



# FOCUS ON **POVERTY**

SUPPORTING STUDENTS AND FAMILIES



**Kim Bennett**  
Research Officer  
Peel District School Board

- Income
- Homeowners
- Educational Attainment
- Unemployment
- Racialized Groups
- Recent Immigrants

## PRESENT

### Postal Code Level

(Enviroics Analytics  
Demostats)

### Student Level

(SIS)

- Achievement
- Family Status
- Attendance
- Special Education Identified Exceptionality
- French Immersion
- Graduation Status

## NEAR FUTURE

+++

### Student Level

(Student Census Data)

- Language(s)
- Racial Background
- Ethnic or Cultural Background
- Gender Identity
- Religion/Faith
- Family: Parent(s)/Guardian(s)
- Perceptions : My School  
: My Well-being

How can we more effectively **collect** and **use** data, objective facts, research and evidence to narrow achievement and opportunity gaps and engage students of all abilities and identities?

The construction of identity does not occur in a vacuum, instead it is a process framed within a context.

Poverty constitutes a context of development...ultimately exerting a pervasive influence on individual development.



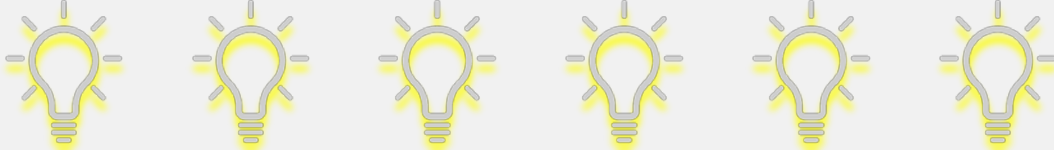
**POVERTY** is more than an income level; it is a **SOCIALLY CONSTRUCTED IDENTITY**.

(HUDSON, 2015)

FOCUS ON  
**POVERTY**  
SUPPORTING STUDENTS AND FAMILIES

Which groups continue to be  
underserved and  
underperforming and  
Why?

**STUDENTS  
LIVING in  
POVERTY**



# Equity Challenges for Students Living in Poverty

KEY POVERTY  
INDICATORS



- Lower Median Household Income
- Greater % Income from Government Transfer Payments
- Greater % of Children Living in Poverty (0-17 yrs.)

OUTCOME  
INDICATORS



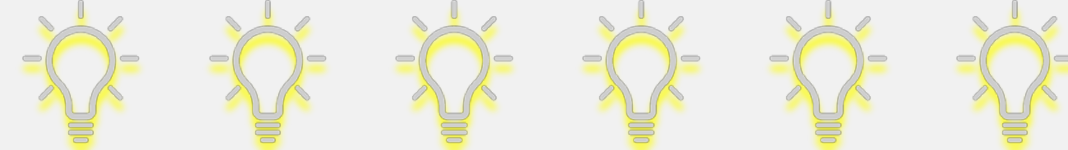
Fewer students with  
Competencies &  
Abilities in All EDI  
Domains for Success in  
School



Lower Academic  
Achievement



Lower High School  
Graduation Rates



## Equity Challenges for Students Living in Poverty

DEMOGRAPHIC,  
PROGRAM, &  
PARTICIPATION  
INDICATORS

*Bonjour!*

**Fewer students in French Immersion**



**Fewer students with Identified Special Education Exceptionality: Gifted**

**More students with Identified Special Education Exceptionalities: Behavioural, Language Impairments, Mild Intellectual Disability**



**More students from One-Parent Families**



**Greater Persistent Absenteeism**

What strategies or structures (i.e., communication and consultation) **best engaged staff** to: understand bias, power and privilege; **address stigmatization, systemic barriers and disparities?**

Moving Toward Equity

0%

**EQUITY GRADIENT**

**INEQUITY GRADIENT**

% Difference

**Highest Poverty**

1

2

3

4

5

6

7

8

9

10

**Lowest Poverty**

**SVI DECILES**

TEN equal groups created based on SVI scores (~10% of students)

