

# The Excel Center<sup>®</sup>



## ADULT CHARTER HIGH SCHOOL

### Annual Report SY 2023-2024

1776 G Street NW, Washington, DC 20006 | 1201 Maryland Avenue SW, Washington, DC 20024 | (202) 839-3650 | Board Chair: Glen Howard



<b>Table of Contents</b>	1
<b>Narrative</b>	<b>2</b>
<b>Mission Statement</b>	<b>2</b>
<b>Introduction</b>	<b>2</b>
<b>School Program</b>	<b>2</b>
<i>Mission Progress</i>	2
<i>Core Curriculum Design and Instructional Approach</i>	3
<i>College and Career Readiness Curriculum Design and Instructional Approach</i>	4
<i>Student Support Services</i>	6
<i>Special Education and Specialized Instruction</i>	6
<i>Parent Involvement</i>	7
<b>School Performance</b>	<b>8</b>
<i>Performance and Progress</i>	8
<i>Goals and Academic Achievement Expectations</i>	9
<i>Lessons Learned and Actions to be taken...</i>	10
<i>5-year Charter Review Required Reporting</i>	11
<i>College and Career Readiness Disaggregated Data</i>	12
<i>Progress on GEC's School Improvement Plan Resulting from OSSE's Comprehensive Report and Improvement School 2 (CS2) Designation</i>	13
<i>Unique Accomplishments</i>	15
<i>Donors</i>	16
<i>Success Stories</i>	17
<b>Data Report</b>	<b>18</b>
<b>Teacher and Staff Qualifications</b>	<b>20</b>
<b>Appendices</b>	<b>22</b>
<b>Staff Roster</b>	<b>22</b>
<b>Board Roster</b>	<b>24</b>
<b>2024 Class Photos</b>	<b>25</b>
<b>2023-2024 Financial Statements</b>	<b>26</b>
<i>Statement of Financial Position – Unaudited</i>	26
<i>Statement of Activities – Unaudited</i>	27
<i>Statement of Functional Expenses – Unaudited</i>	28
<i>Approved FY 24-25 Budget</i>	29
<b>School Improvement Plan Goals and Progress</b>	<b>30</b>

# 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 eighth year of operation, the Goodwill Excel Center meets this mission as detailed in the following school program and performance sections.

## Introduction

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

In School Year 2022-23, GEC opened its second facility with the approval of the DC Public Charter School Board (PCSB). In School Year 2023-24, GEC had its second year of operation with two facilities and enrolled 441 students. This year's Annual Report shows the GEC community's innovative approaches to creating a learning and supportive environment where students can excel in their journey.

# SCHOOL PROGRAM

## Mission Progress

To respond to adult residents needing a high school diploma, Goodwill of Greater Washington (GGW) founded the Goodwill Excel Center (GEC) in school year 2016-2017. The school's education model has three main pillars: (1) an academic philosophy and curriculum that meets the goals and needs of adult students "where they are" with flexible class schedules and individualized graduation plans; (2) a concentrated focus on College and Career Readiness with students taking industry-specific classes that lead to market valuable credentials and/or a dual enrollment college credit course with one of the partner colleges, and; (3) a coaching platform designed to address barriers that impede students' educational success and facilitates relationships to help student's manage work, life and family concerns as they achieve their educational goals. The school seeks to eliminate as many external barriers to learning as possible by providing support needed like a child development center on-site, transportation assistance, and an Academic Success Coach for each student. Additionally, the school



celebrates smaller victories that yield to larger successes by hosting awards ceremonies for each of the five, eight-week terms. In school year 23-24 the Goodwill Excel Center enrolled 441 District residents and graduated 115 students.

Since opening, the Goodwill Excel Center has graduated 692 District residents. In the sections below, the outcomes of the graduates are shared and highlighted in addition to the program evolution and innovation that supports the GEC students. GEC has expanded its career pathway offerings for its students and has also evolved its curriculum and instructional strategies to elevate the learning environment and ensure students have engaging, relevant, and rigorous learning experiences. Additionally, GEC has continued to expand the impact of its Academic Success Coaching to make sure students are engaged in their scheduling and graduation planning and create solution-oriented plans that address student barriers. GEC continuously identifies external resources and partnerships that address the barriers students are facing. One of the innovations that GEC has created is the Excel Fund, which is an emergency assistance fund for qualifying students and alumni to support emergency barriers. These are some of the ways GEC is constantly striving to meet students where they are, understand the gaps that students face towards graduation and beyond, and be responsive in continuing to evolve the mission progress of the school. GEC is committed and dedicated to meeting its mission and continuing to grow and evolve to meet the needs of its students and graduates.

### **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 do not assess at a high school readiness level in core academic skills, are enrolled into a mathematics lab and/or a reading foundations class. In Math Lab and Reading Foundations courses, students earn elective credits while acquiring the baseline skills needed for Humanities and STEM courses. During this stage, GEC staff review each student's transcripts to determine the number of remaining credits needed to satisfy graduation requirements mandated by the District of Columbia. Through the assessments and transcript analysis, in partnership with the Registrar, Academic Success Coaches work with students to create a graduation plan that meets students where they are, while also understanding other demands and competing priorities adult students face, such as work and family. Student schedules are created individually, factoring in students' availability to take classes and their individualized graduation plan.

Students placed into Math and/or Reading Foundation and Lab classes must 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 by embarking on a series of progressive humanities courses and satisfy high school mathematics and science requirements through progressive courses that reflect 21st-century expectations for science, technology, and mathematics. To receive high school credit for coursework and move forward to the next course in the Goodwill Excel Center's course progression, students demonstrate mastery of learning standards through formative and summative assessments in each core academic class. The academic model is fast-paced and accelerated; students earn full credits in the 8-week term. Additionally, Goodwill Excel Center students take online courses to satisfy music, art appreciation, and world language requirements.

