

Section 1

Creating a French Immersion Setting

Section 1 of the 2016-2017 abridged questionnaire asked schools to provide data on the creation of a French Immersion setting in relation to the following factors:

- qualified educational staff and personnel
- exposure to the French language
- inclusion and appropriate support for all students
- a linguistically rich and inclusive environment

Qualified Educational Staff and Personnel

1. For 2016-2017, indicate the bilingual (English/French) staff in your school by position.

Figure 1: Number of Bilingual (English/French) School Staff, by Position

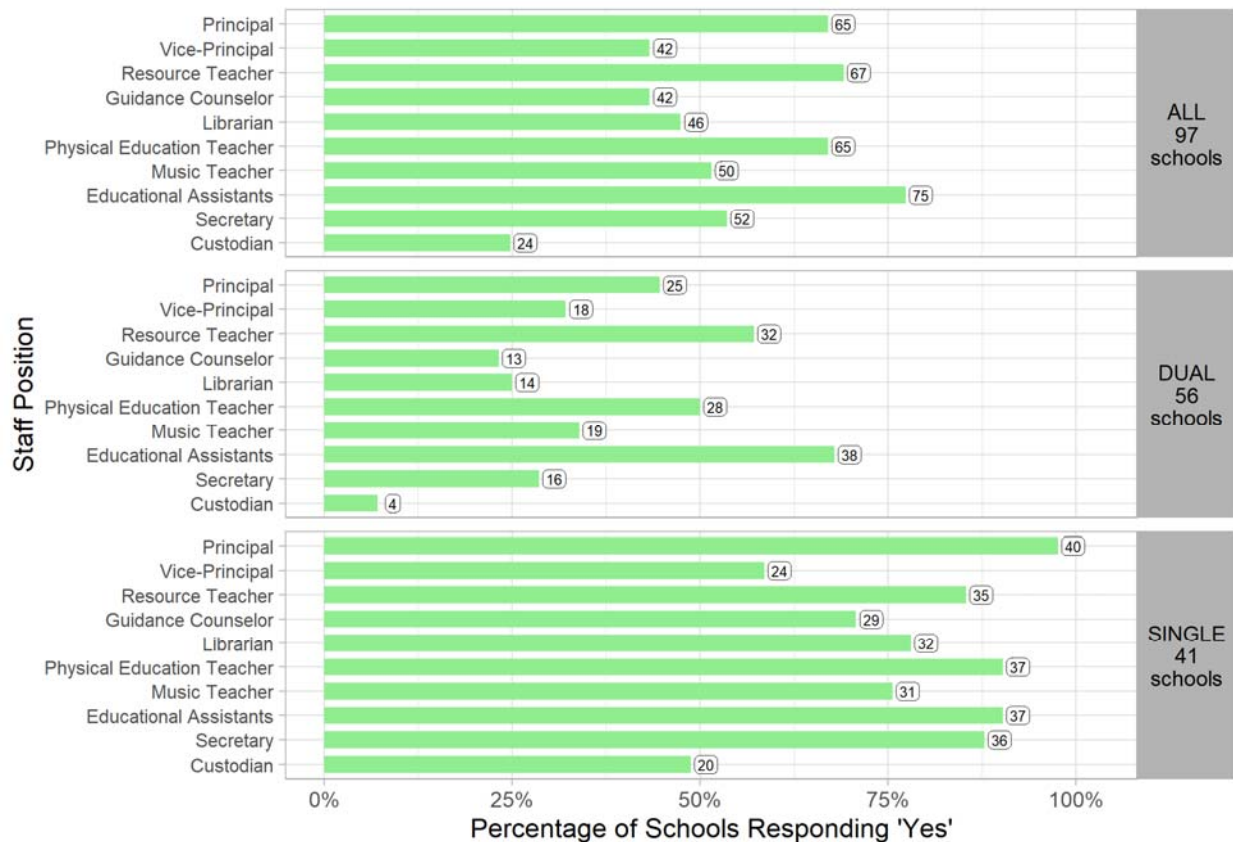


Figure 1 shows the number of schools responding to the survey that have identified a French-speaking staff person in the listed employment categories. Nearly all of the single-track schools report more French-speaking staff in nearly all the categories.

Note: This figure assumes one staff person per position for all positions except Educational Assistant where a school may have more than one. Also, it is important to note that not all schools have a Vice-Principal.

