

The Excel Center[®]



ADULT CHARTER HIGH SCHOOL

Annual Report SY2019-20



1776 G Street NW
Washington, DC 20006
(202) 839-3650

Board Chair:
Glen Howard

Table of Contents

Narrative	2-7
Mission Statement.....	2
Introduction.....	2
School Program.....	2-7
<i>Core Curriculum Design and Instructional Approach.....</i>	<i>3</i>
<i>College and Career Readiness Curriculum Design and Instructional Approach</i>	<i>3-4</i>
<i>Student Support Services.....</i>	<i>4-5</i>
<i>Special Education and Specialized Instruction</i>	<i>5</i>
<i>Parent Involvement</i>	<i>5</i>
<i>COVID19 Response and Distance Learning.....</i>	<i>6-7</i>
School Performance.....	8-16
<i>Goals and Academic Achievement Expectations</i>	<i>8-10</i>
<i>Lessons Learned and Actions Taken</i>	<i>10-11</i>
<i>Progress on GEC's School Improvement Plan</i>	<i>12-14</i>
<i>Unique Accomplishments.....</i>	<i>15</i>
<i>Success Stories</i>	<i>16</i>
<i>List of Donors</i>	<i>16</i>
Data Report	17-18
Appendices	19-29
Staff Roster	19-20
<i>Teacher and Staff Qualifications</i>	<i>20</i>
Board Roster.....	21
2019 Class Photos	22
2019-2020 Financial Statements	23-26
<i>Statement of Financial Position - Unaudited</i>	<i>23</i>
<i>Statement of Activities - Unaudited</i>	<i>24</i>
<i>Statement of Functional Expenses - Unaudited.....</i>	<i>25</i>
Approved 2020-2021 Budget	26
School Improvement Plan Goals and Progress.....	27-29

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 fourth 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 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.

SCHOOL PROGRAM

To respond to the needs of adult residents in need of a high school diploma, Goodwill of Greater Washington founded the Goodwill Excel Center in school year 2016-2017, which is the District's first diploma granting adult charter high school intended to serve residents who previously dropped out of school. The school's education model has three main pillars: (1) an academic philosophy and curriculum that meets the goals and needs of adult students "where they are" with flexible class schedules and individualized graduation plans; (2) a concentrated focus on College and Career Readiness with students taking industry specific classes that lead to market valuable credentials, and; (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, 19-20, the Goodwill Excel Center enrolled 375 District

residents, and graduated 75 students. In school year 18-19, the Goodwill Excel Center enrolled 369 District residents, and graduated 117 students. In total, the Goodwill Excel Center has graduated 298 District residents who are now taking their next steps in their life journey with their high school diploma.

Core Curriculum Design and Instructional Approach:

Students begin their educational journey at the Goodwill Excel Center after attending a comprehensive and mandatory iExcel Orientation. During iExcel, students take two assessments to determine their level of high school readiness for mathematics and reading. Students who are not yet high school ready in core academic skills as deemed by assessment scores, are enrolled into a mathematics lab and/or a reading foundations class. In Math Lab and Reading Foundations courses, students 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, Academic Success Coaches work with students to create a graduation plan that meets students where they are, while also taking into account other demands adult students face, such as work and family.

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. In order 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 have the opportunity to 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 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 a 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. In SY 2019-20, The Goodwill Excel Center required that before selecting either a college or career track, all students enroll in an ACT preparation class and take the ACT. In SY 2019-20, the Goodwill Excel Center received approval for a charter amendment, which eliminated the ACT goal from its goals and academic achievement expectations. While the goal was removed, the Goodwill Excel Center will still support students in preparing for and taking the ACT.

Additionally, all students are required to take a computer applications course. Most students take the computer applications course at the beginning of their Goodwill Excel Center journey. Baseline digital literacy is key to navigating coursework and postsecondary pathways. Students who are interested in pursuing a Microsoft Office certification can continue their work from this course. Students have the opportunity to participate in more than one of the career pathway if they choose, but must take a least one. If a student chooses not to participate in the Hospitality or Security courses, he or she can take a Microsoft Office Certification Course.

The Goodwill Excel Center collaborated closely with the Workforce Development division of Goodwill of Greater Washington to include its credential bearing training classes in its course offerings. In school year 2017-2018 students first had the opportunity to enroll in Hospitality courses. In school year 2018-2019, Hospitality programming continued, and class offerings were expanded to include Security & Protective Services training. In both the Hospitality and Security & Protective Services courses, students engage in a professional business and communications curriculum created and taught by the Goodwill Excel Center College and Career Readiness team. Additionally, students participate in specific industry recognized curricula led by contracted vendors in the sector. The professional business and communications skills portion of the courses develop 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 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 Hospitality and Security & Protective Services courses engage in mock interviews and job application days. Students in these courses also participate in a "Boot Camp" led by the Workforce Development division to prepare them for their mock interviews. Lastly, students in both career pathways participate in a series of guest speakers around skills relevant to the workplace and take professional headshots for LinkedIn profiles.

