



Advanced Teaching Roles: Key Evaluation Findings

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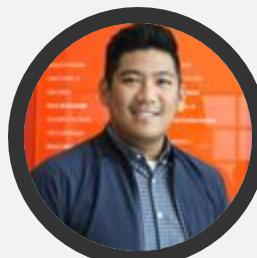
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ATR Goals

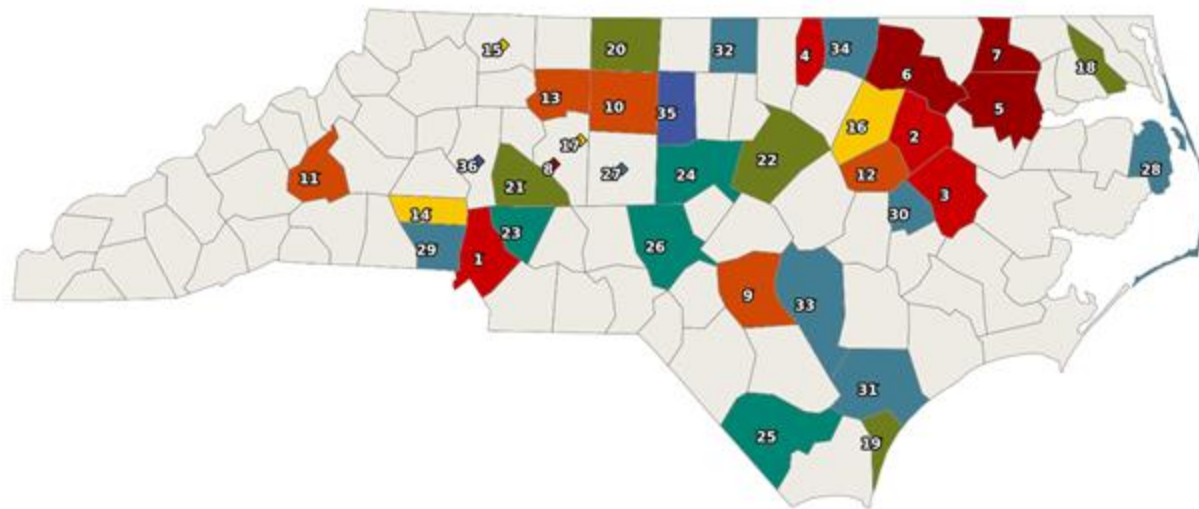
- Allow highly effective classroom teachers (Advanced Teachers) to **reach an increased number of students.**
- Enable local school administrative units to **create innovative compensation models.**
- Produce measurable improvements in **student academic achievement.**

Agenda

1. Program Overview
2. ATR Impact (2024-25)
3. ATR Implementation (2025-26)
4. Looking Ahead: 2027 Evaluation
5. Recommendations & Discussion

1. Program Overview

Grant Funded LEAs Implementing ATR 2016 - 2025



In the 2024–25 school year,
132,501 students
were taught by either
an Advanced Teacher
or a Supported
Teacher.

1 = Charlotte-Mecklenburg | 2 = Edgecombe | 3 = Pitt | 4 = Vance | 5 = Bertie | 6 = Halifax | 7 = Hertford | 8 = Lexington City | 9 = Cumberland | 10 = Guilford |
11 = McDowell | 12 = Wilson | 13 = WSFC | 14 = Lincoln | 15 = Mt. Airy City | 16 = Nash | 17 = Thomasville City | 18 = Elizabeth City-Pasquotank | 19 = New
Hanover | 20 = Rockingham | 21 = Rowan-Salisbury | 22 = Wake | 23 = Cabarrus | 24 = Chatham | 25 = Columbus | 26 = Moore | 27 = Asheboro City | 28 =
Dare | 29 = Gaston | 30 = Greene | 31 = Pender | 32 = Person | 33 = Sampson | 34 = Warren | 35 = Alamance-Burlington | 36 = Mooresville Graded

Evaluation Focus

EQ1. **Impact:** To what extent does ATR improve students and teachers outcomes for schools and teachers served by Advanced Teachers?

- a. Student Achievement: To what extent does ATR improve academic achievement?
- b. Teaching Effectiveness: To what extent, does ATR improve the quality of classroom instruction, through factors such as increased teacher effectiveness?
- c. Recruitment & Retention: To what extent, does ATR impact teacher recruitment and retention of teachers?

