Advanced Teaching Roles: Annual Evaluation Report

Prepared for the North Carolina Department of Public Instruction by
The William and Ida Friday Institute for Educational Innovation

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Executive Summary

The purpose of the Teacher Compensation Models and Advanced Teaching Roles Program (ATR) is to allow highly-effective classroom teachers (Advanced Teachers) to impact an increased number of students and enable local school administrative units to create innovative compensation models that focus on classroom teacher professional growth. Ultimately, the goal of ATR is to produce measurable improvements in student outcomes. To support these efforts, North Carolina General Assembly Session Law 2020-78, Section 2.6(b), directs the North Carolina State Board of Education to contract with an independent research organization to evaluate what ATR has accomplished. The Friday Institute for Educational Innovation at North Carolina State University was selected to conduct the evaluation on behalf of the North Carolina Department of Public Instruction (NCDPI).

The goal of the evaluation is twofold: 1) to better understand the *implementation* of these programs and help identify factors supporting or impeding their success; and 2) to assist the NCDPI and Public School Units (PSUs) in assessing the academic and instructional *impact* of ATR programs, as well as their impact on the teaching profession more broadly. The 2024 evaluation report extends prior evaluation efforts by providing a deeper examination of program implementation during the 2023-24 school year and quantitative estimations of schoolwide and teacher-level impacts for the 2022-23 school year.

Program Implementation (2023-2024)

The evaluation of program implementation for the 2023-24 school year sought to help NCDPI and ATR stakeholders better understand how PSUs align their programs to district needs and recent legislation, the ways in which ATR supports teachers and students, and factors that may impede implementation. At the state level, evaluation efforts focused on providing more detailed information about schools and teachers participating in ATR. At the district level, the research team selected two focal districts for an implementation "deep dive" in order to provide rich descriptions of implementation in each district.

Statewide Summary

The findings highlighted below focus on ATR implementation across 17 grant-funded PSUs with special attention to recent changes in legislation related to the roles and responsibilities of Advanced Teachers. This was made feasible by a comprehensive census conducted by NCDPI of teachers participating in ATR that included information such as Advanced Teacher titles and responsibilities, as well as information about the teachers they support. These findings also incorporate data from interviews and surveys conducted with ATR district administrators. Collectively, the research team found that:

- **The majority of ATR programs focus on elementary schools, employ Adult Leadership roles, and use similar job titles**. During the 2023-24 school year, 849 Advanced Teachers supported 2,461 classroom teachers across 277 schools, 65% of which were elementary. PSUs classified the majority (60%) of their ATR positions as Adult Leadership, a role defined by legislation as a teacher who leads a team of three to eight teachers and shares responsibility for the performance of their students. Most PSUs, 13 of 17, have partnered with Public Impact in the design and implementation of their Opportunity Culture (OC) model. Multi-Classroom Leaders and Expanded Impact Teachers, positions associated with the OC model, account for approximately 82% of ATR job titles across all PSUs.

- **PSUs vary widely in size, salary supplements, and strategic staffing of ATR programs**. The number of Advanced Teachers within a PSU ranges from as few as three to as many as 416. Salary supplements also vary widely, ranging from $1,000 for Classroom Excellence teachers – defined by legislation as teachers who teach 20% more students – to as much as $20,000 for Adult Leadership teachers. Even among PSUs using similar models, there are differences in how they prioritize, assign responsibilities, and provide supplements for advanced teaching positions.
- **District leaders reported that new legislative requirements generally align with existing programs but cited several areas of concern.** Across PSUs, many ATR programs and positions already align with new requirements; however, some do not. Several district leaders raised concerns about these requirements and noted that the new requirements for Advanced Teacher positions, such as the requirement that Classroom Excellence teachers serve on team led by an Adult Leadership teacher, may make future implementation more difficult or even infeasible.

District Deep Dives

Highlighted below are findings from in-depth case studies of Wilson County Schools and Pitt County Schools. The aim of these district case studies is to provide a deeper understanding of program design and implementation. These findings from were drawn from observations, stakeholder interviews, surveys and program artifacts. Despite using distinctly different approaches to ATR, both districts shared similar program strengths and face common implementation challenges. Collectively, the evaluation found that:

- **Developing and implementing data-informed schedules and interventions is a critical role of Advanced Teachers.** Using a wide range of data sources, these schedules allowed Advanced Teachers to meet the instructional needs of students across multiple grade levels, as well as fulfill responsibilities for planning, co-teaching, observations and coaching cycles with their colleagues. Scheduling is an essential but very demanding task. For many, the complexity and volume of scheduling makes it difficult to complete all their duties within the regular school hours.
- **ATR has provided students receiving Tier 2 and 3 services through MTSS with greater access to effective teachers.** Advanced Teachers reported that their work has helped meet the instructional needs of students receiving Multi-Tiered Support System (MTSS) services. Both districts implemented a variety of strategies to more effectively support these students, such as interventions tailored to specific student needs and modeling interventions for supported teachers.
- **Ongoing professional learning and collaboration with external partners are essential to program success.** Pitt and Wilson schools provide consistent and varied professional learning opportunities for Advanced Teachers. Though they structure professional learning opportunities differently, they share an overarching orientation toward communication training, enhancing coaching capacities, and relationship building. Both districts also engage third-party teams to offer evaluative feedback and thought partnership to ensure that they continually refine and improve their strategies and practices.
- **ATR serves as both a career lattice and a career ladder for teachers.** ATR involves training and upskilling educators, preparing them for a variety of roles and responsibilities. Even within established ATR roles, there are opportunities for both lateral and vertical movement. Educators can advance based on their individual goals and the emerging needs of their schools and colleagues. This dynamic framework allows for continuous professional growth, ensuring that educators are well-prepared for leadership positions and can meet the evolving demands of their schools.

Program Impact (2022-2023)

In order to assist the NCDPI and stakeholders in understanding the impact of ATR on students and teachers, the research team examined the effects on ATR on measures of academic achievement, teacher effectiveness, and the recruitment and retention of teachers for the 2022-23 school year. Similar to the prior evaluation report, analyses compared outcomes for all ATR schools statewide to a comparison group of similar non-ATR schools but with an additional year of administrative data. In addition, the research team conducted preliminary analyses focused on the academic outcomes of students taught by Advanced Teachers and teachers supported by Advanced.

School-Level Impacts of ATR

The findings highlighted below summarize quantitative estimates of school-level impacts for ATR schools compared to non-ATR schools that share similar characteristics. To estimate these schoolwide effects, analyses compare the differences in outcomes for schools in the years prior to and after they implemented ATR, with corresponding differences for similar non-ATR schools. State-mandated end-of-grade (EOG) and end-of-course (EOC) exams were used to measure student achievement. For teacher effectiveness, analyses primarily focus on the SAS Education Value-Added Assessment System (EVAAS) and NC Educator Effectiveness System (NCEES). Collectively, the findings suggest that:

- **ATR schools produced significant effects on students' math test scores and positive but not significant results in ELA and science.** In math, the evaluation found statistically significant and positive effects equating to a gain of 1.2 months of learning, with the largest effects among high schools. In ELA, the findings suggest ATR is having a significant positive effect in the third through fifth years of implementation, but the overall result is not statistically significant. In science, we also find suggestive evidence of positive ATR effects, but estimates fluctuate more from year-to-year.
- **Schools tend to show increasingly positive effects the longer they implement ATR.** For all three subject areas, positive effects on student achievement are driven largely by the first two cohorts of ATR schools, which have had at least five years to implement their programs. The findings also suggest that effects across all schools grow up to five years after implementation begins. In the sixth year, ATR schools still outperform non-ATR schools, but show a slight decline, suggesting that additional may be needed support to sustain positive effects after five years, particularly for ELA.
- **Teachers in ATR schools are more likely to have higher average EVAAS scores after implementing the program.** The evaluation found moderate evidence of positive ATR effects on teacher effectiveness as measured by EVAAS. The average pre-post difference in teachers' math EVAAS scores is significantly higher in ATR schools than in non-ATR comparison schools. Effects on ELA and science EVAAS scores, as well as NCEES ratings, were not significantly different.
- **ATR Schools are more likely to recruit teachers with higher EVAAS scores, but overall retention rates are similar to comparison schools**. Driven mostly by EVAAS scores in math, teachers hired into ATR schools tend to have higher average EVAAS scores relative to teachers hired into comparison schools. However, the evaluation found no evidence of differences in teacher turnover rates between ATR and comparison schools. Moreover, teachers who exit ATR schools are not significantly different from teachers who exit comparison schools.

Teacher-Level Impacts of ATR

The findings highlighted below extend analyses of schoolwide impacts by examining how the academic growth of students served by ATR teachers compares with students of non-ATR teachers. **These results should be understood as preliminary, non-causal estimates and should be interpreted with considerable care.** They are based on data from only one year (2022-23) and only a small sample of PSUs and therefore are not representative of all ATR teachers statewide. Collectively, the findings suggest that:

- **Students taught by Advanced Teachers demonstrate significantly larger test score gains in ELA and math**. Students taught by Advanced Teachers demonstrate statistically significantly higher test score gains in ELA across two different models when compared with students of non-ATR teachers in the same school. In math, the results are positive but only statistically significant in one of two models. Results in science are positive, but not statistically significant using either model.
- **Students taught by Supported Teachers have test score gains similar to students of non-ATR teachers in the same school.** The academic growth of students taught by Supported Teachers (i.e., teachers who were required to, or elected to, receive support from an Advanced Teacher) are not statistically different from the growth of students taught by teachers not directly supported by an Advanced Teacher. This suggests these students made comparable gains to peers even though Supported Teachers have slightly lower average NCEES scores, are less likely to have a graduate degree, and have fewer average years of experience than the statewide average for teachers.

Recommendations

The following recommendations are intended to provide actionable steps for principals, administrators, and state leadership to promote successful strategies and address implementation issues highlighted above:

- **School principals should foster data-informed decisions and tailor Advanced Teacher support.** Principals should help establish systematic data analysis processes and routines, enabling Advanced Teachers to lead more effective interventions, team discussions, and coaching sessions. Principals should also provide more tailored professional development opportunities and foster collaboration opportunities for Advanced Teachers to continuously grow and share best practices.
- **District leaders should ensure role clarity and broaden retention strategies**. District leaders should provide clear role definitions and sufficient release time for Advanced Teachers, allowing them to effectively mentor, co-teach, and lead professional development. Additionally, districts should consider broader retention strategies beyond ATR, such as mentorship programs, improving working conditions, non-monetary incentives, and gathering regular feedback from teachers.
- **State leadership should provide sustainable funding, support alignment, and foster district collaboration.** State leadership should work to ensure reliable and sustainable funding for ATR salary supplements and program costs, ensure that legislative requirements and the reality of district contexts are in sync, and provide more opportunities for collaboration among PSUs.
- **Institutions of Higher Education should enhance connections between Educator Preparation Programs (EPPs) and ATR.** ATR signifies a shift towards team-based teaching methods that incorporate new collaborative teaching models and shared responsibility for student outcomes. EPPs should consider their curricula and training to better prepare future educators for ATR.

Introduction

The Teacher Compensation Models and Advanced Teaching Roles Program (ATR) enables local school administrative units to create innovative compensation models that allow highly-effective classroom teachers to impact an increased number of students. To support these efforts, North Carolina General Assembly Session Law 2020-78, Section 2.6(b), directs the North Carolina State Board of Education to contract with an independent research organization to evaluate what ATR has accomplished. The Friday Institute for Educational Innovation at North Carolina State University (Friday Institute) was selected to conduct the evaluation on behalf of the North Carolina Department of Public Instruction (NCDPI). The purpose of this report is twofold: 1) to assist NCDPI and PSUs in assessing the academic and instructional impact of ATR programs, as well as their impact on the teaching profession; and 2) to better understand the implementation of these programs and help identify factors supporting or impeding their success.

Advanced Teaching Roles

The purpose of ATR is to allow highly-effective classroom teachers to impact an increased number of students by assuming accountability for additional students. In addition, the program enables local school administrative units to create innovative compensation models that focus on classroom teacher professional growth and that lead to measurable improvements in student outcomes. Per section 2.6.(b) of SL 2020-78, the intent of the pilot programs is to:

1. Allow highly-effective classroom teachers to **reach an increased number of students** by:
    a. assuming accountability for additional students,
    b. becoming a lead classroom teacher accountable for the student performance of all of the students taught by teachers on that lead classroom teacher's team, or
    c. leading a school-wide effort to implement new instructional models that improve performance;
2. Enable local school administrative units to **provide salary supplements** to classroom teachers in advanced teaching roles;
3. Enable local school administrative units to **create innovative compensation models** that focus on classroom teacher professional growth and student outcomes; and,
4. Utilize local plans to **establish organizational changes related to compensation** in order to sustain evidenced-based teaching practices that have the capacity to be replicated throughout the state.

The Roles of Advanced Teachers

The roles of these highly-effective teachers, who for purpose of this report will be referred to as Advanced Teachers, was loosely defined in Section 2.6.(b), which states that teachers serving in these positions should include at least one of the following roles:

1. Teaching an increased number of students and being accountable for their performance as the teacher of record for those students;
2. Becoming a lead classroom teacher among a group of teachers and participating in EVAAS

according to a model developed by the Department of Public Instruction;

3. Leading a school-wide effort to implement data-informed instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues;
4. Providing in-house professional development or functioning as an instructional content area coach, or a coach in another professional development area following the completion of certification training.

In 2023, House Bill 259 amended Chapter 115C of the General Statutes to add a new section outlining requirements for salary supplements for teachers in ATR schools. Specifically, this section tightened language around these roles and included the following definitions for two broad but distinct types of advanced teaching roles:

1. Adult Leadership. A teacher who meets the following criteria:
    a. Works in the classroom providing instruction for at least thirty percent (30%) of the instructional day.
    b. Leads a team of between three and eight teachers.
    c. Shares responsibility for the performance of the students of all teachers on the team.
    d. Is not a school administrator.
2. Classroom Excellence. A teacher who meets the following criteria:
    a. Is a teacher in an advanced teaching role.
    b. Assumes and maintains responsibility for at least twenty percent (20%) of additional students as compared to the most recent prior school year in which the teacher did not receive a salary supplement.
    c. Is a member of a team of teachers led by an adult leadership teacher.

Furthermore, PSUs receiving funding for ATR programs may designate up to fifteen percent (15%) of the teachers in each ATR school as Adult Leadership teachers and five percent (5%) of the teachers as Classroom Excellence teachers. They should also provide salary supplements of $10,000 for Adult Leadership teachers and $3,000 for Classroom Excellence teachers.

Grantees Implementing ATR in the 2023-24 School Year

This evaluation report synthesizes findings across the following 17 North Carolina PSUs that were awarded ATR program funding by the NCDPI between 2016 and 2021 and implemented ATR programs during the 2023-24 school year:

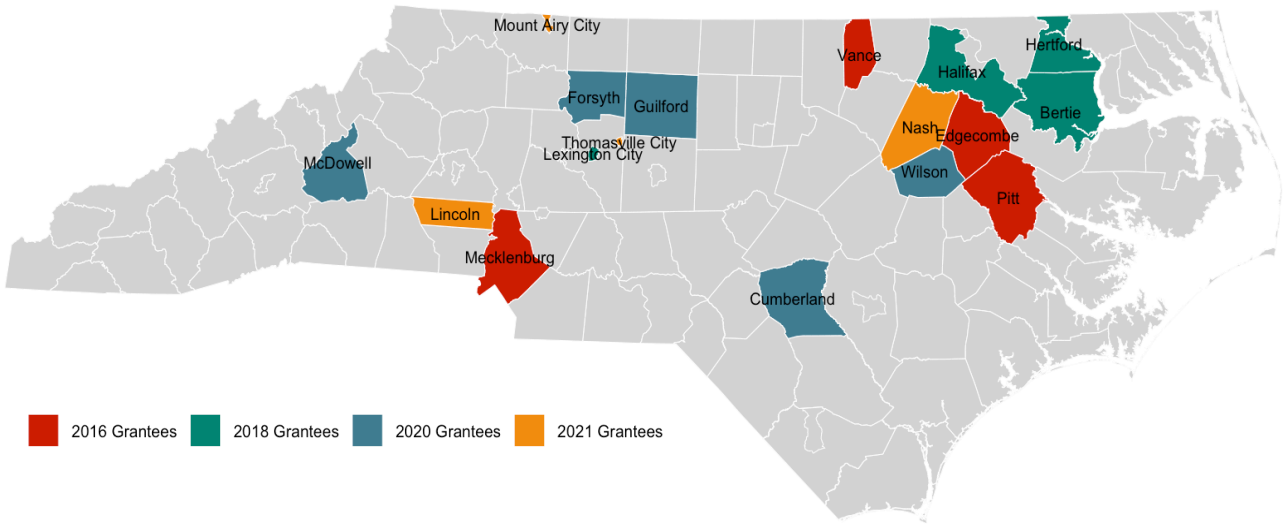
- **2016 Grantees:** Charlotte-Mecklenburg Schools, Edgecombe County Public Schools, Pitt County Schools, and Vance County Schools;
- **2018 Grantees:** Bertie County Schools, Halifax County Schools, Hertford County Schools, and Lexington City Schools;
- **2020 Grantees:** Winston-Salem/Forsyth County Schools, Guilford County Schools, Wilson County

Schools, Cumberland County Schools, and McDowell County Schools;

- **2021 Grantees:** Lincoln County Schools, Mount Airy City Schools, Nash County Public Schools, and Thomasville City Schools.

Due to varying ATR implementation timelines or discontinuation of the program, several grant-funded PSUs were excluded from the evaluation. Chapel Hill-Carrboro City Schools, Harnett County Schools and Washington County Schools implemented ATR but discontinued their programs and were not included in this evaluation. In 2022, NCDPI awarded a consortium of PSUs led by Wake County Public Schools including Rowan-Salisbury, Rockingham, Edgecombe County Schools, and Elizabeth City Schools. The 2023-24 school year served as a planning year for these PSUs. They will begin fully implementing ATR during the 2024-25 school year and will be included in the 2025 evaluation report.

Figure 1. Grant-Funded PSUs Fully Implementing ATR in the 2023-24 School Year



Evaluation Goals

North Carolina General Assembly Session Law 2016-94, Section 8.7, directs the North Carolina State Board of Education to evaluate the Advanced Teaching Roles program described in that law. The law requires evaluation of several components that fall into two broad categories: academic and instructional impact, and impact on the teaching profession. Additionally, North Carolina General Assembly Session Law 2020-78, Section 2.6(b), directs the North Carolina State Board of Education to contract with an independent research organization to evaluate the extent to which the advanced teaching roles and new compensation plans have accomplished, at a minimum, the following:

- Improvement in the quality of classroom instruction;
- Increases in school-wide [academic] growth or the growth of teachers who are mentored or impacted by a teacher in an advanced teaching role;
- An increase in the attractiveness of teaching;
- Recognition, impact, and retention of high-quality classroom teachers;
- Assistance to and retention of beginning classroom teachers;

- Improvement in and expansion of the use of technology and digital learning;
- Improvement in school culture based on school climate survey results.

The Friday Institute was selected to conduct an evaluation of the Teacher Compensation Models and Advanced Teaching Roles (ATR) program on behalf of the North Carolina Department of Public Instruction (NCDPI). The evaluation is inclusive of these components and has two broad goals:

1. To better understand the implementation of these models and programs and help identify factors supporting or impeding their success; and,
2. To assist NCDPI and PSUs in assessing the academic and instructional impact of ATR models and programs, as well as their impact on the teaching profession.

Focus of the 2024 Report

The intent of the 2023 evaluation was to provide a broad examination of the implementation and impact of ATR across all grant-funded PSUs. It emphasized breadth over depth in order to provide a statewide account of program implementation and assess the longitudinal impact of ATR on teaching and learning. To complement to these efforts, the 2024 evaluation report emphasizes a deeper examination of program implementation and impact and represents a shift in evaluation efforts in a two very important ways.

Implementation Deep Dives. Data collection and analysis for this evaluation focused on collecting more fine-grained data about Advanced Teachers and the classroom teachers they support. Specifically, a comprehensive census was taken of teachers participating in ATR and includes information such as salary supplements, job titles, and descriptions of Advanced Teachers, as well as information about the teachers they support. This was made feasible by action recently taken by the NCDPI to provide PSUs with a systematic process for collecting critical data points related to ATR implementation. In addition, this report shares findings from in-depth case studies of two ATR districts. The aim of these district case studies is to provide a deeper understanding of program design and implementation, as well as factors that support or impede outcomes of interest, such as the retention of teachers and the academic achievement of students.

Impacts on Schools and Classrooms. This report also shares findings on program impacts that include both quantitative estimates of school-level impacts, as well as estimates of the program's impact on academic achievement for the students of teachers directly supported by an Advanced Teacher. Similar to the 2023 report, the evaluation compares outcomes for ATR schools versus a comparison group of similar non-ATR schools but with an additional year of administrative data. Additionally, this report presents preliminary findings from an analysis comparing outcomes for students taught by Advanced Teachers and the teachers they support, which we call Supported Teachers, relative to students taught by teachers in the same school who are not part of ATR. For this second analysis, data are only available for a small sample of PSUs that provided complete teacher rosters for the 2022-23 school year.

The structure of the 2024 report and the presentation of the findings reflects these shifts in focus for the evaluation. Findings related to the implementation of ATR programs are presented first and include detailed information about districts and schools implementing ATR statewide, followed by in-depth district case studies of ATR in Pitt County Schools and Wilson County Schools. Quantitative estimations of program impacts are then presented and follow a similar structure. Finally, the report concludes with recommendations for aiding school, district, and state ATR leaders in further enhancing the program.

Guiding Questions

The evaluation questions developed for this proposal are explicitly aligned with the requirements outlined in Session Law 2020-78 described above. In addition, the evaluation expands upon these requirements by examining the implementation of ATR programs across PSUs. Evaluation Question 1 (EQ1) and related subquestions are intended to help the NCDPI and PSUs better understand how compensation models and advanced teaching roles are implemented and help identify factors that may be supporting or impeding their success. Evaluation Question 2 (EQ2) and the related subquestions listed below are intended to help the NCDPI and PSUs better understand the academic and instructional impacts of ATR programs, as well as their impact on the teaching profession.

EQ1. Implementation: How can the design and implementation of ATR programs be improved?

a. Legislative Alignment: How, and to what extent, do school ATR programs implement policies and practices prescribed by district plans and outlined in legislation?

b. School Needs: How do districts and schools identify which needs their ATR program will address and design their ATR program to address those needs?

c. Teacher Supports: How do Advanced Teachers support colleagues and students and how are Advanced Teachers supported in turn by school and district leaders?

d. Program Barriers: What factors impede the effective implementation of district ATR plans?

EQ2. Program Impact: What have advanced teaching roles and new compensation models accomplished?

a. Student Achievement: To what extent does ATR improve student academic outcomes, such as achievement in math, reading, and science?

b. Teacher Effectiveness: How, and to what extent, does ATR improve teacher effectiveness and the quality of classroom instruction?

c. Recruitment & Retention: How, and to what extent, does ATR support the recruitment, recognition, development, and retention of high-quality classroom teachers?

District Reporting

In the spirit of reciprocity, the research team worked with school districts to share context-specific deliverables intended to provide ATR district leadership with informative and actionable data. For case study districts in Wilson and Pitt counties, this included customized survey reports, high-level memos that summarized key takeaways from site visits, and virtual check-ins between the research team and district partners. Teachers and administrators in case study districts were also provided gift cards as a small token of the research team's appreciation for the time and effort given to assist with data collection. Finally, the research team provided all ATR district leaders with cleaned files of ATR roster data shared with the NCDPI, as well as online reports that provided programmatic summaries of their data for the 2023-24 school year.

Evaluation Design

Thoroughly addressing the evaluation questions required a mixed-methods approach, which incorporates quantitative and qualitative data from a variety of sources. Specifically, the research team used a mixed-methods convergent design in which different but complementary data are collected concurrently and/or sequentially (Creswell & Clark, 2017). The intent in using this design is to bring together the differing strengths and nonoverlapping weaknesses of quantitative methods (e.g., large sample size, trends, generalization) with those of qualitative methods (e.g., rich detail and depth). By using this design, the evaluation can "increase the interpretability, meaningfulness and validity of the constructs and inquiry results by both capitalizing on inherent method strengths and counteracting inherent biases in methods or other sources" (David & Sutton, 2011, p. 296).

Data Collection

Table 1 below provides a summary of data collection activities during the 2023-2024 school year. The table also includes the number of administrators and teachers either directly participating in data collection efforts or the number of teachers and students included in the sample for quantitative analyses of NCDPI administrative records. Data sources are described in more detail below and surveys and interview protocols can be found in Appendix A.

Table 1. Data Collection Activities and Number of Educators or Students Included in Analyses

Data Source	Collection Dates	Participant Totals or Sample Ranges
NCDPI Student Administrative Records	September-March 2024	7,297 - 480,258
NCDPI Teacher Administrative Records	September-March 2024	439 – 43,595
PSU ATR Teacher Rosters	February – July 2024	3,380
District Administrator Survey	May-June 2024	16
District Administrator Interviews	September-January 2024	17
School Administrator Survey	May-June 2024	19
School Administrator Interviews	February-April 2024	5
Advanced Teacher Survey	May-June 2024	104
Advanced Teacher Interviews	February-April 2024	15
Supported Teacher Survey	May-June 2024	88
Supported Teacher Interviews	February-April 2024	20
School Observations	February-April 2024	12

NCDPI and PSU Records

Statewide Administrative Data. The Educational Policy Initiative at Carolina (EPIC) provided longitudinal administrative data collected by the NCDPI and approved for use in this evaluation. These longitudinal data capture student-, educator-, and school-level data for all NC public schools in each year between 2009-10 and 2022-23. The 14-year panel captures eight years before most schools began implementing ATR (2009-10 through 2016-17), two years after ATR began statewide but before the COVID-19 pandemic began (2017-18 through 2018-19), and four years of data when schools were implementing ATR after the pandemic began (2019-20 through 2022-23). These rich datasets include student characteristics (e.g., gender, race, multilingual learner status), student outcomes (e.g., test scores), and teacher characteristics (e.g., degree attainment, years of experience), which can all be linked to specific schools in each academic year. Note that data pertaining to school culture was not included in the analysis this year. The North Carolina's Teacher Working Conditions (TWC) survey is administered in even years and data for the 2024 survey was not available at the time of this evaluation.

Two data sources were also used to augment these records: 1) PSU applications were collected from NCDPI's website for all 18 ATR programs awarded funding, including the 17 PSUs that implemented their ATR grants and one district that applied to the ATR program but has not yet implemented the program due to staffing shortages, and 2) the Common Core Data managed by the National Center for Education Statistics, which was used to add longitudinal data on school characteristics (e.g., Title I status, locale, and grade levels served).

ATR District Rosters. In the spring of 2024, the NCDPI provided all PSUs with an ATR Roster data collection template that they were required to complete. The template requested that for each Advanced Teacher, PSUs record their UID, name, start and end years, primary role, PSU job title, salary supplement, percentage of release time, as well as classroom teacher details for each teacher they support including name, grade level, and subject they supported. This dataset helps track advanced teaching roles and details of Advanced Teachers in their mentoring and instructional support capacities across multiple districts.

These roster files then went through several rounds of verification steps to ensure that information provided was being interpreted correctly by the research team and was accurately recorded by PSUs. First, members of the research team met with each ATR lead to review their roster data to ensure that they understood information provided and to correct any obvious data entry issues, such as missing UIDs or wrongly formatted entries. Next, the research team cross-referenced UIDs and names with administrative records provided by the NCDPI to ensure there were not accidental mismatches in names and IDs as well as to fill in missing data that the district could not provide. The data files were then share with the SAS EVAAS team for a final verification process for UIDs and names that the research team could not confirm due to incomplete administrative records. Lastly, clean data files and online report summaries were shared with PSUs as a final data check.

ATR Survey Data

To examine the implementation and impact of ATR, the research team administered surveys targeting two groups: 1) ATR district leads statewide who were responsible for administering the advanced teaching roles program in their districts and; 2) educators in case study districts participating in ATR, including school and district leaders, Advanced Teachers, and teacher colleagues (i.e., teachers who receive support from

advanced teachers) in the two case study districts. The survey was designed to address the evaluation questions focusing on the implementation of ATR at the district and school levels. The sampling frame and the topics covered are detailed in Table 2.

Table 2. Survey Sample Framework for ATR Districts and Case Study Schools

Evaluation Questions	Survey Topics	District Leaders	School Leaders	Advanced Teachers	Supported Teachers
			Case Study Districts Only		
1a, 1b, 1d	Implementing Legislation Requirements	✓	✓		
1a, 1b, 1d	Primary Goals of Districts' ATR Program	✓	✓	✓	✓
1a, 1d	Identifying Needs & Aligning ATR Program with Needs	✓	✓	✓	
1c	Preparation and Support for Advanced Teachers	✓	✓	✓	
1c	Activities of Advanced Teachers	✓	✓	✓	
1c, 2a, 2b, 2c	Perception of Impact of Advanced Teachers	✓	✓		✓
1b	Factors that Support or Impede Implementation	✓	✓	✓	✓
1c	Types of Support Received from Advanced Teachers				✓
	Respondent Demographics			✓	✓

Survey Items. The survey included both open- and closed-ended items that addressed the ATR legislation, the primary goals of the ATR program as it relates to school and district needs, initial and ongoing support for Advanced Teachers, perceptions of the impact of Advanced Teachers on student achievement, and factors that support or impede implementing the ATR program. Drawing on the description of the responsibilities of Advanced Teachers specified in the legislation and the National Model Teacher Leader Standards (2011), we also asked about the primary activities of Advanced Teachers to better understand the nature of their work. Lastly, we collected demographic information (e.g., years of experience, grade level, subject matter area, etc.) to understand respondent characteristics, compare across categories (e.g., elementary vs. secondary), interpret findings, and discern the generalizability of findings. Because the demographics of the population of Advanced Teachers and teacher colleagues are still unknown, we cannot determine to what extent survey results represent the population. Thus, findings should be interpreted with caution.

Survey Administration. The research team conducted two rounds of review of survey items and incorporated feedback from a district-level stakeholder with extensive knowledge about ATR policies and practices. The revised survey was distributed via an online survey tool, Qualtrics®, during late spring and early summer of 2024. The research team sent a URL link to ATR district leads to forward to school leaders and teachers affiliated with the ATR program. Upon selecting the link to access the survey, respondents could review a description of the nature and scope of the evaluation and an informed consent statement. Survey logic—showing respondents questions depending on their role and responses to other questions—was used to customize the survey for the three respondent categories—leaders, Advanced Teachers, and teacher colleagues. Participants received a $25 digital Amazon gift card for completing the survey.

Case Studies

The research team used a multiple case study approach (Yin, 2014; Yin and Riddle, 2012) to (1) explore how two PSUs implement ATR and (2) document ATR practitioners' perceptions of the program's impact. As a commonly used qualitative research methodology, case studies can be particularly useful in evaluations that address broad and complex interventions, like ATR, because they allow researchers to attend to contextual conditions that might support or complicate program implementation. Multiple case studies are particularly effective for complex interventions with either not clear, single set of outcomes or, as in the case of ATR, multiple, dynamic outcomes. Typically guided by "who," "how," and "why" questions, case studies are powerful accompaniments to other evaluation methods that engage larger data-sets, like those used in this study, in that they allow researchers to zoom in to details of implementation. For the purposes of this evaluation, the team used a multi-case study to facilitate "mid-range" generalizations, made possible when common features of the studied phenomenon (ATR) emerge across different contexts (case PSUs and focal schools) (Yin, 2009). A key advantage of the multiple case study for the purposes of this evaluation is that it allows for analysis within and across context (Yin, 2003), helping frame "lessons learned."

District & School Selection. An integral part of the multiple case study approach is definition of the cases. For the purposes of this evaluation, the research team was interested in understanding processes and perceptions of ATR implementation across and within several nested spheres: district level, school level, team level, and individual educator. To address the district level, researchers recruited two PSUs from Cohort 1 (implementation year 2016) and Cohort 3 (implementation year 2020). This primary criterion reflects previous state-wide evaluation findings that indicated an association between duration of program implementation and some improved student academic outcomes. PSUs in Cohort 1 and Cohort 3 were invited to meet with the research team to gain a better understanding of the evaluation approach and determine the level, if any, of their participation. Following these meetings, two PSUs agreed to participate fully in the study, which included periodic study design/feedback meetings with the research team and logistical support such as planning school site visits.

To address the school level ATR implementation processes, two focal schools from each PSU were selected to serve as the secondary, embedded unit of analysis. The research team established ideal criteria for selection including schools implementing in an elementary school setting, their representativeness of broader district level staffing and student characteristics, the roles of Advanced Teachers used by schools, and schools led by an administrator or team of administrators who understand and are committed to ATR. Researchers then collaborated with district leadership teams to narrow the list of all schools that met criteria through more subjective feedback such as, openness to feedback and school culture. To address research questions at the team and individual levels, researchers worked with school and district leaders to

identify an Advanced Teacher at each focal school who would be shadowed and observed over the course of at least three instructional days.

Observations & Artifacts. Case study evaluations use a combination of overlapping data collection to facilitate triangulation (Yin and Davis, 2007). With regards to this multi-case evaluation, direct observations, and associated field notes that use thick description, illuminated the role that context plays in program design and how particular contextual features interact with program implementation (Burkholder and Thompson, 2020). Direct observations also allowed us to document any non-linear flow of events that influenced the program implementation and stakeholder's perceptions of outcomes. In addition, collection and analysis of relevant documents/artifacts – the "byproduct of human activity" (Olsen, 2009, p. 318) – supported the research team's understanding of the tools and processes that advanced teaching practitioners use to guide their work as well as the latent content, or underlying theory of action, that propels their work.

We also conducted observations of district level ATR events (e.g. design meetings attended by school-level principals and professional development or Community of Practice (CoP) meetings attended by Advanced Teachers). These observations supported the research team's interest in implementation alignment. Given different financial and human resources, participating PSUs have developed unique approaches to designing and implementing ATR. As a result, data collection activities, including the type of activity being observed and the number of interviews, had to be adjusted. To every extent possible, the research team worked to collect similar data types and amounts across districts.

Stakeholder Interviews. Simultaneous to conducting direct observations, the collection of robust interview data from a range of stakeholders across a flexible data collection window, allowed the research team to become immersed in the context, stay attuned to any barriers to implementation, and, with help from participants, document the myriad of initiatives common in any educational setting and determine any interplay between studied phenomenon (ATR) and rival explanations (Shavelson and Towne, 2002). At the district level, data includes interviews with district leaders who play an active role in the design or implementation of ATR (e.g., Directors). Interviews focused on the district context, including staffing and student needs that they hoped ATR might address, implementation design choices, lessons learned, barriers and successes. Interviews ranged in length (between 45 minutes and 95 minutes) and were subsequently followed by clarifying questions or prompts for elaboration via email as needed.

At the school level, data draws from interviews and focus groups with ATR practitioners, including school administrators, Advanced Teachers, and teacher colleagues, who work on an advanced teaching team. Analysis also draws on extensive observations of ATR practitioners at work, conducted over a period of two to four full instructional days per each of the four focal schools. Shadowing a sample of Advanced Teachers across numerous days allowed members of the research team to observe a range of typical activities and gain an in-depth understanding of the breadth and depth of their work. Shadowing Advanced Teachers contributed to the team's holistic understanding of how ATR practitioners conceptualize and reflect on their work, as well supported the team's awareness of discrete features of implementation (e.g., how advanced teaching practitioners build out and adapt schedules to optimize their impact). Finally, extended time with each Advanced Teacher provided natural access to internal documents, tools, and processes as well as the opportunity to see them in use.

Data Analysis

Qualitative Analysis

During the first analytic phase, the research team conducted a content analysis on all 18 awarded PSU applications to the ATR program, including the 17 PSUs that implemented their ATR grants and one district that applied to the ATR program but did not implement the program due to staffing shortages. Researchers used a priori coding, derived from current evaluation questions and prior evaluation findings (Stallings et al., 2020). This analytic phase generated a basis for comparison of ATR models across participating PSUs, inclusive of particularized program language, supplement, and teacher release details.

