



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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Table of Contents

Executive Summary 5

 Program Implementation (2025-26)..... 5

 Statewide Summary 5

 ATR Leadership Sharing Session..... 6

 ATR Leadership Sharing Session Conclusions 6

 Program Impact (2024-25) 6

 School-Level Impacts of ATR 7

 Teacher-Level Impacts of ATR..... 8

 Recommendations 9

Introduction 11

 Advanced Teaching Roles 11

 The Roles of Advanced Teachers 11

 Grantees Implementing ATR in the 2025-26 School Year 12

 Evaluation Goals 14

 Guiding Questions..... 15

Evaluation Design 16

 Quantitative Difference-in-Differences Design..... 16

 Quantitative Fixed Effect Design 17

 Qualitative 2025-26 Overview 17

 Qualitative Study Design 18

Data Collection 18

 Statewide Administrative Data 19

 LEA ATR Rosters 19

Data Analysis 20

 Quantitative Analysis 20

 Analytic Model for Schoolwide Effects..... 22

 Qualitative Analysis 25

Program Implementation (2025-26)	26
Statewide Summary	27
ATR Grantees Overview	28
Advanced Teaching Roles and Legislative Requirements	30
School Levels & Subject Areas Supported	34
Quantitative Findings	35
Results Comparing ATR Schools to Comparison Schools	35
Results Examining Advanced and Supported Teachers	47
Qualitative Findings	52
Outcome Category Descriptions	52
Qualitative Conclusions	54
Limitations of the Evaluation	54
Qualitative Limitations	54
Quantitative Limitations	55
Limitation of the School-Level Analysis	55
Limitations of Analyses Examining only Advanced and Supported Teachers	55
Recommendations	56
For School Principals	56
For District Administrators	57
For State Leadership	58
For Institutions of Higher Education	58
Opportunities for Future Evaluation	59
Continuity with the 2025 Recommendations	59
References	60
Appendices	62
Appendix A: Quantitative Details on Methodological Approach	62
Data	62
Measures	62
Matching	63

Analytic Model for Schoolwide Effect of ATR.....	63
Analytic Model Identifying Specific ATs and STs	65
Appendix B: Qualitative Details on Methodological Approach.....	67
Appendix C: Qualitative Categories and Illustrative Poster Quotes	68
Appendix D: Advanced Teachers and Supported Teachers by LEA-School.....	69
Appendix E: Glossary	89
Appendix F: Additional Acronyms	90

Executive Summary

The 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. Under North Carolina General Assembly General Statutes 115C-310.15, the North Carolina State Board of Education must evaluate ATR's impact which may be done through a contract with an independent research organization. The North Carolina Department of Public Instruction (NCDPI) selected the Friday Institute for Educational Innovation at North Carolina State University (Friday Institute) to conduct this evaluation.

This evaluation has two primary goals: (1) helping NCDPI and Local Education Agencies (LEAs) assess the academic and instructional impact of ATR models and programs, as well as their impact on the teaching profession; and (2) examining program implementation to identify factors supporting or impeding their success. The 2026 evaluation reports on the statewide ATR implementation data collected through ATR rosters, as well as quantitative estimations of program impact (e.g., student achievement and teacher retention) at the school and teacher levels for all implementing LEAs for the 2024-2025 school year. Additionally, the report builds on prior evaluation efforts by assessing how Advanced Teaching Roles (ATR) district leaders conceptualize and define district-level success after five years of program implementation.

Program Implementation (2025-26)

To evaluate ATR implementation across 32 grant-funded LEAs, this study used a mixed-methods convergent design, collecting quantitative and qualitative data separately (Creswell & Clark, 2026). Additionally, insights from the ATR Leadership Sharing Session helped the evaluation team define and prioritize key indicators of district-level success. Key findings include:

Statewide Summary

- **LEAs deploy ATs primarily in elementary schools and vary in size, salary supplements, and program staffing.** During the 2025-26 school year, 32 LEAs operated ATR programs across 476 schools employing 1,736 Advanced Teachers who supported 4,719 classroom teachers. Elementary schools accounted for 65% of all ATR schools. The number of ATs within a LEA ranged from one to 946, and salary supplements ranged from \$2,000 to \$21,000. The median salary supplement for an Adult Leadership role was \$14,250, while the median salary supplement for a Classroom Excellence role was \$7,300. LEAs prioritized and assigned ATR responsibilities differently: elementary schools provided broader instructional support, whereas middle and high schools focused support on specific subject areas.
- **Instructional support is more general in elementary schools and more subject specific in the middle and upper grades.** Over half (52%) of elementary classroom teachers supported by Advanced Teachers received support in multiple core subject areas (either reported as “all subjects” or indicated as multiple subject areas). In middle and high schools, Math and English teachers received support from Advanced Teachers most often.

ATR Leadership Sharing Session

ATR district leaders engaged in a collaborative activity at a June 2026 sharing session entitled, *Monitoring Progress: Measuring Success for ATR*. This activity addressed the central evaluation question: How do ATR leaders define district success after five years? The research team used conventional qualitative content and descriptive analyses to identify themes and to summarize the characteristics for each category. The findings below were from 36 leaders and teachers across 22 North Carolina districts at various phases of ATR implementation. While the poster-based data collection yielded group summaries, it captured these perspectives at a single point in time rather than tracking the evolution of perceptions longitudinally. Additionally, combining participants from both active and planning districts created variance in implementation experience.

- **Five core outcome categories emerged: System Coherence, School Culture, Student Achievement, Teacher Efficacy, and Teacher Retention.** Student Achievement and Teacher Efficacy were identified as the most more indicators for district success while System Coherence was most often mentioned. Participants identified Teacher Retention as the easiest outcome to measure.
- **School Culture emerged as a pervasive theme, underscoring its importance to successful ATR implementation.** Participants characterized a strong school culture through collaboration, stakeholder buy-in, and embedded practices. Although participants rated School Culture as important, they also identified it as relatively difficult to measure.

ATR Leadership Sharing Session Conclusions

District leaders across participating cohorts drew the following conclusions from the *Monitoring Progress: Measuring Success for ATR* activity based on participant outcomes and perceived measurement feasibility:

- **Comprehensive framework:** District leaders across participating cohorts emphasized the need for a comprehensive assessment framework to track ATR's program health and drive continuous improvement.
- **Key success indicators:** Participants identified five common indicators of successful implementation: system coherence, positive school culture, student achievement, teacher efficacy, and teacher retention.
- **Balanced measurement:** Cohort members recommended a balanced mix of qualitative and quantitative metrics to capture these outcomes effectively.
- **Implementation Support:** Because on-going evaluation demands significant resources, districts require systemized monitoring support and standardized measurement tools (i.e., survey) to track progress efficiently over time.

Program Impact (2024-25)

To help NCDPI and stakeholders understand ATR's impact on students and teachers, the research team assessed program impact using two distinct quantitative analyses. We updated the analysis from the previous report (2023-24) by adding a new year of administrative data to compare outcomes for ATR

schools versus a comparison group of similar but non-ATR schools. Then, we analyzed outcomes for students taught by Advanced Teachers (ATs) and the teachers they support (which we call Supported Teachers or STs), relative to students taught by teachers in the same school who are not part of ATR. For this second analysis, data identifying ATs and STs are available only for the 2023-24 and 2024-25 school years. Although these data can identify ATs and STs statewide, the two years of administrative data limits our ability to make causal claims about the effect of ATs. Results from our second set of analyses are correlational and should be interpreted with caution.

School-Level Impacts of ATR

To estimate schoolwide effects, we compared student outcomes in ATR schools before and after program implementation against outcomes in similar, non-ATR schools. We examined student achievement using state-mandated end-of-grade (EOG) and end-of-course (EOC) exams. To measure teacher effectiveness, we used the SAS Education Value-Added Assessment System (EVAAS) and NC Educator Effectiveness System (NCEES). Our results suggest that:

- **ATR schools produced positive and statistically significant schoolwide effects in ELA, math, and science.** The strongest impact was observed in math (0.05 SD). This effect size is comparable to nearly a month of additional learning between third and fourth grade math. Similarly, the effect in ELA (0.02 SD) and science (0.04 SD) are also positive and statistically significant, but smaller in magnitude than in math. In comparison to our previous reports, these results are similar in magnitude but more consistently significant across different subject areas. This suggests that the additional year of data has improved our confidence in the positive effect of ATR on student test scores.
- **Schools that began implementing ATR in 2018-19 showed the largest positive effects on student test scores with the greatest impacts in math.** While the inaugural 2017–18 cohort showed positive math and science trends that were smaller and lacked statistical significance, the strongest and most consistent gains occurred amongst schools in the second cohort that began implementing ATR in 2018–19. This 2018-19 cohort demonstrated statistically significant improvements in ELA (0.07 SD) and math (0.12 SD), alongside positive and marginally significant gains in science (0.09 SD). Recent cohorts, specifically those starting in 2023–24 and 2024–25, also exhibited consistently positive and significant score improvements across all three subjects, although they were smaller in magnitude than the 2018–19 cohort. Cohorts that began implementation during COVID (2019-20 through 2022-23) showed the greatest implementation challenges.
- **ATR increases test scores over time but at a higher rate in math and science than in ELA.** Improvements in math yielded significant gains starting in year one, grew in the first five years, and then remained steady. Science scores demonstrated the largest growth over time reaching (0.12 SD) by year eight. Effects in science are less precise and sometimes fluctuate across years, which may be due to fewer test scores in this area compared to ELA and math. ELA results reached statistical significance after one, four, and six years of implementation, though these gains were smaller compared to math and science.

- **ATR effects do not vary systematically by grade level.** In science, these effects were somewhat larger in elementary than in middle and high school. The results provide suggestive evidence that the ATR effect in math is largest in high school (0.08 SD). In ELA, the strongest evidence for positive results appears in middle schools (0.04 SD). Overall, we find no evidence that ATR is more or less effective for any specific grade level.
- **Overall, the characteristics of teachers in ATR schools have remained stable between results in last year's report and current results, which include data up to 2024-25.** 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. There were no significant differences in teacher NCEES ratings or with graduate degree attainment between ATR and comparison schools. On average, teachers in ATR schools have slightly more experience and a one percentage point lower likelihood of being beginning teachers, relative to teachers in comparison schools.
- **There was moderate evidence of positive ATR effects on teacher effectiveness.** ATR is understood as a strategy to improve the overall teacher effectiveness through a combination of enhanced in-service professional learning and talent recruitment. Increases in math EVAAS scores could be explained by different mechanisms. Mentoring from advanced teachers may have improved class instruction, while lower alternative licensure rates point to better support for teachers completing requirements. Alternatively, these gains may reflect changes in school composition, as ATR enables schools to recruit more effective teachers.
- **ATR schools recruited more effective and qualified teachers; however, there was no significant effect on teacher turnover.** Teachers hired into ATR schools possess significantly higher prior-year math and science EVAAS scores, higher NCEES (observation) scores, and lower rates of alternative licensure. On the other hand, ATR did not have a statistically significant effect on schoolwide teacher turnover, nor did ATR change the characteristics of teachers who exit these schools.

Teacher-Level Impacts of ATR

The findings below compare outcomes for students taught by Advanced Teachers (ATs) and Supported Teachers (STs) with outcomes for students taught by non-ATR teachers in the same school. Because statewide, roster-linked data identifying ATs and STs are available for only 2023-24 and 2024-25, these results provide correlational evidence and should not be interpreted as causal estimates.

- **Students taught by ATs have higher test scores in ELA and math compared to peers taught by non-ATR teachers in the same school.** In ELA, the results are smaller in magnitude and not significant when comparing ATs to non-ATR teachers in the same school with similar experience, demographics, and licensures to ATs. Science results are not statistically significant. In science, we do not find significant differences between students taught by ATs and students taught by non-ATR teachers in the same school.

- **When comparing students taught by Supported Teachers (STs) to students taught by non-ATR teachers in the same school, our analysis shows non-significant estimates that fluctuate between positive and negative associations with test scores.** In ELA, students taught by STs showed lower test score gains compared to matched non-ATR teachers in the same school. Math showed a positive but not statistically significant relationship when comparing against non-ATR teachers in the same school, while science outcomes were not consistent and not statistically significant.
- **In general, students taught by ATs demonstrated higher test score gains than students taught by their non-ATR peers.** The gains were strongest and most consistent in math. ELA results were positive but less consistent across comparison models. Outcomes were generally similar for students taught by Adult Leadership (AL) and Classroom Excellence (CE) teachers in ELA and math. In science, however, outcomes differed substantially by role: students taught by ALs demonstrated gains while students taught by CEs did not.
- **We found mixed results when comparing student test scores across ATs with no, partial, and full release time.** In ELA, the results were not statistically significant, regardless of AT release time. In math, the results for students taught by STs whose ATs had no release time were positive and significant; however, the math results for students taught by STs whose ATs had partial or full release were not significant. Full release time for ATs in science resulted in lower test scores for Supported Teachers' students; whereas no release time was linked to higher test scores.

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: Define support expectations and monitor model implementation.** Principals should collaborate with ATs to create annual support plans that establish the focus, frequency, and format of coaching. Because quantitative findings reveal mixed results regarding release time, principals must actively track how ATs time is allocated. Furthermore, qualitative findings show that maintaining consistent implementation records (e.g., coaching logs, classroom observation data) helps gauge instructional impacts.
- **District Leaders: Broaden success measures and document implementation decisions.** District leaders must evaluate ATR using a balanced set of indicators rather than a single measure. During the sharing session, success was viewed as multidimensional and needed to encompass system coherence, school culture, teacher efficacy, and retention. Districts are also encouraged to invest in principal readiness, and peer leadership networks, while systematically tracking staffing structures, recruitment strategies, and coaching models. This documentation will allow future program evaluations to identify what makes performing cohorts successful.

- **State Leadership: Align program expectations with empirical evidence and strengthen LEA guidance.** State policy makers should align statutory expectations for ATR with the empirical evaluation findings, ensuring that program goals reflect realistic, demonstrated outcomes for teacher growth and student achievement. Additionally, it is important for state leaders to study how ATR recruitment impacts teacher movement across schools (i.e. drawing top talent into ATR roles from neighboring districts). Finally, state leadership should develop common measurement instruments for districts and continue investing in principal preparation and professional networks.
- **Institutes of Higher Education (IHEs): Align leadership preparation and research with ATR models.** Higher education institutions should partner with districts to integrate ATR frameworks into principal preparation programs. Specifically, faculty must train future school leaders to manage distributed leadership, navigate coaching relationships, and supervise differentiated staffing roles. IHEs should also participate in multi-state research efforts to build a broader evidence base around advanced teaching roles.
- **Future Evaluation: Investigate deeper, unexamined questions.** Eight years of implementation data and a growing qualitative base now enable researchers to investigate complex questions beyond statutory reporting requirements. Pursuing these deeper research questions will require dedicated resources, time, and broader data access beyond the current evaluation scope.

Introduction

The 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 General Statutes 115C-310.15, directs the North Carolina State Board of Education to evaluate what ATR has accomplished, which may be completed through a contract with an independent research organization. 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). This report serves two purposes: (1) to assist NCDPI and Local Education Agency (LEAs) in assessing the academic and instructional impact of ATR models and programs, as well as their impact on the teaching profession; and (2) to better understand the implementation of these models and 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 that leads to measurable improvements in student outcomes. Per North Carolina General Statutes 115C-310.1, the intent of the program 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 the students taught by teachers on that lead classroom teacher's team, or
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 evidence-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 the purpose of this report will be referred to as Advanced Teachers, is loosely defined in Chapter 15C-310.5 of the General Statutes, 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;

In 2023, Session Law 2023-134 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 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 20% of additional students as compared to the most recent prior school year in which the teacher did not receive a salary supplement.

Furthermore, LEAs receiving funding for ATR programs may designate up to 15% of the teachers in each ATR school as Adult Leadership teachers and 5% of the teachers as Classroom Excellence teachers. Session Law 2023-134 also appropriated \$10.9 million in state funding for salary supplements for these teachers with Adult Leadership teachers receiving an annual supplement of \$10,000 and Classroom Excellence teachers receiving an annual supplement of \$3,000. Session Law 2024-57 directed the State Board of Education to allocate state salary supplement funding on a pro rata basis should funds be insufficient for the number of teachers serving in Advanced Teaching Roles.

Session Law 2026-41 made substantial changes to these position definitions which will be in place for the 2026-27 academic year and beyond. Those changes will be reflected in future program evaluation reports.

Grantees Implementing ATR in the 2025-26 School Year

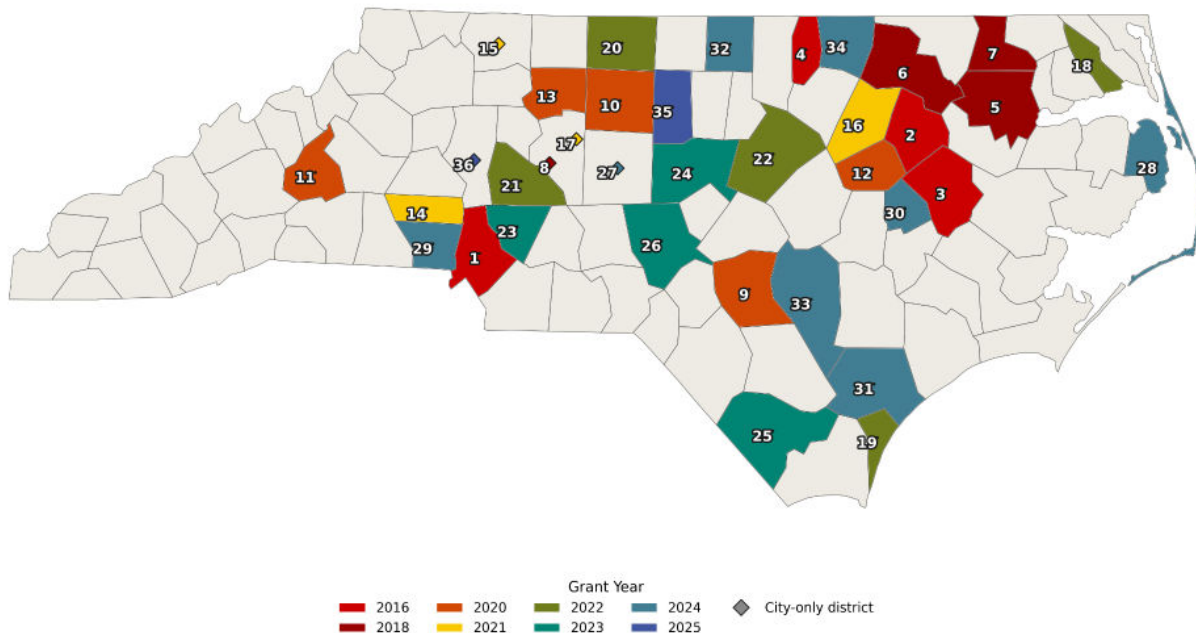
This evaluation report synthesizes findings across the following North Carolina LEAs that were awarded ATR program funding by the NCDPI between 2016 and 2025 and implemented ATR programs during the 2025-26 school year:

- **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:** Cumberland County Schools, Winston-Salem/Forsyth County Schools, Guilford County Schools, McDowell County Schools, and Wilson County Schools;
- **2021 Grantees:** Lincoln County Schools, Mount Airy City Schools, Nash County Public Schools, and Thomasville City Schools;
- **2022 Grantees:** Elizabeth City Pasquotank Public Schools, Rockingham County Schools, Rowan-Salisbury Schools, and Wake County Public School System;
- **2023 Grantees:** Cabarrus County Schools, Chatham County Schools, Columbus County Schools, Moore County Schools, and New Hanover County Schools;
- **2024 Grantees:** Asheboro City Schools, Dare County Schools, Gaston County Schools, Greene County Schools, Pender County Schools, Person County Schools, Sampson County Schools, and Warren County Schools.
- **2025 Grantees:** Alamance-Burlington School System, Hyde County, Mooresville Graded School District

2022 Grantees were approved as part of a consortium of LEAs with membership in The Innovation Project (TIP), led by Wake County Public School System. Asheboro City Schools, Dare County Schools, Gaston County Schools, Greene County Schools, Pender County Schools, Person County Schools, Sampson County Schools, and Warren County Schools were approved during the 2024 ATR grant cycle; 2024-25 served as a planning year for these LEAs. Thus, these LEAs are included in the descriptive overview of ATR implementation but excluded from the school- and teacher-level impact analyses.

Figure 1. 2016-2025 Grant-Funded LEAs



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 Goals

North Carolina General Assembly General Statutes 115C-310.15, directs the North Carolina State Board of Education to evaluate the Advanced Teaching Roles program described in this statute. The law requires evaluation of several components that fall into two broad categories: (1) academic and instructional impact and (2) impact on the teaching profession. Additionally, North Carolina General Assembly General Statutes 115C-310.15 directs the North Carolina State Board of Education to evaluate what ATR has 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 ATR and how it can be improved; and,
2. To assist NCDPI and LEAs in assessing the academic and instructional **impact** of ATR models and programs, as well as their impact on the teaching profession.

Guiding Questions

The evaluation questions developed for this report are explicitly aligned with the requirements outlined in General Statutes 115C-310.15 described above. Evaluation Question 1 (EQ1) and related sub-questions are intended to help NCDPI and LEAs assess the direct impact of ATR programs for students and teachers served by Advanced Teachers and understand implementation conditions associated with positive program outcomes. Previous findings from annual ATR evaluations point to a wide range of implementation approaches both across and within participating districts (Bausell et al., 2024).

Such variety reflects the importance of allowing districts to tailor ATR to their local context, needs, and human resource and budgetary capacity. At the same time, the steady expansion of ATR across the state, and the growing number of districts seeking to participate, underscores the need to more clearly define implementation parameters and indicators of success within them. Examining how stakeholders define success provides an opportunity to assess how these perspectives have developed through experience and to inform a clearer understanding of the conditions and programmatic decisions associated with effective implementation. Evaluation Question 2 (EQ2) and related sub-questions are intended to help the NCDPI and Local Education Agencies (LEAs) identify program components essential to improving student and teacher outcomes. In this year's report, the qualitative analysis examines how ATR district teams, composed of district-chosen ATR leaders, perceive success at the five year implementation mark. The analysis is guided by the following questions:

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 stakeholders propose measuring these outcomes?

In the forthcoming 2027 annual evaluation report, the qualitative analysis will build on this foundation by distilling specific implementation factors and programmatic decisions associated with measurable student outcomes in three elementary schools participating in ATR.

