

Figure A

	Overall State Grade 2015	Overall State Grade 2013	Overall State Grade 2011	Overall State Grade 2009
Florida	B+	B+	B	C
Indiana	B	B-	C+	D
Louisiana	B	B	C-	C-
New York	B	B-	C	D+
Tennessee	B	B	B-	C-
Arkansas	B-	B-	C	C-
Connecticut	B-	B-	C-	D+
Delaware	B-	C+	C	D
Georgia	B-	B-	C	C-
Massachusetts	B-	B-	C	D+
Ohio	B-	B-	C+	D+
Oklahoma	B-	B-	B-	D+
Rhode Island	B-	B	B-	D
Illinois	C+	C+	C	D+
Michigan	C+	B-	C+	D-
New Jersey	C+	B-	D+	D+
Utah	C+	C	C-	D
Virginia	C+	C+	D+	D+
Colorado	C	C+	C	D+
Kentucky	C	C	D+	D+
Mississippi	C	C	D+	D+
New Mexico	C	D+	D+	D+
South Carolina	C	C-	C-	C-
Arizona	C-	C-	D+	D+
Idaho	C-	D+	D+	D-
Maine	C-	C-	D-	F
Minnesota	C-	C-	C-	D-
Missouri	C-	C-	D	D
Nevada	C-	C-	C-	D-
North Carolina	C-	C	D+	D+
Pennsylvania	C-	C-	D+	D
Texas	C-	C-	C-	C-
Washington	C-	C-	C-	D+
West Virginia	C-	C-	D+	D+
Alabama	D+	C-	C-	C-
District of Columbia	D+	D+	D	D-
Hawaii	D+	D+	D-	D-
Kansas	D+	D	D	D-
Maryland	D+	D+	D+	D
California	D	D+	D+	D+
Iowa	D	D	D	D
Nebraska	D	D-	D-	D-
New Hampshire	D	D	D-	D-
North Dakota	D	D	D	D-
Oregon	D	D	D-	D-
Wisconsin	D	D+	D	D
Wyoming	D	D	D	D-
Alaska	D-	D	D	D
South Dakota	D-	D-	D	D
Vermont	D-	D-	D-	F
Montana	F	F	F	F

Executive Summary

A tipping point is defined as the point at which an issue or idea crosses a certain threshold and gains significant momentum. It is not necessarily a point of dramatic transformation – indeed it is often a series of small actions that eventually changes the tide. In many ways, 2015 may be just such a tipping point year for teacher policy in the United States.

The story of this ninth installment of the National Council on Teacher Quality’s (NCTQ) *State Teacher Policy Yearbook* isn’t about a watershed reform effort in any one policy area. Rather, it is a story about states continuing down a reform path focused on teacher effectiveness, with fewer states out of step with the prevailing trend each passing year.

Figure B
Average State Teacher Policy Yearbook grades 2009-2015



There is no question that considerable work still needs to be done. In critical areas, including ensuring that all teachers are prepared for the demands of college- and career-readiness standards, much state teacher policy is woefully inadequate. Across the nation the average state teacher policy grade for 2015 is a C-. It is a mark that is still far too low to ensure teacher effectiveness nationwide. And yet, this grade is actually a marked improvement over the D average earned by states in the 2009 *Yearbook*.

Since NCTQ first began assigning letter grades to state teacher policy, 44 states have improved their overall grades—23 states by at least a full grade level or more. No state has yet earned an A overall for its full complement of teacher policies. But in 2015, 13 states earned grades in the B- to B+ range. Not a single state scored higher than a C in 2009.

From this perspective, the teacher policy glass is starting to look half full on many fronts.

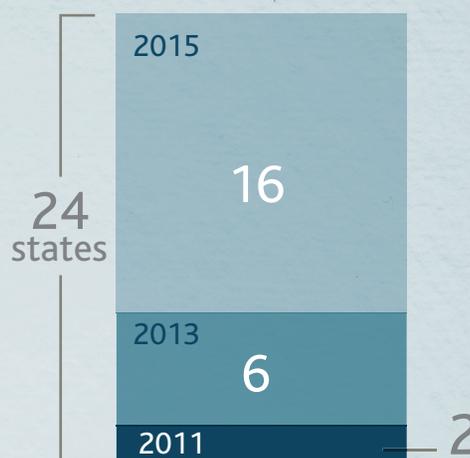
Just six years ago not a single state required elementary teacher candidates to demonstrate adequate knowledge in all core subjects as a condition of licensing; in 2015, states' policy on teacher licensing is much improved.

