

**Evaluation of the Florida Tax Credit Scholarship Program
Participation, Compliance and Test Scores in 2013-14**

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August 2015**

Executive summary

This report details the 2013-14 academic year evaluation results of the Florida Tax Credit Scholarship (FTC) program, as required by the Florida Statutes, s. 1002.395(9)(j). The eighth in a series of reports, this evaluation is the first 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, 2013-14 test score results of program participants, gain scores from 2012-13 to 2013-14, test score gains of individual schools with at least 30 or more students, attributes of new program participants in 2013-14, and the performance of program participants who return to Florida public schools.

Similar to the two previous reports for 2013 and 2014 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. The change in the independent research organization tasked with the evaluation occurred while data collection for 2014 was already taking place; therefore, LSI contracted the prior independent research organization, led by Project Director David Figlio, to continue data collection per the usual protocol. The data were then analyzed and reported by LSI.

Compliance with program testing requirements, 2013-14:

- Private schools reported test scores for 90 percent of program participants in grades 3-10. Although the percentage of valid scores received in 2013-14 is lower than in the prior four years of the program, compliance with program testing requirements is still high. The main contributing factor for the lower percentage of unreported scores in 2013-14 is the increase in the percentage of missing/unusable tests (7.9 percent compared to 1.2 percent in 2012-13). This is mostly due to the change in evaluators resulting in an interruption in communication with schools over the summer months. It should be noted that the fraction of students not enrolled during testing was at its lowest (0.8 percent) in 2013-14 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 0.7 percent, and the rate of students ineligible for testing was 0.4 percent.
- Participating schools are permitted to select from 15 tests, including Florida's statewide assessments. The Stanford Achievement Test was the most frequently

selected test taken by 54.3 percent of the students. The Iowa Test of Basic Skills and the Terra Nova test followed the Stanford Achievement Test with 26.3 percent and 11.3 percent, respectively.

- FTC students whose test scores were successfully reported in 2013-14 in terms of their family income and parents' marital status are comparable to those whose test scores were not reported. In terms of student gender and race, students whose scores were successfully reported are slightly more likely to be white (50.8 percent) and female (51.7 percent), compared to students with unreported test scores (46.3 percent white and 49.5 percent female).

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

- As in previous years, new FTC students in 2013-14 tend to come from less advantaged families than other subsidized-meal eligible public school students.
- New FTC students, as in previous years, tend to come from lower-performing public schools prior to entering the program. Moreover, they are more likely to be among the lower performing students in their prior school before attending the program, regardless of the performance level of their public school.
- 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, 2013-14:

- FTC students scored at the 48th national percentile in reading and the 46th national percentile in mathematics. These scores are similar to previous years' scores. The distribution of test scores is similar whether one considers the entire program population or only those who took the Stanford Achievement Test in the spring of 2014.
- In terms of gain in national percentile ranking points from 2012-13 to 2013-14, 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 2013-14 academic year evaluation results of the Florida Tax Credit Scholarship Program, as required by the Florida Statutes, s. 1002.395(9)(j). The eighth in a series of reports, this evaluation is the first of those conducted by the Florida State University Learning Systems Institute. This report provides a summary of key findings, details about test score collection, 2013-14 test score results of program participants, gain scores from 2012-13 to 2013-14, test scores gains of individual schools with at least 30 or more students, attributes of new program participants in 2013-14, and the performance of program participants who return to Florida public schools. Similar to the two 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 Comprehensive Assessment Test (FCAT 2.0). Because there is no correspondence between the FCAT 2.0 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 in real time 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 in real time 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. The change in the independent research organization tasked with the evaluation occurred while data collection was already taking place; therefore, LSI contracted with the prior independent research organization, led by Project Director David Figlio, to continue data collection per their usual protocol. These data were then analyzed and reported by LSI.

This report provides the results of the 2013-14 academic year evaluation of the Florida Tax Credit Scholarship Program.

2. TEST SCORE COLLECTION IN 2013-14

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 Iowa Test of Basic Skills, Stanford Achievement Test, TerraNova, ACT/PLAN, Basic Achievement Skills Inventory, and the Educational Records Bureau test. Alternatively, participating students could be administered statewide assessments at a public school in accordance with 1002.395(7)(e).

Data collection took place in real time for the seventh consecutive year, in which private schools sent students' test scores to the independent research organization led by David Figlio. The 1,205 private schools that had participating students in grades three through ten during the 2013-14 school year were contacted by the independent research organization in winter 2014 and again throughout spring and summer 2014 to encourage compliance with score reporting. Schools were provided a roster of participating FTC students, which was obtained in December from the Florida Department of Education and the Scholarship Funding Organization.¹ From the 1,205 private schools with participating FTC students, 30,036 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 for each missing or invalid student score.

Private school compliance

Score reporting in 2013-14

The large majority of schools were in compliance with test score reporting for the academic year 2013-14. 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

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.

procedures. Throughout the spring and summer of 2014 the former independent research organization, led by David Figlio, 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 led by David Figlio, where they were stored in locked offices. As test score data was received, two data entry staff members recorded students' test scores and test information in a secure password-protected database on computers not connected to the internet. 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. All FTC student records were matched to FLDOE records using a seven-step matching algorithm in order to include information about students' FCAT, public schooling, free/reduced lunch status, limited English proficiency, and disability history. 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 1,205 FTC participating schools with students in the relevant

grades in 2013-14. The vast majority of the FTC participating schools provided evidence of test administration consistent with the specifications of the program. Eleven participating schools, serving 44 testing-eligible students, closed or did not participate in the program following the 2013-14 school year and hence did not provide test scores. Only one school, serving 10 testing-eligible students, did not administer tests to or report scores for all participating students².

Table 1: Distribution of score reporting percentages: 2013-14 and prior years

	Academic year							
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Legible, valid scores received	72.7	92.7	89.8	91.3	93.5	96.4	92.3	90.0
Not enrolled at time of testing	19.5	2.7	5.6	5.8	3.5	2.1	5.1	0.8
Ineligible for testing	0.7	0.9	0.6	0.6	0.4	0.4	1.2	0.4
School closed/suspended	1.3	0.2	0.9	0.9	0.4	0.1	0.7	0.2
Student sick/absent	3.4	1	1.9	1.9	0.8	0.9	0.6	0.7
Missing/unusable test	2.5	2.6	1.2	1.2	0.3	0.3	1.2	7.9

There were 30,036 students in relevant grades participating in the FTC program in 2013-14. Valid, legible test scores were received for 27,020 FTC students. It is thus fair to conclude that 90 percent of all expected test scores were received.

As seen in Table 1, the rate of legible, valid scores received in 2013-14 is

² Project Director reported this non-compliant school to the Florida Department of Education.

lower than in the prior four years of the program (92.3 percent in 2012-13, 91.3 percent in 2011-12, 93.5 percent in 2010-11, 91.3 in 2009-10). The main contributing factor for the increase in the percentage of unreported scores is the increase in the percentage of missing/unusable tests. In 2013-14, 7.9 percent of the expected test scores were missing or unusable; 6.5 percent of scores were unusable because of reporting errors, and 1.2 percent of the scores were unusable due to damaged test reports. The rate of missing scores was 0.3 percent.³ 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 2013-14 compared to prior years. Only 0.8 percent of the expected students were not enrolled at the time of testing in 2013-14. This rate was 5.1 percent in 2012-13, 2.1 percent in 2011-12, 3.5 percent in 2010-11, and 5.8 percent in 2009-10 (See Table 1).

The other categories of score reporting remained at levels comparable to those observed in the recent years. The rate of schools closed or suspended was 0.2 percent; (Table 2) the rate of sick/absent students was 0.7 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.

³ The number of students with missing mathematics scores was 76. Of these students, seventy-five have reading scores. For only one student both scores are missing. In total, 56 schools had students with missing mathematics scores. Ten schools had missing mathematics scores for two or more students. The maximum number of missing mathematics scores for a school was 9.

Table 2: Distribution of percent and number of students with legible, valid scores: 2013-14 and prior years.

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

It is important to note that while the percent of students with legible, valid scores is lower than the last four years in 2013-14, 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 in 2013-14. As can be seen in the Table 2, the number of enrolled students in relevant grades increased over the years and reached 30,036 in 2013-14.

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

It is important to examine whether the students whose test scores were successfully reported are comparable to the population enrolled in 2013-14. This examination is especially important this year, 2013-14, given that the percent of reporting error was the highest of the last four years.

We found no difference between students whose test scores were successfully reported and those whose scores were not successfully reported in

terms of their family incomes (with family incomes averaging \$22,768 versus \$22,478) and their parents' marital status (45.6 percent married versus 45.3 percent married). In terms of student gender and race, there is a difference between students with reported scores and students with no scores. Students whose scores were successfully reported are more likely to be white (50.8 percent) and female (51.7 percent), compared to students with unreported test scores (46.3 percent white and 49.5 percent female).

