



Evaluation of the Florida Tax Credit Scholarship 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 Florida Tax Credit Scholarship (FTC) Program, as required by the 2024 Florida Statutes, s. 1002.395(9)(f). The seventeenth in a series of annual reports, this evaluation is the tenth 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, 2023-24 test score results of program participants, gain scores from 2022-23 to 2023-24 of program participants, school-level average gain scores for schools with at least 30 participating students, attributes of new program participants in 2023-24, and the performance of program participants who return to Florida public schools.

Similar to the several most recent reports, this report also does not compare the 2023-2024 academic performance of FTC 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 FTC 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 90.6 percent of program participants in grades 3-10. This was slightly lower than last year's score reporting (91.4 percent). Compared to last year, the percentage of students with missing or unusable tests was slightly lower in 2023-24 at 5.4 percent. This rate was 5.6 percent last year.

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

- Newly participating FTC students in 2023-24 were more likely to be Black and less likely to be Hispanic and White than non-participant eligible students. Also, they were less likely to be English-language learners compared to non-participants. The share of new FTC students who were free-lunch eligible was somewhat higher than the share of free-lunch eligible, non-participant students. Academically, these students showed lower math and English Language Arts (ELA) achievement before entering the FTC program compared to eligible non-participants. Lastly, compared to eligible non-participant students, new FTC students tended to come from lower-performing public schools.

- Former FTC students who returned to the public schools had poorer test performance in both reading and math during their last year in the FTC Program, compared to FTC students who remained in the FTC Program. Specifically, FTC students who returned to the public schools had a 41st normal curve equivalent score in reading and a 35.6th normal curve equivalent score in math, while FTC students who remained in the program scored at the 49.7th normal curve equivalent in reading and the 45.5th normal curve equivalent in math.
- Former FTC students who returned to the public schools also achieved lower performance in ELA during their first year back in the public schools, compared to subsidized meal-eligible public-school students who never participated in the FTC Program. Former FTC students who returned to the public schools performed at the 38.3rd percentile in ELA and the 35.2nd percentile in math, based on statewide Florida percentiles. In comparison, other subsidized meal-eligible public school students who never participated in the FTC Program performed at the 43.8th Florida percentile in ELA and 45.4th in math.

Test scores of program participants, 2023-24:

- FTC students scored at the 49.4th normal curve equivalent in reading and the 45.2nd normal curve equivalent in math.
- In terms of gains in math and reading from 2022-23 to 2023-24, the typical FTC student tended to maintain his or her relative position in comparison with all students nationally both in math and reading. It is important to note that the FTC students are being compared to all students nationally.

1. BACKGROUND

This report details the 2023-24 academic year evaluation results of the Florida Tax Credit Scholarship (FTC) Program, as required by the 2024 Florida Statutes, s. 1002.395(9)(f). The seventeenth in a series of annual reports, this evaluation is the tenth 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, 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.

Similar to the nine 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, such a comparison may not be valid. While FTC students take a nationally norm-referenced test, public school students take the Florida Assessment of Student Thinking (FAST). Because there is no correspondence between the FAST and the nationally norm-referenced tests that FTC students take, the independent research organization tasked with this evaluation, LSI, holds that it is not valid to make these comparisons. Pursuant to the Florida Statutes, s. 1002.395(9)(f) that require an independent evaluation of the FTC Program, LSI has been tasked with conducting these annual evaluations of the FTC Program since the year 2014. This report provides the results of the 2023-24 academic year evaluation of the FTC Program.

2. TEST SCORE COLLECTION IN 2023-24

Data collection protocol

As mandated by the 2024 Florida Statutes, s. 1002.395(8)(b)(1), participating private schools administered a nationally norm-referenced test approved by the Florida Department of Education (FDOE). 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 1002.395(8)(b)(2).

Data collection took place during the year 2023-24, in which private schools sent students' test scores to LSI. The 1,910 private schools that had participating FTC students in grades 3 through 10 during the 2023-24 school year were contacted by

LSI from Spring 2024 through Fall 2024 to encourage compliance with score reporting. Schools were provided with a roster of participating FTC students in grades 3 to 10, which was obtained in Spring (March) 2024 from the Scholarship Funding Organizations¹. From the 1,910 private schools with participating FTC students, 84,175 students were enrolled in grades 3 to 10, the grades mandated for testing per the 2024 Florida Statutes, s. 1002.395(8)(b)(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

The majority of 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, LSI followed up with schools that had sent 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

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.

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 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.

To obtain information about prior public schooling records, the electronic database of students' test scores, including information from student scholarship applications provided by the Scholarship Funding Organizations, was sent to the FDOE using its secure file share system. FTC student records were matched to FDOE records in order to include information about students' FAST and (Florida Standards Assessments) FSA scores, public schooling history, free/reduced lunch status, limited English proficiency, and disability status. A unique identification number replaced students' identifying information. The FDOE 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 1,910 FTC participating schools with students in grades 3 through 10 in 2023-24. The majority of the FTC participating schools provided evidence of test administration consistent with the specifications of the program. One hundred and eleven participating schools, serving 1,353 testing-eligible students, closed or did not report scores for any participating students.² There were 84,175 students in relevant grades participating in the FTC Program in 2023-24. Valid, legible test scores were received for 76,223 FTC students, which represents 90.6 percent of all expected test scores received.

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

Table 1: Distribution of score reporting percentages: 2023-24 and prior ten years

	Academic year										
	12-13	13-14	14-15	15-16	16-17	17-18	18-19	20-21	21-22	22-23	23-24
Legible, valid scores received	92.3	90.0	95.9	95.6	95.8	94.0	93.3	89.0	90.3	91.4	90.6
Not enrolled at time of testing	5.1	0.8	0.4	2.2	1.5	4.0	2.9	2.4	2.1	1.6	3.2
Ineligible for testing	1.2	0.4	0.3	0.3	0.4	0.3	0.2	0.2	0.1	0.2	0.1
School closed/suspended	0.7	0.2	0.2	0.1	0.2	0.3	0.0	1.9	0.1	0.0	0.1
Student sick/absent	0.6	0.7	0.6	0.6	0.9	0.7	0.8	2.5	1.5	1.3	0.7
Missing/unusable test	1.2	7.9	2.5	1.1	1.1	0.8	2.8	4.1	5.9	5.6	5.4
Note: Percentages may not add up to 100 due to rounding.											

The rate of legible, valid scores received was high in 2023-24. As seen in Table 1, private schools reported test scores for 90.6 percent of program participants in grades 3-10. This is slightly lower than last year’s score reporting (91.4 percent). Compared to the last year, the percentage of students with missing or unusable tests was slightly lower in 2023-24 at 5.4 percent (as compared to 5.6 percent last year), and there was a decrease in students who were sick/absent (0.7 percent as compared to 1.3 percent last year). Finally, there was a slight increase in schools that were closed/suspended (0.1 percent as compared to 0 percent last year).

Table 2: Distribution of percent and number of students with legible, valid scores: 2023-24 and prior ten years

Academic Year	Number of students	Number of students with legible, valid scores	Percent of students with legible, valid scores
2011-2012	19,284	18,583	96.4
2012-2013	26,595	24,534	92.3
2013-2014	30,036	27,020	90.0
2014-2015	36,106	34,469	95.9
2015-2016	43,270	41,372	95.3
2016-2017	55,148	52,580	95.8
2017-2018	62,429	58,716	94.0
2018-2019	60,081	56,043	93.3
2020-2021	64,835	57,700	89.0
2021-2022	57,998	52,385	90.3
2022-2023	62,554	57,152	91.4
2023-2024	84,175	76,223	90.6

In 2023-24 the number of students in relevant grades participating in the program was 84,175. This is higher compared to 2022-23, where the number of students in relevant grades participating in the program was 62,554. As shown in Table 2, the number of enrolled students in relevant grades remains far higher in recent years compared to early years of the program.

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

Although the rate of successful score reporting was high in 2023-24 at 90.6 percent, there were 9.4 percent of students whose expected scores were not received. Thus, we examined whether the students whose test scores were successfully reported are comparable to the population enrolled in 2023-24.

