Alexandria City Public Schools

Advanced Academic Services (AAS) Screening Overview: Portfolio Screening for Specific Academic Aptitude (SAA) Services in Grades 3-5

Fall 2024

WELCOMING

Office of Advanced Academic Services

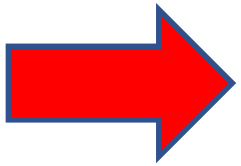
Dr. Megan Tempel-Milner,
Advanced Academic Services (K-12), Director
megan.tempel-milner@acps.k12.va.us

Ms. Mashari Whitfield,
Advanced Academic Services, Elementary Instructional Specialist
mashari.whitfield@acps.k12.va.us

Ms. Rushel Grillo,
Advanced Academic Services, Secondary Instructional Specialist
rushel.grillo@acps.k12.va.us

WELCOMING

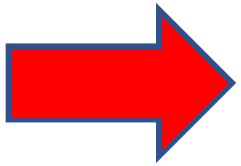
Essential Questions



What are Advanced Academic Services in ACPS?

How does ACPS screen and identify students for GIA in Grades K-3?

How does ACPS screen and identify students for SAA in Grades 6-8?

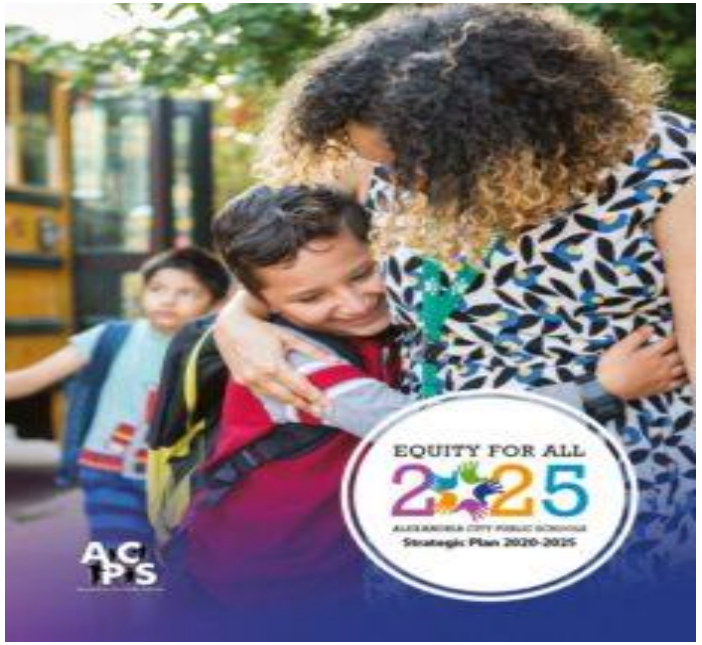


How does ACPS screen and identify students for SAA in Grades 3-5?

2020-2025 Strategic Plan: Equity for All

Why does ACPS implement Advanced Academic Services (AAS)?

ACPS Equity for All- 2025 Strategic Plan



Students are **engaged in classroom instruction, have access to the educational resources needed to enhance their learning**, and participate in **safe, friendly, and welcoming environments.**

Division-wide priorities and programs that **will eliminate opportunity and achievement gaps** as well as ensure that all students graduate ready for college, careers, and life.

EQUITY-FOCUSED

Virginia Regulation: 8VAC20-40

School divisions are required to identify gifted K-12 students and provide instructional services to meet their needs.

ACPS's Operational Definition of Giftedness

ACPS identifies students in need of Advanced Academic Services (AAS) who have the potential to achieve at high academic levels. ACPS addresses the various levels of advanced academic interventions the schools and staff will provide for students through an advanced academic services model incorporating the Multi-Tiered System of Support (MTSS) across grades K-12 using a three-tiered system.

