



PUERTO RICO DEPARTMENT OF EDUCATION

REVISED HQT PLAN

June 2011

I. Introduction

The Puerto Rico Department of Education (PRDE) is a unitary system, serving as both the SEA and LEA. Therefore, PRDE does not have multiple LEA's, or "districts" in the legal sense that word is used by NCLB. However, PRDE has relied heavily on its "*local academic districts*" (simply called "districts" in this report) and "*administrative education regions*" (neither of which constitutes LEA's) ¹ to assist with many NCLB compliance requirements, including those related to Highly Qualified Teachers (HQT).

PRDE is committed to ensure that every student has access to highly qualified teachers in all core subject areas. This commitment has moved PRDE to take affirmative actions in order to:

- ensure that all core subject teachers are highly qualified
- guarantee that all teachers teach in their field of expertise
- give priority to the assignment of HQT to low performing schools
- provide quality reporting to parents and the community in general

In order to accomplish these goals, the Department of Education must have complete and reliable data on: teacher quality, teacher distribution, retention and the specific relation between HQ status and academic achievement indicators. PRDE currently has full capacity to fully comply with all HQT data requirements. In the past three years PRDE created the data systems, the academic policies and the administrative infrastructure to fully comply with this, as well as other, NCLB requirements. PRDE has made tremendous efforts to put in place a comprehensive Student Information System (SIS), for the first time in the Departments history.

In addition, this report includes specific plans and strategies developed and implemented as a result of the HQT data analysis. These plans are well underway and will be further refined in the near future, once the results of the data analysis are completely disseminated.

¹ This year 2010-11 we reorganized these support levels to have 7 "regions" and 28 "districts". However, to simplify comparisons with previous HQT reports we are using last year's distribution scheme throughout this document.

II. Highly Qualified Teacher's 3-pronged definition at PRDE

For the 2010-2011 School Year, PRDE had **35,368** teachers in core academic subjects as defined by NCLB that must comply with the HQT requirement. The definition for HQT adopted in PRDE is consistent with the *No Child Left Behind* requirements and ensures that all teachers new to the profession meet all the required qualifications. In addition, Puerto Rico's rigorous new certification requirements, adopted since 1992, also contribute to meeting the HQT requirements of NCLB.

Since 1992, approval of a rigorous, subject matter assessment based on the Puerto Rico Teacher Certification test (PCMAS) is required to obtain a regular teacher certification in Puerto Rico. Different disciplines within the PCMAS are required for elementary or secondary school teachers; USDE has accepted that it complies with the third HQT definition requirement (see Table 1 below). Therefore, PRDE knows that all teachers hired after 1992, who are teaching in the subject for which they are certified, do meet the highly qualified requirements. It is possible, however, that there may have been teachers hired subsequent to 1992 that moved from teaching in their area of certification to another area on a provisional status; PRDE understands that these teachers would not meet the HQT requirements.

Table 1. Describes the differences in PRDE's teacher recruitment requirements, before or after 1992, and how can teachers in either group become HQT compliant.

Table 1. PRDE's Teacher Certification Requirements

Three-pronged HQT requirements	PRDE's Teacher Certification Requirements			
	Elementary school teachers		Secondary school teachers	
	Hired before 1992	Hired after 1992	Hired before 1992	Hired after 1992
At least bachelor's degree (BA)	Required prior to 1992	Required	Required prior to 1992	Required
Full state (regular) certification in the subject taught	Required	Required	Required	Required
Subject matter competency in each of the academic subjects in which the teacher teaches	Not required prior to 1992. Available options are: <ul style="list-style-type: none"> ▪ Teacher certification test ▪ PR HOUSSE (until December 13, 2007). 	Required for approval of teacher certification test (includes reading, writing, mathematics and elementary curriculum).	No requirements prior to 1992. Available options are: <ul style="list-style-type: none"> ▪ Teacher certification test, ▪ HOUSSE (until December, 13 2007), ▪ 21 undergraduate or 18 graduate credits, Masters or Doctorate in the subject matter. 	Required for approval of teacher certification test (includes all core academic subject requirements).

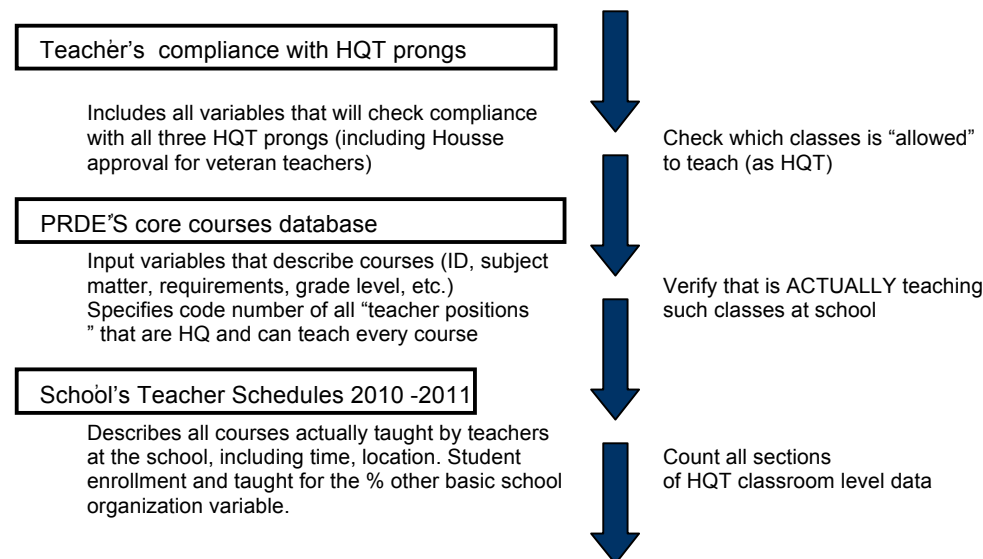
III. Improvements in HQT data collection and data quality

The data issue has been a major challenge for PRDE in order to comply with all HQT requirements, PRDE has already institutionalized the procedure to obtain HQT classroom level data and it's part of PRDE's Student Information System (SIS). This will allow the frequent updating of data on the percentage of core academic classes *not* taught by HQT, as well as other HQT required information.

Through the implementation of the data warehouse system PRDE can now perform cross sections of school master schedule and/or student schedule data from the Student Information System (SIS) with school staff data sourced from the human resources systems. This enables the matching of teacher, course and schedule records, as described in Figure 1. Teachers that comply with all three HQT prongs are compared with data in the courses' database to verify that they are qualified to teach each core subject course and, finally, this match is correlated with the school's teacher schedules to make sure that every teacher is indeed teaching the course for which he/she is qualified.

PRDE has carefully conducted validity procedures in all of these databases. They are constantly validated by school directors (teacher's schedules) and the central level Assessment Unit ("3-pronged database" and courses' database). All databases reside in PRDE's data warehouse. The courses' database is a new PRDE creation with a new course coding scheme that was developed last year and was validated three times at school, district and central levels. The teacher's schedules available for this analysis, resulting from the new PRDE's SIS, have provided a first glimpse of complete, accurate classroom level data in electronic form. This provides more reliable information on what really happens in terms of teacher assignment at schools.

Figure 1. PRDE's procedure to calculate HQT classroom level data



Finally, the 3-pronged database was populated with information from our old teacher's database (STAFF) and refreshed with new information validated by school directors². This database was corrected with the integration of detailed PCMAS information provided by the College Board. With the SIS fully functional during the 2010-2011 School Year, PRDE can guarantee annual updates of all this information. The teacher's schedules will be updated annually and instantly compared with the other two databases. Courses' database changes will be administered from the Undersecretary's for Academic Affairs Office and the "3-pronged database" will be annually updated at the administrative regions, with the assistance of school districts. As with any new information system, it will take some time before the SIS is fully operational at all levels.

IV. Compliance with HQT requirements

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

1.1 Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?

The following charts reflect an analysis of the classes taught by teachers who are NHQT. Having completed the collection of accurate classroom level data, PRDE can officially inform **35,368** teachers in the core academic subjects. The overall percentage of highly qualified teachers (HQT) is **92%** (91.0% 2009-10). Of the **89,354** core academic classes, **84.17%** are taught by HQT and **15.83%** by NHQT. (see Tables 2 and 3 p. 7,8)

These numbers constitute PRDE base line data. PRDE has complete and accurate classroom level HQT data for all the teachers in the core academic subjects. This information can be annually compared to monitor progress in attaining the 100% HQT goal in all PRDE schools. This data will be used to effectively determine areas of difficult recruitment, professional development strategies that will target NHQT individual training needs and determining whether there is an actual correlation between HQT status and student achievement.

² HQT census data was sent to schools two times for direct inspection, corrections and follow up by teachers and school directors.

Figure 2 summarizes the number and percentage of classes taught by HQT and NHQT for **School Year 2010-2011** in Puerto Rico.

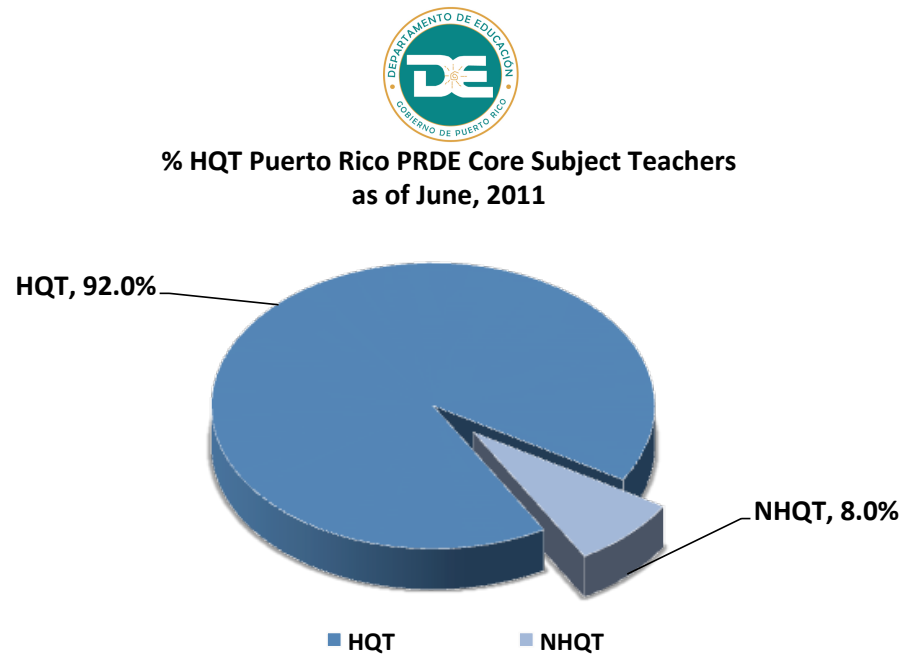


Figure 2

At the end of the **SY 2010-2011**, out of the total **35,368** core subject teachers in the entire system **92%** complied with all three HQT requirements and **8%** did not comply with at least one requirement.

