A bill to be entitled
An act relating to education; amending s. 446.011, F.S.; revising terminology; amending s. 446.032, F.S.; requiring the Department of Education to provide assistance to certain entities relating to notifying specified persons of apprenticeship and preapprenticeship opportunities; amending s. 446.052, F.S.; revising terminology; amending s. 1001.43, F.S.; encouraging district school boards to declare an "Academic Scholarship Signing Day" and "College and Career Decision Day" for specified purposes; amending s. 1002.3105, F.S.; providing that certain career education credits may be used to satisfy elective credit requirements for the accelerated high school graduation option; amending s. 1002.45, F.S.; revising virtual education program provider requirements; amending s. 1003.4156, F.S.; requiring students to take a career education planning course for promotion to high school; providing requirements for such course; requiring each student that takes the course to receive an academic and career plan; providing requirements for such plan; amending s. 1003.4282, F.S.; authorizing a credit in computer science to meet specified graduation requirements under certain circumstances; requiring the department to award a
certificate of completion to students who fulfill specified requirements; requiring that the certificate of completion specify that the student is workforce ready; providing that students who are otherwise entitled to receive a certificate of completion may elect to remain in high school for up to a specified period of time to receive special instruction to remedy their deficiencies; requiring the department to adopt rules; correcting a cross-reference relating to the federal Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA); revising the requirements for the instructional methodology of certain courses; amending s. 1003.4285, F.S.; revising the requirements to earn the scholar designation on a standard high school diploma; amending s. 1003.491, F.S.; requiring school districts to provide opportunities for certain students to enroll in specified courses or academies; requiring school districts to provide academic advising to students under certain circumstances; providing requirements for such academic advising; requiring the Commissioner of Education to annually review career and technical offerings in consultation with certain entities for specified purposes; requiring the commissioner to phase out certain career
and technical education offerings and encourage
specified entities to offer certain programs; amending
s. 1006.22, F.S.; expanding the circumstances in which
motor vehicles may be used for public school
transportation; amending s. 1007.2616, F.S.;
conforming provisions to changes made by the act;
amending s. 1007.271, F.S.; requiring a career center
to enter into an agreement with specified high schools
to offer certain courses to high school students;
providing requirements for such agreement; amending s.
1008.34, F.S.; revising school grade components to
provide that career dual enrollment includes career
clock-hour courses and the completion of certain
preapprenticeship programs; amending s. 1008.44, F.S.;
increasing the number of CAPE Digital Tool
certificates relating to specified subjects that may
be included on the CAPE Industry Certification Funding
List; amending s. 1012.57, F.S.; deleting a
requirement that the adjunct teaching certificate be
used only for part-time teaching positions;
authorizing school districts to issue adjunct teaching
certificates for part-time and full-time teaching
positions; providing limitations on adjunct teaching
certificates for full-time positions; providing school
district requirements; providing effective dates.
Be It Enacted by the Legislature of the State of Florida:

Section 1. Subsection (2) of section 446.011, Florida Statutes, is amended to read:

446.011 Legislative intent regarding apprenticeship training.—

(2) It is the intent of the Legislature that the Department of Education have responsibility for the development of the apprenticeship and preapprenticeship uniform minimum standards for the apprenticeable trades and that the department have responsibility for assisting district school boards and Florida College System institution community college district boards of trustees in developing preapprenticeship programs.

Section 2. Subsection (3) is added to section 446.032, Florida Statutes, to read:

446.032 General duties of the department for apprenticeship training.—The department shall:

(3) Provide assistance to district school boards, Florida College System institution boards of trustees, program sponsors, and local workforce development boards in notifying students, parents, and members of the community of the availability of apprenticeship and preapprenticeship opportunities, including data provided in the economic security report pursuant to s. 445.07.
Section 3. Subsections (2) and (3) of section 446.052, Florida Statutes, are amended to read:

446.052 Preapprenticeship program.—

(2) The department, under regulations established by the State Board of Education, may administer the provisions of ss. 446.011-446.092 which relate to preapprenticeship programs in cooperation with district school boards and Florida College System institution community college district boards of trustees. District school boards, Florida College System institution community college district boards of trustees, and registered program sponsors shall cooperate in developing and establishing programs that include career instruction and general education courses required to obtain a high school diploma.

