

# Advanced Academic Programs (AAP)

Overview of Services, Screening and Identification

Armstrong Elementary School

October 24, 2024 @ 6:30 pm - 7:30 pm

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# Welcome

Welcome to **the Overview of Advanced Academic Programs services**. This presentation will provide information about gifted services, known in Fairfax County Public Schools as “Advanced Academic Programs, or “AAP.”

# Grounding Activity

- What were your past experiences with gifted education?
  - What was the definition of gifted (or advanced academics or Talented and Gifted)?
  - How were services delivered?
  - What was the underlying philosophy of gifted education?
- What is the same and what is different about the experiences you shared?

# Sessions Outcomes

- Understand Fairfax County Public Schools' philosophy on Advanced Academic Programs
- Understand how a student's needs for advanced learning are met through a variety of services in the continuum
- Overview of the the AAP Screening process

# Fairfax County Schools (FCPS) Beliefs

- All students deserve an excellent education.
- Students learn best when educators, families, 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

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"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

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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

▶ 0:00 / 0:24 🔊 ⓘ

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.

[FCPS Local Plan for the Gifted 2022 - 27 \(PDF\)](#)



# 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** opportunities for **all students**
- **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, regardless of identification.
- Students identifying and exploring their areas of interest.
- Attention to historically underrepresented groups through the Young Scholars Model.

	A	B	C	D	E	F	G	H	I	J	K	
1	Grade 3 Quarterly Overview											
2	Quarter 1 (August 19 - October 31); 49 Instructional Days											
3	Q1 Progress Report Alignments for G3 <small>Quarter 1 ends Oct 31, 2024</small>											
4	Language Arts <small>(Nearby Overview)</small>	Launch Unit (21 days)				Unit 1: Animal Adaptations (21 days)			Unit 2: Ways Characters Make Choices (8 days)			
5	AAP ELA <small>(Nearby Overview)</small>	Supplementary AAP Language Arts for Identified Students (Full-Time, Part-Time, Subject-Specific), Questioning & CCT Strategies										
6	Math & Advanced Math <small>(Nearby Overview)</small>	Unit 1: Building Community Through the Data Cycle <small>(4 weeks)</small>			Unit 2: Place Value/ Addition & Subtraction Part 1 <small>(4 weeks)</small>			Unit 3: Multiplication & Division Part 1 <small>(3 weeks)</small>				
7	AAP Science & Social Studies <small>(Nearby Overview)</small>	AAP Sci & SS Planning Guide for Identified Students (Full-Time, Part-Time, Subject-Specific), Interactions & Relationships										
8	Science <small>(Nearby Overview)</small>	Life/Space (14 Lessons) Landforms, ecosystems, habitat, food chains, animal adaptations, plant/animal diversity in ecosystems										
9	Social Studies <small>(Nearby Overview)</small>	3rd Grade Sample Practice Call <a href="#">View</a> <small>(Landing Page)</small>				Being an Ethical & Global Citizen Part 1 (7 Lessons)			World Geography (2 weeks)			
10	Health <small>(Landing Page)</small>	Physical Health & Wellness Q1 (7 Lessons)										
11	Portrait of a Graduate <small>(Google Doc)</small>	<a href="https://research.fcps.edu/research...">https://research.fcps.edu/research...</a> Graduate Presentation of Learning (POG/POL) Yearlong Considerations										
12	Dual Language Immersion <small>(Google Doc)</small>	Quarter 1 Immersion Bibliography, Teacher Notes										
13	Library Digital Collections	Health & PE Collection   Social Studies Collection   Science Collection <small>To access the collections, please log in to Fairfax Renaissance.com using your FCPSS Google Workspace.net credentials</small>										
14	Add	1000 more rows at the bottom										
15	Grade 3	Q1 Overview	Q2 Overview	Q3 Overview	Q4 Overview	FCPS Resources						

## Differentiation to Meet the Needs of Advanced Learners

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

- Meeting students by name and need.
- Access to differentiated curriculum and learning environment including: different pacing, increased depth and complexity, and removing scaffolds.
- 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.