PERCENTAGE OF CLASSES TAUGHT BY NHQT 2010-2011

June 2011

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	18,692	2,861	15.31%
Fine Arts	6,956	979	14.07%
K-3	7,040	1,568	22.27%
Mathematics	14,090	1,394	09.89%
Sciences	14,094	3,929	27.88%
Social Studies-History	13,106	1,512	11.54%
Spanish	14,077	1,339	09.51%
Special Education	1,299	567	43.65%
Total	89,354	14,149	15.83%

Table 2

PERCENTAGE OF CLASSES TAUGHT BY HQT 2008-2009

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified
English	18,692	15,831	84.69%
Fine Arts	6,956	5,977	85.93%
K-3	7,040	5,472	77.73%
Mathematics	14,090	12,696	90.11%
Sciences	14,094	10,165	72.12%
Social Studies-History	13,106	11,594	88.46%
Spanish	14,077	12,738	90.49%
Special Education	1,299	732	56.35%
Total	89,354	75,205	84.17%

Table 3

The data shows that Special Education, Science and the K-3 elementary level are the academic subject areas with the highest numbers of classes taught by NHQT. Based on the new data, PRDE will provide targeted, focused professional development and services to support the needs of these three particular sub groups of courses and teachers.

Special Education: Student Population

2004-2005 - 87,593 2009-2010 -121,339

2005-2006 - 94,795 2010-2011 -127,022

2006-2007 - 97,284

2007-2008 - 99,731

2008-2009 - 103,118

PRDE has experienced an annual increase in the special education population in the last seven years. Each year there is a greater demand for special education teachers which produces a shortage of HQT in this area. There are currently 2,742 special education teachers in contained classrooms teaching four core subjects (Spanish, Mathematics and Science), 2,230 (81.32%) are HQT and 512 (18.67%) are NHQT because they haven't demonstrated competency in the core subjects they teach specially in the secondary level.

PRDE will develop programs in partnership with Institutions of Higher Education that will target specifically the issue of competency in the core subjects taught by Special Ed. teachers, both in the elementary and secondary level. Although Resource Special Education teachers are not counted for HQT purposes, the reality is that these teachers account for the majority of the special ed. workforce and could be attending a contained classroom in any given School Year. In order to supply the demand and have HQ Special Education teachers available, PRDE will include these resource Special Ed. teachers in certification programs in the core subjects and in programs developed for them to demonstrate competency in all the classes they teach. (For strategies to assist Special Education teachers see Requirement 3).

- **Fine Arts** – PRDE acknowledges a shortage of Visual Arts, Music, Dance, Ballet, Theatre teachers. These courses are being taught by teachers certified in Fine Arts which could account the high numbers of science classes taught by NHQT vs. the low percentage of NHQT in Fine Arts in general. (Fo strategies to assist Fine Arts teachers see Requirement 3).

Science: PRDE acknowledges a shortage of Chemistry and Physics teachers. These courses are being taught by teachers certified in General Science or Biology which could account for the high numbers of science classes taught by NHQT vs. the low percentage of NHQT in science in general. Online courses in these academic subjects have been developed as an alternative to the classes provided in schools. (For strategies to assist Science teachers see Requirement 3).

- **English:** PRDE acknowledges a shortage of English teachers, especially in the elementary level. Since Spanish is the primary language of instruction and primary reading/language arts class; thus the shortage of English teachers in Puerto Rico. Online courses in these academic subjects have been developed as an alternative to the face to face classes taught in schools where an HQT for English is not available. (For strategies to assist English teachers see Requirement 3).

- **K-3:** PRDE has a surplus of elementary school teachers. Most of K-3 teachers (who teach the core subjects to one group of students) are certified and experienced. The Teacher's Professional Development Institute (InDePM), an office that oversees procedures that teachers use to demonstrate competency, has indicated that based on their annual teacher census the large numbers of NHQT in this category are veteran teachers that:

- do not hold the BA degree because they were certified without it when regulation allowed it; and/or
- did not take the Teacher Certification Test (PCMAS) because they were certified before 1992; or
- have not demonstrated competency through PRHOUSSE (By December 13, 2007) (For strategies to assist K-3 teachers see Requirement 3)

PRDE will ensure that all initiatives target first the teachers in the areas of greatest need in terms of NHQT, low performing and high poverty level schools before including other core subject teachers in PD programs.

PERCENTAGE OF CLASSES TAUGHT BY NHQT / POVERTY LEVEL 2010-2011

Report date: 10/11/2011 17:55:26

ELEMENTARY

Quartiles	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
1.High-poverty schools Q1	9,456	7,448	78.8%	2,008	20.2%
3.Low-poverty schools Q4	11,003	8,856	80.5%	2,147	19.5%
Q2 / Q3	20,901	17,111	81.9%	3,790	18.1%
Total	41,360	33,415	80.8%	7,945	19.2%

SECONDARY

Quartiles	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
1.High-poverty schools Q1	8,831	7,908	89.6%	923	10.5%
3.Low-poverty schools Q4	13,321	11,204	84.1%	2,117	15.9%
Q2 / Q3	25,842	22,678	87.8%	3,164	12.2%
Total	47,994	41,790	87.1%	6,204	12.9%

Table 4

PERCENTAGE OF CLASSES TAUGHT BY NHQT / POVERTY LEVEL 2010-2011

Report date: 10/11/2011 17:58:18

Quartiles	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
1.High-poverty schools Q1	18,287	15,356	83.9%	2,931	16.0%
3.Low-poverty schools Q4	24,324	20,060	82.5%	4,264	17.5%
Q2 / Q3	46,743	39,789	85.1%	6,954	14.9%
Total	89,354	75,205	84.1%	14,149	15.8%

Table 4A

Overall, the information collected does not reflect a significant relationship between NHQT percentages and the poverty level of the school population. Information provided by the PRDE's Office of Planning and Evaluation shows that over **71.2%** of our students live below the poverty level. Still, the data does indicate that students in high poverty elementary schools have a slightly higher chance of being taught by NHQT than their counterparts in low poverty elementary schools. Each individual school will be analyzed to explain the reasons and variables for this difference. PRDE's recruitment process also makes it highly improbable that the socioeconomic status of the school affects the hiring of teachers.

PERCENTAGE OF CLASSES TAUGHT BY NHQT BY EDUCATION REGION

PRDE CORE ACADEMIC CLASSES TAUGHT BY HQT (Region) 2010-2011

Report Date: 09/01/2011 17:11:25

ARECIBO

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	2,652	2,318	87.41%	334	12.59%
Fine Arts	950	827	87.05%	123	12.95%
K-3	994	775	77.97%	219	22.03%
Mathematics	2,007	1,811	90.23%	196	09.77%
Sciences	1,983	1,420	71.61%	563	28.39%
Social Studies-History	1,857	1,619	87.18%	238	12.82%
Spanish	1,977	1,772	89.63%	205	10.37%
Special Education	101	74	73.27%	27	26.73%
Total	12,521	10,616	84.79%	1,905	15.21%

Poverty Level	Schools
1.High-poverty schools Q1	53
3.Low-poverty schools Q4	39
Q2 / Q3	95

Zone English	Schools
Not specified	66
Rural	77
Urban	44

BAYAMON

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	2,386	1,844	77.28%	542	22.72%
Fine Arts	775	653	84.26%	122	15.74%
K-3	863	670	77.64%	193	22.36%
Mathematics	1,828	1,626	88.95%	202	11.05%
Sciences	1,780	1,386	77.87%	394	22.13%
Social Studies-History	1,703	1,529	89.78%	174	10.22%
Spanish	1,797	1,629	90.65%	168	09.35%
Special Education	336	131	38.99%	205	61.01%
Total	11,468	9,468	82.56%	2,000	17.44%

Poverty Level	Schools
1.High-poverty schools Q1	35
3.Low-poverty schools Q4	37
Q2 / Q3	101

Zone English	Schools
Not specified	54
Rural	57
Urban	62

CAGUAS

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	2,698	2,336	86.58%	362	13.42%
Fine Arts	666	584	87.69%	82	12.31%
K-3	1,013	772	76.21%	241	23.79%
Mathematics	2,021	1,812	89.66%	209	10.34%
Sciences	2,048	1,343	65.58%	705	34.42%
Social Studies-History	1,895	1,649	87.02%	246	12.98%
Spanish	2,022	1,848	91.39%	174	08.61%
Special Education	211	142	67.30%	69	32.70%
Total	12,574	10,486	83.39%	2,088	16.61%

Poverty Level	Schools
1.High-poverty schools Q1	36
3.Low-poverty schools Q4	66
Q2 / Q3	105

Zone English	Schools
Not specified	102
Rural	52
Urban	53

HUMACAO

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	2,648	2,199	83.04%	449	16.96%
Fine Arts	677	598	88.33%	79	11.67%
K-3	987	778	78.82%	209	21.18%
Mathematics	2,054	1,871	91.09%	183	08.91%
Sciences	2,006	1,329	66.25%	677	33.75%
Social Studies-History	1,863	1,627	87.33%	236	12.67%
Spanish	2,033	1,816	89.33%	217	10.67%
Special Education	212	137	64.62%	75	35.38%
Total	12,480	10,355	82.97%	2,125	17.03%

Poverty Level	Schools
1.High-poverty schools Q1	42
3.Low-poverty schools Q4	65
Q2 / Q3	102

Zone English	Schools
Not specified	39
Rural	103
Urban	67

MAYAGUEZ

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	2,688	2,527	94.01%	161	05.99%
Fine Arts	943	824	87.38%	119	12.62%
K-3	935	739	79.04%	196	20.96%
Mathematics	2,075	1,922	92.63%	153	07.37%
Sciences	2,099	1,636	77.94%	463	22.06%
Social Studies-History	1,964	1,759	89.56%	205	10.44%
Spanish	2,096	1,887	90.03%	209	09.97%
Special Education	127	86	67.72%	41	32.28%
Total	12,927	11,380	88.03%	1,547	11.97%

Poverty Level	Schools
1.High-poverty schools Q1	62
3.Low-poverty schools Q4	40
Q2 / Q3	123

Zone English	Schools
Not specified	75
Rural	94
Urban	56

PONCE

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	2,961	2,679	90.48%	282	09.52%
Fine Arts	1,160	987	85.09%	173	14.91%
K-3	1,219	910	74.65%	309	25.35%
Mathematics	2,193	2,007	91.52%	186	08.48%
Sciences	2,240	1,603	71.56%	637	28.44%
Social Studies-History	2,077	1,824	87.82%	253	12.18%
Spanish	2,208	2,017	91.35%	191	08.65%
Special Education	210	129	61.43%	81	38.57%
Total	14,268	12,156	85.20%	2,112	14.80%

Poverty Level	Schools
1.High-poverty schools Q1	65
3.Low-poverty schools Q4	49
Q2 / Q3	123

Zone English	Schools
Not specified	82
Rural	86
Urban	69

SAN JUAN

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	2,659	1,928	72.51%	731	27.49%
Fine Arts	1,785	1,504	84.26%	281	15.74%
K-3	1,029	828	80.47%	201	19.53%
Mathematics	1,912	1,647	86.14%	265	13.86%
Sciences	1,938	1,448	74.72%	490	25.28%
Social Studies-History	1,747	1,587	90.84%	160	09.16%
Spanish	1,944	1,769	91.00%	175	09.00%
Special Education	169	91	53.85%	78	46.15%
Total	13,183	10,802	81.94%	2,381	18.06%

Poverty Level	Schools
1.High-poverty schools Q1	70
3.Low-poverty schools Q4	62
Q2 / Q3	75

Zone English	Schools
Not specified	64
Rural	29
Urban	114

Table 5

MUNICIPALITIES WITH HIGHEST PERCENTAGES OF NHQT BY CORE SUBJECT



Municipalities with more than 20% of all Core Subject groups Not being taught by HQT 2010-2011



Figure 3

NHQT CLASSES PRIORITY DISTRICTS BY CORE SUBJECT 2010-2011

(20% or more NHQT)

