

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2021-2022

FLORIDA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 36.50 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

2.1 ACCOUNTABILITY

2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement by reason identified.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG866.

Reason Type	Number of Schools	Number of Title I Schools	Number of Non-Title I Schools
Lowest performing five percent of Title I schools	489	.	.
High schools failing to graduate one third or more of their students	130	.	.

2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG867.

Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	223	.	.

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the State's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696.

Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
All students	S	206334	87.3
American Indian or Alaska Native	S	605	86
Asian or Pacific Islander	S	6794	95.7
Asian	S	6423	96.3
Native Hawaiian or Other Pacific Islander	S	371	87
Black or African American	S	43333	82.1
Hispanic or Latino	S	69417	85.9
White	S	79499	90.6
Two or more races	S	6686	88.5
Children with Disabilities (IDEA)	S	26282	83.6
English learners	S	18509	73.1
Economically disadvantaged students	S	107228	83.2
Children in foster care	S	1193	59
Children who are homeless	S	9552	74.0

Frequently asked questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739.

Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# For Which Data Are Unavailable	Total
All students	96254	S	92601	S
American Indian or Alaska Native	267	S	328	S
Asian or Pacific Islander	4714	S	1899	S
Asian	4599	S	1770	S
Native Hawaiian or Other Pacific Islander	115	S	129	S
Black or African American	17008	S	22247	S
Hispanic or Latino	31372	S	30201	S
White	39731	S	34791	S
Two or more races	3162	S	3135	S
Female	54205	S	40932	S
Male	42049	S	51669	S
Children with Disabilities (IDEA)	6438	S	18611	S
English Learners	1578	S	4504	S
Economically disadvantaged students	40601	S	50391	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Special Services or Programs	# Students Served
Children with disabilities (IDEA)	275504
English learners	212031
Homeless students	57700
Migrant students	12083

2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Race Ethnicity	# Students Served
American Indian or Alaska Native	4217
Asian	25902
Black or African American	445567
Hispanic or Latino	625111
Native Hawaiian or Other Pacific Islander	2500
White	415476
Two or more races	57312
Total	1576085

2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670.

Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
Age Birth through 2	4031	0	0	0	4031
Age 3 through 5 (not Kindergarten)	50898	0	0	0	50898
Kindergarten	130788	33	1	787	131609
Grade 1	129423	34	2	854	130313
Grade 2	130485	42	5	1014	131546
Grade 3	137819	48	15	1126	139008
Grade 4	127649	67	12	1256	128984
Grade 5	139008	59	7	1336	140410
Grade 6	122605	67	15	1067	123754
Grade 7	122860	68	20	931	123879
Grade 8	128381	73	43	746	129243
Grade 9	95125	73	99	352	95649
Grade 10	91958	76	159	338	92531
Grade 11	82645	49	429	328	83451
Grade 12	81636	85	0	156	81877
Ungraded	0
Total	1575311	774	807	10291	1587183

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2021 through June 30, 2022.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:

o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.

o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.

o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	11	54
Juvenile corrections	.	.
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

FAQ on programs and facilities - subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	11
Juvenile corrections	.
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

2.5.1.3 Students Served - Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	.	.	.	245	.
Total Unduplicated Students Served	.	.	.	646	.

Provide the number of students served by special populations.

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	.	355	.
English learners	.	.	.	100	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	.	.	.	1	.
Asian	.	.	.	2	.
Black or African American	.	.	.	440	.
Hispanic or Latino	.	.	.	73	.
Native Hawaiian or Other Pacific	.	.	.	0	.
White	.	.	.	130	.
Two or more races	.	.	.	0	.
Total	.	.	.	646	.

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	.	.	.	50	.
Male	.	.	.	596	.
Total	.	.	.	646	.

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Age 3 through 5	.	.	.	0	.
Age 6	.	.	.	0	.
Age 7	.	.	.	0	.
Age 8	.	.	.	0	.
Age 9	.	.	.	0	.
Age 10	.	.	.	0	.
Age 11	.	.	.	0	.
Age 12	.	.	.	0	.
Age 13	.	.	.	0	.
Age 14	.	.	.	1	.
Age 15	.	.	.	9	.
Age 16	.	.	.	17	.
Age 17	.	.	.	93	.
Age 18	.	.	.	45	.
Age 19	.	.	.	91	.
Age 20	.	.	.	160	.
Age 21	.	.	.	230	.
Total	.	.	.	646	.

