



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

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# Report to the North Carolina General Assembly

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Third Grade Read to Achieve Teacher Bonus  
Program

*S.L. 2017-57, Section 8.8(c)*

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**Date Due: March 15, 2018**

Report # 69

DPI Chronological Schedule, 2016-2017

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## **Summary of the Legislation**

Appropriations Bill 2016-94 Section 9.7 appropriates \$10,000,000 for bonuses for third-grade reading teachers based on the Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading. The full text of the legislation can be found in the Appendix A.

\$5,000,000 is allotted based on bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.

\$5,000,000 is allotted to pay bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for third-grade reading from the previous year. The funds shall be split proportionally based on average daily membership for each local school administrative unit and then distributed equally among qualifying teachers in each LEA.

The State-level bonus is calculated based on the total number of teachers eligible and the funds are distributed equally to the teachers.

The LEA-level bonus is first allocated to each LEA based on the average daily membership. These funds are then divided by the number of eligible teachers in the LEA. This results in a different bonus amount by LEA.

To be eligible the teacher must remain employed teaching in the same local school administrative unit at least from the school year the data is collected until the corresponding school year that the bonus is paid. LEAs are responsible for determining if teachers meet the eligibility requirements.

## **State Board of Education Policy**

The full State Board of Education allotment policy related to this bonus is presented in Appendix B.

## **Distribution of Funds**

The Department of Public Instruction (DPI) distributed the funds in January 2018 based on SBE policy to LEAs and charter schools. The distribution amounts are presented in Appendix C.

### **State-Level Bonus**

The total number of teachers in the top 25%: 1,380

The total award per teacher: \$3, 623

The allotment will include the teacher award plus social security. The award is not subject to retirement.

The data of the actual number of teachers who were paid the bonus was not available at the time of the preparation of this report. The Department of Public Instruction will analyze the data in detail and provide further information when the data is available.

### **LEA-Level Bonus**

The total number of teachers in the top 25% of their LEA: 1,314

The average award: \$3,805

The allotment will include the teacher award plus social security but is not subject to retirement.

The bonus is awarded based on average daily membership and then divided among eligible teachers.  
The lowest award per teacher is in Kannapolis City: \$2,307  
The highest award per teacher is in Northampton County: \$6,429

### **Reporting Requirement**

The State Board of Education shall study the effect of the program on teacher performance and retention. The State Board shall report the results of its findings.

The data of the actual number of teachers who were paid the State-level bonus was not available at the time of the preparation of this report. The Department of Public Instruction will analyze the data in detail and provide further information when the data is available.

The State Board of Education shall report on the distribution of statewide bonuses as among local school administrative units, and the distribution of bonuses within local school administration units as among individual schools 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 on March 15 of each year.

## Impact of the Read to Achieve Bonus on the Teaching Profession

This section of the report focuses on the relationship between qualifying for the Read to Achieve Reading Bonus and teacher effectiveness and retention. Given that data on teacher years of experience and mobility are not as complete as that of teachers in traditional public schools, this section will exclude charter school personnel who do not have sufficient data to be included in the analysis. This exclusion may result in inconsistencies in the total for some of the data tables.

### Distribution of Qualifying Teachers

Given that the Read to Achieve Reading Bonus is in its second year, it is informative to examine how this bonus is distributed across the State in terms of teacher experience and geography. Any trends in the data that suggest a relationship between years of experience and/or a higher than expected concentration of highly-effective teachers in an LEA, could provide valuable information to the field about how best to support students in reading at grade level by the end of the third grade.

The table below shows the number of third-grade reading teachers in each category of experience and the percentage of that group that qualified for the third-grade reading bonus. If there were no relationship between teachers' years of experience and EVAAS growth, one would expect the number of teachers qualifying for the bonus to be approximately 25 percent of the teachers in each category of experience. Categories of teacher experience that show a statistically significant deviation (positive or negative) from the hypothesized mean of 0.25 are marked with an asterisk(s).

Table 1. Number and percentage of teachers qualifying for the Read to Achieve Bonus by years of experience.

