

# RESEARCH BRIEF ON THE CHARACTERISTICS OF STUDENTS IN THE FRENCH AS A SECOND LANGUAGE PROGRAMS AT THE TORONTO DISTRICT SCHOOL BOARD

**French** **Extended**  
**Program** **Language**  
**Second** **Engagement**  
**Student**  
**Characteristics**  
**Immersion** **Programs**  
**Study** **Choice** **Achievement**

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## EXECUTIVE SUMMARY

This research brief outlines demographic and achievement characteristics for the students in the French Immersion (FI) and Extended French (EF) programs at the Toronto District School Board (TDSB). Throughout the study, mainly descriptive statistics are applied using both the TDSB's School Information Systems (SIS) and the TDSB's Student and Parent Censuses to compare the 2006-07 and 2011-12 data for Grades 7-12 and the 2007-08 and 2011-12 data for Grades Kindergarten-6 (K-6)<sup>1</sup>. The following patterns emerged from the key findings of this research brief:

The percentage of students enrolled in French as a Second Language (FSL) programs varied by student gender, language, country of birth, recent arrivals, and Special Education Needs (SEN). A relatively higher percentage of students who primarily spoke English at home and were born in Canada were enrolled in the French Immersion program compared to students in the Extended French program and the TDSB in general. In general, students who primarily spoke a language other than English at home were more equally represented in the Extended French program compared to students in the French Immersion program and the TDSB in general. A relatively higher percentage of female students were enrolled in the FSL programs. Overall, a lower proportion of recent arrivals (students who arrived in Canada in the last 1-3 years) and a lower proportion of students with Special Education Needs (excluding Gifted) were represented in the FSL programs compared to the TDSB in general. Although still considerably lower than the TDSB totals, the proportion of students with SEN who were enrolled in the FSL programs increased slightly in 2011-12 compared to 2006-07.

Overall, the majority of students enrolled in the FSL programs came from a two-parent household; had parents with a higher level of education; and came from a family with a higher socio-economic status (SES) compared to TDSB students in general. In general, except in family structure, this pattern was more profound in the French Immersion program than the Extended French program. Students with both parents born outside Canada had a higher representation in the Extended French program than the French Immersion program compared to the TDSB in general.

The French Immersion and Extended French programs are considerably effective for promoting student academic achievement in both the elementary and secondary school panels as measured by standardized assessments and teachers' grades. In general, with a few exceptions, slightly higher achievement patterns were observed among students enrolled in the Extended French program compared to the French Immersion program and the TDSB in general. Students

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<sup>1</sup> The TDSB's Student Census, administered to students in Grades 7-12 in 2006-07 and Parent Census administered to parents of students in Grades Kindergarten-6 (JK-6) in 2007-08.

in the Grade 6 French Immersion program showed higher achievement on the Education Quality and Accountability Office (EQAO) assessments in Reading, Writing, and Mathematics even when tested in English than the Grade 6 TDSB students in general. Similarly, students in the Grade 3 French Immersion program showed higher achievement in EQAO Mathematics in French than students who wrote the test in English<sup>2</sup> (for additional information refer to the Canadian Council on Learning, 2007; Sinay, 2010). Furthermore, students with SEN (excluding Gifted) enrolled in the FSL programs continued to show higher achievement patterns on the EQAO assessments compared to students with SEN in the TDSB in general (see also Sinay, 2010)

Overall, students in the FSL programs: had higher levels of student engagement; were less likely to have suspensions and absenteeism; and had lower rates of within-year mobility compared to students in the TDSB in general (for additional information refer to Sinay, 2010).

A majority of secondary school students (Grades 9-12) enrolled in the FSL programs were in the Academic Program of Study with 98% enrolled in the French Immersion and Extended French programs in 2011-12.

## FRENCH AS A SECOND LANGUAGE PROGRAMS

In the TDSB “there are two types of intensive French programs: French Immersion and Extended French. Both programs are designed to give students the opportunity to learn French, not simply as a language program but also through other subjects taught in French” (TDSB, 2014, School Choices, French Programs, para. 3). Following is a summary of the characteristics for students in the French Immersion and Extended French programs in 2006-07/2007-08 and 2011-12 in relation to the overall TDSB student population<sup>3</sup>:

### Student Demographics

Table 1 shows the percentage distribution of students enrolled in the French Immersion and Extended French programs in relation to the TDSB in general by key demographic characteristics based on administrative data. A relatively higher percentage of female students were enrolled in both the French Immersion and Extended French programs compared to the TDSB in general. For example, in the 2011-12 school year, 39% of male students and 61% of female students were enrolled in the French Immersion program and 37%

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<sup>2</sup> TDSB students in Grade 3 enrolled in French Immersion write the Mathematics component of the EQAO assessment in French only. They do not write the Reading and Writing components of the Grade 3 EQAO assessments. All French Immersion students in Grade 6 write the Reading, Writing, and Mathematics components in English (see EQAO (2013a) Policies and Procedures for further details: [http://www.eqao.com/pdf\\_e/13/PolicyProcedures\\_PJe\\_2013.pdf](http://www.eqao.com/pdf_e/13/PolicyProcedures_PJe_2013.pdf)).

