



Highly-Qualified Teacher Data



AUGUST 2016
**SUMMARY OF SCHOOL
YEAR 2014–15 DATA**

Introduction

The *Elementary and Secondary Education Act*, as amended by the *No Child Left Behind Act of 2001* (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 ESEA¹ through the EDEN Submission System (ESS).² Under *The Elementary and Secondary Education Act*, as amended by the *Every Student Succeeds Act*, States will no longer be required to collect or report on HQT data; ED will collect HQT data for the final time for school year 2015–16.³

CORE ACADEMIC CLASSES TAUGHT BY HQTs

In SY 2014–15, HQTs taught 96.1 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 (97.3 percent) than in secondary schools (95.2 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,

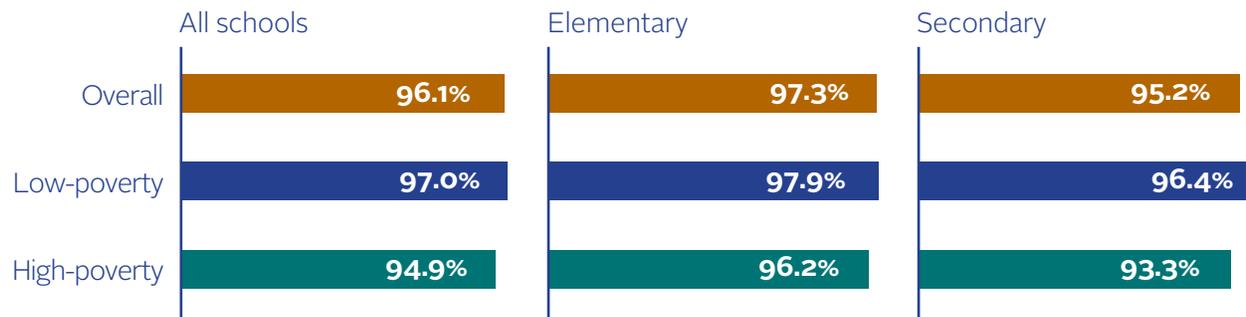
HQTs taught 97.9 percent of core academic classes in low-poverty schools compared to 96.2 percent in high-poverty schools. The gap was somewhat larger at the secondary level, where HQTs taught 96.4 percent of core academic classes in low-poverty schools compared to 93.3 percent in high-poverty schools. However, overall, the gap in percentage of classes taught by HQTs at high- versus low-poverty schools was quite small.

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

² 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.

³ See “Dear Colleague Letter,” dated January 28, 2016: <http://www2.ed.gov/policy/elsec/leg/essa/transitionsy1617-dcl.pdf>.

FIGURE 1. Percentage of core academic classes taught by HQTs, by school level: SY 2014–15



Data as of 4/20/2016, $N = 51$ States.⁴

Figure reads: In school year 2014–15, HQTs taught 96.1 percent of core academic classes in all schools.

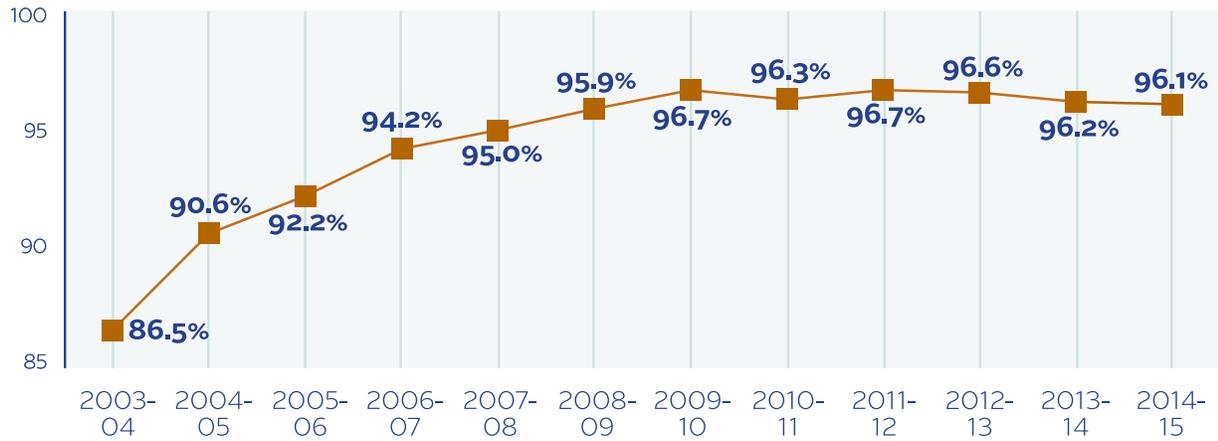
The percentage of core academic classes taught by HQTs has increased since SY 2003–04.⁵ In SY 2014–15, HQTs taught 96.1 percent of all core academic classes, an increase of 9.6 percentage points from 86.5 percent in SY 2003–04 (see figure 2). While there has been progress toward the goal of 100 percent all core academic classes being taught by HQTs by SY 2005–06, growth has slowed in recent years. Between SY 2003–04 and SY 2011–12, there was an increase of 10.2 percentage points (86.5 percent to 96.7 percent). However, between SY 2011–12 and SY 2014–15, the percentage decreased by 0.6 percentage points from 96.7 percent to 96.1 percent.

