

AHCCS Gifted Ed. Screening Matrix & Procedure (2024-2025)

1. The Gifted Program Coordinator (GPC) will track Curriculum Diagnostic Testing (CDT) and/or IXL Diagnostic Testing completion for the universal screener data. The GPC will analyze the data to flag students and notify the Gifted Multidisciplinary Team (GMDT) for a potential gifted evaluation using the established metrics, if/when parent/guardian consent is received.
2. Once parent consent is received, the GMDT will complete the interactive form, which includes the AHCCS Gifted Screening Matrix.
3. The GMDT will plan to meet once a week and fade to 'as needed' once the retroactive child find process is completed.
4. **GMDT Team:**
 - i. Parent(s) and/or Guardian(s)
 - ii. School Psychologist
 - iii. Gifted Program Coordinator (GPC)
 - iv. Person familiar with student's educational experience/performance
 - v. One or more current teachers – All teachers on the student's current courseload, for the subjects they are identified as gifted in, will be invited to the GIEP meeting.
 - vi. People trained in assessment techniques
 - vii. People familiar with student's cultural background, when possible
5. If the GMDT issues a Gifted Written Report (GWR) indicating a need for a Gifted Individualized Education Program (GIEP), a compliance special education teacher will be assigned to complete the Invitation, GIEP, and Notice of Recommended Assignment (NORA). The GMDT will notify the Director of Special Education. The Director of Special Education will equally cycle between the compliance teachers for the development of the GIEP draft and facilitation of the GIEP meeting.
6. **GIEP Team must include:**
 1. Chairperson/Local Education Agency Representative (LEA) – district rep with authority to commit school resources.
 2. Parent(s) and/or Guardian(s)
 3. Gifted resource teacher (GRT)
 4. Student, with permission of parent(s) and/or guardian(s)

5. One or more current teacher for that student – All teachers on the student's current courseload, for the subjects they are identified as gifted in, will be invited to the GIEP meeting.
6. Other people at the discretion of AHCCS or parent – All school counselors, mentors, and special education teachers (if applicable) will be invited as optional guests to attend the GIEP meeting.
7. After the completion of the GIEP meeting and receipt of signed NORA, the compliance teacher will notify regular education staff of GIEP/Specially Designed Instruction (SDI) and copies the GRT.
8. GRT will monitor the GIEP and check for compliance with SDI. The GRT will also assist the regular education staff with SDI implementation questions. The GRT will also serve as a gifted student's homeroom coach.

AHCCS Gifted Screening Matrix

Student Name: _____ Grade: _____ Referral Date: _____

Referral Source:

- Teacher/Staff
- CDT and/or IXL Universal Screening Assessment
- Parent: Oral / Written Date of Request: _____

Parent(s)/Guardian(s) Permission to Evaluate (PTE) Form Date Received: _____

The parent and/or guardian must select approval, date, and sign, for the team to proceed with the Gifted Screening Matrix.

Quantitative Measures to Consider – attach score summaries			
	2	1	0
CDT – Classroom Diagnostic Tool <i>(substitute IXL assessment if student not offered CDT)</i>	CDT: Blue Score Range IXL: 2 grade levels above	CDT: Green Score Range IXL: 1 grade level above	CDT: Red Score Range IXL: On grade level or below

Achieve 3000 Lexile Score	2 grade levels above	1 grade level above	On grade level or below
PSSA	Advanced	Proficient	Basic or Below Basic
Keystone	Advanced	Proficient	Basic or Below Basic
Qualitative Measures to Consider			
	2	1	0
SIGS-2 – Scales for Identifying Gifted Students – School Rating Scale	95 th percentile or above	90-94 th percentile	89 th percentile or below
SIGS-2 – Scales for Identifying Gifted Students –Home Rating Scale	95 th percentile or above	90-94 th percentile	89 th percentile or below
Work Sample/CBA Portfolio – (attach below) <i>Collect relevant work samples and Curriculum Based Assessments from math, ELA, Science, Social Studies, and/or other subject areas as appropriate. Use provided rubric to score for matrix points.</i>	7+ points from the Work Sample Rubric	4-6 points from the Work Sample Rubric	3 or fewer points from the Work Sample Rubric

Additional Items to Attach for Consideration
<ul style="list-style-type: none"> • Parental Input Form • Chuska Scale for Acquisition • Chuska Scale for Retention • Any other relevant items to consider that may indicated giftedness

Recommendation

<input type="checkbox"/> Proceed to Testing (one check needed below) <ul style="list-style-type: none"> <input type="checkbox"/> Individualized Standardized Ability Test score of 130+ on verbal, nonverbal, or composite <input type="checkbox"/> 10 or more matrix points. TOTAL SCORE _____ <input type="checkbox"/> Other intervening factors if 6-9 matrix points with school team recommendation (briefly explain below)
<input type="checkbox"/> 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). When the process is initiated, a Permission to Evaluate (PTE) form must be issued to the parent so that the school can begin to collect additional necessary data.

Assessment	Who Can Administer
CDT and/or IXL	PA Certified Educator
SIGS-2 – Scales for Identifying Gifted Students –Home Rating Scale	The HRS can be completed by the student’s parent, guardian, or other caregiver who knows the student well.
SIGS-2 – Scales for Identifying Gifted Students – School Rating Scale	The SRS can be completed by a student’s teacher or other professional, a counselor, or any other educator who knows the student well.
Sample Work Portfolio	PA Certified Educator
Achieve 3000 Lexile Score	PA Certified Educator
Work Sample/CBA Portfolio	PA Certified Educator
Chuska Scale for Rate of Acquisition	Parent and teacher/school staff member familiar with student performance

Chuska Scale for Determining Rate of Retention	Parent and 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

Making a Recommendation: When matrix points are within the 6-9 range, a team meeting should be held to discuss the whole child and his/her needs. At this meeting, the team will decide whether further testing is warranted or whether differentiation in the classroom will meet the students’ needs.

Works Cited

1. National Association for Gifted Children (n.d.). “Identifying Gifted Children from Diverse Populations.” National Association for Gifted Children, <https://www.nagc.org>.
2. Pennsylvania Code. (n.d.). *Chapter 16. Special education for gifted students.* Pennsylvania Code & Bulletin. <https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=>