

Greater Victoria

SD61

Interim Progress Report

September 2026

In Review of 2025-2026 of Strategic Plan, 2020-2028

Approved by Board on September 28, 2026

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Interim Progress Report for Enhancing Student Learning:

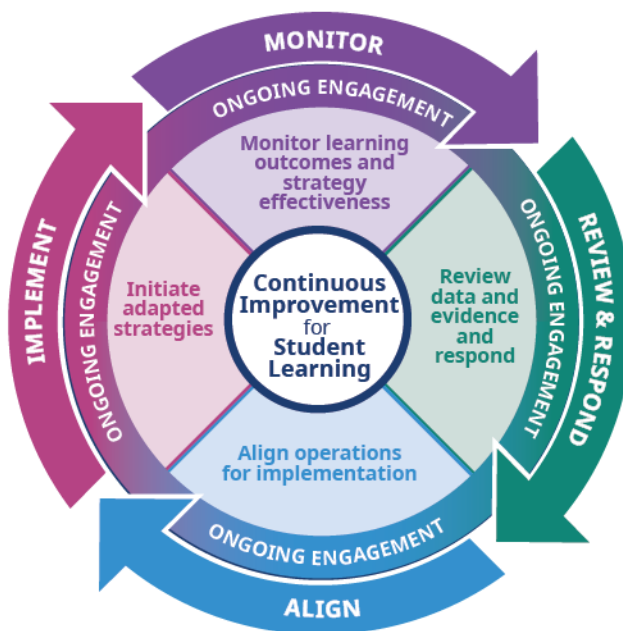
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

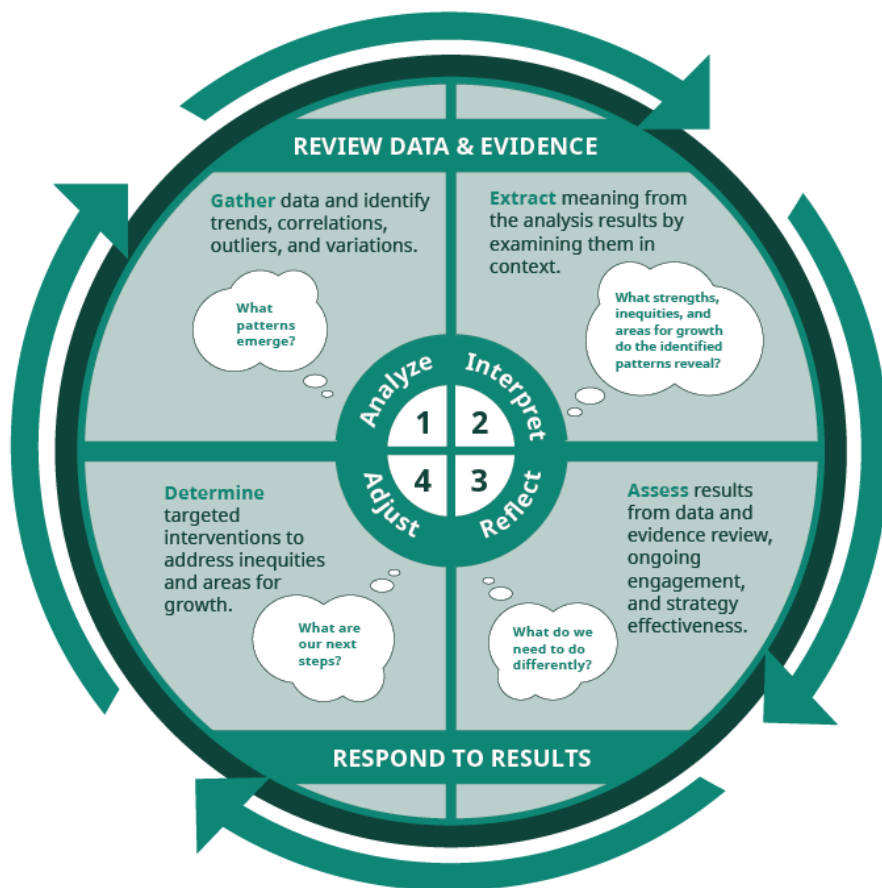
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

“Indigenous students, children and youth in care, and students with disabilities or diverse abilities” are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this report:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

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.

Data that is not displayed as per the above policy is **masked data**.

A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

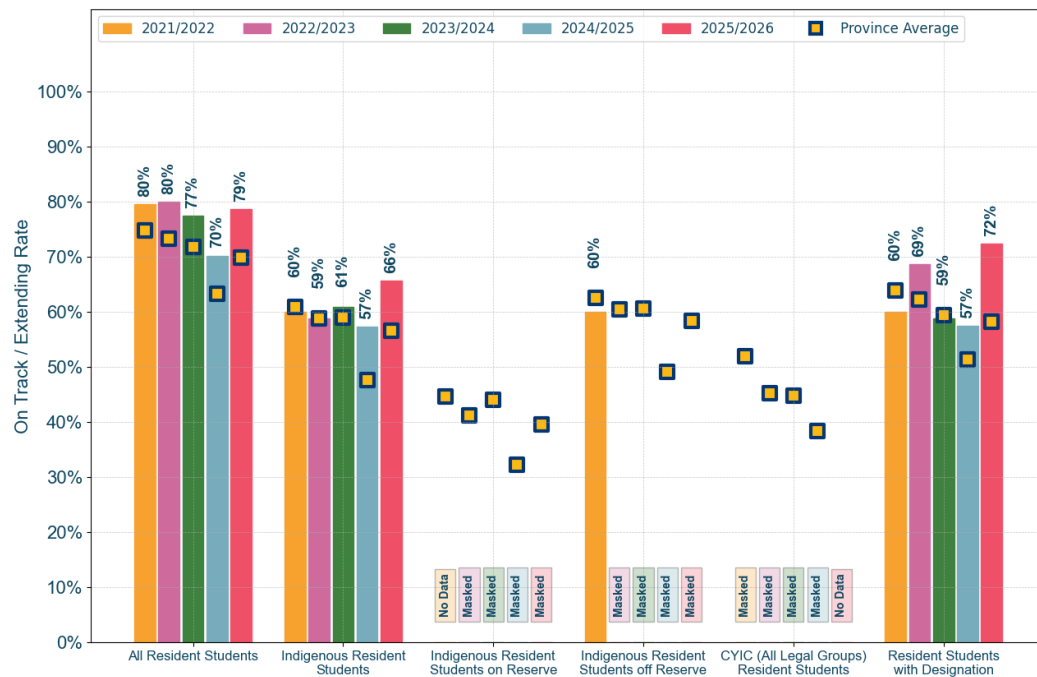
Educational Outcome 1: Literacy

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	1483 61%	1544 62%	1538 61%	1617 80%	1590 70%
Indigenous Resident Students	118 42%	156 51%	120 53%	135 66%	112 57%
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	Masked	Masked	0
Resident Students with Designation	135 37%	151 34%	162 31%	209 52%	210 45%

