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

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

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Date Due: March 15, 2026
DPI Chronological Schedule, 2025-2026

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION
Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

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REPORT TO THE NORTH CAROLINA GENERAL ASSEMBLY:
Consolidated Teacher Bonus Program Study and Report for 2024-2025
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. The legislative reporting requirements emphasize counts of students, qualifying outcomes, bonus payments, prior eligibility, prior bonus receipt, and PSU-level distribution. These measures are useful for describing who participates in the bonus pipeline and how funds are distributed, but they do not determine whether the bonus program caused teachers to remain in their PSU or continue teaching eligible courses.

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 2026. This pattern was consistent across bonus categories—Grade 3 reading, Grade 4-5 reading, and Grade 4-8 math—and bonus types, both local and state, with 59% of teachers who received a bonus in both 2024 and 2025 also receiving a bonus in 2026 in the same grade level or course. This group of teachers, who received bonuses in both prior years, were far more likely to receive a bonus in 2026 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) and Career Technical Education (CTE) 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.

- The number of AP/IB/CIE teachers receiving bonuses continued to increase in 2026, while total bonus dollars and the average award declined slightly from 2025.
- The AP/IB/CIE bonus program continued to reach more teachers, even as the average payment moderated after the larger increase observed in 2025.
- CTE bonus awards increased in both the number of teachers paid and total dollars awarded in 2026.
- The bonus program included more educators in 2026 than in the prior year, but average awards declined from 2025 in both AP/IB/CIE and CTE courses, however the total bonus dollars remained well above 2023 levels for all of these programs.

Report to the North Carolina General Assembly:
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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 4
(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 4
(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 5
(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 5
(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 7-14 Table 6, Pages 14-18

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(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 5 Growth-based, Page 26
(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 2024 or January 2025, 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 26
(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 2024 or January 2025 pursuant to one of the programs listed in subdivision (7) of this subsection.	Table 8, Page 21 Growth-based, Page 27
(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 2024 or January 2025, or both, where applicable, pursuant to one of the programs listed subdivision (7) of this subsection.	Table 8, Page 21 with Appendix B, Pages 40-49
(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 31-39
(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 23 Figure 2, Page 24 Pages 34-39

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Report Requirement 1 and 2 for Advanced Coursework and CTE Bonus Programs: Number of students enrolled and taking examinations in 2024-2025

Overall, advanced coursework and career-technical education programs continued to provide large numbers of North Carolina students with opportunities to earn qualifying scores or industry credentials. In 2025, 95,460 students enrolled in AP courses, 4,668 in IB, and 901 in CIE. Among these, qualifying outcomes were substantial: 65,090 AP students, 2,287 IB students, 438 CIE students, and 54,167 CTE students earned at least one score, credential, or tier 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 continued growth across programs, particularly for AP, CIE, and CTE qualifying outcomes***. AP enrollment increased by 7% and students with qualifying results increased by 16% year-over-year. IB enrollment increased by 6% and qualifying results increased by 11%. CIE remained a smaller contributor overall but showed notable growth, with enrollment increasing by 35% and qualifying results increasing by 47%. CTE qualifying outcomes also increased by 16%, from 41,876 students in 2024 to 54,167 students in 2025. These year-to-year comparisons suggest continued expansion in advanced coursework participation and qualifying outcomes, while CTE continues to remain an important pathway for students earning industry certifications and credentials.

Table 1. Student Participation and Qualifying Outcomes in Advanced Coursework and CTE, 2025

Program	Student Enrollment	Student Exam Takers	Students with at Least One Qualifying Score or Tier
Advanced Placement (AP)	95,460	89,742	65,090
International Baccalaureate (IB)	4,668	3,091	2,287
Cambridge International Education (CIE)	901	673	438
Courses needed to attain industry certification or credential (CTE)	93,958	Unable to determine*	54,167

*__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 1-3 credential-aligned courses (qualifying tiers: CTE ≥ 2); 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.

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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

AP/IB/CIE teachers receiving bonuses continued to grow in 2026, while total bonus dollars stayed essentially flat compared with 2025. The number of teachers paid rose to 3,798, an 8% increase from 2025 and a 22% increase from 2023. Total bonus amounts were $4.40M, nearly unchanged from 2025 but still 49% higher than in 2023. The average bonus was $1,155, down 7% from 2025 but 22% higher than in 2023. This pattern suggests the AP/IB/CIE program reached more teachers in 2026 with essentially the same total funding as 2025, which is what drove the average payment down.

CTE showed the same underlying pattern. The number of CTE teachers receiving a bonus increased from 1,486 in 2025 to 1,726 in 2026, a 16% year-over-year increase. Total CTE bonus dollars were essentially unchanged, from $1.31M in 2025 to $1.31M in 2026 (a 0.3% decrease), and 7% higher than in 2023. However, the average CTE bonus declined from $880 in 2025 to $756 in 2026, a 14% decrease, steeper than AP/IB/CIE's.

Across programs in 2026, AP/IB/CIE accounted for 69% of teachers paid and 77% of total bonus dollars. The combined, weighted average payout across AP/IB/CIE and CTE was approximately $1,034 per teacher in 2026, compared with approximately $1,143 in the prior year. ***In summary, the bonus program reached more educators in 2026 than in the prior year, but average awards declined from 2025***, driven by essentially flat total bonus dollars being spread across substantially more teachers rather than any decline in program funding. Total bonus dollars remained above 2023 levels for both programs, though the increase was much larger for AP/IB/CIE (49%) than for CTE (7%).

Table 2. Teachers Paid Bonuses, Total and Average Awards by Program (AP/IB/CIE, CTE), Payment Years 2023–2026

Program	Year	Number of teachers receiving a bonus	Bonus amount awarded to teachers	Average
AP/IB/CIE	**2026**	3,798	$4,402,214	$1,155
	2025	3,513	$4,400,388	$1,247
	2024	3,145	$3,318,442	$1,055
	2023	3,115	$2,954,494	$948
CTE	**2026**	1,726	$1,307,189	$756
	2025	1,486	$1,310,795	$880
	2024	1,499	$1,359,535	$907
	2023	1,477	$1,225,584	$830

Data Source: NCDPI Finance and Business Services

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The 2025 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, ***nearly all AP teachers were eligible, along with a very high share of IB teachers and more than four-fifths of CIE teachers.*** CTE eligibility is reported based on teachers with students earning Tier 2 or Tier 3 credentials; however, some CTE denominator-based measures were not available so comparable participation measures are not reported at the state level.

Student participation and performance further shape payouts. AP shows both high exam participation and high qualifying rates, with an average of 38.8 exam takers per teacher and a 94% student qualifying rate. IB participation is more moderate, with an average of 21.9 exam takers per teacher and a 62% qualifying rate, consistent with the structure and requirements of the IB program. CIE remains smaller in scale and shows lower participation and qualifying rates in 2025 than AP and IB, with an average of 15.5 exam takers per teacher and a 55% qualifying rate. For CTE, teachers with qualifying students averaged 25.9 Tier 2 or Tier 3 credentials.

Table 2a. Teacher Eligibility & Student Outcomes (2025, Pooled Averages)

Metric	AP	IB	CIE	CTE
Teachers				
Total Teachers	4,327	375	36	---
Eligible Teachers	4,219	346	30	2,038
Percent Eligible Teachers	98%	92%	83%	---
Students				
Avg. Students/Teacher (Annual)	41.5	35.1	28.0	---
Avg. Exam Takers/Tier 2+ Credential	38.8	21.9	15.5	25.9
Avg. Participation Rate by Teacher	94%	61%	55%	---
Performance				
Avg Exam Score/Tier*	3.21	3.98	1.44	---
Student Qualifying Rate	94%	62%	55%	---

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

Metric	AP	IB	CIE	CTE

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.

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REPORT REQUIREMENT 5 FOR CTE BONUS PROGRAM: TYPE OF INDUSTRY CERTIFICATIONS AND CREDENTIALS EARNED BY THE STUDENTS, VALUE RANKING, NUMBER AND TOTAL BONUS AMOUNT AWARDED FOR EACH

Table 3: 2024-2025 Tier 1 Credentials

2024-2025 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	North Carolina Beef Quality Assurance
AA22-Animal Science II - Food Animal	National Beef Quality Assurance Cow/Calf Certification
AL11-Agricultural Production I	North Carolina Beef Quality Assurance
AL11-Agricultural Production I	Youth for the Quality Care of Animals (YQCA)
AL12-Agricultural Production II	North Carolina Beef Quality Assurance
AL12-Agricultural Production II	Youth for the Quality Care of Animals (YQCA)
AL21-Christmas Tree Production I	National Safe Tractor and Machinery Operation Certification
AL21-Christmas Tree Production I	OSHA 10-hour General Industry Safety and Health
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
AU22-Sustainable Agriculture Production II	Certified Beekeeper
IL41-Aquaculture II	North Carolina Boater Education Certificate
Business, Finance and Marketing Education	
Course	**Credential Name**
GS12-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**
ED45-Career Management	Conover Credential Workplace Readiness Job Readiness
ED45-Career Management	Express Employment Professionals Career Preparedness Certification
ED45-Career Management	Microburst Learning Soft Skills for Success
Computer Science and Information Technology Education	
Course	**Credential Name**
CC10-Microsoft Word and PowerPoint	Microsoft Office Specialist PowerPoint
CC10-Microsoft Word and PowerPoint	Microsoft Office Specialist Word
CC11-Microsoft Excel	Microsoft Office Specialist Excel
CL90-Principles of Technology I	OSHA 10-hour General Industry Safety and Health
CL91-Principles of Technology II	OSHA 10-hour General Industry Safety and Health
Family and Consumer Sciences Education	

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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 Honors	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**
HL19-Biomedical Technology II	OSHA 10-hour General Industry Safety and Health
HL21-Biomedical Innovations	OSHA 10-hour General Industry Safety and Health
HL31-Dental Anatomy I	First Aid
HL35-Dental Pathology II	Stop the Bleed
	BLS Provider
	North Carolina State Competency Exam
HP70-PLTW Principles of Biomedical Science	OSHA 10-hour General Industry Safety and Health
HP71-PLTW Human Body Systems	Stop the Bleed
HP72-PLTW Medical Interventions	First Aid
HU40-Health Science I	CPR/AED
HU42-Health Science II	First Aid
	BLS Provider
	OSHA 10-hour General Industry Safety and Health
	Stop the Bleed
Trade and Industrial Education	
Course	**Credential Name**
CI00-Construction Core	OSHA 10-hour Construction Safety and Health
ID10-Drone Technology Fundamentals	FAA Trust
ID12 Drone Technology II	ESRI Drone2Map
IK68-Industrial, Trade, and Technology Applications	OSHA 10-hour General Industry Safety and Health
IK81-BOAT I: Building on a Tradition	OSHA 10-hour Construction Safety and Health
IK82-BOAT II: Building on a Tradition	North Carolina Boater Education Certificate
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 II	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

