



STATE SYSTEMIC IMPROVEMENT PLAN PHASE 3 YEAR 4

PUERTO RICO
PART B

APRIL 2020

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Introduction

The Puerto Rico Department of Education (PRDE) presents its State Systemic Improvement Plan (SSIP) Phase III year four (4) with the purpose of improving child-level outcomes for students with disabilities. These efforts were aligned with the Individuals with Disabilities Education Improvement Act (IDEIA) and the Elementary and Secondary Educational Act as amended by Every Student Succeeds Act (ESSA). As presented during previous phases, PRDE along with its stakeholder group, decided to impact the proficiency rate of fifth grade students with disabilities taking the Puerto Rico Assessment system called META-PR, (*Measurement and Evaluation for Academic Transformation of Puerto Rico*), in mathematics within the Humacao Region to be considered our State Identified Measurable Result (SIMR).

Originally, PRDE during Phase I, along with the stakeholder group, decided that the SSIP would focus on the proficiency rate of sixth grade students with disabilities taking Puerto Rico's statewide assessment (META-PR¹) in mathematics within the Yabucoa District. The passage of an education reform law during 2018 eliminated the 28 districts and absorbed them into seven educational regions. As such, the administrative division overseeing what had been known as the Yabucoa district is now the Humacao Educational Regional Office (Humacao ORE by its acronym in Spanish). PRDE remains focused on increasing the mathematics performance for students attending schools located in what was the Yabucoa District ("participating schools"). However, PRDE did modify its SIMR in 2016-2017 in order to adjust to public policy changes regarding school organization. Specifically, public policy changes reorganized schools in Puerto Rico, changing elementary grade levels from including kindergarten through sixth grade, to including kindergarten through fifth grade; effectively transitioning sixth grade from elementary to middle school. In light of this significant change, after a data analysis, and discussion with the stakeholder group, it was decided to focus on impacting the

¹ In Year 2016, PRDE changed its statewide Assessment, formerly called the PPAA, and began administering the test called META-PR, Measurement and Evaluation for Academic Transformation of Puerto Rico.

proficiency rate of fifth grade students with disabilities on the PR statewide assessment (META-PR) from the participating schools.

SSIP Stakeholders

Since the beginning of the implementation of the SSIP, stakeholders have been key and very involved in the decision-making regarding the discussion of the data, the selection of the new SiMR grade-level (5th grade instead of 6th grade) and the SSIP implementation process. As stated in previous SSIPs, our academic stakeholders are: the Special Education Service Center Director for the Humacao Region Service Centers, a School Director, and a Special Education Teacher. These personnel also participated on the selection of the coherent improvement strategies. Other members of the PRDE Special Education Stakeholders key in the decision making process are: parents of students with special needs (from every grade level (elementary, middle and high school), not for profit organizations that include adults with special needs, adults with autism, a Vocational Rehabilitation representative, a Work and Labor representative, a Department of Health representative, a University of Puerto Rico representative, Speech Pathologist, Psychologist, and a representative from *Apoyo a Padres de Niños con Impedimentos* (APNI) (a non-profit association that supports parents of children with disabilities).

Meetings with the stakeholders were held at least once a month and have become increasingly more meaningful as they acquire more knowledge on the SSIP. As a result, the stakeholders for Phase III year 4, are more knowledgeable of the development of the SSIP and have provided more meaningful feedback. For effective implementation of the SSIP, activities done at the school level have been the result of suggestions that came out of the stakeholder meetings.

As presented in the last SSIP submission, PR submitted its ESSA Plan to the Federal Government in September 2017, which was approved in January 2018. The PR ESSA Plan establishes the important aspects of the public education policy of Puerto Rico and replaces the Transformation Plan with Longitudinal Vision. This model includes the

accountability that seeks to generate better results in the educational system of Puerto Rico.

As is widely known, Puerto Rico was hit by two significant Hurricanes in September 2017, Hurricanes Irma and María, which caused significant damage to infrastructure and disrupted schools islandwide. Hurricane María's impact was particularly devastating. On September 20, 2017, Hurricane Maria made landfall on the island of Puerto Rico, as a high-end Category 4, nearly Category 5, hurricane with winds of 175-190 mph. Hurricane Maria is considered the 2nd most catastrophic Hurricane that has hit Puerto Rico since Hurricane San Felipe in 1922. The eye of the Hurricane entered the island, in fact, through Yabucoa. Flooding affected all areas of Puerto Rico, with water levels reaching as high as six feet in some areas and numerous buildings losing their roofs. Hurricane Maria significantly damaged infrastructure, disabling radar and cell towers severely impacting communications within the island, and completely knocking out electricity across the island. The entire Island was left without electricity. The electricity slowly started coming back in late November 2017, two months after the Hurricane, and power was established in more than 70% of the island by late February 2018.

It is important to note that by the start of the 2018-2019 school year all schools opened. The school year started with a total of 856 schools island wide; 125 of those within the Humacao ORE and three (3) participated of the SSIP. A scaling up is under consideration for FFY 2019.

I. Summary of Phase 3 Year 4

A. Theory of action or logic model for the SSIP, including the SiMR.

PRDE's Theory of Action was established during Phase I with the input of the Stakeholders and the discussion of the specific needs assessment. From this discussion, the principal causes of the low academic achievement in math were identified (such as elementary teachers not specialized in math). The group also

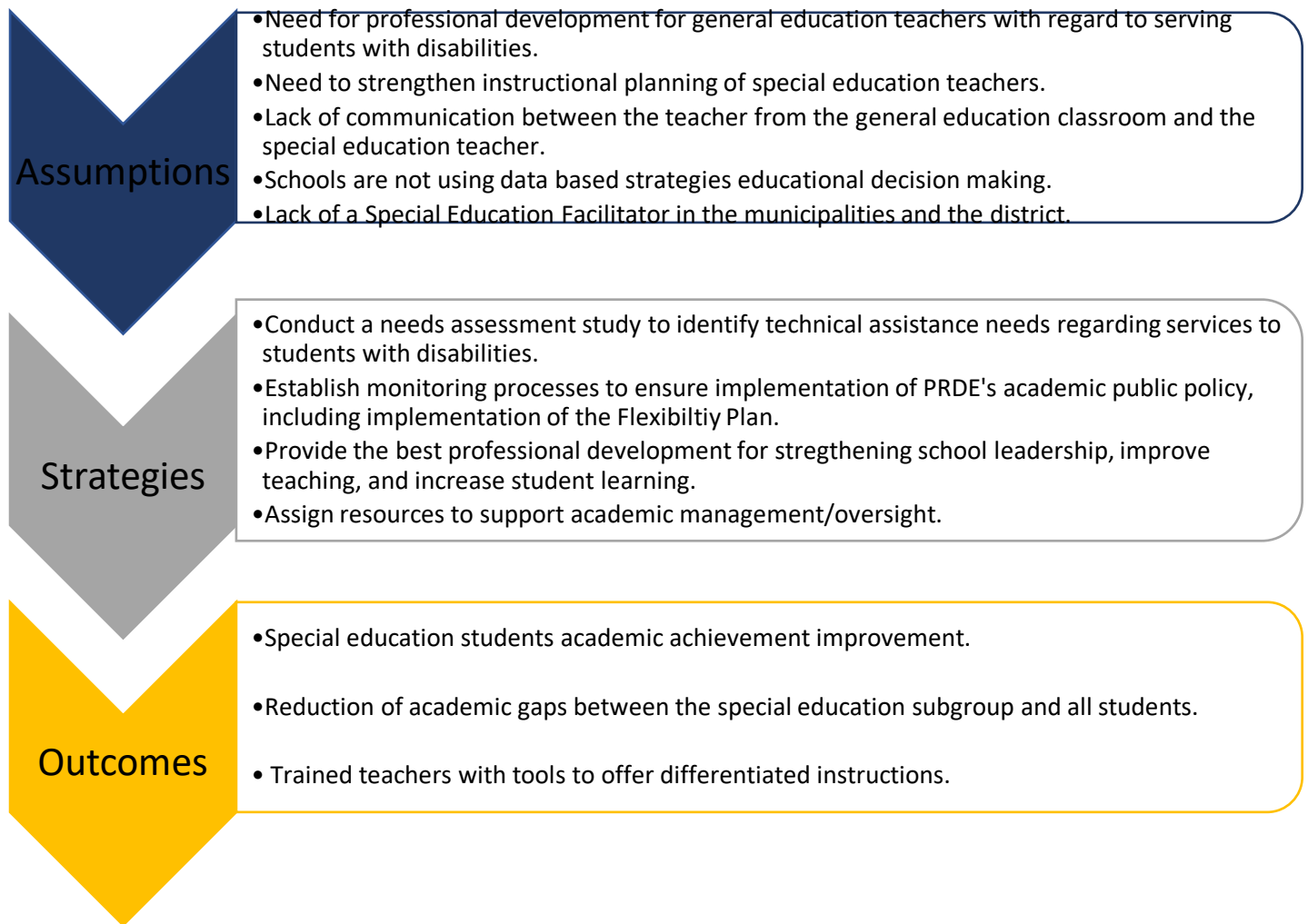
discussed and proposed the strategies for improving the students' academic achievement.