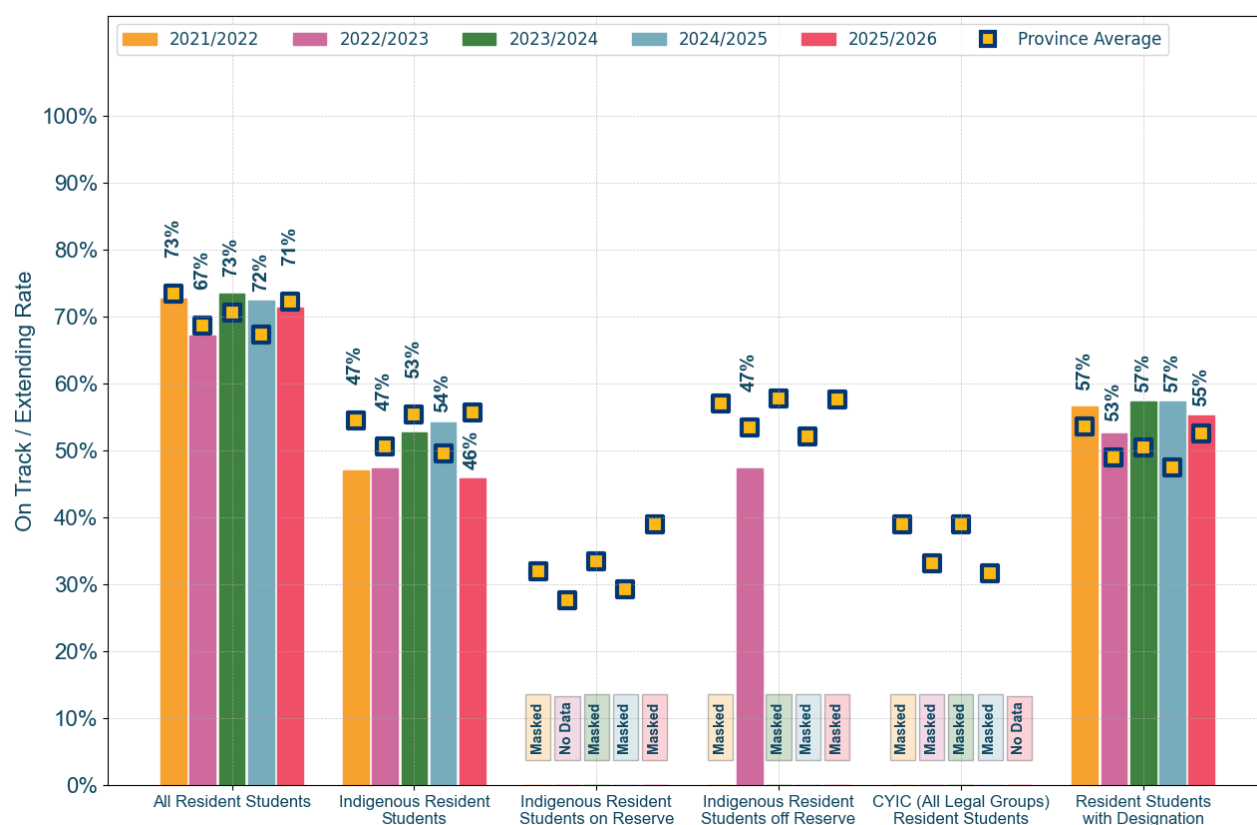
Grade 4 FSA Literacy - On Track / Extending Rate
Greater Victoria



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1437 55%	1449 54%	1507 52%	1533 87%	1620 65%
Indigenous Resident Students	147 46%	128 45%	139 41%	116 72%	147 56%
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	Masked	13 85%	0
Resident Students with Designation	270 43%	242 41%	287 33%	290 73%	341 50%

Grade 7 FSA Literacy - On Track / Extending Rate Greater Victoria

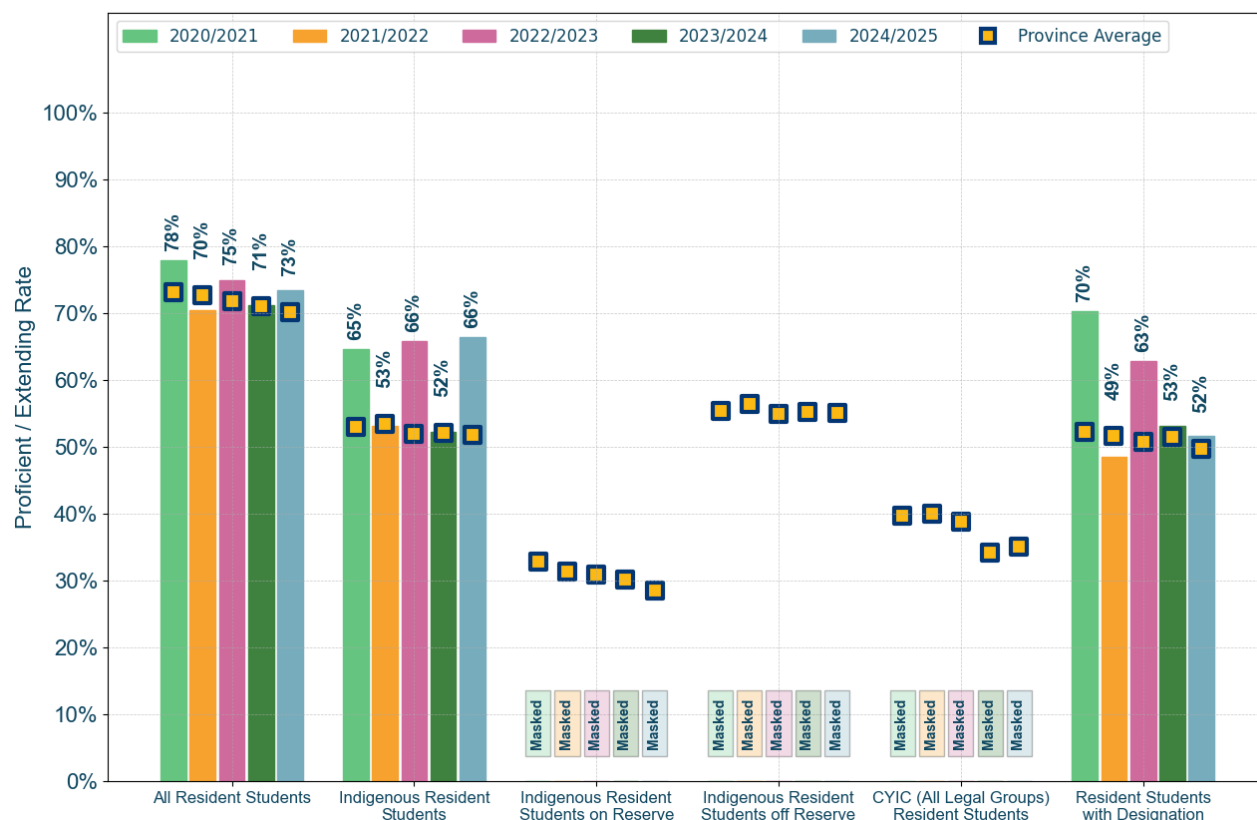


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1406 85%	1409 77%	1477 87%	1559 89%	1555 89%
Indigenous Resident Students	111 60%	141 57%	122 73%	136 71%	137 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	Masked	Masked	Masked	19 63%	Masked
Resident Students with Designation	234 74%	270 62%	303 78%	337 77%	341 78%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Greater Victoria



