

# Advanced Academic Programs (AAP)

Overview of Available Elementary Services  
October 5, 2021

WILLOW SPRINGS ELEMENTARY SCHOOL

Services Available for Grades K-6

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# Fairfax County Schools (FCPS) Beliefs

- All students deserve an excellent education.
- Students learn best when educators, parents, and students work together.
- High expectations lead to high performance.
- All students need opportunities to use strengths and pursue interests.

# Virginia Department of Education

## ‘Gifted’ Definition

“Gifted students means those students...  
who demonstrate high levels of accomplishment or  
who show the potential for higher levels of accomplishment  
when compared to others of the same age, experience, or  
environment.”

# Virginia Department of Education

## Gifted Regulation

All Virginia school divisions must:

- identify gifted students, and
- provide instructional services to meet their needs.



## FCPS VA Local Plan for the Gifted

Information related to FCPS Advanced Academic Services

### FCPS Local Plan for the Gifted 2016-2021

Each school division in Virginia develops a comprehensive plan for the education of the gifted. The FCPS Local Plan for the Gifted provides specific explanations of FCPS' implementation of Regulations Governing Educational Services for Gifted Students in Virginia.

# Two **Goals** of the Advanced Academic Programs

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FCPS AAP strives to develop the talents of all students and provide challenge through:

- **Talent development**
- **Differentiation** to meet the needs of **advanced learners**.

## Talent Development

What does Talent Development look like in Fairfax County Public Schools?

- Instructional opportunities to use AAP curriculum and strategies.
- Working with students to identify and explore areas of interest.
- Attention to underrepresented groups through the Young Scholars Model.

## **Differentiation to Meet the Needs of Advanced Learners**

### **What does Differentiating for Advanced Learners mean in Fairfax County Public Schools?**

- Meeting students' needs to go beyond grade level standards by name and need.
- Ensuring access to differentiated curriculum and environment including increased depth and complexity, different pacing, and less scaffolding.
- Ensuring time to work with similar academic peer group to ensure peer-to-peer feedback to promote growth.
- Academic advising and complementary supports for success through implementation of the Young Scholars model.



# AAP Continuum of Services

AAP offers a continuum of services to challenge and engage all students K-12. Our goals are:

- Provide deeper learning and talent development opportunities to all students
- Identify and build upon student strengths and abilities
- Provide multiple entry points to meet diverse student needs through the continuum of services

We believe talent can be nurtured and developed in all students. AAP services for a student may change over time.

## Advanced Academic Programs Overview

### Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Tier 1 access to AAP curriculum & strategies (I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Differentiated Lessons in areas of Academic Strength (II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"><li>• Honors Courses</li><li>• Advanced Placement (AP)</li><li>• International Baccalaureate (IB)</li><li>• Dual Enrollment Courses</li><li>• Thomas Jefferson High School for Science and Technology</li></ul>
Part-Time Advanced Academic Program (III)		
Full-Time Advanced Academic Program (IV) - Grades 3-8		

*Adapted from the Integrated Continuum of Special Services by Sally Reis and Levels of Service by Donald Treffinger.*

## Advanced Academic Programs Grades K-12

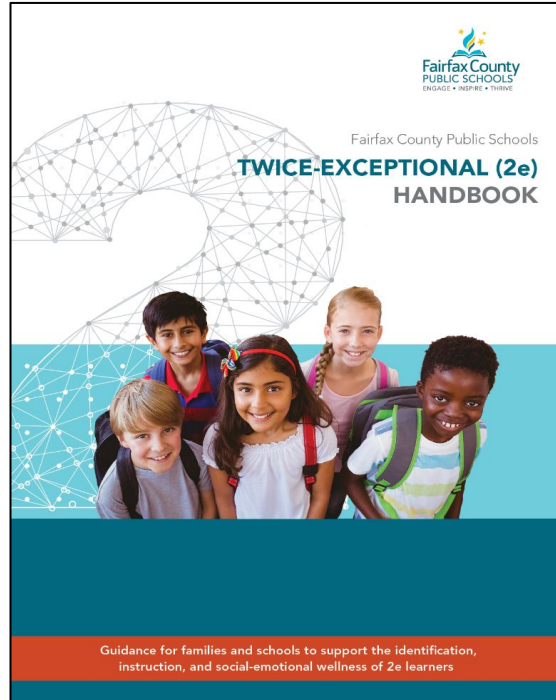
### Young Scholars Model

FCPS developed the **Young Scholars Model** to help identify students from historically underrepresented populations for AAP services.