(3) The department, the district school boards, and the Florida College System institution community college district boards of trustees shall work together with existing registered apprenticeship programs in order that individuals completing the preapprenticeship programs may be able to receive credit towards completing a registered apprenticeship program.

Section 4. Paragraph (b) of subsection (14) of section 1001.43, Florida Statutes, is amended to read:

1001.43 Supplemental powers and duties of district school board.—The district school board may exercise the following supplemental powers and duties as authorized by this code or
State Board of Education rule.

(14) RECOGNITION OF ACADEMIC ACHIEVEMENT.—

(b) The district school board is encouraged to adopt policies and procedures to **celebrate the academic and workforce achievement of students by:** provide for a student

1. Declaring an "Academic Scholarship Signing Day" by declaring the third Tuesday in April each year as "Academic Scholarship Signing Day." The "Academic Scholarship Signing Day" shall recognize the outstanding academic achievement of high school seniors who sign a letter of intent to accept an academic scholarship offered to the student by a postsecondary educational institution.

2. Declaring a "College and Career Decision Day" to recognize high school seniors for their postsecondary education plans, to encourage early preparation for college, and to encourage students to pursue advanced career pathways through the attainment of industry certifications for which there are statewide college credit articulation agreements.

District school board policies and procedures may include, but need not be limited to, conducting assemblies or other appropriate public events in which students offered academic scholarships assemble and sign actual or ceremonial documents accepting those scholarships or enrollment. The district school board may encourage holding such events in an assembly or
gathering of the entire student body as a means of making academic success and recognition visible to all students.

Section 5. Subsection (5) of section 1002.3105, Florida Statutes, is amended to read:

1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options.—

(5) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—A student who meets the applicable grade 9 cohort graduation requirements of s. 1003.4282(3)(a)-(e) or s. 1003.4282(9)(a)1.-5., (b)1.-5., (c)1.-5., or (d)1.-5. earns three credits in electives, which may include credits in work-based learning and career and technical education resulting in a program completion and an industry certification identified pursuant to s. 1008.44; and earns a cumulative grade point average (GPA) of 2.0 on a 4.0 scale shall be awarded a standard high school diploma in a form prescribed by the State Board of Education.

Section 6. Paragraph (a) of subsection (2) of section 1002.45, Florida Statutes, is amended to read:

1002.45 Virtual instruction programs.—

(2) PROVIDER QUALIFICATIONS.—

(a) The department shall annually publish online a list of providers approved to offer virtual instruction programs. To be approved by the department, a provider must document that it:

1. Is nonsectarian in its programs, admission policies, employment practices, and operations;
2. Complies with the antidiscrimination provisions of s. 1000.05;

3. Locates an administrative office or offices in this state, requires its administrative staff to be state residents, requires all instructional staff to be Florida-certified teachers under chapter 1012 and conducts background screenings for all employees or contracted personnel, as required by s. 1012.32, using state and national criminal history records;

4. Provides to parents and students specific information posted and accessible online that includes, but is not limited to, the following teacher-parent and teacher-student contact information for each course:
   a. How to contact the instructor via phone, e-mail, or online messaging tools.
   b. How to contact technical support via phone, e-mail, or online messaging tools.
   c. How to contact the administration office via phone, e-mail, or online messaging tools.
   d. Any requirement for regular contact with the instructor for the course and clear expectations for meeting the requirement.
   e. The requirement that the instructor in each course must, at a minimum, conduct one contact via phone with the parent and the student each month;

