

**Evaluation of the Florida Tax Credit Scholarship Program
Participation, Compliance and Test Scores in 2015-16**

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EXECUTIVE SUMMARY

This report details the 2015-16 academic year evaluation for the Florida Tax Credit Scholarship (FTC) program, as required by the Florida Statutes, s. 1002.395(9)(j). The tenth in a series of reports, this evaluation is the third 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, 2015-16 test score results of program participants, gain scores from 2014-15 to 2015-16 of program participants, school-level average gain scores for schools with at least 30 participating students, attributes of new program participants in 2015-16, and the performance of program participants who return to Florida public schools.

Similar to the several most recent reports, this report does not attempt to make direct comparisons between the performance of FTC students and 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 for students participating in the 2015-16 academic year. The main findings include:

Participating private school compliance with protocol:

- Compliance with program testing requirements was high in 2015-16. Participating private schools reported test scores for 95.6 percent of program participants in grades 3-10. This was comparable to the last year's score reporting (95.9 percent), which was the second-highest level of score reporting in program history. Compared to the last year, the percentage of students not enrolled during testing, because they either left before testing or arrived after testing at the school, was higher in 2015-16 at 2.2 percent. This rate was 0.4 percent last year. The percentage of missing/unusable tests was lower at 1.1 percent in 2015-16 compared to the last year's rate of 2.5 percent. 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 suspension from the program was 0.1 percent, the rate of sick or absent students was 0.6 percent, and the rate of students ineligible for testing was 0.3 percent.

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

- Newly participating FTC students in 2015-16 were more likely to be black, and less likely to be Hispanic or white than non-participant eligible students. Also, they were less likely to be English-language learners than were non-participants.

The share of new FTC students who were free-lunch eligible was somewhat 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 English Language Arts (ELA) and math before entering the FTC program and they tended to come from lower-performing public schools.

- Former FTC students who returned to the public schools had poorer test performance in both reading and math during their last year in the FTC program, compared to FTC students who remained in the FTC program. Specifically, FTC students who returned to the public schools had scores at the 44.0th national percentile in reading and 41.8th national percentile in math, while FTC students who remained in the program scored at the 47.7th national percentile in reading and the 46.3rd national percentile in math.
- Former FTC students who returned to the public schools also had lower performance in both ELA and math during their first year back in the public schools, compared to low-income public school students who never participated in the FTC program. Former FTC students who returned to the public schools performed at the 41.2nd Florida percentile in ELA and 39.0th Florida percentile in math, while other subsidized-meal eligible public school students who never participated in the FTC program performed at the 46.4th Florida percentile in ELA and 46.9th Florida percentile in math.

Test scores of program participants, 2015-16:

- FTC students scored at the 48th national percentile in reading and the 46th national percentile in math. These scores are similar to previous years' scores.
- In terms of gains in national percentile ranking from 2014-15 to 2015-16, the typical FTC student tended to maintain his or her relative position in comparison with all students nationally both in math and reading. It is important to note that the FTC students are being compared to all students nationally, and not just students from low-income families.

1. BACKGROUND

This report details the 2015-16 academic year evaluation results of the Florida Tax Credit Scholarship Program, as required by the Florida Statutes, s. 1002.395(9)(j). The tenth in a series of reports, this evaluation is the third of those conducted by the Florida State University Learning Systems Institute. This report provides a summary of key findings, details about test score collection, 2015-16 test score results of program participants, gain scores from 2014-15 to 2015-16, test scores gains of individual schools with at least 30 or more students, attributes of new program participants in 2015-16, and the performance of program participants who return to Florida public schools. Similar to the four 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.

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 2015-16 academic year evaluation of the Florida Tax Credit Scholarship Program.

2. TEST SCORE COLLECTION IN 2015-16

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. The state designates an approved list of tests from which to choose: the ACT Aspire, Basic Achievement Skills Inventory, Comprehensive Testing Program, Curriculum Associates i-Ready Assessments, Educational Development Series, Iowa Assessments, Iowa Tests of Basic Skills, Iowa Tests of Educational Development, Kaufman Test of Educational Achievement, NWEA Measures of Academic Progress, Pivot INSPECT Summative Assessment, PSAT/NMSQT, Scantron Performance Series, Stanford Achievement Test, STAR, TerraNova, or Wide Range Achievement Test. Alternatively, participating students may be administered the FSA in accordance with 1002.395(7)(e).

Data collection took place during the year 2015-16, in which private schools sent students' test scores to the Learning Systems Institute. The 1,330 private schools that had participating students in grades 3 through 10 during the 2015-16 school year were contacted by the Learning Systems Institute in spring 2016 and again throughout spring and summer 2016 to encourage compliance with score reporting. Schools were provided a roster of participating FTC students, which was obtained in early spring 2016 from the Scholarship Funding Organizations.¹ From the 1,330 private schools with participating FTC students, 43,270 students were enrolled in

¹ This 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.

grades 3 to 10, the grades mandated for testing per s. 1002.395(8)(c)(2). 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.

Participating private school compliance with protocol

Score reporting in 2015-16

A large majority of schools were in compliance with test score reporting for the academic year 2015-16. Regarding test score submission, most schools sent photocopied test score sheets that had been scored by the testing company. In a small 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 2016 the Learning Systems 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 LSI 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 Organizations, 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' FSA scores, public schooling history, free/reduced lunch status, limited English proficiency, and disability status. A unique FLDOE identification number replaced students' identifying information. The LDOE 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 1,330 FTC participating schools with students in the relevant grades in 2015-16. The vast majority of the FTC participating schools provided evidence of test administration consistent with the specifications of the program. Three participating schools, serving 23 testing-eligible students, closed or did not participate in the program following the 2015-16 school year and hence did not provide test scores. Two schools, serving 24 students, did not administer tests to or report scores for any participating students². There were 43,270 students in relevant grades participating in the FTC program in 2015-16. Valid, legible test scores were received for 41,372 FTC students, which represents 95.6 percent of all expected test scores received.

² LSI reported these non-compliant schools to the Florida Department of Education.

Table 1: Distribution of score reporting percentages: 2015-16 and prior years

	Academic year									
	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16
Legible, valid scores received	72.7	92.7	89.8	91.3	93.5	96.4	92.3	90.0	95.9	95.6
Not enrolled at time of testing	19.5	2.7	5.6	5.8	3.5	2.1	5.1	0.8	0.4	2.2
Ineligible for testing	0.7	0.9	0.6	0.6	0.4	0.4	1.2	0.4	0.3	0.3
School closed/suspended	1.3	0.2	0.9	0.9	0.4	0.1	0.7	0.2	0.2	0.1
Student sick/absent	3.4	1.0	1.9	1.9	0.8	0.9	0.6	0.7	0.6	0.6
Missing/unusable test	2.5	2.6	1.2	1.2	0.3	0.3	1.2	7.9	2.5	1.1
Note: Percentages may not add up to 100 due to rounding.										

The rate of legible, valid scores received was high in 2015-16. As seen in Table 1, private schools reported test scores for 95.6 percent of program participants in grades 3-10. This is comparable to the last year's score reporting (95.9 percent), which was the second-highest level of score reporting in program history. Compared to the last year, the percentage of students not enrolled during testing, because they either left before testing or arrived after testing at the school, was higher in 2015-16 at 2.2 percent. This rate was 0.4 percent last year. Compared with last year, the percentage of missing/unusable tests was lower at 1.1 percent in 2015-16 compared to the last year's rate which was 2.5 percent.

The other categories of score reporting remained at levels comparable to those observed in recent years. The rate of sick/absent students was 0.6 percent; the

share of students who were at schools that were closed or suspended from program participation was 0.1 percent. Lastly, 0.3 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: 2015-16 and prior years.

	Academic year									
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2015-16	2015-16
Number of students	9,721	10,734	11,508	15,151	17,724	19,284	26,595	30,036	36,106	43,270
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	41,372
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	95.3

In 2015-16 the number of students in relevant grades participating in the program was the highest compared to previous years. As can be seen in Table 2, the number of enrolled students in relevant grades increased over the years and reached 43,270 in 2015-16.³

³ 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 less than half of the number of students with legible, valid scores in 2015-16.

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

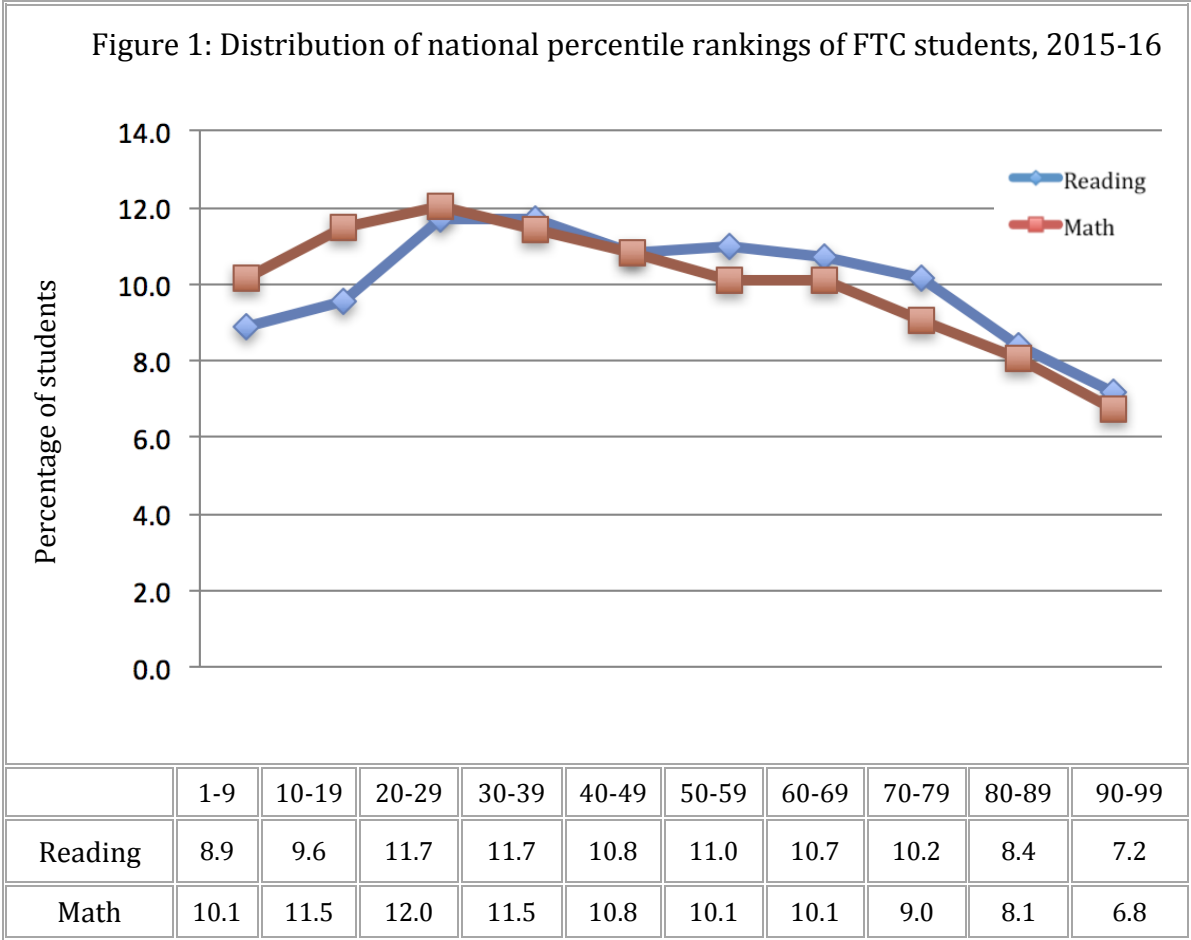
Although the rate of successful score reporting was high in 2015-16 at 95.6 percent, there were about 4 percent of students whose expected scores were not received. Thus, it was still important to examine whether the students whose test scores were successfully reported are comparable to the population enrolled in 2015-16.

