

GUELPH-WELLINGTON

LBS Program Data and Analysis Report for
2016/17

Literacy Services Planning Statistical Report

October 2017



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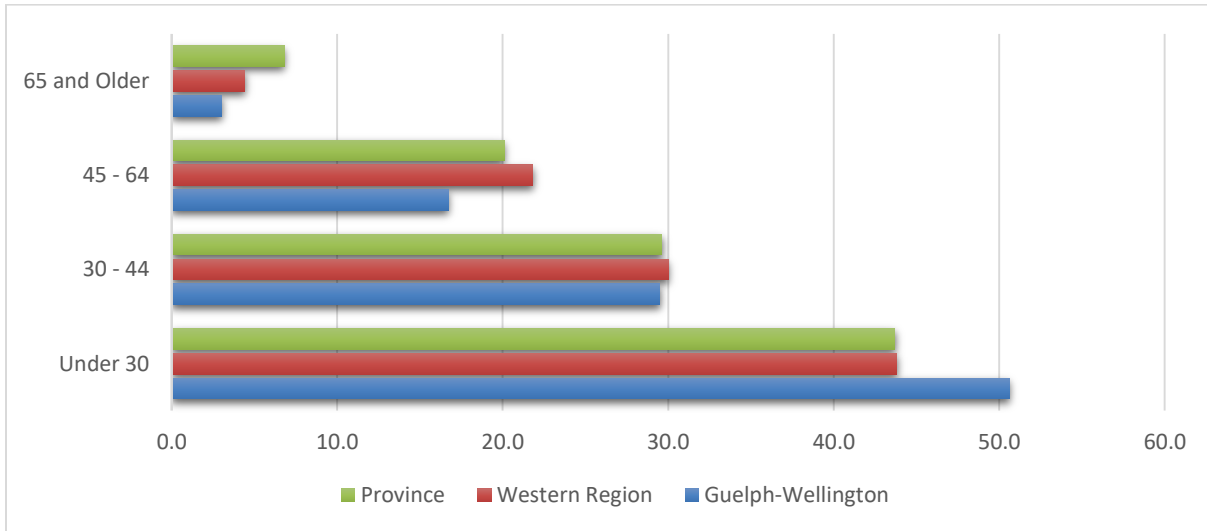
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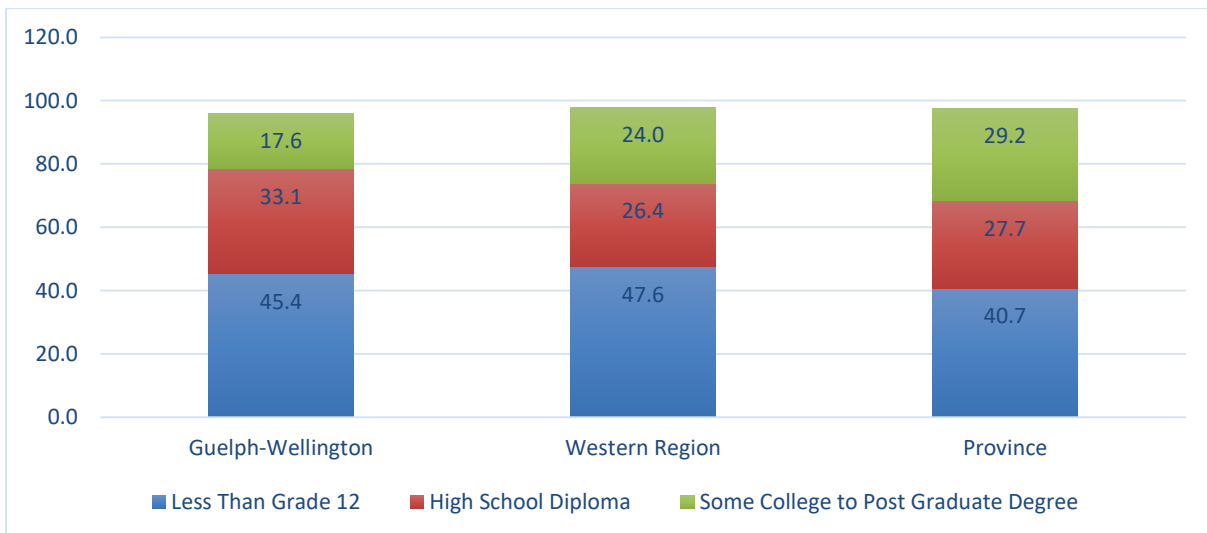
Statistical Report Guelph Wellington LSP

Total Learners by Age



As the charts show, Guelph-Wellington has significantly more learners under the age of 30 in their programs than the West and the Province. The 45 – 64 range is the target for Service Quality Standard (SQS) and is just not a demographic that is accessing our literacy programs in Guelph-Wellington. Focus from the Ministry has been on programs like Youth Jobs Connection and literacy has been encouraged to support this initiative. This does mean that the SQS for Suitability really needs to look at what is the targeted age range?

