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MEASURING UP
How are we doing?



2023 - 2024
SCHOOL YEAR



A scenic view of a town and mountains under a blue sky with a grey text box overlay. The background shows a town with houses and a large green field, with snow-capped mountains in the distance. The sky is a vibrant blue with some light clouds. The foreground is filled with green pine trees and branches.

ÉY SWÁYEL.

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

An aerial photograph of a residential neighborhood in Abbotsford, British Columbia, Canada. The houses are mostly two-story structures with dark roofs, interspersed with green lawns and trees. In the background, there are rolling hills and mountains under a bright blue sky with wispy clouds. A river or stream flows through the landscape on the left side. The overall scene is a mix of urban development and natural beauty.

OUR COMMITMENT

The Abbotsford School District acknowledges historical and ongoing injustices that Indigenous Peoples endure in Canada, and we accept responsibility as a public educational institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching and community engagement.

A MESSAGE FROM THE

BOARD OF EDUCATION

The Abbotsford School District publishes the Measuring Up report, a key resource through which the Board of Education highlights the achievements of the past school year and reaffirms our commitment to the Ministry of Education and Child Care's Framework for Enhancing Student Learning. Driven by our core values of respect, trust, integrity, communication, and teamwork, our initiatives align with the goals outlined in our Strategic Plan.

Last September, over 20,000 students entered our 46 schools, supported by over 3,000 dedicated staff members, all prepared to meet student's diverse needs with enriching and inspiring educational experiences. We are dedicated to providing each student with a world-class, innovative, and personalized learning journey. With a focus on transformative learning, academic excellence, and athletic development, we celebrated the success of our students throughout the district and saw our staff thrive in their roles.

Looking ahead, the Board of Education remains committed to these strategic priorities, ensuring that every part of our organization contributes to student success.

Shirley Wilson

Chair, Abbotsford Board of Education



Watch our 2023/24 Strategic Plan Achievements video!

www.youtube.com/abbotsfordsd

2022-26 Abbotsford Board of Education

Korky Neufeld, Stan Petersen, Jared White, Mike Rauch,
Rupi Kanda-Rajwan, Preet Rai, and Shirley Wilson
(pictured left to right)



A MESSAGE FROM THE

SUPERINTENDENT

The Abbotsford School District is well known as a high-performing system that serves a wonderful and vibrant community. With more than 85 languages spoken across our 46 schools, we are one of the most diverse districts in Canada.

Our mission is lofty. We are committed to inspiring and preparing our students for a lifetime of success. This work takes all of us, and it begins with establishing safe and welcoming spaces where students feel seen, heard, and valued. More than this, we believe that school is a place for people to flourish academically, socially, and personally.

Student Success is one of our organizational pillars, and in concert with our other strategic pillars — Progressive Workforce, Optimized Resources, and Engaging Opportunities — we have the kind of foundation in place that will allow us to deliver on the promise of a world-class, innovative, and individualized educational experience for every student.

We are proud of the accomplishments of our students, and of our thousands of employees who show up each day ready to make a difference. As we look back on the 2023-2024 school year, we have much to be proud of. We also know that there is more important work ahead. As always, our team is ready for the journey. By working together, we help ensure everyone thrives.

Sean Nosek

Superintendent of Schools / CEO



Our *Measuring Up* report highlights progress on the following goal areas: literacy, numeracy, student well-being, careers and graduation.

Data included in this report comes from the Ministry of Education and Child Care and includes:

- Foundation Skills Assessment from 2019/2020 to 2023/2024
- Graduation Assessment from: Grade 10 Literacy from 2020/2021 to 2022/2023 Grade 10 Numeracy from 2020/2021 to 2022/2023
- Student Learning Survey from 2020/2021 to 2022/2023
- 6 Year Dogwood Completion Rate from 2019/2020 to 2022/2023
- Transition to Post-Secondary from 2018/2019 to 2022/2023

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OUR

STRATEGIC DIRECTION

Aligned with the B.C. Ministry of Education and Child Care's Framework for Enhancing Student Learning, our district has developed a renewed Strategic Plan that centers on student success with an enhanced focus on family and community engagement.

