



COLORADO
Department of Education

Chapter 3: Professional Qualifications of Teachers (2024-25)

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Executive Summary

In December 2015, the Elementary and Secondary Education Act (ESEA) was reauthorized as the Every Student Succeeds Act (ESSA). Under ESSA, state educational agencies (SEAs) are required to prepare and disseminate an annual state report that meets the requirements described in federal law (for more information, please visit the [U.S. Department of Education's ESSA webpage](#)). The Colorado Department of Education's (CDE) ESSA State Report meets those minimum requirements, and provides information for all students in the state, as well as information disaggregated by specific student groups.



Introduction

Colorado’s ESSA State Report is available on [CDE’s Every Student Succeeds Act \(ESSA\) State Report webpage](#) and consists of the following chapters.

Chapter 1: Colorado’s Accountability System and Supports to Identified Schools

This chapter is designed to introduce the state report, as well as provide a description of Colorado’s accountability system under ESSA.

Chapter 2: Performance of all K-12 Students

Chapter 2 includes information regarding student achievement and growth on academic assessments, the progress of multilingual learners on achieving English language proficiency, and results on the National Assessment of Educational Progress (NAEP). Graduation and dropout rates are also presented, as well as progress towards meeting the long-term goals. Rates of suspensions and expulsions and the number of students enrolled in preschool programs and in accelerated coursework are also included. Information is presented for all students, as well as for the following student groups: major racial and ethnic groups, students experiencing poverty, children with disabilities, and multilingual learners. When applicable, information is also presented by gender, migrant status, homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty.

Chapter 3: Student Access to Quality Teachers

Chapter 3 provides information on the professional qualifications of teachers in Colorado. Comparisons are made between high-poverty and low-poverty schools regarding the number of inexperienced teachers, the number of teachers with emergency or provisional credentials, and the number of teachers not teaching in the subject area for which they are certified.

Professional Qualifications

The Every Student Succeeds Act (ESSA) requires states to evaluate whether there are disparities in the rates at which low-income students are taught by inexperienced and out-of-field teachers, as well as teachers teaching with emergency or provisional credentials.

What percentage of teachers are inexperienced?

Table 1 shows the number (in terms of FTE, full-time equivalent) and percentage of inexperienced teachers. Staff are considered inexperienced if they have fewer than 3 years of experience.

Table 1: Number and Percentage of Inexperienced Teachers

Staff Category	Total FTE	Inexperienced FTE	Percent Inexperienced
Teachers	42,052.93	11,280.08	26.8%



What percentage of teachers are teaching with emergency or provisional credentials?

Table 2 shows the number (in terms of FTE, full-time equivalent) and percentage of teachers teaching with emergency or provisional credentials.

Table 2: Number and Percentage of Teachers Teaching with Emergency or Provisional Credentials

Staff Category	Total FTE	Emergency or Provisional Credential FTE	Percent Emergency or Provisional Credential
Teachers	42,052.93	946.89	2.3%

What percentage of teachers are teaching out-of-field?

Table 3 shows the number (in terms of FTE, full-time equivalent) and percentage of teachers not teaching in the subject or field for which the teacher is certified or licensed.

Table 3: Number and Percentage of Teachers Teaching Out-of-Field

Staff Category	Total FTE	Out-of-Field FTE	Percent Out-of-Field
Teachers	42,052.93	4,159.36	9.9%