



Decanato de Asuntos
Académicos
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**DEPARTMENT OF EDUCATION
EPP ANNUAL REPORT ADDENDUM**

Display of Annual Reporting Measures for 2019

A. Graduation Rates

Table 1. Enrollment, degrees conferred, retention and graduation rates for EEP Program 2014-15 to 2018-19

Bachelor of Arts in Elementary Education (EEP)					
Academic Year	Total enrollment 1 st semester	Total enrollment 2 nd semester	Degrees conferred	Retention rates	Graduation rates
2014-15	148	-	12	81%	34.0%
2015-16	155	154	12	69%	16.0%
2016-17	162	160	23	82%	16.0%
2017-18	163	137	26	79%	34%
2018-19	127	120	15	50%	37%

Source: OPIR

Table 2. Enrollment, degrees conferred, retention and graduation rates for PEEL Program 2014-15 to 2018-19

Bachelor of Arts in Education with major in Physical Education for the Elementary (PEEL)					
Academic Year	Total enrollment 1 st semester	Total enrollment 2 nd semester	Degrees conferred	Retention rates	Graduation rates
2014-15	144	-	15	55%	16%
2015-16	151	139	17	61%	14%
2016-17	157	145	17	84%	9%
2017-18	163	150	23	53%	26%
2018-19	149	129	16	56%	16%

B. Ability of Completers to meet licensing and to be hired AY 2018-2019

Table 1. Ability of Completers to meet licensing and to be hired

Type of Assessment	No. of students taking Assessment	No. of students Passing Assessment	Institution Pass Rate	Statewide Average Pass Rate
PCMAS* General	31	28	90%	94%
PCMAS* General (Elementary/Secondary)	31	28	90%	93%
Summary Pass-Rate	31	28	90%	94%

*PCMAS (Teacher Certification Test), Spanish acronym- Prueba de Certificación de Maestros

C. Student Default Rates

Table 1. Institutional Student Loan Default Rates and other Consumer Information

Academic year	% Default rates
2017-18	13%
2016-17	5.8
2015-16	9.6

Source: UPRA Financial Aid Office

D. Satisfaction of Completers Survey 2018-2019 (administered by the Office of Planning and Institutional Research)

Table 1. Excerpt from the Survey

3. In general, how do you evaluate your college readiness?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	3	10.3	10.3	10.3
	Poor	1	3.4	3.4	13.8
	Excellent	22	75.9	75.9	89.7
	Regular	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

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2. The level of satisfaction with your academic preparation is determined on the basis that:
[Employment requirements are in harmony with the knowledge offered in the degree obtained]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very satisfied	14	48.3	48.3	48.3
	Not apply	1	3.4	3.4	51.7
	Less satisfied	6	20.7	20.7	72.4
	Satisfied	8	27.6	27.6	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [a. Knowledge and integrator of pedagogical and theoretical content in your performance as a teacher]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	7	24.1	24.1	24.1
	Much	20	69.0	69.0	93.1
	Nothing	1	3.4	3.4	96.6
	Little	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [b. Able to use and integrate technology and other educational resources]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	5	17.2	17.2	17.2
	Much	23	79.3	79.3	96.6
	Nothing	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: c. Able to be an active researcher developing critical thinking and problem-solving skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	7	24.1	24.1	24.1
	Much	19	65.5	65.5	89.7
	Nothing	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: d. Able to identify the different needs of students in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	7	24.1	24.1	24.1
	Much	21	72.4	72.4	96.6
	Nothing	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

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8. Indicate how much the program has contributed to your professional development as a teacher to be: e. Knowledgeable about the different teaching subjects both theoretical and practical

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	6	20.7	20.7	20.7
	Much	21	72.4	72.4	93.1
	Nothing	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: f. Sensitive to the ethical and aesthetic aspects of human diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	10	34.5	34.5	34.5
	Much	19	65.5	65.5	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [g. Committed to your professional development]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	6	20.7	20.7	20.7
	Much	23	79.3	79.3	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [i. Creative Leader of Educational Environments]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	6	20.7	20.7	20.7
	Much	21	72.4	72.4	93.1
	Little	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [j. Professional capable of integrating non-traditional teaching styles into the development of your classes]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	4	13.8	13.8	13.8
	Much	24	82.8	82.8	96.6
	Little	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

8. Indicate how much the program has contributed to your professional development as a teacher to be: [k. Able to promote good relationships with your colleagues, parents, family members and community agencies]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	6	20.7	20.7	20.7
	Much	23	79.3	79.3	100.0

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	Total	29	100.0	100.0	
8. Indicate how much the program has contributed to your professional development as a teacher to be: [1. Able to design assessment and evaluation techniques]					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quite	6	20.7	20.7	20.7
	Much	22	75.9	75.9	96.6
	Little	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

E. Employers Survey AY 2018-2019

This instrument was administrated to cooperative teachers and school principals and it indicate the professional competencies shown by teachers and teacher candidates of the EPP.