The 2024-28 Strategic Plan, developed in collaboration with students, staff, parents, and community members, is aligned with our four fundamental pillars: Student Success, Optimized Resources, Engaging Opportunities, and a Progressive Workforce.



STUDENT SUCCESS

Our students are engaged, challenged and prepared for a lifetime of success.

Our Goals:

- Improve student success in literacy.
- Improve Early Learning.
- Improve student sense of well-being.
- Improve student success in numeracy.
- Improve core competencies so students can achieve career/life goals.
- Improve graduation rates.



OPTIMIZED RESOURCES

We are creative and responsible in the management of educational resources.

Our Goals:

- Increase the capacity of our school facilities.
- Maximize budget allocations for instructional staffing.
- Maintain a healthy financial position.
- Increase resources available to fund capital equipment.



ENGAGING OPPORTUNITIES

We provide engaging opportunities for every member of our learning community to contribute to student success.

Our Goals:

- Increase parent and community engagement.
- Increase student participation in extra-curricular activities.
- Improve the use of technology (operationally and pedagogically).



PROGRESSIVE WORKFORCE

We provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth.

Our Goals:

- Increase employee engagement.
- Improve recruitment and retention of staff.
- Improve leadership capacity.
- Improve employee health, safety and resiliency.

OUR SCHOOL DISTRICT

BY THE NUMBERS



SPOTLIGHT ON CHILD CARE

With the support of the Ministry of Education and Child Care policies, we have expanded our childcare services throughout the district in the 2023-2024 school year. As the demand for childcare continues to rise, our district is dedicated to finding innovative solutions to meet these needs. Our ongoing partnerships with community organizations are vital to this mission, and we will keep seeking creative ways to support our families.

| TYPE OF CHILD CARE | 2021/2022 | 2022/2023 | 2023/2024 | 2024/2025 |
|--------------------------|-----------|-----------|-----------|-----------|
| Infants | 0 | 44 | 46 | 43 |
| Toddlers | 17 | 121 | 280 | 186 |
| Elementary aged children | 538 | 610 | 761 | 868 |



9.4%
INDIGENOUS STUDENTS

15.1%
ENGLISH LANGUAGE LEARNERS


12%
DIVERSE LEARNERS

810 STUDENTS ON SCHOOL MEAL PLANS

4,050 MEALS PROVIDED EVERY WEEK


16 DISTRICT PROGRAMS

6 SCHOOLS OFFERING **7** FRENCH IMMERSION PROGRAMS

20,302 STUDENTS


16 CAREER PROGRAMS


STUDENTS HAVE ACCESS TO:
5,000 IPADS
4,400 WINBOOKS

31 ELEMENTARY SCHOOLS
7 MIDDLE SCHOOLS
6 SECONDARY SCHOOLS
2 COMBINED MIDDLE-SECONDARY


1,400 LAPTOPS + DESKTOPS


PROGRESSIVE WORKFORCE

We continue to provide a workplace that fosters safety and engagement, supports growth and development, and inspires pride and excellence.

Some successes from 2023/2024:

- Introduced the Uncertified Employees Teaching On Call pilot program, hiring 25 new employees to provide short-term temporary support in classrooms. The success of the first year of the program has resulted in a renewal of the program and an agreement with the Abbotsford Teachers' Union to double the number of UETOC hires;
- Enhanced practicum student program to increase opportunity for connection, engagement, and recruitment;
- Introduced new support staff opportunities through the new Feeding Futures Program and other pilot programs;

- The new Joint Occupational Health and Safety Assessment and Grade Card Initiative was introduced to promote engagement and reward schools and sites for meeting key performance indicators;
- Launched the Workplace Violence Prevention e-learning program for leaders;
- Conducted a district-wide employee engagement survey, which will provide baseline data as we continue to foster engagement and culture.

