

Advanced Academic Programs

Screening and Identification for
Full-Time (Level IV) AAP Services for Identified
Students in Grades 3-8

STUDENTS IN GRADES 2-7 MAY APPLY



Topics

- FCPS Beliefs and FCPS AAP Program Goals
- A Continuum of Services Approach with Multiple Pathways for AAP
- Pathways for Full-time AAP Screening Consideration
- The Local School Role in Full-Time AAP Screening
- Optional Parent Contributions in Full-Time AAP Screening
- The Holistic Screening Process and the Role of Testing
- Communication About Decisions for Full-Time AAP

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.
- The FCPS AAP continuum of services provides multiple pathways for advanced academics to meet student needs.

Two Goals of FCPS Advanced Academic Programs

Two **Goals** of the Advanced Academic Programs

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.

What services are available during my student's K-12 time in FCPS?

Advanced Academic Programs Overview

Young Scholars Model - All K-12 Students

Elementary School: K-6	Middle School	High School
Access to Rigor (Level I)	IB Middle Years Program – Grades 6 -10 (selected schools)	
Subject Specific Advanced Differentiation (Level II)	Honors Courses in areas of Academic Strength/Interest Grades 7-8	<ul style="list-style-type: none"> • Honors Courses • Advanced Placement (AP) • International Baccalaureate (IB) • Dual Enrollment Courses • Thomas Jefferson High School for Science and Technology
Part-Time Services (Level III)		
Full-Time Services - Grades 3-8 (Level IV)		

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

QUESTION

What are Full-Time (Level IV) AAP services?

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

Students eligible for full-time AAP services receive:

- Advanced Language Arts, mathematics, science, and social studies curriculum, and
- A high degree of frequency and intensity of differentiation through acceleration, depth, and complexity of content and skills.

How can a student be considered for full-time AAP placement?

QUESTION

How can my child be screened for Full-Time AAP services?

There are three pathways to screening:

1. Family Referral
2. Staff Referral
3. Universal Screener Referral

All referrals result in the student being considered for Full-Time services.

There is no advantage based upon the type of referral source.

QUESTION

How do I submit a referral for Full-Time services?

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

Go to 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**.

Referral forms and optional materials are due by **December 15th at 11:59pm.**

(Oct. 15th for grades 3-6 students new to FCPS since January 1, 2022)

- *email referrals & optional materials directly to Kaleigh Hartman at kkhartman@fcps.edu*
- *1 email containing all materials preferred. You will receive a confirmation email from me within 1-2 business days.*
- *hard copies also accepted*



It is a **referral window** - you do not need to wait until the due date to submit a referral!

QUESTION

What is the Grade 2 Universal Screener Referral?

Some students will automatically be screened for Full-Time services based on ability test information. This is called the **Grade 2 Universal Screener Referral**.

There is no advantage in being referred through the Grade 2 Universal Screener Referral pathway.

What does the school do to prepare a screening file for a student who is referred?

QUESTION

What will the school do to support the screening process for full-time AAP?

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.

Can I contribute information if my student is referred for full-time AAP?

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 **Full-Time (Level IV) Referral Form** by the deadline on the AAP website

This form is **required** unless the student has a Grade 2 Universal Screener Referral.

It is **helpful** to submit the form if your child has a Grade 2 Universal Screener Referral.

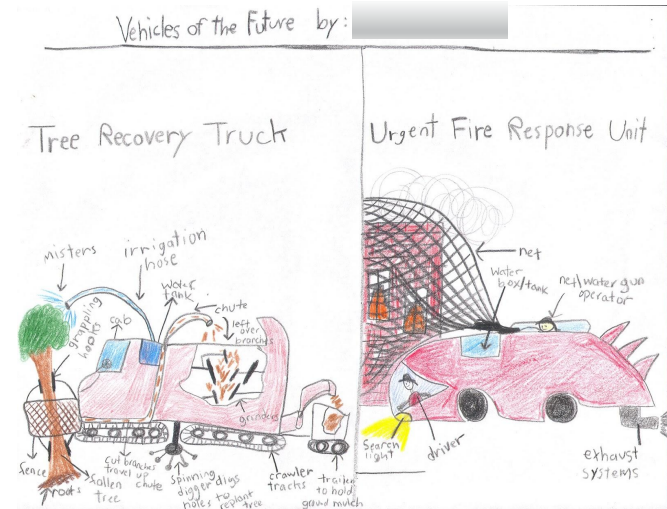
Schools will create the screening file and families may add materials to the file.

QUESTION

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

Work Samples from families are optional. The school will submit 4 work samples.

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



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Work Samples from families are optional. The school will submit 4 work samples.

Work Samples Guidelines:

- 2 pages maximum
- Single-sided, 8 ½ x 11 pages
- No 3-D, video, or audio samples
- To ensure readability by committee members, it is not advisable to put copy more than one page of work on a single work sample page
- Copies or originals are accepted, but please note they will not be returned
- Helpful to write a brief description on the sample.

AARTs will accept electronic work samples in the following formats: PDF and image files (e.g. jpg)

QUESTION

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

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.

*Letters of recommendation and awards are not accepted for screening.

QUESTION

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

Parent/Guardian Questionnaire

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

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

Families 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 _____

What role does ability testing play in the holistic screening process?

QUESTION

What does holistic screening mean?

Scholars in advanced academics note that “hard quantitative cutoffs may give an illusion of objectivity,” but are not shown to be valid.