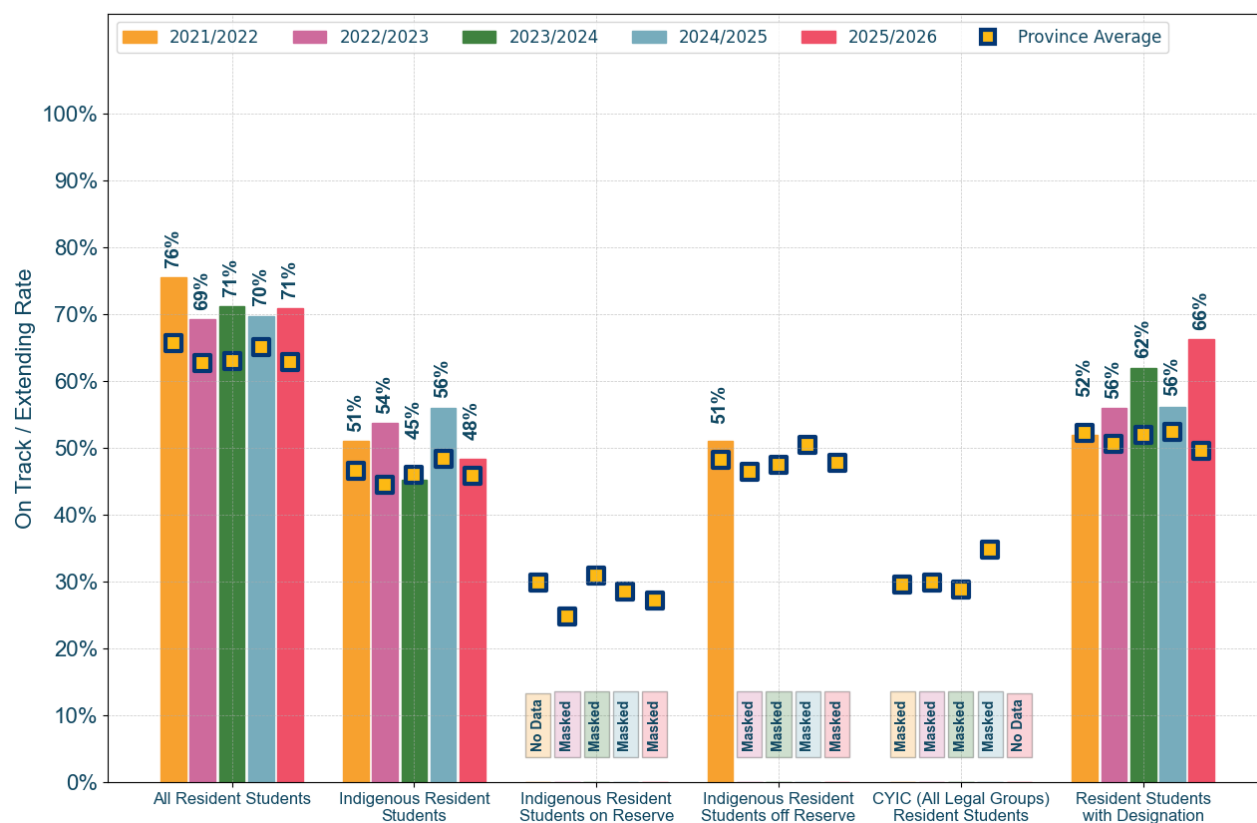
Educational Outcome 2: Numeracy

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	1483 61%	1544 61%	1538 61%	1617 80%	1590 69%
Indigenous Resident Students	118 42%	156 51%	120 52%	135 67%	112 55%
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	Masked	Masked	0
Resident Students with Designation	135 39%	151 33%	162 31%	209 51%	210 44%

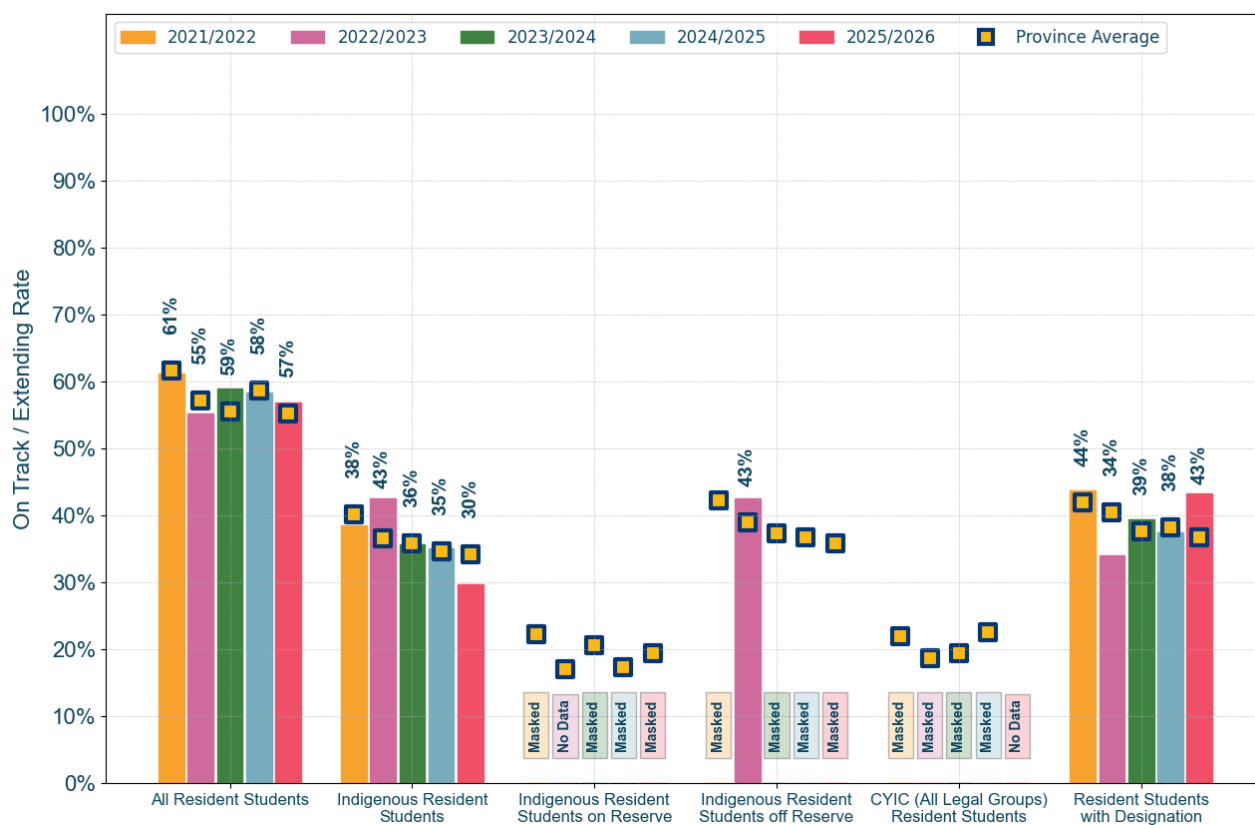
Grade 4 FSA Numeracy - On Track / Extending Rate Greater Victoria



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1437 54%	1449 54%	1507 52%	1533 86%	1620 65%
Indigenous Resident Students	147 44%	128 42%	139 40%	116 69%	147 57%
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	Masked	13 85%	0
Resident Students with Designation	270 41%	242 41%	287 34%	290 72%	341 50%

Grade 7 FSA Numeracy - On Track / Extending Rate Greater Victoria

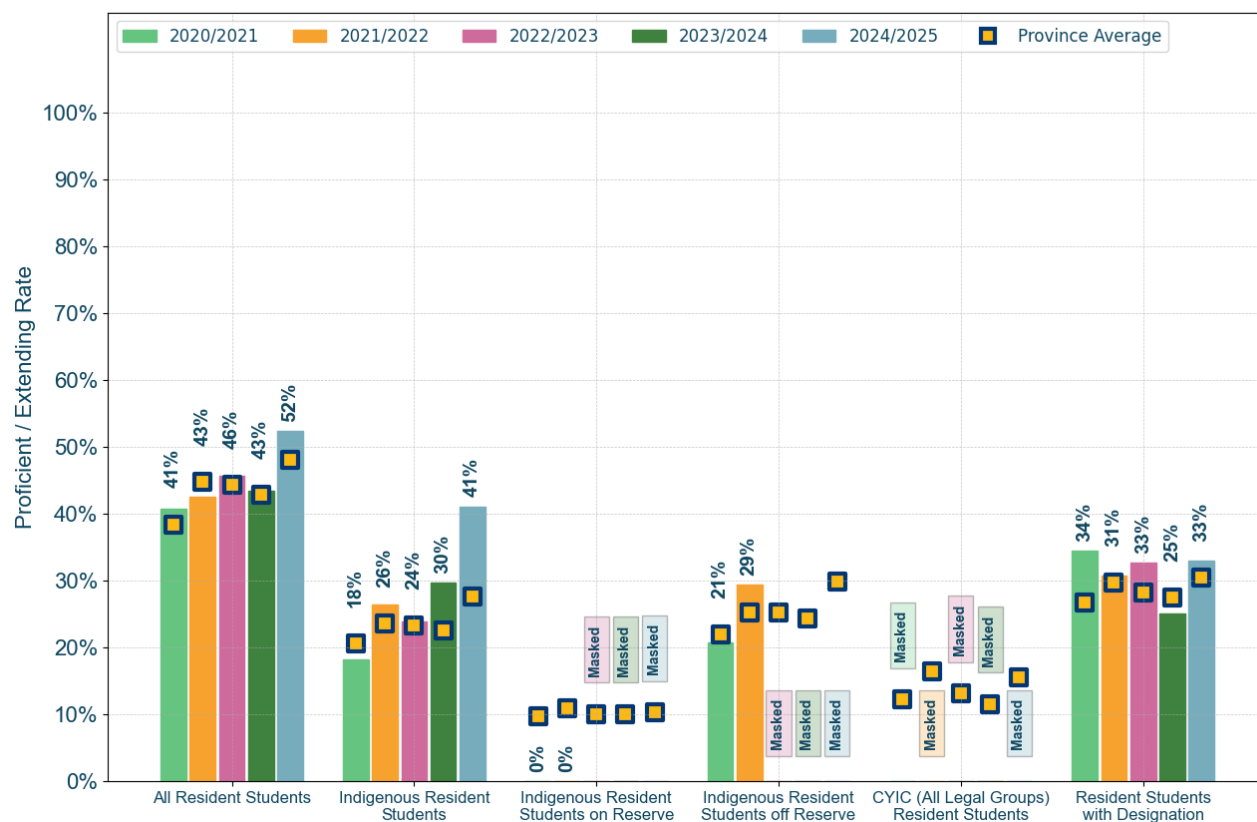


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1403 70%	1401 52%	1470 58%	1537 46%	1551 40%
Indigenous Resident Students	109 49%	145 41%	120 34%	135 38%	137 26%
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	Masked	Masked	Masked
Resident Students with Designation	234 63%	268 43%	298 52%	333 35%	340 38%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Greater Victoria

