



**Evaluation of the Family Empowerment
Scholarship for
Educational Options Program
Participation, Compliance and Test Scores in 2023-24**

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EXECUTIVE SUMMARY

This report details the 2023-24 academic year evaluation for the Family Empowerment Scholarship (FES) Program, as required by the 2024 Florida Statutes, s. 1002.394 (9)(c). The Learning Systems Institute (LSI) is the organization responsible for conducting the third evaluation of the FES program. This report provides a summary of key findings, details about test score collection and 2023-24 test score results of program participants.

This report does not compare the 2023-2024 performance of FES students with that of public school students. Due to the difference in the tests that each group takes, such a comparison may not be valid.

LSI was designated as the independent research organization and was directed to conduct the annual evaluation of the Family Empowerment Scholarship Program. This report presents data collected by LSI for students participating in the 2023-24 academic year. The main findings include:

Participating private school compliance with protocol:

- Compliance with program testing requirements was high in 2023-24. Participating private schools reported test scores for 89.7 percent of program participants in grades 3-10. This was lower than last year's score reporting (93.8 percent). Compared to last year, the percentage of students with missing or unusable tests was slightly higher in 2023-24 at 6.3 percent. This rate was 4.1 percent last year.

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

- Newly participating FES students in 2023-24 were more likely to be White and less likely to be Hispanic and be Black than non-participant students. Also, they were less likely to be English-language learners than were non-participants. Academically, these students showed slightly higher average achievement in math and English Language Arts (ELA) before entering the FES program compared to eligible non-participants. Lastly, compared to eligible non-participant students, new FES students tended to come from higher-performing public schools.
- Former FES students who returned to the public schools had higher test performance in both reading and math during their last year in the FES Program, compared to FES students who remained in the FES Program. Specifically, FES students who returned to the public schools had a 48.9th normal curve equivalent score in reading and a 44.0th normal curve equivalent score in math, while FES

students who remained in the program scored at the 47.0th normal curve equivalent in reading and the 43.2nd normal curve equivalent in math.

- Former FES students who returned to public schools demonstrated ELA performance comparable to that of subsidized meal-eligible public school students who never participated in the FES Program during their first year back. However, their math performance was noticeably lower. Specifically, returning FES students scored at the 43.9th Florida percentile in ELA and the 41.3rd percentile in math, while subsidized meal-eligible public school students who never participated in the FES Program scored at the 43.8th percentile in ELA and the 45.4th percentile in math.

Test scores of program participants, 2023-24:

- FES students scored at the 53.9th normal curve equivalent in reading and the 52.3rd normal curve equivalent in math.
- In terms of gains in math and reading from 2022-23 to 2023-24, the typical FES 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 FES students are being compared to all students.

1. BACKGROUND

This report details the 2023-24 academic year evaluation results of the Family Empowerment Scholarship for Educational Options (FES) program, as required by the 2024 Florida Statutes, s. 1002.394 (9)(c). This report is the fourth to evaluate the Family Empowerment Scholarship for Educational Options (FES) program. This evaluation was conducted by the Florida State University Learning Systems Institute. This report provides a summary of key findings, details about test score collection and 2023-24 test score results of program participants, gain scores from 2022-23 to 2023-24, test score gains of individual schools with at least 30 or more students, attributes of new program participants in 2023-24, and the performance of program participants who return to Florida public schools.

This report does not compare the performance of FES students to public school students. Due to the difference in the tests that each group takes, such a comparison may not be valid. While FES students take a nationally norm-referenced test, public school students take the Florida Assessment of Student Thinking (FAST) Test. Because there is no correspondence between the FAST and the nationally norm-referenced tests that FES students take, the independent research organization tasked with this evaluation, the Learning Systems Institute (LSI), holds that it is not valid to make these comparisons.

Pursuant to the 2024 Florida Statutes, s. 1002.395(9)(f) that require an independent evaluation of the Family Empowerment Scholarship Program, the Learning Systems Institute has been tasked with conducting an annual evaluation of the FES program for the academic year 2023-24. This report provides the results of

the 2023-24 academic year evaluation of the Family Empowerment Scholarship for Educational Options Program.

2. TEST SCORE COLLECTION IN 2023-24

Data collection protocol

As mandated by the 2024 Florida Statutes, s. 1002.394(9)(c)(1), 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: Comprehensive Testing Program (CTP); Curriculum Associates – i-Ready Assessments; Educational Development Series (EDSERIES), Forms J and K; Iowa Assessments-Core Battery, Forms E, F, and G; Iowa Tests of Basic Skills (ITBS)-Core Battery, Forms A, B, and C; Iowa Tests of Basic Skills (ITBS)-Complete Battery, Form C; Iowa Tests of Educational Development (ITED), Form C; Kaufman Test of Educational Achievement Third Edition, Comprehensive Form (KTEA-III); NWEA Measures of Academic Progress (MAP); Pivot INSPECT Summative Assessment; PSAT/NMSQT; PSAT 8/9; PSAT 10; PreACT Secure; ACT; Classic Learning Test 10 (CLT3-8, CLT10, CLT); Thrive Academics Performance Series (Developed by Scantron Corp); Stanford Achievement Test, Tenth Edition (Stanford 10); STAR Enterprise Reading and Math; TerraNova, Third Edition; TerraNova NEXT; Edmentum Exact Path; Wide Range Achievement Test, Fourth Edition (WRAT4) and Fifth Edition (WRAT5); and Scholastic Assessment Test. Alternatively, participating students may be administered the Florida Assessment of Student Thinking (FAST) in accordance with 1002.394(9)(c)(2).

Data collection took place during the year 2023-24, in which private schools sent students' test scores to the Learning Systems Institute. The 1,956 private schools that had participating FES students in grades 3 through 10 during the 2023-24 school year were contacted by the Learning Systems Institute from Spring 2024 through Fall 2024 to encourage compliance with score reporting. Schools were provided with a roster of participating FES students in grades 3 to 10, which was obtained in Spring (March) 2024 from the Scholarship Funding Organizations¹. From the private schools with participating FES students, 86,073 students were enrolled in grades 3 to 10, the grades mandated for testing per the 2024 Florida Statutes, s. 1002.394 (9)(c)(1). 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 2023-24

Most schools were in compliance with test score reporting for the academic year 2023-24. 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 hand-scored, schools were instructed to send detailed test administration and scoring procedures. Throughout the Spring, Summer and Fall of 2024, the Learning Systems Institute followed up with schools that had sent

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.

invalid test score results, including missing or incomplete test scores.

Test score sheets were sent to LSI via a secure, online score portal. As test score data was received, nine data entry staff members recorded students' test scores and test information in the secure score portal. The scores were then reconciled with the original scores to ensure the highest accuracy. Test scores will be deleted following one year after this double-entry and reconciliation procedure to ensure student privacy as mandated by s. 1002.22(2)(d) of the Florida Statutes.

There were 1,956 FES participating schools with students in the relevant grades in 2023-24. The vast majority of the FES participating schools provided evidence of test administration consistent with the specifications of the program. One hundred and thirty participating schools, serving 1,533 testing-eligible students, closed or did not report scores for any participating students.² There were 86,073 students in relevant grades participating in the FES Program in 2023-24. Valid, legible test scores were received for 77,210 FES students, which represents 89.7 percent of all expected test scores received.

Table 1: Distribution of score reporting percentages: 2023-24

	Percentage
Legible, valid scores received	89.7
Not enrolled at time of testing	2.9
Ineligible for testing	0.2
School closed/suspended	0.2
Student sick/absent	0.8
Missing/unusable test score	6.3
Note: Percentages may not add up to 100 due to rounding.	

