

FEBRUARY 2021
22ND EDITION

COLLEGE REACH-OUT PROGRAM

ANNUAL EVALUATION:

ACADEMIC OUTCOMES OF THE 2018-2019 COHORT



College
Reach-Out
Program
CROP

TABLE OF CONTENTS

Executive Summary	page i
Annual Report Methodology and Format	page iii
Supplemental Information and Best Practices	page iii
Conclusion and Recommendations	page iv
2018-2019 Data and Findings	page 1
Appendix A: 2020-2021 Counties Served by CROP	page 11
Appendix B: 2020-2021 Participating CROP Institutions	page 12
Appendix C: 2020-2021 Schools Served by CROP, by County	page 13

EXECUTIVE SUMMARY

Section 1007.34(12), Florida Statutes (F.S.), directs the Florida Department of Education (FDOE) to develop a report to the Florida Legislature and to the Commissioner of Education regarding the effectiveness of the College Reach-Out Program (CROP) and the performance outcomes of program participants compared to the performance outcomes of their cohorts with similar backgrounds and characteristics. This document constitutes the report in fulfillment of this mandate. This report is submitted to the President of the Senate, the Speaker of the House of Representatives, and the Office of the Governor.

In 1991, the CROP Advisory Council asked the Postsecondary Education Planning Commission (PEPC) to conduct a comprehensive evaluation of the program. During the 1994 legislative session, approved legislation mandated that the commission measure the effectiveness of the program annually. In 2002, PEPC evolved into the Council for Educational Policy, Research and Improvement (CEPRI) relinquishing responsibility for CROP and the evaluation. Subsequently, CROP was incorporated into the Florida Department of Education (FDOE). Following reorganization in 2008, CROP was placed in the FDOE's Division of Public Schools (DPS).

Funding for the College Reach-Out Program is contingent upon annual funding in the General Appropriations Act. The funding provided to support the services of CROP has declined throughout the years. The Florida Legislature appropriated \$1,000,000 to CROP in fiscal year (FY) 2020 as compared to \$2,236,166 in FY 2010.

The College Reach-Out Program is a statewide program created in 1983 by the Florida Legislature under section 1007.34, F.S. To participate in the College Reach-Out Program, a postsecondary educational institution may submit a proposal to the Department of Education. A CROP advisory council is appointed by the Commissioner of Education to review the proposals and recommend to the State Board of Education an order of priority for funding the proposals. The State Board of Education shall consider the proposals and determine which proposals to implement as programs that will strengthen the educational motivation and preparation of low-income educationally disadvantaged students.

It is estimated that over 197,000 students have been served by CROP since the program was initiated. In 2018-2019, 758 new students joined the program and a total of 1,891 students were served. The approximate cost per student was \$511 for the project year. In 2018-2019, there were 1,891 participants enrolled in CROP and a total of 10 projects served 189 schools located across 20 counties. Appendices A through C include a map and list of the counties as well as the names of the participating institutions and schools served by CROP in 2020-2021.

For a student to participate in the College Reach-Out Program, students must meet both academic and economic eligibility criteria as described in Rule 6A-6.05282 of the Florida Administrative Code. Of the students who participated in CROP during 2018-2019, over 70 percent of the students were determined eligible for the Free and Reduced-Price Lunch program (which requires family income to be at or below 185 percent of the federal poverty guidelines).

A student's financial hardships can affect their decision to pursue a college education. The College Reach-Out Program provides students with the necessary information regarding financial assistance opportunities that will support them in their decision to pursue and complete a postsecondary education. Without the interventions provided through CROP, these students are less likely to pursue a postsecondary education.

Postsecondary educational institutions selected to implement a program are required to implement program activities that will enhance student learning, academic performance and college preparation. In accordance with section 1007.34(7)(e), F.S., participating institutions must implement program activities that support the goals of the program, which are to motivate students to pursue a postsecondary education; to enhance the basic learning skills and performance of students; to strengthen the understanding of students and parents of the benefits of pursuing and obtaining a postsecondary education; and to foster the academic, personal and career development of students through supplemental instruction.

This annual report provides the outcome results of performance measures related to the academic achievement and college readiness of student participants. In addition, this year's report features key findings and recommendations as it relates to the effectiveness of the College Reach-Out Program and the performance outcomes of program participants.

Key Findings. In accordance with the Florida Department of Education's mission, CROP delivers quality services resulting in high student achievement. Based on available data, the following table includes performance outcomes of CROP students with a comparable cohort of non-CROP students:

Performance Outcomes:	<i>CROP Students</i>	<i>Non-CROP Students</i>
Average Grade Point Average (GPA) for Students in grades 9-12	2.89	2.60
Students in grade 10 who earned a passing score on the English Language Arts (ELA) section of the Florida Standards Assessments (FSA)	44%	38% (53% of all test takers in grade 10)
Students who earned a passing score on the FSA Algebra I End-of-Course (EOC) assessment	48%	38% (62% of all test takers in the state)
High School Graduates Enrolled in Higher Education or Employed Full-Time	70%	63%

ANNUAL REPORT METHODOLOGY AND FORMAT

The process of compiling, assessing and integrating data into the annual evaluation report is influenced by many variables; for example, the school districts are allowed nine months after the end of an academic year to report final student information such as graduation status to the FDOE. After receipt, all data must be examined and corrected, if necessary, to ensure accuracy before matching it to the CROP cohort. Data matches were performed against databases in the DPS, the Florida College System (FCS), the Florida Education and Training Placement Information Program (FETPIP), the K-20 Education Data Warehouse (EDW), and the State University System (SUS).

This report focuses on data from 2018-2019. The report is based primarily on a comparison of the participation and performance of the 2018-2019 CROP cohort (n=1,891) with that of a non-CROP random sample (n=6,064) of similar backgrounds and characteristics, stratified by race and income; assessments based on data for the 2017-2018 CROP (n=2,424) and random (n=6,076) cohorts are also included.

