

The Excel Center[®]



ADULT CHARTER HIGH SCHOOL

Annual Report SY2021-22

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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 sixth 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 2021-22, GEC received approval from PCSB for an enrollment ceiling increase and enrolled 424 students, the biggest enrollment to date, and began the build-out of a second facility. The GEC community's innovative approaches to ensure continued learning and support during a year of transition 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. 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 21-22 the Goodwill Excel Center enrolled 424 District residents and graduated 108 students. Since opening, the Goodwill Excel Center has graduated 485 District residents.

During the pandemic, GEC focused on continuing to offer wrap around support and ensure a strong student connection and an uninterrupted learning environment. The staff adapted to providing instruction in both virtual and hybrid environments to ensure students could access the classes while balancing and navigating many competing priorities. A core tenant of GEC's model is understanding the needs of students and ensuring the academic program meets the needs of students while focusing on strong relationships. Through innovative approaches, as well as a strong commitment to the model and the school community, the GEC community excelled during a time of hardship and thrived in an environment that prioritized student needs.

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 students in preparing for and taking the ACT if they choose. ACT tests are offered on site for all interested students and students are supported in accessing multiple offsite testing opportunities as well. Additionally, GEC hosts two Excel Expos per year in which employers, college counselors, and community vendors share resources and opportunities with students. These events expose students to the wealth of next steps and resources around them and provide access to both career and college pathways for seniors and alumni.

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 can participate in more than one of the career pathway courses 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. Students also have an opportunity to participate and enroll in the dual-credit college course offerings as well. GEC participates in the OSSE dual enrollment program that provides eligible students an opportunity to enroll in a college course and earn college credit while at GEC. Students can take this in addition to their career pathways course or instead of a career pathways course. Eligible students are recommended to the College and Career Readiness (CCR) Team for next steps and interest conversations and then to submit applications.

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 intentional professional presence lessons to prepare them for mock interview day. 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. As opportunities surface, students in career pathways classes also participate in “field trips” to relevant industry locations that align to the careers discussed in classes.

In the BACS course, students can earn up to two certifications from the American Hotel and Lodging Association (AHLEI): Front Desk and Customer Service Gold “Making Connections.” Additionally, students can earn the Bring Your ‘A’ Game Everywhere from the Center for Work Ethic Development. This allows students the opportunity to earn up to a total of three industry recognized certifications in the BACS class. The CCR team teaches the BACS course and prepares students for the certifications. During the certification preparation 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 has also offered a Security & Protective Services pathway course as a career pathway. However, this career pathway remained on hold in school year 2020-21 and school year 2021-22 due to the pandemic and needs of students. 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 potentially in SY 22-23.

In SY 22-23, GEC will be exploring other viable career pathways for students given the new landscape of employment and employability after the pandemic. GEC’s goal is to launch at least one new career pathway in SY 22-23 that provides students with at least one industry recognized credential in a high-demand sector and access to open job availability. The CCR team is analyzing its internal and external research and the goal is to launch a new career pathway in a new sector in Term 3 of SY 22-23. The CCR team works in collaboration with Goodwill of Greater Washington’s (GGW) Workforce Development team to analyze market data and trends paired with GGW’s industry certification course participation to determine the best next steps in launching a new career pathway.

The CCR team is comprised of a Manager of CCR and three CCR Specialists, who work with the students in Senior Seminar, career certifications courses, and the dual enrollment program. In SY 22-23, the CCR team will expand to four CCR Specialists to support the growing alumni network and the addition of new career pathways. In addition to the career pathway courses with the career certifications, GEC provides students the opportunity to take dual enrollment courses with local colleges and universities. In school year 2021-22, 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. In SY 21-22, the CCR team launched

its first GEC Alumni Council, which included alumni elected individuals to lead and facilitate the meetings in partnership with the CCR team. 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. The GEC CCR team is in close connection and contact with students for the first six months post-graduation, but the CCR team remains a constant source of support and resource for alumni for a lifetime. GEC alumni maintain their Microsoft Teams username and email for one-year post-graduation, which supports the close contact and connectivity with the CCR team and the school community.

