ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

EQUITABLE ACCESS TO EXCELLENT EDUCATORS PLAN 2015-2019

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Section 1: Introduction

The Puerto Rico Department of Education (PRDE) Teacher Equity Plan was developed to make certain that all students receive instruction by excellent teachers and contains all of the USDE requirements for components of the Teacher Equity Plan. This plan is aligned with PRDE's Comprehensive Model for School Improvement (CMSI) in order to guarantee that well prepared and effective teachers have all necessary support systems to teach all students regardless of their socio-economic level, ethnicity, and or geographic location. The following diagrams summarizes PRDE's school improvement model.

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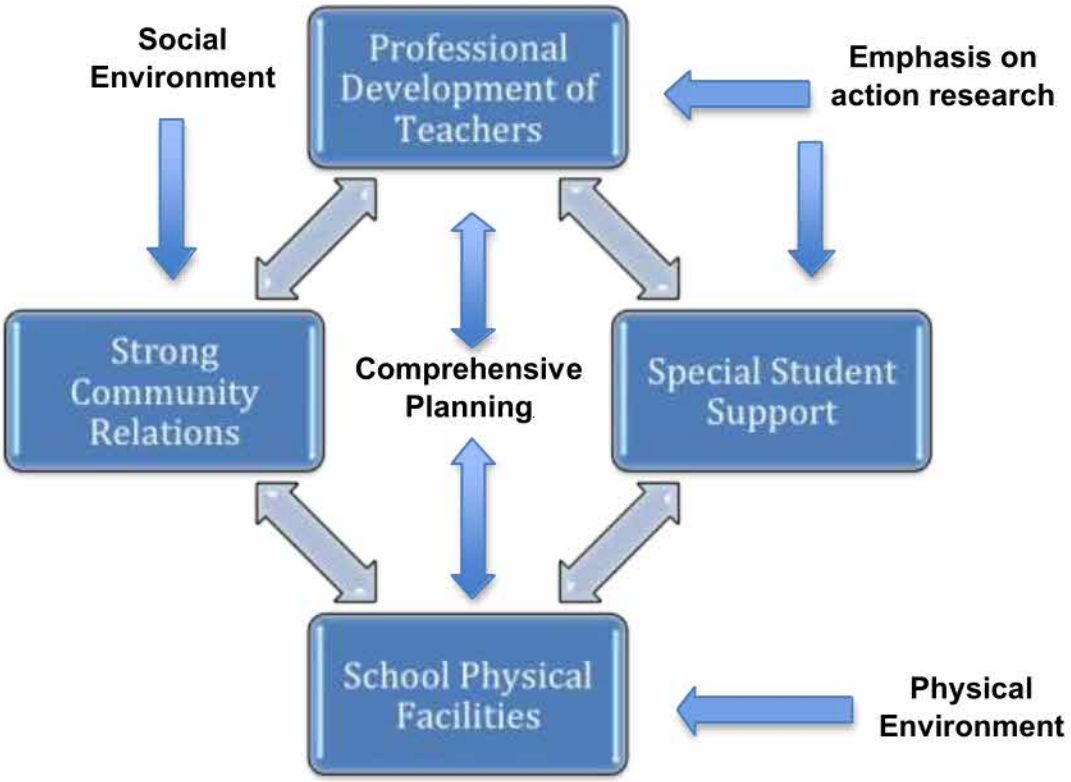
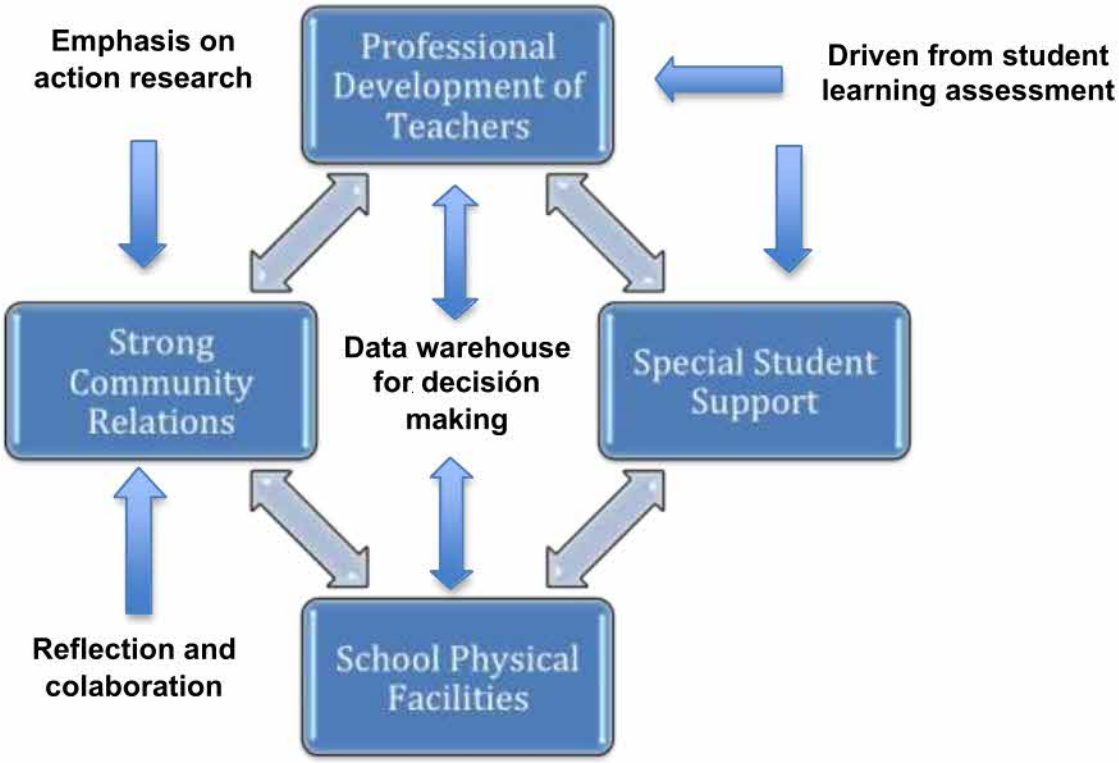
The Model articulates four main components that promote comprehensive school reform and, as a consequence, effective learning evironments.



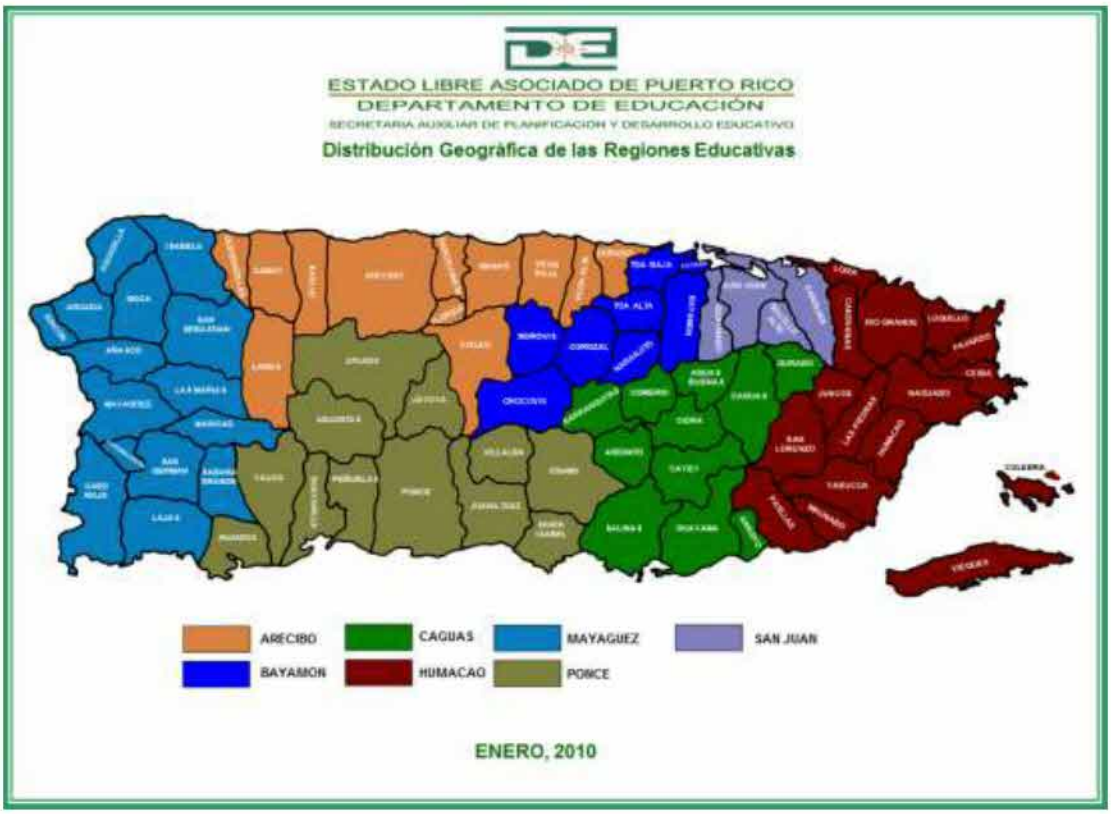
It gathers information from assessment, research and regular inventories in order to facilitate articulated decisión making processes.



This plan includes a brief description of PRDE's historical context, the steps taken to engage stakeholders, the data sources and analysis to identify possible gaps, as well the strengths and challenges towards students' equitable access to excellent teachers, strategies to eliminate the identify differences or gaps, support that will be offered for the plans' implementation and the monitoring process to gauge progress and fidelity of implementation.

Background

The Puerto Rico Department of Education (PRDE) is unique in comparison to mainland US public schools. The most unique difference is that PRDE's PK-12 school system operates as a unitary system. Therefore, PRDE is both the State Educational Agency (SEA) and the Local Educational Agency (LEA), comprised as one large school district consisting of a central level office and seven educational regions and there are 28 school districts within the regions. These districts are academic in nature and should not be confused with an LEA.



In 2014-2015, PRDE's school system consists of 1,386 schools, including 788 elementary, 197 middle, 156 high schools, 167 combined elementary and secondary grade level schools and 78 others, such as (Post-Secondary Tech Schools and Centers for Adult Education). PRDE has 702 schools located in rural areas and 684 schools within urban areas. Adding to the uniqueness of the system, schools located in the two off-shore islands of Vieques and Culebra can only be reached by ferry or airplane which presents additional challenges.

The student population in 2014-2015 was approximately 406,882. School poverty levels are determined by the percentage of students from low income families enrolled in a school. The "low-income" family determination is based on the same data that LEA's use to allocate Title I, Part A funds to its schools under section 1113(c) (1) of Title I. Poverty levels in schools are classified in four quartiles. Schools with the highest poverty (lowest income) levels are found in the fourth quartile (Q_4) and those in the lowest (highest income) in the first quartile (Q_1). The emphasis will be placed on gaps in the Q_4 schools.

Unlike the continental US where minorities are determined based on ethnic and racial backgrounds, in Puerto Rico most students are Hispanics and no such distinctions are made for educational purposes. PRDE will therefore, define as a minority a high need student belonging to at least one of the following:

(1) Students with Disabilities
(2) Limited Spanish Proficiency students
(3) Immigrants students
(4) Gifted students

For the purpose of this Equity Plan, PRDE will use school level and student data to analyze and calculate possible equity gaps for each of the three statutory metrics: unqualified, out-of-field and inexperienced teachers.

Another critical factor that makes PRDE different from most US school systems is the teacher recruitment process that takes place in the educational regions. Individuals that apply for a teaching position with PRDE are ranked on a list of eligible teachers for the grade level and/or subject matter for which they currently hold a professional teaching certificate. The ranking process is based on a set of criteria that include teacher preparation, experience, grade point average, clinical experience grades, and residence, among others. In PR, a regular teacher certification requires at least a BA with a concentration in a given academic subject; passing Puerto Rico's Teacher Certification Test (known in Spanish as PCMAS) since 1992; and a 2.80

GPA in the area of concentration which will increase to 3.00 in 2016 (Regulations for Teacher Certification # 8146).

Each of the seven educational regions follows the same recruitment process which is based exclusively and strictly on the order of the eligible teacher list. For example, once vacancies are posted and interviews begin, the first teacher on the list will be offered the available vacancies first. Vacancies can be offered to the next teacher on the list only if the first teacher declines. It should be noted that this process applies only to new hires for a given school year. Teachers with tenure remain in their positions and do not go through any type of annual recruitment or contracting process unless they want to compete for another position or are relocated depending on the department's needs.

PRDE's recruitment process, though far from perfect, does guarantee the equitable distribution of eligible, HQT, certified and experienced teachers' island wide. PRDE is aware that eligible, HQT, certified and experienced teacher does not necessarily mean effective or excellent. Once PRDE defines and determines the metrics for these indicators, the current recruitment process will constitute a major challenge and will require changes in recruitment policies and regulations to ensure that the economically disadvantaged and high needs students have access to the best teachers available. In the meanwhile, PRDE has put in place strategies to help minimize the challenges of the current recruitment process. As part of the school transformation process the PRDE uses additional criteria for schools participating in initiatives like the strategies of SIG using the seven turnaround principles to transform a school and other specialized schools.

The PRDE have in placed a Salary Scale for all the existing positions in the Agency. Every position has a minimum salary and all the employees salary are assigned according the Scale. The salaries are not based in geographic areas, subjects offered by teachers, school poverty level, or academic level. The PRDE policies required in the regular recruitment process that all

candidates for teacher positions need to comply with the HQT regulations and they are distributed to provide services equally to minority groups and general population.

In October 2013 the USDE approved PRDE's ESEA Flexibility Waiver. In Principles 1, 2, and 3 of the Flexibility Waiver, PRDE established initiatives and activities that will improve teacher and school leadership quality by the:

- Revision of policies regarding: teacher preparation, clinical experiences and PRDE's teacher induction program.
- Development and implementation of a new teacher and school director evaluation and support system. The system has been designed as an ongoing process to address teacher/school director quality, and providing high quality professional development. It included a stakeholder's participation group that offer continuous feedback and were part of the design.
- Revision and update the functions of the different district personnel to strengthen the academic support to teachers and school directors.
- Establishment of guidelines that focus on continuous academic support to teachers and school directors.
- Establishment of a new academic support and monitoring platform to register all the academic intervention from the different level of the Department to support schools and their effectiveness in student outcomes.

As a result of PRDE's Flexibility Waiver, a new educator evaluation system has been developed and is currently being piloted in all schools. The pilot will be in place for the remainder of the 2015-2016 school year and evaluation system will be officially implemented during the 2016-2017 school year. When the evaluation pilot data is analyzed and validated, PRDE will be able to look at equity gaps in a more in depth manner and compare them with performance levels of teacher/school director effectiveness. This analysis will be integrated to the PRDE's Equity Plan. Additional indicators such as educator retention, absenteeism, teaching conditions and school director information is currently being collected and will be eventually integrated as well.

Overview of the Equity Plan's Development Process

PRDE, in partnership with Florida and the Islands Comprehensive Center (FLICC), participated in most of the conferences, webinars, and Equity Access Support (EAS) office hours to receive support. Part of this process included reading and reviewing the EAS toolkits and resources made available to states as resources to guide and support for the development of this Equity Plan. Recognizing the importance of representation from all stakeholder groups, inside and outside of the department, PRDE designated personnel from the secretary and undersecretary's office as liaisons of the initiative to guarantee participation and representation of all stakeholders and to oversee the process. In addition, the director of the Professional Development Institute (PDI) was assigned to be the coordinator and facilitator of all the activities leading up to the final development of the PRDE Equity Plan 2015.

1. Stakeholder meetings
2. Surveys to gather feedback
3. Data Selection, Data Collection & Analysis
4. Workgroup Meetings for Final Equity Plan

Section 2: Stakeholder Engagement

The Puerto Rico Department of Education firmly believes in the integration of diverse groups of stakeholders for the development, implementation and follow-up of public policies that promote best practices to benefit the academic growth of all students. The department has various stakeholder committees (i.e., Secretary's Student Advisory Committee, General Committee for Flexibility, Committee of Practitioners Title I, Committee to attend Title III students' needs, Parents and students Committee, Education Evaluation and Professional Development Committees, Assessment Committee. All of them are represented in the Formal Secretary's Advisory Committee) that meet during the year for the purpose of consultation and to receive their feedback on different issues related to providing a quality education for students. PRDE will create an office to strengthen the commitment of families, community and stakeholders.

PRDE convened an internal planning team composed of central office personnel (See Appendix A) to identify stakeholders and their roles in the development of the State Equity Plan, to analyze data, and to facilitate stakeholder meetings that will support the effective implementation of the Equity Plan. The stakeholder groups also contributed to all phases of the development and revision of the Equity Plan and will be involved in its implementation and progress monitoring. The PRDE Internal Equity Plan Team met several times and took part in the all stakeholder meetings.

