

An Analysis of Certification and Highly Qualified Status of Texas Public School Teachers in the 2002-2003 Academic Year

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State Board for Educator Certification

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EXECUTIVE SUMMARY

Most politicians, parents, and educators would agree that well-qualified teachers are critical to the performance of schools and classrooms. One measure of the quality of teachers—albeit an imperfect one—is whether a teacher is certified to be teaching the subject matter and grade level to which she/he is assigned. Another measure—recently authorized in the No Child Left Behind Act—is whether a teacher is highly qualified.

Of course, being fully certified or highly qualified does not necessarily guarantee a well-qualified teacher or quality teaching. The premise of this report is simply that these two measures provide some indication of the quality of the teachers in Texas public schools.

This report presents data on the following:

- the percentage of teachers who are assigned to teach in-field,
- the percentage of teachers who are assigned to teach out-of-field,
- the percentage of teachers without a full certificate,
- the percentage of teachers certified, but teaching out-of-field,
- the percentage of teachers highly qualified, and
- the percentage of teachers not highly qualified.

The report is based on the Public Education Information Management System (PEIMS) data from the Texas Education Agency and the teacher certification records from the State Board for Educator Certification pertaining to the 2002-2003 academic year.

The data presented in this analysis do not reflect whether individuals are lawfully assigned to teach what they are teaching. Rather, the data describe the extent to which the certificate(s) held by teachers “match” the subjects they are assigned to teach. By match, we mean whether there would likely be consensus on whether a teacher is adequately prepared to teach a particular subject area given that she/he holds a particular certificate.

In this report, the phrase “in-field” refers to the teacher full-time equivalents (FTEs) for which the teacher’s certificate matches the teacher’s assignment. The phrase “out-of-field” refers to the teacher FTEs for which the teacher’s certificate does *not* match her/his assignment. The phrase “no certificate” refers to the teacher full-time equivalents (FTEs) for which the teacher does not hold a full certificate. The phrase “certified, out-of-field” refers to the teacher full-time equivalents (FTEs) for which the teacher is fully certified, but assigned to teach outside the areas in which she/he is certified.

The data presented in this analysis with respect to *No Child Left Behind* does not reflect an whether individuals are actually highly qualified. At this point in time, there is not enough data collected to make an accurate determination of whether a teacher is highly qualified. Rather, this analysis is an estimate of the percentage of teachers who will meet the evolving definition of highly qualified as defined by the Texas Education Agency. The phrase “highly qualified” means that the teacher is considered highly qualified at this point in time using limited data. The phrase “not highly qualified” means that the teacher is considered *not* highly qualified at this point in time using limited data. If more data were available, the percentage of highly qualified teacher FTEs would likely be higher.

The major findings of the report follow below. The findings are divided into five areas: all teachers, pre-elementary school, elementary school, middle school, high school, and special education teachers.

ALL TEACHERS IN ALL SCHOOLS

- In AY 2003, the vast majority of all teachers assigned to teach academic subject areas (87.0%) hold a valid Texas teaching certificate. With respect to being assigned in-field, **81.4 percent of all teacher FTEs are assigned in-field** in AY 2003 .
- In AY 2003, **12.2 percent of all teacher FTEs did not have a full certificate** while **6.4 percent are certified but assigned out-of-field**.
- In AY 2003, the majority of teachers FTEs are highly qualified. Overall, **77.9 percent of all Texas teachers are highly qualified**. This is only slightly less than the percentage of teacher FTEs assigned in-field (81.4 percent).

PRE-ELEMENTARY SCHOOL TEACHERS

- In AY 2003, **71.8 percent of all pre-elementary teacher FTEs are assigned in-field**. The **percentage of teacher FTEs without a full certificate is 13.0 percent** while the **percentage holding a certificate but teaching out-of-field is 15.1 percent**.
- In AY 2003, **69.4 percent of all pre-elementary teacher FTEs are highly qualified**. This is just slightly less than the percentage of teacher FTEs assigned in-field.

ELEMENTARY SCHOOL TEACHERS

- In AY 2003, **87.5 percent of all elementary teacher FTEs are assigned in-field**. The **percentage of teachers without a full certificate is 10.3 percent** while the **percentage holding a certificate but teaching out-of-field is 2.2 percent**.
- In AY 2003, 86.1 percent of all elementary teacher FTEs are highly qualified. This is just slightly less than the percentage of teacher FTEs assigned in-field.

MIDDLE SCHOOL TEACHERS

- In AY 2003, 76.4 percent of all middle school teacher FTEs are **assigned in-field**. The percentage of teachers **without a full certificate** is 13.6 while the percentage **holding a certificate but teaching out-of-field** is 10.0.
- In AY 2003, **64.3 percent of all middle school teacher FTEs are highly qualified**. This is more than ten percentage points lower than the percentage of teacher FTEs assigned in-field.

- In AY 2003, **between 69 and 83 percent of teacher FTEs in the six core subject areas (English Language Arts, mathematics, science, social studies, foreign language, and fine arts) are assigned in-field.** Foreign language and mathematics have the lowest percentage of teacher FTEs in-field at approximately 69 percent while fine arts has 83 percent of teacher FTEs in-field.
- In AY 2003, **between 11 and 21 percent of teacher FTEs in the six core subject areas do not have a full certificate,** with English Language Arts having the lowest percentage at less than 12 percent and foreign language having the highest at 21 percent.
- In AY 2003, **between 36 and 81 percent of teacher FTEs in the six core subject areas are highly qualified.** Mathematics has the lowest percentage of highly qualified teacher FTEs with almost 38 percent while fine arts has almost 81 percent highly qualified teacher FTEs.

HIGH SCHOOL TEACHERS

- In AY 2003, **79.3 percent of all high school teacher FTEs are assigned in-field.** The **percentage of teachers without a full certificate is 13.4 percent** while the **percentage holding a certificate but teaching out-of-field is 7.3 percent.**
- In AY 2003, **76.7 percent of all high school teacher FTEs are highly qualified.** This is just slightly less than the percentage of teacher FTEs assigned in-field.
- In AY 2003, **between 74 and 83 percent of teacher FTEs in the six core subject areas (English Language Arts, mathematics, science, social studies, foreign language, and fine arts) are assigned in-field.** Foreign language has the lowest percentage of teacher FTEs in-field at approximately 74 percent while fine arts has 83 percent of teacher FTEs in-field.
- In AY 2003, **between 11 and 20 percent of teacher FTEs in the six core subject areas do not have a full certificate,** with English Language Arts and fine arts having the lowest percentage at approximately 12 percent and foreign language having the highest at 20 percent.
- In AY 2003, **between 74 and 83 percent of teacher FTEs in the six core subject areas are highly qualified.** Foreign language has the lowest percentage of teacher FTEs in-field at approximately 74 percent while fine arts has 83 percent of teacher FTEs in-field.

SPECIAL EDUCATION TEACHERS

- In AY 2003, **81.4 percent of special education teacher FTEs assigned to teach all grade levels are assigned in-field and are highly qualified.** The **percentage of teacher FTEs without a full certificate is 13.2 percent** while the **percentage holding a certificate but teaching out-of-field is 5.4 percent.**

INTRODUCTION

Most politicians, parents, and educators would agree that well-qualified teachers are critical to the performance of schools and classrooms. One measure of the quality of teachers—albeit an imperfect one—is whether a teacher is certified to be teaching the subject matter and grade level to which she/he is assigned. Another measure—recently authorized in the No Child Left Behind Act—is whether a teacher is highly qualified.

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METHODOLOGY EMPLOYED IN CALCULATING IN-FIELD AND OUT-OF-FIELD

DETERMINING IN-FIELD STATUS

Two data sets are utilized to determine if a teacher is assigned in-field or out-of-field. The first data set is the Public Education Information Management System (PEIMS) data from the Texas Education Agency (TEA). This data includes every teaching assignment for every public school teacher in Texas. All teachers of record, including permanent substitutes, are included in this data set. The data is submitted to TEA in October of each academic year by the local school districts. Thus, the accuracy of the PEIMS data is dependent on the accuracy of school district personnel inputting the data.

The second data set is the Official Record of Educator Certificates from the State Board for Educator Certification. This data includes a record of all the different teaching certificates a person may possess, the year in which each certificate was obtained, and the grade levels for which the certificate is valid.

The two data sets are merged using each teacher's social security number. Teachers without a valid social security number are eliminated from the analysis. Once the assignment and certificate data are merged, determining whether a teacher holds the appropriate certificate is a three-part process.

First, we must determine whether the teacher holds any type of standard certificate. If a person does not hold a standard certificate as of December 31 of the fall semester of the academic year, then that person is automatically considered to be teaching out-of-field. Thus, teachers holding: (1) a probationary certificate while enrolled in an alternative certification program, (2) an emergency permit while enrolled in a post-baccalaureate program, or (3) an out-of-state certificate, are all automatically determined to be out-of-field.

Second, we must determine whether the teacher holds the appropriate certificate for each of the subjects that she or he teaches. If she or he does not possess the appropriate subject area certificate, then she or he is automatically considered to be teaching out-of-field. For example, if a person teaches grade seven language arts, we must determine if the person holds a language arts certificate. If she or he does not possess a language arts certificate, then that particular teacher is considered to be teaching out-of-field. In grades seven and eight, a person with an elementary specialization in that particular subject area is considered to be in-field. Thus, a teacher assigned to grade seven reading or language arts who possesses an elementary certificate with a specialization in reading or language arts is considered to be in-field.

Third, if the person holds the appropriate certificate for the subject that she or he teaches, we must determine whether the certificate is appropriate for the grade level the teacher is assigned to teach. If the certificate is not appropriate for the grade level that the teacher is assigned to teach, then she or he is considered to be teaching out-of-field. For example, if a teacher teaches tenth grade biology, then that person must hold a *secondary* biology certificate or *secondary* science

composite certificate to be considered teaching in-field. If the teacher holds an elementary certificate with a science specialization, she or he would be considered out-of-field because the elementary specialization certificate is appropriate only through grade eight, but not for grades nine through twelve. Likewise, a person assigned to teach grade three departmentalized mathematics classes who holds a secondary mathematics certificate would be considered out-of-field because the secondary certificate is not appropriate at the elementary school level.

If a teacher holds a target certificate for both the subject area and the grade level to which she/he is assigned to teach, then she/he is considered to be teaching in-field. If the teacher holds a certificate that is not appropriate for either the subject area or the grade level to which she/he is assigned to teach, then she/he is considered to be teaching out-of-field.

For teachers assigned to teach the subject and specialization areas of fine arts, physical education/health, special education, bilingual/ESL, or ESL at the pre-elementary and elementary level, teachers holding only a general elementary certificate are considered to be teaching out-of-field. For example, if a teacher is assigned to teach fine arts but only has a general elementary certificate, then she/he would be teaching out-of-field. However, if the teacher held any type of relevant fine arts certificate—such as an all-level fine arts certificate--she/he would be teaching in-field.

Change from Previous Analyses

In our previous analyses, the school level was determined by the nine-digit county-district number assigned by TEA to each public school in Austin. The county- district numbers are constructed in such a way that the first three digits indicate the county in which the school resides, the second three digits indicate the district in which the school resides, and the last three digits indicate the specific school. The last three digits also indicate the school level— elementary, middle school, or high school. In general, elementary schools have a county-district number that is between xxxyyy100 and xxxyyy300, middle schools have a county-district number that is between xxxyyy040 and xxxyyy099, and high schools have a county-district number that is between xxxyyy001 and xxxyyy039.

There are, however, inconsistencies in these numbers. Some elementary schools have a county-district number that is between xxxyyy040 and xxxyyy099 while some middle schools have a county-district number that is between xxxyyy100 and xxxyyy300. In previous reports, all schools with a county-district number that was between xxxyyy040 and xxxyyy099 were considered middle schools. In these analyses, a teacher assigned to instruct a departmentalized course had to possess either a secondary certificate appropriate for the course or an elementary “1-8” certificate with a specialization for the particular subject area. According to our certification rules, however, a teacher with a general elementary certificate is certified to teach grade six departmentalized classes. Thus, previous analyses inappropriately designated such teachers as being out-of-field.