Student Support Services:

The Goodwill Excel Center provides comprehensive wrap-around services for all students and these services were expanded in SY 21-22 to address barriers arising from the ongoing COVID-19 pandemic and the push to bring students back to campus. 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 Continued Response and Distance Learning section for more information on expanded support services in SY 21-22).

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) and/or 504 plan. 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 four Special Education teachers who serve as co-teachers and support students in various 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. GEC has contracts with multiple contracted partners to ensure strong and timely service delivery to all students. 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 Continued Response and Distance Learning section for more information on expanded SPED services in SY 21-22).

Parent Involvement:

A key area of focus for the Goodwill Excel Center is to promote multi-generational education development and positive life outcomes. 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, which is 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 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 SY 21-22, the Goodwill Excel Center provided additional communication touchpoints to parents and family members through virtual Town Halls as well as added outreach from Academic Success Coaches.

COVID-19 Response and Distance Learning:

The Goodwill Excel Center transitioned to the Microsoft Teams platform in SY 19-20 to provide virtual learning and continued to use this platform in SY 21-22. GEC hosted several on-site vaccination clinics in collaboration with Howard University to promote vaccination education. GEC students and staff and their family and community members were able to join for any of the walk-in vaccination clinics that provided both doses of the vaccine in addition to booster shots.

In SY 21-22, GEC set out to fully open the school and ensure all health and safety protocols were both promoted and communicated to welcome students back. GEC was able to provide synchronous distance learning classes to students. Therefore, GEC continued to operate with classes both in the building and in the synchronous distance learning space utilizing the Microsoft Teams platform and GEC tablets provided to students.

Throughout the SY 20-21, the Goodwill Excel Center developed many strategies to survey its community and ensure an environment of support and these strategies continued in SY 21-22. The Academic Success Coaches surveyed their students to determine student accessibility to devices and internet connectivity.. In response to student technology needs, the Goodwill Excel Center deployed 247 laptops and 70 hotspots to students to increase access to distance learning classes.

Additionally, a variety of communication tools proved to be a critical component of continuing to successfully implement distance learning and create the GEC culture both in the virtual platform and in the school building. Maintaining and continuing daily outreach to students during SY 21-22 was extremely important to ensure students were connected to the school. GEC staff and students utilized Microsoft Teams and phone calls as well as the website inquiry form as main sources of communication. Communication was carried out through the following methods:

- PowerSchool 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 learning in SY 21-22 with the understanding that students, particularly parenting students, faced balancing many responsibilities at home (such as teaching their own children who were potentially learning from home due to quarantine, balancing unknown family and learning schedules, and other responsibilities). As a result, it became essential that opportunities to access the coursework both synchronously and asynchronously were put in place as needed. 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 on a more manageable number of classes. 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 communicate with students who missed assessments the necessary next steps and tutoring time.

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. The Special Education Team continued to utilize a service delivery tracker to monitor students with IEPs and 504 plans and set a goal to have daily check-ins with students with 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.

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 and partner organizations 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. Also, these moments provided extra touchpoints and outreach opportunities to build relationships with GEC students. GEC hosted events both in the virtual space on Microsoft Teams and in person at the school building. GEC also launched its

volunteer days and participated in several volunteer days at Martha's Table, which is one of GEC's partner organizations.

The Goodwill Excel Center excelled in expanding its model of instruction to support all students in SY 21-22. The year brought many challenges and would not have been possible without the GEC team who worked relentlessly to motivate, connect, and encourage students to stay on course despite unique challenges.

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 shown on next page lists the goals GEC must meet per its charter agreement each year. As is shown below, GEC met all of its goals. The data is unvalidated as GEC works to complete validation with PCSB.



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>	Met	55% 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	78% of enrolled students taking Reading Foundations grew at least 75 Lexiles or reached the 1000 level Lexile. 98% 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	75% of enrolled students taking Math Lab A reached a scale score of 480 as indicated by iReady. 95% 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	63% of enrolled students taking Math Lab B reached a scale score of 508 as indicated by the iReady math assessment. 96% students participated in the iRready 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	72% of July 2021 / January 2022 graduates contacted were employed and or enrolled in school within 6 months based on follow up surveys collected. 99% of the July 2021 / January 2022 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	25% 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	78% 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 93%.
<p><i>Leading Indicators</i> The annual in-seat attendance rate will be 60%.</p>	Met	The ISA for SY21-22 was 65%.