In the Hospitality course, students have the opportunity to earn three certifications from the American Hotel and Lodging Association (AHLA): Front Desk, Customer Service Gold, and Hospitality and Tourism. In addition, students can earn a TIPs Certification for responsible alcohol service training, recognized in 44 States and the District of Columbia. An outside vendor in collaboration with the college and career readiness team, teaches the course material for the certifications. During this portion of the course, students engage in deep content related to the hospitality sector and prepare for their certification exams while also examining all relevant industry sector related careers.

In the Security & Protective Services pathway course, students have the opportunity to earn six certifications that will allow them to become a licensed security guard in DC, Maryland, or Virginia. Students have the ability to 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.

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 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.

The CCR team is comprised of a Manager of CCR and two CCR Specialists, who work with the students in Senior Seminar and the career certifications courses. Additionally, the CCR team coach and mentor graduates 6-months post-graduation to support them in their post-secondary education and career plans. Before students graduate from The Goodwill Excel Center, students participate in an exit interview with the CCR Team and discuss next step plans for support and follow-up.

Special Education and Specialized Instruction:

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

Parent Involvement:

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

For students who are under 18 years old, a small subset of the GEC student population, parents and guardians are given opportunities to engage in their students' academic journey through invitation to the iExcel Orientation, meetings with the Youth Services Academic Success Coach and also during any intervention planning meetings throughout the school year. For adult students, opportunities as needed are created in which students can engage their families with their education pathways and choices. Student Support Team (SST) meeting 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.

COVID-19 Response and Distance Learning:

In SY 2019-20, COVID-19 disrupted normal operations of on-site learning at the Goodwill Excel Center, but did not stop or prevent learning from continuing. The Goodwill Excel Center held classes in the building in SY 2019-20 through March 16, 2020, the start of Term 4.

The Goodwill Excel Center made the quick decision to continue learning virtually with the launch of online, synchronous classes using both Google Classroom and Zoom. Additionally, asynchronous learning opportunities to access coursework and material were also developed. The Goodwill Excel Center carried out its full academic year through distance learning and completed both Term 4 and Term 5 virtually.

A variety of communication tools proved to be a critical component of successfully implementing distance learning. The Goodwill Excel Center communicated to students using the following platforms:

- School Messenger
- Emails
- Remind app
- Social media updates (GEC Instagram and Facebook)
- Texts and calls from GEC staff who have a GEC issued cell phone
- Google classroom messages

At the beginning of the distance-learning period, the Goodwill Excel Center issued a student survey to understand student accessibility to devices and internet connectivity. Additionally, Academic Success Coaches provided frequent and ongoing outreach to students to determine changes to access and/or connectivity gaps. In response to student technology needs, The Goodwill Excel Center deployed both laptops and hotspots to students and created plans to purchase expanded devices given the projected long-term impact of the pandemic. Additionally, staff provided printed work to students who were initially unable to connect virtually to classes. The Goodwill Excel Center had weekly work pick up and drop off dates and times and mailed work to students who were unable to come to the school. During daily outreach to students, the Academic Success Coaches were also able to determine student-facing barriers and connected students to the GEC Manager of Student Supports, external resources, and other GEC staff members where needed.

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

For grading, The Goodwill Excel Center continued to use PowerSchool as the grading portal and students were able to monitor and check grades using their individual logins. As the Goodwill Excel Center is a competency-based model of instruction, this did not change in the

virtual world. The Goodwill Excel Center had assessment windows and made sure to communicate with students who missed assessments the necessary next steps and tutoring time. Given the physical school closure in Term 4 and Term 5, both students in Math Lab and/or Reading Foundations classes did not have the opportunity to post-test as this assessment could only be given on site while proctored.

Given daily in-seat attendance could not be recorded in the same way once the building was closed, the team monitored engagement through an internal productivity and engagement tracker. This allowed the Leadership Team to identify unengaged students and provide extra support where needed through re-engagement efforts. There were many internal supports offered and provided to both students and staff during this distance-learning period. Academic Success Coaches held “coaching hours” three times/week for students to check-in and engage with other students. The Manager of Student Supports held a variety of support sessions for students and created sessions aligned to student barriers. The Goodwill Excel Center also offered opportunities such as virtual yoga sessions, college and career readiness sessions, and staff panels to support finding balance during these unique times.

