



When Children Succeed Project

Anglophone South School District/EECD

Business Community Anti-Poverty Initiative

The Community Foundation

- This three-year project began in 2018 after a long partnership with ASD-S and BCAPI (Business Community Anti-Poverty Initiative).
- This group of business leaders have been leading poverty reduction initiatives in Saint John for the past 20 years, and have been very interested in education with early literacy and high school completion as priorities.
- Their work is supported by PALS (Partners Assisting Local Schools) and Achieve Literacy.

“What is needed to close the education achievement gap?”

- Children from low socio-economic families enter kindergarten with deficits in oral language which is a barrier to learning to read.
- Students in K-2 learn to read and beyond this read to learn.
- Often they have not had the exposure to books and print.
- Basic number sense is also behind.

- Children not reading at grade level by the end of grade 3 are SIX times less likely to graduate.

(Education Re-design Lab, Harvard Graduate School of Education)

Participating Schools/Childhood Poverty Rate (Stats Canada 2016)

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

21 additional teachers to make class sizes smaller for
approximately **750** children at **K-2** in year one
2018-2019

- 7 from BCAPI
- 7 from Living SJ
- 4 from ASD-S
- 3 from EECD
- Speech Language Pathologist from Living SJ

Data was collected on oral language, running records, report card progress and student attendance in year #1.

Key findings:

- many oral language deficits
- reading benchmarks improved for K and grade 1
- chronic absenteeism
- importance of teacher collaboration and Principal sharing

- Year 2 was cut short in March of 2020 with the pandemic.
- Data collection ended and a project report was prepared by Dr. Cindy Hatt with the data we had.

Key findings:

- Kindergarten students made the greatest progress, followed by grade one in literacy and numeracy
- Behavior improved
- Teachers had more time to talk to children and follow up with home to build relationships

➤ Chronic absenteeism

➤ A concerning number of students changed schools during one year

➤ A parent survey revealed that 97% of respondents agreed or strongly agreed that they felt welcome at their school – the survey had a 60% return rate

- In 2020-2021 additional teachers were funded from the Department due to the pandemic and it was not possible to continue with data collection.
- Year three of the project was put on hold.

- Considerable reflection on the use of the 21 teachers and the data collection tools – consultation with the Department and our staff experts in primary literacy and numeracy.
- Fall 2021 saw a “re-launch of the project” with schools having the autonomy to decide how to use some of the teachers (resource, guidance, interventions), addition of a 1.0 “co-teacher” role to each of the seven schools.
- The co-teacher is the project lead, liaises with the Principal, ensures data is consistently collected and inputted, co-teaches, facilitates teacher collaboration, and using the data to inform the next steps with teaching, grouping and regrouping of students to name a few.

On-going communication with the Deputy Minister of Education and Early Childhood Development by ASD-S and to Minister Cardy and local Ministers/MLA's through BCAPI.

Video describing the project
– provided by BCAPI

www.bcapi.ca

[BCAPI 2022 version AUG 27 \(vimeo.com\)](#)

Despite a challenging 2021-2022 with two weeks of learning from home in November and three in January, plus many cases of covid and staff shortages in spring 2022 – our students showed gains!

Attendance

Percentage of Chronically Absent Students by Grade - YTD June

	K	1	2
WCS Schools	52%	48%	52%
Pilot Schools	30%	54%	30%
ASDS Elementaries	36%	33%	34%
WCS Schools (Pre-Covid)	38%	26%	28%
Pilot Schools (Pre-Covid)	9%	5%	8%
ASDS Elementaries (Pre-Covid)	7%	8%	7%

Literacy – Phonological Awareness

Phonological Awareness - % at End of Year Achievement

	Baseline	October	December	February	April	June	Pilot June
Kindergarten	2%	2%	5%	22%	57%	64%	33%
Grade 1	22%	38%	50%	71%	86%	97%	59%
Grade 2	9%	23%	39%	49%	69%	90%	71%

Phonological Awareness - Grade Level Equivalency

	Baseline	October	December	February	April	June	Pilot June
Kindergarten	0.13	0.29	0.43	0.74	1.37	1.55	0.83
Grade 1	0.99	1.39	1.62	2.00	2.44	2.68	1.88
Grade 2	1.10	1.51	1.85	2.04	2.35	2.71	2.51

