

FISCAL RESEARCH DIVISION

A Staff Agency of the North Carolina General Assembly

Advanced Teaching Roles (ATR)

January 22, 2024

Outline

Program Overview

Funding

Evaluation



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G.S. 115C-311

“[T]o develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases for classroom teachers...

- (1) Allow highly effective classroom teachers to teach an increased number of students by assuming accountability for additional students...
- (2) Selection...shall be made on the basis of demonstrated effectiveness and additional responsibilities..”

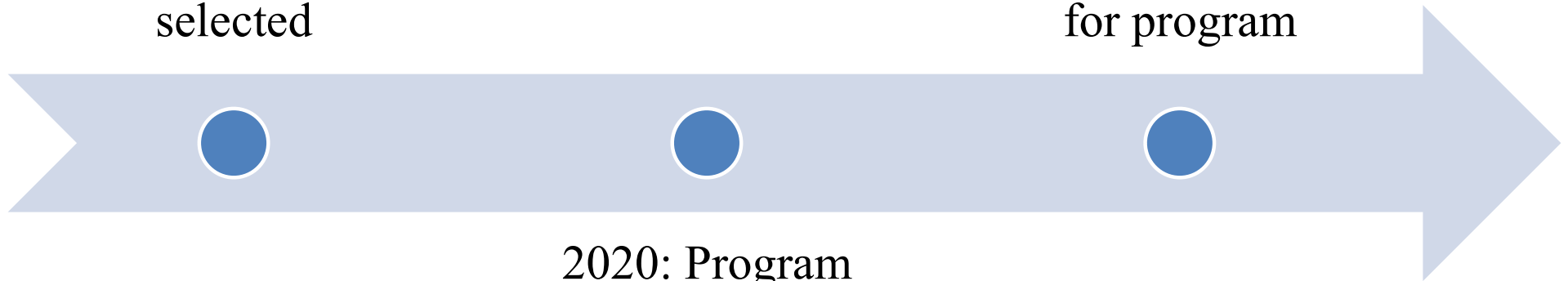


History

2016: Program
created in budget;
first six counties
selected

2023: Budget
creates State-funded
teacher supplements
for program

2020: Program
codified in
S.L. 2020-78



Participants

First Term Participants:

Lincoln County
 Mount Airy City
 Nash-Rocky Mount
 New Hanover County
 Thomasville City
 Wake County

Second Term Participants:

Bertie County
 Cumberland County
 Edgecombe County
 Forsyth County
 Halifax County
 Hertford County

