

Interim Progress Report September 2026

Review Data and Evidence
Pre-Populated Provincial Template

In Review of Year 2 of our 2024-2028 Strategic Plan
Approved by Board on September 22nd, 2026



ENHANCING STUDENT LEARNING REPORT

REVIEW DATA AND EVIDENCE

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Land Acknowledgement

Éy swáyel.

We acknowledge that the Abbotsford School District is located on the traditional and unceded territory of the Semá:th First Nation and Máthxwi First Nation. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.



SUPPLEMENTAL MATERIAL

Icon Guide:

ANALYZE

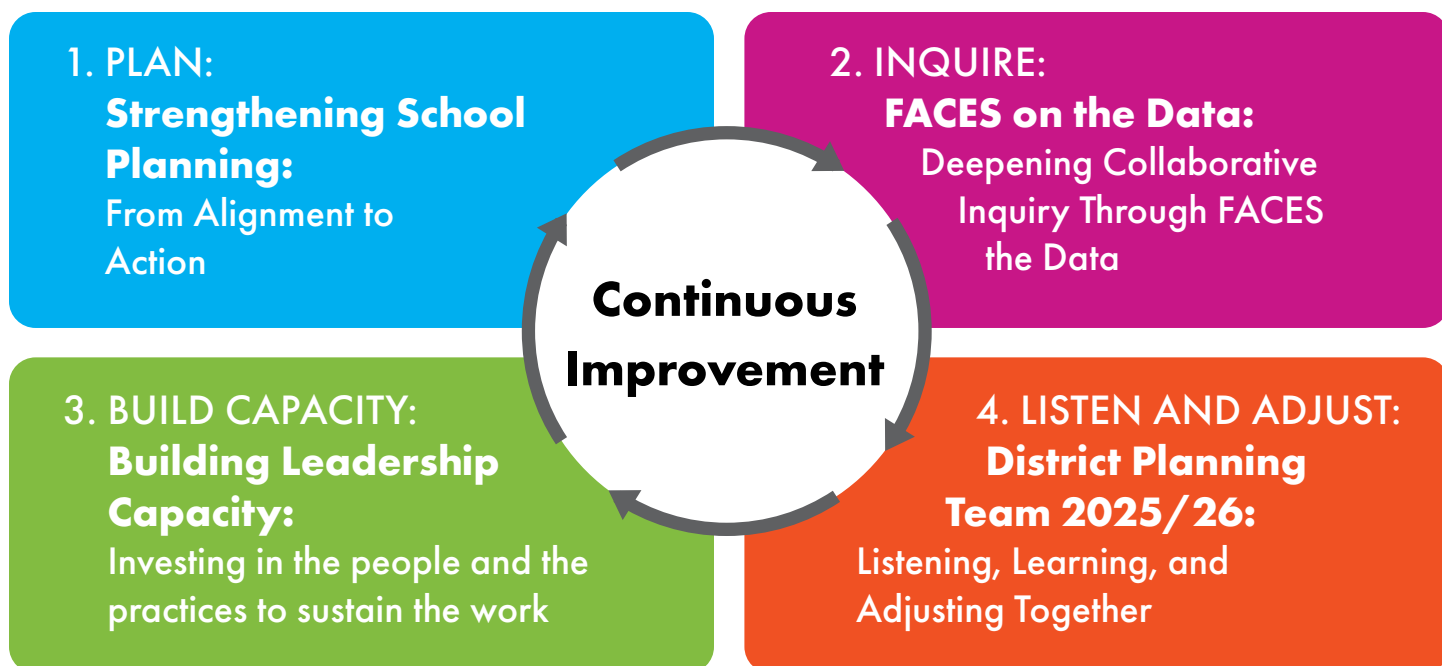
INTERPRET

OUR STORIES

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report does not display data points that:

- reflect groups of 9 students or fewer, or pose a risk of individual student identification through the mosaic effect.

IMPROVEMENT STORY



1. Strengthening School Planning: From Alignment to Action

In 2025/26, the district moved beyond alignment and strengthened the learning processes that support continuous improvement.

Building on the revised school planning framework introduced in 2024/25, the Abbotsford School District continued to refine and strengthen its approach to school improvement planning during the 2025/26 school year. While the initial work focused on aligning school plans with the District Strategic Plan,

departmental operational plans, and the Framework for Enhancing Student Learning, this year's work emphasized building a deeper understanding of how evidence informs planning, action, monitoring, and adjustment.

Through differentiated elementary, middle, and secondary planning processes, school leaders have begun to engage in structured planning sessions using their own school evidence to identify patterns, define a problem of practice, establish focused learning priorities, develop theories of action, and identify evidence that would be monitored throughout the year.



Aligned. Collaborative. Evidence-Informed. Learning Together for Impact.



IMPROVEMENT STORY

The revised process places greater emphasis on:

- Beginning with evidence and patterns rather than activities
- Focusing on one or two high-leverage learning priorities
- Making adult actions explicit through a theory of action
- Identifying above-and-beyond supports for Indigenous students, students with diverse abilities, and Children and Youth in Care
- Establishing review cycles that support ongoing reflection, adjustment, and continuous improvement throughout the year



2024-25: Building Alignment

- Revised AP 105
- Common planning expectations
- Alignment with Strategic Plan
- New school planning templates
- Focus on priority learners

2025-26: Deepening Practice

- Evidence-informed planning
- Problems of practice
- Theory of action
- High-leverage priorities
- Review and adjustment cycles
- Continuous improvement conversations

Result: Greater coherence between evidence, adult actions, and student outcomes



[Elementary School Planning Process](#)



[Middle School Planning Process](#)



[Secondary School Planning Process](#)



[Elementary School Plan 2026](#)



[Middle School Plan 2026](#)



[Secondary School Plan 2026](#)



IMPROVEMENT STORY

2. FACES on the Data- Deepening Collaborative Inquiry Through FACES on the Data

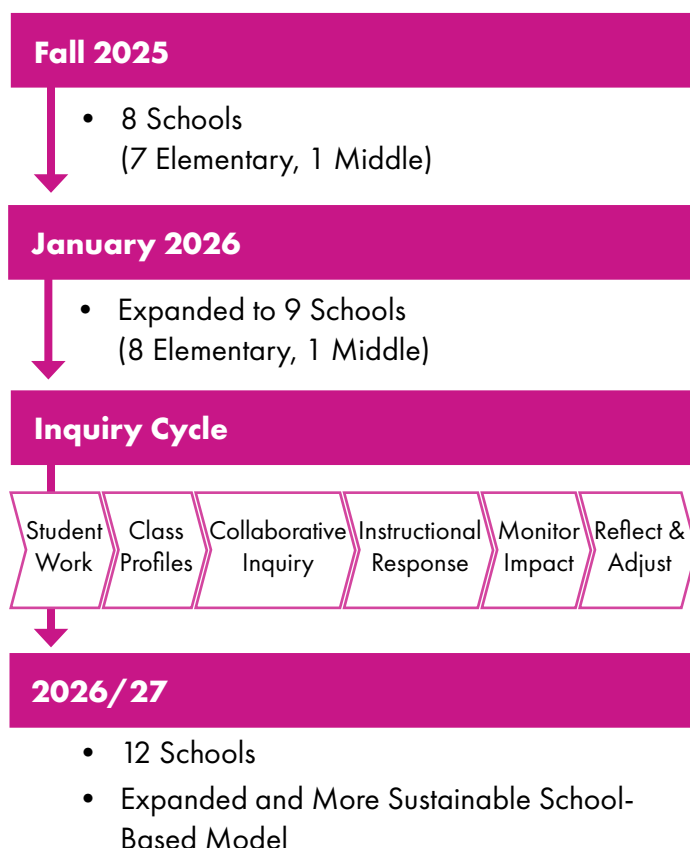
FACES on the Data was launched in Fall 2025 as a district collaborative inquiry initiative designed to strengthen evidence-informed instructional practice and improve outcomes for learners. During its first year, eight schools participated (seven elementary and one middle), with a ninth school joining the initiative in January 2026. Expansion to twelve schools (elementary, middle, and secondary) is planned for 2026/27 as the district enters Year 2 of implementation.

At each participating school, the principal or vice-principal served as the lead learner, working alongside a curriculum helping teacher assigned to the school as a knowledgeable other. Together with teacher teams, they examined student work, reviewed class profiles, identified learners of focus, planned instructional responses, monitored progress, and reflected on the impact of changes in practice.

While the process began with a focus on individual learners, one of the most significant outcomes was the development of stronger Tier 1 instructional practice. Using evidence from student work and collaborative inquiry conversations, teachers identified next steps for individual students while also discovering new instructional strategies that could be applied across their classrooms. Support from colleagues, school leaders, and curriculum helping teachers helped staff refine instructional approaches and strengthen their collective capacity to respond to learner needs.

The process also provided principals and vice-principals with a deeper understanding of classroom practice, student learning trends, and the effectiveness of instructional responses across their schools. In several schools, the work extended beyond FACES sessions through the use of data walls, staff learning conversations, and ongoing collaborative review of evidence. As a result, FACES increasingly became a way of thinking about instructional leadership and school improvement rather than a stand-alone initiative.

FACES on the Data: Building Capacity Through Collaborative Inquiry



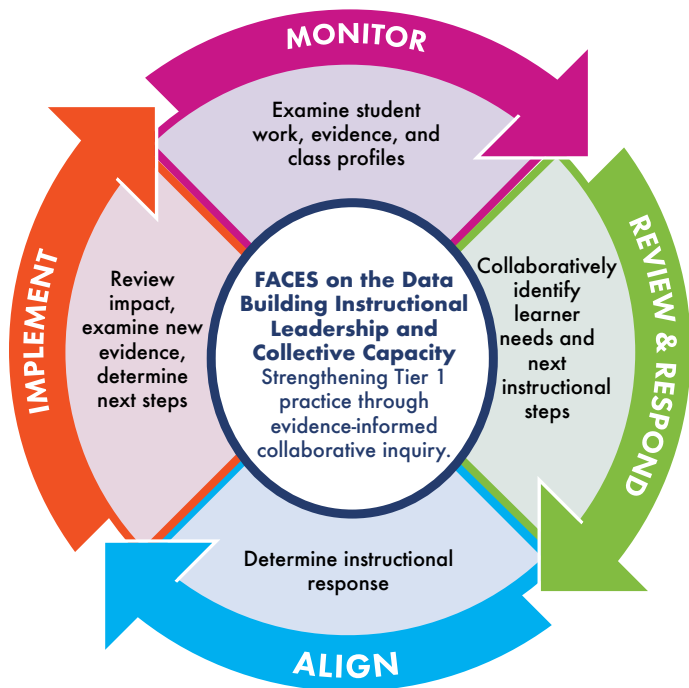
IMPROVEMENT STORY

Participant feedback consistently highlighted the value of examining student work, collaborating with colleagues, receiving support from curriculum helping teachers, planning focused instructional responses, and engaging in follow-up review cycles to monitor progress. Many participants described becoming more intentional in collecting, analyzing, and responding to evidence of student learning.

