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

STATE DEMONSTRATES A DECLINE IN ITS STATE TEACHER POLICIES TO IMPROVE TEACHER QUALITY 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. Kentucky's overall grade for its teaching policies decreased from a C in 2015 to C- in 2017. By comparison, the overall grade nationally remained unchanged, 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, 27 states earned a higher grade than Kentucky, three states performed as well as Kentucky, and 20 states earned a lower grade. Florida and Louisiana both earned B+ grades, the highest 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."

Kentucky has several key opportunities for growth. In its 2017 *Yearbook*, NCTQ reported that the state earned an F for its policies in Special Education Teacher Preparation, under which it does not require elementary special education teachers to pass the same content test as general elementary education teachers, and earned an F in Retaining Effective Teachers for not tying licensure advancement, tenure decisions, dismissal of teachers, or layoffs to teacher effectiveness. The state also earned a D- in Teacher and Principal Evaluation and a D in Alternative Route Teacher Preparation.

Kentucky earned its highest grade, a B, for its policies in General Teacher Preparation, under which the state is implementing a program designed to increase the diversity of its teacher candidates and requiring that its teachers' student teaching, or clinical practice, experience is at least ten weeks, full time, and that candidates for licenses with broad grade spans have experience in at least two different developmental grade levels. Kentucky also earned a C+ for its policies in Secondary Teacher Preparation, under which the state requires middle school and secondary candidates to pass a rigorous, single-subject content knowledge test to become teachers.

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 Kentucky 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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