5. Possesses prior, successful experience offering online
courses to elementary, middle, or high school students.

Successful experience in the state may be demonstrated by showing quantified student learning gains in each subject area and grade level provided. Successful experience may also be demonstrated by showing quantified student learning gains for students outside of the state using other statewide assessments, nationally recognized assessments, or other third party preassessments and postassessments for consideration as an instructional program option. However, for a provider without sufficient prior, successful experience offering online courses, the department may conditionally approve the provider to offer courses measured pursuant to subparagraph (8)(a)2. Conditional approval shall be valid for 2 + school years year only and, based on the provider's experience in offering the courses, the department shall determine whether to grant approval to offer a virtual instruction program;

6. Is accredited by a regional accrediting association as defined by State Board of Education rule;

7. Ensures instructional and curricular quality through a detailed curriculum and student performance accountability plan that addresses every subject and grade level it intends to provide through contract with the school district, including:

a. Courses and programs that meet the standards of the International Association for K-12 Online Learning and the Southern Regional Education Board.
b. Instructional content and services that align with, and measure student attainment of, student proficiency in the Next Generation Sunshine State Standards.

c. Mechanisms that determine and ensure that a student has satisfied requirements for grade level promotion and high school graduation with a standard diploma, as appropriate;

8. Publishes for the general public, in accordance with disclosure requirements adopted in rule by the State Board of Education, as part of its application as a provider and in all contracts negotiated pursuant to this section:

   a. Information and data about the curriculum of each full-time and part-time program.

   b. School policies and procedures.

   c. Certification status and physical location of all administrative and instructional personnel.

   d. Hours and times of availability of instructional personnel.

   e. Student-teacher ratios.

   f. Student completion and promotion rates.

   g. Student, educator, and school performance accountability outcomes;

9. If the provider is a Florida College System institution, employs instructors who meet the certification requirements for instructional staff under chapter 1012; and

10. Performs an annual financial audit of its accounts and
records conducted by an independent certified public accountant which is in accordance with rules adopted by the Auditor General, is conducted in compliance with generally accepted auditing standards, and includes a report on financial statements presented in accordance with generally accepted accounting principles.

Section 7. Paragraph (e) is added to subsection (1) of section 1003.4156, Florida Statutes, to read:

1003.4156 General requirements for middle grades promotion.—

(1) In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:

  (e) One course in career and education planning to be completed in grades 6, 7, or 8, which may be taught by any member of the instructional staff. The course must be internet-based, customizable to each student, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student that may be revised as the student progresses through middle school and high school; must emphasize the importance of entrepreneurship and employability skills; and must include information from the Department of Economic Opportunity's economic security report under s. 445.07. The required
personalized academic and career plan must inform students of high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285; the requirements for each scholarship in the Florida Bright Futures Scholarship Program; state university and Florida College System institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; the International Baccalaureate Program; the Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, preapprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to s. 1003.492 or s. 1008.44. The course may be implemented as a stand-alone course or integrated into another course or courses.

Section 8. Paragraphs (b) and (c) of subsection (3), subsection (7), and paragraph (a) of subsection (8) of section 1003.4282, Florida Statutes, are amended, and paragraph (d) is added to subsection (6) of that section, to read:

1003.4282 Requirements for a standard high school diploma.—

(3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT REQUIREMENTS.—

(b) Four credits in mathematics.—
1. A student must earn one credit in Algebra I and one credit in Geometry. A student's performance on the statewide, standardized Algebra I end-of-course (EOC) assessment constitutes 30 percent of the student's final course grade. A student must pass the statewide, standardized Algebra I EOC assessment, or earn a comparative score, in order to earn a standard high school diploma. A student's performance on the statewide, standardized Geometry EOC assessment constitutes 30 percent of the student's final course grade.

2. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. A student may earn two mathematics credits by successfully completing Algebra I through two full-year courses.

3. A student who earns a computer science credit may substitute the credit for up to one credit of the mathematics requirement, with the exception of Algebra I and Geometry, if the commissioner identifies the computer science credit as being equivalent in rigor to the mathematics credit. An identified computer science credit may not be used to substitute for both a mathematics and a science credit. A student who earns an industry certification in 3D rapid prototype printing may satisfy up to two credits of the mathematics requirement, with
the exception of Algebra I, if the commissioner identifies the
certification as being equivalent in rigor to the mathematics
credit or credits.