Looking ahead, Year 2 will focus on expanding participation while developing a more sustainable model that can be increasingly embedded within existing school structures and collaborative practices over time.

“The FACES process helped me be more intentional in collecting and analyzing student evidence throughout the year. Collaborative discussions with colleagues provided valuable insights and practical strategies that I was able to implement in my classroom.”

– Participant



IMPROVEMENT STORY

3. Building Leadership Capacity- Investing in the people and the practices to sustain the work

Throughout 2025/26, the district continued to invest in leadership development at all levels of the system. Building on existing literacy, numeracy, and instructional leadership initiatives, professional learning opportunities were intentionally designed to strengthen principals' and vice-principals' instructional leadership, develop teacher leadership, support collaborative inquiry, and create sustainable professional learning networks across schools.

This work included Leading for Literacy Learning, Leading for Numeracy Learning, CLARITY learning with Dr. Lyn Sharratt, Middle School Residencies, Literacy Ambassador networks, Numeracy Deep Dives, and FACES on the Data. Through classroom-based inquiry, collaborative learning networks, student work analysis, school-to-school learning, instructional rounds, and leadership development opportunities, educators strengthened their capacity to use evidence to inform instruction, respond to learner needs, and improve outcomes for students.

While each initiative had a unique focus, together they contributed to a coherent approach aimed at improving classroom practice, increasing educator capacity, and strengthening outcomes for students.



Stronger instructional leadership, improved Tier 1 practice, and greater system coherence.

IMPROVEMENT STORY

4. District Planning Team 2025/26- Listening, Learning, and Adjusting Together

During the 2025/26 school year, the District Planning Team met four times to review evidence, discuss student outcomes, explore emerging trends, and provide feedback on district priorities related to literacy, numeracy, human and social development, career development, and system planning. The team brought together diverse perspectives from across the district, including student representatives from each secondary school, teachers, Abbotsford Teachers' Union representatives, DPAC representatives, trustees, members of the Senior Management Team, principals and vice-principals, and district staff. Feedback from these sessions helped inform district planning, professional learning priorities, school supports, and adjustments to strategies across the system.



Four Planning Conversations

Literacy, Numeracy, Human & Social Development, Career Development

What We Heard

- Learning should be relevant, purposeful, and connected to students' lives.
- Relationships, belonging, and adult connection matter.
- Strong support exists for evidence-informed decision-making and planning.
- Students and families want clearer pathways, supports, and transitions.

How We Responded

- Strengthened literacy and numeracy professional learning and leadership networks.
- Expanded collaborative inquiry through FACES on the Data.
- Increased focus on student well-being, belonging, and mental health supports.
- Continued refinement of graduation pathways, career development opportunities, and post-secondary transitions.

Continuous Improvement:

Listen → Reflect → Adjust → Improve

IMPROVEMENT STORY

Indigenous Education Across the Framework

[Enhancement Agreement 2025-2030](#) 

INTELLECTUAL DEVELOPMENT

Literacy, Identity, and Achievement

- Indigenous Support Workers received literacy training and resources through partnership with Curriculum.
- Indigenous early readers and culturally connected literacy resources were provided to schools.
- Community literacy evenings were held in partnership with local First Nations and the Indigenous community.
- Literacy FSA results for Indigenous learners improved compared to the previous year while achievement gaps continue to be monitored.



[Grade 4 Literacy FSA and RC 2026](#)



[Grade 7 Literacy FSA and RC 2026](#)



[Grade 10 Literacy FSA and RC 2026](#)



Representation matters. Indigenous-themed resources, authors, and culturally connected learning experiences continue to strengthen engagement and literacy development.

HUMAN & SOCIAL DEVELOPMENT

Belonging Through Relationships, Voice, and Culture

- Indigenous student voice directly informed Enhancement Agreement priorities.

- Students identified the importance of trusted adults, dedicated Indigenous spaces, and relationship continuity.
- The district continues to prioritize Indigenous Support Worker staffing and dedicated Indigenous spaces in schools.
- Work is underway to increase visibility through local artwork, language, murals, and culturally responsive environments.
- Indigenous learners report improved feelings of welcome and belonging over time.

Students wanted consistent relationships, dedicated Indigenous spaces, and meaningful opportunities to be heard.

CAREER DEVELOPMENT

Pathways, Graduation, and Future Opportunities

- Annual Indigenous Grad Verification meetings continue to monitor every Indigenous learner's graduation pathway.
- Indigenous summer and spring break learning opportunities provided additional pathways to earn credits and remain on track for graduation
- Grad coaches support pathway planning, post-secondary applications, scholarships, and transitions.
- Indigenous students participated in university visits, dual-credit opportunities, and career exploration experiences.

99% of Indigenous graduates were ministry eligible to graduate and enrolled in appropriate courses through the Grad Verification process.



REVIEW DATA AND EVIDENCE

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

The district continued to strengthen a coherent, evidence-informed approach to literacy and numeracy through implementation of the Literacy Framework, launch of the Numeracy Framework, partnership with Dr. Lyn Sharratt and CLARITY, and the introduction of FACES on the Data. Schools increased their use of common and diagnostic assessments, leading to more intentional use of student evidence to inform instruction and intervention. Leadership capacity in instructional leadership and data fluency was strengthened through FACES, CLARITY, and district literacy and numeracy learning series for principals and vice-principals, while revised school planning processes supported deeper analysis of learner needs, achievement, and wellbeing. While literacy outcomes remain relatively strong overall and some gains are evident for Indigenous learners, achievement gaps persist for Indigenous learners and students with disabilities and diverse abilities, particularly in Grades 4 and 7 literacy and numeracy.

- Literacy outcomes remain relatively stable overall, with evidence of improvement for Indigenous learners in several literacy measures; however, achievement gaps persist between Indigenous and non-Indigenous learners and for students with disabilities and diverse abilities.
- Numeracy results continue to identify a need for focused improvement, particularly for Indigenous learners and students with disabilities and diverse abilities in Grades 4 and 7.
- Increased use of common and diagnostic assessments has strengthened staff ability to identify learner needs, monitor progress, and make more targeted instructional decisions.
- Early evidence from FACES on the Data suggests growing consistency in collaborative inquiry, use of evidence, and instructional decision-making across involved schools.
- The review highlighted the importance of continuing to build leadership and staff capacity in assessment literacy, data fluency, and evidence-informed instructional practices to improve outcomes and reduce disparities for priority learners.



Video: [FACES on the Data: How Abbotsford Schools Are Supporting Every Learner](#)



RESPOND TO RESULTS

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

The data review affirms the need to continue strengthening instructional leadership, collaborative inquiry, assessment literacy, and equitable outcomes for priority learners. Early evidence from FACES on the Data, leadership learning, and increased use of common assessments suggests growing consistency in how schools use evidence to identify learner needs and guide targeted instruction. As a result, the district will continue implementation of FACES, literacy and numeracy frameworks, and common assessment practices while strengthening monitoring through EdPlan, class profiles, school planning processes, and student evidence. Ongoing attention will focus on improving outcomes for Indigenous learners and students with disabilities and diverse abilities in literacy and numeracy.

- Continue implementation and expansion of FACES on the Data to strengthen collaborative inquiry, instructional decision-making, and monitoring of student growth through evidence-informed cycles of improvement.
- Continue partnership with Dr. Lyn Sharratt and deepen implementation of CLARITY, with a focus on strengthening instructional leadership, assessment literacy, and coherence across schools and departments.
- Expand the use of common and diagnostic assessments in literacy and numeracy, while strengthening educator capacity to use assessment evidence to inform instruction, intervention, and monitoring of impact.
- Strengthen the collection and analysis of evidence through EdPlan, class profiles, school planning processes, and common monitoring structures to better evaluate the effectiveness of district and school-based strategies.
- Continue targeted collaboration among Curriculum, Indigenous Education, Learning Support Services, and school teams to improve outcomes and reduce disparities for Indigenous learners and students with disabilities and diverse abilities.



INTELLECTUAL DEVELOPMENT

EDUCATIONAL OUTCOME 1:

