



DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Glen Howard- Goodwill Excel Center Public Charter School

SUBJECT: Charter Amendment Request for: (Mark all that apply)

- Enrollment Ceiling Increase
Program Replication of Grades Served
Grade Level Expansion (Single Grade)
Grade Level Expansion (Grade Band)
Additional Facility or New Location
Goals and Achievement Expectations
Mission or Education Philosophy
Curriculum, Standards or Assessments
Name Change - Campus or Facility
Campus Reconfiguration
LEA Status for Special Education
Special Education Enrollment Preference
Governance Structure
Graduation Requirements
Competency-Based Learning Application

SUBMISSION DATE: 3/6/2020

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.

Overview of School Performance

- 1. Provide the following information about your Local Education Agency (LEA) by campus:
a) Campus name(s) and location(s): Goodwill Excel Center PCS located at 1776 G Street, NW, Washington DC
b) Year opened: 2016
c) Grade levels served (Currently and at maturation of charter agreement, if applicable): 9-12
d) Date that charter will be eligible for possible renewal: 2031

2. Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)

- Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.
School is not currently under corrective action.
Has historically met enrollment projections w/in 80% of target.
School has been in operation for 3+ years.
School is currently accredited. Enter expiration date.

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: Enter text.

Disclaimer: While processing this application, DC PCSB staff may contact you later to request additional information for the Board's consideration. By submitting this application, you agree to cooperate with DC PCSB staff to ensure your application is processed in a timely manner. For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.



PROPOSAL

Goodwill Excel Center Public Charter School submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on_____, 20_____ (*leave blank if this has not been determined*).

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

In response to DC PCSB's change in how it will measure schools eligible for Alternative Academic Framework (AAF), the Goodwill Excel Center would like to immediately align with this new guidance in this school year 19-20. The guidance, distributed via e-mail on October 8, 2019 asks AAF-eligible schools to adopt goals in the following criteria: achievement *or* growth, a minimum ELA/Reading and Math, assessments that include a participation rate and that assess the majority of the population, and PARCC is encouraged, but not mandatory if the school's academic assessment meets the other criteria. Given our mission to meet the needs of adult students wishing to earn a high school diploma, and our track record of success here in DC with that population, we are proposing to adopt the AAF using all of our existing goals except one, and change the business rules of three. One again, given the guidance came out in October, 2019 of this school year we request that the new goals addressing this guidance be applied to the assessment of Goodwill Excel Center's goal attainment in SY 19-20.

2. How will the proposed amendment(s) support or enhance the school's mission?

The proposed amendment will allow the Goodwill Excel Center to maintain its focus on measuring those goals that matter most to the mission of the school.

3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

In the past three years, the Goodwill Excel Center has not had any PCSB audits or reported community complaints. The school has been issued one truancy notice of concern in SY 17-18. This notice of concern was issued in March, 2018 and lifted in May, 2018 as a result of improved In-Seat Attendance (ISA) rates and maintaining a chronic truancy rate lower than 45%, excluding those students already counted as truant in the baseline period. As a result of strengthened infrastructure around data tracking and support services for students under 18 we have been able to avoid any further notices of concern in this area.

4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following*



amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]

Note: *If applicable, in addition to your narrative please attach a proposed [5-year Operating Budget](#).*

The Goodwill Excel Center does not anticipate that the proposed amendment will impact the school's finances.

5. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

NA

6. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

The next board meeting of the Goodwill Excel Center board will take place on March 24, 2020. The board will vote on the proposed amendment at this meeting. Following the vote, meeting minutes showing the vote results will be sent to the PCSB.

Section B1. **Goals and Achievement Expectations**

***ONLY complete this section if applying to amend Goals/Achievement Expectations.**

To adopt the Performance Management Framework (PMF) as the school's goals and academic achievement expectations, please review the [policy](#).