⁴ Forty-nine States, the District of Columbia, and Puerto Rico submitted data. Wisconsin and the Bureau of Indian Education (BIE) failed to submit any HQT data for 2014–15. Mississippi reported aggregated data for the State, but no data disaggregated by poverty quartiles. West Virginia reported disaggregated data only for the low-poverty elementary and secondary quartiles. Readers should treat data from the following States with caution:

- Louisiana's data includes a large unexplained drop in the number of secondary core academic classes from the previous year;
- Rhode Island was unable to provide an explanation for how elementary classes in the State are counted;
- South Carolina reported a large unexplained decrease in the number of secondary core academic classes from the previous year and a large unexplained increase in the number of elementary core academic classes.

⁵ 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 2. Percentage of core academic classes taught by HQTs: SY 2003–04 through SY 2014–15



Data as of 4/20/2016, *N* = 51 States.

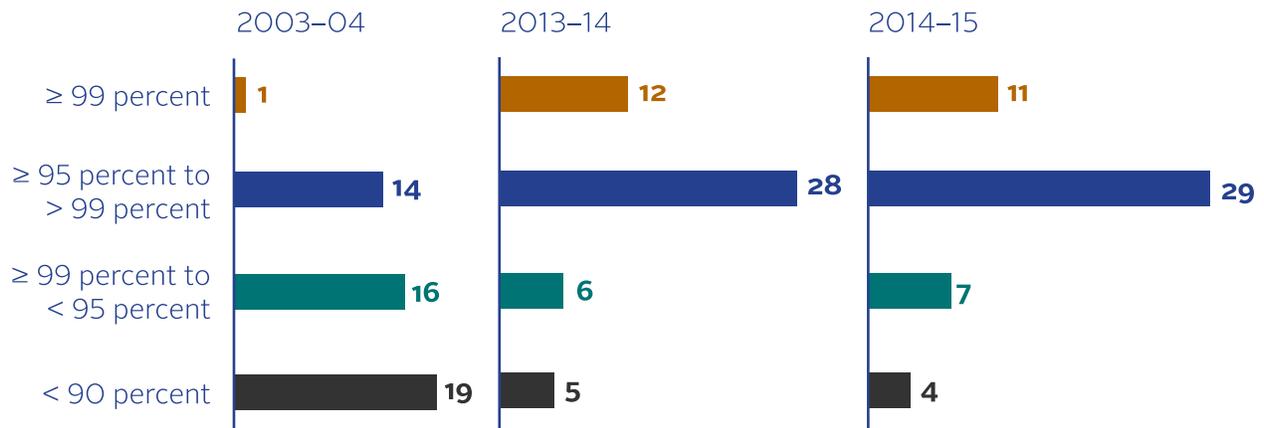
Figure reads: In school year 2003–04, HQTs taught 86.5 percent of core academic classes.

Changes in Highly-Qualified Teacher Data From Previous Years

In SY 2014–15, the percentage of core academic classes taught by HQTs for all schools ranged from 73.5 percent (District of Columbia) to 99.99 percent (Iowa and Montana). Forty states reported rates of 95 percent or higher, the same as in SY 2012–13 but an increase of 25 states from SY 2003–04 (see figure 3). Forty-seven states reported rates of 90 percent or higher, an increase of one state from SY 2013–14 and 16 more than SY 2003–04.