While current teacher preparation requirements are not nearly ambitious enough to meet the demands of college- and career-readiness standards, states have made some progress in ensuring teacher effectiveness at the outset by raising the bar on several teacher preparation policies.

■ **TEACHER PREP ADMISSIONS:** Twenty-four states now set a high academic bar for admission into teacher prep programs, through grade point average and/or test requirements. While too many states still set a low bar, it is a major advance in policy compared to 2009 when NCTQ found that 36 states did not require even so much as a basic skills test for admission into teacher preparation programs. Until recently, **Texas** was the only state NCTQ recognized for having a test of academic proficiency normed to the general college bound population, rather than just to prospective teachers, as an entry requirement for teacher preparation.

■ **ELEMENTARY TEACHER LICENSING:** Twenty-two states now demand that elementary teachers demonstrate content knowledge by obtaining passing scores on academic content tests in each core subject they will teach. The number continues to

Figure C
How many states set a high academic bar for admission to teacher prep?



move in the right direction, ticking up each year since 2009. And for the first time ever, a majority of states (26) adequately measure new elementary teachers' knowledge of math. Up until 2011, NCTQ recognized only **Massachusetts** for its preparation of teachers in mathematics.

■ **MIDDLE SCHOOL TEACHER PREPARATION:**

A majority of states (26) now require all middle school teachers to pass a test in each core subject they will teach, while the number of states that allow prospective middle school teachers to obtain a generalist K-8 teacher license has dwindled to a low of 19.

- **STUDENT TEACHING:** In 2015, most states (34) help to ensure that student teaching is a high-quality experience by requiring an adequate 10-week minimum placement. Thirteen states now require that the cooperating/mentor teacher with whom the student teacher is placed has demonstrated effectiveness in the classroom (as measured by consistent gains in student achievement). Only five states required this just two years ago, and just two states had such a requirement in 2011, when NCTQ began tracking student teaching.

The dramatic proliferation of state teacher evaluation systems that include objective measures of student achievement has slowed, but this is largely because the vast majority of states have already enacted new evaluation policies.

This year, most states are transitioning to new student assessment systems aligned with college- and career-readiness standards, while at the same time ramping up their efforts to translate teacher effectiveness policy into practice. Despite the challenges, very few states are turning their backs on teacher effectiveness policy, and NCTQ remains optimistic about the future of performance-based teacher evaluation across the states.

- **ANNUAL TEACHER EVALUATION:** Twenty-seven states require annual evaluations for all teachers in 2015, compared to just 15 states in 2009, and 45 states now require annual evaluations for all new, probationary teachers.

- **STATE DATA SYSTEMS:** In 2009, not a single state had a longitudinal data system with unique statewide student and teacher identifiers that could connect student data across years and match individual teacher records with individual student records. In 2015, the vast majority of states have data systems that include all of those elements and more: 29 now also have adequate teacher of record definitions; 34 states can connect multiple teachers to a single student; and 26 states have a process for roster verification – all critical elements for evaluations of teacher effectiveness that measure student growth.

■ USE OF STUDENT GROWTH AND

ACHIEVEMENT IN EVALUATIONS: Today, 43 states require teacher evaluations that include measures of student achievement. Sixteen states include student achievement and growth as the preponderant criterion in teacher evaluations, up from only four states in 2009. An additional 19 states include growth measures as a significant criterion in teacher evaluations.

In 2015, there remain just five states in the nation – **California, Iowa, Montana, Nebraska** and **Vermont** – that still have no formal state policy requiring teacher evaluations to take objective measures of student achievement into account in evaluating teacher effectiveness.

■ **TEACHER TENURE:** To grant tenure or not to grant tenure: that is really the wrong question. The critical issue is that for far too long, and in far too many states, teachers have been awarded tenure virtually automatically, after a few years (usually three or less) on the job. But today, like never before in K-12 education, states and school districts have the capacity to make well-informed tenure decisions based not just on seniority but also on a wealth of other information about teacher and student performance.

