

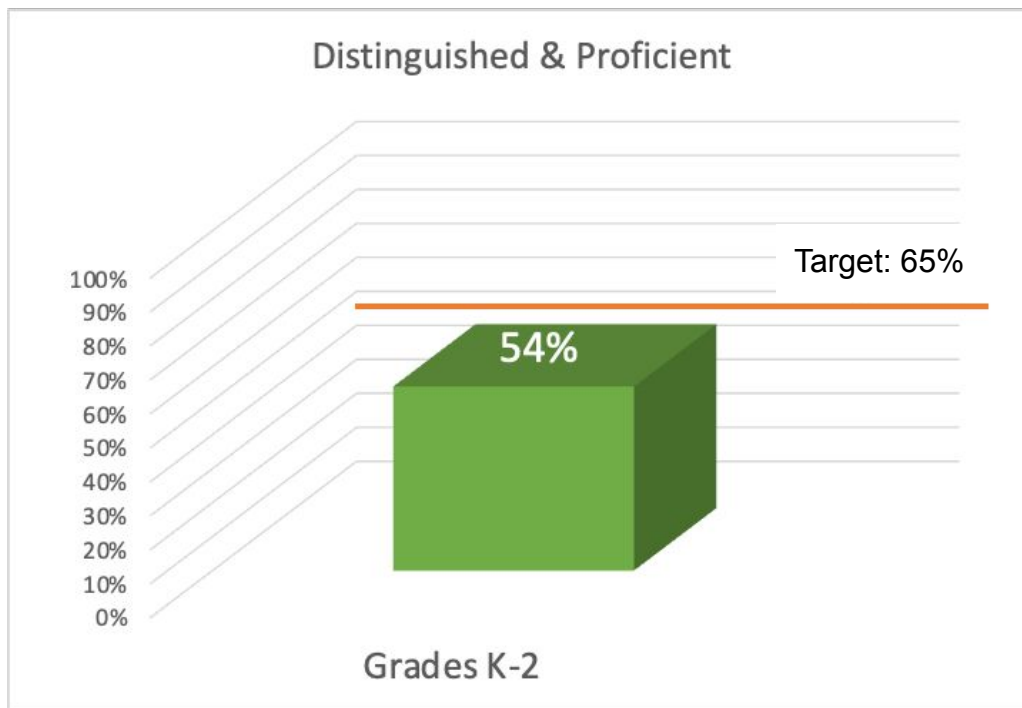
Centennial Academy Academic Accountability Committee Report

November 15, 2021



ACADEMICS - Common Assessment (Math)

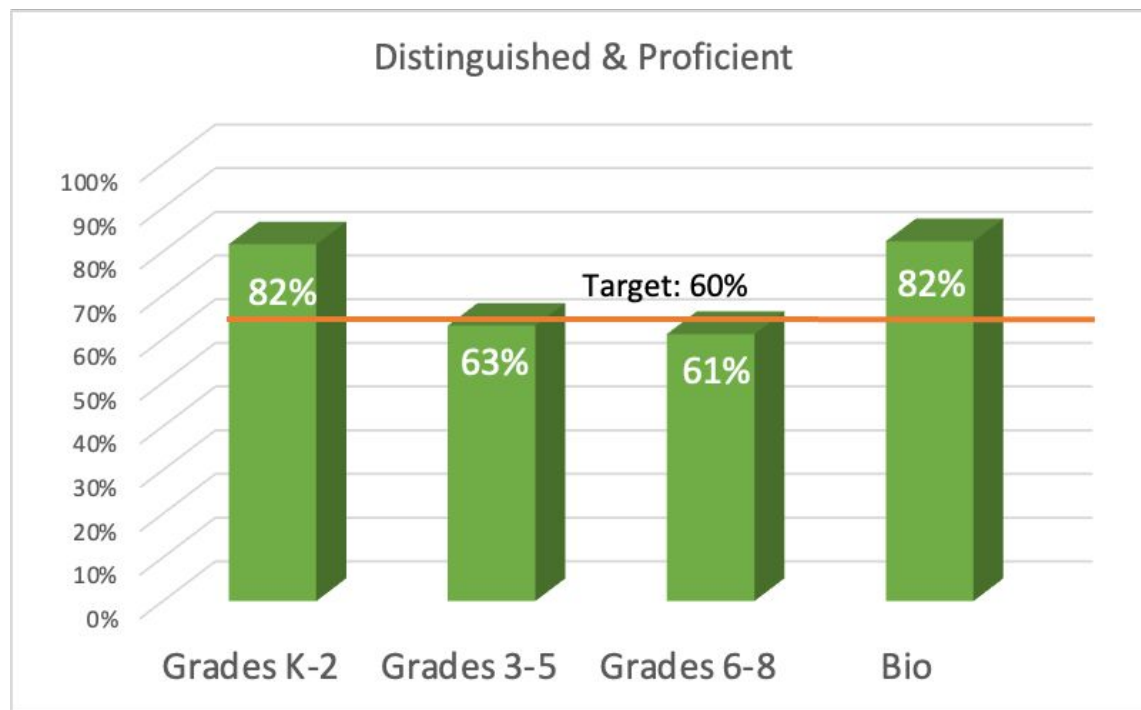
2021-2022 Goal: 65% Distinguished & Proficient