For students with IEPs and 504 plans, Special Education Case Managers remained in close contact with students in collaboration with GEC’s Academic Success Coaches. To ensure students received identified accommodations or modifications to meet their educational needs, Special Education teachers made daily outreach to students and collaborated with teachers as well. The Special Education Team used a tracker to monitor students with IEPs and 504 plans and set a goal to have daily check-ins with students who have an IEP or 504 plan. In addition to supporting students with their related services, external contractors provided tele-health services to meet the needs of students who have related services and are able to use technology. Evaluations and IEP meetings were held both virtually and in-person as needed. For the students who were not able to receive their services, the SPED team put together a compensatory services plan for when students returned to school.

While classes continued through distance learning, the Goodwill Excel Center also transitioned enrollment to a virtual format, which included virtual document collection and multiple online iExcel Orientations. In Term 5, the Goodwill Excel Center enrolled over 90 new students. All required enrollment documents were submitted electronically, and students participated in virtual orientation sessions.

The Goodwill Excel Center carried out the originally planned school year through distance learning in its entirety and did end the school year early. In total, the Goodwill Excel Center had 75 graduates in SY 2019-2020. Fifty-one of these graduates persisted and persevered through distance learning. Despite completing graduation requirements in July, the 51 July graduates waited until September to walk across a stage on their graduation day. The Goodwill Excel Center held two, socially distant, outdoor graduation ceremonies. The graduation was streamed to a private viewing group and was a momentous day to celebrate our community!

SCHOOL PERFORMANCE

Performance and Progress

School year 2019-20 is the third year the Goodwill Excel Center operated under alternative accountability goals approved by the DC Public Charter School board in November 2017. In the table below, the Goals GEC must meet per its charter agreement each year are listed. Unfortunately, due to COVID-19 and the abrupt transition from in-person to online learning, not all goals could be fully measured. The table below outlines goals GEC could measure for the entire school year and met or unmet and highlights those goals that could not be fully measured due to the transition to distance learning. While some goals could not be measured for the entire year, progress measured through closure is shared below.



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>	<p>Unable to fully measure</p>	<p>Of the 75 graduates, 13% scored a 16 or higher on the ACT and 96% of graduates took the ACT. Due to COVID-19, graduates were unable to take the ACT after March 16, 2020.</p>

<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>	<p>Met</p>	<p>73% of students earned at least one credit</p>
<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>	<p>Unable to fully measure</p>	<p>Through the end of term 3, this goal was exceeded as 75% 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. Because of the school closure, no post-testing in Term 4 and 5 were completed.</p>
<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>	<p>Unable to fully measure</p>	<p>Through the end of term 3, this goal was missed by just one percentage point. 59% of enrolled students taking Math Lab A reached a scale score of 480 as indicated by iReady. Because of the school closure, no post-testing in Term 4 and 5 were completed.</p>
<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>	<p>Unable to fully measure</p>	<p>Through the end of term three, this goal was exceeded as 78% of enrolled students taking Math Lab B reached a scale score of 508 as indicated by the iReady math assessment. Because of the school closure, no post-testing in Term 4 and 5 were completed.</p>
<p><i>College and Career Readiness - Credentials by the end of program year</i> 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>	<p>Met</p>	<p>100% of graduates earned an industry-recognized credential during the school year.</p>

<p><i>College and Career Readiness – College or job placement within 6 months</i> 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	71% of July 2019 / January 2020 graduates contacted were employed and or enrolled in school within 6 months based on follow up surveys collected. 98% of the July 2019 / January 2020 graduates responded to the follow-up survey. The was a 15.9% increase in the follow-up survey rate from SY 18-19.
<p><i>Gateway Indicator</i> 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	20% of the school's verified enrolled students graduated by the end of the academic school year.
<p><i>Leading indicators</i> During the school year, the average re-enrollment from term to term is 75%, excluding the students who have graduated.</p>	Met	75% of students on average re-enrolled term to term. This is through Term 5.
<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% up 3.2% from SY 18-19.
<p><i>Leading Indicators</i> The annual in-seat attendance rate will be 60%.</p>	Unable to fully measure	The ISA for SY19-20 was 59.9% (rounded up to 60%) through March 16 th . Because of the school closure, an annual in-seat attendance through July could not be captured.