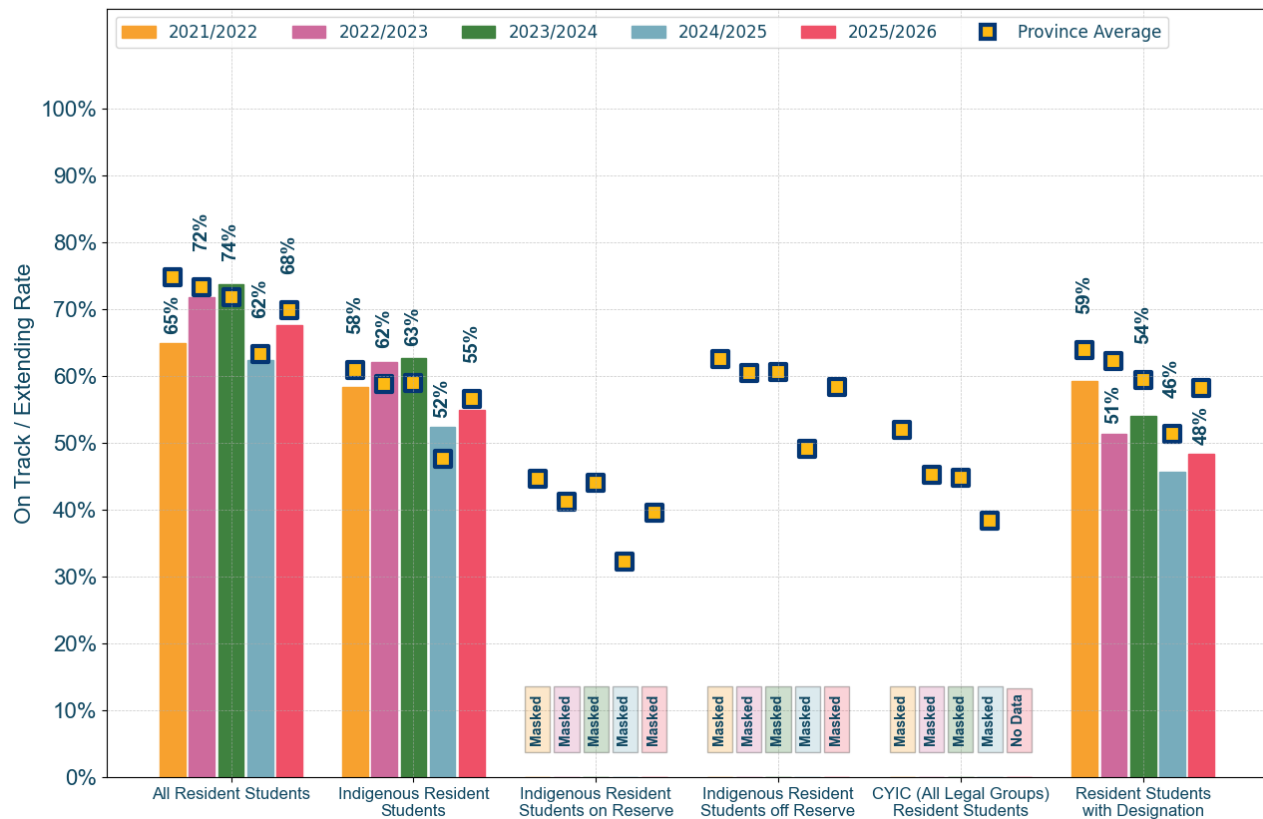
LITERACY

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1478 94%	1487 93%	1493 91%	1537 90%	1537 92%
Indigenous Resident Students	179 90%	207 88%	180 89%	166 91%	153 94%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	17 82%	Masked	Masked	13 77%	0
Resident Students with Designation	124 65%	113 64%	153 64%	153 69%	167 74%

Grade 4 FSA Literacy - On Track / Extending Rate Abbotsford





INTELLECTUAL DEVELOPMENT

EDUCATIONAL OUTCOME 1:

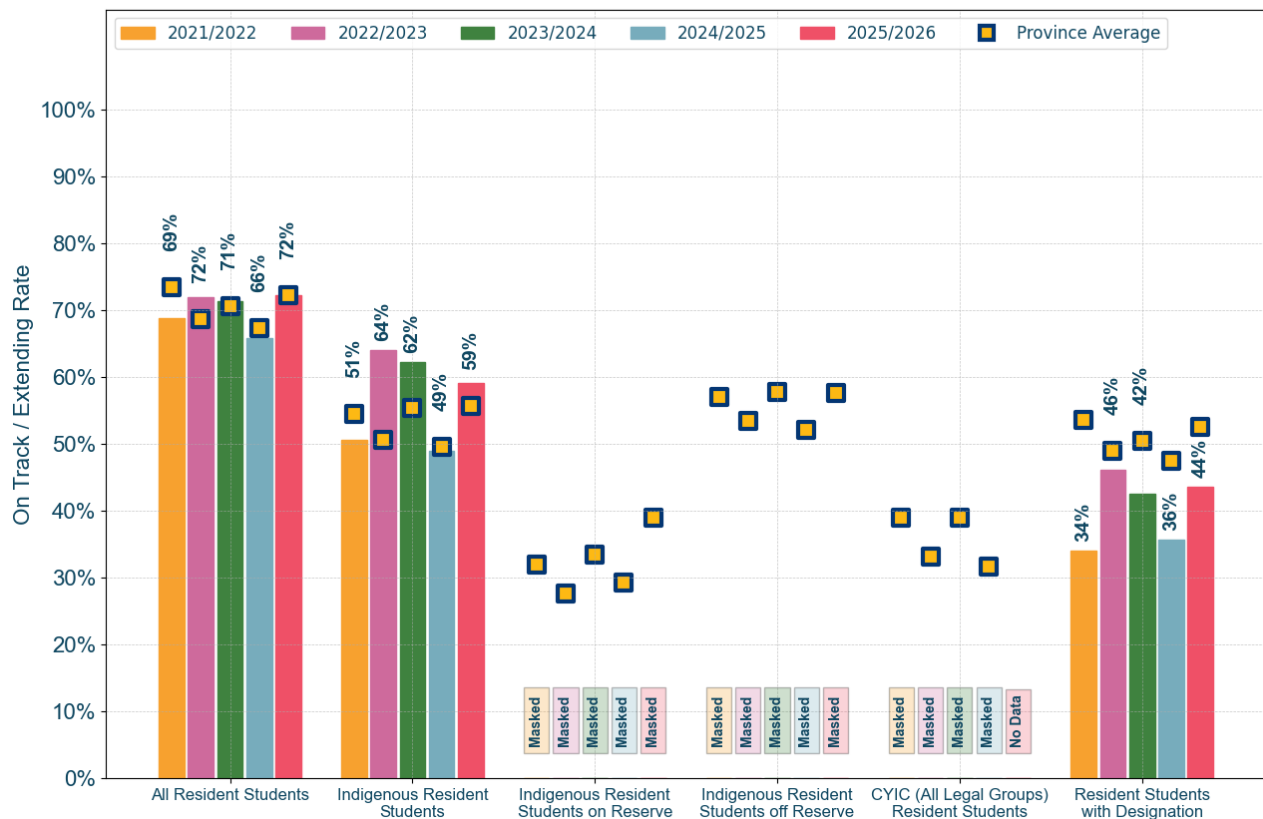
LITERACY

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1463 94%	1447 92%	1526 92%	1545 90%	1530 93%
Indigenous Resident Students	196 87%	195 90%	198 87%	167 86%	183 91%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	19 79%	13 77%	Masked	Masked	0
Resident Students with Designation	187 79%	185 70%	198 77%	204 72%	198 82%

Grade 7 FSA Literacy - On Track / Extending Rate Abbotsford





INTELLECTUAL DEVELOPMENT

EDUCATIONAL OUTCOME 1:

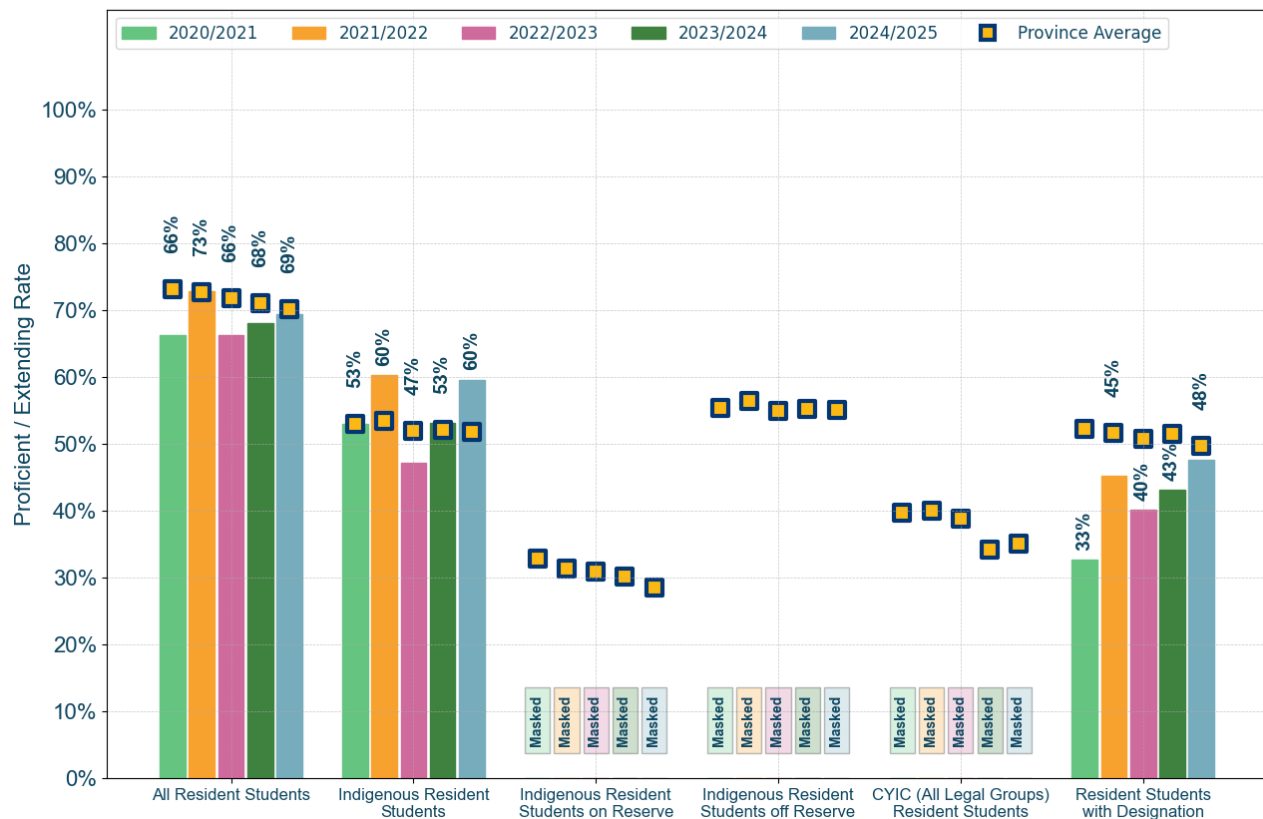
LITERACY

Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1486 86%	1489 85%	1543 87%	1595 88%	1648 87%
Indigenous Resident Students	181 67%	174 57%	196 69%	199 70%	198 72%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	25 52%	Masked	25 64%	21 48%	18 56%
Resident Students with Designation	194 53%	210 59%	245 66%	230 71%	269 71%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate
Abbotsford





