



ACPS Advanced Academic Services

Overview of Services for K-12

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Updated Fall 2025

Advanced Academic Services Central Office Staff



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Essential Questions

**Why do we implement
Advanced Academic Services?**

**What are the foundational beliefs
and goals of AAS in ACPS?**

**What Advanced Academic Services are
provided in ACPS?**



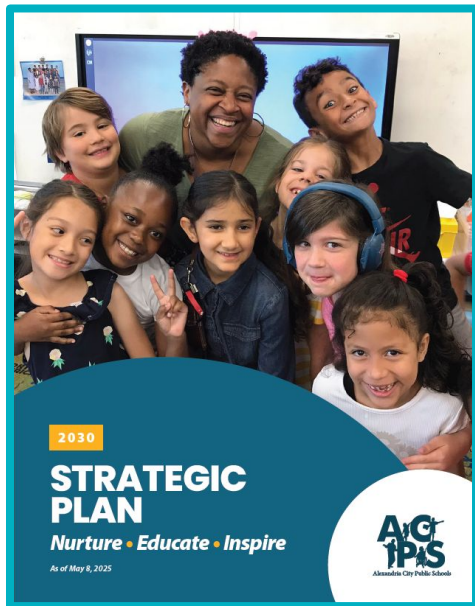


Why do we implement Advanced Academic Services (AAS)?





ACPS Equity for All- 2030 Strategic Plan



Our Goal:

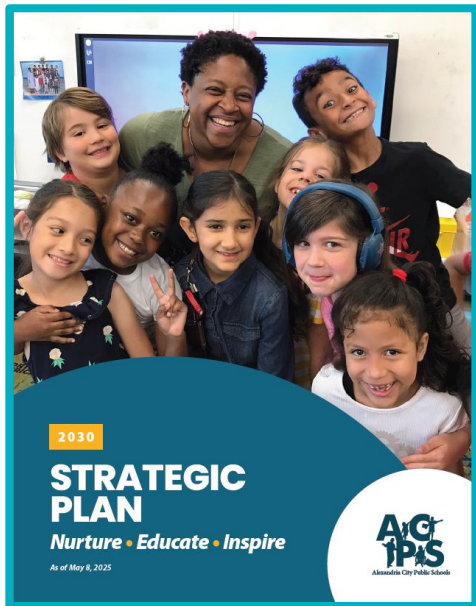
Engage and challenge each student, every day to achieve academic excellence.



ACPS Equity for All- 2030 Strategic Plan

The What:

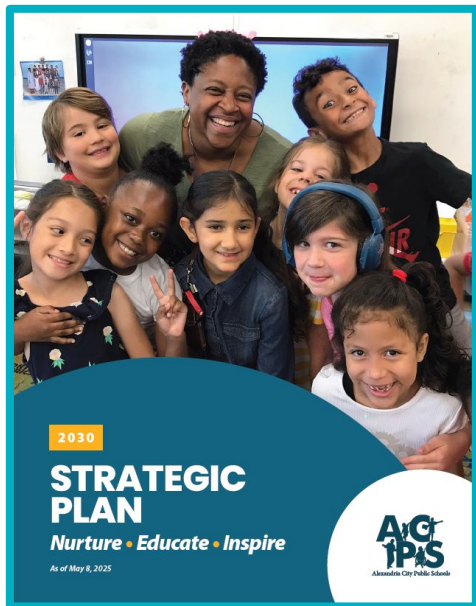
We will ensure that each student experiences **rigorous**, **engaging** and **differentiated** instruction that prepares them to think critically and reach their full academic **potential**. This includes developing their **critical thinking** and ability to manage feelings, build confidence and get along with others in alignment with the ACPS Profile of a Learner.





