

**The Report of the
Accreditation Visiting Team**

**Fast Forward Charter High School
875 West 1400 North
Logan, Utah 84321**

March 14, 2008



**Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200**

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Fast Forward Charter High School
875 West 1400 North
Logan, UT 84321**

March 14, 2008

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 14, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Fast Forward Charter High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Stephanie Sorenson is also commended.

The staff and administration are congratulated for their desire for excellence at Fast Forward Charter High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Fast Forward Charter High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

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*Board of Regents Appointments

** CMAC Representative Appointment

7/25/2007

FAST FORWARD CHARTER HIGH SCHOOL

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Ryan Marchant.....Chief Financial Officer/Business Manager

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Lynn Hobbs..... Board Member/Logan City Board of Education Representative
Joel Allred..... Board Member
Wes Larson Board Member

FAST FORWARD CHARTER HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

Stephanie Sorenson..... Principal/Counselor
Launi Evans Assistant Principal/Counselor
Dianna Broadbent Special Education/Assessment Director

Support Staff

Jeanne Doxsee.....Library Assistant
Anthony Williams..... School Resource Officer
Jennifer Jones.....Concurrent Enrollment
Judy BohmSpecial Education Aide
Steven Andersen Director of Technology
Amanda Barrandey Administrative Assistant

Faculty

Karen Christiansen	Burke Hollingsworth	Keith Pebley
Laura Cook	Julianne Homer	Richard Quay
Melanie Darby	Michelle Hunter	Katrina Walker
Jamie Gaarn	Andrew Lorimer	Andrew Worrall
Biergit Hertel-Wulff	Jessica Nyman	

FAST FORWARD CHARTER HIGH SCHOOL

MISSION STATEMENT

The mission of Fast Forward Charter High School is to provide a safe and nurturing environment where students who may be at risk of not completing high school requirements can be challenged with curriculum presented to accommodate their unique learning styles. Fast Forward Charter High School's primary goals are to help students discover their academic potential and furnish them with the tools to promote lifelong learning and civic responsibility.

BELIEF STATEMENTS

Fast Forward Charter High School believes:

All Students are capable of learning.

Education is the shared responsibility of students, parents, school staff, and the community.

A school should be a safe, nurturing environment.

All students are entitled to an education that is challenging and gives them the opportunity to succeed.

All learning should be meaningful to the student and should require high levels of thinking.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Communication (Interpersonal Skills)
 - a) Students work with others in a variety of situations to set and achieve goals.
 - b) Manage and evaluate their behavior as group members.
 - c) Deal with disagreement and conflict caused by diversity of opinion and beliefs.
 - d) Communication is a reciprocal process that includes the selection, analysis, and dissemination of information to others using a variety of methods.

2. Character Development (Personal and Social Responsibility):
 - a) Respect self and others, and understand and appreciate the diversity and interdependence of all people.
 - b) Demonstrate a sense of social responsibility and duty toward self, others, community, country and planet.
 - c) Participate, through service and education, in an ongoing effort to create more unity in our world.
 - d) Take responsibility for personal actions and act ethically (e.g., demonstrate honesty, fairness, integrity).
 - e) Feel empowered to reach their potential academically, socially, and emotionally.

3. Employability:
 - a) Possess flexibility, adaptability, and the capacity to cope with change.
 - b) Demonstrate self-motivation, dependability, and initiative.
 - c) Exhibit analytical and decision making abilities.
 - d) Use effective communication and interpersonal skills.
 - e) Participate as an effective team member.
 - f) Demonstrate organization, planning, and prioritization abilities.
 - g) Recognize the impact of technology on business and industry.
 - h) Exhibit leadership abilities.

Date of Visit:
March 13, 2008

MEMBERS OF THE VISITING TEAM

Ted P. Lovato, Accreditation Consultant, Utah State Office of Education and
Northwest Association of Accredited Schools, Chairperson

Dr. Steve Chadez, Principal, Dale Young Community High School, Box Elder
School District

Jeannie Rowland, Specialist, Charter School Office, Utah State Office of
Education

VISITING TEAM REPORT

FAST FORWARD CHARTER HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Fast Forward Charter High School, as its name implies, is a public charter school serving approximately 225 students in grades 9-12. The school is located in Logan, Utah, the home of Utah State University. It has a full-day, nine-month academic program that meets all State Core Curriculum requirements. Class sizes are small, with an average of 22 to 24 students in most classes. All teachers, counselors, and the principal are state licensed and certified.

