



Toronto District School Board French as a Second Language Program Review: Developmental Evaluation

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Developmental Evaluation

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TORONTO DISTRICT SCHOOL BOARD

FRENCH AS A SECOND LANGUAGE PROGRAM REVIEW: DEVELOPMENTAL EVALUATION

EXECUTIVE SUMMARY

The Ontario Ministry of Education (2013a) describes the vision for French education in Ontario as follows: *Students in English-language school boards have the confidence and ability to use French effectively in their daily lives* (p. 8).

The Ministry of Education supports this vision with three main goals:

1. Increase student confidence, proficiency, and achievement in French as a second language (FSL).
2. Increase the percentage of students studying FSL until graduation.
3. Increase student, educator, parent, and community engagement in FSL.

Aligned with the overarching vision and subsequent goals are guiding principles intended to foster a common understanding of the importance of FSL in Ontario schools as well as guide policy-makers and educators in their decision making (Ontario Ministry of Education, 2013a).

Currently at the Toronto District School Board (TDSB), there are over 90,000 students in Core French and 28,000 students in French Immersion/Extended French programs. French Immersion programs are designed for students who do not speak French at home. The TDSB offers Core French, two system-wide intensive French programs (Early French Immersion and Junior Extended French), as well as other intensive French programs listed below.

Early French Immersion: The Early French Immersion program begins in senior kindergarten (SK). It offers 100% French instruction in the classroom until the end of Grade 3, although some specialist subjects may be taught in English. English instruction is gradually introduced beginning in Grade 4; subsequently, French becomes a half-day program from Grades 6 to 8. Designated school pathways exist to ensure that students have a continuation of program from the SK entry to the end of Grade 12.

Junior Extended French: The Junior Extended French program begins in Grade 4. Students in this program spend 50% of their day in French instruction from Grade 4 to Grade 8 at the Extended French school. The subjects taught in French are French language arts, social studies, and the arts. English language arts, mathematics, and science are taught in English. Designated school pathways exist to ensure that students have a continuation of program from the Grade 4 entry to the end of Grade 12.

Core French: Core French is mandatory from Grade 4 to Grade 8 for all students in English-language elementary schools. Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8 and must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. There is one mandatory Core French credit required in Grade 9. Students may continue to study Core French through to the end of Grade 12.

Hawthorne II Bilingual Alternative: Children from junior kindergarten (JK) to Grade 3 receive daily instruction in French. This consists of 20 minutes per day in JK and gradually increases with each grade to 150 minutes from Grade 4 to Grade 6. Designated school pathways exist to ensure that students have a continuation of program from the JK entry to the end of Grade 12.

Cosburn Intensive Extended French: This program begins in Grade 6 and offers an 80% model of French instruction in Grades 6 to 8. Designated school pathways exist to ensure that students have a continuation of program from the Grade 6 entry to the end of Grade 12.

Middle French Immersion: The Middle French Immersion program begins in Grade 4 and is available to students in Grade 3 of the English program. It offers 100% French instruction in the classroom until the end of Grade 6, although some specialist subjects may be taught in English. Designated school pathways exist to ensure that students have a continuation of program from the Grade 4 entry to the end of Grade 12.

Intermediate Extended French (Grade 7 Entry): The Grade 7 Extended French program offers students who have successfully completed three years of Core French the option to enter into a more intensive program in Grade 7. These students spend approximately 40% of their day in French classes at the Extended French school. Designated school pathways exist to ensure that students have a continuation of program from the Grade 7 entry to the end of Grade 12.

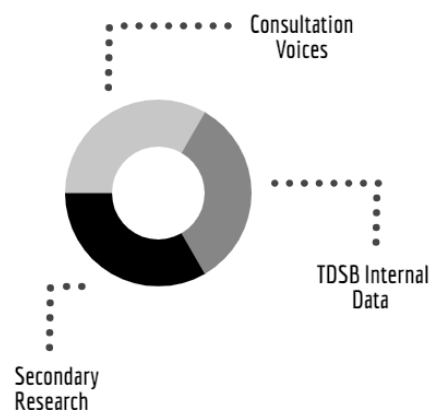
French Program Review Background and Objectives

A review of French programs at the TDSB was approved by the Board in June 2017 and was conducted the subsequent spring 2018. This review examined challenges and successes of all three French programs in the board (French Immersion, Extended French, and Core French) from key stakeholders' perspectives. The overarching goal of the review was to investigate:

What are the successes and challenges experienced by all stakeholders (i.e., parents, students, TDSB staff, Trustees, community members) involved in the TDSB's French programming?

This review gathered and triangulated multiple data sources to provide an in-depth, inclusive analysis of the current French programming at the TDSB. The objectives of the review included the following:

- To examine the lived experiences of those involved in the TDSB's French programs (Core, Immersion, and Extended), including those that have been able to access the programs and those that have not
- To measure how key stakeholders (e.g., parents/guardians, students, staff) report the quality of instruction, inclusive practices, equity of access, staffing, program viability, entry points, and reasons



- for registering and deregistering in the three programs
- To analyze how student, staff, and parent/guardian characteristics and perceptions interact with each French program (Core, Immersion, and Extended)
- To examine trends and patterns in student demographics and student learning; including patterns of enrolment, retention, attrition, and also student mobility

Consultation Methods and Respondent Numbers: Stakeholder Voices

The consultation component of this review was based on the TDSB's policy on community engagement (Policy PO78), which was informed by best practices within the area of community engagement. The process also draws on the Director of Education's response to the recommendations of the Enhancing Equity Task Force, which prompted review of certain concerns. To capture representative feedback on the TDSB's French programming, multiple stakeholders were included and also given multiple opportunities to comment on the TDSB's French programs. In total, this review captured feedback from parents and community members, students, TDSB staff, and the French as a Second Language Advisory Committee (FSLAC). In total, 10,535 individuals provided feedback and perspectives, which informed this review. (For full details, see Tables 3 and 4.)

Highlights of Findings: Stakeholder Voices

Rooted at the heart of this review is a community of engaged students, parents, and staff. Stakeholders felt passionately about the challenges they faced and their suggestions for improvement. The successes tell a story where most everyone recognizes the benefits of learning a second language, whereas the challenges and suggestions offer experiential guidance for considerations moving forward. (See Figures 1 and 2).

Figure 1. Overall Successes and Strengths of TDSB French-Language Programs

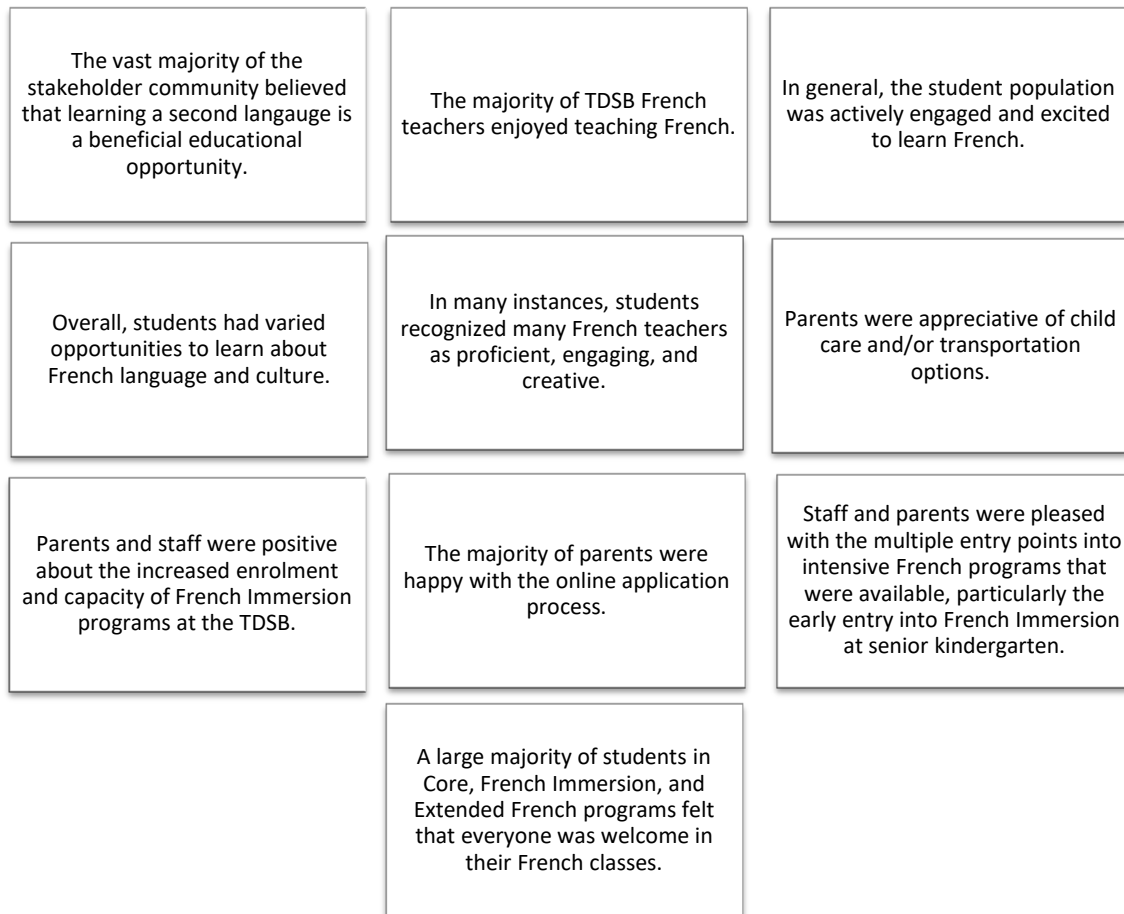


Figure 2. Overall Challenges and Areas for Improvement in TDSB French-Language Programs

Overall, there was dissatisfaction in the quality of programming and resources/technology, student learning opportunities, assessment practices, and expectations for learning in French programs.	In general, students desired a more engaging, collaborative, and communication-focused French class, with more opportunities to build their oral proficiency and participate in French extracurriculars.	Parents, staff, and students perceived a lack of learning-intervention supports for students in French. This included students with special education needs, English language learners, and students with a learning challenge.
Overall, stakeholders felt schools lacked proficient French teaching staff (including occasional teacher coverage, support staff, language resource support, special education needs staff, and administrators).	An overall imbalance of resources across French programs and schools was raised across stakeholder groups.	Although they appreciated having more than one entry point, some parents and staff commented there were too many entry points into Intensive French programs. Many stakeholders felt that French Immersion is best started in the primary grades and Extended French entry points should be streamlined in conjunction with strengthening Core French and offering it from kindergarten to Grade12.
A need for additional professional learning and opportunities for collaboration, specific to French teachers' needs, were mentioned by the majority of teachers and administration.	Specific to French teachers, many noted that the "coach" model of support was not as effective as the "instructional leader" model from previous years.	Parents and staff perceived that French Immersion and Extended French programs excluded large portions of the TDSB population (e.g., students from racialized and marginalized communities) and that TDSB should look at ways to engage all members of the school community.

Key Patterns in Stakeholder Responses

Quality of Teaching and French Educational Programming

There was a clear difference between the experiences of families in Core French and the families in French Immersion and Extended French. A pattern of lower agreement levels among Core French respondents was evident, particularly concerning their satisfaction with quality of teaching, quality of assessments, distribution of resources, student enjoyment and learning opportunities, and the use of/and confidence in using the French language. However, in saying that, stakeholder comments in the intensive French programs showed dissatisfaction to many of the same areas for improvement suggested by the Core French students, parents, and staff. For example, 51% of Core French students were satisfied with the amount, quality, and type of French resources available; 56% of French Immersion and 62% of Extended French students felt the same. Similarly, 14% of Core French parents were satisfied with resources available; 34% of French Immersion and 31% of Extended French parents were satisfied.

Inclusive Practices

A slightly different pattern emerged from data related to inclusive practices. Approximately 80% of students in all French programs felt all students were welcome in the TDSB's French programs. Among parents and staff the percentage was significantly lower: parents, 46% for Core and 55% for French Immersion/Extended French; French staff, 73% for Core and 67% for French Immersion/Extended French. Although a high percentage of students felt everyone was welcome in French programming, fewer than one-third indicated they were represented in French-language resources. In terms of access to learning supports for students with special education needs, English-language learners, and students needing support with a learning challenge, all stakeholder groups identified a lack of access across French programs.

Core French

In accordance with the Ontario Ministry of Education, educators at the elementary level teach French so that students can “accumulate a minimum of 600 hours of French instruction by the end of Grade 8. At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12” (Ontario Ministry of Education, 2018).

Core French continues to be not only “a basis of Canadian identity, but also an essential tool for ensuring Canadians’ openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage” (Ontario Ministry of Education, 2013a, p. 8). Core French has a deep past in Ontario that predates confederation (Stern, 1986) with the very first French class taught in an Ontario high school in 1854 (Ontario Ministry of Education, 1974).

Today, Core French continues to be the primary mode of FSL instruction in Canada with more than three-quarters of students in Ontario learning French in Core French programs (Canadian Parents for French, 2017). However, student attrition out of French programs is an annual concern, as many students do not continue beyond elementary school offerings (Canadian Council on Learning, 2007a; Lapkin, Mady, & Arnott, 2009; Makropoulos, 2007).

Currently, the experiences of the 90,000 TDSB students in Core French bring challenges and opportunities for improvement. A comparison of the TDSB's Core French and the two intensive French programs shows a

tendency for a divide between the two. A consistent theme indicates that Core French is undervalued, and, consequently, it does not have the same resource budgets, staffing priorities, teacher professional development opportunities, student learning supports, and overall importance as other subject areas. Many respondents felt this was unacceptable in Canada, a bilingual country.

A summary of stakeholders' challenges and suggestions from the online surveys and also the consultation sessions and forums specifically concerning Core French are noted below. These points are not recommendations from research, but points brought forward by stakeholders.

Challenges and Suggestions Specific to Core French

Participation in French Programming	<ul style="list-style-type: none"> • Enrolment and retention: Overall, the lack of interest in learning French was the main reason why students did not continue with Core French after Grade 9. • Entry Point: 47% of students and 66% of parents believed Core French should begin before Grade 4. Many suggested that Core French continue past Grade 9.
French Education	<ul style="list-style-type: none"> • Quality of teaching: Not all students reported enjoying learning French: 47% of students in Core French enjoyed learning French. • French programming: In general, stakeholders felt the Core French program was not fully recognized by the system and requires more system leadership and consistent support at the school level. Many agreed that Core French classrooms should have a dedicated classroom space. • Student learning: 79% of Core French students never or rarely used French outside of school. Students in Core French had significantly lower self-reported confidence levels in using the French language than those in Immersion and Extended French. Only 3 out of 10 Core French students were striving to achieve the Certificate of Achievement in Core French. • French and my future: Few Core French students saw French as personally meaningful or relevant to their future.
Inclusive Practices	<ul style="list-style-type: none"> • Resources: Core French students were the least likely to see themselves represented in French language resources.
Teaching Supports	<ul style="list-style-type: none"> • Assessment practices: Many Core French teachers expressed a need for a standard diagnostic tool that measures students' French progress at each grade level. • Professional learning: In general, Core French teachers often reported feeling isolated in their roles. Core French teachers also reported struggling with classroom management and disruptive learning environments in the classroom, and they noted the need for additional professional learning or classroom supports.

French Immersion and Extended French

Following is a detailed summary of stakeholders' challenges and suggestions from both the online surveys and the consultation sessions and forums concerning French Immersion and Extended French programs. These points are not recommendations from research, but points brought forward by stakeholders. For simplicity, comments regarding French Immersion and Extended French are combined.

Challenges and Suggestions Specific to French Immersion and Extended French

Participation in French Programming

- **Enrolment and retention:** The vast majority of Immersion and Extended French students noted three main reasons for leaving French programming; these include: French is not offered in specialized programs or in many secondary school locations, students struggled academically, and there was a lack of interest in learning French.
- **Entry point:** Approximately half of parent respondents were satisfied with current French Immersion and Extended French entry points. Stakeholders stated that French Immersion is best started in the primary grades and Extended French entry points should be streamlined. Eighty-one percent (81%) of parents agreed French Immersion should begin in Grade 1 or kindergarten, whereas 45% of students felt the same. Twenty-seven percent of parents agreed that Extended French should start in Grade 4.
 - Students generally expressed that it was more difficult to enter French Immersion or Extended programs at later entry points.
 - Some parents and staff felt there were too many entry points into intensive French programs and suggested streamlining program offerings in conjunction with strengthening the Core French program and offering it Kindergarten to Grade 12.
- **Program location:** Many families struggled with access to conveniently located French programs and suggested a review of current locations of Immersion and Extended programs.
- **Secondary school pathway:** Approximately half of French Immersion and Extended French parents were satisfied with their child's secondary school pathway.

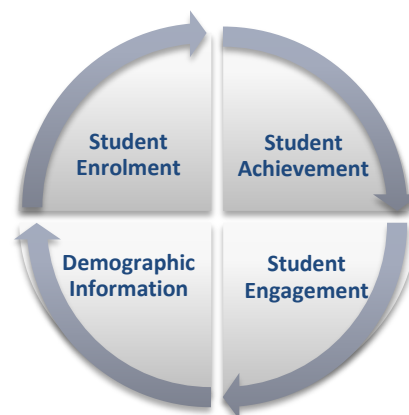
French Education

- **French programming:** Students desired a more engaging, collaborative, and communicative-focused French class with more opportunities to build their oral proficiency. Stakeholders suggested that schools should communicate and/or align community resources and activities for students to engage in speaking French outside of the school day.
- **Student learning:** Students experienced a lack of availability of subject-area courses in French to choose from at the secondary level. Many were frustrated with their learning and dissatisfied with their fluency and proficiency progression in French. Students suggested teachers provide consistent encouragement to speak French outside the classroom, as well as elaborate on fluency expectations while students' progress through Immersion and Extended programs. The majority of French Immersion and Extended students did not use French outside school. Less than 60% of Immersion and Extended students are striving to achieve the TDSB Certificate of Bilingual Studies in French.
 - Parents reported feeling there was a lack of communication about

	<p>expectations for student learning as well as a lack of supports for Anglophone parents to help their children with French work at home.</p> <ul style="list-style-type: none"> • French and my future: Little conversation was happening between students and staff around post-secondary pathways and future career opportunities related to learning French.
Inclusive Practices	<ul style="list-style-type: none"> • Resource distribution: Stakeholders experienced an imbalance of resources across French programs. This was twofold. In all three French programs, a lack of updated and relevant resources was noted. Schools that had multiple programs (i.e., English, Immersion and/or Extended) noted that the English program had much better resources than the French programs at the same site. Less than 25% of parents and staff felt English and French Immersion/Extended French students were well served in dual- or triple-program schools. Stakeholders recommended re-examining the value of dual/triple-program sites versus French centres in terms of resource availability, purchasing power, and distribution.
Teaching Supports	<ul style="list-style-type: none"> • Assessment practices: Stakeholders noted an incomplete repertoire of consistent, high-quality, formal French assessments and suggested to investigate options for common French assessment and evaluation tools to be used across the system for Core/Extended French programs, including diagnostic tools to determine fluency and measure student progress at each grade level. • Learning supports: Within the intensive programs, staff reported feeling unclear about the process or guidelines on how to advise families whose children were struggling academically.
Other Programming Concerns	<ul style="list-style-type: none"> • Child care and transportation: Many parents detailed their frustrations with the lack of child care options available and the challenging commutes to school many students have.

Highlights of the Findings: TDSB Student Data

The characteristics of students within intensive French programs (Immersion and Extended) differ from the socio-economic characteristics of other TDSB students in terms of demographic, achievement, and engagement variables. In general, these programs tend to have more students with a demographic characteristic of high socio-economic status (SES) and fewer students who primarily speak a language other than English at home; these discrepancies tend to be less prominent in the Extended French program. A variety of achievement measures all suggest a pattern of higher achievement among students in the intensive French programs, as compared to the TDSB overall. Likewise, measures of school engagement suggest a marginally lower rate of suspension, absenteeism, and mobility among students in intensive French programs. Following is a summary of key findings on TDSB student demographics and family background, based on two data sets compiled over a ten-year period (2006–17) and analyzed according to three age brackets/grade ranges: (1) kindergarten to Grade 6 (K–6), (2) Grade 7 to Grade 8 (7–8), and (3) Grade 9 to Grade 12 (9–12).



Student Demographics and Family Background

Gender	There tends to be a slightly higher representation of female students compared to male students in both French Immersion and Extended French programs compared to the general TDSB demographics. In intensive French programs (French Immersion and Extended French), female students currently represent 55–58% of students across the three grade ranges, which is an improvement from the 55–63% range in 2011–12. There were minimal differences between Immersion and Extended programs regarding gender. The representation of female students across grade ranges, however, suggest the overrepresentation of female students tends to be marginally more prominent in Grades 9–12, compared to the other two grade ranges.
Language	The French Immersion and Extended French programs tend to differ in their representation of students who primarily speak a language other than English at home and those who were born outside Canada. The Immersion program has an underrepresented population of students speaking languages other than English at home (34–37%), and students born outside Canada (6–10%) across all three grade ranges. In contrast, students speaking languages other than English at home (53–59%) and students born outside Canada (20–21%) are equally represented, or slightly overrepresented, in the Extended program. Both programs tend to have decreased representation of students who arrived in Canada in the past one to three years, compared to general TDSB demographics. This discrepancy tends to decrease for students who arrived in Canada in the past four to five years. Comparisons across the three academic years of data collection suggest that, in general, these findings have remained consistent over time.
Students with Special Education Needs	The representation of students with special education needs has improved (i.e., increased) in both the Immersion and Extended programs over the three academic years measured. Nonetheless, students with special education needs remain less represented than the overall TDSB demographics across all three grade ranges. Specifically, the current representation of students with special education needs in Immersion (7–10%) and Extended (4–6%) programs tends to be lower than their representation in the TDSB as a whole (14–22%).

Student Racial Background	The percentage of students enrolled in intensive French programs varied by student racial background. Minimal differences in percentages were found among students with an Indigenous, Latin American, and Southeast Asian racial background, compared to the general TDSB demographics. Students with a White racial background, however, tend to be overrepresented in the Immersion program (48–49%) and, to a lesser extent, the Extended French program (33–36%), compared to the TDSB as a whole (26–30%). The representation of White students in Immersion has marginally decreased across the three academic years measured. Both the Immersion and Extended programs have an overrepresentation of student with Mixed racial backgrounds and underrepresentation of students with South Asian racial backgrounds. This pattern was more profound in the French Immersion program than the Extended French program. In contrast, students with an East Asian racial background were slightly underrepresented in the French Immersion program (9–10%), but more represented in the Extended French program (13–20%), compared to the general TDSB demographics (13–16%).
Socio Economic Status (SES) Characteristics	The French Immersion and Extended French programs tend to differ in their representation of socio-economic status (SES) and household characteristics, with Extended French having a more diverse representation of students in terms of their demographic characteristics. The French Immersion program tends to have a higher percentage of students who have parents with a very high SES (50–63%), a university-level education (74–83%), and whose parents were both born in Canada (37–44%). In contrast, students in the Extended program had more proportionate amounts of family with a very high SES (38–41%), parents who have a university-level education (62–76%), and parents who were both born in Canada (24–37%), while still being slightly overrepresented compared to the general TDSB demographics.

Student Achievement and Engagement

Student Achievement	Student achievement was measured through report card grades, Education Quality and Accountability Office (EQAO) assessment results (Grades 3,6,9, 10) and credit accumulation. A comparison of achievement of students in intensive French programs with the average TDSB achievement for each age bracket shows a higher percentage of achievement among students in the intensive French programs. The percentage of students who received a level 3 or 4 on their report card in reading, writing, and mathematics was higher in French Immersion (73–87%) and Extended French (83–89%), compared to the average TDSB achievement (65–79%). Student achievement in the Extended program tended to be slightly higher than the Immersion program in reading and writing among report card results, but remained similar when EQAO, OSSLT, and credit accumulation was used as the achievement measure. Mathematics achievement among both report card and EQAO assessment results remained fairly similar across both Intensive French programs, but were higher than the TDSB average. On the whole, there was consistently higher level of achievement across both Immersion and Extended French programs, which tends to be fairly consistent across the three academic years measured.
Student Engagement	Students in the Immersion and Extended French programs were compared on levels of school engagement, as measured by rates of absenteeism, suspension and mobility in Grades 9–12. Although the difference in percentages remained small, students in Intensive French programs consistently had lower levels on all three measures, compared to the average TDSB rates. For example, the absenteeism rates were slightly lower in French Immersion (6.5%) and Extended French (5.2%), compared to the TDSB (8.4%). Both

programs demonstrated a slight decrease in suspension and mobility rates across the three academic years measured.

Enrolment and Retention Patterns

Enrolment and Retention Patterns

Overall, there has been an increase in the enrolment in intensive French programs in the TDSB from 2002–03 to 2017–18. Similarly, there was a tendency for an improvement in year-to-year retention, when older cohorts (e.g., 2002–03) were compared to the most recent cohorts (e.g., 2017–18). On average, male retention was slightly lower than female retention, especially in the Early French Immersion, Junior Extended French, and Intermediate Extended French programs. Some grades tend to have higher or lower levels of attrition overall. The most prominent attrition occurred between Grade 8 and Grade 9.

Highlights of Findings: Research Literature

Many of the challenges presented through stakeholder voices, student data, and enrolment and retention data are well known by research scholars. Concerns acknowledged within the literature that impact community stakeholders and French programs at the TDSB include student enrolment, staffing and recruitment of French teachers, realistic fluency expectations of French programs, inconsistent curriculum implementation, lack of professional development for French teachers, Core French à la carte model, and a lack of remedial learning support in French programs.

Conclusions and Next Steps

Provincially, there are challenges, tensions, and solutions to be found across school boards. In recent years, many school boards have conducted their own French language program reviews. The experiences of other school boards are not different from those of the TDSB.

For instance, a “majority of boards expressed the challenge of finding qualified and language competent teachers” (Upper Grand District School Board, 2017, p. 4). The Halton Catholic District School Board has suggested the shortage of qualified teachers is more of a “crisis” than a challenge (2009). Some boards are limiting plans for French programming until the hiring of French teachers is completed and/or current permanent qualified teachers accept a position teaching French. Looking to other school boards for approaches to improvement and policy changes is merited.

Going back to 2006 when the previous TDSB French programs review was conducted, it is evident that many of the same themes mentioned then exist today. For example, French programs need system leadership and support, consistent support at the school level, additional learning supports for students in French programs, and additional qualified French resources.

Our current review of TDSB French programs provides extensive stakeholder perceptual data, participation trends, and research literature, in order to inform a discussion about the FSL programs—areas of strength and particular challenges. The review’s primary purpose is to provide evaluative evidence in order to support the TDSB in advancing recommendations and improvement efforts for all three FSL programs in the TDSB: Core French, French Immersion, and the Extended French program.

This TDSB French programs review has drawn on theories of developmental evaluation, a process that supports innovation within an organization and its activities (Patton, McKegg, & Wehipeihana, 2016). As such, it is important moving forward to consider the application of evaluative thinking to the process of developing recommendations and intentional change (Gamble, 2008). In the context of the TDSB, this report represents the board’s commitment to continued engagement with its community, as well as a collaborative approach to working through problems, challenges, and recommendations.

TORONTO DISTRICT SCHOOL BOARD FRENCH AS A SECOND LANGUAGE PROGRAM REVIEW: DEVELOPMENTAL EVALUATION

PART I: INTRODUCTION AND METHODS

Background and Rationale

Currently, the TDSB offers Core French, two system-wide intensive French programs (Early French Immersion and Junior Extended French), as well as other intensive French programs. There are over 90,000 students in Core French and 28,000 students in the French Immersion or Extended French programs.

The Ontario Ministry of Education outlines the vision for French education in Ontario:

Students in English-language school boards have the confidence and ability to use French effectively in their daily lives (2013a, p.8).

The Ministry of Education supports this vision with three main goals:

1. Increase student confidence, proficiency, and achievement in FSL.
2. Increase the percentage of students studying FSL until graduation.
3. Increase student, educator, parent, and community engagement in FSL.

Aligned with the overarching vision and subsequent goals are guiding principles intended to foster a common understanding of the importance of FSL in Ontario schools as well as to guide policy-makers and educators in their decision making (Ontario Ministry of Education, 2013a). Driving FSL programming at the TDSB is the multiyear strategic plan and its partner documents, including the Vision for Learning, Integrated Equity Framework, and Leadership Capacity Plan, as well as subsequent department action plans and policies and procedures.

The provincial government of Ontario has acknowledged a need to increase FSL student enrolment and retention rates in Ontario schools (Ontario Ministry of Education, 2013a). At the same time, studies suggest a decrease in enrolment in Core French programs (Boudreaux, 2011; Culligan, 2010). There are concerns about quality of FSL instruction, multiple entry points, inequities of access, staffing, and program viability in most Ontario school boards (Sinay, 2010, 2015; Masson, Arnott, & Lapkin, 2017).

The 2018 review of TDSB French programs serves as a scan to better understand the issues facing TDSB's FSL programming; subsequently, it will provide evidence to policy-makers and senior leadership regarding areas for potential recommendations.

Scope and Conduct of the Review

This review of French programming began in the spring 2018. It builds upon a previous system review of French programming conducted in 2006 (see Gossling, 2006). The current review examines challenges and successes of all three French programs in the board (French Immersion, Extended French, and Core French) from key stakeholder's perspectives. The overarching goal of the review has been to investigate:

What are the successes and challenges experienced by all stakeholders (i.e., parents, students, TDSB staff, trustees, community members) involved in the TDSB's French programming?

Objectives of the Review

This review gathered and triangulated multiple data sources to provide an in-depth, inclusive analysis of the current French programming at the TDSB. The objectives of the review included the following:

- To examine the lived experiences of those involved in the TDSB's French programs (Core, Immersion, and Extended), including those that have been able to access the programs and those that have not
- To measure how key stakeholders (e.g., parents/guardians, students, staff) report the quality of instruction, inclusive practices, equity of access, staffing, program viability, entry points, and reasons for registering and deregistering in the three programs
- To analyze how student, staff, and parent/guardian characteristics and perceptions interact with each French program (Core, Immersion, and Extended)
- To examine trends and patterns in student demographics and student learning; including patterns of enrollment, retention, attrition, and also student mobility

Scope of this Review Report

[Part II](#) of this document presents relevant FSL-related research trends and an overview of language education in Ontario, Canada, and internationally. Also included is a summary of findings from French program reviews of other school boards.

[Part III](#) includes the details of and findings from the TDSB stakeholder consultation sessions and online surveys for the French programs review. Information includes

- a description of the consultation process and methods used;
- a summary of the data, gathered into common themes, and a comparative analysis of French programs; and
- a summary of stakeholder challenges and suggestions.

[Part IV](#) examines the characteristics (demographic, achievement, and engagement) of students enrolled in French programs. Information includes

- a description of the data sources used;
- a summary and comparative analysis of key demographic, achievement, and engagement variables between French Immersion, Extended French and the TDSB as a whole; and
- a comparison between the Immersion and Extended enrolment and retention reported at the TDSB, compared to other publications.



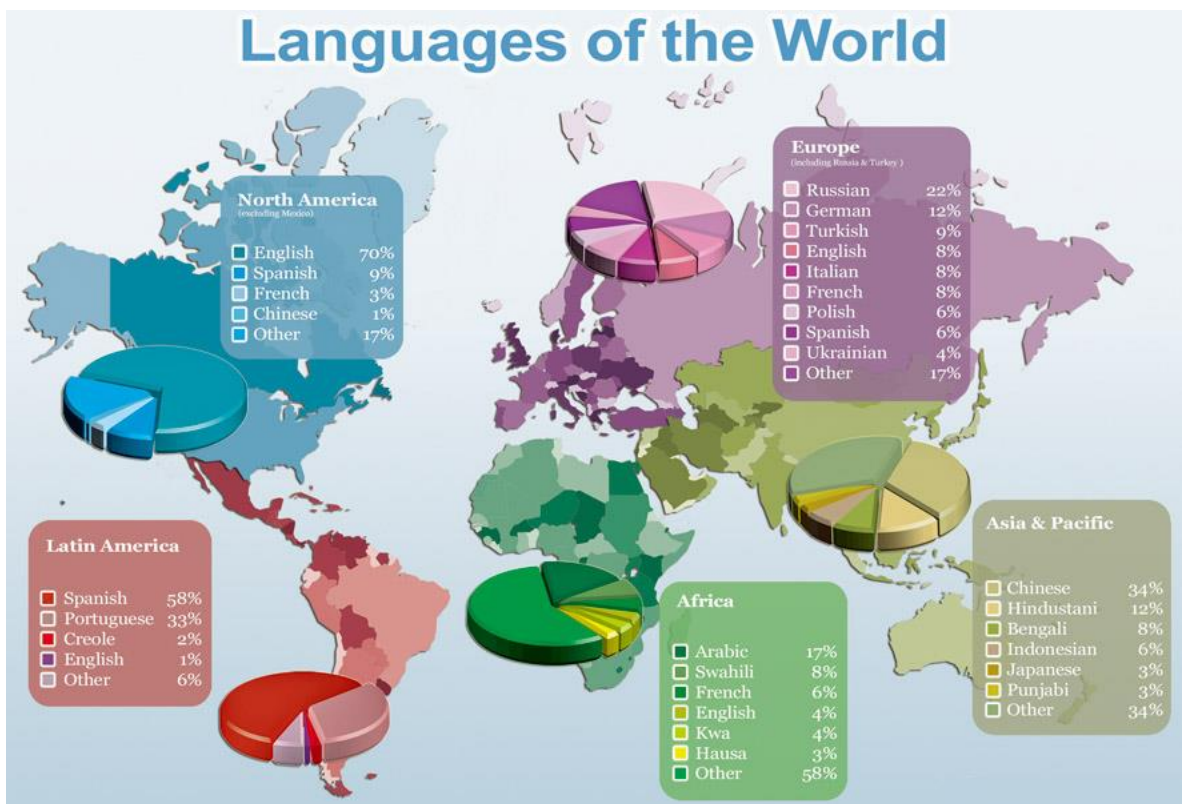
Part II: Literature Review

PART II: LITERATURE REVIEW

French is a language, spoken by over 130 million people worldwide (Alberta Education, 2014). French is “27% lexically similar to English, 89% similar to Italian and 75% similar to Portuguese, Romanian, Spanish and German” (Alberta Education, 2014, p. 70) (See Figure 3.)

After English, French is spoken in more countries and on more continents than any other language. French is the second language of the Internet (after English). French is a language of world diplomacy and a working language of international organizations, such as the European Economic Community, the United Nations, NATO, the International Monetary Fund and the International Olympic Committee. (Alberta Education, 2014, p. 70)

Figure 3. Languages of the World



Source: Language Acquisition Abroad.

Many regions in the world have set language goals: for example, “the goal is a Europe where everyone can speak at least two other languages in addition to their mother tongue” (European Commission, 2012). While this may seem ambitious, it is an indication of the importance of language learning acknowledged by many countries who want to have “the command and/or use of two or more languages” (Herdina & Jessner, 2002, p. 52) to be multilingual. For clarity, it is important to note that bilingualism is actually a “variant of multilingualism, since it focuses on the study of two languages and not more” (Pedersen, 2016, p. 5). For many years it has been theorized that, “bilinguals integrate knowledge of and from both languages to create something more than two languages that function independently of each other” (Grosjean, 1982, p. 471). Therefore, bilingualism has been shown to benefit “language acquisition when it comes to metalinguistic awareness. The term is subsumed under metalinguistic competence” (Pedersen, 2016, p. 17), referring to the “ability to focus attention on language as an object in and of itself, to reflect upon language and to evaluate it” (Thomas, 1988, p. 531). As a result of these positive elements, Canada seems well positioned to advance multilingualism, arguably a global competency in today’s world (Lapkin, Mady, & Arnott, 2009).

A current Pan-Canadian report suggests research from “2000-2016 shows that FSL students are active learners, with interpersonal skills and linguistic and cultural repertoires that can be used to advance their French proficiency development” (Canadian Parents for French, 2017, p. 6). This characterization is helpful when advancing French proficiency within the TDSB.

Methodology of the Literature Review

Articles and other resource documents were located within the category of FSL education, and the ERIC (EBSCOhost) database was accessed to locate articles in other databases such as Scholars Portal, Elsevier Science Direct, and the DOAJ (Directory of Open Access Journals). Similar key words used in Google Scholar were used in the ERIC database, including FSL, FI, EF, language teaching and second-language learning.

International Perspectives on Language Education

A primary purpose for teaching languages is “for students to confront their own monolingual biases and to understand the many pragmatic and humanitarian benefits of language learning” (Larsen-Freeman, 2018, p. 61). Current understanding communicated by international researchers suggests learning a second language (SL) “enhances learners’ reading and writing abilities, mathematical skills and performance in other school-related subjects” (O’Brien, 2017, p. 16). Indeed, British researchers revealed that primary children in SL Italian and French groups outperformed other children—leading to the claim that learning a SL contributes to first-language literacy skills such as reading and raises language awareness (Murphy, Macaro, Alba, & Cipolla, 2014). Also, an Australian study completed by Hemsley, Holm, & Dodd (2014) found bilingual (Samoan/English) instruction can enhance learning in mathematics, and Vega (2014) examined an elementary Spanish-English immersion program and realized immersion students outperformed monolinguals in areas such as English, reading, writing, and mathematics. These studies support the finding that having second-language capacity enhances capacity in the learner’s first language (O’Brien, 2017).

Nonetheless, international researchers caution that the “field must adopt multidisciplinary, ecologically valid, reliable, and innovative methods to capture children's full range of abilities and experiences. These methods will both help improve children's educational experiences and illuminate the social and cognitive processes that underlie child language development” (Philp, Borowczyk, & Mackey, 2017, p. 11).

It is not about comparing programs or outcomes, since each region of the world has its own distinct challenges, variables, and limitations (Torstensson, 2012). Instead, researchers such as Marzano (2003) have identified key themes that can be compared in order to look into certain elements of effective schools. One of the challenges facing the educational community is the lack of research evidence to inform decision making” (Halton District School Board, 2009, p. 13), especially in the area of French-language program comparison and evaluation.

According to Lamarre (1996)

Research alone should not be considered as the answer in French immersion education, especially when major decisions have to be made. Research findings should by all means be studied, and referred to, but at the same time should serve as a guide rather than the “gospel truth.” Because so little is known for sure in the field of French immersion, there is a tendency in all of us to hang on to research findings as tightly as possible even though these may be subject to change. (p. 10).

Given the “paucity of quality studies on this topic, it is prudent to look to board, school, and student-level data for additional information (Halton District School Board, 2009, p. 13). The value of local evaluations within a school board are reinforced by Lamarre’s point, as these evaluations are a study of the influence that local context and culture plays in the differences that exist across jurisdictions in relation to second-language learning. That said, efforts across jurisdictions have been made to establish some consistency in second-language learning. For example, the European Union’s, Common European Framework of Reference for Languages is a framework that provides “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, across Europe” (Council of Europe, 2001, p. 1). However, despite these efforts of standardization, regional contexts and interpretations produce varied outcomes, products, and teaching praxes (Torstensson, 2012).

Learning a second language is not straightforward, and there are many human elements that can weaken the pace, depth, and breadth of second-language learning, as Larsen-Freeman (2018) explains:

Important research has been conducted that investigates individual [SL learning] differences, such as aptitude, age, attitude, and motivation. Newer items have been added more recently, e.g., willingness to communicate, learner anxiety, identity, emotions, beliefs, and learning strategies. It is no exaggeration to state that more than 100 dimensions in which learners differ have been identified. (p. 59)

While the pace, progress, and literacy can differ for each person due to a myriad of reasons, learning a second language is possible for all and should be considered a positive pursuit. An Icelandic researcher argues that bilingual capacity supports the ability for a person to live in more than one culture—to operate fluidly between languages within different countries or cultures is a capacity that “opens many doors” (Darko, 2016, p. 12). In other words, parents who understand the benefits of multilingualism understand that people who possess second-language skills often have “greater mobility in local and international markets” (O’Brien, 2017, p. 51), since these skills “aid communication, trade and business in global markets” (O’Brien, 2017, p. 51). Certainly, there are many encouraging aspects related to the knowledge of more than one language, which include the “development of positive personality traits, enhanced communication skills, and a greater sense of open-mindedness and empathy” (O’Brien, 2017, p. 71).

The approach used to teach a second language is just as important as the content and also the qualification of the person teaching. A Finnish study into the tone created in second-language classes concluded that “social activities involving communication are used both because they are fun and because they promote

core language skills such as speaking and listening” (Lawrence, 2017, p. 49). Being an entertaining educator who is creative in the classroom enhances second-language learning, and being able to connect with learners via creative play is also “important to teachers along with other technical linguistic aspects such as grammar and pronunciation, which in turn are also taught in a fun manner (Lawrence, 2017, p. 56). While teaching a second language, educators often find themselves working in a program “based on a century-old model of the gradual acquisition of a new language through careful study over a number of years with the aim—for some—of reaching near native proficiency” (King, 2017, p. 34). However, today people are using hand-held (phones, pads, pods) computers that take pictures and provide many services at the touch of a finger; they are “managing to communicate across cultures and languages because they want to and need to, making use of prior knowledge, language acquired online or through the media and electronic translation tools” (King, 2017, p. 34). Therefore, we need to ask: Does technology now drive the vision, or do we provide the vision for SL learning? As well, we can ask, while second-language learning unfolds in our traditional system, do we need to work within a tradition, or can we use digital realities to motivate and reach certain expectations?