(c) Three credits in science.—

1. Two of the three required credits must have a
laboratory component. A student must earn one credit in Biology
I and two credits in equally rigorous courses. The statewide,
standardized Biology I EOC assessment constitutes 30 percent of
the student's final course grade.

2. A student who earns an industry certification for which
there is a statewide college credit articulation agreement
approved by the State Board of Education may substitute the
certification for one science credit, except for Biology I.

3. A student who earns a computer science credit may
substitute the credit for up to one credit of the science
requirement, with the exception of Biology I, if the
commissioner identifies the computer science credit as being
equivalent in rigor to the science credit. An identified
computer science credit may not be used to substitute for both a
mathematics and a science credit.

(6) AWARD OF A STANDARD HIGH SCHOOL DIPLOMA.—

(d) Notwithstanding paragraph (c), a student who earns any
industry certification and the required 24 credits, or the
required 18 credits under s. 1002.3105(5), but fails to pass the
assessments required under s. 1008.22(3) or achieve a 2.0 GPA
shall be awarded a certificate of completion in a form prescribed by the department. The certificate of completion must specify that the student is workforce ready in any field in which he or she has earned an industry certification. A student who is otherwise entitled to a certificate of completion under this paragraph may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies. The department shall adopt rules to administer this paragraph.

(7) UNIFORM TRANSFER OF HIGH SCHOOL CREDITS.—Beginning with the 2012-2013 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student's transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), 20 U.S.C. ss. 6301 et seq 20 U.S.C. s. 6301. If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma, the
student must take and pass the statewide, standardized grade 10 Reading assessment or, when implemented, the grade 10 ELA assessment, or earn a concordant score. If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30 percent of the student's final course grade.

(8) CAREER EDUCATION COURSES THAT SATISFY HIGH SCHOOL CREDIT REQUIREMENTS.—

(a) Participation in career education courses engages students in their high school education, increases academic achievement, enhances employability, and increases postsecondary success. By July 1, 2014, the department shall develop, for approval by the State Board of Education, multiple, additional career education courses or a series of courses that meet the requirements set forth in s. 1003.493(2), (4), and (5) and this subsection and allow students to earn credit in both the career education course and courses required for high school graduation under this section and s. 1003.4281.

1. The state board must determine at least biennially if sufficient academic standards are covered to warrant the award of academic credit, including satisfaction of assessment requirements under this section.
2. Career education courses must:
   a. Include workforce and digital literacy skills.
   b. Integrate the integration of required course content with practical applications and designated rigorous coursework that results in one or more industry certifications or clearly articulated credit or advanced standing in a 2-year or 4-year certificate or degree program, which may include high school junior and senior year work-related internships or apprenticeships. The department shall negotiate state licenses for material and testing for industry certifications.

The instructional methodology used in these courses must comprise authentic projects, problems, and activities for contextual academic learning and emphasize workplace skills identified under s. 445.06 contextually learning the academics.

3. A student who earns credit upon completion of an apprenticeship or preapprenticeship program registered with the Department of Education under chapter 446 may use such credit to satisfy the high school graduation credit requirements in paragraph (3)(e) or paragraph (3)(g). The state board shall approve and identify in the Course Code Directory the apprenticeship and preapprenticeship programs from which earned credit may be used pursuant to this subparagraph.

Section 9. Effective upon this act becoming a law,
paragraph (a) of subsection (1) of section 1003.4285, Florida Statutes, is amended to read:

1003.4285 Standard high school diploma designations.—
(1) Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation:
   (a) Scholar designation.—In addition to the requirements of s. 1003.4282, in order to earn the Scholar designation, a student must satisfy the following requirements:
      1. Mathematics.—Earn one credit in Algebra II or an equally rigorous course and one credit in statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2014-2015 school year, pass the Geometry statewide, standardized assessment.
      2. Science.—Pass the statewide, standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized Biology I EOC assessment.
3. Social studies.—Pass the statewide, standardized United States History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement of this subparagraph without having to take the statewide, standardized United States History EOC assessment.