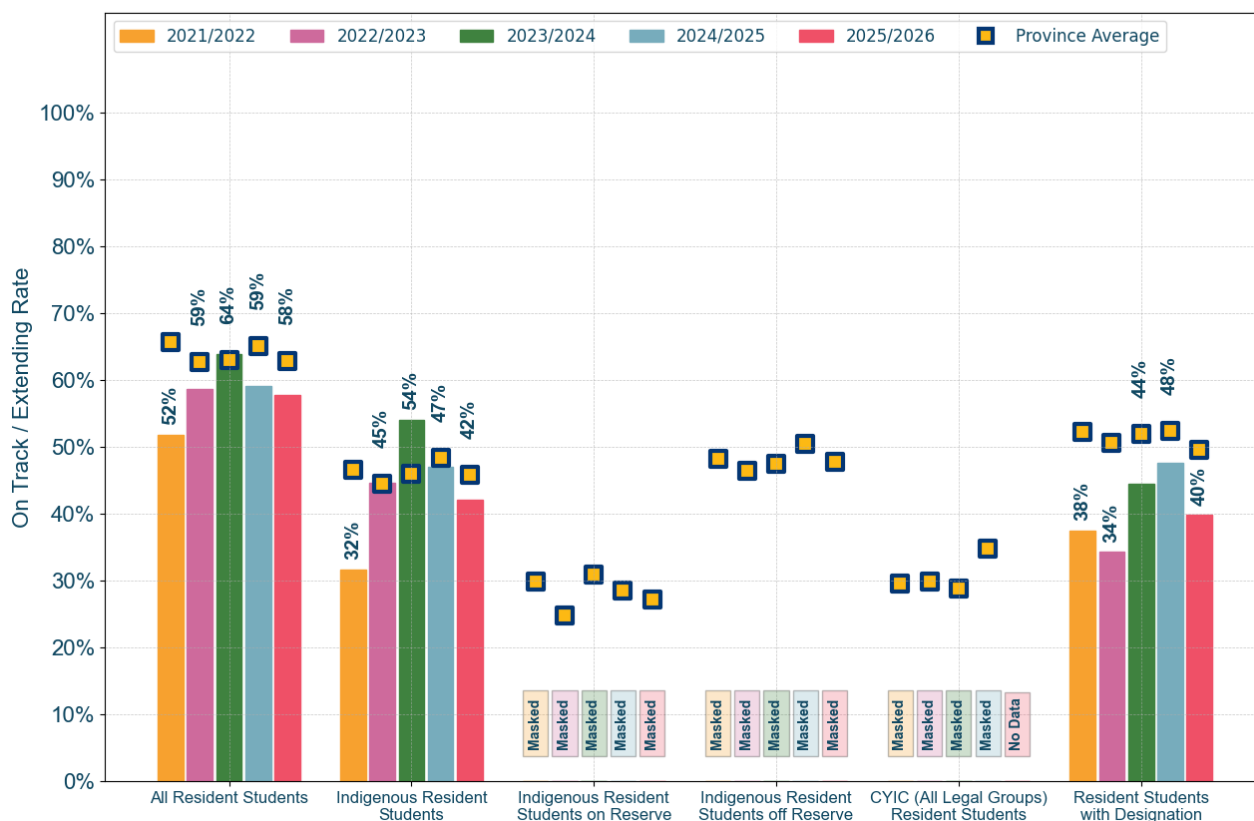
INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 2 NUMERACY

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1478 94%	1487 93%	1493 91%	1537 90%	1537 92%
Indigenous Resident Students	179 90%	207 89%	180 88%	166 91%	153 95%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	17 88%	Masked	Masked	13 77%	0
Resident Students with Designation	124 65%	113 65%	153 65%	153 69%	167 74%

Grade 4 FSA Numeracy - On Track / Extending Rate Abbotsford





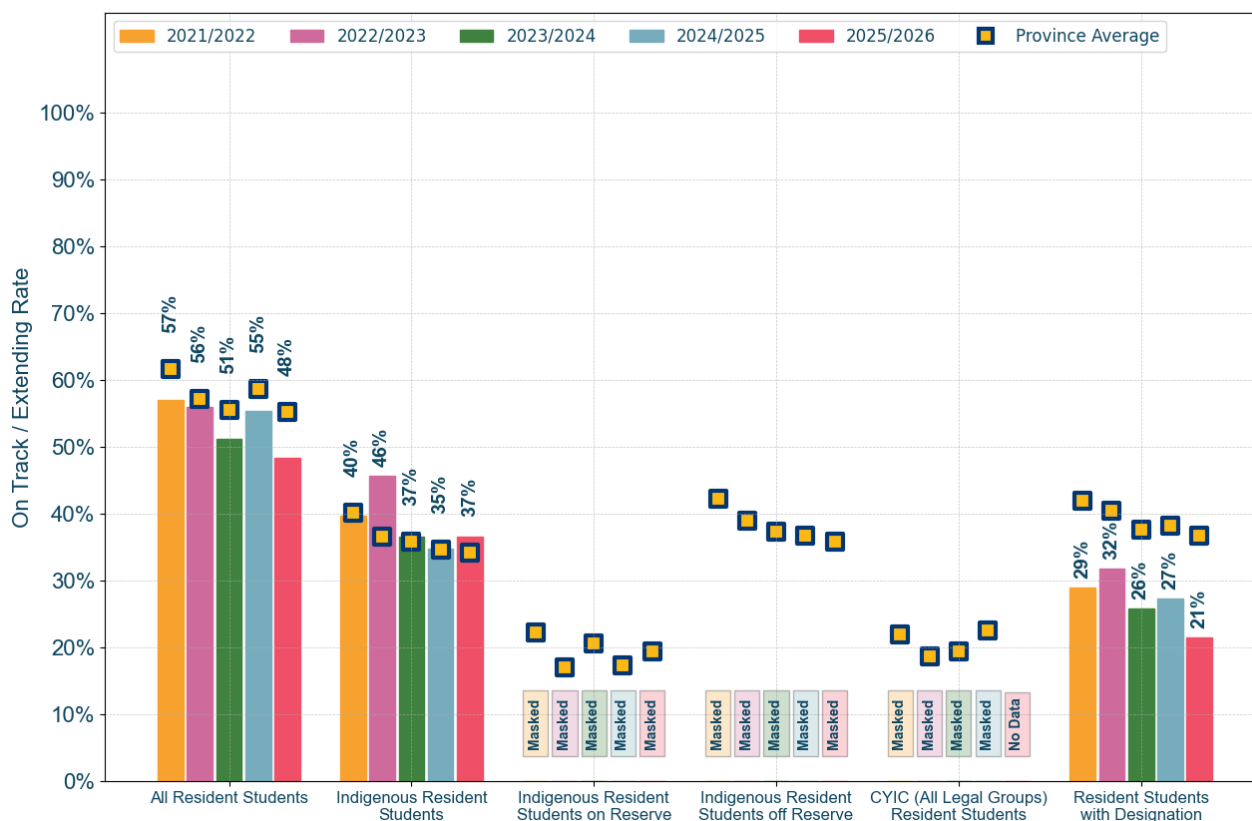
INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 2 NUMERACY

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1463 94%	1447 92%	1526 92%	1545 90%	1530 93%
Indigenous Resident Students	196 86%	195 89%	198 88%	167 84%	183 91%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	19 74%	13 77%	Masked	13 77%	0
Resident Students with Designation	187 78%	185 68%	198 76%	204 70%	198 82%

Grade 7 FSA Numeracy - On Track / Extending Rate Abbotsford





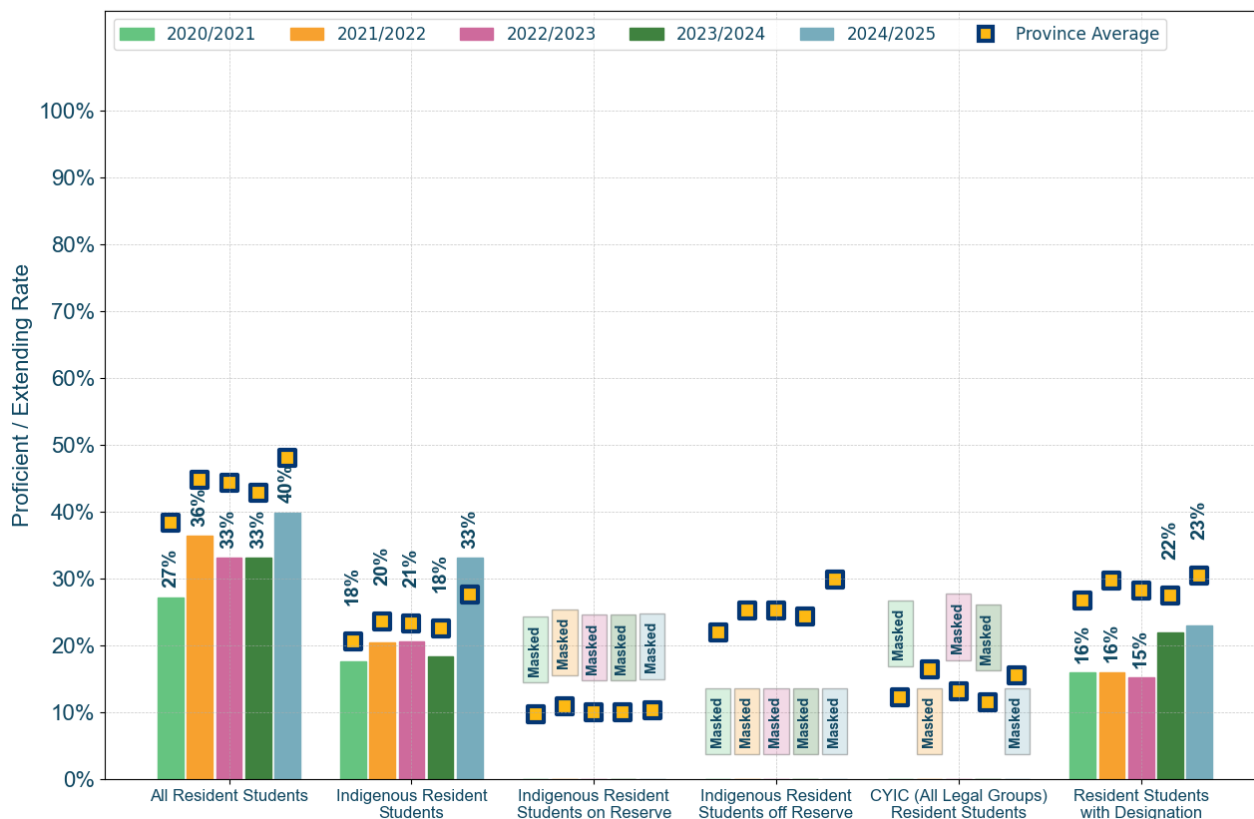
INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 2 NUMERACY

Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1477 84%	1461 87%	1551 86%	1586 88%	1645 86%
Indigenous Resident Students	180 65%	173 62%	201 72%	197 70%	198 65%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	25 48%	Masked	26 69%	Masked	Masked
Resident Students with Designation	191 51%	206 64%	249 66%	228 68%	269 59%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate
Abbotsford





REVIEW DATA AND EVIDENCE

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

District and school teams continued to prioritize student well-being, belonging, and connection through social-emotional learning initiatives, Indigenous Education commitments, equity-focused work, student support planning, and mental health services. Evidence from the Student Learning Survey, MDI, and YDI indicates that many students report positive relationships with caring adults and generally positive school experiences. Improvements in belonging among Indigenous learners suggest that targeted investments in relationships, cultural connection, and student voice are having a positive impact. At the same time, data continues to identify concerns regarding overall well-being, belonging, and connection for some learners, particularly during the middle and secondary years, reinforcing the need for sustained and coordinated supports.