Best practices in advanced academic identification include:

- universal screening
- holistic review of multiple data points, and
- use of tools that are inclusive of diverse cultures

Holistic means all of the parts of a file are considered together and none are weighted in decision making.

QUESTION

What part does ability testing play in the screening process?

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 referred through the [Grade 2 Universal Screener Referral](#) based in part on their scores on the Grade 1 NNAT and/or Grade 2 CogAT. These students will be automatically screened.

QUESTION

Should I get additional testing for my student?

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.

What happens to the screening portfolio once it goes to the central committee?

QUESTION

Can I see what was submitted to the central committee for my student?

We are happy to provide parents a copy of the screening portfolio upon request after the files have been submitted for central selection review.

It is often helpful to see the information that was sent for central committee consideration and see the strengths-based notes and work samples in your student's file.

If you would like a copy, email the AART at your local school to let them know you would like a copy when it is ready.

QUESTION

Who decides if the student is eligible for Full-Time services?

Each student file is read by many people who carefully consider whether they see evidence that a different placement is necessary to meet a student's needs for advanced differentiation.

A central screening committee reviews all screening files. Central committee members attend training about how to view files holistically and fairly.

No one person makes an eligibility decision. 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

How will I know if my student is eligible for a full-time placement?

An email about the eligibility decision for full-time services will be sent to the email address of the enrolling parent.

The notification will include directions for how to accept placement or defer services.

The school(s) will provide information about orientation dates and times to help parents make decisions.

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

QUESTION

Will I get a report if my student is ineligible?

Parents are notified if their student is ineligible. The notification includes information about the appeal process if a parent would like to submit additional information for consideration.

Due to the holistic nature of the screening process, individual reasons about why a student was ineligible are not provided. In general, an ineligible decision means the committee felt the student had a broad academic peer group and match to AAP curriculum access in school-based opportunities.

QUESTION

**Are ineligibility
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 full-time AAP each school year if a parent would like them to be reconsidered.

Students can also be screened for school-based (subject specific and part-time AAP) services

QUESTION

Who can
answer
questions
about the AAP
screening
process?

Elementary Schools:

Advanced Academic Resource Teacher (AART)
Kaleigh Hartman - kkhartman@fcps.edu

Middle Schools:

Advanced Academic Resource Teacher (AART) or
Director of Student Services

AAP Website:

Go to www.fcps.edu and search “AAP”

AAP Office:

Email: AAP@fcps.edu

- **What is the October 15 deadline vs. the December 15 deadline?** *The October 15 is only for families who have physically relocated to Fairfax County since Jan. 1, 2022. FCPS does screen private school and homeschool students during the annual screening window.*
- **Is it the CogAT that is used for Universal Screening Process?** *It is both the CogAT and NNAT that are used.*
- **Will the parents be notified whether the student has been referred via the universal screener referral prior to the Dec. 15 due date?** *Often time the notification to parents is only a day or two before the parent referral deadline. We encourage parents to refer if that their intent is to refer. It is only a one page referral.*
- **What range of test scores trigger a universal screener referral?** *It varies each year (it always has).*
- **Is the parent referral form available online?** *Yes. All forms, including the Level IV Referral Form and the Parent/Guardian Questionnaire can be found at:*
<https://www.fcps.edu/academics/academic-overview/advanced-academic-programs-aap/advanced-academic-program-aap-forms>
- **What are the CogAT dates?** *2nd graders will be taking the CogAT on October 12, 13, and 14. The 3rd - 6th graders will be taking it on October 13, 14, and 17.*
- **If my child scored in the 99th percentile on the cogat, will they be more likely to be found eligible for AAP?** *A high score does not mean that a student will be found eligible since it is a holistic portfolio approach.*

- **If my child was placed in the AAP Level IV class, should I assume the staff is referring?** *No, please submit the referral if you want your child screened for Level IV services.*
- **Further guidance on the work samples? What kind of samples parents generally share?** *Samples should show in-depth thinking, problem solving, reasoning, critical and/or creative thinking. If you are struggling with samples, we will submit samples for your child.*
- **Can we submit a copy of any awards or recognitions?** *No, those are no longer accepted*
- **Can you tell us more about the deferral?** *Parents may defer placement and at anytime the can reactivate.*
- **Do you need to continue to refer once they are found eligible?** *No, it is a one-time thing.*
- **Will there be a separate session for AAP 6th graders going into middle school next year?** *Both Kilmer and Thoreau will offer information sessions about Level IV services as part of their parent information session on course selection. Those meetings are typically held in the spring. Level IV eligible students who are based at Thoreau can attend Kilmer. You will need to complete the reactivation form since you are reactivating center services.*
- **Can we submit WISC-V results and analysis from a clinical psychologist as part of the parent referral?** *Yes, you will also need to submit a copy of the psychologist's license with the score report.*
- **Can you talk about how the school is raising this with kids? My child has come home talking about AAP and testing.** *All students in K-3 actually do attend AAP weekly with Mrs. Hartman as part of their specials block, so that could be one thing they mean. In terms of services, our staff do not discuss AAP services with students as we want to be one community. We also do not share reasons for tests. So if a student comes home talking about the CogAT for getting into AAP, it is likely that it was a conversation another parent had at home and a student came in and was talking to their friends. We do not put any emphasis on any of our testing or services here at school.*



www.fcps.edu