## Advanced Academic Programs Grades K-12

### Young Scholars Model



The FCPS Young Scholars Model seeks to identify and affirm, from an early age, **students with high academic potential from groups historically underrepresented in advanced academic programming.**

The goal of the model is to **eliminate barriers for Young Scholars' access to and success in** advanced academic opportunities in elementary, middle, and high school.

# WHO ARE YOUNG SCHOLARS?



Students  
who have:

High  
Academic  
Aptitude



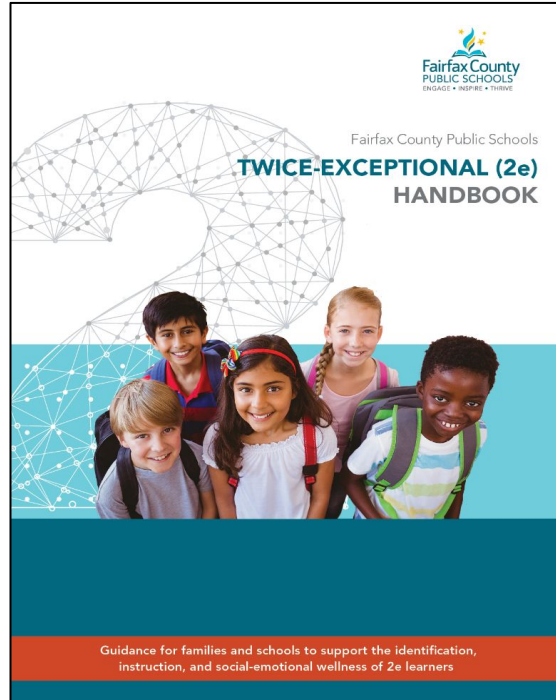
And/or who may:  
face barriers  
to access and  
success in  
advanced  
academic  
programs.



Often from:  
Groups  
Historically  
Underrepresente  
d

# 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

## Elementary Services

### Access to Rigor

#### Grades K-6

## Advanced Academic Programs Overview

### Young Scholars Model - K-12

Elementary School	Middle School	High School
Access to Rigor - K-6	IB Middle Years Program – Grades 6 -10 (select schools)	
Subject Specific AAP - K-6	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 AAP - Grades 3-6		
Full-Time AAP - Grades 3-8		

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



## ELEMENTARY

Grades K-6

### Access to Rigor AAP Services

Access for all  
students

Students have opportunities to think critically, reason, and problem-solve during Tier 1 instruction (**instruction for all students**).

- Critical and creative thinking strategies are used in lessons
- **Teachers use advanced academic curriculum each quarter**
- **All students in FCPS receive Access to Rigor Services as a part of their Tier I Instruction.**
- No referrals or screening process needed.

