Pitt County Schools

R3 Framework:
Recruit, Retain, and Reward
Annual Evaluation Report

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Introduction

Over the past four years Pitt County Schools (PCS) has implemented its *R3 Framework: Recruit, Retain, Reward* initiative with the support of federal and state funding.[1] The *R3 Framework* is a human capital management system that seeks to retain effective teachers in the district by providing them with advanced teacher leadership opportunities. Eligible teachers who fulfill the advanced teacher roles (ATRs) can extend their influence by leading and collaborating with colleagues to address instructional problems of practice and to build teaching capacity and effectiveness in PCS' high-needs schools. Teachers in the ATRs are provided innovative professional learning opportunities and monetary incentives for their participation. Before this initiative, leadership advancement in PCS required teachers to leave the classroom to pursue roles in administration or other non-administrative positions at the school or district levels. In essence, the *R3 Framework* initiative empowers effective educators and also provides them with the opportunity to remain in the classroom where they can continue to have a positive impact on students.

Since the initial rollout of the *R3 Framework*, PCS has implemented two advanced teacher roles (ATRs), namely the Facilitating Teacher (FT) and the Multi-Classroom Teacher (MCT). FTs are trained to lead a small group of teachers called Collaborating Teachers (CTs) in a Community of Practice (CoP) to address a schoolwide problem of practice. They are compensated at a 15% increase above their base salaries while also maintaining their status as a full-time teacher. MCTs are master teachers who co-teach with 2 to 4 teachers (a.k.a. Co-Teachers or Co-Ts) across multiple classrooms to extend their influence to more students. MCTs co-plan and reflect on teaching practices with their Co-Ts so that they can help improve the efficacy and skills of the co-teachers. They are compensated at 30% above their base salary. Qualification criteria for both positions include demonstrated impact on student achievement (i.e., EVAAS ratings), teaching expertise, and leadership experience. FTs and MCTs fill their positions for three years and are then required to re-apply. Below is the number of FTs and MCTs, along with the number of CTs and Co-Ts, for the 2019-2020 school year.

Number of Teachers in 2019-2020	
Facilitating Teacher (FT)	87
Collaborating Teacher (CT)	263
Multi-Classroom Teacher (MCT)	15
Co-Teacher (Co-T)	35

Source of data: DEEL Office

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[1] PCS received a federal Teacher Incentive Fund federal grant for $16.2 million and a Teacher Compensation Model state grant for $4.9 million.

The Division of Educator Effectiveness and Leadership (DEEL) in PCS partnered with Measurement Incorporated (MI) to conduct a five-year evaluation on the implementation and effectiveness of the *R3 Framework*. This report presents the latest findings on the ATR positions.

In March 2020, schools across the country, including North Carolina, closed their doors for the remainder of the school year because of the COVID19 pandemic. The school closures halted implementation of *R3 Framework*, including the work of the ATRs and their colleagues. Moreover, data collection efforts for the evaluation were put on hold as a result of the pandemic. The data sources included annual surveys to teachers in the ATR positions and annual teacher effectiveness scores, i.e., EVAAS, the latter of which is generated by the state. As a result, the full extent of implementation and impact of the ATRs for the 2019-2020 school year could not be assessed; therefore, the report's findings should be interpreted with caution.

Implementation

The ATRs under the *R3 Framework* shared the goal of improving teaching and learning outcomes in PCS schools. The methods used to achieve this goal, however, differed for each of the positions. This section of the report summarizes the responsibilities and implementation of the ATRs for the 2019-2020 school year. It begins with the work of the FTs and their implementation of a collaborative inquiry project with their CTs. Following is a summary of data on MCTs and their implementation of the co-teaching model with Co-Ts.

Facilitating Teacher (FT)

FTs were responsible for leading a group of 2 to 4 CTs in a Community of Practice (CoP) to develop and implement a collaborative inquiry project.[2] The project involved the use of a semi-structured process for determining a meaningful focus that would address a problem of practice at their school. The CoP developed a theory of action and implemented research-based solutions to address the problem of practice. The FT then facilitated the team through a process of analyzing data, called a cycle of inquiry (COI), that was designed to help the group identify patterns and themes in the data so that they could make conclusions about the impact of their solutions on the desired outcomes. The process was iterative, resulting in the refinement or expansion of strategies and solutions after each CIC. The groups presented their projects and findings to their schools on an annual basis. FTs also summarized the projects in a Live Binder—an online platform for sharing projects and resources. The Live Binders were made public to other educators on the DEEL website.[3]

At the start of the 2019-2020 academic year, the DEEL office put into place a reporting system so that FTs could document their CoP's implementation of the collaborative inquiry project. The project was organized into several stages in the system. The stages are described below along with the expected timeframe for their completion.

- ▸ **Developing a Wondering**- This stage involved the CoP deciding on the areas that they wanted to improve. The team reviewed existing data on the problem of practice. They selected macro-level data (e.g., BOY assessments) to be collected on their project, along with a comparison group. The team was expected to complete this stage by August 30, 2019.

