| Figure A | Overall State Grade 2011 | Overall State Grade 2009 | Progress Ranking 2009-2011 |
|---|---|---|---|
| Florida | B | C | 9 |
| Oklahoma | B- | D+ | 13 |
| Rhode Island | B- | D | 5 |
| Tennessee | B- | C- | 16 |
| Indiana | C+ | D | 1 |
| Michigan | C+ | D- | 3 |
| Ohio | C+ | D+ | 11 |
| Arkansas | C | C- | 25 |
| Colorado | C | D+ | 12 |
| Delaware | C | D | 6 |
| Georgia | C | C- | 23 |
| Illinois | C | D+ | 4 |
| Massachusetts | C | D+ | 13 |
| New York | C | D+ | 13 |
| Alabama | C- | C- | 19 |
| Connecticut | C- | D+ | 25 |
| Louisiana | C- | C- | 20 |
| Minnesota | C- | D- | 2 |
| Nevada | C- | D- | 7 |
| South Carolina | C- | C- | 41 |
| Texas | C- | C- | 36 |
| Utah | C- | D | 9 |
| Washington | C- | D+ | 25 |
| Arizona | D+ | D+ | 20 |
| California | D+ | D+ | 51 |
| Idaho | D+ | D- | 8 |
| Kentucky | D+ | D+ | 41 |
| Maryland | D+ | D | 17 |
| Mississippi | D+ | D+ | 47 |
| New Jersey | D+ | D+ | 36 |
| New Mexico | D+ | D+ | 39 |
| North Carolina | D+ | D+ | 32 |
| Pennsylvania | D+ | D | 18 |
| Virginia | D+ | D+ | 41 |
| West Virginia | D+ | D+ | 41 |
| Alaska | D | D | 47 |
| District of Columbia | D | D- | 25 |
| Iowa | D | D | 23 |
| Kansas | D | D- | 31 |
| Missouri | D | D | 47 |
| North Dakota | D | D- | 34 |
| South Dakota | D | D | 38 |
| Wisconsin | D | D | 41 |
| Wyoming | D | D- | 20 |
| Hawaii | D- | D- | 32 |
| Maine | D- | F | 34 |
| Nebraska | D- | D- | 39 |
| New Hampshire | D- | D- | 25 |
| Oregon | D- | D- | 25 |
| Vermont | D- | F | 46 |
| Montana | F | F | 47 |

## Executive Summary

## 2011 State Teacher Policy Yearbook National Report

The year 2011 was no ordinary year for teacher policy. In fact, it was a year like no other chronicled by the National Council on Teacher Quality's (NCTQ) *State Teacher Policy Yearbook*. This fifth annual edition of the Yearbook documents more changes in state teacher policy than NCTQ has seen in any of its previous top-to-bottom reviews of the laws and regulations governing the teaching profession in the 50 states and the District of Columbia.

**Florida, Oklahoma, Rhode Island and Tennessee lead the nation on teacher quality policy.**

In this report and in the 51 companion state volumes (all of which are available for download at www.nctq.org/stpy), NCTQ once again presents the most detailed analysis available of each state's performance against and progress toward a set of 36 specific, research-based teacher policy goals aimed at helping states build a comprehensive policy framework in support of teacher effectiveness.

The 2011 *State Teacher Policy Yearbook* is a full encyclopedia of teacher policy in the United States, totaling more than 8,000 pages of analysis and recommendations in individualized state reports.

States receive an overall grade for their teacher quality policies based on five "sub-grades" in each of five core organizing goal areas: 1) Delivering well-prepared teachers, 2) Expanding the pool of teachers, 3) Identifying effective teachers, 4) Retaining effective teachers and 5) Exiting ineffective teachers.

The state grades, along with detailed analyses of state progress goal-by-goal, give readers a clear picture of state efforts to ensure an effective teacher in every classroom through the policies they set for teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal.

# Executive Summary: Key Findings

> New state policies for identifying effective teachers and exiting ineffective ones contributed to the highest *Yearbook* grades NCTQ has given to date. Florida, Oklahoma, Rhode Island and Tennessee lead the nation on teacher quality policy.

