

Untethering Privileges: The Social Construction of Giftedness and the Struggle for an Equitable System Response

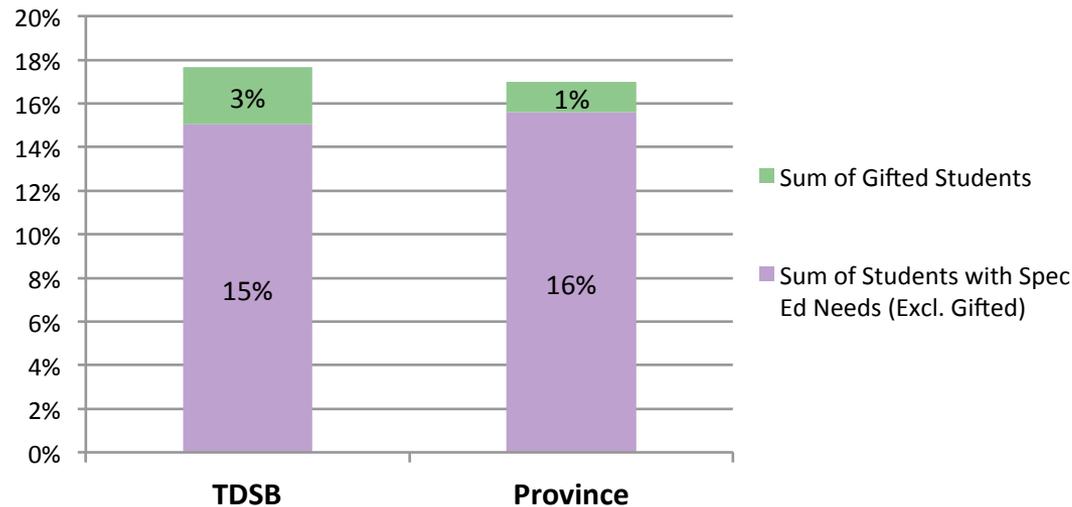


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1. Students with a Gifted Exceptionality in the TDSB: Descriptive Information from Other Data



Composition of Students with Special Education Needs (October 31 2014)



- The TDSB has 2-3 times the proportion of students with a Gifted exceptionality compared to the province. It also has 2-3 times the proportion of students with a Gifted exceptionality in Special Education (congregated) classes.

- In the last 15 years Gifted numbers have more than doubled in the TDSB (while total enrolment has declined by around 50,000 students).

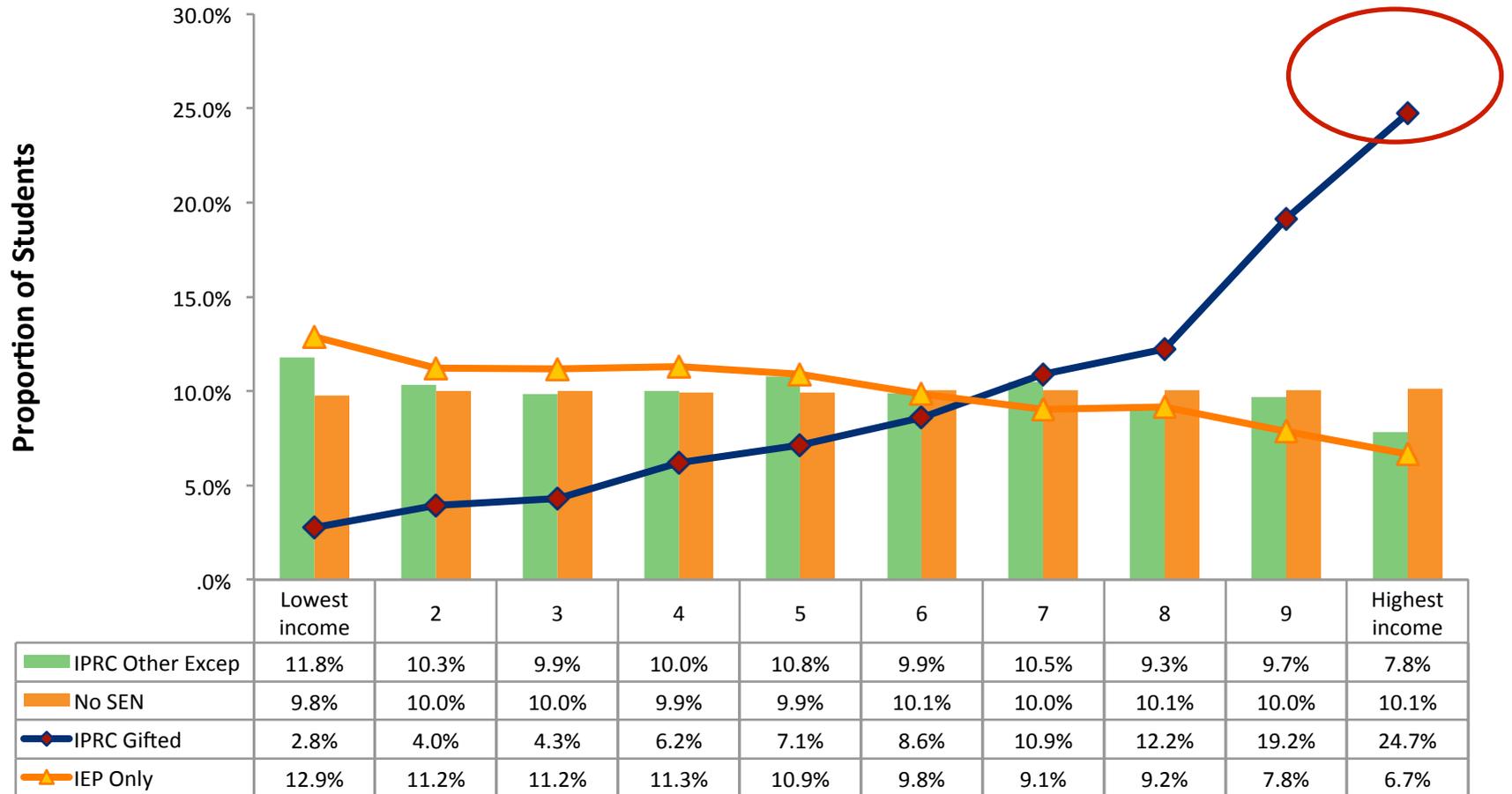
Gender across SEN Categories

Grade 9 Cohort (2006-11)