Lessons Learned and Action to be taken:

In School Year 19-20, the Goodwill Excel Center achieved continued growth in nearly every charter goal despite the impacts of the pandemic and transition to distance learning. This demonstrates a culture of continuous quality improvement and student focused planning. As the charter goal performance table illustrates, the Goodwill Excel Center demonstrated continued successful outcomes in student achievement goals as seen in the credit attainment goal and prior to the school closing was on track to meet its reading and math goals. Additionally, the school experienced growth in student engagement as evidenced by a cumulative audited enrollment rate increase of three

percent and consistent attainment of the term-to-term re-enrollment goal. One hundred percent of graduates continued to earn an industry-recognized credential prior to graduation. Additionally, alumni follow-up increased by 15.9% from the previous school year, reflecting the strong relationships maintained and communication of the college and career readiness team who stay in touch with alumni and provide opportunities for coaching and connection. 71% of alumni are actively employed and/or are engaged in postsecondary education.

With distance learning continuing in SY 20-21, the Goodwill Excel Center will implement the following to facilitate improved distance learning and to measure and report progress on all goals:

- Relaunch pre and post testing for reading and math. With health and safety protocols in place, students will be scheduled in small groups to come into the GEC building to test.
- Update and align GEC's attendance policy with OSSE's updated requirements and the new synchronous and asynchronous learning environment.
- Purchase an additional 150 devices to support enhanced learning for all students.
- Hire a full-time IT Manager to support all IT needs and infrastructure in the upcoming school year.
- Shift all virtual learning from Zoom and Google Classroom platforms to Microsoft Teams for Education. This platform will support increased communication touchpoints between students and all school staff. It will also allow all classes to be in one location on a central calendar and provide easier student navigation and assignment submission in the virtual space.
- Build and launch a new website to facilitate improved communication with students and information related to the distance learning and enrollment.
- Explore new career pathways reflective of new and emerging employment needs resulting from the Pandemic. Also, explore expanded dual credit college course pathways.
- Continue soliciting feedback from the school community to inform operation shifts. Use surveys to gather feedback and host town halls for staff and students to provide ongoing communication. In the time of continued virtual learning, ensuring that the community's voice is heard and incorporated in all planning will be a priority.

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 framework 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 and 25% by SY 19-20. 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 meet this graduation goal in SY 19-20.

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 GEC's student body. As a result, GEC had to develop a School Improvement Plan (SIP) to improve the ACGR for qualifying students, and submitted a plan to DC PCSB on May 22, 2019.

The Goodwill Excel Center team has determined that the evidenced-based interventions identified in the SIP are still useful and support the progress of GEC students. The identified strategies, pulled from the 2016 Massachusetts Turnaround Practices Field Guide, have allowed us to see continued growth in our school community.¹ Strategies focused on three focus areas: people, instruction, and structures. Following is a table identifying the interventions used along with a reflection on the efficacy of each.

¹ Lane, B., Unger, C., & Stein, L. (2016). Massachusetts turnaround practices field guide: A research-based guide designed to support district and school leaders engaged in school turnaround efforts.

Evidenced-based Interventions	Reflection
<p>Focus area: People</p> <ul style="list-style-type: none"> • Leadership, Shared Responsibility, and Professional Collaboration • Establish teacher agency, ownership, and urgency: start building the community immediately • Provide leadership and collegial support 	<p>Our goals in selecting these evidence-based strategies were to create clarity, uplift collaboration, and set clear expectations for all staff. We have created infrastructure to support a collaborative and trusting environment between our teams. We created a space for teacher and coach meetings to discuss areas of student concerns and solutions. We have weekly all staff huddles to clarify expectations and to recognize strong performance of staff. We have staff town halls each term to provide streamlined communication between all staff. We have worked to establish teacher agency, ownership, and urgency by empowering our instructors to make curriculum and classroom shifts based on student data and to support student virtual world needs. Our staff members have utilized opportunities for professional developments and have facilitated sessions for our community. As we shifted to the virtual world, we created avenues using our virtual platforms to uplift communication between teachers, coaches, and SPED case managers. We also hosted daily staff support sessions facilitated by leadership to identify areas for extra support for staff or student related concerns.</p>
<p>Focus area: Instruction</p> <ul style="list-style-type: none"> • Student-Specific Supports and Instruction to all Students - using data to identify student-specific and nonacademic needs • Intention Practices for Improving Instruction • Establish teacher agency, ownership, and urgency 	<p>The goal of these evidence-based strategies is to focus on building out GEC's instructional culture and developing teacher agency and urgency while also streamlining consistent, aligned, and rigorous instructional practices. GEC has always used data to drive action and decisions. With our unique five, eight-week terms, there is a great opportunity for data reflection, action, and decision making within each term and after each term. We review data to support student academic and nonacademic needs. Given the shift to virtual learning at the end of the year, there has been a large focus on tightening up student communication and creating a streamlined approach for identifying student barriers and next steps. Our Academic Success Coaches work individually with students to identify schedule needs, provide targeted interventions, and create support plans with all relevant team members. Our Lead Instructors and Manager of Special Education focus on student specific data such as math and reading growth data as well as attendance and credit attainment to work with their teams to identify areas in need of extra support. We have continued to use our Data Dashboard; an internal data-monitoring tool managed and maintained by our Data Manager, that we update weekly to track progress towards key school metrics. We have added metrics to our dashboard to provide more targeted data monitoring for our specific teams.</p>

