


## Update on *Leandro* Comprehensive Remedial Plan

Commission on Access to Sound Basic Education  
June 29, 2021

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### Timeline

- December 10, 2019 – West Ed submits report to the court
- January 21, 2020 – Judge Lee signs initial consent order
- January 23, 2020 – Commission approves final recommendations
- June 15, 2020 – State submits FY2021 plan of actions
- September 11, 2020 – Judge Lee signs order directing state to implement FY2021 plan and submit full plan by December 31, 2020
- March 15, 2020 – State submits Comprehensive Remedial Plan (Plan) and Appendix
- June 7, 2020 – Judge Lee signs order directing State to implement Plan and report back by August 6, 2021

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### January 2020 Initial Consent Order

“[H]istoric and current data before the Court show that considerable, systemic work is necessary to deliver fully the *Leandro* right to all children in the State. In short, North Carolina’s PreK-12 public education system leaves too many students behind — especially students of color and economically disadvantaged students. As a result, thousands of students are not being prepared for full participation in the global, interconnected economy and the society in which they will live, work, and engage as citizens. The costs to those students, individually, and to the State are considerable and if left unattended will result in a North Carolina that does not meet its vast potential.”

*Hoke Cty. Bd. Educ. v. State, No. 95 CVS 1158 (January 21, 2020)*

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### January 2020 Initial Consent Order - Seven Focus Areas

1. A system of teacher development and recruitment that ensures each classroom is staffed with a high-quality teacher who is supported with early and ongoing professional learning and provided competitive pay;
2. A system of principal development and recruitment that ensures each school is led by a high-quality principal who is supported with early and ongoing professional learning and provided competitive pay;
3. A finance system that provides adequate, equitable, and predictable funding to school districts and, importantly, adequate resources to address the needs of all North Carolina schools and students, especially at-risk students as defined by the Leandro decisions;
4. An assessment and accountability system that reliably assesses multiple measures of student performance against the Leandro standard and provides accountability consistent with the Leandro standard;

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### January 2020 Initial Consent Order - Seven Focus Areas

5. An assistance and turnaround function that provides necessary support to low-performing schools and districts;
6. A system of early education that provides access to high-quality prekindergarten and other early childhood learning opportunities to ensure that all students at-risk of educational failure, regardless of where they live in the State, enter kindergarten on track for school success; and
7. An alignment of high school to postsecondary and career expectations, as well as the provision of early postsecondary and workforce learning opportunities, to ensure student readiness to all students in the State.

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### Fiscal Year 2021 Plan

- Court order required parties to submit a plan of actions for the short term (Fiscal Year 2021) by March 30 (postponed until June 15 because of pandemic)
- Plan centered on seven focus areas in court order
- FY 2021 actions were intended to be “first year actions” of the eventual eight year plan that will be submitted to the judge by end of 2020

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Comprehensive Remedial Plan

- On March 15, the parties submitted the Comprehensive Remedial Plan to Judge Lee that outlines the actions the state will take to ensure constitutional compliance over the next eight years
- The Plan is based on recommendations from WestEd and the Commission
- The Plan includes a timeline and cost estimates for each of the actions (detailed in Appendix)
- Actions to be completed by FY 2028 with goals fully realized by FY 2030

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Comprehensive Remedial Plan

- Plan is divided into series of actions with specific action steps across the seven key areas

|                                       | Actions | Action Steps |
|---------------------------------------|---------|--------------|
| Teachers                              | 11      | 25           |
| Principals                            | 4       | 12           |
| Finance and Resources                 | 6       | 24           |
| Assessment and Accountability         | 5       | 11           |
| Assistance for Low-Performing Schools | 4       | 9            |
| Early Childhood                       | 7       | 50           |
| Postsecondary Alignment               | 3       | 15           |

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### Comprehensive Remedial Plan - Teachers

- Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the State's public schools
- Increase the pipeline of diverse, well-prepared teachers by expanding the North Carolina Teaching Fellows program
- Support high quality teacher residency programs in high need rural and urban districts through a State matching grant program that leverages ESSA Title II funding
- Provide support for high quality teacher recruitment and development programs

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### Comprehensive Remedial Plan - Teachers