Evaluation Design

This evaluation used a mixed- methods convergent design to address the guiding questions. We collected qualitative and quantitative data separately and then integrated to support a broader understanding of ATR implementation and impact across the state (Creswell & Clark, 2026). We used state-mandated end-of-grade (EOG) and end-of-course (EOC) exams to estimate student achievement outcomes in ELA, math, and science through the 2024-2025 school year. To evaluate teacher effectiveness, we analyzed EVAAS and NC Educator Effectiveness System (NCEES) data alongside other potential factors influencing teacher performance. We organized the findings into two subsections: the first examines program impacts on ATR schools as a whole, while the second compares direct impacts on academic achievement for teachers in advanced roles and the teachers they support.

- **School-Level Effects.** Similar to the 2025 report, the evaluation compared student and teacher 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, we further refined models that compare a pre-post difference in outcomes for ATR schools minus a corresponding pre-post difference for comparison schools that never implemented ATR.
- **Teacher-Level Effects.** We extended the preliminary analyses from the 2025 report by examining outcomes for students and teachers directly supported by Advanced Teachers. For this second analysis, we used complete ATR roster data from the 2023-24 and 2024-25 school years to estimate associations between participation in ATR and student academic achievement. The 2025-26 roster data were used to describe current ATR implementation and participation but were not included analyses of student achievement because the student test scores from the 2025-26 school year are not yet available.

Further details on the methodological approach used in this evaluation can be found in Appendix A of the 2026 ATR evaluation report.

Quantitative Difference-in-Differences Design

To assess program impact (EQ1), the evaluation team conducted two separate sets of quantitative analyses. First, the team updated the analyses from last year's report with an additional year of administrative data to compare outcomes for ATR schools versus a comparison group of similar but non-ATR schools.

This first analysis used a Difference-in-Differences (DiD) approach, a quasi-experimental method that estimates the effect of an intervention by comparing the change in outcomes over time for a treatment group relative to the change over the same time period for a control group (i.e., non-ATR schools). By focusing on the change over time and comparing the two groups of schools, this method helps separate the effect of ATR from other factors that stay the same over time or affect all schools equally (such as statewide policy shifts). The key assumption underlying this approach is that, absent the ATR program, treatment and comparison schools would have followed parallel trends in outcomes over time.

Quantitative Fixed Effect Design

Second, we conducted an analysis comparing outcomes for students taught by Advanced Teachers (ATs) and the teachers they support, which we call Supported Teachers or STs, relative to students taught by teachers in the same school who are not part of ATR.

This second analysis employed a school fixed effects model, which controls for unobserved characteristics of schools that are constant over time such as principal effectiveness, so that we can better isolate the effect of ATR participation. It is important to note that data identifying ATs and STs are available only for the 2023–24 and 2024-25 school year. Although these data identify all ATs and STs statewide, the two years of administrative data limits our ability to make causal claims about the effect of being supported by an AT. Comparing only students and teachers supported by ATs with students and teachers not supported by ATs within the same school is particularly important for isolating the effect of receiving support from ATs because comparing against teachers and students in non-ATR schools will likely be biased by other school factors unrelated to ATR (e.g., more effective principals in other schools, other interventions happening in other schools besides ATR). Thus, the potential for bias from these teacher-level analyses is much greater when comparing across different school environments, and we therefore only compare teachers and students within the same school to each other. We acknowledge that there may be some spillover effect from the ATR program on teachers and students in the same school who are not supported by ATs. Nevertheless, this approach is most appropriate because the primary teacher-level analysis is to isolate the effect of receiving support from an AT. For results that capture the overall effect of implementing ATR in a school, see results from our school-level analyses using a difference-in-differences design (described above). Overall, results from two years of teacher-level data in our second set of analyses are correlational and should be interpreted with caution. More details on the quantitative analytic approach are available in Appendix A.

Qualitative 2025-26 Overview

During Spring & Summer 2026, the qualitative team's work included development of interview and observation protocols, site selection of schools to be featured in the 2027 ATR evaluation, gaining permission from school district administration to conduct the evaluation, and inviting selected schools to participate in the evaluation.

Site selection of schools began with the following criteria:

1. A focus on elementary schools as ATR implementation differs substantially from middle and high schools.
2. Schools' ATR implementation time frame aligned to the available roster data, which includes schools that began ATR implementation between the 2021–22 and 2023–24 school years.

Schools that began ATR prior to 2021–22 may still be included if implementation continued into the study window. Schools beginning implementation after 2023–24 would be excluded, as roster data are only available through this period.

3. Evidence of post-implementation growth which prioritizes schools demonstrating indication of math improvement following ATR implementation.
4. Confirmed ATR-supported math staffing using roster data to verify that schools received ATR-related instructional support in mathematics, ensuring implementation across selected sites.

After applying these criteria, 59 schools were eligible for selection. A more detailed selection process was created to narrow the number of eligible schools based on significant math growth over time. To conduct this, the aggregate percentage of students achieving grade-level proficiency (GLP) on End-of-Grade (EOG) assessments was standardized by year. To assess changes associated with ATR implementation, two variables were constructed: (1) the difference between the first year of ATR implementation and the final pre-ATR year, and (2) the difference between the second year of ATR implementation and the pre-ATR year. This stratification process narrowed the selection to three schools in three different school districts. Three schools were selected to provide a breadth of data across different contexts while allowing sufficient time at each school to collect in-depth data.

Once these schools were identified and reviewed by NCDPI, members of the qualitative team reached out to school district administration for permission to conduct the evaluation study and to contact each school's principal. At the time of this report, permission has been approved by two of the school districts, while the Friday Institute is currently working with NC State University's legal department and the third district through the research permission process. Data collection will occur between August and December of 2026.

Qualitative Study Design

To gain a comprehensive understanding of program implementation (EQ2), the evaluation team conducted a collaborative activity at a June 2026 ATR Leader Sharing Session. In structured small groups, participants defined, prioritized, and ranked core indicators of district-level success, mapped proposed measurement tools to each outcome, and rated the perceived effort required to collect those measures. The team then analyzed the participant-generated posters using conventional content qualitative analysis which is an open coding approach that is ideal for exploring areas with limited prior research, to establish a thematic framework and compute descriptive metrics across categories (Hsieh & Shannon, 2005). This design systematically extracts grounded, practitioner-defined indicators of success to directly answer the overarching evaluation question. Appendix B provides more details on the qualitative analytic approach.

Data Collection

Table 1 summarizes all data collection activities conducted during the 2025-2026 school year. It reports the number of teachers or students represented in quantitative analyses of NCDPI administrative records. Detailed descriptions of each data source are provided in the sections that follow, and the copy

of the *ATR Leadership Sharing Session* protocol is included in Appendix B.

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	December 2024 - April 2025	57,298 - 566,850
NCDPI Teacher Administrative Records	December 2024 - April 2025	818 - 50,315
LEA ATR Rosters	January - March 2026	6,455
ATR Leader Sharing Session Participants	June 2026	36

Statewide Administrative Data

We use longitudinal administrative data collected by NCDPI and housed at the Educational Policy Initiative at Carolina (EPIC). These longitudinal data capture student-, educator-, and school-level data for all NC public schools in each year between 2009-10 and 2024-25. Our 16-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 six years of data when schools were implementing ATR after the pandemic began (2019-20 through 2024-25). 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. We augment these NCDPI data with longitudinal data on school characteristics (e.g., Title 1 status, locale, grade levels served) from the Common Core Data managed by the National Center for Education Statistics.

LEA ATR Rosters

During the 2025–26 academic year, NCDPI provided all implementing LEAs with a redesigned ATR roster template developed in collaboration with the Friday Institute evaluation team. The revised procedures were intended to improve data quality, reduce duplicate entries, and minimize district reporting errors. The resulting roster data were used to identify Advanced Teachers, the classroom teachers they supported, Reach Associates where applicable, and participating schools.

The redesigned Excel template separated data collection into three components: Advanced Teachers, supported classroom teachers, and, for applicable LEAs, Reach Associates. LEAs were asked to enter each Advanced Teacher only once, eliminating the need to repeat an Advanced Teacher’s information for each classroom teacher they supported. For each Advanced Teacher, the template requested the teacher’s name as it appeared in the LEA’s Human Resource Management System (HRMS), current school assignment, state UID, legislative role classification, LEA-specific job title, release-time status, annual salary supplement, and the year the teacher began serving in an advanced role. The template also

collected role-specific information, including whether Adult Leadership teachers served as instructors of record and whether Classroom Excellence teachers taught larger classes or received support from an Adult Leadership teacher.

For each supported classroom teacher, LEAs recorded identifying and school information and linked the teacher to the Advanced Teacher providing support. The template also requested the estimated percentage of each Advanced Teacher's support effort devoted to each classroom teacher, the month in which support began, the subjects and grade levels in which support was provided, whether the classroom received teaching-assistant support, and whether the Supported Teacher was a permanent employee. LEAs could also provide notes to document circumstances such as partial teaching-assistant support, midyear staffing changes, or long-term substitute status. For the first time, LEAs using Reach Associates completed a separate roster that collected identifying information, school assignment, grade levels supported, and permanent-employment status.

In December 2025, the evaluation team and NCDPI introduced the revised rostering process during a statewide webinar for participating LEAs. Supporting resources included written instructions embedded in the roster template, an FAQ document, a webinar recording, presentation slides, and optional individualized technical-assistance sessions. Completed roster files were due to NCDPI in January 2026.

Following submission, the evaluation team reviewed all LEA roster files for accuracy, completeness, and consistency and worked with NCDPI and district staff to resolve outstanding issues. By mid-March 2026, the evaluation team had completed its final review of all submitted rosters and aggregated the individual LEA files into a single master roster. The final 2025–26 master roster was used to support the descriptive analyses presented in this report.

Data Analysis

Quantitative Analysis

Measures. Using the administrative data, we obtain several measures of student, teacher, and school outcomes. First, to measure student achievement in ELA, math, and science, we use student-level scale scores on state-mandated end-of-grade (EOG) and end-of-course (EOC) exams. We standardize these test scores 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 separately standardize modified and non-modified tests in every subject and year, which better reflects the different scales across these types of tests. 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 1-month gain in learning from third to fourth grade math (Hill et al., 2008). In addition to test scores, we 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, we use both 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, we also examine other characteristics that are potentially related to teacher effectiveness, including years of experience, and indicators for whether the teacher is a beginning teacher (BT) in their first three years 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. In all teacher-level models, we include teachers’ demographic characteristics (gender and race) as controls.

Sample. We augment the NCDPI administrative data with data that we collected directly from LEA leaders, which details the academic years when each school in the LEA began implementing ATR. To help illustrate when each LEA began implementing ATR, Table 2 below depicts a timeline of the first year when at least one school in each LEA can be observed implementing ATR. There are some LEAs that take a year to plan how they will implement ATR, and we do not count this planning year as part of a LEA’s implementation because we would not expect observable changes in student, teacher, or school outcomes while the LEA is planning (and not yet implementing) its approach to ATR. Thus, we define the beginning of ATR implementation as the first year when teachers can be observed working in an advanced role, and our approach is aimed at examining outcomes after implementation has begun. Note that individual schools may begin implementing ATR in any year after the LEA first begins implementation.

Table 2. Timeline of LEA Adoption of ATR

LEA Name	First Year	Total Years Implementation as of 2024-25
Charlotte-Mecklenburg Schools	2017-18	8
Edgecombe County Public Schools	2017-18	8
Pitt County Schools	2017-18	8
Vance County Schools	2017-18	8
Guilford County Schools	2018-19	7
Bertie County Schools	2019-20	6
Lexington City Schools	2019-20	6
Hertford County Schools	2020-21	5
McDowell County Schools	2020-21	5

Winston-Salem/Forsyth County Schools	2020-21	5
Cumberland County Schools	2021-22	4
Halifax County Schools	2021-22	4
Nash County Public Schools	2021-22	4
Wilson County Schools	2021-22	4
Lincoln County Schools	2022-23	3
Mount Airy City Schools	2022-23	3
Thomasville City Schools	2023-24	2
Cabarrus County Schools	2024-25	1
Chatham County Schools	2024-25	1
Columbus County Schools	2024-25	1
Elizabeth City-Pasquotank Public Schools	2024-25	1
Moore County Schools	2024-25	1
New Hanover County Schools	2024-25	1
Rockingham County Schools	2024-25	1
Rowan-Salisbury Schools	2024-25	1
Wake County Public Schools System	2024-25	1

Note. Charlotte-Mecklenburg (CMS) Schools began implementing an early version of ATR as far back as 2012-13 as part of the LEA'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. Cabarrus County Schools reported four schools that began ATR before 2024-25, and 13 that began in 2024-25. In this table, we categorize Cabarrus County Schools as beginning in 2024-25 because it is the first year ATs are observed working in Cabarrus County Schools after the district received state funding to implement ATR. Nevertheless, in the analyses below, we treat schools as starting when the district reported them as starting ATR (i.e., four began before 2024-25 and 13 began in 2024-25).

Analytic Model for Schoolwide Effects

Analytic Model for Schoolwide Effects. We estimate the schoolwide effect of ATR by comparing ATR schools to comparison schools not implementing ATR. These analyses update our findings from last year's report with an additional year of data (2024-25). To estimate these schoolwide effects, we 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 us 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, we identify schools in the same LEA (or in a very similar LEA) as the ATR school and that serve demographically similar students. Specifically, we use 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.

Table 3 illustrates that there could be eight separate cohorts of ATR schools that start implementing the program in different years (between 2017-18 and 2024-25) and therefore have been implementing ATR for different lengths of time. Thus, bias that could occur if the effect of ATR differs as different schools implement the model across time (Goodman-Bacon, 2018). 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, we 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. This staggered DID model is the same approach we used in our previous year report. Note that one of our prior reports 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, in this report, we prioritize and report only results from the staggered DID model.

Table 3. Depiction of Seven Cohorts of Schools that Begin Implementing ATR in Each Year between 2017-18 and 2023-24

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Cohort 1: Schools that began in 2017-18	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Cohort 2: Schools that began in 2018-19		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Cohort 3: Schools that began in 2019-20			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort 4: Schools that began in 2020-21				Year 1	Year 2	Year 3	Year 4	Year 5
Cohort 5: Schools that began in 2021-22					Year 1	Year 2	Year 3	Year 4
Cohort 6: Schools that began in 2022-23						Year 1	Year 2	Year 3
Cohort 7: Schools that began in 2023-24							Year 1	Year 2
Cohort 8: Schools that began in 2024-25								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 Identifying Specific ATs and STs. Over the past three years, we have worked with NCDPI and LEAs statewide to collect rosters identifying ATs and the STs they supported. We obtained these rosters statewide for the 2023-24, 2024-25, and 2025-26 school years and are continuing to collect the rosters. In this report, we present results comparing test scores for students taught by ATs and STs relative to students of teachers who are not part of the ATR program (both in the same school and in a set of similar comparison schools). Although these results are based on students and teachers in only 2023-24 and 2024-25, they provide early, correlational evidence on the effectiveness of ATs and STs with currently available data. When additional years of administrative data become available, we will be able to use more rigorous statistical models to estimate the effect of ATs and STs statewide.

To estimate results for ATs, we examine effects on students the AT directly teaches in the relevant subject (e.g., effects of ATs teaching ELA on ELA test scores). Similarly, for STs, we estimate effects only when the ST is teaching the relevant subject. For example, we estimate effects on ELA scores using students taught by STs in ELA. ATs and STs who teach multiple subjects (e.g., teachers in elementary grades) will contribute to estimates for all the subjects that they teach.

To examine the test score gains for students taught by ATs and STs, we use models that separately regress student test scores in each subject (ELA, math, and science) on indicators for ATs and STs. To estimate these regression models, we compare the test score gains of students taught by ATs and STs to two separate comparison groups: (1) students taught by other teachers in the same school who are neither an AT nor ST, and (2) students taught by other teachers in the same school who are neither an AT nor ST but have similar characteristics to ATs and STs (i.e., similar demographics, experience, licensure exam scores, and licensure area). Both sets of comparisons use only non-ATR teachers in the same school as the AT or ST. In the results below, we refer to these two sets of models as the (1) school fixed effect (FE) model and (2) the school FE model with matched comparison teachers. The school fixed effect is particularly important in both sets of comparison groups because it controls for all factors that affect all teachers and students in the school. If, for example, LEAs strategically implemented ATR only in schools led by an effective principal, estimating results for ATs and STs 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.

Thus, the school fixed effect allows us to retain only effects for students who have an AT (or ST) relative to students who are not taught by an AT or ST in the same school, separating the AT or ST effect from other factors affecting the school as a whole. 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 all factors that affect all students in the school. All standard errors are clustered at the school level. Our sample includes only schools that employ at least one AT in 2023-24 or 2024-25, and all models include a year fixed effect to control for potential differences across the two years. Results are robust when we include matched comparison schools used in the school level analyses described above.

Also, in auxiliary checks not shown here, we test alternative models that use a grade fixed effect and a school-by-grade fixed effect. The grade fixed effect helps control for any external factors that affect all students in the same grade. For example, our estimates could be biased if ATR schools systematically assign ATs and STs 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, we compare only students in the same grade to each other, which controls for any bias from differential growth across grades.

Additionally, we can estimate 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 ATs and STs 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 grade fixed effects individually, this model can only be estimated in school-by-grade combinations where there are both ATs/STs 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. Results are robust to their alternative specifications and checks.

However, we emphasize that, with only two years of roster data, these results should be understood as 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 ATs, our results could be biased due to these systematic assignment practices. Approaches to controlling for bias from systematic student-teacher assignment require 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 ATs, if ATs are able to improve student growth more than teachers not participating in ATR, that would provide some evidence that ATs 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 A.

Qualitative Analysis

Session and Participant Overview. During a convening of ATR district leaders in June of 2026, leaders were asked to engage in a session titled *Monitoring Progress: Measuring Success for ATR* led by Dr. Emily Thrasher (Friday Institute) and Leah Sutton (NCDPI). In this session, participants engaged in a structured collaborative activity to define and prioritize indicators of district-level Advanced Teaching Roles (ATR) success. Participants included 36 district leaders and teachers representing 22 North Carolina districts that were either currently implementing ATR or seeking to implement ATR with about 50% currently implementing the model.

Data Collection and Activity Description. Data from the collaborative activity consisted of participant-generated posters. For the activity, participants first reflected individually on what a successful ATR implementation would look, sound, and feel like three or more years after implementation, then worked in small groups to generate ideas on sticky notes. Groups identified their five or six most important outcomes, ranked the outcomes in order on posters, discussed how each outcome could be measured, and estimated the level of effort on a scale of low/medium/high required for districts to collect or monitor those measures. Each group was a mix of participants from different districts and each group created a poster with their five or six outcomes, how to measure the outcomes, and estimated level of effort to measure each outcome. The activity concluded with a gallery walk, during which participants

reviewed one another's work and used stickers to identify the outcomes and measures they felt were most important; however, stickers were not considered for analysis.

Analysis. The research team analyzed these data using conventional qualitative content analysis, an inductive approach appropriate when limited prior research exists to guide the development of coding categories (Hsieh & Shannon, 2005). Open coding was performed and initial codes were refined through discussion and grouped into broader categories based on conceptual similarity to accurately represent categories of outcomes of district ATR success. The final coding framework was then used to organize findings and identify overarching themes describing how participants conceptualized outcomes of district success.

Following development of the outcome categories, each individual outcome identified on the posters was assigned to a single category (see Appendix C). The research team then conducted content analysis to summarize the characteristics of each category. Specifically, the number of outcomes within each category was calculated, along with the average importance ranking assigned by participants (as determined by the placement on their poster, top of poster was first rank). The outcome measures proposed by participants were compiled to identify the most frequently suggested approaches for measuring each category, and the average perceived difficulty of measurement was calculated using participants' ratings on a three-point scale (1 = low difficulty, 3 = high difficulty). These descriptive summaries enabled comparisons across outcome categories regarding their relative importance, commonly proposed measures, and perceived feasibility of measurement.

Program Implementation (2025-26)

A primary evaluation goal was to examine LEA program implementation of ATR more deeply for the 2025-26 school year. ATR's growth underscores the need for clearly defined implementation guidelines and success indicators. To help NCDPI and Local Education Agencies (LEAs) identify components that boost student and teacher outcomes, Evaluation Question 2 (EQ2) examines how ATR district leadership teams evaluate success at the five-year milestone. The following evaluation questions guided data collection, analysis and reporting on ATR program implementation:

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 stakeholders propose measuring these outcomes?

To fully address these questions and provide a deeper examination of program implementation, the research team approached data collection and analysis from a statewide perspective, with a more limited district-level 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 facilitated a sharing session with ATR leaders in June of 2026. During this session they completed a structured activity where they defined, ranked, and prioritized core indicators of success, mapped measurement tools, and estimated data collection effort. The evaluation

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

- **Statewide Summary:** Findings in this section provide figures and context regarding the implementation of ATR across all grantees that employed Advanced Teachers during the 2025-26 school year (32 LEAs). The purpose of this data is to provide a high-level overview of trends in ATR program implementation. The aggregated statewide program data shared in this section is drawn from LEA-provided ATR rosters.
- **ATR Leadership Sharing Session:** This section shares findings from the June 2026 session with 36 leaders and teachers across 22 North Carolina districts who are currently at various phases of ATR implementation

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

Statewide Summary

Key Findings

- **LEAs primarily utilize ATs in elementary schools and vary in size, salary supplements, and program staffing.** During the 2025-26 school year, 32 LEAs had ATR programs in 476 schools and employed 1,736 Advanced Teachers who supported 4,719 classroom teachers. Sixty-five percent of ATR schools were elementary schools. The number of ATs within a LEA ranged from one to 946, and salary supplements ranged from \$2,000 to \$21,000. The median salary supplement for an Adult Leadership role was \$14,250, while the median salary supplement for a Classroom Excellence role was \$7,300. LEAs differed in how they prioritize and assign responsibilities for Advanced Teaching Roles.
- **Instructional support is more general in elementary schools and more subject specific in the middle and upper grades.** Half (52%) of elementary classroom teachers supported by Advanced Teachers received support in multiple core subject areas (either reported as “all subjects” or indicated as multiple subject areas). In middle and high schools, classroom teachers received support from Advanced Teachers almost exclusively in individual subject areas, with math (45%) and English (35%, average between middle and high school) the most frequent.
- **The ATR Leadership Sharing Session revealed five core outcome categories emerged across six participant posters.** These included: System Coherence, School Culture, Student Achievement, Teacher Efficacy, and Teacher Retention.
- **System Coherence generated the highest number of responses and participants prioritized student achievement (M= 1.40) and teacher efficacy (M= 2.00) as the most critical outcomes.** Teacher Retention (M= 3.25) rank emerged as the easiest concept to measure, earning a 1.25 difficulty rating.
- **School Culture appeared universally across all six group posters.** This area was characterized by collaboration, stakeholder buy-in, and embedded practices; primarily evaluated through climate surveys, walkthroughs, and PLC evidence.