BY THE NUMBERS



3,657
EMPLOYEES



195
NEW TEACHER HIRES



155
NEW SUPPORT STAFF
HIRES



LARGEST EMPLOYER
IN THE CITY



ENGAGING OPPORTUNITIES

The 2023/2024 school year saw several progressive achievements for our district, while continuing to navigate the ongoing national recruitment and retention challenges.

Some successes from 2023/2024:

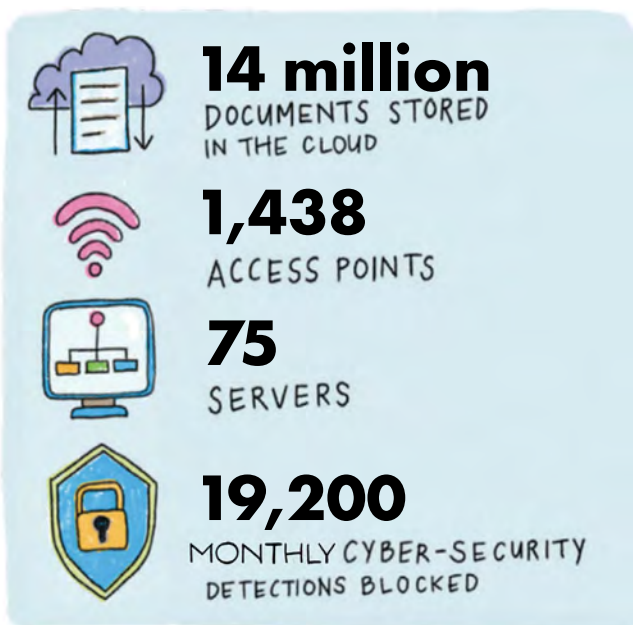
- Upgraded the security of the District sites network switches by implementing a Zero Trust Model for the switch ports;
- The Uninterruptable Power Supply in the Datacentre was upgraded with a secondary unit to improve system stability and uptime during power outages;
- Completed a major upgrade to the system (ClearPass) that runs our Wireless Infrastructure in the district, improving the security, stability and ease of administration for the system;
- Computer Lab software refresh and updates were completed on all labs;
- All student passwords were reset to reduce the number of compromised accounts.

Cybersecurity Initiatives:

- Expanded Multifactor Authentication to more staff members, expanded to include anyone with VPN access including vendors and contractors;
- Continual Vulnerability scanning and remediation;
- Data Classification and Labelling;
- Attack surface reduction across Azure and M365 environments;
- Continuing with updating and expanding our Playbooks for Incident Response and Disaster Recovery.

Future Plans:

- Preparing for the upcoming refresh of our District Staff/Student/site technology during the 2025 summer break.



Fun Fact:

ITC received over 8,000 Helpdesk requests during 23/24 school year!



Share your voice. Shape our school district.

Our online consultation portal allows you to explore our latest projects, share your ideas, discuss key topics, give feedback on policies and planning, and contribute to the future success of our district.

➔ engage.abbyschools.ca

ONGOING ENGAGEMENT

Ongoing Engagement with Education Rightsholders & Indigenous Leadership & Indigenous Communities

Ongoing engagement with various rightsholders continues to take place in a variety of ways. The district uses several processes to engage with the two local First Nations, the Fraser Valley Métis Association, employee groups, families, students, and the broader community. Some of our strategies include the Indigenous Education Council and Joint Committees (Indigenous Education, Inclusive Education, Workplace Health and Safety, Modern Languages, Traditional Schools, District Planning Team, Student Voice and Leadership).

In 2023, after months of significant and dedicated consultation and dialogue, the 2025-2030 Education Enhancement Agreement for Indigenous Students was

signed by Semá:th First Nation, Mathxwí First Nation, the Fraser Valley Métis Association, our Cultural Advisor from Stó:lō Nation, the Abbotsford Board of Education and the Abbotsford School District. The agreement, which is a collection of the voice of the Indigenous community, guides our work for Indigenous students over the next 5 years - Student Success, Cultural Identity, and Equity and Access through Advocacy.

