

**Prevalence of Teachers
Without Full State Certification and
Variation Across Schools and States**

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Prepared by:

Policy and Program Studies Service
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Executive Summary

Across the nation, uncertified teachers represent a very small percentage of the teaching workforce in public elementary and secondary schools. However, research has shown that student access to certified teachers varies across districts within states, across schools within districts, or across classrooms within schools and that teachers who are not fully certified are sometimes disproportionately assigned to teach students with greater needs.

In order to better understand this issue, Congress directed the Department (in the Managers' Statement accompanying the fiscal year 2016 education appropriations bill) to provide information on the extent to which certain students are taught by teachers who are not fully certified, including students with disabilities, English learners (ELs), students in rural areas, students from low-income families, and students of color.

Because national data on the extent to which individual students' teachers are fully certified (and the characteristics of those students) are not currently available in comparable specifications or across all states, this report uses school-level data from the Civil Rights Data Collection (CRDC)ⁱ and the National Center for Education Statistics (NCES) Common Core of Data (CCD) to examine the extent to which *schools with high proportions of certain types of students*ⁱⁱ and *schools located in rural and urban areas* have teachers who are not fully certified; in addition, this report examines the proportion of students in certain subgroups who attend schools with varying percentages of teachers who are not fully certified. More specifically, the report uses CRDC data for the 2013–14 school year on the numbers of teachers overall and the numbers of teachers who are not certified,ⁱⁱⁱ total student enrollment, student enrollment by race/ethnicity, and enrollment of ELs and students with disabilities, combined with CCD data for the same year on numbers of students eligible for free or reduced-price lunch and enrollment in rural and urban schools.

Key findings based on these data include the following:

- Although all states employed some teachers who were not fully certified, these teachers made up a small proportion of all teachers, both overall as well as in schools with high percentages of students from the subgroups examined in this report, rural schools, and urban schools. However, uncertified teachers were more prevalent among high-poverty

ⁱ The CRDC is a biennial survey conducted for the Department's Office for Civil Rights (OCR). The 2013–14 CRDC collected data from the universe of all public schools in the United States, which include a total of 50 million public school students.

ⁱⁱ These are schools in which (1) 75 percent or more of students are eligible for free or reduced-price lunch, (2) 75 percent or more of students are students of color, (3) 20 percent or more of students are ELs, or (4) 20 percent or more of students are students with disabilities.

ⁱⁱⁱ In the 2013–14 CRDC, a "certified teacher is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements." Nothing in this report is intended to imply that teachers working towards certification through alternative routes are not serving students as well as teachers who are fully certified. This report uses the terms "not certified," "not fully certified", and "uncertified" interchangeably.

schools, schools with high percentages of students of color, urban schools, and schools with high proportions of ELs, than among all schools.

- Across 50 states and the District of Columbia, 1.7 percent of teachers were not fully certified.
 - The average percentage of teachers who were not fully certified was 3.1 percent for schools with high proportions of students of color, 2.9 percent for high-poverty schools, 2.9 percent for urban schools, 2.6 percent for schools with high proportions of ELs, 1.8 percent for schools with high proportions of students with disabilities, and 1.0 percent for rural schools.
- In a majority (35) of the states, less than 2 percent of all teachers were not fully certified. However, 14 states had at least one type of school (i.e. schools in urban or rural areas, or schools with high percentages of students from certain subgroups) in which at least 5 percent of teachers were not fully certified. The jurisdictions with the highest percentages of teachers who were not fully certified were Colorado (11 percent) and the District of Columbia (18 percent).
 - For each type of school examined, the majority of schools had no teachers who were uncertified. The percentage of schools with no uncertified teachers ranged from 76 percent for schools with high proportions of students of color to 89 percent for rural schools. In the 15 percent of schools that did have uncertified teachers, teachers who were not fully certified usually accounted for less than 15 percent of all teachers.
 - Over three-fourths of students, overall and for each subgroup examined, were enrolled in schools with no uncertified teachers. The distribution of students by school percentage of uncertified teachers was similar to the distribution of schools.
 - High-poverty schools had a higher percentage, on average, of teachers who were not fully certified than schools with low poverty rates (2.9 percent compared with 1.1 percent).
 - Schools with high proportions of students of color had a higher percentage of teachers who were not fully certified, compared with schools with low proportions of students of color (3.1 percent compared with 0.8 percent).
 - Schools with high proportions of ELs had a higher percentage of teachers who were not fully certified (2.6 percent) than schools with lower percentages of ELs (1.3 percent for schools with low EL proportions and 1.8 percent for schools with medium EL proportions).
 - Schools with high proportions of students with disabilities had a smaller percentage of teachers who were not fully certified than schools with low proportions of students with disabilities (1.8 percent compared with 2.5 percent).
 - Schools in rural areas had a lower percentage of teachers who were not fully certified (1.0 percent) than schools in urban areas (2.9 percent) and comparable or higher percentages compared with schools in town and suburban areas (0.9 percent and 1.4 percent, respectively).

Chapter 1. Introduction

When experiencing teacher shortages, states often rely on teachers who are not fully certified and who hold emergency, provisional, or temporary teaching certificates. Across the nation, teachers who are not fully certified represent a very small percentage of the teaching workforce in public elementary and secondary schools. However, research has shown that student access to certified teachers varies across districts within states, across schools within districts, or across classrooms within schools, and that teachers who are not fully certified are sometimes disproportionately assigned to teach students with greater needs.

In order to better understand students' equitable access to certified teachers, Congress directed the U.S. Department of Education to provide data on the extent to which students in certain subgroups are taught by teachers who have not yet obtained full state certification. Specifically, Congress requested that this data be provided for five student subgroups: (1) students with disabilities, (2) English learners, (3) students in rural areas, (4) students from low-income families, and (5) minority students (referred to in this report as students of color).¹ Because these student-level data are not yet readily available across all states, this report analyzes school-level data from the 2013–14 Civil Rights Data Collection; see Chapter 2 for more information about the data and analyses used in this report.

Findings from Previous Research

Numerous studies have shown that schools with higher proportions of at-risk students tend to have more teachers who do not have full state certification. For example, schools with higher percentages of students from low-income families are more likely to have teachers who are not fully credentialed than schools with more affluent students (Goldhaber et al. 2015; Clotfelter et al. 2007; Betts et al. 2003; Iatarola and Stiefel 2003; Lankford et al. 2002). In addition, studies indicate that students of color, especially black and Hispanic students, are more likely to have teachers who are not fully certified, and schools with higher proportions of students of color are more likely to have higher numbers of uncertified teachers (Goldhaber et al. 2015; Carroll et al. 2000). Furthermore, there is some evidence that the population of ELs is also highly correlated with the percentage of teachers lacking a credential (Rumberger and Gándara 2000).

¹ Managers' statement accompanying the *Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriation Act, 2016* (H.R. 3020):

“Teachers-in-Training. The National Center for Education Statistics shall submit a report by December 31, 2016 to the Committees on Appropriations of the House of Representatives and the Senate, Committee on Education and the Workforce of the House of Representatives, and Committee on Health, Education, Labor and Pensions of the Senate, using and reporting data from the most recent school year by State and each local educational agency, regarding the extent at the school-level to which students in the following categories are taught by teachers who have not yet obtained full State certification: students with disabilities, English Learners, students in rural areas, students from low-income families, and minority students. “Full State certification” means that a teacher has met all teacher preparation requirements applicable to his or her years of experience; that the teacher is not authorized to teach on an emergency, temporary, provisional or waiver basis; that certification may be obtained through traditional or alternative routes; and, that except when used with respect to any teacher teaching in a public charter school, the teacher meets the requirements set forth in the State's public charter school law.” The managers' statement can be accessed here: <http://docs.house.gov/meetings/RU/RU00/20151216/104298/HMTG-114-RU00-20151216-SD009.pdf>.

Researchers have identified multiple potential causes for the unequal distribution of certified teachers. These include district recruitment processes and policies, within-district teacher and student migration, teacher assignment within districts and schools, and teacher attrition (Goldhaber et al. 2015; Roda and Wells 2013; Kalogrides and Loeb 2012; Boyd et al. 2005; Scafidi et al. 2005; Clotfelter et al. 2004; Hanushek et al. 2004; Lankford et al. 2002; Carroll et al. 2000).

Research on the effects of teacher certification on student achievement has found mixed results, with either small positive effects or no statistically significant effects. Some studies have shown that students who are taught by fully certified teachers show achievement gains when compared with those who are taught by teachers who are not fully certified (Palardy and Rumberger 2008; Clotfelter et al. 2007; Goldhaber and Brewer 2000). Yet, according to another study, easily observed and quantifiable teacher attributes, such as credentials and test scores, only weakly correlate with student achievement (Aaronson et al. 2007).²

² Although the data examined in this report treat teachers who are pursuing certification through alternative routes as not fully certified, rigorous studies on the effectiveness of these teachers compared with that of fully-certified teachers has found either very small differences or no statistically significant differences (National Research Council 2010; Constantine et al. 2009; Kane et al. 2008; Boyd et al. 2006). Nothing in this report is intended to imply that teachers teaching under state requirements for alternative routes to certification are not serving students as well as teachers who are fully certified.

Chapter 2. Study Design and Study Questions

In order to respond to the congressional request, this report relies primarily on data from the 2013–14 Civil Rights Data Collection (CRDC). Two factors limited the Department’s ability to use student-level data as requested by Congress. In order to provide data on the characteristics of students’ teachers (e.g., the number of students with disabilities or ELs who are taught by teachers with certain credentials), states and/or schools would need to have data systems that link teachers’ certification status with their individual students. However, these data are not currently available in all states (or, where they are available, they do not always use comparable specifications). After a review of information collected from states through the Statewide Longitudinal Data Systems grant program, the Department concluded that few states and districts had data systems that link teacher certification data to specific courses and students. Some data collections such as the National Assessment of Educational Progress (NAEP) have collected such data for a representative sample of students; however, these data sources cover a small percentage of the nation’s students and schools and cannot be reported by school district as specified in the congressional request.

Because national data on the extent to which students’ teachers are certified (and the characteristics of those students) are not currently available, this report uses school-level data from the CRDC³ and the National Center for Education Statistics (NCES) Common Core of Data (CCD) to examine the extent to which *schools with high proportions of certain types of students* and *schools located in rural areas* have teachers who are not fully certified.⁴ More specifically, the report uses CRDC data for the 2013–14 school year on the numbers of teachers overall and the number who are not certified, total student enrollment (overall and by race/ethnicity), and enrollments of ELs and students with disabilities, combined with CCD data for the same year on numbers of students eligible for free or reduced-price lunch and school urbanicity.

Using these data, this report examines the following study questions:

- What percentage of teachers is not fully certified — overall, in urban and rural schools, and in schools with high proportions of students of color, students from low-income families, English learners, and students with disabilities?
- How does the percentage of teachers who are not fully certified vary across schools and states? Are they more prevalent in high-poverty schools; rural schools; urban schools; or schools with high proportions of students, English learners, or students with disabilities?
- What proportion of schools has teachers who are not fully certified? How many have relatively high percentages of such teachers? What proportion of students attends such schools?

³ The CRDC is a biennial survey conducted for the Department’s Office for Civil Rights (OCR). The 2013–14 CRDC collected data from the universe of all public schools in the United States, which include a total of 50 million public school students.

⁴ This report uses the terms “not fully certified,” “not certified,” and “uncertified” interchangeably.

