation of the strategies defined in each Principal will enable PRDE to solidify the new approaches to school improvement it has adopted. PRDE will continue to disseminate information about its new approach to addressing schools' and students' learning needs. It will continue to develop communication and training materials that ensure all stakeholder groups are aware of the new interventions, approaches and services available to PRDE schools. PRDE will continue to promote the new planning and instructional practices it has introduced in the last year. There will be ongoing support and the development of new curricular materials to ensure the needs of diverse learners are met. Additionally, PRDE will continue to provide continued and sustained professional development to improve the competencies of educators throughout its system.

#### ***Reporting And Use Of Data And Data Driven Instructional Practices***

**Challenge:** A second challenge for PRDE is the use of technology to access and effectively capture quality data that can inform instruction. Developing online tools such as dashboards have proven effective; however, the full and meaningful implementation of these tools system wide will take time. The use of these tools to inform instructional planning represents significant change in practice for PRDE educators.

For the past three years, PRDE has used data dashboards to support ongoing data collection and tracking of student progress toward academic achievement and attainment of operational and climate goals for SIG schools. Through the use of dashboards among SIG schools, PRDE has grown the internal capacity of teachers and school directors' to use data. The use of dashboards in SIG schools provided an opportunity to monitor and report student performance at the school and District levels. Given to the effectiveness of the use of technology dashboards practices in SIG schools, PRDE expanded implementation of dashboards into all schools.

In the past two years, PRDE created new training programs to help teachers and administrators use dashboards. For SIG schools, dashboard trainings were held 1) before the school year begins, 2) during the creation of school plans, 3) and at professional development meetings. Training for other schools, have focused on the development of 1) school level PCEAs and or 2) action plans. The Office of the Undersecretary of Academic Affairs provides the content for these trainings and the Office of Planning develops the training materials. The trainings are implemented and supported by District level staff and external providers to maximize the number of people trained.

**Response to Challenge:** To ensure full implementation of dashboards, PRDE will continue to provide training and support necessary to ensure educators at all of the schools have the capacity to use these tools to identify the academic needs of all students including subgroups. This training will support the use of assessment data to track student progress for personnel at the school and District levels (i.e. teachers, directors, Superintendents, Assistant Superintendents). The trainings will also help teachers learn and understand how to identify and support the academic needs of students with a focus on Flex waiver principles, including diverse learners, not making progress toward academic standards.

PRDE will need to find a way to allocate sufficient time for training in the use of data analysis tools while it also engaged in comprehensive professional development to support new standards and educator evaluation supports. PRDE recognizes it will take time to create a culture of instructional decision making that results in interventions that are based on the analysis of achievement data and as they relate to academic goals.

**Challenge:** Another challenge PRDE faces is the absence of a fully operational State Longitudinal Data System (SLDS). PRDE's SLDS grant was intended to support the design, development, and implementation of a K-12 statewide longitudinal data system with the ultimate objective of enhancing education policy and operational decisions with hard data pertaining to student achievement over time. It also aims to establish the necessary organizational, political, procedural, systemic, and human resource mechanisms necessary to perpetuate its use by education stakeholders at all levels (central, regional, District, and school). The objectives of this effort is to 1) effectively implement the K-12 portion of what shall be Puerto Rico's full-fledged statewide longitudinal data system; 2) establish and perpetuate an effective K-12 data governance and quality function that proactively guarantees the reliability of information; and 3) uniformly instills an information-based education performance management culture with stakeholders.

PRDE's SLDS has a reporting dashboard that is operational. SLDS has a reporting tool (Smart and ad-hoc) and a dashboard to present student longitudinal data and other related data analysis for decision making that will also be available after the project has been implemented. It is in the evaluation process to improve data presentation layers and content according to audience needs.

**Response to Challenge:** The IT Department will work to develop and disseminate tools such as online trainings, manuals and procedures, videos and other interactive online materials to supplement workshops related to the use of the SLDS. These tools will assist in the implementation of the SLDS user trainings process and in the acceleration of the user adoption. PRDE will continue to develop educational content that benefits teachers, District, regional, central offices, parents, government agencies and the community.

PRDE is establishing an organizational structure that will establish processes to achieve a culture of data analysis (correct, complete, and updated) in order to make decisions. Additionally, it is formalizing its data governance processes which will provide structure and established the responsibility of each program area to improve the quality of the data in a continuous and collaborative manner. PRDE will also create a policy that outlines responsibilities, roles, and procedures for obtaining, reporting, and using the data. The PRDE is aggressively working with the revision of data management policies and implementing data governance practices to ensure that the data being used is of high quality and reliable for use in decision making related to academic achievement.

#### ***Maintaining Collaboration With Teacher Representative Organizations***

**Challenge:** There are five primary teacher organizations in Puerto Rico (the *Federación de Maestros*, the *Asociación de Maestros*, *Únete*, *Educamos*, and *Educadores Puertorriqueños en Acción*), and two school director organizations (*Organización Nacional de Directores de Escuela de Puerto Rico* and *Educadores Puertorriqueños en Acción*). Some of the organizations have been decertified and cannot legally represent teachers in collective bargaining activities. However, they consistently give opinions on PRDE policy, strategies and procedures that mostly differ from PRDE's objectives, preventing

smooth implementation and sometimes causing disengagement on the part of educators.

**Response:** The Secretary of Education will continue to hold meetings with representatives of these Organizations and provide forums in which they can express concerns and engage in a collaborative planning and decision making. The Secretary will also continue to document and respond to issues they raise, validating their concerns and providing additional information to promote a participative, constructive conversation. These groups will also be given the opportunity to give feedback and recommendations on new policy before it is issued. PRDE believes this will generate more receptiveness and openness to PRDE policy aligned with its Flexibility plan. Should teachers and school directors that are not included in the Secretary's Advisory Committee request to participate in meetings with these Associations, they will be permitted to do so.

### ***Financial Crisis***

**Challenge:** PRDE is delivering education services in the economic context of a highly indebted public sector that has severe liquidity problems. Similar to what is happening in many states, The official public debt burden is over \$73 billion with additional unfunded pension and healthcare liabilities. Government officials at OMB have been targeting a balanced budget for fiscal year 2015; a goal that has not been achieved in Puerto Rico in several years. A high proportion of Puerto Rico's budget is dedicated to debt service. In addition, the Government Development Bank (GDB), the government bond issuer, is facing recapitalization challenges again. The economy is also affected by a decreasing population (Puerto Ricans are constantly moving to mainland US) and a high unemployment rate (over 14%).

This struggling environment is also increasing budgetary pressures on the Education System. The assigned budget by OMB of around \$3.3 billion for fiscal year 2015 will very likely be reduced for next fiscal year. The Commonwealth of Puerto Rico General Fund has been strongly impacted by a slow economic growth resulting from the economic recession over the past nine years. The General Fund Revenues continue to diminish while commitments and obligations for debt service, retirement systems contributions and basic services to constituents keep an increasing pace. The effects of this financial crisis has impacted PRDE's General Fund appropriations. For fiscal year 2014-2015, the General Fund appropriations for PRDE amount to \$2,117,323,000 reflecting an 11.79% decrease from fiscal year 2013-2014 which had amounted to \$2,400,263,000. This decreasing trend is expected to continue thru fiscal year 2015-2016.

**Response to Challenge:** In this challenging environment, within our mean the government is pursuing different turnaround strategies to ensure a successful education system.

Presently, the Governor of Puerto Rico, Hon. Alejandro García Padilla, proposed legislation to transform the Commonwealth's tax system and its structure from mainly relying on income tax revenues to a heavier reliance on a tax value-added tax. The proposed legislation is undergoing legislative review and analysis and changes are expected prior to approval with a phased implementation running from July 2015 thru 2016.



**PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS  
FOR ALL STUDENTS**

**1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS**

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<b>Option A</b>	<b>Option B</b>
<p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p>	<p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>

**1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS**

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools. Additionally, explain how this transition plan will lead to all students, including English Learners, students with disabilities, and low-achieving students, learning and gaining access to content aligned with such standards. The Department encourages an SEA plan either to include activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

All of the content in this section (Principle 1) as well as the content throughout the entirety of this renewal request is focused on addressing the needs of economically disadvantaged and low achieving. Students. Approximately 99% of public school students in Puerto Rico qualify for Free and/or Reduced Lunch. In addition, prior to the approval of PRDE's initial Flexibility Waiver, nearly all public schools were in some category of "improvement" as a result of a preponderance of low student academic achievement. PRDE's efforts to implement college- and career-ready standards has been planned with these two specific considerations in mind.

### **Status of New PRDE Core Standards**

In the 2014-2015 school year, PRDE implemented its new standards. PRDE developed these standards (PRCS) with the input of PRDE's IHE, business community, and K-12 educator stakeholders. These standards align with the concepts of college and career readiness for students in Puerto Rico. PRDE developed supporting curriculum materials for grades K-12 for Spanish, mathematics, sciences and English as a second language using curriculum maps, support standards-based instruction and the professional development of teachers. In 2014, the University of Puerto Rico certified that high school students who master PRDE's rigorous standards will not require remedial coursework once in college. All other IHEs in Puerto Rico also assessed the alignment between our curriculum and standards and confirmed that they provide students with the knowledge and skills our high school graduates need to succeed during their first year of college.

The mission of the PRDE is to ensure that all students master the standards, demonstrate proficiency and develop the necessary skills and abilities to be successful in a post-secondary environment and or in the workforce. The curricula's vertical and horizontal alignment make it possible for teachers to include cross-curricular activities that enhance 21<sup>st</sup> century learning. The implementation of the new PRCS helps ensure PRDE students will be college and career ready.

This past summer, school directors and academic facilitators received training for additional academic strategies to enhance the capacity to implement the new PRCS. Topics addressed during the summer sessions included: 1) how to plan lessons using curriculum maps and planning strategies, 2) how to successfully differentiate instruction, and 3) how to best use the curriculum maps and scope and sequence documents. The training will be provided annually in the summer. Throughout the school year, PRDE provided seminars to all teachers and school directors in all of the 28 school Districts to support ongoing implementation of the new standard. These trainings focused on effective use of curricular materials and new curriculum maps.

In the past two years, PRDE developed the following tools to implement its curriculum:

- Policy documents
- Curriculum sequence calendars and curricular maps for grades 4<sup>th</sup> – 8<sup>th</sup> including all components of the curriculum Vertical Alignment, Scope and Sequence of Content per grade and class (K-12)
- Instructional resources that promote the use of best practices and those with scientifically based evidence effectively differentiated instruction
- Weekly Planning Guides and daily instructional plans
- Websites to disseminate access to standards and planning materials for teachers

- FAQ and training documents to support educators efforts to understand and implement the new standards
- The creation of an online system, SAMA, to monitor the implementation of all activities related to Principle 1. The description of SAMA appears in Principle 4.

When PRDE developed the curricular and instructional materials to support the implementation of its new standards, it also included integrated assessments for each grade level. The implementation of these new standards in the 2014-2015 school year has required significant effort and PRDE has focused all available resources on assisting teachers to 1) understand the new content and 2) understand how to engage in effective instructional planning. To effectively address these two areas of focus have required the full allocation of PRDE's existing resources at the Central and District levels. For this reason, PRDE has not been able to work with teachers on ensuring they understand the design of the integrated assessment and can use these effectively in their classrooms. PRDE will focus its attention on implementation of the integrated assessments in 2015-2016.

### ***Professional Development***

PRDE has developed a comprehensive strategy to ensure teachers have the support they need to fully implement the new standards and provide high quality standards-based instruction. PRDE's Professional Development Institute is responsible for overseeing professional development to support island-wide initiatives. This office provides as many resources as possible that help schools and teachers respond to students' learning needs.

Central Level creates a master calendar that outlines planned, island-wide professional development activities. Additional professional development is provided by the District level staff in various formats including workshops, large group trainings, job embedded professional development, and coaching in the classroom. Schools can request additional training throughout the course of the school year. This Each school can make customized selections of additional services and resources that best align with identified learning needs. Schools identified as priority for professional development can request additional support and professional development as needed.

Currently, schools document professional development to support the implementation of the new standards in their PCEA. PCEAs are reviewed by District staff to ensure that planned professional development addresses the implementation of the new content standards and reflects school-specific needs. District level staff are responsible for ensuring that teachers and school directors consider the challenges associated with implementing the new curriculum and 1) results from the state assessment, 2) the needs of particular subgroups, and 3) the interventions aligned with each school classification when planning professional development activities.

Districts must demonstrate they are focusing local resources on providing assistance to support teachers in the full implementation of PRDE's new standards and rigorous classroom instruction. Each school District prepares professional development calendars that specify when District staff will visit schools, teachers and directors. Academic support provided by the District staff is intended to be ongoing and its delivery is consistent yet differentiated based on the schools' specific needs or focus. This District level support is provided through job embedded technical assistance, coaching,

mentoring, demonstrations, observations and feedback.

PRDE also promotes the implementation of its new standards through the use of Professional Learning Communities (PLCs). PRDE's vision for a PLC is to have a regularly occurring opportunity for teachers to work together and share their experiences, lessons learned, and successful practices with each other and other schools within their Districts to build their knowledge and the knowledge of others.

In the last fiscal year, PRDE did not have sufficient funds to support the development of online demonstration classes. However, we are currently finalizing professional development videos that will be available to teachers through the PRDE website. These videos outline best practices related to: planning, how to use curriculum maps to develop performance tasks, and data driven decision making. Additionally, if feasible, PRDE will work to develop additional online resources that support these professional development areas and make it possible for teachers to access on demand.

### **Accomplishments**

- Created the Puerto Rico Content Standards in math, English, Spanish, science.
- Created a core group of trainers and technical assistance supports for other instructional staff.
- Created and implemented a train-the-trainer program for Academic Facilitators on differentiated instruction.
- Created a workshop for teachers on how to adapt curriculum and select effective research-based practices.
- Provided training for Academic Facilitators regarding best practices for academic planning and using instructional planning models and curricular maps
- Designed a guide for each core subject to ensure rigorous and effective implementation of the standards.

### **Current Activities-2014-2015**

- Provide ongoing professional development to support the implementation of the content standards to ensure teachers: 1) understand how the standards are articulated across grade levels and subject areas, 2) understand how to leverage student learning at key transition points and ways that close gaps and eliminate duplication, 3) know how to use instructional materials that are aligned with PRDE's standards
- Ensure that instructional materials are not limited to textbooks and promote the use of instructional practices that are research-based and consistently implemented within each grade level and content area.
- Continue offering at the District level on-site professional development to teachers using various modalities which include classroom demonstrations, mentoring, coaching, teacher meetings to discuss concerns, providing materials, sharing best practices, direct observations, and providing feedback to ensure a quality implementation of the standards.
- Continue offering at the school level onsite training regarding use of curriculum tools, vertical and horizontal teaching, and scope and sequence of content per grade and class (K-12) and 2) technical assistance to ensure teachers and directors understand the content and requirements of the new standards as set forth in PRDE's policy documents (Circular Letters).
- Continue implementation of the professional development program for new educators related to the use of curricular materials, planning strategies, differentiated instructional

strategies, and assessments for effective classroom instruction. This program is repeated regularly for new educators.

### **Future Efforts:**

For the next two years, PRDE will continue to use different professional development strategies to support Principle 1 (see exhibit 1 of Principle 3). During the school years and summers, PRDE will provide training to teachers and school directors on academic content to support professional growth and classroom management. The themes will be selected based on the analysis of professional development needs, Academic Facilitator classroom visits, and results of the statewide assessments. Additionally, it will include scientific based best practices, differentiated instruction, curriculum materials, learning communities, and integrating technology into students' learning process. PRDE expects that as a result of the professional development activities and the use of curriculum materials aligned to standards and grade level expectations, teachers will improve classroom instruction and help all students achieve higher academic outcomes.

### ***Additional Supports for Teachers of Students with Disabilities to Ensure Implementation of the New Standards***

***Summary of Population:*** One fifth of the student population in Puerto Rico are identified as students with disabilities. PRDE is committed to promoting the academic achievement of all students, including those with disabilities. PRDE's goal is that all students achieve mastery of the curriculum so that each student graduates from high school with the skills necessary to pursue a college education, occupational training, or enter the world of work.

PRDE sets high expectations for the performance from students with significant cognitive disabilities (approximately 1%) and makes certain the curriculum is based on the same content standards as their same grade peers. PRDE's alternate achievement standards reflect rigorous content of the knowledge and skills that students with significant cognitive disabilities must demonstrate to be considered proficient in the academic domains for each grade level.

### ***Accomplishments September 2013 – March 2014:***

- PRDE's curricula includes methods of differentiating instruction for students with disabilities. PRDE's curricular maps establish performance tasks with alternative strategies for teachers to use with students with disabilities. PRDE has only one curriculum for each content area and that curriculum applies to all students including students with disabilities. Professional development activities highlight aspects of the curricula so that every classroom teacher has a repertoire of tools for adjusting standards-based instruction to address every student's needs.
- Considering the specific needs of the autism population, the Associate Secretary for Special Education integrated the STAR curricula in the summer of 2014. In that month, the Secretary established a collaborative agreement with the Center for Integral Stimulation, integrating diverse academic sectors into education. STAR is a specialized curricula for students with autism that combines standards need areas and student needs. The STAR curricula is based in ABA, TEACCH, PECS, and other strategies. It is aligned with the federal Common Core State Standards (CCSS). The elementary STAR program includes detailed lessons plans, didactic materials, data systems and an evaluation based on the study plan in the six curricular areas:

receptive language, expressive language, spontaneous language, functional routines, academics, play, and social abilities. The Links intermediate level program promotes the students' independence in natural environments. The Links online system uses an evaluation based on the curriculum of individualized routines for each student. The Links school and community plans provide the teacher the necessary tools to effectively teach individual abilities and independence of daily routines.

- In summer of 2014, training was held for 40 officials that serve students with autism. Full-time special education teachers of autism (preschool, elementary, intermediate, and secondary, service assistants, school directors, and special education academic facilitators and specialists from the Mayagüez, Ponce, San Juan y Bayamón region) participated. During the training, they were trained and provided with basic materials for the teachers to use in the classrooms. The participating schools in this project are the majority of the Transition schools.

#### **Current Efforts:**

- Special education Teachers receive direct support for academic content and instructional strategies from the Special Education Academic Facilitators. Regional, School District Units, and the Associate Secretary for Special Education monitor the special education program in schools to ensure compliance of the special education regulation including supporting the educational, social and emotional needs of special education students.
- In January 2015, as part of the STAR curricula implementation, professional development training was offered to the teachers that were selected to work on the project. Additionally, four certified external specialists acted as local coaches by supporting teachers with the trainer from the U.S. The SAEE project continues extending the project to other regions and schools. In addition, the curriculum is being translated to Spanish for ease of use with a large group of teachers. A "train the trainer" model is used so that all teachers currently participating in the project can train other special education teachers in August 2015. The trainings will be ongoing until full implementation of the curriculum in all DoE autism classrooms. In the current phase, the PRDE is translating and revising the lessons and basic materials to meet the needs of students and teachers in the DoE. The next phase of the project will be the translation of the curricula, aligning of the curricular to the PR standards, and implementation in more schools.
- Teachers working with students with disabilities 16 years and older are provided annual training in the transition to adult living process. Training includes Academic Skills, Independent Living, Employment and Training Experiences. Teachers meet with each student's Programming and Placement Committee (COMPU in Spanish) composed of the student, parents/guardian, regular and special education teachers, school director, social worker and a representative of the Vocational Rehabilitation Program to jointly develop an individualized educational plan (IEP). The IEP takes into consideration the student's psychological and impairment evaluations and the results of the Vocational Interest Inventory administered by the school counselor. Students deemed eligible are referred to the Vocational Rehabilitation Program for additional college or career related support. Additionally, the Associate Secretary for Special Education is revising the guidelines for Independent Living and Occupational Skill Development programs to align them to

contemporary challenges facing today's students.

### ***Additional Supports for Teachers of Limited Spanish Proficient Ensure Implementation of the New Standards***

#### **Summary of Population**

In Puerto Rico, Spanish is the language of instruction, as well as the predominant language used in commerce and social interaction. Limited Spanish proficiency (LSP) students is the group of student in Puerto Rico that is not fluent or is limited in the Spanish language in reading, writing, and listening and parallels the English language learner (ELL) group in mainland states. As of March of 2015, there are 1,961 identified LSP students being provided services in Puerto Rico. These students are served through the Title III program. It is PRDE's expectation that the LSP population achieves the same academic goals and standards as regular students while becoming proficient in the Spanish language.

In 2013-2014 and beginning of 2015 the LSP Program provided 14 professional development capacity-building activities related to Civil Rights of LSP students; using SIE and MIE identification systems; LSP students and students with disabilities; administering and analysis of screener and annual test; differentiated instruction; statistical data; evaluating classroom educational supports; instructional strategies: scientific based learning theories; teaching and learning processes; technology resources; supplementary instructional materials; trainings on WIDA standards; October 2015 procedures manual; parental notification and program's public policy and flex plan alignment. Academic facilitators, teachers, support personnel (social workers and counselors), school directors, and new and other administrative staff that offer services to identified LSP students from the 28 Districts participated. PRDE expects that as a result of the professional development activities and the use of curriculum materials aligned to the standards and grade level expectations teachers will improve classroom instruction and help LSP students achieve higher academic outcomes. Professional development activities highlight aspects of the curriculum so that all classroom teacher have a repertoire of tools for adjusting standards-based instruction to address LSP student's needs.

On a yearly basis, LSP teachers complete a needs assessment where they give input on areas and topics for further support. Professional development activities are specifically tailored to teachers' needs, as well as curriculum implementation, differentiated instruction, research based instruction, Title III regulations, school and Individual Work Plans for participating students, and other topics identified by District and Central Level support staff.

#### ***Accomplishments September 2013 – March 2014:***

- In August of 2014 the circular letter for the LSP program was revised and presented to stakeholders through the department's website and orientations across the island including private schools. An LSP procedural manual (Manual de Procedimiento para program LSP y Emigrantes) was created in order to establish public policy regarding providing services to LSP students in Puerto Rico. Spanish program directors presented the procedural manual draft in their monthly meeting with Spanish academic facilitators in order to obtain feedback on the document.
- In 2014 PRDE aligned the LSP curriculum to the World-class Instructional Design and Assessment (WIDA) standards that are developed to facilitate the alignment of PRDE standards for LSP students. The PRDE curriculum and curricular maps for grade levels and

subjects include research-based strategies for differentiated instruction with LSP students to improve the quality of instruction in the development of the socio-linguistic skills of the Spanish language. PRDE developed curricular maps for performance tasks with alternative strategies for teachers to use with LSP students. These strategies focus on the particular needs of the LSP student population. These strategies include differentiated instruction, reciprocal instruction (cooperative and peer-learning strategies), library as a reading and investigative center and classroom as a learning lab. PRDE signed an official Memorandum of Understanding with World-Class Instruction, Design and Assessment (WIDA) in order to adopt the WIDA standards for Spanish limited students for PR classroom implementation based on a final crosswalk alignment. PRDE also provided training to teachers and other academic personnel with WIDA training.

- In 2014, PRDE LSP program contracted external provider to conduct an evaluation of the LSP students with a proficiency test. Monthly meetings have been held with McGraw Hill to organize the two phases (screener and proficiency results) of the student evaluations and to follow up on the results to determine which students are continuing or exiting to the regular classroom as former LSP students. A proficiency level report for all LSP students will be received in March 2015 detailing the data for all LSP students.
- Instructional material, technology, translators, and program materials were purchased and distributed to all 28 Districts across the island who are providing services to the LSP students. The verification of the delivery and receipt of the materials was ensured by using a delivery receipt form that was submitted to the director of LSP at the Central Level.
- Two Critical model trainings were provided to all 28 Districts. The training consisted of how to address student learning needs during study sessions at home. In addition, the training resources discussed the different intelligences theories and how to improve the supporting practices based on student learning capacities. The main purposes of these workshops were to train parents on how to become active participants in assisting LSP students after school.

#### **Current**

- In first semester of 2015 monitoring visits were conducted to verify the services provided to LSP students in several regions including Caguas, Ponce, Humacao, and San Juan. In addition, an external evaluator chose a sample of schools from Ponce, San Juan, and Mayaguez and will provide them with external monitoring of the LSP program and services.
- March 2014 to March 2015 the LSP program notified parents of the program services with written material disseminated through regions, Districts, and schools in English and Spanish and includes information on the Flexibility Plan for Puerto Rico. Through these written documents, parents are notified of their rights and contact information including email, phone numbers, address of offices, and other staff who can help them to receive further information. They were also given opportunities to provide for input and recommendation of the program services. Through this method, 20 parents have contacted the program director for support and facilitation of concerns and have provided input. In the Mayaguez and Ponce regions, a chairperson for the parent committee has been identified and names have been forwarded to the LSP director.

- The LSP program director will ensure parents of LSP students are involved in the student's learning process. The LSP Advisory Committee and Parents Advisory Committee will make recommendations and give input on strategies to engage parents. Workshops and orientations for parents will address topics such as: 1) assessment results that determine student needs and services, 2) how parents can support learning in the home, 3) results of student outcomes and other topics related to student progress. Two Creatica model trainings were provided to all 28 Districts. The training consisted of how to address student learning needs during study sessions at home. In addition, the training resources discussed the different intelligences theories and how to improve the supporting practices based on student learning capacities. The main purposes of these workshops were to train parents on how to become active participants in assisting LSP students after school.

#### Future

- In summer of 2015, the LSP circular letter will be revised and finalized for school 2015-2016 and 2016-2017. If there are any changes to the circular letter, the procedural manual will be reviewed and revised to align with the revised circular letter. This information will be disseminated in August-September 2015 through 28 District orientations.
- In summers of 2015-2017, PRDE LSP centers will provide a summer camp for LSP students across the island. The camp will provide extended opportunities for LSP students to continue to enhance their use of the Spanish language.
- Supplementary textbooks, tablets, and materials will be purchased to continue to enrich the language and reading skills of the LSP students including LSP students in the special education program. In school year 2016-2017 a curriculum and language laboratory will be established in Districts with high enrollment of LSP students in an after school program to accommodate the needs of students who may lack the resources at home and to continue to enhance the Spanish language proficiency.
- The second phase of WIDA training is ongoing and will be finalized in 2015. The orientations to the teachers will continue and be based on the needs assessment from teachers to determine the training needs of teachers so that they address the Spanish language needs of LSP students. These needs assessment collection will be completed by May 2015. This is an ongoing effort and will continue and sustained in 2016 and 2017. Training and orientations for counselors, social workers, and other LSP student-serving professionals continue and will be sustained through 2016 and 2017 and will be delivered in all 28 Districts. Weekend residential trainings will be provided to education professionals including directors, social workers, guidance counselors, etc. during 2016-2017. All the different academic programs must incorporate LSP strategies and training in their schedule.
- Students are taking evaluations and PRDE will be providing a report of the proficiency results by May 2015. Ongoing meetings will be held through 2016-2017 to continue and sustain evaluation efforts. Follow up activities will be conducted in 2016-2017 regarding progress of LSP students to inform stakeholders of the achievement of their children.
- Continue supporting students and families by visiting classrooms, Districts, regions, and other

LSP programs. These activities will be sustained throughout the school year with increased focus on direct services to students and families. One LSP facilitator was appointed to Humacao and Caguas regions and additional LSP academic facilitators will be recruited for each region to provide coaching and support to LSP student serving professionals in 2016 and based on the LSP student enrollment.

- On March 31 there will be a respect of diversity day for parents of LSP students and is an open house at the PRDE which will offer workshops on learning techniques and other activities that are going to be designed for parents and students. A parent involvement activity is also planned for May 2015 to disseminate information to parents as well as offer training and other workshops that support LSP students in Spanish language proficiency. Beginning March 31, 2015 additional parent trainings will be held for parents and will be ongoing through 2015-2016. Parent professional development future trainings will be continued through 2016-2017.

### ***Advanced Placement Courses***

PRDE's goal is to provide high performing students who wish to pursue a college career with a variety of academic experiences. To accommodate these students, we offer advanced placement (AP) courses in the subject areas of Spanish, English and pre-calculus in grade 12. In order for students to participate in these AP courses, they must score proficient or advanced on the annual state assessment (the PPAA) and have a minimum performance score of 85% in the subject of the AP courses they wish to take. These courses help students have an easier transition to the world of postsecondary education and provide students with opportunities to obtain college credit by passing a standardized test that is developed by the College Board for each one of the AP subjects.

Because IHEs have certified that PRDE's new standards are aligned with college course requirements, students who satisfy a predefined academic criteria can participate in advanced courses as early as 10<sup>th</sup> grade. In addition, PRDE is forming new alliances with the University of Puerto Rico. These new programs enable PRDE students to enroll in additional online advanced placement courses. Through these courses, students can obtain college credit and experience a smooth transition into postsecondary education. Currently, PRDE has students enrolled in advanced math courses through the MATH Cloud project. This project allows students to be in contact with the professor and classmates in a live classroom mode to support clarifications and further explanations of concepts. After the first year of implementation of this new programs, PRDE will expand these efforts to other content areas.

PRDE is in the process of revising its definition of middle schools and recently initiated process to modify the curriculum and learning activities for middle school students. The vision for this initiative is to prepare middle school students to take advanced courses and will also provide 7th grade students with access to curriculum planning supports based on results of assessments provided by the College Board.

### ***Collaboration with Institutions of Higher Education in Puerto Rico***

PRDE continues to work closely with all IHE's in the development of other initiatives to promote the creation of and improvement of the quality and outputs of Puerto Rico's education system. PRDE had signed different alliances with IHE's to reach the goal. More specifically, PRDE is working with IHE

towards the following goals:

- Ensure PRDE's academic standards are aligned with the performance expectations for first year college students;
- Develop indicators of College Readiness and report college going rates; and
- Revise Teacher Preparation Programs to ensure that
  - teacher preparation programs attract stronger candidates
  - There is a statewide curriculum for integrating the PRDE's content standards into pre-service teacher preparation programs.

#### **Alignment with College and Career Level Expectations**

The Office Academic Affairs oversees collaboration efforts with IHE, and communicates with all 33 teacher preparation programs island wide (public and private) to ensure that the PRDE's college and career ready standards are aligned with coursework for first year university students. The University of Puerto Rico, the only four-year public university in Puerto Rico, has determined that high school students who master content standards and grade level expectations will not need remedial courses during the first year of college. All other non-public universities have also approved PRDE's content standards as aligned with college and career ready standards.

#### **Accomplishments**

- An advisory committee of university professors from public and private universities has been formed to work closely with PRDE in the development of a long-term plan for a continuous review of PRDE's curriculum, standards and assessments.
- PRDE began conversations with representatives from industries and professional organizations to review PRDE's vocational programs and the highest career-level expectations.

#### **Initiatives to Increase College Readiness**

PRDE believes its efforts to revise its standards promotes college readiness. As has been indicated, PRDE's standards are vertically and horizontally aligned and have sufficient rigor to ensure students in PRDE's public education system are prepared to meet the challenges of post-secondary learning. In addition, PRDE has created public policy based on the findings of a study on the Profile of a Graduate, which establishes the competencies that the student must have in order to be successful in higher education. This public policy guides decision making at the Central, District and school levels.

PRDE has also developed various collaborative alliances with private and public entities provide students with theoretical and practical learning experiences that relate to college and career ready expectations. These alliances have enabled PRDE students to participate in internships, job training programs and other practical learning opportunities. In 2013 PRDE began implementing as PreK-16 initiative in collaboration with industry and IHEs. Through this program, students access to a well-designed sequence of professional and academic opportunities based on their specific career

interests.

PRDE partnered with the UPR's Project Access to Success (Proyecto Acceso al Exito), funded by a College Access Challenge Grant awarded to the UPR. The goal of the grant is to strengthen and build alliances that sustain programs and expand the outreach activities for students who may be at risk of not enrolling in or completing college. Through this grant, a collaborative educational Prek-16 project has been established. As part of this project, PRDE will incorporate specific activities in its academic and vocational programs to provide our students diverse and enriching learning experiences from early childhood to high school. This program provides information to students, parents, counselors, and teachers about higher education. Online tools such as <http://exito.upr.edu> provides students and families information about the benefits of higher education. In addition, there is an interest inventory for the student to identify potential careers at <http://exito.upr.edu/docs> and a Roadmap program encourages students to think about and plan their university education beginning in the 7<sup>th</sup> grade.

In addition to the Project Access to Success Project, PRDE also engages in the following activities:

- All PRDE 11<sup>th</sup> and 12<sup>th</sup> grade students are provided with free college entrance exams.
- All PRDE 11<sup>th</sup> and 12<sup>th</sup> grade students are provided with a guide that facilitates their decision making and transition to higher education.
- All PRDE 11<sup>th</sup> graders who score advanced in 3 of the 4 standardized test subjects are eligible for early enrollment in an IHE
- Open houses at the University of Puerto Rico are held for students and designed to motivate students toward college attendance. During open houses, UPR opens their doors to PRDE students in 3<sup>rd</sup> and 4<sup>th</sup> grade from public and private schools as well as their professional counselors so they can visit the university and experience college life by spending time on campus.
- PRDE invites students to attend summer camps at UPR. These camps provide potential college students from elementary, middle, and high school a variety of academic experiences and cultural opportunities at UPR so that they can experiment the diversity and richness of university living and college life.
- Extended school day clubs are offered in partnership with the Centro Universitario for access to UPR-Mayaguez and were designed to encourage college aspirations.

#### **Accomplishments**

- Since 2009, professional development opportunities are offered to all school counselors in Puerto Rico and abroad to help ensure they provide students with quality advice and guidance related to occupational counseling, transition from high school to college, and the integration of technology.
- In 2013, 626 high school students participated in a summer camp designed to strengthen the required secondary academic competencies for college entrance. Students participated in activities related to college and career exploration.
- Two sessions of elementary, middle, and high school Science and Math Clubs have been completed during first semester of the 2014 school year and the first edition of writing in Spanish and English clubs were also completed. Presently, 300 students from all levels from the Mayaguez Region have been reached through these initiatives including students who live in public housing projects.
- In 2014-2015, PRDE reviewed several Circular Letters to continue directing their efforts toward and integral processes that contribute to the successful preparation of students for higher education or transition into careers. Some of the Circular Letters that were revised

include: Circular Letter #12 2014-15 Norms for the Organization of Occupational Effort in High School (Normas para la Organización de ofertas Ocupacionales en el Nivel Superior). Circular Letter # 37 Public Policy for the School Organization and Requirements for Graduation of Elementary and High School (Política Pública para la Organización Escolar y Requisitos de Graduación de las Escuelas de Comunidad Elementales y Superiores). Circular Letter # 16 2013-2014 Public Policy to establish procedures and implementation rules for activities related to school retention (Política Pública para establecer procedimientos a seguir en la implementación de las Normas de Retención Escolar). Other efforts accomplished include training to educate all counselors about Flexibility and college and career readiness and incorporated the ASCA National Model. Counselors at all 3 levels (elementary, middle, and high) were hired and assigned to schools.

#### **Current Efforts**

- In 2014-15, RELNEI offers continuous technical assistance to all program directors, counselors, and student services personnel regarding the Prek-16 model and effective practices from other states. Presently, workshops and telephone conferences are being offered to support the model and to provide professional staff the tools necessary to promote and provide college attendance activities for their students.
- College Board online reviews ([www.repasoupr.org](http://www.repasoupr.org)) are provided to assist student with strengthening their academic competencies prior to taking the college entrance exam while at the same time providing teachers the opportunity to provide online tools on instructional processes.
- College scholarships are offered to talented students to attend university classes. Presently, 35 (2014-2015) students have received scholarships and have taken colleges courses and it is anticipated that approximately 200 more students will be awarded these scholarships during or before the summer of 2015-2016.
- A mentoring portal between school and university students exists to support mentoring activities. It is expected that through this partnership the process of transition from school to university will be smoother and simpler especially for students registering at UPR.
- A collaborative agreement exists that will convert Gloria Gonzalez School in Isabela into an educational research center that will support the integration and use of STEM in PRDE schools.
- A collaborative agreement with ESC. Dr. Hiram Gonzalez de Bayamon and the University of Puerto Rico and the Bayamon Municipality will support an education research center specialized in early learning practices.
- A collaborative agreement among Johnson & Johnson, Aspira, and PRDE is established for the Bridge to Employment program.
- A collaborative agreement with the Interamerican University, Sagrado Corazon, Catholic, Ana G Mendez University and UPR is established for the articulation of the systems with the goal to streamline the process of admission (GPA and PREPA) to postsecondary education.

#### **Future Efforts**

In 2014-2016 efforts to develop and strengthen collaborative agreements with public and private institutions and PRDE will continue. These efforts are expected to provide a variety of academic and cultural initiatives and projects that are directed toward elementary, middle, and high school students so that they can experiment the diversity and richness of the university culture. Specifically:

- PRDE has a collaborative agreement with ASPIRA and TRIO programs. PRDE and UPR have

been collaborating with the ASPIRA and TRIO programs to support the increase of participation in post-secondary education for traditionally underserved students.

- An occupational portfolio is an online tool that will be available in August of 2015-2016 to support higher education and career aspiration plans. Orientations will be provided to school counselors so they can share the information with their students and also provide support through the process so that they can have an electronic portfolio to help them document their goals, achievement, and future goals for a career or higher education.
- In 2015, it is expected that Circular Letter \*17 2014-2015 regarding PRDE counseling programs in schools will be assigned to further strengthen counseling efforts for students at the school level.

### ***College Going Rates and Data Collection***

#### **Current Efforts**

PRDE collects data on college-going enrollment data within the first semester of a PRDE student enrolls in a public IHE. This information is collected by high school counselors. As part of the Pre K-16 Project PRDE and to comply with regulations for ESEA Flexibility indicated in the State and Local Report Cards Non-Regulatory Guidance PRDE has taken steps to improve and assure quality data collection on college-going enrollment.

During the current academic year, PRDE realized that the UPR does not have the data infrastructure to facilitate the accurate collection and reporting of college going rates. As a result PRDE cannot access to the information it needs to provide in the State and Local Report Cards and to the Pre K -16 Project for follow up. The statistical data available from the UPR system is very general and does not include the information needed for student accurate and compliant reporting

To respond to this challenge, the Secretary of Education has intervened directly by holding meetings with the President of the UPR and other IHEs and their governing bodies. These meetings are held quarterly and are focused on identifying options to follow up on student enrollment at the UPR and its 12 campuses. PRDE personnel from the Office Academic Affairs also participate in monthly meetings of a council on Pre K-16 issues. UPR is currently working with PRDE to develop efforts to improve their data collection system and provide quality information on enrollment and retention rates. The UPR governing body has required that UPR develop a uniform system to improve data collection regarding their college student's retention rates.

It should be noted that some private IHE's, such as the University of Sagrado Corazon, the Interamerican University and the Caribbean University already collect information on college student retention. These IHEs are able to provide longitudinal data on college student retention rates. However PRDE needs to develop solutions for other IHEs across the island. To this end, PRDE has formed an internal team, composed of personnel from the Office of Academic Affairs, the Planning and School Development Office, and the Student Support Services Auxiliary Secretariat. These offices hold regular meetings with private IHE's and PRDE provides provide guidance, orientation and coordinate technical assistance in developing a compliant and robust data management system. Some of the activities that have been held include webinars, workshops and group orientations. PRDE believes these efforts will help ensure public and private university systems can provide the information needed to prepare high quality State and Local Report Cards.

All stakeholders agree these data systems are necessary to capture valuable information that will contribute to enhance college and career readiness strategies and activities. The envisioned data

systems will also include data collection on college credit accumulation rates, which not have been collected or addressed by any of the IHE, public or private. PRDE has leveraged external resources such as the Center on College and Career Readiness Content Center, the Regional Northeast and the Islands Center (RELNEI) and Florida and the Islands Comprehensive Center (FLICC) for to for support and technical assistance, and/or as resources for the activities support this initiative. With their collaboration the PRDE internal team has already been researching other states' data collection systems.

In conjunction with the RELNEI, PRDE has prepared a high quality action plan to address the obstacles in accessing the information needed to include public college-going and college credit accumulation rates; as well as the all elements required for compliance with the Non Regulatory State and Local Report Cards Guidance for states with ESEA Flexibility. The plan engages all IHEs, with the PRDE internal team as lead in the initiative.

### Future Efforts

In collaboration with the IHEs, that has longitudinal data collection systems in place, during the 2015-16 SY PRDE will complete the design and pilot a model reporting system. The model will be initiated with students from SIG schools cohort that graduated in SY 2010-11. These students have already been identified and data collected on college enrollment and college credit rates will be available in May 2015. The ultimate goal of the plan is to develop a high quality Student Success Reporting System (SSRS) to be put in place during the 2016-17 SY. This will facilitate the acquisition of data to comply with Flexibility, including all the elements required.

Subsequent to the discussing the challenges PRDE had encountered in reporting college-going and college-accumulation rates with ED staff, PRDE initiated the following efforts:

- Met with the SLDS vendor to develop a better understanding of the Business Intelligence (BI) reporting functionality available through the newly created data warehouse. As a result of these dialogues, PRDE determined that
  - The current BI tool, EdFusion, is capable of both normalizing files in various formats and loading them into the PRDE data warehouse
  - The current functionality includes various templates for requesting the required data from Institutions of Higher Education (IHEs)
- Sought technical assistance from the Data Quality Campaign and obtained
  - Recommendations for key areas states should focus on when developing K12 and post-secondary data linkages (<http://www.dataqualitycampaign.org/files/DQC%20roadmap%20k12%20postsecondary%20Data%20link%20June24.pdf>)
  - Sample high school feedback reports that will be used as templates for PRDE's public reporting. It should be noted that these High school feedback reports are used by various States
- Obtained information on the services available through the National Student Clearinghouse NSC and determined that
  - All of the universities, both public and private, are currently providing data to the NSC ([http://www.studentclearinghouse.org/colleges/enrollment\\_reporting/participating\\_schools.php](http://www.studentclearinghouse.org/colleges/enrollment_reporting/participating_schools.php))
  - NCS can produce reports that will enable PRDE to manage data quality issues related

[http://www.studentclearinghouse.org/high\\_schools/files/STHS\\_SampleReport.pdf](http://www.studentclearinghouse.org/high_schools/files/STHS_SampleReport.pdf)

During the Summer of 2015, PRDE will work with its SLDS vendor and the NSC to generate sample reports, using actual data, of college-going and college accumulation rates. Once these sample reports are available, PRDE will conduct a quality review of the data and reports and identify any required data elements that cannot be currently reported. Given the information gathered through consultation with the SLDS vendor, the Data Quality Campaign, and the NSC, PRDE initially believed it would be able to report college-going and credit accumulation rates for all PRDE students and subgroups by June 2015. On May 14, 2015 PRDE's vendor that supports the State Longitudinal Data System provided a work plan that indicated the data would be available for reporting in approximately 4 months, or October 2015 (at the earliest)

Notwithstanding, PRDE recognizes that a purely technology-based solution for reporting will not ensure the necessary data governance and leadership structures necessary to ensure PRDE and IHES develop a productive, efficient and effective business process to support both the sharing, reporting and use of data on college enrollment and credit accumulation. As such, the timeline included in PRDE's ESEA Flexibility Renewal outlines the key milestones that will indicate both parties are working together and formalizing their commitment to sharing and publishing this important data.

#### **Teacher Preparation Programs**

Consistent with U.S. Department of Education, *Our Future, Our Teachers: The Obama Administration's Plan for Teacher Education Reform and Improvement*, PRDE began to address teacher preparation programs' accountability for teacher preparedness. PRDE is collaborating with teacher preparation programs and other initiatives related to teacher preparation in order to make certain that teacher are being prepared with educational experiences related to the professional competencies required of the teaching profession. These initiatives include: aligning the subject matter taught in each content of areas and teacher preparation coursework and documenting the professional teaching competencies needed in order to ensure PRDE students satisfy learning objectives.

#### **Accomplishments 2012-2014**

- During 2014, PRDE revised its "Guidelines for the Classification of Teacher Preparation Programs in Puerto Rico (2006)" to integrate more rigorous standards for the classification of teacher preparation programs.
- PRDE worked with the 37-teacher preparation programs (public and private) and el Comité Timón de la Red Colaborativa (cooperative alliance between the PRDE, el Consejo de Educación de Puerto Rico and the College Board) to examine the regulations and guidelines that define measures of program effectiveness beyond the pass rates on teacher certification tests.
- PRDE created a draft of the recommendation for improvement of teacher preparation programs. Once approved by the Puerto Rico Department of State, these new recommendations will be disseminated and discussed with all teacher preparation programs and other internal and external interest groups.

- In May 2014 PRDE established an Educator Certification regulation that requires that a teacher must have graduated with a 3.0 GPA before a professional certificate can be issued. PRDE's Professional Development Institute will guarantee this requirement is met before teachers can receive a regular professional certificate.
- The PRDE Educator Practice program established the guidelines for the final practicum requirement that teacher education program students must complete prior to graduation and teacher certification.
- .
- As a part of the alignment between the new PRDE curriculum and the teacher preparation programs, workshops were conducted for the IHE about the new curriculum addressed by specialty area to the specialists of the teacher preparation programs in order to assure us that the academic personnel of those programs orient and discuss these contents with their students.

#### **Future Efforts**

- PRDE will continue to explore opportunities to revise its "Guidelines for the Classification of Teacher Preparation Programs in Puerto Rico" to integrate more rigorous standards for the classification of programs.
- PRDE will continue to work collaboratively with the directors of teacher preparation programs and facilitate workshops for subject area experts to ensure they understand and can teach students about PRDE's new content standards.
- In March 2016, Puerto Rico will be implementing the new Teacher Certification Test. During 2015-2016 the PRDE, College Board and the teacher preparation programs will publish and discuss with the students, professors and other interest groups the new regulations and important issues
- PRDE will continue working with IHEs, in collaboration with the College Access initiative in 2015 a process to provide IHE's a data linking teacher preparation programs graduates to PRDE's students outcomes.
- During 2015-2016, PRDE will development and implement guidelines for new teacher induction program with the school Districts, the teacher preparation programs and other stakeholders. The Teacher Preparation Programs accreditations require them to follow and give induction to their graduates up to 5 years

**1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH**

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p><b>Option A</b></p> <p><input type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p><b>Option B</b></p> <p><input checked="" type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014-2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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### **Statewide Assessment System**

The PRDE has developed a comprehensive statewide assessment system to meet NCLB requirements as well as to inform other local decisions. PRDE's high quality assessment systems and growth model have been approved by USED and PRDE's Technical Assistance Committee. Puerto Rico annually administers a statewide aligned, high-quality assessment that measures student growth in reading/language arts and mathematics in grades 3-8 and in high school with academic achievement standards for those assessments. PRDE's assessment system ensures coverage of the depth and breadth of PRDE's academic content standards and employs multiple approaches within specific grade and content combinations to meet this goal. PRDE's main assessment for grades 3-8 and 11 is called the Prueba Puertorriqueña de Aprovechamiento Académico (PPAA). The comparable assessment used with Special Education Students is called the Prueba Puertorriqueña de Evaluación Alternativa (PPEA). Large print and Braille versions are also available as required. PRDE has a long track record of high levels of participation in its assessment program.

PRDE developed performance level descriptors (PLDs) for the PPAA and PPEA. These PLDs are designed to describe the skills and abilities that students possess within each of the four performance levels for each tested subject and grade level. In addition to aligning with the PRDE academic content standards, the PLDs provide measureable outcomes as reflected in the PPAA and PPEA.

PRDE administered a new operational assessment aligned with new standards in Spring of 2015. PRDE will continue with Pearson strengthening the high quality assessment and creating rigorous items aligned with the new standards and ensures the validity of its assessments. As a result, PRDE will increase the number of high quality items in the test bank. The process and final product will be consistent with PRDE's technical standards for assessment as well as its stated criteria for high quality, rigorous assessments.

PRDE will continue administering the science standardized test in 4, 8 and 11 grades. We also will continue to explore the opportunities to administer our assessments online. PRDE's Spanish assessment was administered to all required grade spans (3-8 and 11) and will continue to be administered. Administration in subsequent years will follow the existing timelines and procedures established for the PPAA and PPEA.

### **Assessments Aligned to New PRDE Core Standards**

The PPAA and PPEA test are aligned with the academic standards and grade level expectations revised in 2014. Puerto Rican educators have participated in all areas of development related to these tests.

Beginning with the 2014 PPAA administration, PRDE began to pilot new items for the Spanish language arts assessment in every grade. The PPAA 2015 will consist of operational test forms with embedded field test items.

PRDE new high quality assessments will be first administered in the April of the 2014-15 school year. In each subsequent year, PRDE will continue to build upon the high quality of its current system. It should be noted that while PRDE will continue to field test items in accordance with the test development blueprint, PRDE will not include field test items in accountability determinations.

PRDE remains committed to the continued development of items that improve the quality and rigor of

its State assessments and will retain its current practice of embedding field test items in every its operational assessments. Ongoing item development guarantees that PRDE's item bank will continuously meet the rigor of a high quality assessments. As has been indicated, items that appear in field test slots will not be used in accountability determinations.

As part of alignment consideration its new core standards, the PPAA test now include the assessment of students' skills in reading texts and using information from those texts to respond in writing to a prompt with the required level of depth. PRDE has been able to build students' capacities for this task with the collaboration of teachers and school District academic facilitators. Each year PREDE adds, at tested grade level, one item to the Spanish language arts PPAA that requires students to read two short texts and respond in writing to a prompt related to those texts. This item will allow PRDE to gather information on students' skills related to a key CCSS concept included as a mayor skill in Spanish curriculum. This item type will be scored for the first time in 2015.

In support of its ongoing test development process, PRDE has and continues to engage in the processes described in the PPAA Technical Manual, including:

- Item writer workshops in order to provide the teachers with training on the item writing process as well as the opportunity to write items for the PPAA.
- Content and bias Review meetings to ensure certified Puerto Rican teachers verify that items are correctly aligned to the standards, expectation and specifications for the content areas to be assess, to verify the balance treatment and control of potential bias stereotyping and insensitivity in the test items or in related materials and also verify the appropriateness for all Puerto Rican students enrolled in the grades and content area.
- Validation process to ensure alignment between all items in the PPAA to the test development blueprints from the PRDE.

Students have the opportunity to practice the content and the questions that will be addressing in the test through the practice exercises available at the PRDE webpage. New practice exercises for the 2014-2015 academic year were created for each grade and content area. A version of an electronic practice test called ePats is also available as an internet link that can be used by teacher for content review and at home as an additional practice.([www.prassessment.com](http://www.prassessment.com)). ePats provide a test version where the students may go back on their answers, get scores and the opportunity to try over the items provided. The students and the teacher are able to print the results page for their records and the teachers use appropriate rubric to the constructive response exercises. Also allow the student to become familiar with on line testing.

### **Alternate Assessments**

PRDE believe that all students deserve the opportunity to show what they know and can do regardless of the severity of their disabilities. With that in mind, the PRDE's assessment system includes an alternate assessment based on alternate achievement standards for students with significant disabilities who cannot participate in the general assessment even with accommodations. The *Prueba Puertorriqueña de Evaluación Alternativa* (PPEA) was developed under the portfolio strategy as approved by USDE. PRDE developed specific guidelines for PRDE's IEP teams to review and apply when determining students' participation in the alternate assessment including students' needs for explicit instruction, extensive supports, and substantial modification of the curriculum. Participants in the PPEA

comprise approximately 1% of the total tested student population.

The PPEA's purpose is to assess students in grades 3-8 and 11 on specific content standards. When developing the PPEA, we ensured a process to create entry targets that are academic and grade-referenced. The content standards and required grade-level expectations were selected by a committee of general and special educators. PRDE's content specialist reviewed the selected grade-level expectations from the content mapping process and matched the strands to those strands instructed and assessed through the Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA) which is the general assessment. This has resulted in a system that is organized by grade level and content strands that are consistent with those of the PPAA.

The content of the PPEA is organized by entry targets with multiple subparts for data collection. This allows for breaking down larger grade-level expectations into smaller, measurable objectives which teachers "bundle" for meaningful instruction and in an attempt to avoid instruction that is disjointed or too limited in scope. High stakes assessment have seen a series of changes in content and structure with the development and approval of the PRCS 2014. The new standards have also resulted in change to the PPEA.

The PPEA for the 2014-2015 school year represents a multi-disciplinary approach to assessing student learning and provides access to grade-level learning standards and varied opportunities to learn. One of the strengths of the PPEA is its flexibility in allowing teachers to select the most appropriate evaluation activities to meet the individual needs of students with significant cognitive disabilities while fulfilling the requirements for the targeted assessment tasks.

A crosswalk document was created to demonstrate the alignment of performance expectations from the 2007 standards to the 2014 standards. Based on this crosswalk, new performance indicators were suggested as replacements. Additional indicators were incorporated additions when no alignment was found. Alternate indicators are consistent with the general education PPAA content requirements. The process of review, revision and approval was managed and executed under the leadership of the Office of Academic Affairs.

To support the PPEA assessment training process and provide teachers with a tool to incorporate best practices on the alignment of standards, instruction, and assessment, teachers have access to a series of instructional modules for all PPEA portfolio entries aligned with the 2014 standards for all required indicators. PPEA assessment training is provided annually to different groups of special education teachers: new incomer administering PPEA; teachers with experienced but administering PPEA as first timers and for experienced teacher administering PPEA. Best practices from schools that have had the best outcomes from the PPAA are captured and disseminated annually. Teachers have access to a series of modules to support the PPEA assessment training process and provide teachers with a tool to further incorporate best practices on the alignment of standards, instruction, and assessment.

Preparations for administration of the PPEA began during the spring 2014 and culminated with the current administration as schedule for January- March 2015. Portfolio scoring will take place in April 2015.

### **LSP Assessments**

Consistent with our belief that all students deserve the opportunity to show what they know and can

do, students identified with Spanish limited Proficiency (LSP) also participate in the statewide assessment and are provided with accommodations. Current academic assessments procedures integrate appropriate accommodations as established in PRDE's Accommodations Manual (2004). For identification purposes LSP students participate in a screening test as mandatory by Title III specifications and in an annual exit test after correspondent services as require by the students.

Additionally, the Title III Program has developed a Procedures Manual which includes: a revised Circular Letter, K-12 Standards for Spanish as a Second Language, Recommendations for the instruction of Spanish as a Second Language, Model of Rigor Document, ACE LERA and the series "Viva el Español". PRDE provides appropriate technical assistance to ensure that all LSP teachers have a complete understanding of these accommodations.

WIDA standards were aligned to the PRDE's Spanish standards in May 23, 2014. This process was overseen by the Spanish Academic Facilitators. PRDE commissioned an alignment study to be sure that the LAS Link (version C) assessment is aligned to the Puerto Rico Core Standards. This study was completed in 2015 by an external evaluator. (See Attachment) A Memorandum of Understanding between WIDA and PRDE was signed in August 2014 in order to agree in the use of WIDA Language Development Standards. Training to academic facilitators and teachers has been provide in order to present the WIDA standards and their alignment with PRDE's new Spanish standards.

The operational form of the PODER (*Prueba Óptima del Desarrollo del Español Realizado*) test for kindergarten was released in August 2013. Operational test forms for grades 1-2 were available in August 2014 and will be available for grades 3-5 in August 2015. Since there is no assessment aligned with WIDA standards at this time, PRDE evaluated LAS Link (version C) – which is aligned to the CCSS – and will be administering LAS Link (version C) during the current school year, as approved by USDE. PRDE will be using the LAS Links as their LSP assessment in 2015-2016. Similar to what was done to validate the appropriateness of the WIDA assessment, an alignment study was conducted to determine the alignment of the LAS Links with the Puerto Rico Core Standards.

Salsa (Spanish Academic Language Standards and Assessment) is a project of evaluation of the academic language of the Spanish funded by the United States Department of Education, and whose financing was granted to the Board of education of the State of Illinois on behalf of the WIDA Consortium of Puerto Rico.

### **Non Tested Grades and Subjects**

Over the previous two years, PRDE has explored various options for developing and implementing assessments in its non-tested grades and subjects.

A significant amount of effort went into developing the strategy PRDE would use to develop assessments for non-tested subjects. PRDE leadership engaged in research and conducted various site visits to different States throughout the current school year to research to ensure it made an informed decision about the selection of a feasible and appropriate assessment method. Also PRDE key leaders have been participating in the CCSO assessments meetings to identify the best states practices.

PRDE seeks to develop assessments for non-tested grades and subjects that will provide valid and useful information about students' mastery of content standards and also be used to measure student growth

and incorporated into the educator evaluation process. For these reasons, PRDE seeks to use a pre/post test to assess student learning in non-tested grades and subjects. Use of a pre/posttest will provide a measure of student learning before and after the instruction. The gain between pre/posttest administrations will be used in to calculate growth.

PRDE has initiated a Request for Quote proposals (RFQ) to obtain cost estimates for vendors that can support the development of assessments in non-tested grades and subjects. The RFQ solicits costs estimates for pre/post assessments that will be administered to non-tested grades and subject areas and will define the need and the strategies under consideration to ensure PRDE has assessments for the non-tested content areas that can be used to establish the student's achievement value to be used in PRDE's educator evaluation system. PRDE is evaluating the proposal submitted. The technical specifications for these assessments include 1) being valid for the purposes of teacher evaluation, 2) producing scores that can be mapped on a Transition Matrix for the purpose of gauging student growth, and 3) being appropriate for use with all students. All the information related to these assessments has been discussed with the TAC.

The development pre/post tests will be prioritized to focus on the following content areas: social studies, health education, visual arts, theater, ballet, physical education, occupational and technical study programs and other specialized courses.

PRDE believes the work it recently completed to revise its content standards will facilitate the process of developing these pre/post tests. All content areas have revised their curriculum and established indicators for the students' performance per grade. PRDE will prioritize these indicators within each subject and grade and this information will be provided to the vendor to develop the assessment. This prioritization will inform the process the vendor uses to develop the test blueprint and define the expectation for student performance after instruction is delivered. PRDE's Academic Facilitators will facilitate this process with the external providers. These assessments will be available as defined in pages 118-119 for the teacher and school director evaluation, following option C for the principle 3.

These approaches for measuring academic growth in non-tested grades and subjects are consistent with approaches currently being used by States with approved ESEA Flexibility plans.

### **Year Growth Model**

**PRDE has established a growth model that tracks students' academic achievement longitudinally.** PRDE's growth model evaluates changes student achievement in Spanish language arts and mathematics in grades 4 through 8 using scores from the current PPAA and PPEA assessment systems. This growth model, which is a Transition Matrix model, does not apply to high school students (grade 11) because these students do not have scores from the previous year.

PRDE uses a Transition Matrix model to calculate growth. The current model is based on the cut scores from previous administrations of the PPAA and PPEA. These previous test administrations assessed student mastery of PRDE's old content standards (those in place from 2007 to 2013).

The key design features of PRDE's Transition Matrix are outlined below:

## Categorical Model Transition Matrix

Question Answered	Are students making adequate progress across performance levels?
Aliases/Variants	Transition Model, Transition Matrix, Value Table
Primary Interpretation	Growth description and growth prediction
Statistical Foundation	Gain-based model
Metric/Scale	Change in performance level categories (categorical)
Data	Performance levels articulated across years (implicit vertical scale), student status expressed by performance level, and value for transitions if value tables are used
Group-Level Statistic	Percent of students "on-track" to proficiency or average value tables
Set Growth Standards	Define cut scores for performance levels and values for value tables; specify rules for students being counted as "on track"; establish what average value is good enough
Operational Examples	NCLB Growth Model (e.g. Delaware and Iowa)

Source: Castellano & Ho (2013)

## Growth Model Choice Matrix ESEA Flexibility States

Model	State
Gain Score	Alabama, Indiana, Smarter Balanced (Connecticut, Vermont)
Trajectory	Arkansas
Categorical (Transition Matrix, Value Table)	Alaska, Delaware, District of Columbia, Puerto Rico, Virginia*
Residual Gain	
Projection (Growth-to-Proficiency)	Minnesota, Missouri
SGP	Colorado, Hawaii, Idaho, Kansas, Kentucky, Maine, Massachusetts, Nevada, New Hampshire, New Jersey, Oregon, Rhode Island, South Dakota, Utah, Virginia*, West Virginia, Washington, Wisconsin, Wyoming
Multivariate (Value added)	Florida, Georgia, Iowa, Louisiana, Michigan, Mississippi, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee
Not enough info	Illinois, Texas, Arizona (State Model)
No Flexibility Application	California, Nebraska, North Dakota, Montana

PRDE has identified the following benefits of its growth model: it 1) uses database of matched students over time, 2) does not require a common (vertical) scale across grades, 3) does not require confidence intervals, 4) handles nonlinear growth, and 5) and be used with alternate assessments that do not have scale scores. This model is simple to communicate with stakeholders and is currently used by several states.

PRDE's current Transition Matrix model appears in Figure 1. As can be seen in Figure 1, the extreme low and high achievement levels (pre-basic and advanced) are split into two ordinal levels and the middle categories (basic and proficient) are split into three levels, so that growth *within* these achievement levels can be counted in addition to growth *across* levels. The points allocated to the transitions assign points to students who increase one or more level across years if they are below mid-basic, with the number of points increasing as the number of levels improved increases. The maximum number of points is 6, which is associated with "high advanced." Students who are mid-basic or above are assigned 2 points if they maintain their status across years, and more than 2 points if they increase one or more

levels, as indicated in Figure 1.

Figure 1

PPAA Transition Table - Value Point Structure										
Year One	Year Two									
	Low Pre-Basic (1.1)	High Pre-Basic (1.2)	Low Basic (2.1)	Mid Basic (2.2)	High Basic (2.3)	Low Proficient (3.1)	Mid Proficient (3.2)	High Proficient (3.3)	Low Advanced (4.1)	High Advanced (4.2)
Low Pre- Basic (1.1)	0	1	2	3	4	5	6	6	6	6
High Pre- Basic (1.2)	0	0	2	3	4	5	6	6	6	6
Low Basic (2.1)	0	0	0	3	4	5	6	6	6	6
Mid Basic (2.2)	0	0	0	2	3	4	5	6	6	6
High Basic (2.3)	0	0	0	0	2	3	4	5	6	6
Low Proficient (3.1)	0	0	0	0	0	2	3	4	5	6
Mid Proficient (3.2)	0	0	0	0	0	0	3	4	5	6
High Proficient (3.3)	0	0	0	0	0	0	0	3	5	6
Low Advanced (4.1)	0	0	0	0	0	0	0	0	3	6
High Advanced (4.2)	0	0	0	0	0	0	0	0	0	6

Figure 2

PPAA Transition Table Growth Indicator Structure										
Year One	Year Two									
	Low Pre-Basic (1.1)	High Pre-Basic (1.2)	Low Basic (2.1)	Mid Basic (2.2)	High Basic (2.3)	Low Proficient (3.1)	Mid Proficient (3.2)	High Proficient (3.3)	Low Advanced (4.1)	High Advanced (4.2)
Low Pre- Basic (1.1)	Maintained	Slightly Improved	Slightly Improved	Improved	Improved	Significantly Improved	Significantly Improved	Significantly Improved	Significantly Improved	Significantly Improved
High Pre- Basic (1.2)	Slightly Regressed	Maintained	Slightly Improved	Slightly Improved	Improved	Improved	Significantly Improved	Significantly Improved	Significantly Improved	Significantly Improved
Low Basic (2.1)	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved	Slightly Improved	Improved	Improved	Significantly Improved	Significantly Improved	Significantly Improved
Mid Basic (2.2)	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved	Improved	Improved	Significantly Improved	Significantly Improved	Significantly Improved
High Basic (2.3)	Regressed	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Improved	Slightly Improved	Improved	Improved	Improved
Low Proficient (3.1)	Significantly Regressed	Regressed	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved	Slightly Improved	Improved	Improved
Mid Proficient (3.2)	Significantly Regressed	Significantly Regressed	Regressed	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Improved	Improved	Improved
High Proficient (3.3)	Significantly Regressed	Significantly Regressed	Significantly Regressed	Regressed	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved	Slightly Improved
Low Advanced (4.1)	Significantly Regressed	Significantly Regressed	Significantly Regressed	Significantly Regressed	Regressed	Regressed	Slightly Regressed	Slightly Regressed	Maintained	Slightly Improved
High Advanced (4.2)	Significantly Regressed	Significantly Regressed	Significantly Regressed	Significantly Regressed	Regressed	Regressed	Regressed	Slightly Regressed	Slightly Regressed	Maintained

A major advantage of the Transition Matrix approach is that it applies to both the PPEA as well as the PPAA assessment methods. Analysis of academic growth scores was calculated using 2014 PPAA and PPEA results. The business rules guiding calculations for cut scores for the PPAA were based on TAC recommendations and expert judgment. The alternative assessment, PPEA, does not use a total raw or scale score but rather reports student results as a pattern of ratings across the dimensions of Progress, Performance, and Complexity. The possible score patterns were classified into performance levels during the 2009 standard setting meeting. The business rules guiding calculations for cut scores for the PPAA were based on TAC recommendations and expert judgment. The island wide value table for Spanish and Math are available in the technical documentation.

Each year growth reports are delivered directly to schools. These reports help school directors and teachers understand changes in students' PPAA and PPEA scores. The reports categorize changes in performance as follows: Improve significantly, slightly improve, improve, maintain, slightly decrease, decrease or significantly decrease. PRDE educators have indicated that they feel these reports assist schools in instructional planning to ensure the needs of all students are met. The Growth Matrix categories are presented in the table below:

2014-2015	2015-2016	2016-2017	2017-2018
2009 cut scores for reporting	2016 cut scores for reporting	2016 cut scores for reporting	Same as previous year
2009 cut scores for growth	2009 cut scores for growth	2016 cut scores for growth	
Old transition matrix	Old transition matrix	New transition matrix using 2016 cut scores	
	Develop new transition matrix using 2016 cut scores		

The growth model PRDE will use with grade 3 students and high school students, including those 11<sup>th</sup> grade students that take the PPAA or PPEA, will be consistent with the growth model used for non-tested grades and content areas. The process for developing this second growth model will be consistent with the process used to create the growth model presented above.

Consistent with recommendations advanced by PRDE's TAC, the Transition Matrix will also be used to calculate growth for students assessed using pre/posttests in non-tested grades and subjects. Academic growth will be calculated based on differences between pre/post performance assessments. The same standard setting process used with the PPAA and PPEA will be applied to distribute differences in pre/post scores across performance levels. In this way, PRDE will determine student growth the same way for tested and non-tested grades subjects.

PRDE's growth model produces values for students' academic achievement that can be incorporated into PRDE's educator evaluation system. Details regarding how the Transition Matrix growth value is incorporated into educator evaluations are provided in Principle 3 of this request.

#### ***Accommodations for Students with Disabilities and Limited Spanish Proficiency Students***

Puerto Rico has a set policy on accommodations to support the annual state assessment for students with disabilities (SWDs) and LSP students which are described in PRDE's Accommodations Manual (2004). Accommodations for the PPAA are selected based on accommodations that the student regularly uses during instruction and that are written in the student's Individual Educational Plan (IEP) by the *Comité de Programación y Ubicación* (COMPU) team responsible for making the accommodation decisions. Accommodations for LSP students are written into a student's Language Development Plan (LDP) by the *Comité de Revisión de Lenguaje* (CoREL), a team responsible for outlining the plan and monitoring its progress. Currently, about 80% of students with disabilities and 40% of LSP students receive accommodations during the PPAA. The most commonly used accommodations for SWDs are extended time, read aloud, change in setting, and frequent pauses. For LSP students, the most common accommodations are extended time, reader for test directions, and use of bilingual dictionary.

The PRDE will remain committed to ensuring the proper implementation of our accommodations policy. As such, PRDE's intention is to provide feedback to teachers and IEP teams so they can make immediate corrections, and inform any decisions about training and support for improving the selection and implementation of accommodations for SWDs and LSP students.

PPEA assessment training is provided annually for different groups of teacher: new incomer for Special Education administering PPEA; teachers with experienced in Special Ed but administering PPEA as first timers and for experienced teacher administering PPEA.

## PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

### 2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

#### **Overview of Accountability System**

Under Flexibility, PRDE has been implementing a differentiated accountability model based on the tenets of ESEA that meet the U.S. Department of Education's guidelines as addressed in the documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*. PRDE's new accountability system provides increased transparency by allowing PRDE to set ambitious new AMOs, identify priority, focus, and reward schools, and customizing support to non-categorized Title I schools. PRDE believes parents, teachers, school directors, and members of the community have become more engaged in the process of transforming low performing schools and make meaningful contributions that result in a public school system that meets the needs of all students as a result of the past two years of our implementation efforts.

Puerto Rico set rigorous AMOs based on 2011-2012 island-wide performance assessment data to guide its implementation of differentiated accountability. PRDE expects that the use of AMOs will lead to a 50% decrease in the percentage of non-proficient students in each subgroup within 6 years. PRDE expects that an improvement in proficiency will provide encouragement to all schools to continue to progress.

As PRDE's overall system demonstrates improvements in how it educates all children, including students with disabilities (SWDs) and limited Spanish proficient (LSP) students, the public education system will experience lower dropout rates and higher achievement rates. PRDE believes this model will also encourage schools to work toward closing achievement gaps by focusing efforts on the reasons for low academic achievement and providing a rewards and recognition program. PRDE believes its new differentiated accountability system has created clearer expectations for what educators need to do to improve the performance of the lowest-achieving groups of students. It also creates new opportunities for educators to learn from best practices that have been effective at producing higher achievement among certain groups of students.

PRDE believes these systematic improvements in how the accountability system defines and reports student performance will result in more students mastering the curriculum and meeting college and career ready standards.