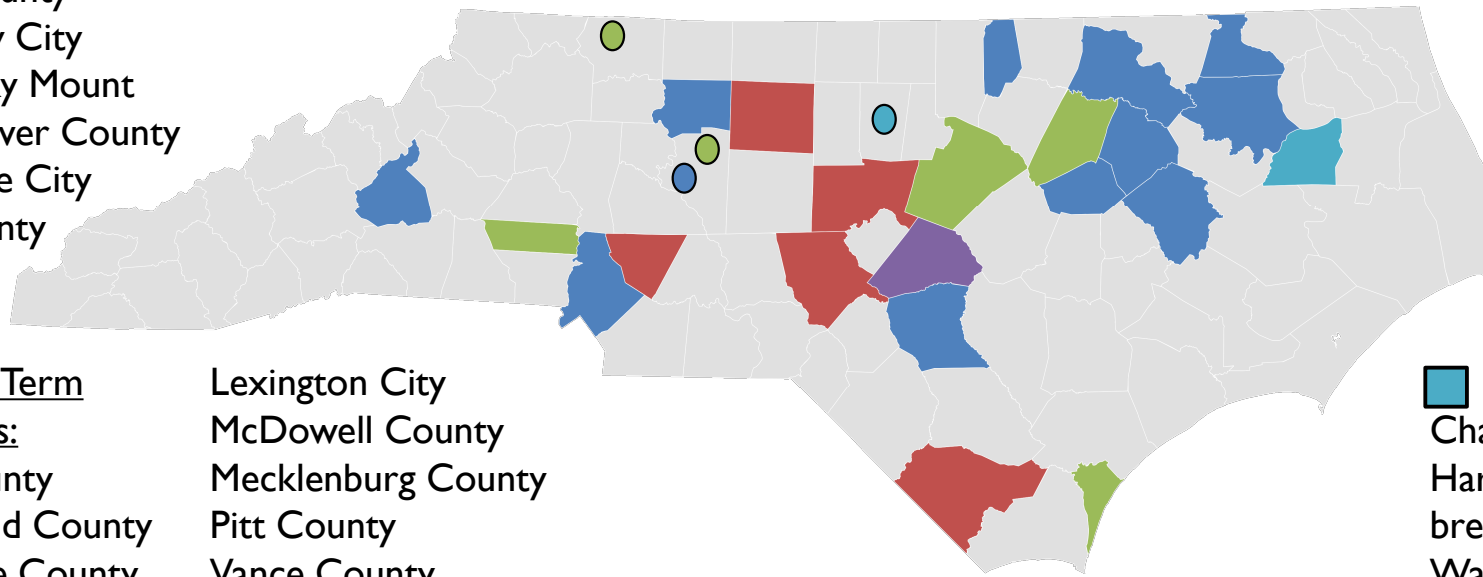
Lexington City
 McDowell County
 Mecklenburg County
 Pitt County
 Vance County
 Wilson County

Planning Year:

Cabarrus County
 Chatham County
 Columbus County
 Guilford County
 Moore County

Former Participants:

Chapel Hill-Carrboro
 Harnett County (temp. break)
 Washington County



Source of Information: Dr. Thomas Tomberlin, NC DPI, Teacher Compensation and Advanced Teaching Roles Program Funding, State Board of Education, January 4, 2024. Retrieved January 19, 2024, from https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=10399&MID=14938&Tab=Agenda&enIID=B9eDPC0DiVwKHn88PjwcTw%3D%3D.



Program Metrics (FY 2022-23)

- Based on 17 school districts with established programs
- 13 were using the Opportunity Culture model; 4 were using models from other vendors or of their own creation
- 265 schools, ranging from approximately 12% to 95% of the schools in a single district
- Participating schools tend to have more diverse populations and more economically disadvantaged and limited English proficient students



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Appropriations

Program Funds (\$5.5 M R)

- Distributed through a grant program run by DPI
- Funded for a 3-year term, can apply for a second term
- Funds are used for contracts with consultants, professional development, and transition costs

Salary Supplements (\$10.9 M R)

- State funding first provided in S.L. 2023-134
- Initially covered estimated teachers participating in FY 2022-23



Salary Supplements (G.S. 115C-312)

Title	Role	Percent Eligible	Supplement
Adult Leadership Teacher	<ul style="list-style-type: none"> Leads a team of 3 to 8 teachers Shares responsibility for performance of the students on his or her team Provides classroom instruction for at least 30% of the instructional day 	15%	\$10,000
Classroom Excellence Teacher	<ul style="list-style-type: none"> Assumes responsibility for at least 20% more students Is on the team of an adult leadership teacher 	5%	\$3,000