<p>Focus Area: Structures</p> <ul style="list-style-type: none"> • School Climate and Culture - Shared behavioral and expectations that support student learning • Leadership, Shared Responsibility, and Professional Collaboration- using teams, shared leadership, and a collaborative and trusting environment to accelerate improvement 	<p>As mentioned above, we have continued to create intentional spaces for collaboration that support student learning. Our daily staff support sessions allow staff to bring any concerns forward for thought-partnering and next steps. Our student support meetings promote shared responsibility and professional collaboration. Additionally, we have weekly focus student meetings that provide a space for collaborative action planning. One of our top focuses at GEC is always our school climate and culture. We continue to hold awards ceremonies to celebrate student growth and progress, both academic and nonacademic progress, which we come together as a community for at the end of each term. We also have created small student support groups, facilitated by GEC staff, to support student learning and barriers.</p>
--	---

The above evidenced-based interventions have supported GEC in progressing towards all goals articulated in the SIP. As noted in the summary in the appendix chart, the GEC team in SY 19-20 implemented and achieved progress in all goals. GEC has improved the Secondary Completion rate by 39.66% since SY 17-18 with a secondary completion rate in SY 19-20 of 93.75%. GEC has also continued to meet its PCSB charter graduation goal. In SY 19-20, 29 students in an ACGR cohort attended a graduation planning meeting with a coach, an improvement of 15 students from SY 17-18. Additionally, 42 students in an ACGR cohort in SY 19-20 attended a graduation plan meeting with our Registrar, which is an improvement of seven students from SY 17-18. GEC improved the in-seat attendance rate for the ACGR cohorts in SY 19-20 by 26% (through March 13 when normal attendance tracking ended due to the shift to distance learning) and reduced truancy by 27 students. GEC also improved the transcript collection process as evidenced by 86 students in the ACGR cohorts in SY 19-20 having a transcript as opposed to only 53 of ACGR cohort students in SY 17-18, an improvement of 33 students. Finally, 62 students in the ACGR cohorts in SY 19-20 earned credits, which is an improvement of 24 students from SY 17-18 cohorts. GEC is progressing towards all goals articulated in the SIP and will continue to build out the infrastructure needs to meet all identified goals.

Unique Accomplishments

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

- While many schools across the city ended their school year early, the Goodwill Excel Center team provided instruction up until its originally planned school year end date while also enrolling new students in its final term virtually. Pivoting to a virtual enrollment and instructional environment required a tremendous amount of quick capacity building and energy from the team that resulted in 91 new students entering the GEC community and 51 students successfully graduating.
- The Barbara Bush Foundation for Family Literacy announced three national winners of the first Pearl Literacy Awards at its inaugural National Summit on Adult Literacy in Washington, DC on November 13, 2019. The Goodwill Excel Center received one of the Pearl Literacy Awards that recognizes and promotes the work of exemplary family and/or adult literacy programs and initiatives that exhibit a strong and successful community collaboration, exemplify successful and/or scalable programs in family, adult, and/or child literacy grains, and model best practices in adult literacy.
- 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 2019-20 the Goodwill Excel Center welcomed over 12 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 authors. During the distance-learning portion of the School Year, guest author opportunities continued virtually.
- All Goodwill Excel Center graduates (75) graduated with at least one industry-recognized career certification.
- The Goodwill Excel Center hosted two “Excel Expos,” focused on college, career, and resource opportunities for all Excel Center students. The first Excel Expo took place in November 2019 and staff hosted the second Excel Expo in June 2020 virtually. Both Expos had over 20 participating vendors. The events generated student energy and excitement around postsecondary career and education pathways and educated students on community resources available to them as DC residents. The Expos are held close to graduation to engage seniors with post-secondary planning. Alumni were also invited and participated in both Excel Expos.