For 2011, **Florida** received the highest overall teacher policy grade with a B, and three other states – **Oklahoma**, **Rhode Island** and **Tennessee** – earned B minuses. Three additional states received grades of C+: **Indiana**, **Michigan** and **Ohio**. Together, these seven states have earned the highest teacher quality grades in *Yearbook* history, a marked improvement over 2009, when the highest grade received by any state was a C, and Florida was the only state to earn that grade.

This year four states received top grades in one of the *Yearbook's* five teacher quality goal areas: **Rhode Island** received an A- for its policy efforts to identify effective teachers; and **Colorado**, **Illinois** and **Oklahoma** each earned an A for their solid policy approaches to exiting ineffective teachers.

| Figure B | |
|---|---|
| *Average State Grades on Teacher Policy for 2011* | |
| Area 1 Delivering Well-Prepared Teachers | D |
| Area 2 Expanding the Teaching Pool | C- |
| Area 3 Identifying Effective Teachers | D+ |
| Area 4 Retaining Effective Teachers | C- |
| Area 5 Exiting Ineffective Teachers | D+ |
| Average Overall Grade | D+ |

| Figure C | |
|---|---|
| *States with the Most Progress on Teacher Policy Since 2009* | |
| **Rank** | |
| 1 | Indiana |
| 2 | Minnesota |
| 3 | Michigan |
| 4 | Illinois |
| 5 | Rhode Island |
| 6 | Delaware |
| 7 | Nevada |
| 8 | Idaho |
| 9 (tie) | Florida |
| 9 (tie) | Utah |

Overall, 28 state grades improved in 2011 over state performance in 2009. **Indiana**, **Minnesota**, **Michigan**, **Illinois** and **Rhode Island** demonstrated the most progress on state teacher policy for 2011. In particular, **Indiana** and **Minnesota** showed progress not only on teacher evaluation but also on improving teacher preparation policy. Across a total of 36 policy goals, each of the top five states made progress on 10 or more goals.

> But dramatic progress isn't the only story of 2011. Many states still have a long way to go, including some states that made no teacher policy progress at all.

**Alaska**, **California**, **Mississippi**, **Missouri** and **Montana** have made no progress on their teacher policies since 2009. Ranked last among all of the states, California posted progress on not a single one of the 36 teacher policy goals included in the *Yearbook* and showed declining progress in four of them.

**Figure D**

*States with the Least Progress on Teacher Policy Since 2009*

| Rank | |
|------|------|
| 51 | California |
| 47 | Alaska |
| 47 | Mississippi |
| 47 | Missouri |
| 47 | Montana |

▶ **There has been a sea of change in teacher evaluations, with unprecedented efforts across the states to adopt policies that use student achievement as a significant criterion in measuring teacher effectiveness.**

Just about half of all states (24) have adopted policies to consider classroom effectiveness – as indicated by objective measures of student achievement such as value-added or growth data – as a part of how teacher performance is evaluated. In 12 of those states, student achievement/growth is required to be the preponderant criterion in teacher evaluations.

Just two years earlier, in 2009, fully 35 states did not, even by the kindest of definitions, require teacher evaluations to include any measures of student learning. Only four states could be said to use student achievement as the preponderant criterion in how teacher performance was assessed, again, using even a generous interpretation.

The move to rethink how to evaluate a teacher's performance and explicitly tie assessments of teacher performance to student achievement marks an important shift in thinking about teacher quality. The demand for "highly qualified" teachers is slowly but surely being replaced by a call for highly effective teachers. This change is significant because policymaking around improving teacher quality to date has focused almost exclusively on a teacher's qualifications – i.e., teacher credentials, majors, degrees and licensing. Those criteria would be all well and good if they were associated with positive gains in student learning. Unfortunately, by and large, they are not.
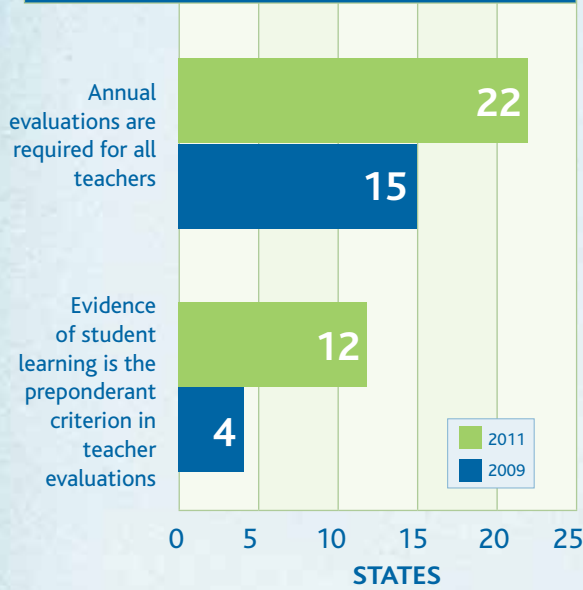
The policy changes are also significant because a host of reform-minded efforts for increasing teacher effectiveness turn on the critical need to be able to evaluate teacher performance reliably and consistently with clear criteria that include measures of how well teachers move students forward academically.