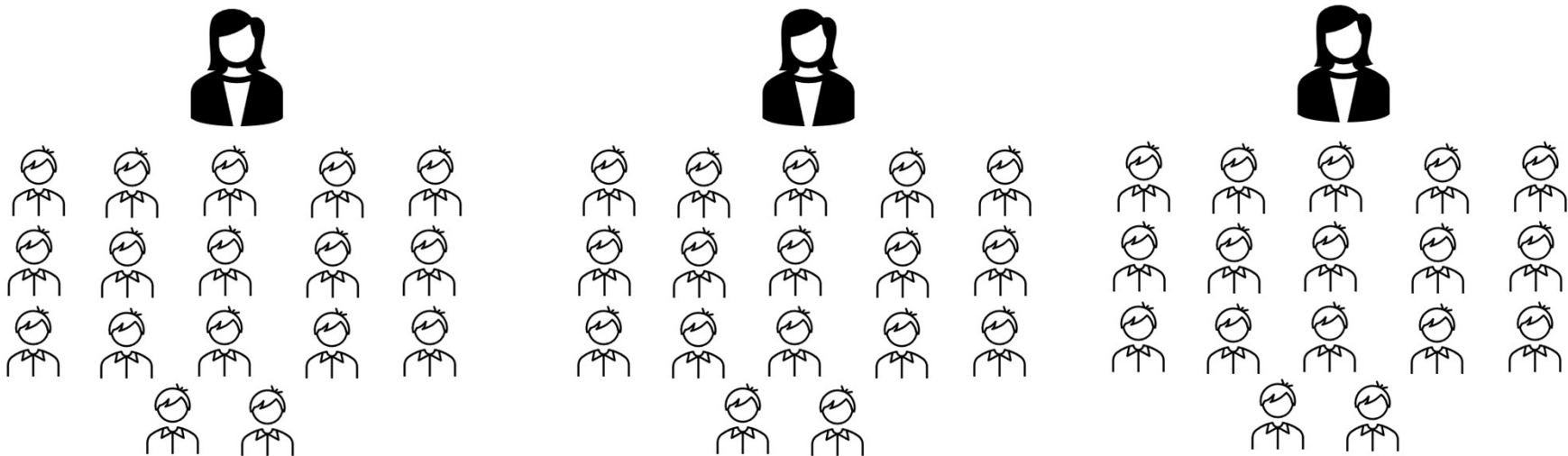
Policy Considerations for Expansion

- Status after the six-year grant period of two terms
- District changes to initial scope of proposal
- Data reporting requirements
- Class size flexibility
- Funding additional teaching positions



Example: Traditional Model

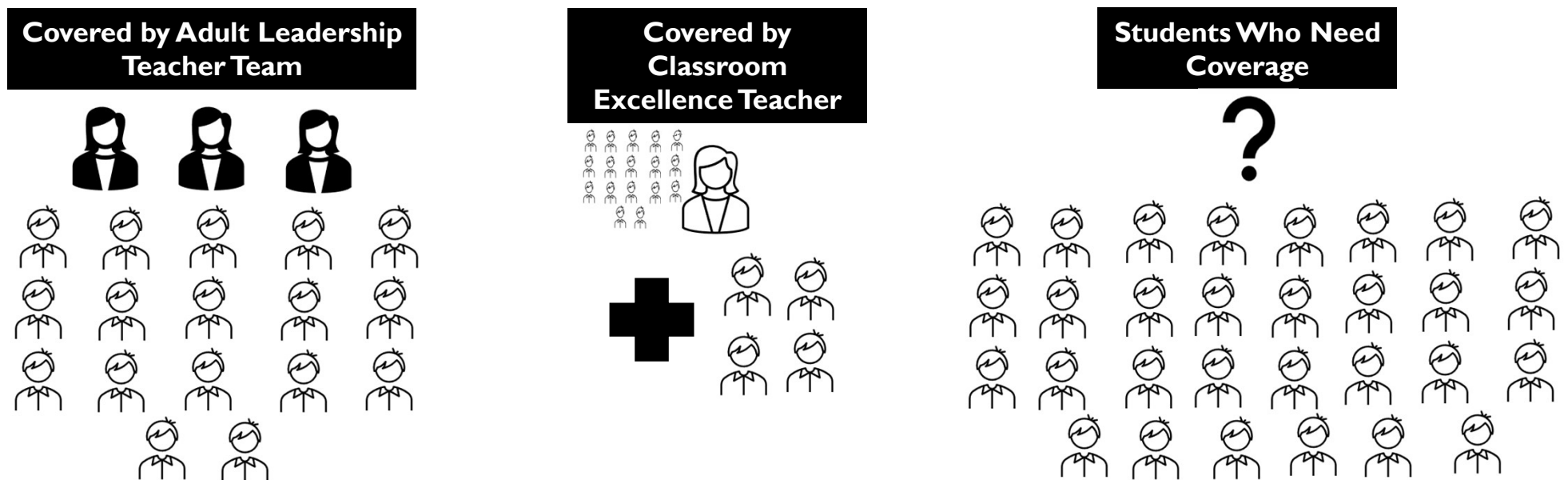
**Imagine the 2nd and 3rd grades at a large elementary school:
20 classes, each with one teacher and 17 students.**



