

The Excel Center[®]



ADULT CHARTER HIGH SCHOOL

Annual Report SY2020-21

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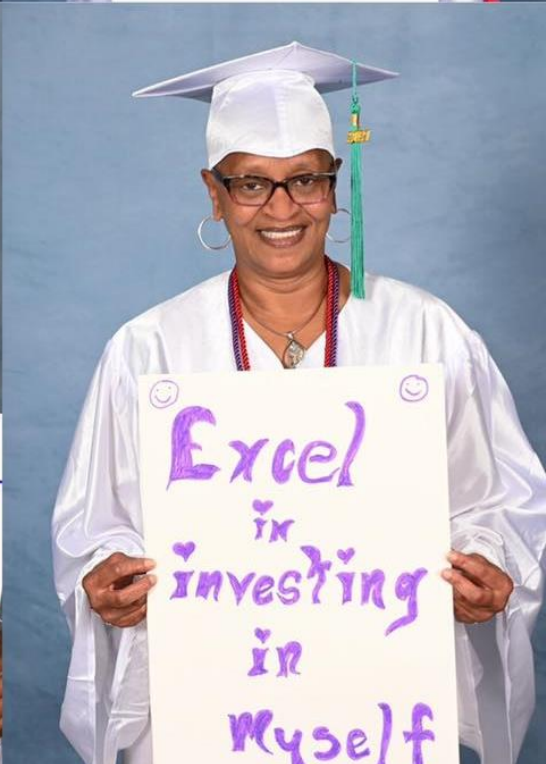


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Narrative

Mission Statement

The mission of **The Goodwill Excel Center** is to transform adult lives through the power of achieving a high school diploma and accessing post-secondary education and careers in growing and sustainable local industries.

In the fifth year of operation, the Goodwill Excel Center is meeting this mission as detailed in the following school program and performance sections.

Introduction

The Goodwill Excel Center (GEC) offers high quality, tuition-free high school education for primarily under-credited adults in the District of Columbia. While the school largely serves individuals over the age of 18, residents who have successfully completed middle school are eligible to enroll. What separates The Goodwill Excel Center from other public charter high schools is that students can earn a high school diploma and industry recognized certifications and/or dual credit college courses rather than a General Educational Development (GED) diploma. In addition to the academic curriculum, The Goodwill Excel Center provides a free, on-site, child development center managed by the YMCA for children of enrolled students. Students receive transportation assistance, academic, and life coaching with the focus on barrier removal and academic success. The school accomplishes all this while emphasizing a school-work-life balance through customized schedules based on student and course availability.

In School Year 2020-2021, the GEC team continued its learning environment through an uninterrupted transition to virtual service delivery during the pandemic. The GEC community's innovative approaches to ensure continued learning and support while living out the mission of the school are outlined in this year's Annual Report.

SCHOOL PROGRAM

To respond to the needs of adult residents in need of a high school diploma, Goodwill of Greater Washington founded the Goodwill Excel Center in school year 2016-2017, which is the District's first diploma granting adult charter high school intended to serve residents who previously did not complete high school. The school's education model has three main pillars: (1) an academic philosophy and curriculum that meets the goals and needs of adult students "where they are" with flexible class schedules and individualized graduation plans; (2) a concentrated focus on College and Career Readiness with students taking industry specific classes that lead to market valuable credentials and/or a dual enrollment college credit course with one of the partner colleges, and; (3) a coaching platform designed to address barriers that impede students' educational success and facilitates relationships to help student's manage work, life and family

concerns as they achieve their educational goals. The school seeks to eliminate as many external barriers to learning as possible by providing needed supports like a child development center on-site, transportation assistance, and an Academic Success Coach for each student. Additionally, the school focuses on celebrating smaller victories that yield to larger successes by hosting awards ceremonies for each of the five, eight-week terms. In school year 20-21 the Goodwill Excel center enrolled 360 District residents and graduated 78 students. In total, the Goodwill Excel Center has graduated 376 District residents who are now taking their next steps in their life journey with their high school diploma.

Core Curriculum Design and Instructional Approach:

Students begin their educational journey at the Goodwill Excel Center after attending a comprehensive and mandatory iExcel Orientation. During iExcel, students take two assessments to determine their level of high school readiness for mathematics and reading. Students who are not yet high school ready in core academic skills as deemed by assessment scores, are enrolled into a mathematics lab and/or a reading foundations class. In Math Lab and Reading Foundations courses, students earn elective credits while acquiring the baseline skills needed to form the foundation for their next level Humanities and STEM courses. During this stage, GEC staff begin to review transcripts of each student to determine the number of remaining credits needed to satisfy graduation requirements mandated by the District of Columbia. Through the assessments and transcript analysis, in partnership with the Registrar, Academic Success Coaches work with students to create a graduation plan that meets students where they are, while also understanding other demands and competing priorities adult students face, such as work and family. Student schedules are created on an individual basis factoring in students' availability to take classes and their individualized graduation plan.

Students placed into math and/or reading foundation and lab classes are required to take both courses until they meet their growth goals. Students in these classes focus on building core math and reading skills through specific skill instruction. Once students meet their growth goals, students' progress through a common core aligned, competency-based, high school curriculum. Goodwill Excel Center students fulfill both social studies and high school English credits through embarking on a series of progressive humanities courses and satisfy high school mathematics and science requirements through progressive courses that reflect 21st century expectations for science, technology, and mathematics. To receive high school credit for coursework and move forward to the next course in the Goodwill Excel Center's course progression, students demonstrate mastery of learning standards through formative and summative assessments in each core academic class. The academic model is fast-paced and accelerated, as students earn full credits in the 8-week term. Due to the accelerated model, attendance is a large focus and critical necessity. Also, Goodwill Excel Center students take online courses to satisfy music, art appreciation, and world languages requirements.

College and Career Readiness Curriculum Design and Instructional Approach:

Goodwill Excel Center's goal is for graduates to earn both a high school diploma and an industry-recognized credential and/or college credit. Once students complete the core academic program, which includes humanities, science, mathematics, world language, music and art appreciation courses, students move into the College and Career Readiness ("CCR") courses and curriculum. At this stage, students are "seniors", and prepare for "what's next" which for some is a career, college, or potentially both. All students are first required to take Senior Seminar, in which students take both personality and professional assessments and prepare their professional portfolios, which includes a resume, cover letter, and work samples. In Senior Seminar students also come to understand the rigors, and expectations of post-secondary

success in the District of Columbia and its surrounding areas. During this class, students research postsecondary pathways and decide on a college and/or career pathway. The Goodwill Excel Center also supports student in preparing for and taking the ACT if they choose. On site ACT tests are offered on site for all interested students and students are supported in accessing multiple off site testing opportunities as well.