SUPPLEMENTAL INFORMATION AND BEST PRACTICES

The College Reach-Out Program was developed and designed to expand the academic achievement and college readiness of low-income, educationally disadvantaged students. To accomplish this, projects are required to implement program activities that will enhance student learning, academic performance and college preparation. Examples of the activities offered by CROP projects include, but are not limited to, the following:

- Academic Support and Tutoring Services – Projects provide CROP students a variety of services that are designed to improve students' skills and achievement in all academic areas. Examples of the activities offered to students include after school tutoring, reading and math clubs, and homework help.
- Learning Sessions – Projects provide CROP students learning sessions to prepare students for statewide student assessments and college placement exams. Examples of the activities offered to students include FSA, EOC, SAT and ACT preparation sessions.
- College Tours – Projects provide CROP students and parents the opportunity to visit Florida colleges and universities. Participation in these tours motivate students to attend a postsecondary institution and help broaden students' knowledge of the many institutions and the numerous career-path options available to them.
- College Mentor Day – Projects provide CROP students an opportunity to interact with college and university students as mentors and tutors. Examples of the activities offered to students include opportunities for student participants to shadow college students during a normal school day and attend classes, study sessions and other on-campus experiences.
- Summer Residency Program – CROP students participate in an on-campus summer residency program of at least one week in duration. During this summer program, student participants will reside on campus, attend student classes and workshops and interact with college students and faculty.

- Student and Parent Workshops – CROP projects provide various workshops to prepare students and parents for postsecondary education by instructing them on how to write resumes, prepare a budget and save for college, and assisting them in filling out financial aid forms and scholarship applications.
- Student Enrichment Activities and Experiences – CROP students participate in enrichment activities and field trips that will enhance students' knowledge and attitude about education and careers opportunities, and better enable them to set realistic goals for themselves, knowing the preparation they will need for specific careers.
- Counseling and Personal Awareness – CROP students participate in activities and services that incorporate creative interventions along with traditional counseling methods to increase student achievement and personal and academic development of student participants.

CONCLUSION AND RECOMMENDATIONS

The primary purpose of the College Reach-Out Program is to improve the academic achievement and college readiness of low-income, economically disadvantaged students and to enter and complete a postsecondary education.

The efforts of program services should improve the postsecondary outcomes of the target population. Section 1007.34, F.S., requires participating projects to provide continuous contact with student participants until they enroll in a postsecondary institution.

The data presented in this report indicates that the majority of the students currently served in the program are from low-income families. Students from low-income families often encounter multiple challenges when it comes to academic achievement and postsecondary education.

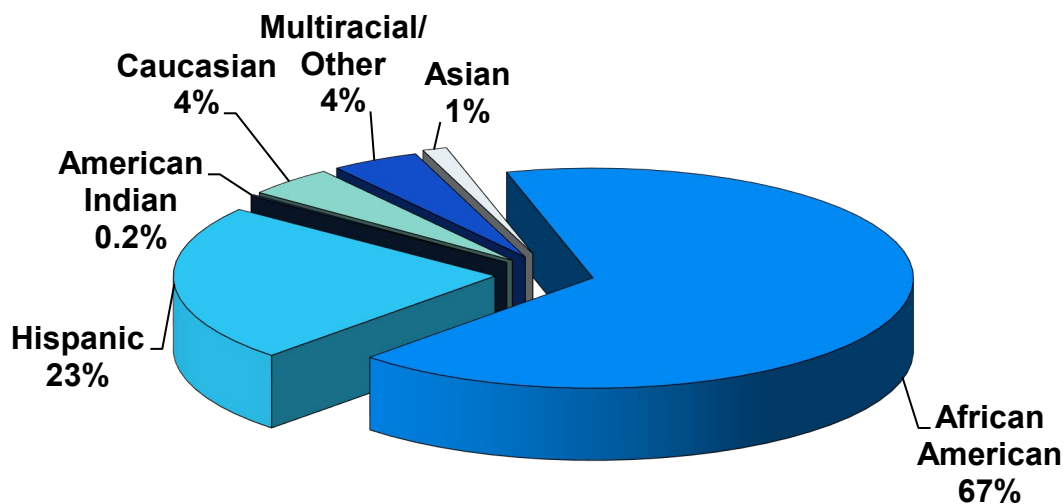
To improve the efforts of the program in accomplishing the goal of the program, we intend to create better data systems that track participants' college readiness and attainment to monitor the progress of projects and build accountability.

2018-2019 DATA AND FINDINGS

Student Demographics. CROP serves a diverse population that includes African-American, Hispanic, Caucasian, Asian, American Indian and multiracial students. CROP supports underrepresented students in reaching their educational goals through academic and personal growth. During the 2018-2019 project year, participation by female students increased slightly to 63 percent (62 percent in 2017-2018). Additionally, approximately one in 11 students served were reported to have disabilities.

In 2018-2019, African Americans accounted for 67 percent of CROP participants (65 percent in 2017-2018); Hispanics comprised 23 percent (24 percent in 2017-2018); Caucasians constituted four percent (five percent in 2017-2018); Asians, one percent; American Indians, two-tenths of one percent; and other racial/ethnic groups accounted for four percent. The racial/ethnic composition of the 2018-2019 CROP cohort is shown below.

Racial/Ethnic Characteristics, 2018-2019 CROP Cohort

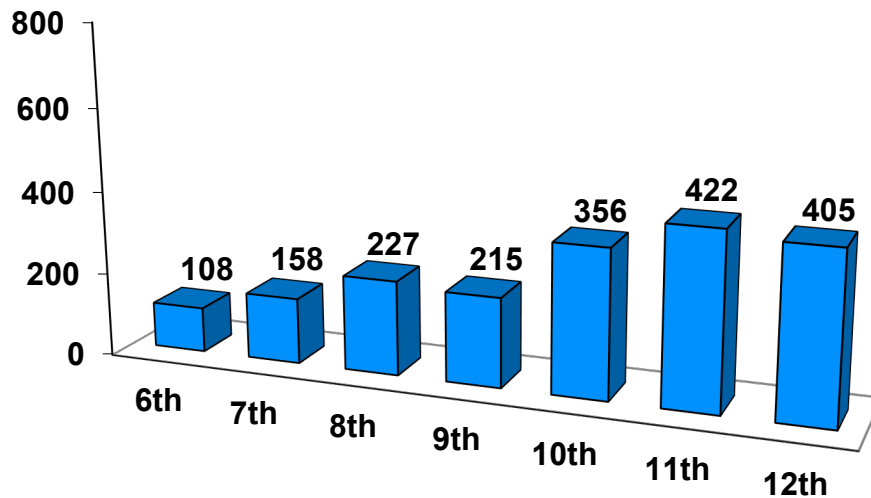


Source: College Reach-Out Program

Note: Percentages may not add up to 100 percent due to rounding.