- Provide support for Grow-Your-Own and 2+2 programs that help recruit and prepare teachers in high need communities
- Significantly increase the racial and ethnic diversity of North Carolina's qualified and well-prepared teacher workforce and ensure all teachers employ culturally responsive practices
- Provide high-quality comprehensive mentoring and induction support for novice teachers in their first three years of teaching to increase both their effectiveness and their retention
- Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high performing teachers

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### Comprehensive Remedial Plan - Teachers

- Develop a system to ensure that all North Carolina teachers have the opportunities they need for continued professional learning to improve and update their knowledge and practices
- Increase teacher compensation and enable low wealth districts to offer salaries and other compensation to make them competitive with more advantaged districts
- Low wealth districts and high poverty schools will provide incentives for the recruitment and retention of qualified teachers

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### Comprehensive Remedial Plan – Principals

- Update the State's school administrator preparation and principal licensure requirements to align program approval standards with effectiveness practices
- Continue to expand access to high quality principal preparation programs to all North Carolina school districts
- Expand professional learning opportunities for current principals and assistant principals
- Revise the principal and assistant principal salary structures and improve working conditions to make positions in high need schools and districts more attractive to well-qualified educators

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### Comprehensive Remedial Plan - Finance

- Increase LEA budgetary flexibility by lifting restrictions on a number of critical allotments through the ABC transfer system
- Revise the state's school funding formula so that current and additional funding is distributed to students with the greatest need
- Increase the investment in overall spending for public education incrementally over the next eight years to provide a sound basic education

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### Comprehensive Remedial Plan - Finance

- Scale up flexible funding for SISIP to meet the academic, physical, and mental health needs of students and to ensure that schools are safe and supportive learning environments
- Increase educator compensation to make it competitive with educator compensation in other states in the region and with other career options that require similar levels of preparation, certification, and levels of experience
- Modify the school finance system to ensure future stability in funding for public education, including predictable, anticipated funding levels that acknowledge external cost factors

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### Comprehensive Remedial Plan – Assessment and Accountability

- Establish a more instructionally-focused and student-centered assessment system
- Clarify alignment between the assessment system and the State's theory of action
- Improve coherence among curriculum, instruction, and assessment
- Amend the current accountability system to include measures of progress toward providing all students with access to a sound basic education
- Use the data provided in the North Carolina Dashboard and School Report Cards to identify appropriate evidence-based interventions and supports

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### Comprehensive Remedial Plan – Assistance for Low-Performing Schools

- Develop the State's capacity to fully support the improvement of its lowest performing schools and districts
- Provide statewide and/or regional support to help schools and districts select high quality standards-aligned, culturally-responsive core curriculum resources and to prepare teachers to use those resources effectively
- Provide resources, opportunities, and supports for low performing and high poverty schools to address out of school barriers to learning using a community schools or other evidence-based approach
- Extend the supports already available to schools to help them further implement a Multi-Tiered System of Support (MTSS) framework, a school improvement plan, and NC Check-In approaches

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### Comprehensive Remedial Plan – Early Childhood

- Expand the NC Pre-K program to make high-quality, full year services available to all eligible four-year-old children and enroll at least 75 percent of eligible four-year-old children in each county
- Increase high-quality early learning opportunities for children from birth
- Expand and improve access to individualized early intervention services and support to families with eligible children birth to age three and include at-risk children in North Carolina’s definition of eligibility for the Part C Individuals with Disabilities Education Act (NC Infant Toddler Program)

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### Comprehensive Remedial Plan – Early Childhood

- Incrementally scale up the Smart Start program to increase quality, access, and support for all children birth to age five and families, especially those in under resourced communities
- Increase the volume and quality of the early childhood educator pipeline
- Ensure quality transitions and alignment from early childhood programs to K-3 classrooms and strengthen elementary schools’ readiness to support children to achieve early grade success
- Facilitate reliable access to high-quality data supporting early childhood education

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### Comprehensive Remedial Plan – Postsecondary Alignment

- Strengthen alignment between career pathways and workforce demands
- Ensure all high school students have the option to complete high school courses leading to college credit, an associate degree, or a career-ready credential
- Strengthen college and career advising for high school students

