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***Literacy is the pathway to equity, excellence and high achievement. It is a fundamental human right.***



What do we mean by Literacy?

## What do we mean by Literacy?

What do we mean by Literacy?





*The literate learner doesn't simply navigate a complex and rapidly changing world;*

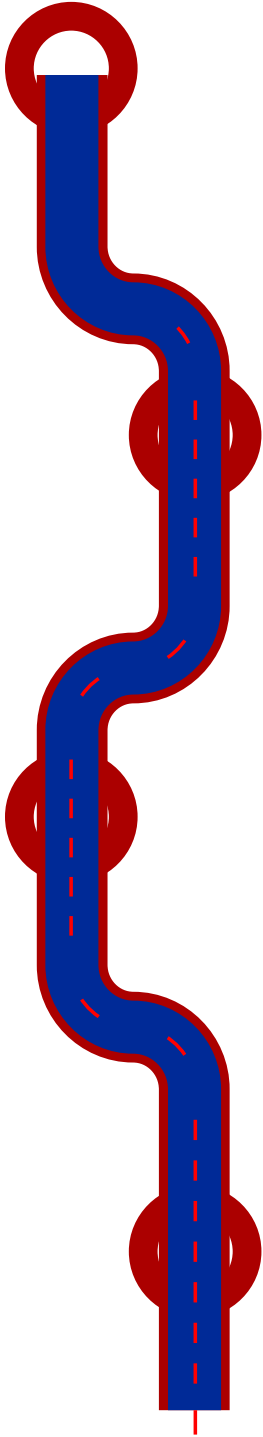






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## Key Milestones to date



• 4, 7









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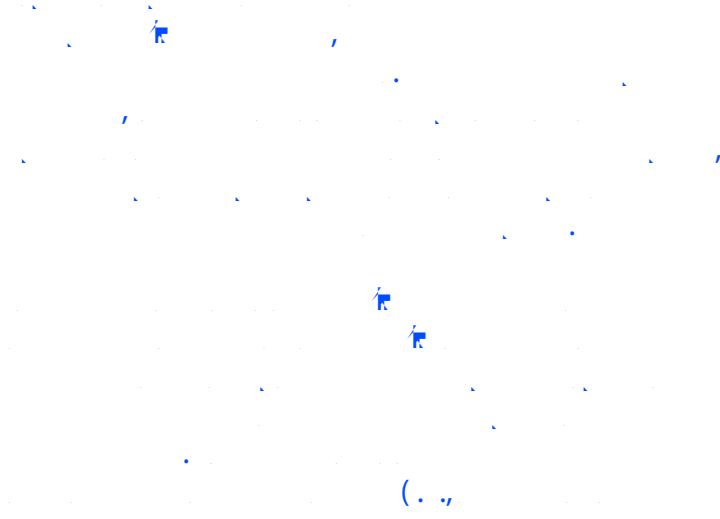
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**What does the Literacy Data tell us?**

*International Context*

... ( ) ( ) 1 7 2000. 15- - ( 2025). ( , ... ). 2022, 15- - 2% ( % ) ( ) , 202 , . 1). ( ) 1). ( )

**Figure 1: *Estimated total number of COVID-19 cases in the U.S. (2)*, *by state*, *2022 | A***

(*Source: CDC, 2022, p. 1*)

The figure shows the estimated total number of COVID-19 cases in the U.S. by state for 2022. The data is presented in a table with columns for the state and the number of cases. The states are listed in descending order of total cases. The number of cases is presented in two columns: the first column shows the number of cases in thousands, and the second column shows the number of cases in millions. The states with the highest number of cases are California, Texas, and New York. California has the highest number of cases, with approximately 11.5 million cases. Texas has approximately 6.5 million cases, and New York has approximately 5.5 million cases. Other states with significant numbers of cases include Florida, Illinois, and Michigan. The states with the lowest number of cases are Alaska, Wyoming, and Montana.

State	Number of Cases (in thousands)	Number of Cases (in millions)
California	11,500	11.5
Texas	6,500	6.5
New York	5,500	5.5
Florida	4,500	4.5
Illinois	3,500	3.5
Michigan	3,000	3.0
Ohio	2,500	2.5
Georgia	2,000	2.0
Arizona	1,500	1.5
Washington	1,000	1.0
Colorado	500	0.5
Minnesota	400	0.4
Indiana	300	0.3
Virginia	200	0.2
North Carolina	150	0.15
South Carolina	100	0.1
Alabama	50	0.05
Mississippi	40	0.04
Louisiana	30	0.03
Idaho	20	0.02
Montana	10	0.01
Wyoming	5	0.005
Alaska	2	0.002







## TDSB Context

The data and information shared below and in [Appendix C](#) provides a context check of where TDSB students are as of the 2022-2023 school year in terms of literacy achievement as measured by large scale Grade 1 system reading assessment data, EQAO data, and report card reading and writing data.