Professional Competency	Outstanding	Achieved	In progress	Beginning	Not apply
COMPETENCY #1					
Mastery of content knowledge subject					
1.1 The teacher demonstrates a broad and in-depth knowledge of the subject matter taught.	19 100.00				
1.2 Organizes the learning experiences in which it presents teaching as a critical meaning.	19 100.00				
COMPETENCY #2					
Knowledge of students and the learning process					
2.1 The teacher demonstrates knowledge about intellectual development of students.	19 100.00				
2.2 The teacher organizes learning activities to serve the interests and talents of students.	19 100.00				
COMPETENCY #3					
Teaching planning					
3.1 The teacher plans teaching based on knowledge of the subject taught.	19 100.00				

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Professional Competency	Outstanding	Achieved	In progress	Beginning	Not apply
3.2 Plan takes into account diverse students in the classroom.	19 100.00				
3.3 Takes into consideration community characteristics and curriculum goals.	19 100.00				
COMPETENCY #4 Teaching effectiveness					
4.1 The teacher selects and uses appropriate strategies, techniques and methods for achieving the goals of teaching and learning.	19 100.00				
4.2 Integrates a variety of learning materials.	19 100.00				
COMPETENCY #5 Evaluation of learning					
5.1 The teacher uses different assessment strategies to observe student progress.	18 94.73	1 5.26			
5.2 Develops a variety of assessment tools to collect learning information from students.	18 94.73	1 5.26			
5.3 Designs and adapts evaluation tools to ensure the continuous development of the physical, cognitive, social and emotional aspects of the student.	18 94.73	1 5.26			
COMPETENCY #6 Creation of learning environment					
6.1 The teacher demonstrates the ability to distribute time in the development of classes.	17 89.47	2 10.52			
6.2 Uses multiplicity of techniques that facilitate the active participation of students.	17 89.47	2 10.52			

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Professional Competency	Outstanding	Achieved	In progress	Beginning	Not apply
6.3 Provides a learning environment suitable for the school level it teaches.	19 100.00				
COMPETENCY #7 <i>Communication Skills</i>					
7.1 The teacher demonstrates clearly, ownership and correctness in the use of the language as a tool for oral communication.	19 100.00				
7.2 Use correctly of written language to plan and write professional lessons.	19 100.00				
COMPETENCY #8 <i>Professional performance</i>					
8.1 The teacher demonstrates conscious behavior with the rules and principles established the employer.	19 100.00				
COMPETENCY #9 <i>Professional and personal development</i>					
9.1 The teachers participate in activities for their professional development.	19 100.00				
9.2 Continually reflect on their educational practice.	17 89.47	2 10.52			
COMPETENCY #10 <i>Relationship with school community</i>					
10.1 The teacher maintains positive relationships with his co-workers.	19 100.00				
10.2 It relates to the parents of its students and communicates to them the progress of their children.	19 100.00				

F. Program Completers Survey AY 2017-2019

Table I. Job Placement of the Completers AY 2017-2019					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	missing	14	48.3	48.3	48.3
	Arecibo Baseball Academy, Inc.	1	3.4	3.4	51.7
	Colegio Evangélico Mi Pequeño Rebaño	1	3.4	3.4	55.2
	Colegio Nuestra Señora del Carmen, Hatillo, P.R.	1	3.4	3.4	58.6
	Colegio Pentecostal	1	3.4	3.4	62.1
	Colegio Pentecostal de Arecibo	1	3.4	3.4	65.5
	Colegio Sagrada Familia	1	3.4	3.4	69.0
	CSJ	1	3.4	3.4	72.4
	Dr Cayetano Coll y Toste	1	3.4	3.4	75.9
	Eleonor Roosevelt	1	3.4	3.4	79.3
	FROEBEL bilingual School	1	3.4	3.4	82.8
	Keys Gate Charter School	1	3.4	3.4	86.2
	Powell Bilingual Elementary School en Washington DC	1	3.4	3.4	89.7
	Head Start Program at Barceloneta	1	3.4	3.4	93.1
	Direct supervisor of tutoring teachers	1	3.4	3.4	96.6
	Westover High School, NC United States	1	3.4	3.4	100.0
Total	29	100.0	100.0		