4. Foreign language.—Earn two credits in the same foreign language.

5. Electives.—Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

Section 10. Paragraph (j) of subsection (3) of section 1003.491, Florida Statutes, is amended, and subsection (5) is added to that section, to read:

1003.491 Florida Career and Professional Education Act.—The Florida Career and Professional Education Act is created to provide a statewide planning partnership between the business and education communities in order to attract, expand, and retain targeted, high-value industry and to sustain a strong, knowledge-based economy.

(3) The strategic 3-year plan developed jointly by the local school district, local workforce development boards,
economic development agencies, and state-approved postsecondary institutions shall be constructed and based on:

(j) Strategies to recruit students into career-themed courses and career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who are interested in enrolling in career-themed courses or a career and professional academy. School boards shall provide opportunities for students who may be deemed as potential dropouts or whose cumulative grade point average drops below 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the students are at risk of dropping out or have a cumulative grade point average below 2.0;

(5)(a) The Commissioner of Education shall conduct an annual review of K-12 and postsecondary career and technical education offerings, in consultation with the Department of Economic Opportunity, CareerSource Florida, Inc., leaders of business and industry, the Board of Governors, the Florida College System, school districts, and other education stakeholders, to determine the alignment of existing offerings with employer demand, postsecondary degree or certificate programs, and professional industry certifications. The review
shall identify career and technical education offerings that are
linked to occupations that are in high demand by employers,
require high-level skills, and provide middle-level and high-
level wages.

(b) Using the findings from the annual review required in
paragraph (a), the commissioner shall phase out career and
technical education offerings that are not aligned with the
needs of employers or do not provide program completers with a
middle-wage or high-wage occupation and encourage school
districts and Florida College System institutions to offer
programs that are not offered currently.

Section 11. Paragraph (a) of subsection (1) of section
1006.22, Florida Statutes, is amended to read:

1006.22 Safety and health of students being transported.—
Maximum regard for safety and adequate protection of health are
primary requirements that must be observed by district school
boards in routing buses, appointing drivers, and providing and
operating equipment, in accordance with all requirements of law
and rules of the State Board of Education in providing
transportation pursuant to s. 1006.21:

(1)(a) District school boards shall use school buses, as
defined in s. 1006.25, for all regular transportation. Regular
transportation or regular use means transportation of students
to and from school or school-related activities that are part of
a scheduled series or sequence of events to the same location.
"Students" means, for the purposes of this section, students enrolled in the public schools in prekindergarten disability programs and in kindergarten through grade 12. District school boards may regularly use motor vehicles other than school buses only under the following conditions:

1. When the transportation is for physically handicapped or isolated students and the district school board has elected to provide for the transportation of the student through written or oral contracts or agreements.

2. When the transportation is a part of a comprehensive contract for a specialized educational program between a district school board and a service provider who provides instruction, transportation, and other services.

3. When the transportation is provided through a public transit system.

4. When the transportation is for trips to and from school sites or agricultural education sites or for trips to and from agricultural education-related events or competitions, but is not for customary transportation between a student's residence and such sites.

5. When the transportation is for trips to and from school sites to allow students to participate in a career education program that is not offered at the high school in which such students are enrolled, but is not for customary transportation between a student's residence and such sites.
Section 12. Subsection (6) of section 1007.2616, Florida Statutes, is amended to read:

1007.2616 Computer science and technology instruction.—

(6) High school students must be provided opportunities to take computer science courses and earn technology-related industry certifications to satisfy high school graduation requirements as provided in s. 1003.4282(3). Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation must be included in the Course Code Directory, including, but not limited to, the following:

(a) High school computer science courses of sufficient rigor, as identified by the commissioner, such that one credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics, or up to one credit of the science requirement, with the exception of Biology I or higher-level science, for high school graduation. Computer science courses and technology-related industry certifications that are identified as eligible for meeting mathematics or science requirements for high school graduation shall be included in the Course Code Directory.

