

ROHS IOWA ASSESSMENTS  
NOVEMBER, 2013  
2013-14 SCHOOL YEAR

RED OAK BOARD MEETING

JANUARY 16, 2013

PERCENTAGE OF STUDENTS PROFICIENT PER GRADE  
FOR EACH SUBJECT: READING, MATH AND SCIENCE

November, 2013			
Grade	Reading	Math	Science
9th	78.50%	73.10%	82.80%
10th	83.10%	84.40%	88.30%
11th	88.30%	89.60%	84.40%

# COHORT GROWTH MODEL FOR FY'13 TO FY'14

Cohort Growth Model										
	Increase	Reading			Mathematics			Science		
		FY '13	FY '14	Change	FY '13	FY '14	Change	FY '13	FY '14	Change
	Decrease	56.00%	78.50%	22.50	69.00%	73.10%	4.10	78.00%	82.80%	4.80
	9th	80.50%	83.10%	2.60	74.00%	84.40%	10.40	79.20%	88.30%	9.10
	10th	86.60%	88.30%	1.70	81.70%	89.60%	7.90	89.00%	84.40%	
	11th									

"APPLES TO ORANGES" COMPARISON  
 OR "GRADE TO GRADE" COMPARISON  
 FOR FY'13 TO FY'14

Apples to Oranges Comparison									
Increase	Reading			Mathematics			Science		
	FY'13	FY'14	Change	FY'13	FY'14	Change	FY'13	FY'14	Change
Decrease	80.50%	78.50%		74.00%	73.10%		79.20%	82.80%	3.60
9th	86.60%	83.10%		81.70%	84.40%	2.70	89.00%	88.30%	
10th	86.20%	88.30%	2.10	80.70%	89.60%	8.90	87.50%	84.40%	
11th									

STUDENTS AT THE 90<sup>TH</sup> PERCENTILE

November, 2013			
Grade	Reading	Math	Science
9th	20.40%	12.90%	17.20%
10th	13.00%	11.70%	15.60%
11th	9.10%	14.30%	15.60%

# COHORT GROWTH FOR THE UPWARDLY MOBILE

Cohort Growth Model for 90th Percentile Group										
	Increase	Reading			Mathematics			Science		
		FY '13	FY '14	Change	FY '13	FY '14	Change	FY '13	FY '14	Change
	Decrease	10.00%	20.40%	10.40	11.00%	12.90%	1.90	18.00%	17.20%	
9th		10.40%	13.00%	2.60	9.10%	11.70%	2.60	20.80%	15.60%	
10th		11.00%	9.10%		8.50%	14.30%	7.90	18.30%	15.60%	
11th										

# H10 COMPARISON FOR READING (FAY DATA)

## Reading Comprehension (no Denison)(Edinsight Data)

<b>Percent Proficient</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Harlan CSD	84.82	92.42	90.77
Lewis Central CSD	82.57	89.42	88.57
Creston CSD	88.42	75.68	87.50
Glenwood CSD	82.55	84.42	86.30
Red Oak CSD	87.06	86.73	84.44
Clarinda CSD	53.23	72.63	79.25
Shenandoah CSD	77.22	84.93	77.63
Atlantic CSD	78.76	81.91	75.23

88.00

# H10 COMPARISONS MATHEMATICS (FAY DATA)

## Mathematics (no Denison)(Edinsight Data)

<b>Percent Proficient</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
Harlan CSD	85.71	94.70	93.08
Creston CSD	82.11	76.58	83.93
<i>Red Oak CSD</i>	<i>81.18</i>	<i>80.41</i>	<i>80.22</i>
Lewis Central CSD	76.61	76.44	79.43
Shenandoah CSD	79.75	80.82	76.92
Atlantic CSD	77.88	85.11	74.31
Glenwood CSD	77.18	77.27	73.97
Clarinda CSD	62.10	55.79	70.75

90.00



# H10 COMPARISON SCIENCE (FAY DATA)

## Science (no Denison)(Edinsight Data)

<b>Percent Proficient</b>	2010-2011	2011-2012	2012-2013
Creston CSD	80.85	80.18	92.86
Harlan CSD	91.96	92.42	92.31
Lewis Central CSD	81.19	91.35	88.52
Glenwood CSD	78.38	87.01	84.93
<b>Red Oak CSD</b>	<b>83.53</b>	<b>87.63</b>	<b>84.62</b>
Shenandoah CSD	79.75	82.19	80.77
Clarinda CSD	55.74	78.95	80.19
Atlantic CSD	86.73	82.98	77.98