	School Year 2015-2016			School Year 2016-2017		
	Total Number of Teachers	Number Qualifying for Bonus	Percentage	Total Number of Teachers	Number Qualifying for Bonus	Percentage
0-4 Years	1,621	344	21.2%***	1,533	300	19.6%***
5-9 Years	1,060	273	25.8%	1,040	267	25.7%
10-14 Years	973	242	24.9%	1,012	276	27.3%
15-19 Years	738	195	26.4%	699	183	26.2%
20-24 Years	417	135	32.4%***	439	151	34.4%***
25-30 Years	212	80	37.7%***	243	85	35.0%**
>30 Years	73	31	42.5%**	60	19	31.7%
<b>Total</b>	<b>5,094</b>	<b>1,300</b>	<b>25.5%</b>	<b>5,026</b>	<b>1,281</b>	<b>25.5%</b>

\*\* indicates statistical significance at the  $p < 0.01$  level, \*\*\* indicates statistical significance at the  $p < 0.001$  level

From the table above, one can see that teachers who have greater than 20 years of teaching experience are more likely to qualify for the third-grade reading bonus than their less experienced peers. Teachers

with four or fewer years of teaching experience are, on average, less likely to qualify for a bonus. The policy implications of this finding are complex. These data do not suggest that teachers with greater than 20 years of teaching experience are more skilled at helping students meet grade-level expectations for the third grade, but that they are more likely to grow students academically at a rate that exceeds the state average for the subject and grade. It is possible that an LEA could see gains in third-grade proficiency rates by moving effective, elementary-school teachers to the third grade, but it is also possible that the growth these teachers produce might not be sufficient to bridge the deficit between their students' current achievement level and the on-grade proficiency score.

Another approach to achieving grade-level proficiency for all students in the third grade is to move highly-effective reading teachers into K-2 positions. It is possible that successive years of exposure to highly-effective reading instruction could have a strong impact on reading proficiency rates in the third grade. Although such a strategy would preclude these teachers from qualifying for a Read to Achieve Bonus, it could have a positive effect on the goal of grade-level proficiency for all students in the third grade.

NCDPI also examined the difference in bonus allocation by LEA from the 2015-2016 school year to the 2017-2018 school year. If there are substantial changes in the number of teachers in an LEA from the first year of the bonus to the most recent year, that might be suggestive of changes to instructional practices that yield better academic growth for students. Conversely, LEAs that show a substantial decline in the number of teachers qualifying for the bonus might indicate an LEA that is struggling to retain its most effective teachers. The data on the LEAs with the greatest positive shifts in the number of teachers receiving the bonus and the LEAs with the greatest negative shifts in the number of bonus recipients are presented in Table 2. We exclude LEAs that had only one (or zero) teacher qualifying for the bonus in the 2015-2016 school year.

Table 2. Differences in Qualifying Teachers and Total Allotments for the Five Largest Declines and Gains from School Year 2015-2016 to School Year 2016-2017.

LEA	2015-2016 School Year		2016-2017 School Year		Loss/Gain from Prior Year	Percentage Loss/Gain from Prior Year
	Qualifying Teachers	Total Allotment	Qualifying Teachers	Total Allotment		
Bertie County	6	22,758	0	0	-22,758	-100.0%
Edgecombe County	3	11,379	1	3,623	-7,756	-68.2%
Davie County	8	30,344	3	10,869	-19,475	-64.2%
Mooresville City	14	53,102	6	21,738	-31,364	-59.1%
Macon County	16	60,688	7	25,361	-35,327	-58.2%
Transylvania County	2	7,586	5	18,115	10,529	38.8%
Hickory City	2	7,586	6	21,738	14,152	86.6%
Roanoke Rapids City	1	3,793	3	10,869	7,076	86.6%
Asheboro City	3	11,379	9	32,607	21,228	86.6%
Granville County	1	3,793	5	18,115	14,322	277.6%

