COLLEGE REACH-OUT PROGRAM

ANNUAL EVALUATION REPORT:

ACADEMIC OUTCOMES OF THE 2019-2020 COHORT

FEBRUARY 2022

23RD EDITION

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EXECUTIVE SUMMARY

Section 1007.34(12), Florida Statutes (F.S.), directs the Florida Department of Education (FDOE) to provide an annual report to the Florida Legislature, Governor, 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.

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 FDOE. Following reorganization in 2008, CROP was placed in the FDOE's Division of Public Schools (DPS).

Funding for the CROP is contingent upon annual funding in the General Appropriations Act. In 2020, the Florida Legislature appropriated $1,000,000 to CROP.

The CROP is a statewide program created in 1983 by the Florida Legislature. To participate in CROP, 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 considers the proposals and determines 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 199,000 students have been served by CROP since the program was initiated. In 2019-20, 874 new students joined the program and 1,994 students were served. The approximate cost per student was $484 for the project year. In 2019-20, there were 1,994 participants enrolled in CROP and a total of ten projects served 194 schools located across 20 counties. In addition, 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 2021-22.

For students to participate in CROP, they must meet both academic and economic eligibility criteria as described in Rule 6A-6.05282, Florida Administrative Code (F.A.C.). Of the students who participated in CROP during 2019-20, over 70 percent of the students were determined eligible for the Free or Reduced-Price Lunch program (which requires family income to be at or below 185 percent of the federal poverty guidelines).

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 CROP and the performance outcomes of program participants.

Key Findings. In accordance with the FDOE'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:	*CROP Students*	*Non-CROP Students*
Average Grade Point Average (GPA) for students in grades 9-12	2.96	2.67
Promotion rate for students in grades 6-11	98%	95%
Students who graduated with a standard high school diploma	98%	88%
High school graduates enrolled in higher education or employed full-time	72%	58%

Source: Percentages/aggregates based upon student-level files provided by the Bureau of PK-20 Education Reporting and Accessibility (PERA) (1509f, 1509g)

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 several 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 verified/cleaned, 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 PK-20 Education Data Warehouse (EDW) and the State University System (SUS).

This report focuses on the data available from 2019-20. The report is based primarily on a comparison of the participation and performance of the 2019-20 CROP cohort (n=1,994) with that of a non-CROP random sample (n=5,989) of similar backgrounds

and characteristics, stratified by race and income; assessments based on data for the 2018-19 CROP (n=1,891) and random (n=6,064) cohorts are also included.

SUPPLEMENTAL INFORMATION AND BEST PRACTICES

CROP 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 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 assistance.

- 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 preparation sessions for the Florida Standards Assessments (FSA), End-of-Course Assessments (EOC), Scholastic Assessment Test (SAT) and American College Test (ACT).

- College Tours – Projects provide CROP students and parents the opportunity to visit 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 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 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 the 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 into and complete a postsecondary education.

The data presented in this report indicates that the majority of the students currently served in the program are from low-income families. Without the interventions provided through CROP, these students are less likely to pursue a postsecondary education.

Based on the data presented, the program continues to provide evidence that CROP students perform better than the comparative sample group in many academic areas, i.e., higher grade point averages, and promotion, graduation, postsecondary enrollment and employment rates. Additionally, the most recent data suggests that a majority are maintaining a "C" average or better during their first year in postsecondary education, while approximately three-quarters of the CROP seniors that enroll in a postsecondary institution are utilizing financial aid in support of their efforts to obtain a college degree. The College Reach-Out Program remains a proven and valuable component in supporting Florida's commitment to provide equity and access to higher education for all students.

To improve CROP's efforts in accomplishing the goals of the program, we recommend creating enhanced data systems that track participants' college readiness and degree attainment to monitor the progress of projects and build accountability.

2019-20 DATA AND FINDINGS

Student Demographics. CROP serves a diverse population that includes Black/African-American, Hispanic, White, Asian, American Indian and multiracial students. CROP supports underrepresented students in reaching their educational goals through academic and personal growth. During the 2019-20 project year, participation by female students remained constant at 63 percent compared to the prior year. Additionally, approximately one in ten students served were reported to have disabilities.