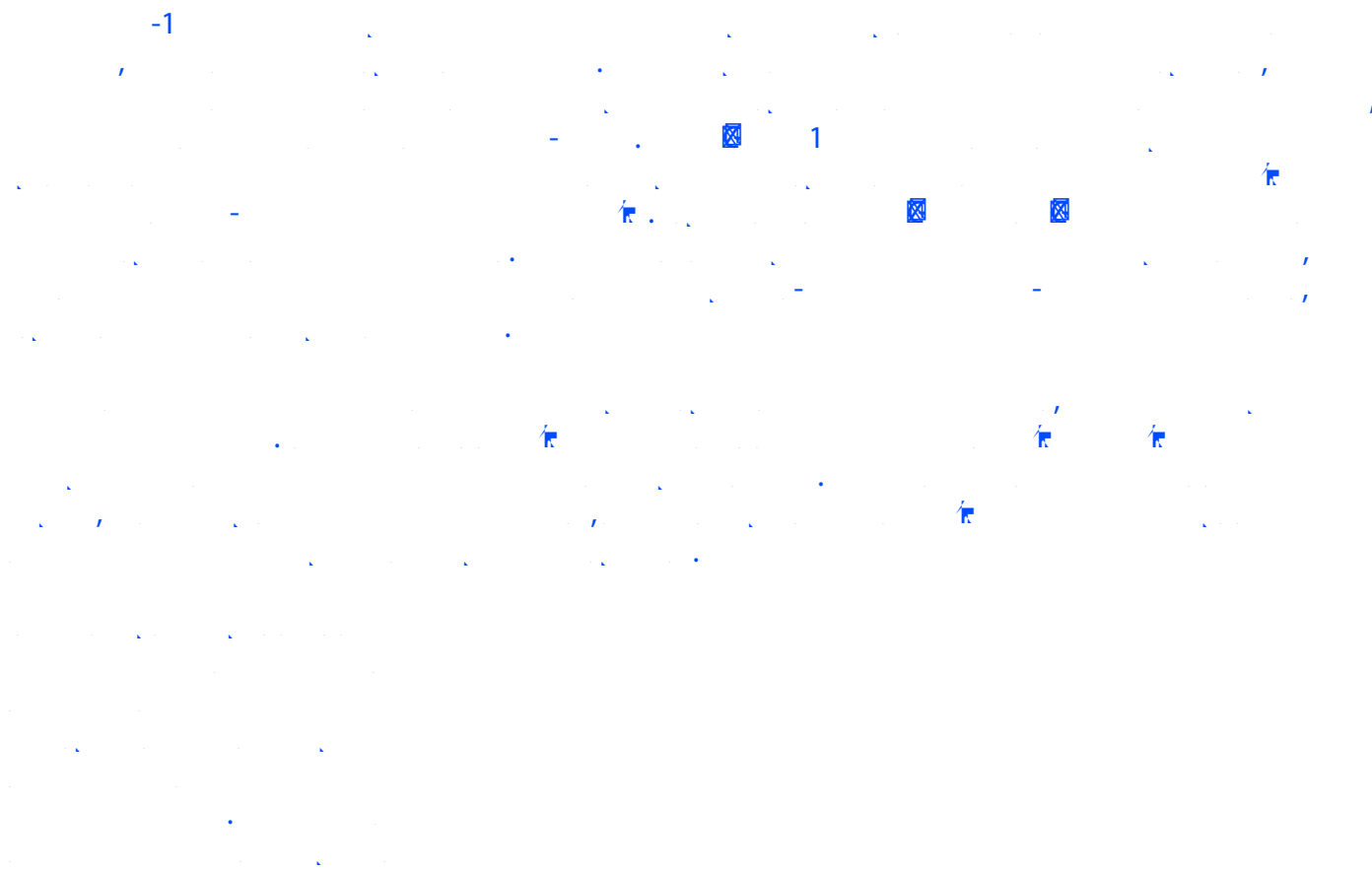
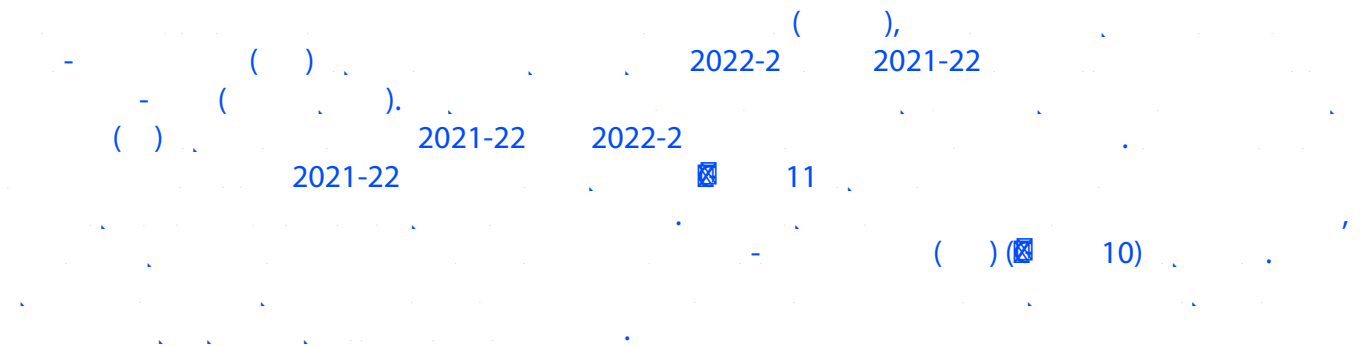