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

Table 2: Percent and number of students with legible, valid scores: 2023-24

Number of students	Number of students with legible, valid scores	Percent of students with legible, valid scores
86,073	77,210	89.7

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

Although the rate of successful score reporting was high in 2023-24 at 89.7 percent, there were 10.3 percent of students whose expected scores were not received. Thus, it was important to examine whether the students whose test scores were successfully reported are comparable to the population enrolled in 2023-24.

For this analysis, we used demographic data provided by the Scholarship Funding Organizations. We found differences between students whose test scores were successfully reported and those whose scores were not successfully reported in terms of in terms of their parents' marital status, their gender, and race. Specifically, students with successfully reported scores are more likely to have married parents (70.1 percent compared to 46.4 percent for those without reported scores) Additionally, students whose scores were successfully reported were more likely to be White (54.4 percent) and female (50.9 percent), compared to students with no test scores (34.1 percent White and 47.8 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 FES STUDENTS IN 2023-24

We report test scores in the form of the normal curve equivalent (NCE) scores. The NCE is a normalized standard score with a mean of 50 and a standard deviation

of 21.06. The scale corresponds to national percentile ranks (NPR) at 1, 50, and 99. As reported in the previous section, schools administered different nationally norm-referenced tests approved by the Florida Department of Education. Reporting test scores as normal curve equivalent scores ensure reasonable comparability across schools and program participants. Moreover, normal curve equivalent scores convey information about students' rankings compared with normal standards.

Figure 1: Distribution of normal curve equivalent scores of FES students, 2023-24

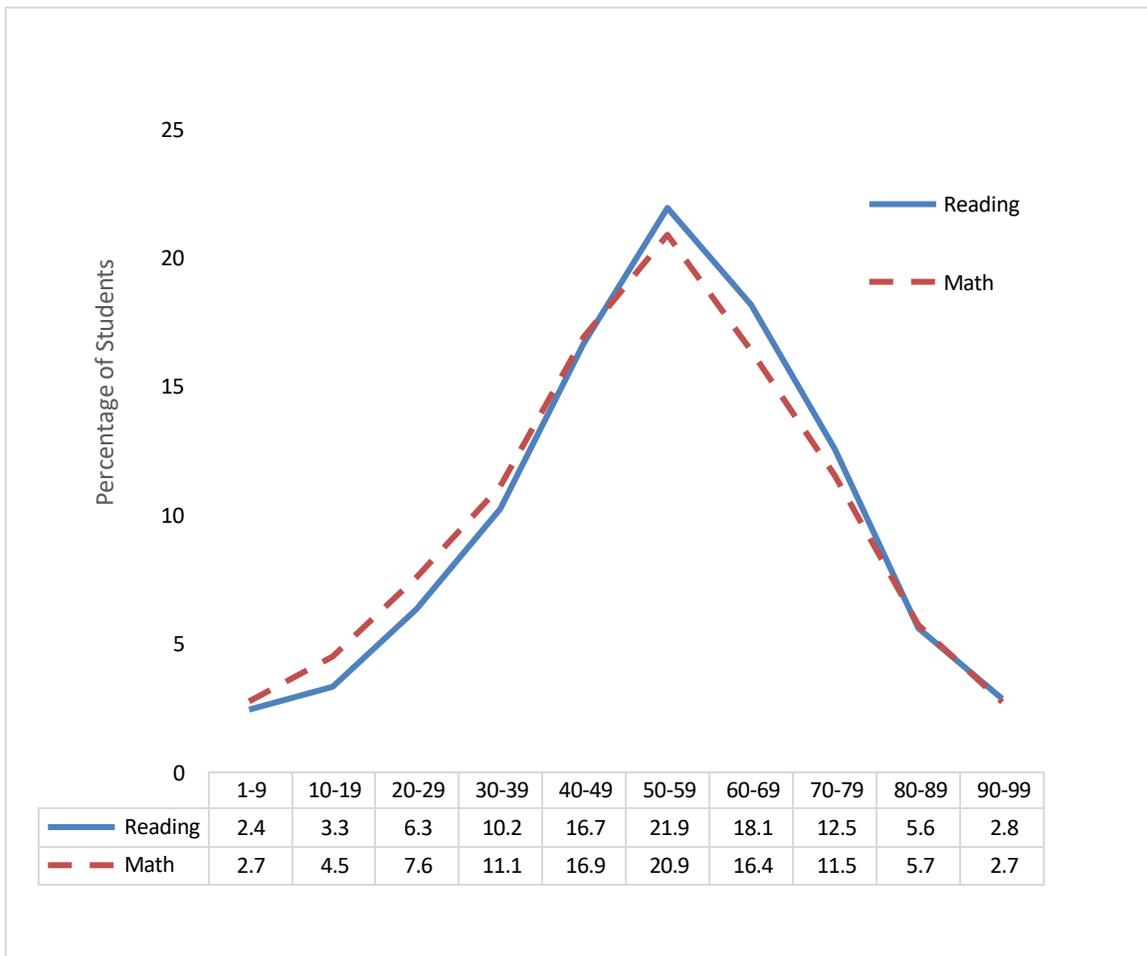
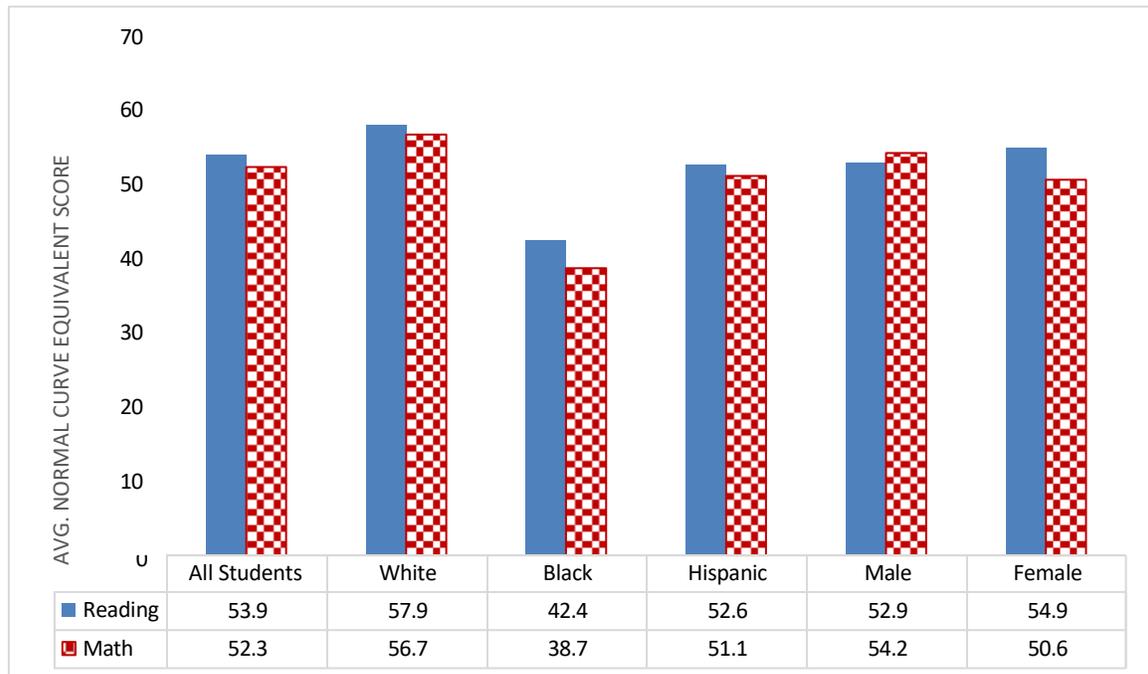


Figure 1 presents the basic distribution of reading and math scores of FES students participating in the program in 2023-24. Most of the students were in the

middle of the test score distributions. The average normal curve equivalent score for FES students was 53.9 in reading and 52.3 in math in 2023-24. In terms of corresponding national percentile rankings, the typical student in the FES Program scored at the 56.0th national percentile in reading and the 53.7th national percentile in math.