Additionally, all students are required to take a computer applications course. Baseline digital literacy is key to navigating coursework and postsecondary pathways. Most students take the computer applications course at the beginning of their Goodwill Excel Center journey. Students who are then interested in pursuing a Microsoft Office certification can enroll in an advanced computer training class. Students have the opportunity to participate in more than one of the career pathways if they choose but must take at least one. If a student chooses not to participate in the Business Administration and Communications course (formerly named Hospitality), he or she can take a Microsoft Office Certification Course or another career pathway that is being offered.

In school year 2020-21, the Hospitality course was renamed Business Administration and Communications (BACS) to expand student exposure to multiple job opportunities outside of traditional hospitality employers such as hotels, retailers, and restaurants. This was an important shift during the COVID-19 pandemic due to the shift in employment opportunities and employment goals of students. BACS class continued to provide students the opportunity to earn up to three industry recognized certifications from the Hospitality industry but focused more broadly on customer service as opposed to just a focus on the hotel and tourism industry. In BACS class, the professional business and communications skills portion of the course develops leadership, communication, conflict management, and teamwork skills. This portion of the course involves students expanding what they learned in Senior Seminar. Students engage in team building exercises, leadership activities, and personal reflection for their future career pathway. Additionally, students refine their resume and tailor it to their desired sector and prepare for interviews, applications, and broaden their knowledge about the sector of their choice. All students in the career pathways classes engage in mock interviews and job application days. Students in these courses also participate in a "Boot Camp" led by the CCR Team and Workforce Development team at Goodwill of Greater Washington to prepare them for their mock interviews. Mock interview day is a critical part of the career pathways curriculum and is often seen as the culminating moment where students combine all skills learned from both Senior Seminar and the career pathway course. Also, students in career pathways classes participate in a series of guest speakers around skills relevant to the workplace as well as leadership

In the BACS course, students have the opportunity to earn up to three certifications from the American Hotel and Lodging Association (AHLEI): Front Desk, Customer Service Gold "Making Connections", and COVID-19 Precautions for Hotels. Additionally, students can earn the Bring Your 'A' Game Everywhere from the Center for Work Ethic Development. An outside vendor in collaboration with the CCR Team teaches the course material for the certifications. During this portion of the course, students engage in deep content related to the service industry sector and prepare for their certification exams while also examining all relevant industry sector related careers.

GEC also offers a Security & Protective Services pathway course as a career pathway. However, this career pathway remained on hold in school year 2020-21 due to the pandemic and the shift to virtual learning. In this career pathway, students have the opportunity to earn up to six certifications that will allow them to become a licensed security guard in DC, Maryland, or Virginia. Students can earn the following certifications/licenses led by an outside vendor: DC Special Police Officer Authorization (SPO DC), Virginia Department of Criminal Justice Services license (DCJS), Monadnock Expandable Baton Certification, Handcuffing Certification, Aerosol Weapons Certification, and Cardiopulmonary Resuscitation (CPR), First Aid, Automated

External Defibrillator (AED) certificate. GEC hopes to bring back Security & Protective Services as a CCR pathway based on current conditions and context in SY 21-22.

The CCR team is comprised of a Manager of CCR and two CCR Specialists, who work with the students in Senior Seminar, the career certifications courses, as well as the dual enrollment program. In addition to the career pathway courses with the career certifications, GEC allows students the opportunity to take dual enrollment courses with local colleges and universities. In school year 2020-21, GEC executed an MOU with Catholic University (CUA) that allowed students an opportunity to take courses with CUA. Additionally, GEC had an MOU with OSSE for an expanded dual enrollment program. Students can take a career pathway course or a dual enrollment college course to satisfy their final high school credits. Students are also able to take both pathways and more than one career pathway. The CCR Team works with students to determine which pathway best fits their next steps

Additionally, the CCR team coach and mentor graduates 6-months post-graduation to support them in their post-secondary education and career plans. The CCR Team utilizes the GEC website as a key place to deliver important information to alumni. At the Goodwill Excel Center, students participate in an exit interview with the CCR Team and discuss next step plans for support and follow-up. This exit interview is the next step in staying connected with alumni and supporting them in their next steps in their career and/or postsecondary pathway.

Student Support Services:

The Goodwill Excel Center provides comprehensive wrap-around services for all students and these services were expanded in SY 20-21 to address barriers arising from the ongoing COVID-19 pandemic. Each student is assigned an Academic Success Coach to help identify, navigate, and remove barriers to academic success. The services of the Academic Success Coaches include frequent meetings with faculty to monitor student development and needs. Coaches make referrals for mental health and substance abuse counseling, childcare, transportation subsidy distribution, homeless counseling, and housing to name a few. Students continue to have an Academic Success Coach until they graduate, allowing for a strong relationship and long-lasting support system for students. As students approach College and Career Readiness (CCR) courses and students take Senior Seminar, students also receive the support of the CCR team who begin to plan and support student's post-graduation planning. (See COVID 19 Response and Distance Learning section for more information on expanded support services in SY 20-21).

Special Education and Specialized Instruction:

To promote success in school, work and life, all students have access to a rigorous specialized instructional program that supports inclusionary practices and meets the needs of all students with exceptionalities. Supports for students under the age of 22 with special education needs are provided through the composition of Individual Education Plans (IEP). Students who do not qualify for an IEP may potentially qualify for a 504 plan. The Manager of Special Education oversees the services for students with an IEP or a 504 Plan. The Special Education team includes Special Education teachers who support in classes as co-teachers and support students in many different ways. Special Education teachers also manage a caseload of students and work towards ensuring service compliance for students with an IEP. The Goodwill Excel Center promotes co-teaching best practices and emphasizes the need for small group instruction where applicable. Special Education teachers maintain their assigned caseloads and work with all students to support the needs of all learners in the classrooms. Additionally, the Manager of Special Education oversees all contract services that The Goodwill Excel Center partners with to ensure students receive all related and behavioral services. Additionally, the Special Education team works closely with the Academic Success Coaches to collaborate

around barrier removal and academic supports needed for students. (See COVID 19 Response and Distance Learning section for more information on expanded SPED services in SY 20-21).