Our district also focuses on ongoing public consultations around current issues or themes present in our community. School based processes reflect those utilized in the district, as well as thousands of one-on-one conversations.



OPTIMIZED RESOURCES

Through our optimized resources pillar, financial stewardship guided our decision-making. Our commitment to being creative and responsible in managing our educational assets has allowed our district to focus on improving fiscal transparency while enhancing school services.

In addition to passing our largest student-focused balanced budget of two hundred and seventy-three million dollars this past spring, we began the multi-year project of updating the district's Enterprise Resource Planning system. We also began construction to add additional classroom space at Auguston and Margaret Stenerson Elementary and completed the last phase of our Seismic Mitigation project at Abbotsford Traditional School.

Some successes from 2023/2024:

- Continue to build public awareness of the budget and encourage participation through the online engagement portal.;
- Improve Facilities Department services to schools ensuring facilities are safe, clean, and properly maintained.;
- Reduced the number of maintenance work orders due to a streamlined services process; and
- \$1.50 million surplus transferred to local capital to help pay for capital projects.

Future Plans:

- Implementation of new ERP system;
- Recruitment of management positions to support effective operations of the Facilities Department;
- Reinstate energy-saving behaviour program; and
- Improve service integration with the City of Abbotsford.

Emerging Areas of Need:

- Addressing an aging white fleet of vehicles, facilities and equipment;
- Rising utility costs; and
- Recruitment and retention of trade professionals.

OUR BUDGET SNAPSHOT 2023/2024 REVENUE VS EXPENSES:

Guided by our overarching Strategic Plan, horizontal alignment has been established between all operational plans and finance to ensure we are responsible in the management of our educational resources and that this is reflected in a student-focused balanced budget.

Student enrolment accounts for approximately 98% of our revenues and determines the level of spending required throughout the District. Our relatively stable enrolment has contributed to our successful operations and strong financial position.



BUILDING

EQUITABLE & INCLUSIVE

SCHOOLS



INDIVIDUAL

Deepening Equity Consciousness

Who am I (identity, privilege and bias)?

What kind of leader do I need to be right now?

INTERPERSONAL

Healing for Equity

How will I build trust across differences?

How will I create space for reflection and healing?

EQUITABLE & INCLUSIVE

Schools

STRUCTURAL

Dismantling Oppression

How will we re-imagine our systems for radical inclusion?

How will we redistribute access and opportunity?

PEDAGOGICAL

Embracing Responsive Pedagogy

How will we ensure culturally responsive classroom practices?

How will we activate student voice and agency?

We are committed to ensuring that every student receives the support they need to access the high-quality education they deserve. We value the identities that each student embodies and the intersectionality of these identities that construct the fabric of our school district. The diversity of our community is one of our greatest strengths and supports our vision for a world-class, innovative, and individualized educational experience for every student.

Equity is the state that would be achieved if success was not predictable by any social, cultural, or economic factor. It involves celebrating the individual cultures, talents, abilities, languages, and interests of every student, valuing and supporting differences between individuals and groups, and ensuring everyone has the access to the opportunities to fulfill their aspirations. Our school district's Equity Framework captures how we must act in the service of our students and families, particularly those who are historically underserved.

STUDENT SUCCESS

Student success is at the heart of our mission, and we strive to ensure that all students are engaged, challenged, and equipped for the future. Our district assessment results show we're moving in the right direction, inspiring, and preparing students for lifelong success. Still, we recognize there are areas for growth that will help inform our ongoing efforts to support student achievement.

Moving forward, we will continue to focus on improving literacy outcomes for Indigenous students, deepening student engagement through inquiry, play, and place-based learning, strengthening reading comprehension and numeracy in middle school, promoting student well-being, and developing flexible learning models in secondary schools that elevate student voice and choice.