During the second analytic phase, the research team used thematic analysis to examine interview data and field notes collected on school site visits with district and school administrators, Advanced Teachers, and teachers directly supported by Advanced Teachers. The research team used a combination of a priori coding drawn from the evaluation questions and open coding (Saldaña, 2016) to afford a nuanced analysis of context as it related to implementation and impact of ATR in each participating PSU. To ensure accuracy, members of the research team met weekly to review codes, collapse and refine codes as needed, and discuss themes. Additionally, district administrators were invited to engage in a process of member checking to ensure accuracy of district-level ATR model information.

Quantitative Analysis

Measures. Using the administrative data, the research team obtained several measures of student, teacher, and school outcomes. First, to measure student achievement in ELA, math, and science, analyses use student-level scale scores on state-mandated end-of-grade (EOG) and end-of-course (EOC) exams. These test scores are standardized within subject, test, grade, and year to have a mean of zero and a standard deviation of one. This standardizing puts all scores on a similar scale across subjects and years. Note that we updated our standardization this year to separately standardize modified and non-modified tests in every subject and year, which better reflects the different scales across these types of tests. This update results in minor changes on the results that do not change our conclusions in previous reports. For reference, a one standard deviation (SD) increase in standardized scale scores is equivalent to a school moving from the 50th to the 84th percentile (i.e., a substantial increase). To help further put these SD units into the context of other interventions that have been implemented in educational settings, Lortie-Forgues and Inglis (2019) found an average effect size of about 0.06 SD among 141 randomized control experiments in education funded by the national Institute of Education Sciences. Finally, a 0.06 SD effect on test scores can be approximately interpreted as a one month gain in learning from third to fourth grade math (Hill et al., 2008). In addition to test scores, analyses also use measures of student characteristics as controls including gender, race, and indicators for whether the student has disabilities (SWD), is a multilingual learner (ML), is economically disadvantaged (ED), is academically gifted (AIG), and is a migrant student.

To measure teacher effectiveness, the research team used standardized value-added measures from the SAS Education Value-Added Assessment System (EVAAS) and teacher observation scores from the NC Educator Effectiveness System (NCEES). Like student test scores, both EVAAS and NCEES scores are standardized within subject and year. In addition to standardized EVAAS and NCEES scores, the research team examined other characteristics potentially related to teacher effectiveness, including years of experience, binary indicators for whether the teacher is a beginning teacher (BT) in their first year of

teaching, whether the teacher is alternatively licensed, and whether they have a graduate degree. For models that examine teacher experience as outcomes, results are interpreted as differences in the number of years of experience. For models that examine binary indicators, the results are interpreted as a percentage point difference in the probability of being a BT, alternatively licensed, or having a graduate degree. All teacher-level models include demographic characteristics (gender and race) as controls.

Sample. The research team augmented NCDPI administrative data with data that was collected directly from PSU leaders, which details the academic years when each school in the PSU began implementing ATR. To help illustrate when each PSU began implementing ATR, Table 3 below depicts a timeline of the first year when at least one school in each PSU can be observed implementing ATR. There are some PSUs that take a year to plan how they will implement ATR. This planning year is not counted as part of a PSU's implementation because the research team would not expect observable changes in student, teacher, or school outcomes while the PSU is planning (and not yet implementing) its approach to ATR.

Table 3. Timeline of PSU Adoption of ATR Based on PSUs Included in Quantitative Analysis

PSU Name	First Year	Total Years of Implementation as of 2022-23
Charlotte-Mecklenburg Schools	2017-18	6
Edgecombe County Public Schools	2017-18	6
Pitt County Schools	2017-18	6
Vance County Schools	2017-18	6
Guilford County Schools	2018-19	5
Bertie County Schools	2019-20	4
Lexington City Schools	2019-20	4
Hertford County Schools	2020-21	3
McDowell County Schools	2020-21	3
Winston-Salem/Forsyth County Schools	2020-21	3
Cumberland County Schools	2021-22	2
Halifax County Schools	2021-22	2
Nash County Public Schools	2021-22	2
Wilson County Schools	2021-22	2
Lincoln County Schools	2022-23	1
Mount Airy City Schools	2022-23	1

Note. Charlotte-Mecklenburg (CMS) Schools began implementing an early version of ATR as far back as 2012-13 as part of the PSU's Project LIFT initiative. Since our focus is on the statewide roll-out of ATR, we do not include schools in CMS that began implementing their earlier version of ATR before 2017-18. Chapel-Hill Carrboro City Schools and Washington County Schools both started implementing ATR in 2017-18 but have since discontinued implementation and are not included in our analysis. Finally, Harnett County Schools have not yet begun implementation and is not included in our analysis.

Thus, the beginning of ATR implementation is defined as the first year when teachers can be observed working in an advanced role, with analysis aimed at examining outcomes after implementation has begun. Note that individual schools may begin implementing ATR in any year after the PSU first begins implementation. Table 3 shows the year when each PSU began implementing ATR and the corresponding total number of years of implementation as of 2022-23. For example, the first school to implement ATR in Edgecombe County Public Schools began in 2017-18; therefore, the PSU has been implementing ATR for six years as of 2022-23.

Even though the PSU as a whole has been implementing ATR for six years, individual schools within Edgecombe County Schools may have adopted ATR after 2017-18 and therefore these schools that began later will have been implementing ATR for fewer years. There are several PSUs that are important to note. First, Charlotte-Mecklenburg (CMS) Schools began implementing an early version of ATR as far back as 2012-13 as part of the CMS's Project LIFT initiative. Thus, there are some CMS schools that began implementing the PSU's earlier version of ATR before statewide adoption of the model in 2017-18.

Since the focus is on the statewide implementation of ATR, analyses do not include schools in CMS that began implementing their earlier version of ATR before 2017-18. However, it's noted in Table 3 that CMS has by far the most experience with implementing ATR (up to 10 years) if we consider the PSU's earlier version of the model. Also, Chapel-Hill Carrboro City Schools and Washington County Schools both started implementing ATR in 2017-18 but have since discontinued implementation. These two PSUs are not included in our analysis. Finally, we note that Cabarrus County Schools has shown interest in ATR and may have implemented some aspect of ATR in some schools, however, these schools are not included in the analysis because, as of 2022-23, Cabarrus County has yet to implement a full ATR model. Together, these restrictions mean that our analysis includes ATR schools across 16 PSUs.

Analytic Model for Schoolwide Effects

The research team estimated the schoolwide effect of ATR by comparing ATR schools to comparison schools. These analyses update our findings from last year's report with an additional year of data (2022-23). To estimate these schoolwide effects, analyses use difference-in-difference (DID) models that compare a pre-post difference in outcomes for ATR schools minus a corresponding pre-post difference for comparison schools that never implement ATR. This pre-post approach allows analyses to account for schoolwide growth before and after schools begin implementing ATR. The core intuition behind this DID approach is that the pre-post difference in the ATR and comparison schools will not be different unless implementing ATR has an effect that changes the student outcomes in ATR schools.

To identify a convincing comparison group of schools, the research team identified schools in the same PSU (or in a very similar PSU) as the ATR school and that serve demographically similar students. Specifically, analyses include only comparison schools with similar proportions of students by race/ethnicity, ED status, SWD status, and ML status as ATR schools. Thus, our results are based on comparing ATR schools with a matched group of similar comparison schools that never implement ATR.

Using this matched sample, analyses apply a DID model that addresses the staggered nature of when schools began implementing ATR (Callaway & Sant'Anna, 2020). This staggered DID approach accounts for any bias that could occur if the effect of ATR differs as different schools implement the model across time (Goodman-Bacon, 2018). This staggered DID model is the same approach we used in our 2023 report. Note

that our 2023 report included results from both Comparative Interrupted Time Series (CITS) and staggered DID models. However, because current methodological standards strongly support the validity of staggered DID models, only results from the staggered DID model are presented in this report. Nevertheless, results from the CITS model support similar conclusions.

Table 4 illustrates that there could be six separate cohorts of ATR schools that started implementing the program in different years (between 2017-18 and 2022-23) and therefore have been implementing ATR for different lengths of time. Because adoption of ATR occurs in different years for different schools, failure to account for this staggered adoption of the program could lead to biased impact estimates. To account for this issue, analyses use a staggered DID approach developed by Callaway and Sant'Anna (2020). This staggered DID approach has the advantage of accounting for staggered treatment adoption and yields estimates that are interpreted as a pre-post difference in outcomes for ATR schools minus the same pre-post difference for comparison schools.

Table 4. Depiction of Six Separate Cohorts of Schools that Began ATR between 2017-18 and 2022-23

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cohort 1: Schools that began in 2017-18	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort 2: Schools that began in 2018-19		Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 3: Schools that began in 2019-20			Year 1	Year 2	Year 3	Year 4
Cohort 4: Schools that began in 2020-21				Year 1	Year 2	Year 3
Cohort 5: Schools that began in 2021-22					Year 1	Year 2
Cohort 6: Schools that began in 2022-23						Year 1

Note. Treatment years differ depending on when schools begin implementing ATR. For example, Year 1 of implementation is 2017-18 for Cohort 1 and 2018-19 for Cohort 2.

Analytic Model Effects of Advanced Teachers & Supported Teachers

Over the past year, the research team has worked with NCDPI and PSUs to collect rosters identifying every Advanced Teacher and Supported Teacher that have participated in programs funded by ATR. NCDPI obtained these rosters for all PSUs under the grant program for the 2023-24 school year. However, for the 2022-23 school year, the research team was able obtain full records from small subset of PSUs. The exact number of PSUs in the 2022-23 sample is not reported here to help prevent the potential identification of PSUs included in this analysis; however, this sample includes approximately 22% of schools participating in ATR during the 2022-23 school year. Although these results are based on students and teachers in only a small sample of PSUs, they provide early evidence on the effectiveness of Advanced Teachers and Supported Teachers with currently available data through the 2022-23 school year. When the 2023-24 administrative data become available, we will be able to estimate these results for all ATs and STs statewide.

To estimate results for Advanced Teachers, analyses pool together students taught by teachers in adult leadership and classroom excellence roles, because across the small sample of PSUs that have rosters for 2022-23, there were too few classroom excellence teachers to report results separately across the two roles. With data from additional PSUs in future years, it will likely be possible to report separate estimates for adult leadership and classroom excellence teachers. For Supported Teachers, we estimate effects only when the ST is receiving support in the relevant subject. For example, we estimate effects on ELA scores using STs who are supported by an Advanced Teacher in ELA. Supported Teachers who receive support in multiple subjects (e.g., teachers in elementary grades) will contribute to estimates for all the subjects in which they receive support.

School and Grade Fixed Effect Models. Using data from only 2022-23, impact analyses use a series of school and grade fixed effect models that control for both observed and unobserved factors that might bias our estimates of how Advanced Teachers and Supported Teachers affect student test scores. The school fixed effect controls for factors that impact all students in the same school by comparing only students in the same school to each other. If, for example, PSUs strategically implemented ATR only in schools led by an effective principal, estimating the results for Advanced Teachers and Supported Teachers in these schools relative to non-ATR teachers in other schools risks conflating the effect of teachers with the effect of the school principal. However, with a school fixed effect, we compare only students in the same school with each other so the effect of the principal will be differenced out. Importantly, school fixed effect models do not require us to measure or observe all factors affecting the whole school (e.g., we do not need to measure principal effectiveness). By only comparing students in the same school to each other, we can control for factors that affect all students in the school.

Similar to school fixed effects, a grade fixed effect helps control for any external factors that affect all students in the same grade. For example, estimates could be biased if ATR schools systematically assign Advanced Teachers and Supported Teachers to certain grades that tend to exhibit greater growth from year to year. Indeed, previous research documents larger year-to-year gains in lower grades than upper grades (Hill et al., 2008). Using a grade fixed effect, analyses compare only students in the same grade to each other, controlling for any bias from differential growth across grades.

School-by-Grade Fixed Effect Models. In addition to controlling for school and grade fixed effects, the research team also estimates a model that controls for a school-by-grade fixed effect, which further restricts our comparisons only to students in the same school and grade. In the school-by-grade fixed effect model, we can control for bias that could come from differential achievement among students in different grades in the same school. This tends to occur if different cohorts of students in the same school differ in their achievement (e.g., this year's fourth graders have higher scores than last year's fourth graders). Our results would be biased if schools tend to assign Advanced Teachers and Supported Teachers to cohorts that are higher (or lower) achieving, but a school-by-grade fixed effect would control for these issues.

While the school-by-grade fixed effect model likely controls for a larger number of potential sources of bias than school and year fixed effects individually, this model can only be estimated in school-by-grade combinations where there are both Advanced Teachers/Supported Teachers and non-ATR teachers. While these combinations exist, there are also school-by-grade combinations that are only taught by ATR teachers or only taught by non-ATR teachers. Thus, the school-by-grade fixed effect model will generally be less representative of the full sample than models that use school and grade fixed effects separately. For full transparency, results include both school and grade fixed effects and the school-by-grade fixed effect.

However, the research team emphasizes that, with only one year of data, these results should be understood as preliminary and non-causal estimates. One important source of bias that we cannot address with the currently available data is systematic sorting of students to teachers. If, for example, students with higher (or lower) test scores are systematically assigned to Advanced Teachers, our results could be biased due to these systematic assignment practices. Approaches to controlling for bias from systematic student-teacher assignment requires multiple years of longitudinal data, which we will pursue in future reports. However, we can address some of this issue using student-level growth models. That is, even in cases where students with high test scores are systematically assigned to Advanced Teachers, if Advanced Teachers are able to improve student growth more than teachers not participating in ATR, that would provide some evidence that Advanced Teachers are indeed having a positive effect on students. To estimate these growth models, we control for prior year student achievement, along with a rich set of student characteristics as covariates. For more details, please see Appendix D.

Limitations of the Evaluation

Case Study Analyses

Case studies can be a valuable research strategy for exploring complex phenomena and generating rich, contextualized insights. However, there are limitations inherent in the approach. Findings from case studies are, by design, context-specific and therefore may not be easily generalizable to broader populations or different contexts. To address this limitation and to improve usability/relevance of the study for other ATR practitioners, the research team used a multiple case design. Even so, the generalizability of the qualitative analyses is limited by the number of and selection process for data sources. For the purposes of this study, the research team collaborated with district leaders of two PSUs to select focal schools. Together, district leaders and the research team considered all participating ATR schools and narrowed the list based on diverse staffing and student characteristics, years of ATR implementation, and student outcomes. Researchers worked methodically, using strategies of member checking and thick description (Geertz, 1979) so that practitioners outside of the case districts would be able to determine the degree to which findings might be transferable to their settings. The analysis is necessarily limited by which PSUs, schools and, relatedly, which ATR practitioners participated in the study.

Representativeness of ATR Survey Data

Online surveys present several advantages in that they are an affordable, time-saving, and a low resource-intensive data collection method. However, some limitations of the surveys include respondents not providing honest answers, not answering all survey items, interpreting Likert options differently, and not providing in-depth responses to open-ended questions. Because biases and measurement errors related to these potential issues were not assessed, it's unclear to what extent, if any, they impact the findings. Also, because NCDPI administrative data for the 2023-24 was not yet available at the time of the evaluation, the response rate and response bias – the extent to which the sample of respondents is representative of the ATR school principals, teacher colleagues, and Advanced Teachers – cannot be determined. Finally, because the survey links were distributed via district leadership and participation is voluntary, participants with specific characteristics may be more or less likely to participate, potentially biasing the findings. Therefore, the findings may not be generalizable and should be interpreted with caution.

Quantitative Analyses

Analytic Model for Schoolwide Effects

There are several general limitations to our quantitative analyses that are important to consider:

- Program Heterogeneity. Results all examine outcomes and characteristics of students and teachers in ATR schools as a whole, regardless of extent and fidelity of program implementation within specific schools. In addition, analyses average outcome across multiple schools and PSUs implementing ATR at the same time. These results could be masking substantial heterogeneity in the impact of ATR across different schools and PSUs. In essence, some schools and PSUs may be implementing ATR much more effectively than others, and our pooled estimates cannot provide a definitive conclusion on the range of possible ATR effects.
- COVID Disruptions. Though data for these analyses are rich, they capture, at most, six years of ATR implementation, two of which were substantially disrupted by the COVID-19 pandemic. We have no reason to believe that any detrimental pandemic-related influences would affect ATR schools differently from comparison schools, so comparing ATR and comparison schools remains a valid analytic approach. However, even without pandemic-induced disruptions, prior research has found that six years can be an insufficient amount of time to fully implement and detect positive effects, especially in ELA student achievement. Therefore, it is possible that schools and PSUs need a longer time frame to implement, iterate, and improve their implementation of ATR before positive effects can be observed. This is especially important to consider given our finding that the positive effects of ATR are driven by the first two cohorts that have had five to six years to implement the model.

Analytic Model for Advanced Teacher and ST Effects

These results focus only on small sample of PSUs implementing ATR and therefore may not be representative of all Advanced Teachers and Supported Teachers statewide. Moreover, these results should not be interpreted as causal because there are important sources of bias that we cannot rule out with only one year of data. For example, we cannot rule out that these estimates may be driven by systematic assignment of certain students to Advanced Teachers or Supported Teachers. Thus, our results could overestimate the effect of Advanced Teachers if higher achieving students are systematically assigned to Advanced Teachers, relative to non-Advanced Teachers in the same school. Also, a single year of data means we have limited statistical power to detect significant relationships, which could explain many of the null results. Finally, these overall results fail to capture heterogeneity, such as differential effects across adult leadership versus classroom excellence teachers and how long supported teachers have been receiving support from an Advanced Teacher. Another source of heterogeneity involves the types and intensity of support Supported Teachers receive from Advanced Teachers. With additional data on Advanced Teachers and Supported Teachers statewide in 2023-24, we will pursue additional analyses to better illuminate these nuances.

Program Implementation (2023-24)

A primary goal for the evaluation was to provide a deeper examination of PSU program implementation of ATR for the 2023-24 school year. Specifically, the research team sought to help NCDPI and ATR stakeholders better understand how PSUs align their programs to district needs and recent legislation, the ways in which these programs support teachers and students, and any factors that may complicate or impede their implementation. The following evaluation questions guided data collection, analysis and reporting on ATR program implementation:

EQ1. Implementation: How can the design and implementation of ATR programs be improved?

a. Alignment: How, and to what extent, do school ATR programs implement policies and practices prescribed by district plans and outlined in legislation?

b. Needs: How do districts and schools identify which needs their ATR program will address and design their ATR program to address those needs?

c. Supports: How do Advanced Teachers support colleagues and students and how are Advanced Teachers supported in turn by school and district leaders?

d. Barriers: What factors are impeding the effective implementation of district ATR plans?

In order to fully address these questions and provide a deeper examination of program implementation, the research team approached data collection and analysis from both a state and district perspective. At the state level, evaluation efforts were aimed at expanding upon the prior year's report by providing more fine-grained detail about Advanced Teachers and the classroom teachers they support. At the district level, the research team selected two focal districts for an implementation "deep dive" in order to provide a rich and comprehensive portrait of implementation in two distinct settings.

Evaluation findings presented in this section are divided into the following two subsections that address the evaluation questions from a statewide and district-level perspective:

- Statewide Summary: Findings in this section provide a detailed breakdowns of implementation across all 17 ATR grantees that employed Advanced Teachers during the 2023-24 school year. This was made feasible by a comprehensive census conducted by the NCDPI of teachers participating in ATR and includes information such as Advanced Teacher release time, titles, and responsibilities, as well as information about the teachers they support. These findings are supplemented with data from interviews with each ATR district lead as well as surveys from a sample of these leads.
- District Deep Dives: This section shares findings from in-depth case studies of two ATR districts. The aim of these district case studies is to provide a deeper understanding of program design and implementation, as well as factors that support or impede outcomes of interest, such as the retention of teachers and the academic achievement of students. Findings from these case studies are drawn from observations, stakeholder interviews, surveys and program artifacts.

This section also touches upon program impacts and recommendations for improving ATR but are not the primary focus. The Program Impacts section addresses evaluation question EQ2 and related subquestions from a quantitative perspective. The Recommendations section fully addresses EQ1 with a discussion of potential improvements to design and implementation.

Statewide Summary

Key Findings

- **PSUs primarily focus ATR on elementary students and vary in size, salary supplements, and staffing of their programs.** During the 2023-24 school year, 17 PSUs had ATR programs in 277 schools (65% elementary) and employed 849 Advanced Teachers who supported 2,461 classroom teachers. Advanced Teachers within a PSU range from three to 399, and salary supplements range from $1,000 to $20,000, PSUs also differ in how they prioritize and assign responsibilities for advanced teaching roles.
- **Subject area support is more general in elementary schools and more subject specific in the middle and upper grades.** Nearly two-thirds (63%) of elementary teachers supported by Advanced Teachers receive support in multiple core subject areas. In upper grades, the majority of teachers (80% in middle and 71% in high schools) received support in a single subject area, most commonly ELA and math.
- **District leaders reported that new legislative requirements generally align with existing programs but cited a several areas of concern.** While PSUs reported that requirements generally align with their current programs, district leaders raised concerns surrounding new definitions for Classroom Excellence positions, including serving on the team of and Adult Leadership teacher and how the 20% increase in students is calculated. The percentage allowable for each role was also cited as potentially problematic.

ATR Grantees Overview

During the 2023-24 school year, 17 PSUs implemented ATR programs across 277 schools, with the majority of programs serving elementary schools (65%), followed by middle schools (18%), high schools (10%), and schools serving mixed school levels (7%). PSUs employed 849 Advanced Teachers with the majority (60%) serving in Adult Leadership roles. Collectively, Advanced Teachers supported 2,461 classroom teachers, with schools averaging three Advanced Teachers and nine supported teachers per school. The majority of PSUs, 13 out of 17, currently partner with – or launched their initial ATR work via partnership with – Public Impact, a third-party vendor for ATR programs; four districts developed their own local programs.

There is substantial variation in the size, salary supplements, and scope of ATR across PSUs. As illustrated in Table 5 (following page), PSUs vary in the size of their programs ranging from as few as three Advanced Teachers in Halifax County Schools to as many as 416 Advanced Teachers in Charlotte-Mecklenburg Schools (CMS). CMS stands out as the largest participant in the grant program, representing more than one-third (37%) of ATR schools and nearly half (49%) of all Advanced Teachers. As will be discussed in more detail below, PSUs also vary their salary supplements paid to Advanced Teachers, ranging from $1,000 for Classroom Excellence Teachers to $20,000 for Adult Leadership Teachers.

PSUs also differ how they prioritize and define specific roles of Advanced Teachers. Pitt County Schools, for example, focuses entirely on Advanced Teachers that serve in Adult Leadership Roles, whereas CMS predominantly employs Classroom Excellence teachers, which account for 62% of their Advanced Teachers. The number and composition of these different Advanced Teacher role often reflect a PSU's strategic focus in how districts use ATR to improve teacher and student outcomes, as will be detailed in the District Deep Dives section for Wilson County Schools and Pitt County Schools. For more detailed comparison of the roles and responsibilities of Advanced Teachers in each PSU, see Appendix E.

Table 5. Program Summary for PSU Grantees Implementing ATR during 2023-24 School Year

PSU	Grant Cohort	ATR Model	Schools Supported					Advanced Teachers			Teachers Supported	Salary Supplement
			Elem.	Middle	High	Other	Total	Adult Leadership	Classroom Excellence	Total		Range per year
Bertie	2018	Local	4	—	—	—	4	4	—	4	12	$5,240 - $6,187
Charlotte-Mecklenburg	2012	OC Hybrid	67	15	6	12	103	160	256	416	871	$2,250 - $18,250
Cumberland	2020	OC	4	3	1	—	8	21	9	30	129	$2,000 - $15,000
Edgecombe	2016	OC	5	3	1	1	10	16	9	25	67	$4,000 - $13,000
Guilford	2018	OC	16	8	4	—	28	60	10	70	317	$5,000 - $20,000
Halifax	2018	OC	2	—	1	—	3	—	3	3	—	$1,000
Hertford	2018	OC	3	2	1	—	6	5	14	19	41	$3,500 - $8,000
Lexington City	2018	OC	4	1	1	—	6	14	3	17	36	10%+ of state salary
Lincoln	2021	Local	4	1	1	—	6	12	15	27	30	$3,000 - $6,000
McDowell	2020	Local	8	3	3	—	14	20	—	20	74	$6,600
Mt. Airy City	2022	OC	2	1	1	—	4	10	1	11	37	$4,000 - $10,000
Nash	2021	OC	7	2	—	—	9	29	—	29	122	$12,000 - $19,500
Pitt	2016	Local	16	4	5	4	29	53	—	53	171	$5,000 - $10,000
Thomasville City	2021	OC	2	—	—	—	2	4	—	4	19	$10,000
Vance County	2016	OC	7	—	—	—	7	11	6	17	65	$5,000 - $13,000
Wilson	2020	OC	11	3	1	—	15	39	5	44	181	$2,900 - $18,000
Winston-Salem/Forsyth	2020	OC	16	4	2	1	23	53	9	63	288	$8,000 - $14,000
PSU Totals		—	**180**	**49**	**29**	**19**	**277**	**512**	**340**	**849***	**2,461**	**$1,000 - $20,000**

*Note that three Advanced Teachers moved between districts during the 2023-24 SY while retaining an ATR position. These teachers are counted in totals for each PSU but only once for grand totals.

Advanced Teaching Roles & Legislative Requirements

Recent legislation added new salary supplement requirements for ATR positions and provided the following definitions for two types of advanced teaching roles eligible to receive supplements:

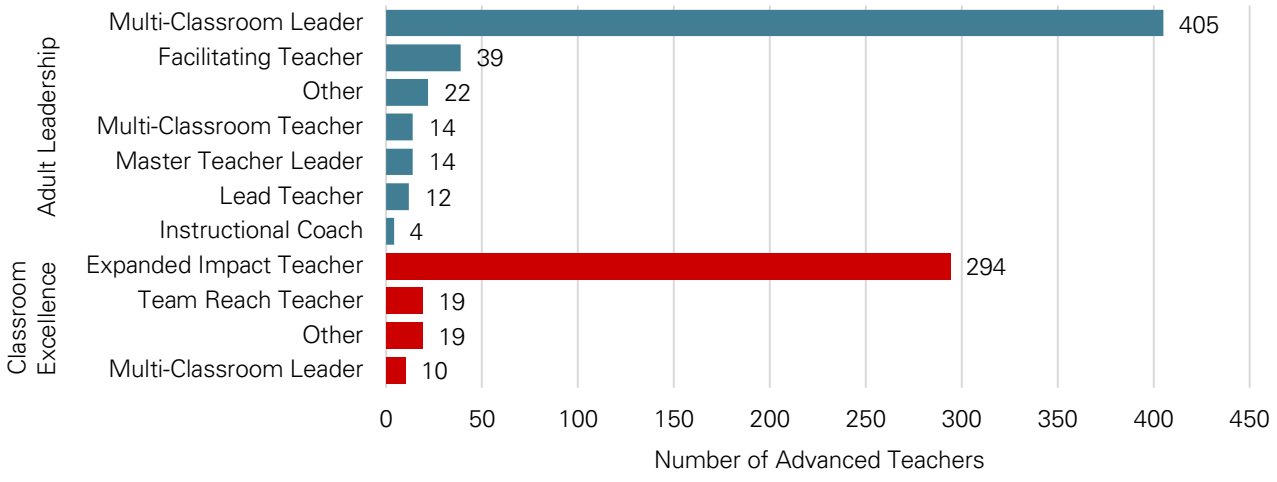
1. **Adult Leadership**: A teacher who works in the classroom providing instruction for at least thirty percent (30%) of the instructional day, leads a team of between three and eight teachers and shares responsibility for the performance of their students and is not a school administrator.

2. **Classroom Excellence**: A teacher who a member of a team led by an Adult Leadership teacher and assumes and maintains responsibility for at least twenty percent (20%) of additional students as compared to the most recent prior school year in which the teacher did not receive a supplement.

As part of data collection for ATR rosters this spring, the NCDPI requested that each PSU classify their current ATR positions as either Adult Leadership or Classroom Excellence based on which role their positions most closely aligned. The research team also met with ATR district leaders to review ATR roster files shared with NCDPI and surveyed district leaders to better understand their ATR positions and to discern how, if at all, these new legislative requirements may impact their current positions. Figure 2 below highlights the most common PSU positions and their legislative classifications across districts. Table 6 (page 31) further breaks down these positions by more specific ATR job titles. More detailed descriptions of these job titles and roles for each PSU can be found in Appendix E.

Multi-Classroom Leaders and Expanded Impact Teachers account for the large majority (84%) of advanced teaching roles. The most common position is the Multi-Classroom Leaders (MCL), which makes up roughly half (49%) of all Advanced Teachers. This position is largely classified by PSUs as Adult Leadership with salary supplements ranging from $5,000 - $20,000 (see Figure 3). Eleven PSUs employed this position, and six districts distinguish these positions by MCL levels I - III. District ATR leaders described MCLs as Advanced Teachers who support and coach multiple teachers within a school, providing targeted assistance in subject areas like English Language Arts (ELA) and math. PSUs provide MCLs release time from direct teaching duties (73% full release; 23% partial release), allowing them to focus on teacher supports such as mentoring, co-teaching, and teaching small groups of students. MCLs also work closely with teaching assistants who help manage classroom responsibilities and administrative tasks.

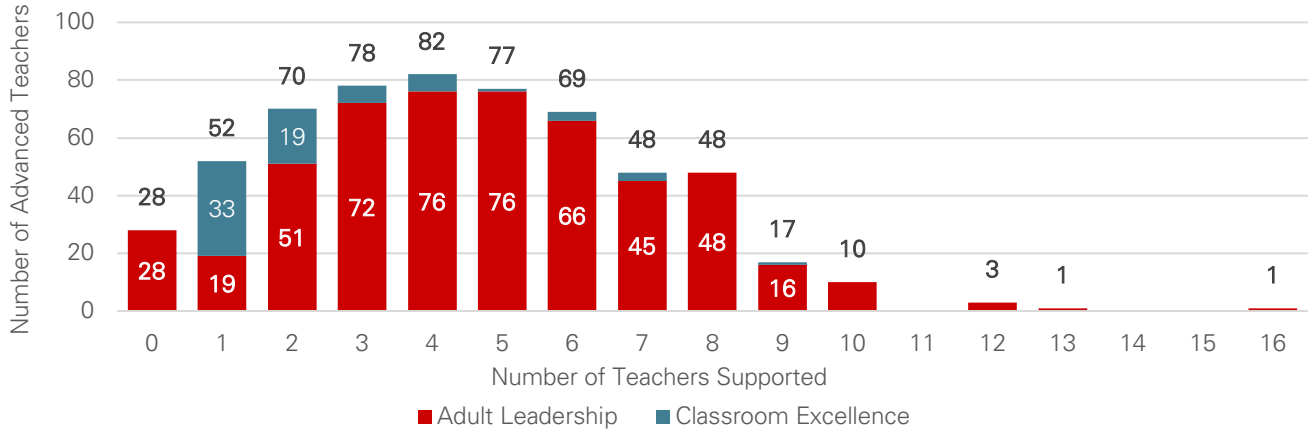
Figure 2. Percentage of Advanced Teachers by PSU Job Titles and Classified by Legislative Roles



The Extended Impact Teacher (EIT) position accounts for roughly one-third (34.6%) of Advanced Teachers. This position is classified as a Classroom Excellence role with salary supplements ranging from $2,250 to $14,000. Seven PSUs employed this position and four distinguish this position by EIT levels I - III with each level taking on an increasing amount responsibility and often for additional pay. The role of an EIT varies across PSUs but generally involves a combination of teaching responsibilities and additional duties that extend the teacher's impact to more students. EITs often teach larger class sizes or additional classes compared to their peers. For example, in one PSU, EITs may have more students in their class than other teachers in the same grade; in another PSU, EITs teach two blocks of a subject and then extend their reach by providing instruction to students in other grades. In some PSUs, EITs also support other teachers through mentoring, leading Professional Learning Teams (PLTs), or creating and sharing model lesson plans.

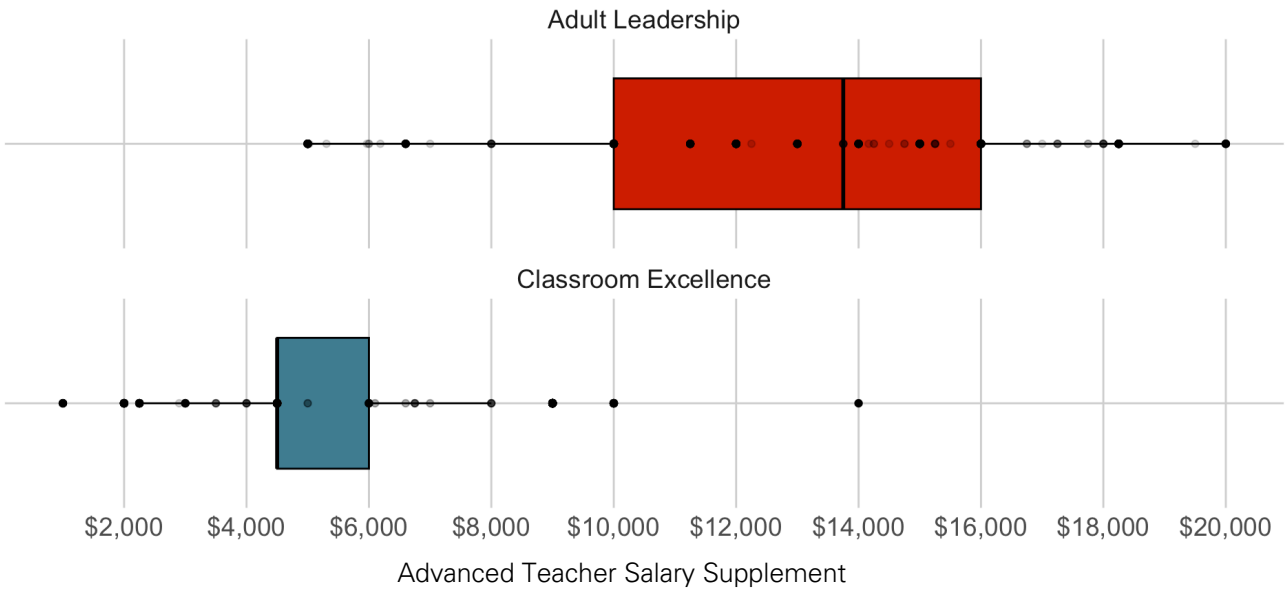
Some PSUs will need to modify Advance Teacher positions to meet new legislative requirements. New legislation stipulates that Adult Leadership teachers are responsible for leading a team of between three and eight teachers and that Classroom Excellence teachers should be a member of an Adult Leadership teacher's team. Figure 3 below shows that the majority of Adult Leadership teachers (75%) fall within the required range of three to eight teachers and support on average about five teachers collectively. However, some teachers classified by PSUs as Adult Leadership supported as many as 16 teachers while 5% did not support any teachers. In discussions with district ATR leads, several reasons emerged for why some Adult Leadership teachers did not support classroom teachers, such as having to fill emergency vacancies. While not legislatively required, it's important to note that approximately 21% of Classroom Excellence teachers, such as the EITs described above, support other teachers in addition to teaching a larger group of students. In discussion with districts leaders, it became apparent that Classroom Excellence teachers serving as member of an Adult Leadership teacher's team were more the exception than the norm.

Figure 3. Distribution of the Number of Classroom Teachers Supported by an Advanced Teacher



Legislation also stipulates that PSUs should provide salary supplements of $10,000 for Adult Leadership teachers and $3,000 for Classroom Excellence teachers. As summarized in Figure 4 below and detailed in Table 6 (page 31), current salaries across PSUs typically fall well above these required amounts, with districts often supplementing state-provided funding. On average, PSUs pay a salary supplement of approximately $13,000 to Adult Leadership teachers and $5,000 to Classroom Excellence teachers. On surveys, administrators explained that while "supplements greatly help the implementation of ATR," the state supplements are insufficient. As highlighted in the Wilson County Schools case study, some districts increase these supplements using Title I funds; other PSUs use local funds. District leaders emphasized the need for continued supplements from the state in order for their ATR programs to be sustainable.