Parent Involvement:

A key area of focus for the Goodwill Excel Center is to promote multi-generational education development and positive life outcomes. Staff work to create a learning environment where students feel they are part of a strong, supportive, and caring environment. The goal is to promote students' voices, so they can advocate for their needs and have agency to make decisions that positively impact their education journey at the Goodwill Excel Center and beyond.

For students who are under 18 years old, a small subset of the GEC student population, parents and guardians are given opportunities to engage in their students' academic journey through invitation to the iExcel Orientation, meetings with the Youth Services Academic Success Coach and also during any intervention planning meetings throughout the school year. For adult students, opportunities as needed are created in which students can engage their families with their education pathways and choices. Student Support Team (SST) meetings are held for students under 18 years old and over 18 years old when support or intervention is needed for a student. At this time, the parents and/or guardians are engaged as well as other external stakeholders in the students' life to engage in a data driven and solution-oriented meeting about the student and his or her pathway to graduation.

During distance learning in SY 20-21, the Goodwill Excel Center provided additional communication touchpoints to parents through virtual Town Halls as well as added outreach from Academic Success Coaches.

COVID-19 Response and Distance Learning:

In SY 2020-21, COVID-19 continued to disrupt normal operations of on-site learning at the Goodwill Excel Center but did not stop or prevent learning from continuing. The Goodwill Excel Center transitioned to a virtual platform initially in Term 4 of SY 2019-20. In SY 2020-21, the Goodwill Excel Center transitioned to the Microsoft Teams platform for its virtual learning community. Throughout the year, the Goodwill Excel Center team hosted on site pre and post testing for students while maintaining a health and safe environment adhering to COVID-19 protocols. In Term 5 of SY 2020-21, the school offered its first hybrid classes for students.

Throughout the SY 2020-21, the Goodwill Excel Center developed many strategies to survey its community and ensure an environment of support. The Academic Success Coaches surveyed their students to determine student accessibility to devices and internet connectivity. Student surveys were key in determining what was needed and what gaps existed. Additionally, student surveys allowed GEC to determine operational next steps and actions during the pandemic. In response to student technology needs, The Goodwill Excel Center deployed both laptops and hotspots to students and created plans to purchase expanded devices given the projected long-term impact of the pandemic. In SY 2020-21, the Goodwill Excel Center deployed over 250 laptops and over 50 hotspots to students to increase access to virtual classes. Additionally, the Goodwill Excel Center partnered with Comcast to provide free internet service and connectivity through their education essentials program.

Additionally, a variety of communication tools proved to be a critical component of successfully implementing distance learning during the virtual and hybrid learning environment. Maintaining and continuing daily outreach to students during SY 20-21 was extremely important to ensure students were connected to the school. During SY 20-21, the Goodwill Excel Center launched a

new website to support student communication critically needed during these times. On the website, students and visitors are able to connect with GEC staff members through an inquiry form. Beyond its website, the team communicated to students using the following platforms:

- School Messenger text blasts
- Emails to students
- Microsoft Teams messages
- Microsoft Teams all school community wall (daily and weekly updates)
- Social media updates (GEC Instagram and Facebook)
- Texts and calls from GEC staff who have a GEC issued cell phone

Given the Goodwill Excel Center primarily serves an adult population, the team approached distance learning with the understanding that students, particularly parenting students, faced balancing many new responsibilities at home (such as teaching their own children who were now learning from home, balancing family and learning, and other responsibilities). As a result, it became essential that opportunities to access the coursework both synchronously and asynchronously were put in place. Teachers posted videos of their lessons after a class and provided descriptions of their coursework for students to access who might not have been able to attend the synchronous class. Additionally, teachers were available for tutoring time outside of class and on Friday afternoons when classes are not held. Teachers held office hours for extra support. Also, through various communication touchpoints, Academic Success Coaches learned that students might need to adjust their schedule given multiple competing priorities. Some students shifted the number of classes they were taking to focus in on a more manageable number of classes virtually. This shifted some students' graduation plan, but because the Goodwill Excel Center offers a tailored learning environment, this simply shifted one's graduation date, but not the possibility of graduation.

For grading, The Goodwill Excel Center continued to use PowerSchool as the grading portal and students were able to monitor and check grades using their individual logins. As the Goodwill Excel Center is a competency-based model of instruction, this did not change in the virtual world. The Goodwill Excel Center had assessment windows and made sure to communicate with students who missed assessments the necessary next steps and tutoring time. Teacher and coach communication became increasingly important and utilizing all methods of communication with students was a priority. Pre and post testing for the iReady and SRI (math and reading) assessments continued on site while following all health and safety protocols. Virtual testing was provided in unique and needed individual student cases given the pandemic.

For students with IEPs and 504 plans, Special Education Case Managers remained in close contact with students in collaboration with GEC's Academic Success Coaches. To ensure students received identified accommodations or modifications to meet their educational needs, Special Education teachers made daily outreach to students and collaborated with teachers as well. The Special Education Team used a tracker to monitor students with IEPs and 504 plans and set a goal to have daily check-ins with students who have an IEP or 504 plan. In addition to supporting students with their related services, external contractors provided tele-health services to meet the needs of students who have related services and are able to use technology.

Evaluations and IEP meetings were held both virtually and in-person as needed. For the students who were not able to receive their services, the SPED team put together a compensatory services plan for when students returned to school.

The Goodwill Excel Center did not shift or change its model or instruction in SY 2020-21. Rather, the platform through which learning was provided shifted. GEC made the intentional shift to Microsoft Teams (from using Zoom when distance learning first happened) to create a

more holistic platform for learning and communication. In total, the Goodwill Excel Center had 78 graduates in SY 2020-21. Two outdoor graduations were held for SY 2020-21, and GEC graduates had a chance to walk across the stage in a safe environment. GEC is very proud that its learning environment continued during the pandemic and its community continued to excel and show resilience throughout unique and challenging times. GEC students adapted to the virtual learning platform and GEC staff quickly learned how to navigate and create powerful learning and support communities on Microsoft Teams. In Term 5 of the SY 20-21 academic year, GEC held its first hybrid term and welcomed students back onto campus for classes.

