Evaluation of the Florida Tax Credit Scholarship Program

Participation, Compliance and Test Scores in 2014-15

Zahid Kisa Melissa Dyehouse Toby Park Brian Andrews-Larson

Carolyn Herrington

Learning Systems Institute
Florida State University

June 2016

Contents

Tables

Figures

EXECUTIVE SUMMARY

This report details the 2014-15 academic year evaluation results of the Florida Tax Credit Scholarship (FTC) program, as required by the Florida Statutes, s. 1002.395(9)(j). The ninth in a series of reports, this evaluation is the second of those conducted by the Florida State University Learning Systems Institute (LSI). This report provides a summary of key findings, details about test score collection, 2014-15 test score results of program participants, gain scores from 2013-14 to 2014-15, test score gains of individual schools with at least 30 or more students, attributes of new program participants in 2014-15, and the performance of program participants who return to Florida public schools.

Similar to the previous reports from 2013 onward this report also does not compare the performance of FTC students to public school students due to the difference in the tests that each group takes.

Pursuant to the Florida Statutes, s. 1002.395(9)(j), LSI was designated as the independent research organization and was directed to conduct annual evaluations of the Florida Tax Credit Scholarship program beginning in the year 2014. This report presents data collected by LSI during the years 2014-15 followed by the analysis and reporting of these data.

Compliance with program testing requirements, 2014-15:

- Compliance with program testing requirements is high in 2014-15. Private schools reported test scores for 95.9 percent of program participants in grades 3-10. This is the second-highest level of score reporting in program history and comparable to the highest level of score reporting (96.4 percent) that was observed in 2011-12. The main contributing factor for the increase in the percentage of legible, valid score is the decrease in the percentage of missing/unusable tests. In 2013-14, 7.9 percent of the expected test scores were missing or unusable. The rate of missing or unusable scores was 2.5 percent in 2014-15. Moreover, the fraction of students not enrolled during testing was at its lowest (0.4 percent) in 2014-15 compared to prior years. The other categories of score reporting remained at levels comparable to those observed in recent years. The rate of unreported scores due to school closures or student suspension was 0.2 percent, the rate of sick students was 0.6 percent, and the rate of students ineligible for testing was 0.4 percent.

- Students whose scores were successfully reported come from families with higher incomes (averaging $26,854 versus $23,423) and with parents more likely to be married (46.6 percent versus 37.8 percent). Moreover, students whose scores were successfully reported are more likely to be white (52.0 percent) and female (51.6 percent), compared to students with no test scores (49.6 percent white and 47.2 percent female). This finding is consistent with previous years' findings.

Differential program participation rates for different groups of students and families:

- As in previous years, new FTC students in 2014-15 were relatively more disadvantaged and lower-performing prior to entering the FTC program than free-lunch eligible, non-participant students. Moreover, they tend to come from lower-performing public schools.

- Former FTC students who return to the public schools tend to be those who were struggling the most in their private schools.

- Former FTC students who returned to the public schools appear to be lower performing compared to other subsidized-meal eligible public school students who never participated in the FTC program.

Test scores of program participants, 2014-15:

- FTC students scored at the 47th national percentile in reading and the 46th national percentile in mathematics. These scores are similar to previous years' scores.

- In terms of gain in national percentile ranking points from 2013-14 to 2014-15, the typical FTC student tends to maintain his or her relative position in comparison with all students nationally both in mathematics and reading. It is important to note that these national comparisons pertain to all students nationally, and not just students from low-income families.

1. BACKGROUND

This report details the 2014-15 academic year evaluation results of the Florida Tax Credit Scholarship Program, as required by the Florida Statutes, s. 1002.395(9)(j). The ninth in a series of reports, this evaluation is the second of those conducted by the Florida State University Learning Systems Institute. This report provides a summary of key findings, details about test score collection, 2014-15 test score results of program participants, gain scores from 2013-14 to 2014-15, test scores gains of individual schools with at least 30 or more students, attributes of new program participants in 2014-15, and the performance of program participants who return to Florida public schools. Similar to the three previous reports, this report also does not compare the performance of FTC students to public school students due to the difference in the tests that each group takes. While FTC students take a nationally norm-referenced test, public school students take the Florida Standards Assessments (FSA) Test. Because there is no correspondence between the FSA and the nationally norm-referenced tests that FTC students take, the independent research organization tasked with this evaluation, the Learning Systems Institute, holds that it is not valid to make these comparisons.

The original independent research organization that was contracted to conduct the FTC program evaluation was led by the Project Director, David Figlio. Beginning in 2007, David Figlio's team retrospectively collected test score data from private schools for the academic year 2006-07 and collected data directly from the private schools for the 2007-08 academic year. These reports continued each year

detailing the evaluation of the program using FTC students' test scores collected from private schools. The first report in which gain scores were reported for program participants was the 2010 report.

Pursuant to the Florida Statutes, s. 1002.395(9)(j), the Learning Systems Institute (LSI) has been directed to conduct annual evaluations of the Florida Tax Credit Scholarship program beginning in the year 2014. This report provides the results of the 2014-15 academic year evaluation of the Florida Tax Credit Scholarship Program.

2. TEST SCORE COLLECTION IN 2014-15

Data collection protocol

As mandated by s. 1002.395(8)(c)(2), participating private schools administered a nationally norm-referenced test approved by the Florida Department of Education. Schools had a variety of tests from which to choose, including the ACT/PLAN, Basic Achievement Skills Inventory, Comprehensive Testing Program, Educational Development Series, EXPLORE, Iowa Tests of Basic Skills, Kaufman Test of Educational Achievement, NWEA Measures of Academic Progress, Metropolitan Achievement Tests, PSAT/NMSQT, ReadiStep, Stanford Achievement Test, STAR, TerraNova, or Woodcock-Johnson Tests of Achievement. Alternatively, participating students could be administered statewide assessments at a public school in accordance with 1002.395(7)(e).

Data collection took place during the year 2014-15, in which private schools sent students' test scores to the independent research organization, The Learning

Systems Institute. The 1,285 private schools that had participating students in grades three through ten during the 2014-15 school year were contacted by the independent research organization in spring 2015 and again throughout spring and summer 2015 to encourage compliance with score reporting. Schools were provided a roster of participating FTC students, which was obtained in December from the Scholarship Funding Organization. [1] From the 1,285 private schools with participating FTC students, 36,106 of the students were in grades 3 to 10, which are the grades mandated for testing per s. 1002.395(8)(c)(2). Schools were instructed to submit students' test scores to the independent research organization. If schools had any missing or invalid student scores, they were instructed to provide an explanation backed by evidence, most commonly in the form of a notarized letter, for each missing or invalid student score.

Private school compliance

Score reporting in 2014-15

The large majority of schools were in compliance with test score reporting for the academic year 2014-15. Regarding test score submission, most schools sent photocopied test score sheets that had been scored by the testing company. In a smaller number of cases where tests had been scored by the schools or hand-scored, schools were instructed to send detailed test administration and scoring procedures. Throughout the spring and summer of 2015 the Learning Systems

[1] According to the former Project Director, David Figlio, the December roster is based on actual payments made to schools and is thus thought to contain a more precise representation of participating students than rosters from earlier in the school year.

Institute followed up with schools who had sent invalid test score results, including missing or incomplete test scores.

Test score sheets were sent to the independent research organization where they were stored in a locked room. As test score data was received, two data entry staff members recorded students' test scores and test information on a spreadsheet saved to a secure password-protected server. The scores were then reconciled with the hard copy scores to ensure the highest accuracy. Score sheets were shredded after this double-entry and reconciliation procedure as mandated by s. 1002.22(2)(d) of the Florida Statutes.

To obtain information about prior public schooling records, the electronic database of students' test scores, including information from student scholarship applications provided by the Scholarship Funding Organization, was sent to the Florida Department of Education (FLDOE) using its secured file share system. FTC student records were matched to FLDOE records in order to include information about students' FCAT scores, public schooling history, free/reduced lunch status, limited English proficiency, and disability status. A unique FLDOE identification number replaced students' identifying information. The FLDOE then returned via secure file share the matched and comparison data that were de-identified and stripped of any personal information. These de-identified data were then used for analysis.

There were 1,285 FTC participating schools with students in the relevant grades in 2014-15. The vast majority of the FTC participating schools provided

evidence of test administration consistent with the specifications of the program. Eight participating schools, serving 66 testing-eligible students, closed or did not participate in the program following the 2014-15 school year and hence did not provide test scores.

Table 1: Distribution of score reporting percentages: 2014-15 and prior years

	Academic year								
	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
Legible, valid scores received	72.7	92.7	89.8	91.3	93.5	96.4	92.3	90.0	95.9
Not enrolled at time of testing	19.5	2.7	5.6	5.8	3.5	2.1	5.1	0.8	0.4
Ineligible for testing	0.7	0.9	0.6	0.6	0.4	0.4	1.2	0.4	0.3
School closed/suspended	1.3	0.2	0.9	0.9	0.4	0.1	0.7	0.2	0.2
Student sick/absent	3.4	1	1.9	1.9	0.8	0.9	0.6	0.7	0.6
Missing/unusable test	2.5	2.6	1.2	1.2	0.3	0.3	1.2	7.9	2.5

There were 36,106 students in relevant grades participating in the FTC program in 2014-15. Valid, legible test scores were received for 34,469 FTC students. It is thus fair to conclude that about 96 percent of all expected test scores were received.