Since Phase I, PRDE suggests to implement the following Theory of Action to improve the performance of fifth-grade students with disabilities taking the META-PR at the participating schools:

- Conducting a school specific needs assessment study for serving students with disabilities;
- Providing professional development in mathematics for both general and special education teachers with regard to serving students with disabilities that will be sure to address concerns identified in the needs assessment study (in a coordinated way between the Associate Secretariat for Special Education (SAEE by its acronym in Spanish), the Red de Apoyo Diferenciada (RADs) and the school district;
- Assignment of additional resources such as ensuring a district level special education facilitator is in place as well as those services provided to the school by the RAD (discussed above); and,
- An Academic Monitoring Plan carried out by the district to ensure compliance with the PRDE Academic Transformation Plan.

THEN, the result will be an improved performance of fifth-grade students with disabilities taking the META-PR at the participating schools. With the interventions being implemented in 3rd through 5th grades, those teachers receiving more professional development will improve the quality of the teaching in their classroom. This will directly impact the proficiency of their students. As such, stakeholders believe this theory of action has a high likelihood of leading to a measurable improvement in mathematics scores for fifth grade students with disabilities.

Figure 1 (shown below) demonstrates the rationale of how implementing the coherent set of improvement strategies described throughout this document which will lead to achievement of improved results for children with disabilities.

Figure 1: Theory of Action**B. State Identified Measurable Result (SIMR)**

PRDE's State Identified Measurable Results (SIMR) criteria is to increase the percentage (%) of special education students in the 5th grade who score proficient or advanced on the math regular assessment in the participating schools (all elementary schools from the former Yabucoa School District). PRDE's SIMR is aligned in accordance to APR Indicator 3C and focuses on improving the performance of students with disabilities on the Puerto Rico Assessment System, called *Measurement and Evaluation for Academic Transformation of Puerto Rico* (META-PR). Table 1 shows the SSIP participating schools, which currently serve

a total of 69 fifth grade students in special education who receive math instruction within the general education setting.

Table 1: SSIP participating schools during FFY 2018-2019

Region	District	Municipality	Schools	Schools Grade Levels	Students per SIMR
Humacao	Yabucoa	San Lorenzo	Dra. María T. Delgado de Marcano	K - 8	18
		San Lorenzo	Padre Jorge Rosario del Valle	PK - 8	12
		San Lorenzo	Luis Muñoz Rivera	PK - 5	39

C. The coherent improvement strategies or principle activities employed during the year, including infrastructure improvement strategies

As presented in phase I SSIP (2013-2014), PRDE central level conducted a school specific needs assessment study by interviewing general and special education teachers, and school directors this study was conducted at each participating SSIP school (initially 9). As a result, the identified needs led to the establishment of the inputs of the Logic Model, presented in Phase II. The Logic Model outlines the short and long term outcomes that will be reached by implementing the coherent improvement strategies. Table 2 illustrates PRDE's SSIP Logic Model.

Table 2: PRDE’s SSIP Logic Model

Inputs	Outputs		Outcomes	
			Participation	Long-term
Professional development for general education teachers with regard to serving students with disabilities.	<ul style="list-style-type: none"> Provide professional development for strengthening school leadership, improve teaching, and increase student learning. Coaching Provide Group 	<ul style="list-style-type: none"> SAEE Special Education Facilitators RADs 	Teachers will have the tools to offer differentiated instructions.	<ul style="list-style-type: none"> Teachers gain in knowledge Improved academic special education academic gaps between the special education subgroup
Strengthen instructional planning of special education teachers.	<ul style="list-style-type: none"> Provide professional development in instructional planning for special ed teachers Provide Individual Coaching 	<ul style="list-style-type: none"> SAEE District (Math and Special Ed Facilitators) RADs 	Special Education teachers will strengthen their academic planning skills	
Increase communication between the teacher from the general education classroom and the special education teacher.	<ul style="list-style-type: none"> Provide Group Coaching Learning Communities 	<ul style="list-style-type: none"> District RADs 	Have better communication between the teacher from the general education classroom and the special education teacher.	
Schools utilizing data based strategies in making educational decisions.	<ul style="list-style-type: none"> Provide professional development (workshops) on Data Driven Decision Making 	<ul style="list-style-type: none"> District (Math and Special Ed Facilitators) RADs 	Increase the capacity of schools to use data in decision making	
Ensure all Special Education Facilitator positions in the municipalities and the district are filled to support the schools	<ul style="list-style-type: none"> Assignment of resources to support academic management/oversight. 	<ul style="list-style-type: none"> SAEE Humacao ORE 	Increase the TA assistance that the Special Education Facilitator provided to schools	

The logic model has served as a basis for establishing the strategies implemented during the different SSIP phases. These areas the activities done during the 2018-2019 school year.

- **The professional development for teachers who served students with disabilities.** PRDE continued to partner with the RAD during 2017, who offered administrative and academic support in areas of need for each school for one last year. Considering stakeholder input, SAEE decided to contract professional development services through an external provider to continue offering support to the teachers regarding their specific needs, such as the RAD's did previous years. Further discussion will be presented at **Data on Implementation and Outcomes** session. PRDE continues to require each school to provide professional development activities for both general and special education teachers with regard to serving students with disabilities that will be sure to address concerns identified in their needs assessment study.
- **Strengthen instructional planning of special education teachers.** The SAEE gives planning support to special education teachers through the SAEE Technical Assistance Unit and personal coaching services offered by the external provider.
- **Increase communication between general education teachers and special education teachers.** As mentioned in previous phases, during 2018-2019 PRDE continued with the initiative of professional learning communities. These communities are known as the Eclectic Model of Professional Learning Communities (MECPA by its acronym in Spanish). The main objective is to improve the educational practices of teachers and increase shared leadership to improve academic achievement of students, using data analysis and continuous reflection. They also contribute to improve communication between teachers.
- **Schools using data-based strategies in making educational decisions.** - Professional development activities (technical assistance, mentoring and

coaching) regarding use of data-based strategies were provided by the external provider. Specifically, the topics were:

- Data driven decision making and the META-PR results
 - Data interpretation analysis and decision making strategies to improve education practices.
- **Have all Special Education Facilitators in the municipalities and the district to support the schools.** All the Special Ed Facilitator positions in the School District of Yabucoa, including the four municipalities, were filled. This effort has been sustained through the SSIP Phases I, II and III (years 1 to 3) of implementation. With the implementation of the ORE, a significant change is that the special education facilitators provide assistance to all schools under each ORE. Facilitators are no longer assigned by district.

As presented the previous SSIP submission, due to the impact of the Hurricane Maria in the Humacao Region, PRDE conducted a new school specific assessment (during 2017-2018) to be addressed during the 2018-2019 school year, with the school directors of the participating schools. This was done with the purpose of identifying the possible new needs of the schools. With this assessment the school directors had the opportunity to present the strengths and weaknesses of their math and special education teachers and provide ideas on the ways PRDE can offer assistance to support these teachers and their needs. The school directors concurred and indicated that the teachers needed: individual coaching, demonstrative classes including the use of Evidence Based Practices (EBPs) in math, workshops (with practice exercises) and TA on data-driven decision making. These needs were addressed during FFY 2018-2019, as indicated above, through the external provider services.

C. (1) Other PRDE Initiatives implemented during 2018-2019 school year that impacted SSIP

As part of other initiatives, PRDE seeks to manage inappropriate behaviors that affect school climate, to foster an environment conducive to learning and to

increase student achievement. As part of the PRDE Consolidated State Plan², to improve school climate, PRDE implemented a Professional Development Program for supervisors, teachers and school directors of elementary schools in order for them to properly implement the *Positive Behavioral Interventions and Support System* (PBIS), including in the elementary schools of the Humacao ORE. PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

D. The specific evidence-based practices that have been implemented to date.

During Phase II, the selected Evidence Based Practices (EBP) were presented and discussed. As mentioned in the previous phases, PRDE established a guide that contains the definition and the Evidence Based Practices (EBP) adopted by the state. These EBPs “are based on scientific research”, which means that when possible, the educational interventions being used must be strongly supported by evidence from well-conducted research studies. Strategies selected should be those that strengthen academic programs, increase the amount and quality of instructional time, and address the particular needs of the students.

This guide contains the six criteria needed to comply as an EBP to be implemented in PRDE. The six criteria are:

- systematic empirical methods,
- rigorous data analysis,
- based on measurement that provides valid and replicable evidence,
- experimental or quasi-experimental research designs,
- studies are clearly detailed for them to be easily replicable and
- reviewed and accepted by independent experts.

² That is a requirement of Every Student Succeeds Act (ESSA)

For math, which is our focus in the SIMR, PRDE established the following EBPs to address the individual needs for students with disabilities: concept development, integration of technology, contextualized instruction, problem-based learning (PBL), curriculum integration and research in action, differentiated instruction and focus on problem-solving. Other strategies that were used by the schools are: an extended learning time program, job embedded professional development plan, parent and community involvement strategy, coaching and data driven decision making.

At the school level, the EBPs that the school will implement are established in the School Improvement Plan (DEE, per its acronym in Spanish)³. In this plan the school establishes the activities and interventions that will be developing during the school year in order improve the academic achievement of its students.

As stated in previous SSIP, the EBPs to be implemented are established in the PRDE ESSA Plan. As in previous years, the EBPs for FFY 2018-2019 include professional development for both general and special education teachers with regard to serving students with disabilities that will be sure to address concerns identified in the schools needs assessment. These professional development activities are designed to provide educators with evidence-based tools and resources that promote effective instruction. During the 2018-2019 school year, emphasis was placed on differentiated instruction, use of technology, data based decision making, and reading comprehension. The knowledge and skills gained through these opportunities will strengthen the quality of the teaching and learning process in the classroom to result in improved student achievement. These professional development activities are focused on educators' and students' specific needs to improve student academic achievement. As a result, PRDE expects increases in student performance, as evidenced by results of the state assessment. To ensure the implementation of best practices, PRDE has provided

³ This plan was previously known as the Authentic Comprehensive School Plan (PCEA by its acronym in Spanish)

professional development, mentoring, coaching, communities of practice, and data analysis activities.