Success Stories

- Lillian McQueen:** January, 2020 graduate – Lillian McQueen graduated in January 2020 as the class salutatorian. Lillian graduated with certifications from the hospitality class and college credits from a successful completion of the dual-credit course at Catholic University. After graduation, Lillian was promoted in her job at Trader Joes and given the opportunity to help open a new store in the District. Additionally, Lillian plans to enroll part-time in college and is working with our College and Career Readiness team on these next steps.
- Clinton Hudson:** January, 2020 graduate – Clinton graduated with certifications from the hospitality course. During his time at GEC, Clinton explored his career interests and pathways and participated in the informational sessions with the National Guard and the Army. After graduation, Clinton took the next steps to enlist in the Army and prepare for basic training.
- Novelette Lewis:** July, 2019 graduate – Novelette Lewis graduated with her certifications from the hospitality course and Microsoft Office. After graduation, Novelette continued her full-time job in the hospitality industry and enrolled as a full-time student at Prince George's Community College.
- Danielle and Stephen Corbin:** July, 2019 graduates – Danielle Corbin graduated with certifications from the hospitality class. She also graduated with her husband, Stephen Corbin, a July 2019 graduate who also earned his certifications from the hospitality course. After graduation, Danielle pursued her passion in early childhood development and enrolled part-time at University of District of Columbia. After graduation, Stephen resumed his full-time job in the hospitality industry and is looking to enroll in college courses. Their son is a current student at the Goodwill Excel Center and is slated to graduate in July 2021.



List of Donors

1. Philip L. Graham Fund
2. Goodwill Education Initiatives
3. DC Education Equity Fund
4. Barbara Bush Foundation

Data Report

SY 2019-20 Annual Report Campus Data Report

LEA Name:	Goodwill Excel Center PCS
Campus Name:	Goodwill Excel Center PCS
Grades served:	Alternative
Overall Audited Enrollment:	375

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	349	0	0	26	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:	5.1%
Expulsion Rate:	0.80%
Instructional Time Lost to Out-of-School Suspension Rate:	0.34%
In-Seat Attendance:	59.9%*
Average Daily Attendance:	No action necessary.*
Midyear Withdrawals:	54.4% (204 students)**
Midyear Entries:	38.7% (145 students)**

Promotion Rate:	14.9%
College Acceptance Rates:	Not Applicable
College Admission Test Scores:	Not Applicable
Graduation Rates:	Not Applicable (n < 10)

* The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY 19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated dates 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 3/13 in SY19-20, 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:	6.25%
Number of Teachers:	19
Teacher Salary	
1. Average	\$80,185.56
2. Range	
Minimum	\$63,000.00
Maximum	\$104,475.00
Executive Salaries	Chelsea Kirk, School Director, \$129,150.00 Lawrence Hopkins, Manager Student Support, \$110,869.20 Vershaun Terry, Special Populations Coordinator, \$110,869.20 Tom Pengelly, Lead Humanities Instructor, \$104,475 Ruth Chambers-Turner, Lead STEM Instructor, \$102,375

Appendices

Staff Roster

Teachers and Staff Working Directly With Students SY 2019-20	
Name	Job Title
Abdul-rahim, Amina	Registrar
Anderson, Melissa	Instructor STEM (Mathematics/Science)
Baker, Rhoshawnda	Instructor/Teacher (Humanities)
Benham, Nathaniel	College and Career Readiness Specialist
Bennett, Ashley	Instructor/Teacher (Humanities)
Brooks, Michael	Custodian
Chambers-turner, Ruth	Lead Instructor (STEM)
Covington, Tyra	Instructor/Teacher (Mathematics)
Daniels, Janae	Academic Success Coach
Doherty, Rebecca	Instructor/Teacher (Humanities)
Garnett, Kenjuan	Youth Services Success Coach
Gbondo, Yema	Academic Success Coach
Grant, Marcia	Special Education Instructor (Reading)
Hall, Stephanie	Special Education Instructor (Mathematics)
Height, Roshawne	Academic Success Coach
Hill, Latoya	Instructor/Teacher (Mathematics)
Hopkins, Lawrence	Manager, Student Support Services
Jacobs, Zain	College and Career Readiness Specialist
Jones, Brittney	Instructor/Teacher (Humanities)
Keeks, Dillon	Instructor/Teacher (Humanities)
Kelley, Kimberly	Reading Foundations Teacher
Kirk, Chelsea	Director, Excel Center

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

Teacher and Staff Qualifications

8.11% of the Goodwill Excel Center teachers and staff who work with students regularly have post-doctorate degrees, 56.76% percent have master's degrees and 29.73% have bachelor's degrees. The remaining 5.41% of staff have completed some college coursework.