Three Tiers of Services

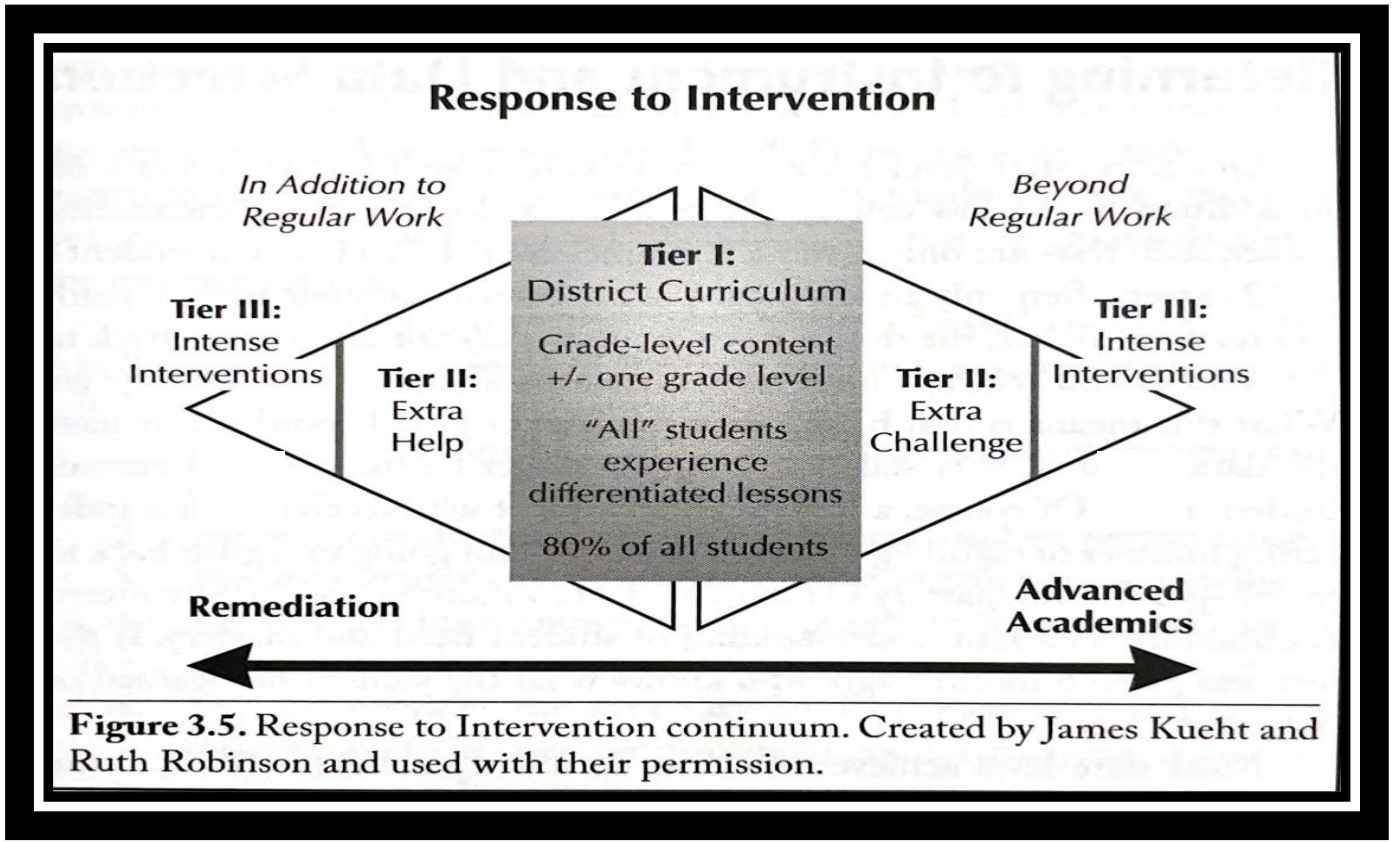


Figure 3.5. Response to Intervention continuum. Created by James Kueht and Ruth Robinson and used with their permission.

Tier I

- Critical and Creative Thinking for All

Tier II

- Young Scholars (YS)
- General Intellectual Aptitude (GIA)- Grade K-12

Tier III

- Specific Academic Aptitude (SAA)- Grades 4-12

Tier II- GIA and Tier III- SAA Require Screening

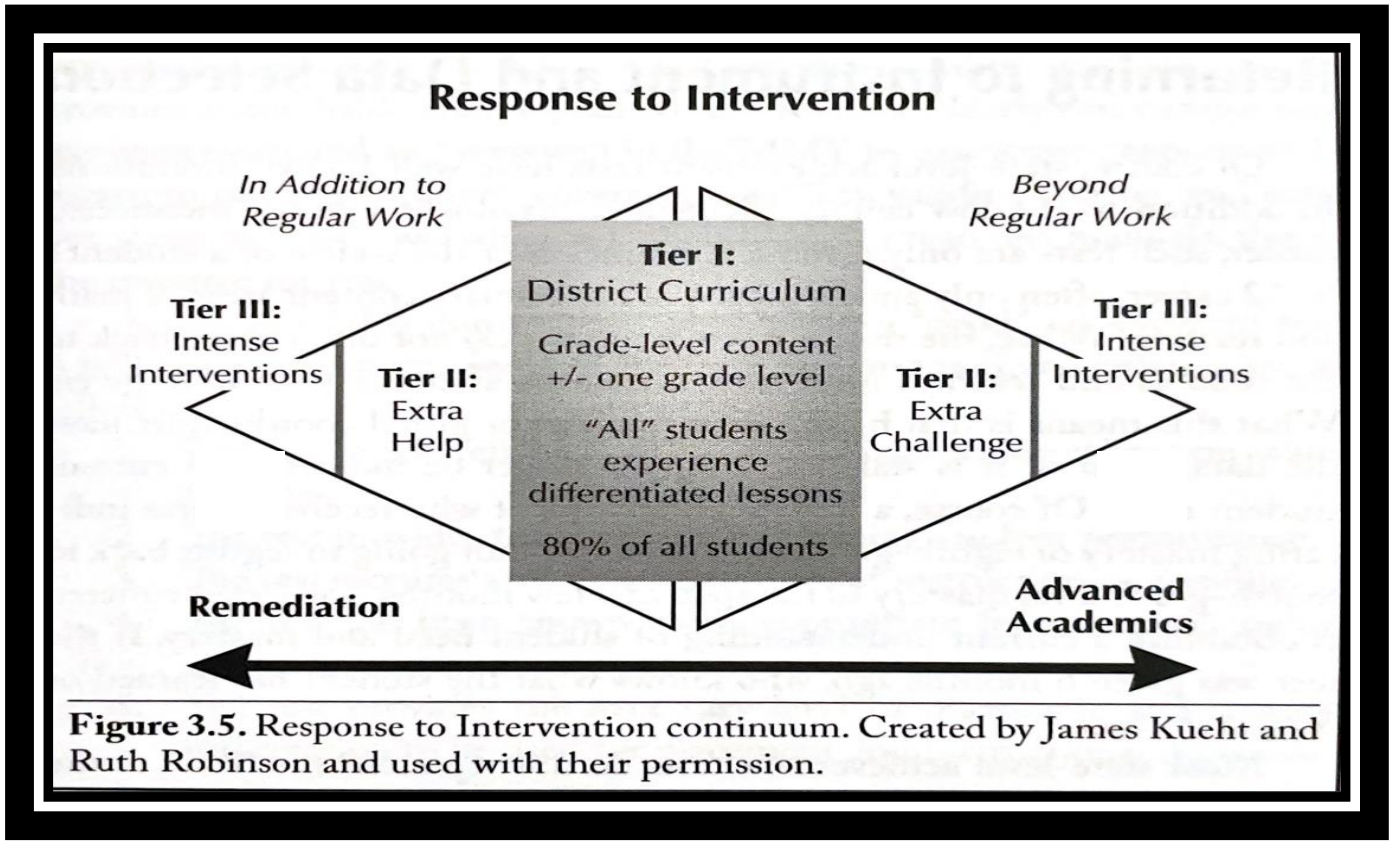


Figure 3.5. Response to Intervention continuum. Created by James Kueht and Ruth Robinson and used with their permission.