Learners by Level of Education

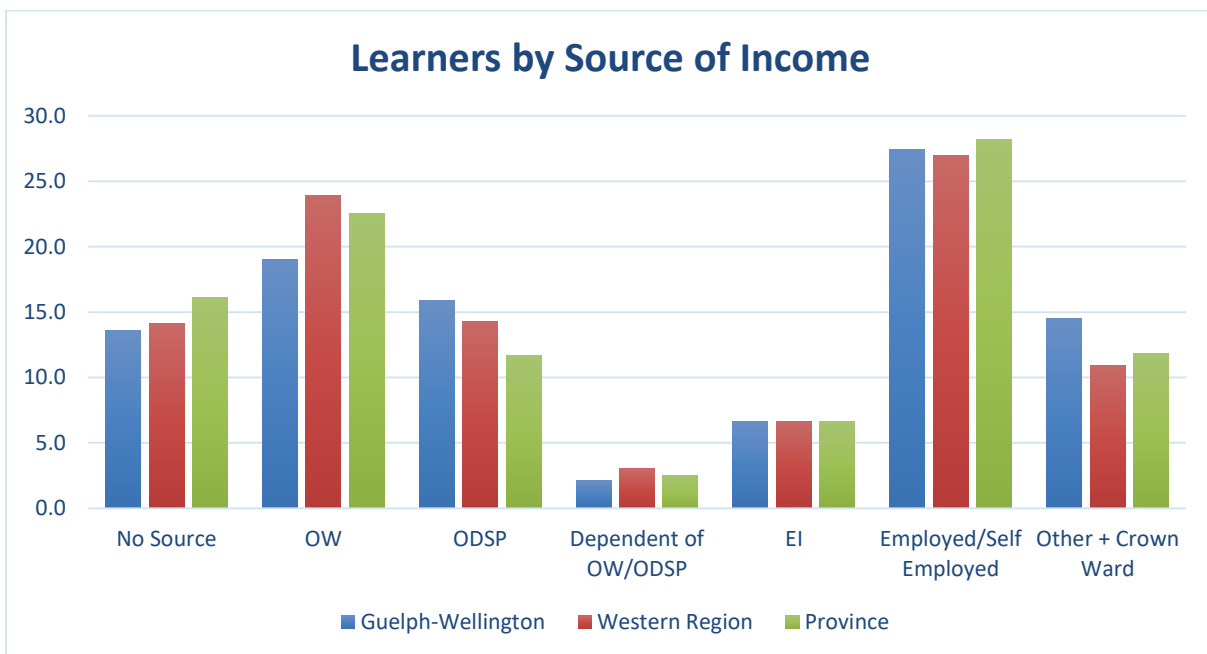


These statistics show that Guelph-Wellington programs have higher than the provincial average of learners with less than a Grade 12.

We definitely serve more individuals that do have a Grade 12 compared to the Western Region and the province. ***This however does match what is happening within EQAO and our school boards (see EQAO report), as we have one of the lowest scores for applied math and literacy within the province. SEE IF THAT'S RIGHT, JANE***

Conversely, when it comes to individuals who have some college or education up to a post-graduate degree, we serve less of these learners than the West and significantly less than the provincial average. It does mean that suitability is a focus....we are not taking on clients that should be within ESL programming, unless it truly is a need.

Learners by Source of Income



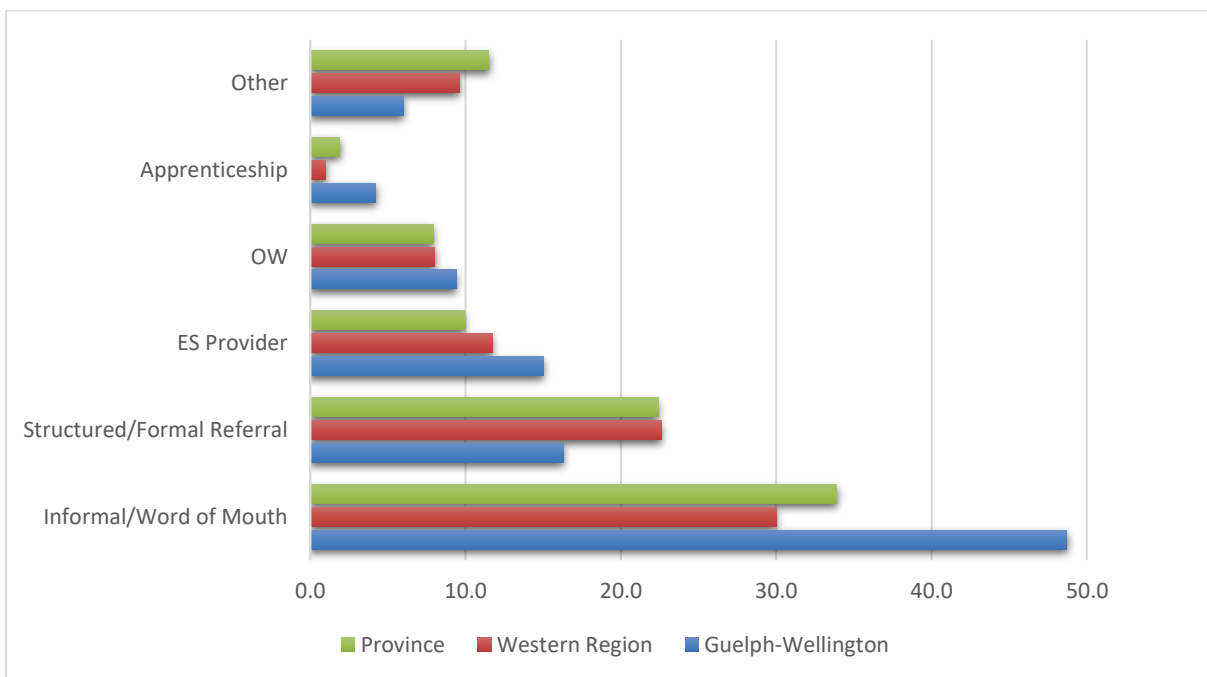
In Guelph-Wellington the relationship with OW seems to work as the referrals in are higher than the West and province. However, we do have lower than other regions for the number of individuals with OW as their source of income. The potential is we're not tapping into these clients outside of OW caseworkers and potentially more work needs to be done at other community sites that service more poverty stricken neighbourhoods.

