

**BALUCHISTAN BOARD OF  
INTERMEDIATE AND SECONDARY  
EDUCATION**

**QUETTA**

# SSC ANNUAL EXAMINATION RESULT 2026

## INFOGRAPHIC PERFORMANCE ANALYSIS

*Government, Private, Semi-Government and  
Combined institutional Performance*

**132,235**

CANDIDATES

**1,930**

INSTITUTES

**35**

DISTRICTS

Prepared for executive review and policy planning

### VISION

**"Quality Education for  
All"**

**Mir Sarfaraz Ahmed Bugti**

Chief Minister, Balochistan



**Raheela Hameed Khan**

**Durrani**

Minister For Education



**Shakeel Qadir Khan**

Chief Secretary



**Saleh Muhammad Baloch**

Secretary Colleges



**Lal Jan Jaffar**

Secretary Schools



# Foreword & Acknowledgment

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It is a matter of great pleasure to present the **SSC Annual Examination 2026 – Infographic Performance Analysis Report**, prepared by the **Balochistan Board of Intermediate & Secondary Education (BBISE), Quetta**, as a strategic evidence-based publication aimed at strengthening educational governance through research, technology and data-driven decision-making. This report has been designed to transform examination statistics into meaningful insights that support policy formulation, academic planning, institutional improvement and long-term educational reforms across the Province of Balochistan.

The preparation of this report has been inspired by the **vision and directions of Mir. Sarfaraz Ahmed Bugti, the Honorable Chief Minister of Balochistan**, Ms. Raheela Hameed Khan Durrani, Honorable Minister for Education, Chief Secretary Balochistan, Secretary Colleges and Secretary School Education Department who have consistently emphasized the importance of evidence-based governance, transparency, accountability and the effective utilization of educational data for improving the quality of education. In line with this vision, the Board has undertaken a comprehensive analytical exercise so that examination outcomes are not merely reported as statistical results but are transformed into practical knowledge capable of guiding future educational policies, strategic planning and institutional decision-making.

I wish to place on record my profound appreciation for the outstanding contribution made by the Controller of Examination, **Information Technology (IT) Team** and the **Research Wing of BBISE, Quetta**, whose dedication, technical expertise and analytical capabilities made the preparation of this publication possible. Through their collaborative efforts, a vast repository of examination data has been systematically analyzed, interpreted and presented in the form of comprehensive infographics, statistical models and evidence-based recommendations that provide a clear understanding of academic performance at provincial, district, institutional and subject levels.

Unlike conventional examination reports, this document goes beyond presenting pass percentages and result statistics. It introduces a comprehensive analytical framework incorporating district-wise performance trends, institutional comparisons, subject-level diagnostics, gender and part-wise analysis, ranking reliability, performance risk assessment, strategic recommendations and an implementation roadmap. This approach enables policymakers, education managers and administrators to identify systemic challenges, prioritize interventions, allocate resources more effectively and monitor educational progress through measurable indicators rather than relying solely on headline pass percentages.

It is sincerely hoped that this report will serve as a valuable policy reference for the **Government of Balochistan, School Education Department**, educational administrators, researchers and all stakeholders committed to improving educational outcomes across the province. The recommendations contained herein have the potential to support evidence-based policymaking, strengthen institutional accountability, improve academic quality, enhance learning outcomes and establish a sustainable framework for continuous monitoring and evaluation of the education system. **It is imperative to mention that all stakeholders particularly researchers may feel free to contact us for access to the detailed digital report.**

**Muhammad Ishaq**  
**Chairman**  
**Balochistan Board of Intermediate & Secondary Education**  
**Quetta**

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*Visual-first analytical structure*

# 1. Executive Dashboard

The complete picture of result at a glance

|                                                                                |                                                                |                                                                     |                                                          |
|--------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------|
| <b>132,235</b><br><b>Total Candidates</b><br>Filtered Science Group population | <b>82.90%</b><br><b>Pass Rate</b><br>109,617 candidates passed | <b>66.83%</b><br><b>Average Marks</b><br>Academic quality indicator | <b>1,930</b><br><b>Institutes</b><br>Across 35 districts |
|--------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------|

Overall Result Composition

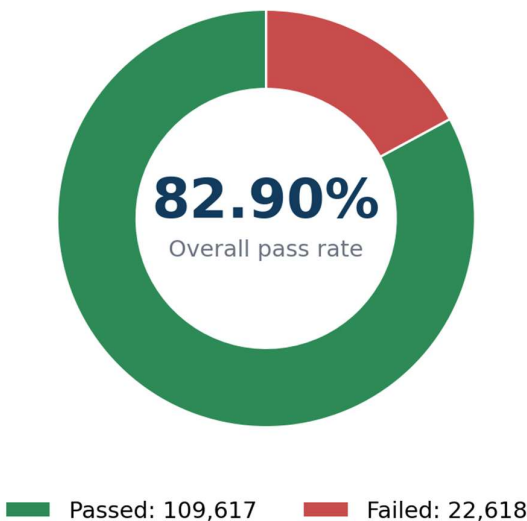


Figure 1. Overall pass/fail composition.

**Executive message**

In terms of quantitative data, the system recorded 82.90% pass rate, 22,618 failures and 4,173 absent/affected cases. However, the next policy phase by the policymakers should target quality of learning, not only the number crossing the pass threshold.

