



The Ministère de l'Éducation offers measures to support the implementation of interventions promoting the educational success of students from disadvantaged areas. These measures complement existing actions that ensure an equitable education system. **A Montréal School for All** (measure 15013) is a measure dedicated to « financially supporting some interventions in elementary schools welcoming students from the most disadvantaged communities on the island of Montréal » (règles budgétaires, v.fr.).

AIMS OF THE MEASURE

- Ensure success and reduce gaps in achievement among students from disadvantaged backgrounds
- Develop expertise and support the development of equitable practices in disadvantaged areas of Montréal

IDENTIFICATION OF SCHOOLS IN DISADVANTAGED AREAS

The Ministère de l'Éducation calculates two poverty indexes annually based on data from the Canadian Census on Québec families with children aged 0-18: the Socioeconomic Environment Index (SEI) and the Low Income Cut-off Index (LICO). AMSFA uses both indexes in its annual calculation of the Montréal index.

SOCIOECONOMIC ENVIRONMENT INDEX (SEI)

- Proportion of families with children whose mother does not have a diploma, certificate or degree (2/3 of the weight of the index).
- Proportion of households whose parents were not employed during the Canadian Census reference week (1/3 of the weight of the index).

A mother's low level of education and the working situation of parents stand out as strong indicators of unsuccessful schooling.

LOW INCOME CUT-OFF INDEX (LICO)

- Proportion of families with children whose income is near or below the low income cut-off.

Low income cut-off: income threshold below which families devote 20% more than the average family on food, shelter and clothing. This threshold provides information deemed necessary to estimate the proportion of families having an income considered to be low, taking into account the size of the family and the location of the household (rural area, small urban area, larger urban area, etc.).

This index serves to allocate additional resources to schools in disadvantaged areas, such as food assistance.

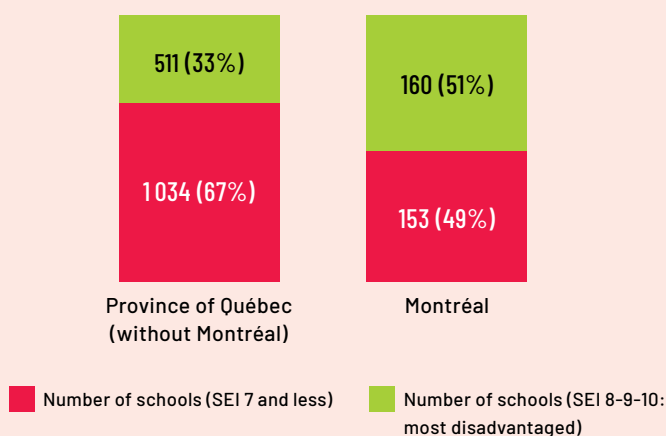
MONTRÉAL INDEX (AMSFA)

The fact that Montréal is a large urban area and has a high concentration of deprivation gives it a distinctive character. To endorse a principle of equitable distribution of resources, Montréal public elementary schools are identified according to both indexes of deprivation: the Socioeconomic Environment Index (SEI) and the Low Income Cut-off Index (LICO).

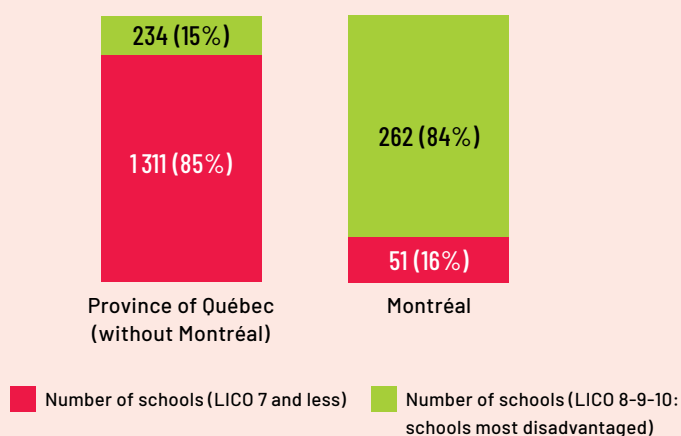




BREAKDOWN OF PUBLIC ELEMENTARY SCHOOLS IN QUÉBEC ACCORDING TO THEIR SOCIOECONOMIC ENVIRONMENT INDEX (SEI) SCHOOL YEAR 2020-2021

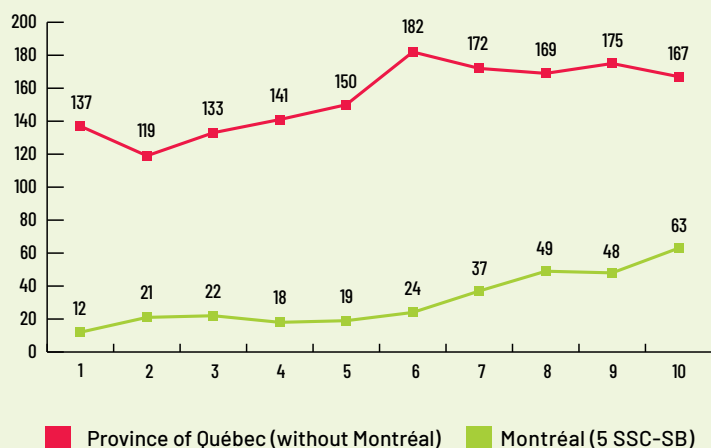


BREAKDOWN OF PUBLIC ELEMENTARY SCHOOLS IN QUÉBEC ACCORDING TO THEIR LOW INCOME CUT-OFF INDEX (LICO) SCHOOL YEAR 2020-2021

