

HOUSE OF REPRESENTATIVES STAFF ANALYSIS

BILL #: CS/CS/HB 1287

Public K-12 Education

SPONSOR(S): Grady

TIED BILLS:

IDEN./SIM. BILLS: SB 1970

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR
1) PreK-12 Policy Committee	12 Y, 0 N, As CS	Duncan	Ahearn
2) PreK-12 Appropriations Committee	13 Y, 0 N, As CS	Seifert	Heflin
3) Education Policy Council			
4)			
5)			

SUMMARY ANALYSIS

The bill requires each school district to allocate 100 percent of the Florida Education Finance Program funds received for International Baccalaureate (IB), Advanced International Certificate of Education (AICE), and Advance Placement (AP) Program instruction to the program or school that generates the funds. The funds allocated for these programs must be expended solely for the payment of allowable costs associated with annual school fees, examination fees, and salaries and benefits for school-based coordinators; supplemental books, instructional supplies, instructional equipment, or instructional materials for courses; programs or activities that identify prospective students or prepare prospective students to enroll in courses; and training or professional development for teachers.

The bill amends the method by which bonuses for teachers of IB, AICE, and AP Programs are calculated and increases from \$2,000 to \$5,000 the cap on bonuses per teacher for teachers in "D" and "F" schools.

The Committee Substitute for Committee Substitute for House Bill 1287 (CS/HB 1287) creates the "High-Performing Teacher Bonuses Act" and requires the Florida Partnership for Minority and Underrepresented Student Achievement, in conjunction with DOE, to post an annual report on DOE's website on or before January 15. The report must identify:

- The total number of teachers who participate in professional development associated with Advanced Placement courses;
- The registration fees associated with such professional development; and
- The number and value of scholarships awarded by the College Board for teacher participation in Advanced Placement professional development.

With respect to students, the report must, at the state level, identify by subject, race, and gender:

- The number of students per school who enroll in Advanced Placement courses;
- The number of Advanced Placement courses in which such students enroll;
- The number and percentage of students enrolled in Advanced Placement courses who take the Advanced Placement Examination that corresponds to each course;
- The number and percentage of students enrolled in Advanced Placement courses who take the Advanced Placement Examination that corresponds to each course and receive a score of 3 or higher; and
- The number and percentage of students who take an Advanced Placement Examination without having enrolled in the corresponding Advanced Placement course and earn a score of 3 or higher.

The report must also provide the amount paid by the state for each examination and the total rebates provided to each school for the administration of Advanced Placement Examinations.

The bill provides an effective date of July 1, 2010.

See FISCAL COMMENTS and DRAFTING ISSUES OR OTHER COMMENTS sections of this analysis.

This document does not reflect the intent or official position of the bill sponsor or House of Representatives.

STORAGE NAME: h1287c.PAC.doc

DATE: 4/13/2010

HOUSE PRINCIPLES

Members are encouraged to evaluate proposed legislation in light of the following guiding principles of the House of Representatives

- Balance the state budget.
- Create a legal and regulatory environment that fosters economic growth and job creation.
- Lower the tax burden on families and businesses.
- Reverse or restrain the growth of government.
- Promote public safety.
- Promote educational accountability, excellence, and choice.
- Foster respect for the family and for innocent human life.
- Protect Florida's natural beauty.

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. EFFECT OF PROPOSED CHANGES:

Current Law

Articulated Acceleration Mechanisms

Articulation acceleration mechanisms serve to reduce the time necessary for a secondary or postsecondary student to complete the requirements for receipt of a high school diploma and a postsecondary degree, broaden the scope of the curriculum available to students, or increase the depth of study available for a particular subject.¹ Articulation mechanisms include, but are not limited to, International Baccalaureate (IB), Advanced International Certificate of Education (AICE), credit by examination or demonstration of competency, Advanced Placement (AP), early admissions, and dual enrollment. The Florida Virtual School also offers additional opportunities for early graduation and acceleration.²

