

## AHCCS Gifted Ed. Screening Matrix & Procedure

---

1. The Gifted Program Coordinator (GPC) tracks Classroom Diagnostic Tool (CDT) and/or IXL Diagnostic Testing as part of our universal ‘child find’ screening to identify students with potential giftedness. The GPC analyzes the data and flags students based on established score criteria.
2. The Gifted Multidisciplinary Team (GMDT) is formed to review flagged students using the AHCCS Gifted Matrix to determine eligibility for a full gifted evaluation with a licensed school psychologist.
3. GMDT Members (*One person may fulfill multiple roles*):
  - a. Parent(s)/Guardian(s)
  - b. School Psychologist
  - c. Gifted Program Coordinator (GPC)
  - d. Someone familiar with the student’s educational experience/performance
  - e. One or more current teachers
  - f. Individuals trained in assessment techniques
  - g. Individuals familiar with the student’s cultural background (when possible)
4. After completing the AHCCS Gifted Matrix, a decision is made using the points rubric:
  - a. If data does not support potential giftedness, the evaluation process stops.
  - b. If data suggests strong potential, the process continues with a full evaluation by a licensed school psychologist.
5. Parent Requests: Parents may [request a full gifted evaluation](#) once per school year for up to three consecutive years, regardless of the gifted matrix outcome.
6. If a student earns enough points on the matrix to indicate strong potential for giftedness, the GPC issues a Permission to Evaluate (PTE) Consent Form. Upon parental consent, the GMDT refers the student to a licensed school psychologist, who conducts testing and generates a Gifted Written Report (GWR) to determine gifted identification and programming needs.
7. If the GWR indicates a need for a Gifted Individualized Education Plan (GIEP), an AHCCS compliance special education teacher is assigned to complete the Invitation, GIEP, and Notice of Recommended Assignment (NORA). The GMDT notifies the Director of Special Education, who assigns compliance teachers to develop the GIEP draft and facilitate the GIEP meeting.
8. GIEP Team Members (*One person may fulfill multiple roles*):
  - a. Chairperson/Local Education Agency Representative (LEA): District representative with authority to commit school resources
  - b. Parent(s)/Guardian(s)
  - c. Gifted Resource Teacher (GRT)
  - d. Student (with parental permission)
  - e. One or more current teachers (All teachers in identified gifted subjects are invited)
  - f. Other optional attendees (School counselors, mentors, and special education teachers may be invited by AHCCS or parents)

9. After the GIEP meeting and receipt of a signed NORA, the compliance teacher notifies regular education staff of the student's GIEP and Specially Designed Instruction (SDI), copying the GRT.
10. The GRT monitors the GIEP for compliance and assists regular education staff with SDI implementation. Additionally, the GRT serves as the gifted student's homeroom coach.

## AHCCS Gifted Screening Matrix

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Referral Source: Staff Referral / Universal Screener / Parent Request

Cells highlighted in **green** below indicate points awarded to the student based on available data.

| Quantitative Measures to Consider – Phase I                                                                                                                                                  |                                                                                            |                                                                                                                                                                                                               |                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                              | 2                                                                                          | 1                                                                                                                                                                                                             | 0                                                                                                                                                |
| CDT – Classroom Diagnostic Tool – use best subject area scores. Only award one set of points for all CDT subject tests.<br><br><i>(substitute IXL assessment if student not offered CDT)</i> | CDT: Blue Score Range Overall & in All Subsections<br><br><i>IXL: 2 grade levels above</i> | CDT: Blue Score Range Overall & no more than 1 green subsection OR student scoring in top 10% of AHCCS students in their respective grade level for that test session.<br><br><i>IXL: 1 grade level above</i> | CDT: Blue Score Range With 2 or More Green Subsections, Green Overall Score Range, or Red Score Range<br><br><i>IXL: On grade level or below</i> |
| Achieve 3000 Lexile Score                                                                                                                                                                    | Exceeds                                                                                    | Meets                                                                                                                                                                                                         | Approaches or Falls Far Below                                                                                                                    |
| PSSA- use best subject area scores. Only award one set of points for all PSSA scores. Use only the most recently taken PSSA tests.                                                           | Advanced                                                                                   | Proficient                                                                                                                                                                                                    | Basic or Below Basic                                                                                                                             |
| Keystone- use best subject area scores. Only award one set                                                                                                                                   | Advanced                                                                                   | Proficient                                                                                                                                                                                                    | Basic or Below Basic                                                                                                                             |

|                                                                                                                                      |                   |                    |                          |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|--------------------------|
| of points for all Keystone scores.                                                                                                   |                   |                    |                          |
| <b>Qualitative Measures to Consider - Phase II</b> [Must earn at least 2 points in Phase I to qualify for Phase II]                  |                   |                    |                          |
|                                                                                                                                      | <b>3</b>          | <b>1</b>           | <b>0</b>                 |
| Chuska Scales for Acquisition<br><i>(completed by 2 teachers in areas of strength, take highest scoring for matrix, attach both)</i> | 12+ YES responses | 9-11 YES responses | 8 or fewer YES responses |
| Chuska Scales for Retention <i>(completed by 2 teachers in areas of strength, take highest scoring for matrix, attach both)</i>      | 8+ YES responses  | 6-7 YES Responses  | 5 or fewer YES responses |

|                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Additional Items to Attach for Consideration</b>                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Teacher Input Forms</li> <li>• Current Grades</li> <li>• Any other relevant items to consider that may indicated giftedness</li> </ul> |

### Recommendation

|                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>€ <b>Proceed to Testing (one check needed below)</b></p> <p>€ Individualized Standardized Ability Test score of 130+ on verbal, nonverbal, or composite</p> <p>€ 10 or more matrix points. <b>TOTAL SCORE</b> _____</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                          |
|----------------------------------------------------------------------------------------------------------|
| € Other intervening factors if 8-9 matrix points with school team recommendation (briefly explain below) |
| € <b>Do Not Proceed to Testing</b>                                                                       |

### Instructions for Gifted Screening

The gifted screening process can be initiated by teachers/staff, parent request, or through a universal screening assessment (CDT and/or IXL).

| Assessment                                                                                                                          | Who Can Administer                                            |
|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| CDT and/or IXL                                                                                                                      | PA Certified Educator                                         |
| Achieve 3000 Lexile Score                                                                                                           | PA Certified Educator                                         |
| Modified Chuska Scale for Rate of Acquisition                                                                                       | Teacher/school staff member familiar with student performance |
| Modified Chuska Scale for Determining Rate of Retention                                                                             | Teacher/school staff member familiar with student performance |
| Reynolds Intellectual Assessment Scales (RIAS) 2-Remote or other IQ/cognitive assessment used for purpose of determining giftedness | Certified School Psychologist                                 |