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 was consistent with previous years' findings. As in previous years, students whose scores were successfully reported come from families with higher incomes (averaging \$28,207 versus \$24,358) and with parents more likely to be married (46.2 percent versus 34.4 percent). Moreover, students whose scores were successfully reported were more likely to be white (55.2 percent) and female (51.6 percent), compared to students with no test scores (44.3 percent white and 47.9 percent female). 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 2015-16

We reported test scores in the form of national percentile rankings as in previous years' reports. There was variation in the test administered by schools and the time of the year it is administered as reported in the previous section. 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 presents the basic distribution of national percentile rankings of FTC students participating in the program in 2015-16. Most of the students were in the middle of the test score distributions. The average national percentile ranking for FTC students was 48th percentile in reading and 46th percentile in math in 2015-16. In other words, the typical student in the FTC program scored at the 48th national percentile in reading and the 46th national percentile in math.



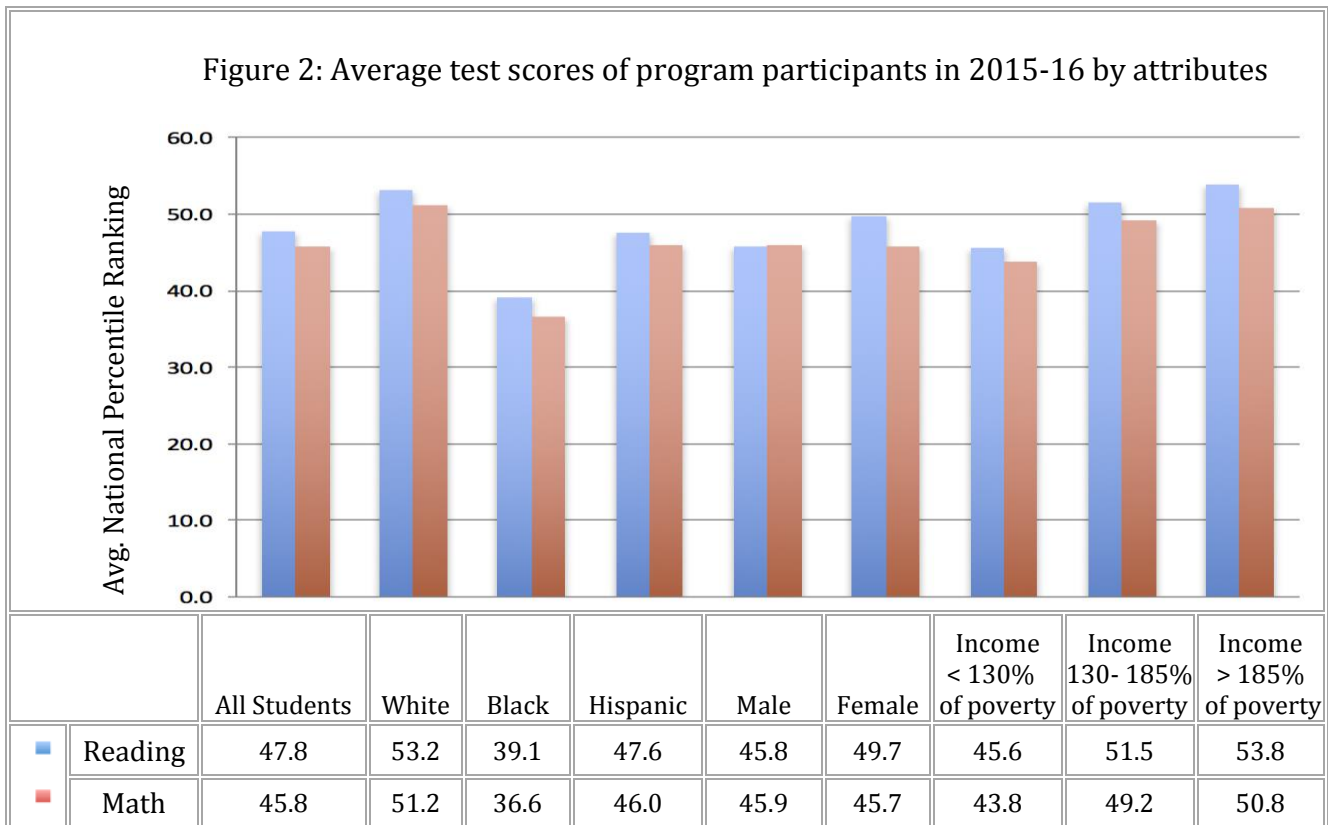
Average national percentile rankings in 2015-16 were very similar to national percentile rankings observed in prior years for both reading and math. In fact, since 2006-07, the average national percentile rankings varied by about one percentile point in reading and less than one percentile point in math over the years including 2015-16.

Average test scores in 2015-16 by attributes of program participants

We provided a breakdown of test scores of 2015-16 program participants by race/ethnicity, sex, and family income. Family income is expressed in terms of likely eligibility for federal free or reduced lunch program based upon self-reported income

collected from the Scholarship Funding Organizations (SFOs)⁴. 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.

As seen in Figure 2, white participants had higher mean national percentile rankings than black and Hispanic participants. While mean national percentile rankings of males and females were not different in math, females tended to perform better than males did in reading. Lastly, relatively higher-income families tended to score better than relatively lower-income families. These figures were similar to the figures reported in previous years.



⁴ LSI used data from the SFOs for these analyses.

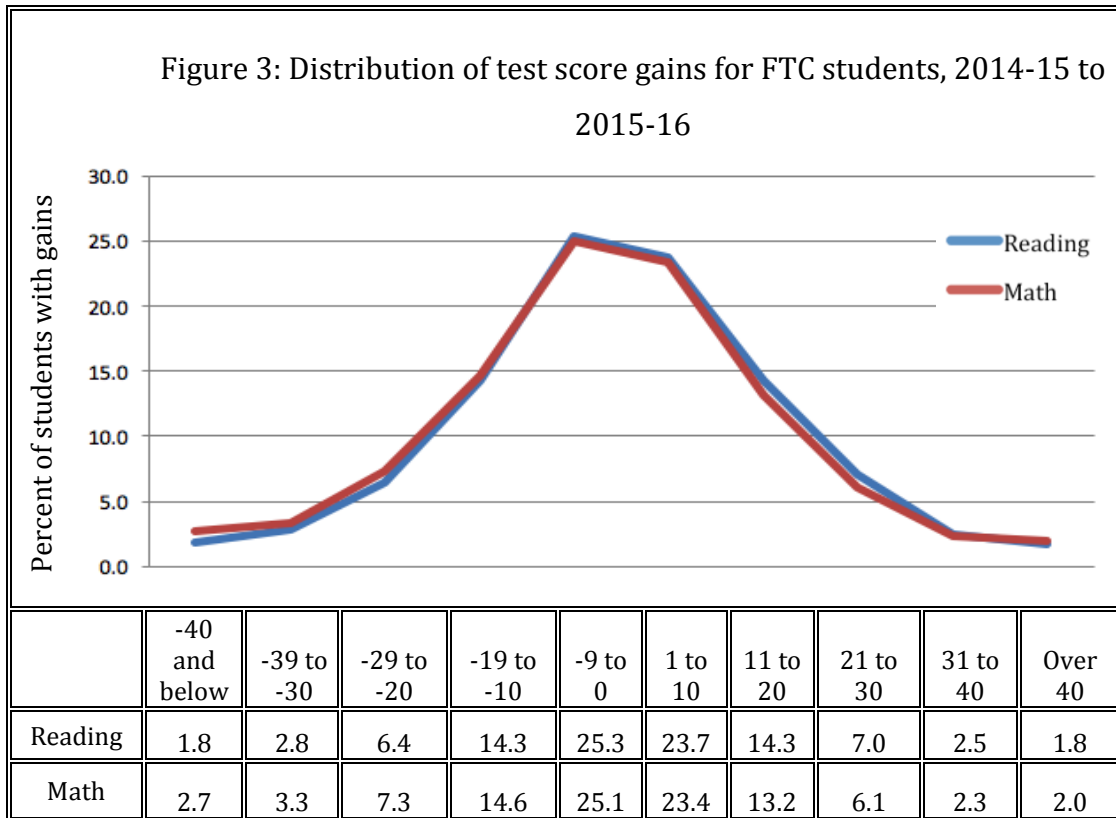
4. GAIN SCORES FROM 2014-15 TO 2015-16

Test score gains for FTC students

Test score gains for FTC students are calculated as required by s. 1002.395(9)(j). Gain scores can be interpreted as changes in national percentile rankings for program participants from 2014-15 to 2015-16 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 2014-15 cannot gain much more) and floor effects (where students whose percentile rankings were low in 2014-15 cannot lose much more ground). Ceiling and floor effects were of less concern for students whose initial national percentile ranking falls in the middle portions of the initial test score distributions, which was the case for the majority of students participating in the FTC Scholarship Program.

Gain scores were calculated for 25,107 FTC students with legible reading scores and 25,064 FTC students with legible math scores in both 2014-15 and 2015-16. The mean gain score for FTC students was 0.5 national percentile ranking points in reading and -0.8 national percentile ranking points in math. This means that the typical FTC student tended 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.