English		Fine Arts		K-3		Mathematics	
District	NHQT (%)	District	NHQT (%)	District	NHQT (%)	District	NHQT (%)
CULEBRA	100.00%	VIEQUES	60.00%	VIEQUES	42.11%	CAROLINA I	25.13%
VIEQUES	63.83%	UTUADO	41.51%	LAJAS	37.50%	VIEQUES	22.92%
CATAÑO	49.09%	JAYUYA	35.29%	CANOVANAS	36.36%	SAN JUAN II	21.71%
CANOVANAS	37.79%	ARROYO	35.00%	GUAYAMA	34.41%	RINCON	21.21%
TRUJILLO ALTO	36.65%	GUAYANILLA	33.33%	TOA ALTA	34.34%	BAYAMON II	19.34%

Sciences		Social Studies- History		Spanish		Special Education	
District	NHQT (%)	District	NHQT (%)	District	NHQT (%)	District	NHQT (%)
VIEQUES	56.25%	CIDRA	26.37%	CULEBRA	70.00%	AÑASCO	100.00%
NAGUABO	52.94%	CULEBRA	25.00%	CATAÑO	25.00%	ARROYO	100.00%
CULEBRA	50.00%	MARICAO	24.32%	CANOVANAS	21.02%	CULEBRA	100.00%
CIDRA	48.73%	VIEQUES	23.26%	MANATI	20.11%	FLORIDA	100.00%
AIBONITO	47.62%	ARECIBO I	22.16%	COROZAL	19.07%	GUAYANILLA	100.00%
						ISABELA	100.00%
						MOROVIS	100.00%
						VIEQUES	100.00%

Table 6

Table 6 and Figure 3 details the school districts with the highest percentages of NHQT by core subject. The off shore islands of Vieques and Culebra (Humacao Education Region) have NHQT in most of their core subject classes. Basically because of a low student population, teachers must teach multiple subjects. The islands do not have a permanent university on site, so traveling to the main island makes it all the more difficult for teachers who want to study or participate in professional development activities.

Although Vieques and Culebra have an impressive percent of NHQT, it is important to indicate that Vieques with **8** schools and a student population of **1,392** has only **144** teachers and Culebra with **2** schools and a student population of **232** has **31** teachers. The NHQT status is due primarily to the fact that the teachers must teach more than one core subject due to the small numbers of students. Vieques and Culebra have received additional support in the development of a thorough needs assessment that will be used to target particular HQT issues in these two islands through aggressive professional development training with Title II, Part A funds.

1.2 Does the analysis focus on the staffing needs of schools that are not making AYP? Do these schools have a high percentage of classes taught by teachers who are not highly qualified?

In order to address the AYP-HQT relationship, PRDE is tracking this information at the “district level”, as well as at the school level. Table 7 and Table 8 illustrates the relationship between the percentage of districts that did not make AYP in 2010-2011 and the percentage of classes *not* taught by HQT 2010-2011 (in all core subject areas). The few districts that have both conditions demonstrate that the AYP-HQT relationship is not very strong in PRDE.

PRDE CORE ACADEMIC CLASSES TAUGHT BY HQT (AYP) 2010-2011

Report Date: 09/01/2011 17:12:23

Non AYP Schools

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	17,361	14,735	84.87%	2,626	15.13%
Fine Arts	6,423	5,509	85.77%	914	14.23%
K-3	6,205	4,825	77.76%	1,380	22.24%
Mathematics	13,274	12,004	90.43%	1,270	09.57%
Sciences	13,295	9,585	72.09%	3,710	27.91%
Social Studies-History	12,336	10,956	88.81%	1,380	11.19%
Spanish	13,295	12,088	90.92%	1,207	09.08%
Special Education	1,225	687	56.08%	538	43.29%
Total	83,414	70,389	84.39%	13,025	15.61%

Table 7

AYP Schools

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	1,329	1,094	82.32%	235	17.68%
Fine Arts	411	376	91.48%	35	08.52%
K-3	832	644	77.40%	188	22.60%
Mathematics	816	692	84.80%	124	15.20%
Sciences	789	575	72.88%	214	27.12%
Social Studies-History	768	636	82.81%	132	17.19%
Spanish	782	650	83.12%	132	16.88%
Special Education	62	33	53.23%	29	46.77%
Total	5,789	4,700	81.19%	1,089	18.81%

Other

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	2	2	100.00%	0	00.00%
Fine Arts	122	92	75.41%	30	24.59%
K-3	3	3	100.00%	0	00.00%
Sciences	10	5	50.00%	5	50.00%
Social Studies-History	2	2	100.00%	0	00.00%
Special Education	12	12	100.00%	0	00.00%
Total	151	116	76.82%	35	23.18%

Recognizing the fact that the 85% (1,259 schools) of PRDE's schools did not make AYP last year 2010-11, we refined the analysis by studying the percentage of schools that are on improvement (within a district) instead of only analyzing the individual schools that recently missed AYP. This indicator will better describe persistent academic achievement problems and their possible relation to HQT issues. Table 8 describes the relationship between high NHQT Classes (>20%) and high percentage (>60%) of schools on improvement.

ACADEMIC AYP / NHQT CLASSES PROFILE PRDE DISTRICTS 2010-2011													
DISTRICTS	Total	2010-11			30-jun-11		Schools on Improvement by years						
	Schools	NO AYP	YES AYP	% NO AYP	% NHQT	Priority	1er.	2do	3er.	4to.	5to.+	Total	%
Aguadilla	64	55	9	86%	11.68%		3	19	14	0	19	55	86%
Arecibo	53	43	10	81%	17.64%		4	15	8	0	16	43	81%
Barranquitas	45	34	11	76%	15.24%		4	8	12	0	10	34	76%
Bayamón	67	63	4	94%	18.46%		4	4	9	2	44	63	94%
Cabo Rojo	52	38	14	73%	11.46%		4	7	8	3	16	38	73%
Camuy	42	37	5	88%	14.57%		1	15	5	2	14	37	88%
Canóvanas	54	50	4	93%	18.97%		4	8	5	3	30	50	93%
Carolina	45	44	1	98%	16.18%		0	3	4	3	34	44	98%
Cidra	53	39	14	74%	19.63%		1	5	5	2	26	39	74%
Corozal	30	26	4	87%	16.84%		0	6	3	2	15	26	87%
Fajardo	42	35	7	83%	21.27%	*	2	8	5	4	16	35	83%
Guayama	51	45	6	88%	15.38%		6	13	6	2	18	45	88%
Guaynabo	42	40	2	95%	18.47%		6	6	4	2	22	40	95%
Gurabo	61	51	10	84%	15.58%		2	15	11	0	23	51	84%
Las Piedras	58	46	12	79%	14.17%		2	12	9	4	19	46	79%
Manatí	49	34	15	69%	13.21%		3	9	6	2	14	34	69%
Mayaguez	54	45	9	83%	11.40%		0	15	9	4	17	45	83%
Orocovis	31	22	9	71%	14.18%		2	7	2	1	10	22	71%
Ponce	73	63	10	86%	15.19%		1	6	13	3	40	63	86%
San Juan I	53	48	5	91%	18.66%		3	11	4	3	27	48	91%
San Juan II	78	75	3	96%	18.61%		3	7	10	1	54	75	96%
San Sebastián	58	51	7	88%	13.32%		2	18	5	1	25	51	88%
Santa Isabel	66	57	9	86%	15.27%		5	9	12	6	25	57	86%
Toa Baja	52	47	5	90%	18.69%		1	5	6	2	33	47	90%
Utua	41	28	13	68%	14.36%		0	7	5	0	16	28	68%
Vega Alta	48	43	5	90%	15.05%		1	16	3	2	21	43	90%
Yabucoa	60	54	6	90%	15.23%		2	23	11	2	16	54	90%
Yauco	61	46	15	75%	14.02%		8	15	7	3	13	46	75%
TOTAL	1483	1259	224	85%	15.8%	1	74	292	201	59	633	1259	85%



Priority Attendance PRDE Districts
Over 60% NAYP improvement/Over 20% NHQT CLASSES



60%> No AYP
On Improvement

Table 8

There are 28 (100%) districts with more than 60% of its schools on improvement and 1 district with more than 20% of NHQT Classes. Only 1 district share both characteristics (Fajardo), which do not reflect a strong relationship between the qualification of teachers and the improvement status of their schools. More than half of the districts with high percentages NHQT and high number of schools on improvement are very large districts (in metropolitan area San Juan) with more than 8,000 student enrolled. On the other hand, the other half, are very small or medium size districts (between 4,000 and 6,000 students).

In Puerto Rico the student achievement-teacher qualifications binomial is more of a “geographical” and “socio-economic” in nature. It is clear from the map (Figure 4) that the district with high NHQT classes is just to the east area of the island. District (Fajardo) with high number of schools on improvement is mostly in east areas and rural municipalities. It is clear that PRDE will put much more emphasis on assisting these districts with their HQT plans.

The “geographical” and “socio-economic” pattern is visible again: almost all of the districts with the lowest rates of NHQT classes are to the west and center of the Island, and districts with low number of schools on improvement are also mostly towards de center and west most part of the island. These are small or medium sized districts across the island.

This map compare the NonAYP Distritcs with NHQT Teachers in PRDE.



Districts with high number of schools that did not make AYP on Improvement vs. districts with high percentages of NON-HQT (2010-11)

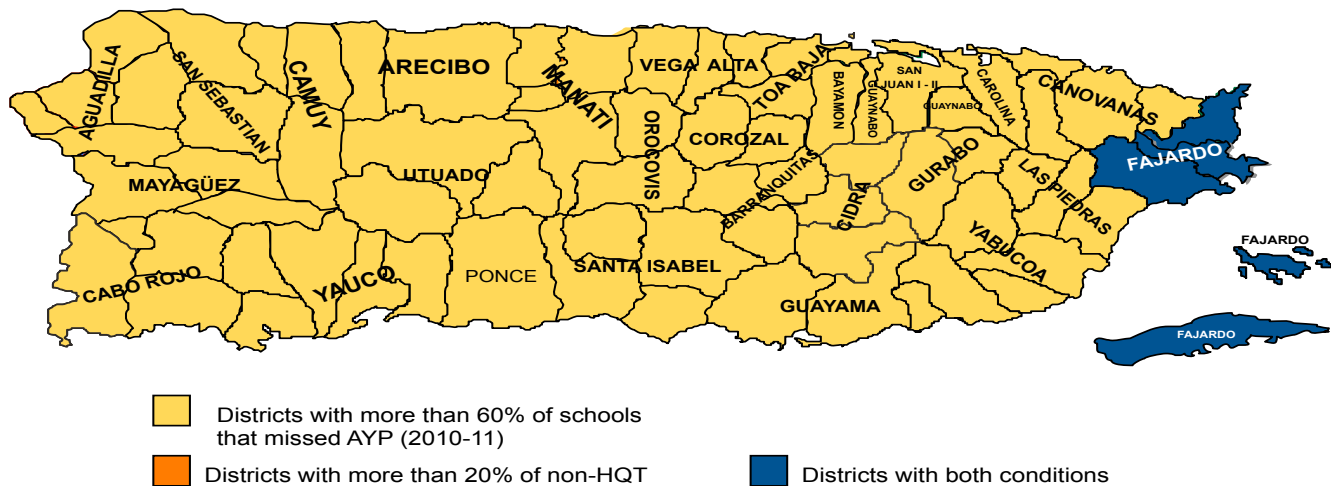
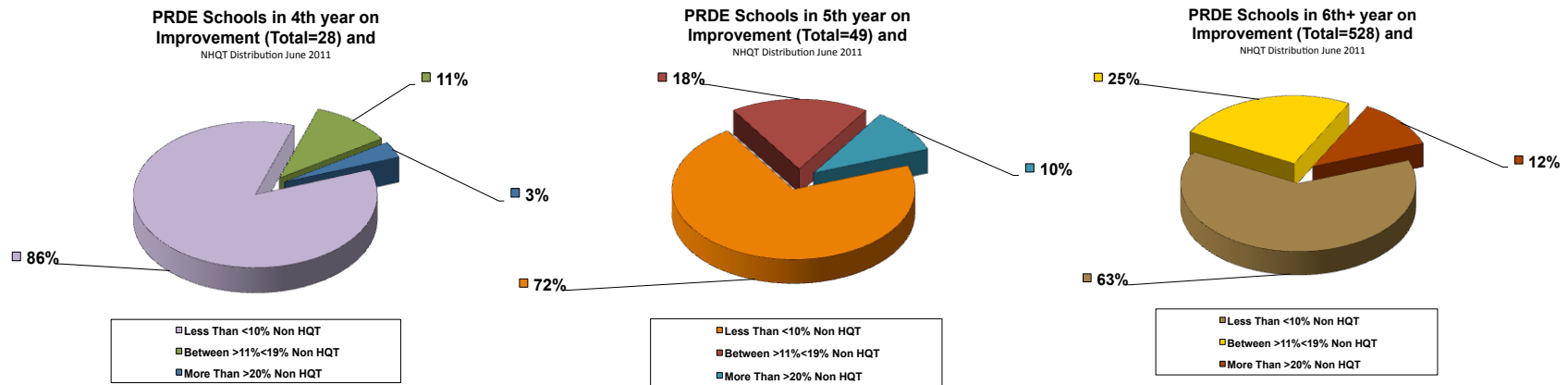


