NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

NCGA Report: Consolidated Teacher Bonus Program Study and Report for 2023-2024

Session Law 2023-134, Section 7A.3 (j)

March 15, 2025, initial report submitted
October 15, 2025, updated report submitted

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION

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REPORT TO THE NORTH CAROLINA GENERAL ASSEMBLY:
Consolidated Teacher Bonus Program Study and Report for 2023-2024
Session Law 2023-134, Section 7A.3 (j)

EXECUTIVE SUMMARY

This report includes information from multiple areas across the Department of Public Instruction. **The data presented in this report are descriptive in nature. Any analyses conducted by NCDPI staff are correlational and do not indicate a causal relationship between the bonus monies and any measure of teacher effectiveness, retention, or other outcomes of interest. Any statements in this report that give the impression of a causal relationship are unintended and are not supported by the methodology used to determine these relationships.**

Growth-Based Teacher Bonus Program, Reading and Mathematics

Consistent with findings from previous reports, teachers who received bonuses in prior years were more likely to receive bonuses in 2025. This was true across bonus categories--Grade 3 reading, Grade 4-5 reading, and Grade 4-8 math—and types, both local and state. For example, of the teachers who received a bonus in 2023 and 2024, fifty-nine percent received a bonus in the same grade level or course in 2025. This group of teachers, who received bonuses in both prior years were far more likely to receive a bonus in 2025 than those who had received a bonus in one prior year, but not both. These findings are consistent across subjects, but the magnitudes are higher for math than reading.

Advanced Placement (AP) /International Baccalaureate (IB) /Cambridge International (CIE) Courses

Relative to the prior year, trends point to consistent growth across programs, particularly for AP and CTE courses. IB and CIE remain a relatively small contributor overall, though participation and qualifying students' scores remain steady.

- CTE and AP bonus programs are reaching more educators and awarding markedly higher total dollars this past year, with the largest gains concentrated in AP courses.
- Student participation and qualifying outcomes remain large in scale and have increased over time, while bonuses continue to expand and reach substantial numbers of teachers. Most 2025 recipients were eligible or paid in recent prior years, and teachers with recent bonuses were far more likely to receive a 2025 bonus than those without.
- These results suggest stable pipelines of repeat recipients alongside recipient churn likely tied to course offerings, credential timing, and staffing patterns.
- Statewide distributions of dollars are concentrated in a handful of large PSUs, likely reflecting bigger teacher pools and course offerings.

Advanced Course and CTE bonuses alone may be insufficient for improving teacher retention. Most Advanced Course and CTE teachers eligible for a bonus in 2024 (80.3%) returned to their LEA and were paid in 2025. Using these payments as a rough proxy for LEA retention and benchmarking against the ~85% statewide LEA-retention benchmark suggests that the bonus alone is unlikely to fully offset the broader forces driving teacher mobility or attrition. Because this proxy differs from official retention and mobility metrics, any inference about impact should be considered tentative, and further investigation is recommended.

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This report responds to the requirements of the legislation which establishes that "the State Board of Education shall study the effect of the bonus program on teacher performance and retention. The State Board shall report the results of its findings and the amount of bonuses awarded to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division by March 15 of each year of the 2023-2025 fiscal biennium."

This report includes information from the Office of Advanced Learning and Gifted Education, the Office of Career and Technical Education, and the Office of Licensure and Educator Preparation with data analysis provided from the Office of Research and Promising Practices. ***The data presented in this report are descriptive in nature. Any analyses conducted by NCDPI staff are correlational and do not indicate a causal relationship between the bonus monies and any measure of teacher effectiveness, retention, or other outcomes of interest. Any statements in this report that give the impression of a causal relationship are unintended and are not supported by the methodology used to determine these relationships.***

The following table reviews the report's requirements and indicates where the information is addressed:

Report Requirement	Pages
(1) Number of students enrolled and taking examinations in each of the following categories of courses: a. Advanced Placement. b. International Baccalaureate Diploma Programme. c. Cambridge AICE program. d. Courses needed for the attainment of an industry certification or credential.	Table 1, Page 6
(2) Number of students receiving outcomes on examinations resulting in the award of a bonus for a teacher in each category of courses identified in sub-subdivision a. of subdivision (1) of this subsection.	Table 1, Page 6
(3) Number of teachers receiving a bonus in each category of courses identified in sub-subdivision a. of subdivision (1) of this subsection.	Table 2, Page 7

(4) The amounts awarded to teachers for each category of courses identified in sub-subdivision a. of subdivision (1) of this subsection.	Table 2, Page 7
(5) The type of industry certifications and credentials earned by the students, the value ranking for each certification and credential, the number of bonuses earned for each certification or credential, and the total bonus amount awarded for each certification or credential.	Tables 3, 4, 5, Pages 9-15 Table 6, Pages 15-20
(6) Average bonus amount awarded to each qualifying teacher who is an eligible teacher under sub-sub-subdivision a.1., b.1., or c.1. of subdivision (3) of subsection (b) of this section.	Table 2, Page 7 Growth-based, Page 28
(7) The percentage of teachers who received a bonus pursuant to this section and were eligible to receive a bonus for teaching in the same grade level or course in January 2022 or January 2023, or both, where applicable, pursuant to one of the following programs: a. The Advanced Course and CTE Bonus Program provided in Section 7A.4 of S.L. 2021-180. b. The Growth-Based Teacher Bonus Program is provided in Section 7A.2 of S.L. of 2022-74.	Table 7, Page 21 Table 7a, Page 22 Growth-based, Page 28
(8) The percentage of teachers who received a bonus pursuant to this section and received a bonus for teaching in the same grade level or course in either January 2022 or January 2023 pursuant to one of the programs listed in subdivision (7) of this subsection.	Table 8, Page 23 Growth-based, Page 29
(9) The percentage of teachers who received a bonus pursuant to this section and received a bonus for teaching in the same grade level or course in January 2022 or January 2023, or both, where applicable, pursuant to one of the programs listed subdivision (7) of this subsection.	Table 8, Page 23 with Appendix B, Pages 41-47
(10) The statistical relationship between a teacher receiving a bonus in January 2024 or 2025 pursuant to this section and receiving a bonus pursuant to a predecessor bonus program.	Pages 30-32, with Appendix A, Pages 33-41
(11) The distribution of statewide and local growth bonuses awarded pursuant to this section as among qualifying public school units and, where applicable, schools within those units.	Figure 1, Page 25 Figure 2, Page 26 Pages 49-52

Report Requirement 1 and 2 for Advanced Coursework and CTE Bonus Programs:

Number of students enrolled and taking examinations in 2023-2024

Overall, advanced coursework and career-technical education programs provide large numbers of North Carolina students with opportunities to earn qualifying scores or industry credentials. In 2024, 89,338 students enrolled in AP courses, 4,401 in IB, about 665 in CIE, and more than 288,989 in CTE courses that could lead to industry certification. Among these, qualifying outcomes were substantial: 56,195 AP students, 2,067 IB students, 298 CIE students, and 48,067 CTE students earned at least one score or credential that met bonus criteria. These results demonstrate both the scale and diversity of advanced and technical pathways available to students statewide.

Relative to the prior year, ***trends point to consistent growth across programs, particularly for AP and CTE courses***. AP enrollments increased by 11% and students with qualifying results increased by 23% year-over-year. Students participating in courses needed to attain industry certification or credential (CTE) continued to involve the largest number of students statewide (288,989) and more than 40,000 students participated in a Tier 2 or Tier 3 course, an increase of 5% from the totals reported for the 2022-23 school year. IB and CIE participation and qualifying scores showed little change and remains a relatively small contributor overall. These year-to-year comparisons suggest that while CIE and IB remain steady, the most notable growth occurs in AP exams and CTE credential attainment.

Table 1. Student Participation and Qualifying Outcomes in Advanced Coursework and CTE, 2024

Program	Student Enrollment	Student Exam Takers	Students with at Least One Qualifying Score or Tier
Advanced Placement (AP)	89,338	84,144	56,195
International Baccalaureate (IB)	4,401	2,830	2,067
Cambridge International Education (CIE)	665	444	298
Courses needed to attain industry certification or credential (CTE)	288,989	Unable to determine*	48,067

Note: Enrollment is based on PowerSchool course rosters. Exam takers and qualifying scores for AP, IB, and CIE come from testing program reports (qualifying scores: AP ≥3, IB ≥4, CIE ≥E). CTE enrollment reflects students in Tier 2-3 credential-aligned courses; credential earners are reported by NCDPI, but the number of exam takers cannot be determined because students may attempt credentials multiple times, and attempts are not tracked at the state level. The 48,067 unique students earned 163,421 qualifying credentials.
Data sources: NC SIS, College Board, International Baccalaureate, Cambridge International, NCDPI Testing and Accountability
*All students enrolled in courses with aligned credentials are encouraged to attempt to meet the credentials requirements. In some cases, students have multiple attempts. Student attempts are not tracked within NC CTE data collection processes.

Report Requirement 3 and 4 for Advanced Coursework and CTE Bonus Programs:

Number of teachers receiving a bonus in each category of courses, Bonus amounts awarded, and Average bonus amount awarded

The number of AP/IB/CIE teachers and bonus amounts show steady gains with a noticeable increase in 2025. The number of teachers paid was 3,513 in 2025, a 12% increase year-over-year. Total bonus amounts also rose each year to $4.40M in 2025, a 33% increase year-over-year and a 66% increase compared to 2022. The average bonus climbed from $843 in 2022 to $1,247 in 2025 (+48%), with the largest gain in 2025 (+18%). This pattern points to more qualifying exam results per paid teacher and/or improved identification and processing of eligible payments.

CTE bonus awards grew sharply from 2022 to 2024 and then declined slightly in 2025. Compared with 2024, the number of teachers paid decreased slightly from 1,499 to 1,488, as did total dollars from (-3.6%) and the average bonus payment from (-3%). Even with that year-over-year decline, all three measures are well above 2022 levels and consistent with sustained credentialing activity. These small year-to-year movements likely reflect shifts in the mix of Tier 2 and Tier 3 credentials and natural effects of the per-teacher cap.

Across programs in 2025, AP/IB/CIE accounts for 70% of teachers paid and 77% of total bonus dollars. The combined, weighted average payout rose from about $1,007 per teacher in 2024 to approximately $1,142 in 2025, indicating system-wide increases in per-teacher bonuses even as CTE slightly declined. In summary, ***compared with 2022, both programs are reaching more educators and awarding markedly higher total dollars***, with the largest gains concentrated in Advanced Placement courses.

Table 2. Teachers Paid Bonuses, Total and Average Awards by Program (AP/IB/CIE, CTE), Payment Years 2022–2025

Program	Year	Number of teachers receiving a bonus	Bonus amount awarded to teachers	Average
AP/IB/CIE	**2025**	3,513	$4,400,388	$1,247
	2024	3,145	$3,318,442	$1,055
	2023	3,115	$2,954,494	$948
	2022	3,147	$2,653,394	$843
CTE	**2025**	1,486	$1,310,795	$880
	2024	1,499	$1,359,535	$907
	2023	1,477	$1,225,584	$830
	2022	1,115	$654,438	$587

Data Source: NCDPI Finance and Business Services

The 2024 pooled averages shown in Table 2a help explain why bonus dollars are distributed the way they are across programs. Eligibility is defined here and later in this report as having at least one student achieve a qualifying outcome in the program year prior to payment rather than simply teaching a bonus-eligible course or credential area. By that outcome-based standard, a very high share of AP and Cambridge teachers and a majority of IB teachers were eligible, while half of CTE teachers had students earning Tier 2 or Tier 3 credentials. CTE teachers also served substantially larger annual student loads on average. Together, these program features help explain the payment patterns summarized in the prior section.

Student participation and performance further shape payouts. AP and Cambridge show very high exam-taking and qualifying rates, IB's participation is more moderate given its two-year course structures and program requirements, and CTE's credential-taking rates are lower because of the larger proportion of Tier 1 students. In practice, high participation coupled with high qualifying rates in AP/CIE yields more qualifying outcomes per teacher and helps explain the larger share of AP/IB/CIE dollars reported above, while CTE's tiering rules, credential mix, and the per-teacher cap lower average awards even with larger student rosters.

Table 2a. Teacher Eligibility & Student Outcomes (2024, Pooled Averages)

Metric	AP	IB	CIE	CTE
Teachers				
Total Teachers	4,131	376	34	3,333
Eligible Teachers	3,990	347	30	1,679
Percent Eligible Teachers	97%	92%	88%	50%
Students				
Avg. Students/Teacher (Annual)	40.0	33.0	33.8	103.7
Avg. Exam Takers/Tier 2+ Credential	37.3	19.9	33.1	43.2
Participation Rate	93%	60%	98%	42%
Performance				
Avg Exam Score/Tier*	3.04	4.02	1.20	1.35
Student Qualifying Rate	93%	60%	98%	42%

Notes: Pooled averages weight teachers by student counts within each program; AP, IB, CIE are reported separately. **Qualifying outcomes:** AP scores of 3+ on a scale of 1-5 are eligible for a bonus; AP sub-scores do not earn separate bonuses. IB Diploma Programme scores of 4+ on a scale of 1-7; IB Theory of Knowledge is not eligible. Cambridge AICE grades of E or better at AS/A level. A*–E is mapped to 6–1 (U/No grade = 0; excluded from avg.) for pooled means; interpret as ordinal.

Report Requirement 5 for CTE Bonus Program:

Overview of industry-recognized credentials and the tiering process
Number and total amount of bonuses earned for each certification or credential

The Department of Public Instruction collaborated with the Department of Commerce's Labor and Economic Analysis Division (LEAD) to identify the academic rigor and employment value of the industry recognized credentials earned by secondary students in Career and Technical Education (CTE) programs during the 2015-16 school year. Based on the data gathered, in December 2016, the State Board of Education approved a bonus program based on three tiers of credentials. Those credentials with both high academic rigor and employment value were designated as Tier 3 and eligible for a bonus of $50 each. Tier 2 credentials have either high academic rigor or high employment value and will receive a $25 bonus. Tier 1 credentials, while still valuable to students, did not have either high academic rigor or high employment value and therefore, are not eligible for teacher bonus pay.