- ▸ **Focusing on Students**- In this stage, the CoP decided what they wanted students to know or be able to do as a result of their project. They formulated the initial driving question and theory of causation as well as identified the target group of students to be included in the project. This stage was to be completed by August 30, 2019.
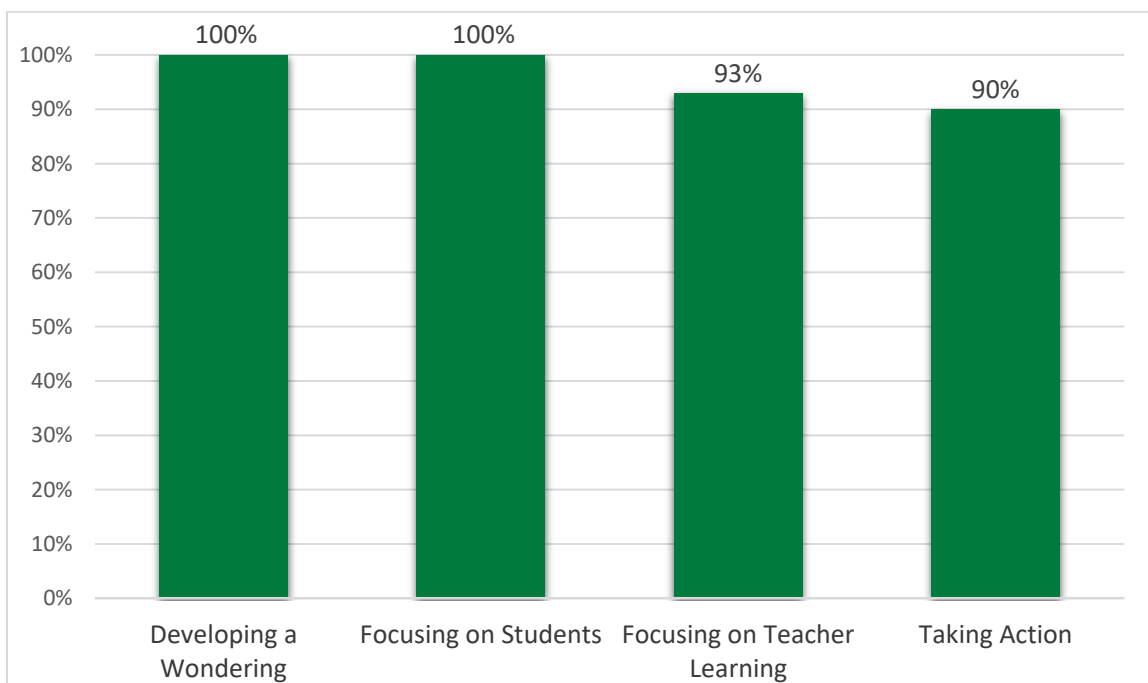
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[2] Most CoPs operated within one school, although a small number had membership from several schools and focused on a content area, such as music or social studies.
[3] https://successforeverychild.com/collaborative-inquiry-projects/

- **Focusing on Teacher Learning**- The CoP identified what they needed to do to help students learn, i.e., theory of action. To support their decisions, they reviewed and discussed research articles and collected baseline assessment data on the intervention. The time for completion of this stage was September to October 2019.

- **Taking Action**- In this stage, the CoP implemented the intervention and completed a series of COI's on the data they collected to monitor progress on outcomes. This could have resulted in a revision of the driving question. This stage was expected to occur between November 2019 and May 2020.

Figure 1 shows the percentage of FTs and their CoPs that implemented each stage of the collaborative inquiry project by March 2020. The findings are based on an external review of data from the reporting system that was conducted by the evaluator.

Figure 1
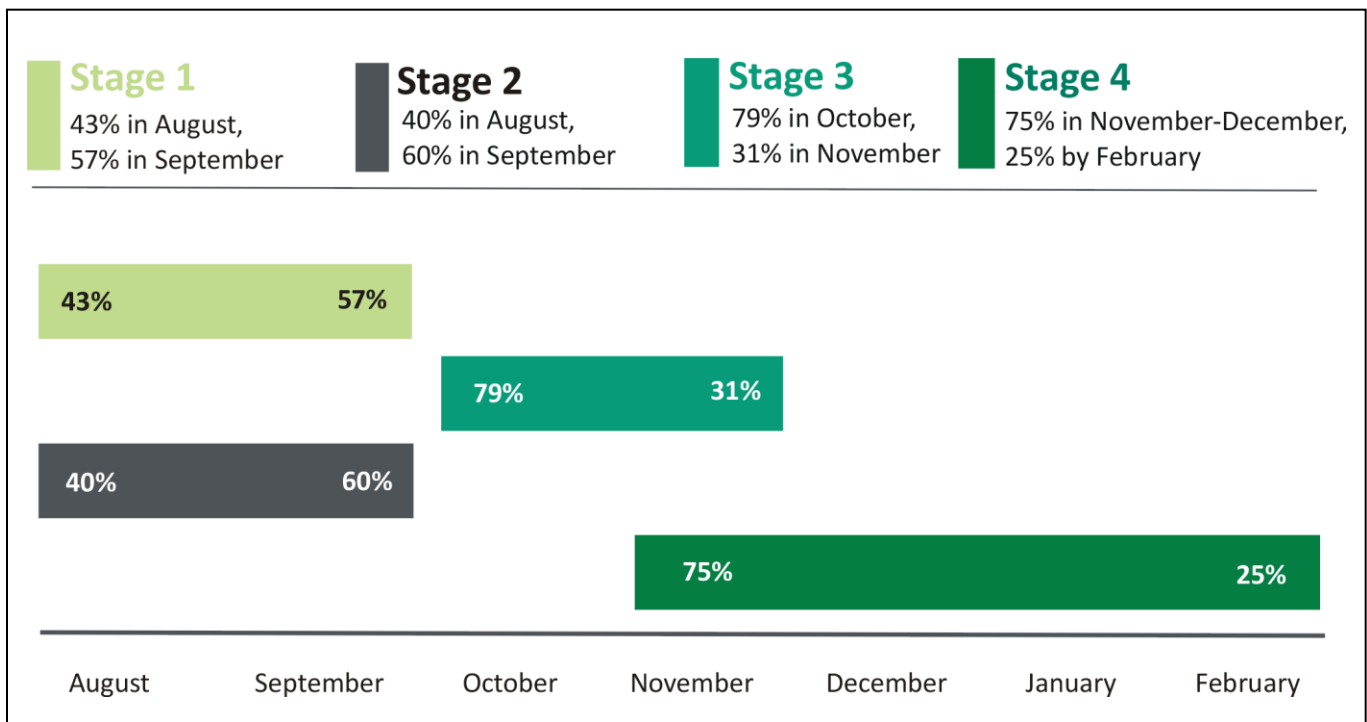**Implementation of Collaborative Inquiry Project Stages**
Percentage of FTs