The coaching strategy is used to reinforce the skills and knowledge of teachers to improve the teaching-learning process. It is implemented through the support of the external provider. Each coach has the expertise to provide instruction by core subject area, including mathematics and special education. Some of the activities given by the external provider are:

- Mentoring and coaching to the special education teacher to provide coaching regarding the use of standards, and curricular framework in math.
- Assisting the teacher in the design of various assessment methods to identify students' needs.
- Coaching to support teachers' communication in the development of math exercises.
- Coaching to the math teacher in order to reinforce the understanding and application of academic standards, the use of curricular frameworks and curricular materials to develop an effective teaching-learning process for special education students.

E. Brief overview of the year's evaluation activities, measures, and outcomes.

Establishing an evaluation matrix was the biggest challenge for PRDE since the initial Phase II submission. During the 2018-2019 school year, PRDE integrated different evaluation components to gauge the effectiveness of the coherent improvement strategies. The first component is the PRDE Assessment (META-PR), which is used to measure the SIMR proposed target. Annually, Puerto Rico administers META-PR to measure the proficiency and academic growth of students in the content areas of Spanish, math, and English as a second language in the third through eighth and eleventh grades. The results of PRDE's evaluation system are used to guarantee the accountability and provide support and feedback

to schools on student achievement in relation to the curriculum. Through the development of standards and assessment PRDE ensures that all students have access to high-quality education.

Table 3 and Table 4 show SAEЕ’s SIMR data for (FFY 2015) and targets from FFY 2016 through 2019 respectively.

Table 3: PRDE SSIP Baseline Data

	2015
Data	27.63%

Table 4: FFY 2016- FFY 2019 Targets

FFY	2016	2017	2018	2019
Target	27.6%	28.1%	28.6%	29.1%
Data	30.6%	30.8%	30.40%	TBD ⁴

Description of Measure

The formula that PRDE established to calculate the percent of proficiency is defined as follows:

Proficiency rate percent = [(# of children with IEPs enrolled in fifth grade at the participating schools scoring advanced or proficient against grade level) divided by the (total # of children with IEPs enrolled in fifth grade at the participating schools who received a valid score on the META-PR and for whom a proficiency level was assigned, and calculated for math)].

- **Advanced (4)** - Students at this level show an optimal academic performance in the subject assessed in META-PR and demonstrate a profound level of understanding and conceptual reasoning, as well as the development of skills that are, in both cases, complex and abstract.

⁴ PRDE was granted a waiver from the USDE for the administration of the PR Assessment (META- PR).

- **Proficient (3)** - Students at this level show competent academic performance in the subject that is assessed in META-PR and demonstrate a significant level of conceptual understanding and reasoning, as well as skill development. The proficiency rate includes all children with IEPs enrolled during that academic school year

Another component of the evaluation plan and an additional data source used to measure progress toward the SIMR is the student's progress report issued every 10 weeks. The academic progress of the students provides information on the individual growth. This gives the opportunity to monitor the effectiveness of the interventions provided and identify any deficiencies. Further discussion of this data source will be described in more detail in Section V, *Progress Toward Achieving Intended Improvements*.

One of the improvement strategies, mentioned in all Phases, was to provide professional development for both general education math teachers and special education teachers. This activity addressed the teachers needs to apply properly differentiated education as a strategy to impact their students with disabilities. To measure the knowledge acquired by the teachers, a pre- and post-test was submitted to the participants. In Section III, *Data on Implementation and Outcomes*, we discuss the results of the pre- and post-test of each professional development activity realized during this year.

In order to evaluate the effectiveness of the strategies implemented as part of the SSIP to improve the performance and execution of the teachers, PRDE decided to use the results of the evaluations conducted through the PRDE Teacher Evaluation System for the third, fourth and fifth grade teachers at the participating schools. This system has strengthened the process of annually identifying effective teachers and provides a support system to increase the teacher's professional skills, knowledge and effectiveness. In the 2017-2018 academic year, as part of the ESSA Consolidated State Plan, PRDE had reviewed the Teacher

Evaluation process. It is a three-step process consisting of two visits from the school director and then the evaluation, which documents, through observation, the areas of strength and opportunity of the teacher, as well as the next steps to receive academic support and technical assistance. Through this system, PRDE seeks to use the results of the formative evaluation results to analyze, plan and improve educational practice. This way PRDE can formalize the efforts and support that will be offered to teachers to make changes in their professional practice to benefit all students. The Teacher Evaluation System is designed to ensure the continuing professional development of educators and to enrich the quality of teaching in schools and student learning.

The system has been designed to provide fair and uniform evaluations offering valuable information regarding professional growth needs to develop professional development opportunities for both effective and less effective teachers that will result in improved student achievement. The outcome data related to the results of the Teacher Evaluation process is presented in the Section 3, Data on Implementation and Outcomes.

F. Highlights of changes to implementation and improvement strategies

Since the submission of Phase I, PRDE has made changes to the educational infrastructure, explained in previous SSIP submissions. As a result of the decreased student enrollment figures, in 2017-2018 PRDE decided to close around 200 schools around the island, consolidating them with other schools within the same municipality. As previously stated, during the 2017-2018 school year, the ESSA Plan of Puerto Rico was submitted and approved. The ESSA Plan is the model of accountability that seeks to generate better results in the educational system of Puerto Rico. Under this Plan, three types of schools are established: "Comprehensive Support and Improvement (CSI)"; "Additional Targeted Support and Improvement (ATSI)"; and "Targeted Support and Improvement (TSI)". The

plan provides for certain type of interventions that will be carried out in these schools (CSI, ATSI and TSI).

The PRDE administrative structure established in 2018 remained for this FFY. The structure eliminated the 28 School Districts, but maintains the seven educational regions. The regions are headquartered at the seven Educational Regional Offices (OREs by its acronym in Spanish): Arecibo, Bayamón, Caguas, Humacao, Mayagüez, Ponce, and San Juan. The following positions remain the same at each Regional Office:

- **Regional Director** is in charge of all matters of the ORE and responds to the Puerto Rico Secretary of Education and Associate Secretary for Special Education.
- **Chief Academic Officer (CAO)** is in charge of all Academic Facilitators (including academic facilitators for Special Education), school improvement, academic support, basic curriculum: Spanish, English, Math, and Science. Also, they are in charge of the complementary curriculum, for example: Social Studies, Health, Physical Education, Arts, Vocational Studies and Special Education. Is important to highlight that the Humacao Region CAO is a key component of our stakeholder's group.
- **Student Services Officer** is in charge of the direct services for students and social support such as: counselors, nurses and social workers.
- **Student Services Unit** also oversees the adult education program, at-risk students' education, and special education (including the corresponding Special Education Service Centers).
- **School Officer** is in charge of providing support to the School Directors, i.e., Principals. Is also important to highlight that the Humacao Region School Officer is a key component within our stakeholder's group.
- **Accountability Unit** is responsible for work related to the Puerto Rico Academic Assessments, Monitoring, and Data Coaching.
- **Chief Operating Officer** is responsible for federal funds, fiscal issues, and information systems.

- **Auxiliary Services** oversees the school cafeterias, school maintenance, all school transportation, security and others. Human Resources personnel hiring, professional development and personnel evaluation.
- **Legal Division Unit** oversees and manages legal issues and complaints, including and special education complaints.

II. Progress in Implementing the SSIP

A. Description of the State's SSIP implementation progress

Through the external provider PRDE was able to continue with the implementation of the coherent improvement strategies. These strategies are:

1. **Professional development activities for teachers who served students with disabilities.** During FFY 2018, the provider continued to offer professional development to the impacted schools. The professional development activities offered by the provider were based on the needs studies carried out by the schools. At the school level, the provider offered professional development activities for both general and special education teachers. Some of the workshops provided in the participating schools were:
 - The use of technology in the teaching of mathematics
 - Mathematics through differentiated instruction
 - Data driven decision making and the META-PR results
 - Levels of reading comprehension and the relationship with the META-PR test in the area of mathematics
2. **Increase communication between the teachers from the general education classroom and special education.** To increase communication between the teachers from the general education classroom and special education, PRDE continues to implement professional learning communities founded on scientifically based strategies within curriculum implementation for all participating schools. These communities are known as the Eclectic Model of Professional Learning Communities (MECPA by its acronym in Spanish).

The main objective is to improve the educational practices of teachers and increase shared leadership to improve academic achievement of students, using data analysis and continuous reflection. They also contribute to improve communication between teachers. The MECPAs are composed by a group of professionals including: all subject matter teachers, special education teachers, librarian, school counselors, social workers, related services therapists, school directors, parents and community. The members of the group may vary depending on the needs identified by the school.

3. Schools utilizing data-based strategies in making educational decisions.

One of the strategies established for the PRDE, previously mentioned in the EBP's section, is data driven decision making. The purpose of this strategy was to provide the necessary tools in order for the school to use data for decision making. The data analysis derive from META-PR allows the school director to prepare plans to address the deficiencies of their students. As part of the coaching service provided to the teachers from the participating schools, the coaches provided assistance on this topic.

4. Ensure all Special Education Facilitator positions in the municipalities and the districts are filled to support the schools.