Employment value was calculated based on the entry wages, employment growth rate and the projected number of job openings for the primary occupation of each credential earned. The process was similar to the methodology used by LEAD in the Star Job Ratings reporting. DPI and LEAD used several data sources to match occupations with credentials. However, the alignment process is not a perfect science. Many credentials earned can be aligned with more than one occupation or group of occupations. The CTE Credential Tier Designation is re-evaluated annually.

Tables 3, 4, and 5 detail the 2023-2024 assignment of each credential type to a Tier based on the methodology used by DPI and LEAD. Table 6 details the number of bonuses earned for each industry certification or credential, and the total bonus amount awarded for each certification or credential.

Table 3: 2023-2024 Tier 1 Credentials

2023-2024 TIER 1 CREDENTIALS Teacher Credential Payment = $0.00	
Agricultural Education	
Course	**Credential Name**
AA21-Animal Science I	Youth for the Quality Care of Animals (YQCA)
AA22-Animal Science II - Food Animal	Beef Quality Assurance Program Cow/Calf Certification
AA22-Animal Science II - Food Animal	North Carolina Beef Quality Assurance
AN52-Natural Resources II	North Carolina Hunter Education Training
AS31-Agricultural Mechanics I	OSHA 10-hour General Industry Safety and Health
AS32-Agricultural Mechanics II	National Safe Tractor and Machinery Operation Certification
AU11-Agricultural Production I	North Carolina Beef Quality Assurance
AU11-Agricultural Production I	Youth for the Quality Care of Animals (YQCA)
AU12-Agricultural Production II	North Carolina Beef Quality Assurance
AU12-Agricultural Production II	Youth for the Quality Care of Animals (YQCA)

AU22-Sustainable Agriculture Production II	Certified Beekeeper
IL41-Aquaculture II	North Carolina Boater Education Certificate
Business, Finance and Marketing Education	
Course	**Credential Name**
CS12-Project Management II	PMI Project Management Ready
ME11-Entrepreneurship I	Venture Entrepreneurial Expedition
ME12-Entrepreneurship II	Entrepreneurship and Small Business
Career Development Education	
Course	**Credential Name**
CC45-Career Management	Conover Credential Workplace Readiness Job Readiness
CC45-Career Management	Express Employment Professionals Career Preparedness Certification
CC45-Career Management	Microburst Learning Soft Skills for Success
Computer Science and Information Technology Education	
Course	**Credential Name**
BM10-Microsoft Word and PowerPoint	Microsoft Office Specialist PowerPoint
BM10-Microsoft Word and PowerPoint	Microsoft Office Specialist Word
BM20-Microsoft Excel	Microsoft Office Specialist Excel
TE21-Principles of Technology I	OSHA 10-hour General Industry Safety and Health
TE22-Principles of Technology II	OSHA 10-hour General Industry Safety and Health
Family and Consumer Sciences Education	
Course	**Credential Name**
FA32-Apparel and Textile Production II	Pre-Professional Certification in Fashion, Textiles, and Apparel
FC14-Counseling and Mental Health II	Pre-Professional Certification in Family and Community Services
FE11-Early Childhood Education I	First Aid/CPR/AED
FE21-Teaching as a Profession I	Basic School Age Care (BSAC)
FH13-Culinary Arts and Hospitality III	Pre-Professional Certification in Culinary Arts
FI22-Interior Design Studio	Pre-Professional Certification in Interior Design Fundamentals
FN41-Food and Nutrition I	ANSI - Accredited Food Handler Certificate
FN42-Food and Nutrition II	Pre-Professional Certification in Nutrition, Food, and Wellness
FN43-Food Science and Technology	Pre-Professional Certification in Food Science Fundamentals
Health Sciences Education	
Course	**Credential Name**
HB12-Biomedical Technology II	OSHA 10-hour General Industry Safety and Health
HL21-Biomedical Innovations	OSHA 10-hour General Industry Safety and Health
HP70-PLTW Principles of Biomedical Sciences	Stop the Bleed
HP71-PLTW Human Body Systems	First Aid
HP72-PLTW Medical Interventions	CPR/AED
HU40-Health Science I	First Aid
HU42-Health Science II	BLS Provider
HU42-Health Science II	OSHA 10-hour General Industry Safety and Health
HU42-Health Science II	Stop the Bleed
Trade and Industrial Education	
Course	**Credential Name**
IC00-Construction Core	OSHA 10-hour Construction Safety and Health

ID10-Drone Technology Fundamentals	FAA Trust
ID11-Drone Technology I	NCDOT NC UAS Operator Permit
ID12-Drone Technology II	ESRI Drone2Map
IK68-Industrial, Trade, and Technology Applications	OSHA 10-hour General Industry Safety and Health
IL53-Marine Occupations I	North Carolina Boater Education Certificate
IL80-Construction Technology I	OSHA 10-hour Construction Safety and Health
IM11-Advanced Manufacturing I	OSHA 10-hour General Industry Safety and Health
IM21-Woodworking I	OSHA 10-hour Construction Safety and Health
IM61-Welding Technology I	OSHA 10-hour Construction Safety and Health
IM61-Welding Technology I	S/P2 Welding Safety and Pollution Prevention
IP11-Public Safety I	Law and Public Safety Introductory Competency
IP11-Public Safety I	National Incident Management System
IP12-Public Safety II	Community Emergency Response Team (CERT)
IP21-Emergency Medical Technology I	BLS Provider
IP21-Emergency Medical Technology I	National Incident Management System
IP21-Emergency Medical Technology I	Stop the Bleed
IP31-Firefighter Technology I	NCOSFM - Firefighter Technology I
IP32-Firefighter Technology II	NCOSFM - Firefighter Technology II
IP33-Firefighter Technology III	NCOSFM - Firefighter Technology III
IT11-Automotive Service Fundamentals	S/P2 Automotive Service Pollution Prevention
IT11-Automotive Service Fundamentals	S/P2 Automotive Service Safety
IT30-Collision Repair Fundamentals	S/P2 Collision Repair and Refinish Pollution Prevention
IT30-Collision Repair Fundamentals	S/P2 Collision Repair and Refinish Safety

Table 4: 2023-2024 Tier 2 Credentials

2023-2024 TIER 2 CREDENTIALS Teacher Credential Payment = $25.00	
Agricultural Education	
Course	**Credential Name**
AS33-Agricultural Mechanics II - Small Engines	North Carolina State Competency Exam
Business, Finance and Marketing Education	
Course	**Credential Name**
BA20-Accounting II	Intuit Quickbooks Certified User
MA52-Marketing Applications	Customer Service and Sales Certification
MA52-Marketing Applications	Fundamental Marketing Concepts
MH42-Hospitality and Tourism	American Hotel and Lodging Association Certified Guest Service Professional
Computer Science and Information Technology Education	
Course	**Credential Name**
BN32-Network Security II	CompTIA Security+
BP16-Python Programming II	PCAP Certified Associate in Python Programming
IA11-Introduction to Graphic Communications	PrintED Introduction to Graphic Communication
IA13-Advertising and Design	Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator

IA13-Advertising and Design	Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
IA13-Advertising and Design	Adobe Certified Professional - Visual Communication Using Adobe Photoshop
IA32-Digital Media II	Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator
IA32-Digital Media II	Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
IA32-Digital Media II	Adobe Certified Professional - Visual Communication Using Adobe Photoshop
II12-Cisco Network Engineering Technology II	Cisco Certified Technician (CCT) Routing and Switching
II41-Adobe Visual Design I	Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator
II41-Adobe Visual Design I	Adobe Certified Professional - Visual Communication Using Adobe Photoshop
II42-Adobe Visual Design II	Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
TL52-Unity 3D Programming II	Unity Certified User: Programmer
Family and Consumer Sciences Education	
Course	**Credential Name**
FH11-Culinary Arts and Hospitality II App	ANSI - Accredited Food Protection Manager Certification
FH12-Culinary Arts and Hospitality II Internship	ANSI - Accredited Food Protection Manager Certification
FI23-Interior Design Technology	Autodesk Certified User Revit
FN42-Food and Nutrition II	ANSI - Accredited Food Protection Manager Certification
FN43-Food Science and Technology	Food Safety and Science Certification
Health Sciences Education	
Course	**Credential Name**
HN43-Nursing Fundamentals and Practicum	North Carolina Nurse Aide I
HN44-Fundamentals of Gerontology	Nurse Aide I - Geriatric Aide Endorsement
HN45-Public Health Fundamentals	Nurse Aide I - Home Care Aide Endorsement
Trade and Industrial Education	
Course	**Credential Name**
IC00-Construction Core	NC NCCER - Construction Core
IC11-Masonry I	NC NCCER - Masonry I
IC12-Masonry II	NC NCCER - Masonry II
IC21-Carpentry I	NC NCCER - Carpentry I
IC22-Carpentry II	NC NCCER - Carpentry II
IC41-Electrical Trades I	NC NCCER - Electrical Trades I
IC42-Electrical Trades II	NC NCCER - Electrical Trades II
IC61-Drafting I	Autodesk Certified User AutoCAD
IC62-Drafting II - Architectural	Autodesk Certified User Revit
IC71-Solar Photovoltaics I	NC NCCER - Solar Photovoltaics I
IC72-Solar Photovoltaics II	NC NCCER - Solar Photovoltaics II
ID11-Drone Technology I	CFR 14 Part 107 UAS Remote Pilot Certification
ID12-Drone Technology II	NFPA 2400
IK26-Advanced Transportation Technology	ASE Entry-Level Certification - Maintenance and Light Repair
IK49-Advanced Criminal Justice II	Expandable Baton Certification

IK68-Industrial, Trade, and Technology Applications	Certified Manufacturing Associate (CMfgA)
IL54-Marine Occupations II	NC NCCER - Maritime Pipefitting Level 1
IL55-HVAC/R I	NC NCCER - HVAC/R I
IL56-HVAC/R II	NC NCCER - HVAC/R II
IL58-Plumbing I	NC NCCER - Plumbing I
IL59-Plumbing II	NC NCCER - Plumbing II
IL73-Marine Occupations III	NC NCCER - Maritime Structural Fitting
IL80-Construction Technology I	NC NCCER - Construction Technology I
IL81-Construction Technology II	NC NCCER - Construction Technology II
IM11-Advanced Manufacturing I	Certified Production Technician (CPT) - Maintenance Awareness
IM11-Advanced Manufacturing I	Certified Production Technician (CPT) - Safety
IM12-Advanced Manufacturing II	Certified Production Technician (CPT) - Manufacturing Processes and Production
IM12-Advanced Manufacturing II	Certified Production Technician (CPT) - Quality Practices and Measurement
IM22-Woodworking II	Woodwork Career Alliance (WCA) Sawblade Certificate
IM31-Electronics I	ETA EM1
IM32-Electronics II	ETA EM4
IM33-Electronics III	ETA EM2
IM41-Metals Manufacturing Technology I	NIMS Measurement, Materials, and Safety
IM42-Metals Manufacturing Technology II	NIMS Job Planning, Benchwork, and Layout
IM43-Metals Manufacturing Technology III	NIMS Milling I
IM61-Welding Technology I	AWS SENSE Entry Welder Program - Thermal Cutting Process
IM62-Welding Technology II	AWS SENSE Entry Welder Program - Shielded Metal Arc Welding Process
IM63-Welding Technology III	AWS SENSE Entry Welder Program - Flux Cored Arc Welding Process
IM63-Welding Technology III	AWS SENSE Entry Welder Program - Gas Metal Arc Welding Process
IP12-Public Safety II	National Basic 9-1-1 Dispatch Certification
IP42-Law and Justice II	Certified Protection Officer (CPO)
IP51-Emergency Management I	NC Emergency Management I Certification
IP52-Emergency Management II	NC Emergency Management II Certification
IT17-Automotive Service II	ASE Entry-Level Certification - Brakes
IT17-Automotive Service II	ASE Entry-Level Certification - Maintenance and Light Repair
IT18-Automotive Service III	ASE Entry-Level Certification - Electrical/Electronic Systems
IT33-Collision Repair II - Refinishing	ASE Entry-Level Certification - Painting and Refinishing
IV22-Drafting II - Engineering	Autodesk Certified User Inventor
IV22-Drafting II - Engineering	Certified SolidWorks Associate (CSWA)

Table 5: 2023-2024 Tier 3 Credentials

2023-2024 TIER 3 CREDENTIALS Teacher Credential Payment = $50.00	
Agricultural Education	
Course	**Credential Name**
AA32-Equine Science II	Equine Management and Evaluation Certification
AA41-Veterinary Assisting	Certified Veterinary Assistant
AA41-Veterinary Assisting	Elanco Veterinary Medical Applications
AP43-Turfgrass Management	NC Private Pesticide Applicator