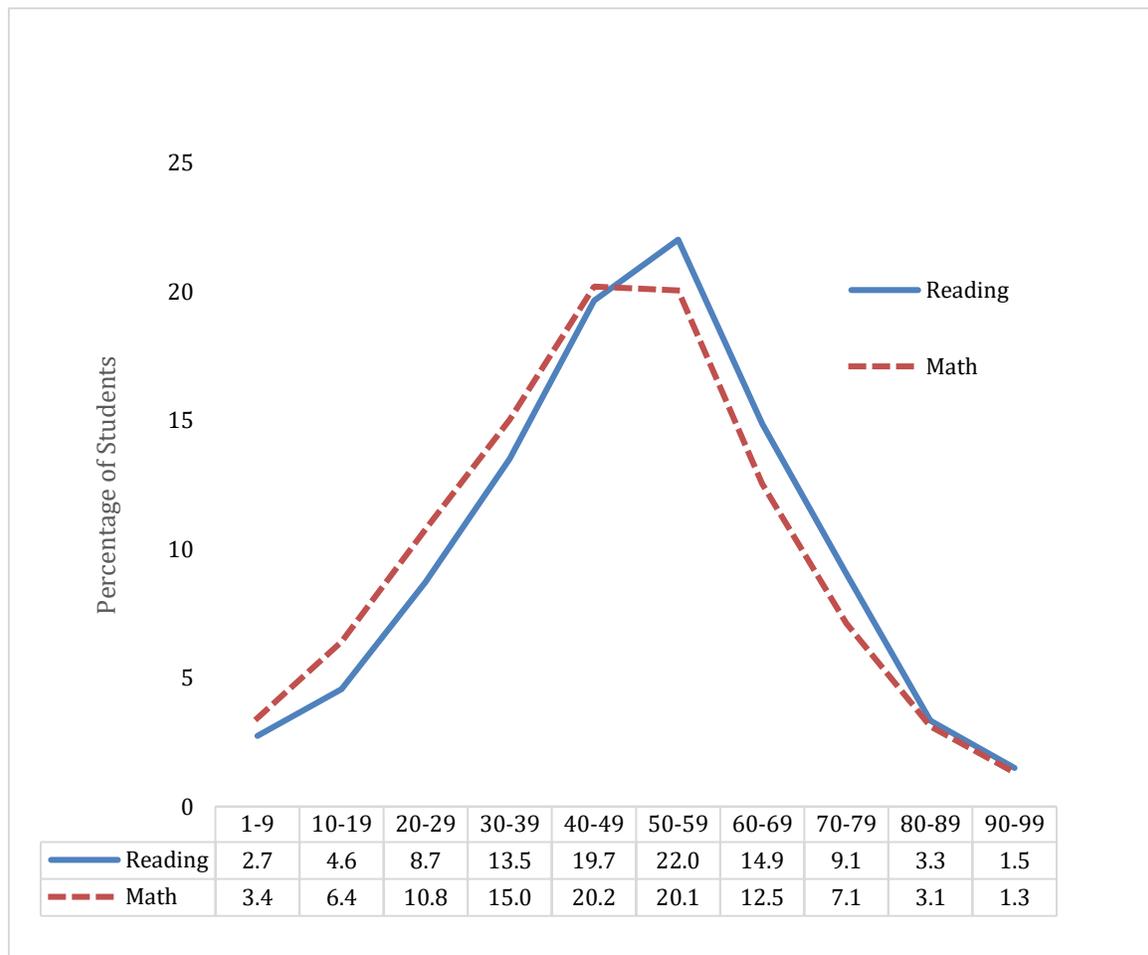
For this analysis, we used data from the families' scholarship applications. We found differences between students whose test scores were successfully reported and those whose scores were not successfully reported in terms of their parents' marital status, their gender and race. This finding was consistent with previous years' findings. Specifically, students with successfully reported scores are more likely to have married parents (53.7 percent compared to 40.3 percent for those without reported scores) and are more often White (35.7 percent vs. 29.5 percent for those without reported scores) or Hispanic (40.2 percent vs. 34.8 percent for those without reported scores), and less likely to be Black (24.1 percent vs. 35.7 percent for those without reported scores). The gender distribution also shows a higher percentage of females (51.6 percent) compared to those with unrecorded scores (48.2 percent). We cannot make any claims about whether students with missing test scores would have had higher or lower gain scores than those with test scores available.

3. TEST SCORES OF FTC STUDENTS IN 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 FDOE. Reporting test scores as normal curve equivalent scores ensures reasonable comparability across schools and program participants. Moreover, normal curve equivalent scores convey information about students' rankings compared with normal standards.

Figure 1 presents the basic distribution of reading and math scores of FTC students participating in the program 2023-24. Most of the students were in the middle of the test score distributions. The average normal curve equivalent score for FTC students was 49.3 for reading and 46.4 in math in 2023-24. In terms of corresponding national percentile rankings, the typical student in the FTC Program scored at the 49.4 national percentile in reading and the 45.2 national percentile in math.

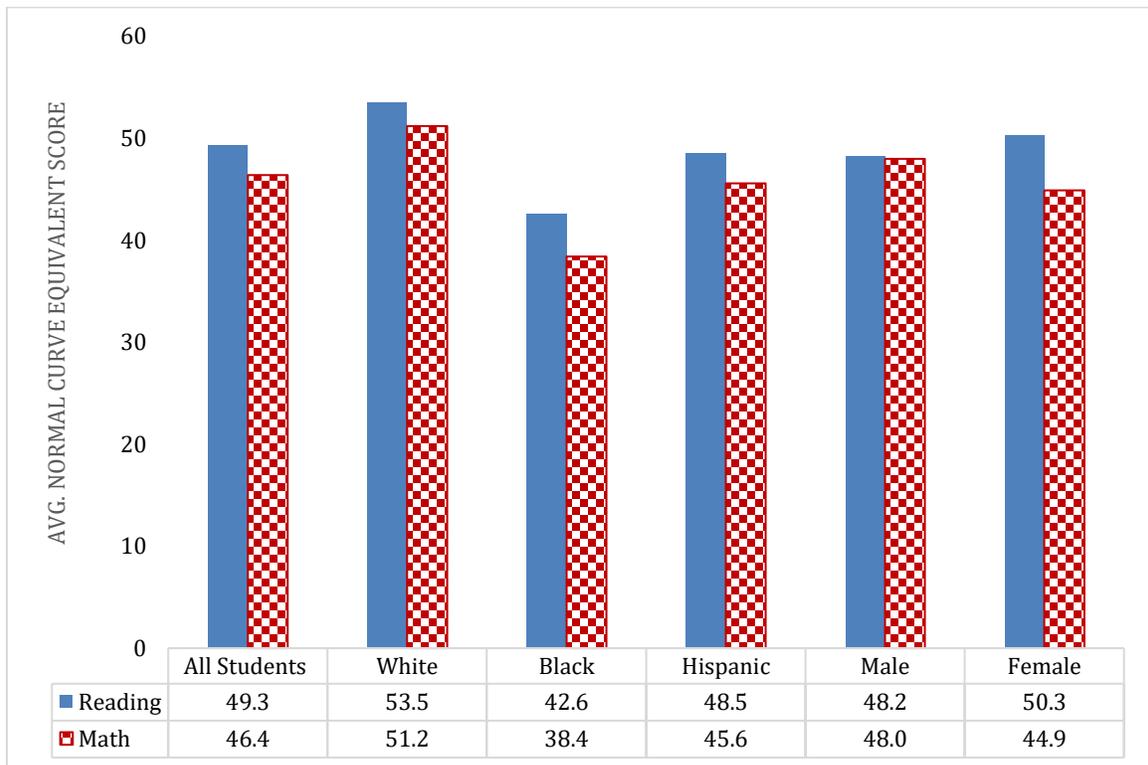
Figure 1: Distribution of normal curve equivalent scores of FTC students, 2023-24



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

We provided a breakdown of test scores of 2023-24 program participants by race/ethnicity, gender. As seen in Figure 2, White participants had higher mean scores than Black and Hispanic participants. While mean scores of males are higher than that of females in math, females tended to perform better than males did in reading. In general, these trends are similar to the trends found in previous years.