## 2. Sector Performance

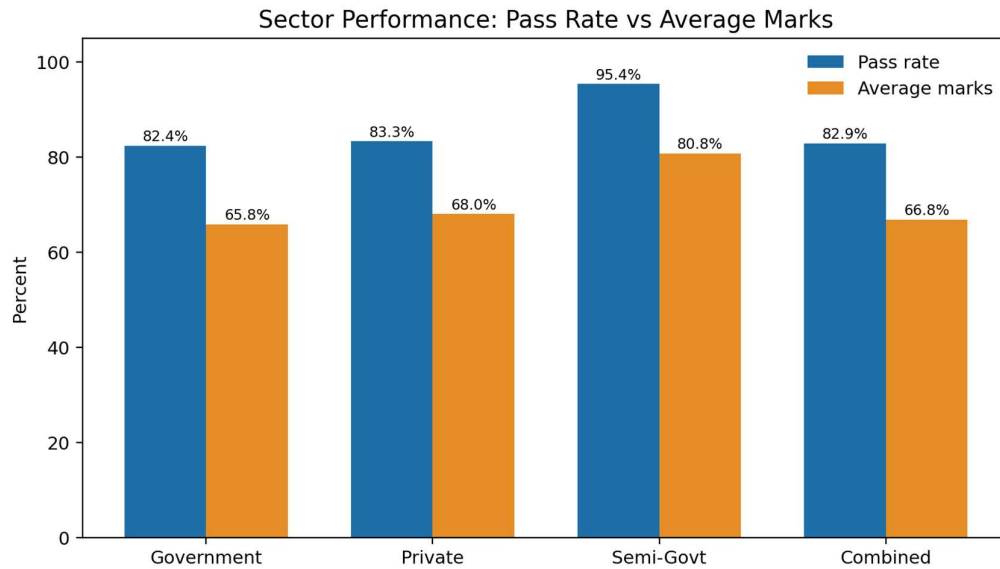


Figure 2. Pass rate and average marks by institute type.

### Candidate Population by Institute Type

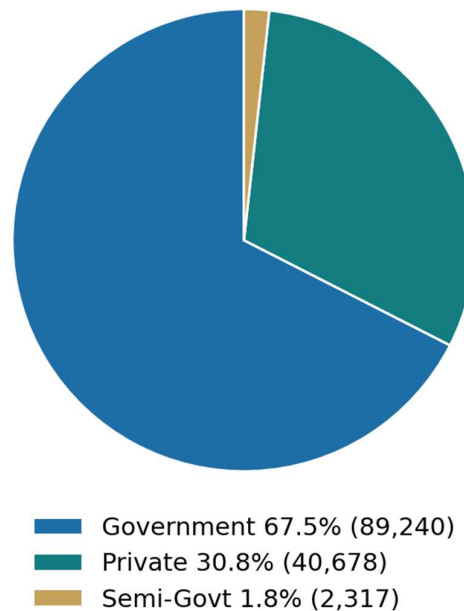


Figure 3. Candidate population share by institute type.

#### What the visual shows

Semi-government institutions (BRCs & Cadet Colleges) lead on both pass rate and average marks, but in terms of population (number of students), represent only 1.75% of total number of candidates. Government institutions carry 67.5% of the total candidate population (Number) and therefore determine the province-wide outcome. Large-scale interventions must consequently prioritize the government sector.

### 3. Year-on-Year Change

*Pass rates of students in 2026 as compared to 2025 rose sharply, but average marks obtained by students changed only slightly.*

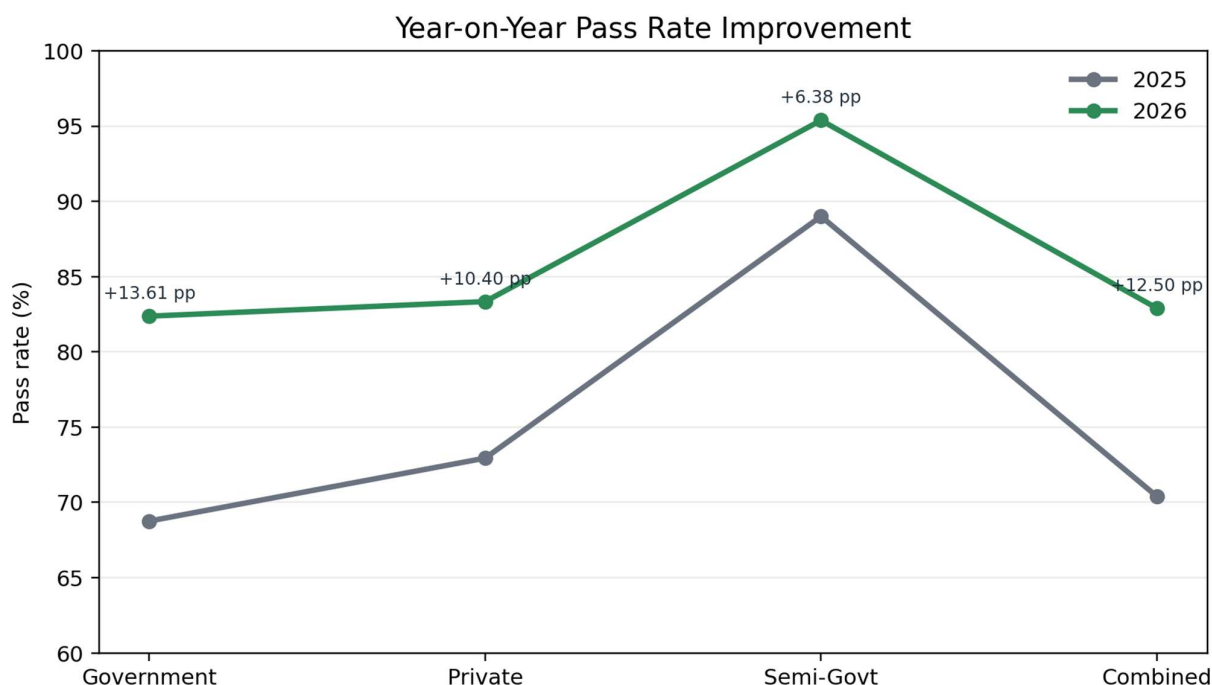


Figure 4. Sector pass-rate improvement from 2025 to 2026.