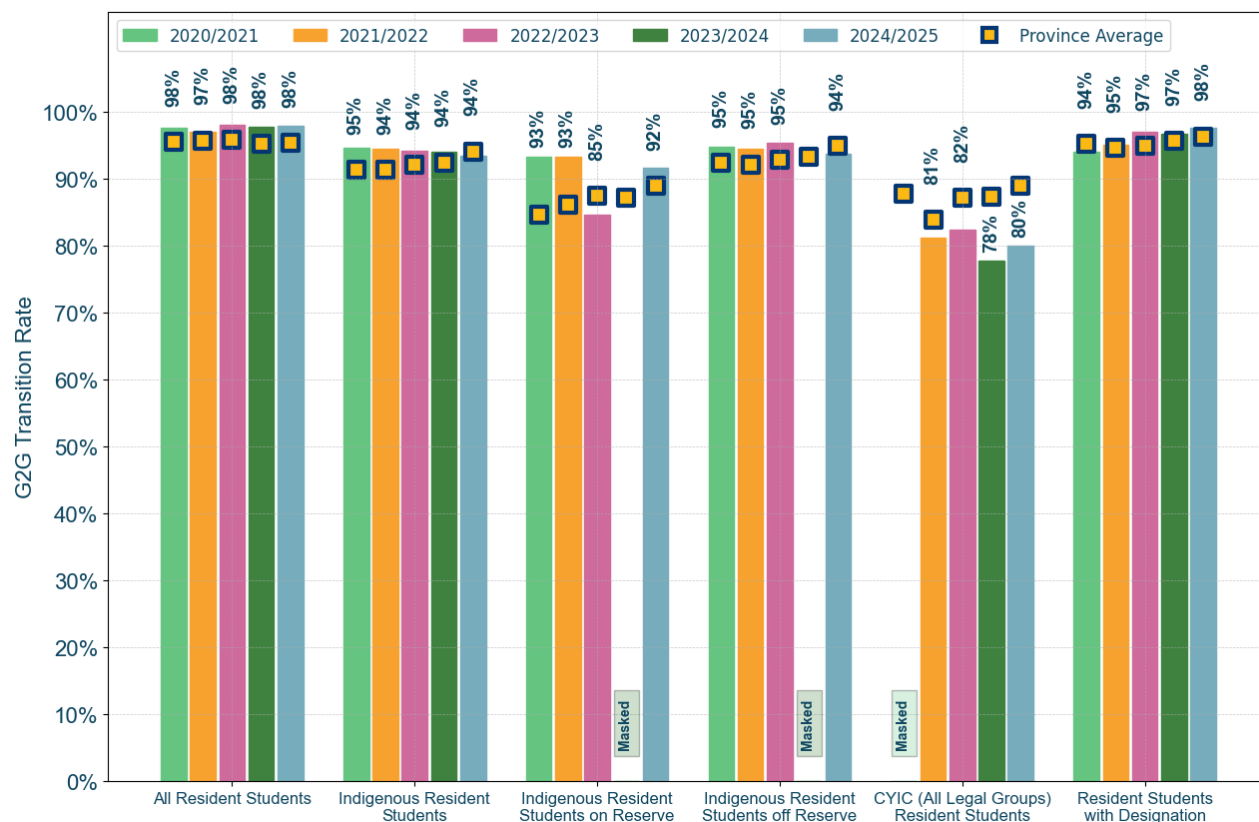


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1408	1419	1475	1555	1560
Indigenous Resident Students	112	144	121	134	139
Indigenous Resident Students on Reserve	15	15	13	Masked	12
Indigenous Resident Students off Reserve	97	129	108	Masked	127
CYIC (All Legal Groups) Resident Students	Masked	16	17	18	15
Resident Students with Designation	237	269	302	333	342

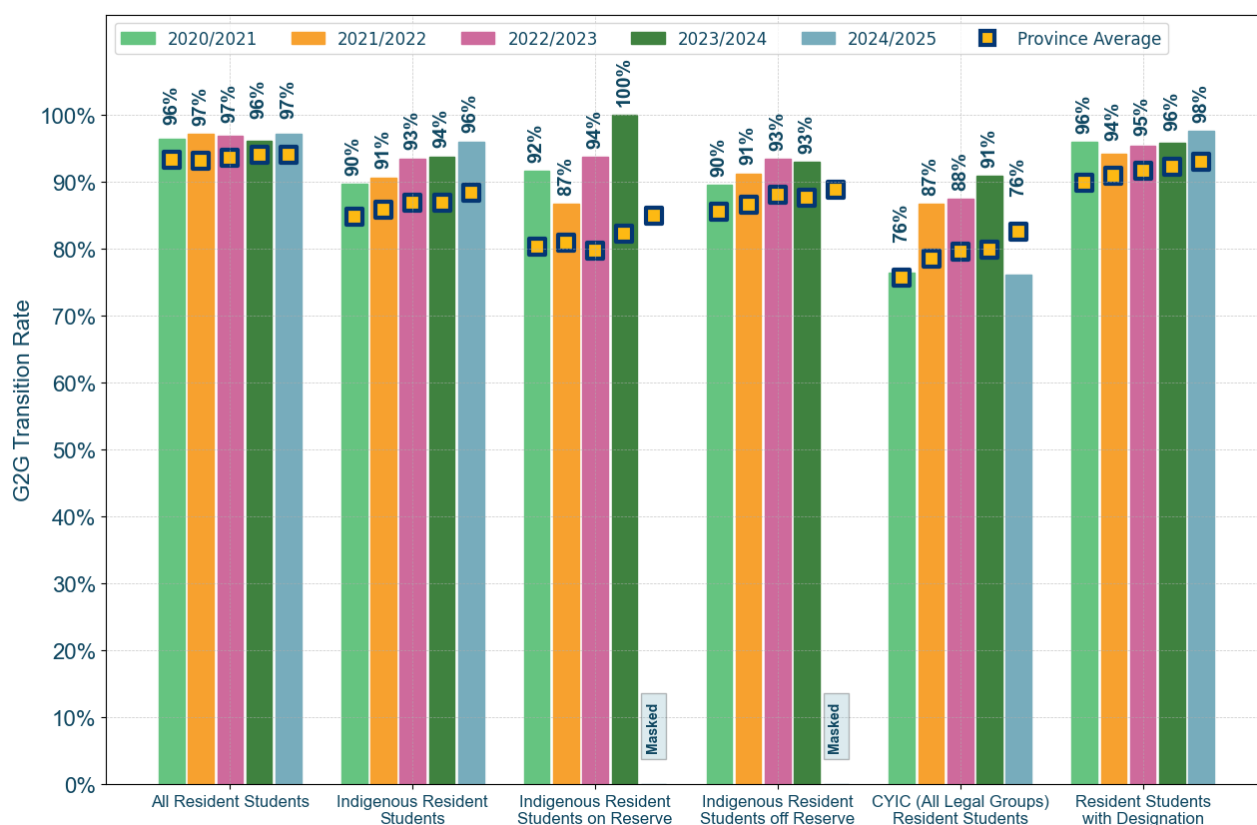
Grade 10 to 11 Transition Rate Greater Victoria



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1411	1424	1431	1539	1604
Indigenous Resident Students	117	118	138	129	127
Indigenous Resident Students on Reserve	12	15	16	15	Masked
Indigenous Resident Students off Reserve	105	103	122	114	Masked
CYIC (All Legal Groups) Resident Students	17	15	16	22	21
Resident Students with Designation	272	242	281	315	335

Grade 11 to 12 Transition Rate Greater Victoria



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

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

- While Grade 4 FSA Literacy results in 2025/26 have improved for all student groups and remain above provincial averages, literacy achievement on the Grade 7 FSA and Grade 10 Graduation Assessments are either stable or declining and, in some areas, below provincial averages. Of particular concern are the literacy outcomes of *Indigenous Resident Students* on the Grade 7 FSA, where more targeted actions are needed to improve results.
- While Grade 4 FSA Numeracy results in 2025/26 and Grade 10 Graduation Assessment Numeracy results in 2024/25 have improved across most student groups and remain above provincial averages, Grade 7 FSA Numeracy results continue to show lower levels of achievement and an overall declining trend. Of particular concern are the outcomes of *Indigenous Resident Students*, whose results have declined over time and are now below the provincial average. Continued targeted focus is needed to improve outcomes.
- While district grade-to-grade transition rates remain at or above provincial averages for most student groups, transition rates for *CYIC Resident Students* are among the lowest in the district. These results indicate an area for continued monitoring and investigation to better understand student experiences and identify opportunities to strengthen supports that promote successful grade-to-grade progression.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