In 2019-20, Black/African-American students accounted for 66 percent of CROP participants (67 percent in 2018-19); Hispanic students comprised 24 percent (23 percent in 2018-19); White students constituted five percent (four percent in 2018-19); Asian students, one percent; American Indian students, two-tenths of one percent; and other racial/ethnic groups accounted for four percent. The racial/ethnic composition of the 2019-20 CROP cohort is shown below.

**Percentage of Students Enrolled by Race/Ethnicity, 2019-20 CROP Cohort**
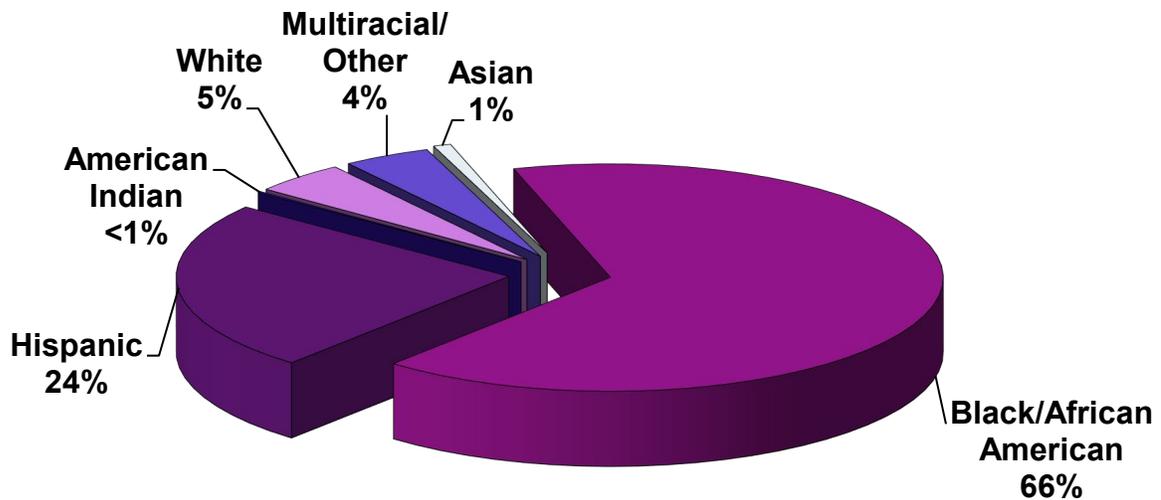
Source: College Reach-Out Program Office
Note: Percentages may not add up to 100 percent due to rounding.

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 high school, 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 2019-20 is indicated in the following graph.

Number of Students Enrolled per Grade Level, 2019-20 CROP Cohort
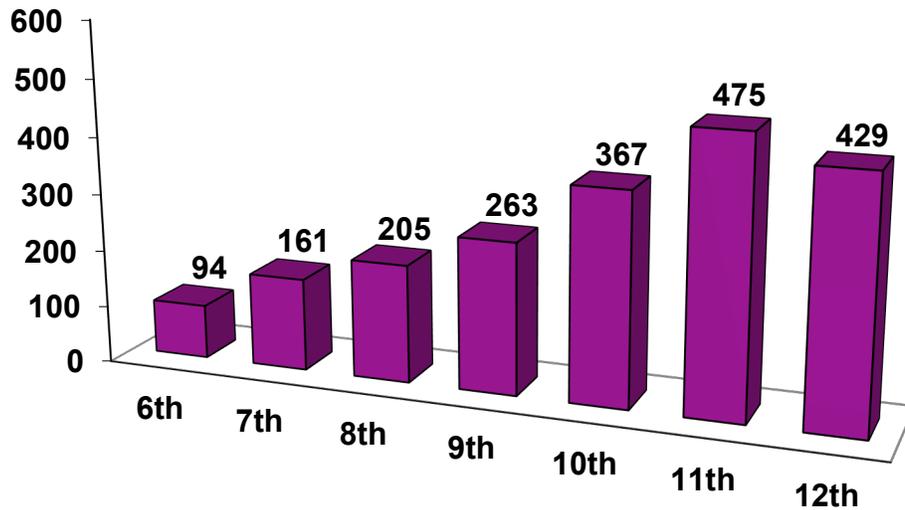
Source: College Reach-Out Program Office

Student Retention. The majority of students returning to CROP attended high school, while more than 40 percent of new participants were recruited from students in middle school. In 2019-20, 75 percent of all eligible students returned to CROP, compared to 62 percent in 2018-19.

