Section 4. Display of Candidate Performance Data

- Results of State licensure exams

This section provides information with regard to completers of TEP leading to some categories of data which include: results of state licensure exams (PCMAS), average GPAs of programs completers, retention rates in preparation programs and graduation rates.

- Puerto Rico Teacher Certification Test

The Puerto Rico Teacher Certification Test (PCMAS, for its acronym in Spanish) developed by College Board of Puerto Rico and Latin America Office, provides information about student competencies in knowledge of subject matter and pedagogy or teaching skills. The PCMAS is divided into Fundamental Knowledge and Communication Competencies and Professional Competencies in Elementary and Secondary level. In addition, the Secondary level test includes a specialization section in Spanish, English, Mathematics, Social Studies or Science. The following assessment code numbers identifies these skills, respectively. Also, it presents the minimum passing score by the respective code.

Table 1: Assessment Code Number

<table>
<thead>
<tr>
<th>Assessment Code Number</th>
<th>Minimum Passing scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR10</td>
<td>92</td>
</tr>
<tr>
<td>PR21</td>
<td>89</td>
</tr>
<tr>
<td>PR25</td>
<td>87</td>
</tr>
<tr>
<td>PR30</td>
<td>93</td>
</tr>
<tr>
<td>PR40</td>
<td>98</td>
</tr>
<tr>
<td>PR50</td>
<td>88</td>
</tr>
<tr>
<td>PR60</td>
<td>96</td>
</tr>
<tr>
<td>PR70</td>
<td>94</td>
</tr>
</tbody>
</table>
Table 2: PCMAS Single-Assessment Level- Pass Rate Data per Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IPR %</td>
<td>Statewide %</td>
<td>IPR %</td>
<td>Statewide %</td>
<td>IPR %</td>
</tr>
<tr>
<td>Fundamental Knowledge and Communication</td>
<td>PR10</td>
<td>91</td>
<td>91</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>Competencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Professional Competencies</td>
<td>PR21</td>
<td>94</td>
<td>92</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Secondary Professional Competencies</td>
<td>PR25</td>
<td>89</td>
<td>90</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>Spanish</td>
<td>PR30</td>
<td>100</td>
<td>89</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>English</td>
<td>PR40</td>
<td>100</td>
<td>91</td>
<td>67</td>
<td>89</td>
</tr>
<tr>
<td>Mathematics</td>
<td>PR50</td>
<td>80</td>
<td>86</td>
<td>100</td>
<td>98</td>
</tr>
<tr>
<td>Social Studies</td>
<td>PR60</td>
<td>100</td>
<td>81</td>
<td>100</td>
<td>83</td>
</tr>
<tr>
<td>Science</td>
<td>PR70</td>
<td>100</td>
<td>92</td>
<td>80</td>
<td>89</td>
</tr>
</tbody>
</table>

Source: College Board: IPR- INSTITUTIONAL PASS RATE

It can be observed that in the academic year 2012-2013 there was an increase to 93% in fundamentals knowledge, more than in 2013-2014 (91%). Also, the elementary professional competencies were 93% and 91% demonstrating an increase in these areas. On the other hand, there was a decrease for professional competencies at the Secondary level from 93% to 82%. In general, there was an increase in the different subjects. However, mathematics reveals a decrease (from 100% to 67%).
### Table 3: Aggregate Assessment Level Pass-Rate Data: Academic Year 2010-2011

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>No. Of Students Taking Assessment</th>
<th>No of Students Passing Assessment</th>
<th>Institution Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Knowledge and Communication Competencies</td>
<td>69</td>
<td>63</td>
<td>63/69=91%</td>
<td>91%</td>
</tr>
<tr>
<td>Professional Competencies</td>
<td>69</td>
<td>63</td>
<td>63/69=91%</td>
<td>91%</td>
</tr>
<tr>
<td>Specialization</td>
<td>25</td>
<td>24</td>
<td>24/25=96%</td>
<td>88%</td>
</tr>
<tr>
<td><strong>Summary Pass Rate</strong></td>
<td><strong>69</strong></td>
<td><strong>61</strong></td>
<td><strong>61/69=88%</strong></td>
<td><strong>1286/1505=85%</strong></td>
</tr>
</tbody>
</table>