BOARD ROSTER

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

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

The Excel Center



ADULT CHARTER HIGH SCHOOL



↑ Class of January 2020

↓ Class of September 2020



THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION - UNAUDITED
June 30, 2020

ASSETS

Current Assets

Cash and cash equivalents	\$ 6,575,847
Receivables	119,369
Prepaid expenses	<u>215,667</u>

Total Current Assets 6,910,883

Deposits	189,775
Property and equipment, net	<u>1,884,172</u>

TOTAL ASSETS \$ 8,984,830

LIABILITIES AND NET ASSETS

Liabilities

Current Liabilities

Accounts payable and accrued expenses	\$ 688,166
Deferred rent and lease incentive, current portion	<u>185,987</u>

Total Current Liabilities 874,153

Deferred rent and lease incentive, net of current portion 1,521,316

TOTAL LIABILITIES 2,395,469

Net Assets

Without donor restrictions	6,589,361
With donor restrictions	<u> </u>

TOTAL NET ASSETS 6,589,361

TOTAL LIABILITIES AND NET ASSETS \$ 8,984,830

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES - UNAUDITED
For the Year Ended June 30, 2020

	Without Donor Restriction	With Donor Restriction	Total
REVENUE AND SUPPORT			
Per pupil allocation	\$ 7,434,839	\$ -	\$ 7,434,839
Private grants and contributions	101,035		101,035
Federal grants	-	-	-
Interest income	22,158	-	22,158
	<u>7,558,032</u>	<u>-</u>	<u>7,558,032</u>
TOTAL REVENUE AND SUPPORT			
EXPENSES			
Program Service:			
Adult Education	5,863,503	-	5,863,503
Supporting Service:			
Management and general	483,499	-	483,499
	<u>6,347,002</u>	<u>-</u>	<u>6,347,002</u>
TOTAL EXPENSES			
CHANGE IN NET ASSETS	1,211,030	-	1,211,030
NET ASSETS, BEGINNING OF YEAR	5,378,331	-	5,378,331
NET ASSETS, END OF YEAR	<u>\$ 6,589,361</u>	<u>\$ -</u>	<u>\$ 6,589,361</u>

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES - UNAUDITED
For the Year Ended June 30, 2020

	Program Service	Supporting Service	
	Adult Education	Management and General	Total
Personnel, Salaries and Benefits:			
Contracted labor	\$ 3,482,910	\$ 123,803	\$ 3,606,713
Professional development	54,872	-	54,872
Other contracted labor-related expense	4,721	-	4,721
Total Personnel, Salaries and Benefits	<u>3,542,503</u>	<u>123,803</u>	<u>3,666,306</u>
Direct Student Costs:			
Child development center	425,170	-	425,170
Student transportation stipends	106,988	-	106,988
Student recruiting	66,372	-	66,372
Student books and learning material	47,641	-	47,641
Computer support	50,120	-	50,120
Other students costs	43,149	-	43,149
Student assessments	35,810	-	35,810
Supplies, materials and snacks	21,777	-	21,777
Total Direct Student Costs	<u>797,027</u>	<u>-</u>	<u>797,027</u>
Occupancy:			
Rent	423,015	-	423,015
Depreciation and amortization - facilities	291,032	85,135	376,167
Utilities and garbage removal	45,780	-	45,780
Maintenance and repairs	40,720	-	40,720
Other occupancy expenses	27,319	-	27,319
Janitorial supplies	3,250	-	3,250
Total Occupancy Expense	<u>831,116</u>	<u>85,135</u>	<u>916,251</u>
Office Expenses:			
Telecommunications	-	45,412	45,412
Printing and copying	4,800	35,888	40,688
Office supplies	-	33,025	33,025
Other	-	19,375	19,375
Postage	-	1,436	1,436
Total Office Expenses	<u>4,800</u>	<u>135,136</u>	<u>139,936</u>
General Expenses:			
Professional and consulting fees	686,504	22,102	708,606
Accounting, auditing and payroll	-	45,056	45,056
Dues, fees, licenses and fines	-	44,815	44,815
Insurance	-	21,611	21,611
Other	1,552	5,842	7,394
Total General Expenses	<u>688,056</u>	<u>139,426</u>	<u>827,482</u>
TOTAL EXPENSES	<u>\$ 5,863,502</u>	<u>\$ 483,500</u>	<u>\$ 6,347,002</u>

THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL
Approved Budget
For the Year Ending June 30, 2021

Revenue

04 · State and Local Revenue	
400 · Per-Pupil Operating Revenue	\$ 6,332,494
410 · Per-Pupil Facility Revenue	1,227,013
Total 04 · State and Local Revenue	<u>7,559,507</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>7,579,507</u>