Figure 4

We also analyzed the particular case of those schools which are in at least their 4th year on improvement (have missed AYP at least for 5 + years). In the following charts (**Figure 5, Pie Charts**) we have illustrated “NHQT profile” for these schools in terms of percentage of NHQT teachers in the most critical (more than 25%) and less critical (less than 10%) scenarios.



NHQT distribution in each of the groups of schools that are on at least 4th, 5 and 6 plus year on improvement
Figure 5

The pie charts from above show:

1. **3 %** of schools on its 4th year of improvement plan have **20%** or more of NHQT teachers.
2. **10 %** of schools on its 5th year of improvement plan have **20%** or more of NHQT teachers.
3. **12 %** of schools on its 6th year of improvement plan have **20%** or more of NHQT teachers.

The amount of NHQT teachers is proportional to the years in improvement plan. However, the NHQT general percent is not significant when compared to the HQT general percent.

1.3 Does the analysis identify particular groups of teachers to which the State’s plan must pay particular attention, such as special education teachers, science teachers, or multi-subject teachers in rural schools?

CORE SUBJECT DESCRIPTION CLASS	HQT	%	NHQT	%	Grand Total
DANZA:MOVIMIENTO Y EXPRESION CORPORAL	84	63.6%	48	36.4%	132
M.EDUC.NIÑEZ TEMPRANA EN EDUC.ESP.	3	16.7%	15	83.3%	18
MA. EDUC. SEC. - CIENCIAS AMBIENTALES	15	40.5%	22	59.5%	37
MA. EDUC. SEC. - CIENCIAS TERRESTRES	3	75.0%	1	25.0%	4
MA. EDUC. SEC. - FISICA	75	68.8%	34	31.2%	109
MAESTRO BALLET	8	57.1%	6	42.9%	14
MAESTRO EDUC.ESP.-IMP. SEVEROS	48	69.6%	21	30.4%	69
MAESTRO EDUC.ESP.-IMP. VISUALES	14	66.7%	7	33.3%	21
MAESTRO EDUC.ESPECIAL	2,154	82.1%	469	17.9%	2,623
MAESTRO FRANCES	2	33.3%	4	66.7%	6
MAESTRO INGLES ELEMENTAL	2,653	82.5%	564	17.5%	3,217
MAESTRO INGLES SECUNDARIO	2,256	87.5%	322	12.5%	2,578
MAESTRO MUSICA GENERAL-VOCAL	2	66.7%	1	33.3%	3

Table 9

Based on the new SIS classroom level data, PRDE has identified the following groups of teachers to which the state will pay particular attention: multi-subject Special Education teachers in a full time contained classroom, multi-subject Science teachers, Elementary and Secondary English teachers, multi-subject Fine Arts and Foreign Languages. Teachers in the metro, and eastern part of the island will be particularly targeted for intensive professional development programs to help them become HQT in the shortest possible time. Although the core subject teachers and districts mentioned will be considered top priority, PRDE will continue to offer programs and services to all the other NHQT in core subjects for certification and professional development purposes.

Core Subject Classes Taught in Schools Not Making AYP

PRDE CORE ACADEMIC CLASSES TAUGHT BY HQT (AYP) 2010-2011

Report Date: 09/01/2011 17:12:23

Non AYP Schools

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	17,361	14,735	84.87%	2,626	15.13%
Fine Arts	6,423	5,509	85.77%	914	14.23%
K-3	6,205	4,825	77.76%	1,380	22.24%
Mathematics	13,274	12,004	90.43%	1,270	09.57%
Sciences	13,295	9,585	72.09%	3,710	27.91%
Social Studies-History	12,336	10,956	88.81%	1,380	11.19%
Spanish	13,295	12,088	90.92%	1,207	09.08%
Special Education	1,225	687	56.08%	538	43.29%
Total	83,414	70,389	84.39%	13,025	15.61%

Table 9A

Core Subject Classes Taught in Schools Making AYP

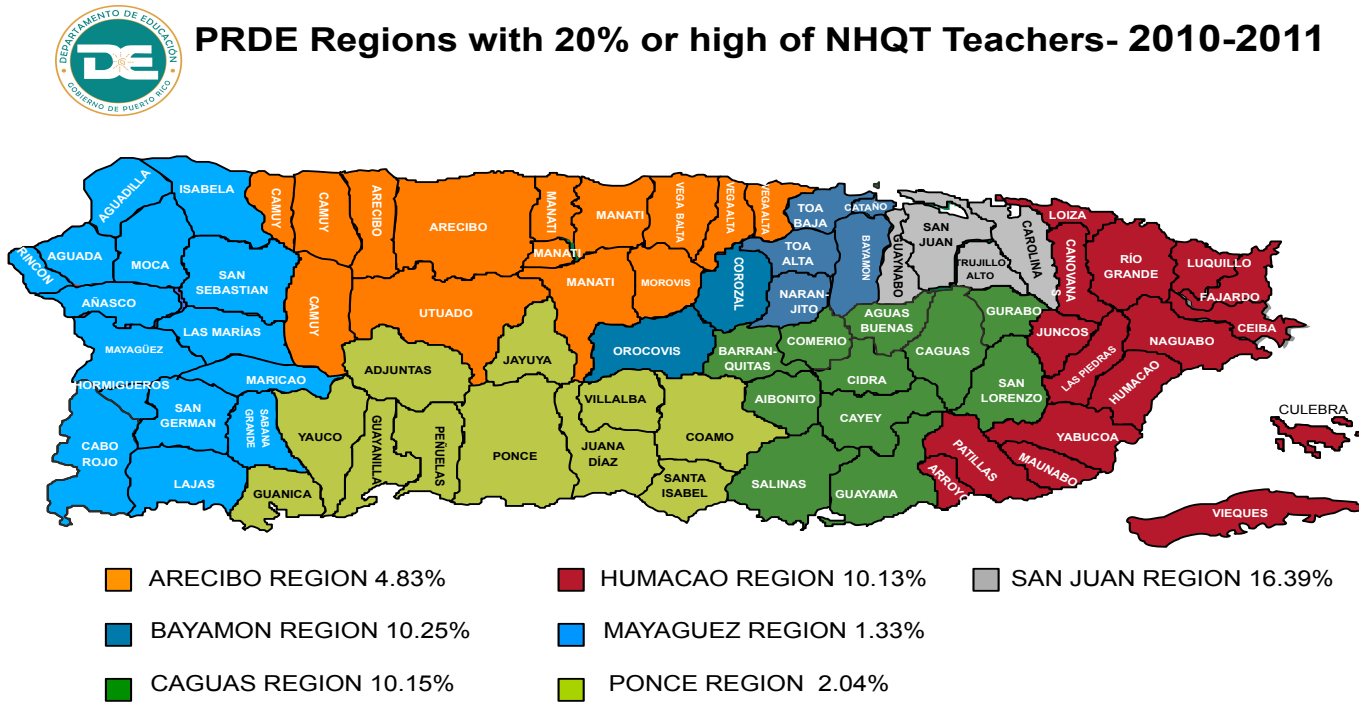
AYP Schools

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	1,329	1,094	82.32%	235	17.68%
Fine Arts	411	376	91.48%	35	08.52%
K-3	832	644	77.40%	188	22.60%
Mathematics	816	692	84.80%	124	15.20%
Sciences	789	575	72.88%	214	27.12%
Social Studies-History	768	636	82.81%	132	17.19%
Spanish	782	650	83.12%	132	16.88%
Special Education	62	33	53.23%	29	46.77%
Total	5,789	4,700	81.19%	1,089	18.81%

Table 9B

The data collected does not reflect a strong relationship between the AYP and HQT status of teachers in most schools. In fact, there are many districts that do not have the highest percentages of classes taught by NHQT yet did not make AYP during SY 2010-2011. However, Special Education shows a non significant difference in AYP schools (46.77% HQT) vs. NAYP schools (43.29%). This apparent inequity will be further analyzed and addressed. Science and K-3 show a slight difference in the percentages. This will be further analyzed in upcoming data collection efforts for the new School Year.

1.4 Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?



1

Figure 5

In terms of NHQT teachers (Figure 5) shows no significant relationship between the 7 educational regions of the PRDE. The highest percentage of NHQT teachers is 16.39%. Table 10 shows that school districts San Juan I and San Juan II have more than 20% of NHQT teachers (19.5% and 23.4%) respectively, both located in the metro area.

