Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: E-Institute Charter School, Inc.
School Name: E- Institute Charter School, Inc. (all schools)
Site Visit Date: May 8, 2014

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
E-Institute Charter Schools, Inc. Curriculum Standards - Curriculum Binder	**Charter holder indicated the intended purpose of the document was to demonstrate a system to create, implement, evaluate, revise curriculum.** **ASBCS staff: the document contains the curriculum for Taylion Virtual (Florida Virtual); computerized curriculum for E-Institute Schools (ALS and NoveNet).** **A copy of this document** was not **taken because the volume of the materials is great, and the content does not provide information regarding the adoption process; additionally, the materials do not identify curriculum is aligned to ACCRS.**
E-Institute Charter High School Florida Virtual Standards, ALS Course Standards, NoveNet Standards	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of the curriculum.** **ASBCS staff: these documents all indicate that the curriculum is aligned to the old, archived standards, they do not indicate that the curriculum is aligned to the ACCRS.** **A copy of this document** was not **taken because: the volume of the materials is great; additionally, the materials do not identify curriculum is aligned to ACCRS.**
Biology 1 Course Sequence and Map	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of the curriculum.** **ASBCS staff: this document identifies the standards, pacing and lesson activities for a Biology course; but does not provide any evidence that this is aligned to lesson plans or instructional materials.** **A copy of this document** was not **taken because it is for Biology.**

Learning Matters Educational Groups 2013-2014 Curriculum Maps ELA and Math Courses	Charter holder indicated the intended purpose of the document was to demonstrate implementation of the curriculum. ASBCS staff: these documents identify units for each course, "sustaining comprehension" which describes the concept being taught, and "Eessential Questions" for each unit. These maps do not identify standards to be taught. The language arts maps identify pacing, but the math maps do not identify pacing. A copy of this document was taken because it: demonstrates the lack of a system for the implementation of standards based instruction.
ELA Lesson Plans for Grade 11 at E-Metro Campus	Charter holder indicated the intended purpose of the document was to demonstrate implementation of the curriculum. ASBCS staff: the lesson plans align to units in the curriculum maps, they identify discussion questions and also identify the standards that are taught, the teacher stated that she did not know whether all standards were taught through the entirety of the course. A copy of this document was taken because it demonstrates lesson planning, but not alignment to the Standards.
Holt McDougal ELA and Math Textbooks	Charter holder indicated the intended purpose of the document was to demonstrate implementation of the curriculum. ASBCS staff: the books are the texts used to implement the courses, but it not clear that the curriculum maps and lesson plans align to the text or how the texts are utilized by teachers or the expectations for use of the texts; several principals identified that teachers utilize texts in different ways. A copy of this document was not taken because: the text book contents are not important to understanding and documenting the process, the texts are CC aligned according to the publisher, but not clearly aligned to pacing guides and lesson plans.
Essay and Course Completion forms for ELA and Math (not completed)	Charter holder indicated the intended purpose of the document was to demonstrate implementation of the computer based curriculum. ASBCS staff: these forms are used by teachers and students to track progress through the computer based courses, it standardizes grading across the schools for computerized courses, enables students to track completion of computerized lessons; this does not identify instruction based on the ACCRS. A copy of this document was taken because it describes a process created to standardize grading and tracking process for computerized curriculum, but does not demonstrate implementation of the process.

Consumer Math Lesson Plan for E-Buckeye Campus	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of the curriculum.** **ASBCS staff: the principal for the Buckeye was asked to describe how this lesson aligns with the district curriculum map, the principal indicated that it was not in alignment with the district map based on her school's demographics. She indicated that the maps had been adapted for her campus and she would provide evidence of that at a later time.** **A copy of this document was taken because it demonstrates a lack of alignment between the district curriculum map and the lesson planning at the E-Buckeye campus.**
Highly Qualified Monitoring, Grading, and Recording of Computer Courses; Creation and File Management Procedures for Programs of Study; Curriculum Requirements	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of the computerized curriculum.** **ASBCS staff: these documents are intended to demonstrate a new implementation process for the computerized curriculum; the first document identifies teacher responsibilities for monitoring and grading courses, the second document identifies teacher responsibilities for assigning students to programs of studies in the computerized curriculum; the third document identifies curriculum requirements for the different high school tracks (CC/Military or University).** **A copy of this document was taken because it describes a process the school identified it was using for implementing the computerized curriculum, but does not demonstrate implementation of that process.**
e-Institute Curriculum Implementation Plan	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of the curriculum.** **ASBCS staff: this is a memorandum regarding a new curriculum implementation plan beginning December 2012.** **A copy of this document was taken because it describes revisions to the curriculum implementation plan, but does not provide evidence of the implementation of the plan.**
Metro/Surprise/Union Hills Campus Grading Assignment	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of the revised curriculum implementation system.** **ASBCS staff: this document shows the grading assignments based on implementation of the process described in the memorandum regarding a new curriculum implementation plan beginning December 2012.** **A copy of this document was taken because it demonstrates implementation a portion of the new process created in December 2012.**