Lessons Learned and Action to be taken:

In school year 21-22, the Goodwill Excel Center achieved continued growth in every charter goal despite the impacts of the pandemic and state of distance learning and transition back into the building. This demonstrates a culture of continuous quality improvement and student focused planning. The Goodwill Excel Center met every goal.

Students balanced many competing priorities this schoolyear while staying committed to school. Students were focused on prioritizing the health and safety of their own family, which included supervising some continued at-home learning with children, while balancing employment. For some students, this impacted the number of classes and level of focus they could give to their classes. Most students demonstrated great resilience and continued to commit to their journey. Even with all these contributing factors, GEC graduated 108 students in SY 21-22, which is a tremendous celebration!

In SY 22-23, the GEC team will advance the following strategies to meet and improve charter goal attainment:

- Expand to two facilities to provide students an opportunity to choose a school site based on seat availability. Also, the expansion to two facilities will allow for more space in each facility for learning and collaboration with students and staff.
- Identify focus students early in each team through a students of concern process that supports student credit attainment each academic term.
- Utilize more re-engagement strategies and approaches with Academic Success Coaches and Teacher. Expand the student support team meetings to encourage proactive interventions.
- Provide internal and external staff development opportunities, especially teacher professional development opportunities to support addressing instructional gaps for students and retention best practices.
- 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 continue to participate in the OSSE dual enrollment program in SY 2022-23.
- Continue to utilize Microsoft Teams platform to increase student connectivity and communication. All students are provided a Microsoft Teams login and email username when they enroll.
- Further develop and strengthen the IT infrastructure in place to support student and staff IT needs and continue a strong laptop deployment process as needed.
- 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 21-22.

College and Career Readiness Disaggregated Data

The following table illustrates disaggregated CCR data for school year 21-22. The data includes graduates from July 2021 and January 2022. This data is self-reported by students through a survey administered by the CCR team in the six-month window after graduation.

SY 21-22

Graduates	95 graduates
# of Graduates who earned an industry-recognized credential by graduation	95 graduates (100%)
# of Graduates who earned one three-credit college-level class by graduation	0 graduates (0%)
# of Graduates who participated in the follow-up survey	94 graduates (99% response rate)
# of Graduates employed (six months post-graduation)	58 graduates (58/95=61%)
# of Graduates in college (six months post-graduation)	11 graduates (11/95=12%)
# of Graduates in post-secondary training program six months post-graduation)	8 graduates (8/95=8%)
# of Graduates not reporting college, career, and/or secondary training program in follow-up survey (six months post-graduation)	24 graduates (24/95=25%)

The table above illustrates the various paths students choose to pursue when they leave GEC. The College and Career Readiness Team (CCR Team) supports graduates who wish to move into a career by providing career navigation, job application support, and interview preparation. 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.

As evidenced by the strong participation (99%) in the post-graduation follow-up survey, GEC alumni have built strong relationships with staff and stay connected with the CCR Team for support after graduation. GEC alumni keep their Teams logins for six months post-graduation, and this has increased communication after graduation. GEC alumni can attend the GEC Expo held two times per year and can join the GEC Alumni Council launched in SY 21-22. In SY 22-23, the CCR Team will be launching a GEC Alumni LinkedIn Page and to create another pathway to support and keep in touch with 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 21-22, even while shifting to a virtual learning environment due to the global pandemic. In SY 21-22, GEC graduated 26% (108 graduates) of its audited enrollment number, which exceeds the 25% goal in the second 5-year review period.

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 21-22 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.