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



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

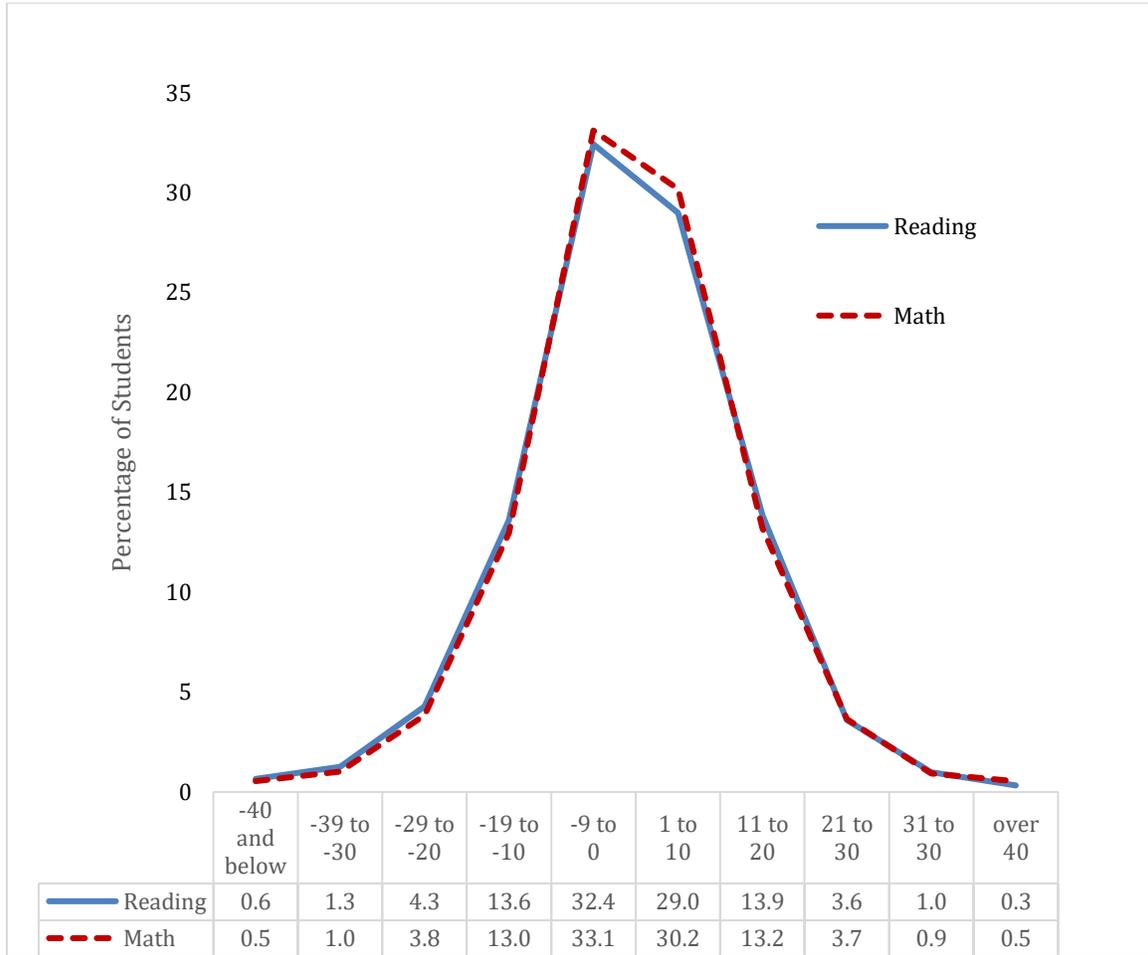
Test score gains for FTC students

Test score gains for FTC 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 scores fell in the middle portions of the initial test score distributions, which was the case for the majority of students participating in the FTC Scholarship Program.

Gain scores were calculated for 33,925 FTC students with legible reading scores and 33,961 FTC 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 FTC students participating in the program in 2024-25. 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 FTC students was 0.0 normal curve equivalent in reading and -0.4 normal curve equivalent in math. This means that the typical FTC student tended to maintain his or her relative position in comparison with others nationwide. It is important to note that these national comparisons pertain to all students nationally.

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

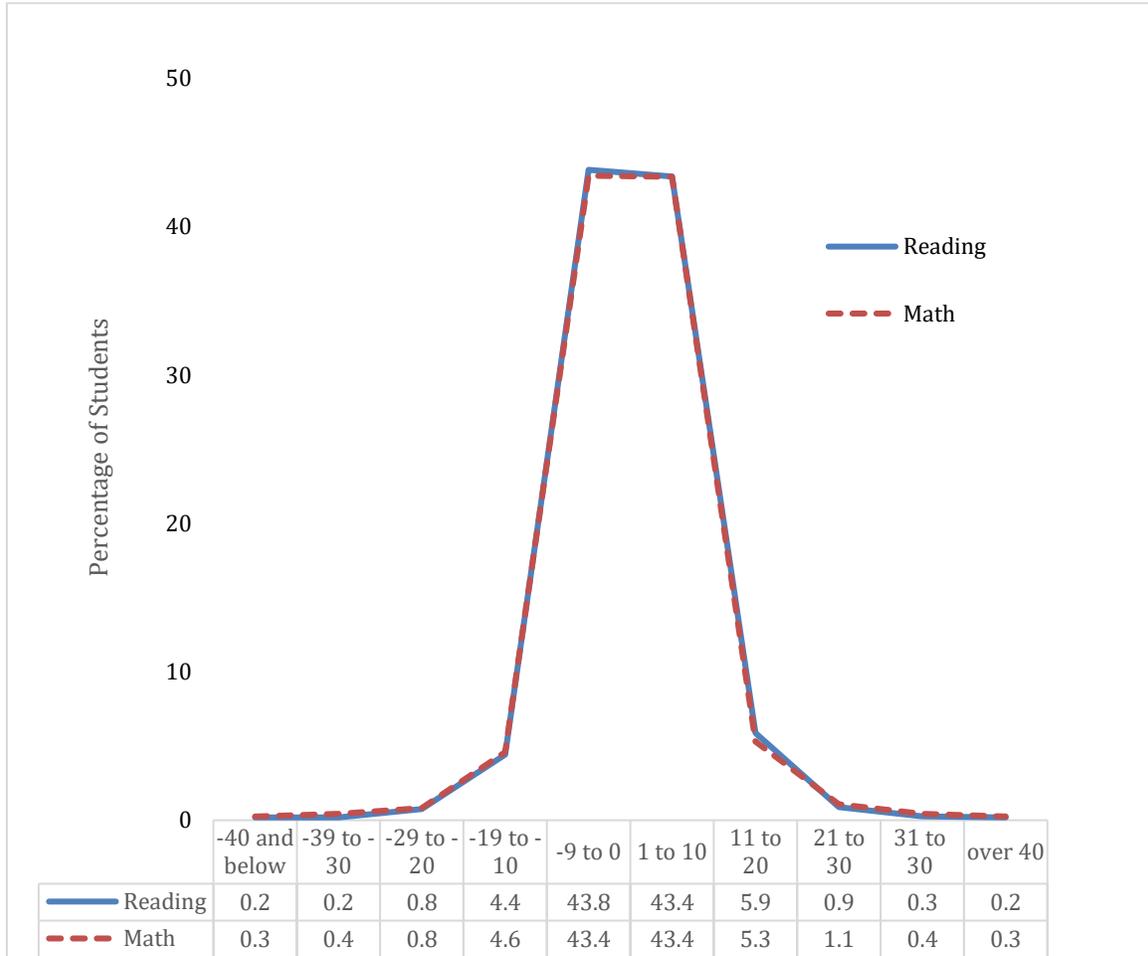
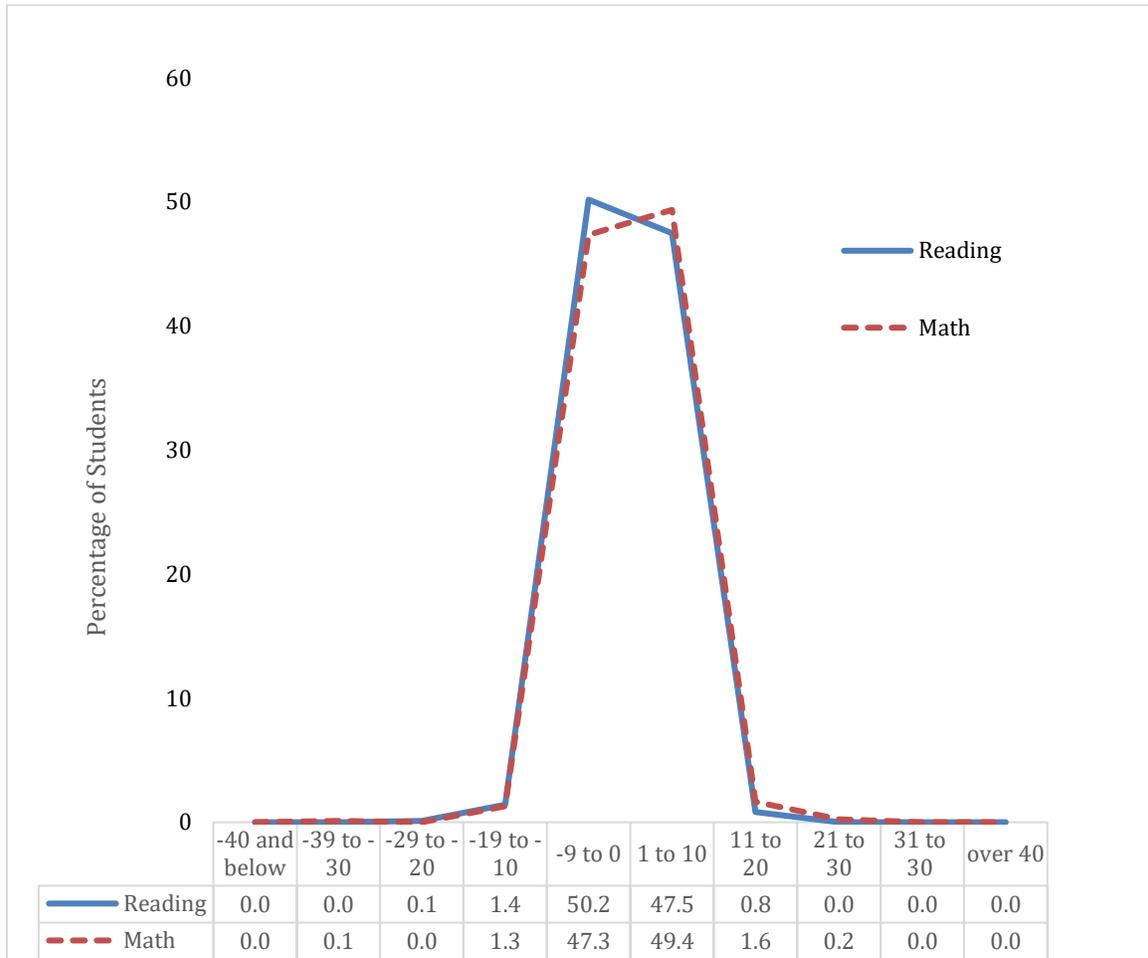