Grade-Level Distribution. To enhance the academic performance and college readiness of low-income, educationally disadvantaged students, at least 60 percent of the students recruited for the program should be in grades 6-9, as described in section 1007.34, F.S. Although the grade-level distribution of student participants reflect more students in grades 9-12, the students in these grades were recruited in earlier grades and have continued in the program. The total grade-level distribution of student participants for 2018-2019 is indicated in the following graph.

CROP Grade-Level Distribution, 2018-2019



Source: College Reach-Out Program

Student Retention. The greatest percentages of new participants were recruited from students in grades 6-9, while the majority of students returning to CROP attended high school. In 2018-2019, 62 percent of all eligible students returned to CROP, compared to 68 percent in 2017-2018.

Comparative Analysis: Grades 6-12 Outcome Measures

The performance of CROP participants was compared to a random sample of sixth through twelfth grade students based on Florida public school enrollment data for academic years 2017-2018 and 2018-2019. The random sample was stratified by income and race to reflect demographic characteristics similar to those of the CROP participants.

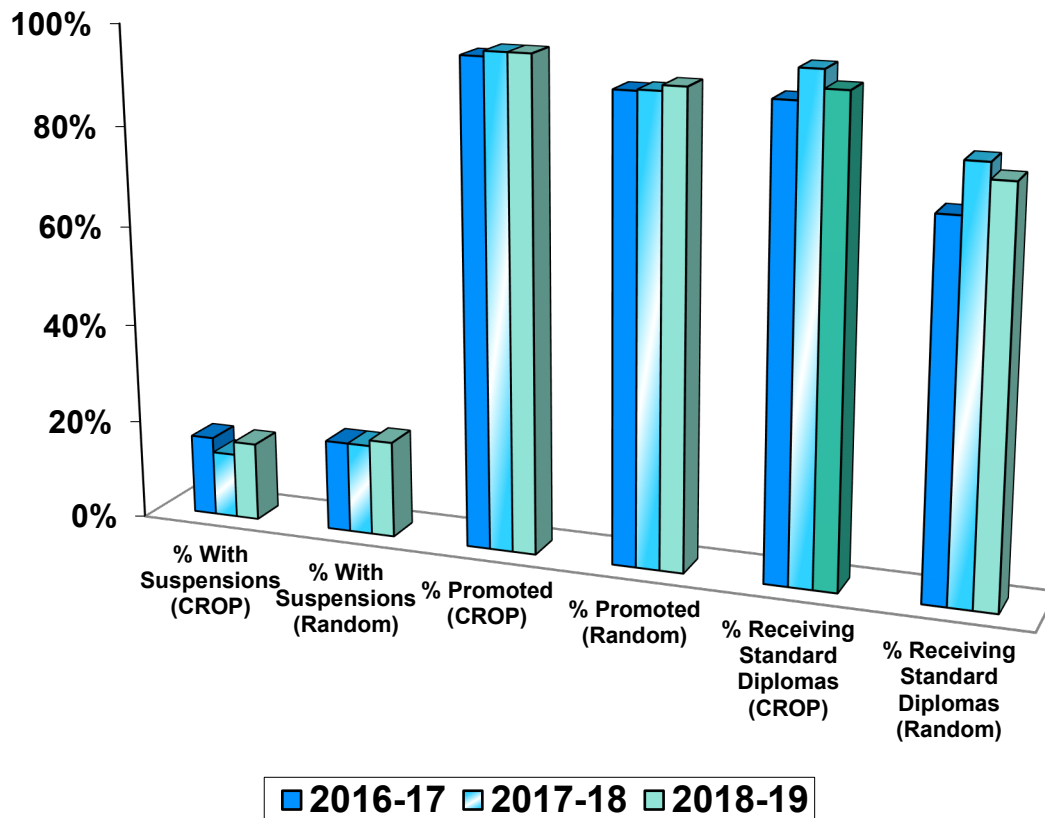
Grade Promotion. In 2018-2019, the percentage of CROP students in grades 6-11 academically promoted to the next grade remained constant (98 percent in 2017-2018), while the promotion rate for the random sample increased by one percentage point over the previous year at 93 percent.

Educational Attainment. Ninety-four percent of all CROP seniors graduated with a standard high school diploma in 2018-2019, compared to 80 percent of seniors in the random sample; the analogous figures for 2017-2018 were 98 percent and 83 percent, respectively.

Historical Trends in Grades 6-12 Outcome Measures (2016-2017 through 2018-2019)

CROP students are awarded standard diplomas and promotions at greater rates and are suspended at lower rates than students in the random sample, as the following chart affirms.

**CROP versus Random Sample
Suspensions, Promotions and Graduation Rates**



Source: DPS, EDW

Grade Point Average (GPA). In 2018-2019, CROP students in grades 9-12 achieved a higher average GPA than those in the random sample (2.89 versus 2.60). The average GPA increased for the CROP students (2.87 in 2017-18), while decreasing slightly for the random sample students (2.61 in 2017-18) over the previous year.

Attendance. CROP students in grades 6-12 continued to average fewer absences in 2018-2019 than students in the random sample (8.9 versus 11.7, respectively); the absenteeism rate for the CROP cohort decreased (9.9 in 2017-18), while increasing for the random sample students (11.1 in 2017-18) over the previous year. Additionally, in 2018-2019, the percentage of CROP students absent for 21 days or more (9.0 percent) was lower than the

percentage for the random sample (15.6 percent) and the percentage for all students statewide (11.3 percent).