The model provides additional opportunity to **nurture talent and build confidence** so that students can meet their potential.

# Advanced Academic Programs

## Twice-Exceptional (2e) Students



Twice-exceptional (2e) students have exceptional abilities and exceptional learning challenges.

**FCPS 2e Handbook:**  
Go to [www.fcps.edu](http://www.fcps.edu)  
and search **2e**

# **Advanced Academic Programs**

## **LEVELS OF SERVICE**

### **ELEMENTARY**

Grades K-6

## Advanced Academic Programs Overview

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## ELEMENTARY

Grades K-6

**Level I:**  
**Tier 1 access to**  
**AAP curriculum**  
**& strategies**

**Access for all**  
**students**

**All students** have opportunities to think critically, reason, and problem-solve.

- Critical and creative thinking strategies are used in lessons
- Teachers use advanced academic curriculum each quarter



# Critical and Creative Thinking Strategies

## ELEMENTARY

Grades K-6

## Level I: Critical and Creative Thinking Strategies

Access for all  
students

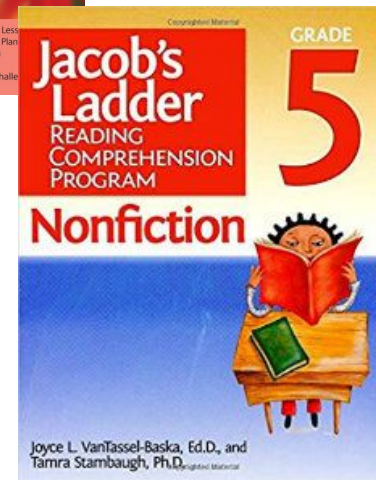
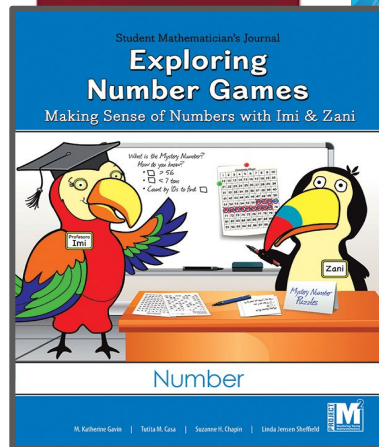
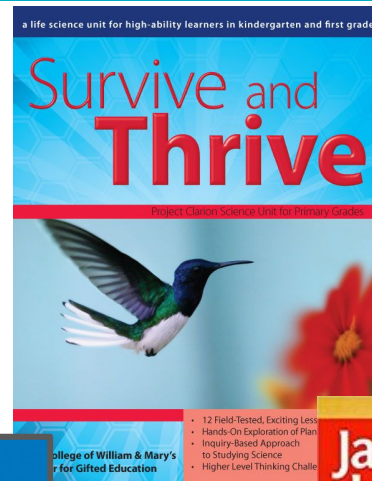


# ELEMENTARY

## Grades K-6

## Level I: AAP Curriculum

Access for all  
students



## **ELEMENTARY**

Grades K-6

**Level I:**  
**Tier 1 access to**  
**AAP curriculum &**  
**strategies**

**Access for all**  
**students**

All students in FCPS receive Level I Services as a part of their Tier I Instruction.

No referrals or screening process needed.

## Advanced Academic Programs Overview

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## ELEMENTARY

Grades K-6

### Level II: Differentiated Instruction in the classroom

Some students are strong in **one or more specific subject areas**. Classroom teachers may adjust instruction for students in these areas by:

- Providing different assignments and resources in those subjects
- Grouping students by their strengths, interests, and readiness

## **ELEMENTARY**

Grades K-6

### **Level II:** **Differentiated** **Instruction in the** **classroom**

Parents, guardians, and teachers may refer a child for part-time (Level II/III) AAP services.

- Submit a Level II/III referral form to the AART.
- Parents/Guardians will be notified after 30 business days regarding eligibility for Level II.
- In May, all students are also considered for school based services for the following school year.

