



# A Highly Effective Teacher in Every Classroom: *Actions in the Comprehensive Remedial Plan*

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## *Leandro v. State of NC*

- Lawsuit filed in 1994 by five low-wealth school districts (Hoke, Halifax, Robeson, Vance and Cumberland)
- Suit claimed that districts did not have enough money to provide an equal education to their students
- NC Supreme Court ruled in 1997 that state's students have a constitutional right to a "sound, basic education"



## *Leandro v. State of NC – “Sound Basic Education”*

“We conclude that Article I, Section 15 and Article IX, Section 2 of the North Carolina Constitution combine to guarantee every child of this state an opportunity to receive a sound basic education in our public schools. For purposes of our Constitution, a ‘sound basic education’ is one that will provide the student with at least:

- (1) sufficient ability to read, write, and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society;
- (2) sufficient fundamental knowledge of geography, history, and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state, and nation;
- (3) sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education or vocational training; and
- (4) sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further formal education or gainful employment in contemporary society.”

*Leandro v. State, 346 N.C. 336, 488 S.E.2d 249 (1997)*



## *Leandro v. State of NC*

- In 2004, Judge Howard Manning ruled in the plaintiff's favor that the state was not meeting its constitutional obligation
- To provide all students an opportunity to meet its constitutional duty, Judge Manning found that the state must
  - Staff each classroom with a competent, well-trained teacher
  - Staff each school with a competent, well-trained principal
  - Identify the resources necessary to ensure that all children, including those at-risk, have an equal opportunity to obtain a sound, basic education



## *Leandro v. State of NC*

- In 2017, Governor Cooper joined with the Leandro plaintiffs to work together on a plan for meeting the state's constitutional obligation which would become a consent judgment in the case
- Governor Cooper created the Commission on Access to Sound Basic Education in July 2017 to advise him in the process
- Judge David Lee appointed an independent consultant to the court (WestEd) in March 2018



## *Leandro v. State of NC*

- December 10, 2019 – West Ed submitted report to the court
- January 21, 2020 – Judge Lee signed initial consent order outlining seven focus areas and directing development of the Comprehensive Remedial Plan
- January 23, 2020 – Commission approved final recommendations



# Sound Basic Education for All: An Action Plan for North Carolina





## 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;



## 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.



## Comprehensive Remedial Plan

- March 15, 2021 - State submitted Comprehensive Remedial Plan (Plan) and Appendix
- 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.”



# Comprehensive Remedial Plan

Plan is divided into series of actions with specific action steps across the seven key areas to be implemented over eight years

	<b>Actions</b>	<b>Action Steps</b>
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



## System of Teacher Development and Recruitment

*Increase pipeline of diverse, well-prepared teachers through high-retention pathways*

- Expand staff of PEPSC
- Develop a plan for implementing a licensure and compensation reform model designed to offer early, clear pathways into the profession, reward excellence and advancement and encourage retention
- Conduct study of the resources and structures necessary to support EPPs with preparing 5,000 teachers per year; provide targeted funding to increase number and diversity of teachers graduating from EPPs (based on study)



## System of Teacher Development and Recruitment

*Increase pipeline of diverse, well-prepared teachers through high-retention pathways*

- **Provide personnel and programmatic support for TeachNC**
- Expand student recruitment programs that encourage students to become teachers
- Develop a plan for statewide system or entity to coordinate and enhance teacher recruitment and retention efforts; implement and fund system or entity (based on study)



## System of Teacher Development and Recruitment

*Increase pipeline of diverse, well-prepared teachers through expanding NC Teaching Fellows program*

- **Increase funding and pursue policies to recruit and support 1,500 Teaching Fellows annually by**
  - **Incrementally scaling number of Fellows selected annually**
  - **Increasing number of EPPs participating**
  - **Expanding eligible certification areas beyond STEM and special education**
  - **Implement recruitment strategies to attract more diverse candidates**



## System of Teacher Development and Recruitment

*Support high quality residency programs in high need rural and urban districts*

- Establish matching grant program for high quality teacher preparation residency programs in high need rural and urban districts

*Support for high quality teacher recruitment and development programs*

- Increase access to high quality teacher recruitment and development programs (TA to Teachers, Troops to Teachers, Pathway to Practice)



## System of Teacher Development and Recruitment

*Provide support for Grow-Your-Own and 2+2 programs*

- Expand Partnership Teach and provide support for similarly successful, research-based Grow-Your-Own and 2+2 programs

*Significantly increase the racial and ethnic diversity of NC's teacher workforce*

- **Develop plan of actions through the DRIVE Task Force**
- Implement DRIVE Task Force plan of actions



## System of Teacher Development and Recruitment

*Significantly increase the racial and ethnic diversity of NC's teacher workforce*

