

Capitol West Academy

Annual School Growth Plan and Results

Year: 2017-18



PREPARED FOR

Office of Charter Schools

University of Wisconsin-Milwaukee

School Profile

Capitol West Academy
3939 North 88th Street
Milwaukee, WI 53222
K4-8

Describe the major emphasis of the school and its educational program

The academic focus of Capitol West Academy is to effectively and proactively educate children in the core academic areas with an emphasis on a positive educational environment and adaptation to different learning styles. We believe that each child can learn and that it is our challenge to find ways in which he/she can best learn. Research concludes that a structured instructional program with a focus on basic skills and a strong emphasis on parental involvement are critical to both academic and social success. The program's curriculum emphasizes not only academic growth, but personal growth as well. The fundamental goals of Capitol West Academy are to:

- Create a safe, student-centered environment with a high expectation for academic achievement in the areas of reading, language arts, math, social decision-making and science that will assist students in exceeding Wisconsin proficiency levels.
- Provide an environment in which all teachers foster academic, social and emotional growth; and effectively and efficiently integrate alternative learning styles to meet the learning needs of each child.
- Create a learning environment that focuses on academics through curriculum integration and the emphasis on attending to student's differences in learning.
- Create a positive school culture with a focus on character development.
- Nurture a strong linkage and mutual accountability between family, school and community that involves parents as partners to increase the child's positive academic and social development.
- Actively incorporate strong accountability measures to assess the success of each child and provide quantitative measures to guide continuous improvement.
- Create a culture that values diversity, respects the individual and values learning as a life-long source of self-mastery, joy and meaning.

- Develop each child academically, personally and socially with an understanding of citizenship in the US.

Capitol West Academy provides a structured environment with an integrated curriculum, in which teaching on a given subject overlaps into various academic areas, as well as service learning and an emphasis on quality academics.

Our teaching focuses not only on reading, language arts, math, social studies, and science, but also on character development and helping students synthesize and analyze content, make sound decisions and develop critical thinking skills. Our educators understand how the structure and growth patterns of the brain affect learning. And they offer a neurodevelopmentally informed trauma sensitive philosophy and practice that supports the needs of all of our students. Teachers tailor instructional practices to meet the varied needs of the learners.

We are committed to nurturing and developing students who are prepared socially and academically to enter college-preparatory high school, post-secondary education and young adulthood with a clear vision of success and who embrace lifelong learning.

Donna Niccolai Weber, Executive Director
Mora Anderson, Incoming Executive Director
David Lucey, Board Chairperson

At-a-Glance School Performance Framework Data

Priority Area(s) of Growth: (Check the priority area(s) in need of greatest growth)

- x Student Achievement - Performance on State Assessment in reading and/or math
- x Student RIT Growth Targets - Improvement over time on MAP Assessment in reading and/or math
- x Student RIT Growth for Significant Sub-groups – Student subgroups closing gaps in reading and/or math
- x Student Post-Secondary Readiness – Performance in attendance and graduation

1.0 Annual School Growth Goals

Annual school growth goals flow from the strategic goals, as well as, analysis of academic performance framework results. These goals identify improvement efforts to be undertaken during the fiscal year. The school should have **three to five** measurable goals including at least one reading goal and one math goal.

1.1 (required)

Annual Growth Goal: CWA students will meet or exceed expected growth targets, in Reading, as measured on MAP based on Fall 2017 to Spring 2018 data, increase from 47% to 60%.

Background Data Analysis:

47% of Students met/Exceeded Average Reading Growth from fall to spring 2016-17 as measured by MAP. This is lower than the previous year. In reviewing the data, all classes showed growth from fall to spring with grades 1, 5 and 7 exceeding growth expectations. Grade 4 students, in particular, showed limited growth. CWA worked with teachers and students to create a stable testing environment in the 4th grade, however, the change in teachers during the testing environment may have contributed to the poor performance in spring. Based on the fall to winter MAPS scores, the 4th grade students had showed more promising growth. CWA is not confident that the data accurately reflects the student growth. We will ensure that our testing environment is optimal for all grades levels. Continued emphasis on teaching study skills and improving independence of the learner may combat such a drastic change in the future.