Comparative Analysis: Florida Standards and End-of-Course Assessments

Overview of Florida's Statewide Assessments. The primary purpose of Florida's K-12 assessment system is to measure students' achievement of Florida's education standards. From 2011-2014, the FCAT 2.0 was used to measure student achievement of the Next Generation Sunshine State Standards in reading, mathematics and writing. In 2015, the FCAT 2.0 was replaced by the Florida Standards Assessments (FSA) to measure students' progress in English language arts (ELA) and mathematics; end-of-course (EOC) assessments are administered in Algebra 1, Geometry, Biology 1, U.S. History and Civics.

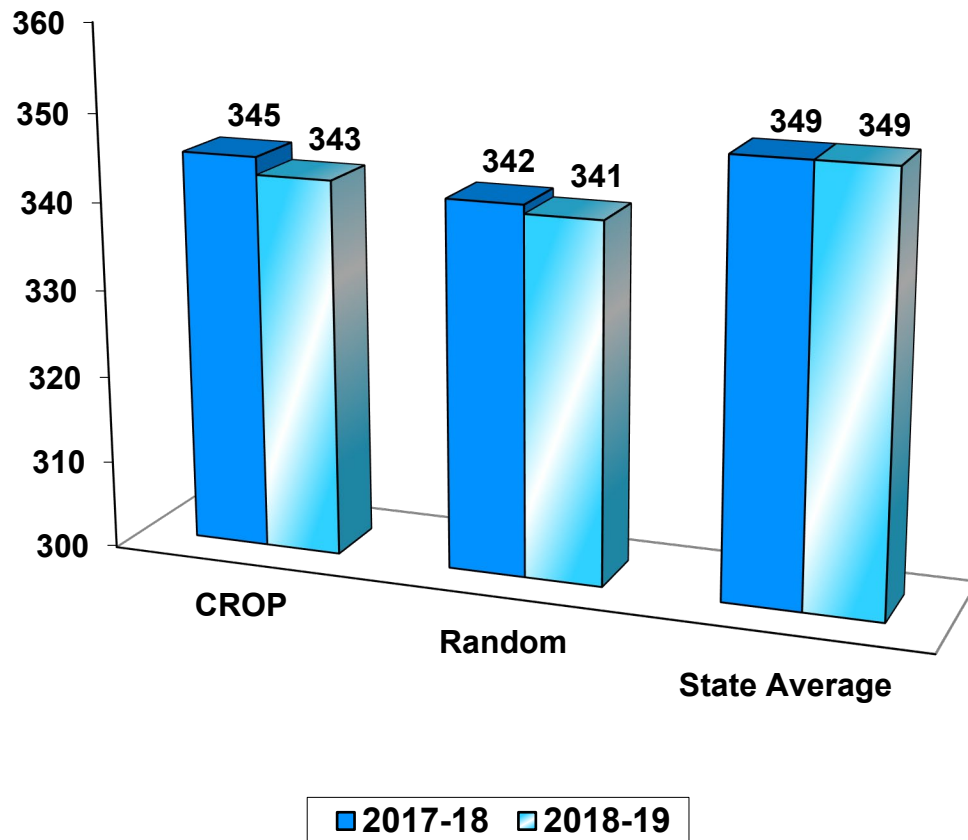
Assessment supports instruction and student learning, and the results help Florida determine whether it has equipped its students with the knowledge and skills they need to be ready for careers and college-level coursework. Student performance on these assessments are categorized into five achievement levels, also known as performance levels.

Each student is assigned a performance level according to his or her scale score on statewide assessments. Performance levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Achieving a score in Level 3 or higher is considered satisfactory. For all grade levels and subjects, the minimum scale score in performance Level 3 is identified as the passing score. For the assessments that are graduation requirements, students must achieve the passing score to meet that requirement, as determined by the State Board of Education.

Performance of CROP Students on the FSA and EOC Assessments. CROP students continue to meet or exceed the standard test scores of the random sample while striving to close the gap compared to scores achieved by all test takers in the state. Scores on standard assessments continue to demonstrate that the services provided by CROP are having a positive impact on the academic outcomes of traditionally lower-performing students. An analysis of test results for the CROP students, compared to those of the random sample, includes the following:

- In 2018-2019, CROP students in eighth grade scored an average of 334 on the ELA section of the FSA and 328 on the Mathematics section, while the random cohort scored an average of 332 and 323, respectively. In comparison, all eighth grade test takers averaged 338 for ELA and 333 for mathematics.
- In 2018-2019, the percentage of tenth grade CROP students achieving a passing score on the ELA section of the FSA exceeded the passing rate of the tenth grade students in the random sample. Forty-four percent of tenth grade CROP students passed the FSA ELA, compared to 38 percent of the random sample and 53 percent of all tenth grade test takers. Based on the performance standards adopted by the State Board of Education in January 2016, achievement of a minimum score of 350 on the Grade 10 FSA ELA fulfills part of the requirements for earning a standard high school diploma.

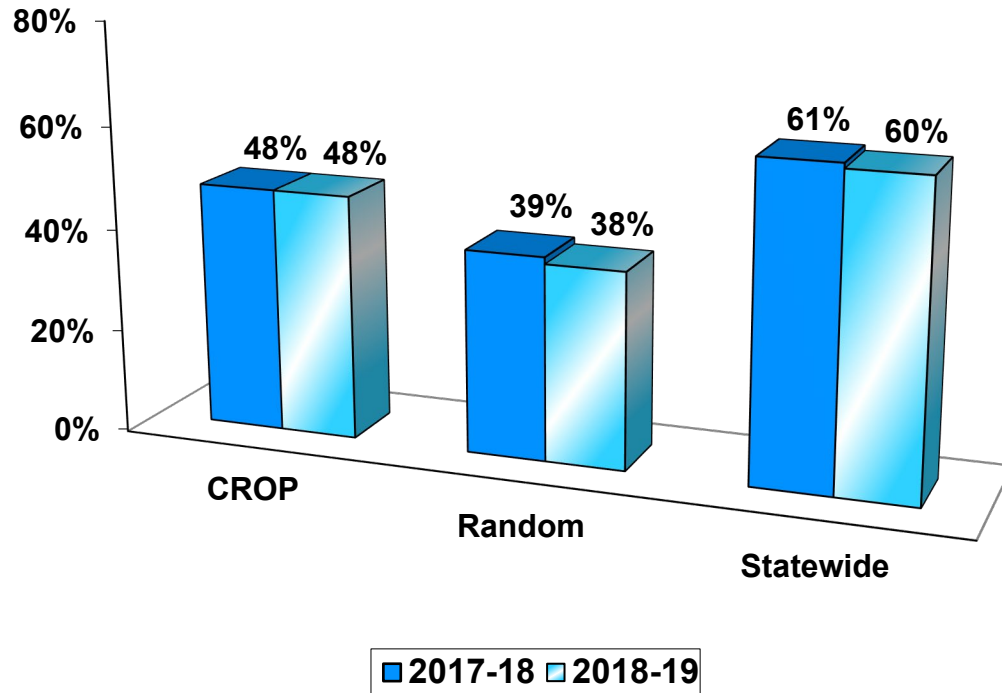
**Tenth Grade FSA English Language Arts
CROP, Random Cohort and Statewide Averages,
2017-2018 and 2018-2019**