K	72% (55 out of 76)
1st	N/A
2nd	36% (30 out of 81)

ACADEMICS - Common Assessment (Science)

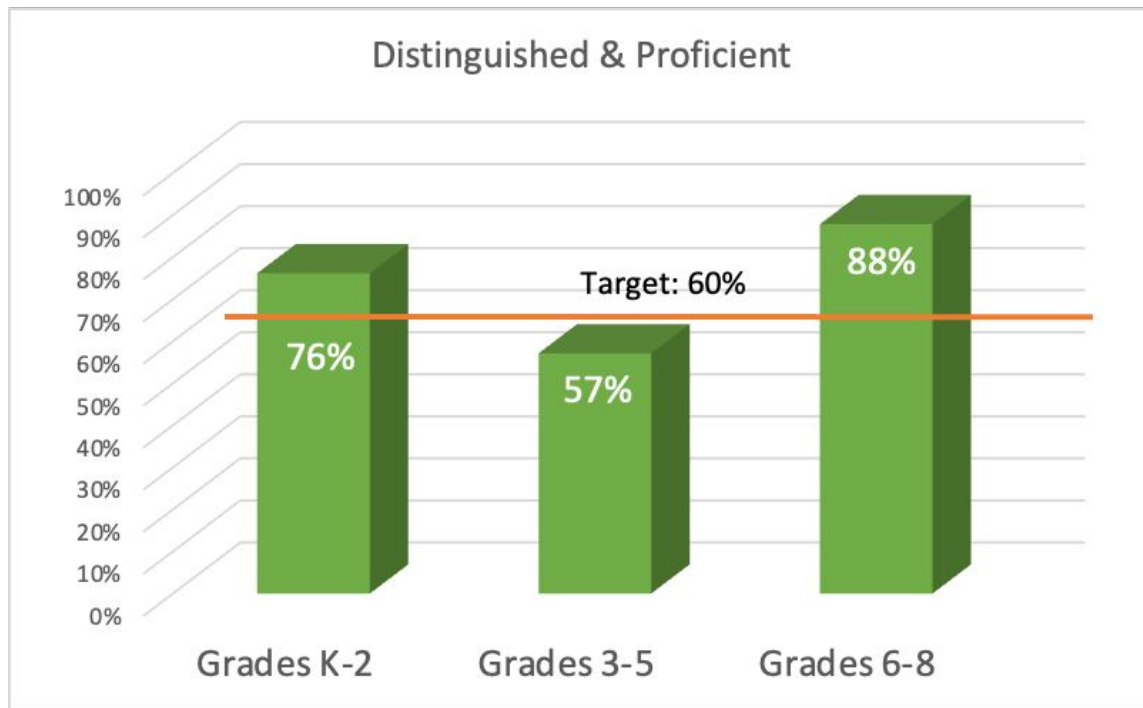
2021-2022 Goal: 60% Distinguished & Proficient