Another way GEC continued to keep its community strong during the distance learning year was by partnering with community organizations to provide resources and help support barriers students were facing. GEC formed partnerships with organizations that focused on topics such as mental and physical wellness, internet connectivity and access, financial literacy, food insecurity, healthy eating habits, parenting during the pandemic. Additionally, GEC launched a series of lunch and learns facilitated by staff focused on topics such as IT support, managing anxiety from the pandemic, balancing priorities during the pandemic, men's and women's support groups, college and career readiness, as well as monthly celebrations and awards ceremonies. All these events, activities, and partnerships allowed the GEC community to stay strong and intact despite not being physically together. Also, these moments provided extra touchpoints and outreach opportunities to build relationships with GEC students.

The year brought many challenges, and the Goodwill Excel Center is inspired by its dedicated and committed staff who came together and continued to find innovative ways to provide a high-quality learning environment to its students. GEC provided additional opportunities for staff to engage in community building, wellness, and balance during the challenging year. Ultimately, the year would not have been made possible without the GEC team who worked relentlessly to motivate, connect, and encourage our students to stay on course despite a unique times and while also navigating their own personal context during the pandemic.

SCHOOL PERFORMANCE

Performance and Progress

The Goodwill Excel Center operates under alternative accountability goals approved by the DC Public Charter School board in November 2017 and updated in 2020. The table below lists the goals GEC must meet per its charter agreement each year. As is shown below, GEC met all but one of its goals during a unique and challenging year.



The Goodwill Excel Center PCS – Goals and Academic Achievement Expectations	Met / Not Met	Progress Toward Goals
<p><i>Progress</i> An average of at least 65% of students will earn at least one credit in two of the most recent five academic years preceding charter review or charter renewal, and the annual average of students earning at least one credit will not fall below 55% in any of the previous five academic years.</p>	Did not meet	54% of students earned at least one credit in SY 21-22.
<p><i>Progress</i> Reading Progress - at the end of 2, 8-week terms, at least 65% percent of students who initially test below 1000 Lexile level on the Scholastic Reading Inventory will either grow at least 75 Lexiles or reach the high school ready Lexile level of 1000 as indicated by the <i>Scholastic Reading Inventory</i>.</p>	Met	76% of enrolled students taking Reading Foundations grew at least 75 Lexiles or reached the 1000 level Lexile. 96% of students participated in the SRI pre and post-test.
<p><i>Progress</i> Math Progress - At the end of 2 8-week terms, at least 60% of enrolled students taking Math Lab A will reach a scale score of 480 as indicated by the iReady math assessment.</p>	Met	65% of enrolled students taking Math Lab A reached a scale score of 480 as indicated by iReady. 86% students participated in the iReady pre and post-test.
<p><i>Progress</i> Math Progress - At the end of 2 8- week terms, at least 60% of enrolled students taking Math Lab B will reach a scale score of 508 as indicated by the iReady math Assessment.</p>	Met	61% of enrolled students taking Math Lab B reached a scale score of 508 as indicated by the iReady math assessment. 90% students participated in the iReady pre and post-test.

<p><i>College and Career Readiness - Credentials by the end of program year</i> By the end of academic school year 2018-19 and every year thereafter, 70% of the students who have graduated that academic year will have earned at least 3 college credits (through at least one three-credit college level class) OR an industry recognized credential during the program year.</p>	Met	100% of graduates earned an industry-recognized credential during the school year.
<p><i>College and Career Readiness – College or job placement within 6 months</i> Starting in SY 20-21 and every year thereafter, by the end of at least two of the most recent five years preceding charter review or renewal, at least 65% of graduates will enroll in college or be employed within 6 months of graduation, as indicated by follow-up surveys with at least a 50% response rate.</p>	Met	69% of July 2020 / January 2021 graduates contacted were employed and or enrolled in school within 6 months based on follow up surveys collected. 97% of the July 2020 / January 2021 graduates responded to the follow-up survey.
<p><i>Gateway Indicator</i> Graduation – Starting in SY 20-21 and every year thereafter, at least 25% of Goodwill Excel PCS's verified enrolled students will graduate in at least one of the most recent five years preceding charter review or renewal and the percent of verified enrolled students who graduate by the end of the academic year will not fall below 20% in any of the following years: SY 20-21, 21-22, 23-24.</p>	Met	22% of the school's verified enrolled students graduated by the end of the academic school year.
<p><i>Leading indicators</i> During the school year, the average re-enrollment from term to term is 75%, excluding the students who have graduated.</p>	Met	75% of students on average re-enrolled term to term.
<p><i>Leading indicators</i> The school's annual cumulative audited enrollment rate will not go below 70%.</p>	Met	The Goodwill Excel Center achieved a cumulative audited rate of 100%.
<p><i>Leading Indicators</i> The annual in-seat attendance rate will be 60%.</p>	Met	The ISA for SY20-21 was 65%.

Lessons Learned and Action to be taken:

In school year 20-21, the Goodwill Excel Center achieved continued growth in nearly every charter goal despite the impacts of the pandemic and transition to distance learning. This demonstrates a culture of continuous quality improvement and student focused planning. The Goodwill Excel Center met every goal except one.

In school year 20-21 students balanced many competing priorities in the year while still focusing on school and staying committed to their journey. Through surveys and communication with students, the GEC team learned students were focused on prioritizing the health and safety of their own family which included supervising at-home learning and children while balancing employment. This impacted the number of classes and level of focus students could give to their classes. As a result of these contributing factors, GEC did not meet its credit attainment goal.

In SY 21-22, the GEC team will advance the following strategies to improve student productivity (demonstrated by meeting credit attainment) and to continue to meet all existing charter goals:

- Identifying focus students early in each team through a students of concern process to support credit attainment throughout each academic term.
- Utilizing even more re-engagement strategies and approaches with our Academic Success Coaches and Teachers and within our student support processes to support students in need of extra support within each academic term, which will support term to term re-engagement, attendance, credit attainment, and ultimately graduation goals.
- Explore new career pathways to launch aligned with the evolving employment sector, students interests and abilities.
- Launch additional dual enrollment options with more post-secondary institutions for students. GEC will partake in the OSSE dual enrollment program in SY 2021-22.
- Utilize Microsoft Teams platform to increase student connectivity and communication.
- Further develop and strengthen the IT infrastructure in place to support student and staff IT needs.
- Continue soliciting feedback from the school community to inform operation shifts.

5-Year Charter Review Required Reporting

As part of GEC's 5-year charter review, PCSB voted to continue GEC's charter with two conditions. The first condition requires GEC in each annual report to report disaggregated college and career readiness (CCR) outcomes that align with its CCR charter goals. Secondly, GEC must adhere to the expectations in its School Improvement Plan (SIP) and report out on its SIP progress in the Annual Report. Following is an update on these two conditions in SY 20-21:

College and Career Readiness Disaggregated Data

The following table illustrates disaggregated CCR data for school year 20-21. The data includes graduates from July 2019 and January 2020. This data is self-reported by students through a survey administered by the CCR team in the six-month window after graduation.