84.00

## STRENGTHS WITH IOWA ASSESSMENT RESULTS

- 9th Grade has a large “talented and gifted” population based on this year’s results.
- All “high performance” (90<sup>th</sup> percentile) results met or exceeded statistical expectations.
- All but one cohort area showed increases. 8 out of 9 possible cohort testing groups improved from the prior year.
- This year was the first year in six that one of the grade levels hit 90% proficiency in mathematics.
- Math scores have increased at all grade levels.

# SOPHOMORE MATH BROKEN DOWN

NP Math	
2012-13	
Student A	Remedial
Student B	Remedial
Student C	Geometry
Student D	Remedial
Student E	Transfer
Student F	Remedial
Student G	Remedial
Student H	Remedial
Student I	Transfer
Student J	Remedial
Student K	Remedial
Student L	Remedial
Student M	Remedial
Student N	Remedial
Student O	Remedial
Student P	Remedial
Student Q	Remedial
Student R	Remedial
Student S	Remedial
Student T	Remedial

NP Math	
2013-14	
Student U	Geometry
Student V	Algebra 1 (new)
Student W	Geometry
Student X	Remedial (new)
Student Y	Geometry (new)
Student F	Remedial
Student K	Remedial
Student L	Remedial
Student M	Remedial
Student O	Remedial
Student P	Remedial
Student S	Remedial

# JUNIOR MATH BROKEN DOWN

NP Math	
2012-13	
Student A	Remedial
Student B	Remedial
Student C	Transfer
Student D	Remedial
Student E	Remedial
Student F	Transfer
Student G	Remedial
Student H	2 District
Student I	Dropout
Student J	Remedial
Student K	Geometry
Student L	Remedial
Student M	Transfer
Student N	Remedial
Student O	Geometry

NP Math	
2013-14	
Student A	Remedial
Student P	No Math
Student Q	Geometry
Student H	2 District
Student R	Geometry
Student J	Remedial
Student K	Alt Prog
Student N	Remedial

## WEAKNESSES WITH IOWA ASSESSMENT RESULTS

- Junior science scores declined.
- Percentage of proficient freshmen is in the 70's for reading and mathematics.
- What can be done to reach 100% in all areas?

# JUNIOR SCIENCE NP LIST BROKEN DOWN

NP Science	
2012-13	
Student A	Biology
Student B	Biology
Student C	Biology
Student D	Two Districts
Student E	Biology
Student F	Out of Dist
Student G	Biology
Student H	Dropout
Student I	Biology
Student J	Biology
10	
82	
89.00%	

NP Science	
2013-14	
Student A	No Science
Student K	No Science
Student L	Chemistry
Student D	Two Districts
Student M	Alt Prog
Student N	Chemistry
Student G	Chemistry
Student O	Alt Prog
Student I	Alt Prog
Student P	Chemistry
Student Q	Chemistry
Student R	Chemistry
12	
82	
84.40%	

## PLANS FOR IOWA ASSESSMENTS

- Item analysis of the Iowa Assessments will be done in January.
- NWEA MAP will be administered by February in similar areas. This will allow the faculty to utilize another standardized objective test to cross walk the instruction in the class.
- Data walls can be utilized formatively to address Iowa Assessment and MAP deficiencies based on the Iowa Core throughout January, February and March.
- In April, NWEA MAP will be administered again. This will allow a third form of objective feedback to instructors in this area.
- During the month of May, teachers can see how their instruction impacted learning with the results of the NWEA MAP.

## COMMUNICATION PLANS

- Iowa Assessment results for the school will be reviewed with the student body in the classrooms by the principal.
- Iowa Assessment results for the individual students will be sent home soon (or by PT conferences) if the expense does not prohibit mailing the results to the homes.



Item 6.2.3 Schools in Need of Assistance Status and Update – Curriculum Director Barb Sims with Principals Allensworth and Perrien

**BACKGROUND INFORMATION:** The Iowa Department of Education reports annually the status of all schools concerning the federal initiative called No Child Left Behind. Current standards require that all students must be 100% proficient on state standards.

Over the past several years Red Oak Middle School and Washington Intermediate have fallen into the category called “Schools in Need of Assistance” or schools on “watch list” for assistance.