We will continue to focus on professional development and the consistent implementation on the balanced literacy approach. We have partnered with Milwaukee Succeeds for professional development and coaching on the Reading Foundations program for our K-2 teachers and students. In addition to the MAP data, we tracked students receiving tier 2 and 3 instruction. The fall to spring results indicate a 2% decrease in the number of students in Tier 3 and a 1% increase in the number of students receiving tier 2 services. We will continue to review our RtI system as the results show little movement. Proficiency based on Forward exam 2016-17: 11.5 % This is a decrease of 2.1% from 13.6% the previous year. We will continue to focus on improving the reading proficiency of all CWA students.

Approaches/Strategies (What will you do to achieve the goal?):

- Rewards curriculum will be used in 3rd, 4th, and 7th as whole class instruction; 5th, 6th, and 8th will pretest and provide remedial instruction with Rewards in small group for the children that need it.
- Continue professional development with decoding and comprehension through the support of CESA.
- Focus on using consistent language while teaching decoding and comprehension skills
- Meet with teachers to look at data and make instructional decisions bimonthly
- Consistent implementation of comprehensive balanced literacy (daily 5, CAFÉ, metacognition)

- Targeted reading interventions in grades in K-2 through a new partnership with Milwaukee Succeeds Reading Foundation program
- Review Core Standards to create Focus Standards, Scope and Sequence, and instructional plans to enhance instruction during balanced literacy.

Success Indicator (How will you know that you are making progress toward achieving the goal?):

- MAP fall to winter growth will demonstrate that students meet or exceed grade level benchmark at all grade levels.
- Decrease number of students in Tier 3 interventions by 3%

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- Bi- monthly review in grade level teams of the MAP data broken down by academic area and strands
- Ensure professional learning community (PLC) team meeting time is used to analyze data to drive instruction during Literacy professional development meetings
- Students and teachers will conference individually and set goals based on the review of various assessment results

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

Typically, CWA students show higher growth scores between the Fall and Winter MAP Assessments. When we learned that the Winter MAP Assessment was no longer a requirement for the 2017-2018 school year, we thought that we would help ease assessment fatigue in students by not administering the Winter MAP Assessment. In retrospect, we have concluded that the most optimal state assessment scenario would include Fall Map, Winter MAP, and Spring Forward Exam. This organization will allow for consistent observation of students' skill growth/decline, while simultaneously eliminating the assessment fatigue factor associated with the closeness of the Spring MAP and Forward Exam administration dates. Nevertheless, contending with the current assessment protocol of Winter/Spring MAP Assessments, our students did not fare well. 40% of Students met/Exceeded Average Reading Growth from fall to spring 2017-18 as measured by MAP. This is 7 % lower than the previous year. In reviewing the data, 1st and 2nd grade showed growth in reading. All remaining classes showed growth between 20 and 40%. This is the lowest growth CWA students have shown and we are concerned about the disappointing results this year. In review of the data there were two major changes this year: 1.) Students were tested in whole classroom group with at least two adults in the room. The small groups were only used when necessary. 2.) We enrolled students until January and the changes in classroom dynamics may have contributed to some of the issues concerning student growth. We compared the classroom data to the MAP data. It is showing similar results for both 1st and 2nd grade. However, fluency scores increased in grades 1-5. Students that were already at grade level and above didn't show the large growth compared to the students below grade level. The students below and significantly below grade level made admirable gains. The Fountas & Pinnell reading assessment shows positive gains in grades 1st - 3rd. However, 4th - 6th are showing slow incremental growth but they are not gaining at the rate they need to in order to perform at the proficient level. Scores on the comprehension assessments in

3rd - 7th are inconsistent in performance over time. However, the end of 4th quarter percentage of students scoring proficient is between 50 and 70%. As stated earlier, this percentage fluctuates throughout the year. These results show very different results from the MAP data.

Implications Discussed:

Data analysis more often and especially with classroom assessment data. Would winter testing give more data?

RIT band is too broad to drive instruction. Is there some way to overcome this?

Be very careful of scheduling testing around recess and lunch.

How do we deal with testing fatigue in the Spring? Motivate and encourage throughout the test?

Use testing language, direction language and complex sentence structure in daily conversations. Teach language directly and use often.

Spiral Analysis of curriculum.

Collaboration time used more effectively.

Is 4th quarter attendance affecting testing motivation / learning?