Source of data: FT Implementation Dashboard, n= 86

The figure shows that the majority of FTs and CTs implemented the four stages of the collaborative inquiry project before schools closed in March. Specifically, all FTs (100%) reported implementing the first two stages, i.e., *developing a wondering* and *focusing on students*. Nearly all FTs (93%) reported that their CoP implemented the third stage, *focusing on teacher learning* and 90% implemented the fourth stage, *taking action.*

Figure 2 presents a timeline of when CoPs implemented each stage.[4] It shows that the majority of FTs and their CTs implemented the collaborative inquiry projects on time and throughout the school year. Specifically, stages one and two were implemented by all CoPs either on time in August or one month later (i.e., September). Next, 79% of CoPs implemented stage three on time (i.e., in October). The other 31% implemented stage three in November or December. Finally, 75% of CoPs implemented stage four by December, and another 25% implemented by the end of February.

<p style="text-align:center"><strong style="color:green">Figure 2
Timeline for Implementation of Collaborative Inquiry Project</p>

Stage 1
43% in August,
57% in September

Stage 2
40% in August,
60% in September

Stage 3
79% in October,
31% in November

Stage 4
75% in November-December,
25% by February

| August | September | October | November | December | January | February |

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[4] The timeline does not include 13 FTs who were new to the role in 2019-2020. They were not required to complete the dashboard until January; and because they were in their first year of implementation, had a different timeline of expectations than established CoPs.

Multi-Classroom Teachers (MCT)

MCTs did not have a classroom of their own; rather, they shared classroom responsibilities with each of their assigned Co-T's. This involved collaborating with Co-Ts to plan, instruct, assess, and reflect on teaching and student learning in the Co-Ts' classrooms. Each of these activities is described below along with expectations for implementation.[5]

- **Co-planning**- MCTs were expected to schedule time weekly with Co-Teacher(s) to co-plan lessons and instruction. Co-planning could be done informally (i.e., email, Google docs) or formally (i.e., during regularly scheduled planning time). Teachers had the flexibility to decide which co-planning format worked best for the team based on the needs of students and teachers.

- **Co-instruction**- MCTs and Co-Ts were expected to co-instruct daily using any number of co-instruction approaches. The pair had flexibility in selecting approaches that best fit with the purpose of the lessons and the individual student or group needs.

- **Co-reflection**- MCTs engaged in reflective dialogue with Co-Ts to help make connections to research-based effective practices and to promote professional growth. MCTs were expected to engage in reflection with Co-Ts every week.

- **Co-assess**- MCTs collaborated with assigned CoTs to a) design/create appropriate assessments, b) review and interpret assessment data to determine student learning progress, and c) ensure that grades were aligned with assessment data. The frequency of co-assessing varied depending on the need for new assessments and the availability of data.
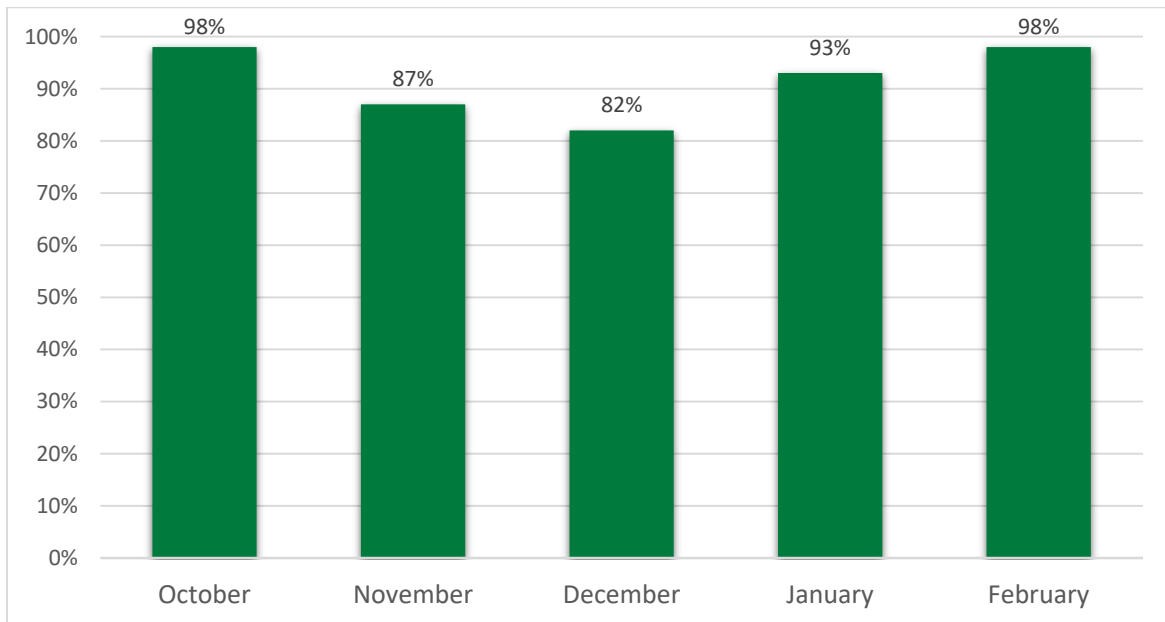
Similar to FTs, the DEEL office developed a documentation system, called the MCT Weekly Reflection Form, to track implementation of the aforementioned activities. Following is a summary of data on MCT's implementation from October 2019 when the form was initiated, through February 2020, before school closures.[6]