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 2018-19 and 2019-20. The random sample was stratified by income and race to reflect demographic characteristics similar to those of the CROP participants.
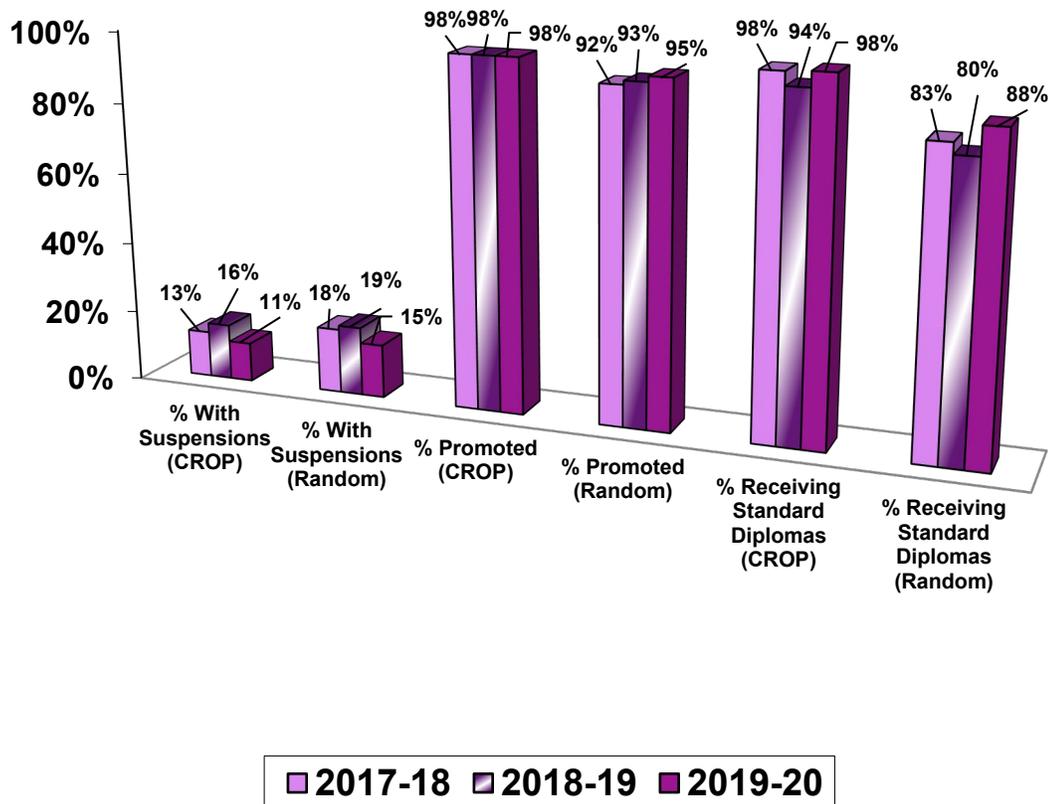
Grade Promotion. In 2019-20, the percentage of CROP students in grades 6-11 academically promoted to the next grade remained constant (98 percent in 2018-19), while the promotion rate for the random sample (95 percent) increased by two percentage points over the previous year (93 percent in 2018-19).

Educational Attainment. Ninety-eight percent of all CROP seniors graduated with a standard high school diploma in 2019-20, compared to 88 percent of seniors in the random sample; the analogous figures for 2018-19 were 94 percent and 80 percent, respectively.

Historical Trends in Grades 6-12 Outcome Measures
(2017-18 through 2019-20)

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**

Chart data:

Category	2017-18	2018-19	2019-20
% With Suspensions (CROP)	13%	16%	11%
% With Suspensions (Random)	18%	19%	15%
% Promoted (CROP)	98%	98%	98%
% Promoted (Random)	92%	93%	95%
% Receiving Standard Diplomas (CROP)	98%	94%	98%
% Receiving Standard Diplomas (Random)	83%	80%	88%

Legend: 2017-18, 2018-19, 2019-20

Source: Percentages/aggregates based upon a student-level file provided by PERA1509g

Grade Point Average (GPA). In 2019-20, CROP students in grades 9-12 achieved a higher average GPA than those in the random sample (2.96 versus 2.67). The average GPA increased for both the CROP cohort and the random sample students, compared to 2018-19 (2.89 and 2.60, respectively).