ATR Grantees Overview

During the 2025-26 school year, 32 LEAs implemented ATR programs across 476 schools. Nearly two-thirds of the schools implementing were elementary schools (60%), followed by middle schools (19%), high schools (14%), and schools spanning multiple levels (6%). LEAs employed 1,736 Advanced Teachers with the majority (54%) serving in Adult Leadership roles. Collectively, Advanced Teachers supported 4,719 classroom teachers, with schools averaging four Advanced Teachers and 10 Supported Teachers per school. The majority of LEAs, 24 out of 32, currently partner with—or launched their initial ATR work via partnership with—Public Impact, a third-party vendor for ATR programs; eight districts developed their own local programs. According to the most recent data available, there were 132,501 students taught by an Advanced Teacher or Supported Teacher during the 2024-25 school year.

There is substantial variation in the size, salary supplements, and scope of ATR across LEAs. As illustrated in Table 4 (following page), LEAs vary in the size of their programs ranging from as few as one Advanced Teachers in Dare County to as many as 946 Advanced Teachers in Charlotte-Mecklenburg Schools (CMS). CMS remains the largest participant in the grant program as of 2025-26, representing roughly one-third (35%) of ATR schools and more than half (54%) of all Advanced Teachers.

LEAs also differed in how they prioritized and defined specific roles of Advanced Teachers. Several LEAs employed only Advanced Teachers that served in Adult Leadership Roles (e.g., Elizabeth City-Pasquotank, Columbus County). Others predominantly (or exclusively) employed Classroom Excellence teachers (e.g., Halifax County); 66% of Advanced Teachers in CMS were classified as Classroom Excellence, and CMS employed approximately 80% of all Classroom Excellence teachers across the state during 2025-26. Salary supplements paid to Advanced Teachers likewise varied by LEA and role. These different implementation strategies reflect LEA's varying approaches as to how to best use ATR to improve teacher and student outcomes.

Table 4. Program Summary for LEA Grantees Implementing ATR during 2025-26 School Year

LEA	Grant Year	ATR Model	Schools Supported					Advanced Teachers			Teachers Supported	Salary Supplement	
			Elem	Middle	High	Other	Total	AL	CE	Total		Low	High
Bertie	2018	Local	3	1	1	0	5	8	0	8	30	\$10,000	\$10,000
Cabarrus	2022	OC	14	6	4	0	24	42	43	85	234	\$3,000	\$21,000
CMS	2016	OC	101	27	20	18	166	318	628	946	1934	\$2,250	\$18,250
Chatham	2022	OC	1	0	2	3	6	10	0	10	35	\$10,000	\$12,000
Columbus	2022	OC	3	0	1	3	7	19		19	74	\$7,700	\$7,700
Cumberland	2020	OC	9	5	1	0	15	38	9	47	258	\$2,000	\$15,000
Dare County	2024	Local	3	0	0	0	3	3	0	3	19	\$16,750	\$17,000
Edgecombe	2016	OC	8	3	3	1	15	34	2	36	161	\$4,000	\$14,000
Elizabeth City	2022	OC	6	2	2	0	10	22	0	22	84	\$10,000	\$12,000
Gaston County	2024	Local	4	2	0	0	6	11	5	16	54	\$3,000	\$20,000
Greene County	2024	OC	1	0	0	0	1	1	0	1	3	\$10,000	\$10,000
Guilford	2020	OC	18	8	6	1	33	64	28	92	311	\$3,000	\$20,000
Halifax	2018	OC	3	0	0	0	3	0	4	4	8	\$10,000	\$10,000
Hertford	2018	OC	2	1	2	0	5	5	2	7	13	\$6,000	\$15,000
Lexington City	2018	OC	4	1	1	0	6	10	5	15	47	\$3,000	\$8,000
Lincoln	2021	Local	4	1	1	0	6	20	12	32	54	\$3,000	\$10,000
McDowell	2020	Local	7	3	3	1	14	22	0	22	85	\$6,600	\$6,600
Moore	2022	OC	2	2	1	0	5	9	1	10	42	\$3,000	\$10,000
Mt. Airy City	2021	OC	2	1	1	0	4	11	0	11	43	\$8,000	\$8,000
Nash	2021	OC	11	1	0	0	12	35	6	41	175	\$6,600	\$20,750
New Hanover	2022	Local	7	0	0	0	7	12	0	12	37	\$10,000	\$10,000
Pender	2024	Local	3	1	0	0	4	5	3	8	14	\$7,000	\$15,000
Person	2024	OC	1	0	0	0	1	2	0	2	5	\$13,000	\$13,000
Pitt	2016	Local	16	7	6	5	34	63	1	64	193	\$3,000	\$10,000
Rockingham*	2022	OC	2	1	1	0	4	8	0	8	39	\$10,000	\$12,000
Rowan-Salisbury	2022	OC	5	0	2	0	7	12	0	12	33	\$10,000	\$15,000
Sampson	2024	OC	1	0	1	0	2	2	3	5	7	\$3,000	\$10,000
Thomasville City	2021	OC	2	1	1	4	2	6	4	10	34	\$8,000	\$15,000
Vance	2016	OC	6	0	0	0	6	9	0	9	47	\$10,000	\$13,000

LEA	Grant Year	ATR Model	Schools Supported					Advanced Teachers			Teachers Supported	Salary Supplement	
			Elem	Middle	High	Other	Total	AL	CE	Total		Low	High
Wake	2022	OC	8	4	1	0	13	29	4	33	114	\$5,000	\$15,000
Wilson	2020	OC	11	3	1	0	15	37	1	38	179	\$7,600	\$18,000
WSFCS	2020	OC	21	8	4	0	33	82	26	108	353	\$8,000	\$14,000
LEA Totals			289	89	66	32	476	949	787	1,736	4,719	\$2,000	\$21,000

*Note that two classroom teachers were supported by Advanced Teachers employed by a different LEA during 2024-25. These teachers are counted in the total for their employing LEA but not for the LEA of the Advanced Teachers.

Advanced Teaching Roles and Legislative Requirements

Session Law 2023-134 amended Chapter 115c which added new salary supplement funding for ATR positions and provided the following definitions for two types of Advanced Teaching Roles eligible to receive supplements:

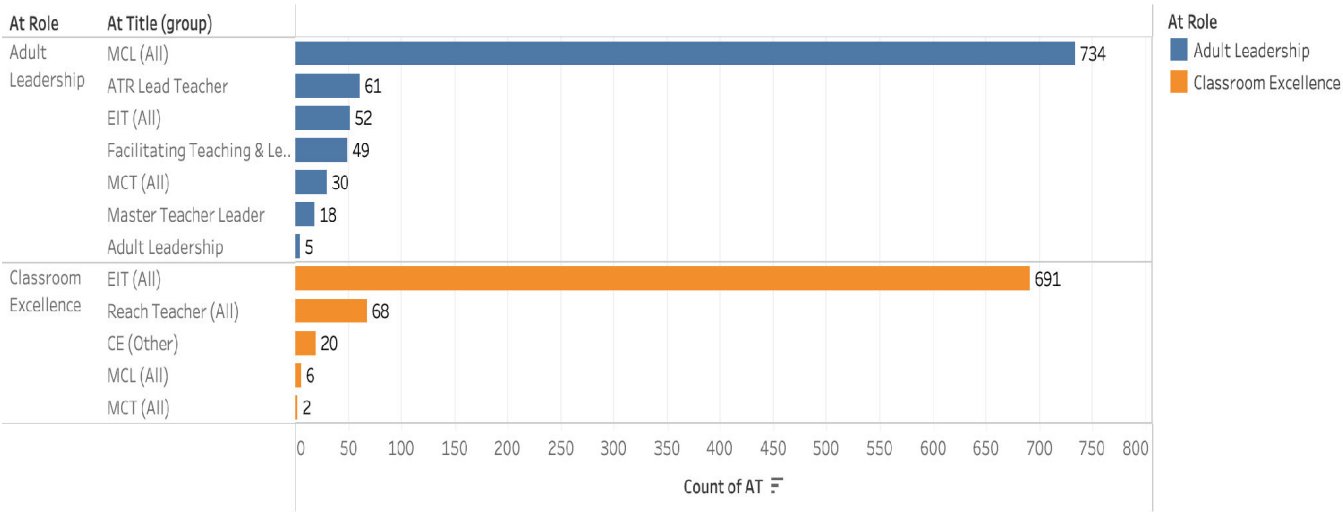
1. **Adult Leadership:** A teacher who works in the classroom providing instruction for at least 30% of the instructional day, leads a team of between three and eight teachers and shares responsibility for the performance of their students and is not a school administrator.
2. **Classroom Excellence:** A teacher who is a member of a team led by an Adult Leadership teacher and assumes and maintains responsibility for at least 20% of additional students as compared to the most recent prior school year in which the teacher did not receive a supplement.

The Opportunity Culture model heavily influences LEA-specific roles. Multi-Classroom Leaders (a type of Adult Leadership Teacher) and Expanded Impact Teachers (A type of Classroom Excellence Teacher) account for nearly 90% of LEA-specific roles, largely due to widespread adoption of the Opportunity Culture model. MCL positions made up nearly half (42%) of all Advanced Teachers during the 2025-26 academic year. Twenty-two LEAs reported employing MCL positions in 2025-26. In the past, district ATR leaders have 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. LEAs provide MCLs release time from direct teaching duties (70% saw full release; 29% saw partial release), allowing them to focus on teacher support 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.

The Extended Impact Teacher (EIT) position accounted for approximately 40% of Advanced Teachers. Five LEAs employed this position. The role of an EIT varies across LEAs 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. In some LEAs, EITs may have more students in their class than other teachers in the same grade while in another LEA, EITs may teach two blocks of a subject and then extend their reach by providing instruction to students in other grades. In some cases, EITs also support other teachers through mentoring, leading

Professional Learning Teams (PLTs), or creating and sharing model lesson plans. Figure 2 (below) shows the headcounts of Advanced Teachers by LEA job titles.

Figure 2. Number of Advanced Teachers by LEA Job Titles (As Classified by Legislative Roles)



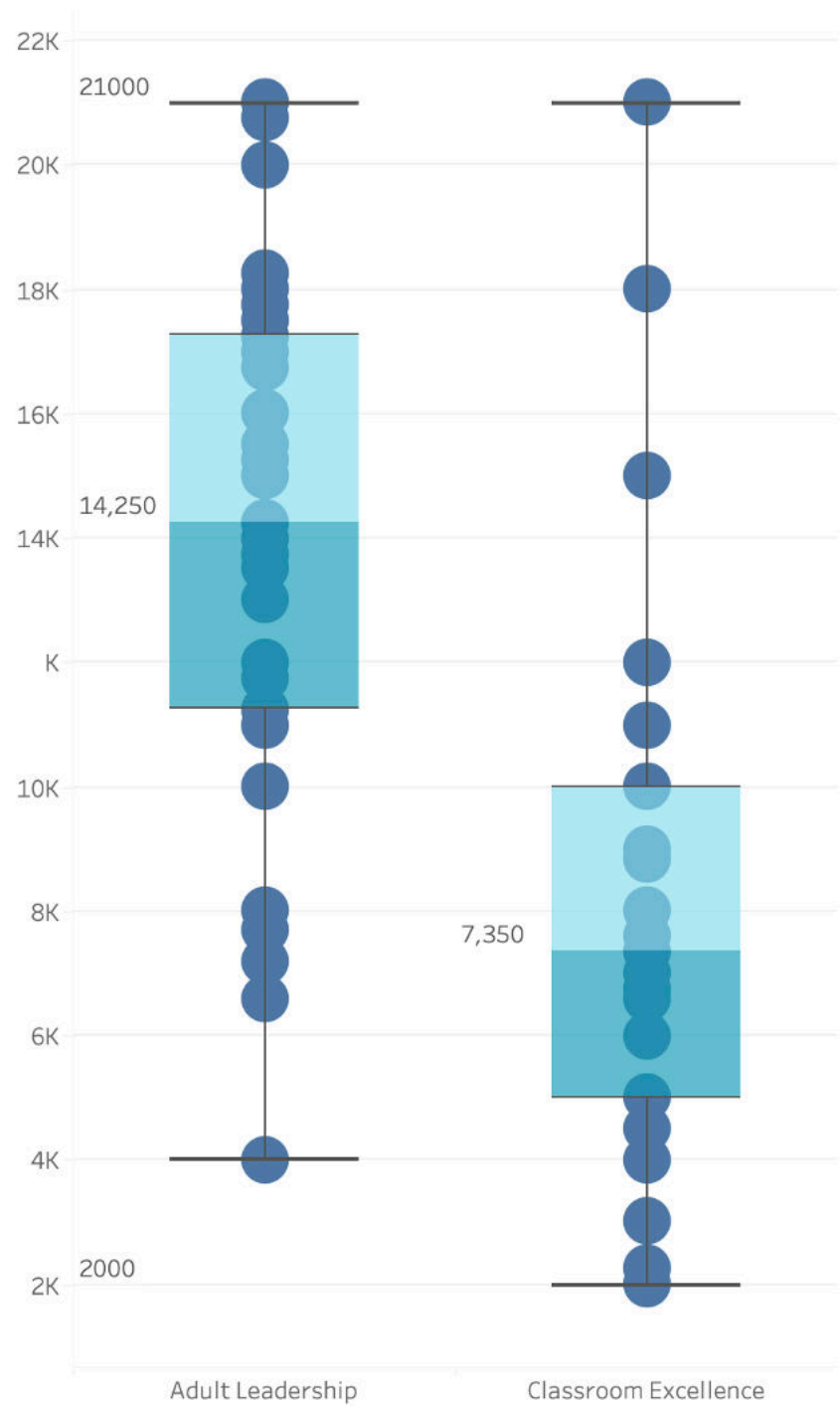
*Glossary: Adult Leadership (Blue): MCL - Multi-Classroom Leader; FT - Facilitating Teacher; MCT - Multi-Classroom Teacher; MTL - Master Teacher Leader; IC - Instructional Coach; Other (AL) - Other Adult Leadership job titles. Classroom Excellence (Red): EIT - Expanded Impact Teacher; TRT - Team Reach Teacher; Other (CE) - Other Classroom Excellence job titles.

Most Adult Leadership positions met legislative requirements on classroom teacher support and most Advanced Teachers received supplemental salaries meeting or exceeding legislated minimums.

Legislation stipulates that Adult Leadership teachers (ALs) are responsible for leading a team of between three and eight teachers. Roughly 80% of (79%, ALs) supported between three and eight classroom teachers during the 2025-26 academic year. Approximately nine percent of ALs supported more than eight classroom teachers, with 36 Advanced Teachers supporting 10 or more classroom teachers. About 12% of Adult Leadership teachers supported two or fewer classroom teachers. Roughly 13% of Classroom Excellence teachers supported one or more classroom teachers during the 2025-26 academic year.

Legislation also stipulates that salary supplements for Advanced Teachers should meet a minimum of \$10,000 for AL positions and \$3,000 for CE positions. However, due to insufficient funding, salary supplements were prorated for 2025-26 to \$7,700 for Adult Leadership teachers and \$2,310 for Classroom Excellence teachers. Figure 3 (below) shows the range of Advanced Teacher salary supplements by ATR role during 2025-26. Approximately 53% of AL teachers received a supplement of at least \$10,000, while 86% of CE teachers received supplements at or exceeding \$3,000. Table 5 (page 33) summarizes the salary supplements for LEA-specific job titles. Supplements for AL positions in 2025-26 ranged from \$4,000 to \$21,000, with a median value of \$14,250. Classroom Excellence teachers saw a wider range of salary supplements, from \$2,000 to \$21,000, while the median salary supplement was \$7,350.

Figure 3. Range of Salary Supplements for Adult Leadership and Classroom Excellence Roles



Note: The shaded regions indicate salary supplements between the 10th and 90th percentiles, while the error bars indicate high and low values for each role.

Table 5. Number, Percentage, and Supplement Range of Advanced Teachers by ATR Role and LEA Job Titles

LEA Position Classification	LEA Position Title	Advanced Teachers	Percent of Total	Supplement
Adult Leadership	Total	949	54.7%	\$4,000 - \$21,000
Multi-Classroom Leader	Total MCL	716	41%	\$4,000 - \$21,000
	Multi-Classroom Leader	433	25%	\$4,000 - \$21,000
	Multi-Classroom Leader I	179	10%	\$10,000 - \$16,050
	Multi-Classroom Leader II	104	6%	\$12,0 - \$18,250
	Multi-Classroom Leader III	18	1%	\$12,000 - \$15,000
Facilitating Teacher	Facilitating Teacher	46	3%	\$7,197
Multi-Classroom Teacher	Multi-Classroom Teacher	30	2%	\$10,000
Master Teacher Leader	Master Teacher Leader	18	1%	\$8,0000
Lead Teacher	Lead Teacher	53	3%	\$6,600 - \$20,0000
Other AL	Total Other	12	1%	\$10,000 - \$17,000
	Teacher Leader	8	0%	\$10,000
	Undefined Adult Leadership	5	0%	\$15,0000
	Teaching & Learning Facilitator	3	0%	\$16,750 - \$17,000
Classroom Excellence	Total	787	45%	\$2,000 - \$21,000
Expanded Impact Teacher	Total EIT	683	39%	\$2,250 - \$10,000
	Expanded Impact Teacher	63	4%	\$3,000 - \$10,000
	Expanded Impact Teacher I	102	6%	\$2,250 - \$4,000
	Expanded Impact Teacher II	352	20%	\$4,500
	Expanded Impact Teacher III	100	6%	\$6,750 - \$9,0000
Team Reach Teacher	Total Team Reach Teacher	70	4%	\$2,000 - \$21,000
	Team Reach Teacher	8	0%	\$2,000 - \$5,000
	Reach Teacher I	2	0%	\$3,000
	Reach Teacher II	3	0%	\$6,000
	Expanded Reach Teacher	46	3%	\$3,000 - \$21,000
	Multi Team/Classroom Reach Teacher	9	1%	\$4,000 - \$8,850
	Master Team Reach Teacher	2	0%	\$5,000
Other CE	Total Other	32	2%	\$3,000 - \$15,000

Undefined Classroom Excellence	28	2%	\$3,000 - \$10,000
MCL	4	0%	\$12,000 - \$15,000

School Levels & Subject Areas Supported

During the 2025-26 school year, ATs supported 4,719 classroom teachers across 476 schools. As shown in Table 6 below, support for classroom teachers was the most common in math and ELA. Across all schools, ATs supported 1,038 (22%) classroom teachers in all subject areas and 708 (15%) teachers in multiple core subjects. One thousand nine hundred thirty-five (41%) classroom teachers were supported in ELA, while 1,856 (39%) were supported in math. Support in science or social studies was less common, 10% of teachers received science support; roughly five percent of teachers received support for social studies. Roughly four percent of classroom teachers were supported in other subject areas.

Instructional support remains more generalized in elementary schools and more targeted to specific subject areas in the middle and upper grades. Table 6 below shows a breakdown of the school level and subject areas in which classroom teachers were supported by ATs. Classroom teachers supported by ATs predominantly worked in elementary schools, and half received support across either “all subjects” (32%) or indicated support in multiple core subjects (21%).

In middle and secondary grades, classroom teachers tended to receive more subject area specific support. For example, 44% of high school teachers received support in math and 33% received support in ELA-related subjects (e.g., English I). The primary distinction between middle and secondary grade levels is the support for “other” subjects that do not fall under the core subject areas. In high schools, 10% of classroom teachers received support in one of these non-core subject areas (e.g., physical education, world languages), compared to 6% of middle school teachers and two percent of elementary school teachers.