International Baccalaureate Program

The International Baccalaureate (IB) Program is administered by the International Baccalaureate Organization.³ The IB Program is an intensive two-year curriculum that allows students to earn an IB diploma in addition to the standard high school diploma.⁴ Students enrolled in an IB program are eligible to receive postsecondary credit only if they obtain a passing score on the corresponding IB Examinations. Public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations⁵ regardless of whether they achieve a passing score. Cut off scores and postsecondary course equivalencies are determined by the Articulation Coordinating Committee (ACC)⁶ and approved by the State Board of Education (SBE). Students may be awarded a maximum of 30 semester credit hours earned via the IB program.⁷

¹ s. 1007.27, F.S.

² s. 1007.22, F.S.

³ s. 1007.27(8), F.S.

⁴ *Id.*

⁵ There is a \$135 per student registration fee for the IB Program. For each subject examination taken, the cost is \$92. For a diploma student taking six examinations, the cost would be \$135 (registration fee) in addition to the six examination fees for a total of \$687 per student. Department of Education, Email correspondence, March 12, 2010.

⁶ The Articulation Coordinating Committee is a K-20 advisory body appointed by the Commissioner of Education. It is comprised of representatives from all levels of public and private education: the State University System, the Community College System, independent postsecondary institutions, public schools, nonpublic schools, and career and technical education. There is also an additional member representing students. The ACC exists to coordinate ways to help students move easily from institution to institution and from one level of education to the next. *See* s. 1007.22, F.S. and <http://www.fldoe.org/articulation/postacchome.asp>.

⁷ s. 1007.27(8), F.S.

Advanced International Certificate of Education (AICE) Program

The Advanced International Certificate of Education (AICE) Program is administered by the University of Cambridge Local Examinations Syndicate.⁸ The AICE program follows an international curriculum and is designed to provide accelerated courses that lead to college credit for students in grades 11 and 12.⁹ Students who successfully complete six credits within 13 months receive the AICE diploma.¹⁰ Public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations¹¹ regardless of whether they achieve a passing score. Cut off scores and postsecondary course equivalencies are determined by the ACC and approved by the SBE. Students may be awarded a maximum of 30 semester credit hours earned through the AICE program.¹²

Advanced Placement Program

The Advanced Placement (AP) program, administered by the College Board, provides high school students the opportunity to enroll in advanced courses of study and earn college credit.¹³ Postsecondary credit for an AP course is limited to students who score a minimum of 3, on a 5-point scale, on the corresponding AP examination.¹⁴ The courses for which students receive postsecondary credit are identified in the statewide articulation agreement. Public school students in Florida are exempt from the payment of any fees associated with the administration of the examinations¹⁵ regardless of whether they achieve a passing score.¹⁶

Additional Funding for School Districts and Teacher Bonuses

School districts that offer IB, AICE, and AP programs, as well as the teachers that provide instruction in these programs, may be eligible for financial bonuses.¹⁷ School districts are eligible for additional Florida Education Finance Program (FEFP)¹⁸ funding based on the examination scores and program diplomas, as applicable, of students participating in these programs.¹⁹

Additional Funding for School Districts

IB Program: School districts receive a value of 0.16 additional full-time equivalent student membership (FTE) for each student enrolled in an IB course who receives a score of 4 or higher on a subject examination.²⁰ An additional value of 0.3 FTE is calculated for each student who receives an IB diploma. The additional values are added to the total FTE in basic programs for students in grades 9 through 12 in the subsequent fiscal year.²¹

⁸ s. 1007.27(9), F.S. Cambridge Assessment is the new name for the University of Cambridge Local Examinations Syndicate (UCLES) <http://www.cie.org.uk/aboutcie/history>.

⁹ Office of Program Policy Analysis and Government Accountability, Government Program Summaries, November 2009. <http://www.oppaga.state.fl.us/profiles/2028/>.