Figure 4. Distribution of Salary Supplements by Adult Leadership and Classroom Excellence Roles



ATR district leaders reported that new legislative requirements generally aligned with their existing programs but cited a few areas of concern. Overall, district leaders appreciated the clarity that new legislation provides and the large majority (82%) of those surveyed agreed that the criteria for Adult Leadership teachers were easy to adapt to their existing ATR programs. However, district leaders also noted that some requirements may make future implementation more difficult or even infeasible to continue their programs. Specifically, they noted concerns over increasing the number of teachers on an Adult Leadership team and one district leader shared that: "In some of our smaller schools, the MCL may not work with at least three teachers, so this part of the definition is limiting." New requirements around Classroom Excellence teachers were even more problematic. Only 50% of district leaders reported that Classroom Excellence criteria were easy to adapt to their current programs. For example, they expressed concerns about requiring classroom teachers to be on a team led by Adult Leadership teacher, and one leader shared that: "Requiring 20 more students may not be possible for schools or grades with small class sizes." One proposed solution was adjusting the definition to "having 20% more students than the other classrooms on the grade level or subject area."

District leaders also shared their perspective about the requirement of having up to 15% of Advanced Teachers be in adult leadership roles and up to 5% be Classroom Excellence teachers. While some indicated that it would not impact implementation, others cited challenges around this requirement as well. One district leader noted that: "Five percent for Classroom Excellence teachers could be limiting or problematic…[thus] an increase in classroom excellence teachers from 5% to around 10% would help in designing the teams." Another district leader in a small rural county indicated that they might have to "bow out of the program unless there are supports to help design a strategic plan to meet the criteria." Additionally, the criteria restricting the percentage of Advanced Teachers in each role limits how schools can "build their ATR model around their needs." A few respondents indicated that they are "unsure" how the legislation will affect the ATR program. Lastly, the lack of guaranteed funding made it "difficult to plan," and the criteria "would not help in non-Title I schools," which lack the [non-ATR] supplemental funding to "remain competitive with other school districts in surrounding counties."

Table 6. Number, Percentage, and Supplement Range of Advanced Teachers by ATR Role and PSU Job Titles

PSU Position Classification	PSU Position Title	Advanced Teachers	Percent of Total	Supplement
Adult Leadership	**Total**	**340**	**60%**	**$5,000 - $20,000**
Multi-Classroom Leader+	**Total MCL**	**405**	**47.7%**	$5,000 - $20,000
	Multi-Classroom Leader	157	18.5%	$5,000 - $20,000
	Multi-Classroom Leader I	143	16.8%	$7,000 - $16,000
	Multi-Classroom Leader II	88	10.4%	$8,000 - $18,250
	Multi-Classroom Leader III	20	2.4%	$13,000
Facilitating Teacher*	Facilitating Teacher	**39**	4.6%	$5,000
Other	**Total Other**	**22**	**2.6%**	$6,338 - $10,000
	Lead Designer*	1	0.1%	$10,000
	Classroom Teacher	21	2.5%	$6,338 - $6,600
Multi-Classroom Teacher*	Multi-Classroom Teacher	**14**	**1.6%**	$10,000
Master Teacher Leader	Master Teacher Leader	**14**	**1.6%**	$10,000
Lead Teacher*	Lead Teacher*	**12**	**1.4%**	$5,000 - $6,000
Instructional Coach*	Instructional Coach	**4**	**0.5%**	$5,024 - $6,187
Classroom Excellence		**340**	**40%**	**$1,000 - $14,000**
Expanded Impact Teacher+	**Total EIT**	**294**	**34.6%**	$2,250 - $14,000
	Expanded Impact Teacher	18	2.1%	$3,000 - $14,000
	Expanded Impact Teacher I	53	6.2%	$2,250 - $10,000
	Expanded Impact Teacher II	166	19.6%	$4,500 - $10,929
	Expanded Impact Teacher III	52	6.1%	$6,750 - $9,000
	Master Expanded Impact Teacher	3	0.4%	—
Team Reach Teacher	**Total Team Reach Teacher**	**19**	**2.2%**	$2,000 - $6,600
	Master Team Reach Teacher	4	0.5%	$2,000 - $3,500
	Team Reach Teacher	15	1.8%	$6,100 - $6,600
Other	**Total Other**	**19**	**2.2%**	$1,000 - $9,000
	Classroom Teacher	18	2.2%	$1,000 - $8,375
	Lead Designer*	1	0.1%	$9,000
Multi-Classroom Leader+	**Total MCL**	**10**	**1.2%**	$6,000
	Multi-Classroom Leader	1	0.1%	$6,000
	Multi-Classroom Leader I	9	1.1%	$6,000

* Indicates ATR Job Titles that are unique to a single PSU.

+ Indicates an ATR position in which a PSU indicated the Advanced Teacher may serve in both Adult Leadership and Classroom Excellence roles.

School Levels & Subject Areas Supported

During the 2023-24 school year, Advanced Teachers supported 2,461 classroom teachers across 277 schools. As shown in Table 7 below, support for classroom teachers was the most common for math, ELA, and all subject areas. Across all schools, Advanced Teachers supported 943 (38%) classroom teachers in all subject areas, 516 (21%) in ELA exclusively, and 494 (20%) in math. A smaller percentage (8%) of classroom teachers received support in multiple core subject areas (e.g., ELA and math, ELA and social studies, math and science), while support in just science or social studies was very uncommon.

Subject area support is more general in elementary schools and more targeted to specific subject areas in the middle and upper grades. Table 7 below shows a breakdown of the school level and subject areas in which classroom teachers are supported by Advanced Teachers. This breakdown helps to explain the broader trends across schools a noted above. Advanced Teachers predominantly serve classroom teachers in elementary schools, and just more than half of these teachers receive support in all subject areas. That is, 67% of classroom teachers supported by ATR are elementary teachers, and of those, 51% receive support from an Advanced Teacher in all subject areas.

In upper grades, not surprisingly, classroom teachers tend to receive more subject area specific support. For example, 32% of high school teachers receive support only in math and 22% receive support only in ELA-related subjects (e.g., English I). This focus on ELA or math exclusively is even more pronounced in middle schools. For example, support in math or ELA only accounts for 70% of classroom teachers, with 38% receiving targeted support in math and 32% in ELA. K-8 schools, meanwhile, more closely resemble elementary schools in terms of subject areas support, with a notable exception of 15% of classroom teachers receiving support in "Other" subject areas.

Table 7. Percentage of Classroom Teachers that Advanced Teachers Support by Subject Area and School Level

	Elementary	K-8	Middle	6-12	High	All Schools
Supported Teachers	**1,657**	**158**	**440**	**19**	**190**	**2,461**
All Subjects	51%	35%	4%	21%	8%	**38%**
ELA	19%	12%	32%	5%	22%	**21%**
Math	14%	12%	38%	68%	32%	**20%**
Multiple Core Subjects	12%	4%	1%	—	—	**8%**
Other	3%	15%	7%	—	13%	**5%**
Science	2%	2%	8%	5%	11%	**4%**
Social Studies	0%	2%	2%	—	6%	**1%**

Note: Teachers with missing subject area data are excluded from this table and school level totals may not total 100%. Also, three classroom teachers were present in the data share by PSUs for more than one school level. Supported Teacher counts show the number of unique teachers supported by an Advanced Teacher per school level.

District Deep Dives

Key Findings

- **Developing and managing data-informed schedules and student interventions is a critical role of Advanced Teachers.** Developing and implementing data informed schedules to meet the instructional needs of students across multiple grade levels, as well as to fulfill planning, co-teaching, observation and coaching cycles for their colleagues, is an essential but demanding task. However, the complexity and volume of this task leads many finding it challenging to complete all their duties within the regular school hours.
- **Students receiving Tier 2 and 3 services through MTSS have greater access to highly-effective teachers.** In both Pitt and Wilson counties, Advanced Teachers reported that an outcome of their work was meeting the instructional needs of students receiving MTSS services. To address the needs of students, Advanced Teachers reported implementing a variety of strategies to more effectively support students.
- **ATR serves as both a career lattice and a career ladder for educators.** ATR involves training and upskilling educators, preparing them for a variety of roles and responsibilities. This pipeline approach creates numerous leadership opportunities for teachers at different stages of their careers. Even within established ATR roles, there are opportunities for both lateral and vertical movement.

The district case studies presented below are designed to illustrate in greater depth how PSUs implement ATR and the outcomes of these programs from the perspective of practitioners involved. Case studies are particularly useful in evaluations that address broad and complex interventions, like ATR, because they allow researchers to attend to contextual conditions that might support or impede program implementation.

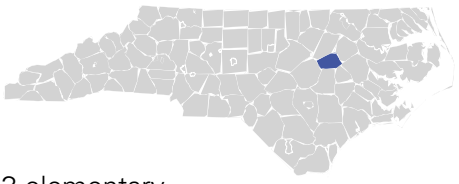
Selection Criteria for Case Study Districts

The research team was interested in understanding processes and perceptions of ATR implementation across and within different levels each school system. Therefore, the following characteristics at the district, school, team, and individual educator levels were considered in the selection of districts:

- **Implementation Length**. Because previous state-wide evaluation findings suggested an association between duration of implementation and student academic outcomes, the research team was interested in capturing PSUs with at least two years of implementation.
- **Program Model**. The research team was interested in selecting schools and districts that represented different approaches to ATR, including one using the Opportunity Culture model and one using a locally developed approach, and were faithful to their chosen model.
- **School Characteristics.** PSUs also needed to have at least two elementary schools that were representative of broader district-level staffing and student characteristics, were led by an administrator or team of administrators who understand and are committed to ATR.
- **Role Type**. To better understand both Adult Leadership and Classroom Excellence roles, PSUs were also considered based on types and functions of roles used to support teaching and learning.

Wilson County Schools and **Pitt County Schools** met these criteria and were selected by the research team for a "deep dive" into implementation of ATR. They represent two distinct ATR models and despite the differences in their approach, share similar goals, program strengths, and implementation challenges.

Wilson County Schools



A Case Study of Continuous Support and Coordination Focused on Student Centered Instruction

Wilson County Schools (WCS) encompasses 25 schools, including 13 elementary schools, five middle schools, three high schools, one school serving grades three to 12, one school serving grades four to 12, and two schools serving grades nine to 13. Among these, 24 are regular schools and one is an alternative school located in rural (13) and town (12) settings. The district currently serves 10,276 students and employs 630 teachers (NCDPI, 2023). As highlighted in Table 8, 15 schools (11 elementary, three middle, one high) currently have an ATR program. Collectively, 44 Advanced Teachers provide direct support to 188 classroom teachers across ATR schools. To assist with the design and implementation of ATR, WCS partners with Public Impact and has adopted their Opportunity Culture® model.

Program Goals and Selection of ATR Schools

ATR programs in WCS place a heavy emphasis on supporting and improving student achievement and academic outcomes at Title I Schools. In partnership with Public Impact, WCS district administrators made the strategic decision to focus on these schools to help provide program stability via Title I funds, while simultaneously addressing the needs of students facing the largest and most persistent opportunity gaps. Initially focused on eight elementary schools and one middle school, WCS has since scaled their program to reach all elementary and middle schools and recently added one high school. Schools identified for ATR could opt in if they determined it was a good fit and were prioritized based on designated economic tiers, prior academic performance, and the intention that Advanced Teachers would reach all students.

School principals use a variety of data sources to drive ATR staffing decisions. Principals ultimately determine the positions they can support within their buildings and within their budget, typically drawing from state and Title I funds. School level leadership teams analyze a variety of data sources (e.g., proficiency and growth data on EOGs and Teacher Evaluations) to determine how best to leverage Advanced Techer positions. At a historically well-staffed school, for example, one principal described their look at historical trends in EOG data and noted: "The biggest focus has been on literacy because we are stronger as a school in math." In this instance, the principal was able to leverage ATR across grade levels to extend vertically aligned support in a documented school need.

> "Our end goal is always student success and increasing academic achievement... And I think we're only going to be able to increase academic achievement if we build teacher capacity."
>
> - Wilson District Leader

Conversely, at a difficult to staff school, the principal noted that after consulting student assessment data, it became evident that the school's ATR program's primary focus had to be foremost on teacher capacity building. One principal noted that their school had historically high teacher turnover and after reviewing their EOG and "in-house" assessment data, they determined that more teacher support was needed, and their school would be a good fit for ATR.

Year to year, principals are also encouraged to adjust ATR positions and the amount of Advanced Teacher release time to meet ever changing needs of their schools. For example, a district level administrator noted that WCS schools revisit their OC implementation on an annual basis and explained that: "There may be a shift in the grade levels. We might have a situation where an MCL is serving K-1, and then we need to shift the focus on grades two and three this coming year."

Table 8. Summary of Advanced Teachers and Supported Teachers in Wilson Schools

School Name	Teachers Supported	Advanced Teachers		
	Total	Multi-Classroom Leader	Master Team Reach Teacher	Total
B O Barnes Elementary	15	3	0	3
Beddingfield High	7	3	0	3
Charles H Darden Middle	11	3	1	4
Forest Hills Middle	9	5	0	5
Frederick Douglass Elementary	11	2	0	2
Gardners Elementary	9	1	0	1
John W Jones Elementary	19	3	1	4
Lee Woodard Elementary	6	2	0	2
Lucama Elementary	16	3	1	4
Margaret Hearne Elementary	21	3	0	3
Speight Middle	5	2	0	2
Stantonsburg Elementary	7	2	0	2
Vick Elementary	16	3	0	3
Vinson-Bynum Elementary	22	4	2	6
Wells Elementary	7	1	0	1
Total	**181**	**39**	**5**	**44**

Position Descriptions of Advanced Teachers

Among ATR programs funded by the NCDPI, Wilson County Schools is one of the more closely aligned programs to recent legislative requirements and the Opportunity Culture model. This is evident in part by how WCS organizes its ATR positions around three primary roles, the responsibilities assigned to each of these roles, and how Advanced Teachers and Supported Teachers function as a team. The following three roles described below are designed to work together in order to collectively support classroom teachers and students on each ATR team:

- A **Multi-Classroom Leader (MCL)** is an Advanced Teacher who leads a team of two to eight teachers and is accountable for the academic progress of the students being taught by their team. In collaboration with their team, the MCL is responsible for reviewing student progress and making instructional changes when needed to ensure high-progress learning for all students. Additionally, MCLs work closely with their school principal reporting on the team's development and needed support. Release time is dependent on the number of teachers supported, with approximately 75% of MCLs fully released from the classroom, and 25% with partial release from their classroom.
- A **Master Reach Team Teacher (MTRT)** serves under the guidance of the team's MCL and is an Advanced Teacher responsible for co-planning, co-preparing, and delivering personalized instruction for multiple classes in a school. An MTRT also assists the MCL with monitoring student progress, leading data meetings, and coaching other team members.
- A **Reach Associate (RA)** is a paraprofessional that primarily serves in a supportive role to MCLs and MTRTs, particularly assisting with instruction for one or more teachers in small and large group learning settings. RAs manage and supervise student behavior and provide strategic coverage for Advanced Teachers who have partial release.

Pay for Advanced Teachers is differentiated based on a number of factors. As shown in Table 9 below, there are three MCL positions that correspond to the number of teachers they lead. All MCLs earn a core stipend of $10,000. MTRTs earn a core stipend of $5,600, $3000 of which is provided by the state, for teaching 20% more students. RAs are not supplemented with a state funded stipend; however, RAs earn a core stipend of $1,000 with an additional stipend depending on the economic tier of their school.

Table 9. Salary Stipends for Advanced Teachers & Reach Associates Differentiated by Tiers

Role	Base Supplement	Tier 1 Supplement	Tier 2 Supplement	Tier 3 Supplement
MCL I (supports 2-3 teachers)	$10,000*	$3,000	$0	$0
MCL II (supports 4-5 teachers)	$10,000	$5,000	$2,000	$0
MCL III (supports 6-8 teachers)	$10,000	$8,000	$5,000	$3,000
MTRT	$5,600**	$2,000	$1,000	$500

* An MCL must serve at least 3 teachers to earn the full supplement.

** MTRTs earn a core stipend of $5,600 with $3000 provided by the state if the teacher teaches 20% more students.

> It was our desire to recruit our best candidates to our highest needs goals… that's why we set up the structure to incentivize our highest quality folks, serving our most at-risk students."
>
> - Wilson District Leader

Unique to Wilson County is their tiered approach to salary supplements, which provides Advanced Teachers at the schools with the highest poverty rates an increased supplement based on their economic tier. Each MCL role, for example, is divided into three different tiers depending on the economic tier their school falls under (Tier 1 - 75% poverty or greater, Tier 2 - 55-74% poverty Tier 3 - less than 55% poverty). MCLs who are at higher poverty schools receive additional stipends and can earn up to an additional $8,000 provided by WCS on top of the $10,000 stipend provided through state funds. MTRTs also receive additional stipends of $2000 for Tier 1 schools, $1,000 for Tier 2, and $500 for Tier 3.

The Supporting Role of Advanced Teachers

Advanced Teachers in WCS offer tailored and robust support to their colleagues. At focal schools, the research team shadowed elementary multi-classroom leaders responsible for leading teams across two grade levels. Observations and interviews with teachers revealed a range of support that MCLs provide classroom teachers. Specifically, the following four types of general areas of support emerged from these observations and through conversations with MCLs and their teacher colleagues:

- Content Support. MCLs are considered subject matter experts with deep content knowledge and frequently support teachers by developing their understanding of subject area content, "unpacking" standards, and developing and delivering rigorous, standards-aligned curriculum.
- Pedagogical Support. In addition to helping teachers understand *what* they are teaching, a critical role of the MCL is helping them understand *how* to teach it. This often takes the form of pulling and vetting instructional activities and materials, modeling instruction, and co-teaching lessons.
- Logistical Support. MCLs also support teachers by managing logistics for both academic and non-academic activities such as coordinating PLCs, Data-Days, Multi-Tiered System of Supports (MTSS) interventions, family communications, and classroom management.
- Emotional Support. A non-academic but important role of Advanced Teachers is supporting the mental well-being of teachers, which includes stress relief activities, regular informal conversations about challenges and success, and a team culture of recognition and appreciation.

> We're there for emotional support… for any type of support that they need… I am there to be an expert in the standards, assessments, the students, and to support their growth… to cheer them on and make sure they keep their head in the game."
>
> - Wilson Multi-Classroom Leader

MCLs differentiate their support, whether personal or professional, based on their school and teachers' needs. For example, in contexts with more beginning teachers or residency licensure teachers, MCLs reported taking more time to explain their "whys" behind lesson planning and instructional design. Relatedly, they reported spending more time observing, coaching, modeling, and co-teaching alongside these teacher colleagues. One beginning teacher shared: "I am a thriving teacher because of her [MCL], any question I have she answers, and she has high expectations that I can now meet." For more experienced teachers, MCLs provide student data analysis support, small group instruction to meet Tier 2 and Tier 3 student needs, and importantly, facilitating opportunities for the experienced teacher to take on new leadership tasks. One experienced teacher shared: "I was very comfortable in my work, but it does make my instruction more powerful to have her in my corner and overall, it makes the job more doable."

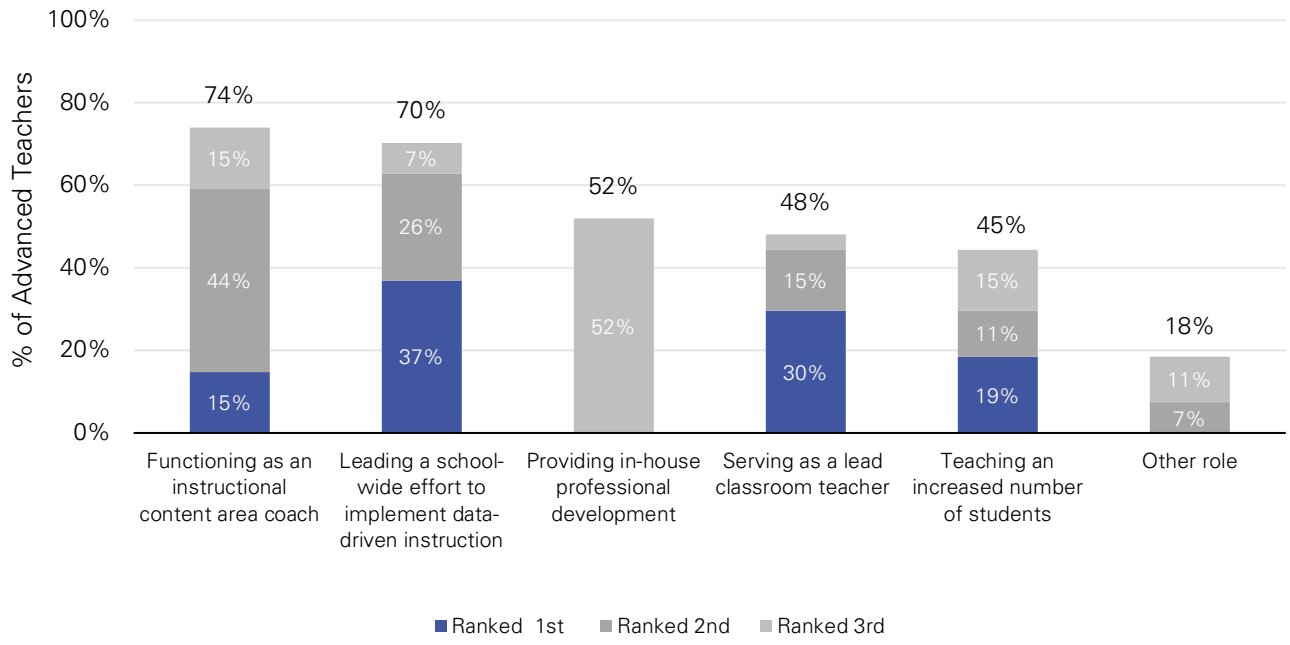
One administrator reported that after three years of implementation, support provided by Advanced Teachers is starting to feel ubiquitous. They noted, for example, that they now have staff that began teaching under an Advanced Teacher and "so they don't know what life is like without an MCL. They don't know how good they have it." The administrator further added that these teachers now have someone that "truly helps them unpack their data, that pulls small groups for MTSS, that helps them identify who needs to be in tier two and tier three, and that outlines for them what interventions they need to do with those students."

WCS schools that implement ATR aim to reach every student. Principals noted that the aim is to ultimately provide Multi-Classroom Leadership (MCL) support to all teachers, and consequently reach all students in the building. One principal explained that before implementing the Opportunity Culture (OC) model, they had two instructional coaches to cover the entire school. After implementing OC, they now have three MCLs, which enables them to divide responsibilities and better support the grades they serve.

MTRTs also support this aim to reach all teachers and students by taking on various leadership roles within the broader team, typically focusing on one content area within one grade level (e.g., ELA in first grade). For example, MTRTs observed at focal schools sometimes supported their teams by opening themselves to mid-year shifts in classroom rosters as needed. District and school leaders also noted that, distinct from other OC districts, some MTRTs may not teach additional students but instead take on leadership roles within PLCs in preparation for future MCL roles.

Supporting data-informed instruction is a critical role of Advanced Teachers in WCS. As shown in Figure 5 below, when Advanced Teachers were asked to rank these responsibilities by selecting the three primary responsibilities most associated with their role and ranking them in order, 70.3% indicated that leading a school-wide effort to implement data-informed instructional models was one of their primary responsibilities, and 37% ranked it first among their responsibilities. Only 18.5% of the teachers selected teaching an increased number of students—the responsibility most associated with being a classroom excellence teacher—as first among their responsibilities. While many Advanced Teachers reported that coaching (74%) was one of their three primary responsibilities, it was most often ranked second, suggesting that another responsibility took precedence. Overall, the responsibilities of Advanced Teachers in WCS are closely aligned with those prescribed by legislation.

Figure 5. Advanced Teacher Ranking of Top 3 Legislatively Prescribed Job Responsibilities in their Role

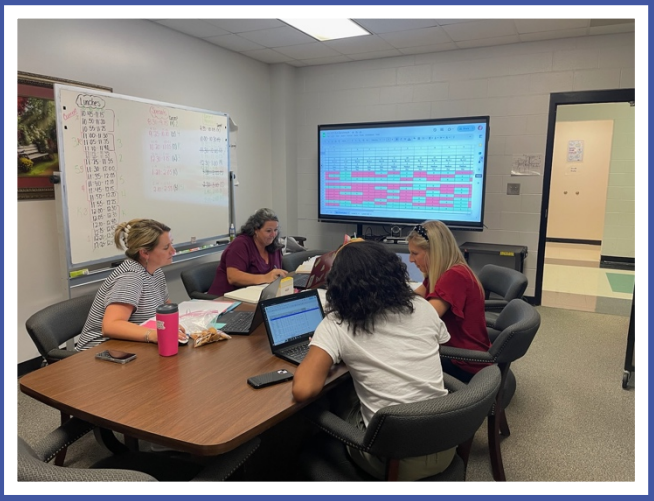


Multi-Classroom Leaders also take on the important work of coordinating and facilitating timely analysis of student assessment data. This often takes the form of whole day data dives, where teams examine recent assessments through the lens of instructional standards and student achievement. To ensure instruction is data-informed, targeted, and effective in meeting the diverse needs of students, MCLs use the meeting to develop intervention plans (instruction and scheduling) and encourage input from teacher colleagues.

The ATR Spotlight below provides an in-depth look at a quarterly Data Day for fourth grade teachers at Lucama Elementary, where data-driven collaboration is at the heart of improving student outcomes. These all-day sessions, led by Multi-Classroom Leaders, bring together teams of teachers to analyze benchmark assessments, identify student needs, and create targeted instructional plans. The fourth grade team's recent data dive exemplifies how this approach is driving both student achievement and school-wide improvement efforts.

ATR Spotlight: A Data Day for Fourth Grade Teachers

Outside of Ms. Williams' classroom, it's a typical morning at Lucama Elementary: students filter through the front doors and pause for a high-five from administrators.



Inside Ms. Money's classroom, a team of fourth grade teachers gather at long tables with snacks, data notebooks, and enthusiasm. The day-long data meeting – scheduled to last the entire school day and made possible by strategic substitute coverage – aims to empower teams of teachers to make actionable student-centered decisions based on "hot off the press" benchmark data.

Ms. Williams is a Multi-Classroom Leader facilitating the fourth grade PLC data dive and describes the quarterly data day as: "the cornerstone of what and how we do what we do. It's how we make sure that students can achieve at a high level."

Today, the morning session is dedicated to ELA and the afternoon to math. The team begins by identifying students who were already proficient (69% of cohort) and then identified those close to proficiency. Excitedly, the assistant principal pulled out her cell phone to run some numbers and announced, "reaching 'bubble' students could increase proficiency to 79%, just shy of our 80% goal!" After identifying their reach goal, teachers turned their focus to breakdown the actual assessment, to align future instruction to missed standards.

Ms. Williams walks the team through benchmark questions and together they sort them by standard. Meanwhile, the principal and assistant principal work on a template comparing fourth grade ELA benchmark data with school-wide results. Ms. Davis, the assistant principal, highlights that they are 11 students away from being an "A school," a fact known and, according to the leadership, one motivating to faculty and staff.

After breaking down each test item, teachers discuss individual students' performances, considering personal, instructional, and social factors. They brainstorm strategies to support students who were not proficient and plan, in meticulous detail, a grade-wide intervention plan, encompassing students, teachers, and interventionists.

When asked how this kind of collaboration aligned with her experiences across her 26 years in education she explained:

"It's an overall improvement. We have a data notebook for each grade level and each teacher, and we track all their assessments classroom formative assessments benchmarks. We try every piece of data that I think we can find. We are constantly looking at the growth of the students and that also helps us flex through when we're pulling students and targeting who needs more instruction"

MCLs, with support from MTRTs, schedule and facilitate small group instruction driven by student data and instructional needs. Following the data days described above, Multi-Classroom Leaders finalize the design of intervention plans and oversee their implementation for multiple grade levels. MCLs, along with MTRTs, regularly lead small group instruction/remediation as part of these plans by pulling together meaningful groups of Tier 2 and Tier 3 students from across several teacher rosters.

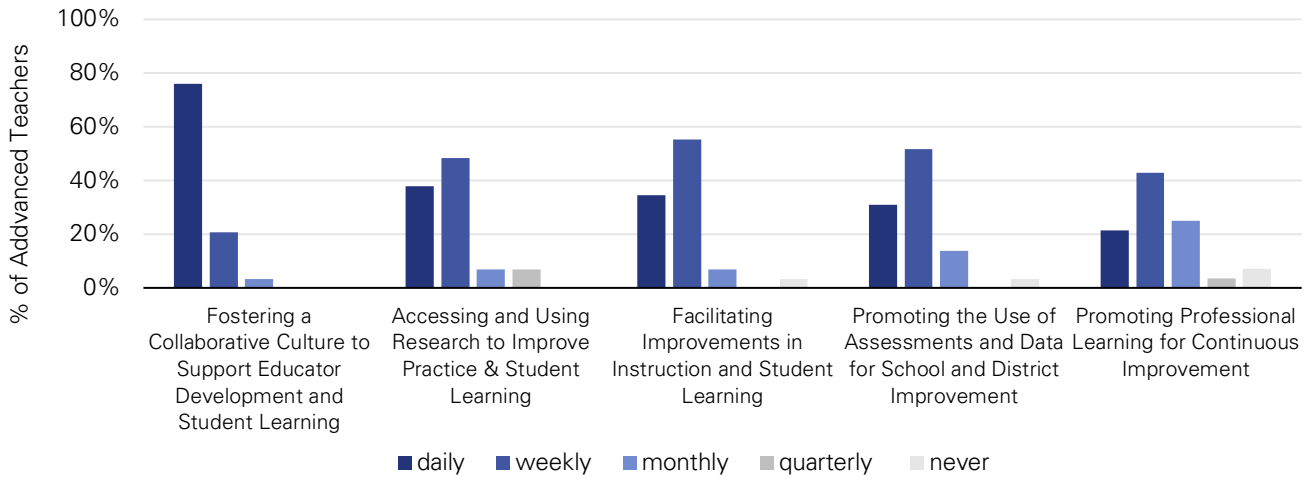
To make this possible, MCLs explained that a key job responsibility is creating and implementing data-informed schedules to meet the instructional needs of teachers and students on their teams. Additionally, advanced teachers highlighted the importance of developing strategic scheduling to minimize the impact of vacancies on students. In one case, a partial release MCL pushed in daily to lead literacy instruction for a kindergarten class. In other cases, MTRTs took on extra students mid-year following a resignation.

School level administrators reported that this kind of adaptive scheduling was a tremendous benefit of the program. For example, one administrator reported that as a result of strategic scheduling, a kindergarten class excelled growth goals despite not having a teacher on record: "[The MCL] ended up pushing in to that class, and they've been through so many challenges with their mCLASS data [but] they finished up at 87%, with no teacher since November!"

It is important to note that while Advanced Teachers reported using strategic staffing to the minimize negative impact of teaching vacancies, many felt overburdened and "stretched thin" in doing so. Additionally, they often had to trade off consistent co-teaching/coaching to accommodate related changes in schedules.

Advanced Teachers frequently use standards-aligned leadership practices to support teacher capacity and student learning. Using the National Model Teacher Leader Standards (2011) as a framework, the research team also surveyed Advanced Teachers across all ATR schools in WCS to ask them about the frequency in which they engage in leadership activities to better understand the nature of their work. The frequency with which advanced teachers engage in the different domains of teacher leadership varies. At least 75% of advanced teachers report carrying out four of the key responsibilities of teacher leaders on a daily or weekly basis. Of those activities, 76% of Advanced Teachers reported that fostering a collaborative culture to support educator development and student learning was an activity they engage in daily.

Figure 6. Frequency in which Advanced Teachers Engage in Domains of Model Teacher Standards



Training and Professional Development for Advanced Teachers

Wilson County Schools recognizes that Advanced Teachers, like the teachers they assist, need ongoing support to be successful in their roles. Both prior to and after taking on these roles, Advanced Teachers participated in wide range of training and professional development (PD) activities such as mentoring by a school leader, training with an external vendor, and informal leadership opportunities.

Advanced Teachers participated in wide range of PD opportunities before and after assuming their new role. Advanced Teachers responded to a survey asking them to select all training and PD opportunities they participated in before and after they assumed their new role, and then selected the three activities they considered most important in helping them carry out their new responsibilities. As shown in Table 10 below, the largest percentage (85%) of Advanced Teachers participated in informal leadership opportunities since assuming their role, an increase from 74% before they assumed the role, and was the second most frequently selected activity in terms of importance. Among all training and PD opportunities, Advanced Teachers most frequently (37%) selected training by an external vendor and mentoring by school leaders as most important to helping them in their role.

Table 10. Advanced Teacher Percent and Ranking of Training and PD Opportunities Before and After ATR

Training and Professional Development Opportunities	Rank by Importance	Before ATR	After ATR
District partnership with an external vendor that provides training	1	63%	➡ 63%
Mentoring by school leaders	1	78%	⬇ 63%
Informal leadership opportunities	2	74%	⬆ 85%
Professional development in fostering a collaborative culture to support educator development and student learning	2	59%	⬆ 70%
Professional development in promoting the use of assessments and data for school and district improvement	3	67%	⬇ 63%
Professional development in facilitating improvements in instruction and student learning	4	63%	➡ 63%
Networks/communities of practice related to teacher leadership	5	59%	⬇ 56%
Professional development in leadership	5	26%	⬆ 67%
Mentoring by other teacher leaders	6	48%	⬆ 52%
Professional development in assessing and using research to improve practice and student learning	6	59%	⬇ 59%
District partnership with a university for certificate or degree programs that prepare teacher leaders	7	22%	⬆ 37%
Professional development in promoting professional learning for continuous improvement	7	40%	⬆ 56%
District formal pipeline program	8	22%	⬆ 26%

Note: ⬆ indicates an increase in, ⬇ decrease in, and ➡ same level of participation after assuming an advanced teaching role.

Professional development is differentiated for MCLs based on their level and amount of release time. MCLs with full release regularly attend district-led professional development sessions focused on instructional standards, utilizing "real-time" assessment data, and role clarity. Advanced Teachers noted that a portion of these sessions was typically designated for role-like/grade level discussions, during which MCLs could share problems of practice and brainstorm solutions. Advanced Teachers emphasized the value of problem solving with peers in similar situations and indicated a desire for more opportunities to do so, with one Advanced Teacher pointing out that: "We like it when we can talk about and collaborate with peers, what is the issue and how you could solve [it]".

MCLs participating in leadership teams also receive real-time, informal feedback from administrators. At focal schools, for example, the research team observed leadership meetings during which advanced teachers, with varying roles and release time, played active roles in school-level decision making. Specifically, Advanced Teachers were expected to weigh in on scheduling, curriculum, and instruction priorities. Within meetings, the research team noted that these meetings served as an opportunity to receive in-the-moment, informal feedback and professional development about best practices for coaching, as well as an opportunity to receive general support in leadership competency development. When reflecting on the value of regular leadership meetings in regard to supporting Advanced Teachers, one administrator said, "I can contextualize the suggestions I have for them during that time. It's not formal. It's not evaluative. It's about alignment and I think it helps them improve in their leadership approaches."

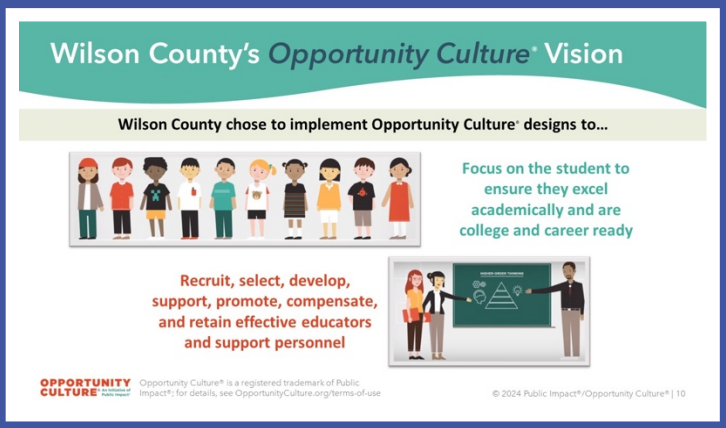
Advanced Teachers largely agree they have the support needed to be effective, but highlighted several areas that could help them further grow in their role. The large majority (89%) of Advanced Teachers surveyed in WCS agree or strongly agree that professional development aligns with their responsibilities, and that they have the support and resources needed to be effective (82%) in their roles. However, while MCLs with full release reported attending regular sessions, advanced teachers with partial or no-release MTRTs, indicated a gap in their professional development opportunities.