<sup>3</sup> This report is part of our broader ongoing studies on the *Characteristics of Students in the Key Programs of Studies at the Toronto District School Board*. Future studies will include multilevel quasi-experimental models allowing analysis both at student and school level to study the net effect of FSL program before and after controlling for the student and school level SES factors.

of male students and 63% of female students were enrolled in the Extended French program in Grades 9-12 compared to 53% of male students and 47% of female students in Grades 9-12 in the TDSB in general.

Students' demographic characteristics for student language and student country of birth varied across the French as a Second Language programs. In general, a considerably higher percentage of students speaking English at home (e.g., 67% versus 46% Extended French and 44% for 2011-12 Grades 9-12 TDSB overall) and born in Canada (e.g., 90% versus 76% Extended French and 66% for 2011-12 Grades 9-12) were enrolled in the French Immersion program compared to the Extended French program and the TDSB in general. In general, the Extended French program had a similar proportional representation of students speaking English at home compared to the TDSB in general (e.g., 46% versus 44% for 2011-12 Grades 9-12). This pattern was similar with some proportional differences when compared to 2006-07 (see Table 1).

A relatively lower percentage of recent arrivals (arrived in Canada in the last 1-3 years) participated in the French Immersion and Extended French programs compared to students in the TDSB in general across all divisions. For example, in the 2011-12 school year, 1% of students in Grades K-6 enrolled in the French Immersion program and 2% of students in Grades K-6 enrolled in the Extended French were in Canada between 1 and 3 years compared to 7% of students in Grades K-6 in the TDSB in general.

The percentage of students with SEN (excluding Gifted)<sup>4</sup> enrolled in a FSL program was considerably less than the TDSB in general. For example, in the 2011-12 school year, 6% of students in Grades K-6 enrolled in French Immersion and 4% of students in Grades K-6 enrolled in Extended French were identified as having SEN compared to 14% of students with SEN in Grades K-6 in the TDSB in general. However, it should be noted that although still considerably lower than the TDSB totals, the proportion of students with SEN in FSL programs improved in 2011-12 compared to 2006-07. For example, students in Grades K-6 with SEN (excluding Gifted) constituted 6% of the FI student population in 2011-12 compared to 2% in 2006-07.

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<sup>4</sup> "Special Education Needs students are students who have been formally identified by an Identification, Placement, and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP). Students whose sole identified exceptionality is gifted are not included in this subgroup" (EQAO, 2013b, p. 37).

**Table 1: Percentage Distribution of the French Immersion and Extended French Students Enrolled in TDSB Schools by Student Demographics**

Student Characteristics	2011-12									2006-07								
	Grades K-6			Grades 7-8			Grades 9-12			Grades K-6			Grades 7-8			Grades 9-12		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
<b>Total</b>	12136	2006	139291	1946	2188	33360	2492	1536	85941	9621	1121	143966	1653	1496	37210	2421	1314	88537
<b>Gender</b>																		
Male	45%	43%	51%	40%	39%	51%	39%	37%	53%	44%	39%	51%	41%	38%	52%	41%	37%	53%
Female	55%	57%	49%	60%	61%	49%	61%	63%	47%	56%	61%	49%	59%	62%	48%	59%	63%	47%
<b>Student Language</b>																		
English	67%	40%	46%	68%	47%	46%	67%	46%	44%	72%	41%	47%	74%	51%	48%	72%	51%	47%
Other	33%	60%	54%	32%	53%	54%	33%	54%	56%	38%	59%	53%	26%	49%	52%	28%	49%	53%
<b>Student Birth Country</b>																		
Canada	93%	74%	82%	91%	74%	72%	90%	76%	66%	92%	67%	78%	92%	75%	70%	90%	74%	59%
Outside Canada	7%	26%	18%	9%	26%	28%	10%	24%	34%	8%	33%	22%	8%	25%	30%	10%	26%	41%
<b>Recent Arrivals</b>																		
1-3 Years	1%	2%	7%	<1%	1%	7%	<1%	<1%	9%	1%	4%	9%	<1%	2%	9%	<1%	<1%	11%
4-5 Years	2%	5%	4%	<1%	3%	4%	<1%	1%	4%	3%	9%	6%	1%	5%	5%	<1%	2%	7%
<b>Special Education</b>																		
SEN (excluding gifted)	6%	4%	14%	6%	4%	21%	4%	3%	17%	2%	2%	10%	3%	2%	19%	2%	2%	14%

SOURCES: The TDSB's Data Warehouse Extracts as of October 31, 2006; June 30, 2007; October 31, 2011; and June 30, 2012.

NOTES: Percentages in the tables are rounded and may not add up to 100; Percentages less than 0.5% are shown as "<1%"; Total represents the total number of students in the FSL programs and the TDSB in general within each division.