**+12.50 %**

**Combined Gain**

70.40% to 82.90%

**+13.61 %**

**Govt Gain**

Largest sector improvement

**+10.40 %**

**Private Gain**

Average marks fell 0.27 pp

**+0.44 %**

**Avg Marks Gain**

Quality depth remains limited

#### Critical interpretation

The increase in pass percentage is much larger than the increase in average marks obtained by students (Comparison of 2025 and 2026). This suggests that many candidates improved around the passing marks boundary, while upward movement toward A and A+ grades remained limited. Therefore, the policy should target improving the size of average marks and grade quality rather than just passing percentage.

## 4. SSC (Part I & II) And Gender Based Performance Analysis

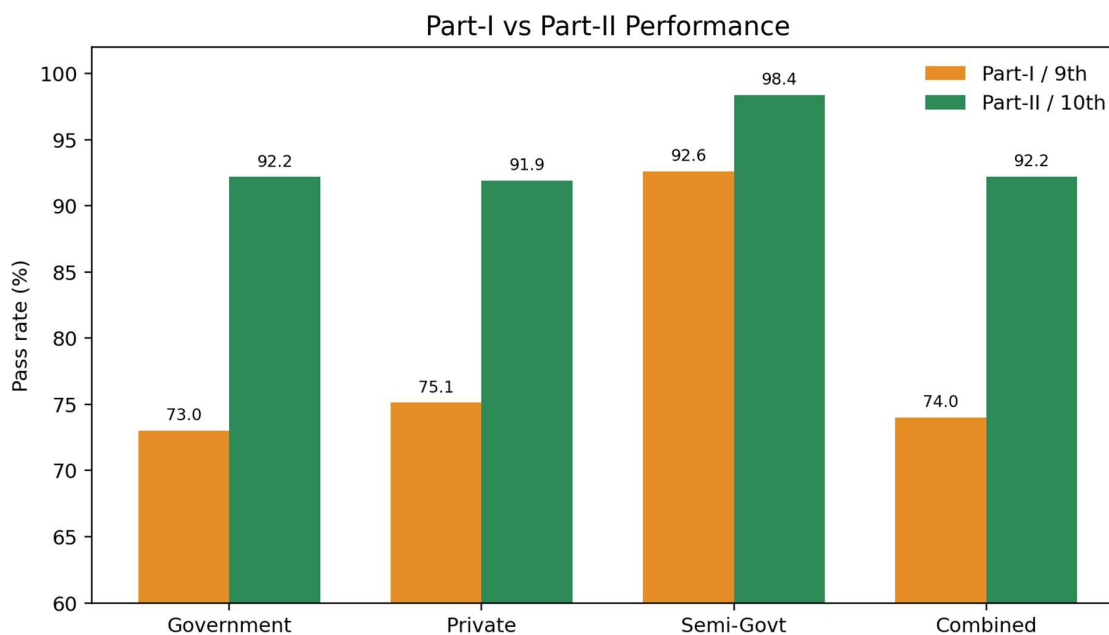


Figure 5. Part-I remains much weaker than Part-II.

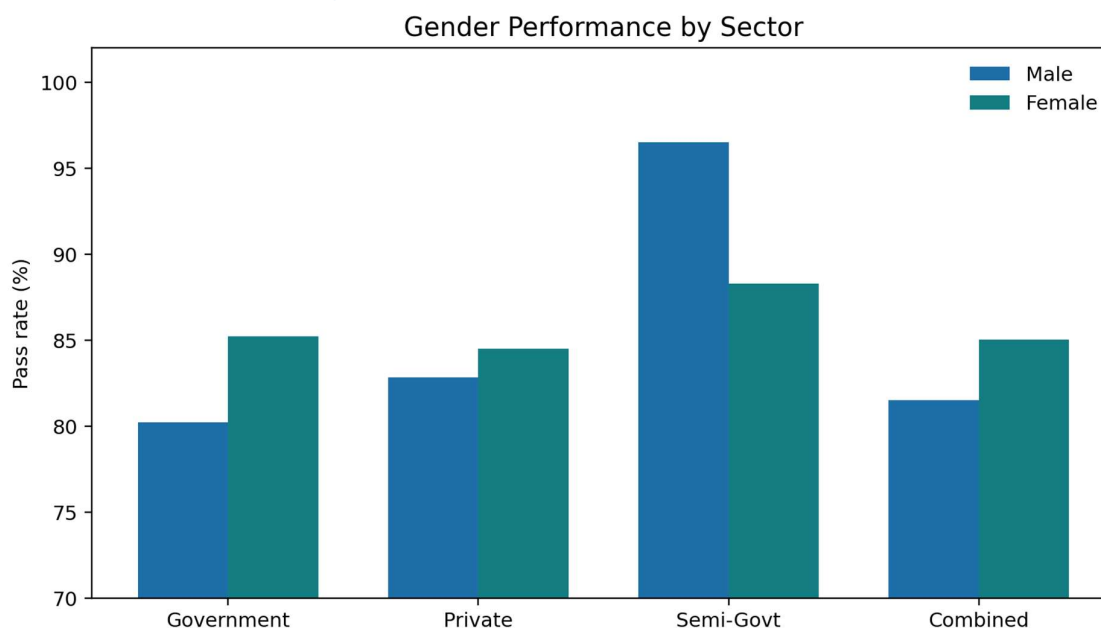


Figure 6. Gender performance by sector.