The stakeholder committee (See Appendix B) was created to contribute in the development of the State Equity Plan. The committee consists of representatives of educators, parents, students, state policymakers, community, education organizations and associations, higher education partners, educator preparation programs and representatives for special education, limited Spanish proficiency and immigrants, human resources and program directors. The committee convened for face to face consultation on equitable access to excellent teacher issues. After having evaluated the composition of the group of stakeholders, PRDE concluded that more representation is needed from civil rights groups and from teacher and school

director organizations. All stakeholder groups were convened to receive orientation, offer recommendations and feedback and were directly involved in the analysis of root causes for the identified gaps and the made recommendations for the strategies to address the gaps (See Appendix C for agendas and minutes).

Steps to convene stakeholder groups

PRDE's approach to the development of the Equity Plan was to first convene its internal group to discuss and establish action steps to guarantee the equitable access to excellent teachers for all students. The first meeting with all stakeholders was held and consultation began. During the following meetings data profiles were analyzed, equity gaps were identified, root causes analysis was done and recommendations for possible strategies were discussed. They will also participate in the progress evaluation and data dissemination of findings. All meetings were convened by e-mail, memos and individual letter.

PRDE Internal Team and Stakeholder Meetings Summaries:

Date	Participants	Actions
Abril 30, 2015	PRDE's Internal Equity Planning Team	Equity Plan orientation; discussion of new plan expectations; identification of stakeholders; work schedule and group member roles
May 18, 2015	PRDE's Internal Equity Plan Team Schools (Teachers & School Directors) School District (superintendents, academic facilitators) PRDE's central office, Universities (teacher preparation programs) Organizations (College Board, TESOL, AMPR, ODAE) Parents, Students & Community	Equity Plan orientation; discussion of new plan expectations; survey and work timelines
May 28, 2015	PRDE's Internal Equity Planning Team Schools (Teachers & School Directors)	Analyze data; Identify equity gaps and root causes; establish

Date	Participants	Actions
	School District (superintendents, academic facilitators) PRDE's central office, Universities (teacher preparation programs) Organizations (College Board, TESOL, AMPR, ODAE) Parents, Students & Community	strategies for reducing or eliminating identified gaps
September 4, 2015	PRDE's Internal Equity Planning Team	Summary of work done, peer review discussion; key terminology revision; work schedule; task distribution
September 9, 2015	PRDE's Internal Equity Planning Team	Data analysis to validate identified gaps and identify other possible
September 10, 2015	PRDE's Internal Equity Planning Team	Data analysis to validate identified gaps and identify
September 18, 2015	PRDE's Internal Equity Planning Team Schools (Teachers & School Directors) School District (superintendents, academic facilitators) DEPR's central office, Universities (teacher preparation programs) Organizations (College Board, TESOL, AMPR, ODAE) Parents, Students & Community	Summary of work done; key terminology, discussion of identified gaps; root cause analysis of gaps; strategies for minimizing gaps; survey and work timelines
September 21, 2015	PRDE's Internal Equity Planning Team	Discussion of root causes and strategies recommended by stakeholders; Agree on strategies that PRDE will implement
November 30, 2015	PRDE's Internal Equity Planning Team	Summary of work done; Discussion of analysis with SWD, LSP, Immigrants and Gifted students; review of the established strategies for minimizing gaps

During the convening of meetings, the stakeholders reviewed data regarding differences between high and low poverty schools and students with disabilities, limited Spanish proficiency, immigrants and gifted with the three teacher metrics: unqualified teachers, out of field teachers, and inexperienced teachers (see definitions).

In addition to the face to face interactions, PRDE and FLICC developed a stakeholder survey (See Appendix D) to collect information from stakeholders regarding their perceptions and opinions of what constitutes an excellent teacher; strategies and activities needed to guarantee an equitable access to excellent teachers for all students and suggestions on how to keep all stakeholders and the public informed on the progress of the Equity Plan. The data were collected utilizing three open-ended questions and included collection of demographic information of the respondents for identification of group membership. The survey was administered during meetings, educational activities, professional development trainings and emails. A total of 235 people responded representing different sectors of the community, PRDE central level staff, and all seven educational regions. Prior to taking the survey, all participants were informed of the purpose for the survey and how the data would be used in the development of the Equity Plan. The incorporation of the survey provided an additional opportunity for the PRDE to receive input from a larger group of stakeholders who otherwise may not have been reached (See Appendix E). These additional groups included teachers, school directors, paraprofessionals, parents, students, academic facilitators, district superintendents, teacher preparation programs, librarians, technology specialists, community, and professional organizations. In addition, PRDE's central level office representatives for special education, limited Spanish proficiency, immigrants, human resources and program directors also were part of the participants completing the survey.

Continuous engagement

PRDE's Internal Equity Plan Team will meet every two (2) months during the 2015-2016 school year to monitor and conduct the progress of the Equity Plan and then will continue meeting four (4) times a year for ongoing follow up. During these meetings, new and updated data will

be analyzed as it becomes available to support the incorporation of new indicators of excellent educators such as educator effectiveness and retention; revision of work timelines, and progress monitoring. Additional meetings will be convened to periodically revise the Equity Plan, coordinate stakeholder meetings and conduct follow-up consultations with internal and external stakeholders.

To encourage the long term commitment of stakeholders, meetings will be convened three (3) times a year during the next two school years (2015-2017). These meetings will provide all stakeholders updates on progress evaluation, new data analysis as it becomes available and will evaluate if modifications should be made to the existing plan. After that, they will meet two (2) times a year. Diverse mechanisms will be used to receive and integrate stakeholder recommendations and input. This feedback will be collected through face to face meetings, focus groups, PRDE's website and questionnaires regarding the Equity Plan. Ongoing communication will be maintained through PRDE's internet portal which will include a space for a copy the Equity Plan to be uploaded and viewed by the public. The internet portal will also contain a Frequently Asked Questions (FAQ's) document, questionnaires and documentation related to the progress of the implementation of the Equity Plan.

The Secretary of Education will establish public policy to guide the successful implementation of the strategies identified. Establishing public policy will support the initiative and will help to minimize the effect of the equity gaps identified to ensure that all students have access to the best teachers. Detailed information regarding follow-up, dissemination and monitoring activities of the Equity Plan will be discussed in Section 5: Ongoing Monitoring & Support.

Section 3: Equity Gap Exploration and Analysis

In this section we present the definitions, metrics, variables, analysis of data and identified gaps that create the major challenges in ensuring access to effective teachers for PRDE students. This work was the result of various types of data that provided the opportunity to do various data analysis to identify the equity gaps. The metrics used for the data analysis were unqualified teachers, out of field teachers and inexperienced teachers and the variables of higher poverty level, students with disabilities, limited Spanish proficiency students, immigrant students and gifted students. It is important to point out that although we are comparing schools in Q_4, 96% of our schools are classified below poverty levels. For this reason, PRDE will also address significant gaps identified in the lowest poverty level quartile (Q_1), because all of our students deserve to have access to effective educators.

Definitions and Metrics

Our previous educator Equity Plan focused primarily on HQT status for identifying effective teachers; however, PRDE recognizes that teachers who meet these criteria are not necessarily excellent educators. The focus of this plan will be on the integration of other dimensions like the performance and effectiveness of teachers to improve student academic achievement. As mentioned in the introduction, PRDE has implemented a pilot educator evaluation system based on the criteria of the Flexibility Waiver. This system will assist PRDE to establish the criteria of defining an effective and excellent teacher.

PRDE used current Statutes and Regulations for most of the definitions applicable to the development of this Equity Plan. The PRDE Internal Team developed some definitions for the purpose of this Plan. The following definitions are the terms and variables that were used for the analysis of the data.

1. **Highly Qualified Teachers (HQT)**: A highly qualified teacher in PR is a teacher who meets the three federal requirements: holds a least a bachelor's degree, has a full state regular

certification in the subject matter and or level; and has demonstrated competency in the subject they are teaching (HQT State Plan, Circular Letter 16-2011-2012).

2. **Not Highly Qualified Teachers (NHQT)**: A teacher that does not comply with one or more of the three federal requirements for HQT (HQT State Plan, Circular Letter 16-2011-2012).
3. **Regular Certification**: Requires at least a BA with a concentration in a given academic subject; passing Puerto Rico's Teacher Certification Test (PCMAS); and a 2.80 GPA in the area of concentration (Regulations for Teacher Certification # 8146).
4. **Special Recruitment**: Process by which a teacher is recruited when the list of eligible candidates has been exhausted (Regulations for Teaching Personnel # 6743).
5. **Unqualified Teacher**: A teacher that is not an HQT for the subject matter and or school level, or has been hired through special recruitment when eligible candidates are not available (PRDE Internal Team).
6. **Out of Field Teacher**: A teacher that has a full state certification in an academic subject but currently teaches a subject for which he or she does not hold a regular certification (PRDE Internal Team definition).
7. **Inexperienced Teacher:** A teacher with one year or less of teaching experience in Puerto Rico or in other states or territories (adopted USDE definition).
8. **New Teacher:** A teacher with three years or less of teaching experience and who is eligible for new teacher induction programs (PRDE Internal Team).
9. **High Need Students (Minorities):** Students with high needs who belong to at least one of the following categories: (1) students with disabilities, (2) students with Limited Spanish Proficiency, (3) Immigrants students and (4) Gifted students.
10. **High Poverty Quartile (Q_4)**: Twenty-five percent (25%) of schools with 90.81 average percent of poverty. This is the lowest low-income quartile.
11. **Low Poverty Quartile (Q_1)**: Twenty-five percent (25%) of schools with 66.39 average percent of poverty. This is the highest income quartile.
12. **Low performing schools**: Schools classified as Priority or Focus according to the Flexibility Waiver.

13. **Priority School:** Five percent (5%) lowest performing school based on student performance on state standardized tests and or high schools with a three year adjusted cohort graduation rate of less than 60% (Flexibility Waiver).
14. **Focus Schools:** High schools with graduation rates lower than 60% and schools with the largest achievement gaps between the 25th and 75th student quartiles that are not making significant progress in closing these gaps (Flexibility Waiver).

The following definitions and their metrics will be defined and analyzed during the school year 2015-2016 once the educator evaluation system pilot data has been analyzed to determine teacher rating and will be added to the Equity Plan in subsequent years.

1. Excellent teacher*
2. Excellent school director*
3. Effective teacher*
4. Effective school director*
5. Educator absenteeism
6. Educator retention
7. Educator turnover

***These terms will be defined once the new educator evaluation and effectiveness system has been piloted and fully implemented island wide.**

Exploration of the data

Data Sources

PRDE performed data review using the following sources:

The DW provides various reporting tools to assist the decisions making process by allowing analysis and reporting at different aggregate levels. It also serves as the main data engine for multiple reporting platforms as well as the main data source for applications support. It's a valuable resource to aid the PRDE comply with Federal and State requirements and enabling accountability.

Various data sources comprising academic and administration information from multiple operational and external systems are consolidated in the DW. Amongst them,

- The Student Information System (SIE),
- Time and attendance (TAL),
- Human resources and payroll system (STAFF),
- Occupational and Academic Programs data
- Special Education (MIPE)
- Standardized Tests (PPAA)
- Other

For future analyses PRDE will be able to use the Pk-12 Longitudinal Data System. It will be operational later during the 2015-2016 school year and serve as a technological tool for analyses and data driven decision-making. Meanwhile, we have an available dashboard with current date from our data warehouse.

In the analysis of the equity gaps PRDE considered the percent of unqualified teachers, out of field teachers and inexperienced teachers and comparisons were made between the three metrics and the variables:

- Poverty levels (High Poverty - Q_4 vs. Low Poverty - Q_1)
- Students with Disabilities
- Limited Spanish Proficiency
- Immigrants
- Gifted

Once the variables to be compared in each of the three metrics were identified, data from different data sources within PRDE was used and organized in tables using the minorities and the non minorities groups.

For the poverty level variable, data for schools and teachers were used. Calculations for each metric were made comparing teachers in the lowest income quartile (Q_4) schools with teachers in the highest income quartile schools (Q_1). We compared the number of unqualified teachers in Q_4 and Q_1 schools. This same calculation was done for the out of field and inexperienced teacher metrics.

For the student populations analyzed (SWD, LSP, Immigrants and Gifted Students) the Student Information System (SIE as known in Spanish) was used to match each student with their respective teachers to determine if they were being taught by NHQT vs HQT, out of field vs in field and inexperienced vs experienced teachers.

Island wide data was analyzed but the differences between the variables for each metric reflected gaps in some of the minorities in the different categories. PRDE can't determine the significance of the gap right now due to the small in size of the different subgroups. For an example we only have sixty four gifted students and two hundred ten inmigrants. Those are the two subgroups that show gaps in the data.

A 5% or more difference was considered as significant. The following data was used for the analysis and identification of the equity gaps. N_{sh} = number of schools, N_t = number of teachers, N_{st} = number of students.

Table 1

ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

PRDE EQUITY PLAN 2015 (Statistics)

PRDE High vs Low Poverty School Level for Three Statutory Metrics 2014-2015 (Island Wide)

	UNQUALIFIED CORE SUBJECT TEACHERS	INEXPERIENCED TEACHERS (0-1)	OUT OF FIELD TEACHERS
HIGH-POVERTY LEVEL Q4 Nsh=342 (25%) Nt=7,784 (20%) Nst=77,180 (19%)	**8.02%**	**7.46%**	**8.29%**
LOW-POVERTY LEVEL Q1 Nsh=341 (25%) Nt=11,371 (29%) Nst=131,103 (32%)	**6.33%**	**6.82%**	**7.62%**
% POINT DIFFERENCE	**1.69%**	**0.64%**	**0.67%**

ALL SCHOOLS Nsh=1,386 Nt=38,762 Nst=410,950

Data: 2014-2015 Academic Year
Source: PRDE Datawarehouse Information System (DW)

As we examined data from PRDE's HQT Census 2014-2015, Table 1 reflects 1.69% more core subject unqualified teachers in the high-poverty school level (Q_4) than low-poverty school level (Q_1). This percent was calculated with the difference between the NHQT of Q_4 (8.02%) and NHQT of Q_1 (6.33%). The data from the other metrics shows the same pattern with more inexperienced (0.64%) and out of field (0.67%) teachers in Q_4 than Q_1. In general, no significant equity gaps are detected island wide for any of the three teacher metrics by poverty level that might indicate an inequitable distribution of qualified, certified and experienced teachers in the high poverty school level.

Table 2

ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

PRDE EQUITY PLAN 2015 (Statistics)

PRDE Minority vs Non Minority Students by Three Statutory Metrics 2014-2015 (Island Wide)

% POINT DIFFERENCE	UNQUALIFIED TEACHERS	INEXPERIENCED TEACHERS (0-1)	OUT OF FIELD TEACHERS
LIMITED SPANISH PROFICIENCY STUDENTS (LSP) **Nsh=1,368 Nt=38,762**	**0.43%**	**0.89%**	**-0.67%**
STUDENTS WITH DISABILITIES (SWD) **Nsh=1,368 Nt=38,762**	**-4.34%**	**-1.44%**	**-4.84%**
GIFTED STUDENTS **Ns=65 Nsh=1,368 Nt=38,762**	**7.85%**	**1.11%**	**12.93%**
IMMIGRANT STUDENTS (IMMI) **Ns=211 Nsh=1,368 Nt=38,762**	**9.48%**	**9.39%**	**12.65%**

Data: 2014-2015 Academic Year ***Source: PRDE - Datawarehouse Information System (DW)***

Table 2 summarizes the percent differences between students in each minority population and the non-minority population by each metric analyzed (See attached tables in Appendix , tables 3, 4 and 5, for more detailed information). According to the data resulting from the comparison between the various minority student groups and the general population, we found gaps in two of the minorities. For the immigrants students there are gaps in each of the metrics

and for the gifted there are gaps in the unqualified teachers and out of field teachers. For each minority group, data was collected by calculating the difference between the percent of minority students taught at least by one unqualified, inexperienced and out of field teacher versus the percent of non-minority students taught by one unqualified, inexperienced and out of field teacher. To illustrate this comparison please refer to Table 3. The analysis illustrated in Table 3 shows that the amount of immigrant students taught by at least by one unqualified teacher represents 93.81% of the total population of immigrant students taught by at least by one unqualified teacher. The same procedure was applied for non-minority students, resulting in an 84.33% of non-minority students being taught by at least by one unqualified teacher when compared to the total population of students taught by at least by one unqualified teacher. The percentages differences obtained from this comparison reflect a 9.48%, clearly showing that there is a gap between Non minority and Minority students teach by an unqualified teacher. The reality is that the immigrant population represents a .051% of the total student population. That means that we have so few students in this subgroup.

When we evaluated the gifted student's population we found the same phenomenon. This group is compound by 64 students and it represents .015% of the total population. The analysis illustrated in Table 3 shows that the amount of gifted students taught by at least by one unqualified teacher represents 92.19% of the total population of immigrant students taught by at least by one unqualified teacher. The same procedure was applied for non-minority students, resulting in an 88.34% of non-minority students being taught by at least by one unqualified teacher when compared to the total population of students taught by at least by one unqualified teacher. The percentages differences obtained from this comparison reflect a 7.85%, clearly showing that there is a gap between Non minority and Minority students teach by an unqualified teacher.