Eleven states (Arkansas, Connecticut, Illinois, Iowa, Kentucky, Michigan, Montana, New Jersey, North Dakota, Oklahoma, and Texas) reported that HQTs taught at least 99 percent of core academic classes. This is a decrease of one state from SY 2013–14 and an increase of 10 states from SY 2003–04.

FIGURE 3. Number of states by percentage of core academic classes taught by HQTs: SY 2003–04, SY 2013–14, and SY 2014–15



Data as of 4/20/2016, $N = 50$ states for 2003–04, 51 states for 2013–14 and 2014–15.

Figure reads: In school year 2003–04, 19 states had less than 90 percent of core academic classes taught by HQTs.

Thirty-three States (Alabama, California, Colorado, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Vermont, West Virginia, Wyoming, and District of Columbia) reported a decrease in the percentage of core academic classes taught by HQTs from SY 2013–14 to SY 2014–15. In 26 of those states, the difference was less than one percentage point. Forty-one states have increased the percentage of core academic classes taught by HQTs from SY 2003–04. In two 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 2014–15, seven reported an overall decrease in the percentage. Among those states, the decrease ranged from 0.2 percentage points in Idaho to 7.4 percentage points in Louisiana. Idaho, Indiana, and Wyoming reported decreases of less than one percentage point.

“33 States... reported a decrease in the percentage of core academic classes taught by HQTs from SY 2013–14 to SY 2014–15.”

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 2014–15, 41 reported an overall increase in the percentage. Among those states, the increase ranged from 0.4 percentage points in Connecticut to 78 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 percent of classes, while they taught 94.9 percent of core academic classes in high-poverty schools.

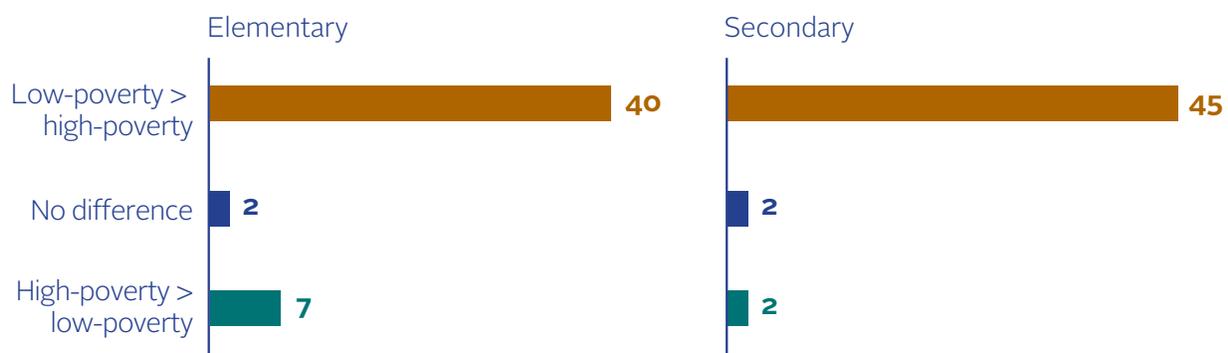
In high-poverty elementary schools, the percentage of core academic classes taught by HQTs ranged from 70.4 percent (District of Columbia) to 100 percent (Iowa, Montana, and North Dakota). In high-poverty secondary schools, the percentage of core academic classes taught by HQTs ranged from 60.9 percent (District of Columbia) to 100 percent (Iowa and Montana).

In low-poverty elementary schools, the percentage of core academic classes taught by HQTs ranged from 79.6 percent (District of Columbia) to 100 percent (Montana and North

Dakota). In low-poverty secondary schools, the percentage of core academic classes taught by HQTs ranged from 72.6 percent (District of Columbia) to 100 percent (Illinois, Iowa, Montana and New Jersey).

In the majority of states (40 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 two states for secondary schools, high-poverty schools were more likely to have HQTs teach core academic classes than low-poverty schools. At both the elementary and secondary levels, there were two states with no difference in the percentages of core academic classes taught by HQTs in low- and high-poverty schools.

FIGURE 4. Number of states by gap in percentage of core academic courses HQTs taught between high-poverty and low-poverty schools: SY 2014–15



Data as of 4/20/2016, N = 49 states.⁶

Figure reads: In school year 2014–15, 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.

⁶ Mississippi, Wisconsin and the Bureau of Indian Education (BIE) did not report data. All BIE schools are high poverty. West Virginia only reported data for high-poverty schools.