### Priority finding

Combined Part-I (9<sup>th</sup>) pass rate is 74.02% compared with 92.21% in Part-II (10<sup>th</sup>), an 18.19 percentage-point gap. This indicates that the lower percentage of result in 9<sup>th</sup>-class abnormally rises in 10<sup>th</sup> class which does not appear logical. Either the quality of education is compromised at the level of grade 9 or enhanced in grade 10! The female candidates outperform males in combined, government and private views; the semi-government pattern should be reviewed separately because of its smaller and specialized cohort and the lower number of female students. Here the policy recommendation would be to focus quality in class 9<sup>th</sup> for improving the pass % as well.

## 5. District Performance

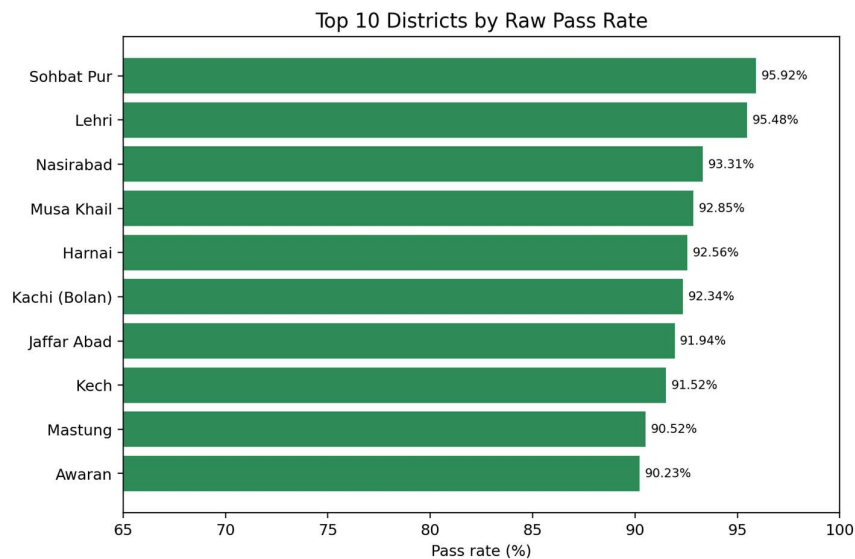


Figure 7. Highest raw district pass rates.

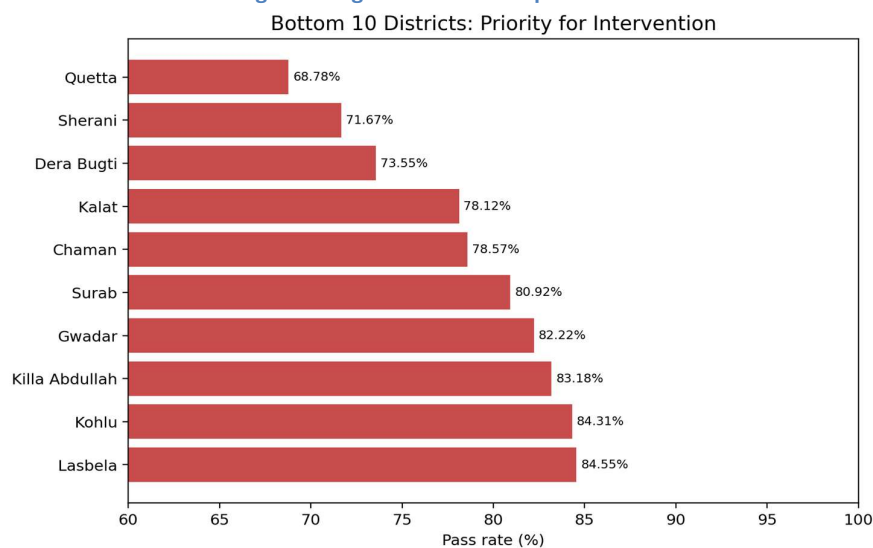


Figure 8. Lowest-performing districts.

### District Policy Signal

The Figure.7 apparently shows a vertically positive trend in terms of cumulative performance of districts. Keeping in view the other development indicators, it can be deduced that either these districts have really taken some special measures to improve school education or the quality of supervision and monitoring of examination centers was compromised precipitating into better results. Quetta is the weakest combined district at 68.78% and is also the weakest in government and semi-government results. Its repeated appearance indicates a system-level urban performance problem rather than an isolated institution issue. It is commonly observed and opined that supervision and monitoring of examination centers in Quetta is comparatively stricter which causes lower passing rate. However, The School Education Department may conduct a formal research to diagnose the real causes.