Figure 3 and **Table 1** present a summary of data on the frequency and type of co-planning strategies used by MCTs, respectively. Specifically, **Figure 3** shows that between 82% and 98% of MCTs adhered to a weekly schedule of co-planning with Co-Ts from October to February. The decline in weekly meetings in November and December is likely attributed to the holidays.

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[5] Source of information: FAQ on MCT provided by the DEEL office
[6] Source of information for all of the figures and tables was the Weekly MCT reflection forms, n=15 MCT, total monthly submissions ranged from 46 to 63.

Figure 3
Implementation of Weekly Co-Planning Meetings
Percentage of MCTs reporting weekly meetings each month

What's more, "team planning" was the co-planning strategy most frequently used by MCTs (see **Table 1**). "Team planning" is when both the MCT and Co-T actively plan together with no clear distinction of who takes leadership.

Table 1
Implementation of Co-Planning Strategies
Percentage of MCTs

	% of MCTs[7]
Team planning	52%
Co-T lead, MCT assist planning	27%
MCT lead, Co-T assist planning	27%
Partner planning	24%
Parallel planning	11%

Following the "team planning" approach were the "Co-T lead, MCT assist," and "MCT lead, Co-T assist" planning strategies, both of which were used the same amount of time. These strategies involved one party taking the lead on designing the lesson while the other collaborated on the final plan. "Partner planning" was used 24% of the time and involved the Co-Ts taking responsibility for half of the lesson. "Parallel planning," where each member developed a lesson plan that was later integrated, was used only 11% of the time.

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[7] MCTs had the option to "check all that apply." Percentages do not total 100%.

Similar to the team approach to co-planning, **Table 2** shows that a team-based approach was highly used by MCTs for providing instruction in the classroom. Specifically, 72% of MCTs reported that both teachers (MCT and CoT) were actively involved in delivering lessons to students. This was followed by "one teach, one assist" that was used by 58% of MCTs; this is where one teacher had primary instructional responsibility while the other teacher assisted. A little over one-third of the MCTS or less reported using the remaining strategies listed in the table.
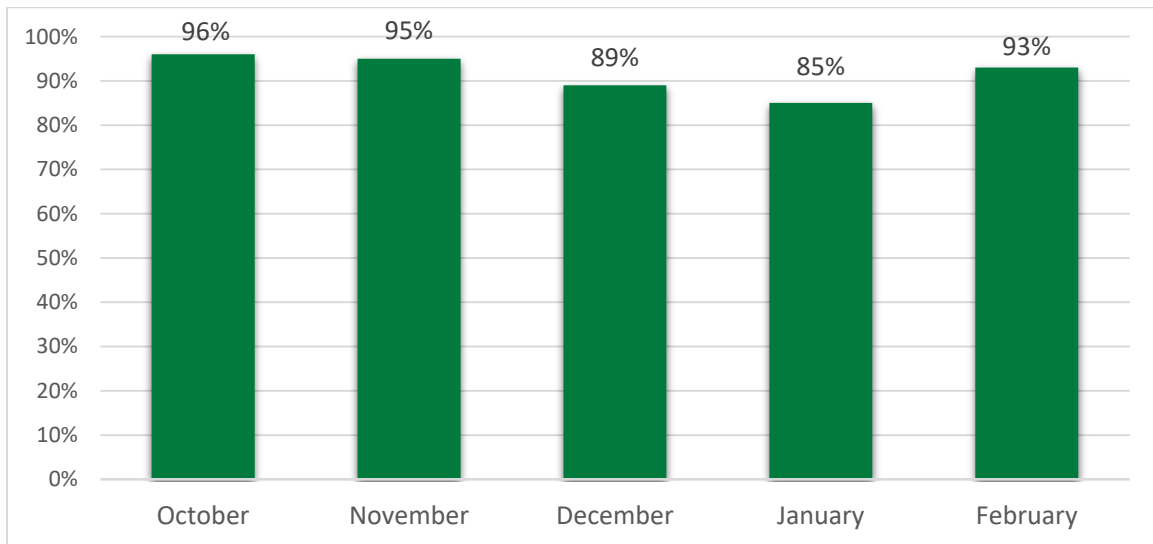
Table 2
Implementation of Co-Instruction Strategies
Percentage of MCTs

Co-instruction	Description	% of MCTs[8]
Team Teaching	Both teachers are actively involved in the lesson with no prescribed division of authority.	72%
One Teach, One Assist	One teacher has primary instructional responsibility while the other assists students.	58%
Station Teaching	The co-teaching pair divide the instructional content into parts. Each teacher instructs a group of students that then rotate after a designated period of time.	34%
One Teach, One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher.	22%
Supplemental Teaching	One teacher works with students at their expected grade level, while the other works with students who need remediation or extended instruction.	19%
Parallel Teaching	Each teacher instructs half of the students in the same instructional material using the same strategy.	17%

Next, **Figure 4** shows that nearly all of the MCTs implemented weekly co-reflections with the Co-Ts. There were several dips in implementation during December and January; however, between 93% and 96% of MCTs adhered to fidelity for the other three months.