Data analysis of the completers job placement (n=29)		
Completers job placement	Frequency	Percent (%)
Public school	2	7
Private school	8	28
Federal educational programs	1	3
USA	2	7
Other works related to the educational area	1	3
Missing	14	48

This data was collected through Program Completer Survey administer by OPIR between August –October 2020. Only 29 completers filled the survey. As shown above 28% are working on private school; 7 % in public schools and in the US. 48% didn't answer the question.

Table II. Program Completers, Job Placement and Graduation Year 2001-2019

Graduation year	Job Placement
2001	Colegio Capitán Correa Arecibo, PR
2004	Arecibo Baseball Academy Arecibo, PR
2005	Escuela Manuel Ruiz Gandía Arecibo, PR
2006	Escuela Especializada SU Sabana Hoyos Arecibo, PR
2007	Escuela Domingo Aponte Collazo Lares, PR
2008	Broward County School Florida, EU
2009	National Talent Academy Arecibo, PR
2011	Colegio Pentecostal Arecibo, PR
2012	Antonia Pantoja Charter School Philadelphia, PA
2013	Forever Kid's Day Care & Learning Center Arecibo, Puerto Rico
2014	Head Start & Early Head Start Program Arecibo, PR
2014	Head Start & Early Head Start Program Arecibo, PR
2014	Head Start & Early Head Start Program Camuy, PR
2014	Head Start & Early Head Start Program Arecibo, PR
2014	Early Head Start Program Orocovis, PR
2014	Escuela Oscar Rodríguez Rivera Morovis, PR
2014	Ellis Middle School Illinois, EU
2015	John B Stetson Charter Middle School Philadelphia, PA
2015	Academia Discípulos de Cristo Vega Alta, PR
2015	Instituto Desarrollo del Niño San Juan, PR
2016	Escuela Superior Juan Quirindongo Morell Vega Baja, PR
2017	Arecibo Baseball Academy Arecibo, PR
2017	Escuela Luis Muñoz Rivera Hatillo, PR
2017	Star child Academy Lake Mary Florida, EU
2017	Escuela San Vicente Vega Baja, PR
2017	Colegio Nuestra Señora del Carmen Hatillo, PR
2017	Colegio Nuestra Señora del Rosario Vega Baja, PR
2017	POWELL Elementary School Washington DC
2017	Head Start Quebradillas, PR
2017	Abraham Lincoln Bilingual School Hatillo, PR
2018	Vigotsky Bilingual Academy Barceloneta, PR
2018	A ₂ Z Learning Center Hatillo, PR
2018	Froebel Bilingual School Aguadilla, PR
2018	Colegio Carismático Pasito a Paso Quebradillas, PR
2018	Escuela Jacinto López Martínez Dorado, PR
2018	Colegio Joari Vega Baja, PR
2018	Colegio MirMar Arecibo, PR
2018	Escuela Brígida Álvarez Vega Baja. Puerto Rico
2018	Colegio Evangélico del Nazareno Arecibo, PR
2018	Global Education Exchange Opportunities, Inc. Manatí, PR
2018	Colegio Carismático Pasito a Paso Quebradillas, PR
2018	Reborn Christian Academy Florida, EU

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2018	Escuela Maternal Angeles Pastor Pérez Vega Baja, PR
2018	Hogar Mis primeros pasos Vega Alta, PR
2018	Oyster Adams Bilingual School Washington, DC
2018	Colegio Sagrada Familia Corozal, Puerto Rico
2018	Castillo Bilingual School Isabela, PR
2019	Colegio Capitán Correa Arecibo, PR
2019	Colegio Pentecostal Arecibo, PR
2019	Early Head Start Program San Sebastián, PR
2019	Colegio Pentecostal Arecibo, PR
2019	Bright Beginnings Bilingual School Camuy, Puerto Rico
2019	Colegio Capitán Correa Arecibo, PR
2019	Colegio MirMar Arecibo, PR
2019	Escuela Ángel Sandin Martínez Vega Baja, PR
2019	Reine Christian Bilingual School Manatí, PR
2019	Westover High School North Carolina, EU
2019	Arecibo Baseball Academy Arecibo, PR