#### ***Puerto Rico's Student Subgroups***

PRDE's differentiated accountability model continues to measure student achievement in Spanish language arts and mathematics, which are both approved for inclusion by USDE. PRDE will calculate

AMOs as established by ESEA Flexibility for students in grades 3 through 8, separate from grade 11, with a minimum  $n$  size of 30. The following seven identified subgroups from the Puerto Rico Accountability Workbook will continue to be used and were approved by the USDE in 2009:

1. Economically disadvantaged students (based on family income)
2. Students with disabilities
3. Students with limited Spanish proficiency (LSP)

The Accountability Workbook (2009) also notes that "racial and ethnic minority groups in Puerto Rico do not configure in the same manner as in the mainland United States" (p. 30). Accordingly, PRDE identifies the additional following subgroups:

4. Puerto Rican students
5. Hispanic students (other than Puerto Rican)
6. White non-Hispanic students
7. Other origin

#### ***Differentiated School Supports***

PRDE identifies reward, priority, and focus schools using a combination of performance information including 1) achievement results from the annual Spanish language arts, mathematics, and ESL PPAA and PPEA assessments, 2) graduation rates, and 3) progress indicators based on three years of assessment data, graduation rate data, and achievement gap information between the highest (greater than 75%) and lowest (less than 25%) quartiles. PRDE will count all grades 3-8 and 11 students not participating in the assessment as "non-proficient". Based on the schools' identified category, PRDE's leadership at the Central and District levels will develop differentiated supports that align with the teaching and learning needs evidenced in each school.

The identification of these schools applies to all schools, regardless of Title I status. Given that only 18 schools within the PRDE system are non-Title I schools, this decision will have minimal impact on the number of schools identified. The inclusion of all schools in PRDE's differentiated accountability system means that several of our schools that serve students with disabilities will be included in the differentiated accountability system. Some examples of such schools are the school for the deaf and the pediatric center serving students whose disabilities are so profound they might otherwise not be able to attend school. PRDE's decision to use this approach is based on its goal to provide a democratic system where all schools, regardless of population served, are expected to follow the same student achievement expectations.

PRDE's model for differentiated accountability has identified as priority schools at least 5% of the total number of schools within the PRDE system. Thus, the total number of schools in this category is 72 schools. This includes 22 Tier I SIG schools, 14 high schools with graduation rates less than 50%, and 36 schools in the lowest 5% of proficiency and lacking progress. Similarly, PRDE identifies 10% of the total number of schools within the PRDE system as focus schools.

The initiative to serve the lowest achieving 5% of all schools as priority schools, and schools with low graduation rates or large achievement gaps as focus schools will enable PRDE to target schools' specific

needs with comprehensive and research-based interventions. In addition, this approach will enable PRDE to spend the necessary level of funds to provide services in schools and to students and ensure these funds are directed toward efforts to meet the most pressing teaching and learning needs. This flexibility will enable PRDE to implement an accountability system that will be more effective for creating systemic change in our lowest performing schools.

The definitions of school categories presented in this section for reward, focus and priority constitute approximately 25% of all schools in PRDE's system. The teaching and learning needs of the remaining non-categorized Title I schools (transition) not identified as priority, focus or reward schools receive support under PRDE's differentiated accountability system.

PRDE's differentiated accountability system now rewards the highest performing and highest progress schools. Providing schools with recognition, support and encouragement will help them continue making progress in addressing the needs of all students. The approach of rewarding the highest performing and progressing schools will also strengthen PRDE's capacity to create and disseminate a model for cultural change across schools island-wide. All schools within the PRDE system will benefit from this new focus on practices that have resulted in improved teaching and learning in the highest performing schools.

PRDE seeks to create an incentive system that will help schools focus on tangible goals that they can work to achieve. This incentive system will enable schools to devote valuable resources, personnel, supports, time, and money to closing achievement gaps and improving student performance in ways that are consistent with the unique needs of their students. The incentive system has made it easier for teachers and school directors to use available resources in ways that accommodate the unique learning needs of all students, especially Students with Disabilities (SWD) and Limited Spanish Proficient (LSP) students across grades and subjects areas.

The methodologies that lead to school identification are listed below.

**Reward (High-Performing)**

1. The proficiency for each of the most recent two years must be in the highest 5% of all schools, **AND**
2. The current three-year adjusted cohort graduation rate (2012-13) must be in the highest 10% of the graduation rates for all schools (only applicable to schools with graduates), **AND**
3. The school must have met AYP for all student groups, **AND**
4. The school must not have a significant achievement gap between the 25th (lowest) and 75th (highest) quartiles that is not closing. The school's current year achievement gap must be closing **AND** the achievement gap for the two most current years must be closing too.

Attendance Rate (using a cut score) based on the 2014-15 data will be included in making Reward High-Performing school designations for 2015-16.

The proficiency and gap calculations include general assessment and PPEA (alternate assessments) results for SLA, Math, and ESL in grades 3-8 and results for SLA and Math in grade 11.

<b>Reward (High-Progress)</b>	<ol style="list-style-type: none"> <li>1. The proficiency progress (the difference between proficiency for the current year and the previous year) must be in the highest 10% of the proficiency progress for all schools, <b>AND</b></li> <li>2. The three-year adjusted cohort graduation rate progress (the difference between the three-year adjusted cohort graduation rate for the most current year and the previous year) must be in the highest 25% of the three-year adjusted cohort graduation rate progress for all schools (only applicable to schools with graduates), <b>AND</b></li> <li>3. The school must not have a significant achievement gap between the 25th and 75th quartiles that is not closing. The school's current year achievement gap must be less than the median achievement gap for all schools <b>AND</b> the achievement gap for the two most current years must be closing, <b>AND</b></li> <li>4. The 25th (bottom) quartile must be improving in overall achievement for at least 10% <b>AND</b> the achievement for the current year 75th (top) quartile is greater than the median for the top quartile achievement for all schools in the current year.</li> </ol> <p>Note: Graduation rate progress will be based on USDE approved three-year adjusted cohort methodology for two years; for 2013-14 the designations will be based on 2011-12 and 2012-13 graduation rates.</p>
<b>Priority</b>	<ol style="list-style-type: none"> <li>1. Tier I Cohort II SIG Schools, <b>OR</b></li> <li>2. High schools with three-year adjusted cohort graduation rates less than 50%, <b>OR</b></li> <li>3. Schools with the lowest proficiency and less than 10% proficiency progress over two years.</li> </ol>
<b>Focus</b>	<ol style="list-style-type: none"> <li>1. High schools with three-year adjusted cohort graduation rates equal to or greater than 50% and less than 60% (i.e., schools with graduation rates between 50-59%), <b>OR</b></li> <li>2. The schools with the largest overall achievement gap between the 25th and 75th quartiles and lacking progress in proficiency for the 25th quartile group averaged over two years.</li> </ol>

***Authentic and Comprehensive School Plan (PCEA)***

Each school in Puerto Rico is required to develop (or modify) annually its ***Authentic and Comprehensive School Plan (PCEA)*** The PCEA requires each school to:

- Review prepopulated student achievement data as well as other data captured in PRDE's dashboard.
- Plan interventions according to school's classification
- Plan activities that meet the State requirements and requirements of PRDE's Flexibility Plan
- Document student achievement, staffing, and available resources for the current year using data available through the PRDE central data system
- Document the analysis of trends in student achievement, identify root causes for poor student

performance, and propose strategies for improving student achievement

- Outline school-wide professional development needs and request additional professional development to help teachers implement the new standards and meet the needs of specific subgroups of students within the school
- Plan activities that reflect the interests and needs of parents, plan initiatives to engage parents in the school's educational processes and promote strong and effective family-school relationships
- Document the proposed use of State and federal funds for the current school year
- Prepare an electronic report of the accomplishment at mid-year and end of year as part of the analysis necessary for modification of the following year's plan

PCEAs contain additional detail regarding a school's academic plan and this detail varies by school.

Each year, school directors receive technical assistance from various Central Level offices to develop their PCEA. The Planning Office is responsible for collecting data for all schools, disseminating data to schools and ensuring plans incorporate data analysis, include a thorough needs assessment. PRDE uses integrated technology tools to guide the development of these PCEAs. The use of integrated technology tools makes it possible for PRDE to standardize the needs analysis and intervention planning processes. The Office of Academic Affairs determines the due date for the PCEA and provides the trainings for personnel ensure high quality development of the school's plan. The Office of Academic Affairs is also responsible for ensuring plans include the interventions necessary to comply with PRDE initiatives and Flexibility requirements and are differentiated according to the classification of the school. A compliance review is conducted by the Office of Federal Affairs

The PCEA is modified annually and updated. Schools use the completed PCEA as an action plan for continuous improvement. All schools will have support from Central and District level staff throughout the process of revising their PCEA. Through the review and approval process, PRDE ensures the alignment of interventions with school needs and integration of priority schools' plans with other system-wide curriculum and development efforts. District staff validate that schools have aligned all plans to needs assessment data prior to approval

PCEAs must include focused strategies customized to respond to evidenced needs in each academic subject area. These strategies specifically address Spanish, English, Math and Science. PRDE believes professional development should be employ job-embedded professional development that is closely connected to what teachers are required to teach. This practice will increase the likelihood that the skills and knowledge gained from such learning is immediately transferred to the classroom.

### ***Professional Development***

The professional development activities provided in support of Principle 2 focus on the transformation model's principles for radical change: Developing Effective School Leadership, Teacher Effectiveness, Comprehensive Instructional Improvement Initiatives and Data Driven Decision Making. PRDE provides job embedded ongoing professional development and Academic Facilitators at the District provide professional training and support to teachers. PRDE does not rely on a workshop model as we have found this to be ineffective in changing classroom practices. While some professional development will include school-level workshops, coaches will work closely with teachers at the school level on an on-going basis to support continuous implementation through regular instructional practice and related

classroom activities.

PRDE has established a Guideline that outlines the services and interventions/level of support that must be provided based on a school's classification. Tiered professional development is provided to SIG, priority, and focus schools in a more intense manner. For the priority (including SIG), and focus schools, professional development will be tailored to meet the specific needs of the school and the individual teachers within the school. SIG and priority and focus schools will have on-site content-specific coaches and will establish Communities of Practice to support school-wide changes.

### **Dashboards**

A Dashboard is a technological tool that contains comparative tables and graphic summaries of data at the school, student and teacher levels. PRDE's Dashboards include accountability indicators that are aligned with accountability classification criteria as well as other data needed for data driven decision making. The Information Systems and the Planning offices share responsibility for a) planning and designing processes to ensure that correct and reliable data are available on the dashboard, b) presenting data in a simple and easy to interpret manner, and c) ensuring all schools, educational Districts and Central Levels have access to this information. In order to support data driven decision making, this shared responsibility guarantees the technical management (collection and presentation) of data and content. Dashboards make it possible for PRDE to present performance and improvement planning data and information to teachers and school directors. This year, PRDE has linked its dashboard with the Platform used to create the PCEA and this allows schools to access the data to create the comprehensive school work plans.

The Planning Office provides continuous training to District statisticians so they can provide technical support to schools around the use of data driven decision making practices. The Office of Academic Affairs coordinates with the Planning Office to offer training to District data coaches (statisticians) to help teachers and directors identify factors that affect learning. Next, data coaches provide support to schools so that the school can modify or develop their PCEA to reflect these new insights.

For the 2015-2016 school year, PRDE will continue calibrating the data quality and strengthening the data analysis for decision making. In this way we ensure that the data used for drafting the PCEA are reliable. The Planning Office will continue to provide training to school District statisticians so that they in turn can provide technical support to schools and maintain updated data. Additionally, the Office of Academic Affairs will continue to coordinate data trainings for District staff so that they strengthen the technical assistance provided to schools.

### ***Summary***

PRDE's implementation of a differentiated accountability system focuses resources on the lowest performing schools and those with the largest achievement and growth gaps while continuing to develop and extend supports and rewards for others schools. Over time, through the use of these types of targeted interventions and continued focus on ambitious but achievable academic targets, PRDE believes that priority and focus schools will improve to the point at which they can exit priority or focus school status. PRDE will identify which schools, within each classification, are making progress and prioritize services to those schools within each category that are not making progress. Additional support will then be provided to those schools not making progress within their classification.

PRDE recognizes that despite improvements in some of the neediest schools, there may continue to be schools in each of these categories. PRDE believes that a continued effort to develop interventions in these areas will reduce the degree of need among all schools and promote overall achievement and growth. PRDE understands that achieving this goal will take great commitment and determination. To this end, we have organized our internal operations and human capital in a way that will allow it to succeed at making this goal a reality.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

**Option A**

The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

**Option B**

If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:

- a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and
- b. Include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

The PRDE will only use the results of its Language Arts (Spanish Language) and mathematics tests for accountability determinations.

**2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES**

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal</p>	<p><b>Option B</b></p> <p><input type="checkbox"/> Set AMOs that increase in</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> Use another method that is</p>
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<p>increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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**Setting Annual Measurable Objectives**

In keeping with option A, the new AMOs represent a step towards achieving a differentiated reduction in the percentage of students who are not proficient over six years. Each subgroup’s AMOs were set based on the groups’ 2011-2012 proficiency rates with equal steps (rounded to a single decimal place) leading to a 50% reduction in the percent of non-proficient students within six years. Exhibits 10– 13 reflect the AMOs for Puerto Rico. The AMOs (below) follow the same subgroup system as AYP determinations which include the special services categories of poverty, disabilities, and Spanish language learners (as accepted by the USDE in the Accountability Workbook, 2009).

<b>Puerto Rico's Student Subgroups</b>	<ol style="list-style-type: none"> <li>1. Economically disadvantaged students (based on family income)</li> <li>2. Students with disabilities</li> <li>3. Students with limited Spanish proficiency (LSP)</li> <li>4. Puerto Rican students</li> <li>5. Hispanic students (other than Puerto Rican)</li> <li>6. White non-Hispanic students</li> <li>7. Other origin</li> </ol>
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Puerto Rico proposes these AMOs based on two factors, the first being the separation of AMOs for students in grades 3-8 from those for high schools since there is a clear difference in performance at the high school level compared to the lower grades. This separation will allow for more rigorous targets for the lower grades than would have been developed had grade 11 been included. This also allows for more realistic targets for high schools.

Exhibit 1) to illustrate the need to separate the grade spans.

**Overall Student Performance on the Puerto Rico State Assessments**

The following performance data was used to develop the new AMOs under this differentiated recognition, accountability, and support system.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Grade 3</b>	47%	52%	54%	59%	55%	55%
<b>Grade 4</b>	37%	40%	44%	51%	53%	50%
<b>Grade 5</b>	39%	40%	44%	46%	49%	48%
<b>Grade 6</b>	45%	46%	48%	50%	54%	49%
<b>Grade 7</b>	35%	33%	37%	39%	40%	39%
<b>Grade 8</b>	36%	39%	45%	43%	42%	41%
<b>Grade 11</b>	35%	35%	38%	40%	44%	40%

**Exhibit 1. Mathematics Proficiency**

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>Grade 3</b>	59%	65%	66%	70%	66%	70%
<b>Grade 4</b>	41%	48%	52%	55%	53%	54%
<b>Grade 5</b>	30%	37%	40%	41%	40%	44%
<b>Grade 6</b>	5%	9%	10%	15%	17%	19%
<b>Grade 7</b>	4%	6%	7%	8%	9%	8%
<b>Grade 8</b>	3%	7%	9%	9%	10%	10%
<b>Grade 11</b>	2%	4%	8%	9%	10%	10%

The second factor is that these AMOs are set separately by subgroup instead of by the whole school. The AMOs create a system in which schools are encouraged to differentially focus more energy on improving the performance of those students in the traditionally low achieving subgroups.

As indicated above, PRDE's AMOs are based on the 2011-2012 data for the entire island. These scores include the performance of students using either Puerto Rico's general or alternate assessment. The participation rate on the assessment system was well over the required 95%, so these baseline results are representative of island-wide student performance by subgroup. The decision was made to use the island pass rate for the baseline as opposed to selecting proficiency for a single school (as was the mandate previously). PRDE believes this approach will better represent the performance of students across the island and hold the lowest performing schools to a rigorous standard.

PRDE will continue to report subgroup performance against the new AMOs for all schools. Included in this reporting will be the participation rate by subgroup and the other academic indicator of either attendance or graduation rate. The thresholds for these other indicators have not been modified since the latest approval of the Accountability Workbook (2009). PRDE understands that schools must make participation rates for every subgroup.

As part of our commitment to promote college participation for all students including SWDs and LSP students, PRDE is working towards being able to annually publish both the college going and college credit accumulation rates for each identified subgroup that has at least 30 students in each high school in Puerto Rico. This reporting will become effective as the new State Longitudinal Data System comes on-line and we are able to expand its functionality to collect post-secondary data

#### ***New AMOs for Puerto Rico's Differentiated Accountability System***

The four exhibits below outline the new AMO targets for each student subgroup, by subject and by grade level, over the next six years.

The new AMOs were developed using 2011-2012 data as the baseline for each subgroup. The goal by 2017-2018 is a 50% reduction in the percent of non-proficient students by subgroup. The difference between these numbers was calculated and divided by six to determine the equal, annual increases for each subgroup to reach the 2017-2018 goal.

**Exhibit 2. Spanish Language Arts AMOs by Subgroup for Grades 3-8**

Grades 3-8 Student Group	Spanish Language Arts						
	Baseline 2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All	47.7	52.1	56.4	60.8	65.1	69.5	73.9
Students with Disabilities	32.8	38.4	44.0	49.6	55.2	60.8	66.4
Limited Spanish Proficiency	37.5	42.7	47.9	53.1	58.3	63.5	68.8

<b>Economically Disadvantaged</b>	45.1	49.7	54.3	58.8	63.4	68.0	72.6
<b>Puerto Rican</b>	47.7	52.1	56.4	60.8	65.1	69.5	73.9
<b>Hispanic, non Puerto Rican</b>	45.9	50.4	54.9	59.4	63.9	68.4	73.0
<b>White, non-Hispanic</b>	41.8	46.7	51.5	56.4	61.2	66.1	70.9
<b>Other Origin</b>	48.9	53.2	57.4	61.7	65.9	70.2	74.5

**Exhibit 3. Mathematics AMOs by Subgroup for Grades 3-8**

<b>Grades 3-8</b>		<b>Mathematics</b>					
<b>Student Group</b>	<b>Baseline 2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>All</b>	32.2	37.9	43.5	49.2	54.8	60.5	66.1
<b>Students with Disabilities</b>	27.5	33.5	39.6	45.6	51.7	57.7	63.8
<b>Limited Spanish Proficiency</b>	30	35.8	41.7	47.5	53.3	59.2	65.0
<b>Economically Disadvantaged</b>	31.2	36.9	42.7	48.4	54.1	59.9	65.6
<b>Puerto Rican</b>	32.2	37.9	43.5	49.2	54.8	60.5	66.1
<b>Hispanic, non Puerto Rican</b>	31.3	37.0	42.8	48.5	54.2	59.9	65.7
<b>White, non-Hispanic</b>	27.2	33.3	39.3	45.4	51.5	57.5	63.6
<b>Other Origin</b>	35.6	41.0	46.3	51.7	57.1	62.4	67.8

**Exhibit 4. Spanish Language AMOs by Subgroup for Grade 11**

<b>Grade 11</b>		<b>Spanish Language Arts</b>					
<b>Student Group</b>	<b>Baseline 2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>All</b>	40.5	45.5	50.4	55.4	60.3	65.3	70.3
<b>Students with Disabilities</b>	14.3	21.4	28.6	35.7	42.9	50.0	57.2
<b>Limited Spanish Proficiency</b>	19.2	25.9	32.7	39.4	46.1	52.9	59.6
<b>Economically Disadvantaged</b>	36.6	41.9	47.2	52.5	57.7	63.0	68.3

Puerto Rican	40.5	45.5	50.4	55.4	60.3	65.3	70.3
Hispanic, non Puerto Rican	43	47.8	52.5	57.3	62.0	66.8	71.5
White, non-Hispanic	34.6	40.1	45.5	51.0	56.4	61.9	67.3
Other Origin	34.5	40.0	45.4	50.9	56.3	61.8	67.3

Exhibit 5. Mathematics AMOs by Subgroup for Grade 11

Grade 11		Mathematics					
Student Group	Baseline 2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All	8.9	16.5	24.1	31.7	39.3	46.9	54.5
Students with Disabilities	3.4	11.5	19.5	27.6	35.6	43.7	51.7
Limited Spanish Proficiency	10.3	17.8	25.3	32.7	40.2	47.7	55.2
Economically Disadvantaged	7.8	15.5	23.2	30.9	38.5	46.2	53.9
Puerto Rican	8.9	16.5	24.1	31.7	39.3	46.9	54.5
Hispanic, non Puerto Rican	10	17.5	25.0	32.5	40.0	47.5	55.0
White, non-Hispanic	3.8	11.8	19.8	27.9	35.9	43.9	51.9
Other Origin	7.1	14.8	22.6	30.3	38.1	45.8	53.6

## 2.C REWARD SCHOOLS

2.C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools. If the SEA's methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

### **Reward Schools**

The PRDE defines reward schools as 1) schools of superior academic achievement that consists of schools obtaining the highest (top 5%) academic achievement rates for the school years 2013-2014 and 2014-2015, the highest graduation rates of the adjusted cohort of 2014-2015 and have also reached AYP in 2014-2015 and that do not show significant gaps in achievement between the 25th

and 75th quartiles (Puerto Rico also will consider attendance rates as part of 2015-2016) and 2) schools with high progress, that consists of schools achieve the best (top 10%) academic progress for school years 2013-2014 and 2014-2015 and are schools of high graduation rate of the adjusted cohort of the three years from 2012-2013 to 2014-2015 and that do not show significant educational gaps. Neither the highest performing schools nor the high progress schools can meet the definition of a focus or priority school.

Reward schools will be recognized publicly and significantly encouraged to highlight the best practices of these schools and encourage leadership and quality education in other schools around the island. The PRDE will offer incentives to reward school that include public recognition on the PRDE webpage, media attention, letters to the parents recognizing the teachers and school directors, District and regional events, and recognitions of the communities in which the school resides.

### Selecting Reward Schools

In keeping with the guidelines for the Flexibility request as addressed in the USDE documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*, Puerto Rico plans to use the following methodology for identifying highest-performing and high-progress schools as Reward schools.

### High-Performing

1. The proficiency for each of the most recent two years must be in the highest 5% for all schools, **AND**
2. The current three-year adjusted cohort graduation rate (2012-13) must be in the highest 10% of the graduation rates for all schools (only applicable to schools with graduates), **AND**
3. The school must have met AYP, **AND**
4. The school must not have a significant achievement gap between the 25th and 75th quartiles that is not closing. The school's current year achievement gap must be closing **AND** the achievement gap for the two most current years must be closing.

Attendance Rate (using a cut score) based on the 2014-15 data will be included in making Reward High-Performing school designations for 2015-16.

The proficiency and gap calculations include general assessment and PPEA (alternate assessments) results for SLA, Math, and ESL in grades 3-8 and results for SLA and Math in grade 11.

### High-Progress

1. The proficiency progress (the difference between proficiency for the current year and the previous year) must be in the highest 10% of the proficiency progress for all schools, **AND**
2. The three-year adjusted cohort graduation rate progress (the difference between the three-year adjusted cohort graduation rate for the most current year and the previous year) must be in the highest 25% of the three-year adjusted cohort graduation rate progress for all schools (only applicable to schools with graduates), **AND**
3. The school must not have a significant achievement gap between the 25th and 75th quartiles that is not closing. The school's current year achievement gap must be closing **AND** the 25<sup>th</sup> (bottom) quartile must be improving in overall achievement **AND** the achievement for the current year 75<sup>th</sup>

(top) quartile is greater than the median for the top quartile achievement for all schools in the current year.

Note: Graduation rate progress will be based on USDE approved three-year adjusted cohort methodology for two years; for 2013-14 the designations will be based on 2011-12 and 2012-13 graduation rates.

Priority and Focus schools may not be identified as High-Performing or High-Progress schools.

2.C.ii Provide the SEA's list of reward schools in Table 2.

Table 2 is included as Attachment 9 located on page 137.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

### **Rewarding Highest Performing and High Progress Schools**

The PRDE publicly recognizes reward schools with incentives for improving their effectiveness at assisting students to become college and career ready, as evidenced by student achievement, school progress and progress in closing achievement gaps. The rewards for high-progress and high-performing schools will be the same. PRDE's overall reward structure serves several purposes. First, it demonstrates the commitment of the Secretary of Education and the Governor to the success of Puerto Rico's schools by acknowledging their efforts and use of effective practices. Second, it provides visibility to the island's top performing schools and enables them to serve as both models and resources for other schools. Third, these rewards honor the school directors' and teachers' hard work and acknowledge the important role they play in the success of their students. After a number of years of recognizing these schools, the PRDE, the schools, and the communities across the island will have developed a shared foundation of effective practices used in schools.

#### **Accomplishments**

For the 2013-2014 school year, PRDE did a calculation and identified 62 reward schools. These schools were recognized publicly on the PRDE webpage and PRED-generated press releases. Additionally, each high performance and high progress school received an economic incentive of \$6,000. The parents, managers, faculties and personnel of the school received a letter with the notification of the school's classification. For all schools to see, the regions and Districts recognized the reward schools.

For the 2014-2015 year, the calculation identified 91 reward schools, and of those 12 remained from the 2013-2014 year. The recognition remained the same as the previous year.

#### **Current Efforts**

Based on the implementation over the last two years, PRDE decided to maintain the rewards they had used in the past because the community seems to be happy with the ongoing experience. Among the rewards that will be awarded by the Office of the Undersecretary of Academic Affairs are:

- public recognition on the PRDE website
- public recognition via press releases to media outlets island-wide
- special certificate from the Secretary of Education to each reward school
- letters to the parents of students in reward schools notifying them of the schools' exceptional teachers and school directors
- ongoing professional development
- financial rewards (if funds are available)
- allowing schools to select their paint color

Currently, PRDE is considering possible alternative incentives to schools achieving reward status. This year has added an official public recognition that distinguishes the school community as Reward from the Secretary of Education and the Governor of Puerto Rico.

PRDE will encourage regions and school Districts to reward these schools in a manner that is most significant to the schools themselves (i.e., school directors, teachers, parents and students, and the community at large). Based on feedback, some of the rewards the public would like to see are maintenance of existing equipment and partnerships with businesses and community entities. In addition, stakeholders suggested that reward schools offer workshops to the community on how to support their children's education at home. Participants in public forums also expressed that the recognition and rewards should be significant and promote increased community engagement and participation. The Office of Academic Affairs will reach out to community leaders, including those from local foundations, businesses, universities, and other sectors of the community at-large, to encourage them to support high-achieving local schools.

As previously discussed Puerto Rico functions as a single LEA and is organized into seven regions. Each region is divided into 28 school Districts. This service model provides the advantages of enabling PRDE to create and implement a reward structure that is consistent with the wants, needs and expectations of the local school community. Allowing local involvement in the design of rewards for schools to strengthen existing relationships with the local community. Past experience indicates that PRDE schools welcome and appreciate the local recognition of their academic achievement and performance. It is our vision that this local recognition provides a more meaningful method of recognition than centrally managed methods. The school communities within PRDE have a strong link to the schools they serve and are best positioned to customize the recognition methods. Additionally, from a logistical point of view, it is more feasible to hold a rally for reward schools in a region than to attempt to transport teachers across the island for a single rally in the capital. The Office Academic Affairs will monitor District recognition plans to ensure that they are appropriate and aligned with school level achievements and community interests.

## 2.D. PRIORITY SCHOOLS

2.D.i Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools. If the SEA's methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

### ***Priority Schools***

### **Priority Schools**

In accordance with the guidelines for the Flexibility request as addressed in the USDE documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*, Puerto Rico identified a Priority School as a school that has the lowest-performing schools. The total number of Priority schools must be at least 5% of the Title I schools in the State. The identification of schools applies to all schools, regardless of Title I status. Given that only 18 schools within the Puerto Rico system are non-Title I schools, this decision will have minimal impact on schools identified. Puerto Rico served 1,457 Title I Schools in 2010-11; thus, the number of Priority schools identified will be a minimum of 73 or 5% of the schools.

Puerto Rico defines priority schools as:

1. Cohort 2 Tier I SIG schools, **OR**
2. High schools with a three-year adjusted cohort graduation rate of less than 50%. **OR**
3. Schools with the lowest proficiency and less than 10% progress over two years.

A total of 72 schools have been identified as Priority schools. PRDE manages SIG and non SIG schools within the overarching category of Priority school. PRDE recognizes that each of these two subgroups will have different implementation timelines.

Of the 72 priority schools, 22 are Priority SIG schools, including one secondary school (grades 7-12) and five high schools (grades 10-12), The office of School Improvement provides support to this schools. Priority Non-SIG schools (50 schools) include 14 high schools with a three-year adjusted cohort graduation rate of less than 50%, and 36 schools with low proficiency and lack of progress receive support from the School Transformation Unit (UTE). Priority SIG school classification is determined beginning with school year 2013-2014 (first year implementation Cohort 2).

All priority schools fully implemented their interventions in the 2014-2015 school year. Interventions for SIG priority schools began in 2013-2014. Twenty-two cohort II SIG schools began implementation of the Transformation Model during the 2013-2014 school year. These twenty-two SIG schools are required to implement the model for three years and would be eligible to exit priority status after the 2015-2016 school year. Non SIG priority schools began in 2014-2015 with eligibility for exiting priority status at the end of 2016-2017.

Twenty-five (25) of the original twenty-eight cohort I SIG schools are being served in school year 2014-2015 as Priority Non SIG schools. The twenty-five (25) non-SIG priority schools were identified based on the definition of the classification: graduation rate of less than 60% or academic achievement in the lowest five percent (5%) in the PPAA results. These schools will remain in the priority category for at least three years and will be eligible for exiting priority status at the end of the 2016-2017 school year.

Priority schools remain in priority status for a minimum of three years. PRDE believes that this three-year span is necessary to ensure that interventions take hold and become part of the school culture. At the end of those three years, a school may exit priority status if, in the current academic year, it has met the AMOs for all subgroups in the school and has achieved the higher of an absolute graduation rate above 60% or an improvement in the graduation that is one half of the difference between the baseline graduation rate and 100%. This approach ensures that there is improvement for a school anywhere in the distribution of graduation rates. For example, a school starting with a graduation rate of 40% would need to achieve a graduation rate of 70% or higher while a school

starting with a 46% graduation rate would have to increase the graduation rate to 73%. This will enable PRDE to ensure that priority schools address achievement issues and promote graduation. This is a rigorous expectation that will demonstrate to PRDE, the school community, and the USDE that the schools exiting priority school status have made significant progress. SIG cohort schools that exit in the 2015-16 will be evaluated using the above stated criteria in order to determine if they have met the exit requirements.

2.D.ii Provide the SEA's list of priority schools in Table 2.

Table 2 is included as Attachment 9

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with priority schools will implement.

### **Interventions for Priority Schools**

To enable a priority school to make dramatic, systemic changes, interventions must be appropriate and schools must have sufficient time to make and sustain changes. The interventions selected must provide for realistic implementation and oversight. There is no distinction between SIG and non-SIG priority transformation model requirements. PRDE is implementing SIG transformation model in all priority schools including SIG and non-SIG schools. The interventions in priority schools satisfy the turnaround principles as defined in the USDE document entitled ESEA Flexibility.

### ***School Level Plans***

All priority schools have a PCEA. The Office of Academic Affairs provides guidance and training to the school Districts, so that they can assist the priority schools when drafting their PCEA. Priority school PCEAs emphasize analysis of student need data to determine the interventions necessary to realize the Turnaround Interventions outlined below. These interventions are differentiated depending on the specific needs of the priority schools.

Priority schools will have support from Central and district level staff throughout the process of revising their PCEA. District staff will validate that schools have used data from the needs assessment and engage the assigned external provider, working collaboratively with each priority school to develop a school improvement plan (School Transformation Plan (PTE) in Priority SIG schools and School Intervention Plan (PIE) in Priority Non-SIG schools). Additional assistance on the development of the school intervention plan is provided by the School Improvement Office in Priority SIG Schools and by the School Transformation Unit in Priority Non-SIG schools. Such assistance may include ensuring the alignment of proposed interventions with school needs and integrating other system-wide curriculum and development efforts in their intervention plans.

### **Interventions**

All priority non SIG schools must implement Turnaround Interventions and SIG schools follow the requirements set forth in the SIG final requirements and priority non sig work with the *Red de Apoyo Diferenciado (Network of Differentiated Support/RAD* described below). These interventions are:

### ***Turnaround Interventions***

*USDE turnaround principle 1: "providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;"*

### **Developing Effective School Leadership**

Priority school directors were replaced in accordance with the requirements of the transformation model. PRDE replaced school directors in SIG schools at the beginning of its implementation in school year 2013-2014. At the beginning of school year 2014-2015, priority Non-SIG school directors were replaced (except school directors that had demonstrated progress and those from cohort 1 SIG schools).

The recruitment of directors for SIG schools is performed by Special Recruitment procedures. Circular Letter 9-2010-2011 *Procedimiento para el Reclutamiento y Selección del Personal Directivo, Técnico, de Supervisión y de Facilitación Docente* states that when the need for the service is urgent and special qualifications are required for the position or when there are no eligible candidates, special procedures may be used for recruitment and selection.

PRDE seeks to place school directors that are transformation agents in its priority schools. Effective leadership begins with extensive knowledge of the factors that define the instructional environment: individual student needs, strengths and weaknesses of staff members, aspects of the instructional programs, student data, and schedules. To support the development of effective school leadership in priority schools, PRDE implements several initiatives.

- PRDE has established an alliance with The Universidad del Este (UNE) under the School Leadership Program of the United States Department of Education and created the **Project Leader Institute**. This institute provides professional development for principals whose schools are in poor academic achievement in and need to be transformed. This project has a duration of five years and includes sessions promote dialogue and reflection and mentoring and "coaching" for all participants.
- PRDE's Professional Development Institute has also established a program of **Educational Leadership**. The curriculum in this program is designed to meet the needs of school directors with less than one year experience. These school directors meet twice a month during the first semester and are provided with intensive training in teaching, administrative and fiscal management. They also receive support in strategies for helping teachers to become effective and efficient leaders. Key focus areas in this program include educational leadership strategies, strategies to bring about change in school and transformation, teamwork, management and conflict resolution, implementing public policy, effective teaching practices and supervision skills.

In addition, priority school director's leadership skills are strengthened through a combination of formal and informal processes that include mentoring/coaching at the school level, work based and experiential learning, peer support, networking providing a system of support for developing instructional leadership. Staff from the Office of School Improvement (OME) and the Office of School Transformation (UTE) meet monthly with school directors and District personnel to provide professional development aimed at standardizing the policies and procedures and discuss the progress of program

objectives. In these monthly meetings, expert presenters provide basic understandings, teaching key concepts, and allowing practice of some useful skills to deepen the understanding of the turnaround principles. These sessions also help ensure priority school principals are provided with professional development to ensure they understand federal requirements and the academic growth expectations in their schools.

### **Operational Flexibility**

Priority schools will be provided with flexibility in scheduling, staffing, curriculum, and budgeting. Therefore, not only is the school director given operational flexibility, the entire school is provided a wide degree of flexibility in order to affect systemic change.

The District and school will provide evidence that a review of District and school practices and procedures has been conducted in collaboration with the school staff and stakeholders. The Office of School Improvement and the School Transformation Unit examine, verify, and provide technical assistance to Districts and schools throughout this process. Supporting the modification of practices and procedures that need to be modified to implement the interventions fully and effectively include:

- providing differentiated support and resources for teachers needing to improve their professional practice and effectiveness
- providing opportunities for staff to collaborate on a regular basis
- conducting annual staff evaluations

In addition, priority schools benefit from funding flexibilities; including 1003(a), 1003(g) as well as some Title I and Title II funds.

*USDE turnaround principle 2: "ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;"*

### **Teacher Effectiveness**

PRDE's proposal for revising its teacher and director evaluation system is presented in great detail under Principle 3. All of the elements outlined in that section, which include reference to reviewing the quality of staff and making personnel decisions including preventing ineffective teachers from transferring, apply to this section.

PRDE believes that in order to provide its directors and teachers with fair and meaningful evaluations, educators must receive ongoing training and support for the implementation of PRDE's basic curriculum, as well as professional development for new or revised instructional programs and practices that are aligned with the school's instructional plan and selected strategies. Instructional support will be provided through observation of classroom practices, in-class coaching, mentoring, provision of structured common planning time, and consultation with external experts. These decisions of which supports are needed will be made on a case-by-case basis based on ongoing observations and oversight of teaching and learning. This decision making process will take place at the school and District and involve close collaboration with the Central Level staff. This approach is consistent with PRDE's internal organization

In order to ensure that job-embedded professional development occurs and that the development is tied to teacher and student needs, priority schools will create Individual Professional Development Plans

for teachers of targeted subgroups. The professional development included in these plans will target the needs of specific subgroups and will be consistent with the professional development outlined in the school's PCEA and school improvement plans. Schools must also ensure that appropriate resources are provided to redesign the master schedule to allow for professional development opportunities to take place during common planning time, data driven decision making sessions, and job-embedded professional development.

*USDE turnaround principle 3: "redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;"*

### **Extended Time and Community Involvement**

In order to sustain a school that supports positive student performance outcomes, a school must first create an atmosphere that is safe and conducive to teaching and learning. Priority schools incorporate in their schools' PCEA and improvement plans an organizational plan including the increased learning time schedule of approximately 300 hours a year. Each school, depending upon identified needs and student interests create its own increased learning time plan. Schools select "Bell to Bell" instruction, before and after school programs, Saturday classes and summer programs. All increased learning time activities are available to a hundred percent (100%) of the students in each school.

Furthermore, all Priority schools are required to include in their PCEA and school improvement plans strategies they will use to increase community involvement. Schools have applied different strategies and designed different activities to foster effective communication and integration of parents and school community. These decisions are informed by results from the perception survey completed by parents, teachers and students in each school that gathered input on how to increase the family involvement in the academic processes. The survey aims to gather accurate and reliable data in order to develop meaningful and engaging practices, activities and norms that promote the learning and positive social, emotional, ethical and civic development of students, enhance engagement in teaching and learning, and reengage parents and community. The surveys include four (4) categories of analysis: commitment to school, parent and community engagement, increasing academic achievement, and school climate and social emotional factors. Survey results are used to complete the community integration plan.

In order to support parent and community engagement each priority school must develop an alliance with at least one community organization that will help that will help with the effective integration with parents and guardians. These partnerships support open, constructive and responsible participation of those involved in the education process.

*USDE turnaround principle 4: "strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;"*

### **Comprehensive Instructional Improvement Initiatives**

Interventions aimed at achieving systemic change, especially in priority schools, are necessary to improve instruction. Priority schools are required to develop and implement comprehensive research-based strategies that are aligned with the unique needs of their teachers and students. Selected improvement strategies must be designed to address a specific need or needs identified through the needs assessment. In order to implement these strategies, the school must utilize instructional materials and practices that are aligned to state standards and consistently review data to determine the effectiveness of all instructional programs and class offerings. PRDE staff from the Office of

Academic Affairs provides ongoing support and resources related to the development, dissemination and use of standards-based curricular materials. School improvement processes established at the District levels and oversight practices provided by the Office of the Undersecretary of Academic Affairs, OME and UTE ensure that schools demonstrate how they are aligning initiatives and resources based upon their specific needs.

Schools are expected to disaggregate achievement results and identify the student groups that are not making adequate progress. If LSP, students with disabilities, and/or students with low graduation rates are identified as not making adequate progress, schools must select improvement strategies that include differentiated interventions for these groups of students. The interventions should be research-based and specific to their schools' greatest performance challenges and the root causes of those challenges. In all instances, and consistent with the review and oversight principles being applied at the Central and District levels, schools will ensure that their instructional program is research-based, rigorous and aligned with the standards. Throughout the implementation of the turnaround efforts, PRDE requires external providers to analyze local school needs and provide assistance to schools with appropriate intervention and support. They also provide targeted professional development for teachers and school directors.

To address the needs of LSPs, students with disabilities and any other group identified as not making adequate progress, schools must strength their instructional program by

- Using performance tasks embedded in the new curriculum guides with these students
- Redesigning the school day, week or year to include additional time for student learning and teacher collaboration
- Building capacity for school leaders focused on instructional leadership by focusing on the collection and use of performance data to provide feedback mechanisms for continually improving instruction
- Providing job embedded ongoing professional development that is informed by the teacher evaluation tied to teacher and student needs
- Addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs
- Providing professional development for all staff on the effective support of students with disabilities and LSPs
- Providing opportunities for parent and community involvement

*USDE turnaround principle 5: "using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;"*

#### **Data Driven Decision Making**

Data driven decision making must drive instruction in schools. PRDE recognizes that data collection and data-driven decision making is challenging for PRDE schools. Our efforts to develop new dashboards evidence our commitment to making it possible for all actors within the PRDE system to use data to make effective educational decisions. Throughout Flex implementation, PRDE educators have demonstrated increased capacity to understand the need for the collection and use of reliable data. Recognizing this success, PRDE continues supporting faculty and staff in the use of data and are ensuring that student data becomes the center of instruction.

Data analysis professional development activities are conducted at each school, following baseline, mid-

year, and end of year assessments. Priority SIG schools implement Data-Com conferences to receive feedback on their progress focusing on achievement and school climate. Finally, all priority schools will implement the following interventions: 1) all schools will have a data wall, 2) school directors conduct teacher observations to monitor progress, 3) surveys are distributed to teachers, students, and parents.

*USDE turnaround principles 6 and 7: "establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and providing ongoing mechanisms for family and community engagement."*

As has been described previously in Principle 2, PRDE schools have begun to implement a number of innovative activities aimed at creating a positive school environment and connecting our schools to the communities in which they are located. These activities are designed to provide enriching experiences to our students, engage families in the education of their children, and link schools and communities to create a system of supports for neighborhood children. Some of these activities include: the development of school newspapers that provide students with an opportunity to engage in and describe what is happening in their communities; and programs for parents including preparation for high school diplomas, computer training, and volunteer opportunities.

These general school climate interventions will be complimented by efforts to implement 1) school culture recommendations, 2) recommendations from parents and other members of the school community, 3) special programs that are identified/designed as a result of the schools' needs assessment and 4) recommendations from external providers assigned to the school. In all cases, school interventions will be aligned with all the turnaround principles as integrated in the PCE and reflected by the range of additional interventions described below.

#### RAD

As a result of the waiver on SES and flexibility to use 1116 (e) on a new academic strategy, PRDE created the *Red de Apoyo Diferenciado (RAD)* as a support system that ensures a sustained process of teaching and learning through the creation of a network of differentiated support. The RAD is composed of seventeen (17) groupings of schools that include Non-SIG priority and focus schools. PRDE developed an implementation guide to support implementation of the RAD.

One external service providers offer support to schools within each of the 17 groups. The service providers were selected through a competitive process (RFP). As an established requirement of the RFP, the service providers opened an office close to the schools, thereby creating a Support Center. The Support Center is used to offer additional services such as specialized consultations to the school directors, teachers, parents and guardians, group meetings, and access to technology and instructive materials.

Each RAD helps its school prepare a School Intervention Plan (PIE). The PIE introduces strategies and additional interventions that will be implemented in the schools based on the results from the needs assessment and the input from the school community. PIEs include strategies such as extended learning time program (300 additional hours a year), job embedded professional development plan, parent and community involvement strategy, data driven decision making and incorporating technology in the classrooms. Districts are involved and provide support throughout the process of developing the PIE

and ensure alignment with priority schools' PCEA.

### **Accomplishments**

- **PRDE has revised its Priority School Needs Assessment Process:** Staff from the Central and District levels help each priority school conduct a diagnostic assessment to determine the schools' teaching and learning needs. This approach leverages the successes PRDE has realized in implementing its SIG program. The priority school needs assessment includes indicators such as student achievement data, process data, demographic data, and perception data. District level statisticians provide school-based support to school staff for entering and interpreting data. Schools then analyze data, summarize results, use the findings to identify the appropriate targets for intervention, and establish specific goals.
- **PRDE has established a process for pairing Priority schools and providers.** The Office of Academic Affairs trains priority schools to make informed provider selections. Key considerations include the experience of the service provide in facilitating professional development, capacity to provide direct assistance toe the schools, expertise in desired instructional strategies, knowledge of PRDE standards, expectations, curricular maps, and capacity to meet non-academic needs. The priority schools has flexibility to select the service provider that can best serve their schools.
- **PRDE has established and executed a reliable Request for Proposal (RFP) process.** Interested providers submit proposals to the Office of Federal Affairs (OFA). Reviewers use a formal evaluation process to ensure providers can meet the academic needs of all students, LSP students and students with disabilities and are able to assist a school in implementing a transformation model.
- **PRDE has formalized the process by which schools and providers work together.** Each school community, with the service provider, adheres to the Implementation Guide PRDE created and works to develop and execute all the required elements in the PCEA and PIE. The plan templates require the clear identification strategies and differentiated interventions to assure continuous improvement. PRDE has developed protocols that must be followed by schools and providers.
- **PRDE established an organizational unit to oversee services to Priority Schools.** Towards the end of complying with the Flexibility Plan's requirements for Priority schools, the PRDE created the School Transformation Unit (UTE) within the Office of Academic Affairs. The UTE is tasked with ensuring PRDE provides integrated system of support that guarantees a sustained process of teaching and learning with the result being the increased academic achievement of our students in Priority schools. The unit is divided into two offices: the Office of Academic Support and the Office of Fiscal Support. Through this unit, PRDE ensures alignment between PCEAs and PIE.

### **Current Activities**

- **The OME and UTE oversee the implementation of the RAD.** The OME and UTE manage the implementation of RAD program for the priority non-SIG schools. UTE provides technical assistance and oversight to increase the probability schools can successfully close the achievement gaps and achieve increased academic achievement of students, including special education students and those with limited Spanish proficiency (LSP). The UTE also manages a stakeholder committee that includes educators, a service provider, a District Superintendent,

two school directors and two teachers to gather input and recommendations about the planning and application of the RAD program. The OME specializes in supporting priority schools' turnaround efforts.

- **RAD Implementation:** The implementation of initiatives in the priority schools is divided into phases (6 phases in SIG schools and 5 phases in priority No-Sig schools). The phases include the development of an additional diagnostic to determine the specific services required in each school. The service provider and members of the school community work to create and fulfillment of the goals established in the PCEA and PIE. The same group identifies and establishes strategies that attend to the specific reasons a school was identified as a priority.

Service providers provide professional development services (workshops, coaching, among other modalities) throughout the whole school year. In the academic area, they offer direct support to the foundational materials of mathematics, Spanish, English, and Science. By developing interventions to increase the expected domains by grade, they will help increase students' academic achievement and close the achievement gaps between students of each school. Providers also offer administrative and operational management support of the by providing tools to the school staff to help them perform their jobs in the most efficient manner.

Service providers and school directors meet with the school Districts to ensure articulation between the selected strategies and the public policy established by the PRDE. The Academic Facilitators from Districts also visit schools and teachers to ensure high quality and appropriate of the educational interventions of the schools.

- **Conduct Ongoing Progress Monitoring.** Service providers collect and analyze data in order demonstrate they are meeting their stated objectives to improve indicators for priority schools. To this same end, they use data to show they are implementing reasonable and valid solutions that are designed to attend to the schools' needs and the support of the school community,

Throughout the school year, staff from OME and UTE evaluate the services received at school to measure delivery of service and progress. This oversight is realized through the use of an online platform called the Service Providers Platform (SSP). The SSP was developed by PRDE for the administration of external providers' contracted services, allows for systematic and computerized management. The SSP is used to translate the services rendered at the schools into measurable and reportable data, therefore, translating the transformation of these schools into concrete results. It presents a simple and organized service plan, with specific indicators that can be used to measure the academic and related progress realized in schools.

The SSP is also used to ensure fiscal and contractual compliance. The activities in the service plan are uploaded into the platform throughout the school's academic calendar, divided by phases and weeks in coordination with the invoice calendar. Staff from the Office of Federal Affairs works with staff from UTE and OME to ensure that all services specified in the system are in alignment with the school plans.

**Ongoing Use of Dashboard:** PRDE uses its dashboard system to monitor changes in academic achievement throughout the school year. The dashboard, as described previously, allows for the tracking of progress on indicators of PRDE, District, and school goals. Over time, this data-driven business process will allow for the system-wide identification and dissemination of

successful implementation practices and lessons learned. The indicators selected by the PRDE are consistent with the list of indicators that USDE provides States that need to report on the effectiveness of SIG programs. The selected indicators correspond to the data collected in the needs assessment.

- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

### **Ensuring Implementation**

The Office of Academic Affairs provides supervision to guarantee that priority schools’ intervention plans are appropriately developed and aligned. Plans are approved if they can be reasonably expected to produce systemic change in the school. The review and approval process ensures schools have identified strategies related to school improvement planning, leadership quality improvement, educator quality improvement, professional development, curriculum alignment and pacing, parent and community involvement, and monitoring plans and processes.

The OME and UTE will continue to work with priority schools to ensure implementation of required interventions. Their efforts will focus on strengthening the implemented strategies in schools and solidifying the alliances and support systems at the school and District level necessary guarantee the sustainability of the investment and desired results. PRDE will continue evaluating the processes and ensure effectiveness.

The Office of Federal Affairs reviews District plans to ensure use of District-wide funds is appropriate and compliant with federal expectations related to priority schools. Should a District-approved plan not meet the Office of Federal Affairs’ review criteria, the District and school will be required to modify its plan. District staff will be required to participate in further development to ensure they develop the internal capacity to carry out this work effectively.

PRDE uses new technology platforms to ensure implementation of the interventions as described above. These systems are the PCEA en Vivo, SAMA, and the SSP. Leadership from OAA and OFA are responsible for monitoring the use of these systems and ensuring that interventions are taking place and having an impact on student achievement. The Monitoring Unit in the office of Federal Affairs also conducts site visits to ensure implementation of planned activities. In the upcoming school year, the on-site monitoring will address both programmatic /academic and fiscal compliance elements simultaneously.

Through the steps outlined, PRDE believes it has developed a system of tiered support to help schools identify specific strategies and carryout meaningful improvement efforts.

- 2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

### **Exit Criteria for Priority Status**

PRDE believes that significant milestones are most easily observed on an annual basis due to the structure of schooling and the involved assessment systems. The following indicators of progress, which are consistent with the indicators included on PRDE's dashboard will be monitored annually for all priority schools and used to make course corrections to the priority schools PCEAs and PIEs:

- number of AMO targets met and identification of which targets are met compared with previous years
- changes in proficiency rates across the school by subject
- changes in the percent of students making or exceeding their growth target
- gaps in the percent of students meeting or exceeding their growth targets by subgroup
- trends of student performance as broken down by teacher (as detailed in principle 3)
- trends in teacher evaluation results and supports implemented for teachers whose evaluation is below standard

These progress review will help inform the school, District, and Central Level about the progress of each priority school and provide objective measures for use in modifying the school level plans.

Schools will remain in priority status for a minimum of three years. At the end of those three years, a school may exit priority status if, in the current academic year, it has met the AMOs for all subgroups in the school and if a high school has achieved the higher of an absolute graduation rate above 60% or an improvement in the graduation that is one half of the difference between the starting/baseline graduation rate and 100%.

These exit criteria were chosen based on the following:

- They provide enough time for interventions to take hold and become part of the school culture.
- They indicate that the school is performing at a level on par with rigorous expectations.
- They meet any other applicable federal guidelines for other grant programs.

#### ***Schools that Fail to Improve after 3 Years of Full Implementation of Interventions***

Schools that fail to improve academic achievement after full implementation of interventions will receive additional measures to safeguard students' right to quality public education. The first step in this process will be to examine the degree to which the planned interventions were implemented. If planned interventions were implemented with fidelity but no change in academic achievement was realized, PRDE's Central Level staff will work with the schools to develop a new/revised PCEA and PIE. The new/revised PCEA and PIE will include more rigorous interventions. These more rigorous interventions will be research based and specifically aligned to the performance issues identified within the priority school and aligned with the turnaround principles. PRDE's Central level staff will review these new/revised PCEA to ensure that these additional interventions are more rigorous than interventions being implemented in other priority schools and will engage in ongoing monitoring through the use of SAMA, the online platform. For schools whose strategies were not implemented with fidelity, PRDE will provide support and assistance through the assignment of additional personnel and/or professional development to enhance those schools' capacity to implement the interventions. These schools will also have an opportunity to explore additional interventions. A review of the RAD provider will also be conducted to determine if a new provider should be assigned. Finally, a Central Level staff person may be assigned to work directly with the school.

PRDE will annually review the progress that a priority school makes in implementing their interventions. At the end of the third year of interventions (May annually) PRDE identify those schools that have failed to exit priority status. The activities described above will be initiated in May and continue over the summer so that the priority school is prepared to implement more rigorous interventions at the start of the new academic year. The academic support and monitoring guidelines will offer differentiated support to the schools monthly through the schools districts.

## 2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." If the SEA's methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 is consistent with the definition, per the Department's "Demonstrating that an SEA's Lists of Schools meet ESEA Flexibility Definitions" guidance.

### Focus Schools

#### Selecting Focus Schools

In keeping with the guidelines for the Flexibility request as addressed in the USDE documents entitled *ESEA Flexibility* and *ESEA Flexibility Frequently Asked Questions*, Puerto Rico identifies 10% of schools as focus schools. The identification of schools applies to all schools, regardless of Title I status. Given that only 18 schools within the Puerto Rico system are non-Title I schools, this decision will have minimal impact on schools identified. Puerto Rico served 1,457 Title I Schools in 2010-11; thus, the number of Focus schools identified will be a minimum of 146 or 10% of the schools.

PRDE identified focus schools as

1. High schools with three-year adjusted cohort graduation rates equal to or greater than 50% and less than 60% (i.e., schools with graduation rates between 50-59%), **OR**
2. The 10% of schools with the largest overall achievement gap between the 25th and 75th quartiles and lacking progress in proficiency for the 25th quartile group averaged over two years.

The number of focus schools will be equal to 10% of all schools. Once a school is identified as a focus school it will remain in this status for at least three years. The three-year time period is intended to ensure that the implemented interventions will have time to become part of the school culture and result in sustained improvements in teaching and learning. Additional schools will not be identified in this category until at least one school exits focus status. The criteria required to exit focus status are contained in section 2Eiv below.

If a focus school fails to make progress after a period of three years, PRDE will apply the process used with priority schools that fail to make progress (detailed above). As schools exit focus status, schools with the largest in-school gaps for the previous two years will be identified based on the rank order of

the within-school gaps of non-priority schools.

A total of 146 schools have been identified as focus schools. Interventions for focus schools began in 2014-2015 with eligibility for exiting priority status at the end of 2016-2017.

2.E.ii Provide the SEA's list of focus schools in Table 2.

Table 2 is included as Attachment 9 located on page 118.

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA's focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

### ***School Level Plans***

All focus schools have a PCEA. The Office of Academic Affairs provides guidance and training to the school Districts, so that they can assist the focus schools when drafting their PCEA. Focus school PCEAs emphasize analysis of student need data to determine the interventions necessary to address the achievement gaps and/or graduation rate issues that caused the school to be identified as focus.

Focus schools then engage in additional needs assessments building on the needs assessment in its PCEA. As a result of this analysis, each school prepares a School Intervention Plan (PIE) The PIE establishes strategies and additional interventions that will be implemented in the schools based on the results from the needs assessment and input from the school community, the District and an external service provider. The PIE addresses strategies including: an extended learning time program (144 additional hours a year), job embedded professional development plan, parent and community involvement strategy, data driven decision making and incorporating technology in the classrooms. Focus schools are piloting the teacher and school director evaluation system.

The School Transformation Unit (UTE) reviews the PIE to ensure that schools have selected meaningful interventions that address the achievement gaps and/or graduation rate issues that caused the school to be identified as focus. When needed, UTE makes recommendations to schools to help ensure that the selected interventions focus on the specific needs associated with the performance of those sub groups of students who are not meeting the level of proficiency associated with higher performing groups.

### **Interventions**

PRDE requires focus schools to select specific research-based interventions that will help address achievement gaps. By establishing such a rigorous standard for interventions, PRDE is signaling the importance of interventions that address the issues underlying poor student achievement and gaps in focus schools. It should be noted that all of the best practices recommended in support of the implementation of turnaround principles may be used to support improvement efforts in focus schools.

Although no list of interventions can be comprehensive due to the context factors specific to a given

school and the performance of all students in the school, the following list is indicative of the types of interventions expected to address the learning needs of the group of students identified through the gap analysis:

- Changing the instructional model to a research-based model that has demonstrated particular success with the group of students most in need in the school, possibly LSP or SWD.
- Modification of the school day to better address the needs of the students.
- Participation in job-embedded professional development with specific objectives and measures tied to student achievement.
- Training for the school director and staff on data use.
- Addressing specific subgroup needs, such as increased instructional supports for LSP or SWD students.
- Increasing the amount of academic learning time in the school day or year.
- Providing systems to support the social and emotional wellbeing of students.

### **RAD**

As a result of the waiver on SES and flexibility to use 1116 e on a new academic strategy, PRDE created the *Red de Apoyo Diferenciado (RAD)* as a support system that ensures a sustained process of teaching and learning through the creation of a network of differentiated support. The RAD is composed of seventeen (17) groupings of schools that include Non-SIG priority and focus schools. PRDE developed an implementation guide to support implementation of the RAD.

One external service providers offer support to schools within each of the 17 groups. The service providers were selected through a competitive process (RFP). As an established requirement of the RFP, the service providers opened an office close to the schools, thereby creating a Support Center. The Support Center is used to offer additional services such as specialized consultations to the school directors, teachers, parents and guardians, group meetings, and access to technology and instructive materials.

Each RAD helps its school prepare a School Intervention Plan (PIE). The PIE introduces strategies and additional interventions that will be implemented in the schools based on the results from the needs assessment and the input from the school community, the District and the service provider. School Plans address strategies including: an extended learning time program (144 additional hours a year), job embedded professional development plan, parent and community involvement strategy, data driven decision making and incorporating technology in the classrooms. Districts are involved and provide support throughout the process of developing the PIE and ensure alignment with priority schools' PCEA.

Focus schools partner with a provider to ensure that they receive support that directly addresses the issues causing the school to be identified as a focus school. PRDE will leverage the expertise of the provider to ensure that focus schools' selection of interventions are supported by relevant and appropriate data that align with expected outcomes. Focus schools' interventions are based on an analysis of achievement data. There must be evidence of alignment between identified teaching and learning needs and interventions. Focus schools' intervention must also demonstrate the capacity to result in meaningful and significant change in the school. Interventions should result in improvement in school leadership and teacher practice, use professional development strategically, align and pace

curriculum and instruction, and increase parent and community involvement.

#### Accomplishments

- **PRDE has revised its Focus School Needs Assessment Process:** Focus schools conduct a needs assessment as part of their work with the RAD. Schools and providers collaboratively analyze data, summarize results, use the findings to identify the appropriate targets for intervention, and establish specific goals.
- **PRDE has established a process for pairing focus schools and providers.** The Office of Academic Affairs trains priority schools to make informed provider selections. Key considerations include the experience of the service provide in facilitating professional development, capacity to provide direct assistance to the schools, expertise in desired instructional strategies, knowledge of PRDE standards, expectations, curricular maps, and capacity to meet non-academic needs. The priority schools has flexibility to select the service provider that can best serve their schools.
- **PRDE has established and executed a reliable Request for Proposal (RFP) process.** Interested providers submit proposals to the Office of Federal Affairs (OFA), reviewers use a formal evaluation process to ensure providers can meet the academic needs of all students and address the reasons why schools were identified as focus schools.
- **PRDE has formalized the process by which schools and providers work together.** Each school community, with the service provider, adheres to the Implementation Guide PRDE created and works to develop and execute all the required elements in the PCEA and PIE. The plan templates require the clear identification strategies and differentiated interventions to assure continuous improvement. PRDE has developed protocols that must be followed by schools and providers.
- **PRDE established an organizational unit to oversee services to focus Schools.** Towards the end of complying with the Flexibility Plan's requirements for focus schools, the PRDE created the School Transformation Unit (UTE) within the Office of Academic Affairs. The UTE is tasked with ensuring PRDE provides integrated system of support that guarantees a sustained process of teaching and learning with the result being the increased academic achievement of our students in priority schools. The unit is divided into two offices: the Office of Academic Support and the Office of Fiscal Support. Through this unit, PRDE ensures alignment between PCEAs and PIE.

#### Current Activities:

- **The UTE oversees the implementation of the RAD.** UTE provides significant attention to the needs of focus schools by making decisions and recommendations that are appropriate and consistent with practices that have proven effective in other schools. UTE ensures that focus schools' selected interventions meet the following criteria 1) there is a research base supporting its use, 2) the intervention is expected to have a differential impact such that it is likely to improve the performance of the lower performing subgroups in the school and 3) the intervention is tied to the process data from the needs assessment that is most likely to be linked to the performance of the lower performing subgroups in the schools. To further support these schools, UTE promotes that schools engage community leaders (including those from local foundations, businesses, universities, and other sectors of the community at-large) to work with focus schools. The UTE is responsible for offering implementation support during the school year according to what the data demonstrates is needed

- **RAD Implementation** Focus schools share similar components to those offered to priority schools, including the establishment of professional learning communities, the creation of a data driven decision making culture, the integration of parents and the community into the educative process, extended day schedule with at least 144 additional hours per year and individualized professional development to attend to the most pressing issues based on evaluation while improving the teaching and learning process. In addition, in focus schools services concentrate on serving the student subgroups with the goal of closing achievement gaps among groups, paying close attention to special education students and Limited Spanish Proficiency (LSP).

The implementation of initiatives in the focus schools is divided into five phases. The phases include the development of an additional needs assessment to determine specific services required in each school. The service provider and members of the school community work to create and fulfill the goals established in the PCEA and PIE. The same group identifies and establishes strategies that attend to the specific reasons a school was identified as a focus.

Service providers provide professional development services (workshops, coaching, among other modalities) throughout the whole school year. In the academic area, they offer direct support to the foundational materials of mathematic, Spanish, English, and Science. By developing interventions to increase the expected domains by grade, they will help increase students' academic achievement and close the achievement gaps between students of each subgroup. Coaches offer direct support in the academic areas with particular emphasis on strategies for differentiating instruction. The support is to help teachers develop a deep understanding of academic contents and ability to design curricular materials that support making the content accessible to all subgroups. As part of the required services, the service providers and school directors meet with the school Districts with the goal of ensuring articulation between the selected strategies and the public policy established by the PRDE.

- **Conduct Ongoing Progress Monitoring.** Service providers collect and analyze data in order demonstrate they are meeting their stated objectives to improve indicators for focus schools. To this same end, they use data to show they are implementing reasonable and valid solutions that are designed to attend to the schools' needs and the support of the school community, and provide a variety of high-quality options with the goal of impacting the academic achievement of specific groups of students. At the end of each phase, the UTE evaluates the received services as a means to make improvements to the implementation.

PRDE will leverage all available instructional, curricular and human resources to provide support and oversight that helps focus schools to fully implement interventions. PRDE will ensure focus school interventions address the specific needs of the students in their lower performing groups and those that are most likely to succeed given the local context of the school. Ultimately, by applying the right interventions to meet the identified needs of the school, we will better empower the school in assisting students in becoming college and career ready. The professional development in focus schools is designed to satisfy the specific needs of the school and teacher. The District academic facilitators visit schools and teachers to ensure a sustainable improvement in the educational quality of focus schools.

The online platform called the Service Providers Platform (SSP) was developed by PRDE for the administration of external providers' contracted services, allows for systematic and computerized management. The SSP is used to translate the services rendered at the schools into measurable and reportable data, therefore, translating the transformation of these schools into concrete results. It presents a simple and organized service plan, with specific indicators that can be used to measure the academic and related progress realized in schools.

The SSP is also used to ensure fiscal and contractual compliance. The activities in the service plan are uploaded into the platform throughout the school's academic calendar, divided by phases and weeks in coordination with the invoice calendar. Staff from the Office of Federal Affairs works with staff from UTE to ensure that all services specified in the system are in alignment with the school plans.

### **Other Supports for Focus Schools**

#### **Eclectic Models of Professional Learning Communities (MECPA)**

Professional learning communities promote the active investigation and implementation of academic interventions that attend to students' needs. With the purpose of strengthening these processes in focus schools and providing a better academic service to students, the Office of Academic Affairs, in collaboration with Florida and the Islands Comprehensive Center (FLICC), has designed an eclectic model of professional learning communities (MECPA). The model is designed to strengthen the data-based academic culture with the goal of improving students' academic achievement.

MECPA also facilitates the achievement of the Flexibility Plan goals, especially Principles 1, 2, and 3. Principle 1 establishes teaching based in the rigor of standards, Principle 2 works on data-based differentiated interventions, and Principle 3 refers to the support of effective instruction and leadership. Additionally, MECPA, will facilitate the compliance with Principles 6 and 7 of radical change where it states: "establish a school environment that improves school security and discipline and attends to other non-academic factors that impact student achievement, such as social, emotional, and health needs and provide continuous mechanisms for family and community participation."

#### **Accomplishments**

- The Eclectic Model of Professional Learning Communities was created including and its implementation is supported through a Program Guide, work plan, and templates
- District personnel and focus school directors received training on the project implementation.

This project has begun as a pilot program in the 146 focus schools. Many different Districts shared very good feedback about the Model. PRDE is in the process of implementation which will be supported and receive follow up from the Office off Academic Affairs.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

### **Exit Criteria for Focus School Status**

PRDE will use the same process for evaluating the potential exit from a focus classification that it uses with priority schools. PRDE seeks to ensure uniformity and transparency in the design of its differentiated accountability system. It also seeks to streamline the process of performance monitoring, and make optimal use of existing human resources and procedures. As has been indicated above, while PRDE believes that compliance and operational monitoring can be done on an annual basis. The following indicators of progress, which are consistent with the indicators included on PRDE's dashboard will be monitored annually for all focus schools and used to make course corrections to the focus schools PCEAs and PIEs:

- changes in proficiency rates across the school by subject
- changes in the percent of students making or exceeding their growth target
- gaps in the percent of students meeting or exceeding their growth targets by subgroup
- trends of student performance as broken down by teacher (as detailed in principle 3)
- trends in teacher evaluation results and supports implemented for teachers whose evaluation is below standard

These annual monitoring indicators will help inform the school, District, and SEA of the progress of the school and provide objective measures for use in modifying the action plan if necessary.

After three years, focus schools must demonstrate that they have improved academic achievement in those areas that resulted in their identification as a focus school and based on results of needs assessments. After three academic years, a focus school identified on the basis of graduation rate may exit focus status if 1) ) it achieves the higher of an absolute graduation rate above 60% or an improvement in the graduation that is one half of the difference between baseline graduation rate and 100% AND 2) meets its proficiency AMOs (including participation rates). Schools identified on the basis of gap scores, must close achievement gaps to the extent that it no longer resides in the bottom 10% and close gaps by at least 50% from their former levels.

These exit criteria were chosen based on the following:

- They provide enough time for interventions to take hold and become part of the school culture.
- They indicate that the school is performing at a level on par with rigorous expectations.
- They meet any other applicable federal guidelines for other grant programs.

#### ***Schools that Fail to Improve after 3 Years of Full Implementation of Interventions***

All focus schools that fail to improve academic achievement after full implementation of interventions will receive additional measures to safeguard students' right to quality public education. The first step in this process will be to examine the degree to which the planned interventions were implemented. If planned interventions were implemented with fidelity but no change in academic achievement was realized, PRDE's Central Level staff will work with the schools to develop a new/revised PCEA and PIE. The new/revised PCEA and PIE will include more rigorous interventions. These more rigorous interventions will be research based and specifically aligned to the performance issues identified within the focus school. PRDE's Central level staff will review these new/revised PCEA to ensure that these additional interventions are more rigorous than interventions being implemented in other focus schools and will engage in ongoing monitoring through the use of SAMA, the online platform. The new plan will be based on current understanding of patterns of student achievement as well as the lessons learned from the initial implementation. A review of the RAD provider will also be conducted to determine if a new provider should be assigned.

For focus schools whose strategies were not implemented with fidelity, PRDE will provide support and assistance through the assignment of additional personnel and/or professional development to enhance those schools' capacity to implement the interventions. These schools will also have an opportunity to explore additional interventions.

PRDE will annually review the progress a focus school makes in implementing their interventions. At the end of the third year of interventions (May annually) PRDE identify those schools that have failed to exit priority status. The activities described above will be initiated in May and continue over the summer so that the focus school is prepared to implement more rigorous interventions at the start of the new academic year. The academic support and monitoring guidelines will offer differentiated support to the schools monthly through the schools districts.

## 2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

- 2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

### **Encouragement and Support Systems**

The Office Academic Affairs has chosen to include all schools in its accountability system regardless of Title I status. PRDE recognizes its responsibility to ensure that all schools on the island are effective in helping students to become college and career ready. The supports outlined in this section apply to all schools, including the 18 non-Title I schools. For non-classified Title I schools, PRDE will continue to report subgroup performance against the new AMOs for all schools and graduation rate for high schools. In addition, PRDE will consider when 1) subgroups do not make AMOs, 2) when schools have missed AMOs over multiple years and 3) when graduation targets are missed. Included in this reporting will be participation rate by subgroup and other academic indicator such as attendance

### **School Level Plans**

All other Title I schools develop a PCEA. The Office of Academic Affairs provides guidance and training to the school Districts, so that they can assist the Transition schools when drafting their PCEA. Transition schools, similar to other schools, must engage in analysis of student need data to determine the interventions necessary to improve student achievement. PRDE's Central level will issue provide technical assistance and support to schools and districts to ensure their plans include interventions, as appropriate, for subgroups that do not make AMOs and when schools have missed AMOs over multiple years.

Each school director develops the PCEA with his/her School Planning Committee. In order to prepare a PCEA, the team has to identify the internal and external factors preventing the school from achieving its goals. Through the school needs assessment, the director and the Planning Committee identify the school's strengths and weaknesses and establish priorities for improving student achievement. Using the findings of this analysis, the team then selects data-aligned goals within the PCEA template. The team then defines objectives and activities for each of these goals.

The development of PCEAs in these schools will also be informed data from an annual self-assessment of school needs based on classroom observations and surveys of school directors, school administrators, teachers, and students. Schools will be assisted the data collection and review process by the Academic Facilitators in the District offices. After schools complete the self-assessment, they will summarize the findings and determine the areas that require intervention.

The results of this self-assessment, along with an assessment of schools' performance against proficiency targets, graduation targets will be used as the basis for interventions in the PCEA. District academic facilitators who will have been trained on the use of the needs assessment will review the PCEA and action plans. The review will ensure schools' action plans demonstrate alignment between strategies and the needs assessment. Each school's PCEA is then reviewed and approved by the District academic facilitators, the Auxiliary District Superintendent of Technical Assistant and the OFA Title I coordinator.