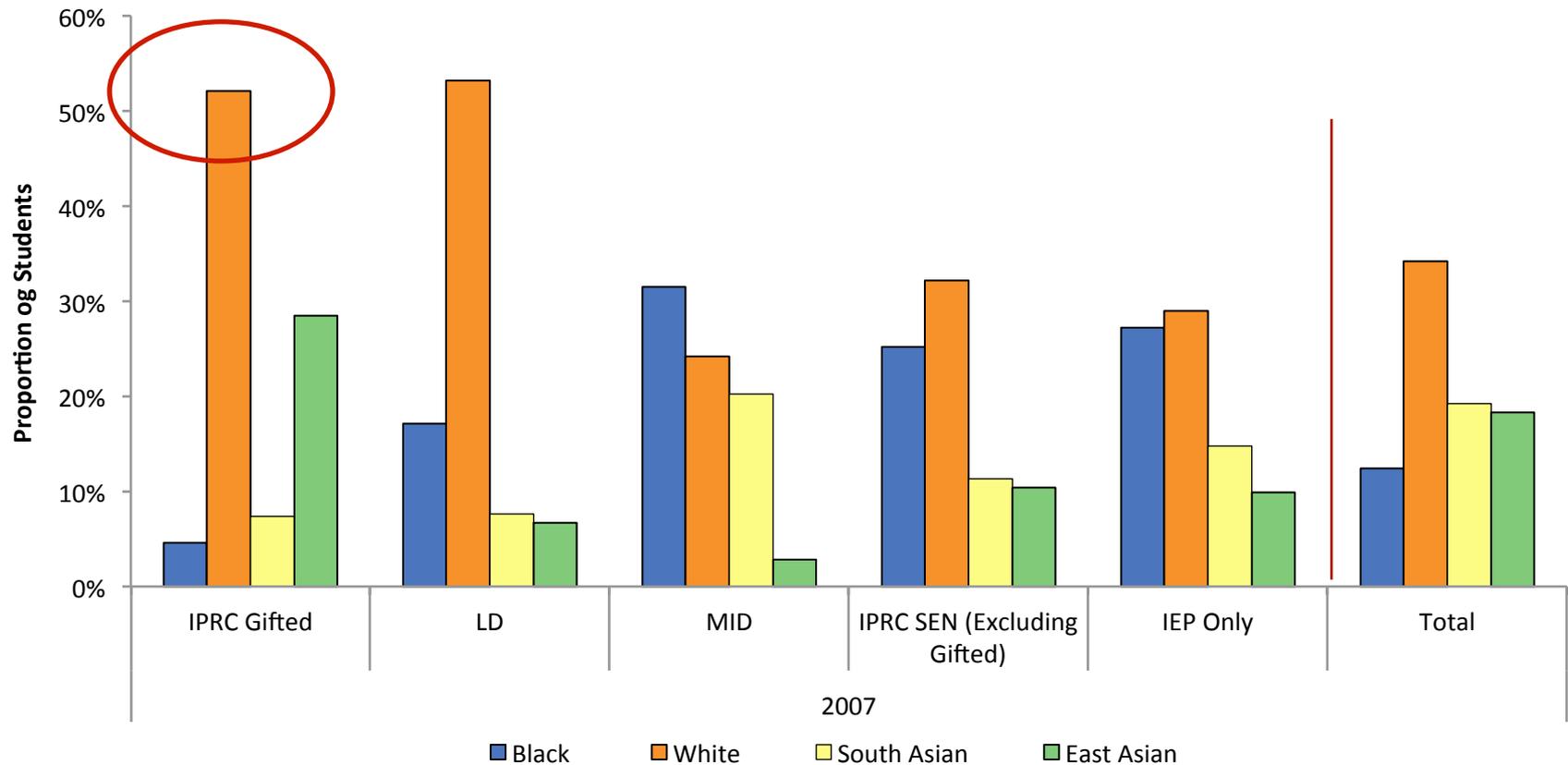
Income across SEN categories

(2009-10)