Figure 2: Average test scores in 2023-24 by attributes of program participants



We examined the breakdown of test scores of 2023-24 program participants by race and gender. As seen in Figure 2, White participants had higher mean scores than Black participants or participants of other races. Males tended to perform slightly better than females in math, while females tended to perform better than males did in reading.

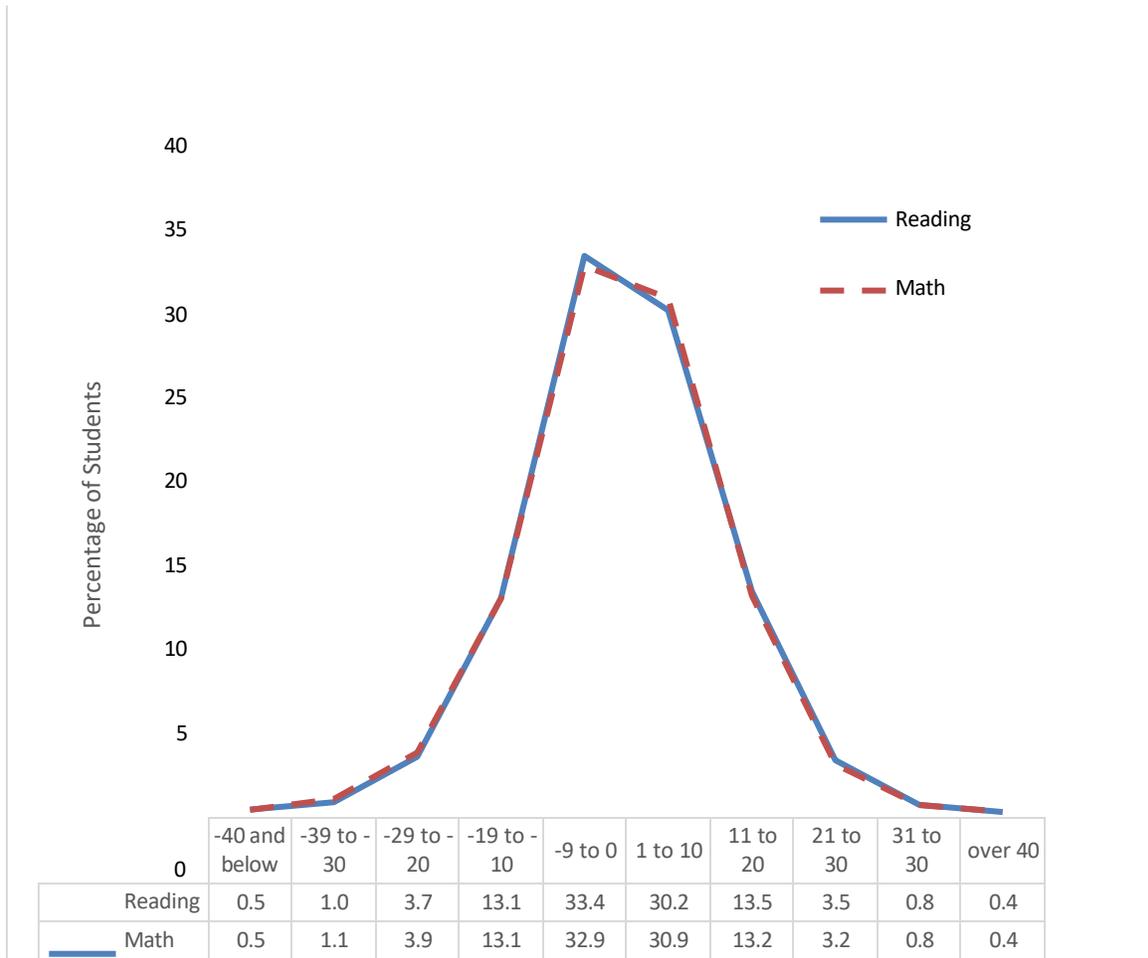
4. GAIN SCORES FROM 2022-23 TO 2023-24

Test score gains for FES students

Test score gains for FES students are calculated as required by the 2024 Florida Statutes, s. 1002.395(9)(f). Gain scores can be interpreted as changes in normal curve equivalent scores for program participants from 2022-23 to 2023-24 since test scores in both years are measured in terms of normal curve equivalent scores. We should note that this analysis is vulnerable to ceiling effects (where students whose scores were high in 2022-23 cannot gain much more) and floor effects (where students whose scores were low in 2022-23 cannot lose much more ground). Ceiling and floor effects were of less concern for students whose initial score falls in the middle portions of the initial test score distributions, which was the case for the majority of students participating in the FES Scholarship Program.

Gain scores were calculated for 9,698 FES students with legible reading scores and 9,713 FES students with legible math scores in both 2022-23 and 2023-24. Figure 3 presents the basic distribution of reading and math gain scores of FES students participating in the program in 2023-24. While most of the students were in the middle of the gain score distributions, considerable variation in the individual student gain scores was observed. The mean gain score for FES students was -0.1 normal curve equivalent in reading and -0.2 normal curve equivalent in math. This means that the typical FES student tended to approximately 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.

Figure 3: Distribution of test score gains for FES students, 2022-23 to 2023-24



School-level differences in average gain scores, 2022-23 to 2023-24

We calculated average gain scores from 2022-23 to 2023-24 at the school level as well. Individual level variation in the gain scores examined in the preceding section was composed of both individual and school level differences. By using gain scores aggregated to the school level, we examined the variation in gain scores across schools.

Figure 4: Distribution of school average gains for FES students, 2022-23 to 2023-24