## 6. District Improvement

*Districts showing most visible improvement from year 2025 to 2026*

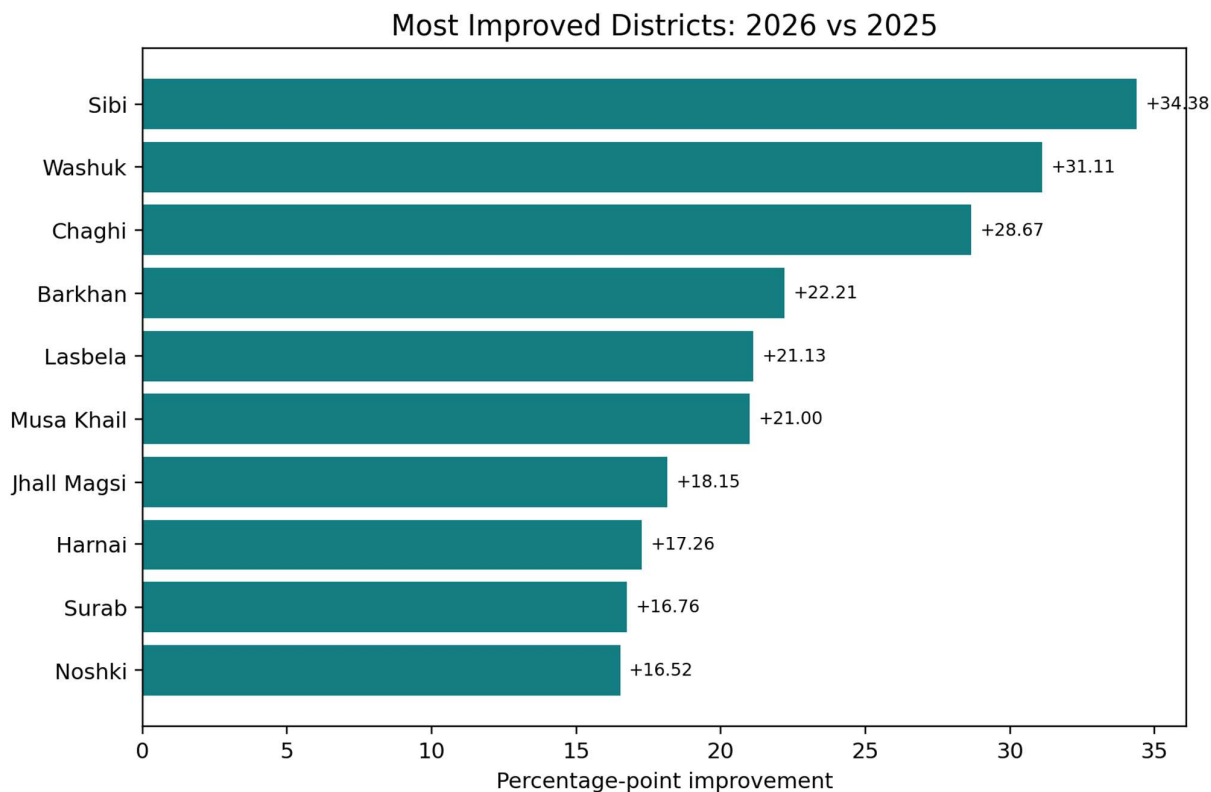


Figure 9. Top year-on-year district gains.

### Validation required

Sibi, Washuk and Chaghi recorded very large gains in terms of improvement in 2026 as compared to 2025. Such improvements should be documented as potential best practice, but also validated against cohort size, institute mix, new/closed institutions and subject composition before being treated as permanent performance shifts. However, it is also required to be looked at as to whether this improvement is genuine or engineered through unfair means.

- Document teaching and monitoring practices in the most improved districts.
- Compare gains against three-year rolling averages.
- Separate genuine academic improvement from changes in cohort or institute composition.
- Trace out, if malpractices have contributed into hike of these trends.