Tier I

- Critical and Creative Thinking for All

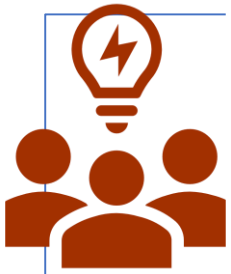
Tier II

- Young Scholars (YS)
- General Intellectual Aptitude (GIA)- Grade K-12

Tier III

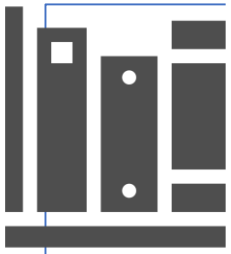
- Specific Academic Aptitude (SAA)- Grades 4-12

Tier III: Specific Academic Aptitude (SAA) Services



Grades 4-5: Math and Language Arts

- Direct instruction from a teacher trained in gifted instruction
- Curriculum resources and strategies are aligned with gifted research and VDOE standards



Grades 4-5: Social Studies and Science

- Services occur in the general education classroom and are provided by the general education classroom teacher
- Differentiated Education Plans (DEPs) are provided to caregivers outlining the extension activities for students

Grades 6-12: Math, Language Arts, Science, and Social Studies

- Honors and Advanced Placement (AP) courses
- Dual enrollment (DE) in college courses
- Access to summer Governor's School
- Online course
- Independent studies

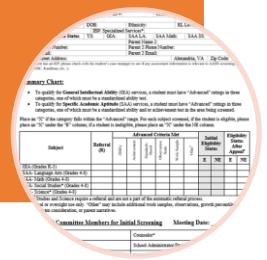
2020-2025 Strategic Plan: Equity for All

How does ACPS screen and identify students for SAA services in Grades 3-5?

Two Methods of Screening

- General Intellectual Aptitude (GIA) for Grades K-3
- Specific Academic Aptitude (SAA) for Grades 6-8
- Eligibility is determined at the school level

Matrix Form



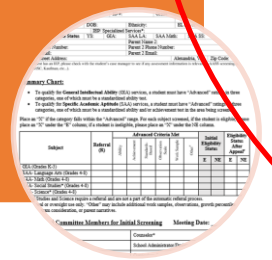
- Specific Academic Aptitude (SAA) for Grades 3-5
- 3-Phase Approach
- Eligibility is determined at the central office level

Portfolio Approach

Two Methods of Screening

- General Intellectual Aptitude (GIA) for Grades K-3
- Specific Academic Aptitude (SAA) for Grades 6-8
- Eligibility is determined at the school-level

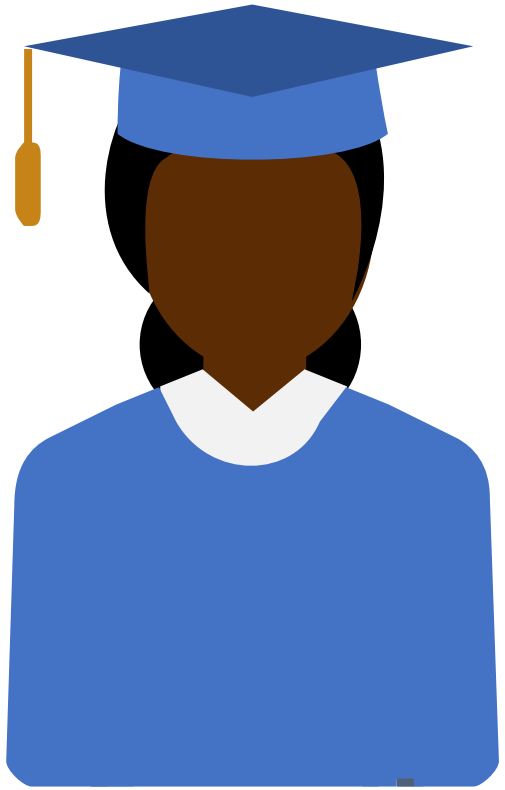
Matrix Form



- Specific Academic Aptitude (SAA) for Grades 3-5
- 3 Phase Approach
- Eligibility is determined at the central-office level

Portfolio Approach

Local Plan for Gifted: Approved June 2023



Use a holistic screening approach for advanced academic identification

The Central Office Screening Committee members will use a holistic case study approach, and all information will be reviewed to determine a match between a student's needs and available services.

A holistic approach acknowledges the diversity of gifted profiles and allows for identifying talents and strengths that may not be captured by standardized assessments alone.

Multiple criteria will be reviewed, and no one piece of information can determine eligibility or ineligibility.

Grades 3-5 SAA Uses a Portfolio Process

An equitable screening process is dependent on two actions:

+ Identifying gifted behaviors across the diverse cultural norms within our district
+ Collecting and analyzing holistic student data in an unbiased way

Phase 1

- Auto-Referral (GIA, HOPE, Ability, YS, Achievement)
- Submitted Referral

Phase 2

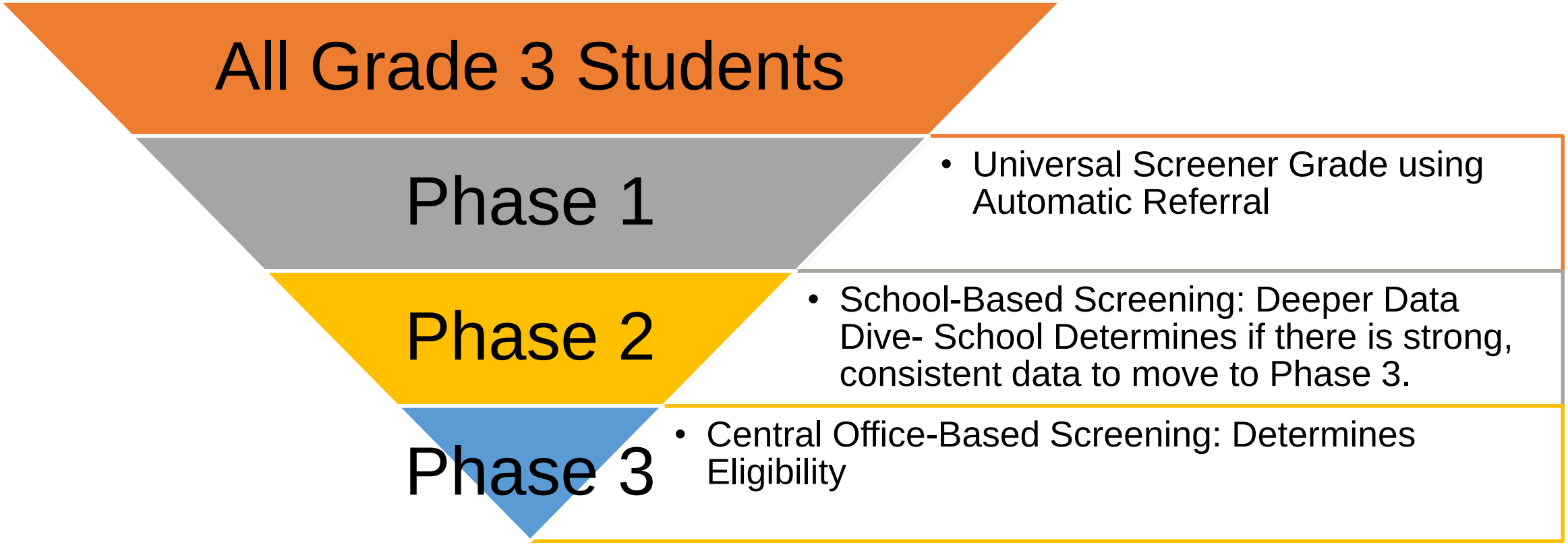
- School-Based Screening
- Data Collection
- Deeper Data Dive
- Decision to Move to Phase 3