Schools should revise their goals and student academic achievement expectations if at its 5- or 10- year review it finds that it has goals that are "not historically measured;" or if the school's leadership, including its board, determines that the current set of charter goals do not accurately reflect the school's mission and education philosophy for student achievement; or when a school has more than five goals and wishes to reduce its reporting burden. Charter schools may revise goals and academic achievement expectations up to one year prior to a high-stakes review and two years prior to charter renewal. Revisions are generally approved if the school successfully shows that the new goals and academic achievement expectations are:

- a. SMART – Specific, Measurable, Achievable, Realistic and Timely
- b. Appropriately challenging.
- c. Measure student academic performance in at least English Language Arts (ELA) and math, using the state assessment, if applicable, and expect students to achieve above the city average for similar populations.
- d. At least one goal should directly measure the extent to which the school is meeting its mission.

Note: DC PCSB does not typically accept school-issued grades as a means for measuring student achievement.

1. What are the school's current goals and student academic achievement expectations? What are the new goals and academic achievement expectations? If not all goals are changing, please make it clear which are being deleted or replaced and which are new.

The Goodwill Excel Center charter agreement with PCSB includes 11 goals and academic achievement expectations. We appreciate the new guidance that PCSB has released in October of this school year to create fair ways of measuring the quality of alternative schools. We support the focus on holding schools accountable to goals that best capture their program. To that end, we have spent a lot of time analyzing our current goals to determine their reliability for measuring the quality of our program. This self-reflection has resulted in our desire to keep all of our goals except for one. Four of the Goodwill Excel Center's 11 goals are achievement goals. As a result of the recent guidance from PCSB regarding accountability for alternative schools, we recommend keeping three of the four achievement goals, which is more than the guidance recommends, and removing one around the ACT. The current goal addressing the ACT is: "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)." We request that this change be applied in SY 19-20 because the new AAF guidance was issued in SY 19-20. We do not think we should be held accountable for this goal in this current school year given the new guidance issued this year, the determination that this goal is not a strong measure for our program and students, and because the goals we do have already meet the requirements of the new guidance.

While we do not propose changing any other goals, we do request modifications be made to the business rules for the reading and math goals.

2. If the school's existing goals were "not historically measured" or are no longer being pursued, explain why the school is abandoning these goals and how they will be replaced.

The new guidance requires that achievement or growth be included in an alternative charter school's goals. Growth or progress is being measured by the math and reading assessments that *all* Goodwill Excel Center students are required to take upon entry. The iReady assessment for math and SRI (Scholastic Reading Inventory) assessment for reading are reliable and externally validated assessments that capture the learning that occurs for our students. To further capture student growth or progress, we measure credit attainment. As many of our students are coming back to high school after years of life experiences, earning credits is a critical indicator of student productivity and progress to earning a high school diploma. Secondly, ACT testing and scores can be relevant for traditional students for whom a traditional two- or four-year college pathway is the next step. At the Goodwill Excel Center all students work with a College and Career Readiness Specialist and develop post-secondary plans. Most plans do not identify a traditional two- or four-year college as the next step after graduation where an ACT may be required. After graduation, most want to obtain a new job, be eligible for a promotion, or continue their education at another post-secondary certificate program, community college, or other continuing education program for adults that requires a high school diploma, not an ACT score for entry. Again, this is why we would like the goal removed and not assessed for this school year 19-20. While we have been striving to have our students take the ACT as evidenced by the 100% graduate participation rate year to date, the amount of energy and focus we are spending on trying to meet this goal is taking us away from additional efforts we could be making on other college and career readiness activities such as identifying new CTE course pathways, partnerships with post-secondary training institutions, and job placement support to name a few.

3. How will the new goals better measure the school's mission, curriculum, operations, and education experience for families?