- Establish the Office of Equity Affairs at NCDPI to direct recruitment and retention of a diverse educator workforce
- NC State Board of Education monitor, review, coordinate, and implement programs and efforts to increase teacher diversity



## System of Teacher Development and Recruitment

*Provide high-quality comprehensive mentoring and induction support for new teachers*

- **Provide comprehensive induction services to beginning teachers in low-performing, high-poverty schools through the NC New Teacher Support Program**

*Implement differentiated staffing models that include advanced teaching roles and additional compensation*

- **Create a permanent advanced teaching roles program**



## System of Teacher Development and Recruitment

*Implement differentiated staffing models that include advanced teaching roles and additional compensation*

- **Provide grants to additional districts to implement an advanced teaching roles initiative**

*Develop a system to ensure all NC teachers have opportunities for continued professional learning*

- Implement Learning Forward's Standards for Professional Learning
- **Increase capacity for schools and districts to provide professional learning opportunities**



## System of Teacher Development and Recruitment

*Increase teacher compensation and enable low wealth districts to offer salaries and other compensation to make them competitive with more advantaged districts*

- Conduct a NC-specific wage comparability study to determine competitive pay for educators
- **Increase salaries for teachers and instructional support staff by 5% in FY 2022 and incrementally thereafter in accordance with the study**



## System of Teacher Development and Recruitment

*Low wealth districts and high-poverty schools will provide incentives for the recruitment and retention of qualified teachers*

- **Provide funds for the cost of National Board certification for up to 1,000 teachers annually with priority to educators in high poverty and low performing schools**
- **Establish a district-level grant program focused on implementation of multi-year recruitment bonuses and other compensation options for low wealth and high needs districts**



## Key Plan Actions in Other Areas

### Principals:

- Increase funding for Principal Fellows Program in order to prepare up to 300 new principals annually
- **Develop a plan for and implement a school leadership academy**

### Finance and Resources:

- **Remove cap and increase funding for Children with Disabilities allotment; revise formula to differentiate funding based on level of required student support**
- Increase in funding for Disadvantaged Student Supplemental Fund allotment
- Increase in funding for Low-Wealth allotment
- Increase in funding for Limited English Proficiency Student allotment



## Key Plan Actions in Other Areas

### **Finance and Resources (continued):**

- **Complete final two years of enhancement teacher funding**
- Increase funding for classroom supplies, textbooks
- **Increase in professional development funding**
- Increase in teacher assistant funding
- **Increase in funding for Specialized Instructional Support Personnel**
- **Increase in salaries for teachers, instructional support staff, and school administrators**
- Increase funding for assistant principals and central office staff positions



## Key Plan Actions in Other Areas

### **Assessment and Accountability System:**

- **Expand use of NC Check-Ins**
- **Launch the Innovative Assessment Demonstration Pilot**
- Revise ESSA plan to adjust weighting between student proficiency and study growth in School Performance Grades
- Include in the State's accountability system additional measures of progress toward meeting Leandro tenets

### **Assistance and Turnaround:**

- **Expand capacity of district and regional support at DPI (CARES / THRIVE)**
- Support for high poverty schools to adopt community schools model
- **Funding to cover reduced-price lunch co-pays**



## Key Plan Actions in Other Areas

### Early Education:

- Expand NC Pre-K through incremental rate and slot increases to serve at least 75% of eligible four-year olds
- Provide transportation for all NC Pre-K students
- Implement child care subsidy improvements and increase funding
- Expand Family Connects universal home visiting model
- Scale up services and staffing for early intervention services for eligible children birth through age 3
- **Increase in funding for Smart Start**
- Expand participation in Child Care WAGE\$ salary supplements program



## Key Plan Actions in FY 2021-22 and FY 2022-23

### **Postsecondary Alignment:**

- Revise funding for NC Virtual Public School to remove barriers for students from low-wealth districts
- **Expand funding for credentials and certifications for CTE students**
- **Provide recurring funding for CIHS approved to open**
- **Provide matching funds for College Advising Corps**
- Provide funds for expanding Career Development Coordinators in grades 6-12



# Comprehensive Remedial Plan Cost Summary

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



# Q and A



## Impact Analysis

The EveryChildNC coalition has created two tools where you can see the impact of the Comprehensive Remedial Plan on K-12 and early education investments in school districts and counties across the state.

- K-12 impact analysis - <https://everychildnc.org/leandro-impact-analysis-2/>
- Early education impact analysis - <https://everychildnc.org/leandro-impact-analysis-early-education/>



## Additional Information

- WestEd report- <https://bit.ly/31tuQGF>
- Commission website - <https://bit.ly/2UzUEPM>
- January 2020 consent order - <https://bit.ly/2JoWwYF>
- Comprehensive Remedial Plan - <https://bit.ly/3rW4mKn>