The analysis illustrated in Table 4 shows that the amount of immigrant students taught by at least by one inexperienced teacher represents 39.52% of the total population of immigrant students taught by at least by one inexperienced teacher. The same procedure was applied for

non-minority students, resulting in a 30.13 % of non-minority students being taught by at least by one inexperienced teacher when compared to the total population of students taught by at least by one unqualified teacher. The percentages differences obtained from this comparison reflect a 9.39%, clearly showing that there is a gap between Non minority and Minority students teach by an inexperienced teacher.

Table 5 shows the data for the students that receive education by Out of field Teachers. The amount of immigrant students taught by at least by one Out of Field teacher represents 91.90% of the total population of immigrant students taught by at least by one inexperienced teacher. The same procedure was applied for non-minority students, resulting in a 79.26% of non-minority students being taught by at least by one inexperienced teacher when compared to the total population of students taught by at least by one unqualified teacher. The percentages differences obtained from this comparison reflect a 12.65%, clearly showing that there is a gap.

Also a gap is reflected in the gifted students. The amount of gifted students taught by at least by one Out of Field teacher represents a 92.19% of the total population of immigrant students taught by at least by one inexperienced teacher. The same procedure was applied for non-minority students, resulting in a 79.26% of non-minority students being taught by at least by one inexperienced teacher when compared to the total population of students taught by at least by one unqualified teacher. The percentages differences obtained from this comparison reflect a 12.93 %, clearly showing that there is a gap.

In general, we must evaluate if there is a significance gap is detected island wide for these metrics by student population that might indicate an inequitable distribution of qualified, certified and experienced teachers in the minority groups. The quantity of students compare with the total populations is .051 % for the immigrants and .015% for the gifted students.

Equity Gaps Analyses

The gap analysis reflects that PRDE identified gaps in gifted and immigrant students according to the data analyzed. PRDE must establish is the gap based on statics data is significance based on the quantity of students that compounds those minorities groups to validate if the statistics data reflect a statewide gap.

PRDE will be developing specific action plans and initiatives to address the particular needs of our gifted students and immigrants students' island wide. The analyses required for this Equity Plan has brought to our attention that these minorities are very low in terms of quantity of students and those groups of students receive differentiated instruction based in other interventions established in the comprehensive plan of each school and we have academic public policy to attend the special needs of these populations. However, they will be considered a high priority in our plan and efforts to eliminate equity gaps in our public school system.

Section 4: Strategies for Eliminating Equity Gaps

PRDE will initially use three key strategies to diminish or eliminate the equity differences identified. These strategies correspond to the root causes analysis made with internal and external stakeholders.

Strategy 1: Human Capital Management

Strategy 2: Teacher Preparation and Workforce

Strategy 3: Commitment of PRDE Personnel to Equitable Access for All Students Initiative

Background Information and Current Situation

Teacher Recruitment, Hiring and Retention
Strategy 1 and 2
The number of inexperienced, non-qualified, and out of field teachers could be to increase without an effective method of recruitment and retention that directly relates to these specific needs. In regard to recruitment, the current system of teacher assignment permits the most experienced and qualified teachers to have first choice in where they will teach and in most cases they choose the best schools on the island. However, PRDE is committed to a major revision of the regulations that guide the recruitment process. The following table describes the actions that will be taken to improve recruitment of qualified, experienced teachers especially in difficult to recruit subjects, such as Mathematics, Science, English and Special Education.

Teacher Induction and Mentoring Programs
Strategy 1 and 2
Research indicates that new teachers who participate in an induction program with mentoring remain in the classroom at higher rates. PRDE has an established induction and mentoring program in some schools; however, there is no uniform public policy to implement induction programs in all schools. In order to collect data regarding the current induction program's effectiveness, a study of the current system's effectiveness is necessary. Ten years ago, PRDE implemented a structured and successful pilot induction and mentoring program with a professional development component that was led by university professors with education experience. The program included 200 New Teacher Center certified teachers who served as mentors and were assigned to schools across all educational regions. The professional development component was developed to serve both mentor and new teachers. The process was rigorous and included follow up and monitoring activities and a stipend for all the mentor teachers. Although successful, the lack of public policy regarding this type of program does not exist and the program was discontinued after the pilot year. In addition, PRDE loses many

experienced teachers to the mainland states which results in hiring inexperienced teachers to fill their spots.

Currently, the Council of Accreditation for Educator Programs (CAEP) requires teacher preparation programs to support new teachers for their first 5 years of teaching as part of its accreditation. PRDE began implementing efforts in their districts, through collaboration with the central office and teacher preparation programs in order to avoid duplication of effort including time and resources (Principle 4 of Flexibility Waiver) and to maximize available resources. By implementing a teacher induction and mentoring program in partnership with the universities and districts, PRDE will address related to retention and support of inexperienced teachers.

Teacher Preparation
Strategy 3

PRDE has an established policy for teacher certification including obtaining a bachelor's degree that includes taking courses for the grade level and subject the teacher is seeking certification in and successfully passing a teacher certification exam. PRDE realizes that certification requirements do not guarantee an excellent teacher; however, teacher preparation programs will guarantee at a minimum that the teacher candidate has the minimum requirements to be a teacher. Among the strategies we are employing to improve teacher preparation in the future are revising: the process by which we approve teacher preparation programs; revising Law #79 which deals with student teacher clinical experience and the cooperating teacher course; revising and aligning the teacher certification exams to our professional standards and curriculum for teachers; and offering orientation workshops to university education professors and other faculty. These strategies will lead to preparing teachers to work in high needs communities, low performing schools, and schools with high violence incidences. The universities need to ensure that their students not only have the skill and knowledge of their content and grade level but also the social aspects of their students and school communities. Improvements in teacher preparation programs will result in better prepared teachers in all schools. PRDE has established several alliances that allow us greater presence in the IHE's with the purpose of establishing academic policies consistent with teachers' current needs. As an example, the Secretary of Education is part of the governing board of the state University.

Teacher Workforce
Strategy 3

The number of higher education students interested in becoming a PK-12 teacher in PRDE has been decreasing during the last 10 years. This is clearly reflected in reports from the Teachers' Clinical Experience Program and also in College Board reports that show a decrease in teacher candidates in all grade and subjects taking a teacher certification exam. For PRDE this means that the lower the number of teacher candidates the lower the number of prepared teachers

there are available who meet minimum standards. Therefore, PRDE is forced to recruit persons who are not certified or are teaching out of field because the lists of candidates are slim and the students need to have a teacher. PRDE's challenge promoting teacher education programs to higher education students especially those who are willing to work in high need schools and populations.

Increase the Commitment of PRDE Personnel to Equitable Access for All Students Initiative Strategy 3

This strategy will be developed to create an awareness and urgency for all PRDE personnel regarding the importance of providing equitable access to excellent teachers for all students' initiative. Furthermore, PRDE will focus their efforts on establishing with its stakeholders that this is a collaborative process for the entire school system and not specific to any department or school. It is important for PRDE to establish that processes that take place in one office have implications for others. Improving the commitment of everyone in the PRDE will help maintain a focus on one goal which is for all students to have access to excellent teachers and be successful in their academic endeavors. This strategy is included the new reconceptualization and functions of the school district. With this one strategy, PRDE is addressing all the gaps identified in the analyses.

The selected strategies include recommendation from the stakeholders and correspond to the identified root causes and gaps that were identified. The following gaps impacting access to effective teachers were found in inexperienced teachers, non-qualified teacher and out of field teachers. It is important to clarify here that PRDE did not include teacher evaluations as one of its strategies because the educator evaluation system is currently in a pilot mode. However, PRDE believes that educator evaluations will be one of the most important strategies to use to identify effective teachers and this strategy is intended to be put in place by the 2016-2017 school years when it will be implemented officially and fully across all of the island's schools. Not only will the new educator evaluation system support identifying effective teachers, it will also provide a system of support to build on an educator's professional skill, knowledge, and effectiveness. The data related to the pilot educator evaluation system is expected to be available by summer of 2016.

DETAIL OF THE KEY STRATEGIES (The priority will be the Gifted students and Immigrants students in a statewide approach)

Strategy 1: Human Capital Management
Root Cause Analysis Findings 1. Stakeholder feedback indicated that PRDE's current recruitment and hiring process based on a ranking system of eligible candidates has the following effects: ▪ Experienced teachers choose the best schools. ▪ Increased turnover of new teachers with transitory positions ▪ Hard to recruit subjects are covered by new teachers ▪ A high retirement rate 2. A high retirement rate makes hiring new teacher necessary 3. The economic situation in PR is forcing experienced teachers to move to the continental US.
Stakeholder's Proposed Strategies
▪ Develop a faster recruitment process that should begin during the month of February. ▪ Establish selection criteria based on interviews not ranking on list of eligible teachers. ▪ If the evaluation of the transitory teacher is good, automatically hire again in the same school. ▪ Provide significant incentives (not necessarily monetary). ▪ Provide bonuses to teachers who decide to remain in high poverty. ▪ Develop induction and mentoring programs in alliance with teacher preparation programs and school districts. ▪ Implement a professional development plan with emphasis on retention of new teachers in alliance with the school districts.
Sub Strategies to Address Finding of Root Cause Analysis
1a. Revise and amend the current *Guidelines and Regulations for Teaching Personnel* in terms of timing, selection criteria, use of teacher evaluation and incentives for working in all school, specific high poverty.
1b. Develop public policy regarding induction, mentoring and retention programs for all new teachers in alliance with school districts.
1c. Identify certified mentors within the school districts to serve as coaches to new teachers in all schools, specific high poverty.
1d. Complete the development of public policy on Professional Development and the Circular Letter for its implementation.
1e. Revise and modify professional development catalogues to include topics that address the

specific needs of the beginning teacher.
1f. Administer questionnaires regarding the quality of professional development options and on-line PD.
Relevant Metrics
Updated equity gap analysis showing a reduction in inexperienced teachers hired in the lowest income schools as a result of changes in recruitment, retention and hiring policies.
Analysis of the participation rates and effectiveness of PD initiatives, academies, induction, mentoring and retention programs and its effect in the performance and retention of new teachers.
Register of inexperienced teachers matched with a certified mentor and the results of the interventions.
Performance Objectives and Metrics
By 2020 PRDE's changes in public policies will result in a 3% reduction in the recruitment of unqualified and out of field teachers in high poverty schools. This reduction will support these schools to achieve their objectives and gain a 40 percent or more in the student's outcomes based on the student report card. (1a, 1b, 1d)
By 2017, 50% of inexperienced teachers will be assigned to a certified mentor. (1c) The 80 percent of the inexperienced teachers that has a mentor will improve their academics strategies based in student achievement growth and retention.
By 2016, 100% of PD providers will be using the new PD catalogues that include topics on specific needs of the beginning teacher. (1e) The inexperienced teacher will receive a continuous job embedded support based on the PD to increase the repertory of academic strategies to attend the students' needs and improve in more than a 10 % their academic growth performance based in project and problem based learning, among others.
By 2017, PRDE will have the results of the teacher questionnaires on the quality of PD options and on line PD from at least 75 of the teachers. (1h) Our metric is that the 90 percent or more of the professional development attended the teacher's needs.

Strategy 2: Teacher Preparation and Workforce
Root Cause Analysis Findings: 1. Stakeholder feedback indicated that PRDE's current recruitment and hiring process based on a ranking system of eligible candidates has the following effects: ▪ Certified teachers select the best schools first. ▪ Eligible teacher lists in difficult to recruit subjects deplete rapidly. ▪ Lack of school director participation in the selection of teachers. ▪ Increased turnover of new teachers with transitory positions 2. Stakeholder feedback indicated that Puerto Rico's Teacher Workforce is affected by: ▪ Less citizens wanting to become teachers. ▪ Lack of interest in subjects of greatest necessity. ▪ There is a high retirement rate among teachers. ▪ Due to the economic situation of the island experienced teachers are moving to the US for better salaries and working conditions. ▪ Economic situation of the island pushes citizens who are not teachers to seek jobs in education.
Stakeholder's Proposed Strategies
▪ Hire teachers in highest poverty first. (addressed in Strategy 1) ▪ More rigorous criteria in selection of teachers. (addressed in Strategy 1) ▪ Establish an alliance between PRDE and the universities to recruit students who want to study in difficult to recruit subjects. ▪ Provide incentives for teacher recertification in difficult to recruit subjects in alliance with teacher preparation programs. ▪ Identify teachers in the system and certify them in difficult to recruit subjects. ▪ Provide tuition for recertification in difficult to recruit subjects. ▪ Provide incentives for recertification in difficult to recruit subjects. ▪ Provide significant incentives (not only monetary) to certified teachers. ▪ Provide a bonus to teachers who decide to remain in high poverty Schools.
Sub Strategies to Address Finding of Root Cause Analysis
2a. Revise the Teacher Career Ladder to include incentives (not necessarily monetary) to certified teachers who stay in high poverty, low performing schools; and, to teachers willing to be recertified in hard to recruit subjects.
2f. Promote and highlight the image of a teacher as the professional that inspires all other professions and workforce in the country by release an informational video on our website uplifting the teaching profession in Puerto Rico.

Relevant Metrics
Updated equity gap analysis will show a reduction in out of field teachers in the San Juan Educational Region especially in high poverty schools.
Increased recruitment of high school students and first year college students in entering a teacher preparation program and studying a hard to recruit subject.
Performance Objectives and Metrics
By 2020 PRDE's changes in public policies will result in a 3% reduction in the recruitment of out of field teachers, especially in high poverty schools. This reduction will support these schools in achieving their objectives and gaining a 40 percent or more in student's outcomes based on the student report card. (2a)
By 2020, PRDE will report an increase in positive public perception of teachers and the teaching profession by an increasing the recruitment of future teachers by 5 percent.

As part of the consultation with internal and external stakeholders, various additional issues regarding the Equity Plan were discussed and brought to their attention. Among them, the best strategies for the dissemination, monitoring and progress reporting of the plan and how to achieve full commitment to ensuring that the equity gaps were recognized and addressed by all parties involved from central level down to the schools. The following strategy will address those issues.

Strategy 3: Commitment of PRDE Personnel to Equitable Access for All Students Initiative
Stakeholder's Proposed Strategies
▪ The creation of a local stakeholder committee in every master district.
▪ Periodic orientations from the central level to all personnel in PRDE and the public in general.
▪ The creation of an effective monitoring system to ensure compliance and to identify areas for possible technical assistance.
Sub Strategies:
▪ Creation of stakeholder committees in each master district.
▪ Periodic orientations and updates to PRDE personnel, from central level to schools, on expectations of the Equity Plan and to create awareness regarding equity issues and students' rights to access to excellent teachers.
▪ Publication of the approved Equity Plan and promote reactions and recommendations from PRDE personnel and the general public on implementation and ways to improve

expected outcomes.
▪ Identification of persons in charge of the implementation and follow-up of the plan in educational regions and schools districts with the purpose of providing technical assistance.
Relevant Metrics
▪ The organizational structure of the seven local stakeholder committees.
▪ Number of orientations provided and personnel participation and recommendations received
▪ Number of monitoring visits to the educational regions.
Performance Objectives and Metrics
By 2016, the seven educational regions will have an Equity Stakeholder Committee with representation of students, parents, teachers, school directors and other members of the community. They will hold continuous meetings to ensure the fidelity of the plan objectives.
By 2016, PRDE will have completed the first phase of orientations to disseminate the approved Equity Plan with a 80 or more percent of clear understanding based on the evaluations.
By 2017, The Equity Plan will be available on PRDE's website for revision and feedback. The feedback will be considered and people will receive response based on their feedback.
By 2017, a monitoring plan for implementation and compliance will be in place. Based on the findings, we will establish the correction actions necessary to comply with the Plan.

Section 5: Ongoing Monitoring and Support

Monitoring and Evaluating Progress

PRDE is committed to ensuring the long-term success of this initiative. Different mechanisms available to the agency will be used to monitor and evaluate the implementation of this Equity Plan.

One of the PRDE Internal Equity Plan Team's responsibilities is the revision of this plan every two months. The revision will consist of verifying if the strategies established in this plan are being implemented as planned and to consider modifications if necessary. The Internal Equity Plan Team will then present results and progress to the stakeholder committee. Additional consultations will be made in focus groups and surveys to other stakeholders in the different educational regions and external organizations. This will provide information on the implementation of the strategies designed to minimize equity gaps.

Annually, all reports will be given a reflective analysis to determine challenges and areas of improvement. PRDE will use the protocols for the evaluation onsite monitoring as stated in Puerto Rico's ESEA Flexibility waiver to monitor the implementation of the strategies directly related to the equity gaps.

The PRDE Office of Federal Affairs monitors annually the progress of the Equity Plan through the Teachers' Professional Institute (PDI). However, one of the most significant changes to this new plan is the shared ownership in the evaluation of its progress by various offices within the DEPR structure. For example, strategies related to:

- Recruitment and retention will be addressed directly from the Human Resources Office and the educational region.
- Induction and mentoring will be addressed directly in the PDI with school districts, schools and teacher preparation programs.
- Certification and recertification will be addressed by the Certification Office, teacher preparation programs and PDI.