This evening Barb Sims along with Gayle Allensworth and Nate Perrien are here to provide a follow-up to their Iowa Assessments reports which are related to the SINA designation.

Please allow a few minutes for this review.

**SUGGESTED BOARD ACTION:** (no official action anticipated)

<b>Characteristic</b>	<b>Actions by ROCSD or Inman Primary School</b>
<b>Vision, Mission and Goals</b>	<ul style="list-style-type: none"> <li>• Professional Learning Community framework</li> <li>• Use of “super-saturated” classroom models for ELL, IEP, Title</li> <li>• Protocols with SMART goals</li> </ul>
<b>Collaborative Relationships</b>	<ul style="list-style-type: none"> <li>• Team time weekly for grade level teachers</li> <li>• Essential Standards development</li> <li>• Character Counts</li> <li>• Lead Team</li> <li>• Parent Involvement – volunteers, PTO, Reading Rangers</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• WIN</li> <li>• Push IN</li> <li>• Summer School (Camp Washington)</li> </ul>
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Instructional Planner/Curriculum Mapper</li> <li>• Essential Standards</li> <li>• Iowa Core summer courses</li> <li>• Developmental Studies</li> <li>• Professional Learning Community framework</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Summer PLC Institute</li> <li>• RTI PD for building leadership team</li> <li>• Weekly meetings for building leadership team</li> <li>• Quarterly review of reading data by building</li> </ul>
<b>Monitoring and Accountability</b>	<ul style="list-style-type: none"> <li>• PD Action Plan for IPS</li> <li>• Quarterly review of reading data by building</li> <li>• Data protocols analyzed every three weeks</li> </ul>

# Iowa Department of Education Responses to Questions related to ROMS SINA plan year

- Additional information is in red. Original information is in **BOLD Black**.

## #3 – How will the building implement the restructuring plan?

Additional questions:

- 1) *How does the plan describe the building is going to ensure the plan is being implemented and effective?*
- 2) *How will the LEA monitor the implementation of the restructuring action to ensure implementation with fidelity and effectiveness?*

**Administrative and Building Leadership Teams identified the need for restructuring and presented the suggested staff and programming changes to the Superintendent of Schools and the district board of directors. Having anticipated being on the SINA list for a 4th year due to the large distance from our trajectory line and our current reality. Our plan has already been implemented and current data trends at the building, district and state level show a very positive/effective trend.**

Reallocation of district money placed staff in 2 at-risk areas of 6<sup>th</sup> and 8<sup>th</sup> grade reading. Administration will monitor & assist the literacy & math departments regularly while staff develops units under our newly refined team meeting protocols of unit design.

## #4 – How will the district use outside support (e.g. statewide support team, higher education, private provider, educational service agency, etc.) to provide technical assistance for this building for the duration of the plan?

Additional questions:

- 1) *How is the outside support providing practical advice that addresses specific areas for improvement?*
- 2) *How does the outside support address the issues that caused the building to make inadequate progress for consecutive years?*
- 3) *How is the outside support providing technical assistance for the duration of the plan?*
- 4) *How is the district supporting the building to ensure they are implementing the plan?*
- 5) *How does the outside support include the following?*
  - \* Data analysis
  - \* Identification and implementation of strategies
  - \* Budget analysis

**The program will rely upon assistance from the following trainers and AEA programs/professionals:**

**Ms. Geri Parscale with Solution Tree- Ms. Parscale has provided supports to Red Oak over the past 5 years on a consulting basis and she provides ongoing support to the ROMS lead team a minimum of twice a year. This year's support focuses primarily on the implementation of RTI and the use of a universal screener, program monitoring & development of team protocols to identify students needed for intensive Tier III supports.** Ms. Parscale's work with ROCSD administration has streamlined school finances to help direct monies in areas of need, which has helped identify and create positions at ROMS that have needed attention for the past several years.

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**Deb Zebill with AEA & PBIS - Ms. Zebill is working with the middle school lead team in implementing the first tier of the PBIS model in our school by identifying and clarifying various teams and their effectiveness are major factor in helping create a more efficient team setting with our limited staff.** Through the PBIS process, Mrs. Zebill will also assist the ROMS lead team implementing a functioning parent group with active monthly participation.

