



Highly Qualified Teachers Enrolled in Programs Providing Alternative Routes to Teacher Certification or Licensure

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Prepared by:

Policy and Program Studies Service
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Arne Duncan
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Office of Planning, Evaluation and Policy Development

Amy McIntosh
Deputy Assistant Secretary
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Policy and Program Studies Service

Jennifer Bell-Ellwanger
Director

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Content Contact:

Ivy Morgan
Phone: 202-401-7767
Email: ivy.morgan@ed.gov

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Executive Summary

Teacher preparation programs that provide alternative pathways to teacher certification are intended to expand the pool of potential teachers and enable a more diverse array of people to enter the teaching profession. Alternative route programs typically allow candidates to serve as teachers of record in a classroom while they complete their coursework for full state certification or licensure. Such programs are frequently designed to recruit potential teachers to fill critical shortage areas in hard-to-staff schools and subjects as well as to recruit and train mid-career professionals who are interested in transitioning to the teaching profession.

Teachers who are enrolled in programs providing alternative routes to certification or licensure may, if the programs have certain minimum elements, meet the certification requirements to be considered a highly qualified teacher (HQT) under the *Elementary and Secondary Education Act (ESEA)*.ⁱ Some policymakers and civil rights advocates have raised concerns that teachers enrolled in alternative route programs may be disproportionately assigned to teach students with greater needs. At the same time, because one purpose of alternative route programs is to recruit teachers to fill critical shortage areas in hard-to-staff schools and subjects, it may not be surprising if high-need schools have a higher proportion of teachers in alternative route programs than other schools. Research on the effects of alternative vs. traditional pathways to certification on student achievement has found mixed results.ⁱⁱ

In order to better understand this issue, Congress directed the U.S. Department of Education to provide data on the extent to which students in four different subgroups are taught by teachers who are classified as highly qualified under *ESEA* and who are enrolled in alternative route teacher preparation programs: (1) students with disabilities, (2) English learners, (3) students in rural areas, and (4) low-income students.

This report summarizes information collected by the Department for the 2013–14 school year in response to the congressional directive. Because many states did not have the capacity to report student-level data on teacher certification, the Department instead asked states to report the number of HQTs who were enrolled in alternative route programs for three groups of teachers: (1) all teachers, (2) special education teachers, and (3) teachers in language instruction educational programs for English learners under Title III of the *ESEA* (Title III teachers). In addition, the Department estimated the number of HQTs in rural and high-poverty areas by incorporating district-level classifications from extant data sources. States were asked to report the data in terms of full-time equivalent (FTE) teachers and to report the data for each local education agency (LEA) as well as for the state as a whole.

A total of 49 states and jurisdictions reported the requested data (48 states and the District of Columbia). Two states and two jurisdictions did not submit these data — Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. The 49 states and jurisdictions that submitted these data accounted for 94 percent of the nation’s teachers and 95 percent of all teachers enrolled in

ⁱ In this report, references to *ESEA* are to the *Elementary and Secondary Education Act of 1965*, as amended in 2001 by the *No Child Left Behind Act*.

ⁱⁱ Constantine et al. (2009), *An Evaluation of Teachers Trained Through Different Routes to Certification: Final Report*; and Clark et al. (2013), *The Effectiveness of Secondary Math Teachers from Teach For America and the Teaching Fellows Programs*.

alternative route programs.ⁱⁱⁱ However, only 16 states reported having Title III HQTs enrolled in alternative route programs, and over three-fourths of such Title III HQTs were in just four of those states (Florida, New Jersey, New Mexico, and Tennessee), so these data should be viewed with caution as they largely represent patterns in four states.

Key findings based on these data include:

- While most states employed some HQTs who were enrolled in alternative route teacher preparation programs, these teachers made up a small proportion of total HQTs, both overall as well as for the four subgroups of HQTs examined in this report.
 - Overall, across 48 states and the District of Columbia, 1.5 percent of HQTs were enrolled in alternative route programs.
 - The average percentage of HQTs enrolled in alternative route programs was 1.9 percent for special education teachers, 1.3 percent for Title III teachers, 2.3 percent for high-poverty school districts, and 1.3 percent for rural school districts.
- A majority of the responding states reported that less than 1 percent of all HQTs were enrolled in alternative route programs. Four states reported that none of their HQTs were in alternative route programs, while 12 states had one or more HQT subgroups in which 4 percent or more were enrolled in alternative route programs.
- Most LEAs had no HQTs enrolled in alternative route programs. In the LEAs that did have such teachers, most had fewer than five such teachers, and they usually accounted for less than 4 percent of all HQTs in the LEA.
- High-poverty school districts had higher percentages of HQTs enrolled in alternative route programs (2.3 percent), on average, than districts with low poverty rates (1.0 percent).
- Across all LEAs, rural school districts had a lower percentage of HQTs enrolled in alternative route programs (1.3 percent) than urban districts (2.2 percent) and a proportion that was comparable to the proportions in town and suburban districts (1.5 percent and 1.1 percent, respectively).

ⁱⁱⁱ Total numbers of teacher candidates currently enrolled in alternative route programs are available from annual state-reported data submitted to the Office of Postsecondary Education by the 50 states, the District of Columbia, and Puerto Rico (states generally collect these data from institutions offering teacher preparation programs). The most recent available data, for the 2011–12 school year, indicate that Mississippi and Pennsylvania each accounted for 2.3 percent of all teacher candidates in alternative route programs, and Puerto Rico accounted for 0.1 percent.

I. Introduction

Alternative pathways to teacher certification are intended to expand the pool of potential teachers and enable a more diverse array of people to gain certification and enter the teaching profession. Alternative route programs vary in their specific features and requirements, but typically allow candidates to serve as teachers of record in a classroom while they complete coursework for full state certification or licensure. Such programs are frequently designed to recruit potential teachers to fill critical shortage areas in hard-to-staff schools and subjects as well as to recruit and train mid-career professionals who are interested in transitioning to the teaching profession.

Title I of the *Elementary and Secondary Education Act (ESEA)*¹ requires that all public school teachers of core academic subjects be “highly qualified,” including having full state certification or licensure. Under federal regulations, teachers who are enrolled in programs providing an alternative route to certification or licensure may, if those programs have certain minimum elements, meet the certification requirements to be considered a highly qualified teacher for up to three years while they complete full state certification or licensure requirements.²

Some policymakers and civil rights advocates have raised concerns that teachers enrolled in alternative route programs may be disproportionately assigned to teach students with greater needs. At the same time, because alternative route programs are often intended to recruit teachers to fill critical shortage areas in hard-to-staff schools and subjects, it may not be surprising if high-need schools have a higher proportion of teachers in alternative route programs compared with other schools. Research on the effects of alternative vs. traditional pathways to certification on student achievement has found mixed results.³

In order to better understand this issue, Congress directed the U.S. Department of Education to provide data on the extent to which certain students are taught by teachers who are deemed highly qualified and are currently enrolled in alternative route teacher preparation programs.⁴ Specifically, Congress asked the Department to collect these data for four student subgroups: (1) students with disabilities, (2) English learners, (3) students in rural areas, and (4) low-income students. Congress asked the Department to report these data by state and by local education agency (LEA).

¹ In this report, references to *ESEA* are to the *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act of 2001*.

² 34 CFR 200.56(a)(2).

³ As summarized by a 2009 Institute of Education Sciences (IES) report, “The more rigorous studies generally showed that students of AC [alternative route to certification] teachers scored the same or higher than students of TC [traditional route to certification] teachers, or that they scored slightly lower during their teacher’s first year of teaching, but scored the same by the teacher’s second year. When effects have been found, they have typically been described by the authors as small.” The IES study itself found no statistically significant difference in performance between students of alternative route and traditional route teachers (Constantine et al., 2009, *An Evaluation of Teachers Trained Through Different Routes to Certification: Final Report*). A 2013 IES report found that teachers enrolled in highly selective alternative route programs were as effective as or more effective than teachers from other routes to certification (Clark et al., 2013, *The Effectiveness of Secondary Math Teachers from Teach For America and the Teaching Fellows Programs*).

⁴ *Continuing Resolution, 2013* (P.L. 112-175, Section 145(c)) (CR). The full text of the request is as follows: “Not later than December 31, 2013, the Secretary of Education shall submit a report to the Committees on Appropriations and Health, Education, Labor, and Pensions of the Senate and the Committees on Appropriations and Education and the Workforce of the House of Representatives, using data required under existing law (section 1111(h)(6)(A) of Public Law 107–110) by State and each local educational agency, regarding the extent to which students in the following categories are taught by teachers who are deemed highly qualified pursuant to 34 C.F.R. 200.56(a)(2)(ii) as published in the Federal Register on December 2, 2002: (1) Students with disabilities. (2) English Learners. (3) Students in rural areas. (4) Students from low-income families.”

This report summarizes data submitted by 48 states and the District of Columbia for the 2013–14 school year in response to the congressional request. The state- and district-level datasets are available on the Department’s website at <http://www2.ed.gov/about/offices/list/opeed/ppss/reports.html>.

Overview of Study Design and Study Questions

In order to respond to the congressional request, the Department designed a special data collection in a manner intended to maximize data quality while also minimizing reporting burden for states and school districts. Several factors limited the ability of states and school districts to report the student-level data requested by Congress. First, the data were not readily available in all states and districts, because the *ESEA* does not require them to report or maintain statewide or districtwide data on the characteristics and credentials of all teachers. The “Parents Right-to-Know” provision of Title I does require Title I districts to respond to parent requests for information about the credentials of their child’s teacher(s), but it does not require districts to systematically collect comprehensive data on teacher qualifications or to report such data to their state education agency (SEA) or to the U.S. Department of Education.⁵

In addition, in order to provide data on the characteristics of students’ teachers (i.e., the number of students with disabilities or English learners who are taught by teachers with certain credentials), states and/or school districts would need to have teacher-to-course-to-student data systems that also link to teacher licensure data. However, after a review of information collected from states through the Statewide Longitudinal Data Systems (SLDS) grant program, the Department concluded that very few states and school districts had data systems that link teacher licensure data to specific courses and students.

Consequently, the Department asked states to report district-level data on the numbers of highly qualified teachers (HQTs) in alternative route programs who served the specific populations of students identified in the congressional directive, rather than data on the numbers of students taught by such teachers. Specifically, the Department asked states to report the number of HQT FTEs who were enrolled in alternative route programs, overall and for each school district, for three groups of teachers: (1) all teachers, (2) special education teachers, and (3) teachers in Title III language instruction educational programs (referred to in this report as “Title III teachers”). This reporting allowed the Department to examine those HQTs who were specifically assigned to teach students with disabilities or English learners and whether those students were disproportionately taught by teachers who were enrolled in alternative route programs.

In order to examine the extent to which students in rural and high-poverty areas were taught by HQTs enrolled in alternative route programs, this study used extant data from the National Center for Education Statistics (NCES) and the Census Bureau to identify rural school districts and high-poverty school districts. In addition, because many states reported having no Title III HQTs enrolled in alternative route programs (33 states), the study also used NCES data on English learner (EL) student enrollment in

⁵ See section 1111(h)(6)(A). This provision reads: “(6) PARENTS RIGHT-TO-KNOW. (A) QUALIFICATIONS. At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including, at a minimum, the following: (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived. (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree. (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.”

order to examine whether districts with relatively high concentrations of EL students had higher proportions of HQTs enrolled in alternative route programs (see Appendix A).

This report is not meant to capture all teachers who ever participated in alternative route certification programs. Rather, the report examines the extent to which those teachers who had been designated as highly qualified under *ESEA* were enrolled in such programs during the reporting year. Specifically, the report examines the following study questions:

- What percentage of highly qualified teachers are enrolled in alternative route programs, overall and for special education teachers, Title III teachers, high-poverty school districts, and rural school districts?
- How many states and districts have highly qualified teachers enrolled in alternative route programs? How many have relatively high percentages of such teachers?
- How does the percentage of highly qualified teachers enrolled in alternative route programs vary across districts? Are they more prevalent in high-poverty districts or rural districts?

The remainder of this chapter provides general information about alternative route teacher preparation programs. A more detailed discussion of study methods, including data collection procedures and data limitations, is provided in Chapter II.

Alternative Routes to Teacher Certification or Licensure

Generally, while both traditional and alternative route programs culminate in a specific state teacher certification or licensure in a specific field, the two types of programs differ both in the timing of how prospective teachers complete coursework and earn full teaching credentials and in the types of organizations that provide them. Candidates tend to enter alternative route programs with at least a bachelor's degree and often are professionals switching from other careers into teaching.⁶ In contrast, traditional route teacher preparation programs tend to enroll undergraduate students and confer bachelor's degrees.

As with requirements for teacher certification or licensure, states do not share a common definition or set of requirements to govern what is considered a traditional route or an alternative route; what is considered an alternative route in one state might not be classified as such in another state. For example, some states classify Teach for America as an alternative route program, while other states, such as Delaware, consider it to be a recruiting mechanism, whereby teacher preparation occurs through a traditional route program.⁷

Federal requirements concerning highly qualified teachers and alternative routes

Title I of *ESEA*, as amended by the *No Child Left Behind Act of 2001*, requires that all teachers of core academic subjects be highly qualified — meaning that they have a bachelor's degree, full state certification or licensure, and demonstrate proficiency in the subject matter they teach.⁸ Core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.⁹ It is possible for a teacher to be considered highly qualified to teach one subject but not another. In 2012–13, states reported that 97 percent of core academic classes in public schools were taught by teachers designated as highly qualified.

Under federal regulations, teachers who are enrolled in programs providing an alternative route to certification or licensure may, if those programs have certain minimum elements, meet the certification requirements to be considered a highly qualified teacher for up to three years while they complete full state certification or licensure requirements. Specifically, teachers in alternative route programs must be: (1) receiving high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching; (2) participating in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; (3) assuming functions as a teacher only for a specified period of time not to exceed three years; and (4) demonstrating satisfactory progress toward full certification as prescribed by the state.¹⁰

⁶ U.S. Department of Education, Office of Innovation and Improvement (2004). *Innovations in Education: Alternative Routes to Teacher Certification*.

⁷ U.S. Department of Education, Office of Postsecondary Education. Higher Education Act *Title II Reporting System* and Delaware State Department of Education website.