Observed differences in gender and race between students whose test scores were reported and those whose scores were not reported were consistent with previous years' findings. In terms of family incomes and parents' marital status, however, findings of 2013-14 contrasted with previous years' findings. In prior years, program participants who had reported test scores came from families with lower incomes and with parents less likely to be married compared to program participants with no scores. This discrepancy between 2013-14's findings and prior years' findings might be due to the shift in the percentages of factors causing unreported scores in 2013-14. In prior years, scores were not reported mostly for students who were not enrolled during the testing. In 2012-13, for example, 5.7 percent of the scores were not reported since students either left schools before testing or arrived at schools after testing or were sick/absent during testing. The fraction of missing/unusable test scores was only 1.2 percent. Hence, observing that students with reported scores were somewhat more advantaged than students with no reported scores 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.

In 2013-14, however, the majority of the scores were not reported due to reporting errors or damaged test reports. While the total fraction of students whose scores were not reported was 10.0 percent in 2013-14, 7.9 percent of these scores were not reported as a result of reporting errors, damaged test reports, or missing scores. Moreover, the fraction of unreported scores due to students' missing testing, since they were not enrolled during testing or were sick, was at its lowest with 1.5 percent. When we limit analyses to these students, we observe anticipated results that are also consistent with previous years' findings. We observe that students whose scores were not reported in 2013-14 - because they arrived at school after testing, left school before testing, or were sick or absent during testing- come from families with lower incomes (\$22,768 versus \$19,189), and with parents less likely to be married (45.6 percent versus 33.8 percent) compared to students with eligible scores. On the other hand, students whose scores were not successfully reported due to reporting errors or damaged test reports, come from families with slightly higher incomes (\$23,446 versus \$22,768, although the difference is not statistically significant), and with parents more likely to be married (48.6 percent versus 45.6 percent).

All in all, as observed in prior years, there is evidence that students whose test scores were not successfully reported-since they were not at school during the testing period- were somewhat more disadvantaged in 2013-14 as well. Once we combine students who were absent during testing and students whose scores were

not reported due to reporting errors or damaged test reports, students with unreported scores are found to be no different than students with reported scores in terms of their family income and parents' marital status. This suggests that students whose test scores were successfully reported are comparable to those whose test scores were not reported in terms of their family income and parents' marital status in 2013-14. In terms of gender and race, however, there are still differences between students with reported scores and students with no scores. As observed in previous years, students whose scores were successfully reported are more likely to be white and female.

Testing Choices in 2013-14

In 2013-14, all of the participating FTC students for whom test scores were reported took a test approved by the Florida Department of Education. Schools have flexibility to select which test to administer and when. As a result, there is variation in the test taken by students and the month in which that they take the test. Moreover, schools are allowed to administer a different test than what they administered in the previous years. In this section, we report testing choices in 2013-14 and how they compare with the trend in test choices over the years.

The Stanford Achievement Test was the most frequently selected test taken by 54.3 percent of the students in 2013-14. The Iowa Test of Basic Skills and the Terra Nova test followed the Stanford Achievement Test with 26.3 percent and 11.3 percent, respectively. Besides these three most popular tests, students took a number of other tests. Most notably the PSAT/NMSQT, taken by 2.1 percent of

students, the ACT/PLAN, taken by 2.1 percent of students, the Basic Achievement Skills Inventory, taken by 1.6 percent, and the Educational Records Bureau test, taken by 1.1 percent of students. The rest of the students (1.1 percent) took other approved tests (e.g., Metropolitan Achievement Tests or Comprehensive Testing Program 4).

In 2013-14, the percent of students taking the Stanford test remained at levels comparable to those observed in the last two years at 54.3 percent. The percentage of students who took the Stanford test was 54.7 percent in 2012-13 and 57.5 percent in 2011-12. This number was higher prior to 2011-12. The percent of students who took the Stanford Achievement Test ranged between 66.9 percent recorded in 2006-07 and 70.7 percent recorded in 2007-08. Thus, although the Stanford Achievement Test continued to be the most commonly administered test in 2013-14, it has been less dominant than it was before 2011-12. In contrast, the percent of students taking the Terra Nova test increased dramatically in 2011-12. Before 2011-12, the percent of students taking the Terra Nova ranged between 3.3 percent and 4.0 percent. In 2011-12, this number rose to 12.1 percent and reached 13.0 percent in 2012-13. Although there was a slight decline in the percentage of students taking the Terra Nova in 2013-14 (11.2 percent), it was still much higher than reported numbers in the years prior to 2011-12.

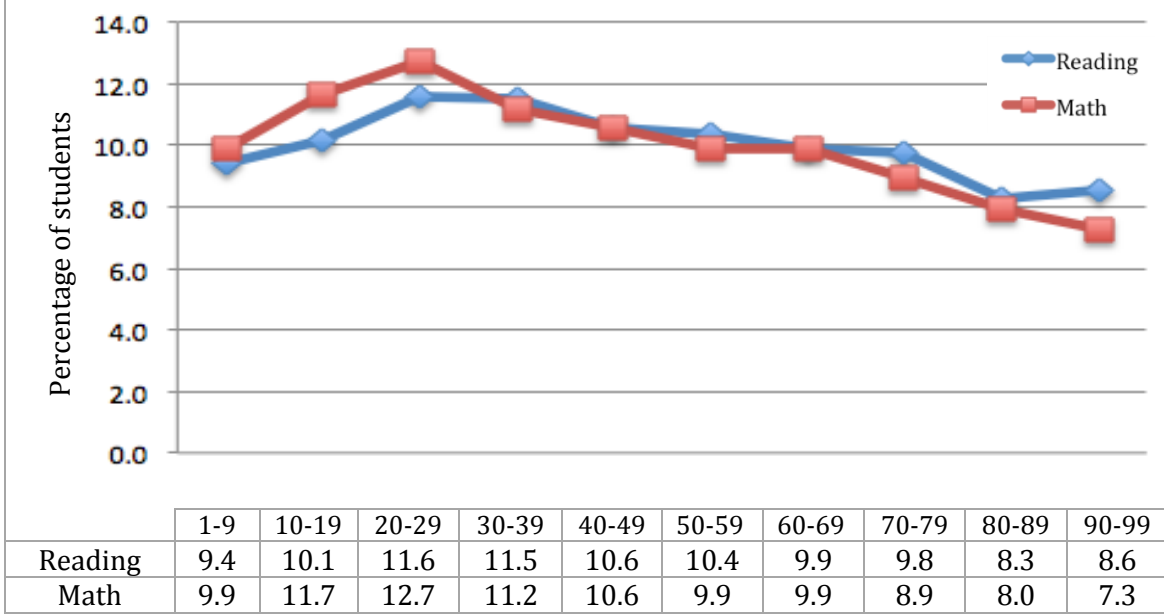
Finally, we looked at testing choices in terms of when students were tested. The overwhelming majority of the students took the test in the spring. Only 8.5 percent of students took their exam in the fall. The tests most typically taken in the

fall were the PSAT/NMSQT (24.7 percent) and the Iowa Test of Basic Skills (55.4 percent).

3. TEST SCORES OF FTC STUDENTS IN 2013-14

As in previous years' reports, we reported test scores in the form of national percentile rankings. As reported in the previous section, 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.

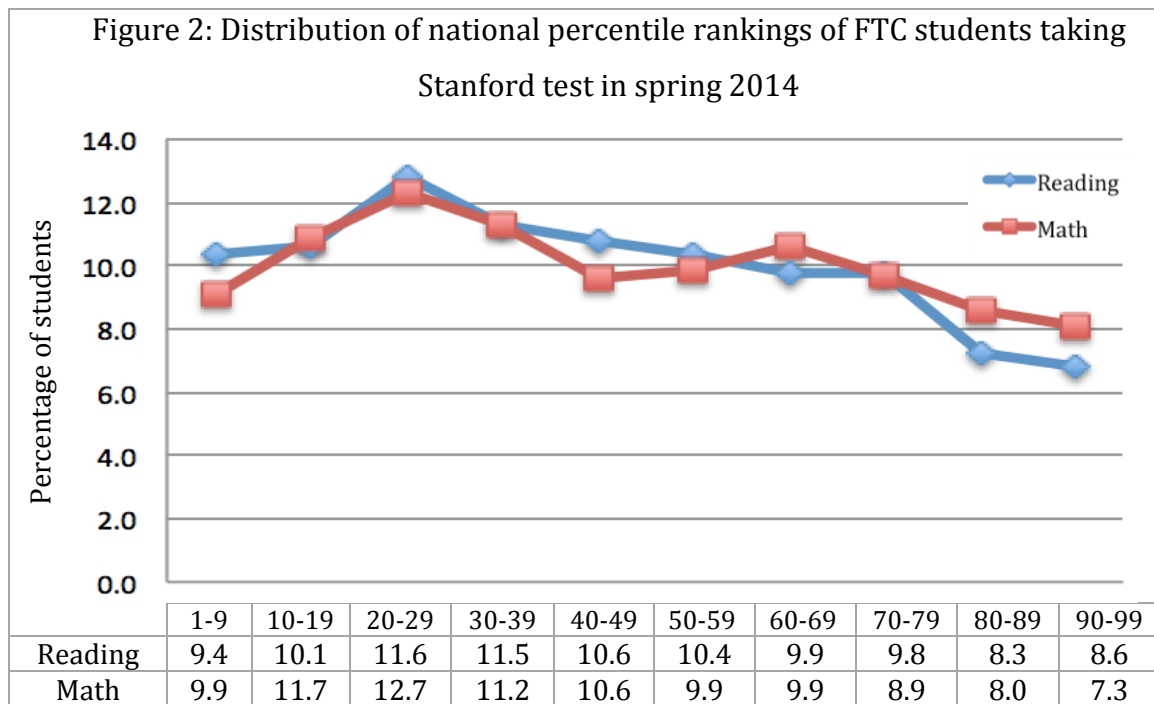
Figure 1: Distribution of national percentile rankings of FTC students, 2013-14