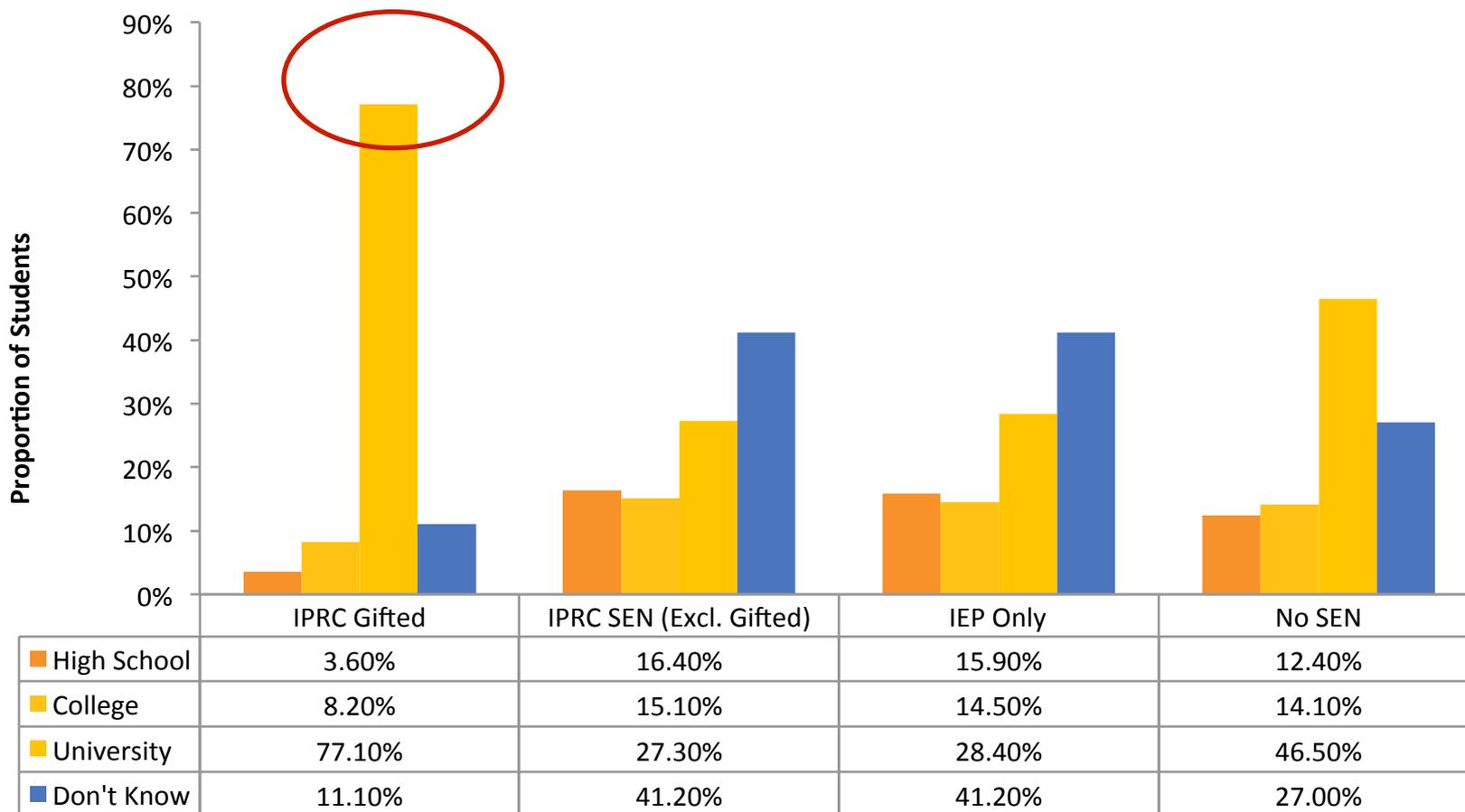
Ethno-Racial status across SEN categories

Grade 9 Cohort (2006-11)



Parental Education Across SEN Categories

(2006-07)

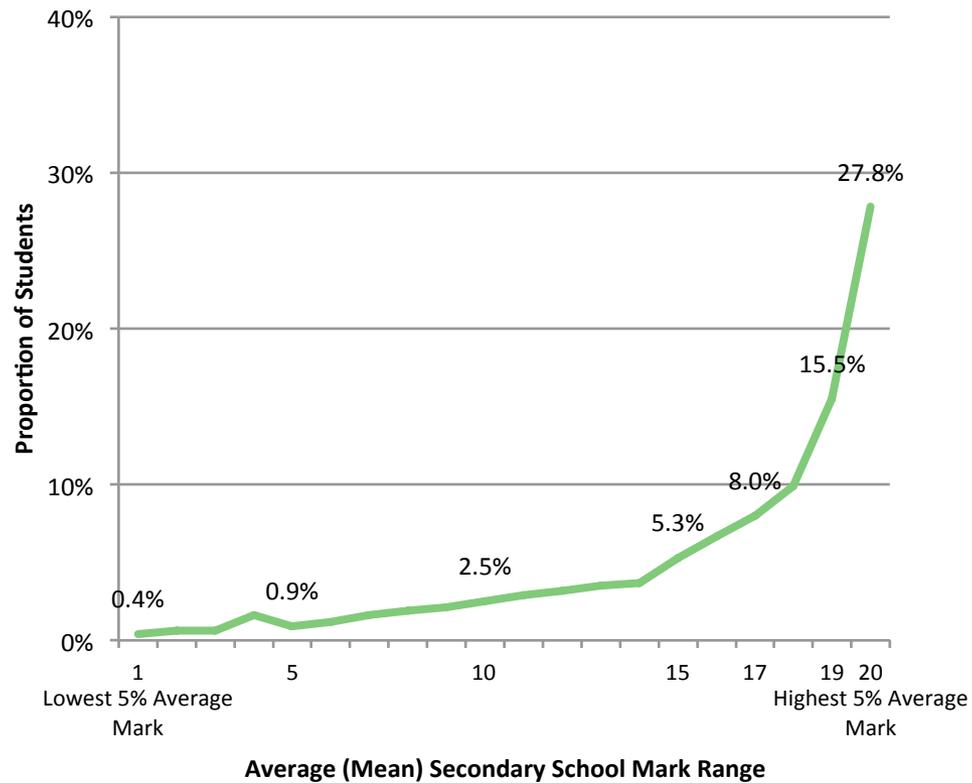


2. Secondary Students with a Gifted Exceptionality in the TDSB: Relationship to 5% Highest mark (11-12 TDSB Census Descriptives)



