

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: HB 667 International Baccalaureate Teacher Bonuses

SPONSOR(S): McFarland

TIED BILLS: None. **IDEN./SIM. BILLS:** SB 240

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) Choice & Innovation Subcommittee	15 Y, 0 N	Collins	Sleap
2) PreK-12 Appropriations Subcommittee			
3) Education & Employment Committee			

SUMMARY ANALYSIS

The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts. Within the FEFP, additional weights are applied to a school district's student full-time equivalent (FTE) for bonus programs. The International Baccalaureate Diploma Program (IB program) is considered a bonus FTE program.

Currently, a school district may earn a 0.16 additional FTE for each student enrolled in an IB course who receives a score of four or higher on the subject examination, and a value of 0.3 FTE for each student who receives an IB diploma. In addition to the FTE, teachers of IB courses receive a \$50 bonus for each student in each IB course who receives a score of four or higher on the IB examination and \$500 if the student scores a four or higher and the teacher is in a school designated with a grade of "D" or "F."

The bill authorizes a school district to earn 0.16 additional FTE for each student enrolled in an IB course who earns a score equivalent to a 4 or higher, as determined by the Department of Education, on an IB subject examination.

The bill provides a bonus in the amount of \$50 to a teacher for each student who earns the equivalent score, and an additional \$500 bonus if the teacher is in a school designated with a grade of "D" or "F" and has at least one student who earns the equivalent score.

The bill requires the Office of Program Policy Analysis and Government Accountability to study weighted per student funding awarded to school districts based on student examination performance in the Advanced International Certificate of Education, IB, and Advanced Placement programs, and provide a report to the Legislature by December 1, 2025.

The estimated fiscal impact on state government expenditures is \$3.7 million. See Fiscal Analysis

The bill provides an effective date of July 1, 2024.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Present Situation

International Baccalaureate Diploma Program

The International Baccalaureate Diploma Program (IB program) is a high school program that doubles as a college preparation curriculum. The IB program curriculum is made up of three core elements and six subject groups.¹ The six main areas of study include: language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts.² The IB program requires students to choose courses from the six subject groups.³ Students may opt to study an additional sciences, individuals and societies, or languages course instead of a course in the arts.⁴

As a part of the program, students will take some subjects at higher level (HL) and some at standard level (SL).⁵ HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at HL. Each student must take at least three, but not more than four, subjects at HL, and the remaining at SL. SL subjects take up to 150 teaching hours. HL comprises 240 teaching hours.⁶

For most courses in the program, written examinations at the end of the program form the basis of the assessment. Students receive grades ranging from 7 to 1, with 7 being the highest for each course attempted.⁷

In addition to the six subject groups, the IB program requires study in three core elements, which include:

- Theory of Knowledge, a course in which students reflect on the nature of knowledge and on how we know what we claim to know;
- Extended Essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper; and
- Creativity, Activity, and Service, in which students complete a project related to the three concepts.⁸

The theory of knowledge and extended essay components are awarded individual grades from A to E⁹ and, collectively, can contribute up to three additional points towards the overall diploma score. Creativity, activity, and service does not contribute to the points total but participation is a requirement for the award of the diploma.¹⁰ Unlike the written examinations used to assess the six subject group

¹ International Baccalaureate Diploma Programme, *Curriculum*, <https://www.ibo.org/programmes/diploma-programme/curriculum/> (last visited Jan. 26, 2024).

² *Id.*

³ *Id.*

⁴ *Id.*

⁵ *Id.*

⁶ *Id.*

⁷ International Baccalaureate, *Understanding DP Assessment*, <https://ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/> (last visited Jan. 26, 2024). *see also* International Baccalaureate, Course selection guidance, <https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance> (last visited Jan. 26, 2024)

⁸ International Baccalaureate, *Curriculum*, <https://www.ibo.org/programmes/diploma-programme/curriculum/> (last visited Jan. 26, 2024).

⁹ International Baccalaureate, *Assessment Principles and Practices- Quality Assessment in a Digital Age* (2018), at 220, available at <https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>; *see also* International Baccalaureate, *DP Passing Criteria*, <https://ibo.org/about-the-ib/what-it-means-to-be-an-ib-student/recognizing-student-achievement/about-assessment/dp-passing-criteria/> (last visited Jan. 26, 2024).

¹⁰ *Id.* at 219-220.

areas, the Theory of Knowledge course is assessed through a student exhibition and a 1,600-word essay.¹¹

A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three core elements.¹²

Florida Education Finance Program

The Florida Education Finance Program (FEFP) is the primary mechanism for funding the operating costs of Florida school districts.¹³ The FEFP allocates funds to each school district based on student enrollment.¹⁴ The FEFP uses a unit of measure for each student called a full-time equivalent (FTE).¹⁵ One FTE equals one school year of instruction, or its equivalent provided to a student.¹⁶ Within the FEFP, additional weights are applied to a school district's FTE for bonus FTE programs.¹⁷ The IB program is considered a bonus FTE program.