HQ statute by Campus	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of the revised curriculum implementation system.** **ASBCS staff: this document shows the HQ teachers at each grade level, aligns the direct instruction courses to the ALS and Novenet courses.** **A copy of this document** was **taken because it demonstrates implementation of a portion of the new process created in December 2012.**
E-Institute Course Comprehensive Course Summary	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of the revised curriculum implementation system.** **ASBCS staff: this document identifies by course the courses offered, teacher, and instruction method, as well as enrollment for all courses from 2102-2013. This does not demonstrate implementation in the 2013-2014 school year.** **A copy of this document** was **taken because it demonstrates implementation a portion of the new process created in December 2012.**
Course Assignments by Students	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of the revised curriculum implementation system.** **ASBCS staff: this document identifies course assignments of students' course platform, campus, and teacher.** **A copy of this document** was not **taken because it contains student identifying information, and does not provide any additional information regarding implementation of the curriculum.**
Florida Virtual Course Alignment	**Charter holder indicated the intended purpose of the document was to demonstrate implementation of a curriculum aligned to the standards.** **ASBCS staff: this document from Florida Virtual indicates that the Florida Virtual online courses are aligned to the ACCRS these courses are used for Taylion** **A copy of this document** was **taken because it documents alignment of the Florida Virtual online courses to the ACCRS.**

Curriculum Mapping – Cabinet Meeting on January 28, 2008 **Curriculum Mapping Cabinet Team Meeting on 02/11/09**	**Charter holder indicated the intended purpose of the document was to demonstrate a system to create and adopt curriculum.** **ASBCS staff: identified a curriculum mapping meeting that discussed the importance of curriculum mapping and a team would attend a curriculum conference in creating an essential map. Coaches from each facility were identified. The meeting on 2/11 identified that coaches were to present on curriculum mapping.** **A copy of this document was taken because it demonstrates the beginning stages of a system for creating and adopting curriculum.**
Minutes from Principals' Meeting: October 11, 2013 **Staff Meeting Agenda February 15, 2013**	**Charter holder indicated the intended purpose of the document was to demonstrate a system to create and adopt curriculum.** **ASBCS staff: identified that the agenda discussed math curriculum options and the minutes discussed options to replace curriculum for Personal Finance and Consumer Math.** **A copy of this document was taken because it demonstrates the beginning stages of a system for creating and adopting curriculum.**
E Metro Lesson Plans from Block 1 - August 19 to November 15, 2013	**Charter holder indicated the intended purpose of the document was to demonstrate a system for implementing curriculum aligned to ACCRS.** **ASBCS staff: identified weekly lesson plans for Algebra 1-1, Algebra 1-2, and Geometry 1. Weekly lesson plans identified lesson objectives up to 9-20 for all three math courses. Weekly lesson plans identified ACCRS for 8-19 to 9-20 in all three math courses, 10-15 for Algebra 1, and 11-12 for all three math courses.** **A copy of this document was taken because it demonstrates a fragmented approach to implementing curriculum aligned to ACCRS.**
E Metro Lesson Plans for English 11th and 12th grades	**Charter holder indicated the intended purpose of the document was to demonstrate a system for implementing curriculum aligned to ACCRS.** **ASBCS staff: identified a sample of English lesson plans. Only the following lesson plans included ACCRS: "Women in Literature and Informational Texts" and "Utopia/Dystopia".** **A copy of this document was taken because it demonstrates a fragmented approach to implementing curriculum aligned to ACCRS.**

