

FOR IMMEDIATE RELEASE
December 14, 2017, 12:01 AM

Contact: Eric Duncan
National Council on Teacher Quality
eduncan@nctq.org
(202) 393-0020 ext. 130

IDAHO EARNS C GRADE FOR TEACHER POLICIES IN NEW EDITION OF NATIONAL YEARBOOK

STATE DEMONSTRATES SLIGHT 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. Idaho's overall grade for its teaching policies went from a C- grade in 2015 to a C 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, 19 states earned a higher grade than Idaho, seven states performed as well as Idaho, and 24 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."

Idaho has several key opportunities for growth. In its *2017 Yearbook*, NCTQ reported that the state earned D- grades for its Alternate Route Teacher Preparation and Teacher Compensation policies.

The state's top marks were C+ grades in Elementary Teacher Preparation and in Teacher and Principal Evaluation. Idaho earned commendation for its strong teacher policies in Elementary Teacher Preparation, Teaching Mathematics, and Secondary Teacher Preparation, Adolescent Literacy and Secondary Content Knowledge. The Yearbook designated Idaho a "Best Practice" state for its Teacher and Principal Evaluation, Frequency of Evaluation and Observation policies, which require that all teachers be evaluated annually and observed multiple times, and that new teachers be supported with feedback early in the year.

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 Idaho 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.

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

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