

The Excel Center[®]



ADULT CHARTER HIGH SCHOOL

Annual Report SY 2017-18



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Board Chair:
Glen Howard

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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 second 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 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 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 are also offered transportation assistance and 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 flexible schedules based on student and course availability.

SCHOOL PROGRAM

In the District of Columbia, over 60,000 residents lack a high school credential, yet by 2020 nearly 75 percent of all jobs in the city will require education beyond a high school diploma. To respond to the needs of adult residents in need of a high school diploma, Goodwill of Greater Washington founded the Goodwill Excel Center, the District's first diploma granting adult charter high school intended to serve residents who previously dropped out of school. The school's education plan 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; (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 the small victories that yield to larger successes by hosting awards ceremonies for each of the 5, 8-week terms. In its first year, the Goodwill Excel Center enrolled 382 District

residents, and graduated 15 students. In the second year of operation, The Goodwill Excel Center enrolled 356 District residents and graduated 91 students.

Core Curriculum Design and Instructional Approach:

Students begin their educational journey at the Goodwill Excel Center after attending a 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 high school ready, as deemed by assessment scores, are enrolled into a mathematics lab and/or a reading foundations class. In math lab and reading foundations classes, students are able to earn elective credits while acquiring the baseline skills needed to form the foundation for their next level humanities and STEM courses. During this stage, 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, staff work with students to create a path to graduation that meets students where they are, while also taking into account other demands adult students balance like work and family. Academic Success Coaches work with students to create graduation plans and both identify and remove barriers that might stand in the way of success at the Goodwill Excel Center.

Students who are placed into math and/or reading foundation lab classes are required to take both courses until they are assessed to 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 courses through progressive courses that reflect 21st century expectations for science, technology and mathematics. In order to receive high school credit for coursework and to 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 have the opportunity to earn full credits in the 8-week term. Due to the accelerated model, attendance is a large focus and necessity. Additionally, Goodwill Excel Center students take online courses to satisfy music, art appreciation, and world language requirements.



Goodwill Excel Center's goal is for graduates to earn both a high school diploma and an industry-recognized credential 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 required to take Senior Seminar, in which students take both personality and professional assessments, and come to understand the rigors, and expectations of post-secondary success in the District of Columbia and its surrounding areas. In Senior Seminar, students create professional portfolios and decide on their college and career pathway. The Goodwill Excel Center also requires that before selecting either a college or a career track, all students enroll in an ACT preparation class and take the ACT. Additionally, all students are required to take a Computer Applications Course that prepares students for a pathway to earn Microsoft Office certification.

The Goodwill Excel Center is working to allow students to take full advantage of Goodwill of Greater Washington's workforce development credential bearing training classes. In school year 2017-2018 students had the opportunity to enroll in Hospitality training. In school year 2018-2019, offerings will be expanded to include Security & Protective Services training. Instruction in the Construction and Health Care fields are being explored as class options in school year 2018-2019.

Student Support Services:

The Goodwill Excel Center provides comprehensive wrap around services for all students. 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 mental health intervention, referral, and counseling, substance abuse identification, referral, and counseling, childcare support, transportation subsidy distribution, homeless counseling, and housing referrals. As students receive support from their Academic Success Coach, students also meet with the Registrar to review their customized path toward graduation. Students continue to have an Academic Success Coach until they graduate, which allows for a strong relationship to be built and a long-lasting support system to be put in place. As students approach College and Career Readiness (CCR) Courses, and students take Senior Seminar, students also receive the support of the CCR team who begins to plan and support their post-graduation plan. The CCR team is comprised of a Manager of CCR and a CCR Specialist, who work with the students in Senior Seminar and career certifications courses. Additionally, the CCR team follows students 6-months post-graduation to support them in their post-secondary education and career plans. The CCR Team works to facilitate job placement and college entrance for students interested in either or both pathways and also creates a strong relationship with students that continues as students become alumni.