In 2009, not a single state in the nation tied evidence of teacher effectiveness to decisions of consequence. This year, an all-time high of 23 states now require that tenure decisions are informed by teacher performance. In nine states – **Colorado, Connecticut, Delaware, Florida, Hawaii, Louisiana, New York, Oklahoma** and **Tennessee** – evidence of teacher performance is required to be the most significant criterion for granting teachers tenure or teacher contracts.

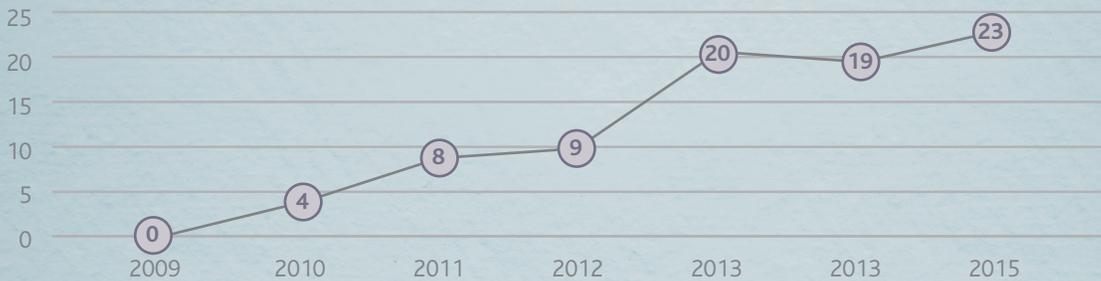
Figure D

How many states requires annual teacher evaluations?



Figure E

How many states tie teacher tenure policy to teacher performance?



NCTQ has long argued that good mentoring and strong induction for new teachers – for both traditional and alternate routes – can provide new teachers with the early support they need to become more effective.

Although this area in particular may be one with the greatest potential for gaps between solid policy and solid practice, it is significant that states are increasingly sending the message about how important it is that new teachers receive support.

■ **INDUCTION FOR NEW TEACHERS:** In 2015, 23 states require that districts provide teachers with strong induction programs, and a majority of states (32) require mentoring for all new teachers.

■ **FEEDBACK ON TEACHER EFFECTIVENESS AND PROFESSIONAL DEVELOPMENT ALIGNED WITH TEACHER NEEDS:** In light of state efforts to improve teacher evaluations, NCTQ added a goal in 2011 to examine the extent to which states are connecting teacher evaluation results and findings to improving classroom practice. This is achieved by providing teachers with feedback on their evaluations and designing professional development opportunities for teachers based on their identified strengths and weaknesses.

That year, NCTQ identified 24 states requiring that teachers receive feedback from evaluators on their evaluation results – either written or in person. That number rose to 31 states in 2013 and 38 states in 2015. Today, 31 states specifically require in state policy that teacher evaluation results be used to inform and shape professional development for all teachers. This is an improvement from only 12 states in 2011.

Figure F

How many states require teacher evaluations to include evidence of student learning?



The majority of states now recognize that if evaluations of teacher effectiveness help states, districts and schools identify their most talented teachers — those who help students gain the most academic ground — such evaluations also can help reveal which teachers are consistently ineffective.

Figure G
How many states require teacher evaluation to inform professional development for all teachers?



Figure H
How many states indicate that ineffectiveness is grounds for teacher dismissal?



■ **DISMISSAL POLICY:** In 2015, 28 states now articulate that ineffective teaching is grounds for teacher dismissal (**Rhode Island** no longer ties teacher evaluation to dismissal policy). This is a large shift in state policy since 2009 when only one state made clear that classroom ineffectiveness should make teachers eligible for dismissal.

■ **LAYOFF DECISIONS:** In 2011, NCTQ added a goal to examine the extent to which states require districts to consider factors other than seniority in making decisions about layoffs. At that time, 11 states required districts to consider teacher performance in making reductions in force. In 2015 that number has increased to 19 states that explicitly require performance to be considered in making layoff decisions. An even more promising 22 states prevent seniority from being the sole factor in determining which teachers are laid off if cutbacks must be made.

The fact that the average overall state teacher policy grade has held steady since 2013 at a C- is more interesting than it sounds.

State teacher policy has seen a few watershed years of dramatic change around teacher effectiveness, making 2015 seem a bit dull by comparison. This year, eight states have higher grades, and 10 states earned grades lower than in 2013.