## Teacher Performance

As an initial approach to understanding the relationship between teacher performance and the third-grade reading bonus, NCDPI examined the number of teachers who qualified for the bonus in the 2015-2016 school year and qualified for the bonus in the following school year (for those teachers who taught third grade reading in both years). Of the 970 teachers who qualified for a bonus from the 2015-2016 EVAAS growth data and remained teaching third grade in the 2016-2017 school year, 463, or 47.7%, qualified for the bonus in the 2016-2017 school year. Of the teachers who did not qualify for the bonus in the 2016-2017 school year, nearly all those teachers (504, 99.4%) met expected growth in the 2016-2017 school year. The fact that these teachers did not qualify for the bonus in the 2016-2017 school year does not suggest that they failed to improve, but is more indicative of the fact that small changes in EVAAS growth from one year to the next can have an impact on qualifying for the bonus in subsequent years. Only three teachers (0.6%) who qualified for the 2015-2016 bonus failed to meet expected growth in the 2016-2017 school year.

Measuring the improvement of the teaching force in North Carolina from one year to the next is a difficult endeavor. While the index value of a teacher's EVAAS score might contain information that the teacher is improving from one year to the next, it is known that fluctuations in a teacher's EVAAS index score across years are normal and expected. Currently the State has not established an amount of change in yearly EVAAS index score that can be defined as "improvement". It is even more difficult to attribute changes in a teacher's EVAAS index score to the bonus incentive program in a causal manner.

With these caveats being put forth, the State examined the difference in EVAAS growth index scores from the 2015-2016 school year to the EVAAS growth index scores from the 2016-2017 for teachers who received the bonus and those who did not receive the bonus. If teachers who received a bonus in the 2015-2016 school year showed an increase in EVAAS growth in the following school year that is measurably different from those who did not receive the bonus in the 2015-2016 school year, then one might infer some relationship between the bonus and improved teacher performance. The table below shows the difference in average EVAAS index scores between the 2015-2016 and 2016-2017 school years for teachers who qualified for, and did not qualify for, the third-grade reading bonus from the 2015-2016 school year.

Table 3. Difference in EVAAS Growth between the 2015-2016 and 2016-2017 school years by Qualifying and Non-Qualifying Teachers.

	Total Number of Teachers	Average EVAAS Index for 2015-2016	Average EVAAS Index for 2016-2017	Difference (2017-2016)
Qualified for Bonus (2015-2016)	970	1.3	0.67	-0.63***
Did Not Qualify for Bonus (2015-2016)	2,673	-0.37	-0.1	0.27***

\*\*\* indicates statistical significance at the  $p < 0.001$  level

From the table above, one can see that teachers who did not qualify for a third-grade reading bonus experienced greater gains in EVAAS from the 2015-2016 school year to the 2016-2017 school year. This finding should not be construed as the bonus having a negative impact on teachers' performance, but it is most likely the result of regression to the mean. Over time, it is quite common for observed measures to tend toward the average rather than persist at the high or low end of a distribution. It is not surprising that some high-growth teachers would experience some loss in growth from year to year and that some low-growth teachers would move closer to the state average.

While there is not conclusive evidence that the third-grade reading bonus has a positive effect on teachers' performance, NCDPI will seek other methods to determine whether bonus incentives have any impact on improving the instructional quality of North Carolina's teachers.

### **Teacher Retention**

One of the articulated goals of the Read to Achieve Bonus is to increase retention among third-grade reading teachers in the State. Using data from the most recent State of the Teaching Profession Report, NCDPI examined the attrition and mobility rates of teachers who qualified for third grade bonus and those teachers who did not in the 2015-2016 and 2016-2017 school years. Because the bonuses are announced and distributed in the middle of the following school year, NCDPI examined the mobility rates of teachers at the end of the 2016-2017 school year who received the bonus for performance in the 2015-2016 school year. Given that teachers of differing experience levels demonstrate different rates of attrition and mobility, it is necessary to compare the rate of attrition/mobility for teachers in the same experience category. Because the outcome of interest is whether a teacher left a given LEA in the 2016-2017 school year, this report combines the measures of attrition and mobility from the State of the Teaching Profession report.