FAQ on unduplicated count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

2.5.1.4 Academic, Career, and Technical Outcomes While in the State Agency Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785.

Outcomes (Once per Student, Only after Exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Enrolled in local district school				S	

Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Obtained high school diploma					
Were accepted and/or enrolled into post-secondary education					
Enrolled in job training courses/programs					
Enrolled in a GED program					
Earned high school course credits					
Obtained employment					
Earned a GED					

Outcomes	Juvenile Corrections - 90 Days after Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days after Exit	Other Programs - In Fac	Other Programs - 90 Days after Exit
Obtained high school diploma		S	S		
Were accepted and/or enrolled into post-secondary education		S	S		
Enrolled in job training courses/programs		123	S		
Enrolled in a GED program		138	S		
Earned high school course credits		S	S		
Obtained employment		S	95		
Earned a GED		62	S		

2.5.2 Academic Performance - Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1 Academic Performance in Reading - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628.

Performance Data (Based on Most Recent Pre Post-Test Data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams				38	
Long-term students with no change in grade level from the pre- to post-test exams				7	
Long-term students with improvement up to one full grade level from the pre- to post-test exams				34	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams				98	
Total students pre/post-tested				177	

2.5.2.2 Academic Performance in Mathematics - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628.

Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams				36	
Long-term students with no change in grade level from the pre- to post-test exams				14	
Long-term students with improvement up to one full grade level from the pre- to post-test exams				41	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams				80	
Total students pre/post-tested				171	

2.5.3 LEA Title I, Part D Programs and Facilities - Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	29	147
Juvenile corrections	27	130
Juvenile detention	21	44
Neglected programs	6	81
Other programs	19	163
Total	102	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	29
Juvenile corrections	27
Juvenile detention	21
Neglected programs	6
Other programs	19
Total	102

Data Quality Comments

2.5.3.3 Students Served - Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	4520	207	1193	1524	1443
Total Unduplicated Students Served	7379	727	8050	2663	2134

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with one or more disabilities (IDEA)	1771	123	2031	949	349
English learners	242	9	125	27	29

Provide the number of students served by race/ethnicity.

Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	22	4	20	15	5
Asian	42	6	27	5	8
Black or African American	2871	241	4305	1570	842
Hispanic or Latino	1984	351	1192	279	494
Native Hawaiian or Other Pacific	10	.	3	3	4
White	2075	101	2207	739	653
Two or more races	375	24	296	52	128
Total	7379	727	8050	2663	2134

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	2873	305	1546	290	1423
Male	4506	422	6504	2373	711
Total	7379	727	8050	2663	2134

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Age 3 through 5	10	1	.	.	.
Age 6	1	6	.	.	.
Age 7	4	17	.	.	.
Age 8	16	13	.	.	.
Age 9	24	12	1	.	.
Age 10	37	18	3	1	.
Age 11	90	16	24	4	7
Age 12	289	27	117	6	61
Age 13	619	52	331	37	199
Age 14	889	69	737	118	287
Age 15	1145	118	1302	303	437
Age 16	1202	133	1755	524	478
Age 17	1304	155	2220	774	361
Age 18	1280	90	1369	642	247
Age 19	378	.	163	194	57
Age 20	82	.	23	48	.
Age 21	9	.	5	12	.
Total	7379	727	8050	2663	2134

FAQ on unduplicated count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

2.5.3.4 Academic, Career, and Technical Outcomes While in the LEA Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784.

Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in local district school	1954	162	2242	720	710

Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
Obtained high school diploma	215	425	S	7	S
Obtained employment	1320	1428	27	38	746
Were accepted and/or enrolled into post-secondary education	59	27	S	S	22
Enrolled in job training courses/programs	12	3	S	S	13
Enrolled in a GED program	4	S	S	S	24
Earned a GED	5	8	S	S	39
Earned high school course credits	2286	2587	69	87	537

Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
Obtained high school diploma	32	32	55	14	26
Obtained employment	780	128	274	280	316
Were accepted and/or enrolled into post-secondary education	5	10	4	10	6
Enrolled in job training courses/programs	S	S	S	S	S
Enrolled in a GED program	S	10	S	S	S
Earned a GED	32	57	48	19	6
Earned high school course credits	1102	854	1011	753	602