**Figure E**

*Yearbook Goals with the Most State Progress*

| Goal | States Making Progress |
|------|------------------------|
| 3B: Evaluation of Effectiveness | 26 |
| 3A: State Data Systems | 17 |
| 5C: Dismissal for Poor Performance | 16 |
| 5B: Consequences for Unsatisfactory Evaluations | 15 |
| 3D: Tenure | 15 |

**Figure F**

*Advances In State Teacher Evaluation Policy*

Annual evaluations are required for all teachers
- 2011: 22
- 2009: 15

Evidence of student learning is the preponderant criterion in teacher evaluations
- 2011: 12
- 2009: 4

Legend:
- 2011
- 2009

STATES (0, 5, 10, 15, 20, 25)

> A new era in teaching has begun in which performance evaluation will no longer be regarded as simply a formality and teacher effectiveness in the classroom will become a matter of consequence.

Disregard for performance in education has bred massive dysfunction with disastrous consequences for the health of the teaching profession and for student achievement, especially for students most in need of effective teachers. But there are signs of real policy advances on this front, with an increasing number of states taking steps to tie teacher evaluation results to significant employment decisions.

Thirteen states now specify, either through dismissal or evaluation policy, that ineffectiveness in the classroom can lead to teacher dismissal. States also are beginning to rec-
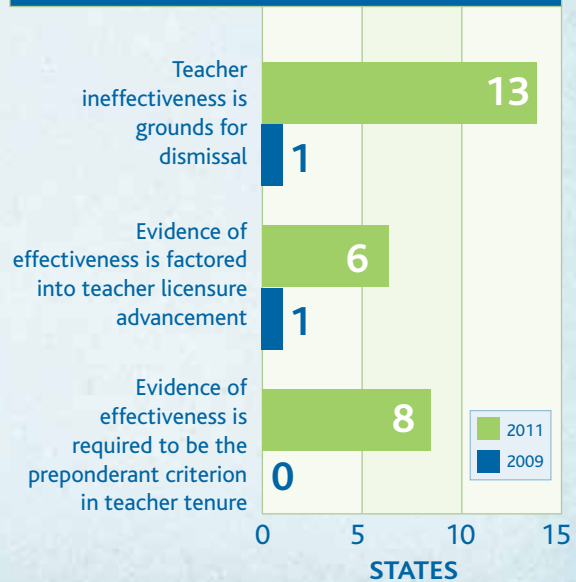
ognize tenure as more than a mere formality. Twelve states showed progress toward weighing a teacher's effectiveness in the classroom, not just his or her time on the job, in deciding whether to grant a teacher permanent status.

While it is still the case that the vast majority of states – 39 in all – still award tenure virtually automatically, the landscape is clearly changing. In 2009, not a single state awarded tenure based primarily on teacher effectiveness; now eight states require that the performance of a teacher's students be central to deciding whether that teacher is awarded tenure.

Three states – **Florida**, **Indiana**, and **Michigan** – have adopted policies requiring that teacher performance be factored into the salary schedules for all teachers. Overall, 24 states (up from 19 in 2009) support some kind of performance pay.