With the ORE implementation, the special education facilitators provide assistance to all schools under each ORE. Facilitators are no longer assigned by district. At present, Humacao ORE has 10 special education facilitators.

In addition to these strategies, and as discussed with and evaluated by the Stakeholder Group, during 2018-2019, PRDE continued to impact the teachers in the selected schools by providing individual and group coaching to reinforce and assure the knowledge received through technical assistance.

B. Alignment to Existing Current State Initiatives

During 2018-2019 PRDE continues with the initiatives related to improve the academic performance. These initiatives are:

- 1. Positive Behavior Interventions and Supports (PBIS).** During the 2017-2018 school year, PRDE determined one area of focus would be the implementation of Positive Behavior Interventions and Supports (PBIS). PRDE seeks to manage inappropriate behaviors that affect school climate, to foster an environment conducive to learning and to increase student achievement. PBIS system is an important resource for the progress of the SSIP. Teachers and other school personnel works to manage inappropriate behaviors that affect the classroom climate. As they implement evidence-based behavioral interventions it should be reflected in the student's achievement due to a better learning environment. While PBIS is a PRDE system-wide initiative, the SAEE has been a key stakeholder in its planning and implementation processes. The work plan was established for 612 schools which include the primary grades PK-8th grade. The schools from the SSIP impacted by PBIS implementation were Calzada (2017) and Luis Muñoz Rivera (for FFY 2017 and 2018).

The level 1 coaching sessions took place between August and September 2018. The workshop *Art as Skills for Coping with Emotions* intended to strengthen the implementation of PBIS- Level 1 integrating the arts within the participating receiving schools of the project and recognizing the learning possibilities that bring the closures of school in school communities along with its negative impact. The opportunity was provided to process the significant experiences during the past school year by integrating the fine arts to facilitate creative expression among participants who wish to share them without forcing verbal expression.

C. Stakeholder involvement in SSIP implementation

The PRDE Special Education Stakeholder Group oversees the implementation process of the SSIP. As part of this implementation process, stakeholders participate actively in the decision process since Phase I of the SSIP and provide their expertise and recommendations on the selection of the coherent improvement strategies. The Special Education Stakeholder Group is constituted by:

- Two (2) individuals with disabilities, of which (1) is a young person with disabilities.
- Six (6) parents of children and youth with disabilities, of which two (2) represent the conditions due to physical impediments; two (2) to the conditions of neurological nature; and two (2) to the conditions derived from mental or behavioral disorders.
- One (1) private citizen of recognized interest in the problems that affect people with disabilities.
- Three (3) scientists recognized as experts in the subjects, will represent each of the conditions described above, that is, one (1) to the physical conditions, one (1) to the mental and one (1) to the neurological, in addition to a school psychologist.
- One (1) representative of the state university.
- Two (2) teachers, one special education and one regular education
- One (1) school principal
- One (1) regional director
- One (1) facilitator designated by the SAEE
- One (1) representative of the Secretary of Health
- One (1) representative of the Secretary of the Department of Recreation and Sports
- Two representatives of the Department of the Family, one of which is from the Administration of Families and Children.

- From the Department of Labor and Human Resources: one (1) representative of the Secretary and one (1) representative of the Vocational Rehabilitation Administration
- One (1) representative of the Secretary of the Department of Correction and Rehabilitation
- One (1) representative of the president of the University of Puerto Rico

As mentioned in the phase III year 2, during FFY 2016, an *internal interest group* was created for the SSIP that allowed us to hold more frequent meetings at the central level, so that decisions could be made immediately about the activities that were being implemented as part of the project. For the FFY 2018 this group continues to include the Chief Academic Officer (CAO), the Director of the Mathematics Program, Special Education SSIP Implementation Team at the Central Level and the Humacao ORE School Officer. This group began to meet in April 2016 and had an important role in the selection of the subjects developed through the professional development activities.

Following is a summary of the different stakeholder groups involvement on SSIP implementation for this year:

- During summer 2018, in the meeting with the PRDE Special Education Stakeholder Group, the activities to be implemented were discussed and co-planned to assure that they are aligned with our theory of action. Also, the discussion of the work plan for the implementation of the SSIP for the FFY 2018 was developed.
- In monthly meetings with the Stakeholder Group, it was decided to have an external provider who would have the responsibility of providing the technical assistance and coaching services for regular and special education teachers in the participating schools.
- Various meetings with the stakeholder internal interest group were held during FFY 2018 at the Humacao Service Center. During these meetings, the SSIP workplan was established and the external provider was selected.

Discussions about the possibilities of scaling up was conversed depending on data based analysis and the identification of economic resources.

III. Data on Implementation and Outcomes

A. How the State monitored and measured outputs to assess the effectiveness of the implementation plan

During FFY 2018, PRDE continued to use different platforms to ensure and demonstrate the fidelity of implementation. This technology makes it easier for the different levels of supervision within PRDE to assure compliance with the working plan established by each school. As mentioned in the previous phases, these platforms are:

- SIS - The Student Information System (SIE by its acronym in Spanish) of the PRDE is the system that collects, handles and stores all data related to students and academic offerings in schools. This manages a universal database that stores among others; student demographic information, academic information, school organization, discipline incidents, enrollment, attendance, and student grades.
- DEE⁵ - Each school develops a school improvement plan (DEE by its acronym in Spanish), which summarizes its objectives and goals for the school year. For the FFY 2017-2018 the school comprehensive plan was redesigned and for the first time was based on current year student data. This has given PRDE a clearer idea of student needs and guided professional development plan. Professional development is being focused on attending those content areas in need of improvement.
- PCS (Follow-up and Compliance Portal, formerly known as SAMA) – PRDE developed the Support and Academic Monitoring System platform (SAMA by its acronym in Spanish) to enable central level staff and district personnel to provide monitoring and feedback to schools as they implement their

⁵ This platform previously known as PCEA Live

plans. In addition, central level staff members use SAMA to hold meetings with district staff to assess progress, identify support needs and provide ongoing technical assistance to ensure that all schools within the district are served.

- Dashboards – PRDE’s web page includes dashboards such as eData which includes school profile (*perfil escolar*), star model (*modelo star*) and school report card. These tools used by teachers and all DE personnel as technological tools contain comparative tables and graphical summaries of key data related to schools, students and staff. The Office of Information Systems and the Auxiliary Secretary of Transformation, Planning and Performance share responsibility for, (a) ensuring that the dashboard contains data that are accurate and reliable, (b) data is presented in a simple and easy way to be interpreted, and (c) ensure that schools, districts, and central level have access to this information for data decision making.

These platforms are part of the initiatives that the agency has developed in recent years to collect and provide accurate and reliable data to account for the performance of multiple actors in the public education system and to develop public policies that result in the provision of better-quality education. These platforms also permit that each higher level supervises the lower level. For example, the ORE supervises schools and the central level supervise the ORE. It is important to note that SAEE, as part of the central level, has access to each of these platforms, which allows it to maintain a continuous monitoring to measure to assess effectiveness of the strategies implemented. The specific platforms used by the SAEE as a tool to monitor the SSIP implementation were DEE (previously known as PCEA Live) and SAMA. The Central level also made visits to ensure the implementation of the activities and technical assistance by the external provider.

B. How the State has demonstrated progress and made modifications to the SSIP as necessary?

As previously mentioned in this report, establishing an evaluation matrix to evaluate the progress toward achieving improvement strategies is the biggest challenge that PRDE has had through all phases. However, using the different platforms mentioned above and the information provided by the schools during 2018-2019 school year, PRDE integrated different components to evaluate the effectiveness of the coherent improvement strategies. Some of these data are:

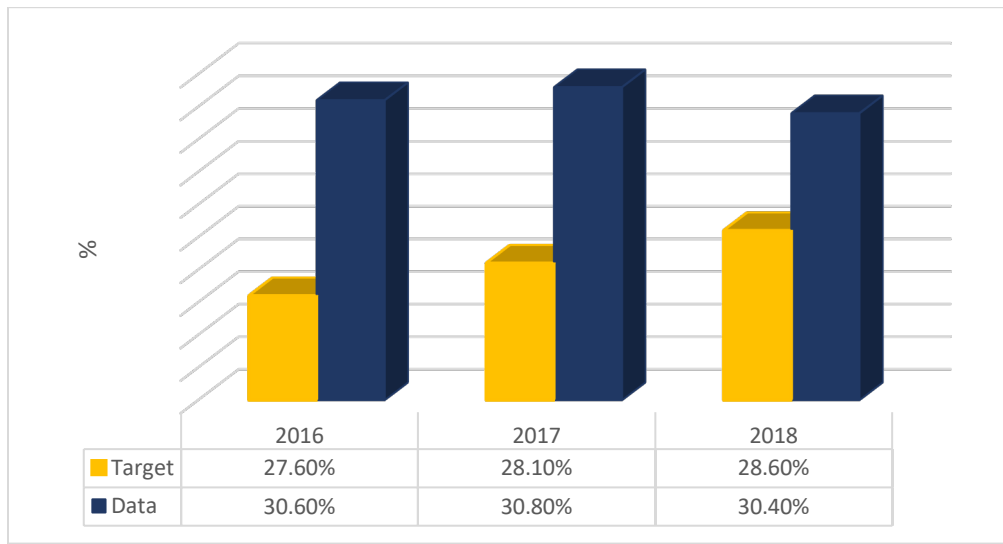
- Analysis of the Proficiency Rates of Students with Disabilities on Math from the Selected Schools (META-PR results)
- Analysis of the fifth-grade students “A’s, B’s and C’s” grades in math for FFY 2015 to FFY 2018
- The results of pre- and post-test to measure the knowledge acquired by the teachers in the professional development activities
- Teacher Evaluation System results

1. Accountability System

The PRDE Assessment (META-PR) brings data to evaluate compliance with the proposed target. The results of PRDE’s evaluation system are used to guarantee the accountability and provide support and feedback to schools on student achievement in relation to the curriculum. Through the development of standards and assessment PRDE ensures that all students have access to high-quality education.