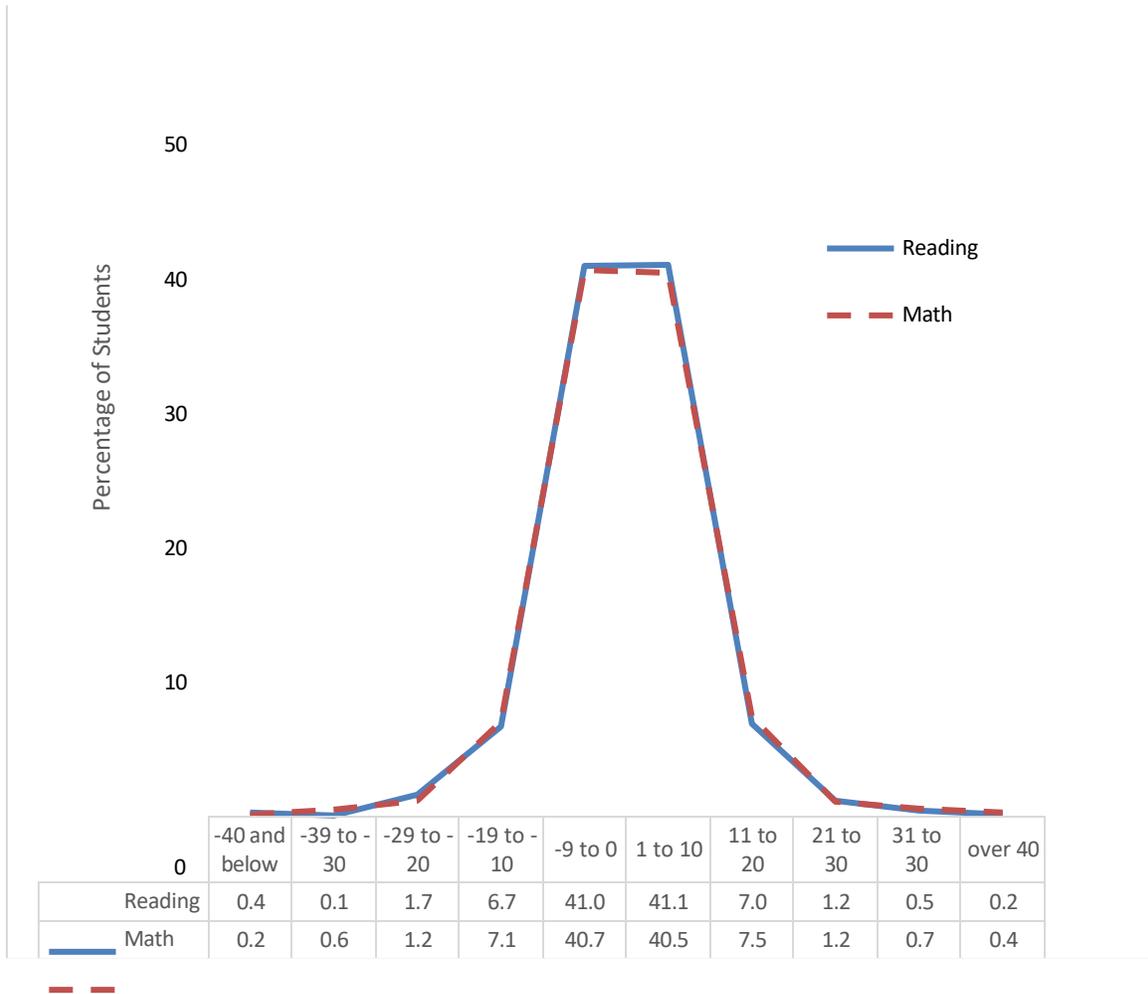
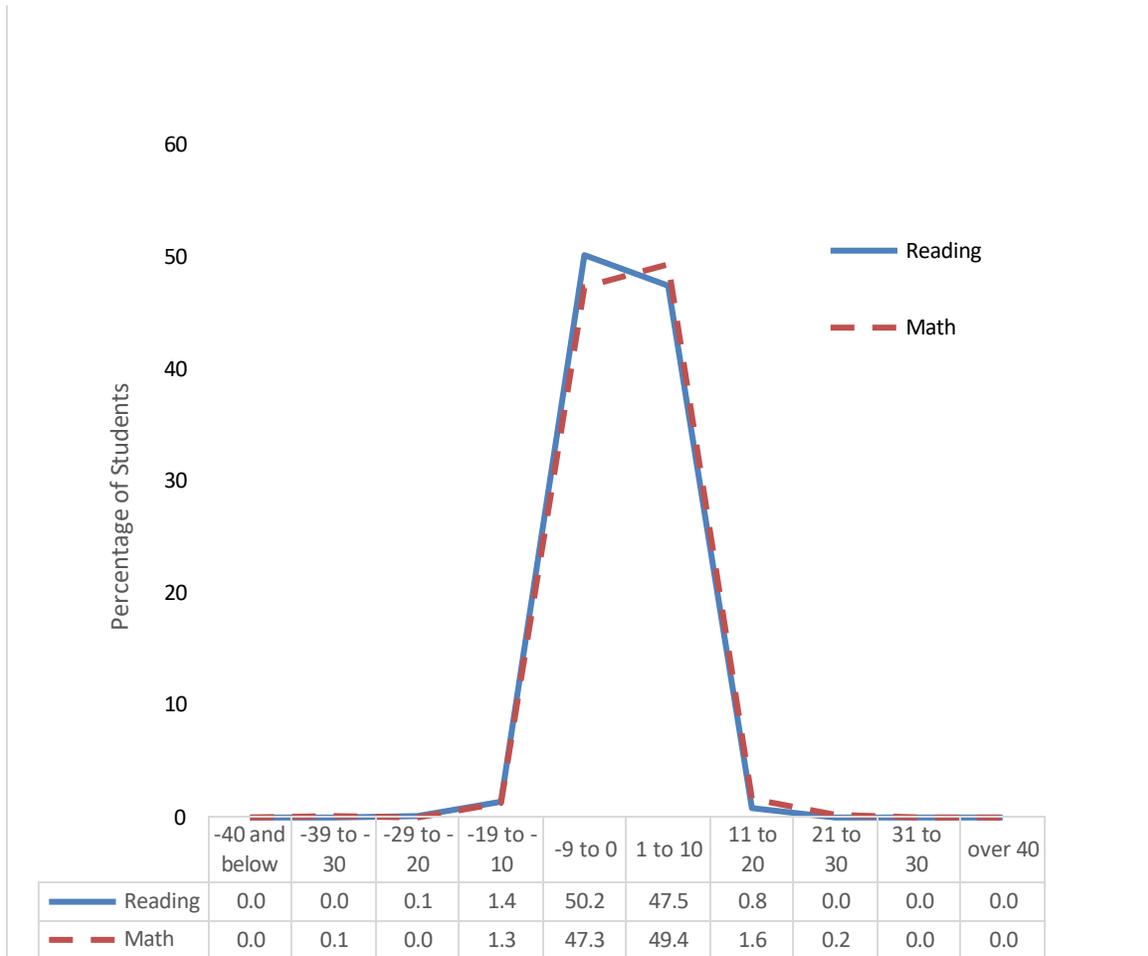


Figure 4 presents the basic distribution of school average reading and math gain scores for FES students participating in the program in 2023-24. The average gain scores were concentrated in the middle of the distribution. Of the average gain scores, 82.1 percent of the schools had an average gain score in reading between -10 to 10 points. In math, gain scores were also concentrated in the middle of the distribution with 81.2 % between -10 to 10 points.

Figure 5: Distribution of school average gains for FES students, 2022-23 to 2023-24, schools with 10+ gain scores



It is important to note that observed between-school variation in Figure 4 does not reflect “true” school-level differences since random fluctuations or “noise” in individual test scores is still manifested as part of the school-level average gain scores. The degree to which school-average gains reflect “true” school effects increases as the number of students in the school increases. For example, when we examined the same distribution only including schools with 10 or more FES students, the distribution of school-average gains became more compressed. As can be seen in Figure 5, 97.7 percent of school average gains in reading and 96.7 percent of school average gains

in math were between -10 to 10 points. In Figure 4, these numbers were 82.1 percent and 81.2 percent, correspondingly. These findings suggest that there was a non-trivial contribution of random fluctuations to the between-school variability observed in Figure 4.

Individual school average gain scores, 2021-22 to 2023-24

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. As discussed in the previous section, 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 random fluctuations dominating the average gain score increases. Examining average gain scores only for schools with 30 or more participating students increases the likelihood of getting a more precise measure of average gain scores of individual schools.

Average gain scores for the 399 schools that submitted valid test scores for 30 or more students in 2021-22, 2022-23, and 2023-24 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). When interpreting gain scores, 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 distribution.

5. ATTRIBUTES OF NEW PROGRAM PARTICIPANTS IN 2023-24

We examined attributes of new FES students in 2023-24 in order to see whether they were systematically different from eligible non-participant students before participating in the FES Program in 2023-24.