LITERACY ACHIEVEMENT

The Foundational Skills Assessment (FSA) is an annual province-wide assessment of all B.C. students' academic skills in grades 4 and 7, and provides parents, schools, school districts and the Ministry of Education and Child Care with important information about how well students are progressing in the foundation skills of reading, writing, and numeracy.

The following data shows the 5-year trend for Grade 4, 7 and 10 literacy assessments (proficient or better).

| Grade 4 | | | | |
|----------|-----|---------------------|------------------|------------------|
| Category | All | Indigenous Students | Diverse Learners | Children in Care |
| 2023-24 | 74% | 62% | 54% | 60% |
| 2022-23 | 72% | 64% | 51% | 67% |
| 2021-22 | 65% | 57% | 59% | 58% |
| 2020-21 | 80% | 82% | 59% | 78% |
| 2019-20 | 74% | 74% | 64% | 57% |
| Grade 7 | | | | |
| Category | All | Indigenous Students | Diverse Learners | Children in Care |
| 2023-24 | 71% | 64% | 42% | n/a |
| 2022-23 | 72% | 64% | 46% | n/a |
| 2021-22 | 69% | 50% | 34% | 25% |
| 2020-21 | 82% | 73% | 57% | n/a |
| 2019-20 | 81% | 63% | 51% | 67% |
| Grade 10 | | | | |
| Category | All | Indigenous Students | Diverse Learners | Children in Care |
| 2023-24 | 74% | 56% | 57% | n/a |
| 2022-23 | 73% | 53% | 55% | n/a |
| 2021-22 | 73% | 53% | 52% | 25% |
| 2020-21 | 75% | 56% | 56% | n/a |
| 2019-20 | 73% | 54% | 54% | 67% |

Emerging Areas of Need:

- Access to books and resources that reflect the diversity of our students;
- Opportunities for inquiry-based strategies to improve student learning, engagement and achievement
- Improve the literacy achievement of our Indigenous learners; and

- Build the fluency and understanding of our educators and leaders for instructional leadership in literacy.
- Access to evidence-based literacy resources that reflect the diversity and learning needs of our students.
- Strengthen the knowledge and skills of our educators and leaders in evidence-based literacy instruction.
- Increase understanding of the district Literacy Framework among educators and leaders.
- Improve the literacy achievement of our Indigenous learners

Future Plans:

- Refreshing early reading resources to reflect the rich personal and cultural identities in schools;
- Continue to personalize learning to ensure the success of all students;
- Implementation of competency-based literacy assessments in Grades 6-8; and
- Procurement and utilization of competency-based comprehension resources.
- Implementation of the Literacy Framework
- Refreshing and continued implementation of District Literacy Assessments K-8 (Reading and Writing)
- Procurement and utilization of evidence-based literacy resources K-8
- continue to personalize learning to ensure the success of all students

NUMERACY ACHIEVEMENT

FSAs are based on the provincial curriculum and are developed by classroom teachers. The main purpose of the assessment is to help the Ministry of Education and Child Care, school districts and schools track how well students are learning core academic skills. The information is used by the Ministry, the district and by schools in planning for improvement. Evidence demonstrates a continued need for numeracy supports.

The following data shows the 3-year trend for Grade 4, 7 and 10 numeracy assessments (proficient or better).

| Category | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------------------|---------|---------|---------|---------|---------|
| All | 64% | 59% | 52% | 66% | 67% |
| Indigenous Students | 51% | 45% | 32% | 64% | 66% |
| Diverse Learners | 44% | 34% | 38% | 49% | 50% |
| Children in Care | n/a | n/a | 15% | n/a | n/a |

Grade 4

| Category | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------------------|---------|---------|---------|---------|---------|
| All | 51% | 56% | 57% | 69% | 65% |
| Indigenous Students | 38% | 45% | 40% | 54% | 43% |
| Diverse Learners | 26% | 32% | 20% | 35% | 32% |
| Children in Care | n/a | n/a | 25% | n/a | 17% |