Naysayers argue that these trends in teacher evaluation policy are just the latest version of

**Figure G**

*Tying Teacher Evaluation Results to Consequences*

Teacher ineffectiveness is grounds for dismissal
- 2011: 13
- 2009: 1

Evidence of effectiveness is factored into teacher licensure advancement
- 2011: 6
- 2009: 1

Evidence of effectiveness is required to be the preponderant criterion in teacher tenure
- 2011: 8
- 2009: 0

Legend:
- 2011
- 2009

STATES (0, 5, 10, 15)

teacher-bashing, employing punitive consequences that not only will fail to improve teacher effectiveness but also will lower the esteem of the teaching profession and demoralize teachers. They also argue that evaluating teacher effectiveness based on student growth and achievement holds both good and bad teachers responsible for a set of outcomes that neither a good teacher nor a bad teacher can control.

But the defense of the status quo on teacher evaluation – where almost all teachers are rated effective and little or no meaningful information about teacher practice is gained from the teacher evaluation process – is to argue that teachers do not make a difference, a stance that a solid body of evidence clearly refutes. Effective teachers matter a great deal, and ineffective teachers may matter even more. State policies that take this fact seriously are positioning states and districts to make more informed and salient decisions about their teacher workforces.

> **States still have a long way to go to harness the potentially rich information that evaluations of teacher effectiveness can provide and to use it for a host of policies that could improve teaching practice.**

Although 24 states require teachers to receive feedback on their performance evaluations – either written or in person from evaluators – 16 states have no policy whatsoever about what should be done with teacher evaluation results. This finding provides telling evidence of how little relevance the teacher evaluation process has had for teacher practice in too many states and districts.

Moreover, just 12 states that explicitly require the results of teacher evaluations to be used to shape professional development offerings. Five other states specify the same but only in cases where teachers receive poor evaluations. This is an unfortunate missed opportunity for using all teacher evaluation results, good and bad, to better classroom practice.

> **The *Yearbook* includes numerous teacher policy goals that would be furthered a great deal if coupled with state efforts to measure teacher effectiveness.**
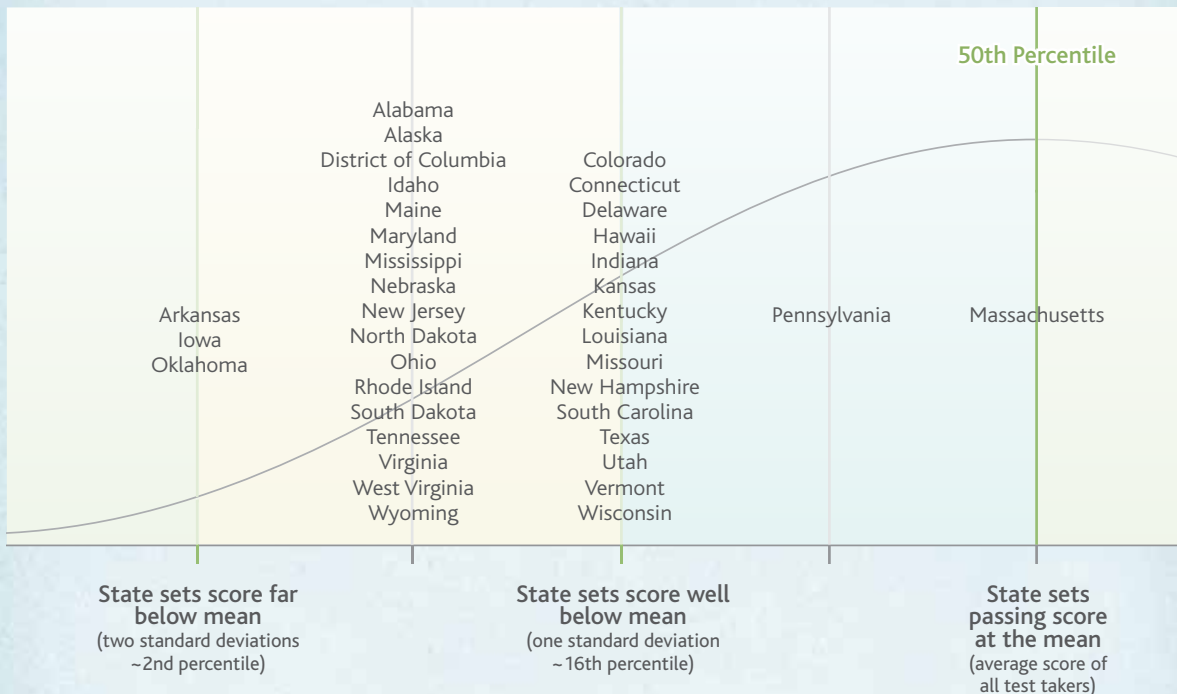
For example, this year NCTQ added a new goal examining state policies for student teaching, which serves as a capstone experience for nearly 200,000 teacher candidates each year. While 42 states require some student teaching experience before teaching candidates are assigned to their own classrooms, only two states require that the "cooperating" teacher to whom a student teacher is assigned is chosen based on some measure of that teacher's effectiveness.

