



Report to the North Carolina General Assembly

Third Grade Read to Achieve Teacher Bonus
Program for 2018-2019 (Effect of bonuses
awarded and teacher performance and
retention)

S.L. 2017-57 (SB 257) Section 8.8C.(c)

S.L. 2017-57 (SB 257) Section 9.7.(c)

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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.

According to the EVAAS student growth index score for third- grade reading from the previous year, \$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. These funds shall be allocated equally among qualifying teachers.

According to the EVAAS student growth index score for third-grade reading from the previous year, \$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. 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 2019 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%: 1,428

The total award per teacher: \$3,251

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

Total number of eligible teachers who qualified to receive the bonus: 1,229 (86.1%)

Total number of eligible teachers who did not qualify to receive the bonus: 199 (13.9%)

LEA-Level Bonus

The total number of teachers in the top 25% of their LEA: 1,357
The average award: \$3,287

The total number of eligible teachers who qualified for the LEA bonus: 1,227 (90.4%)
The total number of eligible teachers who did not qualify for the LEA bonus: 130 (9.6%)

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 LEA Bonus was capped at \$3,500 for the 2017-18 school year.

Reporting Requirement

SECTION 8.8C.(c) SBE shall study the effect of the bonuses awarded pursuant to this section and Section 9.7 of SL 2016-94, as amended by Section 8.8B of this act, on teacher performance and retention. SBE shall report the results of its findings, the distribution of statewide bonuses as among LEAs, and the distribution of bonuses within LEAs as among individual schools to the Pres. Pro Tem, the Speaker, JLEOC, and FRD by March 15, 2019. "SECTION 8.8C.(d) This section applies for bonuses awarded in Jan.2019 and 2020, based on data from the 2017-2018 and 2018-2019 school years, respectively.

SECTION 9.7.(c) SBE shall study the effect of the program on teacher performance and retention. SBE shall report the results of its findings, distribution of statewide bonuses as among local school administrative units, and the distribution of bonuses within local school administrative units as among individual schools to the President Pro Tem, the House Speaker, JLEOC, and FRD 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 third 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 2016-17			School Year 2017-18		
	Total Number of Teachers	Number Qualifying for Bonus	Percentage	Total Number of Teachers	Number Qualifying for Bonus	Percentage
0-4 Years	1,533	300	19.6%***	1,688	362	21.5%***
5-9 Years	1,040	267	25.7%	1,051	263	25.0%
10-14 Years	1,012	276	27.3%	991	250	25.2%
15-19 Years	699	183	26.2%	724	203	28.0%*
20-24 Years	439	151	34.4%***	495	151	30.5%*
25-30 Years	243	85	35.0%**	252	88	34.9%***
>30 Years	60	19	31.7%	70	21	30.0%
Total	5,026	1,281	25.5%	5,271¹	1,338	25.4%

* indicates statistical significance at the $p<0.05$ level, ** indicates statistical significance at the $p<0.01$ level, *** indicates statistical significance at the $p<0.001$ level

¹ Not all teachers (particularly charter school employees) have experience data. The total number of qualifying teachers (5,271) reflects the number of teachers with verified experience data.

From the information provided in Table 1, one can see that teachers who have greater than 20 years of teaching experience, specifically those between 25-30 years of 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, with statistical significance of those who have 0-4 years of experience. 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 2016-2017 school year to the 2017-2018 school year. If there are substantial changes in the number of teachers in an LEA from one year to the next, 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 include only those LEAs that had five or more teachers qualifying for a state-wide bonus in the 2017-18 school year. One specific district to note that is not included on the table because it did not meet the requirement of 5 or more qualifying teachers in the 2016-17 school to be included in this analysis is Tyrrell County Schools. This district had no teachers qualify for the state-wide bonus in the 2016-17 school year; however, Tyrrell County Schools had all three of its third-grade teachers qualify for the state-wide bonus in the 2017-18 school year.