1-4th Teachers said smaller group testing. 5-8th Teachers said less small group testing but more proctors in room.

30% - 40% of elementary students took more than 60 minutes to test. 42% - 47% of middle school students took more than 100 minutes.

What is considered acceptable?

Are we teaching with the same type of questions experienced on the MAP test? How can we compare the DOK of the questions?

Approaches/Strategies (What will you do to achieve the goal?):

- Rewards curriculum will be used in grades 3- 8th for interventions only.
- Purchase and implement new Literacy Curriculum, Journey's with purposeful and directed Professional Development.
- Engage in PLC common planning time (both horizontal and vertical grade alignment) under the direction of Instructional Coach (new hire) with emphasis on using consistent language while teaching decoding and comprehension skills.
- Meet with teachers to teach them how to look at classroom data to make instructional decisions
- Continue targeted reading interventions in grades K-2 through a new partnership with Milwaukee Succeeds Reading Foundation program

Success Indicator (How will you know that you are making progress toward achieving the goal?):

- Revisit “unpacking of the focus standards” to ensure that all staff have shared understandings
- Progress monitoring of interventions strategically aligned to the teaching and reteaching of the focus standards
- Consistent development, use, and assessment of student progress on vocabulary strategies, text dependent questioning, and use of craft and structure in language/writing

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- Bi- monthly review in grade level teams of the MAP data broken down by academic area and strands. Rely more heavily on common assessment data in the absence of the Winter MAP data
- Add analyzing classroom assessments to drive instructions.
- Ensure professional learning community (PLC) team meeting time is used to analyze data to drive instruction during Literacy professional development meetings
- Students and teachers will conference individually and set goals based on the review of various assessment results under the direction of Instructional coach (new hire)

End of Year Annual Growth Goal Results and Data Analysis (Based on your school’s approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

CWA have approached MAP assessment in both large and small group formats with mixed results. Due to unexpected staff reductions, large group testing became the default this year and did not prove to be the best method in spite of multiple staff members proctoring each group. Additionally the student habitual truancy rate rose to 39.2% which created a significantly disruptive testing environment.

Moving forward we will review testing protocols, return to considerations of the least restrictive testing environment per student/grade level and employ new leadership in the DAC role.

Additionally, student supports will be tied to focus standards and applied globally at the universal level with fidelity to influence positive outcomes and greater levels of proficiency as measured by various assessments: Formative, Summative, and Standardized. Success at this level will be indicative of higher levels of full participation without interruptions for tiered interventions.

Finally, we have added a 1.0 FTE Instructional Coach to support advancing teaching and learning to greater levels of proficiency. Grades 1-2 will continue in its 2nd year of the Transformational Reading Intervention (TRI) Curriculum with Milwaukee Succeeds. Grades 3rd -6th will use a newly adopted Journey’s Curriculum with ongoing implementation/support. The Instructional Coach will partner with Professional Trainers to ensure that the new literacy curriculum is supported with fidelity.

In spite of the significantly declined MAP ELA results, the preliminary review of Forward 2018 Spring Test Data shows a 2.6% increase at 14.1% of students scoring proficient or advanced. The data from 2016-2017 Forward Results indicated students scoring at an 11.5% proficient or advanced level.

1.2 (required)

Annual Growth Goal: CWA students will meet or exceed expected growth targets, in Math, as measured on MAP based on Fall 2017 to Spring 2018 data, going from 60.9% to 65%.

Background Data Analysis:

60.9% of student's met/exceeded average Math growth from fall to spring in 2016-2017 as measured by MAP. This is a 10.9% increase from 50% in the previous year. CWA will continue to work on this growth goal despite the strong results, as we are still well below the state proficiency average.

Forward exam proficiency for 2016-17 is 16.6% proficient/advanced, a 4.1% increase from the 15-16 school year.

CWA has focused on improving achievement in Math for students through the State Personnel Development Grant (SPDG). This is the fifth and final year of the grant. CWA has developed the PLC process and is broadening that to include the focus on Reading as well. We will continue to work to not only improve growth, but increase the number of students who score proficient as based on the Forward Exam. CWA staff have developed and implemented CFA's. CWA will continue to focus on consistency in instruction across grade levels.