## Student Racial Background

Table 2 shows the ethno-racial distribution of students in the French Immersion and Extended French programs compared to the TDSB in general in 2006-07/2007-08 and 2011-12 across all divisions. Overall, a greater percentage of self-identified White students enrolled in the FSL programs across all divisions. For example, in 2011-12 a higher percentage of self-identified White students enrolled in the French Immersion (55% versus 28%) and Extended French (38% versus 28%) programs in the secondary school panel (Grades 9-12) compared to the TDSB overall and students of any other self-identified racial background. Relative to their overall population in the TDSB, there are some groups who are over or under-represented in the FSL programs.

There is a slight but noticeable over-representation (3%-7%) of students from East Asian background in the Extended French program both in the 2006-07/2007-08 and 2011-12 school years across all divisions. For example, in the 2011-12 school year, 24% of self-identified East Asian students in Grades 9-12 enrolled in the Extended French program compared to 18% of self-identified East Asian TDSB students in Grades 9-12 in general. On the contrary, self-identified East Asian students were notably under-represented (4%-11%) in the French Immersion program across all divisions and years relative to their overall proportional representation in the TDSB. For example, in the 2011-12 school year, 8% of self-identified East Asian students in Grades 9-12 were enrolled in the French Immersion program compared to 18% of self-identified East Asian students in Grades 9-12 students in the TDSB in general.

In general, students from South Asian background were under-represented in the FSL programs. However, this was considerably more noticeable in the French Immersion program than the Extended French program. For example, in the 2011-12 school year 5% of self-identified South Asian students in Grades K-6 were enrolled in the French Immersion program compared to 16% in the Extended French program and 26% in the TDSB in general.

**Table 2: Percentage of Students Enrolled in the French Immersion and Extended French Programs by Racial Background**

Student Characteristics	2011-12									2007-08			2006-07					
	Grades K-6			Grades 7-8			Grades 9-12			Grades K-6			Grades 7-8			Grades 9-12		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
<b>Racial Background</b>	<b>8214</b>	<b>1407</b>	<b>88796</b>	<b>1851</b>	<b>2059</b>	<b>30600</b>	<b>2325</b>	<b>1434</b>	<b>70703</b>	<b>6417</b>	<b>1154</b>	<b>95404</b>	<b>1495</b>	<b>1439</b>	<b>34067</b>	<b>2042</b>	<b>1154</b>	<b>70410</b>
Aboriginal	<1%	<1%	<1%	<1%	<1%	<1%	<1%	—	<1%	<1%	—	<1%	0%	<1%	<1%	<1%	<1%	<1%
Black	9%	7%	10%	13%	11%	15%	11%	8%	13%	9%	11%	10%	12%	8%	15%	9%	9%	12%
East Asian	10%	18%	14%	8%	17%	14%	8%	24%	18%	8%	22%	15%	7%	21%	16%	9%	24%	20%
Latin American	1%	2%	2%	2%	2%	2%	2%	2%	2%	1%	2%	2%	2%	2%	2%	2%	2%	2%
Middle Eastern	3%	6%	5%	4%	4%	5%	4%	4%	6%	3%	7%	4%	3%	2%	5%	3%	3%	5%
South Asian	5%	16%	26%	4%	18%	24%	5%	13%	21%	4%	14%	27%	3%	15%	21%	5%	14%	19%
Southeast Asian	2%	4%	4%	3%	3%	4%	2%	3%	5%	2%	4%	4%	2%	5%	4%	2%	2%	3%
White	52%	36%	29%	56%	36%	29%	55%	38%	28%	57%	32%	29%	60%	39%	31%	62%	40%	33%
Mixed	18%	11%	11%	12%	8%	7%	12%	10%	7%	16%	9%	9%	11%	7%	6%	9%	7%	5%

SOURCES: The TDSB's Student Census Grades 7-12 (2011-12 and 2006-07) and the TDSB's Parent Census Grades K-6 (2011-12 and 2007-08).

NOTES: Percentages in the tables are rounded and may not add up to 100; Percentages less than 0.5% are shown as "<1%"; "—" Data not available: Comparable variables are not available or is zero on the data files; 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 Student or Parent Censuses.

### Student Household Characteristics

Table 3 shows the percentage distribution of students enrolled in the French Immersion and Extended French programs across all divisions by household characteristics compared to the TDSB in general in 2006-07/2007-08 and 2011-12. Overall, students from a single-parent household, from families with a lower SES, with parents having a low educational background are less likely to enrol in the French Immersion and Extended French programs across the TDSB. In general, except in family structure, this pattern is more profound in the French Immersion program than the Extended French program. For example, in the 2011-12 school year, 43% of secondary school students enrolled in the French Immersion program were from families in the Professional/Senior Management category compared to 35% in the Extended French program and 25% of secondary school students in TDSB in general.