EQ2. **Implementation:** How do Advanced Teaching Roles (ATR) district leaders and stakeholders define district success after five years of implementation?

- a. What outcomes do stakeholders identify as indicators of successful ATR implementation?
- b. How do stakeholder propose measuring these outcomes?

Evaluation Design

Mixed Methods: Convergent design appropriate since it allows for separate collection of qualitative and quantitative data.

Program Impacts (EQ1) School Level Effects

- 2024–25 EOG/EOC student outcomes
- Teacher effectiveness & workforce outcomes
- ATR schools vs. similar non-ATR schools
- Causal, Difference-in-differences analysis

Program Impacts (EQ1) Teacher Level Effects

- 2023–24 and 2024–25 roster-linked data
- Advanced & Supported Teachers
- Within-school comparisons
- Early correlational findings

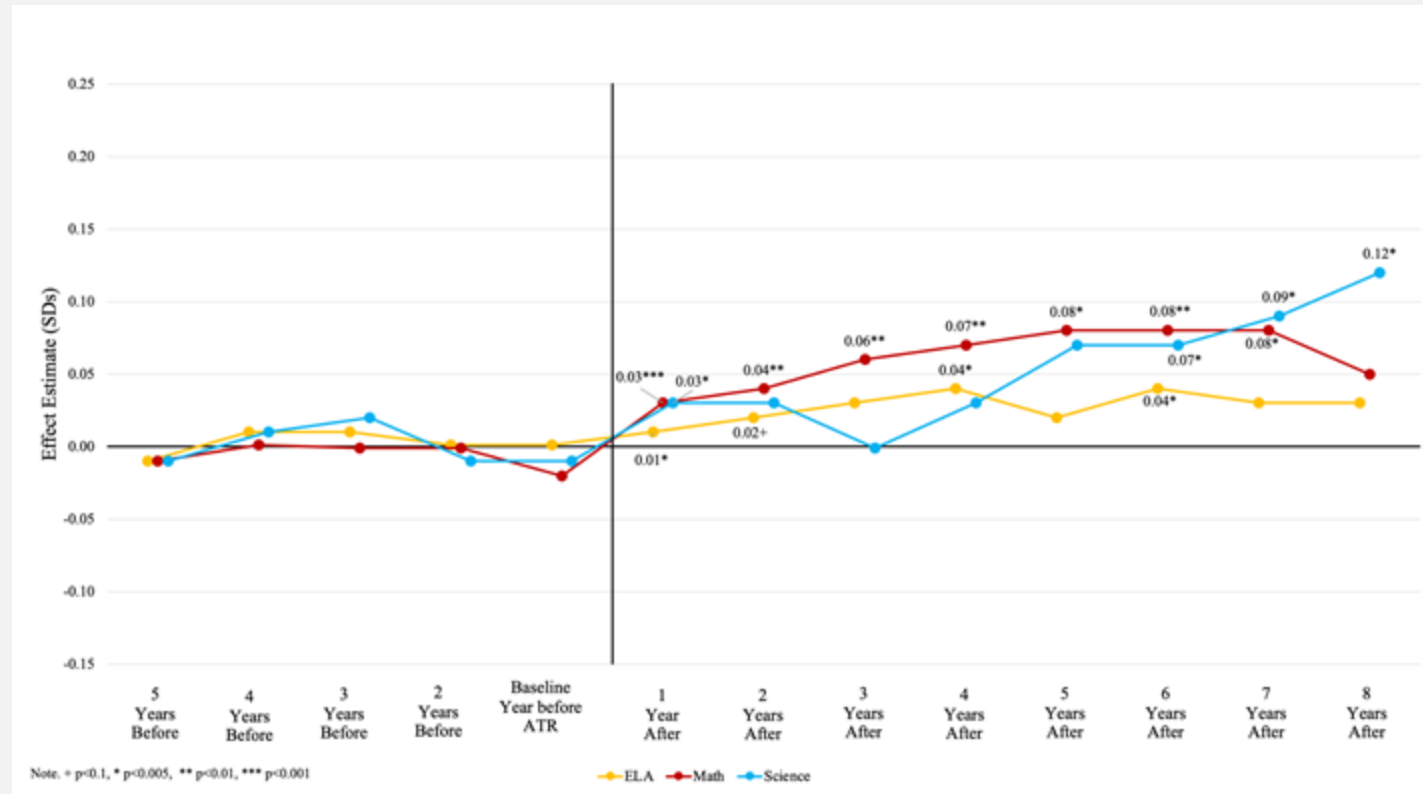
Program Implementation (EQ2)