¹⁰ *Id.*

¹¹ For the AICE Program, subject examinations cost \$36.10 each. Department of Education, Email correspondence, March 12, 2010.

¹² s. 1007.27(9), F.S.

¹³ Office of Program Policy Analysis and Government Accountability, Government Program Summaries, November 2009. <http://www.oppaga.state.fl.us/profiles/2028/>.

¹⁴ s. 1007.27(6), F.S.

¹⁵ AP examinations cost \$78 per examination. However, if a student qualifies for the free and reduced-lunch under the National School Lunch Program, the examination is \$56. Department of Education, Email correspondence, March 12, 2010.

¹⁶ *Id.*

¹⁷ s. 1011.62(1)(m), (n), and (o), F.S.

¹⁸ The Florida Education Finance Program (FEFP) is the mechanism used by the state to fund the operating costs of Florida's school districts. The FEFP bases financial support for education upon individual students participating in certain education programs. FEFP funds are primarily generated by multiplying the number of full-time equivalent (FTE) students in each of the funded education programs by cost factors to obtain weighted FTE students. s. 1011.62, F.S.

¹⁹ *Id.*

²⁰ IB examinations are scored 1 to 7. Office of Program Policy Analysis and Government Accountability, Government Program Summaries, November 2009. <http://www.oppaga.state.fl.us/profiles/2028/>.

²¹ s. 1011.62(1)(m), F.S.

AICE Program: School districts receive a value of 0.16 additional FTE student membership for each student enrolled in a full-credit AICE course who receives a score of “E” or higher on a subject examination.²² An additional value of 0.08 additional FTE is calculated for each student enrolled in a half-credit AICE course who receives a score of “E” or higher on a subject examination. An additional value of 0.3 FTE is calculated for each student who receives an AICE diploma. The additional values are added to the total FTE in basic programs for students in grades 9 through 12 in the subsequent fiscal year.²³

AP Program: School districts receive a value of 0.16 additional FTE student membership for each student who receives a score of 3 or higher on the College Board AP Examination.²⁴ This amount is added to the subsequent year’s total FTE in basic programs for students in grades 9 through 12. Each district must allocate at least 80 percent of the funds provided to the district for advanced placement instruction to the high school that generates the funds.²⁵

Unlike the IB and AICE programs, students do not have to be enrolled in an AP course to sit for the examination, and if that student scores a 3, the school district will earn 0.16 additional FTE.

Teacher Bonuses

IB Program: The school district must distribute to each teacher that provides IB instruction:

- A bonus in the amount of \$50 for each IB student taught by the teacher who receives a score of 4 or higher on the IB examination.
- An additional bonus of \$500 for an IB teacher in a school designated with a performance grade²⁶ of “D” or “F” who has *at least one student scoring 4 or higher* on the IB examination regardless of the number of classes taught or of the number of students scoring a 4 or higher on the IB examination.

Bonuses awarded to a teacher may not exceed \$2,000 in any given school year and is in addition to any regular wage or bonus the teacher received or is scheduled to receive.²⁷

AICE Program: The school district must distribute to each teacher that provides AICE instruction:

- A bonus in the amount of \$50 for each AICE student taught by the teacher who receives a score of “E” or higher on the full-credit AICE course examination.
- A bonus in the amount of \$25 for each AICE student taught by the teacher who receives a score of “E” or higher on the half-credit AICE course examination.
- An additional bonus of \$500 for an AICE teacher in a school designated with a performance grade of “D” or “F” who has *at least one student scoring “E” or higher* on the full-credit AICE examination regardless of the number of classes taught or of the number of students scoring “E” or higher on the full-credit AICE examination.²⁸
- An additional bonus of \$250 for an AICE teacher in a school designated with a performance grade of “D” or “F” who has *at least one student scoring “E” or higher* on the half-credit AICE examination regardless of the number of classes taught or the number of students scoring “E” or higher on the half-credit AICE examination.