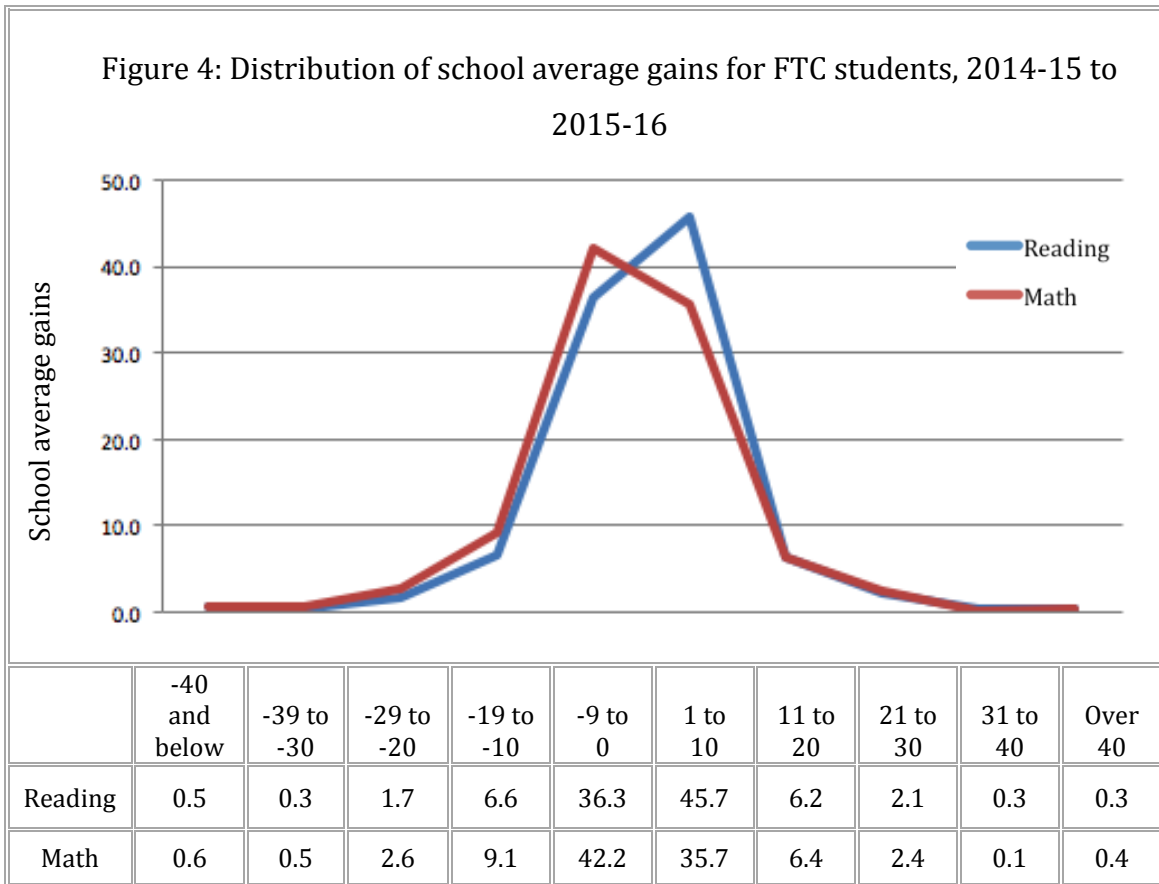


Gain scores for 2015-16 were similar to previous years' gain scores which ranged from -1.2 to 0.0 for reading and from -2.4 to 0.0 for math between 2008-09 to 2014-15. Moreover, as was the case in previous years, considerable variation in individual student gain scores was observed in 2015-16 as well (see Figure 3). Between 2014-15 and 2015-16, 11.3 percent of program participants in reading and 10.4 percent of participants in math gained more than 20 percentile points relative to the nation and 11.1 percent of participants lost 20 or more percentile points in reading and 13.3 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.

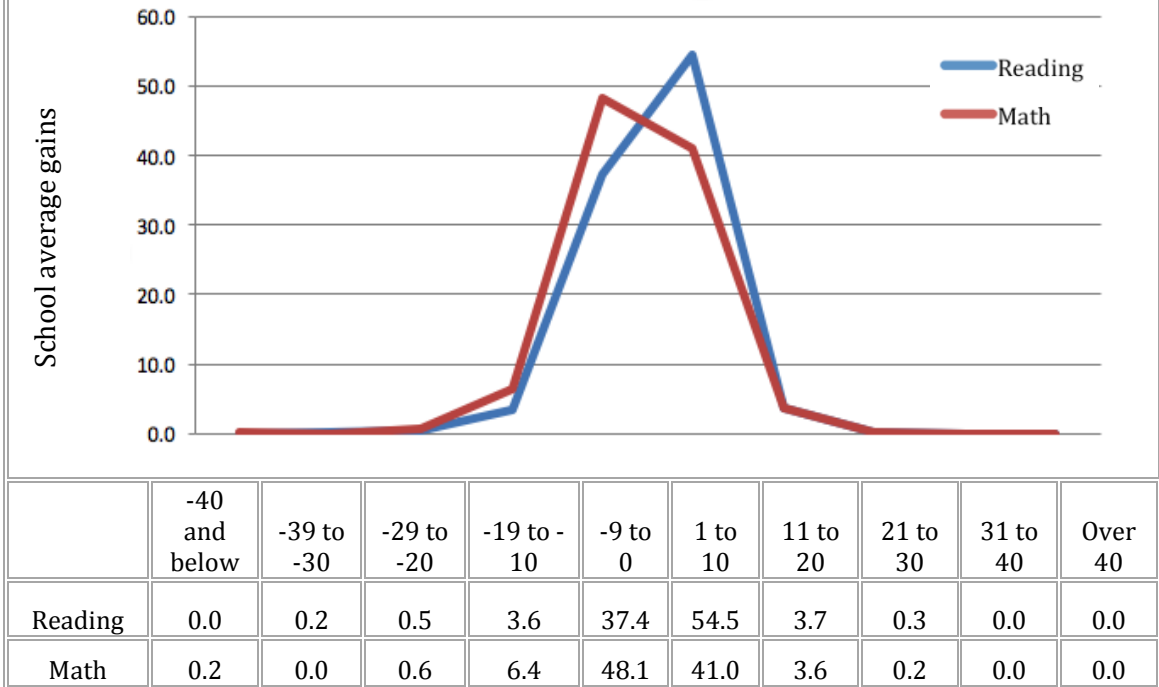
School-level differences in average gain scores, 2014-15 to 2015-16

We calculated average gain scores from 2014-15 to 2015-16 at the school level as well. As mentioned in the preceding section, there was considerable variation in gain scores of individual students. Both individual level differences and school level differences contributed 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-school 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.



At the school level, the distribution of average gain scores was concentrated in the middle of the distribution (see Figure 4). The percent of schools with observed average gains of -20 percentile points or below was 2.6 percent for reading and 3.7 percent for math. These figures were 11.1 percent and 13.3 percent, respectively, at the individual-level. Similarly, 2.7 percent of schools had observed average gains of 20 percentile points or above in reading, and 2.9 percent of schools have observed average gains of 20 percentile points or above in math. This contrasted with 11.3 percent and 10.4 percent, respectively, of individual-level gains. As expected, much of the observed variability in gain scores was at the individual level.

Figure 5: Distribution of school average gains for FTC students, 2014-15 to 2015-16, schools with 10+ gain scores



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 became more compressed. The percent of schools with observed average gains of -20 percentile points or below was only 0.7 percent in reading and 0.8 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 was only 0.3 percent in reading and 0.2 percent in math.

Although the distribution of average gain scores for schools that had more than 10 students were more compressed, there still existed considerable between-school variation. The percent of schools with observed average gains of -10 percentile points or lower was 4.3 percent in reading and 7.2 percent in math. At the top of the average score distribution, 4.0 percent of these schools had average reading gain scores higher than 10 percentile points. This figure was 3.7 percent for math. These findings suggest that there was a non-trivial between-school variability in the average gain scores, although it was not “true” school-level differences as a result of noise due to small sample sizes at the school level.

Individual school average gain scores, 2014-15 to 2015-16

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 is typically a less precise 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 increases that the average gain score will be less precise. 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 2013-14 through 2015-16. 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 2014-15, it is likely to observe a negative average gain score for that school in 2015-16. On the other hand, if a school had particularly low average scores in 2014-15, it is likely to observe a positive average gain score in 2015-16 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 283 schools that submitted valid test scores for 30 or more students in both 2014-15 and 2015-16 are reported in the Appendix. Gain scores are reported for reading, math, and combined reading and math (by averaging schools’ average reading and math scores) for 2015-16 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 confidence level 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.

When 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 2015-16

Previous reports revealed that newly participating FTC students tended to be lower achieving and more disadvantaged than students who were eligible for the program but did not participate. We examined attributes of new FTC students in 2015-16 in order to see whether they were systematically different from eligible non-participant students before participating in the FTC program in 2015-16 as well.

In order to make plausible comparisons among students who spent the 2014-15 academic year in Florida public schools, we compared students who entered the FTC Scholarship Program in 2015-16 versus subsidized school meal eligible students

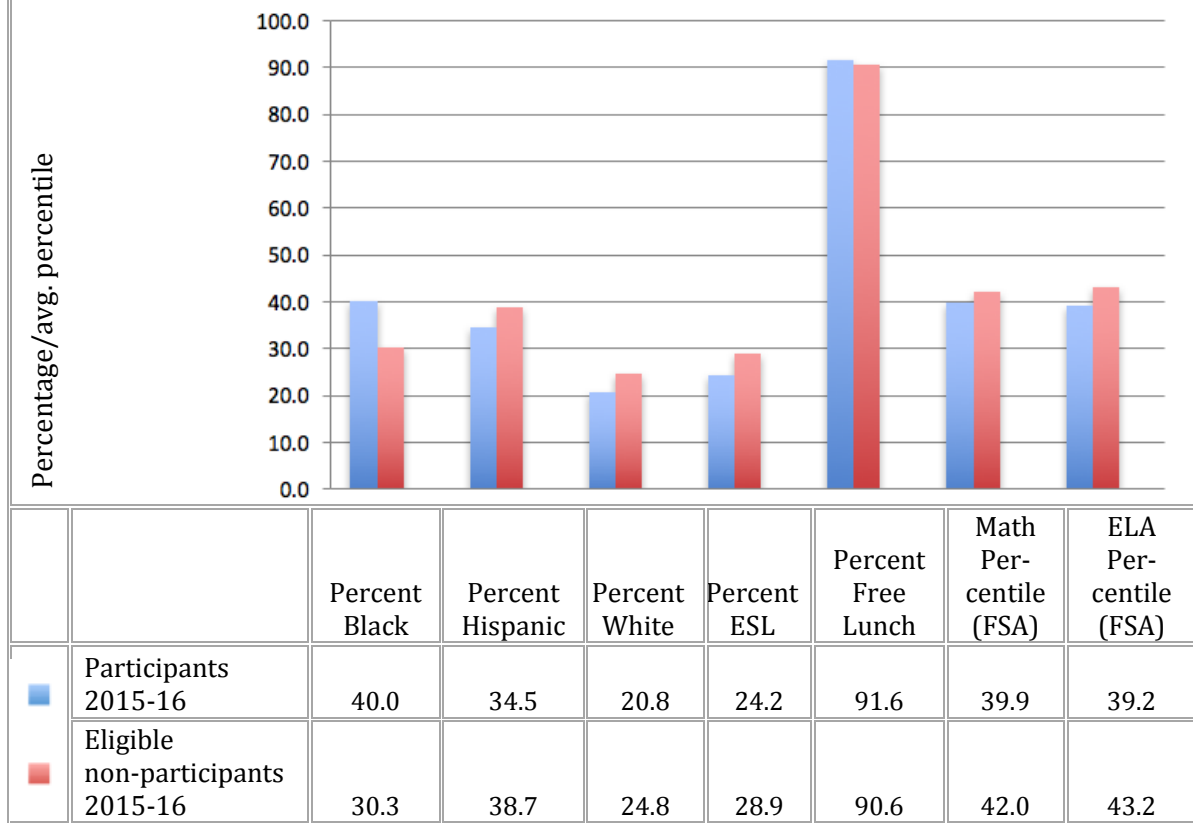
who did not enter the program in that year but stayed free or reduced-price lunch eligible in 2015-16. We excluded students with disabilities who could participate in the McKay Scholarship Program. We limited the analysis to students who had taken either a reading or math test in public school in 2014-15. We also restricted analysis to students who would be in grade 10 or below in 2015-16.⁵ With these criteria, we compared 3,701 new students in the FTC Scholarship program in 2015-16 versus 744,139 students who remained in the public schools and continued on subsidized school lunches in 2015-16. We used Florida Department of Education records for these comparisons.