ACPS Equity for All- 2030 Strategic Plan

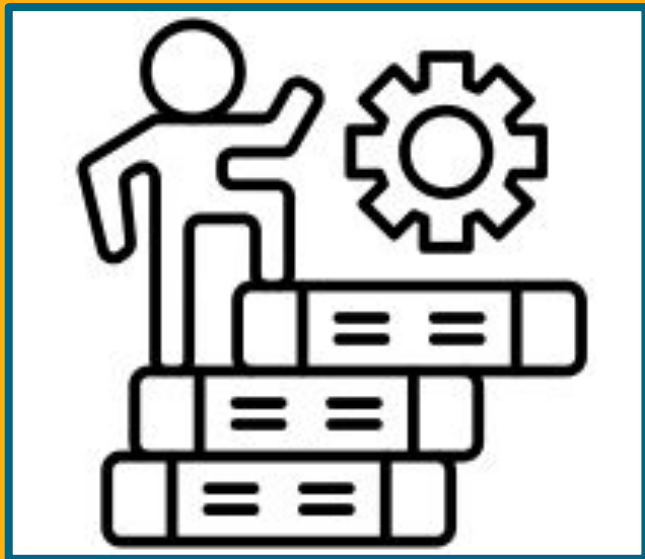
The Why:



We believe that holding **high expectations** for all students and supporting them to meet those is essential to their success. Our data show that we are not serving all of our students well, particularly our students from **traditionally underserved populations** like students of color, economically-disadvantaged students, English learners and students with disabilities. Research shows that **engaging, rigorous** instruction is essential to **closing these gaps** and helping all students succeed.

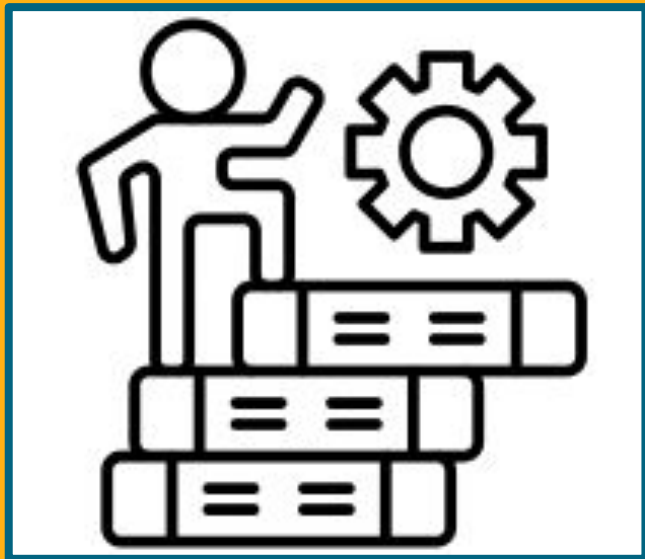
Virginia Regulation: 8VAC20-40

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



VIRGINIA
IS FOR
LEARNERS

Virginia Regulation: 8VAC20-40



- Division school boards must approve a comprehensive Local Plan
- Updated every 5 years with technical review
- ACPS last updated in 2023



**VIRGINIA
IS FOR
LEARNERS**





**What are the
foundational
beliefs and goals
of AAS in ACPS?**



Virginia Department of Education “Gifted” Definition

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



VIRGINIA
IS FOR
LEARNERS





ACPS' 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.



Advanced Academic Services Purpose



The continuum of AAS services supports the **Two Main Goals** of the Advanced Academic Services Office in order to meet **ALL** students' academic Needs:

1. Talent Development for All Learners
2. Meeting the Needs of the Advanced Learner

Elementary
School



Middle
School



High
School



Overview of Guiding Principles 2025-2026



- 1** Changed name from Talented and Gifted (TAG) to Advanced Academic Services (AAS)
- 2** Adopt a Talent Development Model Theoretical Framework as a foundation of gifted programming in ACPS
- 3** Advanced academic services model: Multi-Tiered System of Support (MTSS) used across ACPS with focuses on intervention services
- 4** Provide access to rigor for all students through high-quality, Tier 1 instruction
- 5** Align pacing and standards with gifted curriculum and instructional practices
- 6** Build capacity amongst all stakeholders: school leaders, staff, students, and families
- 7** Move to a portfolio approach to screening and expand universal screening measures



Overarching Goals of the 2023-2028 Local Plan

ACPS will ensure all students have equitable access to, and engagement with, programs and support that reduce barriers to learning.