In 2013-2014, the average national percentile ranking for FTC students was 46th percentile in mathematics and 48th percentile in reading. In other words, the typical student in the FTC program scored at the 48th national percentile in reading and the 46th national percentile in mathematics, as depicted in Figure 1, above. Average national percentile rankings in 2013-2014 are very similar to national percentile rankings observed in prior years for both mathematics and reading. In fact, since the real-time test score collection began in 2006-07, the average national percentile rankings have varied by less than a percentile point in mathematics and about a percentile point in reading over the years including 2013-2014.

We also examined the average national percentile rankings in mathematics and reading only focusing on students who took the Stanford Achievement Tests in spring, which was also a distinction made in prior reports since the Stanford

Achievement Test was the most similar to the test that was taken by public school students (See Figure 2). We found that the typical student would have scored at the 46th national percentile in reading and the 47th national percentile in mathematics. Average national percentile rankings in 2013-14 stayed comparable to the previous years' records both in mathematics and reading when the analysis was limited to the students who took the Stanford Achievement Test in spring.

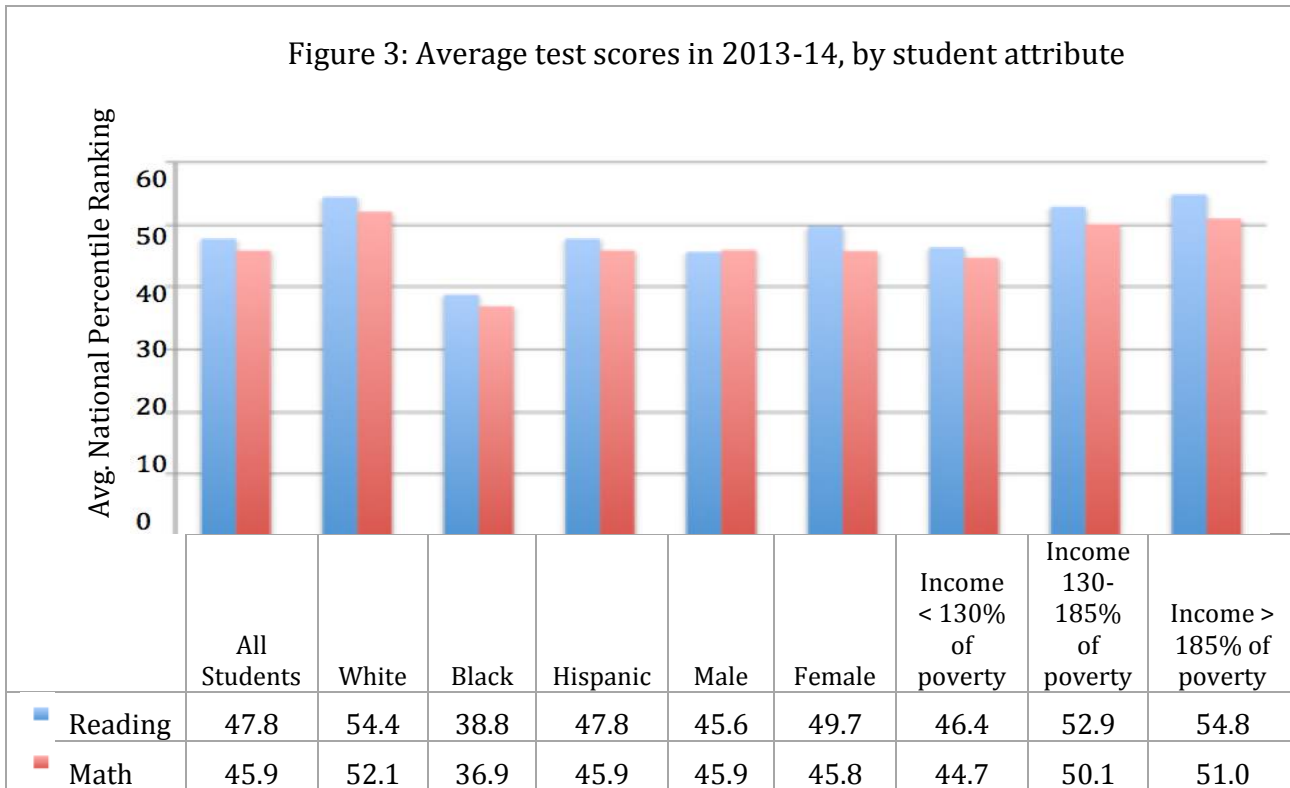


Average test scores in 2013-14 by student attributes

We provided a breakdown of test scores of 2013-14 program participants by race, ethnicity, sex, and family income (see Figure 3). 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.

As seen in Figure 3, white participants have higher mean national percentile rankings than minority participants. While mean national percentile rankings of males and females are not different in math, 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.

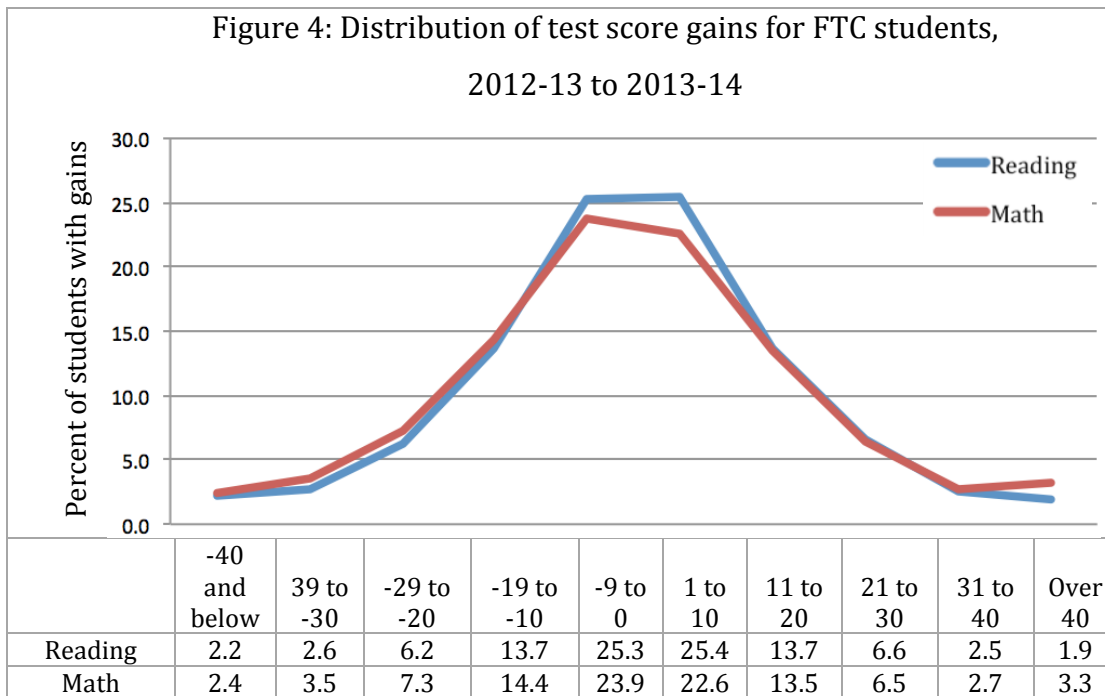


3. GAIN SCORES FROM 2012-13 TO 2013-14

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 2012-13 to 2012-14 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 2012-13 cannot gain much more) and floor effects (where students whose percentile rankings were low in 2012-13 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.

