Florida VIP State Assessment Outcomes

School Years 2024-25 and 2025-26

Overview

Graduation Alliance's Florida Virtual Instruction Provider program operates exclusively as a dropout retrieval program and serves students who have formally withdrawn from school and have not transferred to another public or private school or enrolled in a career, adult, home education, or alternative educational program. Many students served are off-cohort, over-aged, and under-credited and are working to recover credits and make progress toward high school graduation.

Graduation Alliance provides state assessment outcomes for school years 2024-25 and 2025-26, satisfying the renewal application's requirement for at least two years of recent cohort performance data.

Because Graduation Alliance operates exclusively as a dropout retrieval program as described in s. 1003.53(7), Florida Statutes, Graduation Alliance is exempt from the district grade requirement otherwise applicable to approved virtual instruction program providers pursuant to s. 1002.45, F.S.

For these students, English 10 and Algebra 1 state assessment results represent one measure of progress toward Florida graduation requirements. Students may enter the program significantly behind their original graduation cohort, may require multiple testing opportunities, and may satisfy applicable graduation assessment requirements through more than one state-approved pathway. Accordingly, annual EOC outcomes are presented alongside graduate-level evidence showing whether students ultimately satisfied or received an approved waiver of the applicable assessment requirements.

Graduation Alliance works closely with its district partners to ensure students who have not yet earned the required Grade 10 ELA or Algebra 1 assessment score have continued opportunities to meet Florida graduation requirements. This includes participation in FLDOE-approved assessments identified in Rule 6A-1.09422, F.A.C., as well as opportunities to satisfy applicable requirements through approved concordant or comparative scores.

Historically, concordant and comparative score data have been maintained by our district partners and are therefore not included in the annual state assessment results presented below, with the exception of the Osceola graduate-level analysis.

State Assessment Outcomes

The table below presents student-level annual English 10 and Algebra 1 EOC outcomes for the two reporting years. Passing is defined as a performance level of 3, 4, or 5.

For purposes of calculating the percentage tested, enrolled students are unique students who were enrolled in or attempted the applicable course during the reporting year. However, course enrollment does not necessarily indicate that a student was required to take the corresponding state assessment. Students may have already satisfied the applicable assessment requirement or may pursue an approved alternative pathway, such as a concordant or comparative score through the CLT, ACT, or SAT. Enrollment and testing counts reflect the same Florida program population for each reporting year, including Miami-Dade where applicable. Accordingly, the percentage tested reflects state

assessment participation among the broader course-enrollment population and should not be interpreted as the percentage of students who were eligible or required to test.

Assessment	School Year	Enrolled	Tested	% Tested	Passed	Pass Rate
English 10	**2024-25**	712	491	69.0%	84	17.1%
English 10	**2025-26**	512	209	40.8%	**54**	25.8%
Algebra 1	**2024-25**	926	499	53.9%	63	12.6%
Algebra 1	**2025-26**	755	175	23.2%	**14**	8.0%

English 10 performance improved materially from 2024-25 to 2025-26. **The pass rate increased from 17.1% to 25.8%, an 8.7 percentage-point gain and a 50.9% relative increase year over year.**

Algebra 1 performance decreased from 12.6% to 8.0% across the two years. The broader graduate-attainment evidence presented below is therefore important for understanding whether students ultimately met the mathematics graduation assessment requirement through the pathways Florida permits.

Student Subgroup Outcomes

Graduation Alliance also reviewed student-level results for the subgroup categories used for public disclosure. Results are suppressed when fewer than 10 students were tested. The side-by-side format below emphasizes year-over-year change rather than individual testing windows.

English 10

Student Subgroup	2024-25 Tested	2024-25 Pass Rate	2025-26 Tested	2025-26 Pass Rate	Change
All Students	491	17.1%	209	25.8%	**+8.7 pp**
Free/Reduced Lunch	367	17.7%	144	27.8%	**+10.1 pp**
IEP	102	11.8%	44	18.2%	**+6.4 pp**
504	27	14.8%	17	23.5%	**+8.7 pp**
ELL/LEP	41	7.3%	25	8.0%	**+0.7 pp**
African American/Black	140	14.3%	53	18.9%	**+4.6 pp**
Hispanic/Latino	126	19.0%	60	25.0%	**+6.0 pp**
Multiracial	24	20.8%	11	45.5%	**+24.7 pp**
White	164	18.9%	66	27.3%	**+8.4 pp**

English 10 improvement was broad-based. In addition to the 8.7 percentage-point overall gain, the pass rate increased by 10.1 points for students eligible for free or reduced-price lunch, 8.7 points for students with 504 plans, 8.4 points for White students, 6.4 points for students with IEPs, 6.0 points for Hispanic/Latino students, and 4.6 points for African American/Black students. The Multiracial subgroup

increased from 20.8% to 45.5%, a 24.7 percentage-point gain. Because this subgroup included 11 tested students in 2025-26, the result should be read in the context of the smaller group size.