In this analysis, we worked diligently to find a more accurate methodology to accurately categorize grade six teachers. In closely examining the PEIMS data, we determined that the grade level assigned to teachers in the data accurately reflected the course taught by the teacher regardless of the level of the school. Thus, a teacher assigned to teach a grade six mathematics

class—whether in an elementary school, middle school, or in a “both elementary/secondary school”—would be shown to be teaching an elementary level course. In response to this determination, we altered the methodology so that the certificate was matched against the grade level in PEIMS rather than the grade level as determined by a school’s county-district number.

By altering the methodology, a far greater percentage of middle school teachers were designated as being in-field rather than out-of-field. Overall, the percentage of in-field middle school teachers in 2003 under the old methodology was 68.8 percent while the percentage of in-field middle school teachers in 2003 under the new methodology is 76.4 percent.

Special Education Teachers and Certification Status

If a teacher is assigned to teach special education students—regardless of the subject area or course that she/he is teaching—then that teacher is considered to be a special education teacher and is placed in the special education subject area group. Thus, for example, if a teacher is assigned to teach a middle school grade seven mathematics course but the population served by that teacher is designated as special education, then that teacher is considered to be a special education teacher. If the teacher holds a special education certificate of any kind, then that teacher is considered to be teaching in-field. The teacher does not have to also hold a mathematics certificate to be considered in-field. Importantly, even though that teacher is assigned to teach mathematics, she/he is not included in the count of mathematics teachers or mathematics full-time equivalents (FTEs).

Missing Data on Middle School Teachers

SBEC possesses all appropriate certification data on all Texas teachers with one notable exception—general elementary teachers with 18 hours of coursework in a specific subject teaching that specific subject in grades seven and eight.. SBEC’s certification rules allow a teacher with a general elementary certificate who has completed 18 college coursework hours in a specific subject to teach that subject in grades seven and eight. For example, if a seventh grade mathematics teacher has a valid general elementary teaching certificate and 18 hours of coursework in mathematics, then the SBEC certification rules would consider that person to be certified to teach seventh grade mathematics. Unfortunately, SBEC does not collect such data. Thus, in our analyses, we must count a teacher with a general elementary certificate who is assigned to teach departmentalized courses in grades seven and eight as being out-of-field when, in fact, they may actually be in-field if they have completed the requisite 18 hours.

Importantly, as noted previously, a seventh or eighth grade teacher with an elementary *specialization* in the particular subject area is considered to be in-field for that subject area. Thus, a teacher assigned to grade seven reading or language arts who possesses an elementary certificate with a *specialization* in reading or language arts is considered to be in-field. All elementary teachers who obtain an elementary certificate for grades one through eight and who certified through a Texas educator preparation program must be recommended for an area of specialization by the educator preparation program. Thus, we can accurately determine in-field status of elementary teachers from Texas educator preparation who hold a “1-8” certificate. Teachers from out-of-state who hold a “1-8” certificate do not have an area of specialization.

Thus, any such teachers assigned to teach grades seven and eight are assumed to be teaching out-of-field.

Elementary Departmentalized Teachers and Certification Status

Elementary teachers assigned to teach specific subject areas (such as mathematics or science) rather than self-contained classes (e.g., assigned to teach the same students across the school day) are considered to be teaching in-field if they hold a general elementary certificate. This holds true for grades one through six in both elementary and middle schools.

Other Assignment Areas

In addition to the subject and specialization areas described below, teachers can also be assigned to “not applicable” and “other” assignment areas. These specific assignments include locally developed courses, study hall, tutorial, co-curricular activities, content mastery, discipline management, and driver education. Since there are no certification requirements for these assignments, the teacher and teacher FTEs for these assignments are not included in this analysis. This is why the number of FTEs in this analysis is different than the reported number of all teacher FTEs in other documents.

Definitions of Column Headings

Number of Teacher FTEs:

- **Total:** the total number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas--assigned to teach in the state, district, or school.
- **In-Field:** the number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas--assigned to teach in-field in the state, district, or school.
- **Out-of-Field:** the number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas--assigned to teach out-of-field in the state, district, or school.
- **No Certificate:** the number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas—without a full teaching certificate. Such teachers may be on an emergency permit, enrolled in an alternative certification program, or on a one year out-of-state certificate.
- **Certified, Out-of-Field:** the number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas—with a full teaching certificate but assigned to teach a subject outside their area of certification.

Percentage of Teacher FTEs:

- **In-Field:** the percentage of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas--assigned to teach in-field in that particular school.
- **Out-of-Field:** the percentage of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas--assigned to teach out-of-field in that particular school.
- **No Certificate:** the percentage of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas—without a full teaching certificate. Such teachers may be on an emergency permit, enrolled in an alternative certification program, or on a one year out-of-state certificate.
- **Certified, Out-of-Field:** the number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas—with a full teaching certificate but assigned to teach a subject outside their area of certification.

METHODOLOGY EMPLOYED IN DETERMINING HIGHLY QUALIFIED STATUS

DETERMINING HIGHLY QUALIFIED STATUS

At this point in time, much of the determination about highly qualified status is based on whether a person is properly certified for her or his particular assignment. Thus, we first follow the aforementioned steps in determining whether a teacher is assigned in-field or out-of-field.

Subject Areas Affected by No Child Left Behind

The only subject areas that must have highly qualified teachers are English Language Arts, mathematics, science, social studies, foreign languages, and fine arts. Also included is elementary grades in which teachers are assigned to teach all subjects to the same group of children. These teachers are described as self-contained (classroom) teachers.

Teachers on Out-of-State Certificates

At this point in time, teachers on an out-of-state permit will be considered highly qualified if assigned in the field in which they are seeking a certificate. In this analysis, however, all teachers on an out-of-state certificate are considered not highly qualified. In subsequent analyses, teachers on out-of-state certificates will be considered highly qualified.

Teachers Enrolled in Alternative Certification Programs

At this point in time, teachers on a probationary certificate while enrolled in an alternative certification program are considered not highly qualified unless they pass the appropriate ExCET or TeXES content examination for the subjects that they are assigned to teach *before* they enter the classroom. Currently, very few teachers enrolled in alternative certification programs even take a content test before they enter the classroom. Thus, in this analysis, all teachers on a probationary certificate are considered to be not highly qualified in this analysis. In subsequent analyses, we will examine the testing history of teachers on probationary certificates and determine whether they meet the definition of highly qualified.

Teachers on Emergency Permits

All teachers on emergency permits in the NCLB subject areas are considered to be not highly qualified.

Permanent Substitutes

All permanent substitutes are considered to be not highly qualified unless they possess the requisite certificates to be considered in-field.

Existing Teachers

At this point in time, TEA has not made any final determination about what qualifications teachers certified before 1987 will have to possess to be considered highly qualified. Thus, in this analysis, all teachers certified before 1987 are considered to be highly qualified if they meet the in-field requirements described above.

Special Education Teachers

If a teacher is assigned to teach special education students—regardless of the subject area or course that she/he is teaching—then that teacher is considered to be a special education teacher and is placed in the special education subject area group. Thus, for example, if a teacher is assigned to teach a middle school grade seven mathematics course but the population served by that teacher is designated as special education, then that teacher is considered to be a special education teacher.

At this point in time, NCLB requires that, a special education teacher must hold both a special education certificate *and* a certificate appropriate to the subject that she or he is assigned to teach to be considered highly qualified. Thus, if a teacher is assigned to teach Algebra I to special education students, the teacher must have *both* a special education certificate and a secondary mathematics certificate. The majority of special education teachers did not have a subject assigned to them in PEIMS. Because of this, special education teachers without a subject assignment other than special education are considered to be highly qualified if they possess the appropriate special education certificate. If a special education teacher is assigned to teach a specific subject, then she or he must possess *both* the appropriate special education certificate and the appropriate content area certificate.

Bilingual and English as a Second Language Teachers

If a teacher is assigned to teach bilingual or English as a Second Language students—regardless of the subject area or course that she/he is teaching—then that teacher is considered to be a bilingual or English as a Second Language teacher. Thus, for example, if a teacher is assigned to teach a middle school grade seven mathematics course but the population served by that teacher is designated as bilingual or English as a Second Language, then that teacher is considered to be a bilingual or English as a Second Language teacher.

At this point in time, NCLB requires that a bilingual or English as a Second Language teacher must hold a bilingual or English as a Second Language certificate *and* a certificate appropriate to the subject that she or he is assigned to teach. Thus, if a teacher is assigned to teach Algebra I to bilingual or English as a Second Language students, the teacher must have both a bilingual or English as a Second Language certificate and a secondary mathematics certificate.

This analysis requires all bilingual or English as a Second language to possess both a bilingual or English as a Second Language certificate as well as the appropriate subject matter certificate in order to be highly qualified. In the in-field analysis, a teacher simply has to have the appropriate bilingual or English as a Second Language certificate.

Middle School Teachers

At this point in time, the *No Child Left Behind* Act requires that any teacher at a middle school campus meet the secondary teacher definition of highly qualified. In other words, regardless of the grade or subject taught, all teachers at a middle school campus must meet the secondary teacher definition of highly qualified. TEA and SBEC are currently in negotiations with the US Department of Education about this issue. It is SBEC's position that the grade level and course to which a teacher is assigned should be the determining factor rather than the school level designation in which a teacher is employed. Thus, we believe that if a teacher is assigned to teach a sixth grade course in a middle school, then that teacher should have to meet the elementary teacher definition of highly qualified because she/he is assigned to teach an elementary subject in an elementary course. However, at this point in time, all teachers on middle school campuses must meet the secondary teacher definition of highly qualified. In terms of this analysis, we require all teachers at a middle school to possess a secondary certificate for the subject to which they are assigned.

To accomplish this, we identify all teachers assigned to teach at a middle school by using the nine digit county-district number in PEIMS. We then match the assignments for each teacher to the certificates for each teacher. Unlike in the in-field/out-of-field analysis in which a middle school teacher could hold an elementary certificate and still be considered in-field, the highly qualified analysis requires all middle school teachers to have the appropriate secondary certificate. Thus, any teacher assigned to teach in a middle school and who possesses an elementary certificate only is classified as being not highly qualified.

Elementary Departmentalized Teachers

Elementary teachers assigned to teach specific subject areas (such as mathematics or science) rather than self-contained classes (e.g., assigned to teach mathematics all day rather than teaching the same students across the school day) are considered to be highly qualified if they hold a general elementary certificate. This holds true for grades one through six in elementary schools.

Definitions of Column Headings

Number of Teacher FTEs:

- **Total:** the total number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas--assigned to teach in the state, district, or school.
- **Highly Qualified:** the number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas—who are determined to be highly qualified in the state, district, or school.
- **Not Highly Qualified:** the number of teacher full-time equivalents—excluding the “not applicable” and “other” subject areas—who are determined to be not highly qualified in the state, district, or school.