Figure 4 presents the basic distribution of school average reading and math gain scores for FTC students participating in the program in 2023-24. The average gain scores were concentrated in the middle of the distribution. Of the average gain scores, 87.2 percent of the schools had an average gain score in reading between -10 to 10 points. In math, gain scores were also concentrated in the middle of the distribution with 86.8% between -10 to 10 points.

Figure 5: Distribution of school average gains for FTC 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 FTC 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 87.2 percent and 86.8 percent, correspondingly. These findings suggest that there was a non-trivial contribution of random fluctuations in 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 unreliable 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.

In addition to the average gain scores for 2023-24, we also calculated average gain scores from 2021-22 through 2023-2024. 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 2022-23, the likelihood of observing a negative average gain score for that school in 2023-24 increases. On the other hand, if a school had particularly low average scores in 2022-23, the likelihood of observing a positive average gain score in 2023-24 for that school increases. Using average gain scores across the last three years balances out particularly positive and particularly negative scores over time and thus helps to lessen the likelihood of making faulty inferences driven by regression to the mean. The risk of having faulty observed results due to regression to the mean is another reason to treat one-year average gain scores for individual schools extremely cautiously.

Average gain scores for the 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) for 2023-24 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.

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

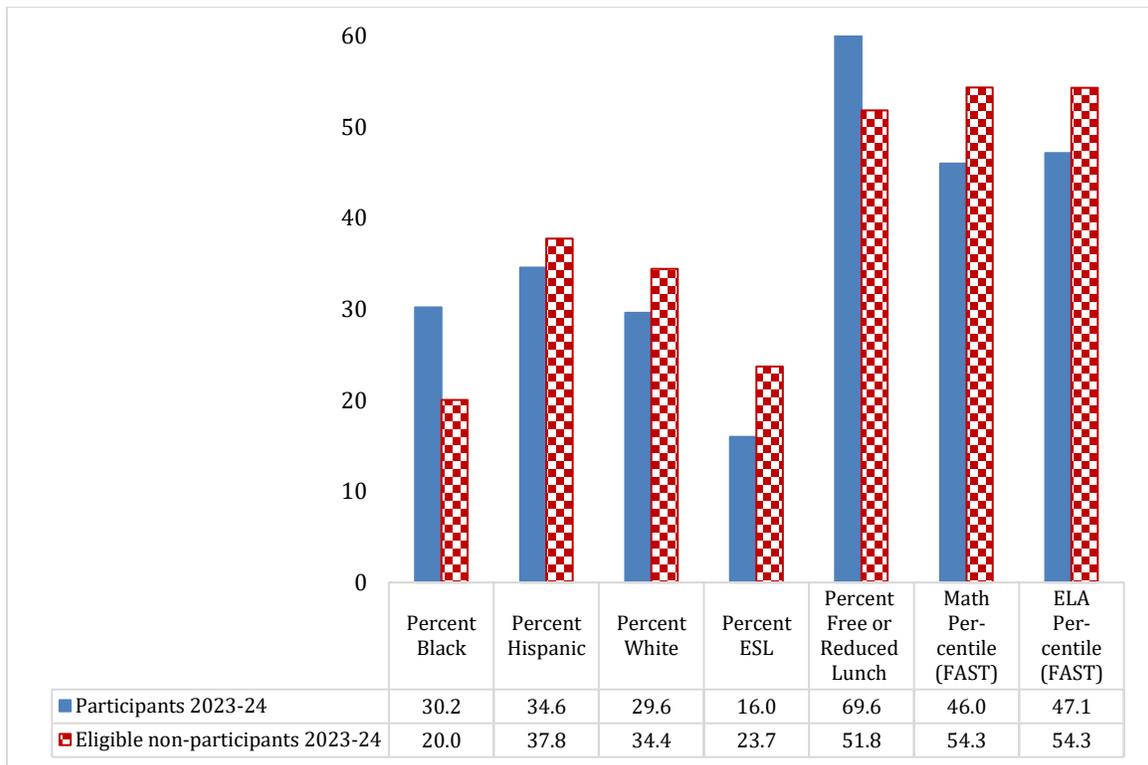
Previous reports noted that newly participating FTC students tended to be lower achieving and more disadvantaged than students who were eligible for the program but did not participate. We examined attributes of new FTC students in 2023-24 in order to see whether they were systematically different from non-participant students before participating in the FTC Program in 2023-24 as well. It is important to note that, beginning in the 2023–24 school year, the FTC 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.

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 FTC Scholarship Program in 2023-24 to students who did not enter the program in that year 2023-24. 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 FTC participants for whom we could successfully link FTC data with prior public-school records. With these criteria, we compared 3,135 new students in the FTC Scholarship Program in 2023-24 to 1,503,235 students who remained in the public schools in 2023-24 in terms of their academic performance in 2022-23. We used FDOE records for these comparisons.

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

Newly participating FTC students in 2023-24 were more likely to be Black and slightly less likely to be Hispanic and White than students who were eligible but did not participate as seen in Figure 6. Also, they were less likely to be English-language learners (ELL) than were non-participants. The share of new FTC students who were eligible for subsidized lunch was higher than the share of free- or reduced- lunch eligible, non-participant students among non-participants. In terms of academics, participants scored lower in math (46.0 % vs. 54.3 %) and in English Language Arts (ELA) (47.1% vs. 54.3%), as measured by their percentiles on the Florida Assessment of Student Thinking (FAST).

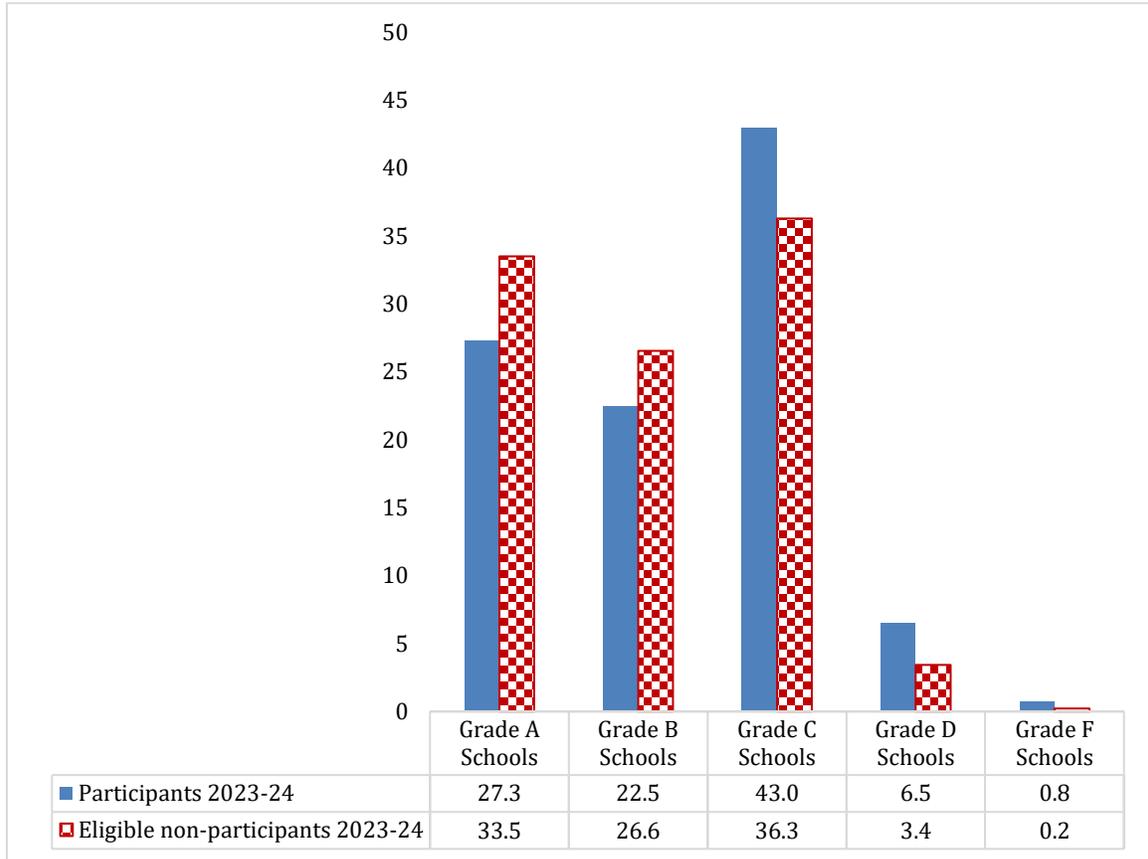
Figure 6: Comparison of prior year characteristics of new FTC students to non-participants, 2023-24