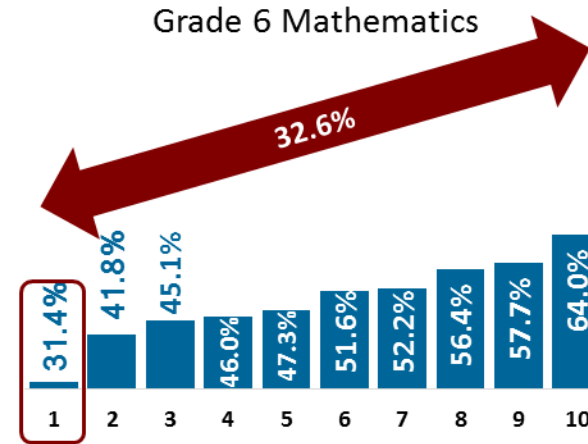
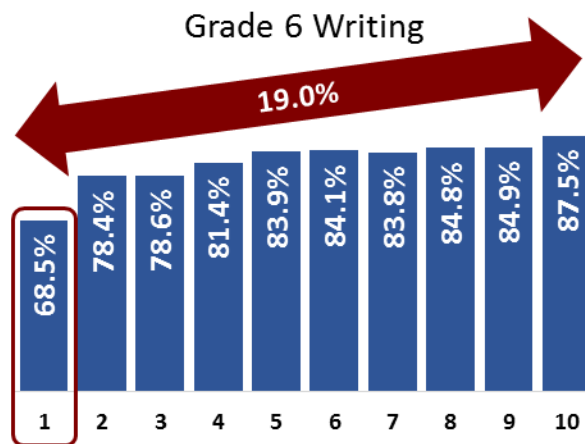
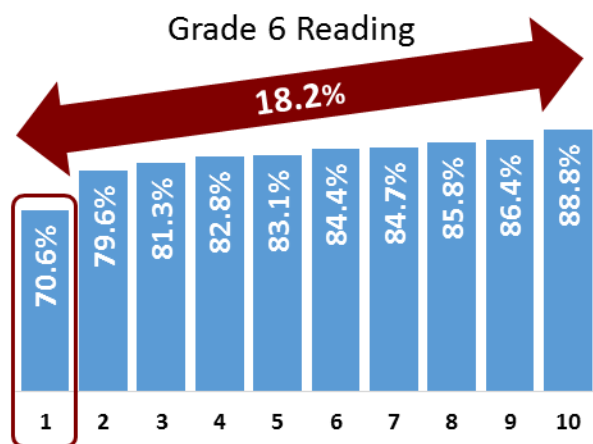
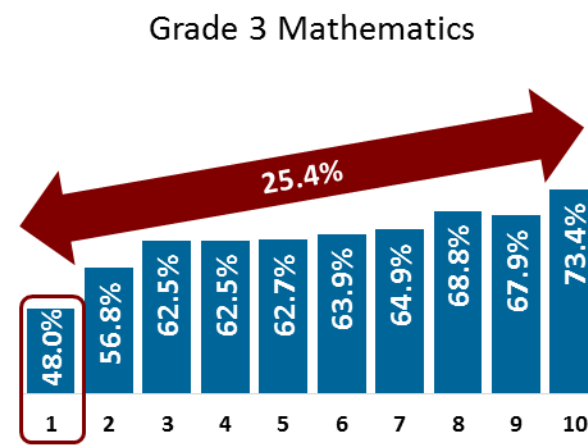
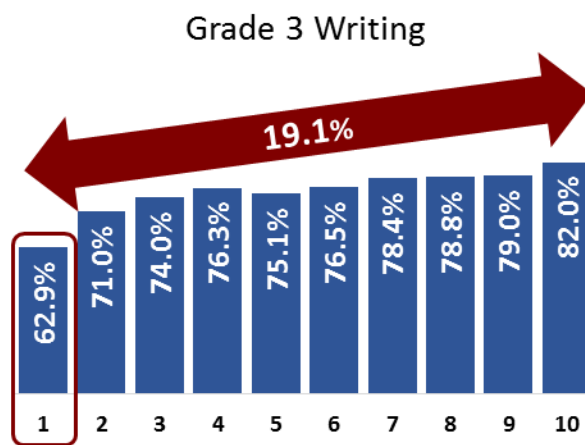
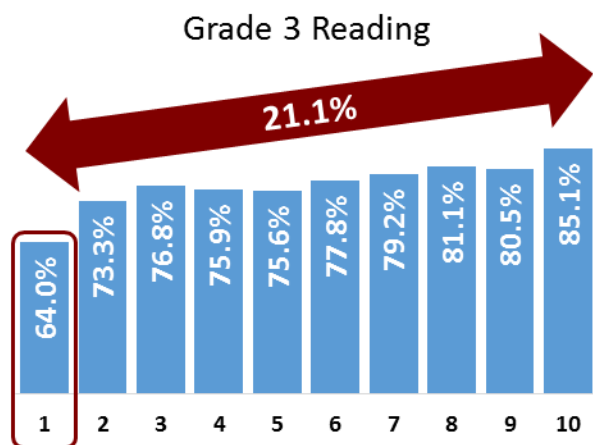
**Socioeconomic Vulnerability Index (SVI)**