Advanced Teachers also expressed a need for additional training in several specific topic areas. A common theme centered on training and resources focused on leadership skills, including navigating the complexities of coaching and mentoring colleagues, working with difficult adults, providing effective feedback, and mastering the "coaching" aspect of being an Advanced Teacher. Finally, Advanced Teachers noted that they would benefit from continued training and support focused on data-informed decisions. For example, one Advanced Teacher stated: "I could benefit from professional development in diving into assessments and pulling data from it. I could also benefit from professional development in leading PLCs."

School administrators in WCS also receive resources and support to improve their programs. As described in more detail in the ATR Spotlight that follows, Wilson district leaders and supporting staff from Public Impact hosted a 2024 Zoom session for elementary school principals to refine their approach to the ATR program. The session focused on optimizing student access to personalized, small-group learning and covered Opportunity Culture principles, including reaching more students, supporting teacher pay within budgets, and enhancing collaboration time. Administrators reviewed district-wide and school-specific survey data, identifying strengths and areas for growth, such as role clarity and confidence in pay supplements, and developed actionable plans for the upcoming year during breakout sessions.

ATR Spotlight: Scalability and Optimization at the School Administrator Level

Wilson district leaders, along with their thought partners at Public Impact, recognize that the scalability and long-term success of their initiatives heavily rely on the effectiveness of school leaders. To this end, they annually invite all participating school principals to a two-hour Zoom session focused on analyzing and refining their school's approach to the Advanced Teaching Roles (ATR) program.



In 2024, the meeting was facilitated by Opportunity Culture® experts, who demonstrated a deep understanding of both district-wide and individual school needs. The central theme was optimizing student access to personalized, small-group learning opportunities, a concept that participants enthusiastically referred to as "tutoring culture."

The session began with a brief presentation on Opportunity Culture Principles, which include:

1. Reaching more students with excellent teachers and their teams.
2. Paying teachers more for extending their reach.
3. Funding teacher pay within regular budgets.
4. Providing protected in-school time and clear guidance for planning, collaboration, and development.
5. Matching authority and accountability to each person's responsibilities.

Following the presentation, the facilitators presented aggregate district-wide survey data, highlighting practitioner perspectives on both district strengths and areas for growth. Strengths included small teaching teams led by a teacher with a record of high-growth student learning, strong relationships, and ample time for team leaders to complete their work. However, areas needing improvement were also noted, such as role clarity, confidence in the continuation of pay supplements, and ongoing communication about staffing.

Administrators were reminded that they had received customized reports of their schools' survey results. Armed with this data, they moved into breakout groups to reflect on their results and develop optimization plans for the upcoming school year. One principal, reviewing the anonymized survey, noted, "It's so important to see how all the teachers are feeling. We are making progress, but I see that I need to double down on role clarity here, especially with one group."

During these breakout sessions, the group of leaders discussed strategies to improve role clarity, more effectively leverage in-house budgets, and address other emerging needs. The collaborative effort underscored the importance of school leadership in driving the success of district-wide initiatives like ATR and fostering a culture of continuous improvement.

Improvements in Teaching and Learning

As highlighted at the beginning of this case study, the end goal of Wilson County School's capacity building efforts and Advanced Teacher support provided is student success and increased academic achievement. WCS teachers and administrators believe these efforts and focus on data-informed instruction are indeed paying off. Moreover, there is evidence that some of the unique aspects of Wilson's approach to ATR, namely differentiated approaches to compensation and career pathways now made available for teachers, is helping to attract and retain high-quality teachers.

Advanced Teachers make deliberate, data-informed decisions that foster student growth. Advanced Teachers frequently noted positive student outcomes as a result of the program and credit these improvements to the use of data to guide instruction. MCLs and their teams review their data regularly and use it to make plans for instruction. One MCL explained, "Every time we have a benchmark…We have a data day set up whereas a grade level we spend the entire day digging through the data from that benchmark to see where areas of growth were and to address you know, which ones need more instruction." One principal went further and indicated that their MCL is able to "create the small groups and to target their instruction for individual needs."

Principals, Advanced Teachers, and supported teachers describe a process where small groups are frequently adjusted based on data to best meet students' needs. Additionally, the MCLs often lead their own small groups. One principal noted, "We'll give some of the most challenging students to the MCLs for small group time, and you can really see a lot of growth there."

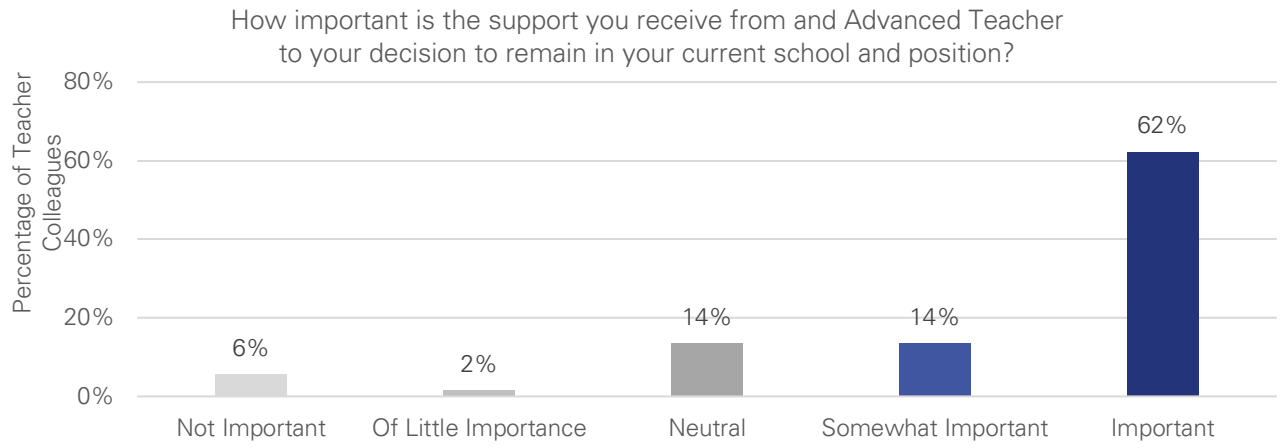
WCS has also reported improvements in student achievement. Stakeholders frequently referenced district testing data, Read to Achieve data, and MTSS data as evidence of this growth. In fact, WCS constantly tracks student data through data trackers that are maintained by MCLs. This provides opportunities for stakeholders to provide evidence of student growth. One MCL used students moving out of Read to Achieve as evidence of growth, "I know specifically with the Read to Achieve students I have. I started with three at the beginning of the year, we only have one still in the program under working on maybe his pathways. So just the growth that we track constantly."

> "We've had multiple students who have tested out of their [MTSS] tiers and have made it to grade level… with the Read to Achieve students I started with three at the beginning of the year. We only have one still in the program working his pathways."
>
> - Wilson Multi-Classroom Leader

Advanced Teachers frequently expressed fulfillment in their roles. On surveys and during interviews, Advanced Teachers frequently expressed their enjoyment in assisting their teacher colleagues and witnessing their success. Many highlighted how they help alleviate the demanding workload of teaching. Others express appreciation for being recognized for the extra workload they take on to support other teachers and for being recognized as an expert. One MCL described it this way: "It's great for people like me that have so much knowledge to share because I'm able to share it with six people in two different grade levels… I feel like I'm making a really big difference in the lives of my teachers. I feel like I'm making their jobs easier."

The supporting role that Advanced Teachers provide classroom teachers is indeed appreciated and likely paying dividends. As shown in Figure 7 below, when asked how important the support they receive from an Advanced Teacher is to their decision to remain at their current school or position, 76% of classroom teachers indicated that it was important (62%) or somewhat important (14%). These teachers also highlighted the value of collaboration and resource sharing and appreciated "looking at data as a school, not just grade level."

Figure 7. Teacher Colleagues' Perception of the Importance of Advanced Teacher Support to Remaining in Current School or Position



Salary supplements and career advancement are tools used to attract and retain highly quality teachers. In interviews, stakeholders noted that the supplement was a key feature of career attractiveness. Many specifically mention that they appreciate and feel valued by receiving the salary stipend. For example, one MCL emphasized that while they loved their school and community, they were considering moving to another county with better pay supplements to boost their retirement income. However, after being offered their current position, they decided to stay and now plan to continue working at the school, potentially even past retirement age.

Principals mention that they use the ATR program during interviews to attract candidates by highlighting the support provided to teachers. Additionally, and when possible, principals strategically align teacher vacancies with potential Advanced Teacher positions to bring experienced, expert teachers into their schools. Beyond recruitment, administrators indicated that ATR supports retention by keeping effective teachers in the classroom while also offering them leadership opportunities. As highlighted in the following ATR Spotlight, the research team noted several instances where Reach Associates matriculated into regular teaching positions and regular classroom teachers became MTRTs or MCLs.

ATR Spotlight: Attracting and Retaining Teachers through Career Advancement

Emilie Chandler, a seasoned educator with 16 years of experience teaching from second grade to high school, recently relocated in North Carolina. She cites her decision to teach in Wilson County as being strongly influenced by the opportunity to take on leadership roles.

"I heard about the opportunity to get the leadership role because I was talking to different counties. I was like, I don't care if you put me in charge of opening the doors in the morning, I just want to be able to spearhead something. So, that was what was alluring to me about coming here."

Wilson County has utilized its Advanced Teacher roles as a recruitment and retention tool. At Hearne Elementary, Principal Bullock uses his Advanced Teacher positions as a means to staff his traditionally hard to staff school. With the position Ms. Chandler filled, he worked to open a Master Team Reach Teacher (MTRT) position along with the fourth grade vacancy because "we knew we wanted to have a high-quality candidate to be able to fill that position."

Ms. Chandler describes her role as "an umbrella role" where she works with her MCL as her "lead coach." She explains her role as "a second tier of coaching under her [MCL]." She works to support her fourth grade team and is assigned specifically to one math teacher. Additionally, she leads PLCs and conducts observations when she can. Ms. Chandler is convinced of her impact by comparing previous teaching placements with school-wide curriculum facilitators to this OC model.

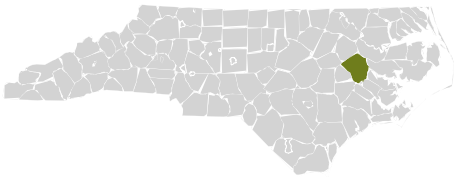
"I believe when you allow educators to coach educators and have a buy-in, it's a working model. I've seen it work. I've seen the same controlled experiment happen in two different places, but the different variant is that there's coaches here on a smaller scale, and it is working."

Principal Bullock also believes it is working as he shared that Ms. Chandler had strong third quarter benchmark data and that he sees evidence of her impact on the teachers and students that she supports.

In addition to recruitment for teaching positions, the district lead for ATR, Robin May describes how the MTRT role is meant to provide a pipeline for MCLs within the district providing for retention of educators:

"We have primarily used that [MTRT] role to build a pipeline, if you will, of people that we can grow into MCLs. So, a Master Team Reach Teacher just works under the direction of an MCL. They see that role of an MCL modeled and implemented on an ongoing basis."

Pitt County Schools



As Case Study of Empowerment Through Partnership: Co-Teaching and Communities of Practice for Transformative Teaching

Pitt County Schools (PCS) operates 39 schools, including 15 elementary schools (10 starting at pre-kindergarten), seven middle schools, seven high schools, two primary schools (grades PK-2), two intermediate school (grades three to five), and five PreK to eight schools. Of these, 38 are classified as regular schools and one as a special education school, situated in suburban (six), rural (13), city (15), and town (five) areas. The district currently serves 24,091 students and employs 1,557 teachers (North Carolina Department of Public Instruction, 2023). As highlighted in Table 11 on the following page, 29 schools currently employ Advanced Teachers, including 16 elementary, four K-8, four middle, and five high schools. Collectively, 53 Advanced Teachers provide direct support to 171 classroom teachers.

Program Context and Goals

Aptly named, "Recruit, Retain, Reward (R3)," Pitt County has tailored their Advanced Teaching Roles program to focus on developing and providing additional leadership opportunities for their teachers. PCS R3 is unique among other ATR districts in two distinct but very important ways. First, it is one of the few ATR districts that have implemented a locally developed approach to ATR rather than adopting a program from an external vendor. Second, R3 has received substantial funding from a range of sources since its launch during the 2016-2017 school year. Initially funded through the Teacher Incentive Grant (TIF) for $16.2 million over five years, it has since received an additional $4.5 million from the NC General Assembly via the Teacher Compensation Grants with NCDPI. Since 2016, funding from other sources has supported this program, including a federal Teacher and School Leader grant, the state of North Carolina Teacher Compensation Model, a federal Teacher Incentive Fund grant, the Z Smith Reynolds Foundation, the Wells Fargo Foundation, and local charitable foundations (Pitt County Schools, 2024).

Recruit, Retain, Reward (R3) is a program within Pitt County's Department of Excellence, Equity and Leadership (DEEL). DEEL serves as a bridge between Human Resources and Educational Programs and Services, aiming to align instructional initiatives with the necessary personnel support. This alignment allows DEEL to focus on various aspects of teacher development, effectiveness, and leadership, while offering a wide range of career development options. These options enable teachers to grow and advance in their careers while remaining connected to classroom teaching.

> "Teachers are never the problem. They're always the solution … you just need to build their capacity."
>
> - Pitt District Leader

Table 11. Summary of Pitt ATR Schools and Teachers

School Name	Teachers Supported	Advanced Teachers		
	Total	Facilitating Teacher	Multi-Classroom Teacher	Total
Ayden Elementary School	3	1	0	1
Ayden-Grifton High School	6	2	0	2
Belvoir Elementary School	2	0	1	1
C M Eppes Middle School	11	3	1	4
Chicod School	9	2	0	2
Creekside Elementary School	5	1	0	1
E B Aycock Middle School	4	1	0	1
Eastern Elementary School	12	3	0	3
Elmhurst Elementary School	3	0	2	2
Falkland Elementary School	4	1	1	2
Farmville Middle School	9	1	1	2
G R Whitfield School	3	1	0	1
Grifton School	4	0	2	2
H B Sugg Elementary School	3	1	0	1
Junius H Rose High	7	3	0	3
Lakeforest Elementary School	6	1	1	2
North Pitt High School	2	1	0	1
Northwest Elementary School	9	2	1	3
PCS Early College High School	3	1	0	1
Pactolus School	7	2	0	2
Ridgewood Elementary School	12	2	1	3
Sam D Bundy Elementary School	5	2	0	2
South Central High School	8	2	0	2
South Greenville Elementary School	7	0	2	2
W H Robinson Elementary School	6	1	0	1
Wahl-Coates Elementary School	2	0	1	1
Wellcome Middle School	7	1	1	2
Wintergreen Intermediate School	6	2	0	2
Wintergreen Primary School	6	2	0	2
Total	171	39	14	53

The PCS ATR program, R3, was designed to increase the stability and quality of the teaching workforce at historically hard to staff schools. TIF grant funds were used to implement strategies designed to:

1. Recruit, retain, and reward effective and highly effective teachers to high-need schools;
2. Increase student growth and academic achievement in participating schools;
3. Reduce the number of high-need schools with "low performing" designations.

To date, the PCS program focuses on two aspects of recruitment: attracting top candidates from across the state to work in Pitt County and promoting the best teachers within the district to become teacher leaders.

These program goals are aligned with two core beliefs upon which DEEL operates. First, is the belief that teachers, when properly supported and developed, are the key to solving educational challenges. Second, DEEL leaders believe in the transformative power of action research. One staff member explained that teachers are natural "seekers of information" who are proactive about improving their practice: "I'm not just going to sit here and wait for you to tell me what I'm doing wrong… I want to act on it." These values—recognizing the potential in every teacher and viewing them as key agents of change—are central to DEEL's approach to teacher development.

Selection of ATR Schools and Advanced Teachers

District senior leadership ultimately determines where to allocate resources across the district for these positions. School-level administrators are invited to apply for Advanced Teacher positions based on their demonstrated needs. Principals and teachers co-create a proposal for Advanced Teacher positions within their schools, based on an assessment of their needs. Once positions are awarded to schools, Advanced Teacher candidates must meet position specific content expertise, collaboration, pedagogy, leadership, and effectiveness criteria to be eligible.

School Administrators make ATR selection decisions based on teacher development needs and specific problems of practice. When principals apply for Multi-Classroom Teacher positions (an Advanced Teacher position described in the following section) cadres of beginning and residency licensed teachers, as well as low performing teachers, serve as a driving motivation for principals. One PCS staff member described principals' thought process as follows:

> "Some of them have looked at, do I have a grade level that I need to build capacity in? Are there certain teachers that if I could just tweak a few things over this year, they could take off and become leaders for others? Low performing teachers, teachers, maybe with red data who need the assistance?"

School principals also described being motivated by a specific grade or school-level issue when applying for Facilitating Teacher (FT) positions, another Advanced Teacher position in PCS described on the following page. In these instances, principals reported that they felt that FTs could help orchestrate a shared investigation into a "problem of practice" and motivate colleagues to iterate towards a solution. Described in more detail below, FTs focus on helping school- or grade-level teams in, "getting a deeper understanding of what the problem might be…implementing a change idea…[continuously] collecting data to see if things are shifting in a more positive direction."

Position Descriptions of Advanced Teachers

PCS currently has two distinct Advanced Teacher roles, both of which they classify as Adult Leadership. One of these roles, the Multi-Classroom Teacher, is closely aligned with recent legislative requirements for Adult Leadership positions, with these teachers being held directly accountable for student academic performance of the teachers they support. The other role, Facilitating Teacher, is entirely unique to PCS and accounts for the majority (73%) of their Advanced Teachers. Due to the nature of their role, Facilitating Teachers are evaluated by PCS using other performance measures. PCS does not currently staff a Classroom Excellence position as the requirement to teach 20% more students does not align with their model and the Adult Leadership role provides more flexibility for implementing their approach to ATR.

A **Multi-Classroom Teacher (MCT)** co-instructs, co-plans, and co-assesses with teachers across multiple classrooms and receives a $10,000 supplement. Teachers receiving support from MCTs are called Co-Teachers (Co-T). MCTs works with, on average, three teachers (Co-Ts) daily and as assigned by the principal. The number of Co-Ts can change based on dynamic needs within the school. The MCT provides intensive support to their Co-Ts through modeling, co-teaching, and planning supports, typically over the course of three years. In 2023-24, there were 14 MCTs across 12 schools (35% all Pitt County schools had at least one MCT).

A **Facilitating Teacher (FT)** works with a team of three Collaborating Teachers (CTs) on average. These teams are referred to as a **Community of Practice (CoP),** where FTs help to co-plan and lead action research influencing the learning in multiple classrooms and receives a $5,000 supplement. The CT receives a $1,500 district funded stipend. FTs work with a team of teachers in a CoP to investigate a shared problem of practice and implement and evaluate solutions. Overall, 23 Pitt County schools have anywhere from one to three CoPs within their buildings for a total of 39 CoPs across the district. The current focus of these CoPs falls under one of the following categories: Literacy, Math, Equity, ACT, or Building Capacity. In 2023-24, there were 39 FTs across 24 schools (62% of all Pitt County schools had at least one MCT).

There are also several **Non-ATR Supporting Roles** that interact with Advanced Teachers. These roles function in support of the broader R3 program but are not directly funded by NCDPI's Teacher Compensation Models and Advanced Teaching Roles grant. These roles include the following:

- **Career Pathway Specialists (CPS)**. PCS employs seven Career Pathway Specialists (CPS) each assigned to a group of schools to offer career support to all staff in their designated schools. Some CPS also oversee specifics R3 roles and as part of their regular duties, offer on the job training to MCTs and FTs, and develop and refine tracking and coaching tools.
- **Facilitating Mentors**. Facilitating Mentors, facilitate the work of Beginning Teacher Mentors at each school to address the onboarding, support, and needs of Alternative Licensure and Beginning Teachers. They receive a $1,800 stipend. These roles are not clearly aligned with current legislation; they are not included in this year's evaluation report.

Additionally, PCS's ATR program has evolved to include knowledge sharing opportunities across schools. During the 2023-2024 school year, four reading focused CoPs (two elementary and two high school) came together to meet four times to collaborate as a Network Improvement Community (NIC) during the 2023-2023 year. The NIC focused on sharing strategies and learning across elementary and high schools.

The Supporting Role of Advanced Teachers

Advanced Teacher activities in Pitt County Schools are rooted in practices of mutuality and partnership, according to district leaders. Multi-Classroom Teachers and Facilitating Teachers have several overlapping responsibilities, which they approach in different ways, but they also serve very distinct roles in support of the broader goals of R3.

All PCS Advanced Teachers use real-time data to respond to school-wide, teacher, and student needs. Multi Classroom Teachers (MCTs) form a close partnership with a team of three teachers on average. These teachers have self-identified or been identified by administration as novice or underperforming. Within this partnership, MCTs reported engaging in co-planning, co-instructing, and co-reflecting as a means to address their colleagues' specific professional goals (e.g., classroom management or increased rigor in a particular subject). Typically, this intensive support lasts around three years, though in interviews, advanced teachers reported that changing school needs may impact the length of partnership. Both MCTs and their supported Collaborating Teachers emphasized the importance of "trust building" and "togetherness" in interviews. MCT's work to position themselves as embedded, non-judgmental support.

A key feature of this close partnership is tailored support based on the teacher's previous experiences and training. For instance, one MCT summarized the support necessary for a beginning teacher or an alternatively licensed teacher. In response to a common frustration among new teachers who say, "*I just wish that I could hurry up and learn this*," she emphasized that teaching expertise takes time to develop and can't be rushed. She highlighted the importance of having a mentor to provide real-time guidance, which helps new and alternatively licensed teachers learn more effectively, gain professional insight, and receive immediate feedback.

Facilitating Teachers (FTs), in turn, lead a Community of Practice (CoP) that conducts action research on a principal identified instructional issue with typically three to four Collaborating Teachers (CT). Facilitating teachers plan alongside their CoP members, develop and implement strategies together, and collect and analyze data all in an effort to solve the identified problem of practice. Across interviews, FTs and CTs reported that the process increases understanding of academic standards, improves pedagogy and deepens capacity for reflective practice. One FT described how important sharing findings across the school, and sometimes district, community is: "This is how we can extend our influence and impact positive change for lots of classrooms and the best part is that we are all together deepening our knowledge and practice."

> "I am responsible for planning, reviewing data and making sure plans for interventionists are ready to roll. I also teach some of the harder small groups to make sure we can get students where they need to be."
>
> - Pitt Multi-Classroom Teacher

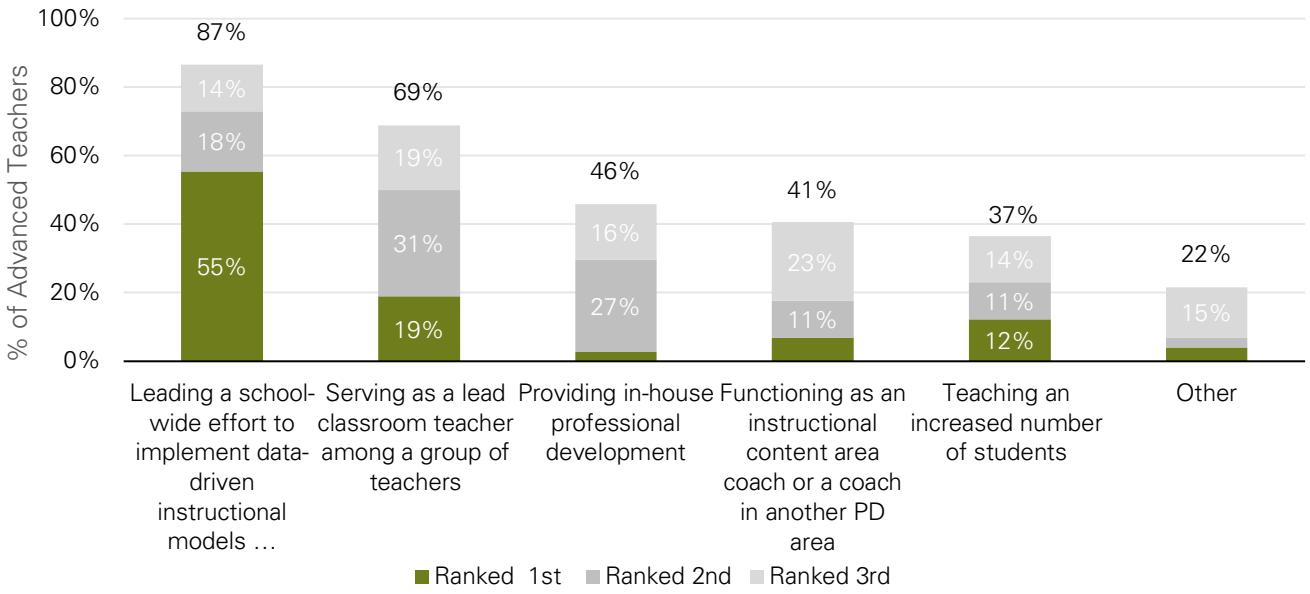
Facilitating Teachers lead work on a cross-classroom instructional problem of practice designed to support student learning. ATR staff describe the work of FTs as having both breadth and depth. The FT led CoP is focused on a very specific problem of practice that affects students across classrooms and positions teachers as levers for improved student learning. A district level staff member, who offers support to FTs, describes the underlying philosophy: "People closest to the problems are the ones best equipped to really come up with the solutions…These are people who have direct influence over the problem."

The CoP structure affords FTs and teachers on their team the opportunity to go into depth within an identified problem of practice. For example, one CoP member described how the FT-led action research impacted student learning. First, the CoP clarified the problem of practice by drawing from student assessment data: "We essentially found that through looking at multi-years of data, vocabulary was a big hindrance for our students, especially in math."

Drawing from best-practice research in vocabulary instruction in math, the FT led group: "Came up with the game plan… a way for students to map out their thinking that implements understanding the math problem, doing the math correctly, and implementing that vocabulary so we can see if it's being used correctly, incorrectly, completely out of context, [or] almost there." After collecting data and engaging in group analysis, the CoP member reflected on the impact on student learning: "Just to see their growth and their confidence and they're much more comfortable."

With respect to legislatively prescribed responsibilities, advanced teaching roles in PCS place a greater emphasis on data-driven instruction and leading teams of teachers. ATR emphasis on use of data to drive instructional practice also surfaced when PCS Advanced Teachers were asked to rank the three legislatively prescribed responsibilities that most closely align with their role. Advanced Teachers indicated that implementing data-driven instruction and serving as a lead classroom teachers were the two most closely aligned. Among those surveyed, 87% of Advanced Teachers selected leading a school-wide effort to implement data-driven instructional models as a primary responsibility, and 55% ranked it first among their primary responsibilities.

Figure 8. Advanced Teacher Ranking of Top 3 Legislatively Prescribed Job Responsibilities in their Role



ATR Spotlight: Communities of Practice

According to Elizabeth Myers, a Career Pathway Specialist in Pitt County Public Schools, the county has been working to more directly involve teachers in finding solutions to challenges within their schools. From this initiative, Communities of Practice (CoP) were developed to allow for the people closest to the problems to provide solutions.

"These are people who have direct influence over the problem. If it is a STEM problem, then they have STEM going on in the classrooms…we're empowering teachers to come up with their own solutions and recognizing that they're the experts in whatever this thing is."

Pitt County currently has 39 school-based communities of practice across their 38 schools, each addressing various problems of practice chosen to impact student growth. The work is led by a team of teacher leaders: Facilitating Teachers who take on the primary leadership role and collaborating teachers (CT) who support the process. Elizabeth Simmons, a Career Pathway Specialist supporting CoPs, describes their membership and work:

"So, the facilitating teacher, they're the ones who facilitate the learning of the group. They're in charge of planning the meetings, there's two meetings that occur at least every month…And then your CTs, they come along, and they help the process."

Problems of practice are often identified through data by principals. Ms. Taylor, an FT, describes her work with her CoP to include digging through data to learn that vocabulary was a big concern for the students. Her team worked to create a solution called the "game plan" that has undergone many iterations along with a grading rubric.

"We came up with the game plan, which is a template that's undergone several revisions at this point, probably four to five, that kind of scaffold a way for students to map out their thinking that implements understanding the math problem, doing the math correctly, and implementing that vocabulary."

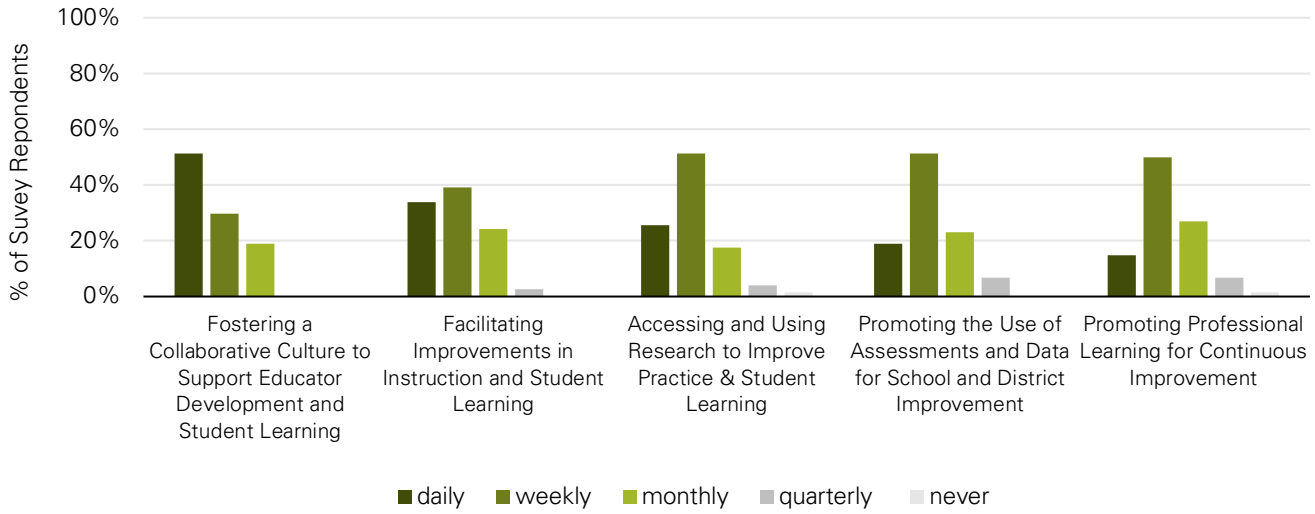
She explains that her team members use the "game plan" and rubric with their students and track their progress while making adjustments.

Both members of the CoPs and principals have found that the CoPs within their buildings allow for the exchange of impactful ideas across the school. Many FTs appreciate having the space to come together with teachers across their buildings to see common issues and reflect together. Eastern Elementary Principal Allison Setser noted that CoPs support vertical alignment by bringing together teachers across the grades to have a school-level impact: "A lot of it was that vertical piece. If you've got something going on in one grade level, it doesn't help unless we have it going on across school. And the other piece was sharing out frequently…So, not just a team doing it, but us carrying it through as a school across the board."

Through CoPs, teachers are provided leadership opportunities to have a school-level impact.

Creating a culture of collaboration is frequent practice among Advanced Teachers in PCS. On surveys, Advanced Teachers varied in how often they engage in different areas of teacher leadership, but nearly half (51%) reported engaging in fostering a collaborative culture on a daily basis and fostering a collaborative culture occurs more frequently than other dimensions of teacher leadership. At least 65% of Advanced Teachers report engaging in key domains of teacher leadership weekly, suggesting that these activities are core functions to carrying out the myriad duties of an Advanced Teacher.

Figure 9. Frequency in which Advanced Teachers Engage in Domains of Model Teacher Standards



Multi-Classroom Teachers directly support students in classrooms that have been identified as having an instructional need. Within their daily co-planning, co-instructing, and co-reflecting efforts, MCTs ensure that students in identified classrooms always have access to two teachers. Along these lines, MCTs offer targeted instructional support to students who may be struggling or need enrichment in specific areas.

Across interviews, school administrators and MCTs noted that intensive collaboration ensures that instructional strategies are aligned and that all students enrolled in the class receive cohesive and comprehensive support. One principal described it as "on the job training for teachers that happens at the same time as improved student learning" and went on to say, "it provides peace of mind about students in classrooms that need that extra support and when it goes well it's an insurance policy that that teacher will be able to excel on their own in the future."

Collaborating teachers also described student support as most frequently taking the forms of small group instruction and specialized teaching strategies. One teacher colleague emphasized, "I can rest easy knowing she [MCT] will make sure that I don't let anyone fall through the cracks."

The following ATR Spotlight highlights a rural school principal in Pitt County who uses the R3 program to tackle post-COVID challenges, particularly through co-teaching. In this spotlight, a veteran teacher who initially struggled with the district's teaching expectations has greatly benefited from co-teaching with an MCT. This partnership has increased the teacher's confidence and improved student outcomes. While co-teaching offers personalized attention and professional growth, it also presents challenges like limited co-planning time in a small school setting. Despite these challenges, the principal views co-teaching as beneficial for both teachers and students.

ATR Spotlight: Co-Teaching in Rural Schools with an MCT

Principal Newman loves her school, her students and their supportive families, and her staff – but leading a rural school, post-Covid has presented tremendous challenges, including changes in staffing and in student enrollment. Newman believes that Pitt County's R3 program helps her address her most pressing teaching development needs across the career spectrum.

Ms. Watson, a 13-year teaching veteran, described initial difficulty adjusting to expectations in a new context when she moved to Pitt County:

"It was a lot – the lesson planning expectations were much more detailed and the atmosphere was new to me…I needed support with the technology and understanding the 'Pitt' way."

As the only eighth grade math teacher in the school, these commonly experienced context adjustment issues were compounded, as Ms. Watson didn't have a built-in PLC. Principal Newman immediately recognized the potential for a co-teaching partnership to support Ms. Watson and translate her strong content knowledge into instructional excellence: "In a co-teaching situation my goal is that you want them to be like partners and collaborators. And talk to each other as well. And try to think through things that might be challenging."

Co-teaching, a daily practice amongst Pitt County MCTs, can be a highly effective strategy for addressing diverse student needs and promoting inclusive education. During the One Teach, One Observe model, Ms. Watson instructed the class while Ms. Janet Drueschler, her assigned MCT, observed student behavior and engagement, collecting data to inform their future instruction. Later in the same lesson, the duo moved to the One Teach, One Assist model and took turns leading the lesson while the other provided individual support to students as needed. Ms. Drueschlercredits this dynamic approach to recent improvements in Ms. Watson's student data.

According to Ms. Watson, coordination in co-teaching has greatly increased her confidence: "It's my 13th year, but I can tell from working with her I've grown in a positive manner as an educator. I mean, I've learned so much from her. She's a resource, you know, and having her help, and her input just makes me more confident. And if you're more confident, the kids know that, and they are more confident with what you're presenting to them."

Principal Newman notes that with two teachers in the room, the student-teacher ratio is effectively halved, allowing for more personalized attention. "It's a win-win," she said, "one teacher is building capacity and that will hopefully lead to a long career in our school and at the same time students are getting expert instruction."

There are numerous benefits to sustained co-teaching, but it's not without challenges. In a school like Grifton, with smaller grade level teams, consistent time for co-planning and co-reflection can be difficult to manage. MCTs, like Ms. Drueschler, work across a span of grades and subject levels and, in doing so, manage myriad instructional standards, assessment data, developmental needs for students and teachers compared to counterparts at schools with larger teams.

Training and Professional Development for Advanced Teachers

The ATR program in Pitt County aims to enhance teacher capacity to improve student achievement across various subjects and grade levels. Like many districts, however, it is challenged by under-prepared beginning teachers, lateral-entry and international teachers, as well as experienced teachers who struggle with data-informed instruction, student relations, or social/emotional learning. PCS offers extensive professional development opportunities for Advanced Teachers to help address these challenges.