Special Education and Specialized Instruction:

All students have access to a rigorous specialized instructional program that supports inclusionary practices, which meet the needs of all students with exceptionalities in order to promote personal success in school, work and life. Support for students under the age of 22 with special education needs is 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 and a School Psychologist. 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 Special Education team works closely with the Academic Success Coaches to collaborate around barrier removal and academic supports needed for students.

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 that wants to ensure they feel at home and can always bring their family into the discussion for extra support. 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, the 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.

SCHOOL PERFORMANCE

Performance and Progress

School year 2017-2018 is the first year the Goodwill Excel Center operated under alternative accountability goals approved by the DC Public Charter School board in November, 2017. Of the 11 charter goals measured, the Goodwill Excel Center met or exceeded 9 of its 11 goals. PARCC Results are not being reported in this section given the number of students who took the test was too small to report results.



The Goodwill Excel Center PCS – Goals and Academic Achievement Expectations	Met / Not Met	Progress Toward Goals
<p><i>Achievement</i> 50% of students who graduate by August 25th of a calendar year will earn a composite ACT score of at least a level required by the University of the District of Columbia's Flagship Program for admittance. (The ACT cutoff is currently set at 16)</p>	Not Met	School year 17-18 was the first year students at the Goodwill Excel Center were asked to take the ACT. Of the 91 graduates, 20.3% scored a 16 or higher on the ACT.
<p><i>Progress</i> An average of at least 65% of students will earn at least one credit in one of the first four program years, and the average will not fall below 55% in any of the first four program years.</p>	Met	76.1% of students earned at least one credit which was an 18% increase from SY 16-17.
<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	67.1% of students who initially tested below 1000 Lexile level on the Scholastic Reading Inventory either grew at least 75 Lexiles or reached the high school ready Lexile level of 1000 as indicated by the Scholastic Reading Inventory.
<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	93.41% of enrolled students taking Math Lab A reached a scale score of 480 as indicated by iReady.
<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	97.06% of enrolled students taking Math Lab B reached a scale score of 508 as indicated by the iReady math assessment.

<p><i>College and Career Readiness - Credentials by the end of program year</i></p> <p>By the end of academic school year 2017-18, 65% 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></p> <p>By the end of at least one of the following school years, 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, and at least 50% of graduates annually 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	100% of July 2017 / January 2018 graduates contacted were employed and or enrolled in school within 6 months based on follow up surveys collected.
<p><i>Gateway Indicator</i></p> <p>Graduation - In at least one of the following years, at least 25% of Goodwill Excel PCS's verified enrolled students will graduate by the end of the academic year and the percent of verified enrolled students who graduate by the end of the academic year will not fall below 10% in any of the following years: SY 2017-18, 2018-19, 2019-20.</p>	Met	25.2% of the school's verified enrolled students graduated by the end of the academic school year.
<p><i>Leading indicators</i></p> <p>During the school year, the average re-enrollment from term to term is 75%, excluding the students who have graduated.</p>	Met	77.2% of students on average re-enrolled term to term.
<p><i>Leading indicators</i></p> <p>The school's annual cumulative audited enrollment rate will not go below 70%.</p>	Met	The Goodwill Excel Center maintained a cumulative audited rate of 86.1%.
<p><i>Leading Indicators</i></p> <p>The annual in-seat attendance rate will be 60%.</p>	Not Met	The ISA for SY 17-18 was 52.4%. While the rate improved by four percentage points from SY 16-17, the ISA for 17-18 fell below target by 8 percentage points.



Lessons Learned and Action to be taken:

In School Year 18-19, Goodwill Excel Center staff will be focused on ensuring progress in both ACT achievement and in seat attendance (ISA) rates.

The Goodwill Excel Center's ACT team, led by the Lead Instructors, analyzed ACT data from the ACT class and ACT exams in SY 17-18 to drive instructional needs and planning strategies for SY 18-19. To increase student performance on the ACT, improvements will be made in the ACT class curriculum and implementation. ACT standards are now spiraled throughout the core curriculum and are introduced during the core class progressions. Additionally, the ACT class is co-taught by both STEM and Humanities Instructors and has a more narrowed focus on content review and test-taking strategies. Also, there will be an increased focus on scheduling students for both the ACT class and the ACT exam at a time when they are still in their core curriculum classes so they are engaged in key content material on the exam. Lastly, the school has secured two ACT test dates that are on site at the Goodwill Excel Center so that students can take the test in an environment that is familiar to them, helping to alleviate test anxiety and ensure high participation rates.