E-Institute Strategic Planning on June 17, 2009	Charter holder indicated the intended purpose of the document was to demonstrate a system for creating and adopting curriculum. ASBCS staff: identified that as part of their strategic planning process they identified curriculum as a strength and weakness and identified goals specific for curriculum: Accreditation, Ability to Customize, and Continuity of Systems/Process. Also identified that each school would have an improvement plan. A copy of this document was taken because it demonstrates the beginning stages of a system to create and adopt curriculum.
Lesson Plans 3rd Block E Metro for Algebra 1-1, Algebra 2-1, and Geometry 1	Charter holder indicated the intended purpose of the document was to demonstrate a system for implementing curriculum aligned to ACCRS. ASBCS staff: identified lesson plans for three math courses from 3/3 to 6/5. The lesson plans identify objectives and lessons but no ACCRS are identified. A copy of this document was taken because it demonstrates a fragmented approach of a system for implementing curriculum aligned to ACCRS.
Algebra 1-1 and Algebra 1-2, Algebra 2-1, Geometry 1-1, and Geometry 1-2 pacing guides Learning Matters Educational Group 2013-14 Curriculum Maps	Charter holder indicated the intended purpose of the document was to demonstrate a system for implementing curriculum aligned to ACCRS. ASBCS staff: identified a list of lessons for math courses that include the weeks they should be taught. The map identifies the units for the Algebra 1-1 course with a sequence of one semester. A copy of this document was taken because it demonstrates a fragmented approach of a system for implementing curriculum aligned to ACCRS.
e-Institute's Math Flow Chart	Charter holder indicated the intended purpose of the document was to demonstrate a system for adapting the curriculum to meet the needs of students in subgroups and the bottom 25%. ASBCS staff: identified a chart that provides the student path for a student that passes a math course and what differentiated path a student would take if they fail a math course. The supplemental math program is Math Catch Up. A copy of this document was taken because it demonstrates a fragmented approach of a system for adapting the curriculum to meet the needs of all students.

e-Institute's Math Entrance Evaluation Test	Charter holder indicated the intended purpose of the document was to demonstrate a system for adapting the curriculum to meet the needs of students in subgroups and the bottom 25%. ASBCS staff: identified Math entrance assessment for students that was used in 12-13 that contains 60 questions. A copy of this document was taken because it demonstrates a fragmented approach of a system for adapting the curriculum to meet the needs of all students.
Special Education Process	Charter holder indicated the intended purpose of the document was to demonstrate a system for adapting the curriculum to meet the needs of students with disabilities. ASBCS staff: identified a process for students with disabilities. It provides for how performance will be monitored, progress reviewed and adjustments required throughout the year. A copy of this document was taken because it demonstrates a fragmented approach of a system for adapting the curriculum to meet the needs of all students.
Federal Funding Compliance: Time and Effort Monthly Log – Non-Profit Organizations	Charter holder indicated the intended purpose of the document was to demonstrate a system for adapting the curriculum to meet the needs of students with disabilities. ASBCS staff: identified a monthly log for February 2014. It indicates how many hours he spent at each site to provide Title I Math. A copy of this document was taken because it demonstrates a fragmented approach of a system for adapting the curriculum to meet the needs of all students.
Student logs for student receiving Title I Math	Charter holder indicated the intended purpose of the document was to demonstrate a system for adapting the curriculum to meet the needs of Title I students. ASBCS staff: identified that the log labeled, "Meeting Math Standards" provides how many lessons the students receiving Title I completed between 1-3 weeks. These logs represent the following schools: Avondale, Buckeye, Grovers, and Metro. The log labeled, "Math Strategies" contains how many lessons students from Avondale, Buckeye and Metro completed on the week 1/27. A copy of this document was taken because it demonstrates a fragmented approach of a system for adapting the curriculum to meet the needs of Title I students.

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: E-Institute Charter School, Inc.
School Name: E- Institute Charter School, Inc. (all schools)
Site Visit Date: May 8, 2014

Required for: Renewal
Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
General Walk Through Rubric (E-Metro) – samples completed by leader and peers	**Charter holder indicated the intended purpose of the document was to demonstrate the monitoring and evaluating instructional practices of teachers.** **ASBCS staff: these walkthroughs are forms that may be completed by leader or teacher, identifies student actions, instruction linked to standards, teacher actions, level of rigor, differentiation; provides room for notes, comments and feedback. Feedback sections are not consistently completed, but leader stated that feedback is given orally.** **A copy of this document was taken because it demonstrates walkthroughs are conducted as a method for evaluating instructional practices.**
General Walk Through Rubric (E-Buckeye) – samples completed by leader	**Charter holder indicated the intended purpose of the document was to demonstrate monitoring and evaluating the instructional practices of teachers.** **ASBCS staff: samples provided were exclusively from May 2014, walkthrough; identifies student actions, instruction linked to standards, teacher actions, level of rigor, and differentiation.** **A copy of this document was taken because it demonstrates walkthroughs are conducted as a method for evaluating instructional practices in the Month of May 2014.**
DRAFT Online Teacher Rubric Based Evaluation (Taylion)	**Charter holder indicated the intended purpose of the document was to demonstrate monitoring and evaluating the instructional practices of teachers.** **ASBCS staff: this is an evaluation rubric to be used for Taylion, this evaluation has not been used yet; identifies that teachers will be evaluated on content, instructional strategies, learner engagement, learning community, and professional responsibilities.** **A copy of this document was not taken because it has not been used by the school.**