Data Sources

The CRDC is a biennial survey conducted for the U.S. Department of Education’s Office for Civil Rights (OCR); in 2013–14, data were collected from the universe of all public schools in the 50 states and the District of Columbia. Among other key indicators related to the educational opportunities of students, the 2013–14 CRDC collected information on the numbers of teachers who are fully certified and who are not certified, as well as total student enrollment, student enrollment by race/ethnicity, enrollment of ELs, and enrollment of students with disabilities.

In the 2013–14 CRDC, the term “certified teacher” is defined as follows:

“A certified teacher is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.”

In order to examine the extent to which students in rural, urban, and schools with high proportions of low-income students were taught by teachers who were not fully certified, we used demographic data from the 2013–14 CCD compiled annually by the NCES, which were merged with the CRDC data on teacher and student enrollment.

Data Quality

In order to be included in the analyses conducted for this report, schools needed complete and plausible data on the number of students and full-time equivalent total and uncertified teachers.⁵ A small proportion of schools were missing data on these variables. A total of 1,381 schools were missing or had zero counts for the total number of students or full-time equivalent (FTE) teachers. These schools were excluded from further analyses.

A small percentage of the remaining schools had implausible values for uncertified teachers; that is, the total number of certified and uncertified teachers for a school did not add up to the total number of teachers reported. There were 169 schools in which the totals differed by more than 0.1 FTE teacher, and the difference was greater than 1 percent of the reported total FTE teachers. Seven of these schools were special education schools, 14 were alternative education schools, and 21 were charter schools. Because this was a relatively small number compared to the total number of schools in the CRDC dataset, these schools are also excluded from the analyses. These exclusions disproportionately impact the data reported for Connecticut and Utah — 14 of the 41 schools in Bridgeport Public Schools (Connecticut), 18 of the 27 schools in Cache District (Utah), and 18 of the 24 schools Provo District (Utah) were excluded from the analyses because of this implausibility.

⁵ All analyses also excluded juvenile justice facilities; of the 95,507 schools in the 2013–14 CRDC, 633 were juvenile justice facilities.

One school was missing data for enrollment of ELs. Finally, some schools did not have a unique match in the CCD data or were missing the relevant data in the CCD and therefore do not have data on the number of students who were eligible for free or reduced-price lunch (n=2,823) or school urbanicity (n=1,625). In order to maintain the maximum number of schools in each analysis, these schools were excluded only from those analyses which required the missing data; for example, the one school that was missing EL enrollment data was excluded only from the analyses based on the percentage of ELs enrolled in the school.

Non-response

The CRDC dataset included 99 percent of all school districts across the 50 states and the District of Columbia and more than 99 percent of all schools. A total of 134 school districts did not report data to the 2013–14 CRDC; the largest among those districts were St. Louis, Missouri; Newark, New Jersey; and Fall River, Massachusetts. Based on data from the CCD, the school districts that did not report to the CRDC tended to be located in urban areas (36 percent compared with 16 percent) and to be composed entirely of charter schools (33 percent compared with 16 percent). On average these districts enrolled fewer students (1,000 students compared with 2,900 students) and had higher percentages of students of color (67 percent compared with 50 percent) than all districts.

Suppressed Data

In order to protect student privacy, the publicly-available CRDC dataset include counts to which suppression rules have been applied such that enrollment data for students with disabilities are suppressed if the value is less than or equal to two. Of the schools that remained in the dataset after the exclusions noted earlier, about 5 percent had suppressed values for IDEA enrollment for female students, and 3 percent had suppressed values for IDEA enrollment for male students. All of these suppressed values were treated as zeroes in the analyses; this may overstate the proportion of schools that have no students with disabilities.

Data Analysis Procedures

The analyses in this report compare the percentage of teachers who are not fully certified in rural and urban schools and in schools with high percentages of students of color⁶ (75 percent or more), students eligible for free or reduced-price lunch (75 percent or more) (referred to in this report as “high-poverty schools”), ELs (20 percent or more), and students with disabilities (20 percent or more), as well as rural and urban schools (Exhibit 1).⁷ The schools with high proportions of students in certain subgroups generally enroll high proportions of all students in that subgroup (Exhibit 2). This report also includes more detailed analyses of the percentages of uncertified teachers based on the school composition of student subgroups of interest (students eligible for free or reduced-price lunch, students of color, ELs,

⁶ Students of color are students who are American Indian/Alaska Native, Asian, black, Native Hawaiian/Pacific Islander, Hispanic, or of two or more races.

⁷ Using the CCD variable ULOCAL, rural schools are those coded as 41 (rural, fringe), 42 (rural, distant), or 43 (rural, remote); urban schools are those coded as 11 (city, large), 12 (city, mid-size), or 13 (city, small).

and students with disabilities), as shown in Exhibit 1. In addition, we examine the distribution of schools by the percentage of uncertified teachers.

Exhibit 1. Number and percentage of schools and students in analytic dataset, by school characteristics: 2013–14

School characteristic	Number of schools	Percentage distribution of schools	Number of students	Percentage distribution of students
All schools	93,323	100%	49,669,368	100%
By percentage of students eligible for free or reduced-price lunch				
High (75% or more)	23,632	25	12,185,604	25
Medium-high (50% to <75%)	26,106	28	13,402,050	27
Medium-low (35% to <50%)	15,711	17	8,406,611	17
Low (less than <35%)	25,051	27	15,152,047	31
Missing	2,823	3	523,056	1
By percentage of students of color				
High (75% or more)	24,427	26	14,366,150	29
Medium (25% to <75%)	34,416	37	20,150,423	41
Low (less than 25%)	34,480	37	15,152,795	31
By percentage of English learners				
High (20% or more)	14,005	15	8,030,653	16
Medium (5% to <20%)	21,793	23	13,271,393	27
Low (more than 0 to <5%)	36,494	39	22,949,148	46
No ELs	21,030	23	5,417,992	11
Missing	1	#	182	#
By percentage of students with disabilities				
High (20% or more)	15,646	17	5,770,075	12
Medium (10% to <20%)	53,804	58	32,241,786	65
Low (less than 10%)	23,873	26	11,657,507	23
By percentage of uncertified teachers				
No uncertified teachers	78,902	85	39,958,511	80
More than 0 to <5%	6,687	7	5,757,331	12
5% to <10%	3,296	4	2,032,436	4
10% to <15%	1,540	2	784,638	2
15% or more	2,898	3	1,136,452	2

Exhibit reads: The analytic dataset used for this report included 93,323 schools and nearly 50 million students.

Rounds to zero

Note: Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit 2. Percentage of students in relevant subgroups enrolled in schools with high percentages of students in that subgroup, by school characteristics: 2013–14

Schools with high percentage of students in certain subgroups	Percentage of students in subgroup enrolled in schools
Students eligible for free or reduced-price lunch (75%+)	42
Students of color (75%+)	53
English learners (20%+)	63
Students with disabilities (20%+)	22

Exhibit reads: Forty-two percent of all students eligible for free or reduced-price lunch attended schools with 75 percent or more students eligible for free or reduced-price lunch.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

This report also includes an analysis of charter schools because these schools sometimes operate with exemptions from some state or local laws or regulations, including requirements regarding teacher certification. For example, according to the Education Commission for the States, 28 states and the District of Columbia (of 44 states and jurisdictions with charter school laws at the time) allow some flexibility regarding teacher certification in their charter schools.⁸ In order to explore whether high percentages of uncertified teachers in charter schools may be driving high percentages of uncertified teachers across states, this report also examines the extent to which charter schools have teachers who are not certified.

Study Limitations

Although the congressional requestors had envisioned a study of the extent to which certain subgroups of students are being taught by teachers without full state certification, this report cannot directly address that question because it is based on school-level, rather than student-level, data. The national datasets used in this study do not currently include student-level data on teacher certification; therefore, this report provides information on the prevalence of teachers who are not fully certified and are teaching in schools with high proportions of students in certain subgroups, rather than the extent to which students in certain subgroups are taught by such teachers.

In addition, the available national data on uncertified teachers do not include more specific data on types of teaching credentials that might allow or permit teachers to provide specialized instruction to special populations of students (e.g., ELs or students with disabilities). In addition, teachers who are currently enrolled in programs that provide alternative routes to certification are not considered to be certified according to the CRDC definition of a certified teacher, despite the fact that rigorous evidence does not indicate that these teachers are less effective than fully certified teachers.

Finally, research on the relationship between teacher certification and student achievement has shown mixed results, with small positive or statistically insignificant effects. Findings that suggest differences in students’ access to certified teachers may not mean that student achievement is affected by these

⁸ Education Commission of the States. January 2016. *50-State Comparison: Charter Schools — Do Teachers in a Charter School Have to be Certified?* Accessed on November 14, 2016, <http://ecs.force.com/mbdata/mbquestNB2?rep=CS1525>.

differences. Readers should not draw conclusions from this report about the quality of teaching or student achievement in the various types of schools examined in this study.

Chapter 3. Findings

This chapter summarizes findings on the extent to which teachers are not fully certified and how this varies across urban and rural schools, and across schools with high proportions of students of color, students from low-income families, ELs, and students with disabilities. The chapter also examines the proportion of schools that have uncertified teachers and the proportion of students that attend such schools. As noted previously, these analyses do not consider student achievement and readers should not draw conclusions about school quality based on the percentages of teachers who are not fully certified.

Teachers who were not fully-certified made up a small proportion of all teachers, overall as well as for schools with high percentages of students from certain subgroups and schools in rural and urban areas.

Uncertified teachers were more prevalent among high-poverty schools, schools with high percentages of students of color, urban schools, and schools with high proportions of ELs, than among all schools.

Across the 50 states and the District of Columbia, 1.7 percent of all teachers were not fully certified. The average percentage of teachers who were not fully certified was 3.1 percent for schools with high proportions of students of color, 2.9 percent for high-poverty schools, 2.9 percent for urban schools, 2.6 percent for schools with high proportions of ELs, 1.8 percent for schools with high proportions of students with disabilities, and 1.0 percent for rural schools (Exhibit 3).

Exhibit 3. Percentage of teachers who were not fully certified, overall and by type of school: 2013–14

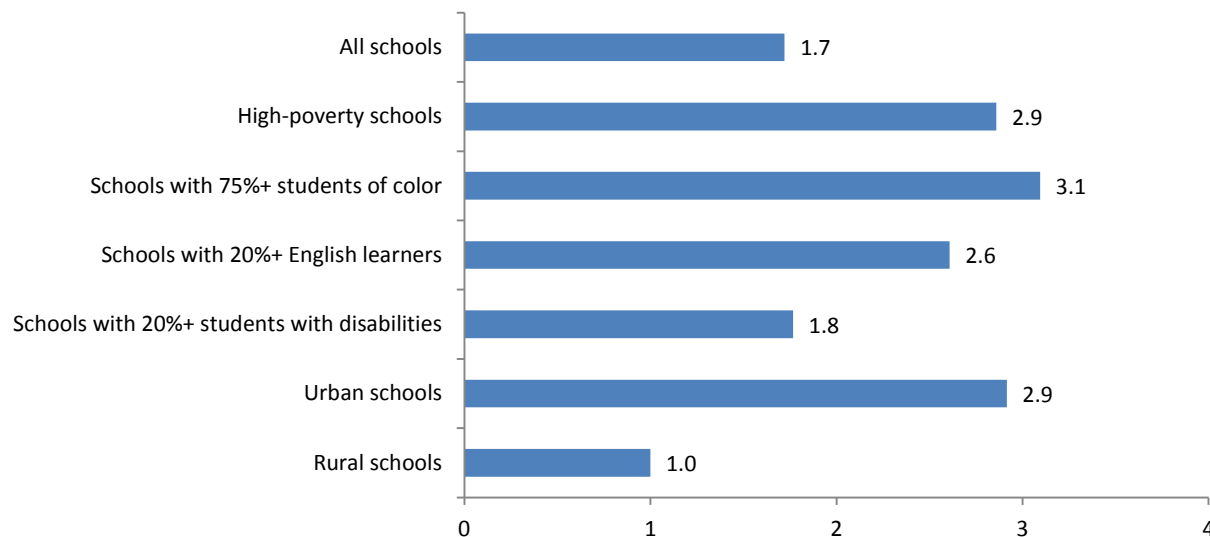


Exhibit reads: Across all schools, 1.7 percent of teachers were not fully certified.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC) 2013–14, and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Although all states and the District of Columbia employed some teachers who were not fully certified, in a majority of states, such teachers represented less than 2 percent of all teachers.