²² AICE examinations are scored A to E. <http://www.cie.org.uk/qualifications/academic/uppersec/aice>.

²³ s. 1011.62(1)(n), F.S.

²⁴ AP examinations are scored 1 to 5. Office of Program Policy Analysis and Government Accountability, Government Program Summaries, November 2009. <http://www.oppaga.state.fl.us/profiles/2028/>.

²⁵ s. 1011.62(1)(o), F.S.

²⁶ All public schools, including charter schools, which have at least 30 students with valid FCAT scores in reading for the current and prior years and at least 30 students with valid FCAT scores in mathematics for the current and prior years are assigned a school grade. s. 1008.34(3)(a)1., F.S. and Rule 6A-1.09981(4), F.A.C.

²⁷ s. 1011.62(1)(m), F.S.

²⁸ s. 1011.62(1)(n), F.S.

Bonuses awarded to a teacher may not exceed \$2,000 in any given school year and is in addition to any regular wage or bonus the teacher received or is scheduled to receive.²⁹

AP Program: The school district must distribute to each teacher that provides AP instruction:

- A bonus in the amount of \$50 for each student taught by the teacher who receives a 3 or higher on the College Board AP examination.
- An additional bonus of \$500 for an AP teacher in a school designated with a performance grade of “D” or “F” who has *at least one student scoring 3 or higher* on the College Board AP examination regardless of the number of classes taught or of the number of students scoring a 3 or higher on the College Board AP examination.

Bonuses awarded to a teacher may not exceed \$2,000 in any given school year and is in addition to any regular wage or bonus the teacher received or is scheduled to receive.³⁰

The table below shows the amount of estimated funding to school districts and the estimated bonuses paid to teachers, as well as, registration fees, test costs, and annual school fees from school districts for the IB, AICE, and AP Programs. Unidentified costs include administrative costs of the programs and professional development costs.³¹

	2009-2010 Third FEFP Calc Weighted FTE Estimated Funding to School Districts	Estimated Teacher Bonus Amounts (Uncapped)	Estimated Cost Per Student Registration Fee	Estimated Cost Per Student Test Cost	Estimated Cost Annual School Fee	Balance
Advance Placement	\$57,676,806 (Exam)	\$10,487,100		\$18,240,378		\$28,949,328
International Baccalaureate	\$13,189,679 (Exam & Diploma)	\$888,050	\$2,397,735	\$1,634,012	\$518,400	\$7,751,482
Advanced International Certificate of Education	\$2,251,227 (Score & Diploma)	\$170,850		\$123,355		\$1,957,022
Total	\$73,117,712	\$11,546,000	\$2,397,735	\$19,997,745	\$518,400	\$38,657,832

Student Participation in IB, AICE, and AP Programs in 2008-2009

In Fiscal Year 2008-2009, IB programs were available in 30 school districts, with 54 public and 8 private high schools participating. During the 2008-2009 school year, 10,206 students, or 1 percent of all public high school students, were enrolled in Florida’s IB diploma programs in public high schools.³² During the 2008-2009 school year, 2,524 students, or less than 1 percent of public high school students, were enrolled in AICE courses.³³

During Fiscal Year 2008-2009, there were 142,221 public high school students in 450 schools enrolled in at least one AP course. This represented approximately 17 percent of high school students enrolled that year. In Fiscal Year 2008-2009, 131,818 students in public high schools took 233,851 AP examinations. Of the total AP exams taken, 43 percent (100,356) were passed with score of three or higher.³⁴

Florida Partnership for Minority and Underrepresented Student Achievement

The Florida Partnership for Minority and Underrepresented Student Achievement (Partnership) is a cooperative effort between the Department of Education (DOE) and the College Board.³⁵ The mission

²⁹ *Id.*

³⁰ s. 1011.62(1)(o), F.S.