Source: DPS, EDW

- In 2018-2019, CROP students taking the FSA Algebra I EOC assessment achieved a higher average score and passing rate than the students in the random sample. Forty-eight percent of CROP students received a passing score (fulfilling this graduation requirement), compared to 38 percent of the random sample and 60 percent of all test takers in the state. Additionally, CROP students attained an average score of 491, compared to 486 for students in the random sample and 501 for all test takers statewide.

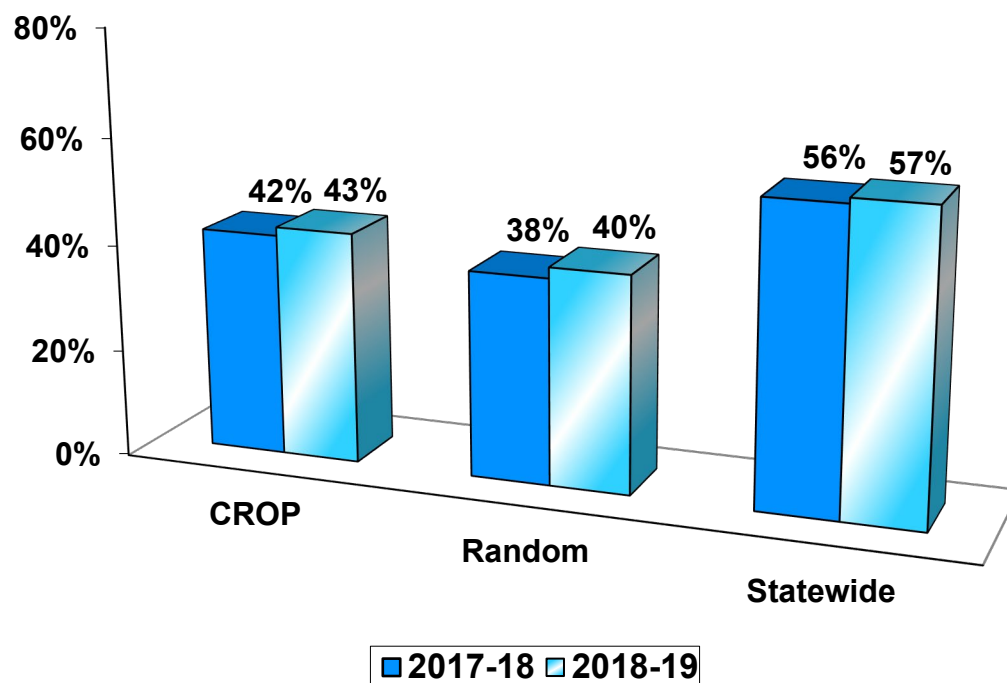
**FSA Algebra I EOC Results for All Grades Combined
CROP, Random Cohort and Statewide Percentages,
2017-2018 and 2018-2019**



Source: DPS, EDW

- In 2018-2019, CROP students taking the Biology I EOC assessment achieved an average score of 397, compared to 394 for students in the random sample and 405 for all test takers statewide. Fifty-nine percent of CROP students achieved a passing score, compared to 50 percent of the random sample and 67 percent of all test takers in the state. Compared to 2017-2018, the CROP students and all test takers in the state experienced slight gains in both the passing rate and average score.
- In 2018-2019, CROP students taking the FSA Geometry EOC assessment achieved a higher average score and passing rate than the students in the random sample. CROP students attained an average score of 491, compared to 490 for students in the random sample and 500 for all test takers statewide.
- Forty-three percent of CROP students taking the FSA Geometry EOC assessment achieved a passing score, compared to 40 percent of the random sample and 57 percent of all test takers in the state; all three groups experienced growth in the passing rate, compared to 2017-2018. The average score increased minimally for the random sample students, remained constant for the CROP students and decreased slightly for all test takers statewide.

**FSA Geometry EOC Results for All Grades Combined
CROP, Random Cohort and Statewide Percentages,
2017-2018 and 2018-2019**



Source: DPS, EDW

Comparative Analysis: Postsecondary Outcome Measures

Postsecondary Outcomes. The mission of the Florida Department of Education is to increase the proficiency of all students within one seamless efficient system by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities, and to maintain an accountability system that measures student progress. The College Reach-Out Program supports this mission by implementing services and supports that will strengthen the educational motivation and preparation of student participants to enroll in and complete a postsecondary education.

Postsecondary Enrollment and Employment. An analysis of the postsecondary outcomes for CROP students, compared to those of the random sample, is as follows:

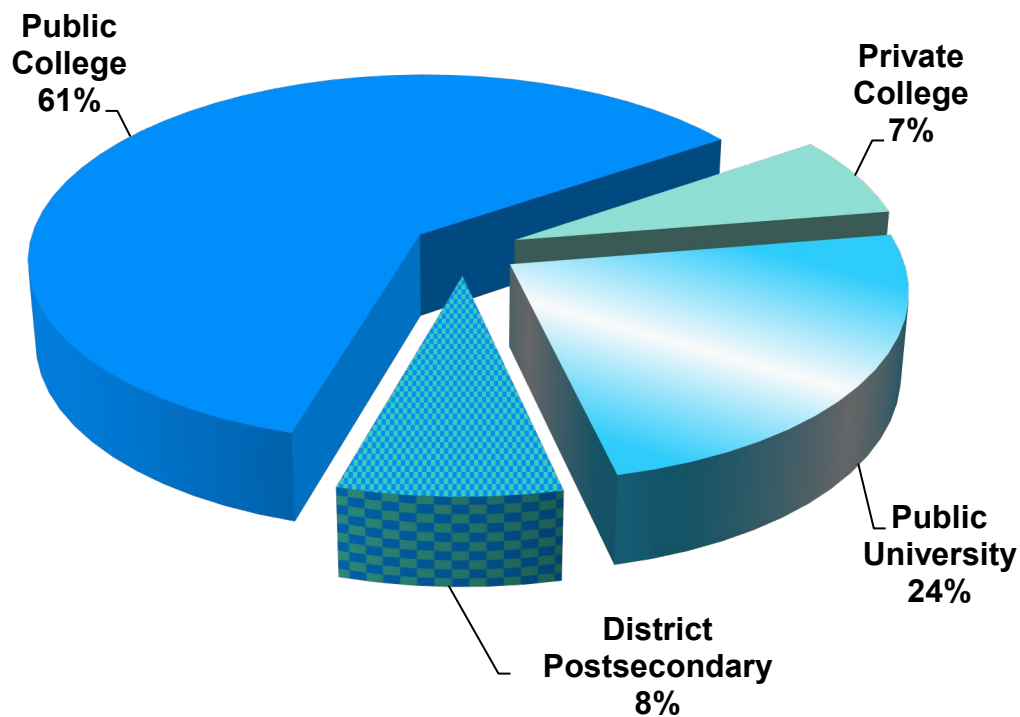
- Based on available data, follow-up information on employment and continuing education reveal that 64 percent of the 2017-2018 CROP high school graduates with a standard diploma were enrolled in the Florida higher education system in 2018-2019, compared to 57 percent of 2017-2018 graduates in the random cohort; the analogous figures for the 2016-2017 graduates that matriculated to a

postsecondary institution in Florida in 2017-2018 were 74 percent (CROP) and 60 percent (random sample).

Postsecondary Selection and Enrollment. An analysis of the postsecondary selection and enrollment outcomes for CROP students, compared to those of the random sample, includes the following:

- Sixty-one percent of the 2017-2018 CROP graduates who enrolled in postsecondary education attended a public college, 24 percent attended a state university, seven percent attended a private institution and eight percent were enrolled in postsecondary career technical coursework.
- Sixty-one percent of the 2017-2018 random cohort graduates who enrolled in postsecondary education attended a public college, 24 percent attended a state university, six percent attended a private institution and nine percent were enrolled in postsecondary career technical coursework.

2017-2018 CROP High School Graduates in Postsecondary Education (n=363)



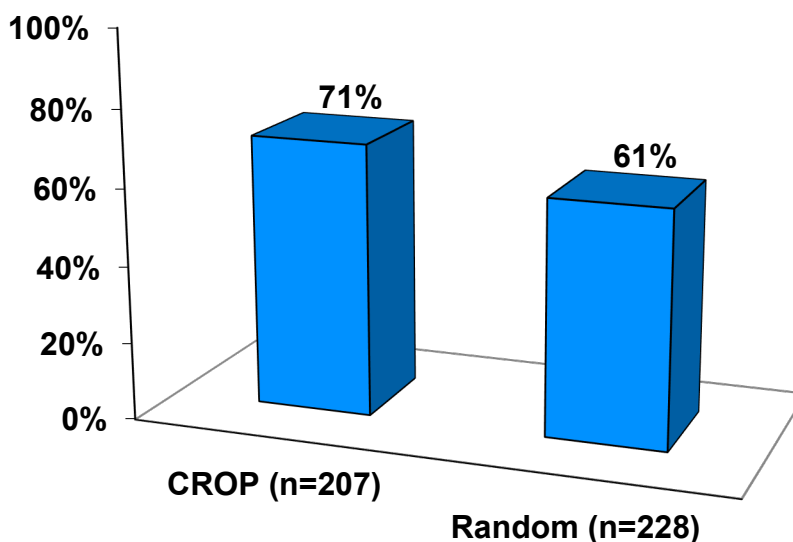
Source: EDW, FETPIP, FCS, SUS

Academic Achievement in Postsecondary Education. An analysis of the academic achievement in postsecondary education for CROP students, compared to those of the random sample, includes the following:

- Compared to the random cohort that graduated in 2017-2018, a larger percentage of CROP graduates maintained a GPA of 2.0 or higher while enrolled in a Florida public college or university during their freshman year.

- Seventy-one percent of the 2017-2018 CROP graduates and 61 percent of the random sample graduates that attended a public college in 2018-2019 had a GPA of 2.0 or higher; the analogous figures for the 2016-2017 graduates were 76 percent and 68 percent, respectively.
- Ninety-one percent of the 2017-2018 CROP graduates and 88 percent of the random sample graduates maintained a GPA of 2.0 or higher while enrolled in a state university during their first year. Compared to the previous year's graduates, the CROP cohort experienced a slight decrease while the random sample exhibited a marginal gain (92 percent and 87 percent for the 2016-2017 CROP and random sample graduates).
- Additionally, while enrolled in a state university during their first year, the 2017-2018 CROP graduates attained an average GPA of 2.92; the random sample graduates attained an average GPA of 2.95. The average GPA decreased for the CROP cohort and increased for the random sample, compared to the 2016-2017 CROP (2.94) and random sample graduates (2.93).

**Students with a GPA of 2.0 or Higher in Public Colleges,
2017-2018 CROP and Random High School Graduates**



Source: EDW, FCS

Note: In academic year following high school graduation.

