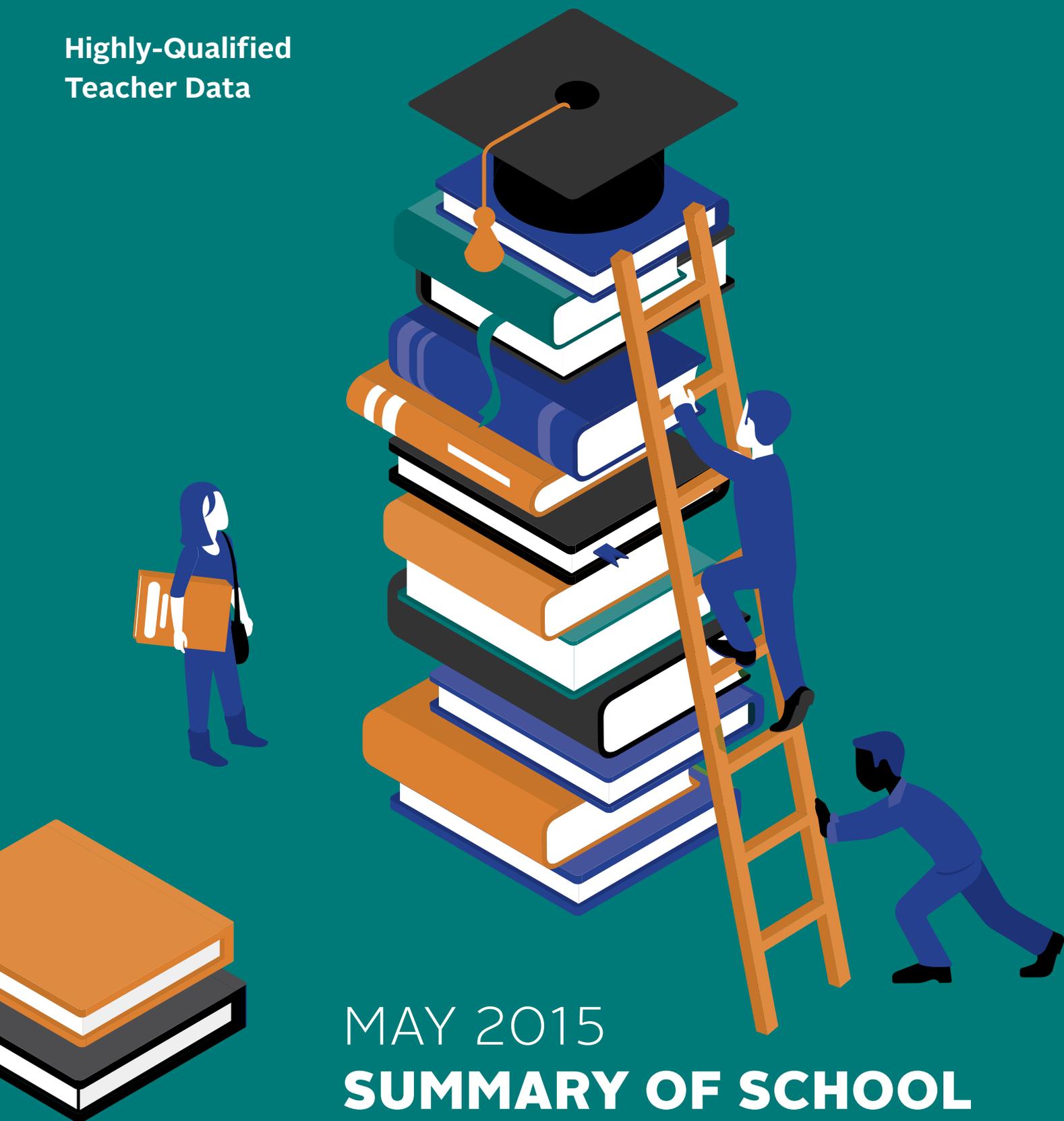




## Highly-Qualified Teacher Data



MAY 2015  
**SUMMARY OF SCHOOL  
YEAR 2013-14 DATA**

# Introduction

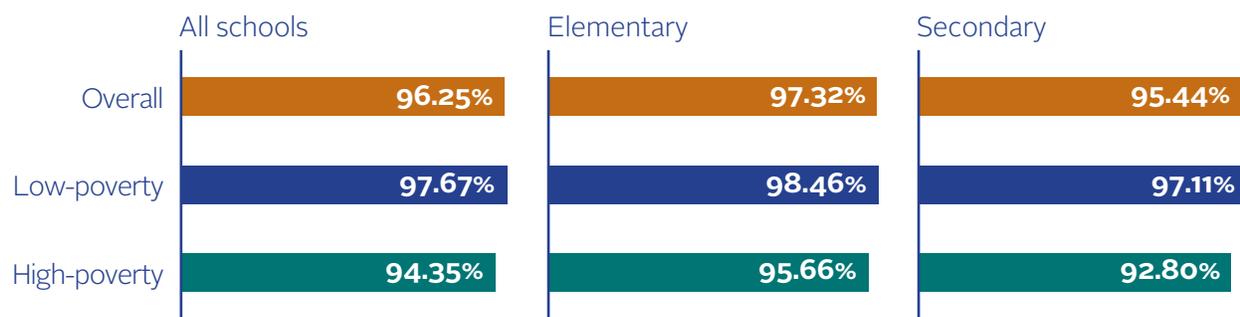
The *Elementary and Secondary Education Act*, as amended (*ESEA*), called for all core subject classes to be taught by highly qualified teachers (HQTs) by the end of the 2005–06 school year (SY). To measure progress in meeting the HQT goal, the U.S. Department of Education (ED) collects State-level data on the teacher quality provisions of *ESEA*<sup>1</sup> through the EDEN Submission System (ESS).<sup>2</sup>