Schools that do not 1) meet AMOs, 2) meet graduation rates (for high schools), and 3) make progress on identified indicators 4) with subgroups that: a) do not meet AMOs, b) do not make graduation rates and do not make AMOs and/or graduation rates for multiple years will be required to modify their PCEA to include actions that will address the missed targets. The modified plans will be reviewed and approved by both District level staff and then undergo a two-part review by the Office of Federal Affairs and the Office of the Undersecretary of Academic Affairs. District level academic facilitators will be responsible for assisting these schools in 1) making more appropriate choices of interventions and/or 2) assisting with and coordinating the implementation of planned interventions.

It should be noted that all of the best practices discussed under the priority schools and focus schools can be applied to the remaining non-categorized Title I schools. However, the following strategies have been developed by PRDE and will be considered by all non-priority, non-focus schools as they develop their PCEA.

- Coordinate with District level staff to develop a school level professional development plan that is designed to build the capacity of the school staff, informed by student achievement, and outcome-related measures. The school level professional development plan will take into consideration the various needs of the instructional staff, be systemic in behavior-changing approaches that foster collaboration and increase teacher knowledge of best practices. The school level professional development plan must: 1) include instructional teams that meet regularly to examine student work, collaborate on lesson design, and implement instruction based on proven effective strategies and 2) provide time for all staff to collaborate and plan strategy implementation.
- Include research-based strategies known to change instructional practice and address the academic achievement challenges that led to the school not making the AMOs.
- Include innovative and/or customized professional development opportunities that promote the

use of data driven decision making

- Specify the self-monitoring strategies that will be used with individually targeted students and/or subgroups. Develop new methods for supporting specific students and/or subgroups of students using progress-monitoring instruments, data analysis, collaborative decision-making,
- Conduct a curriculum gap analysis and use this analysis to create new strategies and resources that improve the delivery of PRDE's curriculum, increase all students' access to the standards-aligned core curriculum and facilitate use of tiered and/or differentiated instruction. Explore the use of additional tools that facilitate delivery of the curriculum including curriculum maps or other tools that align with the PRDE Curriculum.
- Create partnerships among external entities to obtain technical assistance, professional development, and management advice. These efforts could include using partnerships that make it possible for schools to leverage additional assistance necessary to meet its unique needs
- Strengthen the parental involvement component of the PCEA and related action plan by working with external providers and other technical experts to increase opportunities for parents to become more involved in the educational process.

**District Level Support:** The majority of support for the remaining non-categorized Title I schools will come from District personnel. District academic facilitators will provide ongoing support to non-categorized Title I schools to ensure these schools can meet the needs of LSP and SWD subgroups. Additional District-level support include:

- Reviewing and analyzing all facets of the school's operation, including the design and operation of the instructional program
- Conducting school reviews to identify recommendations for improving student performance
- Assisting the school in its efforts to collaborate with parents and school staff to design and implement an action plan that can reasonably be expected to improve student performance and help the school meet its goals for improvement
- Making additional recommendations to improve the fidelity of implementation of PCEA activities
- Providing assistance in analyzing and revising the school's budget to ensure the school's resources are more effectively aligned and allocated to the activities that will most likely increase student academic achievement and remove the school from school improvement status

PRDE will identify the lowest achieving 5% of Title I schools based on the difference in proficiency (i.e., the percent of students scoring Proficient or Advanced) over two years. For grades 3-8 the proficiency measure includes SLA, Math, and English for both the general assessment and the PPEA. For grade 11, it includes SLA and math for the general assessment and PPEA. One person from Central Level in the Office of Academic Affairs will be responsible for managing this portfolio of schools. In addition, the Office of Academic Affairs will reach out to community leaders, including those from local foundations, businesses, universities, and other sectors of the community at-large, and create strategic partnership to support learning in these schools.

According to the availability of funds, PRDE will fund additional work plans that address the needs of Transition schools. Funds will be prioritized to address the needs of 150 transitions schools, including schools that are in the 5% lowest academic performance, to help them improve the rigor of instruction.

### **Accomplishments**

- Hosted an educational conference and application seminar with Dr. Grant Wiggins, the creator of the Understanding by Design model. This activity took place on the 3rd through 5th of December with 1000 participants from the Department of Education (directors, teachers, facilitators, program directors, Superintendents).
- Substitute teachers/pilot project- The objectives of the project are: 1.) Support instruction through the assignment of teachers with academic support and that each student completes the whole learning schedule even when the regular teacher is absent. ..
- In January 2015, we began a pilot project in the Mayaguez area.

#### **Current**

- School visits with pilot schools follow up and to ensure all was progressing according to the work plan.
- Monthly meetings with university officials
- Developed a new work plan based on lessons learned to provide new services in areas that were initially identified but were not covered in proposals that were received throughout the first RFP process.

PRDE will evaluate the effectiveness of these types of projects/work plans at the end of the year to determine if they should be expanded in future academic years.

As explained previously, PRDE intends to use the methodology to evaluate the progress of all schools. PRDE selected this approach to ensure uniformity in the application of its differentiated accountability system, streamline the process of performance monitoring, and make optimal use of existing human resources and procedures. For Transition schools, PRDE will annually assess:

- The number of AMO and (for high schools) graduation rate targets met and which targets are met compared with previous years
- Changes in proficiency rates across the school by subject
- Changes in the percent of students making or exceeding their growth target
- Gaps in the percent of students meeting or exceeding their growth targets by subgroup
- Trends of student performance as broken down by teacher (as detailed in principle 3)
- Trends in teacher evaluation results and supports implemented for teachers whose evaluation is below standard

#### **Use of School Improvement Funds**

After first providing 1003(a) funds to priority, focus, and 5 % lowest performing transition schools, PRDE seeks to make 1003(a) funding available to other Title I schools within the remaining non-categorized Title I schools..

Consistently failing to improve achievement for all students and subgroup of students will be determined based on PPAA and PPEA results. PRDE expects that non-priority, non-focus schools with the following achievement profiles would be good candidates to apply for 1003a funds through “work plans”:

- graduation rate less than 60%

- all or nearly all subgroups fail to make progress in meeting state standards for more than 2 years
- failure of a particular subgroup to make progress in meeting state standards for more than 2 years
- Demonstrated issues related to attendance and climate that create conditions in which effective teaching and learning cannot take place
- PCEA needs assessment indicates that the school has significant and pervasive challenges and is unlikely to be able to demonstrate progress if a systemic approach is not adopted.

PRDE will prioritize applications for 1003a funds using the following business rules:

- Applicants will be rank ordered based Proficiency rates PPAA and PPEA scores in Spanish and Math
  - Priority will be given to applicants that meet three or more of the eligibility indicators listed above
- Applications for 1003a funds will align with and/or extend and/or enhanced strategies already listed in the school's PCEA and action plans

If multiple schools meet the criteria and PRDE has insufficient funding to approve all applications, decisions to approve funding will be based on the availability for 1003 (a) funds. The application for 1003 (a) funds must: 1) incorporate the findings from the needs assessment used in the Comprehensive School Plan; 2) support or advance the implementation of the school's action plan and 3) include a clear explanation of the strategies identified for each stated need. It should be noted that strategies funded by 1003(a) funds must be in addition to, compliment, enhance or otherwise extend the support services already being provided by the PRDE through its system-wide training and professional development efforts that have been described throughout this Flexibility Waiver request.

PRDE will not use a minimum level funding threshold to determine if priority and focus schools have sufficient funds. Rather, PRDE will use the following methodology to ensure that priority and focus schools have sufficient funds to implement the planned interventions:

- PRDE will capture cost data on interventions implemented in focus and priority schools each year.
- PRDE will compare these cost data and/or trends in cost data with the proposed annual budget for priority and focus schools.
- Prior to approving the PCEA for each focus and priority school, PRDE's Office of Federal Affairs will review the budget to ensure that there is sufficient funding to execute the planned activities.

These determinations will be made on an annual and school-by-school basis.

## 2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

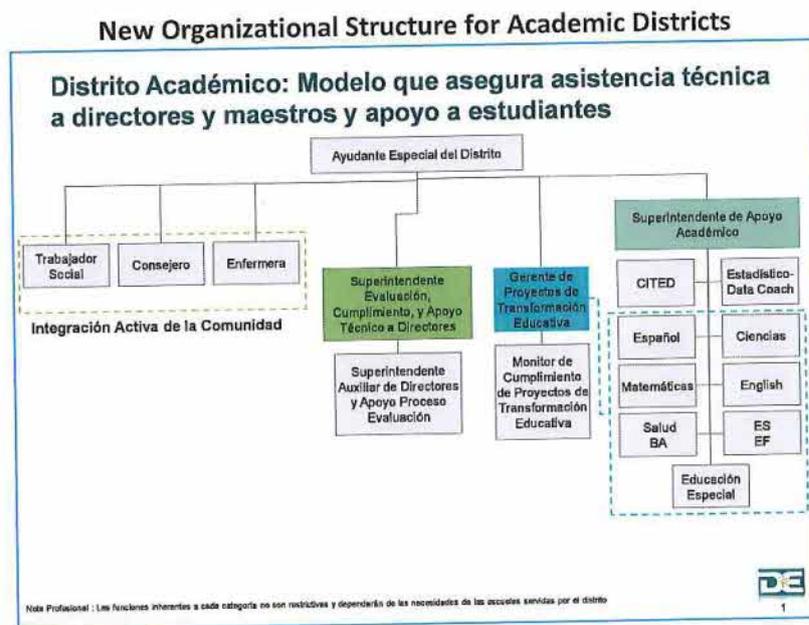
- 2.G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
  - ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA's differentiated recognition,

- accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
- iii. Holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

**School District:**

As part of an internal transformation effort to ensure that most resources are devoted to improving student achievement, the Undersecretary of Academic Affairs has designed a strengthened District model that will ensure rigorous and consistent level of academic support in all the 28 Academic Districts. This structure also provides clear roles and responsibilities at the District level to ensure accountability of the different functions.

The new District model, shown below, illustrates the main academic roles that will be implemented in the District:



The main objectives of the Academic District are to provide leadership and support to focus on student learning and achievement by supporting teachers via training, guided implementation of curriculum instruction and assessment and support in all the planning activities done at the School level. The implementation of the enhanced District model will happen during 2015.

Some of the critical roles at the District level are the following:

**"Ayudante Especial de Distrito" (head of the District):**

The "Ayudantes Especiales de Distrito" (Heads of the District) are responsible for developing a management plan to ensure the timely delivery of academic services to schools. Districts prioritize services to non categorized Title I schools, and offers primary interventions to Focus and Priority with the support that these schools are receiving through other service providers.

Some of the critical functions of the "Ayudantes Especiales de Distrito" are the following:

- Prepares the District work plan with support from the Academic Superintendent, the Evaluation Superintendent and team in charge of Active Integration in the Community; and supervises its implementation
- Continuously and consistently reviews District's status on academic achievement, and Teachers' and Principals' evaluations to develop improvement strategies
- Creates the PCEA committees for Schools; evaluates and approves PCEAs
- Supervises the implementation on PCEAs and ensures that the District has enough resources to conduct academic interventions based on these plans.
- Ensures implementation of new academic curricula in the District
- Implements Academic Public Policy in the District
- Ensures that Districts are complying with the State and Federal Requirements and that all efforts have the ultimate goal of improving academic achievement
- Uses District information for planning and accountability purposes
- Communicates with and divulges Information to parents and community to ensure an Academic District that is integrated to the Community
- Gives public recognition to Excellence Schools

**Auxiliary Superintendent- Compliance and Technical Support for School Principals**

- Offers Technical Assistance for School Principals through support with technical platforms and additional processes inherent to the Principal function
- Has in depth knowledge of the platforms and processes used by School Directors
  - SIE
  - PCEA VIVO
  - SAMA
  - Parent training
- Runs evaluation process for School Principals and supports Principals in the evaluation process for School Teachers
- Part of Committee that prepares PCEAs, offers recommendations for Schools and gives guidance and participates in the development of work plans for Schools
- Participates in the on-going progress review for Schools
- Reviews the results of academic monitoring to schools, consolidates and ensures that results are tracked and kept updated and are easy to access to ensure compliance to Federal standards
- Participates in the development of the District work plan together with the "Ayudante Especial de Distrito", the Superintendent of Academic Support, and the Community Integration Team

**Superintendent of Academic Support**

- Identifies development needs for School Teachers
- Participates in the design of the Work Plan of the District
- Guides implementation of curriculum instruction and assessment
- Participates in the design and implementation of intervention plans by facilitators (differentiated interventions by type of School)

- Evaluates Academic Facilitators under his/her supervision
- Shares the findings from Academic monitoring and preps Academic Facilitators so they can follow up with corrective actions
- Works with School Principals to create a visit plan for School Facilitators based on the findings from Academic Monitoring, teacher evaluations, progress against interventions detailed in PCEAs and Federal requirements
- Works, together with School Principals, in the implementation of the Academic Support System in Schools
- Identifies potential roadblocks in the design, implementation and evaluation of instructional programs
- Participates in the evaluation of educational materials, design and reviews of academic curricula
- Develops specific support to assist educators in analyzing and implementing appropriate learning strategies and necessary accommodations to ensure that students with disabilities and LSP students receive the support they need to achieve their potential (LSP support will come from resources located at a Central Level)

#### **Academic Facilitator**

- Provides support and technical assistance to teachers for each subject matter in the content and use of academic standards in the daily planning, teaching strategies and assessment of student learning
- Follows up on corrective actions from Teacher evaluations
- Guides and trains Teachers on standards and expectation by subject, curricula content, concepts, dexterities and processes
- Provides individualized support to teachers in curriculum implementation, teaching based on academic achievement data, and on findings from evaluations during class room visits and job-embedded intervention techniques
- Collaborates with teachers in the interpretation and analysis of standardized tests and other evaluation instruments that measure academic achievement; this helps to reorient teaching goals, strategies and teaching techniques
- Uses continuous support platforms to keep the relevant Information on their support to teachers updated
- Implements alternatives, strategies and innovative ideas in order to improve the teaching process
- Part of the PCEA Committee; supports with the intervention selection based on data
- Verifies that the Transformational Education Projects are aligned to the PCEA
- Participates in the process of defining goals and objectives of the subject program

#### **External Support and Monitoring Evaluator**

In its initial Flexibility Request, PRDE outlined a plan to engage an external evaluator that would work assessing the implementation and effectiveness of PRDE's differentiated accountability system. The vision for this contracted service was to ensure that services were delivered in PRDE's priority, focus and 5% of the schools identified within the remaining non-categorized Title I schools. Based on its implementation of ESEA Flexibility in 2014-2015 school year, PRDE has decided that the original scope of services it defined for the External Evaluator is no longer appropriate particularly because PRDE designed and implemented two new processes. First, PRDE has developed online systems that help ensure school level interventions are 1) aligned to school needs and 2) implemented with fidelity. Second, PRDE conducts an end-of-year evaluation of school performance which enables it to determine

if planned interventions are having a positive impact on student achievement.

Throughout the years, PRDE leveraged services from consultants working with the Office of Federal Affairs and the Office of Academic Affairs to obtain guidance and feedback on the type of interventions schools should select for different school classifications. These consultants also provided guidance and advice regarding the management and oversight practices PRDE staff at the Central, regional and District levels should engage in to 1) better support school level efforts to improve teaching and learning and 2) automate and systemize its administrative and oversight processes

PRDE will modify the scope of the External Evaluator originally outlined in its Flexibility application and engage the services of an external consultant to provide technical assistance and performance management supports to Central and District level staff. The goal of these services is to 1) formalize the administrative and management processes PRDE uses to implement Flexibility, 2) manage and improve PRDE's capacity to collect, analyze and make decisions based on implementation data, 3) identify key areas where technical and management support is needed.

The external service provider will submit a monthly report that documents the services provided at the Central and/or District level. These reports will also include an analysis of strengths, weaknesses, opportunities and threats at the Central and/or District level. Finally, the monthly report will include recommended next steps for the subsequent month. These monthly reports will be submitted to the Office of Academic Affairs and shared with key leadership among PRDE's Central and District staff. In addition, a mid-year and end-of year report will be created.

The external service provider will also be responsible for creating tools, templates and other documents to support the execution of management functions at the Central and District levels. These tools and templates will be shared with personnel responsible for developing PRDE's suite of online tools so that the execution of administrative and management functions can be streamlined, automated, monitored and evaluated.

All of the services the external service provider offers at the Central and District levels will be consistent with all aspects of PRDE's Flexibility plan as well as island wide initiatives including the PCEA, use of data driven decision making and the District reorganization.

#### **Review, Approval and Oversight of External Providers**

UTE has designed an evaluation procedure to assess the performance of the external providers regarding the quality of services and the compliance of the requirements of the program. This evaluation process allows the analysis of the impact of the services rendered by the providers and the ability to take appropriate and timely actions regarding the necessary changes that are required in assuring the effective implementation of the school improvement plan.

The providers are responsible for the rendition of sustainable professional development throughout the entire school year. The provider establishes short and long term objective goals with the purpose of achieving a positive impact on those indicators that measure progress in the schools. In addition, they also select intervention strategies that attend to the school needs and that will be offered in the school community.

The effectiveness of the interventions will be availed when the following requirements accomplished:

- Promote data driven decision making based on all level data, attending to social, psychological and academic aspects of the school community. The use of multiple data sources to perfect instruction and improve academic achievement.
- Strengthen administrative and academic school programs, thru the integration of support services, assistance with the DEPR information systems to improve instruction, school climate, instructional leadership, evaluation practices and professional development.
- Foster transformation-educational leadership with the purpose of achieving the academic goals established by the DEPR.
- Focus on models and strategies to close gaps between students in each school.
- Knowledge transfer to the school communities, in all areas, so that schools achieve sustainability and self-management.
- Train the school community member in strategies directed to the development of partnerships and collaborative agreements.
- Integrate parents or guardians in the educational process and promote their support in achieving the participation and motivation of the students in their own learning process.
- The use of technology as an additional supporting tool for academic development.
- Provide on-going formative reports regarding the effectiveness of the interventions, in particular reports regarding student achievements, parent/community participation, attendance and student conduct/discipline.
- Support and strengthen school structures in order to improve school culture and create a propitious teaching-learning school environment.

#### Review and Oversight of external providers in Priority and Focus Schools

The PRDE, through the Unit of School Transformation (UTE), developed and RFP for the selection of an external evaluator to conduct an external evaluation focused in administrative, programmatic and academic compliance in the Priority Non-SIG and Focus schools that are receiving RAD services. The objective is to demonstrate that the services to attend the selected school needs are being offered with the highest standards of quality required by the DEPR. The results of the evaluation contribute to the continuous improvement of intervention in our schools and guarantee the fulfillment of the established academic strategies. In addition, this facilitates the identification of the criteria's that need to be monitored to assure the fidelity of implementation and the results of the interventions in the schools. With this process the DEPR will be able to obtain objective data that will allow the development of necessary instruments for decision making in the design of successful strategies.

The objectives of the external evaluator of RAD are the following:

- a. Ensure that the DEPR, the Program, the school districts, the Priority Non-SIG and Focus schools, and the external providers assigned to each RAD demonstrate full compliance with the program requirements.
- b. Corroborate the technical and administrative support provided from the DEPR to these schools.
- c. Verify that the services provided by the external provider are of high quality, respond to the needs of the schools and result in an increase in academic achievement.

- d. Corroborate that all the components have the evidence and documentation necessary to demonstrate progress and quality of service.
- e. To ensure that the auto evaluation and collaboration/cooperation among the Service provider and the school are promoted, thus increasing the possibility of greater success in the processes.

The external evaluation will answer, among others, the following questions:

- a. Up to what degree of fidelity with the program is the implementation of RAD at the (a) central level, (b) Service provider, (c) district and (d) school?
- b. Up to what degree is the support among the interventions and the components of the RAD?
- c. What advancement has the RAD achieved at the District, the school and in the teacher performance and of the students?
- d. Up to what degree has the school district empowered and integrated itself in the process and grantee the supplemental Service of RAD?

The external evaluation is directed at determining if the strategies and activities are aligned with the school community needs, if they are being implemented in accordance with the PCEA and the School Intervention Plan (PIE) and if they are having a positive impact on the academic achievement of the students, reaching the execution of standards and context established by the DEPR. The services are defined in accordance with the four (4) levels of intervention that require the evaluation of the program: program at the central level, district level, Priority Non-SIG and Focus school level and the RAD external service provider level.

### **Evaluation of Provider Services**

PRDE's criteria for evaluating external providers were developed based on the *Guide to Working with External Providers* (Learning Point, 2010). PRDE used this Guide to create a framework for engaging, managing and evaluating external providers. PRDE expects that the majority of service providers will be non-profit and/or professional organizations, private providers, and/or colleges/universities. Providers from these groups can be evaluated using the following criteria:

- Providers' understanding of PRDE's needs and capacity to align products and services with these needs
- Providers' demonstrated success realizing positive impacts on teaching and learning
- Degree to which providers' professional development activities are research based and aligned with PRDE's established academic, curricular and instructional goals
- Degree to which provider's products and services can be customized
- Provider ability to demonstrate how professional development activities are part of a long-term, overarching strategy for improving teaching and learning
- Provider ability to focus on the specific content that teachers need to teach and students need to learn
- Provider ability to link research-based instructional strategies that address the specific

challenges that have been identified by schools in their needs assessment and other school improvement planning documents

- Degree to which the providers' services align with other major initiatives currently underway in PRDE and degree to which providers' services support services currently being provided by PRDE staff

The timeline for provider evaluations is continuous. An evaluation plan for each provider will be created before work commences. PRDE's process for evaluating external providers will differentiate service delivery from outcomes. The goal of this evaluation system is to promote continuous improvement and allow for internal capacity building related to vendor selection and oversight. The evaluation of the provider will be aligned with PRDE's larger system of accountability (i.e., PPAA results, graduation rates) but also include intermediate measures of progress. These intermediate indicators will assess the degree to which 1) requested/desired services were provided and 2) annual achievement goals are being met.

Additional methods of evaluating providers' performance include ongoing communication about the delivery of services that takes place throughout the service delivery period. These ongoing communications can include evaluations of training sessions (upon completion), regular debriefings between school leaders and providers and time for discussion of provider services during staff meetings.

PRDE is in the process of customizing the templates provided in the Guide to create a checklist that can be integrated to the current protocol to evaluate providers' proposals. Draft questions for this checklist include:

- explain how your services align with PRDE's defined needs
- explain how your services support PRDE's long term strategy to improve teaching and learning
- explain how your services can be customized
- explain how you used research and best practices to develop your services
- explain your service delivery model and explain your implementation strategy
- explain how you will evaluate the outcomes of your service using both formative and summative measures
- explain how your services are expected to result in improved teaching and learning as reported on the PPAA
- explain how you will provide periodic updates on the delivery of services and the outcomes being realized

To evaluate the providers' services after the period of performance, PRDE will issue an online survey to staff in schools where external providers worked. Draft questions include:

- Were there any problems during implementation?
- Did the provider establish and maintain a good relationship with the school and District?
- Did the provider deliver the services as expected?
- Were there any gaps between the school's needs and the providers' services?
- Were there any logistical challenges? If yes, were they resolved quickly and efficiently?
- Did the providers' service align with PRDE's contents standards and assessment practices?
- Did the providers' services conflict with any local requirements?
- Did the provider engage in ongoing, open communication with all relevant stakeholders?
- Did the provider respond to expressed concerns/issues in a timely and efficient way?

PRDE has outlined the actions it will take when providers do not meet the criteria or follow Puerto Rico's policies and procedures instances where the provision of services is determined to be unacceptable. First, PRDE will create a Contracts Quality Assurance Unit. This unit will be the central point of contact that PRDE staff should reach out to as soon as issues related to the quality or compliance of providers' services becomes a concern. The staff in this unit serves as a liaison between the Office of Federal Affairs, PRDE schools and external providers.

Second, PRDE's contracts outline the course of action, from a contractual point of view, that will take place if providers' do not meet the criteria or follow Puerto Rico's policies and procedures instances where the provision of services is determined to be unacceptable. PRDE's contracts contain the following provisions:

- The SECOND PART agrees to defend, support and represent the findings, evaluation and analyses of the written materials, including reports, drafts from studies and projections carried out by the SECOND PART in compliance with the provisions of this Contract at any forum which requests the SECOND PART's appearance.
- The SECOND PART shall not subcontract the performance of the services specified in paragraph number "3" of this Agreement. The SECOND PART will be responsible for hiring the personnel that will offer the services under this Agreement. The FIRST PART shall have no obligation regarding the working schedule, wages and any other claim on the part of the personnel recruited by the SECOND PART under this Agreement.
- The SECOND PART assures that the services shall be rendered in good manner and professionally. If the SECOND PART fails to render the services in such manner, the FIRST PART will be entitled to contract other persons for the rendering of said services, and the SECOND PART shall pay to the FIRST PART any cost or expense incurred and attributable to such services if the fees of the SECOND PART have been paid or for the amount in excess of the fees under this Agreement for said services if the fees have not been paid by the FIRST PART
- In all pertinent and the applicable, the SECOND PART is specifically committed to the transference of knowledge to the personnel of the FIRST PART during the term of the present contract, which is an essential and obligatory condition to its fulfillment. The violation of this disposition will be sufficient cause for the FIRST PART to conclude this obligation and the SECOND PART will have to refund to the FIRST PART all sum of money received under this Contract.

Third, PRDE will ensure that payments are made during the course of services. This will enable PRDE to assess progress of the services as they are delivered.

Finally, the following issues are considered to be material and have been identified as potential grounds for early termination: 1) failure of the school to achieve anticipated results over time, 2) chronic unsatisfactory ratings of providers' services in evaluations, and/or 3) a change in policy or law that makes the providers' services impossible. Decisions related to the continuation or renewal of a contract will be based on the degree to which promised outcomes were delivered.

#### **Ensuring Sufficient Support for Elements of PRDE's Differentiated Accountability System**

PRDE assesses its overall capacity based on staff experience, staffing levels, and financial resources. PRDE has considered these factors in developing this Flexibility request and is prepared to PRDE will make the necessary resource allocation decisions to support all activities outlined in this flexibility request. PRDE believes implementation of this Flexibility request represents a long term investment in our staff and the public education system. Once implemented, the resource allocation decisions can be

expected to ensure that every school is properly supported and has the tools for success.

**Leveraging ESEA Section 1116(b)(10) Funds to Improve School and Student Improvement**

PRDE believes schools will benefit from using funds reserved under 1116(b) (10) to significantly extend learning time through different types of interventions targeted at substantially increasing student achievement and/or improving retention and graduation rates. PRDE seeks the flexibility to use the funds that it would otherwise be required to reserve for certain activities for schools that were identified for improvement to support a number of new and existing school improvement initiatives. As a result of the waiver those funds will be used to support educational leadership on non sig priority and focus schools.

**PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION  
AND LEADERSHIP**

**3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS**

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"><li>i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year;</li><li>ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and</li><li>iii. An assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14).</li></ul>	<p><b>Option B</b></p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"><li>i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;</li><li>ii. evidence of the adoption of the guidelines (Attachment 11); and</li><li>iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.</li></ul>
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**Our Guiding Vision**

Teaching and learning are complex processes composed of many interconnected elements. These elements include, but are not limited to, the effectiveness of teachers and school directors. Research shows that effective school leadership promotes effective instruction and that effective instruction promotes higher levels of student academic achievement. Recognizing the interactions between instructional leadership, teaching, and student achievement, Puerto Rico Department of Education (PRDE) has committed to enhancing, adopting, and implementing a comprehensive island-wide educator evaluation and support system. PRDE’s new educator evaluation and support system will provide an effective method of evaluating teachers and school directors and promote their continuous professional development

PRDE formalizes the support for ongoing professional growth of educators through the teacher and school directors’ evaluation system. PRDE’s evaluation system sets goals for the performance of teachers and school directors that encourages improvement in the academic performance of students. PRDE has used various strategies to raise awareness about its new evaluation and support system using focus

groups, close-ended (yes or no answers) open-ended (explain answers) surveys, orientations and stakeholders work groups. PRDE has assured the inclusion of the teachers and school directors in the development of the teacher and school director's evaluation and support system. The current version of the evaluation system was created in collaboration with various stakeholders and included involvement and participation of teachers and school directors from Puerto Rico's teacher' and school directors' representative groups. Additional stakeholders and personnel from PRDE's central, regional, and District levels also participated in the workgroups.

Puerto Rico's comprehensive teacher and school director evaluation and support system is consistent with the Principle 3 requirements of the ESEA flexibility waiver and measures performance, both with directly and indirectly. The PRDE teacher and school director evaluation and support system includes seven (7) evaluation components:

1. The use of Puerto Rico's Professional Teaching Standards (2008) and the Profile of the School Director (2014) for performance evaluation: ***This is achieved by ensuring evaluation activities are aligned with the teachers' professional standards and the school director profile as defined in public policy and other PRDE documents.***
2. The use of diagnostic, formative, and summative evaluation processes that provide information to guide and improve instruction; ***This is achieved through the use of formative observation visits, intervention visits, technical assistance, academic support visits and follow up visits.***
3. The use of a rating scale of four (4) performance levels. ***This is achieved through the use of a rating scale that uses a score of three (3) to indicate meets expectations, a score of two (2) to indicate partially meets expectations; a score of one (1) to indicate minimally meets expectations, and a score of zero (0) to indicate does not meets expectations.***
4. The use of multiple measures (standardized test and pre and post-test) of educator effectiveness that include student achievement and growth. ***This is accomplished by incorporating student growth scores into the calculation of the educator performance.***
5. Conducting evaluations according to the legal status of the employees in the agency on a regular basis with cycles that are differentiated for new and experienced educators. ***This is accomplished through the development of calendars of observation visits for the school and District levels.***
6. Providing timely feedback and specific professional development opportunities that align with the results of the observation and performance evaluations, especially for educators found to be in need of improvement. ***This is accomplished through the use of post observation meetings and the development of the Individual Professional Development Plans.***
7. Using the results of the evaluations to inform personnel decisions. The comprehensive evaluation and support system will be linked to a professional growth system that provides supports especially for teachers and school directors identified with areas in need of improvement. ***This is accomplished with the creation of Intervention Plans and Corrective Action Plans as well as through the execution of disciplinary and administrative actions as permitted under current PRDE regulations.***

### Legal Framework

PRDE's original teacher and school director evaluation system requires that all teachers and school directors comply with the functions established under Law Number 149 known as *Organic Law of the Puerto Rico Department of Education* of July 15, 1999, as amended, (from now on known as Law No. 149) and the norms and regulations of the Department of Education. Under this legislation, all teachers and school directors are subject to a performance evaluation of their professional functions.

In June 2011, PRDE adopted Regulations 8035 and Regulation 8036, to include elements of an educator evaluation and support system that were not originally defined in Law No. 149. The initial adoption of these new guidelines made it possible for PRDE to begin a revision of the teacher and school director evaluation and support system. PRDE's first accomplishments in the evaluation area includes the development of new evaluation tools that were piloted in 29 cohort I SIG schools.

PRDE's current educator evaluation system based amendments to the two *Regulations cited above* (Amendment 8207 to Regulation 8036 and Amendment 8208 to Regulation 8035). These amendments outline the processes for evaluating both teachers and school directors and include additional elements of an educator evaluation and support system that were not originally defined in Law No. 149, as amended. These regulations and amendments require that PRDE's evaluation and support system is based on the Puerto Rico Department of Education professional standards for teachers and school directors [*Puerto Rico's Professional Teaching Standards (2008)* and the *Profile of the School Director*]. They also 1) allow for additional improvements to existing teacher and school director evaluation assessment instruments 2) formalize PRDE's support for educators' continuous professional growth, 3) establishes goals for teachers' and school directors' performance, and 4) fosters compliance among all educators with efforts to improve students' achievement and schools academic performance.

The Department of Education is currently working on a new Regulation that will include in one document the new evaluation system for the teacher and school director. This new evaluation system has been implemented as a pilot program for the past years. This regulation will repeal the current system and will establish a new process that will be aligned with the Flexibility requirements. This Regulation is projected to be in force for the start of august 2015-2016.

It should be noted that PRDE's implementation of its evaluation and support system and the decision making process will also adhere to Law No. 170 of Uniform Administrative Procedures, the *Regulation No. 6743 Teaching Staff of the Puerto Rico Department of Education*, as amended by *Regulation No. 7292* and *Regulation No. 8037*, and *Regulation No. 7565 Corrective Measures and Disciplinary Actions*.

### **Goals of the Evaluation System**

PRDE's evaluation and support system is guided by a clear set of educator performance goals and implemented through the use of coherent, sustained, and evidenced-based learning strategies. These strategies include Research in Action, PBL, and Learning Communities, among others. Through the evaluation and support system, PRDE can regularly assess the effectiveness of educators. This evaluation system also allows PRDE to establish an efficient support system of observations, classroom visits, technical assistance, academic support and corrective plans. Through ongoing implementation of the evaluation and support system, PRDE will be able to determine the extent to which the entire support system is improving teaching and assisting all students in meeting challenging state academic achievement standards.

The goals for PRDE's educator evaluation and support system are to:

1. ***Enable educators to reflect on the results and identify ways to improve instruction.*** PRDE accomplishes this goal by providing educators with access to information about their professional performance. Access of this information enables educators to improve their daily practice
2. ***Ensure that educators are analyzing and using student performance data to inform planning of instruction.*** PRDE accomplishes this goal by providing technical assistance for the process of

- using student achievement indicators that inform instructional planning and instructional plan development geared toward the students' learning needs. The purposeful use of achievement data throughout the school year is connected to the summative educator evaluation.
3. **Formalize educators' efforts to realize changes in their own professional practice.** PRDE accomplishes this goal through the creation of a rubric that focuses on the most critical aspects of effective professional practice and engaging educators in meaningful dialogue after each observation. The evaluation and support system establishes the expectation that educators make changes to improve their own practice and that these changes improve teaching and learning for students.
  4. **Create targets for professional performance that will improve student learning.** PRDE accomplishes this goal by using a performance rating scale that effectively differentiates educators' performance level and providing Individualized Professional Development plans that respond specifically to educators' professional need. The Individual Professional Development Plans outlines high quality activities that result in changes to practice, are readily transferred into the school and classroom environments and result in improved student achievement.

**In support of these goals, PRDE will:**

- *Ensure the use of effective assessment methods that are continuously revised to ensure they take into account students' learning needs and inform the development of re-teaching activities.*
- *Ensure that the quality of education provided to PRDE's students uses teacher and school director evaluation result to provide the specific teaching and learning support to teachers and school directors that results in academic achievement and is differentiated according to students' learning needs.*
- *Ensure that the evaluation and support system establishes the basis for improving teaching and learning processes through effective communication with teachers and school directors using feedback and support that improves lesson planning and delivery during the entire school year.*
- *Encourage professional growth and continuous improvement of teachers and school directors through the development of Individual Professional Development Plans based on their specific needs and challenges and outlined in the summative evaluation.*
- *Ensure both the evaluators and the educators participate and contribute in the evaluation process having focus groups and other forums to obtain the opinions, recommendations and concerns of teachers about the evaluation process.*
- *Establish a clear student growth formula that links 20% of the performance of teachers and school directors to the academic achievement of students.*

**Stakeholder Feedback**

Over the past three (3) years, PRDE has engaged in an ongoing process of collecting feedback on their teacher and school director evaluation tools. A summary of the methods by which teacher and school directors feedback was collected and the main findings from these stakeholder engagement activities is presented below.

- **Summary of 2010-2011:** During school year 2010-2011, evaluation experts from Institutions of Higher Education in Puerto Rico were engaged to support the process of revising PRDE's evaluation instruments. This committee of evaluation experts proposed items to be included in PRDE's new evaluation system. During school year 2010-2011, evaluation experts from Institutions of Higher Education in Puerto Rico were engaged to support the process of revising PRDE's evaluation instruments. This committee of evaluation experts proposed items to be

included in PRDE's new evaluation system.

- **Summary of 2011-2012:** During school year 2011-2012, the PRDE conducted several meetings with teacher and school organization leaders to obtain input about the newly developed evaluation instruments. Next, the Office of the Undersecretary of Academic Affairs convened focus groups with school directors and teachers across all seven regions. A total of 34 school directors and 90 teachers participated in these focus groups. Feedback from the focus groups was also incorporated into the further development of these instruments.
- **Summary of 2012-2013:** The evaluation cycle and instruments implemented in 2012-2013 reflected feedback collected during the previous years. During 2012-2013, PRDE implemented the evaluation rubrics through a pilot implementation in cohort I SIG schools. Data gathered from this pilot were used to enhance teacher and school director evaluation instruments and prepare for an island-wide implementation. An update of the rating scale to ensure performance levels were appropriate and to include an "exceed expectations" was conducted.
- **Summary of 2013-2014:** Evaluation experts from the Institutions of Higher Education in Puerto Rico collaborated in the development of PRDE's evaluation instruments. These experts items to be included in PRDE's initial evaluation and support system and recommended that PRDE ensure the design and construction of a valid rubric that is aligned with the National Evaluation Standards and with the Professional Standards of the Teachers for Puerto Rico. Participants' of the focus groups main concern during this year was that PRDE ensured that the evaluation process be a fair and non-punitive process and that the PRDE developed highly customized rubrics, aligned to needs, public policies and realities of the educators in Puerto Rico in order to make a fair process for everyone involve. During summer of 2013, PRDE met with school directors and special assistants to validate the evaluation cycle and review the rubrics. During the 2013-2014 school year, the implementation pilot was expanded to include all SIG schools. The initial implementation process required a lot of effort to raise awareness and understanding among educators. PRDE wanted to be sure that all participants fully understood the process.

During the 2013-2014 pilot implementation, PRDE held focus groups of teachers and school director to gather recommendations on changes to the evaluation rubric. The majority of feedback from participants focused on 1) the length of the rubric, 2) the requirements for the rating "exceeds", 3) the quantity of indicators and evidence required for each indicator. Participants also requested technical assistance from the District for teachers and school directors and clarification of PRDE's public policy to ensure alignment with the objectives of the evaluation system. Stakeholders also requested PRDE activate an Advisory Committee that would provide continuous feedback about the evaluation system.

The table below represents a summary of the performance level of teachers and school directors in the evaluation pilot implementation. Three hundred and twenty six (326) teachers and school directors from 21 school Districts were the sample group. The teachers and school directors represented four (4) core subjects from all grade levels. Orientations were given in all SIG schools, 98 in total (Cohort I 29 schools; Cohort II 22 schools and TIER III 47 schools). Note: the evaluation score does not include the 20% academic achievement score. No action was taken for individuals who scored in "Did Not Comply". The pilot implementation did not supersede the public policy and regulations of the current evaluation process.

PERFORMANCE LEVEL	Results	Percentage
Exceed expectations (100% -95%)	144 of 326	44%

Complied with expectations (94-80%)	142 of 326	43%
Partially comply (79% to 70%)	32 of 326 directors	10%
Did not comply (69% to 0 %)	8 of 326 directors	.02%

The table below represents a summary of the pilot implementation with School Directors. School directors of SIG schools were evaluated by District personnel. The data set includes 44 school directors from across 17 Districts. Note, the evaluation score does not include the 20% academic achievement score. No action was taken for individuals who scored "Did Not Comply".

PERFORMANCE LEVEL	Results	Percentage
Excellent (100% -90%)	29 of 44 directors	66%
Good (89-80%)	5 of 44 directors	11%
Average (79% to 70%)	7 of 44 directors	11%
Below average (69% to 60%)	2 of 44 directors	.05%
Deficient (59% to 0%)	1 of 44 directors	.02%

**Summary of 2014-2015:** After an analysis of the 2013-2014 pilot data, PRDE decided to increase the sample of participating schools for the school year 2014-2015 to 281 schools across the island. The PRDE evaluation unit completed the process of information dissemination and orientation to all the participants in the pilot, including the 28 Districts, Auxiliary Secretariat of Special Education and Auxiliary Secretariat of Technical and Occupational Education. Also, participants (teachers and school directors) completed a self-evaluation process. Currently, District staff and school directors are conducting visits aligned to the needs and findings identified in self-evaluation and observation visits. Central Level staff provide technical assistance and support is given to participants as required according to the evaluation instrument.

In an ongoing effort to gather stakeholder feedback, PRDE continues to hold regular meetings and focus groups and monthly Advisory Committee meetings. An online and paper survey was designed and released in March 2015 (island wide). PRDE also receives continuous feedback from Central Level program directors, regional directors, District special assistants, auxiliary Superintendents, academic facilitators, and school directors during monthly meetings. Recommendations regarding the evaluation system were collected from teachers and school directors and tabulated by the PRDE Central Level staff. The most relevant recommendations of teachers and school directors were: 1) the rubric is too long, 2) the evaluation cycle is too lengthy and needs to be divided into cycles, phases and steps 3) evidence requirements are too lengthy and repetitive, 4) the need for an automated system that will capture and report evaluation results and ensure continuous feedback is provided to participants. To address these concerns PRDE's evaluation unit is working to reduce the quantity of indicators in the rubric, create a system for scheduling observations that ensure the cycle is more clear and easier to understand, revise the evidence requirements of the evaluation rubric, In planning for future implementation, PRDE recognizes a significant need for increased communication and training for the new evaluation system.

The following table establishes the number of visits of the implementation process of the pilot 2014-2015, as of February 2015.

Position	Quantity	Number of Visits
School Directors	281	281
Teachers	5,482	4,100

As part of the follow up to the Evaluation and Support System Pilot, a sample of 15 schools and 125 teachers were selected in February 2015. These teachers received a survey of twelve (12) questions, (11) eleven close questions and one open space to state comments regarding the evaluation cycle. The following is a summary of the results obtained:

1) The 98% of the participants received orientation about the evaluation cycle.
2) The 92% of the participants completed the self-evaluation cycle.
3) The 86% of the participants received a post-observation visit from their school directors.
4) The 94% of the participants who completed the self-evaluation discussed it with their school directors.
5) The 92% of the participants received observation visits from the school director, the academic facilitator or both.
6) As the date of the survey the 34% of the participants received support from District personnel.
7) The 56% of participants received feedback after support visits.
8) The 74% of the participants received follow up visits from School Director and or Academic Facilitator.
9) The 93% of the participants received orientation about performance levels of the evaluation system and the scope of each one.
10) The 89% of the participants stated to have knowledge about how the summative evaluation is completed.
11) The 82% of the participants received orientation about how the Professional Development Plan will be completed.
12) The 13% of the participants got comments

### Implementation

PRDE is administering new State Assessments during the 2014–2015 school year, and is requesting one additional year to incorporate student growth based on these assessments.

In 2015-2016, PRDE will implement teacher and principal evaluation systems using multiple measures, and will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and PRDE will also ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.

PRDE plan to implement its evaluation system as follows:

In 2015-2016: We will pilot the implementation of teacher and principal evaluation using multiple measures. It should be noted that the word “pilot” refers to full implementation of the evaluation system in all PRDE schools with the understanding that the evaluation results generated this year will not be used to inform future personnel decisions. We will provide to the teacher and principal their student growth data from 2014-2015 year based on results from the

PPAA and PPEA. It should also be noted that the Spring 2015 test administration was the first administration of the new State Assessment. Thus, the 2015-2016 implementation of the teacher and principal evaluation system will include the growth and non-growth aspects of educator evaluation.

2016-2017: Full implementation of the evaluation system for all educators using results from both the PPAA/PPEA as well as scores from pre/post for non-tested grades and subjects. At the conclusion of the 2016-2017 school year, evaluation ratings will include growth and non-growth aspects of educator evaluation and will be considered in personnel decisions. Educators who not meet basic performance expectations will be required to develop Professional Improvement Plans. The two year timeline for future personnel decisions will begin at the end of this school year. These decisions will be made at the end of the 2018-2019 school year.

2017-2018: Second year of full implementation of the evaluation system for all educators using results from both the PPAA/PPEA as well as pre/post; ratings will be considered in personnel decisions. Educators who not meet basic performance expectations will be required to develop Professional Improvement Plans. This also represents the first year for the teacher that required in 2016-2017 the professional Improvement Plan.

2018-2019: Third year of full implementation of the evaluation system for all educators using results from both the PPAA/PPEA as well as pre/post; ratings will be considered in personnel decisions. Educators who not meet basic performance expectations will be required to develop Professional Improvement Plans. Any educator that has not evidenced improvement based on their rating from the 2016-2017 school year will be subject to personnel action.

PRDE plan to fully implement the evaluation and support system as established in the **Principle 3 Assurances**. As has been previously indicated, educators who meet with the basic performance expectations at the end of this school year will be required to develop Professional Growth Plans, with a duration of one (1) year. Educators who does not meet with the basic performance expectations at the end of this school year will be required to develop Professional Improvement Plans, with a duration of two (2) years. The two (2) year timeline for future personnel decisions will begin at the end of the 2016-2017 the school year. Any educator that has not evidenced improvement based on their rating from the 2016-2017 school year will be subject to personnel action in 2018-2019.

During the implementation PRDE will carry on a work plan that include the following efforts and activities:

- Districts staff will give support, technical assistance and follow up to schools in order to assure implementation and overcome situations and issues.
- All the support and visits will be recorded and update on Support and Academic Monitoring (Sistema de Apoyo y Monitoria Académica, SAMA for its acronym in Spanish).
- PRDE Evaluation Unit will collaborate with the Communication Office and hold meetings at the beginning of the school year with the groups that represent teachers and school directors, to present the work plans and receive feedback from the participants and a debriefing meeting at the end of the school year.
- PRDE webpage will have a link with all the information related to the evaluation system.

## **Evaluation and Support System Framework**

PRDE used current research, guidance from evaluation experts (key PRDE personnel, university and nationally recognized in the area of evaluation, professional development experts and private sector representatives), input from stakeholders (teachers and school directors representatives organizations, parents representative, special education parents representative, classroom teachers and school directors) and administrative guidelines, to design its evaluation and support system framework and developed an evaluation system that ensures:

1. The evaluation system has a clearly defined set of performance expectations and stakeholders are made aware of these expectations through annual orientations in schools and Districts.
2. The performance expectations are clearly reflected in the evaluation instrument and information about the evaluation cycle, criteria and rating scales are easy to understand and readily accessible to educators.
3. Data will be collected through observation, findings and recommendations will be documented and monitored.
4. Educators have opportunities to help educators improve their performance during the evaluation cycle and that multiple opportunities for observation will be provided.
5. Educators receive a summative evaluation meeting to close the evaluation cycle. The summative evaluation meeting is a formal process similar to an exit conference during which the results of the summative evaluation are made to school directors and teachers. At the end of this point the evaluator will complete 80% of the evaluation process.

### **The Evaluation Rubric**

The current version of the teacher and school director evaluation tool was created in collaboration with various stakeholders including Puerto Rico's teacher' and school directors' representative groups. Please see the Stakeholder Feedback section for additional information.

PRDE's teacher and school directors' evaluation rubric is consistent with the 2008 Puerto Rico Professional Standards for Teachers and the Profile of the School Director, which are based on the National Board for Professional Teachers Standards (NBPTS) and the Interstate New Teacher Assessment and Support Consortium. The Puerto Rico Professional Teaching Standards (2008) and the Profile of the School Director establish a set of knowledge, skills, and attributes expected of PRDE teachers and school directors.

PRDE's teachers' evaluation system defines professional practices and outlines the essential criteria and elements of practice within four (4) separate categories. PRDE's teachers' evaluation rubric has twenty six (26) indicators that defines professional practices and outlines the essential criteria and elements of practice within three (3) separate categories.

These categories, in addition to the 20% of the student achievement, are:

- A. Teaching and Learning,
  - i. Learning and curriculum planning (5 indicators)
  - ii. Teaching and learning process (6 indicators)
  - iii. Learning evaluation (5 indicators)
  - iv. Classroom organization (1 indicator)
- B. Professional Development (3 indicators) and,
- C. Obligations and Responsibilities (6 indicators).

The evaluation instrument is organized into three (3) major evaluation domains: (a) teaching and learning, (b) professional development tied to teacher performance, and (c) duties and responsibilities of teachers.

The performance indicators in each of these areas are intended to focus educators' attention on meeting the diverse needs of their students, to develop an increased understanding of the diversity of their students, to identify students' unique needs, develop differentiated instructional strategies to meet those needs, and continually utilize data of their performance to make decisions and assess the effectiveness of their strategies to improve the academic achievement of students. (See Appendix for a list of these performance indicators).

The school directors' evaluation rubric has twenty (20) indicators, PRDE defines professional practices and outlines the essential criteria and elements of practice within three (3) separate categories. These categories, in addition to the 20% of the student achievement, are:

- A. School director as instructional leader and analyst of academic achievement (9 indicators),
- B. School director as administrator (7 indicators), and
- C. Organizational and ethical performance (4 indicators).

PRDE will use these criteria to assess and support student achievement by evaluating educators' current practices and identifying ways to support professional growth that includes measures of student growth.

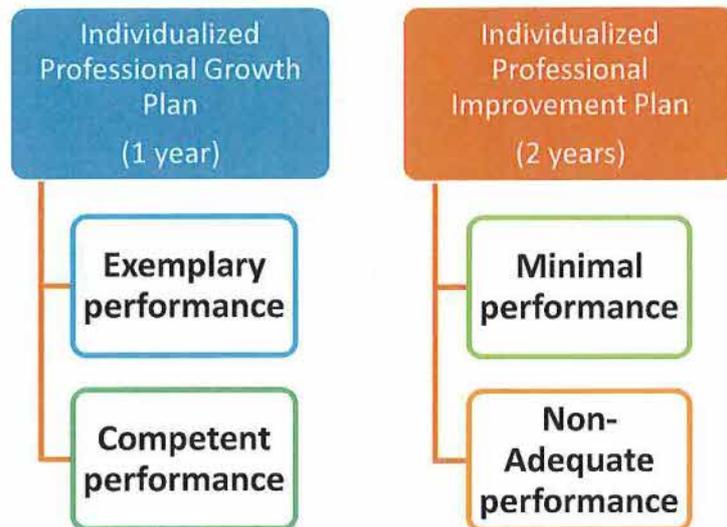
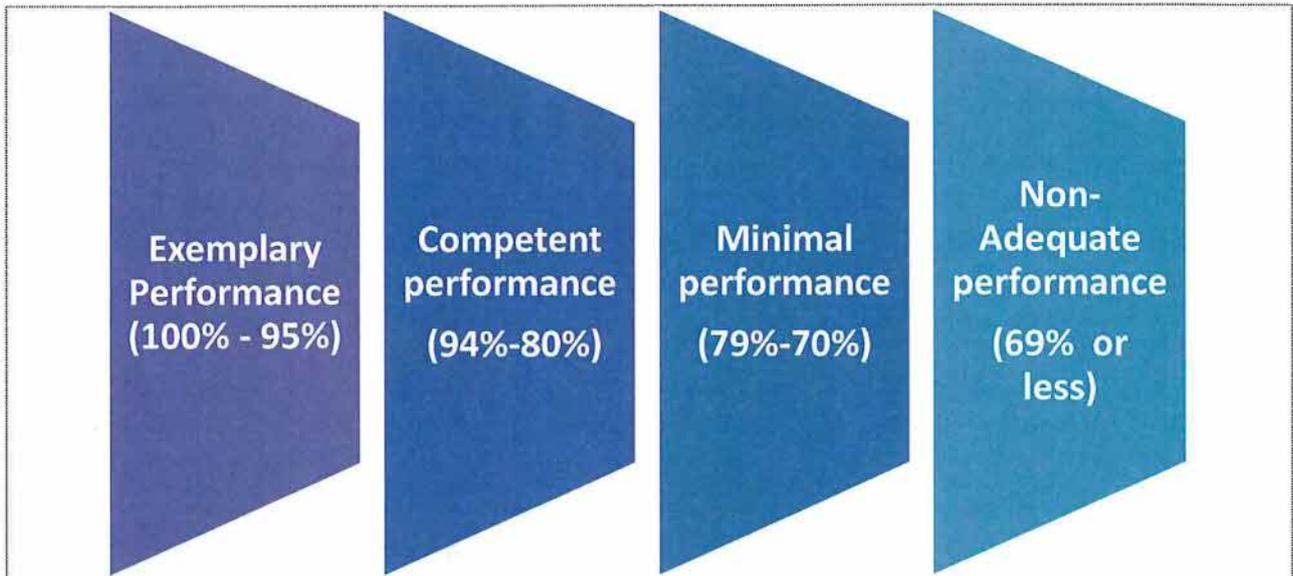
The teacher and school director evaluation rubric has a 100 point scale and a three (3) and zero (0) indicator score. A score of three (3) indicates that the teachers and school directors meet expectations. A score of two (2) indicates that the teachers and school directors partially meet expectations. A score of one (1) indicates that the teachers and school directors minimally meet expectations. A score of zero (0) indicates that the teachers and school directors do not meet expectations.

#### **Pre-Defined Performance Levels for Teachers and School Directors**

PRDE's evaluation and support system is designed to ensure ongoing professional development of educators and enrich the quality of teaching and learning in public schools. PRDE believes that the four (4) performance levels it has defined will benefit the academic achievement of Puerto Rico's public school students. The four (4) pre-defined performance level for teachers and school directors are:

- 1) **Exemplary:** Scores between 100% and 95%, demonstrate fully domain of effective instructional behaviors and practices.
  - The PRDE will encourage these teachers and school directors to participate in professional development activities and serve as mentors to peers. In addition, if funds are available, teachers and school directors will be rewarded or be given incentives to make additional meaningful contributions to PRDE's evaluation system by supporting the disseminating of information of their effective practices to peers.
  - The PRDE require these teachers and school directors to participate in professional development and include in the development of their one (1) year ***Individualized Professional Growth Plan***.

- 2) **Competent:** Scores between 94% to 80%, demonstrates an adequate level of professional performance of the expectations for each criteria of the evaluation.
- A teacher and school director with “competent” score is performing the responsibilities associated with the teaching and school director role; however, their overall performance is not exceptional and can be improved.
  - The PRDE will require these teachers and school directors to participate in professional development and include it in the development of their one (1) year **Individualized Professional Growth Plans**.
  - PRDE will provide these teachers and school directors the option of partnering with teachers or school directors in their school or District that have been identified as exemplary teachers and school directors, for mentoring other teachers and school directors.
- 3) **Minimal:** Scores between 79% to 70%, does not demonstrate the professional performance to consistently satisfy the expectations of the evaluation criteria.
- Teachers and school directors with minimal scores have some deficiencies that influence their ability to demonstrate a wide spectrum of effective instructional behaviors; however, these deficiencies can be remediated.
  - PRDE will require these teachers and school directors to develop a two (2) year **Individualized Professional Improvement Plan** that specifies individualized professional development activities that correspond to the observed performance weakness and opportunity areas for professional development growth. PRDE will set scheduled performance interventions to track the individual progress toward improving their instructional practice.
- 4) **Non-Adequate:** Scores less than 69%, demonstrates significant deficiencies in the expectations for each factor included in the evaluation system.
- Teachers and school directors with adequate scoring lack critical skills and abilities necessary to be an effective teacher or school director and these deficiencies significantly affect the teacher’s or school director’s ability to execute their professional teaching and school directors roles and responsibilities.
  - PRDE will require these teachers and school directors to develop a two (2) year **Individualized Professional Improvement Plan** that specifies an integrated and comprehensive set of professional development activities that correspond to both global and specific performance weaknesses and growth opportunity areas. PRDE will set quarterly performance expectations for these teachers and school directors to track individual progress toward improving their instructional practice.



**Frequency of observations assessment of Teachers and School Directors**

The frequency of the evaluations will occur as follows:

- New teachers and new school directors ( 1<sup>st</sup> year in PRDE ) will be evaluated annually and enrolled in an Induction Process to receive special attention and support from the PRDE staff and assure the best performance results.
- Teachers or School Directors with temporary status or probatory, non- tenured teachers or school directors and teachers enrolled in the Teachers' Career Ladder will be evaluated annually with the entire evaluation cycle visits and steps. An Individual Professional Development Plan must be develop by these teachers and school directors annually.

- Tenured Teachers and School Directors

1) First (1<sup>st</sup>) year of the implementation of the evaluation system

- All tenured teachers and school directors will be evaluated with the entire evaluation cycle visits and steps and they must develop an Individual Professional Development Plan depending on their performance level.

2) Second (2<sup>nd</sup>.) and Third (3<sup>rd</sup>) year of the implementation of the evaluation system

- **Exemplary and Competent Performance Teachers and School Directors**  
– Will develop an annual Individual Professional Growth Plan and will receive a formative observation visit annually, and a summative evaluation every two (2) years.

**Minimal and Non Adequate Teachers and School Directors**–Will develop a two (2) year Individual Professional Improvement Plan with support from the school director or the District staff and will have a complete evaluation cycle visits and steps each year to revise progress, improvement and increased effectiveness. After two (2) years with a minimal or non-adequate performance rating, a teacher and school director will be referred to the PRDE Legal Division and Human Resources.

### Teachers Evaluation Cycle

1. Presentation and Orientation of the Evaluation Process and the Rubric

- Provided to teachers by the school directors with collaboration from the District staff at the professional meeting held during the first days of work at the beginning of the school year.
- The purpose of this is to discuss with the teachers the evaluation cycle, to discuss the evaluation tools and rubric, and to clarify any concerns or doubts of the impending evaluation process.
- During the presentation and orientation, the teachers will receive the observation and visit schedules for the entire school year.

2. Formative Observation Visits

- According to the scheduled handed out during the orientation, the visit will be conducted by the school director with the collaboration of the District staff.
- Purpose of these visits is to evaluate and administer the evaluation tools and rubric.
- This observation will serve as basis for identifying strengths, challenges as well as next steps for receiving academic support and technical assistance.

3. Formative Post-Observation Meeting

- Conducted no more than five (5) days after the formative observation visit.
- Purpose of these visits is to discuss with the teacher the observations and findings of their professional performance, providing feedback and discussing the areas for growth.
- Follow-up visits are conducted if necessary as well as post-observation meeting.

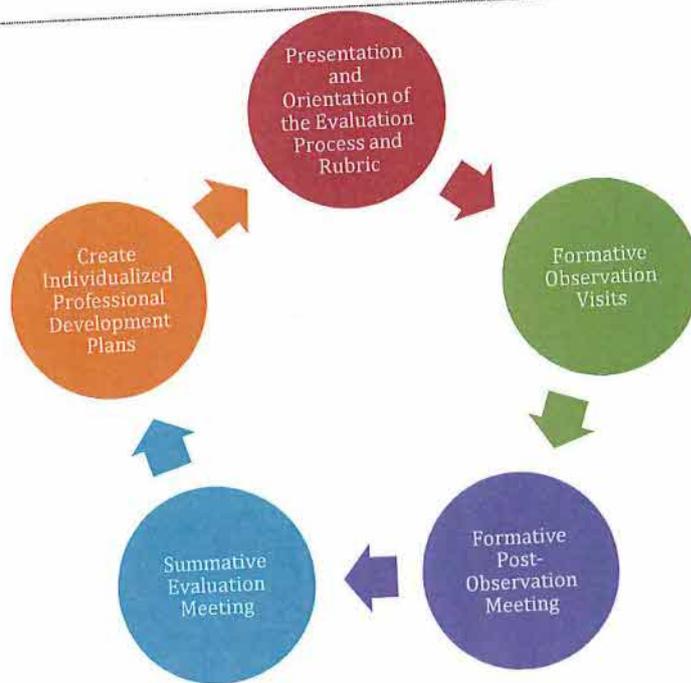
4. Summative Evaluation Meeting

- Will include 80% of the score in the area of teaching, professional development and obligations and responsibilities, this portion must be completed in May.

- The other 20% of the score, consisting of student growth is to be completed as soon as the results from both tested and non-tested grades are available and can be incorporated into the evaluation.
- The school director will contact the teacher to schedule and coordinate a meeting with the teacher to discuss the final results of the evaluation.
- The purpose of this meeting is to discuss the teachers' performance based on the formative observations.
- PRDE uses a Feedback Form to document the summative evaluation.
- The evaluator discusses the overall impressions of a teacher's practice based upon previously shared evidence. This meeting is intended to provide an opportunity for a deep conversation between the evaluator and the teacher. It is also a time when clarification and additional information may be provided to the teacher by the evaluator. During this meeting, the evaluator and the teacher discuss future professional development goals that support continuous professional improvement and growth
- The evaluator is encouraged to make recommendations specifically designed to improve teachers' performance.

#### 5. Create Individualized Professional Development Plans

- Based on the results of the evaluations, **Individual Professional Development Plans** will be required.
- These plans are developed in August of the corresponding school year.
- The plans are a one (1) year Individual Professional Growth Plan for teachers scoring exemplary or competent on their evaluations or a two (2) year Individual Professional Improvement Plan for probationary and tenured teachers scoring minimal or non-adequate in their evaluation.
- The purpose of this Individual Professional Development Plans is to support meaningful personal and professional growth. The Individual Professional Development Plans answers the following questions: what teachers know, specific skills that the teachers needs to learn, what teachers' wants to develop next, and how it will be accomplished.
- Based on the evaluation results, the professional development is going to work and coordinate from the school, school Districts and PRDE academic programs whom will identify professional development priorities. The Professional Development Institute from PRDE Central Level will carry on professional development initiatives, focus on statewide aspects. They will also be in charge of support professional development activities and asses the best practices according to PRDE public policy and direct to improve the academic achievement of students.



### School Director Evaluation Cycle

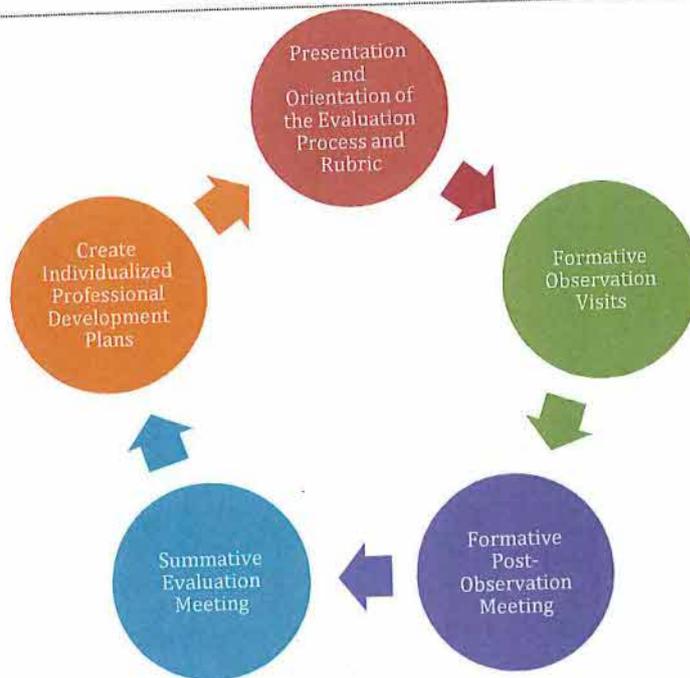
1. Presentation and Orientation of the Evaluation Process and the Rubric
  - Provided to school directors by the District staff with collaboration from the special assistants at the professional meeting held during the first days of work at the beginning of the school year.
  - The purpose of this is to discuss with the school directors the evaluation cycle, to discuss the evaluation tools and rubric, and to clarify any concerns or doubts of the approaching evaluation process.
  - During the presentation and orientation, the school directors will receive the observation and visit schedules for the entire school year.
2. Formative Observation Visits
  - a. According to the scheduled handed out during the orientation, the visit will be conducted by the Superintendent with the collaboration of the District staff.
  - b. Purpose of these visits is to evaluate and administer the evaluation tools and rubric.
  - c. This observation will serve as basis for identifying strengths, challenges as well as next steps for receiving academic support and technical assistance.
3. Formative Post-Observation Meeting
  - a. Conducted no more than five (5) days after the observation visit.
  - b. Purpose of these visits is to discuss with the school director the observations and findings of their professional performance, providing feedback and discussing the areas for growth.
  - c. This meeting must be completed for all school directors twenty (20) days before the school year ends.
  - d. Follow-up visits are conducted if necessary as well as post-observation meeting.

4. Summative Evaluation Meeting

- a. Will include 80% of the score in the area of school director as instructional leader and analyst of academic achievement, school director as administrator, organizational and ethical performance, this portion must be completed in May.
- b. The other 20% of the score, consisting of student growth is to be completed as soon as the results from both tested and non-tested grades available and can be incorporated into the evaluation.
- c. The District staff will contact the school director to schedule and coordinate a meeting with the school director to discuss the final results of the evaluation.
- d. The purpose of this meeting is to discuss the school directors' performance based on the formative observations.
- e. PRDE uses a Feedback Form to document the summative evaluation.
- f. The evaluator discusses the overall impressions of the school directors practice based upon previously shared evidence. This meeting is intended to provide an opportunity for a deep conversation between the evaluator and the school director. It is also a time when clarification and additional information may be provided to the school director by the evaluator. During this meeting, the evaluator and the school director discuss future professional development goals that support continuous professional improvement and growth
- g. The evaluator is encouraged to make recommendations specifically designed to improve school director's performance.

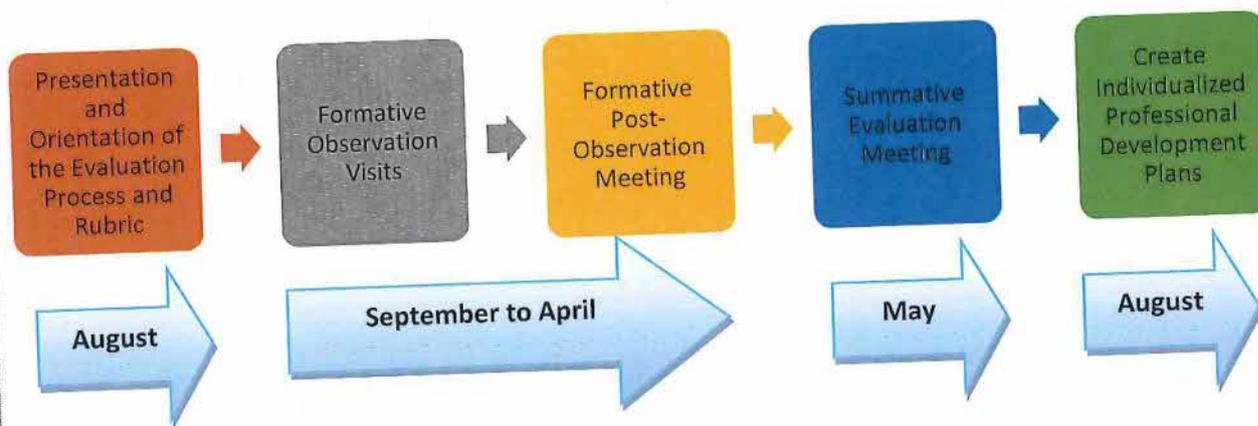
5. Create Individualized Professional Development Plans

- a. Based on the results of the evaluations, **Individual Professional Development Plans** will be required.
- b. These plans are developed in August of the corresponding school year.
- c. The plans are a one (1) year Individual Professional Growth Plan for school directors scoring exemplary or competent on their evaluations or a two (2) year Individual Professional Improvement Plan for probationary and tenured school directors scoring minimal or not adequate in their evaluation.
- d. The purpose of this Individual Professional Development Plans is to support meaningful personal and professional growth. The Individual Professional Development Plans answers the following questions: what school directors know, the specific skills that the school directors needs to learn, what school directors wants to develop next, and how it will be accomplished.
- e. Based on the evaluation results, the professional development is going to work and coordinate from the school, school Districts and PRDE academic programs whom will identify professional development priorities. The Professional Development Institute from PRDE Central Level will carry on professional development initiatives, focus on statewide aspects. They will also be in charge of support professional development activities and assess the best practices according to PRDE public policy and direct to improve the academic achievement of students.



Actions	Description	Deadline	Person in Charge
Presentation and Orientation of the Evaluation Process and Rubric	<p>Discuss the evaluation tools and rubric.</p> <p>Clarify any concerns or doubts of the evaluation process.</p> <p>Receive the observation and visit schedule for the entire school year.</p>	First days of work at the beginning of the school year.	<p>Provided to the <u>teachers</u> by the school directors with collaboration from the district staff.</p> <p>Provided to the <u>school directors</u> by the district staff with collaboration from the special assistants.</p>
Formative Observation Visits	<p>Evaluate and administer the evaluation tools and rubric.</p> <p>Identify strengths and challenges for receiving support and technical assistance.</p>	During the school year	<p>For the <u>teachers</u>: conducted by the school director with collaboration from the district staff.</p> <p>For <u>school directors</u>: conducted by the superintendent with collaboration of the district staff.</p>
Formative Post-Observation Meeting	<p>Discuss observations and findings of their professional performance.</p> <p>Provide feedback.</p>	Conducted no more than five (5) days after the formative observation.	<p>For the <u>teachers</u>: conducted by the school director with collaboration from the district staff.</p> <p>For <u>school directors</u>: conducted by the</p>

	Discuss areas of growth.  Follow up visits are conducted if necessary.		superintendent with collaboration of the district staff.
Summative Evaluation Meeting	Discuss their performance based on the formative observation.  Clarify and share additional information.	80% of the performance areas will be completed in May.  20% of the student growth as soon as the PPAA results are available.	For the <u>teachers</u> : school director will contact them to schedule and coordinate a meeting to discuss the final results.  For <u>school directors</u> : district staff will contact them to schedule and coordinate a meeting to discuss the final results.
Create Individualized Professional Development Plans	Based on the results of the evaluations and the performance levels.  Purpose is to support meaningful personal and professional growth.	Develop in August.	<u>Individual Professional Growth Plan (1 year)</u> for teachers and school directors scoring exemplary and competent on their evaluation.  <u>Individual Professional Improvement Plan (2 years)</u> for teachers and school directors scoring minimal and non-adequate on their evaluation.



Present and Discuss the Evaluation Results with the Teacher and School Director and Determine a

### **Need for Additional Support**

Feedback is an integral component of an effective teacher and school director evaluation and support systems. The results of the evaluation and interventions with the teachers and school director will be shared with each teacher and school director in an official visit during the formative process either with the school director or the District staff. Teachers and school directors will receive from their school director or the District staff a summary of a) areas of strength, b) identified needs, c) areas in need of improvement, and d) recommendations that the teacher or school director must consider implementing to improve their practice, during the entire evaluation cycle in order to give them the opportunity of demonstrate improvement and comply with the summative evaluation requirements. Copy of the evaluation instrument used for the summative evaluation will also be given to the teacher and school director to inform them of the criteria and the indicators that will be used in the final evaluation.