Table 6. Percentage of Classroom Teachers that Advanced Teachers Support by Subject Area and School Level

	Elementary	Middle	High	Other	All Schools
Supported Teachers	3,051	855	452	361	4,719
All Subjects	32%	0%	0%	10%	22%
Multiple Core Subjects	21%	1%	2%	11%	15%
ELA	43%	37%	33%	40%	41%
Math	36%	45%	44%	45%	39%
Science	10%	9%	13%	13%	10%
Social Studies	5%	5%	4%	6%	5%
Other	2%	6%	10%	1%	4%

Note: Teachers with missing data are excluded from this table

Quantitative Findings

Key Findings

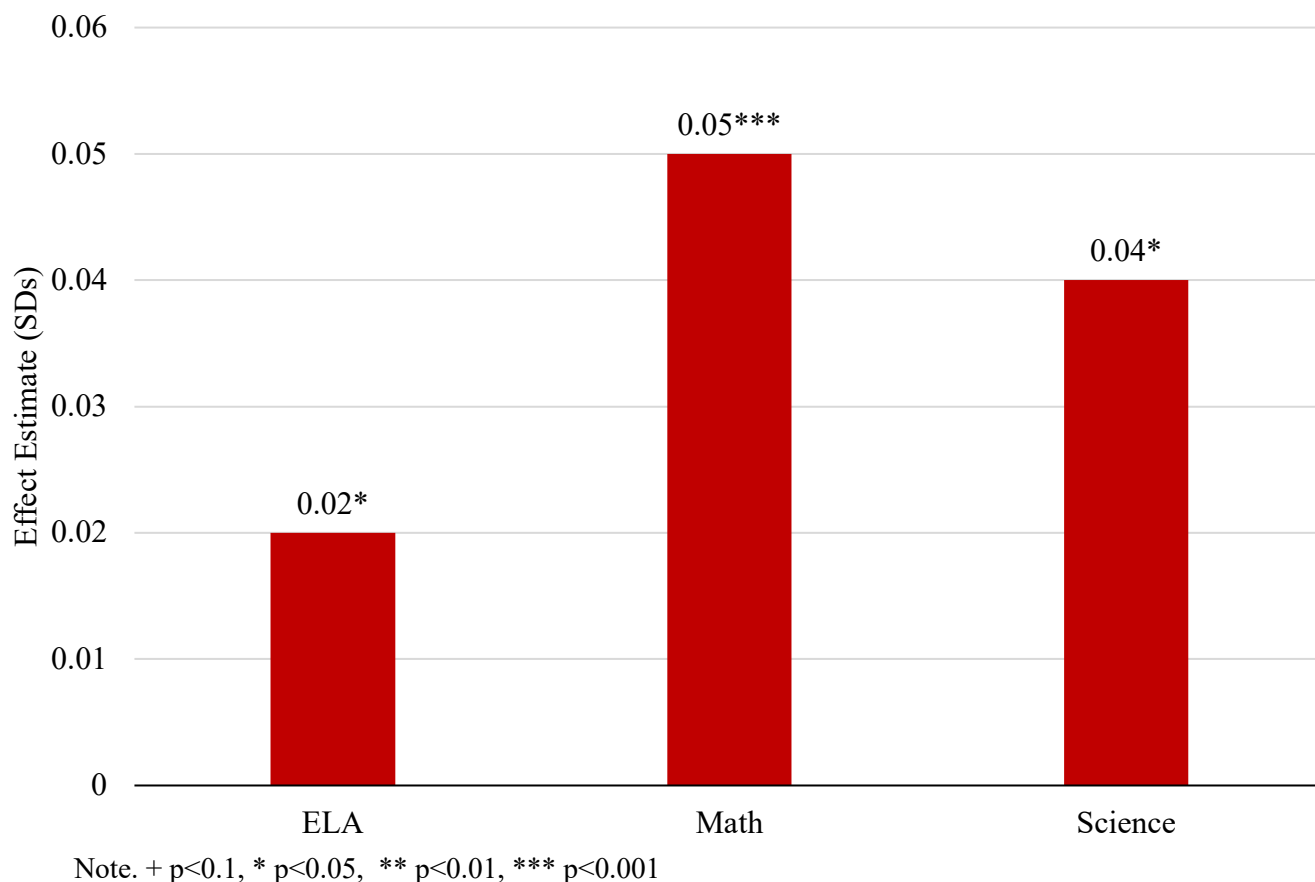
- **Implementing ATR improved test scores.** The additional year of data has improved our confidence in the positive effect of ATR on student test scores. Results from the staggered DID model comparing student performance in ATR schools to non-ATR comparison schools showed a statistically significant effect in mathematics, comparable to nearly a month of additional learning between third and fourth grade math. ELA and science also showed statistically significant and positive results, but in a smaller magnitude than mathematics.
- **The effects of ATR vary across different cohorts of schools that began implementing the program at different times.** Results suggest cohorts that began ATR during the school years most affected by COVID-19 (i.e., 2019-20 through 2022-23) may have had the most difficulty with implementing ATR. Results from the first cohort of schools that began implementing ATR in 2017-18, while positive in math and science, are not significant and smaller in magnitude than the second cohort that began in 2018-19. These results suggest that the specific approach to ATR used by schools that began ATR in 2018-19 are associated with the largest positive effects on student test scores.
- **ATR schools are recruiting more effective and qualified teachers.** Teachers hired into ATR schools are four percentage points less likely to be alternatively certified than teachers hired into comparison schools. Teachers hired into ATR schools also tend to have higher average EVAAS scores, driven mostly by EVAAS scores in math and science, relative to teachers hired into comparison schools. Moreover, teachers hired into ATR schools also had higher prior-year NCEES scores than teachers hired into comparison schools.
- **Students taught by ATs generally have higher test scores gains in ELA and math than students of non-ATR teachers in the same school.** The results are mostly positive across subjects and models, with the clearest evidence in math. In math, both the model using all non-ATR teachers in the same school and the model using matched comparison teachers in the same school suggest a positive and significant relationship between having an AT and test score gains. In ELA and science, the results are not consistently significant, offering less clear evidence of positive relationships between ATs and higher student test scores. In ELA, the result is positive and significant when we compare students taught by ATs to students taught by all non-ATR teachers in the same school, but the result is smaller in magnitude and not significant when we compare with non-ATR teachers in the same school who are similar in experience, demographics, and licensure to ATs. In science, the results are not statistically significant and change signs across the two models.

Results Comparing ATR Schools to Comparison Schools

Figure 4 (following page) graphs results from staggered DID models comparing ATR schools to non-ATR comparison schools. All models control for the full set of student covariates listed in Appendix A. The figure shows estimates for ELA, math, and science separately. Levels of precision vary between the three

subjects, but the figure provides evidence that implementing ATR is associated with improved student test scores. 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 0.05 standard deviation (SD) higher than the same pre-post difference in non-ATR, comparison schools. This effect size is comparable to nearly a month of additional learning between third and fourth grade math. Similarly, the effect in ELA (0.02 SD) and science (0.04 SD) are also positive and statistically significant, but smaller in magnitude than in math. Overall, among ATR schools, we conclude that ATR had positive school wide effects in ELA, math, and science that are statistically significant. When we compare with our previous year reports, these results are similar in magnitude but more consistently significant across different subjects, suggesting that the additional year of data has improved our confidence in the positive effect of ATR on student test scores.

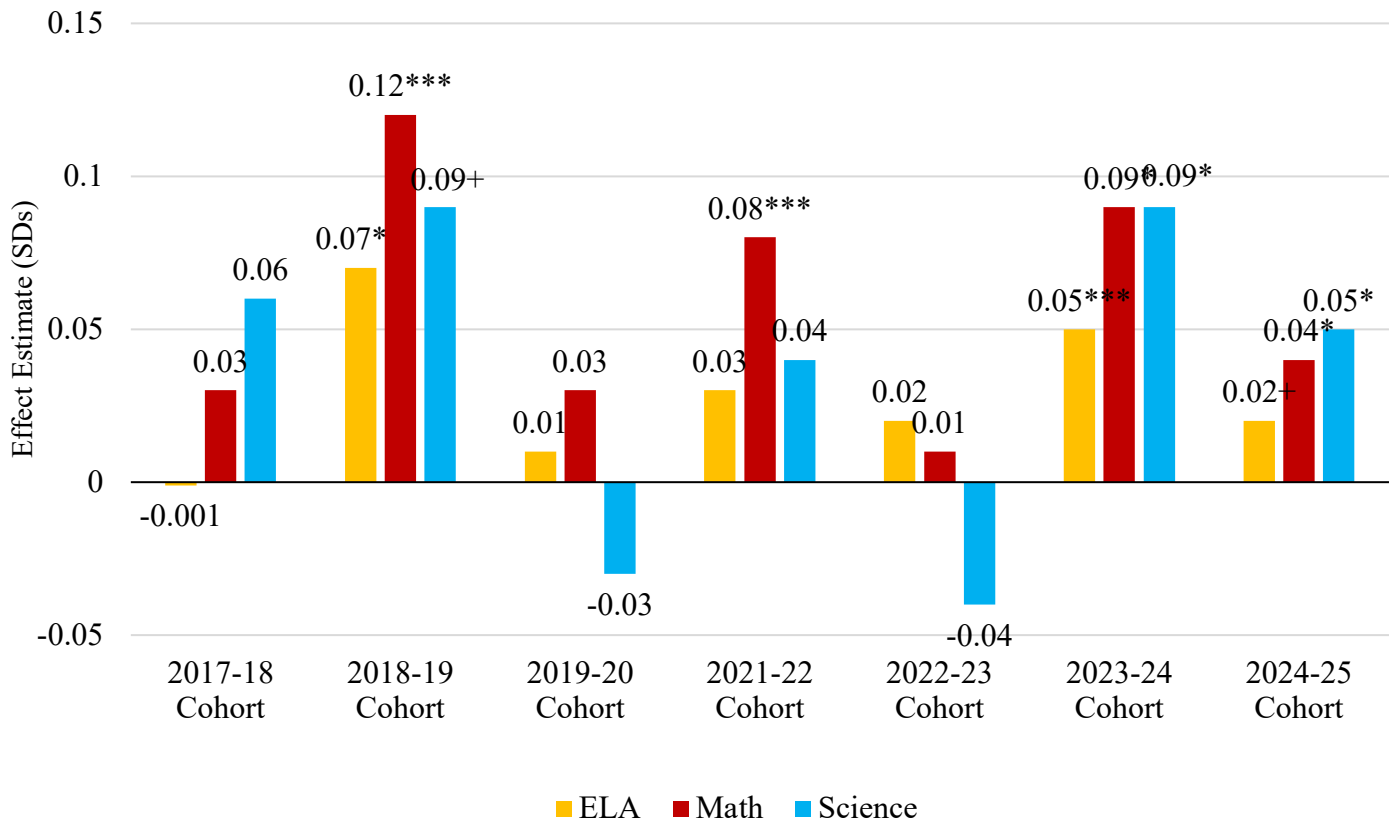
Figure 4. Staggered DID Estimates on ELA, Math, and Science EOG and EOC Scores



We further examine nuances in the overall results by estimating the ATR impact separately for each cohort of ATR schools in Figure 5. There are eight cohorts of ATR schools starting in each year between 2017-18 and 2024-25, but we 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. Figure 5 shows that the second cohort (i.e., all schools that began ATR in 2018-19), seventh cohort (which began in 2023-24), and eighth cohort (which began in 2024-25) show the clearest evidence of positive effects, with the largest estimates in math among schools that began in 2018-19. For example, we find that the effect in ELA (0.07 SD) and math (0.12 SD) are statistically significant among schools in the 2018-19 cohort; the result in science (0.09 SD) is marginally significant at the 10% level. Results for the 2023-24 cohort are slightly smaller in magnitude than results in the 2018-19 cohort but are consistently positive and significant across all three subjects. These results suggest that cohorts that began ATR during the school years most affected by COVID-19 (i.e., 2019-20 through 2022-23) may have had the most

difficulty with implementing ATR. Results from the first cohort, while positive in math and science, are not significant and smaller in magnitude than the second cohort. These results suggest that the specific approach to ATR used by schools that began ATR in 2018-19 are associated with the largest positive effects on student test scores.

Figure 5. Effect Estimates by Cohort of ATR Schools



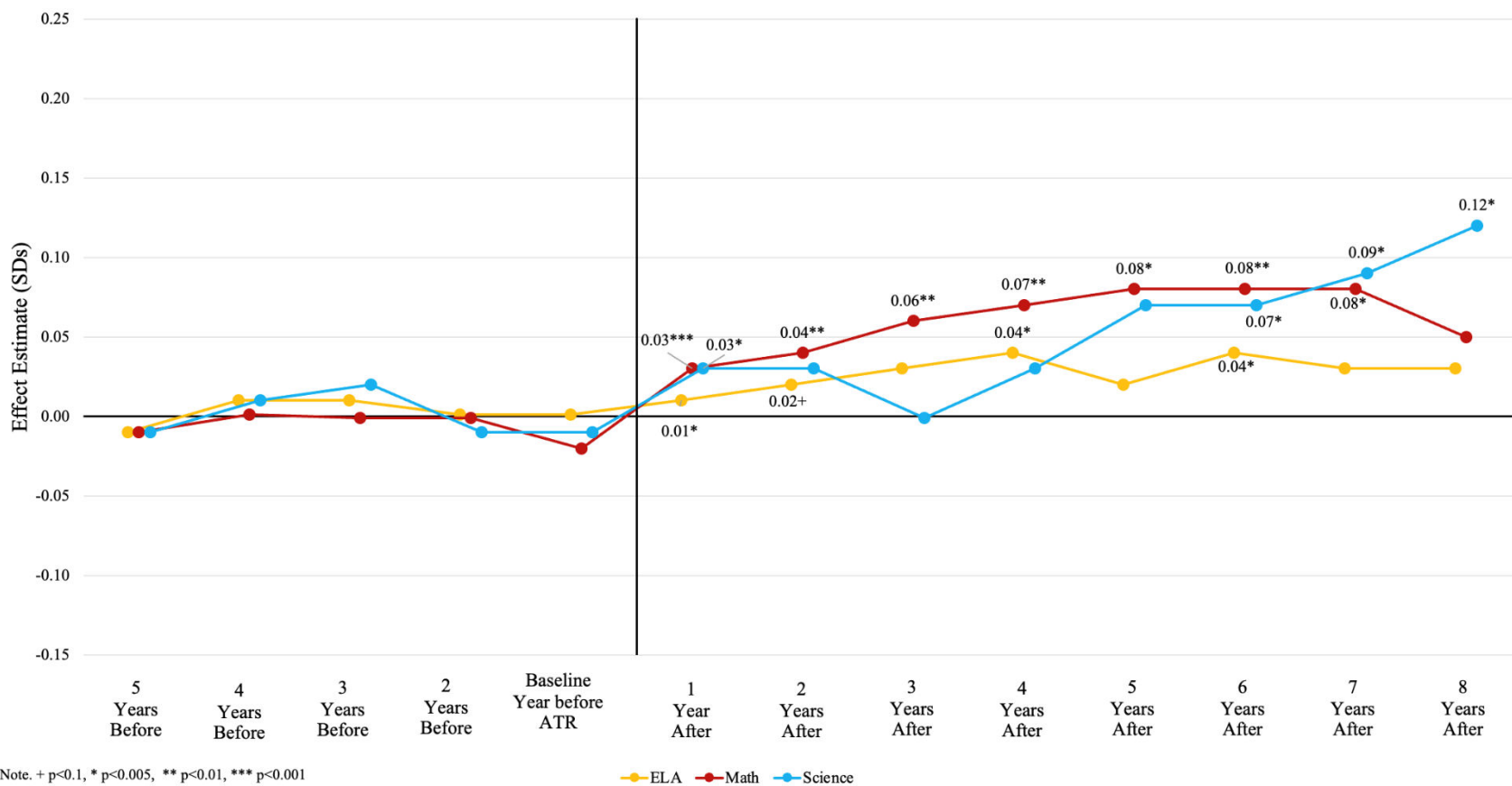
Note: Results for the 2020-21 cohort could not be estimated due to large numbers of missing baseline test scores from

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 cohort 1 schools have eight years of outcomes post-implementation; only cohorts 1 and 2 have seven years of outcomes post-implementation; only cohorts 1, 2, and 3 have six years of outcomes post-implementation; and so on. Figure 6 shows effect estimates for each of five years before and eight years after schools began implementing ATR. First, estimates in each of the five pre-ATR years show that ATR and comparison schools were very similar to each other before ATR was put into place. This is strong evidence to support

our analytic approach because it shows that we only observe differences between ATR and comparison schools after ATR is put into place.

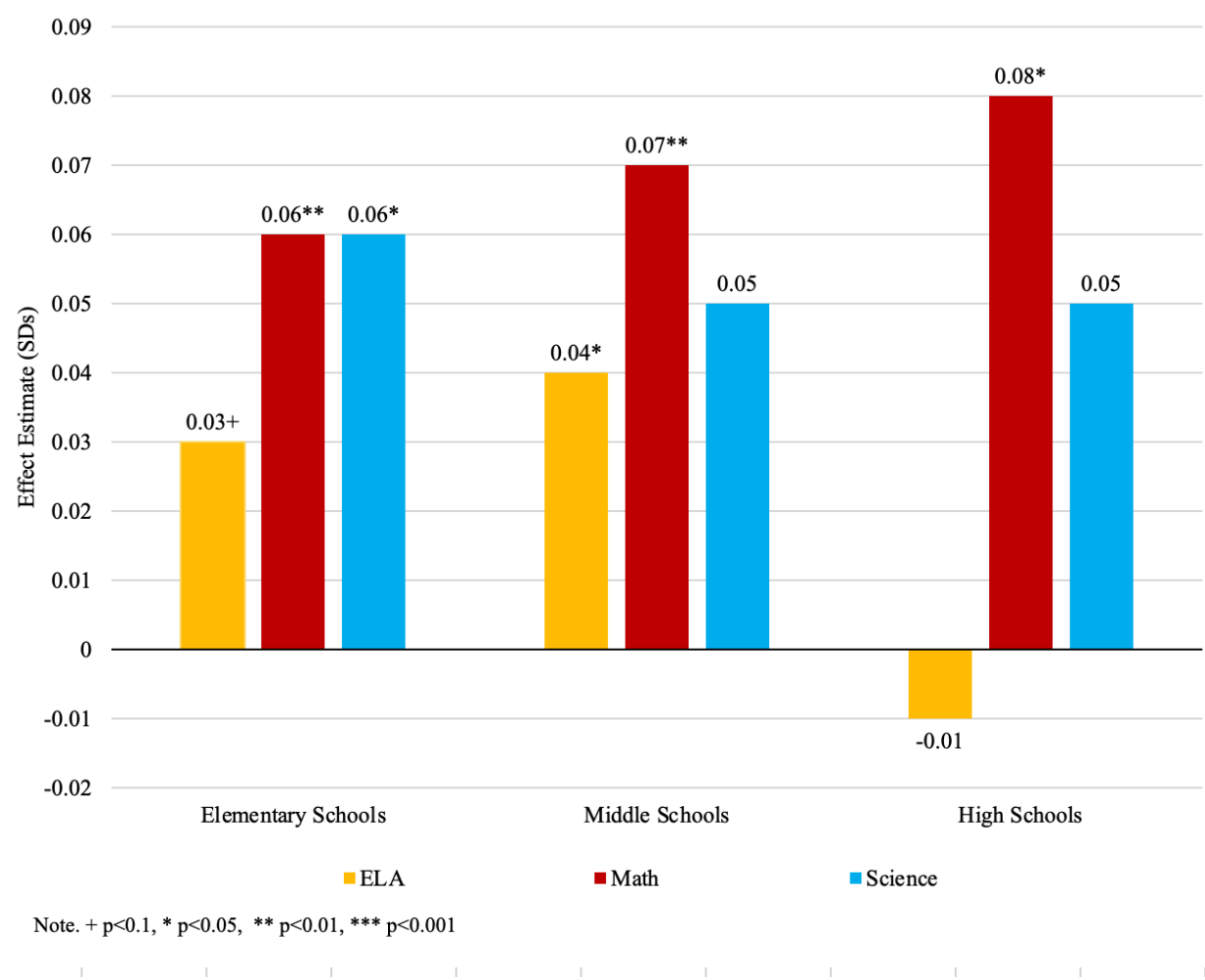
After implementation began, test scores in ELA increased, with positive and significant effect in years one (0.01 SD), four (0.04 SD), and six (0.04 SD). In math, ATR increases test scores more quickly with positive and significant effects in the first year (0.03 SD) up to 0.08 SD by year five. The results in math are consistently larger than results in ELA across all eight post-ATR years. Moreover, results in math are statistically significant most years but not in year eight. The result in math dips slightly in year eight compared to year seven. Effects in science are generally less precise and sometimes fluctuate across years, which is likely due to fewer test scores in science compared to ELA and math. Specifically, the result is positive in year one (0.03 SD), decreases for a couple of years, and then increases through year eight. The estimates in science are positive and statistically significant by year six (0.07 SD) and increase up to 0.12 SD by year eight. Overall, the trends in Figure 6 suggest that the ATR program increases test scores schoolwide but at a higher rate in math and science than in ELA.

Figure 6. Effect Estimates by Implementation Year



Next, we examine whether the ATR effect varies by school level. Figure 7 shows effect estimates in each subject for elementary, middle, and high schools. The results provide suggestive evidence that the ATR effect in math is largest in high school (0.08 SD). In ELA, the strongest evidence for positive results appears in middle schools (0.04 SD). In science, results are somewhat larger in elementary than in middle and high school. Overall, these results suggest that the ATR effect does not vary systematically by grade levels served in the school.

Figure 7. Effect Estimate by School Level

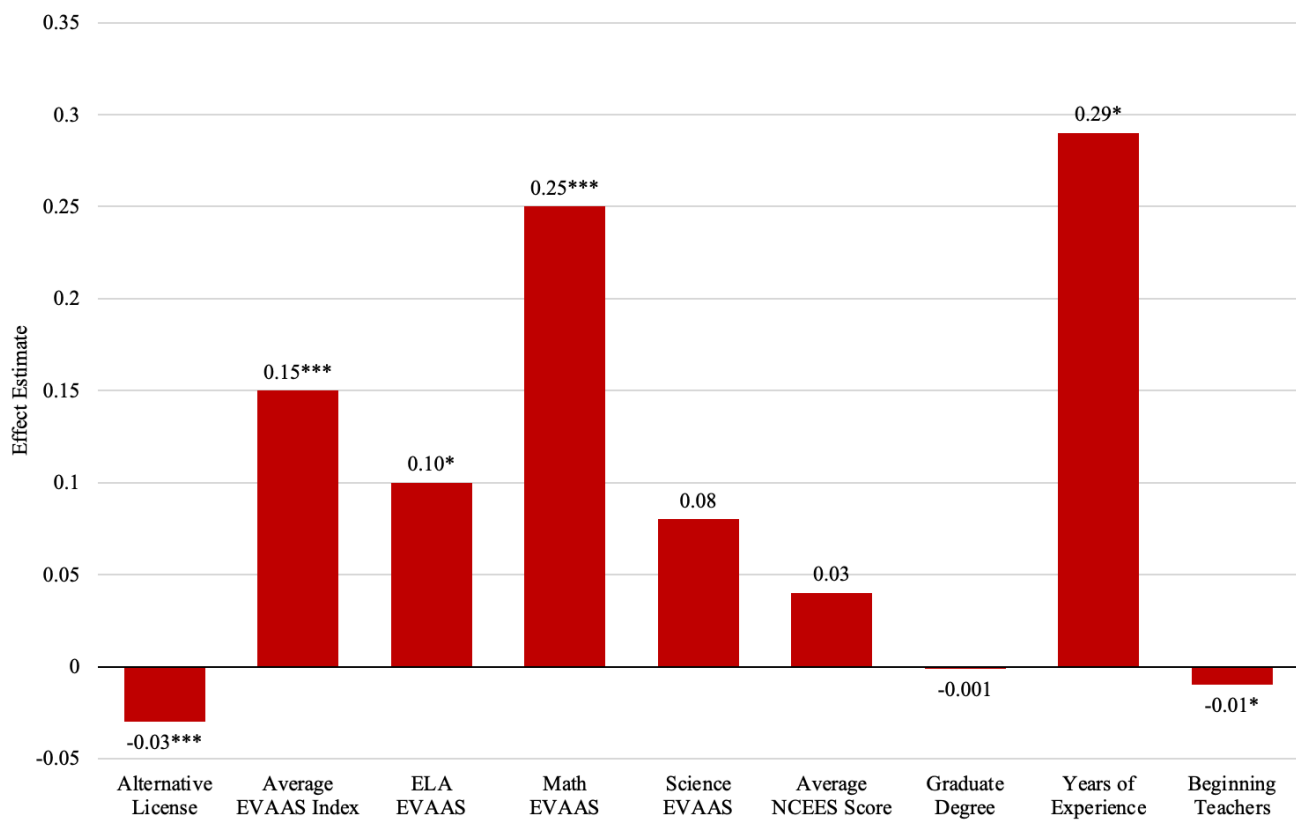


Teacher Effectiveness

To examine how the ATR model may have affected 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 an indicator for whether the teacher was in their first three years of teaching (i.e., a beginning teacher or BT). Figure 8 below graphs the staggered DID effect estimates on these teacher characteristics.