## CORE ACADEMIC CLASSES TAUGHT BY HQTs

In SY 2013–14, HQTs taught 96.25 percent of core academic classes in our nation’s public schools (see figure 1). HQTs taught a slightly higher proportion of core academic classes in elementary schools (97.32 percent) than in secondary schools (95.44 percent). Core academic classes in high-poverty schools were slightly less likely to be staffed by an HQT than core academic classes in low-poverty schools. At the elementary level, HQTs taught

98.46 percent of core academic classes in low-poverty schools compared to 95.66 percent in high-poverty schools. The gap was a bit greater at the secondary level, where HQTs taught 97.11 percent of core academic classes in low-poverty schools compared to 92.80 percent in high-poverty schools. However, overall, the gap in percentage of classes taught by HQTs at high- versus low-poverty schools was quite small.

**FIGURE 1.** Percentage of core academic classes taught by HQTs, by school level: SY 2013–14



Data as of 4/24/2015,  $N = 51$  States<sup>3</sup>

**Figure reads:** In school year 2013–14, HQTs taught 96.25 percent of core academic classes in all schools.

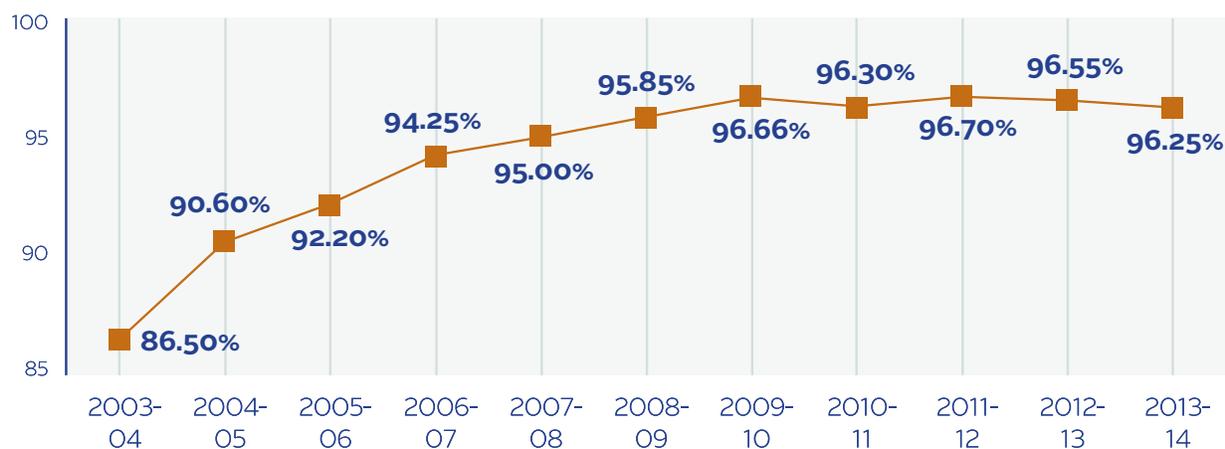
<sup>1</sup>The statutory reporting requirements can be found in §1111(h)(4)(G); §9101(23) ESEA.

<sup>2</sup>ESS is a component of the Education Data Exchange Network (EDEN), a centralized, electronic portal through which States submit their educational data to the Department.

<sup>3</sup>Forty-nine States, the District of Columbia, and Puerto Rico submitted data. Interpret data from District of Columbia, Kansas, Mississippi, and Pennsylvania with caution due to possible errors in high- and low-poverty HQT data (District of Columbia), errors in poverty quartile data (Kansas), an unexplained large increase in the number of secondary core academic classes (Mississippi), and errors in poverty quartile data (Pennsylvania). North Carolina and the Bureau of Indian Education (BIE) failed to submit data for 2013–14.

The percentage of core academic classes taught by HQTs has increased since SY 2003–04.<sup>4</sup> In SY 2013–14, HQTs taught 96.25 percent of all core academic classes, an increase of 9.75 percentage points from 86.50 percent in SY 2003–04 (see figure 2). While there has been progress toward the goal of 100 percent all core academic classes being taught by HQTs by SY 2005–06, growth has slowed in recent years. Between SY 2003–04 and SY 2009–10, there was an increase of 10.16 percentage points (86.50 percent to 96.66 percent). However, between SY 2009–10 and SY 2013–14, the percentage remained relatively flat at approximately 96 percent, and in fact, the overall percentage of classes taught by HQTs went down from 2012–13 to 2013–14.