The Western Region as a whole is better at attracting ODSP clients into our upgrading programs. We know that OW and ODSP represents some of the most vulnerable people in the province and it is an important mandate to provide services to these individuals. We have worked on building the relationship with ODSP caseworkers, but their caseloads are so large, it's more about word of mouth between clients.

What is significant is the fact that Guelph-Wellington providers are good at serving the individuals who are the farthest away from employment. We serve less individuals in our programs who are already employed as compared to the province which is surprising since Guelph frequently holds the lowest unemployment rate in the country.

Crown Wards are a group we have not tapped into and yet workers are telling us they are there. We're going to focus more of an effort on finding them for the coming year.

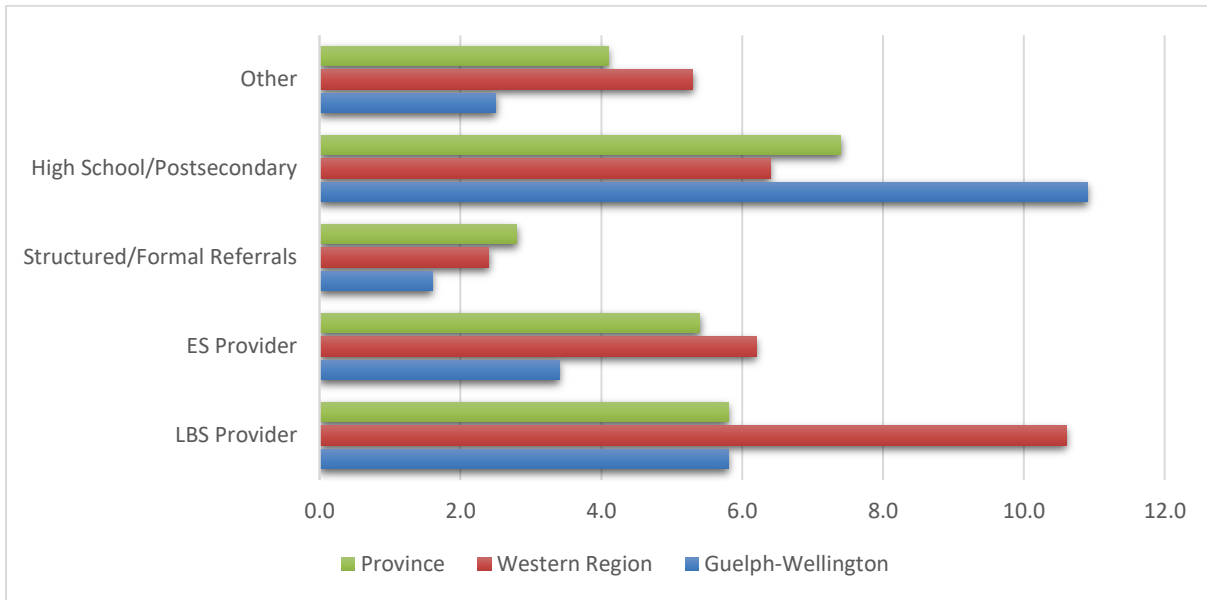
Top Referrals In



In Guelph-Wellington, our top Referral In point is Informal/Word of Mouth. It is significantly higher than the rest of the province by almost 15%. This is also a problem for programs as it does not count towards SQS – Service Coordination percentages. The good points are we are much higher than the province and the Western Region for referrals from ES, OW and Apprenticeship. These relationships have been successfully cultivated by the programs. Project READ working on the Guelph-Wellington Employment and Training Committee also keeps literacy at the forefront of other community programs.

It is important to note the number of referrals from Employment Service (ES) providers in Guelph-Wellington is 2.5% from last year's figures and shows the work that Guelph-Wellington LBS programs and support organization have put into working with ES. Joint meetings on supporting Youth Job Connection clients and LBS programs providing extra supports to these potential learners (e.g. Essential Skills Assessments) have increased these partnerships. However, it does cause suitability numbers to have some struggles.