Percentage of Teacher FTEs:

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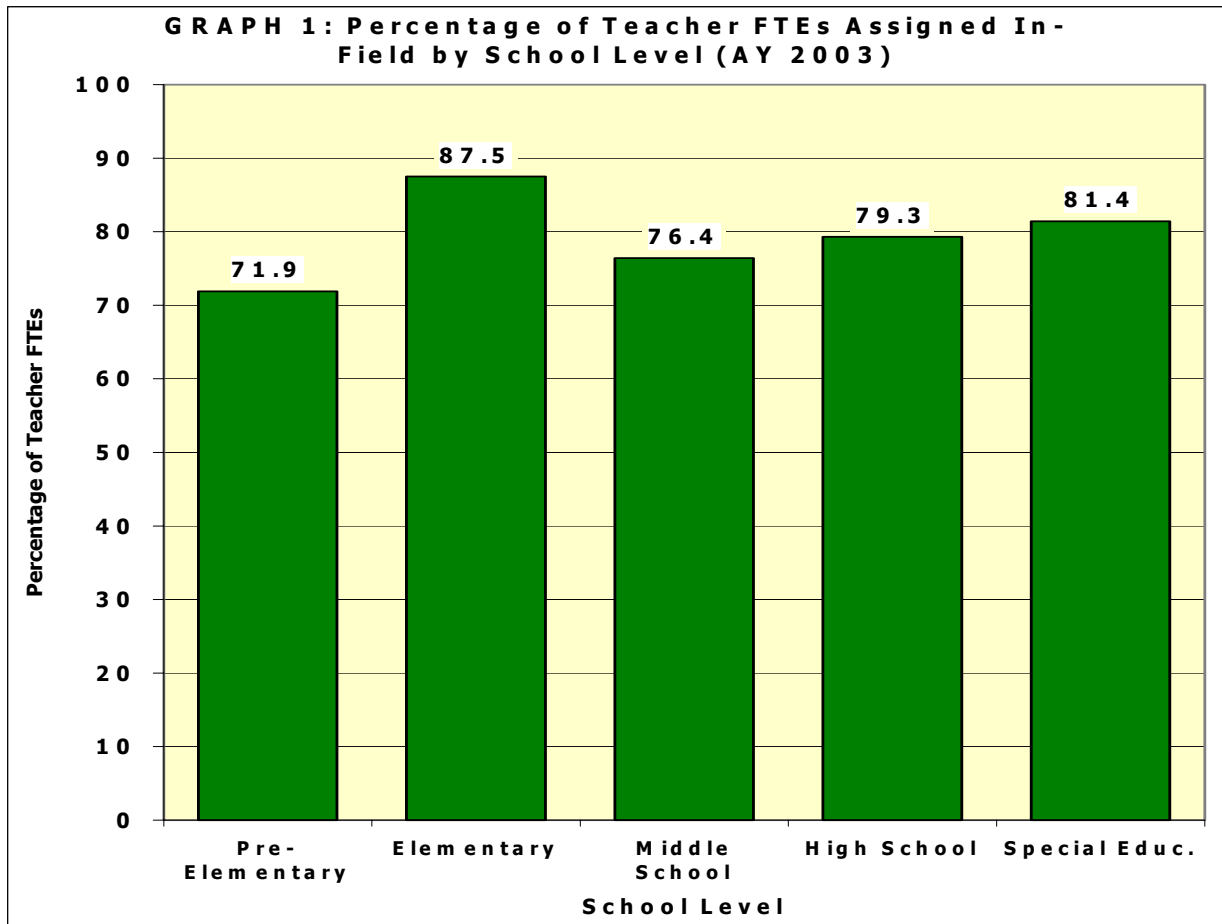
FINDINGS

As shown below, we analyze the data by the number of teacher FTEs. We determine the number and percentage of teacher FTEs considered to be assigned in-field and out-of-field. We also further analyze the out-of-field category by breaking out-of-field into teacher FTEs with no certificate and teacher FTEs with a certificate but assigned out-of-field. Finally, we determine the number and percentage of teacher FTEs determined to be highly qualified and not highly qualified.

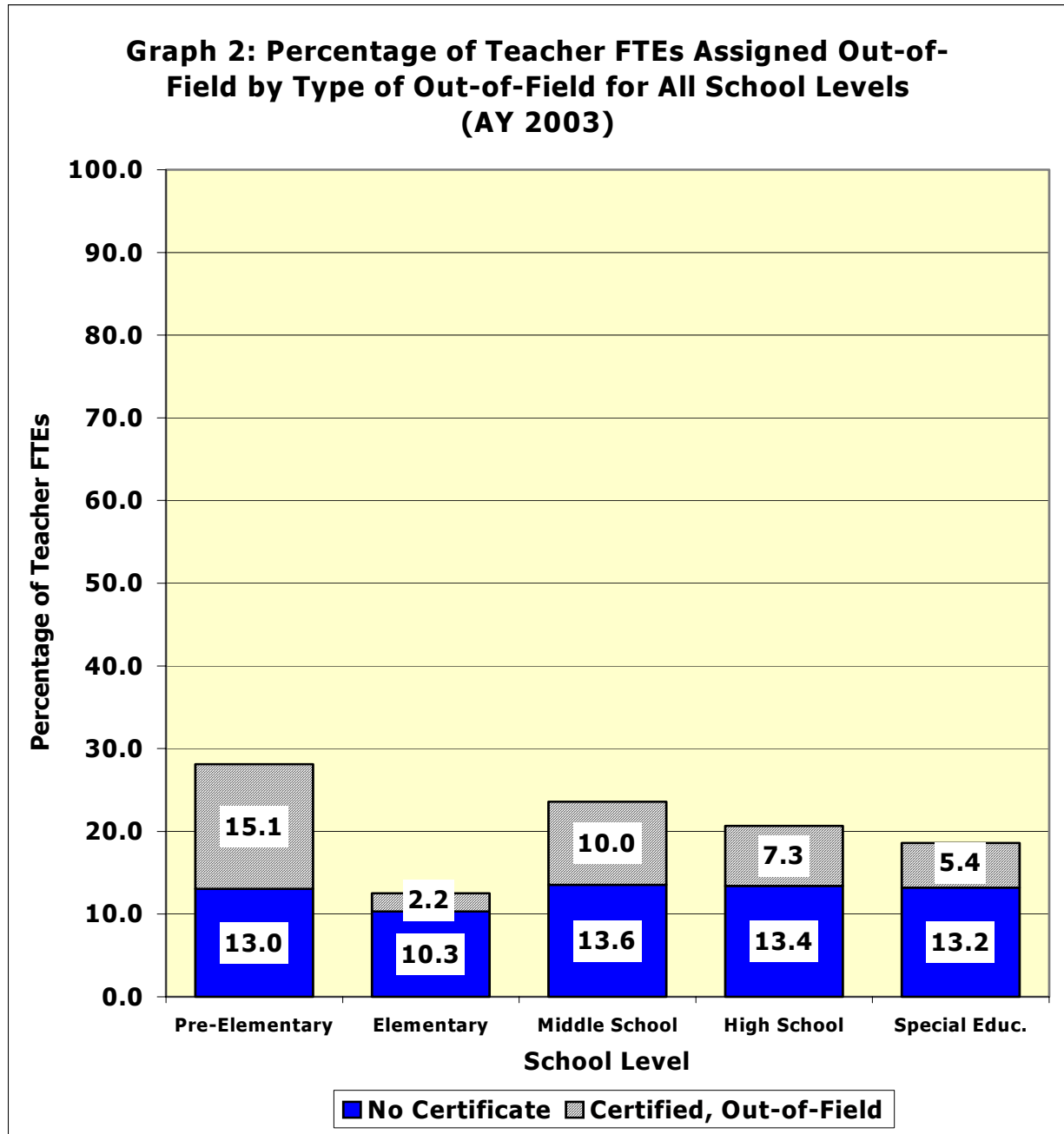
Each of these analyses are reported at four levels: pre-elementary school, elementary school, middle school, and high school. In addition, there is a separate section for those special education teachers.

ALL LEVELS

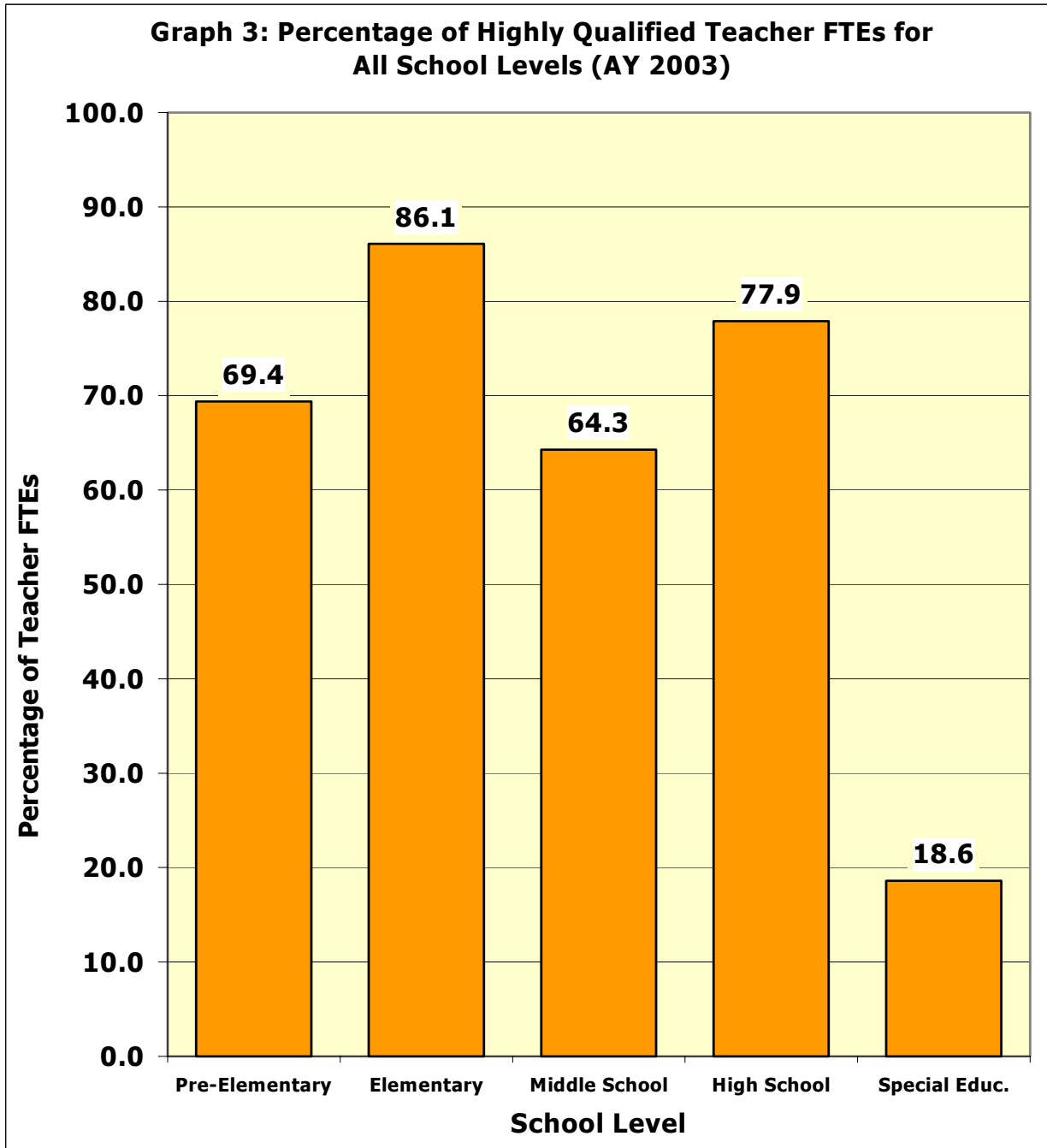
As shown in **Graph 1** below, the percentage of teacher FTEs assigned in-field is greatest at the elementary level and lowest at the pre-elementary level. Moreover, utilizing the new methodology, the difference between the percentages for middle and high school is fairly small.



As shown below in **Graph 2**, with the exception of the elementary school level, approximately 13 percent of all teacher FTEs do not hold a full state certificate. The percentage of teacher FTEs certified but assigned out-of-field is greatest at the pre-elementary level (15.1 percent) and the least at the elementary level (2.2 percent).