Table 4: 2024-2025 Tier 2 Credentials

2024-2025 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	QuickBooks Online Certified User
Computer Science and Information Technology Education	
Course	**Credential Name**
CD10-Adobe Visual Design I	Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator
CD10-Adobe Visual Design I	Adobe Certified Professional - Visual Design Using Adobe Photoshop
CD11-Adobe Visual Design II	Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
CI31-Cybersecurity II	CompTIA Security+
CL21-Digital Media II	Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator
CL21-Digital Media II	Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
CL21 Digital Media II	Adobe Certified Professional - Visual Design Using Adobe Photoshop
CL27-Introduction to Graphic Communications	PrintED Introduction to Graphic Communication
CL28-Advertising and Design	Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator
CL28-Advertising and Design	Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign
CL28-Advertising and Design	Adobe Certified Professional - Visual Design Using Adobe Photoshop

CL75-Unity 3D Programming II	Unity Certified User: Programmer
CP11-Python Programming II	PCAP Certified Associate in Python Programming
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
FH31-Hospitality and Tourism Management I	American Hotel and Lodging Association Certified Guest Service Professional
FI23-Interior Design Technology	Autodesk Certified User Revit for Architectural Design
FN42-Food and Nutrition II	ANSI - Accredited Food Protection Manager Certification
FN43-Food Science and Technology	AMSA 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
IC31-HVACR I	NC NCCER - HVACR I
IC32-HVACR II	NC NCCER - HVACR II
IC41-Electrical Trades I	NC NCCER - Electrical Trades I
IC42-Electrical Trades II	NC NCCER - Electrical Trades II
IC51-Plumbing I	NC NCCER - Plumbing I
IC52-Plumbing II	NC NCCER - Plumbing II
IC61-Drafting I	Autodesk Certified User AutoCAD
IC62-Drafting II - Architectural	Autodesk Certified User in Revit for Architectural Design
IC71-Solar Photovoltaics I	NC NCCER - Solar Photovoltaics I
IC72-Solar Photovoltaics II	NC NCCER - Solar Photovoltaics II
ID11-Drone Technology I	14 CFR Part 107 Small Unmanned Aircraft Systems (sUAS)
ID12-Drone Technology II	NFPA 2400
IK26-Advanced Transportation Technology	ASE Entry-Level Certification - Maintenance and Light Repair
IK68-Industrial, Trade, and Technology Applications	Certified Manufacturing Associate (CMfgA)
IK88-Electronics I	ETA EM1
IK89-Electronics II	ETA EM4
IK90-Electronics III	ETA EM2
IL54-Marine Occupations II	NC NCCER - Maritime Pipefitting Level 1
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

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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
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	NECI 9-1-1 Officer
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 - 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 in Inventor for Mechanical Design
IV22-Drafting II - Engineering	SolidWorks CAD Design Associate (CSWA)

Table 5: 2024-2025 Tier 3 Credentials

2024-2025 TIER 3 CREDENTIALS Teacher Credential Payment = $50.00	
Agricultural Education	
Course	**Credential Name**
AA32-Equine Science II	NHJTCA Equine Management and Evaluation Certification
AA41-Veterinary Assisting	Certified Veterinary Assistant
AA41-Veterinary Assisting	Elanco Veterinary Medical Applications Certification
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 Customer Relationship Management	Salesforce Administrator Certification
Computer Science and Information Technology Education	
Course	**Credential Name**
CC11-Microsoft Excel	Microsoft Office Specialist Excel Expert

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CD12-Adobe Digital Design I	Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
CD14-Adobe Video Design I	Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
CD21-3D Modeling and Animation II	Autodesk Certified User 3DS Max
CD21-3D Modeling and Animation II	Autodesk Certified User Maya
CI00-CompTIA IT Fundamentals	CompTIA IT Fundamentals+ (ITF+)
CI01-Computer Engineering Technology I	CompTIA A+ (Core 1)
CI02-Computer Engineering Technology II	CompTIA A+ (Core 2)
CI21-Network Administration II	CompTIA Network+
CL06-Film, Television, and Video Production I	Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
CL07-Film, Television, and Video Production II: News Production	Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
CL21-Digital Media II	Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver
CL21-Digital Media II	Adobe Certified Professional - Digital Video Using Adobe Premiere Pro
CL31-3D Modeling II	Autodesk Certified User 3DS Max
CL60-Fundamentals of Information Security I	CompTIA A+ (Core 1)
CL60-Fundamentals of Information Security I	CompTIA A+ (Core 2)
CL60-Fundamentals of Information Security I	CompTIA IT Fundamentals+ (ITF+)
CP20-Develop in Swift Explorations	App Development with Swift Associate
CP21-Develop in Swift Fundamentals	App Development with Swift Certified User
CR18-SREB AC IST Creativity and Innovations	NI Certified LabVIEW Associate Developer (CLAD)
CS31-SAS Base Programming	SAS Certified Specialist Base Programming Using SAS 9.4
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
IC33-HVACR III	NC NCCER - HVACR III
IC43-Electrical Trades III	NC NCCER - Electrical Trades III
IC53-Plumbing III	NC NCCER - Plumbing III

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IC63-Drafting III - Architectural	Autodesk Certified Professional in Revit for Architectural Design
IE74-SREB AC Projects in Automated Materials Joining	NI Certified LabVIEW Associate Developer (CLAD)
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)
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
IT32-Collision Repair II - Non-Structural	I-CAR ProLevel 1 for Non-Structural
IT33-Collision Repair II - Refinishing	I-CAR ProLevel 1 for Refinishing
IV23-Drafting III - Engineering	Autodesk Certified Professional in Inventor for Mechanical Design
IV23-Drafting III - Engineering	SolidWorks CAD Design Professional (CSWP)
TR14-SREB AC Design for the Production of Advanced Products	NI Certified LabVIEW Associate Developer (CLAD)
TR24-SREB AC Advanced Science and Engineered Systems	NI Certified LabVIEW Associate Developer (CLAD)
TR34-SREB AC Clean Energy Innovations	NI Certified LabVIEW Associate Developer (CLAD)

Data source: NC CTE Admin

Table 6: 2024-2025 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	4,158	2,318	$50	$ 115,900.00
Adobe Certified Professional - Graphic Design and Illustration Using Adobe Illustrator	14,191	7,338	$25	$ 183,450.00
Adobe Certified Professional - Print and Digital Media Publication Using Adobe InDesign	2,826	2,045	$25	$ 51,125.00
Adobe Certified Professional - Visual Communication Using Adobe Photoshop	14,190	8,718	$25	$ 217,950.00

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Adobe Certified Professional - Web Authoring Using Adobe Dreamweaver	422	85	$50	$	4,250.00
American Hotel and Lodging Association Certified Guest Service Professional	3,142	1,909	$25	$	47,725.00
ANSI - Accredited Food Protection Manager Certification	12,957	4,320	$25	$	108,000.00
App Development with Swift Associate	23	9	$50	$	450.00
App Development with Swift Certified User	31	8	$50	$	400.00
ASE Entry-Level Certification - Electrical/Electronic Systems	367	157	$25	$	3,925.00
ASE Entry-Level Certification - Maintenance and Light Repair	1,361	718	$25	$	17,950.00
Autodesk Certified Professional Revit	218	6	$50	$	300.00
Autodesk Certified User 3DS Max	713	202	$50	$	10,100.00
Autodesk Certified User AutoCAD	5,434	3,235	$25	$	80,875.00
Autodesk Certified User Inventor	718	519	$25	$	12,975.00
Autodesk Certified User Maya	339	45	$50	$	2,250.00
Autodesk Certified User Revit	1,383	1,001	$25	$	25,025.00
AWS SENSE Entry Welder Program - Flux Cored Arc Welding Process	136	23	$25	$	575.00
AWS SENSE Entry Welder Program - Gas Metal Arc Welding Process	136	29	$25	$	725.00
AWS SENSE Entry Welder Program - Shielded Metal Arc Welding Process	496	112	$25	$	2,800.00

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AWS SENSE Entry Welder Program - Thermal Cutting Process	968	129	$25	$ 3,225.00
Certified Fundamentals Cook (CFC)	201	14	$50	$ 700.00
Certified Production Technician (CPT) - Maintenance Awareness	1,079	270	$25	$ 6,750.00
Certified Production Technician (CPT) - Manufacturing Processes and Production	317	109	$25	$ 2,725.00
Certified Production Technician (CPT) - Quality Practices and Measurement	317	120	$25	$ 3,000.00
Certified Production Technician (CPT) - Safety	1,079	538	$25	$ 13,450.00
Certified Protection Officer (CPO)	582	428	$25	$ 10,700.00
Certified SolidWorks Associate (CSWA)	270	50	$25	$ 1,250.00
Certified Veterinary Assistant	379	58	$50	$ 2,900.00
Certified Welder per Welding Code AWS D1.1 (GMAW)	136	24	$50	$ 1,200.00
Certified Welders per Welding Code AWS D1.1	1,746	183	$50	$ 9,150.00
CFR 14 Part 107 UAS Remote Pilot Certification	1,195	255	$25	$ 6,375.00
CompTIA A+ (Core 1)	327	29	$50	$ 1,450.00
CompTIA A+ (Core 2)	157	23	$50	$ 1,150.00
CompTIA IT Fundamentals+ (ITF+)	1,406	376	$50	$ 18,800.00
CompTIA Network+	85	18	$50	$ 900.00
CompTIA Security+	100	25	$25	$ 625.00