Consistent with national trends in evaluation systems, a summative evaluation meeting with the teachers and school directors will be held at the end of the year. PRDE believes these "end of year" meetings are important and will provide educators with an opportunity to reflect on the professional growth they have realized during the course of the year. The teachers and school directors will have ten (10) days from the day of the meeting to present comments on the results of the evaluation to the evaluator. The evaluation, including the comments of the teachers and school directors, will be forwarded to the Auxiliary Secretary of Human Resources and filed with the Puerto Rico Department of Education.

Individual Copies of teachers and school directors' evaluations will also be provided to the Office of the Undersecretary of Academic Affairs so that system-wide analysis of teacher and school director performance can be conducted. As indicated above, the teachers and school directors will develop a two (2) year Individual Professional Development Improvement Plan for the teachers and school directors that "Partially Meet" or "Do Not Meet" the expectations. The plan will indicate the professional development activities the teacher and school director will participate in to foster growth and strengthen the areas that are identified in need of improvement as indicated in the Evaluation Report and the Guide to Classroom Visits: Diagnostics, Formative/Summative forms. Copies of these professional development plans will also be provided to the Office of Academic Affairs so that the appropriate analysis of teachers' and school directors' professional development needs can be better understood and tracked to measure effectiveness and impact in the classroom according to the PRDE Professional Standards of Teachers and School Director Profile.

### **Use of Achievement Data in Teacher and School Director Evaluation**

#### **Multiple Valid Measures**

PRDE's evaluation and support system *determines effectiveness using multiple measures. These measures adequately represent the scope and quality of the educator's performance and include observations by trained evaluators who have knowledge about teaching, the subject matter and the context and measures of academic achievement as determined by performance on standardized State assessments or pre/post-tests.*

#### **Growth Model**

PRDE's growth model was outlined in Principle 1. The growth model uses a Transition Matrix for both tested grades and subjects and non-tested grades and subjects. This growth model allows for student achievement data to be incorporated in a meaningful way in the evaluation of both teachers and school

directors. The academic growth values defined through PRDE's Transition Matrix will be used to as inputs into the evaluation of all educators, including 1) teachers who teach multiple subjects and 2) teachers who share responsibility for LSP and SWD subgroups.

PRDE classifies educators into two groups in depending on which achievement scores are used as inputs into the teacher evaluation process. These groups are defined below:

**Group 1**

- Educators who teach tested grades and subject areas

**Group 2**

- Educators who teach non tested grades, subjects, and or 3rd grade and 11th grade teachers.

For both tested and non-tested grades and subjects measures of student growth are "rigorous, comparable across classrooms" and "between two points in time".

**Measure A:  
Performance on  
PPAA & PPEA**

- Determination of student growth using the Transition Matrix for either PPAA or PPEA scores

**Measure B:  
Content Specific Assessments**

- Determination of student growth using the Transition Matrix for either pre/post tests

Because the PPAA and PPEA are not administered in grades 2 and 10, PRDE cannot use a growth measure to determine student achievement based on State assessments for teachers of Spanish language arts and mathematics in grades 3 and 11. Consequently, PRDE will use both 1) PPAA and PPEA scores for Spanish language arts and mathematics grades 3 and 11 and performance on 2) mastery of student learning objectives as evidenced from data from other assessments. The process for determining mastery in Spanish language arts and mathematics in grades 3 and 11 will be the same as what is described for non-tested grades/subjects in this renewal request. PRDE is working with its TAC to finalize the methods it can use to include PPAA and PPEA results for 3<sup>rd</sup> and 11<sup>th</sup> grade students as the end-point for growth assessments based on Student Learning Objectives and the standardized test.

**Scoring Results on PRDE's Teacher Evaluation Rubric**

There are four (4) components in the proposed Puerto Rico Department of Education (PRDE) teacher effectiveness (TE) system:

- classroom observations
- professional development
- duties and responsibilities; and
- Student growth.

Eighty percent (80%) of the teachers' evaluation score will be based on the first three measures of teacher effectiveness, and each of those three measures has a specific weight that indicates its proportion of the 80% of the evaluation score. Twenty percent (20%) of teachers' evaluation score will be based on student achievement measures

PRDE's Technical Assistance Committee (TAC) recommended against a using scoring system that sums the results from each component each area to create an overall rating. Such an approach could produce most representative results and make it possible for high ratings one area to compensate for low ratings in another area.

1. Scores in of the four (4) evaluation components are based on an assessment of performance determined through observation and the application of standardized rubrics. Minimum and maximum points for each evaluation component have been defined and are presented in the table below
2. Weights are used to compute the final composite score to ensure that student growth accounts for 20% of the final evaluation score. The constant set of weights ensures that the computation of the teacher effectiveness scores is *compensatory* in that extremely high performance on a particular TE component can to some extent compensate for lower performance in the other areas, but also ensures that student achievement gains account for at least 20% of each teacher's score.

Category	Number of "Items"	Max Points	Weight
Teaching	5	15	
	6	18	
	5	15	
	1	3	
<b>Teaching Subtotal</b>	<b>17</b>	<b>51</b>	<b>0.52</b>
<b>Professional Development</b>	<b>3</b>	<b>9</b>	<b>0.10</b>
<b>Duties and Responsibilities</b>	<b>6</b>	<b>18</b>	<b>0.18</b>
<b>Section Subtotal (80%)</b>	<b>26</b>	<b>78</b>	<b>0.80</b>
<b>Student Growth</b>		<b>18</b>	<b>0.20</b>
<b>Total</b>		<b>96</b>	<b>1.00</b>

Teacher evaluation for tested and non-tested subjects will follow the same framework and weighting insofar as determining the composite teacher evaluation score. The only substantive difference is the nature of the student-growth component. For PPAA and PPEA, student growth will be based on a

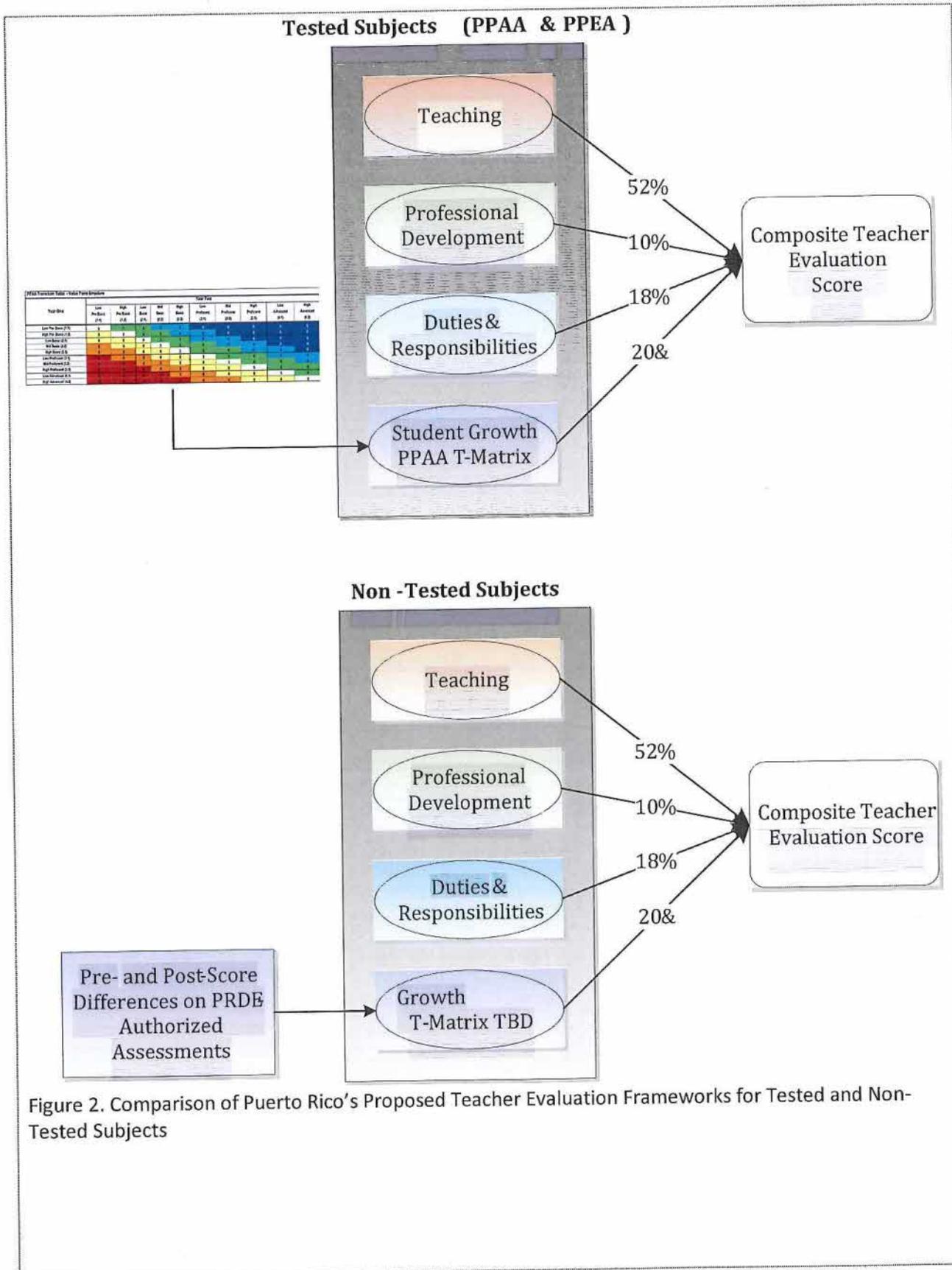
transition matrix (or T-matrix as shown in Figure 1). The T-matrix is a special case of a *decision matrix* that qualitatively differentiates the amount of observed student growth attributed to each teacher relative to the students' prior growth.

PPAA Transition Table - Value Point Structure		Year Two								
Year One	Low Pre-Basic (1.1)	High Pre-Basic (1.2)	Low Basic (2.1)	Mid Basic (2.2)	High Basic (2.3)	Low Proficient (3.1)	Mid Proficient (3.2)	High Proficient (3.3)	Low Advanced (4.1)	High Advanced (4.2)
Low Pre-Basic (1.1)	0	1	2	3	4	5	6	6	6	6
High Pre-Basic (1.2)	0	0	2	3	4	5	6	6	6	6
Low Basic (2.1)	0	0	0	2	3	4	5	6	6	6
Mid Basic (2.2)	0	0	0	2	3	3	4	5	6	6
High Basic (2.3)	0	0	0	0	2	2	3	4	5	6
Low Proficient (3.1)	0	0	0	0	0	0	3	4	5	6
Mid Proficient (3.2)	0	0	0	0	0	0	0	3	5	6
High Proficient (3.3)	0	0	0	0	0	0	0	0	3	6
Low Advanced (4.1)	0	0	0	0	0	0	0	0	0	6
High Advanced (4.2)	0	0	0	0	0	0	0	0	0	6

Figure 1. Proposed Transition Matrix for PPAA and PPEA

Non-tested subjects will use a similar T-matrix, based on differences between pre- and post-performance on PRDE-authorized assessments. As described in Principle 1, Requests for Quote (RFQs) are currently being developed to select a potential vendor to provide the pre- post assessments.

The comparability between the teacher evaluation models for tested and non-tested subjects is shown in Figure 2. Student growth is considered equivalently for the tested and non-tested subjects. The only difference is the nature of the actual student growth assessments and the T-matrix used. This transition matrix for PPAA and PPEA will be used for teacher and school directors. Both have the same structures, PLDs and subgroups.



PPAA T-Matrix - Value Range

Year One	Year Two				Year Three			
	Low	High	Low	High	Low	High	Low	High
Low Pre-Test (1)	1	2	1	2	1	2	1	2
High Pre-Test (2)	2	3	2	3	2	3	2	3
Low Post-Test (1)	1	2	1	2	1	2	1	2
High Post-Test (2)	2	3	2	3	2	3	2	3

**Scoring Results on PRDE's School Director Evaluation Rubric**

There are four (4) components in the proposed Puerto Rico Department of Education (PRDE) school director effectiveness:

- the school director as instructional leader and analyst of academic achievement
- the school director as administrator
- organizational and ethical performance
- Student growth.

Eighty percent (80%) of the school director evaluation score will be based on the first three measures of, and each of those three measures has a specific weight that indicates its proportion of the 80% of the evaluation score. Twenty percent (20%) of school director evaluation score will be based on student achievement measures, according to the results of the PPAA and PPEA.

Category	Number of "Items"	Max Points	Weight
The School Director as Instructional Leader and Analyst of Academic Achievement	9	27	.036
The School Director as Administrator	7	21	.028
Organizational and Ethical Performance	4	12	.016
Section Subtotal (80%)	20	60	.080
Student Growth		15	.020
Total		75	100

Student growth will be based on a *transition matrix*. The T-matrix is a special case of a *decision matrix* that qualitatively differentiates the amount of observed student growth attributed to each school director's relative to the students' prior growth. To calculate the director growth it will be the same value table as we calculate the teacher.

**Intended Use of Results from the Evaluation System**

The outputs of PRDE's evaluation system can be used to make decisions related to: 1) assignment of teachers and school directors to professional development courses, 2) determining eligibility for performance awards/incentives (subject to availability of funds), 3) determining eligibility to serve in leadership roles at both the school and District level, 4) determining the need for Individualized Professional Development plans that respond to identified areas of weakness, and 5) assignment of a mentor to offer technical assistance.

Outputs of PRDE evaluation and support system will also be used to update personnel files to include performance evaluation information and to determine the need for reassignment to duties with less direct impact on students. PRDE is currently evaluating its policy and regulatory framework to identify any changes that may be needed and related to the evaluation and support system.

PRDE will forward results from educators' evaluations, to the Legal Division, which is responsible for executing corresponding personnel actions which range from written warnings to suspensions that lead

up to separation from employment for demonstrable unsatisfactory job performance. PRDE will forward copies of educator evaluations to the Office of Academic Affairs so that system-wide analyses of school director performance can be conducted. The Office of Academic Affairs will collect data such as the number of educators assigned to each performance evaluation rating, retention rating, and student performance outcomes correlated to performance evaluation ratings at the school and District levels.

PRDE will also explore other uses of information about educator effectiveness to facilitate additional system-wide improvements in teaching and learning. The Evaluation Unit will collect data such as the number of educators assigned to each performance evaluation rating, retention rating, and student performance outcomes correlated to performance evaluation ratings at the school and District levels. PRDE will also explore other uses of information about educator effectiveness to facilitate additional system-wide improvements in teaching and learning. PRDE's evaluation and support system support effective instructional practice to ensure that all students, including LSPs and students with disabilities, develop academic language to experience success in academic core curriculum.

### **Monitoring/Oversight of Implementation**

Through District personnel weekly reports to the evaluation unit of the PRDE Central Level staff will monitor to ensure that the evaluation and support system is being implemented as intended. This will be done by the Support and Academic Monitoring (Sistema de Apoyo y Monitoria Académica, SAMA for its acronym in Spanish) to the School Authentic Comprehensive Plan Guide to the Comprehensive Plan Authentic School (PCEA) that was established to provide school directors and District and Central Level staff the appropriate tools to ensure compliance of interventions. The compliance office, the Evaluation Unit and the Office of Academic Affairs will follow up this monitoring process. In addition to simplifying the process, make observations and changes in the electronic platform, this tool allows schools, District and regions to present evidence of interventions, resource schedule of visits, document tracking, training, support, evaluation, records management compliance and document interventions PCEA plan flexibility during implementation. This tool becomes continuous monitoring and sustained academic support to schools.



## PROFESSIONAL DEVELOPMENT

PRDE's Professional Development Institute promotes the professional development of all educators with the goal of strengthen their intellectual and professional capabilities and creativity. The Institute provide capacity building on innovative teaching strategies and offers support of individual educator's professional development plans.

*Puerto Rico's Professional Standards for Teachers* and the *PRDE Profile of the School Director* establish the competencies for effective teaching and leadership that promote student learning and enhance professional practice; while defining what high quality teaching and leading should look like in all PRDE's schools. These standards are based on the National Board for Professional Teachers Standards and the Interstate New Teacher Assessment and Support Consortium. All professional development activities PRDE provides to teachers and school director are consistent with these standards.

The following services are provided to teachers

<p>1. Pre-Service</p>	<ul style="list-style-type: none"> <li>• Contribute to the formation of future teachers through an effective teaching practice</li> <li>• Facilitate inter-institutional collaboration to foster the professional development of cooperative teachers and student teachers</li> <li>• Collaborate in the strategic planning for the revision of the teacher preparation programs</li> </ul>
<p>2. In-Service (newly hired - 0-3 years)</p>	<ul style="list-style-type: none"> <li>• Develop effective strategies to support new in-service teachers during the first three years</li> <li>• Offer professional development experience focused on teachers' needs</li> <li>• Develop teacher competencies to become a highly qualified teacher</li> </ul>
<p>3. In-Service (4 years in service and beyond)</p>	<ul style="list-style-type: none"> <li>• Plan and implement professional development focused in improving the academic achievement of students</li> <li>• Promote the collaboration with universities and schools to create professional development programs that respond to the needs of teachers and students</li> <li>• Promote a support structure for teaching that fosters continuous professional development, innovation, research, and evaluation of ideas and practices</li> </ul>

For school directors, professional development focuses on academic, administrative, and fiscal areas that help them reach high expectations and make significant changes to their school culture. The Institute conducts a needs assessment for school directors and gathers feedback from school directors. In addition, following standardized training programs to the following subgroups of school directors:

- all first year school directors (i.e., induction programs),
- schools directors from schools under improvement plan,
- successful school directors,
- Transformational Leadership Director's Academy for SIG schools (the Academy attends the specific needs of these school directors and places an emphasis on enhancing their leadership skills), and
- School Councils training related to (Public Policy Law #149) that addresses constitution and certification of the school council, development of work plans, internal regulations, and course of financial operations.

In 2014, PRDE implemented an online needs assessment with teachers. Using this data, PRDE will generate reports and identify professional development needs. During the current school year PRDE established the administrative guidelines and protocol to govern the development and selection of professional development. PRDE believes this uniform process will improve the quality of the professional development it provides its teachers and school directors.

## **PROFESSIONAL DEVELOPMENT IN SUPPORT OF EDUCATOR EVALUATION**

PRDE's new comprehensive teacher and school director evaluation system is linked to a professional development system that will provide support (i.e., training, coaching, guidance, resource materials, etc.) to teachers and school directors in specific areas in need of improvement. PRDE provides supports job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom.

PRDE recognizes the need to create and provides educators with various opportunities for customized professional development and will help educators balance these offerings with logistical time constraints. To this end, PRDE will offer teachers and school directors' on-going, high-quality, job embedded professional development that is aligned with school's comprehensive instructional program. The job embedded professional development will be provided by professional development specialists, former teachers and school directors, and outstanding current PRDE teachers and school directors who will share their knowledge and skills with their colleagues.

PRDE's first priority is to identify gaps in the existing support systems and create modifications that improve both the quality and availability of supports for both teachers and school directors. Professional development and growth opportunities for both teachers and school directors will incorporate research-based content and strategies shown to be successful in increasing teacher and school director effectiveness.

### **Advisory Committee on Teacher and School Director Evaluation Systems**

PRDE established an Educator Evaluation and Professional Development workgroup within the Secretary's Advisory Committee focused on professional development to support the educator evaluation process. The goals of this workgroup is to

- Ensure PRDE develops public policy based in the best practices
- Develop appropriate regulation
- Ensure PRDE provides rigorous support systems that align with the needs of its teachers and school directors
- Provide input and recommendations to the Secretary and Office of Academic Affairs
- Provide recommendations for teachers and school directors evaluation and support system

Membership in this workgroup include distinguished and experienced members of the Island's Education and Private sectors. The members will at a minimum consist of stakeholders from the following groups: (a) key PRDE personnel (b) university and nationally recognized experts in the area of teacher and school director evaluation, (c) the Council on Education of Puerto Rico, (d) teacher and school director representative organizations, (e) parent representative, (f) special Education parent representative, (g) Representative from the private business sector. This committee was formed during the 2013-2014 school year as the teacher and school director evaluation systems are piloted. PRDE believes the use of an Advisory Committee will help ensure that Puerto Rico's evaluation systems are appropriate and fair, and that a diverse group of stakeholders are engaged in the revision process.

In the last year, the Advisory Committee collected and summarized feedback during its meetings with stakeholders. They also made recommendations for PRDE's professional development offerings related to educator evaluation based on feedback from educators who participated in the pilot implementation

of PRDE's evaluation system. The Advisory Committee also provided input into PRDES' existing professional development offerings, including those discussed in PRDE's response to Principle 1 and Principle 2.

**Future Efforts:**

- Focus groups and other strategies will carry on to validate new professional development public policy.
- During School year 2015-2016, PRDE will create awareness conduct orientations and discuss the new public policy regarding the professional development with schools, Districts, regions, Central Level, external providers and universities.
- PRDE's Central Level will develop a mechanism to ensure that all school level professional development is aligned with student and teachers needs

**Professional Development Plans**

Professional development activities will be designed based on the results of the evaluations instruments of each teacher and school director as required by evaluation system regulations. Following is a table of alignment of the Teachers Professional Standards with the evaluation cycle rubric:

Standard	Alignment with evaluation cycle rubric
Standard 1: Knowledge of the academic subject	In the teaching session specifically established the focus in the planning, enhancing the quality and quantity of the technical assistance and coaching directly related to the subject.
Standard 2: Teaching knowledge	Professional Development log is develop taking into account the formative visits results and the needs identified to pursuit the specific help regarding teaching knowledge that the teacher's needs.
Standard 3: Instructional Strategies	The evaluation cycle measures the models, strategies and framework used by the teacher in the instruction process.
Standard 4: Learning environment	The organization of the classroom and the planning of an adequate atmosphere are part of the evaluation rubric as a specific criteria.
Standard 5: Diversity and special needs	The differentiation of the teaching process, the inclusion optic and the proper considerations regarding special needs and gaps of the students is present in all the evidence required for the compliance of the teaching and learning process.
Standard 6: Evaluation and Assessment	Evaluation and assessment are a specific criteria into the evaluation rubric taking into account the specific needs, LSP students and the students and parents' right to know about evaluations criteria and content.

Standard 7: Integration of Technology	The use of the information sources, the available technology in the school and the enrichment of the educational process using innovative technologies are part of the requested evidence in the rubric.
Standard 8: Communication and Language	As part of the teaching and learning process assessment the teachers must evidence the use of effective communication through the use of assertive questions that stimulate critical thinking and the developing of activities that enhance of speaking and written skills.
Standard 9: Family and Community	The rubric requires that the teacher must evidence the effective communication with parents and peers, the update of information regards student progress is a requirement for the compliance.
Standard 10: Information gathering	Teachers must evidence according to the rubric the continues update of the information regarding students' progress through reports every 10 weeks, also teachers must demonstrate domain in the analysis of the data of the students' performance and the use in the lesson planning.
Standard 11: Professional Development	Professional development is a specific criteria into the evaluation cycle of teachers. Professional development plans are based on the performance showed by the educators and they must comply with the submission of evidence of attendance to professional development activities align to performance and students' needs.

### **Professional Growth Plans**

Research indicates that poor teacher and school director performance can result in low student achievement. As such, PRDE will ensure that any educator who is not determined to be performing at the highest performance level has opportunities to participate in ongoing professional development. Given the rigor of these standards, PRDE trusts its professional development can remediate poor teacher and school director performance. Through its comprehensive educator evaluation system, PRDE has also made additional supports available to teachers and school directors and considers that these supports will improve on educators' professional practice. In addition, PRDE's comprehensive teacher and school director evaluation systems includes a requirement to develop a formal professional development plan. These professional development plans will align with educators' specific areas of need, ensure the provision of targeted assistance to help both teachers and school directors improve their practice, and be monitored throughout the school year.

Consistent with the national trends in educator evaluation systems, PRDE will ensure educators' professional development plan elaborate cooperatively and reflect the ideas and insights of school directors and teachers. Completion of these improvement plans are realized at the school level, completion rates are tracked by the District level staff as well as the monitoring and oversight supports that exist throughout the system. Summary level data is forwarded to OAA and OFA for island-wide tracking.

Consistent with this requirement, the Office of the Undersecretary of Academic Affairs reviewed relevant research and developed a model to inform the creation of individual professional development plans.

### 3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

#### Ensuring Implementation

PRDE's implementation of its evaluation and professional development supports is led by the Central Level, similar to how a LEAs implementation these systems in other States. The Office of Academic Affairs directs each District to implement the PRDE evaluation system. Districts staff ensure that school directors implement evaluations. All of this activity is recorded in SAMA, which is described in Principle 4. Implementation and barriers that are affecting schools' efforts to use these new systems will also be documented and reported through SAMA.

PRDE recently reorganized its internal structure to support improvement implementation of its Flexibility Plan. All key staff responsible for implementing PRDE's educator evaluation and professional development systems will meet weekly to ensure full execution of required activities. Managers in each area will report significant system-wide barriers to implementation. The Undersecretary for Academic Affairs will discuss these barriers with the Secretary at the end of the year. PRDE recognizes and is prepared to work diligently to address possible barriers such as: limited understanding of the new system, responding to ineffective rating categories, delays in the development of other assessments, and/or need to refine growth scores. Recommendations for action plans to remove barriers through administrative or management changes will be developed at

the beginning of each new school year. PRDE will also seek out experts in these areas to help facilitate full and timely implementation.

PRDE's Office of Academic Affairs and Office of Federal Affairs will hold monthly meetings with Regional and District staff to review and assess the degree of implementation at the school level.

### **Review and Improve**

PRDE believes that a comprehensive educator evaluation system should continuously evolve and should reflect the larger evolution of PRDE schools and school systems. For this reason, the development, adoption, and implementation of Puerto Rico's teacher and school director evaluation systems has been designed in a way that allows for continuous improvement. A periodic review of the system will occur each year to ensure its components are still in alignment with nationally recognized models for evaluation and federal guidelines.

Annually, PRDE will evaluate the effectiveness and appropriateness of the measures used to report student achievement as an indicator in its evaluations system. In addition, PRDE will analyze the results of its evaluation system and gather feedback from stakeholders to determine the need to revise its evaluation instruments. Revised evaluation instruments would be presented to focus groups meetings to allow for stakeholder review, comment and buy-in.

PRDE is committed to continuing to engage members of the immediate learning community and other educational stakeholders that act as partners in Puerto Rico's public school system. PRDE believes that involvement of diverse stakeholders in the process of improving these guidelines will provide the PRDE with advantages that will help to ensure the success and sustainability of a new comprehensive educator evaluation system. Stakeholder involvement is important because it will help establish shared ownership of the evaluation system and the instruments that are used to conduct the evaluations. Stakeholder involvement will also create a reciprocal process whereby stakeholders will have the opportunity to impact the quality of the decision-making process as well as benefit from the decisions made. In addition, engaging the stakeholders who know and experience the educational environment is critical so that all data considered in the development process responds to the educational setting. This contextualization will also reflect the collective will of the PRDE, the PR public school system, and the communities served.

PRDE envisions that revisions to current evaluation instruments could include an expansion of each of the domains currently included in the teacher and school director tools. PRDE will explore the benefits of, further defining the specific performance requirements for both the teacher and the school director in each of these domains.

PRDE will be careful not to create evaluation tools that are too cumbersome to be effective. PRDE also hopes to further refine its evaluation system in ways that would allow for a more objective, and quantitative, evaluation of performance of both teachers and school directors within each domain. Again, any revisions to PRDE's evaluation instruments would be shared with evaluation experts and internal and external stakeholders. The Office of the Undersecretary of Academic Affairs would be responsible for leading efforts to revise PRDE's educator evaluation system.

## PRINCIPLE 4

Provide an assurance that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools

### Reducing the Burden on Districts and Schools

The PRDE established the Burden Reduction Taskforce (BRT) to make recommendations on how to reduce duplication and unnecessary burdens at the District and school levels. The Burden Reduction Taskforce includes the Undersecretary of Administration (task force lead), the Undersecretary of Academic Affairs (or representative), the Associate Secretary for Special Education, the Director of the Office of Federal Affairs (or representative), the Director from the Planning Office (or representative), the Director from the Finance Office (or budget representative), and two members of District personnel. The BRT meets at least three times during the academic school year and once during the summer and solicits input from stakeholders including Superintendents, content area facilitators, other PRDE administrative staff, school directors, and teachers.

The BRT develops recommendations to be offered to the Governor and Secretary of Education related to reducing duplication and unnecessary burden on Districts and schools by building on current initiatives, streamlining procedures, building District capacity, and reducing duplicative efforts.

### Accomplishments

The BRT evaluated statewide systems and established a mandate-relief program to streamline procedures at Districts and schools. The BRT examined federal and state accountability systems and aligned requirements where possible. **One example of this is revision of the contracts process**

- **SEPI:** The Contract Unit of the Auxiliary Secretary of Human Resources developed and implemented an electronic system, known as SEPI, as a tool to manage the contracting of personal services across all units of the Department in a more efficient manner. In parallel, the Contract Unit also developed and implemented an online system, known as RECLUTA, to manage the application process for available positions from these personal service contracts. These systems not only streamline and standardize a previously manual process, but also have embedded controls to ensure personal service contracts comply with established policies and applicable regulatory requirements.

The implementation of SEPI and RECLUTA allows the Department of Education to effectively process personal service contracts for part-time and irregular employees on a timely manner. On average, the Contract Unit processes approximately eight thousand personal service contracts on a yearly basis, satisfying the resources needed by the various unit of the Department to improve services provided to the student population. Among the key benefits and functionalities of the systems implemented are:

- A more uniform and simplified contracting process that reduces the burden of manual documentation;
- Streamline communication among the schools, Districts, regions and central office for required contract approvals and authorizations;
- Improved timeliness of contracting process, with the ability to process higher volume of contracts more effectively;
- Access to a greater pool of qualified individuals to fill available part-time and irregular

- positions;
- Greater budget control and visibility over payroll expenses;
- Improved timeliness and accuracy of payments for personal services rendered; and
- Availability of audit trail and formal documentation for all personal service contract transactions.

The BRT examined statewide processes related to student accounting system, personnel system, student assessment/report card system, achievements of the PCEA report online, development of dashboard and online professional development registration system.

The BRT reviewed the cycles of all compliance monitoring cycles to determine if they can be lengthened to afford Districts some reprieve from the burden of preparation. ***One example of this is revision of the PRDE's monitoring process***

- PRDE designed a consolidated monitoring risk assessment to determine high- risk schools and districts and will implement its monitoring process in prioritized schools over a three-year monitoring cycle. PRDE's monitoring process is intended to facilitate the development of a culture of communication within schools, among schools, across districts and regions and throughout PRDE's system of public education. To effectively monitor the schools, PRDE created monitoring instruments and trained staff and established monitoring calendars. These new monitoring instruments address both programmatic and fiscal/compliance elements. After a school or district has submitted all of the required monitoring documents and the necessary onsite visits have been completed, PRDE staff will determine if the school and/or district has demonstrated compliance status. Following monitoring, schools and/or districts will receive a formal compliance letter and a monitoring results report. Monitoring findings are shared with Technical Assistance staff at the district level so appropriate follow up can be provided. All this activity is recorded in an online platform. Central Level and District staff can access the online platform to track and oversee the monitoring and technical assistance processes.

#### ***Current Efforts***

The BRT continues to examine all mandates placed on Districts by the PRDE and eliminating any that cannot directly be tied to the goal of college and career readiness or any means to that goal such as reducing spending or improving communication. The BRT is also working to identify any unnecessary statutes and/or regulations related to school facilities or services that could be removed.

The BRT continues to work to make recommendations on how to maintain deadlines on a central master platform to manage district and school level operations. To this end, PRDE created SAMA. SAMA is an electronic system that permits Central Level staff to

- Examine the documented interactions between schools and District resources
- Track the progress and interventions defined in schools PCEA.
- Make informed decisions related to allocation of staff time based on an assessment of schools' progress implementing interventions
- Document District level needs for specific training or resources and bring teachers and staff together across Districts and regions in a way that maximizes resources
- Consolidate district and school level reporting requirements where possible and eliminate any duplicative or unnecessary requirements on Districts.

#### ***Future Efforts***

- The BRT will continue to explore the use of an automated report submission system that would allow Districts to submit reports for feedback before deadlines to ensure they can revise reports before actual submission. Within this system, the BRT hopes to consolidate all District submissions of plans, reports, or other related applications.
- The BRT will continue to work to develop report templates or make available report examples from previous years so that Districts have a model to use. The automated submission system will also speed up the time of submission and feedback, allowing more time for thoughtful planning and collection of data.
- The BRT will continue to gather input from stakeholders and allowing stakeholders to comment on drafts of the recommendations, share feedback, and offer any further ideas on reducing duplication and unnecessary burdens.



**GOVERNMENT OF PUERTO RICO  
DEPARTMENT OF EDUCATION**

**AMENDMENT TO REGULATION NUMBER 8036 OF JUNE 21, 2011,  
REGULATION TO ESTABLISH THE PROCEDURE FOR  
TEACHER PERFORMANCE EVALUATION**

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### **Article I - Legal Base**

This amendment to the Regulation to Establish the Procedure for Teacher Performance Evaluation, Regulation Number 8036 of June 21, 2011, is **embraced** in accordance with the provisions of Act No. 149 of July 15, 1999, as amended, known as the Organic Act of the Department of Education of Puerto Rico; and Act No. 170 of August 12, 1988, as amended, known as the Uniform Administrative Procedures Act.

### **Article II - Purpose**

This amendment is made after taking into consideration the recommendations of the teachers' unions and those who reacted to the Regulation. In doing so, the Department **of Education** guarantees the improvement of the evaluation instrument in order to encourage continuous professional growth and development of the Teacher, and the fulfillment of our students in achieving the academic goals.

### **Article III - Amended Articles**

Subsection (c), (e), (f), is amended, and subsection (g) is deleted from **Article II (Teacher's Evaluation Objectives)**. **Article III (Definitions)** is amended in its initial part, and terms: number five (5) **Continuing Education**; number seven (7) **Visits Team**; number eight (8) **Evaluation Instrument** and number eleven (11) **System**, are eliminated. In addition, the terms: number one (1) **Evaluation Committee**; number six (6) **Evaluation**; and number twelve (12) **Classroom Visits** are modified; these terms have also been added to the text (# 1, # 7, # 8, # 9 and # 11); **therefore increasing the number of terms, and placing them in alphabetical**

order, **modifies** the numbering of the terms of said article. **Article IV (Evaluation Criteria)** is amended by modifying the title and text. **Article V (Evaluation Metrics)** is amended by modifying the text and evaluation scales. **Article VI (Evaluation Instrument)** is deleted. **Article VII (Procedure) will now be Article VI.** In addition, Subsection 1, 2, 3 and 4 from **Article VII (Procedure)** are amended, which will now be Article VI. In subsection 1, the title and text are modified. As to subsection 2, its title and text are modified. As to subsection 3, the text is modified. In subsection 4 the title and text are modified. A new article has been created: **Article VII (Intervention Plan).** **Article IX (Validity)** is amended. **Article X (Evaluation Instruments and Attachments)** is removed; removing all attachments. To read as follows:

## **Article II. Objectives of Teacher Performance Evaluation**

This Regulation has the following objectives:

- a) Guarantee the achievement of academic goals in students through effective methods of teacher performance evaluation.
- b) Improve the quality of education provided to the students of the Department of Education.
- c) Establish the basis for the improvement of teaching and learning through effective communication with teachers.
- d) Promote continuous professional growth and improvement for teachers.
- e) Establish a teacher evaluation system in which the teacher, and evaluator, can participate and contribute.
- f) Establish a system to evaluate teachers' performance and explain how it contributes to improving the academic achievement of students.

### **Article III. Definitions**

For purposes of this Regulation, the terms defined below shall have the following meaning:

- 1) **Visits Schedule:** *Document prepared by the Evaluation Committee, or by the **School Director**, where the dates the teacher will be visited are listed.*
- 2) **Evaluation Committee:** *The Committee that conducts the teachers' evaluation process.*
- 3) **Department**
- 4) **Principal**
- 5) **School**
- 6) **Evaluation:** Process to assess the knowledge, dispositions and professional skills of teachers; its purpose is formative.
- 7) **Academic Facilitator:** Official offering teaching support; meets all the requirements of Teachers Certification Regulation number 8146 of January 25, 2012.
- 8) **Guide to Teacher Evaluation:** Instrument with which the teacher will be evaluated, to be established by Circular Letter (from **now** on "Guide").
- 9) **Evaluation Report:** Narrative Explanation **that presents** the areas of strength, areas for improvement, recommendations for the teacher in order to improve their **performance**, **the** comments and the visitors' observations.
- 10) **Teacher**

11) **Human Resources Auxiliary Secretary Office:** Unit in charge of managing the Department's human resources.

12) **Secretary**

13) **Classroom Visits:** Visits to the classroom carried out by the **School Director**, or the **School Director** and **Academic** Facilitator together, as part of the teacher's evaluation process.

#### **Article IV. The Guide and Evaluation Criteria**

*The Guide includes evaluations of visits and observations made by the Evaluation Committee on the teacher's performance on the following criteria: Teaching, Professional Development and Implementation of Duties and Responsibilities. Compliance with each of the objectives and evaluation criteria, as well as other important elements of teaching and learning described as part of the evaluation criteria, will be observed.*

*The criteria to be evaluated, contained in the Guide, will be divided into the following areas:*

##### **1) Teaching**

In this category, the teacher must demonstrate mastery of the following criteria:

- Curriculum
- Learning Plan
- Macro Reform Strategies

- Learning Process
- Student Academic Achievement
- Classroom Organization

## 2) Professional Development

## 3) Duties and Responsibilities

### **Article V. Evaluation Metrics**

*All teachers must fulfill the tasks stipulated in Act No. 149 of July 15, 1999, as amended, and the rules and regulations of the Department. All teachers are subject to be evaluated in the performance of their professional duties in order to promote development and school improvement for the benefit of the academic achievement of students of the public schools in Puerto Rico..*

*In accordance with the objectives set out above, the following evaluation rating scales will be used in the Guide:*

- A. **Exceeds Expectations**: A teacher who reaches a score between 95% and 100% of the indicators that make up each criterion, complies with this level of performance. *A teacher qualified in this level has a professional performance that clearly and consistently excels in regard to what is expected in the indicator being evaluated. They present a broad repertoire of behaviors in accordance to what is being evaluated, and a pedagogical knowledge that adds to the fulfillment of the indicator. The Department will encourages the teacher to participate in professional development*

activities or serve as mentor teacher to their peers. *They may also be awarded an incentive, according to the availability of funds from the agency.*

- B. **Meets Expectations**: A teacher whose score is between 94% and 80% of the indicators that **comply** each criterion meets this level of performance. *A teacher qualified in this level has an adequate professional performance in the indicator being evaluated. They also meet the required criteria to professionally practice the teaching role, although not exceptionally. The Department will encourage the teacher to participate in professional development activities. They may also be awarded an incentive, according to the availability of funds from the agency.*
- C. **Partially Meets Expectations**: A teacher whose score is between 79% and 70% of the indicators that **comply** each criterion meets this level of performance. *A teacher qualified in this level has a professional performance that occasionally meets the indicator being evaluated. This category can also be used when there are some weaknesses that affect performance, but its effect is not severe or permanent. The Department will **requires** the teacher to participate in professional development activities and present evidence of their progress.*
- D. **Does Not Meet Expectations**: A teacher whose score is less than 69% of the indicators that make up each criterion meets this level of performance. *A teacher qualified at this level has a performance that shows clear*

*weaknesses in the evaluated indicators and it significantly affects their teaching role. The Department will **requires** the teacher to participate in professional development activities and present evidence of their progress.*

#### **Article VI. Procedure**

The procedure for Teacher Performance Evaluation consists of four (4) stages: 1) initiation of the evaluation process and formation of the Committee; 2) visits to the classroom; 3) information analysis; and 4) presenting and discussing the evaluation with the teacher.

##### **1) Initiation of the Evaluation Process and Formation of the Committee**

*On or before thirty (30) days from the first day of school, the **School Director** will choose the Committee members. Only these may be members of the Committee: The **School Director** and **the Academic Facilitator**, at the request of the **School Director** or the Teacher. On or before the first sixty (60) days from the beginning of the school year, the Committee will establish a Visits Calendar, in which the visits will be scheduled. Calendar Visits can be changed if extremely necessary.*

*On or before the first sixty (60) days from the beginning of the school year, the Committee will guide teachers on the evaluation procedure and hand out a copy of the Calendar Visits and the Guide.*

*Any teacher, who starts working after sixty (60) days into the school year, will be oriented regarding this evaluation process in the first ten (10) days after they start school.*

## **2) Classroom Visits**

*The Committee will conduct a minimum of two (2) visits: Diagnostic visit and formative / summative visit. The **Academic** Facilitator cannot visit without the **School Director** being present. The **School Director** may visit alone or with the **Academic** Facilitator, at the request of the **School Director** or the Teacher.*

*The diagnostic visit will be the first visit and its objective is to determine the strengths, needs and areas for improvement. This evaluation will be discussed with the teacher. The formative and summative visit will be the second visit in order to assess the progress of the teacher and their performance in meeting the criteria, according to the Guide. This evaluation will be discussed with the teacher. If the teacher gets the rating of "**Partially Meets the Expectation or Does Not Meet Expectation**", they will have the option of requesting a third visit. If a third visit is requested, the third evaluation will be the summative.*

## **3) Information Analysis**

*The Evaluation Committee will be responsible for analyzing the results collected by the *Guide for Teacher Performance Evaluation*.*

#### **4) Presentation and Discussion of Evaluation Results with the Teacher**

*The results of the analysis of the performance of each teacher will be collected in the evaluation report. The evaluation report will present a narrative explanation of the areas of strength, needs, areas for improvement, and the changes the teacher should make to improve their performance and the comments and observations of the visits. A copy of the Evaluation Report and the Guide used in the summative evaluation will be given to the teacher. The teacher will have a term of ten (10) business days, from the notification of the evaluation report, to submit to the Evaluation Committee any comments regarding the content of the Evaluation Report and its results.*

*All documents related to the evaluation, including teacher comments, will be referred to the Auxiliary Secretary for Human Resources, who will process them in order to take the corresponding actions and refer them to other offices or agencies of the Department, accordingly. These documents will be included the personnel file.*

#### **Article VII. Intervention Plan**

*The **School Director** will establish an Intervention Plan indicating the professional development activities the teacher will receive, aimed at promoting*

growth and strengthen areas for improvement, as identified in the Evaluation Report and the Guide. The *School Director* will establish an intervention plan for the teacher who obtained a level of performance, "**Partially Meets Expectation or Does Not Meet Expectations**" in the summative evaluation.

The Intervention Plan will last for two (2) years and shall be discussed with the teacher. During the Intervention Plan, the Committee shall require the teacher to evidence progress of their work. The *School Director* will be responsible for the fulfillment of the Intervention Plan.

The teacher who obtains a level of performance in the evaluation of "**Partially Meets Expectation or Does Not Meet Expectations**" is subject to the corresponding personnel actions, including disciplinary measures to address the deficiencies identified in the evaluation and ensure the highest academic achievement of students. Such disciplinary actions may be taken after the compliance due date of the Intervention Plan has expired or has culminated.

#### **Article IX. Validity**

This regulation will be effective immediately after its approval and filing with the Department of State in accordance with Section 2.13 of Act No. 170 of August 12, 1988, as amended, known as the Uniform Administrative Procedures Act.

**Article IV - Severability** (Number out of order in the original document)

The **decision** by a competent court that any article or subsection of this regulation is invalid, void or unconstitutional, does not affect the remaining articles and subsections, which retain their full force and effect.

**Article V. Validity**

This regulation will be effective immediately after its filing with the Department of State in accordance with Section 2.13 of Act No. 170 of August 12, 1988, supra.

Approved in San Juan, Puerto Rico, on May 25, 2012.



**GOVERNMENT OF PUERTO RICO  
DEPARTMENT OF EDUCATION**

**AMENDMENT TO REGULATION NO. 8035 OF JUNE 21, 2011,  
REGULATION TO ESTABLISH THE PERFORMANCE EVALUATION  
PROCESS OF THE SCHOOL DIRECTOR**

## INDEX

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### **Article I – Legal Base**

This amendment to the Regulation to Establish the Performance Evaluation Procedure of the School Director, Regulation No. 8035, dated June 21, 2011 is adopted as provided by Act No. 149 from July 15, 1999, as amended, known as the Organic Act of the Department of Education of Puerto Rico; and Act No. 170 from August 12, 1988, as amended, known as the Uniform Administrative Procedures Act.

### **Article II – Purpose**

This amendment is made after taking into consideration the recommendations from the different school directors' labor organizations and from people who reacted to the Regulation. In doing so, the Department guarantees the improvement of the evaluation instrument to encourage the growth and continuous professional development of the School Director of the Puerto Rico Department of Education and the achievement of the academic goals of our students.

### **Article III – Amended Articles**

The **Article II (Purposes and Objectives of the Evaluations to the School Director)** is amended by adding a beginning sentence; eliminating Subsection (f) and (g); as to Subsections (h) and (j) the text is modified. A new order is established in Subsections of Article II: Subsection (a) will now become the Purpose of Article II; Subsection (b) will now become Subsection (a); Subsection (c) will now become Subsection (b); Subsection (d) will now become Subsection (c); Subsection (e) will now be (d); Subsection (h) will now be Subsection (e); Subsection (i) will now be (f) and Subsection (j) will now be (g).

**Article III (Definitions)** will be amended in the initial part and for the purposes of eliminating the terms #5 **Visits Team**; #7 **Evaluation Instrument**; #10 **System** and to modify term #1 **Evaluation Committee** and term #11 **Visits to the School**; in addition to add terms to articles (#1, #3, #8, #9, #11, #13 and #14); **whereby when removing terms #5, #7, #10 and increasing the number of terms and placing them in alphabetical order the numbering of the terms of such article is altered.** **Article IV (Evaluation Criteria)** is altered by modifying the title and text of the article. **Article V (Evaluation Criteria)** is amended, modifying the article title and text. **Article V (Evaluation Metric)** is amended, modifying the text and evaluation scales. In addition, **Article VI (Evaluation Instruments)** is eliminated. **When eliminating Article VI (Evaluation Instruments); the numerical order of the Articles in the Regulation is modified.** **Article VII**

**(Procedure) will now be Article VI; Article VIII (Severability) will now be VII, and Article IX (Validity) will now be VIII.** In addition, **Article VII (Procedure)** Subsection 1, 2, 3 and 4, which will now be Article VI, will be amended. Title and text will be modified in Subsection 1 and 2. In Subsection 3, the text will be modified. Regarding Subsection 4, the title and text are modified. In addition, **Article X (Attachments – Evaluation Instruments);** eliminating all attachments. To read as follows:

## **Article II: Purpose and Objectives of Evaluations**

*The purpose of this Regulation is to establish effective methods for the Directors' performance evaluation.*

This Regulation has the following objectives:

- a) Maximize the efficiency and effectiveness of the available resources of the Department.
- b) Foster the growth and continuous improvement of Directors' through the implementation of effective evaluation methods.
- c) Provide the School Director with the opportunity of professional growth.
- d) Establish the basis for the improvement of the teaching and learning processes which take place in the schools through the effective feedback to School Directors.
- e) Establish a system which shows the relationship between the performance of School Directors, teachers and the academic achievement of students in the classroom.
- f) Serve as a base in the decision making process on personnel actions.
- g) *Establish the effective coordination with Districts in order to improve the quality of the teaching processes*

## **Article III. Definitions**

For the purposes of this Regulation, the terms defined below will have the following meaning:

- 1) **Visits Schedule:** *Document prepared by the Evaluation Committee, or by the District Superintendent, where the dates the School Director will be visited are listed.*
- 2) **Evaluation Committee:** Committee that carries out the evaluation process of School Directors.
- 3) **School Council:** *Body composed of representatives of the school community which advises, evaluates and approves processes according to their tasks in the School Community.*

- 4) **Department**
- 5) **School Director**
- 6) **School**
- 7) **Evaluation**
- 8) **Guideline for the Evaluation of the School Director:** *Instrument with which the School Director will be evaluated, to be established by Circular Letter (from now on "Guide").*
- 9) **Evaluation Report:** *Narrative Explanation presenting the areas of strength, areas for improvement, recommendations for the school director in order to improve their performance and the school that he/she leads. It will also include any comments and the visitors' observations.*
- 10) **Teaching Staff**
- 11) **Human Resources Auxiliary Secretary Office:** *Unit in charge of managing the Department's human resources.*
- 12) **Secretary**
- 13) **School Superintendent:** *Officer who assists the Superintendent in charge of the District.*
- 14) **Superintendent in charge of the District:** *Officer who directs, supervises and organizes all the teaching and non-teaching activities of the School District*
- 15) **Visits to the School:** *Visits that will make the Evaluation Committee or a Committee member as part of the School Directors evaluation process.*

#### **Article IV. Guide and Evaluation Criteria**

*The Guide includes the observations of the Visits to the School on the work of the School Director when in direct contact with teachers, the non-teaching staff, students and the school community. The compliance of each of the objectives and evaluation criteria will be observed, as well as other important elements of the teaching and learning processes described as part of the evaluation criteria.*

*The evaluation criteria will be divided in the following areas:*

- I. The School Director as Teaching Leader and Analyst of Student Academic Achievement**
- II. The School Director as an Administrator**
- III. Organizational and Ethical Performance**

## **Article V. Evaluation Metrics**

All School Directors must comply with the *tasks established in Act No. 149 from June 15, 1999*, as amended, and with the rules and regulations of the Department. All School Directors will be subject to performance evaluation of their professional duties, *including seeking the input from students regarding the teachers' performance in the classroom*, with the purpose of fostering the development and improvement of the schools for the benefit of the academic achievement of the students of the Department. Equally, the results of these evaluations may be used by the Department to make personnel actions, according to the applicable rules and regulations.

In accordance with these objectives, the following scales will be used in the Guide:

- A) **Excellent:** *A School Director whose score varies between 100% and 90% in the activities of each criterion complies with this level of performance. A School Director rated at this level exceeds what is expected from their administrative, teaching and fiscal performance. In addition, has the ability to positively influence others, is a member within the work team, and joins efforts to achieve academic and administrative excellence. The Department will encourage the School Director to participate in professional development activities or to be able to serve as a peer mentor. Also, they may be rewarded with an incentive, according to the availability of funds from the agency.*
- B) **Good:** *A School Directors whose score varies between 89% and 80% meets this level of performance in the activities of each criterion. A School Director rated at this level meets what is expected of his/her administrative, teaching and fiscal performance. In addition, shows knowledge of his/her duties and has the ability to work as a team. The Department will encourage the School Director to participate in professional development activities or to be able to serve as a peer mentor School Director. May also be rewarded with an incentive, according to the availability of funds in the agency.*
- C) **Average:** *A School Director whose score varies between 79% and 70% meets this level of performance in the activities of each criterion. A School Director rated at this level occasionally meets with what is expected from their administrative, teaching and fiscal performance. Knows their duties, but does not execute them to the maximum. The Department will require the School Director to participate in professional development activities, and to show progress in their performance. The Department may take personnel actions, including disciplinary measures, directed to attend the deficiencies detected in the*

evaluation and to guarantee the best academic achievement from the students, in accordance with the applicable provisions of laws and regulations.

- D) **Low Average:** A School Director whose score varies between 69% and 60% in the activities of each criterion will be placed under this level of performance. *A School Director rated at this level needs professional assistance to develop their administrative, teaching and fiscal skills. Their performance shows poor knowledge to effectively direct a school and needs to develop team work techniques. The Department will require the School Director to participate in professional development activities and to show progress in their performance. The Department may take personnel actions, including disciplinary measures, directed to attend the deficiencies detected in the evaluation and to guarantee the best academic achievement of the students, in accordance with the applicable provisions of laws and regulations.*
- E) **Deficient:** *A School Director whose score varies between 59% and 0% in the activities of each criterion will be placed under this level of performance.. A School Director placed in this level shows little or no evidence of administrative, teaching and fiscal skills. Does not show to be efficient to direct a school and does not work as a team with the staff. The Department will require the School Director to participate in professional development activities and to show progress in their performance. The Department may take personnel actions, including disciplinary measures, directed to tend to the deficiencies detected in the evaluation and to guarantee the best academic achievement of the students, in accordance with the applicable provisions of laws and regulations.*

## **Article VI. Procedure**

The evaluation procedure of the School Director will consist of four (4) stages: 1) beginning of the evaluation process and formation of the Committee; 2) visits to the school; 3) information analysis; and 4) presentation and discussion of the results of the evaluation with the School Director.

### **1) Beginning of the Evaluation Process and Formation of the Committee**

*During or before the first thirty (30) days counted from the beginning of the school semester, the Superintendent in charge of the District will designate the members of the Committee, which will have a maximum of three (3) members. Only Superintendents may be members of the Committee. The Superintendent in charge of the District may delegate their tasks.*

*In or before the first sixty (60) days counted from the beginning of the school semester, the Committee will establish the Visits Schedule, by which the visits will be governed. The Visits Schedule may be changed for just cause.*

*In or before the first sixty (60) days counted from the beginning of the school semester, the Committee will orient the School Directors on the evaluation procedure and will hand-in copies of the Visits Schedule and the Guide.*

**2) Visits to the Schools**

*The Committee or any of the members may conduct the visits. A minimum of two (2) visits will be conducted, coordinated with the School Director. When the Committee makes the visits, they must meet with the School Council and seek its input.*

**3) Information Analysis**

*The Evaluation Committee or any of its members will be in charge of analyzing the results gathered in the Guide. The evaluation analysis will be conducted in accordance with what is established in the Guide. The results of the analysis will be discussed with the School Director before submitting the final result of the evaluation and the Evaluation Report.*

**4) Presentation and discussion of the results of the evaluation with the School Director**

*The results of the analysis regarding the performance of each School Director will be gathered in the Evaluation Report. The Evaluation Report will present a narrative explanation of the areas of strength, areas of improvement, recommendations the School Director must take to improve their performance and the school they direct.*

*A copy of the Evaluation Report and the Guide used in the evaluation will be delivered to the School Director. The School Director will have a period of ten (10) working days, counted since the notification of the Evaluation Report, to present any comment to the Evaluation Committee with respect to the content of the Evaluation report and the results. The School Director will not have the authority to change the results of the Evaluation Report. All*

*documents related to the evaluation, including the comments to the School Director, will be referred to the Office of the Auxiliary Secretary of Human Resources, who will process these in order to take the corresponding actions and, if necessary, refer them to other units of the Department. These documents will be part of the personnel file.*

**Article IV – Severability**

The decision by a competent Court that a provision of this Regulation is invalid, void or unconstitutional will not affect the other provisions hereof, which will retain their full force and effect.

**Article V – Validity**

This amendment will be valid immediately after its filing at the Department of State pursuant to Section 2.13 of Act No. 170 from August 12, 1988, supra.

Approved in San Juan, Puerto Rico, May 25, 2012.

Signed in the original Spanish document  
Edward Moreno Alonso, Ed. D.  
Secretary



### **Certification**

In accordance with the provisions of Section 2.13 of Act. 170 of August 12, 1988, as amended, known as the "Uniform Administrative Procedures" I hereby certify that the public interest requires that the amendment to Regulation No. 8035 from the Department of Education entitled "Regulations to establish the Performance Evaluation Process of the School Director" adopted on May 25, 2012, takes effect immediately.

Its immediate effect is necessary because it is imperative for the Department of Education of Puerto Rico to comply with the School Improvement Grant (SIG) of the Department of Education of United States which requires a pre-established evaluation. It is therefore necessary that the amendment to Regulation to establish the Performance Evaluation Process of the School Director takes effect immediately in order to comply with federal regulations and have access to funds allocated as part of the program.

In San Juan, Puerto Rico, today 29 May 2012.

Signed in the original Spanish Document

Luis G. Fortuño

Governor

## Appendix of Calculation Models

### I. Calculation of Raw Component Scores

For each of the four raw component scores from Table 1, rescaled component-specific GPA scores can be computed using Equation 1, below:

$$y_j = 1 + w_j [x_j - \min(x_j)] \quad (\text{Eq. 1})$$

where the subscript  $j=(CO, PD, DR, SG)$ . The weights,  $w_j$ , are computed as

$$w_j = \frac{3}{R_j} \quad (\text{Eq. 2})$$

where  $R_j = \max(x_j) - \min(x_j)$  is the variable range, using the minimum and maximum raw component scores from Table 1. More specifically, the corresponding four component score rescaling equations can be written as follows:

$$\begin{aligned} y_{CO} &= 1 + \left(\frac{3}{93}\right)(x_{CO} - 31); \\ y_{PD} &= 1 + \left(\frac{3}{19}\right)(x_{PD} - 5); \\ y_{DR} &= 1 + \left(\frac{3}{33}\right)(x_{DR} - 11); \text{ and} \\ y_{SG} &= 1 + \left(\frac{3}{48}\right)(x_{SG} - 0). \end{aligned} \quad (\text{Eqs. 3a-3d})$$

d)

In turn, the composite score,  $y_{TE}$ , is computed as a weighted composite of the rescaled component scores,  $y_{CO}$ ,  $y_{PD}$ ,  $y_{DR}$ , and  $y_{SG}$ , where each is respectively weighted by the corresponding effective weight from Table 1:

$$y_{TE} = .51667y_{CO} + .1y_{PD} + .18333y_{DR} + .2y_{SG} \quad (\text{Eq. 4})$$

Note that some fairly basic mathematical simplifications can be applied to more directly compute the composite GPA-like TE score from the raw scores as

$$y_{TE} = 0.22105 + 0.0167(x_{CO}) + 0.0158(x_{PD}) + 0.0167(x_{DR}) + 0.0125(x_{SG}). \quad (\text{Eq. 5})$$

However, this latter mathematical simplification precludes the option of reporting the individual GPA-like rescaled component scores.

Consider a simple example. Suppose a teacher has raw component scores of  $x_{CO}=61$ ,  $x_{PD}=17$ ,  $x_{DR}=32$ , and  $x_{SG}=36$ . The corresponding rescaled component scores using the earlier formulas (Equations 3a to 3d) are:  $y_{CO}=1.968$ ,  $y_{PD}=2.895$ ,  $y_{DR}=2.909$ , and  $y_{SG}=3.250$ . The actual computations can be readily verified by the reader. The composite score,  $y_{TE}$ , can be computed by applying the effective weights from Table 1 to these rescaled component scores (Equation 4):

$$\begin{aligned} y_{TE} &= .51667(1.968) + .1(2.895) + .18333(2.909) + .2(3.25) \\ &= 2.489 \end{aligned}$$

Optionally, the above simplification formula (Equation 5) can be used to more directly compute the composite TE score as

$$y_{TE} = 0.22105 + 0.0167(61) + 0.0158(17) + 0.0167(32) + 0.0125(36)$$

$$= 2.489$$

The raw component score ranges, *proportional* effective weights from Table 1, rescaling weight ( $w_j$ ) used in Equations 3a-d, and direct  $y_{TE}$  computational weights used in Equation 5 are all reproduced in Table 2, below. When using these weights, rounding of the final “GPA” composite scores to two decimal places is recommended for reporting purposes.

**Table 2.** Scoring Weights

Categories	Range	<i>Proportional Effective Weights</i>	Component Rescaling Weights ( $w$ )	Direct Computational Weights $y_{TE}$
Classroom Obs.	93	0.5167	0.0323	0.01667
Prof. Devel.	19	0.1000	0.1579	0.01579
Duties & Resp.	33	0.1833	0.0909	0.01667
<b>Student Growth</b>	<b>48</b>	<b>0.2000</b>	0.0625	0.01250

## II. Performance Patterns

The “performance patterns” in the left most column are intended to describe the relative level of performance on each of the components (VH=very high, H=high, L=low, and VL=very low).

These examples exemplify some consistent and non-consistent patterns of performance across the four components. More variation in performance across the four TE component somewhat weakens the potential interpretive utility of the composite scores because of the compensatory nature of the scoring procedure. This same interpretive limitation exists for virtually ALL linear composite scaling methods and is not unique to the PRDE method.

**Table 3. Sample Profiles: Rescaled Component Scores, and Composite “GPA” Scores**

<i>Perf. Pattern</i>	$X_{CO}$	$X_{PD}$	$X_{DR}$	$X_{SG}$	$Y_{CO}$	$Y_{PD}$	$Y_{DR}$	$Y_{SG}$	$y_{TE}$
VH,VH,VH,VH	112	20	40	42	3.61	3.37	3.64	3.63	<b>3.60</b>
H,H,H,H	95	14	29	31	3.06	2.42	2.64	2.94	<b>2.90</b>
L,L,L,L	62	10	22	16	2.00	1.79	2.00	2.00	<b>1.98</b>
VL,VL,VL,VL	41	7	15	5	1.32	1.32	1.36	1.31	<b>1.33</b>
VH,H,L,L	101	15	21	17	3.26	2.58	1.91	2.06	<b>2.70</b>
H,VH,L,L	94	18	20	16	3.03	3.05	1.82	2.00	<b>2.61</b>
L,L,H,VH	77	11	28	37	2.48	1.95	2.55	3.31	<b>2.61</b>
L,L,L,VH	62	11	22	36	2.00	1.95	2.00	3.25	<b>2.24</b>
VL,VH,VH,VH	52	23	43	48	1.68	3.84	3.91	4.00	<b>2.77</b>

## Datos Año Escolar 2014-2015

Origen Étnico	Cantidad Estudiante		Por ciento
Asiatico	53	0.00013	<b>0.01%</b>
Blanco, no Hispano	533	0.00130	<b>0.13%</b>
Hispano no Puertorriqueño	7556	0.01839	<b>1.84%</b>
Indio Americano/Nativo de Alaska	482	0.00117	<b>0.12%</b>
Nativo Hawaiano/Islas del Pacífico.	33	0.00008	<b>0.01%</b>
Negro o Afroamericano	93	0.00023	<b>0.02%</b>
No especificado	4314	0.01050	<b>1.05%</b>
Puertorriqueño	397886	0.96821	<b>96.82%</b>
Matrícula M1	410950		

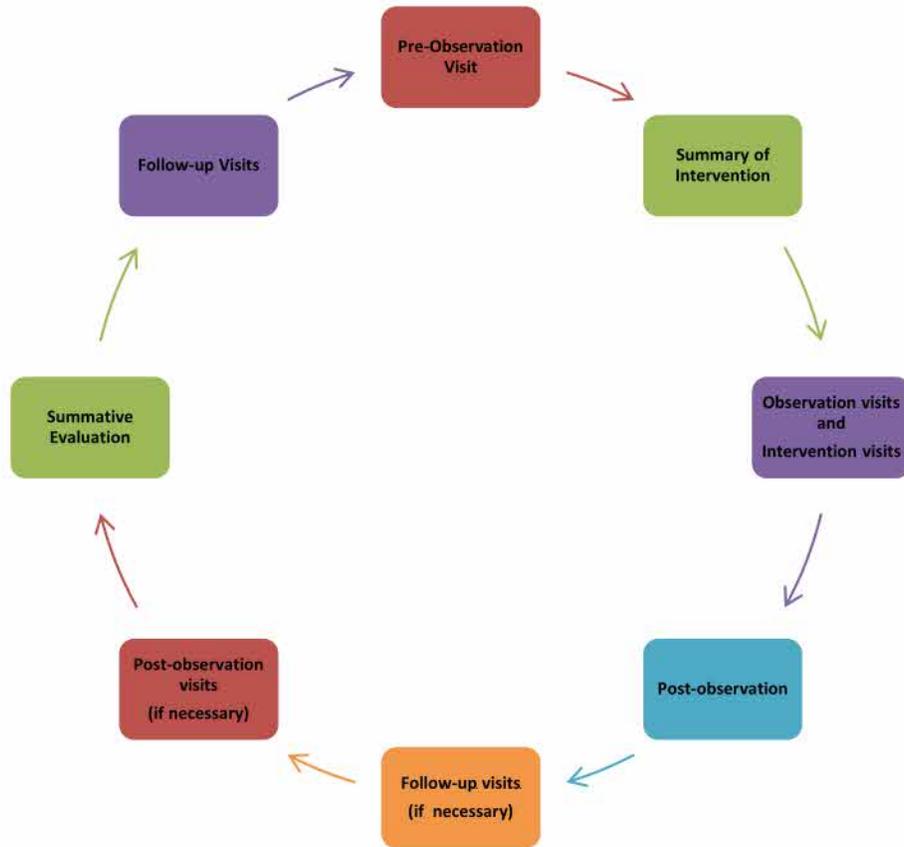
Estudiantes con Impedimentos DE	Cantidad Estudiante
Total Impedimentos	118828
M1-2014-2015	410950
Por ciento de Estudiantes con Impedimentos	
Total Impedimentos/ M1	0.2891
Por cientos con impedimentos	<b>28.91%</b>

## \*Datos 2012-2013

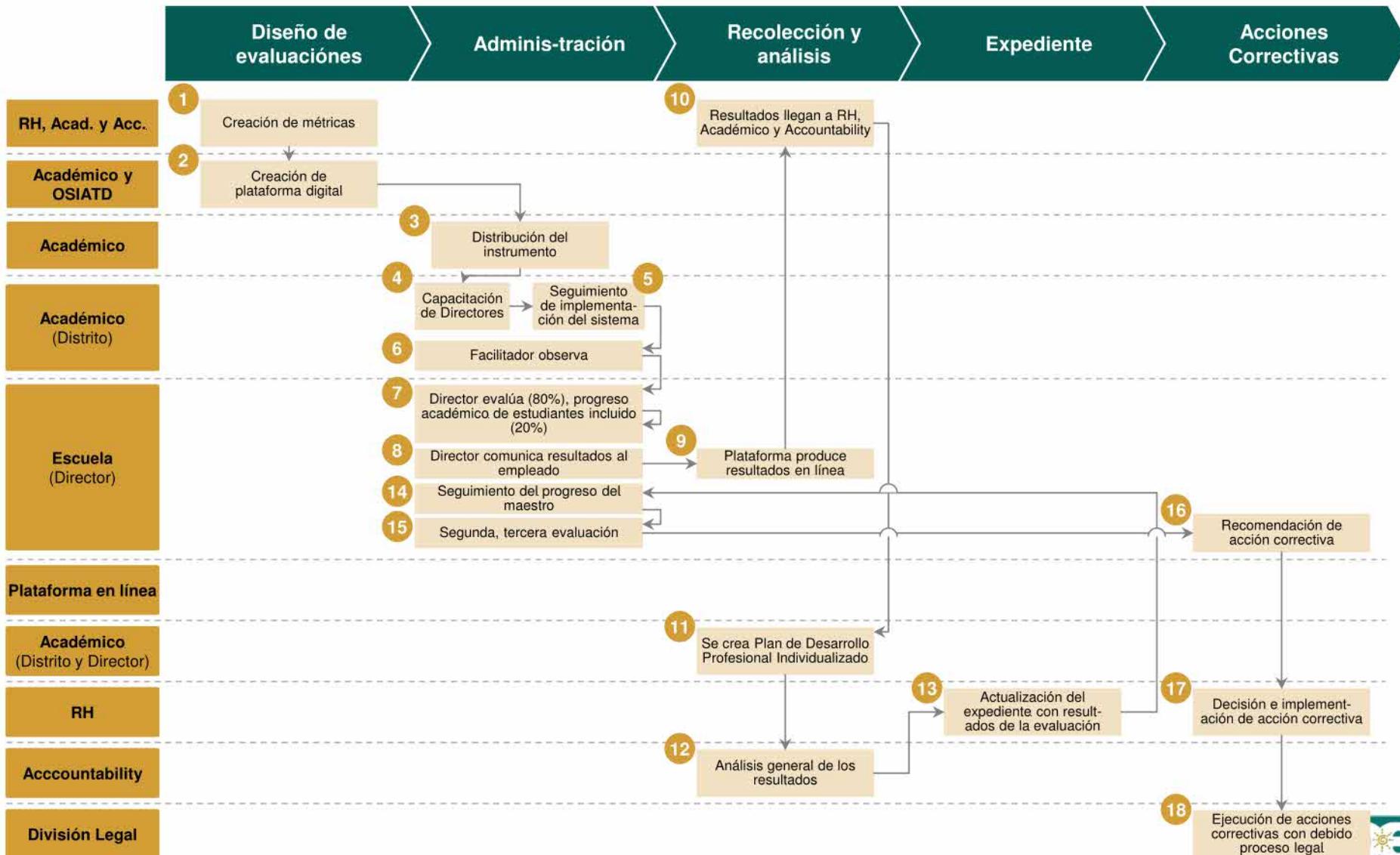
Comparación Escuela Pública y Privada	
Total Matrícula Escuelas Privadas 2012-2013	153817
Total matrícula DE - M1-2012-2013	434609
Total Privadas/ Todos los estudiantes de Privada y Pública	$153817/588426 = 26.1 = \mathbf{26\%}$
Total matrícula DE/ Todos los estudiantes de Privada y Pública	$434609/588426 = 73.8 = \mathbf{74\%}$

- Se utilizó el año escolar 2012-2013 porque era la información disponible de las escuelas privadas más recientes. Se llamó y se envió email para solicitar datos más recientes, ya que en el *site* del Consejo Superior de Educación de PR los datos provisto fueron 2012-2013. Además de comunicarnos al Instituto de Estadísticas de PR.