Furthermore, a higher proportion of students with both parents born outside Canada were represented in the Extended French program relative to the French Immersion program in general. For example, in 2011-12, the proportion of students in Grades 9-12 with both parents born outside Canada was 44% for the French Immersion program, 65% for the Extended French program, and 72% for the TDSB in general. Overall, trends were somewhat similar with some proportionate differences in both 2006-07/2007-08 and 2011-12 (see Table 3).

**Table 3: Percentage Distribution of the French Immersion and Extended French Students Enrolled in the TDSB Schools by Household Characteristics**

Household Characteristics	2011-12									2007-08			2006-07					
	Grades K-6			Grades 7-8			Grades 9-12			Grade K-6			Grades 7-8			Grades 9-12		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
<b>Family SES<sup>†</sup></b>	<b>7485</b>	<b>1263</b>	<b>80083</b>	<b>1621</b>	<b>1751</b>	<b>24033</b>	<b>2067</b>	<b>1217</b>	<b>54205</b>	<b>5926</b>	<b>1039</b>	<b>85914</b>	<b>1296</b>	<b>1138</b>	<b>24889</b>	<b>1749</b>	<b>951</b>	<b>48405</b>
Professional/Senior Management (\$100,000+)	53%	29%	26%	43%	33%	24%	43%	35%	25%	51%	22%	22%	44%	36%	25%	49%	38%	29%
Semi-Professional/Middle Management (\$75,000-\$99,999)	13%	15%	10%	32%	32%	26%	32%	32%	26%	15%	13%	10%	33%	32%	29%	32%	34%	32%
Skilled/Semi-skilled Clerical/Trades (\$50,000-\$74,999)	13%	20%	15%	17%	20%	26%	14%	19%	24%	15%	26%	18%	16%	22%	28%	14%	19%	25%
Unskilled Clerical/Trades (\$30,000-\$49,999)	11%	21%	21%	3%	6%	9%	3%	6%	8%	10%	23%	23%	5%	8%	14%	4%	8%	12%
Non-Remunerative (Less than \$30,000)	9%	15%	28%	5%	9%	15%	7%	9%	17%	8%	16%	27%	2%	2%	4%	1%	1%	3%
<b>Family Structure</b>	<b>8211</b>	<b>1402</b>	<b>88597</b>	<b>1841</b>	<b>2047</b>	<b>30321</b>	<b>2321</b>	<b>1430</b>	<b>70162</b>	<b>6368</b>	<b>1150</b>	<b>94058</b>	<b>1485</b>	<b>1428</b>	<b>33553</b>	<b>2046</b>	<b>1155</b>	<b>69610</b>
Both Parents	87%	87%	83%	87%	86%	81%	84%	84%	76%	87%	82%	81%	83%	83%	78%	82%	81%	74%
Mother Only	12%	12%	15%	11%	12%	15%	14%	14%	18%	12%	16%	15%	15%	13%	17%	15%	16%	18%
Father Only	<1%	1%	1%	1%	1%	1%	1%	1%	2%	<1%	<1%	1%	1%	1%	2%	2%	2%	3%
Others*	1%	1%	2%	1%	2%	3%	1%	1%	4%	1%	2%	2%	1%	3%	4%	1%	2%	5%
<b>Parents' Education Level</b>	<b>8142</b>	<b>1390</b>	<b>86869</b>	<b>1795</b>	<b>1982</b>	<b>28686</b>	<b>2260</b>	<b>1385</b>	<b>65448</b>	<b>6352</b>	<b>1136</b>	<b>93196</b>	<b>1479</b>	<b>1425</b>	<b>33359</b>	<b>2033</b>	<b>1147</b>	<b>68880</b>
Elementary / Secondary School <sup>††</sup>	6%	7%	20%	4%	6%	8%	6%	11%	14%	7%	12%	23%	5%	8%	11%	8%	14%	17%
College	16%	20%	23%	9%	13%	13%	13%	13%	17%	17%	20%	24%	10%	11%	13%	13%	16%	16%
University	78%	73%	56%	69%	58%	44%	73%	63%	48%	76%	67%	52%	70%	58%	42%	71%	55%	47%
Don't know / None**	<1%	<1%	1%	18%	24%	35%	9%	13%	22%	<1%	1%	1%	15%	23%	34%	8%	16%	20%
<b>Parents' Place of Birth</b>	<b>8209</b>	<b>1406</b>	<b>88667</b>	<b>1833</b>	<b>2041</b>	<b>30372</b>	<b>2325</b>	<b>1434</b>	<b>70699</b>	<b>6380</b>	<b>1143</b>	<b>94484</b>	<b>1492</b>	<b>1434</b>	<b>33878</b>	<b>2042</b>	<b>1152</b>	<b>67978</b>
Both Canada	40%	20%	23%	39%	21%	21%	37%	22%	20%	42%	15%	21%	39%	24%	20%	39%	21%	19%
Canada and other Country	23%	14%	14%	21%	13%	10%	20%	14%	9%	23%	11%	12%	22%	14%	10%	20%	13%	9%
Both outside Canada	37%	66%	63%	41%	66%	69%	44%	65%	72%	35%	74%	66%	40%	61%	70%	41%	66%	72%

SOURCES: The TDSB's Student Census Grades 7-12 (2011-12 and 2006-07) and the TDSB's Parent Census Grades K-6 (2011-12 and 2007-08).