The gaps between high-poverty and low-poverty schools are generally wider at the secondary level. At the elementary level, 20 of the 40 states (50 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, 10 of the 45 states (22.2 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 Louisiana (72.6 percent in high-poverty schools versus 90.9 percent in low-poverty schools, 18.4 percentage points). The gap in the percentage of core academic classes taught by HQTs between high-poverty and low-poverty secondary schools was also greatest in Louisiana (63.3 percent in high-poverty schools versus 86.5 percent in low-poverty schools, 23.2 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, SY 2011–12, and both reported no gap in SY 2013–14.

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 2009–10, SY 2010–11, SY 2011–12, and SY 2012–13, while both reported no gap in SY 2013–14.

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

Appendices

TABLE 1. Percentage of core academic classes HQTs taught, by state: 2014–15

State	All Schools	Elementary			Secondary		
		High-Poverty	Low-Poverty	Total Elementary	High-Poverty	Low-Poverty	Total Secondary
Alabama	96.64	97.37	98.63	98.03	91.83	97.22	95.01
Alaska	90.56	98.08	96.99	95.98	80.88	91.22	89.26
Arizona	98.25	97.91	98.40	98.45	98.18	98.77	97.91
Arkansas	99.12	98.87	99.60	99.30	98.10	99.12	98.82
BIE*	—	—	—	—	—	—	—
California	92.70	98.14	98.78	98.30	90.63	93.31	91.19
Colorado	98.10	99.70	95.53	98.26	98.16	98.59	97.86
Connecticut	99.18	98.66	99.65	99.20	97.17	99.61	99.16
Delaware	95.56	89.28	98.81	95.82	86.42	97.31	95.47
District of Columbia	73.45	70.35	79.60	72.48	60.87	72.55	75.36
Florida	94.40	96.63	95.48	96.56	89.53	91.71	91.94
Georgia	98.96	99.11	99.46	99.10	98.48	99.33	98.88
Hawaii	91.80	97.72	99.58	98.21	80.55	88.94	85.75
Idaho	97.24	99.50	99.49	99.50	94.43	96.47	95.82
Illinois	99.16	98.58	99.94	99.65	91.68	100.00	97.60
Indiana	95.56	96.27	97.85	96.66	92.99	96.65	94.40
Iowa	99.99	100.00	99.97	99.99	100.00	100.00	100.00
Kansas	96.31	98.38	98.73	98.36	91.14	96.18	93.75
Kentucky	99.53	99.79	99.89	99.84	98.92	99.71	99.25
Louisiana*	83.02	72.55	90.92	84.02	63.29	86.52	80.88
Maine	97.46	96.70	99.20	98.63	94.90	97.90	96.87
Maryland	91.62	89.52	97.13	94.71	82.30	93.35	88.93
Massachusetts	95.39	89.13	99.26	95.20	86.04	99.08	95.77
Michigan	99.74	99.80	99.82	99.75	99.60	99.91	99.73
Minnesota	97.23	97.78	97.42	98.09	92.03	98.44	96.65
Mississippi*	96.30	—	—	96.89	—	—	95.38
Missouri	96.85	94.80	99.11	97.58	91.99	98.19	96.53
Montana	99.99	100.00	100.00	100.00	100.00	100.00	99.98
Nebraska	98.23	98.50	99.36	98.87	97.55	98.61	97.71
Nevada	93.97	90.66	93.45	93.70	92.13	96.45	94.06
New Hampshire	96.09	96.38	97.74	96.49	93.25	96.77	95.55
New Jersey	99.81	99.65	99.96	99.83	99.31	100.00	99.79
New Mexico	97.58	98.58	97.93	98.42	96.84	97.44	97.20
New York	95.23	93.20	99.41	97.05	83.53	99.02	93.20
North Carolina	96.37	97.15	97.17	97.76	88.97	95.26	94.58