Advanced Teachers participate in a wide-range of formal and informal professional development opportunities. Advanced Teachers responded to a survey asking them to select all training and PD opportunities they participated in before and after they assumed their new role, and then selected the three activities they considered most important in helping them carry out their new responsibilities. As shown in Table 12 below, the largest percentage of Advanced Teachers (64%) participated in PD for assessing and using research to improve practice and student learning since assuming their role, an increase from 48% before they assumed the role. The two activities selected most frequently selected by Advanced Teachers as important to their role were PD in promoting the use of assessments and data and PD in professional learning for continuous improvement, which have both seen an increase since assuming their new role.

Table 12. Advanced Teacher Percent and Ranking of Training and PD Opportunities Before and After ATR

Training and Professional Development Opportunities	Rank by Importance	Before ATR	After ATR
Professional development in promoting the use of assessments and data for school and district improvement	1	58%	⬆ 63%
Professional development in promoting professional learning for continuous improvement	2	59%	⬆ 63%
District formal pipeline program	3	55%	⬇ 49%
Informal leadership opportunities	4	76%	⬇ 60%
Networks/communities of practice related to teacher leadership	4	49%	⬆ 53%
Mentoring by school leaders	5	59%	⬇ 48%
Mentoring by other teacher leaders	6	33%	⬆ 38%
Professional development in assessing and using research to improve practice and student learning	7	48%	⬆ 64%
District partnership with a university for certificate or degree programs that prepare teacher leaders	7	59%	⬆ 60%
Professional development in leadership	8	44%	⬇ 37%
District partnership with an external vendor that provides training	8	59%	⬇ 56%
Professional development in facilitating improvements in instruction and student learning	8	60%	⬇ 53%
Professional development in fostering a collaborative culture to support educator development and student learning	9	44%	⬇ 36%

Note: ⬆ indicates an increase in, ⬇ decrease in, and ➡ same level of participation after assuming an advanced teaching role.

> It's the Pitt way, I mean there is never not an opportunity to grow and learn and take on a new role. If you want it, district leaders will help you get to that level.
>
> - Pitt Multi-Classroom Teacher

Advanced Teachers noted a pervasive spirit of collaboration with Career Pathway Specialists, which drives their passion for teaching and supports them in continuous improvement. Across interviews, PCS Advanced Teachers spoke highly of district level support from Career Pathways Specialists, including monthly professional development sessions referred to as Skills Refinement opportunities, and routine, school-based check-ins with district level staff. Professional development, offered at the district level, tended to emphasize working well with adults and adaptive leadership/coaching competencies. One district level staff member explained, "We realized that the expertise we needed to build was in how we collaborate, how we build the ability of people to both collaborate and investigate problems in a way that leads to action."

Survey respondents recalled memorable courses such as Adaptive Schools, Cognitive Coaching, and Data-Driven Dialogue, which align with the essential skills and capabilities needed by ATR teachers and their colleagues. Within professional development sessions, the research team observed substantial time dedicated to peer-to-peer dialogue around problems of practice. One Advanced Teacher described the value-add of this approach: "we get a lot of opportunities to collaborate and discuss issues with other [advanced teachers] which is really great because for some of us [we] are the only ones in the whole school, so we need that extra sounding board."

Advanced Teachers largely agree they have the support needed to be effective, but highlighted several areas that could help them further grow in their role. The majority (75%) of Advanced Teachers surveyed in WCS agree or strongly agree that professional development aligns with their responsibilities and that they have the support and resources need to be effective (79%) in their roles. However, Advanced Teachers identified several areas in which they'd benefit from additional professional development that span both leadership skills and specific instructional challenges. These included areas such as:

- leadership skills
- data-driven dialogue
- school-wide behavioral management programs

They also expressed interest in student-focused topics such as differentiation and strategies for reaching students unresponsive to interventions and not identified as exceptional.

Improvements in Teaching and Learning

Since participating in ATR, teachers and administrators have experienced notable improvements in areas such as student outcomes, classroom instruction, and the overall attractiveness of the teaching profession. Overall, the findings suggests that participants in PCS are broadly supportive of the initiative and believe the program has had a positive impact on teaching and learning.

Educators especially valued school- and district-wide collaboration efforts focused on improving student outcomes. Specifically, PCS stakeholders note the ability of the program to bring teachers together across a school or district to collaborate on data analysis, identify problems, and implement school-wide strategies. Administrators and teachers frequently highlighted how the program has supported collaborative data analysis and implementation of new solutions for addressing persistent problems of practice.

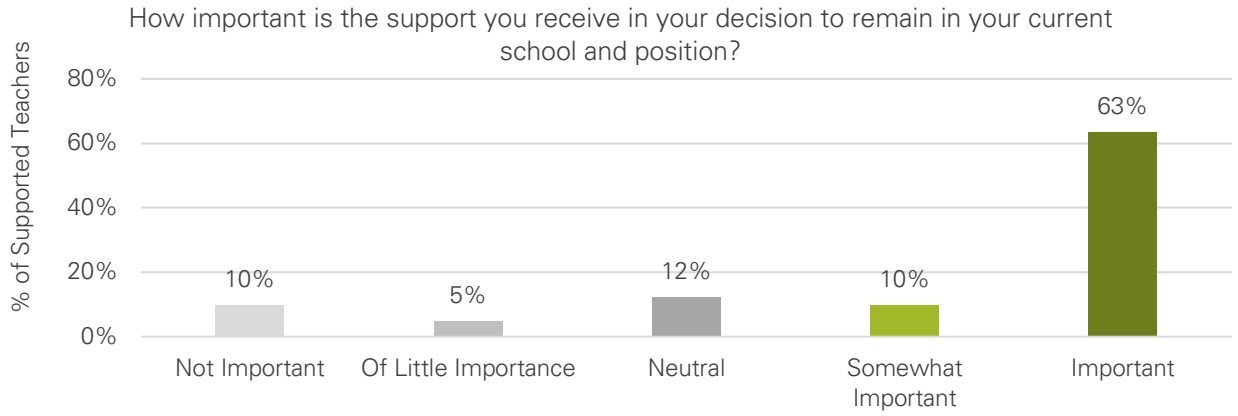
An MCT, for example, explained how she works with her Co-T on a running spreadsheet of student data to "make these sort of pre-instructional design decisions" to support student growth. A principal highlighted how her Communities of Practice enabled teachers from different grade levels to analyze data, identify low vocabulary scores, and implement school-wide strategies, such as focus walls, to ensure consistent instruction and vertical alignment across all classes. Furthermore, the Network Improvement Communities (NICs) bring together CoPs from multiple schools around a similar problem of practice, which one principal remarked: "sometimes just hearing what other schools are doing and getting ideas has been very helpful."

PCS ATR practitioners shared positive perceptions about the programs' impact on student growth. MCTs often discuss how they support their Co-Ts to build pedagogical skills, such as working with technology or planning and implementing small group pull-outs through planning together, co-teaching, or parallel teaching. For example, one MCT describes how she only co-teaches in one block per day, but the student improvement is happening across all the Co-T's blocks: "There's been lots of improvement because I'm only with her that one block, and her other two blocks are doing amazing, like we are fourth. We were fourth in the county last check...we're a performing school. We're outperforming a bunch of these other schools." One principal put it succinctly when asked about the benefits of this program: "Invest in teacher leaders because that's investing in our students." Another commented, "I do feel that we're keeping a lot of teachers in the building that wouldn't be here otherwise...And we're supporting a lot of students at the same time."

> "From the past NC Check-Ins that we've done, we are doing significantly better ... and compared to the other middle schools we're way higher than we were last year."
>
> - Pitt Multi-Classroom Teacher

Classroom teachers consider the supporting role that Advanced Teachers provide when deciding to remain in their school or position. Classroom Teachers supported by Advanced Teachers were surveyed to help determine how important the support they receive from an Advanced Teacher is to their decision to remain at their current school or position. As shown in Figure 10, the majority (73%) of classroom teachers indicated that it was important (63%) or somewhat important (10%). Classroom teachers also highlighted several areas of support they considered important such as instructional support for small groups and lesson planning. Collaboration and resource sharing are also valued, as was support for data analysis, with one teacher noting the importance of "looking at data as a school, not just as a grade level."

Figure 10. Supported Teachers' Perception of the Importance of Advanced Teacher Support to Remaining in Current School or Position



School administrators and Advanced Teachers appreciate the salary supplement but indicated that the supplement alone does not solve the teacher pay gap. Most teachers expressed appreciation for the salary supplement, and a few acknowledged that this was the only way to get a pay raise: "There's not much you get a raise for in teaching. I mean, I'm at year 28 and I finally got a step after 10 years. So, I mean, that is another nice incentive – that in this leadership role, we're also being recognized by getting a little bit of extra money in our paycheck." While teachers were appreciative of the extra money, a few suggested that the amount of extra work was not commensurate with the amount of extra duties: "When you really sit down and you look at it, you're like, okay, so by the time I divide that up by all of the time that I spend doing everything for that, then no." Additionally, while the salary supplement is appreciated, stakeholders signaled that it is not a comprehensive solution to the broader issue of teacher pay.

Participants in the Pitt County R3 initiative share their appreciation for increased leadership opportunities and associated professional growth. Generally, Advanced Teachers in PCS value "the opportunity to have a leadership role and spark change in the building." Advanced Teachers express satisfaction for the ongoing recognition they receive for their work. One Advanced Teacher pointed out that "most other professions, there's ways to move up. We can't move up. So, I think this is a stepping stone for us." Additionally, many expressed how having these roles provides opportunities to learn new skills and grow as educators. One MCT explained that being an MCT has "given me the opportunity to learn a lot of new things, new roles and new responsibilities and new content."

The following ATR Spotlight highlights Beth Meeks, an elementary teacher who struggled with small group instruction after returning to teaching. Through ATR, she received daily support from a Multi-Classroom Teacher and is now an MCT who mentor other teachers.

ATR Spotlight: A Career Ladder from Co-T to MCT

While it's common for elementary teachers to switch grade levels throughout their careers, it's never easy. Two decades ago, Beth Meeks enthusiastically began her teaching career in fourth grade and after five years took an extended break to be a stay-at-home mom, before returning to teach second grade. Ms. Meeks' new students were younger and their individual needs were more pronounced. She quickly realized that she needed support with planning and implementing small group instruction:

"I was always telling [my principal], I'm trying with these small groups, and I just don't feel as if I had the skills that I needed. So, I was constantly reading things, trying to do it on my own trying to find the answers. And it was just such a big struggle trying to put all those pieces together. I really was lost."

Recruit Reach and Retain (R3), Pitt County's Advanced Teaching Roles program, is designed in part to support educators in pivotal moments just like these. As part of the program, Ms. Meeks was matched with a Multi-Class Teacher (MCT), to co-plan, co-instruct, and co-reflect daily until her professional goal was met. She described the intensive experience as an "absolute job-saver." First, she carefully observed her MCT plan and facilitate small groups. She took copious notes and, in co-reflection sessions they discussed each students' academic needs and the appropriate pedagogical choice.

It wasn't long before Ms. Meeks and her MCT were planning and running small groups together. About the opportunity to refine her pedagogy alongside a master teacher, Ms. Meeks said, "Teaching is something that just takes a great deal of practice and there is only so much you can do on your own. Working through it together is much more powerful than sludging through."

The impact on students was tremendous. Ms. Meeks recalls one student in particular who was reading several grade levels behind his cohort:

"With my co-teacher support, we were able to really grow this kid in his confidence and his readability by the end of the year, and his mom was so proud of him. And I know, because I know his fourth grade teacher this year, he actually made a four on his reading EOG. I believe and know that his journey in school turned when he got to work with both of us."

The impact on Ms. Meek's leadership capacity was also tremendous. During the 2024-2025 school year, Ms. Meeks will serve as a Multi-Classroom Teacher herself, supporting a cadre of other second grade teachers in their specific professional goals. In anticipation of her new role, she says:

"I will listen carefully to each teacher's goals and help them achieve them. We will meet students' needs as a team and talk everyday about what's working and what's not, creating a model of how to teach most effectively with our [shared] students. Teaching is hard work. I want to reinvigorate my team."

Cross-Case Conclusions

Despite the distinct approaches to ATR taken by Pitt and Wilson County Schools, they share many similarities in terms of program strengths and the challenges they face. The purpose of this section is to elevate those shared observations, which may be relevant for districts currently implementing or considering ATR implementation. By examining these commonalities, we aim to provide a clearer understanding of the potential benefits and challenges associated with ATR implementation, enabling districts to make more informed decisions and optimize strategies for enhancing career opportunities for educators.

Program Strengths

ATR serves as both a career lattice and a career ladder for educators. Teachers who participate in ATR programs often experience increased visibility within their schools and the broader educational community. During site visits, research team members observed that ATR involves training and upskilling educators, preparing them for a variety of roles and responsibilities. This pipeline approach creates numerous leadership opportunities for teachers at different stages of their careers. Stakeholders reported that ATR significantly enhances career opportunities across the entire career spectrum. Even within established ATR roles, there are opportunities for both lateral and vertical movement. Educators can advance based on their individual professional goals and the emerging needs of their schools and colleagues. This dynamic framework allows for continuous professional growth and development, ensuring that educators are well-prepared for leadership positions and can effectively meet the evolving demands of their educational environments.

Stakeholders have positive perceptions of the program's impact. Nearly all of the teachers and administrators in both case study districts agreed that the program has a positive impact on teacher capacity and student achievement. Specifically, both veteran and new teachers reported that the support they received from Advanced Teachers contributes to their efficacy and desire to stay in their position. Key levers that facilitate positive collaboration include shared planning between Advanced Teachers and their team, protected in-school time, close collaboration with school level leadership, and a commitment to coaching culture. Stakeholders attributed student academic growth to high levels of collaboration.

ATR practitioners observed that students receiving Tier 2 and Tier 3 services through MTSS now have greater access to highly effective teachers. In both Pitt County and Wilson County districts, Advanced Teachers – Master Classroom Teachers (MCTs) in Pitt County and Multi-Classroom Leaders (MCLs) in Wilson – reported that an outcome of their work was meeting the instructional needs of students receiving MTSS services. To address the needs of Tier 2 and Tier 3 students, these advanced teachers reported implementing a variety of strategies including:

- Designing flexible grade-level schedules to accommodate small group instruction across different class rosters.
- Creating tailored instructional interventions to support specific learning needs.
- Providing direct small group instruction to offer more personalized attention and support.
- Modeling intervention support for supported colleagues.

By employing these strategies, Advanced Teachers were able to more effectively support students requiring additional help, thereby enhancing their learning experiences and outcomes. This approach highlights the critical role of Advanced Teachers in ensuring that all students – especially those needing targeted support –receive high-quality instruction.

Pitt and Wilson counties provide consistent and varied professional learning opportunities for Advanced Teachers. Advanced Teachers regularly attended district level professional development and noted its relevance to their day-to-day work. Though each district highlighted in this report structured their Professional Learning opportunities differently and drew from different programs/texts, they share an overarching orientation toward communication training, enhancing coaching capacities, and relationship building. Advanced teachers, across both cases, emphasized how important time to collaborate and problem solve with one another is to their success.

District and school leaders frequently invite stakeholders to reflect on their experiences to promote continuous improvement. Both districts highlighted in this report conduct annual internal surveys aimed at capturing stakeholder experiences and identifying areas for enhancement. The survey data is reviewed at both the school and district levels and often analyzed alongside Teaching Working Condition data, offering deeper insights into the teaching and learning environment. By integrating these data sources, school and district leaders make informed decisions to improve their ATR programs. This commitment to data-informed decision-making ensures that program improvements are based on the real experiences of those directly involved in ATR.

District leaders recognize the significant benefits of collaborating with external partners. Both districts featured in this report engage third-party teams to offer evaluative feedback and thought partnership. For Wilson County, this external support also includes professional development and feedback rounds for select schools. For Pitt County, this external support consists of program evaluations and thought partnership. During interviews, administrators emphasized the importance of ongoing support from external partners. They highlighted that these partners apply "gentle pressure," provide "feedback that you need to hear," and share examples from other contexts to consider in their own program design. This external perspective helps ensure that the districts continually refine and improve their strategies and practices.

> “We're keeping a lot of teachers in the building that wouldn't be here otherwise and we're supporting a lot of students at the same time.”
>
> - Advanced Teacher

Program Challenges

District leads are grappling with how to enact the current legislation effectively. Both districts described challenges in aligning their established programs with the new legislative requirements for Adult Leadership and Classroom Excellence roles, both from a logistical and ethical perspective. For example, across various site visits, it was evident that schools are still working to ensure a "team based" approach to their ATR implementation. This challenge is particularly pronounced in smaller schools with single-teacher grades, where forming a cohesive team is more difficult.

Additionally, meeting the class size requirements for Classroom Excellence has been especially problematic. Schools are working to interpret and apply the required percentage for classroom excellence teachers within the dynamic and often fluctuating school environments, and also acknowledged that ethically assigning students to Advanced Teachers has been an ongoing challenge. These challenges highlight the complexities district leaders face in balancing legislative compliance with the practicalities of their unique educational settings. They are striving to ensure that the implementation is both ethical and effective, fostering an environment where Advanced Teachers can thrive and support their colleagues in meaningful ways.

ATR Practitioners share enduring concerns about funding the program. District leaders and school administrators expressed a desire to scale their ATR work and expressed appreciation for state-funded salary supplements for Advanced Teachers. However, ATR Practitioners also voiced concerns about funding stability for the program. Stakeholders across the board are worried that the program's funding feels insecure and "could easily be taken away" at any moment.

At the school administrator level, there is particular uncertainty surrounding the sources of funding, such as Title I funds, which can fluctuate from year to year, and grants, which are typically time-limited. Principals also highlighted sometimes difficult trade-offs involved in allocating school funds to ATR. Some reported that dedicating resources to ATR has led to increased class sizes in other areas and forced them to make tough decisions about which other positions to fund, or not to fund. In some instances, Advanced Teachers also shared concerns about possible supplement changes based on differing case-loads year to year.

> "Funding Advanced Teachers is expensive, and so you are placed in a position where you think about what you can truly afford and what will be the biggest impact."
>
> - School Administrator

Educators also noted that the additional compensation for Advanced Teachers is significantly higher than the salary increases for existing teachers and administrators, which could lead to resistance and tension within the school community. Overall, the concerns about funding stability and allocation reflect broader issues of resource management and equity within the education system, underscoring the need for more reliable and transparent funding mechanisms to support the ATR program effectively.

ATR Stakeholders emphasize the importance of role clarity at the school level. Since the last ATR evaluation report, the state has made significant headway in defining and communicating the roles and responsibilities of two key ATR role types: Classroom Excellence and Adult Leadership. While there is uptake of these definitions at the district level, school level administrators and Advanced Teachers indicated a need for further opportunities to engage in role clarity at the school level. In particular, administrators who use the classroom excellence role sought clarifications about stipulations and best scheduling practices for extended classroom sizes.

Across both districts, administrators using the Adult Leadership roles also indicated a need for clarification about how to facilitate the professional development of Advanced Teachers and how and how often to evaluate advanced teacher impact at the team level. There are some instances where Advanced Teachers are being pulled to duties outside of their scope, and consequently, not being utilized to their full potential.

Advanced Teachers emphasized the ongoing demands of developing and managing data-informed schedules. Across interviews, Advanced Teachers highlighted their responsibilities in developing and implementing data informed schedules to meet the instructional needs of students across multiple grade levels, as well as to fulfill planning, co-teaching, observation and coaching cycles for their colleagues. They meticulously analyze student performance data to create effective schedules that address the diverse needs of their students. This involves coordinating with multiple teachers and grade levels, ensuring that every student's learning needs are met while also supporting their colleagues in their professional development.

Advanced Teachers reported that they must balance their time between small group direct student instruction, collaborative planning sessions with teachers, and observation and feedback cycles. These activities are essential for fostering a collaborative and effective teaching environment. However, the complexity and volume of these tasks often lead to demanding schedules. Advanced Teachers frequently describe their days as "hectic" and "busy," with many finding it challenging to complete all their duties within the regular school hours. Consequently, they often work beyond the typical workday, particularly those who do not have designated release time, to ensure they meet all their professional obligations.

Program Impact (2022-23)

A primary goal of this evaluation was to assist NCDPI and ATR stakeholders in gaining a deeper understanding of the academic and instructional impact of ATR models and programs, as well as their impact on the teaching profession. The following evaluation question and related subquestions are explicitly aligned with legislative reporting requirements and were used to guide data collection, analysis and reporting on ATR program impacts:

EQ2. Program Impact: What have advanced teaching roles and new compensation models accomplished?

a. Student Achievement: To what extent does ATR improve student academic outcomes, such as achievement in math, reading, and science?

b. Teacher Effectiveness: How, and to what extent, does ATR improve teacher effectiveness and the quality of classroom instruction?

c. Recruitment & Retention: How, and to what extent, does ATR support the recruitment, recognition, development, and retention of high-quality classroom teachers?

The Program Implementation section briefly touched upon these evaluation questions from a qualitative perspective; however, in order to fully address these questions, this section shares findings that include quantitative estimates of school-level impacts, as well as preliminary estimates of the program's impact on academic achievement for students directly served by ATR. State-mandated end-of-grade (EOG) and end-of-course (EOC) exams are used to measure student achievement in ELA, math, and science. For teacher effectiveness, analyses focus on EVAAS and NC Educator Effectiveness System (NCEES) as well as other characteristics that are potentially related to teacher effectiveness.

The findings presented in this section are divided into the following two subsections that first examine program impacts on ATR schools as a whole, then compares the direct impacts of academic achievement for teachers participating in ATR:

- School-Level Effects. Similar to the 2023 report, the evaluation compares outcomes for ATR schools versus a comparison group of similar non-ATR schools but with an additional year of administrative data. To estimate these schoolwide effects, analyses use models that compare a pre-post difference in outcomes for ATR schools minus a corresponding pre-post difference for comparison schools that never implement ATR.
- Teacher-Level Effects. As an extension to the 2023 report, this section presents preliminary findings comparing academic outcomes for students taught by Advanced Teachers and the teachers they support, relative to students taught by teachers in the same school who are not part of ATR. For this second analysis, we use preliminary data available for three PSUs in 2022-23.

The research team strongly cautions against making broad generalizations based on the findings shared for teacher-level effects. These preliminary results focus only on a small sample of PSUs implementing ATR and therefore may not be representative of all ATR teachers statewide. These results should be understood as preliminary and non-causal estimates and should interpreted with considerable care.

For further details on the methodological approach used in this section, see Appendix B of this report.

School-Level Effects of ATR

Key Findings

- **ATR schools produced statistically significant positive effects on students' math test scores and positive but not significant results in ELA and science.** In math, ATR schools produced positive effects equating to a gain of 1.2 months of learning. In ELA, the findings suggest ATR is having a positive effect, especially in implementation years three through five, but the overall result is not statistically significant. In science, we also find suggestive evidence of positive ATR effects, but estimates fluctuate more from year-to-year.
- **Teachers in ATR schools are more likely to have higher average EVAAS scores after implementing the program.** The average pre-post difference in teachers' math EVAAS scores is significantly higher in ATR schools than in non-ATR comparison schools. Effects on ELA and science EVAAS scores, as well as NCEES ratings, were not significantly different, however.
- **ATR schools are more likely to recruit teachers with higher EVAAS scores, but overall retention rates are similar to comparison schools**. Driven mostly by EVAAS scores in math, teachers hired into ATR schools tend to have higher average EVAAS scores relative to teachers hired into comparison schools. However, the evaluation found no evidence of significant differences in teacher turnover rates between ATR and comparison schools. In addition, the characteristics of teachers who exit ATR schools are not significantly different from teachers who exit comparison schools.

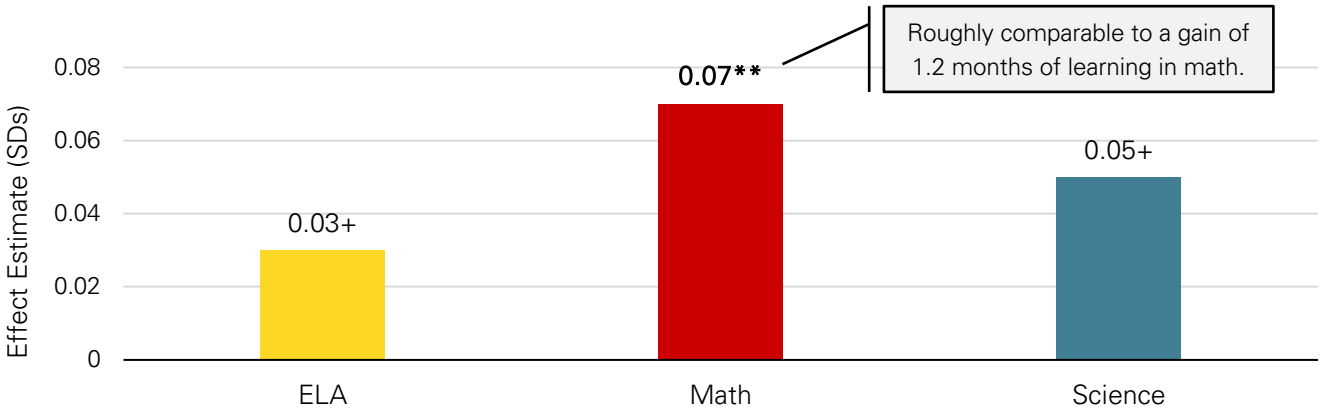
Student Achievement

Effects by Subject Area & Grade Level

Figure 11 (following page) shows results from staggered DID models comparing ATR schools to non-ATR comparison schools. Both sets of models control for the full set of student covariates listed in Appendix B. The figure shows estimates for ELA, math, and science separately. Levels of precision vary between the three subjects, but the figure generally provides evidence that implementing ATR is associated with improved student test scores.

Relative to non-ATR schools, ATR schools produced significant positive effects on students' math test scores (and positive but not significant results in ELA and science). The positive effect in math is statistically significant and can be interpreted to mean that the pre-post difference in math scores in ATR schools is 0.07 standard deviation (SD) higher than the same pre-post difference in non-ATR, comparison schools. To help put these SD units into the context of other interventions that have been implemented in educational settings, Lortie-Forgues and Inglis (2019) found an average effect size of about 0.06 SD among 141 randomized control experiments in education funded by the national Institute of Education Sciences. Additionally, Hill et al. (2008) reported that an effect size of 0.06 SD on test scores can be approximately interpreted as a one month gain in learning from third to fourth grade math. By extension, the effect size of 0.07 in math can be roughly interpreted as 1.2 months of additional learning for ATR schools. The results in ELA (0.03 SD) and science (0.05 SD) are also positive, but smaller in magnitude than the effect in math and only marginally significant at the 10 percent level. These marginally significant estimates provide some confidence in positive effects of ATR in ELA and science but not at the same level as the result in math.

Figure 11. Staggered DID Estimates on ELA, Math, and Science EOG and EOC Scores

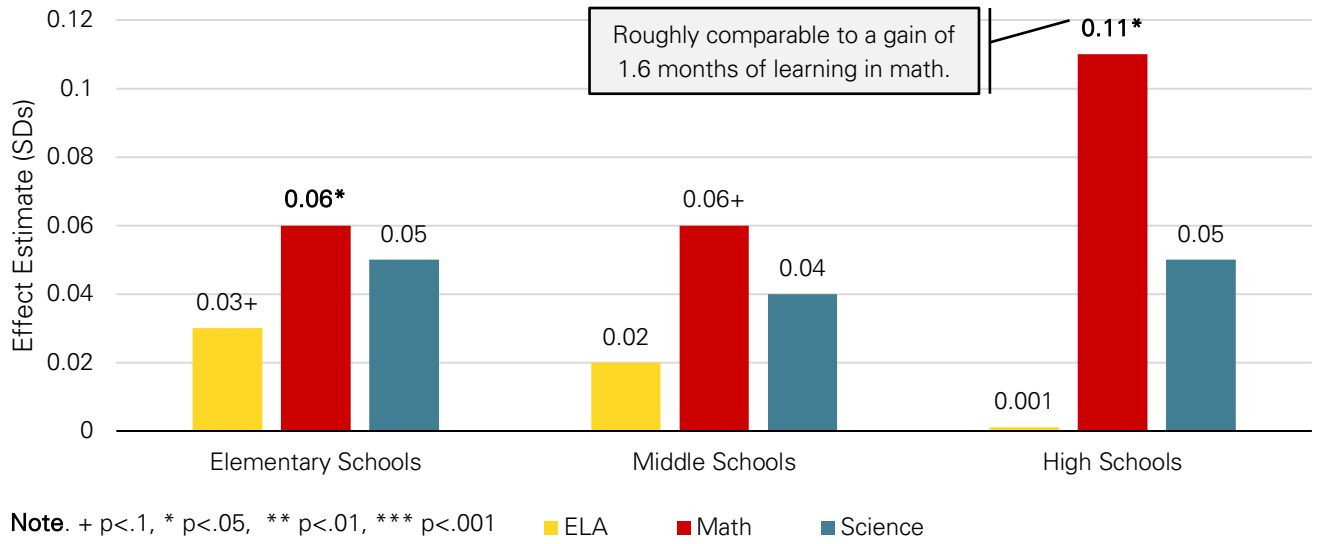


Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Overall, we conclude that ATR had a positive effect in math that is statistically significant and likely positive effects in ELA and science. When we compare with our previous year report, these results are larger in magnitude and more precise, suggesting that an additional year of data has improved our confidence in the positive effect of ATR on student test scores.

The effect of ATR programs in schools varies by school level, with large positive effects in high school math. Figure 12 shows effect estimates in each subject for elementary, middle, and high schools. The estimates are largest in magnitude for math and smallest in magnitude for ELA across all grade levels. The results also provide suggestive evidence that the ATR effect in math is largest in high school (0.11 SD). In ELA, the strongest evidence for positive results appears in elementary schools (a marginally significant 0.03 SD). In science, results are slightly larger in elementary and high school, but none of these results are significantly different from zero, so we cannot make definitive claims about variation across grade levels.

Figure 12. Effect Estimate by School Level



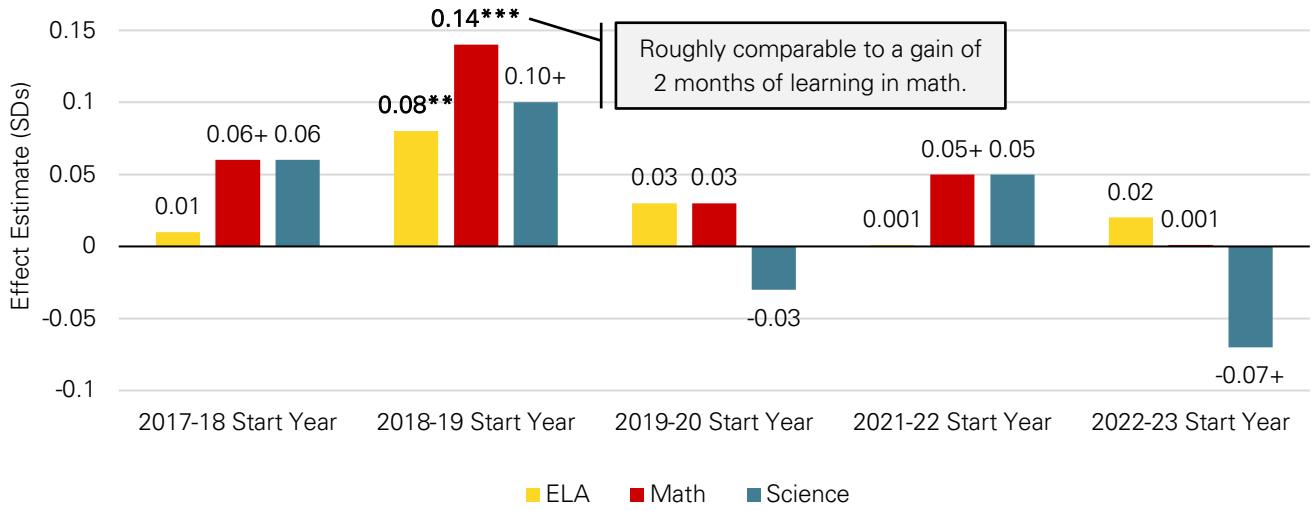
Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Effects by School Cohort & Start Year

We further examine nuances in the overall results by estimating the impact of ATR separately for each cohort of ATR schools. Recall that there are six cohorts of ATR schools starting in each year between 2017-18 and 2022-23 but note that results for the 2020-21 cohort cannot be estimated because our models rely on comparing pre-post differences in student test scores. For the 2020-21 cohort, we cannot establish a "pre-ATR" level of achievement because the "pre-ATR" year for the 2020-21 cohort is 2019-20, and test scores are not available in 2019-20 due to disruptions from the COVID-19 pandemic.

Schools that began ATR in the 2017-18 and 2018-19 school years are largely driving positive program effects. Figure 13 shows that the first two cohorts of ATR schools demonstrate the clearest evidence of positive effects, with the largest estimates among schools that began in 2018-19. For example, analyses found that the effect in ELA (0.08 SD) and math (0.14 SD) is statistically significant among schools in the 2018-19 cohort, and the result in science (0.10 SD) is marginally significant. Results for the 2017-18 cohort are smaller in magnitude than results in the 2018-19 cohort, and not statistically significant, but the results are consistently positive across all three subjects. Across cohorts, there are generally positive estimates in ELA and math, though the result for some cohorts is very small in magnitude (e.g., ELA for schools that began in 2021-22), and results in math tend to be larger than in ELA, except in schools that began in 2022-23. In science, the results are sometimes positive and sometimes negative but not statistically significant in any start year. Overall, results in Figure 13 suggest that ATR produces the clearest evidence of positive effects in schools that have been implementing the program for longer.

Figure 13. Effect Estimates by ATR School Start Year

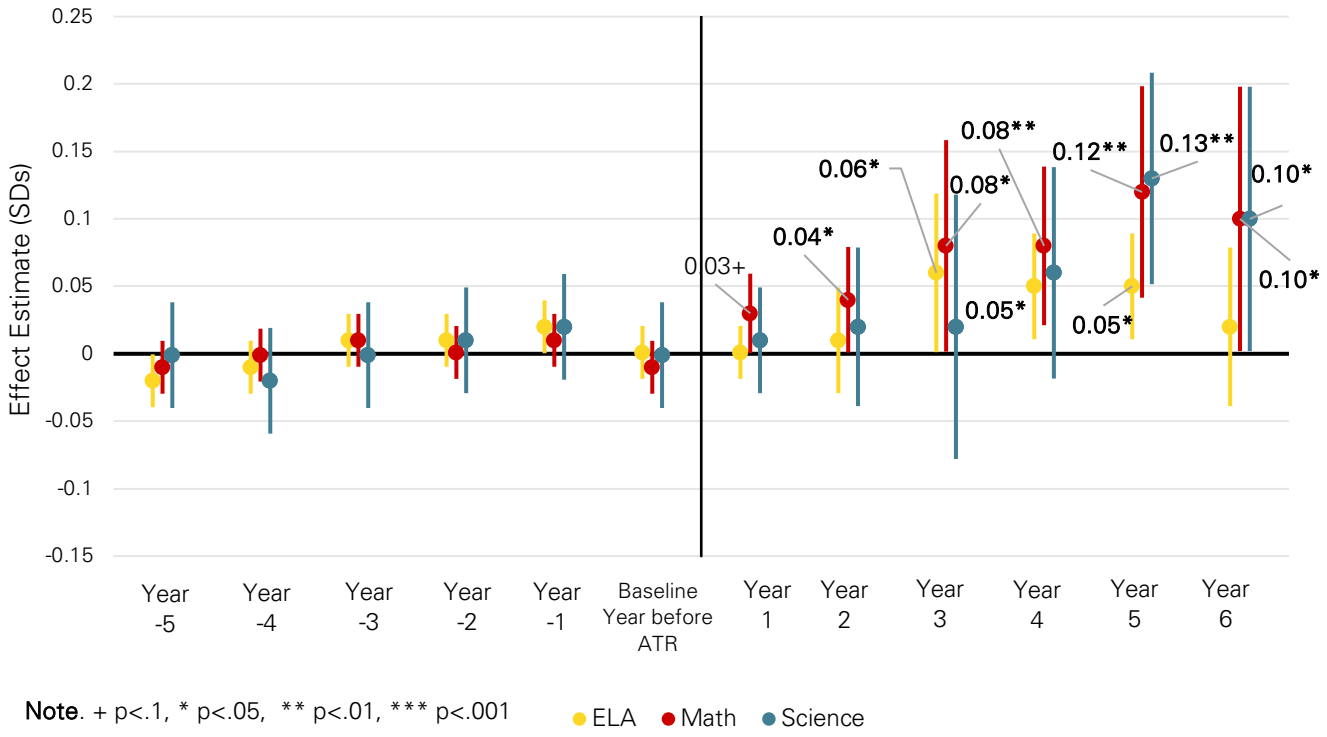


Note: Results for the 2020-21 cohort could not be estimated due to large numbers of missing baseline test scores from the COVID_19 pandemic. + p<.1, * p<.05, ** p<.01, *** p<.001

Next, we examine estimates that separate effects by implementation year to better understand impact over time. Implementation years differ from calendar years for each cohort of ATR schools, depending on when schools began implementing the program (see Table 3). For example, the first implementation year is 2017-18 for Cohort 1 schools and 2018-19 for Cohort 2 schools. Thus, only schools that began in 2017-18 have six years of implementation; only schools that began in 2017-18 and 2018-19 have five years of implementation; and so on.