Valid data on non-HQT* by Criteria, Local District and Region (as of June, 2011)					
Local district	Total # of teachers in Core Subjects	TOTAL # of Yes-HQT	% Yes-HQT	TOTAL # of Non-HQT	% Non-HQT
ARECIBO	1,345	1,281	95.2%	64	4.8%
CAMUY	1,133	1,115	98.4%	18	1.6%
MANATI	1,132	1,071	94.6%	61	5.4%
VEGA ALTA	1,314	1,219	92.8%	95	7.2%
TOTAL ARECIBO	4,924	4,686	95.2%	238	4.8%
BAYAMÓN	1,778	1,571	88.4%	207	11.6%
COROZAL	884	807	91.3%	77	8.7%
OROCOVIS	720	687	95.4%	33	4.6%
TOA BAJA	1,485	1,304	87.8%	181	12.2%
TOTAL BAYAMÓN	4,867	4,369	89.8%	498	10.2%
BARRANQUITAS	1,083	987	91.1%	96	8.9%
CIDRA	1,389	1,244	89.6%	145	10.4%
GUAYAMA	1,151	1,013	88.0%	138	12.0%
GURABO	1,602	1,450	90.5%	152	9.5%
TOTAL CAGUAS	5,225	4,694	89.8%	531	10.2%
CANÓVANAS	1,400	1,167	83.4%	233	16.6%
FAJARDO	903	770	85.3%	133	14.7%
LAS PIEDRAS	1,142	1,080	94.6%	62	5.4%
YABUCOA	1,065	1,036	97.3%	29	2.7%
TOTAL HUMACAO	4,510	4,053	89.9%	457	10.1%
AGUADILLA	1,413	1,400	99.1%	13	0.9%
CABO ROJO	1,313	1,300	99.0%	13	1.0%
MAYAGÜEZ	981	947	96.5%	34	3.5%
SAN SEBASTIÁN	1,263	1,257	99.5%	6	0.5%
TOTAL MAYAGÜEZ	4,970	4,904	98.7%	66	1.3%
PONCE	1,572	1,535	97.6%	37	2.4%
SANTA ISABEL	1,500	1,478	98.5%	22	1.5%
UTUADO	923	894	96.9%	29	3.1%
YAUCO	1,293	1,273	98.5%	20	1.5%
TOTAL PONCE	5,288	5,180	98.0%	108	2.0%
CAROLINA	1,200	1,028	85.7%	172	14.3%
SAN JUAN I	1,150	926	80.5%	224	19.5%
SAN JUAN II	1,467	1,124	76.6%	343	23.4%
GUAYNABO	1,767	1,591	90.0%	176	10.0%
TOTAL SAN JUAN	5,584	4,669	83.6%	915	16.4%
PRDE's Total	35,368	32,555	92.0%	2,813	8.0%

Table 10

Overall (combining all core subject areas) the districts (**mark in red color**) have more than 20% of core subject NHQT Teachers. (see Table 11)

Appendix #_ : Valid data on non-HQT* by Criteria, Local District and Region (as of June, 2011)	% Non-HQT
Local district	
SAN JUAN II	23.4%
SAN JUAN I	19.5%
CANÓVANAS	16.6%
FAJARDO	14.7%
CAROLINA	14.3%
TOA BAJA	12.2%
GUAYAMA	12.0%
BAYAMÓN	11.6%
CIDRA	10.4%
GUAYNABO	10.0%
GURABO	9.5%
BARRANQUITAS	8.9%
COROZAL	8.7%
VEGA ALTA	7.2%
LAS PIEDRAS	5.4%
MANATI	5.4%
ARECIBO	4.8%
OROCOVIS	4.6%
MAYAGÜEZ	3.5%
UTUADO	3.1%
YABUCOA	2.7%
PONCE	2.4%
CAMUY	1.6%
YAUCO	1.5%
SANTA ISABEL	1.5%
CABO ROJO	1.0%
AGUADILLA	0.9%
SAN SEBASTIÁN	0.5%

Table 11

MUNICIPALITIES WITH MORE THAN 20% NHQT TEACHERS

Municipalities	Total Teachers	HQT Teachers	% HQT	NHQT Teachers	% NHQT
CANOVANAS	434	328	75.58%	106	24.42%
CULEBRA	31	17	54.84%	14	45.16%
SANA JUAN IV	747	596	79.79%	151	20.21%
VIEQUES	116	72	62.07%	44	37.93%

Table 12

MUNICIPALITIES WITH MORE THAN 20% NHQT CLASSES

Municipalities	# of Core Academic Classes	# of core academic classes taught by teachers who are Highly Qualified	% of core academic classes taught by teachers who are Highly Qualified	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
BAYAMON II	1,238	972	78.51%	266	21.49%
CANOVANAS	1,012	751	74.21%	261	25.79%
CATANO	736	575	78.13%	161	21.88%
CIDRA	1,229	941	76.57%	288	23.43%
CULEBRA	58	30	51.72%	28	48.28%
NAGUABO	652	516	79.14%	136	20.86%
SAN JUAN IV	1,637	1,307	79.84%	330	20.16%
SAN JUAN V	992	788	79.44%	204	20.56%
TRUJILLO ALTO	1,037	824	79.46%	213	20.54%
VIEQUES	266	164	61.65%	102	38.35%

Table 13

PRDE will consider any school district (municipalities) with more than 20% NHQT classes as a high priority district particularly in high need schools. Overall (combining all core subject areas) there are a total of 10 municipalities (about 11%) with more than 20% of classes taught by NHQT. These municipalities are illustrated in Table 13. The data reflects that the issue of NHQT is more acute in the metro and eastern part of the Island. The five districts with higher percentages of NHQT are: **Culebra (48.28%), Vieques (38.35%)**, Canóvanas (25.79%), Cidra (23.43%), Cataño (21.88%) and Bayamón II (21.49%). Even though the case of the off-shore islands of Vieques and Culebra seems serious; we must also consider that the socio-economical conditions that prevail in these island-municipalities coupled with the distance from the main island make it very difficult to attract qualified teachers.

Only Vieques, Culebra and Cidra districts are among the smallest in Puerto Rico, with respect to student enrollment. Regionally, San Juan and Humacao (all to the north and northeastern and eastern part of the island) are at the top of the list of regions with higher numbers (and percentages) of NHQT as well as numbers of teachers and student population (See Table 12). (See Requirement 3 for programs and services to assist NHQT in high need districts).

1.5 Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Class Group	# of Core Academic Classes	# of core academic classes taught by teachers who are not Highly Qualified	% of core academic classes taught by teachers who are not Highly Qualified
English	18,692	2,861	15.31%
Fine Arts	6,956	979	14.07%
K-3	7,040	1,568	22.27%
Mathematics	14,090	1,394	09.89%
Sciences	14,094	3,929	27.88%
Social Studies-History	13,106	1,512	11.54%
Spanish	14,077	1,339	09.51%
Special Education	1,299	567	43.65%
Total	89,354	14,149	15.83%

Table 14

Of the 89,354 core academic courses taught in Puerto Rico, **84.17%** are being taught by HQT. PRDE has identified the following core academic subjects as those most being taught by a NHQT:

- **Special Education:** Most Special Ed. teachers comply with the first two HQT requirements. PRDE will provide intensive content specific professional development to all NHQT in this category and demonstrate competency in the level.
- **Science:** the courses that will be targeted for certification will be Physics, Chemistry and Environmental Sciences.
- **English:** Elementary and secondary English courses
- **K-3:** PRDE will provide professional development programs to comply with the HQT requirement 3: Demonstrate competency in the level.

With the exception of K-3, there is severe shortage of teachers graduating from universities to teach Special Education, English and certain Science courses. PRDE is urging the institutions of higher education to address this issue as will the school counselors in order to implement strategies to attract more student to these hard to staff courses.

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

2.1 Does the plan identify LEAs that have not met annual measurable objectives for HQT?

PRDE as a unitary system (SEA/LEA) has not met the 100% HQT goal. PRDE's educational structure is composed of seven (7) Education Regions divided into 28 School Districts none of which has met the 100% goal. School districts closest to the target are San Sebastián (99.5%), Aguadilla (99.1%) and Cabo Rojo (99.00%), all located in the west of the island. Since the classroom level HQT data is relatively new (June 2011), HQT Plans from districts and schools must also be new in order to reflect the needs of NHQT based on the accurate data from the Student Information System (SIS). School directors and School Districts will be directly responsible of analyzing HQT data, assessing the highest needs in terms of NHQT, having plans in place to address the needs of all the NHQT. Those not demonstrating progress in achieving the 100% HQT goal by the end of SY 2010-11 must submit a corrective action plan for SY 2011-2012.

Districts and schools will receive the updated HQT Census in July 2011 (it will also be available on our website) with the new complete classroom level data for all the schools within the 28 districts. Since the data is different from the previous, during the month of August 2010 regional meetings will take place to discuss the new data and how the districts and schools are going to develop new action plans and strategies around the new data to address the issue of NHQT in schools and districts. The HQT Plans must be submitted by September 2010 for permanent or tenured NHQT and updated by October 2010 to include any newly hired teacher that might arrive during the recruitment process.

2.2 Does the plan include specific steps that will be taken by LEA's that have not met annual measurable objectives?

PRDE will notify all school Districts and schools the names of the teachers assigned to the school for the SY 2010-11 and their HQT status. Both the district and the school will be required to develop HQT Plans and submit progress reports. Although the HQT Plans must address the needs of all NHQT, the priorities will be Science, Elementary and Secondary English and Special Education. At the end of SY 2010-11 progress reports submitted by the schools and districts to the InDePM will be analyzed by SEA personnel and schools that have not met the annual measurable objective of 100% will be required with the assistance of district personnel to develop a corrective action plan that will run through July 2011.

At the Educational Region level, the director of the region will be responsible of assuring that recruitment processes follow the latest Policy Letters (CC-12-2010-2011; HQT Circular Policy Letter and Handbook 2008-09) and will guarantee that highly qualified teachers and paraprofessionals be hired in all Title I schools. In addition, region directors will guarantee that NHQT salaries will not be paid with federal funds. They must also guarantee that when a NHQT person has to be hired, the required commitments and assurances have been agreed to and signed. Educational Regions will be required to submit a progress report on HQT status goal (100% HQT) by January 2011. (See Requirement 4.1)

At the district level will be responsible analyze HQT data and develop action plans to address the professional development needs of NHQT, specifically new and/or inexperienced teachers in low performing, high poverty level schools. Each district must have in place a Teacher Induction Program to assist new and/or inexperienced teachers and can also assist schools with professional development in their areas of major need. Basically, the State Equity Plan will be addressed and overseen from the schools districts.

The School Districts will be required to submit a District HQT Plan by August 2010 for permanent or tenured NHQT and updated by October 2010 when the recruitment process is practically over and the numbers of new or inexperienced teachers is reported. Title I Section 1119 funds will be allocated to the school district for HQT purposes. District HQT Plans will require a progress report on HQT status goal (100% HQT) by January 2011 and a second one by the end of June 2011. (See Requirement 4.1)

At the school level NHQT (especially in identified high areas of need) will be the highest priority for professional development. Comprehensive School Plans (CSP) must include the activities to assure that NHQT will be provided with the professional development opportunities needed to help them achieve the HQT status in the shortest possible time. Schools have in place a two year CSP until 2010. Starting with SY2010-2011, the Plans will be updated online. School directors will receive an intensive training on this process from July to September 2010 (See table below). HQT planning and monitoring will be part of the training. During the training school directors will receive their school's teacher HQT profile and individual technical assistance to include in the CSP objectives and activities to support NHQT to become HQT. The Comprehensive School Plans will require a progress report in HQT status goals (100% HQT) by January 2010 and a second one by the end of June 2010. (See Requirement 4.1)

Comprehensive School Plan Training Schedule

Date 2009	Education Region	Number of Region Directors	Number of School Directors	Number of Superintendents
June 30 – July 3	Humacao	1	206	29
July 6 - 9	Mayagüez	1	220	35
July 9 - 12	Arecibo	1	197	34
July 13 - 16	San Juan	1	212	28
July 16 - 19	Bayamón	1	167	28
July 21 - 24	Ponce	1	236	33
July 28 - 31	Caguas	1	196	29
TOTAL		7	1,434	216

Table 15

2.3 Does the plan delineate specific steps the SEA will take to ensure that all LEA's have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

PRDE has and will continue to provide technical assistance to all educational regions, school districts and schools in the following areas:

- emission of complete and accurate HQT data for all teachers
- the analysis of HQT data
- establishing core subject priorities
- planning according to state needs and local needs
- identifying funds to support HQT initiatives
- monitoring and evaluation of programs and services

PRDE as SEA has revised an HQT Circular Policy Letter and Handbook that will be officially disseminated by July 2010. These documents delineate the specific roles and responsibilities with their timelines regarding HQT provisions of NCLB of each PRDE level: central offices, educational regions, school districts and individual schools. They also include compliance forms and assurances that guarantee that the policy was understood and implemented correctly.