Results in Figure 8 suggest that teachers in ATR schools are less likely to be alternatively licensed (a three-percentage point difference in probability), relative to teachers in comparison schools. They also suggest that teachers in ATR schools tend to have higher average EVAAS scores than teachers in comparison schools (mostly driven by positive math EVAAS scores). The positive effect on math EVAAS scores is particularly striking (0.25 SD). The effect for ELA EVAAS scores is smaller in magnitude (0.10 SD), and the result for science EVAAS scores is not statistically significant. On the other hand, results in Figure 8 suggest that the difference for teachers' NCEES scores is positive but not statistically significant. Also, teachers in ATR schools are no more or less likely to hold a graduate degree than teachers in comparison schools, with a coefficient that is nearly zero in magnitude and not statistically significant. Finally, Figure 8 suggests teachers in ATR schools have nearly one-third of a year more experience and are slightly less likely to be a BT (a one percentage point lower probability), relative to teachers in comparison schools. Overall, these results are similar to results in our previous year's report, suggesting that teacher characteristics in ATR schools have largely remained stable in 2024-25.

Figure 8: Staggered DID Effect Estimates on Teacher Characteristics



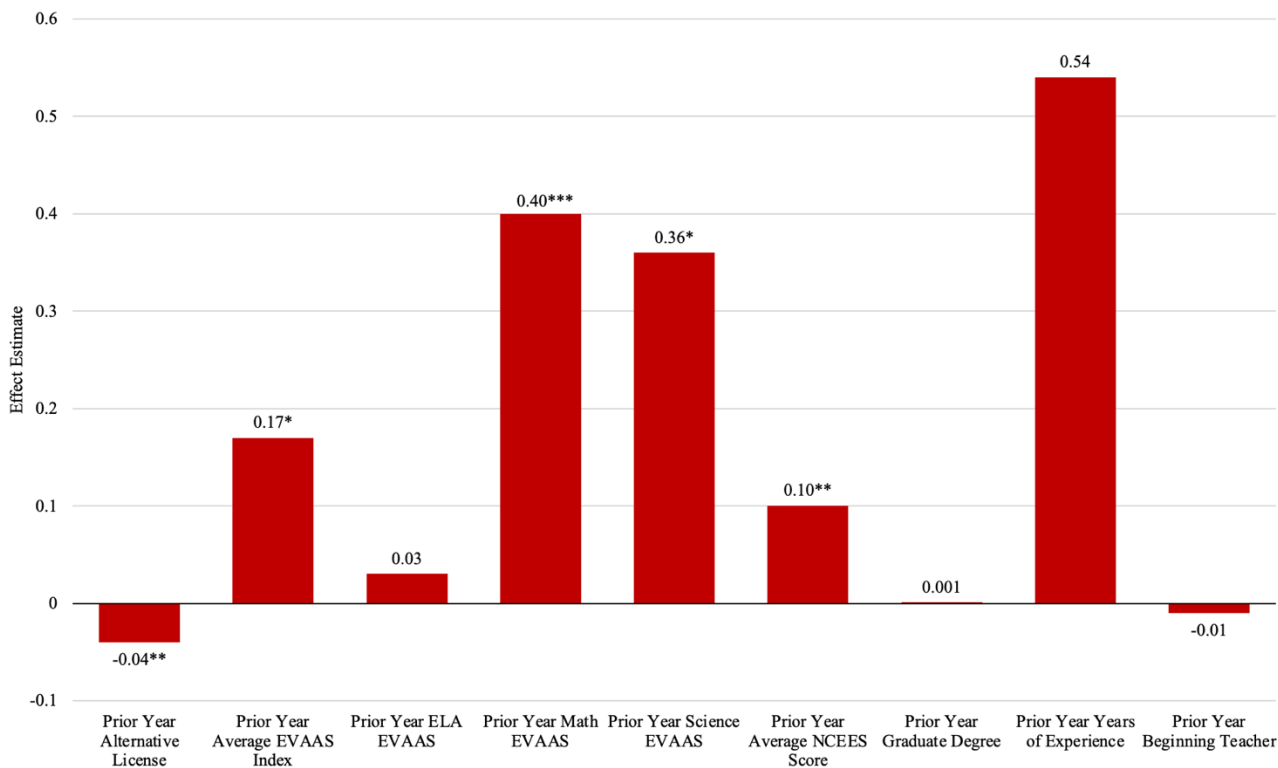
Note. + $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Together, these results provide moderate evidence of positive effects of ATR on teacher effectiveness. The slightly lower probability of teachers being alternatively 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 traditional or fully licensed teachers. Likewise, increases in math EVAAS scores suggest that math teachers' instruction improved under ATR, supporting the student-level increases in test scores (see above). Alternatively, higher EVAAS scores in ATR may be driven by the hiring of advanced teachers into ATR schools who tend to be selected based on higher EVAAS scores. 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. We turn next to exploring whether implementing ATR may have helped change the composition of teachers in ATR schools.

Recruitment and Retention

To examine this question, the prior-year characteristics of teachers who are hired into ATR schools were compared to teachers who are 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 at an ATR school. Figure 9 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.

Figure 9. Staggered DID Effect Estimates on the Prior-Year Characteristics of Teachers who are Hired into ATR Schools



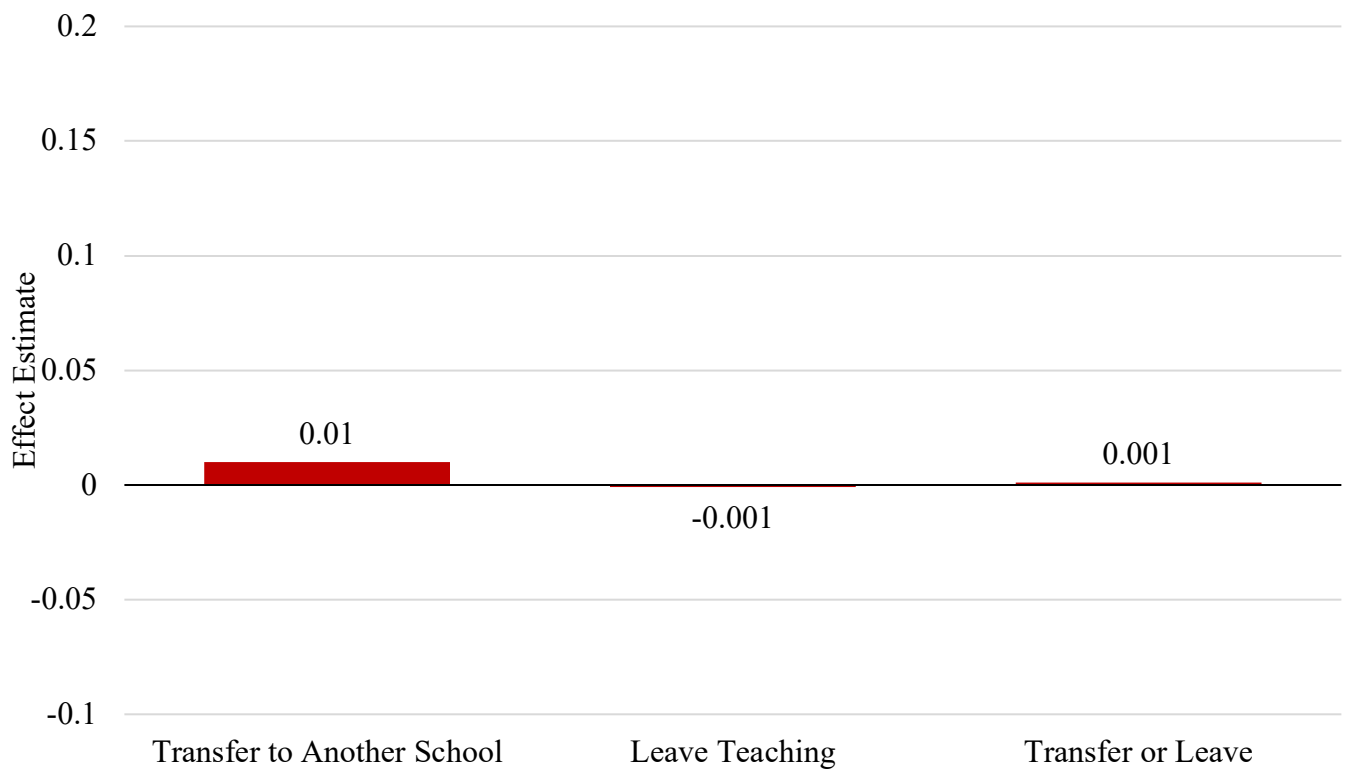
Note. + p<0.1, * p<0.05, ** p<0.01, *** p<0.001

Figure 9 shows that teachers hired into ATR schools are four percentage points less likely to be alternatively certified than teachers hired into comparison schools. Teachers hired into ATR schools also tend to have higher average EVAAS scores, driven mostly by EVAAS scores in math (0.40 SD) and science (0.36 SD), relative to teachers hired into comparison schools. Moreover, teachers hired into ATR schools also had higher prior-year NCEES scores (0.10 point) than teachers hired into comparison schools. The estimates also suggest that teachers hired into ATR schools had slightly more experience (about half a year on average) than teachers hired into comparison schools, but this result is not

statistically significant. Together these estimates suggest that part of the reason for improved average EVAAS scores among teachers in ATR schools is driven by the recruitment of teachers who already had higher EVAAS and NCEES scores.

Another way that average teacher effectiveness could have changed in ATR schools is through teacher turnover. That is, average teacher effectiveness could have improved in ATR schools because less effective teachers exited these schools. To examine teacher turnover, we first compare all teachers who leave ATR schools relative to comparison schools in Figure 10 below. Figure 10 examines teacher turnover operationalized as (1) whether teachers transfer to a different school; (2) whether teachers 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, suggesting that ATR did not affect overall teacher turnover in ATR schools.

Figure 10. Staggered DID Effect Estimates on Teacher Turnover

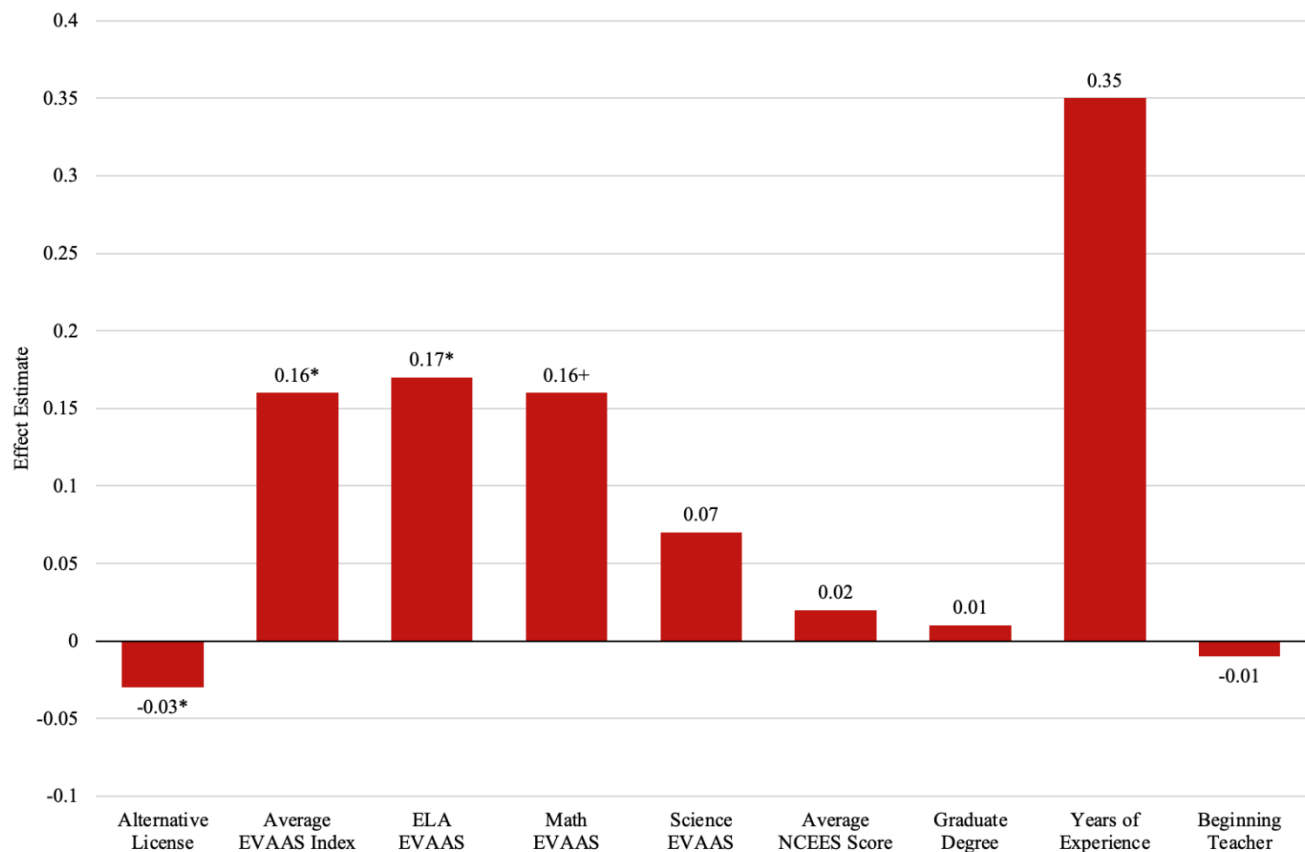


Note. + p<0.1, * p<0.05, ** p<0.01, *** p<0.001

Because the impact of teacher turnover can vary depending on the characteristics (e.g., effectiveness) of teachers who exit, we next turn to the characteristics of teachers who exit ATR schools. In this analysis, we examine 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. Figure 11 graphs staggered

DID estimates that compare characteristics of teachers who leave ATR schools relative to teachers who leave comparison schools. Teacher characteristics are measured in the year before teachers exit their school.

Figure 11. Staggered DID Effect Estimates on the Characteristics of Teachers Who Leave ATR Schools



Note. + $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

For the most part, the results suggest that teachers who exit ATR schools have similar characteristics to the overall composition of teachers who enter ATR schools. That is, they are less likely to be alternatively certified and have higher EVAAS scores, relative to teachers in comparison schools. Results on the other characteristics of exiting teachers are not significant. High EVAAS scores among teachers leaving ATR schools would make sense if the development they received in ATR schools means that when they leave, they will likely have higher EVAAS scores than teachers who leave non-ATR schools. However, we hesitate to make any strong conclusions here because we cannot separate voluntary and involuntary teacher turnover with the available data. Overall, we find no strong evidence to support the idea that teachers who leave ATR schools are different from the overall composition of teachers who work in these schools.

Results Examining Advanced and Supported Teachers

Using data from 2023-24 and 2024-25, we identified ATs and STs and linked them with the students they taught using roster files provided by NCDPI. These results capture ATs and STs statewide but are limited to only two years (2023-24 and 2024-25) and cannot support causal interpretations. We begin with descriptive characteristics of ATs and STs. Table 7 below shows demographic and professional characteristics of ATs and STs relative to all teachers in ATR schools and all teachers in North Carolina. ATs are more likely to have a license in general elementary grades (77%) relative to the statewide average (42%). Similarly, ATs are more likely to be licensed in math (12%) than the statewide average (9%). Relative to state as a whole, ATs tend to have much higher average EVAAS scores (0.56 SD relative to 0.01 SD statewide) and higher average NCEES scores (4.14 relative to 3.75 statewide). ATs tend to have more experience (16.22 years relative to 13.28 years statewide) and have higher average salaries (\$54,995 versus \$50,798 statewide). Comparing Adult Leadership (AL) and Classroom Excellence (CE) teachers, results in Table 7 suggest that, on average, AL teachers have more years of experience (17.04 years) than CE (15.15 years) teachers.

Similar to ATs, STs are also more likely to hold a license in elementary grades (70%) relative to the statewide average (42%). Compared to the state as a whole, STs tend to have somewhat lower average NCEES scores (3.46 versus 3.75 statewide), are less likely to have a graduate degree (27% versus 42% statewide), and have fewer average years of experience (8.78 years versus 13.28 years statewide).

Table 7. Descriptive Characteristics of Advanced Teachers and Supported Teachers

	Advanced Teachers	Adult Leadership	Classroom Excellence	Supported Teachers	All Teachers in ATR Schools	All Teachers in NC
Female	0.91	0.92	0.91	0.88	0.80	0.80
Asian	0.01	0.01	0.02	0.03	0.02	0.01
Black	0.37	0.34	0.41	0.40	0.38	0.20
Hispanic	0.02	0.02	0.03	0.05	0.05	0.04
Native American	0.00	0.00	0.00	0.01	0.00	0.01
Other Race	0.00	0.00	0.00	0.00	0.00	0.00
White	0.58	0.62	0.54	0.52	0.55	0.73
Elementary License	0.77	0.75	0.79	0.70	0.44	0.42
ELA License	0.13	0.13	0.12	0.10	0.10	0.11
Math License	0.12	0.15	0.09	0.10	0.08	0.09
Science License	0.07	0.08	0.06	0.05	0.06	0.08
Social Studies License	0.05	0.06	0.04	0.04	0.09	0.10
EVAAS Index (SD)	0.56	0.46	0.62	0.05	0.06	0.01
Average NCEES Score (1-5)	4.14	4.19	4.09	3.46	3.59	3.75
Graduate Degree	0.50	0.52	0.47	0.27	0.42	0.42
Teacher Experience (Years)	16.22	17.04	15.15	8.78	11.97	13.28
Gross Pay	54995.37	55870.44	53809.72	47387.14	48876.30	50798.02
Teacher-by-Year Observations	2146	1223	920	5730	41524	249386
Female	0.91	0.92	0.91	0.88	0.80	0.80

Note. Descriptive characteristics are averages. Sample includes only 2023-24 and 2024-25 school years. A small number of ATs and STs could not be matched to the existing administrative records. Some teachers are classified as both adult leadership and classroom excellence in the rosters provided to us by LEA leaders.

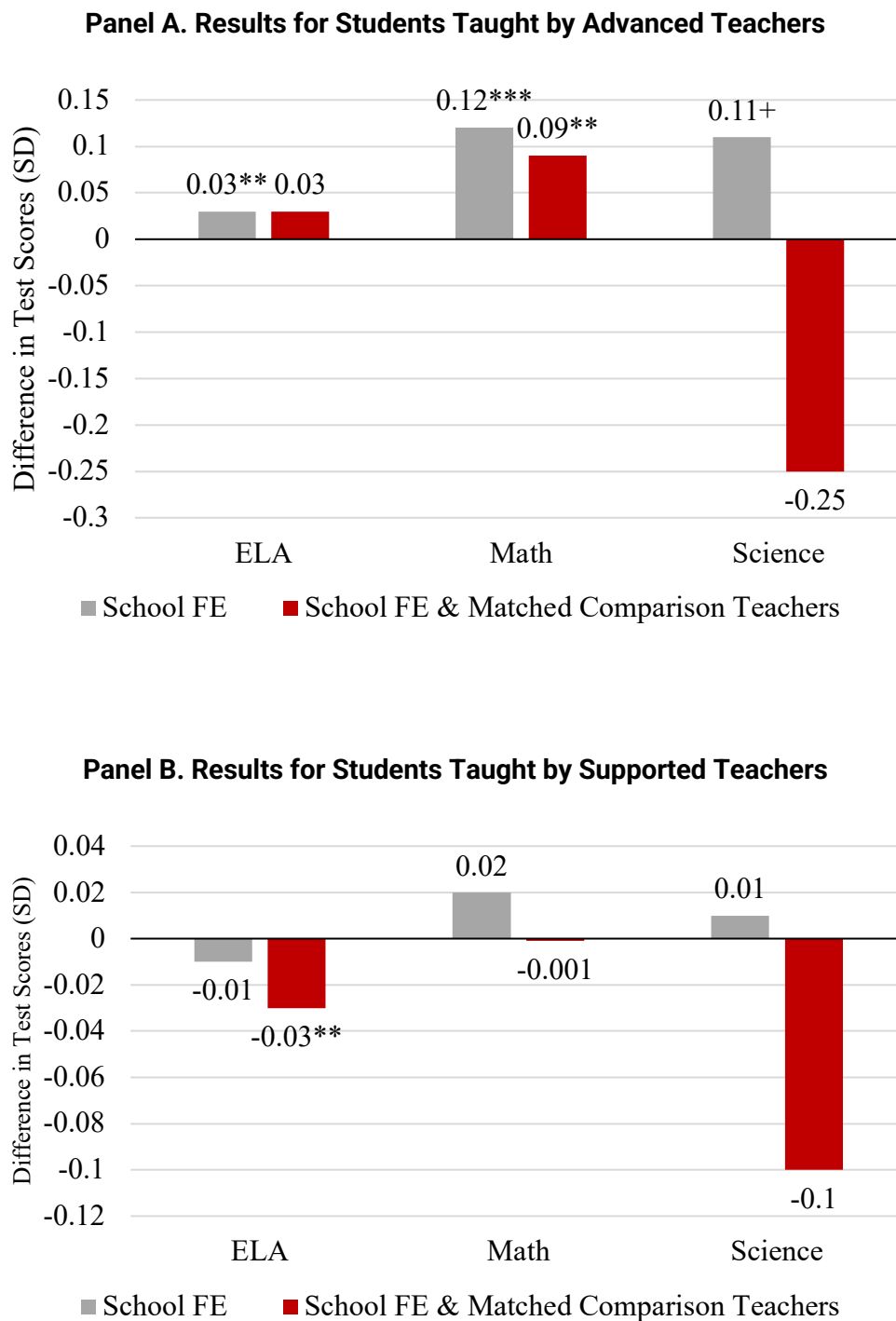
To what extent does ATR improve outcomes for students and teachers directly supported by Advanced Teachers?

Figure 12 (following page) shows results for ATs in Panel A and results for STs in Panel B. In each panel, we show results for ELA, math, and science. Panel A compares students taught by ATs to students taught by teachers in the same school who are neither an AT or ST; Panel B compares students taught by STs to students taught by teachers in the same school who are neither an AT nor ST. Both panels show results from two sets of models. The results labeled “school fixed effect (FE)” compares students taught by ATs or STs to all other students in the same school who are taught by non-ATR teachers. Results labeled “school FE and matched comparison teachers,” compare students taught by ATs or STs to all other students in the same school who are taught by non-ATR teachers with similar characteristics (e.g., experience) to ATR teachers.

Focusing first on Panel A, we find that students taught by ATs generally have higher test scores gains in ELA and math than students of non-ATR teachers in the same school. The results are mostly positive across subjects and models, with the clearest evidence in math. That is, in math, both the model using all non-ATR teachers in the same school and the model using matched comparison teachers in the same school suggest a positive and significant relationship between having an AT and test score gains (approximately 0.09 to 0.1 SD). In ELA and science, the results are not consistently significant, offering less clear evidence of positive relationships between ATs and higher student test scores. For example, in ELA, the result is positive and significant (0.03 SD) when we compare students taught by ATs to students taught by all non-ATR teachers in the same school, but the result is smaller in magnitude and not significant when we compare with non-ATR teachers in the same school who are similar in experience, demographics, and licensure to ATs. In science, the results are not statistically significant and change signs across the two models.