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[8] MCTs had the option to "check all that apply." Percentages do not total 100%.

Figure 4
Implementation of Weekly Co-Reflection
Percentage of MCTs

Finally, **Table 3** presents data on the type of co-assessment activities reported by MCTs. The table shows that MCTs were most likely to collaborate with CTs to interpret data (i.e., 57%). This was followed by developing assessments with Co-T (44%) and ensuring that grades were aligned with assessments (33%).

Table 3
Implementation of Co-Assess Activities
Percentage of MCTs

	% of MCTs[9]
Interpreting data	57%
Developing/creating assessments	44%
Ensuring grade alignment	33%

Summary of Implementation Findings

The findings presented in this section of the report paint a positive picture of teachers' implementation of the ATRs. Starting with the responsibilities of the FTs, teachers in this position led their CoPs through the collaborative inquiry project on time. More specifically, the CoPs reviewed existing data on their schoolwide problem of practice and identified potential root causes early in the school year (i.e., by September). Around the same time, they identified the desired changes that they wanted to achieve in students' knowledge and/or skills. This

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[9] MCTs had the option to "check all that apply." Percentages do not total 100%.

resulted in the implementation of interventions and strategies (aka, theory of action) beginning as early as October and extending into February.

Consequently, most FTs collected baseline and intervention data so that they could conduct several data inquiry cycles. The fact that they were able to implement most of their projects before the countywide shutdown in March suggests that the groups were well prepared, focused, and cohesive. Indeed, qualitative reports from returning FTs[10] indicated that the teams were more confident, trusting, and collegial in their approach compared to the prior year. To add, anecdotal data[11] suggests that CoPs were better able this year compared to last year to identify appropriate sources of data to examine the outcomes of interventions. Below are several comments from FTs regarding the effectiveness of the CoPs that capture the general sentiment.

> *We…had insightful discussions and reflections. It wasn't just one person (me) leading...it was me facilitating! We were learning strategies, sharing ideas, and making decisions TOGETHER...we were finally a Collaborative Group.*
>
> *The consistent use of protocols to drive our meeting's purpose and reflecting in each meeting continued to allow us to bring our differing perspectives to our problem of practice in order to create a strategy based on our school's data we feel will be useful and helpful going forward. Each member of the CoP enjoys our meetings and feels we are well on our way to make meaningful change within our school and perhaps further our reach through our work with teachers. We are all excited to begin where we left off next year.*

Switching gears to the MCT data, the findings demonstrated high levels of implementation fidelity. For example, MCTs consistently implemented weekly meetings with Co-Ts to plan lessons and to reflect on teaching and student learning. Over half of the MCTs consistently used a team-based approach to co-planning which allowed them the opportunity to actively collaborate with Co-Ts and share evidence-based strategies while planning lessons for the week. To add, the weekly co-reflection meetings provided ongoing opportunities for the MCT and Co-Ts to discuss successes and areas in need of improvement in the delivery of instruction.

Similarly, team teaching was the preferred approach to sharing instructional duties. In other words, MCTs and Co-Ts actively taught lessons together with the students. This approach has several advantages for student learning. One, it makes the best use of each teacher's abilities, interests, and expertise. Two, it increases opportunities for students to connect with different teaching styles. Put differently, certain students might respond better to one teacher's approach over another. Equally important, team teaching imparts a sense of collective

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[10] Source of data was the Collaboration section of the Live Binder reports.
[11] Reports were gathered from the staff at the DEEL office who coach the FTs and a qualitative review of meeting notes and Live Binder reports submitted by FTs.

responsibility between the MCT and Co-T, with no clear leader or "better" teacher. This most likely offered a comfortable space for Co-Ts to exercise their skills and grow their confidence.

Outcomes

PCS's innovative solution for implementing ATRs for addressing teacher turnover was rooted in research. Specifically, teacher leadership opportunities have been positively associated with:
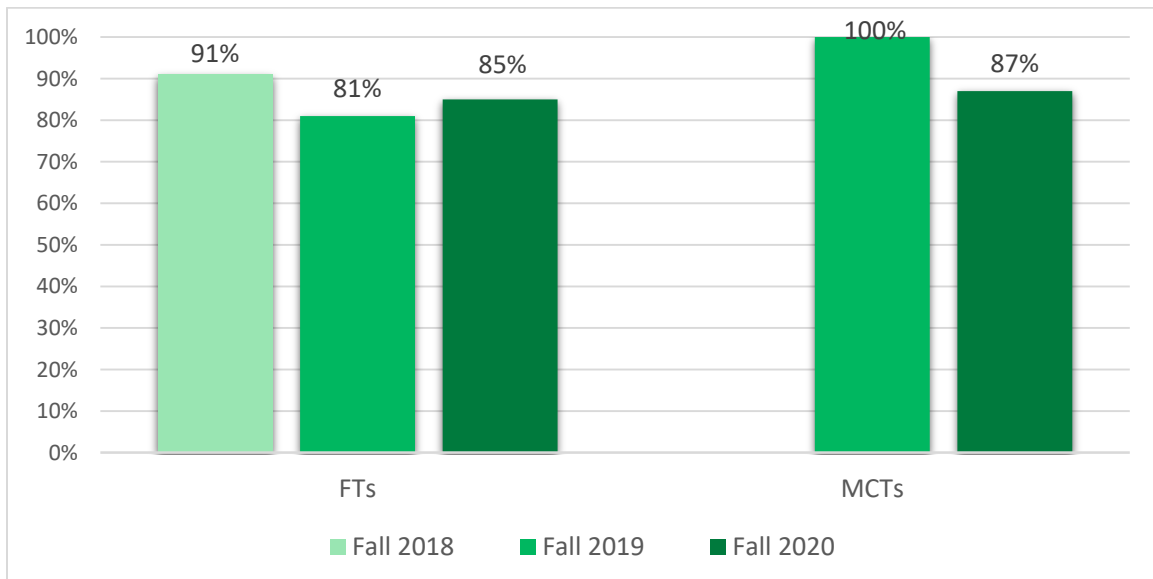
‣ higher teacher retention,
‣ increased teacher efficacy in school-based decision making and leadership, and
‣ higher student achievement.[12]