Comparison of characteristics of new FTC students and non-participant students

Newly participating FTC students in 2015-16 were more likely to be black, and less likely to be Hispanic or white than students who were eligible but did not participate as seen in Figure 6. Also, they were less likely to be English-language learners than were non-participants. While both new FTC students and non-participant students were eligible for subsidized lunch in the 2014-15 school year, the share of new FTC students who were free-lunch eligible was somewhat 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 ELA and math before entering the FTC program.

⁵ Students who were in grade 10 in 2013-14 are excluded since they are not tested in 2015-16.

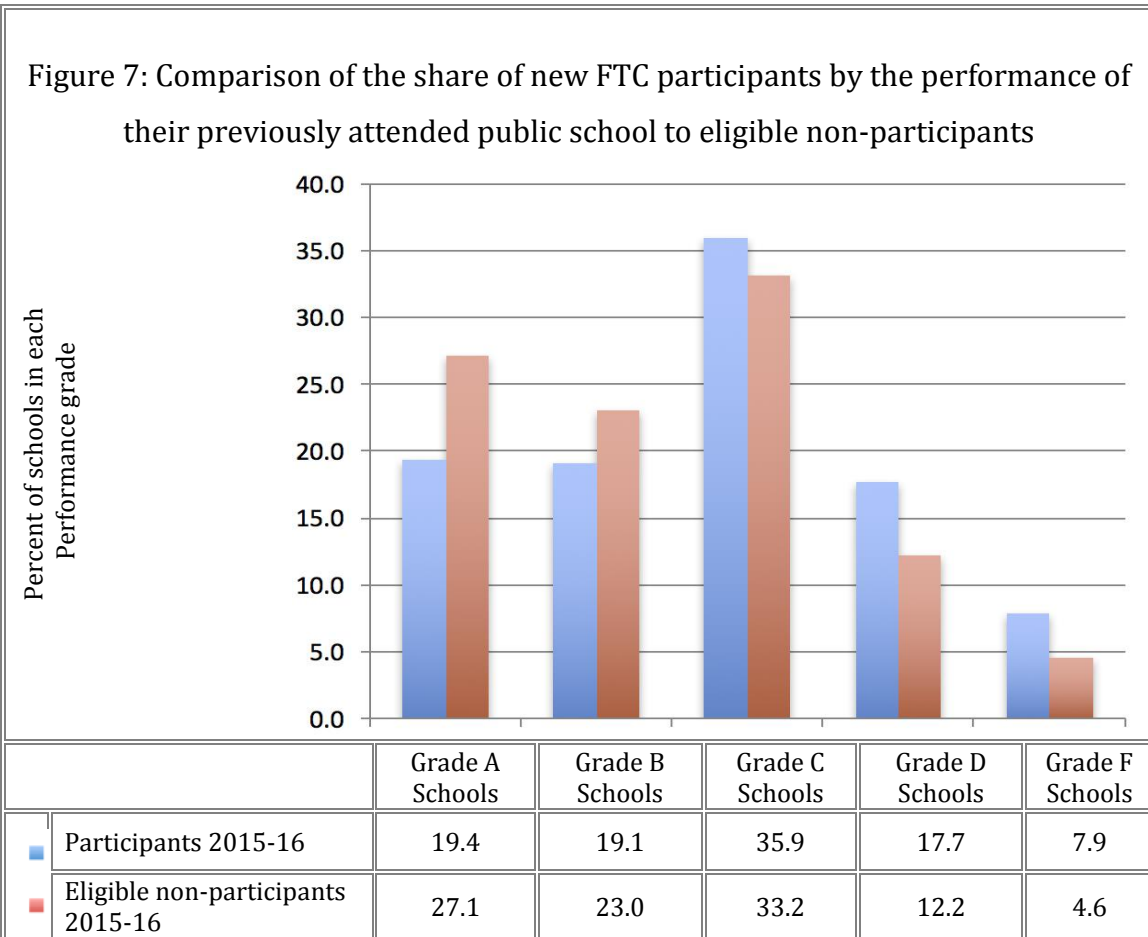
Figure 6: Comparison of prior year characteristics of new FTC students to "income eligible" non-participant students, 2015-16



Comparison of new FTC students and non-participant students in terms of performance of their schools in 2014-15

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 the performance of the schools that they attended in the 2014-15 school year. We observed that students who entered the FTC program in 2015-16 came from lower-performing schools. On a scale of A-F, with A being the highest performing schools, 19.4 percent of new FTC students were in schools graded "A", before

attending a school in the FTC program, while 27.1 percent of eligible non-participant students were in schools graded “A” in the 2014-15 school year. At the other end of the spectrum, 25.6 percent of new FTC students were in schools graded "D" or "F", as compared with 16.8 percent of eligible non-participant students who were in schools graded "D" or "F" (see Figure 7).

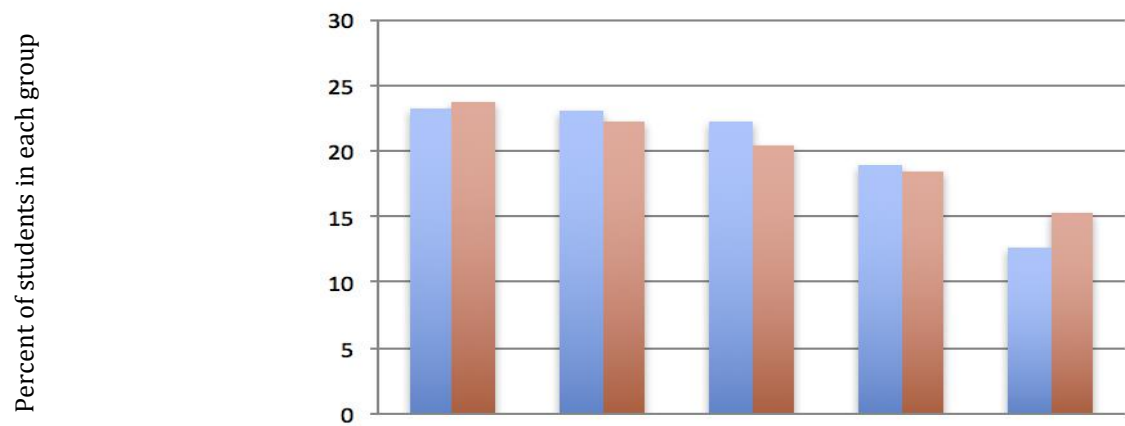


Comparison of new FTC students and non-participant students within their schools in terms of performance in 2014-15

We also examined new FTC students’ performance relative to eligible non-participant students in their own schools before entering the FTC program. In the

previous years, FTC students were more likely to be low performing students in their schools before attending the program regardless of the performance of the school that they were in. A similar pattern was observed this year with the exception that a more balanced distribution was observed at the bottom fifth of the score distribution (see Figure 8). The percent of new FTC students and non-participating students in the bottom fifth of their prior public school's ELA FSA test score distribution was comparable at 23.2 percent and 23.7 percent, respectively. At the top fifth of the distribution, as observed in the previous years, the percentage of new FTC students was lower (12.6 percent) compared to non-participating students (15.3 percent).

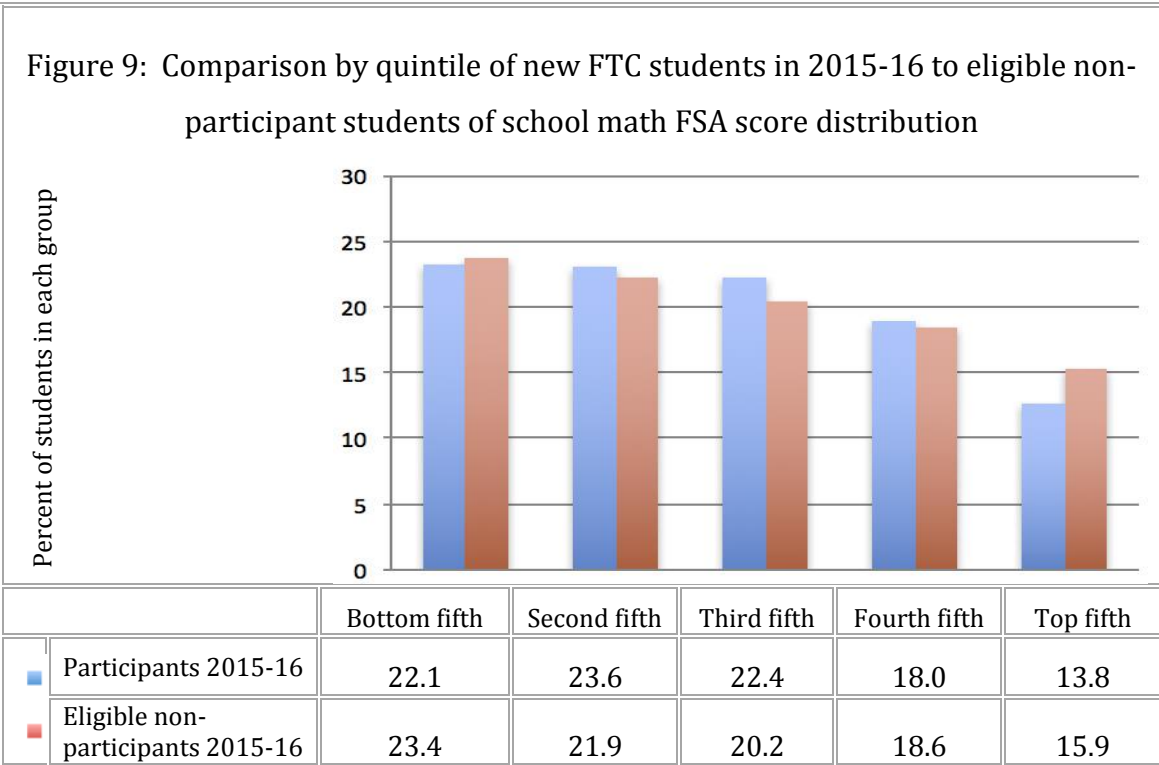
Figure 8: Comparison by quintile of new FTC students in 2015-16 to eligible non-participant students of school ELA FSA score distribution



		Bottom fifth	Second fifth	Third fifth	Fourth fifth	Top fifth
■	Participants 2015-16	23.2	23.1	22.2	18.9	12.6
■	Eligible non-participants 2015-16	23.7	22.3	20.4	18.4	15.3

For the math FSA test score distribution; 22.1 percent of new FTC students were in the bottom fifth of their prior public school's math distribution, while 23.4 percent of non-participating eligible students were in the bottom fifth of the

distribution. At the top of the math test score distribution, 13.8 percent of new FTC students were in the top fifth of the distribution, as compared with 15.9 percent of eligible non-participating students in the top fifth of the distribution (see Figure 9).