Comparison of new FTC 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 FTC 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 FTC students who came from high performing public schools is lower than the percentage of non-participant students. On a scale of A-F, with A being the highest performing schools, 27.3 percent of new FTC students were in schools graded "A", before attending a school in the FTC Program, while 33.5 percent of eligible non-participant students were in schools graded "A" in the 2022-23 school year. At the other end of the spectrum, 7.3 percent of new FTC students in schools were graded "D" or "F", as compared with 3.7 percent of eligible non-participant students who were in schools graded "D" or "F" (see Figure 7).

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

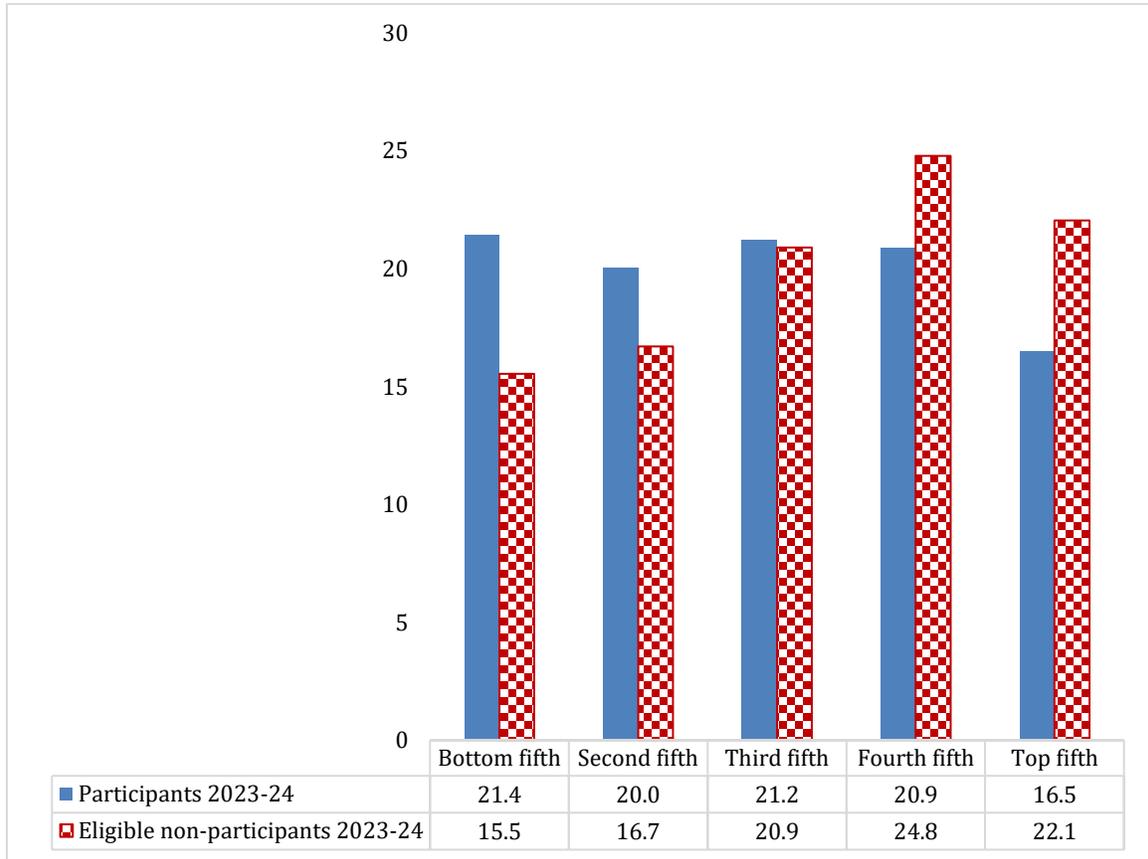


Comparison of new FTC students and non-participant students within their schools in terms of performance in 2022-23

We also examined new FTC students’ performance relative to eligible non-participant students in their own schools before entering the FTC Program. In the previous years, FTC students were more likely to be low performing students in their schools before entering the FTC program regardless of the performance of the school that they were in. A similar pattern was observed this year (see Figure 8). The percentage of new FTC students in the bottom fifth of their prior public school's ELA FAST test score distribution was higher (21.4 percent) than non-participating

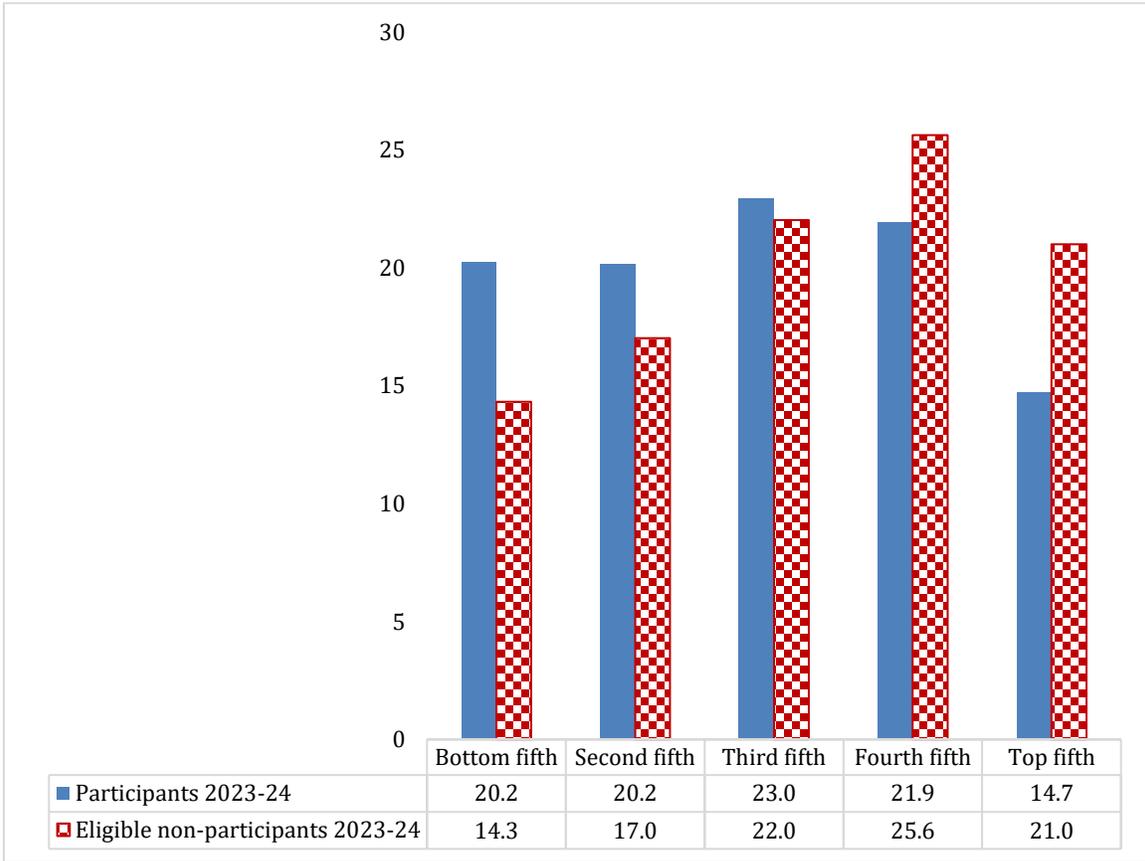
students (15.5 percent). At the top fifth of the distribution, as observed in the previous years, the percentage of new FTC students was lower (16.5 percent) compared to non-participating students (22.1 percent).

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



For the math FAST test score distribution, 20.2 percent of new FTC 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, 14.7 percent of new FTC students were in the top fifth of the distribution, as compared with 21 percent of eligible non-participating students in the top fifth of the distribution (see Figure 9).

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



Findings regarding the attributes of new program participants suggest that new FTC students in 2023-24 were relatively lower-performing prior to entering the FTC Program. Moreover, they were more likely to come from low performing public schools and less likely to be high performing students in their prior public schools before entering the program.