Positive effects grow up to five years after schools begin implementing ATR. Figure 14 shows effect estimates for six years before and five years after schools began implementing ATR. First, estimates in each of the six pre-ATR years show that ATR and comparison schools were very similar to each other before ATR was implemented. This is strong evidence to support the analytic approach used in this evaluation because it shows that schools identified for the comparison group were very similar to ATR schools with respect to student math scores. After implementation began, test scores in ELA begin to increase after two years of implementation, with positive and significant effects in years three (0.06 SD), four (0.05 SD), and five (0.05 SD). However, ELA results in year six (which is estimated using only the ATR schools that began in 2017-18), dip down again and are no longer statistically significant.

Figure 14. Effect Estimates by School Start Year



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

In math, ATR increases test scores more quickly with positive and significant effects beginning in year two. The results in math are consistently larger than results in ELA across all six years. Moreover, results in math are statistically significant in years two through six (and marginally significant in year one). Similar to ELA, results in math also dip in year six compared to year five. Effects in science are generally less precise, which is likely due to fewer test scores in science compared to ELA and math. Nevertheless, we observe some positive effects in science that take a little longer manifest. Specifically, the estimates begin to increase in year four with positive and statistically significant effects in years five (0.13 SD) and six (0.10 SD). Like ELA and math, science scores dip a little by year six, relative to year five.

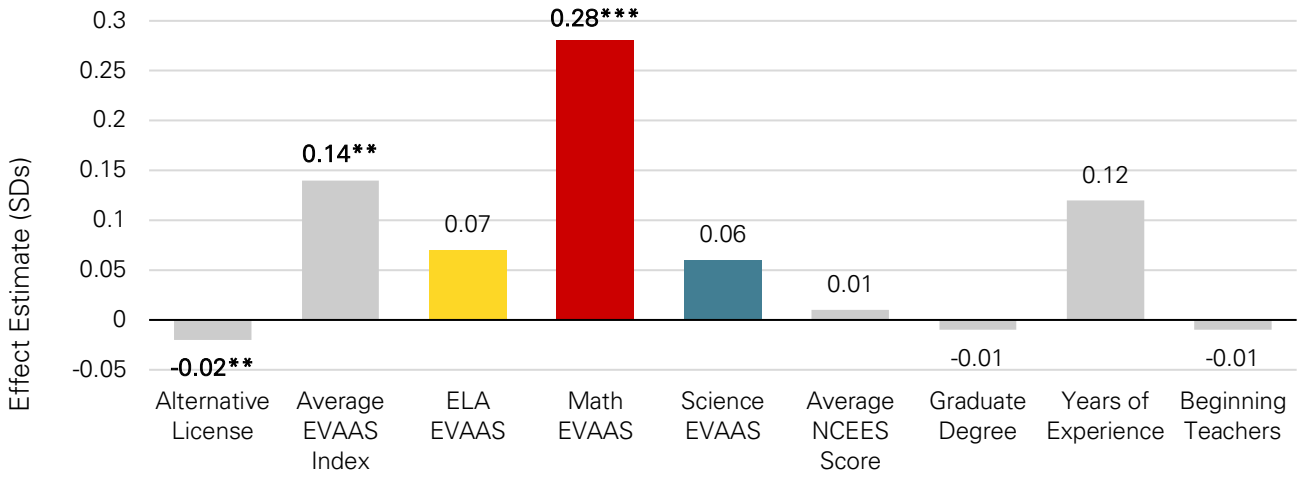
Overall, the trends suggest that the ATR program requires at least one year of implementation (and sometimes several years) before positive effects begin manifesting. These effects then tend to increase up to five years after implementation began. We then observe a dip in test scores by year six, suggesting that additional supports may be necessary for ATR schools to sustain positive effects, particularly for ELA.

Teacher Effectiveness

To examine how the ATR model may have impacted teacher effectiveness, we estimate staggered DID models using teacher-level data. Specifically, we examine effects on teacher characteristics that are potentially related to effective instruction: standardized EVAAS scores (overall and by subject), standardized NCEES scores (averaged across all NCEES standards), an indicator for whether teachers are alternatively licensed, an indicator for whether teachers have a graduate degree, years of experience, and indicator for whether the teacher in a beginning teacher (BT) in their first year of teaching.

Relative to non-ATR schools, teachers in ATR schools are more likely to have higher EVAAS scores and slightly more years of experience, and to hold traditional licensure. As illustrated in Figure 15 below, ATR schools tend to have higher average EVAAS scores than teachers in comparison schools (mostly driven by positive math EVAAS scores) after implementation of ATR. The positive effect on math EVAAS scores is particularly striking (0.28 SD). On the other hand, results in Figure 15 suggest that teachers' NCEES scores and the probability that they hold a graduate degree are no different in ATR schools relative to comparison schools, with coefficients that are nearly zero in magnitude and not statistically significant. In addition, teachers in ATR schools are less likely to be alternatively licensed (a two-percentage point difference in probability). Finally, Figure 15 suggests teachers in ATR schools tend to have slightly more experience (0.12 year) and are very slightly less likely to be a BT (a one-percentage point difference in probability), but these results are not statistically significant. Overall, these results are largely similar to results in our previous year report, suggesting that teacher characteristics in ATR schools have largely remained stable in 2022-23.

Figure 15. Staggered DID Effect Estimates on Teacher Characteristics



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

Together, these results provide moderate evidence of positive effects of ATR on teacher quality and effectiveness. The slightly lower probability of teachers being alternative licensed could be explained by more teachers in ATR schools feeling prepared and supported to complete their licensure requirements or could be explained by ATR schools hiring more traditionally licensed teachers. Likewise, increases in math EVAAS scores suggest that math teachers' instruction improved under ATR, supporting the student-level increases in math test scores (see above). Positive, but not significant, results on ELA and science EVAAS scores also align with the results on student test scores (see above).

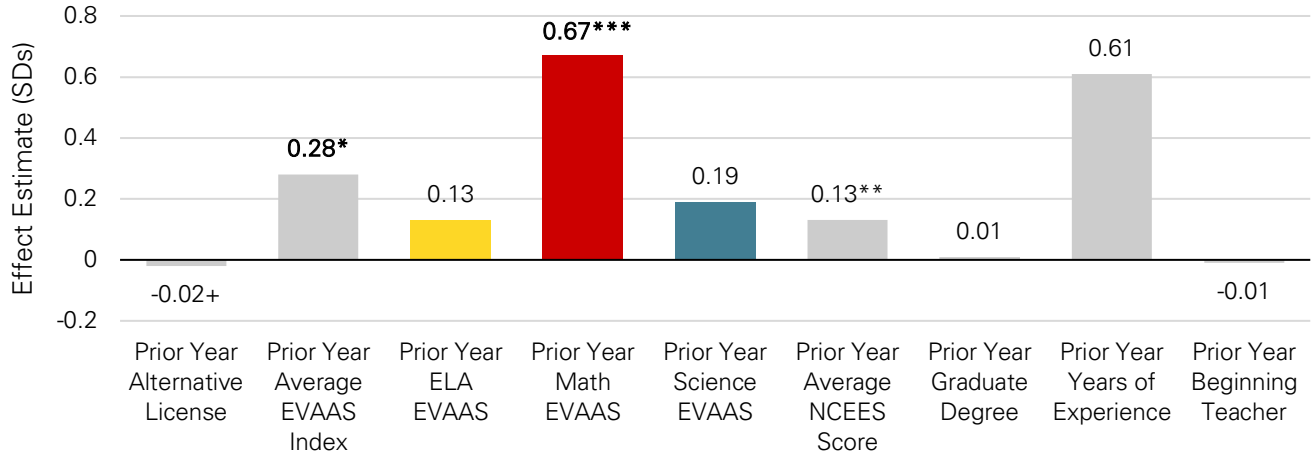
The null effects on whether teachers hold a graduate degree are not surprising because ATR was not designed to target teachers' degree attainment. Rather, ATR is better understood as a strategy to improve teachers' in-service professional learning (through mentoring and coaching from advanced teachers). Besides developing teachers who are already in the building, another way to improve average teacher effectiveness in a school is to change the composition of teachers. That is, implementing ATR may have helped these schools to either recruit more effective teachers or to push out less ineffective teachers.

Recruitment of Effective Teachers

To better understand whether implementing ATR may have helped improve the composition of teachers in ATR schools, the research team first examined the prior-year characteristics of teachers who were hired into ATR schools and compare them to teachers who were hired into comparison schools, again using staggered DID models. This approach allows us to examine whether ATR schools were more successful at recruiting effective teachers. Note that we use prior-year teacher characteristics to capture teacher effectiveness before they join the ATR school. This allows us to distinguish the recruitment of already-effective teachers from any improvements in teacher effectiveness after they arrive in an ATR school. Figure 16 below shows estimates of the ATR effect on prior-year teacher characteristics among teachers who transfer into ATR schools, relative to teachers who transfer into comparison schools.

Teachers hired into ATR schools tend to have higher average EVAAS scores, driven mostly by EVAAS scores in math, relative to teachers hired into comparison schools. Moreover, teachers hired into ATR schools also had higher average NCEES scores (0.13 points) than teachers hired into comparison schools. The estimates also suggest that teachers hired into ATR schools had slightly more experience (about two-thirds of a year) than teachers hired into comparison schools, but this result is modest and not statistically significant. Together, these estimates suggest that part of the reason for improved average EVAAS scores among teachers in ATR is driven by the recruitment of teachers who already had higher EVAAS and NCEES scores. It is possible that higher levels of effectiveness among teachers hired into ATR schools are driven by the hiring of Advanced Teachers in these schools, an issue we can pursue when the 2023-24 administrative data become available.

Figure 16. Staggered DID Effect Estimates on the Prior-Year Characteristics of Teachers who are Hired into ATR Schools

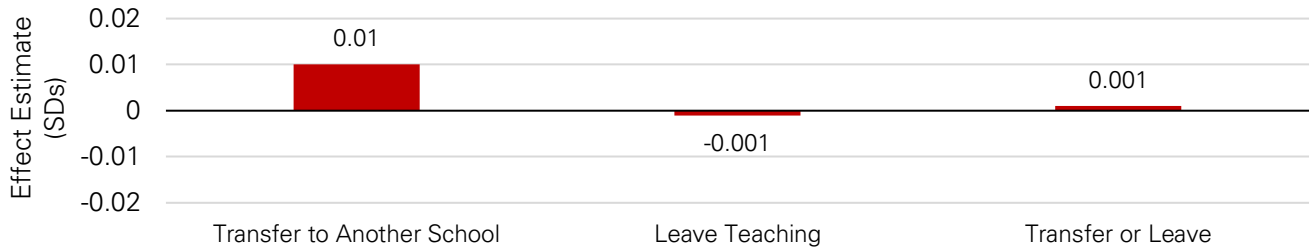


Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Teacher Retention

ATR schools are no more likely to retain teachers than non-ATR schools. Figure 17 illustrates teacher turnover from three perspectives: 1) whether teachers transfer to a different school; 2) whether teachers completely leave teaching in North Carolina public schools; or 3) turnover from either transferring or leaving. Overall, the effect estimates are not statistically significant at conventional levels and very nearly zero in magnitude. The results suggest that teacher turnover in ATR schools is similar to comparison schools and that ATR did not affect teacher retention.

Figure 17. Staggered DID Effect Estimates on Teacher Turnover

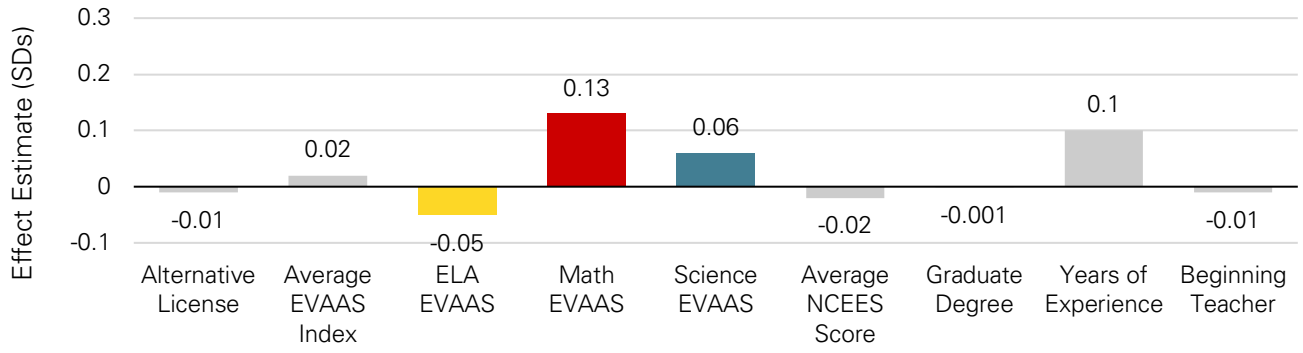


Attrition of Effective Teachers

Because the impact of teacher turnover can vary depending on the characteristics (e.g., effectiveness) of teachers who exit, the following analysis examines all teachers who leave ATR schools, which includes teachers who either transfer to another school or who completely leave teaching in North Carolina public schools. Teacher characteristics are measured in the year before teachers exit their school.

Teachers who exit ATR schools are not significantly different from teachers who exit non-ATR comparison schools. Figure 18 below shows the staggered DID estimates that compare characteristics of teachers who leave ATR schools relative to teachers who leave comparison schools. None of the results are statistically significant and most are small in magnitude. We do find suggestive evidence that teachers who exit ATR school have descriptively higher math EVAAS scores than teachers who exit comparison schools. However, we hesitate to make any strong conclusions here because the result is not statistically significant. Overall, we find no strong evidence to support the idea that teachers who leave ATR schools are any different from teachers who leave comparison schools.

Figure 18. Staggered DID Effect Estimates on the Characteristics of Teachers Leave ATR Schools



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

Teacher-Level Effects of ATR

Key Findings

- **The characteristics of Advanced Teachers and Supported Teachers differ in several ways from the statewide average.** Advanced Teachers in our sample are more likely to be licensed in elementary education and math and have much higher average EVAAS scores than the statewide average. Supported Teachers are also more likely to hold a license in elementary education and have slightly higher EVAAS scores. However, they are more likely to have lower NCEES ratings and fewer years of experience.
- **Students taught by Advanced Teachers have significantly higher test score gains than students of non-ATR teachers.** The results are positive across all subjects and models, with the clearest evidence in ELA. In math, the results are larger in magnitude but only statistically significant in one model. Results in science are positive but not statistically significant using either model.
- **Students taught by Supported Teachers have test score gains that are similar to students of non-ATR teachers in the same school.** While differences in student gains fluctuate between positive in math and negative and ELA and science, none are statistically significant. These finding suggest that the students of Supported Teachers make academic growth that is no different from students of teachers who do not receive direct support from an Advanced Teacher. Notably, Supported Teachers have slightly lower average NCEES scores and have fewer average years of experience than the statewide average.

Over the past year, the research team has worked with NCDPI and PSUs to collect rosters identifying every Advanced Teacher and Supported Teacher that have participated in programs funded by ATR. NCDPI obtained these rosters for all PSUs under the grant program for the 2023-24 school year; for the 2022-23 the research team was able obtain full records from a small subset of PSUs. The exact number of PSUs in the 2022-23 sample is not reported here to help prevent the potential identification of PSU districts included in this analysis; however, this sample includes approximately 22% of schools participating in ATR during the 2022-23 school year. This section reports on findings for 2022-23 comparing test scores for students taught by Advanced Teachers and Supported Teachers relative to students of teachers in the same school who are not part of the ATR program. **These results should be understood as preliminary and non-causal estimates and should interpreted with considerable caution**. When the 2023-24 administrative data become available, the research team will be able to draw more definitive conclusions about their impact.

Demographics of Advanced Teachers and Supported Teachers

Table 13 below shows demographic and professional characteristics Advanced Teachers and Supported Teachers relative to all teachers in the PSUs that provided data in 2022-23 and all teachers in North Carolina. Advanced Teachers are demographically similar to the statewide average. Advanced Teachers are also more likely to have a license in general elementary grades (75%) relative to the statewide average (39%). Similarly, Advanced Teachers are more likely to be licensed in math (18%) than the statewide average (9%). Relative to state as a whole, Advanced Teachers are less likely to be alternatively certified (5% versus 15% statewide), tend to have much higher average EVAAS scores (0.74 SD relative to 0.01 SD statewide) and higher average NCEES scores (4.23 relative to 3.72 statewide). Finally, Advanced Teachers tend to have more experience (15.98 years relative to 13.14 years statewide), are never beginning teachers (0%), and have higher average salaries ($52,572 versus $42,748 statewide).

Supported Teachers are also more likely to hold a license in elementary grades (66%) relative to the statewide average (39%). However, compared to the state as a whole, Supported Teachers tend to have slightly lower average NCEES scores (3.49 versus 3.72 statewide), are less likely to have a graduate degree (27% versus 43% statewide), and have fewer average years of experience (9.49 years versus 13.14 years statewide). Supported Teachers are more likely to be Black and less likely to be White than the statewide average. For example, 39% of Supported Teachers are Black relative to 16% statewide.

Table 13. Descriptive Characteristics of Advanced Teachers and Supported Teachers

Teacher Characteristic	Advanced Teachers	Supported Teachers	All Teachers in Sample PSUs	All Teachers in North Carolina
Female	0.92	0.88	0.80	0.80
Asian	0.00	0.01	0.01	0.01
Black	0.20	0.39	0.27	0.16
Hispanic	0.02	0.03	0.03	0.02
Native American	0.00	0.00	0.00	0.01
Other Race	0.00	0.00	0.00	0.01
White	0.78	0.55	0.69	0.79
Elementary License	0.75	0.66	0.42	0.39
ELA License	0.11	0.11	0.10	0.12
Math License	0.18	0.09	0.09	0.09
Science License	0.08	0.04	0.07	0.08
Social Studies License	0.10	0.06	0.11	0.11
Alternative Entry	0.05	0.10	0.13	0.15
EVAAS Index (Standard Deviations)	0.74	0.04	0.01	0.01
Average NCEES Score (1-5)	4.23	3.49	3.55	3.72
Attendance Rate	0.88	0.88	0.89	0.90
Graduate Degree	0.39	0.27	0.35	0.43
Teacher Experience Years	15.98	9.49	12.08	13.14
Beginning Teacher	0.00	0.14	0.12	0.08
Gross Pay	$52,572	$45,535	$46,621	$42,748
Observations	84	339	2,620	1,648,816

Note. Sample includes only 2022-23 school year. Advanced Teachers and Supported Teachers come from a small sample of PSUs where roster data were available in 2022-23. A small number could not be matched to existing administrative records.

Impact of ATR on the Students of Advanced Teachers & Supported Teachers

To examine the impact on test score gains for students directly impacted by ATR, the findings presented below compare the year-over-year growth of students taught by Advanced Teachers and Supported Teachers to students taught by other teachers in the same school but are neither an Advanced Teachers nor a teacher supported by an Advanced Teacher.

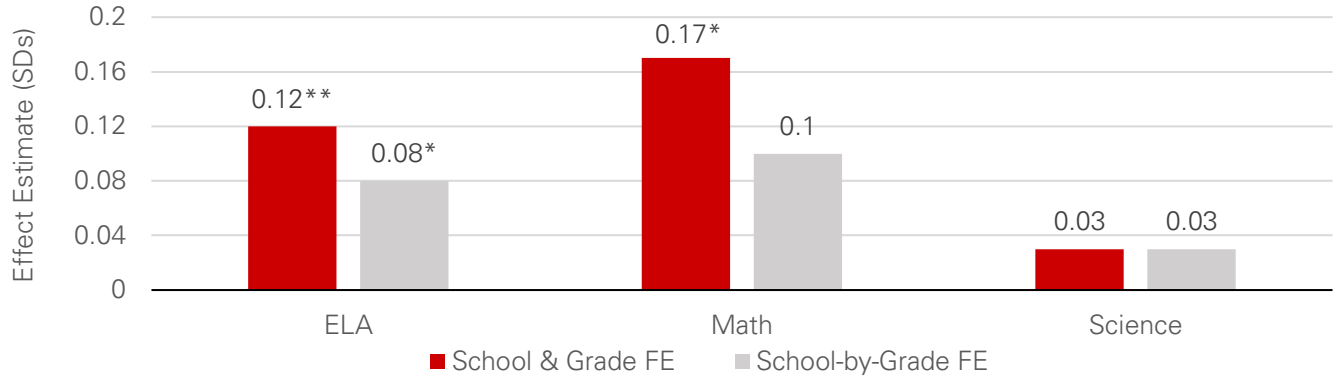
With data limited to only 2022-23, the research team used a series of school and grade fixed effect models that control for both observed and unobserved factors that might bias our estimates of how Advanced Teachers and STs affect student test scores:

- The **school & grade fixed effects** (FE) model controls for factors that impact all students in the same school and factors that impact all students in the same grade.
- The **school-by-grade fixed effects** (FE) model controls for bias that could result from differential achievement among students in different grades within the same school but is generally less representative of the full sample than models that use school and grade fixed effects separately.

For full transparency, we report results below using both the school and grade fixed effects and the school-by-grade fixed effect.

Students taught by Advanced Teachers have significantly higher test score gains than students of non-ATR teachers. As show in Figure 19, the results are positive across all subjects and models, with the clearest evidence in ELA, where we observe statistically significant estimates using both fixed effect models. For example, the school-by-grade fixed effect model suggests that students taught by an Advanced Teacher have test scores gains that are 0.08 SD higher than students taught by non-ATR teachers. In math, the results are larger in magnitude but only statistically significant when we use the school and grade fixed effect model (0.17 SD). Results in science are positive but not statistically significant using either model.

Figure 19. Test Score Gains for Students Taught by Advanced Teachers

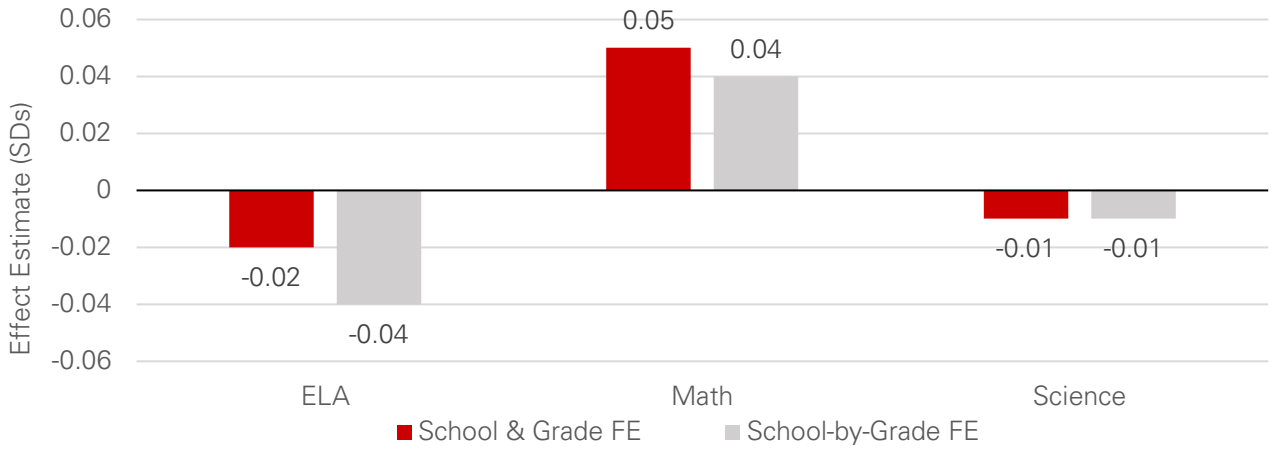


Note. + p<.1, * p<.05, ** p<.01, *** p<.001. FE stands for fixed effect.

Note that results include students who are listed as students of record on classroom rosters shared by the NCDPI. Also, the analysis pooled together students of Adult Leadership and Classroom Excellence because there were too few Classroom Excellence teachers in our sample to report separate results for each type of Advanced Teacher. With data from additional PSUs in future years, we plan to report separate estimates for adult leadership and classroom excellence teachers.

Students taught by Supported Teachers have test score gains similar to students of non-ATR teachers. Figure 20 below shows subject area effect estimates for students taught by Supported Teachers (i.e., teachers who were required to, or elected to, receive support from an Advanced Teacher) and only for when the Supported Teachers is receiving support in the relevant subject. For example, we estimate effects on ELA scores using Supported Teachers who are supported by an Advanced Teacher in ELA. Supported Teachers who receive support in multiple subjects (e.g., teachers in elementary grades) will contribute to estimates for all the subjects in which they receive support. These estimates fluctuate between positive in math and negative and ELA and science, but none are statistically significant. Overall, the findings suggest that students of Supported Teachers, with the additional support of an Advanced Teacher, make academic growth roughly equivalent to the students of non-ATR teachers in the same school. Notably, Supported Teachers have slightly lower average NCEES scores, are less likely to have a graduate degree, and have fewer average years of experience than the statewide average.

Figure 20. Test Scores Gains for Students Taught by Supported Teachers



Note. + p<.1, * p<.05, ** p<.01, *** p<.001. FE stands for fixed effect.

Limitations

These results provide preliminary insight into the effects of Advanced Teachers and Supported Teachers on their students. However, we caution against broad generalizations because these results focus only on a small sample of PSUs implementing ATR and therefore may not be representative of all Advanced Teachers and Supported Teachers statewide. Moreover, these results should not be interpreted as causal because there are important sources of bias that we cannot rule out with only one year of data. For example, we cannot rule out that these estimates may be driven by systematic assignment of certain students to Advanced Teachers or Supported Teachers. For example, our results could overestimate the effect of Advanced Teachers if higher achieving students are systematically assigned to Advanced Teachers, relative to non- Advanced Teachers in the same school. Also, a single year of data means we have limited statistical power to detect significant relationships, which could explain many of the null results. Finally, these overall results fail to capture heterogeneity, such as differential effects across adult leadership versus classroom excellence teachers and how long supported teachers have been receiving support from an Advanced Teachers. Another source of heterogeneity involves the types and intensity of support Supported Teachers receive from Advanced Teachers. With additional data on Advanced Teachers and Supported Teachers statewide in 2023-24, we will pursue additional analyses to better illuminate these nuances.

Recommendations

The recommendations provide below are the result of a synthesis of all data collected as a part of the ATR evaluation inclusive of surveys, interviews, observations and administrative records provided by the NCDPI and PSUs. These recommendations are intended to provide actionable steps for school principals, district leaders, and state-level leadership to promote successful strategies and address key implementation challenges highlighted in the report. Implementing these recommendations across PSUs will help to strengthen the effectiveness and sustainability of ATR programs in North Carolina.

For School Principals

Support structures and processes that promote data-informed decisions. In districts like Pitt and Wilson, data-informed decision-making – using tools like MTSS data, benchmark assessments, stakeholder surveys, and ATR schedules – has proven effective in guiding programmatic adjustments; supporting Tier 2 and Tier 3 students; and ensuring classroom teachers have the supports they need, when they need it. Principals across all ATR schools should work with Advanced Teachers to establish regular processes for data collection and analysis and support them in leading data-driven discussions in PLCs and coaching sessions. By establishing structures and routines for data analysis and discussion, principals can ensure that ATR is continuously refined, and classroom instruction is adjusted based on timely, context-specific information.

Tailor support for Advanced Teachers and foster continued collaboration. Principals (and district leaders) should continue to provide differentiated professional development (PD) tailored to the unique needs of Advanced Teachers while also fostering opportunities for collaboration within and across schools. As highlighted in the report, Advanced Teachers value the professional development provided but expressed a desire for more tailored PD and opportunities to collaborate with colleagues. Schools and districts should continue to bring their Advanced Teachers together to share practices and work on common problems of practice while also providing professional learning that meets their needs. Districts should also explore new approaches to provide differentiated PD and space for collaboration.

For District Administrators

Ensure role clarity and sufficient support for ATR positions. District leaders should prioritize clear role definitions and provide adequate release time for Advanced Teachers to ensure they can fulfill their core responsibilities effectively and within working hours. Many Advanced Teachers face challenges due to ambiguous roles and insufficient time, often being pulled into covering other classroom duties. This reduces their capacity to mentor, co-teach, and lead professional development. By providing well-defined job descriptions and protecting time for coaching, collaboration, and leadership tasks, Advanced Teachers will be better equipped to enhance teacher capacity and improve student outcomes.

Enhance teacher retention by expanding support beyond ATR. District leaders should implement broader strategies to improve teacher retention, as the ATR program alone may be insufficient to address this issue. In addition to offering career advancement through ATR, districts can explore non-monetary incentives such as increased planning time, mental health support, and leadership development that can enhance retention. Gathering regular feedback from teachers may also help identify unmet needs and guide continuous program improvements. Finally, districts could provide differentiated professional development, mentorship programs, and improved working conditions to reduce teacher burnout and retain effective teachers.

For State Leadership

Provide consistent and sustainable funding. The state should prioritize reliable and sustainable funding for ATR salary supplements and related program costs to ensure long-term program success. While district leaders appreciate the state's support in providing salary supplements, there are significant concerns about the sustainability of this funding. Concerns included the timing of state funding, school level "trade-offs" or sacrifices for Advanced Teacher positions, and discrepancies between Advanced Teachers and other teacher leaders at the school level who do not receive a supplement (e.g., instructional coaches). To sustain programs, some districts are leveraging Title I or local funding sources, which may be unreliable year-to-year. A consistent funding stream from the state would ensure that the program remains sustainable and effective, especially as programs mature and ongoing support for teachers may be needed.

Provide support for new legislative requirements and consider adjusting for PSU contexts. Districts have been asked to realign their ATR programs with new legislative requirements for the roles, salary supplements and distribution of Advanced Teachers. State-level ATR leadership should provide the necessary support for meeting these requirements and work closely with districts to ensure that requirements align with the unique needs of schools, particularly smaller districts and schools where meeting team-size, percentage of Advanced Teachers and student ratio requirements can be challenging. As the report notes, district leaders have had to retrofit their programs to meet new legislative definitions, which may not always suit their contexts. Greater flexibility and a potential revision to these requirements would help districts implement the program more effectively.

Establishing ongoing opportunities to share successes and challenges. By creating an ATR Communities of Practice and facilitating structured thought partnerships with external organizations, districts can collaboratively solve instructional and leadership challenges. This approach, highlighted in districts like Pitt and Wilson, has proven effective in enhancing instructional practices and leadership capacity within districts and is likely to help strengthen the program across districts. Moreover, sharing strategies for adapting to legislative requirements, such as team sizes and student ratios, could help smaller schools navigate common challenges and ensure compliance while maintaining program fidelity.

For Institutions of Higher Education

Enhance connections between Educator Preparation Programs (EPPs) and Advanced Teaching Roles (ATR). ATR signifies a shift towards team-based teaching methods, incorporating new collaborative teaching models and shared responsibility for student outcomes. To align with this evolving educational approach, EPPs should consider adapting their curricula and training to better prepare future teachers for ATR teams. This alignment would enable new teachers to effectively collaborate and contribute from the outset. To achieve this, opportunities for knowledge exchange between public school units (PSUs), ATR experts, and higher education-based faculty should be pursued. This could involve: joint workshops where educator preparation faculty and ATR professionals can discuss and share insights on the roles and responsibilities associated with ATR; curriculum development focused on ATR concepts and collaborative teaching strategies to ensure that prospective teachers are familiar with and ready for these new roles; and channels for ongoing feedback between teacher preparation programs and ATR practitioners to continuously refine and improve training practices based on real-world experiences and needs specific to beginning teachers.

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Appendices

Appendix A: Data Collection Instruments & Protocols

Advanced Teaching Roles Survey

Survey Blocks

Introduction – All respondents (7 Questions; Q1.1-Q1.7)

Location and Role – All respondents

Administrators – (21 Questions, Q3.1-Q3.21)

All Teachers – (8 Questions, Q4.1- Q4.28)

Advanced Teachers – (25 Questions, Q5.1 – Q5.25)

Teacher Colleagues – (13 Questions, Q6.1-Q6.13)

Introduction

Q1.1

The Friday Institute for Educational Innovation at North Carolina State University is conducting a study of the Teacher Compensation Models and Advanced Teaching Roles (ATR) program on behalf of the North Carolina Department of Public Instruction (NCDPI).

This survey is part of broader data collection efforts by the NC State research team. The purpose of this survey is to better understand the activities and impact of Advanced Teachers (ATs). An Advanced Teacher is a teacher in a local school who is paid additional compensation to extend their positive impact on student achievement.

At the district or school level, they may be referred to as "advanced teacher," "lead teacher," "mentor teacher," "extended impact teacher," "team reach teacher," "coach", or "multi-classroom leader". We use the terms Advanced Teacher (AT) for teachers in these roles.

Please note that your survey responses are kept confidential. Your name and identifying information will not be associated with your responses in any kind of reporting. Your participation in this study is completely voluntary. If you choose to participate you may choose to discontinue participation at any time.

For completing this survey, you will be entered into a random drawing for one of ten **$50 Amazon gift cards.**

Please click "Next" to answer two questions required by the NC State Institutional Review Board. You will then be directed to the consent form.

Q1.2 Are you 18 years of age or older? [Yes, No]

Skip To: End of Survey If Q1.2 = No

Q1.3 Do you currently reside in the United States of America? [Yes, No]

Skip To: End of Survey If Q1.3 = No

Q1.4 Consent Form

Q1.5 If you consent to complete this survey, click "Yes I consent" button to continue to the survey. [Yes, I consent, No, I do not consent]

Q1.6 What is your name (First, Last)?

Q1.7 What is your work email address?

Skip To: End of Survey If Q1.5 = No, I do not consent.

Location and Role

Q2.1 Please select your district and school from the dropdown list below. If you are a district administrator, leave school blank. If you are a teacher who works across multiple schools, or your school is not listed, select "Other."

Q2.2 Please provide the name of your school(s).

Q2.3 Are you a school or district administrator? [Yes / No]

Q2.4 An Advanced Teacher is a teacher in a local school who is paid additional compensation to extend their positive impact on student achievement.

At the district or school level, they may be referred to as a "facilitating teacher," "advanced teacher," "lead teacher," "mentor teacher," "extended impact teacher," "team reach teacher," "coach", or "multi-classroom leader". We use the term Advanced Teacher (AT) for teachers in these roles. Are you in an advanced teaching role AND receive additional compensation for that role? Yes / No

Display This Question:

If Q2.3 = No

And Q2.4 = No

Q2.6 Does an Advanced Teacher provide support to you (e.g., provide professional development, co-teach, support analysis of data, modeled methods of teaching, pulled-out small groups for instruction)? [Yes, No]

Administrators

Q3.1 At what level is your position? [School / District]

Q3.4 What are the primary goals for the ATR program in your district/school?

Q129 What do you believe are the three most important issues or needs facing your district/school that the ATR

program is intended to address?

Q130 How is your district/school ATR program designed to address those issues or needs?

Q131 How does your district/school decide which schools will have advanced teachers?

Q132 How does your district/school decide the responsibilities of advanced teachers?