ROMS administration and lead team will also receive the bulk of its technical assistance in building wide data trends both academically and behaviorally through the SWI PBIS cohort developed online and analyzed four times throughout each school year. ROCSD pays for all staff development involved with PBIS implementation/trainings.

**Mr. Theo Funderman, ROCSD Student Support Coordinator - We access the services of Mr. Funderman to help/coach and counsel students at risk of dropping out due to at-risk behaviors. Primarily school attendance and tardies to school, as school attendance is directly related to student achievement. (This position was new to the ROCSD last school year 12-13)**

**CHARACTER COUNTS! Iowa - This year as a positive addition to school climate and culture, staff have been trained in CHARACTER COUNTS! Programming. This will be implemented one pillar at a time and also taught to the community via our community radio partner at**

#5 – How did the district provide for teacher and parent participation in the development of the plan?

Additional questions:

- 1) *How did the district consult with teachers and parents to participate in the development of the plan?*
- 2) *Describe how the process was open and collaborative?*

**Student and parent surveys identified the need for a program to increase positive student interactions at school, with one another, staff and their intended learning outcomes. Building Leadership and Administrative Leadership Teams identified the need for program and staff restructuring.**

This is currently being addressed within our PBIS implementation/planning. Staff are asked to communicate parents they feel will have a positive impact on our PBIS team. These parents will work alongside staff four times each year to help make decisions regarding school climate & student achievement goals.

#6 – How did the district provide notice of this restructuring action to teachers and parents and opportunity for comment?

Additional questions:

- 1) *How did the district provide an opportunity for teachers and parents to comment on the restructuring plan?*

**The district will post article on the school website linking to the DE report on school C-Plans no later than November 10<sup>th</sup> 2013.**

There will be a comment box for anyone to provide confidential feedback to the Superintendent of Schools. These comments will then be forwarded to the ROMS lead team.

#7 – What is the building’s root cause for being identified for restructuring?

Additional questions:

- 1) How is the identified root cause linked to student achievement and the reason the building was identified for restructuring?
- 2) How is the transitional problem identified being addressed?

**ROMS has combated a transitional problem from grades five to grade six over the past several years. Title I support has been virtually non-existent with the exception of a push for supplemental math support for 6<sup>th</sup> grade Title I and past attempts and after school tutoring programs for reading. District and Building Leadership team(s) identified the need for actual Title I Reading services at the middle school with an in-house employee and the ability to team/collaborate with reading and language arts teachers. Reading at the 8<sup>th</sup> grade level has been restructured by programming into the master schedule the 2<sup>nd</sup> Chance Reading program staffed by the teacher who has successfully worked with students in the high school.**

**Math has two new instructors who we hired with longevity in mind. Prior to this school year the math department has had three different instructors as well as a variety of substitutes for one semester of school due to staff health concerns. This created a problem with focused collaboration and accountability within the program. After the resignation of the entire math team, the two new teachers are fully trained in best practice related to collaboration and also implementing RTI.**

As mentioned our root cause has been identified as the lack of supports for our 6<sup>th</sup> grade academic at-risk population. ROMS has experienced excellent assessment proficiency growth of students from grades 6 to 7, 7 to 8 and 8 to 9. However, this lack of support for our 6<sup>th</sup> grade students who received multiple supports at the 5<sup>th</sup> grade level needed attention. The placement of additional staff in supplemental services for 6<sup>th</sup> grade students has helped bridge a major achievement gap to start each cohort’s year at ROMS.

#8 Explain how the restructuring action addresses the root cause of the building’s identification for restructuring.

Additional questions:

- 1) How was the analysis of the restructuring action and root cause done?
- 2) How does the root cause align with the identified restructuring action?
- 3) How does the action focus on enabling the school to exit restructuring as soon as possible?
- 4) How does the action focus on improving student achievement?
- 5) How will the LEA monitor the implementation of the restructuring action to ensure implementation with fidelity?

**There has been great need in supplemental supports during the school day at the middle school. Whereas, the RTI plan will help, the building did need to restructure both the math and reading programs/staff. Both math instructors have been replaced and two of the four literacy teachers have been replaced in addition to the hiring of the newly created Title I reading position. Both programs needed long term commitment, staff that understand and implement best collaborative practice as well as follow the RTI model.**

Analysis started over 2 years ago with K-12 lead teams (through the help and guidance of Ms. Parscale) identified the 6<sup>th</sup> grade level as the districts highest area of concern for supplemental supports. At that time the MS had NONE.