(b) High school computer technology courses in 3D rapid
prototype printing of sufficient rigor, as identified by the commissioner, such that one or more credits in such courses and related industry certifications earned may satisfy up to two credits of mathematics required for high school graduation with the exception of Algebra I. Computer technology courses in 3D rapid prototype printing and related industry certifications that are identified as eligible for meeting mathematics requirements for high school graduation shall be included in the Course Code Directory.

Section 13. Subsection (7) of section 1007.271, Florida Statutes, is amended to read:

1007.271 Dual enrollment programs.—
(7) Career dual enrollment shall be provided as a curricular option for secondary students to pursue in order to earn industry certifications adopted pursuant to s. 1008.44, which count as credits toward the high school diploma. Career dual enrollment shall be available for secondary students seeking a degree and industry certification through a career education program or course. Each career center established under s. 1001.44 shall enter into an agreement with each high school in any school district it serves. Beginning with the 2019-2020 school year, the agreement must be completed annually and submitted by the career center to the Department of Education by August 1. The agreement must:
(a) Identify the courses and programs that are available
to students through career dual enrollment and the clock hour
credits that students will earn upon completion of each course
and program.

(b) Delineate the high school credit earned for the
completion of each career dual enrollment course.

(c) Identify any college credit articulation agreements
associated with each clock hour program.

(d) Describe how students and parents will be informed of
career dual enrollment opportunities and related workforce
demand, how students can apply to participate in a career dual
enrollment program and register for courses through his or her
high school, and the postsecondary career education expectations
for participating students.

(e) Establish any additional eligibility requirements for
participation and a process for determining eligibility and
monitoring the progress of participating students.

(f) Delineate costs incurred by each entity and determine
how transportation will be provided for students who are unable
to provide their own transportation.

Section 14. Paragraph (b) of subsection (3) of section
1008.34, Florida Statutes, is amended to read:

1008.34 School grading system; school report cards;
district grade.—

(3) DESIGNATION OF SCHOOL GRADES.—

(b)1. Beginning with the 2019-2020 2014-2015 school year,
a school's grade shall be based on the following components, each worth 100 points:

   a. The percentage of eligible students passing statewide, standardized assessments in English Language Arts under s. 1008.22(3).

   b. The percentage of eligible students passing statewide, standardized assessments in mathematics under s. 1008.22(3).

   c. The percentage of eligible students passing statewide, standardized assessments in science under s. 1008.22(3).

   d. The percentage of eligible students passing statewide, standardized assessments in social studies under s. 1008.22(3).

   e. The percentage of eligible students who make Learning Gains in English Language Arts as measured by statewide, standardized assessments administered under s. 1008.22(3).

   f. The percentage of eligible students who make Learning Gains in mathematics as measured by statewide, standardized assessments administered under s. 1008.22(3).

   g. The percentage of eligible students in the lowest 25 percent in English Language Arts, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized English Language Arts assessments administered under s. 1008.22(3).

   h. The percentage of eligible students in the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains
as measured by statewide, standardized Mathematics assessments administered under s. 1008.22(3).

   i. For schools comprised of middle grades 6 through 8 or grades 7 and 8, the percentage of eligible students passing high school level statewide, standardized end-of-course assessments or attaining national industry certifications identified in the CAPE Industry Certification Funding List pursuant to rules adopted by the State Board of Education.

In calculating Learning Gains for the components listed in sub-subparagraphs e.-h., the State Board of Education shall require that learning growth toward achievement levels 3, 4, and 5 is demonstrated by students who scored below each of those levels in the prior year. In calculating the components in sub-subparagraphs a.-d., the state board shall include the performance of English language learners only if they have been enrolled in a school in the United States for more than 2 years.