As seen in Table 1, the rate of legible, valid scores received in 2014-15 is the second-highest level of score reporting in program history and comparable to the highest level of score reporting (96.4 percent) that was observed in 2011-12. The main contributing factor for the increase in the percentage of legible, valid scores is

the decrease in the percentage of missing/unusable tests. In 2014-15, 2.5 percent of the expected test scores were missing or unusable. This rate was 7.9 percent in 2013-14. Moreover, the fraction of students not enrolled during testing, because they either left before testing or arrived after testing at the school, is at its lowest in 2014-15 compared to prior years. Only 0.4 percent of the expected students were not enrolled at the time of testing in 2014-15. This rate was 5.8 percent in 2009-10, 3.5 percent in 2010-11, 2.1 percent in 2011-12, 5.1 percent in 2012-13, and 0.8 percent in 2013-14 (See Table 1).

The other categories of score reporting remained at levels comparable to those observed in recent years. The rate of schools closed or suspended was 0.2 percent; the rate of sick/absent students was 0.6 percent. Lastly, 0.4 percent of students on the official roster were either deemed ineligible for test score reporting pursuant to s. 1002.395(8)(c)(2) or were not enrolled in the school identified on the official rosters.

Table 2: Distribution of percent and number of students with legible, valid scores: 2014-15 and prior years.

	Academic year								
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students	9,721	10,734	11,508	15,151	17,724	19,284	26,595	30,036	36,106
Number of students with legible, valid scores	7,067	9,949	10,333	13,829	16,575	18,583	24,534	27,020	34, 469
Percent of students with legible, valid scores	72.7	92.7	89.8	91.3	93.5	96.4	92.3	90.0	95.9

In 2014-15 the number of students in relevant grades participating in the program is the highest compared to previous years. This is because of an overall increase in program participation in relevant grades as well as increase in the percentage of legible, valid scores in 2014-15. As can be seen in Table 2, the number of enrolled students in relevant grades increased over the years and reached 36,106 in 2014-15. [2]

Comparison of students with legible, valid test scores to scholarship population

Although the rate of successful score reporting was high in 2014-15 at 95.9 percent, there were about 4 percent of students whose expected scores were not received. Thus, it is still important to examine whether the students whose test scores were successfully reported are comparable to the population enrolled in 2014-15. For this analysis we used data from the families' scholarship applications.

We found differences between students whose test scores were successfully reported and those whose scores were not successfully reported in terms of their family incomes, their parents' marital status, their gender and race. This finding is consistent with previous years' findings. As in previous years, students whose scores were successfully reported come from families with higher incomes (averaging $26,854 versus $23,423) and with parents more likely to be married (46.6 percent versus 37.8 percent). Moreover, students whose scores were successfully reported are more likely to be white (52.0 percent) and female (51.6 percent), compared to students with no test scores (49.6 percent white and 47.2

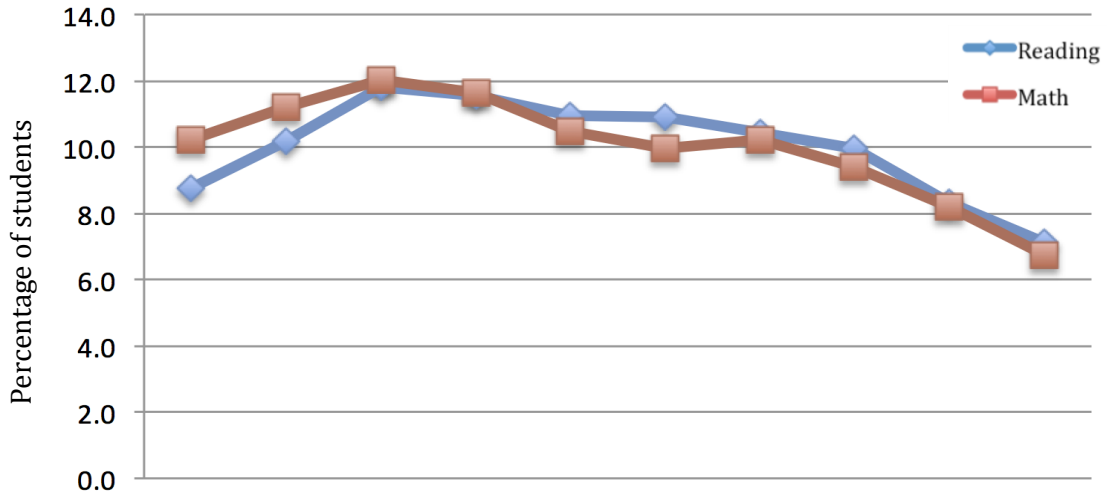
[2] Although the highest level of score reporting observed in 2011-12, which was 96.4 percent, the number of students with legible, valid scores was 18,583 that year. This is almost half of the number of students with legible, valid scores in 2014-15.

percent female). Observing that students with reported scores were somewhat more advantaged than students with no reported scores as in previous years makes sense as highly mobile students are likely to be less advantaged, and are more likely to have not been tested because they changed schools. We should note that we cannot make any claims about whether students with missing test scores would have had higher or lower gain scores than those with test scores available.

3. TEST SCORES OF FTC STUDENTS IN 2014-15

We reported test scores in the form of national percentile rankings as in previous years' reports. There is variation in the test administered by schools and the time of the year it is administered. Reporting test scores as national percentile rankings is common practice to ensure reasonable comparability across schools and program participants. There is no inherent bias associated with comparing the national percentile rankings of students taking different tests since the national percentile rankings indicates a student's performance compared to a nationally-representative group of students. Thus, reporting test scores in the form of national percentile rankings provides a common metric across different tests taken by students. Another advantage of using national percentile ranking is the ability to compare this year's test scores of program participants to the test scores of FTC students in previous years.

Figure 1: Distribution of national percentile rankings of FTC students, 2014-15



	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99
Reading	8.8	10.2	11.8	11.6	10.9	10.9	10.5	10.0	8.3	7.1
Math	10.2	11.2	12.0	11.6	10.5	10.0	10.2	9.4	8.2	6.8

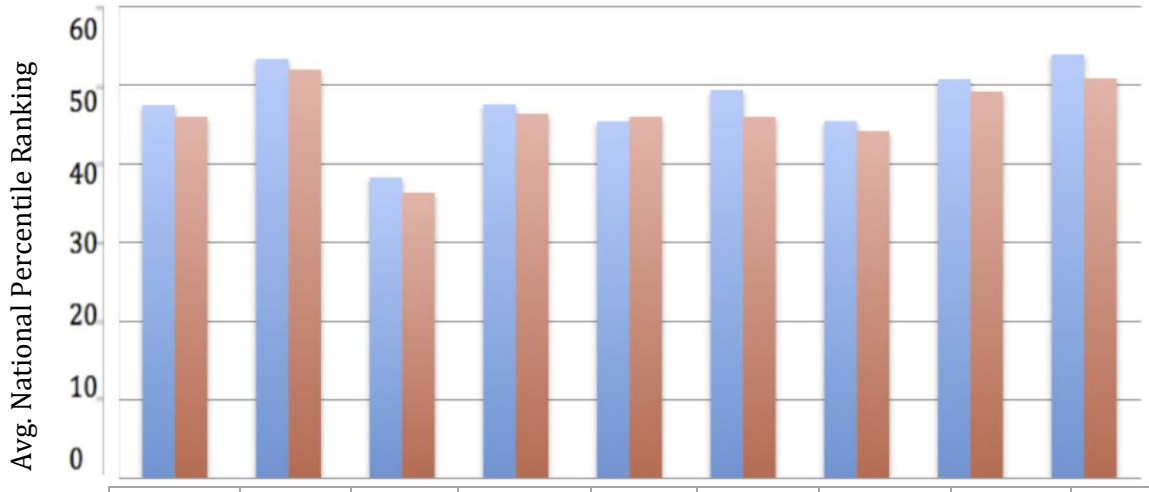
Figure 1 presents the basic distribution of national percentile rankings of FTC students participating in the program in 2014-15. The average national percentile ranking for FTC students was 47th percentile in reading and 46th percentile in mathematics in 2014-2015. In other words, the typical student in the FTC program scored at the 47th national percentile in reading and the 46th national percentile in mathematics.

Average national percentile rankings in 2014-15 are very similar to national percentile rankings observed in prior years for both reading and mathematics. In fact, since the real-time test score collection began in 2006-07, the average national percentile rankings have varied by about a percentile point in reading and less than a percentile point in mathematics over the years including 2014-15.

Average test scores in 2014-15 by attributes of program participants

We provided a breakdown of test scores of 2014-15 program participants by race, ethnicity, sex, and family income. Family income is expressed in terms of fraction of the poverty line taking into account the fact that families of different sizes have different official measures for poverty. Students from families who have incomes below 130 percent of the federal poverty line are eligible for free school meals, while those from families with incomes between 130 and 185 percent of the poverty line are eligible for reduced-price meals.

Figure 2: Average test scores of program participants in 2014-15 by their attributes



	All Students	White	Black	Hispanic	Male	Female	Income < 130% of poverty	Income 130-185% of poverty	Income > 185% of poverty
Reading	47.5	53.4	38.3	47.6	45.4	49.4	45.5	50.8	53.9
Math	46.0	52.0	36.3	46.4	46.0	46.0	44.2	49.2	50.9

As seen in Figure 2, white participants have higher mean national percentile rankings than minority participants. While mean national percentile rankings of males and females are not different in mathematics, females tend to perform better than males do in reading. Lastly, relatively high-income families tend to score better than relatively low-income families. These figures are quite similar to the figures reported in previous years.