AS32-Agricultural Mechanics II	Certified Welders per Welding Code AWS D1.1
Business, Finance and Marketing Education	
Course	**Credential Name**
ML05-Introduction to Salesforce CRM	Salesforce Administrator Certification
Computer Science and Information Technology Education	
Course	**Credential Name**
BI12-CompTIA IT Fundamentals	CompTIA IT Fundamentals+ (ITF+)
BL52-Develop in Swift Explorations	App Development with Swift Associate
BL53-Develop in Swift Fundamentals	App Development with Swift Certified User
BL66-Fundamentals of Information Security I	CompTIA A+ (Core 1)
BL66-Fundamentals of Information Security I	CompTIA A+ (Core 2)
BL66-Fundamentals of Information Security I	CompTIA IT Fundamentals+ (ITF+)
BM20-Microsoft Excel	Microsoft Office Specialist Excel Expert
BN22-Network Administration II	CompTIA Network+
BP20-SAS Base Programming	SAS Certified Specialist Programming Fundamentals Using SAS 9.4
IA32-Digital Media II	Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
IA32-Digital Media II	Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
II21-Computer Engineering Technology I	CompTIA A+ (Core 1)
II22-Computer Engineering Technology II	CompTIA A+ (Core 2)
II43-Adobe Digital Design I	Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
II45-Adobe Video Design I	Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
IK66-Film, Television, and Video Production I	Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
IK67-Film, Television, and Video Production II: News Production	Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
TL51-3D Modeling II	Autodesk Certified User 3DS Max
TR18-SREB AC IST Creativity and Innovations	NI Certified LabVIEW Associate Developer (CLAD)
TS25-Digital Design and Animation II	Autodesk Certified User 3DS Max
TS25-Digital Design and Animation II	Autodesk Certified User Maya
Family and Consumer Sciences Education	
Course	**Credential Name**
FE11-Early Childhood Education I	North Carolina Early Childhood Credential
FH13-Culinary Arts and Hospitality III	Certified Fundamentals Cook (CFC)
FH13-Culinary Arts and Hospitality III	ProStart National Certificate of Achievement (COA)
Health Sciences Education	
Course	**Credential Name**
HH32-Pharmacy Technician	CPhT Certified Pharmacy Technician
Trade and Industrial Education	
Course	**Credential Name**
IC13-Masonry III	NC NCCER - Masonry III
IC23-Carpentry III	NC NCCER - Carpentry III
IC43-Electrical Trades III	NC NCCER - Electrical Trades III

IC63-Drafting III - Architectural	Autodesk Certified Professional Revit
IL57-HVAC/R III	NC NCCER - HVAC/R III
IL60-Plumbing III	NC NCCER - Plumbing III
IM14-Manufacturing Robotics	FANUC Certified Robot Operator
IM62-Welding Technology II	Certified Welder per Welding Code AWS D1.1 (SMAW)
IM63-Welding Technology III	Certified Welder per Welding Code AWS D1.1 (FCAW)
IM63-Welding Technology III	Certified Welder per Welding Code AWS D1.1 (GMAW)
IM74-SREB AC Proj in Automated Materials Join	NI Certified LabVIEW Associate Developer (CLAD)
IP21-Emergency Medical Technology I	Emergency Medical Responder (EMR)
IP22-Emergency Medical Technology II	Emergency Medical Technician (EMT)
IP41-Law and Justice I	National Law Enforcement Certification SPSS
IT18-Automotive Service III	ASE - Auto Maintenance and Light Repair (Test G1)
IT32-Collision Repair II - Non-Structural	I-CAR Platinum ProLevel 1 for Non-Structural
IT33-Collision Repair II - Refinishing	I-CAR Platinum ProLevel 1 for Refinishing
IV23-Drafting III - Engineering	Autodesk Certified Professional Inventor
IV23-Drafting III - Engineering	Certified SolidWorks Professional (CSWP)
TR14-SREB AC Design for the Prod of Adv Prod	NI Certified LabVIEW Associate Developer (CLAD)
TV14-SREB AC Clean Energy Innovations	NI Certified LabVIEW Associate Developer (CLAD)
TV24-SREB AC Adv Science and Eng Systems	NI Certified LabVIEW Associate Developer (CLAD)

Data source: NC CTE Admin

Table 6: 2023-2024 CTE Credential Bonus Allotment by Credential

NC SBE Approved Credential Name	Enrollment	Number of Bonuses Earned	Tier Payment	Total Bonus Amount Awarded
Adobe Certified Professional - Digital Video Using Adobe Premiere Pro	3,443	2,018	$50.00	$100,900.00
Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator	13,432	6,983	$25.00	$174,575.00
Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign	2,505	1,757	$25.00	$43,925.00
Adobe Certified Professional - Visual Communication Using Adobe Photoshop	13,432	8,321	$25.00	$208,025.00
Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver	448	179	$50.00	$8,950.00
American Hotel and Lodging Association Certified Guest Service Professional	2,312	867	$25.00	$21,675.00
ANSI - Accredited Food Protection Manager Certification	13,064	3,237	$25.00	$80,925.00
App Development with Swift Associate	56	27	$50.00	$1,350.00

App Development with Swift Certified User	10	3	$50.00	$150.00
ASE - Auto Maintenance and Light Repair (Test G1)	444	44	$50.00	$2,200.00
ASE Entry-Level Certification - Electrical/Electronic Systems	443	176	$25.00	$4,400.00
ASE Entry-Level Certification - Maintenance and Light Repair	1,467	501	$25.00	$12,525.00
ASE Entry-Level Certification - Painting and Refinishing	55	3	$25.00	$75.00
ASE Entry-Level Certification-Brakes	1,433	369	$25.00	$9,225.00
Autodesk Certified Professional Inventor	167	3	$50.00	$150.00
Autodesk Certified Professional Revit	242	1	$50.00	$50.00
Autodesk Certified User 3DS Max	1,115	288	$50.00	$14,400.00
Autodesk Certified User AutoCAD	6,509	3,314	$25.00	$82,850.00
Autodesk Certified User Inventor	834	516	$25.00	$12,900.00
Autodesk Certified User Maya	837	4	$50.00	$200.00
Autodesk Certified User Revit	1,579	975	$25.00	$24,375.00
AWS SENSE Entry Welder Program - Flux Cored Arc Welding Process	171	21	$25.00	$525.00
AWS SENSE Entry Welder Program - Gas Metal Arc Welding Process	171	28	$25.00	$700.00
AWS SENSE Entry Welder Program - Thermal Cutting Process	1,015	74	$25.00	$1,850.00
AWS SENSE Entry Welder Program - Shielded Metal Arc	531	115	$25.00	$2,875.00
Certified Fundamentals Cook (CFC)	594	13	$50.00	$650.00
Certified Manufacturing Associate (CMfgA)	28	6	$25.00	$150.00
Certified Production Technician (CPT) - Maintenance Awareness	1,189	207	$25.00	$5,175.00
Certified Production Technician (CPT) - Manufacturing Processes and Production	262	88	$25.00	$2,200.00
Certified Production Technician (CPT) - Quality Practices and Measurement	262	116	$25.00	$2,900.00

Certified Production Technician (CPT) - Safety	1,189	420	$25.00	$10,500.00
Certified Protection Officer (CPO)	556	320	$25.00	$8,000.00
Certified SolidWorks Associate (CSWA)	413	48	$25.00	$1,200.00
Certified SolidWorks Professional (CSWP)	89	1	$50.00	$50.00
Certified Veterinary Assistant	314	38	$50.00	$1,900.00
Certified Welder per Welding Code AWS D1.1 (FCAW)	171	-	$50.00	$0.00
Certified Welder per Welding Code AWS D1.1 (GMAW)	171	6	$50.00	$300.00
Certified Welder per Welding Code AWS D1.1 (SMAW)	531	20	$50.00	$1,000.00
Certified Welders per Welding Code AWS D1.1	1,952	128	$50.00	$6,400.00
CFR 14 Part 107 UAS Remote Pilot Certification	1,235	312	$25.00	$7,800.00
Cisco Certified Technician (CCT) Routing and Switching	117	24	$25.00	$600.00
CompTIA A+ (Core 1)	523	89	$50.00	$4,450.00
CompTIA A+ (Core 2)	220	41	$50.00	$2,050.00
CompTIA IT Fundamentals+ (ITF+)	1,549	184	$50.00	$9,200.00
CompTIA Network+	927	204	$50.00	$10,200.00
CompTIA Security+	84	13	$25.00	$325.00
CPhT Certified Pharmacy Technician	366	102	$50.00	$5,100.00
Customer Service and Sales Certification	1,381	261	$25.00	$6,525.00
Elanco Veterinary Medical Applications	314	248	$50.00	$12,400.00
Emergency Medical Responder (EMR)	298	82	$50.00	$4,100.00
Emergency Medical Technician (EMT)	176	39	$50.00	$1,950.00
Equine Management and Evaluation Certification	57	45	$50.00	$2,250.00

ETA EM1	312	89	$25.00	$2,225.00
ETA EM2	46	-	$25.00	$0.00
ETA EM4	122	37	$25.00	$925.00
Expandable Baton Certification	50	-	$25.00	$0.00
FANUC Certified Robot Operator	35	8	$50.00	$400.00
Food Safety and Science Certification	289	15	$25.00	$375.00
Fundamental Marketing Concepts	1,381	19	$25.00	$475.00
I-CAR Platinum ProLevel 1 for Non-Structural	63	42	$50.00	$2,100.00
I-CAR Platinum ProLevel 1 for Refinishing	55	43	$50.00	$2,150.00
Intuit Quickbooks Certified User	546	153	$25.00	$3,825.00
Microsoft Office Specialist Excel Expert	7,056	3,225	$50.00	$161,250.00
National Basic 9-1-1 Dispatch Certification	1,380	796	$25.00	$19,900.00
National Law Enforcement Certification SPSS	2,201	1,363	$50.00	$68,150.00
NC Emergency Management I Certification	117	105	$25.00	$2,625.00
NC Emergency Management II Certification	10	10	$25.00	$250.00
NC NCCER - Construction Core	13,260	6,841	$25.00	$171,025.00
NC NCCER - Plumbing I	115	74	$25.00	$1,850.00
NC NCCER - Plumbing II	23	7	$25.00	$175.00
NC NCCER - HVAC/R I	172	47	$25.00	$1,175.00
NC NCCER - HVAC/R II	67	7	$25.00	$175.00
NC NCCER - Electrical Trades I	1,181	662	$25.00	$16,550.00
NC NCCER - Electrical Trades II	466	210	$25.00	$5,250.00

NC NCCER - Electrical Trades III	69	36	$50.00	$1,800.00
NC NCCER - Carpentry I	4,872	2,065	$25.00	$51,625.00
NC NCCER - Carpentry II	1,875	889	$25.00	$22,225.00
NC NCCER - Carpentry III	299	171	$50.00	$8,550.00
NC NCCER - Masonry I	1,603	1,070	$25.00	$26,750.00
NC NCCER - Masonry II	718	524	$25.00	$13,100.00
NC NCCER - Masonry III	150	124	$50.00	$6,200.00
NC NCCER - Maritime Pipefitting Level 1	47	-	$25.00	$0.00
NC Private Pesticide Applicator	39	16	$50.00	$800.00
NFPA 2400	226	153	$25.00	$3,825.00
NI Certified LabVIEW Associate Developer (CLAD)	12	-	$50.00	$0.00
NIMS Job Planning, Benchwork, and Layout	269	57	$25.00	$1,425.00
NIMS Measurement, Materials, and Safety	574	96	$25.00	$2,400.00
NIMS Milling I	38	-	$25.00	$0.00
North Carolina Early Childhood Credential	1,756	503	$50.00	$25,150.00
North Carolina Nurse Aide I	2,075	1,672	$25.00	$41,800.00
North Carolina State Competency Exam	284	217	$25.00	$5,425.00
Nurse Aide I - Geriatric Aide Endorsement	21	19	$25.00	$475.00
Nurse Aide I - Home Care Aide Endorsement	22	20	$25.00	$500.00
PCAP Certified Associate in Python Programming	694	246	$25.00	$6,150.00
PrintED Introduction to Graphic Communication	61	13	$25.00	$325.00
ProStart National Certificate of Achievement (COA)	1,039	6	$50.00	$300.00

Salesforce Administrator Certification	8	7	$50.00	$350.00
SAS Certified Specialist Programming Fundamentals Using SAS 9.4	34	9	$50.00	$450.00
Unity Certified User: Programmer	71	9	$25.00	$225.00
Woodwork Career Alliance (WCA) Sawblade Certificate	875	409	$25.00	$10,225.00
Grand Total		**54,963**		**$1,608,075.00**

Data sources: NC-SIS, NC CTE Admin, NCDPI Financial and Business Services

Report Requirement 7 for Advanced Coursework and CTE Bonus Programs:

Percentage of teachers who received a bonus in 2024 and were eligible at least one previous year, 2022 and/or 2023

This section addresses Requirement 7, which asks what share of 2025 bonus recipients met program-specific eligibility criteria in prior years. Using roster-linked course, exam, and credential files (see Appendix B for matching process), we flag at the teacher-by-program level whether each 2025 recipient was eligible in 2023, 2024, either year, or both, and report the corresponding percentages. The denominator is 2025 bonus recipients who can be matched to prior rosters, so counts may differ from totals shown elsewhere. Unlike methods used in the previous report, which inferred eligibility based on 2025 payments, prior-year eligibility here is established from teacher course rosters linked to student exam scores following explicit program rules. This method aligns closely with statute and restricts counting payments to only teachers officially designated courses; however, it can potentially undercount eligibility due to roster/score linkage gaps and is not directly comparable to prior estimates.

As shown in Table 7, ***the majority of teachers receiving bonuses in 2025 were eligible in at least one of the prior two years.*** For AP/IB/CIE, 73.7% of teachers paid in 2025 were eligible in 2024, and 63.3% were eligible in 2023. When considering eligibility across both years, 78.5% of teachers paid in 2025 were eligible in either 2023 or 2024, while 58.5% were eligible in both. The findings highlight a strong continuity of advanced course teachers qualifying for bonuses over multiple years. For CTE, the pattern is similar but with somewhat lower rates of repeated eligibility. Of the teachers paid in 2025, 67.8% were eligible in 2024, and 47.9% in 2023. A total of 70.9% were eligible in either 2023 or 2024, while 44.7% were eligible in both years. Compared to AP/IB/CIE, CTE teachers showed less overlap across years, suggesting greater turnover or year-to-year variation in which teachers lead students to qualifying credential outcomes.

Table 7. Teachers Receiving a Bonus in 2025 and Eligible in Prior Years.