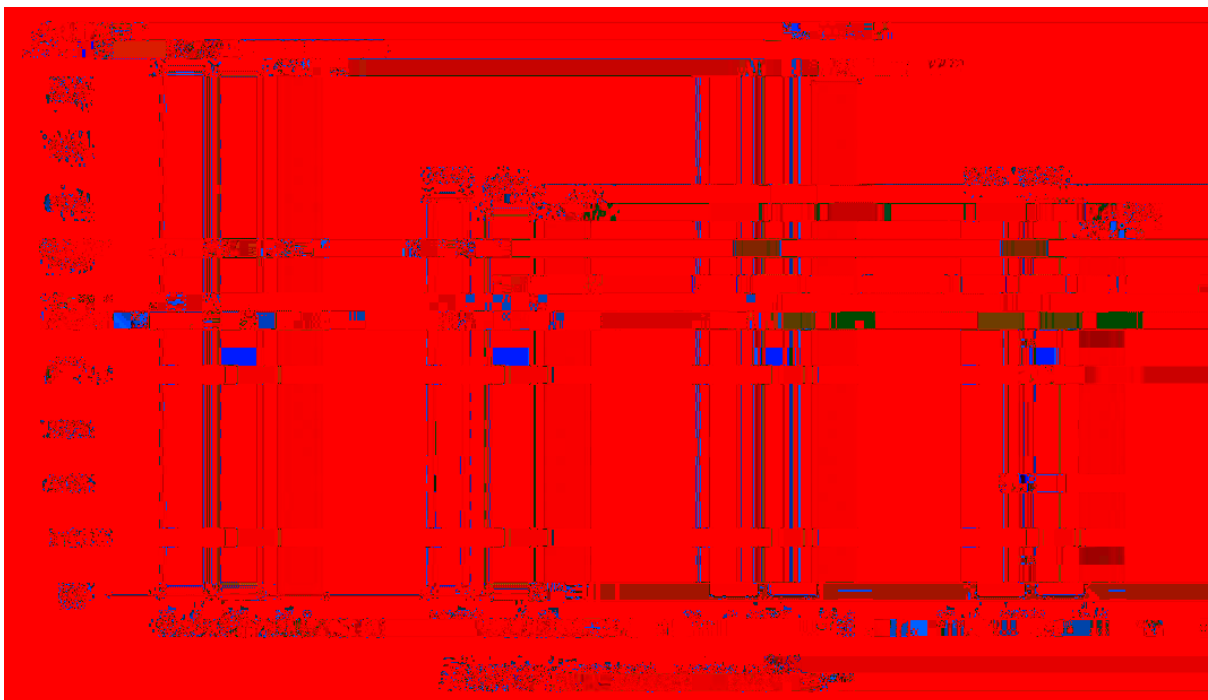