In 35 out of the 51 jurisdictions, less than 2 percent of all teachers were not fully certified. Similarly, in a majority of states, less than 2 percent of teachers were not fully certified in rural schools (41 states), schools with high proportions of students with disabilities (36 states), schools with high proportions of ELs (30 states), and high poverty schools (29 states). The same was not true for states' urban schools (24 states) or schools with high proportions of students of color (22 states) (Exhibit 4).

Exhibit 4. Number of states by percentage of teachers who were not fully certified, overall and by type of school: 2013–14

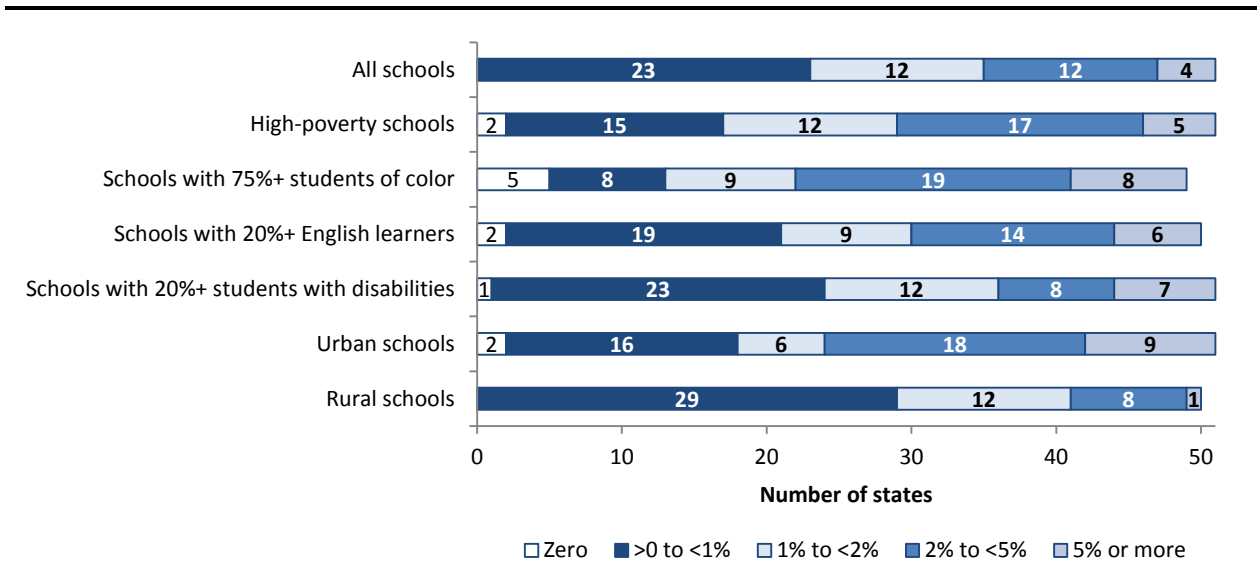


Exhibit reads: Twenty-three of the 51 states and jurisdictions had a percentage of uncertified teachers that was greater than zero but less than 1 percent.

Notes: New Hampshire and Vermont did not have schools with high percentages of students of color. West Virginia did not have schools with high percentages of English learners (ELs). The District of Columbia did not have rural schools.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC) 2013–14, and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

In 14 states and jurisdictions, teachers who were not fully certified represented 5 percent or more of all teachers in at least one category of school examined in this report.

Teachers who were not fully certified represented 5 percent or more of all teachers in three states (Arizona, Colorado, and Montana) and the District of Columbia. The same was true in four states (Colorado, Louisiana, Maryland, and South Carolina) and the District of Columbia for high-poverty schools, one state for rural schools (Hawaii), nine jurisdictions for urban schools, eight jurisdictions for schools with high proportions of students of color, six jurisdictions for schools with high proportions of ELs, and seven jurisdictions for schools with high proportions of students with disabilities. In two states (Arizona and Montana), uncertified teachers made up between 5 and 10 percent of all teachers. Uncertified teachers made up more than 10 percent of all teachers in Colorado (11 percent) and the

District of Columbia (18 percent) — these were the jurisdictions with the highest percentages of teachers who were not fully certified (Exhibit 5).

Exhibit 5. Percentage of teachers who were not fully certified in states with 5 percent or more teachers who were not fully certified for any type of school, overall and by type of school: 2013–14

State	All schools	High-poverty schools	Schools with 75%+ students of color	Schools with 20%+ English learners	Schools with 20%+ students with disabilities	Urban schools	Rural schools
Arizona	5	-	-	-	5	5	-
Colorado	11	28	28	24	15	23	-
Connecticut	-	-	5	-	-	-	-
District of Columbia	18	18	20	14	17	18	-
Florida	-	-	-	-	7	-	-
Hawaii	-	-	-	-	11	-	6
Louisiana	-	5	9	7	9	8	-
Maryland	-	6	5	-	5	8	-
Massachusetts	-	-	6	-	-	5	-
Mississippi	-	-	-	5	-	-	-
Montana	8	-	-	-	-	30	-
Oklahoma	-	-	10	8	-	6	-
South Carolina	-	5	7	-	-	8	-
Virginia	-	-	-	8	-	-	-

Exhibit reads: Three states and the District of Columbia reported that at least 5 percent of teachers, across all schools, were uncertified.

- Not applicable (state reported that less than 5 percent of teachers in this category were not fully certified).

Note: The District of Columbia did not have rural schools.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC) 2013–14, and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

The majority of schools, for each category of school examined, had no teachers who were not fully certified. In the approximately 15 percent of schools that did have uncertified teachers, those teachers usually accounted for less than 15 percent of all teachers.

Approximately 85 percent of all schools had no uncertified teachers according to the district-reported data. Another 7 percent of schools had some but less than 5 percent of teachers who were not fully certified; 4 percent of schools had between 5 and 10 percent, 2 percent of schools had between 10 and 15 percent, and 3 percent of schools had more than 15 percent of teachers who were not fully certified (Exhibit 6).

There were similar distributions of uncertified teachers across high-poverty schools, schools with high percentages of students of color, and urban schools. The percentages of schools with no uncertified teachers were 78 percent, 76, percent, and 79 percent, respectively. Furthermore, there were similar percentages of schools with 10 percent or more uncertified teachers in each of the three school categories (8 percent of high-poverty or urban schools and 9 percent of schools with high proportions of students of color). These schools were also the least likely to have no uncertified teachers.

Eighty-two percent of schools with high proportions of ELs and 85 percent of schools with high proportions of students with disabilities had no uncertified teachers. In 6 percent of both types of schools, 10 percent or more of teachers were not fully certified.

Rural schools were least likely to have uncertified teachers — 89 percent of schools had no such teachers and 3 percent of schools had 10 percent or more teachers who were not fully certified.

High-poverty schools, schools with high percentages of students of color, and urban schools were more likely to have uncertified teachers than schools with high percentages of English learners or students with disabilities or rural schools.

Fifteen percent of all schools had uncertified teachers. Only among rural schools (11 percent) and schools with high percentages of students with disabilities (15 percent) were there comparable or smaller proportions of schools with any uncertified teachers. Some categories of schools had higher percentages of uncertified teachers, on average: schools with high proportions of students of color (24 percent), urban schools (21 percent), and high-poverty schools (22 percent).

High-poverty schools, schools with high percentages of students of color, and urban schools were more likely to have 5 percent or more uncertified teachers than the other types of schools examined.

Specifically, 9 percent of all schools had 5 percent or more uncertified teachers. Schools with high proportions of students of color (15 percent), high-poverty schools (13 percent), and urban schools (12 percent) were more likely to have higher proportions of uncertified teachers than schools with high proportions of ELs or students with disabilities, or rural schools.

Exhibit 6. Percentage distribution of schools, by percentage of teachers who were not fully certified, overall and by type of school: 2013–14

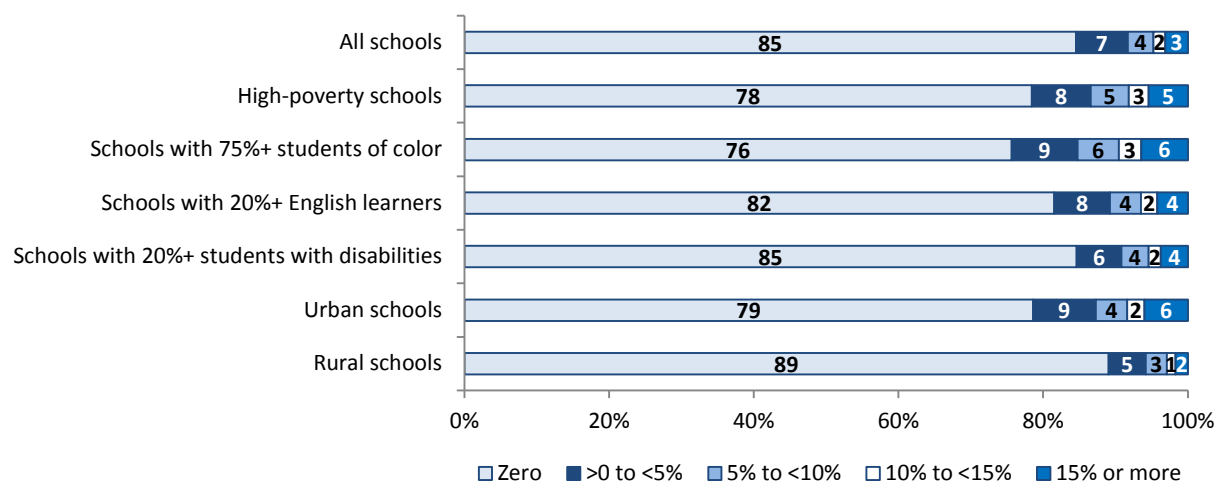


Exhibit reads: Across the 50 states and the District of Columbia, 85 percent of all schools had no uncertified teachers.

Note: Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

The majority of students, overall and for each subgroup examined, were enrolled in schools with no uncertified teachers.

Approximately 80 percent of all students attended schools in which no teachers were uncertified. The percentage of the various subgroups of students who attended schools with no uncertified teachers was 79 percent of students eligible for free or reduced-price lunch (FRPL), 76 percent of students of color, 79 percent of ELs, 80 percent of students with disabilities, 77 percent of students in urban schools, and 85 percent of students in rural schools (Exhibit 7). In general, the distribution of students by school percentage of uncertified teachers was similar to the distribution of schools shown in Exhibit 6.

