Closing the Education Achievement Gap

https://www.youtube.com/watch?v=_Xjvugqfnww
Video from BCAPI website

WHAT THIS PROJECT IS NOT:

WHAT THIS PROJECT IS:

OUR MEASURABLES

SHORT TERM
Closing the **education achievement gap** for low-SES students, by grade 3.

MEDIUM TERM
Closing the **graduation rate** gap for low-SES students.

LONGER TERM
Improved **workforce participation**, lower **cost of poverty** to taxpayers.

OUR PROJECT SO FAR

Project purpose

Prove-in a method to reliably close the achievement gap for children who live in deep poverty by Grade 3.
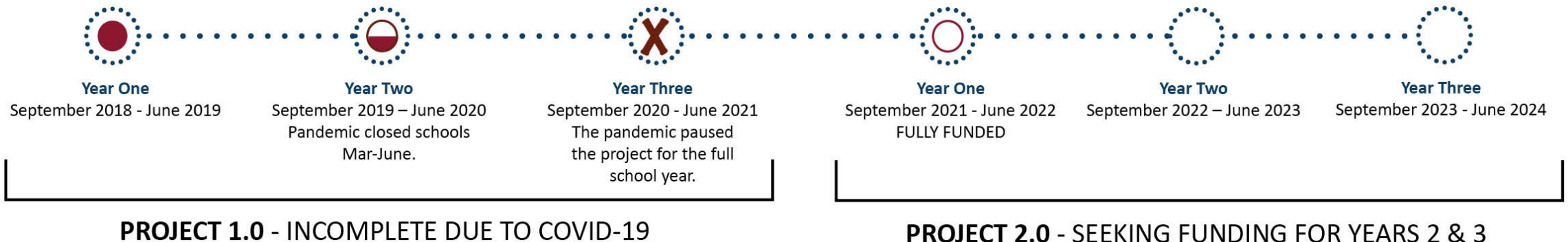
OUR PROJECT SO FAR

Key Strategies

K-2 classes have:

- additional professional education resources

- intensive, personalized student support to overcome their learning barriers and build the essential skills required for progressive school success

- collaborative school/family partnerships that strengthen the bond of family – school – community.

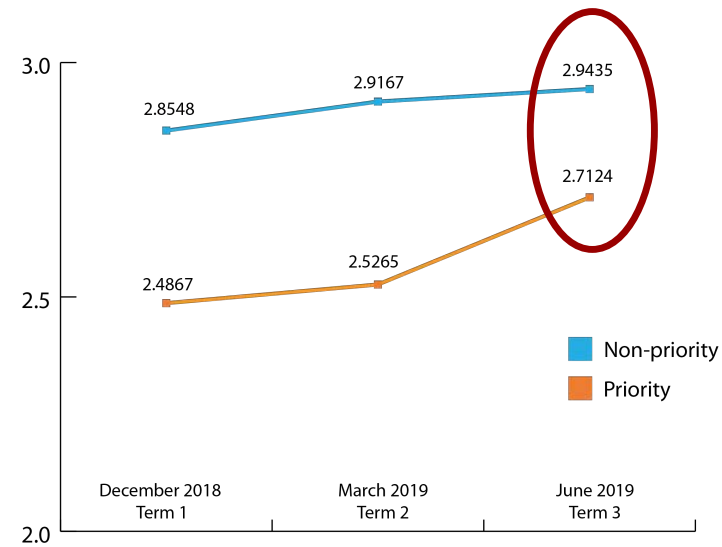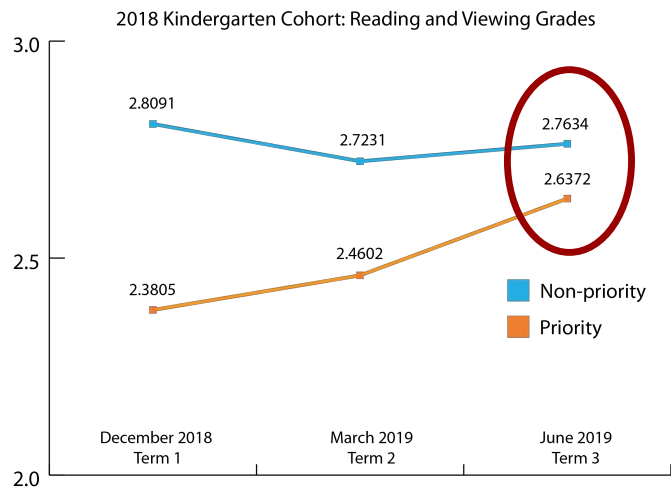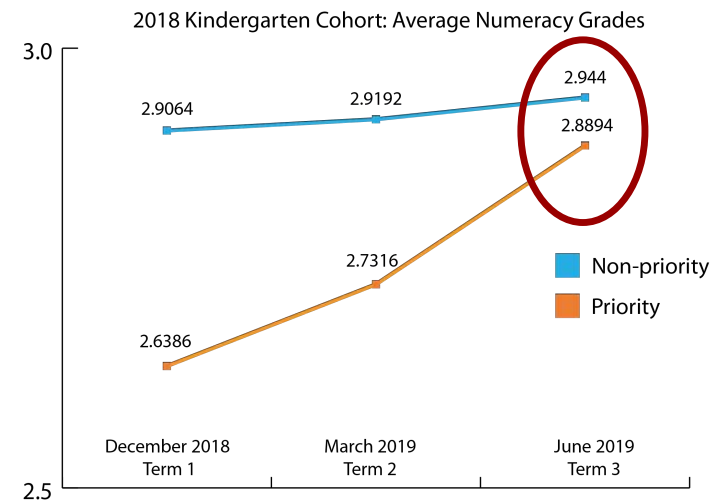- consistent teaching techniques and sharing of best practices.

OUR PROJECT SO FAR

WHEN CHILDREN SUCCEED PROJECT TIMELINE

Year One
September 2018 - June 2019

Year Two
September 2019 – June 2020
Pandemic closed schools
Mar-June.

Year Three
September 2020 - June 2021
The pandemic paused
the project for the full
school year.