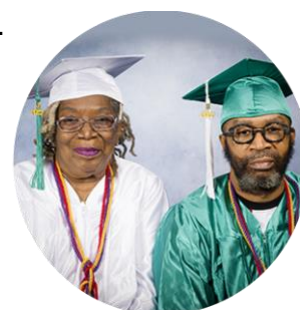
Unique Accomplishments

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

- The Goodwill Excel Center received approval from PCSB in March 2021 for an enrollment ceiling increase to serve 425 students in SY 21-2022 and up to 550 students by SY 22-23. In SY 21-2022, GEC enrolled 424 students, the largest enrollment to date.
- GEC began construction of its second facility located at 1201 Maryland Ave SW that will officially open for classes in SY 2022-23.
- GEC graduated 108 students, all of whom earned at least one industry-recognized career certification. GEC hosted two in-person graduations for graduates at Strathmore Hall and at Audi Field.
- 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 2021 and staff hosted the second Excel Expo in June 2022 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.

Success Stories

- **Juliet McKenzie:** July, 2022 graduate – Ms. McKenzie graduated in July 2022 with certifications from the Business Administration and Communications class. While a student at GEC, Ms. McKenzie worked for the Goodwill of Greater Washington Contracts Team in the Ability One Program. She learned about GEC from her work with GGW and knew she had to obtain her high school diploma. After graduation, Ms. McKenzie earned a promotion and expanded her work hours. She was also awarded the organization-wide RISE award for Respect.
- **Tammy Fogle:** July, 2022 graduate – Ms. Fogle graduated in July 2022 with certifications from the Business Administration and Communications class. While she was a student at GEC she worked in an entry-level position at United States Parcel Service (USPS). After graduation, she was promoted to a Manager position at USPS and saw a significant increase in income. Ms. Fogle wants to continue to pursue different promotional opportunities at USPS and has her eye on attending college and earning her associates degree too.
- **Jacquela Hughes:** July, 2022 graduate – Ms. Hughes graduated in July 2022 with certifications from the Business Administration and Communications class. Her daughter also graduated with her from the YMCA Child Development Center as she attended the center while Ms. Hughes attended classes at GEC. Ms. Hughes is currently applying to UDC to pursue her goal of becoming a social worker. She is also working in the Hospitality industry as a server while she awaits her college acceptance.
- **Mina Smith and Kevin Smith:** July, 2022 graduates – Ms. Smith and Mr. Smith graduated in July 2022 with certifications from the Business Administration and Communications class. Ms. Smith and Mr. Smith are mother and son and brought great energy to the GEC community during their time as students. Ms. Smith, who is always known for telling peers, staff, and classmates to “keep smiling” decided it was her time to return to school. Her son, Mr. Smith, joined his mother and together, they graduated in July. Mr. Smith is currently taking next steps towards his career in Business and IT. Ms. Smith is continuing to be a mentor and volunteer in the community.
- **Karla Mack:** January, 2022 graduate – Ms. Mack graduated in January 2022. She came to GEC after her daughter graduated in 2021. Ms. Mack graduated with certifications from the Business Administration and Communications class. While attending GEC, Ms. Mack worked for DCPS in the transportation department. She is currently enrolled at Catholic University working on her bachelor’s degree in human services.



Donors

GEC received donated legal services during FY2022 from [Morris, Manning & Martin, LLP](#) valued at \$39,355.

Data Report

SY 2021-22 Annual Report Campus Data Report

LEA Name:	Goodwill Excel Center PCS
Campus Name:	Goodwill Excel Center PCS
Grades served:	Alternative
Overall Audited Enrollment:	424

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	418	0	0	6	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:	0.00%
Expulsion Rate:	0.00%
Instructional Time Lost to Out-of-School Suspension Rate:	0.00%
In-Seat Attendance:	64.3%*
Average Daily Attendance:	No action necessary*
Midyear Withdrawals:	63.70% (274 students)**
Midyear Entries:	53.70% (231 students)**
Promotion Rate:	2.90%
College Acceptance Rates:	Not applicable
College Admission Test Scores:	Not applicable
Graduation Rates:	19.60

* The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. 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 2021-22, 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:	17.65%
Number of Teachers:	20
Teacher Salary	
1. Average	\$80,783
2. Range	\$62,000 to \$99,500

Staff Qualifications	
Bachelors	30.23%
Doctorate	9.30%
Some College	4.65%
Masters	53.49%
Associates	2.33%

Executive Compensation		
Employee Name	Job Name	Base Salary
Kirk, Chelsea	Executive Director, Excel	\$160,000.00
Pengelly, Thomas	Director, Excel Center	\$124,000.00
Chambers-Turner, Ruth	Director, Excel Center	\$118,000.00
Hopkins, Lawrence	Manager, Student Support Services	\$117,621.13
Terry, Vershaun	Special Populations Coordinator	\$117,621.13

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.