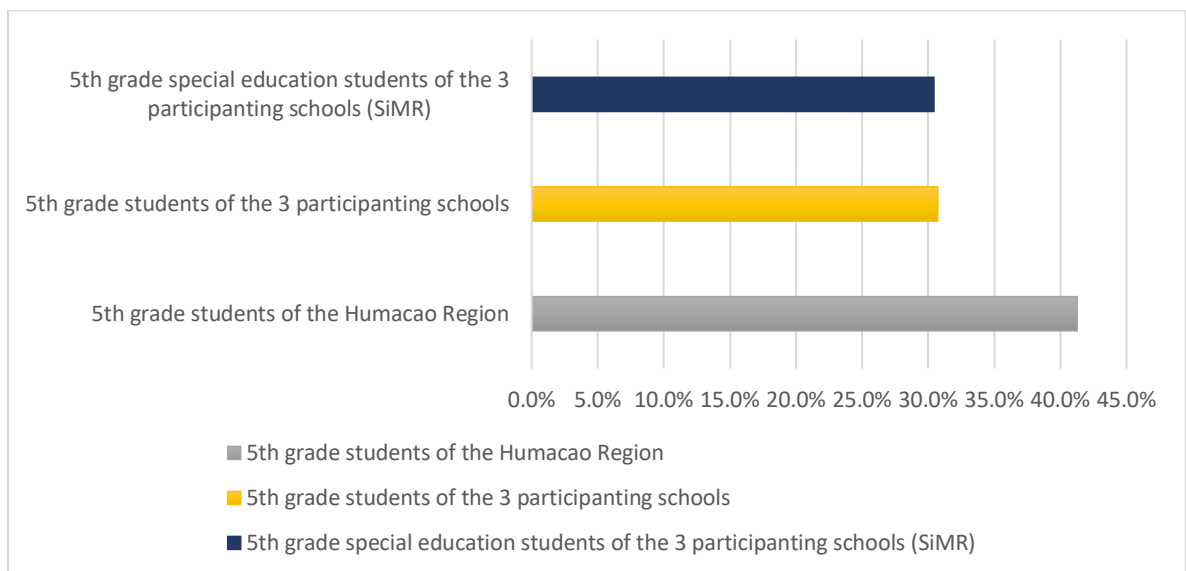
The analysis of data shows that PRDE met its targets for FFY 2018. Graphic 1 reflects SAEE’s SIMR target and outcomes data for FFYs 2016-2018.

Graphic 1. FFY 2018 target and outcome



Graphic 2 shows in detail the percentage of students with disabilities at the participating schools who scored Proficient or Advanced in the regular assessment (META-PR) from the 5th grade, in Math.

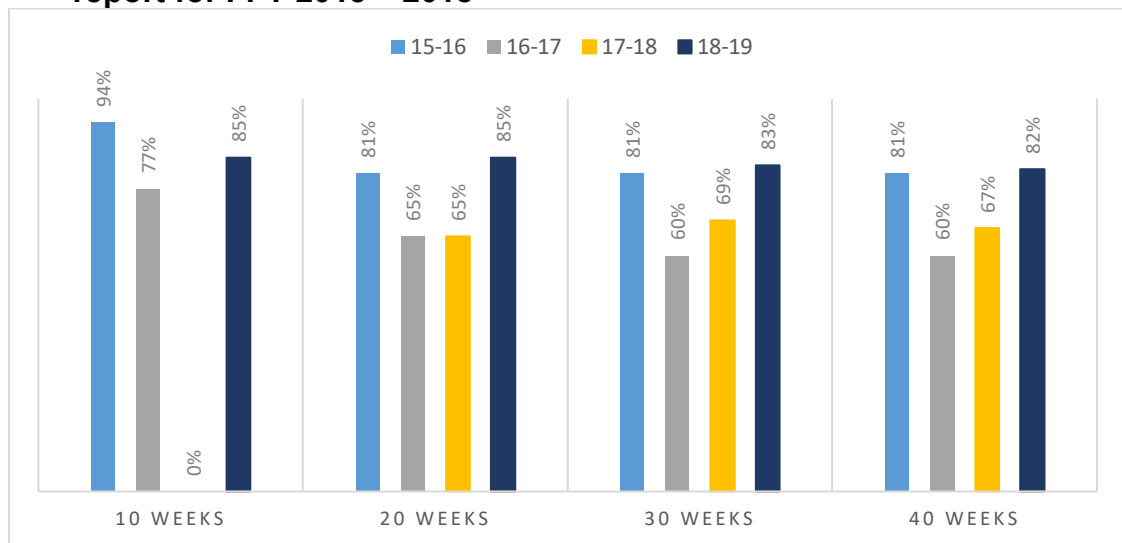
Graphic 2. Percentage of students who scored Proficient or Advanced on META-PR from the 5th grade in Math from the participating schools



As presented in the two previous years, another data source that is indicative of progress toward the SiMR is the student’s progress report issued every 10 weeks. The academic progress of the students provides information on the

individual growth. This gives the opportunity to monitor the effectiveness of the interventions provided and identify any deficiency. Graphic 3 presents the results of the analysis of the students in the 5th grades of the participating schools scoring “A’s, B’s or C’s” in Math courses.

Graphic 3. Analysis of the average of "A's, B's and C's" of the fifth-grade students in mathematics on each quarterly (10 week) progress report for FFY 2015 – 2018



The data show that 60% or more of the student’s obtained A, B and C in the progress report issued every 10 weeks for most of the FFYs. When comparing the data from one period to another, the 20-week shows on average the higher levels on this report. The 30 and 40 week periods show almost the same progress in students for all fiscal years. However, the percentage of students who obtained A, B and C during FFY 2018 was the highest in every 10-week period compared to all FFYs since 2015, except for the 10 week period of FFY2015.

2. Evaluation of the implementation of the Coherent Improvement Strategies

- A. Professional Development activities for teachers who served students with disabilities and schools utilizing data-based strategies in making educational decisions.

Two of the improvement strategies, mentioned through the Phases, was to *provide professional development for both math and special education teachers utilizing data-based strategies in making educational decisions*. For both strategies, during FFY 2018, the external provider offered TA to the teachers in the participating schools. The TA activities were based on the decision-making process carried out by the Stakeholders Group and followed the effort done by the RAD during FFY 2017.

During 2018, PRDE provided professional development activities at the school level for both general and special education teachers. Among those activities, PRDE offered four (4) workshops through an external provider. Based on the needs pointed out by the schools, the four (4) workshops provided covered the following topics:

- The use of technology in the teaching of mathematics
- Mathematics through differentiated instruction
- Data driven decision making and the META-PR results
- Levels of reading comprehension and the relationship with the META-PR test in the area of mathematics

Table 5 summarizes the number and description of personnel from the three (3) participating schools who participated in the four (4) workshops offered by the external provider:

Table 5. External Provider Workshop Impact at SSIP participating schools

School	Population	Amount
Luis Muñoz Rivera	Math Teachers	10
	Special Education Teacher	7
María T. Delgado	Math Teachers	4
	Special Education Teachers	1
Padre Jorge Rosario Del Valle	Math Teachers	7
	Social Worker	1
Total		30

2018 Workshops results

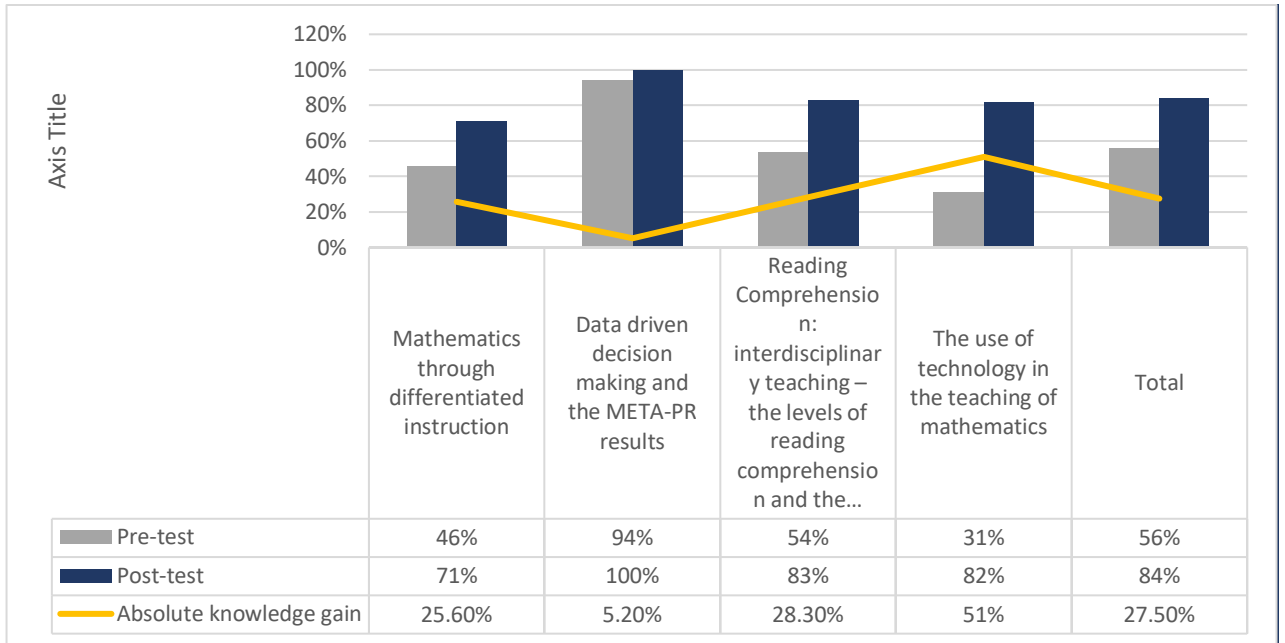
The external provider reported the FFY 2018 workshops results using the concepts of **absolute knowledge gain** and **relative gain**. The **absolute knowledge gain** is the gross score obtained, subtracting the results for the post-test minus (-) results for the pre-test. The relative knowledge gain is the result obtained by a normalized formula that measures the level of knowledge progress of the participant relative with the level of knowledge that he/she had upon entering the project and the knowledge when he/she exited the project comparing their own results, parting from his/her own standard. The score is obtained calculating Post-test results minus (-) pre-test results divided by 100% = relative knowledge gain. The results of the **relative knowledge gain** are shown in Graphic 4.