Data analysis of the completers job placement (n=58)	
Completers job placement	Percent (%)
Public school	15/58 = 26 %
Private school	34/58 = 58.6 %
Federal educational programs	7/58 = 12 %
Day care	1/58 = 1.7 %
Other works related to the educational area	1/58 = 1.7 %

G. Program Impact



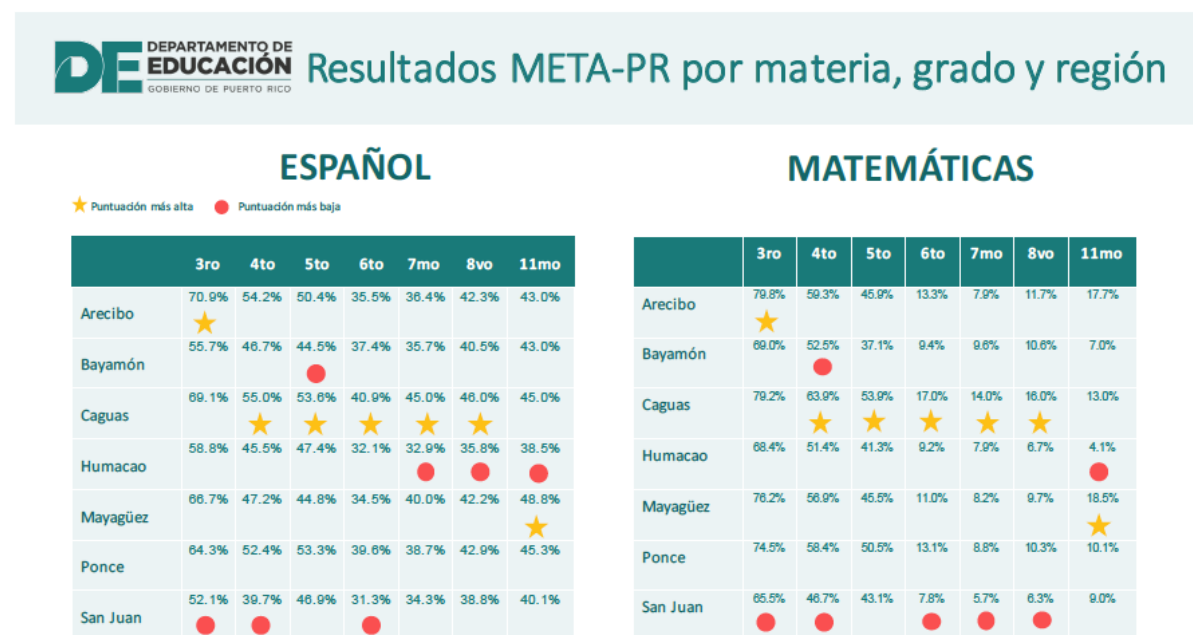
Image 1: Result of META tests by municipality. Obtained from: <https://abretuescuola.org/es#hps-map>

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The website <https://abretuescuela.org> is an interactive tool that allows parents, teachers, and administrative staff of public schools in Puerto Rico to see how their school's performance compares to others in the country. Schools' performance is scored based on the results of standardized META tests, the College Board, and the graduation rate. Depending on the results of the schools, they are awarded a grade (A, B, C, D or F). If we look at the towns where our completers are working, their students META results fall into the excellent (A), good (B), and regular (C) categories. Other measure to assure program impact is the analysis of completer's evaluation by their supervisors. At the moment of this report we received one evaluation. One of our completers received a 3.90 overall score out of 4.00 in the topics: cultivate a responsive learning community, challenge students with rigorous content, lead a well-planned, purposeful learning experience, maximize student ownership of learning and respond to evidence of student learning. In Spring 2021 we expect to bring more information of our completers.

Impact of our completers on the results of the META-PR

META-PR is a standardized test that evaluates student academic achievement based on the curriculum and learning activities that take place in the classroom. At the same time, they allow the proficiency levels of the students to be identified; they offer direction to the teaching and learning process and contribute to decision-making on the training and professional development of teachers, among others.





