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NEW YORK EARNS B GRADE FOR TEACHER POLICIES IN NEW EDITION OF NATIONAL YEARBOOK

STATE DEMONSTRATES NO CHANGE 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. New York's overall grade for its teaching policies remained at a B, the same grade it earned in the *2015 State Teacher Policy Yearbook*. By comparison, the overall grade nationally also remained unchanged between 2015 and 2017, 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, two states earned a higher grade than New York, three states performed as well as New York, and 45 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."

New York has a key opportunity for growth in its policies governing Retaining Effective Teachers where it earned a D+. New York does not maintain policies that support teacher leadership opportunities, and does not require districts to consider evidence of effectiveness when determining which teachers to lay off during reductions in force.

New York earned its best grade for its policies related to Special Education Teacher Preparation, an area in which it was the only state to earn an A.

The state earned the Yearbook's "Best Practice" designation in four policy areas:

- Linking Evaluation to Professional Growth, under which the state requires that teachers be supported with adequate evaluation feedback, aligned professional development, and improvement plans (for ineffective teachers), under a system with four rating categories;
- Principal Evaluation and Observation, under which the state requires all principals to be annually evaluated by trained and certified evaluators, and requires all principals to be observed/visited on-site;

- Tenure, under which the state requires tenure decisions to be connected to evidence of teacher effectiveness; and,
- Dismissal, under which the state enables ineffective classroom performance to be a basis for dismissal.

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 New York 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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