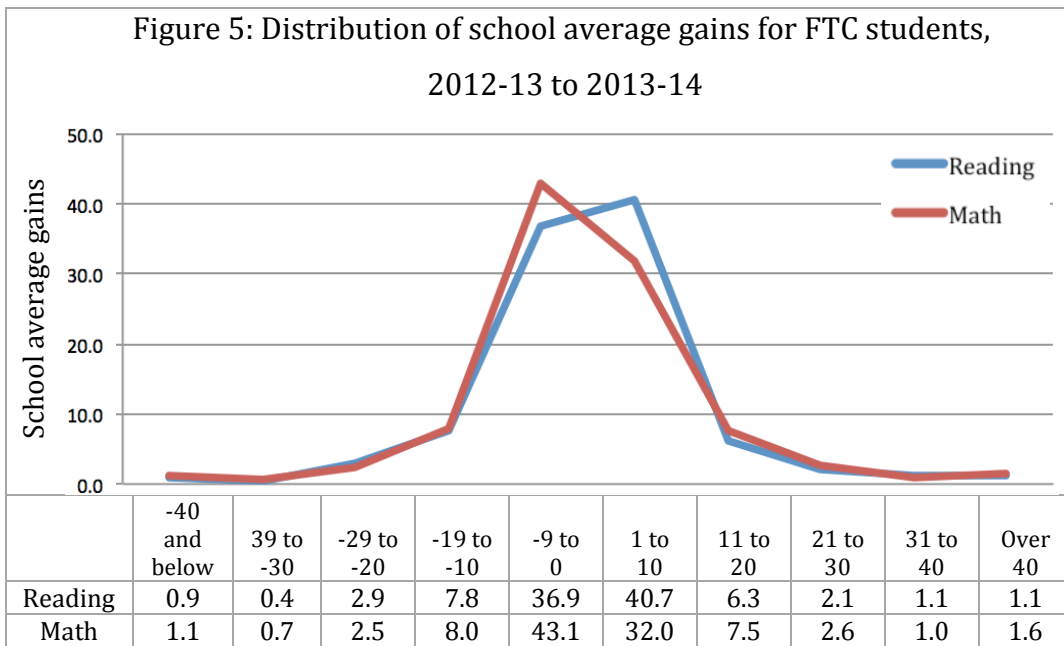
Gain scores were calculated for 15,799 FTC students with legible reading scores and 15,780 FTC students with legible mathematics scores in both 2012-13 and 2013-14. The mean gain score for FTC students is 0.4 national percentile ranking points in reading. We observe no gain in national percentile ranking 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.



Gain scores for 2013-14 are similar with previous years' gain scores as they range from -1.2 to 0.0 for reading and from -2.4 to -0.9 for mathematics between 2008-09 to 2012-13. Moreover, as it was the case in previous years, considerable variation in individual student gain scores is observed in 2013-14 as well (See Figure 4); 11.0 percent of program participants gained more than 20 percentile points in reading relative to the nation between 2012-13 and 2013-14 (12.4 percent in math), and 11.1 percent of participants lost 20 or more percentile points in reading (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. Finally, when we limit analysis to the students taking the Stanford Achievement Test during the spring, the results we get are very similar to previous years' results with 0.2 national percentile ranking points gain in reading and 0.5 percentile ranking points gain in mathematics.

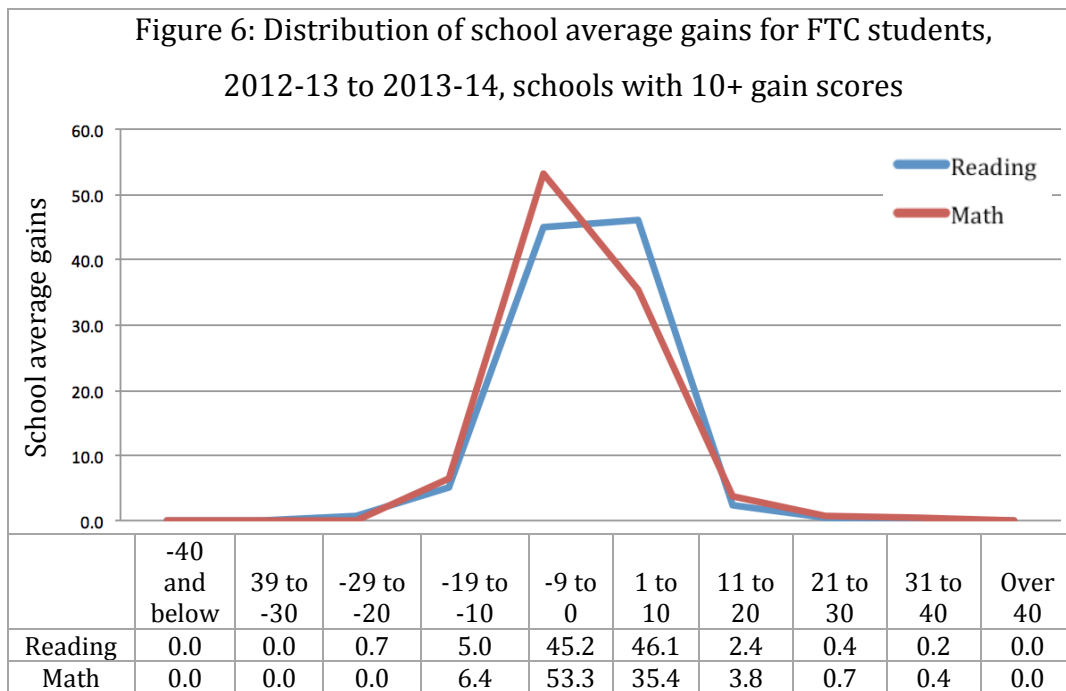
School-level differences in average gain scores, 2012-13 to 2013-14

We calculated average gain scores from 2012-13 to 2013-14 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. Given this, 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 is concentrated in the middle of the distribution (See Figure 5). The percent of schools with observed average gains of -20 percentile points or below is 4.2 percent for reading and 4.3

percent for math. These figures are 11.1 percent and 13.3 percent, respectively, at the individual-level. Similarly, 4.2 percent of schools have observed average gains of 20 percentile points or above in reading, and 5.2 percent of schools have observed average gains of 20 percentile points or above in math. This contrasts with 11.0 percent and 12.4 percent, respectively, of individual-level gains. As expected, much of the observed variability in gain scores is at the individual level.



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 6, school-average gain scores become more compressed. The percent of schools with observed average gains of -20 percentile points or below is only 0.2 percent in reading. No schools have observed average

gains of -20 percentile points or below 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 0.7 percent in reading and 1.1 percent in math. Although the distribution of average gain scores for schools that have more than 10 students are more compressed, there still exists considerable variation. 5.7 percent of these schools have average reading gain scores lower than -10 percentile points and 6.4 of them have average math gain scores lower than -10 percentile points. At the top of the average score distribution, 3.1 percent of these schools have average reading gain scores higher than 10 percentile points. This figure is 4.9 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, 2012-13 to 2013-14

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 2013-2014, we also calculated average gain scores over three years from 2011-12 through 2013-14. 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 2012-13, it is likely to observe a negative average gain score for that school in 2013-14. On the other hand, if a school had particularly low average scores in 2012-13, it is likely to observe a positive average gain score in 2013-14 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 the regression to the mean is another reason to treat one-year average gain scores for individual schools extremely cautiously.

Average gain scores for the 158 schools with more than 30 students enrolled in the FTC program in 2013-2014 are reported in the Appendix Table. Gain scores are reported for reading, mathematics, and combined reading and mathematics (by

averaging schools' average reading and mathematics scores) for 2013-14 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).

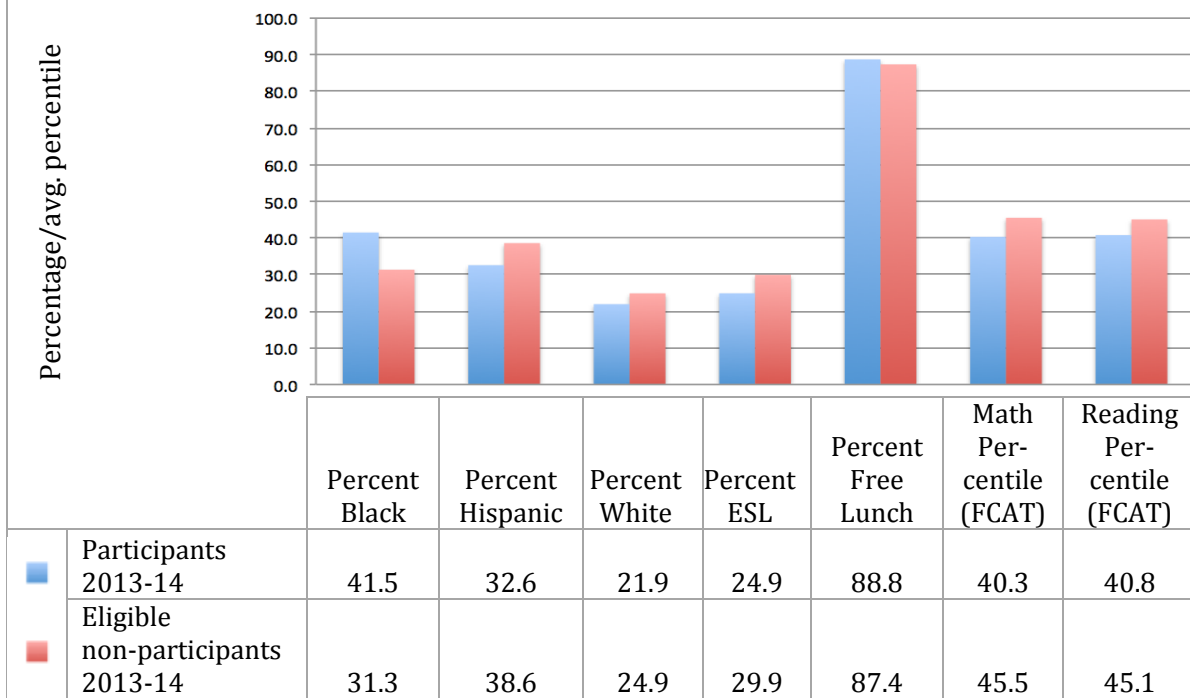
4. ATTRIBUTES OF NEW PROGRAM PARTICIPANTS IN 2013-14

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 2013-14 in order to see whether they were systematically different from eligible non-participant students before participating in the FTC program in 2013-14 as well.