SY 20-21

Graduates	70 graduates
# of Graduates who earned an industry-recognized credential by the time they graduated from GEC	70 graduates (100%)
# of Graduates who earned one three-credit college-level class by the time they graduated from GEC	0 graduates (0%)
# of Graduates who participated in the follow-up survey	68 graduates (97% response rate)
# of Graduates employed AND in college or secondary training	11 graduates (16%)
# of Graduates employed	21 graduates (31%)
# of Graduates in post-secondary training program	5 graduates (7%)
# of Graduates not reporting college, career, and/or secondary training program in follow-up survey (in the six-month timeframe)	21 graduates (31%)

The table above illustrates the various paths students chose to take when they leave GEC. The CCR Team supports graduates who wish to move into a career by providing career navigation, job application support, and interview preparation. Additionally, the CCR Team supports students who wish to move into a college pathway with college application support, financial aid support, and discussions around college supports and next steps. Several GEC graduates wish to advance their career opportunities by engaging in postsecondary training programs and the CCR Team supports graduates who wish to move into this path by identifying potential program and supporting application submissions.

While the CCR Team often sees students who report not yet being employed and/or in college or in a secondary training program after six months, the support does not stop and is offered to all GEC alumni.

Progress on GEC's School Improvement Plan Resulting from OSSE's Comprehensive Support and Improvement School 2 (CS2) Designation

The Goodwill Excel Center (GEC) was identified by the Office of the State Superintendent of Education (OSSE) as a Comprehensive Support and Improvement School 2 (CS2). This designation under OSSE's STAR Framework accountability system was issued because GEC's 4- and 5-year adjusted cohort graduation rates, addressing only 18% of the entire school population, fell below 67 percent in school year (SY) 17-18.

GEC is held accountable under the Alternative Accountability Framework (AAF) of the DC Public Charter School Board (PCSB) given GEC serves a highly at-risk population. The GEC negotiated school specific goals and academic achievement expectations under this AAF are

included in GEC's charter agreement with PCSB and progress is reported in this Annual Report every year. GEC's graduation goal, which applies to 100% of students, is that GEC will graduate no fewer than 10% of its audited enrollment number by the end of any school year through SY 19-20 and 20% beginning in SY 20-21. At the end of its second school year (SY 17-18), GEC exceeded this graduation goal by graduating 25.2% of its verified audited enrollment number. As reported in the earlier Performance and Progress table, GEC has continued to exceed this graduation goal in SY 20-21, even while shifting to a virtual learning environment due to the global pandemic.

While GEC continues to meet its approved graduation goal, a goal aligned with the unique model and mission of GEC and 100% of its student body, GEC did not meet the District's expectation of a 67% ACGR (adjusted cohort graduation rate) in SY 17-18, a goal aligned with traditional high schools and 18% of its student body. As a result, GEC had to develop a School Improvement Plan (SIP) to improve the ACGR for qualifying students and submitted this plan to DC PCSB on May 22, 2019. As part of GEC's 5-year review, GEC must continue to adhere to the SIP and report updates in the Annual Report.

In the Appendix, a table communicating an update on the school's progress towards achieving short-term goals in SY 20-21 is included. The Goodwill Excel Center team has determined that the evidenced-based interventions identified in the SIP are still useful and support the progress of identified students.

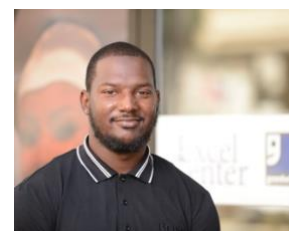
Unique Accomplishments

The Goodwill Excel Center celebrated many unique accomplishments in its third year of operation.

- The Goodwill Excel Center completed a five-year review with PCSB in November 2020. GEC was awarded conditional approval to continue serving District residents. GEC is excited to continue to serve District residents with the GEC model who are on their journey to earning their high school diploma and beginning their next steps into a career and/or postsecondary education.
- The Goodwill Excel Center received approval from PCSB in March 2021 for an enrollment ceiling increase to 425 students in SY 21-2022 and ultimately to serve up to 550 students by SY 22-23.
- In SY 2020-21 the Goodwill Excel Center graduated 78 students, all of whom earned at least one industry-recognized career certification. This is a moment of celebration as all 78 students showed resilience and perseverance during the pandemic to stay on the course to their education journey despite a challenging context and a shift to virtual and hybrid learning. GEC hosted two in-person, outdoor, and social distanced graduations for graduates. The January 2021 graduates walked across the outdoor stage at Strathmore Hall. The July 2021 graduates walked across the stage at Nationals Stadium.
- The Goodwill Excel Center hosted two virtual "Excel Expos," focused on college, career, and resource opportunities for all Excel Center students. The first Excel Expo took place in November 2020 and staff hosted the second Excel Expo in June 2021 virtually. Both Expos had over 15 participating vendors. The events generated student energy and excitement around postsecondary career and education pathways and educated students on community resources available to them as DC residents. The Expos are held close to graduation to engage seniors with post-secondary planning. Alumni were also invited and participated in both Excel Expos.

Success Stories

- ***Ebony Wilkerson***: January, 2021 graduate – Ms. Wilkerson graduated in January 2021 with certifications from the Business Administration and Communications class. After graduation, Ms. Wilkerson pursued her goal of becoming a licensed security officer and enrolled in Goodwill of Greater Washington’s security and protective services class. At the same time, Ms. Wilkerson enrolled in UDC to obtain her associates degree. Ms. Wilkerson is currently employed as a security officer while also taking college courses.
- ***Asma Fatmi***: July, 2021 graduate – Ms. Fatmi graduated in July 2021 as the class valedictorian. Adma graduated with certifications from the Business Administration and Communications class. Originally from Morocco, Ms. Fatmi found her way to GEC and excelled. Upon graduation, Ms. Fatmi enrolled at UDC as a part-time student and began work as a part-time childcare assistant at the YMCA inside of GEC.
- ***Sheila Glenn***: July, 2021 graduate – Ms. Glen graduated in July 2021 as the class salutatorian. Sheila graduated with certifications from the Business Administration and Communications class. Sheila has her CDL license and has always dreamed of making her passion for driving her career. After graduation, Sheila secured employment with an independent long-distance trucking company.
- ***Shareia Thomas***: July, 2021 graduate – Ms. Thomas graduated in July 2021. Shareia graduated with certifications from the Business Administration and Communications class. Upon graduation, Shareia was accepted to Trinity University and started in September as a full-time student.
- ***Diondre Ouzts***: January, 2021 graduate – Mr. Ouzts graduated with certifications from the Business Administration and Communications class, received the 2021 Graduate of the Year Award given by Goodwill Industries International. Diondre was selected from over 200 applicants nationwide. Diondre received a prize of \$5,000 and presented an acceptance speech at the annual awards ceremony in front of Goodwill CEOs throughout the country. After graduation, Diondre began working for the Literacy Lab and was offered a position as a full-time fellow. Diondre aspires to start his own non-profit and being an elementary school teacher. Diondre is also the son of two GEC 2018 graduates.