³¹ Analysis prepared by legislative staff, March 19, 2010.

³² Office of Program Policy Analysis and Government Accountability, Government Program Summaries, November 2009. <http://www.oppage.state.fl.us/profiles/2028/>.

³³ *Id.*

³⁴ *Id.*

³⁵ The College Board is a not-for-profit membership association whose mission is to connect students to college success and

of the Partnership is to prepare, inspire, and connect students to postsecondary success and opportunity, with a particular focus on minority students and students who are underrepresented in postsecondary education.³⁶ The Partnership is required to provide:

- Training and professional development to enable teachers of Advanced Placement (AP) or other advanced courses to have the necessary content knowledge and instructional skills to prepare students for success in AP or other advanced course examinations and mastery of postsecondary content.
- Professional development for middle school teachers and administrators that will enable them to educate middle school students at the level necessary to prepare the students to enter high school ready for participation in advanced courses.
- Teacher training and materials that are aligned with the Sunshine State Standards³⁷ and consistent with best theory and practice regarding multiple learning styles research on learning, instructional strategies, instructional design, and classroom assessment.
- A plan for communication and coordination of efforts with the Florida Virtual School's³⁸ provision of online AP or other advanced courses.
- Information to students, parent, teachers, counselors, and administrators regarding the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) or Preliminary ACT (PLAN) administration.
- College entrance examination preparation through a variety of means such as training teachers to provide courses at schools; training community organizations to provide courses at community centers, faith-based organizations, and businesses; and providing on-line courses.³⁹

In addition, the Partnership must:

- Assess student strengths and weaknesses for potential success in AP or other advanced courses and readiness for postsecondary education;
- Consider ways to incorporate community colleges in the mission of preparing students for postsecondary success.
- Work with school districts to identify minority and underrepresented students for participation in AP or advanced courses and to inform students and parents regarding opportunities to take AP and other advanced courses and to explain the enrollment procedures that students must follow to enroll in such courses.
- Cooperate with the DOE to provide information to administrators, teachers, and counselors about partnership activities, opportunities, and priorities.⁴⁰

Effect of Proposed Changes

Articulated Acceleration Mechanisms

Bonuses for IB, AICE, and AP Teachers

The bill requires each school district to allocate 100 percent of the FEFP funds received for IB, AICE, and AP instruction to the respective school and program that generates the funds (i.e., the IB or AICE program) or in the case of the AP program, to the respective school that generates the funds. The bill limits the expenditure of funds allocated for these programs to educator bonuses and allowable costs associated with annual school fees, examination fees, and salaries and benefits for school-based coordinators; supplemental books, instructional supplies, instructional equipment, or instructional

opportunity. Founded in 1900, the College Board is composed of more than 5,700 schools, colleges, universities and other educational organizations. The SAT®, the PSAT/NMSQT® and the Advanced Placement Program® (AP®) are some of its well-known programs. <http://www.collegeboard.com/about/index.html>.

³⁶ s. 1007.35, F.S.

³⁷ “Sunshine State Standards” or “Next Generation Sunshine State Standards” means the state’s public K-12 curricular standards. The term includes the Sunshine State Standards that are in place for a subject until the standards for that subject are replaced by the Next Generation Sunshine State Standards. s. 1000.21(7), F.S. See s. 1003.41, F.S.

³⁸ The Florida Virtual School develops and delivers online and distance learning education and is administratively housed within the Commissioner of Education’s Office of Technology and Information Services. s. 1002.37, F.S.

³⁹ s. 1007.35, F.S.

⁴⁰ *Id.*

materials for courses; programs or activities that identify prospective students or prepare prospective students to enroll in courses; and training or professional development for teachers.

The bill changes the method of calculating the bonuses for IB, AICE, and AP teachers.