**FIGURE 2.** Percentage of core academic classes taught by HQTs: SY 2003–04 through SY 2013–14



Data as of 4/24/2015, N = 51 States

**Figure reads:** In school year 2003–04, HQTs taught 86.50 percent of core academic classes.

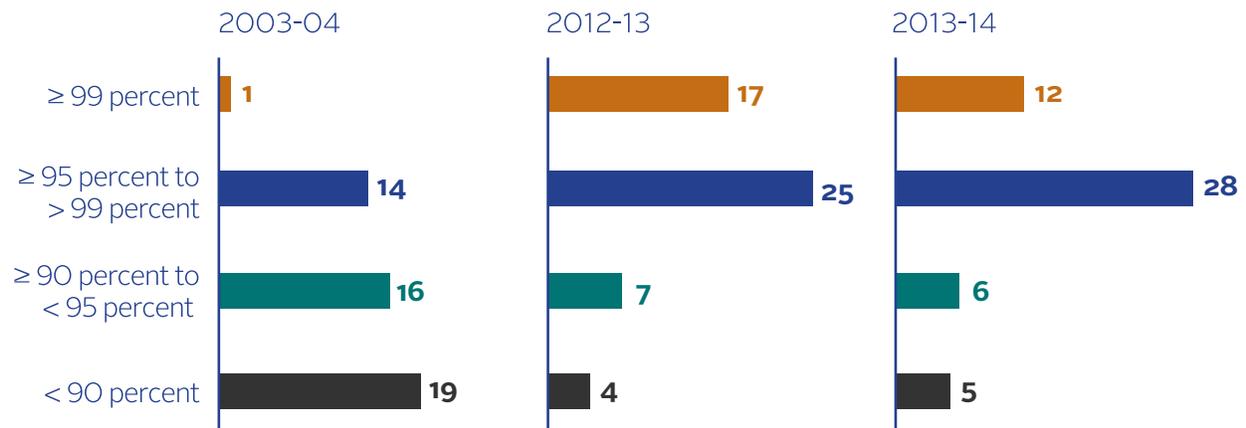
## Changes in Highly-Qualified Teacher Data From Previous Years

In SY 2013–14, the percentage of core academic classes taught by HQTs for all schools ranged from 79.92 percent (Louisiana) to 99.99 percent (Iowa). Forty states reported rates of 95 percent or higher, a decrease of two states from SY 2012–13 but an increase of 25 states from SY 2003–04 (see figure 3). Forty-six states reported rates of 90 percent or higher, a decrease of three states from SY 2012–13 but 15 more than SY 2003–04.

Twelve states (Colorado, Connecticut, Illinois, Iowa, Kentucky, Michigan, Montana, North Dakota, Oklahoma, Rhode Island, Texas, and Wyoming) reported that HQTs taught at least 99 percent of core academic classes. This is a decrease of five states from SY 2012–13, but an increase of 11 states from SY 2003–04.

<sup>4</sup> HQT data were collected for the first time for the 2002–03 school year, but because several states reported that they did not have the mechanisms to accurately report these data for the 2002–03 school year, those data have been excluded from this analysis. The 2003–04 data serve as the baseline for this issue brief.

**FIGURE 3.** Number of states by percentage of core academic classes taught by HQTs: SY 2003–04, SY 2012–13, and SY 2013–14



Data as of 4/24/2015,  $N = 50$  states for 2003–04, 53 states for 2012–13, and 51 states for 2013–14

**Figure reads:** In school year 2003–04, one state had 99 or more percent of core academic classes taught by HQTs.

Thirty-eight States (Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Idaho, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Puerto Rico) reported a decrease in the percentage of core academic classes taught by HQTs from SY 2012–13 to SY 2013–14. In 24 of those states, the difference was less than one percentage point. Forty-two states have increased the percentage of core academic classes taught by HQTs from SY 2003–04. In three of those states, the difference was less than one percentage point.

Of the 48 states that reported data on the percentage of core academic classes taught by HQTs for all schools in SY 2003–04 and SY 2013–14, six reported an overall decrease in the percentage. Among those states, the decrease ranged from 0.64 percentage points in Wisconsin to 10.48 percentage points in Louisiana. Idaho and Wisconsin reported decreases of less than one percentage point.

**“38 States... reported a decrease in the percentage of core academic classes taught by HQTs from SY 2012–13 to SY 2013–14.”**

Of the 48 states that reported data on the percentage of core academic classes taught by HQTs for all schools in SY 2003–04 and SY 2013–14, 42 reported an overall increase in the percentage. Among those states, the increase ranged from 0.26 percentage points in Wyoming to 75.49 percentage points in Alaska.

# Differences in HQT Percentages in High- and Low-Poverty Schools

HQTs taught a slightly larger percentage of core academic classes in low-poverty schools than in high-poverty schools. In low-poverty schools, HQTs taught 97.32 percent of classes, while they taught 95.66 percent of core academic classes in high-poverty schools.