PRDE will conduct regional meetings and provide ongoing technical assistance to personnel from educational regions, school districts and schools to discuss the HQT policy documents as well as the planning tools, timelines and constitutes an acceptable individual professional development plan for its Non Highly Qualified Teachers.

The Office of Federal Affairs (OFA) will monitor regions and districts to ensure compliance and monitor progress. These protocols will ensure that all schools and school districts have plans and progress indicators for NHQT to become HQT in the shortest possible time, the equitable distribution of teachers, core subject of greatest need, low performing-high poverty level schools and appropriate use of federal funds.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEA's in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEA's will use to meet their HQT goals.

3.1 Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

Although the responsibility of successfully completing the HQT Plan will be at the state level, PRDE will provide ongoing technical assistance to all educational regions, school districts and schools since they will play a critical part in the collection and follow up of data management, analysis and implementation of HQT plans.

The technical assistance will be provided throughout the year by way of regular educational region meetings, district meetings and constant electronic communication. Updates will be posted on PRDE's website as needed to maintain an ongoing support system for all school districts and school directors. Although all educational regions, districts and schools will be provided with technical assistance; those with the highest numbers of NHQT especially high poverty schools and schools not making AYP will be a priority for the Department.

In order to ensure full understanding of the HQT requirements and the implications of not being HQT, PRDE has prepared an orientation process for teachers and other school staff. This orientation encompasses statutory requirements, statistical information being collected, processes and procedures being implemented to attain HQT status among all teachers and analysis of needs assessment as well as statistical evidence to implement appropriate strategies to remedy the current needs. This orientation can be found on PRDE's website:

<http://www.de.gobierno.pr/tags/maestros-altamente-calificados>

The website also contains HQT information, HQT Census, specific programs, professional development opportunities and services that will be available for teachers year round for meeting HQT goals. The data on teacher quality obtained from the Student Information System and the HQT Census will also be posted for informational as well as for research and analysis purposes.

Several face to face meetings with PRDE personnel in Educational Regions, School Districts and Schools have been programmed for July, August and September 2010 and February, March and April 2011. Although it is targeted for all regions, districts and school personnel, special assistance will be given to schools identified for school improvement and schools with large numbers of NHQT and high poverty levels.

Timeline

Date	Technical Assistance to	Activity	Office Responsible
July–September 2010-2011	Schools and school districts personnel	Addressing HQT issues in the Comprehensive School Plans in schools not making AYP.	Office of Federal Affairs
July 2010-2011	Educational Region personnel Directors, Human Resources and Title I Coordinators	Discuss content of the HQT Policy Circular Letter and Handbook on teacher recruitment requirements	Teachers Professional Development Institute
July 2010-2011	School superintendents and Title I superintendents	Use of Title I and Title II funds to support HQT initiatives in priority schools and districts	Office of Federal Affairs Title I and II program Coordinators
Every three months starting in August 2010-2011	Educational Region Directors and School District Superintendents	Discuss issues regarding schools that are not making AYP and/or high poverty level and still have a significant number of NHQT.	Offices of the Secretary and the Undersecretary
September 2010-2011	Educational Regions HR personnel	Analysis of the information received from Student Information System (SIS) to crosscheck individual teacher certification with current assignment to identify out of field placements and take appropriate actions to correct the situation in a timely manner.	PRDE Office of Teacher Certification
December 2010-2011	Educational Region HR personnel	Recruitment of HQ and experienced teachers for schools not making AYP and reassignment of NHQT	PRDE Office of Human Resources

Table 16

3.2 Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?

PRDE has issued the latest Recruitment, Transfer and Relocation Circular Letter 15-2010-2011 which require that Educational Regions (where recruitment takes place) follow all the HQT requirements for hiring new and experienced teachers especially for schools that are not making AYP, schools that have been identified for school improvement and schools with high percentages of NHQT. In addition, a new HQT Policy Circular letter and Handbook further delineates the roles, responsibilities, timelines and assurances that all PRDE offices including central office, educational regions, districts and schools must comply with regarding the HQT status of teachers and paraprofessionals.

PRDE's educational regions have been provided with and will continue to receive technical assistance to better understand the federal mandates regarding the hiring and recruitment of teachers; to comply with the requirements of the Recruitment Circular Letter and promote the strategic and equitable distribution of HQ and experienced teachers especially in schools that are low performing, not making AYP and/or have a large number of NHQT.

Low performing schools are already the primary target for all State professional development, instructional and fiscal support initiatives funded with state and federal monies. Professional development in schools not making AYP is at the top of PRDE's priorities and is coordinated in the various federal programs administered by the PRDE that provide for professional development activities. Several initiatives were implemented during the 2010-2011 School Year. All the initiatives target teacher quality by providing high quality, sustained scientifically based professional development. These initiatives will be replicated to systematically impact all schools in need of assistance.

- Systemic Initiative for School Transformation (ISTE) that targets schools in one to four years of improvement.
- School transformation (Resiliency) for elementary schools that did not make AYP for the first time.
- Transformation Initiative for Schools in Corrective Action for schools in third year of improvement.

3.3 Does the plan include a description of programs and services the SEA will provide to assist teachers and LEA's in successfully meeting HQT goals?

The programs and services that PRDE will provide teachers to become HQT in the shortest possible time:

- Technical assistance (on site and on line) to districts and schools in analyzing their HQT data, writing the HQT Plans, implementing and monitoring the success of the plans.
- Identification and allocation of federal and state dollars to fund HQT initiatives such as professional development, training, certification and re-certification.
- Assistance with options for Special Education and secondary teachers teaching multiple core subjects.
- Certification and recertification programs in partnerships with the institutions of higher education approved by the Puerto Rico Council of Higher Education.

- Job embedded professional development opportunities through the Comprehensive School Plans.
- School districts will develop Induction programs for teachers with three years or less of experience. These programs are known to reduce the time it requires a teacher to become highly effective and are effective retention strategies. PRDE has been working with ***the New Teacher Center in Santa Cruz, California*** and has trained over 300 teachers in mentoring. For SY 2010-11 mentoring will be targeted for Special Education, Science, English Teachers so that these teachers can be more effective and efficient.
- Targeted content specific professional development from SEA Academic Program Directors who assess the particular needs of their teacher populations and develop work plans that are funded through Title I Part A, Title II, Part A and other federal programs. (Sample for Summer 2010 – December 2010)

K-12:

- Educational Practices in order to facilitate the Cycle I and Cycle II teaching and learning processes, 1,400 teachers (7 Educational Regions), 30 contact hours
- Technology and Information Congress, 1,751 teachers and school directors, 24 contact hours
- Strengthening instructional leadership on School Directors, 1,600 school directors, 24 contact hours

K-6:

- Creative Children: A world of crafts, 100 teachers and paraprofessionals (including Vieques and Culebra), 18 contact hours
- Effective Strategies for teaching writing and composition on elementary schools, 1,400 teachers (7 Educational Regions), 21 contact hours

Spanish:

- Little Writers: Encouraging creativeness on children, 200 elementary level teachers, 18 contact hours
- More than Tales.....towards innovation in the teaching of values on the elementary level, 200 elementary level teachers, 18 contact hours
- Language, Literacy and Vocabulary integrated in the content areas, 200 elementary level teachers, 18 contact hours

- Spanish Workshops, 200 K-12 teachers, 20 contact hours
- The Challenges of teaching reading and writing on the XXI century school, 200 K-12 teachers, 20 contact hours
- Innovations in the Teaching of Native Language, 150 (3rd-8th, and 11th grade) teachers, 120 contact hours
- Professional Adequacy for Elementary School Teachers, 100 elementary level teachers (Mayaquez Educational Region), 465 contact hours

English:

- Little Writers, 200 elementary level teachers, 18 contact hours
- Empowering All Children Through English, 348 K-3 teachers and school directors (Ponce, Humacao and Bayamon Educational Regions)

Mathematics:

- Math Fun, 200 elementary level teachers, 18 contact hours
- Mathematics for the XXI century, 400 K-12 teachers (San Juan and Bayamon Educational Regions), 19 contact hours
- Math Online Course (statistics, probability, geometry and algebra), secondary level teachers, 135 contact hours
- Practical Mathematics Project (PROMATPRA) Elementary Level, 100 elementary level teachers, 62 contact hours.

Sciences:

- Significant Learning of Earth Sciences, 200 middle school science teachers, 21 contact hours
- Scientific Education and the Development of Knowledge: A necessity in the XXI century, 200 K-12 teachers, 20 contact hours
- Technology to Observe, Think, Investigate and Experiment (Science Fair), 206 middle and/or high schools

Fine Arts:

- Dance and Corporal Expression Certificate, 60 secondary level teachers, 2 courses (6 credits)

Technology:

- Classroom Transformation Through Technology, 200 K at 12 teachers, 20 contact hours

* All professional development workshops includes Special Education teachers as participants.

3.4 Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

Based on the analysis of the courses frequently taught by NHQT, PRDE will focus its efforts in the three subgroups of teachers that need the most attention as identified in Requirement 1; Special Education, Science and K-3 elementary level teachers particularly in high need schools. These teachers will be assisted first in all statewide, school and district HQT plans.

In addition to the professional development initiatives for NHQT already in place (See Requirement 3), PRDE will add the following strategies to address the particular needs of the high priority NHQT sub groups identified in Requirement 1 and other high need areas.

- Summer 2011 PRDE will pay full tuition to NHQT in Certification and Recertification programs in Elementary and Secondary Mathematics, English, Science and Spanish in collaboration with Institutions of Higher Education. PRDE will focus on providing services to the eastern part of the island where the highest numbers of NHQT are reported.
- Professional Development Schools are being considered for the larger metropolitan area of San Juan, where PRDE has the largest numbers of teachers and students. A collaborative effort between our major universities in the metropolitan area and their surrounding schools is being considered to provide support to schools and teachers. Assistance will focus on teacher induction and research. RFP's will go out in August 2011. Programs will run during 2011. (Title II, Part A)
- Elementary school teachers are for the most part veteran teachers that were certified years before PRDE had the Teacher Certification Test (PCMAS) as a requirement for certification. Many did not demonstrate competency through HOUSSE before its phase out date December 13, 2007 and will have to take the PCMAS in March 2011. PRDE will offer NHQT veteran elementary teachers a complete review of the Teacher Certification Test (PCMAS).

The review will be available to other NHQT as well. The PCMAS review will take place during January and February 2011. (Title I and Title II Part A)

REASONS FOR NOT BEING HQT Teachers 2010-11

Reasons	# NHQT Teachers	Percentage
No Certificate	1,919	68.22%
No BA	303	10.78%
No Housse or PCMAS	591	21.00%
Total	2,813	100%

Table 17

Not having demonstrated competency (veteran or special education teachers) and/or lack of an appropriate certification (out of field teachers) appear to be the major reasons for not being HQT. The first aspect addressed in every professional development plan will be the NHQT in the core academic subjects which have the highest numbers of NHQT: multi-subject Special Education, multi-subject Science, Elementary/Secondary English and the K-3 level. Particular Schools can use their School Wide Title I and Title II funds to provide one or more of the following in identified areas of greatest need:

- Full tuition for teachers without the BA to enroll in public or private state approved universities to complete a Bachelor's degree. (Title II)
- Full tuition for teachers who need to complete requirements for full certification in the subject they teach. (Title I, Title II)
- Tuition for university credits for teachers to complete a major in the core academic subjects they teach. (Title II)
- Test Reviews for teachers that did not complete PRHOUSSE procedures by December 13, 2007 and will need to take the Puerto Rico Teacher Certification Test (PCMAS).
- Professional development to maintain HQ status (Title I and Title II)
- Special PD programs for multi-subject special education and science teachers

PRDE is confident that all the HQT initiatives, professional and administrative will not only get PRDE closer to the 100% HQT goal, but also impact teacher effectiveness and therefore student achievement particularly in high need schools.