The four (4) workshop topics demonstrate progress in the gain of absolute knowledge of the participants, between 5.2% to 51%. The participants also demonstrate progress in relative knowledge gain, between 5.6% to 164.5%. Of the four (4) topics offered, the one that obtained the best results was *The use of technology in the teaching of mathematics*, achieving 51% of total

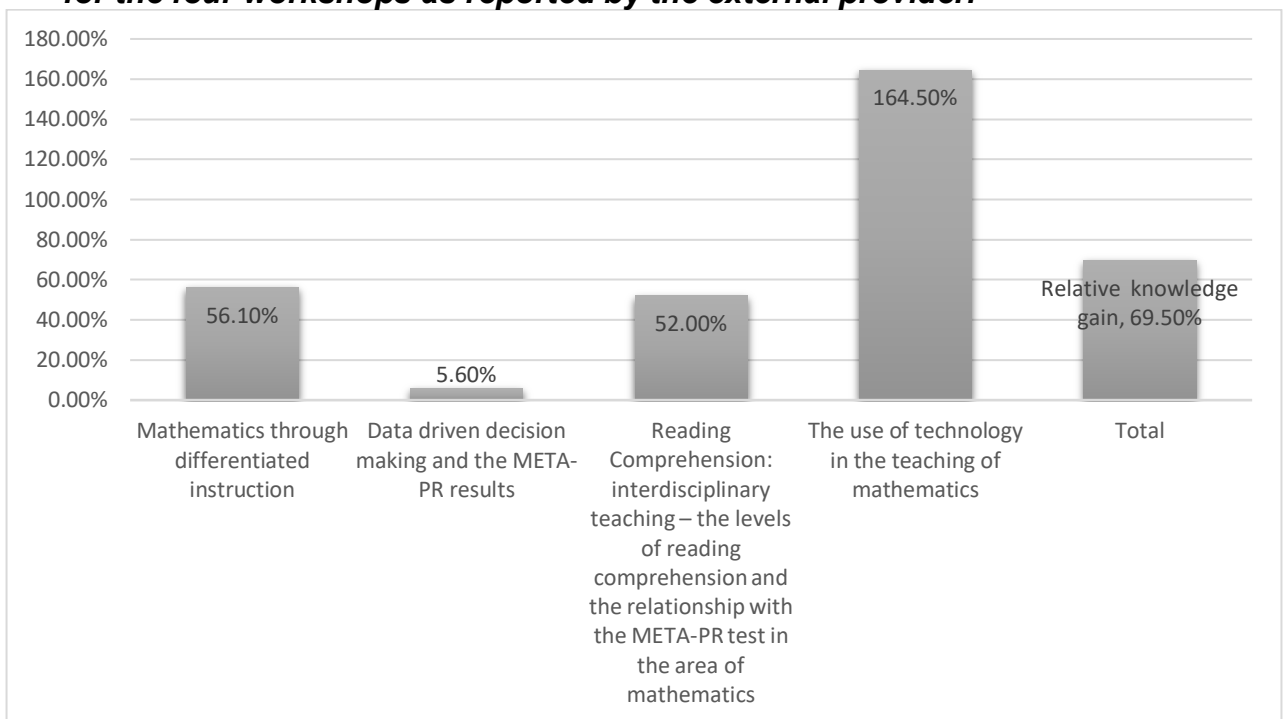
knowledge gain and 164.5% of relative knowledge gain. In second place, the topic *Reading Comprehension: interdisciplinary teaching* – the levels of reading comprehension and its relationship with the META-PR tests in the area of mathematics with a 28.3% absolute knowledge gain and a 52.0% of relative knowledge gain. In third place we have the topic *Mathematics through differentiated instruction* with a 25.6% of absolute knowledge gain and a 56.1% of relative knowledge gain, and lastly, in fourth place we have the topic *Data driven decision making and the META-PR results* with a 5.2% of absolute knowledge gain and a 5.6% of relative knowledge gain. All of the topics were worked on through coaching and mentoring. The coaching was the service that demonstrated greater educational support (to teachers) and that greater reinforced the mastery through the services offered. In differentiated instruction it is very important to take into account the learning level of the students. The decision to provide more support to students is based on the analysis of the test results, the exercises and the activities done in the classroom. In addition to the analysis of the data that we obtained through observing the performance and behavior of the student.

In general, the progress of absolute knowledge gained amongst the four (4) workshops was good, obtaining a 27.5%. Regarding the relative knowledge gain of the participants amongst the four (4) workshops was excellent, obtaining an average of 69.55% of progress. Graphics 4 and 5 show the results for absolute and relative knowledge gains through the pre and post tests administered during the workshops.

Graphic 4. Summary of the Pre and Post tests absolute knowledge gain for the four workshops as reported by the external provider.



Graphic 5. Summary of the Pre and Post tests relative knowledge gain for the four workshops as reported by the external provider.



The data demonstrates that the participants of the four (4) workshops that completed the pre and pos tests, obtained a total of 69.5% relative knowledge gain, which reveals a significant progress.

A. Coaching and Mentoring

The following coherent improvement strategies are impacted through the coaching service of the external provider:

- Strengthen instructional planning of special education teachers
- Increase communication between the teachers from the general education classroom and special education (To increase communication between the teachers from the general education classroom and special education, PRDE developed professional learning communities founded on scientifically based strategies that lead the curriculum implementation for all participating schools. These communities are known as the Eclectic Model of Professional Learning Communities (MECPA by its acronym in Spanish)
- Schools utilizing data-based strategies in making educational decisions

Table 5. Number of coaching services performed during FY 2018

Coaching	% of Coaching Offered to teachers from the participating schools
The use of technology in the teaching of mathematics	97%
Mathematics through differentiated instruction	100%
Data driven decision making and the META-PR results	88%
Levels of reading comprehension and the relationship with the META-PR test in the area of mathematics	81%
Total	92%

B. Satisfaction survey on Coaching within the daily work context of the educator

To evaluate coaching services, the external provider administered an eight (8) reactors yes or no survey to evaluate the educator satisfaction with their coach in their daily work. The eight reactors are the following:

1. The coach sought out to understand the topic and teaching objectives of the class prior to commencing the work session.
2. The coach observed and took notes regarding my implementation of the evidence based strategies, tied to the math subject, learned during the workshops and other coach sessions.
3. The coach, after completing the class, offered me feedback regarding my performance contemplating my strengths, challenges, limitations and opportunities to achieve continues improvement in my education practice.
4. I reflected with the coach about my strengths as the teacher giving the class.
5. I reflected with the coach about areas of opportunity to strengthen my education practice.
6. After today's session I better understand my strengths and challenges in the application of the educational strategies used during the observed class.
7. After this session I received at least one recommendation from the coach to better my practice.
8. I feel supported and motivated by the coach in the process of strengthening my education practice.

Fourteen (14) teachers of the participating schools selected for this project participated in this survey. For the *YES* response a score of 2 was assigned and a score of 1 was assigned to the *NO* response. Results showed that thirteen (13) participants answered *YES* in all reactors, reflecting 92.85% satisfaction in the eight (8) criteria of the survey (one teacher didn't answer the survey). Only one teacher evaluated with an 87% of satisfaction level.

Below is the evaluation instrument (includes 7 criterias) used by the Coaches to observe the effective implementation of the Teacher Transfer Knowledge in the Classroom.

1. Included in teaching planning fundamental activities regarding differentiated instruction in math to develop them with his/her students.
2. Used evidence based exercises and activities suggested in the workshops and coaching services to enrich the learning experience of the students in the classroom.
3. Provided an adequate education, considering all students. One could appreciate the attention to pre-basic, basic, intermediate, and advanced students.
4. In the session a short test or assessment technique was used to know the level of learning of the students in math.
5. One could corroborate if monitoring of progress is done to understand if the strategies of differentiated instruction are functioning with the students.
6. Student behavior observations were done, as well as student performance level, if they are progressing or not and were related to academic performance.
7. Used one of the following differentiated instruction strategies. For example, reading comprehension support, reciprocal teaching, curricular differentiation, classroom as a learning lab, cooperative teaching, concept maps, interest centers, enrichment, grouping, acceleration, negotiated criteria's, curricular adaptations, active learning, starting points, among others.

