

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/HB 443 Advanced International Certificate of Education Funding

SPONSOR(S): K-12 Subcommittee, Plascencia

TIED BILLS: **IDEN./SIM. BILLS:** SB 982

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee	10 Y, 0 N, As CS	Brink	Fudge
2) Education Appropriations Subcommittee	13 Y, 0 N	Seifert	Heflin
3) Education Committee			

SUMMARY ANALYSIS

Florida law provides additional funding for schools with students who earn qualifying scores on Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) examinations. In addition, teachers who teach AP, IB, or AICE courses must receive bonuses based on the number of their students who earn qualifying scores on these examinations. However, the provisions related to weighted funding and teacher bonuses for AICE programs, which are capped at \$2,000 per teacher, are not consistent with certain AP and IB programs, which are capped at \$3,000 per teacher. Under the bill, school districts may be required to allocate a greater percentage of funds generated by AICE programs for teacher bonuses. This may reduce the funds available to the school district for other authorized expenditures for day to day operations.

The bill:

- Requires school districts to allocate 80 percent of the additional AICE funds to the school program whose students generate the funds, which is currently required for the IB and AP bonus funds;
- Establishes restrictions on how the funds may be spent;
- Requires the remaining 20 percent of the AICE funds to be used for programs that assist academically disadvantaged students to prepare for more rigorous courses; and
- Increases the maximum AICE teacher bonus to \$3,000, which is consistent with the AP and IB teacher bonus.

The bill does not appear to have a fiscal impact on the state or local governments.

The bill takes effect July 1, 2016.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

Funding for Public Schools

The Legislature allocates public education funding to Florida's 67 school districts through the Florida Education Finance Program (FEFP). The FEFP is a funding formula that uses such factors as student population, local property tax bases, varying costs of living, and varying costs of equivalent education programs due to scarcity and dispersion of the student population to determine a school district's share of public education funding. The FEFP is the primary mechanism for funding the operating costs of Florida school districts, which among other things, includes the payment of teacher salaries.¹

In addition to funding school district operating costs, the FEFP also provides, among other things, weighted full-time equivalent (FTE) funding based on student passage of International Baccalaureate (IB), Advanced Placement (AP), and Advanced International Certificate of Education (AICE) assessments. The FEFP also provides bonuses to teachers of IB, AP, and AICE courses whose students pass the respective examinations.²

Weighted Funding for Advanced Courses

The law requires that an additional 0.16 FTE student membership value be calculated for each student in an AP, IB, or AICE course who earns a qualifying score on the respective examination.³ For AP examinations, the qualifying score is a 3 or higher;⁴ for IB examinations, the qualifying score is a 4 or higher;⁵ and for AICE examinations, the qualifying score is E or higher.⁶ Students enrolled in a half-credit AICE course who receive a score of E or higher on the subject examination generate an additional value of 0.08 FTE student membership.⁷ An additional value of 0.3 FTE student membership must be calculated for each student who earns an IB or AICE diploma.⁸

With respect to AP and IB programs, the law restricts how the additional funds must be spent. In each case, school districts must allocate at least 80 percent of the funds back to the school program whose students generated the weighted FTE value.⁹ For IB programs, the remaining amount must be used for programs that assist academically disadvantaged students to prepare for more rigorous courses. In addition, IB funds must be expended solely for the payment of allowable costs associated with the program. Allowable costs include:

- IB annual school fees;
- IB examination fees; salary, benefits, and bonuses for teachers and program coordinators for the IB program and teachers and coordinators who prepare prospective students for the International Baccalaureate program;
- Supplemental books;
- Instructional supplies;

¹ See s. 1011.62, F.S.

² Section 1011.62(1)(l)-(n), F.S.; *International Baccalaureate*, <http://www.ibo.org> (last visited Nov. 19, 2015); University of Cambridge, International Examinations, *Cambridge Advanced International Certificate of Education Diploma*, <http://www.cie.org.uk/qualifications/academic/uppersec/aice> (last visited Nov. 19, 2015); College Board, *Advanced Placement Program*, <http://www.collegeboard.com/student/testing/ap/about.html> (last visited Nov. 19, 2015).