⁸ *ESEA* Sections 1119(a)(2) and 9101(23). For teachers in public charter schools, the term “highly qualified” means that the teacher meets the requirements set forth in the state's public charter school law (rather than full State certification requirements) and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis (*ESEA* section 9101(23)). For special education teachers, the *Individuals with Disabilities Education Act (IDEA)* and federal regulations define specific requirements that largely mirror those of *ESEA*, except that such teachers are required to be fully certified in special education and hold a license to teach as a special education teacher (34 CFR 300.18(b)(2)(i)).

⁹ 34 CFR 200.55(c).

¹⁰ 34 CFR 200.56(a)(2).

Alternative route programs and participants

Teacher preparation entities that offer alternative route programs may include institutes of higher education (IHEs), states, LEAs, and other approved organizations (such as the American Board for Certification of Teacher Excellence or Teach for America). Only IHEs offer traditional route programs (an IHE may offer both traditional and alternative route programs). In some cases, different entities may partner with each other to offer programs — as in a partnership between a school district and an IHE.

Over one-third of all teacher preparation entities in the United States offer alternative pathways to certification.

In 2011–12, there were 675 entities that offered alternative route programs, or 40 percent of teacher preparation entities (Exhibit 1). Over two-thirds of the entities offering alternative route programs were IHEs (68 percent); the remaining 32 percent were LEAs, national teacher preparation organizations, and other organizations that states had approved to provide such programs. Most IHEs that offered alternative route programs also offered traditional route programs.

Exhibit 1. Number and percentage of teacher preparation entities offering alternative and traditional route programs, by entity type: 2011–12

Teacher preparation entity type	Number of teacher preparation entities	Percent of all entities offering alternative route programs	Percent of all teacher preparation entities
Entities offering alternative route programs	675	100	40
IHEs offering alternative route programs	456	68	27
IHEs offering both alternative and traditional route programs	422	63	25
IHEs offering alternative route programs only	34	5	2
Non-IHEs offering alternative route programs	219	32	13
IHEs offering traditional route programs only	1,023	NA	60
Entities offering any type of teacher preparation program	1,698	NA	100

Exhibit reads: Among the 675 teacher preparation entities that offered alternative route programs, 456 were IHEs. These 456 entities accounted for 68 percent of all entities offering alternative route programs and 27 percent of all teacher preparation entities.

Notes: Data are for the 50 states and the District of Columbia. “NA” indicates that a percentage calculation is “not applicable” for this category. Source: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act *Title II Reporting System*.

Alternative route programs comprised 29 percent of all teacher preparation programs in 2011–12, but a considerably smaller proportion of all teacher candidates (10 percent) and program completers (14 percent).

Many teacher preparation entities offered multiple programs in order to prepare teachers for specific content areas or assignments, so the total number of alternative route programs (7,187) is greater than the total number of entities offering alternative route programs (675). Across the nation, 62,961 candidates were enrolled in programs providing alternative pathways to certification in 2011–12, and another 29,212 completed their programs (Exhibit 2). Overall, participants in alternative route programs represented about 10 percent of all teacher preparation program enrollees and a slightly higher percentage of all completers (14 percent).

Exhibit 2. Number and percentage of teacher preparation programs, candidates, and completers, for alternative and traditional route programs: 2011–12

Teacher preparation program type	Number			Percent		
	Teacher preparation programs	Teacher preparation candidates	Program completers	Teacher preparation programs	Teacher preparation candidates	Program completers
Alternative routes	7,187	62,961	29,212	29	10	14
IHEs	4,499	33,562	14,039	18	5	7
Non-IHEs	2,688	29,399	15,173	11	5	8
Traditional routes	17,592	551,166	172,252	71	90	86
Total	24,779	614,127	201,464	100	100	100

Exhibit reads: Of all teacher preparation programs, 7,187 (29 percent) were alternative route programs, which enrolled 62,961 (10 percent) of all teacher preparation candidates and accounted for 29,212 (14 percent) of all program completers.

Notes: Data are for the 50 states and the District of Columbia. Detail may not sum to totals due to rounding.

Source: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II Reporting System.

Although IHE-based programs accounted for over two-thirds of all alternative route programs (63 percent), they tended to enroll smaller numbers of teacher candidates than did non-IHE programs, on average, and as a result they accounted for smaller percentages of alternative route candidates (53 percent) and completers (48 percent).¹¹

State-by-state data on the number of participants enrolled in alternative and traditional route programs, and the number completing such programs, is provided in Exhibit B.1 in Appendix B.

¹¹ The calculations for these percentages are as follows:

(a) alternative route programs (4,499 / 7,187 = 63 percent);

(b) alternative route teacher candidates (33,562 / 62,961 = 53 percent); and

(c) alternative route program completers (14,039 / 29,212 = 48 percent).

Teacher candidates who completed alternative route programs were more likely to focus on technical and occupational subject areas than were candidates in traditional route programs.

The percentage of completers who were enrolled in alternative route programs was highest for those focusing on business (44 percent), followed by those in science (26 percent), career and technical education (25 percent), and foreign languages (24 percent) (Exhibit 3). Alternative route program completers also accounted for an above-average proportion of total completers for mathematics (21 percent) and special education (20 percent). Completers focused on secondary and middle school education were more likely to have enrolled in alternative route programs (18 percent and 24 percent, respectively) than were those focused on elementary education (9 percent) and early childhood education (9 percent).

Exhibit 3. Teacher preparation program completers, in traditional and alternative route programs, by subject area focus: 2011–12

Subject Area	Total number of completers	Number in traditional route programs	Number in alternative route programs	Percent in alternative route programs
Business	1,803	1,007	796	44
Science	14,595	10,733	3,862	26
Career and technical education	2,018	1,510	508	25
Foreign languages	5,740	4,335	1,405	24
Middle school education	16,997	12,971	4,026	24
Multiple grade levels	16,270	12,866	3,404	21
Mathematics	14,735	11,671	3,064	21
Special education	32,978	26,277	6,701	20
Secondary education	32,594	26,689	5,905	18
General education	12,640	10,554	2,086	17
English and language arts	24,306	21,269	3,037	12
Social studies and social sciences	21,514	19,222	2,292	11
Bilingual education and ESL	15,336	13,836	1,500	10
Health and physical education	12,377	11,239	1,138	9
Arts	12,346	11,220	1,126	9
Early childhood education	22,228	20,182	2,046	9
Elementary education	81,196	74,036	7,160	9
Other	3,563	2,988	575	16
Total	343,236	292,605	50,631	15

Exhibit reads: Among teacher preparation program completers in 2011–12, there were 1,803 whose subject area was business education, including 1,007 in traditional route programs and 796 in alternative route programs. The percentage of business education completers who had completed an alternative route program accounted for 44 percent of total completers in that subject area.

Notes: Data are for the 50 states and the District of Columbia and reflect 1,608 teacher preparation entities that provided enrollment data and sufficient information to allow for categorization by subject area; these entities comprise 95 percent of the 1,698 total teacher preparation entities in 2011–12. The total number of completers differs from that in Exhibit 2 because completers may focus in multiple subject areas. Source: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act *Title II Reporting System*.

The remainder of this report discusses the data collection process, data analysis procedures, and findings for the study questions.

II. Data Collection and Analysis

The Department collected data to meet the congressional request through the NCES *EDFacts* Submission System (ESS), an electronic system used to collect a wide range of data from SEAs. The Department requested data on the numbers of HQTs enrolled in alternative route programs in the 2013–14 school year from a total of 53 jurisdictions, including the 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Education (BIE).¹²

States were asked to submit data on the total number of HQTs and the number of HQTs who were enrolled in alternative route programs in full-time equivalents (FTEs), for the state as a whole and for each LEA within the state.¹³ States were also asked to submit the same data for special education HQTs and Title III HQTs.¹⁴ The Department gave states flexibility in determining their methodology to calculate the FTE of HQTs and HQTs enrolled in alternative route programs. If the state did not have approved alternative routes to certification, whether for all teachers, special education teachers, or Title III teachers, states were directed to submit the file with blanks for those values. If the state did have alternative route programs for one or more of these teacher types but data were not collected or missing, states were instructed to use “-1” to represent missing counts.

In an effort to obtain the required data from all states, the Department communicated frequently with states both prior to and during the data collection. The Department alerted states about the planned data collection in September 2013, and subsequently held additional conversations with individual state *EDFacts* coordinators and other SEA officials. In addition, all state *EDFacts* coordinators were required to attend a dedicated session at the annual NCES “Stats DC” conference in July 2014, to provide an opportunity to answer questions from states and encourage states to submit data. The Department also followed up repeatedly with states that had not responded to the information collection through both emails and phone calls.

The Department received data on HQTs enrolled in alternative route programs from 48 states and the District of Columbia. Two states and two jurisdictions did not submit the requested data: Mississippi, Pennsylvania, Puerto Rico, and BIE. Pennsylvania and BIE stated that they would not submit the data because they did not have the ability to do so.¹⁵ Mississippi and Puerto Rico provided ESS submissions but reported missing values for the number of alternative route teachers (using the “-1” reporting convention), indicating that they did not have these data.

¹² One state, Texas, originally submitted data through the ESS, but later submitted revised data outside the ESS system.

¹³ The ESS instructions for this data collection are referred to as “*EDFacts* file specification C500” and are available at <http://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/c500-10-2.doc>.

¹⁴ For this data collection, states were instructed to define a highly qualified Title III teacher as one who is highly qualified for teaching in Title III language instruction educational programs, regardless of the source of the teacher’s salary. A Title III language instruction educational program is a course of study designed to help limited English proficient children develop English proficiency and meet challenging state academic content and student academic achievement standards (Section 3211 of *ESEA*).

¹⁵ The U.S. Virgin Islands also submitted data although it was not asked to do so. The data submitted by the U.S. Virgin Islands are not included in this report, but they are included in the publicly available dataset.

Data Quality Procedures

While data checks are a standard procedure in analyzing data, they are particularly important for the HQT data examined in this report because states had not reported these data previously and many states did not have data systems that tracked teacher highly qualified status linked with certification status and alternative route program enrollment.

To help guard against possible data entry errors, the ESS data submission system was programmed to include the following checks:

- (1) The number of FTE HQTs enrolled in alternative route programs reported for all teachers, special education teachers, and Title III teachers should not be greater than the total number of FTE HQTs reported for each of those groups of teachers.
- (2) The number of FTE HQTs reported for special education teachers and for Title III teachers should not be greater than the total number of FTE HQTs reported for all teachers.
- (3) The number of FTE HQTs reported for special education teachers and Title III teachers enrolled in alternative route programs should not be greater than the total number of FTE HQTs reported for all teachers enrolled in alternative route programs.

States whose data entries did not pass the first check were not allowed to complete the submission of these data. States whose data entries did not pass the second or third checks were warned about possible errors (but were allowed to submit data).

A small number of LEAs (69 out of 15,676) were removed from the analysis dataset due to various data anomalies (Exhibit 4). Some states reported LEAs with a number of special education or Title III HQTs that exceeded the LEA's total number of HQTs, and some reported a number of special education or Title III HQTs enrolled in alternative route programs that exceeded the LEA's total number of HQTs enrolled in alternative route programs. In addition, one state (Texas) reported six LEAs with a number of HQTs enrolled in alternative route programs that was greater than their total number of HQTs (Texas submitted these data outside of the ESS, so the automated edit checks did not occur).

Exhibit 4. Number of LEAs and states with various data anomalies

Type of data anomaly	Number of LEAs	Number of states
Number of special education HQTs was greater than total number of HQTs	38	5
Number of special education alternative route HQTs was greater than total number of alternative route HQTs	15	6
Number of Title III HQTs was greater than total number of HQTs	10	4
Number of Title III alternative route HQTs was greater than total number of alternative route HQTs	1	1
Number of all HQTs enrolled in alternative routes was greater than total number of HQTs	1	1
Number of special education HQTs enrolled in alternative routes was greater than total number special education HQTs	6	1
At least one of the above anomalies	69	13

Exhibit reads: In five states, there were a total of 38 LEAs in which the reported number of special education HQTs was greater than the reported total number of HQTs.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14.

In addition, some states reported state totals for alternative route HQTs or total HQTs that did not equal the sum of the LEA-level numbers (when rounded to the nearest integer) that they reported for such teachers. However, in most cases this difference was small, amounting to less than 1 percent of the relevant group of HQTs (Exhibit 5).

Exhibit 5. Number of states that reported state totals that did not equal the sum of their LEA-level numbers, and number of states in which this difference was greater than 1 percent of highly qualified teachers (HQTs)

Type of teacher	State total did not equal sum of LEA-level numbers	Difference was greater than 1%
All alternative route HQTs	7	4 ^a
Special education alternative route HQTs	2	1 ^b
Title III alternative route HQTs	1	1 ^c
All HQTs	10	1 ^d
Special education HQTs	6	2 ^e
Title III HQTs	3	2 ^f

Exhibit reads: Seven states reported a total number of HQTs enrolled in alternative route programs that did not equal the sum of the LEA-level numbers that they reported for HQTs enrolled in alternative route programs; in four of these states, the difference between the state number and sum of the LEA numbers was greater than 1 percent.

Note: The states in which LEA-level sums differed from state totals by more than 1 percent were as follows:

- (a) all alternative route HQTs: Idaho (45 percent); Indiana (2 percent); Vermont (2 percent); and West Virginia (10 percent);
- (b) special education alternative route HQTs: Ohio (3 percent);
- (c) Title III alternative route HQTs: Idaho (31 percent),
- (d) all HQTs: Vermont (3 percent);
- (e) special education HQTs: Idaho (7 percent) and New Hampshire (41 percent); and
- (f) Title III HQTs: Idaho (11 percent) and Rhode Island (300 percent — seven HQTs at state level but a total of 28 at the district level).

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

Extent of Missing Data in Responding States

To examine the extent to which LEAs might be missing from the alternative route dataset submitted by the states, the study team compared the LEAs in this dataset to those in the NCES Common Core of Data (CCD) for the most recent available school year, 2012–13.¹⁶

The datasets submitted by the responding states included 99 percent of all regular LEAs in those states.

More specifically, the alternative route datasets submitted by the 49 responding states and jurisdictions for the 2013–14 school year included 95 percent of all LEAs, and 99 percent of all regular LEAs, that were operational in those states in the preceding year (2012–13). Most of the “missing” LEAs were either charter school LEAs or other types of LEAs such as regional education service agencies (RESAs), supervisory unions, local school districts that are components of supervisory unions, state-operated agencies, and federally-operated agencies (Exhibit 6).