Fast Forward Charter High School was chartered by the Logan City Board of Education, but is independently governed and operated. The Logan Board of Education is very supportive of the school's mission and programs. The school serves a population of students who are considered "at risk" for a variety of reasons. Many of the students at Fast Forward Charter High School have struggled, in other traditional school settings, with either discipline issues or chronic attendance problems that have caused them to jeopardize credit, graduation status, or both. In addition, Fast Forward Charter High School serves a large population of special education students with varying learning disabilities.

In order to effectively meet the needs of the diverse student population and to meet the challenges posed by the students' various risk factors, Fast Forward Charter High School provides a three-tiered education program that can be manipulated to benefit the individual student in the most appropriate way(s). The school expects to graduate 70 students in 2008.

a) *What significant findings were revealed by the school's analysis of its profile?*

The profile clearly shows that the average Fast Forward Charter High School student is at risk and in need of an alternative philosophy to meet his/her unique education needs. The data shows that 20 to 25 percent of the students have disabilities and are served with an IEP. In comparison, 11 percent of the students are involved with concurrent enrollment. The profile showed that 18.5 percent are working hard to maintain a 3.0 GPA or higher, while 20.5 percent of the students are considered "low academic performers" (1.5 GPA or lower).

The majority of students come from Cache County (66 percent) or Logan City School Districts (33 percent), with two students coming from the Box Elder School District.

Fast Forward Charter High School has had fluctuating standardized test scores

and did not meet AYP goals for the 2006-07 school year. Factors unique to the at-risk population served by Fast Forward Charter High School, such as attendance difficulties, student aversion to testing, a high rate of student turnover and mobility, and inadequate parent involvement can explain much of this variation.

Fast Forward Charter High School conducted the ISQ (Indicators of School Quality) in the spring of 2007. According to the ISQ analysis, the learning environment of the Fast Forward Charter High School appears to be very similar to that of other high schools in the moderate risk category. The school appears to enjoy relatively good support from the teachers, the few parents who responded, and the students. The ISQ report confirms the wisdom of the school's desired results for student learning (DRSLs) in focusing on building interpersonal skills, personal and social responsibility, and employability skills, and providing extensive opportunities for professional development in these areas.

b) *What modifications to the school profile should the school consider for the future?*

Fast Forward Charter High School should consider areas of concern that are evident, chief among these being finding positive methods of improving student behavior and finding ways to involve parents in greater numbers in order to achieve more parental support.

Other areas that should be addressed include finding ways to continue the investment in quality technology, managing future growth, and finding ways to better manage student turnover and high mobility, especially in the area of tracking assessment data of those students.

c) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Overall, the Visiting Team found the self-study to be a fairly accurate reflection of what the school is and believes. A need for dialogue and reflection needs to continue concerning the skills and attributes the school would like students to possess when they graduate from Fast Forward Charter High School.

Suggested Areas for Further Inquiry:

- Find effective ways to track the highly mobile students, especially with past assessment records.
- More information and data is needed with successful programs like concurrent enrollment and the A+ Program.
- Investigate effective ways to manage projected future growth while maintaining

the smallness of the school and the personal feeling students currently cherish at the school.

- Invest in future technology development.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) *To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?*

A committee comprised of administrators, staff members, a parent, and a student examined the current mission statement. Related topics were categorized and discussed, organized, and prioritized in small groups within the faculty. The committee examined and ranked, at which time a mission statement was drafted. The faculty reviewed, made few alterations, and then voted to approve the final version.

The school's belief statements are comprehensive and address key issues pertinent to effective decision-making and policy development. All members of the staff, faculty and administration were involved in small focus groups, building a shared vision for the school.

An annual meeting of the faculty, staff, School Community Council, and Board of Trustees is focused on reviewing the school mission, analyzing student achievement data, talking about strengths, discussing needs, and developing a school improvement plan for Fast Forward Charter High School. The DRSLs were developed by comparing the mission, beliefs, and information gathered and then using a similar process with committees to build consensus.

- b) *To what extent do the school's mission and beliefs align to support the school's DRSLs?*

There is direct alignment among the mission, beliefs, and DRSLs through the above-described process.

- c) *Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.*

Focusing on three DRSLs, the indicators are succinct, pointed, and relevant in measuring progress. The indicators require students to learn and master interpersonal and leadership abilities.