Operating Expense

07 · Staff-Related Expense	
700 · Curricular Contracted Labor	2,219,769
720 · Supplemental Contracted Labor	1,586,782
760 · Professional Development	30,000
770 · Other Contracted Labor	287,645
780 · Other Contracted Staff Expense	20,272
Total 07 · Staff-Related Expense	<u>4,144,468</u>
08 · Occupancy Expense	
800 · Occupancy Rent Expense	498,996
810 · Occupancy Service Expense	122,200
Total 08 · Occupancy Expense	<u>621,196</u>
09 · Additional Expense	
900 · Direct Student Expense	943,139
910 · Office Expense	327,531
920 · Business Expense	980,639
930 · Dues, Fees, & Losses	46,492
990 · Operating Contingency & Other Expense	8,731
Total 09 · Additional Expense	<u>2,306,532</u>
Total Operating Expense	<u>7,072,196</u>
Net Operating Income	507,311

Interest, Depreciation

11 · Depreciation & Amortization	419,679
Net Income	<u>\$ 87,632</u>

APPENDIX

School Improvement Plan Goals and Progress

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> <ol style="list-style-type: none"> 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. b) Identify which students in the ACGR cohort did not submit transcripts and hold meetings with the 	<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 has worked diligently to support students of all ages, and especially those under age 22 who enroll to obtain their transcripts. To do this, GEC has taken the following actions:</p> <ul style="list-style-type: none"> • Included a transcript overview section in its iExcel orientation facilitated by the Registrar. Here the Registrar reviews the transcript information sheet and process. • Connected new students directly with the Registrar, resulting in 86 ACGR cohort students having a transcript. • The Registrar has reached out directly to schools to obtain transcripts where applicable • The Registrar inputs newly retrieved transcripts into PowerSchool with a follow-up email so that the Academic Success coach is immediately away of any previous credits earned. <p><i>*Given COVID and school closures, GEC continued to conduct enrollment and meetings virtually.</i></p>
<p>Support students coming into GEC who fall within an</p>	<ol style="list-style-type: none"> 1. Maintain and/or improve in-seat attendance 	<ol style="list-style-type: none"> 1. ISA for students under 22 is 	<p>GEC has worked to support and improve attendance for students in</p>

<p>ACGR cohort (under age 22) to improve their attendance (ISA) and truancy rates for students</p>	<p>rates for students 22 and under by implementing collaborative planning meetings with coaches and teachers to create attendance intervention plans that address attendance and attendance barriers.</p> <p>2. Improve truancy rate as to not exceed the previous year's rate by implementing incentive initiatives, collaborative meetings with coaches, and SST meetings with relevant parties. focused on attendance.</p>	<p>maintained or improved.</p> <p>2. Students who are under 18 remain off the truancy list.</p> <p>3. Students enrolled at GEC are not dropped from the roster due to unexcused attendance issues.</p>	<p>the ACGR cohort through the goals identified in this plan by 26% through March 13th. Due to COVID and the pause in attendance tracking, GEC cannot report on this measure for the entire SY 19-20.</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>	<p>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.</p> <p>2. Maintain and/or improve the number of students earning credits each term by</p>	<p>1. Students better understand their pathway to graduation and credits needed to graduate by term.</p> <p>2. Students maintain productivity by earning credits each term.</p> <p>3. Students remain on their graduation pathway.</p>	<p>GEC has made targeted efforts to ensure graduation planning and monitoring progress are fully understood by the student in SY 19-20 by:</p> <ul style="list-style-type: none"> • Providing students with their PowerSchool login during their first week of school; • Holding graduation planning conversations and meetings with 29 students and Academic Success Coaches; • Created the infrastructure to hold collaborative team meetings to discuss student progress and areas of concern.

	creating collaborative planning meetings with coaches and teachers to create credit completion and graduation plans at the start of each term.		
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 implemented new practices in place to track students who are one term away from graduation to improve the annual secondary completion rate. This is done through:</p> <ul style="list-style-type: none"> • Rising senior meetings facilitated by the Academic Success Coach and Registrar each term to determine the “on track” progress of identified seniors and/or upcoming seniors (1 term away from graduation) • Ensuring students are on track and productive when identified as a senior. <p>Per OSSE’s Goodwill Excel Center PCS 2020 Report Card, the secondary completion rate achieved was 93.75%, which is 39.66 percentage points above the SY 17-18 results. These results are a result of the actions put into place in this plan.</p>

The **Excel Center**®
ADULT CHARTER HIGH SCHOOL



Annual Report SY 2019-20