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?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- To improve literacy achievement and accelerate progress for students who are not yet meeting expectations, the district has continued to allocate additional 1.0 targeted teacher FTE at Craigflower Elementary and Shoreline Middle to support culturally responsive literacy instruction and intervention, 0.5 of which is targeted for Indigenous students. Early implementation has strengthened collaboration, targeted support, and instructional responsiveness for learners. The initiative will be expanded in 2026/27 to include additional FTE at Esquimalt High, and ongoing evaluation of student outcomes will help guide continued implementation and improvement.
- Building on the initial success of the district's middle years numeracy strategy, the district will continue to strengthen evidence-based numeracy instruction across Grades 6-9, with particular attention to improving outcomes for Indigenous learners and addressing declining achievement trends at the Grade 7 level. In 2025/26, the district implemented a targeted numeracy strategy featuring a four-part professional learning series for Grade 6 teachers across all middle schools. Initial implementation has supported greater consistency in instructional practices and strengthened educator collaboration. This work will expand in 2026/27 to include Grades 6-9 teachers and will incorporate increased collaboration with the Indigenous Education Department to better align professional learning, instructional approaches, and supports for Indigenous learners. Ongoing evaluation of student achievement data and instructional practices will be used to guide continued implementation, refinement, and improvement.
- In response to the 2024/25 grade-to-grade transition data for *CYIC Resident Students*, the district will continue the targeted inquiry that began early in 2026 to better understand and address barriers to successful progression for CYIC students. Initial work included a student voice survey that identified key barriers and is being used to inform strategic planning. Moving forward, the district will further engage secondary CYIC students, caregivers, school staff, and community partners in examining factors that influence successful grade-to-grade transitions. This work will further inform the implementation of targeted strategies and supports designed to improve student transitions and overall success.
- Recognizing the strong relationship between student engagement, school connectedness, and academic success, the district will pilot a new hybrid learning and stabilization program for students in Grades 3-8 who are experiencing, or are at risk of, significant disengagement from school. Through a combination of targeted district-based supports and continued participation in their neighbourhood school, students will receive individualized interventions in an alternate learning setting two days per week, focused on strengthening self-regulation, executive functioning, social-emotional competencies, confidence, and engagement in learning. The program is designed to provide early, responsive support while maintaining students' connections to their peers, school communities, and classroom learning. Ongoing monitoring of student engagement, attendance, well-being, and academic progress will help evaluate the effectiveness of the program and inform future implementation and refinement.

Human and Social Development

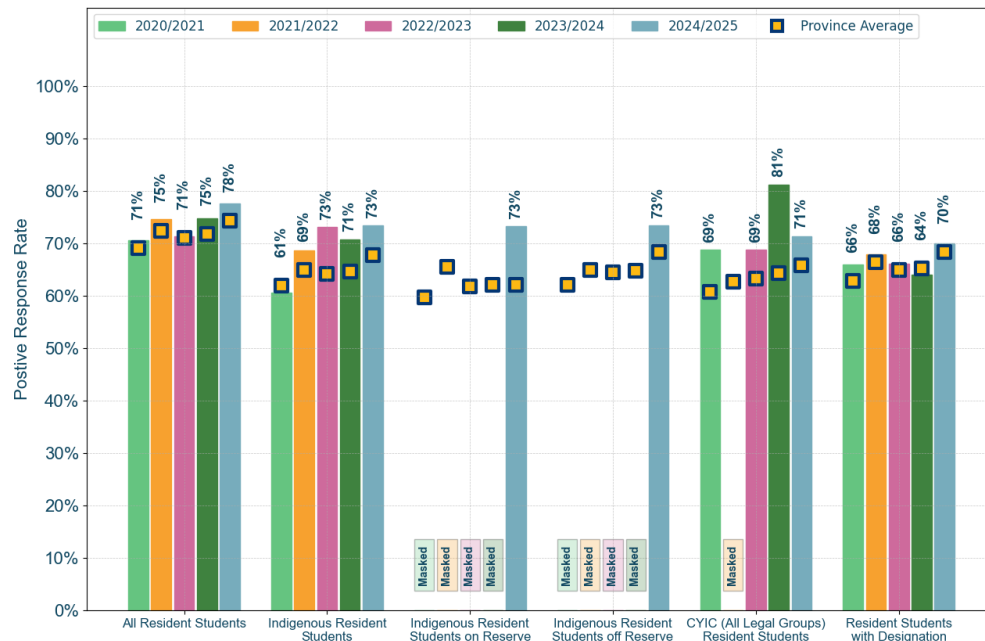
Educational Outcome 3: Feel Welcome, Safe, and Connected

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

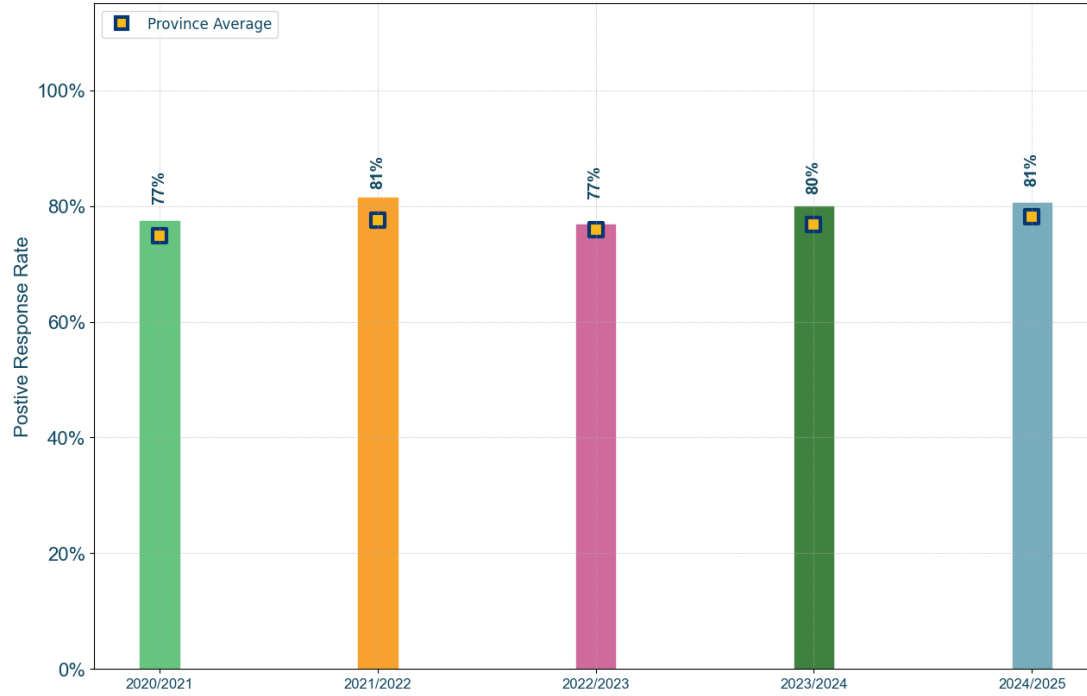
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	4300 76%	4331 71%	4464 68%	4599 76%	4698 76%
Indigenous Resident Students	387 57%	407 56%	405 54%	393 58%	390 64%
Indigenous Resident Students on Reserve	31 35%	38 29%	Masked	Masked	24 63%
Indigenous Resident Students off Reserve	356 59%	369 58%	Masked	Masked	366 64%
CYIC (All Legal Groups) Resident Students	35 49%	30 33%	40 40%	36 47%	37 59%
Resident Students with Designation	620 63%	674 60%	694 59%	781 64%	841 66%