- d) *To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?*

The school (faculty, administration, and students) is immersed in its mission, beliefs, and DRSLs. In visiting classrooms and students, the Visiting Team found that every student asked knew the number one rule of the school: Respect. This is the heart of Fast Forward Charter High School's mission and culture.

Curriculum:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?*

The staff at Fast Forward Charter High School meets every week to work on school projects and curriculum. The school is divided into departments that work collaboratively. As a result, Fast Forward Charter High School has progressively added more challenging courses to the curriculum, including Astronomy, Pre-calculus, and concurrent enrollment courses, as well as more advanced video and art courses. Continued expansion of the Concurrent Enrollment Program is slated for spring 2008, as is the addition of chemistry and more advanced-level math classes.

- b) *To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?*

The departments do work collaboratively, but, in the opinion of the Visiting Team, there is a need to put more effort into mapping the school's curriculum, especially the solid core classes. Curriculum development could be better facilitated if the action plan were designed using the NSCD grid model, which clearly (and concisely) outlines DRSLs, rationale, specific steps, time-line, resources needed and used, person(s) responsible, and the assessment of progress.

- c) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?*

The Visiting Team found that the Fast Forward Charter High School DRSLs are ingrained in its mission statement. As stated in the self-study document, when the staff was developing the mission, a key part of its definition was determining what students should learn and be able to do as a result of the education provided

at the school. The initial process used by the staff to arrive at the current DRSLs was that of creating the mission statement itself. A similar process was used with the committee summarizing the results of the NSSE Survey for Goals for Student Learning (completed by the faculty) and the Indicators for School Quality (ISQ) survey to establish meaningful DRSLs.

- d) *How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?*

The Fast Forward Charter High School staff utilizes the data gleaned from school-wide testing as one method to ensure that students placed in Algebra and Geometry possess the prerequisite knowledge necessary for academic success. As stated in the self-study document, many students come to Fast Forward Charter High School with credit earned in the first phase of a course, yet they often do not succeed in the next class due to a gap in their knowledge base. Utilizing pre-test data as a method for placement decisions will improve the quality of the curriculum for all students.

Instruction:

- a) *To what extent do teachers use a variety of instructional strategies to enhance student learning?*

The faculty at Fast Forward Charter High School is a close-knit, collaborative team. Cross-curricular, innovative, and challenging projects effectively allow students to apply knowledge in every class. The individual student's needs are known and discussed by the staff, ensuring that needed and appropriate intervention or guidance is offered by the classroom teacher and/or supplemented by the Special Education Department.

- b) *To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?*

The instructional focus on the identified DRSLs was clearly stated. Each department has specific strategies to build and enhance student achievement of the school's DRSLs.

- c) *To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?*

Weekly staff meetings help drive the topics of quarterly, school-wide staff development activities. Each department takes part in content-specific state or

national professional development opportunities as needed. It became apparent to the Visiting Team that the leaders of the school are strong believers in worthwhile staff development.

- d) *To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?*

Teachers in content areas either hold current licenses or are in the process of acquiring them through the state's Educator Quality section. Those receiving their licenses via alternative routes are monitored by the Educator Quality staff. Some departments engage in regular dialogue to discuss student performance and exchange ideas for improvement.

- e) *To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?*

Technology is available for all students, with a computer lab that has regularly scheduled use. Teachers use multimedia approaches in their instructional delivery, and some departments use online assessments to continually monitor students' progress. The director of the school stated that "Keeping up with technology changes is a high priority at Fast Forward Charter High School."

Assessment:

- a) *To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?*

Fast Forward Charter High School teachers use course disclosure statements to articulate how grading is done and to set expectations for student performance. Teachers have additional discussions in their respective classes about overall expectations for individual assignments. Some teachers use technology by maintaining blogs or web pages to facilitate communication of expectations with students and parents.

- b) *To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?*

Each department at Fast Forward Charter High School determines the methods of assessment that will be utilized to accurately represent student achievement in specific subject areas. This seems to promote alignment of course objectives and material that is covered by different instructors of the same courses. Teachers work collaboratively with the Special Education Department to determine alternative or modified ways in which IEP students can demonstrate achievement.

- c) *To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?*

Teachers, counselor, and administrators stress the importance of standardized tests for a student population that generally does not take tests very seriously. Therefore, each department at Fast Forward Charter High School determines the variety of methods appropriate to the subject matter to determine student achievement in each class, rather than relying on testing data alone as an indication of learning. Some instructors have students maintain portfolios of their work so that progress throughout the term can be assessed without much difficulty, while others use performance-based projects as an assessment of student achievement.