Year One
September 2021 - June 2022
FULLY FUNDED

Year Two
September 2022 – June 2023

Year Three
September 2023 - June 2024

PROJECT 1.0 - INCOMPLETE DUE TO COVID-19

PROJECT 2.0 - SEEKING FUNDING FOR YEARS 2 & 3

PROJECT RE-START

7 schools
21 teachers
Speech Language Pathologist services
$1.5 million per year

OUR RESULTS

2018 Kindergarten Cohort: Writing and Representing Grades

- Non-priority
  - 2.7366
  - 2.586
  - 2.7258
- Priority
  - 2.3982
  - 2.3717
  - 2.5442

| December 2018 Term 1 | March 2019 Term 2 | June 2019 Term 3 |

2018 Kindergarten Cohort: Average Numeracy Grades

- Non-priority
  - 2.9064
  - 2.9192
  - 2.944
- Priority
  - 2.6386
  - 2.7316
  - 2.8894

| December 2018 Term 1 | March 2019 Term 2 | June 2019 Term 3 |

2018 Kindergarten Cohort: Reading and Viewing Grades

- Non-priority
  - 2.8091
  - 2.7231
  - 2.7634
- Priority
  - 2.3805
  - 2.4602
  - 2.6372

| December 2018 Term 1 | March 2019 Term 2 | June 2019 Term 3 |

- Non-priority
  - 2.8548
  - 2.9167
  - 2.9435
- Priority
  - 2.4867
  - 2.5265
  - 2.7124

| December 2018 Term 1 | March 2019 Term 2 | June 2019 Term 3 |

OUR PROJECT'S SECOND PHASE

1.   **Year one is fully funded.**

2.   **A new data collection strategy, designed by the Deputy Minister, Superintendent and District staff, will produce a monthly dashboard of results.**

3.   **Experienced teachers will share best-practices and liaise with community school coordinators to work with families.**

OUR ASK

$1.5 million: 2022/23 **school year**

$1.5 million: 2023/24 school year

This funding will:

- Contribute to lifting 1,000 children out of poverty.

- Boost the graduation rate for these children by 15%

- Allow the project to fulfill its mandate, providing three full years of project data.

- Create a platform government can use to adopt and scale the project.

SIMILAR PROJECTS

PROJECT STAR
Tennessee
4 years
Starting 1985
K, 1, 2, 3

PROJECT SAGE
HIGH NEEDS FOCUS
Wisconsin
5 years
Starting 1996
K, 1, 2, 3

HIGH NEEDS FOCUS
Edmonton
Starting 1996
Grade 1, 2, 3

POORLY IMPLEMENTED
California
6 years
Starting 1996
K, 1, 2, 3

Great Britain
3 years
Starting 1996
K, 1, 2

WHAT DOES THE DATA SAY?

WITH RESPECT TO NEW BRUNSWICK:

- **30,000 children live in poverty** in New Brunswick.

- We spend **$2B per year** on poverty and poverty-related costs.

- New Brunswick's **PISA results** are the lowest in the country.

- We have a persistent **achievement gap** which is followed by a persistent **graduation rate gap**.

- New Brunswick has a **workforce problem**.

- New Brunswick has **pockets of deep generational poverty**.

WHAT DOES THE DATA SAY?

**WITH RESPECT TO CLASS SIZE REDUCTION:**

- Researchers agree that:
  - Class size reduction **works best for low SES and minority students, & particularly well for those living in deep poverty.**
  - Class size reduction has **more impact in earlier grades**.
  - Class size reduction needs **3-4 years for maximum impact.**
  - **Targeted initiatives are a better** use of funds.

- **Wraparound services** play a supporting role, as do Early Childhood Education services.

- Class-size reduction is **massively popular** with teachers and parents alike.

CLASS SIZE REDUCTION WORKS FOR LOW-SES STUDENTS

WITH RESPECT TO CLASS SIZE REDUCTION:

Effect of Small Elementary Classes on High School Graduation Rate

This is our Graduation rate gap right now.
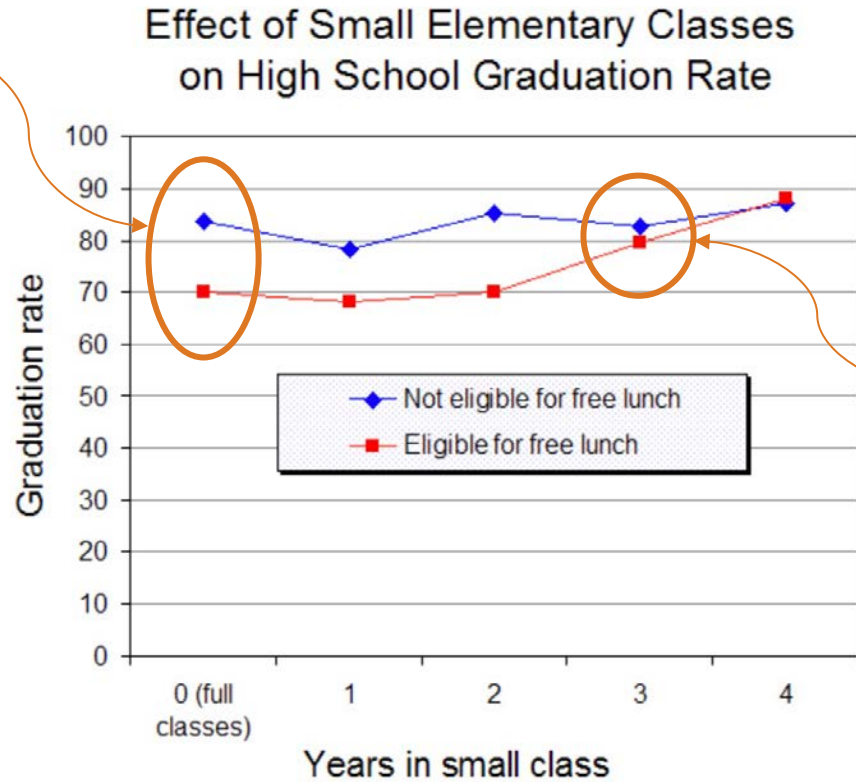
Data from 4,948 participants in Tennessee's class-size experiment, Project STAR.

