



*"Geneva's elementary AE program is what I point toward  
whenever I am asked what sparked my passion for academics."  
-Sean W. class of 2027*

# Accelerated & Enrichment

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Spring 2025

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# Accelerated & Enrichment (A&E) Overview

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- AE Identification begins in the Spring of 3<sup>rd</sup> Grade for Reading and Mathematics
- A combination of CogAT, MAP and Teacher Recommendations are considered to qualify for A&E via our A&E Elementary and Middle School Matrix
  - 4<sup>th</sup> and 5<sup>th</sup> Grade Mathematics (60 Minutes, Daily)
  - 4<sup>th</sup> and 5<sup>th</sup> Grade Reading (75 Minutes, Daily)
  - 6<sup>th</sup> – 8<sup>th</sup> Grade Accelerated Math (1 Period)
  - 6<sup>th</sup> – 8<sup>th</sup> Grade Accelerated Language Arts (2 Periods, LA Block)

*"I have consistently thought back to my time in the AE classroom because it really has affected me so much academically. Several years later, I still constantly think back on how lucky and fortunate I was to be in the AE program."*

*Ethan O. - class of 2025*



*"The conversations we had about the books we were reading or just the conversation we had in general prepared me for middle school and just life overall."*

*-Vivian D. class of 2026*

# AE Reading

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- Empathy and Action
  - UNICEF Fundraiser

*"In reading, I felt I learned a lot about how to analyze and comprehend all types of text. Some of the books we read have always stuck with me and there was such a variety of material we read. May B helped me understand poetry while Out of my Mind taught me how to annotate and dive deeper into understanding novels"*

*-Mila C. class of 2027*





# AE Mathematics

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- Ratios, Proportions, & Scaling—Oh, my!

*"I specifically remember using the problem-solving strategies I learned in AE during MAP testing, the ICTM math competitions, and the SAT."*

*-Eli B. class of 2028*



*"I think AE is helpful for middle school/high school because it teaches you more applicable skills (analyzing texts at a deeper level, giving presentations, and learning how to solve more complex mathematical problems, etc.)."*  
-Hannah S. class of 2025

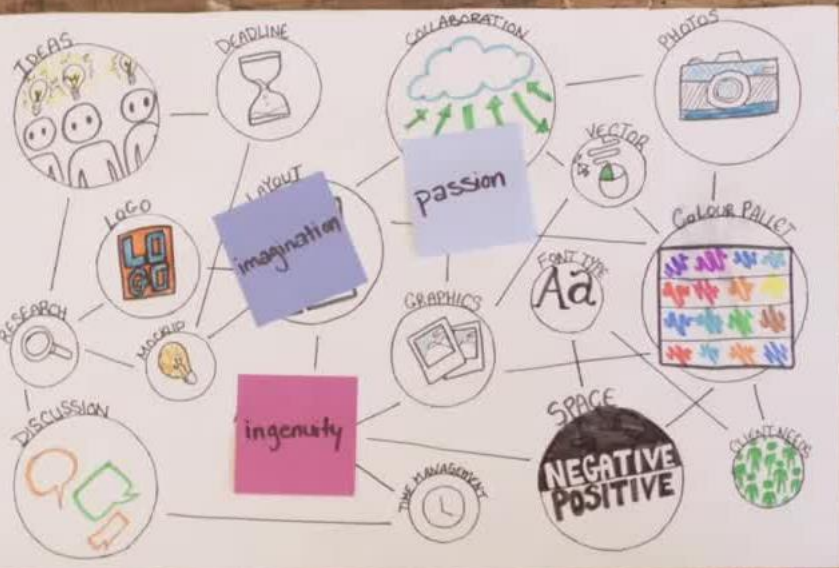
# Looking Toward the Future

- Lasting effects from the elementary AE program
  - Jax McGahan – AE Reading
  - Sawyer McGahan – AE Math

*"The AE classes introduced me to so many different fields and ideas. I remember one that really piqued my interest was the Fibonacci sequence; something about this set of numbers completely shifted the way I was looking at academics and the world around me. This I believe gave me a much more open and explorative mindset when I was taught new ideas"*  
-Eli B. class of 2028