# EVALUATION CYCLE



# Nuevo sistema de evaluación: pasos y responsabilidades



## Exhibit 1: Needs Assessment

---

1. Student Achievement Data
    - percent of students at or above proficiency level on state assessment /PPAA in Spanish language arts, Mathematics
    - student participation rate on the PPAA in Spanish language arts and mathematics
    - assessment results for all subgroup / Yearly progress data for all groups based on PPAA test
    - % of all students groups meeting target proficiency, AMOs.
    - Gaps in the % of students meeting or exceeding their growth targets by subgroups
    - changes in the percent of students making or exceeding their growth target
    - percent of Special ED students meeting the progress level base on the PPEA assessment
    - number of AMO targets met and identification of which targets are met compared with previous years
    - changes in proficiency rates across the school by subject
    - grades distribution
  2. Process Data
    - school classification
    - ayp targets the school missed
    - numbers of minutes in school year dedicated to instruction (spanish language arts, mathematics.
    - minutes of extended learning time in sig, priority and focus schools (sig13)
    - number and % of highly qualified teachers (hqt)
    - number and % of highly qualified teachers (hqt) certified in the class that teach
    - teacher attendance rate (absence)
    - teacher attendance rate/absence
    - attendance rate/absence
-

- 
- number and % of limited spanish proficient (LSP) students.
  - number and % of teachers whose evaluation is below standards

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### 3. Demographic Data

- student
- dropout rate
- discipline incidence
- graduation rate
- number and % of truants
- enrollment
- enrollment by subgroups (gender, lsp, ee, ethnics, below poverty, homeless)
- advance courses enrollment-high school
- number of teacher staff

---

### 4. Perception Data

- staff perception of school (Prioridad, Enfoque)
  - parent perception of school (Prioridad, Enfoque)
  - level of parent involvement (Prioridad, Enfoque)
-



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DEPARTAMENTO DE EDUCACIÓN

Secretaría Auxiliar de Planificación y Desarrollo Educativo

### Distribución de las Escuelas por Nivel y Clasificación Año Escolar 2014-2015

<b>NIVEL</b>	<b>Prioridad</b>	<b>Enfoque</b>	<b>Transición</b>	<b>Transición 5% más bajo Progreso</b>	<b>Excelencia</b>	<b>Share</b>	<b>ESCUELAS</b>
Elemental	5	111	579	10	83	0	788
Intermedio	22	2	138	34	1	0	197
Secundario	10	0	33	4	0	0	47
Segunda Unidad	4	17	136	3	7	0	167
Superior	32	16	103	3	0	2	156
Todos Los Niveles	0	0	11	3	0	8	22
Ps-Institutos	0	0	0	0	0	6	6
Ps-Otros	0	0	0	0	0	3	3
<b>Total</b>	<b>73</b>	<b>146</b>	<b>1000</b>	<b>57</b>	<b>91</b>	<b>19</b>	<b>1386</b>



**COMMONWEALTH OF PUERTO RICO  
PUERTO RICO DEPARTMENT OF EDUCATION**

**SECRETARY'S OFFICE**

Undersecretaries, Associate Secretary for Special Education, Executive Director of the Administrative Training and School Counseling Institute, Program Directors, Educational Regions Directors, School Superintendents, Auxiliary Superintendents and School Principals.

*Signed in the original Spanish Document*

Rafael Aragunde Torres

Secretary

**PROFILE OF THE SCHOOL DIRECTOR OF THE PUERTO RICO DEPARTMENT OF EDUCATION**

Law No. 149 of July 15, 1999, Organic Law of the Puerto Rico Department of Education, establishes that the School Director will be the official responsible of the school's academic and administrative achievements. This position requires people that have management skills and also instructional leader skills.

After an extensive consulting process, in which the School Superintendents, School Principals and other instructional personnel took part in, today the Profile of School Director of the Puerto Rico Department of Education is published. This document presents the areas of competence officials must possess in: planning and evaluation, instructional leadership, organizational leadership, administrative leadership and ethic leadership.

This document should serve as reference for the directors to acknowledge our expectations regarding their duties performance. In addition, we hope it is used as a starting point for their professional development.

We encourage the School Directors and Superintendents to begin an analysis process of this profile in order to eventually have better schools and a better student's academic achievement.

This profile will be available through our site: [www.de.gobierno.pr](http://www.de.gobierno.pr). The profile will be distributed in a compact disc to the school districts and schools.



COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION

# PROFILE OF THE SCHOOL DIRECTOR OF THE PUERTO RICO DEPARTMENT OF EDUCATION



**Administrative Training and School Advisory Institute  
(ICAEE)**

**2008**

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**CLARIFICATION**

For legal purposes, regarding the Civil Rights Act of 1964, the use of the terms teacher, principal, supervisor, student and any others that may refer to both sexes, includes both male and female genders.

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## MESSAGE OF THE SECRETARY

The Constitution of Puerto Rico consecrates the student's right to a gratuitous and non sectarian education, that is aimed at the full development of the student's personality and to the strengthening of the respect of the man's fundamental rights and liberties. Our Public Education System is based on those principles, which are included in the Law No. 149 of July 15, 1999, Organic Act of the Puerto Rico Department of Education.

The school is the System's functional unit, which will concentrate in the effort to reach what the Constitution disposes and is established in the declaration of purposes of the previously cited law. To direct this effort the school director is appointed as the responsible officer to the Secretary and the School Counsel of the academic and administrative performance of the school. Also will be the school representative to the community.

To assume this responsibility we need officials committed to the education of our children and our youth that possess administrative skills and also educational leader skills. The person who accepts this challenge will be faced with a scenario that requires new strategies and a leader who will go beyond management tasks, and who can act as a key influence in students' performance.

Starting from this comprehensive vision of a school director, more than a year ago began the development of a project directed towards identifying the characteristics that should possess a person that occupies this important position. In this process school directors, school superintendents, university professors and other people tie with education task were consulted.

The Profile of the School Director of the Puerto Rico Department of Public Education of is the result of this effort. Here, it's presented what is expected of the school director as an educational leader, in the following aspects: planning and evaluation, educational leadership, organizational leadership, administrative leadership and ethical leadership. We expect that this document will be of benefit to the school director and that it serves as a reference to know what we expect of him in the development of his functions and at the same time, become a guide to his professional development. This can serve also, as set out for the people in charge of the university programs that offer courses and/or training in this area and to the in service training plans that offer the school superintendents through the Professional Development Centers.

We hope that this effort generate better schools and to the very end a better academic students achievement.

*Signed in the Original Spanish Document*  
Rafael Aragunde Torres  
Secretary

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## **Profile of the School Director of the Puerto Rico Department of Public Education**

### **Introduction**

Act No. 149 of July 15, 1999, **Organic Act of the Puerto Rico Department of Public Education**, created a public education system based on community schools with teaching, fiscal and administrative autonomy. The school autonomy this law proposes, foresees the Director as a fundamental entity for the achievement of the objectives of our Educational System and in particular the school. Faced with the challenges of today's society, the school director becomes a key element in the school's administrative and academic performance.

Claudio (2003), points out that the educational scenario must be characterized by having a clearly defined vision and mission; flexibility in its operation, amplitude in its views; must be cutting edge in its strategies and in the attention to the new needs and challenges, autonomy and collaboration; and must have a different organizational culture. The school director must have not only administrative skills, but also skills as an educational leader, to effectively perform in this new scenario. Hunt (2008) notes that in the past, the director was seen as a school manager. The director used to establish the organizations and worked effectively with school discipline, among other things. However, in today's schools, these managerial skills are just part of a broader set of skills a school director must have in order to achieve the goal of an effective school.

The role of the school director has changed. The person who takes on this position must be capable of working in a team to develop goals geared towards the improvement of student learning. Leithwood, et.al. (2004), indicates that educational leadership is only surpassed by teaching in the classrooms, as factors related to the schools that influence the results of the students. This is so, because effective

administrators lead, serve as role models, motivate their staff to excel professionally and influence the characteristics of the organization.

In this context, the school director is fundamental in achieving an organizational environment that promotes the teaching and learning process, as well as the integration of parents in everything concerning the education of their children. The school director as a leader contributes to motivate colleagues to have an outstanding performance within the institution. For this, it is necessary to form a relationship between colleagues that allows the creation of a learning community in the school, where ideas can be shared which lead them to obtain better results. From this perspective, the director must be viewed as a transformational leader and promoter of fundamental changes within the school environment which eventually will turn the school into one of excellence.

In order to achieve this educational scenario, the school director must possess a series of personal and professional characteristics which distinguish him in both the school and the community. The educational leader must be a professional with an extensive domain of everything concerning his duties, a person who may relate effectively to all the members of the school community, who himself adequately both in written and verbal form. In addition, the director must be an excellent planner, an organized person, capable of handling his time efficiently. The director must also have the determination to confront different situations with confidence and self-control, be responsible, respectful and ethical in his behavior.

School directors must show competence in different areas such as: planning and evaluation, educational, organizational, administrative and ethical leadership. This document called Profile of the School Director of the Department of Education of Puerto Rico, defines the dimensions and shows the specific characteristics of each of them, and the professional criteria directors must possess to be able to

achieve positive changes in their school. This aims to be a useful tool for directors to find a meaning to their leadership, so that they may be able to develop better styles and work strategies. It has been the product of a series of meetings with superintendents and school directors from different levels, and of the analysis of the literature that gathers the new tendencies in educational leadership and school supervision.

Following you will find a description of the five dimensions of the school director, which are part of this profile and the competencies proposed for each one of them.

## **I. The director as a planner and evaluator**

Facilitates and directs, along with his work team, the elaboration of action plans based on the proposed goals and objectives, and considers the evaluation processes as a mean to make decisions that contribute to learning improvement.

A. Articulates and implements, along with the Planning Committee, the Comprehensive Plan of his school based on all the inputs obtained from all school community members and based on high expectations for the students.

1. Utilizes effective instruments to carry out a comprehensive needs assessment, which allows to gather relevant, quantitative and qualitative information regarding the school circumstances, to establish the priorities to pay attention during the school year.
2. Interprets, along with the faculty the results of the Puerto Rican Academic Achievement Tests and other evaluation instruments, as well as the grades reports, to identify the students strengths and limitations with the purpose to incorporate to their action plan, activities directed towards the improvement of the teaching and learning process.
3. Develops, along with his working team, the vision and mission that will direct the educational activity and helps the school community to understand and work towards their achievement.
4. Masters the strategic planning and is capable of developing, along with his working team, an action plan based on student academic achievement where the vision, mission and the goals intended to achieve are clearly reflected. Consecución logro
5. Develops collateral plans to deal with unforeseen situations in the original plan.
6. Implements the necessary strategies to carry out the activities included in the school's working plan.

B. Evaluates the achievement of the proposed goals and objectives and utilizes the results as a base to improve the performance areas that impact learning.

1. Facilitates and directs the periodical and systematic revision of the action plan and evaluates the achievement of the proposed goals and objectives in order to make adjustments and reformulate plans, if necessary.
2. Takes into consideration diverse parameters such as: retention, students' academic achievement, parents participation, community services, graduation rate and others, when evaluating the effectiveness of the action plan.
3. Recognizes the importance of using the results of the evaluation to improve work processes.
4. Promotes the use of different instruments that allow gathering information on the students' academic progress, informs the results to the school community and uses these to incorporate the necessary changes in order to improve the teaching and learning process.

C. Evaluates the staff under his supervision and identifies their strenghts and needs, and uses the results to promote their professional development.

1. Develops an Evaluation Plan for teaching and classified staff based on the idea of supervision as an aid process.
2. Integrates self-evaluation, as a strategy to enable the identification of strengths and needs in the staff.
3. Coordinates the administration of a training needs assessment to identify the professional development needs of the staff. atender
4. Uses several supervision models that allow to attend to the staff individual differences.

5. Analyzes the input of the different evaluation methods to attend to the identified needs, by using different strategies such as: workshops, seminars, demonstration classes, peer coaching, mentorship, among others.

## **II. The Director as an educational leader**

Promotes the achievement of standards and expectations identified for each course, sets up high expectations for his students and enables the achievement through curricular updating, promotion of effective teaching strategies and the teachers professional development.

- A. Knows and communicates the curricular regulations which rule the schools' educational program.
  1. Shows knowledge of the excellence standards and the expectations students must meet.
  2. Knows and promotes the circular letters that outline the different programs offered in the school.
  3. Promotes the use of teaching strategies which have been found to be effective in the classroom.
  4. Contributes to guarantee the students the maximum instructional time, through the implementation of clear work policies which give priority to the teaching and learning process.
  
- B. Promotes curricular enrichment as a mean to update content and make it pertinent to the students of his school community.
  1. Promotes the evaluation of programs and curriculum to identify those areas which must be updated and be tempered to the students reality.

2. Supports innovation in the educational area as a mechanism to modernize teaching strategies and make the curriculum more relevant to students.
  3. Encourages communication among teachers in order for them to exchange ideas and effective teaching strategies.
  4. Develops professional meetings to discuss scientific based curricular strategies which have proved to be effective in the improvement of students' academic achievement.
  5. Promotes the development and implementation of proposals and innovative projects that impact students' academic achievement.
  6. Promotes research in action as a mechanism to improve the school academic offerings.
  7. Promotes the use of technology in the teaching and learning process.
- C. Encourages the use of different methods to evaluate the academic achievement of students.
1. Discloses the public policy established by the Department of Education for the students evaluation.
  2. Promotes the use of different evaluation criteria for student achievement.
  3. Uses the results of student evaluation as a base to identify the effectiveness of the teaching and learning process and promotes the changes deemed necessary in order to obtain the expected results.
- D. Promotes the profesional development of teachers as a mean to obtain a better students' academic achievement.

1. Establishes induction programs to attend to the professional development needs of the staff that is beginning their work .
2. Gives follow up to attend continuously and systematically to the teachers professional needs.
3. Organizes professional development activities for the faculty according to the identified needs, individually or in coordination with the district, the educational region or the central level.
4. Gives follow up to the implementation of the knowledge acquired by the teacher in orientations, workshops and other forms of training in which the teacher participates.
5. Acknowledges the profesional competences of his staff and uses it as a mentor or resource in the professional development programs that he promotes.

E. Promotes student services as a way to improve the students personal and academic life.

1. Knows the services to which students are entitled to and makes arrangements for them to benefit thereof.
2. Maintains the school community informed about the services to which students are entitled.
3. Works in close collaboration with the staff that provides student services and gives them the support they need in their duties.
4. Collaborates with the community agencies that impact the students quality of life which result in a better school achievement.
5. Promotes student organizations and organizes educational, cultural and recreational activities that contribute to develop students academic, social and leadership skills.

- F. Recognizes the importance of offering educational services to the community which he serves.
  - 1. Sets up projects geared to guide the students' parents in different aspects related to the educational process, health and topics of interest for them.

### **III. The Director as an organizational leader**

Promotes an adequate organizational climate, encouraging the processes that sustain the improvement of educational quality, such as: effective relations and communication, safe and organized educational environments, excellent academic services and good relations with the community.

- A. Promotes the development of a learning community under the rule of reflection, respect and effective communication among its diverse components.
  - 1. Sets up communication channels which facilitate the exchange of ideas among the members of the school community.
  - 2. Implements different communication systems which allow maintaining the school community informed on matters of interest for all.
  - 3. Expresses himself with propriety, both orally and in writing.
  - 4. Facilitates the development of spaces for dialogue and exchange of ideas among colleagues, which promote understanding, support and continuous improvement of programs and services in the school and the community in which serves.

5. Recognizes the importance of listening to others ideas, as a tool to achieve an effective communication.
  6. Listens and values the students' opinions regarding those areas that influence in the teaching and learning process or affect their school life in any manner.
  7. Acknowledges the importance of parents' integration and participation and other components of the school community, in the different work processes develop in the school.
  8. Values the work teachers and other academic and qualified staff perform and motivate and encourage them to develop their skills as leaders.
  9. Recognizes and rewards the effective work of all components of the school community.
  10. Facilitates and directs the constitution of the School Board as a mechanism of democratic participation in the government of the school, which allow for a shared decision-making among the different components of the school community.
  11. Knows the duties of the staff who work in the different levels of the educational system: district, region and central level, and uses their services for his school's improvement.
- B. Sets up and models peaceful work and coexistence practices, which offer security and protection to all members of the school community, fostering a culture of learning favorable to the students.
1. Informs the school community on the rules of coexistence that must prevail in the school.
  2. Monitors compliance of the rules related to school discipline, to achieve a safe and supportive environment for teaching and learning.

3. Promotes the creation of school organizations and activities aimed towards the developing in students the sense of belonging to the school.
  4. Uses conflict resolution mechanisms as a strategy to deal with situations that appear before his consideration.
  5. Shows in his work performance the characteristics that distinguish him as a competent and prepared professional.
  6. Maintains effective interpersonal relations that contribute to the development of an adequate institutional climate for the job.
- C. Promotes effective relations with the community which the school serves.
1. Encourages the identification of community resources the school has and integrates them in different ways to the educational process.
  2. Maintains effective relations with parents and other members of the community.

#### **IV. The Director as an administrative leader**

Knows the school's situation and uses organized and legally funded work procedures, rules and circular letters that regulate the Educational System.

- A. Shows knowledge of the public policy of the Department of Education.
1. Shows knowledge of the rules, regulations and circular letters that standardize his work and the school general operation, and ensures their compliance.

2. Knows the collective bargaining agreements that cover the schools' employees and shows ability to effectively manage its application.
  3. Maintains the school community informed on the applicable current regulations and any other issue related to his work or the school operation.
  4. Assumes the corresponding responsibility for results obtained, according to the duties conferred by current legislation.
  5. Knows and facilitates the implementation of the necessary processes to achieve the school's accreditation from the General Council of Education.
- B. Demonstrates knowledge regarding the effective management of time and the processes to organize his work effectively, which facilitates the administrative process in the workplace.
1. Shows dominion of organizational strategies of time, which allows him to attend to the corresponding tasks and responsibilities, giving priority to those that are fundamental for the achievement of the proposed goals.
  2. Maintains documents accessible and organized, both legal and otherwise, which are necessary to perform his work effectively and to evidence compliance with the current rules.
  3. Recognizes the importance of being timely in his daily work and the need to meet the established deadlines to submit works.
  4. Promotes compliance with the current regulations related to the workday, being a model to his colleagues, attending regularly, complying with the work schedule and notifying his superiors on absences.

- C. Facilitates the school community of the services and resources the school counts with, according to the Department of Education's public policy.
1. Promotes teamwork to organize educational experiences developed in school, so that these respond to the students' needs and interests.
  2. Ensures the compliance of the established regulations in providing educational and teaching complementary services to the offered to the students.
  3. Shows knowledge of the Comprehensive Plan of the school and facilitates the resources and materials required for its implementation.
  4. Facilitates and directs the process of developing school organization, so that it responds to the students' interests and needs.
  5. Makes feasible the implementation of agreements and commitments reached with the Department of Education, through the Constitutive Letter that granted the community school status.
- D. Knows and participate in the established processes, so that the school counts with the required human and physical resources for the proper operation of the school facilities.
1. Knows and appropriately uses the documents and procedures used to identify the staff his school needs and to request it to the corresponding authorities, and participates in the selection processes according to current regulation.
  2. Identifies the fiscal resources the school counts with and prepares a budget that attends to the identified priorities.

3. Acknowledges the importance of effectively administering the budget, in order to guarantee that the school has the necessary materials and equipment, and correctly applies the established guidelines for their acquisition.
  4. Knows the fiscal processes carried out in the school and ensures these are conducted according to the established fiscal guidelines.
  5. Facilitates the process of establishing alliance with public and private entities to obtain resources that allow improving the school educational program.
  6. Promotes the use of proposals as a tool to obtain external funds that enable an improvement of educational services.
- E. Maintains all the information related to his school updated and accessible, and uses mechanisms to communicate it to the school community.
1. Knows and utilizes diverse methods to gather and keep the school statistics updated.
  2. Acknowledges the importance of substantiating with statistical data the requests for resources and materials he makes for the school.
  3. Makes use of different strategies to keep the school community informed on the school situation.
- F. Knows and make use of technology to make his work more effective and responsive
1. Knows and has knowledge of several programs such as word processing, spreadsheets, and presentation programs with the purpose of communicating information, gather and analyze data, and present his ideas more effectively.

2. Dominates information search on the Internet, which helps him keep updated on the new focus in the educational, administrative and supervision area.
3. Dominates electronic communication to speed up information exchange processes with the different components of the school community and with the staff of the different levels of the educational system.

V. The Director as an ethical leader

Guides his work based on the moral principles and regulations that rule the behavior and human relations in his profession and shows commitment to his professional development.

A. Adopts and guarantees the compliance of the established ethical and human rights standards in the performance of his profession.

1. Shows respect for students, the school staff, parents and other people whom he relates with, both in the school community and in the community in general.
2. Models conduct standards which are representative of the institutional values and the society in general.
3. His actions show commitment to the institution in which he works.
4. Knows and meets ethical regulations that rule his position..
5. Promotes the well-being of students and defends their rights in relevant forums.

B. Makes use of different resources to be informed and improve his knowledge within his profession.

1. Reflects upon his work practices and the effects on the school community to improve his personal and professional performance.
2. Uses self-evaluation as a mechanism to identify the strengths and weaknesses in his work as a school director and as a human being.
3. Participates of courses, workshops and seminars in areas related to his profession, as a mean to keep up to date on the new tendencies in education and school supervision.
4. Promotes professional relations with other school directors colleagues in order to share ideas and work strategies which have proved to be effective in their respective schools.
5. Recognizes the importance of visiting effective schools with the purpose of knowing new work strategies that result in a benefit for his school.
6. Recognizes the importance of attending the meetings he is called to keep updated in different teaching and administrative aspects that are discussed in said meetings.

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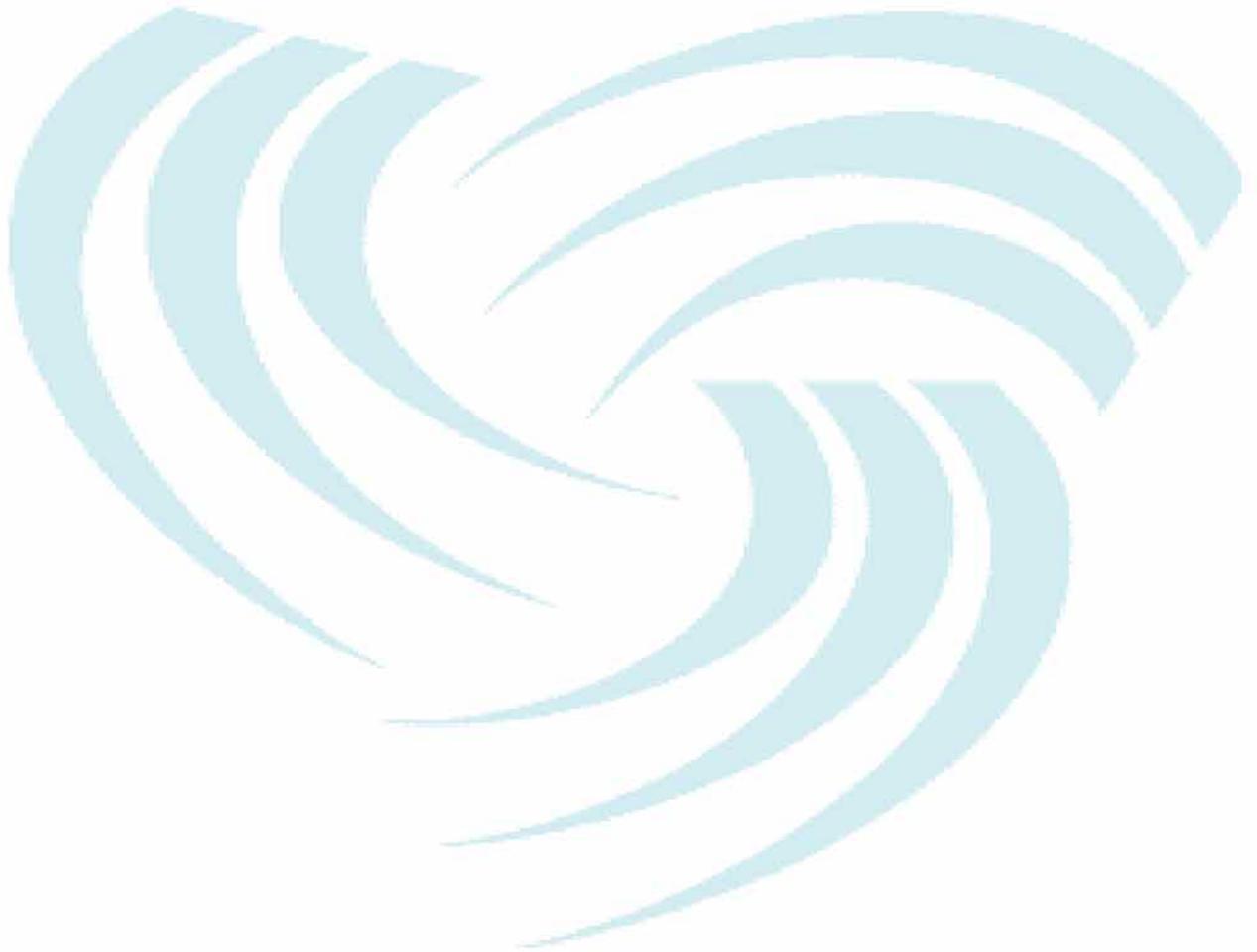
COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION  
UNDERSECRETARY FOR ACADEMIC AFFAIRS  
TEACHER'S PROFESSIONAL DEVELOPMENT INSTITUTE (InDePM)



# Puerto Rico's Professional Teaching Standards



COMMONWEALTH OF PUERTO RICO  
DEPARTMENT OF EDUCATION  
UNDERSECRETARY FOR ACADEMIC AFFAIRS



# Puerto Rico's Professional Teaching Standards

TEACHER'S PROFESSIONAL DEVELOPMENT INSTITUTE (InDePM)

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**Puerto Rico Department of Education**

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For legal purposes, regarding the Civil Rights Act of 1964, the use of the terms teacher, principal, supervisor, student and any others that may refer to both sexes, includes both male and female genders.

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## MESSAGE

Education is the foundation of a country struggling to achieve their dreams and who continuously works for a better quality of life. The process of educating is the responsibility of all sectors, which somehow, help in the development of every human being from the beginning of its existence. We are all participants in shaping our society and we have a moral obligation to contribute to that process with our talents, skills, knowledge and commitment to build a better Puerto Rico.

To help develop a democratic, responsible and critical Puerto Rican society, the Department of Education provides supports and promotes experiences that enrich the educational personnel, especially teachers. They are the officials who collaborate daily in the learning process of our students, forging and developing academic experiences that shape their future careers.

The teacher is a lifelong learner, aware of their responsibility and their need for professional development in order to be a highly qualified teacher. For this reason they need to pause and take the time to reflect on their teaching practices.

The document ***Puerto Rico's Professional Teaching Standards*** has been revised to help every teacher take this critical and thoughtful look at their own practice and to facilitate the various steps that will help them become a better teacher. Both, experience and research support the importance of having teachers with the knowledge and necessary skills to be effective in the classroom.

This revision was the result of a process of reflection, analysis and discussion that lasted for over a year. The process involved teachers, directors, professors, support staff and others committed to the education system. This document will benefit not only the teachers but school directors, school superintendents, teacher preparation programs, professional development providers and non-profit organizations that support our educators; in short, the entire school community. Its publication is evidence of our commitment to the aspirations that our society shares with our educational system.

Rafael Aragunde Torres  
Secretary



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## Introduction <sup>1</sup>

In 1996, a commission convened by the Department of Education (DE) developed the Professional teaching standards document. The standards were distributed along with the *Puerto Rico Teacher's Profile*. This 1996 Commission consisted of 36 people, eight (8) who were officials at the central administration of DE, 27 who were universities representatives and an unidentified person. This Commission identified and established 21 standards and their implications for three sectors: the teacher preparation programs (PPM), teacher certification tests (PCMAS) and continuing education programs.

During the past 12 years, significant social changes have occurred, as well as advances in theories of teaching and learning that merited a critical look at this document. To this end, the Department of Education created the Commission for the Review of Professional Teaching Standards in December 2007.

The Commission originates on the principle that the review could not be the task of one person or a particular sector. The voices of the sectors involved and affected should be represented, especially teachers. With this approach in mind, the Commission was composed of representatives from a broad range of sectors including: seven (7) active classroom teachers , four (4) academics from colleges linked to teacher training programs, one school principal, a superintendent, a content supervisor, a representative of nonprofit organizations linked to education, one representative of the center for parents and guardians, a former undersecretary of the Department of Education, two (2) officials from the central level of the Department of Education and a coordinator who served as a process facilitator. The Commissions responsibility was to review and evaluate the existing standards and determine if changes were needed in order to adjust them to the current reality Puerto Rico's teacher's work with every day.

<sup>1</sup>The use of language that does not discriminate or neither perpetuates discriminatory patterns between men and women are a concern of those who have prepared this report. Having made this statement, we indicate that in order to avoid a graphics overload we have chosen to use the masculine form in its traditional generic sense, in the sense that it is useful to refer to both men and women. **(Favor revisar, entiendo**

que en la traducción al inglés esta nota no es necesaria ya que es “gender neutral”)

The work of the Commission included a variety of activities, which include:

- Face to face monthly meetings and virtual interactions to share the progress of assigned tasks.
- Detailed review of existing standards and other official PRDE documents..
- A request to the Northeast and Island Regional Laboratory (NEIREL) of review of the policies and processes in other US jurisdictions in the development of public policy and professional standards. (The document submitted by NEIREL served as a reference for the Commission's work).
- Detailed study of the standards of other US states such as New Jersey, New York, California and Maine, in the United States.
- Review of the professional standards of organizations such as the National Board for Professional Teachers Standards (NBPTS) and Interstate New Teacher Assessment and Support Consortium (INTASC).
- Review of professional standards of other countries, such as Chile, Argentina, Finland, Cuba, Australia and England.
- Review of opinion documents and research findings of other entities such as UNESCO.
- Survey questionnaire answered by 800 newly hired DE teachers.

The Commission proposed a consultation plan with other sectors to take a critical look at the document before submitting the final version. Experts in the field, directors, superintendents, coordinators and supervisors of teaching practice and directors of academic programs contributed their suggestions for the first draft. The purpose was, and still is, that this document is maintained as a live document, that serves as reference and starting point for a broader initiative aimed at building the tools and processes to support a reflective, critical and formative look at the teaching profession.

The document aims to encourage teachers to a systemic and systematic reflection of their practice and to be a catalyst for productive discussions on the training and certification of the new education professionals. In turn, it is an invitation to designers of teacher professional development programs to use the standards as important criteria in the selection of the strategies to be implemented.

We invite readers to look critically at this document from the sector where they are positioned and to propose alternatives to its content when the appropriate time for review comes. It will only be through a shared vision of what constitutes the best teacher, that together, as a society, we can build a common project to achieve a better education for the children and youth of Puerto Rico.

## **Professional Standards for Teachers: Why and for what?**

The professional teaching standards represent the best aspirations of a country for its education personnel. Both experience and research suggest the key importance of having teachers with the knowledge, skills and dispositions necessary to effectively facilitate student learning. From this perspective, one of the priorities of the education system is to prepare, certify, recruit and retain in schools the best teachers, while supporting their continued professional development.

*"Consistent with this approach, to increase quality levels and equality in the education system, is essential to, not only optimize systems for initial and ongoing training for teachers, but also making the teaching profession an attractive work activity in such a way that is appealing to the younger generation and that teachers maintain high motivation throughout their entire career, and by doing this, making sure that good teachers remain in their profession until retirement; and promote the continuous improvement of their performance as a condition to the profession. It is therefore necessary to support teachers, assess and value their work through a system that recognizes their efforts and good performance and drives them in their professional development, and to create a system that will help strengthen their role and co-responsibility in educational changes. (UNESCO, 2007) "*

In accordance with this aspiration, the professional standards are intended to establish criteria of excellence for teachers, regardless of their subject matter or level. They also serve as a guide for teacher preparation programs, indicating the profile of the teacher to which the country aspires.

There are three dimensions that the standards specifically address: (1) what teachers should know (knowledge), (2) the values and dispositions teachers are committed to and (3) what they need to be able to do in order to perform effectively as teachers in the complex scenarios in which they work.

The teacher's main role is to design a teaching process, in order to facilitate the student's learning process. Therefore, the professional teaching standards must proceed from this basic function. Its main purpose is to outline or sketch the characteristics and features that the teacher, as a professional, should have to ensure that students develop their skills as much as possible as learners and as people. They illustrate the wide range of qualities that teachers should have, to perform, in an efficient and effective manner, the process of teaching and to facilitate or promote the acquisition of knowledge and skills in their students. From this perspective, the standards are the tool that bring the teaching profession from a state of "being only an art" and transforms it into a profession based on principles and postulates grounded in educational, psychological and sociological research from the teaching and learning process.

Similarly, standards are the instruments that provide the framework for planning their teaching career. This framework sets out the criteria from which the teacher compares and contrasts their educational practice to define their strengths and potential for improvement of their professional execution. The standards become one of the best tools for reflection available to the teacher to plan their development in complete alignment with their students learning.

At the same time, the standards become a set of criteria for the teacher preparation programs (PPM for its acronym in Spanish) in the universities of the country. The purpose is to determine to what extent the PPM contribute to the development of the teacher characteristics outlined in the standards. Moreover, a deep analysis of the professional standards for the responsible personnel for the preparation of teacher candidates should promote the identification and evaluation of materials and curriculum that facilitate the development of knowledge, dispositions and skills established in the standards.

In its aspiration to provide guidance, standards do not replace the certification process for teachers who join the profession. However, they are a source of solid reference to the criteria established for these purposes.

Specifically, professional standards serve different sectors of society to achieve significant assignments entrusted to each:



- **Teachers:** As a reference for self-assessing and investigating their performance. They provide a platform to identify their professional development needs based on the learning needs of their students. It allows the teacher to link the processes of teaching and learning.
- **Universities:** To provide teacher preparation programs with the necessary information about social requirements that teachers encounter in their profession. They provide guidance for curriculum review and development. It offers criteria for the evaluation of its graduates.
- **Directors and support staff:** To develop equitable and relevant assessment and monitoring tools, for each teacher. They help establish professional development plans grounded in the needs of each teacher and linked to their students learning process.
- **Service providers for professional development of teachers:** As a basic reference for the design, implementation and evaluation of programs leading to the professional development of teachers.
- **Community (business, community and government sectors) and Family:** As support for decision-making on issues that directly affect teachers, such as: public policy formulation, teacher certification, allocations of funds and school support.

In short, standards serve as a platform to sustaining an effective discussion about teaching. They serve as a common language to address circumstances and differences, and to propose changes. This implies that these standards transcend the individual to become the instrument that describes the desirable attributes defining the profession in the teaching community. They become the features that teachers must build and maintain throughout their professional life, in the historical and social context in which they must perform.

### **A trip ... with many routes**

Although the standards articulate a common vision for teacher excellence, every teacher takes a different path in order to achieve them. Teaching is not a homogeneous task, and it is much more than methodology. Teaching and learning are complex and interdependent processes that occur in multiple contexts and that are affected by many factors inside and

outside the classroom. Hence the theoretical, philosophical and methodological domain of teaching and learning, along with a self-assessment on what they value and are committed to, empower teachers to make informed decisions.

Each teacher enters the profession from different levels of experience and expertise in various social and organizational contexts. What they all have in common, like all human beings, is that they have the calling of wanting to "be more". Standards can be an effective challenge to create a creative tension for each teacher to remain on a permanent improvement route. They are, in addition to a guide for action, an orientation for reflection.

### **Structure of the Standards**

For the reader's efficient and effective use of this document, some important elements should be considered.

1. The professional standards presented have as reference the curriculum framework from the Puerto Rico Department of Education, specifically the document *Curricular Renewal Project: Theoretical and Methodological Foundations* (2003), which establishes the philosophical, theoretical and methodological principles of the frameworks. We invite readers to look this document up to help contextualize the proposed standards.
2. There is a connection between the standards and the Organic Act of the Puerto Rico Department of Education (Act 149 of 1999) which provides the normative basis to the education system and recognizes teachers as the base of the educational process.
3. Each standard has four parts:
  - **Description:** a brief statement about why this standard should be considered as important to be in the list of what teachers should know, do and demonstrate disposition to execute.
  - **Knowledge:** what teachers should know and understand in order to meet the standard.
  - **Dispositions:** what teachers must commit to in order to meet the standard.
  - **Performance:** what teachers should be able to do in order to meet the standard.

4. It is recognized that the standards, though presented separately in this document, in practice, make up a network of knowledge, dispositions and performances that interact in a continuous and interdependent manner. The reader will find repeated elements in various standards as an expression of the connection that occurs in the practice, of all the dimensions of teacher tasks that the standards represent.
5. The ethical dimension of the profession is recognized as a fundamental element in teaching. However, a separate standard is not dedicated to ethical aspects. Recognizing its importance, the element of ethics is present in each of the standards, especially in the dispositions. In addition to the values agreed upon by all teachers as their ethical foundations, each teacher defines ethics as the free exercise of their actions in order to be consistent and achieve correspondence between theory, values and their practice in everyday or extraordinary, circumstances presented to them as educators.
6. Teacher participation, as a citizen of the school, is also present in each of the standards. The capacity, disposition and performance of fellowship and the commitment to be part of the improvement efforts for the school are evident with the compliance of all the standards.
7. Each teacher should keep in mind that the level of mastery of these standards will be affected by certain factors, such as: experience as a teacher, school level taught, professional development opportunities, and other factors that could significantly affect pedagogical practice. Each teacher is responsible of evaluating how much of their improvement depends on themselves or on favorable or unfavorable outside forces. Each supervisor or trainer will also consider these factors when making decisions about each performance task.
8. We invite teachers to use the self-assessment worksheet in attachment 1 for a self-critical look at their performance, in accordance to these standards, and make a unique and individual plan for self-development as a teacher.

## **PUERTO RICO'S PROFESSIONAL TEACHING STANDARDS**

- Standard 1: Subject Knowledge
- Standard 2: Pedagogical Knowledge
- Standard 3: Instructional Strategies
- Standard 4: Learning Environments
- Standard 5: Diversity and Special Needs
- Standard 6: Evaluation and "Assessment"
- Standard 7: Integration of Technology
- Standard 8: Communication and language
- Standard 9: Family and Community
- Standard 10: Management of Information
- Standard 11: Professional Development



## **STANDARD 1: KNOWLEDGE OF SUBJECT**

### **Description**

Knowledge of the subject to be taught is essential for the teacher in order to be effective in their performance, which aims at having the best possible learning experience for students. The teacher should know and understand the concepts, processes and skills inherent to the subject according to the level they teach and should also consider how it is taught in order to promote a more relevant and effective learning in their students. On the other hand, the teacher should have the basic notions of the nature of the subject, including how to obtain the knowledge, its historical development, its ethical aspects, as well as its contribution to society in the contemporary world.

### **Knowledge**

#### **The teacher knows and understands:**

- 1.1 concepts, processes, skills and core values of the subject, according to the level they teach
- 1.2 the nature and historical background of the discipline in which the subject they teach is based, and what are the best methods to impart knowledge
- 1.3 philosophical and programmatic principles expressed in the curriculum documents that underlie and support the curriculum of the subject (e.g. Standards, Curriculum Framework, etc.)
- 1.4 the contributions of the subject in the social context of Puerto Rico, and the world, as well as the importance of the subject in the social and cultural development of students
- 1.5 the relationship of the subject to other areas of human knowledge, and the relationship, and possible conceptual connections, between the subject and other subjects at the level they are teaching.

### **Dispositions:**

#### **The teacher values and commits to:**

- 1.6 reflect constantly on the structure and content of the subject to make it more relevant to students



1.7 identify ideas and similar concepts of their subject with other areas or subjects

1.8 assess and study how knowledge, skills and values are developed by students, recognizing the importance of the contributions of the different teaching models proposed for their level

1.9 connect and make relevant the subject content to the Puerto Rican culture and the student's daily life, while maintaining the universal characteristics of the subject

1.10 promote research and experimentation in the classroom in order for students to incorporate into their lifestyle these research mechanisms and knowledge development.

## **Performance**

### **The teacher engages in activities aimed to:**

1.11 create varied, relevant and appropriate lessons promoting the development of critical, reflective and creative thinking in all students to face problems that are present in their daily lives.

1.12 design how the concepts will be taught considering the scope and depth appropriate to the developmental level of the students

1.13 plan the learning experiences of the subject with consideration to the level of the cognitive development of the student

1.14 build different representations of the subject concepts in order to create learning opportunities for all students

1.15 evaluate, select and use resources and curriculum materials to supplement, update and delineate more precisely the ideas, concepts and processes that will be taught

1.16 link the contributions of the subject with the social, ethical and moral aspects of modern society.

## **STANDARD 2: PEDAGOGICAL KNOWLEDGE**

### **Description**

Pedagogical knowledge empowers teachers to effectively implement the teaching process. It is what enables the teacher to transform knowledge of the subject into appropriate experiences to provoke a profound learning in students. The teacher should know and understand how students develop and learn in different scenarios, how to address individual differences, how to respond to special needs and how the philosophical, psychological and sociological foundations of education apply to the different levels of teaching and learning.

### **Knowledge**

#### **The teacher knows and understands:**

- 2.1 how students construct knowledge, develop cognitive and psychomotor skills and attitudes, according to their developmental stages
- 2.2 how student learning is influenced by individual experiences, talents and prior learning as well as language, culture, family and community values
- 2.3 that the student's personal world is made up of their life experiences and factors such as: socioeconomic status, gender, ethnicity, native language, sexual preference, age, family structure and special needs
- 2.4 the philosophical, psychological and sociological foundations necessary for an effective teaching practice.

### **Dispositions**

#### **The teacher values and commits to:**

- 2.5 ensure a correspondence between their educational paradigm and their pedagogical practice.
- 2.6 ensure that all students have the right to receive an education of excellence

2.7 recognize that all students have different talents, strengths and multiple intelligences

2.8 recognize that all students can learn at different levels and succeed

2.9 respect individual and cultural differences, as well as the learning diversity, occurring in the classroom.

## **Performance**

### **The teacher engages in activities aimed to:**

2.10 base their teaching practice in educational theories validated by the professional community, research and pedagogical praxis

2.11 apply learning theories, considered valid in their professional practice, to address individual differences related to how a student learns and the different contexts in which the educational experience develops

2.12 plan and develop activities to create a learning community which respects and values diversity.

## **Standard 3: Instructional Strategies**

### **Description**

Instructional strategies are the mechanisms that put into motion the pedagogical knowledge geared towards the academic and personal development of students. The teacher, as an instructional designer, must select effective strategies consistent with the goals and objectives that meet the particular needs of their students, in ways that promote learning with deep understanding and the development of higher thinking skills. The teacher plans challenging lessons in order to motivate students to learn the contents of the subject, and especially to develop in students the pleasure and joy of learning.

## **Knowledge**

### **The teacher knows and understands:**

- 3.1 goals, objectives and the general curricular competencies of the academic program, as established by the Department of Education in official documents
- 3.2 strategies, methods and teaching techniques validated by the professional community, research and pedagogical praxis
- 3.3 how to plan a lesson based on the individual needs of the students
- 3.4 the importance of recognizing and activating students' prior knowledge to achieve meaningful learning
- 3.5 the importance of technology integration to the teaching and learning process
- 3.6 teaching strategies required to develop planned educational activities in an appropriate learning environment.

## **Dispositions**

### **The teacher values and commits to:**

- 3.7 recognize cultural diversity and other individual differences of students in order to select and implement various teaching strategies
- 3.8 consider and take responsibility for the ethical implications of their pedagogical practice
- 3.9 promote relevant learning in the classroom and establish links with social issues affecting students
- 3.10 assess and research their own educational performance using as criteria the achievement of the objectives and the difficulties experienced in order to comply with them.
- 3.11 recognize when instructional strategies are not effective and being receptive to make any changes required by the situation.

## Performance

### The teacher engages in activities aimed to:

3.12 identify and design appropriate instruction to the stage of development of students and their individual needs

3.13 plan short and long term instruction based on the knowledge of the subject area and knowledge of the students learning processes

3.14 use several instructional materials and resources to achieve learning goals

3.15 identify strategies to design learning experiences that are meaningful to students and that promote the desire to search and construct knowledge

3.16 contextualize teaching based on the realities of the school, community and country

3.17 facilitate activities promoting the development of higher thinking skills

3.18 use different strategies that promote an adequate way of thinking for problem solving and applying acquired knowledge to everyday life situations.

3.19 use a variety of evaluation and assessment techniques to demonstrate achievement of the objectives

3.20 use strategies of social integration in the classroom, promoting respect for cultural differences of ethnicity, origin, gender, age, socioeconomic status and family structure

3.21 use a variety of strategies to ensure that all students can understand the complexity and depth of the concepts of the subject taught.

## **Standard 4: Learning Environments**

### **Description**

Teaching and learning processes are framed by the school environment and the community in which the school is located. However, in the classroom the teacher is in charge of these processes. For the effectiveness of the teaching and learning methods, the learning environment created in the classroom should be highly motivating, where the dignity of all learners is respected and safety prevails, as well as respect and equity toward all students. In this learning environment student's self-motivation, positive social interaction and engagement with learning is encouraged.

### **Knowledge**

#### **The teacher knows and understands that:**

- 4.1 the classroom is influenced by a multitude of internal and external factors
- 4.2 the classroom environment is built by the teacher and students
- 4.3 the importance of their role as a facilitator in creating an appropriate learning environment in the classroom
- 4.4 the importance of creating a physical and social environment that responds to diversity and individual needs, as a requirement for student learning
- 4.5 the laws, regulations and procedures of the educational system and the implications for them and their students
- 4.6 the importance of active student participation as a primary factor in the learning process.

### **Dispositions**

#### **The teacher values and commits to:**

- 4.7 establish routines and procedures that encourage a climate of respect, equity and responsibility in the classroom.

4.8 Promote and model equity and respect in the classroom

4.9 value the contribution of their students as essential to improving their teaching performance.

## **Performance**

### **The teacher engages in activities aimed to:**

4.10 create a social, emotional and physical environment where communication skills, participation and acceptance of diversity are practiced.

4.11 effectively use instructional time

4.12 maintains a learning environment where students take responsibility for their actions and their decisions

4.13 incorporate teaching materials, resources and technology to promote learning for all students

4.14 inform students about the rules and procedures that influence learning in the educational setting.

## **Standard 5: Diversity and Special Needs**

### **Description**

The student population is characterized mainly by its diversity. Factors such as social class, gender, ethnicity and language portray the heterogeneity of the student population. In Puerto Rico there are many students who are diagnosed as having special needs; this makes the individual lesson planning essential to ensure they achieve learning success. This student population includes, among others, students with physical and cognitive impairments that put them at a disadvantage if they do not participate in experiences designed with their needs in mind. There are also students who have exceptional skills for academic learning and need, as well, special attention and assistance to achieve learning success. Due to this, every teacher should know and understand the fundamental aspects of special education that apply to these students in order to conduct reasonable accommodations and ensure equitable education for all their students.

## **Knowledge**

### **The teacher knows and understands:**

- 5.1 how cultural, socio-economic differences, and the special needs of students, affect their learning as well as teaching modes and resources
- 5.2 the ways that students learn in different environments, the neurobiological processes associated with learning, the different accommodations to suit special needs and how to motivate students to learn
- 5.3 statutory provisions of the law for people with disabilities and their basic requirements
- 5.4 local dispositions and provisions related to students with extraordinary talents
- 5.5 how to access information concerning laws, rules, and procedures that apply to safeguard the planning and implementation of individual learning programs
- 5.6 available resources related to the educational strategies that make possible the accommodation of individual differences
- 5.7 the purpose of individualized education to ensure that the student needs are met.

## **Dispositions**

### **The teacher values and commits to:**

- 5.8 respect individual and cultural differences and appreciate the value of each individual and their culture
- 5.9 respect the learning diversity taking place in the classroom, as well as the talents and perspectives of each student to achieve this learning
- 5.10 support the idea that all children and adolescents with special needs can learn and succeed to the best of their individual abilities

5.11 modify the evaluation process for accommodations, special needs and student diversity

5.12 collaborate in the preparation of an individualized education plan for students and make the accommodations.

## **Performance**

### **The teacher engages in activities aimed to:**

5.13 study students school records to identify their prior performance and current, as well as potential needs to achieve learning success

5.14 use appropriate diagnostic measures and interpretation of results to implement strategies that influence learning

5.15 create inclusive learning environments, with special attention to students with special needs and / or special skills, where diversity is valued and solidarity is present with those who need special support

5.16 learn about the cultural, linguistic, economic and social diversity of students, their families and the community in which they live.

5.17 use what is known about the students to design instruction in order to guide learning based on the students strengths at the same time that their special needs are met

5.18 use a variety of techniques to accommodate and modify strategies, services and resources, including assistive technology, to achieve a more effective learning.

## **Standard 6: Evaluation and "Assessment"**

### **Description**

The evaluation and assessment process have such an influence on the teaching and learning process that they cannot be separated. These are essential for the collection and

analysis of information about student learning and subsequent decision making. The teacher must know the theoretical framework in which evaluation and assessment are based, as well as the various techniques and tools that can be used. In addition, the teacher must be able to analyze the information obtained from various sources through measurement processes, assessment and evaluation. This allows reflecting and taking action on the teacher pedagogical practice, the learning process of their students and students' performance.

## **Knowledge**

### **The teacher knows and understands:**

6.1 the difference between the concepts of measurement, assessment and evaluation

6.2 the different uses of diagnostic, formative and summative evaluation

6.3 that evaluation and assessment are formal and informal processes which must address the social, cultural and physical diversity and that they are planned according to the stage of development of the student

6.4 that evaluation and assessment must address the social, cultural and physical diversity of students while planning in response to the developmental stage of the students

6.5 the preparation of different types of testing or assessment tools (objective, discussion, standard, based on criteria, etc.) meet the course objectives and the development of standards and curriculum expectations

6.6 relevance and significance of the results of standardized tests in the assessment of student learning

6.7 use, advantages and limitations of different assessment techniques and the evaluative weight of each experience in order to select the one that best suits the students.

## **Dispositions**

### **The teacher values and commits to:**

6.8 use a variety of evaluation and assessment techniques in order for the students to demonstrate what they know in different ways

6.9 engage and encourage teamwork with other teachers, students and parents

6.10 recognize the efforts made by the students in their learning and how they take an active part in it

6.11 develop research through action as one of the means to recognize student learning and effective teaching strategies

6.12 maintain the confidentiality of the results of the different evaluation and assessment methods.

## **Performance**

### **The teacher engages in activities aimed to:**

6.13 identify, design and use different evaluation and assessment strategies to assess how the student learns

6.14 collect, organize and interpret information obtained about the effectiveness of the student learning experiences provided with the purpose of validating learning and self-assessing their own performance

6.15 design various assessment techniques of the same curricular content as alternatives for individual differences that at the same time allows various forms of student responses

6.16 observe the verbal and nonverbal behavior that shows the degree of understanding of the students regarding the subject being taught

6.17 use results from evaluation and assessment to readjust the teaching and learning process

6.18 establish a continuous communication with all the educational components involved (teachers, students, parents and community) to benefit the final result of the academic success of students



## Standard 7: Integration of Technology

### Description

The development of information and communication technologies (ICT) and other technological innovations, presents a challenge and an opportunity for educators. New generations are immersed in a world where technology is the trademark; this leads to students relating "intuitively" with technology. However, the technology that is available to students is not necessarily designed or used for purposes of academic learning and personal development of students. In the classroom, the teacher integrates technology to create the best learning environments and facilitate the inclusion of all students in the learning process. Technology, especially computer based, must be integrated intentionally and systematically as a tool for thought development in the process of teaching and learning. Other technologies designed for the classroom (calculators, simulators, etc.) aid in the effectiveness of the teaching and learning process.

### Knowledge

#### The teacher knows and understands:

- 7.1 the potential of technology as an essential tool in the modern world to obtain, process and analyze information in order to build knowledge
- 7.2 the criteria for selecting and using appropriate technology to develop a teaching plan
- 7.3 the criteria for evaluating what the Internet offers and its value for curriculum integration
- 7.4 an existing schedule to integrate technology into their teaching area
- 7.5 the difference between software to facilitate course delivery and software to serve as cognitive tools to them and students
- 7.6 the basic standards of technology integration that is expected of teachers and students.

## **Dispositions**

### **The teacher values and commits to:**

- 7.7 take on new challenges, both personal and professional, in ICT management
- 7.8 assess the use of ICT for self-managed learning by students
- 7.9 evaluate the use of ICT as a means for the management and disposition of information for student learning
- 7.10 recognize the usefulness of ICT to express opinions and demands in the media and take advantage of their increasing flexibility
- 7.11 model the ethical use of ICT to present theirs, and others, work product
- 7.12 strive to provide equal and fair share participation to exceptional students in curricular activities integrating the ICT's.

## **Performance**

### **The teacher engages in activities aimed to:**

- 7.13 promote new skills and knowledge, using technology, so that learning is an interactive process, in which emphasis is made on the production of new cognitive syntheses and not the mere acquisition of information on the net
- 7.14 create learning environments full of experiences, mediated by ICT, which respond to a planning designed for the student as the protagonist of their learning
- 7.15 integrate ICT in the exchange of students in group learning, as well as in the individual acquisition of knowledge
- 7.16 create links with the community to contribute to the reduction of differences to access technology (digital gap), with particular attention to low-income students and/or special needs students
- 7.17 use technological resources available in their school or district as a resource for student knowledge acquisition.

## **Standard 8: Communication and Language**

### **Description**

Verbal and written communication is the essential vehicle used by a teacher to carry out the teaching and learning process in order to develop students' knowledge of the subject. In addition, language, once it is learned, becomes a tool for analysis, exchange and conceptual reasoning. The teaching process for learning demands all teachers to be highly proficient in language use. The mastery of communication skills, both oral and written, facilitates the process of inquiring and developing social environments that foster positive relationships among all students.

### **Knowledge**

#### **The teacher knows and understands:**

- 8.1 the grammatical and syntactic structure of language and promote its use in both spoken and written language
- 8.2 the structural language characteristics that makes it a tool to think and express ideas
- 8.3 language is essentially a product of culture and at the same time a vehicle for sharing it
- 8.4 the characteristics of language that make it a unique tool for developing effective communication between humans and to establish productive social and psychological relationships
- 8.5 the individual needs of each student for the optimal development in oral and written communication skills

## **Dispositions**

### **The teacher values and commits to:**

8.6 be a role model in the use of language in all its variants (ie. spoken, written) as a mediating agent of the processes of teaching and learning

8.7 develop, together with their students, the power of effective communication; using language in the teaching and learning process

8.8 use the full potential of language as a socializing agent and an essential cultural learning tool

8.9 develop the skills of effective linguistic communication among students in order to develop a true community of learners that respect individuals and where ideas are discussed

8.10 use different strategies and communication methods demonstrating sensitivity to students' special needs and linguistic, cultural, gender, ethnic and social diversity.

## **Performance**

### **The teacher engages in activities aimed to:**

8.11 model communication strategies and ask effective questions to discuss ideas and stimulate critical thinking

8.12 develop the essential skills of effective oral and written communication between students, respecting individual differences.

8.13 develop, among students, verbal and nonverbal skills necessary for them to be effective critics and inquisitive thinkers, both individually and collectively

8.14 encourage and promote the development of high critical thinking skills in all students using language as a mediating agent, taking into account linguistic, cultural, gender, ethnic and social diversity.

## Standard 9: Family and Community

### Description

Students' learning process in the classroom is nuanced by internal and external factors. Specifically, their family or guardians influence significantly the educational process. Similarly, the surroundings in which home and school are located have a powerful influence in the developing social environment of each student as well as the learning resources available to the school. Recognizing this interdependence, the teacher assists in the integration of school, community and the student's home to create a learning community in the classroom. The teacher encourages and promotes an already existing cultural exchange in communities, and models an equitable social relationship between members of the school community. The teacher uses family, and the surrounding community, as a valuable learning resource.

### Knowledge

#### The teacher knows and understands:

- 9.1 school, family and community environment as a system of mutual influences in teaching and learning
- 9.2 the importance of participation from mothers, fathers and guardians in a sustained, respectful and mutual communication between the school community and the family, especially in the decision-making processes inherent to students achievement
- 9.3 history, values and practices of the surrounding community and where their students come from
- 9.4 interdependence of all sectors of the school community, in order to develop a environment that promotes better learning
- 9.5 existing learning resources in the community
- 9.6 how to establish partnerships with various community organizations.

## **Dispositions**

### **The teacher values and commits to:**

9.7 value and respect students' family (parents and guardians) and their community of origin, and appreciate their role in the learning aspect of each student

9.8 improve understanding of students' cultures and the dynamics of their community, including linguistic, ethnic, religious and socioeconomic diversity

9.9 share their responsibility in protecting and promoting the values and principles that support a healthy living style in their classroom, in school, and in the surrounding community

9.10 respect and value sociocultural diversity in the classroom

9.11 value the community resources and issues of interest as a source of learning for students

9.12 model the dialogue between internal and external school sectors

## **Performance**

### **The teacher engages in activities aimed to:**

9.13 create a sociocultural profile of the students in order to provide information to understand, and work effectively, with their diversity.

9.14 establish partnerships with organizations, agencies, industries, businesses and colleges to promote school and community educational development

9.15 integrate into their work plan the community resources that can serve as instructional support inside and outside the classroom.

9.16 design classroom experiences where parents and guardians have the opportunity to actively participate and collaborate.

9.17 establish an effective communication system with the students' family in order to make them aware of the achievements and difficulties that arise in the learning process of their children.

## **Standard 10: Management of Information**

### **Description:**

In today's society, information is generated rapidly, as never before in the history of mankind. The capacity to effectively manage the wealth of information and knowledge require a set of skills and competence that will enable teachers and citizens to recognize their information needs and organize a coherent and effective process to meet those needs with reliable and useful information. The teacher is able to perform this process as well as help their students develop their abilities to do so autonomously. In this endeavor, citizens and teachers make use of resources and information and communication technologies in an ethical, effective and efficient manner, paying particular attention to students with special needs.

### **Knowledge**

#### **The teacher knows and understands:**

- 10.1 a variety of information sources and how they are used in educational settings
- 10.2 that information skills are not limited to the technological skill of information research
- 10.3 how to select and validate information and incorporate it into their knowledge system
- 10.4 ethical, economic, legal and social issues associated with the access and use of information, including intellectual property rights.

### **Dispositions**

#### **The teacher values and commits to:**

- 10.5 support the development of informational skills in their students

10.6 recognize the informational needs of students in order to organize a coherent and effective search process through available resources

10.7 identify information and communication technologies available to meet their needs and their students' needs

10.8 model the ethical and legal use of accessed and published information

10.9 use information effectively for a specific purpose

10.10 critically evaluate information and its sources.

## **Performance**

### **The teacher engages in activities aimed to:**

10.11 plan learning experiences that promote the development of the students' informational skills

10.12 organize an educational, coherent and effective search process on different resources available

10.13 select content and information sources, making sure they are valid and reliable

10.14 adapt information to the particular needs of each student

10.15 offer opportunities to generate technological competence to information access and use

10.16 establish a collaborative relationship with the librarian, as an information professional, to support the classroom effort in the searching, identification and effective use of information

10.17 identify community resources supporting the development of the students' information skills.

## **Standard 11: Professional Development**

### **Description**

Teaching requires continuous professional development. Curriculum theories, the teaching and learning process, and the development of subject knowledge are in continuous evolution. The constantly changing profile of students and social phenomena that impacts education, such as information technology, law and labor issues, challenge teachers to find new and better ways to respond to emerging needs in students as well as their development as professionals. Therefore, in order for a teacher to stay updated and effective, it is necessary for them to be conscious of their professional development needs. The teacher should be able to implement and transfer to the classroom the knowledge, skills and attitudes achieved in the development program in order to attain student's success. The teacher should carry out a reflexive educational practice and establish along their peers a community of learning and practice.

### **Knowledge**

#### **The teacher knows and understands:**

- 11.1 their development needs in order to strengthen themselves as educators
- 11.2 the link between their needs for professional development and the learning needs of their students
- 11.3 how research and other methods of inquiry can be significant for development, learning and self-assessment
- 11.4 that there are multiple paths for professional development ranging from institutions offering programs to individual and collective self-managed initiatives and directly from the school
- 11.5 that professional development needs should be planned by the teacher in collaboration with the school director.

## **Disposition**

### **The teacher values and commits to:**

- 11.6 continually reflect on their educational practice, both individually and along with peers
- 11.7 transform self-assessment into an action plan for development
- 11.8 use research results from their performance to identify development needs
- 11.9 make persistent efforts toward seeking professional development opportunities to improve their practice and professional preparation
- 11.10 evaluate the available alternatives and apply the best criteria in order to select what suits you as a professional and as a teacher
- 11.11 be willing to voluntarily use their time outside working hours, for their professional development, if necessary, and if the opportunity arises
- 11.12 collaborate with colleagues to give and receive support conducive to the professional development of all
- 11.13 accepting that professional development planning is primarily the responsibility and right of each teacher
- 11.14 maintain an attitude of lifelong learning.

## **Performance**

### **The teacher engages in activities aimed to:**

- 11.15 participate in professional development initiatives that respond to their needs as an educator
- 11.16 share with colleagues and the school community the result of their learning and learn from what other members of the school contribute

11.17 transfer critically to the classroom the learning activities constructed at professional development programs

11.18 use the professional standards as a reference in the self-assessment of their performance as an educator

11.19 use the result of their students' learning results, the contribution of the family of the students, constructive criticism from colleagues and formal evaluations of the system, as an important source of information to identify their professional development needs

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## Attachment 1: Self-Assessment

In an effort to evaluate my performance as a teacher, I will answer the following questions related to each professional standard:

<b>Standard #: _____</b>
<ul style="list-style-type: none"><li>● Why is it important for me to comply with this standard?</li></ul>
<ul style="list-style-type: none"><li>● In what level am I in each of the three components of the standard?<ul style="list-style-type: none"><li>✓ Knowledge:</li><li>✓ Disposition:</li><li>✓ Performance:</li></ul></li></ul>
<ul style="list-style-type: none"><li>● What is the relationship between my performance in this standard and my effectiveness in facilitating my students' learning success?</li></ul>
<ul style="list-style-type: none"><li>● What can I do to strengthen my performance in compliance with the knowledge, disposition and implementation that this standard suggests?</li></ul>
<ul style="list-style-type: none"><li>● Where can I find support to meet my needs for professional development related to this standard?</li></ul>

- My development plan for this standard is:

## SURVEY FOR TEACHERS THAT PARTICIPATED IN THE PILOT EVALUATION SYSTEM OF SIG SCHOOLS SCHOOL YEAR 2015-2016

School name: \_\_\_\_\_ School code: \_\_\_\_\_

School district: \_\_\_\_\_ School region: \_\_\_\_\_

Subject: \_\_\_\_\_ Grade or grades: \_\_\_\_\_

Years teaching that subject: \_\_\_\_\_ Years of Experience as Teacher: \_\_\_\_\_

Students' quantity: \_\_\_\_\_ Special Ed. Students Quantity: \_\_\_\_\_

LSP students' quantity \_\_\_\_\_ School classification: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: Please fully dark the circle in the right column that better answer the items at the left side according with your experience with the pilot evaluation system implemented in your school.

1) Did you receive orientation regards the evaluation pilot Project and instruments?	<input type="radio"/> Yes <input type="radio"/> No
2) Did you complete the teachers' self-evaluation attachment?	<input type="radio"/> Yes <input type="radio"/> No
3) Did you receive the pre-observation visit from your school director?	<input type="radio"/> Yes <input type="radio"/> No
4) Did the school director discussed with your the self- evaluation results?	<input type="radio"/> Yes <input type="radio"/> No
5) Did you receive the observation visit from: ( Please dark all that applies)	<input type="radio"/> School Director  <input type="radio"/> Spanish Facilitator

	<input type="radio"/> English Facilitator  <input type="radio"/> Mathematics Facilitator  <input type="radio"/> Sciences Facilitator  <input type="radio"/> Auxiliar Superintendent of Evaluation  <input type="radio"/> Other subjects facilitators (mention it ):_____
6) Did you receive teaching support in the opportunity areas identified in your self-evaluation?	<input type="radio"/> Yes <input type="radio"/> No
7) Did the staff that visit you discussed the observations results with you?	<input type="radio"/> Yes <input type="radio"/> No
8) Did you receive follow up visitis from: (dark all that applies)	<input type="radio"/> School Director  <input type="radio"/> Spanish Facilitator  <input type="radio"/> English Facilitator  <input type="radio"/> Mathematics Facilitator  <input type="radio"/> Sciences Facilitator  <input type="radio"/> Auxiliar Superintendent of Evaluation  <input type="radio"/> Other subjects facilitators (mention it ):_____

9) The school director explained performance levels and what their scope?	<input type="radio"/> Yes <input type="radio"/> No
10) Do you got knowledge of how the summative evaluation is completed?	<input type="radio"/> Yes <input type="radio"/> No
11) Did the school director explain how the Individual Professional Development Plan will be made according with the performing level?	<input type="radio"/> Yes <input type="radio"/> No

**SURVEY OF THE PILOT EVALUATION SYSTEM FOR SCHOOLS DIRECTORS OF SIG SCHOOLS SCHOOL YEAR 2015-2016**

School: \_\_\_\_\_ School code: \_\_\_\_\_

School district: \_\_\_\_\_ School region: \_\_\_\_\_

Years of experience as school director: \_\_\_\_\_ Quantity of faculty members: \_\_\_\_\_

Students' quantity: \_\_\_\_\_ Special education Students' quantity: \_\_\_\_\_

SLP students' quantity \_\_\_\_\_ School classification: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: Please fully dark the circle in the right column that better answer the items at the left side according with your experience with the pilot evaluation system implemented in your school.

<p>1) Did you receive orientation about the pilot evaluation system and the instruments?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>2) Did you complete the director self-evaluation attachment?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>3) Did you receive the pre-observation visit from the district staff?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>4) Did the district staff discussed with you the self-evaluation results?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>5) Did your receive the observation visit from: (Please dark all that applies)</p>	<p><input type="radio"/> Program Director <input type="radio"/> Superintendent <input type="radio"/> Auxiliar Superintendent <input type="radio"/> Auxiliar Superintendent of Evaluation <input type="radio"/> Central Level Staff <input type="radio"/> Other (mention it ):_____</p>
<p>6) Did you receive technical assistance in the administrative opportunity areas identified in your self-evaluation?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>7) Did the personnel that visited you discussed with you the results of the visits to school?</p>	<p><input type="radio"/> Yes <input type="radio"/> No</p>
<p>8) Did you receive follow up visits form: (Dark all that applies)</p>	<p><input type="radio"/> Program Director <input type="radio"/> Superintendent <input type="radio"/> Auxiliar Superintendent <input type="radio"/> Auxiliar Superintendent of Evaluation <input type="radio"/> Central Level Staff <input type="radio"/> Other (mention it ):_____</p>

9) Did the district staff explain to you the performance levels and their scope?	<input type="radio"/> Yes <input type="radio"/> No
10) Do you got knowlege about how the summative evaluation is completed?	<input type="radio"/> Yes <input type="radio"/> No
11) ¿El personal del distrito le explicó cómo se va a cumplimentar el Plan individual de Desarrollo Profesional de acuerdo al nivel de ejecución?	<input type="radio"/> Yes <input type="radio"/> No

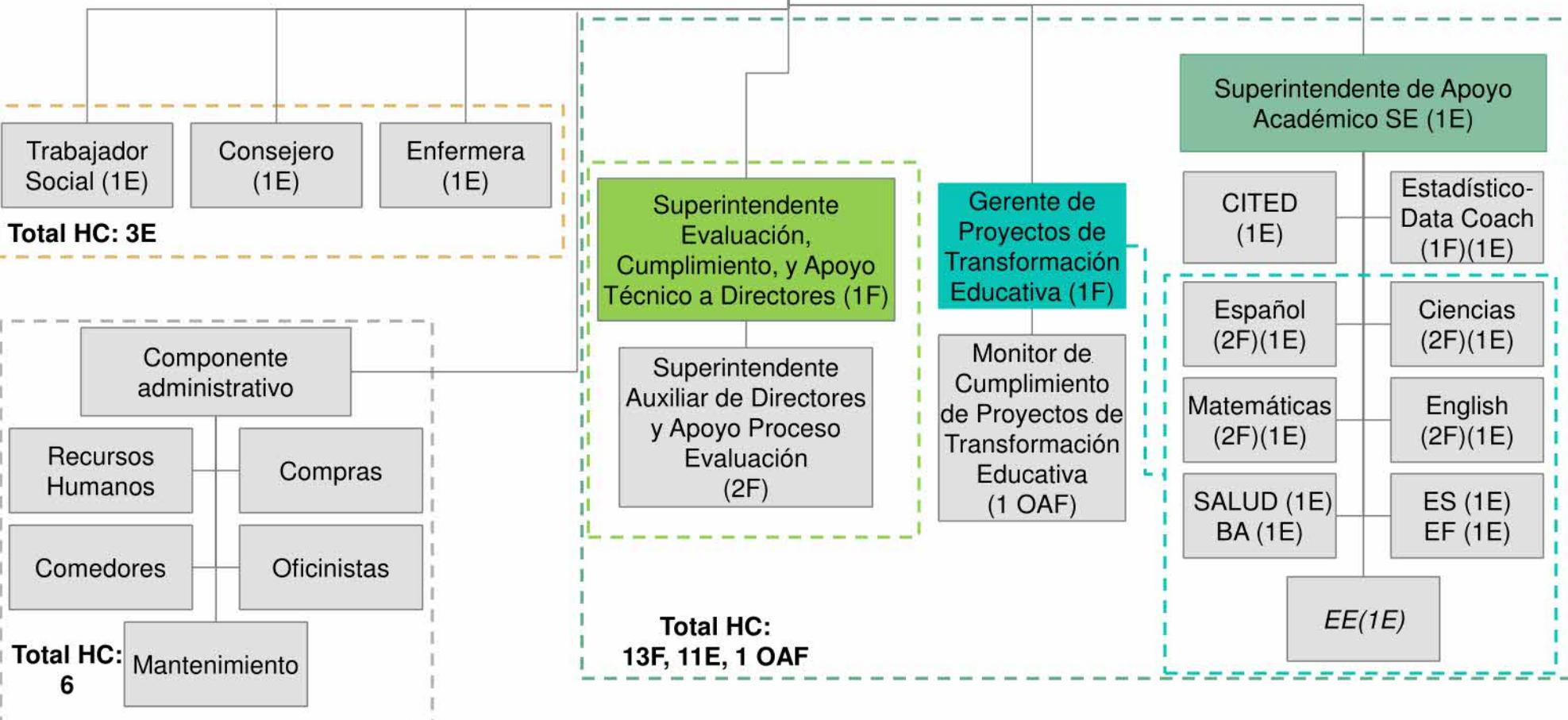
# Nuevo modelo de distrito asegura asistencia técnica a directores y maestros y apoyo a estudiantes

*Last view presented to Secretary*

Ayudante Especial del Distrito

HC: 1 E

Adicionalmente se asumen 3 oficinistas / soporte administrativo



Total HC: 3E

Total HC: 6

Total HC: 13F, 11E, 1 OAF

- Monitoria Académica
- Integración activa de la comunidad
- Apoyo Académico
- Ocupacional y adulto.