# 7. Grade Distribution

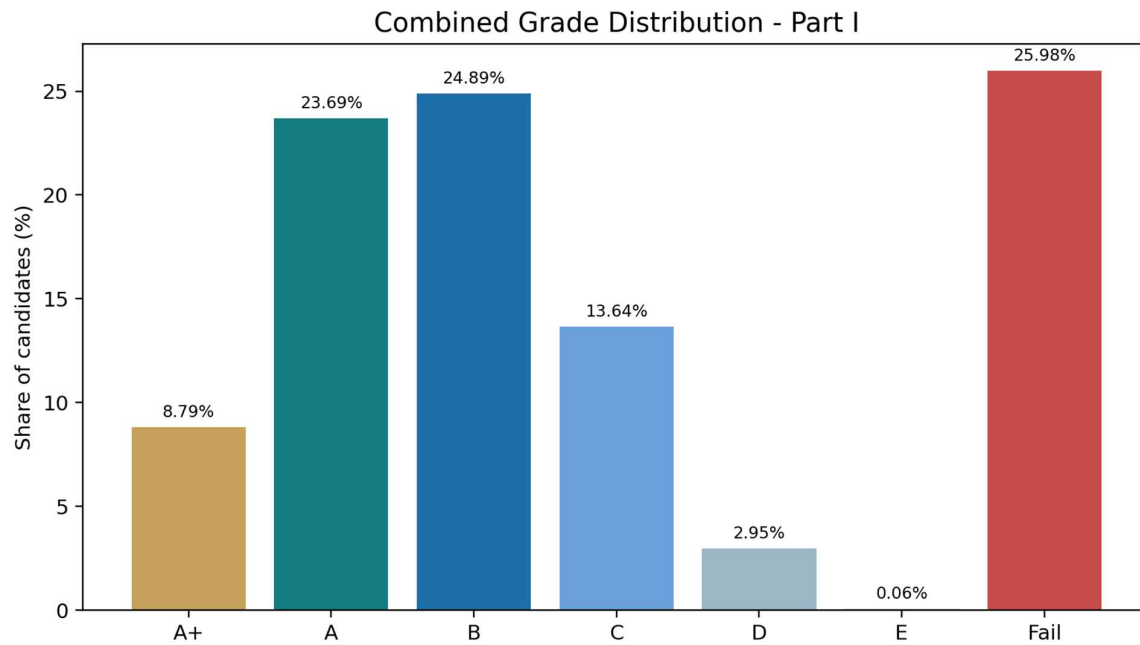


Figure 10. Combined grade distribution for Part-I.

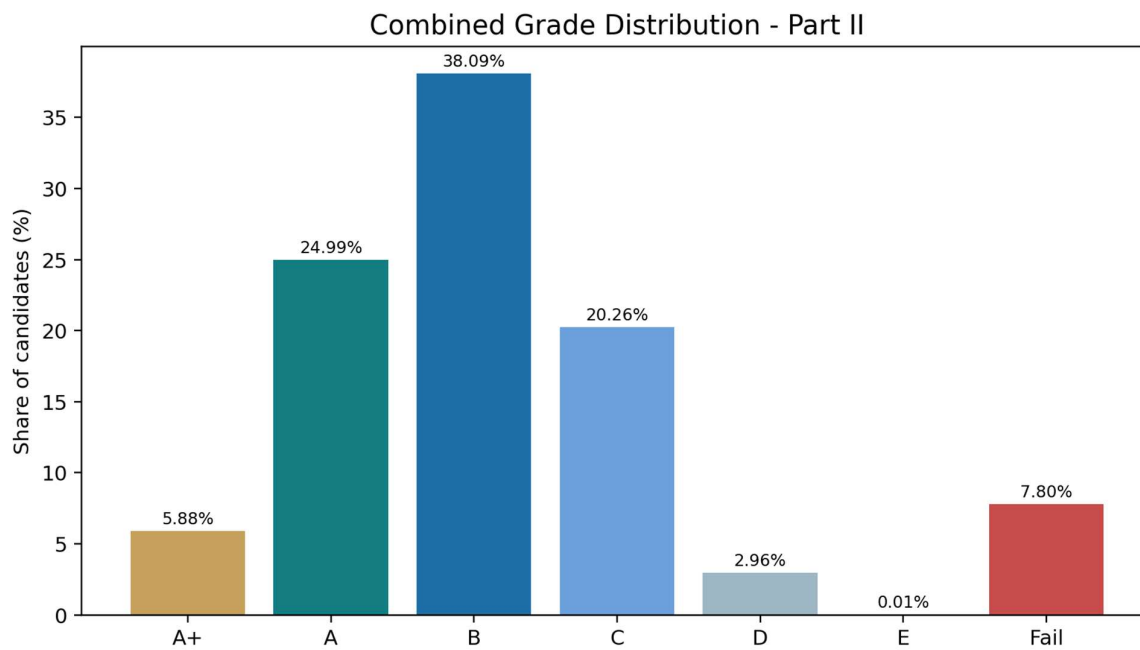
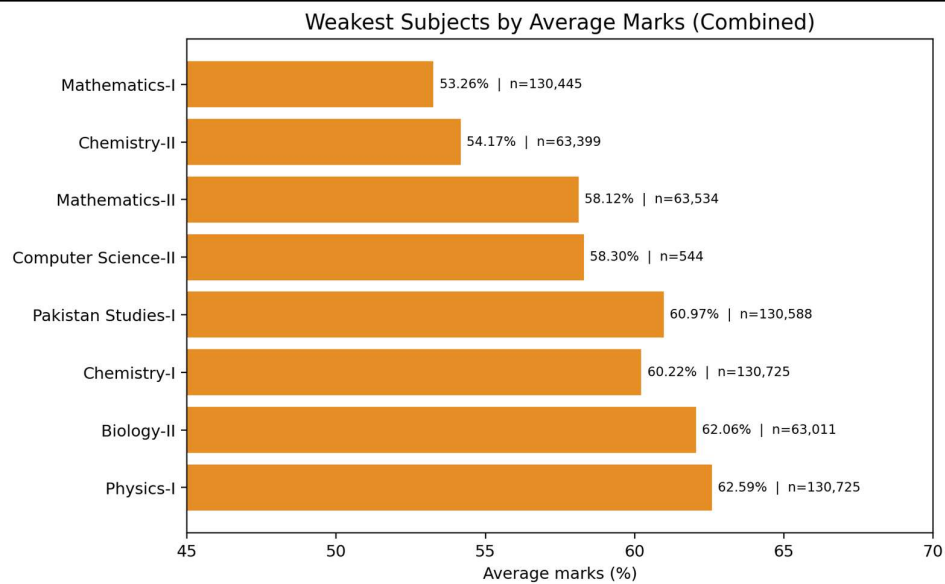


Figure 11. Combined grade distribution for Part-II.