GEC's core curriculum and instructional approach aligns to its belief that students must be met where they are with relevant learning materials, engaging lessons, and opportunities to showcase their growth. GEC instructors are encouraged to utilize the current events in today's world to bring into class and connect with core content materials. GEC instructors utilize a variety of engaging instructional approaches in their classrooms. Additionally, GEC students have access to the Microsoft Teams platform, which allows for swift communication with teachers and a tool to increase technology skills through navigating the Teams platform and space. All GEC students have a GEC Microsoft account and can request a laptop or sign out a daily laptop to use in their classes as well.

### **College and Career Readiness Curriculum Design and Instructional Approach:**

Goodwill Excel Center's goal is for graduates to earn a high school diploma and an industry-recognized credential and/or college credit. GEC students take a "College and Career Interest Survey," which helps identify career and college pathways of interest to guide the College and Career Readiness (CCR) Team in better understanding students. Once students complete the core academic program, which includes humanities, science, mathematics, world language, music, and art appreciation courses, students move into the College and Career Readiness (CCR) courses and curriculum. At this stage, students are "seniors" and prepare for "what's next" which for some is a career, college, or potentially both. All students are first required to take Senior Seminar, in which students take both personality and professional assessments and prepare their professional portfolios, which include a resume, cover letter, and work samples. In Senior Seminar students also understand the rigors, and expectations of post-secondary success in the District of Columbia and its surrounding areas. Students research postsecondary pathways during this class and decide on a college and/or career pathway. The Goodwill Excel Center also supports students in preparing for and taking the ACT if they choose. ACT testing is offered on-site for all interested students and students are supported in accessing offsite testing opportunities. Additionally, GEC hosts two Excel Expos annually in which employers, college and universities, and community vendors share resources and opportunities with students and alumni. These events expose students to the wealth of next steps and resources around them and provide seniors and alumni access to career and college pathways.

In addition, all students are required to take a computer applications course. Baseline digital literacy is key to navigating coursework and postsecondary pathways. Most students take the computer applications course at the beginning of their Goodwill Excel Center journey.

All GEC students graduate with at least one career pathway or dual enrolment college credit. Students can participate in more than one of the career pathway courses if they choose and/or participate in both a career pathway and dual credit class but must take at least one. In SY 23-24, GEC offered career pathways in Hospitality and Pharmaceutical Technician. The CCR Team works with students to determine which pathway best fits their desired goals. Additionally, the CCR Team hosts a series of recruitment and information sessions for the different CCR pathways so that students can learn more about them and the opportunities that exist as GEC students. The goal is for the CCR Team to form a relationship with students before they move into the CCR courses. GEC students are introduced to the CCR Team during orientation and then throughout their journey through various events and sessions hosted by the CCR Team.

In SY 23-24, GEC had five students pass the Pharmaceutical Technician National Exam. This pathway was launched in SY 22-23 and continued to grow and evolve in SY 23-24. The Pharmaceutical Technician pathway is facilitated by an external vendor that allows GEC students to interact with other students interested in this career pathway. This course includes

an in-depth overview and study of the pharmaceutical tech career pathway and exposes students to a range of career opportunities in this field.

To enhance their experience and contribute to the college and career readiness pathways provided, GEC participates in the OSSE dual enrollment program that allows eligible students to enroll in a college course and earn college credit while at GEC. Students can take this in addition to their career pathways course or instead of a career pathways course. Dual credit college courses are offered twice in the School Year in alignment with the dual enrollment program calendar. In SY 23-24, GEC had three students earn dual enrollment college course credits.

In SY 23-24, GEC had 113 students complete the BACS course and earn at least one of the Hospitality career certifications. In School Year 2020-21, the Hospitality course was renamed Business Administration and Communications (BACS) to expand student exposure to multiple job opportunities outside of traditional hospitality employers such as hotels, retailers, and restaurants. This was an important shift during the COVID-19 pandemic due to the shift in students' employment opportunities and goals. BACS class continued to allow students to earn up to three industry-recognized certifications from the Hospitality industry but focuses more broadly on customer service than just a focus on the hotel and tourism industry. In BACS class, the professional business and communications skills portion of the course develops leadership, communication, conflict management, and teamwork skills. This portion of the course involves students expanding what they learned in Senior Seminar. Students engage in team-building exercises, leadership activities, and personal reflection for their future career pathway.

Students refine their resume and tailor it to their desired sector and prepare for interviews, applications, and broaden their knowledge about the sector of their choice. All students in the career pathways classes engage in mock interviews and job application days. Students in these courses also participate in intentional professional presence lessons to prepare them for mock interview day. Mock interview day is a critical part of the career pathways curriculum and is often seen as the culminating moment where students combine all skills learned from both the Senior Seminar and the career pathway course. Also, students in career pathways classes participate in a series of guest speakers around skills relevant to the workplace and leadership. As opportunities surface, students in career pathways classes also participate in "field trips" to relevant industry locations that align with the careers discussed in classes.

In the BACS course, students can earn up to two certifications from the American Hotel and Lodging Association (AHLEI): Front Desk and Customer Service Gold "Making Connections." Additionally, students can earn the Bring Your 'A' Game Everywhere from the Center for Work Ethic Development. This allows students the opportunity to earn up to a total of three industry-recognized certifications in the BACS class. The CCR team teaches the BACS course and prepares students for the certifications. During the certification preparation portion of the course, students engage in deep content related to the service industry sector and prepare for their certification exams while examining all relevant industry sector-related careers.

In SY 23-24, GEC continued to explore other viable career pathways for students given the new landscape of employment and employability after the pandemic and beyond. The CCR team collaborates with Goodwill of Greater Washington's (GGW) Workforce Development team to analyze market data and trends paired with GGW's industry certification course participation to determine the best next steps in launching a new career pathway. The CCR team also analyzes its internal and external research in addition to internal GEC student interest surveys.