Referrals Out to Other Programs

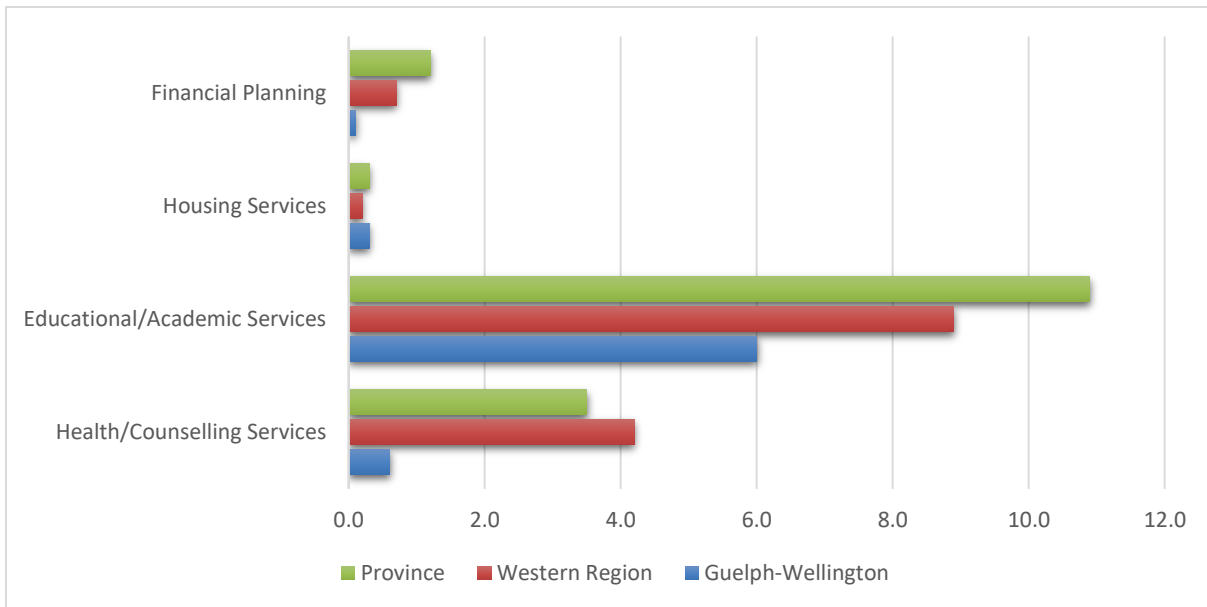


Guelph-Wellington programs refer a significant number of learners onto High school and Post Secondary educations. They are higher by 4.5% in the West and 3.5% for the whole province.

While we have worked hard to get referrals in from ES and other programs, we are not as good at referring out to them. Whether the referrals are not being caught within data entry or are just not happening needs to be discussed at the LSP table and come up with some plans on how to address this for future years.

For other referrals that also count towards SQS Guelph-Wellington is lower than the West and the province. While we have increased our referrals out to other programs that count towards SQS by 6% over last year. The overall referrals are 1.4% below the average for the province and almost 6% for the West. This is another area we need to work on for the next fiscal year.

Referrals Out to Community Resources



As can be seen there is only one category where we are really referring to community resources and that's around educational/academic services but we're still below the West and province in that category.

Overall we are only referring 7.0% of our learners to other community resources while the West is at 15.2% and the province is at 17.1%. We do know that one program had problems in entering all their data and hopefully those numbers will make some difference, but we will still likely be lower than the provincial average. Our learners do need other supports and I do believe that practitioners are referring them, but perhaps it is not being captured within the EOIS data. Many of these referrals happen off the side of the desk between practitioners/tutors and learners. We believe the Sarah Delicate Training we're providing will help practitioners to understand why they need to be more diligent about tracking these numbers.

2016/17 was a strong year for literacy programs in Guelph-Wellington. There were no increases in funding for that year, yet we had 667 learners move through the programs to exit. We've increased our referrals from ES programs to LBS programs to surpass other regions that may have multi-service centres. We do struggle with suitability, but just looking at client status that counts towards SQS, in Guelph-Wellington, the only one we can really impact is "Persons with Disabilities" and our percentages there are higher than the West and are 32% higher than the province. Guelph-Wellington does not have a large Francophone or Indigenous population.

2017/18 has opened up many opportunities with increases in funding to the frontline literacy programs. It will be interesting to see what the ½ year increase does statistically for Service Quality Standards.

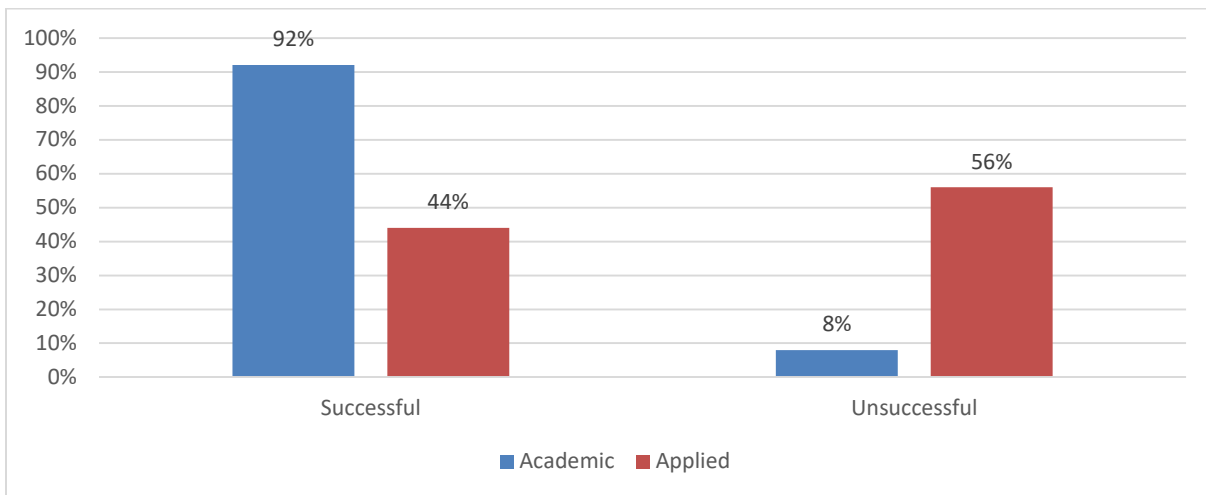
2017 EQAO Results – Guelph-Wellington

“EQAO is an independent agency that creates and administers [large-scale assessments](#) to measure Ontario students’ achievement in reading, writing and math at key stages of their education. All EQAO assessments are developed by Ontario educators to align with [The Ontario Curriculum](#). The assessments evaluate student achievement objectively and in relation to a common provincial standard.”¹

Overall Achievement in the Ontario Secondary School Literacy Test

Provincially 19% of students taking the Grade 10 literacy test did not reach the provincial standard.

