



LUDLOW
INDEPENDENT SCHOOLS

Building Tomorrow

2023-2024
Gifted and Talented
Annual Program Evaluation

Student Participation in Gifted Program

During the 2023-2024 school year, 76 students participated in the Gifted and Talented Program in the Ludlow Independent School District. Students qualified in all areas except Academic-Social Studies. Services include inclusive model of providing services in the regular education classroom, advance placement classes, enrichment classes provided by the Gifted Teacher, or opportunities in conjunction with community partners (Kentucky Transportation Cabinet District 6, Leadership Symposium at NKU, Gateway CTC, UC, MSU, WKU, NKAGE, CCM, IGNITE, Playhouse in the Park).

Identified Gifted Students and Identified Areas

| | Gifted Category Counts | | | | | | | | | | | | | Primary Talent Pool |
|----------------------------------|------------------------|-------------------------------|------------------------------|------------------------------------|------------------------|---------------|------------------|-------------------------|------------------------|--------------------------|--------------------------|--------------------------|--------|---------------------|
| | Unduplicated Count | Creative & Divergent Thinking | General Intellectual Ability | Psychological or Leadership Skills | Academic-Language Arts | Academic-Math | Academic-Science | Academic-Social Studies | Visual & Perf Arts-Art | Visual & Perf Arts-Dance | Visual & Perf Arts-Drama | Visual & Perf Arts-Music | | |
| Total Gifted & Talented Students | 76 | 4 | 26 | 13 | 10 | 5 | 1 | 0 | 6 | 1 | 4 | 1 | 20 | |
| Total Students | 794 | | | | | | | | | | | | | |
| % of G&T students | | 5.26% | 34.21% | 17.11% | 13.16% | 6.58% | 1.32% | 0.00% | 7.89% | 1.32% | 5.26% | 1.32% | 26.32% | |
| By Grade Level | | | | | | | | | | | | | | |
| K | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 01 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | |
| 02 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | |
| 03 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | |
| 04 | 4 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 05 | 6 | 0 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 06 | 2 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 07 | 9 | 0 | 4 | 3 | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | |
| 08 | 8 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 0 | |
| 09 | 9 | 1 | 4 | 4 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | |
| 10 | 7 | 0 | 2 | 2 | 3 | 1 | 0 | 0 | 1 | 0 | 2 | 1 | 0 | |
| 11 | 4 | 3 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 12 | 7 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | |

Equitable Access of Students in the Gifted Program

Students are selected for Primary Talent Pool in the primary grades before formal identification. Students can be identified as gifted in all areas classified by the Kentucky Department of Education. Due to the high percentage of economically disadvantaged student within the district, “local norms” are utilized to adjust standardized assessments to provide a system of equal access for racial and ethnic minority children, disadvantaged children, and children with disabilities. Accommodations are provided for students with disabilities, outlined in the Individual Education Plan (IEP) during diagnostic screenings.

Demographics of Identified Gifted Students

| | Gifted & Talented | | Total Enrollment | | Percent to Total Enrollment |
|--|-------------------|----------------|------------------|-----------------------|-----------------------------|
| | Student Count | % to total G&T | Count | % to total enrollment | Gifted & Talented Students |
| Total Students | 76 | | 794 | | 9.57% |
| By Gender | | | | | |
| Female | 36 | 47.37% | 382 | 48.11% | 9.42% |
| Male | 40 | 52.63% | 412 | 51.89% | 9.71% |
| Total by Gender | 76 | 100.00% | 794 | 100.00% | 9.57% |
| By Race/Ethnicity | | | | | |
| African American | 0 | 0.00% | 15 | 1.89% | 0.00% |
| American Indian /Alaska Native | 0 | 0.00% | 4 | 0.50% | 0.00% |
| Asian | 0 | 0.00% | 4 | 0.50% | 0.00% |
| Hispanic | 2 | 2.63% | 60 | 7.56% | 3.33% |
| Native Hawaiian/Pacific Islander | 0 | 0.00% | 1 | 0.13% | 0.00% |
| Two or More Races | 5 | 6.58% | 63 | 7.93% | 7.94% |
| White | 69 | 90.79% | 647 | 81.49% | 10.66% |
| Total by Race/Ethnicity | 76 | 100.00% | 794 | 100.00% | 9.57% |
| By other student accountability subgroup* | | | | | |
| Free/Reduced-Priced Meals | 43 | 56.58% | 542 | 68.26% | 7.93% |
| Students with disability with IEP | 3 | 3.95% | 144 | 18.14% | 2.08% |
| English Learners | 0 | 0.00% | 25 | 3.15% | 0.00% |
| By other student subgroup | | | | | |
| Homeless | 0 | 0.00% | 5 | 0.63% | 0.00% |
| Foster | 0 | 0.00% | 9 | 1.13% | 0.00% |
| Migrant | 0 | 0.00% | 0 | 0.00% | 0.00% |
| Military Connected | 0 | 0.00% | 0 | 0.00% | 0.00% |

* Indicates included in accountability (Equitable Access)

Overall Student Progress

During the 2023-2024 school year, 1st – 6th grade students received services through weekly pull-out enrichment times with Gifted Teacher, 7th – 12th grade students had opportunities to attend Young Women LEAD, Annual NKY Youth Summit, STEM at IGNITE, Playhouse in the Park performances, University of Cincinnati College Conservatory of Music. Students were provided opportunities within the regular classroom, gifted classroom, and regional field trips.

Gifted Schedule for Pullout/Enrichments

A certified gifted teacher services students once a week, for a total of 90 days a year.