- Educator effectiveness will be addressed by the Educator Evaluation Unit, Standards and Assessment Unit and PDI.

This new model of shared responsibility in the monitoring and progress evaluation of the Equity Plan demonstrates PRDE's commitment to the successful implementation of the strategies established in this plan. It also requires changes in the usual way monitoring offices conduct progress evaluations. This means new monitoring instruments and guides will have to be developed in alignment with the new expectations for monitoring progress. The evaluation of the equity strategies will also be included in the instruments used to monitor educational regions, school districts and schools.

Providing technical assistance to offices in PRDE's central level, educational regions and in school districts is crucial to the implementation of this plan. Technical assistance and some of the proposed strategies to minimize the effect of the equity gaps require and economical investment that Title I, Part A and Title II, Part A might be able to provide.

Measuring and Reporting Progress

As PRDE moves towards eliminating the equity gaps, we will be measuring the progress of the implementation and of the six adopted strategies outlined in the plan by:

- Annual updates of the equity gap analysis described in this plan.
- Annual analysis of the equity gap situation by educational region and school district as well as identification of successful interventions that could be replicated as needed. Re-evaluation and adjustments to the plan will be made based on information obtained.
- Periodic updates of the equity gap situation to internal and external stakeholders for feedback and recommendations on the implementation process and subsequent adjustments to the plan.
- Periodic evaluation of the offices within the department with shared responsibility for the outcomes of the plan to ensure compliance with major activities described in the tables and timelines.

- By the end of school year 2017-2018, teacher evaluation and absenteeism data will be added to the equity gap analysis.

<table>
<tr><th>Gaps Identified
2015</th><th>Measure</th><th>Target/Timeline</th></tr>
<tr><td>Unqualified
Gifted Students 7.85%
Immigrants Students 9.48%

Out-of-Field
Gifted Students 12.93%
Immigrants Students 12.65%

Inexperienced teachers
Immigrants Students 9.39%</td><td>Decrease the percent difference to 4% for unqualified, out of field and inexperienced teachers.</td><td>Percentage point reduction for:
GIFTED STUDENTS
<table>
<tr><th>Years</th><th>Unqualified</th><th>Out-of-Field</th></tr>
<tr><td>2016-2017
2017-2018
2018-2019</td><td>1%
1%
1.85%</td><td>3%
3%
2.93%</td></tr>
</table>
IMMIGRANTS STUDENTS
<table>
<tr><th>Years</th><th>Unqualified</th><th>Out-of-Field</th><th>Inexperienced teachers</th></tr>
<tr><td>2016-2017
2017-2018
2018-2019</td><td>2%
2%
1.48%</td><td>3%
3%
2.65%</td><td>2%
2%
1.39%</td></tr>
</table></td></tr>
</table>

The process of disseminating the progress of the implementation of this Equity Plan will be a priority for PRDE. Internal and external stakeholders will be kept informed and will provide PRDE with the feedback on the status of the strategies used to minimize the identified equity gaps. Once the Plan has been approved, PRDE will immediately inform the public school system the content, short and long term objectives and the responsibilities of each school sector in the effective implementation of this Plan.

Some of the strategies that will be used in the dissemination of the plan, its progress evaluation and the continuous feedback to and from the different stakeholders will include:

- A site to the **Equitable Access to Excellent Educators in PRDE's web page** for issues only related to this plan. It will guarantee easy access to the most current information for all our stakeholders. The link will include: copy of the approved plan; Frequently Asked Questions (FAQ's); progress reports and consultation questionnaires that will be developed to receive feedback from the stakeholders.
- **Periodical publication Más+ por la Educación:** published electronically on a monthly basis.
- **Official Communications**: Memorandums, circular letters, brochures and other important information regarding the Equity Plan.
- **E-Mail:** To send or receive feedback, recommendations or comments from stakeholders, PRDE Internal Equity Plan Team or the general public.
- **Equity meetings** during the year with the PRDE Internal Equity Plan Team and the Committee of Stakeholders to discuss partial progress of the plan, challenges and strengths and to revise and amend content if necessary.

The **executive summary** will be prepared and distributed to each stakeholder members, Educator Preparation Programs and Education organizations and associations with a request that summaries be distributed to its members. It will also be posted in PRDE's website and informed by an official communication.

Monitoring, Evaluating and Reporting Progress Implementation Timeline

Major Activities	Strategy	Responsible Party	Stakeholders Involved	Time Frame	
				Start	Frecuency
Create a site within the PRDE webpage specifically for Equitable Access to Excellence Educators	Memorandum disclosing the site	PRDE's Internal EP Team Communications Office Information Systems Office	All stakeholders	Fall 2015	Updated all year
Disclosure of the approved Equity Plan	1. Official communications 2. Website 3. PRDE digital publication *Más + por la Educación* 4. Individual public presentations	PRDE's Internal EP Team Stakeholder Committee	All stakeholders	Fall 2015	During the year (1, 2 y 4) 3 times a year (3)
Meetings to analyze, updated and new data, revise causes and strategies in addition to follow-up on the implementation of the strategies.	Face to face meetings	PRDE's Internal EP Team	1. Internal Team 2. Stakeholder Committee	Fall 2015	1. Every 2 months (2015-2017) 4 times a year (2017-2019) 2. 3 times a year (2015-2017) 2 times a year (2017-2019)

Major Activities	Strategy	Responsible Party	Stakeholders Involved	Time Frame	
				Start	Frecuency
Ask for and receive feedback and recommendations.	1. Official communications 2. Website 3. Meetings 4. Focal groups 5. Surveys	PRDE's Internal EP Team	All stakeholders	Fall 2015	As needed during the year
Orientations to central office, educational regions and School district monitors on Equity Plan expectations and monitoring.	Meetings face to face	PRDE's Internal EP Team	Central office, regional and district monitors.	Winter 2015/2016	Annually after monitoring
Include Equity Plan strategies in Comprehensive School Plans (PCEA) of schools and districts.	Technical Assistance	PRDE's Internal EP Team Office of Federal Affairs	School Districts and schools	Spring/Summer 2016	Annually
On site monitoring visits.	Site visits and use of monitoring instruments	Office of Federal Affairs (Monitoring Unit)	PDI, ICAAE, Resources, Educator Evaluation Unit, regions, districts and schools.	Summer 2016	Annually
Disclosure of the Progress Report (Executive Summary).	1. Official communications 2. Website 3. Individual public presentations 4. E-mail	PRDE's Internal EP Team Stakeholder Committee	All stakeholders	Fall 2016	Annually
Revision of the plan	Face to face meetings	PRDE's Internal EP Team	Stakeholder Committee	Summer 2017	Every two years

Section 6: Conclusion

In conclusion, PRDE is fully committed to promote and ensure access to effective HQT, experienced and in field teachers for all students in our public system. We will continue offering schools ongoing academic support through school districts. We will use our databases for decision making, and will maintain active communication with the institutions of high education to strengthen the development of qualified teachers.

To PRDE believes it is important to integrate various groups of stakeholders to address the areas of improvement in providing access to effective teachers for all students. We will work toward closing the equity gaps in the identified minorities groups
by improving our recruitment, and professional development opportunities through a quality induction and mentoring program, strengthening teacher preparation programs, implementing a teacher evaluation system, providing technical assistance and support to achieve positive outcomes, and establishing a system of data reporting of high quality.

PRDE has proven advanced steps in our accomplishments implementing the Flexibility Plan and every one of our actions will promote equity to strengthen our educational system in the present and future of our country.

APPENDIX

Appendix A: PRDE Internal Equity Plan Team

Name	Position	Office
Harry Valentín González	Secretary's Deputy	Academic Affairs
Ana M. Rosado	Auxiliary Secretary	Planning and Educational Development
Cynthia A. López Burgos	Special Assistant	Secretary of Education
Rita C. Barreto Ramos	Special Assistant	Undersecretary for Academic Affairs
Clarimar Cruz Lergier	Director	Teachers' Professional Development Institute
Dr. Edna I. Berríos Vázquez	Auxiliary Secretary	Academic Services
Damaris L. Matos Carrasquillo	EdFacts Coordinator	Planning and Educational Development
Vanessa Aponte Santiago	Special Assistant	Special Education
Dr. Ada E. Hernández Guadalupe	Director	Standards and Assessment Unit
Dr. Judith Santos Guisona	Director	Teacher and School Director Evaluation
José L. Maldonado Rodríguez	Director	Administrative Capacity and School Advisory Institute (ICAAE)
Lisandra Fradera Caraballo	Director	Scholar Improvement Office School Improvement Grant Program
Carmen L. Villanueva González	Human Resources Specialist	Collective Bargaining Administration, Human Resources
Lydiana I. López Díaz	Director	Statistics
Ramonita Rodríguez Nogué	Consultant	Federal Affairs
Lcda. Brenda L. Fernández Rodríguez	Coordinator	Flexibility Plan
Anna L. Crespo Feliciano	Education Specialist	Florida and the Islands Comprehensive Center (FLICC)
Georgina Rivera-Singletary	Education Specialist	Florida and the Islands Comprehensive Center (FLICC)

Appendix B: Stakeholders Groups Invited to Equity Plan Meetings

State Policymakers

Name	Position	Office
Ana M. Rosado Calderón	Auxiliary Secretary	Planning and Educational Development
Lcda. Enid V. Madera Toro	Director	Federal Affairs
Sylvette Santiago Ramírez	RAD Coordinator	Federal Affairs
Amarilys Fonseca Benabe	Program Director	Limited Spanish Proficiency & Immigrants Program
Vanessa I. Collazo García	Program Director	Specialized Schools
William Ruiz Gómez	Auxiliary Secretary	Occupational & Technical Education
Aixa M. Olivieri Sánchez	General Supervisor	Educator Practicum Program
José A. Rodríguez Rodríguez	Statistician	Teachers' Professional Development Institute
Gloria E. Rosario Rosario	Program Director	Professional Counseling Program
Marlyn Rodríguez Fernández	Auxiliary Secretary	Montessori
Mayra González Avilés	Director	Pk-16 Program
Ivonne Olmeda Pena	Director Civil Rights	Occupational & Technical Education
Cosette Donalds Brown	Director	Communications/Press
Lcda. Verónica Z. Borrero Arvelo	Director	Legal Division
Lcda. Idarma Adrover Muntaner	Education Consultant	Governors Office
Marcia M. Rodríguez Garrafa	Assistant	Student Academic Services

Educators

Organization	Stakeholder Name	Stakeholder Title
George Washington School Arecibo Educational Region	Carmen G. González Sepúlveda	Elementary School Teacher
George Washington School Arecibo Educational Region	Adlis Rodríguez Estremera	Special Education Teacher
Juan Ponce de León School Arecibo Educational Region	Sylvia Archilla Chimelis	Business Teacher
SU Francisco Felicie School Arecibo Educational Region	Brenda L. Rubio Mena	Elementary School Teacher
Dr. Hiram González School Bayamón Educational Region	Dr. Yolanda Vilches Norat	Elementary School Teacher
Salvador Brau School Caguas Educational Region	Dr. Sonia N. Suazo Díaz	Elementary School Teacher
Áurea Méndez Charneco School Mayagüez Educational Region	Dr. Carmen del Mar Rivera González	Elementary Teacher

Cont. Educators

Organization	Stakeholder Name	Stakeholder Title
Rafael Cordero (Barbarita Rodríguez) School Mayagüez Educational Region	María del C. Baiges Ramírez	Special Education Teacher
José J. Acosta Specialized School San Juan Educational Region	Blanca Morales Ramos	Secondary School Teacher
Elba Lugo Carrión School Arecibo Educational Region	Wanda I. Carrión González	School Director
Genaro Bou School Bayamón Educational Region	Carmen Z. Otero Santiago	School Director
Agustín Dueño School Humacao Educational Region	Magie González Fernández	School Director
Rafael Cordero (Barbarita Rodríguez) School Mayagüez Educational Region	Ada N. Ruiz Casiano	School Director
Áurea E. Quiles School Ponce Educational Region	María de los A. Ortiz Santiago	School Director
Nemesio Canales I School San Juan Educational Region	Milton Garcés Santiago	School Director
Gurabo School District Caguas Educational Region	Dr. Marta Dávila Pérez	Academic facilitator
Guayama School District Caguas Educational Region	Yolanda Báez Díaz	Special Education Facilitator
Fajardo School District Humacao Educational Region	María Meléndez Fox	Special Education Facilitator
Humacao School District Humacao Educational Region	Dr. Norma Meléndez de León	Superintendent
Ponce School District Ponce Educational Region	Ida E. Zayas Colón	Superintendent
San Juan II School District San Juan Educational Region	Zoraya Cruz Torres	District Special Assistant

Parents and Students

Organization	Stakeholder Name	Stakeholder Title
Juan Ponce de León School Arecibo Educational Region	Gabriel I. Catoni Morales	High school student
Juan Ponce de León School Arecibo Educational Region	Kristofer J. Santa Archilla	High school student
Agustín Dueño School Humacao Educational Region	Luis Esteban Díaz Ventura	Elementary school student
José J. Acosta Specialized School San Juan Educational Region	Gwyneth Jorge	High school student
Medardo Carazo School San Juan Educational Region	Hillary Martínez Ortiz	Parent (Special Education)
Federico Degetau School Caguas Educational Region	Carlos A. Rivera Esparra	Parent

Cont. Parents and Students

Organization	Stakeholder Name	Stakeholder Title
Agustín Dueño School Humacao Educational Region	Ana Ventura	Parent (LSP)
Alerta Puerto Rico Parents Organization	Tamoa Vivas	Parent
Alerta Puerto Rico Parents Organization	José A. Soto Rodríguez	Parent

Education-Related Organizations and Associations

Organization	Stakeholder Name	Stakeholder Title
School Directors & Administrators Organization of Puerto Rico	Ida E. Zayas Colón	Assistant Director
Teachers' Association of Puerto Rico	Aida L. Díaz de Rodríguez	President
TESOL	Daphna Doron Flores	President North Chapter

High Education Partners and Educator Preparation Programs

Organization	Stakeholder Name	Stakeholder Title
University of Puerto Rico Río Piedras Campus	Dr. Roamé Torres González	Dean Faculty of Education
University of Puerto Rico Humacao	Dr. Angel N. Vega Ortiz	Professor Faculty of Education
Sacred Heart University San Juan	Dr. Migdalia Oquendo Cotto	Professor Faculty of Education
Pontifical Catholic University of Puerto Rico Ponce	Dr. Myriam Zayas Zengotita	Dean Faculty of Education
Interamerican University Arecibo	Dr. Auris Martínez Guevara	Director Department of Education
Central University of Bayamón	Dr. Caroline González Milaín	Dean Faculty of Education
Turabo University Gurabo	Dr. Brenda Arroyo Acevedo	Academic Coordinator Department of Education
College Board of Puerto Rico	Dr. Debora Hernández	Senior Director
Education Council of Puerto Rico	David Báez Dávila	Executive Director

Community

Organization	Stakeholder Name	Stakeholder Title
Pontifical Catholic University of Puerto Rico Ponce	Melannie E. Rosa	University social work student
Educational Region	Johanna González	Business owner
Private business	Javier Meléndez	Business owner
Private business	Lcda. Consuelo Sáez	Business owner
Industrialists Association	Dr. Nyvea Silva	Education Committee

Appendix C: Agendas and Documentations

ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

Instituto para el Desarrollo Profesional del Maestro (PDI)

Día : **Hora :** **Lugar :** **Propósito:**	**Jueves, 30 de abril de 2015** **1:00 p. m. a 3:00 p. m.** **Sala de Reuniones Subsecretaría para Asuntos Académicos, DEPR** **Reunión para Establecer el equipo de trabajo interno del DEPR para el desarrollo del Plan Estatal de Equidad 2015**
Reunión convocada por:	**Rafael Román Meléndez, Secretario**
Coordinada por:	**Prof.ª Clarimar Cruz Lergier – Directora del PDI**

Agenda

- Propósito de la Reunión
- Acceso Equitativo a Maestros de Excelencia
- *Equity State Plan* - Requerimiento federal
- Experiencia en Puerto Rico
- Diálogo: intercambio de ideas
- Representantes de grupos de interés (stakeholders)
- Próximos pasos
- Colaboración de FLICC

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Instituto para el Desarrollo Profesional del Maestro (PDI)

Día :	**Lunes, 18 de mayo de 2015**
Hora :	**1:00 p. m. a 4:00 p. m.**
Lugar :	**Sala de Reuniones OAF-1, Oficina de Asuntos Federales, DEPR**
Propósito:	**Reunión con los sectores de interés (stakeholders) para el diseño y desarrollo del Plan Estatal de Equidad 2015**
Reunión convocada por:	**Oficina del Secretario**
Coordinada por:	**Prof.ª Clarimar Cruz Lergier – Directora del PDI**