Table 2. Differences in Teachers Qualifying for the State-wide Bonus in LEAs with the Five Largest Declines and Gains from School Year 2016-2017 to School Year 2017-2018.²

LEA	2016-17 School Year	2017-18 School Year	Loss/Gain from Prior Year	Percentage Loss/Gain from Prior Year
	Qualifying Teachers	Qualifying Teachers		
Granville County	5	1	-4	-80.0%
Stanly County	9	2	-7	-77.8%
Montgomery County	8	2	-6	-75.0%
Rowan-Salisbury	19	5	-14	-73.7%
Ashe County	7	2	-5	-71.4%
Hoke County	5	10	5	100.0%
Durham County	18	37	19	105.6%
Onslow County	30	62	32	106.7%
Craven County	13	29	16	123.1%
Cabarrus County	17	42	25	147.1%

² Schools with 5 or more qualifying teachers in the 2016-17 school year were included in this analysis.

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 2016-2017 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 1,050 teachers who qualified for a bonus from the 2016-2017 EVAAS growth data and remained teaching third grade in the 2017-2018 school year, 429, or 40.9%, qualified for the bonus in the 2017-2018 school year. Of the teachers who did not qualify for the bonus in the 2016-2017 school year, nearly all those teachers (2,668, 96.3%) met, or exceeded, expected growth in the 2017-2018 school year. The fact that these teachers did not qualify for the bonus in the 2017-2018 school year does not suggest that they failed to improve; however, it 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 four teachers (0.4%) who qualified for the 2016-2017 bonus failed to meet expected growth in the 2017-2018 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 2017-2018 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 2016-2017 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 2016-2017 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 2016-2017 and 2017-2018 school years for teachers who qualified for, and did not qualify for, the third-grade reading bonus from the 2016-2017 school year.

Table 3. Difference in EVAAS Growth between the 2016-2017 and 2017-2018 school years by Qualifying and Non-Qualifying Teachers.

	Total Number of Teachers	Average EVAAS Index for 2016-2017	Average EVAAS Index for 2017-2018	Difference (2018-2017)
Qualified for Bonus (2016-2017)	1,050	1.4	0.48	-0.90***
Did Not Qualify for Bonus (2016-2017)	2,720	-0.40	-0.07	0.34***

*** 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 2016-2017 school year to the 2017-2018 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. NCDPI examined the retention and mobility rates for the 2017-2018 school year of teachers who qualified or did not qualify for a Read to Achieve Bonus in the 2016-2017 school year. The data are provided by years of experience in the table. 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 2017-2018 school year who received the bonus for performance in the 2016-2017 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. The outcome of interest is the persistence in teaching 3rd grade reading regardless of attrition or mobility from the state; therefore, the data in the table demonstrate whether the teacher is in the same LEA and/or still teaching third grade in order to capture the intent of the retention strategy.

In Table 4, one can determine that teachers who qualified for the Read to Achieve Bonus in the 2016-17 school year remained in the LEA and/or remained teaching 3rd grade reading at higher percentages than those teachers who did not qualify for the bonus in the 2016-17 school year. Given that this is only the third 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 retention/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. While a causal relationship between the bonus and better reading instruction can't be made, it is clear that greater years of experience are correlated with higher retention rates. The bonus may or may not be helping those who qualified for the bonus to be better reading instructors, but data suggest the prospect of the bonus could provide motivation to remain in the LEA and/or remain in third grade teaching reading. This could provide LEAs with teachers who qualify for the bonus and stay to provide a model of effective reading instruction for those with less experience and those who did not qualify for the bonus. Knowledge shared of effective reading instruction from those who qualified for the bonus paired with experience and higher retention rates could potentially improve reading outcomes and provide stability and persistence in third grade reading within LEAs.

Table 4. Retention/Mobility Rates (2017-2018 School Year) for Teachers Who Qualified, or Did Not Qualify, for a Read to Achieve Bonus (2016-2017 School Year) by Years of Experience.