The GEC CCR team is in close connection and contact with students for the first six months

post-graduation, but the CCR team remains a constant source of support and resource for alumni for a lifetime. The CCR team utilizes the GEC Alumni LinkedIn Page and GEC website to deliver important information to alumni. Additionally, alumni maintain their Microsoft Teams username and email for one-year post-graduation, which supports close contact and connectivity with the CCR team and the school community.

### **Student Support Services:**

The Goodwill Excel Center provides comprehensive wrap-around services for all students. Each student is assigned an Academic Success Coach to 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.

Academic Success Coaching is a vital part of a GEC student's journey. The Academic Success Coach meets their students after they finish orientation to complete the new student intake and term schedule. During this process, The Academic Success Coach learns about the student's background and important information that will support the student on their journey. The Academic Success Coach also identifies if a student needs a laptop device for school and has any other academic needs that could be proactively addressed. Additionally, the Academic Success Coach reviews each student's graduation plan after each term and collaborates with the Registrar to update the graduation plan based on incoming transcripts.

When a student has any question or concern, they seek support first from their Academic Success Coach, who is then able to guide them to the best person for the support they need. If a student has a personal emergency or a barrier that is preventing them from coming to school, they first reach out to their Academic Success Coach. The Academic Success Coach will determine the next steps to support the student based on the unique context of the situation.

In SY 22-23, GEC launched the Excel Fund, which is GEC's Emergency Assistance Fund. In SY 23-24, the Excel Fund continued as a support service to students and alumni in their 6-months post-graduation. The Excel Fund assists students who find themselves in an emergency financial situation that may result in a student losing a vital life/safety necessity (e.g. jeopardizing home, utilities, transportation and/or health needs) or in need of a support service not provided by GEC, but needed to help a student stay in school. In SY 23-24, 38 students received a notice of an approved Excel Fund application and received funds to support their emergency.

Lastly, the Excel Fund is one more way that GEC works to support students in their journey to remain in school and continue a successful path after graduation. GEC understands the barriers that students face and the priorities that they must navigate to remain in school, and GEC is always looking for responsive and innovative solutions to remove and support barriers where possible.

### **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. Support for students under the age of 22 with special education needs are provided through the composition of Individual Education Plans (IEP) and/or 504 plan. Students who do not qualify for an IEP may potentially qualify for a 504 plan. The Manager of Special Education oversees the services for students with an IEP or a 504 Plan. The Special Education team includes four Special Education teachers who serve as co-teachers and support students in various ways while also serving as case managers. Special Education teachers also manage a caseload of students and work towards ensuring service compliance for students with an IEP. The Goodwill Excel Center promotes co-teaching best practices and emphasizes the need for small group instruction where applicable. Special Education teachers maintain their assigned caseloads and work with all students to support the needs of all learners in the classrooms.

Additionally, the Manager of Special Education oversees all contract services that The Goodwill Excel Center partners with to ensure students receive all their related and behavioral services. GEC has contracts with multiple contracted partners to ensure strong and timely service delivery to all students. The Special Education team works closely with the Academic Success Coaches and the Student Culture and Resource Specialists to collaborate around barrier removal and academic support 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. The goal is to promote students' voices so they can advocate for their needs and have agency to make decisions that positively impact their education journey at the Goodwill Excel Center and beyond.

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

During SY 23-24, the Goodwill Excel Center provided additional communication touchpoints to parents and family members through Town Halls, written outreach letters, as well as added outreach from Academic Success Coaches.



# SCHOOL PERFORMANCE

## Performance and Progress

The Goodwill Excel Center operates under alternative accountability goals approved by the DC Public Charter School board in November 2017 and updated in 2020. The table shown on the next page lists the goals GEC must meet per its charter agreement each year. As is shown below, GEC met all of its goals in SY 23-24. The data is unvalidated as GEC works to complete validation with PCSB.



## Goals and Academic Achievement Expectations

The Goodwill Excel Center PCS – Goals and Academic Achievement Expectations	Met / Not Met	Progress Toward Goals
<p><b>Progress</b> An average of at least 65% of students will earn at least one credit in two of the most recent five academic years preceding charter review or charter renewal, and the annual average of students earning at least one credit will not fall below 55% in any of the previous five academic years.</p>	Met	63% of students earned at least one credit in SY 23-24.
<p><b>Progress</b> 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 Scholastic Reading Inventory.</p>	Met	82% of enrolled students taking Reading Foundations grew at least 75 Lexiles or reached the 1000 level Lexile. 99% of students participated in the SRI pre and post-test.
<p><b>Progress</b> 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	86% of enrolled students taking Math Lab A reached a scale score of 480 as indicated by iReady. 100% of students participated in the iReady pre and post-test.
<p><b>Progress</b> 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	64% of enrolled students taking Math Lab B reached a scale score of 508 as indicated by the iReady math assessment. 98% of students participated in the iReady pre and post-test.
<p><b>College and Career Readiness - Credentials by the end of program year</b> By the end of academic school year 2018-19 and every year thereafter, 70% of the students who have graduated that academic year will have earned at least 3 college credits (through at least one three-credit college level class) OR an industry recognized credential during the program year.</p>	Met	100% of graduates earned an industry-recognized credential during the school year.

<p><b>College and Career Readiness – College or job placement within 6 months</b> Starting in SY 20-21 and every year thereafter, by the end of at least two of the most recent five years preceding charter review or renewal, at least 65% of graduates will enroll in college or be employed within 6 months of graduation, as indicated by follow-up surveys with at least a 50% response rate.</p>	Met	75% of July 2023 / January 2024 graduates contacted were employed and or enrolled in school within 6 months based on follow up surveys collected. 100% of the July 2023 / January 2024 graduates responded to the follow-up survey.
<p><b>Gateway Indicator</b> Graduation – Starting in SY 20-21 and every year thereafter, at least 25% of Goodwill Excel PCS’s verified enrolled students will graduate in at least one of the most recent five years preceding charter review or renewal and the percent of verified enrolled students who graduate by the end of the academic year will not fall below 20% in any of the following years: SY 20-21, 21-22, 23-24.</p>	Met	26% of the school’s verified enrolled students graduated by the end of the academic school year.
<p><b>Leading indicators</b> During the school year, the average re-enrollment from term to term is 75%, excluding the students who have graduated.</p>	Met	79% of students on average re-enrolled term to term.
<p><b>Leading indicators</b> The school’s annual cumulative audited enrollment rate will not go below 70%.</p>	Met	The Goodwill Excel Center achieved a cumulative audited rate of 93%.
<p><b>Leading Indicators</b> The annual in-seat attendance rate will be 60%.</p>	Met	The ISA for SY22-23 was 64%.