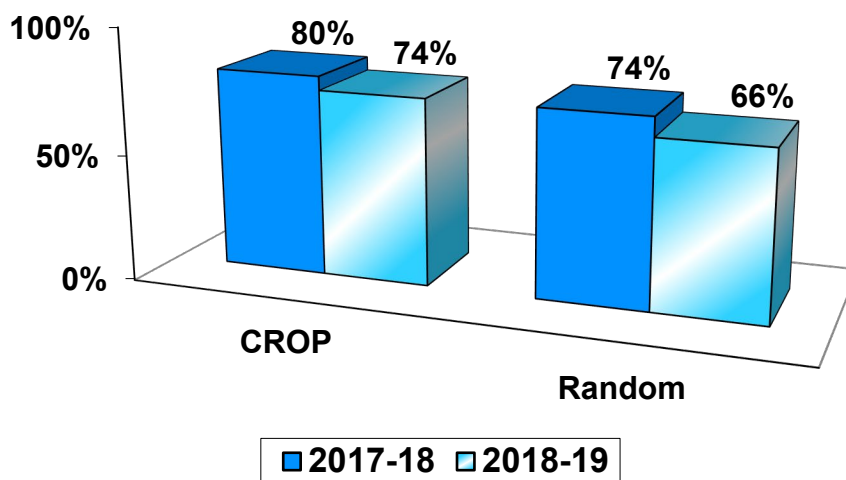
Financial Need of CROP students. The legislative intent for the College Reach-Out Program is to increase the number of low-income, educationally disadvantaged students to enroll in and complete a postsecondary education. A “low-income educationally disadvantaged student” is defined as a student who possesses specific academic and economic factors that negatively impact their academic achievement and college readiness. Students must meet specific academic and economic criteria to participate in the

program. The economic eligibility criteria includes factors that reflect a student's financial need such as their family's participation in a temporary cash assistance or public assistance program.

Utilization of Financial Aid. The data revealed a greater utilization of need-based financial aid than merit-based financial aid by both the CROP and random cohorts that applied for assistance in 2018-2019.

- In 2018-2019, of the CROP seniors who applied for a Florida Student Assistance Grant (FSAG) award, 74 percent were awarded funds compared to 80 percent of those applying in 2017-2018; the analogous figures for seniors in the random cohort were 66 percent (2018-2019) and 74 percent (2017-2018).
- Additionally, 68 percent of CROP seniors who applied for a Bright Futures scholarship in 2018-2019 received funds compared to 63 percent of the random sample seniors. The corresponding figures for seniors applying in 2017-2018 were 65 percent (CROP) and 59 percent (random sample).
- Many students in the program are afforded the opportunity to receive scholarships offered by individual CROP projects after fulfilling the requirements of the institution.

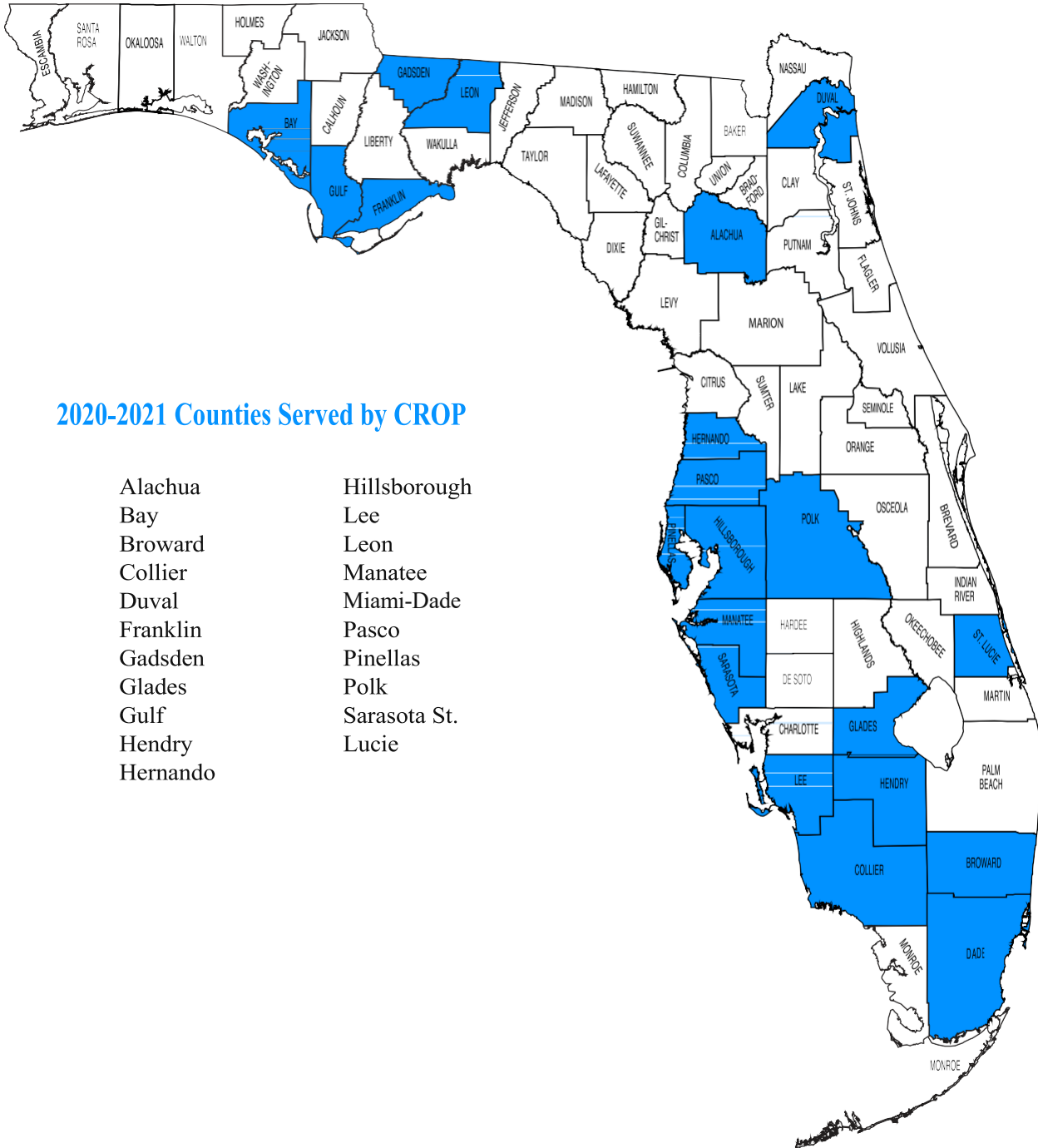
**Students Who Received Need-Based Financial Aid (FSAG),
CROP and Random Cohorts, 2017-2018 and 2018-2019**



Source: EDW

Note: In academic year following high school graduation.