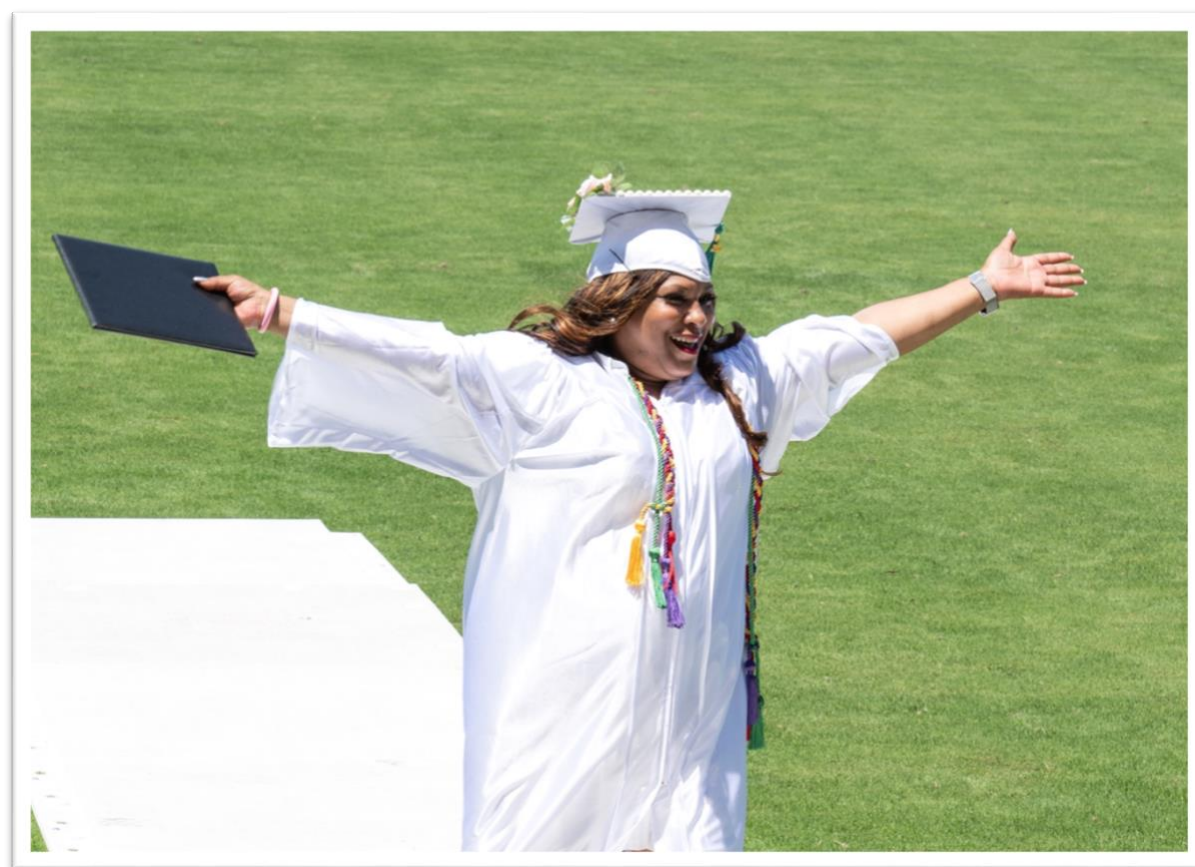
Appendices

Staff Roster

Teachers and Staff Working Directly with Students SY 2020-21

Name	Job Title
Abdul-Rahim, Amina	Registrar
Anderson, Melissa	Instructor STEM (Mathematics/Science)
Baker, Dale	Instructor/Teacher (Humanities)
Benham, Nathaniel	College and Career Readiness Specialist
Bennett, Ashley	Instructor/Teacher (Humanities)
Chambers-Turner, Ruth	Director, Excel Center
Chambers-Turner, Ruth	Director, Excel Center
Cosper, Laurance	Instructor STEM (Mathematics/Science)
Covington, Tyra	Instructor/Teacher (Mathematics)
Daniels, Derek	Youth Services Success Coach
Daniels, Janae	Academic Success Coach
Eldon, Anthony	Instructor/Teacher (Humanities)
Garnett, Kenjuan	Youth Services Success Coach
Gbondo, Yema	Lead Academic Success Coach
Grant, Marcia	Special Education Instructor (Reading)
Hall, Stephanie	Special Education Instructor (Mathematics)
Height, Roshawne	Academic Success Coach
Hill, Latoya	Lead Instructor
Hopkins, Lawrence	Manager, Student Support Services
Jacobs, Zain	College and Career Readiness Specialist
Keeks, Dillon	Instructor/Teacher (Humanities)
Kelley, Kimberly	Reading Foundations Teacher
Kingston-Williams, Salome	Academic Success Coach

Kirk, Chelsea	Executive Director, Excel