## Lessons Learned and Action to be Taken

In SY 23-24, the Goodwill Excel Center achieved continued growth in every charter goal area, while operating two facilities. GEC’s focus on ensuring students have a strong teaching and learning environment paired with strong school operations is the foundation to ensure that The Goodwill Excel Center meets every goal.

Students balance many competing priorities every school year while staying committed to their GEC graduation journey. SY 23-24 was not different than any other year with students balancing their decision to return to school with family, work, health, and other priorities and commitments. As is core to GEC’s model, students can create their individual schedules with their coaches based on their availability for the upcoming eight-week term. GEC graduated 115 students in SY 23-24.

In SY 24-25, the GEC team will advance the following strategies to continue meeting and improving charter goal attainment:

- Continue to strengthen GEC's operations and standard operating procedure documents across the two facilities to ensure strong, streamlined service delivery and communication.
- Proactively identify students with barriers to create support plans for attendance, engagement, and credit productivity. Utilize the new Student Resource and Culture Specialist position at each facility to facilitate intervention and planning meetings for support plans.
- Hire and onboard new staff into the GEC culture to close vacancies and serve students. This includes the addition of two STEM teachers, an additional Student Resource Teacher, and two Student Resource and Culture Specialists.
- Continue to maintain the increased frequency of graduation planning meetings with students and their Academic Success Coaches to support students on their graduation journey.
- Increase student recruitment opportunities with the College and Career Readiness Team to ensure students are aware of the pathway offerings and increase enrollment.
- Prepare for the next steps in the GEC accreditation process with the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA CEES) by submitting the self-study and hosting a site-visit with the goal of becoming accredited by the end of SY 24-25.
- Implement next steps on GEC's Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA CEES) Accreditation Action Goals focused on: common assessments, identifying a new reading assessment, and creating a 5-year strategic plan that includes a succession plan.
- Prepare for GEC's 10-year Charter Review and on-site Qualitative Site Review (QSR) with PCSB.

### **5-Year Charter Review Required Reporting**

In GEC's last 5-year charter review, PCSB voted to continue GEC's charter with two conditions. The first condition requires GEC in each annual report to report disaggregated college and career readiness (CCR) outcomes that align with its CCR charter goals. Secondly, GEC must adhere to the expectations in its School Improvement Plan (SIP) and report out on its SIP progress in the Annual Report.

### College and Career Readiness Disaggregated Data

The following table illustrates disaggregated CCR data for school year 23-24. The data includes graduates from July 2023 and January 2024. This data is self-reported by students through a survey administered by the CCR team in the six-month window after graduation.

#### **SY 23-24**

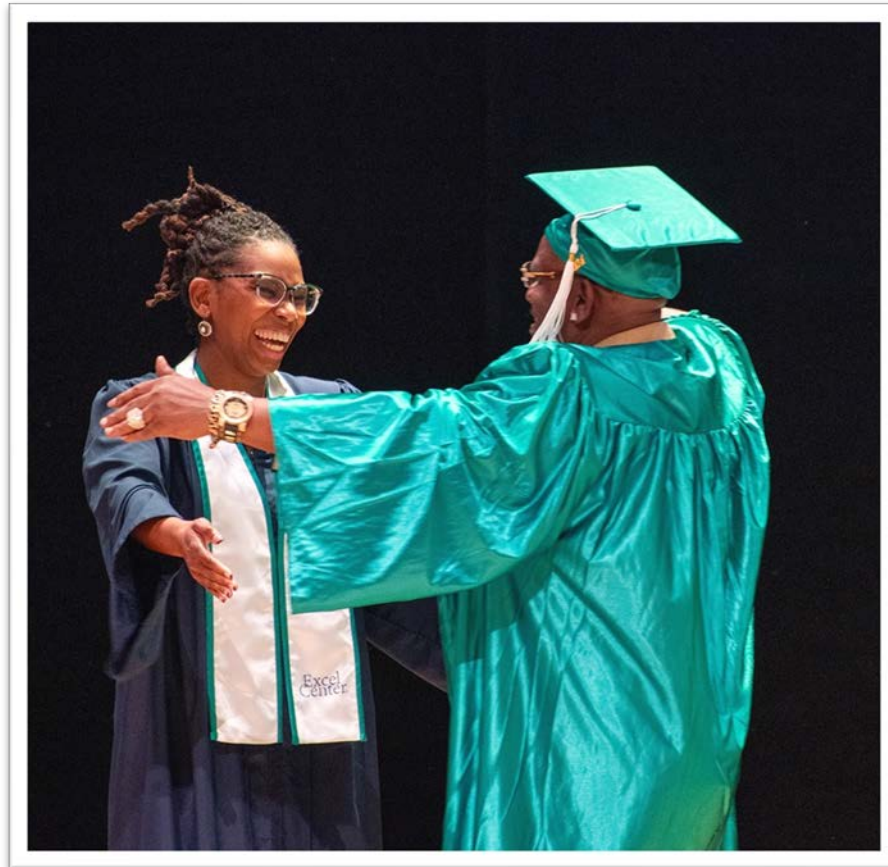
Graduates	90 graduates
# of Graduates who earned an industry-recognized credential by graduation	90 graduates (100%)
# of Graduates who earned one three-credit college-level class by graduation	3 graduates (2.5%)
# of Graduates who participated in the graduate follow-up survey	90 graduates (100% response rate)
# of Graduates <u>only</u> employed (six months post-graduation)	53 graduates (53/90=59%)
# of Graduates <u>only</u> in college (six months post-graduation)	13 graduates (13/90=14%)
# of Graduates employed <u>and</u> in college (six-months post-graduation)	10 graduates (10/90=11%)
# of Graduates in <u>only</u> post-secondary training program (six months post-graduation)	0 graduates (0/90=0%)
# of Graduates employed <u>and</u> in post-secondary training program (six months post-graduation)	4 graduates (4/90=5%)
# of Graduates not reporting college, career, and/or secondary training program in follow-up survey (six months post-graduation)	10 graduates (10/90=11%)