Identification



ACPS will provide Advanced Academic Services (AAS) to students among all ethnic, racial, and socioeconomic groups, which will enable students to achieve excellence and develop their abilities to the fullest.

Delivery of Services



ACPS will ensure that all students have access to, and engagement with, high-quality instruction.

Curriculum and Instruction



In ACPS, we believe all students have the fundamental right to an education that promotes the development of their potential. **Each child has a unique profile of academic strengths and abilities.**

ACPS is committed to providing challenging learning experiences for all students that **build on individual strengths and optimize abilities**, including Advanced Academic Services.

ACPS will continue to develop, lead, and provide ongoing professional learning using multiple modalities on various topics related to current best practices in gifted education.

Professional Development



ACPS will ensure that all students have equitable access to, and engagement with, programs and support that reduce barriers to learning.

Equitable Representation of Students



ACPS will ensure that all families and community members feel welcomed, respected, and valued.

Parent/Guardian and Community Involvement





Additional (Condensed) Differences Between the 2012 Plan and 2023 Plan

Universal screening occurs in Grade 3

Automatic referrals in Grade 3 is expanded to include a larger population

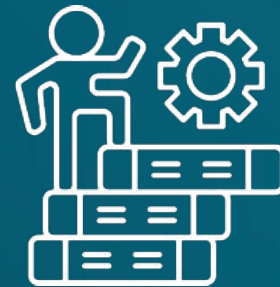
Implement an Early Childhood Talent Development Model in Grades K-3

SAA Math: Moves beyond pure acceleration to enrichment, extensions, some acceleration and required gifted resource use

CogAT and NNAT testing grade levels shifted



**What advanced
academic services
are provided in
ACPS?**



Three Tiers of Services (MTSS)

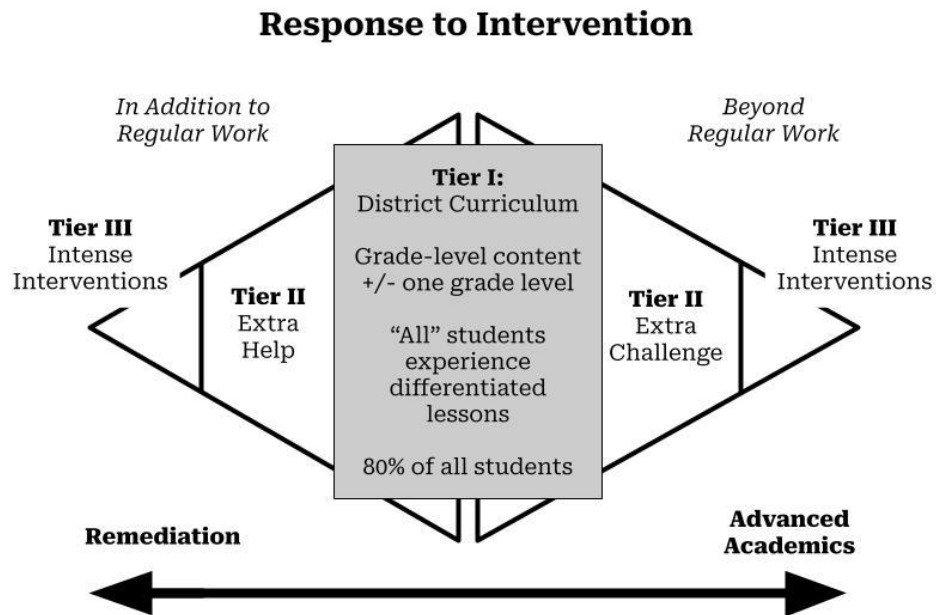


Figure 3.5. Response to Intervention continuum. Created by James Kueht and Ruth Robinson and used with their permission.

Tier I: Access to Advanced Academic Services curriculum & strategies for all students.

Critical & Creative Thinking for all.

Tier II: Differentiated lessons using advanced curriculum & strategies in the general education classroom.