School districts may earn additional FTE for students who earn the following:

Program	Additional FTE Value	Qualifying Student Attainment
International Baccalaureate (IB)	0.16 FTE	Score of four or higher on the subject examination. ¹⁸
IB Diploma	0.3 FTE	Receives an IB Diploma. ¹⁹

From the funding generated by the additional FTE for each program, districts must allocate 80 percent of the funds received to the school program whose students generate the funds and to school programs that prepare prospective students to enroll in IB courses.²⁰ Funds must be expended solely for the payment of allowable costs associated with the IB program. Allowable costs include:²¹

- 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 program;
- Supplemental books
- Instructional supplies;
- Instructional equipment or instructional materials for IB courses;
- Other activities that identify prospective IB students or prepare prospective students to enroll in IB course; and
- Training or professional development for IB teachers.

¹¹ International Baccalaureate, *What is TOK?*, <https://ibo.org/programmes/diploma-programme/curriculum/dp-core/theory-of-knowledge/what-is-tok/> (last visited Jan. 26, 2024). The Theory of Knowledge essay is an external assessment component and is marked by IB examiners. International Baccalaureate Diploma Programme Subject Brief, *Core: Theory of knowledge* (2022), at 3, available at <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/core-tok-2022-en.pdf>.

¹² 2 International Baccalaureate, *Understanding DP Assessment*, <https://ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment> (last visited Jan. 26, 2024).

¹³ Florida Department of Education, *2022-23 Funding for Florida School Districts*, at 4, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>.

¹⁴ See s. 1011.62(1), F.S.

¹⁵ Section 1011.61(1), F.S.

¹⁶ Section 1011.61(1)(a), F.S.

¹⁷ Florida Department of Education, *2022-23 Funding for Florida School Districts*, at 18-21, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/feffdipdist.pdf>

¹⁸ Section 1011.62(1)(l), F.S.

¹⁹ *Id.*

²⁰ *Id.*

²¹ *Id.*

School districts must allocate the remaining 20 percent of the funds received from the additional FTE funding for programs that assist academically disadvantaged students to prepare for more rigorous courses.

From the additional FTE, districts are required to distribute bonuses²² to classroom teachers as follows:²³

- \$50 for each student taught by the teacher in each IB course who receives a score of four or higher on the IB subject examination.
- \$500 for an IB teacher in a school designated with a grade of “D” or “F” who has at least one student scoring four or higher on the IB subject examination.

Effect of Proposed Changes

The bill authorizes a school district to earn 0.16 additional FTE for each student enrolled in an IB course who earns a score equivalent to a 4 or higher, as determined by the Department of Education (DOE), on an IB subject examination.

The bill provides a bonus in the amount of \$50 to a teacher for each student who earns the equivalent score; and an additional \$500 bonus if the teacher is in a school designated with a grade of "D" or "F" and has at least one student who earns the equivalent score.

The Theory of Knowledge subject examination, part of the required core of the IB program, would be eligible for the additional FTE and classroom teacher bonus, subject to a level of student achievement as determined by the DOE.

Additionally, the bill requires the Office of Program Policy Analysis and Government Accountability (OPPAGA)²⁴ to submit a report, by December 1, 2025 to the President of the Senate and Speaker of the House of Representatives, regarding weighted student funding awarded to school districts based on student examination performance in the Advanced International Certificate of Education (AICE), IB, and Advanced Placement (AP) programs. The report must include the following:

- The history and financial impact of weighted funding tied to student examination performance.
- The per semester costs to school districts to offer and maintain any programs or courses eligible for weighted funding, including, but not limited to, salary costs, program enrollment costs or fees, equipment costs, and testing costs.
- The expenditure of weighted funding at the school and district level, specifically detailing the recipient category of such expenditures, including, but not limited to, teacher bonuses and general revenue.
- The equivalency of AICE, IB, and AP examination scores to generate weighted funding.

B. SECTION DIRECTORY:

Section 1: Amends s. 1011.62, F. S., revising the requirements for the calculation of additional full-time equivalent membership and certain bonuses based on International Baccalaureate examination scores of students to include students who earn equivalent scores as determined by DOE.

Section 2: Requiring OPPAGA to conduct a specified study; providing requirements for such study; requiring the office to submit a report on the study to the Legislature by a specified date.

²² *Id.*; see also Florida Department of Education, *2022-23 Funding for Florida School Districts*, at 19, available at <https://www.fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf>. Bonuses awarded are in addition to any regular wages or other bonuses the teacher received or is scheduled to receive. *Id.*

²³ Section 1011.62(1)(1)1.-2., F.S

²⁴ OPPAGA supports the Florida Legislature by providing data, evaluative research and objective analysis that assist legislative budget and policy deliberations. see OPPAGA, *About OPPAGA*, <https://oppaga.fl.gov/> (last visited Jan. 26, 2024).

Section 3: Provides an effective date.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

See Fiscal Comments

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

Increasing the eligibility for students to receive additional full-time equivalent student membership will have an estimated fiscal impact of \$3,743,171 on the Florida Education Finance Program.

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

None.