The table above illustrates the various paths students choose to pursue when they leave GEC. The College and Career Readiness Team (CCR Team) supports graduates who wish to move into a career by providing career navigation, job application support, and interview preparation. This data aligns with the data represented in the college and career readiness – college or job placement within 6 months of graduation. The data includes graduates from the class of July 2023 and January 2024 who have completed their six months post-graduation follow-up.

As evidenced by the strong participation (100%) in post-graduation follow-up surveys, GEC alumni have built strong relationships with staff and stay connected with the CCR Team for support after graduation. GEC alumni can attend the GEC Expo held two times per year and can join the GEC Alumni Council. Additionally, the CCR Team maintains a GEC Alumni



LinkedIn Page as another way to create a pathway to support and stay connected with graduates. GEC hosts an alumni day each school year to engage the alumni community.



### **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 re-designated by the Office of the State Superintendent of Education (OSSE) as a Comprehensive Support and Improvement School. The CSI – Graduation rate designation was issued because GEC's four and five-year adjusted cohort graduation rates fell below 67 percent in school year SY 21-22.

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 was identified as being re-designated as a CS2 school in SY 21-22 and had to submit an updated School Improvement Plan to OSSE in May 2023, which again only represents a very small percentage, 14.1%, of the entire GEC student body. In August 2023, GEC submitted revisions to the SIP based on identified questions from OSSE and on October 25, 2023, GEC received approval from OSSE that the SIP was accepted and approved.

GEC is held accountable under the Alternative Accountability Framework (AAF) of the DC Public Charter School Board (PCSB) given GEC serves a highly at-risk population. The GEC

negotiated school specific goals and academic achievement expectations under this AAF are included in GEC's charter agreement with PCSB and progress is reported in this Annual Report every year. GEC's graduation goal, which applies to 100% of students, is that GEC will graduate no fewer than 10% of its audited enrollment number by the end of any school year through SY 19-20 and 20% beginning in SY 20-21. At the end of its second school year (SY 17-18), GEC exceeded this graduation goal by graduating 25.2% of its verified audited enrollment number. As reported in the earlier Performance and Progress table, GEC has continued to meet and exceed this graduation goal. In SY 21-22, GEC graduated 26% (108 graduates) of its audited enrollment number, which exceeds the 25% goal in the second 5-year review period. In SY 22-23, GEC graduated 22% (91 graduates) of its audited enrollment number, which meets the PCSB goal. In SY 23-24, GEC graduated 26% (115 graduates) of its audited enrollment number, which again exceeds the graduation goal. Therefore, GEC continues to meet and exceed its approved graduation goal, which again applies to 100% of its students.

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 again, only 14.1% of its student body and again in SY 21-22, which prompted the re-designation. As a result, GEC had to develop a School Improvement Plan (SIP) to improve the ACGR for qualifying students and submitted its first School Improvement plan to DC PCSB on May 22, 2019. In May 2023, GEC submitted its updated School Improvement Plan to OSSE and as stated above, received approval in October 2023. As part of GEC's 5-year review, GEC must continue to adhere to the SIP and report updates in the Annual Report.

During SY 23-24, GEC engaged in several School Improvement Plan (SIP) check-ins with OSSE to monitor its goals and the review the data and strategies implemented to show growth and improvement aligned to its SIP goals. All meetings with OSSE were successful and all required reporting documents were submitted on time and reviewed by OSSE.

In Data Table 1 in the appendix, there is a table communicating an update on the school's progress towards achieving short-term goals in SY 21-22 (the baseline year for the re-designation) included as well as the status of the goals for SY 22-23 and SY 23-24. In the updated School Improved Plan (SIP) that was approved by OSSE, GEC revised its SIP goals to focus on graduation targets including PCSB's graduation goal and OSSE's Secondary Completion Rate. Additionally, GEC created a goal centered around graduation plan meetings, which are critical to students understanding their graduation timeline and supports the transcript retrieval process for incoming students. The Goodwill Excel Center team has determined that the evidenced-based interventions identified in the SIP are still useful and support the progress of identified students.

## Unique Accomplishments

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

- The Goodwill Excel Center graduated 115 students, all of whom earned at least one industry-recognized career certification. GEC hosted two graduations for graduates at Lisner Auditorium at George Washington University and at Strathmore Music Hall.
- The Goodwill Excel Center published its Literary Magazine, “Our Words, Our Legacy” in July 2024. The Literary Magazine is a collection of both student and staff poetry, writing, and art and is a powerful expression of the GEC community.
- The Goodwill Excel Center saw increased attendance in its Child Development Center, which is operated by the YMCA. The YMCA Child Development Center is one of the many benefits available to GEC students and serves children six weeks of age to three years old.
- 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 at the Northwest facility in November 2023 and the second Excel Expo took place at the Southwest facility in June 2023. Both Expos had over 20 participating vendors and over 150 students and graduates in attendance. 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 Goodwill Excel Center’s Excel Fund for emergency assistance continued to serve students in need. 38 students benefitted from approved funds from the Excel Fund to support needs such as: utility bills, rent payments, funeral expenses, and other emergency needs.
- The Goodwill Excel Center had its second year of the pharmaceutical technician pathway, and five students earned their pharmaceutical technician certifications by passing the national exam.
- The Goodwill Excel Center completed the candidacy phase of the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA CEES) in SY 22-23, which allowed GEC to progress into the next phase of candidacy for accreditation in SY 23-24 with the “Designing Our Future” self-study.