Attendance. CROP students in grades 6-12 continued to average fewer absences in 2019-20 than students in the random sample (7.8 versus 9.8, respectively); the absenteeism rate for both the CROP cohort and the random sample students decreased, compared to 2018-19 (8.9 versus 11.7, respectively). Additionally, in 2019-20, the percentage of CROP students absent for 21 days or more (8.3 percent) was lower than

the percentage for the random sample (12.2 percent) and the percentage for all students statewide (9.8 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' mastery 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. Since each performance level is based on a range of scores, the analysis of test results includes comparisons of the average scale scores attained by the CROP and random cohorts as well as all test takers statewide.

Performance of CROP Students on the FSA and EOC Assessments. Due to the COVID-19 pandemic, spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled, pursuant to the State of Florida Executive Order No. 20-52 and Florida Department of Education Emergency Order No. 2020-EO-1 Therefore, the data below reflects the assessment data from the 2018-19 year. CROP students continued 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 continued to demonstrate that the services provided by CROP had a positive impact on the academic outcomes of traditionally lower-performing students.

Comparative Analysis: Postsecondary Outcome Measures

Postsecondary Outcomes. The mission of the FDOE 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. CROP 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.

CROP persists in its commitment to increase the academic performance and college readiness of student participants. To be considered for admission to a degree program in a Florida postsecondary institution, all students must, at minimum, possess a standard high school diploma or its equivalent as defined in Florida Statutes and Florida Administrative Code. Additionally, for students to be college and career ready, students must have the knowledge, skills and academic preparation needed to enroll and succeed in college-level courses.

College Placement Assessment. The Postsecondary Education Readiness Test (P.E.R.T.) is Florida's customized common placement test that is used to assess the readiness of students who intend to enter a degree program at any public postsecondary educational institution. The P.E.R.T. assessment is aligned with the Florida Postsecondary Readiness Competencies, which correspond to the knowledge and skills necessary for success in entry-level college credit coursework. The assessment includes competencies in the areas of mathematics, reading and writing.

To be considered college and career ready, students must demonstrate mastery of the Florida Postsecondary Readiness Competencies in English and mathematics. Students scoring below state-adopted common cut scores in these discipline areas are required to enroll in and successfully complete developmental education (remedial) courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education college-credit courses.

Performance on the Postsecondary Education Readiness Test. An analysis of test results for the CROP students, compared to those of the random sample, includes the following:

In 2019-20, 31 percent of CROP students in grade 11 met or exceeded the college ready score for mathematics, compared to 22 percent of the eleventh grade students in the random sample; 37 percent met or exceeded the college ready score on the reading assessment, compared to 38 percent of the eleventh grade students in the random sample; and 48 percent met or exceeded the college ready score on the writing assessment, compared to the same percent of the eleventh grade students in the random sample. Additionally, compared to 2018-19, the percentage of students scoring above the minimum in each of the three subjects increased for the CROP cohort, but decreased for the students in the random sample. (***Source:*** *Percentages/aggregates based upon a student-level file provided by PERA1509g)*

Postsecondary Enrollment and Employment. An analysis of the postsecondary outcomes of 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 68 percent of the 2018-19 CROP high school graduates with a standard diploma were enrolled in the Florida public colleges and universities in 2019-20, compared to 51 percent of 2017-18 graduates in the random cohort; the analogous figures for the 2017-18 graduates that matriculated to a postsecondary institution in Florida in 2018-19 were 64 percent (CROP) and 57 percent (random sample).

Postsecondary Selection and Enrollment. Based on the most recent data available, 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 2018-19 CROP graduates who enrolled in postsecondary education attended a public college, 26 percent attended a state university, five percent attended a private institution and eight percent were enrolled in postsecondary career technical coursework.

- Sixty-five percent of the 2018-19 random cohort graduates who enrolled in postsecondary education attended a public college, 22 percent attended a state university, six percent attended a private institution and seven percent were enrolled in postsecondary career technical coursework.