Level II Services are re-evaluated each year.

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## ELEMENTARY

Grades 3-6

### Level III: Part-Time services with the AART

Some students have advanced academic abilities in **multiple subject areas**. They need part-time AAP services.

AARTs and classroom teachers provide opportunities to work with a cluster group of students with similar academic needs in Language Arts, science, social studies, and/or mathematics.



## ELEMENTARY

Grades 3-6

### Level III: Part-Time services with the AART

Parents, guardians, and teachers may refer a child for part-time (Level II/III) AAP services.

- Submit a Level II/III referral form to the AART.
- Parents/Guardians will be notified after 30 business days regarding eligibility for Level III.
- In May, all students are considered for school based services for the next school year.

Level III services continue through Grade 6. Students do not need to be evaluated each year.

## Advanced Academic Programs Overview

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## ELEMENTARY

Grades 3-6

### Level IV: Full-Time services

Some advanced learners need a full-time advanced academic program, including differentiated instruction in all 4 content areas and access to a peer group with similar academic needs.

Students eligible for full-time AAP services receive:

- Advanced Language Arts, science, and social studies curriculum, and
- Math curriculum at least one year above grade level.

## ELEMENTARY

Grades 3-6

### Level IV: Full-Time services

Parents, guardians, and teachers may refer a child to be screened for full-time AAP services.

- **Fall Screening** (only available to students who are new to FCPS since January) - referral and optional materials are due by **October 7**.
- **Spring Screening** - referral and optional materials are due by **December 15**.
- Parents/Guardians will be notified according to the published **Testing and Identification Timeline**.

Level IV services continue through Grade 8. Students do not need to be evaluated each year.

## Advanced Academic Programs Overview

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# QUESTION

**How can my child be screened for full-time AAP services?**

Families or teachers may submit the **Level IV Referral Form**

Go to [www.fcps.edu](http://www.fcps.edu) and search “AAP forms”

Submit the referral form **to the school** by the deadline on the AAP website.

Referral forms and optional materials are due by **December 15**.

# QUESTION

**How can my child be screened for full-time AAP services?**

Some students will automatically be screened based on ability test information. This is called the **Grade 2 “screening pool.”**

Parents should submit a referral form if they want to ensure their student is screened for AAP.

# QUESTION

**What part does ability testing play in the screening process?**

Best practices in matching students to AAP services includes looking at the whole student.

Ability testing is one of several data points considered in student portfolios.

Ability testing is not weighted more than other items in student portfolios.



# QUESTION

## How do students get ability test scores?

### Ability tests:

- Grade 1: Naglieri Nonverbal Abilities Test (NNAT)
- Grade 2: Cognitive Abilities Test (CogAT)

Students may be included in the **Grade 2 screening “pool”** based on their scores on the Grade 1 NNAT and/or Grade 2 CogAT. These students will be automatically screened.

Update: Due to the ongoing COVID-19 pandemic, students in Grade 3 will also take the Cognitive Abilities Test (CogAT) during the 2021-2022 school year.

# QUESTION

## How do students get ability test scores?

FCPS plans to offer the Cognitive Abilities Test (CogAT) this school year.

- For the 2021-22 SY, all students in Grade 2 and Grade 3 will take the CogAT.

The one-time retest option for the Naglieri Nonverbal Abilities Test (NNAT) or CogAT test **is** available this school year.

- Parents/Guardians may request the one-time retest of either the CogAT or NNAT by contacting the school testing coordinator.
  - CogAT Retest Deadline: September 15
  - NNAT Retest Deadline: October 15

# QUESTION

**What is the family's role in the screening process?**

Input from the family provides information that schools may not have.

There are several ways families can support the screening process.

# QUESTION

## What is the family's role in the screening process?

### Referral Form

Submit the **Level IV Referral Form** by the deadline on the AAP website

This form is **required** if the student is not in the Grade 2 screening pool.

It is **helpful** to submit the form if your child is in the Grade 2 screening pool.

Schools will create the screening file and families may add materials to the file.