FSL Education in Canada

FSL education in Canada over the past 50 years, and specifically French Immersion, has provided “an important building block on which graduates can develop their language skills” (Fraser, 2016, p. 1). FSL provides a foundation upon which to build further language fluency and is not the end of language learning once a person completes a program.

Some parents of students have “felt that overall it was a good experience, but their frustrations were the result of the mixed messaging they had received surrounding the importance of official bilingualism in Canada and the actual reality of it within Canadian society” (MacCormac, 2016, p. 4). But bilingualism is complicated in Canada. Here, the tension between being an official bilingual country, the reality of existing bilingualism in many parts of Canada, and the relative lack of supports, or resources to support student competence in productively functioning within any dual language environment all co-exist (MacCormac, 2016). Perhaps some of this tension has also involved the adoption of legislation to promote multicultural heritage, yet, again, little support for multilingual programs has been forthcoming, which is unfortunate since these programs could support the integration of people into Canada’s bilingual society (Canadian Parents for French, 2017; Cummins, 2014; MacCormac, 2016).

French immersion “began in Canada in 1965 as a well-researched experiment in St. Lambert, Québec” (Alberta Education, 2014, p. 1). The program was developed for “Anglophone students in Québec to acquire adequate French language skills to compete in the Canadian labour market” (MacCormac, 2016, p. 21). French Immersion spread to other regions in Canada to help students become bilingual and increase economic success and social status within Canadian society (Heller, 2010; Smala, Bergas Paz, & Lingard, 2013; Galarneau, 2014; MacCormac, 2016). While the path to success and status is not straightforward it is generally believed that being bilingual gives one an advantage in a country that is officially bilingual (Canadian Parents for French, 2017). Looking to other provinces, such as Manitoba, certain beliefs have led to the current suggestion that

the French Immersion Program enables students to interact spontaneously, autonomously, and confidently in French with pride and ease. They seek opportunities to engage in the Francophone community. Their identity as Canadian citizens, competent in both French and English, creates lifelong opportunities and fosters openness to other languages and cultures. (Government of Manitoba, 2017, p. 6)

Another province, Saskatchewan, has recently offered the following declaration:

The aim of the Core French program is not to produce bilingual students. It does, however, provide a solid introduction and base upon which students can build second language skills. The program also provides many of the cognitive and other benefits that result from second language learning. (Saskatchewan Ministry of Education, 2015, p. 7)

Nationally, recent estimates suggest there are 377, 838 English-speaking children in Canada (Canadian Parents for French, 2015) enrolled in 2000 French immersion programs spread across 10 provinces and the territories (Baker, 2011, p. 240). Within Ontario there are about six times more French Immersion sites than Extended French sites at the elementary level, and 1.5 times more at the secondary level. In addition, Ontario has had 98,697 students enrolled in French-language schools (Ontario Ministry of Education, 2014c) at a cost of \$79,083,312 annually in each year from 2013 to 2018. This targeted funding supports second-language and French language education programs in Ontario (Government of Canada & Council of Ministers of Education, 2012, p. 10).

More recent funding information suggests that over the next five years Ontario will receive \$274,963,390 for minority languages and \$120,453,170 for second-language learning, arriving at a total of \$395,416,560 dollars for language-related programs and support (Government of Canada, & Council of Ministers of Education, 2012). The investment has contributed to French Immersion students who outperform students in other FSL programs on skill tests and have demonstrated superior proficiency skills (Canadian Council on Learning, 2007a). Also significant is the fact that French Immersion students usually outperform non-immersion students (Galarneau, 2014). Yet, student attrition in these programs remains a problematic issue (Berube, 2015; Ontario Ministry of Education, 2013; Canadian Parents for French (Ontario), 2018). As well, elitism and exclusivity (Hutchins, 2015) tend to isolate students within the school they attend.

A recent census survey concluded,

In 2011, 17.5% of Canadians, or 5.8 million people, reported being able to conduct a conversation in both English and French, up from the 12.2% recorded 50 years earlier, in 1961. In Canada, the proportion of bilingual people went from 17.7% to 17.5% between 2001 and 2011, even though the number of bilingual people rose continuously. Quebec was the only province in which the rate of bilingualism rose steadily between 2001 and 2011—from 40.8% to 42.6%. In 1961, the rate was 25.5%. In the rest of Canada, the rate of bilingualism went from 10.3% in 2001 to 9.7% in 2011. In 1961, the rate was 6.9%. (Statistics Canada, 2012, p. 1)

Between 2001 and 2011, bilingualism outside Québec stalled as the non-Francophone immigrant population grew and the proportion of students in FSL programs diminished. Still, there is no denying that knowledge of French "allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the workforce" (Ontario Ministry of Education, 2013a, p. 6).

FSL Education in Ontario

Most Ontario school boards are looking at enrolment, attrition and funding as current challenges. For instance, after looking at 31 English public boards and the 29 English Catholic boards that have both Extended French and French Immersion programs, the Limestone District School Board determined that

approximately 23% of the elementary and 36% of the secondary school sites in the province offered one or both of Extended French or French Immersion programs. . . . In Ontario there are approximately 6 times more elementary French Immersion sites than Extended French sites and about 1.5 times more at the secondary level. Some Boards have already eliminated Extended French or are in the phase out process. (Limestone District School Board, 2015, p. 4)

More recently the Upper Grand District School Board (2017) reported that most school boards “utilize the vision and goals from the Ministry’s FSL Framework” (p. 4), and approximately

78% of school boards offered French Immersion as the most common optional program. Extended French was offered in 66% of school boards and 50% of all boards contacted offered both Immersion and Extended French. Three school boards (9%) did not offer either French Immersion or Extended French. (p. 4)

Clearly, change is occurring due to enrolments, or the lack of them, and this trend may continue to influence the decisions and shape of French programming in Ontario. Waddell (2017) reported that recent “figures provided by the Ministry of Education show the number of students in French immersion in Ontario has increased by 74.5 per cent since 2003” (p. 1). For instance, the Essex Public Board has seen the “number of students enrolled in French Immersion at the elementary level double to 4,376 since 2008” (Waddell, 2017, p. 1).

Still, retention and attrition rates impact program viability amid many other concerns (Masson, Arnott, & Lapkin, 2017). Consider that the “Halton Catholic School Board is so frustrated in its attempts to find enough teachers, it’s considering scrapping French immersion completely” (Waddell, 2017, p. 1). Researchers such as Vanderveen (2015) concede that immersion programs in Ontario hope to produce “English-French bilingual individuals in order to contribute to maintaining positive relationships with French-speaking Canada” (p. 9). Since Canada is officially bilingual, French Immersion programs supports student understanding of aspects of Canada’s colonial history as well as developing an appreciation of French culture (Ontario Ministry of Education, 2013c).

Core French Education

Following the guidance of the Ontario Ministry of Education, educators at the elementary level teach French so that students can “accumulate a minimum of 600 hours of French instruction by the end of Grade 8. At the secondary level, academic, applied and open courses are offered for Grades 9 and 10; university preparation and open courses are offered for Grades 11 and 12” (Ontario Ministry of Education, 2018, p. 1). Core French continues to be not only “a basis of Canadian identity, but also an essential tool for ensuring Canadians’ openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage” (Ontario Ministry of Education, 2013a, p. 8). Core French has a deep past in Ontario, one that predates confederation (Stern, 1986); the very first French class was taught in an Ontario high school in 1854 (Ontario Ministry of Education, 1974). Today, Core French continues to be the primary mode of FSL instruction in Canada, with more than three-quarters of students in Ontario learning French in Core French programs (Canadian Parents for French, 2015). This position, however, has been eroding, and attrition is an annual concern, as many students do not continue beyond elementary school offerings (Canadian Council on Learning, 2007a; Lapkin et al., 2009; Makropoulos, 2007).

The Ontario Ministry of Education (2013a) suggests that teaching

language as a system of disconnected and isolated components gives learners some knowledge of the language but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the centre of all learning activities (p. 9).

While this position can be challenged, it is certainly a worthy research study that many have recently investigated. For instance, Viswanathan (2016) examined the relationship between the beliefs that beginning Core French teachers have about teaching Core French and their instructional practices in Ontario, and their study found “important differences in outcomes (e.g., teacher and student use of the target language) in classes taught by teachers with a high degree of self-efficacy versus those with lower levels of self-efficacy” (p. iii). Hence, the level of teacher self-efficacy had important implications on both the learning processes in Core French classes and also on student outcomes achieved.

Communication is also important in Core French classes, specifically, communication that seeks to make content relevant to the learner, the context, and the situation (Ontario Ministry of Education, 2014). In other words, content that is progressive, authentic, and hands-on tends to be both meaningful and engaging for students. However, repetition and recycling of content or skills also play an integral role in making communication comprehensive (Ontario Ministry of Education, 2014).

Lack of time also presents a challenge in the Core French program, particularly for successful learning experiences (Marshall, 2011). The findings of multiple researchers suggest there is inadequate time for Core French instruction and that this is a recurring situation (Marshall, 2011). As well, Core French instructional time was also constrained by “frequent interruptions, time lost travelling from class to class, and time spent setting up activities in each new classroom” (Marshall, 2011, p. 9).

Another Ontario researcher, Gour (2015), recently found that perceptions of the 2013 French curriculum matured and changed over time, and this impacted its implementation, which was perceived as a dynamic process enhanced by support at the school and district levels. Gour (2015) details the praxes of a number of Ontario French teachers and suggests—although their instructional efforts were varied, diverse, and disparate—their instructional approach could not be characterized as static, nor antiquated. Further, Gour (2015) illuminates a “need for professional development during the early stages of implementing a new and vastly different FSL curriculum” (p. ii).

In relation to both learning space and lesson time, Cooke (2013) suggested that Core French teachers need to have their own classrooms. Not having a classroom can signal a relative lack of status in the school. In fact, Ontario FSL “à la carte,” or “trolley” teachers, feel like “phantom teachers” (Gour, 2015, p. 8). This feeling can impact self-efficacy and erode classroom teaching and management, and the overall quality of the French program in a school, thereby creating a perception of chaos.

Another researcher, Gauthier (2015), concludes: “Despite the generally low levels of enthusiasm, there were still some students who were thriving in the Core French program [and] students who were motivated to learn French, regardless of the environment or the opinions of their peers” (p. 2). These enthusiastic students hold many key insights that would inform past studies, such as Lapkin et al. (2009), which discovered that “while the official discourse promotes bilingualism in Canada, the study of French in schools is often paradoxically marginalized” (p. 8). Gauthier (2015) responds with the following suggestion:

We need to make them aware of their multilingualism and multiple identities, so that they can have the volition to incorporate these traits into their own self-identities and world views. Most importantly, we need to accept that their identities are complex, changing, and a site of struggle; that the best thing we can do is to support and educate them, and provide a safe place for them to explore their potential, developing, and at the same time, complex, identities. (p. 118)

Potential is something educators witness daily, and this proves to be a research motivation in some cases. For example, Mowbray (2017) investigated primary students who were struggling readers within Core French. This study determined that primary Core French students who were struggling readers increased their levels of engagement, confidence, and willingness to read over the course of the study. These findings suggest that all of the sample primary students improved their French reading skills and therefore have a place in French immersion if they want to continue learning in French, “as long as appropriate support services are available” (Mowbray, 2017, p. 110).

Given the implications discussed in this section, it seems that Core French school programs face a series of challenges in building more effective learning spaces for students. However, research into some of these areas provides interesting counter positions. For example, Marshall (2011) examined Core French and now believes that compact formats for teaching Core French can promote similar levels of student proficiency as do longer programs. This finding could reduce the importance being placed on the program format and then provide more emphasis on the quality of the instruction throughout the length of the program.

Improving FSL Education: Relationships and Access

Relationships

Pedagogic relationships between French language as a content area, the teachers and the students have many possible entry points and can be influenced at many levels. An inadequate supply of qualified French teachers can have a negative influence on pedagogic relationships in the classroom. The processes involved in a French teacher’s qualification give teachers opportunities to develop their own identity as a teacher and their own relationship with French language as a content area (Council of Ministers of Education, 2015). Developing pedagogic relationships in classroom learning is an essential component of ongoing qualification processes that can help mediate some problems in student learning. As an example, Tedick, Christian, & Fortune (2011), found immersion teachers who misunderstood the “systematic relationship between content and language” (p. 22). On a similar note, Norris (1999) argues:

The term “language teacher proficiency” of itself suggests an emphasis on linguistic knowledge as opposed to pedagogical or cultural knowledge. It is clear, however, that effective language teaching involves more than linguistic competence. The “multiple knowledges” approach provides a more complete picture of the interrelated components of language teacher proficiency. (pp. 52–53)

Arguably, a teacher with a “higher proficiency will be more at ease with more challenging resources and topics. Without a doubt, a proficient teacher is more desirable in any circumstance, but the issue of proficiency is one which is difficult to define” (Sparks, 2006, p. 34). As well, Hickey and de Mejia’s (2014) study found teaching solely in French, for example, leads to greater student fluency, student self-confidence, and positive student attitudes toward the language. However, a teacher may speak French very well but have difficulty with interpersonal relationships and may be challenged pedagogically.

Positive classroom relationships contribute to a strong classroom community of learning, student growth, and feedback. However, this positive relationship in a classroom does not necessarily mean a relationship where teachers do not challenge students (Bettney, 2015). The quality of the relationship matters. As Bettney (2015) argues:

They believed their teachers were overly concerned about hurting their students' feelings, so they were not direct enough in their feedback. One student described the situation with his teachers: They are very, very careful with what they say, and sometimes it's good, I mean, I like it. I love they're careful with what they say, because it doesn't hurt you, but it wouldn't hurt me, too, for them to be a little more ... a little harsher. tough love. (p. 102)

The strategies that enhance relationships are linked to progressivism, whereby authentic tasks are connected to the world outside the classroom. Indeed, communicative language teaching has been the "dominant approach to teaching second and foreign languages for the past two decades. With its emphasis on real-world, authentic tasks, interaction in the target language and student-centred instruction, communicative language teaching would seem to incorporate many of the lacking pedagogical elements" (Kissau & Turnbull, 2008, p. 156).

The use of reflection as a tool within French language teaching and learning is also an element worth exploring. Effective reflection within an integrated French-learning program can support student engagement beyond the classroom and into the school and the surrounding community (Varga, 2016, p. 46). The need to include reflection in FSL is supported in the Standards of Practice for the Teaching Profession, which recognizes the importance of reflective practice (Ontario College of Teachers, 2010; 2015). Teachers apply both professional knowledge and experience to promote student learning and refine their professional practice through ongoing inquiry, dialogue, and reflection (Curriculum Services Canada, 2015, p. 8).

Ensuring the content of learning is relevant for learners is a critical element of any effective learning program. Indeed, this literature review emphasizes how important relevance is to students in FSL programs, especially students in the Core French program. However, the Ontario Public School Boards' Association (2011) reported that students drop French "after completing the mandatory credit in Grade 9" (p. 1). They also report an ongoing negative attitude toward French because students "do not see the importance of learning the French language and its relevance to their future goals" (p. 1). Encouragement from the students' wider community inside and outside the classroom may well be a part of the issue, as is teacher representation of a student's identity: for example, in the case of male-student attrition and the lack of qualified male teachers in Core French programs in Ontario (Kissau & Turnbull, 2008).

Regardless, a critical component of language acquisition is the shift from learning the language to using the language to learn. Lyster (2007) connects this idea to a pedagogic strategy for French-language learning:

There is considerable potential in instructional approaches that encourage students to use the target language, not only as a communicative tool, but also as a cognitive tool for interacting with the teacher, with one another, and with content knowledge itself. (p. 22)

Post-Secondary Access to French-Language Programs

Regardless of what kind of learning occurs within the kindergarten to Grade 12 classrooms across Ontario, French-language learning in post-secondary education is patchy at best in Ontario. Approximately 45% of

Francophone students in Ontario may not pursue their education in French after high school. According to the Franco-Ontarian Students' Association (2016), this is due to poor access to post-secondary programs in their language and region, as well as the high costs of relocating to another region. There is also a need to create a better understanding among teachers, parents, and students at the primary and secondary levels regarding the French-language–post-secondary programs that exist in Ontario (p. 1).

It has been suggested that Canadian “post-secondary institutions should place greater emphasis on investing in French language instruction to better promote the importance of gaining research skills in both official languages” (MacCormac, 2016, p. 27). By doing so it sends a message to students at all levels that French is respected, used, and valued by post-secondary education.

Special Education

“Denying some students the added advantages of learning a second language, based on their disabilities, brings forth major ethical and legal questions” (Bourgoin, 2014, p. 5). This situation leads to the reality that “school board respondents indicated that they felt more students with special needs could be retained [in French Immersion] if appropriate resources and programs were put in place” (Genesee & Jared, 2008, p. 143). However, personnel who can give “remedial assistance in French are not readily available in most communities” (Ontario Public School Boards’ Association, 2011, p. 1). Many “learning resources are designed for French first language students” (Ontario Public School Boards’ Association, 2011, p. 1).

In 2015, the Ontario Ministry of Education released *Including Students with Special Education Needs in French as a Second Language Programs, A Guide for Ontario Schools*—that indicated the province’s awareness of both the positive aspects and also the needs of school board FSL programs. Awareness however, needs to lead to action to take the steps in funding, professional development, and ongoing support to maintain a healthy French Immersion program (Cobb, 2015). Indeed, school boards consistently “expressed the efforts underway to shift the culture of exemption for Grade 9 French and the focus on supporting special needs and English Language Learners to attract and retain students in FSL programs” (Upper Grand District School Board, 2017, p.4).

Porter (2008) believes “inclusive education means, simply, that all students, including those with disabilities and other special needs, are educated in regular classrooms with their age peers in their community schools” (p. 63). Alquraini and Gut (2012) examined over 70 research studies of inclusive practices only to conclude that there are many benefits within inclusion efforts in regular classrooms. They argue that inclusion “is a successful approach for ensuring that those students develop skills in many different areas of academic achievement, social development, and general communication” (p. 46). As well, Alquraini and Gut (2012) encourage all educators to engage in “effective instruction practices to improve access to core general curriculum, peer support for students with severe disabilities, assistive technology, and administrative support, professional development training for educators, and effective involvement and support of parents or families in inclusive settings” (p. 47).

Peer support and associated learning is often a one-to-one relationship that involves elevated levels of engagement (interactivity), with more time on task, simple communication, modelling, demonstration, chances to question, and opportunities to receive and give immediate feedback and reinforcement, all of which impact social and communicative behaviour, as well as self-esteem building (Topping, Duran, & Van Keer, 2016). In other words, many other people and supports need to be in place for inclusion to work.

Exclusionary practices in relation to students with special education needs and their participation in French Immersion programs can cause harm. This is especially the case if stakeholders are in any way discouraging

either identified or non-identified students from entering French Immersion programs, especially because “the absence of empirical support for such a policy is questionable on ethical grounds; because it denies subgroups of learners access to employment related skills that are important in a bilingual country” (Genesee & Jared, 2008, p. 141).

Recent Ontario Ministry of Education actions, such as the current framework on improving FSL education in Ontario (2013a), the newly released inclusion in FSL education (2015), and the Ontario FSL elementary (2013b) and secondary (2014b) curricula, and also healthy funding and recognition, indicates that Ontario seems well positioned to attract, support, and encourage students to remain in French Immersion. However, retention rates in immersion programs need to be monitored, documented, and communicated through annual elementary and secondary school reporting. The reason for this is to track movement and change in French programs, for example, the “31% average migration out of the French Immersion program from Kindergarten to Grade 4” (Limestone District School Board, 2015, p. 54).

FSL Programs: Equity and Sustainability

The *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation* (2014e) guides school boards toward equitable and inclusive education focused on seven areas:

1. Board policies, programs, guidelines, and practices
2. Shared and committed leadership
3. School-community relationships
4. Inclusive curriculum and assessment practices
5. School climate and the prevention of discrimination and harassment
6. Professional learning
7. Accountability and transparency

This has led to **equity** being the most salient term in the 2018 curricula, as equity entails the equitable treatment of students and involves “removing discriminatory barriers to teaching and learning . . . ensuring proportionate levels of support to those who need it the most, in order to improve student achievement and well-being . . . to close achievement gaps” (Council of Directors of Education, 2014, p. 16). This understanding has engaged educators to “focus on building goals for student achievement, equity and well-being, [since] it is important to support deep learning practices and rich technology integration in the classroom and to continuously work towards removing obstacles to student learning” (Toronto District School Board, 2018, p. 14).

Table 1 describes several challenges facing FSL in Canada. These challenges, which are also found in Ontario to some extent, can yield inequities.

Table 1. Challenges Facing FSL*

Specific Issue	Policy implication
Appropriate resources are lacking, so books at the appropriate interest level are too complex linguistically.	Published books are geared to Francophone learners.
Teachers need to have had training in language-teaching methodology, and they need to be proficient in French.	There is a shortage of qualified teachers.
Because education is provincial/territorial, it is difficult to assess the L2 learning situation in Canada; tools for measuring proficiency, especially speaking, are lacking.	There needs to be transferability of students from program to program within and across provinces and/ territories, as well as common terminology across provinces and/ territories and common standards across Canada.
Scarcity of recognition, capacity building, and focus impairs the working conditions of Core French teachers.	There is a high turnover of teachers, a decline in time allocated to Core French, and a need for recognition of FSL as mainstream (i.e., as important as math).
Student retention in programs is poor.	There is a lack of program planning and continuity and no provincial/territorial requirement for FSL.
Tools for L2 assessment, particularly speaking, are lacking.	Speaking tends not to be assessed in the early grades.

* Derived from Council of Ministers of Education, Canada, 2015.

The province of Ontario determined that diversity should be efficiently reflected in the education system; however, for educators to foster a culture of continuous improvement of diversity instruction, as well as demonstrate and communicate those improvements annually, as required by the policy, pedagogy must adapt, grow, and change (Tran, 2015). Some school boards are moving to deal with inequities. For example, the Upper Grand District School Board (2015) is planning to take the following action:

Send a written request to the Ontario Public School Boards' Association (OPSBA) to advocate on behalf of English public-school boards for a comprehensive provincial review of FSL instructional opportunities, qualified French teacher availability, and current funding levels in an effort to alleviate the significant accommodation pressures and more accurately reflect the current reality of parent/guardian choice in a plurilingual society. (p. 6)

This need to appeal to the Ontario Ministry of Education is warranted because several critical admissions were noted in the UGDSB report memo, including the question of how increased enrolment trends in French Immersion are affecting students in both the English program and the French Immersion program, and also the following issues:

Significant accommodation pressures causing multiple boundary changes leading to a lack of predictability for families; inability to recognize French immersion as a rationale for capital projects; significant transportation costs not recognized for this "optional program"; a lack of sufficient numbers of qualified French teachers and ECEs; limiting Core French to 600 hours of instruction to begin in Grade 4 rather than starting in Grade 1; maintaining English track viability in dual program¹

¹ Dual program refers to school sites that have an English program track and an Intensive French Program track (Immersion and/or, Extended)

schools; relocating English track students out of neighbourhood schools to accommodate French immersion. (Upper Grand District School Board, 2015, p. 6)

Retention Rates, Enrolment, and Student Engagement

Researchers have acknowledged that FSL programs have high attrition rates, yet enrolment in FSL continues to increase (Canadian Parents for French, 2015). One Ontario school board with large numbers of students in French suggests the most “significant drop in French Immersion enrolment occurs from Grade 8 to Grade 9 as students make choices about choosing pathways that may not include French Immersion, including International Baccalaureate (IB) and any other specialized local and neighbourhood school programs” (Upper Grand District School Board, 2017, p. 7). Nonetheless, there is a significant upward trend in French enrolment that shows no sign of faltering in the coming decade (Upper Grand District School Board, 2017, p. 9).

Retention and attrition rates impact program viability (Masson, Arnott, & Lapkin, 2017) and Core French programs demonstrate reduced enrolments over time (Boudreaux, 2011; Culligan, 2010). The government of Ontario has acknowledged a need to increase FSL student retention to ensure students are enrolled as long as possible (Ontario Ministry of Education, 2013a). Canadian Parents for French (Ontario) (2018) believe “effective retention strategies are required to retain students in FSL programs” (p.3). The current Ontario French stakeholders would like to see and even recommend all current students stay in FSL to “advance through an organized sequence of learning experiences that permits a steady accumulation of knowledge and skills” (Ontario Ministry of Education, 2013b, p. 16). This goal or target seems reasonable; however, it becomes more complex when special needs are considered, since student attrition is common when learning challenges arise (Mowbray, 2017; Wise & Chen, 2015).

At least one researcher suggests current FSL instruction should focus on authentic and practical applications of the French language to support students in their efforts to improve oral and written skills, while at the same time improving confidence and applying French orally (Rehner, 2014). Yet, it has been observed that many who leave French Immersion do so because of their level of motivation (Wesely, 2010), which can be linked to disengagement (unhappiness, stress, frustration) (Galarneau, 2014). These cognitive states are causally related to dissatisfaction with course assessment and evaluation outcomes (grades), content difficulties, level of expectations related to language and curriculum, quantity of homework, and in-class tasks (Boudreaux, 2010; 2011), all of which can lead to students dropping out of French (attrition).

However, some factors are covert. For example, focusing on gender differences and the motivation to learn French, Kissau & Turnbull (2008) state:

Among approximately 500 Grade 9 students studying French in Canada, the impact of the perception of French as effeminate was pervasive. The perception that the study of French was more appropriate for girls was found to be an underlying reason behind significant gender differences in 15 of 18 motivational variables investigated. (p. 158)

This effeminate notion status in the minds of many not only can keep students people out of French programs but also can erode the self-image of those enrolled in French programs, since “even boys that liked French and were good at it were deciding to abandon their pursuit of learning the language due to its *sissy stigma*” (Kissau & Turnbull, 2008, p. 159). In addition, research on language classes suggests that one cause of male “disinterest and underachievement is this pressure boys feel to differentiate themselves from females. In co-ed classes, boys tend to adopt a masculine persona where they must distinguish

themselves from girls” (Kissau & Turnbull, 2008, p. 160). This sense of self can instigate classroom management issues for teachers and distract peers from the course content (Ryan & de la Riva, 2015).

Teaching French in classrooms can be one of the most challenging tasks for some schools, school boards, and regions of Ontario. The main reason for this is community and parental support and attitudes, which infuse the thinking of some students (Ryan & Goodram, 2013). Several researchers have described how classroom management issues during French classes result from a lack of male interest in L2 curricula (Pavy, 2006; Kissau & Quach, 2008). Kissau & Turnbull (2008) believe male students dislike repetition and teacher-centred teaching, which leads teachers to a sense of helplessness and a feeling that they have “very little personal control in the language classroom” (p. 155). As well, research outcomes have suggested that “gender-specific topics discussed in second and foreign language classrooms further alienate male students” (Kissau & Turnbull, 2008, p. 156).

Many researchers have noted teacher quality as an issue (Galarneau, 2014; Halsall, 1994) that can impact student engagement. Swanson (2012) found that teacher attrition affects teacher quality in that teachers move through French Immersion teaching assignments, and few remain for the long term, and if they do it is often because they find it difficult to move out of their current position. Karsenti, Collin, Villeneuve, Dumouchel, and Roy (2008) concluded that French teachers left due to “difficult work conditions, . . . [a] lack of instructional materials, . . . [as well as modest] initial training” (p. 5). Nevertheless, no matter who was teaching French class, “Canadian boys in the participating Grade 9 FSL classes were perceived by students and teachers to receive less encouragement from parents, teachers and peers to study French than their female peers” (Kissau, 2007, p. 161). This lack of attention and sense of caring disengages many students, no matter the gender or age.

The task of locating and hiring quality French educators was heightened in 2018 due to a much more competitive situation following the implementation of the two-year B.Ed. program in Ontario and reductions in the number of teachers accepted in teacher training and number who graduate. This situation prompted the Ontario College of Teachers (2015) report, *Transition to Teaching*, to conclude that “first year French-language program graduates and English-language graduates with FSL credentials continue to enjoy much more success in the Ontario job market than English-language teachers who stay in the province” (p. 7). In many ways it is an underserved area in the province.

Student engagement increases when students are satisfied with the class content, instruction, and their own performance. When they are dissatisfied, this often leads to attrition based on perceptions of school quality, administration, and teachers (Boudreaux, 2010). Disengagement can happen when students sense a lack of belonging (social engagement). As Quiring (2008) found, a “sense of not belonging” (p. 175) instigated attrition. Disengagement and attrition can be causally linked to a student’s identity and their sense of social isolation (non-selection) or non-inclusion, which can lead to attrition (Makropoulos, 2007). Makropoulos (2007) also found that student success in French Immersion produced a positive perception, allowing students to see the long- and short-term benefits of learning French. Of interest is the fact that some students will stay in French Immersion throughout secondary school to complete the program with their peers who they are connected with socially (Thorp, 2011). Therefore, group bonding is an important aspect in French Immersion and indeed in all classes.

Student engagement increases when positive attitudes toward French Immersion are present, as well as when students have a sense of their possible personal and economic gain through learning French, along with the support of “tradition and family preferences” concerning Immersion (Thorp, 2011, p. 57). The Ontario Ministry of Education (2013a) document entitled *A Framework for French as a Second Language* in

Ontario Schools: Kindergarten to Grade 12, states that “increasing student confidence, proficiency and achievement in FSL [is] one of the Ministry of Education goals” (p. 9). Of concern is the reliance on past modes of instruction such as grammar translation, audiolingual instruction via a communication approach, and action-oriented lessons. There is a need to mix instructional modes to engage learners. Therefore, the real challenge is to follow up on Ministry words and suggestions and ensure a variety of instructional methods are used in all school boards, schools, and classrooms.

FSL Teacher Supply and Demand: Recruitment

A recent survey of all Ontario school boards states, “The majority of boards expressed the challenge of finding qualified and language competent teachers for secondary programs” (Upper Grand District School Board, 2017, p. 4). Indeed, the supply and demand for Ontario elementary and secondary teachers is variable, especially in certain subjects such as math, sciences and French language. Currently, “French as a second language and French first language teachers are again in high demand” (Ontario College of Teachers, 2016, p. 2). For example, recent elementary student enrolment at the Waterloo Region District School Board “has soared 38 per cent since 2008, where a quarter of Grade 1 students now study in French Immersion at 45 schools” (Outhit, 2017, p. 1). Therefore, it appears that the surplus is over, and a new shortage era is emerging (Ontario College of Teachers, 2016). However, the increase in French Immersion enrolment is perchance a façade, since “attrition in French immersion is high . . . 40 per cent of public students who entered the program in Grade 1 in 2008 left the program by Grade 8 in 2015” (Outhit, 2017, p. 1) in the Waterloo region, and the decline continues into secondary school. Still, the Higher Education Quality Council of Ontario (2017) states:

Enrolment restricted over the foreseeable future on one hand and rising retirements and employment demand on the other [mean that] the teaching workforce may face another shortage in less than two decades. If the number of graduates remains at current levels, the profession is headed back to a shortage. There is already evidence of shortages in the French system and for teachers qualified to teach certain subjects, such as math and science. (p. 1)

Nevertheless, the overall “positive trend of increasing full employment continued for French-language program graduates, for FSL qualified teachers and for English language teachers resident in Ontario” (Ontario College of Teachers, 2016, p.6). One Windsor-area Catholic board has been “successful in filling positions because it stocked its occasional teaching lists, from which it hires new teachers, with French-qualified instructors” (Waddell, 2017, p. 1).

Some critics have suggested that “French immersion undermines the equality enshrined in public education, by segregating middle-class children from children who are poorer or who have special needs and who are less likely to participate” (Outhit, 2017, p. 1). The argument is noteworthy, yet the “school’s ability to promote a dynamic academic life in French is closely linked to student retention at all levels” (Canadian Teachers’ Federation, 2014, Appendix 2, p. 2). When a school is engaging students and parents, programs retain students, and, between 2014 and 2016, “survey results confirm a return to early full employment as the norm for most Ontario graduates with these qualifications. Over the past three years newly licensed French-language program graduates and FSL qualified teachers reporting full employment improved” (Ontario College of Teachers, 2016, p. 19). One recent new teacher stated:

I did not do any supply days because I went straight into an LTO position. It is very easy to get employed as a French second language teacher right now in Ontario. I graduated last year and I already have a permanent full-time position. (Ontario College of Teachers, 2016, p. 19)

This is not an isolated case, since most “French-language qualified new teachers should expect early job success and Ontario school boards will likely need to plan for increased FSL and French first language teacher recruitment challenges” (p. 19). Perhaps agreements with certain faculties of education could provide a board of education with a supply of new French teachers. What is certain is that “French-language program graduates report much higher rates of permanent first-year teaching contracts than the FSL-qualified group” (Ontario College of Teachers, 2016, p. 23). This trend is unfolding globally, especially in French Africa and countries such as Tunisia, where the “shortage of French teachers has indeed contributed to the ineffective teaching and learning of French language in secondary schools” (Balluwa Gella & Ishaku Kwaja, 2017, p. 62).

Ontario school boards are being proactive. For instance, the Upper Grand Board (2017) decided that “given the increasing need for secondary FSL qualified teachers there is a need to develop a comprehensive staffing and recruitment plan specifically designed for the secondary panel” (p.12).

Achievement and School Improvement in FSL

Research has demonstrated at that “second-language learning provides significant cognitive and academic benefits” (Ontario Ministry of Education, 2013a, p.3). The success of the students learning French is positively influenced by both the recognition of the student’s language identity and also the valuing of different languages (Gauthier, 2015). Educators need to coach and “guide their students towards valuing different forms of bilingualism (such as receptive skills, as well as productive skills), and to teach them strategies that value all of their linguistic repertoire” (Gauthier, 2015, p. 113) so they will continue French after Grade 9. “First-language and overall literacy skills . . . provide a foundation for the learning of additional languages (Ministry of Education, 2013a, p.3). Learning another language can help in the development of interpersonal and social skills while increasing self-confidence and self-esteem which puts them at ease with others (Ontario Ministry of Education, 2013a, p. 3).

Bilingual groups often outperform monolingual groups on certain test components (Mady, 2014, p. 17), and within the TDSB, SK French Immersion students have higher readiness levels than other students in the TDSB across all five EDI domains. This higher level continues in Grade 3 as Immersion students “perform better on the Mathematics test (administered in French) than those who were taught in English and wrote the test in English (78% versus 69%)” (Sinay, 2010, p. 26). This trend continues into the junior grades where Immersion students perform at or above the level three provincial standard in the EQAO reading (87% versus 67%), writing (80% versus 67%), and mathematics (79% versus 63%) indices when compared to non-French Immersion students (Sinay, 2010). Higher achievement on international tests such as PISA has been noted in recent years (Canadian Council on Learning, 2007a).

Within Grade 6, test outcomes suggest Immersion students with “special education needs (excluding students in the Gifted programs) achieved higher rates than students in the TDSB in general (66% versus 28% in Reading; 42% versus 29% in Writing; and 40% versus 23% in Mathematics)” (Sinay, 2010, p. 29). Sinay (2015) also states, “Findings from both the teacher grades as measured by provincial report cards and the standardized tests as measured by the EQAO assessments suggest that the FSL programs are considerably effective programs for promoting students’ academic achievement” (p. 8).

Within the TDSB, “achievement patterns for students in the FSL programs were more profound in the Extended French program than the French Immersion program” (Sinay, 2015, p. 8). More precisely, in the 2011–12 school year,

students in Grade 6 enrolled in the FSL programs showed higher achievement on the EQAO assessments in Reading (92%, 94%, and 74%, respectively), Writing (89%, 95%, and 75% respectively), and Mathematics (81%, 82%, and 62%, respectively) than the Grade 6 TDSB students in general. Also, in the 2011–2012 school year students in Grade 3 enrolled in the French Immersion program showed higher achievement results on the EQAO Mathematics assessments (80% versus 70%) in French compared to students who wrote the test in English. (Sinay, 2015, p. 8)

Similar trends were also observed in 2016–2017 and are explored in Part IV of this review.

Ontario French-Language Programs: Solutions and Recommendations

In the province of Ontario there are challenges, tensions, and solutions to be found across school boards. In recent years, many school boards have conducted French language program reviews. Table 2 uses a variety of reports, media releases, and online documentation to summarize the challenges, solutions, and recommendations outlined in relevant French language programs reviews.