**Only 11 states require teacher performance to be a factor in layoff decisions.**

How states shape policies around reductions in force is also included as a new *Yearbook* goal this year, and it illustrates another missed opportunity to link teacher effectiveness information to other relevant policies. Reductions in force, or layoffs, are decisions still too often based on factors other than teacher effectiveness. Currently only 11 states require districts to consider teacher performance, not just seniority, in making decisions about layoffs.

## Figure H

*Where do states set the passing score on elementary content licensure tests[1]?*

| | | | | 50th Percentile |
|---|---|---|---|---|
| | Alabama | | | |
| | Alaska | | | |
| | District of Columbia | Colorado | | |
| | Idaho | Connecticut | | |
| | Maine | Delaware | | |
| | Maryland | Hawaii | | |
| | Mississippi | Indiana | | |
| | Nebraska | Kansas | | |
| Arkansas | New Jersey | Kentucky | Pennsylvania | Massachusetts |
| Iowa | North Dakota | Louisiana | | |
| Oklahoma | Ohio | Missouri | | |
| | Rhode Island | New Hampshire | | |
| | South Dakota | South Carolina | | |
| | Tennessee | Texas | | |
| | Virginia | Utah | | |
| | West Virginia | Vermont | | |
| | Wyoming | Wisconsin | | |

| State sets score far below mean (two standard deviations ~2nd percentile) | State sets score well below mean (one standard deviation ~16th percentile) | State sets passing score at the mean (average score of all test takers) |
|---|---|---|

1   Based on the most recent technical data that could be obtained; data not available for Arizona, California, Florida, Georgia, Illinois, Michigan, Minnesota, New Mexico, New York, North Carolina, Oregon and Washington.  Montana and Nebraska do not require a content test.  Colorado score is for Praxis II, not PLACE. Indiana, Maryland, Nevada, South Carolina and Utah now require new Praxis tests for which the technical data are not yet available; analysis is based on previously required test.

> **While states have made progress on evaluating the effectiveness of their existing teacher workforce, they've done much less to ensure the quality of teachers entering the profession.**

Neglect of teacher preparation results in a kind of policy mismatch, with states increasingly investing in after-the-fact appraisals of teachers already in the classroom without attending to some of the most important (and efficient) ways they could improve teacher quality on the front end. This could be accomplished, for example, by raising standards for entry into the profession, providing teaching candidates with the skills and knowledge they need to be suc-cessful and demanding that all teachers demonstrate their knowledge on rigorous content exams.

On raising the bar for teacher quality at the point of entry into teaching, state policy is dramatically lax.

Basic skills tests, which typically assess middle school-level skills and were originally offered as a minimal screening mechanism to weed weak candidates out of teacher preparation programs, are instead used by 20 states as the standard for conferring teaching licenses. Another 10 states do not require teachers to pass any basic skills assessments at all.

Yet even the tests used for admission to teacher preparation programs by most states are inher-

ently flawed. In addition to their low level of rigor, the tests used by nearly all states are normed only to the prospective teacher population rather than the general college-bound population. In order to improve the selectivity of teacher preparation programs—a key feature in countries that consistently outperform the United States on international comparisons—it is important to know that prospective teachers are selected from, for example, the top half of college-bound students and not just the top half of those who wish to be teachers. At present, **Texas** is the only state that uses such a generally normed test of academic proficiency for admission to its teacher preparation programs.

When it comes to ensuring that teacher candidates have mastered core content knowledge as they exit preparation programs and seek teaching licenses, the picture is even more disheartening. The majority of states (32) have no requirements for assessing teacher proficiency in the science of reading. Just nine states require an adequate assessment of these skills, although that is more than twice the number that had such a test in the first edition of the *Yearbook* in 2007.

