

1.

Revise the state funding model to provide adequate, efficient, and equitable resources.

1. Increase cost effectiveness of the North Carolina funding system so that public education investment prioritizes higher-need students and provides appropriate flexibility to address local needs.
2. Modify the school finance system to ensure future stability in funding for public education, including predictable, anticipated funding levels that acknowledge external cost factors.
3. Increase the overall investment in North Carolina's public schools first by identifying a small number of foundational, high-impact investments. Continued investment in these foundational areas are most critical to setting the system up for success in the future.

2.

Provide a qualified, well-prepared, and diverse teaching staff in every school

1. Increase the pipeline of diverse, well-prepared teachers who enter through high-retention pathways and meet the needs of the state's public schools.
2. Expand the North Carolina Teaching Fellows program.
3. 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.
4. Provide funding for Grow-Your-Own and 2+2 programs that help recruit teachers in highpoverty communities.
5. Significantly increase the racial-ethnic diversity of the North Carolina teacher workforce and ensure all teachers employ culturally responsive practice.
6. 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.
7. Implement differentiated staffing models that include advanced teaching roles and additional compensation to retain and extend the reach of high-performing teachers.
8. 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.
9. Increase teacher compensation and enable low-wealth districts to offer salaries and other compensation to make them competitive with more advantaged districts.

3.

Provide a qualified and well-prepared principal in every school.

1. Update the state's principal preparation and principal licensure requirements.
2. Continue to expand access to high-quality principal preparation programs.
3. Expand the professional learning opportunities for current principals and assistant principals
4. Revise the principal and assistant principal salary structures and improve working conditions to make these positions more attractive to qualified educators, especially those in high-need schools.

4.

Provide all at-risk students with the opportunity to attend high-quality early childhood programs.

1. Increase the volume and quality of the early childhood educator pipeline.
2. Scale up the Smart Start program to increase quality, access, and support for at-risk children and families.
3. Expand the NC Pre-K program to provide high-quality full-day, full-year services to all at-risk 4-year-old children.
4. Align and improve early-grade K–12 settings to support successful transitions to K–3 and promote early-grade success.

5.

Direct resources, opportunities, and initiatives to economically disadvantaged students.

1. Attract, prepare, and retain a highly qualified, diverse, and stable K–12 teacher and leader workforce in high-poverty schools.
2. Provide additional time, resources, and access to the programs and supports that meet the educational needs of all students in high-poverty schools, including at-risk students
3. Revise the school accountability system so that it credits successful efforts in high-poverty schools and supports further success.
4. Provide comprehensive whole-child supports, including professional staff such as nurses, counselors, psychologists, and social workers.
5. Provide resources, opportunities, and supports to address out-of-school barriers to learning that constrain schools' ability to meet the educational needs of all students in high-poverty schools.

6.

Revise the student assessment system and school accountability system.

1. Establish a more balanced and student-centered assessment system.
2. Clarify alignment between the assessment system and the state's theory of action.
3. Include additional item types that provide a broader understanding of students' knowledge, skills, and abilities.
4. Improve coherence among curriculum, instruction, and assessment.
5. Revise achievement levels to align with the Court's standard of a sound basic education.
6. Amend the current accountability system, including the information provided by the North Carolina Dashboard, to include measures of progress toward providing all students with access to a sound basic education, a number of which North Carolina currently uses.
7. Include in the North Carolina Dashboard state, district, and school performance and growth (both overall and by student subgroup) on a comprehensive set of measures that would indicate progress toward meeting the Leandro tenets and is inclusive of the reporting requirements under ESSA.
8. To measure progress toward meeting the requirements of Leandro, North Carolina's accountability system should be structured to reward growth in school performance on an indicator, in addition to status on select indicators.
9. Use a process for identifying schools for support and improvement that includes a set of decision rules to meet the requirements under ESSA and Leandro.

7.

Build an effective regional and statewide system of support for the improvement of low-performing and high-poverty schools.

1. Rebuild the state's capacity to fully support the improvement of its lowest-performing schools.
2. 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.
3. 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.
4. Extend the supports already available to schools to help them further implement the MTSS, the SW-PBIS, and NC Check-In approaches.

8.

Convene an expert panel to assist the Court in monitoring state policies, plans, programs, and progress.

1. The Court should appoint a panel of education experts to help the Court monitor the state's plans, initiatives, and progress in meeting the Leandro requirements.
2. The Court should require annual reports of plans and progress on meeting the Leandro requirements from the North Carolina State Board of Education and the North Carolina Department of Public Instruction.