Table 2. Summary of Regional School Board Challenges, Solutions, and Recommendations

School Board	Challenges, Solutions and Recommendations
Dufferin-Peel Catholic DSB	<p>Challenges</p> <p>New French-teacher hiring, locating qualified occasional teachers, lack of student transportation outside catchment areas, one sibling in program not a guarantee for others who may apply for FSL program, enrolment growth, waitlists and related policy, lack of provincial administrative policy directive, lack of appropriate resources, shortage of qualified teachers, unclear expectations within and from MOE, need for quality PD, need to increase authenticity of learning, problem of resources at the appropriate interest level being too complex linguistically, and need to increase community consultations.</p> <p>Solutions and Recommendations</p> <p>Use online application process and email communications, have parent keep contact information up to date, increase recruitment efforts, increase number of sites offering French to meet demand, enable fair and equitable access to French Immersion and commit to program expansion, make early immersion possible, offer consistent hours and subjects for French classes, improve community consultation.</p>

Durham DSB	<p>Challenges</p> <p>Meeting growing demand for FSL at both elementary and secondary levels; single versus dual track tensions; parent concerns, both overall and related to movement of students from school to school as programs move; lack of appropriate resources, such as books and tech; shortage of qualified teachers; need for clear expectations from MOE, quality PD, and increased authenticity of learning</p> <p>Solutions and Recommendations</p> <p>Grandfather some students to allow them to attend a secondary school with FSL programs; provide new schools and new programs at existing schools; maintain consistency of programs, and limit student movement from school to school; increase recruitment of teachers; make early immersion possible; offer consistent hours and subjects for French classes; increase the number of qualified teachers, specifically teachers trained in language-teaching methodology and having proficiency in French (hiring criteria).</p>
Durham Catholic DSB	<p>Challenges</p> <p>Enrollment problems: insufficient spaces for students at some schools, waitlists, need to guarantee transportation out of boundary, multiple-sibling acceptance, increasing demand for French – single family yet multiple schools; lack of appropriate resources, such as books and tech; shortage of qualified teachers; need for clear expectations from MOE, quality PD, and increased authenticity of learning</p> <p>Solutions and Recommendations</p> <p>Phase out Extended French in favour of French Immersion; recognize 2017 boundary changes; use online application/acceptance process; provide transport when possible; increase spaces for students (72% growth 2010 to 2014 in Grade 1); increase teacher recruitment efforts; increase promotion of secondary French and post-secondary paths to improve retention (100% of secondary students passed the Diplôme d'Etudes en Langue Française (DELF); make early immersion possible; offer consistent hours and subjects for French classes; enable acceptable transferability of students from program to program; increase common standards locally; keep up with significant demand.</p>
Halton DSB	<p>Challenges</p> <p>Entry points; distribution of overall enrolment across schools to maximize quality programming; lack of appropriate resources, such as books and tech; shortage of qualified teachers; need for clear expectations from MOE, quality PD, and increased authenticity of learning; enrollment increases in some schools 40–60%.</p> <p>Solutions and Recommendations</p> <p>Grade 2 entry to French Immersion program is at 100% in existing single- and dual-track schools; began this model in Grade 2 of school year 2018–19. Entry into Grade 1 of our current French Immersion model will cease after the 2016–17 school year, and the 2017–18 Grade 1 cohort will be English</p>

	<p>program only. Students enrolled in current French Immersion model will be grand-parented and allowed to complete elementary school in the current model. Provide an action plan to address enrolment; make early immersion possible; offer consistent hours and subjects for French classes; decrease turnover of teachers; increase time allocated to Core French; recognize FSL as mainstream and provide program options (flexibility); improve working conditions for Core French teachers.</p>
Halton Catholic DSB	<p>Challenges Increasing level of enrolment; community communications; lack of appropriate resources; “crisis-level” shortage of qualified teachers; unclear expectations from MOE; need for quality PD, and increased authenticity of learning.</p> <p>Solutions and Recommendations Increase recruitment efforts; improve communication between parents and the board/schools online, and face-to-face; make early immersion possible; offer consistent hours and subjects for French classes; increase program planning/continuity; no provincial/territorial requirement for FSL; improve student and teacher retention in programs</p>
Hamilton-Wentworth DSB	<p>Challenges Increasing level of enrolment; limited student spaces; boundary issues/ catchment area challenges; lack of appropriate resources, such as books and tech; shortage of qualified (full-time/ occasional) teachers and staff; need for clear expectations from MOE, quality PD, and increasing authenticity of learning to maintain outcomes</p> <p>Solutions and Recommendations New system-wide application process for entry into French Immersion (for Grade 1 entry); no guarantee of in-catchment school - transportation will not be provided – continue with Core and French Immersion programs; revise all catchment boundaries; build or modernize schools (new French-language high school shared with Catholic board in 2018); French Immersion program continues into secondary at two sites; continue to meet growth demands; increase student confidence, proficiency, and achievement in FSL; increase the percentage of students studying FSL until graduation; increase student, educator, parent, and community engagement in FSL; increase recruitment efforts; make early immersion possible (add new French Immersion elementary sites); provide consistent hours and subjects for French classes; assess speaking in the early grades.</p>
Hamilton-Wentworth Catholic DSB	<p>Challenges Upkeep of French Immersion program that begins in senior kindergarten and continues until the end of Grade 12; maintaining and improving Secondary French Immersion program offered at Cathedral High School; lack of appropriate resources and shortage of qualified teachers; unclear expectations; supply of quality PD; need to increase authenticity of learning to maintain pass rates/performance on standardized testing; lack of tools for L2 assessment, particularly speaking.</p>

	<p>Solutions and Recommendations</p> <p>Have Grades 1–8 receive 50% of instruction in French and 50% of instruction in English; have secondary level complete a minimum of 10 courses delivered in French; revise catchment boundaries; conducted a survey of French Immersion program https://www.hwcdsb.ca/frenchimmersionsurvey/; increase recruitment efforts; make early immersion possible; provide consistent hours and subjects for French teaching; provide online homework help in French (https://vimeo.com/136396791); Core French at the elementary level are meeting or exceeding the provincial standards (June 2016). The majority of both Core and Immersion students are studying at Level 3 and 4, with the Grade 12 university French Immersion students achieving a 100% pass rate. Board took part in the FSL Student Proficiency (DELFL) pilot project.</p>
Ottawa-Carleton DSB	<p>Challenges</p> <p>Community relations (consultations) are challenging. The OCDSB has the highest proportion of French Immersion students and the highest overall number of students registered in French Immersion programming in the province. The OCDSB is the only district in Ontario that provides a primary gifted program and a French Immersion gifted program. The OCDSB does not limit or cap FSL sites, programs, or student participation. Other challenges include daily shortage of occasional teachers; upkeep and acquisition of current appropriate resources; shortage of qualified teachers, and occasional and support staff; need for clear expectations, quality PD, and increased authenticity of learning.</p> <p>Solutions and Recommendations</p> <p>Make a plan to address the province-wide FSL teacher shortage and undertake an aggressive recruitment campaign. In a business meeting (Nov. 2017), OCDSB noted that both the Ontario College of Teachers and the Ministry of Education have sent a memo to all district school boards reminding them of the qualifications for French teachers teaching English students. OCDSB needs to investigate working with Faculties of Education to implement DELF assessments for teacher candidates seeking FSL qualifications; boards would continue to determine required proficiency levels for their FSL programs. Increase the number of teacher-candidate positions in B.Ed. programs, with special emphasis on FSL teachers.</p> <p>Note: Ontario Public School Board Association has established the FSL Labour Market Partnership Committee to investigate the province-wide shortage of FSL teachers, and we are participating on this committee. Starting in fall 2018, kindergarten classes for all students will be bilingual, with 50% of the instruction in French and 50% in English. Also, in Grades 1–3, math instruction for students in French Immersion will switch to English, which means the plan expands French Immersion to all children in junior and senior kindergarten from 20 minutes per day to 150 minutes. It also reduces the number of hours of French Immersion from Grade 1 to Grade 3 for children who stay with the program (from between 240 and 300 minutes per</p>

	day to 180 minutes).
Peel DSB	<p>Challenges</p> <p>Building a literacy foundation for English-language learner and French Immersion; increasing the number of special education bilingual teachers; providing PD for French educators. Other challenges include lack of appropriate resources (books and technology), clear expectations, and quality PD; need to increase authenticity of learning; shortage of qualified teachers; lack of French-qualified occasional teachers; staffing projections increasing yearly (2013–20); transportation costs at more than \$2 million per year; need to improve retention rates to over 90% annually; and wait lists in primary.</p> <p>Solutions/Recommendations</p> <p>Develop language standards; increase recruitment efforts, possibly by providing more letters of permission (from Ontario College of Teachers) and access to French-qualified occasional teachers; increase in-service support (50% daily French in Grades 1–8 Immersion); update information to parent; make early immersion possible, and provide consistent hours and subjects for French classes; conduct interviews at universities; do online recruitment/interviews; conduct full-year reviews; generate new centres/boundary changes.</p>
Toronto Catholic DSB	<p>Challenges</p> <p>Having more than 92,000 students and growing numbers in French; maintaining Core, French Immersion, Extended French in secondary schools; increase Immersion sites beyond Grade 9; online communications with the community; retention past elementary; maintaining promised/scheduled hours when supply teachers of French are scarce (specifically, Core—640 hours, Extended French—2080 hours, Grades 1–8 French Immersion—5850 hours, secondary Core—750 hours, Extended French—2850 hours, French Immersion—6500 hours); lack of appropriate resources; shortage of qualified teachers; need for clear expectations from the Ministry of Education, quality PD and increased authenticity of learning; need to hire and retain French-speaking support staff; special education services within French.</p> <p>Solutions and Recommendations</p> <p>Elementary and Secondary TCDSB students participate in "Le Concours et Festival d'art oratoire" https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/French/AnnualFrenchPublicSpeakingContestConcoursDArtOratoire/Pages/default.aspx; provide online support for communication outreach; FSL homework toolbox; increase recruitment efforts; provide early immersion and consistent hours and subjects in French.</p>

York Catholic DSB	<p>Challenges Residential growth = demand and current demand exceeds spaces; lack of appropriate resources, such as books and tech; shortage of qualified teachers; need for clear expectations, quality PD, and increased authenticity of learning</p> <p>Solutions and Recommendations Increase recruitment efforts; provide early immersion and consistent hours and subjects in French.</p>
York Region DSB	<p>Challenges Residential growth = demand; current demand exceeds spaces; lack of appropriate resources, such as books and tech; shortage of qualified teachers; need for clear expectations, quality PD, and increased authenticity of learning</p> <p>Solutions and Recommendations New schools; infuse French in primary schools; raise profile of French in all schools; increase French teacher recruitment efforts; enable teacher co-work and differentiation; integrate technology use; provide early immersion, consistent hours and subjects in French, and more dual-track programs.</p>



Part III: Stakeholder Voices

PART III: STAKEHOLDER VOICES

Methods and Research Tools

The consultation component of this review is based on the TDSB’s policy on community engagement (Policy PO78), which was informed by best practices within the area of community engagement. The process also drew on the recommendations outlined in the *Director’s Response the TDSB’s Enhancing Equity Task Force*, which informed certain review concerns.

This review endeavors to be inclusive and respectful of all community stakeholders, TDSB staff, and students. It is vital that all voices were heard within the consultation process; this consultation process worked hard to ensure an anti-oppression lens guided its work.

This study was conducted in collaboration with senior leadership as well as the French Department at the TDSB. It draws on processes within developmental evaluation design, which in short, is an opportunity to share and generate learning as part of a team while engaging in a program (Glickman, Gordon, & Ross-Gordon, 2010).

To capture representative feedback on the TDSB’s French programming, multiple stakeholders were included and also given multiple opportunities to comment on the TDSB’s French programs. In total, the review captured feedback from **10,535 individuals**. Table 3 outlines who we talked to and how we talked to them.

Table 3. Review Methods and Consultation Details

Who we talked to	How we talked to review participants	
Parents and Community Members	Community Meetings and Online Survey	<ol style="list-style-type: none"> Five community meetings in May 2019: <ul style="list-style-type: none"> ✓ Danforth Tech CI ✓ Etobicoke CI ✓ Birchmount Park CI ✓ Northview SS ✓ John Polanyi CI Online survey (May and June) for all guardians and community members
Students (Grades 6 –12)	Student Forum and Online Survey	<ol style="list-style-type: none"> Student forum in June with Grades 9–12 students from Core, Immersion, and Extended programs Student online survey (May and June) for all current and former students of TDSB French programs. Note: Grades 6–8 students completed the online survey with the support of Elementary Itinerant Counsellors (EICs)
TDSB Staff	Staff Forum and Online Survey	<ol style="list-style-type: none"> Staff forum open to French and non-French TDSB teachers Online survey (May and June) for all TDSB staff
Advisory Committee Members	Focus Groups	<ol style="list-style-type: none"> Advisory committee meeting (all advisory groups invited) Meeting of the French as a Second Language Advisory Committee (FSLAC)

Review Participants: Survey Response Rates and Consultation Attendees

Stakeholders were given multiple opportunities to comment on TDSB's French programs. An online survey was made available for May and much of June 2018. Consultation sessions were held throughout May and June as well. Table 4 outlines the total number of survey respondents and consultation session participants.

Table 4. Consultation Details: Number of Review Participants

Respondent	Survey	Consultation Sessions
Students (Grades 6–12)	6,844	81
Parent/Community Member	1,988	146 (Parents and community members), 27 (Advisory committee members)
Staff	1,427	22

Communication to the system through the TDSB home page as well as notices sent via schools encouraged community members to attend consultation sessions and complete the online survey. TDSB staff were sent email invitations to complete the online survey and were invited to attend a staff forum. The school administration, teaching staff, and guidance staff invited students to complete the online survey. In particular, Grades 6–8 guidance staff helped support students who wanted to complete the survey. Students invited to attend the student forum were selected using a stratified sampling procedure based on the Learning Opportunities Index (LOI) and equal proportional representation from each school and French program. Students were selected from French Immersion and Extended French programs across the schools, using a 60% to 40% ratio based on student count and LOI score, respectively. Overall, the total number of students suggested for each program (i.e., French Immersion and Extended French) reflects their proportional representations within the system. Schools with Core French were selected based on data and also the professional judgment of the French leadership team to ensure equity and diversity in student selection.

Stakeholder Voices: Findings

The findings section of this report is organized around key themes that were investigated throughout the consultation sessions and online surveys.

1. Participation

- a. Enrolment and retention
- b. Entry points
- c. Program location and secondary school pathway

2. French Education

- a. Quality of teaching
- b. French programming
- c. Student learning
- d. French and my future

3. Inclusive Practices

- a. Special education, English-language learners, and learning supports
- b. Equity of opportunity and representation
- c. Distribution of resources

4. Teaching Supports

- a. Assessment practices
- b. Professional learning needs

5. Other Programming Concerns (French Immersion and Extended French only)

- a. Application process
- b. Child care
- c. Transportation

Please note that there were three main stakeholder surveys: students, staff, and parents/community member.² In some instances, stakeholders were asked the same survey questions and at other times were asked different questions. The tables and figures that follow within the Findings sections display comparisons across stakeholder groups if similar questions were asked. For ease of reporting, the percentage of agreement is reported throughout the report (agree and strongly agree).³

Several procedures were established to compare different groups of stakeholders:

- Staff members were grouped into two categories: (1) French staff, teachers who taught French; and (2) non-French staff, which includes teachers who did not teach French, support staff, and administrative staff.

² Parent and community member will be referred to as parent from this point forward.

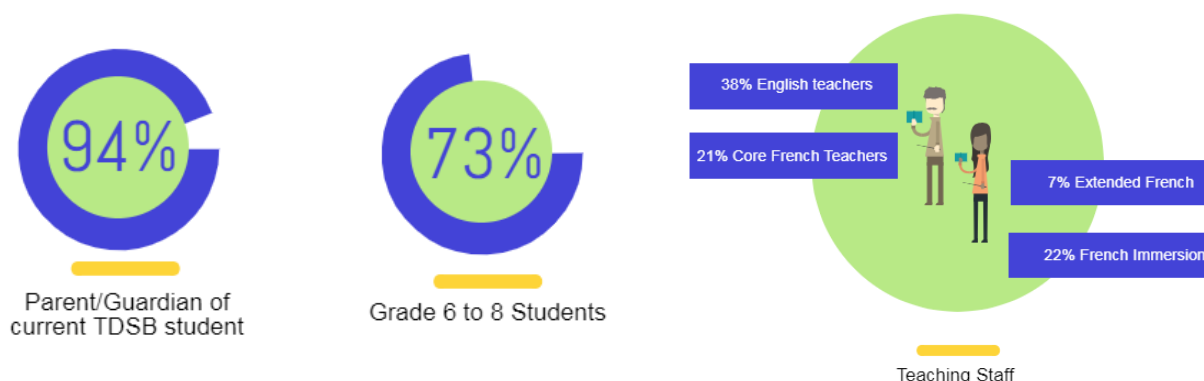
³ Survey respondents were asked to rate their level of agreement using a five-point scale: strongly disagree, disagree, don't know, agree, and strongly agree.

- Students were grouped into five categories: Core, French Immersion, Extended French, former French (those who did not continue past Grade 9 Core and those that left the Immersion or Extended programs), and those who had never enrolled in a French program.
- Parents were grouped by the program that they chose to comment on (Core, Immersion, Extended).

All stakeholder groups were asked to elaborate on the successes they experienced within TDSB French programs and also to indicate any challenges and suggestions they may have. The challenges and suggestions outlined by stakeholder groups throughout the consultation session and through the online survey have been integrated within each theme.

At the end of this report, Appendix B displays the total percentage of agreement on all related questions for all stakeholder groups and across programs.

Review Participants: Who Responded to the Online Surveys?



Three stakeholder surveys were provided online to students, parents, and TDSB staff. Following are the details of respondents.

Parents and Community Members

- Ninety-four percent were a parent or guardian of a current TDSB student.
- They spanned all learning centres (LC); however, there was not equal representation. The majority of respondents were from LC 4, followed by LC1.
- Fifty-nine percent had an income of \$100,000 or greater.
- Eighty-two percent of their first language is English, 3% is French, and 15% had another first language.
- Seventy-five percent were born in Canada.

Please note, over 40 languages were represented in the parent survey. The top languages were Chinese (multiple dialects), Spanish, Russian, and Serbian. Chinese represents 2% of the total responses; all other languages represent approximately 1%.

Over 90 countries were represented in the parent survey. The top countries of birth were United States, China (including Hong Kong), India, United Kingdom, and England. The United States and China (including Hong Kong) represent approximately 2%, whereas the other groups represent 1%.

Students

- Seventy-three percent were in Grades 6–8 (partly because elementary guidance teaching staff facilitated classroom time for students to complete the survey).
- Fifty-six percent were in Core French, 13% in French Immersion, and 15% in Extended French.
- Forty-six percent indicated they attend a dual- or triple-program school.

Staff

- Thirty-eight percent of staff were in the English program, 21% taught Core French, 22% taught French Immersion, 7% taught Extended French, 10% were administrators, and 5% or less constituted all the other staff respondents (mostly schools support staff).
- Among French staff and non-French staff, there was representation from across all grades (elementary and secondary).
- Sixty-one percent of French staff teach at a dual- or triple-program school, whereas 40% of the non-

French staff teach at a dual- or triple-program school.

- They tended to have more years of experience: 57% of French-teaching staff had 11 or more years of teaching experience; 75% of the non-French-teaching staff had the same.

For a detailed breakdown of demographics by program, please see Appendix A.

Review Participants: Who Attended the Consultation Sessions?

Parents, students, and staff were engaged in a total of nine different consultations (see Table 5). Five community consultations were held at schools across the TDSB, and there were also focus groups with advisory committee members, a forum for students currently in French programming, and a forum open to French and non-French teachers. These sessions represent the voices of parents and students in French Immersion, Extended French, and the English program (Core French) at both the elementary and secondary level; parents of prospective French Immersion students; principals; trustees; superintendents; French and non-French teachers as well as other school staff; and advisory committee members, including the FSLAC.

Table 5. Consultation Details: Number and Description of Attendees

Type of Consultation	Estimated Number of Attendees	Description of Attendees	
Community Consultations: Danforth Tech CI, Etobicoke CI, Birchmount Park CI, Northview SS, John Polanyi CI	146	<ul style="list-style-type: none"> ✓ Parents of students in French at TCDSB ✓ French teacher at HDSB ✓ Parents of French Immersion and Extended French students ✓ Parents of Core French students, including at dual-program schools ✓ Trustees ✓ French Immersion teachers 	<ul style="list-style-type: none"> ✓ Centrally Assigned Principals ✓ Core French teachers ✓ French Immersion teachers ✓ PIAC, BSAAC, SEAC and FSLAC members ✓ Prospective French Immersion/Extended French parents ✓ Extended French teachers ✓ Superintendents ✓ Principals/Vice principals
French as a Second Language Committee (FSLAC) Meeting	15	<ul style="list-style-type: none"> ✓ FSLAC Ward Reps ✓ Parents of French Immersion students 	<ul style="list-style-type: none"> ✓ Special Education Advisory Committee member ✓ Trustee
Advisory Committees Meeting	12	<p>Members of the following committees:</p> <ul style="list-style-type: none"> ✓ Black Student Achievement, French as a Second Language, Parent Involvement, Special Education ✓ Centrally Assigned Principal 	<ul style="list-style-type: none"> ✓ Trustee ✓ Parents of French Immersion and Extended students ✓ Parents of Core French students
Student Forum	81	<ul style="list-style-type: none"> ✓ French Immersion, Extended French, and Core French students in Grades 9–12 from 15 schools across the TDSB 	
Staff Forum	22	<ul style="list-style-type: none"> ✓ Core French, French Immersion, and Extended French teachers ✓ Non-French teachers 	

FSL Program Successes



Respect for TDSB's proficient and passionate French teachers.



Appreciation for the benefits of language learning.



Varied opportunities to learn about French language and culture.

Stakeholders from across the TDSB provided examples of things that worked well within their French programs. Anecdotes from parents and staff described successes such as schools with teachers who were proficient, engaged, and passionate about French; small class sizes; and access to sufficient French resources and supports, including technology. These schools tended to have flourishing French programs. Other successes include examples of families who placed multiple siblings in French Immersion programs because they had positive experiences with their children. In these cases, siblings were able to help each other with homework and practising speaking French.

Participation

Benefits of Learning French

Students, staff, and parents indicated the myriad benefits of learning a language: being challenged academically, ability to use French during travel, conversing with French-speaking friends and family, cognitive development, and future post-secondary or career possibilities. Parents also viewed learning French as an opportunity to appreciate another culture and felt it encouraged students to embrace diversity by promoting a broader perspective on learning.

“[My] older children have graduated bilingual. Have written DELF exam. Can take French as a credit in University to continue speaking French. Overall, pleased with the French education they received”
Parent

“French Immersion programs are very popular and there is a lot of interest in the community for bilingual education”
TDSB teacher

Entry and Access to TDSB French Programs

Many teachers and parents were happy that students had many different entry points available to be part of French programming, particularly early entry in senior kindergarten. They also highlighted the increased enrolment and capacity of French Immersion programs. Additionally, the vast majority of parents were happy with the online application process and found it straightforward and easy to navigate. They felt the acceptance process for the French Immersion and Extended French programs was fair, and they appreciated that all students were guaranteed a space.

“My daughter loves the program and is thriving so that is a success. I also think it's good that you can enter the streams at different ages”
Parent

French Education

Quality of Teaching

Some students described their teachers as fun, supportive, proficient in French, engaging, and creative. These students felt satisfied with their French learning and were motivated to continue in Core, Immersion, and Extended programs. Parents also appreciated teachers who were professional, competent, and organized. Students enjoyed when teachers asked for their input about the topics they learned in French, when teachers introduced them to wider aspects of French culture such as movies and music, and when teachers encouraged them to speak French both in and outside of the classroom. Overall, the majority of French Immersion students felt that everyone was welcome in French class and that they received a lot of support from peers.

“Great teachers ... involved parents ... welcoming school”

Parent

“I got a 90% on one of my quizzes and I was pretty stoked.”

Student

Curriculum Approach

Some teachers were enthusiastic about the new Ontario French curriculum because it emphasized communication, problem-solving skills, language-learning strategies, cultural awareness, critical-thinking skills, goal setting, and the writing process, in combination with oral communication skills, Alpha-jeunes, and French diagnostics. As well, some Immersion students were happy with the current Immersion curriculum and appreciated the ability to take courses in English at the high school level to balance the difficulty of learning some subjects entirely in French.

“My child is in Grade 7 Extended French, and I'm very impressed by how much French he's learned having only been learning at this intensity for 8 months.”

Parent

“The new curriculum was rolled out well.”

TDSB Teacher

Student Learning Opportunities

Beyond the curriculum, some teachers felt their students had many varied opportunities to learn about French language and culture to develop their competency and proficiency. Many French Immersion and Extended students, and some Core students, indicated they were very happy with their proficiency and fluency in French. There were several examples of Core students who stated they received good marks, positive feedback on French presentations, and some had won French awards at their school. These students were enthusiastic about participating in French presentations and public speaking opportunities. Teachers and parents also felt student competence and proficiency was impressive when students began Immersion early and remained engaged in the program.

“Involving French community partners”

TDSB teacher

“The Concours et festival d'art oratoire is a real success.”

TDSB teacher

“Short plays helped with communication in French & interacting with others.”

Student

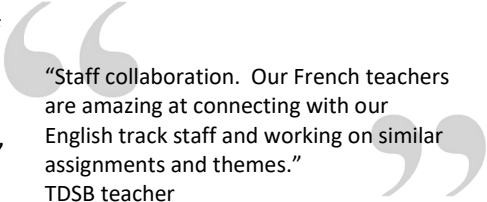
“A huge success that I have experienced in the TDSB French program is simply just learning the language and learning how to read and write. This was a huge success as it will carry me my entire life such as job opportunities, travelling, and way more.”

Student

Inclusive Practices

Balancing English and French: Dual- and Triple-Program Schools

Parents from several different schools described a strong sense of community and a welcoming school environment. These included examples of schools that managed to balance the needs of English and French programs at the same school site: for example, by conducting school assemblies in both languages. A few students felt that having dual- and triple-program schools in the older grades was beneficial, as it created diversity in the student population due to having a large number of feeder schools.



“Staff collaboration. Our French teachers are amazing at connecting with our English track staff and working on similar assignments and themes.”
TDSB teacher

Other Programming Concerns

Child Care and Transportation

Many parents expressed thanks that they were given options for child care and/or transportation, which allowed their family to join French programming at the TDSB. Some parents felt that the current transportation and child care policies were fair and equitable and were satisfied with their child’s experience. As well, a few parents mentioned they used the time at the bus stops to socialize with other parents in the program, which helped facilitate a sense of community.

FSL Program Challenges and Suggestions

Participation, Retention, and Attrition Patterns



Benefits of bilingual education was the top reason to enroll in French Immersion/Extended French.



Benefits of bilingual education and asset for future employment were top reasons to continue Core French after Grade 9.



Struggling academically was the main reason students left French Immersion/Extended French.

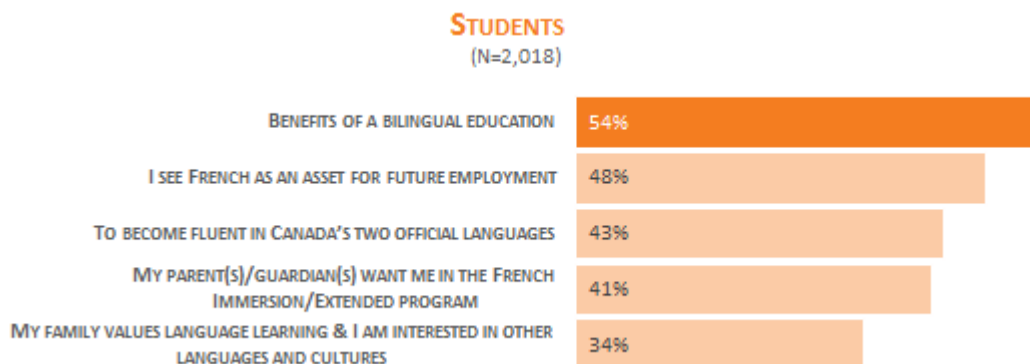


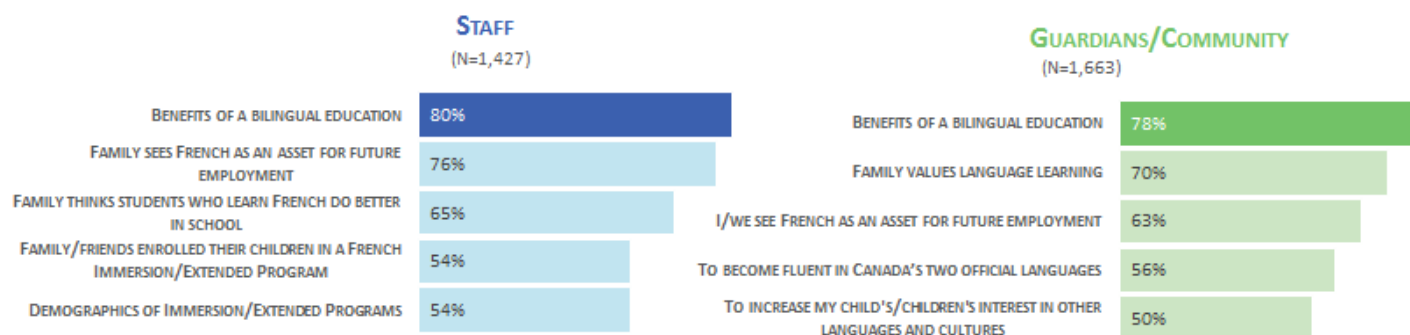
Lack of interest was the main reason students left Core French after Grade 9.

All three groups of respondents (students, staff, and parents) were asked questions related to students' participation in TDSB's French programs. Figures 4, 5, 6, and 7 outline the top five factors that influence decisions related to whether students participate in or leave French programs at the TDSB.

Students not enrolled in any French Immersion or Extended program were asked: *Do you wish you had the opportunity to attend French Immersion/Extended French?* Twenty-five percent of students said yes, and 33% said they don't know. Forty-seven percent of parents commenting on the Core program agreed/strongly agreed that if French Immersion/Extended French was available at their home school, they would have enrolled their child.

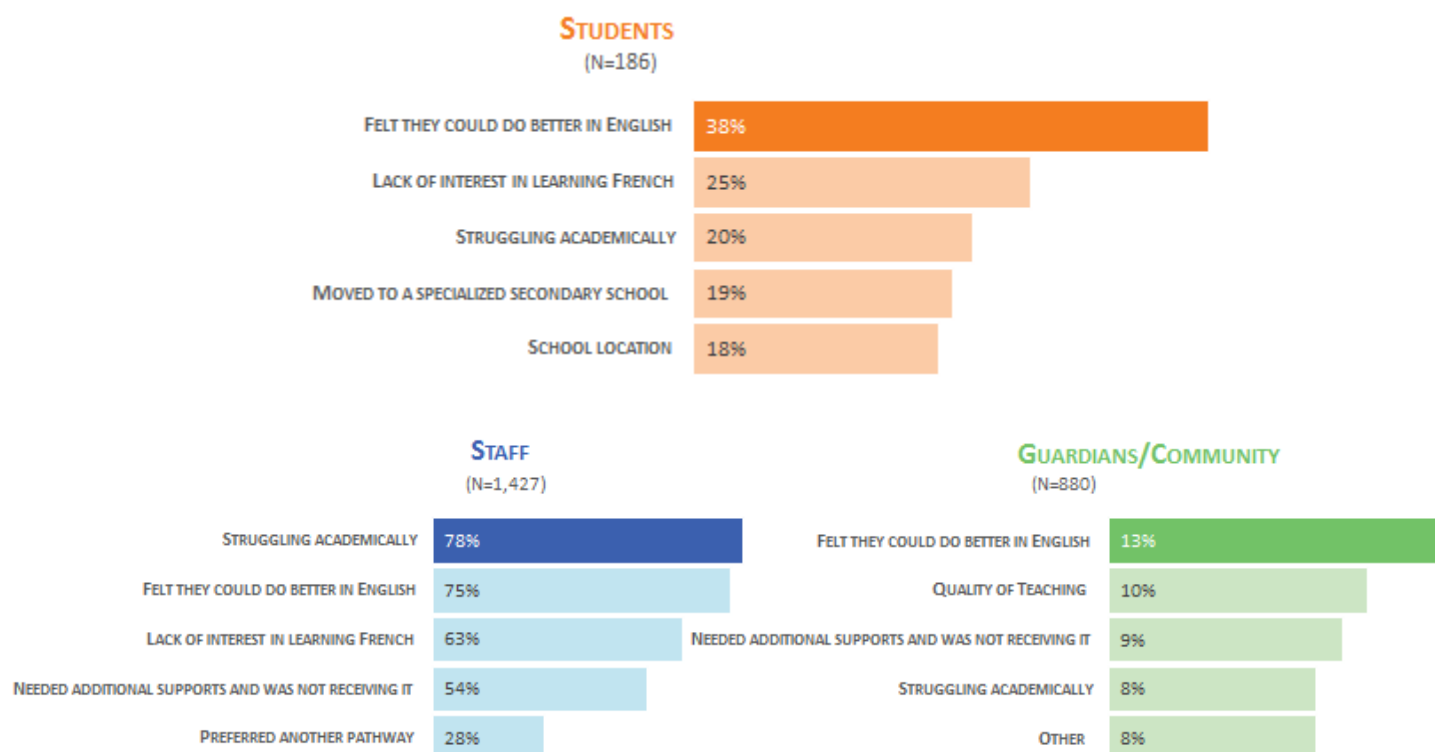
Figure 4. Top Five Factors Influencing Decisions to Participate in TDSB's French Immersion/Extended French Program





Across staff, parents, and students, *benefits of a bilingual education* was the top factor influencing enrolment in French Immersion or Extended French. In the qualitative comments, some students in Immersion and Extended programs mentioned that their parents had selected these options for them, even if the student did not want to take French. These students often felt obligated to continue their French education because they did not want to “waste” or “throw away” previous years of study, even if they were not happy in their program. Also, some students remained in French programming because they did not wish to return to their home schools, even though they were not engaged in learning the Immersion or Extended curriculum.

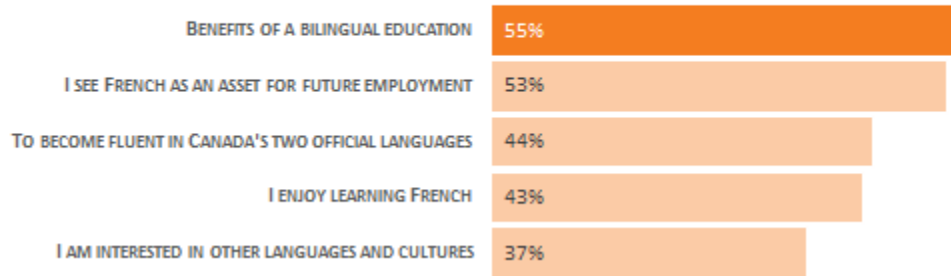
Figure 5: Top Five Factors Influencing a Decision to Leave TDSB's French Immersion/Extended Program



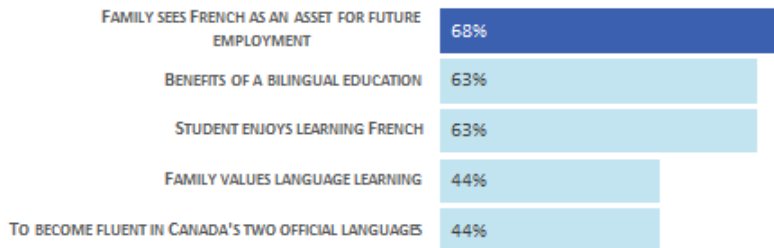
Staff, parents, and students had similar impressions about why students leave French Immersion or Extended French. All three groups noted *struggling academically* and *felt they could do better in English* as top reasons for leaving the program. Staff and students also noted *lack of interest in learning French*.

Figure 6. Top Five Factors Influencing a Decision to Continue Core French Past Grade 9

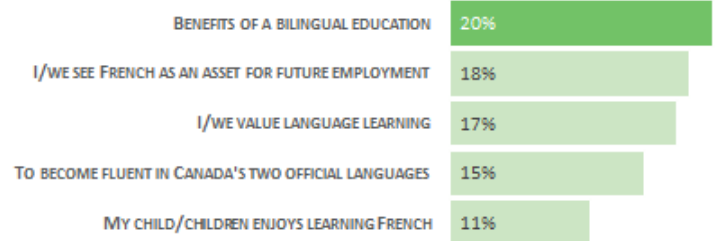
STUDENTS
(N=153)



STAFF
(N=1,427)



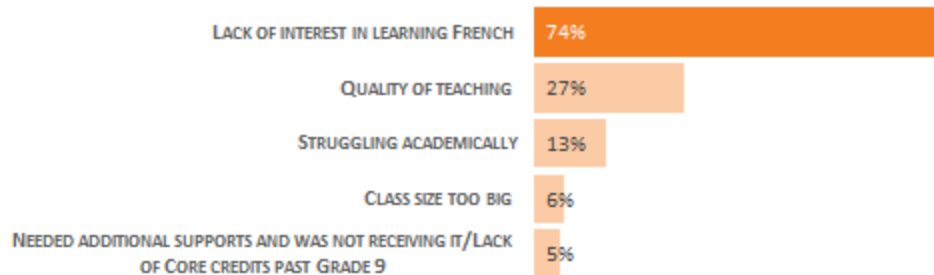
GUARDIANS/COMMUNITY
(N=868)

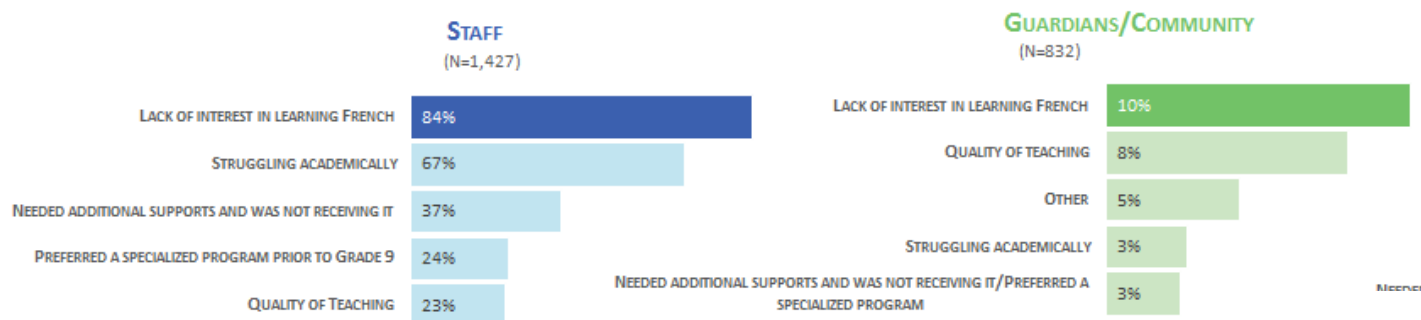


Again, all three groups had similar impressions as to why students continue past Grade 9 Core French, citing the *benefits of bilingual education* and *French as an asset for future employment* as reasons for continuing.

Figure 7. Top Five Factors Influencing a Decision to Not Continue Core French Past Grade 9

STUDENTS
(N=159)





Staff, parents, and students all identified *lack of interest in learning French* as the main influence to not continue past Grade 9. The qualitative comments echoed the same issue. Some students did not take Core French seriously because they knew they would not have to continue taking it through high school, a sentiment expressed by many former Core students; furthermore, many schools did not offer Core French as an option after Grade 9.

Qualitative Findings, Participation, Retention and Attrition: Stakeholder Challenges and Suggestions

Immersion and Extended French:

Several parents of Immersion students and the students themselves said they had to choose between remaining in Immersion or leaving to join another specialized program like gifted. Those who did switch schools for other programs and then took Core French were not challenged by the Core curriculum and also found it difficult to have to change schools. Students wanted the option to be able to remain in Immersion but also be part of other programs of choice, such as gifted and IB. Students also commented on the lack French courses available at secondary school.

Core French:

An issue raised by students, parents, and staff was the disruptive learning environment in some Core French classes; the situation made it difficult for students to learn French. Core French teachers and parents also felt that Core French was not valued in the same way as other subjects, and this added to students' perception that French was not important. In many cases, teachers felt that Core French was seen as a preparation period, wherein students could be removed from the classroom to work on other subjects. They also felt that there were few French-speaking central staff or support staff available to support French learning and also to provide assistance with classroom management and differentiation for students with special education needs. Supporting students was even more difficult in schools where Core French teachers did not have a dedicated classroom space or where schools had large classes and/or split-grade classes with many different learning needs. Large class sizes were cited as a problem by all stakeholder groups across all French programs, because they reduced the amount of time teachers could spend helping individual students, particularly those requiring additional support, and this situation magnified any existing issues of classroom management. In general, parents and teachers felt there needs to be additional support for classroom teachers.

Parents and staff suggested that schools need to show that Core French is valued: teachers should have their own rooms, receive more classroom support to deal with classroom management concerns, and that class sizes should be smaller to make it easier for students to learn.

Entry Points and Equity of Access



47% of students, 66% of parents believe Core French should start earlier than Grade 4.



18% of students, 27% of parents believe Extended French should remain starting in Grade 4.



45% of students, 81% of parents believe French Immersion should remain starting in Grade 1 or earlier.



Families want a review of current French program locations to improve access.

A. French Program Entry Points

Students and parents were asked what they felt was the best grade for students to start TDSB French programs, including Core, French Immersion, and Extended French. Table 6 shows that many students and parents felt Core French should begin earlier in the primary grades. Similarly, many students and parents believed French Immersion should begin earlier in the primary grades with 68% of French Immersion parents noting JK/SK as the entry point for French Immersion. In terms of Extended French, the largest group of students and parents felt that Extended French should begin in Grade 4, or, as some parents suggested, earlier. Students were split—some said earlier than Grade 4, and some after Grade 4.

Table 6. Entry Point for French Programs as Suggested by Students and Parents

Entry Points	Core		Extended French		French Immersion	
	Student (N = 6,012)	Parent (N = 1,869)	Student (N = 5,915)	Parent (N = 1,872)	Student (N = 5,997)	Parent (N = 1,936)
JK and SK	13%	33%	9%	18%	30%	68%
Grade 1	14%	22%	9%	9%	15%	13%
Grade 2	6%	4%	4%	3%	4%	2%
Grade 3	14%	7%	7%	10%	6%	2%
Grade 4	33%	12%	18%	27%	12%	6%
Grade 5	5%	1%	7%	3%	6%	1%
Grade 6	4%	2%	9%	3%	6%	0%
Grade 7	1%	2%	10%	5%	4%	1%
Grade 8	1%	0%	3%	0%	2%	0%
Grades 9–12	2%	1%	9%	1%	4%	0%
“Don’t Know”	7%	16%	15%	21%	12%	7%

An additional question on the French program review survey asked parents and staff if they were satisfied with the overall French Immersion and Extended French current entry points.⁴ Fifty-two percent of French Immersion parents and 44% of Extended French parents agreed or strongly agreed that they were satisfied with the current French entry points.

⁴ Entry points are currently senior kindergarten, Grade 4, Grade 6, and Grade 7.

Qualitative Findings, Entry Points: Stakeholder Challenges and Suggestions

Core French:

Many former and current Core French students, as well as teachers and parents, felt that Core French should start earlier, in kindergarten or Grade 1, because learning the language would be easier at a younger age and would give students more time to develop their skills. As well, several Core French students expressed the desire to have more than 40 minutes per class to learn French, because this made the class feel rushed and it was difficult to have time to practice or ask questions. Parents and staff echoed that the limited time frame made it difficult for students to learn French. Some Core French students at semestered schools also wanted the option to have French class for the full year. Related to this, many students were attending schools that did not have access to Core French after Grade 9. It was suggested that all schools should have the option to continue Core French up to Grade 12. Some teachers even suggested that Core French should be mandatory up to Grade 12 in order to show students the value of learning French.

Immersion and Extended French:

Students generally expressed that it was more difficult to enter Immersion or Extended programs at later entry points. Parents were also concerned that entering intensive French later would make it difficult for students to manage the workload. Most students and parents indicated that they felt kindergarten was the best time for students to start French Immersion, because the language is easier to learn when students are younger, and this would provide a good foundation for the more complex concepts and skills taught in later grades. Some Immersion students also felt they learned French faster in the younger grades, where they had complete immersion, as opposed to the older grades, where they took some classes in English.

Some parents and teachers felt there were too many entry points into intensive French programs, and they wanted to streamline program offerings in conjunction with strengthening Core French and offering it K–12. Teachers suggested that entry to Extended French or French Immersion in the older grades, for example, the Extended French Grade 7 entry point, was problematic because students did not have the skill level to match the higher-level content of French subjects at the middle- and high-school level. In general, staff wanted a revision of the entry and transition points for Immersion and Extended programs. Both former and current Core French students, as well as some parents, felt there should be more fluidity between French programs (Core, Extended and Immersion) so that students could easily move in or out of different streams, depending on their skills and level of interest in learning French. Parents suggested this may decrease attrition in French programs.

B. Program Locations and Secondary School Pathways

Parents were asked about their satisfaction with the location of their current French Immersion and Extended French school and also about their school's French pathway to secondary school. Table 7 shows that slightly more parents agreed/strongly agreed that they were satisfied with the location of their current French program (French Immersion—69%, Extended French—59%). Less than half of parents agreed/strongly agreed that they were satisfied with their child's current pathway to secondary (French Immersion—45%, Extended French—48%).