> **Just 9 states have an adequate test in reading instruction.**

Just two states – **Indiana** and **Massachusetts** – require adequate mathematics preparation for aspiring elementary school teachers, and **Massachusetts** is the only state with a rigorous and appropriate test of the mathematics content elementary teachers need to know.

Even among states that require specific subject matter tests for teacher licensing, states often verify only that teachers meet a general passing score, allowing teachers with an extreme weakness in a particular subject to pass if he or she can compensate in other areas. To make matters worse, the passing scores set by states for teacher licensing tests are, in almost every case, too low. Every state except **Massachusetts** for which NCTQ has data sets the passing score for elementary teacher licensing tests below the average score for all test takers (50th percentile), and most states set passing rates at an exceedingly low 16th percentile or lower – essentially offering a free pass to teach, at least with regard to content knowledge.

In addition, licensure loopholes in all but nine states allow teachers to teach for some period of time without passing all required licensing exams. Eight states give teachers up to two years to pass the tests, and 18 states give teachers three or more years or do not specify a time period at all within which teachers must meet what are most often substandard licensing test requirements.

> ▶ New NCTQ *Yearbook* goals on secondary teacher preparation in science and social studies show a striking willingness on the part of states to ignore the need for specific content knowledge.
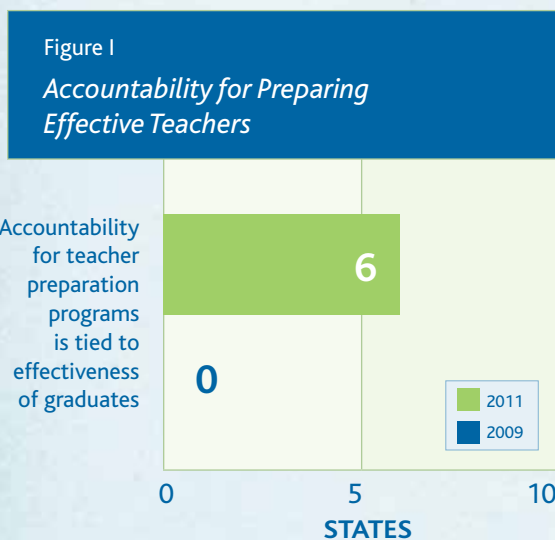
Forty-seven states offer general social studies endorsements without requiring teachers to adequately demonstrate knowledge of all of the subjects such an endorsement allows them to teach, e.g., social studies, history, geography, political science, and even psychology at the secondary level.

And in what may be a sign of just how troubled shortage-ridden STEM (science, technology, engineering and mathematics) education is, a full 39 states allow secondary-level science teachers to teach science courses with a general or combined science subject license. As

a result, the United States suffers a double blow in STEM fields, disadvantaged by the science teachers we don't have and, in many cases, disadvantaged by the unacceptably low expectations set for the STEM teachers we do have.

> **At the middle school level, many states fail to ensure that teachers are prepared to teach appropriate grade level content.**

An alarming 16 states still offer a generalist K-8 license and six more offer it under some circumstances. Individuals with this license are fully certified to teach grades 7 and 8, although their preparation is identical to that of a teacher certified to teach grades 1 and 2. By offering such licenses, states suggest that the content and pedagogy needed to teach grade 8 math or science is no different from what is required of early elementary teachers.

Six states, more states than ever before, are judging the effectiveness of teacher preparation programs on the effectiveness of the teachers they graduate. But these six states – **Colorado**, **Florida**, **Georgia**, **Louisiana**, **Tennessee** and **Texas** – are the outliers.

Just half of the states (25) collect any meaningful objective data on teacher preparation program effectiveness, such as data on the performance of program graduates' students, licensing test scores, evaluation results of program graduates or five-year retention rates.

Worse, only five states set minimum standards of performance for the data they collect, and only 14 states (down from 17 in 2009) make such data publicly available so that consumers of teacher preparation programs could make informed decisions about the quality of the programs for which they might apply.

> **The financial health of state teacher pension systems is a dramatic area of policy decline and a growing crisis that has serious consequences for attracting and keeping effective teachers in the profession.**

NCTQ finds that 35 of the states' teacher pension systems are in peril, with 29 states losing ground on financial sustainability since the 2009 *Yearbook*.