In this first part of the instrument, the coach measured the application of knowledge through observation visits (job embedded) to offer feedback to the teachers and refocus attention in the areas of need. Fifteen (15) teachers of the participating schools were evaluated. A rating score of 3 was given to YES responses, 2 for SOMETIMES and 1 for NO responses. Thirteen participants reported scores of 100%, in the application of knowledge in the seventh (7) criteria on the questionnaire (stated above). Two of the participants had lower

scores, 85.7% and 90.5%. Which demonstrates good knowledge transfer in the classroom.

C. Teachers Evaluation Process

In order to evaluate the effectiveness of the strategies implemented as part of the SSIP in the performance and execution of the teachers, we decided to use the results of the evaluations made to the third, fourth and fifth grade teachers of the participating schools conducted through the PRDE Teacher Evaluation System. This System, as explained in previous SSIP submissions, is a three-step process consisting of two visits and the final evaluation, which documents, through observation, the areas of strength and opportunity of the teacher, as well as the next steps to receive academic support and technical assistance. Through this system, PRDE seeks to use the results of the formative evaluation to examine, plan and increase educational practice. It is also important to establish that it is designed to ensure the continuing professional development of educators and to enrich the quality of teaching in schools and student learning.

The system has been designed to provide fair and uniform evaluations offering valuable information regarding professional growth needs to develop professional development opportunities for both effective and less effective teachers that will result in improved student achievement. Through this system, PRDE seeks to use the results of the formative evaluation to analyze, plan and improve educational practice. This way PRDE identifies the teachers' needs and can provide targeted support. The main components of the evaluation process have the basic purpose of establishing a fair and uniform system for the development of highly effective teachers. These components are the following:

1. The use of the Professional Standards of the Teachers as reference for the performance of teachers.

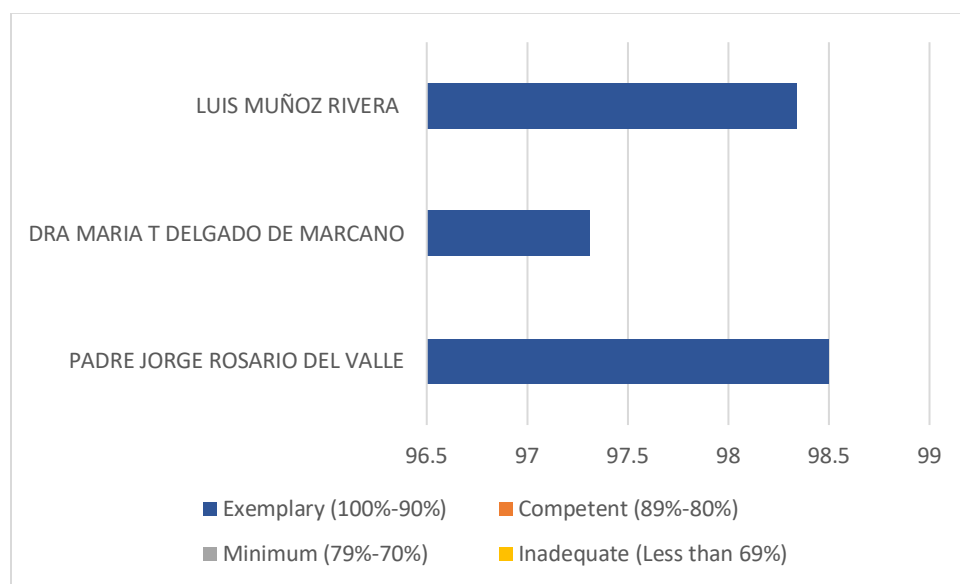
2. Use of formative and summative diagnostic evaluation process that direct and improve instruction.
3. Application of a scale of 4 levels for each indicator in the rubric:
 - 4 = meets the expectations
 - 3 = partially meets the expectations
 - 2 = minimally meets the expectations
 - 1 = doesn't comply with the expectations
4. Implementation of the professional development aligned with the results of the evaluation and the level of performance of the teacher.

The evaluation also grants the teacher a level of performance based on the results of the summative evaluation and the metric of the evaluation. The levels of performance are defined as follows:

- 90% to 100%- exemplary level of performance
- 89% to 80%- competent level of performance
- 79% to 70%- minimum level of performance
- Less than 69%- inadequate level of performance

Graphic 6 presents the Evaluation Performance Levels for teachers in the SSIP participating schools for FFY 2018-2019.

Graphic 6. Teachers evaluation performance levels for FFY 2018-2019



IV. Data Quality Issues

During Phase III- year 4 of implementation, PRDE SAEЕ had data limitations that affected the collection of the data for the report. Although, this limitation didn't affect the achieving the SIMR.

One of the principal limitation that affected the data collection was obtaining the data for the pre-posttest for the students in the participating schools. PRDE suggests to teachers to administer a pretest at the beginning of the school year. The results give important information to the teachers to identify the needs of their students and gives a base to the teachers on what material needs to be reinforced (from the last semester). The pre and posttest weren't administered in the participating schools due to all the work load that the teachers had since the Humacao ORE was the one more affected by Hurricane Maria.

V. Progress Toward Achieving Intended Improvements

The data on previous sections demonstrates the effectiveness of the implementation of the coherent improvement strategies selected in our SSIP. First, the data shows that, the percentage of special education students from the 5th grade who scored proficient or advanced on the regular assessment for math from the participating schools exceeded the target, reaching 30.4%. When evaluating the progress of the established targets during the phases it is shown that in all years of implementation, the target was reached and even exceeded. The table below shows the progress through the phases.

Table 6. Annual performance data compared to achieving established targets

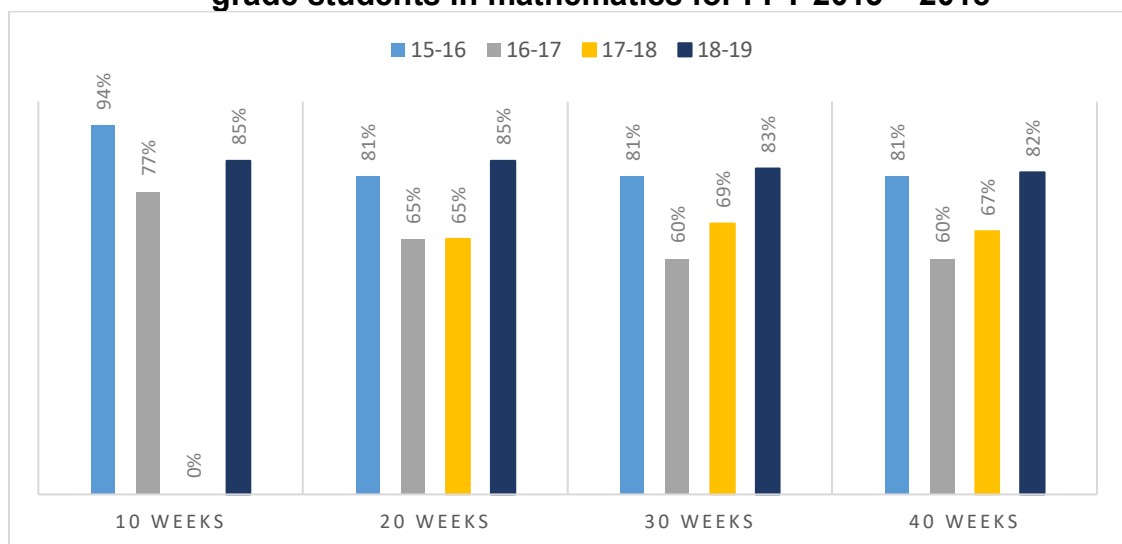
Baseline Data (2015)	FFY	2016	2017	2018
27.63%	Target	27.6%	28.1%	28.6%
	Data	30.6%	30.8%	30.40%

As mentioned, the actual performance data during 2018-2019 (30.4%) exceeded our proposed target (28.6%), once again showing the effectiveness of the implementation of the strategies selected in our SSIP. The data shows that, the percentage of special education students from the 5th grade who scored proficient or advanced on the regular assessment for math from the selected schools exceeded the established targets by 3% in FFY 2016, 2.7% in 2017 and by 1.8% in 2018.

Student improvement

Below is included the Graphic 7 which presents a comparison of the grades (A's, B's and C's) of the 5th grade students from the FFY 2015-2018. This data shows a significant progress for FFY 2018.