Exhibit 7. Percentage distribution of students, by school percentage of teachers who were not fully certified, overall and by student subgroup: 2013–14

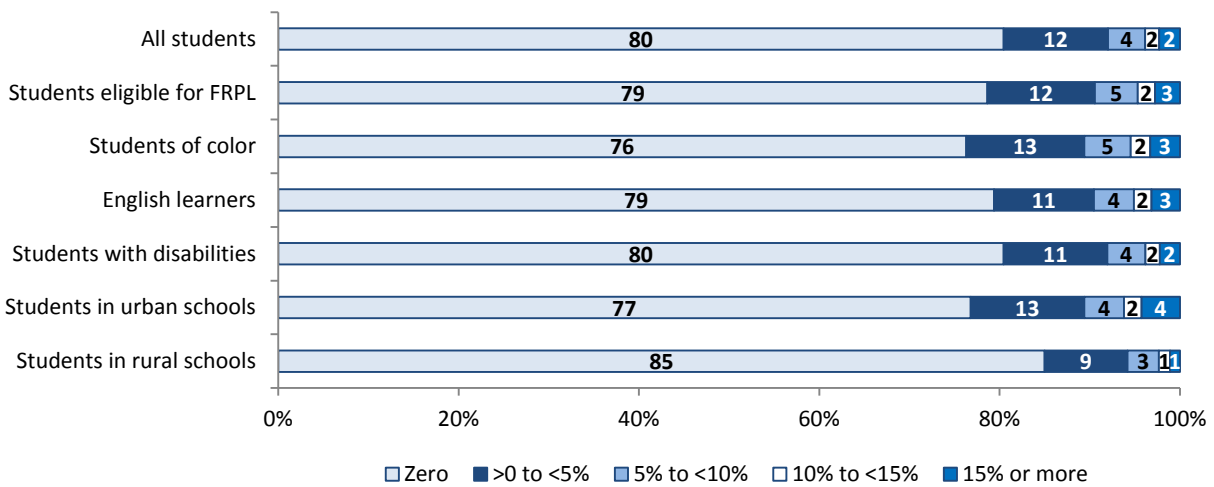


Exhibit reads: Across the 50 states and the District of Columbia, 80 percent of all students attended schools with no uncertified teachers.

Note: Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Charter Schools

By most measures examined in this report, charter schools had higher percentages of uncertified teachers than all schools.

For example, 9.4 percent of teachers in charter schools were not fully certified compared with 1.7 percent in all schools. In addition, 40 percent of charter schools had uncertified teachers, compared with 15 percent of all schools. Similarly, 45 percent of students in charter schools attended schools with uncertified teachers, compared with 20 percent of all students (Exhibit 8).

Exhibit 8. Percentage distribution of schools and students, by school percentage of teachers who were not fully certified, overall and for charter schools: 2013–14

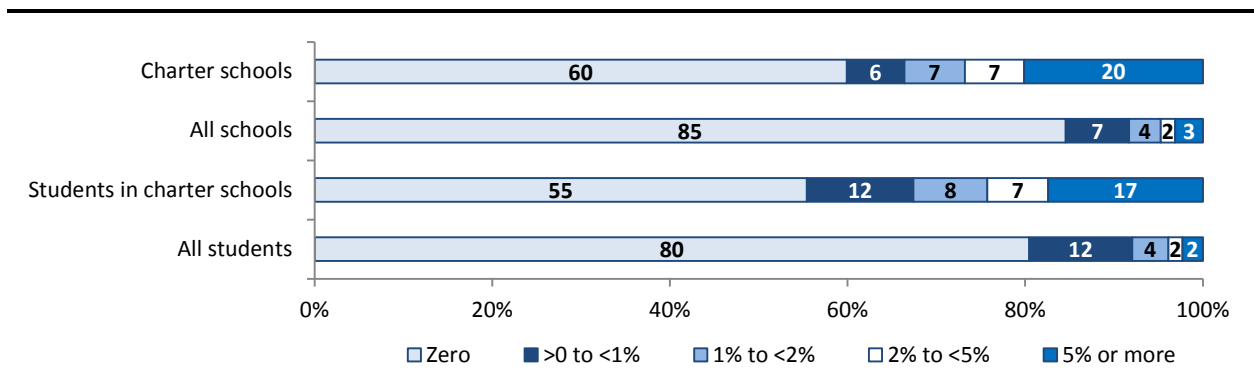


Exhibit reads: In 60 percent of charter schools, there were no uncertified teachers.

Notes: Alabama, Kentucky, Mississippi, Nebraska, South Dakota, and West Virginia had no charter schools. Detail may not sum to 100 percent due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

According to the CRDC data, in eight states (of the 45 states that have charter schools), no teachers in charter schools were uncertified. However, in 22 states, 5 percent or more of teachers in charter schools were uncertified. In comparison, as noted previously, all states had some uncertified teachers, whereas only four states had 5 percent or more uncertified teachers (Exhibit 9).

Exhibit 9. Number of states by percentage of teachers who were not fully certified, overall and for charter schools: 2013–14

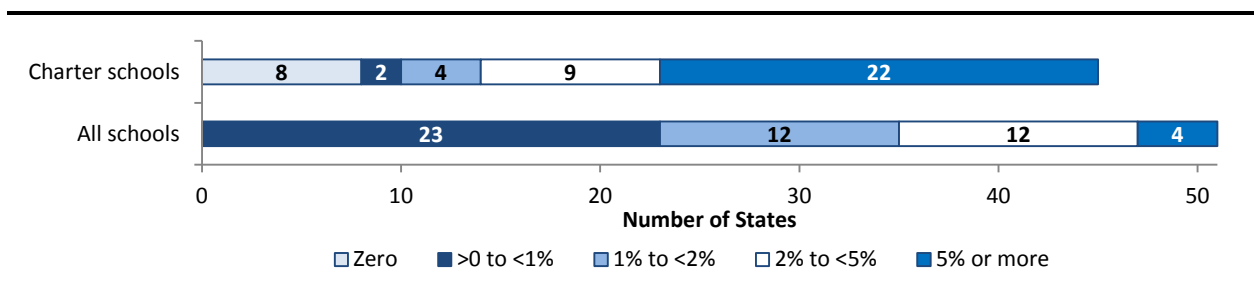


Exhibit reads: In eight states and jurisdictions, there were no uncertified teachers in charter schools.

Note: Alabama, Kentucky, Mississippi, Nebraska, South Dakota, and West Virginia had no charter schools.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

By Poverty Level

High-poverty schools had higher percentages, on average, of teachers who were not fully certified than schools with lower poverty rates.

The average percentage of teachers who were not fully certified was 2.9 percent in high-poverty schools, compared with 1.1 percent in low-poverty schools (Exhibit 10).

Exhibit 10. Percentage of teachers who were not fully certified, by school percentage of students eligible for free or reduced-price lunch: 2013–14

School percentage of students eligible for free or reduced-price lunch	Percentage uncertified
High (75% or more)	2.9
Medium-high (50% to less than 75%)	1.5
Medium-low (35% to less than 50%)	1.2
Low (0 to less than 35%)	1.1

Exhibit reads: In high-poverty schools (those with 75 percent or more students eligible for free or reduced-price lunch), 2.9 percent of teachers were uncertified.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

A higher proportion of high-poverty schools had uncertified teachers than schools with lower poverty rates.

About three-quarters of high-poverty schools had no uncertified teachers; schools with lower poverty levels were even more likely to have no uncertified teachers. Among schools with all poverty levels examined, the percentage of schools with more than zero but less than 5 percent of uncertified teachers ranged from 7 to 8 percent. A higher proportion of high-poverty schools had 15 percent or more uncertified teachers (5 percent in high-poverty schools, compared with 2 percent in other schools) (Exhibit 11).

Exhibit 11. Percentage distribution of schools, by percentage of teachers who were not fully certified and percentage of students eligible for free or reduced-price lunch: 2013–14

School percentage of students eligible for free or reduced-price lunch	Zero	>0 to <5%	5% to <10%	10% to <15%	15% or more
High (75% or more)	78	8	5	3	5
Medium-high (50% to less than 75%)	85	8	3	2	2
Medium-low (35% to less than 50%)	88	7	3	1	2
Low (0 to less than 35%)	88	7	2	1	2

Exhibit reads: Across all schools with 75 percent or more students eligible for free or reduced-price lunch, 78 percent had no uncertified teachers.

Note: Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

By Enrollment of Students of Color

Schools with high proportions of students of color had higher percentages of teachers who were not fully certified, compared with schools with lower proportions of students of color.

The average percentage of teachers who were not fully certified was 3.1 percent in the schools with the highest proportions of students of color, compared with 0.8 percent in schools with lower proportions (Exhibit 12).

Exhibit 12. Percentage of teachers who were not fully certified, by school percentage of students of color: 2013–14

School percentage of students of color	Percentage uncertified
High (75% or more)	3.1
Medium (25% to less than 75%)	1.5
Low (0 to less than 25%)	0.8

Exhibit reads: Across all schools with 75 percent or more students of color, 3.1 percent of teachers were uncertified.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

More schools with high percentages of students of color had uncertified teachers than schools with lower percentages of such students.

About three-quarters of schools with the highest percentages of students of color had no uncertified teachers; schools with lower percentages of students of color were even more likely to have no uncertified teachers. In addition, schools with the highest percentages of students of color were more likely to have very high percentages (15 percent or more) of uncertified teachers than schools with lower percentages of students of color (Exhibit 13).

Exhibit 13. Percentage distribution of schools, by percentage of teachers who were not fully certified and percentage of students of color: 2013–14

School percentage of students of color	Zero	>0 to <5%	5% to <10%	10% to <15%	15% or more
High (75% or more)	76	9	6	3	6
Medium (25% to less than 75%)	84	8	4	2	2
Low (0 to less than 25%)	91	5	2	1	1

Exhibit reads: Across all schools with 75 percent or more students of color, 76 percent had no uncertified teachers.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

By Enrollment of English Learners

Schools with high proportions of ELs had higher percentages of teachers who were not fully certified than schools with lower percentages of ELs.

The average percentage of teachers who were not fully certified was 2.6 percent in schools with 20 percent or more ELs, which was higher than the average for schools with lower numbers of ELs (1.8 percent for schools with medium EL proportions, 1.3 percent for schools with low EL proportions, and 2.0 percent for schools with no ELs) (Exhibit 14).

Exhibit 14. Percentage of teachers who were not fully certified, by school percentage of English learners: 2013–14

School percentage of English learners	Percentage uncertified
High (20% or more)	2.6
Medium (5% to less than 20%)	1.8
Low (more than 0 to less than 5%)	1.3
No ELs	2.0

Exhibit reads: Across all schools with 20 percent or more ELs, 2.6 percent of teachers were uncertified.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

The distribution of schools by percentage of uncertified teachers was similar for schools with low, medium, and high percentages of ELs.

On average, 82 percent of schools with medium and high percentages of ELs had no uncertified teachers and 85 percent of schools with low percentages of ELs had no uncertified teachers. For each category of school (schools with low, medium, and high percentage of ELs), the distribution of schools with various percentages of uncertified teachers was similar. However, a higher proportion of schools with no ELs had no uncertified teachers, compared with schools that did have ELs (Exhibit 15).