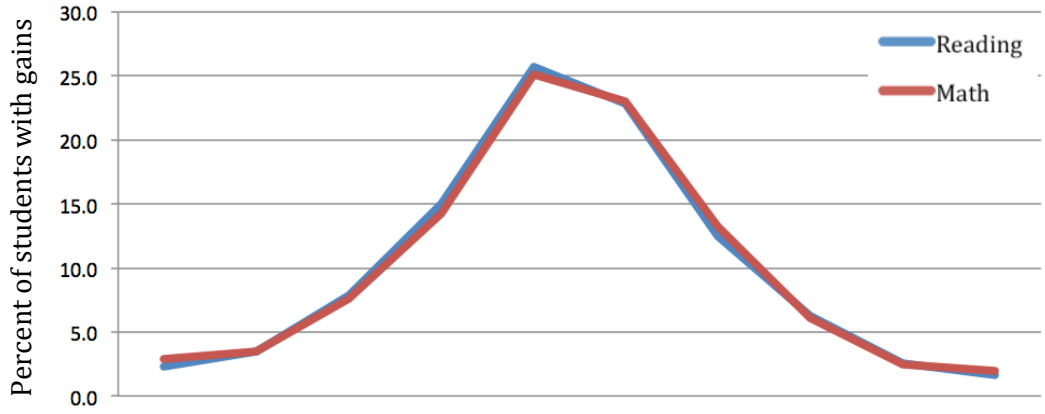
4. GAIN SCORES FROM 2013-14 TO 2014-15

Test score gains for FTC students

Test score gains for FTC students are calculated as required by the relevant Florida statutes. Gain scores can be interpreted as changes in national percentile rankings for program participants from 2013-14 to 2014-15 since test scores in both years are measured in terms of national percentile rankings. We should note that this analysis is vulnerable to ceiling effects (where students whose percentile rankings were high in 2013-14 cannot gain much more) and floor effects (where students whose percentile rankings were low in 2013-14 cannot lose much more ground). Ceiling and floor effects are of less concern for students whose initial national percentile ranking falls in the middle portions of the initial test score distributions, which is the case for the majority of students participating in the FTC Scholarship Program.

Gain scores were calculated for 18,807 FTC students with legible reading scores and 18,869 FTC students with legible mathematics scores in both 2013-14 and 2014-15. The mean gain score for FTC students is -1.1 national percentile ranking points in reading and -0.9 national percentile ranking points in mathematics. This means that the typical FTC student tends to maintain his or her relative position in comparison with others nationwide. It is important to note that these national comparisons pertain to all students nationally, and not just students from low-income families. However, we cannot make any claims about whether gain scores of FTC students would have been higher or lower if they were compared against only students from low-income families nationally.

Figure 3: Distribution of test score gains for FTC students, 2013-14 to 2014-15



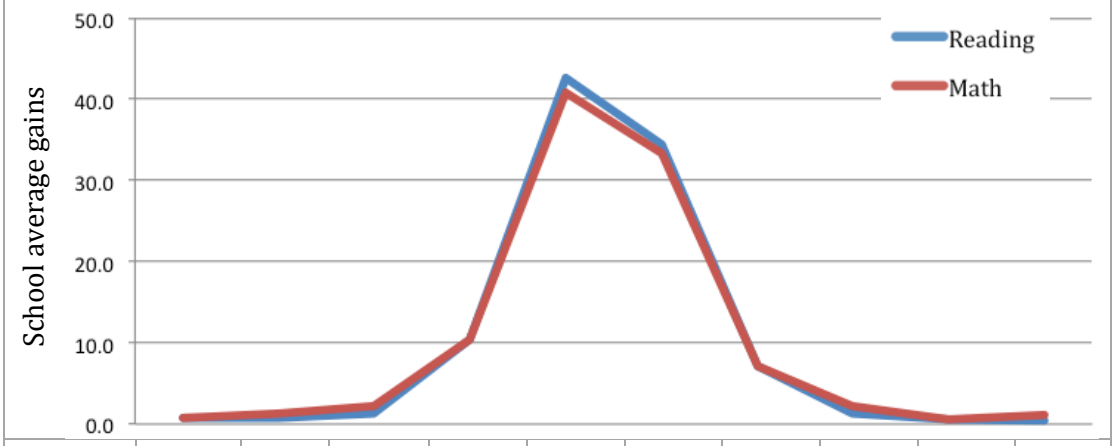
	-40 and below	-39 to -30	-29 to -20	-19 to -10	-9 to 0	1 to 10	11 to 20	21 to 30	31 to 40	Over 40
Reading	2.3	3.5	7.8	15.0	25.7	22.9	12.5	6.2	2.6	1.6
Math	2.9	3.5	7.6	14.2	25.1	23.0	13.2	6.1	2.5	2.0

Gain scores for 2014-15 are similar with previous years' gain scores as they range from -1.2 to 0.0 for reading and from -2.4 to 0.0 for mathematics between 2008-09 to 2013-14. Moreover, as it was the case in previous years, considerable variation in individual student gain scores is observed in 2014-15 as well (see Figure 3); 10.4 percent of program participants gained more than 20 percentile points in reading relative to the nation between 2013-14 and 2014-15 (10.6 percent in math), and 13.6 percent of participants lost 20 or more percentile points in reading (14.0 percent in math). This suggests that, while some FTC students gained considerable ground relative to peers nationally, other FTC students lost considerable ground relative to national peers.

School-level differences in average gain scores, 2013-14 to 2014-15

We calculated average gain scores from 2013-14 to 2014-15 at the school level as well. As mentioned in the preceding section, there is considerable variation in gain scores of individual students. Both individual level differences and school level differences contribute to this variation. By using gain scores aggregated to the school level, we examined the variation in gain scores across schools. It is important to note that observed between-schools variation doesn't reflect "true" school-level differences since noise in individual test scores is still manifested as part of the school-level average gain scores. That said, examining school-level variation still provides further insights about the distribution of school gain scores.

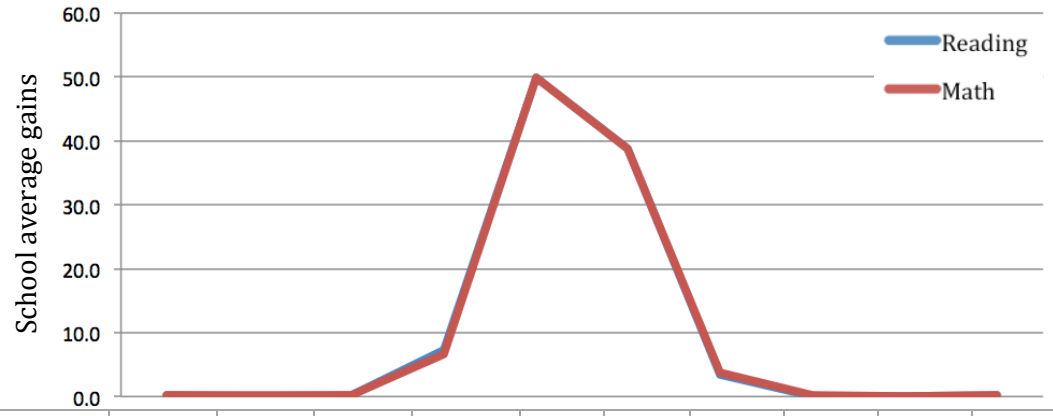
Figure 4: Distribution of school average gains for FTC students, 2013-14 to 2014-15



	-40 and below	-39 to -30	-29 to -20	-19 to -10	-9 to 0	1 to 10	11 to 20	21 to 30	31 to 40	Over 40
Reading	0.7	0.7	1.4	10.4	42.7	34.4	7.2	1.4	0.6	0.5
Math	0.8	1.3	2.2	10.5	40.8	33.4	7.2	2.2	0.6	1.1

At the school level, the distribution of average gain scores is concentrated in the middle of the distribution (see Figure 4). The percent of schools with observed average gains of -20 percentile points or below is 2.8 percent for reading and 4.3 percent for math. These figures are 13.6 percent and 14.0 percent, respectively, at the individual-level. Similarly, 2.5 percent of schools have observed average gains of 20 percentile points or above in reading, and 3.9 percent of schools have observed average gains of 20 percentile points or above in math. This contrasts with 10.4 percent and 10.6 percent, respectively, of individual-level gains. As expected, much of the observed variability in gain scores is at the individual level.

Figure 5: Distribution of school average gains for FTC students, 2013-14 to 2014-15, schools with 10+ gain scores



	-40 and below	-39 to -30	-29 to -20	-19 to -10	-9 to 0	1 to 10	11 to 20	21 to 30	31 to 40	Over 40
Reading	0.2	0.0	0.2	7.4	49.9	38.7	3.5	0.0	0.0	0.2
Math	0.2	0.2	0.2	6.7	49.9	38.8	3.7	0.2	0.0	0.2

The degree to which school-average gains reflect "true" school effects rather than noise increases as the number of students in the school increases. Hence, we looked at the same distribution this time only including schools with more than ten students. As can be seen in Figure 5, school-average gain scores become more compressed. The percent of schools with observed average gains of -20 percentile points or below is only 0.4 percent in reading and 0.6 percent in math. At the top of the average score distribution, the percent of schools with observed average gains of 20 percentile points or above is only 0.2 percent in reading and 0.4 percent in math. Moreover, the distribution of reading and math scores become almost identical.

Although the distribution of average gain scores for schools that have more than 10 students are more compressed, there still exists considerable variation. 7.8 percent of these schools have average reading gain scores lower than -10 percentile points and 7.3 of them have average math gain scores lower than -10 percentile points. At the top of the average score distribution, 3.7 percent of these schools have average reading gain scores higher than 10 percentile points. This figure is 4.1 percent for math. These findings suggest that there is a non-trivial between-school variability in the average gain scores, although it is not "true" school-level differences as a result of noise due to small sample sizes at the school level.