Q133 How important are the following data in determining the responsibilities of Advanced Teachers in your district/school? [Likert (4-point scale): Not Considered to Considered with High Importance]

- Teacher evaluation data (i.e., NCEES)
- Teacher EVAAS data
- Teacher recruitment and retention data
- Teacher working conditions survey
- Student performance on state or standardized assessments – content areas (EOC, EOG, ACT)
- Student performance on state assessment – subgroup analysis
- Student performance on formative assessments
- Attendance
- Discipline data
- Graduation/dropout
- Focus groups, surveys, or interviews of teachers and staff
- Focus groups, surveys, or interviews of parents and community members
- Other, please describe.

Q134 In 2023, the North Carolina state legislature introduced definitions for teachers receiving salary supplements for advanced teaching roles, in particular, adult leadership and classroom excellence teachers.

Adult Leadership Teacher: A teacher who meets the following criteria: Works in the classroom, providing instruction for at least thirty percent (30%) of the instructional day. Leads a team of between three and eight teachers. Shares responsibility for the performance of the students of all teachers on the team identified in sub-subdivision b. of this subdivision. Is not a school administrator.

Classroom Excellence Teacher: A teacher who meets the following criteria: Is a teacher in an advanced teaching role. Assumes and maintains responsibility for at least twenty percent (20%) of additional students as compared to the most recent prior school year in which the teacher did not receive a salary supplement pursuant to this section. Is a member of a team of teachers led by an adult leadership teacher pursuant to sub-subdivision b. of subdivision (1) of this subsection. As it relates to these definitions, please indicate how strongly you agree with

these statements. [Likert (5-point scale): Strongly Disagree to Strongly Agree]

- The criteria for adult leadership teachers were easy to adapt to our existing Advanced Teacher roles program.
- The criteria for classroom excellence teachers were easy to adapt to our existing Advanced Teacher roles program.

Q135 How have these definitions affected, or how may they affect in the future, the implementation of your district's/school's advanced teaching roles program?

Q137 In 2023, the North Carolina state legislature stipulated that Advanced Teaching Roles units shall designate up to fifteen percent (15%) of the teachers in each Advanced Teaching Roles school as adult leadership teachers and five percent (5%) of the teachers in each Advanced Teaching Roles school as classroom excellence teachers. How has this requirement affected, or how may it affect in the future, how you implement the advanced teaching roles program in your district/school?

Q136 Legislation has also stipulated that Advanced Teaching Roles units shall provide salary supplements of $10,000 for adult leadership teachers and $3,000 for classroom excellence teachers. How do these salary supplement amounts affect, or how may it affect in the future, how you implement the advanced teaching roles program in your district/school?

Q138 What are the biggest challenges, if any, to implementing Advanced Teaching Roles as prescribed by legislation?

Q201 To what extent do you agree with the following statement?

Overall, the additional support teachers have received from Advanced Teachers has led to improvement in academic achievement for students in our school [district]. [Likert 5-point scale: Strongly Disagree to Strongly Agree]

Q140 How important are the following activities for Advanced Teachers in your school/district? [Likert 5-point scale: not important to important] *National Model Teacher Leadership Domains

- Fostering a Collaborative Culture to Support Educator Development and Student Learning-----Examples: a) helps colleagues work collaboratively; b) facilitates trust and building ownership and action to support student learning; c) creates an inclusive culture
- Accessing and Using Research to Improve Practice & Student Learning---- Examples: a) assists colleagues in accessing and using research to select appropriate strategies to improve student learning; and b) facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
- Promoting Professional Learning for Continuous Improvement-----Examples: a) facilitates professional learning among colleagues; advocates for sufficient preparation, time, and support for colleagues' professional learning; and b) provides constructive feedback to colleagues to strengthen teaching practice and improve student learning
- Facilitating Improvements in Instruction and Student Learning------ Examples a) facilitates analysis of data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school

culture; b) Supports colleagues' reflection and professional growth by serving in roles such as mentor, coach, and content facilitator; c) Serves as a team leader; d) Promotes instructional strategies that address issues of diversity and equity in the classroom

- Promoting the Use of Assessments and Data for School and District Improvement------Examples: a) Increases the capacity of colleagues to identify and use multiple assessment tools, and b) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Q144 / Q154 What initial training and opportunities are used to prepare teachers to be Advanced Teachers before/after they begin their role as advanced teachers? [select all that apply]

- District partnership with a university for certificate or degree programs that prepare teacher leaders
- District partnership with an external vendor that provides training
- District formal pipeline program
- informal leadership opportunities
- Networks/communities of practice related to teacher leadership
- Mentoring by school leaders
- Mentoring by other teacher leaders
- Professional development in leadership
- Professional development in fostering a collaborative culture to support educator development and student learning
- Professional development in assessing and using research to improve practice and student learning
- Professional development in promoting professional learning for continuous improvement
- Professional development in facilitating improvements in instruction and student learning
- Professional development in promoting the use of assessments and data for school and district improvement*
- Other(s) not listed here (Please describe.)

Q143 Please list professional development based on programs, models, and approaches developed by external vendors that you used with Advanced Teachers (e.g., Get Better Faster, The Art of Coaching, High Reliability Schools, True Colors, Adaptive Schools, Cognitive Coaching, Opportunity Culture, etc.)

Q145 What types of support did your school/district provide to support advanced teachers' capacity and skills for collaboration—commonly practiced as professional learning communities, co-teaching, co-planning, peer observation and feedback, coaching, and collaborative interpretation of results to improve instructional practices and facilitate student learning?

Q146 What types of support did your school/district provide to support advanced teachers' capacity and skills for

analyzing data to improve instruction and promote student learning?

Q150 How important are these factors in selecting professional development opportunities for advanced teachers? [Likert 5-point scale: not important to important]

- Budget (e.g., workshop resources, substitutes for teacher coverage, travel, contracting external vendors)
- Time required for professional development
- Structure (e.g., in-person, online, hybrid)
- Follow-up support (e.g., onsite consulting and remote coaching)
- Long-term partnership with professional development vendor
- District-level data/needs assessment
- Promote consistency across the district
- Concepts taught in professional development are also used with other district initiatives
- Concepts taught in professional development can be tailored to fit the school context
- Professional development aligned with current research on effective strategies for teaching and learning
- Professional development requested by school leaders or Advanced Teachers
- Recommended by other districts
- Other, please describe.

Q3.14 Think about the ATR program and the activities of Advanced Teachers in your school. What challenges, if any, are there to implementing the ATR program?

Q159 Think about the ATR program and activities of Advanced Teachers in your school. What conditions at the school, district, or state facilitated the success of the ATR program?

Q148 How, if at all, are the **conditions** for supporting Advanced Teachers (e.g., school leadership support, technology, professional development, coaching, etc.) assessed to modify Advanced Teacher programming?

All Teachers- Demographics

Q4.2 What type of licensure do you have? [Lateral License / Residency License / Emergency License / Initial Professional License / Continuing Professional License / Other]

Q160 Are you a nationally board-certified teacher? [Yes / No]

Q4.3 How many years have you been employed as a teacher in the school in which you are currently working (as a whole number... 1, 2, 3...)? If this is your first year working in this school, enter "0".

Q4.4 How many total years have you been a teacher (as whole number... 1, 2, 3...)? If this is your first year as a

teacher, enter "0".

Q4.5 In which grade band(s) do you teach? [Elementary / Middle / Secondary /Other (please specify)]

- Elementary – multiple subjects (1)
- Academically / Intellectually Gifted Education (2)
- Dance (3)
- Music (4)
- Theatre Arts (5)
- Visual Arts (6)
- CTE and Career Pathways (7)
- Agricultural Education (8)
- Business, Finance, and Information Technology (9)
- Career Development Education (10)
- Family and Consumer Sciences Education (11)
- Health Sciences Education (12)
- Marketing and Entrepreneurship Education (13)
- Technology Engineering and Design Education (14)
- Trade & Industrial Education) (15)
- Computer Science (16)
- English Language Arts (17)
- English Language Development (18)
- Healthful Living: Health / Physical Education (19)
- Information and Technology (20)
- Mathematics (21)
- Science (22)
- Social Studies (23)
- Special Education (24)
- World Languages (25)

Advanced Teachers

Q161 What is your position title with the Advanced Teaching Role program (ATR) or as an Advanced Teacher (e.g., reach teacher, multi-classroom leader, lead teacher, multi-classroom teacher, facilitating teacher, collaborating teacher, etc.)?

Q5.2 What was your first year as an Advanced Teacher at your current school? [2013-2014 – 2023-2024]

Q162 What do you view as the primary goals for the ATR program in your school? What issues or needs are the ATR program trying to address?

Q163 In general, what characteristics do you believe are most important for Advanced Teachers to be successful in their role? Please explain.

Q164 What are your primary goals for you personally and/or professionally as an advanced teacher?

Q165 Advanced teachers often have multiple responsibilities associated with their role as an advanced teacher. What are your three primary activities as an advanced teacher? [rank order by placing 1, 2, or 3 in the box next to the activity]

_____ Teaching an increased number of students

_____ Serving as a lead classroom teacher among a group of teachers

_____ Leading a school-wide effort to implement data-driven instructional models that include blended learning environments, utilizing digital learning and resources, and focusing on methods of improvement for school-wide performance issues

_____ Providing in-house professional development

_____ Functioning as an instructional content area coach or a coach in another professional development area

_____ Other, please specify

Q168 How often do you engage in these activities in your role as an advanced teacher? [Likert 5-point scale: daily, weekly, monthly, quarterly, never] (see Q140 for long version of response options) *Model Teacher Leader Standards

- Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Accessing and Using Research to Improve Practice & Student Learning
- Promoting Professional Learning for Continuous Improvement
- Facilitating Improvements in Instruction and Student Learning
- Promoting the Use of Assessments and Data for School and District Improvement

Q170 What initial training and opportunities for Advanced Teachers did you participate in **before** beginning as an Advanced Teacher and **after** you began your role as an advanced teacher? [select all that apply; response options listed with Q144/Q154]

Q173 Of the training and opportunities you participated in, which were the most important in helping you carry out your responsibilities as an advanced teacher? [select three; response options listed with Q144/Q154]

Q172 What new ideas did you gain from your training and opportunities, and how did you implement them in your professional practice as an advanced teacher?

Q174 To what extent do you agree with the following statements? [Likert 5-point: strongly disagree to strongly

agree]

- Professional development opportunities align with your responsibilities as an advanced teacher.
- I had the support and resources to be effective as an advanced teacher.

Q175 What challenges do you face in applying the training knowledge/skills from your professional development activities associated with your role as an advanced teacher?

Q176 Please complete this sentence. I can benefit from professional development in _[specify in text box below]____.

Q183 Think about the ATR program and the activities of Advanced Teachers in your school. What challenges, if any, are there to implementing the ATR program?

Q5.17 Think about the ATR program and activities of Advanced Teachers in your school. What conditions at the school, district, or state facilitated the success of the ATR program?

Teacher Receiving Support from Advanced Teacher

Q6.1 What year did you begin receiving support from an advanced teacher? [2013-2014 – 2023-2024]

Q185 What do you view as the primary goals for the ATR program in your school?

Q186 What types of support do you feel are most important for your Advanced Teacher to provide in order for you to be successful?

Q187 How important is the support you receive in your decision to remain in your current school and position? [Likert 5-point scale: not important to important]

Q188 What challenges did you encounter, if any, in receiving support from the advanced teacher?

Q6.8 Think about the ATR program and the activities of Advanced Teachers in your school. What challenges, if any, are there to implementing the ATR program?

Q190 Think about the ATR program and activities of Advanced Teachers in your school. What conditions at the school, district, or state facilitated the success of the ATR program?

Focus Group and Interview Questions

Administrators

Background Information/Program Set Up

1. I would love to know more about your school, teachers, and students [probe for assets, identified needs, teacher retention, administration tenure]. Can you tell us more?
2. Can you tell us a bit about the Advanced Teaching teams/set up at your school (probe for roles, years of experience, grade level, content of teachers receiving support as well as the activity/type and frequency of interaction) [try and sketch it out and confirm accuracy with Administrator]
    1. What role did you have in selecting ATs and determining roles and responsibilities?
    2. How long has your school been implementing ATR? How has the ATR program changed over the course of implementation?
    3. What student and teacher needs are being addressed by the ATR program at your school? How did you identify those needs?
3. How would you characterize your role as an administrator in a school with ATs?

Barriers/Successes

4. What components of your program are sustainable? (consider funding, teacher pipeline)?
    1. How are ATR teachers funded at your school? What were the tradeoffs in funding ATR teachers?
5. Are there barriers/challenges to implementing ATR at your school?
6. What do you believe has been the most valuable aspect of the Advanced Teaching Roles program for your teachers and school?

Supports

7. Supporting adults is inherently different from teaching children. What professional learning/development has been offered to support ATs in their expanded roles?
    1. What areas of support do your ATs need?

Impact

8. At your school, how have students, particularly those facing structural disadvantages, been impacted by Advanced Teaching Roles? Which students do you see the program impacting directly? [probe for specific examples and differentiate between data type]
    1. What types of 'data' (student and teacher) do you use to monitor and inform the ATR program at your school?
    2. How has the ATR program supported professional growth (e.g., pedagogy, data analysis) among

educators (i.e., beginning teachers, career teachers, lead teachers, administrators)?

9. What does job performance feedback look like for the ATs in your school? What tools/ strategies do you use? Could this process be improved? How so?

10. Based on what you've observed or heard from your teachers, how has the program impacted the overall attractiveness of the teaching profession? [Probe: retention, recruitment if not mentioned and differentiate between lead teachers and all other teachers.]

If needed and there is time

11. Apart from what we've already discussed, in what other ways do you think this program has impacted your teachers' and students' experiences in the classroom?

Advanced Teachers

Background Information/Program Set Up

1. Can you tell us a bit about your role and the team you work on/support? (probe for how the team makeup was decided, roles, years of experience, grade level, content of teachers receiving support as well as the type and frequency of interaction; if AT is working on Action Research Process check in how they select the problem of practice and how they facilitate collaboration) [try and sketch it out and confirm accuracy with AT].

    a. Do you have full, partial, or no release?

    b. Are you the teacher of record for the students of teachers whom you support? [Which students are included in your EVAAS report?]Is this a change for you? What is that change like?

    c. Can you describe a typical week in your role?

        i. [If necessary] Can you describe a typical day in your ATR role?

2. What student and or teacher needs within your school does ATR address? How were these needs determined? By whom?

Supports

3. As an Advanced Teacher [change title based on participant], what supports (e.g. professional learning, admin support) have you received to develop your leadership and/or coaching competencies? [probe for content, frequency of support]

    a. Are there any additional supports that would contribute to your success in your Advanced Role?

Impact

4. What types of 'data' do you use to inform your AT work?

    a. Can you recall an instance where your [coaching, co-teaching, etc.] was directly informed by student and or teacher data? If so, what impact did you see?

5. What feedback do you receive (school level and district level) about your job performance? [probe for

quality, frequency, coherence, relevance]

6. How, if at all, has your experience in your advanced teaching role changed your perception of the teaching profession?
    a. Has your participation made the teaching profession more or less appealing or satisfying to you?
    b. To what extent does the opportunity to advance in your career impact the overall appeal of the profession to you? Has it influenced your decision to stay in your position/district/school?
    c. In what ways does the salary supplement impact the overall appeal of the profession to you?

Barriers/Successes

7. What barriers or challenges, if any, are emerging in your particular school or district context that impact your work as a "lead" teacher? [probe for any coaching cycles/rhythms]
8. If you could change any aspect of your ATR program, what would it be? Why?

Questions about Observation (only ask if Advanced Teacher was observed)

9. Walk me through your coaching/co-teaching decisions that I just observed. What were the student or teacher factors that influenced your decisions?
10. Where do you see an impact of your AT work during the site visit on teaching?
11. What happened for [teachers, students] following the visit?
12. What kind of evidence will you use to determine the effectiveness of your efforts during our visit?
13. What student, teacher or school level factors impacted your work during our visit?

Teachers Receiving Support from Advanced Teachers

Background Information/Program Set Up

1. [Introduce yourself, how long have you been teaching and what was your path into becoming a teacher?
    a. What do you consider to be your professional goals? (what are you trying to improve upon)?
2. Can you describe your experiences with ATR at your school? [probe for any coaching cycles/rhythms as well as frequency, duration, coherence, relevance of support]

Impact

3. What support does [lead teacher] provide most often? (e.g., co-teaching, observing, student pulls or other)
4. What aspect of your teaching practice has your AT influenced the most?
    a. Can you recall an instance when direct support from the AT improved your instruction or interactions with students?

5. How, if at all, has the program changed your perception of the teaching profession?
    a. To what extent does the opportunity to advance in your career impact the overall appeal of the profession to you?
    b. Has the support you received influenced your decision to stay in this district, school, role?
    c. Were you informed of this support provided by ATR during your recruitment process? If so, was it influential in your decision?
6. How has the program impacted your experience with other teachers? Your students?

Barriers/Successes

7. Are their barriers to working with your AT?
    a. Is there anything you would change about this program to better support you?

Questions about Observation

8. [If relevant, following the on-site observation]: Walk me through what was happening in the observation [what was AT doing and what were you doing]?
9. [If relevant, following the on-site observation] Did you find the interaction I observed to be helpful to your work? How so? Was it pretty typical of what kind of support you receive?

PSU Lead

Background information/Program Set Up

1. Can you tell us about the history of ATR within your school district? Who decided to apply, why, decisions around the proposed set up. (Please use the following questions to follow up on the question if not answered)
    a. Who are the current key personnel supporting the ATR program and what are their roles and responsibilities? Does HR have a role in your ATR program?
    b. When designing your ATR program, what needs were you trying to address? How were those needs identified? How has this changed over the span of the grant?
    c. What is the general design of the program (e.g., roles, activities)? How does this design and/or district ATR policies align with current legislation?
    d. Can you tell us about your salary structure? How has this changed over time?
    e. What outside partnership do you have to support your ATR program? Describe the nature of the partnership and the extent to which you engage with partners?
    f. What connections do you have to institutes of higher education or teacher preparation programs if any?
    g. Are there any aspects (e.g. scale, scope, design) of this program that have changed over the span of the grant? If yes, can you tell us about these changes?

2. How is the ATR program financially structured within your district?
    a. What actions are you taking to make sure this program is sustainable (e.g., buckets of funds)
    b. What components of your program are sustainable? (consider funding, teacher pipeline)?
3. Can you tell us a bit about the hiring pool and process for ATs in your district.
    a. How do you recruit and retain ATs?
    b. What level of stability have you had within your program?
    c. How do you exit ATs from your program? How do ATs change roles within your program?

Impact

4. Can you tell us about the impact of your ATR program [on student learning, school culture, teacher retention, digital learning]?
    a. What data do you use to assess the impact of the ATR program? (e.g., student and teacher effectiveness)
    b. Are you willing to share/walk us through some of those results with us?
    c. Are the growth edges/opportunities for improvement consistent across schools or are there any particular barriers/ schools with particular challenges?
    d. In our previous evaluation we saw positive whole-school outcomes for Math, but null results on teacher retention, ELA, and science. Why do you think that is?

Barriers/Successes

5. If not answered above, what successes has your ATR program had?
6. If not answered above, what barriers has your ATR program experienced?

Supports (if time and if not answered above)

7. How are your AT teachers supported?
    a. What professional development opportunities do you provide your AT teachers? (frequency of PD, content, key players)
    b. Are there other structures in place to support your AT teachers?
8. Who is responsible for job evaluation of individual Advanced Teachers?
    a. How is that done?
    b. Has that approach changed over time?

Observation Protocol

Reminder of focus questions based of evaluation questions:

- To what extent do actions being observed align with district plans? Legislation?
- Within this observation, do you observe factors that impede ATR implementation?
- How are ATs supporting colleagues and/or students during this observation?
- How is the district/school leadership supporting ATs during this observation?
- How is the district/schools identifying needs to address with their ATR program within this observation?
- How is the district/schools designing their ATR programs to address identified needs?

Date/Time	
School/PSU	
Teacher being observed and role	

Field Notes

Activity: Description and length of the activity. Be specific (data dive, small group pull out of students etc.)	**What is AT doing?**	**Who is present (# of students/teachers)? What are others doing?**	**Notes [if possible tie back to District Level supports, school ATR program, teacher supports etc.]**

Appendix B: Details on Methodological Approach for Program Impacts

Data

Our analyses use longitudinal administrative data collected by NCDPI. These datasets capture student, educator, and school level variables for all NC public schools in each year between 2009-10 and 2022-23. Our 14-year panel captures 8 years before most schools began implementing ATR (2009-10 through 2016-17), two years after ATR began statewide but before the COVID-19 pandemic began (2017-18 through 2018-19), and four years of data when schools were implementing ATR after the pandemic began (2019-20 through 2022-23). Note that some schools in Charlotte-Mecklenburg Schools (CMS) began implementing an early version of ATR before the statewide ATR pilot program began in 2017-18. We do not consider these early implementing CMS schools part of the fully "treated" group because they did not receive any state funding or support, and many were testing how they would structure advanced roles for teachers. Thus, we exclude these schools entirely from the analysis.

The student level datasets include student demographic information (e.g., gender and race/ethnicity) and test scores on North Carolina's state-mandated end-of-grade (EOG) exams in grades 3-8 and end-of-course (EOC) exams in Math I, biology, and English I. Other student variables include indicators for economically disadvantaged (ED), multilingual learners (ML), students with disabilities (SWDs), academically gifted (AIG), and migrant status. These data also link students with the school(s) they attend in each year.

The teacher level datasets capture demographic and professional characteristics of teachers. Demographic variables include gender and race/ethnicity, and professional characteristics include salary, years of experience, attendance rate, licensure and certification, observation scores on North Carolina's Educator Effectiveness System (NCEES) ranging from 1-5, and standardized value-added scores for teachers in tested grades and subjects based on the SAS Education Value-Added Assessment System (EVAAS). Educators can be linked with schools and teachers can be linked with the students they teach. Additionally, we augment the NC administrative data with data from the National Center for Education Statistics, Common Core Data that capture school characteristics such as locale (e.g., urban, suburban, rural), grade levels (e.g., elementary, middle, high, other), and total enrollment.

Finally, we include rosters from three PSUs that identify Advanced Teachers (ATs) and Supported Teachers (STs) in 2022-23. We use these rosters to link ATs and STs with the students they teach. These rosters allow us to identify what subject (e.g., ELA, math, science) ATs teach and the subjects in which STs receive support. Also, merging these rosters with the statewide administrative data allows us to identify teachers in ATR schools who are neither ATs nor STs.

Measures

To examine student achievement, we standardize student EOG and EOC test scores by test type, subject, grade, and year to have mean zero and unit variance and use these standardized test scores as our primary outcome of interest. To examine how ATR affects teacher characteristics, we use teacher EVAAS scores as the primary outcome of interest, which we also standardize by subject and year. As an auxiliary measure, we also examine effects on NCEES observation scores. However, given evidence that teacher observation

scores can be biased by observers and tend to have very little variation, we interpret any results based on teacher observation scores with high levels of caution. In addition to EVAAS and NCEES scores, we also examine several characteristics that are potentially related to teacher effectiveness, including years of experience, an indicator for whether the teacher is a beginning teacher (BT) in their first year of teaching, an indicator for whether the teacher is alternatively licensed, and an indicator for whether the teacher has a graduate degree. Analyses that examine teacher experience should be interpreted as differences in the number of years of experience. Analyses that examine indicators for BTs, whether the teacher is alternatively licensed, and whether the teacher has a graduate degree are linear probability models and should be interpreted as percentage point differences in the probability of being a BT, alternatively licensed, or holding a graduate degree. To examine recruitment and turnover, we use linkages between teachers and schools to create indicators for teacher turnover. Specifically, we create indicators for movers, which are teachers who move from their current school into a different school in the next academic year; and leavers, which are teachers who no longer appear in any North Carolina public school in the next academic year. Together, our indicator for turnover includes both movers and leavers.

Matching

To identify comparison schools that are demographically similar to ATR schools, we used a combination of exact matching and coarsened exact matching (CEM). First, for each ATR school we identify exact matches based on PSUs (i.e., a school in the same PSU as an ATR school). Note that there are seven PSUs where substantially more than half of schools have begun implementing ATR. In these cases, we start by using propensity score matching to find the nearest neighbor PSU based on proportion of students served by gender, race/ethnicity, AIG status, ED status, SWD status, ML status, and migrant status.

Within the pool of exact matches by PSU (or within the nearest neighbor PSU in the exceptions described above), we use CEM to identify the group of comparison schools. The CEM algorithm temporarily coarsens variables into meaningful groups, exact match on the coarsened data, and then retain the original, *uncoarsened* data for analysis. Researchers have shown that CEM outperforms common matching methods like propensity score matching by allowing the researcher to explicitly place bounds on the amount of imbalance that remains in the matched sample (King & Nielsen, 2019). CEM also automatically restricts the matched sample to areas of common support and is computationally efficient. School-level variables that we use to perform CEM include proportion of students served by gender, race/ethnicity, AIG status, ED status, SWD status, ML status, and migrant status. We allow replacement so some schools were used more than once as a comparison group for different ATR schools. In summary, our analysis includes only ATR schools and schools identified in the matching process as a comparison group.

Analytic Model for Schoolwide Effect of ATR

To examine the schoolwide impact of ATR, we use a difference-in-differences (DID) framework. The DID model is a commonly used and rigorous approach to evaluations of educational policies (Somers et al., 2013). For each student and teacher outcome of interest, we separately estimate the following general form of the DID model for student *i*, school *s*, and year *t*:

$$y_{ist} = \beta_0 + \beta_1 EverATR_s * AfterATR_{st} + X'_{ist}\delta + \phi_s + \theta_t + \varepsilon_{ist} \quad (1)$$

Equation 1 regresses each student or educator outcome listed above (y) on the interaction between

$EverATR$ and $AfterATR$. $EverATR$ is an indicator that equals 1 for schools that ever implement ATR and 0 for schools that never implement ATR. $EverATR$ is an indicator for the years after a school begins implementing ATR. Thus, the interaction between $EverATR$ and $AfterART$ yields the pre-post difference in outcomes for ATR schools relative to the same pre-post difference for comparison schools. Individual, non-interacted, variables for $EverATR$ and $AfterART$ are not included because they are perfectly collinear with the school (ϕ_s) and year (θ_t) fixed effect. We can extend this model to examine each year after schools begin implementation. Also, we estimate Equation 1 separately for each cohort of ATR schools to examine whether effects are heterogeneous across cohorts. We find that they are generally similar, and for brevity, report results that pool at cohorts together in the report. Also, because student test scores were not reported in 2019-20 due to the COVID-19 pandemic, all year-by-year and cohort-by-cohort effects will not include any test scores in 2019-20.

Some researchers have argued that controlling for pre-treatment, or lagged, outcomes can lead to comparison units that have uncharacteristically low outcomes in the pre-treatment period, which leads to bias from regression to the mean (Daw & Hatfield, 2018). Therefore, our primary results do not control for a prior-year, or lagged, outcome. This approach simplifies our interpretation of the results as effects on the level of each outcome. However, researchers have also found evidence that controlling for lagged outcomes measured prior to treatment can help reduce bias (Wilkins, 2018). Therefore, in auxiliary analyses we include in Equation 1 includes a prior year lagged outcome variable (Y_{ist-1}). This prior year lagged variable may help reduce bias and provides a value-added interpretation to our results; however, it also has a weakness because if students stay in ATR schools for multiple years, their prior-year lagged test scores will have been affected by the ATR treatment. We try to address this issue by testing models that replace the prior-year lag with a "pre-ATR" lag that averages all of the student's test scores in the year before they enter an ATR school. This pre-ATR lag addresses the endogeneity issue with the prior-year lag, but also has a disadvantage of restricting the sample to only students who have test scores before they are observed in an ATR school. Nevertheless, results using either lagged outcome yield similar conclusions as our main results reported in the report (and are sometimes larger in magnitude). Other student-level controls in the model (X_{ist}) include indicators for gender, race, SWD, ED, AIG, ML, and migrant status. The school fixed effect (ϕ_s) is included to control for time invariant characteristics across schools that could be related with the likelihood of ATR uptake and student outcome (e.g., PSUs choosing schools with already highly effective leadership). The year fixed effect (θ_t) is included to control for any global trends in outcomes across time (e.g., statewide trends in student test scores or systemwide disruptions affecting all schools and students such as the pandemic). Finally, Equation 1 includes a stochastic error term (ε_{ist}) with standard errors clustered at the school level.

To address issues with potential bias from staggered adoption of ATR, we estimate the DID model newly developed methods for aggregating effects across cohorts with staggered treatment timing (Callaway & Sant'Anna, 2020). Recent developments in the DID literature have extended the canonical models like the one shown in Equation 1 to staggered setups that address bias from potentially heterogenous treatment effects across cohorts receiving treatment at different points in time. Because different cohorts of schools began implementing ATR in each year between 2017-18 and 2022-23, results from Equation 1 are potentially biased from this staggered ATR adoption if the long-term effects of ATR are heterogeneous across the different ATR cohorts. To address this issue, we follow methods proposed by Callaway and Sant'Anna (2021), hereafter the staggered DID approach. The staggered DID approach begins by estimating separate effects for each treatment cohort in each year compared only to never-treated (or not yet treated)

students to avoid problematic comparisons with already-treated students (Goodman-Bacon, 2018). We use only never-treated comparison schools as the control group and rely on the doubly robust difference-in-differences estimator (i.e., regression adjustment and inverse probability weighting) from Sant'Anna and Zhao (2020) to obtain each of these cohort-year specific effects. For reporting, we aggregate these separate cohort-year estimates using a simple weighted average of each cohort relative to its frequency in the treated population. We conduct these analyses using the *csdid* package in Stata (Rios-Avila et al., 2022). These staggered DID models are the same as the methods we used in our prior year report. Note that in last year's report, we also included estimates from a comparative interrupted time series (CITS) model. However, given increased methodological research clearly supporting the validity of staggered DID models (and similar conclusions between the two methods), we report only staggered DID results in this report.

Analytic Model Identifying Specific ATs and STs

To estimate results for ATs and STs specifically, we use data from ATR schools in three PSU in 2022-23. We estimate fixed effect models of the following form for student *i* in grade g and school *s*:

$$y_{igs} = \beta_0 + \beta_1 AT_{igs} + \beta_1 ST_{igs} + y_{is,pre} + X'_{ist}\delta + \phi_s + \theta_g + \varepsilon_{igs} \qquad (2)$$

Specifically, we regress student test scores (y) in ELA, math, and science separately on indicators for whether the student is taught by an AT or ST in that subject. To help control for bias from systematic assignment of students to teachers, we also control for students' prior year test scores, which leads to interpretations of our results as effects on student growth. The model also includes a set of student level controls (X_{ist}): indicators for gender, race, SWD, ED, AIG, ML, and migrant status. The school fixed effect (ϕ_s) controls for time invariant characteristics across schools that could be related with the likelihood of ATR uptake and student outcome (e.g., PSUs choosing schools with already highly effective leadership). The grade fixed effect (θ_g) controls for any global differences in outcomes across grades that may be related to students being assigned to an AT or ST (e.g., students in lower grades tend to grow more in a year than students in upper grades). Equation 1 includes a stochastic error term (ε_{igs}) with standard errors clustered at the school level.

Finally, we extend Equation 2 to control for a school-by-grade fixed effect (instead of school and grade fixed effects). This extension further restricts our analyses to compare only students in the same school and grade combination. This approach further controls for any factors that might systematically affect specific grades within the same school and assignment to an AT or ST (e.g., some cohorts of students in the same school have higher test scores than others). However, this approach also has the drawback of being less representative because the estimates are based only on school and grade combinations that have both ATR and non-ATR teachers. For full transparency, we report results from both the school and year fixed effect model and the school-by-year fixed effect model. In future analyses with multiple years of roster data on ATs and STs, we will estimate models that further control for systematic variation in student assignment to teachers (e.g., a student fixed effect). Additional years of data will also allow us to examine turnover outcomes among STs.

Appendix C: Survey Results

Table C1. Administrator Respondents' Perception of the Importance of Different Types of Data in the Consideration of Advanced Teachers' Responsibilities (Q133 | Administrators)

	I don't know		Not considered at all		Considered with low importance		Considered with moderate importance		Considered with high importance	
(n=11)	#	%	#	%	#	%	#	%	#	%
Teacher evaluation data (i.e., NCEES)	1	9.1	0	0	0	0	4 1[a]	36.4 9.1[a]	5	45.5
Teacher EVAAS data	1	9.1	0	0	0	0	2 1[b]	18.2 9.1[b]	7	63.6
Teacher recruitment and retention data	1	9.1	1	9.1	0	0	4 1[b]	36.4 9.1[b]	4	36.4
Teacher working conditions survey	1	9.1	3	27.3	2 1[c]	18.2 9.1[c]	3	27.3	1	9.1
Student performance on state or standardized assessments – content areas (EOC, EOG, ACT)	1	9.1	0	0	0	0	2	18.2	8	72.7
Student performance on state assessment – subgroup analysis	1	9.1	2	18.2	1	9.1	3 1[b]	27.3 9.1[b]	3	27.3
Student performance on formative assessments	1	9.1	3	27.3	0	0	5 1d	45.5 9.1	1	9.1
Attendance	1	9.1	2	18.2	2 1[c]	18.2 9.1[c]	2	18.2	3	27.3
Discipline data	1	9.1	3	27.3	3 1[e]	27.3 9.1[e]	1	9.1	2	18.2
Graduation/dropout	1	9.1	4	36.4	2	18.2	3 1[b]	27.3 9.1[b]	0	0
Focus groups, surveys, or interviews of teachers and staff	1	9.1	4	36.4	2	18.2	2 1[a]	18.2 9.1[a]	1	9.1
Focus groups, surveys, or interviews of parents and community members	1	9.1	7	63.6	2	18.2	0	0	1	9.1

and % represent "valid" statistics. We use available-case analysis for each row. Non-responses are considered missing data and are excluded from analysis.
% totals for rows may not equal 100% because of rounding.
In the instances where multiple responses were submitted, the data was aggregated at the district level. As such, some values are not discrete/agreement levels. a=1.75

Table C3. The Extent to Which Administrators Agree that the Criteria for Classroom Teachers and Adult Leadership Teachers is Easy to Adapt to Existing ATR Program (Q134 | Administrators)

	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
(n=10)	#	%	#	%	#	%	#	%	#	%
The criteria for adult leadership teachers were easy to adapt to our existing Advanced Teacher roles program. (n=11)	0	0	0	0	2	18.2	4	36.4	5	45.5
The criteria for classroom excellence teachers were easy to adapt to our existing Advanced Teacher roles program. (n=10)	0	0	2 1 [a]	20 10 [a]	2	20	2	20	3	30

and % represent "valid" statistics. We use available-case analysis for each row. Non-responses are considered missing data and are excluded from analysis.
% totals for rows may not equal 100% because of rounding.

Table C3. The Extent to Which Administrators Agree that Advanced Teachers Have Led to Improvement in Student Achievement (Q201 | Administrators)

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
(n=10)	#	%	#	%	#	%	#	%	#	%
Overall, the additional support teachers have received from Advanced Teachers has led to improvement in academic achievement for students in our school [district].	0	0	0	0	1	10	4	40	5	50

and % represent "valid" statistics. We use available-case analysis for each row. Non-responses are considered missing data and are excluded from analysis.
% totals for rows may not equal 100% because of rounding.

Table C4. Administrators' Perceptions of the Importance of Domains of Model Teacher Leadership Standards for Advanced Teachers (Q140 | Administrators)

	I don't know		not important		of little importance		neutral		somewhat important		important	
(n=11)	#	%	#	%	#	%	#	%	#	%	#	%
Fostering a Collaborative Culture to Support Educator Development and Student Learning	0	0	0	0	0	0	0	0	0	0	11	100
Accessing and Using Research to Improve Practice & Student Learning	1	9.1	0	0	1	9.1	1	9.1	1 1 [a]	9.1 9.1 [a]	7	63.6
Promoting Professional Learning for Continuous Improvement	1	9.1	1	9.1	0	0	0	0	2	18.2	7	63.6
Facilitating Improvements in Instruction and Student Learning	1	9.1	0	0	0	0	1	9.1	1	9.1	8	72.7
Promoting the Use of Assessments and Data for School and District Improvement	0	0	0	0	0	0	0	0	2	18.2	9	81.8

and % represent "valid" statistics. We use available-case analysis for each row. Non-responses are considered missing data and are excluded from analysis.
% totals for rows may not equal 100% because of rounding.
In the instances where multiple responses were submitted, the data was aggregated at the district level. As such, some values are not discrete/agreement levels. a=4.75

Table C5. Training and Opportunities Used to Prepare Advanced Teachers Before and After They Begin Their Roles as an Advanced Teacher (Q144 / Q154 | Administrators)

	Before		After	
(*n=11)	#	%	#	%
District partnership with a university for certificate or degree programs that prepare teacher leaders	0	0%	1	9%
District partnership with an external vendor that provides training	7	64%	6	55%
District formal pipeline program	3	27%	2	18%
informal leadership opportunities	1	9%	1	9%
Networks/communities of practice related to teacher leadership	0	0%	3	27%
Mentoring by school leaders	0	0%	3	27%
Mentoring by other teacher leaders	2	18%	2	18%
Professional development in leadership	2	18%	3	27%

*If participants did not select at least one training/opportunity, they were considered missing and not included in the valid percent. # and % represent "valid" statistics. We use available-case analysis for each row. Non-responses are considered missing data and are excluded from analysis.