## Advanced Academic Programs Parent/Guardian Questionnaire

Optional for Advanced Academic Programs Referral

Student Full Name \_\_\_\_\_ Student ID \_\_\_\_\_

Current School \_\_\_\_\_ Grade \_\_\_\_\_

Please circle or highlight how often you notice the following in your child and give an example. Please print clearly or type. Responses must fit on this form.

1. My child surprises me with their knowledge. Occasionally Frequently Consistently

\_\_\_\_\_

2. My child comes up with imaginative and/or unusual ways of doing things. Occasionally Frequently Consistently

\_\_\_\_\_

3. My child is intellectually curious and asks thoughtful questions. Occasionally Frequently Consistently

\_\_\_\_\_

4. My child finds humor in situations or events unusual for their age. Occasionally Frequently Consistently

\_\_\_\_\_

5. My child can focus on a particular topic for an unusually long period of time. Occasionally Frequently Consistently

\_\_\_\_\_

Does your child have a special learning need that you want to communicate to the committee? \_\_\_\_\_

If YES, please explain (such as a learning disability, IEP, or 504 Plan). Parents/guardians may submit additional information regarding special learning needs to the school to be included in the screening file.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

# QUESTION

## What is the family's role in the screening process?

### Parent/Guardian Questionnaire

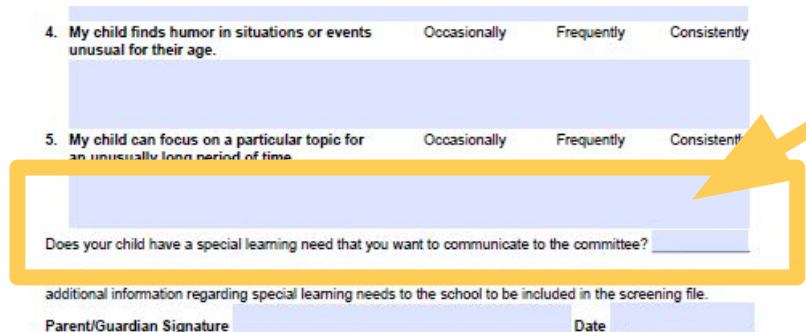
# QUESTION

## What is the family's role in the screening process?

### Parent/Guardian Questionnaire

Does your child have a special learning need you want the committee to know about?

Parents may submit a page of additional information about a student's 2e needs.



4. My child finds humor in situations or events unusual for their age. Occasionally Frequently Consistently

5. My child can focus on a particular topic for an unusually long period of time. Occasionally Frequently Consistently

Does your child have a special learning need that you want to communicate to the committee?

additional information regarding special learning needs to the school to be included in the screening file.

Parent/Guardian Signature  Date

# QUESTION

## What is the family's role in the screening process?

### Work Samples

Families may submit **2 pages** of student work samples.

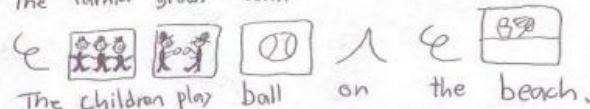
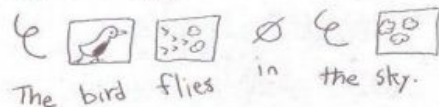
Keep in mind this is an academic program. Art samples are accepted, however, **samples from multiple content areas** are most helpful for the screening committee.

The committee looks for **exceptional critical and creative thinking, reasoning, and problem solving** showcased in the student work.

## Johnoglyphics by John



### Examples:






This is Johnoglyphics. This is my way of teaching toddlers how to read. It is based on Egyptian hieroglyphics and cuneiform. The toddler can look at the pictures and know what the sentence means.





# The United States Government

The United States government runs the country. It has three parts.

- 1. The Legislative**  
  
Congress makes the laws.
- 2. The Executive**  
  
The President makes sure the laws are carried out.
- 3. The Judicial**  
  
The Supreme Court settles questions about the laws.

Fill in the circle beside the correct answer.