Individual school average gain scores, 2013-14 to 2014-15

We calculated average gain scores for schools with 30 or more participating students as required by the relevant Florida statutes. It is important to note that average gain scores are not a definitive measure of a school's performance. They only serve as one among many other indicators, of a school's performance.

The average gain score for a school in a single year can be an extremely noisy measure of a school's contribution to student test scores. This measure is less reliable for schools where a small number of students contribute to the average school gain score. As the number of students gets smaller in a given school, the likelihood of noise dominating the average gain score increases. Examining average gain scores only for schools with 30 or more participating students increased the likelihood of getting a more precise measure of average gain scores of individual schools.

In addition to the average gain scores for 2014-2015, we also calculated average gain scores over three years from 2012-13 through 2014-15. This added extra observations for schools and hence provided more accurate average gain scores for individual schools. Moreover, school gain scores calculated by a three-year moving average of gain scores is less likely driven by "regression to the mean" compared to one-year average gain scores. Regression to the mean is the phenomenon that if a variable, such as a test score, is extreme on its first measurement, it will tend to be closer to the average on its second measurement and, if it is extreme on its second measurement, it will tend to have been closer to the average on its first. In this context, if a school had particularly high average scores in 2013-14, it is likely to observe a negative average gain score for that school in 2014-15. On the other hand, if a school had particularly low average scores in 2013-14, it is likely to observe a positive average gain score in 2014-15 for that school. Using average gain scores across the last three years balance out particularly positive and particularly negative scores over time, and thus helps to lessen the likelihood of making faulty inferences driven by regression to the mean. The risk of having faulty observed results due to regression to the mean is another reason to treat one-year average gain scores for individual schools extremely cautiously.

Average gain scores for the 198 schools with more than 30 students enrolled in the FTC program in 2014-2015 are reported in the Appendix. Gain scores are reported for reading, mathematics, and combined reading and mathematics (by averaging schools' average reading and mathematics scores) for 2014-15 as well as for the last three years' average. Since a three-year moving average is a more

reliable measure of a school's average gain scores than one year's gain scores, we based inferences on the three-year average gain scores. We identified schools with average gain scores that are statistically distinguishable from zero (at the 95 percent level of confidence in a two-tailed test). We highlighted the cells if the three years average gain score-either positively or negatively-was statistically significant from zero.

While interpreting gain scores based on national percentiles, one should keep in mind that an average gain score of zero means that, on average, students in that school are maintaining their position relative to the national average. It doesn't mean that students in that school are not gaining. If a school has statistically positive average gain, it means that, on average, students in that school improved their position relative to the national average (with 95% certainty). If a school has statistically negative average gain, it means that, on average, students in that school worsened their position relative to the national average (with 95% certainty).

5. ATTRIBUTES OF NEW PROGRAM PARTICIPANTS IN 2014-15

Previous reports revealed that FTC students tend to be among the most struggling students and are more disadvantaged than presumably eligible non-participant students. We examined attributes of new FTC students in 2014-15 in order to see whether they were systematically different from eligible non-participant students before participating in the FTC program in 2014-15 as well.

In order to make plausible comparisons among students who spent the 2013-14 academic year in Florida public schools, we compared students who

entered the FTC Scholarship Program in 2014-15 versus subsidized school meal eligible students who did not enter the program in that year but stayed free or reduced-price lunch eligible in 2014-15. We excluded students with disabilities who could participate in the McKay Scholarship Program. We limited the analysis to students who had taken either a reading or math test in public school in 2013-14. We also restricted analysis to students who would be in grade 10 or below in 2014-15.[3]. With these criteria, we compared 3,427 new students in the FTC Scholarship program in 2014-15 versus 612, 501 students who remained in the public schools and continued on subsidized school lunches in 2014-15. We used Florida Department of Education records for these comparisons.

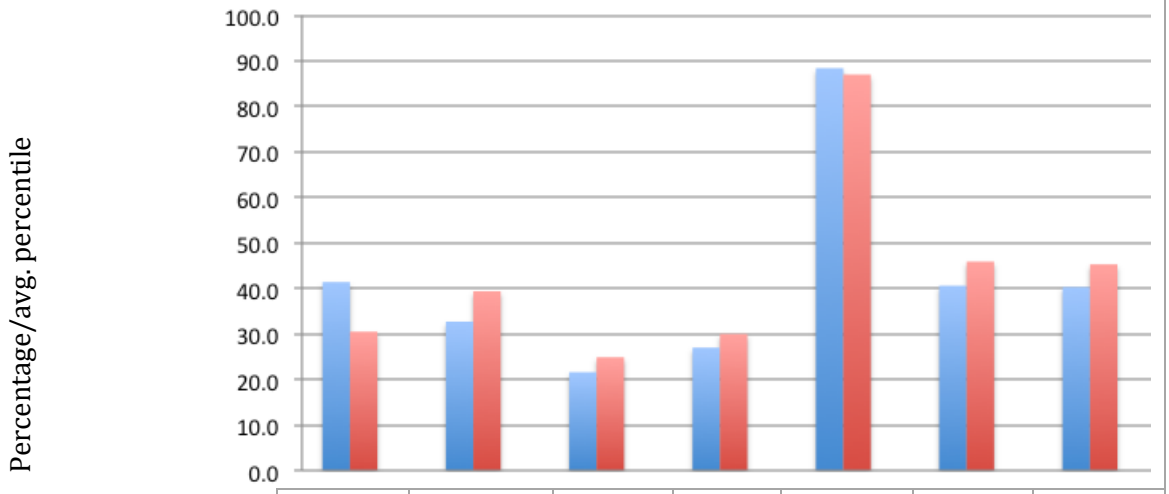
Comparison of new FTC students and non-participant students in terms of their characteristics

New FTC students in 2014-15 are more likely to be black, and less likely to be Hispanic or white than non-participant eligible students as seen in Figure 6. Also, they are less likely to be English-language learners than are non-participants. While both new FTC students and non-participant students were eligible for subsidized lunch in the 2013-14 school year, the share of new FTC students who were free-lunch eligible is higher than the share of free-lunch eligible, non-participant students. Lastly, compared to eligible non-participant students, new FTC students had poorer test performance both in reading and math before entering the FTC program. These differences suggest that new FTC students in 2014-15 were

[3] Students who were in grade 10 in 2013-14 are excluded since they are not tested in 2014-15.

relatively more disadvantaged and lower-performing prior to entering the FTC program than free-lunch eligible, non-participant students. These observed differences are similar to the observed differences reported in previous reports.

Figure 6: Comparison of prior year characteristics of new FTC students to "income eligible" non-participant students, 2014-15



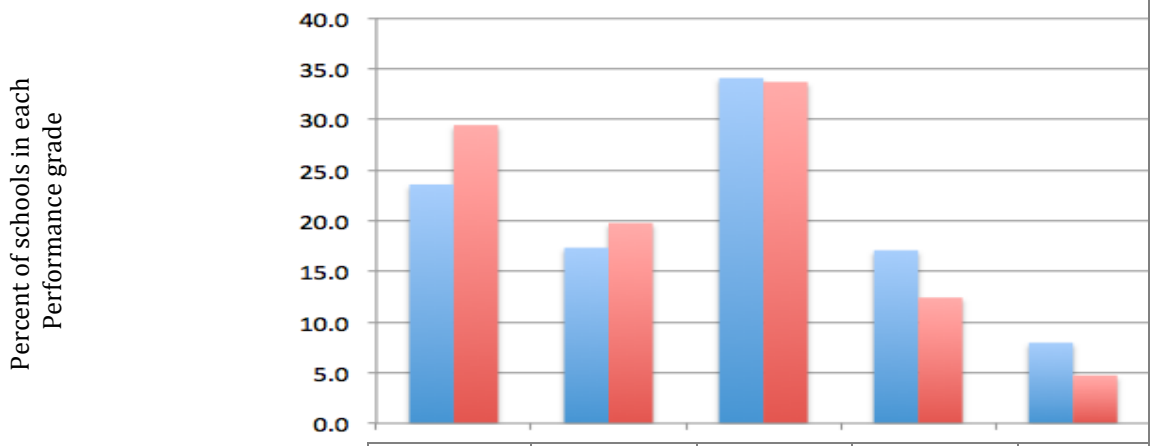
	Percent Black	Percent Hispanic	Percent White	Percent ESL	Percent Free Lunch	Math Per-centile (FCAT)	Reading Per-centile (FCAT)
Participants 2014-15	41.4	32.7	21.6	27.0	88.4	40.6	40.3
Eligible non-participants 2014-15	30.5	39.4	24.9	30.0	87.0	45.9	45.3

Comparison of new FTC students and non-participant students in terms of performances of their schools in 2013-14

In Florida, each school is assigned a school grade (A-F) based on student performance. We compared new FTC students and eligible non-participant students in terms of performances of the schools that they attended in the 2013-2014 school

year. We observed that students who entered the FTC program in 2014-15 came from lower-performing schools. On a scale of A-F, with A being the highest performing schools, 23.6 percent of new FTC students were in schools graded "A", before attending a school in the FTC program, while 29.4 percent of eligible non-participant students were in schools graded “A” in 2013-14 school year. At the other end of the spectrum, 25.1 percent of new FTC students were in schools graded "D" or "F", as compared with 17.1 percent of eligible non-participant students who were in schools graded "D" or "F" (see Figure 7).