Qualified for Bonus						Did Not Qualify for Bonus				
Years of Experience	Total Number of Teachers	Remained in LEA/3 rd Grade Reading		Moved from LEA/3 rd Grade Reading		Remained in LEA/3 rd Grade Reading		Moved from LEA/3 rd Grade Reading		% Difference in Retention Rate
		N	Percentage	N		N	Percentage	N	Percentage	
0-4 Years	1,533	212	70.7%	88	29.3%	782	63.4%	451	36.6%	11.5%
5-9 Years	1,040	178	66.7%	89	33.3%	480	62.1%	293	37.9%	7.4%
10-14 Years	1,012	205	74.3%	71	25.7%	474	64.4%	262	35.6%	15.4%
15-19 Years	699	129	70.5%	54	29.5%	344	66.7%	172	33.3%	5.7%
20-24 Years	439	118	78.1%	33	21.9%	194	67.4%	94	32.6%	15.9%
25-30 Years	243	62	72.9%	23	27.1%	100	63.3%	58	36.7%	15.2%
30+ Years	60	16	84.2%	3	15.8%	28	68.3%	13	31.7%	23.3%
Total	5,026	920	71.8%	361	28.2%	2,402	64.1%	1,343	35.9%	12.0%

THIRD GRADE READ TO ACHIEVE TEACHER BONUS PROGRAM FOR 2018-2019

SECTION 8.8C.(a) It is the intent of the State to reward teacher performance and encourage student learning and improvement. To attain this goal, the Department of Public Instruction shall administer the Third Grade Read to Achieve Teacher Bonus Program (program) for the 2018-2019 fiscal year to qualifying teachers who have an Education Value-Added Assessment System (EVAAS) student growth index score for third grade reading from the previous school year, as follows:

- (1) For purposes of this section, the following definitions shall apply:
 - a. Eligible Teacher. – A teacher who meets one or both of the following criteria:
 1. Is 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 school year.
 2. Is in the top twenty-five percent (25%) of teachers in the teacher's respective local school administrative unit according to the EVAAS student growth index score for third grade reading from the previous school year.
 - b. Qualifying Teacher. – An eligible teacher who remains teaching in the same local school administrative unit at least from the school year the data for the EVAAS student growth index score for third grade reading is collected until the school year a bonus provided under this subsection is paid.
- (2) Of the funds appropriated for this program, the sum of five million dollars (\$5,000,000) shall be allocated for bonuses to eligible teachers under sub-sub-subdivision (1)a.1. of this subsection. Funds appropriated for this purpose shall be distributed equally among qualifying teachers.
- (3) Of the funds appropriated for this program, the sum of five million dollars (\$5,000,000) shall be allocated for bonuses to eligible teachers under sub-sub-subdivision (1)a.2. of this subsection. Funds allocated for this bonus shall be divided proportionally based on average daily membership in third grade 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, regional schools, and University of North Carolina laboratory schools are not eligible to receive a bonus under this subdivision.
 - b. Any qualifying teacher who taught in a local school administrative unit that employed in the previous school year three or fewer total 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 of exceeded expected growth.
- (4) Bonuses awarded pursuant to subdivisions (2) and (3) of this subsection are payable in January to qualifying teachers based on EVAAS student growth index score data from the previous school year.
- (5) A qualifying teacher may receive a bonus under both subdivisions (2) and (3) of this subsection.
- (6) The bonus or bonuses awarded to a qualifying teacher pursuant to this section shall be in addition to any regular wage or other bonus the teacher receives or is scheduled to receive.

- (7) A bonus awarded pursuant to either subdivision (2) or subdivision (3) of this subsection shall not exceed three thousand five hundred dollars (\$3,500) in any given school year. No teacher shall receive more than seven thousand dollars (\$7,000) in total bonus compensation for any given school year.

SECTION 8.8C.(b) Notwithstanding G.S. 135-1(7a), the 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 8.8C.(c) The State Board of Education shall study the effect of the bonuses awarded pursuant to this section and Section 9.7 of S.L. 2016-94, as amended by Section 8.8B of this act, on teacher performance and retention. The State Board shall report the results of its findings, the distribution of statewide bonuses as among local school administrative 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 by March 15, 2019.