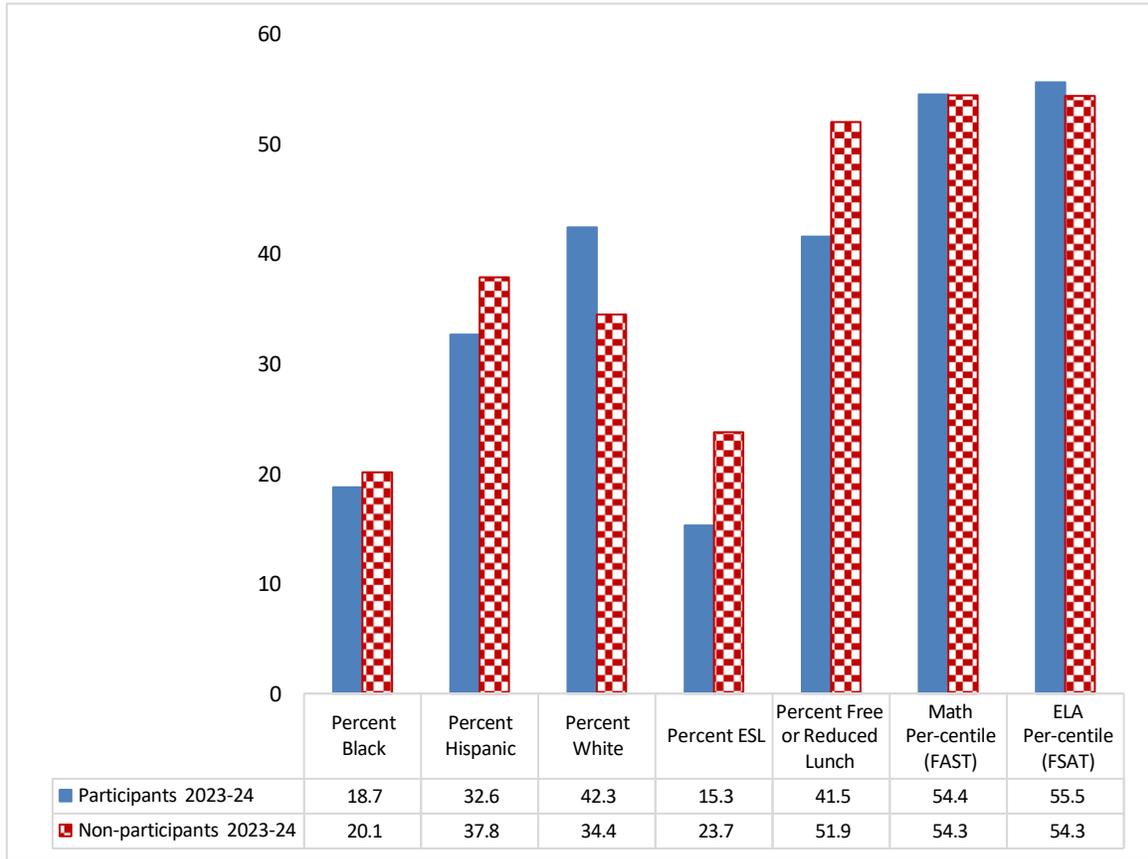
In order to make plausible comparisons among students who spent the 2022-23 academic year in Florida public schools, we compared students who entered the FES Scholarship Program in 2023-24 to students who did not enter the program. We excluded students with disabilities who could participate in the McKay Scholarship Program. We limited the analysis to students who had taken either a reading or math test in public school in 2022-23. We also restricted analysis to students who would be in grade 10 or below in 2023-24 and new FES participants for whom we could successfully link FES data with prior public-school records. With these criteria, we compared 8,956 new students in the FES Scholarship Program in 2023-24 to 1,497,776 students who remained in the public schools. We used FDOE records for these comparisons.

It is important to note that, beginning in the 2023–24 school year, the FES programs became universally available to all K–12 students, regardless of household income, following the passage of House Bill 1 in March 2023. While income-based prioritization remains, the removal of income eligibility restrictions significantly expanded access to these school choice programs.

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

In the 2023-24 academic year, newly enrolled students in the FES program were more likely to be White and less likely to be Hispanic or Black compared to students who did not participate, as illustrated in Figure 6. These new participants were also less likely to be English Language Learners (ELL) than their non-participating counterparts. Regarding socio-economic status, a smaller proportion of new FES students qualified for free or reduced lunch (41.5%) compared to eligible non-participants (51.9%). Academically, students newly enrolled in the FES program demonstrated slightly higher achievement in math and English Language Arts (ELA) prior to joining the program than those who were eligible but did not enroll. While newly enrolled FES participants demonstrated slightly higher prior achievement in math and ELA compared to non-participants, the magnitude of these academic differences was small relative to the more noticeable differences in demographic and socioeconomic characteristics.

Figure 6: Comparison of prior year characteristics of new FES students to non-participants, 2023-24

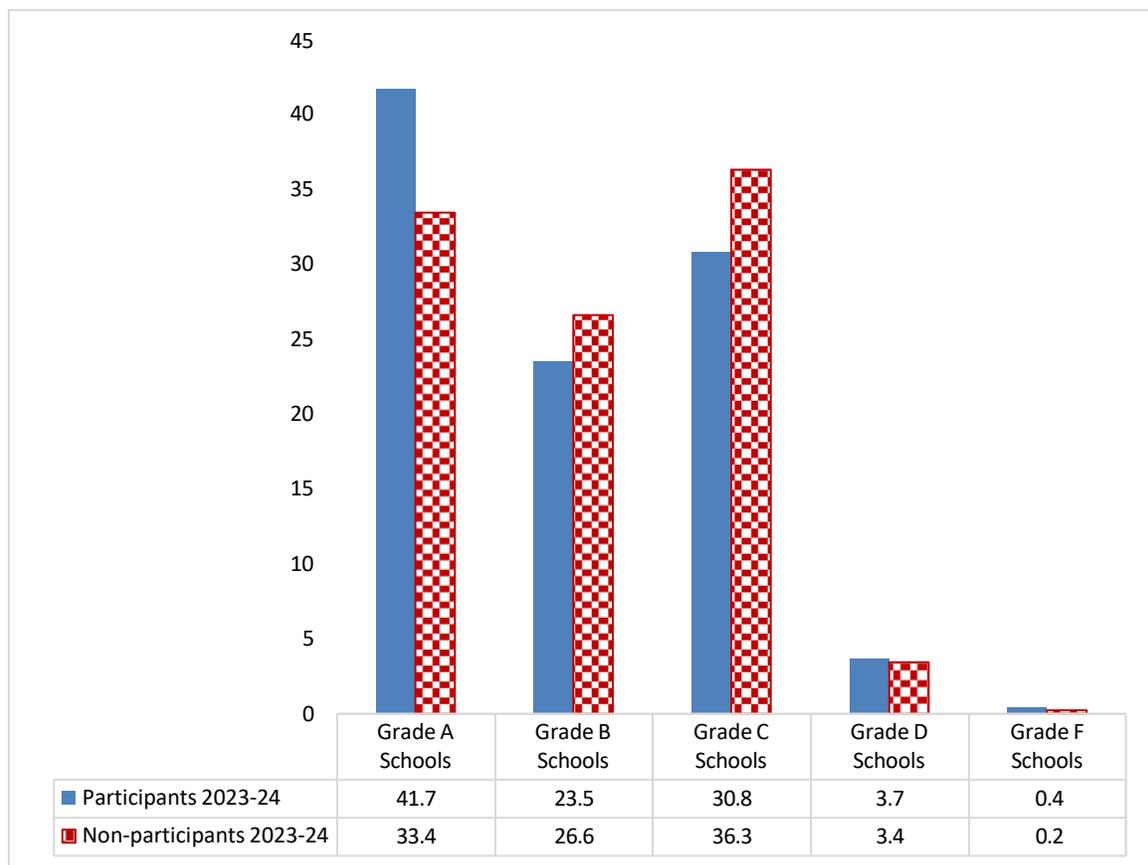


Comparison of new FES students and non-participant students in terms of performance of their schools in 2022-23

In Florida, each public school is assigned a school grade (A-F) based on student performance. We compared new FES students and eligible non-participant students in terms of the performance of the schools that they attended in the 2022-23 school year. We use the school grades from the 2022-23 school year. We observed that the percentage of new FES students who came from high performing public schools is higher than the percentage of non-participant students. On a scale of A-F, with A being the highest performing schools, 41.7 percent of new FES students were in

schools graded "A," before attending a school in the FES Program, while 33.4 percent of eligible non-participant students were in schools graded "A" in the 2022-23 school year. At the other end of the spectrum, 4.1 percent of new FES students were in schools graded "D" or "F", as compared with 3.7 percent of non-participant students who were in schools graded "D" or "F" (see Figure 7).