The Results by English Course Type

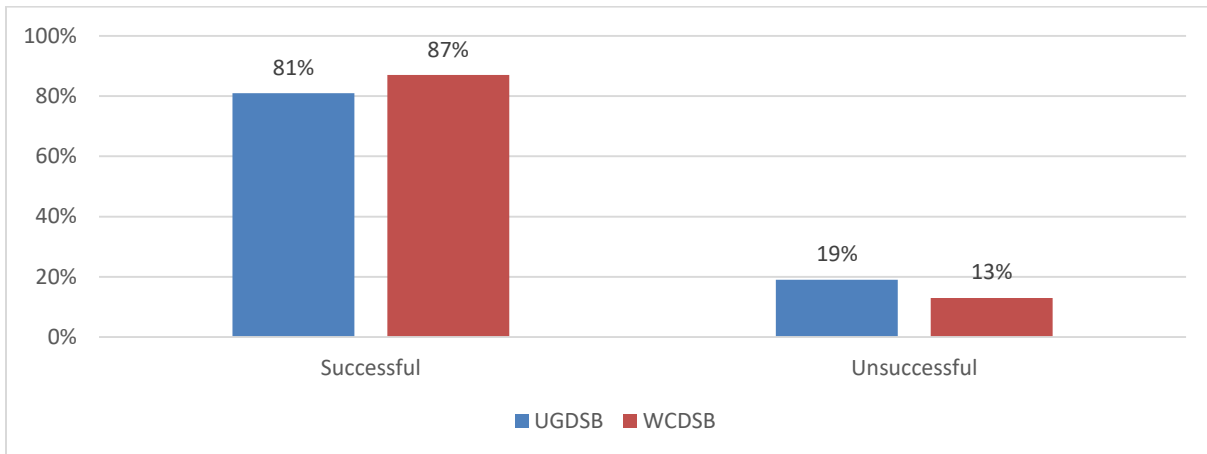


It is concerning that 8% of the academic path Grade 10 students did not reach the provincial standard in literacy. These are the youth that are usually planning to go to University.

Our educational system is failing when it comes to the Applied learners. When more than half the applied English students aren’t reaching the Grade 10 literacy standard (a test that is below what we in adult literacy would consider to be “literate”), this is a problem. Educators aren’t to blame, we have a system where no one is held back, so if they’re missing the basics due to a variety of reasons (one strong reason is lack of support at home due to parents not having these skills either) there is not extra time for them to gain/learn/reinforce these skills. It’s not like these children are suddenly going to get Grade 2 reading skills in Grade 8. This also shows why we have to raise the literacy levels of parents. If we don’t, children starting school without the basic literacy skills others have learned since birth are at a disadvantage. Even with many wonderful interventions, if the parents cannot support the learning due to a lack of skills themselves, the child may make a few steps forward, but they will eventually slide back. Literacy problems are cyclical and if you don’t use the skills you learn (through interventions and school), they will disappear.

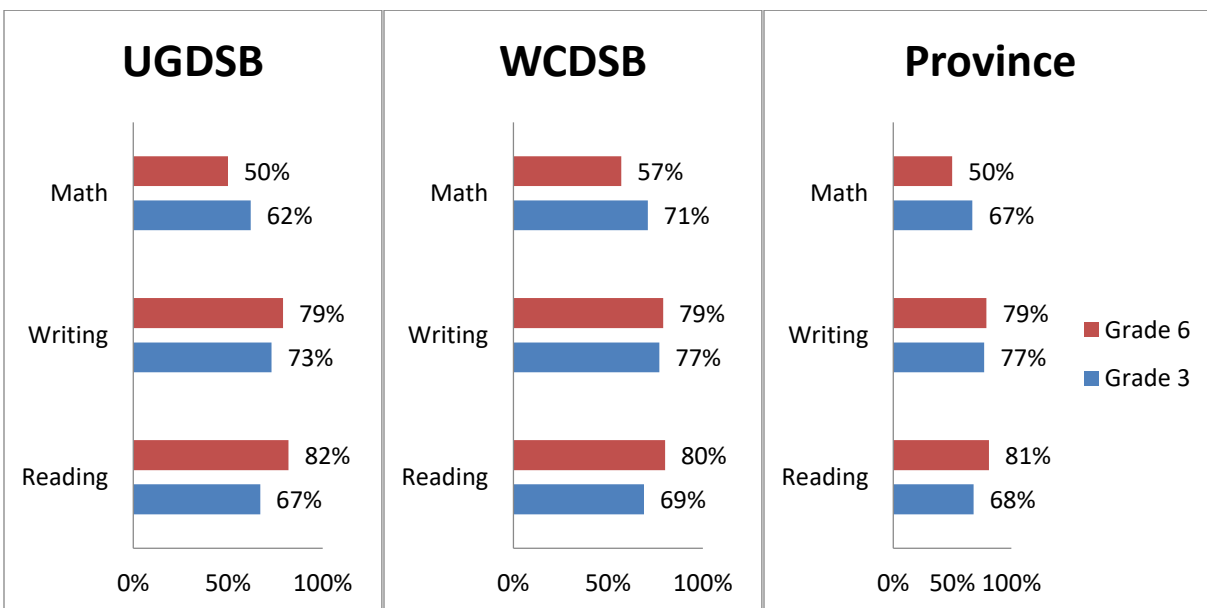
¹ <http://www.eqao.com/en/about-eqao/about-the-agency>