Phase 3

- Central-Screening Committee
- Holistic Approach
- Eligibility Letters Sent from Central

https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm94112.pdf

Universal Screening: Grade 3 for Rising Grade 4 SAA Services



What is the beginning timeline for Grades 3-5 SAA (PHASE 1)

September 1, 2024-December 13, 2024

- Referral window is open in PowerSchool

December 13, 2024

- All referrals must be submitted in PowerSchool and hard copy referrals submitted by this date.
- If the referral deadline lands on a weekend, hard copy referrals must be submitted by COB before the weekend.
- No referrals will be accepted after this date.

By January 10, 2025

- Referral confirmation email to be sent to parents/guardians
- Form 2: Permission to Screen and Optional Parent/Guardian Questionnaire is opened for submission in PowerSchool

Due January 24, 2025

- Form 2: Permission to Screen and Optional Parent/Guardian Questionnaire is due in PowerSchool
- Continued screening cannot occur until Form 2: Permission to Screen is submitted.

What are the important dates in the portfolio process after a referral form is submitted? (Phase 2-3)

January – March (Phase 2)

- Data collection: observation scale, brief observation narrative, progress reports, work samples, achievement tests, ability tests
- The school-based committee determines:
  - The student continues to be eligible for Tier I instruction.
  - The student is in need of moving on to Phase 3 for Tier III screening.

March-April (Phase 3)

- Files that move on to Phase 3 will contain an observation narrative, additional work samples if the school feels it is needed, growth reports, and an optional student questionnaire.
- A central screening committee will determine eligibility for SAA services using a holistic approach.

April 11, 2025

- Eligibility notifications and matrix forms are sent via U.S. Mail to the mailing address in PowerSchool
- Form 3: Permission to Place form sent home (if eligible)
- Appeals information sent home

By May 1, 2025

- The appeals window closes in PowerSchool
- Any optional information is sent to aas@acps.k12.va.us

By July 15

- Final appeals decisions mailed to the home address in PowerSchool

Students in Grades 4-5 may begin services two instructional days after returning the Permission to Place Form.

Students in Grade 3, will begin SAA services at the beginning of the school year in Grade 4.

Phase 1: Referral Process for Portfolio Screening

Submitted Referrals

- Grades 3-5

Automatic Referrals: Grade 3

- Ability Scores- 85th percentile or higher
- Achievement Scores- 85th percentile or higher on the Fall MAP test
- Observation Scale- Top 15% of the grade level at the school
- All Young Scholars
- All students eligible for GIA by Fall 2024

Automatic Referral: Grades 4-5

- All Young Scholars

Screening Timeline

The referral deadlines are set to align with testing windows during the ACPS school year, including, NNAT or CogAT assessments, Measure of Academic Progress (MAP) assessments, and end-of-quarter progress reports.

Current Grade	Referral Window Opens	Referral Deadline for the Current School Year	Parent/Guardian eligibility notification will occur by:
Tier II: GIA Services (Grades K-3)	September 1, 2024	December 13, 2024	March 21, 2025
Tier III: SAA Services (Grades 3-5)	September 1, 2024	December 13, 2024	April 11, 2025
Tier III: SAA Services (Grades 6-8)	September 1, 2024	December 13, 2024	March 21, 2025
New students to ACPS in Grades 4-8**	First Day of Entry	Within 30 days of enrollment	Within 90 days of the Permission to Screen form received

Note: You do not need to resubmit a referral for an area your child is already eligible for services.

Referral Forms on PowerSchool

Step 1:
Log into your PowerSchool Parent Access account.

Step 2:
Choose the student/child you would like to refer.

Step 3:
Click on “Forms.”

Step 4:
Choose “2024-2025 Referral Form of Students for Advanced Academic Services (AAS).”

Step 5:
Select your preferred language.

Step 6:
Complete the form.

Step 7:
Click the blue “SUBMIT” button.

Many forms used for AAS screening are in PowerSchool. Please reach out to your school technology specialist or AASL if you need help getting onto PowerSchool.

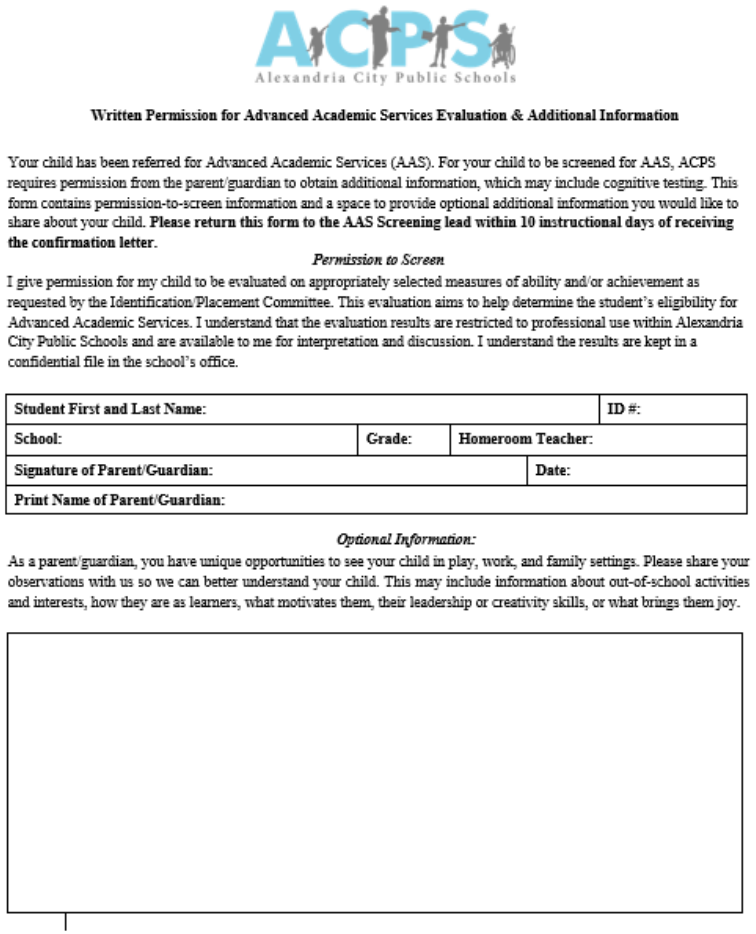
Form 2: Permission to Screen and Parent Questionnaire

The AAS office will send out the form along with the confirmation receipt of the referral.