- Student Learning Survey, MDI, and YDI data indicate that many students report positive relationships with caring adults at school, suggesting that school-based supports and relationship-focused approaches continue to be a strength.

- Indigenous learners report improved feelings of welcome and belonging over time, indicating positive impact from Enhancement Agreement commitments, relationship-based supports, and culturally responsive initiatives; however, results remain below desired levels and provincial benchmarks.
- Data continues to identify belonging and overall well-being as areas of concern, particularly during the middle and secondary years, with some learner groups reporting lower levels of connection and engagement.
- Growing requests for social-emotional learning spaces, mental health supports, and substance use education suggest both increased awareness of available supports and ongoing student well-being needs.
- The review highlighted the importance of continuing to strengthen student voice, culturally responsive practices, and coordinated supports for Indigenous learners, students with disabilities and diverse abilities, and other priority populations.



Video: [Benevolent Nerds Club - Peer Tutoring at W J Mouat Secondary](#)



RESPOND TO RESULTS

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

The data review affirms the importance of continuing district efforts to strengthen belonging, well-being, and connection through social-emotional learning, mental health supports, Indigenous Education initiatives, equity-focused practices, and collaborative student support planning. Evidence suggests that relationship-based approaches, targeted Indigenous supports, SEL programming, and increased collaboration among school teams are contributing positively to student experiences. As a result, the district will continue to strengthen student voice, build staff capacity, enhance coordinated supports, and use both quantitative and qualitative evidence to inform continuous improvement, with particular attention to Indigenous learners, students with disabilities and diverse abilities, and learners experiencing challenges with belonging and well-being.

- Continue implementation of social-emotional learning, mental health, and belonging initiatives, including SEL spaces, staff learning, and coordinated supports that promote student well-being and self-regulation.
- Expand opportunities for student voice and engagement to better understand factors that influence belonging, safety, and connection, particularly for Indigenous learners and other priority populations.
- Continue implementation of Enhancement Agreement commitments that strengthen Indigenous student identity, belonging, advocacy, and cultural connection through relationship-based supports and culturally responsive learning environments.
- Strengthen use of MDI, YDI, Student Learning Survey, and local qualitative evidence to inform school planning, monitor impact, and identify emerging student well-being needs
- Continue collaborative work among school teams, clinicians, SEL staff, Indigenous Education, Learning Support Services, and community partners to provide coordinated supports for students experiencing challenges with belonging, attendance, behaviour, well-being, or connection.



HUMAN AND SOCIAL DEVELOPMENT EDUCATIONAL OUTCOME 3:

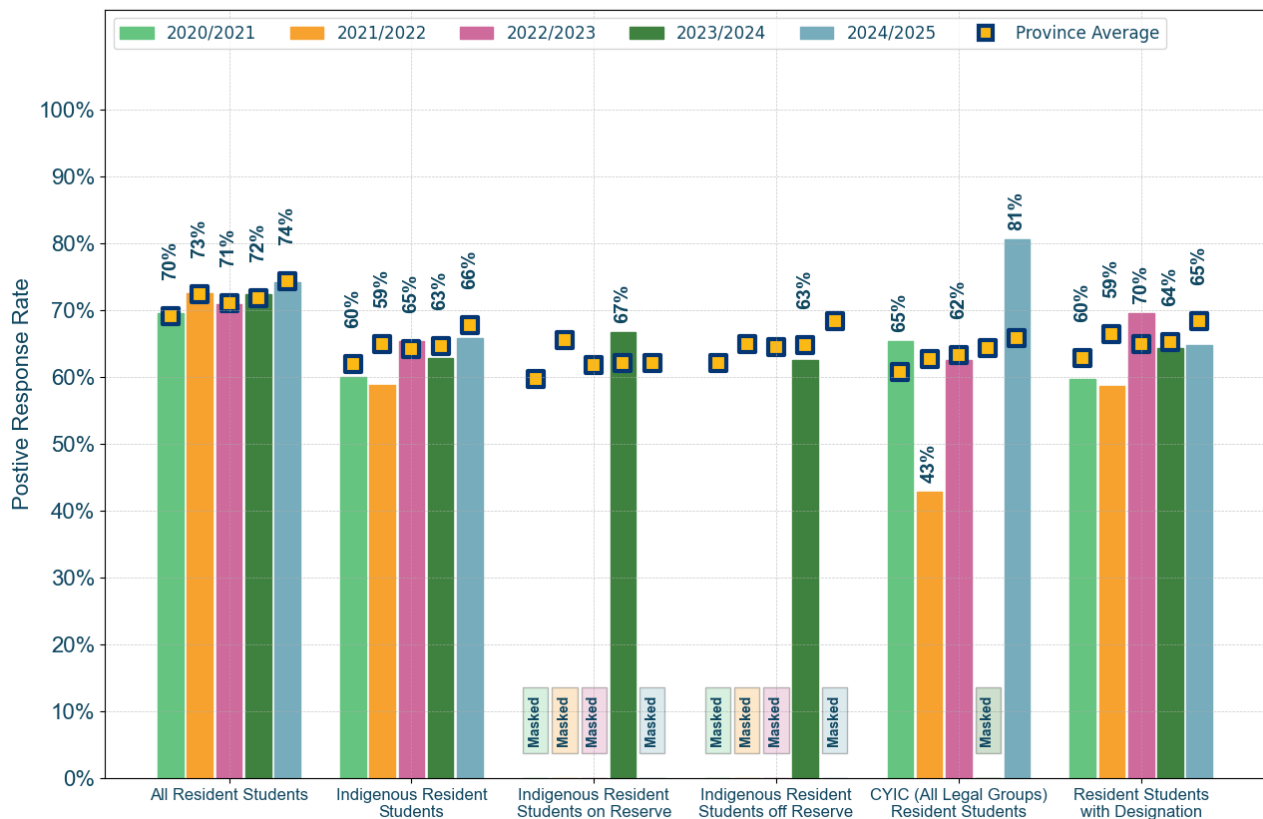
FEEL WELCOME, SAFE, AND CONNECTED

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	4350 75%	4372 74%	4425 80%	4560 78%	4663 84%
Indigenous Resident Students	563 64%	538 64%	593 69%	562 65%	525 74%
Indigenous Resident Students on Reserve	Masked	20 55%	16 69%	17 88%	Masked
Indigenous Resident Students off Reserve	Masked	518 64%	577 69%	545 64%	Masked
CYIC (All Legal Groups) Resident Students	51 51%	50 58%	43 56%	41 46%	44 70%
Resident Students with Designation	465 54%	513 61%	542 58%	575 61%	613 70%

Feel Welcome - Positive Response Rate for Grades 4, 7, and 10 Abbotsford



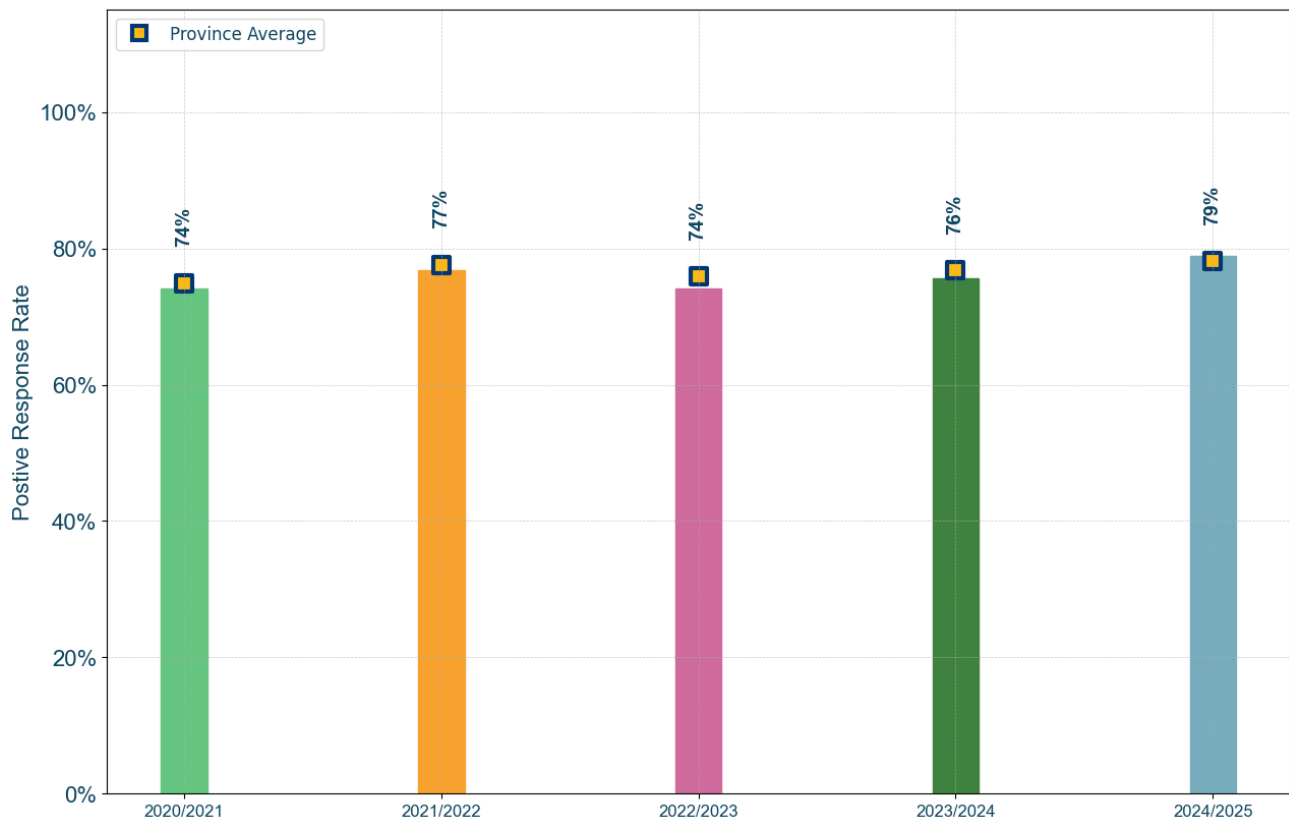


HUMAN AND SOCIAL DEVELOPMENT EDUCATIONAL OUTCOME 3:

FEEL WELCOME, SAFE, AND CONNECTED

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Abbotsford



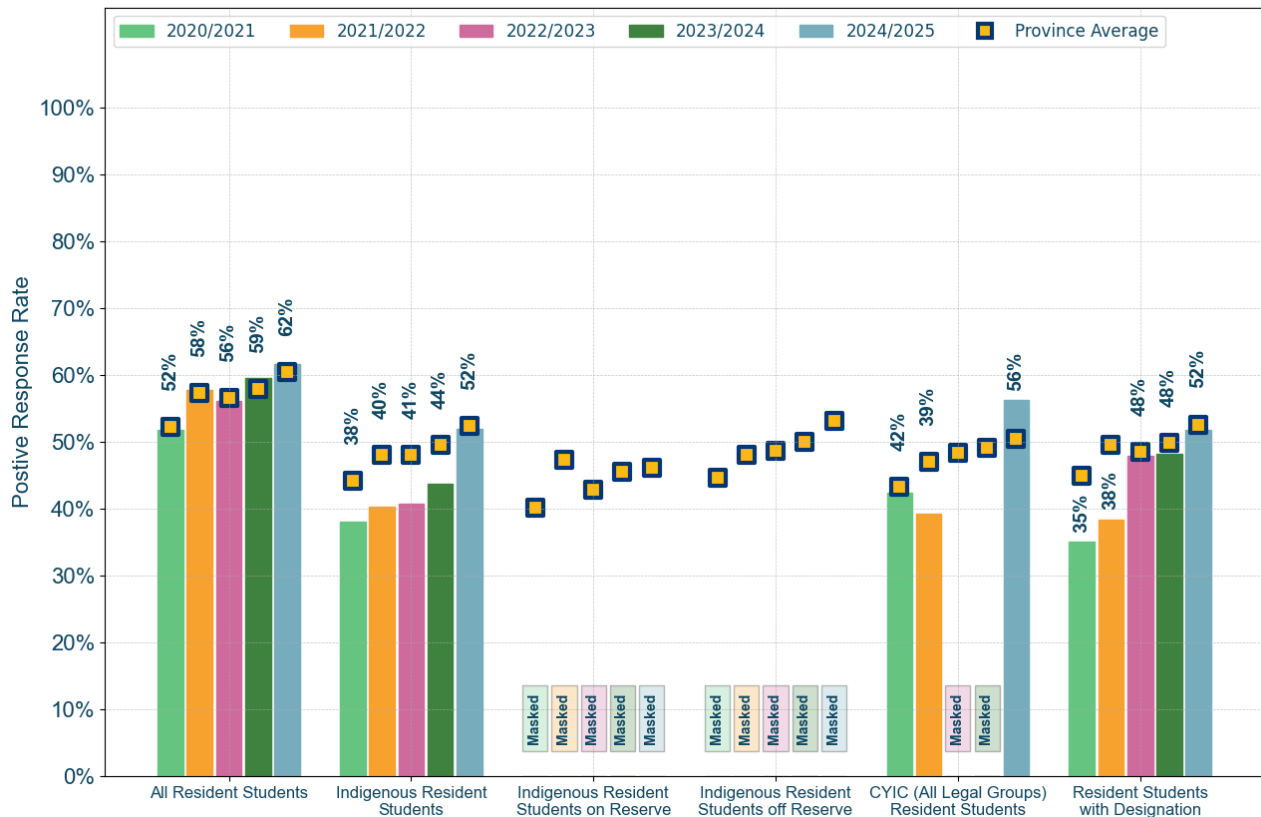


HUMAN AND SOCIAL DEVELOPMENT EDUCATIONAL OUTCOME 3:

FEEL WELCOME, SAFE, AND CONNECTED

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Abbotsford



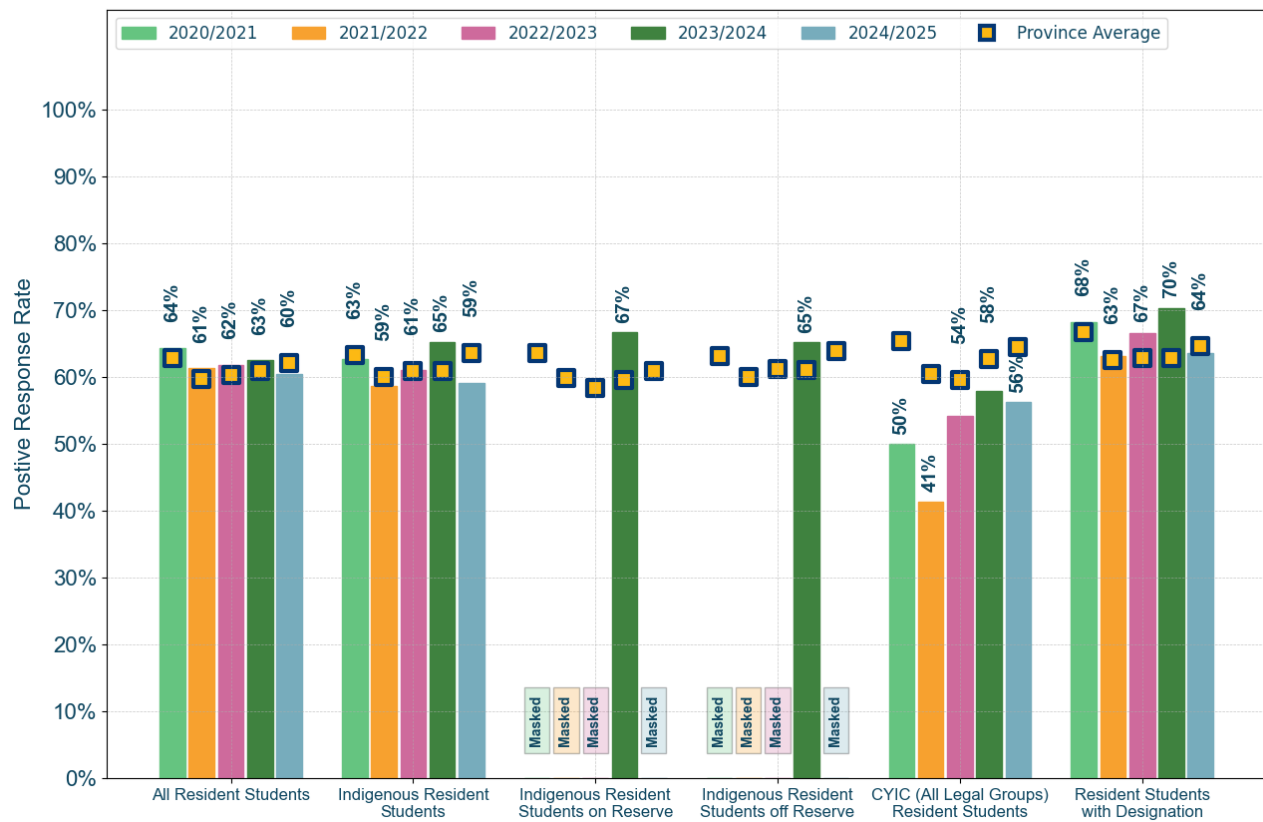


HUMAN AND SOCIAL DEVELOPMENT EDUCATIONAL OUTCOME 3:

FEEL WELCOME, SAFE, AND CONNECTED

Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Abbotsford





REVIEW DATA AND EVIDENCE

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

Graduation and career pathway data demonstrate generally strong outcomes for many students while affirming the need for continued focus on equitable outcomes for priority learners. District strategies including Indigenous grad verification meetings, grad coaching, career program supports, dual credit opportunities, academic monitoring, and mentorship have strengthened pathway planning, student engagement, and access to post-secondary opportunities. Improvement in Indigenous completion rates and positive outcomes in career program completion suggest these targeted supports are contributing to student success. At the same time, graduation, transition, and post-secondary participation data continue to identify the need for sustained monitoring and coordinated supports for Indigenous learners, students with disabilities and diverse abilities, and other students requiring additional pathway supports.

- Graduation data continue to show the need for targeted monitoring and coordinated supports for priority learners, particularly Indigenous learners and students with disabilities and diverse abilities, who experience lower completion and transition outcomes than their peers.
- Grad verification meetings and individualized pathway planning appear to be supporting stronger graduation outcomes for Indigenous learners, with Indigenous five-year completion rates improving over time.
- Career program completion rates remain strong, suggesting that personalized academic monitoring, accommodations, mentorship, and family engagement are contributing positively to student success.
- Participation in trades, dual credit, and career pathway programs remains uneven for some groups, including Indigenous learners and women in trades, indicating a need for continued outreach, mentorship, and barrier reduction.
- Post-secondary transition data suggest that sustained relationships, coaching, and pathway planning continue to be important factors in supporting successful transitions beyond graduation.