	A	B	C	D	E	F	G	H	I	J	K
1	<b>Grade 3 Quarterly Overview</b>										
2	<b>Quarter 1 (August 19 - October 31); 49 Instructional Days</b>										
3	<b>Q1 Progress Report Alignments for G3</b> <i>(Quarter 1 ends Oct 31, 2024)</i>										
4	<a href="#">Language Arts (Yearly Overview)</a>		<a href="#">Launch Unit (20 days)</a>			<a href="#">Unit 1: Animal Adaptations (20 days)</a>			<a href="#">Unit 2: Ways Characters Shape Stories (9 days)</a>		
5	<a href="#">AAP ELA (Yearly Overview)</a>		<a href="#">Supplementary AAP Language Arts for Identified Students (Full-Time, Part-Time, Subject-Specific)</a> <i>Questioning &amp; CCT Strategies</i>								
6											
7	<a href="#">Math &amp; Advanced Math (Yearly Overview)</a>		<a href="#">Unit 1: Building Community Through the Data Cycle (2 weeks)</a>		<a href="#">Unit 2: Place Value/Addition &amp; Subtraction Part 1 (4 weeks)</a>			<a href="#">Unit 3: Multiplication &amp; Division Part 1 (3 weeks)</a>			
8											
9	<a href="#">AAP Science &amp; Social Studies (Yearly Overview)</a>		<a href="#">AAP Sci &amp; SS Planning Guide for Identified Students (Full-Time, Part-Time, Subject-Specific)</a> <i>Interactions &amp; Relationships</i>								
10											
11	<a href="#">Science (Yearly Overview)</a>	<a href="#">3rd Grade Sample Pacing Calendar</a>	<a href="#">Ladybugs (14 Lessons)</a> <i>Ladybugs, ecosystems, habitat, food chains, animal adaptations, plant/animal diversity in ecosystems</i>								
12	<a href="#">Social Studies (Yearly Overview)</a>		<a href="#">Being an Ethical &amp; Global Citizen Part 1 (7 Lessons)</a>				<a href="#">World Geography (2 weeks)</a>				
13	<a href="#">Health (Landing Page)</a>		<a href="#">Physical Health &amp; Wellness Q1 (7 Lessons)</a>								
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15	<a href="#">Portrait of a Graduate (Google Site)</a>	<a href="https://crsearch.fcps.edu/crsearch...">https://crsearch.fcps.edu/crsearch...</a>	<a href="#">Graduate Presentation of Learning (POG POL) Yearlong Considerations</a>								
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	☰	Grade 3 ▾	Q1 Overview ▾	Q2 Overview ▾	Q3 Overview ▾	Q4 Overview ▾	FCPS Resources ▾				

# Critical and Creative Thinking Strategies

## ELEMENTARY

Grades K-6

Access to Rigor AAP  
Services

Critical and Creative  
Thinking Strategies

<p><b>VISUALIZATION</b></p>  <p>Consciously forming the mental images of something that is not actually present in the senses</p>	<p><b>PLUS, MINUS, INTERESTING</b></p>  <p>Framing the consideration of positive, negative, and intriguing aspects of an idea into one picture</p>	<p><b>ENCAPSULATION</b></p>  <p>Stating ideas in precise and concise form</p>
<p><b>QUESTIONING</b></p>  <p>Actively clarifying, exploring, challenging, and assessing the understanding of ideas</p>	<p><b>POINT OF VIEW</b></p>  <p>Analyzing how different people might look at the same idea and/or situation</p>	<p><b>DECISIONS &amp; OUTCOMES</b></p>  <p>Understanding that choosing from alternatives affects events which follow</p>
<p><b>ANALOGIES</b></p>  <p>Comparing two items in order to perceive similarities</p>	<p><b>MINDMAPPING</b></p>  <p>Recording information with supporting ideas and examples branching out from the main idea</p>	<p><b>FLUENCY, ORIGINALITY FLEXIBILITY &amp; ELABORATION</b></p>  <p>The production of many ideas, the expression of new ideas, and the recombination of existing ideas</p>

# Critical and Creative Thinking Strategies ( Questioning)

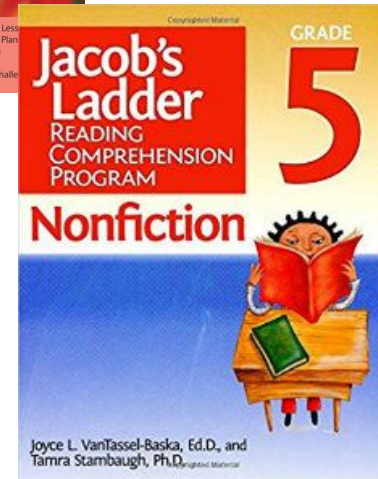
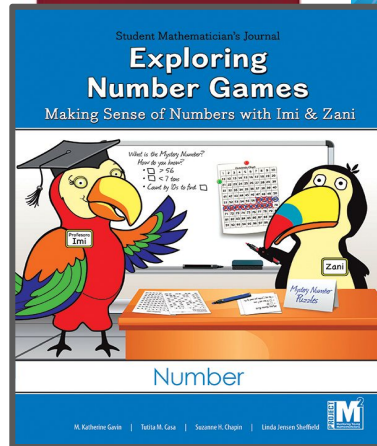
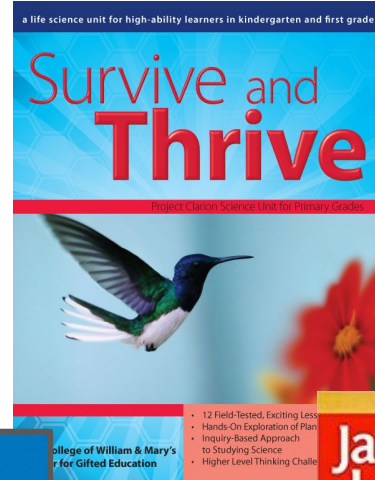