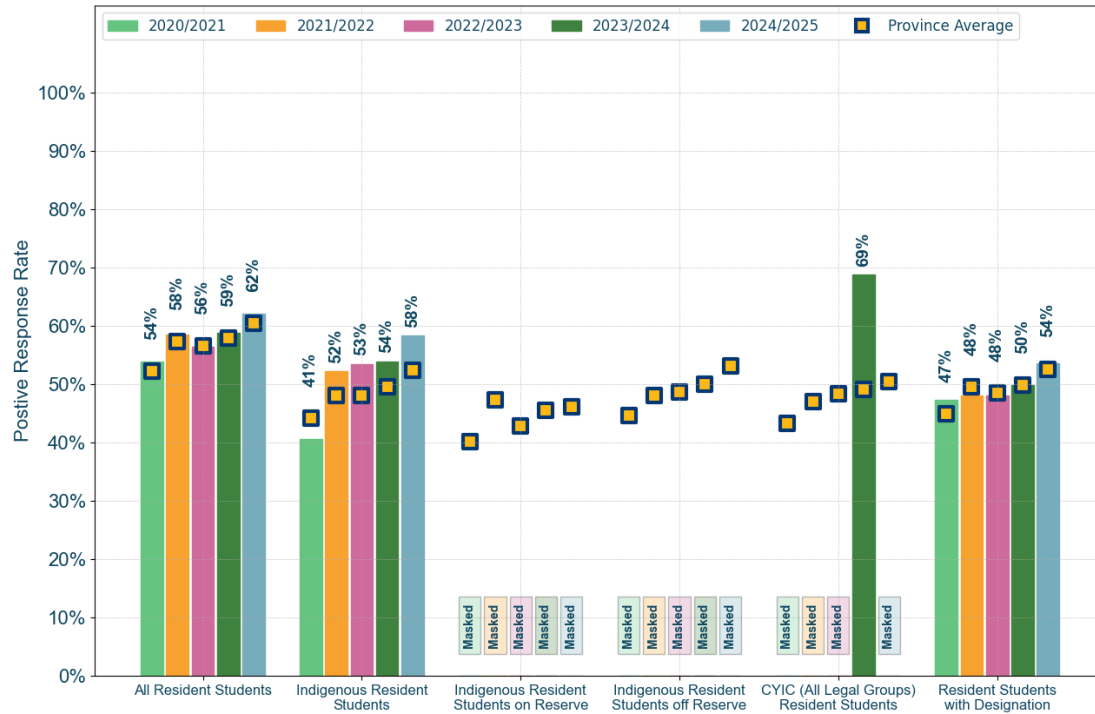
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Greater Victoria



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

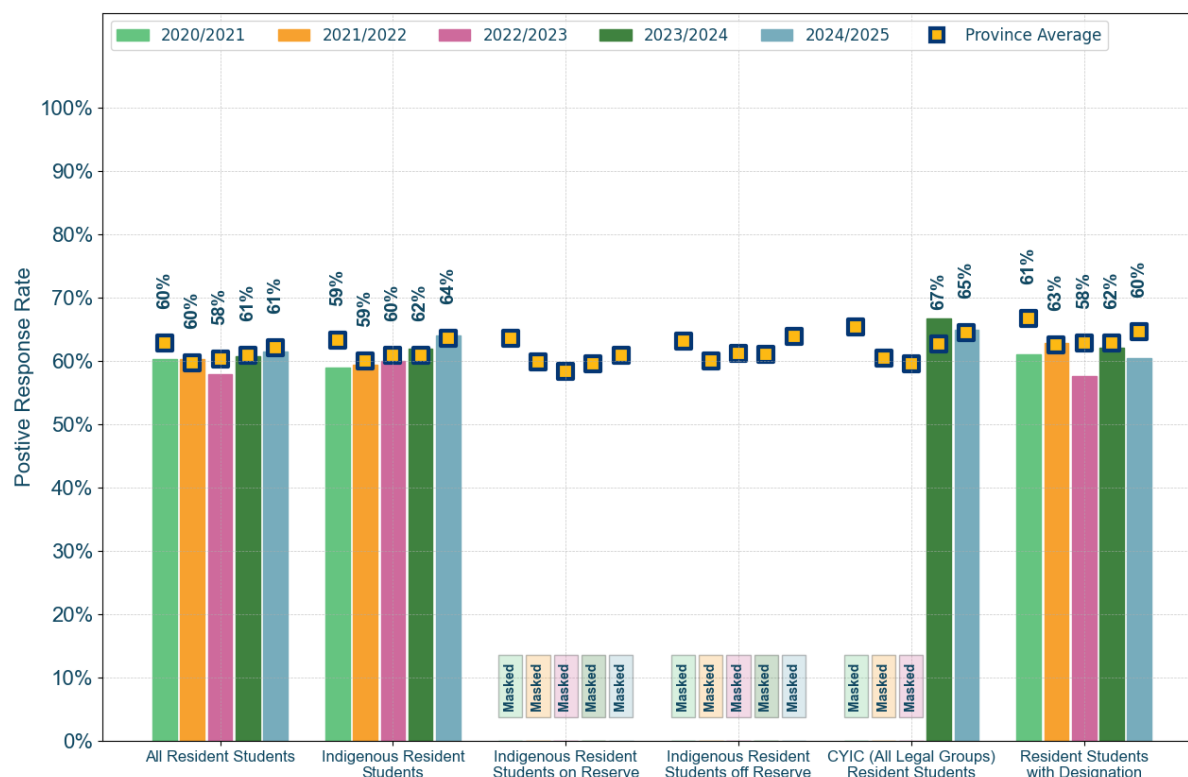


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Greater Victoria



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 Greater Victoria



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:
What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- The Student Learning Survey (SLS) indicates that students' feelings of being welcome and safe at school have remained consistently strong and above provincial averages. While these results are encouraging, continued efforts to maintain and further strengthen safe, welcoming, and inclusive learning environments remain important.
- The SLS results in 2024/25 also indicate a recent improvement in students' sense of belonging. While this positive trend is encouraging, belonging continues to be reported at

lower levels than students' feelings of safety and being welcome at school. Continued focus is needed to further strengthen this recent improvement.

- The SLS also indicates that student perceptions of having two or more adults at school who care about them have remained below district results in other connectedness measures and slightly below provincial averages over the past five years. As positive relationships with caring adults are an important factor in student success and well-being, this remains a key area for targeted focus and improvement.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

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?

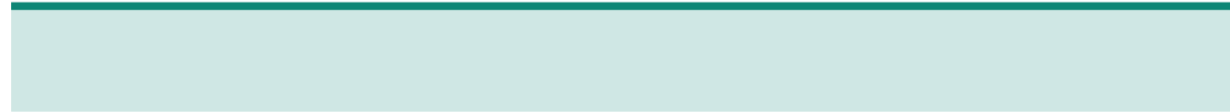
Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Given the continued declining trend of students' positive response rates to reporting that two or more adults care about them at school, the district will revisit the implementation of the evidence-based "2 x 10, Making Connections, Building Relationships" strategy, for increased and consistent use in school sites. This strategy promotes consistent adult check-ins (2 minutes per day for 10 days) for identified priority students who are disengaged or disconnected. A review of implementation and effectiveness through school administrator meetings will help identify ways to strengthen consistent adult-student connections, particularly for students who may be at greater risk of disengagement.
- Given the strong relationship between student engagement, school connectedness, and attendance, the district will define and begin implementing an engagement and re-engagement strategy for students experiencing challenges with regular attendance. The strategy will focus on strengthening welcoming environments, fostering meaningful relationships with caring adults, and increasing students' sense of belonging.
- Recognizing that students' early experiences of belonging and connection with caring adults establish important foundations for future learning and well-being, and in response to survey findings identifying these as areas for continued growth, the district will continue to invest in proactive, evidence-based early years practices. Strategic investments will include maintaining classroom Early Childhood Educators (ECEs), strengthening collaboration with early learning and child care providers on school grounds, and providing targeted

professional learning for Kindergarten and primary teachers in play-based learning, assessment, instructional planning, and relationship-centred practices. These efforts will support successful entry into school, foster strong partnerships with families, and create learning environments where children experience belonging, connection, and support during their earliest years. By strengthening these foundations, the district aims to improve long-term engagement, well-being, and achievement outcomes for all students, and particularly those within priority populations.

- Building on existing welcoming and transition practices, the district will strengthen supports for students at key transition points throughout their educational journey. Schools will identify and implement developmentally appropriate strategies that foster belonging, connection, and engagement during transitions into Kindergarten, between elementary school and middle school, and between middle school and secondary school. Strategies may include enhanced orientation opportunities, peer connection activities, family engagement initiatives, and intentional relationship-building with caring adults. Priority student populations will receive individualized transition planning and coordinated supports to help students establish positive connections with their new learning environments. Through these efforts, the district aims to strengthen students' sense of belonging, continuity of support, and engagement in school.