Exhibit 15. Percentage distribution of schools, by percentage of teachers who were not fully certified and percentage of English learners: 2013–14

School percentage of English learners	Zero	>0 to <5%	5% to <10%	10% to <15%	15% or more
High (20% or more)	82	8	4	2	4
Medium (5% to less than 20%)	82	9	4	2	3
Low (more than 0 to less than 5%)	85	9	3	1	2
No ELs	89	3	3	2	4

Exhibit reads: Across all schools with 20 percent or more ELs, 82 percent had no uncertified teachers.

Note: Detail may not sum to 100 percent due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

By Enrollment of Students with Disabilities

Schools with high proportions of students with disabilities had a smaller percentage of teachers who were not fully certified than schools with low proportions of students with disabilities.

The average percentage of teachers who were not fully certified was 1.8 percent in schools with 20 percent or more students with disabilities, which was lower than the average for schools with less than 10 percent students with disabilities (2.5 percent). However, in special education schools, 4.5 percent of teachers were uncertified (Exhibit 16).

Exhibit 16. Percentage of teachers who were not fully certified, by school percentage of students with disabilities and for special education schools: 2013–14

School percentage of students with disabilities	Percentage uncertified
High (20% or more)	1.8
Medium (10% to less than 20%)	1.4
Low (less than 10%)	2.5
Schools classified as special education schools	4.5

Exhibit reads: Across all schools with 20 percent or more students with disabilities, 1.8 percent of teachers were uncertified.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

Schools with varying percentage of students with disabilities were equally likely to have no uncertified teachers, but special education schools were slightly more likely to have uncertified teachers.

The percentage of schools with no uncertified teachers was 85 percent for schools with high, medium, and low proportions of students with disabilities, compared with 83 percent in schools classified as special education schools. On average, the percentage of schools with 15 percent or more uncertified teachers was 4 percent for schools with high percentages of students with disabilities, 2 percent for schools with medium percentages of students with disabilities, 5 percent for schools with low percentages of students with disabilities, and 7 percent for special education schools (Exhibit 17).

Exhibit 17. Percentage distribution of schools, by percentage of teachers who were not fully certified and percentage of students with disabilities and for special education schools: 2013–14

School percentage of students with disabilities	Zero	>0 to <5%	5% to <10%	10% to <15%	15% or more
High (20% or more)	85	6	4	2	4
Medium (10% to less than 20%)	85	8	4	2	2
Low (less than 10%)	85	6	3	2	5
Schools classified as special education schools	83	3	4	2	7

Exhibit reads: Across all schools with 20 percent or more students with disabilities, 85 percent had no uncertified teachers.

Note: Detail may not sum to 100 percent due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

By Urbanicity

Rural schools had a lower percentage of teachers who were not certified than urban schools and comparable or higher percentages compared with schools in town and suburban areas.

On average, 1.0 percent of teachers in rural schools were not fully certified, compared with 2.9 percent in urban schools, 0.9 percent in schools in towns, and 1.4 percent in suburban schools (Exhibit 18).

Exhibit 18. Percentage of teachers who were not fully certified, by school urbanicity: 2013–14

School urbanicity	Percentage uncertified
Urban	2.9
Suburban	1.4
Town	0.9
Rural	1.0

Exhibit reads: Across all urban schools, 2.9 percent of teachers were uncertified.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Schools in urban areas had higher percentages of teachers who were not certified than suburban, town, and rural schools.

The percentage of schools with no uncertified teachers was 79 percent in urban schools, compared with 89 percent in rural schools. Schools in urban areas were more likely to have 15 percent or more uncertified teachers than other schools (6 percent compared with 2 percent for schools in suburban, town, and rural areas) (Exhibit 19).

Exhibit 19. Percentage distribution of schools, by percentage of teachers who were not fully certified and school urbanicity: 2013–14

School urbanicity	Zero	>0 to <5%	5% to <10%	10% to <15%	15% or more
Urban	79	9	4	2	6
Suburban	84	9	4	2	2
Town	89	5	3	1	2
Rural	89	5	3	1	2

Exhibit reads: Across all urban schools, 79 percent had no uncertified teachers.

Note: Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

By School Enrollment Size

The percentage of teachers who were not fully certified tended to increase as school size decreased.

The average percentage of teachers who were not fully certified was highest (3.1 percent) in the smallest schools, defined as those with fewer than 200 students; the percentage of uncertified teachers varied between 1.6 percent and 1.9 percent in larger schools (Exhibit 20).

Exhibit 20. Percentage of teachers who were not fully certified, by school size: 2013–14

School enrollment size	Percentage uncertified
Very large (more than 600 students)	1.6
Medium-large (401 to 600 students)	1.6
Medium-small (201 to 400 students)	1.9
Small (200 or fewer students)	3.1

Exhibit reads: Across all very large schools (those with more than 600 students), 1.6 percent of teachers were not fully certified.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

Very large schools were more likely to have uncertified teachers than schools of smaller sizes, but were equally or less likely to have very high percentages of uncertified teachers.

About three-quarters (78 percent) of very large schools had no uncertified teachers; in contrast about 90 percent of smaller schools had no uncertified teachers. Very large schools were more likely to have a small percentage of uncertified teachers. Fourteen percent of very large schools and between 1 and 6 percent of smaller schools had some, but less than 5 percent of uncertified teachers. This pattern changes when looking at schools with very high percentages of uncertified teachers. Small schools were more likely than large schools to have 15 percent or more uncertified teachers (6 percent in small schools, compared with 2 to 4 percent in larger schools) (Exhibit 21).

Exhibit 21. Percentage distribution of schools, by percentage of teachers who were not fully certified and school size: 2013–14

School enrollment size	Zero	>0 to <5%	5% to <10%	10% to <15%	15% or more
Very large (more than 600 students)	78	14	5	2	2
Medium-Large (401 to 600 students)	87	6	3	1	2
Medium-small (201 to 400 students)	87	4	4	2	4
Small (200 or fewer students)	89	1	2	2	6

Exhibit reads: Across very large schools (those with more than 600 students), 78 percent had no uncertified teachers.

Note: Detail may not sum to 100 percent due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

By School Grade Level

Middle schools had lower percentages of uncertified teachers than did elementary or high schools.

Across all schools, middle schools had smaller proportions of uncertified teachers than elementary and high schools, and schools with other grade combinations had the highest proportions of uncertified teachers (Exhibit 22).

Exhibit 22. Percentage of teachers who were not fully certified, by school grade level: 2013–14

School grade level	Percentage uncertified
Elementary schools	1.6
Middle schools	1.3
High schools	1.7
Other/Combined schools	5.0

Exhibit reads: Across all elementary schools, 1.6 percent of teachers were uncertified.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

As the grade level of schools increased, the percentage of schools with uncertified teachers increased.

The average percentage of schools with no uncertified teachers was 87 percent in elementary schools, 85 percent in middle schools, and 81 percent in high schools. The percentage of schools with some, but less than 5 percent uncertified teachers ranged from 6 percent in elementary schools to 8 percent in middle schools to 10 percent in high schools. There was less variation across schools with higher percentages of uncertified teachers; between 8 and 10 percent of each type of school (elementary, middle, or high) had more than 5 percent uncertified teachers (Exhibit 23).

Exhibit 23. Percentage distribution of schools, by percentage of teachers who were not fully certified and school grade level: 2013–14

School grade level	Zero	>0 to <5%	5% to <10%	10% to <15%	15% or more
Elementary schools	87	6	3	2	3
Middle schools	85	8	3	2	2
High schools	81	10	4	2	4
Other/combined schools	78	6	5	3	9

Exhibit reads: Across all elementary schools, 87 percent had no uncertified teachers.

Note: Detail may not sum to 100 percent due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

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Appendix: Supplemental Tables

Exhibit A.1. Number of schools, teachers, and uncertified teachers included in analyses, by state: 2013–14

State	Number of schools	Number of schools with uncertified teachers	Number of teachers	Number of teachers in schools with uncertified teachers	Number of uncertified teachers
50 States and D.C.	93,323	14,421	3,130,193	612,697	53,865
Alabama	1,385	140	47,132	4,951	409
Alaska	483	34	7,676	350	68
Arizona	1,874	542	56,735	15,519	2,874
Arkansas	1,083	153	34,957	4,666	508
California	9,763	1,171	273,729	44,198	4,083
Colorado	1,823	437	50,951	15,023	5,771
Connecticut	1,113	101	44,010	4,281	516
Delaware	219	33	9,364	1,400	104
District of Columbia	194	147	5,665	4,486	1,038
Florida	3,640	2,344	160,829	115,464	6,745
Georgia	2,381	852	109,012	43,848	2,270
Hawaii	284	157	11,687	7,358	418
Idaho	690	59	14,658	1,855	96
Illinois	4,064	156	136,916	8,498	822
Indiana	1,854	147	60,614	6,287	331
Iowa	1,418	2	35,118	15	2
Kansas	1,380	252	35,547	8,032	458
Kentucky	1,394	92	43,791	3,730	287
Louisiana	1,330	517	46,860	19,752	2,037
Maine	570	128	14,288	3,609	298
Maryland	1,411	528	62,092	27,296	1,960
Massachusetts	1,840	463	71,363	23,009	1,707
Michigan	3,590	155	82,562	4,440	407
Minnesota	1,990	203	56,975	7,357	387
Mississippi	951	179	32,912	6,584	540
Missouri	2,224	246	65,881	7,103	553
Montana	783	41	11,208	1,074	866
Nebraska	1,019	33	23,264	1,050	42
Nevada	637	34	24,464	877	65
New Hampshire	482	76	15,123	3,164	172
New Jersey	2,453	424	115,151	23,196	1,628
New Mexico	851	183	22,555	7,465	470
New York	4,862	294	211,907	11,219	1,125
North Carolina	2,494	46	96,910	1,686	311
North Dakota	449	17	8,778	457	125
Ohio	3,590	203	107,415	6,833	740
Oklahoma	1,798	120	44,839	3,632	679
Oregon	1,283	61	26,708	1,631	106
Pennsylvania	3,027	235	120,080	10,926	643
Rhode Island	286	41	11,430	1,999	107
South Carolina	1,222	253	48,767	10,224	1,479
South Dakota	675	27	9,766	550	26
Tennessee	1,786	130	66,259	5,483	318
Texas	8,098	1,166	329,299	51,989	5,000
Utah	941	277	25,807	9,350	608
Vermont	304	45	8,107	1,652	73
Virginia	1,947	761	91,141	44,568	3,215
Washington	2,134	54	54,800	1,353	103
West Virginia	711	244	18,698	7,987	641
Wisconsin	2,187	407	58,674	14,878	626
Wyoming	356	11	7,720	347	13

Note: Detail may not sum to totals due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

Exhibit A.2. Percentage of schools with uncertified teachers and percentage of uncertified teachers, by state: 2013–14

