**NORTH CAROLINA EARNS C+ GRADE FOR TEACHER POLICIES
IN NEW EDITION OF NATIONAL YEARBOOK**

*STATE DEMONSTRATES PROGRESS IN 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. North Carolina's overall grade for its teacher policies improved from a C- in 2015 to a 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, 12 states earned a higher grade than North Carolina, six states performed as well as North Carolina, and 32 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."

North Carolina has several key opportunities for growth. In the 2017 *Yearbook*, North Carolina earned an F for its policies related to Retaining Effective Teachers. The state's policies in this area: 1) do not ensure that licensure advancement and renewal are based on teacher effectiveness; 2) do not support teacher leadership opportunities; 3) do not enable ineffective classroom performance to be a basis for dismissal; and, 4) do not require districts to consider evidence of effectiveness when determining which teachers to lay off during reductions in force--all ultimately harming North Carolina's ability to keep its most effective teachers. North Carolina also earned a D for its policies related to Hiring, and a D+ for its policies related to Special Education Teacher Preparation.

North Carolina earned its highest grades for its policies related to General Teacher Preparation, earning a B+ in that area, and for its policies related to Teacher Compensation, where it earned a B-.

The state earned the *Yearbook*'s "Best Practice" designation in three policy areas:
- Program Reporting Requirements in General Teacher Preparation;

- Linking Evaluations to Professional Growth; and,
- Teacher Compensation for Prior Work.

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 North Carolina 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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