THIRD GRADE READTO ACHIEVE TEACHER 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

PURPOSE: A program that provides funding to reward third-grade teachers 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 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 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 \$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 to qualifying teachers who remain employed teaching 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 2018-19**

LEA Number	LEA Name	State Bonus Recipients	3rd Grade Teacher Bonus		
			State Bonus Funds	LEA Bonus Funds	Total
010	Alamance-Burlington	16	56,000	82,978	138,978
020	Alexander County Schools	5	17,500	16,875	34,375
030	Alleghany County Schools	2	7,000	4,884	11,884
040	Anson County Schools	4	14,000	12,209	26,209
050	Ashe County Schools	2	7,000	10,596	17,596
060	Avery County Schools	1	3,500	7,151	10,651
070	Beaufort County Schools	15	52,500	21,584	74,084
080	Bertie County Schools	0	-	6,715	6,715
090	Bladen County Schools	2	7,000	14,782	21,782
100	Brunswick County	9	31,500	39,200	70,700
110	Buncombe County	27	94,500	84,635	179,135
111	Asheville City Schools	3	10,500	19,055	29,555
120	Burke County Schools	13	45,500	44,432	89,932
130	Cabarrus County Schools	42	147,000	111,756	258,756
132	Kannapolis City Schools	0	-	18,968	18,968
140	Caldwell County Schools	12	42,000	39,418	81,418
150	Camden County Schools	3	10,500	6,453	16,953
160	Carteret County Public	18	63,000	26,206	89,206
170	Caswell County Schools	2	7,000	8,895	15,895
180	Catawba County Schools	15	52,500	53,153	105,653
181	Hickory City Schools	9	31,500	14,128	45,628
182	Newton-Conover City	4	14,000	10,509	24,509
190	Chatham County Schools	4	14,000	30,741	44,741
200	Cherokee County Schools	5	17,500	11,381	28,881
210	Edenton-Chowan Schools	3	10,500	8,328	18,828
220	Clay County Schools	3	10,500	4,622	15,122
230	Cleveland County Schools	12	42,000	51,932	93,932
240	Columbus County Schools	7	24,500	17,878	42,378
241	Whiteville City Schools	5	17,500	7,238	24,738

LEA Number	LEA Name	State Bonus Recipients	State Bonus Funds	LEA Bonus Funds	Total
250	Craven County Schools	29	101,500	49,752	151,252
260	Cumberland County	62	217,000	177,555	394,555
270	Currituck County Schools	2	7,000	11,337	18,337
280	Dare County Schools	8	28,000	15,174	43,174
290	Davidson County Schools	10	35,000	62,484	97,484
291	Lexington City Schools	2	7,000	11,424	18,424
292	Thomasville City Schools	1	3,500	7,456	10,956
300	Davie County Schools	5	17,500	20,407	37,907
310	Duplin County Schools	6	21,000	33,967	54,967
320	Durham Public Schools	37	129,500	116,117	245,617
330	Edgecombe County Public	1	3,500	21,191	24,691
340	Forsyth County Schools	42	147,000	192,685	339,685
350	Franklin County Schools	2	7,000	27,863	34,863
360	Gaston County Schools	31	108,500	109,271	217,771
370	Gates County Schools	0	-	-	-
380	Graham County Schools	4	14,000	4,142	18,142
390	Granville County Schools	1	3,500	25,595	29,095
400	Greene County Schools	0	-	11,032	11,032
410	Guilford County Schools	39	136,500	243,440	379,940
420	Halifax County Schools	1	3,500	9,854	13,354
421	Roanoke Rapids City	0	-	9,811	9,811
422	Weldon City Schools	0	-	-	-
430	Harnett County Schools	14	49,000	76,394	125,394
440	Haywood County Schools	14	49,000	22,848	71,848
450	Henderson County Schools	16	56,000	44,694	100,694
460	Hertford County Schools	1	3,500	10,727	14,227
470	Hoke County Schools	10	35,000	29,520	64,520
480	Hvde County Schools	1	3,500	-	3,500
490	Iredell-Statesville Schools	9	31,500	64,010	95,510
491	Mooresville City Schools	8	28,000	21,279	49,279
500	Jackson County Schools	4	14,000	11,860	25,860
510	Johnston County Schools	28	98,000	122,657	220,657
520	Jones County Schools	3	10,500	3,706	14,206