Figure 7: Comparison of new FTC students in 2014-15 to eligible non-participant students by performances of the schools they attended in 2013-14

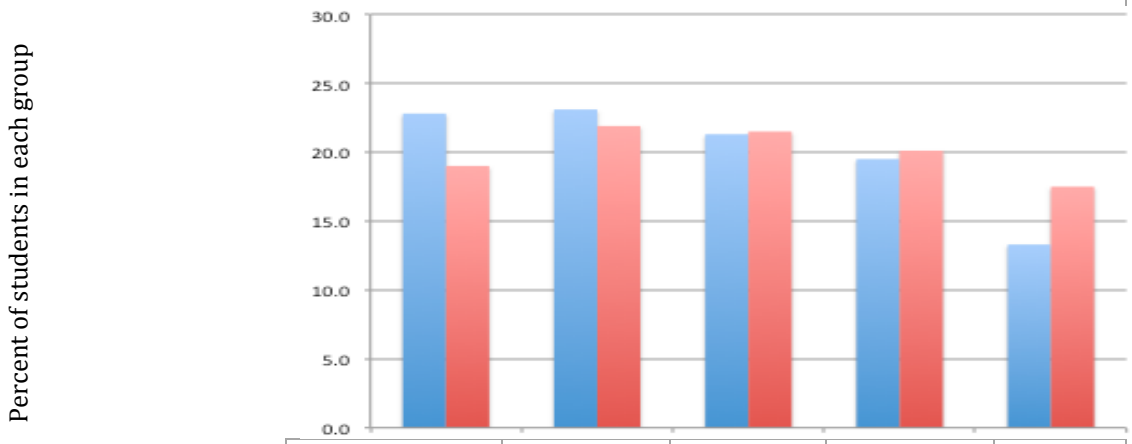


	Grade A Schools	Grade B Schools	Grade C Schools	Grade D Schools	Grade F Schools
Participants 2014-15	23.6	17.3	34.1	17.1	8.0
Eligible non-participants 2014-15	29.4	19.8	33.7	12.4	4.7

Comparison of new FTC students and non-participant students within their schools in terms of performances in 2013-14

We also examined new FTC students' performances relative to eligible non-participant students in their own schools before entering the FTC program. Regardless of the performance of the school that new program participants were in, they tended to be lower-performing students relative to eligible non-participant students in their schools before entering the FTC program (see Figure 8). 22.8 percent of new FTC students in 2014-15 were in the bottom fifth of their prior public school's mathematics FCAT test score distribution, versus 19.0 percent of eligible non-participating students who were in the bottom fifth of the distribution. Moreover, 13.3 percent of new FTC students were in the top fifth of the distribution, as compared with 17.5 percent of eligible non-participating students in the top fifth of the distribution.

Figure 8: Comparison of new FTC students in 2014-15 to eligible non-participant students by quintile of school mathematics FCAT score distribution



	Bottom fifth	Second fifth	Third fifth	Fourth fifth	Top fifth
Participants 2014-15	22.8	23.1	21.3	19.5	13.3
Eligible non-participants 2014-15	19.0	21.9	21.5	20.1	17.5

The same pattern was observed for reading FCAT test score distribution; 23.2 percent of new FTC students were in the bottom fifth of their prior public school's reading distribution, while 19.1 percent of non-participating eligible students were in the bottom fifth of the distribution. At the top of the reading test score distribution, the gap between relative test performances of new FTC students and eligible non-participant students was 3.1 percentage points, instead of the 4.2 percentage point gap observed in mathematics.

These findings suggest that FTC students are more likely to be low performing students in their schools before attending the program. This observation has not changed over time as similar figures were observed in the previous program reports.

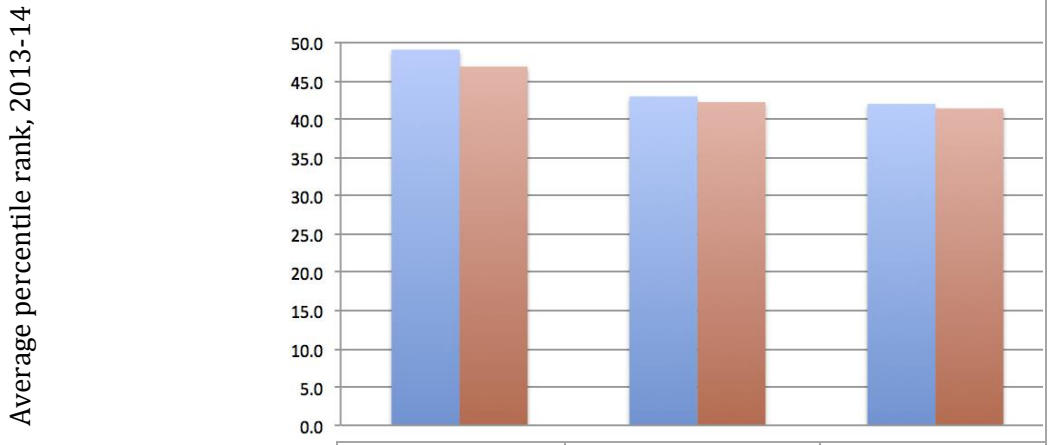
6. PERFORMANCE OF PROGRAM PARTICIPANTS WHO RETURN TO FLORIDA PUBLIC SCHOOLS

In this section we compared FTC students who returned to public schools in 2014-15 after participating in the FTC program to those who remained in the FTC program in 2014-15. We also compared program returnees to Florida public school students who never left the public schools. It is important to note that one cannot make any claims about the effects of participation in the FTC program based on these comparisons, as there are likely factors beyond FTC participation that may influence students' performance. These comparisons only provide additional insights about the performance of the students who participate in the FTC program.

Comparison of 2013-14 performances of public school returnees and FTC stayers in 2014-15

We first compared FTC students who returned to the public school system in Florida in 2014-15 versus those who remained in private schools under the FTC program in terms of their national norm-referenced test performance in 2013-14. The typical student who left the program scored at the 43.0th national percentile in reading and 42.2nd national percentile in mathematics in 2013-14 while the typical FTC student who remained in the program in 2014-15 scored at the 49.1st national percentile in reading and the 46.9th national percentile in math (See Figure 9).

Figure 9: 2013-14 test score performance of students remaining in the FTC program in 2014-15 versus those who leave the program



	FTC stayers in 2014-15	Public school returnees in 2014-15	Public school returnees eligible for subsidized lunch
2013-14 reading percentile	49.1	43.0	42.0
2013-14 math percentile	46.9	42.2	41.4

This finding can be an understatement of the difference between these two groups, since all students who remained in the FTC program were still income-eligible to participate while some students who left the program may not meet eligibility criteria anymore in 2014-15. In order to have more comparable groups in terms of income range, we limited the public school returnees to those participating in the National School Lunch Program in 2014-15. We found that the average returnee who is free/reduced lunch eligible in 2014-15 scored at the 42.0th national percentile in reading and scored at 41.4th national percentile in mathematics in 2013-14, somewhat lower than the performance of all returnees as expected.

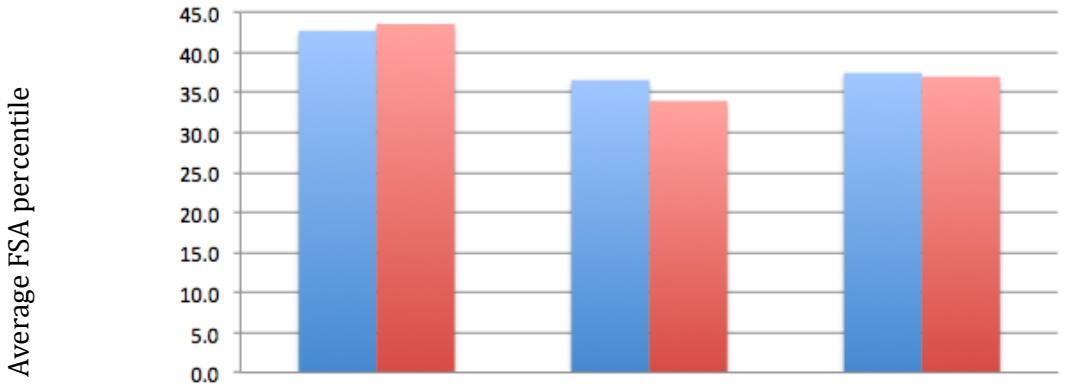
These findings suggest that as lower-performing public school students eligible for the FTC program are more likely to leave public schools to attend a private school under the FTC program, FTC students who struggle the most in private schools are somewhat more likely to return to the public schools. This is consistent with previous years' observations.

Comparison of 2014-15 FSA performances of public school returnees and low income public school students

Next, we compared performance of FTC students who returned to the public schools and performances of subsidized-meal eligible public school students who never participated in the FTC program. As can be seen in Figure 10, FTC program participants who return to the public schools performed worse on the FSA than did other subsidized-meal recipients who never participated in the FTC program. The difference is particularly large for FTC returnees in 2014-15, who performed at the

36.5th Florida percentile in English Language Arts (ELA) and 33.9th Florida percentile in math while public school students who never participated in the FTC program performed at the 42.7th Florida percentile in ELA and 43.6th Florida percentile in math in 2014-15.

Figure10: 2014-15 FSA performance of FTC students returning to public schools in Florida



	2014-15 FSA percentile for low-income students who never participated	2014-14 FSA percentile for FTC returnees in 2014-15	2013-14 FCAT percentile for FTC returnees before 2013-14
ELA	42.7	36.5	37.4
Math	43.6	33.9	37.0

As we mentioned before, based on these comparisons one cannot make any claims about the effects of participation in the FTC program since evidence suggests that FTC students who returned to the public schools in 2014-15 and public school students who never participated FTC program represent two different populations of students. Findings indicated that poorly performing public school students are more likely to participate in the program in the first place. Moreover, FTC students

who return to public schools tend to be those who are performing worse than the average FTC students. Based on these observations, we cannot associate poor performance of FTC returnees with possible negative effects of the FTC program on participating students.