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CPhT Certified Pharmacy Technician	386	119	$50	$ 5,950.00
Elanco Veterinary Medical Applications	379	276	$50	$ 13,800.00
Emergency Medical Responder (EMR)	295	103	$50	$ 5,150.00
Emergency Medical Technician (EMT)	185	67	$50	$ 3,350.00
Equine Management and Evaluation Certification	60	32	$50	$ 1,600.00
ETA EM1	300	59	$25	$ 1,475.00
ETA EM4	77	14	$25	$ 350.00
FANUC Certified Robot Operator	47	7	$50	$ 350.00
Food Safety and Science Certification	205	60	$25	$ 1,500.00
I-CAR Platinum ProLevel 1 for Non-Structural	56	43	$50	$ 2,150.00
I-CAR Platinum ProLevel 1 for Refinishing	57	45	$50	$ 2,250.00
Intuit Quickbooks Certified User	519	241	$25	$ 6,025.00
Microsoft Office Specialist Excel Expert	6,296	2,669	$50	$ 133,450.00
National Basic 9-1-1 Dispatch Certification	1,373	1,024	$25	$ 25,600.00
National Law Enforcement Certification SPSS	2,429	1,520	$50	$ 76,000.00
NC Emergency Management I Certification	62	29	$25	$ 725.00
NC Emergency Management II Certification	10	5	$25	$ 125.00
NC NCCER - Carpentry I	4,891	2598	$25	$ 64,950.00
NC NCCER - Carpentry II	1,770	925	$25	$ 23,125.00
NC NCCER - Carpentry III	326	157	$50	$ 7,850.00

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NC NCCER - Construction Core	13,070	7457	$25	$ 186,425.00
NC NCCER - Electrical Trades I	1,292	797	$25	$ 19,925.00
NC NCCER - Electrical Trades II	536	307	$25	$ 7,675.00
NC NCCER - Electrical Trades III	83	34	$50	$ 1,700.00
NC NCCER - Maritime Pipefitting Level 1	33	5	$25	$ 125.00
NC NCCER - Maritime Structural Fitting	15	7	$25	$ 175.00
NC NCCER - Masonry I	1,431	911	$25	$ 22,775.00
NC NCCER - Masonry II	691	502	$25	$ 12,550.00
NC NCCER - Masonry III	132	98	$50	$ 4,900.00
NFPA 2400	158	94	$25	$ 2,350.00
NIMS Job Planning, Benchwork, and Layout	255	92	$25	$ 2,300.00
NIMS Measurement, Materials, and Safety	538	125	$25	$ 3,125.00
NIMS Milling I	30	6	$25	$ 150.00
North Carolina Early Childhood Credential	1,588	668	$50	$ 33,400.00
North Carolina Nurse Aide I	2,111	1,561	$25	$ 39,025.00
North Carolina State Competency Exam	331	314	$25	$ 7,850.00
Nurse Aide I - Home Care Aide Endorsement	23	23	$25	$ 575.00
PCAP Certified Associate in Python Programming	840	313	$25	$ 7,825.00
PrintED Introduction to Graphic Communication	32	24	$25	$ 600.00
ProStart National Certificate of Achievement (COA)	1,093	25	$50	$ 1,250.00

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Salesforce Administrator Certification	6	5	$50	$ 250.00
SAS Certified Specialist Programming Fundamentals Using SAS 9.4	64	27	$50	$ 1,350.00
Unity Certified User: Programmer	102	15	$25	$ 375.00
Woodwork Career Alliance (WCA) Sawblade Certificate	983	508	$25	$ 12,700.00

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 2026 and were eligible at least one previous year, 2024 and/or 2025

This section addresses Requirement 7, which asks what share of 2026 bonus recipients met program-specific eligibility criteria in prior years. Using roster-linked course, exam, and credential files, we flag at the teacher-by-program level whether each 2026 recipient was eligible in 2024, 2025, either year, or both, and report the corresponding percentages. The denominator is 2026 bonus recipients who can be matched to prior rosters, so counts may differ from totals shown elsewhere. Prior-year eligibility is established from teacher course rosters linked to student exam scores or credential outcomes following explicit program rules. This method aligns closely with statute and restricts eligibility to teachers in officially designated courses; however, it can undercount eligibility due to roster, score, or credential linkage gaps and is therefore not directly comparable to prior estimates.

As shown in Table 7, ***the majority of teachers receiving bonuses in 2026 were eligible in at least one of the prior two years***. Among AP/IB/CIE teachers paid in 2026, 76.8% were eligible in 2025 and 62.4% were eligible in 2024. When eligibility is considered across both years, 80.3% were eligible in either 2024 or 2025, while 59.0% were eligible in both years. These findings indicate substantial continuity among advanced course teachers qualifying for bonuses over multiple years. A similar pattern was observed among CTE teachers, although rates of repeated eligibility were somewhat lower. Among CTE teachers paid in 2026, 64.7% were eligible in 2025 and 53.8% were eligible in 2024. Overall, 70.4% were eligible in either 2024 or 2025, while 48.1% were eligible in both years. Compared with AP/IB/CIE teachers, CTE teachers demonstrated less overlap in eligibility across years, suggesting greater year-to-year variation in which teachers led students to qualifying credential outcomes.

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Table 7. Teachers Receiving a Bonus in 2026 and Eligible in Prior Years.

	AP/IB/CIE		CTE	
Eligible for a bonus in:	**Paid in 2026**	**% of Total**	**Paid in 2026**	**% of Total**
2025	2,819	76.8%	1,113	64.7%
2024	2,291	62.4%	925	53.8%
2024 or 2025	2,945	80.3%	1,211	70.4%
2024 and 2025	2,165	59.0%	827	48.1%

Note: Among teachers who were paid in 2026 (see Table 2), 3,669 AP/IB/CIE teachers and 1,720 CTE teachers could be matched to official advanced course or CTE rosters from 2024 and 2025 to determine prior eligibility. Percentages are calculated using these matched teachers as the denominator. Per statute, teachers are paid only if they return to the same PSU, or retire from that PSU, by January 1 of the payment year.

To complement Table 7's backward-looking view, which asks whether 2026 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 a 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 2026 provides observable evidence that a teacher who was eligible in 2025 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 broad point of reference, the State of the Teaching Profession report cites a 2024–25 statewide LEA-attrition rate of 14.55%, or approximately 85% retained.[1]

The accompanying table summarizes this measure. The analysis is restricted to the 2025-eligibility/2026-payment cohort because it is the most recent cohort with complete follow-up on the statute's payment condition, namely employment in the same PSU by January 1 of the payment year. It uses the same roster-based eligibility linkage as Table 7, providing a consistent and policy-relevant measure of the share of eligible teachers who subsequently returned and received a bonus payment. As shown in Table 7a, 82.2% of teachers who were eligible for a bonus in 2025 returned to the same PSU and received a payment in 2026. The percentage was higher among CTE teachers than among AP/IB/CIE teachers.

Interpreted cautiously against the approximately 85% statewide LEA-retention benchmark, ***the overall retention-payment rate remains slightly 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 was more favorable for CTE, where 84.3% of eligible teachers returned and were paid, compared with 81.3% of AP/IB/CIE teachers. Because this measure is a payment-based proxy rather than an official retention or mobility rate, comparisons with statewide retention statistics should be interpreted cautiously. A more conclusive assessment would combine

[1] North Carolina Department of Public Instruction. (2026). 2024–2025 annual report on the state of the teaching profession in North Carolina.

these results with HR-based retention and mobility records to better isolate the relationship between the bonus program and teacher retention.

Table 7a. Share of 2025-Eligible Teachers Who Returned (Paid in 2026)

Program	Eligible in 2025	Paid in 2026	% Returned & Paid
AP/IB/CIE	4,506	3,663	81.3%
CTE	2,038	1,719	84.3%
All Programs	6,544	5,382	82.2%

Note: Table 7a begins with teachers eligible in 2025 and reports the share paid in 2026, while Table 7 begins with teachers paid in 2026 and looks backward to prior eligibility. Eligibility is based on roster-linked program records, and 2026 payment indicates that the teacher met the statutory same-PSU return or retirement condition. Program totals are teacher-by-program and may exceed the number of unique teachers.

Report requirement 8 and 9 for Advanced Coursework and CTE Bonus Programs: Percentage of teachers who received a bonus in 2026 and at least one previous year

The 2024 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. Beginning with the FY2025 report, prior-year bonuses are counted only when an official payment record exists in the expected payment year and when the payment was made for teaching in the same program. Note that percentages reported below may be lower than previously reported percentages due to the stricter approach used, 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 ***most teachers paid a bonus in 2026 had also received a bonus in at least one of the prior two years***. Across both program groups, 75.4% of teachers paid in 2026 had received a bonus in either 2024 or 2025. Recurrence was higher among AP/IB/CIE teachers, with 77.2% of 2026 recipients having received a prior bonus in 2024 or 2025, compared with 71.6% of CTE recipients. A smaller but still substantial share received bonuses in both prior years. Among teachers paid in 2026, 44.6% of AP/IB/CIE teachers and 47.6% of CTE teachers had also received bonuses in both 2024 and 2025. These patterns indicate a stable group of repeat recipients across both programs, alongside year-to-year movement that may reflect changes in course assignments, credential availability and timing, qualifying student outcomes, or teacher mobility across PSUs.

Table 8. Advanced Course Teachers who Received a Bonus in 2026 and Prior Years

	AP/IB/CIE		CTE	
Also received a bonus in:	**2026**	**% of Total**	**2026**	**% of Total**
2025	2,706	73.8%	1,139	66.3%

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	AP/IB/CIE		CTE	
Also received a bonus in:	**2026**	**% of Total**	**2026**	**% of Total**
2024	1,765	48.1%	911	53.0%
2024 or 2025	2,834	77.2%	1,231	71.6%
2024 and 2025	1,637	44.6%	819	47.6%

Note. The analysis includes 3,669 AP/IB/CIE teacher-program records and 1,719 CTE teacher-program records paid in 2026. Percentages show the share that also received a bonus in the indicated prior payment year or years.

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Report Requirement 10 for Advanced Coursework and CTE Bonus Programs: The statistical relationship between a teacher receiving a bonus in 2026 and receiving a bonus in a prior year.

Whereas Requirements 8 and 9 look backward, asking among those who were paid in 2026, 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 2026? For each program group, we compare the 2026 payment rate for teachers with any prior program-level bonus in January 2024 or January 2025 versus those with no prior bonus and report the model-based difference in percentage points from a simple logistic regression.