While in seat attendance (ISA) continues to be an area in need of improvement, the school's overall ISA increased by over four percentage points from SY 16-17 to SY 17-18. The school has evaluated attendance data, policies, and procedures has made adjustments to ensure the ISA goal is met. Through improved student scheduling, better and more accurate attendance tracking, an increased number of Academic Success Coaches on staff intervening to address reasons and barriers behind lower than expected student attendance, it is anticipated the school ISA will continue to improve.

Unique Accomplishments

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

- The DC PCSB board voted to approve the Alternative Accountability Framework ("AAF") designation for the Goodwill Excel Center on October 17, 2016. On November 11, 2017, the Goodwill Excel Center's charter agreement was amended to include updated goals under this Framework.
- The YMCA of the National Capital Region operates a fully licensed Child Development Center in the school, to serve children of students enrolled in the school. At any given time, twenty-four children are able to take advantage of childcare services at no cost to the student. In SY 17-18, 100 children were served in the center and 10 children had parents who graduated from the Goodwill Excel Center.
- In SY 2017-18 the Goodwill Excel Center welcomed 9 guest authors to speak with Humanities classes about their books and engage in book talks and author discussions. The guest authors were coordinated with organizations such as Perry Hooks Books and The Pen Faulkner Writers in the Classroom Program. Through the guest author series, students were given the opportunity to read texts and meet the authors. This also

inspired the first annual Goodwill Excel Center Literary Magazine, “Our Voices Matter,” which is a series of published student writing.

- All Goodwill Excel Center graduates (91) graduated with at least one industry-recognized career certification. Additionally, the school expanded its industry-recognized career certification pathways and had its first class of Hospitality graduates.

Success Stories

- **Keonna Young:** January 2018 graduate – Keonna is working two different jobs in an area she is very passionate about: serving people who have special needs. She works at Hope Found as a Direct Support Professional and also works at Individual Advocacy Group (IAG) as a Support Professional. She says she plans to go back to school for her CNA certification and her degree in business management, but right now wants to work in her career field. She loves working with people who need help and says the Goodwill Excel Center provided her the opportunity to focus on herself and then get a job working with people who truly need the support.
- **Alexus Cook:** July 2017 graduate – Alexis is currently working part-time at Mellow Mushroom. She graduated in August 2018 from UDC with a certificate in Medical Office Administration. She is currently looking for a job in a hospital or doctor’s office to put her Medical Office Administration certificate to use. She feels as though the Goodwill Excel Center allowed her the opportunity to get her high school diploma and move onto additional post-secondary training and a career, and now is focused on advancing her career in a field she is passionate about.
- **Joshaun Armstrong:** July 2017 graduate – Joshaun graduated from Goodwill of Greater Washington’s security training program this past June and just finished working his seasonal job at Six Flags as a security officer. He is now working at Mazza Gallery as a security officer. He is working on obtaining his next license in the security field and gaining more experience in the sector. He said the Goodwill Excel Center truly helped him to give him that second chance of getting his high school diploma and then finding the security training program through Goodwill.

List of Donors

1. The Harry and Jeanette Weinberg Foundation
2. Adam Meyerson

Data Report

SY 2017-18 Annual Report Campus Data Report

LEA Name:	Goodwill Excel Center PCS
Campus Name:	Goodwill Excel Center PCS
Grades served:	9 - 12
Overall Audited Enrollment:	356



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	303	0	0	53	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:	152
Suspension Rate:	1.7%
Expulsion Rate:	0.28%
Instructional Time Lost to Out-of-School Suspension Rate:	0.24%
In-Seat Attendance:	52.4%
Average Daily Attendance:	No action necessary.
Midyear Withdrawals:	62.6% (223 students)*
Midyear Entries:	46.9% (167 students)*
Promotion Rate:	30.1%
College Acceptance Rates:	Not Applicable
College Admission Test Scores:	Not Applicable
Graduation Rates:	Not Applicable