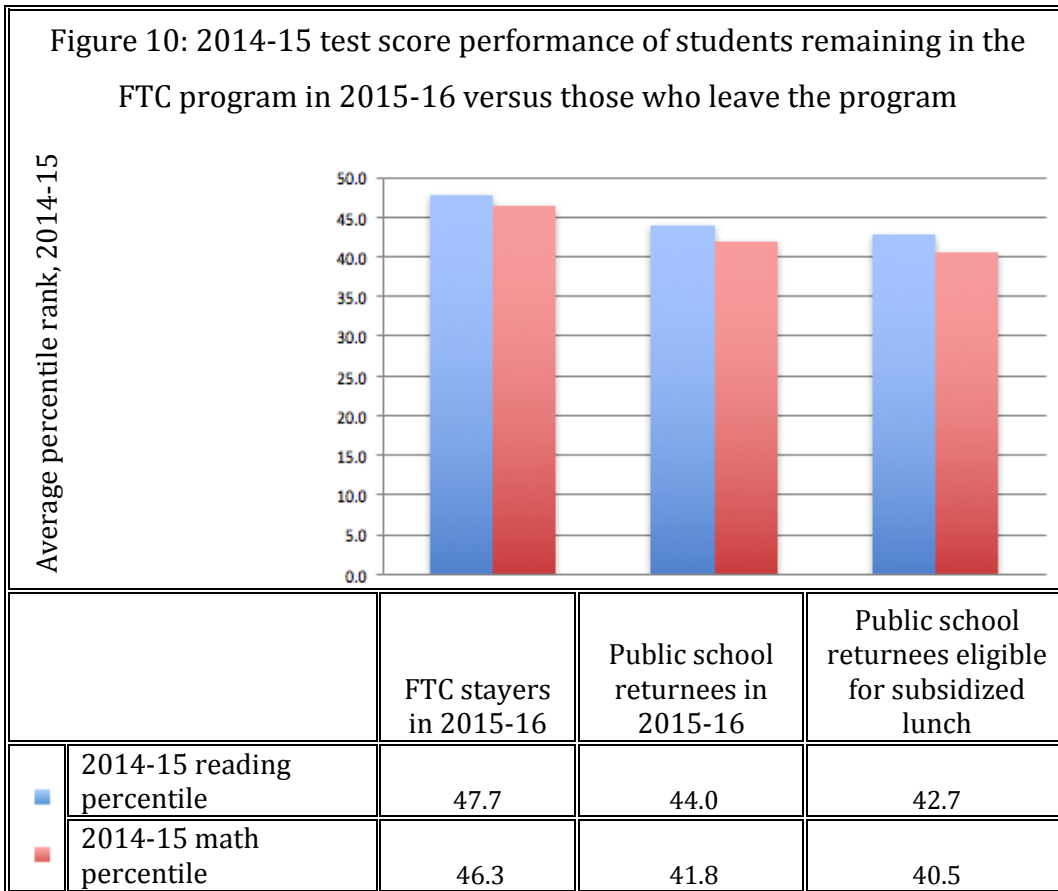
Findings regarding the attributes of new program participants suggest that new FTC students in 2015-16 - compared to free-lunch eligible, non-participant students- were relatively more disadvantaged and lower-performing prior to entering the FTC program. Moreover, they were more likely to come from low performing public schools and less likely to be high performing students in their prior public 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 2015-16 after participating in the FTC program to those who remained in the FTC program in 2015-16. 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 2014-15 performance of public school returnees and FTC stayers in 2015-16

We first compared FTC students who returned to the public school system in Florida in 2015-16 versus those who remained in private schools under the FTC program in terms of their national norm-referenced test performance in 2014-15. The typical student who left the program scored at the 44.0th national percentile in reading and 41.8th national percentile in math in 2014-15 while the typical FTC student who remained in the program in 2015-16 scored at the 47.7th national percentile in reading and the 46.3rd national percentile in math (See Figure 10).

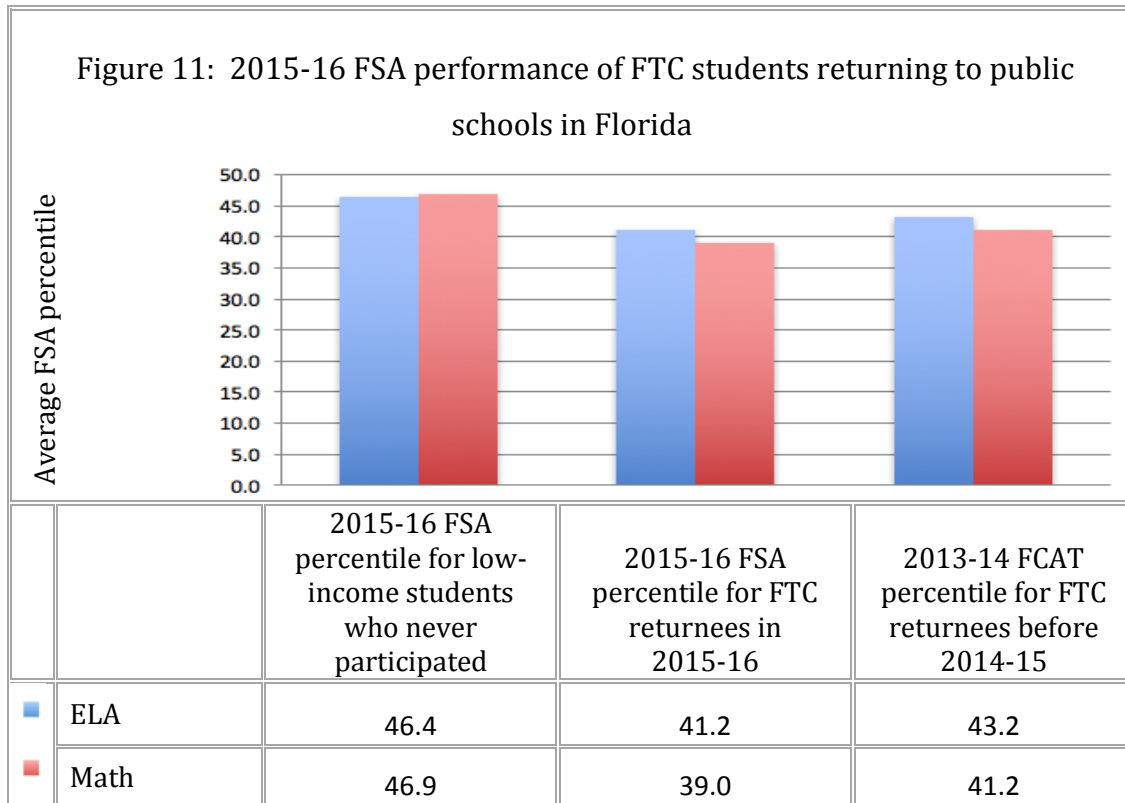


This finding can be an understatement of the difference between these two groups, since all students who remained in the FTC program were still income-eligible to participate while some students who left the program may not meet eligibility criteria anymore in 2015-16. In order to have more comparable groups in terms of income range, we limited the public school returnees to those participating in the National School Lunch Program in 2015-16. We found that the average returnee who is free/reduced lunch eligible in 2015-16 scored at the 42.7th national percentile in reading and scored at 40.5th national percentile in math in 2014-15, somewhat lower than the performance of all returnees as expected.

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

Comparison of 2015-16 FSA performance of public school returnees and low income public school students

Next, we compared performance of FTC students who returned to the public schools and the performance of subsidized-meal eligible public school students who never participated in the FTC program. As can be seen in Figure 11, 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 2015-16, who performed at the 41.2nd Florida percentile in ELA and 39.0th Florida percentile in math while public school students who never participated in the FTC program performed at the 46.4th Florida percentile in ELA and 46.9th Florida percentile in math in 2015-16.



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 2015-16 and public school students who never participated in the 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 student. 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 2015-16. Compliance with program testing requirements was high in 2015-16. Private schools reported test scores for 95.6 percent of program participants in grades 3-10.

FTC students scored at the 48th national percentile in reading and the 46th national percentile in math in 2015-16. These scores were similar to previous years' scores. In terms of gain in national percentile ranking points from 2014-15 to 2015-16, the typical FTC student tended to maintain his or her relative position in comparison with all students nationally both in math and reading. 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 was considerable variation in individual student gain scores. While some FTC students gained considerable ground relative to peers nationally, other FTC students lost considerable ground relative to national peers. Similarly, in examining average gain scores at the school level, there was considerable variation across the schools participating in the FTC program.

As in prior years, lower-performing public school students eligible for the FTC program were more likely to attend a private school under the FTC program and FTC students who struggle in these schools were more likely to return to the public

schools. FTC students who returned to the public schools in Florida had 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, poor performance of FTC returnees cannot be associated with possible negative effects of the FTC program on participating students. Given selection of students into and out of the FTC program, the former FTC students who returned to public schools would have been expected to perform more poorly than the typical low-income public school students.

APPENDIX

Appendix Table: Average gain scores in 2015-16 and three-year moving average of gain scores from 2013-14 to 2015-16 for schools with 30 or more students with gain scores in 2015-16.

Notes: Cells report average gain scores. We shade cells where the difference between an individual school's three year moving average gain score is statistically significant from the national average (at the 95 percent confidence interval).

These school-level gain scores are not intended to be a comprehensive analysis of school performance.

As noted in the main body of this report, 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 is typically a less precise 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 increases that the average gain score will be less precise. For this reason, we also compute the three-year moving average gain score. However, when 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.