¹⁶ An LEA in the 2012–13 CCD was considered to be missing from the HQT alternative route programs dataset if it had a non-zero count of teachers and was coded with any of the “open” operational statuses (no change in enrollment boundaries since the prior year and still in operation; still operational, but significant changes in boundaries or responsibilities; new district now in operation; previously operational district now added to the CCD; or previously closed but reopened).

Exhibit 6. Number and percentage of operational LEAs in the 2012–13 Common Core of Data that were included in the dataset on highly qualified teachers enrolled in alternative route programs in 2013–14, by type of LEA

Type of LEA	Total number of LEAs	Number of LEAs included in dataset	Percentage of LEAs included in dataset	Number of LEAs missing from dataset	Distribution of LEAs missing from dataset
All LEAs	16,340	15,467	95	873	100
Regular LEAs	12,280	12,154	99	126	14
Charter LEAs	2,409	2,159	90	250	29
Other LEAs	1,651	1,154	70	497	57

Exhibit reads: Across 49 responding states, there were 16,340 operational LEAs in the 2012–13 Common Core of Data; 15,467 of these LEAs (95 percent) were included in the dataset on highly qualified teachers enrolled in alternative route programs in 2013–14.

Note: The exhibit is based on data submitted by 48 states and the District of Columbia. See Exhibits B.2 and B.3 in Appendix B for state-by-state information.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Thirty states reported data on alternative route teachers for 100 percent of their regular LEAs; the remaining states were missing data for less than 6 percent of their regular LEAs. In addition, states reported data for 209 LEAs that were not present in the 2012–13 CCD.

Data Analysis Procedures

To examine the question of whether LEAs in rural areas or those serving high concentrations of poor children or English learners were more likely to have teachers in alternative route programs, the study team linked the alternative route data for LEAs to data on LEA characteristics from the CCD and the U.S. Census Bureau. Rural LEAs were identified based on the urbanicity codes in the 2012–13 CCD (7,126 LEAs).¹⁷

High-poverty LEAs were identified using data from the 2013 Small Area Income and Poverty Estimates (SAIPE) program from the U.S. Census Bureau.¹⁸ For each LEA with available poverty data, the percentage of children living in poverty was calculated by dividing the number of school-age children (ages 5 to 17) living in households with incomes below the federal poverty threshold, by the total number of children in that age range. Within each state, the LEAs with poverty data were divided into quartiles based on the percentage of children living in poverty, and those in the highest quartile were identified as high-poverty LEAs (3,114 LEAs).

¹⁷ Using the CCD variable ULOCAL, rural districts are those coded as 41 (rural, fringe), 42 (rural, distant), or 43 (rural, remote).

¹⁸ The Census Bureau's Small Area Income and Poverty Estimates (SAIPE) program produces annual estimates of population and poverty for LEAs that have been mapped to census tracts. A child is considered to be living in poverty if that child's total family income is less than the Census Bureau's poverty threshold for that family. Poverty thresholds vary according to family size and age of members. The SAIPE estimates are provided for the administration of federal programs and the allocation of federal funds to local jurisdictions. Of the 15,607 LEAs in the *EDFacts* dataset on HQTs enrolled in alternative route programs during the 2013–14 school year, 15,398 (99 percent) were successfully matched to a record in the 2012–13 CCD and 12,521 (80 percent) were successfully matched to a 2013 SAIPE record. Most (73 percent) of the LEAs in the *EDFacts* dataset that did not match to a SAIPE record were charter school LEAs; 4 percent were regular LEAs, and 23 percent were "other" types of LEAs.

Data Limitations

The data used in this report have several limitations.

Five states reported data using specifications that were different from other states.

In order to obtain data from as many states as possible, the Department allowed five states that said they were unable to report the required data to instead report data that did not fully align with the reporting specifications. Three states said they could not report the data for the 2013–14 school year; Montana and Nevada instead reported data for 2012–13, and Texas reported data for 2014–15. Nevada reported data on the number of classes taught by HQTs, rather than FTEs, consistent with reporting requirements for the Department’s collection on classes taught by HQTs.¹⁹ Nebraska, New Hampshire, and Texas reported data using headcounts instead of FTEs. Instead of reporting total numbers of HQTs (which were used to calculate the percentage of HQTs that were enrolled in alternative route programs in each district), Texas reported total numbers of core academic teachers; however, these numbers should closely approximate the total numbers of HQTs in Texas, because the state has reported that 99 percent of classes were taught by HQTs in 2014–15.

Five states reported missing some data on HQTs enrolled in alternative route programs.

Five states explicitly indicated (using the “-1” reporting convention) that some or all of their LEAs were missing data for one or more categories of HQTs enrolled in alternative route programs (Indiana, Iowa, Maryland, New Hampshire, and Ohio). Iowa reported that it was missing district-level data on special education HQTs (overall and enrolled in programs) for all districts. Indiana and New Hampshire reported that they did not have any state- or district-level data on Title III HQTs, either overall or for those enrolled in alternative route programs. Ohio reported that it was missing district-level data on Title III HQTs for 876 districts, on special education HQTs for 310 districts, and on all HQTs for 76 districts. Maryland reported that one district was missing district-level data on HQTs in all three categories. Despite the Department’s best efforts to obtain accurate reporting, it is possible that other states may have reported zeros or blank values in cases where they should have reported a “-1” to indicate they did not have information on HQTs enrolled in alternative route programs.

Only 16 states reported having Title III HQTs enrolled in alternative route programs, and over three-fourths of such Title III HQTs were in just four of those states.

Two-thirds (33) of the responding states did not report any Title III HQTs enrolled in alternative route programs. Three states did not report data on Title III HQTs, although they reported data on other teachers for this data collection (California, Indiana, and New Hampshire). Eight states indicated that they had no Title III HQTs; five of these states indicated that HQT status was not applicable for Title III teachers in their state (Colorado, Georgia, South Carolina, Texas, and Washington), and three states reported zero Title III HQTs (Missouri, Virginia, and Wyoming). The remaining 22 states reported having zero Title III HQTs enrolled in alternative route programs (including three states that reported having no HQTs enrolled in alternative route programs for any type of teacher).

In addition, among the 16 states that reported having Title III HQTs enrolled in alternative route programs, half reported very small numbers of such teachers (three states reporting having just one and

¹⁹ Nevada also differed from the other states in that it reported a total number of FTE HQTs for this data collection that was more than two times the number of FTE teachers that it reported for the NCES Common Core of Data for 2012–13. In general, the total number of HQTs is less than the total number of all teachers because not all teachers are subject to the *ESEA* highly qualified provision (e.g., those who do not teach core academic subjects). Despite this difference, including Nevada in the analyses did not substantively affect the national averages.

five states reported having between 4–10 Title III HQTs enrolled in alternative route programs). Among the remaining states, four states accounted for 76 percent of all reported Title III HQTs enrolled in alternative route programs (Florida, New Jersey, New Mexico, and Tennessee), and one of those states accounted for 32 percent of all such teachers (New Jersey).

As a result, the data presented in this report for Title III HQTs enrolled in alternative route programs should be viewed with caution as they largely represent patterns in four states. Because of this issue, the study also used an alternative approach to examine patterns related to EL students (i.e., examining the proportion of HQTs enrolled in alternative route programs in districts with relatively high concentrations of EL students — see Appendix A).

III. Findings

This chapter summarizes findings on the extent to which highly qualified teachers were enrolled in alternative route programs and how this varied across certain types of teachers and districts, based on data reported by 48 states and the District of Columbia.

While most states employed some HQTs who were enrolled in alternative route teacher preparation programs, these teachers made up a small proportion of total HQTs, both overall as well as for the four subgroups of HQTs examined in this report.

Across 48 states and the District of Columbia, 1.5 percent of all HQTs were enrolled in alternative route programs. The average percentage of HQTs enrolled in alternative route programs was 1.9 percent for special education teachers, 1.3 percent for Title III teachers, 2.3 percent for high-poverty school districts, and 1.3 percent for rural school districts.²⁰

A majority of the responding states reported that less than 1 percent of all HQTs were enrolled in alternative route programs.

In 30 out of 49 states and jurisdictions, less than 1 percent of all HQTs were enrolled in alternative route programs (Exhibit 7). Similarly, the number of states reporting that less than 1 percent of all HQTs were enrolled in alternative route programs was 25 out of 48 states for special education HQTs, 27 out of 38 states for Title III HQTs, 21 out of 47 states for high-poverty LEAs, and 31 out of 47 states for rural LEAs.

Exhibit 7. Number of states by percentage of highly qualified teachers (HQTs) who were enrolled in alternative route programs, overall and for selected types of teachers and LEAs: 2013–14

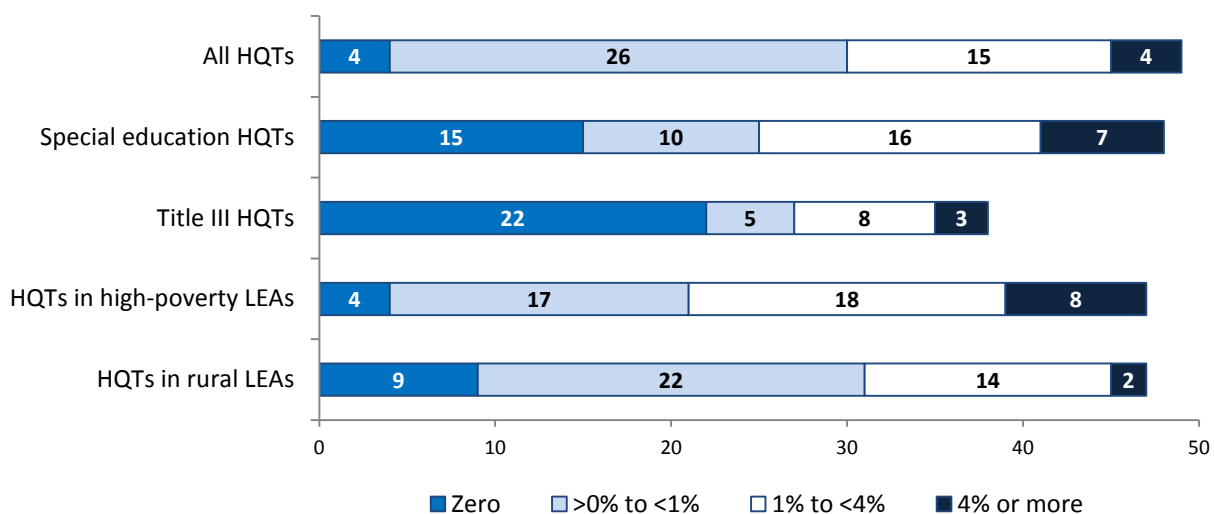


Exhibit reads: Four of the responding states reported that no HQTs were enrolled in alternative route programs.

Notes: The exhibit is based on data submitted by 48 states and the District of Columbia.

Source: U.S. Department of Education, National Center for Education Statistics, ED*Facts* state data submission, “Highly Qualified Teachers” 2013–14.

²⁰ The median percentages were 0.9 percent for all HQTs, 0.6 percent for special education teachers, 0.0 percent for Title III teachers, 1.1 percent for teachers in high-poverty school districts, and 0.7 percent for teachers in rural districts.

Four states (Connecticut, Massachusetts, Minnesota, and Wyoming) reported that none of their HQTs were enrolled in alternative route programs.

According to data reported to the Department under Title II *HEA* requirements, Wyoming did not have alternative routes to certification. Minnesota allows organizations to offer alternative route programs but indicated that none were currently approved to do so. In Connecticut and Massachusetts, teachers enrolled in alternative route programs are not considered highly qualified under *ESEA*. In addition, among states that reported having some HQTs enrolled in alternative route programs, some states' data showed no teachers in certain subgroups enrolled in such programs (15 states for special education HQTs, 22 states for Title III HQTs, nine states for HQTs in rural districts, and four states for high-poverty districts). State-by-state data are shown in Exhibits B.5 through B.9 in Appendix B.

Twelve states had one or more HQT subgroups in which 4 percent or more were enrolled in alternative route programs.

Four states reported that 4 percent or more of all HQTs were enrolled in such programs, as did seven states for special education HQTs, three states for Title III HQTs, eight states for high-poverty districts, and two states for HQTs in rural districts. Within the 12 states, the highest percentages of HQTs enrolled in alternative route programs were in New Mexico (10.7 percent of special education HQTs) and New Jersey (8.9 percent of Title III HQTs) (Exhibit 8).

Exhibit 8. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, in states that reported that 4 percent or more of HQTs were enrolled in such programs, for all HQTs and for selected types of teachers and LEAs: 2013–14

State	All HQTs	Special education HQTs	Title III HQTs	HQTs in high-poverty districts	HQTs in rural districts
Alabama	5.0	5.7	–	8.2	4.5
District of Columbia	5.5	8.3	6.6	–	–
Georgia	–	–	–	4.6	–
Kentucky	–	5.6	–	–	–
Missouri	–	7.7	–	5.2	–
Nevada	–	–	–	4.8	–
New Jersey	–	–	8.9	–	–
New Mexico	4.5	10.7	–	6.3	–
South Carolina	–	–	–	4.9	–
Tennessee	–	–	4.7	4.1	–
Texas	4.3	4.7	–	6.1	4.5
West Virginia	–	4.4	–	–	–

Exhibit reads: Four states reported that at least 4 percent of all HQTs were enrolled in alternative route programs during the reporting year.

– Not applicable (state reported that less than 4 percent of HQTs in this category were enrolled in alternative route programs).

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

Most LEAs had no HQTs enrolled in alternative route programs, and in the LEAs that did have such teachers, they usually accounted for less than 4 percent of all HQTs.

Over two-thirds of all LEAs (71 percent) had no HQTs enrolled in alternative route programs, according to the state-reported data. Another 7 percent of LEAs had less than 1 percent of HQTs enrolled in alternative route programs; 12 percent of LEAs had between 1 and 4 percent and 11 percent of LEAs had more than 4 percent in alternative route programs (Exhibit 9).

