






# Fast Forward Charter High School

Logan, UT  
May 23, 2011


















## Signal Analysis Legend

-  Exemplary
-  Superior
-  Typical
-  Opportunity to Improve

# Behavior Support

The table presented below summarizes behavior support domains for the two audiences who saw relevant items. The teacher data was taken from items that surveyed both the working environment of the school and the degree to which teachers and administrators model appropriate behavior for students. The student data was taken from items that surveyed the degree to which the school supports acceptable behavior in the classroom and in school common areas.

Indicators of School Quality	Parent	Teacher	Student
Clear Expectations			
Trusting Relationships			
Building Social Skills			
Building Academic Skills			
Rewards & Recognition			

The table below shows student data disaggregated by ethnicity, gender, and four risk conditions: those reporting less than optimal parent support, those who admit to misbehavior, those who feel unsafe at school, and those who claim to dislike school altogether. The first column provides the number of student respondents who met the criteria of that row. The next five columns provide the signal analysis for each of the elements of effective behavior support using the same legend as the front page of this report. Notice that the top line below matches the far column seen on the front page.

The last column provides the percentage of student respondents that report the presence of ALL the elements of effective behavior support. This number is highly predictive of many student outcomes. Percentages that drop below 30 (shaded in light red) predict poorer than typical academic and social performance from students. Percentages above 40 (shaded in light green) and above 50 (shaded in light purple) predict higher than typical academic and social performance from students.

	Number of Students	Clear Expectations	Trusting Relationships	Building Social Skills	Building Academic Skills	Rewards & Recognition	Percent All Elements
All Students	154						61
<b>Ethnicity</b>							
African American	5						-
American Indian	9						-
Asian Pacific Islander	1						-
Hispanic	28						71
White	115						60
<b>Gender</b>							
Male	67						58
Female	64						62
<b>Issues</b>							
Weak home support	9						-
Misbehave	15						43
Feel unsafe	23						22
Dislike school	10						40