NOTES: Percentages in the tables are rounded and may not add up to 100; Percentages less than 0.5% are shown as "<1%"; †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 7-12; \*Others includes: father and stepmother, mother and stepfather, half the time with each parent, foster parent(s), adult relative(s) or guardian(s), group home adult(s), on his/her own, friend(s), and other; \*\* None for K-6 (Parent Census) and Don't Know for 7-12 (Student Census); †† Elementary School option was applicable for the TDSB's Parent Census only; 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.

## Student Achievement

Table 4 shows the achievement characteristics for students in Grades K-8 enrolled in the French Immersion and Extended French programs in relation to the TDSB in general in 2006-07 and 2011-12 for both the provincial report cards and the Grades 3 and 6 Education Quality and Accountability Office (EQAO) assessments. For both the report cards and EQAO assessments the results were displayed as the proportion of students achieving at the provincial standard (Level 3 and 4).

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. In general, these findings on achievement patterns for students in the FSL programs were more profound

in the Extended French program than the French Immersion program. For example, for 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 2011-12 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<sup>5</sup> (for additional information refer to the Canadian Council on Learning, 2007; Sinay, 2010).

**Table 4: Achievement Characteristics of the French Immersion and Extended French Students Enrolled in TDSB Elementary Schools in 2011-12 and 2006-07**

Elementary Report Card Results	2011-12									2006-07								
	Reading (Levels 3 & 4)			Writing (Levels 3 & 4)			Math (Levels 3 & 4)			Reading (Levels 3 and 4)			Writing (Levels 3 and 4)			Math (Levels 3 and 4)		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
	<b>11367</b>	<b>4169</b>	<b>135615</b>	<b>11367</b>	<b>4169</b>	<b>135597</b>	<b>11368</b>	<b>4169</b>	<b>135252</b>	<b>9108</b>	<b>2583</b>	<b>142740</b>	<b>9104</b>	<b>2581</b>	<b>142668</b>	<b>9186</b>	<b>2589</b>	<b>143689</b>
Grade 1	76%	—	68%	74%	—	60%	91%	—	80%	78%	—	68%	75%	—	59%	90%	—	80%
Grade 2	75%	—	73%	70%	—	62%	89%	—	80%	80%	—	75%	72%	—	62%	91%	—	79%
Grade 3	78%	—	72%	72%	—	63%	85%	—	77%	80%	—	73%	72%	—	62%	86%	—	74%
Grade 4	83%	83%	69%	72%	81%	63%	88%	89%	77%	82%	83%	68%	74%	77%	62%	86%	84%	73%
Grade 5	82%	83%	71%	76%	82%	66%	89%	88%	77%	83%	85%	70%	75%	80%	64%	84%	85%	73%
Grade 6	82%	88%	72%	79%	87%	69%	84%	90%	74%	84%	86%	68%	75%	87%	65%	85%	91%	70%
	<b>9420</b>	<b>1988</b>	<b>102541</b>	<b>9420</b>	<b>1988</b>	<b>102522</b>	<b>9421</b>	<b>1988</b>	<b>102264</b>	<b>7473</b>	<b>1103</b>	<b>106893</b>	<b>7471</b>	<b>1103</b>	<b>106845</b>	<b>7547</b>	<b>1106</b>	<b>107655</b>
<b>Grade K-6</b>	<b>79%</b>	<b>85%</b>	<b>71%</b>	<b>74%</b>	<b>84%</b>	<b>64%</b>	<b>88%</b>	<b>89%</b>	<b>77%</b>	<b>81%</b>	<b>84%</b>	<b>70%</b>	<b>74%</b>	<b>80%</b>	<b>62%</b>	<b>87%</b>	<b>86%</b>	<b>75%</b>
Grade 7	80%	83%	69%	74%	83%	67%	79%	83%	70%	75%	85%	64%	69%	82%	63%	76%	82%	63%
Grade 8	84%	85%	71%	82%	85%	69%	79%	82%	68%	73%	81%	65%	68%	81%	63%	74%	76%	62%
	<b>1947</b>	<b>2181</b>	<b>33074</b>	<b>1947</b>	<b>2181</b>	<b>33075</b>	<b>1947</b>	<b>2181</b>	<b>32988</b>	<b>1635</b>	<b>1480</b>	<b>35847</b>	<b>1633</b>	<b>1478</b>	<b>35823</b>	<b>1639</b>	<b>1483</b>	<b>36034</b>
<b>Grade 7-8</b>	<b>82%</b>	<b>84%</b>	<b>70%</b>	<b>78%</b>	<b>84%</b>	<b>68%</b>	<b>79%</b>	<b>82%</b>	<b>69%</b>	<b>74%</b>	<b>83%</b>	<b>64%</b>	<b>69%</b>	<b>82%</b>	<b>63%</b>	<b>75%</b>	<b>79%</b>	<b>63%</b>
<b>EQAO Primary and Junior</b>	<b>1163</b>	<b>615</b>	<b>32305</b>	<b>1163</b>	<b>615</b>	<b>32305</b>	<b>2769</b>	<b>615</b>	<b>33895</b>	<b>975</b>	<b>190</b>	<b>35612</b>	<b>975</b>	<b>190</b>	<b>35611</b>	<b>2260</b>	<b>190</b>	<b>36899</b>
	—	—	<b>15370</b>	—	—	<b>15370</b>	<b>1606</b>	—	<b>16972</b>	—	—	<b>16526</b>	—	—	<b>16525</b>	<b>1285</b>	—	<b>17813</b>
Primary Division (Grade 3)	—	—	65%	—	—	77%	80%	—	70%	—	—	57%	—	—	64%	74%	—	66%
	<b>1163</b>	<b>615</b>	<b>16935</b>	<b>1163</b>	<b>615</b>	<b>16935</b>	<b>1163</b>	<b>615</b>	<b>16923</b>	<b>975</b>	<b>190</b>	<b>19086</b>	<b>975</b>	<b>190</b>	<b>19086</b>	<b>975</b>	<b>190</b>	<b>19086</b>
Junior Division (Grade 6)	<b>92%</b>	<b>94%</b>	<b>74%</b>	<b>89%</b>	<b>95%</b>	<b>75%</b>	<b>81%</b>	<b>82%</b>	<b>62%</b>	<b>84%</b>	<b>89%</b>	<b>61%</b>	<b>78%</b>	<b>85%</b>	<b>61%</b>	<b>77%</b>	<b>83%</b>	<b>59%</b>