Grade 7

| Category | 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------------------|---------|---------|---------|---------|---------|
| All | 64% | 59% | 52% | 66% | 67% |
| Indigenous Students | 51% | 45% | 32% | 64% | 66% |
| Diverse Learners | 44% | 34% | 38% | 49% | 50% |
| Children in Care | n/a | n/a | 15% | n/a | n/a |

Grade 10

Emerging Areas of Need:

- Focus on a competency-based approach to numeracy instruction and assessment; and
- Build the fluency and understanding of our leaders for instructional leadership in numeracy.
- Enhance the fluency and understanding of our educators and leaders in competency-based numeracy instruction
- Access to resources that support numeracy instruction in classrooms K-8
- Increase the understanding of the difference between numeracy and mathematics

Future Plans:

- Implementation of assessment practices that focus on competencies and standards;
- Implementation of competency-based strategies to support numeracy instruction; and
- The procurement and utilization of resources to support competency-based numeracy instruction.
- Implementation of Learning Progressions to support educators in scaffolding learning and instruction for number sense and operation focussed content standards

GRADUATION & TRANSITION

TO POST-SECONDARY

Our ultimate goal is to equip every student with the skills, knowledge, and confidence needed to achieve a lifetime of success. While Abbotsford students consistently graduate at rates above the provincial average, we remain deeply committed to further enhancing outcomes, particularly for Indigenous students.

The six-year completion rate is the percent of students who graduated with a Certificate of Graduation or Adult Graduation Diploma, within six years from the first time they enrol in Grade 8. School District-level results are adjusted for student migration in and out of British Columbia.

6 Year Graduation Rate

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------------------|---------|---------|---------|---------|---------|
| All | 91% | 91% | 93% | 93% | 93% |
| Indigenous Students | 80% | 69% | 86% | 78% | 82% |
| Diverse Learners | 65% | 66% | 77% | 72% | 75% |



Eligible Grade 12 Graduation Rate

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------|---------|---------|---------|---------|---------|
| All Students | 97% | 96% | 96% | 98% | 96% |

Emerging Areas of Need:

- Deepening and broadening the meaning of literacy and numeracy in the secondary context;
- Increase connections between students and adults;
- Use the IE process in the updated reporting order for early identification and intervention for vulnerable learners

Future Plans:

- Moving student voice closer to the classroom
- Shared secondary strategies based on our district goals
- Data gathering at the classroom level

STUDENT WELL-BEING

Q1: Do you feel there are two or more adults who care about you at school?

| Grade 3/4 | 2020-21 | 2021-22 | 2022-23 |
|---------------------|---------|---------|---------|
| All | 71% | 71% | 68% |
| Indigenous Students | 71% | 69% | 63% |
| Diverse Learners | 71% | 72% | 67% |
| Grade 7 | 2020-21 | 2021-22 | 2022-23 |
| All | 63% | 55% | 60% |
| Indigenous Students | 61% | 48% | 57% |
| Diverse Learners | 62% | 60% | 68% |
| Grade 10 | 2020-21 | 2021-22 | 2022-23 |
| All | 56% | 57% | 57% |
| Indigenous Students | 56% | 60% | 64% |
| Diverse Learners | 75% | 46% | 59% |
| Grade 12 | 2020-21 | 2021-22 | 2022-23 |
| All | 67% | 66% | 69% |
| Indigenous Students | 73% | 70% | 78% |
| Diverse Learners | 84% | 84% | 67% |

Q3: Is school a place where you feel welcome?