2.5.3.5 Academic Performance - Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1 Academic Performance in Reading - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on Most Recent Pre Post-Test Data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	17	S	22	57	118
Long-term students with no change in grade level from the pre- to post-test exams	109	S	7	111	84
Long-term students with improvement up to one full grade level from the pre- to post-test exams	23	S	4	101	124
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	8	S	6	76	117
Total students pre/post-tested	157	S	39	345	443

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021, through June 30, 2022.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	6	S	28	44	130
Long-term students with no change in grade level from the pre- to post-test exams	108	S	6	103	93
Long-term students with improvement up to one full grade level from the pre- to post-test exams	21	S	S	109	106
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	18	S	S	89	119
Total students pre/post-tested	153	S	39	345	448

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$30,775,720
Safe and Healthy Students	\$18,435,245
Effective Use of Technology	\$8,573,884

Data Quality Comments

Florida's Title IV, Part A grant period for LEAs shifted from 13 months (2020-21) to 12 months (2021-22). During CSPR reporting last year, Florida was below the threshold. Last year, the reason was most likely because one month of LEA programming and expenditures were not included. It should also be noted that the month overlap at that time would have been a time period when many LEAs would use a considerable amount of funds (end of summer and beginning of school). This year, LEAs provided the total amount expended for the 12-month period which would have included an overlap of the one month that was not included last year. This would have also been the month with the potential for a significant amount of LEA programming as noted above.

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the 'Any' category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	74
Safe and Healthy Students	70
Effective Use of Technology	69
Any Content Area	76

Data Quality Comments

In 2021-22, Florida added a new charter LEA. The new LEA did not expend funds.

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2021-2022?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
1

Data Quality Comments

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	1
Student Support and Enrichment Grants (Title IV, Part A)	1	0
Supporting Effective Instruction (Title II, Part A)	0	0

Data Quality Comments

In the table below provide the total amount of FY 2021 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$125,157
Student Support and Enrichment Grants (Title IV, Part A)	\$125,157	\$0
Supporting Effective Instruction (Title II, Part A)	\$0	\$0

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	24
Activities authorized under Part A of Title II	11
Activities authorized under Title III	2
Activities authorized under Part A of Title IV	7
Parental involvement activities	7

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

Florida's program objectives are increasing the percent of students graduating with a standard high school diploma, improving student performance on statewide assessments in the four core content areas, and increasing the percentage of students earning an industry certification. Graduation – Florida's high school graduation rate decreased by 2.8 percentage points over the last year but still exceeds the pre - pandemic rate and has increased significantly over the past eighteen years. The overall state graduation rate in 2021-2022 was 87.3%. Six rural school districts were above the state average, and eight rural school districts increased their graduation rates from the previous year. Though the state graduation rate declined by 2.8 percentage points compared to last year, it is up by 0.4 percentage points compared to 2018 - 19, which is the last year the statewide, standardized assessment requirements for graduation were in place.