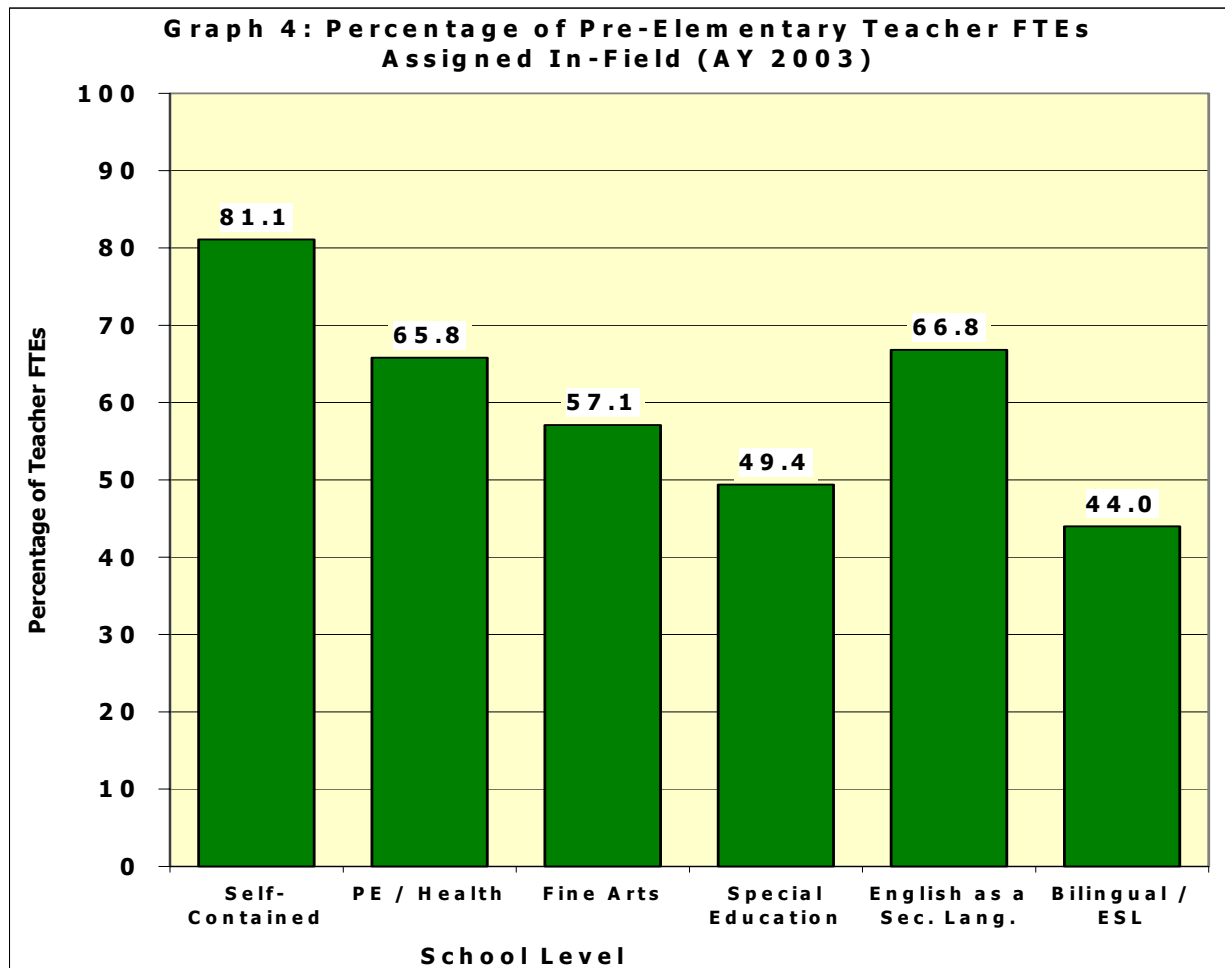
As shown below in **Graph 3**, the percentages of highly qualified teacher FTEs vary by school level. Elementary has the greatest percentage of highly qualified teachers while middle school has the lowest.



PRE-ELEMENTARY SCHOOL

Percentage of Teachers Assigned In-Field

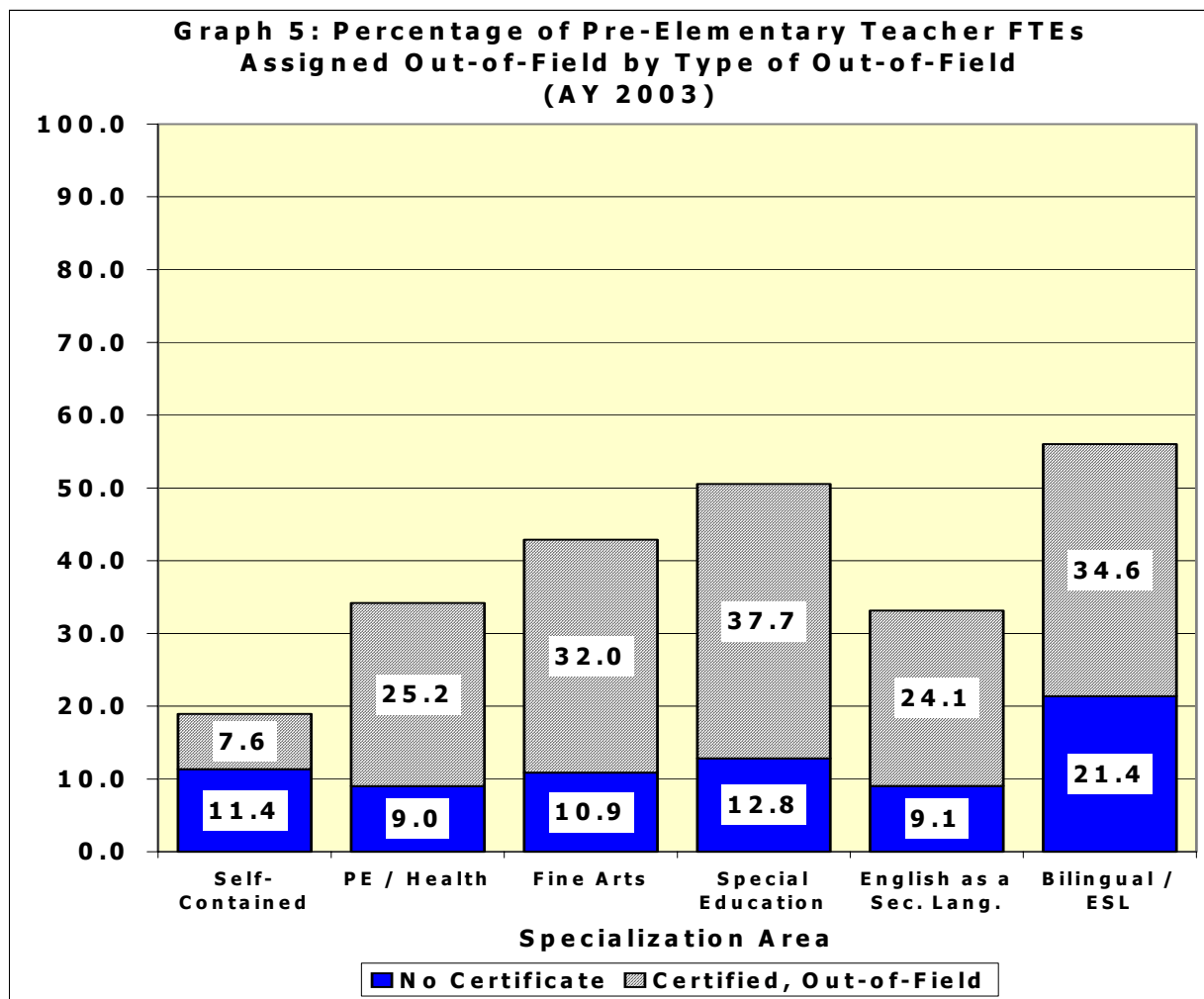
As shown in **Graph 4**, the percentage of all pre-elementary school teacher FTEs assigned in-field is 71.9 percent. The majority of pre-elementary teachers are self-contained classroom teachers and 81.1 percent of the self-contained teacher FTEs are assigned in-field. The percentages of in-field teacher FTEs in the subject and specialization areas of physical education/health, fine arts, special education, English as a Second language, and bilingual/ESL are far lower than the percentage for self-contained teacher FTEs. Of these specialization areas, only the ESL and physical education/health areas have in-field percentages above 60 percent. Less than 50 percent of special education teachers and bilingual teachers are assigned in-field at this school level.



Percentage of Teacher FTEs without a Certificate and Certified but Teaching Out-of-Field

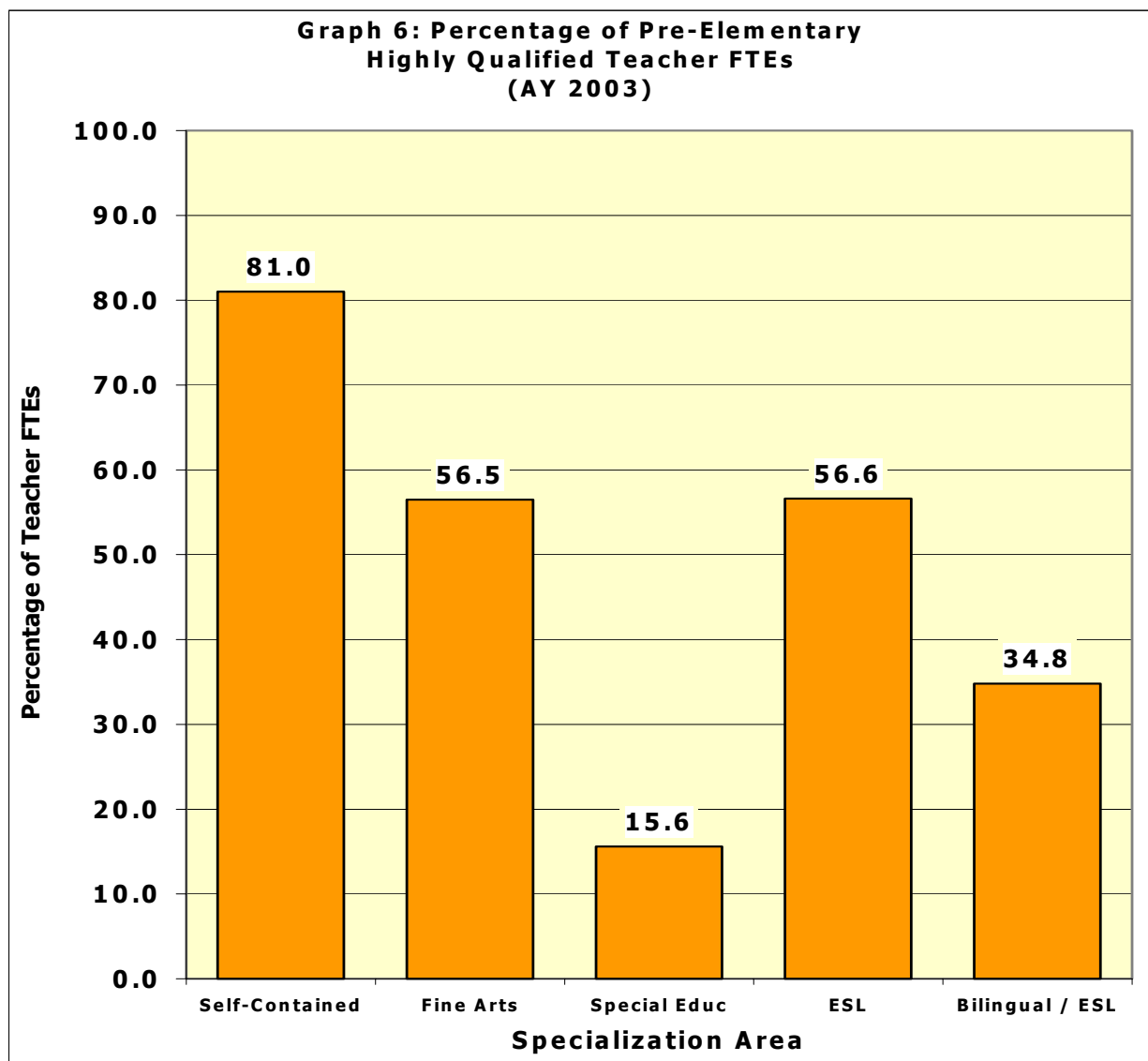
As shown in **Graph 5**, slightly more than 11 percent of the self-contained teacher FTEs do not hold a full certificate. With the exception of the bilingual specialization area, the other specialization areas have between nine and 12 percent teacher FTEs without a full certificate. By far, the bilingual specialization area has the greatest percentage of teacher FTEs without a full certificate with 21 percent.