Figure 5:  $\mathbb{R}^2$  with  $G = 1E$  (left),  $F = 1A$  (middle), and  $G = 1B$  (right).  
Left:  $L = E$  (red),  $R = E$  (blue).





## Literacy Outcome Data across the Secondary Panel



**FIG. 8:**  $\mathcal{E}_{\text{eff}}$  (red),  $\mathcal{E}_{\text{eff}}^{\text{LDB}}$  (green),  $\mathcal{E}_{\text{eff}}^{\text{F}} - \mathcal{E}_{\text{eff}}^{\text{LDB}}$  (blue) and  $\mathcal{E}_{\text{eff}}^{\text{F}} - \mathcal{E}_{\text{eff}}^{\text{F}} - \mathcal{E}_{\text{eff}}^{\text{LDB}}$  (orange) as a function of  $\beta$  for  $\mu = 0$  and  $\beta = 0.1$  (left) and  $\beta = 0.2$  (right).



Figure 8 shows the effective energy  $\mathcal{E}_{\text{eff}}$  (red) and  $\mathcal{E}_{\text{eff}}^{\text{LDB}}$  (green) as a function of  $\beta$  for  $\mu = 0$  and  $\beta = 0.1$  (left) and  $\beta = 0.2$  (right). The effective energy  $\mathcal{E}_{\text{eff}}$  is defined as  $\mathcal{E}_{\text{eff}} = \mathcal{E}_{\text{eff}}^{\text{F}} - \mathcal{E}_{\text{eff}}^{\text{LDB}}$  (blue) and  $\mathcal{E}_{\text{eff}}^{\text{F}} - \mathcal{E}_{\text{eff}}^{\text{F}} - \mathcal{E}_{\text{eff}}^{\text{LDB}}$  (orange). The effective energy  $\mathcal{E}_{\text{eff}}$  is shown to be very close to  $\mathcal{E}_{\text{eff}}^{\text{LDB}}$  for all values of  $\beta$  and  $\mu$ . The difference between  $\mathcal{E}_{\text{eff}}$  and  $\mathcal{E}_{\text{eff}}^{\text{LDB}}$  is very small, indicating that the LDB approximation is highly accurate. The difference between  $\mathcal{E}_{\text{eff}}^{\text{F}}$  and  $\mathcal{E}_{\text{eff}}^{\text{F}} - \mathcal{E}_{\text{eff}}^{\text{LDB}}$  is also very small, indicating that the F approximation is also highly accurate.

## Literacy Strategy: Framework

is grounded in the following:

- The Achieve Pillar of the MYSP;
-







Goals ( 2019 - 2020 )

1. Increase the number of students who take the SAT exam ( 500 ) ( 350 )

2. Increase the number of students who take the ACT exam ( 250 ) ( 150 )

Key Actions ( 2019 / 2020 )

- Increase the number of students who take the SAT exam ( 500 ) ( 350 )
- Increase the number of students who take the ACT exam ( 250 ) ( 150 )
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- Increase the number of students who take the ACT exam ( 250 ) ( 150 )
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- Increase the number of students who take the ACT exam ( 250 ) ( 150 )

Key Monitoring Indicators ( 2019 - 2020 )

- Increase the number of students who take the SAT exam ( 500 ) ( 350 )
- Increase the number of students who take the ACT exam ( 250 ) ( 150 )
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Key Actions ( 2019 / 2020 )

- Increase the number of students who take the SAT exam ( 500 ) ( 350 )
- Increase the number of students who take the ACT exam ( 250 ) ( 150 )

*Growing Success: assessment, evaluation and reporting in Ontario's Schools, Kindergarten to Grade 12*

**Key Monitoring Indicators (KMI)**

- The percentage of schools that have a documented assessment plan that includes the following components:
  - (1) A statement of the school's assessment philosophy
  - (2) A statement of the school's assessment strategy
  - (3) A statement of the school's assessment practices
  - (4) A statement of the school's assessment reporting practices

<ul style="list-style-type: none"> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> </ul>
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<p><b>Goals ( )</b></p> <ul style="list-style-type: none"> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> <li>• <i>Strengthening the capacity of the national government to manage the environment</i></li> </ul>
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## Later Literacy