Tuesday

8:10 – 9:25 Collab, MS/HS Check-ins
9:25 - 10:25 2nd Grade
10:25 - 11:25 Lunch, Planning, Arts
11:45 - 1:15 6th Grade
1:30 - 3:00 4th Grade

Wednesday

8:10 – 9:25 Collab, MS/HS Check-ins
9:25 - 10:25 5th Grade
10:25 - 11:25 Lunch, Planning, Arts
12:00 - 1:00 1st Grade
1:00 - 2:00 3rd Grade

Thursday (beginning October-March)

8:10 – 9:25 Collab, Push in 6th
9:25 - 10:25 Push in 1st & 2nd Grade
10:25 - 11:25 Lunch, Planning, Collab Arts
11:25 - 12:15 Push in 5th Grade
1:15 - 3:00 Push in 3rd/4th Grade

Student, Parent, and Faculty Feedback of the Gifted Program

Both schools within the Ludlow Independent School District consist of SBDM Committees to address separate areas of the school. The Student Support Committee addresses areas of MTSS and Gifted Education. Along with discussion of gifted procedures and addressing the needs of identified students, the committee also is the Gifted Committee to review and determine eligibility for potential gifted students. This committee reviews the gifted program throughout the school year and provides feedback on improvement and additional opportunities for identified students. As a member of this committee, the Gifted Teacher and Gifted Coordinator use this feedback to improve the gifted program. Student and parent feedback is solicited through both parent checklists, recommendation forms, progress reports, and an on-line survey. The on-line survey is available for students and parents to give input on the gifted program and to give both positives/negative, along with recommendations for improvement. All feedback is addressed and taken into consideration for the future of the gifted program.

Community Involvement

With the location of the Ludlow Independent School District in the Greater Cincinnati area, community partners provide students with a large array of opportunities to service their giftedness. The program partners with Northern Kentucky University to provide opportunities through Young Women LEAD. In addition, qualifying students are able to attend their 11th and 12th grade years full-time at NKU for dual credit courses toward graduation and college credit. Students can also attend Gateway Community and Technical College for the Gateway Early College Program for four courses a year of dual credit. Other post-secondary pathways are provided through IGNITE Academy and Enzweiler Home Builders. Additional community partners include the Cincinnati Symphony Orchestra, Children's Theatre, and Playhouse in the Park to provide both in-school and out-of-school performances. The University of Cincinnati College Conservatory of Music (CCM) works regionally with five districts in Northern Kentucky to provide regional days for identified students to work collaboratively with others in the areas of Visual and Performing Arts. Along with our regional post-secondary partners, local organizations provide additional services for VPA. These include, but are not limited to: Baker-Hunt, Cincinnati Boys Choir, Carnegie Center for the Arts, and local dance and music instructors.

Cost Effectiveness

State Grant allocation for Gifted Education for the 23-24 school year was \$27,899. Of this amount, \$24,062 was encumbered on salary and fringe benefits for a Certified Gifted Teacher, which accounts for 86% of the allocation. State requirement is that at least 75% of allocation be budgeted to hire certified staff to provide direct services to GT identified students. Remainder of balance, along with District General Fund and each school's Instructional Funds support additional gifted programs. These includes supplies, field trips, registration cost, and cost association with accelerated programming.

Incorporation of Gifted Education into the Regular School Program

In addition to pull-out services provided by the Gifted Teacher, students have multiple opportunities for services through the district's offering of programs. Primary Talent Pool students and formally identified students are serviced through regular classroom instruction, extra-curricular services, and regional early college programs. In primary classrooms, students receive differentiated instruction to allow for acceleration and enrichment. This is accommodated by small group instruction, accelerated computer

programs in both reading and math, and in-house Visual Performing Arts programs. In the intermediate and middle grades, identified students receive accelerated time of 30 minutes a day in grades 4-6 and accelerated Honors courses in grades 7-8 in reading and math. Students identified in the Visual and Performing Arts have opportunities to participate in Chorus, Band, and Arts courses. Students identified in Leadership receive opportunities to participate in Principal Leadership Groups and Student Council. Students in grades 9-12 have opportunities to participate in the Gateway Early College Program, NKU Young Scholars, Morehead University Craft Academy, WKU Gatton Academy, IGNITE Academy, along with Governor's Scholars Program. In addition to the out-of-school opportunities for identified students, students have in-school opportunities for Band, Chorus, and Drama.

The in-school and out-of-school opportunities provide a holistic approach to servicing gifted students by providing a large array of opportunities throughout the school day, extra-curriculars, and regional partners.

Overall Quality of Instruction and Program Personnel Credentials

Pull-out enrichment services are serviced through a certified teacher, credentialed in gifted education. Identified students are serviced through the Gifted Teacher, differentiated/accelerated opportunities in regular classrooms, and regional opportunities. All identified students and students demonstrating giftedness receive high-quality opportunities to service these needs in partnership with not only the Ludlow Independent School District, but with local post-secondary partners, neighboring school districts, and regional arts companies. Each student identified to receive services receive at least two service delivery options.

Future Program Directions and Modification

The Ludlow Independent School District is looking to build the opportunities offered to identified students and to create more opportunities for students to be identified in each of the areas of giftedness. One area of growth is to identify more students in Specific Academic Areas of Science and Social Studies, Creativity, and the different areas of the Visual and Performing Arts. With the growth of our partnerships with post-secondary partners, we look to build upon these opportunities by promoting them to our identified students.