- Who runs the United States of America?  
☐ (a) the Congress ☒ (b) the United States government ☐ (c) the President
- Who settles questions about the laws?  
☐ (a) the President ☐ (b) the Congress ☒ (c) the Supreme Court *Judicial Branch*
- Who makes sure the laws are carried out?  
☐ (a) the Congress ☒ (b) the President ☐ (c) the Supreme Court
- Who makes the laws?  
☐ (a) the Supreme Court ☐ (b) the President ☒ (c) the Congress
- What are the names of the three parts of the government?  
a. *The Legislative - Congress*  
b. *The Executive - President*  
c. *The Judicial - Supreme Court*

# QUESTION

## What is the family's role in the screening process?

### Work Samples

#### Work Samples Guidelines:

- 2 pages maximum
- Single-sided, 8 ½ x 11 pages
- No 3-D, video, or audio samples
- Multiple pages may be copied to one page
- Copies or originals are accepted  
(Samples will not be returned)

Update: Due to the ongoing COVID-19 pandemic, AARTs will accept work samples in the following formats: PDF and image files (e.g. jpg/png)

# QUESTION

## What is the family's role in the screening process?

Ability or  
Achievement Test  
Reports

A parent/guardian may seek private testing through a **state-licensed** clinical psychologist or through **George Mason University (GMU)**.

If testing was not done at GMU, a copy of the clinical psychologist's **license** must be included with the full report.

# QUESTION

**What will the school do to support the screening process?**

The **local school committee**, creates the screening file.

The school does not screen the file and make eligibility decisions. All files are screened by a central screening committee.

# QUESTION

**What will the school do to support the screening process?**

The **local school committee** will provide these required items:

- Screening Summary Sheet
- Gifted Behavior Rating Scale with Commentary
- Progress Reports (1 ¼ years)
- Test Data Sheet (FCPS test scores)
- Work Samples (4 minimum, up to 6)

# QUESTION

**What will the school do to support the screening process?**

**Gifted Behaviors  
Rating Scale  
(GBRS)**

The school-based committee will complete the GBRS to rate **how often** the student demonstrates **exceptional**:

- Ability to Learn
- Application of Knowledge
- Creative/Productive Thinking
- Motivation to Succeed

compared to students of similar age/background/experience. They also write **commentary** with specific examples.

# QUESTION

**Who decides if the student is eligible for full-time services?**

A central screening committee reviews all screening files.

Central committee members attend training about how to view files holistically and fairly.

Each file is read independently by at least 6 committee members.



# QUESTION

**What is the most important document in the screening file?**

All materials are considered by the central selection screening committee

The file is looked at holistically. The committee members do not assign more weight or value to one document over another.

# QUESTION

**Are eligibility  
decisions  
final?**

Parents/Guardians may **appeal** the decision.

Information on the appeals process is in the ineligible decision letter.

Students in grades 2-7 may be screened for Level IV screening each school year.

# QUESTION

**When do eligible students begin full-time AAP services?**

**Spring Screening:** Begin full-time AAP services beginning the next school year.

**Fall Screening** (only available to students who are newly enrolled in FCPS): Begin full-time AAP services second semester

# Who to Contact

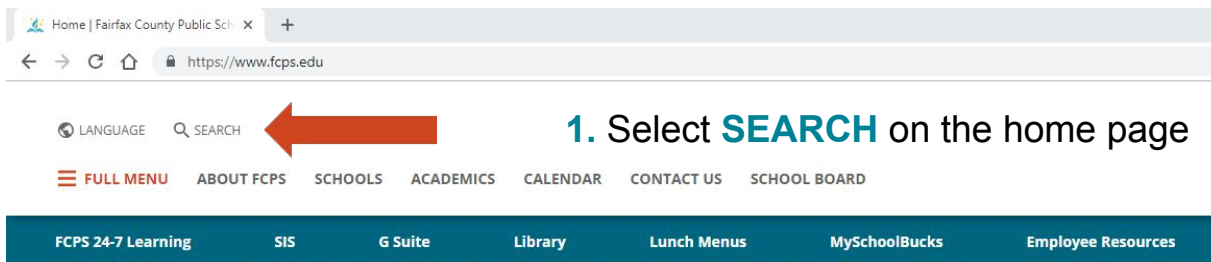
## Willow Springs Elementary Schools:

- Diane Choi: Advanced Academic Resource Teacher (AART)
  - [ddchoi@fcps.edu](mailto:ddchoi@fcps.edu)

## AAP Office:

- 571-423-4740
- [AAP@fcps.edu](mailto:AAP@fcps.edu)

# For more information: [www.fcps.edu](http://www.fcps.edu)



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