The form also include additional information you may want to include for the screening committee.

Located in PowerSchool

Permission is needed to move forward with the screening process.



ACPS
Alexandria City Public Schools

Written Permission for Advanced Academic Services Evaluation & Additional Information

Your child has been referred for Advanced Academic Services (AAS). For your child to be screened for AAS, ACPS requires permission from the parent/guardian to obtain additional information, which may include cognitive testing. This form contains permission-to-screen information and a space to provide optional additional information you would like to share about your child. **Please return this form to the AAS Screening lead within 10 instructional days of receiving the confirmation letter.**

Permission to Screen

I give permission for my child to be evaluated on appropriately selected measures of ability and/or achievement as requested by the Identification/Placement Committee. This evaluation aims to help determine the student's eligibility for Advanced Academic Services. I understand that the evaluation results are restricted to professional use within Alexandria City Public Schools and are available to me for interpretation and discussion. I understand the results are kept in a confidential file in the school's office.

Student First and Last Name:			**ID #:**
School:	**Grade:**	**Homeroom Teacher:**	
Signature of Parent/Guardian:		**Date:**	
Print Name of Parent/Guardian:			

Optional Information:

As a parent/guardian, you have unique opportunities to see your child in play, work, and family settings. Please share your observations with us so we can better understand your child. This may include information about out-of-school activities and interests, how they are as learners, what motivates them, their leadership or creativity skills, or what brings them joy.

Will be sent by January 10, 2025

Phase 2: School Level Screening

During **Phase 2,** the school-based screening team collects multiple indicators of giftedness, such as ability tests, achievement tests, teacher observations, rating scales, student work, and growth reports to create a student screening portfolio.

The school-based screening team then determines if the data on the screening summary sheet meets the criteria to move on to **Phase 3** of screening.

Phase 2: Data Collection Until March

- Ability Assessment
- Standardized Achievement Scores
- Observation Scales
- Progress Reports
- Work Samples
- Growth Reports
- Optional Parent Information (submitted via Form 2 or during the appeals process)

GIA and SAA Standardized Testing Information

Ability (GIA and SAA)

- Any ability test (such as a CogAT, NNAT, WISC) on file will be used.
- Ability tests will only be given to students who do not have an ability test already on file. Grades 3-8: Cognitive Ability Test (CogAT) or K-1: Naglieri Nonverbal Ability Test
- CogAT testing will be given in Grades 2.
- NNAT will be given in Grade 3 starting in 2025-2026.

Achievement (SAA and GIA)

- MAP scores
- SOL scores

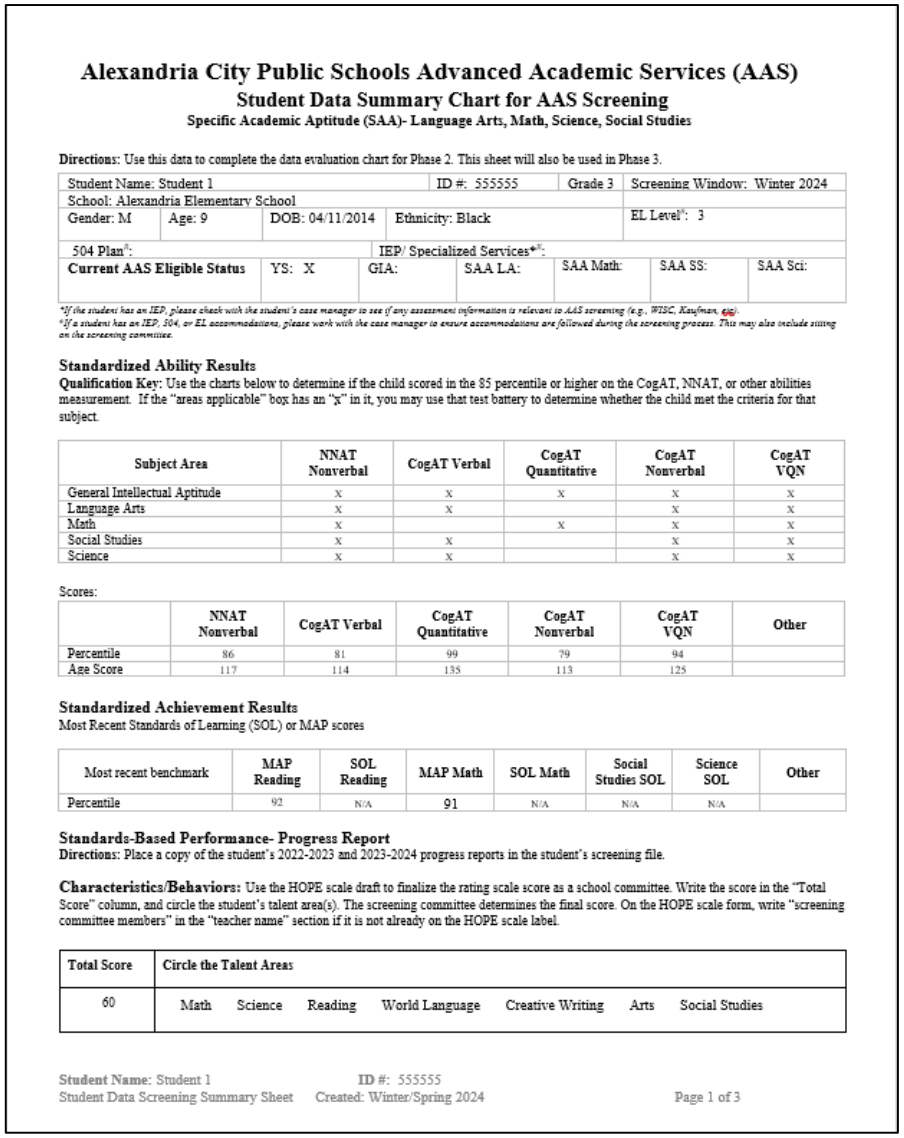
Screening is conducted by a committee.