Table 9 reports results from the pooled teacher-program panel. Teachers with a prior program-level bonus in 2024 or 2025 were substantially more likely to receive a bonus in 2026 than teachers without a prior bonus. Overall, 69.5% of teachers with a prior bonus were paid in 2026, compared with 25.6% of teachers without a prior bonus, a model-based difference of 43.9 percentage points. The association was large in both program areas, with a difference of 38.7 percentage points for AP/IB/CIE and 47.1 percentage points for CTE. All differences were statistically significant.

Overall, teachers with a prior bonus were approximately 2.7 times as likely to receive a bonus in 2026 as teachers without a prior bonus. These findings indicate a strong association between recent prior bonus receipt and bonus receipt in 2026. At the same time, the results show that some teachers entered or re-entered the bonus pipeline without having received a bonus in either of the prior two years.

These results are descriptive and should not be interpreted as evidence that the bonus program improved teacher retention or student achievement. Patterns in bonus receipt may reflect teacher assignments, local staffing and program decisions, course or credential availability, exam and credential timing, qualifying student outcomes, or data limitations rather than an effect of the bonus itself.

Table 9. Conditional Probabilities of Receiving a 2026 Bonus by Prior Bonus Status

Group	Teachers with prior bonus	Teachers w/o prior bonus	Paid if prior bonus	Paid if no prior bonus	Difference (percentage points)	95% Confidence Interval
AP/IB/CIE	3974	2557	71.3%	32.7%	+38.7 pp***	[36.4, 41.0]
CTE	1871	2608	65.8%	18.7%	+47.1 pp***	[44.5, 49.7]
Overall	**5845**	**5165**	**69.5%**	**25.6%**	**+43.9 pp*** **	**[42.3, 45.6]**

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 2026 panel with/without a program-level prior (Jan 2024 or Jan 2025). Percentages by prior status use separate denominators and do not sum to 100. ****p* < .001.

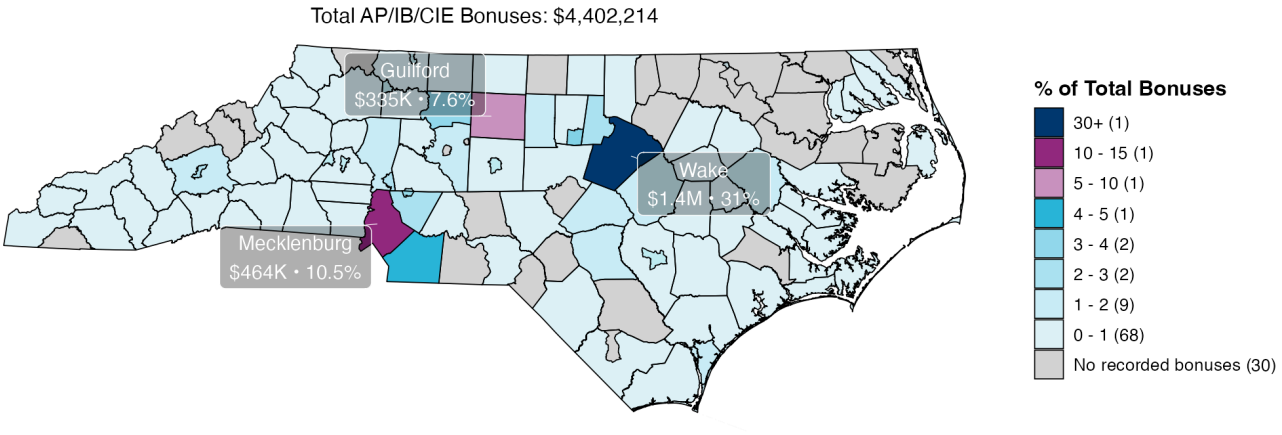
Report requirement 11 for Advanced Coursework and CTE Bonus Programs: Distribution of statewide and local bonuses awarded in 2026 among qualifying PSUs

Statewide Distribution of AP/IB/CIE Bonuses (May 2025 results paid Jan 2026). Teachers in qualifying advanced coursework programs received a total of $4,402,214 in bonuses. The distribution remains concentrated among a small number of large PSUs. Wake County Public Schools accounted for the largest share, receiving approximately $1.4 million, or 31.0% of statewide AP/IB/CIE bonus dollars. Charlotte-Mecklenburg Schools received approximately $464,000, or 10.5%, followed by Guilford County Schools at approximately $335,000, or 7.6%. Together, these *three PSUs accounted for 49.1% of all AP/IB/CIE bonus dollars statewide*. Most PSUs accounted for relatively small shares of the statewide total. Sixty-eight PSUs each received more than zero but no more than 1% of statewide AP/IB/CIE bonus dollars, while 30 PSUs had no recorded AP/IB/CIE bonuses in the January 2026 payment file. The map also shows that only one PSU accounted for more than 30% of statewide payments, one accounted for between 10% and 15%, and one accounted for between 5% and 10%.

The distribution of bonus awards generally reflects PSU size, advanced coursework participation, and the volume of qualifying student examination outcomes. Larger districts with more AP, IB, or CIE offerings and greater test-taking volume tend to account for larger shares of statewide bonus dollars. Payments also reflect the statutory requirement that teachers return to the same PSU, or retire from that PSU, by January 1 of the payment year. Local shares therefore reflect both prior-year qualifying student outcomes and whether eligible teachers satisfied the subsequent employment or retirement condition.

Figure 1 displays each mapped PSU's share of statewide AP/IB/CIE bonus dollars using the NCDPI Teacher Bonus Program payment file for January 2026, based on 2025 examination results. Special administrative units and charter LEAs are excluded. Darker shades indicate larger shares of the statewide total, and the number in parentheses identifies the number of PSUs within each range. The gray category identifies PSUs with no recorded AP/IB/CIE payments in the January 2026 file.

Figure 1. Percent total AP/IB/CIE Statewide Bonus Distribution by PSU, 2026



Source: NC DPI payment file January 2026. Map excludes special administrative units and charter LEAs.

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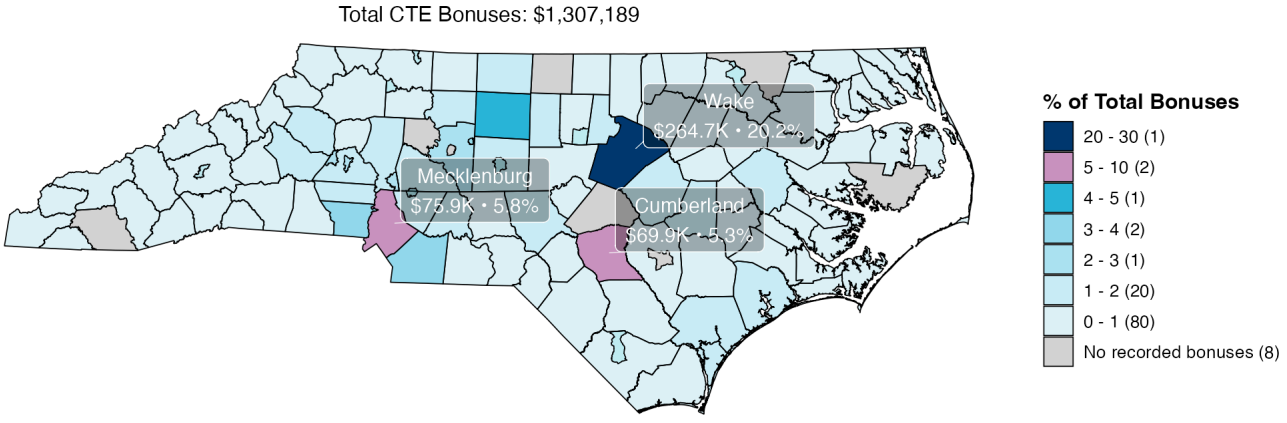
Statewide Distribution of CTE Bonuses (2025 results paid Jan 2026). CTE teachers received a total of $1,307,189 in bonuses. The distribution was concentrated in a relatively small number of PSUs, although less heavily than the AP/IB/CIE distribution. Wake County accounted for the largest share, receiving approximately $264,700, or 20.2% of statewide CTE bonus dollars. Charlotte-Mecklenburg received approximately $75,900, or 5.8%, followed by Cumberland County at approximately $69,900, or 5.3%. Together, these three PSUs accounted for 31.3% of all CTE bonus dollars statewide. Most PSUs received relatively small shares, with 80 PSUs each accounting for more than zero but no more than 1% of the statewide total. Eight PSUs had no recorded CTE bonuses in the January 2026 payment file.

The distribution of CTE bonus awards generally reflects PSU size, the scale of local credential offerings, and the number of students earning qualifying credentials. Larger PSUs and those with more extensive CTE pathways and credentialing activity tend to account for larger shares of statewide bonus dollars. As with AP/IB/CIE, payments also reflect the statutory requirement that teachers return to the same PSU, or retire from that PSU, by January 1 of the payment year. Local shares therefore reflect both prior-year qualifying credential outcomes and whether eligible teachers met the subsequent employment or retirement condition.

Figure 2 displays each mapped PSU's share of statewide CTE bonus dollars using the NCDPI Teacher Bonus Program payment file for January 2026, based on 2025 credential results. Special administrative units and charter LEAs are excluded. Darker shades indicate larger shares of the statewide total, and the number in parentheses identifies the number of PSUs within each range. For example, "0–1 (80)" indicates that 80 PSUs each received more than zero but no more than 1% of statewide CTE bonus dollars. The gray category identifies PSUs with no recorded CTE payments in the January 2026 file.

Figure 2. Percent total CTE Statewide Bonus Distribution by PSU, 2026



Source: NC DPI payment file January 2026. Map excludes special administrative units and charter LEAs.

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Conclusions

Across the report's findings, a consistent picture emerges: ***student participation and qualifying outcomes remain large in scale and generally increased in 2025, while bonuses continued to reach substantial numbers of teachers in 2026***. AP, IB, and CIE all showed year-over-year increases in enrollment and qualifying outcomes, and CTE qualifying credential outcomes also increased. At the teacher level, both AP/IB/CIE and CTE reached more bonus recipients in 2026 than in 2025, although average award amounts declined in both program areas.

Most 2026 recipients were eligible or paid in recent prior years, and teachers with recent bonuses were far more likely to receive a 2026 bonus than teachers without a recent bonus. These patterns suggest stable pipelines of repeat recipients alongside year-to-year movement likely tied to course assignments, credential timing, qualifying student outcomes, staffing changes, and the requirement that teachers return to the same PSU by January 1 of the payment year. Finally, statewide distributions of dollars remain concentrated in a handful of PSUs, likely reflecting larger teacher pools and course offerings, higher volumes of AP/IB/CIE exams and CTE credentials, stronger local testing and credentialing infrastructure, and established pipelines of repeat qualifiers.