This is where we could be after three years of our program.

Legend:
- Not eligible for free lunch
- Eligible for free lunch

Y-axis: Graduation rate (0 to 100)
X-axis: Years in small class (0 (full classes), 1, 2, 3, 4)

Finn, J. D., Gerber, S. B., Boyd-Zaharias, J. (2005). Small Classes in the early grades, academic achievement, and graduating from high school. Journal of Educational Psychology, 97,214-233.

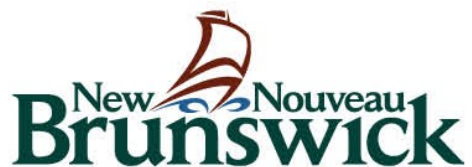# GNB PRIORITIES

Energizing the Private Sector

• improving workforce participation

Vibrant and Sustainable Communities

• breaking the cycle of poverty

A World-Class Education System

• ensuring every child succeeds

Thank you

PROJECT PARTNERS

Thank you

Our private donors

(Please note this is a partial list – some donors have chosen to remain anonymous and our fundraising activities are continuing)

Brice Belyea
Commercial Properties Limited
David and Peggy Case
Delta Saint John
Derek and Jacqueline Oland
Duke Creative Collective
East Point Properties
Emera New Brunswick
Frank McKenna
Gregor and Charlotte Hope
Harrison McCain Foundation
Innovatia
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Saint John Energy
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Stewart McKelvey
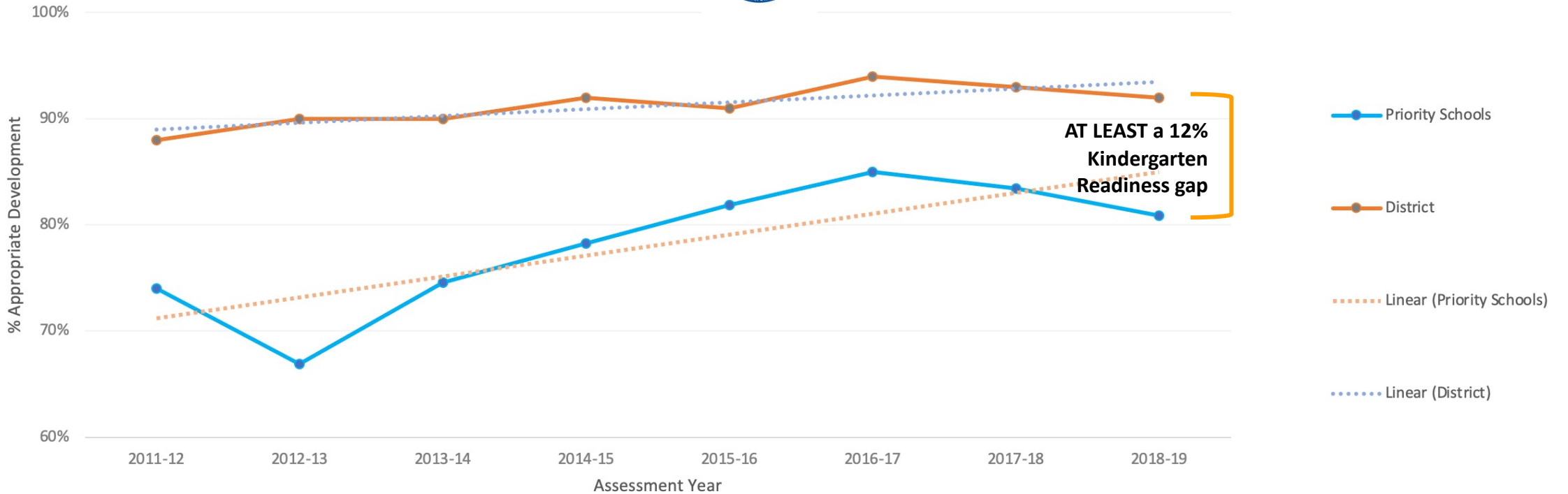TimberTop Adventures
The Windsor Foundation

THANK YOU

Q&A
SUPPORTING RESEARCH

IN SAINT JOHN:

Kindergarten readiness differential

Proportion of Students Entering Kindergarten at Appropriate Development (EYE-DA)