Overall, slightly more than 15 percent of all pre-elementary school teacher FTEs hold a certificate but are assigned out-of-field. Almost eight percent of pre-elementary self-contained teacher FTEs hold a full certificate but are assigned out-of-field. The remainder of the specialization areas have between 24 and 38 percent of teacher FTEs with a full certificate but assigned out-of-field. The English as a Second Language specialization has the lowest percentage of certified but assigned out-of-field teacher FTEs with 24.1 percent while the special education specialization area has the greatest percentage with 37.7 percent.



Percentage of Highly Qualified Teachers

As shown in **Graph 6**, 81 percent of the self-contained teacher FTEs are highly qualified. This is essentially equal to the number of teacher FTEs assigned in-field. By far, the special education specialization area has the lowest percentage of highly qualified teacher FTEs with 15 percent. This is far below the almost 50 percent of special education teacher FTEs assigned in-field. The dramatic difference is due to the far more stringent NCLB requirements for special education teachers. The percentage of highly qualified bilingual teacher FTEs is just slightly below the percentage of bilingual teacher FTEs assigned in-field. The percentage of highly qualified fine arts, English as a Second Language, and bilingual teacher FTEs are about ten percentage points lower than the percentage of fine arts, English as a Second Language, and bilingual teacher FTEs assigned in-field.

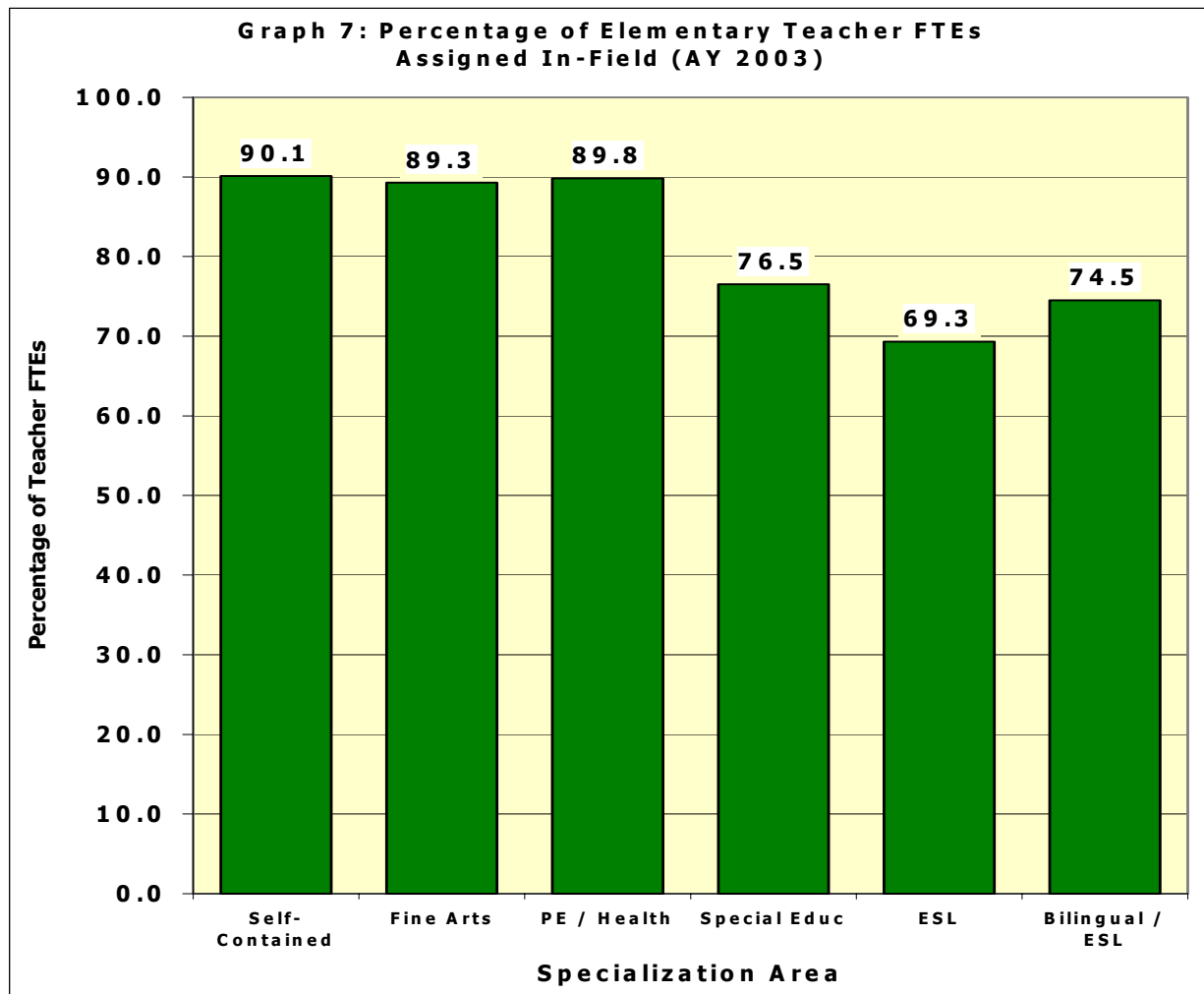


ELEMENTARY SCHOOL

Percentage of Teachers Assigned In-Field

As shown in **Graph 7**, the percentage of all elementary school teacher FTEs assigned in-field is 87.5 percent. The majority of elementary school teachers are self-contained classroom teachers, and 90.1 percent of the self-contained teacher FTEs are assigned in-field.

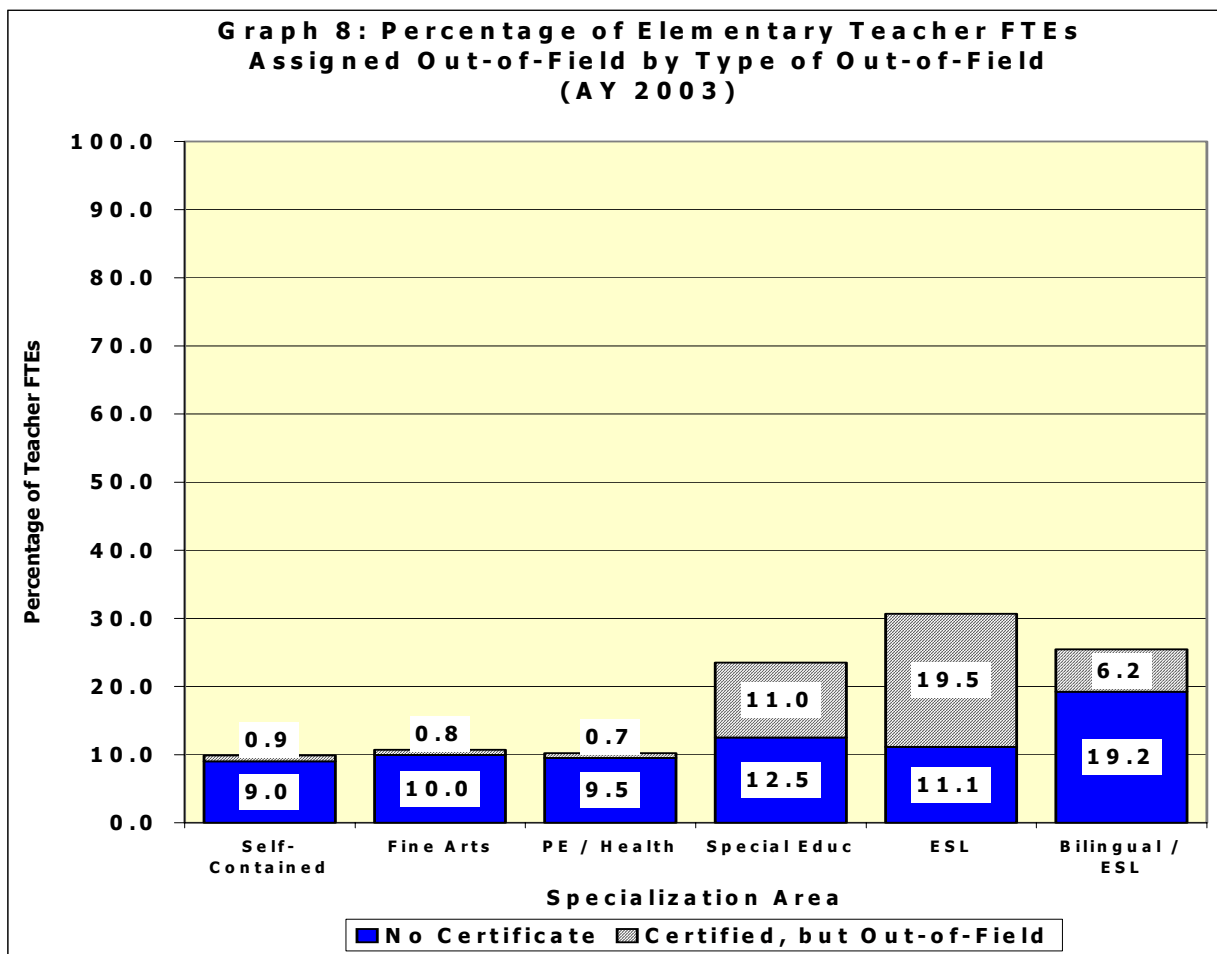
With respect to the specialization areas, both the physical education and fine arts areas have approximately the same percentage of in-field teacher FTEs as the self-contained area. On the other hand, the special education, English as a Second Language, and bilingual teacher areas had far lower percentages of in-field teachers, with the percentages ranging from 69.3 percent for the English as a Second Language area to 76.5 percent for the special education area.