Figure 7: Comparison of the share of new FES participants by the performance of their previously attended public school to non-participants



Comparison of new FES students and non-participant students within their schools in terms of performance in 2022-23

We also examined new FES students' performance relative to eligible non-participant students in their own schools before entering the FES Program. The percentage of new FES students in the bottom fifth of their prior public school's ELA

FAST test score distribution was similar (15.5 percent) to non-participating students (15.6 percent) (see Figure 8). At the top fifth of the distribution, the percentage of new FES students was slightly higher (22.4 percent) compared to non-participating students (22.0 percent). Overall, the ELA distributions are very similar between new FES participants and non-participants.

Figure 8: Comparison by quintile of new FES students in 2023-24 to eligible non-participant students on school ELA FAST score distribution

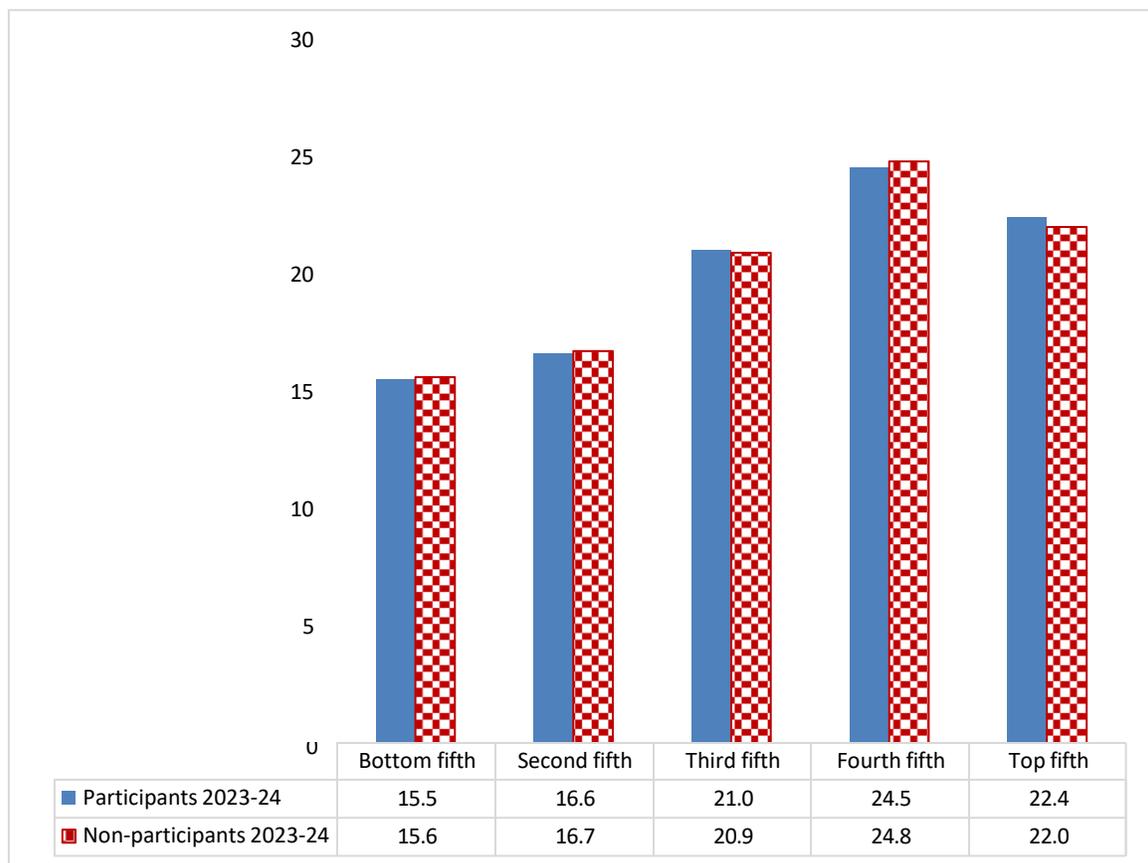
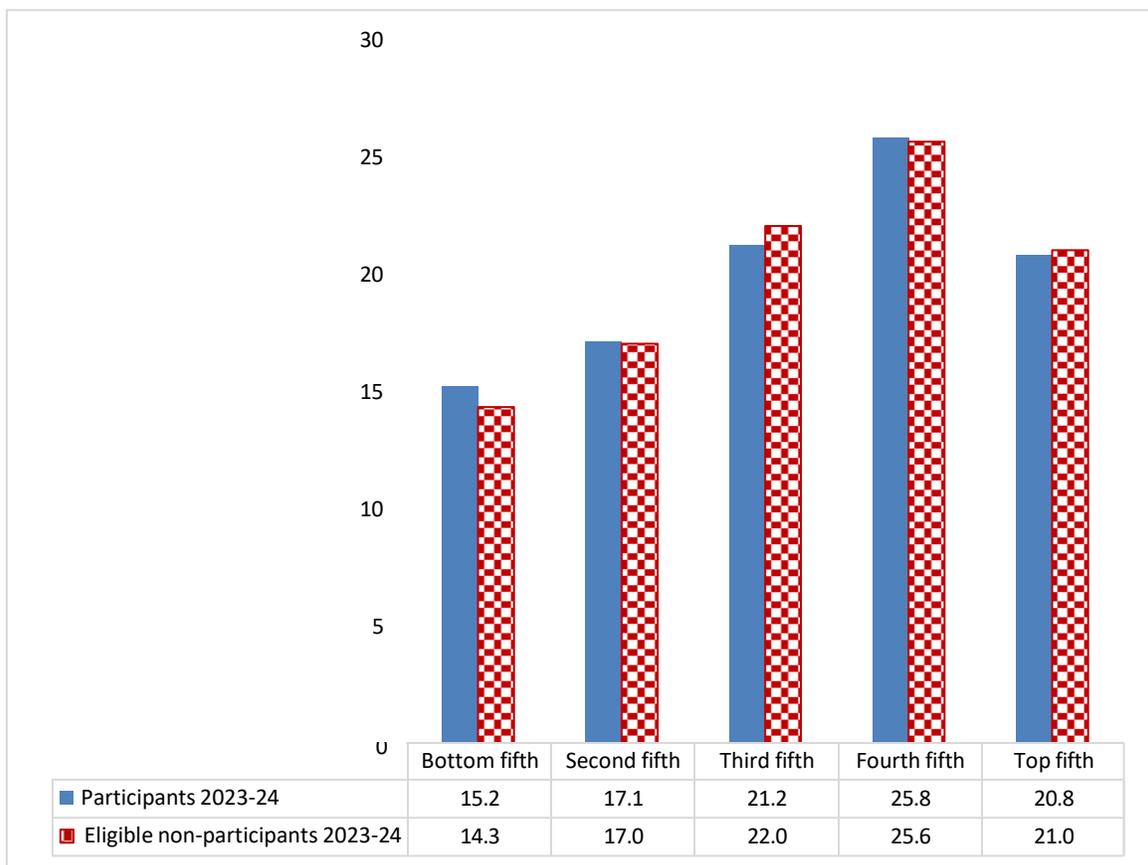


Figure 9 compares the prior-year Math FAST quintile distributions of new FES participants and eligible non-participant students. For the math FAST test score distribution, 15.2 percent of new FES students were in the bottom fifth of their prior public school’s math distribution, while 14.3 percent of non-participating eligible students were in the bottom fifth of the distribution. At the top of the math test score

distribution, 20.8 percent of new FES students were in the top fifth of the distribution, as compared with 21.0 percent of eligible non-participating students in the top fifth of the distribution. Overall, new FES participants show minimal differences in distribution relative to non-participants in math, with slightly more students in the lowest and slightly fewer in the highest quintile.