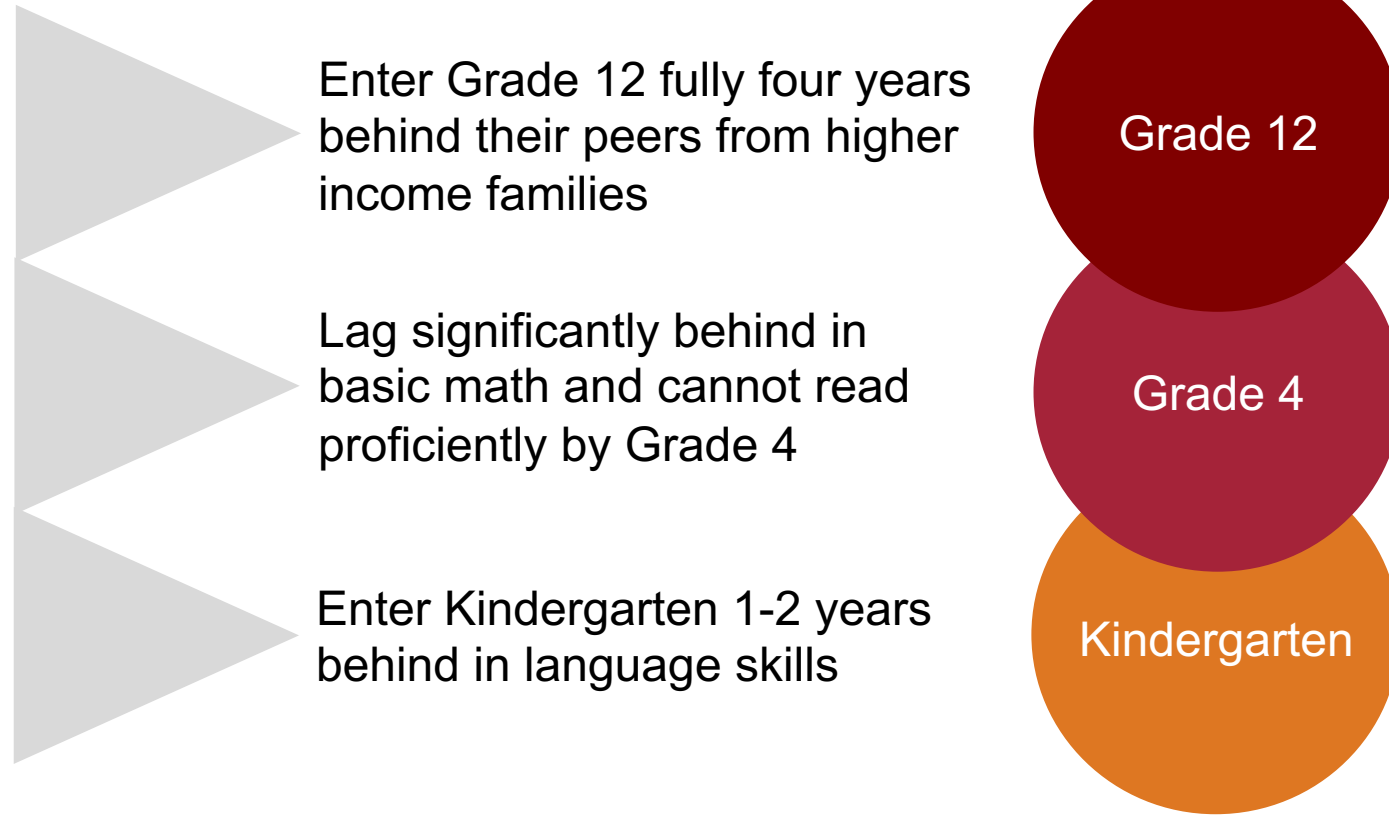PLEASE NOTE:
EYE-DA assessments are voluntary, and priority neighbourhood parents are less likely to bring their children in to be assessed.

AT LEAST a 12% Kindergarten Readiness gap

- Priority Schools
- District
- Linear (Priority Schools)
- Linear (District)

% Appropriate Development

Assessment Year

Source: NB Department of EECD - Early Years Evaluation – Direct Assessment (EYE-DA) data

THE RESEARCH ON:

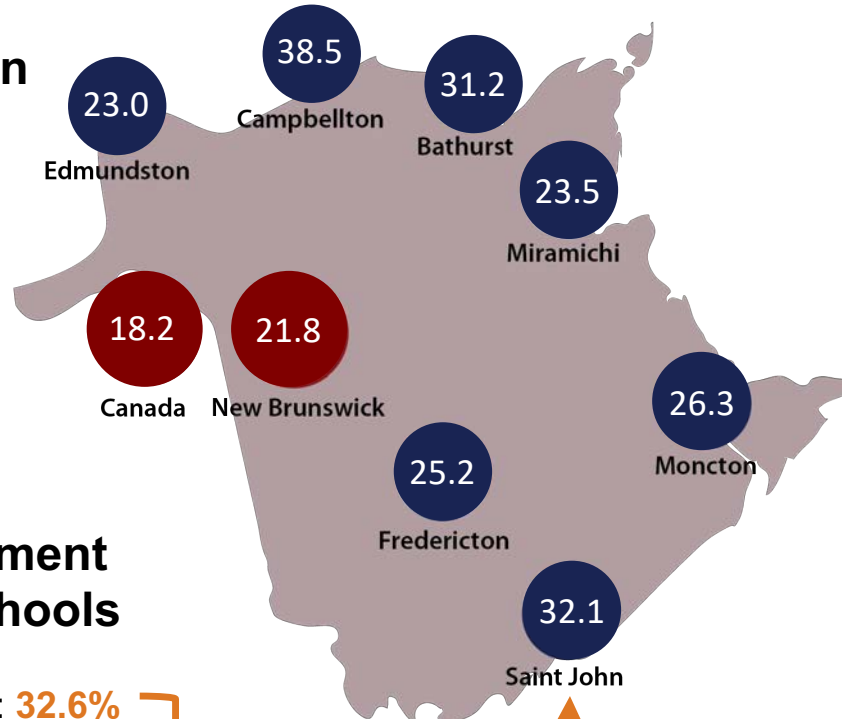## Children caught in the cycle of poverty

Enter Grade 12 fully four years behind their peers from higher income families

Lag significantly behind in basic math and cannot read proficiently by Grade 4

Enter Kindergarten 1-2 years behind in language skills

Grade 12

Grade 4

Kindergarten

Education Re-Design Lab, Harvard Graduate School of Education.

IN NEW BRUNSWICK:

Child poverty rates

Child poverty rates in New Brunswick (%)