In order to make plausible comparisons among students who spent the 2012-13 academic year in Florida public schools, we compared students who entered the FTC Scholarship Program in 2013-14 versus subsidized school meal eligible students who did not enter the program in that year but stayed free or reduced-price lunch eligible in 2013-14. 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 2012-13. We also restricted analysis to students who would be in grade 10 or below in 2013-14.⁴ With these criteria, we compared 3,423 new students in the FTC Scholarship program in 2013-14 versus 604,718 students who remained in the public schools and continued on subsidized school lunches in 2013-14. We used Department of Education records for these comparisons.

⁴ Students who were in grade 10 in 2012-13 are excluded since they are not tested in 2013-14.

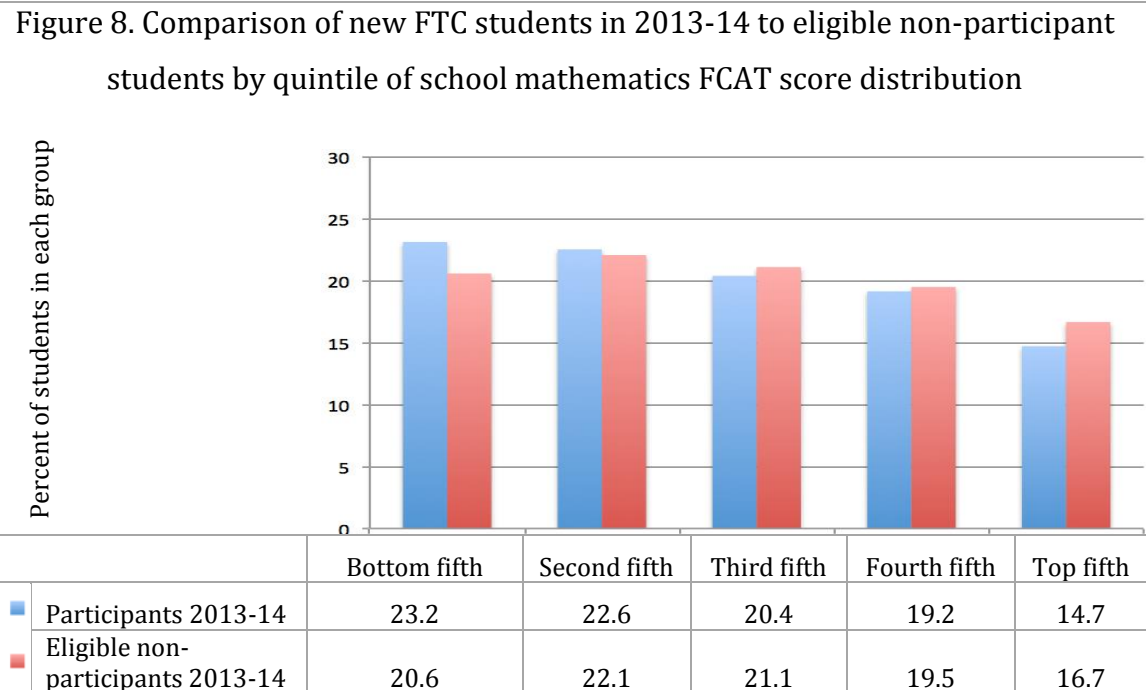
Figure 7: Comparison of prior year characteristics of new FTC students to "income eligible" non-participant students, 2013-14



As seen in Figure 7, new FTC students in 2013-14 are more likely to be black, and less likely to be Hispanic or white than non-participant eligible students. Also, they are less likely to be English-language learners than are non-participants. While both new FTC students and non-participant students were self-reported to be eligible for subsidized lunch in the 2012-13 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. This suggests that new FTC students in 2013-14 were relatively more disadvantaged than 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. All of these observed

differences are statistically significant and similar to the observed differences reported in previous reports.

By using Florida Department of Education school grades in 2013, we also compared new FTC students and eligible non-participant students in terms of performances of the schools that they attended in the 2012-2013 school year. We observed that students who entered the FTC program in 2013-14 came from lower-performing schools; 19.3 percent of new FTC students were in schools graded "A", before attending a school in the FTC program, while 24.8 percent of eligible non-participant students were in schools graded "A" in 2012-13 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 18.9 percent of eligible non-participant students who were in schools graded "D" or "F".



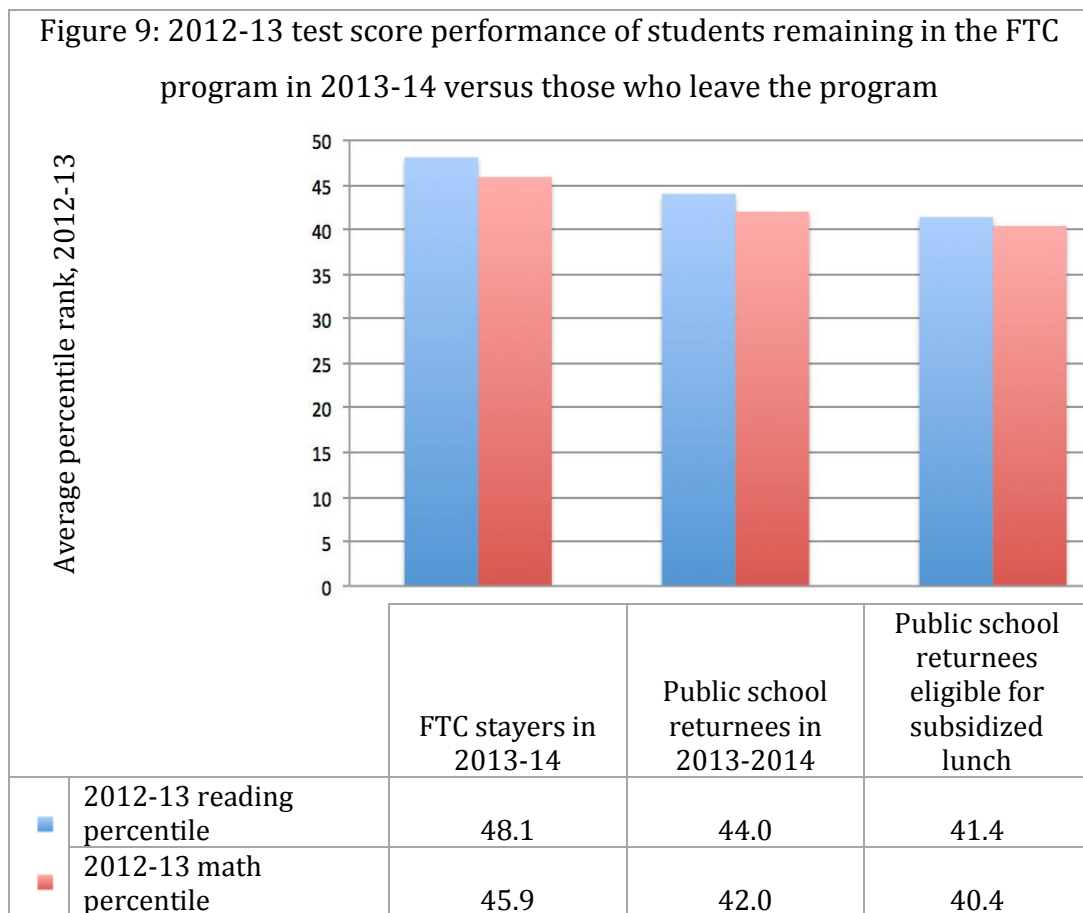
We also examined new FTC students' performances relative to eligible non-participant students in their own schools before entering the FTC program. Regardless of the performance of the school that new program participants were in, they tended to be lower-performing students (See Figure 8) relative to eligible non-participant students in their schools before entering the FTC program. 23.2 percent of new FTC students in 2013-2014 were in the bottom fifth of their prior public school's mathematics FCAT test score distribution, versus 20.6 percent of eligible non-participating students who were in the bottom fifth of the distribution. Moreover, 14.7 percent of new FTC students were in the top fifth of the distribution, as compared with 16.7 percent of eligible non-participating students in the top fifth of the distribution. The same pattern was observed for reading FCAT test score distribution; 23.4 percent of new FTC students were in the bottom fifth of their prior public school's reading distribution, while 21.3 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 1.1 percentage points, instead of the 2.0 percentage point gap observed in mathematics. This suggests 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.

