

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-Outcomes

- 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

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
&
- 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/Guardian Referral
2. Universal Screener Referral (Gr. 2)
3. Staff Referral (teacher initiated only)

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 **Full-Time AAP Referral Form**

Go to www.fcps.edu and search “AAP forms”

Submit the referral form **to the school** by the **December 15th** deadline.

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
- School Committee Gifted Rating Scale (HOPE)
- 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 Rating Scale (HOPE)

The school-based committee will review the completed gifted rating scale **(HOPE)**.

Students are rated in social and academic areas compared to students of similar age/background/experience.

* HOPE-Having Opportunities Promotes Excellence

GBRS versus HOPE Scale (Gifted Behavior Rating Scale vs. Having Opportunities Promotes Excellence)

What's the same?

- Ratings focus on student outliers “compared to students of similar age, background, and experience”
- No recommendations are made
- Items developed to be as culturally neutral as possible.
- Is designed to find things that other data points (test scores, progress reports) can't always tell us such as academic and social characteristics that account for the multifaceted dimensions of giftedness.
- **For students with a full-time referral**, the rating scale is finalized by a school-based committee to allow for input from multiple staff who know the student and to be sure there is a norming discussion.

What's different?

- Underwent extensive study with diverse samples of students and was refined based on findings.
- Few, if any comments on the HOPE. Only use comments if there is an outlier characteristic that is not captured in the 11 items being rated. This will benefit FCPS to keep data more consistent across schools as well as respect teacher workload
- Use the scale to indicate how frequently you observe the student as an outlier compared to peers on the traits and behaviors listed: **Always, Almost Always, Often, Sometimes, Rarely, Never.**
- GBRS did not offer enough range of frequency rating options (occasionally, frequently, consistently)/

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 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.

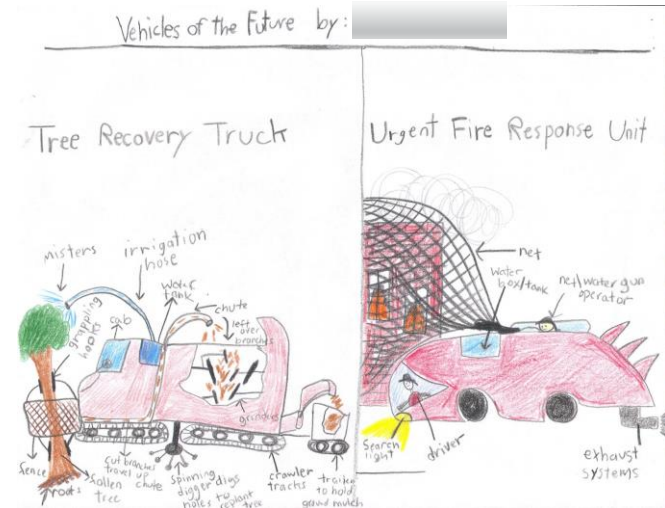
Schools will create the screening file and families may add materials to the file.

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.



Name: _____

Date: _____

2-15-



A circle has infinite lines of symmetry because it has a mid-point and every point on the midpoint can go out and touch the side and because the circle does not have any corners and sides, any line passing the middle is a line of symmetry.

Think Beyond

2

What shape has an infinite number (in other words, the number keeps going on and on) of lines of symmetry? Explain your thinking. Use your "Are These Lines of Symmetry?" page to help you.



Symmetry in Action

PRODUCED AT SCHOOL

Math I Work Sample

DEMONSTRATE:

- Think critically and creatively
- Ability to reason
- Ability to problem solve

-O Beautiful work.

Name _____ Date 10-11

More Work with Division

Class Practice

1. Divide and check.

a. $4 \overline{) 81}$
 $\begin{array}{r} 20 \\ \times 4 \\ \hline 80 \\ + 1 \\ \hline 81 \end{array}$

b. $6 \overline{) 471}$
 $\begin{array}{r} 78 \\ \times 6 \\ \hline 468 \\ + 3 \\ \hline 471 \end{array}$

c. $5 \overline{) 256}$
 $\begin{array}{r} 51 \\ \times 5 \\ \hline 255 \\ + 1 \\ \hline 256 \end{array}$

2. Find the products.

a. $\begin{array}{r} 407 \\ \times 43 \\ \hline 1221 \\ + 1628 \\ \hline 17501 \end{array}$

b. $\begin{array}{r} 9,500 \\ \times 93 \\ \hline 28524 \\ + 85572 \\ \hline 884244 \end{array}$

c. $\begin{array}{r} 8,792 \\ \times 58 \\ \hline 70336 \\ + 42760 \\ \hline 509136 \end{array}$

d. $\begin{array}{r} 1,947 \\ \times 81 \\ \hline 1947 \\ + 15576 \\ \hline 157707 \end{array}$

e. $\begin{array}{r} 6.32 \\ \times 6 \\ \hline 37.92 \end{array}$

3. Solve these measurement equations.

a. $3 \text{ lb.} = 48 \text{ oz.}$
 $\frac{48 \text{ oz.}}{3} = 16 \text{ oz.}$

b. $10 \text{ yd.} = 30 \text{ ft.}$
 $\frac{30 \text{ ft.}}{10} = 3 \text{ ft.}$

c. $9 \text{ ft.} + 3 \text{ in.} = 11 \text{ in.}$
 $3 \text{ in.} + 3 \text{ in.} = 6 \text{ in.}$