Agenda

- Bienvenida
- Presentación de los participantes
    - Representantes de los grupos de interés
- Objetivos de la reunión
- Acceso Equitativo a Maestros de Excelencia y el *Equity State Plan*
    - Requerimiento federal
- Experiencia en Puerto Rico
- Estatus actual del proceso para el diseño y desarrollo del Plan
    - Consulta
    - Resultados de consultas preliminares
- Elementos a considerar (Definición de términos claves)
- Intercambio de ideas
- Próximos pasos
- Recursos/contactos

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Día :	**Jueves 28, de mayo de 2015**
Hora :	**1:00 p. m. a 4:30 p. m.**
Lugar :	**Sala de Reuniones OAF-1, Oficina de Asuntos Federales, DEPR**
Propósito:	**Reunión con los sectores de interés (stakeholders) para la discusión y redacción del Plan Estatal de Equidad 2015**
Reunión convocada por:	**Oficina del Secretario**
Coordinada por:	**Prof.ª Clarimar Cruz Lergier – Directora del PDI**

Agenda

- Bienvenida
- Objetivos de la reunión
- Discusión de cada parte del documento
  - Consulta
  - Datos
- Decisiones
- Acuerdos

Día : **Hora :** **Lugar :** **Propósito:**	**Viernes, 4 de septiembre de 2015** **8:00 A.M. – 4:00 P.M.** **Sala de Reuniones Enrique Laguerre, Oficina del Secretario DEPR** **Reunir al equipo del DEPR del Plan de Equidad para asegurar Acceso a Maestros Excelentes a todos los estudiantes con el propósito de continuar trabajando en el desarrollo del plan.**
Reunión citada por:	Prof. Rafael Román Meléndez, Secretario
Dirigida por:	Office of Federal Affairs. Clarimar Cruz Lergier, Directora Instituto para el Desarrollo Profesional del Maestro (PDI)

Agenda

- Bienvenida
- Presentación de los participantes
- Objetivo de la Reunión
- Resumen de trabajos realizados
- Visión del DEPR con relación al acceso equitativo a maestros de excelencia
- Terminología clave
- Perfil de los datos
- Análisis y determinación de las brechas
- Identificar la política pública e iniciativas del DEPR que ya están atendiendo la equidad de acceso a maestros de excelencia
- Visión en plenaria
- Próximos pasos
- Recursos/contactos

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Día : **Hora :** **Lugar :** **Propósito:**	**Viernes, 18 de septiembre de 2015** **8:00 a.m. – 1:00 p. m.** **EDP University – San Juan** **Reunión con los grupos de interés (Stakeholders) para el desarrollo, implementación y progreso del Plan de Equidad 2015 para acceso a maestros excelentes a todos los estudiantes**
Reunión citada por:	Prof. Rafael Román Meléndez, Secretario
Dirigida por:	Office of Federal Affairs. Clarimar Cruz Lergier, Directora Instituto para el Desarrollo Profesional del Maestro (PDI)

Agenda

- Bienvenida
- Presentación de los participantes
- Objetivos de la reunión
- Resumen del trabajo realizado
- Perfil de los datos
- Discusión sobre las causas de las brechas identificadas y posibles estrategias para minimizar las brechas (grupos pequeños)
- Discusión en plenaria sobre causas y estrategias
- Consulta individual sobre características de un maestro excelente, estrategias de divulgación y evaluación del progreso de la implementación del plan
- Próximos pasos

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Día : **Hora :** **Lugar :** **Propósito:**	**Lunes, 21 de septiembre de 2015** **1:30 p. m. a 3:00 p. m.** **Sala de Reuniones OAF-1, Oficina de Asuntos Federales, DEPR** **Discutir con el grupo interno del D.E.P.R. las causas y estrategias que los grupos de interés recomendaron sobre las brechas identificadas para el Plan de Equidad 2015**
Reunión convocada por:	**Prof. Rafael Román Meléndez, Secretario**
Coordinada por:	**Prof.ª Clarimar Cruz Lergier – Directora del PDI**

Agenda

- Objetivo de la reunión
- Resumen del trabajo realizado con los grupos de interés
  - Discutir las causas y las estrategias recomendadas por los grupos de interés
  - Tomar decisión sobre las causas y estrategias que desarrollará el DEPR en el Plan de Equidad
- Identificar la política pública e iniciativas del DEPR que ya están atendiendo la equidad de acceso a maestros de excelencia para incluir en las estrategias
- Visión del DEPR con relación al acceso equitativo a maestros de excelencia
- Próximos pasos

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Resumen de las Causas y Estrategias Recomendadas por los Grupos de Interés según cada las brechas identificadas por el DEPR – Plan de Equidad 2015

BRECHA 1: Maestros NHQT en las escuelas de mayor nivel de pobreza (Q4).

Grupo de Interés	Causa(s)	Estrategia(s)
Maestros	▪ Las materias son de difícil reclutamiento. ▪ Escuelas están ubicadas en ambientes de alta violencia. ▪ San Juan es la región educativa más grande, mayor cantidad de escuelas implica mayor necesidad de maestros.	✓ Establecer alianzas con las universidades para promover que más estudiantes se preparen en esas áreas. ✓ Ofrecer incentivos económicos a los maestros. ✓ Establecer criterios uniformes y rigurosos para seleccionar los maestros basados en un sistema de evaluación. ✓ Agilizar en esta región el proceso de nombramiento para garantizar el recurso más preparado. ✓ Desarrollas programas de fortalecimiento de valores comunitarios y prevención de la violencia (Escuela y comunidad).
Estudiantes, Padres y Comunidad	▪ San Juan tiene la mayor cantidad de escuelas y la mayor cantidad de comunidades marginadas. ▪ La mayoría de los maestros de San Juan no son residentes de la región.	✓ La evaluación de los maestros requiere mayor rigor. ✓ Hacer un censo específico de maestros NHQT en las escuelas. ✓ Periodo a corto y largo plazo de evaluación de parte de la academia para que sea responsable de la exigencia de esas certificaciones.
Directores de Escuela	▪ Sistema de reclutamiento de personal docente ▪ El reclutamiento es de acuerdo a la necesidad de los subgrupos. ▪ Alta población (San Juan) ▪ Variedad (pluraridad cultural)	✓ La prioridad de puestos debe estar de acuerdo a la necesidad particular de cada una. ✓ Coordinar con agencias. ✓ Considerar con seriedad los estudios de necesidades a base de la diversidad cultural.
Programas de Preparación	▪ Hay una mayor concentración de pobreza en la región	✓ Ofrecer incentivos para que los maestros HQT se queden en

Grupo de Interés	Causa(s)	Estrategia(s)
de Maestros	de San Juan. ▪ Muchos problemas de conductas, recursos en las escuelas se relacionan y se concentran en zonas de mucha pobreza. Por lo tanto los maestros HQT se mueven a otras escuelas. ▪ Los maestros HQT tienen más opciones y prioridad para moverse a escuelas con mejores condiciones.	las escuelas de mayor nivel de pobreza (Q4), tales como bono de productividad. ✓ Mayor puntuación en la evaluación a los maestros de estas escuelas. ✓ Criterio de evaluación en el área de conocimientos pedagógicos. ✓ Ayudar a los maestros NHQT con alta efectividad para hacerlos HQT.
Nivel Central, Distritos Escolares y Organizaciones Profesionales	▪ El registro de turno se agota y el maestro tiene la opción de escoger la escuela.	✓ El DEPR debe divulgar la necesidad de maestros de cada una de las materias de difícil reclutamiento y promover un programa de intercambio de maestros. ✓ Ofrecerle algún tipo de incentivo. ✓ Proveerle a los maestros recursos educativos. ✓ Mayor rigurosidad en el reclutamiento.

BRECHA 2: A nivel de país los maestros sin experiencia están ubicados en las escuelas de mayor nivel de pobreza.

Grupo de Interés	Causa(s)	Estrategia(s)
Maestros	▪ Proceso de reclutamiento	✓ Establecer criterios de selección de maestros basados en entrevista y que sea más ágil. ✓ Evaluar al maestro transitorio y si cumple, automáticamente volver a nombrarlo. Implica cambios a leyes laborales. ✓ Desarrollo efectivo del programa de inducción. ✓ Establecer programa de maestros mentores.
Estudiantes, Padres y Comunidad	▪ El maestro sin experiencia llena la plaza del maestro NHQT, independientemente de su procedencia.	✓ Mayor control en el proceso de organización escolar y selección de maestros por el director.
Directores de Escuela	▪ Son regiones de mayor población. ▪ Se ubican la mayoría de los centros universitarios.	✓ Mover o crear alianzas con universidad para establecer regiones educativas de acuerdo a los intereses. (transportación colectiva)
Programas de Preparación de Maestros	▪ Existe un alto egreso por jubilación. ▪ Hay un éxodo de maestros HQT y con experiencia a EU por la situación económica del país. ▪ Las plazas se cubren con maestros nuevos.	✓ Implantar un plan de desarrollo profesional con énfasis en la retención de los maestros HQT. ✓ Fortalecer el proyecto de maestros mentores. ✓ Ampliar los recursos en el programa de inducción.
Nivel Central, Distritos Escolares y Organizaciones Profesionales	▪ Los maestros con experiencias y HQT seleccionan las mejores escuelas. ▪ Los maestros sin experiencia son ubicados o toman las demás escuelas.	✓ El DEPR debe crear puestos permanentes en estas escuelas de mayor BNP. Estos deberán demostrar su calidad educativa a través de su ejecutoria en la sala de clases y que medie una evaluación de parte del superintendente, facilitadores y director de escuela. ✓ El reclutamiento puede ser especial.

BRECHA 3: Maestros sin experiencia ubicados en las escuelas de la zona rural que en la zona urbana.

Grupo de Interés	Causa(s)	Estrategia(s)
Maestros	▪ Proceso de reclutamiento y ubicación de maestros	✓ Desarrollo ágil del nombramiento de maestros. ✓ Establecer criterios de selección de maestros basados en entrevista y que sea más ágil. ✓ Evaluar al maestro transitorio y si cumple, automáticamente volver a nombrarlo. Implica cambios a leyes laborales. ✓ Desarrollo efectivo del programa de inducción. ✓ Establecer programa de maestros mentores.
Estudiantes, Padres y Comunidad	▪ Es una región que los maestros no quieren ir por su inaccesibilidad	✓ Ofrecer plazas permanentes en escuelas rurales a maestros con mínimo de cinco años de experiencia.
Directores de Escuela	▪ Hay mayor cantidad de maestros de experiencia en la zona urbana. No hay movilidad.	✓ Reubicar maestros excedentes o de mayor antigüedad en zonas rurales. (Quitar el derecho de antigüedad para evitar la inmovilidad, ya que afecta que esos talentos se puedan redirigir a comunidades de mayor necesidad.
Programas de Preparación de Maestros	▪ Existe un alto egreso por jubilación. ▪ Hay un éxodo de maestros HQT y con experiencia a EU por la situación económica del país. ▪ Las plazas se cubren con maestros nuevos.	✓ Implantar un plan de desarrollo profesional con énfasis en la retención de los maestros HQT. ✓ Fortalecer el proyecto de maestros mentores. ✓ Ampliar los recursos en el programa de inducción.
Nivel Central, Distritos Escolares y Organizaciones Profesionales	▪ Los maestros toman los puestos de la zona urbana ya las escuelas de la zona rural quedan distantes.	✓ Debe mediar una evaluación por rendimiento riguroso para nombrar mejores maestros para las escuelas rurales. ✓ El DEPR debe ofrecer a los maestros incentivos como hospedaje, alimentos y horario flexible.

BRECHA 4: Maestros sin experiencia ubicados en las escuelas de la zona urbana que en la zona rural.

Grupo de Interés	Causa(s)	Estrategia(s)
Maestros	▪ Proceso de reclutamiento de maestros	✓ Agilizar el proceso de nombramiento
Estudiantes, Padres y Comunidad	▪ La mayoría de la Región de San Juan es zona urbana.	✓ La misma cantidad de programas ofrecidos en la escuela urbana debe ser ofrecida en las rurales.
Directores de Escuela	▪ Hay una mayor cantidad de maestros sin experiencia en la zona urbana, No hay movilidad de maestros.	✓ Reubicar maestros excedentes o de mayor antigüedad en zonas urbanas. (Quitar el derecho de antigüedad para evitar la inmovilidad, ya que afecta que esos talentos se puedan redirigir a comunidades de mayor necesidad.
Programas de Preparación de Maestros	▪ Existe un alto egreso por jubilación. ▪ Hay un éxodo de maestros HQT y con experiencia a EU por la situación económica del país. ▪ Las plazas se cubren con maestros nuevos.	✓ Implantar un plan de desarrollo profesional con énfasis en la retención de los maestros HQT. ✓ Fortalecer el proyecto de maestros mentores. ✓ Ampliar los recursos en el programa de inducción.
Nivel Central, Distritos Escolares y Organizaciones Profesionales	▪ En la zona urbana existe una alta incidencia criminal ya que estas tienen más residenciales y áreas marginadas.	✓ Se deben retener a los maestros efectivos y proveerles incentivos como: económicos, pero también materiales educativos, donde el DEPR le ofrezca unos vouchers para que el maestro compre materiales educativos para las escuelas.

BRECHA 5: A nivel de país existe una mayor cantidad de maestros NHQT en las escuelas Prioridad y Enfoque del nivel más pobre (Q4) que las de nivel menos pobre (Q1).

Grupo de Interés	Causa(s)	Estrategia(s)
Maestros	▪Plazas de difícil reclutamiento ▪Escuelas con dificultades académicas en los estudiantes que requieren un maestro más dinámico ▪Proceso de reclutamiento	✓Alianzas con universidades para preparar maestros ✓Establecer incentivos a maestros: pago de créditos ✓Desarrollar proyectos de acuerdo con la necesidad de la comunidad escolar ✓Agilizar el proceso de nombramiento
Estudiantes, Padres y Comunidad	▪Las escuelas Prioridad y Enfoque tienen estigma de ser violentas, son prejuzgadas como indeseables.	✓ Transformar el sistema social de prejuicios
Directores de Escuela	▪	✓
Programas de Preparación de Maestros	▪Existe un alto egreso por jubilación. ▪Hay un éxodo de maestros HQT a EU por la situación económica del país. ▪Las plazas se cubren con maestros NHQT.	✓ Implantar un plan de desarrollo profesional con énfasis en la retención de los maestros HQT ✓ Fortalecer Programas como los de Maestros Mentores
Nivel Central, Distritos Escolares y Organizaciones Profesionales	▪Las escuelas Prioridad y Enfoque se hace difícil el reclutamiento y son las últimas que los maestros seleccionan. ▪Los maestros escogen las escuelas según su turno en el registro.	✓El DEPR debe realizar las convocatorias primero para estas escuelas antes que las demás. ✓Realizar nombramientos con reclutamiento especial que incluya evaluación rigurosa y exhaustiva.

BRECHA 6: A nivel de país existe una mayor cantidad de maestros sin experiencia en las escuelas Prioridad y Enfoque del nivel más pobre (Q4) que las de nivel menos pobre (Q1).

Grupo de Interés	Causa(s)	Estrategia(s)
Maestros	▪Proceso de reclutamiento	✓Nombrar maestros con un nivel de experiencia de 2 años o más ✓Programa de inducción, mentoría
Estudiantes, Padres y Comunidad	▪	✓ Acceso al director a la selección de maestros
Directores de Escuela	▪	✓Si no tiene experiencia esto debe trabajarse con un Programa de Inducción al Magisterio con mentoría en los primeros 3 años.
Programas de Preparación de Maestros	▪Existe un alto egreso por jubilación. ▪Hay un éxodo de maestros con experiencia a EU por la situación económica del país. ▪Las plazas se cubren con maestros nuevos.	✓ Implantar un plan de desarrollo professional con énfasis en la retención de los maestros con experiencia ✓ Fortalecer Programa Maestros Mentores ✓ Ampliar los recursos en el programa de Inducción
Nivel Central, Distritos Escolares y Organizaciones Profesionales	▪Se agotan los registro de turnos ▪No se retienen en estas escuelas los mejores recursos ▪Existe mucho movimiento de maestros	✓Retener los mejores recursos ✓Instrumentos rigurosos de evaluación ✓Activar Carrera Magisterial en el DEPR con otro enfoque

BRECHA 7: A nivel de país existe una mayor cantidad de maestros enseñando fuera de su área de certificación en las escuelas Prioridad y Enfoque y la Región de San Juan es la de mayor cantidad.