Exhibit 9. Percentage distribution of districts by percentage of highly qualified teachers (HQTs) who were enrolled in alternative route programs, overall and for selected subgroups of teachers and LEAs: 2013–14

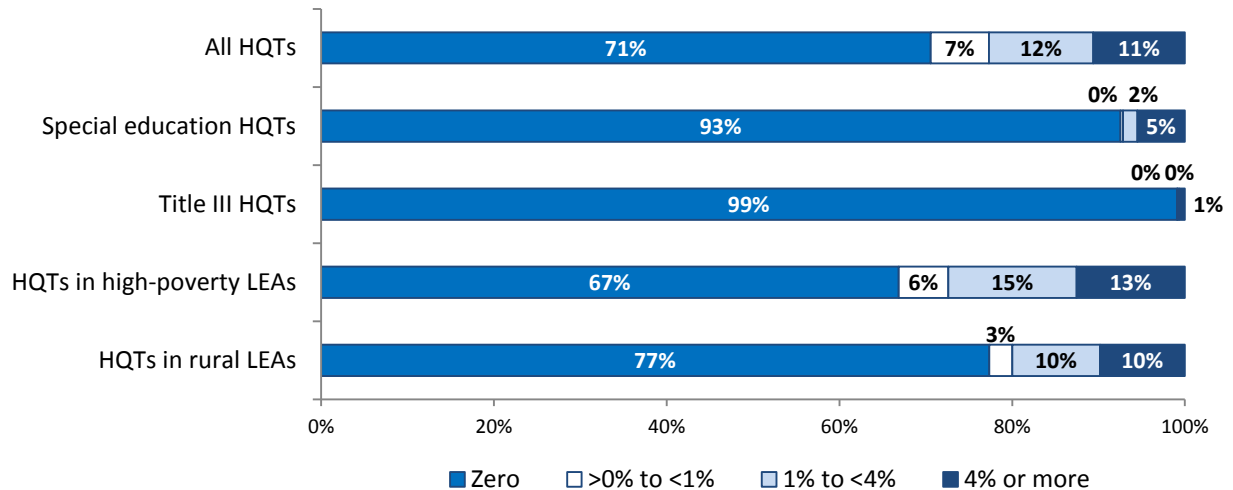


Exhibit reads: Across the 49 responding states and jurisdictions, 71 percent of districts had zero HQTs enrolled in alternative route programs.

Note: The exhibit is based on data submitted by 48 states and the District of Columbia.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

For special education HQTs and Title III HQTs, the percentage of LEAs that had none of these HQTs enrolled in alternative route programs was higher (93 percent and 99 percent, respectively) than the percentage for all HQTs (71 percent). The percentage of districts with 4 percent or more of their HQTs enrolled in alternative route programs was 5 percent for special education teachers and 1 percent for Title III teachers.

Among high-poverty districts, 67 percent had no HQTs enrolled in alternative route programs and 13 percent had 4 percent or more of their HQTs enrolled in alternative route programs.

Among rural districts, 77 percent had no HQTs enrolled in alternative route programs and 10 percent had 4 percent or more of their HQTs enrolled in alternative route programs.

Among LEAs that had HQTs enrolled in alternative route programs, most had fewer than five such teachers.

For all HQTs, 75 percent of the LEAs with HQTs enrolled in alternative route programs had fewer than five such teachers (3,424 out of 4,591 such LEAs). Looked at another way, the 1,167 LEAs with five or more HQTs enrolled in alternative route programs accounted for 8 percent of all LEAs in the dataset. This percentage was lower for special education HQTs (1 percent), Title III HQTs (<0.5 percent), and rural LEAs (4 percent), and it was higher for high-poverty LEAs (11 percent).

Exhibit 10. Number and percentage of LEAs with highly qualified teachers (HQTs) who were enrolled in alternative route programs, overall and for selected subgroups of teachers and LEAs: 2013–14

Type of teacher or LEA	Number of LEAs with HQTs enrolled in alternative route programs	Total number of LEAs in dataset	Number of LEAs with 5 or more HQTs enrolled in alternative route programs	Percent of LEAs with 5 or more HQTs enrolled in alternative route programs
All HQTs	4,591	13,805	1,167	8
Special education HQTs	1,165	12,111	151	1
Title III HQTs	144	8,343	18	<0.5
High-poverty LEAs	1,032	2,754	304	11
Rural LEAs	1,614	6,297	235	4

Exhibit reads: States reported that 4,591 out of 13,805 LEAs had HQTs enrolled in alternative route programs and that 1,167 LEAs (8 percent of all LEAs) had five or more HQTs enrolled in alternative route programs.

Note: The exhibit is based on data submitted by 48 states and the District of Columbia.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

High-poverty school districts had higher percentages of HQTs enrolled in alternative route programs, on average, than districts with low poverty rates.

Across all LEAs, the average percentage of HQTs enrolled in alternative route programs was 2.3 percent in the highest poverty quartile of districts, compared with 1.0 percent in the lowest poverty quartile. The pattern was similar when using only HQTs in LEAs that had HQTs enrolled in alternative route programs as the denominator for calculating averages (Exhibit 11).

Exhibit 11. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA poverty rate: 2013–14

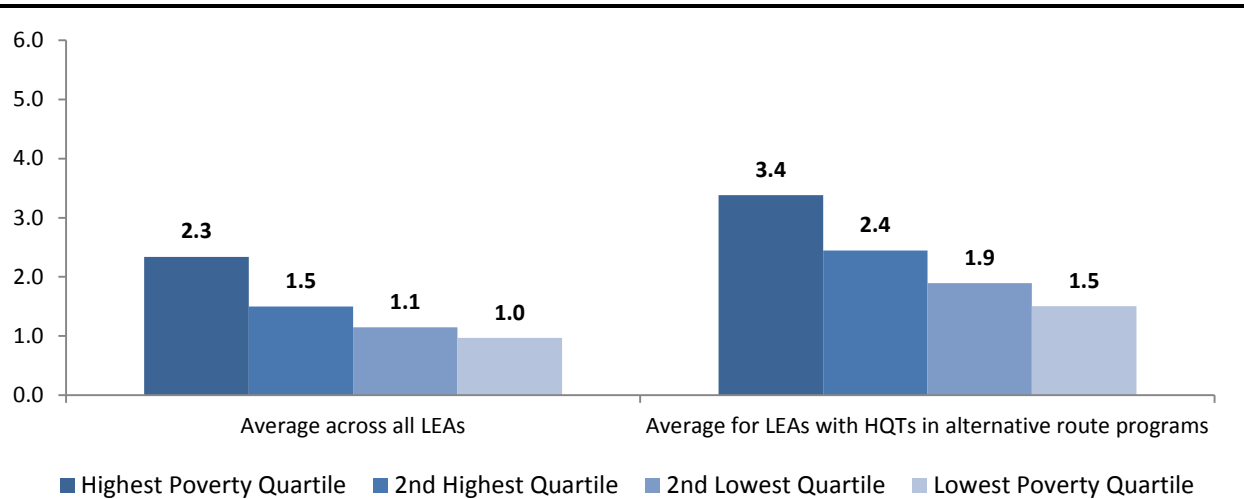


Exhibit reads: In districts in the highest poverty quartile, the average percentage of HQTs who were enrolled in alternative route programs was 2.3 percent across all LEAs in the dataset and 3.4 percent when calculated only for those LEAs that had HQTs enrolled in alternative route programs.

Note: The exhibit is based on data submitted by 47 states; Hawaii and the District of Columbia are excluded from this chart because calculations by poverty quartile are not possible.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

Across all LEAs, rural school districts had a lower percentage of HQTs enrolled in alternative route programs than urban districts and comparable percentages compared with LEAs in town and suburban areas.

Across all LEAs, the average percentage of HQTs enrolled in alternative route programs was 1.3 percent in rural school districts, compared with 2.2 percent in urban districts, 1.1 percent in suburban districts, and 1.5 percent in town districts. However, when considering only LEAs with HQTs enrolled in alternative route programs, the percentages of HQTs enrolled in alternative route programs in urban and rural districts were comparable (Exhibit 12).

Exhibit 12. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA urbanicity: 2013–14

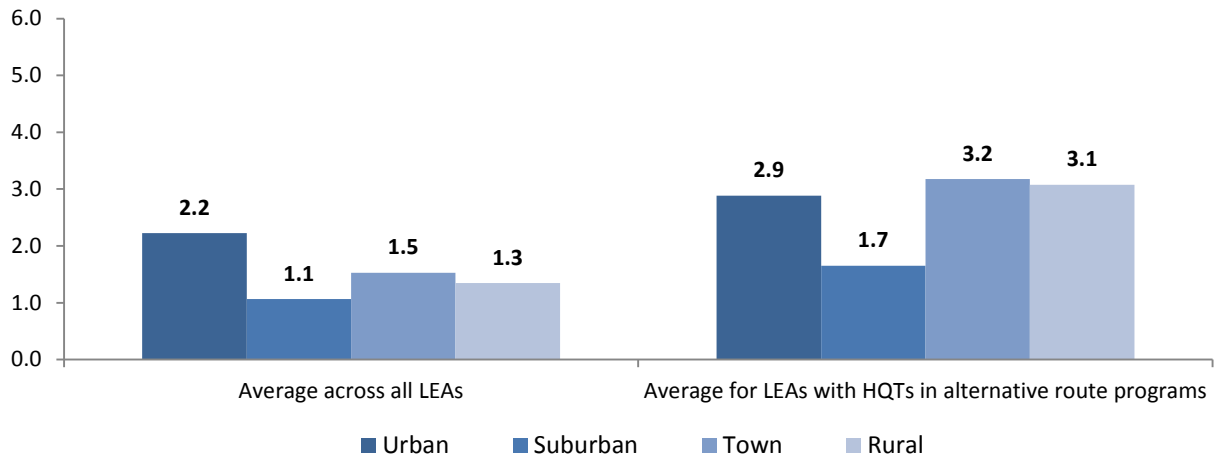


Exhibit reads: In urban school districts, the average percentage of HQTs who were enrolled in alternative route programs was 2.2 percent across all LEAs in the dataset and 2.9 percent when calculated only for those LEAs that had HQTs enrolled in alternative route programs.

Note: The exhibit is based on data submitted by 47 states; Hawaii and the District of Columbia are excluded from this chart because they do not have rural LEAs.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

The percentage of HQTs enrolled in alternative route programs showed mixed patterns by district enrollment size.

Across all LEAs, the average percentage of HQTs enrolled in alternative route programs was highest in the largest districts, defined as those with 10,000 or more students (1.8 percent). However, when the averages are calculated using a denominator of HQTs only in those LEAs that had HQTs enrolled in alternative route programs, the smallest districts (those with fewer than 2,500 students) showed the highest percentage of HQTs enrolled in alternative route programs (5.2 percent) (Exhibit 13).

Exhibit 13. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA enrollment size: 2013–14

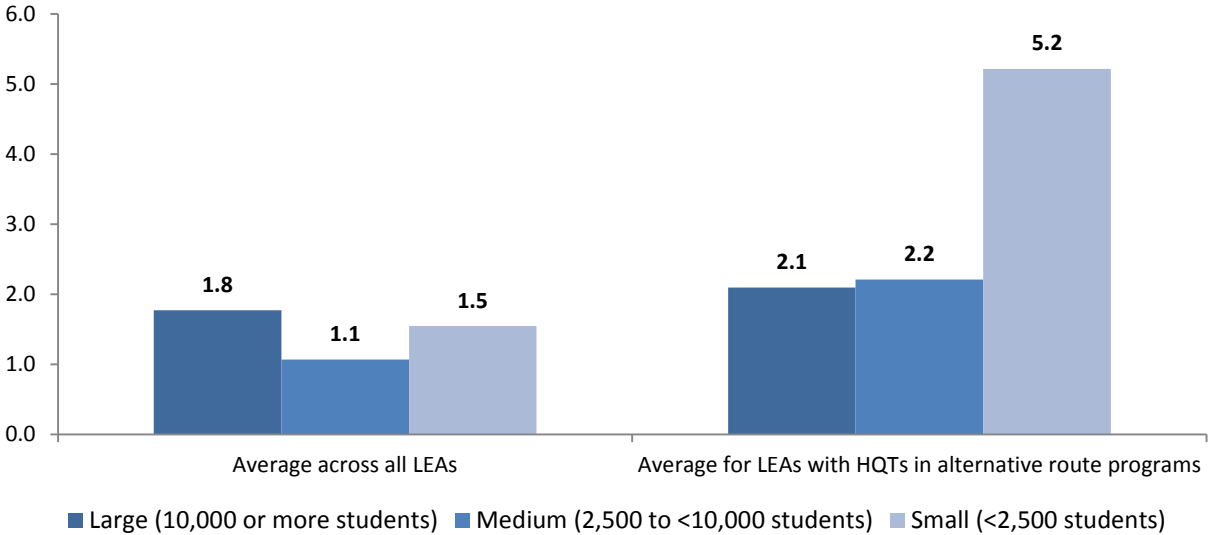


Exhibit reads: In large districts with 10,000 or more students, the average percentage of HQTs who were enrolled in alternative route programs was 1.8 percent across all LEAs in the dataset and 2.1 percent when calculated only for those LEAs that had HQTs enrolled in alternative route programs.

Note: The exhibit is based on data submitted by 48 states and the District of Columbia.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

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Appendix A: Analysis of LEAs with High Concentrations of English Learners

As noted in this report, 33 of the 49 responding states and jurisdictions did not report any Title III highly qualified teachers (HQTs) enrolled in alternative route programs, including nine states that indicated that they had no Title III HQTs. In addition, among the 16 states that reported having Title III HQTs enrolled in alternative route programs, many reported very small numbers of such teachers, and four states accounted for 76 percent of all reported Title III HQTs enrolled in alternative route programs (and one state, New Jersey, accounted for 32 percent of all such teachers).

Because of this issue, this appendix uses an alternative approach to examine patterns related to English learner (EL) students, by examining the proportion of HQTs enrolled in alternative route programs in districts with relatively high concentrations of EL students.

School districts with high concentrations of EL students had a higher percentage of HQTs enrolled in alternative route programs than districts with no EL students.

Across all local education agencies (LEAs), the average percentage of HQTs who were enrolled in alternative route programs was 2.7 percent in districts with 20 percent or more EL students, which was higher than the average for districts with lower numbers of EL students (1.7 percent for districts with medium EL concentrations, 1.1 percent for districts with low EL concentrations, and 1.6 percent for districts with no ELs). Averages calculated using a denominator of HQTs only in those LEAs that had HQTs enrolled in alternative route programs showed a similar pattern (Exhibit A.1), except that districts with no EL students, on average, had a much higher percentage of HQTs enrolled in alternative route programs.