Video: [Ethan: An Inspiring K-12 Journey](#)



RESPOND TO RESULTS

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

The data review affirms the importance of continuing coordinated graduation and career pathway supports that help students successfully transition through secondary school and into post-secondary education, training, and employment. Evidence suggests that grad verification processes, career program supports, dual credit opportunities, mentorship, and targeted Indigenous learner supports are contributing positively to student outcomes. As a result, the district will continue to strengthen pathway planning, expand access to career opportunities, and enhance monitoring and intervention processes, with particular attention to Indigenous learners, students with disabilities and diverse abilities, and other learners who may experience barriers to graduation and post-secondary transitions.

- Continue annual grad verification meetings for Indigenous learners and strengthen pathway planning through earlier monitoring and intervention for students at risk of falling off-track for graduation.
- Continue the current career program support model, including academic monitoring, accommodations, mentorship, family engagement, and collaboration with post-secondary and community partners.
- Expand dual credit, career pathway, and work-based learning opportunities that provide students with meaningful connections to post-secondary education, training, and employment.
- Strengthen outreach, mentorship, and barrier-reduction strategies to increase participation and success for Indigenous learners, women in trades, and other underrepresented groups.
- Continue monitoring graduation, transition, and post-secondary outcomes to evaluate the impact of pathway supports and inform ongoing improvement efforts.



CAREER DEVELOPMENT EDUCATIONAL OUTCOME 4

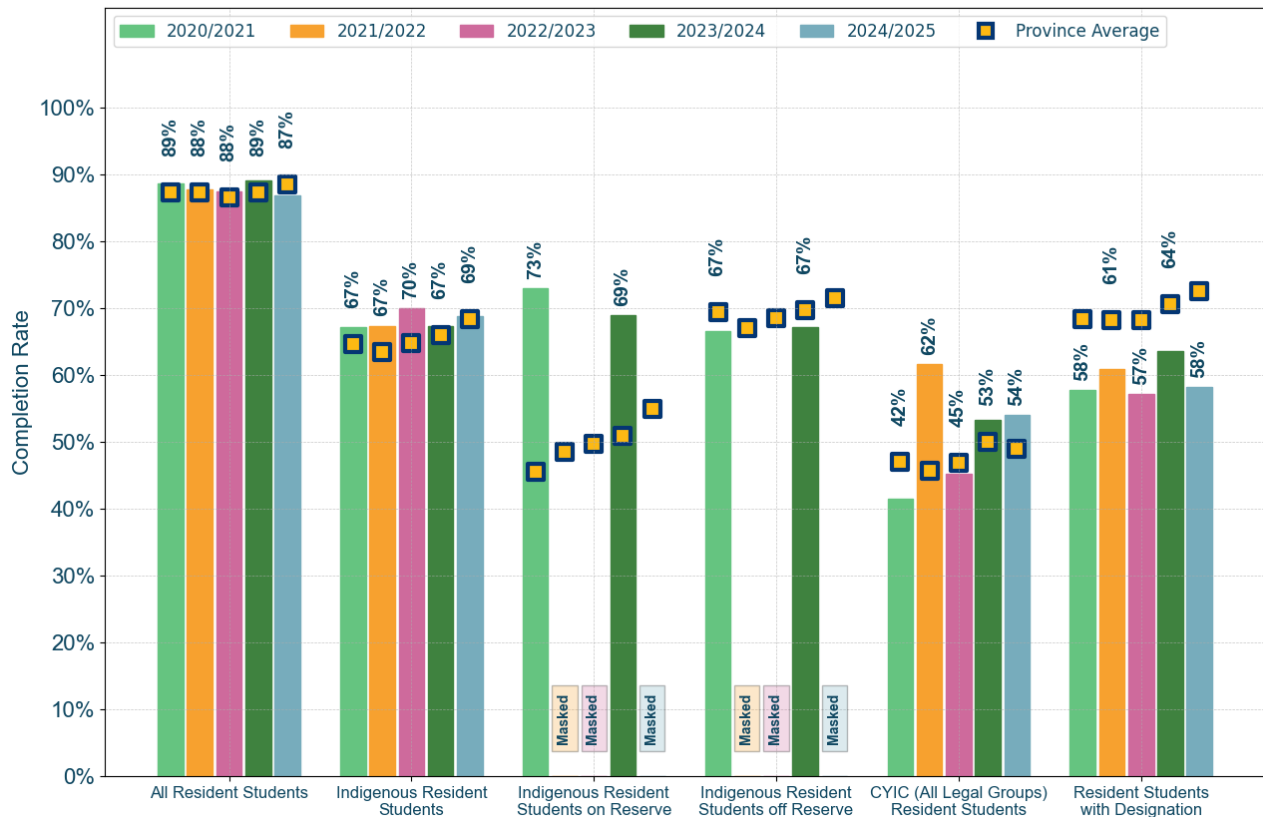
GRADUATION

Measure 4.1: Achieved Dogwood within 5 Years

Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1600 121	1605 140	1590 141	1650 148	1741 160
Indigenous Resident Students	194 14	211 18	191 17	181 16	202 19
Indigenous Resident Students on Reserve	15 1	Masked	Masked	16 2	Masked
Indigenous Resident Students off Reserve	179 12	Masked	Masked	165 15	Masked
CYIC (All Legal Groups) Resident Students	65 5	73 7	63 5	79 8	82 8
Resident Students with Designation	283 20	314 27	277 23	294 25	315 28