- AAS Screening Leading*
- Classroom Teacher*
- AAS Teacher*
- Counselor/Social Emotional Professional*
- Administrator/Designee*
- Assessment Specialist/Coach
- Young Scholars Lead
- English Language Teacher
- Specialized Instruction Teacher

*core member of the team

Student Data Summary Sheet Used in Phases 2-3

- Demographic Information
- Referral Information
- Ability Testing Information
- Achievement Testing Information
- Progress Reports: 2023-2024 and 2024-2025
- Characteristic of Gifted Behaviors
- Work Samples
- Growth Reports
- Commentary (Phase 3 only)



Alexandria City Public Schools Advanced Academic Services (AAS)

Student Data Summary Chart for AAS Screening

Specific Academic Aptitude (SAA)- Language Arts, Math, Science, Social Studies

Directions: Use this data to complete the data evaluation chart for Phase 2. This sheet will also be used in Phase 3.

Student Name: Student 1				ID #: 555555	Grade 3	Screening Window: Winter 2024
School: Alexandria Elementary School						
Gender: M	Age: 9	DOB: 04/11/2014	Ethnicity: Black			EL Level*: 3
504 Plan*:			IEP/ Specialized Services**:			
Current AAS Eligible Status	YS: X	GIA:	SAA LA:	SAA Math:	SAA SS:	SAA Sci:

*If the student has an IEP, please check with the student's case manager to see if any assessment information is relevant to AAS screening (e.g., WISC, Kaufman, etc).
**If a student has an IEP, 504, or EL accommodations, please work with the case manager to ensure accommodations are followed during the screening process. This may also include sitting on the screening committee.

Standardized Ability Results

Qualification Key: Use the charts below to determine if the child scored in the 85 percentile or higher on the CogAT, NNAT, or other abilities measurement. If the "areas applicable" box has an "x" in it, you may use that test battery to determine whether the child met the criteria for that subject.

Subject Area	NNAT Nonverbal	CogAT Verbal	CogAT Quantitative	CogAT Nonverbal	CogAT VQN
General Intellectual Aptitude	X	X	X	X	X
Language Arts	X	X		X	X
Math	X		X	X	X
Social Studies	X	X		X	X
Science	X	X		X	X

Scores:

	NNAT Nonverbal	CogAT Verbal	CogAT Quantitative	CogAT Nonverbal	CogAT VQN	Other
Percentile	86	81	99	79	94	
Age Score	117	114	135	113	125	

Standardized Achievement Results

Most Recent Standards of Learning (SOL) or MAP scores

Most recent benchmark	MAP Reading	SOL Reading	MAP Math	SOL Math	Social Studies SOL	Science SOL	Other
Percentile	92	N/A	91	N/A	N/A	N/A	

Standards-Based Performance- Progress Report

Directions: Place a copy of the student's 2022-2023 and 2023-2024 progress reports in the student's screening file.

Characteristics/Behaviors: Use the HOPE scale draft to finalize the rating scale score as a school committee. Write the score in the "Total Score" column, and circle the student's talent area(s). The screening committee determines the final score. On the HOPE scale form, write "screening committee members" in the "teacher name" section if it is not already on the HOPE scale label.

Total Score	Circle the Talent Areas
60	Math Science Reading World Language Creative Writing Arts Social Studies

Student Name: Student 1 ID #: 555555
Student Data Screening Summary Sheet Created: Winter/Spring 2024 Page 1 of 3

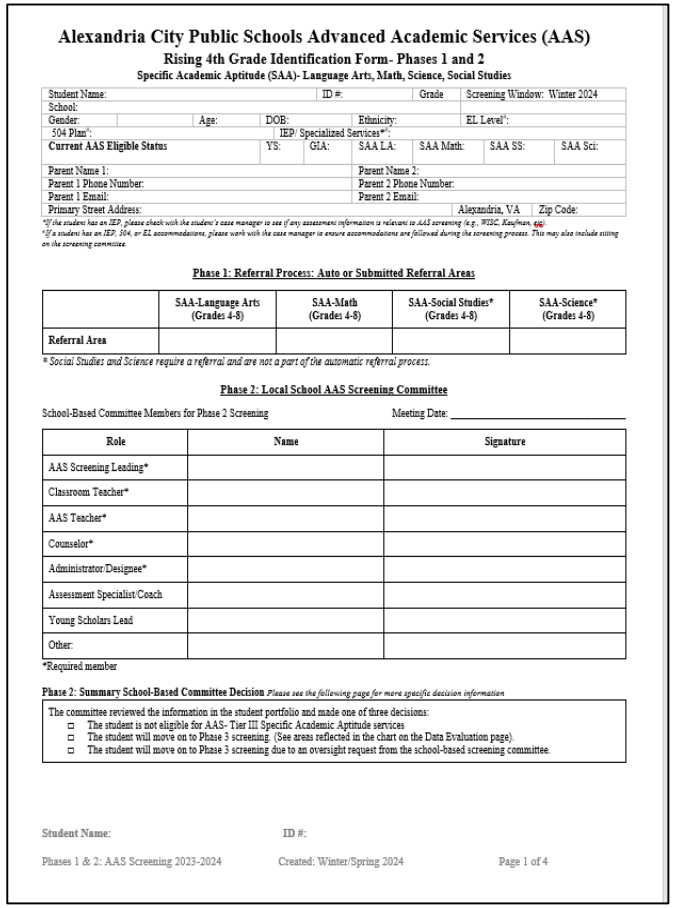
Phases 1 & 2 School-Based Screening Form

Demographic Information

Referral Information

School-Based Committee Names

School-Based Decision to Move the File to Phase 3



Alexandria City Public Schools Advanced Academic Services (AAS)

Rising 4th Grade Identification Form- Phases 1 and 2

Specific Academic Aptitude (SAA)- Language Arts, Math, Science, Social Studies

Student Name:			ID #:		Grade	Screening Window: Winter 2024
School:						
Gender:		Age:	DOB:	Ethnicity:		EL Level*:
504 Plan*:			IEP/ Specialized Services**:			
Current AAS Eligible Status	YS:	GIA:	SAA LA:	SAA Math:	SAA SS:	SAA Sci:
Parent Name 1:			Parent Name 2:			
Parent 1 Phone Number:			Parent 2 Phone Number:			
Parent 1 Email:			Parent 2 Email:			
Primary Street Address:				Alexandria, VA	Zip Code:	

*If the student has an IEP, please check with the student's case manager to see if any assessment information is relevant to AAS screening (e.g., WISC, Kaufman, etc).
**If a student has an IEP, 504, or EL accommodations, please work with the case manager to ensure accommodations are followed during the screening process. This may also include sitting on the screening committee.