Limitations

The analyses in this report are descriptive and should not be interpreted as a causal assessment of the teacher bonus programs' impact on teacher retention, teacher performance, or student outcomes. The legislative reporting requirements emphasize counts of students, qualifying outcomes, bonus payments, prior eligibility, prior bonus receipt, and PSU-level distribution. These measures are useful for describing who participates in the bonus pipeline and how funds are distributed, but they do not determine whether the bonus program caused teachers to remain in their PSU or continue teaching eligible courses.

A key limitation is that bonus receipt is only a proxy for retention. Teachers must return to the same PSU, or retire, by January 1 to receive payment, but nonpayment can reflect many factors other than attrition, including movement to another PSU, reassignment to a non-eligible course, leave, changes in student exam or credential outcomes, or local processing issues. A true impact evaluation would require linking bonus eligibility and payment records to longitudinal HR data, teacher assignment records, separation and mobility data, and appropriate comparison groups. Without that design, the findings should be understood as policy-relevant descriptive evidence, not evidence of the bonus programs' causal effect on retention.

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

A Note on Methodology

Beginning with this report, NCDPI counts a teacher as receiving a bonus in a grade or subject if the teacher met the EVAAS eligibility criteria in that grade or subject and received any bonus payment of the corresponding type (state or local) that year. Bonus payments are capped at two bonuses per category, so a teacher who earned a bonus in more than one grade receives, at most, two payments in any one category; the payment record therefore identifies the category in which a bonus was paid, but not every grade in which it was earned. Prior editions of this report counted receipt only where a payment amount was recorded against the grade or subject. All years shown in this report, including January 2025 and January 2024, use the revised definition; figures are therefore not directly comparable to previously published editions. Question 1, which reports bonus amounts, continues to reflect actual payments.

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			Both Bonuses	
	Count	Avg		Count	Avg		Count	Avg
Reading G3	1,305	$3,500		1,418	$3,500		1,037	$7,000
Reading G4-5	1,619	$2,000		1,798	$2,003		1,292	$4,000
Math G4-8	2,744	$2,002		3,061	$2,010		2,231	$4,000

Note: Counts reflect every bonus received by teachers. To compute the average bonus amount, NCDPI totaled all bonuses received for each teacher in that category and capped 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 2026 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 '26	No bonus in '26	No score in '26	Total
Eligible in '24 AND '25	58.4% 1,923	28.2% 930	13.4% 442	100.0% 3,295
Eligible in '24 OR '25	29.7% 2,067	38.6% 2,688	31.7% 2,210	100.0% 6,965
Subtotal	38.9% 3,990	35.3% 3,618	25.8% 2,652	100.0% 10,260
Not eligible in '24 OR '25	12.5% 1,861	40.1% 5,997	47.4% 7,087	100.0% 14,945
No EVAAS rating in '24 and '25	21.2% 945	78.8% 3,506		100.0% 4,451

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Total	22.9% 6,796	44.2% 13,121	32.8% 9,739	100.0% 29,656

Notes: Every teacher with an EVAAS rating in 3rd-5th grade reading or 4th-8th grade mathematics for the 2024, 2025, or 2026 bonus years is counted once in the table. The rows group these teachers into four categories based on their eligibility in 2024 and/or 2025. The subtotal row groups the previous two rows, i.e., those eligible in 2024 and/or 2025. The columns group the teachers further by their bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a bonus in a grade or subject if the teacher was eligible in that grade or subject and received any state or local bonus payment that year (see the Note on Methodology).

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

3. The percentage of teachers who received a bonus in January 2026 and received a bonus for teaching in the same grade level or course in January 2024 or January 2025, or both.

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

	Bonus in '26	No bonus in '26	No rating in '26	Total
Bonus in '24 AND '25	58.6% 1,805	28.1% 866	13.3% 410	100.0% 3,081
Bonus in '24 OR '25	33.1% 2,109	41.4% 2,637	25.4% 1,619	100.0% 6,365
Subtotal	41.4% 3,914	37.1% 3,503	21.5% 2,029	100.0% 9,446
No bonus in '24 OR '25	12.3% 1,937	38.8% 6,112	48.9% 7,710	100.0% 15,759
No EVAAS rating in '24 and '25	21.2% 945	78.8% 3,506		100.0% 4,451
Total	22.9% 6,796	44.2% 13,121	32.8% 9,739	100.0% 29,656

Notes: Every teacher with an EVAAS rating in 3rd-5th grade reading or 4th-8th grade mathematics for the 2024, 2025, or 2026 bonus years is counted once in the table. The rows group these teachers into four categories based on their bonus receipt in 2024 and/or 2025. The subtotal row groups the previous two rows, i.e., those receiving bonuses in 2024 and/or 2025. The columns group the teachers further by their bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a bonus in a grade or subject if the teacher was eligible in that grade or subject and received any state or local bonus payment that year (see the Note on Methodology).

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

4. The percentage of teachers who received a bonus in January 2026 and received a bonus for teaching in the same grade level or course in January 2024 or January 2025.

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 2026 for those who did, and did not, receive a bonus in 2025. NCDPI limited the sample to teachers with an EVAAS rating in the relevant grade and

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subject in 2026; teachers without a 2025 rating in that grade and subject appear as their own comparison group (column III of each table).
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 2025 led to the results in 2026. 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 earning the bonus in the following year. Teachers who earned a bonus in the 2024-25 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 2026 and receiving a bonus in 3rd grade reading in January 2025.

*Table 5a. 3rd grade reading: Probability of earning **state** bonus in 2026 given bonus status in 2025*

		Probability of receiving state bonus in 2026 if the person:			
		Bonus in '25	No bonus in '25	No score in '25	Bonus in '25 v. No Bonus in '25
Subject	Grade	(I)	(II)	(III)	(IV)
Reading	3	45.3%	21.4%	18.1%	+23.8*

Notes: Table includes teachers with an EVAAS rating in 3rd grade reading for the 2026 bonus year. The columns report the predicted probability that a teacher receives a state bonus in 2026 if the person received any bonus in 2025 (I), received no bonus in 2025 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 2026 of those who did and did not receive the bonus in the prior year (Column I minus Column II). Differences with an * are statistically significant at p<.05. A teacher is counted as receiving a state bonus if the teacher was eligible in 3rd grade reading and received any state bonus payment that year (see the Note on Methodology).

*Table 5b. 3rd grade reading: Probability of earning **local** bonus in 2026 given bonus status in 2025*

		Probability of receiving local bonus in 2026 if the person:			
		Bonus in '25	No bonus in '25	No score in '25	Bonus in '25 v. No Bonus in '25
Subject	Grade	(I)	(II)	(III)	(IV)
Reading	3	44.2%	21.3%	19.1%	+23.0*

Notes: Table includes teachers with an EVAAS rating in 3rd grade reading for the 2026 bonus year. The columns report the predicted probability that a teacher receives a local bonus in 2026 if the person received any bonus in 2025 (I), received no bonus in 2025 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 2026 of those who did and did not receive the bonus in the prior year (Column I minus Column II). Differences with an * are statistically significant at p<.05. A teacher is counted as receiving a local bonus if the teacher was eligible in 3rd grade reading and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

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Supplemental tables in the appendix show counts of teachers by bonus status in 2025 and 2026.

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 2026 and receiving a bonus in 4th or 5th grade reading in January 2025.

*Table 6a. 4th-5th grade reading: Probability of earning **state** bonus in 2026 given bonus status in 2025*

		Probability of receiving state bonus in 2026 if the person:			
		Bonus in '25	No bonus in '25	No score in '25	Bonus in '25 v. No Bonus in '25
Subject	Grade	(I)	(II)	(III)	(IV)
Reading	4	45.5%	19.9%	20.0%	+25.6*
Reading	5	41.7%	21.7%	19.3%	+20.0*

Notes: Table includes teachers with an EVAAS rating in 4th or 5th grade reading for the 2026 bonus year. The columns report the predicted probability that a teacher receives a state bonus in 2026 if the person received any bonus in 2025 (I), received no bonus in 2025 but had a 4th or 5th 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 2026 of those who did and did not receive the bonus in the prior year (Column I minus Column II). Differences with an * are statistically significant at p<.05. A teacher is counted as receiving a state bonus if the teacher was eligible in 4th or 5th grade reading and received any state bonus payment that year (see the Note on Methodology).

*Table 6b. 4th-5th grade reading: Probability of earning **local** bonus in 2026 given bonus status in 2025*

		Probability of receiving local bonus in 2026 if the person:			
		Bonus in '25	No bonus in '25	No score in '25	Bonus in '25 v. No Bonus in '25
Subject	Grade	(I)	(II)	(III)	(IV)
Reading	4	45.6%	20.0%	19.2%	+25.6*
Reading	5	40.1%	21.7%	19.5%	+18.3*

Notes: Table includes teachers with an EVAAS rating in 4th or 5th grade reading for the 2026 bonus year. The columns report the predicted probability that a teacher receives a local bonus in 2026 if the person received any bonus in 2025 (I), received no bonus in 2025 but had a 4th or 5th 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 2026 of those who did and did not receive the bonus in the prior year (Column I minus Column II). Differences with an * are statistically significant at p<.05. A teacher is counted as receiving a local bonus if the teacher was eligible in 4th or 5th grade reading and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

Supplemental tables in the appendix show counts of teachers by bonus status in 2025 and 2026.

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 2026 and receiving a bonus in 4th-8th grade mathematics in January 2025.