Student Performance – The Florida Standards Assessments (FSA) measure student achievement of the Florida Standards, which specify the challenging content Florida students are expected to learn in the subject areas of English language arts and mathematics. The statewide science assessment annually measures student achievement of the Next Generation Sunshine State Standards (NGSSS) in science. The Florida End-of-Course (EOC) Assessments are computer-based tests that also measure the NGSSS in Biology 1, U.S. History and Civics, as outlined in their course descriptions. ELA – State performance at Level 3 and above on the FSA ELA in grades 3-10 remained the same (52%) from 2021 to 2022. Forty-eight percent of rural school districts-maintained performance or increased the percentage of students scoring proficient or above on the FSA ELA and three rural districts exceeded the state average. Rural school district performance at Level 3 and above on the FSA ELA in grades 3-5 is notable as 66% of rural school districts-maintained performance or increased the percentage of students scoring proficient or above. Five exceeded the state average. State performance in grades 6-8 decreased by 1 percentage point from 2021 to 2022 (51% to 50%) and only 22% of rural school districts-maintained performance or increased the percentage of students scoring proficient or above. State performance in grades 9-10 remained the same (50%), and 41% of rural school districts-maintained performance or increased the percentage of students scoring proficient or above. Mathematics – State performance at Level 3 and above in Mathematics in grades 3-8 increased by 4 percentage points from 2021 to 2022 (51% to 55%). Seven rural school districts exceeded the state average, and 85% of rural school districts-maintained performance or increased the percentage of students scoring proficient and above. Rural school district performance at Level 3 and above on the FSA ELA in grades 3-5 and grades 6-8 is notable as 74% and 70%, respectively, of rural school districts-maintained performance or increased the percentage of students scoring proficient or above. State level performance at Level 3 and above on the FSA Algebra 1 EOC increased by 2 percentage points (47% to 49%). Sixty-seven percent of rural school districts-maintained performance or increased the percentage of students scoring proficient and above on the FSA Algebra 1 EOC. State performance on the FSA Algebra 1 EOC in grades 8 and lower increased by 6 percentage points (78% to 84%) from 2021 to 2022, and 65% of rural school districts-maintained performance or increased the percentage of students scoring proficient in the same category. Forty-four percent of rural school districts-maintained performance or increased the percentage of students in grades 9-12 scoring proficient on the FSA Algebra 1 EOC. State level performance at Level 3 and above on the Geometry EOC increased 3 percentage points from 2021 to 2022 (46% to 49%). Fifty-seven percent of rural school districts-maintained performance or increased the percentage of students in grades scoring proficient on the FSA Geometry EOC. Seven rural school districts exceeded the state average. Social Studies – State level performance at Level 3 and above on the Civics EOC increased 3 percentage points from 2021 to 2022 (64% to 69%), and 37% of rural school districts-maintained performance or increased the percentage of students scoring proficient. State level performance at Level 3 and above on the U.S. History EOC increased 2 percentage points from 2021 to 2022 (63% to 65%), and 41% of rural school districts-maintained performance or increased the percentage of students scoring proficient. Science – State level performance at Level 3 and above on the Grade 5 Statewide Science Assessment increased 1 percentage point from 2021 to 2022 (47% to 48%), and 52% of rural school districts-maintained performance or increased the percentage of students scoring proficient. While the Grade 8 state performance remained, 44% of rural school districts-maintained performance or increased the percentage of students scoring proficient. Forty-one percent of rural school districts-maintained performance or increased the percentage of students scoring proficient on the Biology EOC. Beginning with the 2022-23 school year, students will take Florida's Assessment of Student Thinking (FAST), which will be a Coordinated Screening and Progress Monitoring System of assessments, as required under provisions of Senate Bill 1048 (2022). The new progress monitoring system will be aligned to the Benchmarks of Excellent Student Thinking (B.E.S.T.) standards and is designed to provide more frequent, actionable feedback to teachers, parents and students. Industry Certification – Florida's rural districts increased the number of industry certifications earned. The total number of certifications earned in 2020-21 by K-12 students in rural districts was 7,979. In 2021-22 this number increased to 8,814. Over sixty percent of rural districts increased the number of certifications earned by students from 2020-21 to 2021-22. Most certifications, approximately 20%, were earned in the field of agriculture, and 15% of certifications were earned in the field of information technology.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
<p>Florida provided support to all eligible school districts in the form of phone calls, e-mails, webinars, conferences, technical assistance documents, and updated information on the department Title V website. The program office recorded all school district programs and activities and those are available as a resource to rural school districts. The program office also created a separate data section of the website for school districts to understand the data used to calculate the allocation. Multiple offices within the department provided fiscal assistance and monitoring. School districts received application guidance. The program office provided targeted technical assistance in the form of application and amendment review for each eligible Title V school district. Support also included scheduling one-on-one meetings to review issues, discrepancies, and findings, as necessary.</p>

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
<p>Florida uses the formula based on the number of students in average daily attendance served by eligible LEAs in the State. Data used for Allocations: The Florida Title V, Part B program uses the final allocation from the previous year and the most recent average daily attendance (ADA) to determine the preliminary allocation to districts. When the final grant award notification (GAN) is received from the United States Department of Education, the final allocation is calculated. Title V, Part B is a discretionary grant. Unused funds from this grant do not roll forward. Funds are reallocated to districts using ADA. The reallocation amount is generated after the Comptroller's Office receives all 399's and the undisbursed amount for all eligible districts is determined. The Comptroller's Office will provide a "Balance Notification" for the Title V, Part B program. The undisbursed amount displayed on the notification as "grant balance" for the previous year is reallocated to districts</p>

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	100

<p style="text-align: center;">Data Quality Comments</p>

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside report.

<p style="text-align: center;">Data Quality Comments</p>

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614.

STATE CERTIFICATION

**Did the State certify
this report?**

YES

**Date the State
certified**

5/24/2023 6:10:50 AM