Relationship of Gifted exceptionality to very high achievement is relatively weak

➔ 28% of students with a Gifted exceptionality (2-3% of population) were in the top 5% marks



— TDSB Secondary Students with a Gifted Exceptionality (N=2,616)

➔ 28% of students with a Gifted exceptionality (2-3% of population) were in the top 5% marks

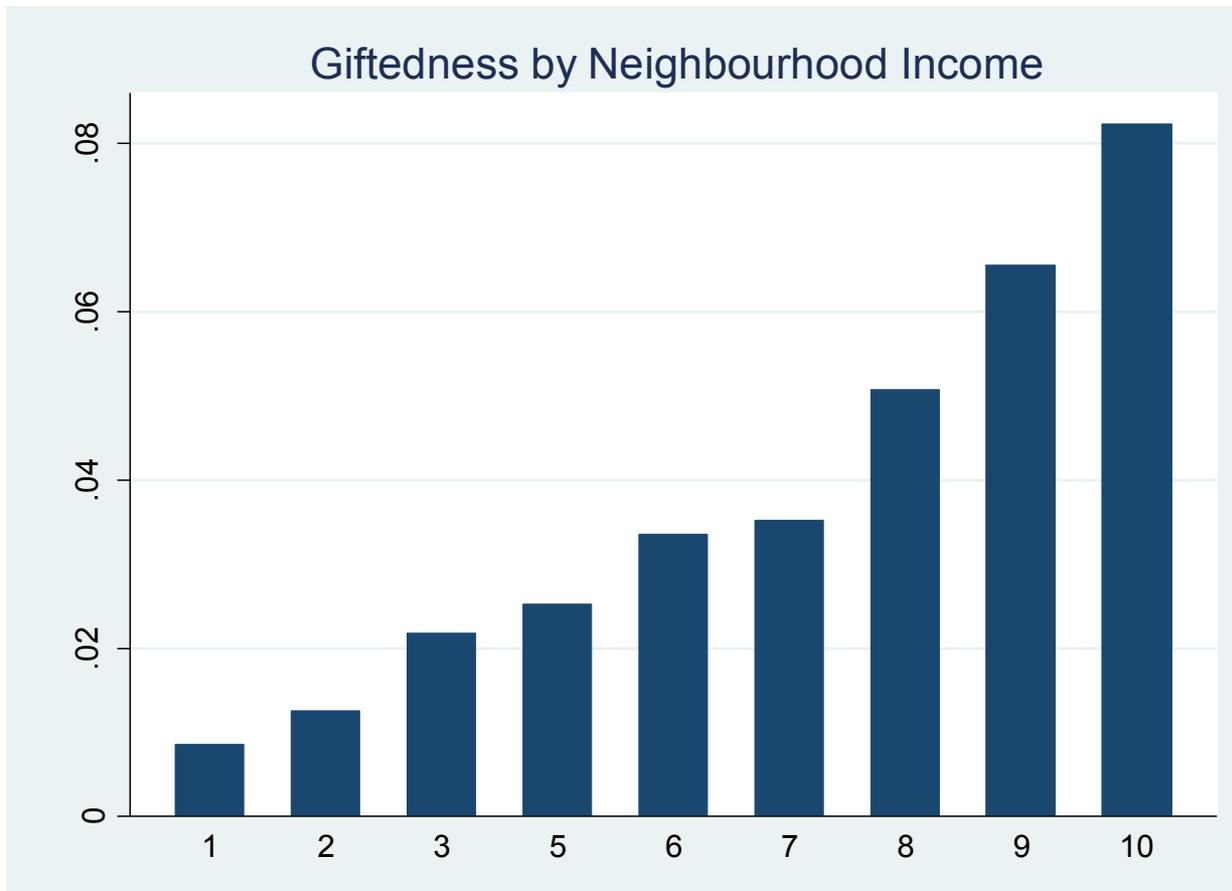
Average Secondary School Mark Range	Proportion of Students with a Gifted Exceptionality (N=2,616)
1 Lowest 5% Average Mark	0.4%
2	0.6%
3	0.6%
4	1.6%
5	0.9%
6	1.2%
7	1.6%
8	1.9%
9	2.1%
10	2.5%
11	2.9%
12	3.2%
13	3.5%
14	3.7%
15	5.3%
16	6.7%
17	8.0%
18	9.9%
19	15.5%
20 Highest 5% Average Mark	27.8%