LEA Number	LEA Name	State Bonus Recipients	State Bonus Funds	LEA Bonus Funds	Total
530	Lee County Schools	5	17,500	37,368	54,868
540	Lenoir County Public	11	38,500	30,566	69,066
550	Lincoln County Schools	9	31,500	37,194	68,694
560	Macon County Schools	5	17,500	15,741	33,241
570	Madison County Schools	4	14,000	7,456	21,456
580	Martin County Schools	0	-	12,863	12,863
590	McDowell County Schools	4	14,000	21,976	35,976
600	Charlotte-Mecklenburg	107	374,500	546,835	921,335
610	Mitchell County Schools	2	7,000	5,756	12,756
620	Montgomery County	2	7,000	14,302	21,302
630	Moore County Schools	14	49,000	42,993	91,993
640	Nash-Rocky Mount	2	7,000	52,107	59,107
650	New Hanover County	28	98,000	91,742	189,742
660	Northampton County	0	-	7,325	7,325
670	Onslow County Schools	62	217,000	96,626	313,626
680	Orange County Schools	2	7,000	22,543	29,543
681	Chapel Hill-Carrboro	7	24,500	39,854	64,354
690	Pamlico County Schools	1	3,500	3,881	7,381
700	Elizabeth City-Pasquotank	5	17,500	21,017	38,517
710	Pender County Schools	12	42,000	31,002	73,002
720	Perquimans County	0	-	6,715	6,715
730	Person County Schools	6	21,000	16,177	37,177
740	Pitt County Schools	28	98,000	82,193	180,193
750	Polk County Schools	7	24,500	7,849	32,349
760	Randolph County Schools	25	87,500	54,548	142,048
761	Asheboro City Schools	5	17,500	17,311	34,811
770	Richmond County Schools	5	17,500	24,723	42,223
780	Robeson County Schools	30	105,000	85,071	190,071
790	Rockingham County	8	28,000	41,990	69,990
800	Rowan-Salisbury Schools	5	17,500	67,455	84,955
810	Rutherford County Schools	17	59,500	27,078	86,578
820	Sampson County Schools	11	38,500	27,340	65,840

LEA Number	LEA Name	State Bonus Recipients	State Bonus Funds	LEA Bonus Funds	Total
821	Clinton City Schools	5	17,500	10,552	28,052
830	Scotland County Schools	4	14,000	22,107	36,107
840	Stanly County Schools	2	7,000	28,691	35,691
850	Stokes County Schools	15	52,500	19,360	71,860
860	Surry County Schools	14	49,000	27,296	76,296
861	Elkin City Schools	2	7,000	3,488	10,488
862	Mount Airy City Schools	0	-	6,497	6,497
870	Swain County Schools	2	7,000	6,323	13,323
880	Transylvania County	2	7,000	10,334	17,334
890	Tyrrell County Schools	3	10,500	-	10,500
900	Union County Public	59	206,500	134,212	340,712
910	Vance County Schools	7	24,500	24,331	48,831
920	Wake County Schools	108	378,000	561,835	939,835
930	Warren County Schools	2	7,000	7,979	14,979
940	Washington County	2	7,000	6,497	13,497
950	Watauga County Schools	3	10,500	15,828	26,328
960	Wayne County Public	14	49,000	62,702	111,702
970	Wilkes County Schools	13	45,500	35,450	80,950
980	Wilson County Schools	13	45,500	40,726	86,226
990	Yadkin County Schools	12	42,000	16,657	58,657
995	Yancey County Schools	2	7,000	6,584	13,584
	Total	1428	4,714,500	5,000,000	9,714,500