*Table 7a. 4th-8th grade mathematics: Probability of earning **state** bonus in 2026 given bonus status in 2025*

		Probability of receiving state bonus in 2026 if the person:			
		Bonus in '25	No bonus in '25	No score in '25	Bonus in '25 v. No Bonus in '25
Subject	Grade	(I)	(II)	(III)	(IV)
Math	4	56.8%	15.6%	15.9%	+41.2*
Math	5	54.0%	19.0%	14.1%	+35.0*
Math	6	59.7%	16.0%	12.4%	+43.6*
Math	7	55.3%	18.5%	14.3%	+36.8*
Math	8	56.2%	15.1%	14.6%	+41.1*

Notes: Table includes teachers with an EVAAS rating in 4th-8th grade mathematics for the 2026 bonus year. The columns report the predicted probability that a teacher receives a state bonus in 2026 if the person received any bonus in 2025 (I), received no bonus in 2025 but had a 4th-8th grade mathematics EVAAS score (II), or did not have a 4th-8th grade mathematics EVAAS score (III). Column IV shows the percentage point difference in probability of receiving the bonus in 2026 of those who did and did not receive the bonus in the prior year (Column I minus Column II). Differences with an * are statistically significant at p<.05. A teacher is counted as receiving a state bonus if the teacher was eligible in 4th-8th grade mathematics and received any state bonus payment that year (see the Note on Methodology).

*Table 7b. 4th-8th grade mathematics: Probability of earning **local** bonus in 2026 given bonus status in 2025*

		Probability of receiving local bonus in 2026 if the person:			
		Bonus in '25	No bonus in '25	No score in '25	Bonus in '25 v. No Bonus in '25
Subject	Grade	(I)	(II)	(III)	(IV)
Math	4	53.6%	16.7%	16.4%	+37.0*
Math	5	53.2%	19.7%	13.7%	+33.5*
Math	6	56.6%	16.1%	13.2%	+40.5*
Math	7	55.1%	17.8%	14.7%	+37.4*
Math	8	53.7%	15.1%	14.0%	+38.5*

Notes: Table includes teachers with an EVAAS rating in 4th-8th grade mathematics for the 2026 bonus year. The columns report the predicted probability that a teacher receives a local bonus in 2026 if the person received any bonus in 2025 (I), received no bonus in 2025 but had a 4th-8th grade mathematics EVAAS score (II), or did not have a 4th-8th grade mathematics EVAAS score (III). Column IV shows the percentage point difference in probability of receiving the bonus in 2026 of those who did and did not receive the bonus in the prior year (Column I minus Column II). Differences with an * are statistically significant at p<.05. A teacher is counted as receiving a local bonus if the teacher was eligible in 4th-8th grade mathematics and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

Supplemental tables in the appendix show counts of teachers by bonus status in 2025 and 2026.

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Appendix A. Methods

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 exam 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)

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AP exam records were obtained from the College Board for 2021–2025 and include student identifiers and subject-level exam results. College Board identifiers do not natively align with NC student identifiers in PowerSchool rosters, so a roster-based matching process was used:

1. **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.
2. **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.
3. **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.
4. **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 2021–2025 and include candidate identifiers and subject-level results. Candidate IDs do not align with NC student identifiers in PowerSchool rosters, so a roster-based matching process was used:

1. **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).
2. **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.
3. **Roster alignment:** When multiple roster matches were possible (e.g., cross-listed offerings), the most specific/consistent assignment was retained; unresolved cases remained unmatched.
4. **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 exam records were obtained from the International Baccalaureate Organization for 2021–2025 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:

1. **Initial linkage:** Candidate IDs were joined to official NC course rosters by year and course, using student first/last names and course titles.
2. **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).
3. **Roster alignment:** When multiple matches existed, the most frequent or most specific roster assignment was retained; unresolved cases remained unmatched.
4. **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 2021–2025 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:

1. **Data assembly:** Credential attainment files were standardized and restricted to credentials recognized under the state bonus program and mapped to eligible CTE courses.
2. **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.
3. **Tiering and eligibility:** Credentials were classified by state-approved tiers; only qualifying tiers were counted toward bonus eligibility and student counts.
4. **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.

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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.

Bonuses Paid by PSU, Side-by-Side (Jan 2026)

Advanced Coursework vs. CTE

	Advanced Coursework (AP/IB/CIE)			Career & Technical Education (CTE)		
	Teachers	Total	% of Total	Teachers	Total	% of Total
Alamance	63	$62,474.00	1.5%	31	$23,101.00	1.6%
Alexander	8	$6,848.00	0.2%	8	$6,373.00	0.4%
Alleghany	NA	NA	NA	7	$3,452.00	0.2%
Anson	NA	NA		2	$2,309.00	0.2%
Ashe	7	$2,683.00	0.1%	9	$5,497.00	0.4%
Asheboro City	14	$9,261.00	0.2%	5	$3,837.00	0.3%
Asheville City	24	$30,299.00	0.7%	3	$3,329.00	0.2%
Avery	3	$1,593.00	0.0%	1	$303.00	0.0%
Beaufort	10	$2,366.00	0.1%	11	$6,388.00	0.4%
Bertie	NA	NA		1	$103.00	0.0%
Bladen	NA	NA		6	$4,364.00	0.3%
Brunswick	27	$19,658.00	0.5%	18	$11,938.00	0.8%
Buncombe	51	$48,759.00	1.1%	27	$12,655.00	0.9%
Burke	35	$22,596.00	0.5%	16	$14,861.00	1.0%
Cabarrus	97	$126,850.00	3.0%	30	$24,973.00	1.7%
Caldwell	31	$13,744.00	0.3%	23	$14,386.00	1.0%
Camden	3	$738.00	0.0%	4	$1,708.00	0.1%
Carteret	28	$24,082.00	0.6%	11	$5,308.00	0.4%

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Bonuses Paid by PSU, Side-by-Side (Jan 2026)

Advanced Coursework vs. CTE

	Advanced Coursework (AP/IB/CIE)			Career & Technical Education (CTE)		
	Teachers	Total	% of Total	Teachers	Total	% of Total
Catawba	31	$18,020.00	0.4%	24	$15,915.00	1.1%
Chapel Hill - Carrboro City	95	$158,297.00	3.6%	8	$8,199.00	0.6%
Chatham	32	$35,733.00	0.8%	14	$11,416.00	0.8%
Cherokee	3	$600.00	0.0%	11	$2,887.00	0.2%
Chowan	2	$879.00	0.0%	2	$597.00	0.0%
Clay	NA	NA	N	7	$1,780.00	0.1%
Cleveland	32	$26,026.00	0.6%	21	$11,051.00	0.8%
Clinton City	7	$3,627.00	0.1%	NA	NA	
Columbus	3	$671.00	0.0%	5	$2,392.00	0.2%
Craven	17	$9,925.00	0.2%	17	$6,490.00	0.4%
Cumberland	92	$66,217.00	1.6%	73	$69,927.00	4.8%
Currituck	NA	NA	N	6	$2,032.00	0.1%
Dare	22	$16,044.00	0.4%	12	$10,609.00	0.7%
Davidson	38	$45,639.00	1.1%	28	$28,307.00	1.9%
Davie	22	$30,924.00	0.7%	NA	NA	
Duplin	9	$4,904.00	0.1%	14	$12,022.00	0.8%
Durham	99	$118,137.00	2.8%	24	$13,173.00	0.9%
Edgecombe	9	$1,806.00	0.0%	6	$5,099.00	0.3%
Elkin City	4	$3,754.00	0.1%	3	$1,057.00	0.1%
Forsyth	133	$138,798.00	3.3%	49	$24,299.00	1.7%
Franklin	NA	NA		18	$11,284.00	0.8%

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Bonuses Paid by PSU, Side-by-Side (Jan 2026)

Advanced Coursework vs. CTE

	Advanced Coursework (AP/IB/CIE)			Career & Technical Education (CTE)		
	Teachers	Total	% of Total	Teachers	Total	% of Total
Gaston	67	$41,221.00	1.0%	40	$44,409.00	3.0%
Gates	NA	NA		2	$315.00	0.0%
Graham	3	$776.00	0.0%	6	$2,781.00	0.2%
Granville	6	$1,259.00	0.0%	8	$2,615.00	0.2%
Greene	5	$1,884.00	0.0%	4	$2,506.00	0.2%
Guilford	279	$334,703.00	7.9%	88	$58,167.00	4.0%
Halifax	NA	NA	NA	1	$16.00	0.0%
Harnett	66	$56,130.00	1.3%	NA	NA	
Haywood	14	$8,425.00	0.2%	12	$4,674.00	0.3%
Henderson	35	$31,846.00	0.7%	21	$9,620.00	0.7%
Hertford	NA	NA		3	$1,420.00	0.1%
Hickory City	12	$8,860.00	0.2%	6	$2,242.00	0.2%
Hoke	NA	NA		10	$7,335.00	0.5%
Iredell	47	$54,822.00	1.3%	23	$14,965.00	1.0%
Jackson	6	$4,305.00	0.1%	6	$2,755.00	0.2%
Johnston	64	$52,342.00	1.2%	31	$17,862.00	1.2%
Jones	NA	NA		3	$1,026.00	0.1%
Kannapolis City	10	$5,974.00	0.1%	4	$2,525.00	0.2%
Lee	NA	NA		7	$6,002.00	0.4%
Lenoir	15	$4,523.00	0.1%	7	$3,013.00	0.2%
Lexington City	10	NA	NA	NA	NA	
Lincoln	45	$43,613.00	1.0%	21	$13,503.00	0.9%

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Bonuses Paid by PSU, Side-by-Side (Jan 2026)

Advanced Coursework vs. CTE

	Advanced Coursework (AP/IB/CIE)			Career & Technical Education (CTE)		
	Teachers	Total	% of Total	Teachers	Total	% of Total
Macon	5	$2,771.00	0.1%	NA	NA	
Madison	NA	NA		5	$2,517.00	0.2%
Martin	NA	NA		4	$2,141.00	0.1%
McDowell	8	$3,792.00	0.1%	14	$7,296.00	0.5%
Mecklenburg	424	$464,133.00	10.9%	123	$75,927.00	5.2%
Mitchell	NA	NA	NA	6	$3,399.00	0.2%
Montgomery	NA	NA	NA	5	$2,581.00	0.2%
Moore	24	$35,639.00	0.8%	22	$21,818.00	1.5%
Mooresville City	11	$11,767.00	0.3%	7	$6,608.00	0.5%
Mount Airy City	4	$3,285.00	0.1%	3	$3,515.00	0.2%
Nash	28	$14,385.00	0.3%	21	$11,840.00	0.8%
New Hanover	67	$74,603.00	1.8%	30	$14,548.00	1.0%
Newton-Conover City	8	$5,852.00	0.1%	8	$5,434.00	0.4%
Onslow	59	$34,263.00	0.8%	41	$21,619.00	1.5%
Orange	35	$32,461.00	0.8%	10	$9,314.00	0.6%
Pamlico	4	$3,018.00	0.1%	1	$1,278.00	0.1%
Pasquotank	5	$1,755.00	0.0%	5	$2,909.00	0.2%
Pender	23	$21,962.00	0.5%	12	$14,995.00	1.0%
Perquimans	1	$160.00	0.0%	3	$310.00	0.0%
Person	4	$1,723.00	0.0%	7	$2,585.00	0.2%
Pitt	55	$44,692.00	1.1%	36	$15,807.00	1.1%