Mack, Deven	Administrative Coordinator GEC
McDonald, Joseph	Manager, College and Career Readiness
Melifonwu, Susan	Technology Resource Teacher
Moreno, Marco	Instructor/Teacher (Humanities)
Murphy, Kelly	Special Education Instructor (Reading)
Olufade, Ayo	Instructor STEM (Mathematics/Science)
Owens-Calloway, Lavon	Special Education Instructor (Mathematics)
Parker, Marcel	Academic Success Coach
Pengelly, Thomas	Director, Excel Center
Perry, Brian	GEC Computer Systems Manager
Rhodes, Dawn	Senior Office Manager



BOARD ROSTER

Name	Role	DC Resident	Date of Appointment	Date Appointment Expires
Scott Bess	<i>Member</i>	No	4/14/16	12/1/22
Polaris Bailey	<i>Student Member</i>	Yes	10/12/21	6/30/22
Michelle D. Gilliard, Ph.D.	<i>Member</i>	No	6/15/15	12/1/24
Glen S. Howard	<i>Chair</i>	Yes	6/15/15	12/1/24
Elizabeth (Betsy) Karmin	<i>Secretary</i>	Yes	6/15/15	12/1/24
Shirlissa Steele	<i>Student Member</i>	Yes	10/12/21	6/30/22
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	12/1/24

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

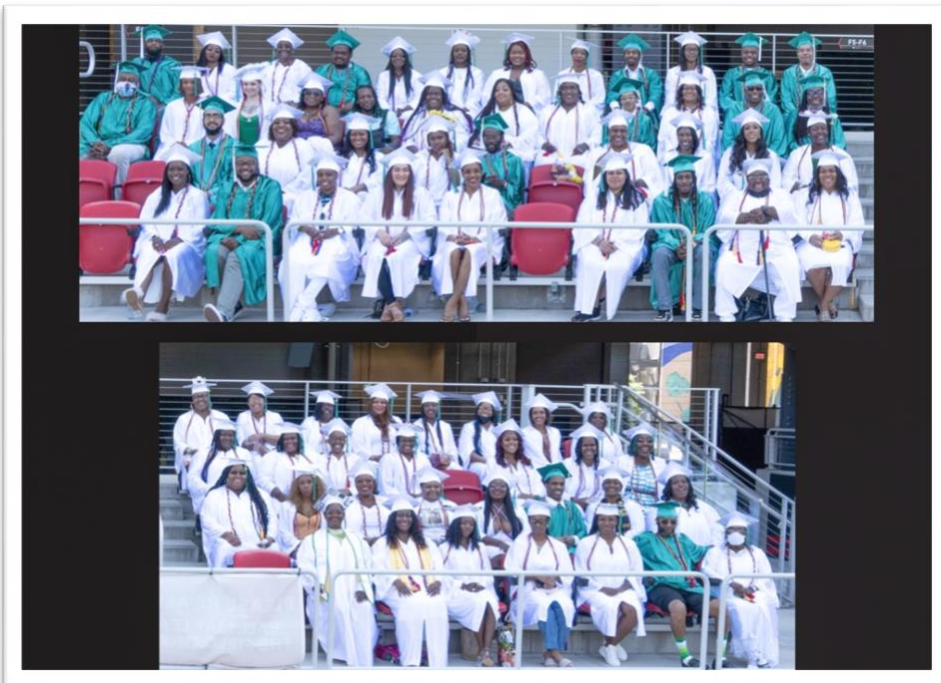


ADULT CHARTER HIGH SCHOOL



↑ January 2022

↓ July 2022



THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION - UNAUDITED
June 30, 2022

