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

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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 - Instructional Minutes (Study Skills)

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? *

The Study Skills course is structured to provide students with targeted instructional support while fostering effective study habits in a classroom setting that encourages self-paced learning under guided supervision. This course also offers students the opportunity to recover credits for previously failed core subjects, while simultaneously earning 0.5 elective credits applicable toward graduation.

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

Since the implementation of this flexible, value-added model in 2018, annual enrollment in credit recovery has consistently exceeded 2,000 students, many of whom are enrolled in multiple courses. This has resulted in the assignment of over 500 credit recovery courses each year. For the 2024–2025 academic year, the semester-based breakdown of course assignments is as follows:

Total Student Enrollments
- Fall & Spring: 236
- Summer: 99

Total Course Enrollments:
- Fall & Spring: 577
- Summer: 204

Total Courses Completed: 781

Based on the summary, several key trends can be observed:

1. Consistent High Engagement: Since 2018, the credit recovery program has maintained strong annual participation, with over 2,000 students enrolled each year. This indicates sustained demand and relevance of the program. While the goal is to decrease the number of students who require credit recovery, we will continue to support our students as best we can.

2. Multiple Course Enrollments: Many students are enrolled in more than one credit recovery course, contributing to over 5,000 courses throughout the last several years that this Value-Added Flexibility has been active. This demonstrates that the program is serving students with academic recovery needs.

3. Seasonal Variation: Enrollment and course assignments are notably higher during the fall and spring semesters (236 students and 577 courses) compared to the summer term (99 students and 204 courses). This reflects a seasonal trend where students are more likely to engage in credit recovery during the regular school year, but still will engage in summer learning to ensure students begin each school year either on track or closer to being on track for graduation.

4. Strong Completion Rates: With 781 total courses completed across all semesters, the data suggests a high level of follow-through and effectiveness in helping students recover credits.

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? *

As with any new initiative, the implementation of the AHS Night School program presented several challenges. One of the primary concerns involved scheduling students into Fulton Virtual courses, many of which reached capacity quickly. Thanks to the dedicated efforts of Lisa Pizzuto and the Fulton Virtual team, students were successfully placed in appropriate courses in a timely manner.

Another significant challenge was securing funding to offer these courses at no cost to students. Through collaboration with Latonya Davis, Director of the Extended Learning program, we were able to arrange payment for the courses, ensuring equitable access for all participants.

Perhaps the most complex aspect of implementation was managing the logistics to ensure the program was executed with fidelity and aligned with approved Value-Added Flexibility (VAF) guidelines. AHS Administration played a critical role in establishing an equitable and effective framework, while parent feedback provided valuable insights that will inform improvements for the upcoming school year.

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

The flexible classroom layout and environment contributed to increased distractions, which adversely affected daily productivity. Despite these challenges, consistent classroom routines and clearly defined expectations supported student achievement.

Frequent issues related to student cell phone usage, classroom technology, and connectivity persisted—even with the implementation of one-to-one student device access.

For 25-26, we have observed an increase in productivity as supported by the districts Personal Electronic Device policy.

Resources & Planning

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

As technology continues to evolve, it would be beneficial to receive frequent training on virtual software to ensure each facilitator is familiar with widely used platforms and can assist each student. The Fulton Virtual department that leads credit recovery with FCS, has provided many training sessions which have proven useful and helpful.
From a school perspective, we will continue to utilize a colleague-to-colleague training procedure that will involve not just the facilitators, but also other staff and administration members.

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

We will continue to offer this valuable opportunity in response to the ongoing academic needs of our students. The Study Skills class is facilitated by an instructional paraprofessional who delivers curriculum and resources across a range of essential areas, including time management, learning styles and strategies, organization, test-taking skills, academic and graduation requirements, self-advocacy, career planning, and transition planning. While students work toward completing credit recovery courses, this curriculum equips them with the foundational knowledge and skills necessary to make informed decisions throughout their high school journey.

Governance & Flexibility Review

Governance & Flexibility Decision:

Comments