- 2025–26 statewide ATR rosters
- ATR Leadership Sharing Session
- 36 participants across 22 districts
- Qualitative content analysis

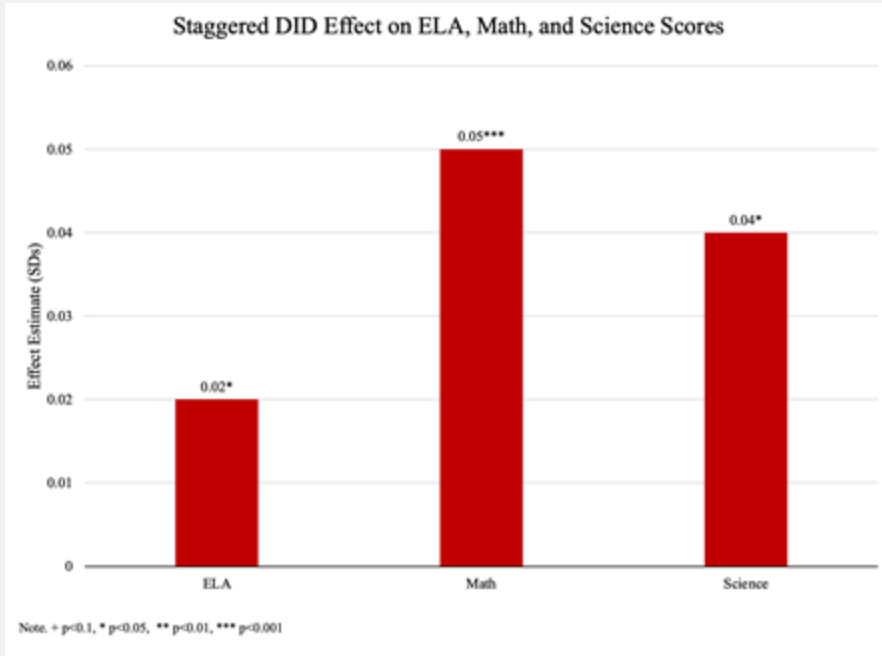
2. ATR Impact

2024-25

Positive Effects that Grow Over Time

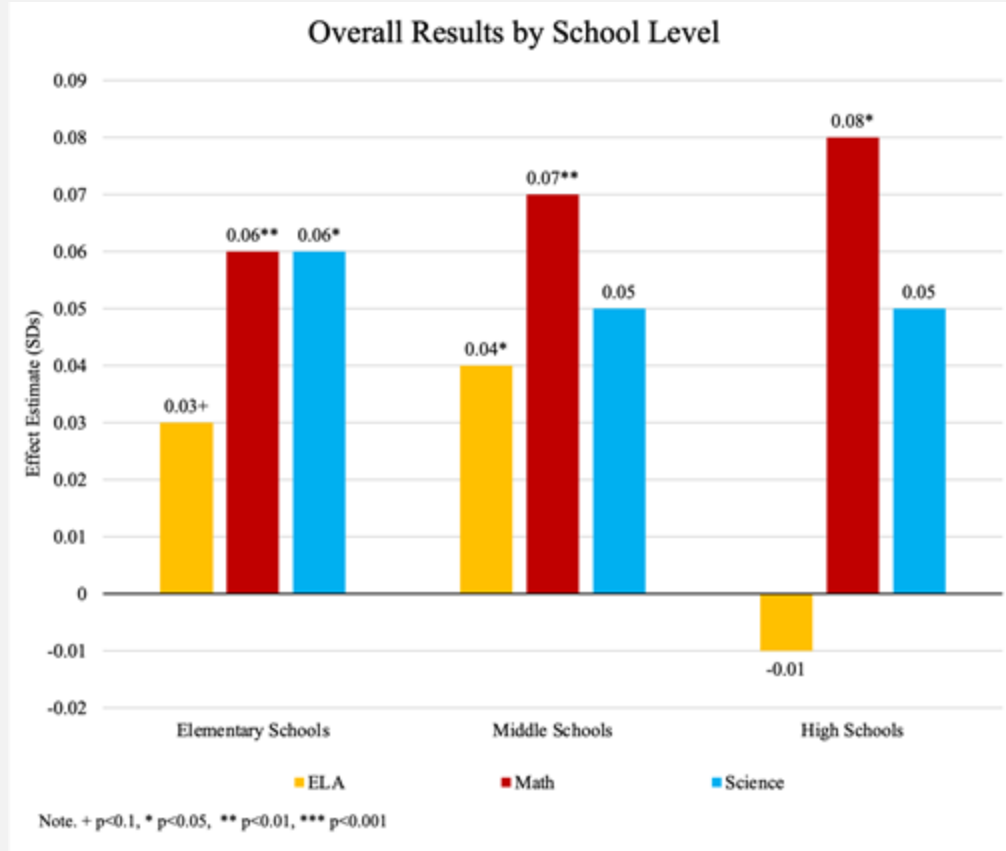


Positive Effect Across Subject Areas



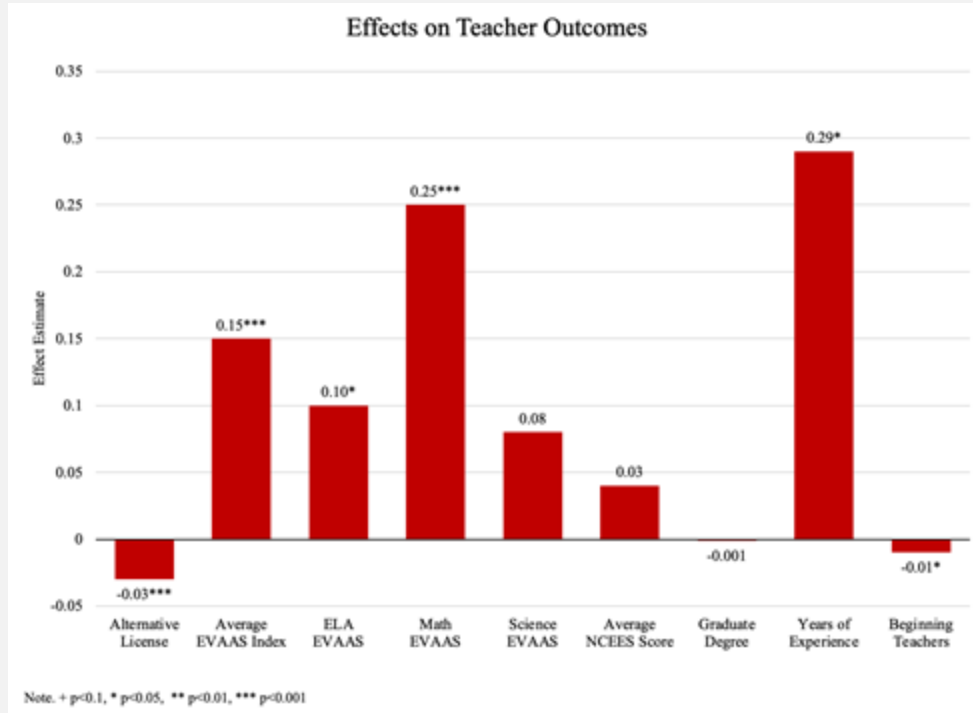
- Implementing ATR is associated with **improved student test scores**.
- Effects are positive and statistically significant effects across all subject areas.
- The strongest effect was observed in math (0.05 SD), comparable to **nearly one month of additional learning**.

Effects by School Type



- The effect of ATR **does not vary systematically** by grade level served.
- The effect of ATR in **math** appears largest in high schools.
- The effect of ATR in **ELA** appears largest in middle schools.