Figure 9: Comparison by quintile of new FES students in 2023-24 to eligible non-participant students on school Math FAST score distribution



Overall, these results suggest that new FES participants were more likely to come from high performing public schools. However, while new FES participants demonstrated slightly higher average achievement, differences in their 2022-23 academic performance compared to non-participants were minimal.

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

In this section, we compared FES students who returned to public schools in 2023-24 after participating in the FES Program to those who remained in the FES Program in 2023-24. We also compared program returnees to Florida public school students who never left the public schools. It is important to note that we cannot make any causal claims about the effects of participation in the FES Program based on these comparisons, as there are likely factors beyond FES participation that may influence students' performance. These comparisons only provide additional insights about the performance of the students who participate in the FES Program.

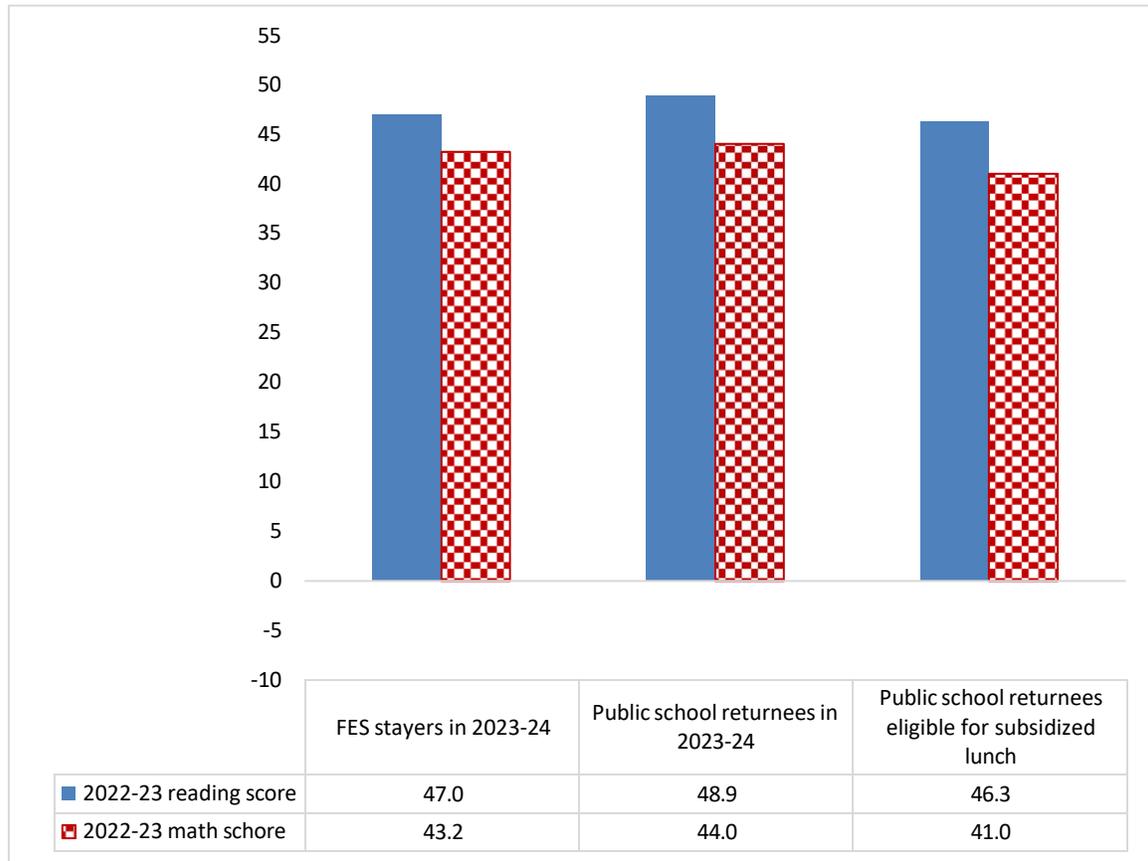
Comparison of 2022-23 performance of public-school returnees and FES stayers in 2023-24

We first compared FES students who returned to the public school system in Florida in 2023-24 to those who remained in private schools under the FES Program in terms of their national norm-referenced test performance in 2022-23. The typical student who left the program scored at the 48.9th normal curve equivalent in reading and 44.0th normal curve equivalent in math in 2022-23, while the typical FES student who remained in the program scored at the 47.0th normal curve equivalent in reading and the 43.2nd normal curve equivalent in math (See Figure 10).

Next, we limited the public-school returnees to those participating in the National School Lunch Program in 2023-24. We found that the average returnee who is free/reduced lunch eligible in 2023-24 scored at the 46.3rd normal curve equivalent in reading and scored at the 41st normal curve equivalent in math in 2022-22, which

was low compared to the performance of all returnees.

Figure 10: 2022-23 test score performance of students remaining in the FES Program in 2023-24 versus those who left the program



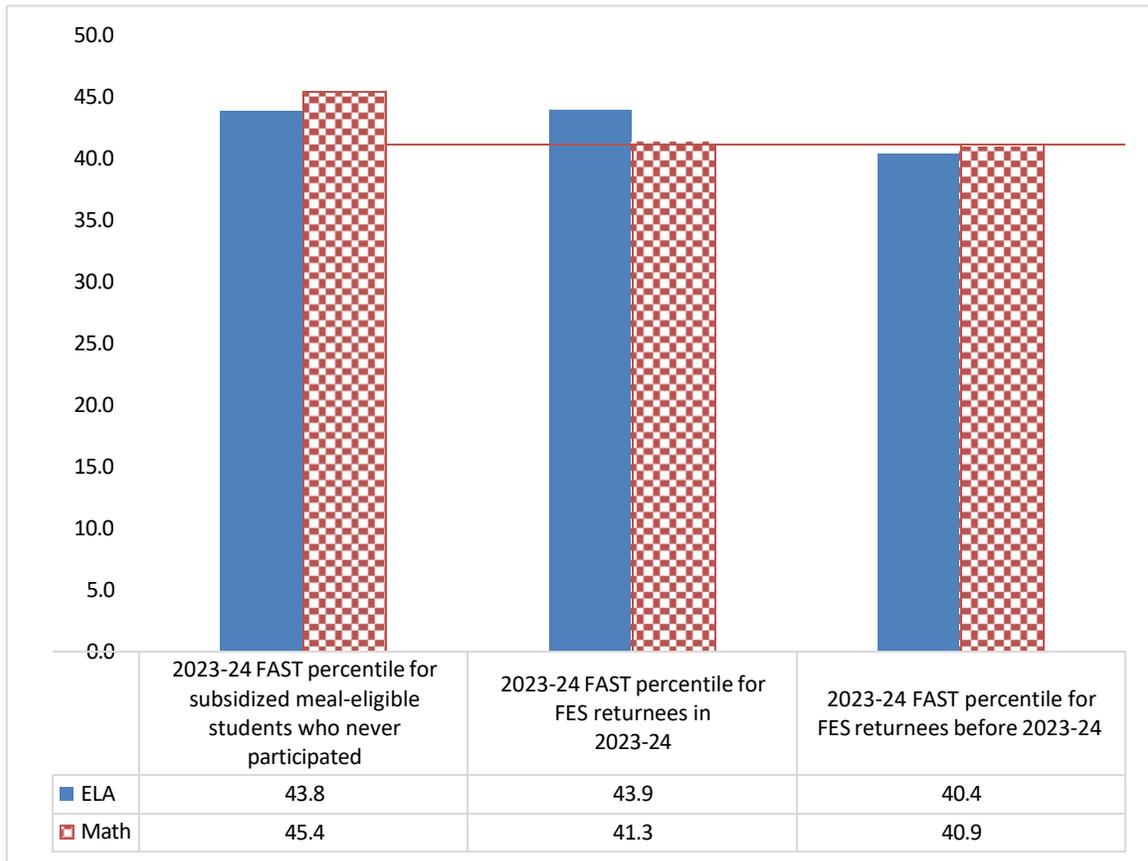
These findings suggest that higher-performing public school students are more likely to leave public schools to attend a private school under the FES Program. Additionally, FES students who returned to public schools had slightly higher prior year scores in both reading and math compared to those who stayed.