This section of the report explores these areas to determine the extent to which the *R3 Framework* produced similar outcomes.

Teacher Retention

Teachers in the FT and MCT roles hold the position for a period of three years. At the time of the report, the FT position had been in place for three years, while the MCT position was implemented two years ago. The evaluation tracked the percentage of teachers who remained in their position from the fall of 2018 for FTs and the fall of 2019 for MCTs. This data is presented in **Figure 5.**

Figure 5
Teacher Retention in ATR Positions

Source of data: DEEL Office retention database

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[12] Berry, B., Daughtrey, A. and Wieder, A. (2010) Teacher Leadership: Leading the Way to Effective Teaching and Learning. Center for Teaching Quality. Retrieved from the internet on 9/4/2020. https://files.eric.ed.gov/fulltext/ED509719.pdf

The figure shows that most teachers remained in their position. For example, 85% of FTs were retained in the fall of 2020. It should be noted, however, that this represents a decrease of 6-percentage points from the first year of implementation when 91% of FT were retained. Reasons for leaving the FT position included resignations (but remaining in PCS schools), retirement, moving up to the MCT position, taking an administrative/coaching position, and/or leaving the district. In previous years, the DEEL office replaced FTs who left the position; however, the recently vacant spots were left unfilled for the 2020-2021 school year. This decision was based on the fact that the DEEL office wouldn't have enough time to train and implement new CoPs before the end of grant funding (i.e., 2021).

As for MCTs, 87% remained in their position in the fall of 2020. One MCT left the position to take a district-level position and the other MCT retired. Both vacancies were filled for the final year of the grant because several candidates had participated in the required training prior to the start of the school year. This made it feasible to refill the positions before the grant funding ended.

Teacher Efficacy in Decision-making and Leadership

The *North Carolina Working Conditions Survey* assesses teaching and learning conditions from the lens of NC educators. The survey is administered every two years to all educators across the state and includes various statements related to the following four areas: teacher leadership, school leadership, professional learning opportunities, and instructional practices and supports. The timing of the survey allowed the evaluation to measure changes in PCS teachers' perceptions of their efficacy in decision-making and leadership before and after the ATR positions were implemented. Specifically, the evaluation compared data from the 2016 survey—one year before the rollout of the ATRs—to data from the 2020 survey, three years after the ATR positions were implemented. The evaluation also included data from Durham and New Hanover Counties. Both of these districts are considered comparable to Pitt County Schools in size and demographics; however, neither have implemented teacher leadership initiatives comparable to the *R3 Framework*.

Table 4 shows the percentage of educators from Pitt, Durham, and New Hanover Counties who agreed with various statements about teacher leadership at their schools in 2016 and in 2020. Several conclusions can be made from the table. One, the percentage of PCS educators who agreed with the statements was higher three years after the implementation of the ATR positions compared to one year before the ATRs. The average gain was 4-5 percentage points for nearly all of the statements. The only exception was the percentage of educators who were in agreement with the statement, *teachers are effective leaders in this school* (increased 1-percentage point), which remained high before and after the ATRs were implemented. Conversely, Durham made little to no gains and New Hanover showed decreases in the percentage of teachers in agreement with the same statements.

Table 4
2016 and 2020 NC Working Conditions Survey on Teacher Leadership
Percentage of teachers from PCS, DCS, and NHS who agreed