A Socioeconomic measure based on Canadian Census variables

# POVERTY OUTCOME INDICATORS



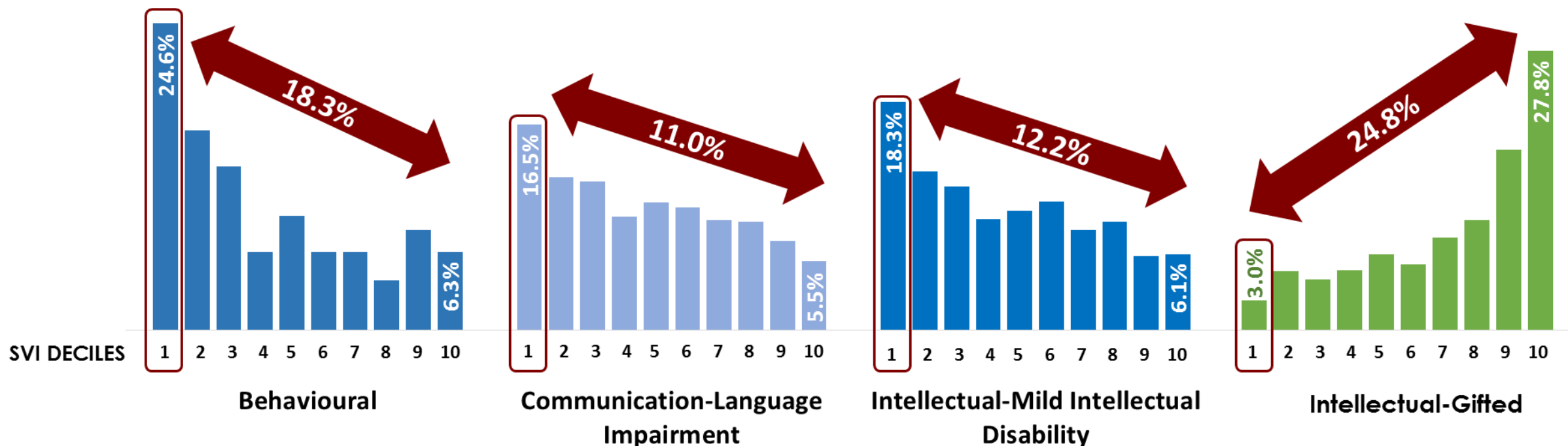
## Disaggregation of EQAO Grade 3 and Grade 6 - Reading, Writing, and Mathematics

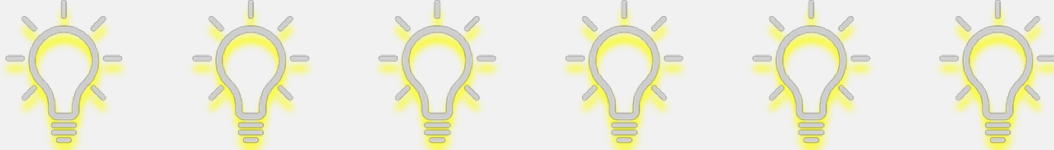


SVI DECILES

# DEMOGRAPHIC, PROGRAM, & PARTICIPATION INDICATORS

## Identified Special Education Exceptionalities





From consultations and conversations



**Equitable Participation  
in Regional Choice  
Learning Programs**

Review Barriers to  
programs: access,  
application processes,  
supports result in under-  
representation of students  
living in poverty



**Equitable  
Allocation of  
Resources**

Review staffing  
allocations, breakfast  
programs,  
transportation, extra-  
curricular programs,  
school fund-raising



**Need Supports for  
the Entire Family**

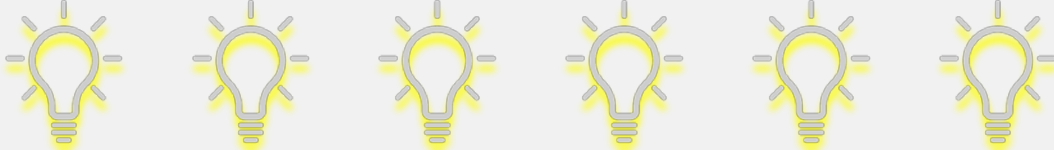
Engaging and communicating  
with families living in poverty

Advocating for families

Providing connections to  
supports and resources from  
community partners

# Additional Inequities & Challenges for Students and Families Living in Poverty

**COLLECT** data, objective facts, research and evidence...to illuminate...



**Mentor  
Advocate  
Champion at  
School**

**Strong Positive  
Relationships**

**Responsive  
Differentiated  
Instruction &  
Assessment**

**Building  
Educators' Capacity**

**Well-being of  
Students Living  
in Poverty**



# Student Success & Well-being



**THANK YOU**

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