In Table 3, one can determine that teachers who qualified for the Read to Achieve Bonus in the 2015-16 school year departed from current employment in the following year at lower rates than those teachers who did not qualify for the bonus in the 2015-16 school year. The difference in the mobility rates for these two groups, however, is not statistically significant. An important finding from the State of the Teaching Profession Report is germane to the question of whether the bonus itself has an impact on teacher retention. In the reports from the two prior years, the data showed that teachers who are more effective (across all grades and subjects) are less likely to leave the teaching profession in NC public schools. The information from the State of the Teaching Profession Report coupled with the lack of measurable difference in the mobility rates of qualifying and non-qualifying teachers suggests that the bonus has little impact on teachers' decision to remain employed in the district in which they qualified for the bonus.

The lack of evidence for the third-grade reading bonus might also be a result of insufficient data. Given that this is only the second year of implementation for the bonus program, it might be too early to appreciate any positive effects of the bonus on teacher retention. Successive years of bonus and mobility data will provide the department with the ability to detect a possible effect of the bonus on teacher retention, controlling for the average mobility rates for teachers of a given level of experience.



Table 4. Mobility Rates (2016-2017 School Year) for Teachers Who Qualified, or Did Not Qualify, for a Read to Achieve Bonus (2015-2016 School Year) by Years of Experience.

Years of Experience	Total Number of Teachers	Qualified for Bonus		Did Not Qualify for Bonus		Difference
		Remained in LEA	Moved from LEA	Remained in LEA	Moved from LEA	
		N	Percentage	N	Percentage	
0-4 Years	1,638	296	84.8%	53	15.2%	-3.4%
5-9 Years	1,053	244	90.7%	25	9.3%	-3.1%
10-14 Years	970	230	94.3%	14	5.7%	-1.0%
15-19 Years	733	184	95.8%	8	4.2%	-3.8%
20-24 Years	415	127	94.1%	8	5.9%	-3.4%
25-30 Years	212	65	81.3%	15	18.8%	7.4%
<b>Total</b>	<b>5,021</b>	<b>1,146</b>	<b>90.3%</b>	<b>123</b>	<b>9.7%</b>	<b>-2.8%</b>

Session Law 2016-94 Section 9.7

**SECTION 8.8B.(c)** Section 9.7 of S.L. 2016-94 reads as rewritten:

**"THIRD GRADE READING-READ TO ACHIEVE TEACHER PERFORMANCE—PILOT BONUS PROGRAM**

**"SECTION 9.7.(a)** The State Board of Education shall establish the Third Grade ~~Reading-Read to Achieve~~ Teacher Performance—Pilot Bonus Program (program) to reward teacher performance and encourage student learning and improvement. To attain this goal, the Department of Public Instruction shall administer bonus pay to ~~licensed third-grade~~ teachers who have an Education Value-Added Assessment System (EVAAS) student growth index score for third grade reading from the previous school year, beginning with the data from the 2015-2016 school year, as follows:

- (1) Of the funds appropriated for ~~this the~~ program, five million dollars (\$5,000,000) shall be allocated for bonuses to ~~licensed third-grade~~ teachers who are in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for third grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.
- (2) Of the funds appropriated for ~~this the~~ program, five million dollars (\$5,000,000) shall be allocated to pay bonuses to ~~licensed third-grade~~ teachers who are in the top twenty-five percent (25%) of teachers in their respective local school administrative units according to the EVAAS student growth index score for third grade reading from the previous year. These funds shall be split proportionally based on average daily membership for each local school administrative unit and then distributed equally among qualifying teachers in each local school administrative unit, subject to the following conditions:
  - a. Teachers employed in charter schools and regional schools are not eligible to receive a bonus under this subdivision.
  - b. Any teacher working in a local school administrative unit that employs three or fewer third grade teachers shall receive a bonus under this subdivision if that teacher has an EVAAS student growth index score for third grade reading from the previous school year that exceeds expected growth.
- (3) For EVAAS student growth index score data collected during the 2015-2016 school year and the 2016-2017 school year, bonuses awarded pursuant to subdivisions (1) and (2) of this subsection are payable in January of 2017 and January of 2018, respectively, to qualifying ~~third-grade~~ teachers who remain employed teaching ~~third-grade~~ in the same local school administrative unit at least from the school year the data is collected until the corresponding school year that the bonus is paid.
- (4) A teacher who is eligible to receive a bonus under both subdivisions (1) and (2) of this subsection shall receive both bonuses. The bonus or bonuses awarded to a teacher pursuant to this subsection shall be in addition to any regular wage or other bonus the teacher receives or is scheduled to receive.