2018-19 CROP High School Graduates in Postsecondary Education (n=255)

Public College 61%
Private College 5%
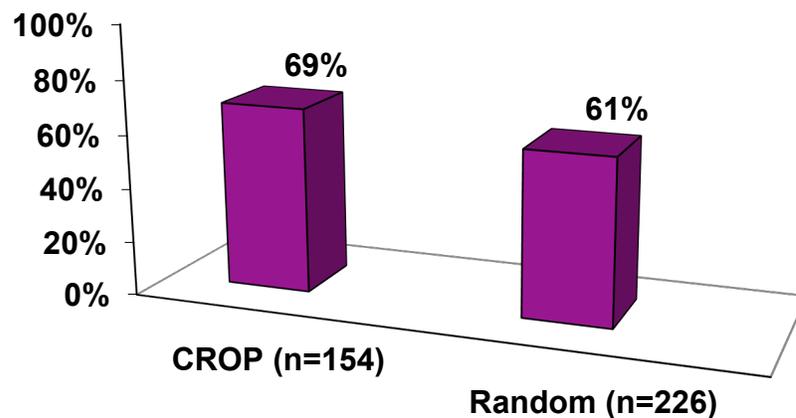Public University 26%
District Postsecondary 8%
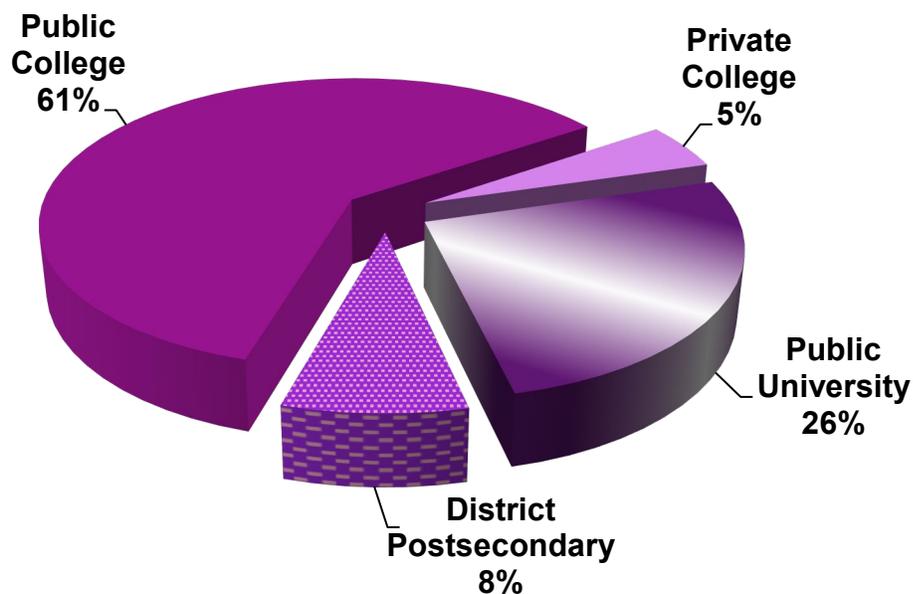
Source: Percentages/aggregates based upon a student-level file provided by PERA1509f

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 2018-19, 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.

- Sixty-nine percent of the 2018-19 CROP graduates and 61 percent of the random sample graduates that attended a public college in 2019-20 had a GPA of 2.0 or higher; the analogous figures for the 2017-18 graduates were 71 percent and 61 percent, respectively.

- Ninety percent of the 2018-19 CROP graduates and 89 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 (91 percent and 88 percent for the 2017-18 CROP and random sample graduates).

- Additionally, while enrolled in a state university during their first year, the 2018-19 CROP graduates attained an average GPA of 2.96; the random sample graduates attained an average GPA of 2.97. The average GPA increased for both the CROP cohort and the random sample, compared to the 2017-18 CROP (2.92) and random sample graduates (2.95).

**Students with a GPA of 2.0 or Higher in Public Colleges,
2018-19 CROP and Random High School Graduates**

Source: Percentages/aggregates based upon a student-level file provided by PERA1509f
Note: In academic year following high school graduation.