- Young Scholars (YS)
- General Intellectual Aptitude (GIA)
- Open Honors

Tier III: Specific Academic Aptitude (SAA) Services in reading, math, social studies, and/or science.

Tiers I-II: Grades K-3 Early Childhood Talent Development Model

Provides all students access to rigor

Identifies and nurtures strengths and potential

Cultivates growth attitudes and mindsets

Aligns with gifted practices and uses gifted resources

Supports the Young Scholars and General Intellectual Aptitude programs and models

Occurs in the homeroom classroom

“The concept of giftedness is not static, but developmental... Ability evolves and shifts across the lifespan, where generalized ability turns into specialized abilities.”¹

The early childhood years should focus on the developmental and not the static.



Tiers I-II: Grades K-3 Early Childhood Talent Development Model

- The Advanced Academic Support Teacher(AAST) **provides lessons, co-teaches, models, and works in small groups in all K-3 classrooms.**
- Occurs weekly or biweekly depending on the school size.



Kindergarten Talent Development Model Toolkit
Quarter 1
2025-2026

Subject	Unit	SOLO	Description of Unit Concepts	ACPS Talent Development Model Resources	Suggested Lesson and/or Classroom Resources
Math	Unit 1: Building a Mathematical Community (8 weeks)	Essential: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5	- Apply the area rule with a focus on object graphs and picture graphs. - Describe the area of time represented in a calendar. - Identify, describe, extend, and create simple repeating patterns. - Use flexible counting strategies to determine and describe quantities with 100. - Identify, represent, and compare quantities up to 100.		
	Unit 2: Introduction to Numbers, Part 1 (8 weeks)	Essential: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5	- Use flexible counting strategies to determine and describe quantities with 10. - Identify, represent, and compare quantities up to 10. - Model and solve problems using addition and subtraction with numbers within 10. - Describe the area of time represented in a calendar. - Apply the area rule with various object graphs and picture graphs.	Project Based Learning Module: "Time Stories"	
	Unit 3: Introduction to Numbers, Part 2 (8 weeks)	Essential: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5	- Model and solve problems using addition and subtraction with numbers within 10. - Describe the area of time represented in a calendar. - Apply the area rule with various object graphs and picture graphs.	Project Based Learning Module: "Time Stories"	
	Unit 4: Objects and Patterns (8 weeks)	Essential: 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5	- Identify, describe, extend, and create simple repeating patterns. - Identify, represent, and compare quantities up to 100. - Use flexible counting strategies to determine and describe quantities with 100.		
Math	Unit 5: Review (8 weeks)	Essential: 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.5	Review and reinforce all concepts learned throughout the year.		



Research-Based Gifted Resources

High Rigor Instructional Practices

Connected to VA Standards

Aligned with ACPS Pacing



Tier II: General Intellectual Aptitude (GIA Services)



Grades K-3

Occur within the
general
education
classroom

Designed to
enrich & extend
the curriculum

Experiences
Involve making
connections
across the
subjects

GIA services
continue if
student is not
eligible for SAA
Services

Quarterly
Differentiated
Education Plans
(DEP) developed
in Grades K-8

Examples of GIA Services



Tiered Group
Instruction

**Extended
Standards**

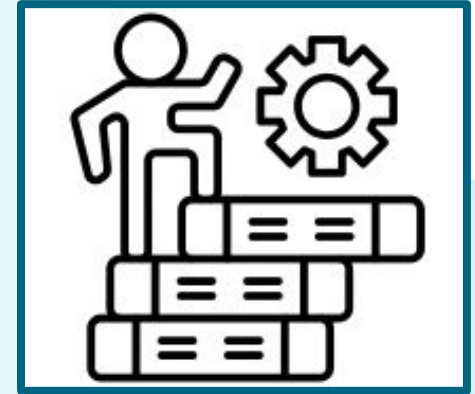
Higher Level
Texts &
Questions

Use of
Resources from
the AAS Tool Kit

Enrichment
Projects

Young Scholars

- Identifies students from historically underrepresented populations for gifted services
- Focuses on nurturing talent and building confidence
- Prepares students for advanced coursework and future success





What do Young Scholars Need?