Table 7. Parent Responses on Program Location and Pathway

Program Location and Pathway (Percent of agree and strongly agree)	French Immersion	Extended French
I am satisfied with the location of my designated French Immersion/Extended school.	69% (N = 1,113)	59% (N = 274)
I am satisfied with the pathway of my French Immersion/Extended school through to secondary school.	45% (N = 1,104)	48% (N = 275)

Qualitative Findings, Program Location: Stakeholder Challenges and Suggestions

Immersion and Extended:

Many parents were unhappy that their child was unable to access French Immersion or Extended French programs at a school close to where they lived. Access to conveniently located programs was a major issue of concern for many families, who otherwise faced long commutes or wait lists. Several parents wanted reviews of the current locations of intensive French programs or the introduction of more programs to increase access across the board. A counter-argument, however, is rooted in the struggle between the dual/triple-program school versus the school as a French centre. There are mixed perceptions and experiences when comparing the two models.

Although most students wanted to remain in Immersion or Extended programs, some found it difficult to do so because not many secondary schools offer these programs, nor are they evenly distributed across the TDSB. As well, students who entered French programs at later entry points found it difficult when they had to change schools in order to be part of these specialized programs.

French Education

A. Quality of Teaching



Less than 40% of students, staff, and parents felt there were high expectations for student learning in Core French.



Most parents felt Core French teachers should have a dedicated classroom space.



Only 23% of Core French parents were satisfied with the quality of French teaching.



A majority of French teachers across all programs indicated they were excited about teaching French.



Less than one-third of French teachers felt school/district leaders listened attentively to French teachers' thoughts.



All stakeholder groups felt there were not enough qualified French teachers or supply teachers to deliver French programming.

All three stakeholder groups were asked questions related to the quality of teaching. Table 8 shows that over 50% of parents and staff felt there were high expectations for students learning in intensive French programs, and roughly 40% of students felt this way. Conversely, well under 50% of all stakeholder groups felt there were high expectations for students learning in Core French.

Whereas half of Core French students and more than half of Immersion/Extended students felt satisfied with the amount, quality, and types of French resources available to them, far fewer parents and staff (less than 35%) were satisfied.

Table 8. Students, Parents, and Staff Responses on Quality of Teaching

Quality of Teaching (Percent of agree and strongly agree)	Respondent	Core French	French Immersion	Extended French	Former French	Not In French At All
There are high expectations for students learning French at the TDSB.	Students	38% (N = 3,719)	44% (N = 831)	41% (N = 964)	35% (N = 487)	41% (N = 321)
	Parent	21% (N = 384)	52% (N = 1,110)	50% (N = 273)	-	-
	Non-French Staff	30% (N = 328)	56% (N = 302)	59% (N = 138)	-	-
	French Staff	37% (N = 345)	69% (N = 328)	67% (N = 120)	-	-
I am satisfied with the amount, quality, and types of French-language resources available to	Students	51% (N = 3,751)	56% (N = 845)	62% (N = 977)	39% (N = 492)	45% (N = 326)
	Parent	14%	34%	31%	-	-

students at the TDSB.		(N = 384)	(N = 1,111)	(N = 273)		
Non-French Staff	21%	(N = 323)	19%	(N = 288)	22%	(N = 134)
French Staff	17%	(N = 344)	11%	(N = 329)	9%	(N = 118)

Parents were asked additional questions about the quality of teaching across French programs. Few parents who commented on the Core program agreed/strongly agreed that they were satisfied with the quality of French teaching (23%); this percentage increased in French Immersion (59%) and Extended French (48%). Specifically related to Core French, 74% of parents agreed/strongly agreed that Core French teachers should have a dedicated classroom. Similarly, 52% of parents who commented on the Core program were interested in more diverse French programming at their child's school. (See Table 9.)

Table 9. Parent Perceptions on FSL Programming

Quality of Teaching (Percent of agree and strongly agree)	Core French	French Immersion	Extended French
Overall, I am satisfied with the quality of French teaching at the TDSB.	23% (N = 384)	59% (N = 1,112)	48% (N = 275)
I believe having a dedicated Core French classroom supports better teaching and learning.	74% (N = 384)	-	-
I am interested in more diverse French programs at my home school.	52% (N = 381)	-	-

Staff were also asked questions related to quality of teaching. Across all programs, well over three-quarters of French-teaching staff agreed/strongly agreed that they were excited about teaching French: 79% Core French, 91% French Immersion, and 85% Extended French. However, the French-teaching staff were less positive about engaging with school and district leadership. Across all programs less than one-fifth of French-teaching staff agreed/strongly agreed that school or district leaders were willing to listen attentively to French teacher's thoughts. (See Table 10.)

Table 10. French-Teaching Staff Perceptions on Quality of Teaching

Quality of Teaching (Percent of agree and strongly agree)	Core French	French Immersion	Extended French
I am excited about teaching French.	79% (N = 345)	91% (N = 326)	85% (N = 119)
Our school/district leaders are willing to listen attentively to French teachers' thoughts.	13% (N = 343)	17% (N = 327)	16% (N = 117)

Qualitative Findings, Quality of Teaching: Stakeholder Challenges and Suggestions

Across all FSL Programs:

Many students, parents, and staff expressed the following concerns: there are not enough French teachers available who are strong French speakers and able to deliver the Core, Immersion, or Extended curriculum; and there is great variability in teachers' proficiency. Students at several schools also indicated there are very few French-speaking supply teachers to fill in for classroom teachers and few French-speaking support staff, such as early childhood educators or special education teachers. Parents echoed this concern, and many noted there are not enough qualified teachers to fill the roles required for the many new French Immersion and Extended French programs opening up to meet demand. Moreover, very few schools had French-speaking administrators or support staff, which meant announcements and other school-wide communication are not in French. All stakeholder groups said this led to a feeling that communication in French was not important, even in schools with intensive French programming.

Many schools appear to have frequent changes in French teachers, which makes it hard for students to learn, primarily due to differences in teaching style and lack of consistency. This issue was raised by parents and students in all French programs, but particularly in Core French.

Core French students and parents at dual- and triple-program schools sometimes felt that French teaching was imbalanced between Immersion/Extended and Core programs, which meant the most proficient teachers were going to the intensive programs, thereby leaving Core classes with the less-experienced French teachers. Teachers also felt that students in Core French at dual- or triple-program schools did not receive as much language-resource support as did students in Immersion or Extended programs. All groups agreed that having consistent, engaging, and proficient teaching staff was essential to students' development in French. Parents wanted to see French teachers being offered more incentives to remain in their roles, as well as a wider recruitment of native French-speaking teachers from around the world. Some Immersion teachers were unhappy about having to teach Core as well as Immersion.

Core French:

Core French staff indicated that there was a great deal of variation in what was taught from one school to another for the same program and grade level. Some teachers expressed frustration with the 2013 Ontario curriculum: French as a Second Language. In response, they wanted TDSB to create a streamlined and consistent set of learning expectations based on the 2013 curriculum. Many Core French teachers also indicated they taught multiple classes a day, sometimes at different schools, which they found quite difficult. A few teachers felt they were not considered for teaching courses other than French, despite having qualifications to teach other subjects.

B. French Programming



47% of Core French and **>50%** of French Immersion/Extended French students said they enjoyed learning French.



Very few students felt they had access to opportunities outside of school to continue their French learning.



Less than 45% of students felt they had input into what they learned in French class.

On the survey, students were asked questions about their French programs. Students enrolled in Core French tended to be less enthusiastic about learning French and about the French program overall. Highlights of their responses (see Table 11) are as follows:

- Forty-eight percent of Core students agreed/strongly agreed that they enjoyed learning French, compared to 67% of French Immersion students and 58% of Extended French students.
- Less than half of students agreed/strongly agreed that they felt they had input into what they were learning in their French classes (Core French—43%, French Immersion—40%, Extended French—44%).
- Less than one-third of all students agreed/strongly agreed that they had opportunities to participate in lots of different extracurricular activities related to learning French (Core French—26%, French Immersion—30%, Extended French—31%).
- Less than one-third of students agreed/strongly agreed that they had opportunity to connect with French-speaking students in different parts of the world.

Table 11. Student and Staff Perceptions on the Quality of the FSL Programs

French Programming (Percent of agree and strongly agree)	Respondent	Core French	French Immersion	Extended French	Former French	Not In French At All
Overall, I enjoy learning French.	Students	48% (N = 3,752)	67% (N = 843)	58% (N = 975)	41% (N = 491)	-
I feel I have input into what we are learning in French class.	Students	43% (N = 3,721)	40% (N = 840)	44% (N = 969)	29% (N = 486)	-
I have the opportunity to participate in lots of extracurricular activities/Our school creates opportunities for partnerships beyond school related to French learning.	Students	26% (N = 3,743)	30% (N = 844)	31% (N = 969)	19% (N = 484)	23% (N = 325)
	Non-French Staff	15% (N = 309)	19% (N = 278)	22% (N = 124)	-	-
	French Staff	17% (N = 342)	21% (N = 328)	28% (N = 116)	-	-
Students have the opportunity to connect with French-speaking students in different parts of the world.	Students	12% (N = 3,721)	27% (N = 841)	16% (N = 964)	16% (N = 486)	18% (N = 319)
	Non-French Staff	19% (N = 309)	21% (N = 279)	22% (N = 123)	-	-
	French Staff	26% (N = 345)	30% (N = 326)	38% (N = 116)	-	-

Qualitative Findings, French Programming: Stakeholder Challenges and Suggestions

Across all FSL programs:

Many students said they enjoyed French, but they wanted to focus more on French culture and less on grammar and verb conjugations. Staff and parents also felt more emphasis on oral language and grammar was needed to improve students' proficiency. In general, many students wanted more input into their learning in French: for example, recommended topics to study or books to read. As well, students, parents, and teachers felt there should be more opportunities for field trips, exchanges, and other immersive French experiences for students to learn more about French culture and practice their language skills.

French Immersion and Extended French students at many schools expressed a desire to have more information about French programming available outside of class, including after school and during the summer. Students wanted opportunities to practice their French skills outside class. Some schools did offer homework clubs or French clubs, but many students said they were not aware of these options. Many former and current Core French students, parents, and staff also expressed the desire for students to have somewhere to practise French outside class, such as a French club or other extracurricular activities.

A common complaint from both Core French and French Immersion students was that the instructional programming was rote and repetitive and teachers were not engaging their students. Students felt they were given too many worksheets; instead, they wanted more opportunities for collaborative learning, peer tutoring, and chances to practice oral language that would be relevant to using French in a real-life context.

Despite the relatively high results of the French Immersion students in mathematics (see Part IV), French Immersion students and parents found learning math and other STEM classes solely in French difficult because of the large amount of specialized vocabulary. Some teachers echoed this sentiment and felt that teaching math in French was particularly challenging. Some students had difficulty with subjects such as math when they had to switch to English after being taught in French when they were younger. Some parents also noted delays in their child's English understanding of math and subsequently difficulty learning mathematics. Students suggested laying the foundation of math terminology in English earlier so that they would have a base to work with once they reached the secondary level and switched languages.

C. Student Learning



Over half of all students in French programs, including **79%** of Core French students, stated they rarely or never used French outside of school.



67% of French Immersion students felt confident carrying out a conversation in French.



More than 60% of French Immersion and Extended French students were aware of certificates of achievement in French, compared with only **41%** of Core French students.

Across all three FSL programs, most students stated that they rarely or never use French outside school. The most dramatic percentage of lack of use of French outside school was Core French (79%), followed by Extended French (63%), and French Immersion (57%). On a more positive note, more than half of students in all three programs agreed/strongly agreed that they could complete their French homework independently; the lowest percentage of agreement was from students in the Core French program (60%). (See Table 12.)

Table 12. Student Perceptions on Learning French

Student Learning (Percent of never/rarely)	Core	French Immersion	Extended French	Former French	Not In French At All
I never/rarely use French outside of school	79% (N = 3,775)	57% (N = 844)	63% (N = 982)	81% (N = 494)	71% (N = 328)
Student Learning (Percent of agree and strongly agree)	Core	French Immersion	Extended French	Former French	Not In French At All
I feel I can complete my French homework independently.	60% (N = 3,719)	78% (N = 837)	72% (N = 965)	51% (N = 484)	-

Concerning students' their confidence in French, there were significant differences between programs, with Core French students having the lowest percentages of confident/very confident. (See Table 13.)

Table 13. Students Perceptions on Confidence and Proficiency

Confidence and Proficiency (Percent of confident and very confident)	Core	French Immersion	Extended French	Former French	Not In French At All
Can carry on a conversation	20% (N = 3,765)	67% (N = 845)	35% (N = 973)	24% (N = 492)	23% (N = 328)
Can understand French articles or stories	28% (N = 3,747)	66% (N = 843)	44% (N = 972)	29% (N = 492)	27% (N = 324)
Can prepare and give a presentation in French	39% (N = 3,734)	64% (N = 844)	46% (N = 967)	32% (N = 491)	39% (N = 323)
Can convey a clear message through writing	31% (N = 3,734)	66% (N = 843)	42% (N = 968)	27% (N = 490)	35% (N = 321)

The TDSB awards certificates of achievement in French, across all programs, when a student completes a certain number of credits. Students in Core French, French Immersion, and Extended French were asked (1) whether they were aware of the certificates, and (2) whether they were going to strive to achieve the certificate. A small number of students in Core French were aware of the certificate and were subsequently striving to achieve it. The corresponding questions for students in Immersion and Extended French programs yielded higher percentages. (See Table 14.)

Table 14. TDSB Student French Certificates

Certificates (Percent of aware and striving to achieve)	Core	French Immersion	Extended French
Certificate of achievement (aware)	41% (N = 3,466)	64% (N = 784)	61% (N = 897)
Certificate of achievement (striving to achieve)	31% (N = 3,428)	59% (N = 806)	52% (N = 894)

Qualitative Findings, Student Learning: Stakeholder Challenges and Suggestions

Across all FSL programs:

Students from all Core, Immersion, and Extended French programs said they wanted their teachers to consistently use French in the classroom, provide more encouragement to speak French outside of class, and also give additional support both in and outside of the classroom to improve their French speaking, reading, and writing skills. Many former and current Core French students felt confused and frustrated with their learning and dissatisfied with their fluency and proficiency in French. Many Extended French and French Immersion students desired more informal feedback from their teachers about their performance in French class.

Immersion and Extended:

A common issue raised by French Immersion and Extended French students, parents, and teachers was the lack of options in terms of French courses available at the secondary level. Several students expressed the desire to have more variety in French courses offered at their school; however, many also acknowledged that this was difficult because courses were sometimes cancelled due to low enrolment or lack of staffing. Some schools with both Immersion and Extended programs tackled the issue of low enrolment by offering some courses in French to students from both Immersion and Extended programs. These split classes were unpopular with many students because they felt that students in Extended French and French Immersion did not have the same level of proficiency in French, so teaching both groups simultaneously presented difficulties.

Parents felt that the limited number of classes offered in French at the secondary level meant there was not a truly immersive French environment for French Immersion students; for example, many courses, like gym, music, and drama were not offered in French. There was general a perception that students in French Immersion and Extended French were not exposed to as much French as they should be and that they were not challenged to practice using French.

Teachers and parents expressed concern regarding a lack of communication about expectations for student learning, a lack of support at home for students in intensive French programs, and also a lack of support for Anglophone parents who want to help their children with French school work. Staff said there needs to be clearer communication with parents whose children are in Immersion programs, specifically that they must support English literacy at home as well as supporting their students academically in French. Many non-French-speaking parents also want help to better support their child's French-language learning at home.

Some parents sought French-tutoring for their children, but this could be expensive. Parents wanted information about other options for French support outside the classroom, including online resources such as websites or e-learning modules.

D: French and My Future



More than 50% of French Immersion/Extended French students saw French as relevant to their lives and future careers, compared to **less than 40%** of Core French students.



More than 50% of French Immersion/Extended French students' parents spoke to them about future opportunities for French learning, compared to **less than 40%** of Core French students' parents.



Less than 30% of students across French programs said their school staff talked with them about career opportunities for French learning.

Students were asked questions about their planning for future French education. First, they were asked if they saw French as meaningful or relevant to their life and/or future career. Students in French Immersion and Extended French responded with higher percentages of agree/strongly agree than did students in the Core French program (Core French—39%, Extended French—52%, and French Immersion—64%). Second, they were asked whether their parents talked to them about future opportunities related to learning French. This question yielded a similar pattern of response (Core French—38%, Extended French—56%, French Immersion—62%). (See Table 15.)

Table 15. Student Perceptions on Opportunities that Learning French Offers

French and My Future (Percent of agree and strongly agree)	Core	French Immersion	Extended French	Former French	Not In French At All
I see French as personally meaningful and relevant to my life/my future career.	39% (N = 3,773)	64% (N = 840)	52% (N = 980)	35% (N = 493)	43% (N = 327)
My parents talk to me about future opportunities related to French learning.	38% (N = 3,762)	62% (N = 836)	56% (N = 973)	37% (N = 489)	43% (N = 327)

When students and staff were asked about whether they discussed with each other about careers and post-secondary pathways related to learning French, across all programs, students tended to agree/strongly agree less often than both the French and non-French teaching staff. (See Table 16.)

Table 16. French and My Future (Students and Staff)

French and My Future (Percent of agree and strongly agree)	Respondent	Core	French Immersion	Extended French	Former French	Not In French At All
In my school, staff talk to students about possible jobs or careers students can pursue related to learning French.	Students	26% (N = 3,765)	20% (N = 838)	23% (N = 975)	23% (N = 491)	26% (N = 325)
	Non-French Staff	48% (N = 304)	46% (N = 278)	60% (N = 122)	-	-
	French Staff	88% (N = 342)	68% (N = 323)	84% (N = 116)	-	-
In my school, staff talk to students about post-secondary education related to learning French.	Students	23% (N = 3,757)	28% (N = 836)	33% (N = 972)	21% (N = 492)	24% (N = 324)
	Non-French Staff	41% (N = 299)	35% (N = 274)	48% (N = 119)	-	-
	French Staff	76% (N = 341)	58% (N = 321)	83% (N = 114)	-	-
Staff talk to students and their families about their French pathway options at the TDSB.	Non-French Staff	-	53% (N = 279)	59% (N = 127)	-	-
	French Staff	-	71% (N = 323)	80% (N = 116)	-	-

Qualitative Findings, French and My Future: Stakeholder Challenges and Suggestions

French Immersion:

Several Immersion students mentioned that they received some information about their post-secondary and career options; however, many wanted addition information about options after high school to continue learning and using their French language skills.

Inclusive Practices



About 40% of students, 10% of parents, and 25% of staff felt students with special educational needs had access to additional supports in French.



Very few parents, staff, or students felt there was equitable access to resources for students in English and French tracks.



Many stakeholders (>75% of students, >50% of staff, and ~50% of parents) felt that all students are welcome in TDSB French programs.

A. Special Education Needs, English-Language Learners, and Other Supports

Very few parents, staff, or students felt that students with special educational needs (SEN) had access to sufficient and appropriate supports within French programs. While roughly 40% of students strongly agreed with this statement, only about 10% of parents and 25% of teachers did. Less than 25% of staff felt that English-language learners (ELL) and students who have recently arrived to Canada have access to additional supports in French programs. (See Table 17.)

Across all FSL programs, students were asked if they had access to additional French homework support at their school. Approximately half or less than half agreed or strongly agreed. Core French had the lowest percentage of agreement (40%). Also, across programs, less than half of students strongly agreed that their French teachers helped them access support when they had a learning challenge (31–41%).

Table 17. Students, Parents, and Staff Perceptions of Supports for Students with Learning Challenges

Learning Supports (Percent of agree and strongly agree)	Respondents	Core	French Immersion	Extended French	Former French	Not In French At All
Students with special educational needs [or a learning challenge] have access to additional supports in French programs.	Student	41% (N = 3,683)	31% (N = 807)	40% (N = 946)	28% (N = 465)	36% (N = 315)
	Parent	6% (N = 375)	8% (N = 1,086)	11% (N = 265)	-	-
	Non-French Staff	29% (N = 325)	24% (N = 298)	21% (N = 132)	-	-
	French Staff	25% (N = 344)	26% (N = 326)	24% (N = 117)	-	-
English-language learners and students who have recently arrived to Canada have access to additional support in French programs.	Non-French Staff	24% (N = 324)	18% (N = 294)	15% (N = 131)	-	-
	French Staff	23% (N = 344)	17% (N = 323)	21% (N = 117)	-	-
If I need, I have access to additional French homework supports at my school.	Student	40% (N = 3,710)	45% (N = 840)	50% (N = 967)	32% (N = 484)	-
I have a learning challenge, and my French teachers help me access support,	Student	41% (N = 3,683)	31% (N = 807)	40% (N = 946)	28% (N = 465)	-

Qualitative Findings, Special Education Needs, English-Language Learners, Other Supports: Stakeholder Challenges and Suggestions

Across all FSL programs:

Students, parents, and teachers in all French programs mentioned that they did not feel there were enough supports for students struggling in French, students with special learning needs, or English-language learners. Students, teachers, and parents also stated that students were counselled out of intensive French programming if they were struggling. Disproportionately, these were students with special education needs, as there were limited supports for them outside the English program. In some instances, teachers and parents advocated for students to be able to remain in French programs, but this was not the case in all schools. Anecdotally, there seems to be practices within the board that differ from the Ministry of Education's inclusion policy in terms of French program selection and/or continuation. Both teachers and parents felt there should be more professional development related to special education needs in French, earlier assessment of students to identify learning needs, as well as French-speaking support staff to address special education needs. Furthermore, community stakeholders suggested educating all staff on what inclusion means in FSL programs.

B. Equity of Opportunity and Representation

Most students agreed that all students are welcome in TDSB's French programs (77–79%). However, across all FSL programs, there was disagreement between the French-teaching staff and the non-French-teaching staff to the same question. The French-teaching staff tended to agree slightly more (67%–73%) than the non-French-teaching staff (42%–56%) to the question, are students welcome? Only about half of the parents agreed (46–55%). More staff felt this was true for Core French than for French Immersion/Extended French, whereas parents felt the opposite was true. (See Table 18.)

In terms of access to French programs, approximately two-thirds of the staff agreed that all students should be part of the Core French classroom. A similar percentage agreed that all students should have the opportunity to be part of French Immersion/Extended French, where available (64%–68%).

Only 30% of French Immersion students felt represented in French-language resources, and even fewer Extended and Core French students (25% and 20%, respectively) felt represented.

Table 18. Students, Parents, and Staff Perceptions on Equity of Opportunity and Representation

Equity of Opportunity and Representation (Percent of agree and strongly agree)	Respondents	Core	French Immersion	Extended French	Former French	Not in French at all
I believe all students are welcome in the TDSB's French programs.	Student	78% (N = 3,738)	77% (N = 838)	79% (N = 972)	65% (N = 486)	72% (N = 323)
	Parent	46% (N = 385)	55% (N = 1,114)	55% (N = 274)	-	-
	Non-French Staff	56% (N = 332)	42% (N = 296)	54% (N = 136)	-	-
	French Staff	73% (N = 340)	67% (N = 325)	67% (N = 120)	-	-
All students should be part of the Core French learning classroom.	Non-French Staff	65% (N = 327)	-	-	-	-
	French Staff	59% (N = 345)	-	-	-	-
All students should have the opportunity to be part of French Immersion/Extended French, where available	Non-French Staff	-	64% (N = 300)	66% (N = 134)	-	-
	French Staff	-	65% (N = 329)	68% (N = 118)	-	-
I see myself represented in French-language resources.	Student	20% (N = 3,728)	30% (N = 836)	25% (N = 962)	14% (N = 485)	23% (N = 321)

Qualitative Findings, Equity of Opportunity and Representation: Stakeholder Challenges and Suggestions

Immersion and Extended French:

Several teachers and parents felt that French Immersion was viewed as an elitist program, exclusively for high-achieving students, which excluded large portions of the TDSB population. Additionally, stakeholders perceived that French Immersion and Extended French excluded large portions of the TDSB population (e.g., students from racialized and marginalized communities) and the school board should look at ways to engage all members of the TDSB.

The English program at many schools with intensive French programs was perceived as less desirable. At some dual/triple program schools, parents and staff believed the French Immersion flourished at the expense of the English program.

To improve equitable access to French programs, stakeholders suggested that efforts should be made to attract a more diverse student population. Several parents also mentioned that there was a gender imbalance in French Immersion programs, with fewer boys remaining in French Immersion over the long term.

C. Distribution of Resources

Parents and staff were asked questions about equitable access to resources and the balance of resources between English and French programs at schools with intensive French programming. When comparing the English and French programs, very few parents felt there was equitable access to resources for students. Parents of Core French students had the lowest percentage of agreement (14%). Few staff agreed/or strongly agreed that there was equitable student access to resources, with less than 15% sharing this sentiment. Similarly, just over 30% of parents felt that all students, whether in the English or French program, were well served at dual- and triple-program schools; a similar percentage of French staff agreed (23–36%) and fewer non-French staff agreeing (14–29%). (See Table 19.)

Table 19. Parents and Staff Responses on Distribution of Resources

Distribution of Resources (Percent of agree and strongly agree)	Respondents	Core	French Immersion	Extended French
There is equitable access to resources available to students in both the French and English programs.	Parent	14% (N = 383)	27% (N = 1,109)	33% (N = 274)
	Non-French Staff	12% (N = 323)	14% (N = 299)	14% (N = 132)
	French Staff	8% (N = 345)	7% (N = 327)	13% (N = 115)
I think all students—English (Core French) and French Immersion/Extended students—are well served in dual/triple program schools.	Parent	-	32% (N = 1,106)	33% (N = 271)
	Non-French Staff	14% (N = 315)	18% (N = 295)	29% (N = 133)
	French Staff	23% (N = 338)	24% (N = 325)	36% (N = 116)

Qualitative Findings, Distribution of Resources: Stakeholder Challenges and Suggestions

All FSL programs:

Several students, parents, and staff felt their French programs did not have enough resources such as textbooks or technology for every student, and that the resources they did have were outdated or worn down. As well, not all students felt represented in the resources used in their French classes. Teachers noted that French resources were more expensive than English resources, and therefore it was more difficult for teachers to stretch their budget to be able to purchase everything they needed for their classes. Because resources are expensive, teachers said they had to make photocopies or borrow texts, assessments, and activities for their classes, which meant students shared limited resources. Teachers suggested a more equitable distribution of funding is needed to improve French-language resources.

Some students, parents, and teachers at schools with French Immersion and/or Extended French programs felt that resources were not equitably balanced between French and English programs at their school and that there was a division between students in different programs. In some cases, they felt that English students had better access to resources, particularly library books. Others described the French program as “a school within a school,” where there were many students in French programs and very few students in the English program. Staff and parents raised the idea of ending the dual- or triple-program schools in favour of developing French Immersion centres that could be evenly distributed across the board. This would make it more possible to concentrate French-language resources, funding, and staff and improve the overall quality of French programming.

Students and teachers expressed a desire to use more technology and digital resources in their French learning, such as apps and online tools, which in turn would require more professional development for French teachers in this area.



Across French programs, very few parents and staff were satisfied with the quality of French assessments.

A. Assessment Practices

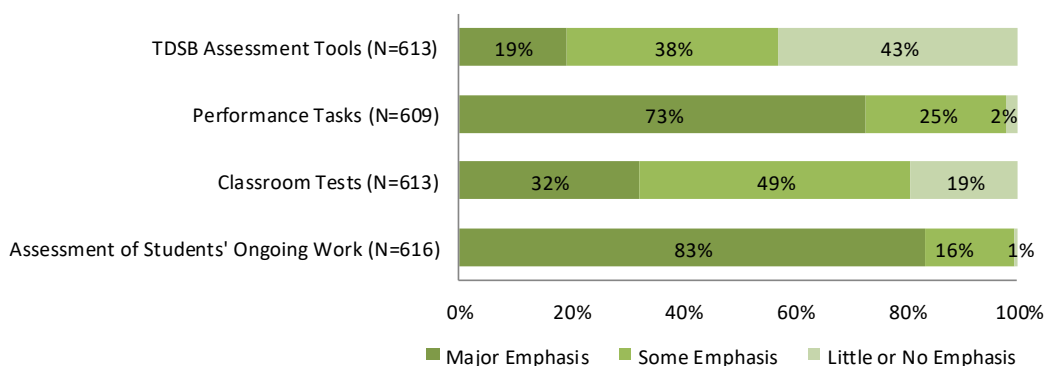
Parents and staff expressed discontent with the assessments used in the French programs. Only 20% of parents commenting on Core French were satisfied with the quality of French-language assessments. The percentage increased slightly for parents commenting on French Immersion (40%) and Extended French (36%). As well, only about a third of the French-teaching staff agreed (Core French—37%, French Immersion—34%, and Extended French—29%). (See Table 20.)

Table 20. Parents and Staff Responses on Assessments Used in French Programs

Assessment (Percent of agree and strongly agree)	Respondents	Core	French Immersion	Extended French
I am satisfied with the quality of assessments used by French-language teachers at the TDSB.	Parent	20% (N = 384)	40% (N = 1,109)	36% (N = 272)
	Non-French Staff	25% (N = 314)	27% (N = 283)	25% (N = 129)
	French Staff	37% (N = 345)	34% (N = 327)	29% (N = 119)

Staff were asked to provide more details about the assessments they used. Eighty-three percent of French teaching staff noted that ongoing assessment of students' work played a major role in students' assessment. However, only 43% of French-teaching staff noted that they rarely, if at all, used the TDSB assessment tools. (See Figure 8.)

Figure 8. Teachers' Assessment Practices



When asked for greater detail about their assessment tools, TDSB French teachers reported using a variety of assessment tools in their classrooms. Primarily, they mentioned using the following assessment techniques: observation and conversations, anecdotal notes, checklists, and a variety of student assignments and activities (e.g., presentations, projects, writing/speaking/listening, French-rich tasks, and self-assessments). They rarely mentioned using board-wide standard assessments and diagnostics, but some staff noted that this would be helpful. Although there was little mention of using external assessment tools, a few said they used duolingo, Info-Jeunes, and the AIM CEFR assessment manual. Staff noted they would value time with colleagues to generate co-created assessment rubrics. Several comments suggested that increased support through learning coaches would be valuable.

Qualitative Findings, Assessment Practices: Stakeholder challenges and suggestions

Across All Programs:

Several students, parents, and staff felt there was a lack of awareness of high-quality, formal French assessments. In general, teachers wanted more direction in terms of specific grade-level TDSB expectations for student learning in French Immersion and Extended French. All French teaching staff also noted an incomplete repertoire of consistent, high-quality, formal French assessments and suggested that options be investigated for common French assessment and evaluation tools that could be used across the system for Core/Extended French programs, including diagnostic tools to determine fluency and measure student progress at each grade level. Some French Immersion teachers noted a difference in the availability of assessment resources for their classes compared to the English classes. Core French teachers commented that it was difficult to evaluate all the strands (listening, speaking, reading, and writing) in the French curriculum.

Parents wanted a clearer understanding of how students were assessed before report cards came out; this would help them understand how their child was progressing in French. They also wanted more information on the overall quality of French programming in the TDSB.

B. Teachers' Professional Learning



French teachers would like more professional learning options and opportunities for collaborative activities like co-planning.

The French-teaching staff were asked details about their professional learning (PL) needs. They were asked to provide details on the opportunities they have for collaboration (Table 21), the PL opportunities they have attended and their subsequent impact (Table 22), what specific PL opportunities they have benefited from, and what PL opportunities they would like to see at the TDSB.

The most common form of collaboration between French teaching staff was to *exchange teaching materials with colleagues*. The least was to *observe other teachers' classes and provide feedback*.

Table 21. Opportunities for Teacher Collaboration

Forms of Teacher Collaboration	Never	Once a Year or Less	2–4 Times a Year	5–10 Times a Year	1–3 Times a Month	Once a Week or More
Teach jointly as a team in the same class (N = 615)	60%	15%	11%	4%	4%	6%
Observe other teachers' classes and provide feedback (N = 615)	61%	26%	9%	2%	1%	1%
Engage in joint activities across different classes and age groups (N = 613)	28%	24%	26%	9%	6%	7%
Exchange teaching materials with colleagues (N = 616)	7%	6%	15%	22%	25%	27%
Engage in discussions about student learning needs and the development of specific activities (N = 618)	6%	7%	13%	15%	24%	36%
Work with other teachers in my school to ensure common standards in evaluations for assessing student progress (N = 617)	17%	11%	23%	18%	16%	16%

In terms of professional learning, *workshops or other professional learning activities on French instruction provided by the TDSB* had both the highest level of attendance and the greatest impact for French-teaching staff.

Table 22. Impact of Professional Learning on French-Teaching Staff

Forms of Professional Learning	YES	IMPACT			
		No Impact	Slight Impact	Moderate Impact	Great impact
Received support from TDSB Learning Network Coaches (N = 588, 328)	36%	32%	27%	30%	11%
Workshops or other professional learning activities on French instruction provided by the TDSB (N = 585, 340)	42%	26%	29%	31%	15%
Workshops or other professional learning activities on French instruction from an external agency (N = 590, 220)	16%	46%	13%	22%	19%
Workshops or other professional learning activities on French instruction from a post-secondary institution (N = 587, 195)	10%	58%	12%	16%	13%

Qualitative Findings, Professional Learning: Opportunities, Stakeholder Challenges and Suggestions

Professional learning opportunities teachers have benefited from

TDSB French teachers reported on a variety of PL sessions they attended and benefited from. A strong desire for collaboration wove through many of the comments. Staff appreciated time to collaborate with senior teachers, work with TDSB learning coaches, visit demonstration classrooms, shadow other teachers, and attend workshops that have a networking and/or discussion component.

Staff commented on specific PL sessions or topics they benefited from, including assessment and evaluation (e.g., Alpha-Jeune, Trousse diagnostique, and moderated marking); assistive technology; supports for beginning teachers; French AQ courses; instructional and subject-specific approaches (e.g., Guided Reading, modelling, math, FSL, Common European Framework of Reference, and DELF); workshops or conferences presented by associations such as OMLTA and Ontario Teachers Federation, and special education.

Staff also noted that they did not always have the option to invest personal time for professional growth through PL because of time-tabling, limited French PD opportunities, relevance of available courses, and not being aware of opportunities.

Professional learning opportunities teachers would like TDSB to provide

Collaboration opportunities continue to be an important professional learning tool, and staff wanted more of these (e.g., demonstration classrooms, co-planning/co-teaching, shadowing, networking, conferencing with other French teachers, and working with learning coaches.)

French-teaching staff commented on the following specific PL opportunities they would like to see happen at the TDSB:

- Assessment, evaluation, and diagnostic tools (e.g., trousse d'évaluation)
- Information about French resources and available language learning or assistive technology (what is out there, where to find it, how to use it, etc.)
- Literacy instruction

- Instructional approaches specific to the different French programs
- Resources specific to the different French programs (age, level, and culturally appropriate resources)
- Supports for English-language learners and special education needs students
- Transition planning between elementary and secondary

Across all FSL programs:

In general, all French teachers wanted more release time for opportunities to co-plan, collaborate, and share best practices and resources with each other, and also opportunities to engage in professional learning. Teachers wanted collaboration both within and between French programs. Some teachers mentioned that professional learning opportunities were difficult to access because there were limited options in French and often only a small number of participants were able to attend. French teachers wanted professional learning related to teaching French, but also broader professional learning in areas such as special education, assessment and evaluation, and classroom management. Many French teachers talked about feeling isolated and said they felt better supported when the TDSB had instructional leaders rather than coaches who may or may not speak French. Both parents and staff suggested more funding be allocated for professional learning and instructional leaders.

Other French Programming Concerns: French Immersion and Extended French Only



Most parents found the online application process for intensive French programs easy to use.



Less than 1/3 of parents were satisfied with their child care options.



Less than 1/3 of parents were satisfied with their transportation options.

A. Application Process

Approximately two-thirds of parents agreed/strongly agreed that the French program application process was easy to navigate (French Immersion—68%, Extended French—61%). (See Table 23.)

B. Child Care

Less than one-third of parents agreed/strongly agreed that the child care options at their French Immersion and Extended French program sites were satisfactory for them (French Immersion—28% and Extended French—11%). A small number of parents made use of the child care options at their home school, not at their French site (French Immersion—12% and Extended French—10%). (See Table 23.)

C. Transportation

Less than one-third of parents were satisfied with the transportation available for Extended French and French Immersion students (French Immersion—29% and Extended French—22%). (See Table 23.)

Table 23. Application Process, Child Care, and Transportation

Program Concerns (Percent of agree and strongly agree)	French Immersion	Extended French
The application process into TDSB's French Immersion/Extended programs is easy to navigate.	68% (N = 1,108)	61% (N = 272)
I am satisfied with child care available for students at French Immersion/Extended program sites.	28% (N = 1,094)	11% (N = 266)
I make use of child care for my child/children at their home school, not at their French Immersion/Extended school site.	12% (N = 1,066)	10% (N = 262)
I am satisfied with the transportation available for French Immersion/Extended students.	29% (N = 1,097)	22% (N = 269)

Qualitative Findings, Other French Programming Concerns: Stakeholder Challenges and Suggestions

Application process:

Some parents felt that the lottery system (where applicable) was unfair and not transparent. They wanted more information on how students were assigned to French programs and the selection criteria for how schools were chosen when a new French program was to be opened. As well, some parents whose children entered the TDSB from other boards or countries felt that the strict application timelines and entry points made it difficult to access French programming if they were unfamiliar with the system or arrived in older grades. Parents wanted a faster enrolment process that would allow them to make family decisions, such as where to buy a home, and they also wanted the catchment requirements for enrolling in French Immersion or Extended French programs to be discontinued.

Child care:

Some parents found it difficult to access child care options and cited this either as a contributing factor for leaving an intensive French program, or as an impediment to joining these programs in the first place. Parents also raised issues such as long waitlists and limited spaces in daycare, as well as a lack of before- and after-school child care at home schools.

A major concern for parents who wanted their child to join French Immersion at the SK entry point was the need to change schools after JK, which in turn impacted child care. In general, both the logistics of arranging child care and transportation concerns were noted by many parents as barriers to being part of Immersion or Extended programs. Many parents wanted access to before- and after-school care for their child that would still allow their child to be part of a French program and could accommodate busing to and from the program.

Transportation:

Students who did not live close to their French program made several comments about their commute to school. Those who had to take transit to school were unhappy that bus arrivals were often inconsistent or late, which caused them to be late to school or have to leave school early and thereby miss out on afterschool activities. As well, some students reported feeling unsafe on the TTC, and many had long commutes to and from school. Many students felt that the cost of taking TTC every day was quite expensive and should be subsidized by the board. It is unknown whether these students are optional-attendance (students out of their home school boundary students, or live within the school zone).

Teachers indicated that many parents resist putting their young children on buses to travel long distances to French programs. Parents echoed this and expressed concerns about safety. They suggested that buses be monitored to prevent bullying. Many were unhappy with the distance their child had to travel to be in an Immersion or Extended program. This problem was accentuated when students had to transition from elementary to middle or middle to high school, as there are fewer program locations in the older grades. Parents had similar complaints as the older students concerning the bus system, specifically that pick-up locations were not always convenient, and busses were unpredictable and caused disruption in children's learning because of late arrivals or having to leave early. This was often cited as a reason for students leaving French programs or being unable to join in the first place. Several parents suggested streamlining bus routes or implementing door-to-door busing, similar to what is offered in other boards, as well as reviewing the distance requirements associated with eligibility for various transportation options.



Part IV: Demographics, Learning Outcomes, & Retention in FSL Programs

PART IV: DEMOGRAPHICS, LEARNING OUTCOMES, AND RETENTION IN FSL PROGRAMS

This part of the report addresses the characteristics of students in the French Immersion and Extended French programs, as compared to overall trends in the TDSB. First, student characteristics based on demographic information are analyzed to measure how students with certain backgrounds (e.g., gender, special education needs, socio-economic status) are represented across the programs, compared to proportions within the TDSB overall. Second, student learning outcomes, as measured by student achievement and student engagement, are compared across programs. Third, enrolment and retention in French Immersion and Extended French programs are reported, describing the trend of increased enrolment and retention from 2002–03 to 2017–18.

The first two sections—Student Demographics and Student Achievement—primarily utilize descriptive statistics collected from two rich-data sources: (1) the TDSB’s School Information Systems (SIS, and (2) data collected from EQAO assessments. These data sources are a culmination of three academic years: 2016–17, 2011–12 and 2006–07. These descriptive statistics are furthermore broken down into age brackets: (1) kindergarten to Grade 6 (K–6), (2) Grade 7 to Grade 8 (7–8), and (3) Grade 9 to Grade 12 (9–12). The third section, Student Engagement, reports enrolment and retention data measured across every academic year from 2002–03 to 2017–18.