Observation Score Collection Sheet for REIL (E-Grovers)	**Charter holder indicated the intended purpose of the document was to demonstrate monitoring and evaluating the instructional practices of teachers.** **ASBCS staff: this evaluation form identifies that teachers are evaluated on content (conceptual understanding, task analysis, connections to content, content accessibility); formative assessment (real time assessment, student progress, level of difficulty); instructional strategies (teacher role, instructional approach, practice/aligned activity, feedback, monitoring and adjusting, analysis of instruction); learner engagement; learning community; professional responsibilities (engaging in professional learning, collaborating with colleagues, engagement with families, communication with families, leadership). This does not address standards-based instruction, it does not address differentiated instruction, it does not address effectiveness of instructional strategies. The evaluation is completed based on scripting of the observation, which is later evaluated based on the rubric. Reinforcement is something the teacher did well, based on the criteria. Refinement is something the teacher needs to work on.** **A copy of this document was taken because it demonstrates evaluation completed for E-Grovers in 2013, but no evaluations completed in 2014; the evaluation does not appear to address areas including differentiated instructional strategies, quality of instructional strategies, teacher learning needs, standards based instruction.**
Lesson Plans (Buckeye)	**Charter holder indicated the intended purpose of the document was to demonstrate monitoring integration of the standards.** **ASBCS staff: this document shows that the leader has copies of the teacher lesson plans and the lesson plans include a standard and accommodations, but this does not document that the leader is monitoring or reviewing the lesson plans. She stated that she is reviewing them and looking for standards and accommodations, but there is no evidence of this occurring.** **A copy of this document was taken because it demonstrates lesson planning but does not indicate lesson plan reviews.**
Observation Score Collection Sheet for REIL Learning Observation Instrument Version 2.5 for E-Buckeye **Written Feedback from Principal at E-Buckeye**	**Charter holder indicated the intended purpose of the document was to demonstrate monitoring and evaluating the instructional practices of teachers.** **ASBCS staff: identified 3 completed forms which indicate reinforcement and refinement and the corresponding feedback forms by the Principal at E-Buckeye. This evaluation identifies the areas that were identified in the E-Grovers evaluations.** **A copy of this document was taken because it demonstrates an evaluation completed for E-Buckeye in 2013, but no evaluations completed in 2014; the evaluation does not appear to address areas including differentiated instructional strategies, quality of instructional strategies, teacher learning needs, and standards based instruction.**

Learning Observation Instrument	**Charter holder indicated the intended purpose of the document was to demonstrate monitoring and evaluating the instructional practices of teachers.** **ASBCS staff: identified that the instrument used for teacher evaluations includes the following areas to evaluate: content, formative assessment, instructional strategies, learner engagement, learning community, and professional responsibilities.** **A copy of this document was taken because it demonstrates a system for evaluating the instructional practices of teachers.**
Observation Score Collection Sheet for REIL Learning Observation Instrument Version 2.5 for E-Metro	**Charter holder indicated the intended purpose of the document was to demonstrate a system for evaluating the instructional practices of teachers.** **ASBCS staff: identified 4 completed forms for the math and English teachers which were conducted in May 2013 and December 2013. Each form identifies reinforcement and refinement.** **A copy of this document was taken because it demonstrates an evaluation completed for E-Metro in 2013, but no evaluations completed in 2014; the evaluation does not appear to address areas including differentiated instructional strategies, quality of instructional strategies, teacher learning needs, and standards based instruction.A copy**

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Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
Essay and Course Completion forms for ELA and Math (not completed)	**Charter holder indicated the intended purpose of the document was to demonstrate: comprehensive assessment system** **ASBCS staff: these forms demonstrate that for the computer based curriculum students are required to complete assessments within the computer based curriculum and written essays as final assessments** **A copy of this document** was **taken because it describes: an assessment system for computer based curriculum**
Data charts from Pre-Post Tests (Taylion)	**Charter holder indicated the intended purpose of the document was to demonstrate: comprehensive assessment system** **ASBCS staff: this provides a summary of assessment data** **A copy of this document** was not **taken because: it does not demonstrate the assessment system, but that students are being assessed**
Series of Emails regarding Galileo	**Charter holder indicated the intended purpose of the document was to demonstrate: comprehensive assessment system** **ASBCS staff: these are several emails documenting communications about the beginning implementation of Galileo** **A copy of this document** was **taken because: demonstrates the process for beginning the implementation of Galileo**
Data Chart for bottom 25% students in Math	**Charter holder indicated the intended purpose of the document was to demonstrate: data analysis** **ASBCS staff: this document provides data including grade level, AIMS scores, change in AIMS scores and whether or not the students was enrolled in the Math Strategies class, identifies that students are being monitored according to AIMS data, but does not demonstrate an assessment system.** **A copy of this document** was not **taken because: does not provide any information concerning a comprehensive assessment system**