Teacher Effectiveness



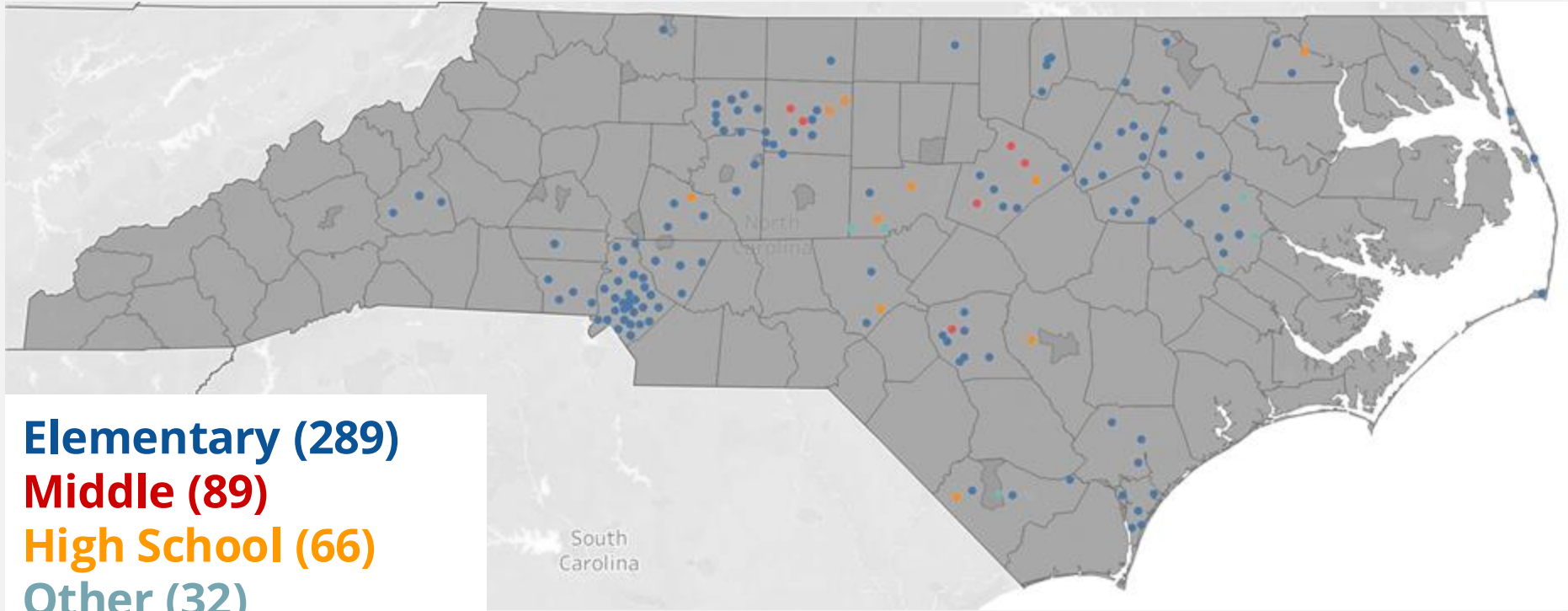
Teachers in ATR schools are:

- Less likely to be alternatively licensed.
- Tend to have higher than average EVAAS scores.
- Less likely to be beginning teachers.
- Have more experience, on average.