Donors

GEC does not have any donors to report at this time in the SY 20-21 Annual Report.

Data Report

SY 2019-20 Annual Report Campus Data Report

LEA Name:	Goodwill Excel Center PCS
Campus Name:	Goodwill Excel Center PCS
Grades served:	Alternative
Overall Audited Enrollment:	360

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alt.	Adult	SPED*
Student Count	0	0	348	0	0	12	0	0	0

*This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

Total number of instructional days:	146 instructional days
Suspension Rate:	0.6%
Expulsion Rate:	0.00%
Instructional Time Lost to Out-of-School Suspension Rate:	1.00%
In-Seat Attendance:	67.1%*
Average Daily Attendance:	No action necessary*
Midyear Withdrawals:	71.9% (259 students)**
Midyear Entries:	67.8% (244 students)**

Promotion Rate:	8.2%
College Acceptance Rates:	Not applicable
College Admission Test Scores:	Not applicable
Graduation Rates:	Not Applicable (n < 10)

* The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

** Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Faculty and Staff Data Points	
Teacher Attrition Rate:	11.76%
Number of Teachers:	18
Teacher Salary	
1. Average	\$83,789.57
2. Range	
Minimum	\$64,890.00
Maximum	\$107,609.25
Executive Salaries	Chelsea Kirk, Executive Director, \$160,000.00 Lawrence Hopkins, Manager of Student Support, \$114,195.27 Vershaun Terry, Special Populations Coordinator, \$114,195.27 Thomas Pengelly, Lead Instructor (Humanities), \$107,609.25 Ruth Chambers-Turner, Lead Instructor (STEM), \$105,446.25

Teacher and Staff Qualifications

5.71% of the Goodwill Excel Center teachers and staff who work with students regularly have post-doctoral studies, 57.14% have master degrees and 31.43% bachelors. The remaining 5.71% of staff have completed some college course work.

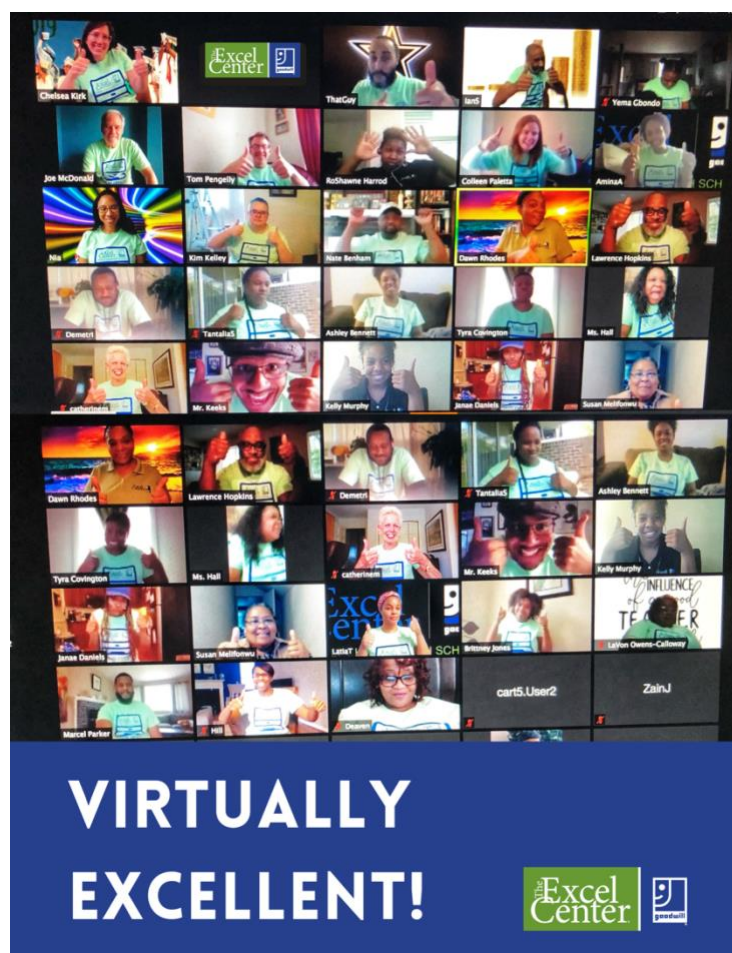
Appendices

Staff Roster

Teachers and Staff Working Directly With Students SY 2020-21

Name	Job Title
Abdul-Rahim, Amina	Registrar, Manager
Anderson, Melissa	Instructor STEM (Mathematics/Science)
Baker, Rhoshawnda	Instructor/Teacher (Humanities)
Benham, Nathaniel	College and Career Readiness Specialist
Bennett, Ashley	Instructor/Teacher (Humanities)
Brown, Christopher	GEC IT Manager
Chambers-Turner, Ruth	Lead Instructor (STEM)
Covington, Tyra	Instructor/Teacher (Mathematics)
Daniels, Janae	Academic Success Coach
Garnett, Kenjuan	Youth Services Success Coach
Gbondo, Yema	Academic Success Coach
Grant, Marcia	Special Education Instructor (Reading)
Hall, Stephanie	Special Education Instructor (Mathematics)
Height, Roshawne	Academic Success Coach
Hill, Latoya	Instructor/Teacher (Mathematics)
Hopkins, Lawrence	Manager, Student Support Services
Jacobs, Zain	College and Career Readiness Specialist
Jones, Brittney	Instructor/Teacher (Humanities)
Keeks, Dillon	Instructor/Teacher (Humanities)
Kelley, Kimberly	Reading Foundations Teacher
Kirk, Chelsea	Director, Excel Center
Mack, Deven	Administrative Coordinator GEC