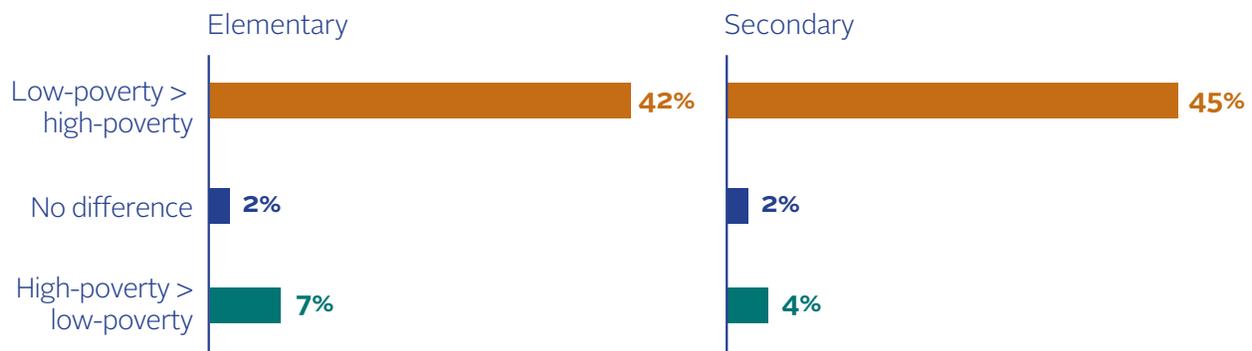
In high-poverty elementary schools, the percentage of core academic classes taught by HQTs ranged from 74.42 percent (Louisiana) to 100.00 percent (Montana and North Dakota). In high-poverty secondary schools, the percentage of core academic classes taught by HQTs ranged from 70.26 percent (Louisiana) to 100.00 percent (Iowa and Montana).

In low-poverty elementary schools, the percentage of core academic classes taught by HQTs ranged from 83.99 percent (Puerto Rico) to 100.00 percent (Montana and North Dakota).

In low-poverty secondary schools, the percentage of core academic classes taught by HQTs ranged from 80.28 percent (Louisiana) to 100.00 percent (Iowa and Montana).

In the majority of states (42 for elementary schools and 45 for secondary schools), the percentage of core academic classes taught by HQTs in low-poverty schools was higher than the percentage of core academic classes taught by HQTs in high-poverty schools (see figure 4). In seven states for elementary schools and four states for secondary schools, high-poverty schools were more likely to have HQTs teach core academic classes than low-poverty schools. At the elementary level, there were two states with no difference in the percentages of core academic classes taught by HQTs in low- and high-poverty schools. At the secondary level, two states did not have a difference.

**FIGURE 4.** Number of states by gap in percentage of core academic courses HQTs taught between high-poverty and low-poverty schools: SY 2013–14



Data as of 4/24/2015, *N* = 51 states<sup>5</sup>

**Figure reads:** In school year 2013–14, 42 states had a percentage of core academic classes in low-poverty elementary schools taught by HQTs that was higher than the percentage of core academic classes taught by HQTs in high-poverty elementary schools.

<sup>5</sup> North Carolina and the Bureau of Indian Education (BIE) did not report data. All BIE schools are high poverty.

The gaps between high-poverty and low-poverty schools are generally wider at the secondary level. At the elementary level, 23 of the 42 states (54.76 percent) that had lower percentages of core academic classes taught by HQTs in high-poverty schools than in low-poverty schools had a gap of one percentage point or less. At the secondary level, 12 of the 45 states (26.67 percent) that had lower percentages of core academic classes taught by HQTs in high-poverty schools than in low-poverty schools had a gap of one percentage point or less.

The gap in the percentage of core academic classes taught by HQTs between high-poverty and low-poverty elementary schools was greatest in Delaware (85.35 percent in high-poverty schools versus 99.27 percent in low-poverty schools, 13.92 percentage points).

The gap in the percentage of core academic classes taught between high-poverty and low-poverty secondary schools was also greatest in HQTs New York (87.07 percent in high-poverty schools versus 99.39 percent in low-poverty schools, 12.32 percentage points).

At the elementary level, two states (Montana and North Dakota) reported no gap in the percentage of core academic classes taught by HQTs in high-poverty and low-poverty schools. North Dakota also reported no gap in SY 2009–10, SY 2010–11 and SY 2011–12.

At the secondary level, Iowa and Montana reported no gap in the percentage of core academic classes taught by HQTs in high-poverty and low-poverty schools. Iowa also reported no gap in SY 2011–12 and SY 2012–13.

***“The gaps between high-poverty and low-poverty schools are generally wider at the secondary level.”***

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## **Core Academic Classes Taught by Teachers Who Were Not Highly Qualified**

Alaska, Louisiana, Utah, and the District of Columbia and Puerto Rico reported less than 90 percent of core academic classes taught by HQTs. At both the elementary and secondary level, these States reported that core academic classes taught by teachers who were not highly qualified were primarily taught by either certified general education teachers who did not pass a subject knowledge test or demonstrated subject-matter competency through HOUSSE, or teachers who are not fully certified and not in an approved alternative route program.