- Proyectos Oficina Federal
- Responsabilidad Institucional Académica

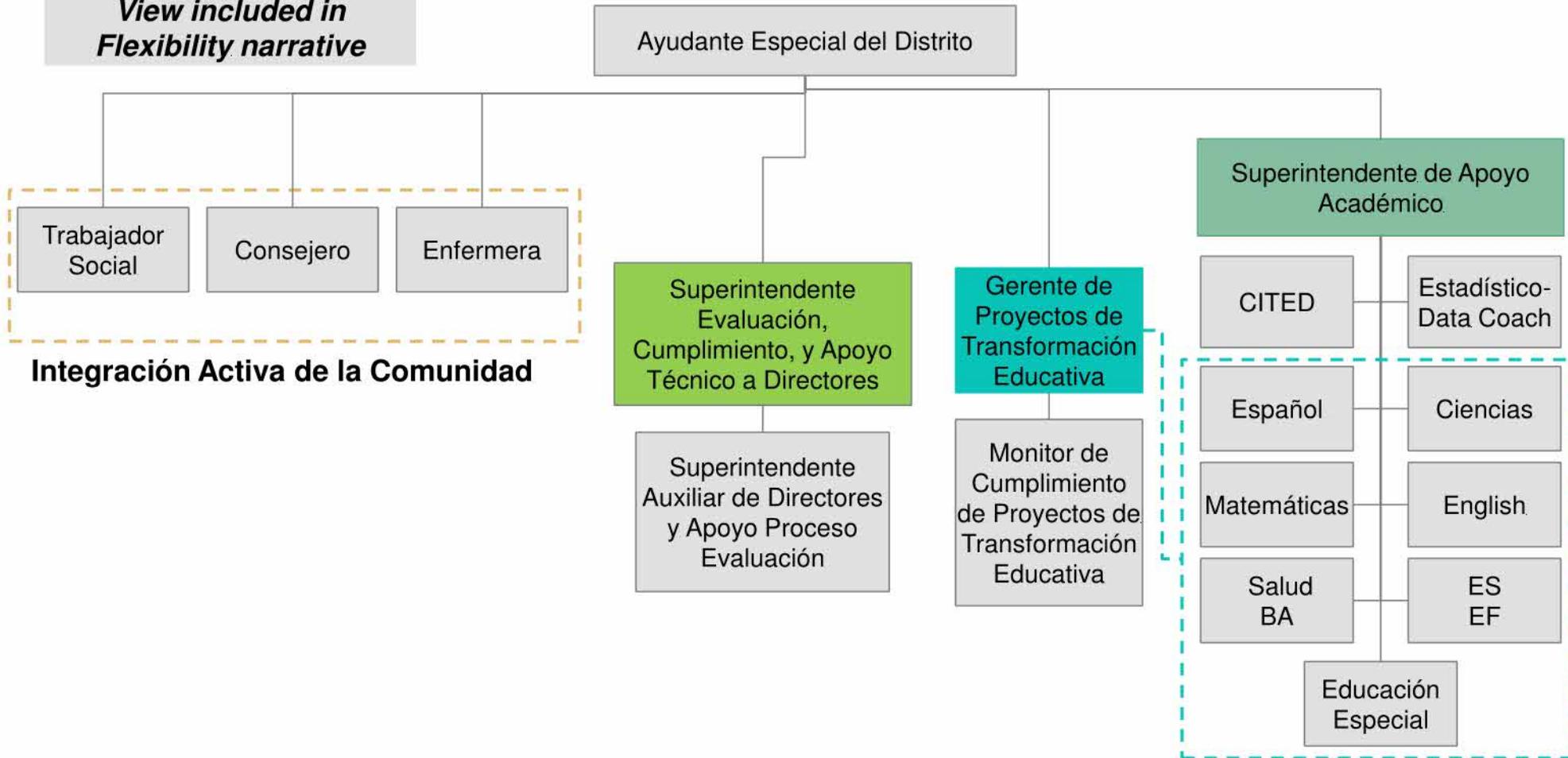
- (F) Puestos Federales 13 (no incluye puesto OAF)
- (E) Puestos Estatales 16 (sin puestos administrativos, incluye EE)
- Administrativos 6
- (SE)—Superintendente de Escuelas
- (SA)—Superintendente Auxiliar

Nota Profesional : Las funciones inherentes a cada categoría no son restrictivas y dependerán de las necesidades de las escuelas servidas por el distrito



# Distrito Académico: Modelo que asegura asistencia técnica a directores y maestros y apoyo a estudiantes

*View included in Flexibility narrative*



**Lista de clasificación de escuelas 2014-2015**  
**Plan de Flexibilidad DEPR**

CODIGO	ESCUELA	REGION	MUNICIPIO ESCOLAR	NIVEL	CLASIFICACION -FLEX
10017	FELIX ROSARIO RIOS	ARECIBO	ARECIBO I	ELEMENTAL	Transición
10058	SU RAMON E BETANCES	ARECIBO	ARECIBO I	SEGUNDA UNIDAD	Transición
10108	LOS CAÑOS	ARECIBO	ARECIBO I	ELEMENTAL	Transición
10272	EUGENIO MARIA DE HOSTOS	ARECIBO	ARECIBO I	SEGUNDA UNIDAD	Transición
10322	SU ENRIQUE DE JESUS BORRAS	ARECIBO	ARECIBO I	SEGUNDA UNIDAD	Transición
10405	LUIS FELIPE PEREZ	ARECIBO	ARECIBO I	SEGUNDA UNIDAD	Transición
10488	ROSA L RIVERA SERRANO	ARECIBO	ARECIBO I	SEGUNDA UNIDAD	Transición
10520	SU DIEGO BRAVO	ARECIBO	ARECIBO I	SEGUNDA UNIDAD	Transición
10546	SU FEDERICO DEGETAU	ARECIBO	ARECIBO I	SEGUNDA UNIDAD	Transición
10637	ANGELICA GOMEZ DE BETANCOURT	ARECIBO	ARECIBO I	ELEMENTAL	Transición
14241	TRINA PADILLA DE SANZ	ARECIBO	ARECIBO I	SECUNDARIO	Prioridad
14316	LIBRE DE MUSICA	ARECIBO	ARECIBO I	TODOS LOS NIVELES	No Clasificada (Shared)
17343	BELLAS ARTES	ARECIBO	ARECIBO I	TODOS LOS NIVELES	No Clasificada (Shared)
17558	SUPERIOR VOCACIONAL	ARECIBO	ARECIBO I	SUPERIOR	Transición
17780	FACTOR 5	ARECIBO	ARECIBO I	ELEMENTAL	Transición
10082	DR FRANCISCO SUSONI	ARECIBO	ARECIBO II	ELEMENTAL	Exelencia Alto Progreso
10173	COTTO (ANEXO)	ARECIBO	ARECIBO II	TODOS LOS NIVELES	Transición (5% mas bajo Progreso)
10207	DOLORES GOMEZ DE ROMAN	ARECIBO	ARECIBO II	ELEMENTAL	Transición
10314	JULIO SEIJO	ARECIBO	ARECIBO II	ELEMENTAL	Transición
10348	JOSE GUALBERTO PADILLA	ARECIBO	ARECIBO II	INTERMEDIO	Transición
10355	JOHN W HARRIS	ARECIBO	ARECIBO II	ELEMENTAL	Transición
10439	DR CAYETANO COLL Y TOSTE	ARECIBO	ARECIBO II	SEGUNDA UNIDAD	Transición
10512	SU MANUEL RUIZ GANDIA	ARECIBO	ARECIBO II	SEGUNDA UNIDAD	Transición
10611	VICTOR ROJAS I	ARECIBO	ARECIBO II	TODOS LOS NIVELES	Transición
10629	VICTOR ROJAS II	ARECIBO	ARECIBO II	ELEMENTAL	Transición
14381	PRE-VOCACIONAL JOSE LIMON ARCE	ARECIBO	ARECIBO II	INTERMEDIO	Transición
14563	MARTIN DIEGO DELGADO	ARECIBO	ARECIBO II	ELEMENTAL	Transición
14787	FRANCISCO PACHIN MARIN	ARECIBO	ARECIBO II	ELEMENTAL	Transición
15024	ELBA LUGO CARRION	ARECIBO	ARECIBO II	ELEMENTAL	Transición
15701	LUIS MUÑOZ RIVERA	ARECIBO	ARECIBO II	ELEMENTAL	Transición
15784	ABELARDO MARTINEZ OTERO	ARECIBO	ARECIBO II	SUPERIOR	Transición
17111	LUIS MUÑOZ MARIN	ARECIBO	ARECIBO II	INTERMEDIO	Exelencia Alto Progreso
17749	SU BARRIO SABANA HOYOS (NUEVA)	ARECIBO	ARECIBO II	SEGUNDA UNIDAD	Enfoque
18192	MARIA CADILLA DE MARTINEZ	ARECIBO	ARECIBO II	SUPERIOR	Prioridad
11353	MANUEL CORCHADO	ARECIBO	HATILLO	ELEMENTAL	Enfoque
11387	LUIS MELENDEZ RODRIGUEZ ELEM	ARECIBO	HATILLO	ELEMENTAL	Enfoque
11395	LUIS MUÑOZ RIVERA	ARECIBO	HATILLO	ELEMENTAL	Transición
11403	EUGENIO MARIA DE HOSTOS	ARECIBO	HATILLO	ELEMENTAL	Transición
11411	CARMEN NOELIA PERAZA TOLEDO	ARECIBO	HATILLO	ELEMENTAL	Transición
11437	ADRIAN MARTINEZ GANDIA	ARECIBO	HATILLO	ELEMENTAL	Transición
11460	ROSA E MOLINARI	ARECIBO	HATILLO	ELEMENTAL	Transición
11478	JOAQUIN RODRIGUEZ RUIZ	ARECIBO	HATILLO	ELEMENTAL	Transición
11494	SU RAFAEL ZAMOT CRUZ	ARECIBO	HATILLO	SEGUNDA UNIDAD	Enfoque
11502	TIMOTEO DELGADO	ARECIBO	HATILLO	INTERMEDIO	Transición
11528	LORENZO COBALLE GANDIA	ARECIBO	HATILLO	SECUNDARIO	Prioridad
15768	JOSE GAUTIER BENITEZ	ARECIBO	HATILLO	ELEMENTAL	Transición
17301	LUIS MELENDEZ RODRIGUEZ INT	ARECIBO	HATILLO	INTERMEDIO	Transición
17772	ANIBAL REYES BELEN	ARECIBO	HATILLO	SUPERIOR	Transición
10850	JOSE M HERNANDEZ	ARECIBO	CAMUY	ELEMENTAL	Enfoque
10892	SU JOAQUIN VAZQUEZ CRUZ	ARECIBO	CAMUY	SEGUNDA UNIDAD	Transición
10926	PABLO AVILA GONZALEZ	ARECIBO	CAMUY	INTERMEDIO	Transición
10959	LAURENTINO ESTRELLA COLON	ARECIBO	CAMUY	ELEMENTAL	Transición
10967	RALPH W EMERSON	ARECIBO	CAMUY	ELEMENTAL	Transición
11023	ANTONIO REYES	ARECIBO	CAMUY	SEGUNDA UNIDAD	Transición
11031	SU SANTIAGO R PALMER	ARECIBO	CAMUY	SEGUNDA UNIDAD	Transición
11072	ROMAN BALDORIOTY DE CASTRO	ARECIBO	CAMUY	INTERMEDIO	Transición
11080	PEDRO AMADOR	ARECIBO	CAMUY	ELEMENTAL	Transición
11756	LUIS FELIPE RODRIGUEZ GARCIA	ARECIBO	CAMUY	ELEMENTAL	Transición
15156	VOCACIONAL AGRICOLA SOLLER	ARECIBO	CAMUY	PS - OTROS	No Clasificada (Shared)
17327	SUPERIOR MIGUEL F SANTIAGO ECHEGARAY	ARECIBO	CAMUY	SUPERIOR	Transición
17384	LUIS F CRESPO	ARECIBO	CAMUY	SUPERIOR	Transición
17467	AMALIA LOPEZ DE AVILA (NUEVA)	ARECIBO	CAMUY	ELEMENTAL	Enfoque
11593	GABRIELA MISTRAL	ARECIBO	LARES	SECUNDARIO	Transición
11643	DOMINGO APONTE COLLAZO	ARECIBO	LARES	SUPERIOR	Prioridad
11718	GONZALEZ BELLO	ARECIBO	LARES	ELEMENTAL	Transición
11767	JUAN C PAGAN	ARECIBO	LARES	ELEMENTAL	Transición
11908	JULIO LEBRON SOTO	ARECIBO	LARES	ELEMENTAL	Transición
11916	RAFAEL MARTINEZ NADAL	ARECIBO	LARES	ELEMENTAL	Exelencia Alto Progreso

**Lista de clasificación de escuelas 2014-2015**  
**Plan de Flexibilidad DEPR**

11924	MANUEL ROJAS LUZARDO	ARECIBO	LARES	SEGUNDA UNIDAD	Transición
11932	SU ANGELICA DELGADO	ARECIBO	LARES	SEGUNDA UNIDAD	Transición
11940	JOSEFINA LINARES	ARECIBO	LARES	SEGUNDA UNIDAD	Enfoque
11957	IGNACIO DICUPE GONZALEZ	ARECIBO	LARES	ELEMENTAL	Transición
12005	GEORGE WASHINGTON	ARECIBO	LARES	ELEMENTAL	Transición
14480	MARIANO REYES CUEVAS	ARECIBO	LARES	ELEMENTAL	Transición
15917	RAMON DE JESUS SIERRA	ARECIBO	LARES	INTERMEDIO	Transición
17673	DANIEL VELEZ SOTO	ARECIBO	LARES	ELEMENTAL	Transición
18226	INTERMEDIA BO PILETAS	ARECIBO	LARES	INTERMEDIO	Transición
12799	RAMON EMETERIO BETANCES	ARECIBO	QUEBRADILLAS	ELEMENTAL	Transición
12807	SU EUGENIO MARIA DE HOSTOS	ARECIBO	QUEBRADILLAS	SEGUNDA UNIDAD	Enfoque
12849	JOSE DE DIEGO	ARECIBO	QUEBRADILLAS	ELEMENTAL	Transición
12872	DR PEDRO ALBIZU CAMPOS	ARECIBO	QUEBRADILLAS	INTERMEDIO	Transición
12880	RAMON AVILA MOLINARI	ARECIBO	QUEBRADILLAS	ELEMENTAL	Enfoque
12898	RAMON SAAVEDRA	ARECIBO	QUEBRADILLAS	ELEMENTAL	Transición
12914	SU HONORIO HERNANDEZ	ARECIBO	QUEBRADILLAS	SEGUNDA UNIDAD	Transición
12922	SU LUIS MUÑOZ RIVERA	ARECIBO	QUEBRADILLAS	SEGUNDA UNIDAD	Transición
12930	JUAN ALEJO ARIZMENDI	ARECIBO	QUEBRADILLAS	SUPERIOR	Transición
17368	SUP MANUEL RAMOS HERNANDEZ	ARECIBO	QUEBRADILLAS	SUPERIOR	Transición
10686	EASTON	ARECIBO	BARCELONETA	ELEMENTAL	Enfoque
10702	FERNANDO SURIA CHAVEZ	ARECIBO	BARCELONETA	SUPERIOR	Transición
10728	JOSE CORDERO ROSARIO	ARECIBO	BARCELONETA	ELEMENTAL	Transición
10736	PRIMITIVO MARCHAND	ARECIBO	BARCELONETA	ELEMENTAL	Transición
10744	IMBERY	ARECIBO	BARCELONETA	ELEMENTAL	Enfoque
10785	AGUSTIN BALSEIRO	ARECIBO	BARCELONETA	ELEMENTAL	Transición
10835	DR FRANCISCO VAZQUEZ	ARECIBO	BARCELONETA	INTERMEDIO	Transición
18176	ELI RAMOS ROSARIO	ARECIBO	BARCELONETA	ELEMENTAL	Enfoque
18184	NUEVA INTERMEDIA	ARECIBO	BARCELONETA	INTERMEDIO	Transición (5% mas bajo Progreso)
18234	VICENTE ACEVEDO BALLESTER	ARECIBO	BARCELONETA	ELEMENTAL	Transición
11155	REPUBLICA DEL ECUADOR	ARECIBO	CIALES	ELEMENTAL	Transición
11163	CRISTOBAL VICENS	ARECIBO	CIALES	ELEMENTAL	Transición
11239	HATO VIEJO CUMBRE	ARECIBO	CIALES	ELEMENTAL	Transición
11262	CONCEPCION PEREZ HERNANDEZ	ARECIBO	CIALES	ELEMENTAL	Exelencia Alto Progreso
11270	PESA PARCELAS	ARECIBO	CIALES	ELEMENTAL	Exelencia Alto Desempeño
11312	SU TORIBIO RIVERA	ARECIBO	CIALES	SEGUNDA UNIDAD	Transición
11320	SU FRANCISCO SERRANO	ARECIBO	CIALES	SEGUNDA UNIDAD	Transición
17152	ZENON RIVERA	ARECIBO	CIALES	ELEMENTAL	Transición
17319	JUAN A CORRETJER	ARECIBO	CIALES	SUPERIOR	Transición
17889	JAIME COIRA ORTIZ	ARECIBO	CIALES	SEGUNDA UNIDAD	Transición
18291	NUEVA URBANA DE CIALES	ARECIBO	CIALES	SEGUNDA UNIDAD	Transición
10710	JUANITA RAMIREZ GONZALEZ	ARECIBO	FLORIDA	ELEMENTAL	Transición
10769	ADOLFO EGÜEN	ARECIBO	FLORIDA	ELEMENTAL	Transición
10827	JUAN PONCE DE LEON II	ARECIBO	FLORIDA	SUPERIOR	Transición
17459	RICARDO RODRIGUEZ TORRES	ARECIBO	FLORIDA	ELEMENTAL	Transición
17764	LEONARDO VALENTIN TIRADO	ARECIBO	FLORIDA	INTERMEDIO	Transición
12021	JOSE MELENDEZ AYALA I	ARECIBO	MANATI	ELEMENTAL	Transición
12039	MICAELA ESCUDERO	ARECIBO	MANATI	ELEMENTAL	Transición
12047	AUGUSTO COHEN	ARECIBO	MANATI	ELEMENTAL	Transición
12062	FRANCISCO MENENDEZ BALBAÑE	ARECIBO	MANATI	ELEMENTAL	Transición
12070	FELIX CORDOVA DAVILA	ARECIBO	MANATI	ELEMENTAL	Transición
12088	FERNANDO CALLEJO	ARECIBO	MANATI	SUPERIOR	Prioridad
12096	JESUS T PIÑERO	ARECIBO	MANATI	INTERMEDIO	Transición
12104	JOSE DE DIEGO	ARECIBO	MANATI	ELEMENTAL	Transición
12138	EVARISTO CAMACHO	ARECIBO	MANATI	ELEMENTAL	Transición
12153	CLEMENTE RAMIREZ DE ARELLANO	ARECIBO	MANATI	ELEMENTAL	Transición
12187	ANTONIO VELEZ ALVARADO	ARECIBO	MANATI	ELEMENTAL	Transición
12195	SU FEDERICO FREYTES RODRIGUEZ	ARECIBO	MANATI	SEGUNDA UNIDAD	Enfoque
12211	JOSEFA RIVERA MIRANDA	ARECIBO	MANATI	ELEMENTAL	Transición
12229	TEODOMIRO TABOAS	ARECIBO	MANATI	ELEMENTAL	Exelencia Alto Progreso
12237	CRUZ ROSA RIVAS	ARECIBO	MANATI	ELEMENTAL	Transición
14415	JOSE A MONTAÑEZ GENARO(VOC. AREA)	ARECIBO	MANATI	SUPERIOR	No Clasificada (Shared)
14779	JUAN A SANCHEZ DAVILA	ARECIBO	MANATI	ELEMENTAL	Prioridad
17350	PETRA CORRETJER DE O'NEILL	ARECIBO	MANATI	SUPERIOR	Enfoque
17392	INSTITUTO TEC RECINTO DE MANATI	ARECIBO	MANATI	PS - INSTITUTO	No Clasificada (Shared)
17418	NUEVA JUAN S MARCHAND	ARECIBO	MANATI	INTERMEDIO	Transición
18259	ELEM BO HIGUILLAR (ECOLOGICA)	ARECIBO	DORADO	ELEMENTAL	Exelencia Alto Progreso
71076	JACINTO LOPEZ MARTINEZ	ARECIBO	DORADO	ELEMENTAL	Enfoque
71084	RICARDO ARROYO LARACUENTE	ARECIBO	DORADO	INTERMEDIO	Transición (5% mas bajo Progreso)
71092	JOSE SANTOS ALEGRIA	ARECIBO	DORADO	SUPERIOR	Transición

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71118	LUIS MUÑOZ RIVERA	ARECIBO	DORADO	ELEMENTAL	Transición
71126	TERESA PRESTAMO	ARECIBO	DORADO	ELEMENTAL	Transición
71134	LUISA M VALDERRAMA (SAN ANTONIO)	ARECIBO	DORADO	ELEMENTAL	Transición
71167	ESPINOSA KUILAN	ARECIBO	DORADO	ELEMENTAL	Transición
71175	ELEMENTAL ALFONSO LOPEZ GARCIA	ARECIBO	DORADO	ELEMENTAL	Enfoque
71183	PEDRO LOPEZ CANINO	ARECIBO	DORADO	INTERMEDIO	Transición (5% mas bajo Progreso)
74450	MARCELINO CANINO CANINO	ARECIBO	DORADO	INTERMEDIO	Transición
76562	CRISTOBAL SANTANA MELECIO (NUEVA)	ARECIBO	DORADO	ELEMENTAL	Transición
18267	JOSE PAGAN DE JESUS	ARECIBO	VEGA ALTA	SEGUNDA UNIDAD	Transición
71720	ELEMENTAL URBANA	ARECIBO	VEGA ALTA	ELEMENTAL	Enfoque
71738	ANTONIO PAOLI	ARECIBO	VEGA ALTA	ELEMENTAL	Enfoque
71746	RAFAEL HERNANDEZ	ARECIBO	VEGA ALTA	ELEMENTAL	Exelencia Alto Progreso
71753	IGNACIO MIRANDA	ARECIBO	VEGA ALTA	ELEMENTAL	Transición
71761	APOLO SAN ANTONIO	ARECIBO	VEGA ALTA	INTERMEDIO	Transición (5% mas bajo Progreso)
71779	LADISLAO MARTINEZ	ARECIBO	VEGA ALTA	SUPERIOR	Transición
71787	JOSE D ROSADO	ARECIBO	VEGA ALTA	ELEMENTAL	Exelencia Alto Progreso
71795	ELISA DAVILA VAZQUEZ	ARECIBO	VEGA ALTA	ELEMENTAL	Transición
71852	SU ADELAIDA VEGA	ARECIBO	VEGA ALTA	SEGUNDA UNIDAD	Transición
76349	SU FRANCISCO FELICIE MARTINEZ	ARECIBO	VEGA ALTA	SEGUNDA UNIDAD	Transición
79038	ILEANA DE GRACIA (SUPERIOR NUEVA)	ARECIBO	VEGA ALTA	SUPERIOR	Transición
13912	NUEVA BRIGIDA ALVAREZ RODRIGUEZ	ARECIBO	VEGA BAJA	SECUNDARIO	Transición
71860	JOSE GUALBERTO PADILLA	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
71878	SAN VICENTE	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
71886	ANGEL SANDIN MARTINEZ	ARECIBO	VEGA BAJA	INTERMEDIO	Transición (5% mas bajo Progreso)
71894	LINO PADRON RIVERA	ARECIBO	VEGA BAJA	SUPERIOR	Transición
71902	CENTRO COMUNAL	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
71936	FERNANDO ROSARIO VAZQUEZ	ARECIBO	VEGA BAJA	ELEMENTAL	Exelencia Alto Progreso
71944	JOSE DE DIEGO	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
71951	MANUEL NEGRON COLLAZO I	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
71969	DR JESUS M ARMAIZ	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
71977	MANUEL PADILLA DAVILA	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
71985	EUGENIO MARIA DE HOSTOS	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
71993	ALMIRANTITO	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
72017	ALMIRANTE SUR II	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
72033	ROSA M RODRIGUEZ	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
72058	RAFAEL HERNANDEZ	ARECIBO	VEGA BAJA	ELEMENTAL	Transición
72074	OFELIA DIAZ	ARECIBO	VEGA BAJA	ELEMENTAL	Exelencia Alto Progreso
72082	MANUEL MARTINEZ DAVILA	ARECIBO	VEGA BAJA	SEGUNDA UNIDAD	Transición
72090	SU ALMIRANTE NORTE	ARECIBO	VEGA BAJA	SEGUNDA UNIDAD	Transición
73494	CENTRO DE ADIESTRAMIENTO	ARECIBO	VEGA BAJA	SECUNDARIO	Transición (5% mas bajo Progreso)
74807	AGAPITO ROSARIO ROSARIO	ARECIBO	VEGA BAJA	ELEMENTAL	Enfoque
75267	JUAN QUIRINDONGO MORELL	ARECIBO	VEGA BAJA	SUPERIOR	Transición
70003	JOSE DAVILA SEMPRIT	BAYAMON	BAYAMON I	ELEMENTAL	Transición
70011	VIRGILIO DAVILA	BAYAMON	BAYAMON I	ELEMENTAL	Transición
70029	ARTURO SOMOHANO	BAYAMON	BAYAMON I	ELEMENTAL	Transición
70037	DR SANTOS J SEPULVEDA	BAYAMON	BAYAMON I	ELEMENTAL	Enfoque
70045	RAMON MORALES PEÑA	BAYAMON	BAYAMON I	ELEMENTAL	Transición
70060	JUAN RAMON JIMENEZ	BAYAMON	BAYAMON I	INTERMEDIO	Prioridad
70078	CACIQUE AGÜEYBANA	BAYAMON	BAYAMON I	SECUNDARIO	Transición
70094	LUDOVICO COSTOSO	BAYAMON	BAYAMON I	TODOS LOS NIVELES	Transición
70102	JOSE JULIAN TAPIA	BAYAMON	BAYAMON I	ELEMENTAL	Exelencia Alto Progreso
70128	BRAULIO DUEÑO COLON	BAYAMON	BAYAMON I	ELEMENTAL	Enfoque
70458	INES MARIA MENDOZA	BAYAMON	BAYAMON I	ELEMENTAL	Transición
70474	RAUL JULIA (FLAMBOYAN GARDENS)	BAYAMON	BAYAMON I	ELEMENTAL	Transición
70490	DR. JOSE ANTONIO DAVILA	BAYAMON	BAYAMON I	INTERMEDIO	Transición
70516	DR. AGUSTIN STAHL	BAYAMON	BAYAMON I	SUPERIOR	Transición
70540	CARMEN GOMEZ TEJERA	BAYAMON	BAYAMON I	ELEMENTAL	Transición
70581	LUIS PALES MATOS	BAYAMON	BAYAMON I	SECUNDARIO	Transición
70599	FAUSTINO SANTIAGO	BAYAMON	BAYAMON I	ELEMENTAL	Transición
73650	PEDRO P CASABLANCA	BAYAMON	BAYAMON I	SECUNDARIO	Transición
73676	MARIA E RODRIGUEZ	BAYAMON	BAYAMON I	INTERMEDIO	Transición
70276	MIGUEL MELENDEZ MUÑOZ	BAYAMON	BAYAMON II	SUPERIOR	Prioridad
70292	JULIO RESSY	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70359	JOSE ANDINO Y AMEZQUITA	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70391	DIEGO TORRES VARGAS	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70409	BERNARDO HUYKE	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70417	RAFAEL COLON SALGADO	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70425	CRISTOBAL COLON	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70433	CARLOS ORAMA PADILLA	BAYAMON	BAYAMON II	ELEMENTAL	Exelencia Alto Progreso

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70441	PADRE RUFO M FERNANDEZ	BAYAMON	BAYAMON II	INTERMEDIO	Transición (5% mas bajo Progreso)
70466	ANGEL MILLAN HUERTAS	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70482	JOSE CAMPECHE	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70508	JESUS SANCHEZ ERAZO	BAYAMON	BAYAMON II	INTERMEDIO	Transición
70524	JOSEFINA BARCELO	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70532	JOSEFITA MONSERRATE DE SELLES	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70557	MARÍA E BAS DE VÁZQUEZ	BAYAMON	BAYAMON II	ELEMENTAL	Transición
70565	DR JOSE PADIN	BAYAMON	BAYAMON II	SECUNDARIO	Transición
70573	MARIANO FELIU BALSEIRO	BAYAMON	BAYAMON II	INTERMEDIO	Transición (5% mas bajo Progreso)
70615	MIGUEL DE CERVANTES SAAVEDRA	BAYAMON	BAYAMON II	SUPERIOR	Prioridad
70623	TOMAS C ONGAY	BAYAMON	BAYAMON II	SUPERIOR	Transición
70664	HERMINIA RIVERA FERNANDEZ	BAYAMON	BAYAMON II	SEGUNDA UNIDAD	Transición
70672	ANDRES C GONZALEZ	BAYAMON	BAYAMON II	SEGUNDA UNIDAD	Transición (5% mas bajo Progreso)
70698	TROQUELERIA Y HERRAMIENTAJE	BAYAMON	BAYAMON II	PS - INSTITUTO	No Clasificada (Shared)
70136	DR HIRAM GONZALEZ	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70144	EPIFANIO FERNANDEZ VANGA	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70151	RAFAEL HERNANDEZ	BAYAMON	BAYAMON III	ELEMENTAL	Enfoque
70169	RAFAEL MARTINEZ NADAL	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70177	JUAN MORELL CAMPOS	BAYAMON	BAYAMON III	ELEMENTAL	Enfoque
70185	NOEL ESTRADA	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70193	AURELIO PEREZ MARTINEZ	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70201	PABLO CASALS	BAYAMON	BAYAMON III	SECUNDARIO	Transición
70219	PAPA JUAN XXIII	BAYAMON	BAYAMON III	SUPERIOR	Transición
70235	DOLORES ALVAREZ	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70243	REXVILLE ELEMENTAL	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70250	MARTA VELEZ DE FAJARDO	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70268	REXVILLE INTERMEDIA	BAYAMON	BAYAMON III	INTERMEDIO	Transición (5% mas bajo Progreso)
70284	FRANCISCO MANRIQUE CABRERA	BAYAMON	BAYAMON III	SUPERIOR	Prioridad
70326	VAN SCOY	BAYAMON	BAYAMON III	ELEMENTAL	Transición
70334	SU CACIQUE MAJAGUA	BAYAMON	BAYAMON III	SEGUNDA UNIDAD	Transición
70367	MARIA VAZQUEZ DE UMPIERRE	BAYAMON	BAYAMON III	INTERMEDIO	Prioridad
70680	JOSE M TORRES	BAYAMON	BAYAMON III	SEGUNDA UNIDAD	Transición
76257	NUEVA ESCUELA SU ANTONIO RIVERA	BAYAMON	BAYAMON III	SEGUNDA UNIDAD	Transición
77552	PAPA JUAN XXIII	BAYAMON	BAYAMON III	SECUNDARIO	Transición
78733	FRANCISCO GAZTAMBIDE VEGA	BAYAMON	BAYAMON III	SUPERIOR	Transición
70854	RAFAEL MARTINEZ NADAL	BAYAMON	COROZAL	ELEMENTAL	Transición
70862	ABRAHAM LINCOLN	BAYAMON	COROZAL	ELEMENTAL	Exelencia Alto Progreso
70870	MANUEL BOU GALI	BAYAMON	COROZAL	INTERMEDIO	Transición
70888	EMILIO R DELGADO	BAYAMON	COROZAL	SUPERIOR	Transición
70904	FIDEL LOPEZ COLON	BAYAMON	COROZAL	ELEMENTAL	Transición
70912	GENARO BOU	BAYAMON	COROZAL	ELEMENTAL	Transición
70961	JOSE FERNANDEZ RUBIAL	BAYAMON	COROZAL	ELEMENTAL	Transición
70979	HIPOLITO CALDERO	BAYAMON	COROZAL	ELEMENTAL	Transición
70987	ANTONIO RIVERA	BAYAMON	COROZAL	ELEMENTAL	Transición
71035	SU JULIAN MARRERO	BAYAMON	COROZAL	SEGUNDA UNIDAD	Transición
71043	DR JOSE PADIN	BAYAMON	COROZAL	SEGUNDA UNIDAD	Transición
71050	SU NICOLAS RODRIGUEZ	BAYAMON	COROZAL	SEGUNDA UNIDAD	Transición
71068	SU DEMETRIO RIVERA	BAYAMON	COROZAL	SEGUNDA UNIDAD	Transición
74179	PORFIRIO CRUZ GARCIA	BAYAMON	COROZAL	SUPERIOR	Prioridad
71217	MERCEDES ROSADO	BAYAMON	NARANJITO	INTERMEDIO	Transición
71225	FRANCISCO MORALES	BAYAMON	NARANJITO	SUPERIOR	Transición
71282	DON MANOLO RIVERA	BAYAMON	NARANJITO	ELEMENTAL	Exelencia Alto Progreso
71290	BERNARDA ROBLES DE HEVIA	BAYAMON	NARANJITO	ELEMENTAL	Transición
71308	ROSA LUZ ZAYAS	BAYAMON	NARANJITO	ELEMENTAL	Transición
71316	JOSEFINA MARRERO FEBUS	BAYAMON	NARANJITO	ELEMENTAL	Transición
71324	FELIPA SANCHEZ CRUZADO	BAYAMON	NARANJITO	ELEMENTAL	Transición
71332	SU FIDEL G PADILLA	BAYAMON	NARANJITO	SEGUNDA UNIDAD	Enfoque
71340	SU ADOLFO GARCIA	BAYAMON	NARANJITO	SEGUNDA UNIDAD	Transición
71357	SU PEDRO FERNANDEZ	BAYAMON	NARANJITO	SEGUNDA UNIDAD	Transición
74237	COLEEN VAZQUEZ URRUTIA	BAYAMON	NARANJITO	INTERMEDIO	Transición
75234	SILVESTRE MARTINEZ	BAYAMON	NARANJITO	ELEMENTAL	Exelencia Alto Progreso
76356	FRANCISCO ROQUE MUÑOZ	BAYAMON	NARANJITO	ELEMENTAL	Transición
78857	RUBEN RODRIGUEZ FIGUEROA	BAYAMON	NARANJITO	SUPERIOR	Transición
78956	FRANCISCO LOPEZ CRUZ	BAYAMON	NARANJITO	ELEMENTAL	Enfoque
12245	FRANCISCO RIVERA CLAUDIO	BAYAMON	MOROVIS	INTERMEDIO	Transición (5% mas bajo Progreso)
12260	ESPERANZA GONZALEZ	BAYAMON	MOROVIS	ELEMENTAL	Exelencia Alto Progreso
12278	JUANA G AVILES (FRANQUEZ)	BAYAMON	MOROVIS	ELEMENTAL	Transición
12336	RAMON TORRES RIVERA	BAYAMON	MOROVIS	SEGUNDA UNIDAD	Transición
12351	DR PEDRO N ORTIZ	BAYAMON	MOROVIS	ELEMENTAL	Transición

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12369	ELEMENTAL URBANA	BAYAMON	MOROVIS	ELEMENTAL	Transición
12377	JAIME A COLLAZO DEL RIO	BAYAMON	MOROVIS	SUPERIOR	Transición
12385	MANUEL ALONSO DIAZ TORRES	BAYAMON	MOROVIS	ELEMENTAL	Enfoque
12393	PERCHAS DIAZ	BAYAMON	MOROVIS	ELEMENTAL	Transición
12401	SU JOSE R BARRERAS	BAYAMON	MOROVIS	SEGUNDA UNIDAD	Enfoque
12419	SU DAVID COLON VEGA	BAYAMON	MOROVIS	SEGUNDA UNIDAD	Transición
12435	BARAHONA (ELEMENTAL)	BAYAMON	MOROVIS	ELEMENTAL	Transición
14555	CARLOS ALVERIO PIMENTEL	BAYAMON	MOROVIS	ELEMENTAL	Exelencia Alto Progreso
17186	ANGEL G. QUINTERO	BAYAMON	MOROVIS	INTERMEDIO	Transición
18242	JOSEFA DEL RIO GUERRERO	BAYAMON	MOROVIS	SUPERIOR	Transición
12518	SU BONIFACIO ALVARADO	BAYAMON	ORCOVIS	SEGUNDA UNIDAD	Transición
12534	ANGEL G RIVERA	BAYAMON	ORCOVIS	ELEMENTAL	Transición
12567	DAMIAN ABAJO	BAYAMON	ORCOVIS	ELEMENTAL	Transición
12575	ROMAN DIAZ AVILES	BAYAMON	ORCOVIS	ELEMENTAL	Transición
12617	INTERMEDIA URBANA	BAYAMON	ORCOVIS	INTERMEDIO	Transición
12625	GATO I	BAYAMON	ORCOVIS	INTERMEDIO	Transición
12633	VISITACION PAGAN	BAYAMON	ORCOVIS	ELEMENTAL	Transición
12666	SU MATRULLAS	BAYAMON	ORCOVIS	SEGUNDA UNIDAD	Transición
12708	SU ANA DALILA BURGOS ORTIZ	BAYAMON	ORCOVIS	SEGUNDA UNIDAD	Exelencia Alto Desempeño
12716	SU BOTIJAS I	BAYAMON	ORCOVIS	SEGUNDA UNIDAD	Transición
12724	SU ANA JOAQUINA ORTIZ ORTIZ	BAYAMON	ORCOVIS	SEGUNDA UNIDAD	Transición
12740	SU SALTOS CABRAS	BAYAMON	ORCOVIS	SEGUNDA UNIDAD	Transición
12765	SU SANAMUERTOS	BAYAMON	ORCOVIS	SEGUNDA UNIDAD	Transición
14340	ALBERTO MELENDEZ	BAYAMON	ORCOVIS	SUPERIOR	Transición
14357	JOSE ROJAS CORTES	BAYAMON	ORCOVIS	SUPERIOR	Transición
17871	NELIDA MELENDEZ MELENDEZ	BAYAMON	ORCOVIS	ELEMENTAL	Transición
70714	PUENTE BLANCO	BAYAMON	CATAÑO	ELEMENTAL	Transición
70722	HORACE MANN	BAYAMON	CATAÑO	ELEMENTAL	Transición
70755	ISAAC DEL ROSARIO	BAYAMON	CATAÑO	ELEMENTAL	Transición
70763	RAFAEL CORDERO	BAYAMON	CATAÑO	ELEMENTAL	Transición
70771	JOSE A NIEVES	BAYAMON	CATAÑO	ELEMENTAL	Enfoque
70797	ROSENDO MATIENZO CINTRON	BAYAMON	CATAÑO	ELEMENTAL	Transición
70805	ONOFRE CARBALLEIRA	BAYAMON	CATAÑO	INTERMEDIO	Prioridad
70813	FRANCISCO OLLER	BAYAMON	CATAÑO	SUPERIOR	Enfoque
70821	TEODORO ROOSEVELT	BAYAMON	CATAÑO	ELEMENTAL	Exelencia Alto Progreso
70839	RAMON B LOPEZ	BAYAMON	CATAÑO	SECUNDARIO	Transición (5% mas bajo Progreso)
73668	MERCEDES GARCIA DE COLORADO	BAYAMON	CATAÑO	INTERMEDIO	Transición (5% mas bajo Progreso)
71365	VIOLANTA JIMENEZ	BAYAMON	TOA ALTA	ELEMENTAL	Exelencia Alto Progreso
71373	JOSE PABLO MORALES	BAYAMON	TOA ALTA	INTERMEDIO	Transición
71381	NICOLAS SEVILLA	BAYAMON	TOA ALTA	SUPERIOR	Transición
71399	JOSE M DEL VALLE	BAYAMON	TOA ALTA	ELEMENTAL	Transición
71407	JOSE DE DIEGO	BAYAMON	TOA ALTA	ELEMENTAL	Transición
71423	SECUNDINO DIAZ	BAYAMON	TOA ALTA	ELEMENTAL	Transición
71431	VIRGILIO MORALES	BAYAMON	TOA ALTA	ELEMENTAL	Transición
71449	ALEJANDRO JR CRUZ	BAYAMON	TOA ALTA	ELEMENTAL	Transición
71456	MERCED MARCANO	BAYAMON	TOA ALTA	ELEMENTAL	Transición
71464	HERACLIO RIVERA COLON	BAYAMON	TOA ALTA	ELEMENTAL	Transición
71472	MANUEL VELILLA	BAYAMON	TOA ALTA	ELEMENTAL	Transición
73890	MARIA C OSORIO	BAYAMON	TOA ALTA	ELEMENTAL	Transición
74286	AGRICOLA DE BUCARABONES	BAYAMON	TOA ALTA	PS - OTROS	No Clasificada (Shared)
74864	ABELARDO DIAZ ALFARO	BAYAMON	TOA ALTA	INTERMEDIO	Transición (5% mas bajo Progreso)
77461	INT BO QUEBRADA ARENAS	BAYAMON	TOA ALTA	INTERMEDIO	Transición
77651	TOMAS MASO RIVERA MORALES	BAYAMON	TOA ALTA	INTERMEDIO	Transición
78931	ADELA ROLON FUENTES	BAYAMON	TOA ALTA	SUPERIOR	Transición
71498	LUIS M SANTIAGO	BAYAMON	TOA BAJA	ELEMENTAL	Enfoque
71506	JOSE NEVAREZ LANDRON	BAYAMON	TOA BAJA	INTERMEDIO	Transición (5% mas bajo Progreso)
71514	ADOLFINA IRIZARRY DE PUIG	BAYAMON	TOA BAJA	SUPERIOR	Prioridad
71522	JOSE ROBLES OTERO	BAYAMON	TOA BAJA	ELEMENTAL	Transición
71530	ALTINENCIA VALLE	BAYAMON	TOA BAJA	ELEMENTAL	Transición
71548	JOSE NEVAREZ LOPEZ	BAYAMON	TOA BAJA	ELEMENTAL	Exelencia Alto Progreso
71563	ERNESTO JUAN FONFRIAS	BAYAMON	TOA BAJA	ELEMENTAL	Transición
71571	ERNESTINA BRACERO	BAYAMON	TOA BAJA	ELEMENTAL	Enfoque
71589	ANTONIA SAEZ IRIZARRY	BAYAMON	TOA BAJA	ELEMENTAL	Transición
71597	JOHN F KENNEDY	BAYAMON	TOA BAJA	ELEMENTAL	Enfoque
71605	MARIA LIBERTAD GOMEZ	BAYAMON	TOA BAJA	INTERMEDIO	Transición
71613	LORENCITA RAMIREZ DE ARELLANO	BAYAMON	TOA BAJA	ELEMENTAL	Transición
71621	AMALIA LOPEZ DE VILA	BAYAMON	TOA BAJA	ELEMENTAL	Exelencia Alto Progreso
71639	DELIA DAVILA DE CABAN	BAYAMON	TOA BAJA	ELEMENTAL	Enfoque
71647	DR EFRAIN SANCHEZ HIDALGO	BAYAMON	TOA BAJA	ELEMENTAL	Enfoque

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### Plan de Flexibilidad DEPR

71654	BASILIO MILAN HERNANDEZ	BAYAMON	TOA BAJA	INTERMEDIO	Transición
71662	CARMEN BARROSO MORALES	BAYAMON	TOA BAJA	ELEMENTAL	Transición
71670	DR PEDRO ALBIZU CAMPOS	BAYAMON	TOA BAJA	SUPERIOR	Enfoque
71704	FRANCISCA DAVILA SEMPRIT	BAYAMON	TOA BAJA	ELEMENTAL	Transición
74039	MARIA TERESA PIÑEIRO	BAYAMON	TOA BAJA	SUPERIOR	Prioridad
74476	MARIA J CORREDOR RIVERA	BAYAMON	TOA BAJA	ELEMENTAL	Enfoque
77453	INT FRANCISCO DAVILA SEMPRIT	BAYAMON	TOA BAJA	INTERMEDIO	Transición
78832	MARTIN GARCIA GIUSTI	BAYAMON	TOA BAJA	INTERMEDIO	Transición (5% mas bajo Progreso)
20214	SU PASTO	CAGUAS	AIBONITO	SEGUNDA UNIDAD	Transición
20255	RAFAEL PONT FLORES	CAGUAS	AIBONITO	INTERMEDIO	Enfoque
20263	FEDERICO DEGETAU I	CAGUAS	AIBONITO	INTERMEDIO	Transición
20289	LLANOS ADENTRO	CAGUAS	AIBONITO	ELEMENTAL	Transición
20305	RABANAL	CAGUAS	AIBONITO	ELEMENTAL	Transición
20321	SU JOSE CELSO BARBOSA	CAGUAS	AIBONITO	SEGUNDA UNIDAD	Transición
20339	SU CARMEN ZENAIDA VEGA (LA PLATA)	CAGUAS	AIBONITO	SEGUNDA UNIDAD	Transición
20354	SUCESION TORRES	CAGUAS	AIBONITO	ELEMENTAL	Enfoque
20362	DR JOSE N GANDARA	CAGUAS	AIBONITO	SUPERIOR	Transición
22830	ROSARIO BELLBER	CAGUAS	AIBONITO	TODOS LOS NIVELES	Transición
27565	BONIFACIO SANCHEZ JIMENEZ	CAGUAS	AIBONITO	SUPERIOR	Transición
27599	FEDERICO DEGETAU II	CAGUAS	AIBONITO	ELEMENTAL	Enfoque
28076	DRA CARMENDELIA COLON MARTINEZ	CAGUAS	AIBONITO	ELEMENTAL	Transición
20388	CAÑABON ABAJO	CAGUAS	BARRANQUITAS	ELEMENTAL	Transición
20396	JOSE COLON GONZALEZ	CAGUAS	BARRANQUITAS	ELEMENTAL	Transición
20404	PETROAMERICA PAGAN	CAGUAS	BARRANQUITAS	ELEMENTAL	Exelencia Alto Desempeño
20412	EL FARALLON	CAGUAS	BARRANQUITAS	ELEMENTAL	Exelencia Alto Progreso
20420	JOSE BERRIOS BERDECIA	CAGUAS	BARRANQUITAS	INTERMEDIO	Transición
20453	PABLO FUENTES RIVERA	CAGUAS	BARRANQUITAS	ELEMENTAL	Transición
20461	LA VEGA (STEPHEN S HUSE)	CAGUAS	BARRANQUITAS	ELEMENTAL	Transición
20479	INOCENCIO CINTRON ZAYAS	CAGUAS	BARRANQUITAS	ELEMENTAL	Exelencia Alto Progreso
20511	SINFOROSO APONTE	CAGUAS	BARRANQUITAS	ELEMENTAL	Transición
20529	SU HELECHAL	CAGUAS	BARRANQUITAS	SEGUNDA UNIDAD	Transición
20537	SU LA LOMA (ANTONIO VAZQUEZ RAMOS)	CAGUAS	BARRANQUITAS	SEGUNDA UNIDAD	Exelencia Alto Desempeño
20545	SU LAJITAS (RAMON T RIVERA)	CAGUAS	BARRANQUITAS	SEGUNDA UNIDAD	Transición
20552	FEDERICO DEGETAU	CAGUAS	BARRANQUITAS	SEGUNDA UNIDAD	Transición
20560	PABLO COLON BERDECIA	CAGUAS	BARRANQUITAS	SUPERIOR	Transición
26021	LUIS MUÑOZ MARIN	CAGUAS	BARRANQUITAS	SUPERIOR	Transición
28456	INTERMEDIA BO QUEBRADILLAS	CAGUAS	BARRANQUITAS	INTERMEDIO	Transición
21725	JUAN ZAMORA	CAGUAS	COMERIO	ELEMENTAL	Transición
21733	HERMINIO SIERRA	CAGUAS	COMERIO	ELEMENTAL	Enfoque
21758	JUANA COLON	CAGUAS	COMERIO	SUPERIOR	Transición
21782	MARIA C HUERTAS	CAGUAS	COMERIO	ELEMENTAL	Exelencia Alto Progreso
21832	MANUEL CRUZ MACEIRA	CAGUAS	COMERIO	ELEMENTAL	Exelencia Alto Progreso
21840	PIÑAS ARRIBA	CAGUAS	COMERIO	ELEMENTAL	Transición
21865	SU RAMON ALEJANDRO AYALA	CAGUAS	COMERIO	SEGUNDA UNIDAD	Transición
21873	SU OSCAR PORRATA DORIA	CAGUAS	COMERIO	SEGUNDA UNIDAD	Transición
21881	SU MARIA C SANTIAGO	CAGUAS	COMERIO	SEGUNDA UNIDAD	Transición
23655	INES MARIA MENDOZA	CAGUAS	COMERIO	ELEMENTAL	Enfoque
26005	LUIS MUÑOZ MARIN	CAGUAS	COMERIO	INTERMEDIO	Transición
28100	CLAUDIO FERRE COTTO	CAGUAS	COMERIO	ELEMENTAL	Enfoque
28530	SUPERIOR VOCACIONAL NUEVA	CAGUAS	COMERIO	SUPERIOR	Transición
20032	EZEQUIEL RAMOS LA SANTA	CAGUAS	AGUAS BUENAS	ELEMENTAL	Transición
20065	ALFONSO LOPEZ O'NEILL	CAGUAS	AGUAS BUENAS	ELEMENTAL	Transición
20073	LUIS SANTAELLA	CAGUAS	AGUAS BUENAS	ELEMENTAL	Enfoque
20081	RAMON LUIS RIVERA	CAGUAS	AGUAS BUENAS	ELEMENTAL	Transición
20107	LUIS T BALIÑAS	CAGUAS	AGUAS BUENAS	ELEMENTAL	Transición
20115	MULITAS ALVELO	CAGUAS	AGUAS BUENAS	ELEMENTAL	Transición
20172	SU BAYAMONCITO	CAGUAS	AGUAS BUENAS	SEGUNDA UNIDAD	Transición
20180	CARMEN D ORTIZ ORTIZ(SU SUMIDERO)	CAGUAS	AGUAS BUENAS	SEGUNDA UNIDAD	Transición
23580	SANTA CLARA	CAGUAS	AGUAS BUENAS	ELEMENTAL	Transición
25783	LUIS MUÑOZ MARIN	CAGUAS	AGUAS BUENAS	ELEMENTAL	Prioridad
27540	DR PEDRO ALBIZU CAMPOS	CAGUAS	AGUAS BUENAS	INTERMEDIO	Transición
28571	SUPERIOR URBANA	CAGUAS	AGUAS BUENAS	SUPERIOR	Transición
21089	BENIGNO FERNANDEZ GARCIA	CAGUAS	CAYEY	INTERMEDIO	Transición
21097	BENIGNO CARRION	CAGUAS	CAYEY	ELEMENTAL	Transición
21105	BENJAMIN HARRISON	CAGUAS	CAYEY	SUPERIOR	Transición
21113	FELIX LUCAS BENET	CAGUAS	CAYEY	ELEMENTAL	Transición
21188	EMERITA LEON ELEMENTAL	CAGUAS	CAYEY	ELEMENTAL	Exelencia Alto Progreso
21196	EMERITA LEON INTERMEDIA	CAGUAS	CAYEY	INTERMEDIO	Transición
21212	SU GERARDO SELLES SOLA	CAGUAS	CAYEY	SEGUNDA UNIDAD	Transición

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21279	LUIS MUÑOZ RIVERA	CAGUAS	CAYEY	ELEMENTAL	Transición
21287	JULIO VIZCARRONDO YCORONADO	CAGUAS	CAYEY	ELEMENTAL	Transición
21303	JOSE GUALBERTO PADILLA	CAGUAS	CAYEY	ELEMENTAL	Transición
21337	AGUSTIN FERNANDEZ COLON	CAGUAS	CAYEY	ELEMENTAL	Enfoque
21345	SU REXFORD GUY TUGWELL	CAGUAS	CAYEY	SEGUNDA UNIDAD	Enfoque
21352	SU EUGENIO MARIA DE HOSTOS	CAGUAS	CAYEY	SEGUNDA UNIDAD	Transición
21360	RAMON FRADE LEON	CAGUAS	CAYEY	ELEMENTAL	Transición
21386	CONSUELO LOPEZ BENET	CAGUAS	CAYEY	ELEMENTAL	Transición
22772	ESPECIALIZADA DE BELLAS ARTES	CAGUAS	CAYEY	SUPERIOR	Transición
23218	MIGUEL MELENDEZ MUÑOZ	CAGUAS	CAYEY	ELEMENTAL	Transición
23531	MIGUEL MELENDEZ MUÑOZ	CAGUAS	CAYEY	SUPERIOR	Transición
23887	CENTRO ADIESTRAMIENTO VOCACIONAL	CAGUAS	CAYEY	SECUNDARIO	Transición
25627	DR RAMON EMETERIO BETANCES	CAGUAS	CAYEY	INTERMEDIO	Transición
27383	VIRGINIA VAZQUEZ MENDOZA	CAGUAS	CAYEY	ELEMENTAL	Transición
28084	SALVADOR BRAU ELEMENTAL	CAGUAS	CAYEY	ELEMENTAL	Transición
21410	SU PEDRO DIAZ FONSECA	CAGUAS	CIDRA	SEGUNDA UNIDAD	Transición
21493	CLEMENCIA MELENDEZ	CAGUAS	CIDRA	SEGUNDA UNIDAD	Transición
21535	ELEMENTAL CERTENEJAS I	CAGUAS	CIDRA	ELEMENTAL	Exelencia Alto Progreso
21543	SU CERTENEJAS II	CAGUAS	CIDRA	SEGUNDA UNIDAD	Transición
21550	JESUS T PIÑERO	CAGUAS	CIDRA	INTERMEDIO	Transición
21576	EDUCACION BILINGUE LUIS MUÑOZ IGLESIAS	CAGUAS	CIDRA	TODOS LOS NIVELES	Transición
21642	SU PEDRO M DOMINICCI	CAGUAS	CIDRA	SEGUNDA UNIDAD	Transición
21659	SU JUAN STUBBE	CAGUAS	CIDRA	SEGUNDA UNIDAD	Transición
26013	ANA J CANDELAS	CAGUAS	CIDRA	SUPERIOR	Transición
27557	RUTH EVELYN CRUZ SANTOS	CAGUAS	CIDRA	SUPERIOR	Transición
28365	REGINO VEGA MATINEZ	CAGUAS	CIDRA	ELEMENTAL	Transición
28548	ELEMENTAL URBANA K-6	CAGUAS	CIDRA	ELEMENTAL	Transición
28555	ELEMENTAL BO CEIBA	CAGUAS	CIDRA	ELEMENTAL	Transición
24653	ENRIQUE HUYKE	CAGUAS	ARROYO	ELEMENTAL	Transición
24661	JOSE M MASSARI	CAGUAS	ARROYO	ELEMENTAL	Enfoque
24679	JOSE DE CHAUDENS	CAGUAS	ARROYO	INTERMEDIO	Transición
24695	CAYETANO SANCHEZ	CAGUAS	ARROYO	ELEMENTAL	Transición
24737	BEATRIZ RODRIGUEZ	CAGUAS	ARROYO	ELEMENTAL	Transición
24745	EDMUNDO DEL VALLE	CAGUAS	ARROYO	ELEMENTAL	Enfoque
24752	JOSE HORACIO CORA	CAGUAS	ARROYO	INTERMEDIO	Transición
26153	DOLORES GONZALEZ	CAGUAS	ARROYO	ELEMENTAL	Transición
27714	ADALBERTO SANCHEZ MORALES	CAGUAS	ARROYO	ELEMENTAL	Transición
36053	SUPERIOR URBANA NUEVA	CAGUAS	ARROYO	SUPERIOR	Transición
24760	VICENTE PALES ANES	CAGUAS	GUAYAMA	ELEMENTAL	Transición
24778	JORGE WASHINGTON II	CAGUAS	GUAYAMA	ELEMENTAL	Enfoque
24786	GENARO CAUTIÑO	CAGUAS	GUAYAMA	SECUNDARIO	Transición
24802	LUIS A RIVERA	CAGUAS	GUAYAMA	INTERMEDIO	Prioridad
24810	DR RAFAEL LOPEZ LANDRON	CAGUAS	GUAYAMA	SUPERIOR	Transición
24885	BARTOLO CAUSSADE GONZALEZ	CAGUAS	GUAYAMA	ELEMENTAL	Enfoque
24901	AMALIA MARIN	CAGUAS	GUAYAMA	ELEMENTAL	Transición
24927	RAFAEL ANTONIO DELGADO MATEO	CAGUAS	GUAYAMA	ELEMENTAL	Transición
24950	OSCAR HERNANDEZ GUEVARA	CAGUAS	GUAYAMA	ELEMENTAL	Transición
24968	MARCELA GARCIA CORA	CAGUAS	GUAYAMA	ELEMENTAL	Transición
24976	LUIS PALES MATOS	CAGUAS	GUAYAMA	ELEMENTAL	Transición
24992	JOSE MUÑOZ VAZQUEZ	CAGUAS	GUAYAMA	ELEMENTAL	Enfoque
25007	SU JUAN ALEMANY SILVA	CAGUAS	GUAYAMA	SEGUNDA UNIDAD	Transición
25312	SIMON MADERA	CAGUAS	GUAYAMA	ELEMENTAL	Transición
26336	ADELA BRENES TEXIDOR	CAGUAS	GUAYAMA	SECUNDARIO	Transición (5% mas bajo Progreso)
26500	WASHINGTON I	CAGUAS	GUAYAMA	ELEMENTAL	Transición
27318	FRANCISCO GARCIA BOYRIE	CAGUAS	GUAYAMA	INTERMEDIO	Transición
27623	INSTITUTO TEC RECINTO DE GUAYAMA	CAGUAS	GUAYAMA	PS - INSTITUTO	No Clasificada (Shared)
28563	DRA MARIA SOCORRO LACOT	CAGUAS	GUAYAMA	SUPERIOR	Transición
27979	ANA HERNANDEZ USERA	CAGUAS	SALINAS	ELEMENTAL	Transición
28373	SUPERIOR URBANA	CAGUAS	SALINAS	SUPERIOR	Transición
52753	GUILLERMO GODREAU MANATAU	CAGUAS	SALINAS	ELEMENTAL	Transición
52761	LAS MAREAS	CAGUAS	SALINAS	ELEMENTAL	Transición
52795	FELIX GARAY ORTIZ	CAGUAS	SALINAS	ELEMENTAL	Exelencia Alto Progreso
52803	RAFAEL ESPARRA CARTAGENA	CAGUAS	SALINAS	ELEMENTAL	Enfoque
52811	LAS OCHENTAS	CAGUAS	SALINAS	ELEMENTAL	Exelencia Alto Progreso
52829	FRANCISCO MARIANO QUIÑONES	CAGUAS	SALINAS	ELEMENTAL	Enfoque
52837	GUILLERMO GONZALEZ	CAGUAS	SALINAS	ELEMENTAL	Transición
52852	VICTORIA SANTIAGO	CAGUAS	SALINAS	ELEMENTAL	Exelencia Alto Progreso
52860	ROMAN BALDORIOTY DE CASTRO	CAGUAS	SALINAS	ELEMENTAL	Transición
52886	COQUI (INTERMEDIA)	CAGUAS	SALINAS	INTERMEDIO	Transición

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52894	JOSE PADIN	CAGUAS	SALINAS	ELEMENTAL	Enfoque
52902	PEDRO SOTO RIVERA	CAGUAS	SALINAS	ELEMENTAL	Enfoque
52928	WOODROW WILSON	CAGUAS	SALINAS	ELEMENTAL	Transición
56820	STELLA MARQUEZ	CAGUAS	SALINAS	SUPERIOR	Transición
57281	EUGENIO GUERRA CRUZ	CAGUAS	SALINAS	SECUNDARIO	Transición
57835	INTERMEDIA URBANA SALINAS	CAGUAS	SALINAS	INTERMEDIO	Transición (5% mas bajo Progreso)
58123	INTERMEDIA SABANA LLANA	CAGUAS	SALINAS	INTERMEDIO	Transición
20578	ABELARDO DIAZ MORALES	CAGUAS	CAGUAS I	ELEMENTAL	Transición
20594	NICOLAS AGUAYO ALDEA	CAGUAS	CAGUAS I	INTERMEDIO	Transición (5% mas bajo Progreso)
20602	AMALIA H MANGUAL	CAGUAS	CAGUAS I	ELEMENTAL	Enfoque
20610	ANDRES GONZALEZ	CAGUAS	CAGUAS I	ELEMENTAL	Transición
20651	MARIA MONTAÑEZ GOMEZ	CAGUAS	CAGUAS I	ELEMENTAL	Transición
20669	PEDRO MILLAN RIVERA	CAGUAS	CAGUAS I	ELEMENTAL	Transición
20685	BENITA GONZALEZ QUIÑONES	CAGUAS	CAGUAS I	ELEMENTAL	Enfoque
20735	DIEGO VAZQUEZ	CAGUAS	CAGUAS I	SEGUNDA UNIDAD	Transición
20784	JESUS T PIÑERO	CAGUAS	CAGUAS I	ELEMENTAL	Transición
20933	MIGUEL F CHIQUES	CAGUAS	CAGUAS I	ELEMENTAL	Transición
20982	REPUBLICA DE COSTA RICA	CAGUAS	CAGUAS I	SUPERIOR	Transición
21006	FRANCISCO VALDES	CAGUAS	CAGUAS I	ELEMENTAL	Transición
21055	MANUELA TORO MORICE	CAGUAS	CAGUAS I	SUPERIOR	Transición
21063	PEPITA GARRIGA	CAGUAS	CAGUAS I	ELEMENTAL	Transición
23150	JARDINES DE CAGUAS	CAGUAS	CAGUAS I	TODOS LOS NIVELES	Transición (5% mas bajo Progreso)
23440	ANTONIO S PAOLI (MUSICA)	CAGUAS	CAGUAS I	TODOS LOS NIVELES	No Clasificada (Shared)
23499	NEREIDA ALICEA CRUZ	CAGUAS	CAGUAS I	ELEMENTAL	Transición
23523	RAFAEL QUIÑONES VIDAL	CAGUAS	CAGUAS I	INTERMEDIO	Transición
25601	ELOISA PASCUAL	CAGUAS	CAGUAS I	SUPERIOR	Transición
25619	FELIPE RIVERA CENTENO	CAGUAS	CAGUAS I	INTERMEDIO	Transición
25932	PEPITA ARENAS	CAGUAS	CAGUAS I	ELEMENTAL	Transición
26492	ANTONIO DOMINGUEZ NIEVES	CAGUAS	CAGUAS I	SECUNDARIO	Prioridad
20644	CORNELIO AYALA FONSECA	CAGUAS	CAGUAS II	ELEMENTAL	Transición
20701	OSCAR L BUNKER	CAGUAS	CAGUAS II	ELEMENTAL	Transición
20719	JOSE MERCADO	CAGUAS	CAGUAS II	SEGUNDA UNIDAD	Transición
20727	CIPRIANO MANRIQUE	CAGUAS	CAGUAS II	ELEMENTAL	Exelencia Alto Desempeño
20776	ANTONIO S PEDREIRA (PRE-TEC)	CAGUAS	CAGUAS II	INTERMEDIO	Transición
20792	JOSE DE DIEGO	CAGUAS	CAGUAS II	ELEMENTAL	Transición
20800	JOSE GAUTIER BENITEZ	CAGUAS	CAGUAS II	SUPERIOR	Enfoque
20818	DR JUAN JOSE OSUNA	CAGUAS	CAGUAS II	SUPERIOR	Transición (5% mas bajo Progreso)
20826	JUAN NAVARRO	CAGUAS	CAGUAS II	ELEMENTAL	Transición
20834	LUIS MUÑOZ RIVERA	CAGUAS	CAGUAS II	ELEMENTAL	Transición
20891	LUIS MUÑOZ GRILLO	CAGUAS	CAGUAS II	ELEMENTAL	Transición
20909	LUIS RAMOS GONZALEZ	CAGUAS	CAGUAS II	INTERMEDIO	Transición
20941	PAULA MOJICA	CAGUAS	CAGUAS II	ELEMENTAL	Transición
20974	RAMON BRUGUERAS	CAGUAS	CAGUAS II	ELEMENTAL	Transición
20990	ROSA C BENITEZ	CAGUAS	CAGUAS II	ELEMENTAL	Transición
21014	SU MERCEDES PALMA	CAGUAS	CAGUAS II	SEGUNDA UNIDAD	Transición
21022	SU SANDALIO MARCANO	CAGUAS	CAGUAS II	SEGUNDA UNIDAD	Transición
21030	SALVADOR RODRIGUEZ	CAGUAS	CAGUAS II	ELEMENTAL	Transición
21071	JOHN F KENNEDY	CAGUAS	CAGUAS II	INTERMEDIO	Transición
23119	HAYDEE CABALLERO	CAGUAS	CAGUAS II	INTERMEDIO	Transición
23135	MYRNA M FUENTES	CAGUAS	CAGUAS II	ELEMENTAL	Transición
23143	CONCEPCION MENDEZ CANO	CAGUAS	CAGUAS II	ELEMENTAL	Transición
23259	CHARLES E MINER	CAGUAS	CAGUAS II	ELEMENTAL	Transición
23507	LUIS MUÑOZ MARIN	CAGUAS	CAGUAS II	ELEMENTAL	Transición
23515	JUSTINA VAZQUEZ MENDOZA	CAGUAS	CAGUAS II	ELEMENTAL	Transición
23598	GERARDO SELLES SOLA	CAGUAS	CAGUAS II	INTERMEDIO	Transición
27078	INES MARIA MENDOZA	CAGUAS	CAGUAS II	ELEMENTAL	Transición
21915	MAXIMINA MENDEZ (CAMPAMENTO)	CAGUAS	GURABO	ELEMENTAL	Enfoque
21923	CELADA CARRETERA	CAGUAS	GURABO	ELEMENTAL	Transición
21949	HATO NUEVO	CAGUAS	GURABO	ELEMENTAL	Transición
21964	DANIEL DIAZ SANTANA (JAGUAS)	CAGUAS	GURABO	ELEMENTAL	Exelencia Alto Desempeño
22012	MATIAS GONZALEZ GARCIA	CAGUAS	GURABO	INTERMEDIO	Transición
22020	SU VIDAL SERRANO	CAGUAS	GURABO	SEGUNDA UNIDAD	Transición
22053	MARGARITA RIVERA DE JANER	CAGUAS	GURABO	ELEMENTAL	Transición
24612	VILLA MARINA	CAGUAS	GURABO	ELEMENTAL	Transición
26765	SU JOSEFINA SITIRICHE	CAGUAS	GURABO	SEGUNDA UNIDAD	Transición
26773	DRA CONCHITA CUEVAS	CAGUAS	GURABO	SUPERIOR	Transición
31054	ANTONIO R BARCELO	HUMACAO	CANOVANAS	SEGUNDA UNIDAD	Transición
31070	JOSE CALZADA FERRER	HUMACAO	CANOVANAS	SEGUNDA UNIDAD	Transición
31112	PEDRO GUTIERREZ	HUMACAO	CANOVANAS	ELEMENTAL	Transición