Grupo de Interés	Causa(s)	Estrategia(s)
Maestros	▪Reclutamiento de maestros ▪Proceso de nombramiento ▪Plazas de difícil reclutamiento ▪Disminución de personas que quieren ser maestros ▪Éxodo de maestros a EU ▪Bajos salarios ▪Situación económica del país lleva a personas que no son maestros a ingresar en este trabajo	✓Agilizar el proceso de nombramientos ✓Incentivar la recertificación en las plazas de difícil reclutamiento ✓Alianzas con las universidades ✓Criterios rigurosos para la selección de maestros ✓Establecer un comité que evalúe el proceso de reclutamiento
Estudiantes, Padres y Comunidad	▪Maestros flotantes que no viven en San Juan ▪Falta de acceso del director en la contratación de maestros.	✓Lograr un proceso de evaluaciones y certificaciones para los que están enseñando fuera de su area de certificación para hacerlos cualificados en periodos de un año escolar.
Directores de Escuela	▪La especialización de los maestros ▪Las plazas de difícil reclutamiento	✓Establecer alianzas con los programas de preparación de maestros para que identifiquen las áreas de mayor preparación.
Programas de Preparación de Maestros	▪Los candidatos a maestros no llegan a las universidades con el interés en las Eareas de mayor necesidad.	✓EIDEPR y las universidades tienen que hacer una alianza para el plan de reclutamiento en las áreas de difícil reclutamiento. ✓Identificar a los maestros y certificarlos en las áreas de difícil reclutamiento. ✓Fomentar el desarrollo de propuestas par alas áreas de difícil reclutamiento.
Nivel Central, Distritos Escolares y Organizaciones Profesionales	▪Se agotan los registros de turno ▪Se reclutan maestros con un mínimo de cursos dentro del area de especialidad	✓El DEPR debe pagar la recertificación a maestros que demuestran con su ejecutoria el deseo de obtener la certificación adicional. ✓Crear instrumento para evaluar este personal

BRECHA 8: A nivel de país existe una gran brecha en la cantidad de maestros sin experiencia (15% a 20%) tanto entre las escuelas de mayor nivel de pobreza (Q4) como las escuelas de menor nivel de pobreza (Q1).

Grupo de Interés	Causa(s)	Estrategia(s)
Maestros	▪Poblaciones pobres concentradas mayormente en San Juan. ▪Proceso de reclutamiento ▪Registro de turno	✓Proceso de reclutamiento más ágil y en el mes de marzo de cada año. ✓Incentivar al maestro (no solo monetariamente). ✓Retención del maestro en la escuela después del periodo de evaluación.
Estudiantes, Padres y Comunidad	▪En San Juan los grupos de minorías se ven más marcados.	✓ Mejorar la información recopilada procedente de los padres, muchas veces es incorrecta y pore so se refleja una mayor cantidad de familias bajo el nivel de pobreza.
Directores de Escuela	▪Jubilación de maestros ▪Éxodo de maestros ▪Puuestos de difícil reclutamiento ▪Puestos nueva creación	✓Crear nuevos incentivos para que los estudiantes estudien pedagogía. ✓Programa redirigido con estrategias de inducción a maestros sin experiencia.
Programas de Preparación de Maestros	▪Existe un alto egreso por jubilación. ▪Hay un éxodo de maestros con experiencia a EU por la situacon económica del país. ▪Las plazas se cubren con maestros nuevos.	✓Implantar un plan de desarrollo professional con énfasis en la retención de los maestros con experiencia ✓Fortalecer Programa Maestros Mentores ✓Ampliar los recursos en el programa de Inducción
Nivel Central, Distritos Escolares y Organizaciones Profesionales	▪Existe una gran discrepancia entre los intereses educativos y profesionales de los candidatos a maestros y las necesidades del DEPR.	✓Recertificar a los maestros ✓Incentivar a los maestros ✓Crear un plan de inducción ✓Crear un plan de desarrollo profesional ✓Evaluaciones periódicas que se utilicen en las entrevistas y hagan que sean más competitivas.

Día : **Hora :** **Lugar :** **Propósito:**	**Lunes, 21 de septiembre de 2015** **1:30 p. m. a 3:00 p. m.** **Sala de Reuniones OAF-1, Oficina de Asuntos Federales, DEPR** **Discutir con el grupo interno del D.E.P.R. las causas y estrategias que los grupos de interés recomendaron sobre las brechas identificadas para el Plan de Equidad 2015**
Reunión convocada por:	**Prof. Rafael Román Meléndez, Secretario**
Coordinada por:	**Prof.ª Clarimar Cruz Lergier – Directora del PDI**

Agenda

- Objetivo de la reunión
- Resumen del trabajo realizado con los grupos de interés
  - Discutir las causas y las estrategias recomendadas por los grupos de interés
  - Tomar decisión sobre las causas y estrategias que desarrollará el DEPR en el Plan de Equidad
- Identificar la política pública e iniciativas del DEPR que ya están atendiendo la equidad de acceso a maestros de excelencia para incluir en las estrategias
- Visión del DEPR con relación al acceso equitativo a maestros de excelencia
- Próximos pasos

Appendix D: Stakeholder Survey

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OFICINA DEL SECRETARIO

Consulta de Ideas para el Diseño del Plan de Acceso a Maestros de Excelencia 2015

(State Equity Plan 2015)

El Departamento de Educación de Puerto Rico, en cumplimiento con la reglamentación federal del USDE, se encuentra en el proceso de diseñar y desarrollar un plan que garantice maestros de excelencia de forma equitativa para todos los estudiantes del sistema de educación pública, independientemente de su condición socioeconómica, etnicidad, área residencial, discapacidades o rezago en aprendizaje. Para desarrollar un plan que considere la diversidad de sectores vinculados a la educación, solicitamos su opinión sobre los siguientes asuntos.

Favor de hacer su selección con una marca de cotejo √.

1. **Género:**
   FEMENINO _____ MASCULINO_____

2. **Indique la Región Geográfica de Procedencia:**
   ARECIBO_____ BAYAMÓN____ CAGUAS____ HUMACAO____ MAYAGÜEZ____ PONCE____ SAN JUAN____

3. **Indique el Lugar y Posición según las siguientes alternativas:**

Nivel Central_____	**Distrito Escolar _____**	**Miembros de la Comunidad**
Ayudante Especial_____	Superintendente de la Docencia_____	Madre, Padre o Encargado_____
Director de Programa_____	Facilitador Docente_____	
Escuela_____	**Comunidad Universitaria_____**	**Otro_____**
Director_____	Coordinador de Práctica Docente_____	Indique: _____
Maestro_____		
Paraprofesional_____		
Estudiante_____		

4. Describe lo que es para ti un **Maestro de Excelencia:**

5. Indique cuáles **Estrategias y/o Actividades** puede incluir el Departamento de Educación de Puerto Rico en el plan para garantizar que todos los estudiantes tengan acceso a maestros de excelencia.

6. Indique sus sugerencias de cómo el Departamento de Educación de Puerto Rico puede mantener al público informado sobre el **Progreso y los Logros** del plan.

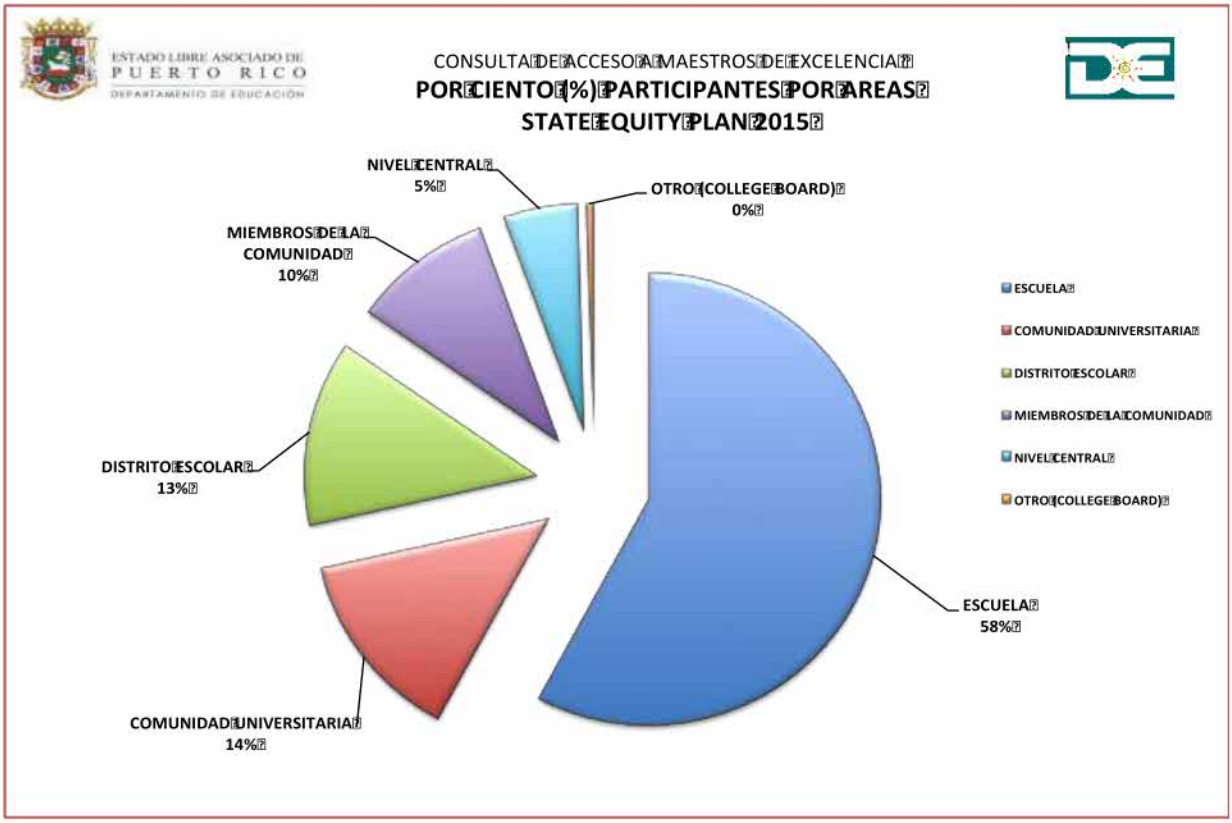
Appendix E: Stakeholder Survey Summary

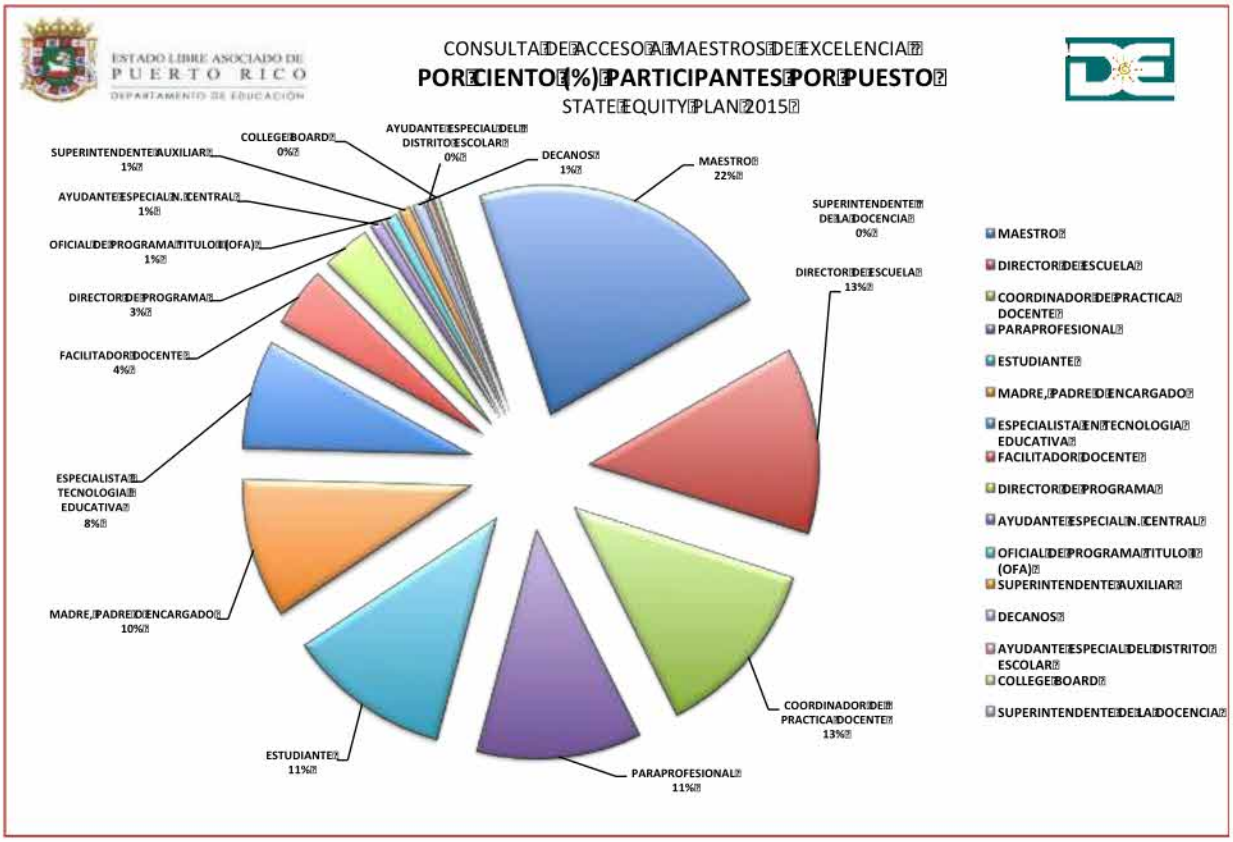
ESTADÍSTICAS CONSULTA DE IDEAS PARA EL DISEÑO DEL PLAN DE ACCESO A MAESTROS DE EXCELENCIA 2015

(STATE EQUITY PLAN 2015)

I. Resumen Datos Demográficos:

SEXO	TOTALES	235
F	182	
M	53	
REGION		**235**
SAN JUAN	78	
CAGUAS	72	
ARECIBO	23	
MAYAGUEZ	19	
BAYAMON	17	
PONCE	17	
HUMACAO	9	
LUGAR DE TRABAJO		**235**
ESCUELA	136	
COMUNIDAD UNIVERSITARIA	32	
DISTRITO ESCOLAR	31	
MIEMBROS DE LA COMUNIDAD	23	
NIVEL CENTRAL	12	
OTRO (COLLEGE BOARD)	1	
POSICION		**235**
MAESTRO	51	
DIRECTOR DE ESCUELA	31	
COORDINADOR DE PRACTICA DOCENTE	30	
PARAPROFESIONAL	27	
ESTUDIANTE	27	
MADRE, PADRE O ENCARGADO	23	
ESPECIALISTA EN TECNOLOGIA EDUCATIVA	18	
FACILITADOR DOCENTE	10	
DIRECTOR DE PROGRAMA	8	
AYUDANTE ESPECIAL N. CENTRAL	2	
OFICIAL DE PROGRAMA TITULO II (OFA)	2	
SUPERINTENDENTE AUXILIAR	2	
DECANOS	2	
AYUDANTE ESPECIAL DEL DISTRITO ESCOLAR	1	
COLLEGE BOARD	1	
SUPERINTENDENTE DE LA DOCENCIA	0	


ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN
CONSULTA DE ACCESO A MAESTROS DE EXCELENCIA
POR CIENTO (%) PARTICIPANTES POR AREAS
STATE EQUITY PLAN 2015
NIVEL CENTRAL 5%
OTRO (COLLEGE BOARD) 0%
MIEMBROS DE LA COMUNIDAD 10%
DISTRITO ESCOLAR 13%
COMUNIDAD UNIVERSITARIA 14%
ESCUELA 58%
ESCUELA
COMUNIDAD UNIVERSITARIA
DISTRITO ESCOLAR
MIEMBROS DE LA COMUNIDAD
NIVEL CENTRAL
OTRO (COLLEGE BOARD)


ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN
CONSULTA DE ACCESO A MAESTROS DE EXCELENCIA
POR CIENTO (%) PARTICIPANTES POR PUESTO
STATE EQUITY PLAN 2015
SUPERINTENDENTE AUXILIAR 1%
COLLEGE BOARD 0%
AYUDANTE ESPECIAL DEL DISTRITO ESCOLAR 0%
DECANOS 1%
MAESTRO 22%
AYUDANTE ESPECIAL N. CENTRAL 1%
SUPERINTENDENTE DE LA DOCENCIA 0%
OFICIAL DE PROGRAMA TITULO (OFA) 1%
DIRECTOR DE ESCUELA 13%
DIRECTOR DE PROGRAMA 3%
FACILITADOR DOCENTE 4%
ESPECIALISTA TECNOLOGIA EDUCATIVA 8%
MADRE, PADRE O ENCARGADO 10%
ESTUDIANTE 11%
PARAPROFESIONAL 11%
COORDINADOR DE PRACTICA DOCENTE 13%
MAESTRO
DIRECTOR DE ESCUELA
COORDINADOR DE PRACTICA DOCENTE
PARAPROFESIONAL
ESTUDIANTE
MADRE, PADRE O ENCARGADO
ESPECIALISTA EN TECNOLOGIA EDUCATIVA
FACILITADOR DOCENTE
DIRECTOR DE PROGRAMA
AYUDANTE ESPECIAL N. CENTRAL
OFICIAL DE PROGRAMA TITULO (OFA)
SUPERINTENDENTE AUXILIAR
DECANOS
AYUDANTE ESPECIAL DEL DISTRITO ESCOLAR
COLLEGE BOARD
SUPERINTENDENTE DE LA DOCENCIA

Resultados de Preguntas Abiertas de la Consulta:

Pregunta 4. Describe lo que es para ti un **Maestro de Excelencia**

- Tener valores humanos (paciente, flexible, dispuesto, vocación, iniciativa, dedicación, de la milla extra, íntegro, responsable, puntual, no se ausente, sensible, respetuoso, digno de superación, comprometido, amable, compresivo, colaborador, líder, ser comunitario, de carácter, enfocado, destacado, oyente, empático, positivo, lealtad a su profesión, competente, sobresaliente
- Preparación académica y la debida certificación en la concentración de su carrera magisterial
- Dominio en la materia(s) y nivel(es) que enseña
- Que participe en actividades especiales en la escuela (ej. Feria científica)
- Integra el uso de la tecnología en los procesos de enseñanza y aprendizaje
- Debe tener metas trazadas e implementarlas en torno a las expectativas y desarrollo académico de sus estudiantes
- Tener destrezas cognoscitivas, afectivas y de desempeño
- Dispuesto y abierto a los nuevos cambios educativos y aplicarlos en los procesos de enseñanza en la sala de clases
- Aplica prácticas educativas exitosas
- Está constantemente en busca de estrategias para fomentar la atención y aprendizaje de sus estudiantes (innovación)
- Que evidencie, ejecute y presente sus logros, que pueda transmitirlos a toda la comunidad escolar (demostrar mejoramiento académico de sus estudiantes PPAA/PPEA)
- Tener vasta experiencia en la enseñanza individualizada y colectiva (identificar a sus estudiantes sobre sus potenciales y debilidades)
- Se mantiene en educación continua
- Posee las herramientas necesarias para lograr desarrollo académico de sus estudiantes y comunicación con los padres al respecto
- Saca de su tiempo extra para sus estudiantes
- Que sea bilingüe
- Que cumpla con todos los requisitos o criterios de la ley NCLB (altamente cualificado HQT)
- Tiene claro, conoce, utiliza y promueve los estándares de excelencia del DEPR
- Toma y aprueba la reválida (prueba de certificación de maestros, PCMAS)
- Mantiene control de grupo
- Capacitado para utilizar efectivamente todos los materiales y equipos que posee para enseñar
- Que sea un maestro mentor
- Que cumpla con todas las políticas y cartas circulares que el DEPR establece
- Que tenga facilidad de expresión y transmita las ideas de forma clara y efectiva

Pregunta 5 Indique cuáles **<u>estrategias y/o actividades</u>** puede incluir el Departamento de Educación de Puerto Rico en el plan para garantizar que todos los estudiantes tengan acceso a maestros de excelencia.