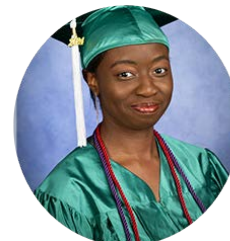
## Donors

GEC received \$125,000 from the Kini Fund in November 2022. GEC also received \$2,500 from the Harry & Jeanette Weinberg Foundation in March 2023. Additionally, GEC received \$858 from America's Charities.



## Success Stories

- **Alonzo Person:** January 2024 graduate – Mr. Person graduated with certifications from the Business Administration and Communications class and a dual-enrollment college credit. He is currently enrolled at Prince George's Community College working towards his associate's degree in business. He recently made the Dean's List.
- **Natasha Toland:** January 2024 graduate – Ms. Toland graduated with certifications from the Business Administration and Communications class. Ms. Toland's daughter also enrolled at GEC and July 2024 graduate. Ms. Toland is currently enrolled in the Phlebotomy program at UDC to earn her phlebotomist certification.
- **Shaquita Alston:** July 2024 graduate – Ms. Alston graduated with certifications from the Business Administration and Communications class and her Pharmacy Technician certification. Ms. Alston started her GEC journey in 2018 and after taking time away to focus on her family, she returned in 2023 ready to earn her diploma and focus on her future. Ms. Alston is currently working full-time at Walgreens as a Pharmacy Technician with plans to elevate her career in the sector.
- **Clarice Daniels:** July 2024 graduate – Ms. Daniels graduated with certifications from the Business Administration and Communications class. Ms. Daniels aspired to work in the hospitality sector after graduation. Ms. Daniels is currently working full-time for The Willard Hotel with plans to pursue her post-secondary degree and enroll in college.
- **Tiffany Haigler:** July 2024 graduate – Ms. Haigler graduated as the Class Valedictorian and with certifications from the Business Administration and Communications class. Since graduating from GEC, Ms. Haigler is proud to report her children are more engaged in school and have been progressing in their studies. Ms. Haigler is scheduled to enroll at Trinity University in December 2024 and plans to study Nursing.
- **China Whitfield:** July 2024 graduate – Ms. Whitfield graduated with certifications from the Business Administration and Communications class. Since graduating GEC, Ms. Whitfield is proud to share her daughter is doing extremely well in school. Ms. Whitfield is currently a full-time student at Trinity University and is pursuing her bachelor's degree while also working part-time.





# DATA REPORT

## School Year (SY) 2023-24 Annual Report: Campus Data Report

### General Information

Source	Data Point
DC PCSB	<b>LEA Name:</b> Goodwill Excel Center PCS
DC PCSB	<b>Campus Name:</b> Goodwill Excel Center PCS
DC PCSB	<b>Grades Served:</b> Grades: 9 - 12 (Alternative)
DC PCSB	<b>Overall Audited Enrollment:</b> 441

### Enrollment By Grade Level According to Longest Enrollment Grade

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
<b>Student Count</b>	0	0	0	0	0	0	441	0	0

\*Note: 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	
Campus	Data Point
DC PCSB	Total Number of Instructional Days: 148
DC PCSB	Suspension Rate: 2.04%
DC PCSB	Expulsion: 0.00%
DC PCSB	Instructional Time Lost Due to Out-of-School Suspensions: 0.07%
DC PCSB	In-seat Attendance: 64.53%*
DC PCSB	Average Daily Attendance: No Action Necessary
DC PCSB	Mid-year Withdrawals: 53.29%
DC PCSB	Mid-year Entries: 66.89%
DC PCSB	Promotion Rate: Not Applicable
DC PCSB (SY 22-23)	College Acceptance Rate: Not Applicable
DC PCSB (SY 22-23)	College Admission Test Score: Not Applicable
DC PCSB (SY 22-23)	Graduation Rate: 14.81%

\*Note: The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY23-24 Charter Sector Attendance Qlik Application as of September 2024. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

## Teacher and Staff Qualifications

Below are staff photos from both of our facilities. On the next page are the faculty and staff data points.

### Northwest Facility: 1776 G Street NW



### Southwest Facility: 1201 Maryland Avenue SW



Faculty and Staff Data Points	
Teacher Attrition Rate:	15%
Number of Teachers:	27
Teacher Salary	
1. Average	\$92,683.03
2. Range	\$50,000-\$135,135.52

**Teaching Experience:** Is a range of 1 to 28 years, with an average of 11.81 years.

Teacher Demographics	
Female	70.37%
Male	29.63%
Black / African American	74.07%
Hispanic / Latino	11.11%
Two or More Races	3.70%
White	11.11%

Staff Qualifications	
Doctorate	11.11%
Masters	70.37%
Bachelors	18.52%
Associates	0.00%
Some College	0.00%

Executive Compensation		
Employee Name	Job Name	Base Salary
Chelsea Kirk	Executive Director	\$185,120.00
Thomas Pengelly	Director (NW Facility)	\$156,780.00
Latoya Hil	Director (SW Facility)	\$150,930.00
Demetri Tyler	Senior Manager, Data and Accountability	\$140,000.00
Vershaun Terry	Manager of Special Education	\$135,135.52
Queneia Harley-Burkeen	Lead Instructor (NW Facility)	\$135,135.52