State	All Schools	Elementary			Secondary		
		High-Poverty	Low-Poverty	Total Elementary	High-Poverty	Low-Poverty	Total Secondary
North Dakota	99.93	100.00	100.00	100.00	99.97	99.68	99.87
Ohio	95.67	97.33	99.56	98.95	89.95	94.85	92.66
Oklahoma	99.53	99.48	99.81	99.69	99.19	99.51	99.42
Oregon	98.17	98.35	98.65	97.70	97.35	98.93	98.29
Pennsylvania	98.35	97.84	99.60	98.89	94.97	99.21	98.19
Puerto Rico	89.59	87.29	87.63	88.23	86.81	91.85	90.61
Rhode Island*	97.70	95.24	99.01	97.70	94.82	99.37	97.69
South Carolina*	95.82	93.29	97.44	96.24	85.40	97.24	94.70
South Dakota	98.31	97.05	98.32	98.39	97.04	99.18	98.15
Tennessee	97.46	98.04	99.03	98.36	93.54	98.20	95.52
Texas	99.38	99.35	99.96	99.58	98.81	99.78	99.34
Utah	85.32	88.91	89.50	91.04	83.01	87.30	84.49
Vermont	96.58	94.43	97.81	96.61	97.55	98.52	96.57
Virginia	98.75	98.95	98.98	98.99	97.60	99.04	98.68
Washington	96.77	97.29	97.98	97.95	95.65	97.51	96.62
West Virginia*	90.75	—	92.87	92.87	—	88.86	88.88
Wisconsin*	—	—	—	—	—	—	—
Wyoming	98.75	99.36	99.48	99.33	99.09	98.56	98.63
Total	96.12	96.22	97.88	97.29	93.34	96.41	95.21

— Data not provided.

* See notes below.

Note: Wisconsin and the Bureau of Indian Education (BIE) failed to submit any HQT data for 2014–15. Mississippi reported aggregated data for the State, but no data disaggregated by poverty quartiles. West Virginia reported disaggregated data only for the low-poverty elementary and secondary quartiles. Readers should treat data from the following States with caution: Louisiana's data includes a large unexplained drop in the number of secondary core academic classes from the previous year; Rhode Island was unable to provide an explanation for how elementary classes in the State are counted; and South Carolina reported a large unexplained decrease in the number of secondary core academic classes from the previous year and a large unexplained increase in the number of elementary core academic classes.

TABLE 2. Percentage of core academic classes HQTs taught by poverty status of school and gap between high- and low-poverty schools, by state: 2014–15

State	Elementary			Secondary		
	High-Poverty	Low-Poverty	Gap	High-Poverty	Low-Poverty	Gap
Alabama	97.37	98.63	-1.26	91.83	97.22	-5.39
Alaska	98.08	96.99	1.09	80.88	91.22	-10.34
Arizona	97.91	98.40	-0.49	98.18	98.77	-0.59
Arkansas	98.87	99.60	-0.73	98.08	99.12	-1.04
BIE*	—	—	—	—	—	—
California	98.14	98.78	-0.64	90.63	93.31	-2.68
Colorado	99.70	95.53	4.17	98.16	98.59	-0.43
Connecticut	98.66	99.65	-0.99	97.17	99.61	-2.44
Delaware	89.28	98.81	-9.53	86.42	97.31	-10.89
District of Columbia	70.35	79.60	-9.25	60.87	72.55	-11.68
Florida	96.63	95.48	1.15	89.53	91.71	-2.18
Georgia	99.11	99.46	-0.35	98.48	99.33	-0.85
Hawaii	97.72	99.58	-1.86	80.55	88.94	-8.39
Idaho	99.50	99.49	0.01	94.43	96.47	-2.04
Illinois	98.58	99.94	-1.36	91.68	100.00	-8.32
Indiana	96.27	97.85	-1.58	92.99	96.65	-3.66
Iowa	100.00	99.97	0.03	100.00	100.00	0.00
Kansas	98.38	98.73	-0.35	91.14	96.18	-5.04
Kentucky	99.79	99.89	-0.10	98.92	99.71	-0.79
Louisiana	72.55	90.92	-18.37	63.29	86.52	-23.23
Maine	96.70	99.20	-2.50	94.90	97.90	-3.00
Maryland	89.52	97.13	-7.61	82.30	93.35	-11.05
Massachusetts	89.13	99.26	-10.13	86.04	99.08	-13.04
Michigan	99.80	99.82	-0.02	99.60	99.91	-0.31
Minnesota	97.78	97.42	0.36	92.03	98.44	-6.41
Mississippi*	—	—	—	—	—	—
Missouri	94.80	99.11	-4.31	91.99	98.19	-6.20
Montana	100.00	100.00	0.00	100.00	100.00	0.00
Nebraska	98.50	99.36	-0.86	97.55	98.61	-1.06
Nevada	90.66	93.45	-2.79	92.13	96.45	-4.32
New Hampshire	96.38	97.74	-1.36	93.25	96.77	-3.52
New Jersey	99.65	99.96	-0.31	99.31	100.00	-0.69
New Mexico	98.58	97.93	0.65	96.84	97.44	-0.60
New York	93.20	99.41	-6.21	83.53	99.02	-15.49
North Carolina	97.15	97.17	-0.02	88.97	95.26	-6.29
North Dakota	100.00	100.00	0.00	99.97	99.68	0.29
Ohio	97.33	99.56	-2.23	89.95	94.85	-4.90
Oklahoma	99.48	99.81	-0.33	99.19	99.51	-0.32
Oregon	98.35	98.65	-0.30	97.35	98.93	-1.58