$1 \times 16 = 16$
 $3 \times 16 = 48$

$1 \times 3 = 3$
 $3 \times 10 = 30$

$2.5 \times 4 = 10$
 $3.7 \times 10 = 37$

4. Number each column from smallest to largest.

a. $\frac{2}{3}$ foot	$\frac{2}{3}$ ton	$\frac{2}{3}$ ft.
$\frac{1}{3}$ inch	$\frac{1}{3}$ ounce	$\frac{1}{3}$ yd.
$\frac{3}{3}$ yard	$\frac{3}{3}$ pound	

Math + Non-Work Sample

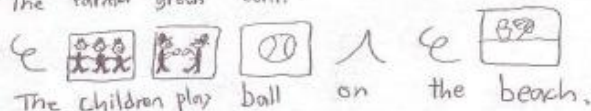
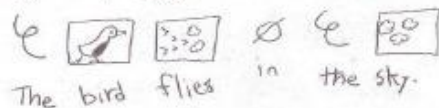
No mathematical expression or explanation of thinking/strategies



Johnglyphics by John



Examples:



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

Creative Work Sample

Extension of what a student learned in class. Shows creativity, fluidity and flexibility of thinking

The United States Government

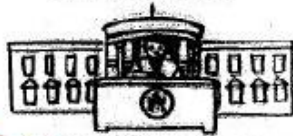
The United States government runs the country. It has three parts.

1. The Legislative



Congress makes the laws.

2. The Executive



The President makes sure the laws are carried out.

3. The Judicial



Justices of the Supreme Court

The Supreme Court settles questions about the laws.

Fill in a circle beside the correct answer.

1. Who runs the United States of America?

- (a) the Congress (b) the United States government (c) the President

2. Who settles questions about the laws?

- (a) the President (b) the Congress (c) the Judicial Branch / Supreme Court

3. Who makes sure the laws are carried out?

- (a) the Congress (b) the President (c) the Supreme Court

4. Who makes the laws?

- (a) the Supreme Court (b) the President (c) the Congress

5. What are the names of the three parts of the government?

- a. The Judicial
b. The Executive - President
c. The Legislative - Congress

Creative Non-Work Sample

- No yes/no responses
- No fill in the blank
- No tests/quizzes

What is Time?

By: Rinnang Gao

Time is like **water**,
it is always moving.

Time is like a black hole,
it never ends.

Time is like **sound waves**,
it is invisible.

But, time can be interesting,
because...

...Time is like your **brain**,
it is useful and important
in life.

Time is like **sneaky ninjas**,
it feels like it's
going faster when you're
not aware of it.

Time is like an **artist**,
it turns leaves more
colorful.

So, how can we deal with
time?

Time is like a **chess game in tournament**,
you can't take back
your moves.

Time is like a **sponge**,
you receive more if you
hold on tight.

Time is like a **loudspeaker**,
it makes stories and words
in the past to be heard
today and in the future,
and never be forgotten.

I have a
dream



Creativity-
Self-expression

1. Eastern Woodlands



If you go here, then enjoy being outside in a forest and making longhouses, and wigwags. Adapt to eating different foods that you usually do not eat. When you are 5, have fun scaring off crows so that they won't eat the corn.

2. Plains Region



If you go here, then enjoy riding the horses and trying buffalo and women building the teepees and staying and make food and if they are sick then the woman would give medicine to them. Women also taking down the teepees.

3. South west



If you go here, it is a desert here there is not much water here but there is dry sand so that you could make pueblos and build ladders so that when the enemies come they put the ladder up so that the enemies could not get the pueblo people.

QUESTION

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

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

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.

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 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.

Everyday school outcomes do not always correlate with formal ability test outcomes. This is why standardized tests are only one component of the screening process.

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

We do not encourage outside testing- the FCPS provided universal screeners provide enough information for committee members to consider for that one aspect of holistic review.

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.

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 families 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

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 volume of files and the holistic nature of the screening process, there are not individual reports about why a student is ineligible.

QUESTION

What does an ineligible decision mean?

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

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

It does not mean that a student isn't capable of advanced coursework.

FCPS does believe and expect that all students will engage in a variety of pathways to meet their advanced learning needs.

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)
slangford@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

*Thank
You*