Eligible for a bonus in:	AP/IB/CIE		CTE	
	Paid in 2025	% of Total	Paid in 2025	% of Total
2023	2,151	63.3%	706	47.9%
2023 or 2024	2,668	78.5%	1,045	70.9%
2023 and 2024	1,987	58.5%	659	44.7%

Note: Among advanced course teachers who were paid in 2025 (see Table 2), 3,399 AP/IB/CIE teachers and 1,473 CTE teachers could be matched to official advanced course rosters in prior years to determine past eligibility. Per statute, teachers are paid only if they return to the same PSU (or retire) by Jan 1 of the payment year.

To complement Table 7's backward-looking view, which asks whether 2025 bonus recipients were eligible to receive a bonus in prior years, we present a forward-looking approach that aligns with the statute's payment condition and serves as proxy for assessing the program's goal of improving teacher retention. Because teachers must be employed in the same LEA by January 1 to receive a bonus, actual payment in 2025 provides observable evidence that a teacher who was eligible in 2024 returned to that LEA. This is not a formal retention rate as nonpayment can reflect mobility to a different LEA, reassignment to a non-qualifying course, leave, or other administrative factors; however, it does offer a policy-relevant indicator of "return to LEA among the eligible." As a point of reference, the State of the Teaching Profession report cites a 2023–24 statewide LEA-attrition rate of 14.76% (~85% retained)[1].

The accompanying table summarizes this measure. We restrict this analysis to the 2024-eligibility, 2025-payment cohort because 1) it is the most recent cohort with complete follow-up on the statute's payment condition, namely employment in the same LEA by January 1 of the payment year); 2) uses the same roster-based eligibility linkage as Table 7, and 3) provides a clean, policy-relevant estimate. As shown in Table 7a, 80.3% of teachers who were eligible for a bonus in 2024 returned to the same LEA and received a 2025 payment, with a modestly higher share in CTE. Note that these figures reflect only those teachers who could be matched to course rosters and whose eligibility was established per program rules.

Interpreted very cautiously against the ~85% statewide LEA-retention benchmark, ***LEA retention-payment rates hover near but below the state benchmark, suggesting that the bonus is unlikely to fully offset the broader forces driving teacher mobility or attrition*** among AP/IB/CIE and CTE teachers. The pattern is somewhat more favorable in CTE than in AP/IB/CIE, but in both programs a meaningful portion of the eligible cohort did not meet the same-LEA payment condition the following year. Because this proxy differs from official retention and mobility metrics, any inference about impact should be considered tentative.

Table 7a. Share of 2024-Eligible Teachers Who Returned (Paid in 2025)

Program	Eligible in 2024	Paid in 2025	% Returned & Paid
AP/IB/CIE	4,275	3,398	79.5%
CTE	1,679	1,382	82.3%
All Programs	5,954	4,780	80.3%

Note: Counts differ from Table 7, which starts with 2025-paid teachers and looks backward to prior eligibility. 2024 eligibility is derived from roster-linked program rules; 2025 payment comes from official budget-coded records that imply same-LEA employment by Jan 1, and only matched teachers are included. Program rows are teacher-by-program, so "All Programs" can exceed the number of unique teachers.

[1] North Carolina Department of Public Instruction. (2025). *2023–2024 annual report on the state of the teaching profession in North Carolina*.

Report requirement 8 and 9 for Advanced Coursework and CTE Bonus Programs:

Percentage of teachers who received a bonus for teaching in the same grade level or course in 2025 and at least one previous year, 2023 and/or 2024

The prior report used a hybrid method counting both official, budget-coded payroll payments and inferred payments for eligible teachers who were retained in the same PSU through January the following year. While this potentially captured late or miscoded payments the trade-off was higher risk of measurement error and weaker alignment with the statute's "received a bonus" standard; and because payroll lacks clean course-level IDs, program-level matches could misclassify the "same course" requirement for teachers. Beginning with the FY2025 report, prior-year bonuses are counted ***only*** when an official payment record exists in the expected payment year ***and*** if the payment was made for teaching in the same program. Note that percentages reported below are substantially lower than previously reported percentages. This is likely due to the stricter approach used for qualifying payments; the tighter requirement for verified matches in the same PSU; and ordinary year-to-year variation in staffing, course offerings, and qualifying student outcomes.

Table 8 shows that ***the majority of 2025 bonuses are paid to prior recipients***. Roughly two-thirds (68%) across both program groups had a prior bonus in 2023 or 2024; however, only about one-third sustained that (35%) of teachers paid in 2025 sustained bonuses across all three years, signaling perhaps normal churn in course assignments and testing/credential cycles or possible LEA-level attrition. This continuity across all years is stronger in AP/IB/CIE than in CTE, which potentially reflects more stable scheduling and course offerings in these courses versus greater year-to-year movement in CTE pathways and credentials. The fact that recurrence is stronger in 2024 than in 2023 for both programs might also suggest post-pandemic normalization heading into the 2025 payment year, with more teachers re-engaged or assigned back into qualifying courses right before eligibility.

Table 8. Advanced Course Teachers who Received a Bonus in 2025 and Prior Years

	AP/IB/CIE		CTE	
Paid a bonus in:	**Paid in 2025**	**% of Total**	**Paid in 2025**	**% of Total**
2024	1,935	56.9%	998	67.8%
2023	1,694	49.8%	703	47.7%
2023 or 2024	2,273	66.9%	1,052	71.4%
2023 and 2024	1,356	39.9%	649	44.1%

Note. Denominator is teachers paid in 2025 (AP/IB/CIE: 3,399; CTE: 1,473). Numerators require an official payment in Jan 2023 and/or Jan 2024.

Report Requirement 10 for Advanced Coursework and CTE Bonus Programs:

The statistical relationship between a teacher receiving a bonus in 2025 pursuant.

Whereas Requirement 8 and 9 look backward, asking: *among those who were paid in 2025, what share also had a prior bonus?,* this section is forward looking, asking: *given whether a teacher had a prior bonus, what is the probability they are paid again in 2025?* For each program group, we compare the 2025 payment rate for teachers with any prior program-level bonus in January 2023 or January 2024 versus those with no prior bonus and report the model-based difference in percentage points from a simple logistic regression. Also, prior status is defined broadly at the program level (any course within the program) to capture continuity of participation rather than same-course recurrence. This approach broadens the measure of prior status to capture continuity at the program level rather than the individual course level; and by using bonuses paid in January 2023 or January 2024, it provides a clearer and more immediate benchmark to help policymakers understand patterns of bonus persistence.

Table 9 reports results on the pooled teacher–program panel. Teachers with a prior program-level bonus in 2023 or 2024 were much more likely to receive a 2025 bonus (64.6% vs 21.4%), and the model-based differences is +43.1 percentage-points. The association is strongest in CTE (+46.9 pp) and also large in AP/IB/CIE (+38.5 pp); all differences are statistically significant. Overall, ***teachers with a prior bonus were about three times as likely to receive a bonus.*** Practically, that means FY2025 payments are concentrated among repeat recipients and suggests that expanding access may require targeted supports for teachers without recent bonuses such as course availability, exam/credential facilitation, or mentoring. It is important to note that ***these results are descriptive and not causal and should not be interpreted as evidence the program has improved teacher retention or student achievement.*** In addition, patterns in bonus payments may reflect assignment decisions, local policy, exam/credential timing, or data limitations rather than effects of the bonus itself.

Table 9. Conditional Probabilities of Receiving a 2025 Bonus by Prior Bonus Status

Group	Teachers with prior bonus	Teachers without prior bonus	Paid in 2025 if prior bonus	Paid in 2025 if no prior bonus	Difference (percentage points)	95% Confidence Interval
AP/IB/CIE	3386	3935	67.1%	28.6%	+38.5 pp***	[36.4, 40.6]
CTE	1762	3281	59.7%	12.8%	+46.9 pp***	[44.3, 49.4]
Overall	5148	7216	64.6%	21.4%	+43.1 pp***	[41.5, 44.8]

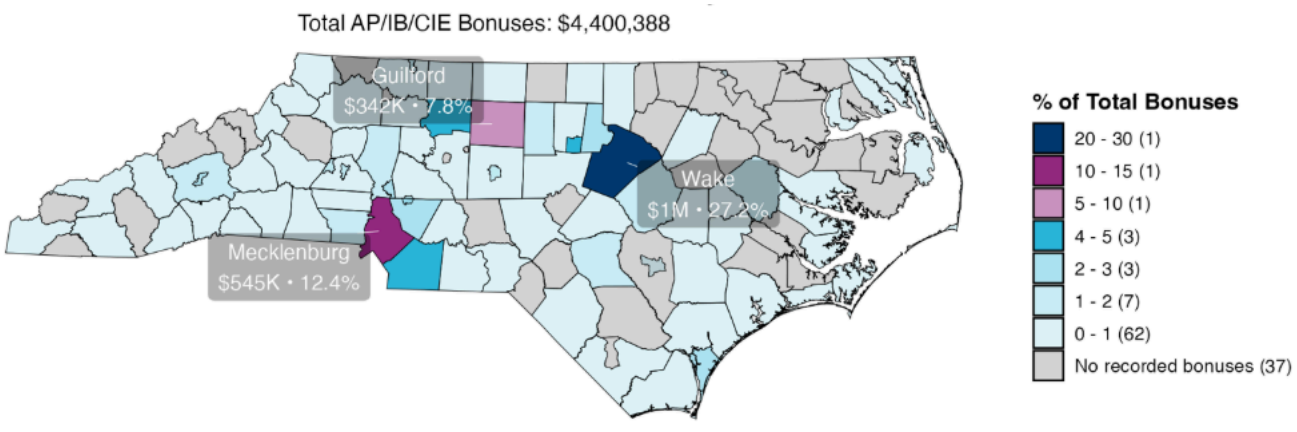
Note: "Paid if…" are observed percentages within prior/no prior groups. The difference and 95% CI from a one-predictor logistic regression reported on the probability scale via the delta method; Wald p-values are shown (Fisher's exact p-value is used only if the logit is non-estimable). Denominators are the counts of teacher–program rows in the 2025 panel with/without a program-level prior (Jan 2023 or Jan 2024). Percentages by prior status use separate denominators and do not sum to 100. Asterisks denote the significance of the model-based difference: * p < .05, ** p < .01, *** p < .001 (two-sided).

Report requirement 11 for Advanced Coursework and CTE Bonus Programs:
Distribution of statewide and local bonuses awarded in 2024 among qualifying PSUs

Statewide Distribution of AP/IB/CIE Bonuses (2024 results paid Jan 2025). Teachers in qualifying advanced coursework programs received a total of $4,400,388 in bonuses. The distribution of bonuses is highly concentrated in a small number of large PSUs. Wake County makes up the largest share, accounting for 27.2% (~$1.2M) of bonuses, followed by Charlotte-Mecklenburg at 12.4% (~$545K) and Guilford at 7.8% (~$342K). Together, these ***three PSUs represent nearly half (47.4%) of all AP/IB/CIE bonus dollars statewide.*** The vast majority of PSUs (62) each account for less than 1% of the statewide total, reflecting smaller program size and/or fewer qualifying exam results. Thirty-seven PSUs show no recorded AP/IB/CIE bonuses in the payment file. The distribution of bonus awards largely aligns with PSU size and advanced course participation; namely that larger, urban districts with more AP/IB/CIE offerings and test-taking volume comprise a disproportionate share of statewide bonus dollars. Note also that bonuses are paid only to teachers who return to the same PSU (or retire) by January 1 of the payment year, so local shares reflect both prior-year qualifying results and subsequent teacher retention with the PSU.

The map in Figure 1 below summarizes the share of statewide AP/IB/CIE bonus dollars by PSU using the NC DPI Teacher Bonus Program payment file for January 2025 (covering 2024 exam results). Special administrative units and charter LEAs are excluded from the map. The legend shows how each PSU is binned by its percentage of statewide bonus dollars. Each color corresponds to a percent range of the state total with darker shades representing larger shares. The number in parentheses after each range is how many PSUs fall in that bin (e.g., “0–1 (62)” means 62 PSUs each account for 1–2% of the statewide total. The gray category, “No recorded bonuses,” marks PSUs with no CTE payments in the January 2025 file. Note that “0–1%” means greater than 0 and up to 1%; true zeros are coded as “No recorded bonuses.”

Figure 1. Percent total AP/IB/CIE Statewide Bonus Distribution by PSU, 2025

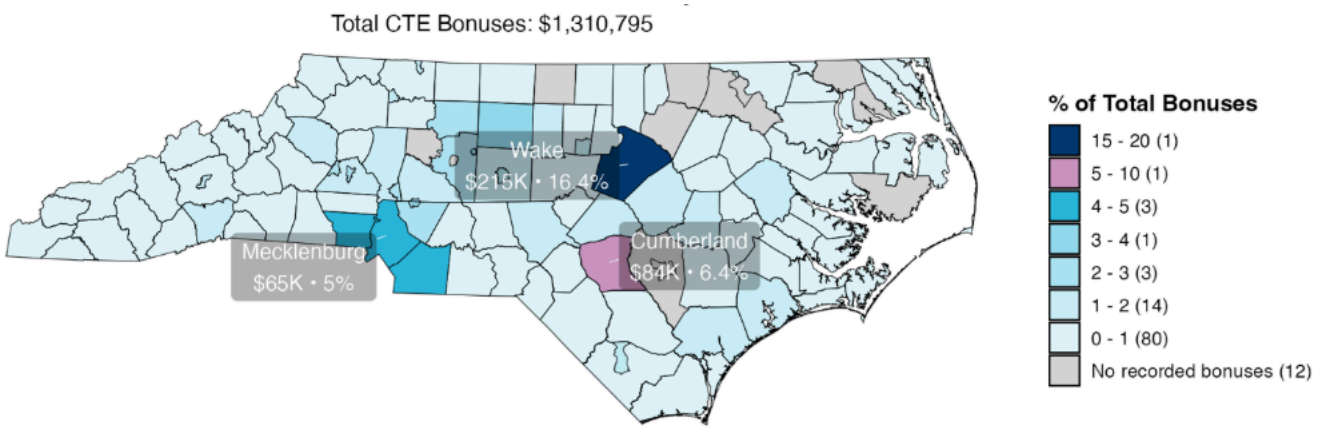


Source: NC DPI payment file January 2025. Map excludes special administrative units and charter LEAs.