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Specifically we knew we needed Title 1 support for our 6<sup>th</sup> grade students. We also identified a problem with staff turnover within our Math department & committed to hiring excellent instructors who we also knew were committed to a long term commitment to ROMS.

We anticipated good results based on our trend of student achievement two years ago when we started the process of focused unit design & do not plan on having to restructure anytime in the near future. Our current data not only shows a positive trend. It shows significant growth as well.

Administration will monitor and assess all content team development, but focus four student achievement conversations with the literacy and math teams each quarter. These results are reported back to the board on a bi-annual basis.

#9 – Explain, based on the buildings root cause analysis, how your plan has substantial promise to improve academic achievement.

Additional questions:

- 1) How does the action link to student achievement?
- 2) How does the restructuring plan align with the root cause?
- 3) How does the plan have substantial promise to improve academic achievement?

**Our restructuring plan is promising as it has already shown excellent focus on student learning as evident through student achievement results on our newly developed formative assessments. Within these newly developed teams students have been targeted for Tier II assistance more timely and efficiently. Our building RTI plan will also address students needing Tier III supports, thus helping students struggling to reach proficient levels at reading and math gain additional instructions on deficient fundamental skills not retained from previous grades.**

This plan placed new staff or created new positions as identified by the areas of our root cause of academic achievement level failures. We are confident this restructure of staff & implementation of new supports will complement our new team protocols nicely, as those showed excellent gains in student achievement at all levels (building, district & state) in the 12-13 school year.

Item 6.2.4 Student Support Coordinator Program Update and Attendance Policy Review  
– SSC Coordinator Theo Fundermann assisted by Administrators Perrien, Sherman,  
and Spotts

**BACKGROUND INFORMATION:** Student Support Coordinator Theo Fundermann will return to the governing body with a report to update his work with at-risk students and to reflect on the first semester.

The newly instituted attendance policy in Red Oak has created several improvements for the students' attendance and tardy issues. Too, the policy has been left to interpretation (as expected) which has created growing pains with the new guidelines.

Enclosed is the attendance policy as found in the high school, middle school, and elementary schools. The Directors are encouraged to raise any questions or concerns with the administrators this evening. SSC Coordinator Theo Fundermann can address any questions regarding his report.

**SUGGESTED BOARD ACTION:** (to be determined)

# Every Day Matters

2013-2014



## Key Terms and Definitions

- **Average Daily Attendance (ADA):** The percentage of enrolled students who attend school each day.
- **Severely Chronically Absent:** Missing 20% or more of school per year – approximately two months of school.
- **Truancy:** Typically refers *only* to unexcused absences with no parent communication

# Where are we currently at as a school district?

\*Data taken from 10/8/2013-1/3/2014

# Inman Primary School ADA

Grade	Average Daily Attendance Quarter 1	Average Daily Attendance Quarter 2	Average Daily Attendance Semester 1
K	95%	95%	96%
1 <sup>st</sup>	97%	96%	97%
2 <sup>nd</sup>	97%	95%	96%
3 <sup>rd</sup>	97%	96%	96%
Total	97%	96%	96%

## Inside the Numbers

- **Number of Students that are Severely Absent: 1**

- Student has a sibling experiencing the same issues. We are currently working to help educate the family about the dangers of poor attendance, regardless of age/grade.
- Positive- 1 Severely absent student!!

# Washington Intermediate School

Grade	Average Daily Attendance Quarter 1	Average Daily Attendance Quarter 2	Average Daily Attendance Semester 1
4 <sup>th</sup>	97%	95%	96%
5 <sup>th</sup>	97%	95%	96%
Total	97%	95%	96%

## Inside the Numbers

- **Number of Students that are Severely Absent: 4**
- Of the 4 Severely Absent Students:
  - 1 of the students experienced the majority of his/her absences due to health related issues.
  - The other 3 students have received truancy notifications and have/will receive different interventions throughout second semester.
  - We have worked with the family and a medical staff for 1 of these 3 to help create an environment that is conducive to this child's needs.
  - 1 of the students has a sibling in the district that is experiencing the same issue so we have been working to help educate the family on the importance of attending school regularly.
  - Positive- The Washington staff has done a great job of rallying around one of the tougher issues in the district. The outcome is still in the balance but it was/is not an easy situation and they rose to the occasion.