- Capacitar al maestro en su desarrollo como persona y profesional
- Eliminar los registros de turno
- Que exista un plan de supervisión al maestro
- Tener o nombrar maestros sustitutos, recursos, para profesionales, etc.
- Reubicar a maestros bien preparados en otras áreas de mayor necesidad
- Mayor rigurosidad y aumentar los criterios en los procesos de reclutamiento (que incluya a los directores en las entrevistas)
- Se pueda evidenciar la capacitación profesional que reciben los maestros
- Organizar grupos multisectoriales en las escuelas para colaborar con los maestros y la enseñanza a los estudiantes
- Planes de acción para resaltar, remunerar o incentivar, valorizar y motivar al maestro
- Producir informes de progreso académico de los estudiantes por maestro (mensual)
- Brindar los materiales de alta calidad y a tiempo (libros)
- Pleno análisis de las estadísticas sobre el progreso académico y el nivel ejecución del maestro y sus estudiantes
- Participación de los maestros en los planes de trabajo del DEPR
- Lograr que cada maestro tenga un plan individualizado de capacitación profesional para completar las expectativas sobre un maestro de excelencia
- Coordinación con las universidades sobre el currículo del DEPR y los ofrecimientos que ofrecen (cursos)
- Enfatizar el perfil del estudiante en los cursos universitarios
- Implementar la autoevaluación del maestro
- Incluir como criterio para obtener la permanencia que haya logrado el aprovechamiento o progreso académico de sus estudiantes en porciento establecido por el DEPR
- Establecer sentido de pertenencia al maestro
- Más flexibilidad en el currículo de enseñanza para que los maestros puedan utilizar criterio propio
- Hacer pruebas o exámenes para medir nuevos métodos de enseñanza y determinar su efectividad
- Que exista la autonomía escolar (el director conoce las necesidades particulares de su escuela, recursos, estudiantes, planta física, etc.)
- Más poderes y funcionalidades de los distritos escolares para dar seguimiento directo a las escuelas
- Que existan consecuencias o acciones disciplinarias a aquel personal que no cumpla con las expectativas y/o metas del DEPR
- Ofrecer clases demostrativas proyectadas hacia un maestro de excelencia
- Ofrecer programas y/o proyectos a maestros de inducción

- Establecer alianzas entre escuelas de alto rendimiento (excelencia) y bajo rendimiento (prioridad)
- Crear talleres o actividades para los maestros en las que los estudiantes tengan participación
- Distribución de los maestros equitativamente

Pregunta 6 Indique sus sugerencias de cómo el Departamento de Educación de Puerto Rico puede mantener al público informado sobre el **progreso y los logros** del plan.

- Uso de los medios de comunicación masiva (prensa escrita, radio, televisión, cine, internet, otros)
- Enlaces entre las diferentes redes sociales o de apoyo disponibles
- Disponibilidad del web page del DEPR
- Avisos, comunicados, anuncios mediante correos electrónicos
- Proveer un correo electrónico o plataforma de fácil acceso a madres, padres o encargados para mantenerlos informados
- Comunicados por escrito en edictos, hojas sueltas, opúsculos, material impreso distribuidos en las escuelas y comunidad en general
- Publicar informes de progreso académico de las escuelas (estadísticas)
- Crear cápsulas televisivas (educativas e informativas) sobre el DEPR y transmitirlos por los diferentes canales de televisión, cable, internet, web, etc.) Enviar mensajes de motivación y autoestima a los maestros, estudiantes, etc. (apoyo moral)
- Llevar a cabo reuniones profesionales de divulgación con los distintos sectores de la comunidad escolar (ej. A través de los consejos escolares)
- Crear páginas web por cada distrito escolar y puedan publicar progreso, logros, información, comunicados, etc. de las escuelas pertenecientes a ese distrito en particular
- Enlaces entre las universidades a través de redes
- Comunicación directa con el personal escolar con énfasis en el de apoyo (t. Sociales, orientadores, etc.)
- Hacer casas abiertas (open house) en las escuelas, distritos, otros
- Conferencias de prensa
- Buscar recursos humanos y materiales (ej. Transportación) para brindar ayuda a aquellos padres que no pueden visitar la escuela
- Mayor integración y comunicación entre escuela y comunidad (conversatorios)
- Divulgación sobre la importancia de los métodos de evaluación normativa de los estudiantes (PPAA)
- Divulgación sobre actividades de reconocimiento a estudiantes, personal docente, administrativos, etc.

Appendix F: Equity Gaps Metrics

Tables of high needs students (minorities)

Table 3

ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

PRDE EQUITY PLAN 2015 (Statistics)

PRDE Minority vs Non Minotiry Students taught at least by one Unqualified Teacher 2014-2015 (Island Wide)

% POINT OF DIFFERENCE MINORITY vs NON MINORITY STUDENTS			MINORITY vs NON MINORITY STUDENTS					
	Total Count Of Students	TOTAL NON MINORITY STUDENTS ENROLLMENT 2014-15	TOTAL MINORITY STUDENTS ENROLLMENT 2014-15	TOTAL MINORITY STUDENTS TAUGHT AT LEAST BY ONE UNQUALIFIED TEACHER	PERCENT MINORITY STUDENTS TAUGHT AT LEAST BY ONE UNQUALIFIED TEACHER	TOTAL NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE UNQUALIFIED TEACHER	PERCENT NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE UNQUALIFIED TEACHER	PERCENT DIFFERENCE MINORITY vs NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE UNQUALIFIED TEACHER
LIMITED SPANISH PROFICIENCY STUDENTS Nsh=1,368 Nt=38,762	406,882	404,564	2,318	1,965	84.77%	341,195	84.34%	0.43%
STUDENTS WITH DISABILITIES (SWD) Nsh=1,368 Nt=38,762	406,882	297,042	109,840	89,154	81.17%	254,006	85.51%	-4.34%
GIFTED STUDENTS Ns=65 Nsh=1,368 Nt=38,762	406,882	406,818	64	59	92.19%	343,101	84.34%	7.85%
IMMIGRANT STUDENTS (IMMI) Ns=211 Nsh=1,368 Nt=38,762	406,882	406,672	210	197	93.81%	342,963	84.33%	9.48%

Data: 2014-2015 Academic Year *atawarehouse Information System (DW)*

Tabla 4

ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

PRDE EQUITY PLAN 2015 (Statistics)

PRDE Minority vs Non Minotiry Students taught at least by one Inexperienced Teachers (0 to 1) 2014-2015 (Island Wide)

% POINT OF DIFFERENCE MINORITY vs NON MINORITY STUDENTS	Total Count of Students	TOTAL OVERALL DEPR NON MINORITY	MINORITY vs NON MINORITY STUDENTS					
			TOTAL MINORITY STUDENTS ENROLLMENT 2014-15	TOTAL MINORITY STUDENTS TAUGHT AT LEAST BY ONE INEXPERIENCED TEACHER	PERCENT MINORITY STUDENTS TAUGHT AT LEAST BY ONE INEXPERIENCED TEACHER	TOTAL NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE INEXPERIENCED TEACHER	PERCENT NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE INEXPERIENCED TEACHER	PERCENT DIFFERENCE MINORITY vs NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE INEXPERIENCED TEACHER
LIMITED SPANISH PROFICIENCY STUDENTS (LSP) Nsh=1,368 Nt=38,762	406,882	404,564	2,318	719	31.02%	121,896	30.13%	0.89%
STUDENTS WITH DISABILITIES (SWD) Nsh=1,368 Nt=38,762	406,882	297,042	109,840	31,948	29.09%	90,667	30.52%	-1.44%
GIFTED STUDENTS Ns=65 Nsh=1,368 Nt=38,762	406,882	406,818	64	20	31.25%	122,595	30.14%	1.11%
IMMIGRANT STUDENTS (IMMI) Nsh=1,368 Nt=38,762	406,882	406,672	210	83	39.52%	122,532	30.13%	9.39%

Data: 2014-2015 Academic Year *atawarehouse Information System (DW)*

Table 5

ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

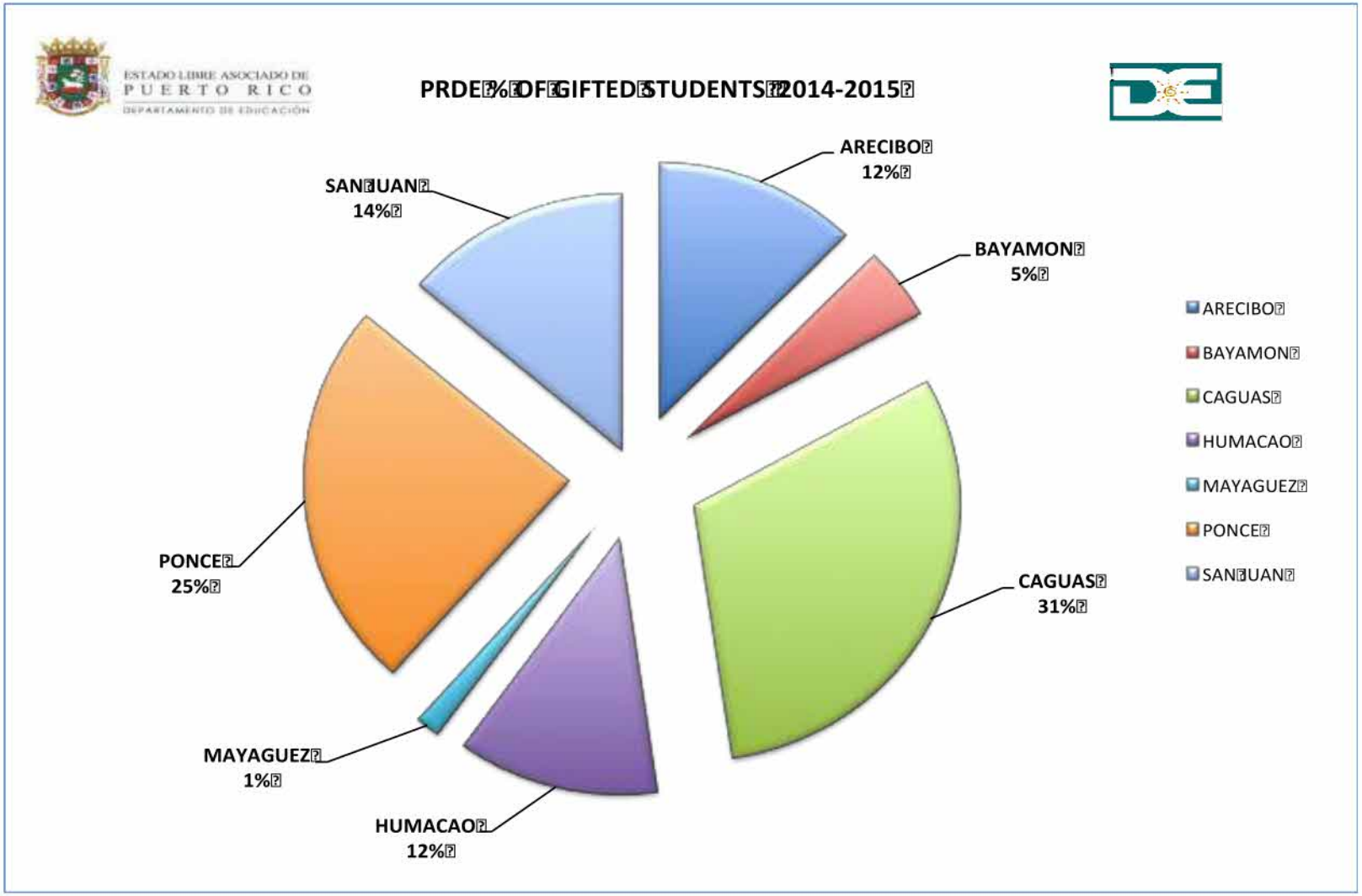
PRDE EQUITY PLAN 2015 (Statistics)

PRDE Minority vs Non Minotiry Students taught at least by one Out of Field Teacher 2014-2015 (Island Wide)

% POINT OF DIFFERENCE MINORITY vs NON MINORITY STUDENTS	Total Count of Students	MINORITY vs NON MINORITY STUDENTS						
		TOTAL NON MINORITY STUDENTS ENROLLMENT 2014-15	TOTAL MINORITY STUDENTS ENROLLMENT 2014-15	TOTAL MINORITY STUDENTS TAUGHT AT LEAST BY ONE OUT OF FIELD TEACHER	PERCENT MINORITY STUDENTS TAUGHT AT LEAST BY ONE OUT OF FIELD TEACHER	TOTAL NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE OUT OF FIELD TEACHER	PERCENT NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE OUT OF FIELD TEACHER	PERCENT DIFFERENCE MINORITY vs NON MINORITY STUDENTS TAUGHT AT LEAST BY ONE OUT OF FIELD TEACHER
LIMITED SPANISH PROFICIENCY STUDENTS (LSP) **Ns=1,708 Nsh=1,368 Nt=38,762**	406,882	404,564	2,318	1,822	78.60%	320,689	79.27%	-0.67%
STUDENTS WITH DISABILITIES (SWD) **Ns=112,008 Nsh=1,368**	406,882	297,042	109,840	83,184	75.73%	239,327	80.57%	-4.84%
GIFTED STUDENTS **Ns=65 Nsh=1,368 Nt=38,762**	406,882	406,818	64	59	92.19%	322,452	79.26%	12.93%
IMMIGRANT STUDENTS (IMMI) **Ns=211 Nsh=1,368 Nt=38,762**	406,882	406,672	210	193	91.90%	322,318	79.26%	12.65%

