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 approved flexibility

Grade Level: *

High

School *

Alpharetta High

Report on an Approved Flexibility

All schools with approved Value-Added Flexibilities are required to complete an VAF Reporting Form each year. The information you provide will be used to share the successes, challenges, and any potential changes you are making to the implementation to your flexibility requests.

Select the Value-Added Flexibility (VAF) waiver for which you would like to submit an annual report.

Alpharetta HS - Standards-Based Credit Recovery

Data Analysis & Program Impact

1) To what extent was there a measurable increase in student outcomes, teacher instructional practices, and/or school climate and culture as a result of the VAF supported initiative? *

We did not offer the Competency-Based ELA course during the 2024-2025 school year. The decision was driven by a reduction in ELA staffing compared to previous years. After we made the decision to forego the class, the Georgia Department of Education chose to sunset both 9th Grade Literature and 10th Grade World Literature. This change has had significant consequences: students who passed only one semester of their ELA course now require a full year of either Literature/Composition 1 or Literature/Composition 2 to stay on track.

Currently, 25 students are in this position—effectively a full year behind in ELA credits. This gap is tied to the absence of the Competency-Based ELA option, which previously allowed students to recover the missing ELA credits more flexibly.

2) Provide quantitative data that specifically supports the continued use of the VAF. *

Although the Competency-Based ELA course was not offered during the most recent academic year, historical data strongly supports its continued use due to consistent student success.

In the 2023–2024 school year, 10 students enrolled in the course. Of those, 7 students (70%) successfully passed and earned credit, demonstrating the course's effectiveness in helping students meet ELA standards through a personalized, mastery-based approach.

In the 2018–2019 school year, 30 students who failed their first semester ELA course were offered the opportunity to enroll in the Competency-Based ELA course during the spring semester. Of those, 19 students (63%) successfully completed the course and earned full credit, showing the course's value as a credit recovery option.

In the first year of implementation, 10 students enrolled, and 100% successfully completed the course, earning credit. In the second year, enrollment increased slightly, and most students successfully completed the course, continuing the trend of high success rates.

Additionally, data from previous years indicates that smaller class sizes and pre-screened enrollment correlate with increased student success, further supporting the strategic use of the VAF to target students most likely to benefit from this instructional model.

These consistent outcomes across multiple years affirm the value of the Competency-Based ELA course and justify the continued use of the VAF to provide a flexible pathway for students to earn ELA credit.

Challenges & Implementation

3) Were there unique challenges to implementing the VAF that you did not originally consider? If so, how did you overcome this challenge? *

Historically, providing this option to every student who failed semester one created both motivation and behavior challenges in the classroom. To overcome this, frequent parent communication became the

norm and often times sending individual, daily communication to parents. In order to further address this concern, students are selected for the program more strategically. Students have been identified based on their course achievement levels and conceptual knowledge.

4) Describe any changes or adjustments that must be made to the original VAF proposal for implementation moving forward. *

No adjustments to the original VAF proposal is necessary at this time.

Resources & Planning

5) What resources (human, financial, operational, etc.) are needed to continue implementation of the VAF? *

Additional support through the Guidance Department would assist in providing one more level of support for students enrolled in this course.

6) How do you plan to provide these resources? *

The AHS Guidance Department has already begun working with the ELA Department to identify students lacking ELA credit. We will continue to meet to plan for implementation of this course.

Governance & Flexibility Review

Governance & Flexibility Decision:

Comments