Approaches/Strategies (What will you do to achieve the goal?):

- Continue to meet as PLC's to discuss math progress and specific strategies.
- Implement a more consistent and student directed goal setting process with all students at all grade levels to help increase student confidence and self-efficacy as a lifelong learner.
- Meet with teachers to look at data and make instructional decisions bimonthly
- Using common formative assessments to assess student progress and plan instruction based on student academic needs
- Use Neurodevelopment to improve differentiated instructional practices in math
- Conference with students individually to help them set personal achievement goals based on the review of various assessment results
- Increase selected teachers' competency and skills around teaching math through coaching and professional development
- Professional development around mathematical thinking strategies used by proficient learners

Success Indicator (How will you know that you are making progress toward achieving the goal?):

- MAP fall to winter growth will demonstrate that students meet or exceed grade level benchmark at all grade levels.

- Decrease number of students in Tier 3 interventions by 3%

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- MAP data: bi monthly review in grade level teams of the maps data broken down by academic area and strands
- Ensure professional learning community (PLC) team meeting time is used to analyze data to drive instruction during Math professional development meetings

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

Annual Growth Goal: CWA students will meet or exceed expected growth targets, in Math, as measured on MAP based on Fall 2017 to Spring 2018 data, going from 60.9% to 65%.

Background Data Analysis:

34.6% of student's met/exceeded average Math growth from fall to spring in 2017-2018 as measured by MAP. This is a 26.3% decrease from 60.9% in the previous year.

CWA has focused on improving achievement in Math for students through the State Personnel Development Grant (SPDG). This is the fifth and final year of the grant. CWA has developed the PLC process and is broadening that to include the focus on Reading as well. We will continue to work to not only improve growth, but increase the number of students who score proficient as based on the Forward Exam. CWA staff have developed and implemented CFA's. CWA will continue to focus on consistency in instruction across grade levels.

Classroom assessment data shows that in grades 1st - 8th fact fluency fluctuates between 50% and 70% proficient in addition, multiplication and division depending on the grade and the areas they test in. Subtraction fluency appears to be a struggle across the school. Common Formative assessment data show that approximately 50% to 60% of our students met or exceeded grade level benchmarks. This is data is not consistent with the MAP data.

Implications Discussed:

Data analysis more often and especially with classroom assessment data. Would winter testing give more data?

RIT band is too broad to drive instruction. Be very careful of scheduling testing around recess and lunch.

How do we deal with testing fatigue in the Spring? Motivate and encourage throughout the test?

Use testing language, direction language and complex sentence structure in daily conversations. Teach language directly and use often.

Spiral Analysis of curriculum.

Collaboration time used more effectively.

Is 4th quarter attendance affecting testing motivation / learning?

1-4th said smaller group testing. 5-8th said less small group testing but more proctors in room.

30% - 40% of elementary students took more than 60 minutes to test. 42% - 47% of middle school students took more than 100 minutes.

What is considered acceptable?

Are we teaching with the same type of questions experienced on the MAP test? How can we compare the DOK of the questions?

Math: The SPDG team created classroom binders for all grade levels with Greg Tang strategies and materials for the 5 areas of math. Multiple materials were created for teachers along with story problems and how to teach them at each grade level. They will receive PD in fall to use materials appropriate.

In conjunction with the reported declining MAP Math scores, the 2017-2018 Spring Forward Math Advance/Proficiency rate is significantly lower at 11.9% (down 4.7% from 16.6% in the 2016-2017 school year).

1.3 (required)

Annual Growth Goal: CWA will improve the retention of families by 3%.

Background Data Analysis: In the 2017-18 school year, 23% of all students are new to the building with new students scattered across grade levels. 77% of the student who attended CWA last school year returned for the 17-18 school year. This is an increase of 3%. During the 16-17 school year we saw an increase in the number of students who left during the school year. Decisions to move schools vary but are sometimes due to circumstances out of a parent's control, i.e. moving, change in jobs etc. CWA believes that students will thrive in a permanent stable school placement. It is also crucial for CWA's success to maintain enrollment at a level that allows the school to offer the services necessary to meet student's needs. In order to maintain our strong culture of parental involvement and participation, we will continue to focus on developing and maintaining parents as partners in their child's education. We have made concerted efforts to talk with families before they move to resolve any issues that may affect their decision to leave CWA. We have found that although a few families have left for reasons related to a problem or situation at the school, this is not the major reason for leaving. Many families relocate outside of the city or to an area that makes transportation a challenge. We make every attempt to counsel and support families to hopefully help them

maintain their enrollment in one school for their child. Through our partnership with SaintA, we have enhanced services to families to support them during difficult times. This has included support for transportation or housing and has resulted in families becoming more stable and thus allowing them to continue to lead strong stable lives.