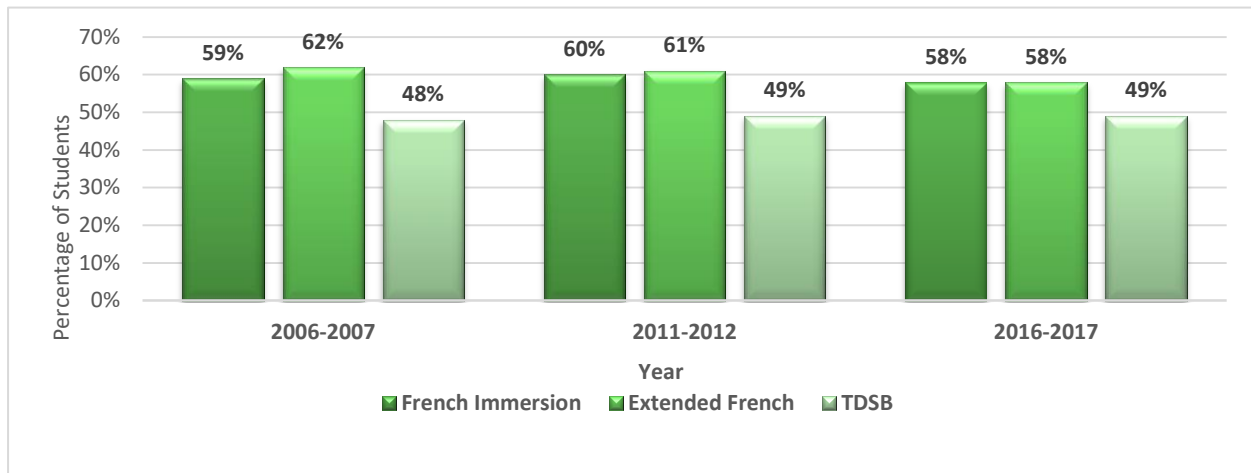
Student Demographics: Gender, Language, Country of Birth, Special Education Needs

Table 1A and 1B (Appendix C) depict the percentage of students enrolled in the French Immersion and Extended French programs, as organized by key demographic characteristics. General TDSB demographic characteristics are also included for baseline comparisons. Cross-sectional data was collected from three cohorts of students (2006–07, 2011–12, and 2016–17) across 12 academic years.

Elementary Schools: Program-level Trends

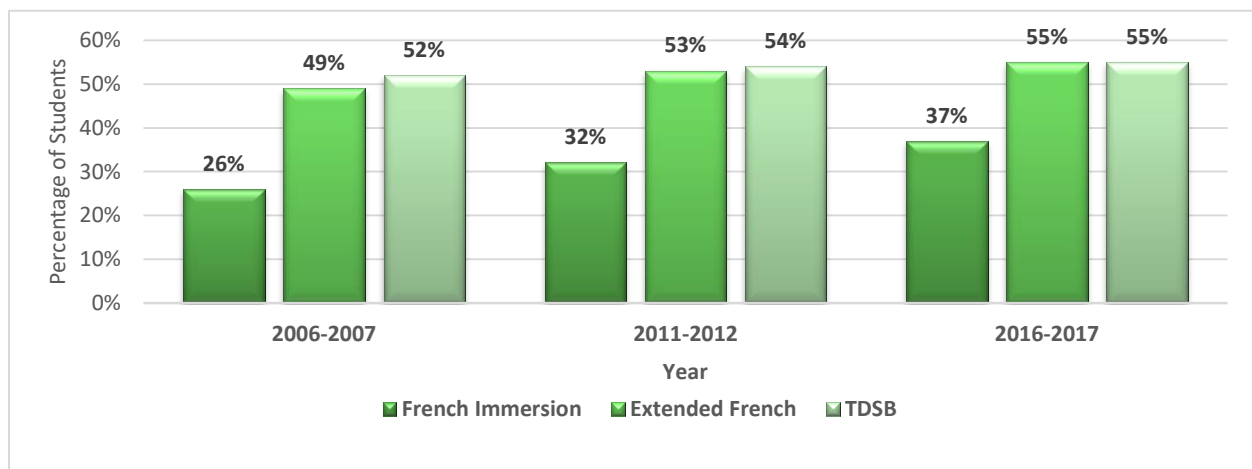
Results from 2016–17 administrative data reveal a tendency for slightly more female than male students to be enrolled in the French Immersion and Extended French programs, in comparison to the TDSB as a whole. For instance, in Grades K–6, female students composed 55% of the student population in both French Immersion and Extended French, in comparison to 48% of the TDSB’s overall student population. Comparison among the 2006–07, 2011–12, and 2016–17 cohorts suggests minimal variation in the female-to-male ratio across time. For instance, at the Grade 7–8 level, the percentages of female students only varied between 58% and 60% for French Immersion, and between 58% and 62% for Extended French enrolment across the three cohorts. (See Figure 9.)

Figure 9. Proportion of Grades 7–8 Female Students in Intensive French Programs



Students with a self-reported non-English home-language background tended to be underrepresented in the French Immersion program, whereas Extended French enrolment remained similar to, or slightly greater than, the overall TDSB demographics. For example, during 2016–17, Grades K–6 had a lower representation of students with a non-English home-language background in the French Immersion program (34%) than did the overall TDSB student population (53%), and both of these had lower enrolment than in the Extended French program (59%). Similar discrepancies between enrolment in French Immersion and the overall TDSB proportions of non-English home-language background were found in Grades 7–8, with lower rates in French Immersion (37%) than in the TDSB (55%) and the Extended French (55%) program. Comparisons between the 2006–07, 2011–12, and 2016–17 cohorts demonstrated that representation of students with a non-English home-language background either improved or remained stable across the different grade divisions. For example, in Grades 7–8 there was a slight increase in non-English home-language student representation in French Immersion from 2006–07 (26%) to 2011–12 (32%) and 2016–17 (37%). In contrast, there was minimal change in Grade K–6 enrolment in Extended French of non-English home-language students from 2006–07 (59%) to 2011–12 (60%) and 2016–17 (59%). (See Figure 10.)

Figure 10. Grades 7–8 Students Speaking a Language Other Than English at Home

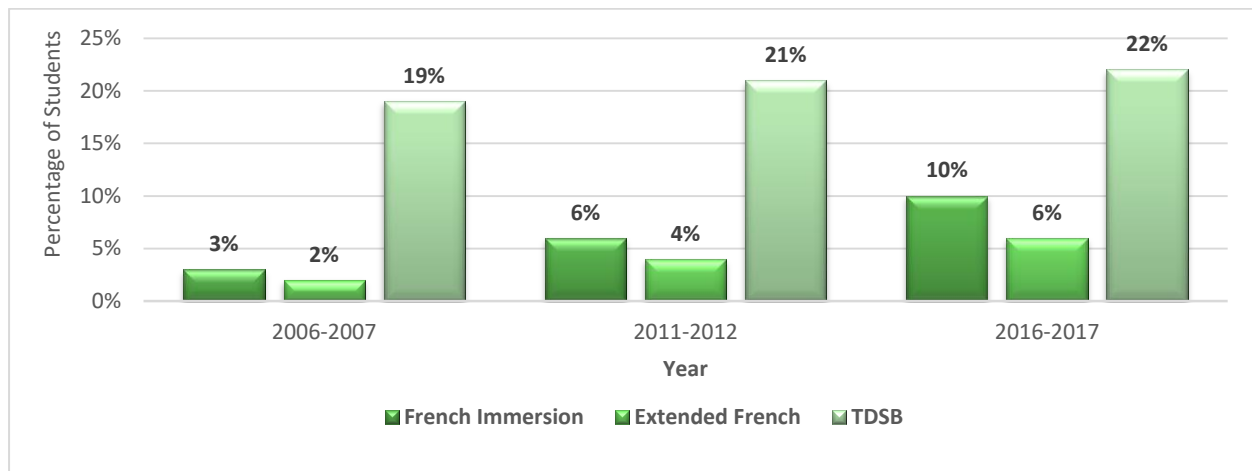


Corresponding to the data analysis of language background, there tended to be fewer students born outside Canada enrolled in French Immersion, compared to those in Extended French and to the TDSB as a whole. In 2016–17, for instance, 6% of students in the K–6 French Immersion program were born outside of Canada, compared to the 20% and 19% enrolment rate in Extended French and the TDSB, respectively. Cross-sectional comparisons on the birth country of Grade 7–8 students reveal a slight decrease over time in the representation of students born outside Canada in the Extended French program, but minimal difference in the French Immersion program across the three cohorts.

Students who arrived in Canada in the past one to three years tended to be underrepresented within the French Immersion and Extended French programs in 2016–17. At the Grade 7–8 level, the recently arriving students represent 7% of the students in the TDSB, yet only 1% of the students in French Immersion and Extended French. In contrast, students who arrived in Canada in the past four to five years tend to be better represented in FSL programs, particularly in Grade K–6 Extended French. Cross-sectional comparisons across the three academic years reveal only slight variance in the representation of recent arrivals over time.

In 2016–17, the proportions of students with special education needs were moderately smaller in the French Immersion and Extended French programs compared to the TDSB baseline. This discrepancy was slightly greater in Grades 7–8, where 10% of French Immersion, 6% of Extended French, and 22% of students in the overall TDSB have special education needs. The cross-sectional comparisons demonstrate improvements in the representation of students with special education needs over time for both grade divisions. Enrolment in Grade K–6 French Immersion increased from 2% to 6% to 8%, and that of Extended French also improved from 2% to 4% to 6%, across the 2006–07, 2011–12, and 2016–17 academic years. (See Figure 11.)

Figure 11. Grades 7–8 Students with Special Education Needs



Secondary Schools: Program-level Trends

The gender data for 2016–17 from students in Grades 9–12 demonstrated similar trends as that of students in elementary school: specifically, that female students were slightly overrepresented in FSL programs. To exemplify, at the high-school level, 58% of French Immersion students and 61% of Extended French students were female, which stands in contrast to the 48% of female students present in the TDSB overall. Across the three time periods, the percentage of female students in the Grade 9–12 cohorts varied only by 3% in the French Immersion program and 2% in the Extended French program. Thus, the gender differences have remained fairly stable over time. (See Figure 12.)

Secondary-school data involving student language background showed an underrepresentation of students with a non-English home-language background in French Immersion, which corresponds to the elementary-school findings. For instance, 35% of the French Immersion students reported a non-English home-language background, in comparison to Extended French (53%) and the TDSB in general (57%). Cross-sectional comparisons among the 2006–07, 2011–12, and 2016–17 academic years showed a slight improvement in the discrepancy between levels of enrolment in FSL and in the TDSB overall regarding student language background, especially among French Immersion students.

Students with a non-Canada birth country were underrepresented in the French Immersion (10%) and Extended French (21%) programs, in comparison to the TDSB baseline (33%). Of note, these discrepancies were larger in Grades 9–12 than the underrepresentation noted at elementary-school level. Comparisons across academic years suggest minimal variation between 2011–12 and 2016–17, but an improvement between 2006–07 and 2016–17, regarding the representation of students with a non-Canada birth country.

In Grades 9–12, students who arrived in Canada recently tended to be underrepresented in both FSL programs. For instance, students who arrived in the last one to three years compose 1% of the population in French Immersion and Extended French, but 10% in the TDSB as a whole. In contrast, there were minimal differences in the enrolment of students who arrived in the past four to five years (e.g., 1%, 4%, and 4% for the French Immersion, Extended French, and TDSB proportions, respectively, at the Grade 9–12 level). Students with special education needs also showed decreased enrolment in the French Immersion (7%) and Extended French (4%) programs, compared to the TDSB baseline (20%). Cross-sectional comparisons of recent arrivals and students with special education needs in the three academic years suggest only slight changes in student representation across time.

Figure 12. Grades 9–12 Female Students

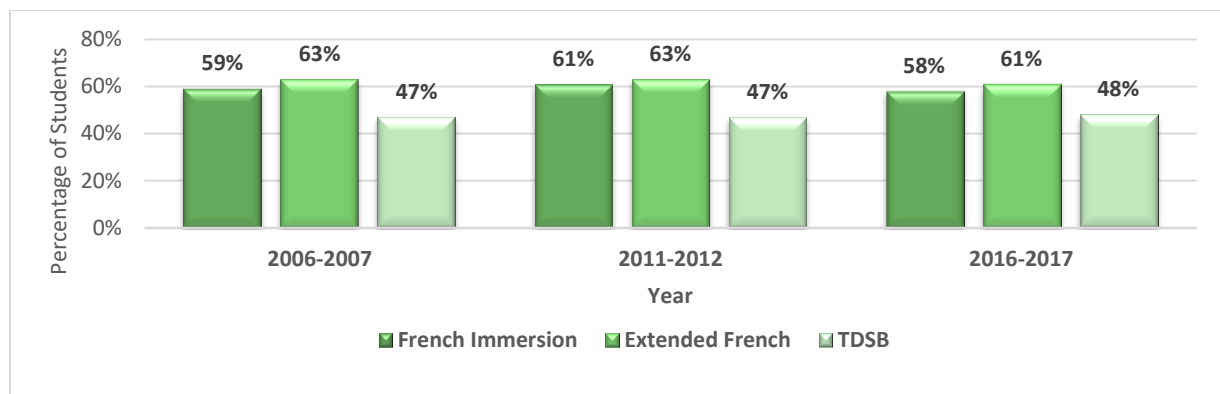
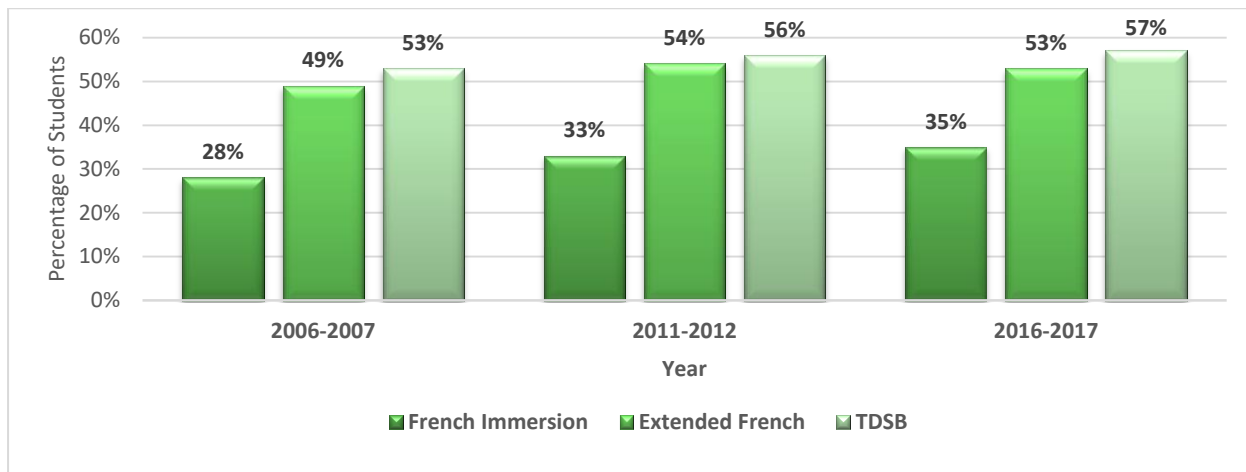


Figure 13. English-Language Learners in Grades 9-12



Student Demographics: Racial Background

Table C3 and C4 (Appendix C) depict the self-reported ethno-racial distribution in the French Immersion and Extended French programs compared to the TDSB baseline across three academic years: 2006–07, 2011–12, and 2016–17. Table C3 (Appendix C) groups the grade clusters of Grades K–6 and 7–8, and Table C4 (Appendix C) describes Grades 9–12.

Elementary Schools: Program-level Trends

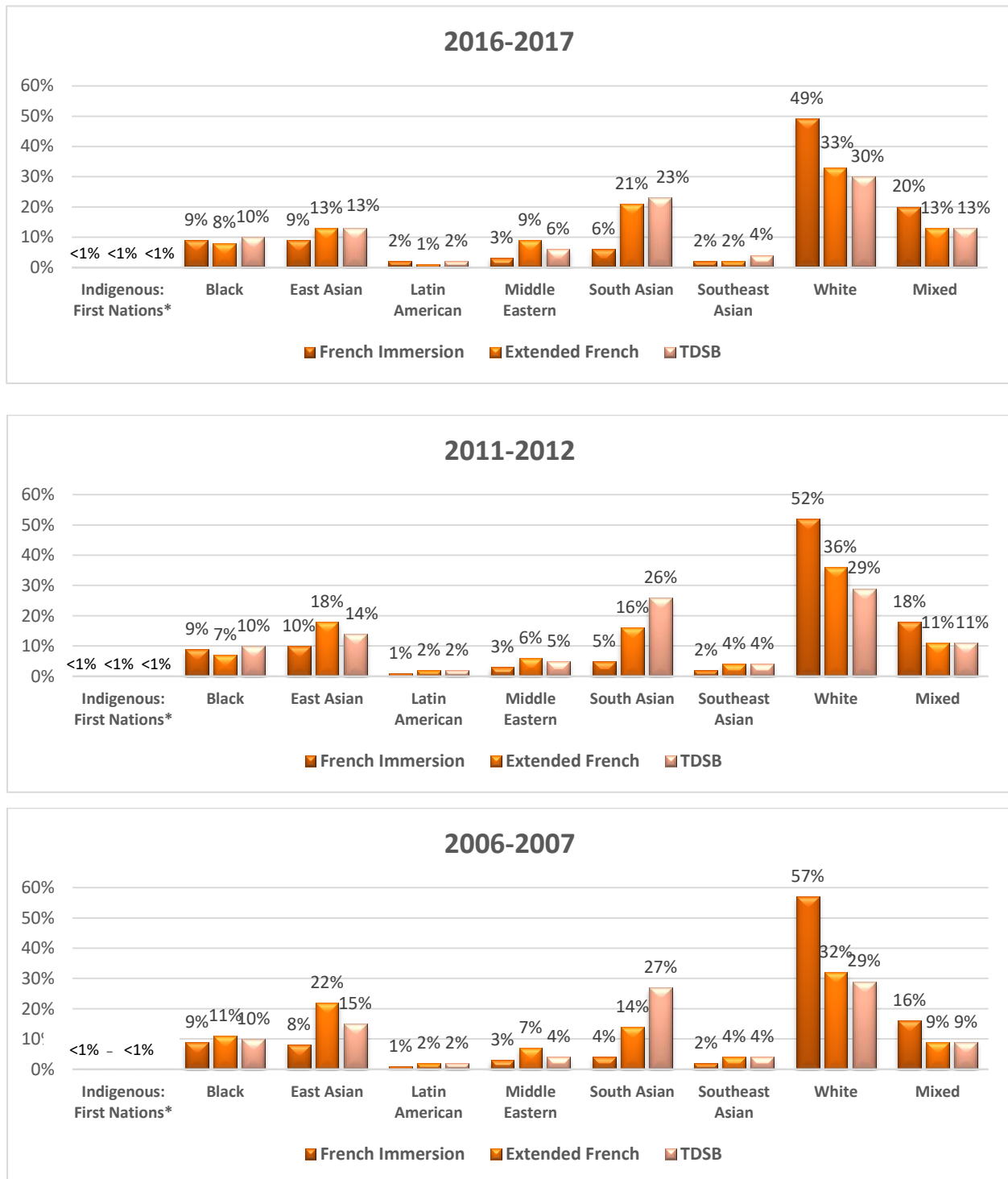
The 2016–17 data suggest an overrepresentation of self-reported White students in French Immersion across both grade panels. In Grades K–6, for example, there are more White students in French Immersion (49%) than in the Extended French (33%) and the TDSB in general (30%). A comparison of the proportion of White students across the three academic years (2006–07, 2011–12, and 2016–17) suggest a slight decrease in their overrepresentation in French Immersion; this is more noticeable in Grades K–6, where the 2006–07 discrepancy (57% versus 29%) has slightly improved in 2011–12 (52% versus 29%), which has slightly improved again in 2016–17 (49% versus 30%).

Relative to their overall population in the TDSB, there are some groups who are overrepresented or underrepresented in the 2016–17 FSL programs. Most notably, students with a South Asian racial background are underrepresented in French Immersion in both Grades K–6 (6% versus 23%) and Grades 7–8 (6% versus 22%) compared to the TDSB baseline. In contrast, students with Mixed racial backgrounds are slightly overrepresented in French Immersion at both the Grade K–6 (20% versus 13%) and Grade 7–8 (20% versus 12%) level. Cross-sectional comparisons suggest both of these patterns have been relatively stable over time. For example, the underrepresentation of students with a South Asian background in Grades 7–8 is similar in 2006–07 (3% versus 21%), 2011–12 (4% versus 24%), and 2016–17 (6% versus 22%).

There are also some slight, but noteworthy, program enrolment differences for students with particular racial backgrounds. In Grades 7–8, Black students have a slight underrepresentation in Extended French (6%), compared to the TDSB baseline (13%); this discrepancy is less pronounced in Grades K–6, however. Likewise, in Grades K–6, students with an East Asian background are underrepresented in French Immersion (9%), compared to the TDSB as a whole (13%), though this discrepancy decreases in Grades 7–8.

There is also minimal variance in program enrolment for students with some racial backgrounds. Specifically, students with Indigenous, Latin American, and Southeast Asian racial backgrounds all have less than 3% difference between French Immersion, Extended French, and the TDSB baseline enrolment in both Grades K–6 and Grades 7–8. (See Figure 14.)

Figure 14. Racial Background of Students in Elementary School Intensive French Programs (2016–17, 2011-12, 2006-07)



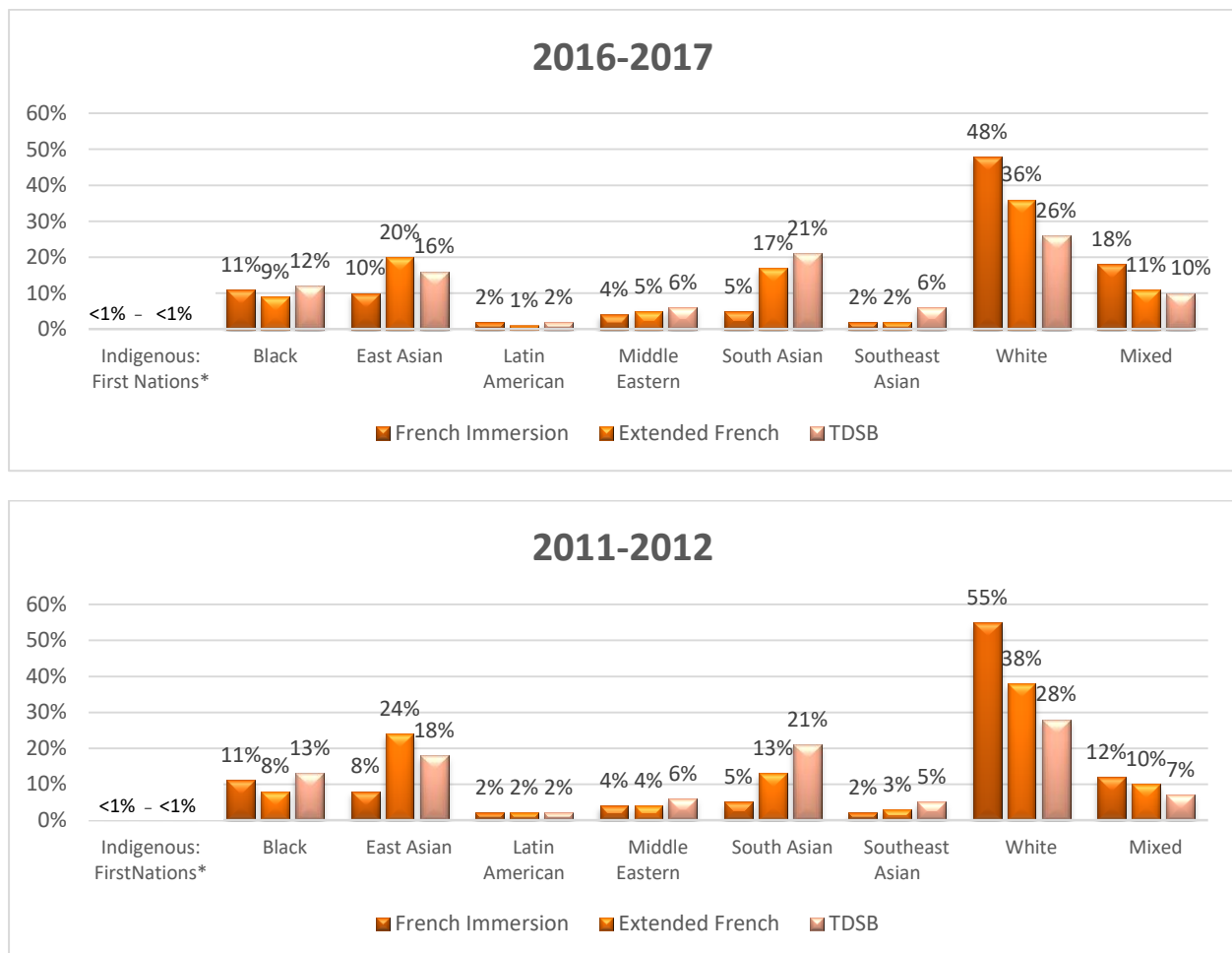
Note: For further details please see Appendix C; *Categorized as “Aboriginal” in 2006-07 and 2011-12. Categorized as “Indigenous: First Nations, Métis and/or Inuit” in 2016-17.

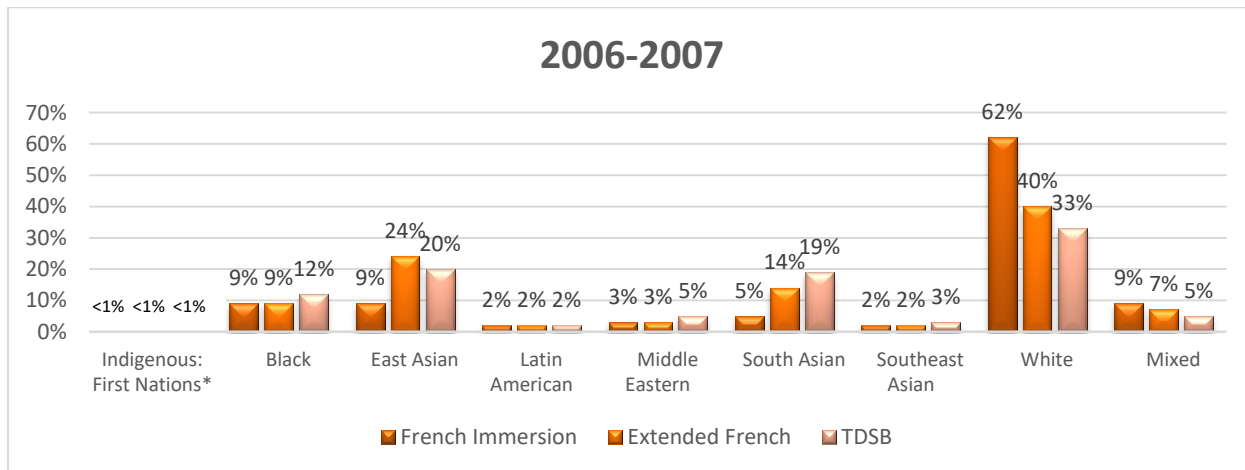
Secondary Schools: Program-level Trends

The 2016–17 high-school data regarding student ethno-racial distribution demonstrated both the overrepresentation and underrepresentation of students with particular racial backgrounds. For instance, White students were overrepresented in both the French Immersion (48%) and Extended French (36%) programs, in comparison to the TDSB baseline (26%). Students with Mixed racial backgrounds were likewise overrepresented in French Immersion (18%) but not in Extended French (11%), when compared to the TDSB proportions (10%). Although slightly underrepresented in French Immersion (10%), East Asian students were marginally overrepresented in the Extended French (20%) program, compared to the TDSB baseline (16%). The most notable underrepresentation occurred for South Asian students in the French Immersion program (5%), compared to the TDSB as a whole (21%). (See Figure 15.)

Cross-sectional comparisons over the years demonstrate a slight decrease in the overrepresentation of White students in French Immersion for Grades 9–12. The 2006–07 discrepancy between French Immersion and TDSB baseline (62% versus 33%) marginally decreased in 2011–12 (55% versus 28%), and slightly decreased again in 2016–17 (48% versus 26%). The representation of East Asian students in Extended French dropped between 2011–12 (24%) and 2016–17 (20%), whereas the proportions of South Asian students in Extended French increased between 2011–12 (13%) and 2016–17 (17%). The majority of other proportions remained stable across the three time periods. (See Figure 15.)

Figure 15. Racial Background of Students in Secondary School Intensive French Programs (2016–17, 2011–12, and 2006–07)





Note: For further details please see Table 2A and 2B (Appendix C); *Categorized as “Aboriginal” in 2006-07 and 2011-12. Categorized as “Indigenous: First Nations, Métis and/or Inuit” in 2016-17.

Student Demographics: Student Household Characteristics

Table C5 and C6 (Appendix C) highlight the percentage distribution of students enrolled in French Immersion, Extended French, and the TDSB as a whole, when grouped by household characteristics. Household characteristics include family socio-economic status (SES), family structure (i.e., two-parent, single mom, single dad, and other), parental education level, and parents’ place of birth. Students are grouped by Grades K–6 and Grades 7–8, as well as cross-sectionally across the years (2016–17, 2011–12, and 2006–07).

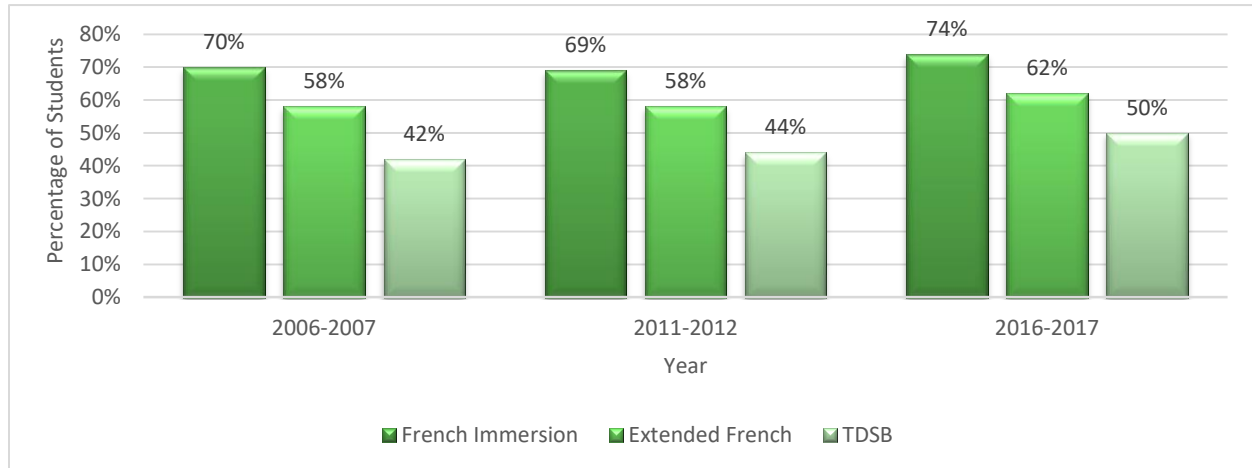
Elementary Schools: Program-level Trends

Family SES—the reported annual household income—tended to vary across programs in the 2016–2017 academic year. In the French program for both grade levels, there was an overrepresentation of students with a high family SES; this was less so in the Extended French program. In Grades K–6, for example, students whose family income was at the professional/senior management level (\$100,000+) had much higher representation in the French Immersion program (63%), in comparison to the Extended French (38%) and TDSB baseline (35%). In contrast, students with a family SES of the unskilled clerical/trades work (\$30,000–\$49,999) tended to be underrepresented in the French Immersion program (3%), compared to the Extended French (6%) and TDSB (10%) representation at the Grade 7–8 level. Students whose family SES is non-remunerative (less than \$30,000) tended to be underrepresented—especially in Grades K–6—in French Immersion (7%), as well as slightly underrepresented in Extended French (16%), compared to the TDSB baseline (23%).

Family structure showed some variation across programs in the 2016–17 academic year. In French Immersion at the Grade K–6 level there was a slight overrepresentation of students who live with both parents (90%), compared to those in the Extended French program (86%) and in the TDSB overall (84%). Similarly, at the Grade 7–8 level, there was a slight overrepresentation in both French Immersion (87%) and Extended French (87%), in comparison to the general TDSB (81%). Compared to TDSB norms, students living with only their mothers as caregivers were slightly underrepresented in French Immersion (9% versus 13%) at the Grade K–6 level and slightly underrepresented in Extended French (11% versus 15%) at the Grade 7–8 level.

In parallel with the discrepancies identified for family SES parental education level also tended to be disproportionate across the French programs. To illustrate, in Grades 7–8, students whose parents had at a university degree were overrepresented in French Immersion (74%) and Extended French (62%), in comparison to the TDSB baseline (50%). In contrast, students whose parents had an elementary or secondary school education or a college education tended to be underrepresented in the French Immersion program. (See Figure 16.)

Figure 16. University-level Education among Parents of Grades 7–8 Students



A comparison of FSL enrolment according to parents' country of birth demonstrated differences between programs that coincide with the findings for students' country of birth. Students whose parents were both born outside Canada were underrepresented in the French Immersion program, but adequately represented in Extended French. For this population, in Grades 7–8, the proportion of French Immersion enrolment (38%) was much lower than that of Extended French (62%) and the overall TDSB demographics (65%). Students whose parents were both born in Canada were overrepresented in the French Immersion program (44%), compared to the Extended French (24%) and TDSB baseline (27%) in Grades K–6, with a similar pattern in Grades 7–8. Similarly, students who had one parent born outside Canada and one parent born inside Canada were also slightly overrepresented in the French Immersion program (21%), compared to the general TDSB trends (13%) at the Grade K–6 level.

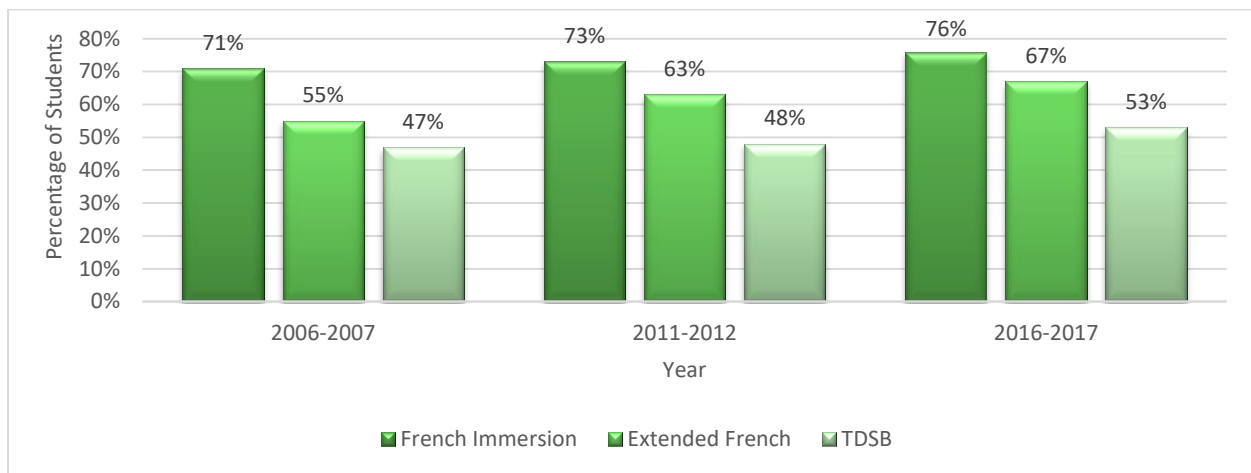
Secondary School: Program-level Trends

Findings shown in Table C6 (Appendix C) depict FSL program enrolment in Grades 9–12 according to student household characteristics. These results largely coincide with findings at the elementary school level. Students from families with a higher socio-economic status (professional/senior management) were overrepresented in French Immersion (50%) and Extended French (40%), compared to the TDSB as a whole (31%). In contrast, students from families with a lower SES were underrepresented, especially at the non-remunerative level.

Regarding family structure, students who live with both parents were slightly overrepresented in French Immersion (83%) and Extended French (86%), compared to the TDSB baseline (76%). Students living with only their mother were also underrepresented, especially in Extended French (12%), compared to the general TDSB proportions (17%). Students whose parents had a university education tended to be more prominent in French Immersion (76%) and Extended French (67%), in comparison to the TDSB (53%). In contrast, other levels of education (e.g., college, elementary/secondary school) tended to be slightly underrepresented in French Immersion and Extended French programs. (See Figure 17.)

When grouped by parents' country of birth, students whose parents were both born in Canada and students who had one parent born in Canada were overrepresented in French Immersion and Extended French programs. In contrast, students whose parents were both born outside Canada were underrepresented in the French Immersion (43%) and Extended French (63%) in comparison to the general TDSB proportions (69%). Cross-sectional comparisons across the 2006–07, 2011–12, and 2016–17 academic years revealed minimal changes in the proportions of parental country of birth.

Figure 17. University-level Education among Parents of Grades 9–12 Students



Student Achievement

Elementary Schools: Program-level Trends

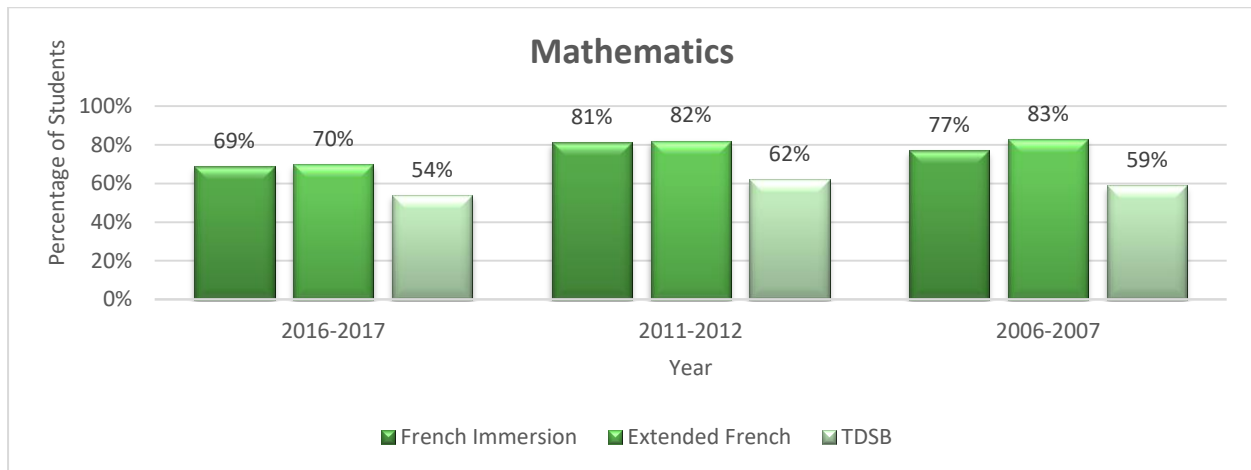
The tables to follow (as well as in Appendix D) display the achievement characteristics for student in relation to student outcomes (reading, writing, and mathematics, respectively) as reported in both the Education Quality and Accountability Office (EQAO) assessments as well as provincial report cards. The EQAO assessments are collected in Grades 3 and 6, while the provincial report cards are reported through Grades K–8. These data, collected over three time points (2016–17, 2011–12, and 2006–07), contribute to the evolving body of evidence that evaluates the efficacy and success of the TDSB's FSL programs. Both the report cards and the EQAO assessments display the results in terms of the proportion of students achieving at the provincial standard (Level 3 and 4).

This comparative analysis clearly demonstrates that FSL programs are highly effective in ensuring academic success in all three major streams of the Ontario curriculum. The data for Grade 6—which can be considered the outcome year as it is the final year when data were gathered across all groups and assessments —shows particularly interesting results. The reading stream shows the highest proportion of success in the Extended French program (96% EQAO, 90% provincial); this is closely followed by the French Immersion program (94% EQAO, 81% provincial) and finally by the other programs (79% EQAO, 73% provincial). Comparison of these achievement rates against the TDSB average (81% EQAO, 75% provincial) confirms that students in the two FSL programs are achieving at demonstrably higher rate than their peers. This trend is consistent across the streams of writing and mathematics; the sole exception is that French Immersion had a slightly higher achievement rate than Extended French on provincial reports in mathematics (87% and 86%, respectively). (See Figure 18.)

Furthermore, comparisons across the three time points (2006–07, 2011–12, and 2016–17) demonstrate steady improvement in TDSB overall achievement over the last 12 years. As an example, the reading outcomes in the EQAO data show a considerable increase (from 61% to 81%). While provincial data show less improvement over time (7% compared to 20% with EQAO), there is a substantial improvement. Furthermore, when comparing the TDSB to the rest of the province, there have been substantial gains. The Extended French program shows a similar improvement in the EQAO reading-stream data (from 89% to 96%) and in the provincial report card data (from 86% to 90%). The French Immersion program shows improvement in the reading stream of EQAO (from 84% to 94%) and minimal change in the provincial data (from 84% to 81%). These trends are mirrored or improved in the writing stream (French Immersion provincial data increase from 75% to 77%). In the mathematics stream however, the TDSB overall proportion in mathematics decreases on EQAO, but increases on the provincial data. The Extended French program and other programs decline across both EQAO and provincial data. Conversely, the French Immersion program follows the overall trend in terms of decreasing in the EQAO and increasing on the provincial data. (See Figure 18.)