# Appendices

**TABLE 1.** Percentage of core academic classes HQTs taught, by state: 2013–14

State	All Schools	Elementary			Secondary		
		High-Poverty	Low-Poverty	Total Elementary	High-Poverty	Low-Poverty	Total Secondary
Alabama	96.83	97.40	98.96	98.27	89.03	96.83	95.14
Alaska	88.09	95.41	96.06	95.48	75.21	86.41	86.26
Arizona	97.98	97.78	97.92	98.37	97.15	98.73	97.33
Arkansas	98.94	98.80	99.40	99.24	98.10	98.70	98.42
BIE	--	--	--	--	--	--	--
California	93.60	98.72	98.89	98.72	90.75	93.43	92.25
Colorado	99.15	99.85	99.35	99.42	99.23	98.48	98.75
Connecticut	99.09	97.61	99.48	98.90	97.90	99.47	99.19
Delaware	95.21	85.35	99.27	95.06	88.68	97.71	95.27
District of Columbia*	88.11	87.96	97.00	88.04	96.24	85.77	88.14
Florida	94.15	95.67	96.46	96.13	87.43	94.53	92.02
Georgia	98.81	99.27	99.43	98.83	97.90	99.33	98.81
Hawaii	91.90	97.82	98.46	98.14	78.96	89.37	85.70
Idaho	96.63	97.29	94.87	97.40	95.27	95.64	96.17
Illinois*	99.26	98.66	99.99	99.63	95.18	99.99	98.12
Indiana	96.46	98.21	99.23	97.58	93.43	98.47	95.28
Iowa	99.99	99.97	99.98	99.99	100.00	100.00	100.00
Kansas	96.32	98.33	99.02	98.36	92.45	97.27	93.76
Kentucky	99.74	99.75	99.96	99.87	99.78	99.75	99.62
Louisiana	79.92	74.42	87.36	80.47	70.26	80.28	79.50
Maine	97.69	98.78	98.86	98.56	95.63	98.77	97.23
Maryland	92.43	88.64	96.98	94.87	84.31	93.97	90.26
Massachusetts	95.81	91.82	98.74	95.63	88.82	98.67	96.16
Michigan	99.78	99.77	99.82	99.77	99.65	99.91	99.79
Minnesota	97.67	97.97	98.01	98.22	92.72	98.47	97.30
Mississippi*	97.19	96.20	98.97	98.14	93.86	97.22	95.68
Missouri	96.91	87.79	97.65	97.75	83.18	95.26	96.55
Montana*	99.97	100.00	100.00	99.98	100.00	100.00	99.95
Nebraska	98.24	98.75	99.39	99.04	97.18	98.84	97.62
Nevada	94.46	89.16	90.59	93.65	93.15	97.81	94.73
New Hampshire	97.27	97.02	97.95	97.76	95.44	96.96	96.67
New Jersey	98.86	99.15	98.99	98.96	98.99	99.05	98.74
New Mexico	98.49	99.29	99.54	98.69	98.38	98.90	98.39
New York	96.79	96.25	99.68	98.35	87.07	99.39	95.16
North Carolina	--	--	--	--	--	--	--

State	All Schools	Elementary			Secondary		
		High-Poverty	Low-Poverty	Total Elementary	High-Poverty	Low-Poverty	Total Secondary
North Dakota	99.96	100.00	100.00	99.97	99.94	99.99	99.95
Ohio	98.73	96.33	99.73	99.01	96.11	99.63	98.45
Oklahoma	99.84	99.84	99.95	99.88	99.77	99.83	99.81
Oregon	98.11	99.13	98.44	98.42	97.63	98.56	98.03
Pennsylvania*	98.40	94.88	99.51	99.35	93.25	99.45	98.13
Puerto Rico	85.65	82.79	83.99	84.46	86.14	86.80	87.00
Rhode Island	99.39	99.00	99.65	99.36	99.14	99.75	99.46
South Carolina	95.50	95.41	97.53	97.32	85.16	94.62	92.80
South Dakota	98.97	99.25	98.97	99.12	98.85	98.96	98.70
Tennessee	98.13	98.52	99.07	98.71	92.87	98.15	96.87
Texas	99.37	99.46	99.98	99.70	99.07	99.83	99.30
Utah	86.31	93.72	92.28	92.75	82.56	89.52	85.26
Vermont	97.29	97.87	96.61	97.50	97.38	98.41	97.23
Virginia	98.75	98.85	99.30	99.24	97.81	99.07	98.61
Washington	96.53	98.96	99.36	99.03	94.28	96.85	96.20
West Virginia	92.44	94.08	96.30	94.78	86.90	92.78	90.25
Wisconsin	97.76	94.98	98.35	97.12	95.98	99.15	98.03
Wyoming	99.26	99.45	99.55	99.29	98.82	98.78	99.25
<b>Total</b>	<b>96.25</b>	<b>95.66</b>	<b>98.46</b>	<b>97.32</b>	<b>92.80</b>	<b>97.11</b>	<b>95.44</b>

-- Data not provided.