For STs, Panel B shows estimates that fluctuate between positive and negative, and most are not statistically significant. In ELA, we find that students taught by STs have lower test score gains than students taught by non-ATR teachers in the same school, but the result is only statistically significant when we compare against matched comparison teachers (-0.03 SD). In math, we find a positive but not significant relationship (0.02 SD) when comparing students taught by STs against students taught by teachers who are neither ATs nor STs, but the result using a matched comparison set of teachers is nearly zero in magnitude and not statistically significant. In science, the results are not consistent and not statistically significant. Overall, the results in Panel B are mixed, with coefficients that are sometimes positive and sometimes negative.

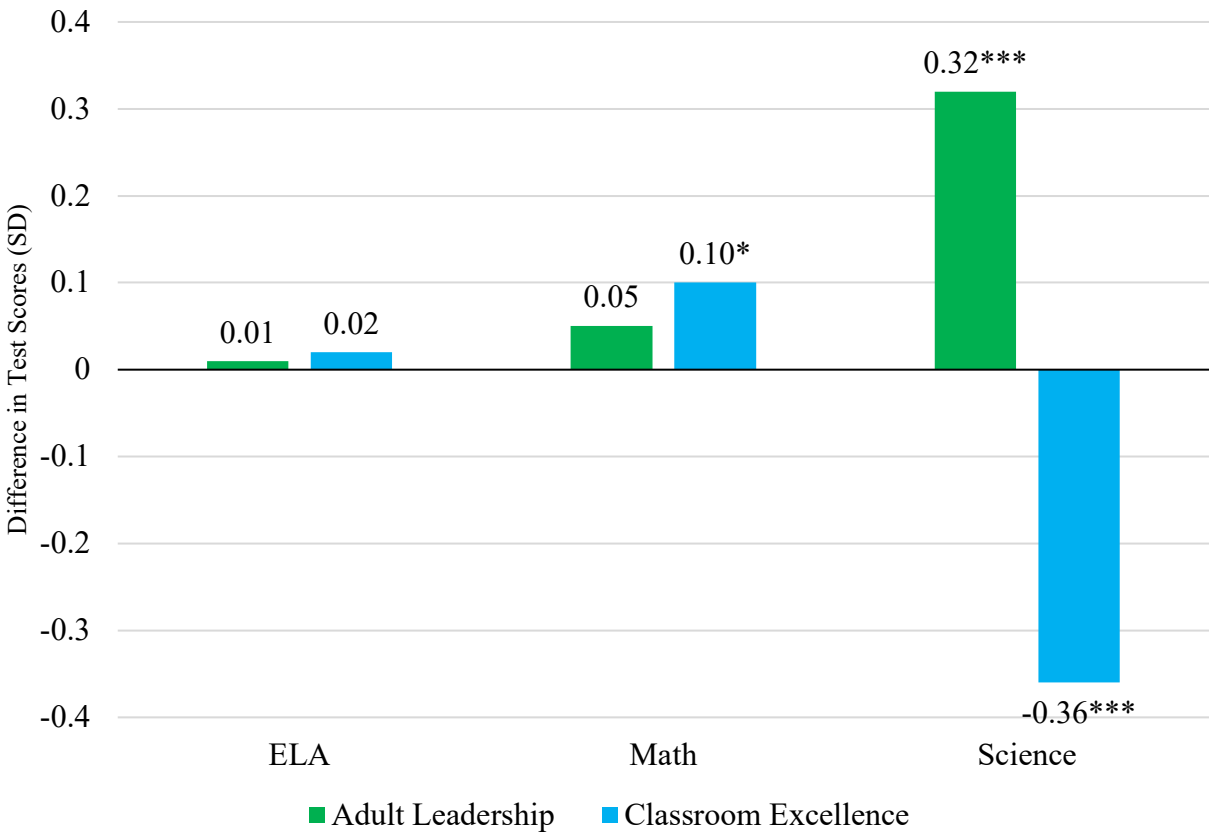
Figure 12. Test Scores Gains for Students Taught by Advanced Teachers and Supported Teachers



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

In Figure 13 below, we also examine results separating effects for students taught by ALs and CEs. Specifically, instead of using an indicator for students taught by any AT, we use separate indicators for whether the student is taught by an AL or CE teacher and compare their test score gains to students taught by matched comparison teachers in the same school who are neither an AT nor an ST. In ELA and math, the results suggest that students taught by ALs and CEs tend to have higher test scores than students taught by non-ATR teachers, but the difference between students taught by ALs versus CEs is not very large. For example, the results for ALs in ELA is 0.01 SD compared to 0.02 SD among students taught by CEs, and neither coefficient is statistically significant. In science, we observe a greater divergence between test scores for students taught by ALs versus CEs. Specifically, students taught by ALs score 0.32 SD higher than students taught by non-ATR teachers. However, students taught by CEs score 0.36 SD lower than students taught by non-ATR teachers. This result suggests that, in science, ALs are associated with higher test scores than CEs.

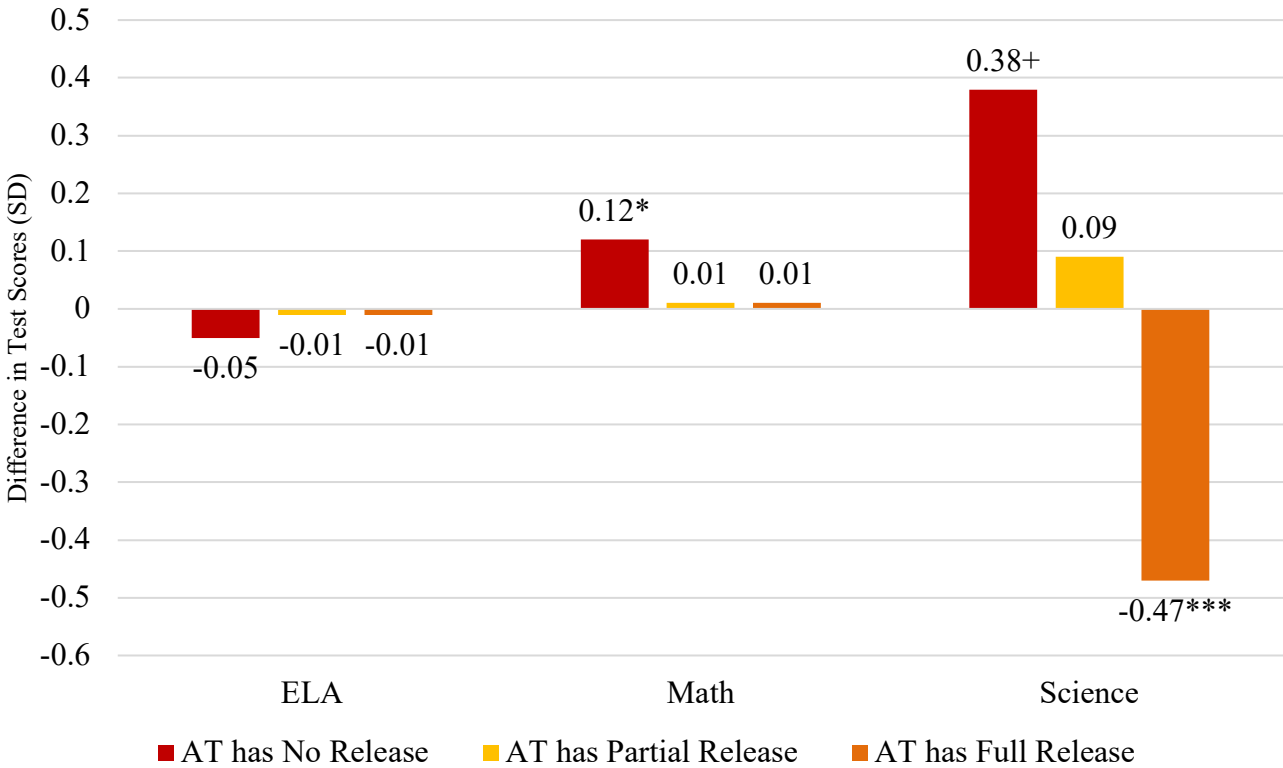
Figure 13. Test Scores Gains for Students Taught by Adult Leadership and Classroom Excellence Teachers



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

Additionally, we examine AT release time by using a sample of students taught by STs relative to matched comparison groups of students in the same school whose teacher is neither an AT nor ST. Using this sample, we examine results for students taught by STs whose AT has (1) no release, (2) partial release, or (3) full release. Figure 14 below shows mixed results regarding the influence of release time. In ELA, none of the coefficients are statistically significant. In math, the results for students taught by STs whose AT has no release time is positive and significant; however, results for ATs with partial or full release are small in magnitude and not statistically significant. In science, students taught by STs whose AT has full release is associated with lower test scores, relative to a matched group of teachers who have similar characteristics, whereas the results for teachers with no release are associated with higher test scores and marginally significant at the 10% level.

Figure 14. Test Scores Gains for Students Taught by Supported Teachers – By AT Release Time

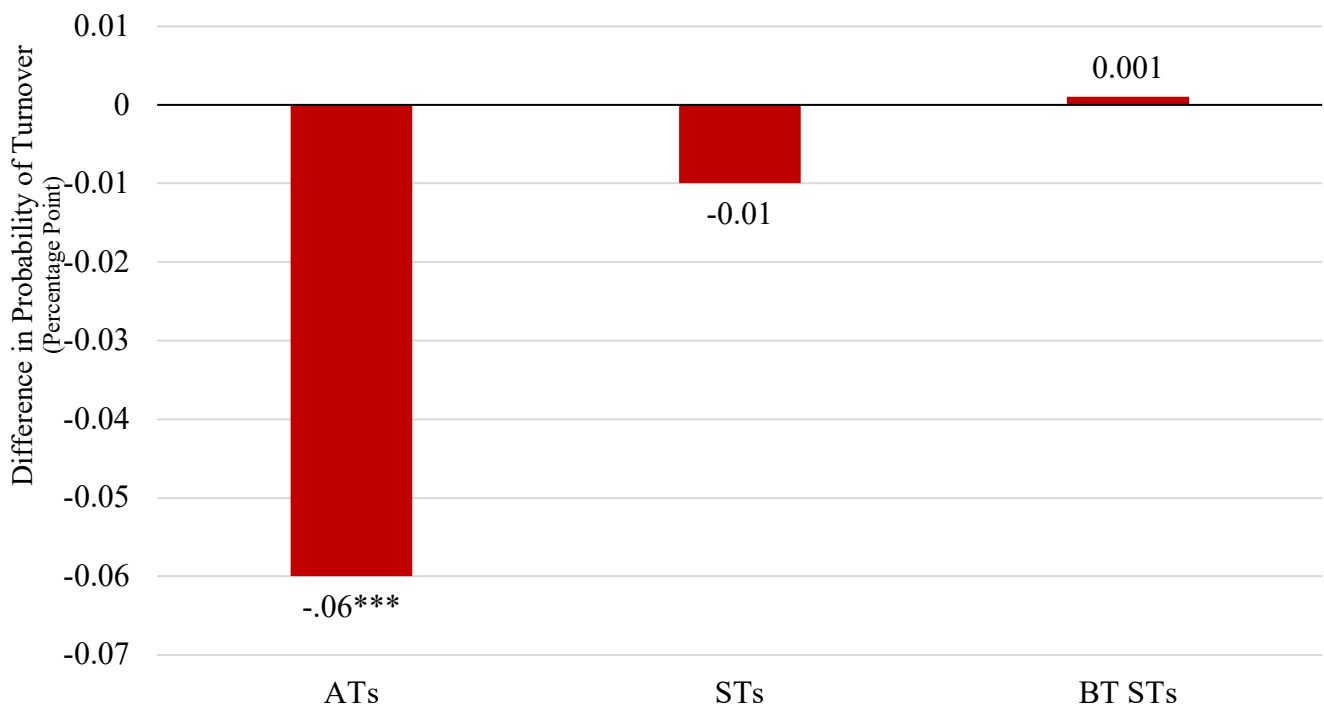


Note. + p<.1, * p<.05, ** p<.01, *** p<.001

Using teacher-level data, we also compare turnover between ATs, STs, and matched comparison teachers who teach in the same school but are not part of ATR. Results in Figure 15 suggest that ATs are six percentage points less likely to leave their school, relative to matched comparison teachers in the same school. We find no significant difference in turnover between STs and matched comparison teachers. Additionally, relative to beginning teachers who are not receiving support from an AT, we find

beginning teachers who are STs are not significantly more or less likely to leave their school than beginning teachers who are neither STs or ATs.

Figure 15. Turnover Among ATs, STs, and Beginning Teachers who are STs



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

Qualitative Findings

Analyzing the six posters created during the *Monitoring Progress: Measuring Success for ATR* session revealed five outcome categories: **System Coherence**, **School Culture**, **Student Achievement**, **Teacher Efficacy**, and **Teacher Retention**. For each category, the research team calculated the outcome frequencies, average importance ranking, and average perceived difficulty of measurement on a scale from 1 (low difficulty) to 3 (high difficulty) (see Table B1). The following sections describe each outcome category and summarize the related findings.

Outcome Category Descriptions

System Coherence. Participants identified having a coherent, sustainable system as an important indicator of successful ATR implementation at the five-year mark, emphasizing the importance of alignment among all components of the model. Success was characterized by shared vision and

language, clearly defined roles and responsibilities, and consistent processes. Specifically, participants indicated the importance of coherent systems for recruiting, selecting, onboarding, developing, supporting, utilizing, and evaluating Advanced Teachers, as well as preparing principals to lead ATR implementation.

Across participant groups, system coherence was the most frequently identified outcome category, with 11 outcomes coded across the posters. However, it received an average importance ranking of 4.09, placing it approximately fourth among the outcomes identified by each group. Participants noted that assessing the health and coherence of these systems is a significant challenge, requiring substantial time, coordination, and data collection. This indicates that many district leaders are still working to determine how best to measure system coherence in a methodical and meaningful manner.

School Culture. Participants consistently identified school and district culture as an important indicator of success with all six posters having an outcome that falls into this theme. Across responses, a positive culture was characterized by strong collaboration, shared commitment to the initiative, stakeholder support, and evidence that the work had become embedded within the organization. In general, this theme was viewed as something demonstrated through how people work together and whether the initiative becomes part of normal practice. Suggested indicators included survey data (e.g., Teacher Working Conditions Survey, parent, student, and educator surveys), evidence of collaborative practices such as professional learning communities and walkthroughs, increasing principal and teacher buy-in, and signs of sustained implementation and district expansion. Participants viewed school culture as relatively difficult to measure, with an average difficulty rating between middle and high difficulty. Assessing this outcome may require combining survey results with qualitative evidence of collaboration, stakeholder commitment, and sustained implementation.

Student Achievement. Participants consistently identified student outcomes as a central indicator of success with five of the six posters explicitly indicating student achievement as an outcome. Interestingly, on the sixth poster, student achievement was not identified as a separate outcome but was instead included as a measure of broader outcomes related to system coherence. Rather than relying on a single assessment, participants emphasized a comprehensive approach that combined academic indicators, such as achievement and growth, with broader student outcomes, including attendance, behavior, and graduation rates. Participants emphasized monitoring these indicators over time and using multiple sources of evidence to identify trends and evaluate progress. This perspective reflects an understanding of student outcomes as both measures of success and tools for continuous improvement. Participants indicated that this outcome was one of the easier ones to measure.

Teacher efficacy. Participants identified having effective teachers with strong instructional practices as an important outcome of ATR implementation after five years on four separate posters. Professional development was also noted as an opportunity to grow and maintain effective teachers, while also using professional development goals and attendance as a possible measure of success. In this instance, it would be important for districts to identify what qualifies as appropriate professional development in relation to increasing teacher effectiveness. To assess teacher efficacy, participants identified data sources including EVAAS, NCEES, attendance records, teacher evaluations, and walkthrough data. With

an average difficulty rating of 2.00, teacher efficacy was viewed as requiring a moderate level of effort to measure. Participants noted that existing EVAAS and NCEES data may be relatively accessible but reflect longer-term outcomes. In contrast, qualitative evidence from walkthroughs and classroom observations may require more time and coordination but provide more immediate insight into instructional practices. Participants noted collecting and accessing data via EVAAS and NCEES would require low/medium effort, however, was identified as a more long-term assessment. Whereas, more qualitative data (i.e. walkthroughs, class evaluations, etc.) would require more time and coordination to collect, however could offer more short-term glimpses into teacher efficacy.

Teacher Retention. Similar to Teacher Efficacy, four posters identified having the ability to retain more teachers within their district/school as an important outcome of the ATR program. Some participants also noted being able to retain school principals to ensure more stable leadership within schools. Assessment of retention and turnover can be assessed by looking at attrition rates, exit surveys, and working conditions surveys, which participants across the board agreed would require a low amount of effort. Participants also identified teacher recruitment strategies and principal or administrative leadership pipelines as relevant considerations when examining long-term retention and attrition.

Qualitative Conclusions

ATR district leaders emphasized that shared measures of successful implementation would be valuable for supporting iterative program improvement. Across participating districts, implementation cohorts, and varied experiences with ATR, leaders identified several common indicators of successful implementation: system coherence, positive school culture, student achievement, teacher efficacy, and teacher retention. Their multidimensional descriptions of successful implementation signaled the need for a comprehensive assessment framework, including a balance of quantitative and qualitative indicators that reflect both organizational and teacher/student outcomes. Importantly, leaders also identified that assessing program health is resource intensive and guidance and support in systemizing how implementation is monitored at the local level over time, including access to a common set of survey items, would be advantageous.

Limitations of the Evaluation

Qualitative Limitations

It should be noted that there are several limitations to the qualitative analysis in this study. First, the data were collected during a single collaborative activity, capturing participants' perspectives at one point in time rather than examining how conceptions of district success evolve throughout ATR implementation. Second, participants represented districts at varying stages of implementation, ranging from those actively implementing Advanced Teaching Roles (ATR) to those planning for implementation. As a result, perceptions of district success may reflect differing levels of experience with the initiative. Third, the primary data sources consisted of participant-generated posters. While these sources captured key ideas generated during group discussions, they did not provide the depth of explanation that interviews or focus groups would have afforded.

Quantitative Limitations

Limitation of the School-Level Analysis

There are several general limitations to our analyses that are important to consider. First, the school-level results all examine outcomes and characteristics of students and teachers in ATR schools as a whole. Using rosters from 2023-24 and 2024-25 that identify each advanced teacher and the teachers they support, we also examine the impact of ATR among teachers and students who are directly receiving support from an advanced teacher, which we discuss below. However, the analyses rely only on data from two academic years, which limits our ability to make strong causal claims. Thus, the results reported should be interpreted as descriptive and correlational.

Second, we report results that average outcomes across multiple schools and LEAs implementing ATR at the same time. These results could be masking substantial heterogeneity in the impact of ATR across different schools and LEAs. In essence, some schools and LEAs 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. Third, though our data are rich, they capture, at most, eight years of ATR implementation, at least 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 eight years can be an insufficient amount of time to fully understand the long-run effects of an intervention, especially on ELA student achievement. Therefore, it is possible that schools and LEAs need a longer time frame to implement, iterate, and improve their implementation of ATR before impact estimates become more definitive. Some ATR cohorts have had only one year of implementation experience, and they may need more time to realize positive effects if they are still recovering and responding to the detrimental effects of the pandemic on students and educators.

Limitations of Analyses Examining only Advanced and Supported Teachers

These results provide preliminary insight into the effects of ATs and STs on their students. However, we caution against broad generalizations because these results use only two years of data (2023-24 and 2024-25) and do not support causal interpretations. These results should not be interpreted as causal because there are important sources of bias that we cannot rule out. For example, we cannot rule out that these estimates may be driven by systematic assignment of certain students to ATs or STs. Thus, our results could overestimate the effect of ATs if higher achieving students are systematically assigned to ATs, relative to non-ATs in the same school. Also, two years of data mean 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 the types and intensity of support STs receive from ATs. With additional data on ATs and STs statewide in future years, we will pursue additional analyses to better illuminate these nuances.

Recommendations

The evaluation team developed the following recommendations from this year's qualitative and quantitative findings, drawing on the ATR District Leader Sharing Session and on impact analyses of statewide administrative data through the 2024-25 school year. They intend to offer practical direction for school principals, district administrators, state leaders, and institutions of higher education. Each recommendation notes the findings behind it and, where applicable, how it relates to the recommendations issued in 2025. Together they identify steps LEAs and their partners can take to address ongoing implementation challenges, extend what is working, and support the durability of ATR across North Carolina.

For School Principals

Define support expectations and monitor how the model is implemented. Drawing on the quantitative findings, principals should specify the focus, frequency, and form of support that Supported Teachers will receive over the course of the year. The analysis found positive school-wide effects, while estimates for students taught by Supported Teachers fluctuated between positive and negative and generally lacked statistical significance. The report attributes gains in teacher effectiveness to a combination of enhanced professional learning and talent recruitment. The presence of an Advanced Teacher should not be assumed to produce consistent support on its own, particularly where one Advanced Teacher is responsible for a large number of colleagues. This extends the 2025 recommendation that principals establish structured collaboration time between Advanced Teachers and Supported Teachers and specifies what that time should contain. In collaboration with Advanced Teachers and ATR district lead principals should develop an annual support plan that specifies the focus, frequency, and format of support for each participating teacher. This plan can serve as a school-level artifact for monitoring program implementation and ensuring consistent delivery of support.

The quantitative findings further suggest that release time warrants local attention. Results were mixed and, in some cases, unexpected, with no release time associated with positive effects in mathematics and full release associated with lower scores in science. These estimates are correlational, based on two years of data, and the reasons behind them remain unclear. Until further evidence is available, principals should track how Advanced Teacher time is allocated and what Supported Teachers receive in return rather than assuming that greater release produces greater benefit. Release time was not addressed in the 2025 recommendations and follows from analyses conducted for the first time in this current cycle.

Building on the qualitative findings, principals should also maintain a small and consistent set of implementation records. Participants identified coaching logs and walkthrough data among the measures they would use to assess system coherence, and walkthroughs and classroom observations among those for teacher efficacy, noting that such evidence offers more immediate insight into instructional practice than EVAAS or NCEES. Schools that keep these records are better positioned to interpret their own results and to participate in future evaluation activities. The 2025 report made a similar recommendation to district leaders; this also extends to the school level.