SOURCES: The TDSB's Final Elementary Provincial Report Card Results in 2006-07 and 2011-12 and the Grades 3 and 6 EQAO assessment results in 2006-07 and 2011-12

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.

Similar patterns of higher achievement rates for students enrolled in the French Immersion program were also recorded in previous research. For example, as cited in Sinay (2010, p.28) "a recent report based on data from the Programme for International Student Assessment (PISA) also suggests that 15 year-old French Immersion students perform better on Reading assessment tests than non-immersion English students, even when tested in English" (Allen, 2004; as cited in Canadian Council on Learning, 2007, p. 6).

<sup>5</sup> TDSB students in Grade 3 enrolled in French Immersion write the Mathematics component of the EQAO assessment in French only. They do not write the Reading and Writing components of the Grade 3 EQAO assessments. All French Immersion students in Grade 6 write the Reading, Writing, and Mathematics components in English (see EQAO Policies and Procedures (2013a) for further details: [http://www.eqao.com/pdf\\_e/13/PolicyProcedures\\_PJe\\_2013.pdf](http://www.eqao.com/pdf_e/13/PolicyProcedures_PJe_2013.pdf)).

Furthermore, students with SEN (excluding Gifted) enrolled in the FSL programs continued to show higher achievement patterns on the EQAO assessments compared to students with SEN in the TDSB in general (see also Sinay, 2010). Figure 1 shows the percentage of students with SEN (excluding Gifted) enrolled in a French Immersion program achieving at the provincial standard (Level 3 and 4) compared to students with SEN in the TDSB in general. For example, in the 2011-12 school year, 53% of students in Grades 3 and 6 with SEN (excluding Gifted) who were enrolled in the French Immersion program achieved the provincial standard (Level 3 and 4) in Mathematics compared to 26% of students in Grades 3 and 6 with SEN (excluding Gifted) in the TDSB in general.