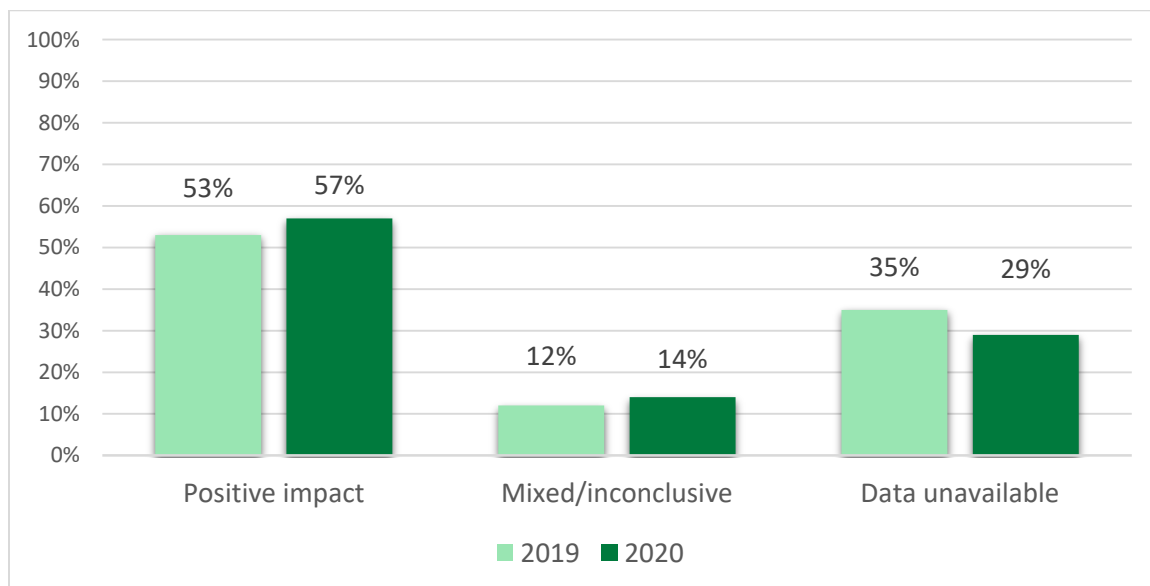|	2016	2020
Teachers are recognized as educational experts.		
Pitt County Schools	83%	88%
Durham County Schools	81%	84%
New Hanover Schools	85%	83%
Teachers are trusted to make sound professional decisions about instruction.		
Pitt County Schools	83%	88%
Durham County Schools	82%	83%
New Hanover Schools	85%	83%
Teachers are relied upon to make decisions about educational issues.		
Pitt County Schools	81%	86%
Durham County Schools	80%	82%
New Hanover Schools	84%	81%
Teachers have the appropriate level of decision making in this school.		
Pitt County Schools	71%	74%
Durham County Schools	67%	67%
New Hanover Schools	73%	67%
The faculty has an effective process for group decision making in this school.		
Pitt County Schools	78%	82%
Durham County Schools	72%	72%
New Hanover Schools	78%	73%
Teachers are effective leaders in this school.		
Pitt County Schools	89%	90%
Durham County Schools	85%	85%
New Hanover Schools	90%	86%

Source of data: NC Working Conditions Survey

The second conclusion is that a higher percentage of teachers from Pitt County Schools had favorable perceptions of teacher leadership at their schools in 2020 compared to teachers in Durham and New Hanover counties. A few noteworthy examples include one, 82% of PCS teachers agreed that *the faculty has an effective process for group decision making in this* school compared to between 72-73% of teachers at Durham and New Hanover counties, respectively. This represents a 10-11 percentage point difference between PCS and the other two counties. Two, 74% of PCS teachers agreed that *teachers have the appropriate level of decision making in this school* compared to 67% of teachers at Durham and New Hanover counties. This represents a 7-percentage point advantage at PCS as well as an improvement from 2016.

Student Outcomes

The impact of the ATRs on student outcomes was assessed in several ways. The first involved a review of student outcomes reported by FTs on the collaborative inquiry projects. Outcomes were posted on Live Binder and externally reviewed by the evaluation team. The results of the review are summarized in **Figure 6**.

Figure 6
CoP Impact on Student Outcomes
Percentage of CoPs

Source of data: Live Binder, n=83

The figure shows that 57% of FTs reported positive student outcomes in 2020, which is up 4-percentage points from the previous year when 53% of FTs reported positive student outcomes. Conversely, only 14% of FTs reported mixed or inconclusive findings, which is up slightly from the previous year.

Also seen in the figure, 29% of FTs did not have sufficient data to complete a COI on their theory of action. Unfortunately, data collection including student assessments was canceled as a result of school closures in March; therefore, these CoPs were not able to assess the impact of their theory of action on students. On a positive note, however, fewer CoPs were waiting for data in 2020 compared to the number waiting in the previous school year. This is because more CoPs used micro-level data that was aligned to the desired student knowledge and skills in 2020 as opposed to end-of-grade or end-of-course assessments that were more distally related to the knowledge and skills. In the previous year, CoPs were likely to use data on the End of Year/Course assessments which were typically not available until the fall.

The second approach to measuring the impact of the ATRs on student outcomes was through teacher-level, value-added data, i.e., EVAAS.[13] The expectation was that EVAAS Index Scores for CTs and Co-Ts would improve as a result of the influence of teachers in the ATRs.

The CT analyses involved 2 cohorts of teacher participants. One was the 2017 cohort that included CTs who began in the 2017-18 school year and completed two years of implementation by the spring of 2019.[14] The second was the 2018 cohort with teachers who began the position in the fall of 2018 and completed one year by the spring of 2019. The Index Scores for each cohort of CTs were compared to all other teachers in PCS who did not participate in any of the *R3 Framework* positions.

Table 5 shows the mean Index Scores for each CT cohort that included their baseline and implementation year(s). The table also includes mean scores for non-participating teachers.

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Table 5
EVAAS Index Scores: 2017, 2018 and 2019
Collaborating Teachers by Cohort Compared to Non-participating Teachers

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	n	2017 Index Score	2018 Index Score	2019 Index Score
CTs: 2018 Cohort	106		0.86	1.38
Non-participating teachers	208		0.98	0.90
CTs: 2017 Cohort	60	0.71	1.09	0.51
Non-participating teachers	151	0.87	1.06	0.89

Starting with the most recent cohort, i.e., 2018, the Index Score for CTs increased 0.52 points, moving from an average score of 0.86 at baseline up to an average score of 1.38, one year after working with an FT. Comparatively, the non-participating teachers decreased their mean Index score from 0.98 to 0.90. The difference in 2019 Index Scores between CTs and non-participating teachers was statistically significant after factoring out the effects of 2018 scores.[15]

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[13] EVAAS stands for Education Value-Added Assessment System. It is used by North Carolina's Department of Public Instruction (DPI) as a statewide model for measuring student growth and determining teacher effectiveness on student outcomes. More on EVAAS can be found at the DPI's website. https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/evaas

[14] Due to the COVID19 pandemic school shutdown, EVAAS scores were unavailable for 2020.