Comparison of 2023-24 FAST performance of public-school returnees and subsidized meal-eligible public school students

Next, we compared the performance of FES students who returned to the public schools to the performance of subsidized meal-eligible public-school students who never participated in the FES Program. Figure 11 displays the 2023-24 FAST performance of FES students who returned to Florida public schools compared to subsidized meal-eligible public school students who never participated in the FES Program. In ELA, the two groups performed similarly, with FES returnees scoring at the 43.9th percentile and non-participating subsidized meal-eligible public school students scoring at the 43.8th percentile. In Math, FES returnees performed lower than their non-participating peers, scoring at the 41.3th percentile compared to 45.4th percentile for subsidized meal-eligible public school students who never participated in the program.

The performance of FES returnees before 2022-23 was lower compared to their counterparts who returned in 2023-24 or those who never participated in the FES program. These students scored at the 40.4st Florida percentile in ELA and 40.9th Florida percentile in math.

Figure 11: 2023-24 FAST performance of FES returning to subsidized meal-eligible public school students in Florida



As we mentioned before, based on these comparisons we cannot make any causal claims about the effects of participation in the FES Program since evidence suggests that FES students who returned to the public schools in 2023-24 and public school students who never participated in the FES Program represent two different populations of students. Findings indicated that highly performing public school students are more likely to participate in the program in the first place. Moreover, FES students who return to public schools tend to be those who are performing better than the average FES student. Based on these observations, we cannot associate performance of FES returnees with possible negative effects of the FES Program on participating students.

7. CONCLUSION

This report shares findings on the compliance and performance of private schools that participated in the Family Empowerment Scholarship for Educational Options (FES) program in 2023-24. Compliance with program testing requirements was high in 2023-24. Private schools reported test scores for 89.7 percent of program participants in grades 3-10.

FES students scored at the 53.9th normal curve equivalent in reading and the 52.3rd normal curve equivalent in math in 2023-24. In terms of gains in math and reading from 2022-23 to 2023-24, the typical FES student tended to maintain their relative position in comparison with all students nationally both in math and reading. It is important to note that these comparisons pertain to all students nationally.

Public school students with higher prior achievement were more likely to enroll in private schools under the FES Program. Additionally, among FES participants, those who returned to public schools had slightly higher prior achievement than those who remained in the program. The average test performance of FES students who returned to public schools was lower than that of subsidized meal-eligible public school students who never enrolled in the FES Program. However, based on the available evidence, poorer performance of FES returnees cannot be attributed to any possible negative effects of the FES Program on participating students, given selection of students out of the FES Program.

It is important to note that, due to inconsistencies in student data across years and across different school systems, we were unable to consistently match individual students across years or between private school data and FDOE administrative

records. As a result, some records could not be fully linked across data sources. While every effort was made to ensure the accuracy and completeness of the data used in this analysis, we cannot fully rule out the possibility that these data limitations may have introduced some bias into the findings.

APPENDIX

Appendix Table: Average gain scores in 2023-24 and three-year moving average of gain scores from 2021-22 to 2023-24 for schools with 30 or more students with gain scores in 2023-24.

Notes: Cells report average gain scores.

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 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 random fluctuations dominating the average gain score increases. When interpreting gain scores, one should keep in mind that an average gain score of zero means that, on average, students in that school are maintaining their position in the national distribution. It doesn't mean that students in that school are not gaining.

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2023-24			AVERAGE GAIN SCORE FROM 2021-22 TO 2023-24		
		2023-24 SCHOOL YEAR	BETWEEN 2021-22 AND 2023-24	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
American Youth Academy Inc.	TAMPA	79	197	-3	-2	-4	-1	0	-2
Archbishop Edward A. Mccarthy High School	SOUTHWEST RANCHES	33	111	1	-1	3	-1	-1	-2
Atlantic Christian Academy Of The Palm Beach	WEST PALM BEACH	36	137	3	3	3	2	3	0

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2023-24			AVERAGE GAIN SCORE FROM 2021-22 TO 2023-24		
		2023-24 SCHOOL YEAR	BETWEEN 2021-22 AND 2023-24	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Beth Jacob High School Inc.	NORTH MIAMI BEACH	48	111	-4	-5	-4	-4	-3	-5
Blessed Trinity	OCALA	30	74	-1	-2	0	-2	-4	0
Bradenton Christian School	BRADENTON	37	94	-1	1	-3	0	1	-1
Clewiston Christian School	CLEWISTON	39	72	1	0	3	-2	-2	-2
Edison Private School	HIALEAH	32	69	0	3	-4	0	1	-2
Hebrew Academy Community School	MARGATE	38	95	-3	2	-8	-4	-2	-6
Icon Preparatory School	TAMPA	37	116	-1	1	-3	0	-1	1
Lubavitch Educational Center Inc.	MIAMI	71	242	-9	-5	-13	-11	-8	-14
North Tampa Christian Academy	WESLEY CHAPEL	31	64	0	-1	1	-1	-2	0
Nur Ul-Islam Academy	COOPER CITY	45	94	4	5	3	3	3	4

Appendix continued

SCHOOL NAME	CITY	NUMBER OF GAIN SCORES OBSERVED		AVERAGE GAIN SCORE IN 2023-24			AVERAGE GAIN SCORE FROM 2021-22 TO 2023-24		
		2023-24 SCHOOL YEAR	BETWEEN 2021-22 AND 2023-24	READING+ MATH COMBINED	READING	MATH	READING+ MATH COMBINED	READING	MATH
Ocala Christian Academy	OCALA	37	125	0	-4	4	1	-2	4
Saint Anastasia Catholic School	FORT PIERCE	42	94	-6	-5	-7	-2	-2	-3
Sonshine Christian Academy	FT MYERS	31	103	0	-3	3	0	-1	0
The Rock School	GAINESVILLE	31	102	1	2	0	1	0	1
Torah Academy Of Boca Raton	BOCA RATON	38	111	-5	-2	-7	-4	-3	-4
Toras Emes Academy Of Miami	NORTH MIAMI BEACH	46	125	1	-1	3	1	1	1
Turning Point Christian Academy	SAINT AUGUSTINE	37	68	12	9	15	6	5	7