"**SECTION 9.7.(b)** Notwithstanding G.S. 135-1(7a), the compensation bonuses awarded by this section are not compensation under Article 1 of Chapter 135 of the General Statutes, the Teachers' and State Employees' Retirement System.

"**SECTION 9.7.(c)** ~~The State Board of Education shall report on and study the Third Grade Reading Teacher Performance Pilot Program (Program) as follows:~~study the effect of the program on teacher performance and retention. The State Board shall report the results of its findings.

- (1) ~~The State Board of Education shall report on~~ the distribution of statewide bonuses as among local school administrative ~~units~~units, and the distribution of bonuses within local school administrative units as among individual schools 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 on March 1, 2017, and again on March 1, 2018.15 of each year.
- (2) ~~The State Board of Education shall study the effect of the Program on teacher performance and retention. The State Board of Education shall report the results of its findings to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Fiscal Research Division, and the Joint Legislative Education Oversight Committee no later than March 1, 2018.~~

**Third-Grade Read To Achieve Teacher Performance Bonus**

PROGRAM REPORT CODE: 046  
UNIFORM CHART OF ACCOUNTS CODE: XXXX-046-XXX  
STATUTORY REFERENCE: SL 2016-94. SL 2017-57, 2017-88

TYPE: Dollars

TERM: July 1, 2016 to June 30, 2020~~18~~

PURPOSE: A two-year pilot program which that provides funding to reward third-grade teacher with performance-based bonuses.

ELIGIBILITY: Each LEA and public school is entitled to funding, based on their teachers Education Value-Added Assessment System (EVAAS) student growth index score for third-grade reading.

FORMULAS: The proportion stipulated in legislation is allotted based on bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in the State according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.

The proportion stipulated in legislation is allotted to pay bonuses to licensed third-grade teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for third-grade reading from the previous year. These funds shall be split proportionally based on average daily membership for each LEA and then distributed equally among qualifying teachers in each LEA.

For 2017-18 only: Each LEA and charter school is allotted funds for teachers who would have received a bonus based on the 2015-16 test scores but for the restriction that required the teacher to be teaching third grade in 2016-17. The amount shall be a \$3,500 per teacher for the State level bonus and/or \$3,500 per teacher for the LEA level bonus.

For 2017-18 only: If an LEA and charter school paid a teacher based on the 2015-16 test score, an amount from local funds in lieu of the bonus the teacher would have received had they been teaching third grade, the LEA and charter school shall be allotted a reimbursement up to \$3,500 per teacher.

**SPECIAL PROVISIONS:**

1. Bonuses are payable in January 2017 and January 2018, respectively, to qualifying teachers who remain employed teaching third grade in the same LEA or public school at least from the school year the data is collected until the corresponding school year that the bonus is paid.
2. Teachers employed in charter schools and regional schools are only eligible to receive the bonus if they are in the top 25% of teachers in the State. No allocation is made at the charter or regional school level.
3. Any teacher working in a LEA that employs three or fewer third-grade teachers shall receive a bonus at the LEA level if that teacher has an EVAAS student growth index score for third-grade reading from the previous school year that exceeds expected growth.
4. Teachers, who qualify, may receive bonuses at both the State and LEA level.
5. The compensation bonuses are not considered compensation for purposes of the Teachers' and State Employees' Retirement System.
6. Any unexpended funds from the state-level bonus paid in January, due to ineligible teachers per legislation, will be reallocated to LEAs and public schools based on the eligible teachers who were paid the bonus in January. These teachers shall be paid an equal share of the reallocated funds. No funds shall revert to the State.