New Brunswick Child Poverty Report Card, 2020

23.0 — Edmundston

38.5 — Campbellton

31.2 — Bathurst

23.5 — Miramichi

18.2 — Canada

21.8 — New Brunswick
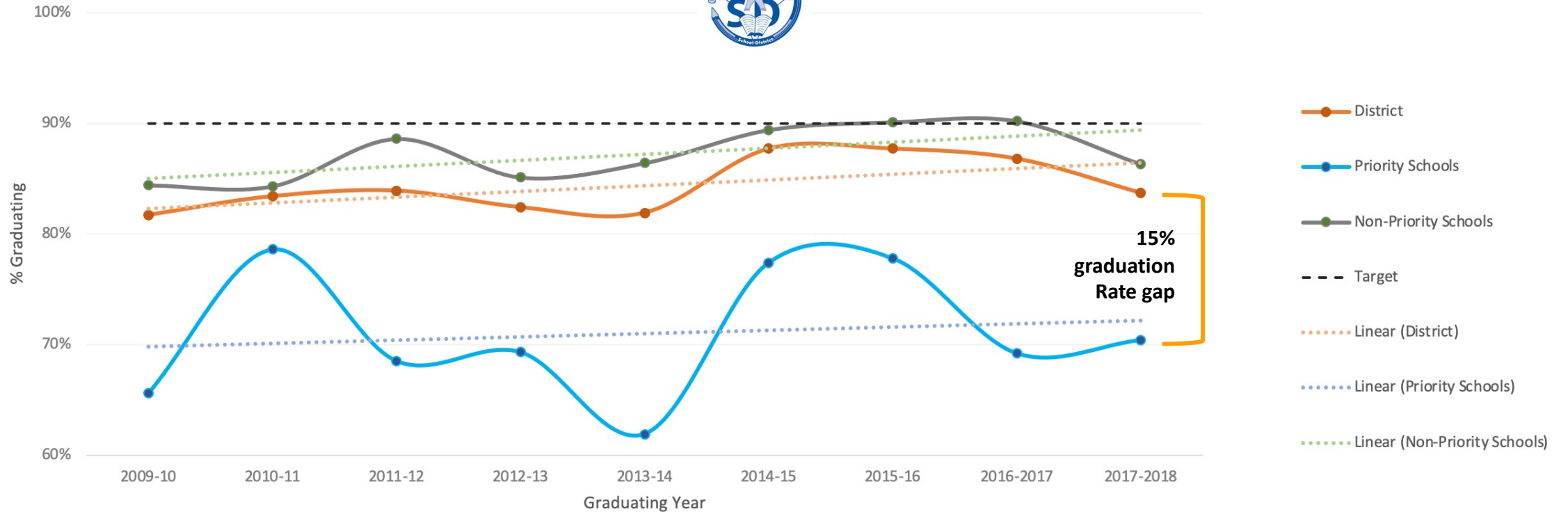
26.3 — Moncton

25.2 — Fredericton

32.1 — Saint John

Child poverty rates in the catchment areas of our project schools

Seaside Park Elementary School: **32.6%**
Glen Falls School: **44.0%**
Princess Elizabeth School: **49.8%**
Centennial Elementary School: **58.0%**
Prince Charles School: **64.9%**
St. John the Baptist – King Edward School: **65.9%**
Hazen White-St. Francis School: **94.2%**

IN SAINT JOHN:

Graduation rate differential

High School Graduation Rates After 4-5 Years

THE RESEARCH ON:

Neighbourhood poverty rate and math scores

Standard deviations above the mean.

Standard deviations below the mean.