State	Elementary			Secondary		
	High-Poverty	Low-Poverty	Gap	High-Poverty	Low-Poverty	Gap
Pennsylvania	97.84	99.60	-1.76	94.97	99.21	-4.24
Puerto Rico	87.29	87.63	-0.34	86.81	91.85	-5.04
Rhode Island*	95.24	99.01	-3.77	94.82	99.37	-4.55
South Carolina*	93.29	97.44	-4.15	85.40	97.24	-11.84
South Dakota	97.05	98.32	-1.27	97.04	99.18	-2.14
Tennessee	98.04	99.03	-0.99	93.54	98.20	-4.66
Texas	99.35	99.96	-0.61	98.81	99.78	-0.97
Utah	88.91	89.50	-0.59	83.01	87.30	-4.29
Vermont	94.43	97.81	-3.38	97.55	98.52	-0.97
Virginia	98.95	98.98	-0.03	97.60	99.04	-1.44
Washington	97.29	97.98	-0.69	95.65	97.51	-1.86
West Virginia*	—	92.87	—	—	88.86	—
Wisconsin*	—	—	—	—	—	—
Wyoming	99.36	99.48	-0.12	99.09	98.56	0.53
Total	96.22	97.88	-1.66	93.34	96.41	-3.07

— Data not provided.

* See notes below.

Note: Wisconsin, BIE, and Mississippi reported not poverty quartile data. West Virginia reported disaggregated data only for the low-poverty elementary and secondary quartiles. Readers should treat quartile data from the following States with caution: Louisiana's data includes a large unexplained drop in the number of secondary core academic classes from the previous year; Rhode Island was unable to provide an explanation for how elementary classes in the State are counted; and South Carolina reported a large unexplained decrease in the number of secondary core academic classes from the previous year and a large unexplained increase in the number of elementary core academic classes.

TABLE 3. Percentage of core academic classes HQTs taught: 2003–04 through 2014–15

State	School Year												Change 2003-04 to 2014-15	Change 2013-14 to 2014-15
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15		
Alabama	76.70	81.80	90.80	94.53	92.73	94.72	96.23	86.90	95.88	96.92	96.83	96.64	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	90.56	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	98.25	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	99.12	—	-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	92.70	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	98.10	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	99.18	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	95.56	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	73.45	—	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	94.40	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	98.96	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	91.80	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	97.24	-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	99.16	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	95.56	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	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	96.31	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	99.53	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	83.02	-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	97.46	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	91.62	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	95.39	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	99.74	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	97.23	-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	96.30	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	96.85	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	99.99	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	98.23	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	93.97	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	96.09	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	99.81	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	97.58	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	95.23	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	—	96.37	—	—
North Dakota	77.19	89.00	95.90	100.00	100.00	99.97	99.99	99.99	99.94	99.94	99.96	99.93	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	95.67	5.73	-0.31

State	School Year												Change 2003-04 to 2014-15	Change 2013-14 to 2014-15
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15		
Oklahoma	98.00	99.00	92.90	93.70	98.58	99.00	99.61	99.58	99.70	99.95	99.84	99.53	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	98.17	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	98.35	1.61	-1.60
Puerto Rico	—	—	—	—	82.12	80.65	82.70	84.17	86.38	87.15	85.65	89.59	—	-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	97.70	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	95.82	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	98.31	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	97.46	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	99.38	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	85.32	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	96.58	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	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	96.77	-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	90.75	-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	98.75	0.26	0.20
Total	86.50	90.60	92.20	94.25	95.00	95.85	96.66	96.30	96.68	96.55	96.25	96.12	9.75	-0.30

— 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. Rhode Island is uncertain about how core academic classes were counted for 2014–15. Wisconsin and the BIE did not submit core academic class data for 2014–15. Differences shown may not reflect calculated differences due to rounding.