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## **NEW REPORT GIVES MICHIGAN A GRADE OF “C+” FOR TEACHER POLICIES**

**Although still considerable room for improvement, Michigan earns one of the highest grades on teacher policy review**

Today the National Council on Teacher Quality releases its 2011 *State Teacher Policy Yearbook*, its fifth annual report grading the states based on the rules and regulations that shape teacher quality

January 25, 2012 (Washington, DC)— A new report released today by the not-for-profit, non-partisan National Council on Teacher Quality (NCTQ) finds major advances in teacher policy across the country, largely driven by state adoption of policies for including student achievement as a measure of effectiveness in teacher evaluations, and using teacher effectiveness evidence in decisions about teacher tenure and dismissal.

Michigan earns one of the highest grades given by NCTQ and ranks number three in the nation in terms of progress made against NCTQ’s 36 research-based goals.

The 2011 *State Teacher Policy Yearbook* provides a detailed analysis of Michigan’s progress on the policies it sets for teacher preparation, licensure, evaluation, career advancement, tenure, compensation, pensions and dismissal. NCTQ grades the states on the quality and rigor of these policies; the *Yearbook* is not an evaluation of the quality of teachers in the state.

Michigan received an overall grade of C+, based on the following grades:

<b>Teacher Policy Area</b>	<b>Grade</b>
Delivering well-prepared teachers	D+
Expanding the pool of teachers	C+
Identifying effective teachers	C+
Retaining effective teachers	C
Exiting ineffective teachers	B-

Michigan’s overall grade improved from a D- in NCTQ’s 2009 *Yearbook*.

NCTQ President Kate Walsh said, "There is little doubt that the past two years have seen major changes in states' teacher policies. Rethinking how teacher performance is evaluated and tying teacher evaluations to student achievement marks an important advance in teacher effectiveness policy. Michigan has made a great deal of progress. But much work is left to be done by states to design and adopt policies from beginning to end – from entry into the profession to retirement and pensions – to consistently promote teacher quality.”

## Key findings about Michigan's teacher policy:

- Michigan was part of an unprecedented effort across the states to adopt policies that use objective measures of student achievement, such as value-added or growth data, as part of teacher evaluations. Michigan is one of 12 states where student achievement is required to be the most significant factor in teacher evaluations.
- Michigan's teacher effectiveness policies now ensure that teacher effectiveness in the classroom will become a matter of consequence and performance evaluation will no longer be regarded as simply a formality. Michigan requires annual evaluation of all teachers, ties tenure decisions to teacher effectiveness and clearly articulates that ineffectiveness in the classroom is grounds for dismissal. Michigan also requires that professional development be informed by evaluation results.
- However, Michigan should do much more to ensure the quality of teachers entering the profession. Teacher preparation requirements for elementary and secondary teachers are very weak and in need of improvement. The state's requirement of a master's degree for licensure is also problematic and not aligned with other effectiveness policies.
- Michigan could do more to improve alternate routes by requiring them to be streamlined, relevant, and of reasonable length.
- Michigan opened a new pension system in 2010, for which data are not available. However, the current system is not portable or flexible and requires excessive contributions.

## For copies of the Yearbook

Michigan's *Yearbook*, which includes detailed national comparisons, is immediately available for free download at [www.nctq.org/stpy](http://www.nctq.org/stpy). For questions about the report, please contact Sarah Brody at (202) 393-0020 or [sbrody@nctq.org](mailto:sbrody@nctq.org).

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The *State Teacher Policy Yearbook* is funded by private foundations across the United States, including the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, George Gund Foundation, Gleason Family Foundation and the Joyce Foundation.

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## About NCTQ

The National Council on Teacher Quality is a Washington D.C. based non-profit, non-partisan research and advocacy group, founded in 2000, to build the case for a comprehensive reform agenda that would challenge the current structure and regulation of the profession. NCTQ advocates for reforms in a broad range of teacher policies at the federal, state, and local levels in order to increase the number of effective teachers. NCTQ is committed to lending transparency and increasing public awareness about the four sets of institutions that have the greatest impact on teacher quality: states, teacher preparation programs, school districts and teachers unions. For more information, see [www.nctq.org](http://www.nctq.org).

	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