K	91% (74 out of 81)
1st	83% (49 out of 59)
2nd	70% (55 out of 78)
3rd	54% (48 out of 89)
4th	73% (49 out of 67)
5th	65% (65 out of 101)
6th	56% (44 out of 80)
7th	62% (34 out of 54)
8th:	69% (32 out of 46)
Bio	82% (14 out of 17)

ACADEMICS - Common Assessment (Social Studies)

2021-2022 Goal: 60% Distinguished & Proficient



K	96% (74 out of 77)
1st	81% (45 out of 56)
2nd	53% (41 out of 77)
3rd	50% (42 out of 84)
4th	42% (27 out of 64)
5th	76% (63 out of 83)
6th	85% (38 out of 45)
7th	86% (37 out of 43)
8th	91% (55 out of 60)

STEAM Certification

Academic Accountability Report
November 8th Updates

Initiate		Improve		Impact
Engagement	Implementation	Results	Sustainability	Embeddedness
<i>The level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs.</i>	<i>The desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation.</i>	<i>The collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s).</i>	<i>Results achieved consistently demonstrate growth and improvement over time (minimum of three years).</i>	<i>The desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution.</i>
Few stakeholders are involved in support of the desired practice or program.	The desired practice or program is minimally implemented.	There is little or no data and evidence of attaining the desired result(s).	The institution has little or no data and evidence to indicate growth and improvement over time.	The desired practice or program is not ingrained in the institution.
Some stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored for implementation.	The institution collects and analyzes data and evidence to demonstrate the progress toward attaining the desired result(s).	The institution has some data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in parts of the institution.
Many stakeholders are frequently involved in support of the desired practice or program.	The desired practice or program is being monitored and adjusted for quality and fidelity of implementation.	The institution collects, analyzes, and uses multiple sources of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate growth and improvement over time.	The desired practice or program is ingrained in the culture of the day-to-day work of the institution.
Most stakeholders are frequently involved in support of the desired practice or program.	Formal processes are used to demonstrate that the desired practice or program is implemented and monitored with quality and fidelity.	Formal processes are implemented to collect, analyze, and use multiple forms of data and evidence to demonstrate progress toward attaining the desired result(s).	The institution has consistently documented data and evidence to indicate sustained growth and improvement over time.	The desired practice or program is deeply ingrained and protected throughout the culture and the operations of the institution.

STE(A)M Implementation Self-Assessment

Use the Rubric below to assess STE(A)M implementation in your institution. The elements correspond to program areas reflecting in Cognia's STE(A)M Standard framework. Schools or programs that have been implementing STE(A)M for at least two years and have most or all of these elements established should consider STE(A)M Certification. Cognia can also support your institution in implementing effective practices in these areas, as well areas specified in our STE(A)M Standard framework.

	Description				
		1 minimum	2	3	4 maximum
Element One: Stakeholder Engagement	School has a STE(A)M leadership team in place that collaborates with representatives from all stakeholder groups.				x
	Multiple external partners regularly and strategically engage with students and educators to support STE(A)M learning.				x
	School supports parent/family involvement in students' STE(A)M learning opportunities.				x
Element Two: STEM Implementation	Classroom instruction focuses on actively engaging students in the learning process.			x	
	Students have regular opportunities to solve real-world problems throughout the curriculum.			x	
	Students demonstrate their learning through non-traditional, non-standardized methods.			x	

	Description				
		1	2	3	4
Element Three: Program Results and Sustainability	Leadership team has developed a strategic plan specific to the needs of the school's STE(A)M educational model.			x	
	School regularly communicates to stakeholders information relevant to the progress and success of STE(A)M efforts.				x
	School can demonstrate progress and success, over multiple years, in meeting the goals and objectives of the STE(A)M program.			x	
Element Four: STEM Embeddedness	School/Program exhibits a STE(A)M identity, distinguishing it from traditional educational models		x		
	Students regularly employ and can articulate a processes and practices associated with STE(A)M disciplines (e.g. Engineering Design, Science inquiry)		x		
	STE(A)M curriculum spans throughout the school/program (i.e., grade levels, content areas, academic year)			x	

Cognia STE(A)M K-12 Standards: Academic Accountability Report, 11.8

STE(A)M Community

- Standard 1 - School/program provides equitable opportunities for students to engage in high quality STE(A)M learning.
- Standard 2 - STE(A)M educators collaborate to develop, implement, and improve high quality STE(A)M learning activities.
- Standard 3 - School/program engages diverse STE(A)M community in order to support and sustain STE(A)M programs and initiatives.
- Standard 4 - School/program has established a shared vision for STE(A)M and has leadership structures to support effective implementation.