**Appendix C: Third Grade Read to Achieve Teacher Performance Bonus  
FY 2017-18**

LEA/Charter School	LEA\Charter Name	Total Count	3rd Grade Teacher Bonus		
			State Bonus	LEA Bonus	Total
010	Alamance-Burlington Schools	29	105,067	78,466	183,533
020	Alexander County Schools	10	36,230	17,207	53,437
030	Alleghany County Schools	3	10,869	4,860	15,729
040	Anson County Schools	1	3,623	11,875	15,498
050	Ashe County Schools	7	25,361	10,720	36,081
060	Avery County Schools	2	7,246	7,235	14,481
070	Beaufort County Schools	10	36,230	23,922	60,152
080	Bertie County Schools	0	-	7,983	7,983
090	Bladen County Schools	2	7,246	16,066	23,312
100	Brunswick County Schools	6	21,738	43,493	65,231
110	Buncombe County Schools	21	76,083	85,094	161,177
111	Asheville City Schools	4	14,492	15,515	30,007
120	Burke County Schools	14	50,722	42,907	93,629
130	Cabarrus County Schools	17	61,591	110,099	171,690
132	Kannapolis City Schools	1	3,623	18,458	22,081
140	Caldwell County Schools	14	50,722	41,667	92,389
150	Camden County Schools	2	7,246	6,294	13,540
160	Carteret County Public Schools	16	57,968	28,923	86,891
170	Caswell County Schools	2	7,246	9,369	16,615
180	Catawba County Schools	15	54,345	56,754	111,099
181	Hickory City Schools	6	21,738	14,839	36,577
182	Newton-Conover City Schools	3	10,869	10,754	21,623
190	Chatham County Schools	10	36,230	29,671	65,901
200	Cherokee County Schools	4	14,492	11,709	26,201
210	Edenton-Chowan Schools	4	14,492	7,177	21,669
220	Clay County Schools	4	14,492	4,609	19,101
230	Cleveland County Schools	23	83,329	51,818	135,147
240	Columbus County Schools	5	18,115	20,582	38,697
241	Whiteville City Schools	6	21,738	7,738	29,476

<b>LEA/Charter School</b>	<b>LEA\Charter Name</b>	<b>Total Count</b>	<b>State Bonus</b>	<b>LEA Bonus</b>	<b>Total</b>
250	Craven County Schools	13	47,099	48,781	95,880
260	Cumberland County Schools	59	213,757	173,929	387,686
270	Currituck County Schools	4	14,492	13,905	28,397
280	Dare County Schools	7	25,361	17,269	42,630
290	Davidson County Schools	19	68,837	66,809	135,646
291	Lexington City Schools	3	10,869	10,620	21,489
292	Thomasville City Schools	1	3,623	8,255	11,878
300	Davie County Schools	3	10,869	21,781	32,650
310	Duplin County Schools	4	14,492	33,987	48,479
320	Durham Public Schools	18	65,214	117,241	182,455
330	Edgecombe County Schools	1	3,623	20,558	24,181
340	Forsyth County Schools	48	173,904	188,037	361,941
350	Franklin County Schools	6	21,738	29,526	51,264
360	Gaston County Schools	21	76,083	109,147	185,230
370	Gates County Schools	3	10,869	-	10,869
380	Graham County Schools	3	10,869	4,105	14,974
390	Granville County Schools	5	18,115	27,441	45,556
400	Greene County Schools	2	7,246	10,923	18,169
410	Guilford County Schools	27	97,822	247,180	345,002
420	Halifax County Schools	1	3,623	9,462	13,085
421	Roanoke Rapids City Schools	3	10,869	9,893	20,762
430	Harnett County Schools	18	65,214	71,869	137,083
440	Haywood County Schools	12	43,476	24,770	68,246
450	Henderson County Schools	26	94,198	47,278	141,476
460	Hertford County Schools	1	3,623	10,144	13,767
470	Hoke County Schools	5	18,115	29,478	47,593
480	Hyde County Schools	1	3,623	-	3,623
490	Iredell-Statesville Schools	16	57,968	71,538	129,506
491	Mooresville City Schools	6	21,738	20,968	42,706
500	Jackson County Schools	1	3,623	12,964	16,587
510	Johnston County Schools	20	72,460	120,591	193,051
520	Jones County Schools	2	7,246	3,792	11,038