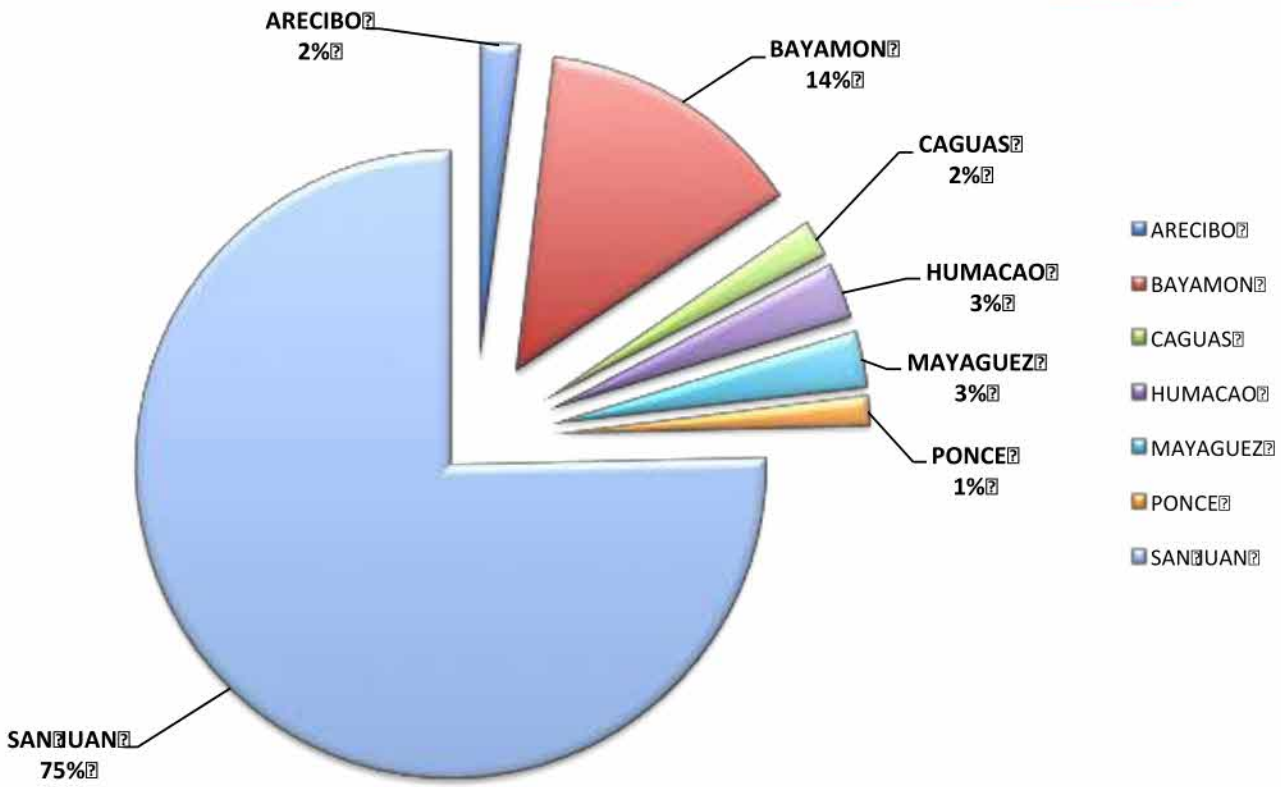
Data: 2014-2015 Academic Year ***atawarehouse Information System (DW)***

Student Minorities Distribution by Educational Regions



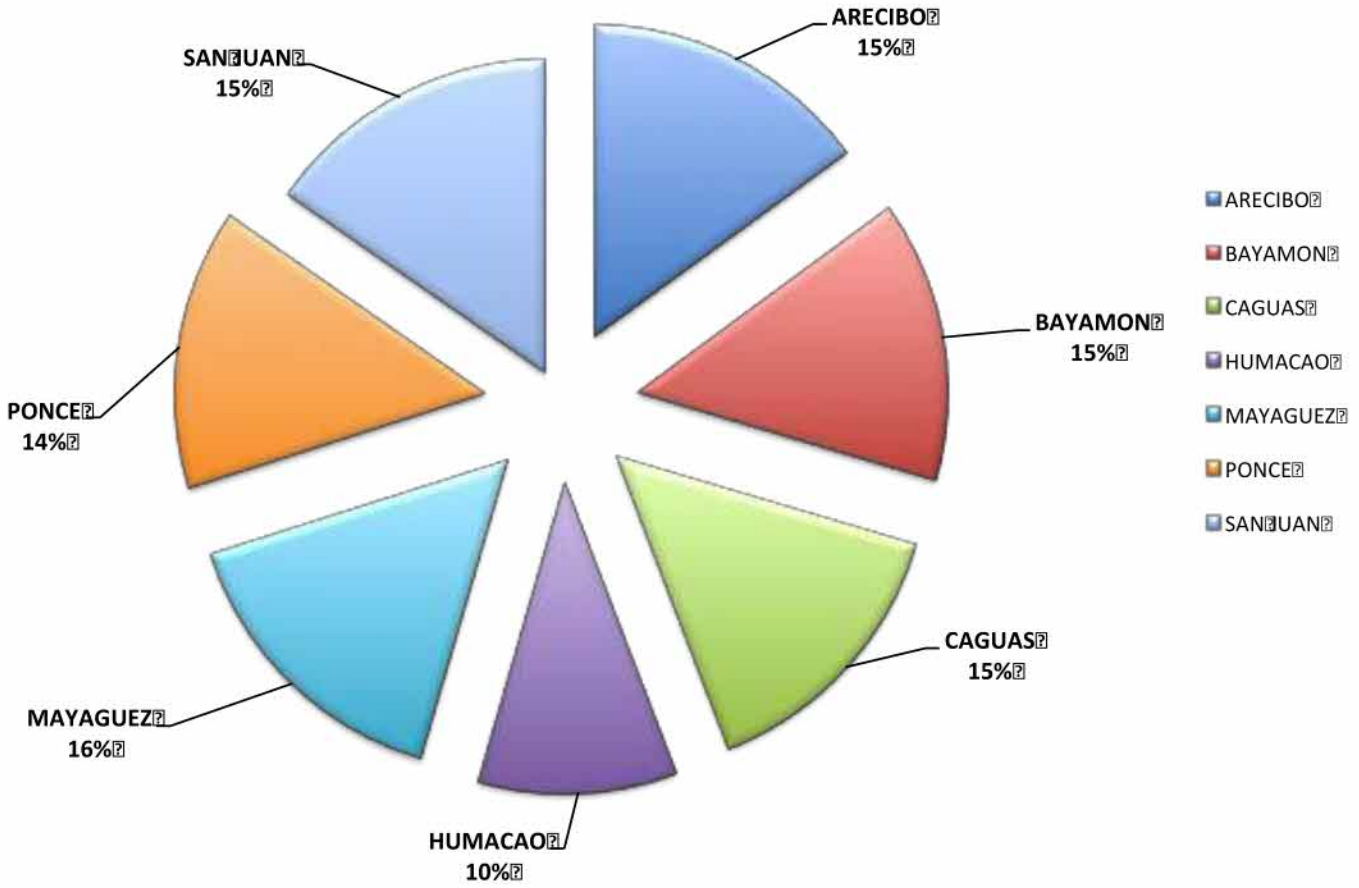
ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

PRDE % DF INMIGRANT STUDENTS (INMIG) 2014-2015



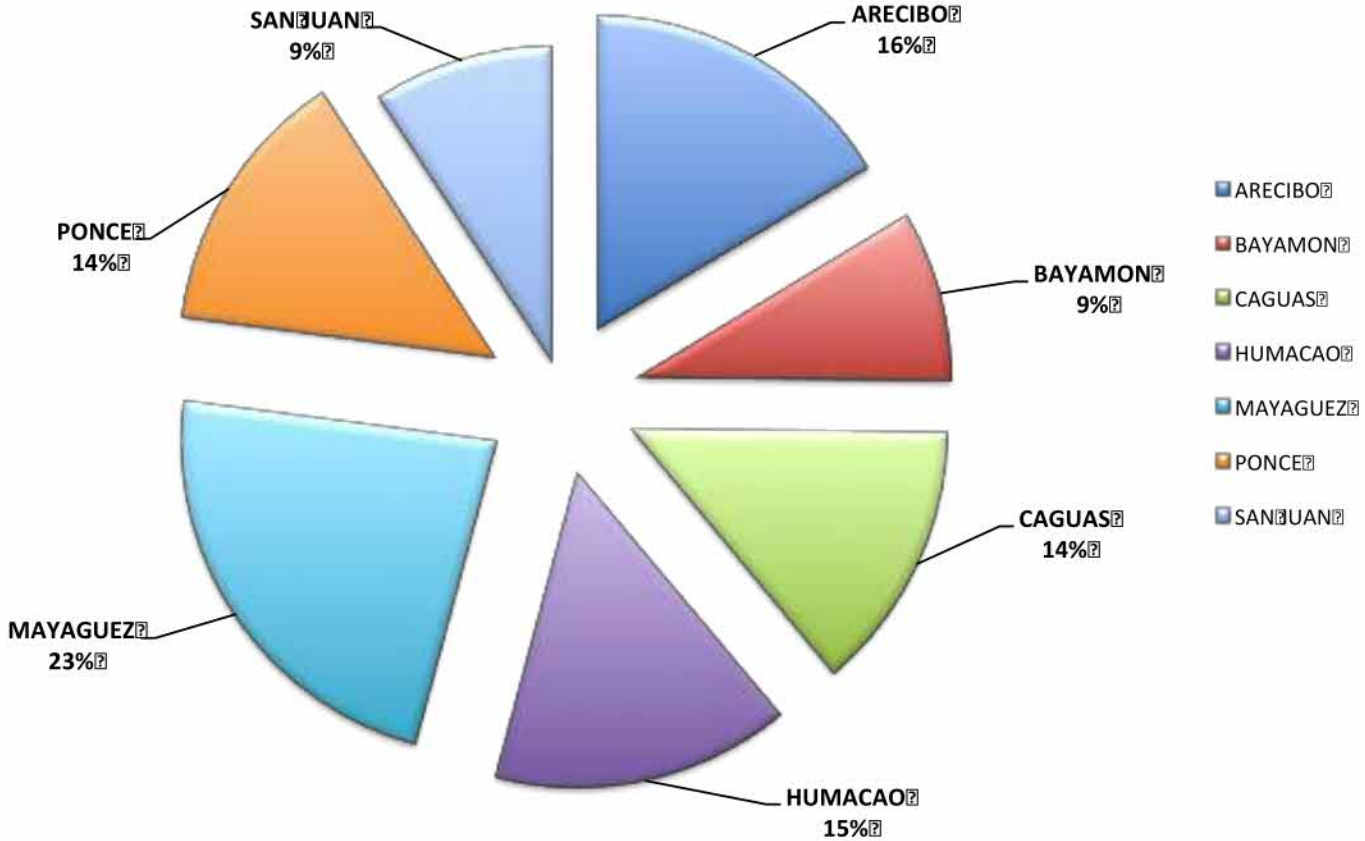
ESTADO LIBRE ASOCIADO DE
PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

PRDE % OF SPECIAL EDUCATION STUDENTS (SE) 2014-2015



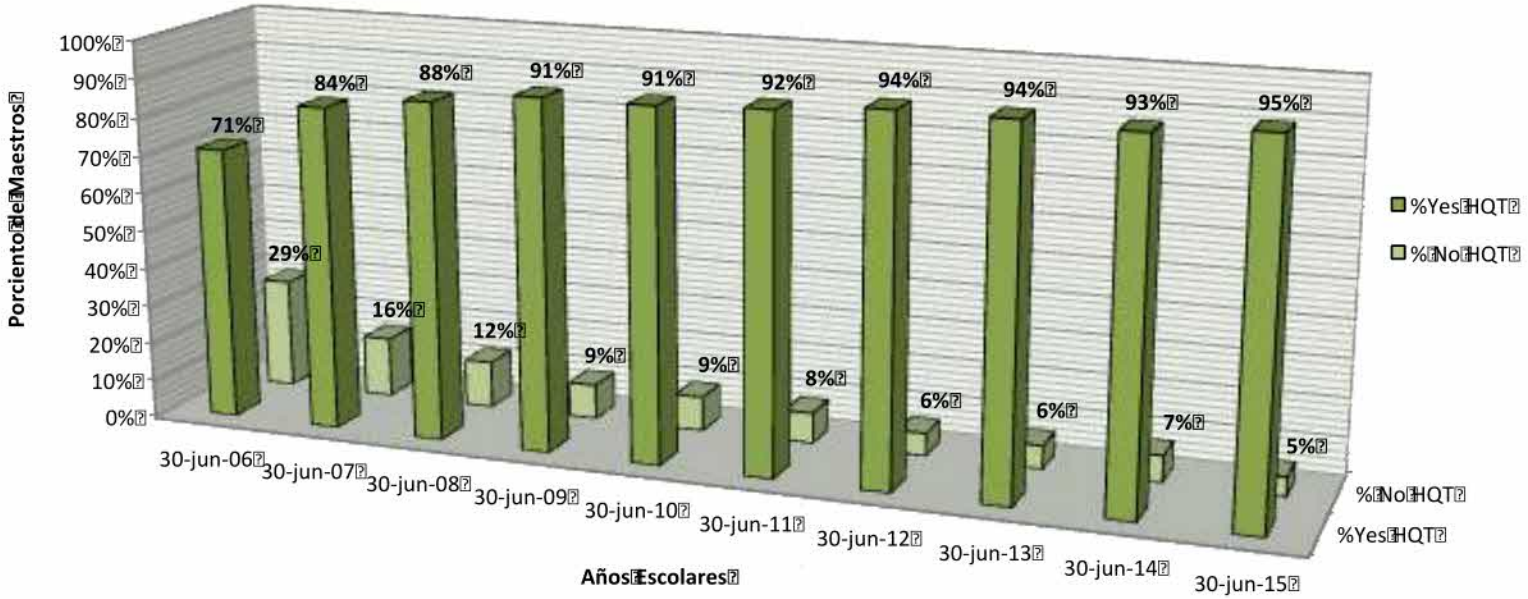
ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

PRDE % DF LIMITED SPANISH PROFICIENCY STUDENTS (LSP) 2014-2015



ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

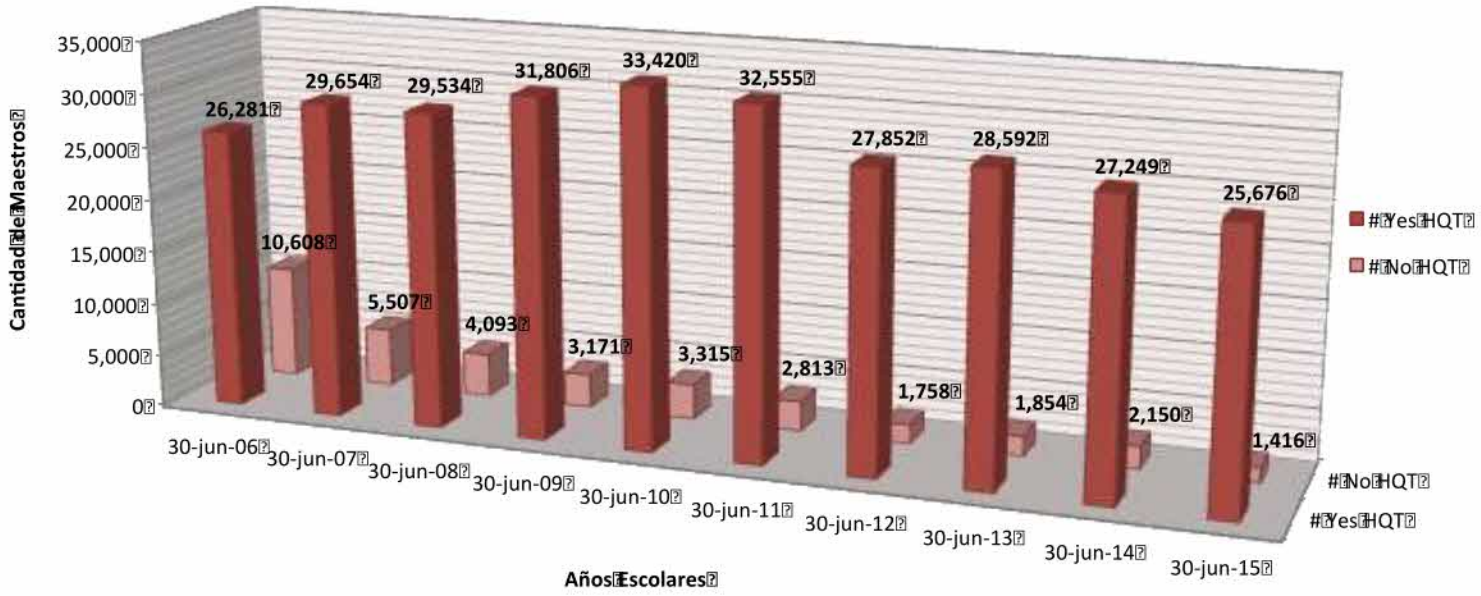
Informe de Progreso Maestros HQT y NHQT en el DEPR 2005-06 al 2014-15



	30-jun-06	30-jun-07	30-jun-08	30-jun-09	30-jun-10	30-jun-11	30-jun-12	30-jun-13	30-jun-14	30-jun-15
%Yes HQT	71%	84%	88%	91%	91%	92%	94%	94%	93%	95%
%No HQT	29%	16%	12%	9%	9%	8%	6%	6%	7%	5%

ESTADO LIBRE ASOCIADO DE PUERTO RICO
DEPARTAMENTO DE EDUCACIÓN

Informe de Progreso Maestros HQT y NHQT en el DEPR 2005-06 al 2014-15



	30-jun-06	30-jun-07	30-jun-08	30-jun-09	30-jun-10	30-jun-11	30-jun-12	30-jun-13	30-jun-14	30-jun-15
# Yes HQT	26,281	29,654	29,534	31,806	33,420	32,555	27,852	28,592	27,249	25,676
# No HQT	10,608	5,507	4,093	3,171	3,315	2,813	1,758	1,854	2,150	1,416