**Figure I**

*Accountability for Preparing Effective Teachers*

Accountability for teacher preparation programs is tied to effectiveness of graduates

6

0

■ 2011
■ 2009

| 0 | 5 | 10 |

**STATES**

> **While some states are doing more to hold teacher preparation institutions accountable for the effectiveness of the teachers they produce, most states do almost nothing.**

**Figure J**

*Yearbook Goals with the Most State Loss of Ground*

| Goal | States Losing Ground |
|------|----------------------|
| **4H: Pension Sustainability** | 29 |
| **4G: Pension Flexibility** | 10 |

While the economic downturn of the last few years is an important factor in explaining loss of ground in state teacher pension funds, it is a factor that also exposes the ways states continue to pursue misguided policy to avoid the need for systemic reform of state pension systems.

Nearly all states continue to provide teachers with costly and inflexible defined benefit pension plans, which are virtually non-existent in the private sector. The lack of portability of such plans is a disincentive to an increasingly mobile teaching force and a nonmotivating compensation strategy for keeping young and effective teachers in the profession.

In an effort to shore up their financial problems, some states have made their systems even less flexible by raising to 10 years the length of time a teacher must work to vest. The number of states with such a lengthy vesting period has almost doubled (to 16 states, up from nine in 2009). Thirty-five states require excessive contributions to their state pension plans by teachers, school districts or both. The national landscape is a morass of cumbersome state pension systems that overly reward early retirees with full-time benefits and do little to attract and retain effective teachers.

## OTHER SIGNIFICANT FINDINGS:

**Only 19 states distinguish between elementary and secondary special education licenses.**

**States' requirements for the preparation of special education teachers continue to be abysmal.** Most states set an exceedingly low bar for the content knowledge special education teachers must have to work with students with special needs. Only 17 states require elementary special education candidates to demonstrate content knowledge on a subject-matter test — just like what would be expected of any other elementary school teacher. Amazingly, 35 states allow special education teach-

ers to earn a completely generic special education license to teach any special education students in any grade, K-12; this broad license is the only license offered in 19 of those states.

**States have made little progress in broadening the pipeline for attracting effective teachers into the profession through alternate routes.** Likely due to the Race to the Top competition — which required as a matter of eligibility for a shot at the $4 billion in federal funds that states remove barriers to the use of alternate routes — NCTQ found an increase from 20 states in 2009 to 26 states in 2011 that allow broad usage of their alternate routes across subjects, grades and geographic areas and permit a diversity of providers beyond institutions of higher education. However, while all but North Dakota now have some policy on the books for allowing alternate routes, NCTQ finds just seven states (up from five in 2009) that offer genuine alternate routes that set high expectations for candidate entry into programs followed by accelerated, streamlined and flexible pathways into the teaching profession for talented individuals.

There is little doubt that 2011 was a banner year for teacher policy. The move to rethink how teacher performance is evaluated and explicitly tying assessments of teacher performance to student achievement marks an important shift in thinking about teacher quality. Accountability for student learning is key, but so are policies for improving teacher preparation programs, using evaluation results to inform teacher training and practice, linking teacher compensation to performance and removing consistently ineffective teachers. In 2011, NCTQ finds that the landscape is changing, but much work is left to be done by states to design and adopt policies across the board to consistently promote and ensure teacher effectiveness.

## Area 1: Delivering Well Prepared Teachers

| | ⭐ Best Practice State | 🔵 States Meet Goal |
|---|---|---|
| **1-A: Admission into Preparation Programs** | Texas | |
| **1-B: Elementary Teacher Preparation** | | |
| **1-C: Teacher Preparation in Reading Instruction** | Connecticut, Massachusetts, Virginia | Alabama, Minnesota, Oklahoma, Pennsylvania, Tennessee |
| **1-D: Teacher Preparation in Mathematics** | Massachusetts | |
| **1-E: Middle School Teacher Preparation** | Arkansas, Georgia, Pennsylvania | Connecticut, Florida, Kentucky, Louisiana, Mississippi, New Jersey, South Carolina |
| **1-F: Secondary Teacher Preparation** | Indiana, Tennessee | Alabama, Arkansas, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin |
| **1-G: Secondary Teacher Preparation in Science** | New Jersey | Florida, Indiana, Kansas, Kentucky, Minnesota, New Hampshire, Virginia |
| **1-H: Secondary Teacher Preparation in Social Studies** | Indiana | Georgia, South Dakota |
| **1-I: Special Education Preparation** | | |
| **1-J: Assessing Professional Knowledge** | | Arizona, Arkansas, California, District of Columbia, Florida, Illinois, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nevada, New Mexico, New York, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, West Virginia |
| **1-K: Student Teaching** | | Florida, Tennessee |
| **1-L: Teacher Preparation Program Accountability** | Florida | Louisiana |