STE(A)M Learning Culture

- Standard 5 - Leaders ensure that all stakeholders have ongoing opportunities to access information and learn about STE(A)M implementation.
- Standard 6 - Educators and leaders participate in an ongoing system of STE(A)M-specific professional learning.
- Standard 7 - Students engage collaboratively in authentic inquiry during ongoing units of study.
- Standard 8 - Students engage in self-directed STE(A)M learning guided by educators who are effective facilitators of learning.

STE(A)M Experiences

- Standard 9 - School/program provides within-school and extra-curricular opportunities for students to extend STE(A)M learning.
- Standard 10 - Students demonstrate their learning through performance-based assessments and have opportunities to develop self-assessment and self-monitoring skills.
- Standard 11 - STE(A)M learning experiences integrate all STE(A)M disciplines with an emphasis on processes and practices associated with STE(A)M.
- Standard 12 - School/program provides high quality STE(A)M courses and curriculum aligned to recognized standards and organized into interdisciplinary frameworks.

STE(A)M Outcomes

- Standard 13 - Students demonstrate STE(A)M content knowledge representative of STE(A)M literacy outcomes that prepare them for the next level of learning and work.
- Standard 14 - Students develop STE(A)M skills and cross-cutting competencies that support workforce readiness.
- Standard 15 - School/program engages in a continuous improvement process for STE(A)M.
- Standard 16 - School/program conducts evaluative activities to ensure the effectiveness of STE(A)M implementation.

7/16 Cognia Standards met as of 9.13	
10/16 Cognia Standards met as of 11.8	

ATTENDANCE

2021-2022 Goal: 90% scholars attend 90% enrolled days

Centennial Academy Current Status:	65% of Centennial Academy scholars attended 90% of enrolled days (262 out of 755 CA scholars missed 5 or more days of school) <i>*According to APS Viz, Centennial Academy's ADA Attendance Rate is 91% (the District's ADA Attendance Rate is 90%) and 72% of scholars are meeting CCRPI Criteria.</i>
CPA Current Status:	61% of CPA scholars attended 90% of enrolled days (61 out of 158 CPA scholars missed 5 or more days of school)
Transitional Current Status:	34% of transitional scholars attended 90% of enrolled days (41 out of 63 transitional scholars missed 5 or more days of school)
COVID Impact	Positive Cases: 6 Close Contacts: 18

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
67%	65%	65%							


LEADERSHIP

2021-2022 Goal: 100% scholars serving as leaders

OCTOBER LEADERSHIP DATA			
Grade Level	# Scholars	% Scholars	Leadership Opportunities
Kindergarten	40/92	43%	Classroom Greeter,New Student Helper,Hand Sanitizer Monitor, Chromebook Cart Monitor, Student Ambassadors
1st Grade	34/74	45%	Classroom Greeter,New Student Helper,Hand Sanitizer Monitor, Chromebook Cart Monitor, Student Ambassadors
2nd Grade	40/84	47%	Classroom Greeter,New Student Helper, Hand Sanitizer Monitor,Chromebook Cart Monitor, Student Ambassadors
3rd Grade	70/106	67%	Convocation Speaker,Classroom Greeter,New Student Helper,Red Lunch Bag Carrier,Hand Sanitizer Monitor,Chromebook Cart Monitor, Student Ambassadors
4th Grade	44/78	56%	Classroom Greeter,New Student Helper,Red Bag Carrier,Hand Sanitizer Monitor, Chromebook Cart Monitor, Student Ambassadors
5th Grade	56/104	53%	Classroom Greeter,New Student Helper, Red Bag Carrier,Chromebook Cart Monitor, Student Ambassadors
6th Grade	45/80	56%	Flag Football, Cheerleading,New Student Helper,Red Lunch Bag Carrier, Student Ambassadors, cheerleading, flag football
7th Grade	43/68	63%	Flag Football, Cheerleading,New Student Helper,Red Lunch Bag Carrier, Student Ambassadors, cheerleading, flag football
8th Grade	44/75	58%	Flag Football, Cheerleading,Convocation Speaker, New Student Helper,Red Lunch Bag Carrier, Student Ambassadors,cheerleading, flag football
Total	416/761	54%	