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Abundant Life Christian Academy	Margate	78	206	1.12	2.76	-0.53	1.85	3.69	0.01
Academy Prep Center Of St. Petersburg	Saint Petersburg	58	165	-1.99	-1.12	-2.86	3.58	3.84	3.32

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Academy Prep Center Of Tampa Inc.	Tampa	70	207	0.71	2.03	-0.60	0.77	1.28	0.25
Adventure Christian Academy	Tavares	30	52	-9.28	-9.10	-9.47	-6.25	-5.63	-6.87
Agape Christian Academy	Orlando	58	150	7.56	-0.91	12.93	2.10	-0.67	3.49
Alazhar School	Tamarac	69	178	0.35	-3.18	4.64	0.21	-1.43	2.16
Aletheia Christian Academy	Pensacola	36	65	2.11	2.50	1.81	-1.22	-0.24	-2.25
Altamonte Christian School	Altamonte Springs	44	80	0.17	-1.12	1.82	1.14	1.26	1.34
American Christian School Art Center	Hialeah	52	139	-8.82	-10.22	-7.81	5.69	6.14	5.18
American Youth Academy Inc.	Tampa	136	328	0.28	0.91	-0.35	10.42	10.39	10.48
Annunciation Catholic School	Middleburg	37	62	-3.99	-6.19	-1.78	-2.94	-5.71	-0.16
Annunciation School	Hollywood	56	132	-0.91	1.41	-3.23	-1.66	-0.79	-2.53

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Archbishop Curley/Notre Dame High School	Miami	83	224	0.20	0.94	-0.70	-3.91	-3.39	-4.52
Archbishop Edward A. Mccarthy High School	Southwest Ranches	30	30	2.57	-0.20	5.33	2.57	-0.20	5.33
Arlington Country Day School	Jacksonville	37	99	3.16	2.61	3.58	2.92	3.18	2.82
Atlantic Christian Academy Of The Palm Beach	West Palm Beach	54	84	-0.79	-0.30	-1.28	0.28	-0.33	0.89
Baptist Temple School	Orlando	38	67	2.41	-0.24	4.89	4.03	1.15	6.84
Berean Christian School	West Palm Beach	63	141	-1.72	-1.93	-1.94	0.06	0.91	-0.93
Beryl Wisdom Adventist School	Orlando	34	53	-8.68	-12.56	-4.79	-5.15	-6.58	-3.72
Betesda Christian School	Opa-locka	54	149	4.83	4.20	5.46	0.71	-0.21	1.64
Beth Jacob High School Inc.	North Miami Beach	75	151	-5.80	-3.72	-7.77	-4.14	-3.24	-4.98

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Bethany Christian School	West Melbourne	34	60	3.10	1.18	5.03	2.26	2.62	1.90
Bishop John J. Snyder High School	Jacksonville	32	52	1.03	1.66	0.41	-0.63	0.63	-1.88
Bishop Kenny High School	Jacksonville	45	111	-2.78	-0.82	-4.73	0.34	1.21	-0.52
Bishop Moore Catholic High School	Orlando	40	40	-2.95	0.33	-6.23	-2.95	0.33	-6.23
Blessed Trinity	Ocala	88	213	-2.48	-1.05	-3.92	-2.24	-1.95	-2.52
Blessed Trinity Catholic	Jacksonville	33	56	3.92	5.73	2.12	1.26	-0.07	2.59
Boca Raton Christian School	Boca Raton	75	75	0.37	1.80	-1.54	0.37	1.80	-1.54
Bradenton Christian School	Bradenton	63	146	0.61	-0.67	1.89	-1.05	-2.51	0.42
Bridge To Independence Inc.	Orlando	33	92	-10.41	-9.97	-11.19	-6.64	-4.17	-8.89
Brito Miami Private School	Miami	58	155	-0.25	-0.59	-0.04	1.86	0.89	2.81

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Broward Junior Academy	Plantation	76	192	-0.34	-0.17	-0.51	-3.79	-6.56	-1.02
Brush Arbor Christian School	Orlando	61	173	-0.87	-0.41	-0.49	-0.50	0.16	-0.87
Calvary Chapel Academy	West Melbourne	60	136	-5.39	-7.48	-3.00	-1.93	-2.06	-1.59
Calvary Christian Academy	Fort Lauderdale	102	223	-4.26	-1.65	-6.68	-2.84	-1.57	-4.04
Calvary Christian Academy	Fort Walton Beach	32	53	0.05	3.81	-3.72	0.08	2.66	-2.51
Calvary Christian Academy	Ormond Beach	47	149	0.79	-3.28	4.51	1.29	0.99	1.42
Candlelight Christian Academy	Lake Wales	50	132	3.50	4.34	2.66	1.03	0.39	1.66
Cardinal Gibbons High School	Fort Lauderdale	47	70	11.53	13.02	10.60	9.34	10.40	8.59
Cedar Creek Christian School	Jacksonville	57	128	-0.18	2.07	-2.54	-1.87	-1.87	-1.94
Cedar Hills Baptist Christian School	Jacksonville	45	115	-1.72	-1.47	-1.98	1.18	1.62	0.75

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Central Baptist Christian School	Brandon	51	83	-0.29	2.16	-2.75	-2.73	0.29	-5.76
Central Florida Christian Academy	Orlando	34	62	1.97	5.24	-1.29	2.33	6.16	-1.50
Central Pointe Christian Academy	Kissimmee	97	135	1.34	3.98	-1.31	-0.37	1.01	-1.76
Champagnat Catholic School Of Hialeah	Hialeah	57	163	-2.83	-1.63	-4.36	4.54	6.33	3.08
Children's Rainbow Dayschool Academy	Goulds	51	121	-2.95	-0.67	-5.24	-0.57	1.66	-2.79
Christ The King Catholic	Jacksonville	30	55	2.35	0.13	4.57	-2.38	-6.47	1.71
Christ-Mar Private School	Hialeah	30	92	-18.38	-17.76	-18.27	-2.87	-3.71	-1.79
Christian Heritage Academy	Jacksonville	44	69	-0.80	1.48	-3.07	-0.12	1.33	-1.58
Christopher Columbus High School	Miami	34	59	8.81	11.18	6.44	-1.38	0.73	-3.49
Citrus Park Christian School	Tampa	38	62	-0.51	-5.32	3.37	0.70	-2.49	3.37

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
City Of Life Christian Academy	Kissimmee	88	253	-1.45	3.45	-6.36	-2.54	-1.01	-4.05
Classical Christian School For The Arts Inc	Pinellas Park	46	46	1.01	-0.37	2.39	1.01	-0.37	2.39
Colonial Christian School	Homestead	65	171	3.33	3.06	3.60	2.40	2.33	2.46
Community Christian Academy	Stuart	30	63	-6.27	-5.53	-7.00	-3.04	-1.98	-4.10
Community Christian Learning Center	Apopka	42	132	2.37	2.67	-0.74	1.56	1.46	0.90
Community Christian School	Bradenton	39	64	-4.77	2.51	-12.05	-3.53	1.94	-9.00
Community Christian School	Port Charlotte	81	182	-0.31	-0.50	-0.22	-2.45	0.12	-5.05
Coral Springs Christian Academy	Coral Springs	37	95	-3.00	-3.32	-2.68	-3.86	-2.69	-5.06
Cornerstone Christian School	Dunedin	34	62	1.69	0.38	3.00	1.52	1.98	1.06
Covenant Christian School	Palm Bay	47	139	-1.90	-0.11	-3.70	-3.50	-1.74	-5.26

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Cutler Ridge Christian Academy	Miami	42	42	1.13	0.98	1.29	1.13	0.98	1.29
Deltona Christian School	Deltona	33	52	-13.50	-11.79	-15.21	-7.66	-5.37	-9.96
Downey Christian School	Orlando	57	94	3.56	5.00	2.12	1.62	2.23	1.01
Dr. John A. Mckinney Christian Academy	Miami	40	75	-7.46	-3.74	-11.13	-2.43	-0.93	-3.85
Eastland Christian School	Orlando	88	210	-5.76	-4.31	-7.33	-2.87	-2.60	-3.16
Edison Private School	Hialeah	144	322	0.79	-1.96	3.54	0.66	-0.56	1.87
Elfers Christian School	New Port Richey	56	170	1.74	2.71	0.77	3.82	2.88	4.58
Esprit De Corps Center For Learning	Jacksonville	36	123	2.93	1.25	4.61	-0.97	-0.85	-1.09
Evangelical Christian	Fort Myers	31	56	2.13	3.06	1.19	1.99	2.95	1.04
Faith Christian Academy	Orlando	117	318	-1.75	-1.88	-1.62	0.70	0.97	0.43

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Faith Lutheran School	Hialeah	31	107	2.81	-1.45	7.06	3.36	1.54	5.18
Faith Outreach Academy	Tampa	45	137	6.29	5.87	6.71	1.37	2.25	0.49
Family Christian Center School - Clermont	Clermont	39	39	-3.08	-4.97	-1.18	-3.08	-4.97	-1.18
Father Lopez High School	Daytona Beach	47	78	-4.91	-4.17	-5.66	-5.49	-6.32	-4.65
First Academy- Leesburg	Leesburg	48	122	1.36	1.42	1.31	-0.58	-2.09	1.24
First Assembly Christian School Daycare	Ocala	72	154	3.24	3.91	3.30	0.77	1.92	-0.08
First Baptist Christian Academy	Bunnell	40	55	0.25	-0.20	0.70	0.14	2.00	-1.73
First Coast Christian School	Jacksonville	112	294	-0.01	0.38	-0.41	-1.41	0.02	-2.84
Forest City S.D.A.	Orlando	54	54	4.03	4.78	3.17	4.03	4.78	3.17
Forest Lake Academy	Apopka	59	101	-3.82	-1.88	-5.76	-1.80	0.81	-4.41

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Forest Lake Education Center	Longwood	91	238	-2.52	-1.96	-3.08	-0.21	-0.26	-0.30
Foundation Academy	Jacksonville	44	70	-6.05	-7.14	-5.47	-1.49	-0.64	-2.52
Foundation Christian Academy	Valrico	30	55	1.00	1.20	0.80	-0.26	2.60	-3.13
Garden Of The Sahaba Academy	Boca Raton	52	133	2.73	5.23	0.33	-0.56	1.74	-2.83
Glendale Christian School	Vero Beach	30	52	-1.73	0.60	-4.07	-0.38	1.21	-1.96
Good Shepherd Catholic School	Orlando	49	124	1.02	2.10	-0.06	0.74	1.29	0.19
Good Shepherd School	Miami	49	78	-0.45	2.27	-3.18	-2.13	-0.94	-3.37
Grace Academy International Central	Miami	30	54	-2.63	-1.50	-3.77	1.17	2.46	-0.13
Grace Christian Schools Of Pasco	Hudson	33	58	-1.44	1.45	-4.33	-0.49	0.33	-1.31
Greater Miami Academy	Miami	99	269	3.87	6.30	1.37	2.99	4.56	1.39

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Hampden DuBose Academy	Zellwood	41	74	1.15	-1.22	3.51	-0.20	-1.54	1.14
Hebrew Academy Community School	Margate	74	153	1.56	-0.86	3.79	2.24	1.04	3.33
Heritage Christian School	Kissimmee	188	203	1.86	2.93	0.88	1.91	2.57	1.33
Heritage Preparatory School	Orlando	74	191	-0.62	-2.18	0.93	-1.04	-1.30	-0.78
Hernando Christian Academy	Brooksville	45	75	-3.73	-3.53	-3.93	-2.59	-1.68	-3.51
Highlands Christian Academy	Pompano Beach	98	206	0.87	1.88	-0.14	0.52	0.24	0.81
Hobe Sound Christian Academy	Hobe Sound	40	71	0.76	1.08	1.48	1.89	0.58	4.03
Hollywood Christian School	Hollywood	41	64	-7.00	-7.60	-6.68	-7.70	-7.52	-8.05
Holy Cross Lutheran School	North Miami	94	96	1.07	3.30	-1.16	1.21	3.26	-0.83
Holy Family Catholic School	North Miami	85	243	-1.37	0.06	-2.80	-1.62	-0.54	-2.69