This is how we propose to target high-needs students

Figure 3: Math Scores and Neighborhood Poverty Rate

Mean Z Score

Quintile of Neighborhood Poverty Rate

0 – 20%   21 – 40%   41 – 60%   61 – 80%   81 – 100%
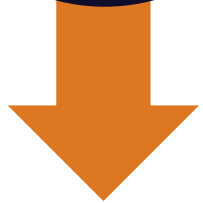
NEIGHBOURHOOD POVERTY RATE
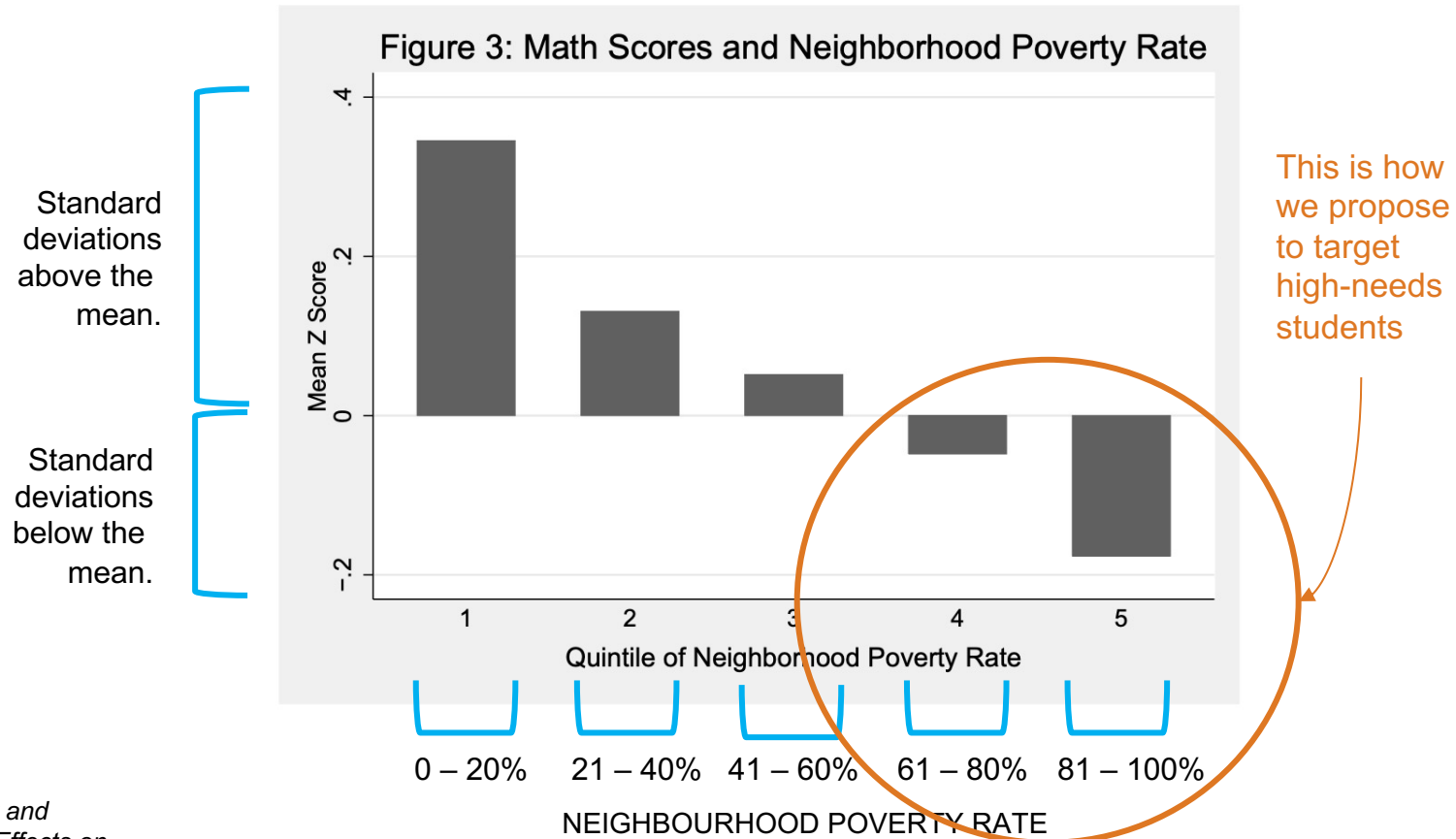
School Context and Neighborhood Effects on Student Achievement.
Paul A. Jargowsky and Mohamed El Komi
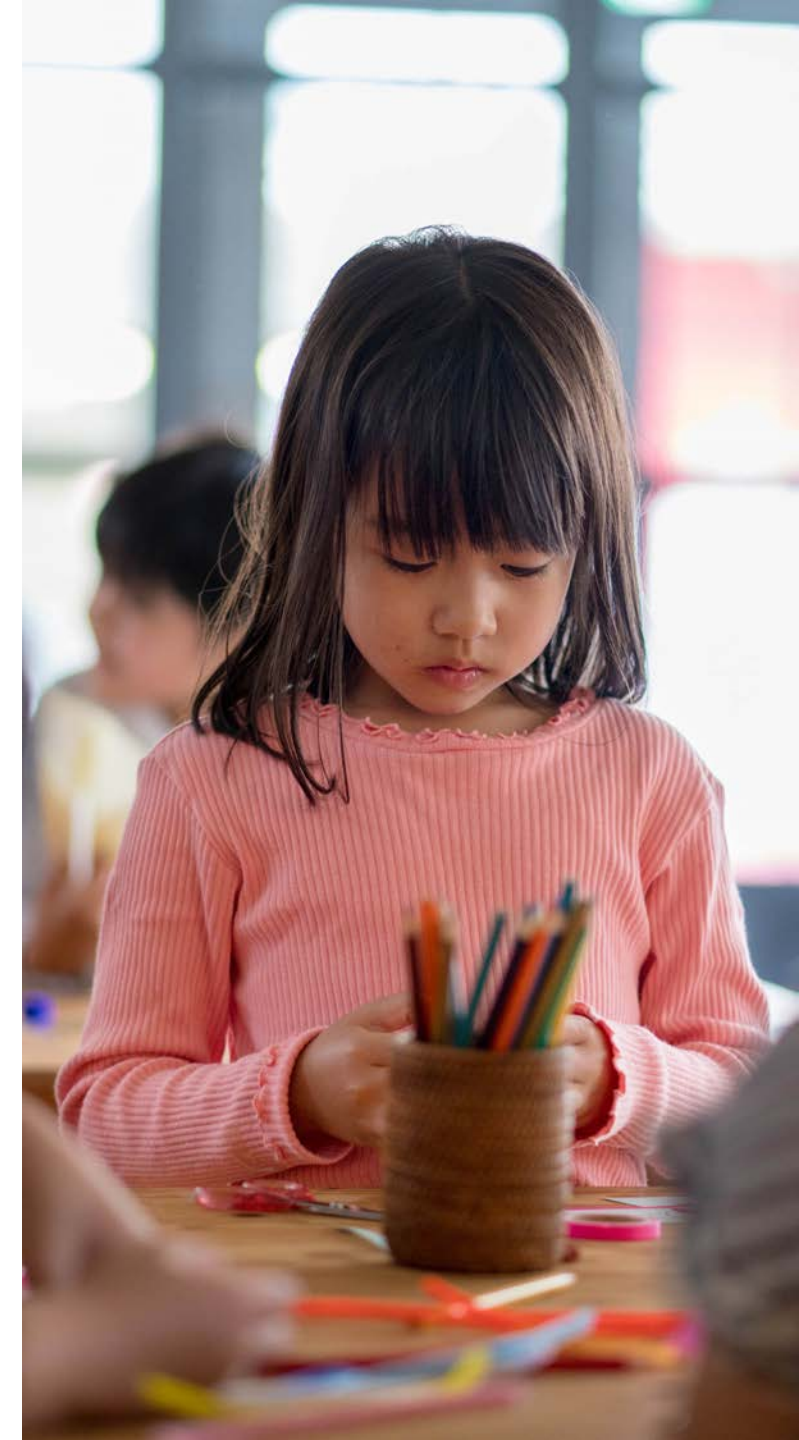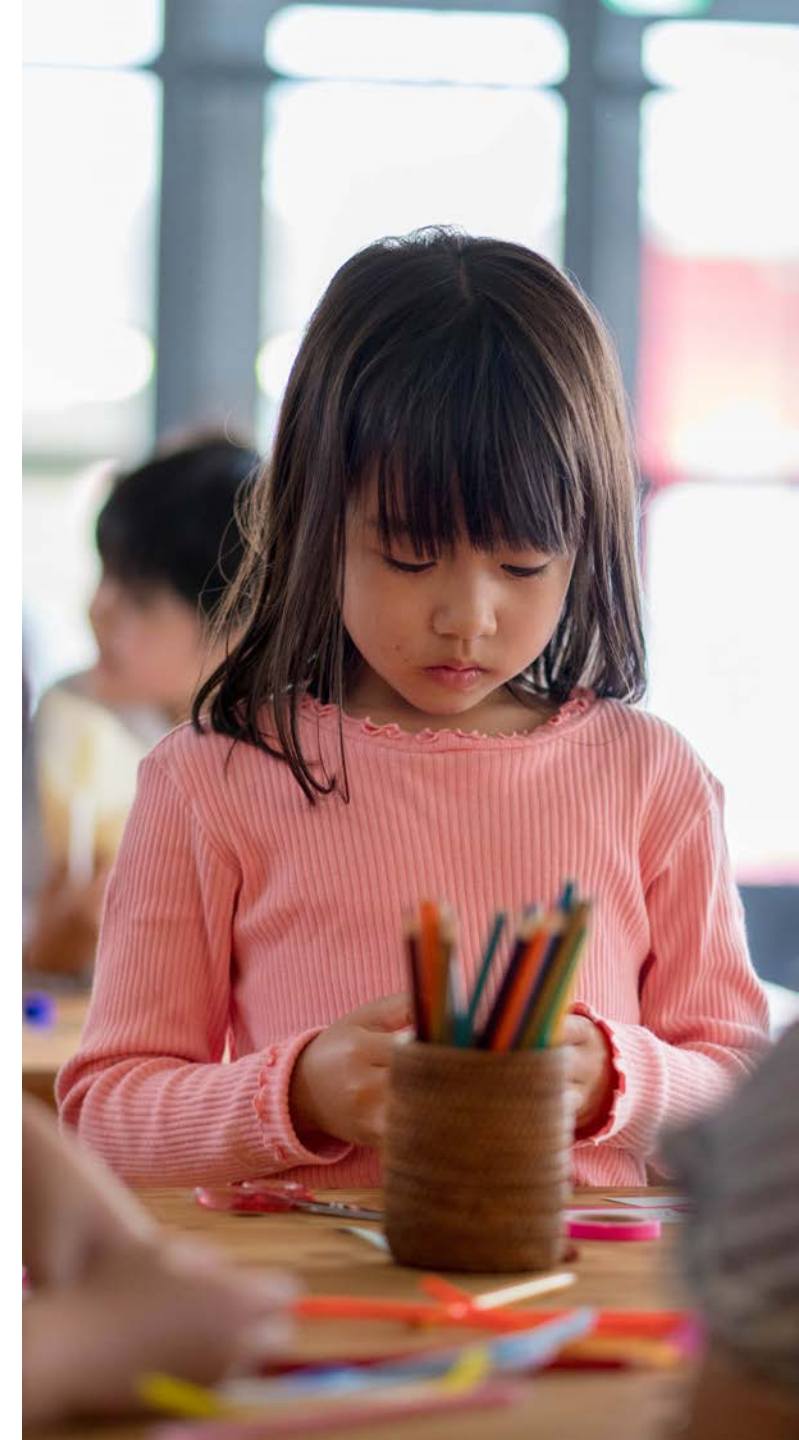
THE RESEARCH ON:

Setting the table for poverty

Poverty costs the Province $2B per year

2.5x
more likely

High school dropouts are **2.5 times more likely** to be unemployed.

6x
less likely

Any child not reading at grade level by the end of Grade 3 is **six times less likely** to graduate from high school.

ADDITIONAL SUPPORTS:

Wrap-around services in Saint John

ADDITIONAL SUPPORTS:

The power of the collective
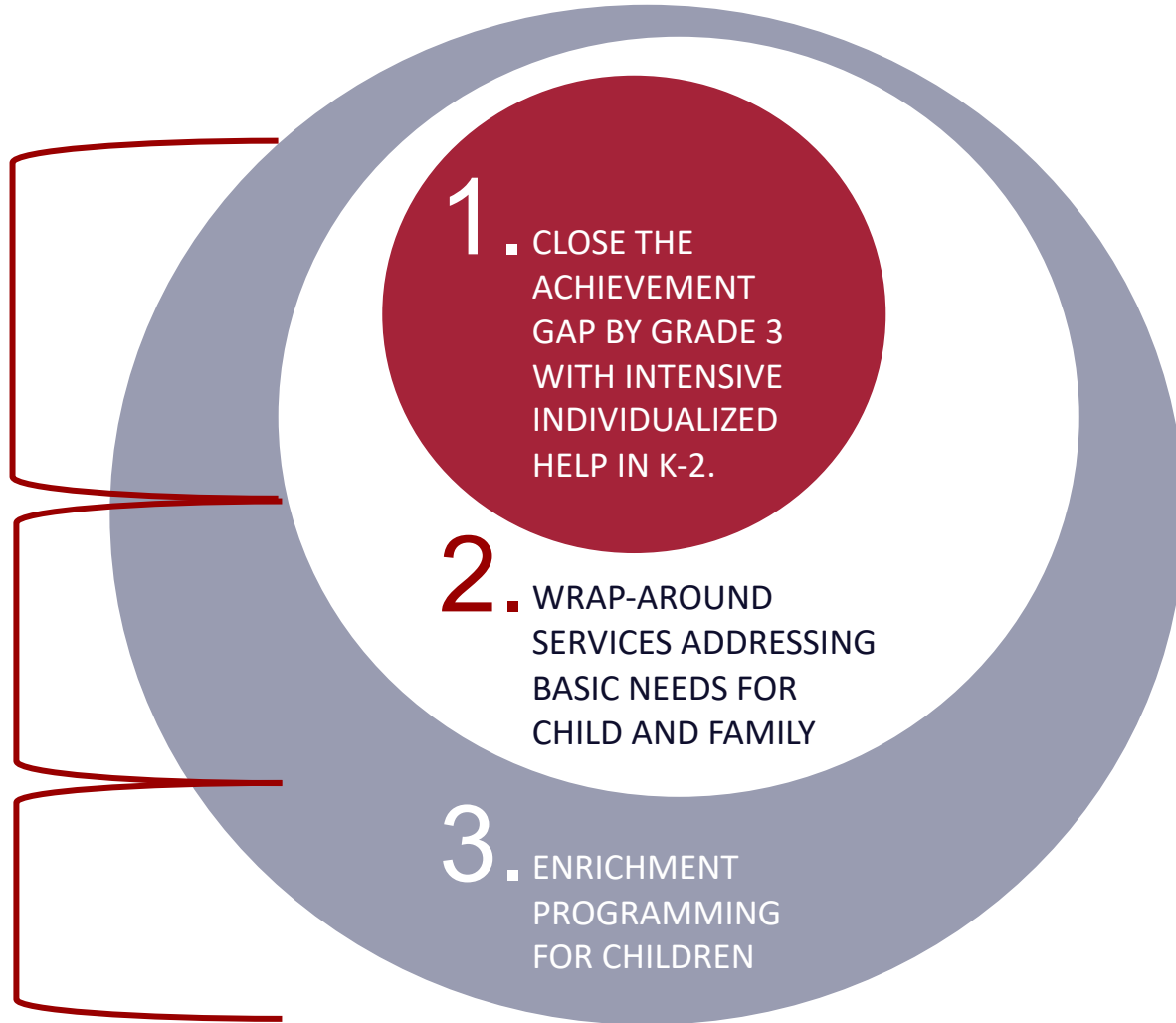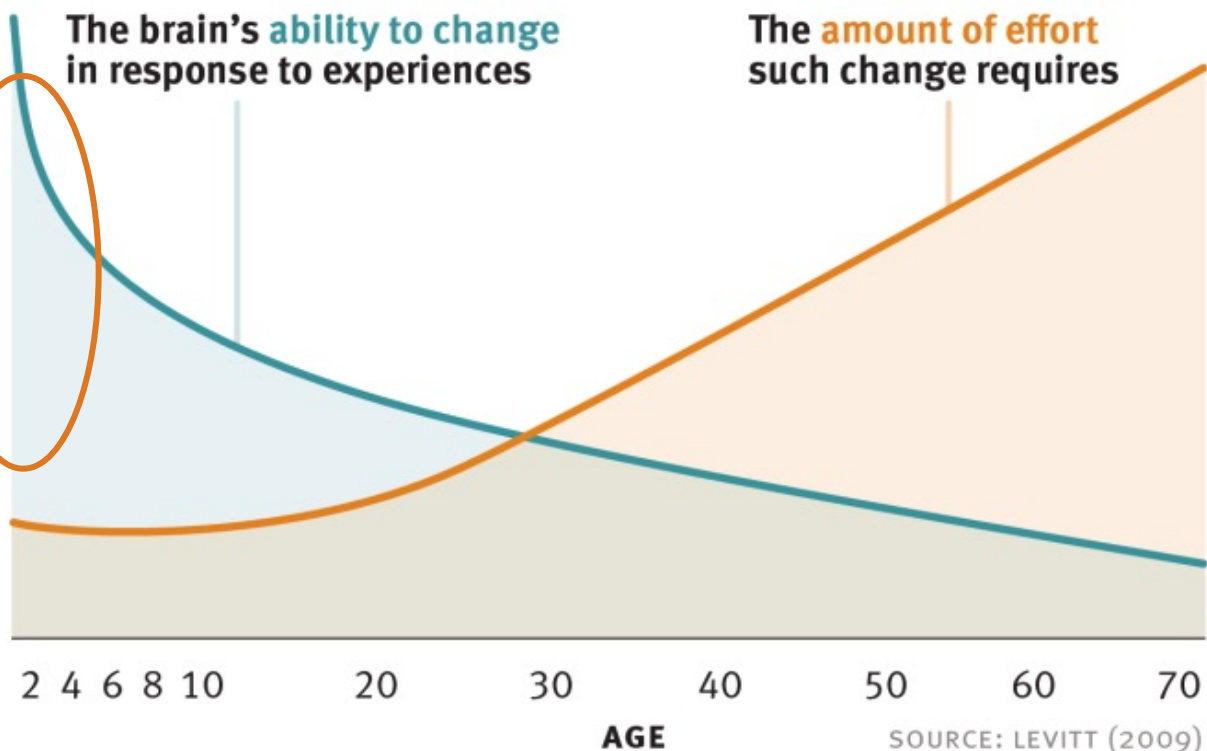
SOLUTION DESIGN:

System change to **ADDRESS POVERTY ROOT CAUSE**

System & Non-profit programs to **ADDRESS POVERTY SYMPTOMS**

Non-profit services to **ALLEVIATE POVERTY SYMPTOMS**

1. CLOSE THE ACHIEVEMENT GAP BY GRADE 3 WITH INTENSIVE INDIVIDUALIZED HELP IN K-2.

2. WRAP-AROUND SERVICES ADDRESSING BASIC NEEDS FOR CHILD AND FAMILY

3. ENRICHMENT PROGRAMMING FOR CHILDREN

THE RESEARCH ON:

Early childhood development and resilience

This is why earlier investment is better investment

The brain's **ability to change** in response to experiences

The **amount of effort** such change requires

2 4 6 8 10   20   30   40   50   60   70

AGE

SOURCE: LEVITT (2009)

Center on the Developing Child · HARVARD UNIVERSITY

www.developingchild.harvard.edu

THE RESEARCH ON:

New Brunswick's most recent PISA results

Table 1.19								
Canadian results in reading over time, 2009–2018								
	2009		**2012**		**2015**		**2018**	
	Average score	Standard error	Average score	Standard error	Average score	Standard error	Average score	Standard error
Canada	524	(1.5)	523	(3.2)	527	(4.1)	520	(4.0)
Newfoundland and Labrador	506	(3.7)	503	(4.5)	505	(4.9)	512	(5.6)
Prince Edward Island	486	(2.4)	490	(3.7)	515*	(7.0)	503	(9.0)
Nova Scotia	516	(2.7)	508	(4.0)	517	(6.0)	516	(5.2)
New Brunswick	499	(2.5)	497	(3.7)	505	(6.3)	489	(5.0)
Quebec	522	(3.1)	520	(4.4)	532	(5.8)	519	(5.0)
Ontario	531	(3.0)	528	(5.1)	527	(5.6)	524	(5.0)
Manitoba	495	(3.6)	495	(4.2)	498	(6.0)	494	(4.9)
Saskatchewan	504	(3.3)	505	(3.8)	496	(4.9)	499	(4.6)
Alberta	533	(4.6)	525	(4.8)	533	(6.2)	532	(5.5)
British Columbia	525	(4.2)	535	(5.2)	536	(6.5)	519	(5.7)

* Significant difference compared with baseline (2009)
Note: The linkage error is incorporated into the standard error for 2012, 2015, and 2018.

Lowest in Canada

https://www.cmec.ca/Publications/Lists/Publications/Attachments/396/PISA2018_PublicReport_EN.pdf