Percentage of Teacher FTEs without a Certificate and Certified but Teaching Out-of-Field

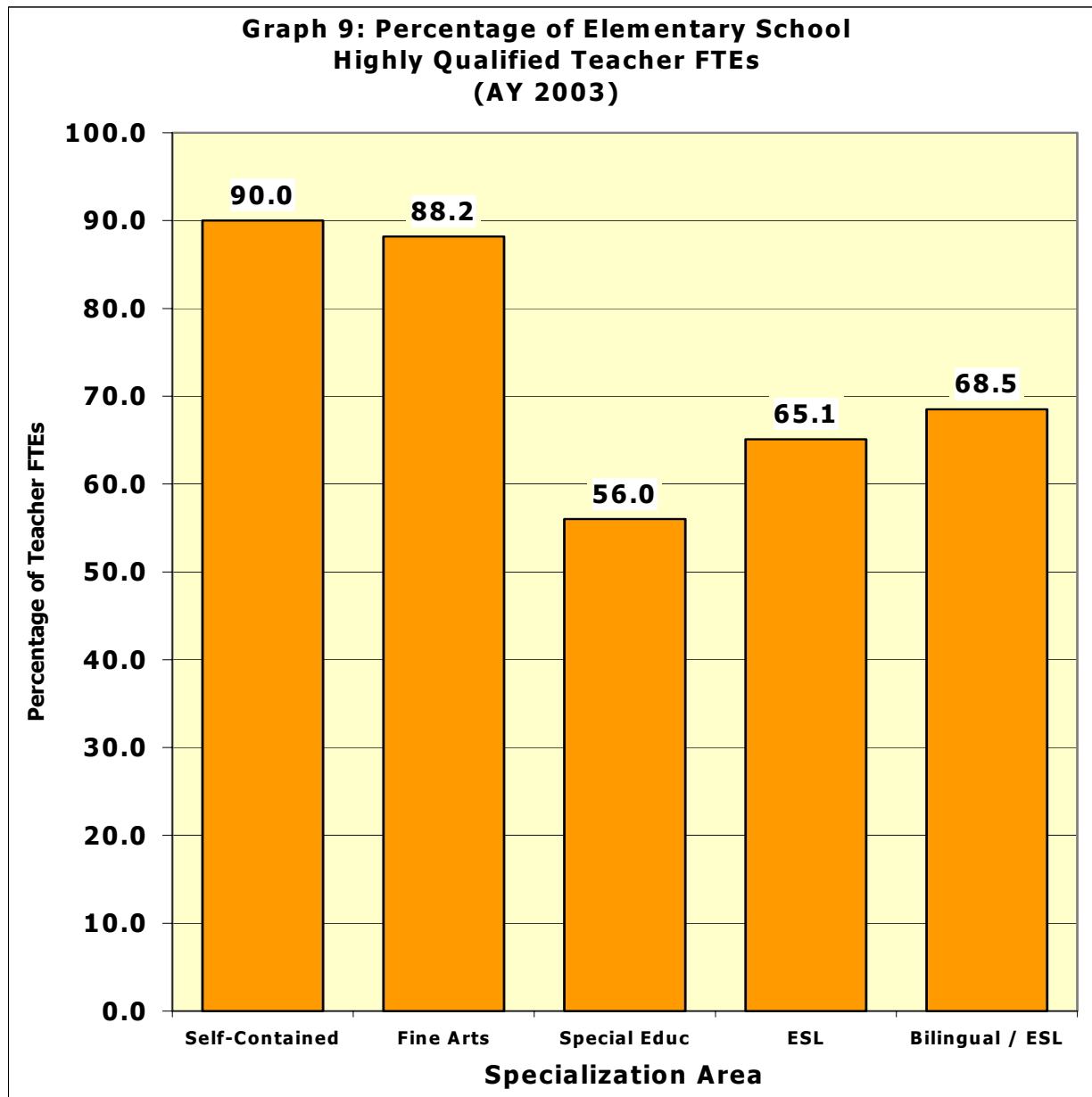
As shown in **Graph 8**, 10.3 percent of all elementary school teacher FTES do not hold a full certificate while slightly more than nine percent of the self-contained teacher FTEs do not hold a full certificate. With the exception of the bilingual specialization area, the other specialization areas have between nine and 13 percent teacher FTEs without a full certificate. By far, the bilingual specialization area has the greatest percentage of teacher FTEs without a full certificate with slightly more than 19 percent.

Overall, slightly more than two percent of all elementary school teacher FTEs hold a full certificate but are assigned out-of-field while less than one percent of elementary self-contained teacher FTEs hold a full certificate but are assigned out-of-field. The same is true for the physical education/health and fine arts areas. The remainder of the specialization areas have between six and 20 percent of teacher FTEs with a full certificate but assigned out-of-field. The bilingual specialization area has the lowest percentage of certified but assigned out-of-field teacher FTEs with 6.2 percent while the English as a Second Language specialization area has the greatest percentage with 19.2 percent.



Percentage of Highly Qualified Teachers

As shown in **Graph 9**, 90 percent of the self-contained teacher FTEs at the elementary level are highly qualified. This is essentially equal to the number of teacher FTEs assigned in-field. The special education specialization area has the lowest percentage of highly qualified teacher FTEs with 56 percent. This is far below the almost 77 percent of special education teacher FTEs assigned in-field. The dramatic difference is due to the far more stringent NCLB requirements for special education teachers. The percentage of highly qualified fine arts, English as a Second Language, and bilingual teacher FTEs is slightly below the percentage of fine arts, English as a Second Language, and bilingual teacher FTEs assigned in-field.



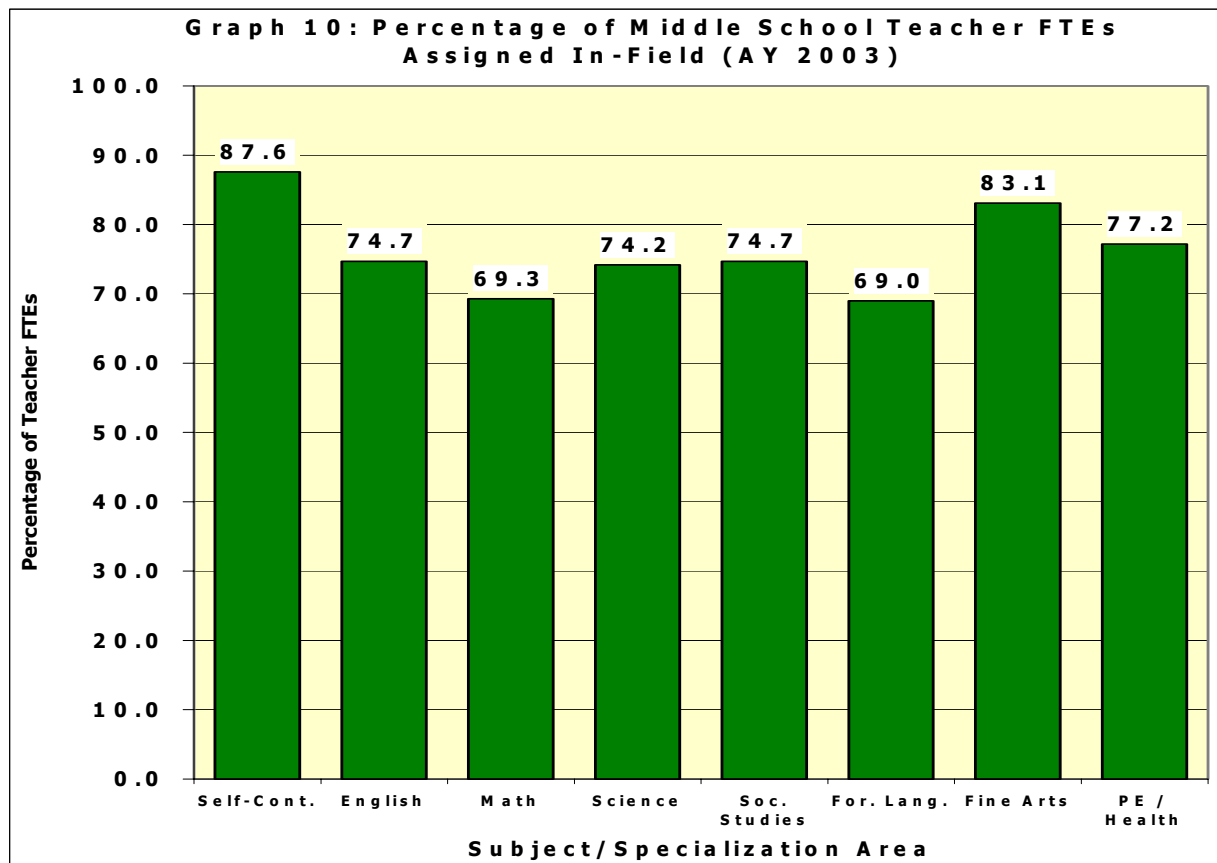
MIDDLE SCHOOL

Percentage of Teachers Assigned In-Field

As shown in **Graph 10**, the overall percentage of teacher FTEs at the middle school level assigned in-field is 76.4 percent. With respect to the individual specialization areas, the percentage of teacher FTEs assigned in-field vary quite dramatically. Computer science has the lowest percentage with 20.1 percent while self-contained has the highest percentage with 87.6 percent.

In the six core subject areas of English Language Arts, mathematics, science, social studies, foreign language, and fine arts, there is a minimal amount of variation. Specifically, the percentages of teacher FTEs assigned in-field in the six core subject areas range between 69.0 percent for foreign language to 83.1 percent for fine arts.

With respect to the other specialization areas, the percentage of in-field teachers FTEs for special education is almost 78 percent, the percentage for English as Second Language is almost 67, while the percentage for bilingual is nearly 41 percent. However, there are very few bilingual teacher FTEs at the middle school level.



Percentage of Teacher FTEs without a Certificate and Certified but Teaching Out-of-Field

As shown in **Graph 11**, the overall percentage of teacher FTEs at the middle school level without a full certificate is 13.6 percent. With respect to the individual specialization areas, the percentage of teacher FTEs without a full certificate vary. Self-contained and English Language Arts have the lowest percentages with less than 12 percent while foreign language has by far the highest percentage with 21.0 percent.

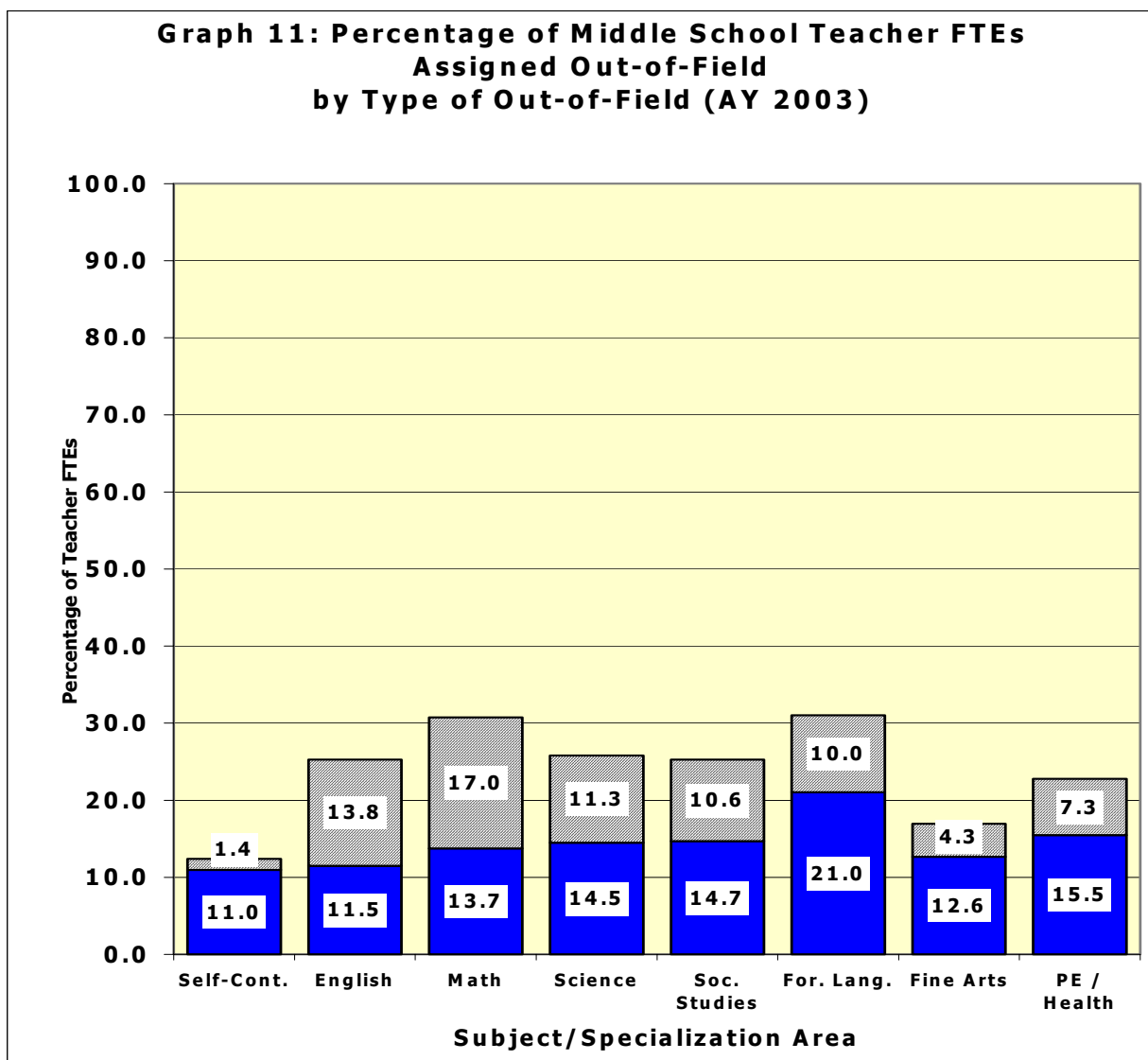
In the six core subject areas of English Language Arts, mathematics, science, social studies, foreign language, and fine arts, there is a minimal amount of variation with the exception of foreign language. Specifically, the percentages of teacher FTEs assigned in-field in the other five core subject areas range between 11.5 percent for English Language Arts to 14.7 percent for social studies. As stated previously foreign language has by far the highest percentage with 21.0 percent.

