

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 – 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	CDT: Blue Score Range With 2 or More Green Subsections, Green Overall Score Range, or Red Score Range

<i>(substitute IXL assessment if student not offered CDT)</i>	<i>IXL: 2 grade levels above</i>	<i>IXL: 1 grade level above</i>	<i>IXL: On grade level or below</i>
Achieve 3000 Lexile Score	2 grade levels above	1 grade level above	On grade level or 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 of points for all Keystone scores.	Advanced	Proficient	Basic or Below Basic
Qualitative Measures to Consider			
	2	1	0
Chuska Scales for Acquisition <i>(completed by 2 teachers in areas of strength, take highest scoring for matrix, attach both)</i>	10+ checks for high rate of acquisition	Less than 10 checks for high rate of acquisition, but more checks for high rate of acquisition compared to low rate of acquisition	Less than 10 checks for high rate of acquisition and less checks for high rate of acquisition compared to low rate of acquisition
Chuska Scales for Retention <i>(completed by 2 teachers in areas of strength, take highest scoring for matrix, attach both)</i>	14+ checks for high rate of retention	6-13 checks for high rate of retention	5 or fewer checks for high rate of retention

<p>Work Sample/CBA Portfolio – (attach below)</p> <p><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></p>	<p>7+ points from the Work Sample Rubric</p>	<p>4-6 points from the Work Sample Rubric</p>	<p>3 or fewer points from the Work Sample Rubric</p>
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Additional Items to Attach for Consideration
<ul style="list-style-type: none"> ● Parental Input Form ● Student Input Form ● Teacher Input Forms ● Any other relevant items to consider that may indicated giftedness

Recommendation

<p>€ Proceed to Testing (one check needed below)</p> <p>€ Individualized Standardized Ability Test score of 130+ on verbal, nonverbal, or composite</p> <p>€ 10 or more matrix points. TOTAL SCORE _____</p> <p>€ Other intervening factors if 6-9 matrix points with school team recommendation (briefly explain below)</p>
<p>€ Do Not Proceed to Testing</p>

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
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	Teacher/school staff member familiar with student performance
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

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=>