| Grade 3/4 | 2020-21 | 2021-22 | 2022-23 |
|---------------------|---------|---------|---------|
| All | 78% | 78% | 79% |
| Indigenous Students | 67% | 67% | 75% |
| Diverse Learners | 66% | 73% | 74% |
| Grade 7 | 2020-21 | 2021-22 | 2022-23 |
| All | 64% | 55% | 60% |
| Indigenous Students | 47% | 52% | 54% |
| Diverse Learners | 66% | 73% | 74% |
| Grade 10 | 2020-21 | 2021-22 | 2022-23 |
| All | 65% | 68% | 65% |
| Indigenous Students | 64% | 56% | 58% |
| Diverse Learners | 82% | 77% | 63% |
| Grade 12 | 2020-21 | 2021-22 | 2022-23 |
| All | 59% | 65% | 67% |
| Indigenous Students | 48% | 57% | 69% |
| Diverse Learners | 72% | 84% | 51% |

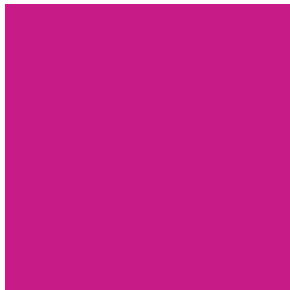
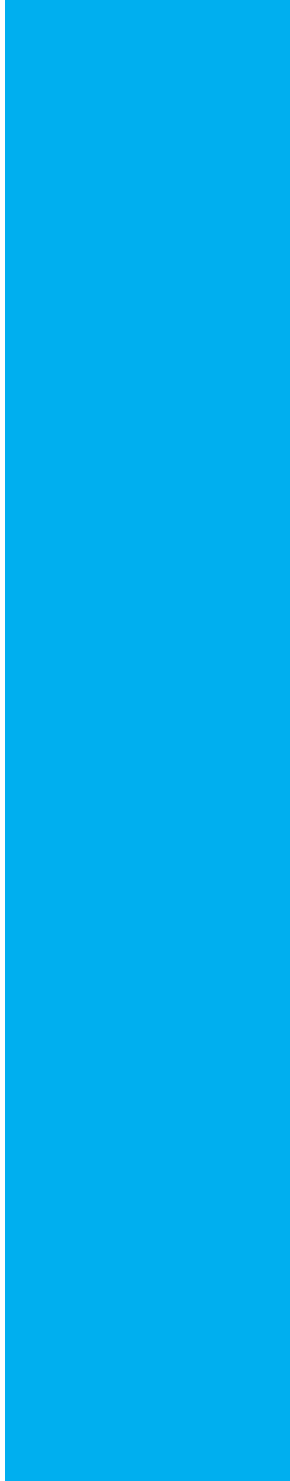
Q2: Is school a place where you feel like you belong?

| Grade 3/4 | 2020-21 | 2021-22 | 2022-23 |
|---------------------|---------|---------|---------|
| All | 60% | 65% | 60% |
| Indigenous Students | 48% | 49% | 48% |
| Diverse Learners | 63% | 70% | 60% |
| Grade 7 | 2020-21 | 2021-22 | 2022-23 |
| All | 48% | 57% | 55% |
| Indigenous Students | 29% | 34% | 35% |
| Diverse Learners | 50% | 64% | 61% |
| Grade 10 | 2020-21 | 2021-22 | 2022-23 |
| All | 46% | 51% | 54% |
| Indigenous Students | 38% | 37% | 36% |
| Diverse Learners | 63% | 58% | 50% |
| Grade 12 | 2020-21 | 2021-22 | 2022-23 |
| All | 44% | 51% | 53% |
| Indigenous Students | 35% | 40% | 41% |
| Diverse Learners | 63% | 52% | 42% |

Q4: Do you feel safe at school?

| Grade 3/4 | 2020-21 | 2021-22 | 2022-23 |
|-----------|---------|---------|---------|
| All | 78% | 80% | 79% |
| Grade 7 | 2020-21 | 2021-22 | 2022-23 |
| All | 69% | 75% | 71% |
| Grade 10 | 2020-21 | 2021-22 | 2022-23 |
| All | 75% | 75% | 72% |
| Grade 12 | 2020-21 | 2021-22 | 2022-23 |
| All | 76% | 76% | 79% |





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