Literacy – Quick Phonics

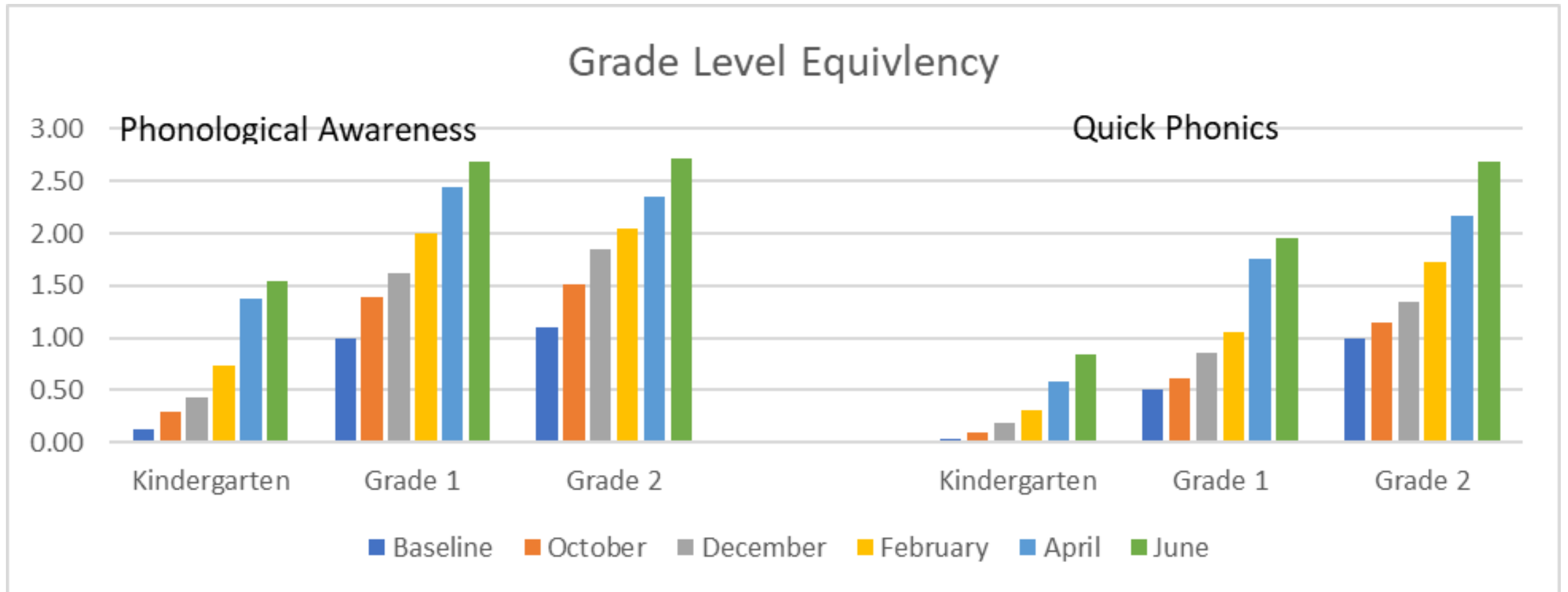
Quick Phonics Screener - % at End of Year Achievement

	Baseline	October	December	February	April	June	Pilot June
Kindergarten	1%	4%	4%	11%	23%	37%	38%
Grade 1	7%	8%	9%	14%	48%	57%	41%
Grade 2	6%	9%	10%	16%	25%	45%	58%

Quick Phonics Screener - Grade Level Equivalency

	Baseline	October	December	February	April	June	Pilot June
Kindergarten	0.03	0.10	0.19	0.31	0.58	0.84	0.74
Grade 1	0.50	0.62	0.85	1.05	1.76	1.96	1.60
Grade 2	1.00	1.15	1.34	1.73	2.16	2.68	2.66

Grade Level Equivalency Movement



Numeracy

Kindergarten - End of Term Results

	N1	N2	N3	N4	N5	PR1
	Understand number sequences 0 to 10	Subitizing 1-5 objects in familiar arrangements	Relate a numeral to it's respective quantity, 6-10	represent / describe numbers, 6-10 with 5 as a benchmark	Compare quantities 0-10 using 1-1 correspondence	Identify, create, reproduce, extend repeating patterns with manipulatives
Term 1	76%	77%	80%	78%	56%	73%
Term 2	75%	82%	81%	67%	78%	77%
Term 3	87%	90%	92%	88%	83%	86%

Grade 1 - End of Term Results

	N1	N2	N3	N4	N5	N6	N7	N9	N10	PR3	SS2
	Number sequences 0 to 20 FWD/BWD by 1's, FWD by 2's	Subitizing 1-10 objects in familiar arrangements	Demonstrate understanding of counting principles	Represent/describe numbers to 20. Number words to 10	Compare sets to 20 using referents and 1-1 correspondence	Estimate quantities to 20 using referets	Represent a given number using a variety of equal groups (0 to 20)	Addition with sums to 12 & corresponding subtractions	Mental math strategies for +/- facts to 10	Describe equality as a balance and inequaltiy as an imbalance	Sort 3D objects and 2D shapes using one attribute and explain the sorting rule
Term 1	91%	81%	87%	77%	NA	NA	NA	NA	NA	84%	67%
Term 2	81%	72%	80%	77%	75%	59%	64%	70%	41%	74%	62%
Term 3	84%	86%	87%	82%	82%	76%	72%	67%	61%	87%	87%

Grade 2 - End of Term Update

	N1	N4	N6	N7	N9	N10	PR3	SS1	SS3	SS6
	Number sequences FWD/BWD 0-100 by 2's, 5's & 10's	Represent and describe numbers to 100	Estimate quaities to 100 using referets	Illustrate the meaning of place value for numerals to 50	Add & corresponding subtraction with answers to 100 using strategies	Mental math strategies for facts to 18	Meaning of equality and inequality using manips & diagrams	Relate the number of days/week & month/year in a problem solving context	Compare/order objects by length, height, distance around using non-standard units	Sort 2D shapes and 3D objects using two attributes and explain the sorting rule
Term 1	66%	74%	NA	67%	NA	40%	NA	73%	NA	NA
Term 2	70%	80%	73%	73%	55%	46%	90%	NA	86%	NA
Term 3	81%	81%	65%	82%	55%	58%	77%	76%	72%	65%

An announcement by Minister Trevor Holder (PETL) on June 20, 2022 at Hazen White/St. Francis!

\$3M will be invested in the project.



Thank You....

- BCAPI members – especially Roxanne Fairweather, Monica Chaperlin, Katie Bowden
- Minister Cardy and Deputy Minister Daley
- Saint John Caucus
- Teachers and Co-teachers
- Principals of the 7 schools
- Families and students
- Dr. Cindy Hatt – year 1 and 2 research
- Directors Gary Hall (retired), Ryan Price, Melissa Savoie
- District Coordinators Nick Munn, Nicole MacNeill, Chantale Barsalou
- Data Supervisor Marc Godin
- District Curriculum Coaches

“It takes a village”