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

In this section we compared FTC students who returned to public schools in 2013-14 after participating in the FTC program to those who remained in the FTC program in 2013-14. We also compared program returnees to other 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.

We first compared FTC students who returned to the public school system in Florida in 2013-14 versus those who remained in private schools under the FTC program in terms of their national norm-referenced test performance in 2012-13. The typical student who left the program scored at the 44th national percentile in reading and 42nd national percentile in mathematics in 2012-2013 while the typical FTC student who remained in the program in 2013-14 scored at the 48.1st national percentile in reading and the 45.9th national percentile in math (See Figure 9). 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 2013-14. 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 2013-14. We found that the average returnee

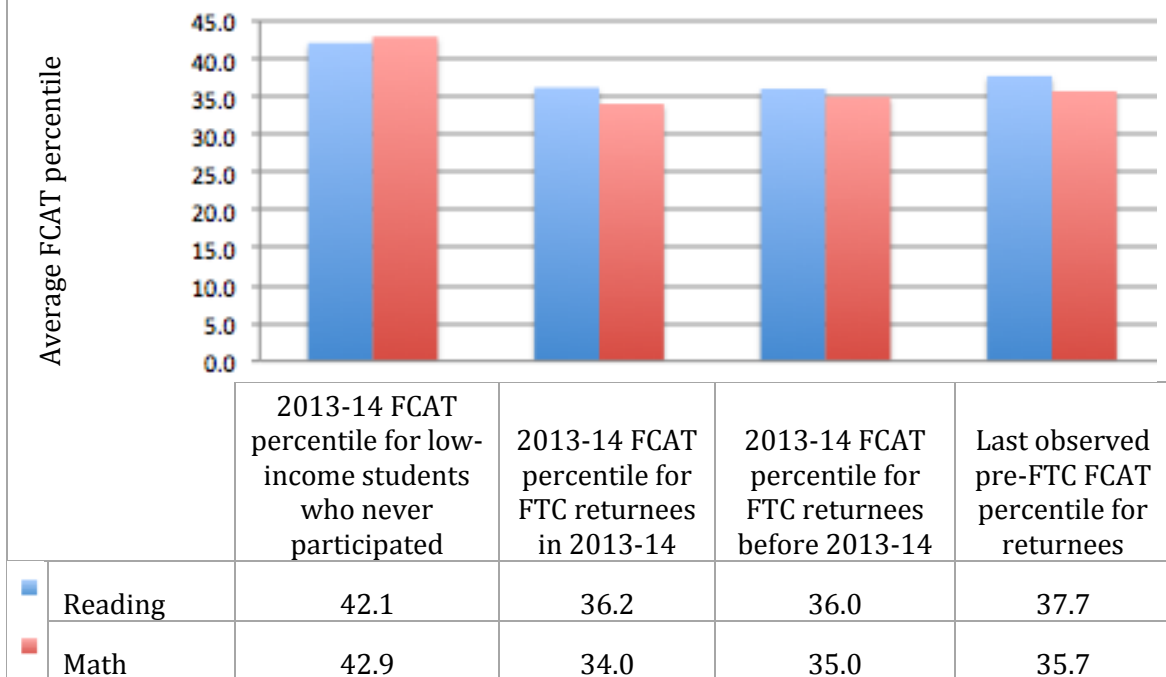
who is free/reduced lunch eligible in 2013-14 was in the 41.4th national percentile in reading and 40.4th national percentile in mathematics in 2012-13, somewhat lower than the performance of all returnees as expected. These findings suggest that as lower-performing public school students eligible for 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.



Next, we examined performance of FTC students who returned to the public schools in 2013-14. Compared with subsidized-meal eligible public school students

who never participated in the FTC program, FTC returnees in 2013-14 performed less well. These former FTC students who returned to the public schools in 2013-14 performed at the 36.2nd Florida percentile in reading and 34th Florida percentile in math while public school students who never participated in the FTC program performed at the 42.1st Florida percentile in reading and 42.9th Florida percentile in math in 2013-14. Those who returned to the public schools from the FTC program in earlier years performed at approximately the same level as FTC returnees in 2013-14 performed (See Figure 10).

Figure 10: 2013-14 FCAT performance of FTC students returning to public schools in Florida



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 2013-14 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. Based on the available evidence, however, there is a reason to claim that the FTC students who returned to public schools would have been expected to perform more poorly than the typical low-income public school student.

In order to provide further evidence for this claim, we compared former FTC students who returned to public school in 2013-14 to their prior performance on the FCAT before they left Florida public schools to attend private schools under the FTC program. We found that these students averaged in the 37.7th Florida percentile in reading and the 35.7th Florida percentile in mathematics in the last observed FCAT before they moved to a private school (See Figure 10). It is likely that some returnees may only have available scores either for FCAT in 2013-14 or for FCAT in the year prior to entering the program. When we limit the analysis to students who had available scores in both FCAT tests, FTC students who returned to public schools in 2013-14 scored in the 37.7th Florida percentile in the last FCAT reading exam before the FTC program and in the 35.9th Florida percentile in the first year back to Florida public schools in 2013-14. Similar patterns are observed for mathematics. FTC returnees in 2013-14 scored in the 35.7th Florida percentile the last FCAT math exam before the FTC program and in the 32.7th Florida percentile in

2013-14. If we look at FTC students who returned to the public schools in earlier years, we observe a similar pattern for reading. For mathematics, there is no difference between their FCAT scores before entering the program and their FCAT scores in 2013-14.

These findings suggest that although FTC students, who returned to public schools in 2013-14, performed slightly better on the last FCAT before they left public schools compared to their performance on FCAT 2013-14, they were still low-performing students relative to all public school students on the last FCAT before they left public schools. This finding supports the claim that FTC students who returned public schools are mostly struggling students and they would have been expected to perform more poorly than the typical low-income public school students.

6. CONCLUSION

This report shares findings on the compliance and performance of private schools that participated in the Florida Tax Credit Scholarship Program in 2013-2014. While the percent of valid scores received in 2013-14 is lower than in the prior four years of the program, school compliance with program testing requirements is still high.

FTC students scored at the 48th national percentile in reading and the 46th national percentile in mathematics in 2013-14. These scores are similar to previous years' scores. In terms of gain in national percentile ranking points from 2012-13 to 2013-14, 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. 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, 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 Table: Average gain scores in 2013-14 and three-year moving average of gain scores from 2010-12 to 2013-14 for schools with 30 or more gain scores in 2013-14, ranked by alphabetical order.

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Academy Prep Center Of Tampa Inc. (ST)	Tampa	62	178	1.5	1.9	1.0	2.3	1.8	2.8
Agape Christian Academy (ST)	Orlando	45	161	1.0	2.6	-0.7	-2.6	-3.1	-2.5
Alazhar School (ST)	Tamarac	52	119	-6.4	-3.7	-9.1	1.3	2.5	0.1
American Youth Academy Inc.(ER)	Tampa	91	267	37.8	35.8	39.8	2.2	3.1	1.4
Annunciation School (IT)	Hollywood	32	72	-2.0	-1.0	-3.1	-1.3	0.5	-3.1
Archbishop Curley/Notre Dame High School*	Miami	68	171	-1.8	-2.5	-1.2	-4.7	-4.7	-4.7
Arlington Country Day School (ST)	Jacksonville	31	83	-6.7	-4.0	-9.6	-1.9	-2.1	-1.6

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Azalea Park Baptist School (ST)	Orlando	31	91	4.0	4.0	3.9	3.2	3.7	2.7
Berean Christian School*	West Palm Beach	33	80	-2.5	-1.0	-4.0	-2.5	-1.3	-3.7
Betesda Christian School (TN)	Opa-locka	50	151	1.4	-2.8	5.6	-0.4	-1.3	0.6
Beth Jacob High School Inc. (ST)	North Miami Beach	31	59	1.3	1.8	0.9	-0.7	-4.7	3.7
Bishop Kenny High School*	Jacksonville	32	52	0.1	-3.3	3.5	-6.0	-6.6	-5.3
Blessed Trinity (IT)	Ocala	61	143	1.1	1.9	0.2	-1.4	1.3	-4.1
Bradenton Christian School*	Bradenton	39	85	-1.5	1.1	-4.1	-0.2	1.9	-2.3
Bridge To Independence Inc.(ST)	Orlando	31	74	-12.7	-10.4	-14.7	-7.3	-7.1	-7.3
Brito Miami Private School (ST)	Miami	42	111	-5.5	-8.5	-2.5	-3.7	-4.3	-3.2