Figure 18. Students at Levels 3 and 4 in Grade 6 EQAO Reading, Writing, and Mathematics





Elementary Schools: Learning Skills

Figures 17, 18, and 19 illustrate consistent patterns in the development of learning skills among elementary school children in French Immersion and Extended French programs. In Grades 1–3, before the Extended French program begins, French Immersion has a higher proportion of children who receive good or excellent on their learning skills across all skills. While the disparity between the two groups varies (between 5% and 8%), French Immersion has a higher proportion of students on of the higher end of the spectrum, as well as across every skill listed. (See Figure 19.)

In Grades 4–8, there is also a consistent pattern to the good/excellent learning skills. Across all grades and skills, the Extended French has the highest proportion of students in this upper range. The French Immersion program, while showing a lower level than Extended French, still shows consistently higher levels of learning skills than occurs in the TDSB overall. (See Figure 20 and Figure 21.)

Figure 19. Good or Excellent Learning Skills among Students in Grades 1–3 (2016–17)

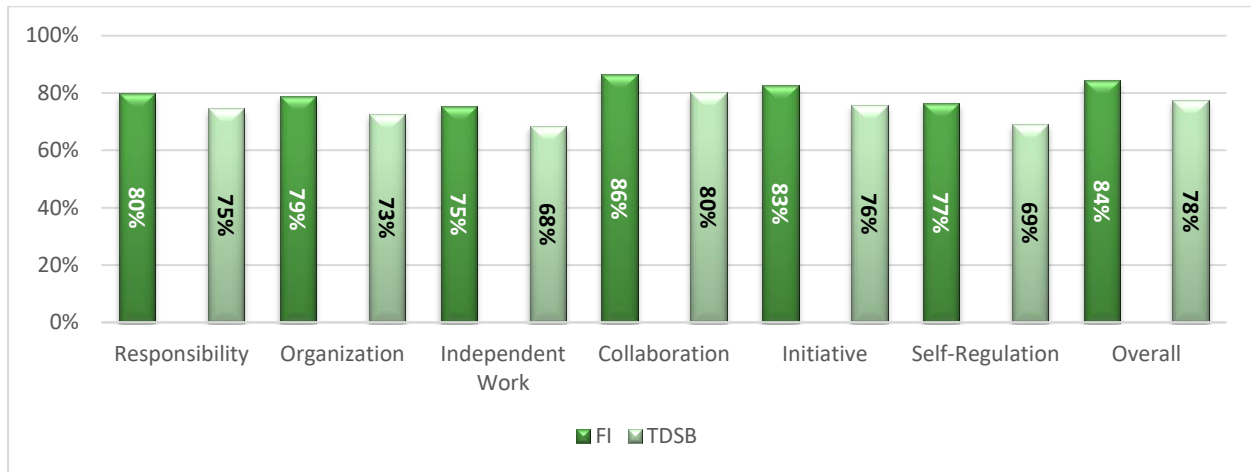


Figure 20. Good or Excellent Learning Skills among Students in Grades 4–6 (2016–17)

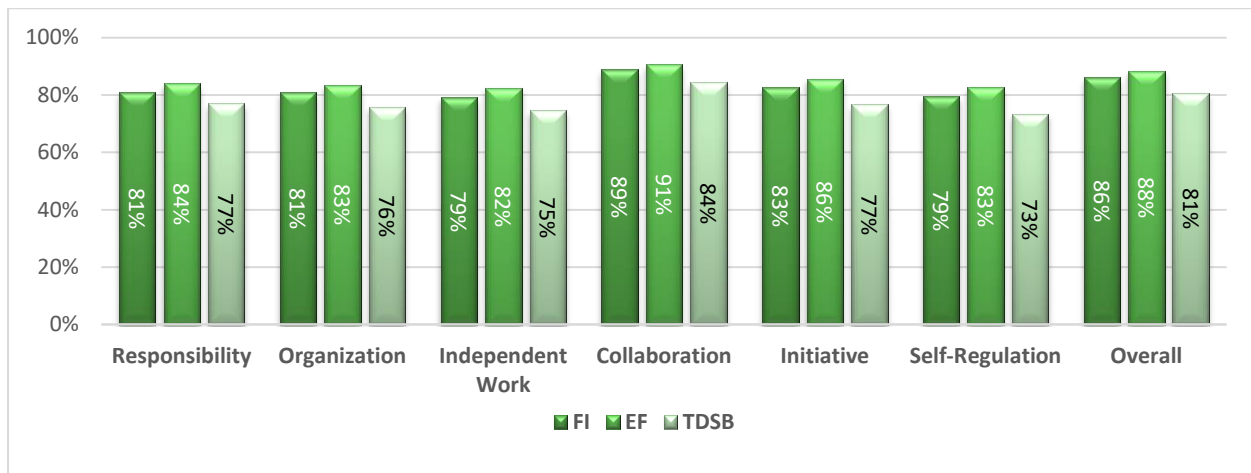
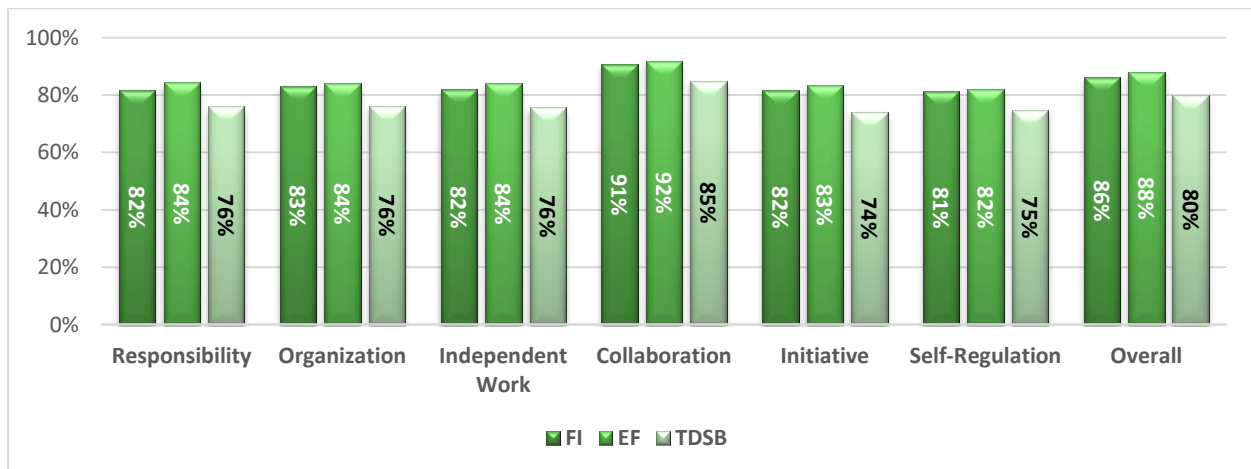


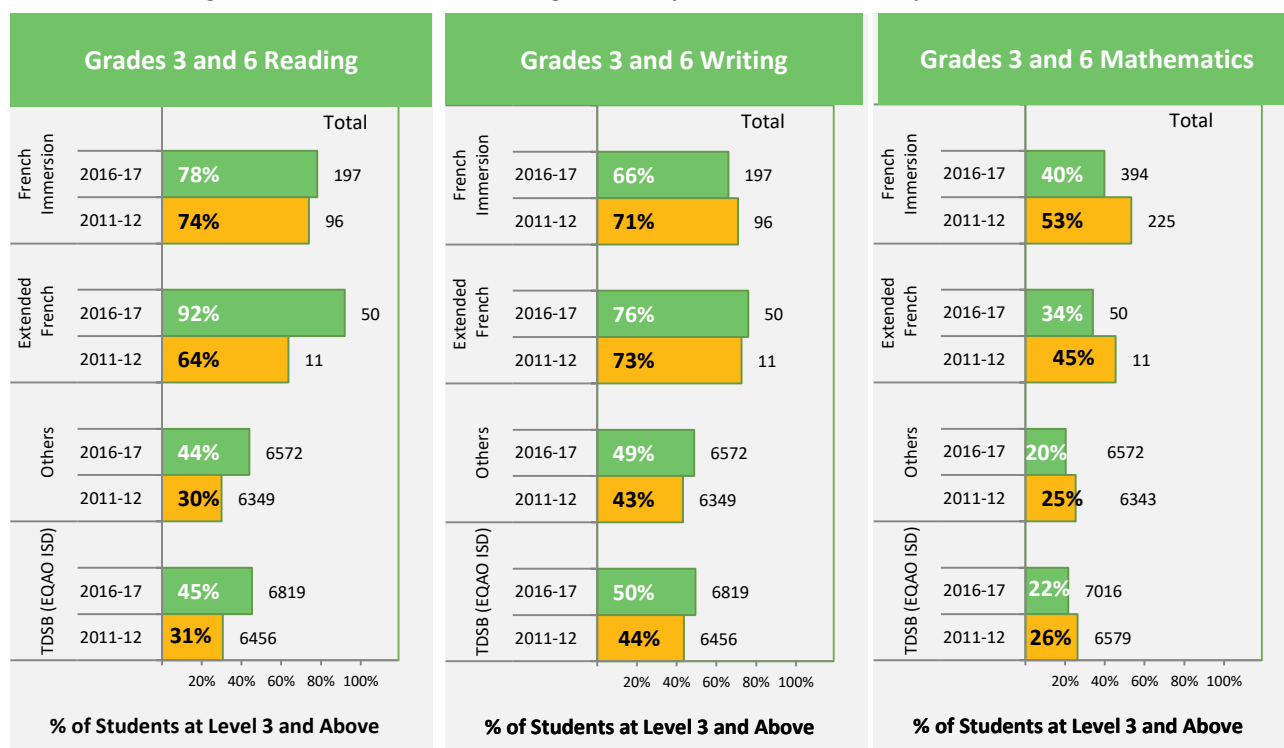
Figure 21. Good or Excellent Learning Skills among Students in Grades 7–8



Elementary Schools: Special Education Needs

Students with special education needs, excluding students in the gifted programs, are an area of focus for this analysis. Similar to the trends in the student achievement data, special needs students in Extended French programs are by far outperforming their peers in both reading (92% to 44%) and writing (76% to 49%), as shown in Figure 22. The sample size of the special needs students is small compared to the TDSB student population, but it is worth noting that the proportion of high-performing special needs students in Extended French is more than double the same proportion in other programs in reading (93% to 44%). Further, the French Immersion program closely follows the performance level in the Extended French program in reading (78%) and writing (66%), and this remains well above the overall average within the TDSB. The trend described for student achievement in mathematics (illustrated in Figure 16)—specifically, that scores for French Immersion (40%) are higher than those for Extended French (34%)—continues in regard to special education needs students. (See Figure 22.)

Figure 22. EQAO Achievement among Elementary School Students with Special Education Needs



Secondary Schools: Program-level Trends

The following Figures (also in Appendix D) displays the achievement characteristics for the secondary-school evaluative streams (literacy and mathematics, respectively) as reported in the EQAO assessments and the provincially mandated literacy assessment. The EQAO assessments are collected in Grade 9, whereas the provincial literacy assessment is administered in Grade 10. These data, collected over three time points (2006–07, 2011–12 and 2016–17), contribute to an evolving body of evidence that evaluates the efficacy and success of the TDSB’s FSL programs. For both the provincial literacy assessment and EQAO assessment, the results are displayed as the proportion of students achieving at the provincial standard (Level 3/4).

Contrary to the trends at the elementary school level, at this level the Extended French program has the highest proportion of achievement at both the academic (88%) and at the applied (61%) level. This is closely followed by the French Immersion program, with 82% at the academic level and 48% at the applied level. This is a notable difference from the TDSB levels—academic (80%) and applied (28%). Longitudinal data show improvement throughout the past 12 years in both the FSL programs as well as in the TDSB overall. For the provincially mandated literacy test, the Extended French program remains slightly ahead (97%) of the French Immersion program (95%), and both are substantially above the TDSB overall proportion (81%). Contrary to the mathematics EQAO data, these proportions have remained relatively stable over time. (See Figures 23, 24, and 25.)

Figure 23. Proportion of Students at Levels 3 and 4 in Grade 9 Academic Mathematics EQAO Assessments

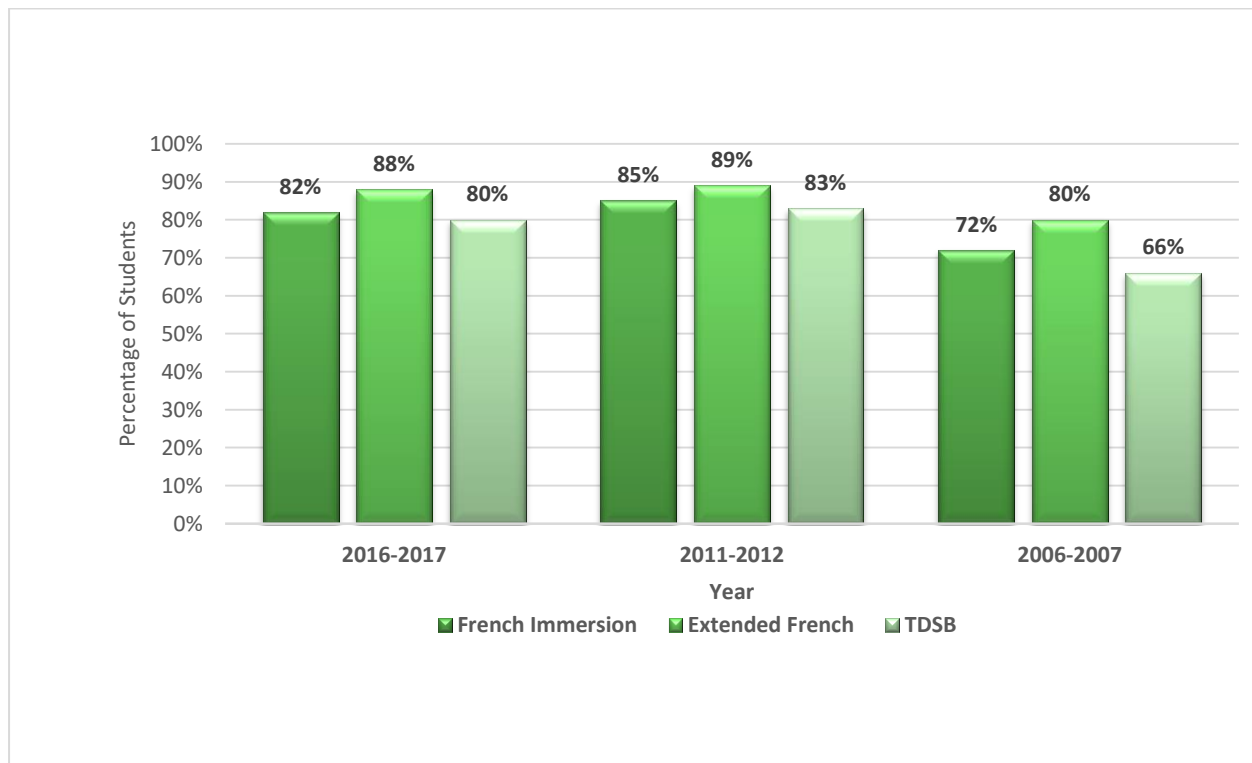


Figure 24. Proportion of Students at Levels 3 and 4 in Grade 9 Applied Mathematics EQAO Assessments

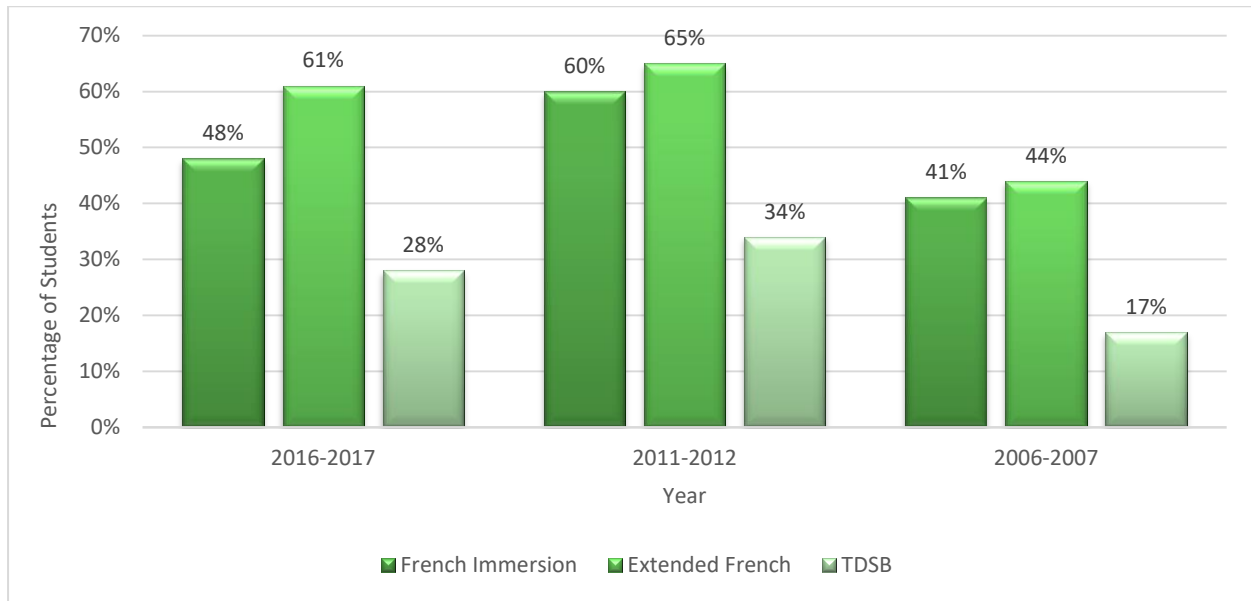
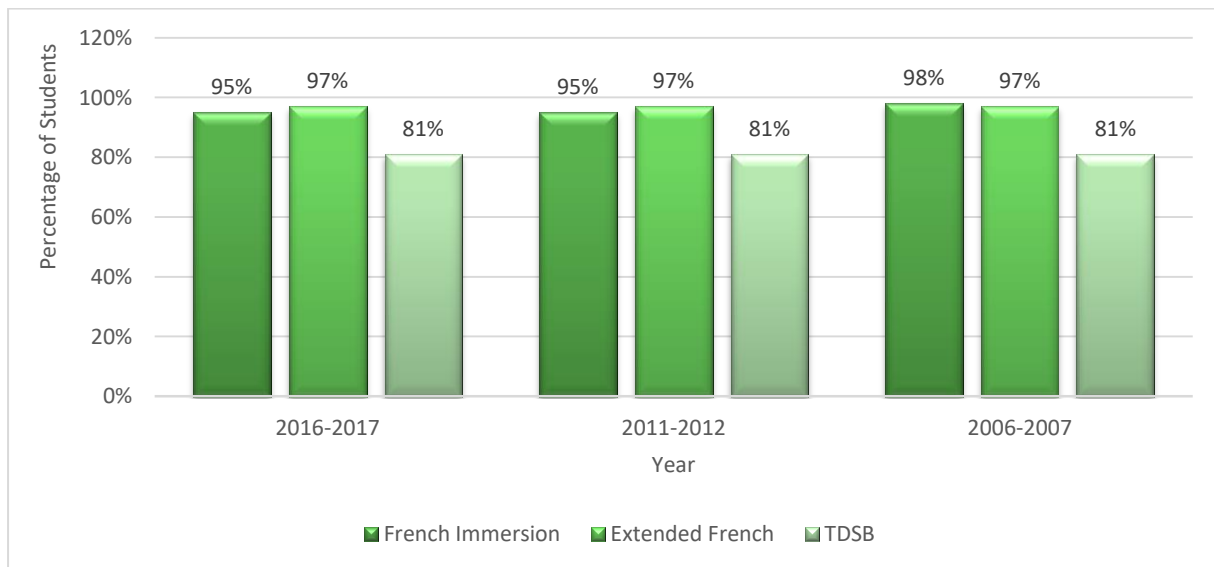


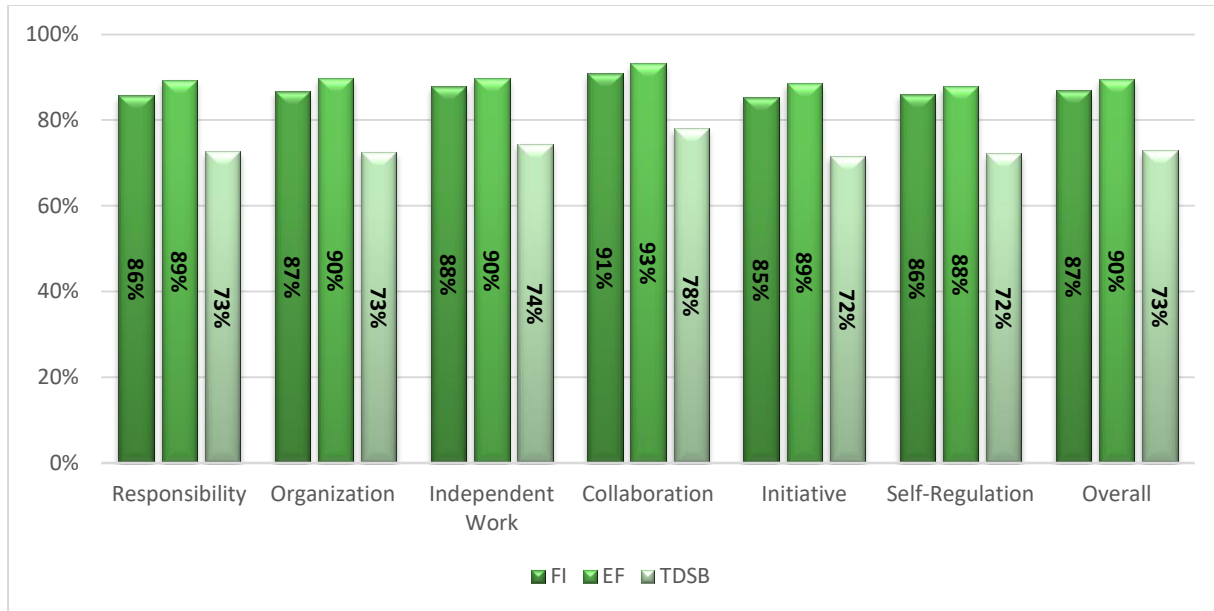
Figure 25. Proportion of Students Successful in Grade 10 OSSLT



Secondary Schools: Learning Skills

Similar to patterns of achievement at the elementary school level, achievement differences continue in secondary schools. Consistently, the Extended French program has the highest proportion of students who achieve *good* or *excellent* on their learning skills. This is closely followed by the French Immersion program, which achieves high learning skills more commonly than the overall TDSB population. The difference between the Extended French program and the general TDSB program is between 15% and 17%. (See Figure 26.)

Figure 26. Good or Excellent Learning Skills among Secondary School Students (2016–17)

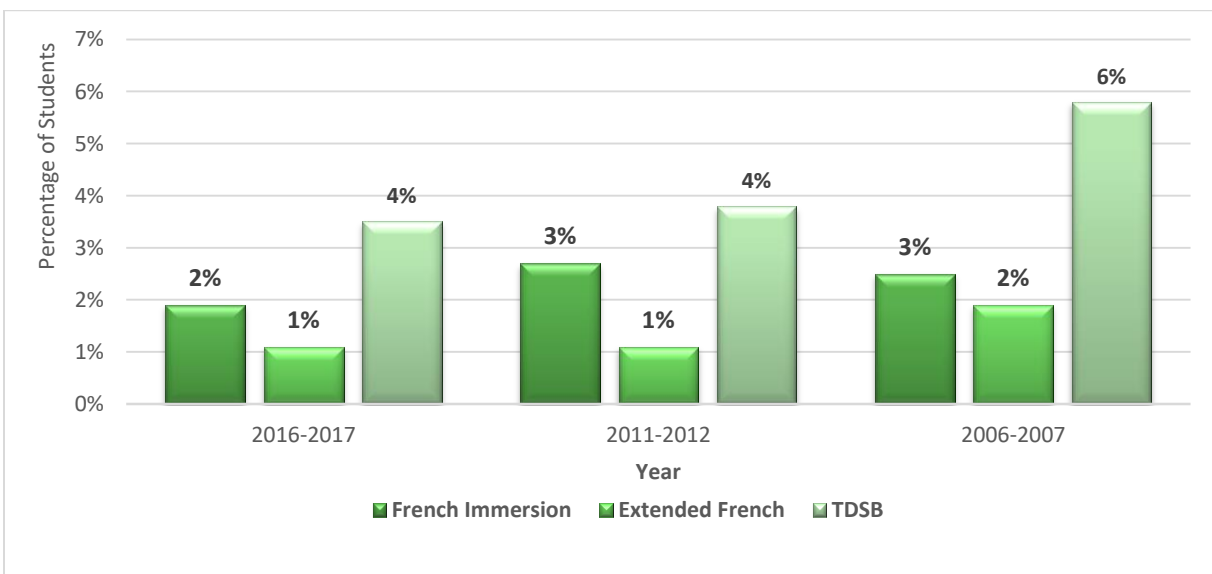


Student Engagement

Student engagement was evaluated using program-wide data. Students in the French Immersion and Extended French programs were compared on levels of school engagement, as measured by rates of absenteeism, suspension, and mobility in Grades K–12.

The figures below (also in Appendix D) show the disparity between the TDSB and FSL programs in the areas of suspension, absenteeism, and mobility. Although the differences in percentage remained small, students in FSL programs consistently had lower levels on all three measures, compared to the average TDSB rates. For example, in Grades 9–12, the absenteeism rates were slightly lower in French Immersion (6.5%) and Extended French (5.2%), compared to the TDSB overall (8.4%). In general, mostly in Grades 9–12, both programs demonstrated a slight decrease in suspension and mobility rates across the three academic years measured. As an example, suspension rates in Grades 9–12, decreased in the French Immersion program (3.5% to 1.9%), the Extended French program (1.9% to 1.1%), and in the TDSB overall trend (5.8% to 3.5%). This trend of decline for all three cohorts was mirrored in the mobility rates. (See Figure 27.)

Figure 27. Rate of Student Suspension among FSL Secondary School Students

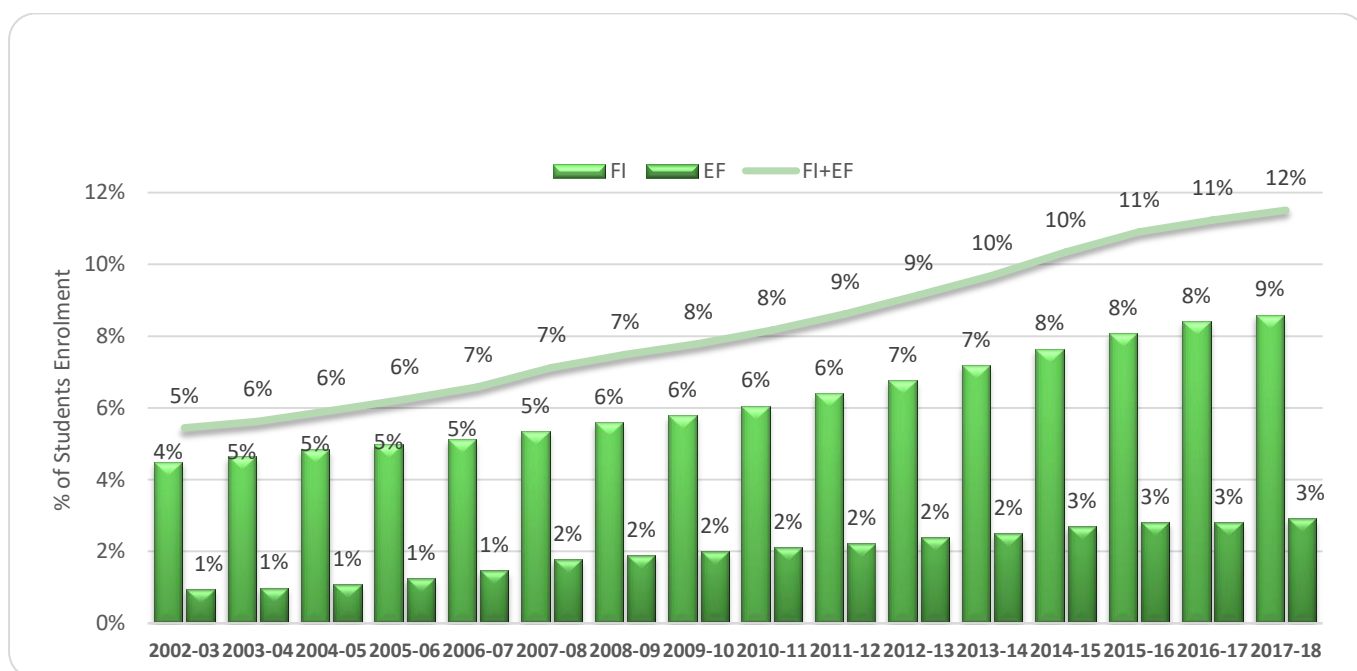


FSL Program Enrolment Trends

Combined French Immersion and Extended French Enrolment Trends

An overall measure of FSL enrolment was derived from the combined enrolment of students in French programs (from junior kindergarten to Grade 12) during every academic year from 2002–03 to 2017–18. A comparison of the percentage of enrolment in FSL over the 16 academic years revealed significant trends. The overall trend shows prominent growth in percentage of enrolment in the French Immersion (4% to 9%) and Extended French (1% to 3%) programs from 2002–03 to 2017–18, as a proportion of the overall TSDB enrolment. (See Figure 28.)

Figure 28. Overall Student Enrolment in French Immersion and Extended French Programs Over Time

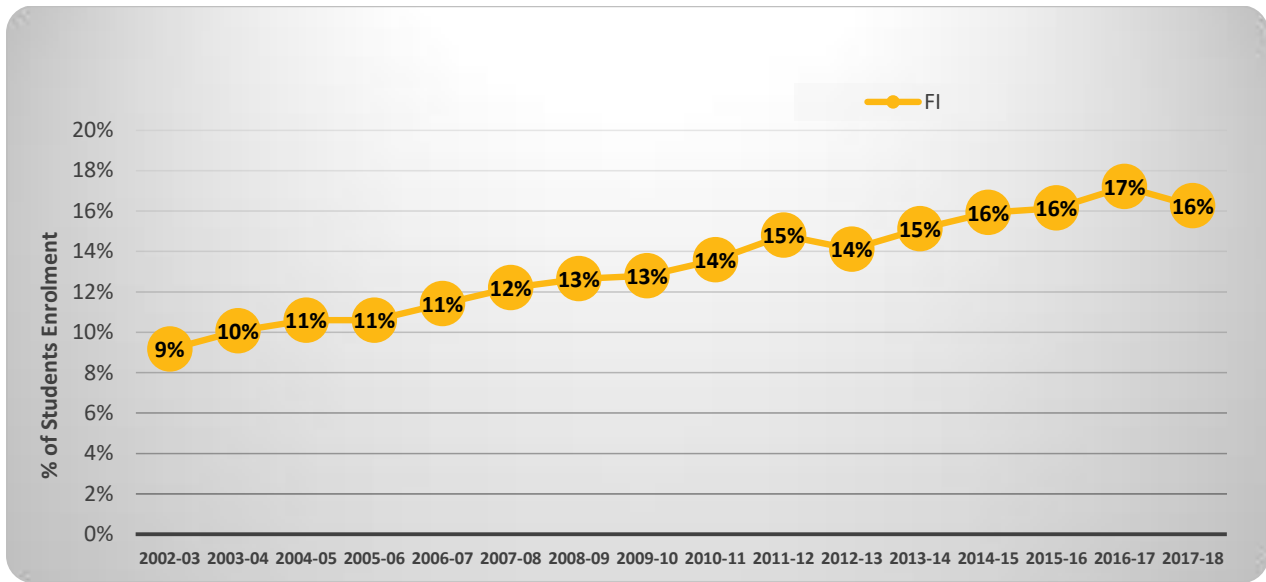


Source: TDSB Data Warehouse Extracts as of October 31st of each year, provided on June 12, 2018

Enrolment in French Immersion and Extend French by Grade

A comparison of 2002–03 enrolment in French programs with 2017–18 enrolment reveals a change in overall FSL enrolment over time. FSL enrolment (i.e., combined enrolment of both French Immersion and Extended French) dramatically increased from 2002–03 to 2017–18, often by a magnitude of 1.5 to 3. For example, French Immersion enrolment in senior kindergarten nearly doubled, when enrolment in 2002–03 (9%) was compared to that in 2017–18 (16%). (See Figure 29.)

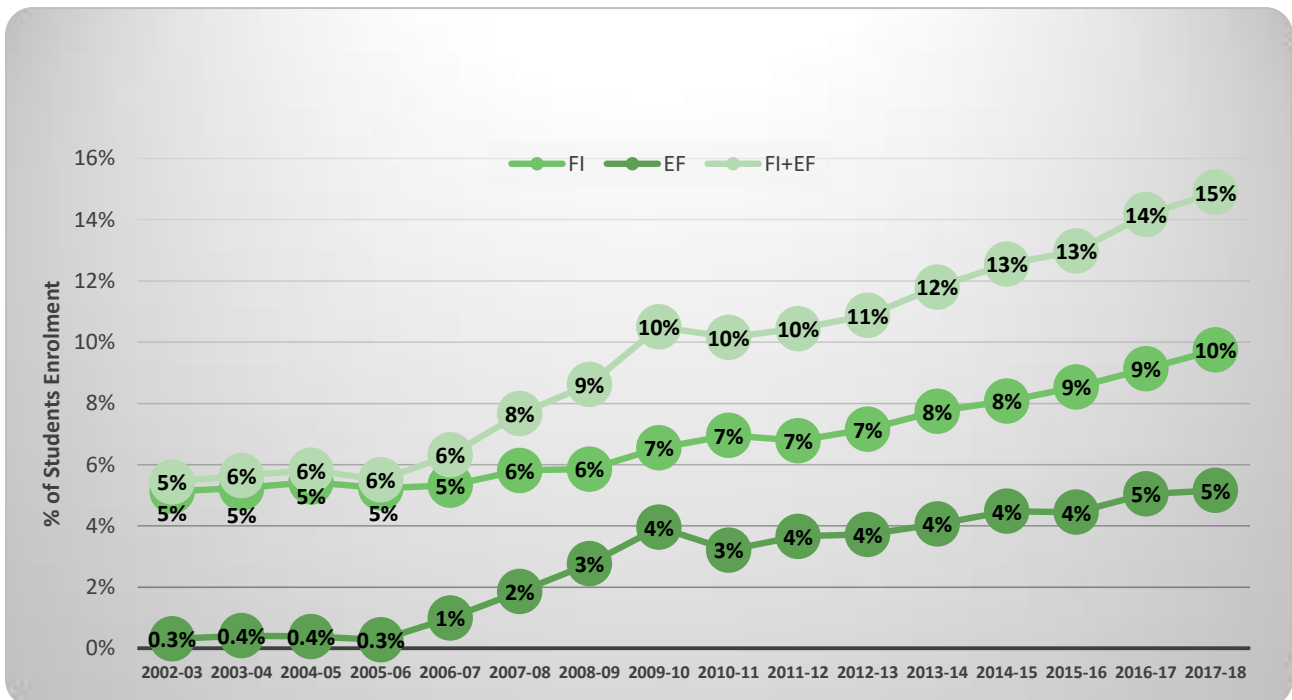
Figure 29. Student Enrolment in French Immersion Over Time (Senior Kindergarten)



Source: TDSB Data Warehouse Extracts as of October 31st of each year, provided on June 12, 2018

Similarly, FSL enrolment in Grade 6 tripled from 2002–03 (5%) to 2016–17 (15%). (See Figure 30.) Improvement in enrolment also occurred in Grades 9–12, albeit less prominently. To illustrate, both Grade 10 and Grade 11 enrolment increased from 4% in 2002–03 to 7% in 2017–18.

Figure 30. Student Enrolment in Intensive French Programs Over Time (Grade 6)



Source: TDSB Data Warehouse Extracts as of October 31st of each year, provided on June 12, 2018

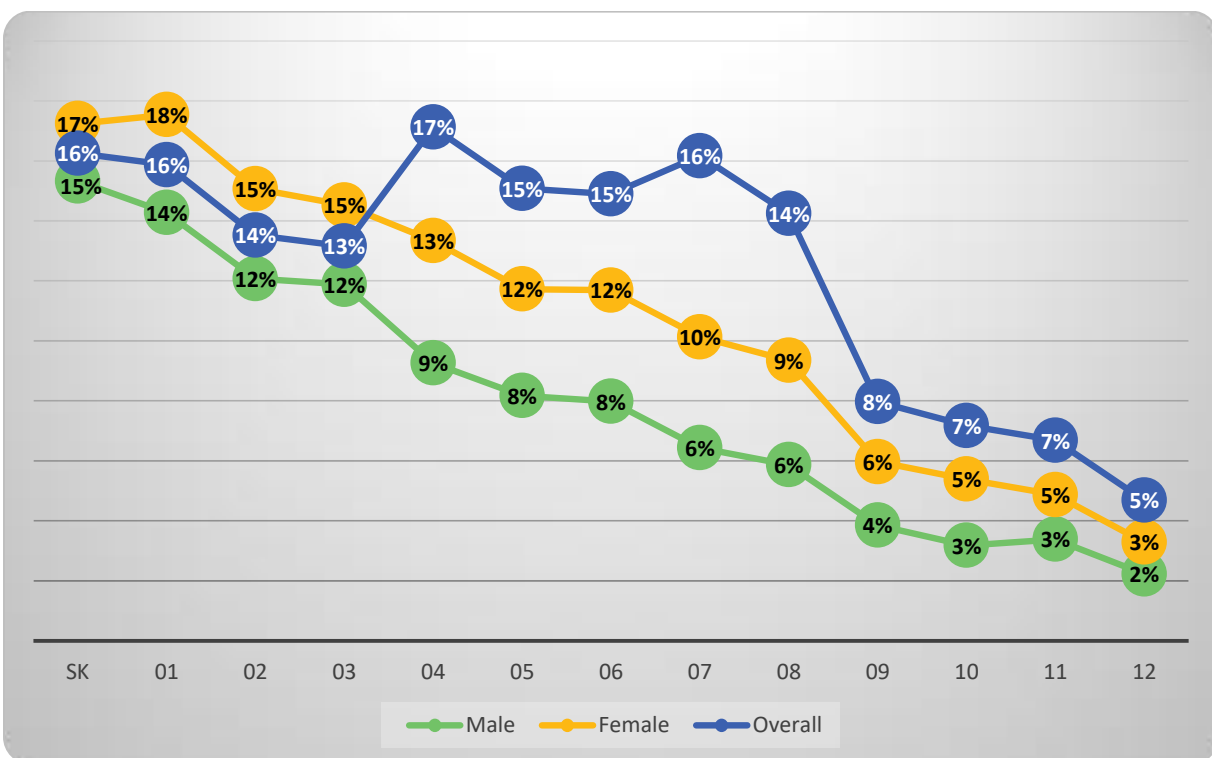
French Immersion Enrolment Trends

Enrolment was analyzed for the French Immersion and Extended French programs separately. Enrolment in French Immersion at the grade-specific level suggests a pattern of increased enrolment across all grades. Specifically, a comparison of enrolment between 2002–03 and 2017–18 at the grade-specific level shows the rates often increased by 1.5 to 2 times. As well, a comparison of enrolment over the 2002–03, 2009–10, and 2017–18 academic years reveals consistent growth. For instance, the rates for senior kindergarten male and female students, respectively, increased across 2002–03 (8% and 10%), 2009–10 (12% and 14%), and 2017–18 (15% and 17%). Similar patterns occurred in Grades 1–6. Grade 6 enrolment, for example, continually increased for both male and female students from 2002–03 (4% and 6%) to 2009–10 (5% and 8%) and 2017–18 (8% and 12%). (See Figure 31.)

The growth in enrolment in French Immersion programs decreased slightly in Grades 7–8, and tended to be less prominent in Grades 9–12. For instance, enrolment rates of both male and female students improved in Grade 7 across 2002–03 (4% and 5%), 2009–10 (4% and 7%), and 2016–17 (6% and 10%). In comparison, Grade 12 enrolment improved slightly for both male and female students, between 2002–03 (1% and 2%), 2009–10 (1% and 3%), and 2017–18 (2% and 3%).

An analysis of potential gender-based discrepancies in French Immersion, grade-specific enrolment suggests that the increase in enrolment shows only minimal variation in terms of gender. To illustrate, the gender difference in enrolment percentages in senior kindergarten enrolment across 2002–03 (2%), 2009–10 (3%), and 2017–18 (4%) remained fairly stable.