McDonald, Joseph	Manager, College and Career Readiness
Melifonwu, Susan	Technology Resource Teacher
Murphy, Kelly	Special Education Instructor (Reading)
Owens-Calloway, Lavon	Special Education Instructor (Mathematics)
Parker, Marcel	Academic Success Coach
Pengelly, Thomas	Lead Instructor (Humanities)
Rhodes, Dawn	Office Manager
Smith, Ian	Instructor STEM (Mathematics/Science)
Soden, Tantalia	Instructor/Teacher (Science)
Taliaferro, Latia	Lead Academic Success Coach
Terry, Vershaun	Special Populations Coordinator
Tyler, Demetri	Data Performance Manager
Zewde, Dawit	Instructor STEM (Mathematics/Science)



BOARD ROSTER

Name	Role	DC Resident	Date of Appointment	Date Appointment Expires
Scott Bess	<i>Member</i>	No	4/14/16	12/1/22
Debra Swangin	<i>Student Member</i>	Yes	10/1/19	6/30/20
Michelle D. Gilliard, Ph.D.	<i>Member</i>	No	6/15/15	12/1/21
Glen S. Howard	<i>Chair</i>	Yes	6/15/15	12/1/21
Elizabeth (Betsy) Karmin	<i>Secretary</i>	Yes	6/15/15	12/1/21
Jose Turcios	<i>Student Member</i>	Yes	11/24/20	6/30/21
Elizabeth Lindsey	<i>Member</i>	Yes	3/22/16	12/1/22
Catherine Meloy	<i>Ex Officio/ President & CEO (Non-voting)</i>	No	N/A	N/A
Lisa Mallory	<i>Member</i>	Yes	3/19/19	12/1/22
April Young	<i>Treasurer</i>	No	6/15/15	12/1/21

NOTE: The Goodwill Excel Center acknowledges that the DC Public Charter School Board's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

The Excel Center



ADULT CHARTER HIGH SCHOOL



↑ Class of January 2021

↓ Class of July 2021



THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION - UNAUDITED
June 30, 2021

ASSETS	
Current Assets	
Cash and cash equivalents	\$ 8,041,045
Prepaid expenses	<u>27,889</u>
Total Current Assets	8,068,934
Deposits	189,775
Property and equipment, net	<u>1,908,267</u>
TOTAL ASSETS	<u>\$ 10,166,976</u>
LIABILITIES AND NET ASSETS	
Liabilities	
Current Liabilities	
Accounts payable and accrued expenses	\$ 747,813
Contract liability	44,776
Deferred rent and lease incentive, current portion	<u>202,715</u>
Total Current Liabilities	995,304
Deferred rent and lease incentive, net of current portion	<u>1,304,036</u>
TOTAL LIABILITIES	<u>2,299,340</u>
Net Assets	
Without donor restrictions	<u>7,867,636</u>
TOTAL NET ASSETS	<u>7,867,636</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 10,166,976</u>

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES - UNAUDITED
For the Year Ended June 30, 2021

REVENUE AND SUPPORT	
Per pupil allocation	\$ 7,465,686
Private grants and contributions	62,054
Federal grants	21,293
Interest income	<u>850</u>
TOTAL REVENUE AND SUPPORT	<u>7,549,883</u>
EXPENSES	
Program Service:	
Adult Education	5,811,905
Supporting Service:	
Management and general	<u>459,702</u>
TOTAL EXPENSES	<u>6,271,607</u>
CHANGE IN NET ASSETS	1,278,276
NET ASSETS, BEGINNING OF YEAR	<u>6,589,360</u>
NET ASSETS, END OF YEAR	<u><u>\$ 7,867,636</u></u>

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES - UNAUDITED
For the Year Ended June 30, 2021

	Program Service <u>Adult Education</u>	Supporting Service <u>Management and General</u>	<u>Total</u>
Personnel, Salaries and Benefits:			
Contracted labor	\$ 3,802,064	\$ 129,289	\$ 3,931,353
Professional development	15,734	-	15,734
Other contracted labor-related expense	700	-	700
Total Personnel, Salaries and Benefits	<u>3,818,498</u>	<u>129,289</u>	<u>3,947,787</u>
Direct Student Costs:			
Computer support	83,308	-	83,308
Other students costs	130,642	-	130,642
Child development center	47,558	-	47,558
Student recruiting	47,114	-	47,114
Student books and learning material	39,929	-	39,929
Student transportation stipends	17,813	-	17,813
Student assessments	10,600	-	10,600
Supplies, materials and snacks	8,212	-	8,212
Total Direct Student Costs	<u>385,176</u>	<u>-</u>	<u>385,176</u>
Occupancy:			
Rent	355,408	-	355,408
Depreciation and amortization - facilities	261,503	104,235	365,738
Utilities and garbage removal	66,800	-	66,800
Maintenance and repairs	30,266	-	30,266
Other occupancy expenses	12,633	-	12,633
Janitorial supplies	2,592	-	2,592
Total Occupancy Expense	<u>729,202</u>	<u>104,235</u>	<u>833,437</u>
Office Expenses:			
Telecommunications	-	22,090	22,090
Printing and copying	1,856	16,336	18,192
Office supplies	-	10,141	10,141
Other	-	12,442	12,442
Postage	-	1,832	1,832
Total Office Expenses	<u>1,856</u>	<u>62,841</u>	<u>64,697</u>
General Expenses:			
Professional and consulting fees	877,083	32,304	909,387
Dues, fees, licenses and fines	-	51,689	51,689
Accounting, auditing and payroll	-	45,531	45,531
Insurance	-	24,164	24,164
Other	90	9,649	9,739
Total General Expenses	<u>877,173</u>	<u>163,337</u>	<u>1,040,510</u>
TOTAL EXPENSES	<u>\$ 5,811,905</u>	<u>\$ 459,702</u>	<u>\$ 6,271,607</u>

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
Approved Budget
For the Year Ending June 30, 2022

Revenue

04 · State and Local Revenue		
400 · Per-Pupil Operating Revenue	\$	7,393,576
410 · Per-Pupil Facility Revenue		<u>1,380,240</u>
Total 04 · State and Local Revenue		<u>8,773,816</u>
05 · Federal Revenue		
500 · Federal Grants		<u>525,110</u>
Total 05 · Federal Revenue		<u>525,110</u>
06 · Private Revenue		
Total 06 · Private Revenue		<u>-</u>
Total Revenue		<u>9,298,926</u>