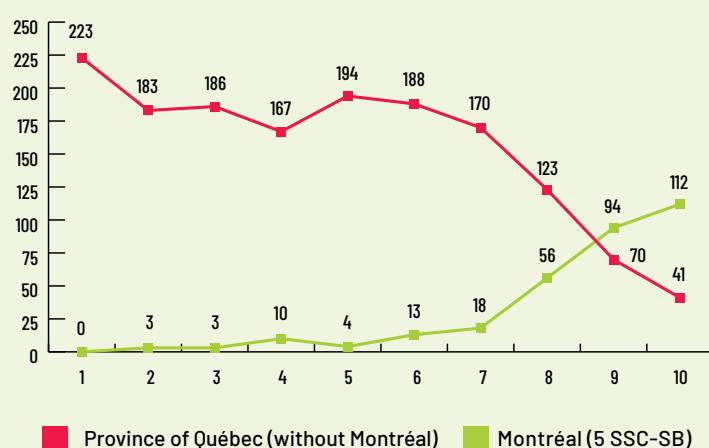


Source : MEQ, PSP, DGSAD, BIA, DIS, Indices défavorisation, production mars 2021

BREAKDOWN OF PUBLIC ELEMENTARY SCHOOLS IN QUÉBEC ACCORDING TO THEIR SOCIOECONOMIC ENVIRONMENT INDEX (SEI) RANKING SCHOOL YEAR 2020-2021



BREAKDOWN OF PUBLIC ELEMENTARY SCHOOLS IN QUÉBEC ACCORDING TO THEIR LOW INCOME CUT-OFF INDEX (LICO) RANKING SCHOOL YEAR 2020-2021



Source : MEQ, PSP, DGSAD, BIA, DIS, Indices défavorisation, production mars 2021

METHOD OF SELECTION DETAILS FOR DISADVANTAGED SCHOOLS

QUÉBEC ELEMENTARY AND SECONDARY PUBLIC

SCHOOLS, WITH THE EXCEPTION OF MONTRÉAL

ELEMENTARY PUBLIC SCHOOLS

- According to their geographical location, families are grouped in population units established by the Ministère. A student's SEI and LICO correspond to the population unit they come from, while those of the school correspond to the average of each index of all students (provided by the official student count of September 30, of the previous school year).
- To determine the decile rank of each school, the elementary and secondary public schools of Québec are sorted in ascending order of the value of their respective index. They are then divided in ten groups representing an approximate equal number of students. Thus, rank 1 regroups schools having mostly students from more advantaged areas, while rank 10 regroups schools having students coming from the most disadvantaged areas.
- Québec public schools are considered disadvantaged (decile ranks 7, 8, 9 or 10) according to the SEI index or the LICO index used in the different ministerial measures of category 15010 - Disadvantaged area.
- The annual indexes for elementary schools are calculated without preschool data.

More details on [Indices de défavorisation](#).

MONTRÉAL PUBLIC ELEMENTARY SCHOOLS

- Schools are considered disadvantaged (decile ranks 8, 9 or 10) according to the Montréal SEI index or the Montréal LICO index. Schools with a provincial SEI (decile ranks 8, 9, or 10) that are not targeted by the Montréal index, are selected as well. Almost 35% of Montréal schools are considered disadvantaged.
- The annual indexes for elementary schools are calculated with preschool data.

METHOD OF CALCULATION DETAILS OF A MONTRÉAL SCHOOL FOR ALL ALLOCATIONS

See the complete Règles budgétaires.

AMSFA BASELINE ALLOCATION

- A baseline amount is allocated to schools according to the number of students (preschool 4-year-olds and elementary).
- A per capita amount is added to the baseline allocation using the Montréal SEI and LICO (decile ranks 8, 9, or 10) or the provincial SEI. Thus, the most disadvantaged schools (decile rank 10) get a higher per capita amount.
- A transition allocation is in place for two years for the schools whose Montréal SEI or LICO go to decile rank 7 or less (1st year: 75% of the baseline amount; 2nd year: 50%).
- A transition allocation is also planned for schools whose provincial SEI moves to decile 7 or less for one year (50% of the allocation).

JEUNE PUBLIC ALLOWANCE

- An amount is allocated for targeted schools or schools in transition according to the number of students in preschool or elementary. An additional amount is also provided for schools that admit allophone students (students whose mother tongue is neither French nor English). This subsidy is in place because of the combined effects of deprivation, immigration and the level of proficiency in French on the educational success of students.



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