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31146	JULIA DE BURGOS	HUMACAO	CANOVANAS	ELEMENTAL	Transición
31187	LAS PARCELAS CAMPO RICO	HUMACAO	CANOVANAS	ELEMENTAL	Transición
31211	MANUEL AGOSTO LEBRON	HUMACAO	CANOVANAS	ELEMENTAL	Transición
31260	DOMINGO NIEVES ORTIZ (PALMA SOLA)	HUMACAO	CANOVANAS	ELEMENTAL	Transición
31286	DR PEDRO ALBIZU CAMPOS	HUMACAO	CANOVANAS	ELEMENTAL	Transición (5% mas bajo Progreso)
33340	LUIS HERNAIZ VERONNE	HUMACAO	CANOVANAS	SECUNDARIO	Transición
33563	JUANA RODRIGUEZ MUNDO	HUMACAO	CANOVANAS	ELEMENTAL	Transición
33886	LUIS MUÑOZ MARIN	HUMACAO	CANOVANAS	ELEMENTAL	Transición
34207	JOSE SANTOS QUIÑONES	HUMACAO	CANOVANAS	INTERMEDIO	Transición
34926	EDUARDO GARCIA CARRILLO	HUMACAO	CANOVANAS	SUPERIOR	Transición
35048	GEORGINA BAQUERO	HUMACAO	CANOVANAS	SECUNDARIO	Transición
35923	ELEMENTAL BARRIO LAS 400	HUMACAO	CANOVANAS	ELEMENTAL	Transición
31120	BELEN BLANCO DE ZEQUEIRA	HUMACAO	LOIZA	INTERMEDIO	Transición
31179	PARCELAS SUAREZ	HUMACAO	LOIZA	ELEMENTAL	Transición
31195	CARLOS ESCOBAR LOPEZ	HUMACAO	LOIZA	SUPERIOR	Prioridad
31245	MEDIANIA ALTA ELEMENTAL	HUMACAO	LOIZA	ELEMENTAL	Transición
31252	JOBOS	HUMACAO	LOIZA	ELEMENTAL	Transición
31278	EMILIANO FIGUEROA TORRES	HUMACAO	LOIZA	ELEMENTAL	Transición
33118	PARCELAS VIEQUES	HUMACAO	LOIZA	ELEMENTAL	Transición
34272	GULLERMINA ROSADO DE AYALA	HUMACAO	LOIZA	ELEMENTAL	Transición
34793	CELSO GONZALEZ VAILLANT	HUMACAO	LOIZA	ELEMENTAL	Transición
36046	INTERMEDIA NUEVA BO MEDIANIA	HUMACAO	LOIZA	INTERMEDIO	Transición
36335	NUEVA SUPERIOR DE LOIZA	HUMACAO	LOIZA	SUPERIOR	Transición (5% mas bajo Progreso)
31302	RAFAEL N COCA	HUMACAO	LUQUILLO	INTERMEDIO	Prioridad
31310	PABLO SUAREZ ORTIZ	HUMACAO	LUQUILLO	ELEMENTAL	Transición
31344	MATA DE PLATANO	HUMACAO	LUQUILLO	ELEMENTAL	Transición
31351	PITAHAYA	HUMACAO	LUQUILLO	ELEMENTAL	Transición
31369	ROSENDO MATIENZO CINTRON	HUMACAO	LUQUILLO	ELEMENTAL	Transición
31393	SU SABANA (SU ALEJANDRINA RIOS)	HUMACAO	LUQUILLO	SEGUNDA UNIDAD	Transición
33936	CAMILO VALLES MATIENZO	HUMACAO	LUQUILLO	ELEMENTAL	Enfoque
35618	SUPERIOR ISIDRO A SANCHEZ	HUMACAO	LUQUILLO	SUPERIOR	Transición
32078	CAROLA	HUMACAO	RIO GRANDE	ELEMENTAL	Transición (5% mas bajo Progreso)
32128	ROSA BERNARD	HUMACAO	RIO GRANDE	ELEMENTAL	Transición (5% mas bajo Progreso)
32201	JULIO MILLAN CEPEDA	HUMACAO	RIO GRANDE	ELEMENTAL	Transición
32227	LIBERATA IRALDO (NUEVA)	HUMACAO	RIO GRANDE	INTERMEDIO	Transición
32243	RAFAEL DE JESUS	HUMACAO	RIO GRANDE	ELEMENTAL	Transición
32250	CASIANO CEPEDA (INTERMEDIA)	HUMACAO	RIO GRANDE	INTERMEDIO	Transición
32268	RAFAEL REXACH DUEÑO	HUMACAO	RIO GRANDE	ELEMENTAL	Exelencia Alto Desempeño
33233	PEDRO FALU ORELLANO	HUMACAO	RIO GRANDE	SUPERIOR	Enfoque
33647	ANTERA ROSADO FUENTES	HUMACAO	RIO GRANDE	ELEMENTAL	Exelencia Alto Progreso
34249	LOLA MILLAN ORELLANO	HUMACAO	RIO GRANDE	INTERMEDIO	Transición
34256	CASIANO CEPEDA (SUPERIOR)	HUMACAO	RIO GRANDE	SUPERIOR	Prioridad
34314	EDMUNDO DEL VALLE CRUZ	HUMACAO	RIO GRANDE	ELEMENTAL	Transición
35535	FELIX SANCHEZ CRUZ	HUMACAO	RIO GRANDE	ELEMENTAL	Exelencia Alto Progreso
35543	PRE-VOCACIONAL CASIANO CEPEDA	HUMACAO	RIO GRANDE	INTERMEDIO	Transición (5% mas bajo Progreso)
35964	CARMEN FELICIANO CARRERA	HUMACAO	RIO GRANDE	INTERMEDIO	Transición
30031	PARCELAS AGUAS CLARAS	HUMACAO	CEIBA	ELEMENTAL	Transición
30098	SANTIAGO IGLESIAS PANTIN	HUMACAO	CEIBA	SUPERIOR	Prioridad
34462	INTERMEDIA NUEVA	HUMACAO	CEIBA	INTERMEDIO	Transición
35907	DON LUIS MUÑOZ MARIN	HUMACAO	CEIBA	ELEMENTAL	Transición
36343	PUERTO RICO AVIATION MAINTENANCE INSTITUTE	HUMACAO	CEIBA	PS - INSTITUTO	No Clasificada (Shared)
37507	ECOLOGICA DE CULEBRA	HUMACAO	CULEBRA	TODOS LOS NIVELES	Transición
30148	ANTONIO VALERO BERNABE	HUMACAO	FAJARDO	INTERMEDIO	Transición (5% mas bajo Progreso)
30189	INES ENCARNACION	HUMACAO	FAJARDO	ELEMENTAL	Transición
30197	GABINO SOTO	HUMACAO	FAJARDO	ELEMENTAL	Transición
30221	MARIA I DONES	HUMACAO	FAJARDO	ELEMENTAL	Exelencia Alto Progreso
30239	RAMON QUIÑONES PACHECO	HUMACAO	FAJARDO	ELEMENTAL	Enfoque
30247	DR SANTIAGO VEVE CALZADA	HUMACAO	FAJARDO	SUPERIOR	Prioridad
30254	PEDRO ROSARIO NIEVES	HUMACAO	FAJARDO	ELEMENTAL	Transición (5% mas bajo Progreso)
33274	BERTA ZALDUONDO	HUMACAO	FAJARDO	ELEMENTAL	Transición
34348	JOSEFINA FERRERO	HUMACAO	FAJARDO	INTERMEDIO	Transición
34769	ROSA PASCUALA PARIS	HUMACAO	FAJARDO	ELEMENTAL	Transición
35766	ANA DELIA FLORES SANTANA VOC	HUMACAO	FAJARDO	SUPERIOR	Transición
31583	LUTGARDA RIVERA REYES	HUMACAO	NAGUABO	ELEMENTAL	Exelencia Alto Progreso
31591	DESIDERIO MENDEZ RODRIGUEZ (MAIZALES)	HUMACAO	NAGUABO	ELEMENTAL	Transición
31609	QUEBRADA GRANDE	HUMACAO	NAGUABO	ELEMENTAL	Exelencia Alto Progreso
31617	EUGENIO BRAC	HUMACAO	NAGUABO	ELEMENTAL	Transición
31682	LYDIA M LOPEZ	HUMACAO	NAGUABO	ELEMENTAL	Transición
31740	ANTONIO RIOS	HUMACAO	NAGUABO	SEGUNDA UNIDAD	Enfoque

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31765	JOSE R AGOSTO	HUMACAO	NAGUABO	ELEMENTAL	Transición
33225	FIDELINA MELENDEZ MONSANTO	HUMACAO	NAGUABO	INTERMEDIO	Enfoque
35014	SU SILVERIO GARCIA	HUMACAO	NAGUABO	SEGUNDA UNIDAD	Transición
35881	JUAN JOSE MAUNEZ	HUMACAO	NAGUABO	SUPERIOR	Transición
36350	FERMIN DELGADO DIAZ	HUMACAO	NAGUABO	SEGUNDA UNIDAD	Transición
32300	JUANITA RIVERA ALBERT	HUMACAO	VIEQUES	ELEMENTAL	Transición (5% mas bajo Progreso)
32318	FRANKLIN D ROOSEVELT	HUMACAO	VIEQUES	ELEMENTAL	Transición
32359	MONTE SANTO	HUMACAO	VIEQUES	ELEMENTAL	Exelencia Alto Progreso
32367	PLAYA GRANDE	HUMACAO	VIEQUES	ELEMENTAL	Enfoque
33043	GERMAN RIECKEHOFF	HUMACAO	VIEQUES	SUPERIOR	Prioridad
35295	20 DE SEPTIEMBRE DE 1988	HUMACAO	VIEQUES	INTERMEDIO	Prioridad
35840	MARIA M SIMMONS DE RIVERA	HUMACAO	VIEQUES	ELEMENTAL	Transición
30270	ANA ROQUE DE DUPREY	HUMACAO	HUMACAO	SUPERIOR	Enfoque
30288	ANTONIA SAEZ	HUMACAO	HUMACAO	ELEMENTAL	Transición
30304	CANDIDO BERRIOS	HUMACAO	HUMACAO	ELEMENTAL	Transición
30320	ANTONIO A ROIG	HUMACAO	HUMACAO	ELEMENTAL	Transición
30338	PEPITA LOPEZ	HUMACAO	HUMACAO	ELEMENTAL	Transición
30346	DR VICTOR RINCON	HUMACAO	HUMACAO	ELEMENTAL	Transición
30429	BRAULIO AYALA PEREZ	HUMACAO	HUMACAO	ELEMENTAL	Transición
30478	MANUEL SURILLO	HUMACAO	HUMACAO	ELEMENTAL	Transición
30502	CARMEN PILAR SANTOS	HUMACAO	HUMACAO	ELEMENTAL	Transición
30551	SU LUCIANO RIOS	HUMACAO	HUMACAO	SEGUNDA UNIDAD	Transición
30569	SU CRUZ ORTIZ STELLA	HUMACAO	HUMACAO	SEGUNDA UNIDAD	Exelencia Alto Progreso
30577	SU JOSE TORO RIOS	HUMACAO	HUMACAO	SEGUNDA UNIDAD	Exelencia Alto Progreso
30601	ADRIAN MEDINA	HUMACAO	HUMACAO	ELEMENTAL	Transición
33308	RUFINO VIGO	HUMACAO	HUMACAO	ELEMENTAL	Transición
33316	SU ROSA MARIA ROSARIO DE LEON	HUMACAO	HUMACAO	SEGUNDA UNIDAD	Transición
33662	CARLOS RIVERA UFRET	HUMACAO	HUMACAO	INTERMEDIO	Prioridad
33704	JUAN PONCE DE LEON	HUMACAO	HUMACAO	INTERMEDIO	Transición
34199	SU AGAPITO LOPEZ FLORES	HUMACAO	HUMACAO	SEGUNDA UNIDAD	Transición
34884	PETRA MERCADO BOUGART	HUMACAO	HUMACAO	SUPERIOR	Transición
35071	LUZ A CRUZ DE SANTANA	HUMACAO	HUMACAO	ELEMENTAL	Transición
35360	LIDIA FIOL SCARANO	HUMACAO	HUMACAO	ELEMENTAL	Transición
35501	SUP VOC MANUEL MEDIAVILLA	HUMACAO	HUMACAO	SUPERIOR	Transición
35550	ESCUELA LIBRE DE MUSICA	HUMACAO	HUMACAO	TODOS LOS NIVELES	No Clasificada (Shared)
35626	AVELINO PEÑA REYES	HUMACAO	HUMACAO	SECUNDARIO	Transición
35774	ANTONIO ROSA GUZMAN (NUEVA)	HUMACAO	HUMACAO	ELEMENTAL	Transición
36012	ESCUELA DE BELLA ARTES	HUMACAO	HUMACAO	SECUNDARIO	Transición
30619	AGUSTIN DUEÑO	HUMACAO	JUNCOS	ELEMENTAL	Transición
30643	PEDRO BOSCH	HUMACAO	JUNCOS	ELEMENTAL	Transición
30650	LAURA NAVARRO	HUMACAO	JUNCOS	ELEMENTAL	Enfoque
30684	FULGENCIO PIÑERO RODRIGUEZ	HUMACAO	JUNCOS	ELEMENTAL	Transición
30734	JUAN A SANCHEZ	HUMACAO	JUNCOS	ELEMENTAL	Transición
30742	SU CLARA M ARAMBURU	HUMACAO	JUNCOS	SEGUNDA UNIDAD	Transición
30759	SU PEDRO RIVERA MOLINA	HUMACAO	JUNCOS	SEGUNDA UNIDAD	Enfoque
30791	CARMEN ARZUAGA DE RIVERA	HUMACAO	JUNCOS	ELEMENTAL	Transición
32979	ALFONSO DIAZ LEBRON	HUMACAO	JUNCOS	INTERMEDIO	Transición (5% mas bajo Progreso)
34363	ISABEL FLORES	HUMACAO	JUNCOS	SUPERIOR	Enfoque
34777	JOSE A LOPEZ CASTRO	HUMACAO	JUNCOS	INTERMEDIO	Transición (5% mas bajo Progreso)
34785	JOSE COLLAZO COLON	HUMACAO	JUNCOS	SUPERIOR	Transición
36327	ROBERTO SILVA MORALES	HUMACAO	JUNCOS	ELEMENTAL	Enfoque
30825	FRANCISCO TORRES	HUMACAO	LAS PIEDRAS	ELEMENTAL	Enfoque
30841	CARMEN BENITEZ	HUMACAO	LAS PIEDRAS	ELEMENTAL	Enfoque
30874	JOSE DE DIEGO	HUMACAO	LAS PIEDRAS	ELEMENTAL	Transición
30916	LA FERMINA	HUMACAO	LAS PIEDRAS	ELEMENTAL	Transición
30924	LUIS MUÑOZ RIVERA	HUMACAO	LAS PIEDRAS	ELEMENTAL	Transición
30932	MATIAS RIVERA	HUMACAO	LAS PIEDRAS	ELEMENTAL	Transición
30973	RAMON POWER Y GIRALT	HUMACAO	LAS PIEDRAS	SUPERIOR	Transición
34355	SANTIAGO TORRES	HUMACAO	LAS PIEDRAS	INTERMEDIO	Transición
35493	LEONICIO MELENDEZ	HUMACAO	LAS PIEDRAS	INTERMEDIO	Transición
35592	FLORENCIA GARCIA	HUMACAO	LAS PIEDRAS	SUPERIOR	Transición
35790	NUEVA ESCUELA ELEM (JOSE D ZAYAS)	HUMACAO	LAS PIEDRAS	ELEMENTAL	Transición
31427	SU HIGINIO FIGUEROA VILLEGAS	HUMACAO	MAUNABO	SEGUNDA UNIDAD	Transición
31435	CALZADA	HUMACAO	MAUNABO	ELEMENTAL	Enfoque
31534	MANUEL ORTIZ SUYA	HUMACAO	MAUNABO	ELEMENTAL	Transición (5% mas bajo Progreso)
31542	ALFONSO CASTA MARTINEZ	HUMACAO	MAUNABO	SUPERIOR	Enfoque
35089	ELEMENTAL URBANA (ESCUELA NUEVA)	HUMACAO	MAUNABO	ELEMENTAL	Transición
35899	WILFREDO LAFUENTE ORTIZ	HUMACAO	MAUNABO	INTERMEDIO	Transición
25031	JOSEFINA MUÑOZ DE BERNIER	HUMACAO	PATILLAS	INTERMEDIO	Transición

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25049	CECILIO LEBRON RAMOS	HUMACAO	PATILLAS	ELEMENTAL	Transición
25080	LAMBOGLIA	HUMACAO	PATILLAS	INTERMEDIO	Transición
25098	CIRILO SANTIAGO PLAUD	HUMACAO	PATILLAS	ELEMENTAL	Exelencia Alto Progreso
25148	MARIN ABAJO	HUMACAO	PATILLAS	ELEMENTAL	Enfoque
25155	ANDREA LEBRON RAMOS	HUMACAO	PATILLAS	ELEMENTAL	Transición
25189	TOMAS VERA AYALA	HUMACAO	PATILLAS	ELEMENTAL	Transición
25197	GUILLERMO RIEFKHOL	HUMACAO	PATILLAS	ELEMENTAL	Transición
25205	MARIA MILAGROS ORTIZ GARCIA	HUMACAO	PATILLAS	ELEMENTAL	Transición
25239	SU JOAQUIN PARRILLA	HUMACAO	PATILLAS	SEGUNDA UNIDAD	Transición
35816	RAFALINA E LEBRON FLORES	HUMACAO	PATILLAS	SUPERIOR	Transición
22301	EUGENIO MARIA DE HOSTOS	HUMACAO	SAN LORENZO	ELEMENTAL	Enfoque
22319	EL PARQUE	HUMACAO	SAN LORENZO	ELEMENTAL	Transición
22327	LUIS MUÑOZ RIVERA	HUMACAO	SAN LORENZO	ELEMENTAL	Enfoque
22434	GERARDO SELLES SOLA	HUMACAO	SAN LORENZO	ELEMENTAL	Enfoque
22459	SU JAGUAL ADENTRO	HUMACAO	SAN LORENZO	SEGUNDA UNIDAD	Transición
22533	QUEMADOS	HUMACAO	SAN LORENZO	ELEMENTAL	Enfoque
22566	SU CARLOS ZAYAS	HUMACAO	SAN LORENZO	SEGUNDA UNIDAD	Transición
22574	QUEBRADA HONDA	HUMACAO	SAN LORENZO	SEGUNDA UNIDAD	Enfoque
22582	JOSE CAMPECHE	HUMACAO	SAN LORENZO	SUPERIOR	Transición
23309	GENEROSO MORALES MUÑOZ	HUMACAO	SAN LORENZO	INTERMEDIO	Transición
25882	MARIA CRUZ BUITRAGO	HUMACAO	SAN LORENZO	SECUNDARIO	Transición
27607	DRA MARIA T DELGADO DE MARCANO	HUMACAO	SAN LORENZO	SEGUNDA UNIDAD	Enfoque
28522	ANTONIO FERNOS ISERN	HUMACAO	SAN LORENZO	SUPERIOR	Transición
35972	JORGE ROSARIO DEL VALLE	HUMACAO	SAN LORENZO	ELEMENTAL	Enfoque
32433	SU ASUNCION LUGO	HUMACAO	YABUCOA	SEGUNDA UNIDAD	Transición
32441	FRANCISCO SUSTACHE	HUMACAO	YABUCOA	ELEMENTAL	Transición
32458	SU ROGELIO ROSADO	HUMACAO	YABUCOA	SEGUNDA UNIDAD	Transición
32466	ROSA SANCHEZ VARGAS	HUMACAO	YABUCOA	ELEMENTAL	Transición
32524	MARTA SANCHEZ	HUMACAO	YABUCOA	ELEMENTAL	Transición
32532	ROSA COSTA VALDIVIESO	HUMACAO	YABUCOA	INTERMEDIO	Transición
32540	SU MANUEL ORTIZ	HUMACAO	YABUCOA	SEGUNDA UNIDAD	Transición
32573	JOSE .F CINTRON Y ANEXO	HUMACAO	YABUCOA	ELEMENTAL	Transición
32615	FEDERICO MATHEW BAEZ (TRINIDAD)	HUMACAO	YABUCOA	ELEMENTAL	Transición
32672	CATALINA MORALES (QUEBRADILLAS)	HUMACAO	YABUCOA	ELEMENTAL	Transición
32680	SU ANDRES SANDIN	HUMACAO	YABUCOA	SEGUNDA UNIDAD	Transición
32698	SU ANDRES SOTO QUIÑONES	HUMACAO	YABUCOA	SEGUNDA UNIDAD	Transición
32706	SU MARCOS SANCHEZ	HUMACAO	YABUCOA	SEGUNDA UNIDAD	Transición
32714	CRISTOBAL DEL CAMPO	HUMACAO	YABUCOA	ELEMENTAL	Transición
32748	SU JESUS T SANABRIA CRUZ	HUMACAO	YABUCOA	SEGUNDA UNIDAD	Transición
32755	TEODORO AGUILAR MORA	HUMACAO	YABUCOA	SUPERIOR	Transición
32763	JAIME C RODRIGUEZ	HUMACAO	YABUCOA	ELEMENTAL	Transición
32771	JUAN B HUYKE	HUMACAO	YABUCOA	ELEMENTAL	Transición
34264	LUIS MUÑOZ MARIN	HUMACAO	YABUCOA	SECUNDARIO	Transición
35782	RAMON QUIÑONES MEDINA	HUMACAO	YABUCOA	SUPERIOR	Transición
40014	ARSENIO MARTINEZ	MAYAGUEZ	AGUADA	SUPERIOR	Transición
40022	DR CARLOS GONZALEZ	MAYAGUEZ	AGUADA	SUPERIOR	Transición
40030	SU JUAN B SOTO	MAYAGUEZ	AGUADA	SEGUNDA UNIDAD	Transición
40055	GREGORIO RODRIGUEZ ORAMA	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
40063	MANUEL MORALES FELICIANO	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
40071	PADRE PABLO GUTIERREZ	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
40105	EUGENIO GONZALEZ GONZALEZ	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
40113	ANTONIO SANCHEZ RUIZ	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
40121	JOSE GONZALEZ RUIZ	MAYAGUEZ	AGUADA	ELEMENTAL	Exelencia Alto Progreso
40139	ANSELMO VILLARRUBIA	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
40147	AQUILINO CABAN	MAYAGUEZ	AGUADA	SEGUNDA UNIDAD	Transición
40170	MARIA L JIMENEZ LOPEZ	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
40204	JUAN LINO SANTIAGO	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
40212	SU MARTIN HERNANDEZ	MAYAGUEZ	AGUADA	SEGUNDA UNIDAD	Transición
40220	SU EPIFANIO ESTRADA	MAYAGUEZ	AGUADA	SEGUNDA UNIDAD	Transición
45310	CENTRO VOCACIONAL ESPECIAL	MAYAGUEZ	AGUADA	SECUNDARIO	Transición (5% mas bajo Progreso)
45419	ZOILO CAJIGAS SOTOMAYOR	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
46086	ELADIO TIRADO LOPEZ	MAYAGUEZ	AGUADA	SECUNDARIO	Transición
46813	LYDIA MELENDEZ	MAYAGUEZ	AGUADA	ELEMENTAL	Transición
47951	PROFESORA JUANA ROSARIO CARRERO	MAYAGUEZ	AGUADA	INTERMEDIO	Transición
40253	DR AGUSTIN STAHL	MAYAGUEZ	AGUADILLA	ELEMENTAL	Enfoque
40279	BARRIADA CABAN	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición
40287	JOSE DE DIEGO	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición
40295	HOMERO RIVERA SOLA	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición
40329	RAFAEL CORDERO	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición

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40345 ELADIO J VEGA	MAYAGUEZ	AGUADILLA	ELEMENTAL	Enfoque
40352 RAMON RODRIGUEZ	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición
40378 JOSE DE DIEGO	MAYAGUEZ	AGUADILLA	INTERMEDIO	Transición
40394 LUCIA CUBERO	MAYAGUEZ	AGUADILLA	ELEMENTAL	Enfoque
40436 RAFAEL FABIAN	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición
40444 JOSE ACEVEDO ALVAREZ	MAYAGUEZ	AGUADILLA	ELEMENTAL	Exelencia Alto Progreso
40469 SU. ADAMS	MAYAGUEZ	AGUADILLA	SEGUNDA UNIDAD	Transición
40477 LUIS MUÑOZ RIVERA	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición
40485 ANTONIO BADILLO HERNANDEZ	MAYAGUEZ	AGUADILLA	INTERMEDIO	Transición
40493 ANA M. JAVARIZ	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición
44743 EXTENSION BORINQUEN	MAYAGUEZ	AGUADILLA	ELEMENTAL	Enfoque
45468 SALVADOR FUENTES	MAYAGUEZ	AGUADILLA	SUPERIOR	Prioridad
46656 BENITO CEREZO VAZQUEZ	MAYAGUEZ	AGUADILLA	SUPERIOR	Transición
46664 ESTER FELICIANO MENDOZA	MAYAGUEZ	AGUADILLA	INTERMEDIO	Transición
46672 ANTONIO BADILLO HERNANDEZ	MAYAGUEZ	AGUADILLA	ELEMENTAL	Transición
47589 CENTRO DE ADIESTRAMIENTO Y BELLAS ARTES	MAYAGUEZ	AGUADILLA	TODOS LOS NIVELES	No Clasificada (Shared)
47647 JUAN SUAREZ PELEGRINA (NUEVA)	MAYAGUEZ	AGUADILLA	SUPERIOR	Transición
40519 ALCIDES FIGUEROA	MAYAGUEZ	AÑASCO	INTERMEDIO	Transición
40527 ANTONIO GONZALEZ SUAREZ	MAYAGUEZ	AÑASCO	ELEMENTAL	Transición
40626 ESPINO	MAYAGUEZ	AÑASCO	ELEMENTAL	Transición
40667 ISABEL SUAREZ	MAYAGUEZ	AÑASCO	INTERMEDIO	Transición
40733 OVEJAS	MAYAGUEZ	AÑASCO	ELEMENTAL	Transición
40741 PARCELAS MARIA	MAYAGUEZ	AÑASCO	ELEMENTAL	Transición
40758 MARIANA BRACETTI	MAYAGUEZ	AÑASCO	ELEMENTAL	Exelencia Alto Progreso
40790 S.U. PLAYA	MAYAGUEZ	AÑASCO	ELEMENTAL	Transición
40824 QUEBRADA LARGA	MAYAGUEZ	AÑASCO	ELEMENTAL	Transición
40832 SERGIO RAMIREZ DE ARELLANO	MAYAGUEZ	AÑASCO	SECUNDARIO	Transición
46995 LUIS MUÑOZ MARIN	MAYAGUEZ	AÑASCO	SUPERIOR	Transición
47613 CARMEN CASASUS MARTI	MAYAGUEZ	AÑASCO	ELEMENTAL	Transición
42820 JORGE SEDA CRESPO	MAYAGUEZ	RINCON	INTERMEDIO	Transición
42887 GENOVEVA PEREZ	MAYAGUEZ	RINCON	ELEMENTAL	Transición
42911 CONRADO RODRIGUEZ	MAYAGUEZ	RINCON	ELEMENTAL	Enfoque
42929 JUAN RUIZ PEDROZA	MAYAGUEZ	RINCON	ELEMENTAL	Transición
42945 MANUEL GONZALEZ MELO	MAYAGUEZ	RINCON	SEGUNDA UNIDAD	Transición
44826 OCTAVIO CUMPIANO	MAYAGUEZ	RINCON	ELEMENTAL	Transición
47662 MANUEL GARCIA PEREZ (NUEVA)	MAYAGUEZ	RINCON	SUPERIOR	Transición
40915 JAMES GARFIELD	MAYAGUEZ	CABO ROJO	ELEMENTAL	Transición
40931 MANUEL FERNANDEZ JUNCOS	MAYAGUEZ	CABO ROJO	ELEMENTAL	Transición
40949 LUIS MUÑIZ SOUFFRONT	MAYAGUEZ	CABO ROJO	ELEMENTAL	Transición
40964 LUIS MUÑOZ MARIN	MAYAGUEZ	CABO ROJO	INTERMEDIO	Transición
40972 PEDRO FIDEL COLBERG	MAYAGUEZ	CABO ROJO	ELEMENTAL	Transición
40980 PEDRO NELSON COLBERG	MAYAGUEZ	CABO ROJO	INTERMEDIO	Transición
41004 SU CARMEN VIGNALS ROSARIO	MAYAGUEZ	CABO ROJO	SEGUNDA UNIDAD	Transición
41012 SU FEDERICO DEGETAU	MAYAGUEZ	CABO ROJO	SEGUNDA UNIDAD	Transición
41020 SU ANTONIO ACARON CORREA	MAYAGUEZ	CABO ROJO	SEGUNDA UNIDAD	Transición
44511 SEBASTIAN PABON ALVES (COROZO)	MAYAGUEZ	CABO ROJO	SEGUNDA UNIDAD	Transición
44867 RAMON E BETANCES	MAYAGUEZ	CABO ROJO	ELEMENTAL	Transición
44875 CARLOTA MATIENZO	MAYAGUEZ	CABO ROJO	ELEMENTAL	Enfoque
46821 INES MARIA MENDOZA	MAYAGUEZ	CABO ROJO	SUPERIOR	Transición
46987 MONSERRATE LEON IRIZARRY	MAYAGUEZ	CABO ROJO	SUPERIOR	Transición
47357 SEVERO E COLBERG RAMIREZ	MAYAGUEZ	CABO ROJO	ELEMENTAL	Enfoque
48306 SEGUNDA UNIDAD BO PUERTO REAL	MAYAGUEZ	CABO ROJO	SEGUNDA UNIDAD	Transición
41467 ARTURO GRANT PARDO	MAYAGUEZ	LAJAS	INTERMEDIO	Transición
41475 ALEJANDRO TAPIA Y RIVERA	MAYAGUEZ	LAJAS	ELEMENTAL	Transición
41483 ANTONIO PAGAN	MAYAGUEZ	LAJAS	ELEMENTAL	Transición
41541 LUIS MUÑOZ RIVERA	MAYAGUEZ	LAJAS	INTERMEDIO	Transición
41566 ROSENDO MATIENZO CINTRON	MAYAGUEZ	LAJAS	ELEMENTAL	Enfoque
41582 SU JUAN CANCIO ORTIZ DE LA RENTA	MAYAGUEZ	LAJAS	SEGUNDA UNIDAD	Transición
41590 MARIO PAGAN IRIZARRY	MAYAGUEZ	LAJAS	ELEMENTAL	Transición
44529 RAMON OLIVARES	MAYAGUEZ	LAJAS	ELEMENTAL	Exelencia Alto Progreso
45682 LEONIDES MORALES RODRIGUEZ	MAYAGUEZ	LAJAS	SUPERIOR	Enfoque
50120 ELEMENTAL URBANA NUEVA	MAYAGUEZ	LAJAS	ELEMENTAL	Transición
42952 SU DAVID ANTONGIORGI CORDOVA	MAYAGUEZ	SABANA GRANDE	SEGUNDA UNIDAD	Transición
42994 FRANKLIN DELANO ROOSEVELT	MAYAGUEZ	SABANA GRANDE	ELEMENTAL	Transición
43018 JOSE R GAZTAMBIDE	MAYAGUEZ	SABANA GRANDE	ELEMENTAL	Transición
43034 JOSE A CASTILLO	MAYAGUEZ	SABANA GRANDE	ELEMENTAL	Exelencia Alto Progreso
43042 DR JOSE CELSO BARBOSA	MAYAGUEZ	SABANA GRANDE	ELEMENTAL	Transición
43059 JUAN I VEGA	MAYAGUEZ	SABANA GRANDE	ELEMENTAL	Transición
43067 SU FRANCISCO VAZQUEZ PUEYO	MAYAGUEZ	SABANA GRANDE	SEGUNDA UNIDAD	Enfoque

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43125	ROSENDO MATIENZO CINTRON	MAYAGUEZ	SABANA GRANDE	ELEMENTAL	Transición
45393	BLANCA MALARET	MAYAGUEZ	SABANA GRANDE	INTERMEDIO	Transición
48264	LUIS NEGRON LOPEZ	MAYAGUEZ	SABANA GRANDE	SUPERIOR	Transición
43166	AMINA TIO DE MALARET	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Transición
43174	ANTONIA MARTINEZ	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Transición
43224	JULIO V GUZMAN	MAYAGUEZ	SAN GERMAN	INTERMEDIO	Transición
43240	LUIS MUÑOZ RIVERA	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Transición
43257	GEORGINA ALVARADO	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Transición
43273	BARTOLOME DE LAS CASAS	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Exelencia Alto Desempeño
43299	MARIANO ABRIL	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Exelencia Alto Progreso
43307	HERMINIA C RAMIREZ	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Transición
43315	LOLA RODRIGUEZ DE TIO	MAYAGUEZ	SAN GERMAN	SUPERIOR	Transición
43323	HENRY W LONGFELLOW	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Transición
43380	SU FEDERICO DEGETAU	MAYAGUEZ	SAN GERMAN	SEGUNDA UNIDAD	Transición
43398	SU FRANCISCO MARIA QUIÑONES	MAYAGUEZ	SAN GERMAN	SEGUNDA UNIDAD	Transición
43406	LAURA MERCADO	MAYAGUEZ	SAN GERMAN	SECUNDARIO	Prioridad
43414	SU GALO ROSADO	MAYAGUEZ	SAN GERMAN	SEGUNDA UNIDAD	Transición
47605	CARMEN BORRAS BATTISTINI	MAYAGUEZ	SAN GERMAN	ELEMENTAL	Transición
41061	SEGUNDO RUIZ BELVIS	MAYAGUEZ	HORMIGUEROS	SUPERIOR	Transición
41103	RAFAEL HERNANDEZ	MAYAGUEZ	HORMIGUEROS	ELEMENTAL	Transición
41111	MIGUEL A RIVERA	MAYAGUEZ	HORMIGUEROS	ELEMENTAL	Transición
41129	ANA PAGAN DE RODRIGUEZ	MAYAGUEZ	HORMIGUEROS	ELEMENTAL	Transición
44891	SU ALFREDO DORRINGTON	MAYAGUEZ	HORMIGUEROS	SEGUNDA UNIDAD	Transición
46052	RAMON E RODRIGUEZ DIAZ	MAYAGUEZ	HORMIGUEROS	INTERMEDIO	Transición
48017	ESCUELA ELEMENTAL NUEVA	MAYAGUEZ	HORMIGUEROS	ELEMENTAL	Transición
41632	BRYAN	MAYAGUEZ	LAS MARIAS	ELEMENTAL	Transición
41699	DR SILVERIO MEDINA GAUD	MAYAGUEZ	LAS MARIAS	ELEMENTAL	Transición
41814	SU LAURO GONZALEZ HIJO	MAYAGUEZ	LAS MARIAS	SEGUNDA UNIDAD	Transición
41822	FORTUNATO JORGE CORONA	MAYAGUEZ	LAS MARIAS	SEGUNDA UNIDAD	Transición
46219	EVA Y PATRIA CUSTODIO	MAYAGUEZ	LAS MARIAS	SUPERIOR	Transición
47555	LUIS SANTALIZ CAPESTANY	MAYAGUEZ	LAS MARIAS	ELEMENTAL	Transición
47977	EUGENIO MARIA DE HOSTOS (INTERMEDIA)	MAYAGUEZ	LAS MARIAS	INTERMEDIO	Transición
41855	MARIANA BRACETTI	MAYAGUEZ	MARICAO	ELEMENTAL	Enfoque
41913	INDIERA FRIA	MAYAGUEZ	MARICAO	ELEMENTAL	Transición
41921	RAUL YBARRA	MAYAGUEZ	MARICAO	INTERMEDIO	Transición
41954	SU FRANCISCO VINCENTY	MAYAGUEZ	MARICAO	SEGUNDA UNIDAD	Transición
45641	LA CARMEN	MAYAGUEZ	MARICAO	ELEMENTAL	Transición
47639	SUPERIOR NUEVA	MAYAGUEZ	MARICAO	SUPERIOR	Transición
42002	FEDERICO ASENJO	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Exelencia Alto Progreso
42028	CASTILLO	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Exelencia Alto Progreso
42036	CHARLES T IRIZARRY	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42069	CUESTA DE PIEDRAS	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42077	DR PEDRO PEREA FAJARDO	MAYAGUEZ	MAYAGUEZ	SUPERIOR	Transición
42085	SEGUNDO RUIZ BELVIS	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42119	DAVID G FARRAGUT	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42135	FRANCISCO VICENTY	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42143	FRANKLIN D ROOSEVELT	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Enfoque
42176	JOSE GAUTIER BENITEZ	MAYAGUEZ	MAYAGUEZ	INTERMEDIO	Transición
42234	SU FELISA RINCON DE GAUTHIER	MAYAGUEZ	MAYAGUEZ	SEGUNDA UNIDAD	Exelencia Alto Progreso
42242	LUIS MUÑOZ RIVERA	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42259	OLGA MAS RAMIREZ	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42267	MANUEL A BARRETO	MAYAGUEZ	MAYAGUEZ	INTERMEDIO	Transición
42283	MARIANO RIERA PALMER	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42317	MIRADERO II	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42341	LA SOLEDAD	MAYAGUEZ	MAYAGUEZ	INTERMEDIO	Transición
42374	RAFAEL CORDERO MOLINA	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42390	RAFAEL MARTINEZ NADAL	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Exelencia Alto Desempeño
42408	RAMON VALLE SEDA	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42424	RIO CAÑAS ARRIBA	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42432	CONSUELO PEREZ CINTRON	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42457	SABANETAS MANI	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
42465	THEODORE ROSEVELT	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Enfoque
44545	MARIA DOLORES FARIA	MAYAGUEZ	MAYAGUEZ	INTERMEDIO	Transición
44560	CROEM	MAYAGUEZ	MAYAGUEZ	SECUNDARIO	Transición
44834	CONCORDIA	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
44842	MARIA LUISA ARCELAY	MAYAGUEZ	MAYAGUEZ	ELEMENTAL	Transición
45955	ELPIDIO H RIVERA	MAYAGUEZ	MAYAGUEZ	INTERMEDIO	Transición
47084	ESTEBAN ROSADO BAEZ	MAYAGUEZ	MAYAGUEZ	INTERMEDIO	Transición
47571	RIO CAÑAS ABAJO	MAYAGUEZ	MAYAGUEZ	SEGUNDA UNIDAD	Transición

**Lista de clasificación de escuelas 2014-2015**  
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48298	EUGENIO MARIA DE HOSTOS (SUPERIOR)	MAYAGUEZ	MAYAGUEZ	SUPERIOR	Transición
48330	LIBRE DE MUSICA	MAYAGUEZ	MAYAGUEZ	TODOS LOS NIVELES	No Clasificada (Shared)
15206	MANUEL CORCHADO Y JUARBE	MAYAGUEZ	ISABELA	ELEMENTAL	Enfoque
15214	JOSE JULIAN ACOSTA	MAYAGUEZ	ISABELA	ELEMENTAL	Transición
15222	EMILIA CASTILLO	MAYAGUEZ	ISABELA	ELEMENTAL	Enfoque
15230	LUIS MUÑOZ RIVERA	MAYAGUEZ	ISABELA	INTERMEDIO	Transición
15248	FRANCISCO MENDOZA	MAYAGUEZ	ISABELA	SUPERIOR	Prioridad
15255	JUAN B HUYKE	MAYAGUEZ	ISABELA	ELEMENTAL	Enfoque
15297	BEJAMIN CORCHADO JUARBE	MAYAGUEZ	ISABELA	ELEMENTAL	Enfoque
15305	FRANCISCA CHAVEZ (LA PLANTA)	MAYAGUEZ	ISABELA	ELEMENTAL	Exelencia Alto Progreso
15321	NICANDRO GARCIA	MAYAGUEZ	ISABELA	ELEMENTAL	Enfoque
15396	MATEO HERNANDEZ	MAYAGUEZ	ISABELA	ELEMENTAL	Enfoque
15404	EPIFANIO ESTRADA	MAYAGUEZ	ISABELA	ELEMENTAL	Transición
15412	GLORIA GONZALEZ	MAYAGUEZ	ISABELA	ELEMENTAL	Transición
15420	GRACIELINA ROSADO ALFARO	MAYAGUEZ	ISABELA	ELEMENTAL	Transición
15438	ANTONIO GEIGEL PAREDES	MAYAGUEZ	ISABELA	ELEMENTAL	Enfoque
15446	JOSE C ROSARIO	MAYAGUEZ	ISABELA	INTERMEDIO	Transición
15453	SU JOSE A VARGAS	MAYAGUEZ	ISABELA	SEGUNDA UNIDAD	Transición
15750	IRMA DELIZ DE MUÑOZ	MAYAGUEZ	ISABELA	INTERMEDIO	Transición
15792	DR HERIBERTO DOMENECH	MAYAGUEZ	ISABELA	SUPERIOR	Transición
17657	NUEVA CEFERINA CORDERO	MAYAGUEZ	ISABELA	ELEMENTAL	Transición
42473	ADOLFO BABILONIA	MAYAGUEZ	MOCA	ELEMENTAL	Enfoque
42481	SU ARISTIDES MAISONAVE	MAYAGUEZ	MOCA	SEGUNDA UNIDAD	Enfoque
42523	ANTONIO S PEDREIRA	MAYAGUEZ	MOCA	INTERMEDIO	Transición
42531	NARCISO BOSQUES SOTO	MAYAGUEZ	MOCA	ELEMENTAL	Transición
42564	CERRO GORDO LAOS	MAYAGUEZ	MOCA	ELEMENTAL	Transición
42572	CERRO GORDO MEDINA	MAYAGUEZ	MOCA	ELEMENTAL	Transición
42697	GEORGE WASHINGTON	MAYAGUEZ	MOCA	ELEMENTAL	Transición
42705	LA LOMA	MAYAGUEZ	MOCA	ELEMENTAL	Transición
42713	BASILIO CHARNECO	MAYAGUEZ	MOCA	ELEMENTAL	Transición
42739	ANGEL GELO MORALES MORALES	MAYAGUEZ	MOCA	ELEMENTAL	Transición
42747	JULIO BABILONIA	MAYAGUEZ	MOCA	ELEMENTAL	Transición
42770	TOMAS VERA AYALA	MAYAGUEZ	MOCA	ELEMENTAL	Exelencia Alto Progreso
42804	JUAN DE DIOS QUIÑONES	MAYAGUEZ	MOCA	ELEMENTAL	Exelencia Alto Progreso
42812	SU CUCHILLAS	MAYAGUEZ	MOCA	SEGUNDA UNIDAD	Transición
46003	DR EFRAIN SANCHEZ HIDALGO	MAYAGUEZ	MOCA	INTERMEDIO	Transición
46334	MARCELINO RODRIGUEZ	MAYAGUEZ	MOCA	SECUNDARIO	Transición
47894	SUPERIOR CATALINA MORALES FLORES	MAYAGUEZ	MOCA	SUPERIOR	Transición
43448	LAURENTINO NIEVES VELEZ	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43455	AIBONITO BELTRAN	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43471	ANGEL GUERRERO LUGO	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43489	PABLO CARDONA	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43505	AUREA FUENTES MENDEZ	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43539	FRANCISCO LUGO ROSA	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43547	JUANA B GUZMAN	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43612	JOAQUIN ORONoz RODON	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43620	MINIMA ORONoz	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Enfoque
43646	NARCISO RABELL CABRERO	MAYAGUEZ	SAN SEBASTIAN	INTERMEDIO	Transición
43679	AGUSTIN ACEVEDO HERNANDEZ	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43711	MARIA S DEL RIO	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
43729	SU BERNALDO MENDEZ JIMENEZ	MAYAGUEZ	SAN SEBASTIAN	SEGUNDA UNIDAD	Transición
43737	JUAN CARDONA RODRIGUEZ	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Exelencia Alto Progreso
43745	SU MAXIMINO A SALAS	MAYAGUEZ	SAN SEBASTIAN	SEGUNDA UNIDAD	Transición
43752	SU CARMELO SERRANO CUBANO	MAYAGUEZ	SAN SEBASTIAN	SEGUNDA UNIDAD	Transición
43794	RAMON MARIA TORRES	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Transición
46201	EMILIO SCHARON RODRIGUEZ	MAYAGUEZ	SAN SEBASTIAN	SECUNDARIO	Transición
46805	ERNESTINA MENDEZ	MAYAGUEZ	SAN SEBASTIAN	INTERMEDIO	Transición
47126	PATRIA LATORRE	MAYAGUEZ	SAN SEBASTIAN	SUPERIOR	Transición
47902	MANUEL MENDEZ LICIAGA	MAYAGUEZ	SAN SEBASTIAN	SUPERIOR	Transición
48025	AURORA MENDEZ CHARNECO	MAYAGUEZ	SAN SEBASTIAN	ELEMENTAL	Enfoque
51987	ROMAN BALDORIOTY DE CASTRO	PONCE	PONCE I	ELEMENTAL	Transición
52027	CERRILLO HOYOS	PONCE	PONCE I	ELEMENTAL	Transición
52084	DR JOSE C BARBOSA	PONCE	PONCE I	ELEMENTAL	Transición
52134	JOSE GAUTIER BENITEZ	PONCE	PONCE I	ELEMENTAL	Transición
52266	JUAN MOREL CAMPOS (ELEMENTAL)	PONCE	PONCE I	ELEMENTAL	Transición
52274	JUAN SERRALLES (SUPERIOR)	PONCE	PONCE I	SUPERIOR	Transición
52308	ANSELMO RIVERA MATOS	PONCE	PONCE I	ELEMENTAL	Transición
52324	LAS MONJITAS	PONCE	PONCE I	ELEMENTAL	Transición
52381	LUIS MUÑOZ RIVERA II	PONCE	PONCE I	ELEMENTAL	Transición

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**Plan de Flexibilidad DEPR**

52555 RAMON MARIN	PONCE	PONCE I	TODOS LOS NIVELES	Transición
52571 RODULFO DEL VALLE	PONCE	PONCE I	ELEMENTAL	Prioridad
52704 JULIO COLLAZO SILVA	PONCE	PONCE I	ELEMENTAL	Transición
52712 THOMAS ARMSTRONG TORO	PONCE	PONCE I	SUPERIOR	Transición
52720 TOMAS CARRION MADURO	PONCE	PONCE I	ELEMENTAL	Enfoque
54288 ERNESTO RAMOS ANTONINI	PONCE	PONCE I	SEGUNDA UNIDAD	Prioridad
54635 HERMINIA GARCIA	PONCE	PONCE I	ELEMENTAL	Transición
54957 PARCELAS REAL	PONCE	PONCE I	ELEMENTAL	Transición
55871 ANTONIO PAOLI	PONCE	PONCE I	INTERMEDIO	Transición (5% mas bajo Progreso)
56093 LLANOS DEL SUR	PONCE	PONCE I	ELEMENTAL	Enfoque
56101 MANUEL GONZALEZ PATO	PONCE	PONCE I	INTERMEDIO	Transición
56424 JARDINES DE PONCE	PONCE	PONCE I	INTERMEDIO	Transición (5% mas bajo Progreso)
56432 SUPERIOR JARDINES DE PONCE	PONCE	PONCE I	SUPERIOR	Prioridad
57026 SANTA TERESITA	PONCE	PONCE I	ELEMENTAL	Enfoque
57562 JUAN SERRALLES (INTERMEDIA)	PONCE	PONCE I	INTERMEDIO	Transición
52092 DR RAFAEL LOPEZ NUSSA	PONCE	PONCE II	ELEMENTAL	Enfoque
52142 HEMETERIO COLON	PONCE	PONCE II	INTERMEDIO	Transición
52159 JUAN MOREL CAMPOS (MUSICA)	PONCE	PONCE II	TODOS LOS NIVELES	No Clasificada (Shared)
52167 FEDERICO DEGETAU Y GONZALEZ	PONCE	PONCE II	INTERMEDIO	Transición (5% mas bajo Progreso)
52175 JOAQUIN FERRAN LLUIS	PONCE	PONCE II	ELEMENTAL	Prioridad
52183 CAPITANEJO	PONCE	PONCE II	ELEMENTAL	Enfoque
52357 ABRAHAM LINCOLN	PONCE	PONCE II	ELEMENTAL	Transición
52423 OLIMPIO OTERO	PONCE	PONCE II	ELEMENTAL	Transición
52449 PARCELAS MAGUEYES	PONCE	PONCE II	ELEMENTAL	Transición
52456 FRANCISCO PARRA DUPERON	PONCE	PONCE II	ELEMENTAL	Exelencia Alto Desempeño
52514 PONCE HIGH SCHOOL	PONCE	PONCE II	SUPERIOR	Prioridad
52522 DR RAFAEL PUJALS	PONCE	PONCE II	INTERMEDIO	Transición
52548 RAMIRO COLON COLON	PONCE	PONCE II	ELEMENTAL	Exelencia Alto Progreso
52621 ISMAEL MALDONADO LUGARO	PONCE	PONCE II	INTERMEDIO	Transición
54247 LIBRADO NET	PONCE	PONCE II	ELEMENTAL	Transición
54502 JOSEFINA BOYA LEON	PONCE	PONCE II	ELEMENTAL	Transición
54940 ANDRES GRILLASCA SALAS	PONCE	PONCE II	ELEMENTAL	Transición
54965 PARCELAS MARUEÑO	PONCE	PONCE II	ELEMENTAL	Transición
55483 ANGELA CORDERO BERNARD	PONCE	PONCE II	ELEMENTAL	Transición
56069 BETHZAIDA VELAZQUEZ SUPERIOR	PONCE	PONCE II	SUPERIOR	Enfoque
56085 SOR ISOLINA FERRE	PONCE	PONCE II	INTERMEDIO	Transición
57018 AUREA E RIVERA COLLAZO	PONCE	PONCE II	ELEMENTAL	Transición
57638 BELLAS ARTES DE PONCE	PONCE	PONCE II	TODOS LOS NIVELES	No Clasificada (Shared)
52050 FERNANDO L MALAVE OLIVERAS	PONCE	PONCE III	ELEMENTAL	Transición
52076 DR RAMON E BETANCES	PONCE	PONCE III	ELEMENTAL	Transición
52118 EDUARDO NEUMANN GANDIA	PONCE	PONCE III	INTERMEDIO	Prioridad
52225 JAIME L DREW	PONCE	PONCE III	ELEMENTAL	Enfoque
52258 JUAN CUEVAS ABOY	PONCE	PONCE III	ELEMENTAL	Transición
52340 LIZZIE GRAHAM	PONCE	PONCE III	ELEMENTAL	Transición
52365 LUCY GRILLASCA	PONCE	PONCE III	ELEMENTAL	Transición
52431 EUGENIO MARIA DE HOSTOS	PONCE	PONCE III	ELEMENTAL	Transición
52464 JULIA CORDERO NEGRON	PONCE	PONCE III	ELEMENTAL	Transición
52530 CARMEN MEDINA ANAYA	PONCE	PONCE III	ELEMENTAL	Transición
52589 SEGUNDO RUIZ BELVIS	PONCE	PONCE III	ELEMENTAL	Transición
52613 SU ROSARIO LA TORRE MORALES	PONCE	PONCE III	INTERMEDIO	Transición
52688 DR PILA	PONCE	PONCE III	SUPERIOR	Prioridad
52696 BERNARDINO CORDERO BERNARD	PONCE	PONCE III	SUPERIOR	Transición
54684 MARIA E ARCHEVAL SALAMO DE VALDES	PONCE	PONCE III	PS - INSTITUTO	No Clasificada (Shared)
54866 DR ALFREDO M AGUAYO	PONCE	PONCE III	INTERMEDIO	Prioridad
55475 JULIO ALVARADO	PONCE	PONCE III	ELEMENTAL	Enfoque
56440 EUGENIO LE COMPTE BENITEZ	PONCE	PONCE III	INTERMEDIO	Transición
57182 CARMEN SOLA DE PEREIRA	PONCE	PONCE III	ELEMENTAL	Enfoque
57299 DR PEDRO ALBIZU CAMPOS	PONCE	PONCE III	INTERMEDIO	Prioridad
58511 LILA MARIA MERCEDES MAYORAL	PONCE	PONCE III	SUPERIOR	Prioridad
50443 SU EUGENIO NAZARIO SOTO	PONCE	COAMO	SEGUNDA UNIDAD	Transición
50468 RAMON JOSE DAVILA	PONCE	COAMO	SUPERIOR	Transición
50492 BENJAMIN FRANKLIN	PONCE	COAMO	INTERMEDIO	Transición
50500 JOSE RAMON RODRIGUEZ	PONCE	COAMO	ELEMENTAL	Transición
50526 SUSANA RIVERA	PONCE	COAMO	ELEMENTAL	Transición
50542 PURIFICACION RODRIGUEZ	PONCE	COAMO	ELEMENTAL	Transición
50559 BENIGNA I CARATINI	PONCE	COAMO	ELEMENTAL	Exelencia Alto Desempeño
50591 AURELIA QUINTERO LABOY	PONCE	COAMO	ELEMENTAL	Transición
50609 SU RIO JUEYES	PONCE	COAMO	SEGUNDA UNIDAD	Transición
50617 RUFINO HUERTAS	PONCE	COAMO	ELEMENTAL	Exelencia Alto Progreso

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50633 SU ENRIQUE COLON	PONCE	COAMO	SEGUNDA UNIDAD	Transición
50641 ANASTACIO SANTIAGO	PONCE	COAMO	ELEMENTAL	Exelencia Alto Progreso
50658 HILDA RAQUEL MATEO	PONCE	COAMO	ELEMENTAL	Transición
50666 SU MANUEL CANDANEDO	PONCE	COAMO	SEGUNDA UNIDAD	Exelencia Alto Progreso
55350 FLORENCIO SANTIAGO	PONCE	COAMO	INTERMEDIO	Transición
56226 JOSE FELIPE ZAYAS	PONCE	COAMO	SUPERIOR	Transición
57828 HERMINIO W SANTAELLA	PONCE	COAMO	INTERMEDIO	Transición
58131 JOSE M ESPADA ZAYAS	PONCE	COAMO	ELEMENTAL	Exelencia Alto Progreso
58248 SABINO RIVERA BERRIOS	PONCE	COAMO	ELEMENTAL	Transición
51540 SANTIAGO COLLAZO PEREZ	PONCE	JUANA DIAZ	ELEMENTAL	Transición
51565 CARMEN FLORES	PONCE	JUANA DIAZ	ELEMENTAL	Transición
51581 FRANCISCO ZENON LAPORTE	PONCE	JUANA DIAZ	ELEMENTAL	Transición
51631 FELIPE COLON DIAZ	PONCE	JUANA DIAZ	INTERMEDIO	Transición
51656 RUTHERFORD B HAYES	PONCE	JUANA DIAZ	ELEMENTAL	Transición
51680 JUANITA RIVERA	PONCE	JUANA DIAZ	ELEMENTAL	Enfoque
51698 LUIS LLORENS TORRES	PONCE	JUANA DIAZ	SUPERIOR	Transición
51706 MANUEL F ERNANDEZ JUNCOS	PONCE	JUANA DIAZ	ELEMENTAL	Exelencia Alto Progreso
51763 LUIS MUÑOZ MARIN	PONCE	JUANA DIAZ	SECUNDARIO	Transición
51789 SU TOMAS CARRION MADURO	PONCE	JUANA DIAZ	SEGUNDA UNIDAD	Transición
51797 SU ZOILO GRACIA	PONCE	JUANA DIAZ	SEGUNDA UNIDAD	Enfoque
51813 SALVADOR BUSQUETS	PONCE	JUANA DIAZ	INTERMEDIO	Transición (5% mas bajo Progreso)
54817 ROSA M ZAMBRANA	PONCE	JUANA DIAZ	ELEMENTAL	Transición
54916 JOSE A GONZALEZ	PONCE	JUANA DIAZ	ELEMENTAL	Transición
55731 JUAN SERAPIO MANGUAL	PONCE	JUANA DIAZ	ELEMENTAL	Transición
55889 DR PEDRO ALBIZU CAMPOS	PONCE	JUANA DIAZ	ELEMENTAL	Transición
56119 CARMEN BELEN VEIGA	PONCE	JUANA DIAZ	SUPERIOR	Transición
57877 DR MAXIMO DONOSO SANCHEZ	PONCE	JUANA DIAZ	SECUNDARIO	Prioridad
58172 PEDRO COLON SANTIAGO	PONCE	JUANA DIAZ	SEGUNDA UNIDAD	Transición
58255 FRANCISCO PRADO PICART	PONCE	JUANA DIAZ	ELEMENTAL	Transición
52944 MARTIN G BRUMBAUGH	PONCE	SANTA ISABEL	ELEMENTAL	Transición
52969 APOLONIA VALENTIN	PONCE	SANTA ISABEL	ELEMENTAL	Exelencia Alto Desempeño
52985 ANA VALLDEJULY (JAUCA)	PONCE	SANTA ISABEL	ELEMENTAL	Transición
52993 JOHN F KENNEDY	PONCE	SANTA ISABEL	ELEMENTAL	Transición
53009 MANUEL MARTIN MONSERRATE	PONCE	SANTA ISABEL	INTERMEDIO	Prioridad
53025 ESTHER RIVERA	PONCE	SANTA ISABEL	ELEMENTAL	Exelencia Alto Progreso
53033 EMILIO CASAS (PEÑUELAS)	PONCE	SANTA ISABEL	ELEMENTAL	Transición
53058 PEDRO MELENDEZ SANTIAGO	PONCE	SANTA ISABEL	SEGUNDA UNIDAD	Transición
53066 ANA L ROSA TRICOCHÉ (VELAZQUEZ)	PONCE	SANTA ISABEL	ELEMENTAL	Transición
57703 ELVIRA M COLON	PONCE	SANTA ISABEL	SUPERIOR	Enfoque
53090 JOHNNY E LABOY TORRES	PONCE	VILLALBA	ELEMENTAL	Transición
53116 ELADIA CORREA MORALES	PONCE	VILLALBA	ELEMENTAL	Enfoque
53132 SU ALFREDO BOCACHICA LEON	PONCE	VILLALBA	SEGUNDA UNIDAD	Enfoque
53140 SU HATILLO	PONCE	VILLALBA	SEGUNDA UNIDAD	Transición
53157 ELADIO ROSA ROMERO	PONCE	VILLALBA	ELEMENTAL	Transición
53173 SU JOSE GONZALEZ GINORIO	PONCE	VILLALBA	SEGUNDA UNIDAD	Transición
53199 TEODORO RIVERA VAZQUEZ	PONCE	VILLALBA	ELEMENTAL	Transición
53215 AUREA GINESTRE	PONCE	VILLALBA	ELEMENTAL	Transición
53256 FRANCISCO ZAYAS SANTANA	PONCE	VILLALBA	INTERMEDIO	Transición
53280 WALTER MC JONES	PONCE	VILLALBA	ELEMENTAL	Transición
56077 NORMA I TORRES COLON	PONCE	VILLALBA	INTERMEDIO	Transición
58180 LYSANDER BORRERO TERRY	PONCE	VILLALBA	SUPERIOR	Transición
58263 DANIEL SERRANO RIVERA	PONCE	VILLALBA	ELEMENTAL	Transición
58495 RAMON LOPEZ BERRIOS	PONCE	VILLALBA	ELEMENTAL	Transición
58503 SUPERIOR VOCACIONAL NUEVA	PONCE	VILLALBA	SUPERIOR	Transición
50104 FRANCISCO PIETRI MARIANI	PONCE	ADJUNTAS	ELEMENTAL	Exelencia Alto Progreso
50187 JUAN GARRASTEGUI	PONCE	ADJUNTAS	ELEMENTAL	Transición
50229 HECTOR I RIVERA	PONCE	ADJUNTAS	INTERMEDIO	Transición
50252 DOMINGO MASSOL	PONCE	ADJUNTAS	ELEMENTAL	Transición
50260 ANGEL MALDONADO BULA	PONCE	ADJUNTAS	ELEMENTAL	Transición
50286 TELESFORO VELEZ OLIVER	PONCE	ADJUNTAS	ELEMENTAL	Transición
50294 JOSE EMILIO LUGO	PONCE	ADJUNTAS	SUPERIOR	Enfoque
54551 RAFAEL APARICIO JIMENEZ	PONCE	ADJUNTAS	INTERMEDIO	Transición
54882 WASHINGTON IRVING	PONCE	ADJUNTAS	ELEMENTAL	Transición
55806 JOSE B BARCELO OLIVER	PONCE	ADJUNTAS	PS - OTROS	No Clasificada (Shared)
58081 DOMINGO PIETRI RUIZ	PONCE	ADJUNTAS	ELEMENTAL	Enfoque
51342 ANGELICA TORO (NUEVA)	PONCE	JAYUYA	ELEMENTAL	Exelencia Alto Desempeño
51367 AGUSTIN ORTIZ RIVERA	PONCE	JAYUYA	ELEMENTAL	Transición
51375 MIGUEL A SASTRE OLIVER	PONCE	JAYUYA	ELEMENTAL	Transición
51425 RAFAEL MARTINEZ NADAL	PONCE	JAYUYA	ELEMENTAL	Transición

**Lista de clasificación de escuelas 2014-2015**  
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51433	SU NEMESIO R CANALES	PONCE	JAYUYA	SEGUNDA UNIDAD	Transición
51441	SU ANTONIO ROMERO MUÑOZ	PONCE	JAYUYA	SEGUNDA UNIDAD	Transición (5% mas bajo Progreso)
51458	SU ANTONIA SERRANO GONZALEZ	PONCE	JAYUYA	SEGUNDA UNIDAD	Transición
51482	SAN PATRICIO	PONCE	JAYUYA	ELEMENTAL	Enfoque
51508	ANGELA CALVANI	PONCE	JAYUYA	ELEMENTAL	Transición
54619	JOSEFINA LEON ZAYAS	PONCE	JAYUYA	SUPERIOR	Transición
58594	ADRIAN TORRES TORRES	PONCE	JAYUYA	INTERMEDIO	Transición
12955	ANGELES EL CORCHO	PONCE	UTUADO	ELEMENTAL	Exelencia Alto Desempeño
13094	CARMEN APONTE	PONCE	UTUADO	ELEMENTAL	Transición
13144	FELIX SEIJO	PONCE	UTUADO	ELEMENTAL	Exelencia Alto Progreso
13151	FRANCISCO RAMOS	PONCE	UTUADO	INTERMEDIO	Transición
13235	PASO PALMA I	PONCE	UTUADO	ELEMENTAL	Transición
13318	JOSE VIZCARRONDO	PONCE	UTUADO	SECUNDARIO	Transición
13326	FRANCISCO JORDAN	PONCE	UTUADO	SEGUNDA UNIDAD	Transición
13334	SU MARTA LAFONTAINE	PONCE	UTUADO	SEGUNDA UNIDAD	Exelencia Alto Progreso
13342	ANTONIO TULLA TORRES	PONCE	UTUADO	SEGUNDA UNIDAD	Transición
13359	INOCENCIO MONTERO	PONCE	UTUADO	SEGUNDA UNIDAD	Enfoque
13391	BERNARDO GONZALEZ COLON	PONCE	UTUADO	SEGUNDA UNIDAD	Transición
13425	LUIS MUÑOZ RIVERA	PONCE	UTUADO	SUPERIOR	Enfoque
14373	MARIA LIBERTAD GOMEZ	PONCE	UTUADO	ELEMENTAL	Transición
16220	JUDITH A VIVAS	PONCE	UTUADO	ELEMENTAL	Transición
17707	DR EFRAIN GONZALEZ TEJERA	PONCE	UTUADO	ELEMENTAL	Transición
17863	SUPERIOR VOCACIONAL	PONCE	UTUADO	SUPERIOR	Transición
50690	ELSA E COUTO ANNONI	PONCE	GUANICA	ELEMENTAL	Transición
50724	FRATERNIDAD	PONCE	GUANICA	ELEMENTAL	Transición
50740	AGRIPINA SEDA	PONCE	GUANICA	INTERMEDIO	Transición (5% mas bajo Progreso)
50757	JOSE RODRIGUEZ SOTO	PONCE	GUANICA	ELEMENTAL	Transición
50765	OLGA E COLON TORRES	PONCE	GUANICA	ELEMENTAL	Transición
50773	LUIS MUÑOZ RIVERA	PONCE	GUANICA	ELEMENTAL	Transición
50781	MAGUEYES II	PONCE	GUANICA	ELEMENTAL	Transición
50799	MARIA L MC DOUGALL	PONCE	GUANICA	ELEMENTAL	Transición
50815	CEFERINO COLON LUCCA	PONCE	GUANICA	ELEMENTAL	Exelencia Alto Progreso
50823	TERESITA NAZARIO	PONCE	GUANICA	INTERMEDIO	Transición
57620	AUREA QUILES CLAUDIO	PONCE	GUANICA	SUPERIOR	Transición
51110	FRANCISCO RODRIGUEZ LOPEZ	PONCE	GUAYANILLA	ELEMENTAL	Transición
51151	CONSEJO	PONCE	GUAYANILLA	ELEMENTAL	Transición
51177	HIPÓLITO GARCÍA	PONCE	GUAYANILLA	ELEMENTAL	Transición
51185	ARISTIDES CALES QUIROS	PONCE	GUAYANILLA	INTERMEDIO	Transición
51268	PADRE NAZARIO	PONCE	GUAYANILLA	ELEMENTAL	Transición
51292	QUEBRADAS	PONCE	GUAYANILLA	ELEMENTAL	Transición
51334	DALILA TORRES	PONCE	GUAYANILLA	ELEMENTAL	Transición
57125	ASUNCION RODRIGUEZ DE SALA	PONCE	GUAYANILLA	SUPERIOR	Enfoque
58164	SU MACANA	PONCE	GUAYANILLA	SEGUNDA UNIDAD	Transición
51839	FELIPE QUIÑONES	PONCE	PEÑUELAS	ELEMENTAL	Exelencia Alto Progreso
51862	WEBSTER	PONCE	PEÑUELAS	ELEMENTAL	Exelencia Alto Progreso
51870	RAFAEL IRIZARRY RIVERA	PONCE	PEÑUELAS	INTERMEDIO	Transición (5% mas bajo Progreso)
51938	SU JORGE LUCAS VALDIVIESO	PONCE	PEÑUELAS	SEGUNDA UNIDAD	Transición
51946	RAMON PEREZ PURCELL	PONCE	PEÑUELAS	ELEMENTAL	Transición
51953	ADOLFO GRANA RIVERA	PONCE	PEÑUELAS	ELEMENTAL	Transición
51961	TALLABOA ALTA 1	PONCE	PEÑUELAS	ELEMENTAL	Transición
51979	TALLABOA PONIENTE	PONCE	PEÑUELAS	ELEMENTAL	Transición
54429	INTERMEDIA TALLABOA ALTA	PONCE	PEÑUELAS	INTERMEDIO	Transición (5% mas bajo Progreso)
57323	MIGUEL GONZALEZ BAUZA	PONCE	PEÑUELAS	ELEMENTAL	Transición
57919	JOSEFA VELEZ BAUZA (SUPERIOR URBANA)	PONCE	PEÑUELAS	SUPERIOR	Transición
58107	ELEMENTAL TALLABOA ALTA	PONCE	PEÑUELAS	ELEMENTAL	Transición
58115	INTERMEDIA RAMON PEREZ PURCEL	PONCE	PEÑUELAS	INTERMEDIO	Transición (5% mas bajo Progreso)
53314	TERESA SEMIDEI RODRIGUEZ	PONCE	YAUCO	ELEMENTAL	Transición
53330	ALMACIGO ALTO II	PONCE	YAUCO	ELEMENTAL	Transición
53355	ALMACIGO BAJO I Y BAJO II	PONCE	YAUCO	ELEMENTAL	Transición
53363	ARTURO LLUBERAS	PONCE	YAUCO	ELEMENTAL	Transición
53447	PATRIA PEREZ	PONCE	YAUCO	ELEMENTAL	Transición
53470	ERNESTO RAMOS ANTONINI	PONCE	YAUCO	SECUNDARIO	Transición
53512	LUIS MUÑOZ RIVERA	PONCE	YAUCO	SEGUNDA UNIDAD	Transición
53579	LUIS A FERRE AGUAYO	PONCE	YAUCO	ELEMENTAL	Exelencia Alto Progreso
53595	RAFAEL MARTINEZ NADAL	PONCE	YAUCO	ELEMENTAL	Transición
53603	ELVIRA VICENTE	PONCE	YAUCO	INTERMEDIO	Transición
53611	CARMEN ESPADA	PONCE	YAUCO	ELEMENTAL	Transición
53660	LENA M FRANCESCH - RUBIAS KM 2.5	PONCE	YAUCO	ELEMENTAL	Transición
53678	ANA MARIA NEGRON	PONCE	YAUCO	INTERMEDIO	Transición

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53686	SU JAIME CASTAÑER	PONCE	YAUCO	SEGUNDA UNIDAD	Transición
53702	SANTIAGO NEGRONI	PONCE	YAUCO	ELEMENTAL	Transición
53744	BENICIA VELEZ	PONCE	YAUCO	ELEMENTAL	Exelencia Alto Progreso
54494	SANTA CATALINA (ANA CATALINA)	PONCE	YAUCO	ELEMENTAL	Transición
55244	SUPERIOR OCUPACIONAL Y TECNICA DE YAUCO	PONCE	YAUCO	SUPERIOR	Transición
57000	JOSE ONOFRE TORRES	PONCE	YAUCO	INTERMEDIO	Transición
57331	INES MARIA MENDOZA	PONCE	YAUCO	ELEMENTAL	Exelencia Alto Progreso
58099	PROFESORA LUIZA MONSEGUR VELEZ	PONCE	YAUCO	ELEMENTAL	Transición
58305	LOAIZA CORDERO DEL ROSARIO	PONCE	YAUCO	SUPERIOR	Prioridad
60228	JESUS MANUEL SUAREZ	SAN JUAN	CAROLINA I	ELEMENTAL	Exelencia Alto Progreso
60251	ROBERTO ALBERTY (CACAO CENTRO)	SAN JUAN	CAROLINA I	ELEMENTAL	Exelencia Alto Progreso
60285	AGUSTIN RODRIGUEZ HERNANDEZ	SAN JUAN	CAROLINA I	ELEMENTAL	Transición
60293	DR CLEMENTE FERNANDEZ	SAN JUAN	CAROLINA I	ELEMENTAL	Transición
60327	FACUNDO BUESO	SAN JUAN	CAROLINA I	INTERMEDIO	Transición
60335	JESUS T PIÑERO	SAN JUAN	CAROLINA I	SEGUNDA UNIDAD	Transición
60343	JOSE SEVERO QUIÑONES	SAN JUAN	CAROLINA I	ELEMENTAL	Transición
60368	LUIS MUÑOZ RIVERA	SAN JUAN	CAROLINA I	ELEMENTAL	Transición
60392	CRUZ SALGUERO TORRES	SAN JUAN	CAROLINA I	ELEMENTAL	Transición
60426	SU CARLOS CONDE MARIN	SAN JUAN	CAROLINA I	SEGUNDA UNIDAD	Prioridad
60442	SALVADOR BRAU (INTERMEDIA)	SAN JUAN	CAROLINA I	INTERMEDIO	Prioridad
60459	PEDRO J RODRIGUEZ	SAN JUAN	CAROLINA I	ELEMENTAL	Transición
60905	LORENZO VIZCARRONDO	SAN JUAN	CAROLINA I	SUPERIOR	Prioridad
61853	ANGEL P MILLAN ROHENA	SAN JUAN	CAROLINA I	SUPERIOR	Prioridad
62182	PRISCO FUENTES	SAN JUAN	CAROLINA I	ELEMENTAL	Transición
64949	ROBERTO CLEMENTE	SAN JUAN	CAROLINA I	ELEMENTAL	Transición
65367	MARTIN GONZALEZ	SAN JUAN	CAROLINA I	INTERMEDIO	Transición (5% mas bajo Progreso)
66480	PETRA ROMAN VIGO	SAN JUAN	CAROLINA I	INTERMEDIO	Prioridad
66506	CARLOS F DANIELS (VOC. DE AREA)	SAN JUAN	CAROLINA I	SUPERIOR	No Clasificada (Shared)
68510	JUANA A MENDEZ	SAN JUAN	CAROLINA I	ELEMENTAL	Enfoque
75986	INT NUEVO ENFOQUE ANGEL P MILLAN	SAN JUAN	CAROLINA I	INTERMEDIO	Transición
60301	EDUARDO J SALDAÑA	SAN JUAN	CAROLINA II	INTERMEDIO	Transición
60319	AMALIA EXPOSITO	SAN JUAN	CAROLINA II	ELEMENTAL	Transición
60350	JULIA DE BURGOS	SAN JUAN	CAROLINA II	SEGUNDA UNIDAD	Transición (5% mas bajo Progreso)
60400	PASCASIO P SANCERRIT	SAN JUAN	CAROLINA II	ELEMENTAL	Enfoque
60418	PEDRO MOCZO BANJET	SAN JUAN	CAROLINA II	ELEMENTAL	Transición
60434	INES MARIA MENDOZA	SAN JUAN	CAROLINA II	ELEMENTAL	Transición (5% mas bajo Progreso)
62174	RVDO FELIX CASTRO RODRIGUEZ	SAN JUAN	CAROLINA II	INTERMEDIO	Transición
64956	MARIA TERESA SERRANO	SAN JUAN	CAROLINA II	ELEMENTAL	Transición
65003	DR JOSE M LAZARO	SAN JUAN	CAROLINA II	SUPERIOR	Transición
65078	JESUS MARIA SANROMA	SAN JUAN	CAROLINA II	ELEMENTAL	Enfoque
65268	DR RAMON MELLADO PARSONS	SAN JUAN	CAROLINA II	ELEMENTAL	Transición
65276	MARIA LOPEZ PONCE	SAN JUAN	CAROLINA II	ELEMENTAL	Transición
65425	LUIS MUÑOZ MARIN	SAN JUAN	CAROLINA II	ELEMENTAL	Transición
65433	JESUS RIVERA BULTRON	SAN JUAN	CAROLINA II	INTERMEDIO	Prioridad
65987	FRANCISCO MATIAS LUGO	SAN JUAN	CAROLINA II	ELEMENTAL	Transición
65995	RENE MARQUES	SAN JUAN	CAROLINA II	INTERMEDIO	Transición
66001	DR MODESTO RIVERA RIVERA	SAN JUAN	CAROLINA II	ELEMENTAL	Transición
66019	AGUSTIN CABRERA	SAN JUAN	CAROLINA II	INTERMEDIO	Transición (5% mas bajo Progreso)
66209	LUZ AMERICA CALDERON	SAN JUAN	CAROLINA II	SECUNDARIO	Transición
66498	MANUEL FEBRES GONZALEZ	SAN JUAN	CAROLINA II	INTERMEDIO	Prioridad
69930	GILBERTO CONCEPCION DE GRACIA	SAN JUAN	CAROLINA II	SUPERIOR	Enfoque
75630	BETTY ROSADO DE VEGA	SAN JUAN	GUAYNABO	ELEMENTAL	Exelencia Alto Progreso
75648	JUANILLO FUENTES	SAN JUAN	GUAYNABO	ELEMENTAL	Transición
75655	HATO NUEVO	SAN JUAN	GUAYNABO	ELEMENTAL	Transición
75671	ALEJANDRO JR CRUZ	SAN JUAN	GUAYNABO	ELEMENTAL	Exelencia Alto Progreso
75689	SU RAFAEL HERNANDEZ	SAN JUAN	GUAYNABO	SEGUNDA UNIDAD	Transición
75697	JUAN ROMAN OCASIO	SAN JUAN	GUAYNABO	ELEMENTAL	Enfoque
75705	RAFAEL MARTINEZ NADAL	SAN JUAN	GUAYNABO	INTERMEDIO	Prioridad
75713	RAMON MARIN SOLA	SAN JUAN	GUAYNABO	ELEMENTAL	Enfoque
75739	ROSALINA C MARTINEZ	SAN JUAN	GUAYNABO	SECUNDARIO	Prioridad
75747	MARIANO ABRIL ELEMENTAL	SAN JUAN	GUAYNABO	ELEMENTAL	Transición
75770	SANTA ROSA III	SAN JUAN	GUAYNABO	ELEMENTAL	Exelencia Alto Desempeño
75788	SANTIAGO IGLESIAS PANTIN	SAN JUAN	GUAYNABO	ELEMENTAL	Transición
75804	JUAN E MIRANDA	SAN JUAN	GUAYNABO	INTERMEDIO	Transición
75812	JOSEFINA BARCELO	SAN JUAN	GUAYNABO	SUPERIOR	Transición
75820	LUIS MUÑOZ RIVERA II	SAN JUAN	GUAYNABO	ELEMENTAL	Enfoque
75838	MARGARITA JANER PALACIOS	SAN JUAN	GUAYNABO	SUPERIOR	Enfoque
75846	LUIS MUÑOZ RIVERA I	SAN JUAN	GUAYNABO	ELEMENTAL	Transición
75879	JUAN PONCE DE LEON	SAN JUAN	GUAYNABO	SEGUNDA UNIDAD	Transición