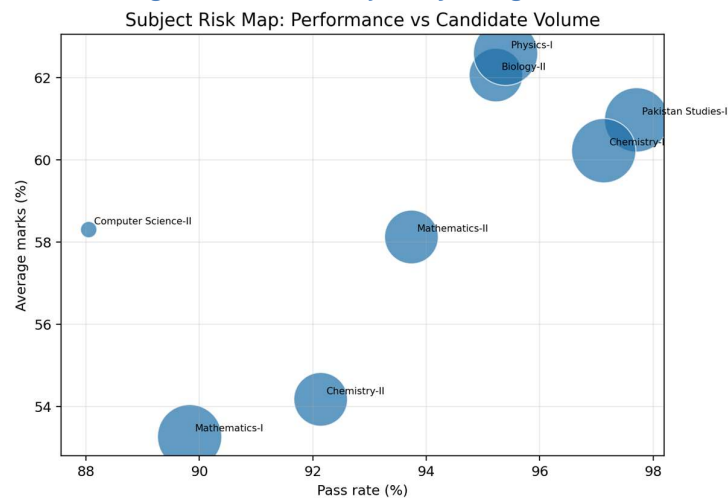
## Quality challenge

Part-I has a 25.98% failure share, whereas Part-II failure falls to 7.80%. Part-II is concentrated in B and C grades, while the A+ share remains modest. The next quality agenda for the School Education Department should move students from B/C/D grades toward A and A+ through concept-based learning and formative assessment.

## 8. Subject Performance



**Figure 12. Weakest subjects by average marks.**

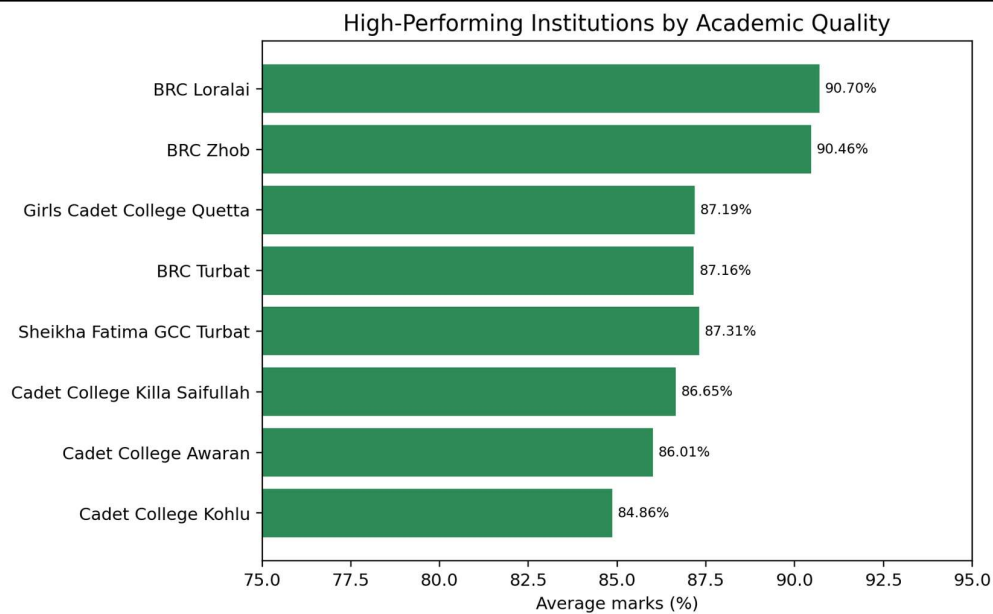


**Figure 13. Subject risk map combining pass rate, average marks and candidate volume.**

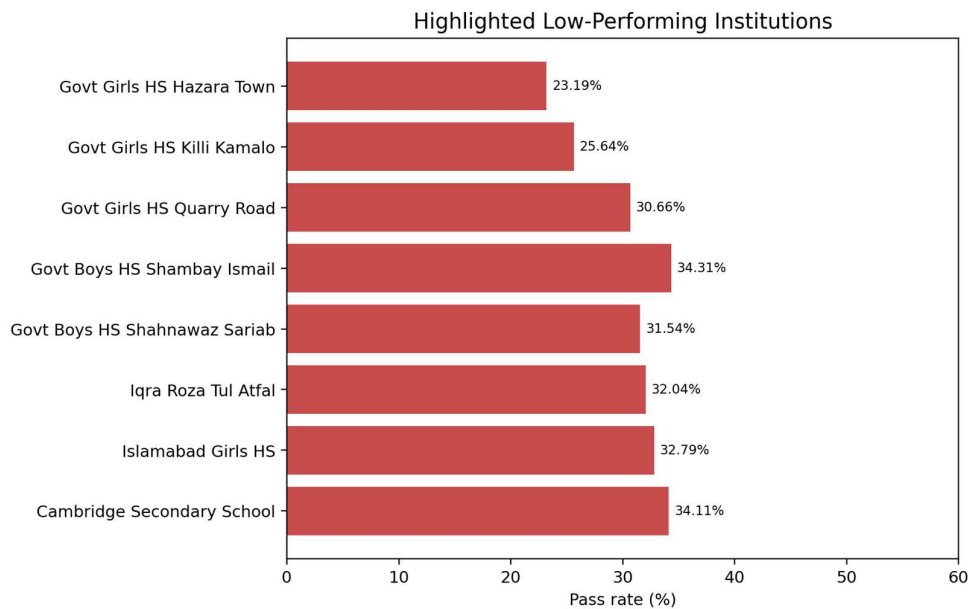
### Highest system risk

The above given figure.12 reflects that overall; in science subjects the performance of students has been on lower side. The very finding requires a probe into the causes of this decline. Mathematics-I is province-wide the weakest performing subject: 130,445 appeared candidates, 89.83% pass rate and only 53.26% average marks obtained. Computer Science-II has a lower pass rate but only 544 appeared candidates. The SED needs to devise a strategy for a targeted review and a mass intervention program for Mathematics.