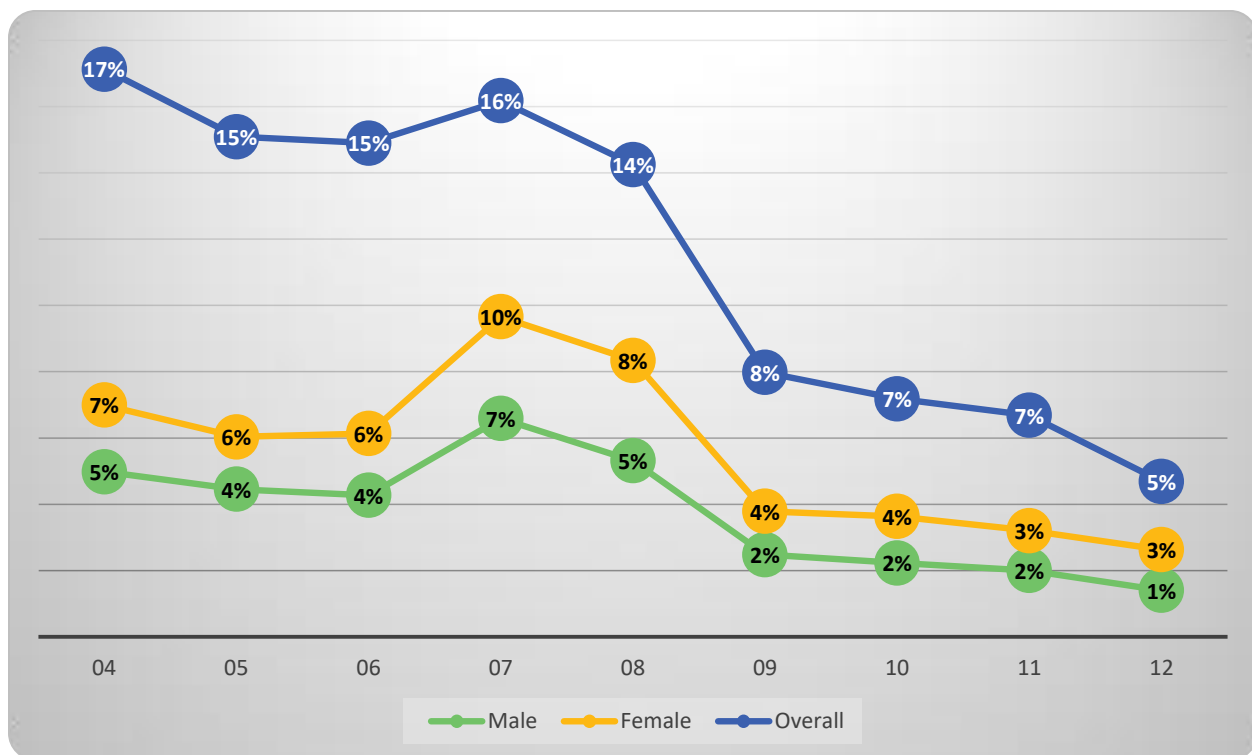
Figure 31. Male and Female Enrolment in French Immersion Programs, by Grade (2017–18)



Extended French Enrolment Trends

An evaluation of enrolment in Extended French at each grade level over time showed similar trends to French Immersion enrolment: that is, consistent improvements across all grades for both genders, with slightly less growth in Grades 9–12. To exemplify, Grade 4 enrolment increased for both male and female students across 2002–03 (0% and 0%), 2009–10 (4% and 5%), and 2017–18 (5% and 7%). Similar results occurred for Grade 7 enrolment for both male and female students, increasing between 2002–03 (3% and 6%), 2009–10 (5% and 8%), and 2017–18 (7% and 10%). In comparison, Grade 12 enrolment only marginally increased for both male and female students, across 2002–03 (1% and 1%), 2009–10 (1% and 1%), and 2017–18 (1% and 3%). Of note, despite the apparent lack of change in percentage among Grade 12 enrolment in Extended French, the number of students consistently increased. For example, male student enrolment increased from 85 to 126 to 185 across the three time points. Coinciding with the gender differences in French Immersion enrolment, the improvement in Extended French enrolment across grades showed minimal differences in terms of gender. For instance, the difference in male and female Grade 4 enrolment remained fairly stable between 2002–03 (0%), 2009–10 (1%), and 2017–18 (2%). (See Figure 32.)

Figure 32. Male and Female Enrolment in Extended French Programs, by Grade (2017–18)



Source: TDSB Data Warehouse Extracts as of October 31st of each year, provided on June 12, 2018

A fine-grained analysis of French Immersion enrolment at each grade level suggests that most grades parallel the trend of increased enrolment (e.g., SK–Grade 8) over time, but the growth tends to be less prominent in Grades 9–12. An evaluation of the Extended French enrolment at each grade level shows that the most growth over time occurred in Grade 6, and less growth in Grades 9–12.

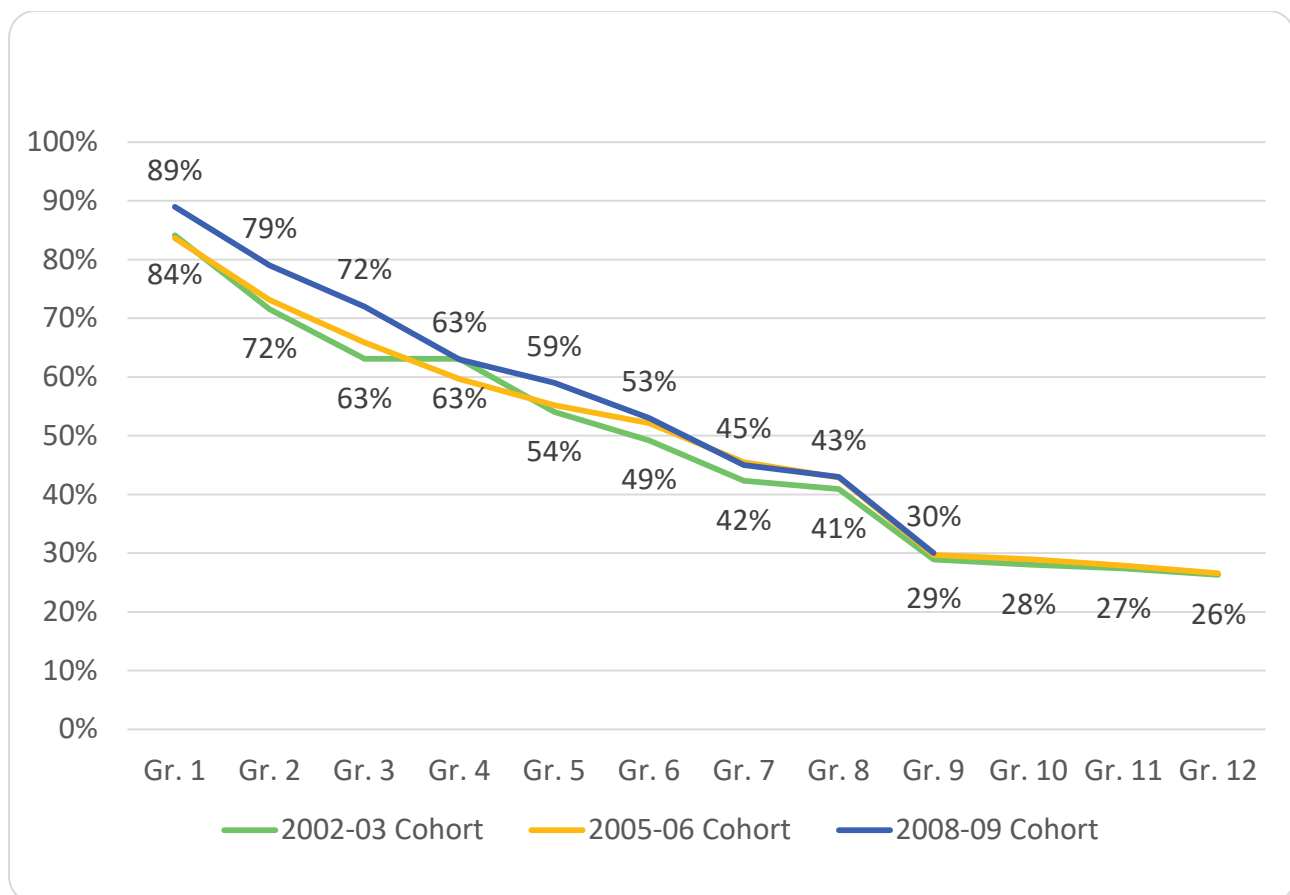
FSL Programs Retention Trends: Cohort Retention Trends Based on Program Entry Points

Retention Trends: Early French Immersion (Senior Kindergarten Entry)

The retention rates of Early French Immersion were calculated among seven cohorts from 2002–03 to 2008–09 from Grade 1 until Grades 9–12. The most recent cohorts (2008–09, 2007–08, and 2006–07) have only reached Grade 9, 10, and 11, respectively.

A comparison of the Early French Immersion retention rates between the earliest (2002–03) and most recent (2008–09) cohorts reveal a consistent trend of improvement in retention rates across time. The retention in 2008–09, the most recent cohort, is the highest it has ever been across every grade. For example, in Grade 1, the retention rate was 84% in 2002–03, remained at 84% in the 2005–06 cohort, and improved to 89% in 2008–09. Likewise, in Grade 6, there was an increase in retention from the 2002–03 cohort (49%) to the 2005–06 cohort (52%) and to the 2008–09 cohort (53%). The improvement in retention was less prominent in the high-school grades. Nevertheless, retention rates consistently improved, or remained fairly stable, when compared to the 2002–03 cohort. For example, Grade 10 retention rates were 28% in the 2002–03 cohort and 29% in the 2005–06 cohort. (See Figure 33.)

Figure 33. Early French Immersion Retention across Three Cohorts (2002–03, 2005–06, and 2008–09)



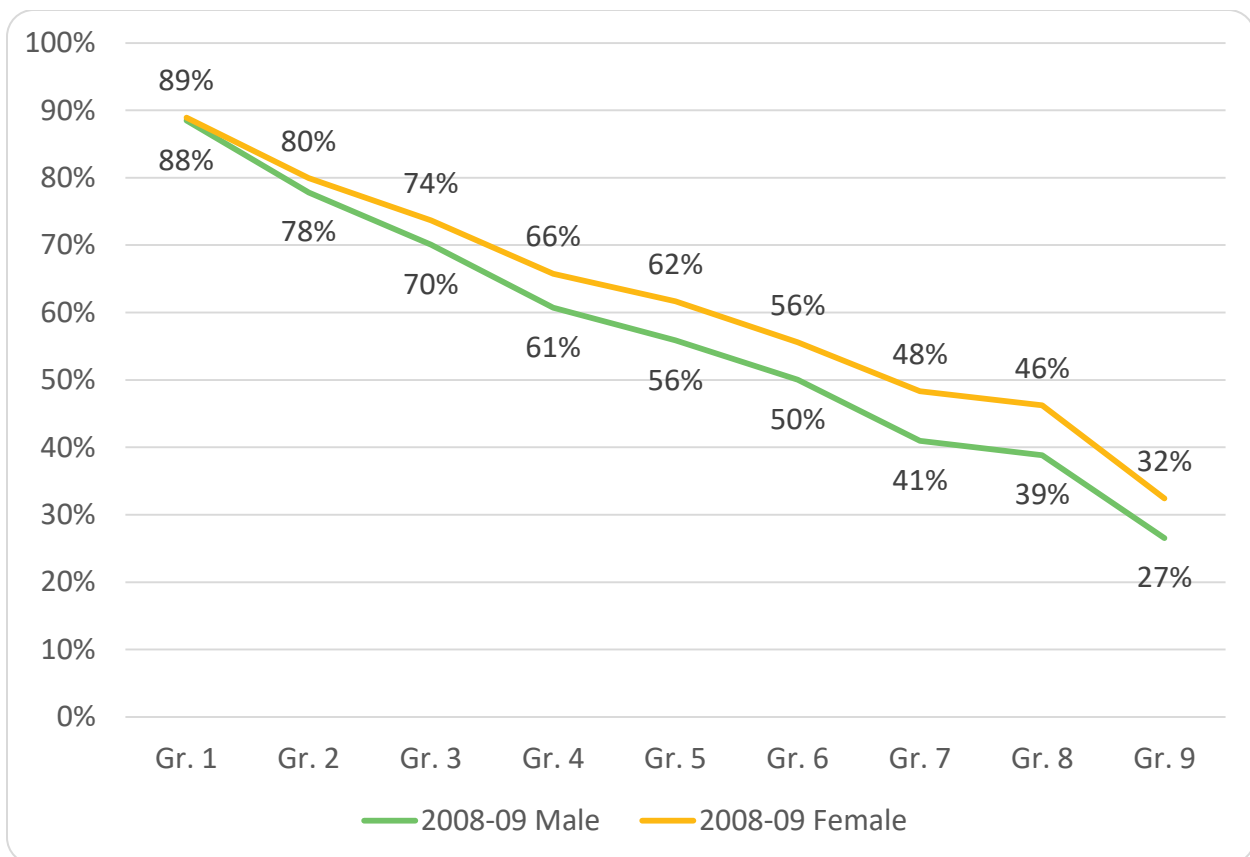
Note: Cohort retention rates are calculated by following the same group of students from October 31 of their initial year of entry to the French program through to Grade 12 as they stayed in the French program in each grade

Source: TDSB Data Warehouse provided on June 12, 2018

The improvement in retention across cohorts occurred fairly equally for both male and female students in the lower grades. For instance, in Grade 2, the male and female retention was 70% and 73%, respectively, for the 2002–03 cohort, improved in the 2005–06 cohort (71% and 75%), and continued improving in the 2008–09 cohort (78% and 80%). However, in the high-school grades, male student retention across cohorts slowed and sometimes marginally declined. For example, in Grade 8, male retention was (38%) in the 2002–03 cohort, improved in the 2005–06 cohort (40%), but then marginally decreased in the 2008–09 cohort (39%). In comparison, female retention in Grade 8 was 45%, 45%, and 46% in the 2002–03, 2005–06, and 2008–09 cohorts, respectively.

An analysis of the gender differences in retention rates of students in Early French Immersion suggests that males consistently have lower retention rates across cohorts. Specifically, males tended to have slightly lower retention rates compared to females between Grade 1 and Grade 4, notably lower retention rates in Grades 5–8, and moderately lower retention rates in Grades 9–12. For example, in the 2008–09 cohort, male students had a slightly lower retention rate than female students in Grade 1 (88% versus 89%) through to Grade 4 (61% versus 66%), and much lower retention in Grade 5 (56% versus 62%) through to Grade 8 (39% versus 46%). The difference in retention rates among male and female students for this cohort was reduced in Grade 9 (27% versus 32%). (See Figure 34.)

Figure 34. Male and Female Retention Rates in Early French Immersion in the 2008–09 Cohort



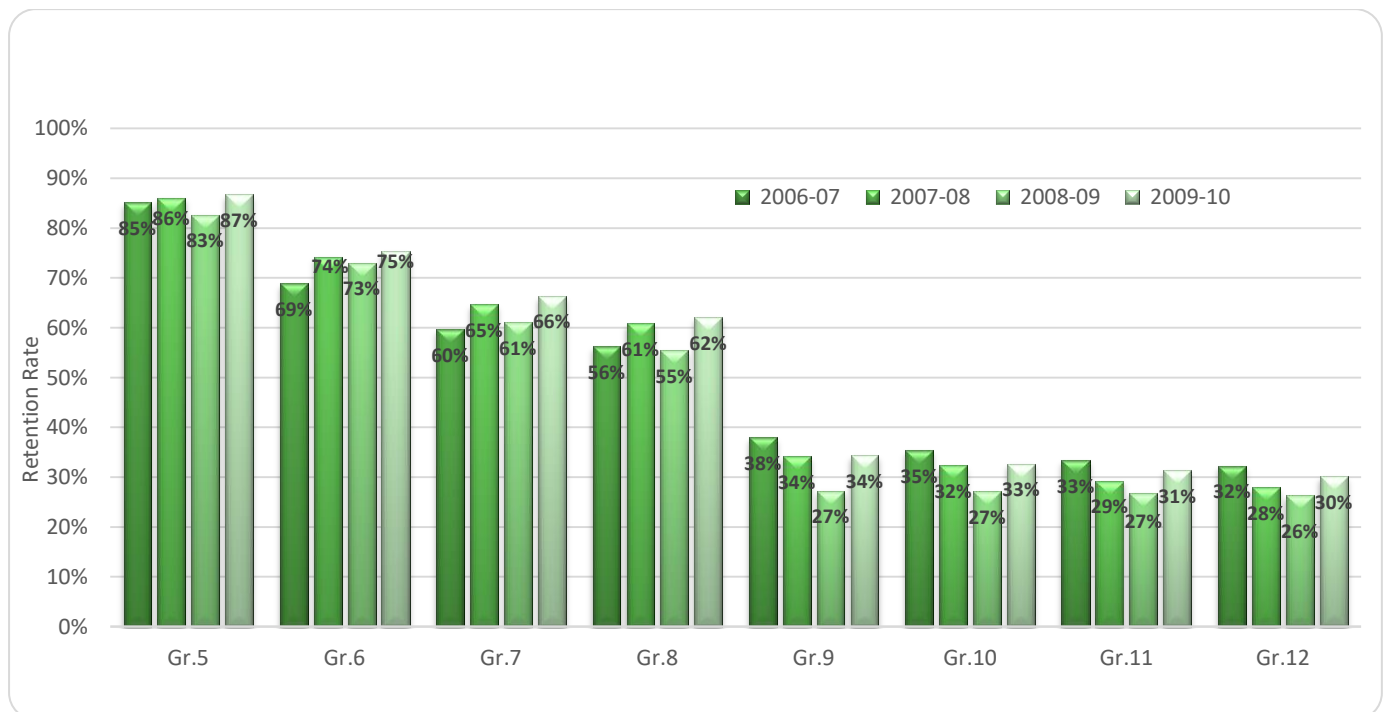
Source: TDSB Data Warehouse provided on June 12, 2018

An evaluation of the stability of attrition among students in the Early French Immersion program across grades suggests a relatively steady decline in retention from senior kindergarten to Grade 6. Decreases in retention were slightly larger between Grades 6 and 7, and notably larger between Grades 8 and 9. After Grade 9, the decline in retention tended to become smaller, with a difference of only a few percent between the enrolment of Grade 9 and Grade 12 students in Early French Immersion. For example, the 2005–06 cohort had a retention rate of 84% in Grade 1, a steady decrease in retention until 52% in Grade 6, a sharper decline to 45% in Grade 7, only a slight decrease in Grade 8 (43%), a sharper decrease in retention in Grade 9 (30%), and minimal decrease from Grade 9 (30%) to Grade 12 (27%).

Retention Trends: Junior Extended French (Grade 4 Entry)

The retention of students in the Junior Extended French program was measured across four cohorts of students (2006–07, 2007–08, 2008–09, and 2009–10) from Grade 4 to Grade 12. A comparison of retention within the earliest cohort to the most recent cohort suggests consistent improvement in retention in Grades 5–8, but a slight decrease in retention in Grades 9–12. To exemplify, the Grade 7 retention improved from 60% to 66% from the 2006–07 cohort to the 2009–10 cohort. The Grade 11 retention, in contrast, slightly decreased from 33% to 31% across the two cohorts. (See Figure 35.)

Figure 35. Retention Rates of Students in Extended French Program (Cohort of Grade 4 Entry)



Source: TDSB Data Warehouse provided on June 12, 2018

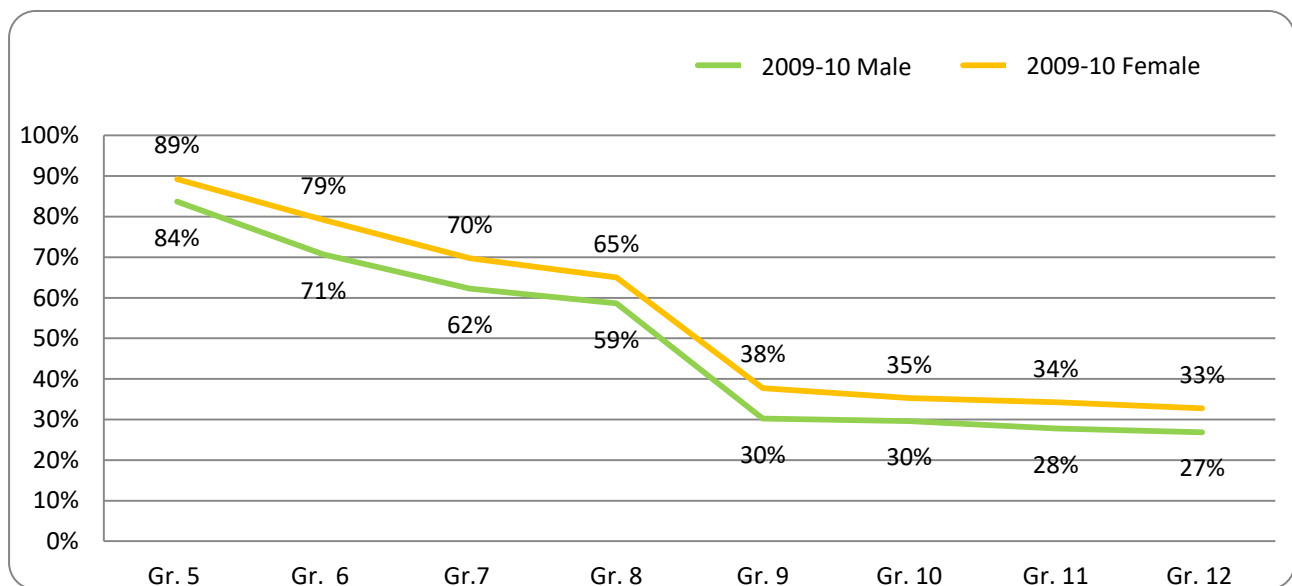
The Junior Extended French program had a similar variation in the stability of attrition across grades as the other FSL programs. The decline in retention occurred steadily from Grade 5 to 7 and became smaller between Grade 7 and Grade 8. The decrease in retention was most prominent between Grade 8 and 9, but then remained much smaller between Grades 9 and 12. Of note, the decrease in retention between Grade 8 and 9 was more prominent in the Junior Extended French program than in the French Immersion program. To exemplify, the 2009–10 cohort started with a retention rate of 87% in Grade 5, and this steadily declined until Grade 7 (66%), and then a smaller decline occurred by Grade 8 (62%). A very sharp

decrease in retention occurred between Grade 8 (62%) and Grade 9 (34%), which then slowed until the end of Grade 12 (30%). (See Figure 35.)

The improvement/decline in retention across time varied by gender. Male and female students had similar improvement in retention between the 2006–07 and 2009–10 cohorts in Grades 5–8, but female students tended to have slightly more prominent decreases in retention in Grades 10–12. For example, Grade 7 retention in the 2006–07 and 2009–10 cohorts improved for both male (55% versus 62%) and female (64% versus 69%) students. In Grade 11, the retention of male students across the 2006–07 and 2009–10 cohorts remained stable (28% versus 28%), whereas the retention of female students slightly decreased (37% versus 34%).

The gender differences in retention among students in the Junior Extended French program mirrored those of the Early French Immersion program, where male students had consistently lower retention. Across grades and cohorts, male retention averaged about 7% lower than female retention. For instance, in the 2009–10 cohort, Grade 5 male retention (84%) was lower than female retention (89%), which continued through Grade 7 (62% versus 70%) and Grade 9 (30% versus 38%) to Grade 12 (27% versus 33%).

Figure 36. Male and Female Retention Rates of Students in Extended French Program (Cohort of Grade 4 Entry)



Source: TDSB Data Warehouse provided on June 12, 2018.

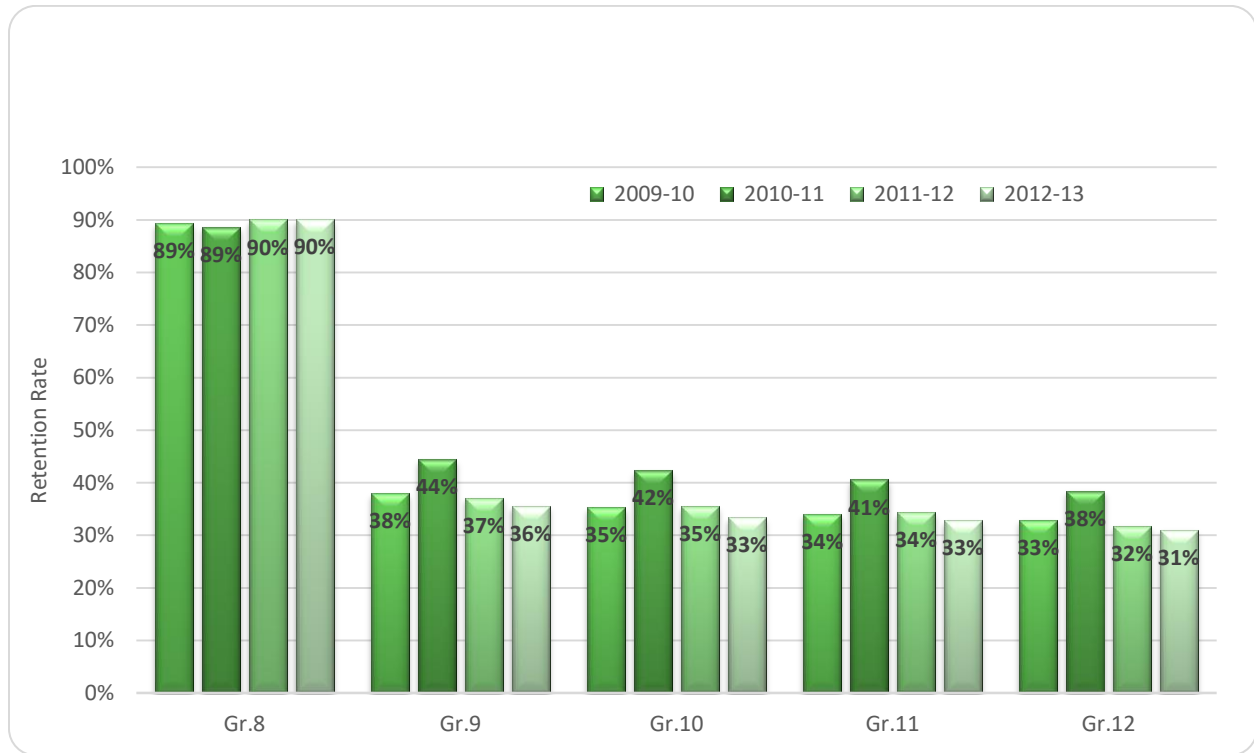
Retention Trends: Intermediate Extended French Students (Grade 7 Entry)

The retention of students in the Intermediate Extended French program was calculated for four cohorts (2009–10, 2010–11, 2011–12, and 2012–13) from Grade 8 to Grade 12, as enrolment only begins in Grade 7.

A comparison of the 2009–10 cohort to the 2012–13 cohort demonstrates small but consistent improvements in retention across all grade levels. For example, the Grade 8 retention improved from 89% in 2009–10 to 90% in 2012–13. The improvement in retention across these two cohorts was also consistent across gender. For example, the Grade 10 retention improved by 1% for both male (31% versus 32%) and female (37% versus 38%) students within the 2009–10 and 2012–13 cohorts, respectively.

Changes in the stability of attrition tended to parallel the other FSL programs. There was a sharper decline in retention between Grade 8 and Grade 9, and a relatively slower decline in Grades 9–12. The decline in retention between Grade 8 and 9 was the greatest for this program, compared to all other programs. In the 2012–13 cohort, for example, enrolment in Grade 8 was 90%; enrolment dropped to 36% in Grade 9 and then slowly declined to 31% by Grade 12. (See Figure 37.)

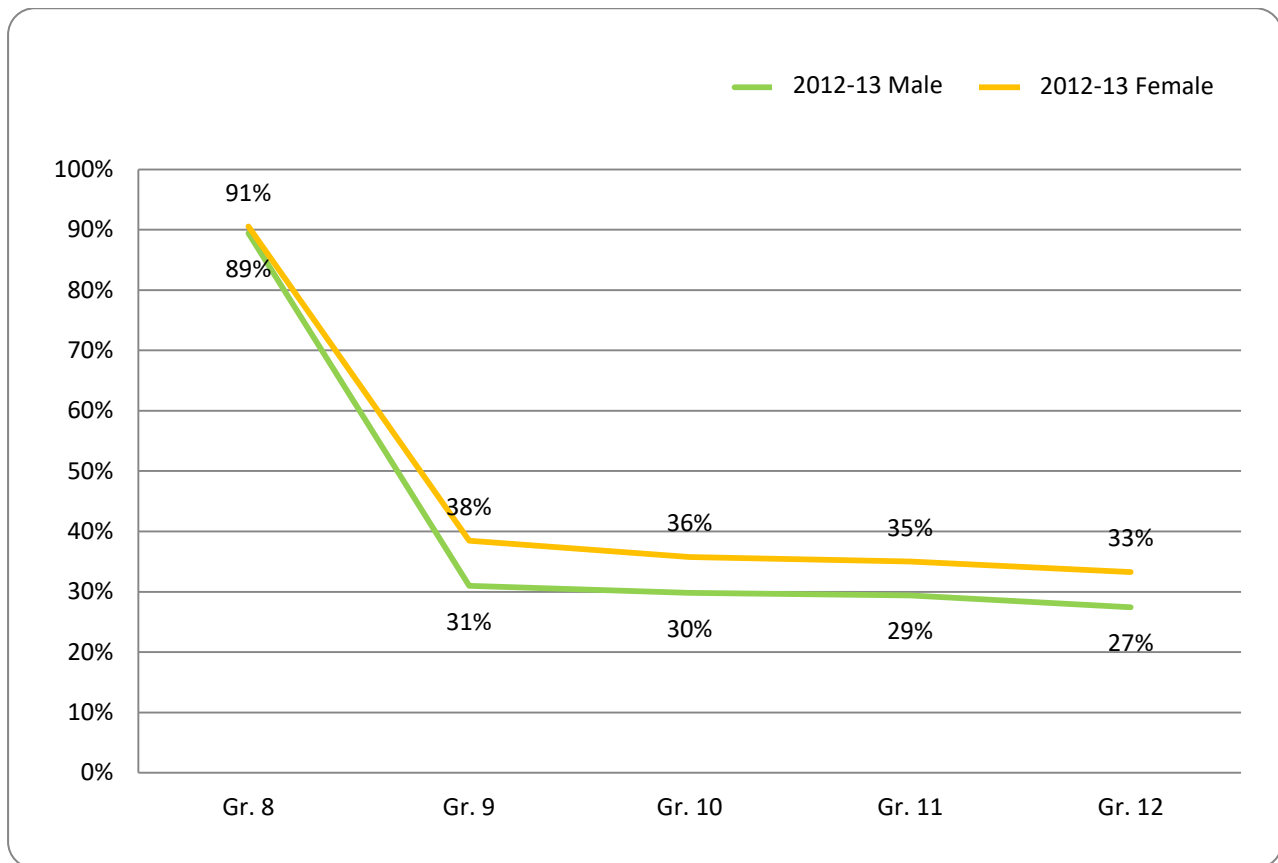
Figure 37. Retention Rates of Students in Extended French Program (Cohort of Grade 7 Entry)



Source: TDSB Data Warehouse Extracts provided on June 12, 2018

The gender difference in retention among Intermediate Extended French students was similar to the Early French Immersion and Junior Extended French programs. Male students had consistently lower retention rates compared to female students. Of note, the most recent cohort (2012-13) tended to have larger gender discrepancies than other cohorts. Specifically, the Grade 8 retention of the 2012-13 cohort was only marginally different between male (89%) and female (91%) students, but became much larger in Grade 9 (31% versus 38%), which continued until Grade 12 (27% versus 33%) (see figure 38).

Figure 38: Male and Female Retention Rates of Students in Extended French Program (Cohort of Grade 7 Entry)



Source: TDSB Data Warehouse Extracts provided on June 12, 2018

TDSB FSL Retention Summary

Several trends regarding FSL enrolment and retention have become prominent in this review. In general, there has been a consistent increase in the enrolment in FSL programs in the TDSB from 2002–03 to 2016–17. Similarly, and based on a comparison of the older cohorts (e.g., 2002–03) to the most recent cohorts (2008–09), retention rates grouped by cohort had a tendency for an improvement. This improvement was most prominent in the Early French Immersion and Intermediate (Grade 7) Extended French programs. On average, male retention was slightly lower than female retention, especially in the Early French Immersion, Junior Extended French, and Intermediate Extended French programs. Some grades tended to have higher or lower levels of attrition overall. The most prominent attrition across all FSL programs occurred between Grade 8 and Grade 9, whereas the attrition during Grades 9–12 tended to be smaller. Regarding overall retention, retention rates tend to decrease to approximately 30% by the end of Grade 12 across all FSL programs.

TDSB FSL Retention Findings Contextualized

This section provides a brief comparison between the FSL enrolment and retention described in this report and that of other publications. The retention rates among FSL programs in Ontario as a whole have been analyzed (Canadian Parents for French, 2015). In Ontario, students graduating in 2013–14 had a retention rate of 42% in French Immersion and 43% in Extended French by the end of Grade 12. The French Immersion retention had improved by 6% in two years, whereas the Extended French remained unchanged

over that time period (Canadian Parents for French, 2015). Although the Grade 12 TDSB retention was slightly lower, ranging from 27 to 32% in the most recent cohorts, the TDSB has seen similar improvement in its French Immersion retention rate. The TDSB also tends to have slight improvements in Extended French retention overall, which was not the case for the Ontario average in 2013–14. The challenge of promoting the retention of students in FSL programs beyond Grade 8 continues to be prominent in both the TDSB and Ontario in general.

The Durham District School Board (DDSB) has also reported their French Immersion enrolment rates, and these are fairly similar to the TDSB. In 2012–13, the percentage of enrolment in the DDSB varied between 7% and 16.5% across municipalities, compared to the 9% average of the TDSB (Durham District School Board, 2014). Unfortunately, no comparisons in retention can be made between the TDSB and DDSB because no retention rates were provided in the DDSB report.

The Peel District School Board (PDSB) has conducted reviews of FSL enrolment and retention. Paralleling the TDSB results, the PDSB has seen an increase in the enrolment of students into FSL programs. Regarding Grade 1 French Immersion retention, the PDSB reported an improvement from 9% in the 2001–02 cohort to 24.9% in the 2011–12 cohort (Peel District School Board, 2012). The TDSB has likewise experienced improvement from 4% to 9% from 2002–03 to 2016–17. French Immersion retention rates in the PDSB across Grades 1–8 also reveal similar patterns as those found in this report. For example, both the PDSB and TDSB reported a lower decrease in retention rates between Grade 7 and Grade 8 compared to other grades. In sum, the enrolment and retention rates within the TDSB tend to correspond with findings among other district school boards in the GTA, as well as Ontario in general.



Part V: Conclusions & Next Steps

PART V: CONCLUSIONS AND NEXT STEPS

The 2018 TDSB French programs review strived to reach out to school communities currently involved in any French program at the TDSB, future stakeholders, and students who have left TDSB's French programs or those that did not feel welcome in the intensive French programs. The review endeavoured to establish a comprehensive scan of stakeholders' perceptions, challenges, and suggestions for improvement; an overview of pertinent language education research; and an examination of TDSB enrolment and attrition data, along with student achievement and engagement information.

Stakeholder Perceptions

The participation level and contributions made by stakeholders to this review shows the impressive level of engagement by TDSB parents, students, and staff in the delivery of French programs. The stakeholder perceptions presented in this report for the most part indicate enthusiasm about the capacity of the TDSB's French programs. Although successes were highlighted, many challenges and frustrations were experienced across stakeholder groups and across French programs. These included dissatisfaction with the quality of French programming and available resources, availability of student learning opportunities, assessment practices, expectations for learning in French programs, and a perceived lack of learning intervention supports for students in French. Frustrations were also noted regarding the lack of qualified French-speaking staff, the equal distribution of resources across programs and between sites, consistent teaching practices across French programs, the lack of professional development and collaboration opportunities for French-teaching staff, and the lack of a consistent welcoming environment into all French programs. Finally, although a strength of the TDSB's French programs is its capacity in numbers, stakeholders presented mixed perceptions regarding the availability of multiple entry points.

A comparison of the TDSB's Core French and two intensive French programs, revealed a tendency for a divide between the two. A consistent theme reflects the perception that Core French is undervalued; consequently, stakeholders believed Core French did not have the same resource budgets, staffing priorities, teacher professional development opportunities, student learning supports, and overall importance as other subject areas. In a bilingual country, many felt this to be unacceptable.

Going back to 2006 when the previous French program review was conducted (see Gossling, 2006), many of the same themes mentioned then exist today. Specifically, intensive French programs need system leadership and support, consistent support at the school level, additional learning supports for students in French programs, and additional French resources.

Student Achievement and Engagement

The findings described in this report demonstrate that students in French Immersion and Extended French programs vary from the average TDSB rates on demographic characteristics, achievement, and engagement. In general, there tends to be more representation of students with demographic characteristics such as high socio-economic status, and less representation of students with demographic characteristics such as being English-language learners; these discrepancies tended to be less prominent in the Extended French program. A variety of achievement measures all suggest a pattern of higher achievement among students in the FSL programs. Likewise, measures of school engagement suggest a marginally lower rate of suspension, absenteeism, and mobility among students in the FSL program.

French Programs Enrolment and Retention Patterns

Several trends regarding FSL enrolment and retention are prominent in this review. In general, there has been an increase in the enrolment in FSL programs in the TDSB from 2002–03 to 2016–17. Similarly, there has been a tendency for improvement in retention, based on a comparison between older cohorts (e.g., 2002–03) and the most recent cohorts (e.g., 2008–09). This improvement was most prominent in the Early French Immersion and Intermediate Extended French programs. On average, male retention was slightly lower than female retention, especially in the Early French Immersion, Junior Extended French, and Intermediate Extended French programs. Some grades tended to have higher or lower levels of attrition overall. The most prominent attrition occurred between Grade 8 and Grade 9, while the attrition during Grades 9–12 tended to be smaller. Regarding overall retention, retention rates tend to decrease to approximately 30% by the end of Grade 12 across all FSL programs.

Change is occurring provincially due to evolving enrolments or lack thereof, and this trend may continue to influence the decisions and shape of French programming in Ontario. Recent “figures provided by the Ministry of Education show the number of students in French immersion in Ontario has increased by 74.5 per cent since 2003” (Waddell, 2017, p. 1). Funding and grant allocations, such as the Learning Opportunities Grant, English as a Second Language, and French as a Second Language provide flexibility for all school boards. In some boards the funding, or lack of thereof, means students have to attend schools outside their regular program—neighbourhood school in order to attend, for example, specialty programs/schools or French Immersion programs. It takes a combination of effort, planning, and funding to nurture schools that are welcoming, inclusive, and accessible to all students, regardless of special program offerings, areas of specialization, or programs (Toronto District School Board, 2018).

Research Literature

Many of the challenges presented through stakeholder voices, student data, and enrolment and retention data are well known to research scholars. Concerns acknowledged within the literature that impact community stakeholders and French programs at the TDSB include the following: student enrolment, staffing and recruitment of French teachers, realistic fluency progression expectations for students in French programs, inconsistent curriculum implementation, lack of professional development for French teachers, the Core French à la carte model, and a lack of remedial-learning support in French programs.

Provincially, challenges, tensions, and solutions are found across school boards. In recent years, many school boards have conducted their own French-language program reviews. The experiences of others are not different from the TDSB. Looking to other school boards for approaches to improvement and policy changes is merited.

For instance, a “majority of boards expressed the challenge of finding qualified and language competent teachers” (Upper Grand District School Board, 2017, p. 4). The Halton Catholic DSB has suggested the shortage of qualified teachers is more of a crisis than a challenge. Some boards are limiting plans for French programming until the hiring of French teachers is completed or the current, permanent qualified teachers accept a position teaching French.

Next Steps

Stakeholder perceptions, participation and enrolment trends, research literature and subsequent recommendations, all provide extensive evidence for an informed discussion about advancing the improvement efforts of Core French and the French Immersion and Extended French programs. Aligning these improvement discussions with the goals and actions of the TDSB’s multiyear strategic plan is the first place to begin.

This review of French programs has drawn on theories of developmental evaluation, which supports the process of innovation within an organization and its activities (Patton, McKegg, Wehipeihana, 2016). As such, it is important moving forward to consider evaluative thinking into the process of developing recommendations and intentional change (Gamble, 2008). In the context of the TDSB, this resembles continued engagement with evidence along the improvement journey (such as conversing with stakeholders, examining student data, examining best practices and case studies), and a collaborative approach to working through problems, challenges, and recommendations.

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Appendices

Appendix A: Stakeholder Demographics Derived from Community Survey

Please note, the percentages displayed in tables will not add up to 100% as respondents could select multiple options in the questions: for example, the grade a teacher teaches. In this case, the ranges do not add to 100% because a teacher may teach multiple grades.