Figure 2: Percentage of Bilingual (English/French) School Staff, by Position; 2013, 2015, and 2016 Compared



Over the past five years, there has been no significant change in the proportion of position categories in which schools reported at least one bilingual staff member. The survey respondents consistently report that less than half of the schools have French-speaking music teachers, guidance counsellors, custodians or librarians. Roughly two-thirds of schools have French-speaking resource teachers.

For 2013, 2015, and 2016, 81, 80, and 79 schools respectively reported having at least one bilingual principal or vice-principal. This corresponds to 78%, 76%, and 77% of French immersion schools in those years.

Exposure to the French Language

- How many students from your school graduated with a Province of Manitoba High School Diploma (French Immersion Program) in June 2017?

Figure 3: Cohort-Based Student-Tracked Graduate Counts and Unadjusted Graduation Rates

First-time Grade 9 cohorts		First-time Grade 9 French Immersion cohort size	Graduated on-time (i.e., within four years of Grade 9 entry) with <u>any</u> diploma	Received a <i>Français</i> course credit each year from G09 to G12	Had the correct distribution of 14 French credits from G09 to G12 to obtain a French Immersion diploma
<i>Grade 9 entry year</i>	<i>Set A*</i>	<i>Set B = subset of A</i>	<i>Set C = subset of B</i>	<i>Set D = subset of C</i>	<i>Set E = subset of D</i>
September 2009	15,316	September 2009 MB: 1,177 Urban: 948 Rural: 206 North: 23	June 2013 MB: 1,047 (89% of B) Urban: 842 (89% of B) Rural: 186 (90% of B) North: 19 (83% of B)	-- MB: 808 (69% of B) Urban: 668 (70% of B) Rural: 132 (64% of B) North: 8 (35% of B)	-- MB: 687 (58% of B) Urban: 587 (62% of B) Rural: 97 (47% of B) North: 3 (13% of B)
September 2010	15,022	September 2010 MB: 1,127 Urban: 927 Rural: 165 North: 35	June 2014 MB: 998 (89% of B) Urban: 834 (90% of B) Rural: 138 (84% of B) North: 26 (74% of B)	-- MB: 756 (67% of B) Urban: 658 (71% of B) Rural: 83 (50% of B) North: 15 (43% of B)	-- MB: 642 (57% of B) Urban: 584 (63% of B) Rural: 56 (34% of B) North: 2 (6% of B)
September 2011	14,449	September 2011 MB: 1,169 Urban: 962 Rural: 178 North: 29	June 2015 MB: 1,060 (91% of B) Urban: 875 (91% of B) Rural: 158 (89% of B) North: 27 (93% of B)	-- MB: 815 (70% of B) Urban: 701 (73% of B) Rural: 98 (55% of B) North: 16 (55% of B)	-- MB: 689 (59% of B) Urban: 626 (65% of B) Rural: 61 (34% of B) North: 2 (7% of B)
September 2012	14,514	September 2012 MB: 1,169 Urban: 960 Rural: 170 North: 39	June 2016 MB: 1,047 (90% of B) Urban: 864 (90% of B) Rural: 150 (88% of B) North: 33 (85% of B)	-- MB: 754 (64% of B) Urban: 650 (68% of B) Rural: 87 (51% of B) North: 17 (44% of B)	-- MB: 636 (54% of B) Urban: 579 (60% of B) Rural: 57 (34% of B) North: 0 (0% of B)
September 2013	14,455	September 2013 MB: 1,259 Urban: 1,007 Rural: 206 North: 46	June 2017 MB: 1,128 (90% of B) Urban: 908 (90% of B) Rural: 183 (89% of B) North: 37 (80% of B)	-- MB: 813 (65% of B) Urban: 666 (66% of B) Rural: 125 (61% of B) North: 22 (48% of B)	-- MB: 665 (53% of B) Urban: 596 (59% of B) Rural: 54 (26% of B) North: 15 (33% of B)

* Total cohort size, all programs combined

To determine Manitoba's student-tracked high school graduation rate, Manitoba Education follows individual students in public and funded independent schools from Grade 9 and calculates the percentage of students who graduate within four years of entering Grade 9 (i.e., on-time graduates). The former proxy cohort high school graduation rate was discontinued by Manitoba Education in 2016.³ This report uses the provincial definition of graduation rather than the reported graduate numbers provided by schools in the survey.