Access

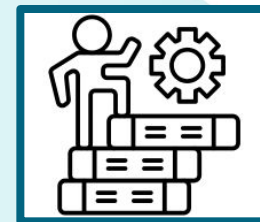
- Access to Enrichment activities and AAS curriculum resources.

Advocacy

- Advocacy and guidance from caring and committed adults to thrive.

Affirmation

- Affirmation of strengths, potential, and advanced abilities.



Tier III: Specific Academic Aptitude (SAA) Services



Grades 4-5: Math & 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 & Science

Services occur in the general education classroom by GenEd teacher

DEPs are provided to guardians outline the extension activities for students



Grades 6-12

Honors and Advanced Placement (AP) Courses

Dual Enrollment (DE) in college courses

Access to summer Governor's School

Independent Studies

Online courses

Differentiated Education Plan (DEP)



ALEXANDRIA CITY PUBLIC SCHOOLS ADVANCED ACADEMIC SERVICES DIFFERENTIATED EDUCATION PLAN (DEP)		
Student Name: _____ Grade: _____ School: _____		
Date: _____ Written By: _____ Services Provided By: _____ Quarter 1 2 3 4		
Identification area: ☐ GIA ☐ SAA Science (Grades 4-8) ☐ SAA Social Studies (Grades 4-8) ☐ ELA (Grades 6-8)		
Purpose The purpose of this document is to communicate how your child's academic needs will be met through differentiated strategies. The DEP is a supplement to your child's progress report. It explains the academic enrichment that will be provided quarterly for students receiving General Intellectual Ability (GIA) and Specific Academic Aptitude (SAA) services. The GIA program focuses on enriched & integrated classroom activities designed to enhance creativity and problem-solving without being specifically tied to any one subject area. The SAA program focuses on direct instruction in a particular content area.		
Subject Area and Learning Objective	Type of Enrichment Activity/Project/Strategy	Brief Description of Enrichment Activity/Project
☐ Language Arts/ ELA ☐ Math ☐ Science ☐ Social Studies	☐ Tiered Assignments ☐ Concept-Based Instruction Units ☐ Enrich or accelerate content through thematic or interdisciplinary units ☐ Provide more depth and complex assignments and/or advanced content ☐ Address and solve real-world problems through critical and divergent thinking ☐ Problem-Based Units ☐ Higher-Level Questioning ☐ Independent Study or Individualized Projects ☐ Academic Competition ☐ Other	
Learning Objective: The student will...		
Optional Student Response: What are you looking forward to this quarter? Or what did you enjoy during the 1st quarter?		

Purpose: A document describing the differentiation activities planned for students each quarter

Target Audience:

- ✓ K-8 GIA Students
- ✓ 4-5 SAA students identified for Science or Social Studies Services
- ✓ 6-8 SAA Students identified in Language Arts, Science, or Social Studies

Creators/ Collaborators:

Created by the general education teacher in collaboration with the student, parent and AAS teacher

Questions about Services?



Speak with your child's classroom teacher about the ways your child is receiving differentiated instruction.

Reach out to the Advanced Academic Support Teacher (AAS) at your child's school

Contact the AAS office

ACPS Process for Screening Students

REFERRAL

- Automatic
- Person-Submitted

There is a one-time yearly screening process

OBTAIN DATA

- Ability Scores
- Achievement Scores
- Progress Reports
- Work Samples
- Rating Scales

ACPS will send out information via Parent Square in the with information

COMMITTEE MEETS

- Finalize Rating Scales
- Score Work Samples
- Determine Eligibility

Portfolio approach for all SAA Eligibility (Grades 3-8)

PARENT NOTIFICATION

- Sent from school
- Permission to place
- Appeals process information

APPEALS

- Parent Submit
- Committee Meets
- Appeals for final

Individual schools will hold Q&A sessions each Fall



2030 Strategic Plan —



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Advanced Academic Services

<https://www.acps.k12.va.us/programs-services/advanced-academic-services>

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