3. Exploration of giftedness as a construct – Demographics (11-12 Census)



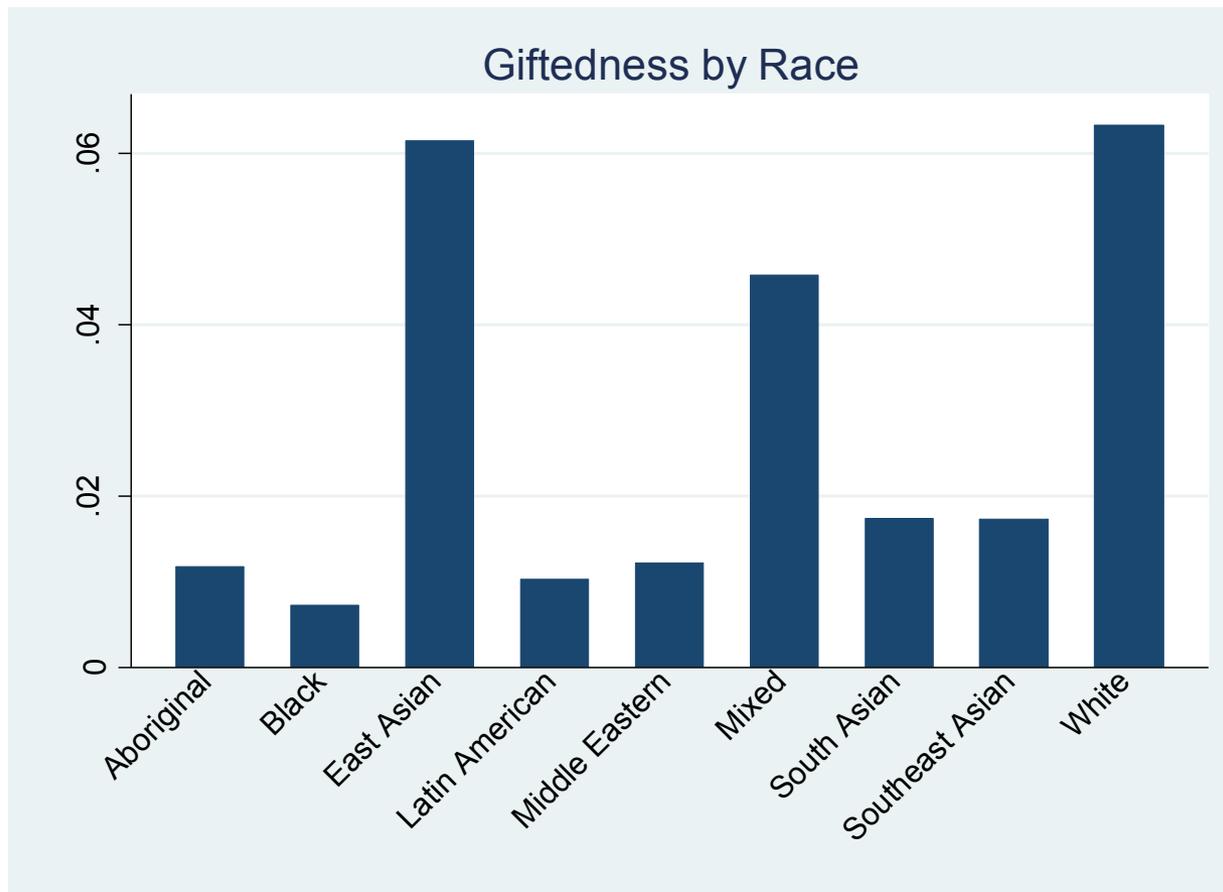


Relationship between Giftedness to Income