Phase 1: Referral Process: Auto or Submitted Referral Areas

	SAA-Language Arts (Grades 4-8)	SAA-Math (Grades 4-8)	SAA-Social Studies* (Grades 4-8)	SAA-Science* (Grades 4-8)
Referral Area				

* Social Studies and Science require a referral and are not a part of the automatic referral process.

Phase 2: Local School AAS Screening Committee

School-Based Committee Members for Phase 2 Screening — Meeting Date: _____

Role	Name	Signature
AAS Screening Leading*		
Classroom Teacher*		
AAS Teacher*		
Counselor*		
Administrator/Designee*		
Assessment Specialist/Coach		
Young Scholars Lead		
Other:		

*Required member

Phase 2: Summary School-Based Committee Decision *Please see the following page for more specific decision information*

The committee reviewed the information in the student portfolio and made one of three decisions:
- ☐ The student is not eligible for AAS- Tier III Specific Academic Aptitude services
- ☐ The student will move on to Phase 3 screening. (See areas reflected in the chart on the Data Evaluation page).
- ☐ The student will move on to Phase 3 screening due to an oversight request from the school-based screening committee.

Student Name: **ID #:**

Phases 1 & 2: AAS Screening 2023-2024 Created: Winter/Spring 2024 Page 1 of 4

Phase 2 Form: Screening Decision Form

Directions: For each referral area, determine if the data meets the criteria for further screening using the student data summary sheet. Students need **at least three** checkmarks for each referral area (e.g., Language Arts, Math, Social Studies, and/or Science) to advance to Phase 3. Count the checkmarks and write the total for each referral area.

Criteria Title	Criteria Description	Language Arts	Math	Social Studies	Science
Ability*	85 percentile or higher on the CogAT, NNAT, or other abilities measurement.	☐	☐	☐	☐
Achievement*	85 percentile or higher, 560 or higher on SOL	☐	☐	☐	☐
Progress Reports	Mostly 3s and 4s (2022-2023 Q1-Q4 and 2023-2024 Q1-Q2)	☐	☐	☐	☐
Observation Scales	Top 85% of school grade level or total HOPE scale score of 50 or higher	☐	☐	☐	☐
Work Samples	3.5 or higher on at least one work sample out of the two	☐	☐	☐	☐
Growth	Considerable Growth on MAP (85th percentile or higher)/ English Proficiency Growth	☐	☐	☐	☐
Total Check Marks for Each Subject					
The student will move on to Phase 3 screening in the following areas:		Yes No	Yes No	Yes No	Yes No

Phase 2: Data Collection & School-Based Decision

The committee collects and reviews information in the student portfolio and makes one of three decisions:

Choice 1

- The student is not eligible for AAS- Tier III Specific Academic Aptitude services

Choice 2

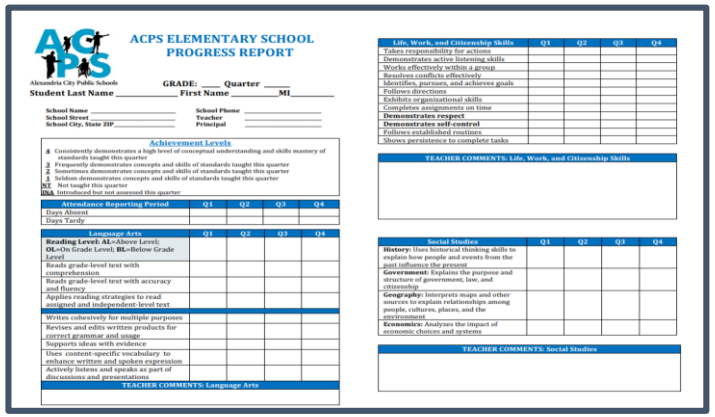
- The student will move on to Phase 3 screening.

Choice 3

- The student will move on to Phase 3 screening due to an oversight request from the school-based screening committee.

Phase 3: All Phase 3 files move on to the central office for further screening.

Student Summary Sheet → Phase 1 & 2 Form → Referral Form → Permission to Screen Form → Any Additional Ability Reports → MAP Student Profile Report → WIDA Test Results → Progress Reports (2 years) → Work Samples


ACPS ELEMENTARY SCHOOL PROGRESS REPORT

Alexandria City Public Schools
GRADE: ____ Quarter ____
Student Last Name _____ First Name _____MI_____

School Name _____ School Phone _____
School Street _____ Teacher _____
School City, State ZIP_____ Principal _____

Achievement Levels

4 Consistently demonstrates a high level of conceptual understanding and skills mastery of standards taught this quarter
3 Frequently demonstrates concepts and skills of standards taught this quarter
2 Sometimes demonstrates concepts and skills of standards taught this quarter
1 Seldom demonstrates concepts and skills of standards taught this quarter
NT Not taught this quarter
INA Introduced but not assessed this quarter

Attendance Reporting Period	Q1	Q2	Q3	Q4
Days Absent				
Days Tardy				

Language Arts	Q1	Q2	Q3	Q4
Reading Level: AL=Above Level; **OL**=On Grade Level; **BL**=Below Grade Level				
Reads grade-level text with comprehension				
Reads grade-level text with accuracy and fluency				
Applies reading strategies to read assigned and independent-level text				
Writes cohesively for multiple purposes				
Revises and edits written products for correct grammar and usage				
Supports ideas with evidence				
Uses content-specific vocabulary to enhance written and spoken expression				
Actively listens and speaks as part of discussions and presentations				