### Goals ( )

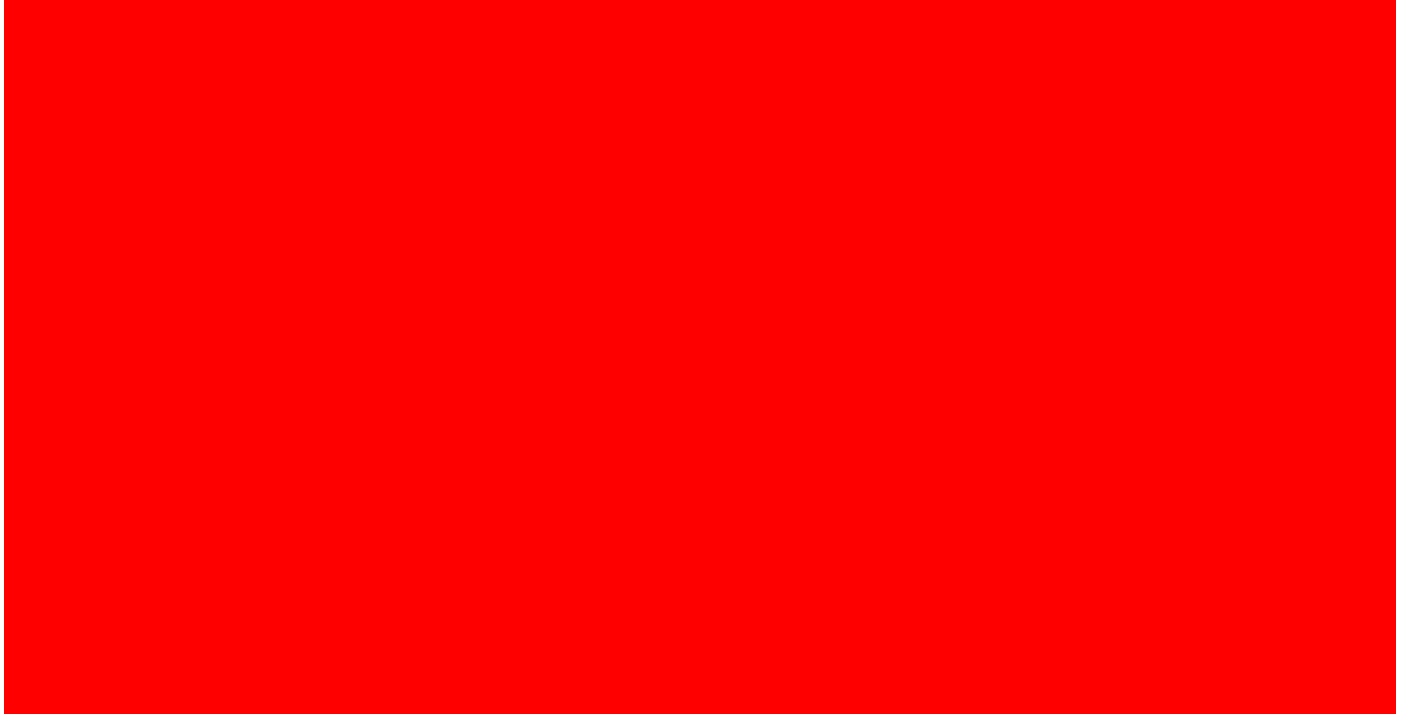
- Students will be able to identify and analyze the central ideas and themes of a text and analyze how and why individuals come to the same and different interpretations of the text.

### Key Actions ( / )

- Analyze the text, *English: Contemporary First Nations, Metis, and Inuit Voices* ( / / ), for its central ideas and themes, and analyze how and why individuals come to the same and different interpretations of the text.
- Analyze the text, *English: Contemporary First Nations, Metis, and Inuit Voices* ( / / ), for its central ideas and themes, and analyze how and why individuals come to the same and different interpretations of the text.
- Analyze the text, *English: Contemporary First Nations, Metis, and Inuit Voices* ( / / ), for its central ideas and themes, and analyze how and why individuals come to the same and different interpretations of the text.
- Analyze the text, *English: Contemporary First Nations, Metis, and Inuit Voices* ( / / ), for its central ideas and themes, and analyze how and why individuals come to the same and different interpretations of the text.

### Key Monitoring Indicators ( )

- Analyze the text, *English: Contemporary First Nations, Metis, and Inuit Voices* ( / / ), for its central ideas and themes, and analyze how and why individuals come to the same and different interpretations of the text.
- Analyze the text, *English: Contemporary First Nations, Metis, and Inuit Voices* ( / / ), for its central ideas and themes, and analyze how and why individuals come to the same and different interpretations of the text.
- Analyze the text, *English: Contemporary First Nations, Metis, and Inuit Voices* ( / / ), for its central ideas and themes, and analyze how and why individuals come to the same and different interpretations of the text.







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