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75887	MARIANO ABRIL INTERMEDIA	SAN JUAN	GUAYNABO	INTERMEDIO	Prioridad
78253	NUEVA ELEMENTAL URBANA DE GUAYNABO	SAN JUAN	GUAYNABO	ELEMENTAL	Transición
60095	EL CONQUISTADOR	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
60913	PETRA ZENON DE FABERY	SAN JUAN	TRUJILLO ALTO	SUPERIOR	Transición
61804	RAFAEL CORDERO	SAN JUAN	TRUJILLO ALTO	INTERMEDIO	Transición
69013	TULIO LARRINAGA	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69021	FAIR VIEW	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69039	ANDRES VALCARCEL	SAN JUAN	TRUJILLO ALTO	INTERMEDIO	Transición (5% mas bajo Progreso)
69047	MEDARDO CARAZO	SAN JUAN	TRUJILLO ALTO	SUPERIOR	Prioridad
69054	JOSE F DIAZ	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69088	PAUL G MILLER	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69096	ANTONIO S PEDREIRA	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69112	JESUS SILVA	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69138	HERMINIA DIAZ APONTE	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69146	JESUS T PIÑERO	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69153	NUESTRA SEÑORA DE COVADONGA	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Enfoque
69161	RAFAEL CORDERO	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
69179	ALEJANDRO TAPIA Y RIVERA	SAN JUAN	TRUJILLO ALTO	INTERMEDIO	Transición (5% mas bajo Progreso)
69187	EUGENIO MARIA DE HOSTOS	SAN JUAN	TRUJILLO ALTO	SECUNDARIO	Prioridad
79087	NUEVA ELEM BO QUEBRADA NEGRITO	SAN JUAN	TRUJILLO ALTO	ELEMENTAL	Transición
60038	JULIAN E BLANCO (BALLET)	SAN JUAN	SAN JUAN I	TODOS LOS NIVELES	Transición
61572	CENTRAL ARTES VISUALES	SAN JUAN	SAN JUAN I	SECUNDARIO	Transición
61580	ANTONIO B CAIMARY	SAN JUAN	SAN JUAN I	ELEMENTAL	Enfoque
61598	ABRAHAM LINCOLN	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición
61622	DR FRANCISCO HERNANDEZ Y GAETAN	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición
61630	EMILIO CASTELAR	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición
61648	MADAME LUCHETTI	SAN JUAN	SAN JUAN I	SUPERIOR	Transición
61655	DR FACUNDO BUESO	SAN JUAN	SAN JUAN I	SUPERIOR	Prioridad
61663	DR JOSE CELSO BARBOSA	SAN JUAN	SAN JUAN I	SECUNDARIO	Prioridad
61671	JOSE JULIAN ACOSTA (TEATRO)	SAN JUAN	SAN JUAN I	SECUNDARIO	Prioridad
61689	LUIS MUÑOZ RIVERA	SAN JUAN	SAN JUAN I	ELEMENTAL	Exelencia Alto Progreso
61705	RAFAEL MARIA DE LABRA	SAN JUAN	SAN JUAN I	INTERMEDIO	Transición
61721	MARTIN G BRUMBAUGH	SAN JUAN	SAN JUAN I	ELEMENTAL	Enfoque
61747	PADRE RUFO (BILINGÜE)	SAN JUAN	SAN JUAN I	SECUNDARIO	Transición
61754	DR PEDRO G GOYCO	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición
61762	RAFAEL CORDERO	SAN JUAN	SAN JUAN I	SUPERIOR	Transición
61770	SEGUNDO RUIZ BELVIS	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición
61788	TOMAS CARRION MADURO	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición (5% mas bajo Progreso)
63016	MANUEL CUEVAS BACENER	SAN JUAN	SAN JUAN I	INTERMEDIO	Prioridad
63073	DR JULIO J HENNA	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición
63081	LUIS LLORENS TORRES	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición
63099	LUIS RODRIGUEZ CABRERO	SAN JUAN	SAN JUAN I	ELEMENTAL	Transición
63123	RAMON POWER Y GIRALT	SAN JUAN	SAN JUAN I	SUPERIOR	Prioridad
63149	REPUBLICA DEL PERU	SAN JUAN	SAN JUAN I	INTERMEDIO	Transición
64279	INSTITUTO LOAIZA CORDERO	SAN JUAN	SAN JUAN I	SEGUNDA UNIDAD	Transición
61333	DR ANTONIO S PEDREIRA	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61341	ISAAC GONZALEZ MARTINEZ	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61358	ELEANOR ROOSEVELT	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61366	CENTRO EUGENIO MARIA DE HOSTOS	SAN JUAN	SAN JUAN II	SUPERIOR	Transición (5% mas bajo Progreso)
61374	EUGENIO MARIA DE HOSTOS	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61382	GABRIELA MISTRAL	SAN JUAN	SAN JUAN II	SUPERIOR	Prioridad
61390	JUAN JOSE OSUNA	SAN JUAN	SAN JUAN II	SECUNDARIO	Transición
61416	JULIO SELLES SOLA	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61424	LA ESPERANZA (LUIS PALES MATOS)	SAN JUAN	SAN JUAN II	TODOS LOS NIVELES	Transición
61432	LAS AMERICAS	SAN JUAN	SAN JUAN II	INTERMEDIO	Prioridad
61440	TRINA PADILLA DE SANZ	SAN JUAN	SAN JUAN II	SUPERIOR	Prioridad
61457	LUIS MUNIZ SOUFFRONT	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61473	SU NEMESIO R CANALES II	SAN JUAN	SAN JUAN II	SEGUNDA UNIDAD	Prioridad
61481	PEDRO CARLOS TIMOTHEE	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61507	REPUBLICA DE MEXICO	SAN JUAN	SAN JUAN II	INTERMEDIO	Prioridad
61515	REPUBLICA DE BRAZIL	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61523	REPUBLICA EL SALVADOR	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61531	UNIVERSITY GARDENS	SAN JUAN	SAN JUAN II	SECUNDARIO	Transición
61549	RAFAEL HERNANDEZ MARIN	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
61564	WILLIAM D BOYCE	SAN JUAN	SAN JUAN II	INTERMEDIO	Transición
64402	ERNESTO RAMOS ANTONINI (MUSICA)	SAN JUAN	SAN JUAN II	SECUNDARIO	Transición
64915	CENTRO PEDIATRICO	SAN JUAN	SAN JUAN II	ELEMENTAL	Transición
65946	NEMESIO R CANALES I	SAN JUAN	SAN JUAN II	ELEMENTAL	Exelencia Alto Progreso
65953	VICTOR PARES COLLAZO	SAN JUAN	SAN JUAN II	TODOS LOS NIVELES	Transición

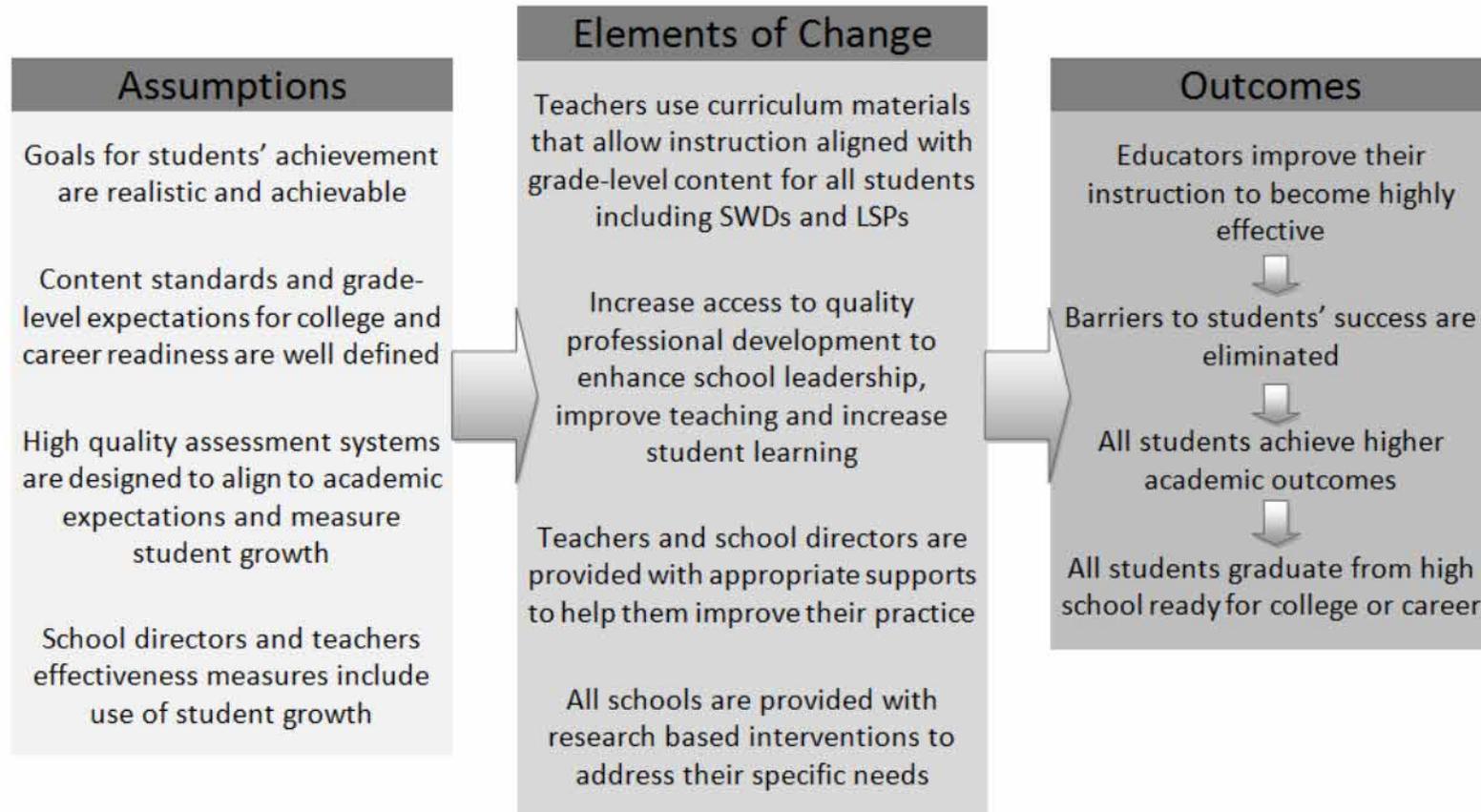
**Lista de clasificación de escuelas 2014-2015**  
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66316	SOTERO FIGUEROA	SAN JUAN	SAN JUAN II	INTERMEDIO	Transición
66357	PEDRO C TIMOTHEE ANEXO	SAN JUAN	SAN JUAN II	TODOS LOS NIVELES	Transición
62166	VENUS GARDENS	SAN JUAN	SAN JUAN III	INTERMEDIO	Transición
62406	ANGEL RAMOS	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
62422	ANTONIO SARRIERA EGOZCUE	SAN JUAN	SAN JUAN III	SECUNDARIO	Transición
62489	DRA ANTONIA SAEZ	SAN JUAN	SAN JUAN III	ELEMENTAL	Enfoque
62521	FELIPE GUTIERREZ	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición (5% mas bajo Progreso)
62562	GASPAR VILA MAYANS	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
62588	LAS VIRTUDES	SAN JUAN	SAN JUAN III	ELEMENTAL	Enfoque
62653	VILLA GRANADA (ELEMENTAL)	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
62679	AMALIA MARIN	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
62786	GERARDO SELLES SOLA	SAN JUAN	SAN JUAN III	ELEMENTAL	Enfoque
62802	DR JOSE CELSO BARBOSA	SAN JUAN	SAN JUAN III	INTERMEDIO	Transición
62810	LUIS MUÑOZ RIVERA	SAN JUAN	SAN JUAN III	ELEMENTAL	Enfoque
62877	REPUBLICA DE COLOMBIA	SAN JUAN	SAN JUAN III	SUPERIOR	Prioridad
62919	SABANA LLANA	SAN JUAN	SAN JUAN III	INTERMEDIO	Transición
62927	SAN AGUSTIN	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
62950	RAMON VILA MAYO	SAN JUAN	SAN JUAN III	SUPERIOR	Transición
62968	VILLA CAPRI	SAN JUAN	SAN JUAN III	ELEMENTAL	Enfoque
64394	JARDINES DE MONTE HATILLO	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
64410	SAN MARTIN (ANGELES PASTOR)	SAN JUAN	SAN JUAN III	ELEMENTAL	Enfoque
64691	JOSE GUALBERTO PADILLA	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
65094	INSTITUTO TEC RECINTO DE SAN JUAN	SAN JUAN	SAN JUAN III	PS - INSTITUTO	No Clasificada (Shared)
65557	VILLA GRANADA	SAN JUAN	SAN JUAN III	INTERMEDIO	Transición (5% mas bajo Progreso)
65797	JARDINES DEL PARAISO	SAN JUAN	SAN JUAN III	ELEMENTAL	Exelencia Alto Progreso
66225	CARMEN GOMEZ TEJERA	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
66241	DR CESAREO ROSA NIEVES	SAN JUAN	SAN JUAN III	SECUNDARIO	Prioridad
67785	BERWIND ELEMENTAL	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
67934	BERWIND INTERMEDIA	SAN JUAN	SAN JUAN III	INTERMEDIO	Transición (5% mas bajo Progreso)
67942	BERWIND SUPERIOR	SAN JUAN	SAN JUAN III	SUPERIOR	Transición
77289	ELEMENTAL NUEVA	SAN JUAN	SAN JUAN III	ELEMENTAL	Transición
61325	BELLA VISTA	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
62398	MIGUEL SUCH	SAN JUAN	SAN JUAN IV	SUPERIOR	Prioridad
62430	BOLIVAR PAGAN	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición (5% mas bajo Progreso)
62448	MOISES MELENDEZ	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
62463	PACHIN MARIN	SAN JUAN	SAN JUAN IV	INTERMEDIO	Prioridad
62497	DR JOSE N GANDARA	SAN JUAN	SAN JUAN IV	INTERMEDIO	Transición
62513	EMILIO DEL TORO CUEVAS	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
62539	JUANITA GARCIA PERAZA	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
62547	JUAN PONCE DE LEON	SAN JUAN	SAN JUAN IV	SUPERIOR	Prioridad
62554	JUAN RAMON JIMENEZ	SAN JUAN	SAN JUAN IV	INTERMEDIO	Transición (5% mas bajo Progreso)
62570	LAS MERCEDES	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
62604	MANUEL A PEREZ	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
62612	RAFAEL HERNANDEZ	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
62646	SANTIAGO IGLESIAS PANTIN	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
62984	ALBERT EINSTEIN	SAN JUAN	SAN JUAN IV	SUPERIOR	Prioridad
62992	JAIME ROSARIO (BUENA VISTA ELEMENTAL)	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
63024	MANUEL ELZABURU Y VIZCARRONDO	SAN JUAN	SAN JUAN IV	INTERMEDIO	Transición
63032	FEDERICO ASENJO (PRE-TECNICA)	SAN JUAN	SAN JUAN IV	INTERMEDIO	Transición
63057	HAYDEE REXACH	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
63065	JESUS M QUIÑONES	SAN JUAN	SAN JUAN IV	ELEMENTAL	Enfoque
63107	MANUEL BOADA	SAN JUAN	SAN JUAN IV	ELEMENTAL	Transición
63131	ERNESTO RAMOS ANTONINI	SAN JUAN	SAN JUAN IV	INTERMEDIO	Transición
63156	SANTIAGO IGLESIAS PANTIN	SAN JUAN	SAN JUAN IV	ELEMENTAL	Enfoque
63164	SOFIA REXACH	SAN JUAN	SAN JUAN IV	ELEMENTAL	Exelencia Alto Desempeño
63172	ALEJANDRO TAPIA Y RIVERA	SAN JUAN	SAN JUAN IV	ELEMENTAL	Prioridad
64527	GUSTAVO A BECQUER	SAN JUAN	SAN JUAN IV	ELEMENTAL	Enfoque
64998	LCDO GUILLERMO ATILES MOREAU	SAN JUAN	SAN JUAN IV	TODOS LOS NIVELES	Transición
66167	FRAY BARTOLOME DE LAS CASAS	SAN JUAN	SAN JUAN IV	ELEMENTAL	Enfoque
61317	EMILIO E HUYKE	SAN JUAN	SAN JUAN V	INTERMEDIO	Prioridad
61408	JUAN B HUYKE	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
61499	RAFAEL RIVERA OTERO	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
61556	EVARISTO RIVERA CHEVREMONT	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
62661	AMALIA MARIN	SAN JUAN	SAN JUAN V	SECUNDARIO	Transición
62703	RAFAEL QUIÑONES VIDAL	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
62745	FELISA RINCON DE GAUTIER	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
62836	ANA ROQUE DE DUPREY	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
62844	ABELARDO DIAZ ALFARO	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
62885	JOSE COLOMBAN ROSARIO	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición

**Lista de clasificación de escuelas 2014-2015**  
**Plan de Flexibilidad DEPR**

62893 JUAN ANTONIO CORRETJER	SAN JUAN	SAN JUAN V	SEGUNDA UNIDAD	Transición
62901 INES MARIA MENDOZA	SAN JUAN	SAN JUAN V	TODOS LOS NIVELES	Transición (5% mas bajo Progreso)
62935 CARMEN SANABRIA DE FIGUEROA	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
62943 SU DR ARTURO MORALES CARRION	SAN JUAN	SAN JUAN V	SEGUNDA UNIDAD	Prioridad
65284 JOSE M RIVERA SOLIS	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
66076 EL SEÑORIAL	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición
66233 LUZ ENEIDA COLON	SAN JUAN	SAN JUAN V	ELEMENTAL	Transición

Exhibit 2. Theory of Action





ESTADO LIBRE ASOCIADO DE  
**PUERTO RICO**  
 DEPARTAMENTO DE EDUCACIÓN

**Individualized Professional Growth Plan for School Directors (1 year)**

**School Year:** \_\_\_\_\_

Date: \_\_\_\_\_

Effective Until: \_\_\_\_\_

Name of the School Director: \_\_\_\_\_ System Number TAL: \_\_\_\_\_

Position Category: \_\_\_\_\_ Position Number: \_\_\_\_\_

Academic Preparation: \_\_\_\_\_ Status of the Position: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

School Classification: \_\_\_\_\_ Educational Region: \_\_\_\_\_

After the discussion of the summative evaluation and identifying the pre-defined level of performance of the school director as **Exemplary** or **Competent**, the Superintendent and/or District staff will elaborate with the school director an Individualized Professional Growth Plan for one (1) year. The Individualized Professional Growth Plan will be based on recommendations made at observation visits and the instruments of evaluation used during the school year before and the summative evaluation of the school director.

Once the areas of opportunities are identified they should establish the objectives that will help the school director improve his administrative practice. The objectives must be: specifics, measurable, achievable and with a reasonable established deadline.

**A. Areas Identified for Professional Development**

Objective	Activities	Evidence	Deadline

El Departamento de Educación no discrimina de ninguna manera por razón de edad, raza, color, sexo, nacimiento, condición de veterano, ideología política o religiosa, origen o condición social, orientación sexual o identidad de género, discapacidad o impedimento físico o mental; ni por ser víctima de violencia doméstica, agresión sexual o acoso.



### Individualized Professional Growth Plan for School Directors (1 year)

School Director: \_\_\_\_\_

School Year: \_\_\_\_\_

**B. Progress Evidence**

Objective	Evidence of Carried Out Activities	Evidence Dates	Objectives Status
			<i>Reached</i> _____ <i>In process</i> _____ <i>Not Reached</i> _____
			<i>Reached</i> _____ <i>In process</i> _____ <i>Not Reached</i> _____
			<i>Reached</i> _____ <i>In process</i> _____ <i>Not Reached</i> _____
			<i>Reached</i> _____ <i>In process</i> _____ <i>Not Reached</i> _____

**C. Recommendations**

School Director signature: \_\_\_\_\_

Date: \_\_\_\_\_

District representative signature: \_\_\_\_\_

Date: \_\_\_\_\_

TRANSLATION



ESTADO LIBRE ASOCIADO DE  
**PUERTO RICO**  
DEPARTAMENTO DE EDUCACIÓN

**Individualized Professional Improvement Plan for School Director (2 year)**

**School Year:** \_\_\_\_\_

Date: \_\_\_\_\_

Effective Until: \_\_\_\_\_

Name of the School Director: \_\_\_\_\_ System Number TAL: \_\_\_\_\_

Position Category: \_\_\_\_\_ Position Number: \_\_\_\_\_

Academic Preparation: \_\_\_\_\_ Status of the Position: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

School Classification: \_\_\_\_\_ Educational Region: \_\_\_\_\_

After the discussion of the summative evaluation and identifying the pre-defined level of performance of the school director as **Minimal** or **Non-Adequate**, the Superintendent and/or District staff will elaborate with the school director an Individualized Professional Growth Plan for two (2) years. The Individualized Professional Growth Plan will be based on recommendations made at observation visits and the instruments of evaluation used during the school year before and the summative evaluation of the school director.

Once the areas of opportunities are identified they should establish the objectives that will help the school director improve his administrative practice. The objectives must be: specifics, measurable, achievable, and reasonable and with an established deadline.

**A. Areas Identified for Professional Development**

Objective	Activities	Evidence	Deadline



El Departamento de Educación no discrimina de ninguna manera por razón de edad, raza, color, sexo, nacimiento, condición de veterano, ideología política o religiosa, origen o condición social, orientación sexual o identidad de género, discapacidad o impedimento físico o mental; ni por ser víctima de violencia doméstica, agresión sexual o acoso.

### Individualized Professional Improvement Plan for School Director (2 years)

School Director: \_\_\_\_\_ School Year: \_\_\_\_\_

**B. Progress Evidence**

Objective	Evidence of Carried Out Activities	Evidence Dates	Objectives Status
			Reached _____ In process _____ Not Reached _____
			Reached _____ In process _____ Not Reached _____
			Reached _____ In process _____ Not Reached _____
			Reached _____ In process _____ Not Reached _____

**C. Recommendations**

School Director signature: \_\_\_\_\_ Date: \_\_\_\_\_

District representative signature: \_\_\_\_\_ Date: \_\_\_\_\_

TRANSLATION



**INSTRUMENT: SCHOOL DIRECTOR OBSERVATION VISIT**

**Category II: The School Director as Administrator**

Name (director): \_\_\_\_\_ Number in the TAL System: \_\_\_\_\_  
 Status of the Position: \_\_\_\_\_ Number of the Position: \_\_\_\_\_  
 Academic Preparation: \_\_\_\_\_ Years of Experience: \_\_\_\_\_  
 School: \_\_\_\_\_ School District: \_\_\_\_\_  
 School Classification: \_\_\_\_\_ Education Region: \_\_\_\_\_  
 Date of the Self-Evaluation: \_\_\_\_\_

<b>II. The School Director as an Administrator</b>	
1. Satisfactorily maintains the facilities and the school's common areas according to the assigned resources.	
<b>Director Evidence</b>	
<input type="checkbox"/> Send letters with transmittal sheet; e-mails to request maintenance services. <input type="checkbox"/> Clean school without litter in the yard, clean and well-kept bathrooms. <input type="checkbox"/> School dining room is clean and certified by the Health Department. <input type="checkbox"/> Adequate distribution of the school's classified personnel.	

Scale			
Total Compliance (3)	Almost Total Compliance (2)	Partial Compliance (1)	No Compliance (0)
4 evidencias	3-2 evidencias	1 evidencia	0 evidencia
Total and consistent compliance with the performance requirements of the School Directors' Profile.	Almost total and consistent compliance with the performance requirements of the School Directors' Profile.	Partial compliance with the performance requirements of the School Directors' Profile.	Does not comply with the performance requirements of the School Directors' Profile and the administrative tasks are significantly affected

**Total Score:** \_\_\_\_\_

Comments and Recommendations











<b>II. The School Director as an Administrator</b>
7. Integrates parents and guardians actively in projects, activities and other aspects related to the educational process, health, and other topics of interest. ...
<b>Director Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops a work plan for the participation of parents and guardians according to the circular letter.</li> <li><input type="checkbox"/> Discloses the Policy for Parent Participation in School (evidence of meetings)</li> <li><input type="checkbox"/> Maintains an open communication with the parents and keeps them informed of events, programs and other important issues.</li> <li><input type="checkbox"/> The school has a parents committee that works voluntarily in the school.</li> </ul>

Scale			
Total Compliance (3)	Almost Total Compliance (2)	Partial Compliance (1)	No Compliance (0)
4 evidencias	3-2 evidencias	1 evidencias	0 evidencias
Total and consistent compliance with the performance requirements of the School Directors' Profile.	Almost total and consistent compliance with the performance requirements of the School Directors' Profile.	Partial compliance with the performance requirements of the School Directors' Profile.	Does not comply with the performance requirements of the School Directors' Profile and the administrative tasks are significantly affected

**Total Score:** \_\_\_\_\_

Comments and Recommendations

School Director (Signature)	Date
School Superintendent (Signature)	Date
Special Assistant (Signature)	Date



**INSTRUMENT: SCHOOL DIRECTOR OBSERVATION VISIT**

**Category I: The School Director as Instructional Leader and Analyst of Academic Achievement**

Name (director): \_\_\_\_\_ Number in the TAL System: \_\_\_\_\_  
 Status of the Position: \_\_\_\_\_ Number of the Position: \_\_\_\_\_  
 Academic Preparation: \_\_\_\_\_ Years of Experience: \_\_\_\_\_  
 School: \_\_\_\_\_ School District: \_\_\_\_\_  
 School Classification: \_\_\_\_\_ Education Region: \_\_\_\_\_  
 Date of the Evaluation: \_\_\_\_\_

<b>I. The School Director as Instructional Leader and Analyst of Academic Achievement</b>
1. In collaboration with the school planning committee and staff, writes, evaluates, and updates the <i>Comprehensive School Plan/Comprehensive Occupational Authentic Plan</i> considering priorities and interventions according to the school's classification, academic achievement analysis and the PPAA/PPEA.
<b>Director Evidence:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinates the administration of a needs assessment to identify professional development needs of the teaching staff.</li> <li><input type="checkbox"/> Submission of the Comprehensive Authentic School Plan (CASP) or Comprehensive Authentic Occupational Plan (CAOP) and the achievement report according with the established dates.</li> <li><input type="checkbox"/> Meetings with the School Planning Committee (minutes, attendance sheets)</li> <li><input type="checkbox"/> Selects academic strategies that respond to the Needs Assessment.</li> <li><input type="checkbox"/> Establishes priorities for the CASP or CAOP according to the school's classification.</li> </ul>

Scale			
Total Compliance (3)	Almost Total Compliance (2)	Partial Compliance (1)	No Compliance (0)
5 evidences	4-3 evidences	2-1 evidences	0 evidencias
Total and consistent compliance with the performance requirements of the School Directors' Profile.	Almost total and consistent compliance with the performance requirements of the School Directors' Profile.	Partial compliance with the performance requirements of the School Directors' Profile.	Does not comply with the performance requirements of the School Directors' Profile and the administrative tasks are significantly affected

**Total Score:** \_\_\_\_\_

Comments and Recommendations:















<b>I. The School Director as Instructional Leader and Analyst of Academic Achievement</b>
9. Provides evidence, facilitates and participates in the student services program activities.
<b>Evidencia del director</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discloses student support services to the school community.</li> <li><input type="checkbox"/> Participates in the student support services activities.</li> <li><input type="checkbox"/> Submits the required reports related to the Schools' Nursing Program, Students Medical Report, Health Record Summary, and the Vaccine Information Record (PRIR).</li> <li><input type="checkbox"/> Collaborates with the Authority of School Meals staff to guarantee the provision of meals services.</li> <li><input type="checkbox"/> Coordinates effectively services established in circular letters for School Counseling, Social Work and Library services (evidence of referrals)</li> <li><input type="checkbox"/> Coordinates diverse activities for the community to disclose and offer complementary teaching services.</li> </ul>

**Total Score:** \_\_\_\_\_

Scale			
Total Compliance (6)	Almost Total Compliance (4)	Partial Compliance (1)	No Compliance (0)
6-5 evidences	4-3 evidences	2 -1 evidence	0 evidence
Total and consistent compliance with the performance requirements of the School Directors Profile.	Almost total and consistent compliance with the performance requirements of the School Directors' Profile.	Partial compliance with the performance requirements of the School Directors Profile.	Does not comply compliance with the performance requirements of the School Directors Profile and the administrative tasks are significantly affected

Comments and Recommendations

\_\_\_\_\_ Date

School Director (Signature)

\_\_\_\_\_ Date

School Superintendent (Signature)

\_\_\_\_\_ Date

Special Assistant (Signature)



**SCHOOL DIRECTOR OBSERVATION VISIT 2014-2015**

**Category III: Organizational and Ethical Performance**

Name (director): \_\_\_\_\_ Number in the TAL System: \_\_\_\_\_  
 Status of the Position: \_\_\_\_\_ Number of the Position: \_\_\_\_\_  
 Academic Preparation: \_\_\_\_\_ Years of Experience: \_\_\_\_\_  
 School: \_\_\_\_\_ School District: \_\_\_\_\_  
 School Classification: \_\_\_\_\_ Education Region: \_\_\_\_\_  
 Date of the Self-Evaluation: \_\_\_\_\_

III. Organizational and Ethical Performance
1. Promotes relationships with the community about the resources available in the school.
<b>Director Evidence</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implements diverse communication systems that allow informing the school community of issues of interest- memos, letters, attendance sheets, brochures, bulletins, newspapers etc.</li> <li><input type="checkbox"/> Recognizes the importance of listening to others ideas as a tool for the achievement of effective communication.</li> <li><input type="checkbox"/> Conducts meetings with parents to inform them of the public policy regarding school operation and to provide a space for the exchange of ideas.</li> </ul>

Scale			
Total Compliance (3)	Almost Total Compliance (2)	Partial Compliance (1)	No Compliance (0)
3 evidences	2 evidences	1 evidence	0 evidence
Total and consistent compliance with the performance requirements of the School Directors' Profile.	Almost total and consistent compliance with the performance requirements of the School Directors' Profile.	Partial compliance with the performance requirements of the School Directors' Profile.	Does not comply compliance with the performance requirements of the School Directors' Profile and the administrative tasks are significantly affected

Comments and Recommendations









ESTADO LIBRE ASOCIADO DE  
**PUERTO RICO**  
 DEPARTAMENTO DE EDUCACIÓN

**Individualized Professional Growth Plan for Teachers (1 year)**

**School Year:** \_\_\_\_\_

Date: \_\_\_\_\_

Effective Until: \_\_\_\_\_

Name of the Teacher: \_\_\_\_\_ System Number TAL: \_\_\_\_\_

Position Category: \_\_\_\_\_ Position Number: \_\_\_\_\_

Teaching subjects: \_\_\_\_\_ Years teaching those subjects: \_\_\_\_\_ Years of experienced as a Teacher: \_\_\_\_\_

Grades that Teaches: \_\_\_\_\_ Number of Students: \_\_\_\_\_ Number of Special Education Students: \_\_\_\_\_

Number of students with LSP: \_\_\_\_\_ Academic preparation: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

School Classification: \_\_\_\_\_ Educational Region: \_\_\_\_\_

After the discussion of the summative evaluation and identifying the pre-defined level of performance of the teacher as **Exemplary** or **Competent**, the school director with collaboration of the District staff will elaborate with the teacher an Individualized Professional Growth Plan for one (1) year. The Individualized Professional Growth Plan will be based on recommendations made at observation visits and the instruments of evaluation used during the school year before and the summative evaluation of the school director.

Once the areas of opportunities are identified they should establish the objectives that will help the school director improve his educational practice. The objectives must be: specifics, measurable, achievable, and reasonable and with an established deadline.

**A. Areas Identified for Professional Development**

Objective	Activities	Evidence	Deadline



El Departamento de Educación no discrimina de ninguna manera por razón de edad, raza, color, sexo, nacimiento, condición de veterano, ideología política o religiosa, origen o condición social, orientación sexual o identidad de género, discapacidad o impedimento físico o mental; ni por ser víctima de violencia doméstica, agresión sexual o acoso.

## Individualized Professional Growth Plan for Teachers (1 year)

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

### B. Progress Evidence

Objective	Evidence of Carried Out Activities	Evidence Dates	Objectives Status
			<i>Reached</i> _____ <i>In process</i> _____ <i>Not Reached</i> _____
			<i>Reached</i> _____ <i>In process</i> _____ <i>Not Reached</i> _____
			<i>Reached</i> _____ <i>In process</i> _____ <i>Not Reached</i> _____
			<i>Reached</i> _____ <i>In process</i> _____ <i>Not Reached</i> _____

### C. Recommendations

Teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Director signature: \_\_\_\_\_

Date: \_\_\_\_\_

District representative signature: \_\_\_\_\_

Date: \_\_\_\_\_

TRANSLATION



ESTADO LIBRE ASOCIADO DE  
**PUERTO RICO**  
 DEPARTAMENTO DE EDUCACIÓN

**Individualized Professional Improvement Plan for Teachers (2 years)**

**School Year:** \_\_\_\_\_

Date: \_\_\_\_\_  
 Effective Until: \_\_\_\_\_

Name of the Teacher: \_\_\_\_\_ System Number TAL: \_\_\_\_\_  
 Position Category: \_\_\_\_\_ Position Number: \_\_\_\_\_  
 Teaching subjects: \_\_\_\_\_ Years teaching those subjects: \_\_\_\_\_ Years of experienced as a Teacher: \_\_\_\_\_  
 Grades that Teaches: \_\_\_\_\_ Number of Students: \_\_\_\_\_ Number of Special Education Students: \_\_\_\_\_  
 Number of students with LSP: \_\_\_\_\_ Academic preparation: \_\_\_\_\_  
 School: \_\_\_\_\_ School district: \_\_\_\_\_  
 School Classification: \_\_\_\_\_ Educational Region: \_\_\_\_\_

After the discussion of the summative evaluation and identifying the pre-defined level of performance of the teacher as **Minimal** or **Non-Adequate**, the school director with collaboration of the District staff will elaborate with the teacher an Individualized Professional Growth Plan for two (2) year. The Individualized Professional Growth Plan will be based on recommendations made at observation visits and the instruments of evaluation used during the school year before and the summative evaluation of the school director.

Once the areas of opportunities are identified they should establish the objectives that will help the school director improve his educational practice. The objectives must be: specifics, measurable, achievable, and reasonable with an established deadline.

**A. Areas Identified for Professional Development**

Objective	Activities	Evidence	Deadline



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TRANSLATION

**Individualized Professional Improvement Plan for Teachers (2 years)**

Teacher: \_\_\_\_\_

School Year: \_\_\_\_\_

**B. Progress Evidence**

Objective	Evidence of Carried Out Activities	Evidence Dates	Objectives Status
			Reached _____ In process _____ Not Reached _____
			Reached _____ In process _____ Not Reached _____
			Reached _____ In process _____ Not Reached _____
			Reached _____ In process _____ Not Reached _____

**C. Recommendations**

Teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Director signature: \_\_\_\_\_

Date: \_\_\_\_\_

District representative signature: \_\_\_\_\_

Date: \_\_\_\_\_

TRANSLATION



### SUMMATIVE EVALUATION OF THE SCHOOL DIRECTOR

Name (director): \_\_\_\_\_ Number in the TAL System: \_\_\_\_\_  
 Status of the Position: \_\_\_\_\_ Number of the Position: \_\_\_\_\_  
 Academic Preparation: \_\_\_\_\_ Years of Experience: \_\_\_\_\_  
 School: \_\_\_\_\_ School District: \_\_\_\_\_  
 School Classification: \_\_\_\_\_ Education Region: \_\_\_\_\_  
 Date of the Evaluation: \_\_\_\_\_

Category	Total Parameters	Maximum Score	Weight	Score Obtained	Per cent (%) of Performance
I. The School Director as Instructional Leader and Analyst of Academic Achievement	9	27	36%		
II. The School Director as an Administrator	7	21	28%		
III. Organizational and Ethical Performance	4	12	16%		
Subtotal	<b>20</b>	<b>60</b>	<b>80%</b>		
IV. Student Growth		15	20%		
<b>TOTAL</b>		<b>75</b>	<b>100%</b>		

Level of Performance: 100% – 95% Exemplary \_\_\_\_\_ 79% – 70% Minimal \_\_\_\_\_  
 94% – 80% Competent \_\_\_\_\_ 69% – 60% Inadequate \_\_\_\_\_

School Director (Name): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

School Superintendent (Name): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Special Assistant (Name): \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

<b>I. The School Director as Instructional Leader and Analyst of Academic Achievement</b>				
<b>Criteria</b>	<b>3- Totally Complies 2- Almost Totally Complies 1- Partially Complies 0- Does not Comply</b>			
	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1. In collaboration with the school planning committee and staff, writes, evaluates, and updates the <i>Comprehensive School Plan/Comprehensive Occupational Authentic Plan</i> considering priorities and interventions according to the school's classification, academic achievement analysis and the PPAA/PPEA.				
2. Leads the evaluation process of school's teaching and administrative personnel and promotes its optimal performance to create a stimulating and harmonious work environment.				
3. Ensures the effectiveness of the teaching and learning process promoting the best teaching methodologies to address students' cognitive levels.				
4. Enables compliance with the stipulated time for teachers to meet as a team according to the purposes established in the existing circular letter regarding the school organization.				
5. Ensures the compliance with laws, regulations, norms and procedures established by PRDE.				
6. Participates in professional development activities that are based on students' academic needs to update their professional competence.				
7. Promotes teachers' professional development as a means of achieving student's academic progress.				
8. Demonstrates that teaching and administrative decisions are based on the analysis of the results of student academic achievement.				
9. Provides evidence, facilitates and participates in the student services program activities.				
<b>TOTAL</b>				

<b>II. The School Director as an Administrator</b>				
<b>Criteria</b>	<b>3- Totally Complies 2- Almost Totally Complies 1- Partially Complies 0- Does not Comply</b>			
	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1. Satisfactorily maintains the facilities and the school's common areas according to the assigned resources.				
2. Carries out the necessary processes to acquire and distribute the necessary materials and equipment required by the school to enrich and differentiate the teaching and learning process.				
3. Submits required reports that are reliably and current in the determined time periods.				

<b>II. The School Director as an Administrator</b>				
<b>Criteria</b>	<b>3- Totally Complies</b>	<b>2- Almost Totally Complies</b>	<b>1- Partially Complies</b>	<b>0- Does not Comply</b>
	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
4. Maintains, preserves and certifies staff attendance in a timely manner..				
5. Informs members of the school community about the process of obtaining and renovating the school's license and accreditation.				
6. Facilitates all required audit or monitoring documents related to the fiscal and administrative operations established by law.				
7. Integrates parents and guardians actively in projects, activities and other aspects related to the educational process, health, and other topics of interest.				
<b>TOTAL</b>				

<b>III. Organizational and Ethical Performance</b>				
<b>Criteria</b>	<b>3- Totally Complies</b>	<b>2- Almost Totally Complies</b>	<b>1- Partially Complies</b>	<b>0- Does not Comply</b>
	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1. Promotes relationships with the community about the resources available in the school.				
2. Completes the workday faithfully following the regular schedule and notifies in advance of any absence from work.				
3. Encourages the development of a learning community where reflection, respect, and effective communication prevail among its components.				
4. Facilitates the organization of student groups to actively engage them in school activities.				
<b>TOTAL</b>				

<b>AREAS OF STRENGTH</b>	<b>AREAS OF OPPORTUNITY</b>

**INSTRUMENT: TEACHER OBSERVATION VISIT**  
**CATEGORY: DUTIES AND RESPONSIBILITIES**

Name (teacher): \_\_\_\_\_ Number in TAL System: \_\_\_\_\_  
Category of the Position: \_\_\_\_\_ Number of the Position: \_\_\_\_\_  
Courses Taught: \_\_\_\_\_ Years teaching the course(s): \_\_\_\_\_  
Years of teaching experience: \_\_\_\_\_ Grades taught: \_\_\_\_\_  
Institution of Higher Education where teacher preparation program was completed \_\_\_\_\_  
Date of completion of teacher preparation program in that institution \_\_\_\_\_  
Number of students: \_\_\_\_\_ Number of Special Ed Students: \_\_\_\_\_  
Number of LSP Students: \_\_\_\_\_ Academic Preparation: \_\_\_\_\_  
School: \_\_\_\_\_ School District: \_\_\_\_\_  
School Classification: \_\_\_\_\_ Education Region: \_\_\_\_\_  
Date of the visit: \_\_\_\_\_

**Instructions:** This section of the rubric corresponds to the Duties and Responsibilities Category. The school director will use this instrument to observe aspects according to the functions related to the position. This instrument can be used by the school director, academic facilitators and district representatives who will support the director during the process of teacher evaluation and visits to the classroom. The time and frequency of the visits will depend on the type of visit, which could be a visit during the whole class period or sections of the class period. For each indicator, in each rubric the teacher will present the evidence and the director will check mark (√) the appropriate box corresponding to the evidence presented. Then, will write the areas of opportunity that require recommendations or interventions and the time period for their completion. It's important the intervention be identified and the director be able to follow-up and provide evidence that they were carried out under the established terms.

<b>C. DUTIES AND RESPONSABILITIES</b>
1. Complies with the workday as established in the school organization, assisting regularly and on time to work.
<input type="checkbox"/> Registers daily attendance on the biometric clock or the DE-14 when the system is defective. <input type="checkbox"/> Complies with norms and procedures related to attendance, the workday and the use of licenses <input type="checkbox"/> Remains with the group during the whole teaching period. <input type="checkbox"/> Presents the teaching program.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
4 Evidences	3-2 Evidences	1 Evidence	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations



<b>C. DUTIES AND RESPONSABILITIES</b>
2. Complies with the Public Policy established by the agency.
<input type="checkbox"/> Complies with duties according to the Description of the Position on the DE-16 <input type="checkbox"/> Complies with dispositions in current laws, guidance, existing circular letters and memos. <input type="checkbox"/> Maintains at all times the confidentiality of students personal information and guards documents with confidential information.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

Total Score: \_\_\_\_\_

Comments and Recommendations

**INSTRUMENT TEACHER OBSERVATION VISIT  
DUTIES AND RESPONSABILITIES**

**C. DUTIES AND RESPONSABILITIES**

3. Provides reasonable accommodations considering students' physical, academic, and emotional needs.

- Provides accommodations established in the Individualized Learning Plan and the Service Plan/Section 504 and accommodations for LSP and gifted and talented students.
- Assures student use of assistive equipment or of materials provided according to student's needs.
- Guarantees the effectiveness of accommodations for special needs students to improve academic achievement.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidence	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

<b>C. DUTIES AND RESPONSABILITIES</b>	
4. Complies with the responsibility of maintaining institutional order promoting good discipline among students.	
<input type="checkbox"/> Discusses rules of operation in the classroom. <input type="checkbox"/> Discusses internal school rules and student guidance. <input type="checkbox"/> Presents minutes of meetings with students, parents and guardians, support personnel and director. <input type="checkbox"/> Notifies the director of the need to apply disciplinary actions to students, if necessary. <input type="checkbox"/> Implements strategies to achieve school retention <input type="checkbox"/> Collaborates with discipline and institutional order.	

Scale			
<b>Consistent and Total Compliance (3)</b>	<b>Partial Compliance (2)</b>	<b>Minimal Compliance (1)</b>	<b>No Compliance (0)</b>
6-5 Evidences	4-3 Evidences	2-1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

<b>C. DUTIES AND RESPONSABILITIES</b>	
5. Complies, during work hours, with the public policy on the active integration of parents and guardians in the school's educational processes.	
<input type="checkbox"/> Presents communications with parents and guardians to keep them informed of events, programs and other important issues. <input type="checkbox"/> Presents availability to address concerns and suggestions of parents and guardians regarding the education of their children. <input type="checkbox"/> Participates in the development public policy on parent and guardian participation and promotes the activities. <input type="checkbox"/> Evidences participation in activities related to school integration..	

Scale			
<b>Consistent and Total Compliance (3)</b>	<b>Partial Compliance (2)</b>	<b>Minimal Compliance (1)</b>	<b>No Compliance (0)</b>
4 Evidences	3-2 Evidences	1 Evidence	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

**INSTRUMENT TEACHER OBSERVATION VISIT  
DUTIES AND RESPONSABILITIES**

**C. DUTIES AND RESPONSABILITIES**

6. Guards and preserves assigned materials, books, and equipment.

- Maintains an updated inventory of materials and equipment
- Establishes effective procedures for the adequate use and conservation of materials and equipment.
- Establishes procedures to effectively use and conserve materials and equipment.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

\_\_\_\_\_  
Name (Teacher)

\_\_\_\_\_  
Signature (Teacher)

\_\_\_\_\_  
Name (School Director)

\_\_\_\_\_  
Signature (School Director)

\_\_\_\_\_  
Name (District Representative)

\_\_\_\_\_  
Signature (District Representative)

\_\_\_\_\_  
Date

**INSTRUMENT: TEACHER OBSERVATION VISIT**  
**CATEGORY: TEACHING**

Name (teacher): \_\_\_\_\_ Number in TAL System: \_\_\_\_\_  
Category of the Position: \_\_\_\_\_ Number of the Position: \_\_\_\_\_  
Courses Taught: \_\_\_\_\_ Years teaching the course(s): \_\_\_\_\_  
Years of teaching experience: \_\_\_\_\_ Grades taught: \_\_\_\_\_  
Institution of Higher Education where teacher preparation program was completed \_\_\_\_\_  
Date of completion of teacher preparation program in that institution \_\_\_\_\_  
Number of students: \_\_\_\_\_ Number of Special Ed Students: \_\_\_\_\_  
Number of LSP Students: \_\_\_\_\_ Academic Preparation: \_\_\_\_\_  
School: \_\_\_\_\_ School District: \_\_\_\_\_  
School Classification: \_\_\_\_\_ Education Region: \_\_\_\_\_  
Date of the visit: \_\_\_\_\_

**Instructions:** This section of the rubric corresponds to the Teaching Category. The school director will use this instrument to observe aspects according to the functions related to the position. This instrument can be used by the school director, academic facilitators and district representatives who will support the director during the process of teacher evaluation and visits to the classroom. The time and frequency of the visits will depend on the type of visit, which could be a visit during the whole class period or sections of the class period. For each indicator, in each rubric the teacher will present the evidence and the director will check mark (✓) the appropriate box corresponding to the evidence presented. Then, will write the areas of opportunity that require recommendations or interventions and the time period for their completion. It's important the intervention be identified and the director be able to follow-up and provide evidence that they were carried out under the established terms.

A. Teaching	
Planning Lessons and Curriculum	
1. Prepares and has available at all times past and current lesson plans that comply with the requirements of the existing Circular Letter on Planning.	
<input type="checkbox"/> Presents a daily plan for the class visit and all plans from the beginning of the semester to the day of the visit are available and are organized chronologically. <input type="checkbox"/> The plan contains the minimum elements required. <input type="checkbox"/> The methodology used supports teaching and Learning. <input type="checkbox"/> Shows the use of scientifically based strategies included in the PCEA or PCOA and of academic program recommendations. <input type="checkbox"/> Establishes connections with cross-cutting themes and integrates with other disciplines. <input type="checkbox"/> Integrates social, ethical and moral aspects of modern society and promotes activities that develop values.	

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
6-5 Evidences	4-3 Evidences	2-1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations



<b>A. Teaching</b>
<b>Planning Lessons and Curriculum</b>
2. Plans and teaches concepts according to the scope and the depth of knowledge
<input type="checkbox"/> The objectives are geared towards the development of levels of knowledge according to depth of knowledge (Norman Webb 2005) <input type="checkbox"/> A logical sequence of levels of depth according to Webb can be observed. <input type="checkbox"/> The objectives are written in terms of student conduct and establish what students should be able to do. <input type="checkbox"/> The objectives contain the essential elements: person, observable action and adequacy.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
4 Evidences	3-2 Evidences	1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

<b>A. Teaching</b>
<b>Planning Lessons and Curriculum</b>
<p>3. Planning demonstrates the use of standards, grade expectations and other curriculum tools (scope and sequence, aligning tool and curricular maps).</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Designs planning by units or themes.</li> <li><input type="checkbox"/> Establishes activities before, during and after the development of the unit.</li> </ul> <p><b>Subject matter teachers: (select one of the premises)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spanish, Mathematics, Science and English use curricular tools such as normative documents to develop the units.             <ul style="list-style-type: none"> <li><input type="checkbox"/> that do not have curricular maps use current standards and grade expectations</li> <li><input type="checkbox"/> that offer occupational courses use standards and competencies of each course.</li> <li><input type="checkbox"/> in special education resource rooms plan in coordination with regular class teachers.</li> <li><input type="checkbox"/> in special education self-contained rooms use normative documents and curricular tools available for each course</li> <li><input type="checkbox"/> Kindergarten use unit planning.</li> <li><input type="checkbox"/> Montessori design yearly plans on a monthly, weekly and finally daily base.</li> </ul> </li> <li><input type="checkbox"/> Demonstrates knowledge of standards and grade expectations application.</li> <li><input type="checkbox"/> Demonstrates knowledge of the development of concepts, processes and attitudes that align with the standards and grade expectations.</li> <li><input type="checkbox"/> Student tasks correspond to the planning presented.</li> <li><input type="checkbox"/> Presents a variety of supplementary activities to enhance curricular materials.</li> </ul>

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
6-5 Evidences	4-3 Evidences	2-1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

**INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING**

<b>A. Teaching</b>	
<b>Planning Lessons and Curriculum</b>	
4. Plans and develops teaching activities considering the learning styles and individual differences of the students.	
<input type="checkbox"/> Provides the accommodations or modifications to address students' individual needs. <input type="checkbox"/> Identifies differentiated learning interventions to address the diversity of talented, average and Limited Spanish Proficiency Students, analyzes PPAA, PPEA, diagnostic tests, academic achievement tests and the sub-groups. <input type="checkbox"/> Plans with special education and regular teachers	

Scale			
<b>Consistent and Total Compliance (3)</b>	<b>Partial Compliance (2)</b>	<b>Minimal Compliance (1)</b>	<b>No Compliance (0)</b>
3 Evidences	2 Evidences	1 Evidence	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations



**INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING**

**A. Teaching**

**Teaching and Learning Process**

**1.** Creates a social, emotional, and physical environment where respect to diversity is practiced and promotes the active participation of the students in their own learning.

- Clear classroom rules and operating procedures.
- Instructions are clear and precise when teaching a lesson.
- Monitors and addresses student conduct during class.
- Encourages a climate of respect, fairness and responsibility in the classroom.
- Develops assessment activities in which aspects related to the social cultural profile of the students is observed.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
5 Evidences	4-3 Evidences	2-1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

**INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING**

**A. Teaching**

**Teaching and Learning Process**

2. Encourages and demonstrates the active participation of the students in their learning.

- Promotes respect to cultural differences of ethnic or country origin, sex, age, social economic status or family structure, special education or limited Spanish proficiency student, among others.
- Provides opportunities for students to demonstrate what they have learned.
- Encourages the active participation of students in class.
- Promotes activities that respond to the needs of students and the community.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
4 Evidences	3-2 Evidences	1 Evidence	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

**A. Teaching**

**Teaching and Learning Process**

3. The planning implementation shows a logical sequence with effective transitions between initial, development and closing activities through a variety of strategies and teaching materials that promote student learning.

- Complies with the exploration phases of learning ECA, Learning Cycles, Reading and Writing Trilogy, among others.
- Facilitates and reinforces the construction of concepts and processes already discussed in class.
- Uses a variety of assessments during the teaching and learning process.
- Presents the day's theme and objective verifies achievement of the objective through situations, activities or assessments according to reality and students environment.
- Variety of teaching strategies.
- Desarrolla materiales educativos y recursos para enriquecer su práctica educativa. Develops educational materials and resources that enrich the teaching practice.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
6-5 Evidences	4-3 Evidences	2-1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

**INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING**

**A. Teaching**

**Teaching and Learning Process**

4. Uses oral and written communication skills to stimulate critical thinking in students.

- Formulates effective questions to discuss ideas and stimulate students' critical thinking skills (use of verbs with complex levels of thinking)
- Models communication strategies and effective questioning to discuss ideas and stimulate critical thinking.
- Develops a variety of activities for active student participation, demonstrating effectiveness of oral and writing skills such as speech competencies and essays, among others.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

**INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING**

A. Teaching
Teaching and Learning Process
5. Uses instruction time in an effective manner with evidence of a logical sequence of activities in the development of the class to achieve the objectives.
<input type="checkbox"/> Adequate distribution of class time. <input type="checkbox"/> Observable sequence of activities. <input type="checkbox"/> Includes initial activities <input type="checkbox"/> Includes development activities <input type="checkbox"/> Includes closing activities with evidence of testing of learning

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
5 Evidences	4-3 Evidences	2-1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING

<b>A. Teaching</b>
<b>Teaching and Learning Process</b>
6. Develops strategies that allow students to reflect on their learning (metacognition).
<input type="checkbox"/> Promotes an enthusiastic, interesting and motivated environment where students recognize acquired knowledge and construct their own learning. <input type="checkbox"/> Performs activities for the development of essential competencies in students as learners, communicators, go getters or ethical human being active in the community. <input type="checkbox"/> Integration of metacognition activities for students.. <input type="checkbox"/> Provides opportunities for students to explore beyond what was discussed in class.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
4 Evidences	3-2 Evidences	1 Evidence	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

Total Score: \_\_\_\_\_

Comments and Recommendations

INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING

A. Teaching
Evaluation of Learning
1. Delivers and discusses the evaluation criteria with the students and parents at the beginning of the school year and keeps students, parents and guardians informed of evaluation results.
<input type="checkbox"/> Prepares an evaluation and assessment plan according to the academic needs of students and aligned with the standards and grade expectations.
<input type="checkbox"/> Provides a syllabus, evaluation criteria sheet, exams and assessments instruments related to academic achievement to be shared with students, parents and school officials.
<input type="checkbox"/> Delivers and discusses the evaluation plan with students at the beginning of the school year including rules and criteria that will be used to evaluate students (assistance sheets, receipts).
<input type="checkbox"/> Informs results of evaluations to students, parents and guardians allowing the offering of re-teaching and reinforcement.
<input type="checkbox"/> Corrects, tabulates, analyzes tests, work and discusses results with students.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
5 Evidences	4-3 Evidences	2-1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

**INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING**

A. Teaching
Evaluation of Learning
2. Establishes thoughtful, meaningful, and ongoing communication with fellow teachers, support personnel, students, parents and community that impacts student the student achievement.
<input type="checkbox"/> Identifies and intervenes with low academic achievement or significant changes in behavior of students and reports to parents or refers to support personnel. <input type="checkbox"/> Evidencia de reuniones con padres y con el equipo interdisciplinario para evaluar los factores que inciden en el aprovechamiento académico de los estudiantes; identificar alternativas para trabajar las incidencias <input type="checkbox"/> Participates in additional activities convened by the school to reflection and develop strategies with the purpose of improving student academic achievement.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidence	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING

A. Teaching	
Evaluation of Learning	
3.	Enters data on the Student Information System (SIS), MIPE or other platform and maintains data updated, as applicable.
<input type="checkbox"/>	Maintains updated student scores the SIS, MIPE or any other platform.
<input type="checkbox"/>	Publishes the Academic Progress Reports (10, 20, 30 y 40 weeks)
<input type="checkbox"/>	Registers daily attendance electronically or alternate method if electronic system is not available.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidence	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations





**INSTRUMENT TEACHER OBSERVATION VISIT  
TEACHING**

<b>A. Teaching</b>
<b>Organization in the Classroom</b>
1. Uses planned strategies and techniques for effective management in the classroom.
<input type="checkbox"/> Positions students in the classroom according to their physical, academic and emotional needs, special education and Limited Spanish Proficiency students. <input type="checkbox"/> Organizes the classroom to promote the teaching and learning process. <input type="checkbox"/> Classroom environment is decorated according to class themes.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

_____	_____
Name (Teacher)	Signature (Teacher)
_____	_____
Name (School Director)	Signature (School Director)
_____	_____
Name (District Representative)	Signature (District Representative)

\_\_\_\_\_

Date

**INSTRUMENT: TEACHER OBSERVATION VISIT**  
**CATEGORY: PROFESSIONAL DEVELOPMENT**

Name (teacher): \_\_\_\_\_ Number in TAL System: \_\_\_\_\_  
Category of the Position: \_\_\_\_\_ Number of the Position: \_\_\_\_\_  
Courses Taught: \_\_\_\_\_ Years teaching the course(s): \_\_\_\_\_  
Years of teaching experience: \_\_\_\_\_ Grades taught: \_\_\_\_\_  
Institution of Higher Education where teacher preparation program was completed \_\_\_\_\_  
Date of completion of teacher preparation program in the institution \_\_\_\_\_  
Number of students: \_\_\_\_\_ Number of Special Ed Students: \_\_\_\_\_  
Number of LSP Students: \_\_\_\_\_ Academic Preparation: \_\_\_\_\_  
School: \_\_\_\_\_ School District: \_\_\_\_\_  
School Classification: \_\_\_\_\_ Education Region: \_\_\_\_\_  
Date of the visit: \_\_\_\_\_

**Instructions:** This section of the rubric corresponds to the Professional Development Category. The school director, academic facilitator will use this instrument to observe aspects related to the professional development of the teacher. This instrument can be used by the school director, academic facilitators and district representatives who will support the director during the process of teacher evaluation and visits to the classroom. The time and frequency of the visits will depend on the type of visit, which could be a visit during the whole class period or sections of the class period. For each indicator, in each rubric the teacher will present the evidence and the director will check mark ( $\checkmark$ ) the appropriate box corresponding to the evidence presented. Then, will indicate the areas of opportunity that require recommendations or interventions and the time period for their completion. It's important the intervention be identified and the director be able to follow-up and provide evidence that they were carried out under the established terms.

**B. Professional Development**

1. Participates in professional development activities to update professional competencies and improve student performance in the classroom.

- Presents an Individual Professional Development Plan according to areas of opportunity.
- Analysis of the professional development needs assessments and students' academic needs.
- Participates in professional development activities relevant to subject and level taught.
- Transfers acquired professional development knowledge to the classroom setting
- Teacher portfolio with related evidence: course transcriptions, PD certificates, meeting agendas and discussed documents among others.
- Demonstrates that the email account provides by PRDE is active.
- Presents a HQT plan.

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
6-5 Evidences	4-3 Evidences	2-1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

B. Professional Development	
2. During teacher planning period performs activities described in Circular Letters on school organization and graduation requirements.	
<input type="checkbox"/> Evidence of activities such as: class plans and material preparation, analysis and plans to address Flexibility requirements, participation in professional development, parent and guardian orientations on the learning process, entry of student data in the Student Information System (SIS) and My Special Education Learning Portal (MIPE) and other related tasks at the requests of the appointed authority or its delegates.	
<input type="checkbox"/> Presents a calendar of activities performed during the teacher planning period.	
<input type="checkbox"/> Presents materials, lessons, work documents and designs innovative strategies to inform parents directed towards improving students' academic achievement.	

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

B. Professional Development
<p>3. Performs effectively the teaching practice according to the three dimensions of the <i>Puerto Rico Professional Teaching Standards (2008)</i> Knowledge, Dispositions and Performance.</p> <p>Professional preparation materials include references to <i>PR's Professional Teaching Standards</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple professional development routes that include programs offered by institutions, individual and collective initiatives, self and school procured.</li> <li><input type="checkbox"/> Demonstrates disposition for voluntary use of time after school hours for professional development, if necessary, and if an opportunity arises.</li> <li><input type="checkbox"/> Shares with colleagues and the school community results of learning and learns from the contributions of other school members.</li> </ul>

Scale			
Consistent and Total Compliance (3)	Partial Compliance (2)	Minimal Compliance (1)	No Compliance (0)
3 Evidences	2 Evidences	1 Evidences	0 Evidences
Complies consistently and totally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies partially with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .	Complies minimally with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i>	Does not comply with the performance requirements of <i>Puerto Rico's Professional Teaching Standards</i> .

**Total Score:** \_\_\_\_\_

Comments and Recommendations

\_\_\_\_\_  
Name (Teacher)

\_\_\_\_\_  
Signature (Teacher)

\_\_\_\_\_  
Name (School Director)

\_\_\_\_\_  
Signature (School Director)

\_\_\_\_\_  
Name (District Representative)

\_\_\_\_\_  
Signature (District Representative)

\_\_\_\_\_  
Date

### SUMMATIVE EVALUATION OF THE CLASSROOM TEACHER

Name (teacher): \_\_\_\_\_ Number in TAL System: \_\_\_\_\_  
 Category of the Position: \_\_\_\_\_ Number of the Position: \_\_\_\_\_  
 Courses Taught: \_\_\_\_\_ Years teaching the course(s): \_\_\_\_\_  
 Years of teaching experience: \_\_\_\_\_ Grades taught: \_\_\_\_\_  
 Institution of Higher Education where teacher preparation program was completed \_\_\_\_\_  
 Date of completion of teacher preparation program in that institution \_\_\_\_\_  
 Number of students: \_\_\_\_\_ Number of Special Ed Students: \_\_\_\_\_  
 Number of LSP Students: \_\_\_\_\_ Academic Preparation: \_\_\_\_\_  
 School: \_\_\_\_\_ School District: \_\_\_\_\_  
 School Classification: \_\_\_\_\_ Education Region: \_\_\_\_\_  
 Date of the observation visit: \_\_\_\_\_

Period of the evaluation: From: \_\_\_\_\_ To: \_\_\_\_\_

Category	Total Parameters	Maximum Score	Weight	Score Obtained	Por cent (%) of Performance
<b>A. TEACHING</b>					
1. Lesson Planning and Curriculum	5	15	<b>52%</b>		
2. Teaching and Learning Process	6	18			
3. Evaluation of Learning	5	15			
4. Organization in the Classroom	1	3			
<b>Subtotal</b>	<b>17</b>	<b>51</b>			
<b>B. PROFESSIONAL DEVELOPMENT</b>	<b>3</b>	<b>9</b>	<b>10%</b>		
<b>C. DUTIES AND RESPONSABILITIES</b>	<b>6</b>	<b>18</b>	<b>18%</b>		
<b>TOTAL</b>	<b>26</b>	<b>78</b>	<b>80%</b>		
<b>D. STUDENT ACADEMIC GROWTH</b>		<b>18</b>	<b>20%</b>		
<b>TOTAL</b>		<b>96</b>	<b>100%</b>		

Level of Performance: \_\_\_\_\_  
**Exemplary**  
(100%-95%)
**Competent**  
(94%-80%)
**Minimum**  
(79%-70%)
**Inadequate**  
(69% or less)

Observation: \_\_\_\_\_  
 \_\_\_\_\_

Teacher: Indicate if you agree or not with the above results:  Yes  No  
 If your answer is no, indicate the reason: \_\_\_\_\_  
 \_\_\_\_\_

Teacher (Name): \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 School Director (Name): \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Category	Indicators	Total Compliance	Partial Compliance	Minimal Compliance	Does not Comply
		3	2	1	0
<b>PLANNING LESSONS AND CURRICULUM</b>	1. Prepares and has available at all times past and current lesson plans that comply with the requirements of the existing Circular Letter on Planning.				
	2. Plans and teaches concepts according to the scope and the depth of knowledge				
	3. Planning demonstrates the use of standards, grade expectations and other curriculum tools (scope and sequence, aligning tool and curricular maps).				
	4. Plans and develops teaching activities considering the learning styles and individual differences of the students.				
	5. Considers the social and cultural background of students.				
<b>TEACHING AND LEARNING PROCESS</b>	1. Creates a social, emotional, and physical environment where respect to diversity is practiced and promotes the active participation of the students in their own learning.				
	2. Encourages and demonstrates the active participation of the students in their learning.				
	3. The planning implementation shows a logical sequence with effective transitions between initial, development and closing activities through a variety of strategies and teaching materials that promote student learning.				
	4. Uses oral and written communication skills to stimulate critical thinking in students.				
	5. Uses instruction time in an effective manner with evidence of a logical sequence of activities in the development of the class to achieve the objectives.				
	6. Develops strategies that allow students to reflect on their learning (metacognition).				

Category	Indicators	Total Compliance	Partial Compliance	Minimal Compliance	Does not Comply
		3	2	1	0
<b>EVALUATION OF LEARNING</b>	1. Delivers and discusses the evaluation criteria with the students and parents at the beginning of the school year and keeps students, parents and guardians informed of evaluation results.				
	2. Establishes thoughtful, meaningful, and ongoing communication with fellow teachers, support personnel, students, parents and community that impacts student the student achievement.				
	3. Enters data on the Student Information System (SIS), MIPE or other platform and maintains data updated, as applicable.				
	4. Demonstrates that decisions on student academic achievement are the product of a rigorous, reflective and differentiated analysis of progress information and others.				
	5. Uses formative and summative evaluations, performance tasks, curricular maps or program normative documents that respond to compliance with standards and grade expectations, as applicable.				
<b>ORGANIZATION IN THE CLASSROOM</b>	1. Uses planned strategies and techniques for effective management in the classroom.				
<b>PROFESSIONAL DEVELOPMENT</b>	1. Participates in professional development activities to update professional competencies and improve student performance in the classroom.				
	2. During teacher planning period performs activities described in Circular Letters on school organization and graduation requirements.				
	3. Performs effectively the teaching practice according to the three dimensions of the <i>Puerto Rico Professional Teaching Standards (2008)</i> Knowledge, Dispositions and Performance.				
<b>DUTIES AND RESPONSABILITIES</b>	1. Complies with the workday as established in the school organization, assisting regularly and on time to work.				
	2. Complies with the Public Policy established by the agency.				
	3. Provides reasonable accommodations considering students' physical, academic, and emotional needs.				
	4. Complies with the responsibility of maintaining institutional order promoting good discipline among students.				
	5. Complies, during work hours, with the public policy on the active integration of parents and guardians in the school's educational processes.				
	6. Guards and preserves assigned materials, books, and equipment.				
<b>STUDENT ACADEMIC GROWTH</b>	Demonstrates student academic growth, using evaluation instruments and progress indicators. (20% of academic growth).				

<b>AREAS OF STRENGTH</b>	<b>AREAS OF OPPORTUNITY ( Will be considered in the Individual Professional Development Plan)</b>