Career Development



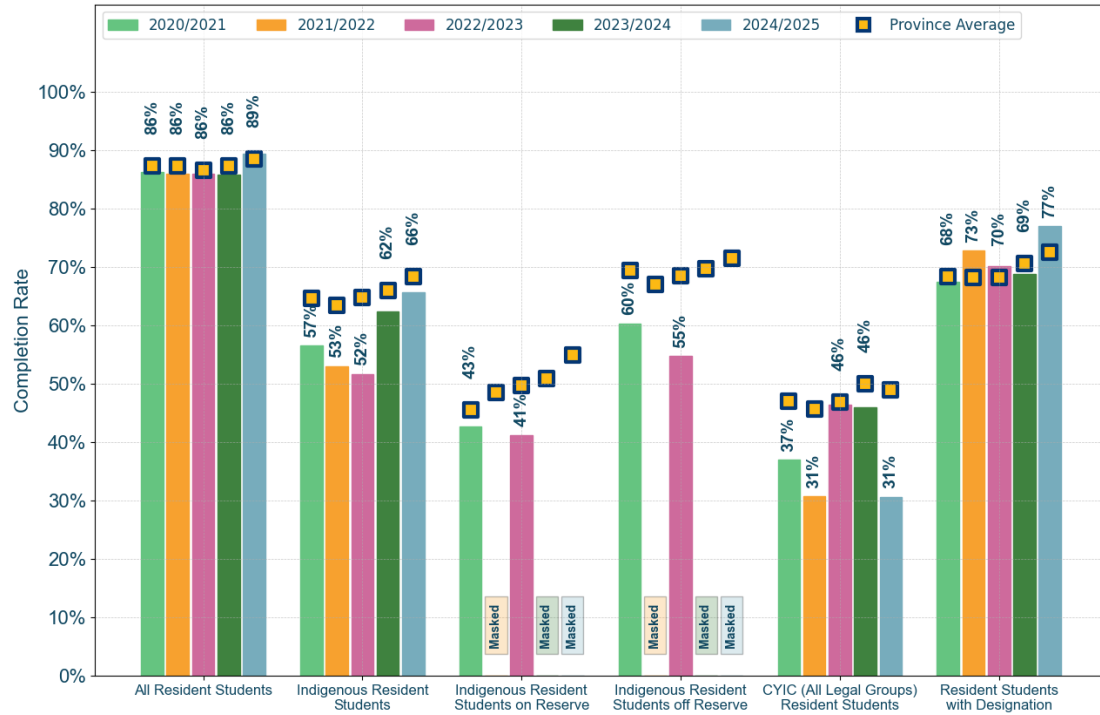
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

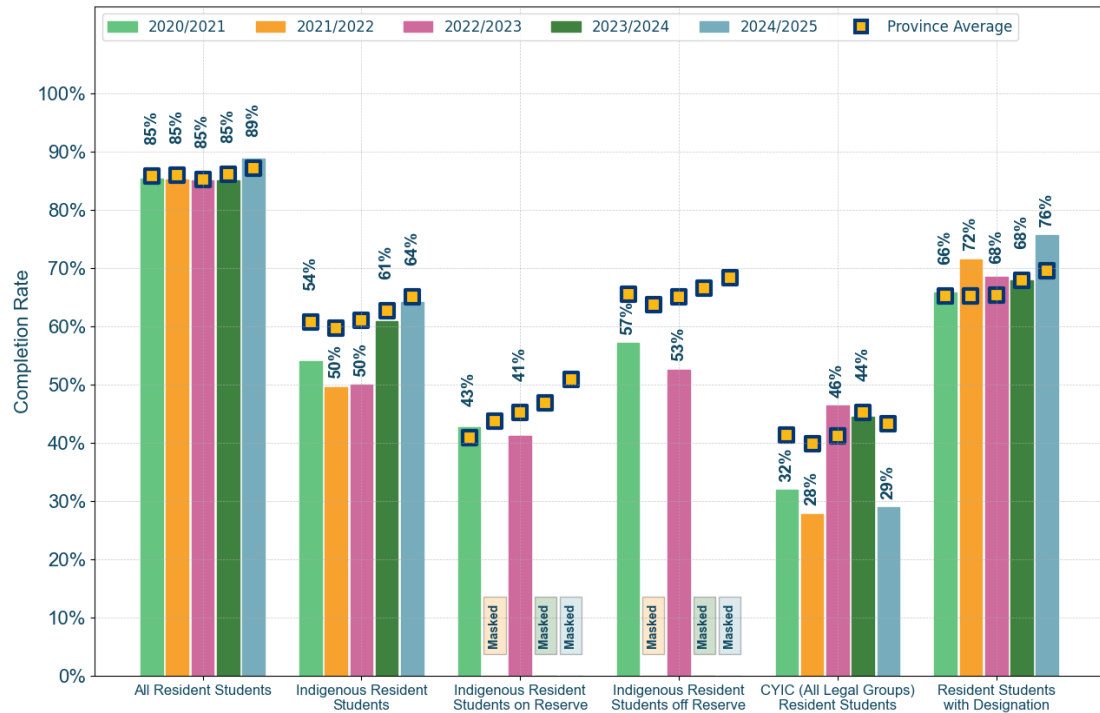
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1516 115	1496 127	1552 126	1541 122	1603 126
Indigenous Resident Students	130 10	127 10	128 10	144 11	135 10
Indigenous Resident Students on Reserve	28 2	Masked	29 2	Masked	Masked
Indigenous Resident Students off Reserve	102 8	Masked	99 8	Masked	Masked
CYIC (All Legal Groups) Resident Students	85 7	75 7	70 5	73 6	64 5
Resident Students with Designation	320 21	349 28	332 24	358 26	386 28

5-Year Completion Rate - Dogwood + Adult Dogwood
Greater Victoria



5-Year Completion Rate - Dogwood
Greater Victoria



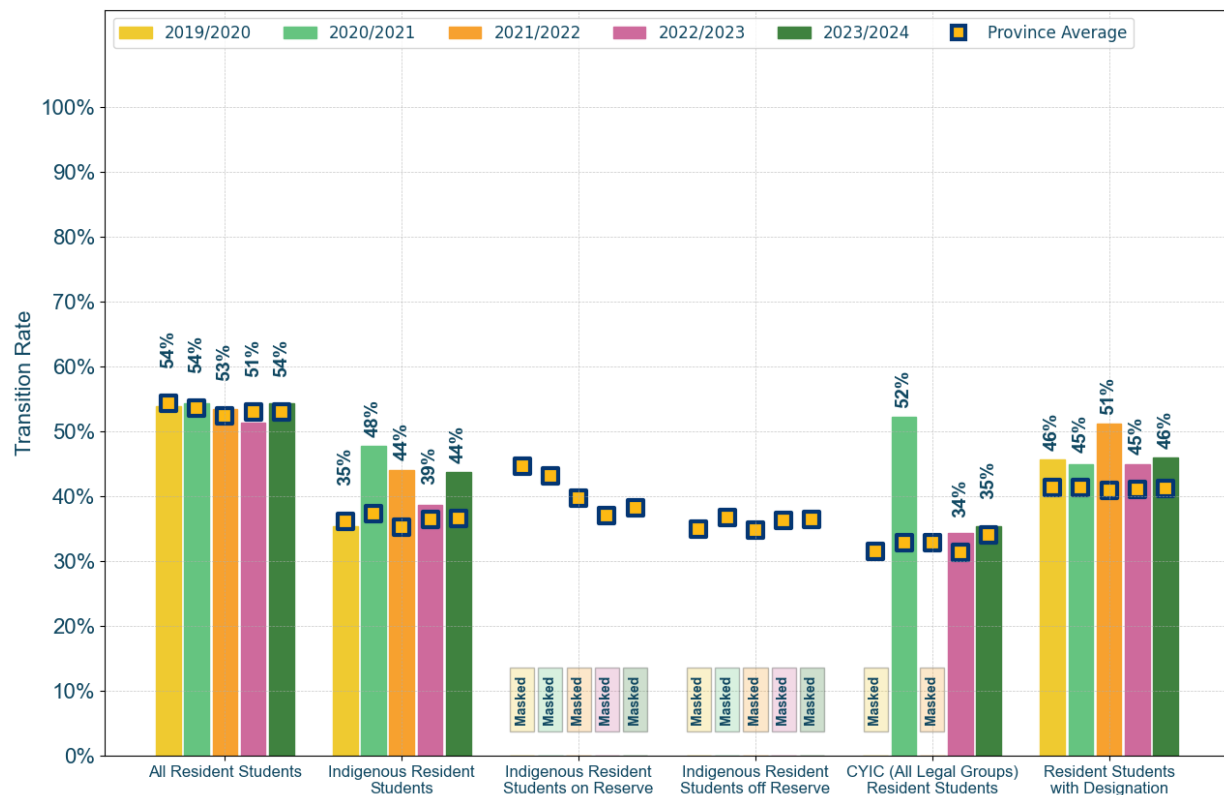
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