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### Comprehensive Remedial Plan Cost Summary

|   | Total Estimated Costs by FY2028 |                    |
|---|---------------------------------|--------------------|
|   | Recurring                       | Non-Recurring      |
| A Well Prepared, High Quality, and Supported Teacher in Every Classroom   | \$161,700,000                   | \$300,000          |
| A Well Prepared, High Quality, and Supported Principal in Every School-   | \$14,700,000                    | \$0                |
| A Finance System that Provides Adequate, Equitable, and Efficient Resources   | \$3,680,240,687                 | \$0                |
| An Assessment and Accountability System that Reliably Assesses Multiple Measures of Student Performance                           | \$0                             | \$0                |
| An Assistance and Turnaround Function that Provides Necessary Support to Low Performing Schools and Districts                     | \$88,413,621                    | \$0                |
| A System of Early Education that Provides Access to High Quality Prekindergarten and Other Early Childhood Learning Opportunities | \$1,449,170,000                 | \$3,200,000        |
| Alignment of High School to Postsecondary and Career Expectations for All Students  | \$150,026,500                   | \$100,000          |
| <b>Total Estimated Costs**</b>  | <b>\$5,544,250,808</b>          | <b>\$3,600,000</b> |

\*\*Total estimated costs do not include any additional cost estimates based on studies or plans conducted as part of the Comprehensive Remedial Action Plan

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### Where Are We Now?

- **Teaching Fellows Expansion:**
  - House Bill 1096 signed into law in June 2020 expanded the number of eligible EPPs from 5 to 8
  - Teaching Fellows Commission in June 2021 selected Fayetteville State University, North Carolina A & T State University and UNC-Pembroke as new campuses
  - First Fellows will start at new campuses in 2022-23
- **Advanced Teaching Roles Expansion:**
  - Senate Bill 681 signed into law in July 2020 created a permanent Adv. Teaching Roles program that will provide grants and policy flexibility to participating LEAs
  - In July 2020, State Board approved four new LEAs for the program

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### Where Are We Now?

- **New TP3 Principal Prep Programs:**
  - In 2020, TP3/PFP Commission selected 3 new sites to host TP3 partnerships, bringing total to 8 sites (ECU, High Point University, NC Central University, NC State University, UNC Charlotte, UNC Greensboro, UNC Pembroke, and Western Carolina University)
- **School Administrator Preparation Standards:**
  - DPI completed the alignment of the State's school administrator preparation standards with the NELP standards
  - Will be piloted during 2021-22 school year

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Where Are We Now?

- **Assistance for Low-Performing Schools and Districts:**
  - State Board directed \$4.5 million in CARES Act funding to implement turnaround and intervention programs for low-performing schools and districts
  
- **Funding Support:**
  - In 2020, State directed \$1.8 million in non-recurring state funding and \$97.5 million in non-recurring federal funding towards achieving benchmarks in first year actions
  - DHHS has directed more than \$150 million in federal child care development funding for child care COVID support

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Where Are We Now?

- **Governor's Budget Proposal:**
  - The Governor is committed to pursuing the policy and programmatic changes outlined in the Plan and to providing the resources necessary to achieve the actions in the Plan
  - Governor has fully funded the next two years of Plan actions in his 2021-23 budget proposal
    - FY 2021-22 - \$585.6 million
    - FY 2022-23 - \$1.0 billion
  - FY 2021-22 budget will also include statutorily authorized increase in funding for enhancement teachers (G.S. 115C-301(c2))
  
- **Legislation:**
  - House Bill 946, introduced in May 2021, would fully implement the next two years (FY 2022 and 2023) of legislative actions and funding in the Plan

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### June 2021 Court Order

On June 7, 2021, Judge Lee entered order directing that the Comprehensive Remedial Plan “shall be implemented in full and in accordance with the timelines set forth therein.”

*If the State fails to implement the actions described in the Comprehensive Remedial Plan—actions which it admits are necessary and which, over the next biennium, the Governor’s proposed budget and Senate Bill 622 confirm are attainable—“it will then be the duty of this Court to enter a judgment granting declaratory relief and such other relief as needed to correct the wrong.” 346 N.C. at 357.*

*- Hoke Cty. Bd. Educ. v. State, No. 95 CVS 1158 (June 7, 2021)*

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