## 9. Institutional Performance



**Figure 14. High-performing institutions by average marks**



**Figure 15. Highlighted low-performing institutions.**

### **Institution-level response**

High-performing BRCs and cadet colleges demonstrate that merit-based admission policy, strong monitoring, structured learning environments and academic discipline can produce high quality. Several low-performing institutions are concentrated in Quetta. These schools require academic audits, subject diagnostics, teacher attendance review and time-bound improvement plans.

# 10. Performance Risk Framework

*Convert results into an operational monitoring system*

| Risk Category    | Suggested Criteria                                                  | Interpretation                 | Required Action                                                          |
|------------------|---------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------|
| Red              | Pass rate below 50%, or average marks below 55% with 50+ candidates | Immediate academic risk        | Academic audit, remedial plan and quarterly review                       |
| Amber            | Pass rate 50-70%, or major decline from previous year               | Performance instability        | Subject diagnostics, teacher support and monthly reporting               |
| Green            | Pass rate above 85% with stable (A grade) average marks             | Strong and stable performance  | Recognition, documentation and mentoring role                            |
| Small-sample tag | Below 50 candidates                                                 | High volatility in percentages | Report separately; do not compare directly with high-volume institutions |

## Recommended monitoring index

The School Education Department after obtaining the detailed result statistics from BBISE, should create an Intervention Priority Index ( As deemed appropriate) combining failure volume, pass rate, average marks, absentee/affected rate, year-on-year trend and sample reliability. This would direct resources toward the areas with the greatest number of affected students, not merely the lowest percentage.

# 11. Strategic Recommendations

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## *From result reporting to result-driven improvement*

### **A. Provincial Mathematics Improvement Program**

Develop chapter-level diagnostic tests for Mathematics-I and II.

- Train teachers using common error patterns and item analysis.
- Provide remedial modules in English and Urdu through the BBISE and other platforms concerned.
- Track institute-wise Mathematics progress quarterly.

### **B. Part-I foundation strategy**

- Introduce a 9th-class bridge program in Mathematics, Physics and Chemistry.
- Conduct early-year baseline assessments.
- Identify at-risk students before the annual examination cycle.
- Link school monitoring to Part-I diagnostic results.

### **C. Quetta Academic Recovery Plan**

- Map weak schools by cluster and locality.
- Review teacher availability, class size and attendance.
- Conduct targeted inspections and parent engagement.
- Set institute-specific improvement targets and publish progress dashboards.

### **D. Institutional accountability**

- Require Red-category institutions to submit improvement plans.
- Link affiliation review for private institutions to sustained performance risk.
- Pair low-performing schools with mentor institutions.
- Recognize stable high performance, not one-year percentage spikes.

## 12. Implementation Roadmap and KPIs

*A phased, measurable response*

| Phase   | Timeline     | Main Deliverables                                                                            | Core KPI                                           |
|---------|--------------|----------------------------------------------------------------------------------------------|----------------------------------------------------|
| Phase 1 | 0-3 months   | Finalize ranking method; create district and institute dashboards; identify Red institutions | 100% of districts and institutes classified        |
| Phase 2 | 3-6 months   | Launch Mathematics and Part-I diagnostic programs; start Quetta recovery plan                | Baseline diagnostics completed in priority schools |
| Phase 3 | 6-12 months  | Teacher training, remedial delivery and quarterly monitoring                                 | Reduction in Mathematics failure and Part-I gap    |
| Phase 4 | 12-24 months | Three-year ranking, best-practice transfer and policy evaluation                             | Higher average marks and A/A+ shares               |

### Suggested headline KPIs

The School Education Department may plan to reduce the Combined Part-I vs Part-II gap; increase Mathematics-I average marks; reduce failure volume in Red institutions; lower Quetta's performance gap; reduce absent/affected cases; and increase A/A+ grade shares without compromising assessment integrity.

## 13. Conclusion

*The result is improving, but the next challenge is academic depth and fairness*

The SSC Annual Examination 2026 Science Group result shows a major improvement in pass percentage across Balochistan. The strongest gain occurred in the government sector, which is important because it serves the majority of candidates.

However, the visual analysis identifies three continuing structural issues: Part-I weakness, low Mathematics attainment and severe institutional variation, particularly within Quetta. The relatively small improvement in average marks also shows that the system must move beyond pass/fail improvement toward deeper learning and stronger grade quality.

A reformed ranking system is equally important. Candidate volume, confidence adjustment and multi-year stability should be included so that a small cohort achieving 100% does not automatically outrank a large district delivering consistently strong performance. With these reforms, BBISE can convert examination data into a transparent, fair and actionable academic improvement system.

### Final executive takeaway

The 2026 result should be presented as a strong improvement year, while policy action should focus on Mathematics, Part-I foundations, Quetta's institutional clusters, failure volume and statistically fair rankings. Moreover, The Government of Balochistan, School education Department may conduct a comprehensive diagnostic assessment to get a more objective picture for devising result-oriented corrective measures.