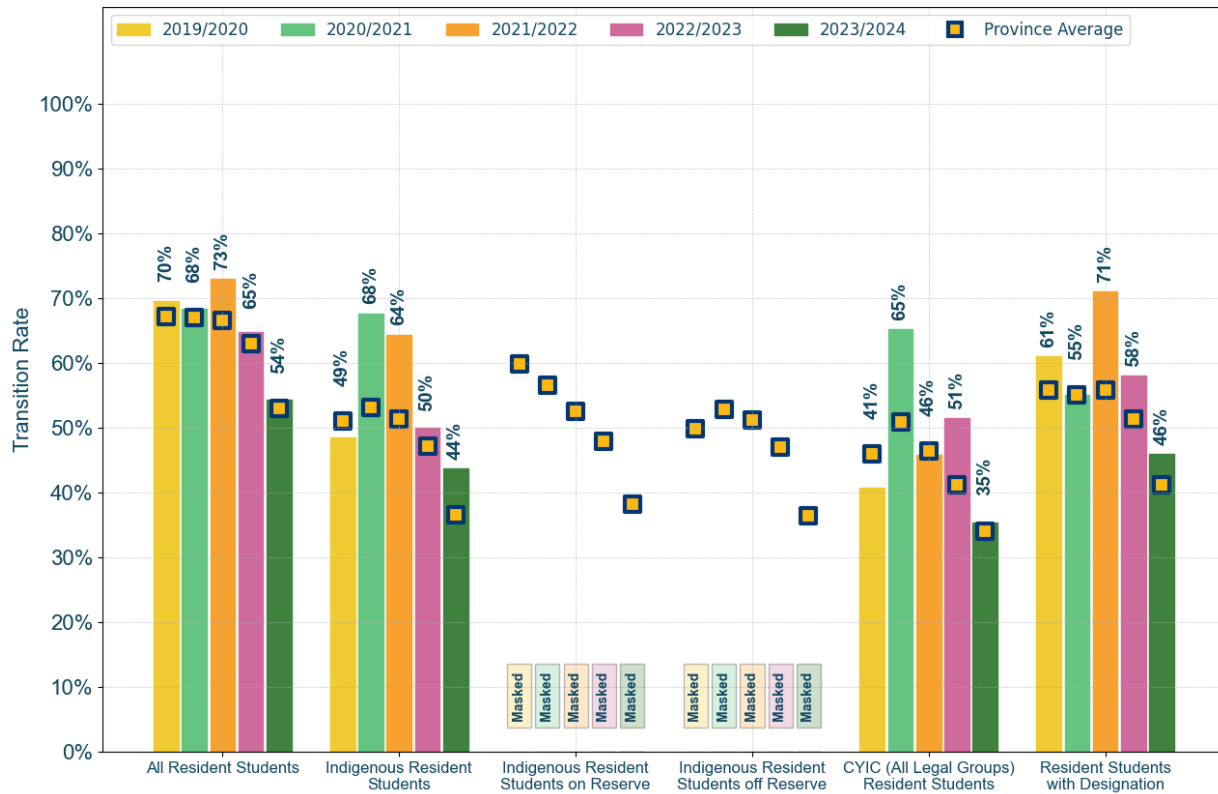
Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1215	1219	1202	1249	1242
Indigenous Resident Students	68	65	59	62	87
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	23	Masked	35	34
Resident Students with Designation	182	178	221	198	222

Immediate Transition to Post-Secondary Greater Victoria



Within 3 Years Transition to Post-Secondary Greater Victoria



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

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

- Despite recent improvements in completion rates for Indigenous students overall, significant and persistent disparities remain, with outcomes for some Indigenous learners continuing to be among the lowest in the district and below provincial averages. Local student outcome data and ongoing engagement with the Four Houses (Songhees Nation, Esquimalt Nation, Métis Nation of Greater Victoria, and the Urban Peoples House Indigenous Advisory) make clear that these longstanding gaps require urgent attention. While some progress has been made, the persistence and magnitude of these disparities are not acceptable, and too many Indigenous students are not yet experiencing success. Addressing these inequities requires renewed urgency, sustained focus, and collective accountability across the district.

- Completion rates for CYIC students also continue to be among the lowest in the district and below provincial averages. Early findings from the district's CYIC student voice and transition-focused inquiry are helping to identify factors that support or impede successful progression toward graduation. Continued focus is needed to identify barriers, strengthen responsive supports, and create conditions that enable CYIC students to successfully navigate their educational pathways and achieve their graduation goals.
- Post-secondary transition rates remain consistent with or above provincial averages across student groups. However, a notable decline across all populations in the most recent three-year transition data warrants further consideration and investigation. Understanding the factors contributing to this trend will be important to sustaining strong post-secondary outcomes and identifying any emerging barriers to successful transitions.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

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?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Given the persistence of significant graduation outcome gaps for Indigenous students, the district recognizes that continued improvement will require sustained effort and a willingness to explore new approaches. In collaboration with the IEC, Four Houses, and school teams, the district will identify and support innovative, culturally safe, and relationship-based practices aimed at improving student engagement, achievement, and completion. This will include identifying and learning from schools and programs where Indigenous students are experiencing stronger outcomes, piloting targeted approaches where graduation gaps are most significant, and working directly with Indigenous students, families, and partners to better understand barriers and co-develop responses. The district will assess the impact of these approaches and create opportunities to expand effective practices across schools, with the goal of moving beyond isolated successes toward broader and sustained improvements in outcomes for Indigenous learners.
- To improve completion rates and strengthen graduation outcomes for Indigenous students, the district will continue to collaborate with the IEC, Four Houses, and school teams to develop and publish the Indigenous Education Student Graduation Profile Booklet. Through this collaborative process, the district and Indigenous partners will articulate a shared vision of a successful graduate that reflects the strengths, identities, aspirations, and goals

of Indigenous learners. Following its development, the district will work with Indigenous partners and schools to determine how to use the Graduation Profile to strengthen pathways, supports, and conditions for student success, including partnerships with parents and caregivers. This work will identify opportunities to foster belonging, self-efficacy, and engagement while addressing barriers that may impact graduation outcomes. Ongoing monitoring of completion data and outcomes for Indigenous learners will inform implementation and continuous improvement.

- Targeted attention will be given to strengthening post-secondary and career pathways for Indigenous students through continued collaboration between the Pathways & Partnerships and Indigenous Education departments. Partnerships with post-secondary institutions, employers, and community organizations will provide opportunities for Indigenous students to explore educational and career pathways that align with their interests, strengths, identities, and aspirations. In 2026/27, opportunities will include the Camosun College Hands-On Learning Day for Indigenous students in Grades 11 and 12, the Indigenous Scholarship Fair hosted by the Victoria Native Friendship Centre, the Future in Justice Springboard program for Indigenous and BIPOC female students, and the Victoria Police Springboard program for Indigenous students. These experiences are intended to expand awareness of future possibilities, foster a sense of belonging within post-secondary and professional environments, and support students in envisioning and pursuing their own pathways to success.
- Recognizing the strong connection between secondary school transitions and graduation outcomes, the district will leverage the CYIC transition-focused strategy to inform targeted interventions that support credit accumulation, persistence, and successful completion. Ongoing monitoring of credit accumulation, attendance, grade-to-grade progression, and completion outcomes will help ensure supports are responsive to emerging student needs.
- While post-secondary transition rates remain at or above provincial averages for most student groups, the recent decline in three-year transition rates warrants further investigation. The district will leverage existing partnerships and relationships developed through the Pathways & Partnerships Department to better understand the factors contributing to this trend. Insights gained through this work will inform the refinement and enhancement of strategies that support successful transitions to post-secondary education, training, and employment.