Table A1: Stakeholder Demographics, By French Program

Community Survey	Core French	French Immersion	Extended French	Former French	Not In French At All
Type of Survey Respondent	N = 278	N = 1,085	N = 225	N = 195	N = 374
Parent/Guardian of current TDSB student	100%	100%	100%	94%	95%
Parent/Guardian of former TDSB student	4%	2%	4%	16%	6%
Grandparent	0%	0%	0%	0%	1%
Caregiver	0%	0%	0%	0%	1%
TDSB graduate of French Immersion/Extended program	1%	3%	1%	2%	1%
TDSB graduate of Grade 12 Core French	1%	0%	0%	2%	1%
TDSB graduate	2%	1%	0%	2%	1%
Community member	1%	1%	1%	2%	2%
Other	0%	1%	0%	0%	1%
Total Household Income	N = 276	N = 1,083	N = 222	N = 195	N = 374
Less than \$30,000	2%	1%	3%	1%	2%
\$30,000–\$49,999	2%	2%	5%	3%	4%
\$50,000–\$74,999	7%	7%	9%	8%	8%
\$75,000–\$99,999	6%	11%	6%	8%	9%
\$100,000+	56%	61%	56%	59%	58%
Prefer not to answer	27%	18%	21%	23%	20%
First Language	N = 272	N = 1,058	N = 218	N = 192	N = 370
English	89%	83%	78%	87%	82%
French	2%	3%	3%	4%	4%
Other language	10%	15%	18%	10%	14%
Country of Birth	N = 257	N = 1,041	N = 215	N = 186	N = 362
Canada	80%	75%	69%	79%	74%
Other country	20%	25%	31%	21%	26%
Grade Child(ren) is/are Attending	N = 278	N = 1,085	N = 225	N = 195	N = 374
Junior Kindergarten to Grade 2	22%	62%	13%	24%	83%
Grades 3 to 5	53%	49%	47%	44%	32%
Grades 6 to 8	64%	33%	67%	49%	16%

Grades 9 to 12	44%	20%	42%	69%	19%
Learning Centre	N = 273	N = 1,076	N = 221	N = 194	N = 371
Learning centre 1	17%	21%	18%	24%	17%
Learning centre 2	10%	13%	8%	6%	9%
Learning centre 3	13%	4%	9%	6%	11%
Learning centre 4	55%	58%	60%	60%	54%
Prefer not to answer/Don't know	5%	5%	5%	4%	9%

Table A2: Stakeholder Demographics, By French Program

Student Survey	Core French	French Immersion	Extended French	Former French	Not in French at all
Current Grade	N = 3,802	N = 848	N = 984	N = 497	N = 381
Grade 6	28%	33%	22%	5%	21%
Grade 7	29%	15%	28%	7%	17%
Grade 8	26%	13%	32%	9%	11%
Grade 9	12%	11%	6%	37%	14%
Grade 10	2%	12%	6%	23%	14%
Grade 11	1%	8%	3%	13%	12%
Grade 12	1%	8%	4%	8%	12%
Dual Track	N = 3,541	N = 834	N = 960	N = 478	N = 340
Yes	31%	80%	80%	41%	33%
No	69%	20%	20%	59%	67%

Table A3: Stakeholder Demographics, By French Program

Staff Survey	French Teachers	Non-French Teachers	Central and Administrative Staff
Grade(s) Taught	N = 622	N = 637	
Junior Kindergarten to Grade 2	39%	47%	
Grades 3 to 5	66%	42%	
Grades 6 to 8	64%	44%	
Grades 9 to 12	42%	96%	
Not applicable	0%	2%	
Other	7%	9%	
Years of Teaching	N = 616	N = 630	
Less than 1 year	2%	1%	
1–2 years	4%	1%	
3–5 years	14%	6%	
6–10 years	23%	17%	

11 years or more	57%	75%	
Dual Track	N = 613	N = 632	N = 220
Yes	61%	40%	43%
No	38%	60%	51%
Not applicable	1%	0%	6%

Appendix B: Stakeholder Survey Responses

Table B1. Responses of Students to Survey Questions

Students					
Entry Points and Equity of Access					
Program Locations and Secondary School Pathways	Core	FI	EF	Former French	Not In French At All
There is opportunity for French Immersion near my house.	32% (N = 3,731)	68% (N = 837)	60% (N = 964)	42% (N = 486)	37% (N = 322)
French Education					
Quality of Teaching	Core	FI	EF	Former French	Not in French at all
There are high expectations for students learning French at the TDSB.	38% (N = 3,719)	44% (N = 831)	41% (N = 964)	35% (N = 487)	41% (N = 321)
I am satisfied with the amount, quality, and types of French-language resources available to students at the TDSB.	51% (N = 3,751)	56% (N = 845)	62% (N = 977)	39% (N = 492)	45% (N = 326)
French Programming	Core	FI	EF	Former French	Not in French at all
Students have the opportunity to connect with French-speaking students in different parts of the world.	12% (N = 3,721)	27% (N = 841)	16% (N = 964)	16% (N = 486)	18% (N = 319)
Overall, I enjoy learning French.	48% (N = 3,752)	67% (N = 843)	58% (N = 975)	41% (N = 491)	44% (N = 326)
I feel I have input into what we are learning in French class.	43% (N = 3,721)	40% (N = 840)	44% (N = 969)	29% (N = 486)	37% (N = 324)
I have the opportunity to participate in lots of extracurricular activities.	26% (N = 3,743)	30% (N = 844)	31% (N = 969)	19% (N = 484)	23% (N = 325)
Student Learning	Core	FI	EF	Former French	Not in French at all
I feel I can complete my French homework independently.	60% (N = 3,719)	78% (N = 837)	72% (N = 965)	51% (N = 484)	58% (N = 317)
French and My Future	Core	FI	EF	Former French	Not in French at all
I see French as personally meaningful and relevant to my life/my future career.	39% (N = 3,773)	64% (N = 840)	52% (N = 980)	35% (N = 493)	43% (N = 327)
My parent(s)/guardians talk to me about future opportunities related to learning French.	38% (N = 3,762)	62% (N = 836)	56% (N = 973)	37% (N = 489)	43% (N = 327)
Staff talk to me about possible jobs or careers I can pursue related to learning French.	26% (N = 3,765)	20% (N = 838)	23% (N = 975)	23% (N = 491)	26% (N = 325)

Staff talk to me about post-secondary education related to learning French.	23% (N = 3,757)	28% (N = 836)	33% (N = 972)	21% (N = 492)	24% (N = 324)
Inclusive Practices					
Special Educational Needs	Core	FI	EF	Former French	Not in French at all
Students with special educational needs or learning challenges have access to additional supports in French programs.	41% (N = 3,683)	31% (N = 807)	40% (N = 946)	28% (N = 465)	36% (N = 315)
I have a learning challenge, and my French teachers help me access support.	41% (N = 3,683)	31% (N = 807)	31% (N = 946)	28% (N = 465)	36% (N = 315)
If I need, I have access to additional French homework supports at my school,	40% (N = 3,710)	45% (N = 840)	50% (N = 967)	32% (N = 484)	32% (N = 321)
Equal Opportunity and Representations	Core	FI	EF	Former French	Not in French at all
I believe all students are welcome in the TDSB's French programs.	78% (N = 3,738)	77% (N = 838)	79% (N = 972)	65% (N = 486)	72% (N = 323)
I see myself represented in French-language resources.	20% (N = 3,728)	30% (N = 836)	25% (N = 962)	14% (N = 485)	23% (N = 321)

Table B2: Responses of Parents to Survey Questions

Parents			
Entry Points and Equity of Access			
Program Locations and Secondary School Pathways	Core	FI	EF
If French Immersion/Extended French was available at my home school, I would have enrolled my child/children.	47% (N = 379)	N/A	N/A
I am satisfied with the current French Immersion/Extended French program entry points (senior kindergarten, Grade 4, Grade 6, Grade 7) at the TDSB.	N/A	52% (N = 1,110)	44% (N = 275)
I am satisfied with the pathway of my French Immersion/Extended French school through to secondary school.	N/A	45% (N = 1,104)	48% (N = 274)
I am satisfied with the location of my designated French Immersion/Extended French school.	N/A	69% (N = 1,113)	59% (N = 274)
French Education			
Quality of Teaching	Core	FI	EF
Overall, I am satisfied with the quality of French teaching at the TDSB.	23% (N = 384)	59% (N = 1,112)	48% (N = 275)
There are high expectations for students learning French at the TDSB.	21% (N = 384)	52% (N = 1,110)	50% (N = 273)
I am satisfied with the amount, quality, and types of French-language resources available to students at the TDSB.	14% (N = 384)	34% (N = 1,111)	31% (N = 273)
I believe having a dedicated Core French classroom supports better teaching and learning.	74% (N = 384)	N/A	N/A
I am interested in more diverse French programs at my home school.	52% (N = 381)	N/A	N/A
Inclusive Practices			
Special Educational Needs	Core	FI	EF
Students with special educational needs or learning challenges have access to additional supports in French programs.	6% (N = 375)	8% (N = 1,086)	11% (N = 265)
Equal Opportunity and Representations	Core	FI	EF
I believe all students are welcome in the TDSB's French programs.	46% (N = 385)	55% (N = 1,114)	55% (N = 274)
Distribution of Resources	Core	FI	EF
There is equitable access to resources available to students in both the French and English programs.	14% (N = 383)	27% (N = 1,109)	33% (N = 274)
I think all students—English (Core French) and French Immersion/Extended French—are well served in dual/triple-program schools.	N/A	32% (N = 1,106)	33% (N = 271)
Assessment Practices			

Assessment	Core	FI	EF
I am satisfied with the quality of assessments used by French-language teachers at the TDSB.	20% (N = 384)	40% (N = 1,109)	36% (N = 272)
Teachers' Professional Learning			
Professional Learning	Core	FI	EF
My child's/children's teacher(s) are supported with professional learning in the area of special education needs.	8% (N = 379)	13% (N = 1,087)	11% (N = 264)
My child's/children's teacher(s) are supported with professional learning in the area of technology.	16% (N = 379)	30% (N = 1,097)	26% (N = 267)
French Immersion/Extended French Only: Application Process, Transportation and Child Care			
Application Process	Core	FI	EF
The application process into TDSB's French Immersion/Extended French programs is easy to navigate.	N/A	68% (N = 1,108)	61% (N = 272)
Child Care	Core	FI	EF
I am satisfied with the child care available for students at French Immersion/Extended French program sites	N/A	28% (N = 1,094)	11% (N = 266)
I make use of child care for my child/children at their home school, not at their French Immersion/Extended French school site	N/A	12% (N = 1,066)	10% (N = 262)
Transportation	Core	FI	EF
I am satisfied with the transportation available for French Immersion/Extended French students.	N/A	29% (N = 1,097)	22% (N = 269)

Table B3. Responses of Staff to Survey Questions

Staff						
Entry Points and Equity of Access						
Program Locations and Secondary School Pathways	Core (Non-French)	Core (French)	FI (Non-French)	FI (French)	EF (Non-French)	EF (French)
I am satisfied with the current French Immersion/Extended French program entry points (senior kindergarten, Grade 4, Grade 6, Grade 7) at the TDSB.	36% (N = 316)	45% (N = 336)	41% (N = 298)	56% (N = 323)	45% (N = 134)	45% (N = 120)
French Education						
Quality of Teaching	Core (Non-French)	Core (French)	FI (Non-French)	FI (French)	EF (Non-French)	EF (French)
There are high expectations for students learning French at the TDSB.	30% (N = 328)	37% (N = 345)	56% (N = 302)	69% (N = 328)	59% (N = 138)	67% (N = 120)
I am satisfied with the amount, quality, and types of French-language resources available to students at the TDSB.	21% (N = 323)	17% (N = 344)	19% (N = 288)	11% (N = 329)	22% (N = 134)	9% (N = 118)
I am excited about teaching French.	N/A	79% (N = 345)	N/A	91% (N = 326)	N/A	85% (N = 119)
Our school/district leaders are willing to listen attentively to French teachers' thoughts.	19% (N = 305)	13% (N = 343)	21% (N = 278)	17% (N = 327)	25% (N = 120)	16% (N = 117)
French Programming	Core (Non-French)	Core (French)	FI (Non-French)	FI (French)	EF (Non-French)	EF (French)
Our school creates opportunities for partnerships beyond school related to French learning.	15% (N = 309)	17% (N = 342)	19% (N = 278)	21% (N = 328)	22% (N = 124)	28% (N = 116)
Students have the opportunity to connect with French-speaking students in different parts of the world.	19% (N = 309)	26% (N = 345)	21% (N = 279)	30% (N = 326)	22% (N = 123)	38% (N = 116)
French and My Future	Core (Non-French)	Core (French)	FI (Non-French)	FI (French)	EF (Non-French)	EF (French)
I talk to students about possible jobs or careers they can pursue related to learning French.	48% (N = 304)	88% (N = 342)	46% (N = 278)	68% (N = 323)	60% (N = 122)	84% (N = 116)
I talk to students about post-secondary education related to learning French.	41% (N = 299)	76% (N = 341)	35% (N = 274)	58% (N = 321)	48% (N = 119)	83% (N = 114)
I talk to student(s) and their family(s) about their French pathway options at the TDSB.	N/A	N/A	53% (N = 279)	71% (N = 323)	59% (N = 127)	80% (N = 116)

Inclusive Practices						
Special Educational Needs and English Language Learners	Core (Non-French)	Core (French)	FI (Non-French)	FI (French)	EF (Non-French)	EF (French)
Students with special educational needs or learning challenges have access to additional supports in French programs.	29% (N = 325)	25% (N = 344)	24% (N = 298)	26% (N = 326)	21% (N = 132)	24% (N = 117)
English-language learners and students who have recently arrived to Canada have access to additional support in French programs.	24% (N = 324)	23% (N = 344)	18% (N = 294)	17% (N = 323)	15% (N = 131)	21% (N = 117)
Equal Opportunity and Representations	Core (Non-French)	Core (French)	FI (Non-French)	FI (French)	EF (Non-French)	EF (French)
I believe all students are welcome in the TDSB’s French programs.	56% (N = 332)	73% (N = 340)	42% (N = 296)	67% (N = 325)	54% (N = 136)	67% (N = 120)
All students should be part of the Core French learning classroom.	65% (N = 327)	59% (N = 345)	N/A	N/A	N/A	N/A
All students should have the opportunity to be part of French Immersion/Extended French, where available.	N/A	N/A	64% (N = 300)	65% (N = 329)	66% (N = 134)	68% (N = 118)
Distribution of Resources	Core (Non-French)	Core (French)	FI (Non-French)	FI (French)	EF (Non-French)	EF (French)
There is equitable access to resources available to students in both the French and programs.	12% (N = 323)	8% (N = 345)	14% (N = 299)	7% (N = 327)	14% (N = 132)	13% (N = 115)
I think all students—English (Core French) and French Immersion/Extended French— are well served in dual/triple-program schools.	14% (N = 315)	23% (N = 338)	18% (N = 295)	24% (N = 325)	29% (N = 133)	36% (N = 116)
Assessment Practices						
Assessment	Core (Non-French)	Core (French)	FI (Non-French)	FI (French)	EF (Non-French)	EF (French)
I am satisfied with the quality of assessments used by French language teachers at the TDSB.	25% (N = 314)	37% (N = 345)	27% (N = 283)	34% (N = 327)	25% (N = 129)	29% (N = 119)

Appendix C: Student Demographics in French Immersion and Extended French

Table C1: Percentage Distribution of the French Immersion and Extended French Students Enrolled in TDSB Schools by Student Demographics – Elementary Schools

Student Characteristics	2016-17						2011-12						2006-07					
	Grades K-6			Grades 7-8			Grades K-6			Grades 7-8			Grades K-6			Grades 7-8		
	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*
Gender Total*	15582	2748	146732	2403	2359	32892	12136	2006	139291	1946	2188	33360	9621	1121	143966	1653	1496	37210
	11%	2%		7%	7%		9%	1%		6%	7%		7%	1%		4%	4%	
Male	45%	45%	52%	42%	42%	51%	45%	43%	51%	40%	39%	51%	44%	39%	51%	41%	38%	52%
Female	55%	55%	48%	58%	58%	49%	55%	57%	49%	60%	61%	49%	56%	61%	49%	59%	62%	48%
Student Language*																		
English	66%	41%	47%	63%	45%	45%	67%	40%	46%	68%	47%	46%	72%	41%	47%	74%	51%	48%
Other	34%	59%	53%	37%	55%	55%	33%	60%	54%	32%	53%	54%	38%	59%	53%	26%	49%	52%
Student Birth Country*																		
Canada	94%	80%	81%	93%	80%	75%	93%	74%	82%	91%	74%	72%	92%	67%	78%	92%	75%	70%
Outside Canada	6%	20%	19%	7%	20%	25%	7%	26%	18%	9%	26%	28%	8%	33%	22%	8%	25%	30%
Recent Arrivals*																		
1-3 Years	1%	1%	8%	<1%	1%	7%	1%	2%	7%	<1%	1%	7%	1%	4%	9%	<1%	2%	9%
4-5 Years	1%	4%	4%	<1%	1%	4%	2%	5%	4%	<1%	3%	4%	3%	9%	6%	1%	5%	5%
Special Education*																		
SEN (excluding gifted)	8%	6%	14%	10%	6%	22%	6%	4%	14%	6%	4%	21%	2%	2%	10%	3%	2%	19%

Source: *TDSB Data Warehouse Extracts as of October 31, 2006 and October 31, 2011, and all active and inactive students by the end of June 30, 2017.

NOTE: Percentages in tables are rounded and may not add up to 100; percentages less than 0.5% are shown as "<1%."

Table C2: Percentage Distribution of the French Immersion and Extended French Students Enrolled in TDSB Schools by Student Demographics – Secondary Schools

Student Characteristics	Grades 9-12								
	2016-17			2011-12			2006-07		
	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*
Gender Total*	2820 (4%)	1867 (2%)	78233	2492 (3%)	1536 (2%)	85941	2421 (3%)	1314 (1%)	88537
Male	42%	39%	52%	39%	37%	53%	41%	37%	53%
Female	58%	61%	48%	61%	63%	47%	59%	63%	47%
Student Language*									
English	65%	47%	43%	67%	46%	44%	72%	51%	47%
Other	35%	53%	57%	33%	54%	56%	28%	49%	53%
Student Birth Country*									
Canada	90%	79%	67%	90%	76%	66%	90%	74%	59%
Outside Canada	10%	21%	33%	10%	24%	34%	10%	26%	41%
Recent Arrivals*									
1-3 Years	<1%	<1%	10%	<1%	<1%	9%	<1%	<1%	11%
4-5 Years	<1%	<1%	4%	<1%	1%	4%	<1%	2%	7%
Special Education*									
SEN (excluding gifted)	7%	4%	20%	4%	3%	17%	2%	2%	14%

Source: *TDSB Data Warehouse Extracts as of October 31, 2006, and October 31, 2011, and all active and inactive students by the end of the year in 2017

NOTE: Percentages in tables are rounded and may not add up to 100.

Table C3: Percentage of TDSB Students Enrolled in the French Immersion and Extended French Programs, by Racial Background – Elementary Schools

Student Characteristics	2016-17						2011-12						2006-07					
	Grades K-6			Grades 7-8			Grades K-6			Grades 7-8			Grades K-6			Grades 7-8		
	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*
Racial Background	11518	2517	103570	2235	2244	29617	8214	1407	88796	1851	2059	30600	6417	1154	95404	1495	1439	34067
	11%	2%		8%	8%		9%	2%		6%	7%		7%	1%		4%	4%	
Indigenous: First Nations**	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	—	<1%	<1%	<1%	<1%
Black	9%	8%	10%	10%	6%	13%	9%	7%	10%	13%	11%	15%	9%	11%	10%	12%	8%	15%
East Asian	9%	13%	13%	9%	16%	12%	10%	18%	14%	8%	17%	14%	8%	22%	15%	7%	21%	16%
Latin American	2%	1%	2%	1%	1%	2%	1%	2%	2%	2%	2%	2%	1%	2%	2%	2%	2%	2%
Middle Eastern	3%	9%	6%	5%	5%	6%	3%	6%	5%	4%	4%	5%	3%	7%	4%	3%	2%	5%
South Asian	6%	21%	23%	6%	21%	22%	5%	16%	26%	4%	18%	24%	4%	14%	27%	3%	15%	21%
Southeast Asian	2%	2%	4%	1%	2%	4%	2%	4%	4%	3%	3%	4%	2%	4%	4%	2%	5%	4%
White	49%	33%	30%	48%	34%	28%	52%	36%	29%	56%	36%	29%	57%	32%	29%	60%	39%	31%
Mixed	20%	13%	13%	20%	13%	12%	18%	11%	11%	12%	8%	7%	16%	9%	9%	11%	7%	6%

*SOURCE **Grades K-6**: TDSB Parent Census Grades K-6 (2011-12, 2007-08 and 2016-17 include Student Census Grades 4-6); **Grades 7-8**: TDSB Student Census Grades 7-8 (2016-17, 2011-12, 2006-07). 2016-17 census data extract as of May 25, 2018

NOTE: Percentages in tables are rounded and may not add up to 100; Percentages less than 0.5%, shown as "<1%" ; "-" Data not available; Bolded numbers represent the total number of students in the FSL Programs and the TDSB within each division who responded to the related item on the TDSB's Censuses; **Categorized as "Aboriginal" in 2006-07 and 2011-12. Categorized as "Indigenous: First Nations, Métis and/or Inuit" in 2016-17.

Table C4: Percentage of TDSB Students Enrolled in the French immersion and Extended French Programs by Racial Background – Secondary School

Student Characteristics	Grades 9-12								
	2016-17			2011-12			2006-07		
	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*
Racial Background**	2382(4%)	1617(3%)	56806	2325 (3%)	1434 (2%)	70703	2042 (3%)	1154 (2%)	70410
Indigenous: First Nations**	<1% ^{††}	—	<1% ^{††}	<1% ^{††}	—	<1% ^{††}	<1% ^{††}	<1% ^{††}	<1% ^{††}
Black	11%	9%	12%	11%	8%	13%	9%	9%	12%
East Asian	10%	20%	16%	8%	24%	18%	9%	24%	20%
Latin American	2%	1%	2%	2%	2%	2%	2%	2%	2%
Middle Eastern	4%	5%	6%	4%	4%	6%	3%	3%	5%
South Asian	5%	17%	21%	5%	13%	21%	5%	14%	19%
Southeast Asian	2%	2%	6%	2%	3%	5%	2%	2%	3%
White	48%	36%	26%	55%	38%	28%	62%	40%	33%
Mixed	18%	11%	10%	12%	10%	7%	9%	7%	5%

* TDSB Student Census, 2006-2007, 2011-2012 and 2016-2017 (Excluded missing value, data extract as of May 25, 2018).

†† Percentages less than 0.5%, shown as "<1%"

NOTE: Percentages in tables are rounded and may not add up to 100; **Categorized as "Aboriginal" in 2006-07 and 2011-12. Categorized as "Indigenous: First Nations, Métis and/or Inuit" in 2016-17.

Table C5: Percentage Distribution of the French Immersion Students and Extended French Students Enrolled in TDSB Schools, by Household Characteristics – Elementary Schools

Household Characteristics	2016-17						2011-12						2007-08			2006-07		
	Grade K-6			Grades 7-8			Grade K-6			Grades 7-8			Grade K-6			Grades 7-8		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
Family SES[†]	9875	1732	84634	2047	2024	25489	7485	1263	80083	1621	1751	24033	5926	1039	85914	1296	1138	24889
Professional/Senior Management (\$100,000+)	63%	38%	35%	53%	41%	32%	53%	29%	26%	43%	33%	24%	51%	22%	22%	44%	36%	25%
Semi-Professional/Middle Management (\$75,000 - \$99,999)	12%	13%	10%	24%	26%	23%	13%	15%	10%	32%	32%	26%	15%	13%	10%	33%	32%	29%
Skilled/Semi-skilled Clerical/Trades (\$50,000 - \$74,999)	11%	16%	14%	16%	22%	24%	13%	20%	15%	17%	20%	26%	15%	26%	18%	16%	22%	28%
Unskilled Clerical/Trades (\$30,000 - \$49,999)	8%	18%	18%	3%	6%	10%	11%	21%	21%	3%	6%	9%	10%	23%	23%	5%	8%	14%
Non-Remunerative (Less than \$30,000)	7%	16%	23%	4%	5%	11%	9%	15%	28%	5%	9%	15%	8%	16%	27%	2%	2%	4%
Family Structure	11529	2509	103448	2228	2230	29416	8211	1402	88597	1841	2047	30321	6368	1150	94058	1485	1428	33553
Both Parents	90%	86%	84%	87%	87%	81%	87%	87%	83%	87%	86%	81%	87%	82%	81%	83%	83%	78%
Mother Only	9%	11%	13%	12%	11%	15%	12%	12%	15%	11%	12%	15%	12%	16%	15%	15%	13%	17%
Father Only	<1%	1%	1%	1%	1%	2%	<1%	1%	1%	1%	1%	1%	<1%	<1%	1%	1%	1%	2%
Others*	1%	1%	2%	<1%	1%	2%	1%	1%	2%	1%	2%	3%	1%	2%	2%	1%	3%	4%
Parents' Education Level	10208	1814	87901	2209	2204	28809	8142	1390	86869	1795	1982	28686	6352	1136	93196	1479	1425	33359
Elementary / Secondary School	4%	8%	16%	2%	6%	9%	6%	7%	20%	4%	6%	8%	7%	12%	23%	5%	8%	11%
College	13%	18%	22%	10%	13%	14%	16%	20%	23%	9%	13%	13%	17%	20%	24%	10%	11%	13%
University	83%	74%	61%	74%	62%	50%	78%	73%	56%	69%	58%	44%	76%	67%	52%	70%	58%	42%
Not sure / None**	<1%	<1%	1%	14%	19%	28%	<1%	<1%	1%	18%	24%	35%	<1%	1%	1%	15%	23%	34%
			10339															
Parents' Place of Birth	11516	2511	8	2227	2236	29327	8209	1406	88667	1833	2041	30372	6380	1143	94484	1492	1434	33878
Both Canada	44%	24%	27%	39%	25%	23%	40%	20%	23%	39%	21%	21%	42%	15%	21%	39%	24%	20%
Canada and other Country	21%	11%	13%	23%	13%	12%	23%	14%	14%	21%	13%	10%	23%	11%	12%	22%	14%	10%
Both outside Canada	35%	65%	61%	38%	62%	65%	37%	66%	63%	41%	66%	69%	35%	74%	66%	40%	61%	70%

SOURCE **Grades K-6:** TDSB Parent Census Grades K-6 (2011-12, 2007-08 and 2016-17 include Student Census Grades 4-6); **Grades 7-8:** TDSB Student Census Grades 7-8 (2016-17, 2011-12, 2006-07). 2016-17 Census data is as of May 25, 2018.

[†] Family SES represents annual household income from the TDSB's Parent Census for Grades K-6 and parents' employment status from the TDSB's Student Census for Grades 7-8.

* Others includes: father & stepmother, mother & stepfather, half the time with each parent, foster parent(s), adult relatives or guardians, group home adults, on his/her own, friends, and other.

** None for K-6 (parent census) and Not sure/None for 7-8 (student census).

NOTE: Percentages in tables are rounded and may not add up to 100; Percentages less than 0.5%, shown as "<1%" ; "-" Data not available; Bolded numbers represent the total number of students in the FSL Programs and the TDSB within each division who responded to the related item on the TDSB's Censuses.

Table C6: Percentage Distribution of the French Immersion Students Enrolled in TDSB Schools by Household Characteristics – Secondary Schools

Household Characteristics	Grades 9-12								
	2016-17			2011-12			2006-07		
	FI*	EF*	TDSB*	FI*	EF*	TDSB*	FI*	EF*	TDSB*
Family SES	2180 (5%)	1454 (3%)	48378	2067 (4%)	1217 (2%)	54205	1749 (4%)	951 (2%)	48405
Professional/Senior Management	50%	40%	31%	43%	35%	25%	49%	38%	29%
Semi-Professional/Middle Management	26%	26%	24%	32%	32%	26%	32%	34%	32%
Skilled/Semi-skilled Clerical/Trades	18%	22%	23%	14%	19%	24%	14%	19%	25%
Unskilled Clerical/Trades	3%	6%	10%	3%	6%	8%	4%	8%	12%
Non-Remunerative	4%	5%	12%	7%	9%	17%	1%	1%	3%
Family Structure	2383 (4%)	1614 (3%)	56679	2321 (3%)	1430 (2%)	70162	2046 (3%)	1155 (2%)	69610
Both Parents	83%	86%	76%	84%	84%	76%	82%	81%	74%
Mother Only	14%	12%	17%	14%	14%	18%	15%	16%	18%
Father Only	2%	1%	2%	1%	1%	2%	2%	2%	3%
Others*	1%	1%	4%	1%	1%	4%	1%	2%	5%
Parents' Education Level	2340 (4%)	1578 (3%)	55156	2260 (3%)	1385 (2%)	65448	2033 (3%)	1147 (2%)	68880
Elementary / Secondary School	5%	8%	14%	6%	11%	14%	8%	14%	17%
College	13%	16%	18%	13%	13%	17%	13%	16%	16%
University	76%	67%	53%	73%	63%	48%	71%	55%	47%
Don't know / None**	6%	9%	15%	9%	13%	22%	8%	16%	20%
Parents' Place of Birth	2366 (4%)	1587 (3%)	55726	2325 (3%)	1434 (2%)	70699	2042 (3%)	1152 (2%)	67978
Both Canada	37%	24%	21%	37%	22%	20%	39%	21%	19%
Canada and other Country	20%	13%	10%	20%	14%	9%	20%	13%	9%
Both outside Canada	43%	63%	69%	44%	65%	72%	41%	66%	72%

* TDSB Student Census, 2006-2007, 2011-2012 and 2016-2017 (Exclude missing value, as of May 25, 2018).

*Others includes: father and stepmother, mother and stepfather, half the time with each parent, foster parent(s), adult relatives or guardians, group home adults, on his/her own, friends, and other.

** None for K-6 (parent census) and Don't know for 7-12 (student census).

[†]Percentages less than 0.5%, shown as "<1%"

— Not available. Comparable variables are not available or it's zero on the data files (not from parents' perspective)

NOTE: Percentages in tables are rounded and may not add up to 100.

Appendix D: Student Achievement and Engagement

Table D1: Achievement Characteristics of the French Immersion and Extended French Students Enrolled in TDSB Elementary Schools - Reading

	READING (Levels 3 & 4)								
	2016-17			2011-12			2006-07		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
Elementary Report Card Results (TDSB)	14761	5027	135662	11367	4169	135615	9108	2583	142740
Grade 1	70%	—	67%	76%	—	68%	78%	—	68%
Grade 2	75%	—	73%	75%	—	73%	80%	—	75%
Grade 3	80%	—	74%	78%	—	72%	80%	—	73%
Grade 4	79%	86%	73%	83%	83%	69%	82%	83%	68%
Grade 5	80%	89%	75%	82%	83%	71%	83%	85%	70%
Grade 6	81%	90%	75%	82%	88%	72%	84%	86%	68%
Grade K-6	12381	2699	104061	9420	1988	102541	7473	1103	106893
	77%	88%	73%	79%	85%	71%	81%	84%	70%
Grade 7	84%	87%	74%	80%	83%	69%	75%	85%	64%
Grade 8	84%	90%	76%	84%	85%	71%	73%	81%	65%
Grade 7-8	2380	2328	31601	1947	2181	33074	1635	1480	35847
	84%	88%	75%	82%	84%	70%	74%	83%	64%
EQAO Primary and Junior (Grade 3,6)	1565	774	31851	1163	615	32357	975	190	35612
Primary Division (Grade 3)	—	—	15541	—	—	15422	—	—	16526
	—	—	75%	—	—	65%	—	—	57%
Junior Division (Grade 6)	1565	774	16310	1163	615	16935	975	190	19086
	94%	96%	81%	92%	94%	74%	84%	89%	61%

SOURCE: TDSB Final Elementary Provincial Report Card Results and EQAO in 2006-07, 2011-12 and 2016-17

NOTES: "—" Data not available or not applicable: Comparable variables are not available/applicable or is zero on the data files; bolded numbers represent the total number of students in the FSL programs and the TDSB in general within each division who responded to the related item on the TDSB's Student or Parent Censuses.

Table D2: Achievement Characteristics of the French Immersion and Extended French Students Enrolled in TDSB Elementary Schools - Writing

	WRITING (Levels 3 & 4)								
	2016-17			2011-12			2006-07*		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
Elementary Report Card Results (TDSB)	14760	5026	135657	11367	4169	135597	9104	2581	142668
Grade 1	68%	—	58%	74%	—	59%	75%	—	59%
Grade 2	72%	—	62%	70%	—	62%	72%	—	62%
Grade 3	73%	—	64%	72%	—	63%	72%	—	62%
Grade 4	74%	80%	67%	72%	81%	63%	74%	77%	62%
Grade 5	74%	85%	70%	76%	82%	66%	75%	80%	64%
Grade 6	77%	88%	71%	79%	87%	69%	75%	87%	65%
Grade K-6	12380 73%	2698 84%	104054 65%	9420 74%	1988 84%	102522 64%	7471 74%	1103 80%	106845 62%
Grade 7	81%	87%	71%	74%	83%	67%	69%	82%	63%
Grade 8	81%	89%	74%	82%	85%	69%	68%	81%	63%
Grade 7-8	2380 81%	2328 88%	31603 73%	1947 78%	2181 84%	33075 68%	1633 69%	1478 82%	35823 63%
EQAO Primary and Junior (Grade 3,6)	1565	774	31851	1163	615	32357	975	190	35611
Primary Division (Grade 3)	— —	— —	15541 75%	— —	— —	15422 77%	— —	— —	16525 64%
Junior Division (Grade 6)	1565 90%	774 93%	16310 81%	1163 89%	615 95%	16935 75%	975 78%	190 85%	19086 61%

SOURCE: TDSB Final Elementary Provincial Report Card Results and EQAO in 2006-07, 2011-12 and 2016-17

NOTES: "—" Data not available or not applicable: Comparable variables are not available/applicable or is zero on the data files; bolded numbers represent the total number of students in the FSL programs and the TDSB in general within each division who responded to the related item on the TDSB's Student or Parent Censuses.

Table D3: Achievement Characteristics of the French Immersion and Extended French Students Enrolled in TDSB Elementary Schools - Mathematics

	MATHEMATICS (Levels 3 & 4)								
	2016-17			2011-12			2006-07		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
Elementary Report Card Results (TDSB)	14807	5030	135454	11368	4171	135302	9186	2589	143689
Grade 1	87%	—	81%	91%	—	80%	90%	—	80%
Grade 2	91%	—	81%	89%	—	80%	91%	—	79%
Grade 3	87%	—	78%	85%	—	77%	86%	—	74%
Grade 4	86%	89%	78%	88%	89%	77%	86%	84%	73%
Grade 5	84%	91%	79%	89%	88%	77%	84%	85%	73%
Grade 6	87%	86%	75%	84%	90%	74%	85%	91%	70%
Grade K-6	12426 87%	2702 89%	103905 79%	9421 88%	1988 89%	102296 77%	7547 87%	1106 86%	107655 75%
Grade 7	85%	83%	73%	79%	83%	70%	76%	82%	63%
Grade 8	80%	83%	73%	79%	82%	68%	74%	76%	62%
Grade 7-8	2381 83%	2328 83%	31549 73%	1947 79%	2183 82%	33006 69%	1639 75%	1483 79%	36034 63%
EQAO Primary and Junior (Grade 3,6)	3724	774	34011	2771	615	33947	2260	190	36899
Primary Division (Grade 3)	2159 73%	— —	17702 65%	1608 80%	— —	17024 70%	1285 74%	— —	17813 66%
Junior Division (Grade 6)	1565 69%	774 70%	16309 54%	1163 81%	615 82%	16923 62%	975 77%	190 83%	19086 59%

SOURCE: TDSB Final Elementary Provincial Report Card Results and EQAO in 2006-07, 2011-12 and 2016-17

NOTES: "—" Data not available or not applicable: Comparable variables are not available/applicable or is zero on the data files; bolded numbers represent the total number of students in the FSL programs and the TDSB in general within each division who responded to the related item on the TDSB's Student or Parent Censuses.

Table D4. Achievement Characteristics of French Immersion and Extended French Students Enrolled in TDSB Secondary Schools

	2016-17			2011-12			2006-07		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
EQAO Grade 9 Mathematics	25	18	3884	42	26	5253	34	23	6228
Applied	48%	61%	28%	60%	65%	34%	41%	44%	17%
Academic	687	473	12597	650	480	12621	610	308	13528
	82%	88%	80%	85%	89%	83%	72%	80%	66%
OSSLT	721	450	14602	627	373	16711	577	350	17191
	95%	97%	81%	95%	97%	81%	98%	97%	81%
	709	485	16234	672	498	16945	617	316	17864
Grade 9 Credit Accumulation (8+)	95%	96%	84%	95%	95%	85%	88%	92%	77%
	742	459	16897	637	383	18016	582	349	16998
Grade 10 Credit Accumulation (16+)	91%	93%	74%	88%	93%	75%	85%	88%	67%

SOURCE: Three years (2006-07, 2011-12 and 2016-17) TDSB results for EQAO Grade 9, Secondary Success Indicators and OSSLT.

Table D5: Student Engagement in French Immersion and Extended French Programs, Compared to the TDSB - Elementary Schools

Student Engagement	2016-17						2011-12						2006-07					
	Grades K-6			Grades 7-8			Grades K-6			Grades 7-8			Grades K-6			Grades 7-8		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
Suspension Rate	15591	2751	139891	2387	2350	31798	12322	2047	139291	1959	2205	33360	9771	1151	143966	1663	1519	37210
	0.5%	0.5%	0.9%	1.7%	1.1%	3.1%	0.5%	0.3%	0.8%	1.4%	0.6%	3.2%	0.9%	1.0%	1.6%	3.2%	1.6%	6.1%
Absenteeism Rate	15288	2683	140077	2370	2325	32018	12321	2047	139276	1959	2205	33340	9771	1151	143959	1663	1519	37206
	5.8%	5.3%	7.3%	6.5%	6.1%	7.2%	5.1%	4.5%	6.6%	5.8%	5.1%	6.2%	4.8%	4.5%	5.8%	5.0%	4.5%	5.6%
Mobility Rate	15591	2751	139891	2387	2350	31798	12322	2047	139291	1959	2205	33360	9771	1151	143966	1663	1519	37210
	2.5%	2.8%	5.0%	1.0%	1.4%	2.7%	2.8%	3.3%	5.6%	1.1%	1.3%	3.2%	3.3%	4.7%	6.5%	1.1%	1.8%	3.9%

SOURCE: TDSB Data Warehouse Extracts as of Oct.31, 2006, June 30, 2007, Oct.31, 2011, June 30, 2012, Oct.31, 2016 and June 30, 2017.

Table D6: Student Engagement in French Immersion and Extended French Programs, Compared to the TDSB— Secondary Schools

Student Engagement	Grades 9-12			Grades 9-12			Grades 9-12		
	2016-17			2011-12			2006-07		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
Suspension Rate	2817	1878	73870	2506	1538	85941	2434	1320	88537
	1.9%	1.1%	3.5%	2.7%	1.1%	3.8%	2.5%	1.9%	5.8%
Absenteeism Rate	2711	1802	68822	2451	1506	83064	2374	1295	85158
	6.5%	5.2%	8.4%	5.8%	4.9%	9.5%	5.6%	4.9%	8.8%
Mobility Rate	2817	1878	73870	2452	1538	85941	2434	1320	88537
	1.5%	1.5%	8.0%	2.2%	1.4%	9.4%	2.2%	1.7%	10.7%

SOURCE: TDSB Data Warehouse Extracts as of Oct.31, 2006, June 30, 2007, Oct.31, 2011, June 30, 2012, Oct.31, 2016 and June 30, 2017.

Appendix E: Enrolment by Program

Table E1: Total Enrolment in French Immersion and Extended French Programs (SK to Grade 12)

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
2000-01	11,242	1,667	1,645	856	15,410
2001-02	11,206	1,584	2,606	801	16,197
2002-03	10,921	1,412	2,576	760	15,669
2003-04	11,047	1,660	2,176	1,147	16,030
2004-05	11,171	1,746	2,335	1,245	16,497
2005-06	11,331	2,098	2,406	1,319	17,154
2006-07	11,483	2,670	2,427	1,314	17,894
2007-08	11,865	3,394	2,428	1,352	19,039
2008-09	12,307	3,706	2,430	1,293	19,736
2009-10	12,810	3,954	2,408	1,291	20,463
2010-11	13,415	4,180	2,482	1,371	21,448

Table E1: Total Enrolment in French Immersion and Extended French Programs (SK to Grade 12)

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
2011-12	14,285	4,246	2,506	1,525	22,562
2012-13	14,956	4,381	2,628	1,803	23,768
2013-14	15,724	4,546	2,728	1,845	24,843
2014-15	16,556	4,830	2,776	1,994	26,156
2015-16	17,476	4,848	2,855	1,970	27,149
2016-17	18,067	5,224	2,852	1,870	28,013
2017-18	18,631	5,376	2,899	1,915	28,821

SOURCE: TDSB Strategy and Planning Department, Sept. 30, 2018.