Resultados META-PR por materia, grado y región

INGLÉS

★ Puntuación más alta ● Puntuación más baja

	3er	4to	5to	6to	7mo	8vo	11mo
Arecibo	64.6% ★	45.3% ★	46.8% ★	31.7%	29.3%	38.7%	43.8%
Bayamón	49.2%	35.1%	34.9% ●	30.1%	29.0%	33.3%	40.3%
Caguas	62.7%	43.1%	44.3%	36.9% ★	34.6%	38.8%	43.4%
Humacao	51.0%	37.6%	39.8%	27.7%	29.6%	27.6% ●	38.5%
Mayagüez	60.5%	41.6%	43.0%	36.6%	35.3% ★	40.9% ★	49.4% ★
Ponce	56.4%	37.9%	41.6%	31.1%	30.2%	35.1%	41.1%
San Juan	44.7% ●	32.6% ●	38.0%	23.9% ●	24.9% ●	27.9%	37.9% ●

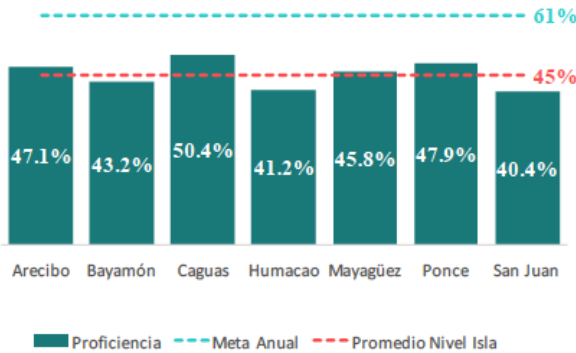
CIENCIAS

	3ro	4to	5to	6to	7mo	8vo	11mo
Arecibo		66.6%				39.3%	48.4%
Bayamón		58.4%				35.6%	42.4%
Caguas		69.5% ★				44.1% ★	46.3%
Humacao		57.5%				27.8%	39.5%
Mayagüez		61.8%				36.1%	50.2% ★
Ponce		63.6%				37.7%	47.3%
San Juan		55.5% ●				30.5% ●	38.4% ●

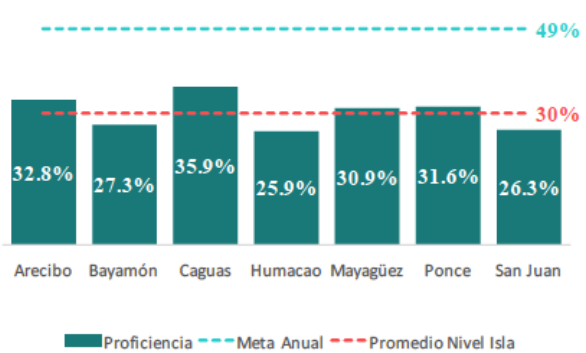


Resultados META-PR por materia y región

ESPAÑOL

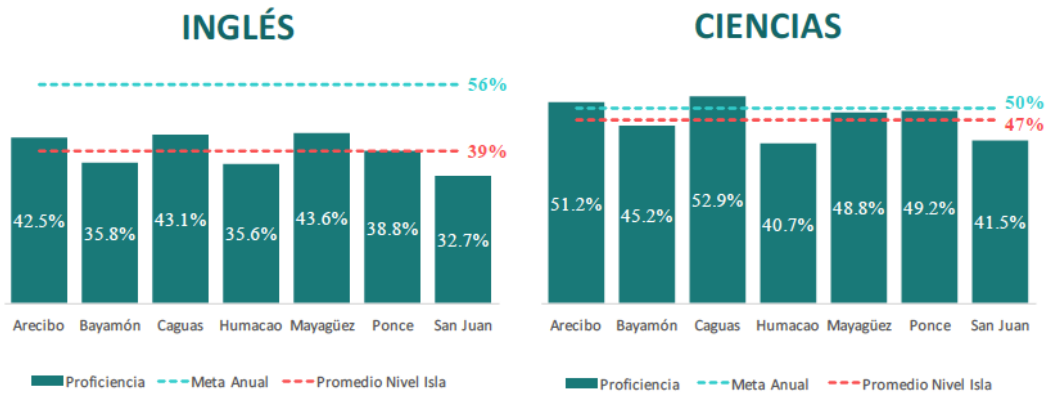


MATEMÁTICAS



DEPARTAMENTO DE EDUCACIÓN
GOBIERNO DE PUERTO RICO

Resultados META-PR por materia y región



The results of the META-PR for the academic year 2018-2019 show that in the areas of Spanish, mathematics and English, the students of the educational region of Arecibo obtained the highest results compared with another educational region. Regarding the Science area, although the results of the Arecibo educational region were not the highest, they continue to be above the island average and the average of META results annually. This shows the impact of the completers who are working in the educational region of Arecibo, in addition to the impact of our teacher candidates who carried out their methodologies laboratories, pre-practice seminars and their teaching practices in these areas.