With respect to the specialization areas of special education, English as Second Language, and bilingual, the percentages of teacher FTEs without a full certificate ranges between 14.9 and 16.4 percent.

Also shown in **Graph 11**, the percentage of teacher FTEs with a full certificate but assigned out-of-field vary quite dramatically across the different specialization areas. Self-contained, fine arts, physical education/health, and special education all have less than 10 percent of teacher FTEs with a full certificate but assigned out-of-field while computer science has, by far, the highest percentage with 64.6 percent.

In the six core subject areas of English Language Arts, mathematics, science, social studies, foreign language, and fine arts, there is some variation. Fine arts has less than five percent of teacher FTEs with a full certificate but assigned out-of-field while mathematics has 17.0 percent. For the other four core subject areas, the percentages of teacher FTEs with a full certificate but assigned out-of-field range between . . . As stated previously, foreign language has by far the highest percentage with 21.0 percent.

With respect to the other specialization areas, the percentages of teacher FTEs with a full certificate but assigned out-of field are 5.7 for special education, 17.3 percent for English as Second Language, and 44.3 for bilingual.



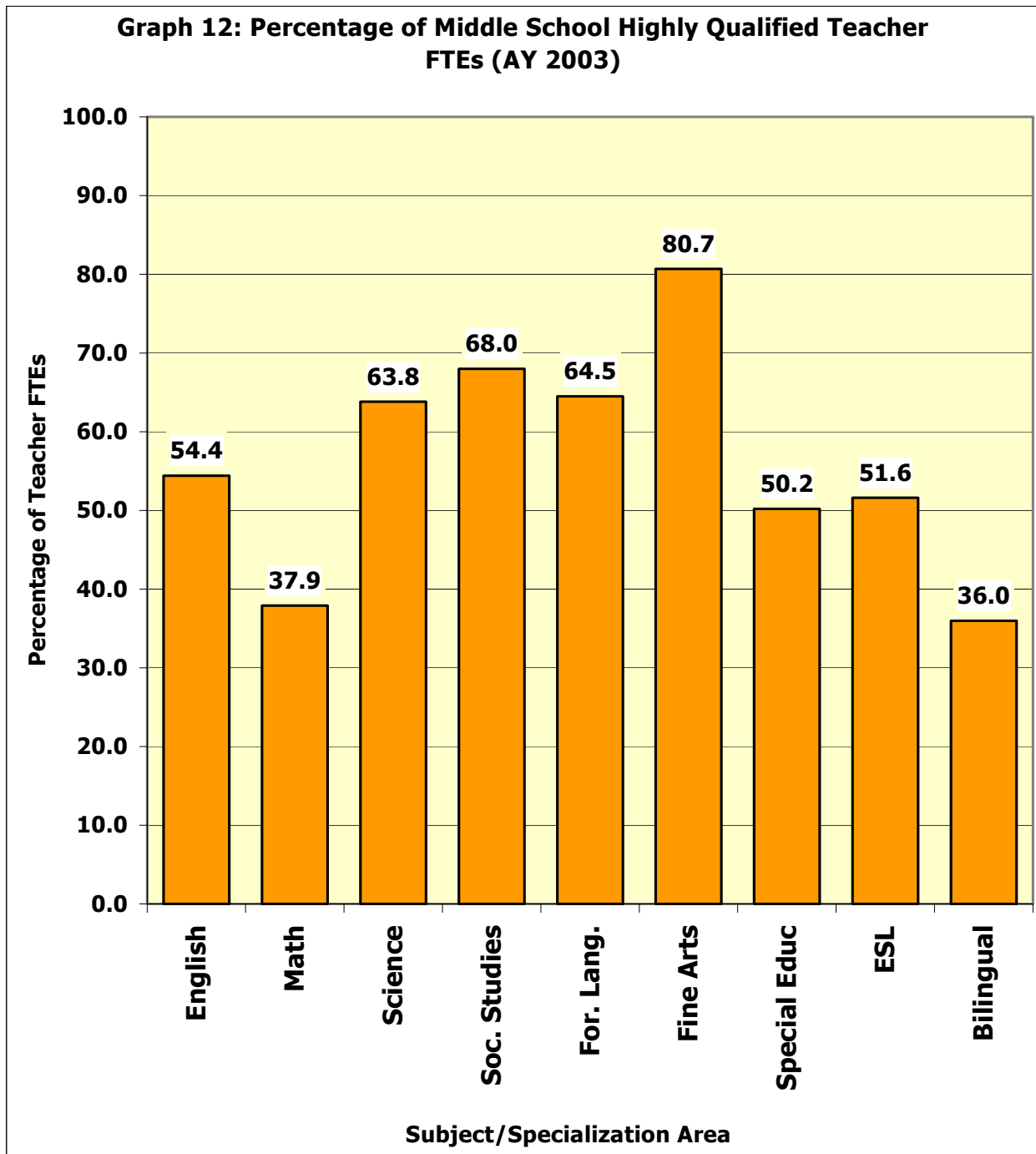
Percentage of Highly Qualified Teachers

As shown in **Graph 12**, the percentage of highly qualified teacher FTEs for the different subject and specialization areas are quite low with the exception of the fine arts area. Mathematics and bilingual education have, by far, the lowest percentages of highly qualified teacher FTEs with approximately 36 and 38 percent, respectively. Both of these percentages are approximately forty percentage points lower than the percentages of mathematics and bilingual education teacher FTEs assigned in-field. In other words, the percentages of mathematics and bilingual education teacher FTEs that are highly qualified are approximately one-half of the percentages of mathematics and bilingual education teacher FTEs assigned in-field.

The percentages of highly qualified English Language Arts, special education, and English as a Second Language teacher FTEs are between 50 and 55 percent. All of the percentages are substantially below the percentages of the same teacher FTEs assigned in-field.

The percentages of highly qualified science, social studies, and foreign language teacher FTEs are between 63 and 68 percent. All of the percentages are slightly below the percentages of the same teacher FTEs assigned in-field.

Finally, the percentage of highly qualified fine arts teacher FTEs, at 80.7 percent, is only a few percentage points lower than then the percentage of fine arts teacher FTEs assigned in-field.



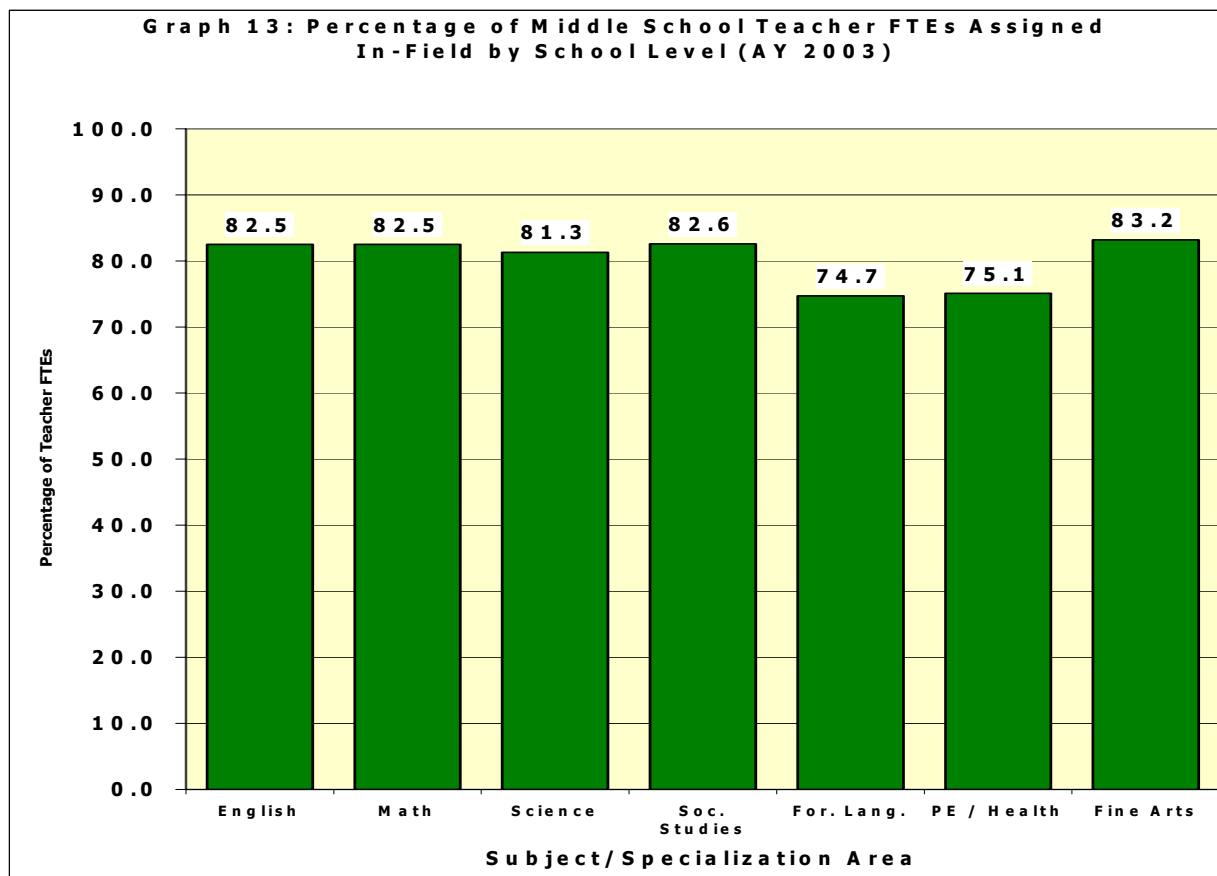
HIGH SCHOOL

Percentage of Teachers Assigned In-Field

As shown in **Graph 13**, the overall percentage of teacher FTEs at the high school level assigned in-field is 79.4 percent. With respect to the individual specialization areas, the percentage of teacher FTEs assigned in-field vary quite dramatically. Computer science and self-contained have the lowest percentages with less than 35 percent while English Language Arts, mathematics, science, social studies, and fine arts have the greatest percentages with between 81 and 84 percent.

In the six core subject areas of English Language Arts, mathematics, science, social studies, foreign language, and fine arts, there is a minimal amount of variation. Specifically, the percentages of teacher FTEs assigned in-field in the six core subject areas are all greater than 80 percent with the exception of foreign language with 74.7 percent.

With respect to the other specialization areas, the percentage of in-field teachers FTEs for special education is slightly more than 72 percent and the percentage for English as Second Language is slightly more than 62 percent.