LEA Number	LEA Name	State Bonus Recipients	State Bonus Funds	LEA Bonus Funds	Total
01B	River Mill Academy (01B)	1	3,500	-	3,500
07A	Washington Montessori (07A)	1	3,500	-	3,500
10A	Charter Day School (10A)	2	7,000	-	7,000
10B	South Brunswick Charter (10B)	1	3,500	-	3,500
11B	ArtSpace Charter School (11B)	2	7,000	-	7,000
11C	Invest Collegiate - Imagine (11C)	3	10,500	-	10,500
11K	Francine Delany New School (11K)	1	3,500	-	3,500
13B	Cabarrus Charter Academy (13B)	2	7,000	-	7,000
13D	Kannapolis Charter Academy (13D)	1	3,500	-	3,500
19A	Chatham Charter (19A)	1	3,500	-	3,500
19B	Woods Charter (19B)	1	3,500	-	3,500
20A	The Learning Center (20A)	1	3,500	-	3,500
23A	Pinnacle Classical Academy (23A)	2	7,000	-	7,000
24N	Columbus Charter School (24N)	1	3,500	-	3,500
26B	Alpha Academy (26B)	1	3,500	-	3,500
32A	Maureen Joy Charter School (32A)	1	3,500	-	3,500
32D	Kestrel Heights School (32D)	1	3,500	-	3,500
32K	Central Park School For Child (32K)	1	3,500	-	3,500
32Q	Reaching All Minds Academy (32Q)	1	3,500	-	3,500
33A	North East Carolina Prep (33A)	1	3,500	-	3,500
34D	Carter G Woodson School (34D)	1	3,500	-	3,500
34F	Forsyth Academy (34F)	1	3,500	-	3,500
34H	NC Leadership Charter Academy (34H)	2	7,000	-	7,000
36B	Piedmont Community Charter School	3	10,500	-	10,500
39A	Falls Lake Academy (39A)	2	7,000	-	7,000
41B	Greensboro Academy (41B)	1	3,500	-	3,500
41D	Phoenix Academy- Primary, Elem. IB	2	7,000	-	7,000
41H	College Prep and Leadership Academy	1	3,500	-	3,500
41J	Summerfield Charter Academy (41J)	2	7,000	-	7,000
41L	Gate City Charter (41L)	2	7,000	-	7,000
49E	Pine Lake Preparatory (49E)	1	3,500	-	3,500
55A	Lincoln Charter School (55A)	3	10,500	-	10,500
60I	Community School of Davidson (60I)	1	3,500	-	3,500

LEA Number	LEA Name	State Bonus Recipients	State Bonus Funds	LEA Bonus Funds	Total
60M	Corvian Community School (60M)	2	7,000	-	7,000
60Q	Invest Collegiate Transform (60Q)	2	7,000	-	7,000
63A	The Academy of Moore County	1	3,500	-	3,500
65A	Cape Fear Center for Inquiry (65A)	1	3,500	-	3,500
68A	Eno River Academy (68A)	1	3,500	-	3,500
68C	The Expedition School (68C)	2	7,000	-	7,000
73A	Bethel Hill Charter (73A)	1	3,500	-	3,500
81A	Thomas Jefferson Class Academy	3	10,500	-	10,500
90A	Union Academy (90A)	2	7,000	-	7,000
90C	Union Prep Academy at Indian Trail	2	7,000	-	7,000
91A	Vance Charter School (91A)	1	3,500	-	3,500
92D	Magellan Charter (92D)	2	7,000	-	7,000
92E	Sterling Montessori Academy (92E)	2	7,000	-	7,000
92N	Quest Academy (92N)	1	3,500	-	3,500
92S	Endeavor Charter (92S)	1	3,500	-	3,500
92T	Triangle Math and Science Academy	2	7,000	-	7,000
92V	Wake Forest Charter Academy	3	10,500	-	10,500
92Y	Envision Science Academy (92Y)	1	3,500	-	3,500
95A	Two Rivers Community School	1	3,500	-	3,500
97D	Bridges Academy (97D)	1	3,500	-	3,500
98B	Wilson Preparatory Academy (98B)	1	3,500	-	3,500
	Charter School Total	81	283,500	-	283,500
	LEA Total	1,347	4,714,500	5,000,000	9,714,500
	GRAND TOTAL	1,428	4,998,000	5,000,000	9,998,000