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Bonuses Paid by PSU, Side-by-Side (Jan 2026)

Advanced Coursework vs. CTE

	Advanced Coursework (AP/IB/CIE)			Career & Technical Education (CTE)		
	Teachers	Total	% of Total	Teachers	Total	% of Total
Polk	4	$1,938.00	0.0%	5	$1,292.00	0.1%
Randolph	26	$13,435.00	0.3%	27	$21,930.00	1.5%
Richmond	3	$167.00	0.0%	11	$7,307.00	0.5%
Roanoke Rapids City	4	$1,694.00	0.0%	5	$3,226.00	0.2%
Robeson	16	$7,905.00	0.2%	17	$6,758.00	0.5%
Rockingham	18	$7,372.00	0.2%	17	$16,338.00	1.1%
Rowan	36	$24,173.00	0.6%	27	$13,734.00	0.9%
Rutherford	16	$5,527.00	0.1%	8	$3,235.00	0.2%
Sampson	2	$1,822.00	0.0%	10	$3,742.00	0.3%
Scotland	NA	NA	NA	7	$4,633.00	0.3%
Stanly	2	$1,016.00	0.0%	13	$13,686.00	0.9%
Stokes	9	$3,659.00	0.1%	12	$7,120.00	0.5%
Surry	6	$3,455.00	0.1%	5	$6,978.00	0.5%
Swain	3	$722.00	0.0%	4	$2,413.00	0.2%
Thomasville City	NA	NA		2	$616.00	0.0%
Transylvania	9	$7,149.00	0.2%	11	$10,356.00	0.7%
Tyrrell	NA	NA		3	$1,036.00	0.1%
Union	159	$196,455.00	4.6%	52	$44,909.00	3.1%
Vance	NA	NA		4	$1,432.00	0.1%
Wake	695	$1,363,354.00	32.1%	172	$264,664.00	18.2%
Warren	NA	NA		4	$3,430.00	0.2%

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Bonuses Paid by PSU, Side-by-Side (Jan 2026)

Advanced Coursework vs. CTE

	Advanced Coursework (AP/IB/CIE)			Career & Technical Education (CTE)		
	Teachers	Total	% of Total	Teachers	Total	% of Total
Washington	NA	NA		3	$755.00	0.1%
Watauga	19	$25,391.00	0.6%	7	$3,392.00	0.2%
Wayne	19	$10,652.00	0.3%	26	$16,468.00	1.1%
Weldon City	NA	NA		1	$369.00	0.0%
Whiteville City	NA	NA		3	$2,183.00	0.1%
Wilkes	23	$8,495.00	0.2%	17	$11,458.00	0.8%
Wilson	19	$12,567.00	0.3%	11	$8,014.00	0.5%
Yadkin	3	$720.00	0.0%	14	$7,325.00	0.5%
Yancey	NA	NA	NA	6	$2,702.00	0.2%

Source: NC DPI FBS—Teacher Bonus Program payment file (Jan 2026); percent computed within each program.

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APPENDIX B

Q2 supplemental tables

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

	Bonus in '26	No bonus in '26	No score in '26	Total
Eligible in '24 AND '25	48.1% 286	32.8% 195	19.0% 113	100.0% 594
Eligible in '24 OR '25	25.0% 498	35.0% 698	40.0% 796	100.0% 1,992
Not eligible in '24 OR '25	10.9% 520	34.8% 1,659	54.4% 2,595	100.0% 4,774
No EVAAS rating in '24 and '25	21.7% 382	78.3% 1,381		100.0% 1,763
Total	18.5% 1,686	43.1% 3,933	38.4% 3,504	100.0% 9,123

Notes: Every teacher with an EVAAS rating in 3rd grade reading for the 2024, 2025, or 2026 bonus years is counted once in the table. The rows group these teachers into four categories based on their eligibility in 2024 and/or 2025. The columns group the teachers further by their bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a bonus in a grade or subject if the teacher was eligible in that grade or subject and received any state or local bonus payment that year (see the Note on Methodology).

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

	Bonus in '26	No bonus in '26	No score in '26	Total
Eligible in '24 AND '25	39.9% 499	38.6% 482	21.5% 269	100.0% 1,250
Eligible in '24 OR '25	19.9% 624	33.8% 1,061	46.3% 1,452	100.0% 3,137
Not eligible in '24 OR '25	9.5% 504	33.0% 1,754	57.5% 3,057	100.0% 5,315
No EVAAS rating in '24 and '25	23.9% 498	76.1% 1,585		100.0% 2,083
Total	18.0% 2,125	41.4% 4,882	40.5% 4,778	100.0% 11,785

Notes: Every teacher with an EVAAS rating in 4th-5th grade reading for the 2024, 2025, or 2026 bonus years is counted once in the table. The rows group these teachers into four categories based on their eligibility in 2024 and/or 2025. The columns group the teachers further by their bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a bonus in a grade or subject if the teacher was eligible in that grade or subject and received any state or local bonus payment that year (see the Note on Methodology).

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

	Bonus in '26	No bonus in '26	No score in '26	Total
Eligible in '24 AND '25	57.1% 1,261	27.5% 608	15.3% 338	100.0% 2,207

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Eligible in '24 OR '25	24.4% 1,041	37.1% 1,579	38.5% 1,639	100.0% 4,259
Not eligible in '24 OR '25	8.4% 766	37.8% 3,465	53.8% 4,925	100.0% 9,156
No EVAAS rating in '24 and '25	17.1% 509	82.9% 2,459		100.0% 2,968
Total	19.2% 3,577	43.6% 8,111	37.1% 6,902	100.0% 18,590

Notes: Every teacher with an EVAAS rating in 4th-8th grade math for the 2024, 2025, or 2026 bonus years is counted once in the table. The rows group these teachers into four categories based on their eligibility in 2024 and/or 2025. The columns group the teachers further by their bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a bonus in a grade or subject if the teacher was eligible in that grade or subject and received any state or local bonus payment that year (see the Note on Methodology).

Q3 supplemental tables

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

	Bonus in '26	No bonus in '26	No rating in '26	Total
Bonus in '24 AND '25	48.4% 278	32.4% 186	19.2% 110	100.0% 574
Bonus in '24 OR '25	27.4% 498	37.8% 687	34.8% 633	100.0% 1,818
No bonus in '24 OR '25	10.6% 528	33.8% 1,679	55.6% 2,761	100.0% 4,968
No EVAAS rating in '24 and '25	21.7% 382	78.3% 1,381		100.0% 1,763
Total	18.5% 1,686	43.1% 3,933	38.4% 3,504	100.0% 9,123

Notes: Every teacher with an EVAAS rating in 3rd grade reading for the 2024, 2025, or 2026 bonus years is counted once in the table. The rows group these teachers into four categories based on their bonus receipt in 2024 and/or 2025. The columns group the teachers further by their bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a bonus in a grade or subject if the teacher was eligible in that grade or subject and received any state or local bonus payment that year (see the Note on Methodology).

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

	Bonus in '26	No bonus in '26	No rating in '26	Total
Bonus in '24 AND '25	47.0% 340	32.8% 237	20.2% 146	100.0% 723
Bonus in '24 OR '25	25.4% 627	38.2% 943	36.4% 900	100.0% 2,470
No bonus in '24 OR '25	10.1% 660	32.5% 2,117	57.3% 3,732	100.0% 6,509
No EVAAS rating in '24 and '25	23.9% 498	76.1% 1,585		100.0% 2,083
Total	18.0% 2,125	41.4% 4,882	40.5% 4,778	100.0% 11,785

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Notes: Every teacher with an EVAAS rating in 4th-5th grade reading for the 2024, 2025, or 2026 bonus years is counted once in the table. The rows group these teachers into four categories based on their bonus receipt in 2024 and/or 2025. The columns group the teachers further by their bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a bonus in a grade or subject if the teacher was eligible in that grade or subject and received any state or local bonus payment that year (see the Note on Methodology).

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

	Bonus in '26	No bonus in '26	No rating in '26	Total
Bonus in '24 AND '25	61.9% 1,074	23.3% 405	14.8% 257	100.0% 1,736
Bonus in '24 OR '25	31.7% 1,061	39.0% 1,308	29.3% 982	100.0% 3,351
No bonus in '24 OR '25	8.9% 933	37.4% 3,939	53.8% 5,663	100.0% 10,535
No EVAAS rating in '24 and '25	17.1% 509	82.9% 2,459		100.0% 2,968
Total	19.2% 3,577	43.6% 8,111	37.1% 6,902	100.0% 18,590

Notes: Every teacher with an EVAAS rating in 4th-8th grade math for the 2024, 2025, or 2026 bonus years is counted once in the table. The rows group these teachers into four categories based on their bonus receipt in 2024 and/or 2025. The columns group the teachers further by their bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a bonus in a grade or subject if the teacher was eligible in that grade or subject and received any state or local bonus payment that year (see the Note on Methodology).

Q5 supplemental tables

Table Q5a. 3rd grade reading state bonus receipt in 2026 by prior year bonus receipt

	State bonus in '26	No state bonus in '26	No rating in '26	Total
Bonus in '25	34.0% 526	41.2% 636	24.8% 383	100.0% 1,545
No bonus in '25	13.9% 545	50.9% 1,996	35.2% 1,382	100.0% 3,923
No EVAAS rating in '25	18.1% 347	81.9% 1,569		100.0% 1,916
Total	19.2% 1,418	56.9% 4,201	23.9% 1,765	100.0% 7,384

Notes: Every teacher with an EVAAS rating in 3rd grade reading in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their state bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a state bonus if the teacher was eligible in 3rd grade reading and received any state bonus payment that year (see the Note on Methodology).