State	Percentage of schools with uncertified teachers	Percentage of uncertified teachers
50 States and D.C.	15	1.7
Alabama	10	0.9
Alaska	7	0.9
Arizona	29	5.1
Arkansas	14	1.5
California	12	1.5
Colorado	24	11.3
Connecticut	9	1.2
Delaware	15	1.1
District of Columbia	76	18.3
Florida	64	4.2
Georgia	36	2.1
Hawaii	55	3.6
Idaho	9	0.7
Illinois	4	0.6
Indiana	8	0.5
Iowa	0	0.0
Kansas	18	1.3
Kentucky	7	0.7
Louisiana	39	4.3
Maine	22	2.1
Maryland	37	3.2
Massachusetts	25	2.4
Michigan	4	0.5
Minnesota	10	0.7
Mississippi	19	1.6
Missouri	11	0.8
Montana	5	7.7
Nebraska	3	0.2
Nevada	5	0.3
New Hampshire	16	1.1
New Jersey	17	1.4
New Mexico	22	2.1
New York	6	0.5
North Carolina	2	0.3
North Dakota	4	1.4
Ohio	6	0.7
Oklahoma	7	1.5
Oregon	5	0.4
Pennsylvania	8	0.5
Rhode Island	14	0.9
South Carolina	21	3.0
South Dakota	4	0.3
Tennessee	7	0.5
Texas	14	1.5
Utah	29	2.4
Vermont	15	0.9
Virginia	39	3.5
Washington	3	0.2
West Virginia	34	3.4
Wisconsin	19	1.1
Wyoming	3	0.2

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

Exhibit A.3. Number of schools with uncertified teachers, overall and by type of school, by state: 2013–14

State	All schools	High-poverty schools	Schools with 75%+ students of color	Schools with 20%+ English learners	Schools with 20%+ students with disabilities	Rural schools	Urban schools
50 States and D.C.	14,421	5,100	5,948	2,584	2,402	2,803	5,230
Alabama	140	65	63	3	15	54	41
Alaska	34	24	33	33	2	33	0
Arizona	542	178	214	68	58	64	267
Arkansas	153	41	26	11	16	57	20
California	1,171	579	838	583	69	74	608
Colorado	437	149	154	169	19	68	227
Connecticut	101	25	63	11	15	6	47
Delaware	33	3	8	3	11	6	14
District of Columbia	147	145	129	25	35	-	146
Florida	2,344	826	890	372	447	268	669
Georgia	852	393	320	48	41	255	133
Hawaii	157	25	131	32	12	23	35
Idaho	59	7	0	5	2	11	32
Illinois	156	97	101	27	35	12	99
Indiana	147	36	24	17	40	42	52
Iowa	2	1	1	1	0	1	0
Kansas	252	56	37	59	42	104	73
Kentucky	92	11	0	2	12	31	19
Louisiana	517	271	252	6	118	151	169
Maine	128	4	0	4	68	92	4
Maryland	528	156	282	72	88	40	232
Massachusetts	463	142	153	90	248	43	139
Michigan	155	49	58	21	30	25	54
Minnesota	203	30	19	19	62	59	50
Mississippi	179	113	107	4	12	79	50
Missouri	246	62	58	21	40	110	81
Montana	41	7	6	3	6	23	14
Nebraska	33	2	1	1	7	15	13
Nevada	34	3	2	2	2	14	7
New Hampshire	76	1	-	1	41	27	15
New Jersey	424	134	177	40	92	33	35
New Mexico	183	96	107	74	32	30	95
New York	294	149	211	16	91	36	186
North Carolina	46	7	19	0	7	8	20
North Dakota	17	0	1	1	8	9	2
Ohio	203	93	75	8	58	24	112
Oklahoma	120	83	71	45	21	19	79
Oregon	61	12	5	7	6	9	28
Pennsylvania	235	96	122	11	83	24	141
Rhode Island	41	28	32	21	10	4	35
South Carolina	253	87	79	12	21	86	80
South Dakota	27	5	4	2	3	22	2
Tennessee	130	63	55	5	23	38	55
Texas	1,166	566	756	373	104	185	643
Utah	277	18	13	24	24	53	28
Vermont	45	1	-	1	22	25	5
Virginia	761	64	171	167	79	150	161
Washington	54	5	3	12	3	5	21
West Virginia	244	2	0	0	51	138	17
Wisconsin	407	90	77	52	69	114	174
Wyoming	11	0	0	0	2	4	1

- Not applicable; the District of Columbia did not have rural schools.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.4. Number and percentage of uncertified teachers, by state: 2013–14

State	Number of uncertified teachers	Total number of teachers	Percentage of uncertified teachers
50 States and D.C.	53,865	3,130,193	1.7
Alabama	409	47,132	0.9
Alaska	68	7,676	0.9
Arizona	2,874	56,735	5.1
Arkansas	508	34,957	1.5
California	4,083	273,729	1.5
Colorado	5,771	50,951	11.3
Connecticut	516	44,010	1.2
Delaware	104	9,364	1.1
District of Columbia	1,038	5,665	18.3
Florida	6,745	160,829	4.2
Georgia	2,270	109,012	2.1
Hawaii	418	11,687	3.6
Idaho	96	14,658	0.7
Illinois	822	136,916	0.6
Indiana	331	60,614	0.5
Iowa	2	35,118	#
Kansas	458	35,547	1.3
Kentucky	287	43,791	0.7
Louisiana	2,037	46,860	4.3
Maine	298	14,288	2.1
Maryland	1,960	62,092	3.2
Massachusetts	1,707	71,363	2.4
Michigan	407	82,562	0.5
Minnesota	387	56,975	0.7
Mississippi	539	32,912	1.6
Missouri	553	65,881	0.8
Montana	866	11,208	7.7
Nebraska	42	23,263	0.2
Nevada	65	24,464	0.3
New Hampshire	172	15,123	1.1
New Jersey	1,628	115,151	1.4
New Mexico	470	22,555	2.1
New York	1,125	211,907	0.5
North Carolina	311	96,910	0.3
North Dakota	125	8,778	1.4
Ohio	740	107,415	0.7
Oklahoma	679	44,839	1.5
Oregon	106	26,708	0.4
Pennsylvania	643	120,080	0.5
Rhode Island	107	11,430	0.9
South Carolina	1,479	48,767	3.0
South Dakota	26	9,766	0.3
Tennessee	318	66,259	0.5
Texas	5,000	329,299	1.5
Utah	608	25,807	2.4
Vermont	73	8,107	0.9
Virginia	3,214	91,141	3.5
Washington	103	54,800	0.2
West Virginia	641	18,698	3.4
Wisconsin	626	58,674	1.1
Wyoming	13	7,720	0.2

Rounds to zero

Note: Detail may not sum to totals due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

Exhibit A.5. Number and percentage of uncertified teachers in high-poverty schools, by state: 2013–14

State	Number of uncertified teachers	Total number of teachers	Percentage of uncertified teachers
50 States and D.C.	21,685	758,280	2.9
Alabama	179	11,219	1.6
Alaska	49	1,418	3.5
Arizona	779	16,891	4.6
Arkansas	136	8,732	1.6
California	2,687	105,854	2.5
Colorado	2,800	10,067	27.8
Connecticut	117	5,218	2.2
Delaware	8	708	1.1
District of Columbia	1,033	5,606	18.4
Florida	2,285	47,034	4.9
Georgia	1,091	41,289	2.6
Hawaii	70	1,665	4.2
Idaho	14	918	1.5
Illinois	585	36,285	1.6
Indiana	87	10,460	0.8
Iowa	1	2,682	#
Kansas	164	6,686	2.4
Kentucky	42	8,219	0.5
Louisiana	1,015	19,119	5.3
Maine	4	524	0.8
Maryland	636	10,467	6.1
Massachusetts	565	12,664	4.5
Michigan	119	15,379	0.8
Minnesota	49	6,556	0.8
Mississippi	298	15,128	2.0
Missouri	138	7,812	1.8
Montana	12	910	1.3
Nebraska	2	3,421	0.1
Nevada	3	6,324	#
New Hampshire	1	200	0.5
New Jersey	623	19,470	3.2
New Mexico	260	9,893	2.6
New York	667	53,190	1.3
North Carolina	36	21,245	0.2
North Dakota	0	346	0.0
Ohio	390	20,179	1.9
Oklahoma	574	13,619	4.2
Oregon	20	5,096	0.4
Pennsylvania	302	17,837	1.7
Rhode Island	73	2,171	3.4
South Carolina	644	12,456	5.2
South Dakota	6	1,018	0.6
Tennessee	161	17,596	0.9
Texas	2,538	119,642	2.1
Utah	41	1,582	2.6
Vermont	1	157	0.6
Virginia	206	7,533	2.7
Washington	5	8,686	0.1
West Virginia	4	249	1.6
Wisconsin	169	6,637	2.5
Wyoming	0	227	0.0

Rounds to zero

Note: Detail may not sum to totals due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.6. Number and percentage of uncertified teachers in schools with high percentages of students of color, by state: 2013–14

State	Number of uncertified teachers	Total number of teachers	Percentage of uncertified teachers
50 States and D.C.	26,933	870,306	3.1
Alabama	165	9,741	1.7
Alaska	67	2,132	3.1
Arizona	879	19,785	4.4
Arkansas	145	4,562	3.2
California	3,385	159,980	2.1
Colorado	3,044	10,940	27.8
Connecticut	403	8,009	5.0
Delaware	17	1,217	1.4
District of Columbia	953	4,840	19.7
Florida	2,578	52,496	4.9
Georgia	1,088	36,003	3.0
Hawaii	352	9,940	3.5
Idaho	0	85	0.0
Illinois	594	40,085	1.5
Indiana	87	6,427	1.3
Iowa	1	894	0.1
Kansas	93	3,901	2.4
Kentucky	0	1,310	0.0
Louisiana	1,314	14,260	9.2
Maine	0	43	0.0
Maryland	1,239	23,927	5.2
Massachusetts	660	11,680	5.6
Michigan	137	11,999	1.1
Minnesota	35	6,417	0.6
Mississippi	282	10,297	2.7
Missouri	149	5,440	2.7
Montana	9	854	1.1
Nebraska	1	2,555	#
Nevada	2	10,084	#
New Hampshire	-	-	-
New Jersey	753	32,827	2.3
New Mexico	289	12,240	2.4
New York	985	80,129	1.2
North Carolina	123	20,221	0.6
North Dakota	1	525	0.2
Ohio	308	12,146	2.5
Oklahoma	535	5,537	9.7
Oregon	6	1,310	0.5
Pennsylvania	448	17,095	2.6
Rhode Island	83	2,183	3.8
South Carolina	654	9,181	7.1
South Dakota	6	573	1.0
Tennessee	150	11,149	1.3
Texas	3,850	164,220	2.3
Utah	41	1,012	4.1
Vermont	-	-	-
Virginia	854	17,682	4.8
Washington	5	6,617	0.1
West Virginia	0	16	0.0
Wisconsin	165	5,585	3.0
Wyoming	0	157	0.0

- Not applicable; New Hampshire and Vermont did not have schools with high percentages of students of color.