³ Section 1011.62(1)(l)-(n), F.S.

⁴ Section 1011.62(1)(n), F.S.

⁵ Section 1011.62(1)(l), F.S.

⁶ Section 1011.62(1)(m), F.S.

⁷ *Id.*

⁸ Section 1011.62(1)(l) and (m), F.S.

⁹ Section 1011.62(1)(l) and (n), F.S.

- Instructional equipment or instructional materials for IB courses;
- Other activities that identify prospective International Baccalaureate students or prepare prospective students to enroll in International Baccalaureate courses; and
- Training or professional development for International Baccalaureate teachers.¹⁰

With respect to AICE, there is no direction or restriction in law on how the additional funds must be used. This means that funds generated by a school's AICE students may be allocated for purposes other than funding the AICE program.

Bonuses for Teachers of Advanced Courses

School districts must pay the teacher of an AP, IB, or AICE course a \$50 bonus for each of his or her students who earn a qualifying score on the respective examination.¹¹ Further, an AP, IB, or AICE teacher in a "D" or "F" school, who has at least one student that earns a qualifying score, receives an additional \$500 bonus.¹² The bonus for an AICE teacher is limited to \$250 if the student is enrolled in a half-credit AICE course.¹³

Generally, the maximum bonus for these teachers is \$2,000 in any given school year.¹⁴ However, for AP and IB teachers only, the maximum bonus may be \$3,000 if, in a school designated with a grade of "A," "B," or "C," at least 50 percent of the students enrolled in the teacher's course earn a qualifying score on the examination or if, in a school designated with a grade of "D" or "F," at least 25 percent of the students enrolled in the teacher's course earn a qualifying score.¹⁵ The bonus for AICE teachers may not exceed \$2,000.¹⁶

Effect of Proposed Changes

To make the AICE funding and teacher bonus provisions more consistent with the AP and IB requirements, the bill:

- Requires school districts to allocate 80 percent of the additional funds to the school program whose students generate the funds;
- Establishes restrictions on how the funds may be spent for the program;
- Requires the remaining 20 percent of the funds to be used for programs that assist academically disadvantaged students to prepare for more rigorous courses; and
- Increases the maximum AICE teacher bonus to \$3,000.

As with AP and IB bonuses, if at least 50 percent of the students enrolled in a teacher's AICE course at an "A," "B," or "C" school earn a score of E or higher on the subject examination, the teacher must receive an additional bonus of \$50 for each student who has a qualifying score up to a maximum amount of \$3,000 in any given school year. The percentage threshold at a "D" or "F" school is 25 percent.

B. SECTION DIRECTORY:

Section 1. Amends s. 1011.62, F.S., providing requirements related to the use of certain funds; providing bonuses for Advanced International Certificate of Education teachers; authorizing a maximum bonus of \$3,000 for such teachers under certain circumstances.

¹⁰ Section 1011.62(1)(i), F.S.

¹¹ Section 1011.62(1)(l)-(n), F.S.

¹² *Id.*

¹³ Section 1011.62(1)(m), F.S.

¹⁴ Section 1011.62(1)(l)-(n), F.S.

¹⁵ Section 101.62(1)(l) and (n), F.S.

¹⁶ *See* s. 1011.62(1)(m), F.S.

Section 2. Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

Under the bill, school districts may be required to allocate a greater percentage of funds generated by AICE programs for teacher bonuses. This may reduce the funds available to the school district for other authorized expenditures for day to day operations.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

On December 2, 2015, the K-12 Subcommittee adopted a proposed committee substitute and reported the bill favorably as a committee substitute. The committee substitute makes AICE funding and teacher bonus provisions more consistent with AP and IB requirements by:

- Requiring school districts to allocate 80 percent of the additional funds to the school program whose students generate the funds;
- Establishing restrictions on how the funds may be spent;
- Requiring the remaining 20 percent of the funds to be used for programs that assist academically disadvantaged students to prepare for more rigorous courses; and
- Increasing the maximum AICE teacher bonus to \$3,000.

The analysis is drafted to reflect the committee substitute.