ASSETS

Current Assets

Cash and cash equivalents	\$ 9,224,610
Accounts receivable	1,107,630
Prepaid expenses	142,949
Right-of-use asset, current portion	<u>2,259,164</u>

Total Current Assets 12,734,353

Deposits	63,258
Right-of-use asset, net of current portion	6,211,694
Property and equipment, net	<u>4,530,092</u>

TOTAL ASSETS \$ 23,539,397

LIABILITIES AND NET ASSETS

Liabilities

Current Liabilities

Accounts payable and accrued expenses	\$ 1,126,597
Lease liability, current portion	<u>681,315</u>

Total Current Liabilities 1,807,912

Lease liability, net of current portion	<u>12,558,920</u>
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TOTAL LIABILITIES 14,366,832

Net Assets

Without donor restrictions	<u>9,172,565</u>
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TOTAL NET ASSETS 9,172,565

TOTAL LIABILITIES AND NET ASSETS \$ 23,539,397

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES - UNAUDITED
For the Year Ended June 30, 2022

REVENUE AND SUPPORT	
Per pupil allocation	\$ 9,283,012
Private grants and contributions	39,360
Federal grants	444,873
Interest income	<u>745</u>
TOTAL REVENUE AND SUPPORT	<u>9,767,990</u>
EXPENSES	
Program Service:	
Adult Education	7,928,977
Supporting Service:	
Management and general	<u>534,084</u>
TOTAL EXPENSES	<u>8,463,061</u>
CHANGE IN NET ASSETS	1,304,929
NET ASSETS, BEGINNING OF YEAR	<u>7,867,636</u>
NET ASSETS, END OF YEAR	<u><u>\$ 9,172,565</u></u>

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES - UNAUDITED
For the Year Ended June 30, 2022

	Program Service	Supporting Service	
	Adult Education	Management and General	Total
Personnel, Salaries and Benefits:			
Contracted labor	\$ 4,418,106	\$ 141,100	\$ 4,559,206
Professional development	65,298	-	65,298
Other contracted labor-related expense	1,155	-	1,155
Total Personnel, Salaries and Benefits	<u>4,484,559</u>	<u>141,100</u>	<u>4,625,659</u>
Direct Student Costs:			
Child development center	580,417	-	580,417
Student books and learning material	126,456	-	126,456
Other students costs	117,634	-	117,634
Computer support	90,163	-	90,163
Student recruiting	39,343	-	39,343
Student assessments	20,217	-	20,217
Student transportation stipends	7,422	-	7,422
Supplies, materials and snacks	6,914	-	6,914
Total Direct Student Costs	<u>988,566</u>	<u>-</u>	<u>988,566</u>
Occupancy:			
Lease expense	909,922	-	909,922
Depreciation and amortization - facilities	136,910	-	136,910
Utilities and garbage removal	15,700	-	15,700
Other occupancy expenses	8,872	-	8,872
Janitorial supplies	5,803	-	5,803
Maintenance and repairs	4,586	-	4,586
Total Occupancy Expense	<u>1,081,793</u>	<u>-</u>	<u>1,081,793</u>
Office Expenses:			
Telecommunications	-	29,792	29,792
Office supplies	-	24,609	24,609
Printing and copying	2,550	18,681	21,231
Other	-	3,659	3,659
Postage	-	2,126	2,126
Total Office Expenses	<u>2,550</u>	<u>78,867</u>	<u>81,417</u>
General Expenses:			
Professional and consulting fees	1,240,023	73,206	1,313,229
Depreciation and amortization - Non-facilities	130,767	106,364	237,131
Dues, fees, licenses and fines	-	45,136	45,136
Accounting, auditing and payroll	-	44,387	44,387
Insurance	-	29,551	29,551
Other	719	15,473	16,192
Total General Expenses	<u>1,371,509</u>	<u>314,117</u>	<u>1,685,626</u>
TOTAL EXPENSES	<u><u>\$ 7,928,977</u></u>	<u><u>\$ 534,084</u></u>	<u><u>\$ 8,463,061</u></u>