Approaches/Strategies (What will you do to achieve the goal?):

- Provide various parent orientation sessions to review school expectations and goals at the beginning of the school year.
- Ensure that each family meets in person with an administrator prior to enrollment and understands the schools philosophy and goals.
- Rigorous academic expectations are high at home and at school
- Work expectations are shared with and embraced by parents
- Ensure a safe, predictable learning environment supported by a commitment explicitly teaching CWA's core values through character education
- Ensure that our communication is timely, open and collaborative
- Ensure parent access to students academic progress through PowerSchool in grades 3-8 and provide additional communication and training on the system to encourage consistent utilization
- Include an academic and core value addition to our successful family events (Muffins with Moms, Donuts with Dads, Hero's Day and Boo Bash)
- Provide sign up for all activities to record the number of families that participate.
- Ensure new staff understand the Passport system and work with families consistently.

Success Indicator (How will you know that you are making progress toward achieving the goal?):

- 100% attendance at parent/teacher conferences
- Increase participation in the Passport to Success document through increasing parent signatures to 95%
- Increase overall satisfaction on the annual parent survey to meet or exceed the UWM average.
- Increase number of parents involved in activities at the school.

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

- Parent teacher conference attendance is monitored for both fall and spring conferences. Expectation is 100%
- Passport signature participation is monitored on a monthly basis. Expectation is 95% daily signatures.

- Recruitment for parent participation on the board of Directors is ongoing.
- Parent Advisory committee meets monthly.

Monitoring this data will allow us to make necessary adjustments as needed to engage parents.

End of Year Annual Growth Goal Results and Data Analysis (Based on your school’s approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

- Implementation of Mandatory Parent Orientation to introduce and monitor parent understanding and engagement with CWA Core Values went well during this first year of our “reboot”. There was a 74% completion rate (192/260 families in attendance).
- There were 3 New Board Members added this school year (1 included a CWA Parent)
- In addition to maintaining the 100% Parent Conference attendance rate, Documentation of Parent Attendance at school events ranged from 12% to 35% with the highest participation occurring during our Black History Program
- Administration of UWM Survey yielded results that CWA is considered a safe environment. This assessment in addition to the following school program enhancements will be the focus of increased efforts to significantly improve student attendance:

Increased exposure to athletics (return of Spring Soccer and Cheerleading Team)

Added additional opportunities for parent engagement (field trips; Arts Camp; volunteer/service to school)

Collaboration with CWA Outreach Team for needed support: uniform; housing; tutoring; etc.

1.4 (optional)

Annual Growth Goal: Maintain the strong focus on character education through decrease in suspension and habitual truant rates by 2% each and increase attendance to 95%.

Background Data Analysis: The out of school suspension rate is continually decreasing. A 13.6% change occurred in the 2015-2016 school year from the 2014-2015 school year. The 2016-2017 school year reported only 94 suspensions (20 fewer than 2016-2017) which resulted in a 17.5% change. The total variance between the reporting years is 3.9% change. CWA will continue to focus on decrease suspensions and work on alternative ways to deal with discipline issues.

The overall attendance rate has declined from 94.6% to 92.65% and the truancy rate has nearly doubled from 16.8% to 32.2%. This is a -1.95% and -15.4% change, respectively. 2016-2017 data shows that 83 families contributed to the decline in school attendance and 59 of these families held a pattern of consecutive day’s absence. Due to the school’s high rate of mobility it is impossible to make true corollaries, but it appears that the families of kindergarten students from last school year continued to struggle with attendance this year as first grade students. Additionally, families with students in grades K5, third, fourth, and sixth had the highest number of trancies (10 or more families

per grade). While there are no acceptable reasons for such vast declines in students' attendance, we must at least acknowledge the "perfect storm" that the CWA Organization encountered in the 2016-2017 school year that may have negatively impacted otherwise increasing student attendance