\* See notes below.

**Note:** Interpret data from District of Columbia, Illinois, Kansas, Mississippi, Montana, and Pennsylvania with caution due to possible errors in high- and low-poverty highly qualified teacher data (District of Columbia), some districts having difficulty tracking teacher qualifications (Illinois), possible errors in poverty quartile data (Kansas), an unexplained large increase in the number of secondary core academic classes (Mississippi), the state implementing a new data collection system (Montana), and errors in poverty quartile data (Pennsylvania). North Carolina and the BIE did not submit data for 2013–14.

**TABLE 2.** Percentage of core academic classes HQTs taught by poverty status of school and gap between high- and low-poverty schools, by state: 2013–14

State	Elementary			Secondary		
	High-Poverty	Low-Poverty	Gap	High-Poverty	Low-Poverty	Gap
Alabama	97.40	98.96	1.56	89.03	96.83	7.80
Alaska	95.41	96.06	0.65	75.21	86.41	11.20
Arizona	97.78	97.92	0.14	97.15	98.73	1.58
Arkansas	98.80	99.40	0.60	98.10	98.70	0.60
BIE	--	--	--	--	--	--
California	98.72	98.89	0.17	90.75	93.43	2.68
Colorado	99.85	99.35	-0.50	99.23	98.48	-0.75
Connecticut	97.61	99.48	1.87	97.90	99.47	1.57
Delaware	85.35	99.27	13.92	88.68	97.71	9.03
District of Columbia*	87.96	97.00	9.04	96.24	85.77	-10.47
Florida	95.67	96.46	0.79	87.43	94.53	7.10
Georgia	99.27	99.43	0.16	97.90	99.33	1.43
Hawaii	97.82	98.46	0.64	78.96	89.37	10.41
Idaho	97.29	94.87	-2.42	95.27	95.64	0.37
Illinois*	98.66	99.99	1.33	95.18	99.99	4.81
Indiana	98.21	99.23	1.02	93.43	98.47	5.04
Iowa	99.97	99.98	0.01	100.00	100.00	0.00
Kansas	98.33	99.02	0.69	92.45	97.27	4.82
Kentucky	99.75	99.96	0.21	99.78	99.75	-0.03
Louisiana	74.42	87.36	12.94	70.26	80.28	10.02
Maine	98.78	98.86	0.08	95.63	98.77	3.14
Maryland	88.64	96.98	8.34	84.31	93.97	9.66
Massachusetts	91.82	98.74	6.92	88.82	98.67	9.85
Michigan	99.77	99.82	0.05	99.65	99.91	0.26
Minnesota	97.97	98.01	0.04	92.72	98.47	5.75
Mississippi*	96.20	98.97	2.77	93.86	97.22	3.36
Missouri	87.79	97.65	9.86	83.18	95.26	12.08
Montana*	100.00	100.00	0.00	100.00	100.00	0.00
Nebraska	98.75	99.39	0.64	97.18	98.84	1.66
Nevada	89.16	90.59	1.43	93.15	97.81	4.66
New Hampshire	97.02	97.95	0.93	95.44	96.96	1.52
New Jersey	99.15	98.99	-0.16	98.99	99.05	0.06
New Mexico	99.29	99.54	0.25	98.38	98.90	0.52
New York	96.25	99.68	3.43	87.07	99.39	12.32
North Carolina	--	--	--	--	--	--
North Dakota	100.00	100.00	0.00	99.94	99.99	0.05
Ohio	96.33	99.73	3.40	96.11	99.63	3.52
Oklahoma	99.84	99.95	0.11	99.77	99.83	0.06
Oregon	99.13	98.44	-0.69	97.63	98.56	0.93

State	Elementary			Secondary		
	High-Poverty	Low-Poverty	Gap	High-Poverty	Low-Poverty	Gap
Pennsylvania*	94.88	99.51	4.63	93.25	99.45	6.20
Puerto Rico	82.79	83.99	1.20	86.14	86.80	0.66
Rhode Island	99.00	99.65	0.65	99.14	99.75	0.61
South Carolina	95.41	97.53	2.12	85.16	94.62	9.46
South Dakota	99.25	98.97	-0.28	98.85	98.96	0.11
Tennessee	98.52	99.07	0.55	92.87	98.15	5.28
Texas	99.46	99.98	0.52	99.07	99.83	0.76
Utah	93.72	92.28	-1.44	82.56	89.52	6.96
Vermont	97.87	96.61	-1.26	97.38	98.41	1.03
Virginia	98.85	99.30	0.45	97.81	99.07	1.26
Washington	98.96	99.36	0.40	94.28	96.85	2.57
West Virginia	94.08	96.30	2.22	86.90	92.78	5.88
Wisconsin	94.98	98.35	3.37	95.98	99.15	3.17
Wyoming	99.45	99.55	0.10	98.82	98.78	-0.04
<b>Total</b>	<b>95.66</b>	<b>98.46</b>	<b>2.80</b>	<b>92.80</b>	<b>97.11</b>	<b>4.31</b>

-- Data not provided.