Statewide Distribution of CTE Bonuses (2024 results paid Jan 2025). CTE teachers received a total of $1,310,795 in bonuses. As with advanced coursework, the distribution is concentrated in a handful of large PSUs, though to a smaller degree. Wake County again makes up the largest share, accounting for 16.4% of bonuses (~$215K), followed by Cumberland at 6.4% (~$84K) and Charlotte-Mecklenburg at 5.0% (~$65K). Together, these **three PSUs represent roughly a quarter (27.8%) of all CTE bonus dollars statewide**. Most PSUs receive relatively small shares: 80 PSUs each account for less than 1% of the statewide total, and 12 PSUs show no recorded CTE bonuses in the payment file. The distribution of bonus awards for CTE also generally aligns with PSU size and the scale of credential offerings and attainment. Larger districts with more CTE pathways and credential earners comprise a disproportionate share of statewide bonus dollars. As with AP/IB/CIE, bonuses are paid only to teachers who return to the same PSU (or retire) by January 1 of the payment year, so local shares reflect both prior-year credential results and subsequent teacher retention with the PSU.

The map in Figure 2 below summarizes each PSU's share of statewide CTE bonus dollars using the NC DPI Teacher Bonus Program payment file for January 2025 and covering 2024 credential results. Special administrative units and charter LEAs are excluded. Similar to the previous figure, the legend bins PSUs by percent of statewide total, with darker shades indicating larger shares and the number in parentheses showing how many PSUs fall in each bin, e.g., "0–1 (80)" means 80 PSUs each account for greater than 0 and up to 1% of the statewide total. The gray category, "No recorded bonuses," marks PSUs with no CTE payments in the January 2025 file.

Figure 2. Percent total CTE Statewide Bonus Distribution by PSU, 2025



Source: NC DPI payment file January 2025. Map excludes special administrative units and charter LEAs.

Conclusions

Across the report's findings, a consistent picture emerges: ***student participation and qualifying outcomes remain large in scale and have increased over time, while bonuses continue to expand and reach substantial numbers of teachers.*** Most 2025 recipients were eligible or paid in recent prior years, and teachers with recent bonuses were far more likely to receive a 2025 bonus than those without. Persistence is somewhat stronger in CTE on a program-level view, while AP/IB/CIE shows higher two-year continuity under same-course rules. Taken together, these descriptive results suggest stable pipelines of repeat recipients alongside recipient churn likely tied to course offerings, credential timing, and staffing patterns. Finally, Statewide distributions of dollars are concentrated in a handful of large PSUs, likely reflecting bigger teacher pools and course offerings, higher volumes of AP/IB exams and CTE credentials, more stable scheduling and test infrastructure, stronger data/reporting capacity, and/or established pipelines of repeat qualifiers.

Limitations

Roster-linked eligibility, while more accurate, undercounts teacher prior status when 1) rosters, scores, and/or credentials are incomplete or late; 2) official payment files lack course IDs (necessitating inference for same-course matches); and 3) the payment condition (same-LEA by Jan 1) conflates retention with assignment and leave. In addition, the analyses in this report are descriptive by design and ***current legislative reporting requirements do not directly assess the effect of bonuses on teacher performance or retention as the legislation envisions***.

Report requirements 6-10: Growth-based Teacher Bonus Program

1. Average bonus amount awarded to each qualifying teacher who is an eligible teacher in the three bonus categories for both the state and local bonuses.

Table 1. Average bonus amounts per teacher receiving bonus by category

	Local Bonuses			State Bonuses			All Bonuses	
	Count	Avg		Count	Avg		Count	Avg
Reading G3	1,129	$3,417		1,360	$3,500		1,129	$6,917
Reading G4-5	1,502	$2,009		1,813	$2,074		1,502	$4,000
Math G4-8	2,542	$2,025		3,137	$2,152		2,542	$4,000

Note: Counts reflect every bonus received by teachers. Some teachers received more than one local or state bonus in a given category. Some teachers received one or more state bonuses but no local bonuses. To compute the average bonus amount, NCDPI totaled all bonuses received for each teacher in that category and caps the total bonus amount at $7,000 ($3,500 state, $3,500 local) for third grade reading, and $4,000 ($2,000 state, $2,000 local) for reading in grades 4-5, and math grades 4-8. The table reports the average teacher-level bonus amount (accounting for caps on the maximum total bonus amount) for those receiving bonuses.

2. The percentage of teachers who received a bonus in January 2025 and were eligible to receive a bonus in the same grade level or course in January 2025 or January 2024.

Table 2. Bonus receipt by prior eligibility in same grade or subject

	Bonus in ‘25	No bonus in ‘25	No score in ‘25	Total
Eligible in ‘23 AND ‘24	**54.0%** 1,740	32.2% 1,041	13.8% 444	100.0% 3,225
Eligible in ‘23 OR ‘24	**25.1%** 1,857	40.7% 3,014	34.3% 2,537	100.0% 7,408
Subtotal	**33.8%** 3,597	38.1% 4,055	28.0% 2,981	100.0% 10,633
Not eligible in ‘23 OR ‘24	9.7% 1,473	41.8% 6,340	48.4% 7,346	100.0% 15,159
No EVAAS rating in ‘23 AND ‘24	15.6% 700	84.4% 3,794		100.0% 4,494
Total	19.1% 5,770	46.9% 14,189	34.1% 10,327	100.0% 30,286

Notes: Every teacher with an EVAAS rating in 3rd-5th grade reading or 4th-8th grade mathematics for the 2023, 2024, or 2025 bonus years is counted once in the table. The rows group these teachers into four categories based on their eligibility in 2023 and/or 2024. The subtotal row groups the previous two rows, i.e., those eligible in 2023 **and/or** 2024. The columns group the teachers further by their bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Supplemental tables in the appendix disaggregate Table 2 by bonus category.

3. The percentage of teachers who received a bonus in January 2025 and received a bonus for teaching in the same grade level or course in January 2023 or January 2024, or both.

Table 3. Bonus receipt by prior bonus receipt in same grade or subject

	Bonus in ‘25	No bonus in ‘25	No rating in ‘25	Total
Bonus in ‘23 AND ‘24	**58.8%** 1,638	32.3% 900	8.9% 249	100.0% 2,787
Bonus in ‘23 OR ‘24	**21.0%** 342	31.9% 520	47.2% 770	100.0% 1,632
Subtotal	**44.8%** 1,980	32.1% 1,420	23.1% 1,019	100.0% 4,419
No bonus in ‘23 OR ‘24	14.5% 3,090	42.0% 8,975	43.6% 9,308	100.0% 21,373
No EVAAS rating in ‘23 AND ‘24	15.6% 700	84.4% 3,794		100.0% 4,494
Total	19.1% 5,770	46.9% 14,189	34.1% 10,327	100.0% 30,286

Notes: Every teacher with an EVAAS rating in Reading Grades 3-5 and Math Grades for the 2023, 2024, or 2025 bonus years is counted once in the table. The rows group these teachers into four categories based on their bonus receipt in 2023 and/or 2024. The subtotal row groups the previous two rows, i.e., those receiving bonuses in 2023 **and/or** 2024. The columns group the teachers further by their bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Supplemental tables in the appendix disaggregate Table 3 by bonus category.

4. The percentage of teachers who received a bonus in January 2025 and received a bonus for teaching in the same grade level or course in January 2023 or January 2024.

This item is intentionally blank as it is answered in the table under question #3 above.

A Note about Requirements 5-7

For purposes of requirements 5-7, NCDPI defined statistical relationship as the difference in probabilities of receiving a bonus in 2025 for those who did, and did not, receive a bonus in 2024. NCDPI limited the sample to those who had EVAAS ratings in 3rd grade reading in 2024 and 2025.

As with the other questions in this report, the findings here are descriptive, not causal. The findings below do not necessarily provide evidence that participating in the bonus program in 2024 led to the results in 2025. The relationships reported here do not necessarily indicate that the bonus motivated teachers to achieve high growth with their students in the following year or that teachers decided to remain in the district the following year due to an anticipated bonus. A causal relationship between the bonus and teacher motivation/retention cannot be determined from these correlational analyses. Given

these caveats, the data indicate that there is a statistically significant relationship between earning a bonus in the prior year and qualifying for the bonus in the following year. Teachers who earned a bonus in the 2023-24 school year were approximately twice (or, in some cases, greater) as likely to earn the bonus in the following year as compared to teachers who did not earn a bonus in the prior year.

5. The statistical relationship between a teacher receiving a bonus in 3rd grade reading (State or local, analyzed separately) in January 2025 and receiving a bonus in 3rd grade reading in January 2024.

*Table 5a. 3rd grade reading: Probability of earning **state** bonus in 2025 given bonus status in 2024*

		Probability of receiving state bonus in 2025 if…			
		Bonus in '24	No bonus in '24	No score in '24	Bonus in '24 v. No Bonus in '24
Subject	Grade	(I)	(II)	(III)	(IV)
Reading	3	44.4%	20.7%	17.8%	+23.8*

Notes: Table includes teachers with EVAAS ratings in 3rd grade reading for the 2024 and 2025 bonus years. The columns report the predicted probability that a teacher receives a state bonus in 2025 if the person received any bonus in 2024 (I), received no bonus in 2024 but had a 3rd grade reading EVAAS score (II), or did not have a 3rd grade reading EVAAS score (III). Column IV shows the percentage point difference in probability of receiving the bonus in 2025 of those who did and did not receive the bonus in the prior year (Column I minus Column 2). Differences with an * are statistically significant at p.<05.

*Table 5b. 3rd grade reading: Probability of earning **local** bonus in 2025 given bonus status in 2024,*

		Probability of receiving local bonus in 2025 if…			
		Bonus in '24	No bonus in '24	No score in '24	Bonus in '24 v. No Bonus in '24
Subject	Grade	(I)	(II)	(III)	(IV)
Reading	3	39.9%	18.4%	16.6%	+21.5*

Notes: Table includes teachers with EVAAS ratings in 3rd grade reading for the 2024 and 2025 bonus years. The columns report the predicted probability that a teacher receives a state bonus in 2025 if the person received any bonus in 2024 (I), received no bonus in 2024 but had a 3rd grade reading EVAAS score (II), or did not have a 3rd grade reading EVAAS score (III). Column IV shows the percentage point difference in probability of receiving the bonus in 2025 of those who did and did not receive the bonus in the prior year (Column I minus Column 2). Differences with an * are statistically significant at p.<05. Charter school teachers, not eligible for local bonuses, are excluded.

Supplemental tables in the appendix show report counts of teachers by bonus status in 2024 and 2025.

6. The statistical relationship between a teacher receiving a bonus in 4th or 5th grade reading (State or local, analyzed separately by each grade level) in January 2025 and receiving a bonus in 4th or 5th grade reading in January 2024.

Table 6a. 4th-5th grade reading; Probability of earning state bonus in 2025 given bonus status in 2024

		Probability of receiving state bonus in 2025 if…			
		Bonus in '24	No bonus in '24	No score in '24	Bonus in '24 v.

					No Bonus in ‘24
Subject	Grade	(I)	(II)	(III)	(IV)
Reading	4	44.3%	23.7%	18.4%	+20.6*
	5	48.8%	24.2%	16.9%	+24.6*

Notes: Table includes teachers with EVAAS ratings in 4th or 5th grade reading for the 2024 and 2025 bonus years. The columns report the predicted probability that a teacher receives a state bonus in 2025 if the person received any bonus in 2024 (I), received no bonus in 2024 but had a 3rd grade reading EVAAS score (II), or did not have a 4th or 5th grade reading EVAAS score (III). Column IV shows the percentage point difference in probability of receiving the bonus in 2025 of those who did and did not receive the bonus in the prior year (Column I minus Column 2). Differences with an * are statistically significant at p.<05.

Table 6b. 4th-5th grade reading: Probability of earning local bonus in 2025 given bonus status in 2024

		Probability of receiving local bonus in 2025 if…			
		Bonus in ‘24	No bonus in ‘24	No score in ‘24	Bonus in ‘24 v. No Bonus in ‘24
Subject	Grade	(I)	(II)	(III)	(IV)
Reading	4	39.9%	21.0%	15.8%	+18.9*
	5	42.2%	20.5%	14.8%	+21.7*

Notes: Table includes teachers with EVAAS ratings in 4th or 5th grade reading for the 2024 and 2025 bonus years. The columns report the predicted probability that a teacher receives a state bonus in 2025 if the person received any bonus in 2024 (I), received no bonus in 2024 but had a 3rd grade reading EVAAS score (II), or did not have a 4th or 5th grade reading EVAAS score (III). Column IV shows the percentage point difference in probability of receiving the bonus in 2025 of those who did and did not receive the bonus in the prior year (Column I minus Column 2). Differences with an * are statistically significant at p.<05. Charter school teachers, not eligible for local bonuses, are excluded.

Supplemental tables in the appendix show report counts of teachers by bonus status in 2024 and 2025.

7. The statistical relationship between a teacher receiving a bonus in 4th-8th grade mathematics (State or local, analyzed separately by each grade level) in January 2025 and receiving a bonus in 4th-8th grade mathematics in January 2024.