We have learned that many of our students return to our school internally motivated to finish what they started or to be a role model for their own children. If these same students are not learning and earning high school credits, ultimately graduating, and obtaining jobs or continuing their education, we are not fulfilling our mission. We know our school is working because we have exceeded our graduation goal every year since we opened. Students are graduating. One hundred percent of graduates are earning market valuable post-secondary credentials to support their learning and preparation for employment when they graduate. We know our school is working because 72% of graduates in our most recently completed school year enrolled in college or were employed within six months of graduation. The vast majority – 70% -- of those were employed. We will continue to measure growth toward all of these goals because they matter to our mission. Furthermore, the changes in the business rules for our current math and reading goals will allow us to capture and celebrate the success of those students who meet their reading and/or math growth goals within one term as opposed to two terms required in the

current business rule language.

4. If proposing goals and/or academic expectations aside from adopting the [Performance Management Framework](#), please describe how the school will monitor and report its progress towards goal attainment. Please note that all schools are required to report on progress each year in the Annual Report.
(If adopting the PMF without any mission-specific goals, this question is not applicable.)

The Goodwill Excel Center maintains a commitment to strong data tracking and analysis so that we can assess and measure progress towards goal attainment. Progress towards charter goal attainment is reported internally at the end of every eight-week term, and when progress falls short of anticipated targets, corrective action plans are immediately identified and implemented. Bi-weekly reports are generated within the term for staff and leadership so there is a clear understanding of results and progress throughout each term. All data tracking and reporting is managed by a Data Performance Manager responsible for ensuring the reliability and validity of all data.



**Board of Directors Meeting
Tuesday, March 24, 2020
Via Conference Call**

MINUTES

Participants: Glen Howard, Chair
Scott Bess
Michelle Gillard
Elizabeth Lindsey
Lisa Mallory
Catherine Meloy
Chawntavia Watkins
April Young

The following staff members were also present: Ijeoma Adetoye, Chelsea Kirk, Colleen Paletta, Rosa Proctor, Elizabeth Rienzo, and Josh Wallish. Ms. Rienzo recorded the minutes of the meeting.

Mr. Howard called the meeting to order at 9:35am.

Mission Moment

Dr. Kirk provided an update on the Public Charter School Board (“PCSB”) Quality School Review. She reported that the Goodwill Excel Center is the first charter school in the District of Columbia ever to receive a perfect score in the domains of classroom environment and instruction.

Approval of Minutes

Mr. Howard asked for any proposed corrections and/or additions to the minutes of the December 10, 2019 board meeting. He asked that the minutes be revised to reflect both (i) the Board’s action on two resolutions presented to it and (ii) that no action was taken or decisions made during the executive session. Upon motion duly made and seconded, the **minutes, as so amended, were unanimously approved.**

Financial Report

Ms. Proctor presented the January 2020 financials, highlighting items of particular importance.

Excel Center Update

In the context of the overwhelming effect that the Coronavirus is having on the region, Ms. Paletta provided an update on school operations, focusing on student distance learning, student engagement, and modification of the school calendar. Extensive discussion followed, with Ms. Paletta and Dr. Kirk responding to questions.

Ms. Paletta updated the Board on the year-to-date charter goals, focusing on enrollment and academic progress.

Ms. Paletta then advised the Board that the Excel Center had submitted a charter amendment application to the PCBS on March 6, 2020, and that, per PCSB rules, the Board is required to approve that application. She explained (i) that the application was made in response to the PCSB's change in how it measures schools eligible for the Alternative Accountability Framework and (ii) that the Excel Center wants to align immediately with the new guidance in school year 19-20 as follows:

1. eliminate the ACT goal from the Center's charter goal requirements; and
2. modify the Center's business rules for math and reading goals to include those students who meet their reading and/or math growth goals within one term (as opposed to two terms, as the current business rule requires).

Discussion followed, with Mss. Meloy and Paletta responding to questions. Upon motion duly made and seconded, **the amendment request was approved.**

Ms. Meloy updated the Board on the current status of plans to expand the Excel Center to a second location. Discussion followed, with Mss. Meloy and Paletta responding to questions.

Executive Session

Management and staff were excused from the meeting and the Board went into executive session. No decisions were made or actions taken during the executive session.

Mr. Howard adjourned the meeting at 11:30am.



Elizabeth Karmin
Secretary