\* See notes below.

**Note:** Interpret data from District of Columbia, Illinois, Kansas, Mississippi, Montana, and Pennsylvania with caution due to possible errors in high- and low-poverty highly qualified teacher data (District of Columbia), some districts having difficulty tracking teacher qualifications (Illinois), possible errors in poverty quartile data (Kansas), an unexplained large increase in the number of secondary core academic classes (Mississippi), the state implementing a new data collection system (Montana), and errors in poverty quartile data (Pennsylvania). North Carolina and the BIE did not submit data for 2013–14. Differences shown may not reflect calculated differences due to rounding.

**TABLE 3.** Percentage of core academic classes HQTs taught: 2003–04 through 2013–14

State	School Year											Change 2003-04 to 2013-14	Change 2012-13 to 2013-14
	2003- 04	2004- 05	2005- 06	2006- 07	2007- 08	2008- 09	2009- 10	2010- 11	2011- 12	2012- 13	2013- 14		
Alabama*	76.70	81.80	90.80	94.53	92.73	94.72	96.23	86.90	95.88	96.92	96.83	20.13	-0.09
Alaska*	12.60	34.30	64.20	80.90	85.92	89.89	90.90	89.87	91.18	90.26	88.09	75.49	-2.18
Arizona	96.13	94.90	86.60	94.70	93.12	93.38	97.00	98.32	98.86	98.56	97.98	1.85	-0.59
Arkansas*	--	84.80	84.80	97.62	98.45	97.64	98.90	98.79	99.25	99.31	98.94	--	-0.37
BIE	81.20	82.40	85.00	85.25	88.20	95.09	59.75	97.33	97.66	93.81	--	--	--
California	52.00	74.00	85.70	90.91	91.51	93.88	95.49	91.84	89.83	92.14	93.60	41.60	1.45
Colorado	91.00	94.10	92.60	98.15	97.63	98.48	99.03	99.53	99.67	99.49	99.15	8.15	-0.34
Connecticut	98.80	98.90	96.80	97.99	98.46	99.06	99.20	99.43	99.15	99.39	99.09	0.29	-0.30
Delaware	73.20	--	79.20	90.70	91.20	93.30	94.73	95.68	95.71	95.71	95.21	22.01	-0.50
District of Columbia	--	51.60	52.78	56.57	58.90	61.76	76.55	83.45	82.55	80.15	88.11	--	7.97
Florida	89.00	92.40	89.60	89.75	91.38	93.92	95.16	94.97	95.15	94.20	94.15	5.15	-0.05
Georgia	97.20	95.70	94.80	96.24	97.33	97.74	97.85	98.58	98.59	98.39	98.81	1.61	0.42
Hawaii	73.00	85.00	81.00	64.90	70.27	72.85	80.20	85.72	87.24	91.63	91.90	18.90	0.27
Idaho*	97.40	98.40	58.51	71.30	93.06	95.00	95.90	98.10	94.88	97.22	96.63	-0.77	-0.60
Illinois	98.20	98.20	96.10	96.79	99.33	98.79	99.35	99.16	99.27	97.81	99.26	1.06	1.45
Indiana	96.10	95.30	91.80	92.63	96.49	97.67	96.99	96.96	98.26	97.69	96.46	0.36	-1.23
Iowa	94.40	94.70	97.60	99.20	99.45	99.93	99.96	99.97	99.98	100.00	99.99	5.59	-0.01
Kansas	94.50	89.30	90.90	88.29	84.62	93.73	95.26	97.40	96.73	96.75	96.32	1.82	-0.42
Kentucky	94.62	96.70	96.90	98.03	98.51	98.81	98.26	99.43	99.24	99.56	99.74	5.12	0.18
Louisiana	90.44	91.70	79.40	83.68	82.43	85.88	86.52	87.24	88.27	81.52	79.92	-10.52	-1.59
Maine	90.10	93.00	94.40	94.92	95.88	96.47	97.45	97.98	96.76	98.17	97.69	7.59	-0.48
Maryland	66.80	75.40	79.50	82.24	84.56	88.45	91.69	92.44	93.07	93.80	92.43	25.63	-1.37
Massachusetts	93.90	93.00	93.80	94.93	95.72	96.52	97.27	97.74	97.82	98.03	95.81	1.91	-2.22
Michigan	91.80	92.00	97.40	99.64	98.63	99.19	99.70	99.74	99.74	99.76	99.78	7.98	0.02
Minnesota	98.77	97.60	97.70	97.72	97.60	97.50	97.62	97.89	97.95	97.84	97.67	-1.10	-0.17
Mississippi*	93.10	93.20	93.60	94.93	93.74	94.04	94.04	96.78	97.31	97.43	97.19	4.09	-0.25
Missouri	95.56	97.10	96.30	96.67	96.32	89.75	94.73	96.85	96.47	96.86	96.91	1.35	0.05
Montana*	98.80	98.90	99.00	99.42	98.56	98.66	93.80	99.10	99.48	99.38	99.97	1.17	0.59
Nebraska	91.20	95.10	--	97.53	98.43	98.81	99.54	99.66	99.40	99.70	98.24	7.04	-1.45
Nevada	64.10	68.10	80.40	86.61	85.15	89.50	93.09	93.35	95.64	96.50	94.46	30.36	-2.04
New Hampshire	73.00	94.70	97.90	98.73	99.11	99.18	99.32	99.39	98.18	98.41	97.27	24.27	-1.15
New Jersey	94.30	93.50	95.90	98.82	98.91	99.66	99.85	99.88	99.90	99.19	98.86	4.56	-0.33
New Mexico	67.20	77.50	89.60	91.71	94.86	98.17	99.42	98.90	98.94	98.68	98.49	31.29	-0.20
New York	92.00	93.00	94.50	95.04	96.14	97.16	97.79	98.21	97.40	97.79	96.79	4.79	-1.00
North Carolina	85.00	88.00	93.60	97.16	97.81	98.12	97.51	98.07	98.73	98.54	--	--	--
North Dakota	77.19	89.00	95.90	100.00	100.00	99.97	99.99	99.99	99.94	99.94	99.96	22.77	0.02
Ohio	93.00	92.60	94.40	96.45	98.55	98.24	98.88	99.13	99.20	99.03	98.73	5.73	-0.31