## ELEMENTARY

Grades K-6

## Access to Rigor AAP Services

## AAP Curricular Resources



# Critical and Creative Thinking Strategies

## Visualization



## ELEMENTARY

Grades K-6

## Subject Specific AAP Services

Parents, guardians, and teachers may refer a child for Subject Specific AAP Services.

- Submit a referral form to the AART.
- Parents/Guardians will be notified after 30 business days regarding the committee decision.
- In May, all students are also considered for subject specific services for the following school year.

Subject Specific AAP Services are re-evaluated each year at the local school.

## ELEMENTARY

Grades 3-6

### Part-Time AAP Services

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 multiple subject areas.



## ELEMENTARY

Grades 3-6

## Full-Time AAP 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, mathematics, science, and social studies curriculum, and
- Curriculum that is differentiated through acceleration, depth, and complexity of content.

# Critical and Creative Thinking Strategies

## Mindmapping



## ELEMENTARY Grades 3-6

## Full-Time AAP 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 15**.
- **Spring Screening** - referral and optional materials are due by **December 15**.
- Parents/Guardians will be notified according to the published **Testing and Identification Timeline**.

Full-time AAP Services continue through Grade 8. Students do not need to be re-evaluated each year.

## ELEMENTARY Grades K-6

## Universal Ability Testing

FCPS offers an ability test to all students (universal screening).

### One-time Retest Option

- Parents/Guardians may request the **one-time retest** of an ability test by contacting the school testing coordinator.
- There are fall deadlines to let your school know that you would like to activate your **one-time retest option**. Typically this deadline is in early September and will be posted on the FCPS AAP Website.

## ELEMENTARY Grades K-6

### Ability Testing

## 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.**

# Advanced Academic Programs

Screening and Identification for  
Full-Time AAP Services, Grades 3-8

STUDENTS IN GRADES 2-7 MAY APPLY



## Full-Time 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.

## Screening Pathways

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 AAP services.

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



## Full-Time Services Referral

Families or teachers may submit the **Full-Time AAP Referral Form**.

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

Referral forms and optional materials are due by **December 15** to the local school.

**There are not exceptions to this deadline.** If a family misses it, their student can be screened for Subject-Specific AAP or Part-Time AAP services and the family can submit a referral the following year.

## Grade 2 Universal Screener Referral

Some students will automatically be screened for Full-Time AAP 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**.

## Local School Committee

The **local school committee** creates the screening portfolio.

The school does not screen the portfolio or make eligibility decisions. All portfolios are screened by a central screening committee. The central screening committee makes eligibility decisions.

## Screening Portfolio

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

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

## Holistic Screening

Best practices in advanced academic identification include:

- universal screening (giving all students an ability test vs. only giving students who are referred an ability test),
- holistic review of multiple data points, and
- use of tools that are inclusive of diverse cultures.

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

## HOPE Gifted Rating Scale

The school-based committee will complete the HOPE Gifted Rating Scale.

Students are rated in social and academic areas.

School committee ratings compare each student to students of similar age, background, and experience at their current school. Doing this helps the central screeners understand your student's strengths and the availability of an academic peer group.

## Ability Tests

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

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

Researchers in advanced academics note that relying on quantitative data (test scores) alone for identification is not shown to be valid.