**Students with a GPA of 2.0 or Higher in State Universities,
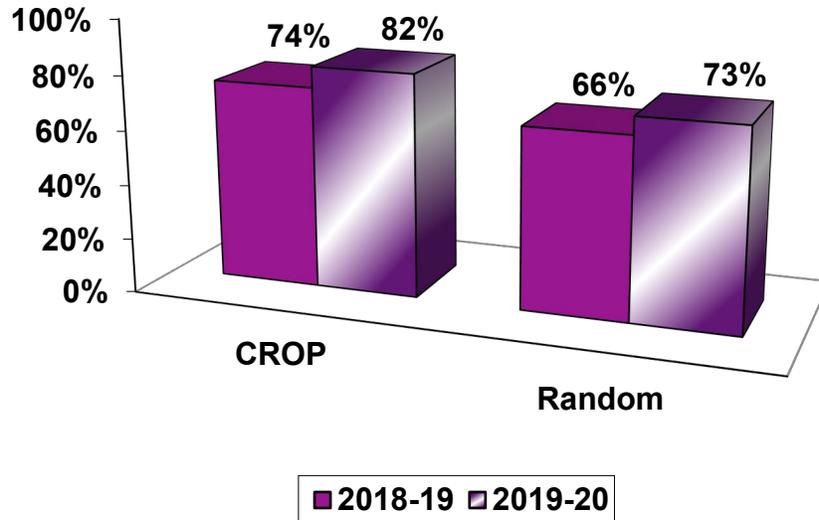2018-19 CROP and Random High School Graduates**
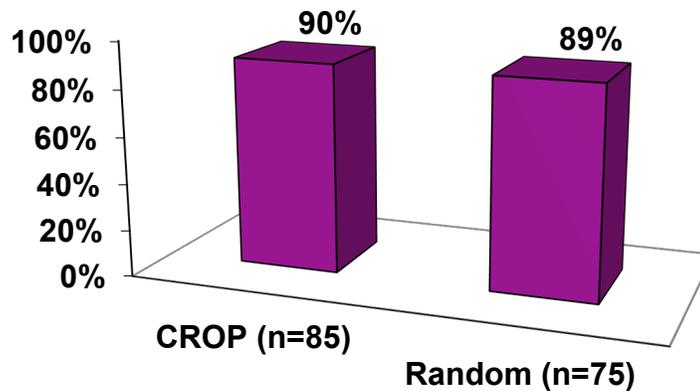
Source: Percentages/aggregates based upon a student-level file provided by PERA1509f
Note: In academic year following high school graduation.

Financial Need of CROP students. The legislative intent of CROP 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 temporary cash or public assistance programs.

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 2019-20.

- In 2019-20, of the CROP seniors who applied for a Florida Student Assistance Grant (FSAG) award, 82 percent were awarded funds compared to 74 percent of those applying in 2018-19; the analogous figures for seniors in the random cohort were 73 percent (2019-20) and 66 percent (2018-19).

- Additionally, 66 percent of CROP seniors who applied for a Bright Futures scholarship in 2019-20 received funds compared to 65 percent of the random sample seniors. The corresponding figures for seniors applying in 2018-19 were 68 percent (CROP) and 63 percent (random sample).

- In addition to this state aid, 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 the Florida Student Assistance Grant (FSAG), CROP and Random Cohorts, 2018-19 and 2019-20


Source: Percentages/aggregates based upon a student-level file provided by PERA1509g
Note: In academic year following high school graduation.

