

1.5 Teacher Quality Information

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of ESEA.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are NOT Highly Qualified
All classes	94,254	92,265	97.9	1,989	2.1
All elementary classes	36,114	35,476	98.2	638	1.8
All secondary classes	58,140	56,789	97.7	1,351	2.3

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects. Yes

If the answer above is no, please explain below. The response is limited to 8,000 characters.

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Because of the way data are collected, Minnesota uses a hybrid method. Since we have no classroom level student data, we must use teacher data and the teacher data are collected in the form of assignments, which can cover more than one class, but not more than one subject. For example, a teacher may teach two classes of Algebra I and have one assignment for Algebra I. Alternately, the same teacher could instead be reported with a separate assignment for each "section" of Algebra I taught.

FAQs about highly qualified teachers and core academic subjects:

- a. What are the core academic subjects? English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. How is a teacher defined? An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. How is a class defined? A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category? States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. How should States count teachers (including specialists or resource teachers) in elementary classes? States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. How should States count teachers in self-contained multiple-subject secondary classes? Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. What is the reporting period? The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in

summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are **not highly qualified**, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided **at each grade level** are not sufficient to explain why core academic classes **at a particular grade** level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically **for each grade** level and must equal 100% at the elementary level and 100% at the secondary level.

Note: Use the numbers of core academic classes taught by teachers who are **not** highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

Percentage	
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject- knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	19.9
Elementary school classes taught by certified special education teachers who did not pass a subject- knowledge test or have not demonstrated subject-matter competency through HOUSSE	41.5
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	38.6
Other (please explain in comment box below)	
Total	100.0

The response is limited to 8,000 characters.

These percentages are based on preliminary data that will not be finalized until early 2012.

Percentage	
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	16.3
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	33.6
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	50.1
Other (please explain in comment box below)	
Total	100.0

The response is limited to 8,000 characters.

These percentages are based on preliminary data that will not be finalized until early 2012.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

NOTE: No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

This means that for the purpose of establishing poverty quartiles, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in a different category in 1.5.3 than it would be in 1.5.1.

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	8,292	8,028	96.8
Low-poverty Elementary Schools	8,180	8,061	98.5
Secondary Schools			
High Poverty Secondary Schools	9,311	8,647	92.9
Low-poverty Secondary Schools	21,723	21,483	98.9

1.5.3.1 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	56.3	26.8
Poverty metric used		
Secondary schools	60.0	26.6
Poverty metric used		

This material was submitted to the United States Department of Education as part of the Minnesota Consolidated State Performance Report (CSPR) for school year 2010-2011.