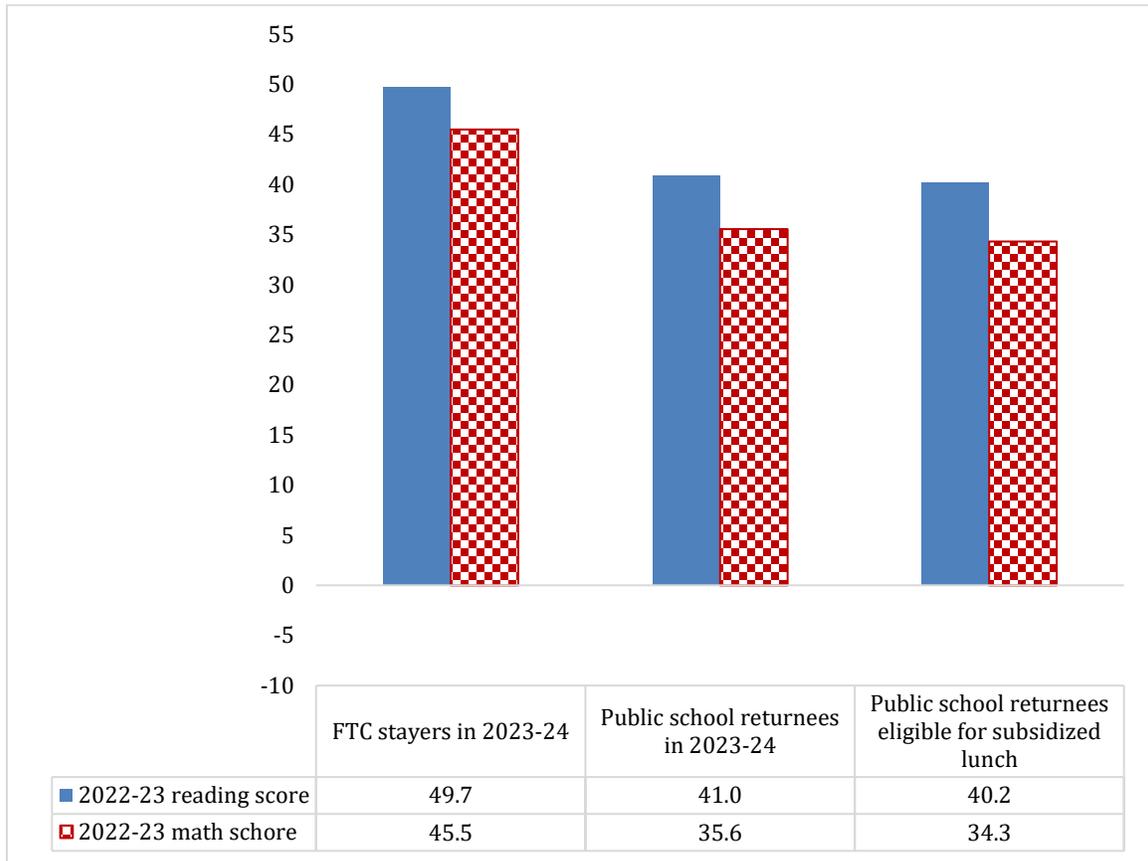
6. PERFORMANCE OF PROGRAM PARTICIPANTS WHO RETURN TO FLORIDA PUBLIC SCHOOLS

In this section we compared FTC students who returned to public schools in 2023-24 after participating in the FTC Program to those who remained in the FTC 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 FTC Program based on these comparisons, as there are likely factors beyond FTC participation that may influence students' performance. These comparisons only provide additional insights about the performance of the students who participate in the FTC Program.

Comparison of 22-23 performance of public-school returnees and FTC stayers in 2023-24

We first compared FTC students who returned to the public school system in Florida in 2023-24 to those who remained in private schools under the FTC Program in terms of their national norm-referenced test performance in 2022-23. The typical student who left the program scored at the 41st normal curve equivalent in reading and 35.6th normal curve equivalent in math in 2022-23, while the typical FTC student who remained in the program in 2023-24 scored at the 49.7th normal curve equivalent in reading and the 45.5th normal curve equivalent in math (See Figure 10).

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



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 40.2nd normal curve equivalent in reading and scored at the 34.3rd normal curve equivalent in math in 2022-23—both lower than the average scores for all returnees.

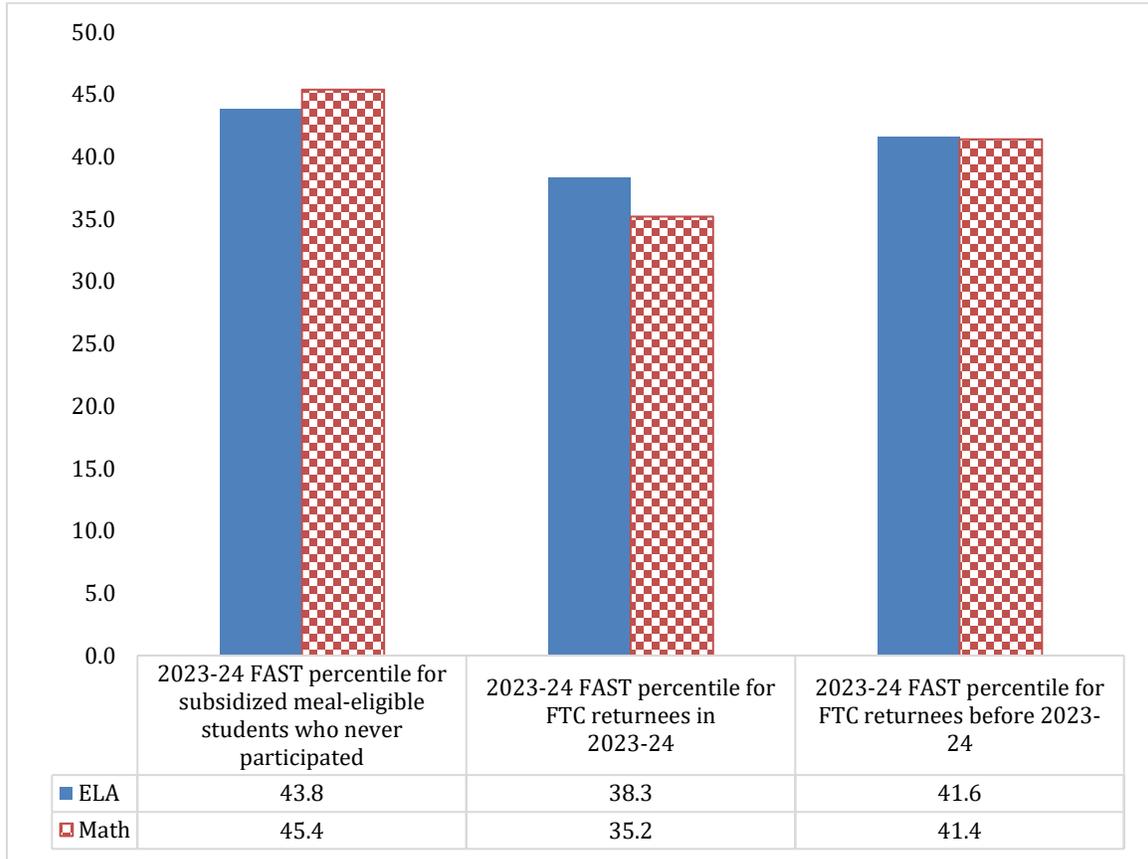
These findings suggest that as lower-performing public-school students are more likely to leave public schools to attend a private school under the FTC Program, FTC students who struggle in private schools are somewhat more likely to return to the public schools. This is consistent with previous years’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

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

Next, we compared the performance of FTC students who returned to the public schools to the performance of subsidized meal-eligible public-school students who never participated in the FTC Program. As can be seen in Figure 11, FTC Program participants who return to the public schools have a lower performance in ELA (38.3rd percentile) and Math (35.2nd percentile) compared to other subsidized meal recipients who never participated in the FTC Program (43.8th percentile and 45.4th percentile). The performance of FTC returnees before 2023-24 was higher compared to their counterparts who returned in 2023-24. These students scored at the 41.6th Florida percentile in ELA and 41.4th Florida percentile in math.

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

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



7. CONCLUSION

This report shares findings on the compliance and performance of private schools that participated in the Florida Tax Credit Scholarship Program in 2023-24. Compliance with program testing requirements was high in 2023-24. Private schools reported test scores for 90.6 percent of program participants in grades 3-10.

FTC students scored at the 49.3rd normal curve equivalent in reading and the 46.4th normal curve equivalent in math in 2023-24. In terms of gains in math and reading from 2022-23 to 2023-24, the typical FTC 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.

