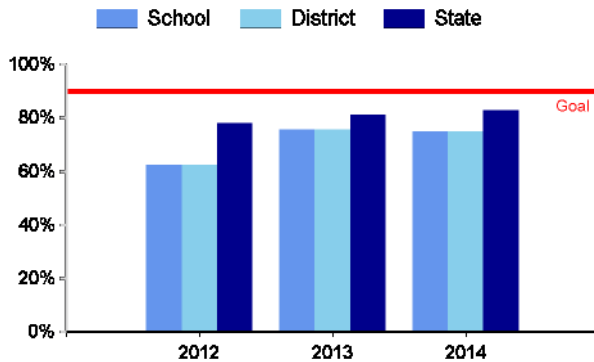


## FAST FORWARD HIGH

FAST FORWARD HIGH

Grades 9-12 School Year 2014-2015

### Graduation Rate



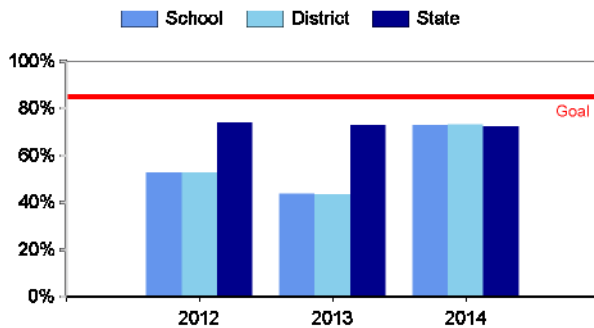
### College Credit Earned

Percent of students enrolled in a minimum of 1.0 credit for grades 11 or 12

Concurrent Enrollment	12%
Advanced Placement	0%
CTE Courses	86%
International Baccalaureate	0%

42% of 11th and 12th grade students earned at least three credits in the college and career ready courses above.

### ACT Scores



Percentage of students with ACT composite of 18 or higher  
Prior to 2014, full participation in the ACT was elective in portions of the state

### School Demographics

Enrollment	245
Race/Ethnic Minority	27%
English Learners	n<10
Low Socio-Economic	60%
Students With Disabilities	26%
Chronic Absenteeism	48%
Mobility	38%

## Academic Performance

Grade Span Tested: 9-12

#### Percent Proficient

SAGE Language Arts (ELA)	12%
SAGE Math	15%
SAGE Science	45%

#### Student Group Percent Proficient

	ELA	Math	Science
Race/Ethnic Minority	<10%	<10%	44%
English Learners	n<10	n<10	n<10
Low Socio-Economic	11%	11%	47%
Students With Disabilities	<10%	<10%	29%

## School Snapshot

High School

Coming Soon...

# Utah Alternative School Accountability Report 2015

School: FAST FORWARD HIGH

<b>THE UTAH ALTERNATIVE AND SPECIAL EDUCATION SCHOOL ACCOUNTABILITY FRAMEWORK</b>	<b>SCHOOL MISSION</b>
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The framework for alternative and special education schools draws on key components selected to monitor the academic performance and well-being of students served. These components are: Academic Growth, Attendance, Credit Earning, an Attainment Index and School Climate. An alternative or special education school can earn a total of 1500 points. The maximum points designated to each component are noted below and were allocated based on state-wide input collected from educators, leaders, and stakeholders. Information about how each component is calculated can be found in the accompanying page to this report.

## Overall Performance

COMPOSITE SCORE	<b>1108</b>
TOTAL POINTS POSSIBLE	<b>1500</b>

## Academic Growth

		MGP's for All Students by Subject				MGP's for Below Proficient Students by Subject					
Total Growth Score	<b>166</b>	All Students (AS) growth score	<b>112</b>	AS MGP ELA	<b>25</b>	AS ELA N	<b>101</b>	BP MGP ELA	<b>26</b>	BP ELA N	<b>70</b>
Total Growth Score Possible (300)	<b>300</b>	Below proficient (BP) growth score	<b>54</b>	AS MGP Math	<b>44.5</b>	AS Math N	<b>78</b>	BP MGP Math	<b>44</b>	BP Math N	<b>46</b>
				AS MGP Science	<b>65</b>	AS Science N	<b>43</b>	BP MGP Science	<b>62.5</b>	BP Science N	<b>62.5</b>

## Attendance

		Attendance Rate	<b>0.89</b>
Total Attendance Score	<b>300</b>	N-size for Attendance Rate	<b>223</b>
Total Attendance Score Possible (375)	<b>375</b>	Attendance Improvement	<b>-0.01</b>
		N-size for Attendance Improvement	<b>211</b>

