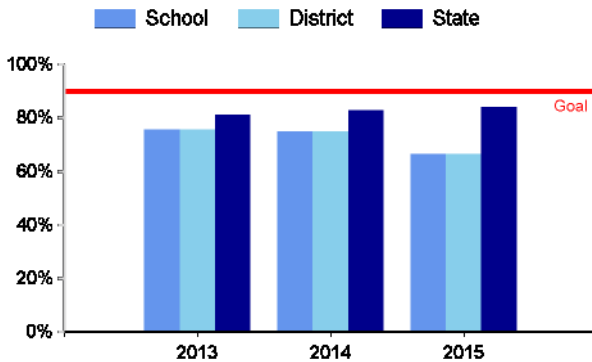


FAST FORWARD HIGH

FAST FORWARD HIGH

Grades 9-12 School Year 2015-2016

Graduation Rate



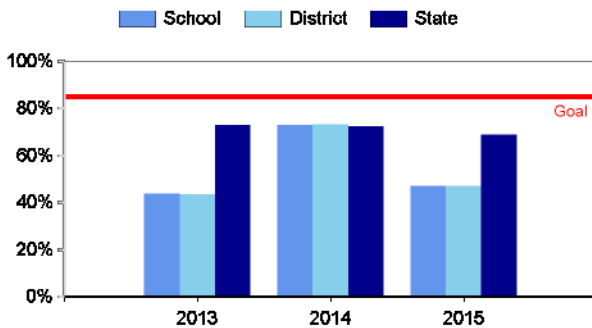
College Credit Earned

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

Concurrent Enrollment	20%
Advanced Placement	1%
CTE Courses	88%
International Baccalaureate	0%

59% 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	244
Race/Ethnic Minority	24%
English Learners	n<10
Low Socio-Economic	54%
Students With Disabilities	22%
Chronic Absenteeism	40%
Mobility	37%

Academic Performance

Grade Span Tested: 9-12

Percent Proficient

SAGE Language Arts (ELA)	<10%
SAGE Math	21%
SAGE Science	41%

Student Group Percent Proficient

	ELA	Math	Science
Race/Ethnic Minority	<10%	<10%	13%
English Learners	n<10	n<10	n<10
Low Socio-Economic	<10%	16%	37%
Students With Disabilities	<10%	11%	12%

School Snapshot

High School

Coming Soon...

Utah Alternative School Accountability Report 2016

School: FAST FORWARD HIGH

THE UTAH ALTERNATIVE AND SPECIAL EDUCATION SCHOOL ACCOUNTABILITY FRAMEWORK	SCHOOL MISSION
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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.

Coming Soon...

Overall Performance

COMPOSITE SCORE	1094
TOTAL POINTS POSSIBLE	1500

Academic Growth

		MGP's for All Students by Subject				MGP's for Below Proficient Students by Subject					
Total Growth Score	154	All Students (AS) growth score	108	AS MGP ELA	36	AS ELA N	56	BP MGP ELA	34	BP ELA N	47
Total Growth Score Possible (300)	300	Below proficient (BP) growth score	47	AS MGP Math	52	AS Math N	59	BP MGP Math	55	BP Math N	46
				AS MGP Science	48	AS Science N	33	BP MGP Science	36	BP Science N	36

Attendance

		Attendance Rate	0.89
Total Attendance Score	300	N-size for Attendance Rate	230
Total Attendance Score Possible (375)	375	Attendance Improvement	-0.01
		N-size for Attendance Improvement	217

Credit Earning

		Credit Earning Rate	0.83
Total Credit Earning Score	300	N-size for Credit Earning Rate	229
Total Credit Earning Score Possible (375)	375	Credit Earning Rate Improvement	0.04
		N-size for Credit Earning Rate Improvement	229

Attainment

Total Attainment Score	190	N-size for Attainment	136
Total Attainment Score Possible (300)	300		

School Climate

Total School Climate Score	150		
Total School Climate Score Possible (150)	150		

Utah Alternative or Special Education Accountability System 2016

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)	150
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.