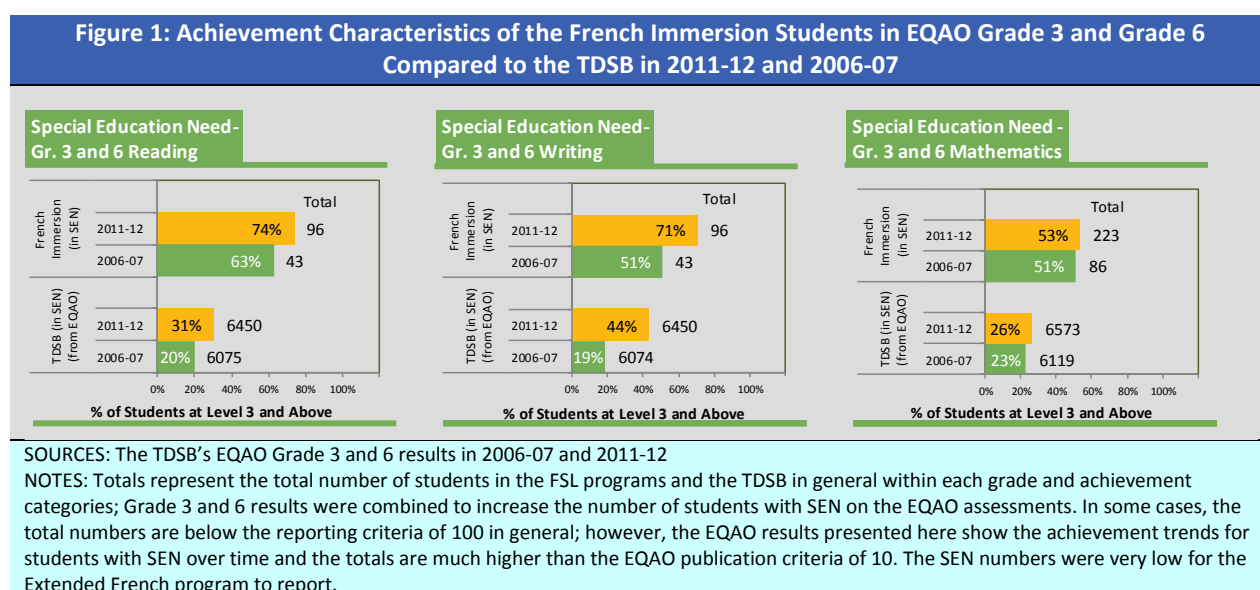


Table 5 shows the achievement characteristics for students in the secondary school panel in the French Immersion and Extended French programs in relation to the TDSB in 2006-07 and 2011-12. Overall, both the French Immersion and Extended French programs are considerably effective in promoting the academic achievement of students in all achievement categories compared to the overall TDSB population. Students in the French Immersion and Extended French programs have a higher proportion of students achieving the provincial standard (Level 3 and 4) in both Applied and Academic Mathematics as measured by the Grade 9 EQAO Mathematics assessment. Overall, a higher level of students enrolled in the FSL programs successfully completed the Ontario Secondary School Literacy Test (OSSLT) compared to the TDSB in general. In addition, students enrolled in the FSL programs accumulated higher levels of credits by the end of Grades 9 and 10 and had higher graduation rates compared to the TDSB's secondary school students in general. Overall, achievement patterns were somewhat higher for students in the Extended French program compared to students in the French Immersion program and the TDSB in general (see also Sinay, 2010). For example, in the 2011-12 school

year, 95% of fully participating first-time eligible<sup>6</sup> students enrolled in the French Immersion program and 97% of students enrolled in the Extended French program wrote the OSSLT successfully compared to 81% of the overall TDSB student population.

**Table 5: Achievement Characteristics of the French Immersion and Extended French Students Enrolled in the TDSB Secondary Schools**

EQAO Grade 9 Mathematics	2011-12			2006-07		
	FI	EF	TDSB	FI	EF	TDSB
Applied	42	26	5253	34	23	6228
	60%	65%	34%	41%	43%	17%
Academic	650	480	12621	610	308	13528
	85%	89%	83%	72%	80%	66%
OSSLT	627	373	16711	577	350	17191
	95%	97%	81%	98%	97%	81%
Grade 9 Credit Accumulation (8+)	672	498	16945	617	316	17864
	95%	95%	85%	88%	92%	77%
Grade 10 Credit Accumulation (16+)	637	383	18016	582	349	16998
	88%	93%	75%	85%	88%	67%
Year 4 (Grade 12) Graduation Outcomes	537	279	19309	539	243	19598
	89%	91%	70%	85%	91%	61%

SOURCES: The TDSB's results for the Grade 9 EQAO assessments for 2006-07 and 2011-12; Secondary Student Success Indicators for 2006-07 and 2011-2012; and the OSSLT Fully Participating First-Time Eligible Students in 2006-07 and 2011-2012.

NOTES: In some cases, the bolded total numbers are below the reporting criteria of 100 in general; however, the EQAO results presented here are much higher than the EQAO publication criteria of 10: Year 4 (Grade 12) Graduation Outcomes represents the annual graduation rate (% of students receiving Diploma or 30+ credits). For further information please see (TDSB, 2013a). Retrieved from:

<http://www.tdsb.on.ca/Portals/0/AboutUs/Research/SSIYear4Outcomes201112.pdf>

## Student Engagement

Table 6 shows the student engagement characteristics for students enrolled in the French Immersion and Extended French programs compared to the TDSB in general during the 2006-07 and 2011-12 school years across all divisions. Overall, both the French Immersion and Extended French programs were considerably effective in promoting the engagement of students in all engagement categories examined in this brief compared to the overall TDSB student population. Students in both the French Immersion and Extended French programs were less likely to have higher levels of suspensions, absenteeism, and had lower within-year mobility rates<sup>7</sup> compared to students in the TDSB in general (Sinay, 2010). For example, in the 2011-12 school year, 2.7% of students in Grades 9-12 enrolled in the French Immersion program and 1.1% of students in Grades 9-12 enrolled in the Extended French program were suspended compared to 3.8% of TDSB students in Grades 9-12 in general. In 2011-12, the calculated

<sup>6</sup> "This method of reporting provides percentages based on students for whom there is work for both sessions of the administration of the OSSLT and who were assigned an achievement result (successful, not successful). Students who are not working toward an OSSD, those who were absent and those who were deferred are excluded" (EQAO, 2013c, p.24).