Students Who Received Bright Futures, CROP and Random Cohorts, 2018-19 and 2019-20
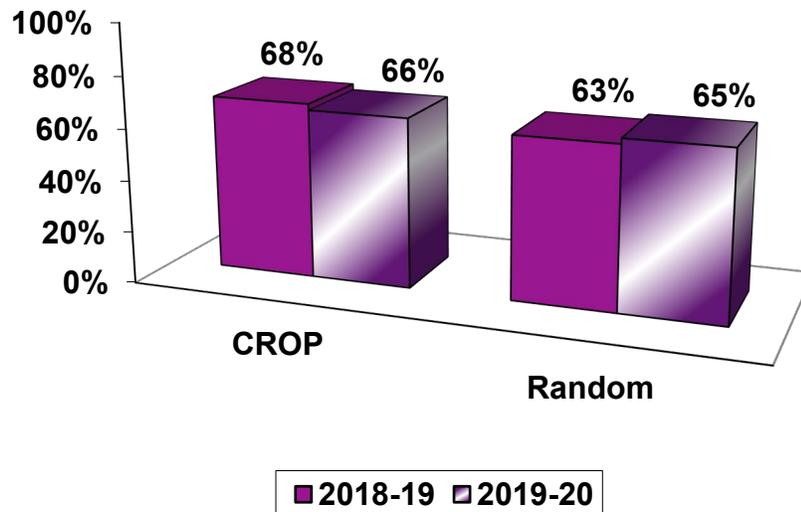
Source: Percentages/aggregates based upon a student-level file provided by PERA1509g
Note: In academic year following high school graduation.

Appendix A
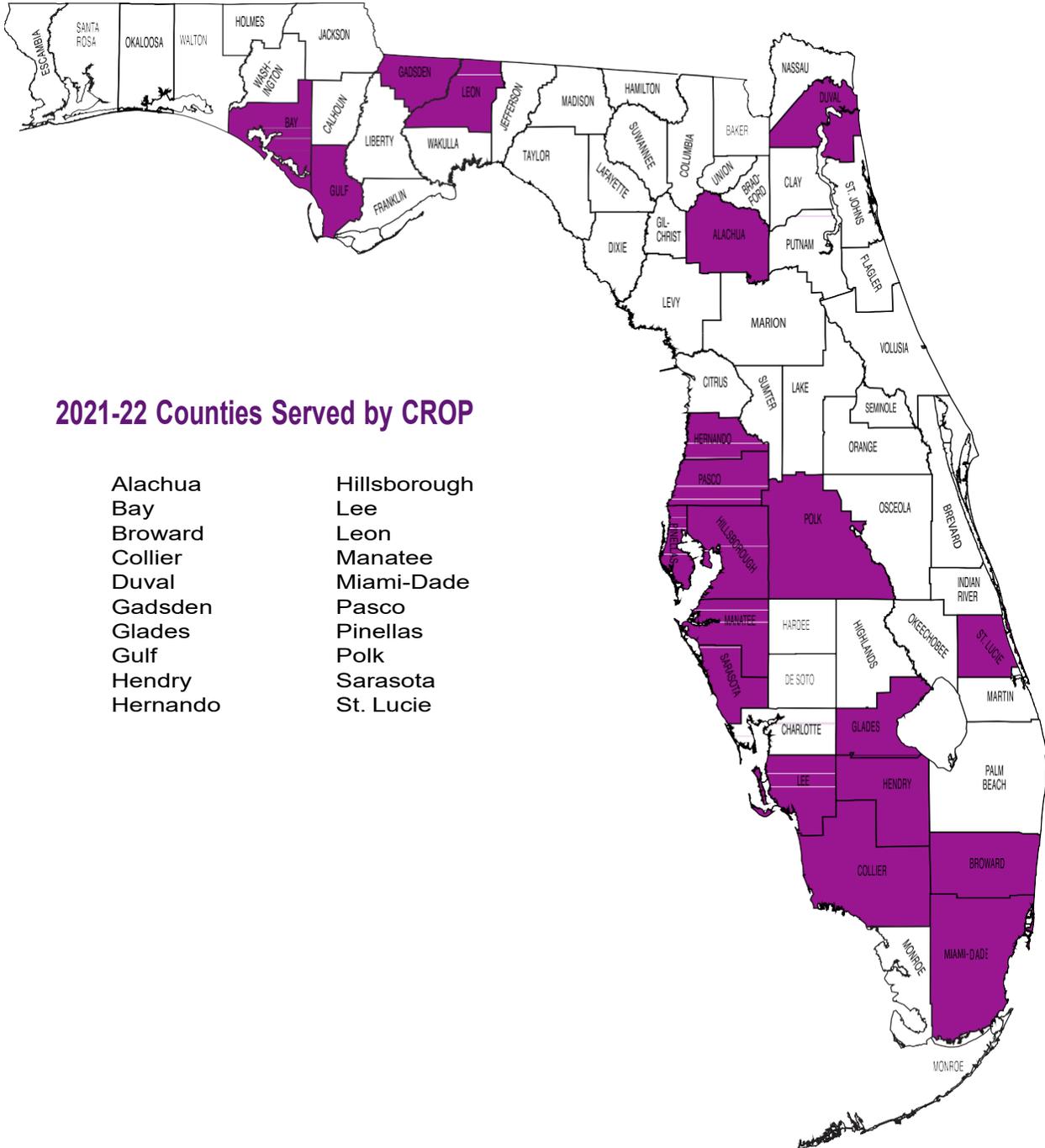
2021-22 Counties Served by CROP