## Area 2: Expanding The Pool of Teachers

| | ⭐ Best Practice State | 🔵 States Meet Goal |
|---|---|---|
| **2-A: Alternate Route Eligibility** | District of Columbia, Michigan | Minnesota |
| **2-B: Alternate Route Preparation** | Connecticut | Arkansas, Delaware, Georgia, New Jersey |
| **2-C: Alternate Route Usage and Providers** | | Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Nevada, New Hampshire, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington |
| **2-D: Part-Time Teaching Licenses** | Arkansas | Florida, Georgia |
| **2-E: Licensure Reciprocity** | Alabama, Texas | |

# Area 3: Identifying Effective Teachers

| | ⭐ Best Practice State | 🔵 States Meet Goal |
|---|---|---|
| 3-A: State Data Systems | | Alabama, Arkansas, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Washington, West Virginia, Wisconsin, Wyoming |
| 3-B: Evaluation of Effectiveness | | Colorado, Delaware, Florida, Maryland, Michigan, Nevada, Ohio, Oklahoma, Rhode Island, Tennessee |
| 3-C: Frequency of Evaluations | | Alabama, Idaho, Nevada, New Jersey, North Dakota, Oklahoma, Rhode Island, Tennessee, Washington |
| 3-D: Tenure | Michigan | Colorado, Florida |
| 3-E: Licensure Advancement | Rhode Island | Louisiana |
| 3-F: Equitable Distribution | | |

# Area 4: Retaining Effective Teachers

| | ⭐ Best Practice State | 🔵 States Meet Goal |
|---|---|---|
| 4-A: Induction | South Carolina | Alabama, Arkansas, Kentucky, Massachusetts, New Jersey, North Carolina, West Virginia |
| 4-B: Professional Development | | Arkansas, Connecticut, Delaware, Louisiana, Michigan, Missouri, North Carolina, Rhode Island, South Carolina, Wyoming |
| 4-C: Pay Scales | Florida, Indiana | Idaho |
| 4-D: Compensation for Prior Work Experience | North Carolina | California |
| 4-E: Differential Pay | Georgia | Arkansas, California, Florida, Kentucky, Louisiana, Massachusetts, Nevada, New York, Ohio, Oklahoma, Tennessee, Texas |
| 4-F: Performance Pay | Florida, Indiana | Arizona, Arkansas, Georgia, Idaho, Massachusetts, Michigan, Minnesota, Oklahoma, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia |
| 4-G: Pension Flexibility | Alaska, South Dakota | |
| 4-H: Pension Sustainability | South Dakota, Tennessee, Wisconsin | Alaska, District of Columbia, Florida |
| 4-I: Pension Neutrality | Alaska | Illinois, Minnesota, New Jersey |

# Area 5: Exiting Ineffective Teachers

| | ⭐ Best Practice State | 🔵 States Meet Goal |
|---|---|---|
| 5-A: Licensure Loopholes | Colorado, Illinois, Mississippi, New Jersey | Nevada, New Mexico, South Carolina, Virginia |
| 5-B: Unsatisfactory Evaluations | Illinois, Oklahoma | Alaska, Arkansas, Colorado, Delaware, Florida, Indiana, Louisiana, New Mexico, New York, Rhode Island, Washington |
| 5-C: Dismissal for Poor Performance | Oklahoma | Florida, Indiana |
| 5-D: Reductions in Force | Colorado, Florida, Indiana | Illinois, Michigan, Missouri, Oklahoma, Texas, Utah |

## Figure L

### Summary Grade Chart
### 2011 State Teacher Policy Yearbook

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