DISCIPLINE

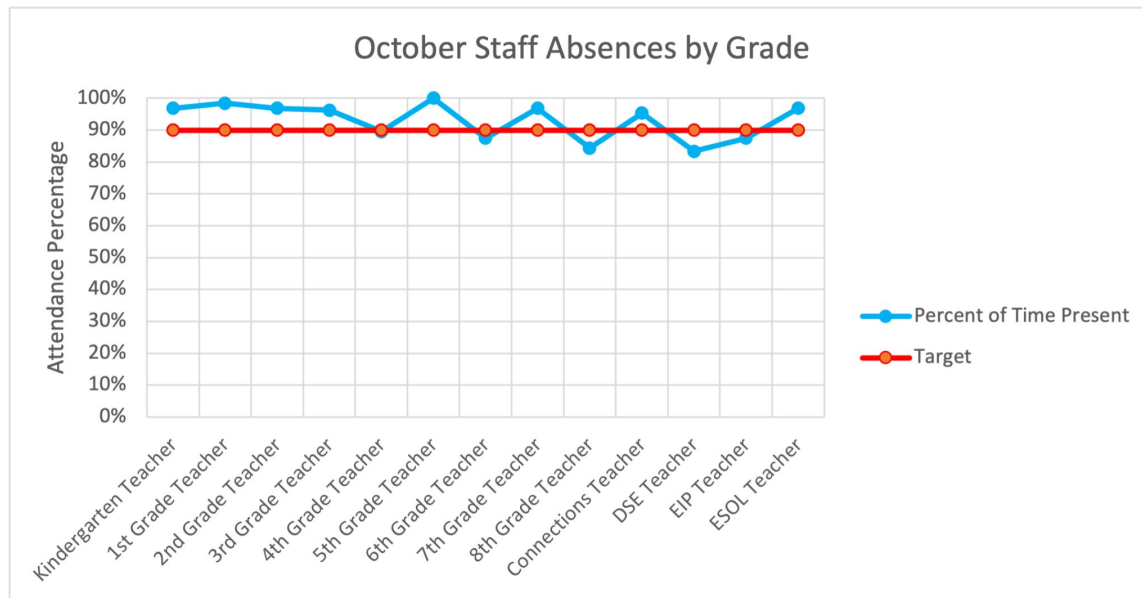
2021-2022 Goal: Reduce referrals by 20% to 496

October Discipline Data		
Grade Level	Number of Referrals 2019	Number of Referrals 2021
Kindergarten	7	1
1st Grade	6	2
2nd Grade	1	1
3rd Grade	7	5
4th Grade	5	4
5th Grade	16	9
6th Grade	7	2
7th Grade	14	0
8th Grade	19	2
October Month Total	82	26 

YTD Total
64

STAFF - Attendance

2021-2022 Goal: 90% Present



Vacancies

1. 4th Grade SS/ELA
2. 2nd grade Teacher
3. DSE
4. REP Math
5. REP Reading
6. Kindergarten Teacher
7. Kindergarten Associate Teacher
8. Data and Analytics

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
94%	95%	93%							

STAFF - Attendance

October COVID Absences

COVID Absence Reason	# Staff Members	# Days Absent
Positive COVID-19	2	7
Close Contact	0	0
Childcare	0	0
Symptomatic	0	0

PARENTS

2021-2022 Goal: 85% participation in formal Parent-Teacher Conference

YTD Actual Conferences
49% participation

Parent-Teacher Conferences	
9/28	251
10/26	177
1/25	
3/22	
4/26	

Parent University Attendance	
10/6	16
10/20	63

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
33%	49%							