State	School Year											Change 2003-04 to 2013-14	Change 2012-13 to 2013-14
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14		
Oklahoma	98.00	99.00	92.90	93.70	98.58	99.00	99.61	99.58	99.70	99.95	99.84	1.84	-0.11
Oregon*	87.00	90.60	91.40	89.90	91.47	94.27	96.04	97.66	98.26	98.21	98.11	11.11	-0.10
Pennsylvania	96.79	97.70	94.80	96.49	96.50	95.93	96.95	97.08	97.99	100.00	98.40	1.61	-1.60
Puerto Rico	--	--	--	--	82.12	80.65	82.70	84.17	86.38	87.15	85.65	--	-1.50
Rhode Island	76.00	75.90	81.30	94.95	95.96	97.12	98.02	97.40	98.72	99.09	99.39	23.39	0.30
South Carolina	76.61	86.60	92.10	95.69	96.74	97.11	97.40	97.61	97.06	97.19	95.50	18.89	-1.69
South Dakota	92.70	92.90	96.00	97.87	98.39	98.34	99.09	99.34	99.32	99.27	98.97	6.27	-0.29
Tennessee	58.13	80.90	94.90	97.45	97.77	98.82	98.67	98.45	98.52	98.17	98.13	40.00	-0.04
Texas	93.80	94.60	96.20	98.07	98.90	99.19	99.35	99.57	99.63	99.58	99.37	5.57	-0.21
Utah	68.90	72.00	84.80	78.81	78.71	80.95	82.75	84.18	84.64	85.35	86.31	17.41	0.95
Vermont	82.20	87.90	90.60	92.83	93.89	93.81	96.74	97.36	96.52	97.60	97.29	15.09	-0.30
Virginia	94.50	95.60	96.74	96.76	97.90	98.40	98.90	99.35	98.37	98.79	98.75	4.25	-0.04
Washington	98.90	98.90	95.60	98.23	98.77	97.91	98.45	98.13	97.57	97.85	96.53	-2.37	-1.32
West Virginia	96.00	96.00	91.70	90.90	90.98	92.28	94.25	91.50	89.22	93.72	92.44	-3.56	-1.28
Wisconsin	98.40	99.50	98.90	98.40	98.69	98.30	98.58	98.54	98.54	98.52	97.76	-0.64	-0.76
Wyoming	99.00	93.70	95.28	95.56	94.46	97.26	97.59	98.47	98.56	99.05	99.26	0.26	0.20
<b>Total</b>	<b>86.50</b>	<b>90.60</b>	<b>92.20</b>	<b>94.25</b>	<b>95.00</b>	<b>95.85</b>	<b>96.66</b>	<b>96.30</b>	<b>96.68</b>	<b>96.55</b>	<b>96.25</b>	<b>9.75</b>	<b>-0.30</b>

-- Data not provided.

\* See notes below.

**Note:** Data for Alabama and Idaho for 2011–12 may be inaccurate. Alaska's percentage for 2003–04 is the percentage of highly qualified teachers. Arkansas's 2004–05 data are for 2005–06. The 2006–07 data for Colorado, Idaho, and Montana do not include special education teachers who provide direct instruction in core academic subjects. The 2007–08 data for Colorado and Idaho include inaccurate data from some districts for special education teachers who provide direct instruction in core academic subjects. Mississippi's data for 2013–14 may be inaccurate. Data for Montana for 2007–08 do not include special education teachers who provide direct instruction in core academic subjects. Oregon's 2012–13 data do not include special education teachers who provide direct instruction in core academic subjects. North Carolina and the BIE did not submit data for 2013–14. Differences shown may not reflect calculated differences due to rounding.