Example: Innovative Elementary

Under ATR, 3 adult leadership teachers might share one class of 17 students, since they have other additional duties.

A classroom excellence teacher could take an additional 4 students, but the school would need to find other teachers for the remaining students.



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Statutory Requirement

- Independent research evaluation for 2022, 2023, and 2024
- State Board report on October 15, 2025 and annually thereafter
- To include evidence of at least:
 - Improvement in quality of classroom instruction and growth scores
 - Increase in the attractiveness of teaching
 - Recognition, impact, and retention of high-quality teachers
 - Assistance to and retention of beginning teachers
 - Improvement in and expansion of technology and digital learning
 - Improvement in school climate survey results



Report Findings

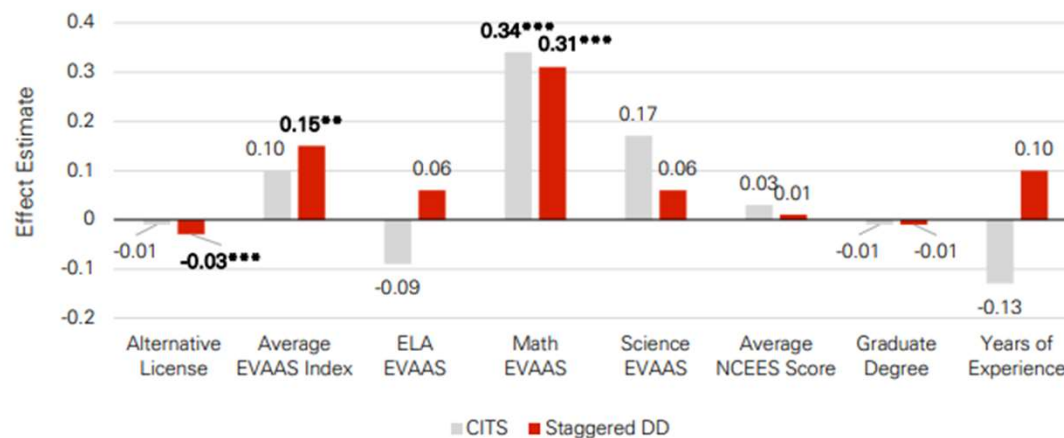
- Most recent report from October 2023, conducted by the Friday Institute for Educational Innovation at NC State
- Results from 17 programs, and quantitative results from 14 programs
- Programs operated from FY 2016-17 to FY 2022-23, so COVID was in the middle of the assessment period
- <https://webservices.ncleg.gov/ViewDocSiteFile/81616>



Report Findings

Statistically significant effect on participating teachers' EVAAS growth scores, especially in math:

Figure 4. CITS and Staggered DID Effect Estimates on Teacher Characteristics



Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Source: Arenas, A, et. al. (2023). (rep.). *Advanced Teaching Roles: Evaluation Report*. Retrieved January 17, 2024, from <https://webservices.ncleg.gov/ViewDocSiteFile/81616>, page 26.



Report Findings

Retention

- Participating teachers cited *Advanced Teaching Roles* as a retention mechanism in surveys
- Statistical data showed no impact on teacher retention

School Culture

- Positive survey results from participating teachers
- No statistically significant impact on the *Teacher Working Conditions* survey



Questions?

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