7. CONCLUSION

This report shares findings on the compliance and performance of private schools that participated in the Florida Tax Credit Scholarship Program in 2014-15. Compliance with program testing requirements is high in 2014-15. Private schools reported test scores for 95.9 percent of program participants in grades 3-10.

FTC students scored at the 47th national percentile in reading and the 46th national percentile in mathematics in 2014-15. These scores are similar to previous years' scores. In terms of gain in national percentile ranking points from 2013-14 to 2014-15, the typical FTC student tends to maintain his or her relative position in comparison with all students nationally both in reading and mathematics. It is important to note that these national comparisons pertain to all students nationally, and not just students from low-income families. However, we cannot make any claims about whether gain scores of FTC students would have been higher or lower if they were compared against only students from low-income families nationally.

There is considerable variation in individual student gain scores. While some FTC students gain considerable ground relative to peers nationally, other FTC students lose considerable ground relative to national peers. While at the school level, the distribution of average gain scores is concentrated in the middle of the

distribution there is still non-trivial between-school variability in the average gain scores.

As in prior years, lower-performing public school students eligible for the FTC program are more likely to attend a private school under the FTC program and FTC students who struggle the most in private schools are more likely to return to the public schools. FTC students who return to the public schools in Florida have substantially lower test scores than other subsidized-meal eligible public school students who never participated in the FTC program. However, based on the available evidence (e.g., selection of students into and out of the FTC program), poor performance of FTC returnees cannot be associated with possible negative effects of the FTC program on participating students.

APPENDIX

Appendix Table: Average gain scores in 2014-15 and three-year moving average of gain scores from 2012-13 to 2014-15 for schools with 30 or more gain scores in 20134-15, ranked by alphabetical order.

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Abundant Life Christian Academy (ST)	Margate	68	184	0.36	2.76	-2.04	1.88	3.45	0.32
Academy Prep Center Of St. Petersburg (ST)	Saint Petersburg	61	150	9.69	8.72	10.66	5.39	4.83	5.94
Academy Prep Center Of Tampa Inc. (ST)	Tampa	75	194	0.22	0.04	0.40	2.12	2.15	2.08
Agape Christian Academy (ST)	Orlando	45	141	-4.28	-4.04	-4.51	-3.05	-1.55	-4.55
Alazhar School (ST)	Tamarac	57	149	6.07	2.70	9.44	2.79	2.40	3.17

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Altamonte Christian School + (ST)	Altamonte Springs	35	35	25.00	4.26	0.74	2.50	4.26	0.74
American Christian School Art Center (BA)	Hialeah	49	115	9.91	15.19	4.62	12.26	13.27	11.24
American Youth Academy Inc. (CT)	Tampa	101	273	-0.58	0.18	-1.35	2.24	3.63	0.86
Annunciation School (IT)	Hollywood	44	98	-2.33	-3.45	-1.20	-1.10	-1.35	-0.85
Archbishop Curley/Notre Dame High School *	Miami	73	195	-10.53	-9.19	-11.86	-5.53	-4.67	-6.39
Arlington Country Day School (ST)	Jacksonville	30	80	12.63	10.43	14.83	3.48	3.11	3.84
Atlantic Christian Academy Of The Palm Beach + (ST)	West Palm Beach	30	30	2.20	-0.40	4.80	2.20	-0.40	4.80
Azalea Park Baptist School (ST)	Orlando	41	102	0.95	1.29	0.61	2.79	3.39	2.20
Berean Christian School *	West Palm Beach	45	105	4.40	6.09	2.71	0.89	1.70	0.08

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Betesda Christian School (TN)	Opa-locka	45	150	-5.02	-2.67	-7.38	0.27	-1.04	1.59
Beth Jacob High School Inc. *	North Miami Beach	43	101	-5.38	-6.19	-4.58	-2.50	-5.18	0.18
Bishop Kenny High School *	Jacksonville	34	86	4.72	8.15	1.29	-1.73	-0.76	-2.71
Blessed Trinity (IT)	Ocala	64	174	-5.06	-6.91	-3.22	-2.30	-1.82	-2.78
Bradenton Christian School *	Bradenton	44	106	-3.03	-8.39	2.32	-2.00	-2.66	-1.33
Brito Miami Private School (ST)	Miami	55	128	9.74	9.65	9.82	1.88	1.47	2.30
Broward Junior Academy (IT)	Plantation	63	151	-4.06	-11.08	2.97	-4.56	-7.74	-1.38
Brush Arbor Christian School (ST)	Orlando	64	158	-2.34	-2.31	-2.38	-1.19	-0.53	-1.84
Calvary Chapel Academy (TN)	West Melbourne	37	100	-0.92	-3.38	1.54	0.61	2.46	-1.25
Calvary Christian Academy *	Fort Lauderdale	66	148	-1.41	-0.08	-2.74	-3.04	-1.98	-4.09

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Calvary Christian Academy (ST)	Ormond Beach	52	131	-0.21	1.35	-1.77	1.99	2.74	1.24
Candlelight Christian Academy (PS)	Lake Wales	42	111	-0.76	-1.83	0.31	1.13	-0.73	2.99
Cedar Creek Christian School (ST)	Jacksonville	35	104	0.99	-2.00	3.97	0.16	-0.91	1.24
Cedar Hills Baptist Christian School (ST)	Jacksonville	40	91	2.23	3.75	0.70	2.69	2.31	3.07
Central Baptist Christian School + (TN)	Brandon	32	32	-6.63	-2.69	-10.56	-6.63	-2.69	-10.56
Central Pointe Christian Academy + (ST)	Kissimmee	38	38	-4.72	-6.55	-2.89	-4.72	-6.55	-2.89
Champagnat Catholic School Of Hialeah (ST)	Hialeah	45	174	5.93	7.60	4.27	13.10	12.07	14.13
Children's Rainbow Dayschool Academy (ST)	Goulds	40	87	3.64	7.38	-0.10	1.59	3.53	-0.34

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Christ-Mar Private School (ST)	Hialeah	30	94	5.52	2.73	8.30	1.46	0.93	1.99
City Of Life Christian Academy (TN)	Kissimmee	91	221	-3.58	-4.64	-2.52	-3.12	-2.95	-3.29
Classical Christian School For The Arts Inc. + (ST)	Pinellas Park	39	39	1.09	3.05	-0.87	1.09	3.05	-0.87
Colonial Christian School (ST)	Homestead	56	146	4.59	5.30	3.88	1.45	1.36	1.54
Community Christian Academy (ST)	Stuart	33	33	-0.11	1.24	-1.45	-0.11	1.24	-1.45
Community Christian Learning Center (ST)	Apopka	47	123	-6.52	-5.72	-7.32	-1.07	-1.23	-0.92
Community Christian School (TN)	Port Charlotte	63	127	-4.58	1.79	-10.95	-2.99	0.60	-6.58
Covenant Christian School *	Palm Bay	47	115	-10.59	-9.19	-11.98	-3.52	-3.50	-3.54

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Downey Christian School (ST)	Orlando	37	37	-1.36	-2.03	-0.70	-1.36	-2.03	-0.70
Dr. John A. Mckinney Christian Academy (ST)	Miami	35	35	3.33	2.20	4.46	3.33	2.20	4.46
Eagle's View Academy (ST)	Jacksonville	32	102	-2.39	-1.66	-3.13	-3.37	-2.83	-3.91
Eastland Christian School (ST)	Orlando	68	160	-1.60	-1.57	-1.62	-0.39	-0.14	-0.64
Edison Private School (ST)	Hialeah	100	252	-0.09	1.86	-2.04	-0.38	0.13	-0.89
Elfers Christian School (ST)	New Port Richey	59	151	3.26	2.86	3.66	3.26	1.24	5.28
Esprit De Corps Center For Learning (TN)	Jacksonville	44	134	-8.59	-3.66	-13.52	-1.67	-0.65	-2.69
Faith Christian Academy (TN)	Orlando	109	275	3.06	3.85	2.27	-0.81	0.55	-2.17
Faith Lutheran School (ST)	Hialeah	34	108	2.47	1.32	3.62	3.44	1.55	5.32

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Faith Outreach Academy (ST)	Tampa	46	129	2.41	4.35	0.48	-1.16	-0.22	-2.10
Family Christian School Of Clermont (ST)	Clermont	31	31	-2.16	-3.00	-1.32	-2.16	-3.00	-1.32
Father Lopez High School (PS)	Daytona Beach	31	31	-6.35	-9.58	-3.13	-6.35	-9.58	-3.13
First Academy-Leesburg (TN)	Leesburg	42	99	0.02	-3.74	3.79	-1.16	-2.52	0.20
First Assembly Christian School Daycare (TN)	Ocala	45	110	-9.49	-2.80	-16.18	-1.42	-0.22	-2.62
First Coast Christian School (ST)	Jacksonville	100	248	-3.41	-1.92	-4.90	-3.54	-2.18	-4.91
Forest City S.D.A. (IT)	Altamonte Springs	44	97	4.47	3.27	5.66	-1.70	-1.33	-2.07
Forest Lake Academy + (AC)	Apopka	42	42	1.05	4.60	-2.50	1.05	4.60	-2.50
Forest Lake Education Center (IT)	Longwood	75	204	5.51	4.29	6.72	0.66	0.88	0.44