The 2015 *Yearbook* includes two new teacher preparation goals for special education teachers in reading and early childhood-certified teachers who can teach elementary grades. We also incorporated college- and career-readiness into the *Yearbook* goals for teacher preparation this year. With new teacher policy issues added to the mix, it is not surprising that state policies in these areas have been weak and may have had a negative impact on policy grades. Yet, despite the raised bar, the states' grades are quite stable this year, meaning that improvement has continued in other key teacher policies.

Figure 1
2015 Average State Grades

Delivering Well Prepared Teachers	C-
Expanding the Teaching Pool	C-
Identifying Effective Teachers	C-
Retaining Effective Teachers	C-
Exiting Ineffective Teachers	C-

- TOP OF THE CLASS:** **Florida** remains at the top on state teacher policy with an overall grade of B+, driven by its strong teacher preparation and evaluation policies as well as the state's efforts to connect teacher evaluations to other policies of consequence, such as teacher salaries, contracts, professional development and dismissal.
- MOST PROGRESS:** The big mover in 2015 is **New Mexico**. The Land of Enchantment earned a grade of C this year, improving from the D+ the state has received in every *Yearbook* since 2009. New Mexico has made important strides with new requirements for teacher preparation program accountability and alternate route programs, as well as strong teacher effectiveness policies.
- STRONG TEACHER POLICY STATES:** **Indiana** and **New York** join the ranks, with **Louisiana** and **Tennessee**, of states that earn an overall grade of B for 2015. New York, in particular, stands out for ensuring that special education teachers know the subjects they are licensed to teach by requiring both elementary and secondary special education teachers to pass tests in all core subject areas. New York has also raised the bar on entrance requirements for graduate-level teacher preparation programs and has held firm on teacher effectiveness policies such as teacher evaluations based on student achievement and tenure tied to evaluation results. The state also requires action when teachers receive multiple ineffective evaluation ratings.

■ **SHIFTING STATES:** Delaware, Idaho, Kansas, South Carolina and Utah saw increases in their grades for 2015, while Alabama, Alaska, California, Colorado, Michigan, Nebraska, New Jersey, North Carolina and Wisconsin lost some ground. Rhode Island also earned a lower grade in 2015 because of shifts in teacher evaluation policy, although the state still earns a solid B-.

■ **WAY BEHIND THE CURVE:** Alaska and Nebraska join Montana (the only state to earn an F in 2015), South Dakota and Vermont as the bottom five performing states. These states have consistently been unwilling to adopt teacher effectiveness policies.

■ **HIGHS AND LOWS IN AREA GRADES.** NCTQ grades the states on five critical policy areas (which roll up to the overall average grade for each state). Florida and Indiana earned the highest grades among the states for efforts their teacher preparation policies – each state received a B+ in 2015. Alaska and Montana received the nation’s lowest grades for teacher preparation policy. Each state received failing grades.

The highest score posted in 2015 for efforts to expand teaching opportunities with flexible yet rigorous pathways to licensing is a B for Ohio. Seven states received failing grades in this area of teacher policy – Alaska, Hawaii, Montana, North Dakota, Oregon, Vermont and Wyoming.

Louisiana is the only state that earns an A for its consistent focus on teacher effectiveness in the state’s teacher evaluation and tenure policies. With B+ grades Florida and New York also top the states with strong teacher evaluation policies that connect to decisions of consequence. Colorado, Connecticut, Delaware and Tennessee earned solid B grades for teacher effectiveness policies this year.

Arkansas, Florida, Hawaii, Louisiana, Utah and Virginia earn the Yearbook’s top grades (with Bs) for policies related to retaining effective teachers through professional development and support, but perhaps most importantly through salary and compensation policies that value and reward effectiveness in the classroom.

Finally, with an A-, Oklahoma leads the states on aligning teacher dismissal and layoff policies with teacher performance. Florida, Illinois, Nevada and Tennessee earned strong B+ grades, while California, Maryland, Minnesota, Montana, North Carolina, Oregon, South Dakota and Vermont received failing grades.

Still remaining are critical state teacher policies that most states consistently ignore, and where only a few state leaders are paving the way forward on teacher effectiveness.

■ **EARLY CHILDHOOD LOOPHOLES:** In 38 states, teachers can teach in elementary school grades on an early childhood license. However, only seven states require early childhood teachers to pass a content test with separate scores for reading and mathematics among other subjects.