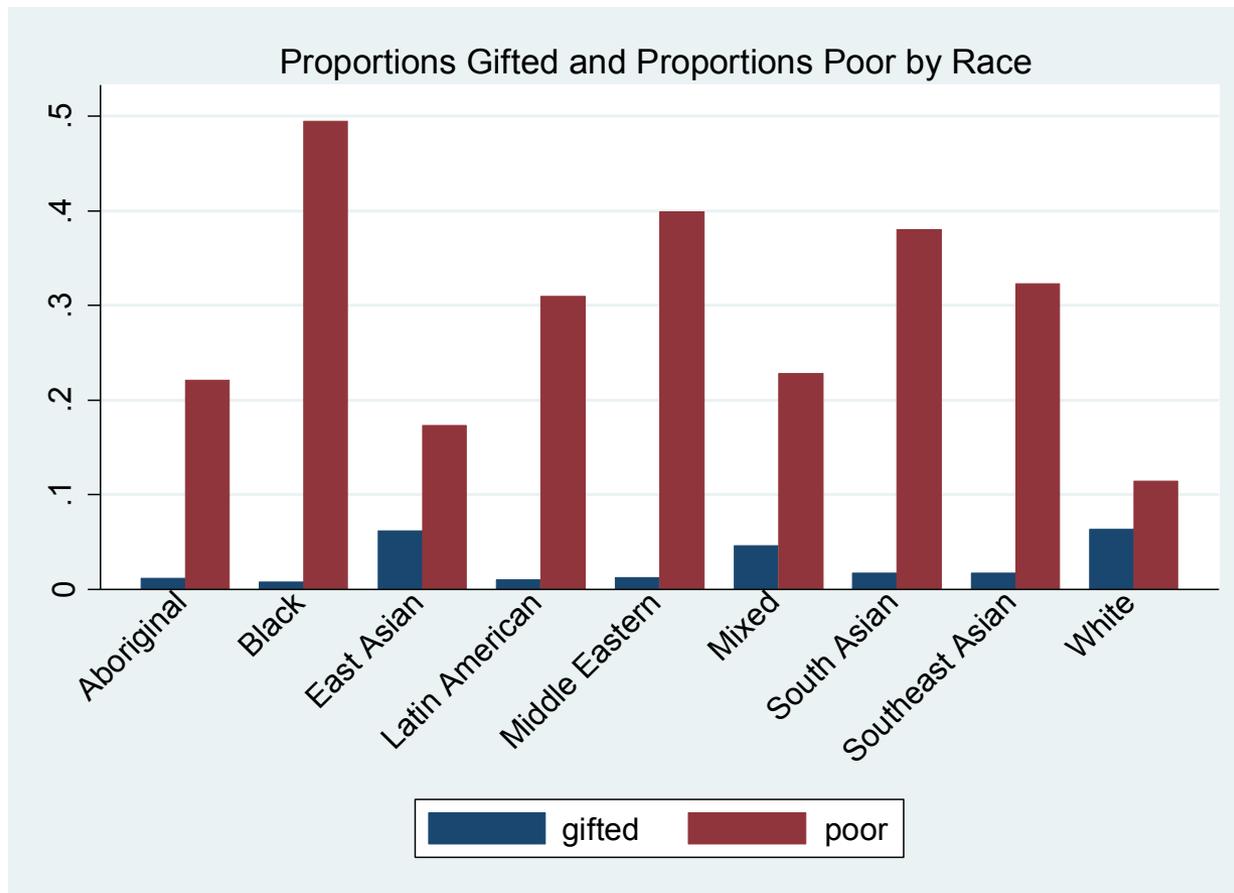


Relationship between race and giftedness





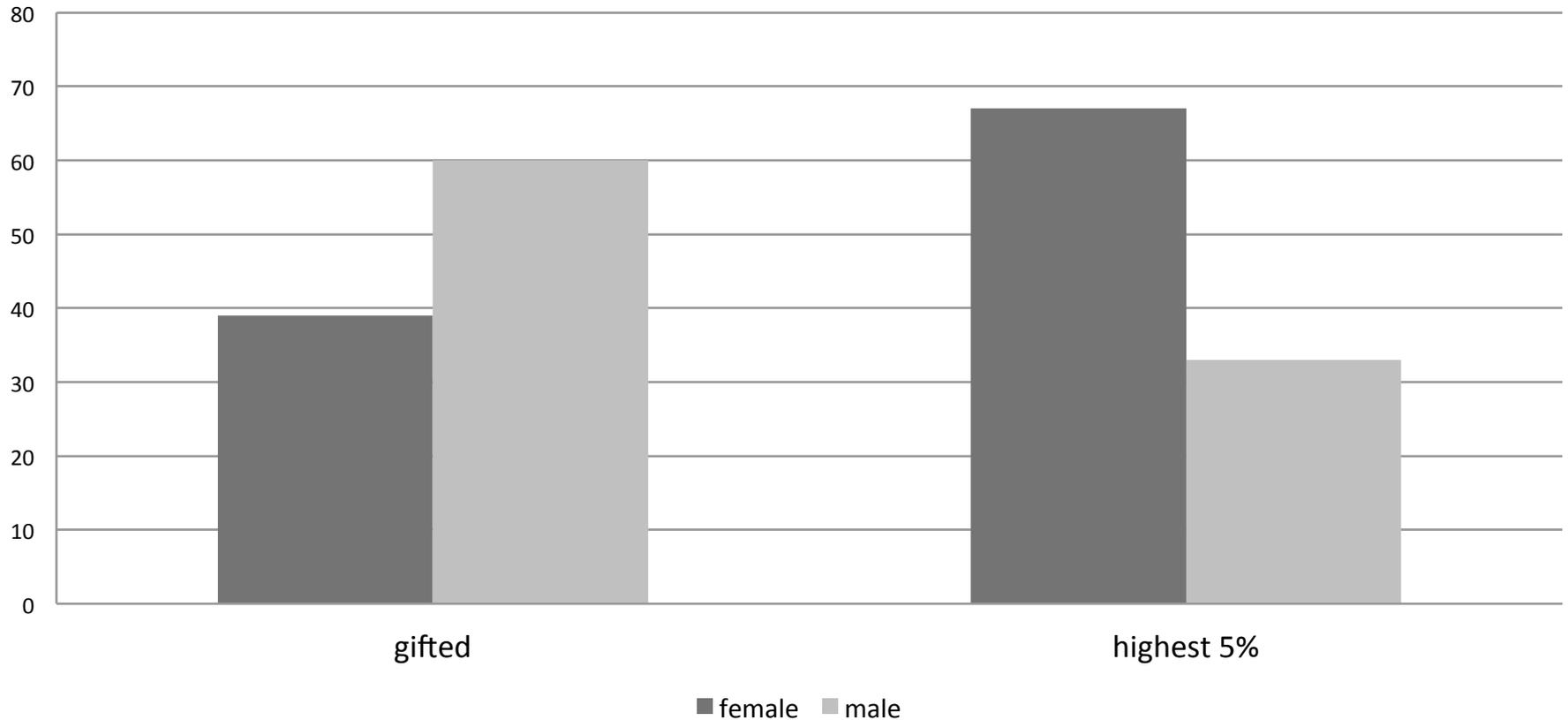
Relationship between race, poverty and giftedness