Table Q5b. 3rd grade reading local bonus receipt in 2026 by prior year bonus receipt

	Local bonus in '26	No local bonus in '26	No rating in '26	Total
Bonus in '25	33.3% 482	42.0% 608	24.8% 359	100.0% 1,449

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No bonus in '25	14.0% 496	52.0% 1,840	34.0% 1,202	100.0% 3,538
No EVAAS rating in '25	19.1% 327	80.9% 1,387		100.0% 1,714
Total	19.5% 1,305	57.2% 3,835	23.3% 1,561	100.0% 6,701

Notes: Every teacher with an EVAAS rating in 3rd grade reading in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their local bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a local bonus if the teacher was eligible in 3rd grade reading and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

Q6 supplemental tables

Table Q6a. 4th grade reading state bonus receipt in 2026 by prior year bonus receipt

	State bonus in '26	No state bonus in '26	No rating in '26	Total
Bonus in '25	31.3% 364	37.5% 436	31.2% 362	100.0% 1,162
No bonus in '25	11.6% 339	47.0% 1,368	41.3% 1,203	100.0% 2,910
No EVAAS rating in '25	20.0% 285	80.0% 1,141		100.0% 1,426
Total	18.0% 988	53.6% 2,945	28.5% 1,565	100.0% 5,498

Notes: Every teacher with an EVAAS rating in 4th grade reading in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their state bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a state bonus if the teacher was eligible in 4th grade reading and received any state bonus payment that year (see the Note on Methodology).

Table Q6b. 4th grade reading local bonus receipt in 2026 by prior year bonus receipt

	Local bonus in '26	No local bonus in '26	No rating in '26	Total
Bonus in '25	31.5% 340	37.6% 406	31.0% 335	100.0% 1,081
No bonus in '25	11.7% 306	47.1% 1,228	41.1% 1,071	100.0% 2,605
No EVAAS rating in '25	19.2% 242	80.8% 1,018		100.0% 1,260
Total	18.0% 888	53.6% 2,652	28.4% 1,406	100.0% 4,946

Notes: Every teacher with an EVAAS rating in 4th grade reading in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their local bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a local bonus if the teacher was eligible in 4th grade reading and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

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Table Q6c. 5th grade reading state bonus receipt in 2026 by prior year bonus receipt

	State bonus in '26	No state bonus in '26	No rating in '26	Total
Bonus in '25	29.3% 281	40.9% 393	29.8% 286	100.0% 960
No bonus in '25	12.0% 282	43.3% 1,020	44.8% 1,056	100.0% 2,358
No EVAAS rating in '25	19.3% 250	80.7% 1,046		100.0% 1,296
Total	17.6% 813	53.3% 2,459	29.1% 1,342	100.0% 4,614

Notes: Every teacher with an EVAAS rating in 5th grade reading in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their state bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a state bonus if the teacher was eligible in 5th grade reading and received any state bonus payment that year (see the Note on Methodology).

Table Q6d. 5th grade reading local bonus receipt in 2026 by prior year bonus receipt

	Local bonus in '26	No local bonus in '26	No rating in '26	Total
Bonus in '25	28.3% 254	42.4% 380	29.3% 263	100.0% 897
No bonus in '25	12.2% 258	44.0% 931	43.8% 925	100.0% 2,114
No EVAAS rating in '25	19.4% 219	80.6% 907		100.0% 1,126
Total	17.7% 731	53.6% 2,218	28.7% 1,188	100.0% 4,137

Notes: Every teacher with an EVAAS rating in 5th grade reading in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their local bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a local bonus if the teacher was eligible in 5th grade reading and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

Q7 supplemental tables

Table Q7a. 4th grade math state bonus receipt in 2026 by prior year bonus receipt

	State bonus in '26	No state bonus in '26	No rating in '26	Total
Bonus in '25	42.7% 488	32.5% 371	24.8% 284	100.0% 1,143
No bonus in '25	8.9% 253	48.0% 1,368	43.1% 1,228	100.0% 2,849
No EVAAS rating in '25	15.9% 222	84.1% 1,171		100.0% 1,393
Total	17.9% 963	54.0% 2,910	28.1% 1,512	100.0% 5,385

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Notes: Every teacher with an EVAAS rating in 4th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their state bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a state bonus if the teacher was eligible in 4th grade math and received any state bonus payment that year (see the Note on Methodology).

Table Q7b. 4th grade math local bonus receipt in 2026 by prior year bonus receipt

	Local bonus in '26	No local bonus in '26	No rating in '26	Total
Bonus in '25	40.5% 434	35.0% 375	24.5% 263	100.0% 1,072
No bonus in '25	9.6% 243	47.8% 1,214	42.6% 1,083	100.0% 2,540
No EVAAS rating in '25	16.3% 199	83.7% 1,020		100.0% 1,219
Total	18.1% 876	54.0% 2,609	27.9% 1,346	100.0% 4,831

Notes: Every teacher with an EVAAS rating in 4th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their local bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a local bonus if the teacher was eligible in 4th grade math and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

Table Q7c. 5th grade math state bonus receipt in 2026 by prior year bonus receipt

	State bonus in '26	No state bonus in '26	No rating in '26	Total
Bonus in '25	40.8% 381	34.8% 325	24.3% 227	100.0% 933
No bonus in '25	10.8% 250	46.1% 1,067	43.1% 997	100.0% 2,314
No EVAAS rating in '25	14.1% 166	85.9% 1,014		100.0% 1,180
Total	18.0% 797	54.3% 2,406	27.6% 1,224	100.0% 4,427

Notes: Every teacher with an EVAAS rating in 5th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their state bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a state bonus if the teacher was eligible in 5th grade math and received any state bonus payment that year (see the Note on Methodology).

Table Q7d. 5th grade math local bonus receipt in 2026 by prior year bonus receipt

	Local bonus in '26	No local bonus in '26	No rating in '26	Total
Bonus in '25	40.9% 353	36.0% 311	23.1% 200	100.0% 864
No bonus in '25	11.4% 237	46.3% 966	42.4% 885	100.0% 2,088

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No EVAAS rating in '25	13.7% 142	86.3% 896		100.0% 1,038
Total	18.3% 732	54.5% 2,173	27.2% 1,085	100.0% 3,990

Notes: Every teacher with an EVAAS rating in 5th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their local bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a local bonus if the teacher was eligible in 5th grade math and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

Table Q7e. 6th grade math state bonus receipt in 2026 by prior year bonus receipt

	State bonus in '26	No state bonus in '26	No rating in '26	Total
Bonus in '25	45.4% 256	30.7% 173	23.9% 135	100.0% 564
No bonus in '25	8.7% 119	45.4% 623	46.0% 631	100.0% 1,373
No EVAAS rating in '25	12.4% 90	87.6% 638		100.0% 728
Total	17.4% 465	53.8% 1,434	28.7% 766	100.0% 2,665

Notes: Every teacher with an EVAAS rating in 6th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their state bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a state bonus if the teacher was eligible in 6th grade math and received any state bonus payment that year (see the Note on Methodology).

Table Q7f. 6th grade math local bonus receipt in 2026 by prior year bonus receipt

	Local bonus in '26	No local bonus in '26	No rating in '26	Total
Bonus in '25	43.2% 215	33.1% 165	23.7% 118	100.0% 498
No bonus in '25	8.8% 104	46.1% 542	45.1% 530	100.0% 1,176
No EVAAS rating in '25	13.1% 81	86.9% 536		100.0% 617
Total	17.5% 400	54.3% 1,243	28.3% 648	100.0% 2,291

Notes: Every teacher with an EVAAS rating in 6th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their local bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a local bonus if the teacher was eligible in 6th grade math and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

Table Q7g. 7th grade math state bonus receipt in 2026 by prior year bonus receipt

	State bonus in '26	No state bonus in '26	No rating in '26	Total

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Bonus in '25	38.8% 219	31.4% 177	29.8% 168	100.0% 564
No bonus in '25	9.8% 134	43.2% 592	47.0% 645	100.0% 1,371
No EVAAS rating in '25	14.3% 119	85.7% 713		100.0% 832
Total	17.1% 472	53.6% 1,482	29.4% 813	100.0% 2,767

Notes: Every teacher with an EVAAS rating in 7th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their state bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a state bonus if the teacher was eligible in 7th grade math and received any state bonus payment that year (see the Note on Methodology).

Table Q7h. 7th grade math local bonus receipt in 2026 by prior year bonus receipt

	Local bonus in '26	No local bonus in '26	No rating in '26	Total
Bonus in '25	38.8% 193	31.7% 158	29.5% 147	100.0% 498
No bonus in '25	9.5% 111	43.9% 515	46.6% 546	100.0% 1,172
No EVAAS rating in '25	14.7% 105	85.3% 611		100.0% 716
Total	17.1% 409	53.8% 1,284	29.0% 693	100.0% 2,386

Notes: Every teacher with an EVAAS rating in 7th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their local bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a local bonus if the teacher was eligible in 7th grade math and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

Table Q7i. 8th grade math state bonus receipt in 2026 by prior year bonus receipt

	State bonus in '26	No state bonus in '26	No rating in '26	Total
Bonus in '25	42.9% 205	33.5% 160	23.6% 113	100.0% 478
No bonus in '25	8.0% 93	45.0% 523	47.0% 546	100.0% 1,162
No EVAAS rating in '25	14.6% 89	85.4% 519		100.0% 608
Total	17.2% 387	53.5% 1,202	29.3% 659	100.0% 2,248

Notes: Every teacher with an EVAAS rating in 8th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their state bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a state bonus if the teacher was eligible in 8th grade math and received any state bonus payment that year (see the Note on Methodology).

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Table Q7j. 8th grade math local bonus receipt in 2026 by prior year bonus receipt

	Local bonus in '26	No local bonus in '26	No rating in '26	Total
Bonus in '25	41.2% 176	35.6% 152	23.2% 99	100.0% 427
No bonus in '25	8.2% 84	46.2% 473	45.6% 466	100.0% 1,023
No EVAAS rating in '25	14.0% 72	86.0% 444		100.0% 516
Total	16.9% 332	54.4% 1,069	28.7% 565	100.0% 1,966

Notes: Every teacher with an EVAAS rating in 8th grade math in 2025 or 2026 is counted once in the table. The rows group these teachers into three categories based on their bonus receipt in 2025 (state or local). The columns group the teachers further by their local bonus receipt in 2026. The table reports the count of teachers in each cell, as well as the row percentage. A teacher is counted as receiving a local bonus if the teacher was eligible in 8th grade math and received any local bonus payment that year (see the Note on Methodology). Charter school teachers, not eligible for local bonuses, are excluded.

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