Waterloo Region Results for the Grade 10 Literacy Test



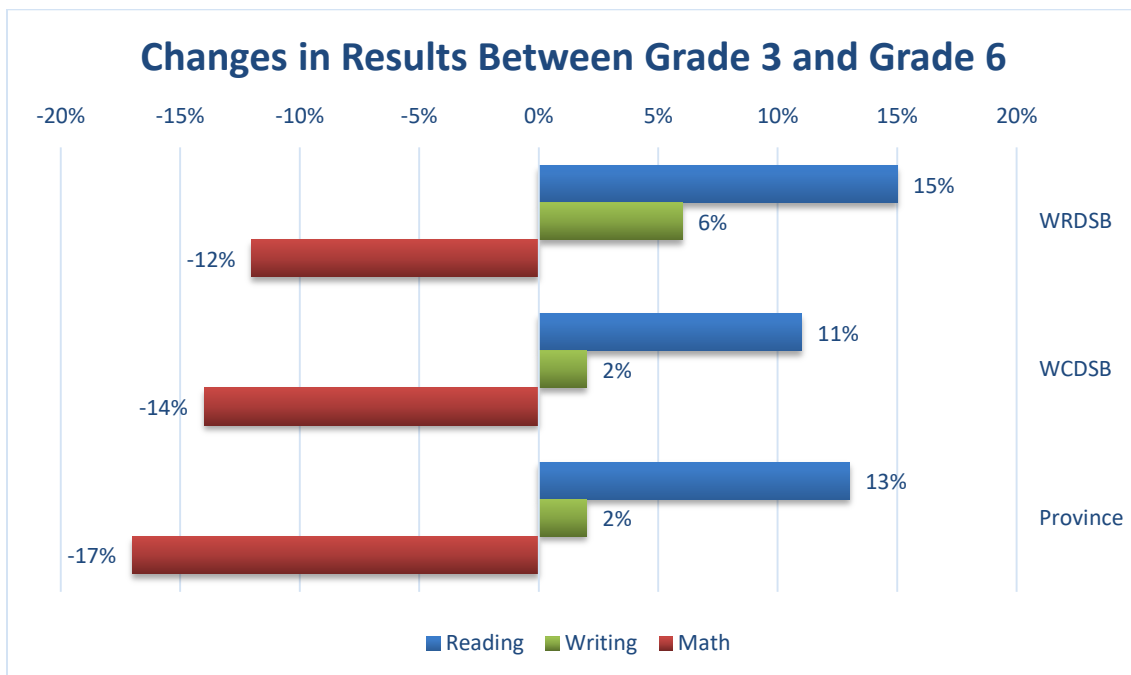
Upper Grand matched the provincial average of success at 81%, but Wellington Catholic was 6% higher than the provincial average. The numbers have stayed consistent for the last 5 years. This still means that 18% of our Grade 10 students in the public system and 13% in the catholic system cannot reach the provincial standard at the age of 15 or older.

Waterloo Region Reading, Writing and Math Results Grade 3 and Grade 6



The Wellington Catholic District School Board and Upper Grand District School board had comparable levels of success in reading and writing. The Catholic school board numbers were higher for the math competency. However, let's look at the percentage increases and decreases for the two school boards:

- Reading** **UGDSB increase of 15%** from Grade 3 to Grade 6
 WCDSB increase of 11% from Grade 3 to Grade 6
 Province increase of 13% from Grade 3 to Grade 6
- Writing** **UGDSB increase of 6%** from Grade 3 to Grade 6
 WCDSB increase of 2% from Grade 3 to Grade 6
 Province increase of 2% from Grade 3 to Grade 6
- Math** **UGDSB decrease of 12%** from Grade 3 to Grade 6
 WCDSB decrease of 14% from Grade 3 to Grade 6
 Province decrease of 17% from Grade 3 to Grade 6