# APPENDICES

## STAFF ROSTER

Teachers and Staff Working Directly with Students SY 2023-2024	
Name	Job Title
Abdul-Rahim, Amina	Registrar, Manager
Benham, Nathaniel	Manager, College and Career Readiness
Bugg, Bria	Instructor STEM (Mathematics/Science)
Bugnosen, Raymond	GEC IT Manager
Camp-Carter, Nicole	Student Records and Attendance Specialist
Covington, Tyra	Instructor/Teacher (Mathematics)
Crawford, Lisa	Instructor STEM (Mathematics/Science)
Easley, Jeremy	Lead Instructor
Eldon, Anthony	College and Career Readiness Specialist
Fadika-Zulu, Fatmata	Special Education Instructor (Reading)
Francis, Jasmine	Student Resource Teacher
Frazier, Christopher	Instructor STEM (Mathematics/Science)
Garnett, Kenjuan	Youth Services Success Coach
Gbondo, Yema	Lead Academic Success Coach
Grant, Marcia	Special Education Instructor (Reading)
Harley-Burkeen, Queneia	Lead Instructor
Height, Roshawne	Academic Success Coach
Hill, Latoya	Director, Excel Center
Hopkins, Candace	Student Resource Teacher
Hopkins, Lawrence	Manager, Student Support Services
Jacobs, Zain	College and Career Readiness Specialist
Jones, Alexia	Youth Services Success Coach
Keeks, Dillon	Instructor/Teacher (Humanities)
Kelley, Kimberly	Reading Foundations Teacher
Kingston-Williams, Salome	Academic Success Coach



Kirk, Chelsea	Executive Director
Mack, Deven	Student Records and Attendance Specialist
Malek, Sawsan	Instructor STEM (Mathematics/Science)
Martinez, Arturo	School Compliance Manager
Matherne, Sean	Instructor STEM (Mathematics/Science)
McArthur, Whitney	Instructor STEM (Mathematics/Science)
McBarnette, Ashley	Registrar
McNeil, Allyse	College and Career Readiness Specialist
Melifonwu, Susan	Instructor STEM (Mathematics/Science)
Morel, Xango	Instructor/Teacher (Humanities)
Moreno, Marco	Instructor/Teacher (Humanities)
Parker, Marcel	Academic Success Coach
Pearson, Gianni	Academic Success Coach
Pengelly, Thomas	Director, Excel Center
Price, Jasmine	Instructor STEM (Mathematics/Science)
Rhodes, Dawn	Senior Office Manager
Robinson, Marsha	Instructor/Teacher (Humanities)
Smith, Dasia	Instructor/Teacher (Humanities)
Smith, Kelly	Instructor STEM (Mathematics/Science)
Soden, Tantalia	Instructor STEM (Mathematics/Science)
Sutton, N'Jyria	Office Manager
Taliaferro, Latia	Senior Lead Academic Success Coach
Terry, Vershaun	Manager of Special Education
Tyler, Demetri	Senior Manager, Data and Accountability
Vann, Deloris	Special Education Instructor (STEM)
Vinson, Janol	College and Career Readiness Specialist
Westbury, Victoria	Instructor/Teacher (Humanities)
Williams, Delonte	Instructor (Reading)

## BOARD ROSTER

Name	Role	DC Resident	Date of Appointment	Date Appointment Expires
Scott Bess	Member	No	4/14/16	12/1/25
Michelle D. Gilliard, Ph.D.	Member	No	6/15/15	12/1/24
Glen S. Howard	Chair	Yes	5/15/15	12/1/24
Evelyn Lee	Member	Yes	3/14/23	12/1/25
Elizabeth Lindsey	Member	Yes	3/22/16	12/1/25
Catherine Meloy	ExOfficio/President & CEO (Non-Voting)	No	N/A	N/A
Lisa Mallory	Member	No	3/19/19	12/1/25
Joseph Myrie	Student Member	Yes	9/15/23	6/11/24
Alonso Person	Student Member	Yes	9/15/23	6/11/24
April Young	Treasurer	No	6/15/15	12/1/24

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

# The Excel Center

ADULT CHARTER HIGH SCHOOL



January 2024



July 2024



# 2023-2024 FINANCIAL STATEMENTS

**THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL**  
**STATEMENT OF FINANCIAL POSITION - UNAUDITED**  
**June 30, 2024**

<b>ASSETS</b>	
Current Assets	
Cash and Cash Equivalents	\$ 11,343,149
Accounts Receivable	188,768
Prepaid Expenses	<u>171,681</u>
Total Current Assets	11,703,598
Deposits	63,258
Right-of-Use Asset	6,570,475
Property and Equipment, Net	<u>3,748,792</u>
<b>TOTAL ASSETS</b>	<b><u>\$ 22,086,123</u></b>
<b>LIABILITIES AND NET ASSETS</b>	
Liabilities	
Current Liabilities	
Accounts Payable and Accrued Expenses	\$ 1,109,446
Lease Liability, Current Portion	<u>1,400,703</u>
Total Current Liabilities	2,510,149
Lease Liability, Net of Current Portion	<u>9,541,176</u>
<b>TOTAL LIABILITIES</b>	<b><u>12,051,325</u></b>
Net Assets	
Without Donor Restrictions	9,898,503
With Donor Restrictions	<u>136,295</u>
<b>TOTAL NET ASSETS</b>	<b><u>10,034,798</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b><u>\$ 22,086,123</u></b>

**THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL**  
**STATEMENT OF ACTIVITIES - UNAUDITED**  
**For the Year Ended June 30, 2024**

	Without Donor Restrictions	With Donor Restrictions	Total
<b>REVENUE AND SUPPORT</b>			
Per Pupil Allocation	\$ 11,159,120	\$ -	\$ 11,159,120
Private Grants and Contributions	3,398	125,000	128,398
Federal Entitlements and Other Federal Funds	27,126	-	27,126
State and Local Government Contributions and Grants	441,741	-	441,741
Interest Income	973	-	973
Net Assets Released from Restrictions:			
Satisfaction of Program Restrictions	92,872	(92,872)	-
 TOTAL REVENUE			-
TOTAL REVENUE AND SUPPORT	11,725,230	32,128	11,757,358
 <b>EXPENSES</b>			
Program Service:			
Adult Education	10,386,600	-	10,386,600
Supporting Service:			
Management and General	753,637	-	753,637
Total Supporting Services	753,637		
 TOTAL EXPENSES	11,140,237	-	11,140,237
 CHANGE IN NET ASSETS	584,993	32,128	617,121
NET ASSETS, BEGINNING OF YEAR	9,313,510	104,167	9,417,677
NET ASSETS, END OF YEAR	\$ 9,898,503	\$ 136,295	\$ 10,034,798

**THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL**  
**STATEMENT OF FUNCTIONAL EXPENSES - UNAUDITED**  
**For the Year Ended June 30, 2024**

	<b>Program Service</b>	<b>Supporting Service</b>	
	Adult Education	Management and General	<b>Total</b>
<b>Personnel, Salaries and Benefits</b>			
Contracted Labor	\$ 6,014,673	\$ 359,637	\$ 6,374,310
Professional Development	118,399	-	118,399
Other Contracted Labor-Related Expense	4,979	-	4,979
<b>Total Personnel, Salaries and Benefits</b>	<b>6,138,051</b>	<b>359,637</b>	<b>6,497,688</b>
<b>Direct Student Costs</b>			
Child Development Center	623,524	-	623,524
Student Books and Learning Material	7,438	-	7,438
Other Student Costs	145,084	-	145,084
Computer Support	82,598	-	82,598
Student Recruiting	157,864	-	157,864
Student Assessments	50,692	-	50,692
Student Transportation Stipends	95,193	-	95,193
Supplies, Materials and Snacks	93,113	-	93,113
<b>Total Direct Student Costs</b>	<b>1,255,506</b>	<b>-</b>	<b>1,255,506</b>
<b>Occupancy</b>			
Lease Expense	930,428	-	930,428
Depreciation and Amortization - Facilities	578,605	-	578,605
Janitorial Supplies	8,299	-	8,299
Maintenance and Repairs	17,734	-	17,734
<b>Total Occupancy</b>	<b>1,535,066</b>	<b>-</b>	<b>1,535,066</b>
<b>Office Expenses</b>			
Telecommunications	-	81,254	81,254
Office Supplies	-	30,286	30,286
Printing and Copying	5,321	29,892	35,213
Other	-	7,792	7,792
Postage	-	3,661	3,661
<b>Total Office Expenses</b>	<b>5,321</b>	<b>152,885</b>	<b>158,206</b>
<b>General Expenses</b>			
Professional and consulting fees	1,365,362	12,265	1,377,627
Depreciation and Amortization - Non-Facility	87,186	56,350	143,536
Dues, Fees, Licenses and Fines	-	53,557	53,557
Accounting, Auditing and Payroll	-	65,795	65,795
Insurance	-	27,652	27,652
Other	108	25,496	25,604
<b>Total General Expenses</b>	<b>1,452,656</b>	<b>241,115</b>	<b>1,693,771</b>
<b>TOTAL EXPENSES</b>	<b>\$ 10,386,600</b>	<b>\$ 753,637</b>	<b>\$ 11,140,237</b>



**THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL**  
**APPROVED BUDGET**  
**For the Year Ending June 30, 2025**

**Revenue**

State and Local Revenue	
Per Pupil Operating Revenue	\$ 10,986,545
Per Pupil Facility Revenue	<u>1,643,084</u>
	12,629,629
Federal Revenue	<u>25,000</u>
<b>Total Revenue</b>	<b><u>12,654,629</u></b>

**Operating Expenses**

Staff Related Expense	
Curricular Contract Labor	3,995,406
Supplemental Contracted Labor	2,776,347
Professional Development	77,000
Other Contracted Labor	501,800
Other Contracted Staff Expense	<u>66,540</u>
	7,417,093
Occupancy Expense	
Occupancy Lease Expense	949,857
Occupancy Service Expense	<u>179,680</u>
	1,129,537
Additional Expenses	
Direct Student Expense	1,322,340
Office Expense	318,075
Business Expense	1,714,977
Dues, Fees, & Licenses	56,121
Operating Contingency & Other Expenses	<u>164,541</u>
	3,576,054
<b>Total Operating Expenses</b>	<b><u>12,122,684</u></b>
<b>Net Operating Income</b>	<b>531,945</b>
<b>Interest, Depreciation and Amortization</b>	
Depreciation and Amortization	733,681
<b>NET INCOME (LOSS)</b>	<b><u>\$ (201,736)</u></b>

**Data Table 1: School Improvement Plan Goals and Progress**

<b>Goal 1:</b>					
Meet Secondary Completion Rate targets and GEC Charter Agreement Graduation targets.	Indicator(s)	Data Source	Baseline SY21-22	Target/Result SY22-23	Target/Result SY23-24
	OSSE STAR Framework: Secondary Completion Rate	SLED	100%	Target: Above 80% (floor for secondary completion rate) 85.71%	Target: Above 80% (floor for secondary completion rate) 100%
	GEC's PCSB graduation goal: The percent of GEC's verified enrolled students who graduate	PowerSchool (Student Information System)	25%	Target: 20-25% (of the audited enrollment roster)  GEC's SY 22-23 graduation %: 22% (91/405)	Target: 20-25% (of the audited enrollment roster)  GEC's SY 23-24 graduation %: 26% (115/441)
<b>Goal 2:</b>					
GEC will increase the quantity of graduation plan meetings for the ACGR cohort students in SY 23-24 by adjusting the graduation plan meeting structure and incorporating the Registrar Manager review of the current transcript each term that includes acknowledgement of the graduation plan and transcript status.	Indicator(s)	Data Source	Baseline SY21-22	Target/Result SY22-23	Target/Result SY23-24
	% of Graduation Plans completed for ACGR cohort students	PowerSchool (Student Information System)	79% (65/82 students)	Target: 80%  GEC's SY 22-23 graduation plan %: 81.9% (86/105)	Target: 83%  GEC's SY 23-24 graduation plan %: 83.33% (90/108)

**Note:** As of the Annual Report submission date, GEC submitted the end of plan report for SY 23-24 School Improvement Plan.



## Annual Report SY 2023-2024