Exhibit A.1. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA percentage of English learner (EL) students: 2013–14

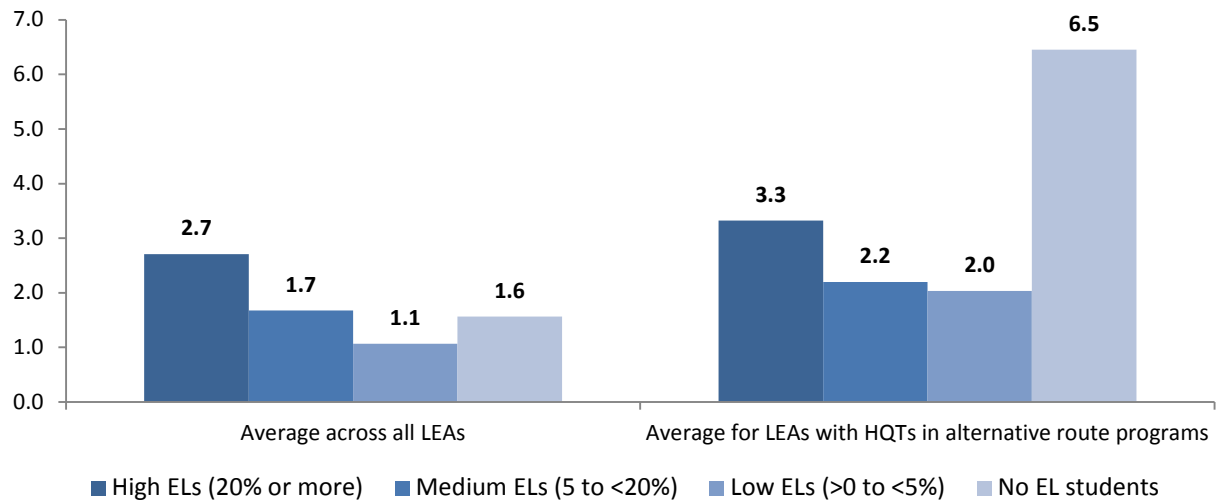


Exhibit reads: In districts with 20 percent or more ELs, the average percentage of HQTs who were enrolled in alternative route programs was 2.7 percent across all LEAs in the dataset and 3.3 percent when calculated only for those LEAs that had HQTs enrolled in alternative route programs.

Note: The exhibit is based on data submitted by 48 states and the District of Columbia.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.).

Districts with high concentrations of EL students were more likely to have HQTs enrolled in alternative route programs compared with districts with no EL students, but in those LEAs, such teachers usually accounted for less than 4 percent of all HQTs.

More than half (56 percent) of LEAs with 20 percent or more EL students had no HQTs enrolled in alternative route programs, compared with 82 percent of LEAs with no EL students. Among LEAs with 20 percent or more EL students, 13 percent had less than 1 percent of HQTs enrolled in alternative route programs; 17 percent had between 1 and 4 percent, and 15 percent had more than 4 percent in alternative route programs. The percentage of LEAs with 4 percent or more HQTs enrolled in alternative route programs was highest in LEAs with 20 percent or more EL students (15 percent compared with 13 percent or less in LEAs with lower percentages of ELs) (Exhibit A.2).

Exhibit A.2. Percentage distribution of LEAs, by percentage of all highly qualified teachers (HQTs) who were enrolled in alternative route programs, by LEA percentage of English learner (EL) students: 2013–14

Percentage of EL students	Zero	>0 to <1%	1% to <4%	4% or more
High (20% or more)	56	13	17	15
Medium (5% to >20%)	56	13	18	13
Low (>0 to <5%)	68	9	15	8
No EL students	82	1	6	11

Exhibit reads: Across the 49 responding states, 56 percent of districts with 20 percent or more ELs had zero HQTs enrolled in alternative route programs.

Note: The exhibit is based on data submitted by 48 states and the District of Columbia.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

Appendix B: Supplemental Tables

Exhibit B.1. Number of candidates enrolled in teacher preparation programs and number who completed such programs, for alternative and traditional route programs, by state: 2011–12

State	Alternative route program enrollment	Traditional route program enrollment	Alternative route program completers	Traditional route program completers	Total program enrollment	Total program completers
Total	62,961	551,166	29,212	172,252	614,127	201,464
Alabama	1,534	5,036	760	2,363	6,570	3,123
Alaska	50	2,088	7	296	2,138	303
Arizona	788	42,297	363	6,681	43,085	7,044
Arkansas	2,090	5,668	547	1,569	7,758	2,116
California	2,393	23,838	1,597	10,293	26,231	11,890
Colorado	300	9,304	588	2,469	9,604	3,057
Connecticut	293	5,498	234	1,858	5,791	2,092
Delaware	144	3,418	41	680	3,562	721
District of Columbia	803	828	489	296	1,631	785
Florida	3,525	16,613	1,725	5,404	20,138	7,129
Georgia	615	11,981	500	5,945	12,596	6,445
Hawaii	428	1,017	241	359	1,445	600
Idaho	154	6,755	37	1,195	6,909	1,232
Illinois	994	25,051	280	9,410	26,045	9,690
Indiana	1,243	11,786	758	3,424	13,029	4,182
Iowa	5	9,303	3	2,569	9,308	2,572
Kansas	182	6,009	153	1,973	6,191	2,126
Kentucky	1,009	11,075	435	2,777	12,084	3,212
Louisiana	2,785	3,309	1,460	1,252	6,094	2,712
Maine	211	2,558	211	652	2,769	863
Maryland	731	8,403	428	2,571	9,134	2,999
Massachusetts	507	16,080	365	4,369	16,587	4,734
Michigan	59	18,424	63	4,657	18,483	4,720
Minnesota	136	8,720	22	3,572	8,856	3,594
Mississippi	1,479	3,422	816	1,399	4,901	2,215
Missouri	1,365	11,203	496	4,167	12,568	4,663
Montana	142	3,015	68	760	3,157	828
Nebraska	21	4,301	33	1,695	4,322	1,728
Nevada	340	3,072	110	757	3,412	867
New Hampshire	289	2,585	93	957	2,874	1,050
New Jersey	1,507	17,720	1,940	4,699	19,227	6,639
New Mexico	1,588	4,570	432	981	6,158	1,413
New York	3,798	58,023	1,124	18,781	61,821	19,905
North Carolina	6,775	13,470	1,311	5,302	20,245	6,613
North Dakota	–	1,710	–	576	1,710	576
Ohio	–	29,291	–	6,768	29,291	6,768
Oklahoma	557	7,328	557	1,708	7,885	2,265
Oregon	–	3,416	–	1,964	3,416	1,964
Pennsylvania	1,440	33,908	602	11,278	35,348	11,880
Rhode Island	44	2,337	39	807	2,381	846
South Carolina	894	6,570	313	2,377	7,464	2,690
South Dakota	28	2,882	44	707	2,910	751
Tennessee	1,837	9,371	947	4,042	11,208	4,989
Texas	18,233	32,425	8,072	11,502	50,658	19,574
Utah	320	9,246	196	2,590	9,566	2,786
Vermont	231	1,577	80	399	1,808	479
Virginia	449	12,633	286	3,542	13,082	3,828
Washington	305	5,584	151	2,464	5,889	2,615
West Virginia	56	4,456	28	1,199	4,512	1,227
Wisconsin	284	10,714	167	3,908	10,998	4,075
Wyoming	–	1,278	–	289	1,278	289

– Not applicable (state reported zero alternative route teacher preparation providers).

Source: U.S. Department of Education, Office of Postsecondary Education. Higher Education Act *Title II Reporting System*.

Exhibit B.2. Total number of operational LEAs in 2012–13 Common Core of Data (CCD) that were not included in the alternative route teachers (AR) dataset for 2013–14, by type of LEA and by state

State	LEAs not included in alternative routes dataset				Total number of LEAs in 2012–13 CCD			
	All	Regular	Charter	Other	All	Regular	Charter	Other
All reporting states^a	873	126	250	497	16,340	12,280	2,409	1,651
Alabama	0	0	0	0	135	133	0	2
Alaska	0	0	0	0	54	53	0	1
Arizona	8	3	0	5	586	211	359	16
Arkansas	3	1	2	0	275	238	17	20
California	178	12	23	143	1,182	939	30	213
Colorado	4	0	0	4	195	178	1	16
Connecticut	0	0	0	0	194	169	17	8
Delaware	1	0	1	0	41	19	22	0
District of Columbia	1	0	1	0	62	1	60	1
Florida	0	0	0	0	74	67	0	7
Georgia	13	0	0	13	211	180	15	16
Hawaii	0	0	0	0	1	1	0	0
Idaho	0	0	0	0	149	116	32	1
Illinois	124	26	0	98	1,070	863	2	205
Indiana	6	0	6	0	404	294	73	37
Iowa	11	2	0	9	357	348	0	9
Kansas	4	3	0	1	305	301	0	4
Kentucky	1	1	0	0	176	174	0	2
Louisiana	10	0	5	5	126	70	45	11
Maine	19	4	0	15	202	179	2	21
Maryland	0	0	0	0	25	24	0	1
Massachusetts	3	0	3	0	403	237	77	89
Michigan	35	5	18	12	878	547	275	56
Minnesota	22	8	7	7	527	335	153	39
Missouri	8	1	2	5	566	521	37	8
Montana ^b	87	3	0	84	496	410	0	86
Nebraska	33	0	0	33	286	249	0	37
Nevada ^b	0	0	0	0	18	17	0	1
New Hampshire	8	0	8	0	181	0	17	164
New Jersey	5	0	5	0	671	585	86	0
New Mexico	0	0	0	0	147	89	52	6
New York	6	4	2	0	948	696	209	43
North Carolina	109	0	108	1	224	115	108	1
North Dakota	11	4	0	7	213	180	0	33
Ohio	17	0	17	0	1,096	616	372	108
Oklahoma	4	4	0	0	529	521	5	3
Oregon	21	10	3	8	215	179	17	19
Rhode Island	0	0	0	0	54	32	13	9
South Carolina	13	0	0	13	99	82	1	16
South Dakota	2	0	0	2	170	151	0	19
Tennessee	7	7	0	0	141	141	0	0
Texas ^b	60	21	39	0	1,230	1,027	201	2
Utah	0	0	0	0	132	41	89	2
Vermont	12	0	0	12	292	0	0	292
Virginia	1	0	0	1	133	130	0	3
Washington	10	7	0	3	300	295	0	5
West Virginia	0	0	0	0	57	55	0	2
Wisconsin	16	0	0	16	462	423	22	17
Wyoming	0	0	0	0	48	48	0	0

^a Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

^b Montana and Nevada reported data for school year 2012–13; Texas reported data for school year 2014–15.

Sources: U.S. Department of Education, National Center for Education Statistics, ED^oFacts state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.3. Percentage of operational LEAs in 2012–13 Common Core of Data (CCD) that were not included in the alternative route teachers dataset for 2013–14, and distribution of such LEAs within each state, by type of LEA and by state

State	Percent of LEAs not included in alternative routes dataset				Distribution of missing LEAs		
	All	Regular	Charter	Other	Regular	Charter	Other
All reporting states^a	5	1	10	30	14	29	57
Alabama	0	0	–	0	–	–	–
Alaska	0	0	–	0	–	–	–
Arizona	1	1	0	31	38	0	63
Arkansas	1	0	12	0	33	67	0
California	15	1	77	67	7	13	80
Colorado	2	0	0	25	0	0	100
Connecticut	0	0	0	0	–	–	–
Delaware	2	0	5	–	0	100	0
District of Columbia	2	0	2	0	0	100	0
Florida	0	0	–	0	–	–	–
Georgia	6	0	0	81	0	0	100
Hawaii	0	0	–	–	–	–	–
Idaho	0	0	0	0	–	–	–
Illinois	12	3	0	48	21	0	79
Indiana	1	0	8	0	0	100	0
Iowa	3	1	–	100	18	0	82
Kansas	1	1	–	25	75	0	25
Kentucky	1	1	–	0	100	0	0
Louisiana	8	0	11	45	0	50	50
Maine	9	2	0	71	21	0	79
Maryland	0	0	–	0	–	–	–
Massachusetts	1	0	4	0	0	100	0
Michigan	4	1	7	21	14	51	34
Minnesota	4	2	5	18	36	32	32
Missouri	1	0	5	63	13	25	63
Montana ^b	18	1	–	98	3	0	97
Nebraska	12	0	–	89	0	0	100
Nevada ^b	0	0	–	0	–	–	–
New Hampshire	4	–	47	0	0	100	0
New Jersey	1	0	6	–	0	100	0
New Mexico	0	0	0	0	–	–	–
New York	1	1	1	0	67	33	0
North Carolina	49	0	100	100	0	99	1
North Dakota	5	2	–	21	36	0	64
Ohio	2	0	5	0	0	100	0
Oklahoma	1	1	0	0	100	0	0
Oregon	10	6	18	42	48	14	38
Rhode Island	0	0	0	0	–	–	–
South Carolina	13	0	0	81	0	0	100
South Dakota	1	0	–	11	0	0	100
Tennessee	5	5	–	–	100	0	0
Texas ^b	5	2	19	–	35	65	–
Utah	0	0	0	0	–	–	–
Vermont	4	–	–	4	0	0	100
Virginia	1	0	–	33	0	0	100
Washington	3	2	–	60	70	0	30
West Virginia	0	0	–	0	–	–	–
Wisconsin	3	0	0	94	0	0	100
Wyoming	0	0	–	–	–	–	–

– Not applicable (no LEAs in this category).

^a Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

^b Montana and Nevada reported data for school year 2012–13; Texas reported data for school year 2014–15.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “Local Education Agency Universe Survey” 2012–13, v.1a.