For District Administrators

Broaden measures of success and document implementation decisions. Building on the qualitative findings from the Sharing Session, district leaders should evaluate ATR against a balanced set of indicators rather than a single measure. Analysis of the six posters found that leaders described success as multidimensional, identifying system coherence, school culture, student achievement, teacher efficacy, and teacher retention. Although student achievement received the highest importance ranking, participants consistently discussed it alongside the other categories. Measurement approaches should therefore combine quantitative indicators with qualitative evidence. This advances the 2025 recommendation that evaluation structures capture a broader set of outcomes, and names the categories district leaders themselves identify.

The same analysis points to system coherence as an area requiring investment. It was the most frequently identified outcome across the posters, yet it received the highest average measurement difficulty of any category, at 2.64, and participants described assessing the health of these systems as a significant challenge requiring substantial time, coordination, and data collection. District leaders value shared language, defined roles, and consistent processes for recruiting, onboarding, developing, and evaluating Advanced Teachers, but have not established methods for determining whether those systems are working as intended. Districts should allocate capacity to this work rather than treat it as an incidental administrative function. The 2025 report recommended clarifying ATR roles; this year's findings evolve this work within a broader system-building task and identify measurement as a primary obstacle.

Building on the qualitative findings, district leaders should invest in principal readiness and ongoing leadership development. Participants identified these as key indicators of successful ATR implementation, and the report notes that this reinforces findings from earlier ATR evaluations. Districts should ensure that principals leading ATR schools receive preparation, mentoring, and ongoing professional learning, and should connect them with leaders working in similar school and district contexts. Although earlier evaluations identified readiness as a condition of successful implementation, it was not discussed in the 2025 recommendations.

Considering the qualitative and quantitative findings together, districts should document their implementation decisions going forward. Schools in the 2018-19 cohort produced the strongest and most consistent effects observed in the impact analysis, and the evaluation cannot account for this result because practice-level information was not collected during those years. Recording staffing structures, coaching models, and the allocation of teacher time will allow future analyses to identify what distinguishes higher performing schools. Districts several years into implementation should also identify which components of their model are essential and how those would be sustained under a revised funding mix. This builds on the 2025 recommendations that districts standardize implementation data and develop internal capacity to use it, in doing so, it gives this work a specific analytic purpose.

For State Leadership

Align program expectations with research evidence and strengthen evaluation support for districts.

Drawing on the quantitative findings, state leaders should ensure that expectations for ATR match what the evaluation is able to demonstrate. The report finds moderate evidence of positive effects on teacher effectiveness and characterizes ATR as working through a combination of enhanced in-service professional learning and talent recruitment. It also finds no statistically significant effect on schoolwide teacher turnover, and estimates for students taught by Supported Teachers that fluctuate between positive and negative without statistical significance. The 2025 report identified comparable findings on teacher turnover and retention amongst Supported Teachers. As the evidence base continues to develop, state leaders should ensure that ATR guidance, professional learning investments, and public descriptions of the program reflect both what the evidence supports and where findings remain inconclusive. This includes supporting districts in examining implementation decisions—such as how Advanced Teacher time is allocated, how coaching and support are structured, how participating teachers access that support and how Advanced Teachers are evaluated—without assuming that a single implementation model is most effective.

The quantitative findings also point to a question the evaluation has not examined. The report finds that teachers transferring into ATR schools have stronger prior-year math and science EVAAS scores, higher observation ratings, and lower rates of alternative licensure than those transferring into comparison schools. These findings identify talent recruitment as one mechanism behind schoolwide gains and raise an additional question about the effects of that recruitment beyond participating schools. The current evaluation measures outcomes within ATR schools and does not examine outcomes in the schools from which these teachers may transfer. As ATR continues to expand, future evaluation could examine both ATR schools and the schools from which Advanced Teachers may have been recruited from to better understand the effects of teacher movement across schools. As ATR continues to expand, an analysis accounting for both sets of schools would allow statewide effects to be distinguished from effects within participating schools.

Building on the qualitative findings, state leaders should provide districts with common measurement instruments and continue investing in principal preparation. Sharing Session participants identified staff and family surveys as key sources of evidence while reporting an absence of consistent instruments. A common set of ATR survey items, along with guidance for assessing system coherence, would strengthen local practice and yield comparable data across districts. Participants also placed particular value on professional networks connecting principals serving in similar school and district contexts. This continues the 2025 recommendations regarding standardized state guidance and professional learning, applied here to measurement.

For Institutions of Higher Education

Align preparation and research with ATR. Building on the qualitative findings regarding principal readiness, institutions of higher education should partner with districts to ensure that principal preparation aligns with ATR models. Leading a school with distributed teacher leadership requires competencies consistently addressed in principal preparation, including the supervision of coaching

relationships, the structuring of teacher time, and the management of differentiated staff roles. This continues the 2025 recommendation that principal preparation programs align with ATR models.

IHEs should also contribute to documenting ATR's impact through collaborative research. Related work is underway at other organizations and in other states. Coordinated inquiry would strengthen the evidence base and allow North Carolina findings to be interpreted alongside comparable models implemented elsewhere. The 2025 report made this recommendation as well. It is repeated here because comparable studies are now underway elsewhere, which makes coordination more practical than it was in the previous research cycles.

Opportunities for Future Evaluation

Consider what can be learned beyond what is required. Considered together, the qualitative and quantitative strands point to territory the evaluation has not yet explored. Statutory reporting on the components specified in law should continue. Alongside it, eight years of implementation data and a growing qualitative base now make it possible to pursue questions that fall outside those requirements. Pooled statewide estimates average across schools and districts implementing ATR in materially different ways, and the conditions under which ATR proves more or less effective remain largely unexamined. Outcomes in the schools from which Advanced Teachers are recruited are similarly unexplored.

There is also room to expand how the evaluation gathers evidence. The measuring success activity conducted this year produced usable data at modest cost and could be repeated with broader participation, followed by a survey of all ATR districts, both to validate the outcome categories identified here and to extend them. Coordination with other research teams now examining ATR in North Carolina and comparable models in other states would allow findings to be tested across teams and methods. Future scopes of work might pair the required reporting with a rotating line of inquiry, giving the evaluation room to take up questions that eight years of implementation have opened but that the current design has not reached.

These opportunities carry real costs. The evaluation operates within a fixed scope of work, and team members contribute partial effort alongside other commitments, with the annual reporting cycle absorbing a substantial share of that capacity. Pursuing questions of heterogeneity or effects on sending schools would require additional time, data access, and resources rather than a redistribution of current effort. NCDPI and the evaluation team would need to weigh which of these questions is most valuable and over what period, rather than treat them as additions to the existing scope.

Continuity with the 2025 Recommendations

One prior recommendation warrants renewed emphasis. The 2025 report advised districts to strengthen pre-hiring awareness of ATR through recruitment materials, interview protocols, and partnerships with preparation programs. This year's quantitative findings, which identify talent recruitment as one of the mechanisms behind schoolwide gains, offer more direct support for that recommendation than the evidence available in the prior cycle.

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Appendices

Appendix A: Quantitative Details on Methodological Approach

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 2024-25. Our 16-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 six years of data when schools were implementing ATR after the pandemic began (2019-20 through 2024-25). 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 that identify individual ATs and STs in 2023-24 and 2024-25. 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 and STs teach. 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 three years 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 LEAs (i.e., a school in the same LEA as an ATR school). Note that there are 10 LEAs 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 LEA based on the 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 LEA (or within the nearest neighbor LEA 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 :

$$y_{ist} = \beta_0 + \beta_1 \text{EverATR}_s * \text{AfterATR}_{st} + X'_{ist}\delta + \phi_s + \theta_t + \varepsilon_{ist} \quad (1)$$

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 *AfterATR* 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 *AfterATR* 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., LEAs 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 heterogeneous 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 2024-25, 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 2023-24 and 2024-25. We estimate fixed effect models of the following form for student i in grade g and school s :

$$y_{igs} = \beta_0 + \beta_1 ATRTeacher_{igs} + y_{is,pre} + X'_{ist}\delta + \phi_s + \theta_t + \varepsilon_{igs} \quad (2)$$

Specifically, we regress student test scores (y) in ELA, math, and science separately on indicators for whether the student is taught by an ATR teacher. Specifically, the variable $ATRTeacher$ can be either an indicator for an AT or an indicator ST (depending on whether we are examining results for ATs or STs). For both the AT and ST indicators, the variable is coded as zero for teachers who are neither ATs nor STs. 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 (or gains). 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., LEAs choosing schools with already highly effective leadership). The year fixed effect (θ_t) controls for potential differences in outcomes across the two years (2023-24 and 2024-25). In auxiliary analyses, we also include a grade fixed effect to control 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). Our conclusions are no different when we add the grade fixed effect. Equation 1 includes a stochastic error term (ε_{ist}) with standard errors clustered at the school level.

Also, in a separate auxiliary analysis, 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. Our conclusions are unchanged when we replace the school fixed effect with the school-by-grade fixed effect.

When estimating Equation 2 above, we restrict the sample to include only teachers and students in ATR schools. We also compare ATs and STs to two separate comparison groups. The first comparison group includes all teachers in the same school as the AT or ST who are not part of the ATR program. The second comparison group includes teachers in the same school as the AT or ST who are not part of the ATR program, but who are similar in observable characteristics to ATs or STs. We call this the matched comparison sample. Specifically, we matched ATs and STs with comparison teachers using propensity score matching and the characteristics we used to match include: gender, race, experience, licensure exam scores, and licensure area (e.g., math, ELA, elementary grades). For transparency, we show results using both sets of comparison groups.

When examining turnover outcomes, we use a similar approach as Equation 2 using teacher-level data to compare whether ATs or STs leave their school at different rates from other teachers in the same school. 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).

Appendix B: Qualitative Details on Methodological Approach

Table B1. Advanced Teacher Role Leader Share Session Outcome Categories & Directions

Directions for Activity:

1. Imagine it is 3 years or more after your district implemented ATR, what does district-level ATR success look like, sound like, feel like? Individual Reflection, 2 min. Capture group ideas on sticky notes, 10 min
2. Looking at all your sticky notes, agree on the top 5 or 6 most important outcomes, 10 min. Rank them was added as a verbal direction.
3. On chart paper, add information about how you might measure progress towards those outcomes and indicate the level of effort (low/medium/high) it would be for your district to collect or track that information, 15 min.
4. Gallery Walk. Walk around and place up to 4 Stickers on the ideas with which you most strongly agree, 5 min.

Outcome Category	Number of outcomes coded in category	Average rank of outcome importance	Most common outcome measures	Average measurement difficulty (1-low, 3-high)
System Coherence	11	4.09	Attendance, Surveys, Coaching Logs, Increased student achievement, walk through data, ATR handbook and protocols, ATR scaling	2.64
School Culture	6	3.83	Surveys (climate, parent, student), evidence of collaboration, evidence of increased interest in ATR and increased implementation	2.50
Student Achievement	5	1.40	EVAAS, attendance, standardized test data, behavior data	1.40
Teacher Efficacy	4	2.00	Walk through data, NCEES, EVAAS, attendance	2.00
Teacher Retention	4	3.25	Attrition rates, exit survey data, surveys	1.25

Appendix C: Qualitative Categories and Illustrative Poster Quotes

Category	Outcome as Written on Poster	Rank of Importance (1-highest importance)	How to Measure? (as written on the poster)	Effort to measure?
Systems Approach	Sustainable support structure	6	ATR program increase; ratio of ATR support; visible framework; all of above happening	Medium
	Clear Common Language About ATR Roles	1	Surveys; recruiting/retention; marketing	High
	Clear Processes + Procedures / Guidelines Developed	5	Procedures audit; effective scaling; teaming/capacity	High
Cultural Buy in	All in → everyone on board	3	Collaboration; people in same space/sharing; understanding of rules; support not competition	High
	Culture shift	5	Climate survey; excitement/joy around work; collaboration (we vs. I); district support; program sustained/grown	High
Student Achievement	Student growth	1	Student data: EVAAS, check-ins, DCA; attendance/behavior	Low
	Student Outcomes, Particularly Over Time	2	Benchmarks/check-ins; CFAs; graduation; behavior; MTSS data sets	Low
Teacher efficacy	Enhanced Admin/Teacher Capacity	2	EVAAS; NCEES; attendance; professional development priorities; walkthrough data	Medium
	Teacher Effectiveness	1	Short term: walkthroughs; evaluation data; environment; PLC. Longer term: EVAAS; proficiency; CCR	Medium
Teacher Retention	Low Teacher Turnover	3	Retention rates	Low
	Retention/Stability/Principal Leader Pipeline	3	Attrition × effectiveness; attrition (teacher + ATR role); survey data/working conditions	Low/Medium

Appendix D: Advanced Teachers and Supported Teachers by LEA-School

Table D1. Advanced Teacher and Supported Teacher Totals by School

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Bertie	Bertie High	9	2	2	0
Bertie	Bertie Middle	8	2	2	0
Bertie	West Bertie Elementary	3	1	1	0
Bertie	Colerain Elementary	4	1	1	0
Bertie	Windsor Elementary	6	2	2	0
Cabarrus	A T Allen Elementary	4	6	1	5
Cabarrus	Bethel Elementary	14	3	3	0
Cabarrus	C C Griffin Middle	6	3	2	1
Cabarrus	Central Cabarrus High	3	1	1	0
Cabarrus	Charles E Boger Elementary	4	1	1	0
Cabarrus	Concord Middle	18	3	3	0
Cabarrus	Harold E. Winkler Middle	11	2	2	0
Cabarrus	Hickory Ridge Elementary	10	2	2	0
Cabarrus	Hickory Ridge Middle	5	1	1	0
Cabarrus	J N Fries Magnet	11	4	3	1
Cabarrus	Jay M Robinson High	7	4	3	1
Cabarrus	Mount Pleasant Elementary	7	5	3	2
Cabarrus	Mount Pleasant High	3	3	1	2
Cabarrus	Patriots Elementary	11	1	1	0
Cabarrus	R Brown McAllister Elementary	10	6	2	4
Cabarrus	Roberta Road Middle	9	2	2	0
Cabarrus	Rocky River Elementary	20	8	2	6
Cabarrus	W R Odell Elementary	10	4	1	3
Cabarrus	W R Odell Primary	5	10	2	8
Cabarrus	W M Irvin Elementary	32	6	4	2
Cabarrus	Weddington Hills Elementary	5	1	1	0
Cabarrus	West Cabarrus High	3	1	1	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Cabarrus	Winecoff Elementary	10	5	3	2
Cabarrus	Wolf Meadow Elementary	16	5	3	2
Charlotte Mecklenburg	Albemarle Road Elementary	15	7	2	5
Charlotte Mecklenburg	Albemarle Road Middle	10	9	3	6
Charlotte Mecklenburg	Ardrey Kell High School	15	8	2	6
Charlotte Mecklenburg	Alexander Graham Middle	2	3	0	3
Charlotte Mecklenburg	Allenbrook Elementary	5	3	1	2
Charlotte Mecklenburg	Ashley Park PreK-8	15	5	2	3
Charlotte Mecklenburg	Bailey Middle	3	3	0	3
Charlotte Mecklenburg	Bain Elementary	19	6	2	4
Charlotte Mecklenburg	Ballantyne Elementary	4	7	1	6
Charlotte Mecklenburg	Ballantyne Ridge High	6	4	1	3
Charlotte Mecklenburg	Barnette Elementary	15	6	2	4
Charlotte Mecklenburg	Berewick Elementary	8	6	2	4
Charlotte Mecklenburg	Berryhill	15	7	3	4
Charlotte Mecklenburg	Beverly Woods Elementary	6	8	1	7
Charlotte Mecklenburg	Billingsville Elementary	7	3	2	1
Charlotte Mecklenburg	Blythe Elementary	37	8	3	5
Charlotte Mecklenburg	Briarwood Acad	10	9	2	7

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	Bruns Avenue Elementary	7	3	1	2
Charlotte Mecklenburg	Butler High School	0	1	0	1
Charlotte Mecklenburg	Carmel Middle	19	5	3	2
Charlotte Mecklenburg	Chantilly Montessori	11	3	3	0
Charlotte Mecklenburg	Charles H. Parker Center	8	4	1	3
Charlotte Mecklenburg	Charlotte East Language Acad	41	9	5	4
Charlotte Mecklenburg	Charlotte-Mecklenburg Virtual	6	7	1	6
Charlotte Mecklenburg	Clear Creek Elementary	15	9	2	7
Charlotte Mecklenburg	Cochrane Collegiate Acad	16	4	3	1
Charlotte Mecklenburg	Collinswood Language Acad	9	6	2	4
Charlotte Mecklenburg	Community House Middle	0	16	0	16
Charlotte Mecklenburg	Cornelius Elementary	21	11	2	9
Charlotte Mecklenburg	Cotswold Elementary	14	4	2	2
Charlotte Mecklenburg	Coulwood STEM Acad	12	7	3	4
Charlotte Mecklenburg	Crestdale Middle	0	4	0	4
Charlotte Mecklenburg	Croft Community	10	8	2	6
Charlotte Mecklenburg	Crown Point Elementary	13	8	2	6
Charlotte Mecklenburg	David Cox Road Elementary	6	5	2	3

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	Davidson Elementary	11	3	1	2
Charlotte Mecklenburg	Devonshire Elementary	0	2	0	2
Charlotte Mecklenburg	Dilworth Elementary	6	4	1	3
Charlotte Mecklenburg	Dilworth Elementary (Latta)	8	3	1	2
Charlotte Mecklenburg	Dorothy J Vaughn Acad	12	8	2	6
Charlotte Mecklenburg	Druid Hills Acad	32	10	6	4
Charlotte Mecklenburg	East Mecklenburg High	9	6	2	4
Charlotte Mecklenburg	Eastover Elementary	7	5	1	4
Charlotte Mecklenburg	Eastway Middle	17	5	2	3
Charlotte Mecklenburg	Elizabeth Lane Elementary	5	4	1	3
Charlotte Mecklenburg	Elizabeth Traditional Elem	10	5	1	4
Charlotte Mecklenburg	Elon Park Elementary	6	5	1	4
Charlotte Mecklenburg	Endhaven Elementary	17	3	3	0
Charlotte Mecklenburg	Esperanza Global Acad	8	4	1	3
Charlotte Mecklenburg	First Ward Creative Arts Acad	1	3	1	2
Charlotte Mecklenburg	Garinger High	12	2	2	0
Charlotte Mecklenburg	Gov's Village STEM (Lower)	16	12	4	8
Charlotte Mecklenburg	Gov's Village STEM (Upper)	13	12	2	10

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	Greenway Park Elementary	12	4	2	2
Charlotte Mecklenburg	Grove Park Elementary	9	8	1	7
Charlotte Mecklenburg	Harding University High	4	4	1	3
Charlotte Mecklenburg	Hawk Ridge Elementary	26	10	3	7
Charlotte Mecklenburg	Hawthorne Acad of Health Sciences	4	1	0	1
Charlotte Mecklenburg	Hickory Grove Elementary	0	5	0	5
Charlotte Mecklenburg	Hidden Valley Elementary	30	6	5	1
Charlotte Mecklenburg	Highland Creek Elementary	8	5	1	4
Charlotte Mecklenburg	Highland Mill Montessori	7	2	1	1
Charlotte Mecklenburg	Highland Renaissance Acad	7	5	1	4
Charlotte Mecklenburg	Hopewell High	13	4	3	1
Charlotte Mecklenburg	Hornets Nest Elementary	12	4	2	2
Charlotte Mecklenburg	Huntersville Elementary	7	7	1	6
Charlotte Mecklenburg	Huntingtowne Farms Elementary	29	7	3	4
Charlotte Mecklenburg	Idlewild Elementary	23	14	2	12
Charlotte Mecklenburg	Independence High	4	6	1	5
Charlotte Mecklenburg	Irwin Academic Center	12	5	2	3
Charlotte Mecklenburg	J. H. Gunn Elementary	32	10	5	5

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	J. M. Alexander Middle	8	4	3	1
Charlotte Mecklenburg	James Martin Middle	22	4	3	1
Charlotte Mecklenburg	Joseph W Grier Acad	8	8	2	6
Charlotte Mecklenburg	Julius L. Chambers High	4	9	1	8
Charlotte Mecklenburg	J. V. Washam Elementary	8	5	1	4
Charlotte Mecklenburg	Kennedy Middle	3	3	1	2
Charlotte Mecklenburg	Knights View Elementary	13	9	2	7
Charlotte Mecklenburg	Lake Wylie Elementary	22	7	4	3
Charlotte Mecklenburg	Lansdowne Elementary	16	2	2	0
Charlotte Mecklenburg	Lawrence Orr Elementary	25	15	5	10
Charlotte Mecklenburg	Lebanon Road Elementary	12	4	2	2
Charlotte Mecklenburg	Lincoln Heights Montessori	8	2	1	1
Charlotte Mecklenburg	Long Creek Elementary	11	5	2	3
Charlotte Mecklenburg	Mallard Creek Elementary	7	2	1	1
Charlotte Mecklenburg	Mallard Creek High	11	7	2	5
Charlotte Mecklenburg	Marie G Davis	2	1	1	0
Charlotte Mecklenburg	Martin Luther King, Jr Middle	18	5	4	1
Charlotte Mecklenburg	Matthews Elementary	8	4	1	3

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	McAlpine Elementary	14	9	2	7
Charlotte Mecklenburg	McClintock Middle	17	7	4	3
Charlotte Mecklenburg	Merry Oaks International Acad	18	2	2	0
Charlotte Mecklenburg	Metro	0	2	0	2
Charlotte Mecklenburg	Military and Global Leadership Acad	0	1	1	0
Charlotte Mecklenburg	Mint Hill Elementary	13	12	3	9
Charlotte Mecklenburg	Mint Hill Middle	15	6	2	4
Charlotte Mecklenburg	Montclair Elementary	14	6	2	4
Charlotte Mecklenburg	Mountain Island Lake Acad	0	2	0	2
Charlotte Mecklenburg	Myers Park High	3	3	1	2
Charlotte Mecklenburg	Myers Park Traditional Elem	21	12	3	9
Charlotte Mecklenburg	Nations Ford Elementary	17	10	3	7
Charlotte Mecklenburg	Newell Elementary	5	4	1	3
Charlotte Mecklenburg	North Mecklenburg High	8	4	1	3
Charlotte Mecklenburg	Northeast Middle	7	3	2	1
Charlotte Mecklenburg	Northridge Middle	4	7	1	6
Charlotte Mecklenburg	Northwest of the Arts	17	5	3	2
Charlotte Mecklenburg	Oakdale Elementary	18	5	3	2