3.5 Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?

PRDE will use State and Federal funds to continue to provide professional development opportunities to teachers that are not highly qualified (NHQT). All the professional development initiatives must align with NCLB requirements; with PRDE's **State Strategic Plan** and with the **Undersecretary's Priorities for Professional Development**. Some of the programs specifically targeting NHQT are detailed below.

I. Certification and Recertification Programs in Content Specific Areas (Title I, Section 1119 and Title II, Part A) For SY 2010-11 the priorities will be Science, English and Special Education. Other core subjects may be considered after the state priorities have been attended

PRDE has partnered with local universities to certify NHQT and to provide quality professional development to teachers and paraprofessionals. Most of these programs have been in place since 2004 and will continue to be funded through Title I and Title II monies. Universities use SEA/LEA, school district and schools HQT needs assessments to determine the areas of greatest needs in terms of non certified teachers and certified teachers teaching out of field. Currently, PRDE has many Teacher Certification Projects in 32 universities. This initiative has aided in helping to certify 12,483 teachers in the core content areas since 2009-2010 and 2010-2011.

University of Puerto Rico: Elementary and Secondary Education, Early Childhood Education (Preschool), Adapted Physical Education, Special Education, Elementary English, Mathematics, Spanish and Alternate Routes (Mayagüez Campus) in core subjects, Art Education, Biology, Chemistry, Commercial Education, History, Science and Social Studies.

InterAmerican University: Elementary and Secondary Education, Special Education and Autism, Physical Education, Secondary Spanish, Elementary and Secondary English, General Sciences, Chemistry, Biology and Early Childhood Education (Preschool), Elementary Physical Education, Secondary Mathematics, School Health, Education Computing, Secondary Social Studies, Elementary and Secondary TESOL and Music, Adapted Physical Education, Art Education.

Ana G. Mendez System (Metropolitan University, Universidad del Turabo, Universidad del Este) : Early Childhood Education (Preschool), Primary Education (K-3), Elementary (4-6) and Secondary Physical Education, Elementary and Secondary English, Secondary Spanish, Elementary and Secondary Science, Secondary History, Secondary Mathematics, Special Education and Special Education (Mildly Impaired Children) and Secondary-Vocational Industrial.

National College (Arecibo and Bayamón Campus): Health Education, Early Childhood Education (Preschool).

Sacred Heart University: English, Combined Program in Early Childhood, Elementary English, Elementary Education and General Education.

Pontifical Catholic University of Puerto Rico, Arecibo Campus: Primary Education (K-3), Elementary Education (4-6) and Secondary Education, Special Education, English and History.

Pontifical Catholic University of Puerto Rico (Arecibo, Ponce and Mayaguez Campus): Primary Education (K-3), Elementary Education (4-6) and Secondary Education, Elementary and Secondary Physical Education, Elementary English, Elementary Special Education, History and Biology.

Puerto Rico Conservatory of Music: Music Education

Universidad Adventista de las Antillas: Master, Ph.D., Primary Education (K-3), Elementary Education (4-6) and Secondary Education.

American University, Bayamon Campus

Caribbean University, Bayamon Campus

Escuela de Artes Plásticas

Special Education Certification (Title I) A second certification is being offered to all interested K-6 main stream teachers.

Content Based Professional Development (Title II) The Title II Professional Development Needs Assessments from the local school districts prioritizes on content based university courses for all teachers, including NHQT. State and federal funds are used to provide long standing financial assistance for **Graduate Degrees** in the core academic subjects.

Title II. Part A, SAHE Collaboration has always existed between PRDE and SAHE. On a yearly basis SAHE contacts PRDE to decide on the priorities in the targeted areas of professional development for teachers and principals. Careful consideration is given to avoid duplicating efforts. In terms of HQT requirements SAHE has been and will continue targeting certification programs for NHQT in Physics and Special Education, two of PRDE's difficult to staff core subjects. Beginning with SY 2010-2011 SAHE will also include certification in Chemistry, Environmental Science and professional development for teachers of Limited Spanish Proficiency (LSP) students. (See Requirement 3.3)

Title II, Part B Puerto Rico Math and Science Partnerships (MSP) The Puerto Rico Math & Science Partnership is a collaborative initiative with 13 universities which are leaders in mathematics and science education in PR and the **Puerto**

Rico Department of Education (PRDE). PRMSP offers a comprehensive and systemic program of support to schools that will enable each science and mathematics teacher to be competent in the content area they teach, and acquire the skills to offer high quality teaching to all students in a learning-centered environment. The program includes several components such as Summer Institutes, Saturday academies, university credit courses, resource centers in schools and an on site component to guarantee transfer to the classroom.

For SY 2010-2011 1,498 teachers from 479 public schools and 119 private schools participated. Evaluations have evidenced significant gains in academic performance of students in the PPAA tests. For SY 2011-2012 PRDE anticipates the participation of 1,400, K-12 grade teachers from 599 public and private schools.

3.6 Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

PRDE has several initiatives and strategies already in place that address the issue of staffing and professional development in schools that are not making AYP. All grants and projects that are awarded must target schools on improvement or identified as high risk schools.

Title I and Title II funds will be used to support professional development and data analysis in schools. Schools that are low performing will be the highest priority for professional development and technical assistance efforts. The PRDE Office of Federal Affairs provides ongoing technical assistance through its proposal unit and specific federal programs to ensure that federal funds are directed to schools not making AYP or that are in need of improvement.

Requirement 4: The revised plan must describe how the SEA will work with LEA's that fail to reach the 100 percent HQT goal by the end of the 2010-2011 School Year.

4.1 Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEA's accountable for fulfilling their plans?

School Districts and School Directors will complete and sign assurances that reflect their commitment with HQT compliance. In addition, School District and Schools Directors that do not meet the 100% HQT goal will submit an HQT Plan to PRDE by the end of August 2010 and an updated version by October 2010. The Office of Federal Affairs (OFA) will monitor compliance with the HQT Plans during SY 2010-11. OFA will analyze the Progress Reports submitted in January and June 2011 and annually identify schools and districts that will be targeted for corrective action during SY 2010-2011.

Beginning in School Year 2010-2011 and annually thereafter, School Districts and Schools will submit bi-annual (January 31 and June 30) progress reports with the following information:

School Directors:

- Number and percent of classes taught by NHQT (by core academic subject)
- Number and percent of NHQT
- Timeline of activities in Individual Teacher Professional Development Plan (of each individual NHQT)
- Number and percent of teachers that have attained HQ status during the semester
- Number and percent of teachers that did not comply with activities in the Individual Teacher Professional Development Plan

School Districts:

- Number and percentage of NHQT in schools not making AYP
- Number and percentage of NHQT in high poverty level schools
- Number and percentage of new teachers (three years or less in the system)
- Number and percentage of new teachers in schools not making AYP
- Number and percentage of new teachers in high poverty level schools
- Number and percentage of new teachers in the District Induction Program
- Number and percentage of NHQT participating in professional development programs
- Number and percentage of schools presenting inequities in teacher assignments
- Number and percentage of out of field teachers
- Amount (\$) of federal funds spent on professional development programs for NHQT (by federal program)

Educational Region Director:

- Number and percentage of NHQT hired (by core academic subject)
- Number and percentage of NHQT hired in schools not making AYP
- Number and percentage of NHQT hired in high poverty level schools
- Number and percentage of NHQ paraprofessionals hired in the region (by district)
- Number and percentage of NHQT and NHQT paraprofessionals relocated or transferred

The Office of Federal Affairs (OFA) and the Teacher's Professional Development Institute (InDePM) will:

- Analyze the biannual progress reports and identify high priority schools and districts
- Monitor progress of schools that did not reach the 100% HQT goal
- Identify and allocate funds to support schools and districts in reaching the 100% HQT goal

High Priority Schools and Districts that did not meet their 100% HQT goal and in addition did not make AYP and/or have a high poverty level will be identified and put on a corrective action plan that will run from August 2010-11. Assistance to these schools will include:

- Additional technical assistance to ensure that the HQT data was reported and analyzed accurately.
- Designation of a team to review the District HQT Plan and assist in making modifications and establishing new timelines.
- Assist in identifying and coordinating the implementation of professional development activities and other services available.
- Monitoring and site visits conducted every three months.

Teachers and paraprofessionals that are not making progress on their Individual Teacher Professional Development Plan will be subject to:

- Reassignment (the following School Year) (Especially if working in a school that did not make AYP and/or have a high poverty level).
- Apply to take the Puerto Rico Teacher Certification Test (PCMAS) in March 2011.
- Apply to take the Paraprofessional Test in April 2011.
- Enrollment in Certification or Recertification Program.
- Not being recommended for future hire.

The new Recruitment, Transfer and Relocation Circular Letter 15-2010-2011 already stipulates that teachers that are not certified in the subject they teach will not be able to apply for a teaching position in the Department not can a NHQT transfer to another position.

4.2 Does the plan show how technical assistance from the SEA to help LEA's meet the 100 percent HQT goal will be targeted toward LEA's and schools that are not making AYP?

The Action Plan and (timeline) for Technical Assistance SY 2008-2011 (See Requirement 3)

The Secretary of Education holds meetings with the seven Education Region Directors. The Undersecretary for Academic Affairs holds monthly meetings with the 28 School District Superintendents (August 2010 – July 2011). Both meetings will include in their agendas updates on issues regarding HQT status of districts schools, HQT plans and revision of the systemic plans to address needs of Schools that are not making AYP and still have a significant number of NHQT. Districts are expected to inform of progress and obstacles in meeting the 100% HQT goal. Requests for additional technical assistance will be forwarded to InDePM and OFA.

The Office of Federal Affairs program officers and program monitors will provide ongoing technical assistance directly to districts and schools that have been identified as not making AYP and still have significant numbers of NHQT. They will train staff and provide information on the HQT requirements for the various federal programs, monitor progress and assist with the schools HQT plan as indicated in the Comprehensive School Plan Application(PCE).

PRDE's Office of Human Resources will schedule periodic meetings with Education Region Human Resources personnel to discuss recruitment of HQ and experienced teachers for schools not making AYP and reassignment of NHQT to schools making AYP. ([December and April 2011](#))

The PRDE Office of Teacher Certification will provide technical assistance to Education Regions HR personnel in the review and analysis of the information received from Student Information System (SIS) to crosscheck individual teacher certification with current assignment to identify out of field placements and take appropriate actions to correct the situation in a timely manner. ([September 2010 - December 2011](#))

The Teacher's Professional Development Institute (InDePM) is an office under the Subsecretary of Academic Services that offers year round technical assistance, directly to teachers, superintendents and school directors by letters, phone, email or in person. The InDePM basically oversees procedures that teachers use to demonstrate competency, NCLB's third requirement, which has been the most difficult for Puerto Rican Teachers.