<b>LEA/Charter School</b>	<b>LEA\Charter Name</b>	<b>Total Count</b>	<b>State Bonus</b>	<b>LEA Bonus</b>	<b>Total</b>
530	Lee County Schools	9	32,607	34,700	67,307
540	Lenoir County Public Schools	12	43,476	30,902	74,378
550	Lincoln County Schools	22	79,706	39,650	119,356
560	Macon County Schools	7	25,361	15,122	40,483
570	Madison County Schools	7	25,361	8,355	33,716
580	Martin County Schools	1	3,623	11,423	15,046
590	McDowell County Schools	10	36,230	21,574	57,804
600	Charlotte-Mecklenburg Schools	78	282,594	513,424	796,018
610	Mitchell County Schools	3	10,869	6,560	17,429
620	Montgomery County Schools	8	28,984	13,853	42,837
630	Moore County Schools	20	72,460	44,290	116,750
640	Nash-Rocky Mount Schools	5	18,115	53,896	72,011
650	New Hanover County Schools	34	123,182	91,199	214,381
660	Northampton County Schools	0	-	6,429	6,429
670	Onslow County Schools	30	108,690	91,130	199,820
680	Orange County Schools	5	18,115	26,028	44,143
681	Chapel Hill-Carrboro Schools	5	18,115	41,422	59,537
690	Pamlico County Schools	1	3,623	4,536	8,159
700	Elizabeth City-Pasquotank Schools	6	21,738	20,068	41,806
710	Pender County Schools	17	61,591	31,743	93,334
720	Perquimans County Schools	0	-	5,911	5,911
730	Person County Schools	6	21,738	15,894	37,632
740	Pitt County Schools	24	86,952	81,641	168,593
750	Polk County Schools	5	18,115	7,532	25,647
760	Randolph County Schools	24	86,952	61,352	148,304
761	Asheboro City Schools	9	32,607	16,352	48,959
770	Richmond County Schools	6	21,738	25,628	47,366
780	Robeson County Schools	26	94,198	80,751	174,949
790	Rockingham County Schools	12	43,476	43,886	87,362
800	Rowan-Salisbury Schools	19	68,837	67,991	136,828
810	Rutherford County Schools	12	43,476	28,582	72,058
820	Sampson County Schools	8	28,984	29,175	58,159



<b>LEA/Charter School</b>	<b>LEA\Charter Name</b>	<b>Total Count</b>	<b>State Bonus</b>	<b>LEA Bonus</b>	<b>Total</b>
821	Clinton City Schools	6	21,738	10,551	32,289
830	Scotland County Schools	4	14,492	20,254	34,746
840	Stanly County Schools	9	32,607	29,582	62,189
850	Stokes County Schools	12	43,476	21,337	64,813
860	Surry County Schools	18	65,214	28,317	93,531
861	Elkin City Schools	2	7,246	4,140	11,386
862	Mount Airy City Schools	2	7,246	5,553	12,799
870	Swain County Schools	1	3,623	6,728	10,351
880	Transylvania County Schools	5	18,115	12,013	30,128
900	Union County Public Schools	73	264,479	145,730	410,209
910	Vance County Schools	4	14,492	22,116	36,608
920	Wake County Schools	61	221,003	549,655	770,658
930	Warren County Schools	2	7,246	7,842	15,088
940	Washington County Schools	0	-	5,539	5,539
950	Watauga County Schools	8	28,984	15,067	44,051
960	Wayne County Public Schools	11	39,853	64,892	104,745
970	Wilkes County Schools	13	47,099	33,304	80,403
980	Wilson County Schools	16	57,968	42,091	100,059
990	Yadkin County Schools	13	47,099	18,607	65,706
995	Yancey County Schools	4	14,492	7,638	22,130
	<b>Total</b>	<b>1295</b>	<b>4,691,786</b>	<b>5,000,000</b>	<b>9,691,786</b>