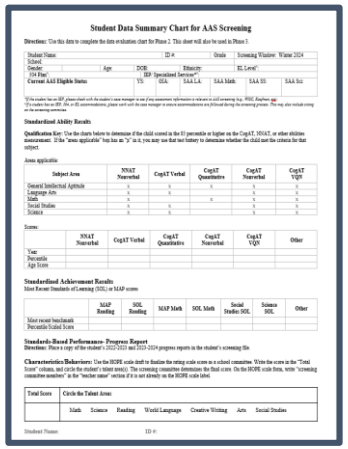
TEACHER COMMENTS: Language Arts

Life, Work, and Citizenship Skills	Q1	Q2	Q3	Q4
Takes responsibility for actions				
Demonstrates active listening skills				
Works effectively within a group				
Resolves conflicts effectively				
Identifies, pursues, and achieves goals				
Follows directions				
Exhibits organizational skills				
Completes assignments on time				
Demonstrates respect				
Demonstrates self-control				
Follows established routines				
Shows persistence to complete tasks				

TEACHER COMMENTS: Life, Work, and Citizenship Skills

Social Studies	Q1	Q2	Q3	Q4
History: Uses historical thinking skills to explain how people and events from the past influence the present				
Government: Explains the purpose and structure of government, law, and citizenship				
Geography: Interprets maps and other sources to explain relationships among people, cultures, places, and the environment				
Economics: Analyzes the impact of economic choices and systems				

TEACHER COMMENTS: Social Studies


Student Data Summary Chart for AAS Screening

Directions: Use this data to complete the data evaluation chart for Phase 2. This sheet will also be used in Phase 3.

Student Name		ID #		Grade	Screening Window	Winter 2024
School						
Gender	Age	DOB	Ethnicity		EL Level*	
504 Plan?		IEP	Specialized Services*			
Current AAS Eligible Status		YS	GIA	SAA LA	SAA Math	SAA SS	SAA Sci

*If a student has an IEP, please check with the student's case manager to see if any assessment adjustments or variances are still occurring (e.g., FOSL, Keyboard, etc.).
*If a student has an IEP, 504, or EL accommodations, please work with the case manager to ensure accommodations are followed during the screening process. This may also include using an in-the-screening assessment.

Standardized Ability Results

Qualification Key: Use the charts below to determine if the child scored in the 85 percentile or higher on the CogAT, NNAT, or other abilities assessment. If the "areas applicable" box has an "x" in it, you may use that test battery to determine whether the child met the criteria for that subject.

Areas applicable

Subject Area	NNAT Nonverbal	CogAT Verbal	CogAT Quantitative	CogAT Nonverbal	CogAT VQN
General Intellectual Aptitude	x	x	x	x	x
Language Arts	x	x		x	x
Math	x		x	x	x
Social Studies	x	x		x	x
Science	x	x		x	x

Scores:

	NNAT Nonverbal	CogAT Verbal	CogAT Quantitative	CogAT Nonverbal	CogAT VQN	Other
Year						
Percentile						
Age Score						

Standardized Achievement Results
Most Recent Standards of Learning (SOL) or MAP scores

	MAP Reading	SOL Reading	MAP Math	SOL Math	Social Studies SOL	Science SOL	Other
Most recent benchmark							
Percentile/Scaled Score							

Standards-Based Performance- Progress Report
Directions: Place a copy of the student's 2022-2023 and 2023-2024 progress reports in the student's screening file.

Characteristics/Behaviors: Use the HOPE scale draft to finalize the rating scale score as a school committee. Write the score in the "Total Score" column, and circle the student's talent area(s). The screening committee determines the final score. On the HOPE scale form, write "screening committee member" in the "teacher name" section if it is not already on the HOPE scale label.

Total Score	Circle the Talent Areas:						
	Math	Science	Reading	World Language	Creative Writing	Arts	Social Studies

Student Name: ID #:

Who makes the decision for eligibility at Phase 3?

The committee is made up of school system professionals who are trained in the holistic screening process.

It is important to know that no single committee reader makes an eligibility decision.

Each file is read by a minimum of four and up to six committee members to determine eligibility.

A consensus of four readers determines the eligibility decision.

To ensure consistency in the screening process, an oversight committee has reviewed all decisions of ineligibility.

Phase 3: How is a determination made?

The committee review information to determine a need for advanced services above and beyond the general education curriculum.

Committee readers concentrate on the story that the file tells as a whole (holistic review).

Not one piece of information determines eligibility.

Unlike the matrix screening process, nothing in the portfolio is weighted more than the other.

The committee is looking for consistency of advanced performance and large growth over time.

The screening committee does not complete an individual Phase 3 summary report due to the nature of a holistic approach

Notification to Families

Decision letters will be sent via United States Postal Services to the mailing address on file in PowerSchool.

Sent Home

- Parent Notification Letter of Services
- Permission to Place the form for students eligible
- Appeals information for students who are not eligible
- Summary of Data form from Phase 2
- Phase 2 Decision Sheet

Parents May Request

- Review of the screening file once the files are returned to the school from central office

What happens if my child is not found eligible for AAS services?

Parents/guardians have the right to appeal the decision of the Identification/Placement Committee **within 10 ACPS instructional days** after being informed of their child's eligibility for services or a decision regarding a change in placement.

You may submit an appeal form via PowerSchool: Advanced Academic Services Appeal.

Additional information sent to: aas@acps.k12.va.us

If your child is ineligible for services, you will receive additional information about the appeals process within the envelope that contains the eligibility and matrix forms.

Additional Information

Elementary and middle schools will host optional Parent/Guardian Q&A sessions between now and October 15, 2024. Please be on the lookout for more information from your child's school.

For questions or additional support please contact your child's AAS screening lead. Screening lead names are located on the AAS website.

Additional AAS overviews are located on the AAS website.

A FAQ section is in the process of being developed and will be posted by October 15, 2024.

www.acps.k12.va.us/aas

WELCOMING

Office of Advanced Academic Services

Dr. Megan Tempel-Milner,
Advanced Academic Services (K-12), Director
megan.tempel-milner@acps.k12.va.us

Ms. Mashari Whitfield,
Advanced Academic Services, Elementary Instructional Specialist
mashari.whitfield@acps.k12.va.us

Ms. Rushel Grillo,
Advanced Academic Services, Secondary Instructional Specialist
rushel.grillo@acps.k12.va.us