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Site Visit Date: May 8, 2014

Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
e-Institute Track 1 2013-2014 School Calendar	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: calendar identifies that there are 10 days of professional development days for the district** **A copy of this document** was not **taken because: it does not provide any evidence with regard to a comprehensive professional development plan**
In service schedules for the week of August 12-16	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: this documents the agenda for in-service at the beginning of the year. Training included SPED training, NovaNet Training; other than the two session, it does not identify professional development, but rather identifies staff meetings and routine staff matters.** **A copy of this document** was **taken because: it demonstrates that the PD days are not being used for professional development but rather primarily for routine staff training; demonstrates there has been SPED PD provided**
Sign-In from ELL SIOP training and PD support materials	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development for ELL** **ASBCS staff: this document shows that a lecture type PD was provided on ELL SIOP, it does not demonstrate that the PD supports high quality implementation through practice, materials, etc.** **A copy of this document** was **taken because: it demonstrates ELL PD provided**

Special Education In Service Sign-Ins	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development for SPED** **ASBCS staff: provides evidence that SPED training was provided, training covered enrollment, managing the program of study, screenings, referrals, discipline and withdrawal. Provides training on legal requirements and procedures, but does not provide high quality PD on strategies to use with SPED students that supports high quality implementation.** **A copy of this document** was **taken because: demonstrates PD provided on SPED**
January 21st, 2014 email from Rick Wolff	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: this email indicates that one of the principals emailed the teachers to set an expectation that teachers attend professional development based on their own areas of interest. This does not provide evidence of a PD plan.** **A copy of this document** was **taken because: it demonstrates that there is not a professional development plan, but that teachers are expected to pursue their own PD**
Taylion Professional Development Log	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: this log includes PD attended by 1 Taylion teacher and includes reports she created after attending each PD to evidence some monitoring** **A copy of this document** was not **taken because: it demonstrates that on the Taylion campus professional development is monitored through written reports, but this is not implemented charter wide**

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Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome

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Charter Holder Name: E-Institute Charter School, Inc.
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Required for: Renewal
Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome
Taylion Virtual Academy Program of Study (Taylion)	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: this is a tracking sheet that identifies all the courses required for graduation and provides a space for "status" to identify whether the course has been completed. This determines the courses that students will be assigned.** **A copy of this document** was **taken because: it demonstrates tracking of courses and assignment of courses based on graduation requirements**
ACIS My Education Career Action Plan (Taylion)	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: completed ECAP that demonstrates that they are completing ECAPS** **A copy of this document** was not **taken because: it contains student identifying information**
Tutoring Log (Taylion)	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: the log identifies tutoring for students from 2014, student mentor completed has not continued documenting the tutoring** **A copy of this document** was not **taken because: contains student identifying information**

Mentor Call Log (Taylion)	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: the log identifies calls made to students as a method of following up with students to ensure engagement and provide mentoring/tutoring** **A copy of this document** was **taken because: identifies a strategy being used to increase graduation rate and persistence**
Examples of Student Work with Teacher Feedback	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: this document shows that teachers are providing students feedback intended to increase engagement, student success, etc. This is monitored by the school leader.** **A copy of this document** was **taken because: provides evidence of student teacher communication as a method for increasing grad rate**
Cohort Summary for e-Institute	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate for SPED students** **ASBCS staff: for all schools tracks course completion data for SPED students** **A copy of this document** was **taken because: provides evidence that they are tracking the success of SPED students toward graduation**

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Evaluation Criteria Area: Persistence

Document Name/Identification	Intended Purpose and Discussion Outcome
Govers Population History	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to keep students enrolled** **ASBCS staff: the document shows total number of students, graduates, transferring students, drops, and returns for 2009-2014. Does not clearly identify whether students are re-enrolling or strategies to encourage students to re-enroll.** **A copy of this document** was **taken because: it includes data on student enrollment**

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