Operating Expense

07 · Staff-Related Expense		
700 · Curricular Contracted Labor		2,600,844
720 · Supplemental Contracted Labor		2,162,163
760 · Professional Development		53,300
770 · Other Contracted Labor		324,103
780 · Other Contracted Staff Expense		<u>64,350</u>
Total 07 · Staff-Related Expense		<u>5,204,760</u>
08 · Occupancy Expense		
800 · Occupancy Rent Expense		618,770
810 · Occupancy Service Expense		<u>121,600</u>
Total 08 · Occupancy Expense		<u>740,370</u>
09 · Additional Expense		
900 · Direct Student Expense		1,290,781
910 · Office Expense		415,518
920 · Business Expense		1,383,368
930 · Dues, Fees, & Losses		48,800
990 · Operating Contingency & Other Expense		<u>29,431</u>
Total 09 · Additional Expense		<u>3,167,898</u>
Total Operating Expense		<u>9,113,028</u>

Net Operating Income **185,898**

Interest, Depreciation

 11 · Depreciation & Amortization 447,459

Net Income **\$ (261,561)**

APPENDIX

School Improvement Plan Goals and Progress

Note: As of the Annual Report submission date, ACGR cohort rates were not yet validated by OSSE. The data presented below is based on internal data reporting and tracking.

Area in need of support	SMART Goal	Short term expected student outcome	Progress
Support students coming into GEC who fall within an ACGR cohort (under age 22) in obtaining their transcripts from previous schools by improving transcript collection processes and communication to students around the need to submit previous transcripts.	<p>Improve the number of students under age 22 who enroll with a transcript showing previous credit attainment earned by completing the following activities:</p> <p>a) Create a transcript information sheet for students upon entry to inform them who they need to reach out to in order to obtain their transcripts.</p> <p>b) Identify which students in the ACGR cohort did not submit transcripts and hold meetings with the</p>	<p>1. More students under age 22 enroll at GEC with a transcript on file</p> <p>2. More students know and understand the prior credits they have and how prior credits will impact their path to graduation.</p>	<p>GEC has worked diligently to support students of all ages, and especially those under age 22 who enroll to obtain their transcripts. To do this, GEC has taken the following actions:</p> <ul style="list-style-type: none"> • Included a transcript overview section in its iExcel orientation facilitated by the Registrar. Here the Registrar reviews the transcript information sheet and process. • Connected new students directly with the Registrar. • The Registrar has reached out directly to schools to obtain transcripts where applicable • The Registrar inputs newly retrieved transcripts into PowerSchool with a follow-up email so that the Academic Success coach is immediately away of any previous credits earned. <p><i>*Given COVID and distance learning in SY 20-21, GEC continued to conduct enrollment and meetings virtually.</i></p>
Support students coming into GEC who fall within an	1. Maintain and/or improve in-seat attendance	1. ISA for students under 22 is	GEC has worked to support and improve attendance for students in the ACGR cohort

<p>ACGR cohort (under age 22) to improve their attendance (ISA) and truancy rates for students</p>	<p>rates for students 22 and under by implementing collaborative planning meetings with coaches and teachers to create attendance intervention plans that address attendance and attendance barriers.</p> <p>2. Improve truancy rate as to not exceed the previous year's rate by implementing incentive initiatives, collaborative meetings with coaches, and SST meetings with relevant parties. focused on attendance.</p>	<p>maintained or improved.</p> <p>2. Students who are under 18 remain off the truancy list.</p> <p>3. Students enrolled at GEC are not dropped from the roster due to unexcused attendance issues.</p>	<p>through the goals identified in this plan. In SY 20-21, the ISA for students under 22 was 67%, which is 25% higher than in SY 17-18 (42% at the time). In SY 20-21, 5 students were truant as opposed to 36 students in SY 17-18, which is an increase of 31 students.</p>
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<p>Support students at GEC who fall within an ACGR cohort (under age 22) with better understanding how their graduation plan is progressing through more targeted and frequent conversations around credits earned and remaining credits needed to graduate.</p>	<ol style="list-style-type: none"> 1. Improve student understanding of their graduation plan by creating a process in which students are tracked according to terms away from graduation and from their initial entry into GEC. 2. Maintain and/or improve the number of students earning credits each term by creating collaborative planning meetings with coaches and teachers to create credit completion and graduation plans at the start of each term. 	<ol style="list-style-type: none"> 1. Students better understand their pathway to graduation and credits needed to graduate by term. 2. Students maintain productivity by earning credits each term. 3. Students remain on their graduation pathway. 	<p>GEC has made targeted efforts to ensure graduation planning and monitoring progress are fully understood by the student in SY 20-21 by:</p> <ul style="list-style-type: none"> • Providing students with their PowerSchool login during their first week of school; • Holding multiple graduation planning conversations and meetings with the Youth Services Coach; • Created the infrastructure to hold collaborative team meetings to discuss student progress and areas of concern. <p>In SY 20-21, through the above listed intentional strategies and approaches, GEC saw the following outcomes:</p> <ul style="list-style-type: none"> • 40 students (70%) of the potential cohort received graduations plans the Registrar. This is an increase of 15% from SY 17-18. • 45 students (79%) of the potential cohort received graduations plans the Registrar. This is an increase of 57% from SY 17-18.
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<p>Monitor and track students along their secondary completion rate.</p>	<p>1. Improve annual secondary completion rate by creating a process to identify who is slated to graduate two terms from their graduation date at the start of each academic term.</p>	<p>1. Create a plan and process for how to track students two terms away from their graduation</p>	<p>GEC has implemented new practices in place to track students who are one term away from graduation to improve the annual secondary completion rate. This is done through:</p> <ul style="list-style-type: none"> • Rising senior meetings facilitated by the Academic Success Coach and Registrar each term to determine the “on track” progress of identified seniors and/or upcoming seniors (1 term away from graduation) • Ensuring students are on track and productive when identified as a senior. <p>Per OSSE’s Goodwill Excel PCS Report Card, the secondary completion rate was 93.75% in SY 19-20, 88.64% in SY 18-19, and 54.09% in SY 17-18, which continues to show strong increases as a result of the intentional tracking and monitoring strategies put in place. At this time the secondary completion rate for SY 20-21 has not been made available by OSSE. GEC did meet its PCSB graduation goal in SY 20-21 with 78 graduates.</p>
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Annual Report SY2020-21