5-Year Completion Rate - Dogwood + Adult Dogwood Abbotsford



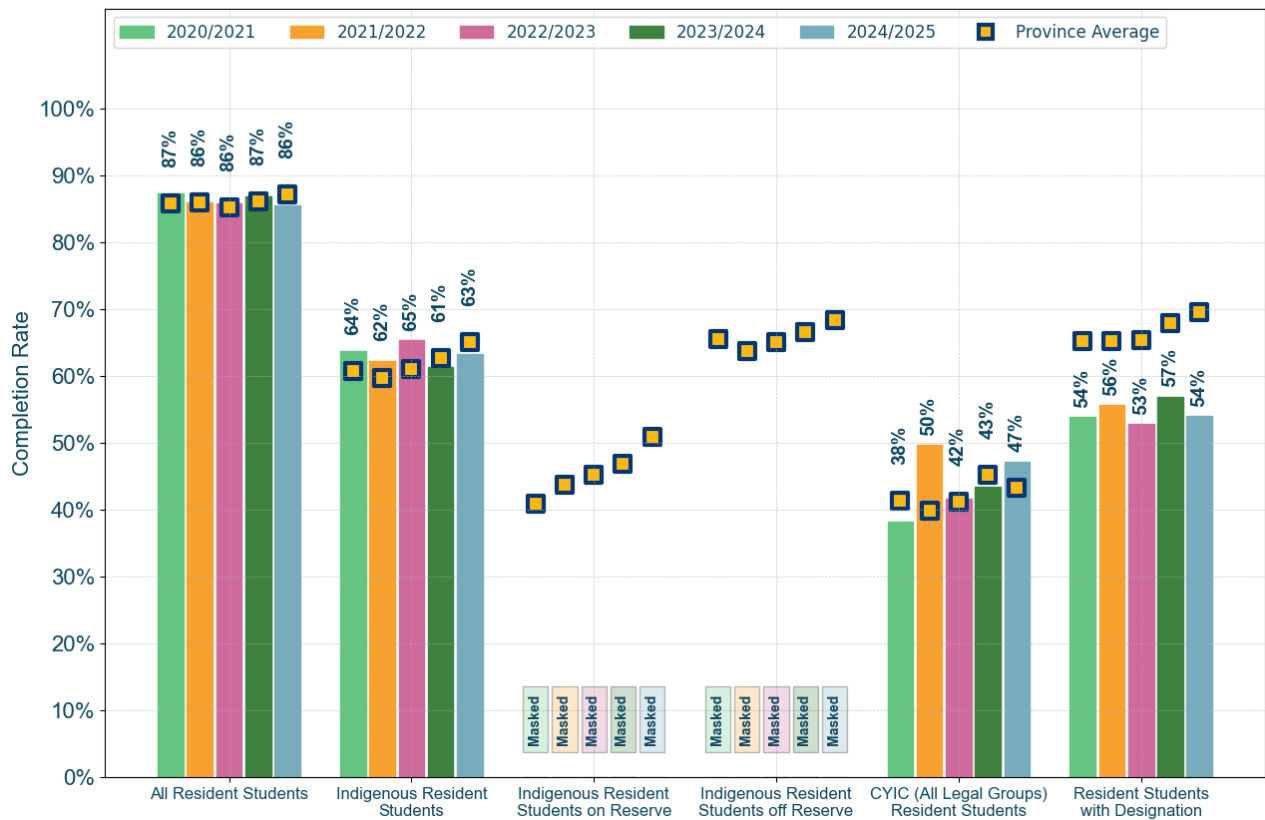


CAREER DEVELOPMENT EDUCATIONAL OUTCOME 4

GRADUATION

Measure 4.1: Achieved Dogwood within 5 Years

5-Year Completion Rate - Dogwood
Abbotsford





INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 4

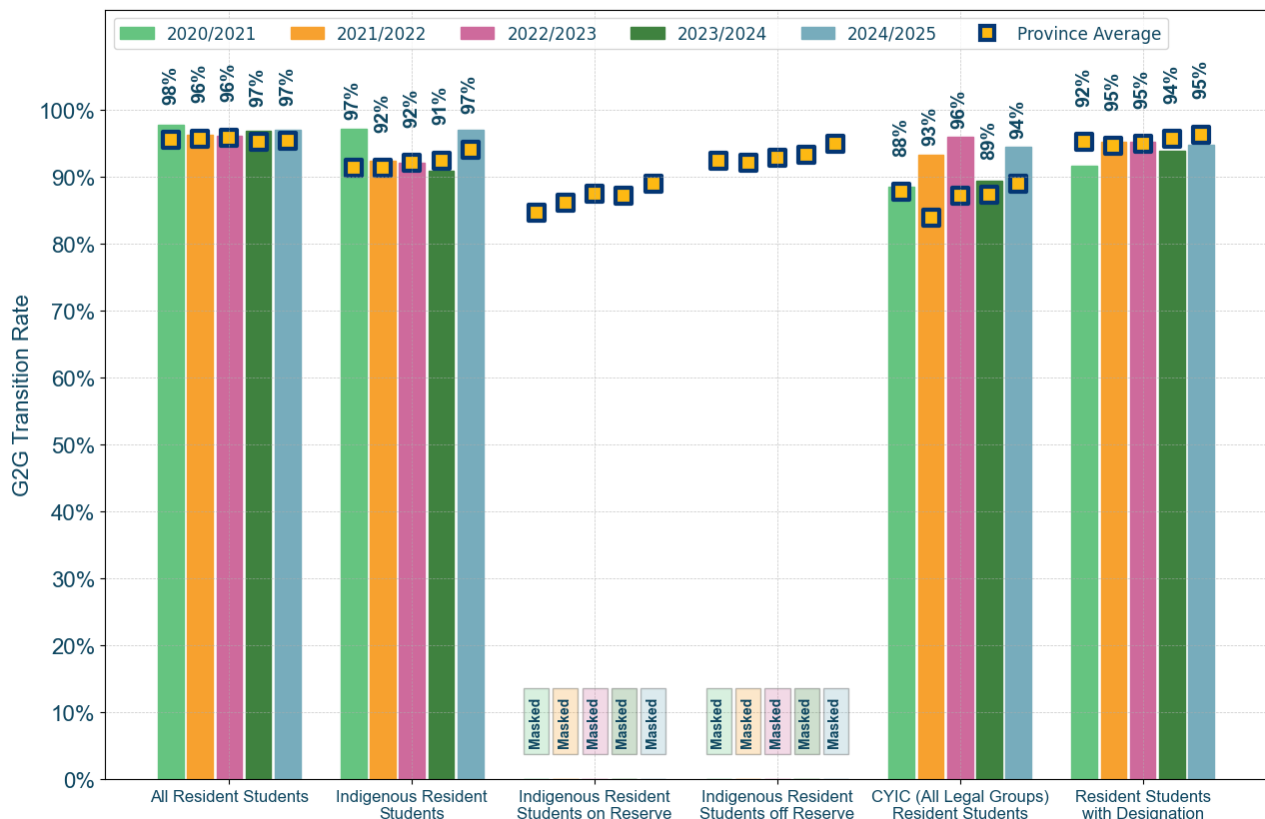
GRADE-TO-GRADE TRANSITIONS

Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1475	1488	1556	1601	1647
Indigenous Resident Students	181	172	202	198	199
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	26	15	25	19	18
Resident Students with Designation	193	209	249	231	269

Grade 10 to 11 Transition Rate
Abbotsford





INTELLECTUAL DEVELOPMENT EDUCATIONAL OUTCOME 4

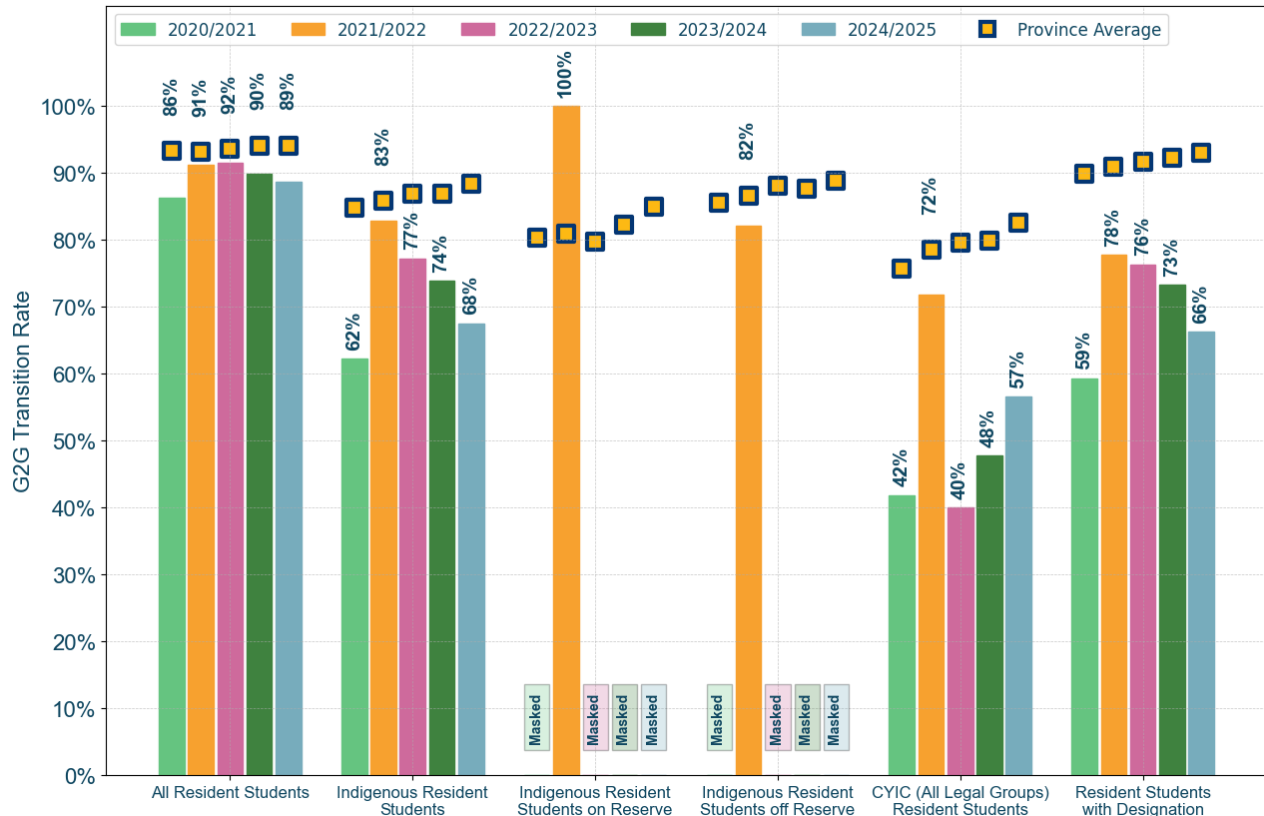
GRADE-TO-GRADE TRANSITIONS

Measure 2.3: Grade-to-Grade Transitions

Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1633	1626	1533	1676	1727
Indigenous Resident Students	249	244	167	226	231
Indigenous Resident Students on Reserve	Masked	10	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	234	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	43	39	25	44	46
Resident Students with Designation	322	306	241	314	326

Grade 11 to 12 Transition Rate Abbotsford





CAREER DEVELOPMENT EDUCATIONAL OUTCOME 5

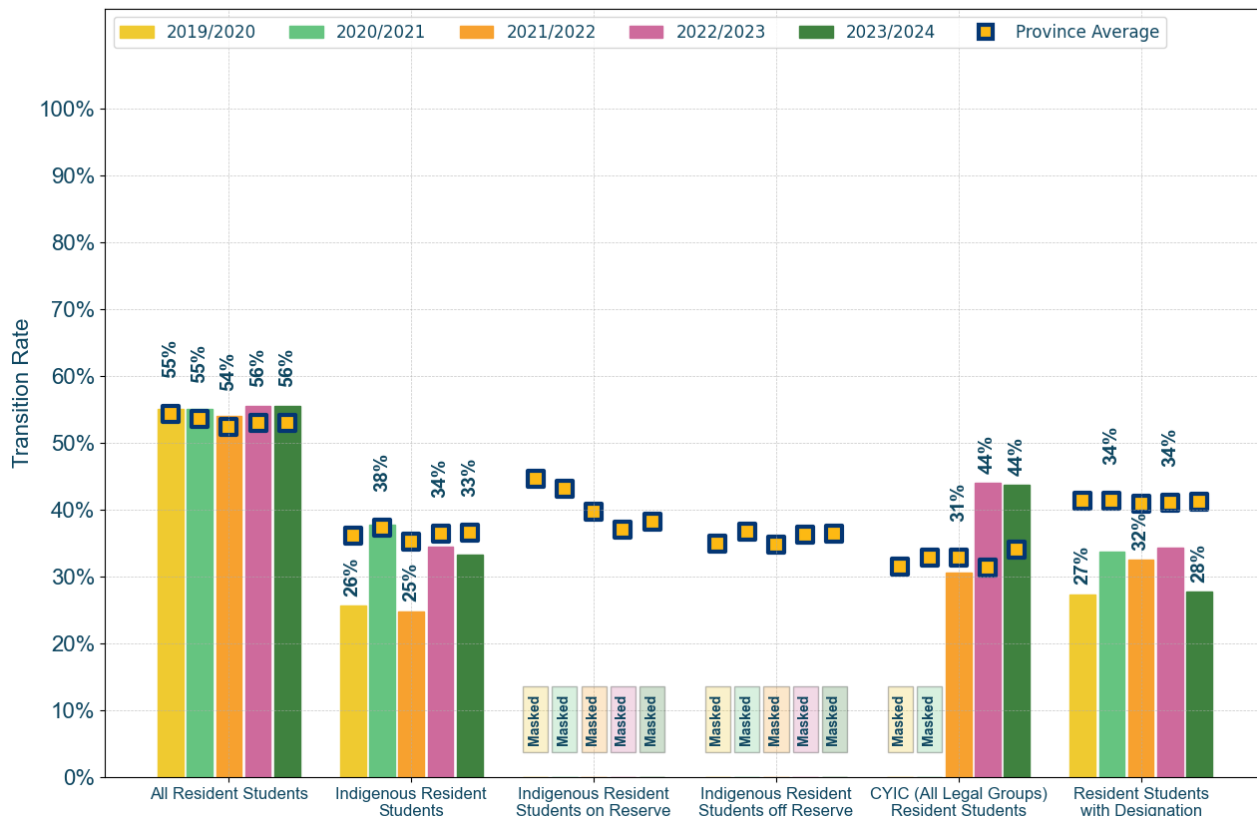
LIFE AND CAREER CORE COMPETENCIES

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1246	1336	1282	1290	1342
Indigenous Resident Students	144	122	125	119	108
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	36	25	32
Resident Students with Designation	139	145	154	128	148

Immediate Transition to Post-Secondary Abbotsford





CAREER DEVELOPMENT EDUCATIONAL OUTCOME 5

LIFE AND CAREER CORE COMPETENCIES

Measure 5.1: Post-Secondary Transitions

Within 3 Years Transition to Post-Secondary
Abbotsford