Table C6. Administrator Respondents' Perception of the Importance of Factors that Influence the Selection of Professional Development Opportunities (Q150 | Administrators)

	I don't know		not important		of little importance		neutral		somewhat important		important	
(n=9)	#	%	#	%	#	%	#	%	#	%	#	%
Budget	0	0	0	0	0	0	0	0	1 1 [a]	11.1 11.1 [a]	7	77.8
Time	0	0	0	0	0	0	0	0	2	22.2	7	77.8
Structure	0	0	0	0	0	0	2	22.2	1 1 [a]	11.1 11.1 [a]	5	55.6
Follow-up support	0	0	0	0	0	0	2	22.2	1	11.1	6	54.5
Long-term partnership	0	0	0	0	1	12.5	1	12.5	3	37.5	3	37.5
District-level data/needs assessment	0	0	0	0	0	0	1	11.1	2 1 [a]	22.2 11.1 [a]	5	55.6
Promote consistency across the district	0	0	0	0	0	0	1	11.1	2	22.2	6	66.7
Concepts taught in PD are also used with other district initiatives	0	0	0	0	0	0	1	11.1	2 1 [a]	22.2 11.1 [a]	5	55.6
Concepts taught in PD can be tailored to fit the school context	0	0	0	0	0	0	0	0	1 [a]	11 [a]	8	88.9
PD aligned with current research on	0	0	0	0	0	0	0	0	0	0	9	100

effective strategies for teaching and learning												
PD requested by school leaders or Advanced Teachers	0	0	0	0	0	0	1	11.1	2 1	22.2 11.1	5	55.6
Recommended by other districts	0	0	0	0	0	0	5	71.4	0	0	2	28.6

and % represent "valid" statistics. We use available-case analysis for each row. Non-responses are considered missing data and are excluded from analysis.

Appendix D: Qualitative Findings and Illustrative Quotes

Table D1. Cross Case Findings

Finding	Illustrative Quotes
Stakeholders share positive perceptions of program impact.	"I do feel that **we're keeping a lot of teachers** in the building that wouldn't be here otherwise and we're **supporting a lot of students** at the same time." - Advanced Teacher
District level professional development for Advanced Teachers is integral to their success.	"Once those [ATR] positions are filled, **we ensure that ongoing PD is offered as well as monthly check-ins from principals and district support staff.**" - District Leader
District and school leaders invite stakeholders to reflect on their experiences in service of continuous improvement.	"Our surveys are provided **to determine areas of strength and need**." - Survey Respondent, Administrator "One of the things that **we collect** every year and give to the principal **and analyze is survey data.**" - District Administrator
District leaders acknowledge the value of support from outside agencies.	"[when] I feel like our [advanced teachers] need a little bit more capacity. They're hesitant sometimes, but I view them as leaders. **I've talked with the person that helps facilitate our[ATR]**. About that specifically, and **we've come up with some things to build into our Friday meetings** to help guide them into being more collaborative in the process of coaching." - School Administrator "They are **a thought partner**, I think, and **a real advocate**." - District Administrator
ATR enhances career opportunities for educators across the career spectrum.	"It's been **a great recruiting tool**." - School Administrator "My primary goal is to become a better leader/facilitator. As an educator, I have worked for years on teaching my content. Now **I am at a place in my career where I want to improve upon helping other teachers improve their craft.**" - Advanced Techer
District leads are grappling with how to enact the current legislation effectively.	"**It's challenging** to consistently have excellent teachers in the classroom due to the current definition. **If the class size is smaller the following year, the teacher may not have 20% more students.** I think t**he definition should be adjusted to reflect having 20% more students than other classrooms** at the same grade level or subject area." - District Administrator

ATR practitioners express concern about uncertainty of funding.	"I get scared that I'm in this role now, but it could be easily taken away because maybe financially the state may say this is not something that we want to continue to do, when I'm seeing that it works." - Advanced Teacher "But it [funding ATs] is expensive, and so you are placed in a position where you think about what can you truly afford and what will be the biggest impact." - School Administrator
Advanced Teachers emphasize ongoing demands of developing and managing data-informed schedules.	"I build the schedule for everyone with all the students in mind and the schedule needs to be changed a lot with every data check we need to readjust our small groups." - Advanced Teacher "It's not easy figuring out how to manage daily co-teaching supports for teachers in different grade levels when we don't have the same planning…I take into account which group of students based on their tests would benefit the most from my daily support and try and weigh each person I'm working with and their schedules…But yes, there are mid semester changes all the time. It's like a Rubik's cube" - Advanced Teacher "Our scheduling is a little tricky. That's our I think our biggest problem here we are my biggest problem is just trying to work the schedule where I can be with the grade level that needs me at certain times, just based on their pullout schedules, their recess lunch. A lot of the students as I mentioned that I serve also pulled out for other programs like ESL and things like that. So trying to maintain where they're staying in core instruction and accommodating their other pull outs that they have. Sometimes the scheduling can be a bit hectic, great. I've heard that across the board from folks." - Advanced Teacher "The scheduling is the hardest part of our job so far… I had to figure out how to make sure I saw each teacher each day. Yeah, and I'm seeing children every single day. But I see the teachers every single day. I'm not sure if that was the best way to do it." - Advanced Teacher
ATR Stakeholders emphasize the importance of role clarity at the school level.	"I get the feeling that I might be missing something about how best to utilize this position." - School Administrator "It really affects buy-in from the other teachers. They don't always understand why they don't have duty or why they don't have a class and I think that adds to some resistance." - School Administrator

Appendix E: Comparison of PSU Implementation Models

Table E1. PSU Implementation Model Components

PSU	Start Year	Model	Number of ATR Schools as of 2024	Release Models Used	Job Titles	Role Summary and Supplement Pay
Bertie	2018	Unique	4	Full Release	Instructional Coach	Works with 2-4 beginning teachers, mentoring, planning, creating lessons. Range of salary supplements: $5,024-$6,187
Charlotte-Mecklenburg	2012	OC Project LIFT: 2012-2019 Success by Design: 2013-2019 Teacher-Leader Pathway: 2019-Present	103	No Release, Partial, Full	Expanded Impact Teacher 1 Expanded Impact Teacher 2 Expanded Impact Teacher 3 (student-	Classroom Teacher + 1 of the following: (a) 30% more students, (b) Lead PLC, (c) Model Classroom, (d) BT Mentor, (e) Committee Lead, (f) IEP Liaison; $2,250 Classroom Teacher + 2 of the following: (a) 30% more students, (b) Lead PLC, (c) Model Classroom, (d) BT Mentor, (e) Committee Lead, (f) IEP Liaison; $4,500 Classroom Teacher + 2 of the following: (a) 30% more students, (b) Lead PLC,

					focused)	(c) Model Classroom, (d) BT Mentor, (e) Committee Lead, (f) PD (g) MTSS (h) IEP Liaison; $6,750-$9,000
					Multi-Classroom Leader	Coach 7-10 Teachers, Lead PLC Meetings, Planning and Prep for assigned caseload, co teach, small group, pull out, PD, MTSS, IEP Liaison, Model, Roleplay, Feedback; $18,250
					Multi-Classroom Leader 1	Coach 3-6 Teachers, Lead PLC Meetings, Planning and Prep for assigned caseload, co teach, small group, pull out, PD, MTSS, IEP Liaison, Model, Roleplay, Feedback; $11,250-$16,000
					Multi-Classroom Leader 2	Coach 7-10 Teachers, Lead PLC Meetings, Planning and Prep for assigned caseload, co teach, small group, pull out, PD, MTSS, IEP Liaison, Model, Roleplay, Feedback; $13,750-$18,250
Cumberland	2020	OC	8	Partial and Full	Multi-Classroom Leader	Leads weekly PLC's for K-2 classes, coordinates and leads Data Drives, pulls small groups for K-2 students, facilitates professional development for the staff, performs model lessons and co-teaches in K-2 classrooms. Coach and mentor K-2 and beginning teachers; $10,000-$15,000
					Team Reach	

					Teacher	Served additional students as a teacher of record; $2,000
Edgecombe	2016	OC	10	Partial and Full	Multi-Classroom Leader 1	Leads team of 1-6 teachers and teaches; $13,000
					Multi-Classroom Leader 2	Coaching teachers, facilitating PLCs, leading professional development, writing and editing lesson plans, co-teaching; $10,000
					Multi-Classroom Leader 3	Coaching teachers (vetting lesson plans, modeling lessons, observing lessons, completing walkthrough, and facilitating feedback meetings). Leading PLCs. Facilitating Small Groups. Assisting with Intervention/enrichment of scholars. Co-leading data days; $13,000
					Lead Designer 1	Teacher of record, leading professional development, school improvement planning, coaching teachers; $10,000
					Lead Designer 2	Facilitating instruction, community engagement, professional development, data analysis; not coaching teachers this school year. Leads the school's Learning Through Internships program. Teaches more than 20% more students this year than last year; $9,000
					Expanded Impact Teacher I	Works with 6-8 teachers to provide PD and lead PLCs; $4,000
Guilford	2018	OC	28	Partial and Full	Multi-Classroom Leader	Leads team of 2-8 teachers and teaches, models lesson, reviews and discusses content data and facilitates PLCs, and data meetings; $5,000-$20,000

					Expanded Impact Teacher	Expanded reach (33% more students). Mentors BT's, Co-Teach; Range of salary supplements: $6,000-$10,000
Halifax	2018	OC	3	Partial	Teacher-Classroom	Supports teachers, co-teaches, and pull-out groups of students and teaches; +$1000 per month
Hertford	2018	OC	6	Partial	Multi-Classroom Leader 1	Leads team of 2-3 teachers to support content lesson planning, data debriefs, and instructional practices; Range of salary supplements; $6,000
					Multi-Classroom Leader 2	Leads team of 4-5 teachers to support content lesson planning, data debriefs, and instructional practices; Range of salary supplements; $8,000
					Team Reach Teacher	Teaches on a team led by a multi-classroom leader; collaborates with colleagues; Salary supplement: $3,500
Lexington City	2018	OC	6	Partial and Full	Multi-Classroom Leader 1	Leads team of 2-5 teachers and teaches;
					Multi-Classroom Leader 2	Leads team of 6-16 teachers and teaches. Felicitates PLCs, Creates assessments and research instructional resources. Observes, coaches, and provides timely and useful feedback for teachers and students. Provides beginning teacher support. Collects, Analyzes, and disaggregates student assessment data and schoolwide historical data
					Expanded Impact Teacher	Expanded reach (33% more students);
					Master Expanded	Expanded reach (50% more students);

					Master Teacher Leader	Provide curriculum and instructional support for teachers. Conducts Small group instruction and devote part of planning period to observing, coaching, and providing feedback. Holds afterschool coaching sessions.
Lincoln	2021	Unique (Lincoln County Schools Advanced Teaching Roles Program)	6	Partial Release	Lead Teacher Teacher	Leads team of teachers. Provides PD, lesson planning support, and data collection; $5,000-$6,000 Expands reach to impact more students; $3000
McDowell	2020	Unique (Lead from Within)	14	No Release	Teacher-Classroom	Conducts PLCs, mentors teachers and supports professional development for staff; helps with Beginning Teacher Program; presents at school, county, state and national conferences; $6,600
Mt. Airy City	2022	OC	4	No Release and Partial Release	Master Teacher Leader Extended Impact Teacher	Leads team of 3-9 teachers within a department/content area and teaches with partial release. $10,000 Teaches additional students during their planning period and support BT teachers; $3,000
Nash	2021	OC	9	Partial and Full	Multi-Classroom Leader 1	Leads team of 1-9 teachers; Range of salary supplements: $12,000-$19,500
Pitt	2016	Unique (R3 - Recruit,	29	No Release and Ful	Multi-Classroom Teacher	Co-teach, co-plan, co-assess across multiple classrooms (2-6); $10,000 supplement

		Retain, Reward)		Release	Facilitating Teacher	Work with a team of 2-4 teachers to co-plan and lead action research influencing the learning in multiple classrooms; $5,000 supplement
Thomasville	2021	OC	2	No Release and Full Release	Multi-Classroom Leader	Leads team of 3-6 teachers and teaches. Leads PLCs, data meetings, coaching, modeling, and co- teaching; $10,000
Vance County	2016	OC	7	Ful Release	Multi-Classroom Leader 1	Leads 2-3 teachers and teaches; 7,000
					Multi-Classroom Leader 2	Leads 2-3 teachers and teaches; 10,000
					Multi-Classroom Leader 3	Leads 6-9 Teachers; $13,000
					Expanded Impact Teacher 1	Teaches 33 more students; $5,000
					Expanded Impact Teacher 2	Teaches at least 50% more students; $7,000
					Expanded Impact Teacher 3	Teaches at least 66% more students; $9,000
Wilson	2020	OC	15	Partial and Full	Multi-Classroom Leader 1	Leads team of 2-3 teachers and teaches; $8,000-$18,000
					Team Reach Teacher	Supports one teacher and expands reach to impact more students; $2,900
					Master Team Reach	Supports one teacher and expands reach to impact more

					Teacher	students; $6,100-$6,600
Winston-Salem/Forsyth	2020	OC	23	No Release, Partial Release, and Full Release	Multi-Classroom Leader 1	Leads team of 1-5 teachers to planning, PLTs, co-teaching, model teaching, small group instruction, remediation, enrichment, professional development, and teaches; $12,000
					Multi-Classroom Leader 2	Leads team of 6-12 teachers to planning, PLTs, co-teaching, model teaching, small group instruction, remediation, enrichment, professional development, and teaches; $14,000
					Extended Impact Teacher 1	Expanded reach to impact more students, facilitates PLTs, and support teachers; $8,000 - $14,000
					Extended Impact Teacher 2	Expanded reach to impact more students, leads PLTs, and support teachers; $10,000

Appendix F: Advanced Teachers & Supported Teachers by PSU-School

Table F1. Advanced Teacher and Supported Teacher Totals by School

District Name	School Name	Supported Teachers	Advanced Teachers (AT)	AT-Adult Leadership	AT-Classroom Excellence
Bertie County Schools	Windsor Elementary	4	1	1	0
Bertie County Schools	Colerain Elementary	3	1	1	0
Bertie County Schools	West Bertie Elementary	3	1	1	0
Bertie County Schools	Aulander Elementary	2	1	1	0
Charlotte-Mecklenburg Schools	Charlotte East Language Academy	33	8	3	5
Charlotte-Mecklenburg Schools	Garinger High School	26	5	4	1
Charlotte-Mecklenburg Schools	Nations Ford Elementary	26	6	3	3
Charlotte-Mecklenburg Schools	Idlewild Elementary	25	10	2	8
Charlotte-Mecklenburg Schools	Renaissance West STEAM Academy	23	21	6	15
Charlotte-Mecklenburg Schools	Shamrock Gardens Elementary	23	4	2	2
Charlotte-Mecklenburg Schools	Tuckaseegee Elementary	23	9	4	5
Charlotte-Mecklenburg Schools	Oakdale Elementary	20	2	2	0
Charlotte-Mecklenburg Schools	Paw Creek Elementary	20	8	3	5
Charlotte-Mecklenburg Schools	Windsor Park Elementary	20	4	2	2
Charlotte-Mecklenburg Schools	Sterling Elementary	18	6	6	0
Charlotte-Mecklenburg Schools	Cornelius Elementary	17	5	3	2
Charlotte-Mecklenburg Schools	Coulwood STEM Academy	16	6	4	2

Charlotte-Mecklenburg Schools	Montclaire Elementary	15	4	2	2
Charlotte-Mecklenburg Schools	Oaklawn Language Academy	15	6	3	3
Charlotte-Mecklenburg Schools	Smithfield Elementary	15	3	3	0
Charlotte-Mecklenburg Schools	Statesville Road Elementary	15	2	2	0
Charlotte-Mecklenburg Schools	Stoney Creek Elementary	15	4	1	3
Charlotte-Mecklenburg Schools	Joseph W Grier Academy	14	7	2	5
Charlotte-Mecklenburg Schools	Lawrence Orr Elementary School	14	6	2	4
Charlotte-Mecklenburg Schools	Pineville Elementary	13	3	2	1
Charlotte-Mecklenburg Schools	Walter G. Byers School	13	5	3	2
Charlotte-Mecklenburg Schools	Greenway Park Elementary	12	2	1	1
Charlotte-Mecklenburg Schools	Oakhurst STEAM Academy	12	5	1	4
Charlotte-Mecklenburg Schools	Thomasboro Academy	12	5	2	3
Charlotte-Mecklenburg Schools	Martin Luther King, Jr Middle	11	6	3	3
Charlotte-Mecklenburg Schools	Quail Hollow Middle	11	4	2	2
Charlotte-Mecklenburg Schools	Winding Springs Elementary	11	6	3	3
Charlotte-Mecklenburg Schools	Albemarle Road Elementary	10	3	2	1
Charlotte-Mecklenburg Schools	Bain Elementary	10	1	1	0
Charlotte-Mecklenburg Schools	Druid Hills Academy	10	6	4	2
Charlotte-Mecklenburg Schools	Endhaven Elementary	10	2	1	1
Charlotte-Mecklenburg Schools	Piney Grove Elementary	10	3	2	1
Charlotte-Mecklenburg Schools	Ridge Road Middle	10	2	1	1

Charlotte-Mecklenburg Schools	Starmount Academy of Excellence	10	1	1	0
Charlotte-Mecklenburg Schools	Wilson STEM Academy	10	2	2	0
Charlotte-Mecklenburg Schools	Eastway Middle	9	1	1	0
Charlotte-Mecklenburg Schools	Grove Park Elementary School	9	6	1	5
Charlotte-Mecklenburg Schools	Lebanon Road Elementary	9	3	1	2
Charlotte-Mecklenburg Schools	Palisades Park Elementary	9	9	2	7
Charlotte-Mecklenburg Schools	Whitewater Middle	9	5	2	3
Charlotte-Mecklenburg Schools	Ashley Park PreK-8 School	8	2	1	1
Charlotte-Mecklenburg Schools	Barnette Elementary	8	2	2	0
Charlotte-Mecklenburg Schools	Carmel Middle	8	2	2	0
Charlotte-Mecklenburg Schools	Esperanza Global Academy	8	7	2	5
Charlotte-Mecklenburg Schools	James Martin Middle	8	3	3	0
Charlotte-Mecklenburg Schools	Mint Hill Middle School	8	3	2	1
Charlotte-Mecklenburg Schools	Allenbrook Elementary	7	3	2	1
Charlotte-Mecklenburg Schools	Briarwood Academy	7	9	2	7
Charlotte-Mecklenburg Schools	Bruns Avenue Elementary	7	5	1	4
Charlotte-Mecklenburg Schools	Charlotte-Mecklenburg Virtual 4-12 School	7	6	1	5
Charlotte-Mecklenburg Schools	Cochrane Collegiate Academy	7	2	1	1
Charlotte-Mecklenburg Schools	Gov's Village STEM (Upper)	7	5	1	4
Charlotte-Mecklenburg Schools	Hawk Ridge Elementary	7	2	2	0
Charlotte-Mecklenburg Schools	Huntingtowne Farms Elementary	7	5	1	4

Charlotte-Mecklenburg Schools	Lake Wylie Elementary	7	3	3	0
Charlotte-Mecklenburg Schools	South Pine Academy	7	3	1	2
Charlotte-Mecklenburg Schools	Westerly Hills Academy	7	5	2	3
Charlotte-Mecklenburg Schools	Whitewater Academy	7	2	1	1
Charlotte-Mecklenburg Schools	Winget Park Elementary	7	6	2	4
Charlotte-Mecklenburg Schools	Albemarle Road Middle	6	2	2	0
Charlotte-Mecklenburg Schools	Highland Renaissance Academy	6	2	0	2
Charlotte-Mecklenburg Schools	J. H. Gunn Elementary	6	7	1	6
Charlotte-Mecklenburg Schools	Julius L. Chambers High School	6	2	1	1
Charlotte-Mecklenburg Schools	Long Creek Elementary	6	2	1	1
Charlotte-Mecklenburg Schools	Merry Oaks International Academy	6	3	3	0
Charlotte-Mecklenburg Schools	Ranson Middle	6	1	1	0
Charlotte-Mecklenburg Schools	River Oaks Academy	6	3	1	2
Charlotte-Mecklenburg Schools	Croft Community School	5	5	1	4
Charlotte-Mecklenburg Schools	Myers Park Traditional Elem	5	5	1	4
Charlotte-Mecklenburg Schools	Rea Farms STEAM Academy	5	5	1	4
Charlotte-Mecklenburg Schools	Reedy Creek Elementary	5	9	1	8
Charlotte-Mecklenburg Schools	Charlotte-Mecklenburg Academy	4	1	0	1
Charlotte-Mecklenburg Schools	Dilworth Elem Sedgefield Campus	4	4	1	3
Charlotte-Mecklenburg Schools	Dorothy J. Vaughan Academy of Technology	4	3	1	2
Charlotte-Mecklenburg Schools	Gov's Village STEM (Lower)	4	9	3	6

Charlotte-Mecklenburg Schools	Hickory Grove Elementary	4	5	0	5
Charlotte-Mecklenburg Schools	Northridge Middle	4	3	0	3
Charlotte-Mecklenburg Schools	University Park Creative Arts	4	2	1	1
Charlotte-Mecklenburg Schools	Winterfield Elementary	4	3	1	2
Charlotte-Mecklenburg Schools	Ballantyne Elementary	3	8	0	8
Charlotte-Mecklenburg Schools	Crown Point Elementary	3	2	1	1
Charlotte-Mecklenburg Schools	First Ward Creative Arts Academy	3	4	1	3
Charlotte-Mecklenburg Schools	Cotswold Elementary	2	2	0	2
Charlotte-Mecklenburg Schools	Polo Ridge Elementary	2	2	1	1
Charlotte-Mecklenburg Schools	West Charlotte High School	2	1	1	0
Charlotte-Mecklenburg Schools	Elizabeth Lane Elementary	1	1	1	0
Charlotte-Mecklenburg Schools	Olympic High School	1	1	1	0
Charlotte-Mecklenburg Schools	Parkside Elementary School	1	4	1	3
Charlotte-Mecklenburg Schools	Pinewood Elementary	1	1	0	1
Charlotte-Mecklenburg Schools	Devonshire Elementary	0	1	1	0
Charlotte-Mecklenburg Schools	Dilworth Elementary School Latta Campus	0	1	0	1
Charlotte-Mecklenburg Schools	Elon Park Elementary	0	6	0	6
Charlotte-Mecklenburg Schools	Harding University High School	0	6	0	6
Charlotte-Mecklenburg Schools	Hidden Valley Elementary	0	1	1	0
Charlotte-Mecklenburg Schools	Mallard Creek Elementary	0	1	0	1
Charlotte-Mecklenburg Schools	McClintock Middle	0	3	0	3

Charlotte-Mecklenburg Schools	Mountain Island Lake Academy	0	1	0	1
Charlotte-Mecklenburg Schools	Newell Elementary	0	5	0	5
Charlotte-Mecklenburg Schools	Northwest School of the Arts	0	1	1	0
Charlotte-Mecklenburg Schools	University Meadows Elementary	0	4	0	4
Charlotte-Mecklenburg Schools	Villa Heights Elementary	0	1	0	1
Charlotte-Mecklenburg Schools	West Mecklenburg High School	0	2	0	2
Cumberland County Schools	Douglas Byrd Middle	35	6	6	0
Cumberland County Schools	Cliffdale Elementary	18	3	3	0
Cumberland County Schools	Anne Chesnutt Middle	17	3	3	0
Cumberland County Schools	Westover Middle	16	12	3	9
Cumberland County Schools	Montclair Elementary	14	2	2	0
Cumberland County Schools	Douglas Byrd High	13	2	2	0
Cumberland County Schools	C Wayne Collier Elementary	8	1	1	0
Cumberland County Schools	Manchester Elementary	8	1	1	0
Edgecombe County Schools	Stocks Elementary	14	4	3	1
Edgecombe County Schools	G W Bulluck Elementary	12	3	2	1
Edgecombe County Schools	G W Carver Elementary	12	2	2	0
Edgecombe County Schools	Martin Millennium Academy	12	4	3	1
Edgecombe County Schools	Princeville Elementary	7	2	2	0
Edgecombe County Schools	Coker-Wimberly Elementary	6	2	2	0
Edgecombe County Schools	South Edgecombe Middle	3	4	1	3

Edgecombe County Schools	Phillips Middle	1	1	1	0
Edgecombe County Schools	North Edgecombe High	0	2	0	2
Edgecombe County Schools	W A Pattillo Middle School	0	1	0	1
Guilford County Schools	Ceasar Cone Elementary School	28	4	4	0
Guilford County Schools	Waldo C. Falkener Sr Elementary	21	5	5	0
Guilford County Schools	Western Guilford Middle School	18	3	3	0
Guilford County Schools	Edwin A Alderman Elementary School	17	3	3	0
Guilford County Schools	Washington Montessori School	17	4	4	0
Guilford County Schools	Ferndale Middle School	16	2	2	0
Guilford County Schools	Northeast Guilford High School	16	3	3	0
Guilford County Schools	Ben L. Smith High School	15	4	2	2
Guilford County Schools	Cyrus P. Frazier Elementary School	14	2	2	0
Guilford County Schools	Montlieu Elementary Academy of Technology	14	3	3	0
Guilford County Schools	Bluford Science, Technology, Engineering, Math Academy	13	3	3	0
Guilford County Schools	Fairview Elementary School	12	2	2	0
Guilford County Schools	Jackson Middle School	11	4	2	2
Guilford County Schools	Union Hill Elementary School	11	2	2	0
Guilford County Schools	Vandalia Elementary School	11	3	3	0
Guilford County Schools	Oak View Elementary School	10	2	2	0
Guilford County Schools	Calvin Wiley Elementary School	9	2	2	0

Guilford County Schools	High Point Central High School	9	2	2	0
Guilford County Schools	Eastern Guilford Middle School	8	2	1	1
Guilford County Schools	Welborn Academy of Science & Technology	8	3	1	2
Guilford County Schools	Julius I. Foust Elementary School	7	2	2	0
Guilford County Schools	Northeast Guilford Middle School	7	2	1	1
Guilford County Schools	Sedgefield Elementary School	7	1	1	0
Guilford County Schools	Dr Melvin C Swann Jr Middle School	6	1	1	0
Guilford County Schools	Otis L. Hairston Sr Middle School	6	2	2	0
Guilford County Schools	Gillespie Park Elementary School	4	1	1	0
Guilford County Schools	The Academy at Ben L Smith High School	2	1	1	0
Guilford County Schools	Bessemer Elementary School	0	2	0	2
Halifax County Schools	Everetts Elementary S.T.E.M. Academy	1	1	0	1
Halifax County Schools	Northwest Halifax Collegiate and Technical Academy	1	1	0	1
Halifax County Schools	Pittman Elementary Leadership Academy	1	1	0	1
Hertford County Schools	Bearfield Primary School	14	10	0	10
Hertford County Schools	Hertford County Middle School	12	3	3	0
Hertford County Schools	CS Brown High School - STEM Program	5	1	0	1
Hertford County Schools	Hertford County High School	4	2	1	1

Hertford County Schools	Ahoskie Elementary School	3	1	1	0
Hertford County Schools	Riverview Elementary School	3	2	0	2
Lexington City Schools	Charles England Elementary School	18	5	3	2
Lexington City Schools	Pickett Elementary School	14	3	3	0
Lexington City Schools	Lexington Middle School	5	2	2	0
Lexington City Schools	Lexington Senior High School	0	3	2	1
Lexington City Schools	South Lexington School	0	3	3	0
Lexington City Schools	Southwest Elementary Global Academy	0	2	2	0
Lincoln County Schools	Norris S Childers Elementary	7	3	1	2
Lincoln County Schools	Battleground Elementary School	6	8	5	3
Lincoln County Schools	GE Massey Elementary	6	3	1	2
Lincoln County Schools	Lincolnton Middle	5	5	2	3
Lincoln County Schools	Lincolnton High	3	5	2	3
Lincoln County Schools	S Ray Lowder Elementary	3	3	1	2
McDowell County Schools	McDowell High School	16	5	5	0
McDowell County Schools	East McDowell Middle School	11	2	2	0
McDowell County Schools	Nebo Elementary School	9	3	3	0
McDowell County Schools	West Marion Elementary School	9	1	1	0
McDowell County Schools	McDowell Early College	6	2	2	0
McDowell County Schools	Old Fort Elementary School	6	1	1	0
McDowell County Schools	West McDowell Middle School	6	2	2	0

McDowell County Schools	Foothills Community School	3	1	1	0
McDowell County Schools	Glenwood Elementary School	3	1	1	0
McDowell County Schools	McDowell Academy for Innovation	3	2	2	0
McDowell County Schools	North Cove Elementary School	2	1	1	0
McDowell County Schools	Pleasant Gardens Elementary School	2	1	1	0
McDowell County Schools	Eastfield Global Magnet School	1	1	1	0
McDowell County Schools	Marion Elementary School	1	1	1	0
Mt. Airy City Schools	Bruce H. Tharrington Primary	12	4	4	0
Mt. Airy City Schools	Jones Intermediate	12	5	4	1
Mt. Airy City Schools	Mount Airy Middle	8	4	4	0
Mt. Airy City Schools	Mount Airy High	7	2	2	0
Nash County Schools	Middlesex Elementary	27	5	5	0
Nash County Schools	Coopers Elementary	17	3	3	0
Nash County Schools	Englewood Elementary	16	5	5	0
Nash County Schools	Winstead Avenue Elementary	15	3	3	0
Nash County Schools	Fairview Elementary School	14	3	3	0
Nash County Schools	Bailey Elementary	12	2	2	0
Nash County Schools	J W Parker Middle	8	4	4	0
Nash County Schools	Williford Elementary	7	2	2	0
Nash County Schools	G R Edwards Middle	6	2	2	0
Pitt County Schools	Eastern Elementary School	12	3	3	0

Pitt County Schools	Ridgewood Elementary School	12	3	3	0
Pitt County Schools	C M Eppes Middle School	11	4	4	0
Pitt County Schools	Chicod School	9	2	2	0
Pitt County Schools	Farmville Middle School	9	2	2	0
Pitt County Schools	Northwest Elementary School	9	3	3	0
Pitt County Schools	South Central High School	8	2	2	0
Pitt County Schools	Junius H Rose High	7	3	3	0
Pitt County Schools	Pactolus School	7	2	2	0
Pitt County Schools	South Greenville Elementary School	7	2	2	0
Pitt County Schools	Wellcome Middle School	7	2	2	0
Pitt County Schools	Ayden-Grifton High School	6	2	2	0
Pitt County Schools	Lakeforest Elementary School	6	2	2	0
Pitt County Schools	W H Robinson Elementary School	6	1	1	0
Pitt County Schools	Wintergreen Intermediate School	6	2	2	0
Pitt County Schools	Wintergreen Primary School	6	2	2	0
Pitt County Schools	Creekside Elementary School	5	1	1	0
Pitt County Schools	Sam D Bundy Elementary School	5	2	2	0
Pitt County Schools	E B Aycock Middle School	4	1	1	0
Pitt County Schools	Falkland Elementary School	4	2	2	0
Pitt County Schools	Grifton School	4	2	2	0
Pitt County Schools	Ayden Elementary School	3	1	1	0

Pitt County Schools	Elmhurst Elementary School	3	2	2	0
Pitt County Schools	G R Whitfield School	3	1	1	0
Pitt County Schools	H B Sugg Elementary School	3	1	1	0
Pitt County Schools	PCS Early College High School	3	1	1	0
Pitt County Schools	Belvoir Elementary School	2	1	1	0
Pitt County Schools	North Pitt High School	2	1	1	0
Pitt County Schools	Wahl-Coates Elementary School	2	1	1	0
Thomasville City Schools	Thomasville Primary School	13	3	3	0
Thomasville City Schools	Liberty Drive Elementary School	6	1	1	0
Vance County Schools	Dabney Elementary School	18	3	3	0
Vance County Schools	Aycock Elementary School	15	3	3	0
Vance County Schools	Zeb Vance Elementary School	14	2	2	0
Vance County Schools	Pinkston Street Elementary School	9	4	1	3
Vance County Schools	E O Young Jr Elementary School	6	3	1	2
Vance County Schools	L B Yancey Elementary School	3	1	1	0
Vance County Schools	Clarke Elementary School	0	1	0	1
Wilson County Schools	Vinson-Bynum Elementary	22	6	4	2
Wilson County Schools	Margaret Hearne Elementary	21	3	3	0
Wilson County Schools	John W Jones Elementary	19	4	3	1
Wilson County Schools	Lucama Elementary	16	4	3	1
Wilson County Schools	Vick Elementary	16	3	3	0

Wilson County Schools	B O Barnes Elementary	15	3	3	0
Wilson County Schools	Charles H Darden Middle	11	4	3	1
Wilson County Schools	Frederick Douglass Elementary	11	2	2	0
Wilson County Schools	Forest Hills Middle	9	5	5	0
Wilson County Schools	Gardners Elementary	9	1	1	0
Wilson County Schools	Beddingfield High	7	3	3	0
Wilson County Schools	Stantonsburg Elementary	7	2	2	0
Wilson County Schools	Wells Elementary	7	1	1	0
Wilson County Schools	Lee Woodard Elementary	6	2	2	0
Wilson County Schools	Speight Middle	5	2	2	0
Winston-Salem Forsyth Schools	Ward Elementary	26	5	4	1
Winston-Salem Forsyth Schools	Walkertown Elementary	23	4	4	0
Winston-Salem Forsyth Schools	Hall-Woodward Elementary	21	5	5	0
Winston-Salem Forsyth Schools	Union Cross Elementary	21	4	4	0
Winston-Salem Forsyth Schools	Griffith Elementary	16	5	5	0
Winston-Salem Forsyth Schools	North Hills Elementary	16	3	2	1
Winston-Salem Forsyth Schools	Smith Farm Elementary School	16	3	3	0
Winston-Salem Forsyth Schools	Kimberley Park Elementary	15	3	3	0
Winston-Salem Forsyth Schools	Mineral Springs Middle	15	2	2	0
Winston-Salem Forsyth Schools	Philo-Hill Magnet Academy	15	3	3	0
Winston-Salem Forsyth Schools	Diggs-Latham Elementary	14	3	2	1

Winston-Salem Forsyth Schools	North Forsyth High	14	4	3	1
Winston-Salem Forsyth Schools	Petree Elementary	14	6	6	0
Winston-Salem Forsyth Schools	East Forsyth Middle	10	3	3	0
Winston-Salem Forsyth Schools	C. Douglas Carter High School	9	2	2	0
Winston-Salem Forsyth Schools	Forest Park Elementary	8	1	1	0
Winston-Salem Forsyth Schools	South Fork Elementary	8	2	2	0
Winston-Salem Forsyth Schools	Flat Rock Middle	7	1	1	0
Winston-Salem Forsyth Schools	Mineral Springs Elementary	7	2	2	0
Winston-Salem Forsyth Schools	Cook Literacy Model School	5	3	2	1
Winston-Salem Forsyth Schools	Winston-Salem Preparatory Academy	5	2	2	0
Winston-Salem Forsyth Schools	Ashley Academy	2	2	0	2
Winston-Salem Forsyth Schools	Easton Elementary	2	2	0	2