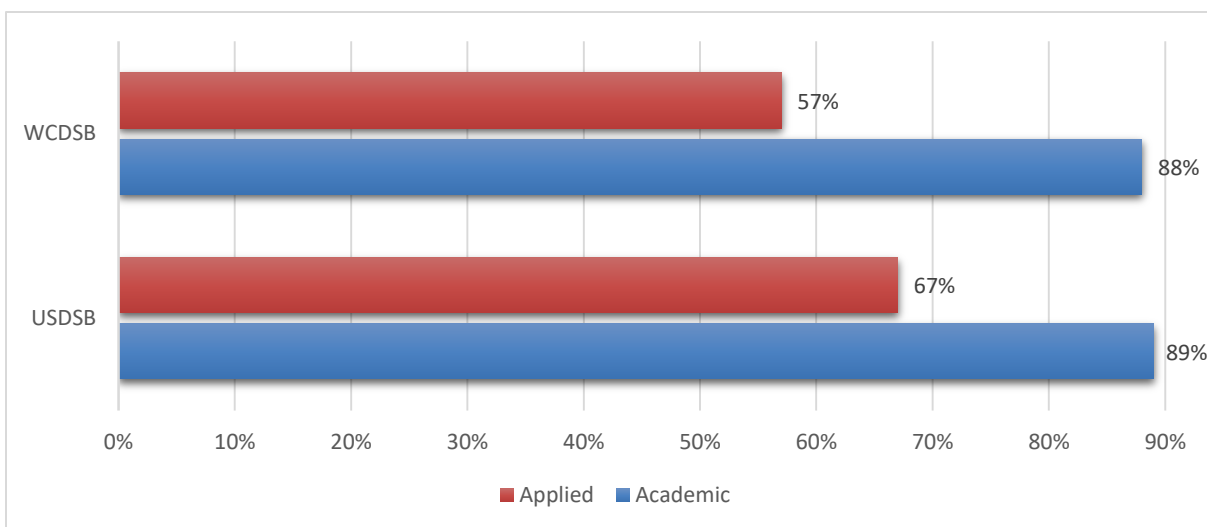


The UGDSB had larger increases and less of a decrease in math skills from Grade 3 to 6. The main problem is that both school boards had significant decreases in Math success from Grade 3 to 6.

It is also concerning to note that 33% of UGDSB and 31% of WCDSB Grade 3 children are not meeting the provincial standard in reading. A student not reading at his or her grade level by the end of the third grade is [four times less likely to graduate](#) from high school. They are six times less likely to graduate from high school if they also live in low-income households. A [2009 study](#) by researchers at Northwestern University found that high school dropouts were **63 times more likely to be incarcerated** than college graduates. These statistics affect us all and emphasize why adult literacy programs are so important and in continued demand.

To this end, it is concerning enough to then look at the math results for grade 9 students.

Math results for Grade 9 students.



These results are a key indicator as to why we have a number of youth entering our programs requiring math skills to get employment or move into college-level programming. They also indicate that we will continue to need to serve youth in adult literacy programming as these low numbers for applied learners have been consistently low for over 5 years.

This is not unique to our region, as the provincial number of Grade 9 Academic students who are successful is 83% and the Applied students who are successful is 45%. While our 2 school boards are doing significantly better than the province it does still mean that 33% of the grade 9 applied math students at the UGDSB and 43% at WCDSB are not meeting the provincial standard. What should be noted is that the UGDSB raised the applied math results from 60% to 67% over a 2 ½ year period and has maintained the higher percentage. There is still a problem within our education system and curriculum in Ontario that is not working for math.

EQAO Results for Schools Rated Low and High by the Province

These schools represent a mix between the Wellington Catholic District School Board (WCDSB) and the Upper Grand District School Board (UGDSB)

Lower Scoring Schools

Grade 3 - 2016/17 year

School	Number of Students	Number of Classes	Reading	Writing	Math
Brant Avenue PS	24	2	47%	55%	36%
St. Peter Sep. School	35	2	46%	53%	43%
Willow Road PS	34	3	58%	54%	46%
Average	Average # of Students per class = 13.3		50.3%	54.0%	41.7%

Grade 6 – 2016/17 year

School	Number of Students	Number of Classes	Reading	Writing	Math
Brant Avenue PS	33	2	78%	65%	37%
St. Peter Sep. School	28	1	70%	75%	57%
Willow Road PS	18	1	63%	66%	37%
Average	Average # of Students per class = 19.8		70.3%	68.7%	43.7%