Exhibit B.4. Number of LEAs with highly qualified teachers enrolled in alternative route programs (AR HQTs), overall and for various types of LEAs and teachers, by state: 2013–14

State	Total LEAs in dataset	LEAs with AR HQTs	LEAs with AR HQTs in special education	LEAs with AR HQTs in Title III programs	High-poverty LEAs with AR HQTs	Rural LEAs with AR HQTs
All reporting states^a	15,607	4,591	1,165	144	1,032	1,614
Alabama	133	131	31	1	33	60
Alaska	52	21	2	0	6	14
Arizona	592	146	67	10	26	24
Arkansas	269	169	0	0	43	80
California	1,005	427	–	–	95	43
Colorado	192	84	23	0	18	42
Connecticut	195	0	0	0	0	0
Delaware	40	20	2	0	3	2
District of Columbia	62	21	10	1	0	0
Florida	74	27	17	3	3	3
Georgia	198	163	74	0	39	72
Hawaii	1	1	1	0	0	0
Idaho	149	21	0	7	5	7
Illinois	950	185	47	6	59	33
Indiana	407	41	2	–	12	4
Iowa	346	20	0	0	4	12
Kansas	301	50	0	0	13	27
Kentucky	176	146	98	5	37	74
Louisiana	121	32	9	0	4	2
Maine	184	44	25	1	6	31
Maryland	25	5	3	1	1	0
Massachusetts	407	0	0	0	0	0
Michigan	875	37	0	0	1	0
Minnesota	511	0	0	0	0	0
Missouri	560	327	102	0	75	168
Montana ^b	407	8	0	0	1	6
Nebraska ^b	253	23	0	0	7	14
Nevada ^b	19	1	0	0	1	0
New Hampshire ^b	172	65	4	–	20	32
New Jersey	672	341	107	43	77	38
New Mexico	151	87	29	19	14	24
New York	970	118	26	0	5	4
North Carolina	115	85	33	5	21	49
North Dakota	200	21	0	0	7	18
Ohio	1,083	215	37	0	52	66
Oklahoma	544	286	32	24	60	172
Oregon	190	9	0	0	2	0
Rhode Island	57	12	5	0	3	0
South Carolina	86	67	11	0	18	28
South Dakota	168	19	0	0	8	17
Tennessee	135	88	16	5	20	41
Texas ^b	1,172	729	308	–	167	302
Utah	133	89	2	0	7	13
Vermont	281	57	0	2	15	37
Virginia	132	53	0	0	12	19
Washington	290	29	2	0	7	6
West Virginia	56	11	8	0	4	7
Wisconsin	448	60	32	11	21	23
Wyoming	48	0	0	0	0	0

– Not available (state did not provide the requested data for this group of teachers).

^a Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

^b Six states reported data that differed from the requested data specifications. Nebraska, New Hampshire, and Texas reported headcounts, not FTEs. Nevada reported classes at the elementary level and FTEs at the secondary level. Montana and Nevada reported data for school year 2012–13; Texas reported data for school year 2014–15.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

Exhibit B.5. Number and percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, by state: 2013–14

State	Total number of HQTs	Number enrolled in alternative route programs	Percent enrolled in alternative route programs
All reporting states ^a	2,301,636	35,574	1.5
Alabama	35,344	1,753	5.0
Alaska	5,692	55	1.0
Arizona	48,164	459	1.0
Arkansas	21,729	521	2.4
California	202,199	1,933	1.0
Colorado	41,741	476	1.1
Connecticut	35,923	0	0.0
Delaware	6,489	59	0.9
District of Columbia	2,967	164	5.5
Florida	129,951	1,131	0.9
Georgia	85,374	2,203	2.6
Hawaii	7,145	122	1.7
Idaho	8,425	69	0.8
Illinois	117,577	1,190	1.0
Indiana	44,001	103	0.2
Iowa	29,011	18	0.1
Kansas	28,997	93	0.3
Kentucky	41,822	990	2.4
Louisiana	26,043	436	1.7
Maine	10,314	76	0.7
Maryland	39,755	286	0.7
Massachusetts	50,135	0	0.0
Michigan	65,690	313	0.5
Minnesota	35,312	0	0.0
Missouri	39,262	998	2.5
Montana ^b	6,714	5	0.1
Nebraska ^b	16,041	23	0.1
Nevada ^b	45,921	1,536	3.3
New Hampshire ^b	10,963	147	1.3
New Jersey	79,236	1,419	1.8
New Mexico	17,433	787	4.5
New York	145,632	1,291	0.9
North Carolina	70,764	696	1.0
North Dakota	5,918	24	0.4
Ohio	90,268	306	0.3
Oklahoma	35,810	1,097	3.1
Oregon	18,140	9	0.0
Rhode Island	8,452	38	0.4
South Carolina	36,137	512	1.4
South Dakota	6,507	33	0.5
Tennessee	56,763	1,216	2.1
Texas ^b	283,531	12,264	4.3
Utah	20,477	264	1.3
Vermont	6,387	49	0.8
Virginia	63,377	154	0.2
Washington	44,530	38	0.1
West Virginia	17,971	117	0.7
Wisconsin	49,303	102	0.2
Wyoming	6,300	0	0.0

^a Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

^b Six states reported data that differed from the requested data specifications. Nebraska, New Hampshire, and Texas reported headcounts, not FTEs. Nevada reported classes at the elementary level and FTEs at the secondary level. Montana and Nevada reported data for school year 2012–13; Texas reported data for school year 2014–15.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

Exhibit B.6. Number and percentage of special education highly qualified teachers (HQTs) enrolled in alternative route programs, by state: 2013–14

State	Total number of special education HQTs	Number enrolled in alternative route programs	Percent enrolled in alternative route programs
All reporting states^a	196,320	3,780	1.9
Alabama	1,333	76	5.7
Alaska	472	8	1.6
Arizona	5,973	111	1.9
Arkansas	3,968	0	0.0
Colorado	2,777	67	2.4
Connecticut	5,265	0	0.0
Delaware	531	2	0.4
District of Columbia	544	45	8.3
Florida	10,385	54	0.5
Georgia	8,668	340	3.9
Hawaii	741	22	3.0
Idaho	185	0	0.0
Illinois	16,790	375	2.2
Indiana	1,142	2	0.2
Iowa	5,462	1	0.0
Kansas	4,222	0	0.0
Kentucky	6,582	368	5.6
Louisiana	1,392	25	1.8
Maine	1,427	45	3.1
Maryland	1,985	35	1.8
Massachusetts	2,569	0	0.0
Michigan	4,874	0	0.0
Minnesota	2,290	0	0.0
Missouri	1,921	148	7.7
Montana ^b	239	0	0.0
Nebraska ^b	727	0	0.0
Nevada ^b	2,070	0	0.0
New Hampshire ^b	175	6	3.4
New Jersey	5,637	212	3.8
New Mexico	2,167	231	10.7
New York	16,748	180	1.1
North Carolina	5,248	72	1.4
North Dakota	984	1	0.1
Ohio	16,371	72	0.4
Oklahoma	3,126	62	2.0
Oregon	2,192	0	0.0
Rhode Island	1,564	6	0.4
South Carolina	1,494	19	1.3
South Dakota	188	0	0.0
Tennessee	1,513	31	2.0
Texas ^b	22,488	1,048	4.7
Utah	649	2	0.3
Vermont	69	0	0.0
Virginia	7,557	0	0.0
Washington	3,318	2	0.1
West Virginia	1,498	66	4.4
Wisconsin	7,873	47	0.6
Wyoming	924	0	0.0

^a Three states and two jurisdictions did not report the requested data: California, Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

^b Six states reported data that differed from the requested data specifications. Nebraska, New Hampshire, and Texas reported headcounts, not FTEs. Nevada reported classes at the elementary level and FTEs at the secondary level. Montana and Nevada reported data for school year 2012–13; Texas reported data for school year 2014–15.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

Exhibit B.7. Number and percentage of Title III highly qualified teachers (HQTs) enrolled in alternative route programs, by state: 2013–14

State	Total number of Title III HQTs	Number enrolled in alternative route programs	Percent enrolled in alternative route programs
All reporting states^a	37,100	466	1.3
Alabama	87	1	1.1
Alaska	30	0	0.0
Arizona	2,209	10	0.4
Arkansas	2,485	0	0.0
Colorado ^c	0	–	–
Connecticut	684	0	0.0
Delaware	41	0	0.0
District of Columbia	100	7	6.6
Florida	9,359	48	0.5
Georgia ^c	0	–	–
Hawaii	287	0	0.0
Idaho	474	16	3.4
Illinois	3,465	10	0.3
Iowa	418	0	0.0
Kansas	56	0	0.0
Kentucky	365	10	2.7
Louisiana	444	0	0.0
Maine	100	4	4.0
Maryland	1,015	1	0.1
Massachusetts	593	0	0.0
Michigan	196	0	0.0
Minnesota	288	0	0.0
Missouri ^c	0	–	–
Montana ^b	245	0	0.0
Nebraska ^b	62	0	0.0
Nevada ^b	467	0	0.0
New Jersey	1,655	148	8.9
New Mexico	2,545	86	3.4
New York	1,086	0	0.0
North Carolina	812	5	0.6
North Dakota	71	0	0.0
Ohio	1,307	0	0.0
Oklahoma	2,847	33	1.2
Oregon	497	0	0.0
Rhode Island	7	0	0.0
South Carolina ^c	0	–	–
South Dakota	3	0	0.0
Tennessee	1,478	70	4.7
Texas ^c	0	–	–
Utah	43	0	0.0
Vermont	62	1	1.8
Virginia ^c	0	–	–
Washington ^c	0	–	–
West Virginia	13	0	0.0
Wisconsin	1,203	18	1.5
Wyoming ^c	0	–	–

– Not applicable.

^a Five states and two jurisdictions are not included in this table because they did not report the requested data on Title III HQTs. Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education did not report any data for this data collection. In addition, California, Indiana, and New Hampshire did not report data on Title III HQTs.

^b Six states reported data that differed from the requested data specifications. Nebraska reported headcounts, not FTEs. Nevada reported classes at the elementary level and FTEs at the secondary level. Montana and Nevada reported data for school year 2012–13.

^c Eight states indicated that they had no Title III HQTs. Five of these states indicated that HQT status was not applicable for Title III teachers in their state (Colorado, Georgia, South Carolina, Texas, and Washington), and three states reported zero Title III HQTs (Missouri, Virginia and Wyoming).

Source: U.S. Department of Education, National Center for Education Statistics, ED*Facts* state data submission, “Highly Qualified Teachers” 2013–14.

Exhibit B.8. Number and percentage of highly qualified teachers (HQTs) enrolled in alternative route programs in high-poverty LEAs, by state: 2013–14

State	Total number of HQTs in high-poverty LEAs	Number enrolled in alternative route programs	Percent enrolled in alternative route programs
All reporting states^a	581,220	13,584	2.3
Alabama	4,192	344	8.2
Alaska	596	17	2.8
Arizona	8,726	135	1.6
Arkansas	4,336	170	3.9
California	55,892	635	1.1
Colorado	8,665	250	2.9
Connecticut	14,322	0	0.0
Delaware	1,027	14	1.4
Florida	6,641	5	0.1
Georgia	8,835	402	4.6
Idaho	1,159	10	0.9
Illinois	45,017	992	2.2
Indiana	15,067	45	0.3
Iowa	10,097	4	0.0
Kansas	10,211	46	0.5
Kentucky	5,221	177	3.4
Louisiana	2,667	44	1.6
Maine	1,383	10	0.7
Maryland	4,988	91	1.8
Massachusetts	19,720	0	0.0
Michigan	14,558	47	0.3
Minnesota	7,508	0	0.0
Missouri	7,165	375	5.2
Montana ^b	1,205	1	0.1
Nebraska ^b	4,322	7	0.2
Nevada ^b	32,222	1,536	4.8
New Hampshire ^b	2,449	47	1.9
New Jersey	25,721	781	3.0
New Mexico	2,426	154	6.3
New York	66,415	729	1.1
North Dakota	758	7	0.9
Ohio	26,228	107	0.4
Oklahoma	10,295	315	3.1
Oregon	2,303	2	0.1
Rhode Island	2,994	12	0.4
South Carolina	3,091	151	4.9
South Dakota	1,084	25	2.3
Tennessee	13,289	539	4.1
Texas ^b	83,135	5,053	6.1
Utah	3,030	24	0.8
Vermont	1,142	13	1.1
Virginia	9,626	34	0.4
Washington	6,553	12	0.2
West Virginia	3,097	51	1.7
Wisconsin	14,985	58	0.4
Wyoming	932	0	0.0

^a Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. In addition, Hawaii and the District of Columbia are excluded from this table because calculations by poverty quartile are not possible for these two jurisdictions.

^b Six states reported data that differed from the requested data specifications. Nebraska, New Hampshire, and Texas reported headcounts, not FTEs. Nevada reported classes at the elementary level and FTEs at the secondary level. Montana and Nevada reported data for school year 2012–13; Texas reported data for school year 2014–15.

Source: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, “Highly Qualified Teachers” 2013–14.

Exhibit B.9. Number and percentage of highly qualified teachers (HQTs) enrolled in alternative route programs in rural LEAs, by state: 2013–14

State	Total number of HQTs in rural LEAs	Number enrolled in alternative route programs	Percent enrolled in alternative route programs
All reporting states ^a	365,952	4,925	1.3
Alabama	12,437	561	4.5
Alaska	1,586	27	1.7
Arizona	3,189	33	1.0
Arkansas	6,052	149	2.5
California	7,233	49	0.7
Colorado	3,204	54	1.7
Connecticut	3,916	0	0.0
Delaware	882	6	0.7
Florida	5,546	5	0.1
Georgia	17,426	330	1.9
Idaho	1,424	8	0.6
Illinois	10,965	34	0.3
Indiana	11,379	4	0.0
Iowa	9,598	11	0.1
Kansas	7,741	28	0.4
Kentucky	13,585	341	2.5
Louisiana	3,328	5	0.2
Maine	5,125	49	1.0
Maryland	4,208	0	0.0
Massachusetts	5,041	0	0.0
Michigan	12,250	0	0.0
Minnesota	6,681	0	0.0
Missouri	9,339	211	2.3
Montana ^b	2,700	3	0.1
Nebraska ^b	4,730	14	0.3
Nevada ^b	1,213	0	0.0
New Hampshire ^b	3,614	61	1.7
New Jersey	5,305	49	0.9
New Mexico	2,452	69	2.8
New York	17,849	3	0.0
North Dakota	2,693	19	0.7
Ohio	20,135	78	0.4
Oklahoma	11,484	283	2.5
Oregon	1,821	0	0.0
Rhode Island	752	0	0.0
South Carolina	6,999	117	1.7
South Dakota	2,946	31	1.0
Tennessee	13,090	121	0.9
Texas ^b	39,160	1,750	4.5
Utah	1,117	29	2.6
Vermont	3,370	33	1.0
Virginia	13,411	27	0.2
Washington	3,612	8	0.2
West Virginia	6,086	70	1.2
Wisconsin	10,296	24	0.2
Wyoming	1,464	0	0.0

^a Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. In addition, Hawaii and the District of Columbia are excluded from this table because they do not have rural LEAs.