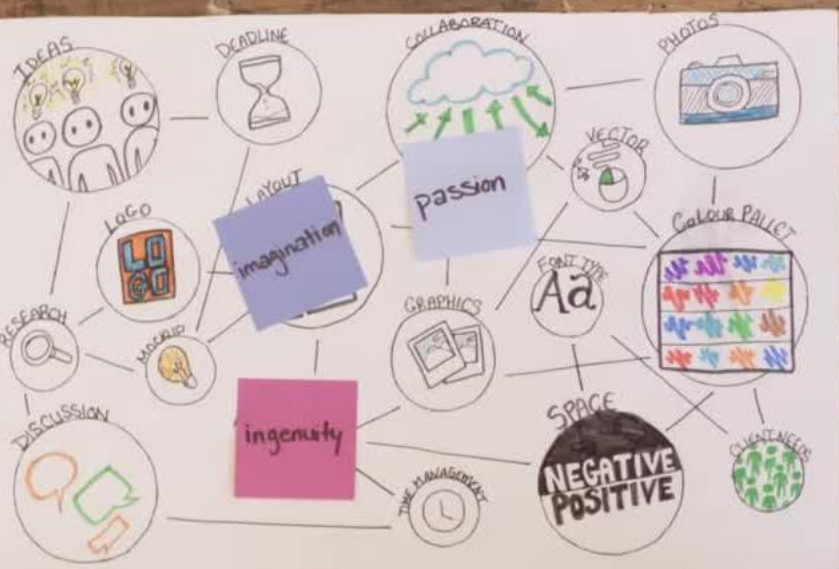


# Continuous Collaboration



- AE Teachers meet with grade level teams in their respective buildings to plan and provide enrichment activities/materials, if needed.
- Elementary AE Teachers meet monthly with each other to plan, review practices, discuss students if needed.
- Elementary and Middle School work together in the Spring to identify/confirm middle school placements.
- Every other year or so, we collectively reflect and review processes to ensure efficiency and that we are identifying the right kids for acceleration and enrichment.
  - 2022 Move AE reading to 4<sup>th</sup> and 5<sup>th</sup> grade. Change was well received and feedback has been positive
    - Allowed for better alignment with literacy blocks in the master schedule and increased minutes in AE.
    - Reduced the number of students that were problem solved in 4<sup>th</sup> grade, by administering CogAT in 3<sup>rd</sup> grade instead of 2<sup>nd</sup> grade.
  - 2017 Detangled Math Matrix in 2017

# Reading and LA Matrix Review



- Detangle and Simplify Qualification Matrix
- Reduce Problem Solving Meetings
  - Identifying appropriate students for AE
- Reduce the number of “Newly Qualified” AE students entering Middle School without previous AE “experience”

*“I remember debating with my peers often, and I believe I became better at conveying ideas, listening to others, and reaching a conclusion with each other. These skills have been very helpful in my English classes and communication in the real world.”*

*-Melanie C. class of 2027*

# Elementary Reading Matrix

## Current Matrix

Cognitive Ability Test (CogAT)	Measurement of Academic Progress(MAP)	Points
Verbal Score	Reading Total	
136-160	n/a	5
126-135	95-99	4
126-135	90-94	3
125	90-99	3
123-124	95-99	3
120-122	97-99	3
Teacher Evaluation		
Score	70-90	3
Score	65-69	2
Score	60-64	1
Parent Recommendation (if needed)		1
		7 Points Needed

## Revised Matrix (25/26)

Cognitive Abilities Test (CogAT) Reading Standard Age Score	Points
136 +	4
125 - 135	3
120 - 124	2
116 - 119	1
Measures of Academic Progress (MAP) Reading Percentile Rank	Points
98 +	3
94 - 97	2
90 - 93	1
Teacher Evaluation	Points
Score 70 - 90	1
Below 70	0
Placement	Points Needed
4 <sup>th</sup> Grade	5



# Middle School Language Arts Matrix

## Current Matrix

Cognitive Abilities Test (CogAT)	Measures of Academic Progress (MAP)	
Verbal Score	Reading Total (Percentile Rank)	Points
136-160	n/a	5
126-135	95-99	4
126-135	90-94	3
125	90-99	3
123-124	95-99	3
120-122	97-99	3
Teacher Evaluation		
Score	70-90	1
Score	Below 70	0
		<b>4 Points Needed</b>

## Revised Matrix (25/26)

Cognitive Abilities Test (CogAT) Reading Standard Age Score	Points
136 +	4
125 - 135	3
120 - 124	2
116 - 119	1
Measures of Academic Progress (MAP) Reading Percentile Rank	Points
95 +	3
90 - 94	2
85 - 89	1
Teacher Evaluation	Points
Score 70 - 90	1
Below 70	0
Placement	Points Needed
6 <sup>th</sup> – 8 <sup>th</sup> Grade	5



Questions?

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