2. For a school comprised of grades 9, 10, 11, and 12, or grades 10, 11, and 12, the school's grade shall also be based on the following components, each worth 100 points:

   a. The 4-year high school graduation rate of the school as defined by state board rule.

   b. The percentage of students who were eligible to earn college and career credit through College Board Advanced Placement examinations or International Baccalaureate
examinations; Advanced International Certificate of Education examinations; or dual enrollment courses, including career clock-hour dual enrollment courses totaling 450 or more hours that are identified by the State Board of Education as meeting the requirements of s. 1007.271, or Advanced International Certificate of Education examinations; or who, at any time during high school, earned national industry certification identified in the CAPE Industry Certification Funding List or successfully completed a registered preapprenticeship program as defined in s. 446.021(5) with a minimum length of 300 hours, pursuant to rules adopted by the state board.

Section 15. Paragraph (b) of subsection (1) of section 1008.44, Florida Statutes, is amended to read:

1008.44 CAPE Industry Certification Funding List and CAPE Postsecondary Industry Certification Funding List.—

(1) Pursuant to ss. 1003.4203 and 1003.492, the Department of Education shall, at least annually, identify, under rules adopted by the State Board of Education, and the Commissioner of Education may at any time recommend adding the following certificates, certifications, and courses:

(b) No more than 30 15 CAPE Digital Tool certificates limited to the areas of word processing; spreadsheets; sound, motion, and color presentations; digital arts; cybersecurity; and coding pursuant to s. 1003.4203(3) that do not articulate for college credit. Such certificates shall be annually
identified on the CAPE Industry Certification Funding List and updated solely by the Chancellor of Career and Adult Education. The certificates shall be made available to students in elementary school and middle school grades and, if earned by a student, shall be eligible for additional full-time equivalent membership pursuant to s. 1011.62(1)(o)1.

Section 16. Subsections (1) through (4) of section 1012.57, Florida Statutes, are amended, and subsection (6) is added to that section, to read:

1012.57 Certification of adjunct educators.—

(1) Notwithstanding the provisions of ss. 1012.32, 1012.55, and 1012.56, or any other provision of law or rule to the contrary, district school boards shall adopt rules to allow for the issuance of an adjunct teaching certificate to any applicant who fulfills the requirements of s. 1012.56(2)(a)-(f) and (10) and who has expertise in the subject area to be taught. An applicant shall be considered to have expertise in the subject area to be taught if the applicant demonstrates sufficient subject area mastery through passage of a subject area test. The adjunct teaching certificate shall be used for part-time teaching positions.

(2) The Legislature intends that this section allow school districts to tap the wealth of talent and expertise represented in Florida's citizens who may wish to teach part-time in a Florida public school by permitting school districts to issue
adjunct certificates to qualified applicants.

(3) Adjunct certificateholders should be used primarily as a strategy to enhance the diversity of course offerings offered to all students. School districts may use the expertise of individuals in the state who wish to provide online instruction to students by issuing adjunct certificates to qualified applicants.

(4) Each adjunct teaching certificate is valid through the term of the annual contract between the educator and the school district. An additional annual certification and an additional annual contract may be awarded by the district at the district's discretion but only if the applicant is rated effective or highly effective under s. 1012.34 during each year of teaching under adjunct teaching certification. A school district may issue an adjunct teaching certificate for a part-time or full-time teaching position; however, an adjunct teaching certificate issued for a full-time teaching position is valid for no more than 3 years and is nonrenewable.

(6) Each school district shall:

(a) Post requirements on its website for the issuance of an adjunct teaching certificate, which must specify the subject area test through which an applicant demonstrates subject area mastery.

(b) Annually report to the department the number of adjunct teaching certificates issued for part-time teaching positions.
positions and full-time teaching positions pursuant to this section.

Section 17. Except as otherwise expressly provided in this act and except for this section, which shall take effect upon this act becoming a law, this act shall take effect July 1, 2019.