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Freedomland Christian Academy + (ST)	Kissimmee	40	40	1.88	-0.03	3.78	1.88	-0.03	3.78
Garden Of The Sahaba Academy (TN)	Boca Raton	43	117	-4.02	2.23	-10.28	-2.41	-0.94	-3.88
Good Shepherd Catholic School (IT)	Orlando	41	100	-3.93	-7.93	0.07	0.62	0.79	0.45
Greater Miami Academy (IT)	Miami	93	242	3.86	5.33	2.39	1.33	3.03	-0.36
Hampden Dubose Academy + (ST)	Zellwood	33	33	-1.88	-1.94	-1.82	-1.88	-1.94	-1.82
Hebrew Academy Community School (IT)	Margate	47	92	2.91	2.89	2.94	2.46	2.47	2.46
Heritage Preparatory School (ST)	Orlando	65	166	-4.38	-2.75	-6.02	-1.92	-0.70	-3.14
Hernando Christian Academy + (TN)	Brooksville	30	30	-0.88	1.10	-2.87	-0.88	1.10	-2.87
Highlands Christian Academy (ST)	Pompano Beach	61	141	-3.02	-3.05	-2.98	-1.67	-3.10	-0.24

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Hobe Sound Christian Academy [+] (ST)	Hobe Sound	31	31	3.34	-0.06	6.74	3.34	-0.06	6.74
Holy Family Catholic School [+] (IT)	Orlando	33	33	-12.27	-15.21	-9.33	-12.27	-15.21	-9.33
Holy Family Catholic School (IT)	North Miami	85	220	-3.08	-3.24	-2.92	-0.92	-0.27	-1.58
Holy Redeemer Catholic School (IT)	Kissimmee	72	141	-1.55	-4.26	1.17	-0.55	-1.06	-0.04
Holy Rosary Catholic School (IT)	Jacksonville	55	131	-5.21	-8.75	-1.67	-2.95	-3.95	-1.95
Horeb Christian School (ST)	Hialeah	42	95	8.65	7.67	9.64	6.25	6.27	6.23
I.E.C. Christian Academy (TN)	Orlando	44	98	-2.65	3.05	-8.34	-1.28	1.47	-4.02
Ibn Seena Academy (TN)	Orlando	37	102	2.39	2.65	2.14	1.76	0.86	2.67
Immaculate Conception Catholic School (ST)	Hialeah	56	139	-3.47	-7.50	0.55	1.12	0.40	1.83

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Incarnation Catholic School + (IT)	Tampa	32	32	-2.00	-1.41	-2.59	-2.00	-1.41	-2.59
Indian Rocks Christian School + (TN)	Largo	41	41	-0.21	-1.27	0.85	-0.21	-1.27	0.85
Inverness Christian Academy (ST)	Inverness	35	99	2.29	2.29	2.29	1.54	0.96	2.12
Iva Christian School (ST)	Largo	43	102	-5.00	-5.95	-4.05	1.50	0.42	2.57
Jose Marti School 3rd Campus (ST)	Miami	56	144	-3.55	-3.55	-3.55	7.52	6.56	8.49
Jubilee Christian Academy (TN)	Pensacola	35	85	3.10	3.29	2.91	-2.22	-0.33	-4.12
Kingsway Christian Academy (ST)	Orlando	122	343	-1.14	-3.28	1.01	-1.24	-1.25	-1.23
La Progresiva Presbyterian School Inc. (ST)	Miami	48	273	11.88	14.96	8.79	3.99	5.36	2.61
Lakeside Christian School (ST)	Clearwater	47	124	0.59	-0.45	1.62	2.54	2.91	2.17

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Leaders Preparatory School (ST)	Orlando	36	113	-10.65	-9.58	-11.72	0.96	0.06	1.85
Liberty Christian Preparatory School [+] (ST)	Tavares	32	32	3.03	1.81	4.25	3.03	1.81	4.25
Life Assembly Of God Life Academy (ST)	Kissimmee	50	150	-0.99	-0.42	-1.56	-2.21	-2.05	-2.37
Lighthouse Christian Academy (ST)	Deland	45	134	4.89	3.76	6.02	2.63	2.49	2.76
Lincoln-Marti Community Agency 10 (ST)	Miami	109	349	-2.99	1.59	-7.56	0.39	1.05	-0.28
Lincoln-Marti Community Agency 17 (ST)	Miami	88	267	7.28	7.00	7.57	3.21	0.71	5.71
Lincoln-Marti Community Agency 23 (ST)	Miami	67	154	-3.15	1.24	-7.54	-7.00	-5.34	-8.66

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Lincoln-Marti Community Agency 28 (ST)	Miami	88	203	-13.14	-13.51	-12.76	-3.48	-3.69	-3.27
Lincoln-Marti Community Agency 76 (ST)	Miami	43	101	8.19	16.3	0.07	2.71	8.88	-3.47
Little Flower School + (IT)	Hollywood	35	35	-4.83	-10.14	0.49	-4.83	-10.14	0.49
Masters Preparatory School + (ST)	Hialeah	59	59	5.12	4.95	5.29	5.12	4.95	5.29
Meadowbrook Academy Inc. (ST)	Ocala	43	111	1.91	-1.26	5.07	1.74	1.39	2.10
Melody Christian Academy (ST)	Live Oak	53	150	-2.36	1.55	-6.26	-2.90	-1.05	-4.75
Miami Union Academy (IT)	North Miami	69	259	0.12	-4.91	5.16	-1.59	-2.64	-0.55
Monsignor Edward Pace High School (PS)	Miami Gardens	75	190	-12.37	-10.68	-14.05	-8.88	-7.43	-10.34
Morningside Academy + (ST)	Port Saint Lucie	38	38	-3.20	-6.26	-0.13	-3.20	-6.26	-0.13

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Mother Of Christ Catholic School (IT)	Miami	44	104	-1.08	-2.95	0.80	-0.93	0.28	-2.14
Muslim Academy Of Greater Orlando (ST)	Orlando	60	144	3.70	4.67	2.73	3.40	2.99	3.81
North Florida Christian School (ST)	Tallahassee	45	139	-2.86	-4.04	-1.67	0.58	-0.19	1.35
North Florida Educational Institute [+] (ST)	Jacksonville	50	50	-5.26	-4.00	-6.52	-5.26	-4.00	-6.52
North Kissimmee Christian School (ST)	Kissimmee	47	131	-2.03	0.89	-4.96	-0.78	-0.24	-1.32
Northside Christian Academy (TN)	Starke	38	105	-3.75	-3.42	-4.08	-1.79	-0.70	-2.87
Northwest Christian Academy (TN)	Miami	62	165	-4.85	-0.37	-9.34	-1.92	-0.42	-3.42
Nur Ul-Islam Academy (ST)	Cooper City	101	305	3.23	4.57	1.88	2.45	2.69	2.21
Oasis Christian Academy (TN)	Winter Haven	37	97	-1.11	0.76	-2.97	0.62	0.87	0.37

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Okeechobee Christian Academy + (TN)	Okeechobee	33	33	-9.03	-8.09	-9.97	-9.03	-8.09	-9.97
Orlando Christian Prep (ST)	Orlando	64	123	-0.53	3.44	-4.50	-1.31	1.45	-4.07
Orlando Junior Academy (IT)	Orlando	45	117	3.44	1.84	5.04	-0.49	0.44	-1.42
Our Lady Of Charity School Inc (TN)	Hialeah	55	143	0.53	-2.15	3.20	-1.35	-0.91	-1.79
Our Lady Of Lourdes Catholic School (IT)	Daytona Beach	47	127	-1.85	-3.68	-0.02	1.25	1.31	1.18
Our Lady Of The Holy Rosary-St Richard Cath (IT)	Miami	39	96	-0.62	-10.44	9.21	-0.59	-2.36	1.18
Our Lady Of The Lakes Catholic School + (IT)	Miami Lakes	36	36	-1.15	-4.22	1.92	-1.15	-4.22	1.92
Our Lady Queen Of Martyrs (IT)	Fort Lauderdale	45	97	-9.20	-11.56	-6.84	-3.84	-3.71	-3.97

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Palm Beach Bilingual School (IT)	Riviera Beach	43	101	-12.84	-22.86	-2.81	-6.94	-13.14	-0.73
Park Avenue Christian Academy + (TN)	Titusville	37	37	-7.28	-8.35	-6.22	-7.28	-8.35	-6.22
Parsons Christian Academy (ST)	Jacksonville	37	101	-3.15	-2.24	-4.05	-2.15	-1.52	-2.77
Pathways School (ST)	Orlando	35	119	1.63	1.86	1.40	0.33	1.09	-0.43
Peniel Baptist Academy (ST)	Palatka	39	107	-3.53	-0.56	-6.49	-2.58	-0.80	-4.36
Pentab Academy (ST)	Miami	47	130	2.31	-0.77	5.38	4.92	2.29	7.54
Pha Preparatory School Kissimmee + (ST)	Kissimmee	77	77	0.58	-1.13	2.30	0.58	-1.13	2.30
Phyl's Academy *	Coral Springs	33	107	-0.74	-0.06	-1.42	-1.29	-1.45	-1.13
Potter's House Academy (ST)	Orlando	36	103	-3.51	-1.75	-5.28	-2.99	-1.23	-4.75

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Rabbi Alexander S. Gross Hebrew Academy *	Miami Beach	30	82	-0.45	2.60	-3.50	-1.30	0.59	-3.20
Radiant Life Academy (ST)	Orlando	36	91	2.40	4.39	0.42	0.93	1.43	0.44
Real Life Christian Academy (TN)	Clermont	40	95	3.78	0.78	6.78	-1.97	-4.89	0.95
Regency Christian Academy (ST)	Orlando	38	90	0.97	3.26	-1.32	1.28	2.12	0.44
Resurrection Parish School + (IT)	Jacksonville	30	30	-0.13	-7.67	7.40	-0.13	-7.67	7.40
Rhodora J. Donahue Academy + *	Ave Maria	35	35	0.61	-0.80	2.03	0.61	-0.80	2.03
Rj Hendley Christian Community School (ST)	Riviera Beach	49	136	0.36	2.88	-2.16	-5.55	-4.42	-6.68
Rocky Bayou Christian School Nfcea (ST)	Niceville	32	87	2.63	-1.06	6.31	0.75	-2.24	3.75