- Individual teacher bonuses would be \$50 per eligible student score or the proportionate value of 0.16 FTE (or 0.08 FTE for AICE half-credit courses), minus allowable costs for each eligible student score, whichever is greater.
- IB teachers in “D” or “F” schools would receive an additional \$500 bonus if any one of their student’s scores 4 or higher on an IB exam.
- AP teachers in “D” or “F” schools would receive an additional \$500 bonus if any one of their student’s scores 3 or higher on an AP exam.
- AICE teachers in “D” or “F” schools would receive an additional \$500 bonus if any one of their student’s score “E” or higher on an AICE exam.

The bill retains the \$2,000 cap on bonuses per teacher per year, except that the cap on the bonuses per teacher per year in “D” and “F” schools would be \$5,000.

The meaning of the term “proportionate value” is not clear. The bill provides that if funds are insufficient to fully pay teacher bonuses, a district would prorate the bonuses.

Florida Partnership for Minority and Underrepresented Student Achievement

The bill creates the “High Performing Teacher Bonuses Act” and requires the Partnership, in conjunction with the Department of Education (DOE), to post an annual report on DOE’s website on or before January 15. The report must identify:

- The total number of teachers who participate in professional development associated with AP courses and the registration fees associated with such professional development.
- The number and value of scholarships awarded by the College Board for teacher participation in AP professional development.

With respect to students, the report must, at the state level, identify by subject, race, and gender:

- The number of students per school who enroll in AP courses.
- The number of AP courses in which such students enroll.
- The number and percentage of students enrolled in AP courses who take the AP Examination that corresponds to each course.
- The number and percentage of students enrolled in AP courses who take the AP Examination that corresponds to each course and receive a score of 3 or higher.
- The number and percentage of students who take an AP Examination without having enrolled in the corresponding AP course and earn a score of 3 or higher.

The report must also provide the amount paid by the state for each examination and the total rebates provided to each school for the administration of AP Examinations.

B. SECTION DIRECTORY:

Section 1: Creates the “High-Performing Teacher Bonuses Act.”

Section 2: Amends s. 1011.62, F.S., modifying bonus incentives for articulated acceleration programs.

Section 3: Amends s. 1007.35, F.S., requiring the Florida Partnership for Minority and Underrepresented Student Achievement to report on teacher and student participation in articulated acceleration programs.

Section 4: Provides an effective date of July 1, 2010.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

The bill does not appear to have a fiscal impact on state government revenues.

2. Expenditures:

See FISCAL COMMENTS.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

The bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

See FISCAL COMMENTS.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

DOE Comments:

Districts will be required to allocate 100% of the FEFP funds generated by students who earn an eligible score on the AP, IB, or AICE exams, or an IB or AICE diploma, to the respective program that generates the funds. To the extent that a district did not allocate the funds to the respective programs in the past, a district will have less discretionary funds available for other purposes. For example, during the 2008-2009 school year, school districts generated \$52.9 million for the AP Program and distributed \$3.65 million of that amount to AP teachers for bonuses, leaving the balance to be spent on school operations.

The bill provides that teacher bonuses shall be a proportionate value of the .16 FTE additional funding minus administrative costs, or a dollar amount per student, whichever is greater. The intended meaning of "proportionate value" is not clear. The statute currently provides that teacher bonuses are paid out based on the number of students in an eligible teacher's class that receives a qualifying score. The bill language could be interpreted to mean that bonuses are to be paid out equally among all eligible teachers.⁴¹

The proposed statutory language does not specify if the data required by the partnership is required statewide, by district, or by school. If the report is disaggregated by district or school and then disaggregated by subject, race, and gender, then the report may require masking in order to make it compliant with the Family Educational Rights and Privacy Act (FERPA).

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

Not applicable. The bill does not appear to require a county or municipality to spend funds or take an action requiring expenditures; reduce the authority that counties and municipalities had as of

⁴¹ Department of Education Analysis of HB 1287, March 1, 2010.