Alachua	Hillsborough
Bay	Lee
Broward	Leon
Collier	Manatee
Duval	Miami-Dade
Gadsden	Pasco
Glades	Pinellas
Gulf	Polk
Hendry	Sarasota
Hernando	St. Lucie

Appendix B

2021-22 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

2021-22 Schools Served by CROP, by County

Alachua
Abraham Lincoln Middle School
Howard W. Bishop Middle School
Oak View Middle School
Westwood Middle School
Hawthorne Middle/High School
Eastside High School
Gainesville High School
Santa Fe 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
Surfside Middle School
A. Crawford Mosley High School
Bay High School
J.R. Arnold High School
Rutherford High School

Broward
Pembroke Pines Charter Schools
Miramar High School

Collier
Immokalee High School
Golden Gate High School
Palmetto Ridge High School

Duval
Highlands Middle School
Jefferson Davis Middle School

Duval (Cont'd)
Jean Ribault Middle/High Schools
Andrew Jackson High School
Edward H. White High School
First Coast High School
Riverside High School
William M. Raines High School

Gadsden
Crossroads Academy
Gadsden County High School

Glades
West Glades Middle School
Moore Haven Middle High School

Gulf
Port St. Joe High School

Hendry
Labelle High School

Hernando
Brooksville Engineering, Science, and
Technology (B.E.S.T) Academy
D.S. Parrot Middle School
Fox Chapel Middle School
Powell Middle School
West Hernando Middle School
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
Rampello K-8 Magnet School
Woodmont Charter School
Bell Creek Academy Middle/High Schools

Appendix C

2021-22 Schools Served by CROP, by County (Cont'd)

Hillsborough (Cont'd)

Barrington Middle School
Benito Middle School
Burnett Middle School
Burns Middle School
Dowdell Middle Magnet School
Ferrell Middle Magnet School
Franklin Middle Magnet School
Greco Middle Magnet School
Liberty Middle School
Orange Grove Middle Magnet School
Pierce Middle School
Progress Village Middle Magnet School
Shields Middle School
Stewart Middle Magnet School
Terrace Community Middle School
Webb Middle School
Williams Middle Magnet School
Young Middle Magnet School
Armwood High School
Blake High School
Bloomingdale High School
Brandon High School
Brooks DeBartolo Collegiate High School
Dr. Kiran C. Patel High School
Durant High School
Freedom High School
Gaither High School
Hillsborough High School
Jefferson High School
Jule F. Sumner High School
King High School
Middleton High School
Newsome High School
Plant High School
Riverview High School
Robinson High School
Spoto High School
Steinbrenner High School

Hillsborough (Cont'd)

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

Lee

Fort Myers Middle Academy
Harns Marsh Middle School
Dunbar High School
East Lee County High School
Fort Myers High School
Island Coast High School
Lehigh Senior High School

Leon

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

Manatee

Electa Lee Magnet Middle School
Bayshore High School
Manatee 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 0. Sibley K-8 Academy
Highly Inquisitive and Versatile Education
(HIVE) Preparatory School
Brownsville Middle School
Carol City Middle School
David Lawrence Jr. K-8 Center

2021-22 Schools Served by CROP, by County (Cont'd)

Miami-Dade (Cont'd)
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
William H. Turner Technical Arts High Sch.

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

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

Polk
Crystal Lake Middle School
Southwest Middle School
Westwood 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
Winter Haven Senior High School

Sarasota
Heron Creek Middle School
Booker High School
Riverview High School
Sarasota High School

St. Lucie
Lincoln Park Academy
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
Fort Pierce Westwood Academy
Port St. Lucie High School
St. Lucie West Centennial High School

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