<sup>7</sup> Within-year mobility rate is defined here as the proportion of students who were enrolled in the school/program in the Fall but were not enrolled in the same school/program as of the Spring of the same academic year. This methodology has been used in TDSB since 2002-03 (Sinay, 2010; as cited in TDSB Internal Documents).

average absenteeism rates<sup>8</sup> for students in Grades 9-12 enrolled in the French Immersion and Extended French program and in the TDSB in general were 5.8%, 4.9%, and 9.5% respectively. In addition, within-year mobility rates for students in Grades 9-12 enrolled in the French Immersion and Extended French program and in the TDSB in general were 2.2%, 1.4%, and 9.4% respectively (see Table 6).

**Table 6: Student Engagement of the French Immersion and Extended French Students Compared to the TDSB**

Student Engagement	2011-12									2006-07								
	Grades K-6			Grades 7-8			Grades 9-12			Grades K-6			Grades 7-8			Grades 9-12		
	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB	FI	EF	TDSB
Suspension Rate	<b>12322</b>	<b>2047</b>	<b>139291</b>	<b>1959</b>	<b>2205</b>	<b>33360</b>	<b>2506</b>	<b>1538</b>	<b>85941</b>	<b>9771</b>	<b>1151</b>	<b>143966</b>	<b>1663</b>	<b>1519</b>	<b>37210</b>	<b>2434</b>	<b>1320</b>	<b>88537</b>
	0.5%	0.3%	0.8%	1.4%	0.6%	3.2%	2.7%	1.1%	3.8%	0.9%	1.0%	1.6%	3.2%	1.6%	6.1%	2.5%	1.9%	5.8%
Absenteeism Rate	<b>12321</b>	<b>2047</b>	<b>139276</b>	<b>1959</b>	<b>2205</b>	<b>33340</b>	<b>2451</b>	<b>1506</b>	<b>83064</b>	<b>9771</b>	<b>1151</b>	<b>143959</b>	<b>1663</b>	<b>1519</b>	<b>37206</b>	<b>2374</b>	<b>1295</b>	<b>85158</b>
	5.1%	4.5%	6.6%	5.8%	5.1%	6.2%	5.8%	4.9%	9.5%	4.8%	4.5%	5.8%	5.0%	4.5%	5.6%	5.6%	4.9%	8.8%
Mobility Rate	<b>12322</b>	<b>2047</b>	<b>139291</b>	<b>1959</b>	<b>2205</b>	<b>33360</b>	<b>2452</b>	<b>1538</b>	<b>85941</b>	<b>9771</b>	<b>1151</b>	<b>143966</b>	<b>1663</b>	<b>1519</b>	<b>37210</b>	<b>2434</b>	<b>1320</b>	<b>88537</b>
	2.8%	3.3%	5.6%	1.1%	1.3%	3.2%	2.2%	1.4%	9.4%	3.3%	4.7%	6.5%	1.1%	1.8%	3.9%	2.2%	1.7%	10.7%

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

NOTE: Bolded numbers represent the total number of students in the FSL programs and TDSB in general within each division and engagement category.

## Student Program of Study

Table 7 shows the students' Program of Study (Academic, Applied, or Essential) in the French Immersion and Extended French programs in 2006-07 and 2011-12 compared to the TDSB in general. The type of Program of Study (Academic, Applied or Essential) varied substantially in both French Immersion and Extended French compared to the TDSB in general. Almost all of the students enrolled in the FSL programs (98%-99% versus 66% in TDSB) in both 2011-12 and 2006-07 were in the Academic Program of Study (see Table 7).

**Table 7: Students' Programs of Study for Students Enrolled in the French Immersion and Extended French Programs Compared to the TDSB (Grades 9 to 12)**

Program of Study	2011-12			2006-07		
	FI	EF	TDSB	FI	EF	TDSB
	<b>2515</b>	<b>1542</b>	<b>90838</b>	<b>2453</b>	<b>1330</b>	<b>95308</b>
Academic	98%	98%	66%	99%	98%	66%
Applied	1%	1%	25%	<1%	1%	26%
Essentials	0%	<1%	4%	0	0%	4%
Undefined	1.4%	1%	5%	1	1%	4%

SOURCE: The TDSB's Data Warehouse Extracts as of October 31, 2006; June 30, 2007; October 31, 2011; and June 30, 2012.

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

<sup>8</sup> "The definition of absenteeism is the number of days absent out of the number of days registered in school. For example, if a student is registered for 180 days and was absent for 9 days, the absenteeism rate is 9 of 180 or 5%" (TDSB, 2013b, p.1).

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