As in prior years, lower-performing public-school students were more likely to attend a private school under the FTC Program and FTC students who struggle in these schools were more likely to return to the public schools. FTC students who returned to the public schools in Florida had lower ELA and Math scores compared to other subsidized meal-eligible public-school students who never participated in the FTC Program. This finding is consistent with the longstanding trend where FTC returnees typically demonstrated lower academic achievements. However, it is important to note that this observation does not provide causal evidence of the impact of the FTC program due to factors related to students' selection into and out of the FTC 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. For this reason, we also compute the three-year moving average gain score. However, 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
Abundant Life Christian Academy	MARGATE	51	159	0	-1	1	1	1	0
Aletheia Christian Academy	PENSACOLA	40	90	5	7	2	2	4	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
Altamonte Christian School	ALTAMONTE SPRINGS	37	92	2	2	2	4	0	7
American Youth Academy Inc.	TAMPA	79	244	-2	-1	-4	0	0	-1
Annunciation Catholic School	MIDDLEBURG	33	86	-6	-10	-3	-1	-2	0
Archbishop Coleman F. Carroll High	MIAMI	42	100	-6	-2	-9	-4	-4	-4
Archbishop Edward A. Mccarthy High School	SOUTHWEST RANCHES	82	187	-6	-6	-7	-6	-6	-6
Asbury Christian School	HIALEAH	32	76	3	4	2	-1	1	-3
Assumption Catholic School	JACKSONVILLE	48	109	2	-1	5	0	-1	1

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
Atlantic Christian Academy Of The Palm Beac	WEST PALM BEACH	69	179	3	4	2	3	4	2
Berean Christian School	WEST PALM BEACH	43	111	1	2	-1	2	2	2
Beth Jacob High School Inc.	NORTH MIAMI BEACH	38	112	-6	-5	-7	-3	-3	-3
Bishop John J. Snyder High School	JACKSONVILLE	43	100	-2	-2	-3	-4	-5	-4
Bishop Kenny High School	JACKSONVILLE	108	207	-4	-4	-4	-5	-5	-5
Bishop Moore Catholic High School	ORLANDO	84	195	-4	-4	-3	-3	-4	-3
Blessed Trinity	OCALA	50	133	-5	-6	-5	-2	-2	-2

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
Boca Raton Christian School	BOCA RATON	47	122	2	2	3	-3	-4	-2
Bradenton Christian School	BRADENTON	39	109	-1	0	-2	0	0	0
Calvary Chapel Academy	WEST MELBOURNE	93	192	0	0	-1	0	0	-1
Calvary Christian Academy	ORMOND BEACH	40	114	0	0	1	2	1	2
Calvary Christian Academy	FT LAUDERDALE	145	266	-1	-2	1	-1	-2	0
Calvary Christian Academy Hollywood	HOLLYWOOD	63	123	2	1	3	2	2	1
Calvary Christian High School	CLEARWATER	30	62	-1	0	-2	0	-1	1
Calvary City Christian Academy Preschool	ORLANDO	76	192	0	0	0	0	0	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
Cambridge Christian School	TAMPA	42	108	-2	-3	0	-1	-2	0
Cardinal Gibbons High School	FORT LAUDERDALE	52	116	2	1	2	-2	-2	-2
Central Baptist Christian School	BRANDON	53	115	2	2	1	2	3	2
Central Pointe Christian Academy Poinciana	KISSIMMEE	35	99	-4	-2	-7	-2	-1	-3
Chaminade-Madonna College Preparatory	HOLLYWOOD	32	70	-1	1	-2	-5	-4	-5
Christ's Church Academy	JACKSONVILLE	31	73	-1	0	-2	-2	-1	-2
Christopher Columbus High School	MIAMI	65	147	4	4	5	3	2	3

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
City Of Life Christian Academy	KISSIMMEE	59	153	2	2	1	3	3	2
Classical Christian School For The Arts Inc.	PINELLAS PARK	32	80	1	2	0	0	-2	1
Colonial Christian School	HOMESTEAD	50	156	-2	-2	-2	-2	-1	-3
Community Christian School	BRADENTON	35	119	-1	3	-4	1	2	-1
Dade Christian School	MIAMI	44	96	-2	-1	-4	-3	-2	-4
Divine Savior Lutheran Academy	DORAL	67	156	2	1	4	1	1	1
Downey Christian School	ORLANDO	41	116	2	3	1	1	2	1
Eagle'S View Academy	JACKSONVILLE	34	78	-1	1	-3	0	1	-1

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
East Hill Christian School	PENSACOLA	39	101	-5	-7	-3	-3	-3	-2
Edison Private School	HIALEAH	43	277	2	4	0	-2	0	-3
Elfers Christian School	NEW PORT RICHEY	34	93	0	1	0	2	4	1
Elite Preparatory Academy	ORLANDO	39	89	1	2	0	3	4	2
Faith Christian Academy	ORLANDO	81	232	1	1	1	0	0	0
Family Christian Academy	PORT CHARLOTTE	35	70	2	0	4	1	3	0
Family Christian Center School - Clermont	CLERMONT	45	87	-2	-1	-3	-2	-2	-2
First Academy-Leesburg	LEESBURG	40	96	3	3	4	1	1	2

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
First Assembly Christian School Daycare	OCALA	58	166	1	0	2	1	1	2
First Baptist Academy	NAPLES	37	77	-1	1	-3	-3	-2	-4
First Baptist Christian Academy	PALM COAST	51	97	0	1	-2	0	1	0
First Baptist Ruskin Christian School	RUSKIN	31	64	-1	-2	0	-5	-5	-5
First Coast Christian School	JACKSONVILLE	102	255	-1	-1	0	3	1	5
Florida Christian School	MIAMI	72	194	1	1	1	2	3	1
Florida College	TAMPA	33	100	0	2	-1	0	0	-1
Forest Lake Academy	APOPKA	44	116	2	-1	5	1	0	1

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
Forest Lake Education Center	LONGWOOD	74	203	0	-1	0	1	-1	2
Foundation Christian Academy	VALRICO	30	66	3	4	2	1	2	1
Garden Of The Sahaba Academy	BOCA RATON	34	70	-3	-4	-2	0	-1	1
Grace Lutheran School	WINTER HAVEN	37	87	1	2	1	1	0	2
Greater Miami Academy	MIAMI	35	128	2	1	3	3	1	4
Guardian Catholic School	JACKSONVILLE	56	147	-6	-8	-5	-3	-3	-3
Gunnery Road Christian Academy	LEHIGH ACRES	34	86	1	0	1	0	1	0
Heartland Christian School	SEBRING	42	111	-2	-2	-1	-1	-3	1

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
Hebrew Academy Community School	MARGATE	36	93	-2	0	-3	-4	-4	-4
Heritage Christian School	KISSIMMEE	67	211	4	3	5	1	1	2
Heritage Preparatory School	ORLANDO	61	159	-1	-2	0	0	0	-1
Hernando Christian Academy	BROOKSVILLE	40	99	0	-1	0	-1	-2	0
Hifz Academy	TAMPA	31	88	3	5	1	3	3	2
Highlands Christian Academy	POMPANO BEACH	60	176	0	0	0	1	1	2
Holy Cross Christian Academy Inc.	LIVE OAK	33	65	-2	-3	-1	2	2	1
Hope Academy	HOMESTEAD	100	237	-1	-1	-1	-1	3	-5
Horeb Christian School	HIALEAH	73	196	7	6	9	1	2	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
Ibn Seena Academy Inc.	ORLANDO	32	88	0	0	0	0	0	1
Immaculate Conception Catholic School	HIALEAH	32	89	0	1	-2	1	2	0
Indian Rocks Christian School	LARGO	57	133	0	1	-2	-1	0	-1
John Carroll High School	FORT PIERCE	32	64	-6	-3	-8	-4	-1	-6
Joshua Christian Academy	JACKSONVILLE	36	87	4	2	6	5	5	5
Keswick Christian School	SAINT PETERSBURG	35	93	-6	-6	-7	-1	0	-2
Kingsway Christian Academy	ORLANDO	59	160	-2	-2	-2	-1	0	-2
Klurman/Lubavitch	MIAMI BEACH	36	112	0	-2	1	-8	-4	-11

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
Lake Worth Christian School Society Inc.	BOYNTON BEACH	36	93	-1	0	-1	-2	-2	-3
Lakeland Christian School	LAKELAND	46	96	-1	-1	0	-2	-1	-2
Lakeside Christian School	CLEARWATER	48	95	-1	-1	-1	-3	-3	-3
Lakeview Academy	HIALEAH	32	69	10	7	12	3	3	3
Land O' Lakes Christian School	LAND O' LAKES	41	110	-3	-3	-3	0	0	0
Landmark Christian School	HAINES CITY	57	153	1	1	2	-6	-3	-9
Liberty Christian Preparatory School	TAVARES	44	97	-1	-2	-1	-1	-1	0
Life Assembly Of God Life Academy	KISSIMMEE	48	124	0	1	-1	-1	1	-2