Graphic 7. Analysis of the average of "A's, B's and C's" of the fifth-grade students in mathematics for FFY 2015 – 2018

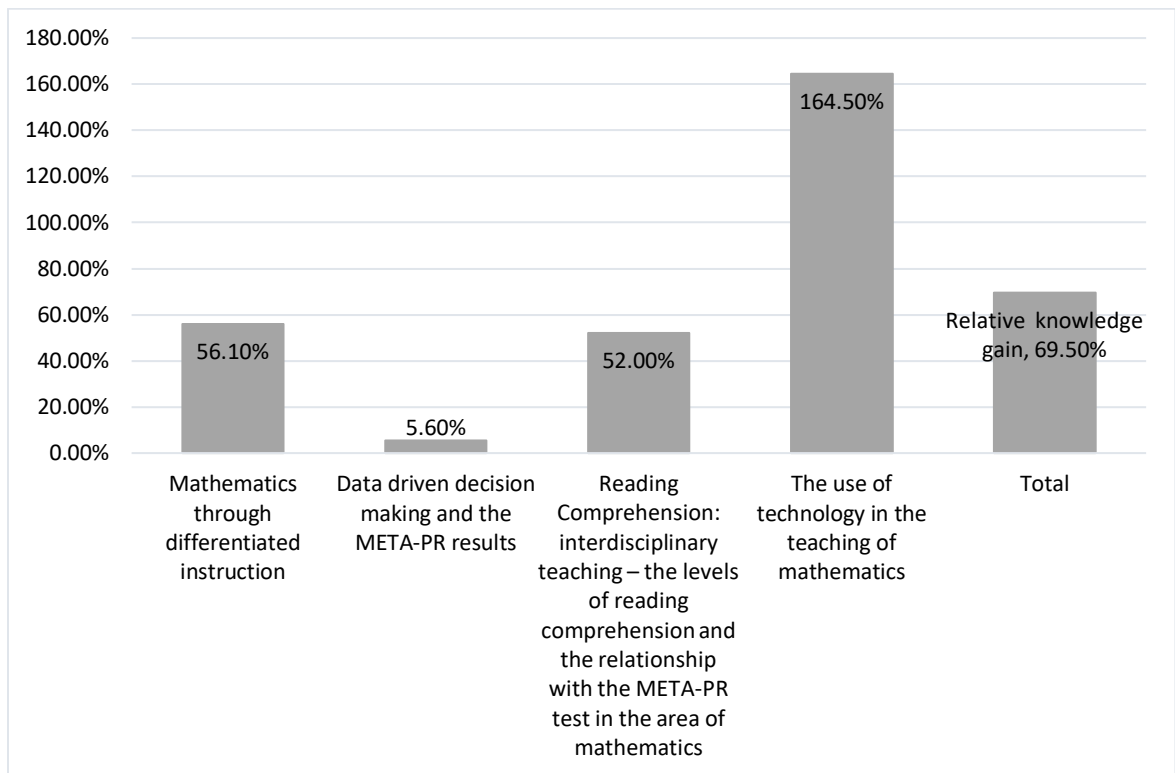


As stated previously, the percentage of students who obtained A, B and C during FFY 2018 was the highest in every 10-week period (10, 20, 30 and 40) comparing all FFYs since 2015, except for the 10-week period of FFY 2015. This represents an improvement on the students performing level in math after the declining tendency showed in this metric in the last two FFYs after FFY2015.

Teacher improvement

In the case of the professional development activities, PRDE provided improvement strategies regarding professional development for both math and special education teachers utilizing data-based strategies in making educational decisions. The results of the pre and post tests for professional development activities carried out during school year 2018-2019, showed a *growth* in teacher’s knowledge from a 5.6% to a 164.50% for an average relative knowledge of 69.50%. As established in the theory of action, this have an impact in the growth in the academic achievement of our students. Below is presented the percentage on gain in knowledge by each workshop.

Graphic 8. Gain in Knowledge Acquired by Teachers in the Professional Development Activities



VI. Plans for Next Year

PRDE, with the recommendation of the Special Education Stakeholder Group is considering scaling up its efforts connected to its SSIP to include more schools to participate in the SSIP and continue offering TA to more teachers within the Humacao ORE. The first step within this process is to conduct a data analysis to identify the schools that reflect a lower 5th grade student performance on META-PR in mathematics. PRDE Central Level conducted this analysis considering the performance of the schools in the Puerto Rico assessment and already identified that the ones who present greater needs are still in the Humacao ORE.

Following SSIP FFY 2017 submission, PRDE accomplished FFY 2018 goals as established in the workplan; considering the necessities identified by school directors and the stakeholder input.

During FFY 2018 SAEE identified the following:

- Part time coordinator for the SSIP.
- Provider for delivering direct services to 3 participating schools: Luis Munoz Rivera, Maria T. Delgado and Padre Jorge Rosario Del Valle. The table below shows the main activities that were implemented through the hiring of an external provider during the 2018-2019 school year.

Activity	Title	Timeline	Personnel to be impacted	Status
Workshops	The use of technology in the math teaching process	November 2018	30 participants including Math Teachers, Special Education	Done
	Math through differentiated instruction	December 2018		Done
	Data decision making within Math	January 2019		Done

	Reading Comprehension and its relationship with the META assessment in Math	February 2019	Teachers, School Directors and other personnel as needed	Done
Instructional Coaching (individual or group)	6 hours of coaching for each participant for the 4 workshops = 24 hours of coaching by participant	After each workshop 6 hours by participant	Teachers, School Directors and other personnel as needed	Done
Mentoring	10 hours of mentoring by participant	After each workshop 10 hours by participant		
Develop an evaluation tool	Develop a document that through observation of the math and special ed class	March 2019	At least 50% of the participating teachers	In progress

The acquisition of knowledge at each workshop was evaluated with pre and post tests, as previously stated. After each workshop the teachers received coaching and mentoring. For each service provided, the coach completed a document that contains the labor report, needs identified, activities performed, outline of results, findings and recommendations. Also, the teachers evaluated the performance of the services received by the coaches.

Considering the teacher's workload, PRDE is working on offering more coaching services instead of workshops. Coaching services are provided in a more individualized approach, so the teachers feel that their needs are being addressed in a specific way. At the same time, the coaches can work directly with the needs of teachers.

PRDE plans through the SSIP Coordinator to provide a direct follow up to all the activities proposed for the 2018-2019 school year. As part of this follow up, this coordinator participated in the workshops and visited the schools to observe the coaching and mentoring services as part of the monitoring process to assure the fidelity of the implementation.

A. Anticipated barriers for SSIP 2019 Report and steps to address those barriers

Considering the Stakeholder Group input, PRDE identified the funds to contract a private company to provide technical assistance as stated previously in this report. Once the funds were identified, the contracting process was delayed which caused the start of the TA initiative to be delayed as well.

During the second semester of the 2019-2020 school year a serious of earthquakes hit the island of Puerto Rico, which delay the beginning of second semester of the school year. The Secretary of PRDE as measure to compensate the academic time lost eliminated the external TA to be provided to teachers. This was a setback for the beginning of the SSIP efforts. With a permission from the ORE Director and after various meetings, including stakeholders, on March 2020, was our first meeting with the school directors of the 14 additional schools who are considered for scaling up within the Humacao ORE.

At the completion of this report, Puerto Rico has gone into a general lockdown do to Covid19 pandemic spread since March 15, 2020. This anticipates another setback in implementation of the coherent improvement strategies and the work plan established. On March 22, 2020 PRDE requested a waiver to the USDE due to the widespread school closures related to the COVID- 19 for the submission of various reports including the *“Report card provisions related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year”*. In March 27, 2020 the USDE granted the waiver to PRDE which states as follows... *“After reviewing Puerto Rico’s request, I am pleased to approve, pursuant to my authority under section 8401(b) of the ESEA, a waiver of the assessment, accountability and reporting requirements listed above for the 2019-2020 school year”*. This waver represents a significant impact for the data that is going to be presented in the SSIP 2019 report. PRDE is anticipating that support from OSEP will be needed, to clarify what will include our report for next year.

B. The State describes any needs for additional support and/or technical assistance

PRDE appreciates the TA received by OSEP during the implementation of the SSIP such as on site and TA calls. It has been very beneficial that OSEP was available to clarify doubts. Also, technical assistance from the NCSI has been very valuable. They have helped us in the development of PRDE SSIP through all Phases. The Math Collaborative and the Face to Face Meetings helps networking with other States and share resources and strategies implemented, that have demonstrated to be effective. We understand that in order to be effective and successful in the next Phases this technical assistance would be significant on the on-going evaluation process. We appreciate all the support received.

Accessibility Report

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Detailed Report

Document

Rule Name	Status	Description
Accessibility permission flag	Passed	Accessibility permission flag must be set
Image-only PDF	Passed	Document is not image-only PDF
Tagged PDF	Passed	Document is tagged PDF
Logical Reading Order	Passed manually	Document structure provides a logical reading order
Primary language	Passed	Text language is specified
Title	Passed	Document title is showing in title bar
Bookmarks	Passed	Bookmarks are present in large documents
Color contrast	Passed manually	Document has appropriate color contrast

Page Content

Rule Name	Status	Description
Tagged content	Passed	All page content is tagged
Tagged annotations	Passed	All annotations are tagged
Tab order	Passed	Tab order is consistent with structure order
Character encoding	Passed	Reliable character encoding is provided
Tagged multimedia	Passed	All multimedia objects are tagged
Screen flicker	Passed	Page will not cause screen flicker
Scripts	Passed	No inaccessible scripts
Timed responses	Passed	Page does not require timed responses
Navigation links	Passed	Navigation links are not repetitive

Forms

Rule Name	Status	Description
Tagged form fields	Passed	All form fields are tagged
Field descriptions	Passed	All form fields have description

Alternate Text

Rule Name	Status	Description
Figures alternate text	Passed	Figures require alternate text
Nested alternate text	Passed	Alternate text that will never be read
Associated with content	Passed	Alternate text must be associated with some content
Hides annotation	Passed	Alternate text should not hide annotation
Other elements alternate text	Passed	Other elements that require alternate text

Tables

Rule Name	Status	Description
Rows	Passed	TR must be a child of Table, THead, TBody, or TFoot
TH and TD	Passed	TH and TD must be children of TR
Headers	Skipped	Tables should have headers
Regularity	Passed	Tables must contain the same number of columns in each row and rows in each column
Summary	Skipped	Tables must have a summary

Lists

Rule Name	Status	Description
List items	Passed	LI must be a child of L
Lbl and LBody	Passed	Lbl and LBody must be children of LI

Headings

Rule Name	Status	Description
Appropriate nesting	Skipped	Appropriate nesting