■ **SECONDARY TEACHER PREPARATION:** Just five states require secondary teachers to demonstrate their knowledge of the subjects they will teach – **Indiana, Minnesota, Missouri, South Dakota** and **Tennessee** – without any loopholes around general science and social studies.

Secondary teacher policy falls far short of addressing the ways that college- and career-readiness standards affect instruction across all subject areas. In only 10 states do teaching standards and/or testing frameworks even mention that secondary teacher candidates must have the ability to build content knowledge and vocabulary through careful reading of informational and literary texts, to incorporate literacy skills as an integral part of every subject, and to intervene and support students who are struggling.

■ **SPECIAL EDUCATION:** With just a few exceptions, state licensing policies for special education teachers are abysmal. Twenty-one states still allow special education teachers to earn a generic special education license to teach any special education students in any grade, K-12; an additional 16 states offer K-12 licenses as an option. Only 14 states require elementary special education candidates to demonstrate content knowledge on a subject-matter test – similar to what would be expected of any other elementary school teacher. Only **Missouri, New York** and **Wisconsin** require secondary-level special education teachers to pass a test in every subject they are licensed to teach.

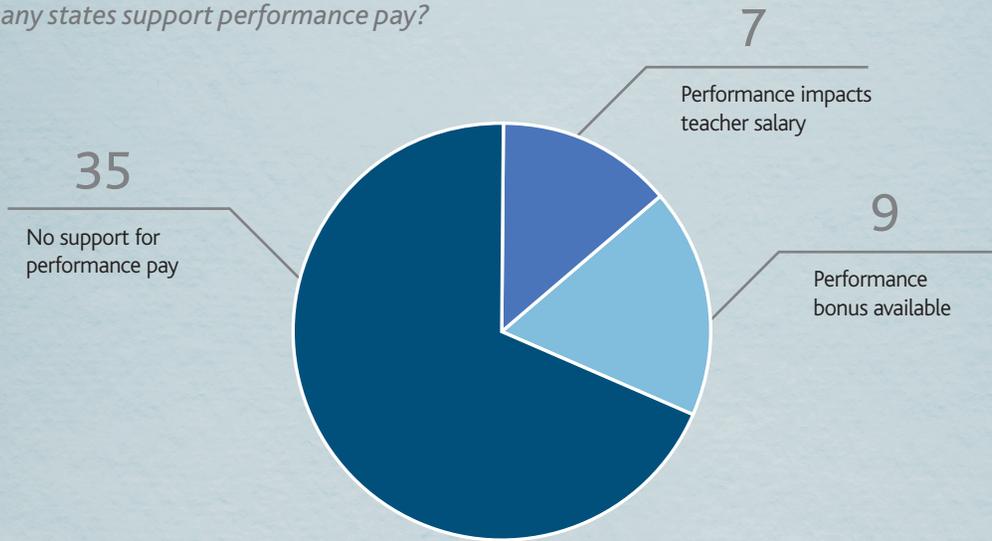
■ **ACCOUNTABILITY FOR PREPARING EFFECTIVE TEACHERS:** While state data systems are better than ever, states are not doing much to use this information to improve teacher preparation programs. Thirty-seven states now collect some objective data on teacher preparation programs that reflect program effectiveness, but only 10 set minimum standards for program performance.

■ **ALTERNATE ROUTES INTO TEACHING:** NCTQ identifies just six states in 2015 – **Arkansas, Connecticut, Delaware, Florida, New Jersey** and **Rhode Island** – that provide real and genuine alternative pathways to certification for the nontraditional teaching candidate.

■ **TEACHER COMPENSATION:** It is still the case that far too few states are willing to take on the issue of teacher pay and lift the teaching profession by rewarding excellence. Despite the extensive research showing that advanced degrees do not have an impact on teacher effectiveness, only **Louisiana** and **North Carolina** prohibit additional pay just for advanced degrees. Only three states – **Florida, Indiana,** and **Utah** – require that performance count more than advanced degrees in determining teacher pay.

Figure J

How many states support performance pay?



In 2015, 16 states provide for performance pay for teachers, but just seven states – **Florida, Hawaii, Indiana, Louisiana, Michigan, Nevada** and **Utah** – directly tie teacher compensation to teacher evaluation results. These states now require that districts build performance into salary schedules, moving away from bonus structures that teachers know may be subject to budget constraints and competing priorities.