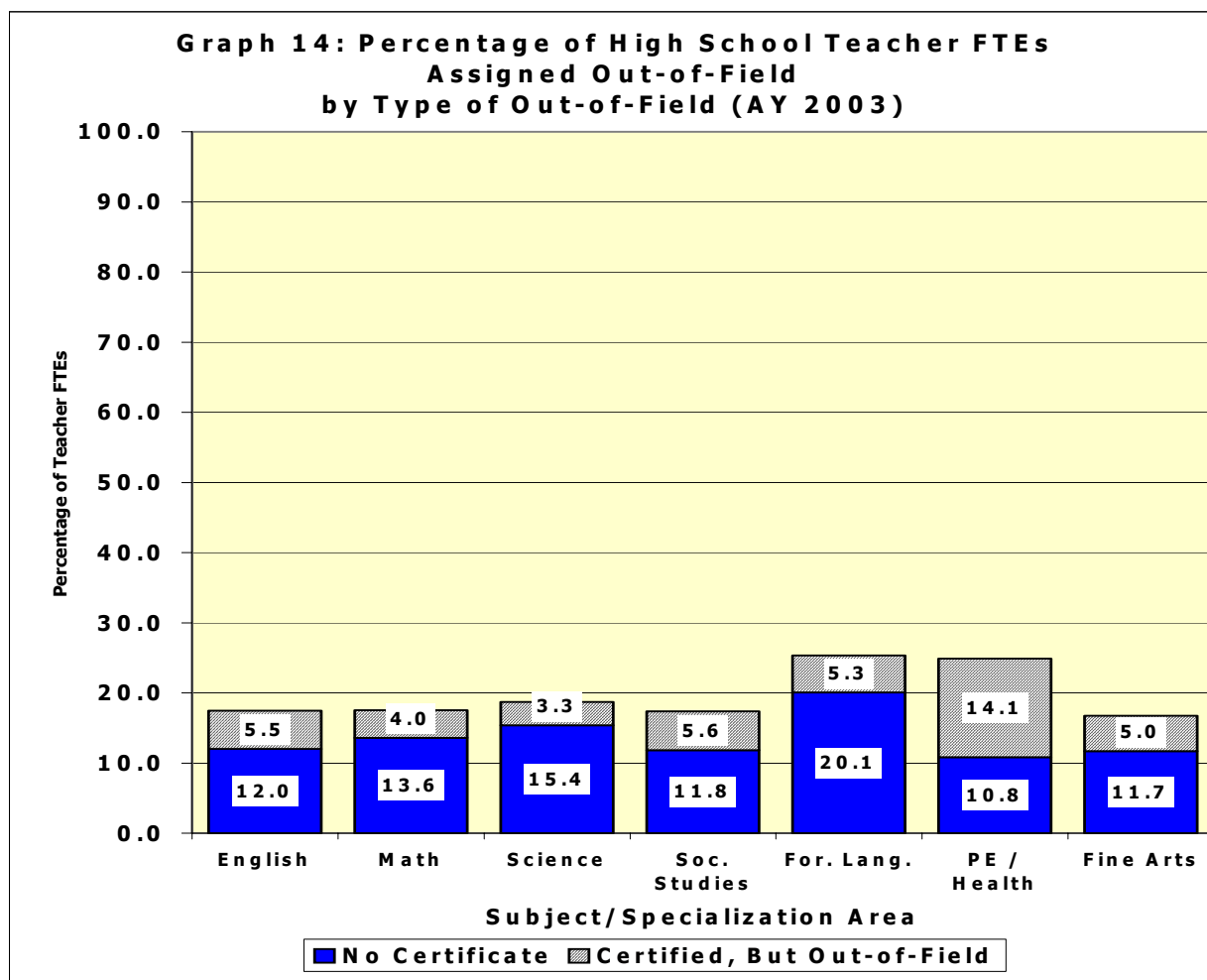


Percentage of Teacher FTEs without a Certificate and Certified but Teaching Out-of-Field

As shown in **Graph 14**, the overall percentage of teacher FTEs at the high school level without a full certificate is 13.4 percent. With respect to the individual specialization areas, the percentage of teacher FTEs without a full certificate vary. Excluding self-contained and bilingual which have very few teacher FTEs, physical education/health has the lowest percentage with 10.8 percent while foreign language has the highest percentage with 20.1 percent.

In the six core subject areas of English Language Arts, mathematics, science, social studies, foreign language, and fine arts, there is a minimal amount of variation with the exception of foreign language. Specifically, the percentages of teacher FTEs assigned in-field in the other five core subject areas range between less than 12 percent for social studies and fine arts to 15.4 percent for science. As stated previously, foreign language has by far the highest percentage with 20.1 percent.

With respect to the other specialization areas, the percentage of teacher FTEs without a full certificate is 16.9 percent for special education and 12.7 percent for English as Second Language.

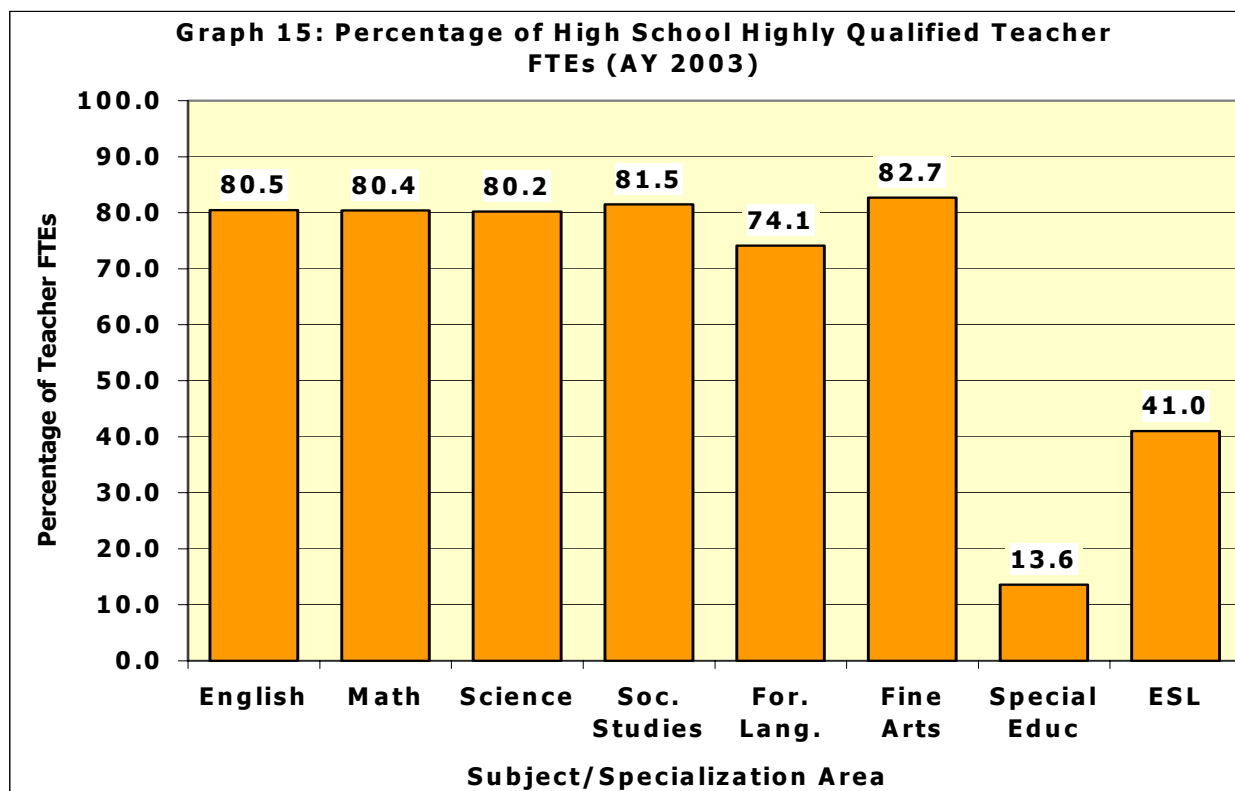


Also as shown in **Graph 14**, the overall percentage of teacher FTEs at the high school level with a full certificate but assigned out-of-field is 7.2 percent. With respect to the individual specialization areas, the percentage of teacher FTEs with a full certificate but assigned out-of-field vary quite dramatically. Excluding self-contained and bilingual which have very few teacher FTEs, English Language Arts, mathematics, science, social studies, foreign language, and fine arts all have less than six percent of teacher FTEs with a full certificate but assigned out-of-field while computer science has the highest percentage with 49.8 percent.

In the six core subject areas of English Language Arts, mathematics, science, social studies, foreign language, and fine arts, there is almost no variation. All six core areas have between three and six percent of teacher FTEs with a full certificate but assigned out-of-field. With respect to the other specialization areas, the percentages of teacher FTEs with a full certificate but assigned out-of-field are 10.9 for special education and 25.2 percent for English as Second Language.

Percentage of Highly Qualified Teachers

As shown in **Graph 15**, with the exception of special education and English as a Second Language, the percentage of highly qualified high school teacher FTEs is approximately the same as the percentage of high school teacher FTEs assigned in-field. Specifically, the percentage of highly qualified high school teacher FTEs is between 74 and 83 percent for all subject and specialization areas with the exception of special education and English as a Second Language teacher FTEs are 14 and 41 percent, respectively. Due to the more stringent NCLB requirements, both the percentages are far below the respective percentages of teacher FTEs assigned in-field.



Special Education Teachers not Assigned to a Subject Area

The vast majority of special education teacher FTEs without a subject assignment are assigned in-field. Indeed, approximately 81 percent of the teacher FTEs are assigned in-field. With respect to this same area, slightly more than 13 percent of teacher FTEs have no certificate while 5.4 percent of teacher FTEs have a full certificate but are assigned out-of-field.

Percentage of Highly Qualified Teachers

Because most special education teachers do not have a subject assignment in PEIMS, the percentage of highly qualified special education teachers is the same as the percentage of special education teachers assigned in-field.

DISCUSSION AND CONCLUSIONS

At the State Board for Educator Certification, we believe that every child has the right to be taught by a well-qualified and effective teacher. While holding a teaching certificate appropriate to the subject area and grade level does not by itself guarantee that a teacher is well-qualified or effective, we strongly believe that holding a proper certificate is a prerequisite for both.

The majority of teacher FTEs in Texas are assigned to teach in-field. Indeed, over 80 percent of all teacher FTEs are assigned to teach in-field. However, in particular subject and specialization areas at particular school levels, a fairly substantial percentage of teacher FTEs are assigned out-of-field.

Specifically, the pre-elementary level, English as a Second Language and bilingual education at all levels, computer science at the middle and high school levels, and foreign language at the middle and high school levels all have relatively low percentages of teachers assigned in-field and relatively high percentages of teachers without a full certificate.

Because of the way in which the *No Child Left Behind* guidelines are being interpreted at this point in time, a fairly substantial number of Texas teacher FTEs will be considered not highly qualified. This is primarily due to two interpretations. First, because all teachers employed in middle schools must meet the secondary teacher standards for being highly qualified rather than meeting the standards for the particular grade level and courses to which they are assigned, a large number of teacher FTEs assigned to teach elementary grade levels and courses are considered to be not highly qualified. Specifically, this causes 4,700 teacher FTEs to be labeled as not highly qualified when the teachers behind these FTEs, in fact, meet the state's certification requirements. If the federal guidelines change such that the grade level and course rather than the school designation (elementary or middle) determine whether a teacher needs to meet the elementary or secondary guidelines, then these teacher FTEs will likely become highly qualified.

Second, the interpretation that all special education, English as a Second Language, and bilingual teachers must hold both a specialization certificate and a content specific certificate cause a large number of teachers to be considered not highly qualified. Specifically, about 3,100

special education teacher FTEs, 750 English as a Second Language FTEs, and 1,200 bilingual teacher FTEs are considered not highly qualified who currently meet state certification requirements. Further, there is a high degree of likelihood that a large proportion of the nearly 14,000 special education teacher FTEs that currently do not have a subject assignment will eventually be considered not highly qualified once their subject assignment is known.

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