## Family Input

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

There are several ways families can support the screening process.



## Family Input

### Referral Form

Submit the **Full-Time Referral Form** by the deadline on the AAP website

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

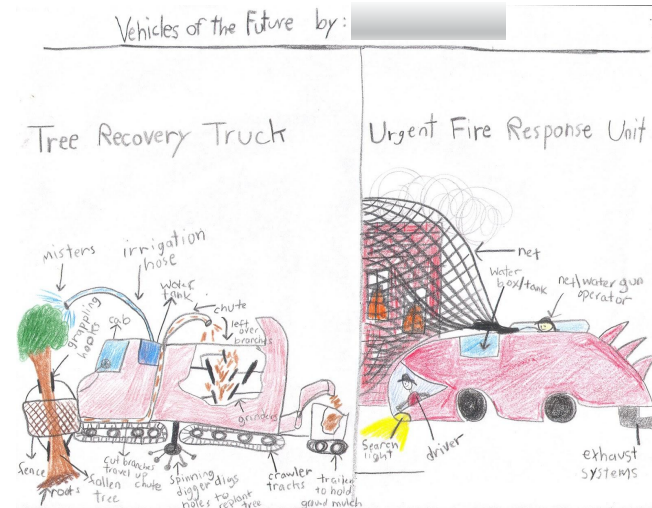
It is **helpful** to submit the form even if your student has a Grade 2 Universal Screener Referral.

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

## Family Input

## Work Samples

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



## Family Input

### 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 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

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

## Family Input

### 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.

# Family Input

## 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

## Family Input

### Parent/Guardian Questionnaire

Does your student 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

## Additional Testing

### 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, the clinical psychologist's **license number** must be included with the full report.

## Reviewing Your Student's Portfolio

We are happy to provide families a copy of the screening portfolio upon request after the portfolios have been submitted for central screening 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 portfolio.

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.



## Central Screening Process

Each student portfolio 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 portfolios. Central committee members attend training about how to view portfolios holistically and fairly.

No one person makes an eligibility decision. Each portfolio is read independently by multiple committee members.

## Eligibility Notifications

An email about the eligibility decision for Full-Time AAP services will be sent to the email address of the enrolling parent or guardian.

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 families make decisions.

## Start Dates for Eligible Students

**Spring Screening (December 15 referral deadline):** Begin Full-Time AAP services beginning the next school year.

**Fall Screening (October referral deadline)**  
(only available to students who are newly enrolled in FCPS): Begin Full-Time AAP services second semester.

## Ineligibility Notifications

Parents/guardians are notified if their student is ineligible.

The notification includes information about the appeal process if a parent or guardian would like to submit additional information for consideration.

Due to the volume of portfolios and the holistic nature of the screening process, there are not individual reports about why a student is ineligible for Full-Time AAP services.

## Appeals Process

Parents/Guardians may appeal the decision.

Students in grades 2-7 may be screened for Full-Time AAP services each school year if a parent or guardian would like them to be reconsidered.

Students will be screened for subject-specific and Part-Time AAP services. Eligibility decisions for that process come separately, directly from the school, at the end of each school year.

## Understanding an Ineligibility Decision

In general, an ineligible decision means the committee felt the student had:

- a broad academic peer group in their current setting and
- a match to AAP curriculum access in school-based opportunities.

It does not mean that a student isn't capable of advanced coursework. Advanced academic materials are used in all classes.

FCPS expects that all students will engage in a variety of pathways to meet their advanced learning needs based on their strengths and interests.

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

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https://www.fcps.edu

LANGUAGE SEARCH

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1. Select **SEARCH** on the home page

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Search FCPS

AAP

2. Enter **AAP** in search field

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# Who to Contact

## Elementary School:

- Advanced Academic Resource Teacher (AART)

## Middle School:

- Advanced Academic Resource Teacher (AART)
- Director of Student Services
- School Counselor

## High School:

- Director of Student Services
- School Counselor

## AAP Office:

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