3. ATR Implementation

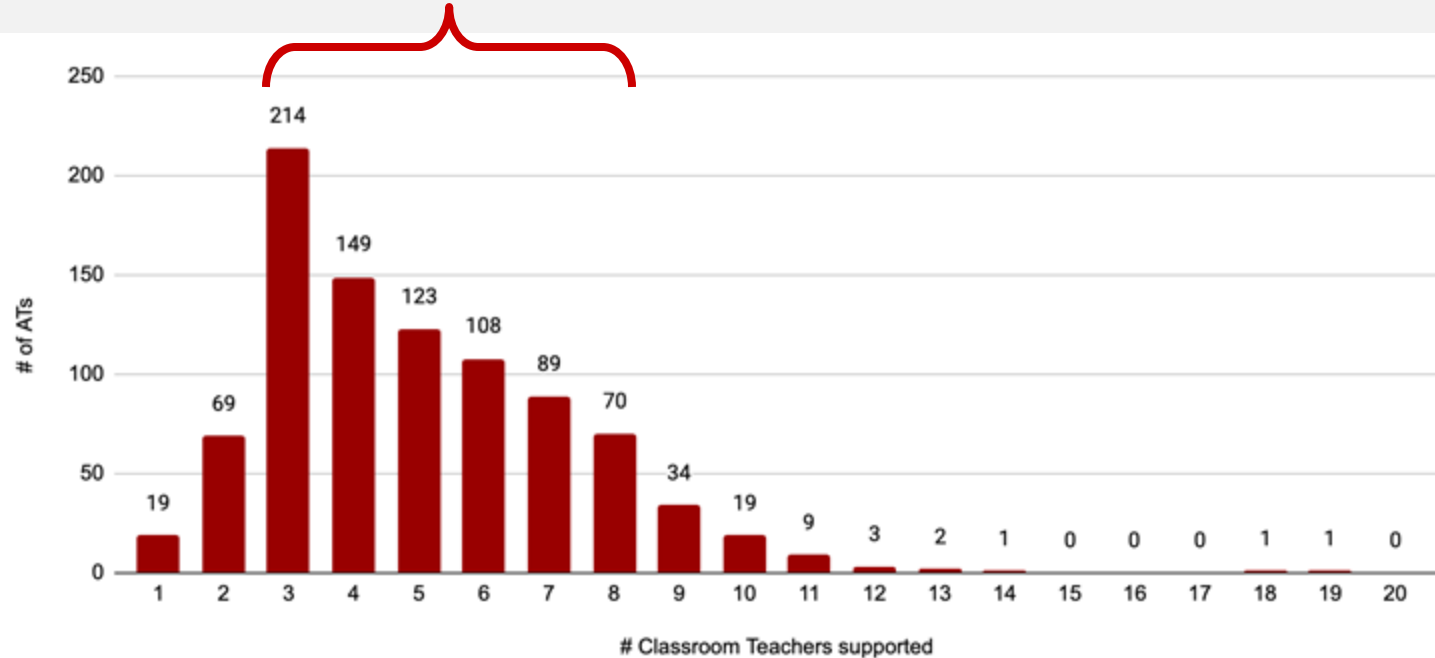
2025-26

Program Reach

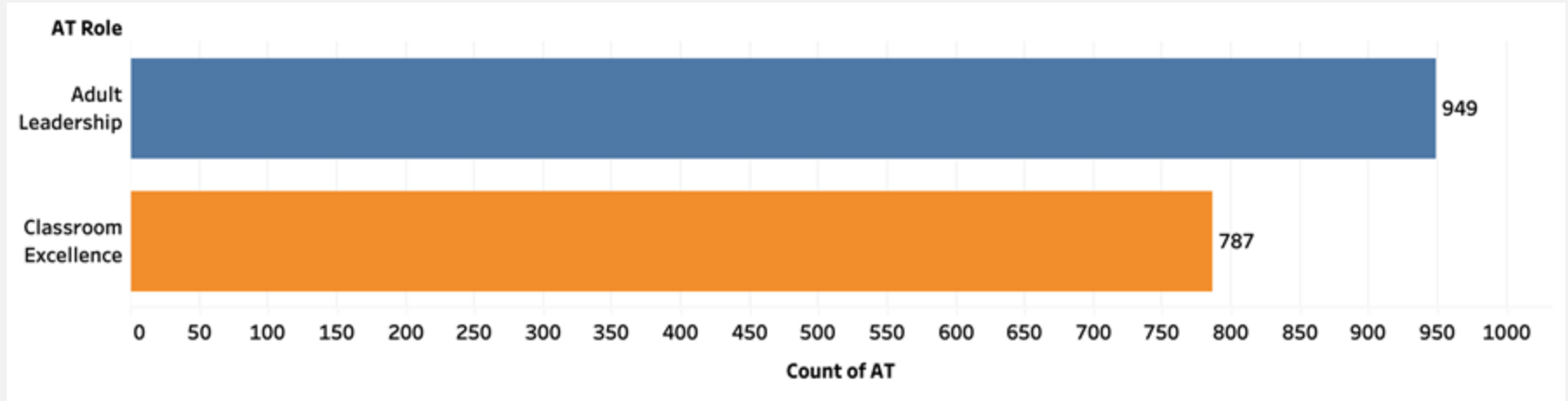


Number of Teachers Supported by ATs

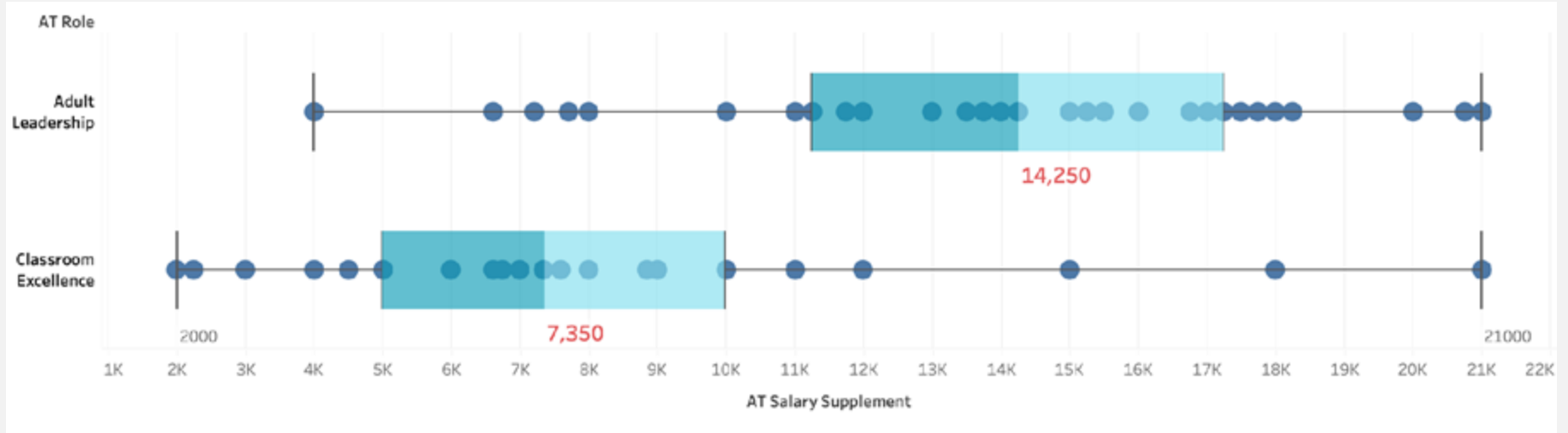
83% of Adult Leadership ATs supported the legislatively prescribed 3-8 teachers for roles receiving state salary supplement funding



Number of Advanced Teachers by Role



Salary Supplements



Qualitative Findings

Monitoring Progress: Measuring Success for ATR Session

36 ATR leaders across 22 LEAs identified indicators of successful ATR implementation.

Five key outcomes emerged:

- **Student Achievement & Teacher Efficacy** were viewed as the most important indicators of success.
- **System Coherence** generated the most responses, reflecting its broad role in ATR implementation.
- **School Culture** appeared across all six groups, but was viewed as more difficult to measure.
- **Teacher Retention** was viewed as the easiest outcome to measure.

Qualitative Conclusions

Monitoring Progress: Measuring Success for ATR Session

- Importance of comprehensive assessment framework to track program health.
- Value of capturing qualitative and quantitative metrics to capture outcomes effectively.
- Systemized monitoring support tracks progress efficiently over time.

4. Looking Ahead: 2027 Evaluation

Looking Ahead: 2027 Program Evaluation

- **Complete the deeper implementation study:** Identify promising practices and examine how Advanced Teachers, principals, and district supports shape implementation.
- **Continue and strengthen impact analyses:** Extend evidence on student achievement, teacher effectiveness, and teacher retention using additional and improved data.