Appendix A



Appendix B

2020-2021 Participating CROP Institutions

State Universities

Florida Gulf Coast University
Florida International University
Florida State University
University of Florida
University of North Florida
University of South Florida

State and Community Colleges

Florida State College at Jacksonville
Gulf Coast State College
Hillsborough Community College
Indian River State College
Miami Dade College
Pasco-Hernando State College
Polk State College
St. Petersburg College
State College of Florida, Manatee-Sarasota

Private Institutions

Barry University
Florida Institute of Technology

Appendix C

2020-2021 Schools Served by CROP, by County

Alachua

Abraham Lincoln Middle School
Howard W. Bishop Middle School
Hawthorne Middle and High School
Gainesville High School
Eastside High School

Bay

Bay Haven Charter Academy
Breakfast Point Academy
Deane Bozeman School
North Bay Haven Academy
Palm Bay Preparatory Academy
St. John Catholic K-8 Academy
University Academy
Jinks Middle School
Merritt Brown Middle School
Mowat Middle School
A. Crawford Mosley High School
Central High School
J.R. Arnold High School
Rutherford High School

Broward

Westglades Middle School

Collier

Immokalee Middle/High Schools
Golden Gate High School
Palmetto Ridge High School

Duval

Highlands Middle School
Jefferson Davis Middle School
Jean Ribault Middle/High Schools
Edward H. White High School
First Coast High School
Robert E. Lee High School

Duval (Cont'd)

Samuel W. Wolfson High School
Sandalwood High School

Franklin

Franklin County School

Gadsden

Crossroads Academy
James A. Shanks Middle School
Gadsden County High School

Glades

Moore Haven Middle High School

Gulf

Wewahitchka High School

Hendry

Clewiston High School
Labelle High School

Hernando

D.S. Parrot Middle School
Fox Chapel Middle School
Powell Middle School
Brooksville Engineering, Science, and
Technology (B.E.S.T) Academy
Central High School
Frank W. Springstead High School
Hernando High School
Nature Coast Technical High School
Weeki Wachee High School

Hillsborough

Kids Community College
Learning Gate Community School
Pepin Academies
Woodmont Charter School
Adams Middle School

Appendix C

2020-2021 Schools Served by CROP, by County (Cont'd)

Hillsborough (Cont'd)

Dowdell Middle Magnet School
Ferrell Middle Magnet School
Franklin Middle Magnet School
Giunta Middle School
Greco Middle Magnet School
Jennings Middle School
Mann Middle School
Memorial Middle School
Mulrennan Middle School
Orange Grove Middle Magnet School
Pierce Middle School
Progress Village Middle Magnet School
Rodgers Middle Magnet School
Shields Middle School
Stewart Middle Magnet School
Webb Middle School
Williams Middle Magnet School
Alonso High School
Armwood High School
Blake High School
Bloomingdale High School
Brandon High School
Brooks DeBartolo Collegiate High School
Chamberlin High School
Dr. Kiran C. Patel High School
Durant High School
East Bay High School
Freedom High School
Hillsborough High School
Jefferson High School
Jule F. Sumner High School
King High School
Lennard High School
Middleton High School
Newsome High School
Riverview High School
Spoto High School
Strawberry Crest High School

Hillsborough (Cont'd)

Tampa Bay Technical High School
Wharton High School
Winthrop College Prep Academy

Lee

Caloosa Middle School
Fort Myers Middle Academy
Harns Marsh Middle School
Lehigh Acres Middle School
Dunbar High School
East Lee County High School
Gateway High School
Island Coast High School
South Fort Myers High School

Leon

Florida State University Schools
Cobb Middle School
R. Frank Nims Middle School
Griffin Middle School
Swift Creek Middle School
Amos P. Godby High School
James Rickards High School
Leon High School
Lincoln High School

Manatee

Electa Lee Magnet Middle School
Bayshore High School
Palmetto High School
Southeast High School

Miami-Dade

Young Men's Preparatory Academy
Dr. Henry W. Mack/West Little River
K-8 Center
Hubert O. Sibley K-8 Academy
Highly Inquisitive and Versatile Education
(HIVE) Preparatory School

Appendix C

2020-2021 Schools Served by CROP, by County (Cont'd)

Miami-Dade (Cont'd)

Brownsville Middle School
Carol City Middle School
David Lawrence Jr. K-8 Center
Highland Oaks Middle School
Homestead Middle School
Horace Mann Middle School
John F. Kennedy Middle School
Jose De Diego Middle School
Thomas Jefferson Middle School
Keys Gate Charter High School
Madison Middle School
Alonzo and Tracy Mourning Senior High Sch.
Booker T. Washington Senior High School
Miami Carol City Senior High School
Miami Edison Senior High School
Miami Jackson Senior High School
Miami Killian Senior High School
Miami Northwestern Senior High School
Miami Palmetto High School
Miami Southridge Senior High School
North Miami Senior High School
Northwestern Senior High School

Pasco

Centennial Middle School
Cypress Creek Middle School
Pasco Middle/High Schools
Raymond B. Stewart Middle School
Sunlake High School
Wesley Chapel High School

Pinellas

John Hopkins Middle School
Boca Ciega High School
Gibbs High School
Lakewood High School

Polk

Crystal Lake Middle School
Kathleen Middle/Senior High Schools
Lake Gibson Middle/High Schools
Lake Region High School
Lake Wales Senior High School
Lakeland Senior High School
McLaughlin Middle School & Fine Arts Academy
Ridge Community High School
Teneroc High School

Sarasota

Booker High School

St. Lucie

Lincoln Park Academy
Allapattah Flats K-8
Creative Arts Academy of St. Lucie
Northport K-8 School
Renaissance Charter School of St. Lucie
Samuel S. Gaines Academy of Emerging Technologies
West Gate K-8 School
Dale Cassens Education Complex
Dan McCarty Middle School
Forest Grove Middle School
Southern Oaks Middle School
Fort Pierce Central High School
Port St. Lucie High School
St. Lucie West Centennial High School

CROP

CROP

CROP



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



RICHARD CORCORAN, COMMISSIONER