^b Six states reported data that differed from the requested data specifications. Nebraska, New Hampshire, and Texas reported headcounts, not FTEs. Nevada reported classes at the elementary level and FTEs at the secondary level. Montana and Nevada reported data for school year 2012–13; Texas reported data for school year 2014–15.

Source: U.S. Department of Education, National Center for Education Statistics, ED*FACTS* state data submission, “Highly Qualified Teachers” 2013–14.

Exhibit B.10. Number of LEAs, by percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, for various types of LEAs and teachers: 2013–14

Type of LEA and teacher	Total	Zero	>0 to <1%	1% to <2%	2% to <4%	4% to <10%	10% or more
All LEAs							
All teachers	13,693	9,102	1,049	855	1,033	1,114	540
Special education teachers	8,837	7,672	46	86	177	345	511
Title III teachers	2,408	2,264	6	15	14	35	74
High-poverty LEAs	2,752	1,720	179	209	254	312	78
Rural LEAs	6,258	4,644	190	261	461	536	166
Regular LEAs							
All teachers	10,644	6,861	1,016	802	908	854	203
Special education teachers	7,526	6,488	45	82	172	334	405
Title III teachers	2,200	2,067	6	15	14	33	65
High-poverty LEAs	2,634	1,643	173	201	244	300	73
Rural LEAs	5,642	4,134	187	250	432	499	140
Charter LEAs							
All teachers	2,013	1,450	5	16	72	199	271
Special education teachers	823	719	0	1	1	8	94
Title III teachers	124	121	0	0	0	0	3
High-poverty LEAs	2	1	0	0	0	0	1
Rural LEAs	155	7	134	1	1	3	9
Other LEAs							
All teachers	878	686	27	36	53	46	30
Special education teachers	440	422	1	2	4	3	8
Title III teachers	71	67	0	0	0	1	3
High-poverty LEAs	110	73	5	7	10	11	4
Rural LEAs	455	376	2	10	26	28	13
LEAs with fewer than five HQTs enrolled in alternative route programs							
All teachers	12,526	9,102	928	671	757	763	305
Special education teachers	8,686	7,672	45	81	157	281	450
Title III teachers	2,390	2,264	6	12	14	29	65
High-poverty LEAs	2,448	1,720	161	172	195	165	35
Rural LEAs	6,023	4,644	179	236	410	450	104

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Hawaii and the District of Columbia are excluded from analyses for rural and high-poverty LEAs.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.11. Percentage distribution of LEAs, by percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, for various types of LEAs and teachers: 2013–14

Type of LEA and teacher	Zero	>0 to <1%	1% to <2%	2% to <4%	4% to <10%	10% or more
All LEAs						
All teachers	66	8	6	8	8	4
Special education teachers	87	1	1	2	4	6
Title III teachers	94	0	1	1	1	3
High-poverty LEAs	63	7	8	9	11	3
Rural LEAs	74	3	4	7	9	3
Regular LEAs						
All teachers	64	10	8	9	8	2
Special education teachers	86	1	1	2	4	5
Title III teachers	94	0	1	1	2	3
High-poverty LEAs	62	7	8	9	11	3
Rural LEAs	73	3	4	8	9	2
Charter LEAs						
All teachers	72	0	1	4	10	13
Special education teachers	87	0	0	0	1	11
Title III teachers	98	0	0	0	0	2
High-poverty LEAs	50	0	0	0	0	50
Rural LEAs	5	86	1	1	2	6
Other LEAs						
All teachers	78	3	4	6	5	3
Special education teachers	96	0	0	1	1	2
Title III teachers	94	0	0	0	1	4
High-poverty LEAs	66	5	6	9	10	4
Rural LEAs	83	0	2	6	6	3
LEAs with fewer than five HQTs enrolled in alternative route programs						
All teachers	73	7	5	6	6	2
Special education teachers	88	1	1	2	3	5
Title III teachers	95	0	1	1	1	3
High-poverty LEAs	70	7	7	8	7	1
Rural LEAs	77	3	4	7	7	2

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Hawaii and the District of Columbia are excluded from analyses for rural and high-poverty LEAs.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.12. Number of LEAs with highly qualified teachers (HQTs) enrolled in alternative route programs, for various types of LEAs and teachers: 2013–14

Type of LEA and teacher	All LEAs	Regular LEAs	Charter LEAs	Other LEAs
All LEAs in dataset				
All teachers	13,693	10,644	2,013	878
Special education teachers	8,837	7,526	823	440
Title III teachers	2,408	2,200	124	71
High-poverty LEAs	2,752	2,634	2	110
Rural LEAs	6,258	5,642	155	455
LEAs with HQTs enrolled in alternative route programs				
All teachers	4,591	3,783	563	192
Special education teachers	1,165	1,038	104	18
Title III teachers	144	133	3	4
High-poverty LEAs	1,032	991	1	37
Rural LEAs	1,614	1,508	148	79

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Hawaii and the District of Columbia are excluded from analyses for rural and high-poverty LEAs.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.13. Percentage of LEAs with highly qualified teachers (HQTs) enrolled in alternative route programs, for various types of LEAs and teachers: 2013–14

Type of teacher or LEA	All LEAs	Regular LEAs	Charter LEAs	Other LEAs
All teachers	34	36	28	22
Special education teachers	13	14	13	4
Title III teachers	6	6	2	6
High-poverty LEAs	38	38	*	34
Rural LEAs	26	27	95	17

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Hawaii and the District of Columbia are excluded from analyses for rural and high-poverty LEAs. Asterisk indicates data not shown due to small number of districts in this category (<30).

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.14. Number of highly qualified teachers (HQTs) enrolled in alternative route programs, for various types of LEAs and teachers: 2013–14

Type of teacher and LEA	All LEAs	Regular LEAs	Charter LEAs	Other LEAs
All HQTs				
All teachers	2,296,626	2,191,075	50,167	44,487
Special education teachers	189,637	179,227	2,465	7,694
Title III teachers	34,945	34,242	278	126
High-poverty LEAs	581,220	567,342	93	5,238
Rural LEAs	365,952	349,408	3,090	13,453
HQTs enrolled in alternative route programs				
All teachers	35,469	31,998	2,498	347
Special education teachers	3,727	3,527	154	38
Title III teachers	459.43	423.24	3	2
High-poverty LEAs	13,584	13,035	5	66
Rural LEAs	4,925	4,748	73	103

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Hawaii and the District of Columbia are excluded from analyses for rural and high-poverty LEAs.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.15. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, for various types of LEAs and teachers: 2013–14

Type of teacher or LEA	All LEAs	Regular LEAs	Charter LEAs	Other LEAs
All teachers	1.5	1.5	5.0	0.8
Special education teachers	2.0	2.0	6.2	0.5
Title III teachers	1.3	1.2	1.1	1.7
High-poverty LEAs	2.3	2.3	5.7	1.3
Rural LEAs	1.3	1.4	2.4	0.8

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Hawaii and the District of Columbia are excluded from analyses for rural and high-poverty LEAs.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.16. Number of highly qualified teachers (HQTs) enrolled in alternative route programs, by percentage of teachers enrolled in alternative route programs in the LEA, for various types of LEAs and teachers: 2013–14

Type of LEA and teacher	Total	<1%	1% to <2%	2% to <4%	4% to <10%	10% or more
All LEAs						
All teachers	35,469	2,674	4,934	8,091	13,664	6,107
Special education teachers	3,727	60	155	579	1,563	1,371
Title III teachers	459	10	80	31	131	208
High-poverty LEAs	13,584	429	1,707	2,032	7,247	2,168
Rural LEAs	4,925	302	506	1,099	1,814	1,203
Regular LEAs						
All teachers	31,998	2,636	4,859	7,898	12,460	4,146
Special education teachers	3,527	59	150	576	1,547	1,196
Title III teachers	423	10	80	31	129	173
High-poverty LEAs	13,035	417	1,697	2,012	6,751	2,158
Rural LEAs	4,748	300	495	1,064	1,751	1,138
Charter LEAs						
All teachers	2,498	4	17	112	614	1,750
Special education teachers	154	0	1	<0.5	9	144
Title III teachers	3	0	0	0	0	3
High-poverty LEAs	5	0	0	0	0	5
Rural LEAs	73	2	<0.5	2	19	50
Other LEAs						
All teachers	347	33	57	81	88	89
Special education teachers	38	1	3	3	7	24
Title III teachers	2	0	0	0	1	1
High-poverty LEAs	66	12	9	20	21	4
Rural LEAs	103	<0.5	10	33	44	15

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Hawaii and the District of Columbia are excluded from analyses for rural and high-poverty LEAs.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.17. Percentage distribution of highly qualified teachers (HQTs) enrolled in alternative route programs, by percentage of teachers enrolled in alternative route programs in the LEA, for various types of LEAs and teachers: 2013–14

Type of LEA and teacher	<1%	1% to <2%	2% to <4%	4% to <10%	10% or more
All LEAs					
All teachers	8	14	23	39	17
Special education teachers	2	4	16	42	37
Title III teachers	2	17	7	29	45
High-poverty LEAs	3	13	15	53	16
Rural LEAs	6	10	22	37	24
Regular LEAs					
All teachers	8	15	25	39	13
Special education teachers	2	4	16	44	34
Title III teachers	2	19	7	30	41
High-poverty LEAs	3	13	15	52	17
Rural LEAs	6	10	22	37	24
Charter LEAs					
All teachers	<0.5	1	4	25	70
Special education teachers	0	<0.5	<0.5	6	94
Title III teachers	0	0	0	0	100
High-poverty LEAs	0	0	0	0	100
Rural LEAs	3	1	3	26	68
Other LEAs					
All teachers	10	16	23	25	26
Special education teachers	3	8	9	18	62
Title III teachers	0	0	0	47	53
High-poverty LEAs	18	14	31	32	6
Rural LEAs	<0.5	10	32	43	15

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Hawaii and the District of Columbia are excluded from analyses for rural and high-poverty LEAs.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.18. Number of LEAs, by percentage of all highly qualified teachers (HQTs) who were enrolled in alternative route programs and by LEA characteristics: 2013–14

Type of LEA	Total	Zero	>0 to <1%	1% to <2%	2% to <4%	4% to <10%	10% or more
All LEAs	13,693	9,102	1,049	855	1,033	1,114	540
By poverty level							
Highest poverty quartile	2,752	1,720	179	209	254	312	78
Second highest poverty quartile	2,755	1,812	235	193	249	223	43
Second lowest poverty quartile	2,731	1,820	241	202	219	202	47
Lowest poverty quartile	2,786	1,801	381	217	217	135	35
By urbanicity							
Urban	2,046	1,178	205	105	114	208	236
Suburban	3,010	1,848	478	256	217	160	51
Town	2,221	1,327	175	232	241	195	51
Rural	6,258	4,644	190	261	461	536	166
By enrollment size							
Large (10,000 or more students)	811	156	334	131	106	77	7
Medium (2,500 to <10,000 students)	2,458	1,203	514	281	252	183	25
Small (fewer than 2,500 students)	10,130	7,531	195	439	671	833	461
By percentage of EL students							
High (20% or more)	883	459	121	91	71	92	49
Medium (5% to >20%)	2,203	1,133	316	202	228	231	93
Low (>0 to <5%)	5,711	3,660	566	471	495	413	106
No EL students	4,581	3,609	43	87	236	355	251

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.19. Percentage distribution of LEAs, by percentage of all highly qualified teachers (HQTs) who were enrolled in alternative route programs and by LEA characteristics: 2013–14

Type of LEA	Zero	>0 to <1%	1% to <2%	2% to <4%	4% to <10%	10% or more
By poverty level						
Highest poverty quartile	63	7	8	9	11	3
Second highest poverty quartile	66	9	7	9	8	2
Second lowest poverty quartile	67	9	7	8	7	2
Lowest poverty quartile	65	14	8	8	5	1
By urbanicity						
Urban	58	10	5	6	10	12
Suburban	61	16	9	7	5	2
Town	60	8	10	11	9	2
Rural	74	3	4	7	9	3
By enrollment size						
Large (10,000 or more students)	19	41	16	13	9	1
Medium (2,500 to <10,000 students)	49	21	11	10	7	1
Small (fewer than 2,500 students)	74	2	4	7	8	5
By percentage of EL students						
High (20% or more)	52	14	10	8	10	6
Medium (5% to >20%)	51	14	9	10	10	4
Low (>0 to <5%)	64	10	8	9	7	2
No EL students	79	1	2	5	8	5

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.20. Number of highly qualified teachers (HQTs) who were enrolled in alternative route programs, by percentage of teachers enrolled in alternative route programs in the LEA and by LEA characteristics: 2013–14

Type of LEA	Total	<1%	1% to <2%	2% to <4%	4% to <10%	10% or more
By poverty level						
Highest poverty quartile	13,584	429	1,707	2,032	7,247	2,168
Second highest poverty quartile	6,219	545	583	1,458	2,779	853
Second lowest poverty quartile	5,499	603	909	1,568	2,009	411
Lowest poverty quartile	7,208	1,086	1,694	2,890	924	614
By urbanicity						
Urban	15,813	744	2,151	2,797	7,023	3,098
Suburban	10,032	1,412	1,804	3,265	2,835	716
Town	4,073	215	471	929	1,490	969
Rural	4,925	302	506	1,099	1,814	1,203
By enrollment size						
Large (10,000 or more students)	20,889	1,824	3,448	5,412	8,333	1,874
Medium (2,500 to <10,000 students)	6,854	702	990	1,653	2,841	669
Small (fewer than 2,500 students)	7,052	143	491	1,024	1,968	3,425
By percentage of EL students						
High (20% or more)	7,259	314	782	623	3,863	1,677
Medium (5% to >20%)	14,787	1,109	2,295	4,455	5,187	1,742
Low (>0 to <5%)	10,477	1,219	1,774	2,728	3,469	1,287
No EL students	2,295	30	78	282	629	1,275