Table 7a. 4th-8th grade mathematics: Probability of earning state bonus in 2025 given bonus status in 2024

Probability of receiving state bonus in 2025 if…

		Bonus in ‘24	No bonus in ‘24	No score in ‘24	Bonus in ‘24 v. No Bonus in ‘24
Subject	Grade	(I)	(II)	(III)	(IV)
Math	4	58.1%	20.7%	16.2%	+37.4*
	5	56.3%	23.0%	14.2%	+33.3*
	6	64.0%	18.9%	14.1%	+45.1*

	7	58.2%	20.6%	17.5%	+37.6*
	8	62.6%	18.9%	17.1%	+43.7*

Notes: Table includes teachers with EVAAS ratings in 4th-8th grade math for the 2024 and 2025 bonus years. The columns report the predicted probability that a teacher receives a state bonus in 2025 if the person received any bonus in 2024 (I), received no bonus in 2024 but had a 3rd grade reading EVAAS score (II), or did not have a 4th-8th grade math EVAAS score (III). Column IV shows the percentage point difference in probability of receiving the bonus in 2025 of those who did and did not receive the bonus in the prior year (Column I minus Column 2). Differences with an * are statistically significant at p.<05

Table 7b. 4th-8th grade mathematics: Probability of earning local bonus in 2025 given bonus status in 2024,

Probability of receiving local bonus in 2025 if…

		Bonus in ‘24	No bonus in ‘24	No score in ‘24	Bonus in ‘24 v. No Bonus in ‘24
Subject	Grade	(I)	(II)	(III)	(IV)
Math	4	51.9%	16.5%	14.5%	+35.4*
	5	50.4%	17.9%	12.7%	+32.5*
	6	54.1%	14.1%	10.7%	+40.0*
	7	53.7%	16.2%	11.7%	+37.5*
	8	55.5%	14.2%	12.4%	+41.3*

Notes: Table includes teachers with EVAAS ratings in 4th-8th grade math for the 2024 and 2025 bonus years. The columns report the predicted probability that a teacher receives a state bonus in 2025 if the person received any bonus in 2024 (I), received no bonus in 2024 but had a 3rd grade reading EVAAS score (II), or did not have 4th-8th grade math EVAAS score (III). Column IV shows the percentage point difference in probability of receiving the bonus in 2025 of those who did and did not receive the bonus in the prior year (Column I minus Column 2). Differences with an * are statistically significant at p.<05. Charter school teachers, not eligible for local bonuses, are excluded.

Supplemental tables in the appendix show report counts of teachers by bonus status in 2024 and 2025.

Appendix A

Q2 supplemental tables

Table Q2a. 3rd grade reading bonus receipt by prior eligibility in same bonus category

	Bonus in '25	No bonus in '25	No score in '25	Total
Eligible in '23 AND '24	**41.1%** 230	39.1% 219	19.8% 111	100.0% 560
Eligible in '23 OR '24	**21.3%** 460	35.6% 770	43.1% 933	100.0% 2,163
Not eligible in '23 OR '24	7.8% 287	36.3% 1,797	55.9% 2,765	100.0% 4,949
No EVAAS rating in '23 AND '24	17.7% 283	82.3% 1,316		100.0% 1,599
Total	14.7% 1,360	44.3% 4,102	41.1% 3,809	100.0% 9,271

Notes: Every teacher with an EVAAS rating 3rd Grade Reading for the 2023, 2024, or 2025 bonus years is counted once in the table. The rows group these teachers into four categories based on their eligibility in 2023 and/or 2024. The columns group the teachers further by their bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q2b. 4th-5th grade reading bonus receipt by prior eligibility in same bonus category

	Bonus in '25	No bonus in '25	No score in '25	Total
Eligible in '23 AND '24	**42.8%** 327	35.3% 270	21.9% 167	100.0% 764
Eligible in '23 OR '24	**19.9%** 562	37.2% 1,051	42,9% 1,212	100.0% 2,825
Not eligible in '23 OR '24	9.0% 567	34.3% 2,163	56.8% 3,585	100.0% 6,315
No EVAAS rating in '23 AND '24	16.0% 357	84.0% 1,871		100.0% 2,228
Total	14.9% 1,813	44.1% 5,355	41.0% 4,964	100.0% 12,132

Notes: Every teacher with an EVAAS rating in 4th-5th Grade Reading for the 2023, 2024, or 2025 bonus years is counted once in the table. The rows group these teachers into four categories based on their eligibility in 2023 and/or 2024. The columns group the teachers further by their bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q2c. 4th-8th grade math bonus receipt by prior eligibility in same bonus category

	Bonus in '25	No bonus in '25	No score in '25	Total
Eligible in '23 AND '24	**56.9%** 1,041	29.3% 535	13.8% 253	100.0% 1,829

Eligible in ‘23 OR ‘24	**23.3%** 908	37.7% 1,468	39.0% 1,516	100.0% 3,892
Not eligible in ‘23 OR ‘24	7.7% 792`	38.5% 3,985	53.9% 5,575	100.0% 10,352
No EVAAS rating in ‘23 AND ‘24	12.4% 396	87.6% 2,790		100.0% 3,186
Total	16.3% 3,137	45.6% 8,778	38.1% 7,344	100.0% 19,259

Notes: Every teacher with an EVAAS rating in 4th-8th Grade Math for the 2023, 2024, or 2025 bonus years is counted once in the table. The rows group these teachers into four categories based on their eligibility in 2023 and/or 2024. The columns group the teachers further by their bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Q3 supplemental tables

Table Q3a. 3rd grade reading bonus receipt by prior bonus receipt in same bonus category

	Bonus in ‘25	No bonus in ‘25	No score in ‘25	Total
Bonus in ‘23 AND ‘24	**43.0%** 224	38.6% 201	18.4% 96	100.0% 521
Bonus in ‘23 OR ‘24	**23.9%** 459	38.7% 743	37.5% 720	100.0% 1,922
No bonus in ‘23 OR ‘24	7.5% 394	35.2% 1,842	57.2% 2,993	100.0% 5,229
No EVAAS rating in ‘23 AND ‘24	17.7% 283	82.3% 1,136		100.0% 1,599
Total	14.7% 1,360	44.3% 4,102	41.1% 3,809	100.0% 9,271

Notes: Every teacher with an EVAAS rating in 3rd grade reading for the 2023, 2024, or 2025 bonus years is counted once in the table. The rows group these teachers into four categories based on their bonus receipt in 2023 and/or 2024. The columns group the teachers further by their bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q3b. 4th-5th grade reading bonus receipt by prior bonus receipt in same bonus category

	Bonus in ‘25	No bonus in ‘25	No score in ‘25	Total
Bonus in ‘23 AND ‘24	**48.2%** 320	36.3% 241	15.5% 103	100.0% 664
Bonus in ‘23 OR ‘24	**23.6%** 548	42.2% 982	34.2% 796	100.0% 2,326
No bonus in ‘23 OR ‘24	8.5% 588	32.7% 2,261	58.8% 4,065	100.0% 6,914
No EVAAS rating in ‘23 AND ‘24	16.0% 257	84.0% 1,871		100.0% 2,228

Total	14.9% 1,813	44.1% 5,355	40.9% 4,964	100.0% 12,132

Notes: Every teacher with an EVAAS rating in 4th-5th grade reading for the 2023, 2024, or 2025 bonus years is counted once in the table. The rows group these teachers into four categories based on their bonus receipt in 2023 and/or 2024. The columns group the teachers further by their bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q3c. 4th-8th grade math bonus receipt by prior bonus receipt in same bonus category

	Bonus in '25	No bonus in '25	No score in '25	Total
Bonus in '23 AND '24	**62.3%** 972	29.1% 455	8.5% 133	100.0% 1,560
Bonus in '23 OR '24	**28.0%** 925	41.7% 1,377	30.4% 1,004	100.0% 3,306
No bonus in '23 OR '24	7.5% 844	37.1% 4,156	55.4% 6,207	100.0% 11,207
No EVAAS rating in '23 AND '24	12.4% 396	87.6% 2,790		100.0% 3,186
Total	16.3% 3,137	45.6% 8,778	38.1% 7,344	100.0% 19,259

Notes: Every teacher with an EVAAS rating in 4th-8th grade math for the 2023, 2024, or 2025 bonus years is counted once in the table. The rows group these teachers into four categories based on their bonus receipt in 2023 and/or 2024. The columns group the teachers further by their bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Q5 supplemental tables

Table Q5a. 3rd grade reading state bonus receipt in 2025 by prior year bonus receipt

	State bonus in '25	No state bonus in '25	No rating in '25	Total
Bonus in '24	**33.4%** 524	41.7% 655	24.9% 391	100.0% 1,570
No bonus in '24	13.0% 526	49.9% 2,018	37.1% 1,501	100.0% 4.045
No EVAAS rating in '24	17.8% 310	82.2% 1,429		100.0% 1,739
Total	18.5% 1,360	55.8% 4,102	25.7% 1,892	100.0% 7,354

Notes: Every teacher with an EVAAS rating in 3rd grade reading for the 2024 or 2025 bonus years is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their state bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q5b. 3rd grade reading local bonus receipt in 2025 by prior year bonus receipt

	Local bonus in '25	No local bonus in '25	No rating in '25	Total

Bonus in ‘24	**29.8%** 447	44.9% 673	25.3% 379	100.0% 1,499
No bonus in ‘24	11.7% 426	51.8% 1,892	36.6% 1,338	100.0% 3,656
No EVAAS rating in ‘24	16.6% 256	83.4% 1,287		100.0% 1,543
Total	16.9% 1,129	57.5% 3,852	25.6% 1,717	100.0% 6,698

Notes: Every teacher with an EVAAS rating in 3rd grade reading in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their local bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage. Charter school teachers are not eligible for local bonuses and excluded from the table.

Q6 supplemental tables

Table Q6a. 4th grade reading state bonus receipt in 2025 by prior year bonus receipt

	State bonus in ‘25	No state bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**33.7%** 333	42.3% 418	24.0% 237	100.0% 988
No bonus in ‘24	13.4% 414	43.2% 1,333	43.3% 1,336	100.0% 3,083
No EVAAS rating in ‘24	18.4% 289	81.6% 1,280		100.0% 1,569
Total	18.4% 1,036	53.7% 3,031	27.9% 1,573	100.0% 5,640

Notes: Every teacher with an EVAAS rating in 4th grade reading in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their state bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q6b. 4th grade reading local bonus receipt in 2025 by prior year bonus receipt

	Local bonus in ‘25	No local bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**30.4%** 291	45.8% 438	23.7% 227	100.0% 956
No bonus in ‘24	11.9% 326	44.6% 1,225	43.5% 1,194	100.0% 2,745
No EVAAS rating in ‘24	15.9% 222	84.2% 1,179		100.0% 1,401
Total	16.4% 839	55.7% 2,842	27.9% 1,421	100.0% 5,102

Notes: Every teacher with an EVAAS rating in 4th grade reading in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their local bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage. Charter school teachers are not eligible for local bonuses and excluded from the table.

Table Q6c. 5th grade reading state bonus receipt in 2025 by prior year bonus receipt

	State bonus in ‘25	No state bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**35.2%** 290	36.9% 304	27.8% 229	100.0% 823
No bonus in ‘24	12.3% 312	38.6% 978	49.0% 1,241	100.0% 2,531
No EVAAS rating in ‘24	16.9% 242	83.1% 1,190		100.0% 1,432
Total	17.6% 844	51.7% 2,472	30.7% 1,470	100.0% 4,786

Notes: Every teacher with an EVAAS rating in 5th grade reading in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their state bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q6d. 5th grade reading local bonus receipt in 2025 by prior year bonus receipt

	Local bonus in ‘25	No local bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**30.4%** 243	41.7% 333	27.9% 223	100.0% 799
No bonus in ‘24	10.6% 240	41.2% 932	48.2% 1,091	100.0% 2,263
No EVAAS rating in ‘24	14.8% 187	85.2% 1,074		100.0% 1,261
Total	15.5% 670	54.1% 2,339	30.4% 1,314	100.0% 4,323

Notes: Every teacher with an EVAAS rating in 5th grade reading in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their local bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage. Charter school teachers are not eligible for local bonuses and excluded from the table.

Q7 supplemental tables

Table Q7a. 4th grade math state bonus receipt in 2025 by prior year bonus receipt

	State bonus in ‘25	No state bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**45.5%** 470	32.9% 339	21.6% 223	100.0% 1,032
No bonus in ‘24	11.4% 341	43.9% 1,310	44.7% 1,336	100.0% 2,987

No EVAAS rating in ‘24	16.2% 248	83.8% 1,279		100.0% 1,527
Total	19.1% 1,059	52.8% 2,928	28.1% 1,559	100.0% 5,546

Notes: Every teacher with an EVAAS rating in 4th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their state bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q7b. 4th grade math local bonus receipt in 2025 by prior year bonus receipt

	Local bonus in ‘25	No local bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**40.6%** 405	37.7% 376	21.7% 217	100.0% 998
No bonus in ‘24	9.2% 243	46.4% 1,231	44.4% 1,178	100.0% 2,652
No EVAAS rating in ‘24	14.5% 196	85.5% 1,156		100.0% 1,352
Total	16.9% 844	55.2% 2,763	27.9% 1,395	100.0% 5,002

Notes: Every teacher with an EVAAS rating in 4th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their local bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage. Charter school teachers are not eligible for local bonuses and excluded from the table.

Table Q7c. 5th grade math state bonus receipt in 2025 by prior year bonus receipt

	State bonus in ‘25	No state bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**44.5%** 354	34.6% 275	21.0% 167	100.0% 796
No bonus in ‘24	12.4% 306	41.8% 1,027	45.8% 1,128	100.0% 2,461
No EVAAS rating in ‘24	14.2% 182	85.8% 1,101		100.0% 1,283
Total	18.6% 842	52.9% 2,403	28.5% 1,295	100.0% 4,540

Notes: Every teacher with an EVAAS rating in 5th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their state bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q7d. 5th grade math local bonus receipt in 2025 by prior year bonus receipt

	Local bonus in ‘25	No local bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**39.9%**	39.2%	20.9%	100.0%

	309	304	162	775
No bonus in ‘24	9.8% 216	45.1% 991	45.1% 993	100.0% 2,200
No EVAAS rating in ‘24	12.7% 143	87.4% 987		100.0% 1,130
Total	16.3% 668	55.9% 2,282	28.1% 1,155	100.0% 4,105

Notes: Every teacher with an EVAAS rating in 5th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their local bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage. Charter school teachers are not eligible for local bonuses and excluded from the table.