[15] ANCOVA analyses using 2018 Index Scores as a covariate produced a statistically significant difference between the two groups, $p=.03$.

Switching to the 2017 Cohort, CTs also increased their Index Score after one year of working with an FT. The gain was 0.38 points, which was higher than the gains made by non-participating teachers (i.e., 0.19 points). One year later, however, the Index Scores dropped for both groups. The differences between the groups were not statistically significant.

In the final analysis, Co-Ts were compared to similarly matched teachers who did not participate in any of the positions.[16] **Table 6** shows the 2018 and 2019 mean Index Scores for both groups. Seen in the table, Co-Ts had a mean Index Score of -0.87 in 2018, one year before teaming up with an MCT. After one year of co-teaching with an MCT, their scores improved 0.90 points, which put them in the positive range on the *meets expected growth* effectiveness level.

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Table 6
EVAAS Index Scores: 2018 and 2019
Co-Teachers and Comparison group

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	n	2018 Index Score	2019 Index Score	Gain
Co-Teachers	17	-0.87	0.02	0.90[17]
Comparison	17	-0.52	-0.27	0.25

Conversely, teachers in the matched comparison group made smaller gains (i.e., 0.25) than Co-Ts during the same time period. They stayed in the negative score range.

Summary of Outcome Findings

The evidence of effectiveness presented in this section lines squarely with other research documenting the benefits of teacher leadership opportunities. To recap, the retention data showed that the advanced teacher roles implemented under the *R3 Framework* succeeded in retaining most of the teachers who took up the positions. Past evaluations have shown that some of the teachers were seeking additional leadership opportunities and might have otherwise moved out of the role of the classroom teacher. Instead, they were able to remain in the classroom and continue to impact students in positive ways while also extending their influence to other teachers.

Second, implementation of the ATRs coincided with more teachers feeling recognized as leaders and experts at their schools. The result is a growing critical mass of teachers who have a collective sense of leadership self-efficacy. These teachers are more likely to be invested in the

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[16] Due to the lower than average performance of Co-Ts in 2018 which was likely to lead to regression to the mean when compared to 2019 scores, the evaluation identified a similar group of lower-performing teachers to serve as the comparison group rather than all non-participating teachers. Teachers were matched on their 2018 Index Scores.

[17] The gain from 2018 to 2019 for the Co-T group approached statistical significance, *p* = .08.

success of their school because they feel like important decision-makers in school improvement efforts.

Most important, the findings link teacher leadership opportunities to positive student outcomes. Several important conclusions that can be garnered from the student-related findings. One, the results of the collaborative inquiry projects led by FTs show that the community of practice had small but positive impacts on students. The evaluation was unable to correlate these outcomes with macro-level data because of the cancellation of end-of-course/end-of-grade assessments. It is worth further investigation, however, to determine the extent to which the outcomes reported in the CoPs are predictive of student performance on end-of-course/end-of-grade assessments. If so, the FTs and their CoPs will be able to exert greater influence on the trajectory of student outcomes by using data to adjust instruction throughout the school year.

The second conclusion is that the FT and MCT positions are meaningful ways of disseminating effective practices that can impact large numbers of students. In other words, teachers in these positions were able to extend their influence to other teachers and their students despite their additional duties. These findings underscore the value of keeping effective teachers in the classroom and providing them with opportunities to authentically lead and collaborate with their colleagues. The result is greater improvements to teaching and learning that is informed by data and teachers' desire to make a difference.

Recommendations

Measurement Incorporated offers the following set of recommendations after reviewing the data collected on the *R3 Framework* initiative. The recommendations are derived from findings that were presented in the quarterly briefs, annual report, and feedback provided by district and school staff who participated in the evaluation.

- Continue the MCT and FT positions with a focus on supporting teachers who can benefit most from the expertise and influence of an experienced and effective teacher. ATRs have a better chance of impacting the effectiveness of teachers who have lower EVAAS scores and/or are newer to the profession than teachers who have stable EVAAS scores that are in the *meets expected growth* range.

- Broaden implementation of the collaborative inquiry data cycles to include other school-based teams such as grade-level teams, Professional Learning Communities, Problem Solving Teams, and School Improvement Teams. The process could be taught by people who have served in the FT role or by district-level staff who are familiar with the process.

- Combine the efforts of CoPs that are using similar strategies and/or interventions as part of their theory of action. For instance, multiple CoPs are implementing annotation and metacognition strategies in their reading and math instruction. Reading comprehension strategies that are based on the writings of Tanny McGregor is also commonly used by CoPs at the lower grades. Finally, several CoPs have been developing various rubrics for scoring students' written responses.

- Continue documenting implementation fidelity of the ATRs to monitor progress and responsively provide additional supports.

- Implement a standard format for reporting student outcome data in the collaborative inquiry projects to make an aggregation of outcomes across the CoPs more efficient and easier to communicate.

- Consider examining the association between outcomes generated in CoPs and EVAAS scores.