

Where Are the ‘Highly Qualified’ Teachers?

Percent of classes taught by “highly qualified” teachers (2004-05)¹

	Statewide	High-poverty schools	Low-poverty schools
Alabama	77% ²	68% ²	79% ²
Alaska	32	23	30
Arizona	96 ²	96 ²	96 ²
Arkansas	—	—	—
California	74	65	81
Colorado	95	94	97
Connecticut	99 ³	98 ³	99 ³
Delaware	73 ³	—	—
District of Columbia	52	65	49
Florida	92	91	94
Georgia	97 ²	97 ²	98 ²
Hawaii	83 ³	—	—
Idaho	97 ³	91 ³	96 ³
Illinois	98 ²	93 ²	100 ²
Indiana	96	94	97
Iowa	95	—	—
Kansas	93	90	94
Kentucky	97	96	99
Louisiana	91 ²	87 ²	93 ²
Maine	90 ²	91 ²	91 ²
Maryland	75	58	85
Massachusetts	93 ³	88 ³	94 ³
Michigan	94 ³	92 ³	93 ³
Minnesota	97	96	97
Mississippi	93	88	95
Missouri	96 ²	90 ²	97 ²
Montana	99 ³	99 ³	99 ³
Nebraska	91 ²	90 ²	92 ²
Nevada	71	65	77
New Hampshire	73 ²	69 ²	73 ²
New Jersey	94	86	96
New Mexico	78	75	88
New York	92 ²	81 ²	97 ²
North Carolina	85 ²	82 ²	87 ²
North Dakota	77	83	73
Ohio	93	85	96
Oklahoma	99	98	99
Oregon	90	89	—
Pennsylvania	97 ^{2,3}	92 ^{2,3}	99 ^{2,3}
Rhode Island	74 ²	77 ²	73 ²
South Carolina	75 ²	68 ²	79 ²
South Dakota	93	91	93
Tennessee	80	74	81
Texas	95	94	95
Utah	69 ²	65 ²	73 ²
Vermont	82 ²	82 ²	83 ²
Virginia	95 ²	92 ²	97 ²
Washington	99 ²	99 ²	99 ²
West Virginia	96 ²	97 ²	95 ²
Wisconsin	98 ^{2,3}	96 ^{2,3}	99 ^{2,3}
Wyoming	49 ⁴	49 ⁴	49 ⁴

Notes: A dash (—) indicates data were not available. Percentages have been rounded to the nearest whole number.

¹A majority of states provided data for 2004-05, but a significant number of states were only able to provide information for the 2003-04 school year at the time of publication.

²Data represent the 2003-04 school year. Nebraska’s data represent the 2002-03 school year.

³State does not collect “highly qualified” teacher data by class. Instead, data represent the percent of teachers or full-time equivalencies (FTEs) designated as “highly qualified” by the state.

⁴Wyoming is in the process of refining its “highly objective uniform state standard of evaluation” (HOUSSE) procedures for veteran teachers. Therefore, these figures reflect data as of October 2005 and are not final.

SOURCE: Editorial Projects in Education Research Center, 2005