



Place a code on the back of each placement card

High Achieving	• HA	Definitions of Categories <i>High Achieving</i> students are great at both math and reading <i>Above Average Achieving</i> students are good at math and reading or are great at either math or reading. <i>Average Achieving</i> students achieve on grade level; they neither struggle nor do they excel. <i>Low Average Achieving</i> students struggle slightly with reading and math, or they struggle with either reading or math. <i>Low Achieving</i> students find school difficult, they struggle in all academic areas and are at risk of failure.
Above Average	• AA	
Average	• A	
Low Average	• LA	
Low	• L	
Special Education	• ESE	
Staffed Gifted	• G	
ELL	• ELL	

Research-based Benefits of Cluster Grouping

- ❑ **Removing the high achievers from classrooms allows other student to emerge as achievers**
- ❑ **Student achievement increases when cluster grouping is used**
- ❑ **Over time fewer students are identified as low achievers and more students are identified as high achievers**
- ❑ **Reduces the range of student achievement levels that must be addressed by teachers in all classrooms**

Total School Cluster Grouping



Overview

- ❑ Scientific & Research Based National Study
- ❑ Cluster Grouping with Differentiated Instruction
- ❑ Focused on meeting the needs of ALL students
 - *Focuses on gifted education & talent development as the basis for ALL classrooms*
- ❑ Moves away from generic cluster grouping that focuses on Gifted students alone

Our Goals

- ❑ To increase the number of students from underrepresented groups, who over time are identified as gifted;
- ❑ To increase student achievement in Math, Reading & Science;
- ❑ To improve teacher practices by helping teachers learn to use gifted strategies

Rationale for Cluster Grouping

- ❑ High achievers placed with teachers who have training, expertise, and desire to differentiate curriculum and instruction and to meet their needs
- ❑ High expectations maintained in all classrooms
- ❑ All staff benefit from professional development and methods used with the high achieving cluster
- ❑ G/T students clustered with their intellectual peers, as well as with age peers
- ❑ Heterogeneity maintained
- ❑ Deliberate reduction in number and diversity of achievement groups for every teacher
- ❑ Removal of highest achievers allows other students to emerge as achievers