Course Completion and Successful Course Completion

School Years 2023-24 through 2025-26

Overview and Methodology

Graduation Alliance's Florida Virtual Instruction Provider program operates exclusively as a dropout retrieval program and serves students in grades 9-12, with a focus on re-engaging students who formally withdrew from school, but have not transferred to another public or private school or enrolled in any career, adult, home education, or alternative educational program. For students in dropout retrieval, successful course completion is a direct measure of progress toward graduation because each completed course adds credit toward the student's remaining diploma requirements.

Consistent with Florida Virtual Instruction Provider reporting requirements, student completion calculations include students who were enrolled in a course for more than 14 days. Courses taken more than one time are counted once. Graduation Alliance defines successful course completion as completion of a course with a grade of D or better.

Table 1. Overall Course Completion Outcomes

School Year	Course Completions	Successful Course Completions	Successful Completion Rate
2023-24	894	695	78%
2024-25	6,707	4,550	68%
2025-26	6,184	4,525	73%

The three-year results reflect substantial growth in the scale of Graduation Alliance's Florida VIP program, as well as improvement in successful course completion during the most recent year. In 2023-24, students completed 894 courses, including 695 successful course completions, for an overall successful completion rate of 78%.

Program activity increased substantially in 2024-25, when students completed 6,707 courses, more than seven times the number completed during the preceding year. Of those courses, 4,550 were successfully completed, resulting in a 68% successful completion rate.

In 2025-26, students completed 6,184 courses, including 4,525 successful course completions. The successful completion rate increased five percentage points from the prior year, from 68% to 73%.

Because the number of course completions increased dramatically between 2023-24 and 2024-25, the three years represent different levels of program scale. Accordingly, successful completion percentages should be considered together with the underlying volume of course activity rather than interpreted as a simple year-to-year progression. The most recent results show improvement following the program's significant expansion, with the overall successful completion rate increasing from 68% in 2024-25 to 73% in 2025-26.

Table 2. Successful Course Completion Rates by Student Subgroup

Student Subgroup	2023-24	2024-25	2025-26
Students with 504 Plans	78%	62%	75%
Students with IEPs	76%	64%	70%
Limited English Proficiency	56%	69%	82%
Free or Reduced-Price Lunch	78%	63%	68%
African American/Black	63%	65%	71%
American Indian/Alaska Native*	81%	81%	81%
Asian*	0%	33%	73%
Hispanic/Latino	86%	69%	76%
Multiracial	80%	68%	72%
Native Hawaiian/Other Pacific Islander*	90%	62%	85%
White	82%	70%	74%

* **Small-n note:** Results for student subgroups with small numbers of course completions should be interpreted cautiously. Graduation Alliance's annual source reports identify certain subgroup samples as too small to demonstrate statistical significance. Percentages for these smaller populations are presented for transparency but should not be interpreted as evidence of a statistically meaningful trend. For example, the Asian subgroup represented only 1 course completion in 2023-24, 9 in 2024-25, and 11 in 2025-26.

Subgroup Outcomes

In 2025-26, successful completion rates for students receiving accommodations or specialized educational services were comparable to the overall program rate of 73%. Students with 504 plans achieved a 75% successful completion rate, while students with IEPs achieved a 70% rate. Both groups also improved from 2024-25, when successful completion rates were 62% and 64%, respectively.

The average course completion rate for the overall student population was 73%. Students with special learning needs achieved course completion rates comparable to their peers, demonstrating equitable access to and success within the educational program. These outcomes highlight the effectiveness of the program's educational platform, curriculum, and Universal Design for Learning (UDL) methodology in reducing barriers to learning and supporting students with diverse learning needs. This data represents a significant program strength and demonstrates the program's ability to effectively serve historically underserved and marginalized student populations.

Students eligible for free or reduced-price lunch also demonstrated improvement, with their successful completion rate increasing from 63% in 2024-25 to 68% in 2025-26.

Successful completion rates also increased across several of the program's larger racial and ethnic student populations. The rate for African American/Black students increased from 65% in 2024-25 to 71% in 2025-26. Hispanic/Latino students increased from 69% to 76%, multiracial students increased from 68% to 72%, and White students increased from 70% to 74%.

Unlike many educational programs, course completion outcomes remain notably consistent across student populations, including students of different races and ethnicities, students with disabilities, and English learners. Students across these groups are achieving course completion success at nearly the same rate as the overall student population. These results demonstrate that the program provides equitable access to learning and supports successful outcomes for all students, regardless of background or individual learning needs.

Limited English Proficiency Outcomes

The most significant area of growth was among English learners. Students with limited English proficiency showed consistent improvement during the three-year reporting period. Their successful course completion rate increased from 56% in 2023-24 to 69% in 2024-25 and 82% in 2025-26. By 2025-26, their successful completion rate was nine percentage points above the overall program rate of 73%. This improvement occurred as course-completion volume for the subgroup increased from 9 courses in 2023-24 to 425 courses in 2025-26.

The number of course completions for students with limited English proficiency also increased substantially during the reporting period, from 9 in 2023-24 to 380 in 2024-25 and 425 in 2025-26. In 2025-26, 348 of the 425 course completions for this population were successful.

Data correction: The 2023-24 VIP data that were publicly posted contain a typographical error listing 55 successful course completions for students with limited English proficiency. The correct number is 5 successful course completions out of 9 course completions, which corresponds to the 56% successful completion rate reported in the posted data.

Summary

Graduation Alliance's Florida VIP program operates exclusively as a dropout retrieval program and serves high school students who formally withdrew from school, but have not transferred to another public or private school or enrolled in any career, adult, home education, or alternative educational program. For these students, each successfully completed course represents additional credit earned toward a high school diploma.

Over the three-year reporting period, Graduation Alliance substantially increased the scale of its Florida VIP program. After 894 course completions in 2023-24, students completed more than 6,000 courses annually in each of the following two years. Following a successful completion rate of 68% in 2024-25, the rate increased to 73% in 2025-26. In 2025-26, the program maintained a high volume of course completions while increasing the overall successful completion rate and improving outcomes across multiple student subgroups.

Improvement in the most recent year was also evident across multiple student subgroups, including students with 504 plans, students with IEPs, students eligible for free or reduced-price lunch, students with limited English proficiency, and several of the program's largest racial and ethnic student populations, demonstrating equitable access for the most marginalized populations.