Rounds to zero

Note: Detail may not sum to totals due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

Exhibit A.7. Number and percentage of uncertified teachers in schools with high percentages of English learners, by state: 2013–14

State	Number of uncertified teachers	Total number of teachers	Percentage of uncertified teachers
50 States and D.C.	12,273	470,533	2.6
Alabama	5	1,382	0.4
Alaska	67	1,535	4.4
Arizona	296	6,497	4.6
Arkansas	56	3,790	1.5
California	2,328	121,696	1.9
Colorado	3,358	13,772	24.4
Connecticut	60	2,459	2.4
Delaware	8	649	1.2
District of Columbia	172	1,201	14.3
Florida	940	24,817	3.8
Georgia	111	10,648	1.0
Hawaii	84	2,518	3.3
Idaho	7	1,033	0.7
Illinois	139	23,249	0.6
Indiana	27	5,461	0.5
Iowa	1	2,744	#
Kansas	109	6,301	1.7
Kentucky	2	1,207	0.2
Louisiana	38	534	7.1
Maine	4	967	0.4
Maryland	289	6,376	4.5
Massachusetts	233	10,011	2.3
Michigan	43	5,304	0.8
Minnesota	42	7,275	0.6
Mississippi	9	175	5.1
Missouri	50	1,957	2.6
Montana	4	424	0.9
Nebraska	1	2,024	#
Nevada	3	7,061	#
New Hampshire	1	270	0.4
New Jersey	185	5,880	3.1
New Mexico	178	7,372	2.4
New York	55	24,812	0.2
North Carolina	0	7,056	0.0
North Dakota	2	144	1.4
Ohio	38	2,589	1.5
Oklahoma	372	4,702	7.9
Oregon	10	3,910	0.3
Pennsylvania	28	2,630	1.1
Rhode Island	57	1,477	3.9
South Carolina	72	2,922	2.5
South Dakota	2	612	0.3
Tennessee	7	3,146	0.2
Texas	1,433	100,240	1.4
Utah	61	2,146	2.9
Vermont	1	155	0.6
Virginia	1,129	13,599	8.3
Washington	21	9,330	0.2
West Virginia	-	-	-
Wisconsin	135	4,285	3.2
Wyoming	0	186	0.0

- Not applicable; West Virginia did not have schools with high percentages of English learners.

Rounds to zero

Note: Detail may not sum to totals due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

Exhibit A.8. Number and percentage of uncertified teachers in schools with high percentages of students with disabilities, by state: 2013–14

State	Number of uncertified teachers	Total number of teachers	Percentage of uncertified teachers
50 States and D.C.	7,867	445,160	1.8
Alabama	29	6,447	0.4
Alaska	2	924	0.2
Arizona	252	5,007	5.0
Arkansas	31	2,919	1.0
California	188	9,479	2.0
Colorado	155	1,057	14.6
Connecticut	56	7,670	0.7
Delaware	22	2,264	1.0
District of Columbia	223	1,297	17.2
Florida	1,722	23,993	7.2
Georgia	88	4,113	2.1
Hawaii	48	425	11.2
Idaho	2	635	0.3
Illinois	145	19,197	0.8
Indiana	77	13,346	0.6
Iowa	0	2,362	0.0
Kansas	90	4,525	2.0
Kentucky	31	8,416	0.4
Louisiana	647	6,979	9.3
Maine	138	7,166	1.9
Maryland	321	5,982	5.4
Massachusetts	747	36,032	2.1
Michigan	60	7,523	0.8
Minnesota	104	7,690	1.4
Mississippi	74	2,227	3.3
Missouri	100	6,673	1.5
Montana	8	878	0.9
Nebraska	10	3,723	0.3
Nevada	2	812	0.2
New Hampshire	109	8,568	1.3
New Jersey	298	30,744	1.0
New Mexico	76	2,734	2.8
New York	321	54,573	0.6
North Carolina	29	5,943	0.5
North Dakota	20	1,809	1.1
Ohio	246	22,412	1.1
Oklahoma	100	10,696	0.9
Oregon	9	2,052	0.4
Pennsylvania	217	36,439	0.6
Rhode Island	25	3,001	0.8
South Carolina	100	4,376	2.3
South Dakota	4	1,310	0.3
Tennessee	50	9,524	0.5
Texas	255	21,800	1.2
Utah	49	1,725	2.8
Vermont	36	3,446	1.1
Virginia	297	7,501	4.0
Washington	4	5,379	0.1
West Virginia	143	4,000	3.6
Wisconsin	109	6,433	1.7
Wyoming	2	933	0.2

Note: Detail may not sum to totals due to rounding.

Source: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14.

Exhibit A.9. Number and percentage of uncertified teachers in schools in rural areas, by state: 2013–14

State	Number of uncertified teachers	Total number of teachers	Percentage of uncertified teachers
50 States and D.C.	6,294	630,010	1.0
Alabama	98	18,698	0.5
Alaska	67	2,716	2.5
Arizona	163	5,805	2.8
Arkansas	128	12,452	1.0
California	114	16,182	0.7
Colorado	266	7,513	3.5
Connecticut	30	5,738	0.5
Delaware	20	1,637	1.2
District of Columbia	-	-	-
Florida	631	17,487	3.6
Georgia	568	29,026	2.0
Hawaii	62	1,074	5.7
Idaho	15	4,031	0.4
Illinois	26	15,315	0.2
Indiana	94	17,534	0.5
Iowa	1	12,539	#
Kansas	104	10,836	1.0
Kentucky	71	15,472	0.5
Louisiana	430	12,958	3.3
Maine	221	8,159	2.7
Maryland	108	8,544	1.3
Massachusetts	96	6,956	1.4
Michigan	38	17,389	0.2
Minnesota	107	13,014	0.8
Mississippi	252	15,479	1.6
Missouri	178	20,939	0.9
Montana	51	4,924	1.0
Nebraska	21	7,405	0.3
Nevada	15	1,741	0.9
New Hampshire	32	5,666	0.6
New Jersey	144	9,858	1.5
New Mexico	79	5,440	1.4
New York	48	27,878	0.2
North Carolina	35	35,826	0.1
North Dakota	56	4,156	1.3
Ohio	45	25,505	0.2
Oklahoma	53	15,085	0.3
Oregon	23	3,967	0.6
Pennsylvania	27	24,121	0.1
Rhode Island	5	1,220	0.4
South Carolina	282	16,271	1.7
South Dakota	21	4,547	0.5
Tennessee	80	19,994	0.4
Texas	393	56,496	0.7
Utah	87	2,939	3.0
Vermont	44	4,549	1.0
Virginia	415	23,020	1.8
Washington	3	6,772	#
West Virginia	349	8,154	4.3
Wisconsin	95	14,638	0.6
Wyoming	6	2,349	0.2

- Not applicable; the District of Columbia did not have rural schools.

Rounds to zero

Note: Detail may not sum to totals due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.10. Number and percentage of uncertified teachers in schools in urban areas, by state: 2013–14

State	Number of uncertified teachers	Total number of teachers	Percentage of uncertified teachers
50 States and D.C.	26,360	904,084	2.9
Alabama	203	11,541	1.8
Alaska	0	2,620	0.0
Arizona	1,430	27,284	5.2
Arkansas	64	8,862	0.7
California	2,607	117,748	2.2
Colorado	4,820	20,590	23.4
Connecticut	315	11,309	2.8
Delaware	45	1,352	3.3
District of Columbia	1,036	5,628	18.4
Florida	1,845	42,067	4.4
Georgia	437	18,146	2.4
Hawaii	64	2,741	2.3
Idaho	59	3,188	1.8
Illinois	622	39,477	1.6
Indiana	137	18,683	0.7
Iowa	0	9,212	0.0
Kansas	254	9,121	2.8
Kentucky	34	10,172	0.3
Louisiana	1,047	12,925	8.1
Maine	4	1,651	0.2
Maryland	999	12,929	7.7
Massachusetts	644	12,467	5.2
Michigan	127	19,905	0.6
Minnesota	100	12,781	0.8
Mississippi	129	3,482	3.7
Missouri	221	10,217	2.2
Montana	768	2,604	29.5
Nebraska	15	7,939	0.2
Nevada	26	11,724	0.2
New Hampshire	53	1,846	2.8
New Jersey	119	8,686	1.4
New Mexico	254	7,615	3.3
New York	904	87,977	1.0
North Carolina	94	27,780	0.3
North Dakota	20	2,151	0.9
Ohio	416	20,639	2.0
Oklahoma	549	9,102	6.0
Oregon	45	9,094	0.5
Pennsylvania	462	22,232	2.1
Rhode Island	101	2,869	3.5
South Carolina	726	9,451	7.7
South Dakota	2	2,465	0.1
Tennessee	151	21,089	0.7
Texas	3,358	135,697	2.5
Utah	69	4,027	1.7
Vermont	6	582	1.0
Virginia	516	21,828	2.4
Washington	27	19,202	0.1
West Virginia	61	2,583	2.4
Wisconsin	379	17,153	2.2
Wyoming	1	1,655	0.1

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.11. Number of schools, by percentage of uncertified teachers, overall and by school charter status: 2013–14

Type of school	Total	Zero	>0 to <5%	5% to <10%	10% to <15%	15% to <25%	25% or more
All schools	93,323	78,902	6,687	3,296	1,540	1,197	1,701
High-poverty schools	23,632	18,532	1,924	1,250	648	532	746
Schools with 75%+ students of color	24,427	18,479	2,222	1,394	762	661	909
Schools with 20%+ English learners	14,005	11,421	1,076	603	312	249	344
Schools with 20%+ students with disabilities	15,646	13,244	965	590	265	261	321
Rural schools	25,559	22,756	1,314	745	313	207	224
Urban schools	24,438	19,208	2,119	1,065	580	525	941
Traditional schools	87,406	75,356	6,304	2,894	1,144	811	897
High-poverty schools	21,419	17,329	1,795	1,081	478	358	378
Schools with 75%+ students of color	21,466	16,939	2,028	1,151	511	418	419
Schools with 20%+ English learners	13,074	10,850	1,013	538	259	183	231
Schools with 20%+ students with disabilities	14,863	12,785	932	539	205	196	206
Rural schools	24,964	22,327	1,280	721	287	175	174
Urban schools	21,378	17,569	1,940	834	343	282	410
Charter schools	5,917	3,546	383	402	396	386	804
High-poverty schools	2,213	1,203	129	169	170	174	368
Schools with 75%+ students of color	2,961	1,540	194	243	251	243	490
Schools with 20%+ English learners	931	571	63	65	53	66	113
Schools with 20%+ students with disabilities	783	459	33	51	60	65	115
Rural schools	595	429	34	24	26	32	50
Urban schools	3,060	1,639	179	231	237	243	531

Note: Traditional schools are schools that are not charter schools.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.12. Percentage distribution of schools, by percentage of uncertified teachers, overall and by school charter status: 2013–14

Type of school	Zero	>0 to <5%	5% to <10%	10% to <15%	15% to <25%	25% or more
All schools	85	7	4	2	1	2
High-poverty schools	78	8	5	3	2	3
Schools with 75%+ students of color	76	9	6	3	3	4
Schools with 20%+ English learners	82	8	4	2	2	2
Schools with 20%+ students with disabilities	85	6	4	2	2	2
Rural schools	89	5	3	1	1	1
Urban schools	79	9	4	2	2	4
Traditional schools	86	7	3	1	1	1
High-poverty schools	81	8	5	2	2	2
Schools with 75%+ students of color	79	9	5	2	2	2
Schools with 20%+ English learners	83	8	4	2	1	2
Schools with 20%+ students with disabilities	86	6	4	1	1	1
Rural schools	89	5	3	1	1	1
Urban schools	82	9	4	2	1	2
Charter schools	60	6	7	7	7	14
High-poverty schools	54	6	8	8	8	17
Schools with 75%+ students of color	52	7	8	8	8	17
Schools with 20%+ English learners	61	7	7	6	7	12
Schools with 20%+ students with disabilities	59	4	7	8	8	15
Rural schools	72	6	4	4	5	8
Urban schools	54	6	8	8	8	17