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
S.L. Jones Christian Academy (ST)	Pensacola	46	102	-7.71	-8.67	-6.74	-10.5	-10.86	-10.14
Sacred Heart (IT)	Jacksonville	46	137	-7.42	-12.35	-2.50	-0.89	-1.33	-0.45
Sacred Heart Catholic School + (IT)	Pinellas Park	34	34	-5.75	-7.62	-3.88	-5.75	-7.62	-3.88
Sacred Heart School + (IT)	Lake Worth	35	35	-5.74	-8.03	-3.46	-5.74	-8.03	-3.46
Saint Agatha School + (IT)	Miami	38	38	-9.18	-15.21	-3.16	-9.18	-15.21	-3.16
Saint Andrew Catholic School (IT)	Orlando	84	157	-1.19	-5.29	2.90	-0.14	-1.73	1.44
Saint Barnabas Episcopal School + (IT)	Deland	33	33	-4.65	-7.67	-1.64	-4.65	-7.67	-1.64
Saint Bartholomew School (IT)	Miramar	44	112	-2.59	-3.66	-1.52	-1.76	-0.13	-3.38
Saint Brendan Elementary School + (IT)	Miami	40	40	-4.06	-6.98	-1.15	-4.06	-6.98	-1.15

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Saint Helen Catholic School (IT)	Fort Lauderdale	54	157	-2.38	-4.85	0.09	-2.15	-0.34	-3.97
Saint James Catholic School (IT)	Miami	131	329	-0.93	-1.23	-0.63	0.06	1.07	-0.95
Saint John The Apostle School (IT)	Hialeah	90	237	3.11	2.24	3.97	3.58	4.99	2.18
Saint Johns Episcopal School (ST)	Homestead	41	106	0.46	5.29	-4.37	0.87	2.94	-1.20
Saint Joseph Catholic School (IT)	Winter Haven	49	130	-2.67	-6.29	0.94	-1.24	-1.71	-0.78
Saint Joseph Parish School (IT)	Tampa	45	109	-3.02	-5.73	-0.31	0.37	-1.39	2.13
Saint Joseph School [+] (IT)	Jacksonville	36	36	-1.82	-4.19	0.56	-1.82	-4.19	0.56
Saint Lawrence School (IT)	North Miami Beach	53	125	-0.05	-0.83	0.74	0.43	1.51	-0.65
Saint Marys Cathedral (IT)	Miami	137	369	-0.56	-0.39	-0.73	-0.79	-0.24	-1.35
Saint Michael The Archangel (IT)	Miami	72	183	-3.27	-3.86	-2.68	0.18	0.80	-0.44
Saint Paul Catholic School (IT)	Daytona Beach	55	115	-4.54	-5.38	-3.69	-2.47	-1.89	-3.06

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Saint Peter Claver + (IT)	Tampa	43	43	-2.44	0.05	-4.93	-2.44	0.05	-4.93
Saint Petersburg Christian School + (ST)	Saint Petersburg	31	31	-1.68	-0.32	-3.03	-1.68	-0.32	-3.03
Saint Pius V Catholic School (IT)	Jacksonville	43	109	-4.73	-5.00	-4.47	-1.81	-2.77	-0.85
Saints Academy Inc. + (ST)	Orlando	35	35	-3.34	-2.77	-3.91	-3.34	-2.77	-3.91
Seffner Christian Academy + (TN)	Seffner	40	40	-4.61	-1.68	-7.55	-4.61	-1.68	-7.55
Seven Rivers Christian School + *	Lecanto	38	38	-7.30	-10.63	-3.97	-7.30	-10.63	-3.97
Snow White The Seven Dwarfs School (IT)	Hialeah	40	99	11.48	10.25	12.70	8.17	7.92	8.41
Sonshine Christian Academy (ST)	Fort Myers	37	91	-0.45	-0.32	-0.57	-1.06	-1.74	-0.38
South Orlando Christian Academy (ST)	Orlando	63	197	0.19	1.48	-1.10	3.66	3.90	3.43

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Southland Christian School (ST)	Kissimmee	93	244	3.95	4.47	3.42	1.89	1.93	1.84
Spring Hill Christian Academy + (ST)	Spring Hill	30	30	-1.60	-0.47	-2.73	-1.60	-0.47	-2.73
St. Elizabeth Ann Seton Catholic School (IT)	Palm Coast	42	103	-3.18	-5.50	-0.86	-0.95	-1.43	-0.47
St. James Christian Academy (IT)	Port Saint Lucie	82	144	-2.89	-0.54	-5.24	-3.76	-2.12	-5.40
St. Thomas Aquinas School (IT)	Saint Cloud	48	109	-5.47	-10.48	-0.46	-1.85	-4.08	0.39
Stetson Baptist Christian School (ST)	Deland	48	103	-0.98	1.38	-3.33	0.18	0.02	0.34
Sunflowers Academy (IT)	Miami	137	377	-0.96	-3.82	1.90	-1.53	-5.21	2.15
Tallavana Christian School (ST)	Havana	48	124	1.61	-1.19	4.42	-0.45	-1.10	0.20
Tampa Adventist Academy (IT)	Tampa	38	115	7.76	4.53	11.00	2.57	3.85	1.30

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Temple Christian Academy (BA)	Jacksonville	35	99	-0.60	1.63	-2.83	-1.40	-0.58	-2.22
The Conrad Academy (ST)	Orlando	48	109	-4.52	-0.94	-8.10	0.80	2.89	-1.29
The Potter's House Christian Academy Elem (ST)	Jacksonville	60	164	-0.92	2.78	-4.62	-2.68	1.09	-6.45
Thinking Child Christian Academy School + (ST)	Homestead	31	31	7.18	7.19	7.16	7.18	7.19	7.16
Toras Emes Academy Of Miami (ST)	North Miami Beach	51	131	-6.38	-5.14	-7.63	-2.96	-1.47	-4.44
Treasure Of Knowledge Christian Academy (ST)	Orlando	35	106	0.97	4.03	-2.09	1.66	2.15	1.16
Trinity Catholic High School + (PS)	Ocala	31	31	-13.21	-8.10	-18.32	-13.21	-8.10	-18.32
Trinity Christian Academy (TN)	Lake Worth	54	131	-3.26	-2.00	-4.52	-1.06	0.66	-2.79
Trinity Christian Academy (ST)	Deltona	105	256	0.04	1.16	-1.08	-0.42	0.71	-1.55

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Trinity Christian Academy (ST)	Jacksonville	135	327	-0.83	-0.54	-1.12	-0.56	-0.40	-0.72
Universal Academy Of Florida (ST)	Tampa	149	345	-0.11	-0.62	0.40	1.48	1.01	1.95
University Christian School (TN)	Jacksonville	47	124	0.27	3.49	-2.96	-3.99	-2.35	-5.63
Venice Christian School (TN)	Venice	32	100	-4.73	-3.25	-6.22	-0.48	-0.47	-0.49
Victory Christian Academy (ST)	Orlando	62	166	-7.41	-7.45	-7.37	0.75	0.99	0.51
Victory Christian Academy (ST)	Lakeland	60	143	1.33	1.72	0.95	1.17	1.35	0.99
Victory Christian Academy (ST)	Jacksonville	37	100	1.74	0.81	2.68	2.72	2.34	3.10
Villa Prepatory Academy Corp + (IT)	Miami	51	51	-0.24	1.33	-1.80	-0.24	1.33	-1.80
Wade Christian Academy + (ST)	Melbourne	30	30	1.42	1.13	1.70	1.42	1.13	1.70
Warner Christian Academy (TN)	South Daytona Bea	105	278	-1.40	-0.37	-2.42	-0.49	0.97	-1.96

Appendix continued

		NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2014-15			AVERAGE GAIN SCORE FROM 2012-13 TO 2014-15		
SCHOOL NAME	CITY	2014-15 SCHOOL YEAR	BETWEEN 2012-13 AND 2014-15	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
West Hernando Christian School (ST)	Spring Hill	50	123	-2.22	-4.22	-0.22	-2.59	-3.12	-2.07
Westwood Christian School (ST)	Live Oak	35	90	-9.71	-6.86	-12.57	-3.50	-2.68	-4.32
Westwood Christian School (ST)	Miami	30	94	-1.02	-3.00	0.97	-0.86	-0.03	-1.69
William A. Kirlew Jr. Academy (IT)	Miami Gardens	47	108	3.03	-0.60	6.66	0.08	-0.81	0.97
Winter Haven Christian School (ST)	Winter Haven	42	93	0.62	-2.21	3.45	-0.08	-1.06	0.90
Yeshiva Elementary (ST)	Miami Beach	44	108	0.83	-2.14	3.80	-4.48	-4.25	-4.70

Notes:
Cells report average gain scores. Cells (in the three-year moving average columns) that are highlighted are statistically distinct from the national average at the 95 percent level of confidence.

Schools marked with + had scores only in 2014-15. Thus, the three-year average for these schools solely consisted of the average gain score in 2014-15. Performances of these schools should be evaluated with extreme caution given that the risk of having faulty observed results are high for these schools.

Acronyms within the parenthesis indicate the test that was administered in that school. Schools marked with * administered different tests at different grade levels. AC=ACT/PLAN; BA=Basic Achievement Skills Inventory; IT=Iowa Test of Basic Skills; PS=PSAT; TN=Terra Nova.