- **Integrate findings into actionable recommendations:** Synthesize quantitative and qualitative evidence to inform recommendations on ATR implementation and sustainability.

Questions to Keep on the Horizon

The current evidence base does not yet tell us:

- What are the costs and cost-effectiveness of different ATR models?
- What are the impacts of teacher transfers out of ATR schools and non-ATR schools?
- Which implementation conditions help explain why ATR is more effective in some schools or districts than others?

5. Discussion

Recommendations & Questions

Recommendations

School Principals: Define support expectations and monitor implementation

District Leaders: Use broader measures of success and document implementation

State Leadership: Align expectations with evidence and strengthen statewide supports

Higher Education: Align leadership preparation and research with ATR

Questions or Comments?

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Appendix

1. Program Overview

Legislative Requirements*

Adult Leadership

- a. Leads a team of 3-8 teachers.
- b. Provides classroom instruction for at least 30% of the school day.
- c. Shares responsibility for the performance of all students of on team.
- d. Receives a supplement of \$10K.
- e. Makes up no more than 15% of teachers in an ATR school.

Classroom Excellence

- a. Is on an Adult Leadership teacher team.
- b. Assumes and maintains responsibility for at least 20% of additional students.
- c. Is responsible only for the performance of their own students.
- d. Receives a supplement of \$3K.
- e. Makes up to 5% of teachers in an ATR school.

*Session Law 2026-41 made substantial changes to potential definitions for '26-'27 academic year. Changes will be reflected in future evaluation reports.

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