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Broward Junior Academy (IT)	Plantation	52	114	-8.6	-10.6	-6.6	-2.9	-2.8	-2.8
Brush Arbor Christian School (ST)	Orlando	48	129	2.4	4.2	0.7	0.2	0.5	-0.1
Calvary Chapel Academy (TN)	West Melbourne	39	83	2.4	7.8	-2.4	1.2	4.6	-1.9
Calvary Christian Academy (ST)	Ormond Beach	50	122	3.3	4.6	1.8	0.7	2.1	-0.5
Calvary Christian Academy*	Fort Lauderdale	54	111	-2.0	-3.3	-0.7	-3.5	-2.3	-4.7
Candlelight Christian Academy (ST)	Lake Wales	40	87	-0.2	-2.2	1.8	2.2	1.9	2.4
Cedar Creek Christian School (ST)	Jacksonville	36	112	-7.3	-7.9	-6.7	-4.0	-4.2	-3.7
Cedar Hills Baptist Christian School (ST)	Jacksonville	30	70	4.2	3.4	4.9	1.5	-0.6	3.5

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Children's Rainbow Dayschool Academy (ST)	Goulds	30	59	-2.1	-2.0	-2.2	-0.1	0.0	-0.2
Christ-Mar Private School (ST)	Hialeah	32	100	3.8	3.2	4.2	4.5	2.6	6.2
City Of Life Christian Academy (TN)	Kissimmee	73	186	-2.5	-1.8	-3.2	-1.6	-0.7	-2.5
Colonial Christian School (ST)	Homestead	50	122	-1.3	-1.9	-0.6	-2.9	-2.3	-3.4
Community Christian Learning Center*	Apopka	43	104	9.6	8.1	11.1	2.6	2.0	3.3
Community Christian School*	Port Charlotte	38	84	-3.5	-1.4	-5.6	-2.8	-0.5	-5.2
Coral Springs Christian Academy*	Coral Springs	31	60	-2.3	-2.4	-2.4	-0.9	-0.6	-1.3

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Covenant Christian School*	Palm Bay	45	88	2.2	4.3	0.1	-1.4	-0.8	-1.9
Eagle's View Academy (ST)	Jacksonville	37	103	-1.8	-2.9	-0.7	-3.0	-2.4	-3.6
Eastland Christian School (ST)	Orlando	54	133	0.2	-1.1	1.6	-0.4	-0.3	-0.5
Edison Private School (ST)	Hialeah	78	218	1.4	-1.1	3.8	-0.4	-1.3	0.6
Elfers Christian School (ST)	New Port Richey	54	136	6.0	2.5	9.5	2.9	1.1	4.3
Esprit De Corps Center For Learning (TN)	Jacksonville	43	137	3.6	0.3	6.9	-1.4	-0.4	-2.5
Faith Christian Academy*	Orlando	92	236	1.0	1.2	0.9	-2.3	-0.9	-3.7
Faith Lutheran School (ST)	Hialeah	42	98	4.5	3.9	5.0	2.7	2.5	3.0
Faith Outreach Academy (ST)	Tampa	46	103	-4.5	-3.4	-5.6	-2.9	-2.6	-3.2
First Academy-Leesburg (TN)	Leesburg	31	82	-3.3	-4.2	-2.3	-2.7	-0.8	-4.6

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
First Assembly Christian School Daycare (ST)	Ocala	37	91	8.5	3.9	13.0	2.7	0.4	5.0
First Coast Christian School (ST)	Jacksonville	82	202	-0.9	1.9	-3.7	-2.4	-1.5	-3.2
Forest City S.D.A.(IT)	Altamonte Springs	33	76	-10.3	-9.3	-11.4	-2.3	-0.5	-4.5
Forest Lake Education Center (IT)	Longwood	71	179	-3.8	-3.4	-4.2	-2.8	-1.7	-4.0
Garden Of The Sahaba Academy*	Boca Raton	38	96	-1.1	-3.6	1.3	-1.4	-1.2	-1.5
Good Shepherd Catholic School (IT)	Orlando	34	80	6.0	11.2	0.7	0.8	3.5	-2.0
Greater Miami Academy*	Miami	77	215	0.8	1.4	0.2	0.6	0.9	0.2
Hebrew Academy Community School (IT)	Margate	32	55	2.8	2.7	2.9	-2.1	-1.4	-2.8

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Heritage Preparatory School*	Orlando	52	146	2.5	1.8	3.3	0.0	0.8	-0.9
Highlands Christian Academy (ST)	Pompano Beach	47	112	4.4	1.1	7.7	-1.0	-2.7	0.8
Holy Family Catholic School (IT)	North Miami	73	196	-0.2	1.9	-2.3	0.4	2.6	-1.9
Holy Redeemer Catholic School (IT)	Kissimmee	43	88	-3.4	-0.2	-6.5	-0.8	1.9	-3.4
Holy Rosary Catholic School (IT)	Jacksonville	48	112	0.1	1.3	-1.0	-0.9	-0.7	-1.5
Horeb Christian School (ST)	Hialeah	32	69	5.9	7.3	4.6	3.5	4.8	2.3
I.E.C. Christian Academy (ST)	Orlando	37	68	0.0	-0.5	0.5	2.0	1.9	2.2
Ibn Seena Academy (TN)	Orlando	34	88	-0.1	-0.8	0.6	2.7	1.7	3.3
Immaculate Conception Catholic School (IT)	Hialeah	48	105	3.6	5.6	1.5	3.1	6.4	-0.3

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Inverness Christian Academy (ST)	Inverness	35	89	-0.2	-1.5	1.0	1.5	1.2	1.9
Joshua Christian Academy (ST)	Jacksonville	55	152	-2.1	-3.5	-0.9	-1.7	-1.6	-1.8
Jubilee Christian Academy (TN)	Pensacola	30	69	-6.6	-4.8	-8.5	-3.8	-1.7	-6.0
Kingsway Christian Academy (ST)	Orlando	122	325	-2.9	-1.7	-4.0	-1.4	-0.7	-1.9
La Progresiva Presbyterian School Inc. (ST)	Miami	132	336	4.4	5.5	3.4	1.2	2.7	-0.2
Lakeside Christian School*	Clearwater	37	106	1.8	1.9	1.7	-0.1	0.3	-0.4
Leaders Preparatory School (ST)	Orlando	36	112	11.1	10.5	11.8	3.8	2.8	4.8
Life Assembly Of God Life Academy (ST)	Kissimmee	46	163	-7.8	-8.2	-7.5	-1.7	-0.8	-2.7

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Lighthouse Christian Academy (ST)	Deland	49	127	1.9	3.1	0.7	1.9	2.4	1.3
Lincoln-Marti Community Agency 10 (ST)	Miami	121	378	3.8	2.6	5.1	2.4	1.3	3.5
Lincoln-Marti Community Agency 17 (ST)	Miami	98	260	-3.4	-7.3	0.3	1.9	-1.0	4.7
Lincoln-Marti Community Agency 23 (ST)	Miami	48	108	-21.5	-26.4	-16.6	-12.4	-12.7	-12.2
Lincoln-Marti Community Agency 28 (ST)	Miami	66	177	3.7	2.1	3.9	1.3	1.3	1.3
Lincoln-Marti Community Agency 76 (ST)	Miami	39	83	-4.9	0.2	-10.0	-0.4	2.7	-4.4
Meadowbrook Academy Inc. (ST)	Ocala	33	98	-1.1	1.9	-4.2	0.6	1.0	0.2
Melody Christian Academy (ST)	Live Oak	54	138	-3.9	-6.0	-1.8	-3.8	-2.8	-4.8

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Miami Union Academy*	North Miami	100	278	-1.9	-2.1	-1.6	-2.2	-1.2	-3.2
Monsignor Edward Pace High School(PS)	Miami Gardens	62	165	-7.5	-7.1	-8.0	-9.1	-7.9	-10.1
Mother Of Christ Catholic School (IT)	Miami	38	81	-0.7	1.5	-2.4	-0.6	1.9	-3.0
Muslim Academy Of Greater Orlando (ST)	Orlando	44	118	2.6	0.1	5.1	2.9	1.6	4.2
North Florida Christian School (ST)	Tallahassee	47	130	1.0	-0.7	2.8	2.0	1.4	2.6
North Kissimmee Christian School (ST)	Kissimmee	44	114	1.0	1.5	0.4	-0.1	0.2	-0.4
Northside Christian Academy (TN)	Starke	38	89	3.2	6.9	-0.6	-1.1	0.0	-2.4
Northwest Christian Academy (TN)	Miami	52	146	0.5	1.7	-0.7	-1.0	0.2	-2.2

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Nur Ul-Islam Academy (ST)	Cooper City	112	280	0.6	0.9	0.2	2.6	1.8	3.5
Oasis Christian Academy (TN)	Winter Haven	34	90	4.0	1.8	6.1	-0.4	0.3	-1.1
Orlando Christian Prep (ST)	Orlando	36	82	-3.0	-1.1	-4.9	-1.5	-1.7	-1.3
Orlando Junior Academy (IT)	Orlando	42	86	-4.7	-2.8	-6.6	-2.6	0.1	-5.4
Osceola Christian Preparatory School (MA)	Kissimmee	30	44	-6.6	-4.3	-8.9	-5.1	-2.7	-7.4
Our Lady Of Charity School Inc (TN)	Hialeah	53	88	-3.8	-1.6	-6.0	-2.5	-0.1	-4.9
Our Lady Of Lourdes Catholic School (IT)	Daytona Beach	41	113	7.4	7.2	7.6	-0.2	1.8	-2.1