# Red Oak Middle School

Grade	Average Daily Attendance Quarter 1	Average Daily Attendance Quarter 2	Average Daily Attendance Semester 1
6 <sup>th</sup>	97%	96%	97%
7 <sup>th</sup>	97%	95%	96%
8 <sup>th</sup>	94%	92%	93%
Total	96%	95%	95%

## Inside the Numbers

- **Number of Students that are Severely Absent: 9**
- **Of the 9 Severely Absent Students:**
  - 3 Missed the majority of their absences due to health related issues.
  - The remaining 6 have received interventions and truancy notifications.
  - 3 of these students have received aggressive attention including, but not limited to: home visits, after school work, schedule modifications, and court appointments to name the most intensive.
  - Success- Two of our toughest students have done a great job of getting to school and trying to improve their lives.



# Red Oak High School

Grade	Average Daily Attendance Quarter 1	Average Daily Attendance Quarter 2	Average Daily Attendance Semester 1
9 <sup>th</sup>	96%	95%	95%
10 <sup>th</sup>	95%	93%	94%
11 <sup>th</sup>	94%	94%	94%
12 <sup>th</sup>	94%	91%	92%
Total	95%	93%	94%

## Inside the Numbers

- **Number of Students that are Severely Absent: 13**
- Of the 13 Severely Absent Students:
  - 7 Are Seniors
  - 2 of the Seniors are in the Alternative Program
  - 3 of the 13 students have since dropped out of school.
  - 2 of the severely absent students, both underclassman, had health related issues.
  - The remaining students that fall within the compulsory attendance age have received: multiple home visits and multiple interventions.
  - Success- One of our most difficult students has made great strides to turn his/her young life around.

## Where are we going??

- Focus on students that are at-risk to drop out.
- Relationships are KEY
  - Mentoring Groups: Identify students with greatest needs and partner them with members of the staff.
  - Work with faculty to improve relationships with at-risk students
- Continue to Educate Families
- Find ways to get students involved in different activities.

Item 6.2.5 Iowa Department of Education Annual Dropout Report

– Jedd Sherman, John Brabec, Jeff Spotts

**BACKGROUND INFORMATION:** Secondary school administrators along with Guidance Director John Brabec are present to provide the latest information concerning dropouts from Red Oak School.

Please allow a few minutes for this update and presentation. As the Directors remember, the district has an aggressive goal to reduce the number of dropout by one half with continued improvement until all students remain in school.

Enclosed are background materials for this annual update.

**SUGGESTED BOARD ACTION:** (no formal action anticipated)

Dropout Update and Report for January, 2014

10/12-9/13	Program	End Date	Notes
Student A	Alt Program	2/25/2013	Soc Sec Benefits Dropped 2x in one year
Student B	Alt Program	1/21/2013	Dropped in 11-12
Student C	Mixed Sched	4/24/2013	Dropped 2x in one year
Student D	High School	5/7/2013	For 7 days in 4th quarter
Student E	High School	10/30/2012	Long time RO student
Student F	Alt Program	9/6/2013	Long time RO student
Student G	High School	10/12/2012	In and out of district
Student H	Alt Program	4/12/2013	Long time RO student
Student I	Alt Program	4/19/2013	One Month
Student J	Alt Program	2/25/2013	4 years in Alt Prog
Student K	High School	3/15/2013	Enrolled at 20
Student L	Alt Program	2/6/2013	Dropped in 12-13
<b>This Year</b>	<b>Program</b>	<b>Since 10/1</b>	<b>Notes</b>
Student M	Alt Prog	11/6/2013	live w/ boyfriend
Student N	Alt Prog	10/24/2013	transferred in
Student O	Alt Prog	10/22/2013	Long time RO student
Student P	ROHS	10/9/2013	Long time RO student
Student Q	Alt Prog	10/14/2013	Long time RO student
Student R	Alt Prog	10/11/2013	3 months in Alt Prog
			2 years in Alt Prog
			transferred in
			Dropped in 13-14
			Dropped before 10/1/12
			Out of state boyfriend
			Attendance Issues
			Prison Issues
			Out of state girlfriend
			Dropped in 13-14
			Dropped in 2.5 months
			live w/ boyfriend
			transferred in
			Long time RO student
			Long time RO student
			Long time RO student
			Special Ed
			transferred in