SCHOOL GOVERNANCE
& FLEXIBILITY
STRATEGY AND GOVERNANCE

Introduction

This application aims to identify strategic initiatives at the school level, including both requests for flexibility in adhering to district policy and local programming requests.

This form allows schools to:

Request flexibility: identify an opportunity where requesting flexibility from a specific district policy or state law could enhance your school's ability to meet student needs more effectively. This option allows schools to propose innovative, student-centered approaches that align with their unique context.

Report on an approved flexibility: Provide an update on the implementation of a Value-Added Flexibility and its impact on academics and school operations.

Propose a new program: Request a program your school would like to implement from the district program inventory or that is not currently offered in FCS.

Report on an active program: Provide an update on a program that is currently being implemented at your school to ensure Board approval for the program offering.

Discontinue an existing program: Share rationale for sunsetting a program that has traditionally been active at the school.

Note, all programs offered at Fulton County Schools must be board approved and require board certification every three years.

Whether requesting flexibility or proposing a new program, schools will be asked to clearly articulate:

- The specific challenge or opportunity they are addressing.
- Your proposed solution, including details of the requested flexibility or the new program.
- The expected outcomes and positive impacts of their proposal.

Please complete this form thoroughly and in consultation with your principal and fellow council members.

Value Added Flexibility Form

Select one of the following: *

Report on an active program

Grade Level: *

High

School *

Alpharetta High

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Report on an Active Program

Active Programs

Select the program offered at your school from the following list: *

International Baccalaureate (DP) Magnet

Student Participation and Outcomes

1) How many students are enrolled in the magnet program, and how do their demographics compare to the overall school population? *

The IB Diploma Programme continues to show growth (45 current DP students in 2025-26, increase from 28 in 2024-25). Student performance in Theory of Knowledge continues to show consistency of outcomes as compared to the worldwide data.

Total IB Student Enrollment (taking 1+ IB course) = 247

Demo	IB%	Student %	Demo%
White 71	29%	7%	12%
Black 25	10%	2.6%	8%
Hispanic 34	14%	3.6%	12%
Asian 111	45%	12%	17%
Multiracial 6	2%	.6%	7%

2) What notable academic or extracurricular outcomes (e.g., test performance, competitions, internships) have students achieved this year? *

85% of students eligible for the Diploma were awarded the Diploma in July 2025 (worldwide average was 81%)
Diploma Programme scores averaged 5.19/7 (worldwide average was 4.9/7)
Diploma Programme students average points was 33/45 (worldwide average was 30/45)
76% of students earned a 4+ on IB exams in May 2025
13/18 IB teachers exceeded the worldwide averages for one or more courses
13/21 IB courses had >80% of students pass the IB exam with a 4+

Recognition and Certification

3) Have students, staff, or the school received any awards or recognitions related to the magnet program? *

Alpharetta High School was authorized as a World School by the International Baccalaureate Organization to offer the Diploma Programme in February 2018. The school successfully completed its first 5-year programme evaluation in February 2023 and received no "Matters to Be Addressed" and multiple "Shows Development Beyond Requirements."

4) What progress has been made toward certification or meeting graduation requirements such as Carnegie units? *

Alpharetta High School was authorized as a World School by the International Baccalaureate Organization to offer the Diploma Programme in February 2018. The school successfully completed its first 5-year programme evaluation in February 2023 and received no "Matters to Be Addressed" and multiple "Shows Development Beyond Requirements." Students completing the full Diploma complete 14 Carnegie units across the two years of the programme (with additional possible Carnegie units depending on any additional non-IB courses taken).

Parent and Community Involvement

5) How have parents and community partners supported the magnet program this year? (Include examples or documentation if available.) *

IB parents have participated in monthly community meetings and celebratory events.

Staff Development and Instruction

6) What relevant professional development have teachers completed, and how has it influenced classroom instruction? *

All IB teachers have completed training according to IB's requirements: 1.) initial training; 2.) updated training when curriculum has changed; 3.) training within 5 years. All IB teachers participated in a multi-school IB teachers' collaboration day in October 2024.

Program Climate and Support

7) What feedback have you received from students, staff, parents, or the community about the magnet program, and how is it supported by school and district leadership? *

Students have reported positive outcomes from their work in the Diploma Programme. Examples from the May 2025 cohort include:
"I feel as though ib has helped me form a good community and has help me learn how to become more open minded as I am able to reflect on the differing perspectives and take them into consideration when formulating my own opinion."
"The community that I have found made the experience truly special. I have also built my own confidence, as a direct result of IB, to a point sophomore-year-[me] couldn't have imagined."

Governance & Flexibility Review

Governance & Flexibility Decision:

Comments