Just a few years ago, our *Yearbook* headline read: “Taken as a whole, state teacher policies are broken, outdated and inflexible.” Now, after nine annual encyclopedic reviews of every policy states have on their books affecting teachers, the landscape looks much more promising.

In building cooperative relationships with state policymakers over the years, NCTQ has had a unique ability to both track state policy and help shape teacher policy. We haven’t been easy on the states and we’ve never graded on a curve. The *Yearbook* has set the bar high for teacher quality because we think teaching is arguably the most important job there is. By focusing attention on policies that shape preparation, licensing, evaluation and compensation, NCTQ has aimed to push states to recognize the critical role they play in championing teacher effectiveness. Even acknowledging that we still have far to go, the progress made by states to date is real, and the willingness of state policymakers to take ownership of teacher effectiveness policy continues to grow. As a result, NCTQ is optimistic that every state in the U.S. is better positioned than ever to adopt strong and meaningful policies ensuring that every child, in every school, has an effective teacher.

Goal

★ Best Practice State

○ State Meets Goal

AREA 1: Delivering Well Prepared Teachers

1-A: Admission into Teacher Preparation	Delaware, Rhode Island, West Virginia	Alabama, Arkansas, District of Columbia, Georgia, Hawaii, Indiana, Louisiana, Michigan, Mississippi, Montana, New Jersey, New York, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Utah, Virginia
1-B: Elementary Teacher Preparation	NONE	Connecticut
1-C: Elementary Teacher Preparation in Reading Instruction	California	Florida, Minnesota, North Carolina
1-D: Elementary Teacher Preparation in Mathematics	Massachusetts	Alabama, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Idaho, Indiana, Kentucky, Louisiana, Maine, Missouri, New Hampshire, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming
1-E: Early Childhood	NONE	NONE
1-F: Middle School Teacher Preparation	Arkansas	Florida, Georgia, Indiana, Pennsylvania, Texas
1-G: Secondary Teacher Preparation	Arkansas	Minnesota, Texas
1-H: Secondary Teacher Preparation in Science and Social Studies	NONE	Minnesota, Missouri, Tennessee
1-I: Special Education Teacher Preparation	NONE	Louisiana, New York, Rhode Island
1-J: Special Education Preparation in Reading	California	NONE
1-K: Assessing Professional Knowledge	NONE	Alabama, Arizona, Arkansas, California, Delaware, District of Columbia, Florida, Georgia, Hawaii, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Minnesota, Missouri, Nevada, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Washington, West Virginia, Wisconsin
1-L: Student Teaching	Rhode Island, Tennessee	Arizona, Arkansas, Delaware, Georgia, Indiana, Massachusetts, Utah
1-M: Teacher Preparation Program Accountability	NONE	Delaware, Florida

Goal



Best Practice State



State Meets Goal

AREA 2: How States are Faring in Expanding the Pool of Teachers

2-A: Alternate Route Eligibility	District of Columbia, Michigan	Minnesota
2-B: Alternate Route Preparation	NONE	Delaware, Georgia, New Jersey
2-C: Alternate Route Usage and Providers	NONE	Arizona, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Nevada, New Hampshire, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington
2-D: Part-Time Teaching Licenses	Georgia	Arkansas, Florida
2-E: Licensure Reciprocity	NONE	NONE

AREA 3: How States are Faring in Identifying Effective Teachers

3-A: State Data Systems	Hawaii, West Virginia	Ohio, Rhode Island
3-B: Evaluation of Effectiveness	NONE	Alaska, Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Kentucky, Louisiana, Mississippi, New Mexico, New York, North Carolina, Oklahoma, Pennsylvania, Tennessee
3-C: Frequency of Evaluations	Idaho, New Jersey, Tennessee, Washington	Delaware, North Dakota
3-D: Tenure	Colorado, Connecticut, New York	Florida, Louisiana
3-E: Licensure Advancement	Louisiana, Rhode Island	NONE
3-F: Equitable Distribution	NONE	Arkansas, Colorado, Florida, Illinois, Indiana, Louisiana, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Pennsylvania