- d) *To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?*

There seems to be little evidence that there is a broad, school-wide professional development program for the exclusive study of student assessment. Course disclosure statements seem to be used school-wide. Each department determines the methods of assessment that will be utilized to accurately represent student achievement in specific subject areas.

- e) *To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?*

There seems to be little evidence that a school-wide scoring tool is utilized to access the identified DRSLs. The school committee working with the DRSLs summarized the results of the NSSE Survey for Goals for Student Learning (completed by the faculty) and Indicators for School Quality (ISQ) survey to establish the DRSLs. The Fast Forward Charter High School self-study points out that the school has a history of improvement that can be seen in the strides it has made to increase the qualifications of its teachers to NCLB standards, improve students' standardized test scores, improve attendance and tardy rates, streamline course offerings to reflect student ability levels and interests, and expand higher-level and concurrent enrollment offerings.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) *To what extent does the school leadership promote quality instruction by fostering*

an academic learning climate that actively supports teaching and learning?

The administration is a strong point of Fast Forward Charter High School. The leadership of this school uses innovative styles to promote new concepts. It is obvious to the Visiting Team that the open-door policy and shared-governance methods used by the principal are based on a great amount of mutual trust.

The principal encourages departmental unity as a way to foster the use of consistent, quality instruction in all courses. This emphasis promotes a stronger academic learning climate and a focus on the development of instructional goals within each department. Results are encouraging, as departmental cohesiveness aids in student preparation for subsequent courses, including advanced-level curricula, as well as standardized testing. The quality of instruction at Fast Forward Charter High School is evident in improved test scores, the number of graduates with scholarships, an expanded advanced course curriculum, and concurrent enrollment offerings.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?*

Fast Forward Charter High School utilizes testing results to improve student performance in areas tested. School-wide and standardized testing results are reviewed with instructors in math, science, and language arts to promote curriculum adjustment for effective instruction strategies to improve student learning.

- c) *To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?*

The staff and administration work collaboratively in reviewing instructional and organizational practices that affect student learning. This is an ongoing process in which a pattern of continuous reflection is established. The Mathematics and Language Arts departments, for example, are utilizing school-wide testing scores to determine appropriate course placement in an attempt to promote student success.

It was obvious to the Visiting Team that Fast Forward Charter High School is clean, well maintained, and safe.

- d) *To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?*

The leadership uses the staff development meetings to ensure the proper management of school programs and operations. There is much buy-in from staff for this to occur effectively. The administration also uses the 40-Step process and the Risk and Protective program to assist all stakeholders with supporting a safe, efficient, and effective learning environment.

- e) *To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?*

A formal system through which each student has an adult teacher-advisor was not evident to the Visiting Team, but when the students were interviewed, it was evident that students feel important and welcomed by all staff members. A feeling of family exists at the school, and students are grateful for that environment. The entire faculty was involved with the development of the DRSLs, and it has been suggested to use Community Council input in the achievement of the DRSLs. The policies and operational procedures established appear to be aligned with the school's vision, mission, values and the potential achievement of the DRSLs.

Like all public schools, Fast Forward Charter High School could use more resources, but funding received is allocated to meet priorities identified by each department and the administration.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) *To what extent has the school developed and implemented a comprehensive*

school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process, that is reviewed and revised on an ongoing basis?

Fast Forward Charter High School's improvement plan comprehensively addresses the needs of the school. It is formally reviewed and revised annually with the staff, faculty, administration, School Community Council, and Board of Trustees.

- b) *To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?*

The necessary teacher training and support accompany student expectation goals to build capacity and maintain implementation.

- c) *To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up, and is there sufficient commitment to the action plan, school-wide and system-wide?*

All elements of the plan focus on the critical areas for follow-up. Due to the significant contributions and participation of staff in developing the self-study, the Visiting Team is confident there is school-wide and system-wide commitment.

- d) *To what extent does the school create conditions that support productive change and continuous improvement?*

The largest factor supporting productive change is the principal. Her leadership skills include modeling, high expectations, delegation skills, trust, and resource support all with single focus to the benefits and success of the students. Interviews with parents and students show that they feel they have an active role in Fast Forward Charter High School, thus giving the principal an additional layer of support for necessary change and continuous improvement.