Higher Scoring Schools

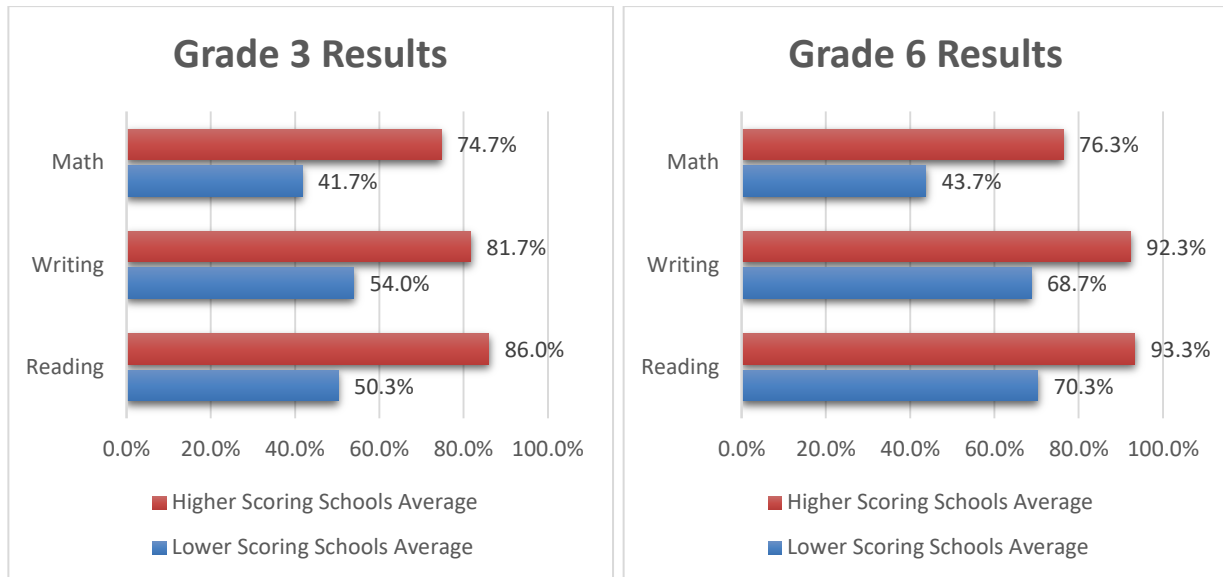
Grade 3 - 2016/17

School	Number of Students	Number of Classes	Reading	Writing	Math
Rickson Ridge PS	43	3	88%	90%	77%
Edward Johnson	34	3	86%	71%	73%
Westminster Woods PS	62	3	84%	84%	74%
Average	Average # of Students per class = 15.4		86.0%	81.7%	74.7%

Grade 6 – 2016/17

School	Number of Students	Number of Classes	Reading	Writing	Math
Rickson Ridge PS	45	5	88%	87%	63%
Edward Johnson	28	2	95%	94%	89%
Westminster Woods PS	61	3	97%	96%	77%
Average	Average # of Students per class = 13.4		93.3%	92.3%	76.3%

Statistics are improving for schools in the more impoverished areas and schools in the wealthier neighbourhoods.



In Grade 3 there is a distinct difference between the schools at

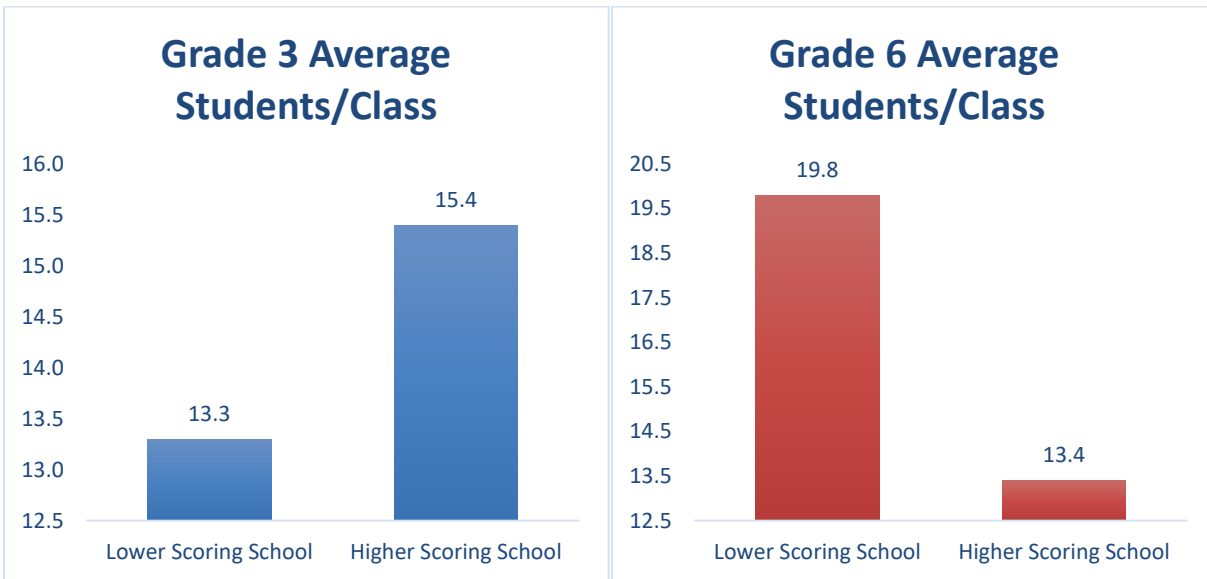
- Reading 35.7%
- Writing 27.7%
- Math 33.0%

In Grade 6 the difference is becoming less, but only slightly in math

- Reading 23.0%
- Writing 23.6%
- Math 32.6%

The issue is it is almost impossible to make up the difference before these children enter high school. Grade 6 children in the more impoverished neighbourhoods have over 56% not meeting the provincial standard in math.

Impact of Class Size on EQAO Results



It's not about the class size, it's about these children missing the necessary skills to enter school and to receive the supports at home. Also if children are not held back during the early years in elementary school to really learn the missing pieces...those missing pieces are going to affect the rest of their school years. It is also obvious that math is something the schools struggle to teach at the elementary level. Not all teachers are comfortable with math, but it is expected that they will all teach it. Who would ask a person who is not comfortable with driving to teach others to drive? Who would hire a financial advisor that struggles with math concepts? It's another flaw within the system.

Unfortunately, we cannot solve this problem, but we can be aware that we will continue to be serving youth and mostly higher need youth that come from poverty within our programs for at least the next 10 years.

Impact on LBS

These stats show that LBS programs are going to be needed for quite awhile. The 4-year investment strategy is key, but without guarantees after the election we may end up back where we started. It is recommended that:

- Programs prepare for the continued number of youth accessing LBS programs for upgrading in their math skills for apprenticeship, retail work, etc.
- The current Ministry create a 3 year contract with LBS programs with the increases in funding included in those contracts
- We need to look at creating a specialized tutoring program for these youth before they graduate from high school to help them gain the applied skills in math and literacy that they need to be successful after graduation