

THE DIFFERENCE SUCCESS CAN MAKE



Our goal is to remove barriers to academic achievement and see each student graduate from high school. We work to help students realize a brighter future through initiatives such as after school support, summer school, dual-enrollment, non-traditional education, and real world experience.



High expectations: We have high hopes for every student and provide the infrastructure to support them.

We serve at-risk students: Many Success VLC students earned about 8 credits at their previous school by age 18, putting them at risk of never graduating.

Center based highly qualified, certified, full-time, teaching staff: We establish learning centers in communities where our students live. Caring and professional educators are at each center and ready to help students when they need it.

Special Education is a priority: Success VLC has a Special Education Director, and a Special Education Supervisor tasked specifically to oversee our students and our special education teachers. Every student, including non-special education students, receives an individualized plan (IP) to ensure his or her success. Full time social workers support all kids in our centers and in students' homes.

Planned graduation program: Each student chooses a class schedule that meets his or her education and personal needs. For example; many choose to take one class at a time so they can focus on that class, complete it, build success, and then move forward to their other planned program classes. A large number of our students have demands on their time outside of school such as jobs and children, so this method often fits into their lives better. It is the same amount of classes a year as other schedules- just divided up differently.

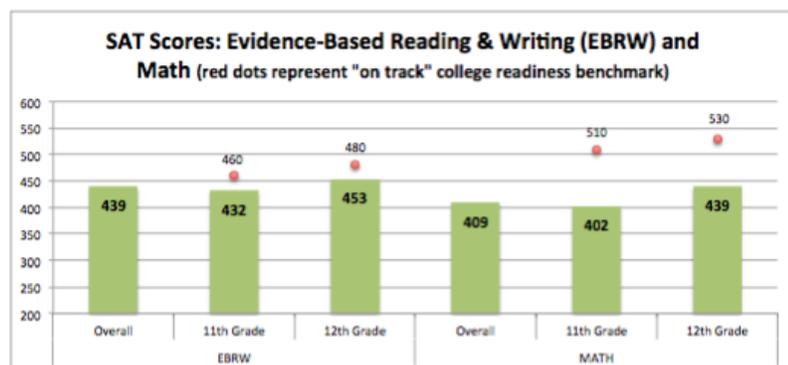
The tools they deserve: We offer quality laptops and wireless internet devices because our kids need to know we value them and are willing to invest into their educations, lives, and futures.

Internship opportunities: We collaborate with local businesses to help students learn the world of work and the "soft skills" needed to succeed.

The Proof is in the Numbers

Success Virtual Learning Centers has chosen to spend thousands more on each student to serve them virtually and with a center staffed with caring, highly qualified, certified full time teachers. The payoff for the investment is clear.

SAT Scores: 102 SUCCESS students took the SAT in 2015-16, earning an average total score of 848. The average scores on the Evidence-Based Reading & Writing section and Math section, were 439 and 409, respectively. 13% of the students earned a total score that was above the 50th percentile (based on the SAT nationally representative sample of 11th and 12th grade students). 27% of the students scored at or above the college & career readiness benchmark for their cohort in reading, 8% scored at or above the benchmark in math.



ACT Scores 2014/2015

ACT composite score for students who took the assessment while at Success VLC

CURRENTLY ENROLLED 15.6

GRADUATED 16

TRANSFERRED 12.8

ACT Scores 2013/2014

ACT composite score for students who took the assessment while at Success VLC

CURRENTLY ENROLLED 15.7

GRADUATED 17.4

TRANSFERRED 14.7

*ACT scores are from students who are considered at-risk. Most of our students have dropped out of school with only an average of 8 credits before we re-engage them and give them hope for their future. Our students' scores rival that of scores found in many traditional high schools.

In 4 years, we went from 1 center with 0 kids to over 1,000 students in 14 centers all across Michigan.

What makes this amazing is that the only students we could enroll are High School students that had dropped out or were so credit deficient that their high schools gave the student and their corresponding funding attached to us. This means we helped students without harming local school districts.

Does it work? Our 65.5% graduation rate with at risk dropouts says it does.

Are we effective? See our ACT scores and SAT scores that are close to and sometimes even exceeding traditional high schools... serving primarily at-risk students.

Does it help or harm local schools? Districts renew with us year after year and they wouldn't if we were not a great solution.

We created a scalable duplicatable model so that we can show success wherever we go.

LOOKING AT THOSE WHO ENROLLED IN 2013-14...			LOOKING AT THOSE WHO ENROLLED IN 2014-15...		
	Entered as "Senior" (Adjusted Class of 2014)	Entered as "Junior" (Adjusted Class of 2015)		Entered as "Senior" (Adjusted Class of 2015)	Entered as "Junior" (Adjusted Class of 2016)
% Graduated by 2015	78.4%	44.4%	% Graduated by 2015	53.7%	19.5%
% Still Enrolled in 2015	5.4%	20.6%	% Still Enrolled in 2015	40.2%	71.3%
% Withdrawn / Transferred / Aged out by 2015	16.2%	34.9%	% Withdrawn / Transferred / Aged out by 2015	6.1%	9.1%

Interpretation notes: The green cell shows that for seniors who enrolled in 2013-14, success attained a 78% graduation rate (this would be a 5-year rate, given that it is for the adjusted class of 2014 and we're looking at 2015 graduation numbers). The blue cells in the next table show that success could potentially exceed this number for seniors who enrolled in 2014-15 (currently with a 4-year rate of 54% but with an additional 40% still enrolled and likely to graduate by the end of the year, for a potential total of 94%). Juniors who enrolled in 2013-14 do not show as high of a potential 5-year rate (could be up to 65%—see yellow cells), however for juniors who entered most recently, there's a potential for a 91% 5-year graduation rate (see orange cells).