February 1, 1989, to raise revenues in the aggregate; or reduce the percentage of a state tax shared in the aggregate with counties and municipalities as of February 1, 1989.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

Additional funding can be earned in AP, IB, and AICE if a student achieves a certain threshold score. Consideration could be given to scaling additional funding, i.e., a lesser amount for the minimum threshold score and increasing higher amounts for higher scores. In other words, there is no incentive to the school district or teacher to strive for top performance by students.

IV. AMENDMENTS/COUNCIL OR COMMITTEE SUBSTITUTE CHANGES

On March 17, 2010, the PreK-12 Policy Committee adopted three amendments and reported the bill favorably as a Committee Substitute (CS). The difference between the CS and the House Bill is as follows:

- HB 1287 contained whereas clauses. The CS removes all whereas clauses.
- HB 1287 required the annual report submitted by the Partnership, in cooperation with DOE, to be posted on the DOE Website on or before August 1. The CS requires the annual report to be posted on or before January 15. HB 1287 did not specify how student data for the annual report was to be collected. The CS clarifies that such data must be reported per school and at the state level.
- HB 1287 did not define proportionate value as it relates to the calculation of a teacher's bonus. The CS states that the teacher bonus equals the proportionate value of the additional FTE funding per eligible student score minus the administrative costs, or \$50 per eligible student score, whichever is greater.
- For the IB Program, HB 1287 stated that the teacher bonus in a school designated with a grade of "D" or "F" equals 10 times the proportionate value of the 0.16 additional FTE funding minus administrative costs for each eligible student score and minus the fees charged for each examination, or \$500 per eligible student score, whichever is greater. The CS provides that the teacher bonus in a school designated with a grade of "D" or "F" is an additional \$500 if any of a teacher's IB students score 4 or higher on an IB examination.
- For the AICE Program, HB 1287 stated that the teacher bonus in a school designated with a grade of "D" or "F" equals 10 times the proportionate value of the 0.16 or 0.08 additional FTE funding minus administrative costs for each eligible student score and minus the fees charged for each examination, or \$500 per eligible student score, whichever is greater. The CS provides that the teacher bonus in a school designated with a grade of "D" or "F" is an additional \$500 if any of the teacher's AICE students score E or higher on an AICE examination.
- For the AP Program, HB 1287 stated that the teacher bonus in a school designated with a grade of "D" or "F" equals 10 times the proportionate value of the 0.16 additional FTE funding minus administrative costs for each eligible student score and minus the fees charged for each examination, or \$500 per eligible student score, whichever is greater. The CS provides that the teacher bonus in a school designated with a grade of "D" or "F" is an additional \$500 per student for the teacher's first four students who score a 3 or higher on an AP examination.
- The CS includes a provision for the teacher bonuses under the IB, AICE, and AP Programs which states that if funds received are not sufficient to fully pay for teacher bonuses, a school district may prorate all teacher bonuses proportionately to the total funds available. HB 1287 did not contain this provision.

On April 13, 2010, the PreK-12 Appropriations Committee adopted a strike-all amendment and reported the bill favorably as a Committee Substitute (CS). The difference between the Committee Substitute and the CS for House Bill is as follows:

The strike-all amendment makes the house bill identical to the senate bill and would:

- Restore the \$2,000 cap on bonuses per teacher per year for all incentive programs.
- Increase the cap on bonuses per teacher per year in “D” and “F” schools to \$5,000.
- Provide an additional \$500 per student bonus for the first four students scoring level 3 or higher on AP exams for teachers in “D” and “F” schools.
- Provide an additional \$500 for teachers in “D” and “F” schools if any of the teacher’s AICE students scores E or higher on an AICE exam.
- Provide an additional \$500 for teachers in “D” and “F” schools if any of the teacher’s IB students scores 4 or higher on an IB exam.
- Allow for administrative expenses to include such items as books, supplies, equipment, programs or activities to identify and prepare prospective students, and training/professional development for teachers.