Table Q7e. 6th grade math state bonus receipt in 2025 by prior year bonus receipt

	State bonus in ‘25	No state bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**53.5%** 259	30.2% 146	16.3% 79	100.0% 484
No bonus in ‘24	9.8% 141	42.3% 606	47.9% 688	100.0% 1,435
No EVAAS rating in ‘24	14.1% 111	85.9% 674		100.0% 785
Total	18.9% 511	52.7% 1,426	28.4% 767	100.0% 2,704

Notes: Every teacher with an EVAAS rating in 6th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their state bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q7f. 6th grade math local bonus receipt in 2025 by prior year bonus receipt

	Local bonus in ‘25	No local bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**45.4%** 206	38.6% 175	16.1% 73	100.0% 454
No bonus in ‘24	7.3% 90	44.7% 549	48.0% 589	100.0% 1,228
No EVAAS rating in ‘24	10.7% 70	89.3% 584		100.0% 654
Total	15.7% 366	56.0% 1,308	28.3% 662	100.0% 2,336

Notes: Every teacher with an EVAAS rating in 6th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their local bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage. Charter school teachers are not eligible for local bonuses and excluded from the table.

Table Q7g. 7th grade math state bonus receipt in 2025 by prior year bonus receipt

	State bonus in ‘25	No state bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**45.9%** 224	33.0% 161	21.1% 103	100.0% 488
No bonus in ‘24	10.3% 151	39.6% 581	50.2% 737	100.0% 1,469
No EVAAS rating in ‘24	17.5% 143	82.5% 675		100.0% 818
Total	18.7% 518	51.1% 1,417	30.3% 840	100.0% 2,775

Notes: Every teacher with an EVAAS rating in 7th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their state bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q7h. 7th grade math local bonus receipt in 2025 by prior year bonus receipt

	Local bonus in ‘25	No local bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**42.4%** 189	36.6% 163	21.1% 94	100.0% 446
No bonus in ‘24	8.0% 101	41.3% 523	50.7% 642	100.0% 1,266
No EVAAS rating in ‘24	11.7% 81	88.4% 614		100.0% 695
Total	15.4% 371	54.0% 1,300	30.6% 736	100.0% 2,407

Notes: Every teacher with an EVAAS rating in 7th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their local bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage. Charter school teachers are not eligible for local bonuses and excluded from the table.

Table Q7i. 8th grade math state bonus receipt in 2025 by prior year bonus receipt

	State bonus in ‘25	No state bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**51.0%** 211	30.4% 126	18.6% 77	100.0% 414
No bonus in ‘24	9.5% 117	40.9% 503	49.6% 609	100.0% 1,229
No EVAAS rating in ‘24	17.1% 117	82.9% 566		100.0% 683
Total	19.1% 445	51.4% 1,195	29.5% 686	100.0% 2,326

Notes: Every teacher with an EVAAS rating in 8th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their state bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage.

Table Q7j. 8th grade math local bonus receipt in 2025 by prior year bonus receipt

	Local bonus in ‘25	No local bonus in ‘25	No rating in ‘25	Total
Bonus in ‘24	**45.4%** 176	36.3% 141	18.3% 71	100.0% 388
No bonus in ‘24	7.2% 77	43.5% 465	49.3% 526	100.0% 1,068
No EVAAS rating in ‘24	12.4% 73	87.7% 518		100.0% 591
Total	15.9% 326	54.9% 1,124	29.2% 597	100.0% 2,047

Notes: Every teacher with an EVAAS rating in 8th grade math in 2024 or 2025 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2024 (state or local). The columns group the teachers further by their local bonus receipt in 2025. The table reports the count of teachers in each cell, as well as the row percentage. Charter school teachers are not eligible for local bonuses and excluded from the table.

Appendix B. Methods for Advanced Course and CTE Analysis

This appendix consolidates all procedures used to produce the tables and figures in the report, integrating data preparation, eligibility construction, table-specific analyses, mapping, quality assurance, and limitations. Unless noted, the analytic unit of measure is teacher–program–year, where “program” typically denotes the combined advanced-coursework program (AP/IB/Cambridge) or CTE.

Data Sources, Scope, and Timing

Three families of administrative data underlie the report. First, official bonus payment records identify who was paid in each January cycle and the amounts disbursed. Second, SIS course rosters and course codes establish teacher–course assignments and program eligibility at the course/grade level during the earn year. Third, externally provided assessment files supply the student outcomes used to verify eligibility, most notably AP exam results from the College Board (and, where applicable, IB and Cambridge results from their respective providers, as well as State Board–approved CTE credential data). The earn year is the instructional year in which student outcomes are produced; the payment year is the following January. Payments and teachers are mapped to Advanced Coursework or CTE using finance account structures and maintained program crosswalks.

Identity Resolution, Eligibility and Payment Construction

Various teacher identities in payment and roster systems were consolidated to a single staff identifier via crosswalks before any aggregation. Each payment record was assigned an earn year and its corresponding January payment year and was mapped to exactly one program. Payments are aggregated to the teacher–program–year unit, and a paid indicator was created from the presence of any dollars in the expected January. When the expected payment year lies outside available finance files, payment status was set to unknown rather than assumed unpaid.

Eligibility was determined strictly from rostered students linked to program-specific outcomes within the same earn year. A teacher was marked eligible when at least one qualifying outcome was observed: Advanced Placement (AP) scores of 3+, International Baccalaureate (IB) scores of 4+, and Cambridge AICE (CIE) grades of E or better, or Career and Technical Education (CTE) credentials on the approved list. For descriptive context only, an estimated bonus was computed as $50 per qualifying outcome capped at $3,500; this estimate is never substituted for official payments in analyses that require "was paid."

Teacher Linkages to Student Exams

This section documents how student exams and credential records are linked to teachers of record for AP, IB, CIE, and CTE. Using official PowerSchool rosters as the backbone, we achieve high overall match rates (≥ 93%) across programs: most vendor-supplied exams/credentials link cleanly to a rostered teacher, with small, expected shortfalls where identifiers are missing, incomplete or ambiguous. By design, unmatched or many-to-many cases are excluded, so roster-linked counts are slightly below raw vendor totals; this tradeoff prioritizes accuracy and alignment with teacher-of-record eligibility over maximal coverage. The result is a consistent, defensible foundation for the bonus calculations.

Advanced Placement (AP)

AP exam records were obtained from the College Board for 2021–2024 and include student identifiers and subject-level exam results. College Board identifiers do not natively align with North Carolina student identifiers in PowerSchool rosters, so a roster-based matching process was used:

- **Initial linkage:** Student names/IDs in AP files were joined to official NC course rosters by year and AP course, prioritizing exact matches on student ID where available and otherwise matching on standardized first/last names and course identifiers/titles.
- **Iterative resolution:** For records not matched on the first pass, additional checks were applied (e.g., tokenized course titles, course-family patterns, and school-year constraints) to resolve likely teacher-of-record links.
- **Roster alignment:** When multiple potential matches existed (e.g., co-teaching or cross-listed sections), the most specific and most frequent roster assignment was retained; unresolved cases remained unmatched.
- **Deduplication:** Final student IDs were deduplicated within year (and within course where appropriate) so each student is counted once as an AP exam taker and once as having ≥1 qualifying score in that year.

This approach typically yields counts slightly lower than raw College Board totals because unmatched records are excluded and duplicates are collapsed. Roster-linked counts are reported here because they align directly to teacher-of-record eligibility for bonus awards.

Cambridge International (CIE/AICE)

Cambridge exam records were obtained from Cambridge International for 2021–2024 and include candidate identifiers and subject-level results. Candidate IDs do not align with North Carolina student identifiers in PowerSchool rosters, so a roster-based matching process was used:

- **Initial linkage:** Candidate names and subject entries were joined to official NC course rosters by year and Cambridge course, after standardizing names and course titles and restricting to course exams (AS/A level).
- **Iterative resolution:** For unmatched cases, additional passes used tokenized title matching and course-family patterns to identify the most plausible rostered course/teacher; non-course components and administrative entries were excluded.
- **Roster alignment:** When multiple roster matches were possible (e.g., cross-listed offerings), the most specific/consistent assignment was retained; unresolved cases remained unmatched.
- **Deduplication:** Final student IDs were deduplicated within year (and within course where appropriate) to ensure each student is counted once as a Cambridge exam taker and once as having ≥1 qualifying result in that year.

As with IB/AP, this process produces slightly lower counts than raw Cambridge totals because unmatched candidate records are excluded and duplicates are collapsed. Roster-linked counts are reported because they tie student results directly to teachers of record for bonus eligibility.

International Baccalaureate (IB)

IB exam records were obtained from the International Baccalaureate Organization for 2021–2024 and include candidate identifiers and subject-level exam results. Candidate IDs do not align with North Carolina student identifiers in PowerSchool rosters, so a multi-step matching process was used:

- **Initial linkage:** Candidate IDs were joined to official NC course rosters by year and course, using student first/last names and course titles.
- **Iterative resolution:** For unmatched cases, a series of fuzzy matching passes were applied (e.g., first initial + last name, course family, and edit distance checks).
- **Roster alignment:** When multiple matches existed, the most frequent or most specific roster assignment was retained; unresolved cases remained unmatched.
- **Deduplication:** Final student IDs were deduplicated within year and course, ensuring each student was only counted once per year regardless of the number of IB exams attempted.

This process produces slightly lower counts of exam takers and students with qualifying scores than the raw IB candidate files, as unmatched candidate records are excluded and duplicates collapsed. These roster-linked counts are reported in this study because they align directly to teacher-of-record eligibility for bonus awards.

Career & Technical Education (CTE)

CTE credentialing records were obtained from NCDPI for 2021–2024 and include North Carolina student IDs linked to courses associated with approved industry-recognized credentials. Because these data originate within NC systems, identifiers generally align with PowerSchool rosters; however, roster linkage and program rules still govern inclusion:

- **Data assembly:** Credential attainment files were standardized and restricted to credentials recognized under the state bonus program and mapped to eligible CTE courses.
- **Course/credential linkage:** Each credential was linked to the relevant student-course enrollment by year and school to identify the teacher of record; credentials without a valid course/teacher link were excluded.
- **Tiering and eligibility:** Credentials were classified by state-approved tiers; only qualifying tiers were counted toward bonus eligibility and student counts.
- **Deduplication:** Students earning multiple qualifying credentials in the same year were counted once for student-level counts, while all qualifying credentials were retained for teacher-level bonus calculations (subject to program caps).

Because credentials not linked to a rostered teacher were excluded and duplicates were collapsed to appropriate student-year/teacher-year grains, reported counts differed modestly from raw administrative totals. Roster-linked counts were used to align outcomes with teachers of record for bonus awards.

Across programs, guardrails ensured that qualifying outcomes never exceeded takers, and takers never exceeded rostered counts aligned to the course. Many-to-many or otherwise ambiguous student–teacher joins were excluded. These student–teacher links were the sole basis for eligibility and were independent of subsequent payment status.

Outcomes and measures

Payment-based outcomes were derived exclusively from official disbursement records in the correct January cycle. Eligibility was a binary indicator derived from roster-linked outcomes. Where averages or rates were shown for context, they were computed only from valid denominators and excluded indeterminate ratios caused by zero denominators.

Table construction

Table 2: Teachers paid and dollars by program and payment year.

This table was built directly from the consolidated payment file. After mapping teachers and programs and assigning payment years, the analysis aggregated to program by payment year to count distinct paid teachers, total dollars, and average dollars per paid teacher. The table was payment-only and did not depend on roster linkages.

Table 7: Prior-year eligibility among teachers paid in 2025.

The denominator was the cohort of teachers paid in January 2025. Those teachers were matched back to roster-based eligibility files for the two preceding earn years. By program, the table reported how

many and what share of 2025 paid teachers were also eligible in 2023, in 2024, in either, and in both. Because the denominator required both 2025 payment and successful linkage to prior rosters, figures were not designed to match totals built on broader populations.

Table 7a: Forward-looking proxy for return (eligible in 2024 → paid in 2025).

Here the denominator was all teachers eligible in 2024. The outcome was whether those teachers were observed as paid in the January 2025 cycle for the same program. Since payment required returning to the same public school unit (or retirement) by January 1, observed payment served as a pragmatic proxy for return. Teachers whose expected payment year lay beyond the finance window were treated as unknown rather than unpaid.

Table 8: Prior bonus receipt in the same course or grade among 2025 recipients.

This analysis summarized program-level recurrence among teachers who were paid in January 2025. The population was the set of teacher–program pairs with a confirmed 2025 payment for 2024 earn-year results (i.e., payment records that aligned to the expected January cycle). For those recipients, prior-payment flags were constructed by looking back to the two preceding payment cycles, January 2023 and January 2024, and marking a teacher–program as “paid” in a given year only when an official payment record existed in the correct January. Prior status was defined at the program level (AP/IB/CIE combined vs. CTE), regardless of specific course or grade. Duplicate rows within program and pay year were collapsed before flagging.

Counts were then produced, by program, for the number paid in 2023, the number paid in 2024, the number paid in both years, and the number paid in either year. Percentages used as their denominator the number of 2025 recipients in that program. Left joins from the 2025 recipient list to the prior-year flags meant that missing prior-year rows were treated as “no prior payment” (i.e., flags were coalesced to FALSE) rather than inferred or imputed. This approach emphasized verified, program-level payments in the correct January cycles and avoided course-level inference.

Table 9: Difference-in-probabilities model (Requirement 10)

This analysis estimated how much the probability of being paid in January 2025 differed between teachers who had any program-level prior bonus and those who did not. The unit of analysis was the teacher–program group panel; a teacher who appeared in multiple programs contributed one row per program. “Prior” was defined at the program level as having been paid in January 2023 or January 2024 in that same program, regardless of course. To construct the prior indicator, eligibility records with expected payment years 2023 and 2024 were collapsed to teacher–program, and a prior flag was set if any payment was observed in either year. The 2025 outcome was the observed program-level payment indicator from the payment file.