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Holy Family Catholic School	Orlando	34	67	6.26	1.29	11.24	-2.87	-6.84	1.10
Holy Redeemer Catholic School	Kissimmee	83	198	2.33	3.17	1.22	-0.33	-0.27	-0.49
Holy Rosary Catholic School	Jacksonville	47	150	1.68	3.70	-0.34	-1.34	-1.63	-1.04
Hope Academy	Homestead	102	103	-2.12	-4.26	0.03	-2.18	-4.27	-0.10
Hope Christian Academy	Starke	34	34	-3.35	1.62	-8.32	-3.35	1.62	-8.32
Horeb Christian School	Hialeah	57	131	-1.26	1.51	-4.04	3.68	4.89	2.46
I.E.C. Christian Academy	Orlando	41	122	5.33	5.76	4.90	0.83	2.88	-1.22
IBCK Educational Center	Kissimmee	76	98	-3.72	-0.59	-6.84	-3.19	-0.15	-6.23
Ibn Seena Academy	Orlando	46	117	2.26	3.41	1.11	1.62	1.95	1.30
Immaculate Conception Catholic School	Hialeah	62	166	6.10	3.08	9.13	2.14	0.25	4.04

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Incarnation Catholic School	Tampa	46	78	-0.14	-0.74	0.46	-0.90	-1.01	-0.79
Indian Rocks Christian School	Largo	76	117	1.05	3.18	-1.09	0.61	1.62	-0.41
Inverness Christian Academy	Inverness	37	107	-1.16	-1.16	-1.16	0.27	-0.15	0.68
Iva Christian School	Largo	59	135	-1.17	0.79	-2.07	-0.27	0.46	-0.53
Jose Marti School 3Rd Campus	Miami	56	168	-8.74	-4.09	-13.39	5.09	4.92	5.26
Jubilee Christian Academy	Pensacola	41	106	-2.43	-1.43	-2.90	-1.79	-0.81	-2.57
Keswick Christian School	Saint Petersburg	56	66	-0.66	0.66	-1.98	-0.64	1.23	-2.50
Kids Learning Center Of South Dade iii	Miami	42	66	-4.46	-10.07	0.63	-4.27	-7.89	-1.00
Kingsway Christian Academy	Orlando	126	370	0.25	1.38	-0.87	-1.24	-1.17	-1.30
Klurman/Lubavitch	Miami	38	50	-6.11	-2.13	-10.08	-4.74	-2.86	-6.62

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
La Progresiva Presbyterian School Inc.	Miami	101	281	3.11	4.87	1.38	5.20	6.89	3.60
Lake Worth Christian School Society Inc.	Boynton Beach	30	52	-1.57	2.47	-5.60	-2.37	-1.46	-3.27
Lakeside Christian School	Clearwater	73	157	2.81	1.76	2.69	1.91	1.14	2.13
Landmark Christian School	Haines City	34	56	-0.81	-0.03	-1.59	-0.84	-0.39	-1.29
Leaders Preparatory School	Orlando	46	118	3.17	2.67	3.67	1.38	1.32	1.44
Liberty Christian Preparatory School	Tavares	51	83	-2.61	-0.10	-5.12	-0.43	0.64	-1.51
Liberty Christian School	Sanford	36	65	-2.11	-1.28	-2.94	0.21	0.78	-0.37
Life Assembly Of God Life Academy	Kissimmee	72	168	7.13	7.54	6.65	0.61	0.82	0.33
Lighthouse Christian Preparatory Academy	Deland	44	44	-1.97	0.42	-4.34	-1.97	0.42	-4.34

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Lighthouse Private Christian Academy	Gulf Breeze	48	70	3.28	6.90	-0.33	-1.19	3.04	-5.41
Lincoln-Marti Community Agency 10	Miami	121	351	3.81	1.33	6.22	1.71	1.85	1.54
Lincoln-Marti Community Agency 17	Miami	69	255	13.70	10.67	16.72	4.89	2.56	7.24
Lincoln-Marti Community Agency 23	Miami	81	197	2.90	5.99	-0.26	-5.01	-3.53	-6.76
Lincoln-Marti Community Agency 28	Miami	106	260	-0.79	-1.30	-0.50	-3.83	-4.61	-3.56
Lincoln-Marti Community Agency 76	Miami	48	130	-11.17	-21.17	1.22	-2.88	-2.35	-2.92
Lincoln-Marti Community Agency 90	Miami	32	58	7.44	9.63	5.25	2.06	5.02	-0.90

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Little Flower School	Hollywood	43	78	1.84	6.70	-3.02	-1.15	-0.86	-1.45
Lubavitch Educational Center Inc.	Miami	196	198	-8.39	-6.81	-9.79	-8.33	-6.65	-9.84
Manatee Learning Academy	Bradenton	32	51	8.02	0.22	15.81	3.51	-4.67	11.69
Masters Preparatory School	Hialeah	120	179	-8.10	-5.97	-10.30	-3.74	-2.31	-5.07
Meadowbrook Academy Inc.	Ocala	60	137	-4.27	0.47	-8.77	-1.46	0.36	-3.27
Melbourne Central Catholic High School	Melbourne	34	55	-15.01	-11.15	-18.88	-9.01	-7.02	-11.00
Merritt Island Christian School	Merritt Island	34	60	-2.57	-2.12	-2.29	-1.98	-2.97	-0.58
Miami Christian	Miami	40	42	1.24	3.83	-0.85	1.11	3.88	-1.20
Miami Union Academy	North Miami	91	260	-2.04	-0.38	-3.70	-1.39	-2.24	-0.55
Monsignor Edward Pace High School	Miami Gardens	134	271	3.56	3.96	3.11	-3.39	-2.62	-4.21

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Morningside Academy	Port Saint Lucie	59	97	-1.92	0.91	-4.68	-2.42	-1.96	-2.90
Mother Of Christ Catholic School	Miami	52	134	0.52	0.04	1.22	-0.35	-0.56	0.05
Mount Bethel Christian Academy	Fort Lauderdale	38	38	0.49	-1.21	2.18	0.49	-1.21	2.18
Mt. Sinai Seventh-Day Adventist	Orlando	39	59	0.12	1.87	-1.97	0.37	2.61	-2.32
Muslim Academy Of Greater Orlando	Orlando	54	158	4.53	7.56	1.50	3.67	4.39	2.96
Nativity Catholic School	Brandon	35	60	3.21	3.14	3.29	-1.83	-1.53	-2.22
Nativity School	Hollywood	31	53	2.74	3.00	2.48	1.79	0.70	2.89
North Florida Christian School	Tallahassee	54	146	0.49	-1.59	2.57	-0.36	-2.06	1.34
North Kissimmee Christian School	Kissimmee	41	132	0.04	0.88	-0.80	-0.39	1.10	-1.87
Northside Christian Academy	Starke	48	124	-8.03	-5.73	-10.33	-3.27	-1.20	-5.42

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Northwest Christian Academy	Miami	69	184	-2.54	-0.83	-4.25	-2.48	0.02	-4.96
Notre Dame Catholic School	Spring Hill	34	62	1.15	0.88	1.41	-1.27	-2.23	-0.32
Nur Ul-Islam Academy	Cooper City	110	323	3.15	2.49	3.81	2.28	2.60	1.95
Oasis Christian Academy	Winter Haven	54	125	0.60	-2.11	3.31	1.01	-0.19	2.22
Ocala Christian Academy	Ocala	105	111	0.46	-0.95	1.87	0.07	-0.96	1.10
Okeechobee Christian Academy	Okeechobee	45	78	0.64	1.25	-0.02	-3.45	-2.75	-4.23
Old Plank Christian Academy	Jacksonville	32	51	-14.02	-13.69	-14.34	-5.45	-6.55	-4.35
One School Of The Arts	Longwood	38	56	2.97	5.11	0.84	2.71	5.68	-0.27
Orlando Christian Prep	Orlando	61	161	1.52	0.36	2.67	-0.30	1.26	-1.86
Orlando Junior Academy	Orlando	47	136	0.02	-0.85	1.04	-0.40	-0.65	-0.03

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Our Lady Of Charity School Inc	Hialeah	57	165	0.84	1.79	0.05	-0.74	-0.62	-0.83
Our Lady Of Lourdes Catholic School	Daytona Beach	60	148	-0.24	-0.73	0.25	1.37	0.54	2.20
Our Lady Of Lourdes Parish School	Miami	37	59	2.20	3.22	1.19	-2.67	-3.34	-2.00
Our Lady Of The Holy Rosary-St Richard Cath	Miami	49	121	0.91	0.08	1.73	0.20	-2.81	3.21
Our Lady Of The Lakes Catholic School	Miami Lakes	42	78	-0.45	1.50	-2.44	-0.78	-1.14	-0.40
Our Lady Queen Of Martyrs	Fort Lauderdale	58	133	0.62	1.36	-0.12	-2.51	-2.44	-2.58
Palm Beach Bilingual School	Riviera Beach	44	121	1.38	3.20	-1.42	-4.32	-8.51	-0.47
Park Avenue Christian Academy	Titusville	60	97	3.50	2.83	4.17	-0.61	-1.43	0.21
Parsons Christian Academy	Jacksonville	47	120	-1.02	-2.13	-0.17	-1.55	-1.56	-1.48
Peniel Baptist Academy	Palatka	48	125	-2.57	-2.29	-2.85	-2.98	-2.01	-3.94

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Pensacola Catholic High School	Pensacola	38	57	-1.58	0.11	-3.26	-2.15	1.68	-5.98
Pentab Academy	Miami	49	143	-2.36	-0.05	-3.76	2.21	1.70	3.17
Pha Preparatory School Kissimmee	Kissimmee	48	128	-1.13	6.83	-9.49	-0.42	1.53	-2.17
Phyl's Academy	Coral Springs	40	114	-3.65	-4.55	-2.75	-1.73	-1.68	-1.78
Poinciana Christian Preparatory School	Kissimmee	32	42	-0.06	1.69	-1.81	-1.24	0.57	-3.05
Potter's House Academy	Orlando	71	146	0.32	1.24	-0.61	-1.46	0.20	-3.21
Rabbi Alexander S. Gross Hebrew Academy	Miami Beach	44	104	-3.55	-1.77	-4.84	-1.17	0.20	-2.43
Radiant Life Academy	Orlando	45	114	2.40	-1.43	5.04	1.64	0.65	2.19
Real Life Christian Academy	Clermont	51	121	3.21	3.57	2.84	0.48	-1.60	2.56

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Redeemer Christian School	Ocala	30	53	-2.50	-4.38	0.33	-0.54	-1.14	0.85
Regency Christian Academy	Orlando	45	114	0.70	2.40	-1.00	1.64	3.04	0.24
Resurrection Parish School	Jacksonville	32	62	0.88	1.88	-0.13	0.39	-2.74	3.52
Rhodora J. Donahue Academy	Ave Maria	37	72	-3.57	-3.19	-3.95	-1.53	-2.03	-1.04
Rj Hendley Christian Community School	Riviera Beach	45	145	-3.40	-6.29	-0.58	-2.76	-2.71	-2.80
Rocky Bayou Christian School	Niceville	34	101	3.22	2.50	3.94	1.14	-1.50	3.78
S.L. Jones Christian Academy	Pensacola	36	116	0.97	0.47	1.47	-6.69	-6.66	-6.72
Sacred Heart	Jacksonville	50	142	2.74	2.26	3.22	-0.32	-1.78	1.13
Sacred Heart Catholic School	Pinellas Park	54	88	-2.12	-2.09	-2.15	-3.52	-4.23	-2.82
Sacred Heart School	Lake Worth	54	89	0.22	2.87	-2.87	-2.12	-1.42	-3.10