Algebra 1

Student Subgroup	2024-25 Tested	2024-25 Pass Rate	2025-26 Tested	2025-26 Pass Rate	Change
All Students	499	12.6%	175	8.0%	-4.6 pp
Free/Reduced Lunch	371	12.1%	120	7.5%	-4.6 pp
IEP	99	11.1%	42	7.1%	-4.0 pp
504	30	10.0%	16	6.3%	-3.7 pp
ELL/LEP	41	7.3%	17	0.0%	-7.3 pp
African American/Black	142	11.3%	43	11.6%	**+0.3 pp**
Hispanic/Latino	131	13.7%	58	10.3%	-3.4 pp
Multiracial	23	13.0%	<10	*	*
White	164	14.0%	48	6.3%	-7.7 pp

Algebra 1 results were mixed. The overall pass rate declined by 4.6 percentage points, while the African American/Black subgroup increased slightly from 11.3% to 11.6%. The 2025-26 Multiracial result is suppressed because fewer than 10 students were tested. These annual results show the need for continued mathematics support, but they do not by themselves establish whether students ultimately satisfied Florida's mathematics graduation assessment requirement.

Graduation Assessment Attainment

To evaluate outcomes at the point students actually reached graduation, Graduation Alliance reviewed assessment and transcript records for 81 Osceola students who graduated in 2024-25 and 2025-26. This review considered state assessment passes, approved concordant or comparative scores, transcripted evidence that a requirement had been met, and approved waivers or exemptions.

Graduate Outcome	Documented Graduates	Percent Graduates
ELA requirement satisfied	73 of 81	**90.1%**
Mathematics requirement satisfied	71 of 81	**87.7%**
Both requirements satisfied	68 of 81	**84.0%**

Among the 81 Osceola graduates reviewed, 84.0% had documentation showing that both applicable graduation assessment requirements were satisfied.

These results provide important context for the annual EOC tables. A student who does not pass a particular EOC administration may later satisfy the applicable requirement through another testing opportunity, an approved concordant or comparative score, or another state-approved pathway.

Graduate-level evidence therefore provides a more complete view of progress toward graduation than EOC pass rates alone.

The percentages above are conservative documentation rates. Records that did not establish an outcome were not counted as satisfied; they should not be interpreted as evidence that the student failed to meet the requirement.

Concordant and Comparative Score Pathways

Florida permits students to satisfy certain graduation assessment requirements through approved concordant or comparative scores. Graduation Alliance's student-level records confirm use of these pathways, including CLT-based concordant or comparative testing, as part of students' progress toward graduation. These outcomes are reflected in the graduate-attainment analysis above rather than treated as EOC passes.

Summary

Graduation Alliance's Florida VIP assessment results reflect both the academic needs of a dropout retrieval population and measurable progress toward graduation. English 10 performance improved from 2024-25 to 2025-26 overall and across nearly every reportable subgroup, including substantial gains for students eligible for free or reduced-price lunch, students with IEPs or 504 plans, and several racial and ethnic groups.

Algebra 1 annual pass rates were lower in 2025-26, underscoring the importance of continued mathematics support. At the same time, graduate-level records demonstrate that annual EOC pass rates do not capture the full picture of graduation assessment attainment. Among 81 Osceola graduates reviewed, 90.1% had documentation showing satisfaction or approved waiver of the ELA requirement, 87.7% had documentation for mathematics, and 84.0% had documentation for both requirements.

Taken together, the two-year state assessment results and graduate-attainment evidence show that Graduation Alliance students are making academic progress and using the state-approved pathways available to satisfy Florida graduation assessment requirements as they work toward high school completion.

** Subgroup results are suppressed where fewer than 10 students were tested.*