Estimation proceeded with a one-predictor logistic regression of the 2025 payment indicator on the prior flag. From the fitted intercept and slope, predicted probabilities were computed for the prior and no-prior groups, and the reported effect was the modeled difference in probabilities in percentage points. Confidence intervals for this difference used a delta-method standard error derived from the model covariance matrix. For transparency, the table also displayed the observed proportions paid in 2025 within the prior and no-prior groups along with the group sizes. If the logistic model was non-estimable (for example, due to separation or zero cells), the analysis fell back to the observed difference with a

Wald confidence interval and a Fisher exact-test p-value. The “Overall” row was computed on the pooled teacher–program panel and therefore reflected all program rows combined rather than a single de-duplicated teacher universe.

This model was program-level and did not use the same-course key. Table 9 was descriptive and was not interpreted causally.

Mapping methods

Payments were aggregated to districts to calculate total dollars, the count of paid teachers, and each district’s share of the program-specific statewide total. These summaries were joined to a statewide district boundary layer using a common three-character district code. Districts with no recorded payments were retained and displayed as such. For readability and comparability, percentage shares were classified into common bins, with a category for no payments. LEA administrative units and charter schools were excluded from maps for readability purposes.

Quality assurance

- **Data intake and schema validation.** Source files loaded with explicit expectations for identifiers, types, and date windows. Duplicate rows were collapsed only when they were exact duplicates; otherwise, non-unique keys were flagged for review.
- **Identity resolution checks.** Legacy teacher IDs from finance, rosters, and outcome files were standardized to a single staff ID. One-to-one mappings were enforced, and coverage summaries reported matched and unmatched shares before aggregation.
- **Roster–outcome linkage QA.** Linkage yield was monitored by program and year, distinguishing deterministic student-ID joins (AP, most Cambridge, CTE) from tightly blocked name-based joins (IB and some Cambridge). Guardrails ensured qualifying outcomes never exceeded takers, and takers never exceeded rostered course counts.
- **Eligibility and payment construct validation.** Eligibility indicators were derived strictly from at least one qualifying student outcome in the earn year. “Estimated bonus” figures (when shown for context) obeyed the $50-per-qualifier cap at $3,500 and were never substituted for official payments. Finance records had to map to exactly one program and to the January cycle one year after the earn year.
- **Table-level denominator checks.** Each table’s denominator was recomputed from first principles and audited against logical identities. Examples: for Table 7, “either” had to be at least the larger single-year share and “both” at most the smaller; for Table 8, the same-course/grade key was required to be stable across years; for Table 9, zero-cell handling was verified, and non-estimable blocks were labeled.
- **Geospatial checks.** District codes were normalized before joining to the boundary layer. Coverage was confirmed for conventional districts, geometries were validated prior to plotting, and label points were forced to land inside polygons.
- **Edge-case handling and reproducibility.** Zero denominators (e.g., early CTE participation) yielded missing ratios (not infinities) and were excluded from rate averages but retained in

counts. Vendor placeholders (e.g., Cambridge numerics) were excluded from grade-based eligibility and averages. Intermediate datasets and QA summaries were saved with dated filenames; final tables and figures were generated from frozen inputs.

Limitations

- **Scope and denominators.** Denominators are purpose-built and not interchangeable. Table 2 counts only teachers actually paid; Table 7 restricts to 2025 payees linked to prior rosters; Table 7a starts from all 2024-eligible teachers and observes 2025 payment as a return proxy.

- **Identity resolution and roster coverage.** Crosswalk mismatches or missing/late rosters can misattribute payments or suppress eligibility. Results rely on multiple upstream systems with varying completeness.

- **Student–teacher linkage accuracy.** AP linkages are largely deterministic. IB and some Cambridge records require conservative name-based matching that reduces false positives but increases false negatives, especially for common names or inconsistent spellings. Ambiguous many-to-many cases are excluded, so eligibility should be interpreted as a lower bound where identifiers are incomplete.

- **Program-specific measurement constraints.** Cambridge eligibility uses letter grades (E or better); vendor numeric placeholders are not used. CTE eligibility enforces a course–credential compatibility crosswalk, which can undercount atypical pairings. Co-teaching, long-term substitutes, and late schedule changes can blur the teacher of record.

- **Eligibility versus payment constructs.** Eligibility reflects qualifying student outcomes in the earn year. Payment reflects disbursement contingent on returning to the same PSU (or retirement) by January 1 and successful finance processing. Eligible teachers who switch PSUs, exit, or have late corrections may not appear in payment counts. When the expected payment year lies beyond file coverage, payment status is unknown, not unpaid.

- **Timing and coverage windows.** Mid-year transfers, late postings, and retroactive corrections can misalign real outcomes with the observation window, especially for forward-looking analyses (Table 7a).

- **Recurrence definition (Table 8).** Requiring a confirmed prior payment in the correct year for the same course/grade improves construct validity but may miss true recurrence when course codes, titles, or credential mappings change. It also reduces backward comparability to earlier reports that allowed inference.

- **Mapping and display.** Binned shares enhance readability but can amplify perceived differences near cutpoints and mask within-bin variation. Boundary layers exclude special administrative units and charters, so statewide shares reflect conventional districts only.

- **Interpretive boundaries.** Analyses are descriptive, not causal. Differences across programs, districts, or years may reflect shifts in student composition, course offerings, participation, or local implementation rather than effects of the bonus program.

Table X. Bonuses Paid by PSU, Side-by-Side (Jan 2025)

	Advanced Coursework (AP/IB/CIE)			Career & Technical Education (CTE)		
	Teachers	Total	% of Total	Teachers	Total	% of Total
Alamance	53	$48,600.00	1.2%	24	$15,500.00	1.2%
Alexander	8	$8,600.00	0.2%	10	$8,325.00	0.6%
Alleghany	NA	NA	NA	5	$4,250.00	0.3%
Anson	2	$550.00	0.0%	3	$1,300.00	0.1%
Ashe	7	$3,650.00	0.1%	9	$6,400.00	0.5%
Asheboro City	14	$11,300.00	0.3%	6	$5,600.00	0.4%
Asheville City	18	$25,700.00	0.6%	3	$3,475.00	0.3%
Avery	5	$2,350.00	0.1%	5	$2,775.00	0.2%
Beaufort	7	$1,750.00	0.0%	9	$5,375.00	0.4%
Bertie	NA	NA	NA	1	$75.00	0.0%
Bladen	NA	NA	NA	7	$3,600.00	0.3%
Brunswick	29	$20,700.00	0.5%	15	$8,225.00	0.6%
Buncombe	56	$48,150.00	1.2%	19	$6,875.00	0.5%
Burke	26	$13,800.00	0.3%	14	$12,550.00	1.0%
Cabarrus	99	$121,850.00	3.0%	28	$33,550.00	2.6%
Caldwell	NA	NA	NA	20	$21,375.00	1.6%
Camden	3	$600.00	0.0%	3	$2,225.00	0.2%
Carteret	26	$24,900.00	0.6%	8	$5,150.00	0.4%
Catawba	25	$16,400.00	0.4%	21	$20,000.00	1.5%
Chapel Hill - Carrboro City	83	$188,900.00	4.6%	10	$9,125.00	0.7%
Chatham	31	$33,150.00	0.8%	10	$8,700.00	0.7%
Cherokee	2	$900.00	0.0%	13	$4,475.00	0.3%
Chowan	2	$1,000.00	0.0%	2	$1,450.00	0.1%
Clay	NA	NA	NA	5	$1,375.00	0.1%
Cleveland	27	$23,000.00	0.6%	17	$11,650.00	0.9%
Clinton City	6	$4,663.00	0.1%	NA	NA	NA
Columbus	5	$1,050.00	0.0%	8	$3,575.00	0.3%

Craven	NA	NA	NA	14	$6,725.00	0.5%
Cumberland	75	$63,550.00	1.5%	68	$83,950.00	6.4%
Currituck	6	$2,950.00	0.1%	5	$1,875.00	0.1%
Dare	20	$17,900.00	0.4%	11	$11,350.00	0.9%
Davidson	34	$36,950.00	0.9%	22	$33,075.00	2.5%
Davie	22	$32,975.00	0.8%	NA	NA	NA
Duplin	11	$7,600.00	0.2%	12	$9,725.00	0.7%
Durham	95	$119,200.00	2.9%	20	$11,075.00	0.8%
Edgecombe	NA	NA	NA	12	$4,225.00	0.3%
Elkin City	NA	NA	NA	1	$1,250.00	0.1%
Forsyth	118	$187,100.00	4.6%	45	$38,425.00	2.9%
Gaston	62	$45,700.00	1.1%	39	$61,150.00	4.7%
Graham	NA	NA	NA	6	$1,750.00	0.1%
Granville	8	$2,050.00	0.0%	6	$4,500.00	0.3%
Greene	4	$950.00	0.0%	5	$3,175.00	0.2%
Guilford	259	$342,300.00	8.3%	76	$48,400.00	3.7%
Harnett	32	$24,150.00	0.6%	20	$25,925.00	2.0%
Haywood	13	$7,350.00	0.2%	9	$4,670.00	0.4%
Henderson	38	$31,850.00	0.8%	22	$13,275.00	1.0%
Hertford	NA	NA	NA	3	$1,525.00	0.1%
Hickory City	11	$9,850.00	0.2%	7	$3,675.00	0.3%
Hoke	NA	NA	NA	8	$6,825.00	0.5%
Iredell	53	$59,200.00	1.4%	17	$15,875.00	1.2%
Jackson	NA	NA	NA	4	$3,225.00	0.2%
Johnston	52	$46,200.00	1.1%	23	$20,575.00	1.6%
Jones	NA	NA	NA	3	$1,475.00	0.1%
Kannapolis City	11	$6,100.00	0.1%	3	$1,325.00	0.1%
Lee	NA	NA	NA	10	$8,750.00	0.7%
Lenoir	14	$4,700.00	0.1%	9	$6,225.00	0.5%
Lincoln	42	$43,050.00	1.0%	15	$10,700.00	0.8%

Macon	6	$4,500.00	0.1%	3	$1,225.00	0.1%
Madison	NA	NA	NA	5	$3,225.00	0.2%
Martin	NA	NA	NA	4	$2,350.00	0.2%
McDowell	8	$3,950.00	0.1%	10	$5,350.00	0.4%
Mecklenburg	410	$545,250.00	13.3%	73	$65,075.00	5.0%
Mitchell	NA	NA	NA	7	$5,150.00	0.4%
Montgomery	NA	NA	NA	2	$550.00	0.0%
Moore	25	$42,200.00	1.0%	17	$16,950.00	1.3%
Mooresville City	13	$13,200.00	0.3%	7	$8,975.00	0.7%
Mount Airy City	4	$4,050.00	0.1%	4	$4,375.00	0.3%
Nash	25	$12,900.00	0.3%	21	$12,850.00	1.0%
New Hanover	74	$103,750.00	2.5%	10	$9,000.00	0.7%
Newton-Conover City	7	$6,950.00	0.2%	6	$6,950.00	0.5%
Northampton	NA	NA	NA	1	$750.00	0.1%
Onslow	54	$37,700.00	0.9%	34	$18,175.00	1.4%
Orange	33	$28,650.00	0.7%	10	$8,550.00	0.7%
Pamlico	4	$1,950.00	0.0%	2	$1,950.00	0.1%
Pasquotank	6	$2,100.00	0.1%	4	$1,375.00	0.1%
Pender	22	$24,400.00	0.6%	12	$16,075.00	1.2%
Person	9	$5,675.00	0.1%	2	$775.00	0.1%
Pitt	49	$46,500.00	1.1%	32	$18,875.00	1.4%
Polk	5	$3,200.00	0.1%	4	$1,225.00	0.1%
Randolph	27	$16,200.00	0.4%	24	$21,025.00	1.6%
Richmond	5	$950.00	0.0%	8	$6,175.00	0.5%
Roanoke Rapids City	4	$1,850.00	0.0%	6	$3,975.00	0.3%
Robeson	13	$6,250.00	0.2%	12	$5,150.00	0.4%
Rockingham	20	$6,150.00	0.1%	14	$9,600.00	0.7%
Rowan	34	$17,600.00	0.4%	22	$17,600.00	1.3%
Rutherford	14	$4,850.00	0.1%	8	$5,600.00	0.4%
Scotland	NA	NA	NA	6	$5,450.00	0.4%

Stanly	1	$200.00	0.0%	14	$12,125.00	0.9%
Stokes	6	$2,700.00	0.1%	11	$7,800.00	0.6%
Surry	4	$1,700.00	0.0%	8	$10,225.00	0.8%
Swain	5	$2,300.00	0.1%	3	$2,425.00	0.2%
Thomasville City	NA	NA	NA	1	$575.00	0.0%
Transylvania	9	$7,950.00	0.2%	12	$10,275.00	0.8%
Tyrrell	NA	NA	NA	3	$2,100.00	0.2%
Union	143	$218,750.00	5.3%	49	$57,775.00	4.4%
Vance	NA	NA	NA	2	$825.00	0.1%
Wake	671	$1,197,600.00	29.1%	161	$215,050.00	16.4%
Washington	NA	NA	NA	3	$975.00	0.1%
Watauga	17	$26,200.00	0.6%	7	$3,725.00	0.3%
Wayne	19	$9,400.00	0.2%	24	$16,775.00	1.3%
Whiteville City	NA	NA	NA	4	$2,000.00	0.2%
Wilkes	18	$6,950.00	0.2%	17	$11,000.00	0.8%
Wilson	NA	NA	NA	10	$7,300.00	0.6%
Yadkin	4	$2,750.00	0.1%	11	$8,075.00	0.6%
Yancey	NA	NA	NA	4	$3,225.00	0.2%

Source: NC DPI FBS Teacher Bonus Program payment file (Jan 2025); percent computed within each program.