InDePM revises HQT documents, procedures and assists in the planning phase of School and District HQT Plans. This office also develops SEA HQT work plans for use of Title I and Title II funds (technical assistance is on going throughout the School Year).

4.3 Does the plan describe how the SEA will monitor whether LEA's attain 100 percent HQT in each LEA and schools

- in the percentage of highly qualified teachers at each LEA and school; and
- in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?

- The HQT database will be updated regularly throughout the School Year to monitor progress in attaining the 100% HQT goal in each school district. PRDE staff will site visit the districts detected to be falling behind, starting with schools in high need areas. Again technical assistance will be provided to help them analyze the reasons for the situation, help them modify the District HQT Analysis Plan and provide a new timeline for compliance. They will also be advised of the sanctions for not complying.
- Part of the district statistician's duties is to follow up and record the percentage of teachers who have participated in high quality professional development as required by NCLB, this means that only professional development that complies with the NCLB definition will be accepted in work plans and Consolidated School Applications. The Student Information System (SIS) will allow PRDE to track accurately, for the first time, the number of teachers that engage in high quality professional development and report that back to USDE.

4.4 Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEA's fail to meet HQT and AYP goals?

PRDE has both failed to make AYP and meet the annual measurable HQT objectives for three consecutive years. Therefore, consistent with ESEA 2141C is:

- Using Title II, Part A funds for professional development strategies and activities developed in coordination with teachers and directors in schools. The Title II, Part A. Program will update the State Needs Assessment using the information in the School Comprehensive Plan. Approval of the Plan will include a commitment to use the sound scientifically based strategies and activities formulated in their plans, which was developed by principals, teachers and other members of the local school community.
- Not hiring paraprofessionals with Title I, Part A funds, except to fill a vacancy left by a HQP paraprofessional. The new paraprofessional must meet the requirements of Section 1119(c).
- Sending Parent Notification letters of NHQT who teach their children (August 31, 2010).

It will be difficult for each and every district and school in Puerto Rico to achieve the goal of 100% HQT. It is expected that technical assistance to schools and school districts will be an ongoing process. In this process districts will have to revisit their District HQT Analysis Plan and make the appropriate modifications.

There are situations that make it necessary to hire personnel that are not highly qualified for the position. When there are no eligible teachers to hire, a special recruitment process takes place. PRDE's new Recruitment, Transfer and Relocation Circular Letter 15-2010-2011 establishes the criteria for hiring staff that does not have the full qualifications for the position. It contains assurances that the best qualified person for the teaching assignment will be hired. In addition, the person must agree to enter a program that will provide high quality professional development that will help become HQT as soon as possible. Schools that fail to have 100% of their teachers HQT by December 2010 and in addition do not make AYP will be targeted for additional technical assistance, monitoring, site visits and corrective action plans that will be negotiated with each school district.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 School Year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 School Year (except for the situations described below).

5.1 Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 School Years?

PRDE has implemented four phases of the HOUSSE procedure for veteran teachers, since December 2005 (when HOUSSE was first publicly available to school teachers) and until December 2007 (when the HOUSSE option ended). Table 16 describes the excellent response rate for the HOUSSE procedure in the past 12 months (almost 600 teachers used it in the first 6 months). Veteran teachers have had enough opportunities to demonstrate compliance with the third HQT prong (competence in the subject area) without having to take a certification test (as is required for teachers new to the profession).

All HOUSSE information was thoroughly validated by school directors and each of them received lists of potential HOUSSE applicants in May 2007 and December 2007. All HOUSSE information was received at PRDE’s central offices for final validation and was entered into the digital database for easy reporting and follow-up.

PRDE's implementation of HOUSSE procedure for veteran teachers				
Starting date	Closing date	Total # of HOUSSE entries by closing date (cumulative)	Total HQT through HOUSSE (cumulative)	Percentage of HOUSSE entries that were HQT
December 05	Jun-06	7,363	6,384	87%
July 06	Sep-06	9,409	8,394	89%
January 07	May-07	11,591	10,075	87%
January 08	May-08	12,277	10,761	88%

Table 18 Participation and Results of PRHOUSSE Procedure

Table 18 demonstrates a large proportion of veteran teachers that completed the HOUSSE procedure in Puerto Rico and were successfully classified as HQT (88% until December 2007)

On December 13, 2007 PRDE officially CLOSED the HOUSSE option for regular teachers. Housse remains as an option for Special Education and secondary teachers with multiple core subjects until May 2009. As of January 2008, NHQT Veteran teachers (having complied with the first two HQT-prongs) must take the Puerto Rico Teacher Certification Test (PCMAS) to become highly qualified. Since PCMAS is offered only once a year (March) PRDE will provide test reviews for teachers during the first two months of 2009).

5.2 Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2007-08 School Year, except in the following situations:

- Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or
- Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.

These alternatives were used until May 29, 2009. For the SY 2010-2011 PRHousse is not an alternative for any option trying to demonstrate competence in the areas required by law..

For SY 2010-2011 we need to find additional alternatives (other than the PRHousse) for the following situations in order to comply with the requirements of the NCLB law.

- In the secondary level, teacher in sciences is HQT in one of the subjects, but they can demonstrate competency in another science course. It happened for teacher certification needs. (example. Enviromental Scienes, Chemistry)
- Special Education teachers assigned more than one course: Special Education teachers specially in the secondary level are encouraged to participate in Certification Programs funded with Title I, Section 1119. They can complete an additional certification or credits in any of the core subjects they teach for which they are not HQT (Spanish and Mathematics).

In both case teachers must demonstrate competency within two years of the date of hire.

PRDE encourages both secondary Special Education Teachers and Multiple Subject Teachers to demonstrate competency by taking the Academic Area Test of the PCMAS, although they can also decide to use any other option permitted in the law for new teachers.

All new elementary and secondary school teachers are HQT upon hiring. PRDE's Certifications Guidelines require that all new teachers take and approve the PR Teacher Certification Test (PCMAS). New elementary school teachers take the Basic Battery which includes Fundamental Knowledge and Communication Competencies, Professional Competencies for the Elementary Level. Secondary school teachers take Fundamental Knowledge and Communication Competencies, Professional Competencies for the Secondary Level and the Academic Area Test. By definition all new teachers are HQT. These guidelines have been in place since 1992.

Requirement 6: The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

6.1 Does the revised plan include a written equity plan?

INCLUDED

6.2 Does the plan identify where inequities in teacher assignment exist?

PRDE's Teacher Equity Plan is aligned with the HQT Plan, with NCLB requirements and with the most recent PRDE's Circular Policy Letter on Teacher Recruitment, Transfer and Relocations. Decisions on relocation of teachers will be made on information currently available that correlates HQT status with AYP results and poverty level data. All this information is already available for analysis at all 28 local school districts.

The plan is based on the distribution data of inexperienced, unqualified or out-of-field teachers. PRDE acknowledges that most schools and districts with high percentages of NHQT are located in rural areas of the island or in the off-shore island municipalities of Culebra and Vieques. The next three districts with high NHQT are also located on the north and eastern part of the island. (Canóvanas, Cataño, and Bayamón II).

This data confirms PRDE's hypothesis that equity issues in Puerto Rico are rural, and regional in nature, and are for the most part, not based on the poverty level or minority status of the students.

Nevertheless, the San Juan Educational Region, followed by the Humacao Educational Region will be targeted for intensive intervention and monitoring to correct any inequities in teacher distribution identified in these areas. Although PRDE currently has services and programs to attend these teachers, (See Requirement 3 of the HQT Plan), more online and distance learning strategies will have to be developed to address the inequities in the offshore islands of Vieques and Culebra. The distance from the mainland and the lack of Institutions of Higher Education in the municipalities make it more difficult for teachers to participate in professional development activities.

With recent, new data, more analysis of the island-wide information will be needed to actually determine if inequities are occurring in other places. For this reason, PRDE will convene a task force of stakeholders to further analyze the issue of island wide inequities. Based on their findings and conclusions PRDE will plan and act accordingly to correct identified inequities in all PR schools.

6.3 Does the plan delineate specific strategies for addressing inequities in teacher assignment?

Although specific strategies will be designed once the task force delivers concrete conclusions from the analysis of the complete classroom level SIS data, PRDE will continue to provide services, HQT programs and initiatives to address the needs of all NHQT to meet the 100% HQT goal.

PRDE's commitment is to ensure that poor and underprivileged children will not be taught by inexperience, unqualified and out of field teachers at a greater rate than other children. To achieve this PRDE will:

- Enforce compliance with PRDE Policy Circular Letters for Recruitment and HQT to ensure that the best qualified and effective teachers are hired in schools where inequities are found.
- Establish collaborations with IHE's to address the particular needs of teachers in off shore islands of Vieques and Culebra. Including the possibility of an on site professional development school.
- Consider compensation and incentives for HQT willing to relocate to Vieques or Culebra (or any other remote district).
- Provide support to teachers with three or less years of teaching experience. Evidence shows that high quality induction with mentoring components reduce teacher turnover and help novice teachers achieve adequate levels of effectiveness, thus increasing student achievement.

- Continuously measure and monitor percentages of NHQT experienced teachers in high poverty and schools not making AYP permitting the early identification and intervention in schools where inequities exist.
- Identify funding sources to support professional development activities aimed at meeting the 100% HQT goal.

6.4 Does the plan provide evidence for the probable success of the strategies it includes?

Through the Student Information System (SIS), PRDE will be able to collect, track and monitor data relevant to HQT issues including those of equity. The data will include poverty levels, HQT, AYP status, teacher experience and professional development.

School Districts will have access to this information and the responsibility of analyzing, assessing priorities and addressing the particular needs in terms of inequities of all their schools. They will be provided with the necessary funds to carry out their HQT/Equity Plans.

School Districts will respond directly to the Secretary and are expected to provide PRDE with data analysis from their districts as well as the HQT/Equity Plan to address the findings. Specific protocols will be developed to collect information and implementation of strategies regarding teacher assignment from school districts.

School Districts responsibilities in terms of HQT and Equity issues have been included in the HQT Policy Circular Letter and Handbook. These documents delineate the districts roles and responsibilities, along with compliance of timelines for activities and assurances. They also include the progress reports that have to be submitted biannually to PRDE where HQT/Equity strategies and progress in implementation will be reported.

It is important to indicate that the teacher recruitment process does not occur at the district level, it occurs at the regional level; therefore issues of equitable assignment of teachers is not included in the progress reports.

Effective in SY 2010-11 school districts will be monitored for compliance with LEA activities through the Monitoring Division of the Office of Federal Affairs as part of the overall monitoring process established through the compliance agreement. This will include implementation and progress with HQT/Equity Plans.

6.5 Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

In Puerto Rico teacher recruitment is done at the Educational Region level. Regional Directors are responsible for the equitable assignment of teachers to the extent that PRDE's recruitment requirements permit. Educational Region responsibilities in terms of HQT and Equity issues have been included in the HQT Policy Circular Letter and HQT Handbook. These documents delineate the districts roles and responsibilities, along with the compliance timelines of activities and required assurances.

They also include the progress reports that have to be submitted biannually to PRDE in which recruitment processes, consistent with HQT requirements, will be reported. If an unqualified teacher must be hired and the assignment produces an inequity in a school, the Educational Region has to report it immediately to the school districts. The district will address the issue in the district HQT/Equity Plan.

Effective with SY 2010-11 Educational Regions will be monitored for compliance with Title I and Title II requirements. This will include the revision of the assurances that every effort was made to hire qualified, experience and effective teacher in schools where inequities have been identified and all appropriate supporting documentation.