

AHCCS Gifted Ed. Screening Matrix & Procedure 2026-2027

1. The Gifted Program Coordinator (GPC) tracks Classroom Diagnostic Tool (CDT) 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 Education Coordinator (GPC)
 - d. Gifted Education Resource Teacher (GRT)
 - e. Gifted Education Compliance Specialist
 - f. Someone familiar with the student’s educational experience/performance
 - g. One or more current teachers
 - h. Individuals trained in assessment techniques
 - i. 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) the Gifted Education Compliance Specialist is assigned to complete the Invitation, GIEP, and Notice of Recommended Assignment (NORA). The Gifted Education Compliance Specialist will also complete 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 Education Compliance Specialist
 - d. Gifted Education Coordinator
 - e. Gifted Resource Teacher (GRT)
 - f. Student (with parental permission)
 - g. One or more current teachers (All teachers in identified gifted subjects are invited)
 - h. 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 Gifted Education Compliance Specialist 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.	CDT: Blue Score Range Overall & in All Subsections	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.	CDT: Blue Score Range With 2 or More Green Subsections, Green Overall Score Range, or Red Score Range
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 of points for all Keystone scores.	Advanced	Proficient	Basic or Below Basic
Qualitative Measures to Consider - Phase II [Must earn at least 2 points in Phase I to qualify for Phase II]			

	3	1	0
Chuska Scales for Acquisition <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

Additional Items to Attach for Consideration

- Teacher Input Forms
- Current Grades
- Any other relevant items to consider that may indicate giftedness
- NewsEla Lexile scores

Recommendation

€ Proceed to Testing (one check needed below)

- € Individualized Standardized Ability Test score of 130+ on verbal, nonverbal, or composite
- € 9 or more matrix points. **TOTAL SCORE** _____
- € Other intervening factors if 7-8 matrix points with school team recommendation (briefly explain below)

€ **Do Not Proceed to Testing**

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	PA Certified Educator
Newsela Lexile Score (Only use for additional items to attach for consideration)	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