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
Approved Budget
For the Year Ending June 30, 2023

Revenue

04 · State and Local Revenue	
400 · Per-Pupil Operating Revenue	\$ 9,338,682
410 · Per-Pupil Facility Revenue	1,651,416
Total 04 · State and Local Revenue	<u>10,990,098</u>
05 · Federal Revenue	
500 · Federal Grants	20,000
Total 05 · Federal Revenue	<u>20,000</u>
06 · Private Revenue	
Total 06 · Private Revenue	-
Total Revenue	<u>11,010,098</u>

Operating Expense

07 · Staff-Related Expense	
700 · Curricular Contracted Labor	3,063,973
720 · Supplemental Contracted Labor	2,313,091
760 · Professional Development	60,400
770 · Other Contracted Labor	350,130
780 · Other Contracted Staff Expense	70,550
Total 07 · Staff-Related Expense	<u>5,858,144</u>
08 · Occupancy Expense	
800 · Occupancy Rent Expense	1,134,949
810 · Occupancy Service Expense	128,700
Total 08 · Occupancy Expense	<u>1,263,649</u>
09 · Additional Expense	
900 · Direct Student Expense	1,462,521
910 · Office Expense	371,011
920 · Business Expense	1,513,485
930 · Dues, Fees, & Losses	50,000
990 · Operating Contingency & Other Expense	29,431
Total 09 · Additional Expense	<u>3,426,448</u>
Total Operating Expense	<u>10,548,241</u>

Net Operating Income **461,857**

Interest, Depreciation

 11 · Depreciation & Amortization 819,591

Net Income **\$ (357,734)**

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
<p>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>	<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 students.</p>	<ol style="list-style-type: none"> 1. More students under age 22 enroll at GEC with a transcript on file 2. More students know and understand the prior credits they have and how prior credits will impact their path to graduation. 	<p>GEC 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.

Area in need of support	SMART Goal	Short term expected student outcome	Progress
<p>Support students coming into GEC who fall within an ACGR cohort (under age 22) to improve their attendance (ISA) and truancy rates for students</p>	<ol style="list-style-type: none"> 1. Maintain and/or improve in-seat attendance 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. 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. 	<ol style="list-style-type: none"> 1. ISA for students under 22 is maintained or improved. 2. Students who are under 18 remain off the truancy list. 3. Students enrolled at GEC are not dropped from the roster due to unexcused attendance issues. 	<p>GEC has worked to support and improve attendance for students in the ACGR cohort through the goals identified in this plan. In SY 21-22, the ISA for students under 22 was 63%, which is 21% higher than in SY 17-18 (42% at the time). In SY 21-22, 22 students were truant as opposed to 36 students in SY 17-18, which is an increase of 15 students.</p>

<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 21-22 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 21-22, through the above listed intentional strategies and approaches, GEC saw the following outcomes:</p> <ul style="list-style-type: none"> • 4-year ACGR cohort: 28 of the 34 students (83%) of the potential cohort received graduations plans from the Registrar. This is an increase of 28% from SY 17-18. • 5-year ACGR cohort: 46 of the 58 students (79%) of the potential cohort received graduations plans from the Registrar. This is an increase of 57% from SY 17-18.
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Area in need of support	SMART Goal	Short term expected student outcome	Progress
Monitor and track students along their secondary completion rate.	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.	1. Create a plan and process for how to track students two terms away from their graduation	<p>GEC has continued to implement its 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 100% in SY 20-21, 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 because of the intentional tracking and monitoring strategies put in place. At this time the secondary completion rate for SY 21-22 has not been made available by OSSE. GEC did meet its PCSB graduation goal in SY 21-22 with 108 graduates.</p>



Annual Report SY2021-22