Faculty and Staff Data Points	
Teacher Attrition Rate:	42.85%
Number of Teachers:	15
Teacher Salary	
1. Average	\$76,893.33
2. Range	
Minimum	\$61,000
Maximum	\$99,500

*Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Appendices

STAFF ROSTER

Teachers and Staff Working Directly With Students SY 2017-2018	
Name	Job Title
Abdul-Rahim, Amina	Registrar
Anderson, Jeffery Andrew	Technology Resource Teacher
Brown, Amina N.	Director, Excel Center
Chambers-Turner, Ruth	Lead Instructor (STEM)
Covington, Tyra Rena	Instructor/Teacher (Mathematics)
Daguilh, Joelle Y.	Special Education Instructor (Reading)
Daniels, Janae D.	Academic Success Coach
Garnett, Kenjuan	Instructor/Teacher (Humanities)
Gbondo, Yema Margaret	Academic Success Coach
Gollman, Lakeyia	Instructor/Teacher (Mathematics)
Granville, Christina R.	Instructor/Teacher (Science)
Hall, Stephanie	Special Education Instructor (Mathematics)
Hall, Tantalia A.	Instructor/Teacher (Science)
Hart, Nashingda N.	Data Administrative Assistant
Hopkins, Lawrence W.	Manager, Student Support Services
Johnson, Brittany	Lead Instructor (Mathematics)
Jones, Brittney	Instructor/Teacher (Humanities)
Jones, Nicole Alexis	Post-Secondary Success Coach
Keeks, Dillon Sean	Instructor/Teacher (Humanities)
Kirk, Chelsea J.	Director, Excel Center
Lewis, Durrell E.	Instructor/Teacher (Mathematics)
Mack, Jennifer	Instructor/Teacher (Mathematics)
Mccarthy, Megan A.	Academic Success Coach

Murphy, Kelly A.	Special Education Instructor (Reading)
O'Donnell, Rachel	Special Education Instructor (STEM)
Parker, Marcel Donte	Academic Success Coach
Purvis, Mark Ty	Instructor/Teacher (Mathematics)
Rhodes, Dawn Y	Office Manager
Samuel, Monica W.	School Psychologist
Starling, Guy W	Academic Success Coach
Taliaferro, Latia C	Lead Academic Success Coach
Tecle, Esther	Special Education Instructor (STEM)
Terry, Vershaun O.	Special Populations Coordinator
Tyler, Demetri M.	Data Performance Manager
White, Chanelle	Administrative Coordinator
Womack, Audrienne Roberts	Instructor (Reading)

Teacher and Staff Qualifications

Four percent of the Goodwill Excel Center teachers and staff who work with students regularly have post-doctorate degrees, sixty-four have master's degrees and twenty-one percent have bachelor's degrees. The remaining eleven percent of staff have completed some college coursework.



BOARD ROSTER

The Goodwill Excel Center Public Charter School Board of Directors				
Name	Role	DC Resident	Date of Appointment	Date Appointment Expires
Scott Bess	<i>Member</i>	No	4/14/16	12/1/19
Edward Dyson	<i>Student Member</i>	Yes	3/20/18	12/1/18
Michelle D. Gilliard, Ph.D.	<i>Member</i>	No	6/15/15	12/1/18
Glen S. Howard	<i>Chair</i>	Yes	6/15/15	12/1/18
Elizabeth (Betsy) Karmin	<i>Secretary</i>	Yes	6/15/15	12/1/18
Sancha Lee	<i>Student Member</i>	Yes	3/20/18	12/1/18
Elizabeth Lindsey	<i>Member</i>	Yes	3/22/16	12/1/19
Catherine Meloy	<i>Ex Officio/ President & CEO (Non-voting)</i>	No	N/A	N/A
Carolyn Stennett	<i>Member</i>	Yes	6/15/15	12/1/18
April Young	<i>Treasurer</i>	No	6/15/15	12/1/18

CLASS OF JANUARY 2018



CLASS OF JULY 2018