CHAPTER 5: COMMUNITY BUILDING

- a) *To what extent does the school foster community building and working relationships within the school?*

Meaningful and beneficial support of parents is lacking at Fast Forward Charter High School, and this can be attributed to the unique at-risk student population the school staff is charged to work with. Oftentimes this is beyond the control of many parents, simply because many hold down two jobs—and issues like poverty

are a reality that prohibits many of the parents who want to from becoming involved. In addition, many parents have experienced school failure in their own lives and have not developed a trust level that is conducive to great parental involvement at Fast Forward Charter High School. The school strives to foster positive community-building by reaching out with pertinent programs. The staff of Fast Forward Charter High School uses the Love & Logic Program along with the Choices Program to foster better communication skills within the school and community. In addition, Fast Forward Charter High School uses multiple methods to keep parents informed about events at the school and individual student progress, which include SEOP and graduation progress meetings (and letters, when needed), a quality website, the SIS system, automated attendance system notifying parents of attendance issues, etc.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The school has an excellent service-learning program to promote collaborative efforts for networking with others. Fast Forward Charter High School began a concurrent enrollment program with Utah State University in 2006, and is actively looking for ways to expand this popular program. The primary goal is to expand the course offerings. The students are engaged in community service projects that help them learn about their own meaningful roles in the community and society as a whole. Some of these worthy efforts include Sub for Santa, the Teddy Bear Run, efforts to help the victims of Hurricane Katrina, assisting at the Bear River Head Start program, tutoring elementary students, and completing projects to benefit local nursing home residents.

- c) *To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?*

Fast Forward Charter High School's self-study document was well done, with very few exceptions. The Visiting Team had the opportunity to meet with several parents who were very supportive of the school programs, and with the employees who are responsible for the success of many of those programs. Some of those parents interviewed knew very little about the self-study process, but were still knowledgeable of key indicators leading to their own child's success at Fast Forward Charter High School. The parents who knew a considerable amount of information about the self-study process were employees at the school.

- d) *How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?*

As stated in the self-study document (and observed to some extent by the Visiting Team), Fast Forward Charter High School utilizes stakeholders in all facets of productive change and school improvement. Faculty and staff committees focus on school safety and climate, assessment, and social activities. Departments meet

on a regular basis to ensure change and growth in academic programs. Student input is also highly regarded and requested concerning issues of importance to the student population. Parents have been involved in improvement efforts as members of the Board, the PTSA, and various committees, including the special education UPIPs and School Land Trust programs. The Board is of critical importance in assisting Fast Forward Charter High School in the continuous effort to foster school-wide improvement and growth.

The majority of Fast Forward Charter High School parents, on the whole, are not involved directly with the many positive programs occurring at the school; thus, the school must make every effort to reach this audience.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Fast Forward Charter High School for the outstanding job performed in preparing for a full team visit, which included a well done self-study document.
- The Visiting Team commends Fast Forward Charter High School for the united, competent, caring, and diverse faculty that genuinely cares about the academic and social success of the students. The students expressed a sincere acknowledgement of this reality.
- The Visiting Team commends Fast Forward Charter High School for the creation of a culture which values diversity, understanding, and acceptance of all students.
- The Visiting Team commends Fast Forward Charter High School for the creation of a clean, tidy, welcoming environment at the school. The school is well designed and functional for the purpose of educating students.
- The Visiting Team commends Fast Forward Charter High School for the extra efforts extended for six terms in order to accommodate a highly mobile and at-risk student population.
- The Visiting Team commends the principal of Fast Forward Charter High School for a leadership style that values full-staff involvement, innovation, trust, and complete school buy-in in order to maintain a focus on individual student learning.
- The Visiting Team commends Fast Forward Charter High School for the many

relevant and valuable school-wide programs and opportunities offered to the student body.

- The Visiting Team commends Fast Forward Charter High School for using a variety of technology in the education of all students, and encourages leaders to look at ways to keep the technology element strong in future years.

Recommendations:

- The Visiting Team recommends that the Fast Forward Charter High School action plan be made more descriptive and user-friendly by utilizing the National Staff Development Council (NSCD) grid model to clearly outline rationale, DRSLs addressed, specific steps, timeline, resources needed/available, person or persons responsible, and the means of assessing progress.
- The Visiting Team recommends that Fast Forward Charter High School find a variety of ways to increase parental involvement with the school.
- The Visiting Team recommends that the Fast Forward Charter High School faculty and administration work together to map the Core Curriculum.
- The Visiting Team recommends that Fast Forward Charter High School create explicit and measurable DRSLs, with accountability, to ensure success and desirable results.