Goal



Best Practice State



State Meets Goal

AREA 4: How States are Faring in Retaining Effective Teachers

4-A: Induction	South Carolina	Arkansas, Hawaii, Illinois, Kansas, Kentucky, Maryland, Massachusetts, Missouri, New Jersey, North Carolina, Virginia
4-B: Professional Development	Louisiana, Massachusetts	Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Kentucky, Maine, Michigan, Mississippi, New Jersey, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, Utah, Virginia, West Virginia
4-C: Pay Scales and Performance Pay	Florida, Indiana, Utah	NONE
4-D: Differential Pay	Florida, Louisiana	Arkansas, California, Georgia, Kentucky, Nevada, New York, Ohio, Oklahoma, Tennessee, Virginia, Washington
4-E: Compensation for Prior Work Experience	North Carolina	California

AREA 5: How States are Faring in Exiting Ineffective Teachers

5-A: Extended Emergency License	Mississippi, New Jersey, Rhode Island	Nevada, New Mexico, New York, South Carolina
5-B: Dismissal for Poor Performance	NONE	Florida, Indiana, New York, Oklahoma
5-C: Reduction in Force	NONE	Colorado, Florida, Georgia, Illinois, Indiana, Louisiana, Maine, Michigan, Missouri, Nevada, Oklahoma, Tennessee, Texas, Utah, Virginia

Figure L

*Summary Grade Chart
2015 State Teacher
Policy Yearbook*

	<i>Overall State Grade 2015</i>	<i>Delivering Well Prepared Teachers</i>	<i>Expanding The Pool of Teachers</i>	<i>Identifying Effective Teachers</i>	<i>Retaining Effective Teachers</i>	<i>Exiting Ineffective Teachers</i>
Alabama	D+	B-	C-	D	F	D
Alaska	D-	F	F	D+	D	D-
Arizona	C-	D+	D+	C	C-	D+
Arkansas	B-	B-	B-	C	B	C-
California	D	D+	D+	F	C+	F
Colorado	C	D	D+	B	C	C+
Connecticut	B-	B-	C+	B	C	C-
Delaware	B-	B-	B-	B	B-	D
District of Columbia	D+	C-	C	C-	D-	D
Florida	B+	B+	B-	B+	B	B+
Georgia	B-	C+	B-	C+	C+	B
Hawaii	D+	D-	F	B-	B	D
Idaho	C-	D+	D	C+	D-	C
Illinois	C+	D+	C+	C	C-	B+
Indiana	B	B+	C+	C+	C	B
Iowa	D	D-	D	F	D	D
Kansas	D+	D+	D-	C	D+	C-
Kentucky	C	C	C	C	B-	D
Louisiana	B	B-	C+	A	B	C
Maine	C-	D+	C-	D-	C	C
Maryland	D+	D	C-	C-	C	F
Massachusetts	B-	B-	C+	C	C	B
Michigan	C+	D+	C+	B-	C+	C+
Minnesota	C-	C+	C+	C-	D+	F
Mississippi	C	C-	B-	C-	C	D+
Missouri	C-	B-	D+	D+	C-	C-
Montana	F	F	F	F	D-	F
Nebraska	D	D-	D	D-	D+	D-
Nevada	C-	D-	D	C-	C-	B+
New Hampshire	D	C-	D	D-	F	D
New Jersey	C+	C+	C+	C+	C	C
New Mexico	C	D+	D	C	C+	C
New York	B	B	C+	B+	B-	B-
North Carolina	C-	C+	D+	B-	C+	F
North Dakota	D	D-	F	D+	D+	D
Ohio	B-	C-	B	C+	B-	B-
Oklahoma	B-	C+	C-	C+	C+	A-
Oregon	D	D+	F	D-	C	F
Pennsylvania	C-	C-	C+	C+	D	D-
Rhode Island	B-	B-	B-	C+	D+	C+
South Carolina	C	C+	C	C-	C+	D+
South Dakota	D-	D-	D+	F	D	F
Tennessee	B	C+	C	B	B-	B+
Texas	C-	B-	C+	D-	D+	C
Utah	C+	C	D+	D+	B	B-
Vermont	D-	C-	F	F	F	F
Virginia	C+	C+	C	D+	B	C
Washington	C-	D	C+	C-	C-	C-
West Virginia	C-	B-	D	C-	C-	C-
Wisconsin	D	C-	D-	D-	D+	D-
Wyoming	D	D-	F	D+	D	D+