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
Light Christian Academy - South Campus	GOTHA	31	74	-2	-3	-1	1	0	2
Lincoln-Marti Community Agency 17	HIALEAH	59	147	12	4	21	9	1	18
Lubavitch Educational Center Inc.	MIAMI	94	294	-10	-5	-15	-10	-6	-13
Meadowbrook Academy Inc.	OCALA	57	129	0	1	-1	-1	-1	0
Melody Christian Academy	LIVE OAK	33	67	1	0	1	1	1	0
Merritt Island Christian School	MERRITT ISLAND	31	65	4	2	5	0	0	-1
Miami Union Academy	NORTH MIAMI	35	125	2	5	-1	3	3	2

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
Monsignor Edward Pace High School	MIAMI GARDENS	90	275	-3	-3	-3	-6	-6	-6
Morningside Academy	PORT ST. LUCIE	50	142	3	3	2	0	1	-1
Mother Of Our Redeemer Catholic School	MIAMI	35	103	1	1	1	0	0	1
Muslim Academy Of Greater Orlando	ORLANDO	42	102	-1	0	-2	0	1	-1
Nativity School	HOLLYWOOD	50	134	0	0	0	1	1	1
New Jerusalem Christian Academy	SEFFNER	33	77	0	1	-1	0	0	-1
North Florida Christian School	TALLAHASSEE	43	125	-3	-2	-4	-9	-6	-12

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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
Northside Christian School	ST PETERSBURG	40	93	-2	-3	-1	-2	-4	-1
Nur Ul-Islam Academy	COOPER CITY	38	130	1	0	2	4	2	6
Oasis Christian Academy	WINTER HAVEN	33	88	4	-2	10	1	-1	3
Ocala Christian Academy	OCALA	70	186	1	-1	2	2	1	4
One School Of The Arts	LONGWOOD	34	84	-3	-2	-4	-1	-2	-1
Orlando Christian Prep	ORLANDO	65	165	2	3	0	1	2	0
Our Lady Of Lourdes Parish School	MIAMI	37	100	-3	-5	-2	-1	-1	-1
Our Lady Of The Holy Rosary-St Richard Cath	MIAMI	31	80	2	1	2	1	0	2

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
Our Lady Of The Lakes Catholic School	MIAMI LAKES	50	122	0	-3	2	1	0	2
Park Avenue Christian Academy	TITUSVILLE	56	128	1	-3	5	-1	-4	2
Parsons Christian Academy	JACKSONVILLE	40	128	1	2	1	2	1	2
Pensacola Catholic High School	PENSACOLA	40	95	-4	-3	-5	-5	-4	-6
Pine Castle Christian Academy	ORLANDO	30	72	1	2	-1	2	2	1
Poinciana Christian Prep School North Iep	KISSIMMEE	35	91	-6	-7	-6	-3	-5	-1
Point Of Grace Christian	PERRY	38	86	-5	-7	-4	-1	-2	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
Rabbi Alexander S. Gross Hebrew Academy	MIAMI BEACH	34	87	-2	-1	-3	-1	0	-1
Real Life Christian Academy	CLERMONT	41	111	4	6	2	-3	-3	-2
Reborn Christian Academy	KISSIMMEE	38	113	0	1	0	1	0	1
Redeemer Christian School	OCALA	56	118	2	3	0	1	0	2
Resurrection Catholic School	LAKELAND	30	95	-3	-6	0	2	0	3
Rhodora J. Donahue Academy	AVE MARIA	44	94	-4	-2	-6	-3	-1	-4
Robert F Munroe Day School	HAVANA	44	123	4	6	2	1	1	1
Sacred Heart	JACKSONVILLE	33	109	-3	-4	-2	-2	-2	-1

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
Sacred Heart Catholic School	PINELLAS PARK	39	96	-3	-4	-2	1	0	1
Saint Andrew Catholic School	CORAL SPRINGS	36	99	-2	-2	-3	0	1	-1
Saint Brendan Elementary School	MIAMI	58	160	-2	-2	-2	1	0	1
Saint Brendan High School	MIAMI	93	202	-6	-6	-6	-4	-4	-5
Saint Cecelia Interparochial	CLEARWATER	35	71	1	0	2	-1	0	-1
Saint Charles Borromeo Parish School	ORLANDO	32	90	-3	-6	0	-2	-3	-1
Saint Coleman School	POMPANO BEACH	33	66	-2	-3	-1	0	-1	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
Saint James Catholic School	MIAMI	75	225	1	-3	5	1	0	2
Saint John Vianney School	ORLANDO	42	137	0	0	0	0	1	-1
Saint Joseph Catholic School	WINTER HAVEN	40	103	0	-1	2	0	-3	3
Saint Joseph Parish School	TAMPA	43	109	-5	-3	-7	-2	1	-4
Saint Jude Catholic School	BOCA RATON	30	65	-4	-5	-3	-1	-2	-1
Saint Kevin Catholic School	MIAMI	37	97	-2	0	-4	1	0	1
Saint Lawrence School	NORTH MIAMI BEACH	30	90	1	0	1	0	0	1
Saint Luke Catholic	PALM SPRINGS	34	81	-3	-7	1	0	-1	1

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
Saint Marys Cathedral	MIAMI	64	199	-3	-7	0	1	-1	2
Saint Michael The Archangel	MIAMI	31	117	2	3	1	2	1	3
Saint Petersburg Catholic High School	SAINT PETERSBURG	34	87	-3	-2	-4	-6	-5	-8
Saint Thomas Aquinas High School	FORT LAUDERDALE	92	195	-2	-1	-3	-5	-3	-6
Santa Fe Catholic High School	LAKELAND	35	73	-3	-2	-4	-6	-5	-8
Sarasota Christian School	SARASOTA	47	101	0	-2	3	3	2	4
Seffner Christian Academy	SEFFNER	61	162	0	2	-1	1	1	2

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
Seven Rivers Christian School	LECANTO	44	125	-3	0	-5	-2	-2	-2
Sheridan Hills Christian School	HOLLYWOOD	64	143	0	0	1	0	0	0
Skycrest Christian School	CLEARWATER	35	75	0	0	0	0	1	-1
Sonshine Christian Academy	FT MYERS	44	118	-4	-5	-2	-1	-1	0
Sonshine Christian Academy	CALLAHAN	30	75	3	4	3	1	1	1
Southland Christian School	KISSIMMEE	53	137	1	2	0	0	1	-2
Southwest Florida Christian Academy	FORT MYERS	63	146	-4	-6	-3	0	-1	0
Spring Hill Christian Academy	SPRING HILL	42	92	9	6	12	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
St. Andrew Catholic School	CAPE CORAL	41	91	-1	-2	0	-2	-3	-1
St. Catherine Catholic School	SEBRING	31	67	-3	-4	-1	0	0	1
St. John Lutheran Church And School Of Ocal	OCALA	36	77	-2	0	-3	-1	-1	-1
St. Mary Magdalen Catholic School	ALTAMONTE SPRINGS	33	82	-1	-3	0	0	-1	0
Sunflowers Academy	MIAMI	45	124	3	5	1	-5	-2	-7
Sunrise Academy	ORANGE CITY	31	88	2	3	0	0	-1	0
Tamiami United Methodist Elementary	MIAMI	42	96	0	1	-1	-1	-1	-2
Tampa Catholic High School Inc.	TAMPA	39	91	-4	-5	-2	-3	-4	-2

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
The Conrad Academy	ORLANDO	34	99	5	4	6	1	2	1
The Master'S Academy	OVIEDO	39	84	-3	-7	0	-2	-4	0
The Rock School	GAINESVILLE	30	71	3	2	3	1	1	1
Toras Emes Academy Of Miami	NORTH MIAMI BEACH	34	73	2	2	1	0	-1	1
Trinity Catholic High School	OCALE	35	85	-1	2	-4	1	0	1
Trinity Christian Academy	JACKSONVILLE	120	295	2	1	2	1	1	1
Trinity Christian Academy	LAKE WORTH	54	140	0	0	0	0	-1	1
Trinity Christian Academy	DELTONA	94	238	2	0	3	1	0	2
Universal Academy Of Florida	TAMPA	80	223	2	0	5	1	0	2

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
University Christian School	JACKSONVILLE	80	186	-3	0	-5	-2	-1	-3
Victory Christian Academy	LAKELAND	77	171	1	3	0	1	1	1
Victory Christian Academy	JACKSONVILLE	36	92	-2	0	-4	2	3	1
West Hernando Christian School	SPRING HILL	31	76	1	2	1	-1	0	-2
Westminster Academy	FORT LAUDERDALE	33	104	1	0	3	0	0	1
Westwood Christian School	LIVE OAK	35	91	2	3	2	1	2	-1
Westwood Christian School	MIAMI	54	146	1	1	2	-1	-2	0
Winter Haven Christian School	WINTER HAVEN	82	223	-3	-2	-3	3	3	3