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## **CALIFORNIA EARNS D+ GRADE FOR TEACHER POLICIES IN NEW EDITION OF NATIONAL YEARBOOK**

### ***STATE DEMONSTRATES PROGRESS IN STATE TEACHER POLICIES SINCE 2015***

Washington, DC—Today, the National Council on Teacher Quality (NCTQ) released its bi-annual *2017 State Teacher Policy Yearbook*, finding that states' previous rapid progress to modernize their teacher policies has largely slowed. California's overall grade for its teaching policies went from a D grade in 2015 to a D+ in 2017. By comparison, the overall grade nationally stagnated, staying at a C- grade.

From 2007 until 2015, most states took aggressive steps to improve the teaching profession. However, since the last edition of the Yearbook in 2015, few states have initiated any new actions to improve their policies guiding how teachers are selected, prepared, evaluated, and retained. As a result, state grades have mostly stagnated, with more state grades decreasing than at any other time in the *Yearbook's* history.

This year, among all 50 states and the District of Columbia, 31 states earned a higher grade than California, 10 states performed as well as California, and nine states earned a lower grade. Florida and Louisiana each earned a B+, the highest grade in this year's *Yearbook*.

"States' teacher policies have an enormous impact on the quality of education in the state," said Elizabeth Ross, Managing Director of State Policy at NCTQ. "By highlighting opportunities for improvement, as well as strong policies, this Yearbook is designed to catalyze state action. We know the progress states are capable of making and urge them to do so. Teachers and students deserve nothing less."

California has several key opportunities for growth. In its 2017 *Yearbook*, NCTQ reported that the state earned F grades in the areas of Hiring, Teacher and Principal Evaluation, and Retaining Effective Teachers. California does not meet the goal of using student growth to measure effectiveness, nor the goal of data systems needed for teacher evaluation. California does not meet either goal around principal effectiveness or evaluation.

California earned its highest policy area grade—a B—for Teacher Compensation. The state offers differentiated pay for high-need schools and subjects, as well as compensation for prior work experience. The *Yearbook* highlighted the teaching of reading as a bright spot in the state's teacher policies. It designated California as a "Best Practice" state in Teaching Elementary Reading and in Teaching Special Education Reading due to its policies requiring teacher candidates to pass a rigorous science of reading instruction test and ensuring candidates are prepared to teach literacy to college- and career-readiness standards.

The full *2017 State Teacher Policy Yearbook* is available [here](#), with comprehensive information regarding each state's teacher policies available in NCTQ's [State Teacher Policy Database](#).

To compare California to other states across the country in eight key measures, including teacher pay, teacher diversity, and educator equity, please look [here](#).

For more information, or to arrange an interview with Elizabeth Ross, please contact Eric Duncan at [eduncan@nctq.org](mailto:eduncan@nctq.org).

The National Council on Teacher Quality (NCTQ) is a nonpartisan research and policy group, committed to modernizing the teaching profession and based on the belief that all children deserve effective teachers. NCTQ is the nation's expert on the quality of teacher preparation programs and evaluates national teacher education against evidence-based criteria. More information about NCTQ can be found on our website, [www.nctq.org](http://www.nctq.org)

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