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14 ; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.21. Percentage distribution of highly qualified teachers (HQTs) who were enrolled in alternative route programs, by percentage of teachers enrolled in alternative route programs in the LEA and by LEA characteristics: 2013–14

Type of LEA	<1%	1% to <2%	2% to <4%	4% to <10%	10% or more
By poverty level					
Highest poverty quartile	3	13	15	53	16
Second highest poverty quartile	9	9	23	45	14
Second lowest poverty quartile	11	17	29	37	7
Lowest poverty quartile	15	24	40	13	9
By urbanicity					
Urban	5	14	18	44	20
Suburban	14	18	33	28	7
Town	5	12	23	37	24
Rural	6	10	22	37	24
By enrollment size					
Large (10,000 or more students)	9	17	26	40	9
Medium (2,500 to <10,000 students)	10	14	24	41	10
Small (fewer than 2,500 students)	2	7	15	28	49
By percentage of EL students					
High (20% or more)	4	11	9	53	23
Medium (5% to >20%)	7	16	30	35	12
Low (>0 to <5%)	12	17	26	33	12
No EL students	1	3	12	27	56

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Detail may not sum to 100 percent due to rounding. Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.22. Percentage distribution of LEAs with highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with data on HQTs enrolled in alternative route programs	LEAs with HQTs enrolled in alternative route programs	LEAs with 4% or more of HQTs enrolled in alternative route programs
By poverty level			
Highest poverty quartile	25	27	36
Second highest poverty quartile	25	24	25
Second lowest poverty quartile	25	24	23
Lowest poverty quartile	25	25	16
By urbanicity			
Urban	15	19	28
Suburban	22	26	13
Town	16	20	15
Rural	46	36	44
By enrollment size			
Large (10,000 or more students)	6	15	5
Medium (2,500 to <10,000 students)	18	28	13
Small (fewer than 2,500 students)	76	58	82
By percentage of EL students			
High (20% or more)	7	9	9
Medium (5% to >20%)	16	24	20
Low (>0 to <5%)	43	45	33
No EL students	35	22	38

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Detail may not sum to 100 percent due to rounding. Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.23. Percentage distribution of LEAs with special education highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with data on special education HQTs enrolled in alternative route programs	LEAs with special education HQTs enrolled in alternative route programs	LEAs with 4% or more of special education HQTs enrolled in alternative route programs
By poverty level			
Highest poverty quartile	25	27	30
Second highest poverty quartile	25	23	25
Second lowest poverty quartile	25	22	22
Lowest poverty quartile	25	28	24
By urbanicity			
Urban	14	22	20
Suburban	22	32	26
Town	17	19	22
Rural	48	27	33
By enrollment size			
Large (10,000 or more students)	5	27	16
Medium (2,500 to <10,000 students)	18	35	34
Small (fewer than 2,500 students)	77	38	49
By percentage of EL students			
High (20% or more)	4	7	7
Medium (5% to >20%)	15	28	26
Low (>0 to <5%)	45	52	51
No EL students	36	13	16

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Detail may not sum to 100 percent due to rounding. Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.24. Percentage distribution of LEAs with Title III highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with data on Title III HQTs enrolled in alternative route programs	LEAs with Title III HQTs enrolled in alternative route programs	LEAs with 4% or more of Title III HQTs enrolled in alternative route programs
By poverty level			
Highest poverty quartile	25	47	53
Second highest poverty quartile	25	19	20
Second lowest poverty quartile	25	16	15
Lowest poverty quartile	25	19	12
By urbanicity			
Urban	14	27	20
Suburban	23	41	41
Town	16	21	26
Rural	47	11	13
By enrollment size			
Large (10,000 or more students)	4	38	19
Medium (2,500 to <10,000 students)	18	31	40
Small (fewer than 2,500 students)	77	31	41
By percentage of EL students			
High (20% or more)	4	14	14
Medium (5% to >20%)	13	50	47
Low (>0 to <5%)	44	24	24
No EL students	40	11	15

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Detail may not sum to 100 percent due to rounding. Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.25. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with data on HQTs enrolled in alternative route programs	LEAs with at least one HQT enrolled in alternative route programs	LEAs with 4% or more of HQTs enrolled in alternative route programs
All LEAs	1.7	2.4	7.3
By poverty level			
Highest poverty quartile	2.5	3.4	6.7
Second highest poverty quartile	1.6	2.4	6.9
Second lowest poverty quartile	1.3	1.9	6.3
Lowest poverty quartile	1.0	1.5	7.8
By urbanicity			
Urban	2.3	2.9	6.9
Suburban	1.1	1.7	7.0
Town	1.7	3.2	8.4
Rural	1.5	3.1	8.5
By enrollment size			
Large (10,000 or more students)	1.8	2.1	6.2
Medium (2,500 to <10,000 students)	1.2	2.2	6.9
Small (fewer than 2,500 students)	1.7	5.2	11.5
By percentage of EL students			
High (20% or more)	2.8	3.3	7.3
Medium (5% to >20%)	1.8	2.2	6.6
Low (>0 to <5%)	1.2	2.0	7.2
No EL students	1.8	6.5	12.1

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.26. Percentage of special education highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with data on special education HQTs enrolled in alternative route programs	LEAs with at least one special education HQT enrolled in alternative route programs	LEAs with 4% or more of special education HQTs enrolled in alternative route programs
All LEAs	2.2	5.1	9.5
By poverty level			
Highest poverty quartile	2.6	5.1	9.2
Second highest poverty quartile	2.4	6.4	9.6
Second lowest poverty quartile	2.0	5.1	11.1
Lowest poverty quartile	1.9	4.2	7.7
By urbanicity			
Urban	3.0	4.8	9.1
Suburban	1.8	4.0	7.9
Town	2.1	9.2	11.9
Rural	2.0	9.4	12.8
By enrollment size			
Large (10,000 or more students)	2.7	4.1	7.8
Medium (2,500 to <10,000 students)	1.8	6.9	10.0
Small (fewer than 2,500 students)	1.8	16.4	19.1
By percentage of EL students			
High (20% or more)	4.0	5.9	9.2
Medium (5% to >20%)	2.6	4.6	8.6
Low (>0 to <5%)	1.7	5.2	9.7
No EL students	1.7	12.0	20.3

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.27. Percentage of Title III highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with data on Title III HQTs enrolled in alternative route programs	LEAs with at least one Title III HQT enrolled in alternative route programs	LEAs with 4% or more of Title III HQTs enrolled in alternative route programs
All LEAs	1.5	2.8	9.8
By poverty level			
Highest poverty quartile	2.6	5.6	12.4
Second highest poverty quartile	1.9	4.6	6.6
Second lowest poverty quartile	0.6	0.9	7.7
Lowest poverty quartile	1.0	1.8	7.8
By urbanicity			
Urban	1.5	2.8	6.5
Suburban	1.2	1.9	14.2
Town	2.3	10.1	12.1
Rural	1.0	11.1	13.8
By enrollment size			
Large (10,000 or more students)	1.3	1.9	7.7
Medium (2,500 to <10,000 students)	1.7	10.4	11.6
Small (fewer than 2,500 students)	1.4	24.5	24.5
By percentage of EL students			
High (20% or more)	2.9	6.6	12.3
Medium (5% to >20%)	1.4	2.4	8.1
Low (>0 to <5%)	0.9	1.9	16.6
No EL students	2.1	*	*

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Asterisk indicates data not shown due to small number of districts in this category (<30).

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.28. Percentage distribution of highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with HQTs enrolled in alternative route programs	LEAs with 4% or more of HQTs enrolled in alternative route programs
By poverty level		
Highest poverty quartile	42	55
Second highest poverty quartile	19	21
Second lowest poverty quartile	17	14
Lowest poverty quartile	22	9
By urbanicity		
Urban	45	53
Suburban	29	19
Town	12	13
Rural	14	16
By enrollment size		
Large (10,000 or more students)	60	53
Medium (2,500 to <10,000 students)	20	18
Small (fewer than 2,500 students)	20	28
By percentage of EL students		
High (20% or more)	21	29
Medium (5% to >20%)	42	36
Low (>0 to <5%)	30	25
No EL students	7	10

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.29. Percentage distribution of special education highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with special education HQTs enrolled in alternative route programs	LEAs with 4% or more of special education HQTs enrolled in alternative route programs
By poverty level		
Highest poverty quartile	35	34
Second highest poverty quartile	18	21
Second lowest poverty quartile	17	17
Lowest poverty quartile	29	27
By urbanicity		
Urban	42	41
Suburban	32	29
Town	11	13
Rural	14	17
By enrollment size		
Large (10,000 or more students)	62	56
Medium (2,500 to <10,000 students)	22	24
Small (fewer than 2,500 students)	16	20
By percentage of EL students		
High (20% or more)	11	12
Medium (5% to >20%)	49	47
Low (>0 to <5%)	34	34
No EL students	6	7

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.30. Percentage distribution of Title III highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	LEAs with Title III HQTs enrolled in alternative route programs	LEAs with 4% or more of Title III HQTs enrolled in alternative route programs
By poverty level		
Highest poverty quartile	53	64
Second highest poverty quartile	17	21
Second lowest poverty quartile	13	7
Lowest poverty quartile	17	8
By urbanicity		
Urban	39	37
Suburban	41	37
Town	15	20
Rural	5	7
By enrollment size		
Large (10,000 or more students)	66	54
Medium (2,500 to <10,000 students)	24	32
Small (fewer than 2,500 students)	10	14
By percentage of EL students		
High (20% or more)	18	23
Medium (5% to >20%)	60	63
Low (>0 to <5%)	19	10
No EL students	3	5

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.31. Percentage distribution of LEAs with 4 percent or more of highly qualified teachers (HQTs) enrolled in alternative route programs, by LEA characteristics: 2013–14

Type of LEA	All HQTs	Special education HQTs	Title III HQTs
By poverty level			
Highest poverty quartile	36	30	53
Second highest poverty quartile	25	25	20
Second lowest poverty quartile	23	22	15
Lowest poverty quartile	16	24	12
By urbanicity			
Urban	28	20	20
Suburban	13	26	41
Town	15	22	26
Rural	44	33	13
By enrollment size			
Large (10,000 or more students)	5	16	19
Medium (2,500 to <10,000 students)	13	34	40
Small (fewer than 2,500 students)	82	49	41
By percentage of EL students			
High (20% or more)	9	7	14
Medium (5% to >20%)	20	26	47
Low (>0 to <5%)	33	51	24
No EL students	38	16	15

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Detail may not sum to 100 percent due to rounding. Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.32. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, for selected types of teachers, by LEA characteristics: 2013–14

Type of LEA	All HQTs	Special education HQTs	Title III HQTs
All LEAs	1.5	2.0	1.3
By poverty level			
Highest poverty quartile	2.3	2.4	2.3
Second highest poverty quartile	1.5	2.0	1.6
Second lowest poverty quartile	1.1	1.7	0.5
Lowest poverty quartile	1.0	1.7	0.9
By urbanicity			
Urban	2.2	2.7	1.3
Suburban	1.1	1.5	1.1
Town	1.5	1.8	2.1
Rural	1.3	1.8	1.0
By enrollment size			
Large (10,000 or more students)	1.8	2.5	1.2
Medium (2,500 to <10,000 students)	1.1	1.5	1.5
Small (fewer than 2,500 students)	1.5	1.5	1.3
By percentage of EL students			
High (20% or more)	2.7	3.6	2.2
Medium (5% to >20%)	1.7	2.3	1.2
Low (>0 to <5%)	1.1	1.5	0.9
No EL students	1.6	1.4	2.0

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education.

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.33. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, in LEAs with HQTs enrolled in alternative route programs, for selected types of teachers, by LEA characteristics: 2013–14

Type of LEA	All HQTs	Special education HQTs	Title III HQTs
All LEAs	2.4	5.1	2.8
By poverty level			
Highest poverty quartile	3.4	5.1	5.6
Second highest poverty quartile	2.4	6.4	4.6
Second lowest poverty quartile	1.9	5.1	0.9
Lowest poverty quartile	1.5	4.2	1.8
By urbanicity			
Urban	2.9	4.8	2.8
Suburban	1.7	4.0	1.9
Town	3.2	9.2	10.1
Rural	3.1	9.4	11.1
By enrollment size			
Large (10,000 or more students)	2.1	4.1	1.9
Medium (2,500 to <10,000 students)	2.2	6.9	10.4
Small (fewer than 2,500 students)	5.2	16.4	24.5
By percentage of EL students			
High (20% or more)	3.3	5.9	6.6
Medium (5% to >20%)	2.2	4.6	2.4
Low (>0 to <5%)	2.0	5.2	1.9
No EL students	6.5	12.0	*

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Asterisk indicates data not shown due to small number of districts in this category (<30).

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.

Exhibit B.34. Percentage of highly qualified teachers (HQTs) enrolled in alternative route programs, in LEAs with 4 percent or more of HQTs enrolled in alternative route programs, for selected types of teachers, by LEA characteristics: 2013–14

Type of LEA	All HQTs	Special education HQTs	Title III HQTs
All LEAs	7.3	9.5	9.8
By poverty level			
Highest poverty quartile	6.7	9.2	12.4
Second highest poverty quartile	6.9	9.6	6.6
Second lowest poverty quartile	6.3	11.1	7.7
Lowest poverty quartile	7.8	7.7	7.8
By urbanicity			
Urban	6.9	9.1	6.5
Suburban	7.0	7.9	14.2
Town	8.4	11.9	12.1
Rural	8.5	12.8	13.8
By enrollment size			
Large (10,000 or more students)	6.2	7.8	7.7
Medium (2,500 to <10,000 students)	6.9	10.0	11.6
Small (fewer than 2,500 students)	11.5	19.1	24.5
By percentage of EL students			
High (20% or more)	7.3	9.2	12.3
Medium (5% to >20%)	6.6	8.6	8.1
Low (>0 to <5%)	7.2	9.7	16.6
No EL students	12.1	20.3	*

Note: This table is based on data reported by 48 states and the District of Columbia. Two states and two jurisdictions did not report the requested data: Mississippi, Pennsylvania, Puerto Rico, and the Bureau of Indian Education. Asterisk indicates data not shown due to small number of districts in this category (<30).

Sources: U.S. Department of Education, National Center for Education Statistics, *EDFacts* state data submission, "Highly Qualified Teachers" 2013–14; U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey" 2012–13, v.1a.



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