Notes: Traditional schools are schools that are not charter schools. Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.13. Percentage of schools with uncertified teachers, overall and by school charter status: 2013–14

Type of school	Total number of schools	Number of schools with uncertified teachers	Percentage of schools with uncertified teachers
All schools	93,323	14,421	15
High-poverty schools	23,632	5,100	22
Schools with 75%+ students of color	24,427	5,948	24
Schools with 20%+ English learners	14,005	2,584	18
Schools with 20%+ students with disabilities	15,646	2,402	15
Rural schools	25,559	2,803	11
Urban schools	24,438	5,230	21
Traditional schools	87,406	12,050	14
High-poverty schools	21,419	4,090	19
Schools with 75%+ students of color	21,466	4,527	21
Schools with 20%+ English learners	13,074	2,224	17
Schools with 20%+ students with disabilities	14,863	2,078	14
Rural schools	24,964	2,637	11
Urban schools	21,378	3,809	18
Charter schools	5,917	2,371	40
High-poverty schools	2,213	1,010	46
Schools with 75%+ students of color	2,961	1,421	48
Schools with 20%+ English learners	931	360	39
Schools with 20%+ students with disabilities	783	324	41
Rural schools	595	166	28
Urban schools	3,060	1,421	46

Note: Traditional schools are schools that are not charter schools.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.14. Percentage of uncertified teachers, overall and by type of school: 2013–14

Type of school	Total number of teachers	Number of uncertified teachers	Percentage of uncertified teachers
All schools	3,130,193	53,865	1.7
High-poverty schools	758,280	21,685	2.9
Schools with 75%+ students of color	870,306	26,933	3.1
Schools with 20%+ English learners	470,533	12,273	2.6
Schools with 20%+ students with disabilities	445,160	7,867	1.8
Rural schools	630,010	6,294	1.0
Urban schools	904,084	26,360	2.9
Traditional schools	2,984,750	40,136	1.3
High-poverty schools	703,619	15,663	2.2
Schools with 75%+ students of color	793,441	18,299	2.3
Schools with 20%+ English learners	447,626	10,193	2.3
Schools with 20%+ students with disabilities	429,294	6,162	1.4
Rural schools	619,647	5,646	0.9
Urban schools	828,086	17,003	2.1
Charter schools	145,443	13,729	9.4
High-poverty schools	54,661	6,022	11.9
Schools with 75%+ students of color	76,865	8,634	11.2
Schools with 20%+ English learners	22,907	2,080	9.1
Schools with 20%+ students with disabilities	15,865	1,704	10.7
Rural schools	10,363	648	6.6
Urban schools	75,998	9,357	13.2

Notes: Traditional schools are schools that are not charter schools. Detail may not sum to totals due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.15. Number of uncertified teachers, by percentage of uncertified teachers in the school and by school charter status: 2013–14

Type of school	Total	<5%	5% to <10%	10% to <15%	15% to <25%	25% or more
All schools	53,865	8,979	9,224	6,336	7,011	22,315
High-poverty schools	21,685	2,473	3,326	2,590	3,125	10,171
Schools with 75%+ students of color	26,933	3,121	3,957	3,211	4,057	12,587
Schools with 20%+ English learners	12,273	1,372	1,663	1,408	1,633	6,199
Schools with 20%+ students with disabilities	7,867	1,268	1,515	889	1,186	3,009
Rural schools	6,294	1,453	1,566	957	790	1,529
Urban schools	26,360	2,915	2,977	2,377	3,176	14,914
Traditional schools	40,136	8,463	8,314	5,049	5,005	13,305
High-poverty schools	15,663	2,320	2,920	1,998	2,132	6,293
Schools with 75%+ students of color	18,299	2,873	3,378	2,385	2,679	6,983
Schools with 20%+ English learners	10,193	1,297	1,534	1,228	1,313	4,821
Schools with 20%+ students with disabilities	6,163	1,225	1,414	721	891	1,911
Rural schools	5,646	1,413	1,528	889	664	1,151
Urban schools	17,003	2,678	2,420	1,571	1,827	8,507
Charter schools	13,729	516	910	1,287	2,006	9,010
High-poverty schools	6,022	153	406	592	993	3,878
Schools with 75%+ students of color	8,634	248	579	826	1,377	5,604
Schools with 20%+ English learners	2,080	75	129	180	320	1,377
Schools with 20%+ students with disabilities	1,704	43	101	169	295	1,097
Rural schools	648	40	38	67	126	378
Urban schools	9,357	237	557	806	1,349	6,407

Notes: Traditional schools are schools that are not charter schools. Detail may not sum to totals due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.16. Number of uncertified teachers, by percentage of uncertified teachers in the school and by school characteristics: 2013–14

Type of School	Total	<5%	5% to <10%	10% to <15%	15% to <25%	25% or more
By percentage of students eligible for free or reduced-price lunch						
High (75% or more)	21,685	2,473	3,326	2,590	3,125	10,171
Medium-high (50% to less than 75%)	13,020	2,677	2,591	1,624	1,743	4,385
Medium-low (35% to less than 50%)	6,260	1,461	1,269	729	609	2,192
Low (less than 35%)	10,293	2,309	1,898	1,287	1,290	3,510
By percentage of students of color						
High (75% or more)	26,933	3,121	3,957	3,211	4,057	12,587
Medium (25% to less than 75%)	18,701	4,094	3,854	2,334	2,058	6,361
Low (less than 25%)	8,231	1,763	1,414	791	896	3,367
By percentage of English learners						
High (20% or more)	12,273	1,372	1,663	1,408	1,633	6,199
Medium (5% to less than 20%)	14,435	2,619	2,848	1,823	1,924	5,221
Low (more than 0 to less than 5%)	19,173	4,352	3,666	2,305	2,464	6,388
No ELs	7,983	637	1,047	801	990	4,509
By percentage of students with disabilities						
High (20% or more)	7,867	1,268	1,515	889	1,186	3,009
Medium (10% to less than 20%)	29,148	5,922	5,935	4,047	4,033	9,211
Low (less than 10%)	16,851	1,789	1,774	1,400	1,792	10,096
By urbanicity						
Urban	26,360	2,915	2,977	2,377	3,176	14,914
Suburban	16,664	3,787	3,729	2,400	2,541	4,206
Town	3,346	790	878	536	371	771
Rural	6,294	1,453	1,566	957	790	1,529
By school size						
Very large (more than 600 students)	27,375	6,484	5,753	3,473	3,331	8,335
Medium-Large (401 to 600 students)	12,220	1,604	1,857	1,434	1,688	5,636
Medium-small (201 to 400 students)	9,452	791	1,219	964	1,378	5,101
Small (200 or fewer students)	4,818	99	395	466	614	3,244
By school grade level						
Elementary schools	24,089	3,504	3,890	3,039	3,177	10,479
Middle schools	7,807	1,787	1,559	997	1,003	2,461
High schools	15,240	3,316	3,146	1,678	1,679	5,422
Other/combined schools	6,695	371	625	615	1,147	3,936

Note: Detail may not sum to totals due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.17. Percentage distribution of uncertified teachers, by percentage of uncertified teachers in the school and by school characteristics: 2013–14

Type of school	<5%	5% to <10%	10% to <15%	15% to <25%	25% or more
All schools	17	17	12	13	41
High-poverty schools	11	15	12	14	47
Schools with 75%+ students of color	12	15	12	15	47
Schools with 20%+ English learners	11	14	11	13	51
Schools with 20%+ students with disabilities	16	19	11	15	38
Rural schools	23	25	15	13	24
Urban schools	11	11	9	12	57
Traditional schools	21	21	13	12	33
High-poverty schools	15	19	13	14	40
Schools with 75%+ students of color	16	18	13	15	38
Schools with 20%+ English learners	13	15	12	13	47
Schools with 20%+ students with disabilities	20	23	12	14	31
Rural schools	25	27	16	12	20
Urban schools	16	14	9	11	50
Charter schools	4	7	9	15	66
High-poverty schools	3	7	10	16	64
Schools with 75%+ students of color	3	7	10	16	65
Schools with 20%+ English learners	4	6	9	15	66
Schools with 20%+ students with disabilities	3	6	10	17	64
Rural schools	6	6	10	19	58
Urban schools	3	6	9	14	68

Notes: Traditional schools are schools that are not charter schools. Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.18. Percentage distribution of uncertified teachers, by percentage of uncertified teachers in the school and by school characteristics: 2013–14

Type of School	<5%	5% to <10%	10% to <15%	15% to <25%	25% or more
By percentage of students eligible for free or reduced-price lunch					
High (75% or more)	11	15	12	14	47
Medium-high (50% to less than 75%)	21	20	12	13	34
Medium-low (35% to less than 50%)	23	20	12	10	35
Low (less than 35%)	22	18	13	13	34
By percentage of students of color					
High (75% or more)	12	15	12	15	47
Medium (25% to less than 75%)	22	21	12	11	34
Low (less than 25%)	21	17	10	11	41
By percentage of English learners					
High (20% or more)	11	14	11	13	51
Medium (5% to less than 20%)	18	20	13	13	36
Low (more than 0 to less than 5%)	23	19	12	13	33
No ELs	8	13	10	12	56
By percentage of students with disabilities					
High (20% or more)	16	19	11	15	38
Medium (10% to less than 20%)	20	20	14	14	32
Low (less than 10%)	11	11	8	11	60
By urbanicity					
Urban	11	11	9	12	57
Suburban	23	22	14	15	25
Town	24	26	16	11	23
Rural	23	25	15	13	24
By school size					
Very large (more than 600 students)	24	21	13	12	30
Medium-Large (401 to 600 students)	13	15	12	14	46
Medium-small (201 to 400 students)	8	13	10	15	54
Small (200 or fewer students)	2	8	10	13	67
By school grade level					
Elementary schools	15	16	13	13	44
Middle schools	23	20	13	13	32
High schools	22	21	11	11	36
Other/combined schools	6	9	9	17	59

Note: Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), “Public Elementary/Secondary School Universe Survey,” 2013–14.

Exhibit A.19. Percentage distribution of all teachers and uncertified teachers, by school characteristics: 2013–14

Type of School	All teachers	Uncertified teachers
By percentage of students eligible for free or reduced-price lunch		
High (75% or more)	25	42
Medium-high (50% to less than 75%)	28	25
Medium-low (35% to less than 50%)	17	12
Low (less than 35%)	31	20
By percentage of students of color		
High (75% or more)	28	50
Medium (25% to less than 75%)	40	35
Low (less than 25%)	32	15
By percentage of English learners		
High (20% or more)	15	23
Medium (5% to less than 20%)	26	27
Low (more than 0 to less than 5%)	47	36
No ELs	13	15
By percentage of students with disabilities		
High (20% or more)	14	15
Medium (10% to less than 20%)	64	54
Low (less than 10%)	21	31
By urbanicity		
Urban	29	50
Suburban	39	32
Town	12	6
Rural	20	12
By school size		
Very large (more than 600 students)	54	51
Medium-Large (401 to 600 students)	25	23
Medium-small (201 to 400 students)	16	18
Small (200 or fewer students)	5	9
By school grade level		
Elementary schools	49	45
Middle schools	19	15
High schools	28	28
Other/combined schools	4	12

Note: Detail may not sum to 100 percent due to rounding.

Sources: U.S. Department of Education, Office for Civil Rights (OCR), Civil Rights Data Collection (CRDC), 2013–14 and National Center for Education Statistics (NCES), Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2013–14.



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