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Our Lady Of The Holy Rosary-St Richard Cath (IT)	Miami	33	77	0.1	1.9	-1.7	-0.3	3.6	-4.2
Our Lady Queen Of Martyrs (IT)	Fort Lauderdale	30	72	1.5	3.9	-0.9	-0.5	1.2	-2.2
Palm Beach Bilingual School (IT)	Riviera Beach	34	88	-0.9	-5.5	3.7	-2.8	-6.0	0.1
Parsons Christian Academy (ST)	Jacksonville	35	88	-0.1	0.4	-0.5	-1.7	-0.8	-2.6
Pathways School (ST)	Orlando	42	137	-1.3	-2.2	-1.1	0.5	2.6	-1.6
Peniel Baptist Academy (ST)	Palatka	38	101	-2.9	-3.1	-2.7	-2.9	-2.0	-3.8
Phyl's Academy (ST)	Coral Springs	41	99	-0.7	-0.2	-1.1	-0.2	-0.7	0.3
Pleasant Hill Academy (ST)	Kissimmee	59	193	-5.2	-7.5	-3.2	0.1	0.3	-0.1
Potter's House Academy (ST)	Orlando	39	91	-2.8	0.1	-6.1	-2.4	-0.3	-4.8

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2013-14			AVERAGE GAIN SCORE FROM 2011-12 TO 2013-14		
		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Rabbi Alexander S. Gross Hebrew Academy*	Miami Beach	30	70	1.6	0.6	2.2	-0.4	0.2	-1.3
Radiant Life Academy (ST)	Orlando	33	73	-0.2	-0.7	0.2	0.6	0.7	0.5
Real Life Christian Academy (TN)	Clermont	30	68	-8.5	-13.5	-3.5	-6.8	-8.6	-5.0
Regency Christian Academy (ST)	Orlando	31	75	3.8	3.7	3.9	3.8	3.5	4.0
Rj Hendley Christian Community School (ST)	Riviera Beach	51	123	-5.2	-5.2	-5.4	-7.5	-7.3	-7.7
Rocky Bayou Christian School Nfcea (ST)	Niceville	35	74	-2.2	-5.8	1.3	-1.0	-2.0	0.0
S.L. Jones Christian Academy (ST)	Pensacola	34	92	-13.4	-11.5	-15.4	-9.0	-7.3	-10.6
Sacred Heart (IT)	Jacksonville	46	125	3.4	4.4	2.5	1.2	4.1	-1.7

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		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Saint Andrew Catholic School (IT)	Orlando	42	117	2.6	2.8	2.3	-0.5	1.9	-2.9
Saint Bartholomew School (IT)	Miramar	42	105	-0.1	6.4	-5.9	-1.0	2.6	-4.4
Saint Helen Catholic School (IT)	Fort Lauderdale	45	153	-5.8	-5.6	-5.9	-1.6	1.8	-5.0
Saint James Catholic School (IT)	Miami	105	280	0.2	1.1	-0.7	0.4	2.3	-1.4
Saint John The Apostle School (IT)	Hialeah	80	210	4.1	7.3	0.8	0.7	4.1	-2.8
Saint Johns Episcopal School (ST)	Homestead	34	94	0.3	2.3	-1.7	-0.1	0.3	-0.5
Saint Joseph Catholic School (IT)	Winter Haven	48	103	-1.9	-0.8	-3.0	-1.7	0.8	-4.2
Saint Joseph Parish School (IT)	Tampa	39	93	2.5	1.9	3.1	2.0	2.1	1.9

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		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Saint Lawrence School (IT)	North Miami Beach	40	100	1.7	3.7	-0.3	0.6	2.9	-1.8
Saint Marys Cathedral (IT)	Miami	126	335	-0.5	0.6	-1.7	-1.3	-0.1	-2.4
Saint Michael The Archangel (IT)	Miami	70	144	0.2	1.6	-1.5	2.5	4.1	0.7
Saint Paul Catholic School (IT)	Daytona Beach	38	81	-1.5	-0.5	-2.6	-1.7	1.0	-4.1
Saint Pius V Catholic School (IT)	Jacksonville	39	96	1.4	-1.3	4.0	-2.2	-3.7	-0.8
Sonshine Christian Academy (ST)	Fort Myers	34	74	-3.2	-4.3	-2.1	-1.2	-2.0	-0.3
South Orlando Christian Academy (ST)	Orlando	75	187	13.6	12.1	15.3	4.4	3.5	5.4
Southland Christian School (ST)	Kissimmee	87	188	0.1	-0.8	1.0	1.3	0.6	1.9

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		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
St. Elizabeth Ann Seton Catholic School (IT)	Palm Coast	31	82	-3.7	-2.2	-5.2	-1.8	0.1	-3.7
St. James Christian Academy (IT)	Port Saint Lucie	40	71	-6.1	-7.0	-5.2	-4.5	-3.7	-5.5
St. Thomas Aquinas School (IT)	Saint Cloud	37	77	2.3	1.4	3.1	-0.7	-0.7	-0.7
Stetson Baptist Christian School (ST)	Deland	36	74	1.0	-3.9	6.0	0.3	-1.8	2.7
Sunflowers Academy*	Miami	130	338	-7.7	-9.2	-6.1	-3.4	-3.9	-3.1
Tallavana Christian School (ST)	Havana	44	110	-3.1	-2.5	-3.8	-1.4	0.4	-3.2
Tampa Adventist Academy (IT)	Tampa	40	105	-0.7	3.3	-4.3	0.1	2.5	-2.3
Temple Christian Academy (BA)	Jacksonville	32	98	1.7	2.7	0.7	-1.9	-3.2	-1.1

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		2013-14 SCHOOL YEAR	BETWEEN 2011-12 AND 2013-14	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
The Conrad Academy (ST)	Orlando	37	85	7.9	7.0	8.8	4.5	5.1	3.9
The Potter's House Christian Academy Elem (ST)	Jacksonville	55	164	-4.8	-1.5	-7.8	-1.5	0.3	-3.4
Toras Emes Academy Of Miami (ST)	North Miami Beach	49	107	3.1	5.4	0.9	-0.5	1.3	-2.7
Treasure Of Knowledge Christian Academy (ST)	Orlando	39	105	5.3	5.6	5.1	1.6	-0.7	3.9
Trinity Christian Academy (ST)	Jacksonville	108	262	-0.9	-0.2	-1.7	-0.1	0.3	-0.6
Trinity Christian Academy (ST)	Deltona	82	204	-0.1	1.6	-1.7	-0.9	1.1	-2.9
Trinity Christian Academy*	Lake Worth	51	93	4.5	6.4	2.6	-0.7	0.9	-2.3
Universal Academy Of Florida (ST)	Tampa	118	258	3.7	4.0	3.5	2.8	2.7	2.7

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University Christian School*	Jacksonville	46	102	-9.1	-9.5	-8.6	-5.6	-4.1	-7.2
Venice Christian School*	Venice	36	93	6.1	5.3	6.9	-0.4	-0.8	0.0
Victory Christian Academy (ST)	Orlando	53	164	-0.2	-0.2	-0.5	4.4	3.8	5.0
Victory Christian Academy (ST)	Jacksonville	40	81	4.5	1.7	7.2	2.8	2.1	3.5
Victory Christian Academy (ST)	Lakeland	50	115	2.0	2.4	1.5	0.1	1.0	-0.9
Warner Christian Academy (TN)	South Daytona Beach	99	228	1.8	3.0	0.6	-1.9	0.3	-4.1
West Hernando Christian School*	Spring Hill	33	104	-3.2	-5.3	-1.2	-2.6	-3.1	-2.2
Westwood Christian School (ST)	Live Oak	35	70	-0.8	-2.1	0.5	1.7	1.0	2.4

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Westwood Christian School (ST)	Miami	37	88	-1.7	-0.9	-3.3	-0.4	1.7	-2.4
William A. Kirlew Jr. Academy (IT)	Miami Gardens	34	80	-1.3	0.2	-2.9	-1.2	-0.6	-2.0
Winter Haven Christian School (ST)	Winter Haven	36	69	-1.1	-0.2	-0.9	-0.8	0.3	-1.3
Yeshiva Elementary (ME)	Miami Beach	43	87	-13.1	-8.0	-17.1	-5.0	-1.8	-8.1

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. Acronyms within the parenthesis indicate the test administered in that school. Schools marked with * administered different tests at different grade levels. AC=ACT; BA=Basic Achievement Skills Inventory; ER=Educational Records Bureau test; IT=Iowa Test of Basic Skills; MA/ME= Metropolitan Achievement Tests; PS=PSAT; TN=Terra Nova.