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Saint Agatha School	Miami	59	97	-2.80	-1.56	-4.02	-5.30	-6.91	-3.67
Saint Anastasia Catholic School	Fort Pierce	49	73	-2.36	0.35	-5.06	-1.14	0.56	-2.84
Saint Andrew Catholic School	Coral Springs	33	62	4.74	2.03	7.45	0.58	-2.08	3.24
Saint Andrew Catholic School	Orlando	109	235	4.78	3.28	6.28	2.25	0.13	4.37
Saint Barnabas Episcopal School	Deland	42	75	0.68	1.43	-0.07	-1.67	-2.57	-0.76
Saint Bartholomew School	Miramar	47	133	-2.88	1.93	-7.74	-1.90	1.42	-5.09
Saint Brendan Elementary School	Miami	56	96	0.71	1.79	-0.18	-1.28	-1.86	-0.59
Saint Brendan High School	Miami	40	60	3.13	6.18	0.08	-0.75	0.32	-1.82
Saint Helen Catholic School	Fort Lauderdale	70	169	2.76	4.34	1.17	-1.15	-1.25	-1.05
Saint James Catholic School	Miami	152	388	-0.63	0.90	-2.16	-0.50	0.23	-1.23

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Saint Jerome Catholic School	Fort Lauderdale	33	55	0.70	1.61	-0.21	-0.91	-1.04	-0.78
Saint John The Apostle School	Hialeah	85	255	1.15	-0.47	2.78	2.75	2.91	2.59
Saint Johns Episcopal School	Homestead	50	125	2.80	3.18	2.42	1.35	3.62	-0.93
Saint Joseph Catholic School	Palm Bay	31	55	1.58	3.16	0.00	0.19	-0.75	1.13
Saint Joseph Catholic School	Winter Haven	62	159	-0.69	1.21	-2.60	-1.68	-1.72	-1.64
Saint Joseph Parish School	Tampa	47	131	-1.30	0.66	-3.26	-0.75	-1.15	-0.35
Saint Joseph School	Jacksonville	56	92	0.38	-1.80	2.55	-0.48	-2.74	1.77
Saint Joseph's School	Lakeland	35	61	0.70	1.97	-0.57	2.41	1.70	3.11
Saint Jude Cathedral School	Saint Petersburg	31	52	1.65	3.67	0.17	1.88	2.22	1.88
Saint Lawrence School	North Miami Beach	58	151	-0.27	-0.60	0.07	0.33	0.43	0.22

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Saint Luke Catholic	Palm Springs	34	63	-4.38	0.62	-9.38	-4.27	-2.14	-6.40
Saint Mary School	Fort Walton Beach	31	59	-3.11	-1.42	-4.81	-2.81	-4.54	-1.08
Saint Marys Cathedral	Miami	154	417	2.43	3.55	1.33	0.56	1.37	-0.25
Saint Matthews Catholic School	Jacksonville	30	49	-3.28	-4.43	-2.13	-1.05	-3.59	1.49
Saint Michael The Archangel	Miami	92	234	1.13	2.74	-0.45	-0.51	0.36	-1.44
Saint Paul Catholic School	Daytona Beach	63	156	-1.76	0.16	-3.68	-2.67	-1.97	-3.42
Saint Paul's Catholic School	Leesburg	40	60	-3.33	-6.60	-0.05	-0.94	-4.85	2.97
Saint Peter Claver	Tampa	46	90	2.11	4.07	0.15	-0.04	2.14	-2.30
Saint Peters Catholic School	Deland	31	51	1.37	4.39	-1.65	-1.33	-1.43	-1.24
Saint Petersburg Christian School	Saint Petersburg	38	69	-7.34	-3.11	-11.58	-4.80	-1.86	-7.74

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Saint Pius V Catholic School	Jacksonville	40	122	1.34	5.45	-2.78	-0.80	-0.39	-1.20
Saint Thomas Aquinas High School	Fort Lauderdale	35	61	3.49	7.43	-0.46	0.75	3.41	-1.90
Saints Academy Inc.	Orlando	66	101	-2.61	-3.06	-2.18	-2.87	-2.96	-2.78
Saints Peter Paul School	Miami	31	56	2.94	4.97	0.90	7.62	7.20	8.04
Salah Tawfik Elementary Middle School	Sunrise	45	45	9.31	10.89	7.73	9.31	10.89	7.73
Seffner Christian Academy	Seffner	44	84	0.40	-0.36	1.16	-1.99	-0.99	-2.99
Seven Rivers Christian School	Lecanto	41	80	0.52	2.31	-1.24	-3.51	-4.35	-2.56
Sheridan Hills Christian School	Hollywood	37	61	3.00	2.24	3.76	5.28	4.72	5.84
Snow White The Seven Dwarfs School	Hialeah	59	131	0.58	-1.51	2.66	5.69	4.09	7.28

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Sonshine Christian Academy	Fort Myers	44	115	1.74	0.35	3.05	-0.43	-1.26	0.35
South Orlando Christian Academy	Orlando	76	216	4.90	4.15	4.68	6.43	6.00	6.69
Southland Christian School	Kissimmee	105	285	1.51	0.27	2.56	1.87	1.36	2.36
Spring Hill Christian Academy	Spring Hill	51	81	-0.83	1.08	-2.75	-1.12	0.51	-2.74
St. Bernadette Catholic School	Hollywood	35	61	0.27	0.65	0.44	-3.75	-3.57	-3.75
St. Elizabeth Ann Seton Catholic School	Palm Coast	45	118	2.49	2.62	2.36	-1.15	-1.53	-0.77
St. James Christian Academy	Port Saint Lucie	123	246	-2.13	-1.93	-2.50	-2.98	-2.25	-3.85
St. Mary Magdalen Catholic School	Altamonte Springs	38	66	2.72	2.32	3.13	-0.16	-1.56	1.24
St. Thomas Aquinas School	Saint Cloud	58	143	2.09	4.36	-0.19	-0.40	-1.38	0.57
Stetson Baptist Christian School	Deland	39	123	4.82	5.87	3.77	1.45	1.25	1.65

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SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Sunflowers Academy	Miami	152	419	-0.73	2.59	-4.02	-2.96	-3.16	-2.74
Tallavana Christian School	Havana	51	143	3.27	4.82	2.78	0.74	0.54	1.30
Tampa Adventist Academy	Tampa	39	117	0.21	3.47	-2.97	2.36	3.77	1.12
Tampa Bay Christian Academy Of Florida Inc	Tampa	35	48	-1.20	-1.83	-0.57	-2.30	0.46	-5.06
Tampa Catholic High School Inc.	Tampa	32	57	-8.88	-5.06	-12.69	-2.66	0.98	-6.30
Temple Christian Academy	Jacksonville	34	101	0.97	1.12	0.82	0.65	1.78	-0.48
The Conrad Academy	Orlando	63	148	-9.37	-10.81	-7.92	-3.48	-3.16	-3.80
The Potter's House Christian Academy Elem	Jacksonville	64	179	-0.13	-2.31	1.70	-1.81	-0.31	-3.34
Thinking Child Christian Academy School	Homestead	43	74	1.30	2.47	0.14	3.76	4.45	3.08

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Toras Emes Academy Of Miami	North Miami Beach	74	174	1.03	0.77	1.30	-0.55	0.34	-1.44
Treasure Of Knowledge Christian Academy	Orlando	34	108	-4.43	-9.21	0.35	0.85	0.43	1.28
Trinity Catholic High School	Ocala	34	65	1.46	0.85	2.06	-5.54	-3.42	-7.66
Trinity Christian Academy	Deltona	117	304	0.41	1.63	-0.74	0.15	1.46	-1.12
Trinity Christian Academy	Jacksonville	193	436	-0.75	-0.11	-1.40	-0.82	-0.26	-1.38
Trinity Christian Academy	Lake Worth	64	169	-0.93	-1.70	-0.16	-0.04	0.63	-0.70
Trinity Lutheran School	Kissimmee	32	56	-11.88	-13.94	-9.81	-7.73	-7.43	-8.04
United Brethren In Christ Academy	Holly Hill	30	55	-0.55	0.13	-1.23	-3.45	-3.96	-2.95
United Cerebral Palsy-Diamond Minds	Miami	32	47	6.80	14.72	-2.58	1.09	4.96	-3.64
Universal Academy Of Florida	Tampa	161	428	1.71	0.61	2.81	1.64	1.11	2.16

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
University Christian School	Jacksonville	81	174	1.59	4.16	-0.98	-1.59	0.36	-3.53
Venice Christian School	Venice	37	105	1.27	-0.30	2.84	1.10	0.73	1.47
Victory Christian Academy	Jacksonville	40	117	-6.44	-6.33	-6.55	-0.12	-1.32	1.07
Victory Christian Academy	Lakeland	73	183	-0.76	-1.85	0.92	0.67	0.50	1.10
Victory Christian Academy	Orlando	68	183	8.42	11.15	5.78	0.56	1.52	-0.49
Villa Madonna	Tampa	42	66	0.17	1.62	-1.29	-1.35	-0.79	-1.91
Villa Preparatory Academy Corp	Miami	51	102	0.72	0.10	1.33	0.24	0.72	-0.24
Village View Christian Academy	Summerfield	33	57	1.97	2.94	1.00	2.18	2.74	1.63
Walker Memorial Academy	Avon Park	35	53	-4.77	-0.17	-10.74	-3.71	-2.26	-5.96
Warner Christian Academy	South Daytona Beach	124	329	-4.12	-2.83	-5.44	-1.49	-0.30	-2.66

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2015-16			AVERAGE GAIN SCORE FROM 2013-14 TO 2015-16		
		2015-16 SCHOOL YEAR	BETWEEN 2013-14 AND 2015-16	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
West Hernando Christian School	Spring Hill	70	153	0.40	0.16	-0.04	-1.24	-2.44	-0.37
West Oaks Academy	Orlando	35	58	-2.26	-0.66	-3.86	-3.31	-2.17	-4.45
Westminster Academy	Fort Lauderdale	30	49	-0.18	-0.57	0.20	-3.05	-1.49	-4.61
Westwood Christian School	Live Oak	48	118	-4.67	-3.56	-5.77	-5.02	-4.12	-5.92
Westwood Christian School	Miami	48	115	2.75	-0.38	3.96	0.33	-1.24	0.75
William A. Kirlaw Jr. Academy	Miami Gardens	50	131	2.99	4.32	1.66	1.89	1.50	2.27
Winter Haven Christian School	Winter Haven	67	145	0.50	1.20	-0.09	0.13	-0.16	0.76
Worshippers' House Of Prayer Academy	Miami	44	45	-5.38	-7.73	-3.02	-4.88	-7.07	-2.69
Yeshiva Elementary	Miami Beach	46	133	-0.03	0.15	-0.22	-3.96	-3.20	-4.35