4. Exploration of giftedness as a construct - achievement

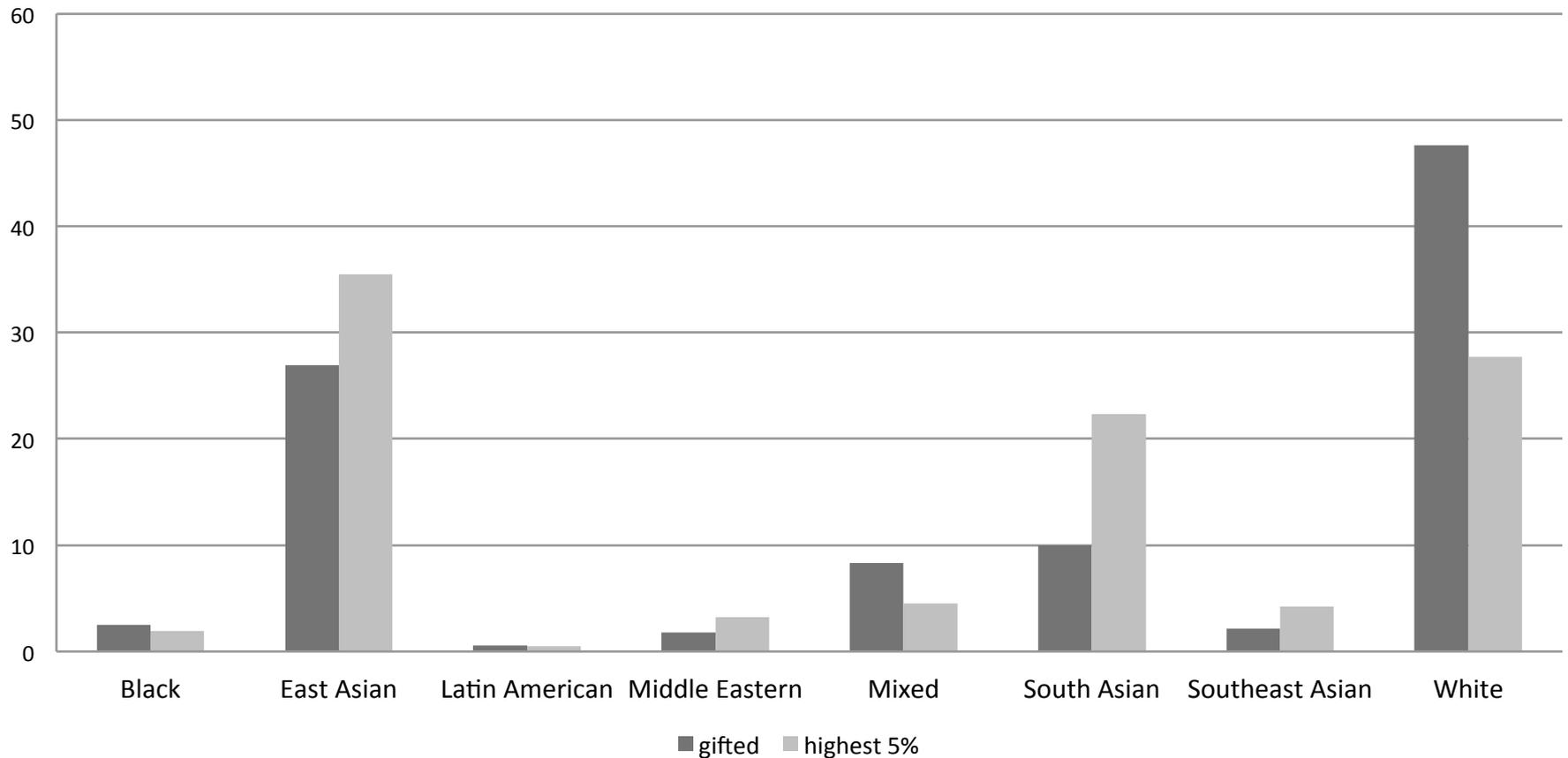


Gender Breakdown of Gifted and High Achievers



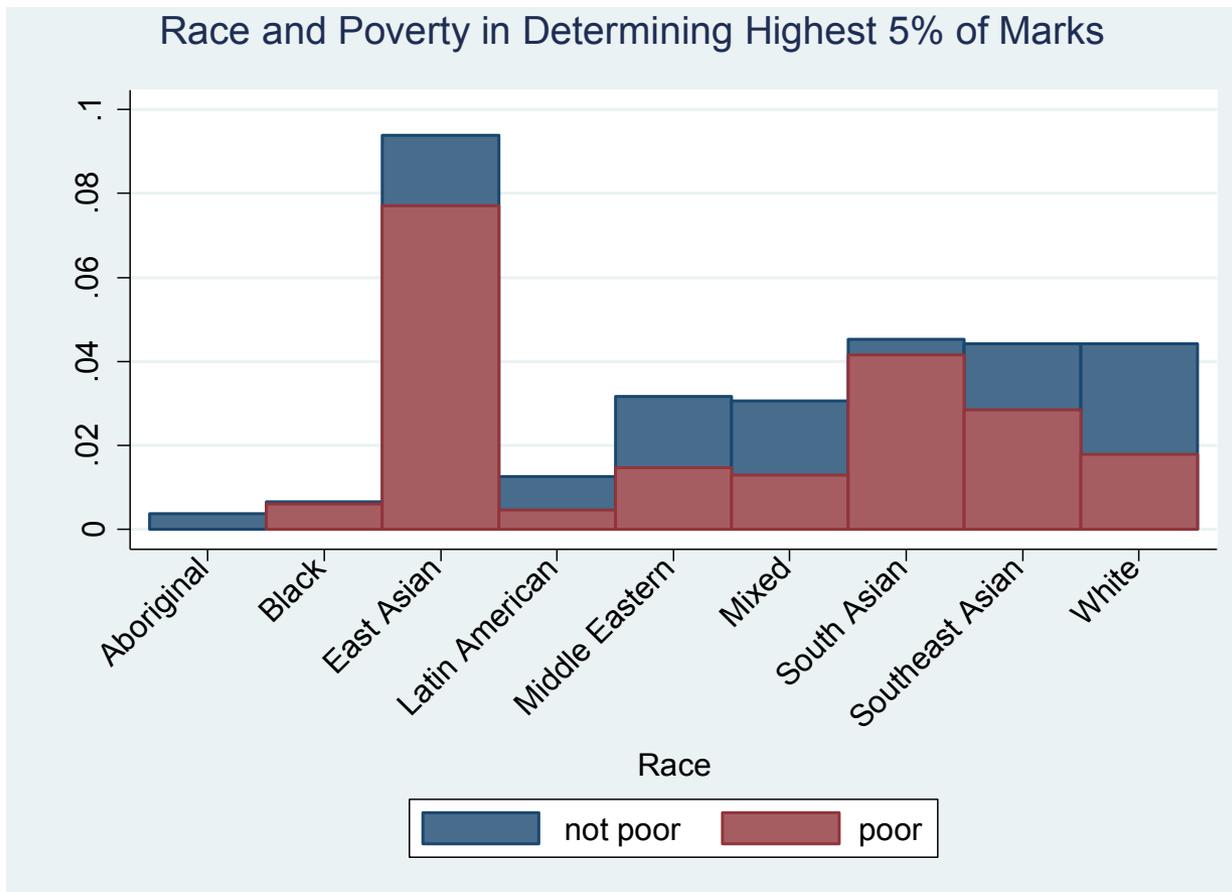


Giftedness and High Achievement by Race



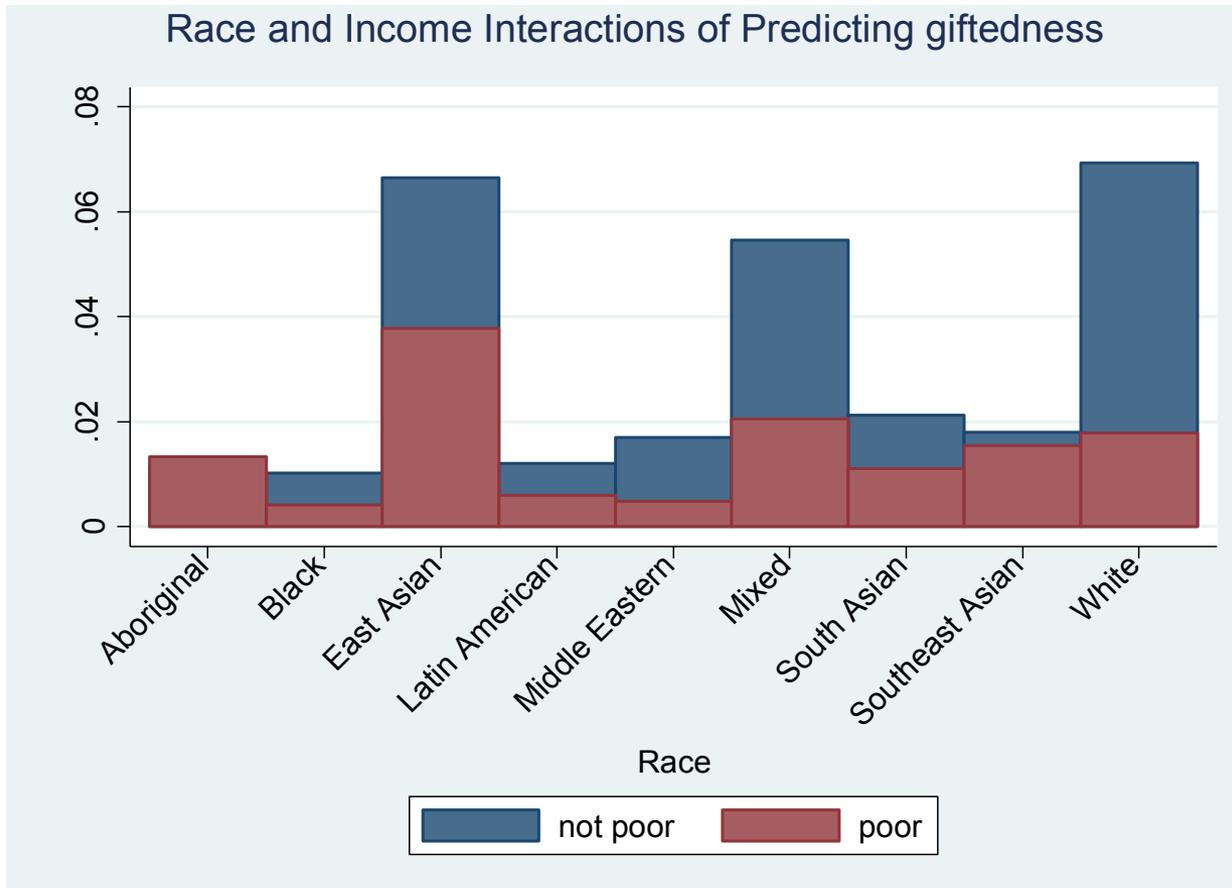


Relationship between race, poverty, and high achievement





Predicting Giftedness: Race and Income Interactions



The findings raise more questions than answers.....

- Selection for elementary Giftedness is supposed to show potential for giftedness.

Cross and Coleman 2005: "Giftedness is an age-specific term that refers to the potential of young person who are judged to have demonstrated rapid learning compared to their peers".

- At what point is potential supposed to transition into performance?
- What if potential is not achieved?

Cross and Coleman (2005): "...people may be born with the potential to be gifted but many do not actually become gifted because to be gifted means to be gifted at something".

- Relationship of Giftedness to very high secondary achievement is weak, and the demographics and socio-economic characteristics of students with very high achievement in secondary appear different from those with Giftedness (gender, race, SES).
- Should performance be looked at in later periods of life- post-secondary, workplace? (Although secondary GPA's are the best predictor of on-time degree achievement.)

Conclusion (continued)

Other questions.....

- What is the difference between the diagnosis of Giftedness and full time (congregated) programming? Not part of this analysis, but other analyses have seen little difference between those in congregated versus regular programming (e.g. TDSB Fact Sheet 2013-14:

<http://www.tdsb.on.ca/Portals/research/docs/reports/SpecialEducation2013-14Factsheet.pdf>

- Is this weak relationship to achievement limited to the TDSB? As seen in Slide 3, the TDSB has more than double the number of Gifted exceptionalities compared to the rest of the province, and the number of students with a Gifted exceptionality has dramatically increased over time even as enrolment has declined. Could that have weakened the relationship to achievement?
- Over the next year, the TDSB will replace the parent-teacher nomination process with an initial testing process, and will be examining the differences between placement through the TDSB and private placement (currently unavailable).
- Long-term monitoring will (hopefully) determine the efficacy of these changes.

Thanks!

