

# **Benefits of the Schoolwide Cluster Grouping Model**

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- Serving the learning needs of gifted students in a full-time program that delivers consistent curriculum compacting and differentiation opportunities without major budget implications
- Grouping gifted students together in otherwise heterogeneous classes with a teacher who has special training in how to meet their unique learning needs
- Facilitating the emergence of new academic leaders in classes that do not contain a gifted-cluster group
- Providing another component to existing services available for gifted students in the school
- Improving support to classroom teachers from special education and gifted support staff who have fewer teachers' schedules to work with
- Improving student performance by communicating higher expectations for all students, by reducing the range of achievement in all classes, and by providing staff development in gifted education for all teachers on staff
- Increasing gifted-education opportunities to primary-grade gifted children, to gifted students who are not fluent in English, and to gifted students who may not be experiencing success in school
- Increasing overall achievement at the grade levels that use cluster grouping
- Raising expectations for all students by opening access to classroom opportunities historically reserved for identified gifted students only
- Retaining families in public education who may otherwise, as a result of feeling that their gifted children's needs are going unmet, choose to remove their children from the public school and place them in a charter school or provide homeschooling