## Credit Earning

		Credit Earning Rate	<b>0.87</b>
Total Credit Earning Score	<b>300</b>	N-size for Credit Earning Rate	<b>223</b>
Total Credit Earning Score Possible (375)	<b>375</b>	Credit Earning Rate Improvement	<b>0.09</b>
		N-size for Credit Earning Rate Improvement	<b>223</b>

## Attainment

Total Attainment Score	<b>192</b>	N-size for Attainment	<b>121</b>
Total Attainment Score Possible (300)	<b>300</b>		

## School Climate

Total School Climate Score	<b>150</b>		
Total School Climate Score Possible (150)	<b>150</b>		

# Utah Alternative or Special Education Accountability System 2015

## Explanation of Framework Components

The Alternative Accountability framework consists of an overall score and five components: academic growth, attendance, credit earning, an attainment index, and school climate. This page provides an explanation of how each component was constructed and calculated.

### Academic Growth (maximum points = 300)

Growth points used in the federal accountability framework are incorporated into the framework for alternative schools. Up to 100 points are available for below proficient student growth. Up to 200 points are available for the growth achieved by all students. A maximum of 300 points can be earned for this indicator. See the Alternative Accountability Framework Guide to review how growth points are calculated for each school with below proficient students, all students, and for schools where a below proficient group is missing. If fewer than 10% of full academic year students at the school have a growth score, the growth score is not reported.

### Attendance (maximum points = 375)

1) The attendance rate is calculated for students who are enrolled a minimum of 90 days at the school.

2) The attendance improvement rate reflects the school level difference between attendance rates for matched students between the current and prior year. Matched students are selected based on whether they were enrolled for a minimum of 90 days in the current year and a minimum of 45 days in the prior year.

3) Each school is evaluated on the attendance rate and the attendance improvement rate. A level is determined for each school by the greater value found in either rate (first column in the rubric) or improvement (second column in the rubric). For example, if a school has an attendance rate of 97% and declines by 2%, the school would earn a Level 4. Finally, the attendance points are assigned to each level in the rubric as follows: Level 1 = 150 points; Level 2 = 225 points; Level 3 = 300 points and Level 4 = 375 points.

Attendance Rate	Improvement	Level (points)
Less than 82%	Decline of 3% or more	1 (150)
82% to 86%	Decline less than 3%	2 (225)
87% to 89%	Improvement less than 3%	3 (300)
90% and above	Improvement of 3% or more	4 (375)

### Credit Earning (maximum points = 375)

1) The credit earning rate is calculated for students who are enrolled in grades 9-12 for a minimum of 90 days at the school. This indicator quantifies the extent to which students successfully complete the courses in which they are enrolled. Credits are computed as credit earned divided by credits attempted.

2) The credit earning improvement rate reflects the school level difference between the credit rates earned for matched students between the current and prior year. Matched students are selected based on whether they were enrolled in grades 9-12 for a minimum of 90 days in the current year and a minimum of 45 days in the prior year.

3) Each school is evaluated on the credit earning rate and the credit earning improvement rate. A level is determined for each school by the greater value found in either rate (first column in the rubric) or improvement (second column in the rubric). For example, if a school has a credit earning rate of 85% and improves by 7%, the school would earn a Level 3. Finally, the Alternative Accountability points are assigned to each level in the rubric as follows: Level 1 = 150 points; Level 2 = 225 points; Level 3 = 300 points and Level 4 = 375 points.

Credit Earning Rate	Improvement	Level (points)
Less than 70%	Decline of 10% or more	1 (150)
70% to 79%	Decline less than 10%	2 (225)
80% to 89%	Improvement less than 10%	3 (300)
90% and above	Improvement of 10% or more	4 (375)

### Attainment (maximum points = 300)

For Attainment, points are awarded in proportion to the value of outcomes related to a student exiting from the school. The point values are determined based on policy priorities and on exit codes assigned to students. The table to the right shows the points associated with each exit case and shows that a maximum of 300 points can be earned by a school.

#### Included Codes

Graduate (Early, Carnegie, Military, and Other)	300
Completed a GED, and Other Completers	250
Transferred to Higher Ed or UCAT	250
Transferred (within School, District, to Charter, NCLB)	250
Transferred to Adult Ed	150
Retained Senior	150
Dropout (dropped out, expelled, exited to take the GED, graduation pending, unknown, unable to determine status, and withdrew)	0

### School Climate (maximum points = 150)

Points are assigned to schools based on whether the school has undertaken steps to: 1) evaluate the climate at the school (Y/N); and 2) make adjustments based on the information received.