<b>LEA/Charter School</b>	<b>LEA\Charter Name</b>	<b>Total Count</b>	<b>State Bonus</b>	<b>LEA Bonus</b>	<b>Total</b>
Charters			State Bonus	LEA Bonus	Total
00A	NC Connections Academy	1	3,623	-	3,623
07A	Washington Montessori	2	7,246	-	7,246
10A	Charter Day School	2	7,246	-	7,246
10B	South Brunswick Charter School	1	3,623	-	3,623
11B	ArtSpace Charter School	2	7,246	-	7,246
11K	Francine Delany New School	1	3,623	-	3,623
13A	Carolina International School	3	10,869	-	10,869
13B	Cabarrus Charter Academy	2	7,246	-	7,246
13D	Kannapolis Charter Academy	1	3,623	-	3,623
16B	Tiller School	1	3,623	-	3,623
19A	Chatham Charter	1	3,623	-	3,623
23A	Pinnacle Classical Academy	1	3,623	-	3,623
24N	Columbus Charter School	1	3,623	-	3,623
26B	Alpha Academy	1	3,623	-	3,623
32H	Research Triangle Charter	1	3,623	-	3,623
32K	Central Park School For Child	3	10,869	-	10,869
32R	Excelsior Classical Academy	1	3,623	-	3,623
33A	North East Carolina Prep	1	3,623	-	3,623
35B	Youngsville Academy	1	3,623	-	3,623
36B	Piedmont Community Charter	2	7,246	-	7,246
36C	Mountain Island Charter School	1	3,623	-	3,623
45A	The Mountain Community School	1	3,623	-	3,623
49B	American Renaissance School	1	3,623	-	3,623
49F	Langtree Charter Academy	1	3,623	-	3,623
49G	Iredell Charter Academy	1	3,623	-	3,623
50A	Summit Charter	1	3,623	-	3,623
51A	Neuse Charter School	1	3,623	-	3,623
55A	Lincoln Charter School	3	10,869	-	10,869
60I	Community School of Davidson	2	7,246	-	7,246
60J	Socrates Academy	1	3,623	-	3,623
60M	Corvian Community School	1	3,623	-	3,623
60S	Bradford Preparatory School	4	14,492	-	14,492

<b>LEA/Charter School</b>	<b>LEA\Charter Name</b>	<b>Total Count</b>	<b>State Bonus</b>	<b>LEA Bonus</b>	<b>Total</b>
60Y	Pioneer Springs Community School	1	3,623	-	3,623
61Q	Mallard Creek STEM Academy	2	7,246	-	7,246
61R	Matthews Charter Academy	1	3,623	-	3,623
63A	The Academy of Moore County	1	3,623	-	3,623
65A	Cape Fear Center for Inquiry	1	3,623	-	3,623
65B	Wilmington Preparatory Academy	1	3,623	-	3,623
68A	Orange Charter	1	3,623	-	3,623
68C	The Expedition School	2	7,246	-	7,246
69A	Arapahoe Charter School	1	3,623	-	3,623
73A	Bethel Hill Charter	2	7,246	-	7,246
81A	Thomas Jefferson Class Academy	1	3,623	-	3,623
81B	Lake Lure Classical Academy	2	7,246	-	7,246
87A	Mountain Discovery	1	3,623	-	3,623
90A	Union Academy	1	3,623	-	3,623
90C	Union Prep Academy at Indian Trail	1	3,623	-	3,623
91A	Vance Charter School	1	3,623	-	3,623
92D	Magellan Charter	2	7,246	-	7,246
92E	Sterling Montessori Academy	1	3,623	-	3,623
92F	Franklin Academy	2	7,246	-	7,246
92L	Torchlight Academy	1	3,623	-	3,623
92N	Quest Academy	1	3,623	-	3,623
92Q	Hope Charter Leadership Academy	1	3,623	-	3,623
92T	Triangle Math & Science Academy	2	7,246	-	7,246
92V	Wake Forest Charter Academy	3	10,869	-	10,869
92W	Cardinal Charter	1	3,623	-	3,623
92Y	Envision Science Academy	1	3,623	-	3,623
96F	Wayne Preparatory Academy	3	10,869	-	10,869
	<b>Total</b>	<b>85</b>	<b>307,955</b>	<b>-</b>	<b>307,955</b>
	<b>GRAND TOTAL</b>	<b>1380</b>	<b>4,999,741</b>	<b>5,000,000</b>	<b>9,999,741</b>