Approaches/Strategies (What will you do to achieve the goal?):

Attendance:

- Use Pre-service Professional Development Time to remind returning staff and acclimate new staff to mandatory attendance procedures and the importance of accurate and timely documentation of student absences.
- Reinstate mandatory Family Orientations and Grade Level Class Meetings to help CWA families understand school expectations, especially state compulsory attendance mandate, and academic benefits related to positive school participation.
- Continue schoolwide student incentives for students to participate in special school assemblies or earn "out-of -uniform" privileges for perfect attendance, character excellence, and grade level achievement (or higher) on the MAPS Tests administered throughout the year.

Suspensions:

- Reinstate mandatory Family Orientations and Grade Level Class Meetings to help CWA families understand school expectations, especially state compulsory attendance mandate, and academic benefits related to positive school participation.
- Continue with Mindfulness Classes with the addition of schoolwide focused guidance lessons targeted for specific social skills improvement based on student identified needs
- Continue with daily core value classroom instruction and Positive Behavior Intervention and Support modeling of school and classroom behavior expectations
- Return to collaborative instruction of character education through Prides curriculum aligned using the [Beverly Woods Elementary Character Lessons](#) interactive website

Schoolwide support:

- Two staff members will attend and graduate from the LACCS program.
- CWA staff will identify and submit a promising practice award to ensure we continue to grow the Character education initiatives.
- Staff will participate in weekly debrief meetings to discuss consistency in practice and focus on immediate challenges with a positive, solution focused approach.

Success Indicator (How will you know that you are making progress toward achieving the goal?):

- CWA will decrease habitual truant rates by 2%.
- CWA will decrease suspension rates by 2%.
- CWA attendance rate will remain at or above 95%

Growth Goal Monitoring and Data Analysis (When are goals monitored? What data will be used? What does the data indicate about your current efforts?):

Review attendance data monthly
Review suspension rates monthly
Student/parent and family survey results

End of Year Annual Growth Goal Results and Data Analysis (Based on your school's approaches, success indicator and monitoring data, what are the overall results of your annual growth goal? What are your next steps?):

CWA was awarded its (11th) state promising practice commendation for its efforts in character development (Good news postcards)
The return of PRIDES integrated classroom character lessons helped increase student knowledge and motivation toward positive interactions in the school setting. The lingering concern, however, is finding ways on how to have students direct their positive responses to situations of anger using this knowledge.

While out of school suspensions continue to decline (84 out of school suspensions-10 fewer than last year) The attendance data is consistently worsening. The attendance rate is down 1.42% from 92.65% to 91.23%. The habitual truancy rate has also increased by 7% from 32.2% to 32.2%.

Some observable concerns that impact student attendance that will be addressed by the reorganization of our PBIS Team include:

- Students missing significant portions of the school day due to late arrival and/or early dismissal (without proper notice)
- families issuing late notification, if any, to school officials following life changing events like illness, family death, and/or relocations.
- families planning extended leaves of absence (e.g. vacations) during the regular school calendar.

Parent education on meeting school attendance and behavior expectations and partnering for student success will be the focus of all parent engagement experiences in the coming school year.

2.0 Mobility Rates

2.1 Student Mobility

Year	Total Students Enrolled at ANY Point in the Year	Number of Students who Transferred In After 3rd Friday	Number of Students who Transferred Out After 3rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-2018	270	16	19	12.9%

Year	Number of Students Enrolled at the End of the Previous Year who COULD Return this Year (Not Graduated)	Number of Students from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-2018	238	189	79.41%

2.2 Faculty and Staff Mobility

NOTE: Include all instructional/academic staff and faculty in the counts below, including administrators.

Year	Total Faculty at ANY Point in the Year	Number of New Faculty After 3 rd Friday	Number of Faculty who Left After 3 rd Friday	Within-Year Mobility Rate (In+Out)/Total
2017-2018	28	3	3	21.4%

Year	Number of Faculty Employed at the End of the Previous Year who COULD Return this Year (Not Let Go)	Number of Faculty from Previous Year who DID Return and Stayed Through the End of the Current Year	Between-Year Stability Rate Number who DID Return/Number who COULD Return
2017-2018	28	20	71%