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	Oakhurst STEAM Acad	11	4	2	2
Charlotte Mecklenburg	Oaklawn Language Acad	9	11	10	1
Charlotte Mecklenburg	Olde Providence Elementary	20	6	3	3
Charlotte Mecklenburg	Olympic High	0	3	0	3
Charlotte Mecklenburg	Palisades Park Elementary	16	11	3	8
Charlotte Mecklenburg	Palisades High School	3	1	0	1
Charlotte Mecklenburg	Paw Creek Elementary	25	11	4	7
Charlotte Mecklenburg	Phillip O Berry Acad	7	5	1	4
Charlotte Mecklenburg	Piedmont Middle School	11	4	1	3
Charlotte Mecklenburg	Pineville Elementary	15	5	3	2
Charlotte Mecklenburg	Pinewood Elementary	7	2	1	1
Charlotte Mecklenburg	Piney Grove Elementary	12	5	2	3
Charlotte Mecklenburg	Polo Ridge Elementary	10	4	2	2
Charlotte Mecklenburg	Providence Spring Elementary	12	3	1	2
Charlotte Mecklenburg	Quail Hollow Middle	10	5	2	3
Charlotte Mecklenburg	Rama Road Elementary	7	8	1	7
Charlotte Mecklenburg	Randolph Middle	6	3	1	2
Charlotte Mecklenburg	Ranson Middle	12	3	2	1

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	Rea Farms STEAM Acad	26	14	4	10
Charlotte Mecklenburg	Reedy Creek Elementary	13	12	2	10
Charlotte Mecklenburg	Reid Park Acad	10	4	2	2
Charlotte Mecklenburg	Renaissance West STEAM Acad	40	15	7	8
Charlotte Mecklenburg	Ridge Road Middle	6	1	1	0
Charlotte Mecklenburg	River Gate Elementary	0	4	0	4
Charlotte Mecklenburg	River Oaks Acad	15	4	2	2
Charlotte Mecklenburg	Rocky River High	8	1	1	0
Charlotte Mecklenburg	Sedgefield Middle	6	2	1	1
Charlotte Mecklenburg	Sedgefield Montessori	12	5	2	3
Charlotte Mecklenburg	Selwyn Elementary	14	7	2	5
Charlotte Mecklenburg	Shamrock Gardens Elementary	20	9	3	6
Charlotte Mecklenburg	Sharon Elementary	6	2	1	1
Charlotte Mecklenburg	Smithfield Elementary	14	7	2	5
Charlotte Mecklenburg	South Academy of International Languages	2	1	0	1
Charlotte Mecklenburg	South Pine Acad	17	9	3	6
Charlotte Mecklenburg	Southwest Middle School	14	2	2	0
Charlotte Mecklenburg	Starmount Acad of Excellence	8	7	1	6

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	Statesville Road Elementary	19	3	2	1
Charlotte Mecklenburg	Sterling Elementary	19	8	3	5
Charlotte Mecklenburg	Stoney Creek Elementary	12	8	2	6
Charlotte Mecklenburg	Thomasboro Acad	8	5	2	3
Charlotte Mecklenburg	Torrence Creek Elementary	7	3	1	2
Charlotte Mecklenburg	Tuckaseegee Elementary	26	7	4	3
Charlotte Mecklenburg	Turning Point Middle	0	1	0	1
Charlotte Mecklenburg	University Meadows Elementary	7	6	2	4
Charlotte Mecklenburg	University Park Creative Arts	22	5	3	2
Charlotte Mecklenburg	Villa Heights Elementary	7	4	1	3
Charlotte Mecklenburg	Walter G. Byers	3	1	1	0
Charlotte Mecklenburg	West Charlotte High	15	6	4	2
Charlotte Mecklenburg	West Mecklenburg High	13	5	2	3
Charlotte Mecklenburg	Westerly Hills Acad	9	9	2	7
Charlotte Mecklenburg	Whitewater Acad	10	4	3	1
Charlotte Mecklenburg	Whitewater Middle	11	7	3	4
Charlotte Mecklenburg	Wilson STEM Acad	10	7	3	4
Charlotte Mecklenburg	Williams Secondary Montessori	5	1	1	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Charlotte Mecklenburg	Winding Springs Elementary	19	13	4	9
Charlotte Mecklenburg	Windsor Park Elementary	13	8	2	6
Charlotte Mecklenburg	Winget Park Elementary	12	7	2	5
Charlotte Mecklenburg	Winterfield Elementary	20	7	2	5
Chatham	Bennett School	3	1	1	0
Chatham	Chatham Central High	6	2	2	0
Chatham	JS Waters School	3	1	1	0
Chatham	Northwood High	4	1	1	0
Chatham	Silk Hope School	6	2	2	0
Chatham	Virginia Cross Elementary	13	3	3	0
Columbus	Acme Delco Elementary	11	3	3	0
Columbus	Chadbourn Elementary	6	2	2	0
Columbus	Hallsboro-Artesia Elementary	11	4	4	0
Columbus	Tabor City	9	4	4	0
Columbus	West Columbus High	3	1	1	0
Columbus	West Columbus School	24	3	3	0
Columbus	Williams Township	10	2	2	0
Cumberland	Anne Chesnutt Middle	19	4	4	0
Cumberland	Brentwood Elementary	11	1	1	0
Cumberland	C Wayne Collier Elementary	26	4	4	0
Cumberland	Cliffdale Elementary	14	2	2	0
Cumberland	Douglas Byrd Middle	27	5	5	0
Cumberland	Douglas Byrd High	15	2	2	0
Cumberland	Elizabeth M Cashwell Elementary	23	4	0	4
Cumberland	Howard L Hall Elementary	13	3	3	0
Cumberland	Loyd E Auman Elementary	27	3	3	0
Cumberland	Luther Nick Jeralds Middle	0	1	1	0
Cumberland	Mac Williams Middle	9	1	1	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Cumberland	Montclair Elementary	13	4	4	0
Cumberland	Sunnyside Elementary	16	3	3	0
Cumberland	Westarea Elementary	17	3	3	0
Cumberland	Westover Middle	14	6	2	4
Dare	Cape Hatteras Elementary	6	1	1	0
Dare	Kitty Hawk Elementary	6	1	1	0
Dare	Nags Head Elementary	7	1	1	0
Edgecombe	Baskerville Elementary	14	2	2	0
Edgecombe	Coker-Wimberly Elementary	11	2	2	0
Edgecombe	D S Johnson Elementary	6	3	3	0
Edgecombe	Fairview Elementary	12	2	2	0
Edgecombe	G W Bulluck Elementary	16	4	3	1
Edgecombe	G W Carver Elementary	16	2	2	0
Edgecombe	J W Parker Middle	11	2	2	0
Edgecombe	Martin Millennium Acad	13	3	3	0
Edgecombe	North Edgecombe High	9	3	2	1
Edgecombe	Princeville Elementary	8	3	3	0
Edgecombe	South Edgecombe Middle	9	2	2	0
Edgecombe	Southwest Edgecombe High	10	2	2	0
Edgecombe	Stocks Elementary	15	3	3	0
Edgecombe	Tarboro High	8	2	2	0
Edgecombe	West Edgecombe Middle	3	1	1	0
Elizabeth City	Central Elementary	9	2	2	0
Elizabeth City	Elizabeth City Middle	10	2	2	0
Elizabeth City	Northside Elementary	5	2	2	0
Elizabeth City	JC Sawyer Elementary	10	2	2	0
Elizabeth City	Northeastern High	10	3	3	0
Elizabeth City	Pasquotank County High	9	3	3	0
Elizabeth City	PW Moore Elementary	7	2	2	0
Elizabeth City	River Road Middle	8	2	2	0
Elizabeth City	Weeksville Elementary	8	2	2	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Gaston	Belmont Central Elementary	6	1	0	1
Gaston	Bessemer City Central Elementary	6	3	3	0
Gaston	WP Grier Middle School	12	2	2	0
Gaston	Pleasant Ridge Elementary	9	3	2	1
Gaston	Sherwood Elementary	13	2	2	0
Gaston	Southwest Middle	8	5	2	3
Greene	Greene County Intermediate	3	1	1	0
Guilford	Acad at Smith	0	2	0	2
Guilford	Allen Jay Elementary	3	1	1	0
Guilford	Ben L. Smith High	15	7	5	2
Guilford	Bluford Elementary	11	3	3	0
Guilford	Brightwood Elementary	5	2	2	0
Guilford	Ceasar Cone Elementary	14	3	3	0
Guilford	Cyrus P Frazier Elementary	12	4	2	2
Guilford	Eastern Guilford High	5	3	1	2
Guilford	Eastern Guilford Middle	15	2	2	0
Guilford	Edwin A Alderman Elementary	8	3	2	1
Guilford	Fairview Elementary	10	2	2	0
Guilford	Ferndale Middle	15	6	2	4
Guilford	George C Simkins Jr Elementary	3	1	1	0
Guilford	Jackson Middle	6	2	2	0
Guilford	Johnson Street Global Studies	10	2	2	0
Guilford	Julius I Foust Elementary	4	1	1	0
Guilford	Montlieu Acad of Technology	15	4	4	0
Guilford	Northeast Guilford High	24	4	3	1
Guilford	Northeast Guilford Middle	7	3	2	1
Guilford	Oak View Elementary	12	3	2	1
Guilford	Otis L Hairston Sr Middle	9	3	1	2
Guilford	Page High	11	4	2	2
Guilford	Rankin Elementary	5	1	1	0
Guilford	Sedgefield Elementary	7	2	2	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Guilford	Southern Guilford Middle	8	4	2	2
Guilford	Union Hill Elementary	7	1	1	0
Guilford	Vandalia Elementary	8	3	3	0
Guilford	Waldo C Falkener Sr Elementary	22	3	3	0
Guilford	Washington Elementary	12	2	2	0
Guilford	Welborn Middle	4	3	1	2
Guilford	Western Guilford Middle	12	3	3	0
Halifax	Everetts Elementary STEM Acad	2	1	1	0
Halifax	Hollister Elementary	2	1	1	0
Halifax	Inborden Elementary STEAM Acad	4	2	2	0
Hertford	Bearfield Primary	1	2	0	2
Hertford	Hertford County Middle	3	2	2	0
Hertford	Hertford County High	3	1	1	0
Hertford	CS Brown High STEM	3	1	1	0
Lexington City	Charles England Elementary	3	1	1	0
Lexington City	Lexington Middle	9	4	2	2
Lexington City	Lexington Senior High	7	4	3	1
Lexington City	Pickett Elementary	9	2	2	0
Lexington City	South Lexington	0	2	0	2
Lexington City	Southwest Elementary Global Acad	19	2	2	0
Lincoln	Battleground Elementary	6	5	3	2
Lincoln	Childers Elementary	7	5	3	2
Lincoln	GE Massey Elementary	7	5	3	2
Lincoln	Lincolnton High	9	6	4	2
Lincoln	Lincolnton Middle	12	6	4	2
Lincoln	S Ray Lowder Elementary	13	5	3	2
McDowell	East McDowell Middle	21	3	3	0
McDowell	Eastfield Global Magnet	1	1	1	0
McDowell	Foothills Community	3	1	1	0
McDowell	Glenwood Elementary	7	1	1	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
McDowell	Marion Elementary	3	1	1	0
McDowell	McDowell Acad for Innovation	6	1	1	0
McDowell	McDowell Early College	2	2	2	0
McDowell	McDowell High	11	4	4	0
McDowell	Nebo Elementary	8	1	1	0
McDowell	Old Fort Elementary	5	1	1	0
McDowell	Pleasant Gardens Elementary	3	1	1	0
McDowell	West Marion Elementary	3	1	1	0
McDowell	West McDowell Middle	11	2	2	0
Moore	Aberdeen Elementary	12	3	3	0
Moore	Crain's Creek Middle	4	1	1	0
Moore	Pinecrest High	5	1	1	0
Moore	Sandhill Farm Life Elementary	7	2	1	1
Moore	Southern Middle	14	3	3	0
Mt. Airy City	Bruce H. Tharrington Primary	16	5	5	0
Mt. Airy City	Jones Intermediate	11	2	2	0
Mt. Airy City	Mount Airy High	6	2	2	0
Mt. Airy City	Mount Airy Middle	10	2	2	0
Nash	Bailey Elementary	19	4	4	0
Nash	Benvenue Elementary	12	2	2	0
Nash	Coopers Elementary	18	4	4	0
Nash	Englewood Elementary	12	4	3	1
Nash	G R Edwards Elementary	18	8	6	2
Nash	M B Hubbard Elementary	11	3	2	1
Nash	Middlesex Elementary	11	3	2	1
Nash	Nashville Elementary	8	4	3	1
Nash	Red Oak Elementary	17	3	3	0
Nash	Spring Hope Elementary	12	2	2	0
Nash	Winstead Avenue Elementary	12	2	2	0
New Hanover	Bradley Creek Elementary	3	1	1	0
New Hanover	Forest Hills Global Elementary	3	1	1	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
New Hanover	Mary C Williams Elementary	6	2	2	0
New Hanover	Murrayville Elementary	6	2	2	0
New Hanover	Winter Park Model Elementary	7	2	2	0
New Hanover	Wrightsboro Elementary	6	2	2	0
Person	South Elementary	5	2	2	0
Pender	CF Pope Elem	2	2	1	1
Pender	Cape Fear Middle	2	2	1	1
Pender	Penderlea Elementary	6	2	2	0
Pender	Rocky Point Elementary	4	2	1	1
Pitt	A G Cox Middle	6	2	2	0
Pitt	Ayden Elementary	6	2	2	0
Pitt	Ayden Middle	3	1	1	0
Pitt	Ayden-Grifton High	6	2	2	0
Pitt	Belvoir Elementary	3	1	1	0
Pitt	Bethel Elementary	3	1	1	0
Pitt	C M Eppes Middle	10	3	3	0
Pitt	Chicod	9	3	3	0
Pitt	Creekside Elementary	6	2	2	0
Pitt	E B Aycock Middle	6	2	2	0
Pitt	Eastern Elementary	6	2	2	0
Pitt	Elmhurst Elementary	3	1	1	0
Pitt	Falkland Elementary	10	3	3	0
Pitt	Farmville Middle	8	2	2	0
Pitt	G R Whitfield	6	2	2	0
Pitt	Grifton	9	3	3	0
Pitt	Hope Middle	6	2	2	0
Pitt	Innovation Early College High	6	2	2	0
Pitt	Junius H Rose High	3	1	1	0
Pitt	Lakeforest Elementary	6	2	2	0
Pitt	North Pitt High	3	1	1	0
Pitt	Northwest Elementary	9	3	3	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Pitt	PCS Early College High	4	1	1	0
Pitt	Pactolus	9	3	3	0
Pitt	Ridgewood Elementary	6	2	2	0
Pitt	Sam D Bundy Elementary	8	2	2	0
Pitt	South Central	4	1	1	0
Pitt	South Greenville Elementary	5	2	2	0
Pitt	Stokes	3	1	1	0
Pitt	W H Robinson Elementary	6	2	2	0
Pitt	Wahl Coates Elementary	3	2	1	1
Pitt	Wellcome Middle	5	2	2	0
Pitt	Wintergreen Intermediate	4	1	1	0
Pitt	Wintergreen Primary	4	1	1	0
Rockingham	Moss Street Elementary	9	2	2	0
Rockingham	Reidsville High	8	2	2	0
Rockingham	Reidsville Middle	14	3	3	0
Rockingham	South End Elementary	8	1	1	0
Rowan-Salisbury	China Grove Elementary	4	2	2	0
Rowan-Salisbury	Dole Elementary	4	1	1	0
Rowan-Salisbury	Hurley Elementary	1	3	3	0
Rowan-Salisbury	Koontz Elementary	2	1	1	0
Rowan-Salisbury	Knollwood Elementary	8	2	2	0
Rowan-Salisbury	Salisbury High	4	1	1	0
Rowan-Salisbury	South Rowan High	10	2	2	0
Sampson	Lakewood High	4	2	1	1
Sampson	Union Intermediate	3	3	1	2
Thomasville City	Liberty Drive Elementary	9	4	2	2
Thomasville City	Thomasville Primary	15	4	2	2
Thomasville City	Thomasville Middle	5	1	1	0
Thomasville City	Thomasville High	5	1	1	0
Vance	Aycock Elementary	8	2	2	0
Vance	Clarke Elementary	7	2	2	0

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Vance	E O Young Jr Elementary	6	1	1	0
Vance	L B Yancey Elementary	7	1	1	0
Vance	Pinkston Street Elementary	8	1	1	0
Vance	Zeb Vance Elementary	11	2	2	0
Wake	Banks Road Elementary	4	1	1	0
Wake	Durant Road Middle	19	4	4	0
Wake	East Millbrook Middle	18	6	6	0
Wake	Knightdale High	6	2	2	0
Wake	North Garner Middle	10	2	2	0
Wake	Reedy Creek Elementary	8	2	2	0
Wake	Rogers Lane Elementary	6	2	2	0
Wake	Smith Elementary	8	2	2	0
Wake	Southeast Raleigh Elementary	10	2	2	0
Wake	Timber Drive Elementary	6	1	1	0
Wake	Wakelon Elementary	7	2	2	0
Wake	West Lake Middle	8	2	2	0
Wake	Yates Mill Elementary	4	5	1	4
Wilson	B O Barnes Elementary	13	4	4	0
Wilson	Beddingfield High	9	3	3	0
Wilson	Charles H Darden Middle	9	3	3	0
Wilson	Forest Hills Middle	13	3	3	0
Wilson	Frederick Douglass Elementary	18	2	2	0
Wilson	Gardners Elementary	7	1	1	0
Wilson	John W Jones Elementary	13	4	4	0
Wilson	Lee Woodard Elementary	3	1	1	0
Wilson	Lucama Elementary	17	3	3	0
Wilson	Margaret Hearne Elementary	20	3	3	0
Wilson	Speight Middle	4	2	2	0
Wilson	Stantonsburg Elementary	7	2	2	0
Wilson	Vick Elementary	18	3	3	0
Wilson	Vinson-Bynum Elementary	17	3	2	1

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Wilson	Wells Elementary	11	2	2	0
Winston-Salem Forsyth	Ashley Acad	14	4	4	0
Winston-Salem Forsyth	Bolton Elementary	13	2	2	0
Winston-Salem Forsyth	Carver High	9	2	2	0
Winston-Salem Forsyth	Cash Elementary	15	2	2	0
Winston-Salem Forsyth	Cook Literacy Model	3	1	1	0
Winston-Salem Forsyth	Diggs-Latham Elementary	19	4	2	2
Winston-Salem Forsyth	East Forsyth Middle	12	7	4	3
Winston-Salem Forsyth	Easton Elementary	13	6	4	2
Winston-Salem Forsyth	Flat Rock Middle	7	1	1	0
Winston-Salem Forsyth	Forest Park Elementary	7	5	1	4
Winston-Salem Forsyth	Gibson Elementary	13	3	2	1
Winston-Salem Forsyth	Griffith Elementary	18	5	5	0
Winston-Salem Forsyth	Hall-Woodward Elementary	7	7	3	4
Winston-Salem Forsyth	Hanes Magnet	10	2	2	0
Winston-Salem Forsyth	Ibraham Elementary	5	2	2	0
Winston-Salem Forsyth	Kimberley Park Elementary	15	4	3	1
Winston-Salem Forsyth	Kimmel Farm Elementary	13	7	3	4

LEA	School Name	Supported Teachers	Advanced Teachers	Adult Leadership	Classroom Excellence
Winston-Salem Forsyth	Konnoak Middle	12	2	2	0
Winston-Salem Forsyth	Mineral Springs Elementary	11	2	2	0
Winston-Salem Forsyth	Mineral Springs Middle	11	2	2	0
Winston-Salem Forsyth	North Forsyth Magnet High	3	1	1	0
Winston-Salem Forsyth	North Hills Elementary	17	4	4	0
Winston-Salem Forsyth	Parkland High	13	2	2	0
Winston-Salem Forsyth	Petree Elementary	9	7	6	1
Winston-Salem Forsyth	R J Reynolds High	8	2	2	0
Winston-Salem Forsyth	Smith Farm Elementary	22	3	3	0
Winston-Salem Forsyth	Southeast Middle	12	2	2	0
Winston-Salem Forsyth	South Fork Elementary	0	1	1	0
Winston-Salem Forsyth	Union Cross Traditional Acad	19	3	3	0
Winston-Salem Forsyth	Walkertown Elementary	19	3	3	0
Winston-Salem Forsyth	Walkertown Middle	19	5	3	2
Winston-Salem Forsyth	Ward Elementary	0	3	3	0

Appendix E: Glossary

Adult Leadership and Classroom Excellence Types and Definitions

These are adult leadership and classroom excellence distinct types that have been identified by LEA's under the Advanced Teaching Roles Model. These acronyms are referenced in this report and are used to highlight and illustrate each district's contextual interpretation of this model.

Adult Leadership: Types & Definitions

Excellence: Types & Definitions

AL – Advanced Teacher / Adult Leadership Teacher (teacher-leader roles). A teacher who meets the following criteria: a) Works in the classroom providing instruction for at least 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.	CE-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 20% of additional students as compared to the most recent prior school year in which the teacher did not receive a salary supplement.
MCL- Multi-classroom leader An Adult Leadership role, generally characterized by a teacher who leads a team of teachers and provides teacher coaching, professional development, and small group student support.	ERT - Extended Reach teacher A Classroom Excellence role, generally characterized by a teacher who teaches a larger group of students
MCT- Multi-classroom teacher An Adult Leadership role, generally characterized by a teacher who leads a team of teachers and provides teacher coaching, professional development, and small group student support.	MTRT- Master Team Reach Teacher A Classroom Excellence role, generally characterized by a teacher who teaches more students and provides professional support to other teachers.
MTL-Master teacher leader This is an Adult Leadership role, most frequently observed in Lexington City Schools.	EIT/TRT- Extended Impact teacher/Team Reach Teacher A Classroom Excellence role, generally characterized by a teacher who teaches a larger group of students.
LT - Lead Teacher This is an Adult Leadership role in McDowell County.	RA - Reach associate Reach associates are paraprofessionals who usually support partial release Adult Leadership teachers.
ST-Supported Teachers Teachers that are supported by an Adult Leader	

Appendix F: Additional Acronyms

AI- Artificial Intelligence
ATR – Advanced Teaching Roles
BT – Beginning Teacher
DIBELS- Dynamic Indicators of Basic Early Literacy Skills
DID Model- Difference in Difference Estimation
EC- Exceptional Children
ELA-English Language Arts
EVAAS- Education Value-Added Assessment System
IA-Instructional Aide
IC-Instructional Coach
IEP-Individualized Education Plan
MTSS- Multiple Tiers of Student Support
NCDPI- North Carolina Department of Public Instruction
NCEES- North Carolina Educator Effectiveness System
NCTWC- North Carolina Teacher Working Conditions Survey
OC- Opportunity Culture
PD- Professional Development
PLC-Professional Learning Communities
PLT- Professional Learning Teams
LEA- Local Education Agency
SBE-State Board of Education
TA- Teacher Assistant



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