*Source: College Board*

### Table 4: Aggregate Assessment Level Pass-Rate Data: Academic Year 2011-2012

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>No. Of Students Taking Assessment</th>
<th>No of Students Passing Assessment</th>
<th>Institution Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Knowledge and Communication Competencies</td>
<td>42</td>
<td>39</td>
<td>39/42=93%</td>
<td>87%</td>
</tr>
<tr>
<td>Professional Competencies</td>
<td>42</td>
<td>41</td>
<td>41/42=98%</td>
<td>93%</td>
</tr>
<tr>
<td>Specialization</td>
<td>15</td>
<td>13</td>
<td>13/15=87%</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Summary Pass Rate</strong></td>
<td><strong>42</strong></td>
<td><strong>37</strong></td>
<td><strong>37/42=88%</strong></td>
<td><strong>1360/1562=87%</strong></td>
</tr>
</tbody>
</table>

*Source: College Board*
### Table 5: Aggregate Assessment Level Pass-Rate Data: Academic Year 2012-2013

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>No. Of Students Taking Assessment</th>
<th>No of Students Passing Assessment</th>
<th>Institution Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Knowledge and Communication Competencies</td>
<td>44</td>
<td>41</td>
<td>41/44=93%</td>
<td>92%</td>
</tr>
<tr>
<td>Professional Competencies</td>
<td>44</td>
<td>41</td>
<td>41/44=93%</td>
<td>91%</td>
</tr>
<tr>
<td>Specialization</td>
<td>16</td>
<td>14</td>
<td>14/16=88%</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Summary Pass Rate</strong></td>
<td>44</td>
<td>38</td>
<td>38/44=86%</td>
<td>1024/1195=86%</td>
</tr>
</tbody>
</table>

*Source: College Board*

### Table 6: Aggregate Assessment Level Pass-Rate Data: Academic Year 2013-2014

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>No. Of Students Taking Assessment</th>
<th>No of Students Passing Assessment</th>
<th>Institution Pass Rate</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Knowledge and Communication Competencies</td>
<td>33</td>
<td>30</td>
<td>30/33=91%</td>
<td>89%</td>
</tr>
<tr>
<td>Professional Competencies</td>
<td>33</td>
<td>29</td>
<td>29/33=88%</td>
<td>88%</td>
</tr>
<tr>
<td>Specialization</td>
<td>15</td>
<td>14</td>
<td>14/15=93%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Summary Pass Rate</strong></td>
<td>33</td>
<td>27</td>
<td>27/33=82%</td>
<td>810/953=85%</td>
</tr>
</tbody>
</table>
Table 7: Institutional Composite Summary rate Data Report on Teacher Certification Test: 2009-10 to 2013-14

<table>
<thead>
<tr>
<th>Academic years</th>
<th>No. of Students Taking Assessment</th>
<th>No. of students Passing Assessment</th>
<th>Institutional Pass Rate %</th>
<th>Statewide Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>36</td>
<td>29</td>
<td>80.6</td>
<td>85</td>
</tr>
<tr>
<td>2010-2011</td>
<td>69</td>
<td>61</td>
<td>88.4</td>
<td>85</td>
</tr>
<tr>
<td>2011-2012</td>
<td>42</td>
<td>37</td>
<td>88.1</td>
<td>87</td>
</tr>
<tr>
<td>2012-2013</td>
<td>44</td>
<td>38</td>
<td>86.4</td>
<td>86</td>
</tr>
<tr>
<td>2013-2014</td>
<td>46</td>
<td>37</td>
<td>82.0</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>237</strong></td>
<td><strong>202</strong></td>
<td><strong>X = 85.1</strong></td>
<td><strong>X = 85.6</strong></td>
</tr>
</tbody>
</table>

Source: College Board

Summary Table 3 to Table 6 demonstrates Fundamental Knowledge and Communication Competencies, Professional Competencies and Specialization results. Table 7 is a composite summary data of the data shown in the tables above on the Teacher Certification test. This table shows that there has been a decrease in the institutional pass rate 2013-2014 (82%) as compared to 2012-2013 (86.4%). On other hand, there are no significance differences between academic year 2013-2014 Institutional pass rate (85.1%) and statewide pass rate (85.6%). This result is not final. They may be updated next year to include the students who could not take the test and/or the students who retook the part they did not pass. The figure 1 illustrates the differences of Composite Summary Rate Data Report on Teacher Certification between the state and the institution.
Figure 1

Institutional Composite Summary Rate Data Report on Teacher Certification Test: 2009-2010 to 2013-2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Institutional Pass Rate %</th>
<th>Statewide Pass Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>80.6</td>
<td>85</td>
</tr>
<tr>
<td>2010-2011</td>
<td>88.4</td>
<td>85</td>
</tr>
<tr>
<td>2011-2012</td>
<td>88.1</td>
<td>87</td>
</tr>
<tr>
<td>2012-2013</td>
<td>86.4</td>
<td>86</td>
</tr>
<tr>
<td>2013-2014</td>
<td>82</td>
<td>85</td>
</tr>
</tbody>
</table>