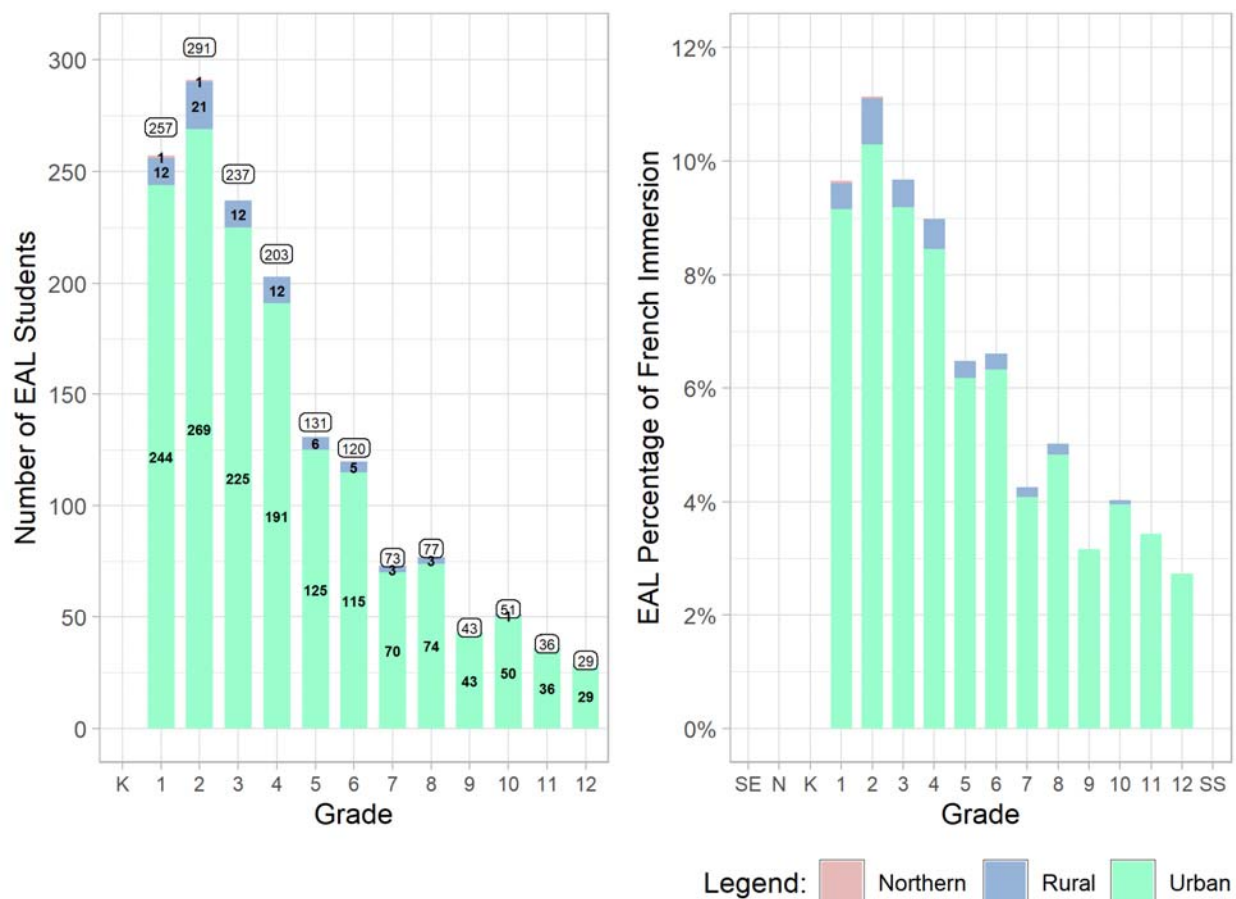
³ The graduation rates in this table do not make adjustments for students moving out of the province, deaths, the proportion of school age children not enrolled in public and funded independent schools and do not account for students who have transferred out of public and funded independent schools to enroll in First Nations schools, non-funded independent schools, and adult learning centres, and students who have withdrawn from school.

To estimate the number of French Immersion graduates, the department follows the same method of calculating for the overall provincial rate but applies additional filters based on the requirements for obtaining a French Immersion diploma. The two filters used are: 1) receiving a *Français* credit each year from Grade 9 to Grade 12, and 2) having the correct distribution of 14 credits in French from Grade 9 to Grade 12 to obtain a French Immersion diploma. For more information on the student-tracked rate, see "High School Graduation Rates and Student Achievement Statistics", https://www.edu.gov.mb.ca/k12/grad_rates/index.html.

Inclusion and Appropriate Support for All Students

- Did you have EAL (English as an Additional Language) students in the French Immersion Program in the 2016-2017 school year?

Figure 4: Number and Percentage of English as an Additional Language (EAL) Students in the French Immersion Program, by Grade Level and Region

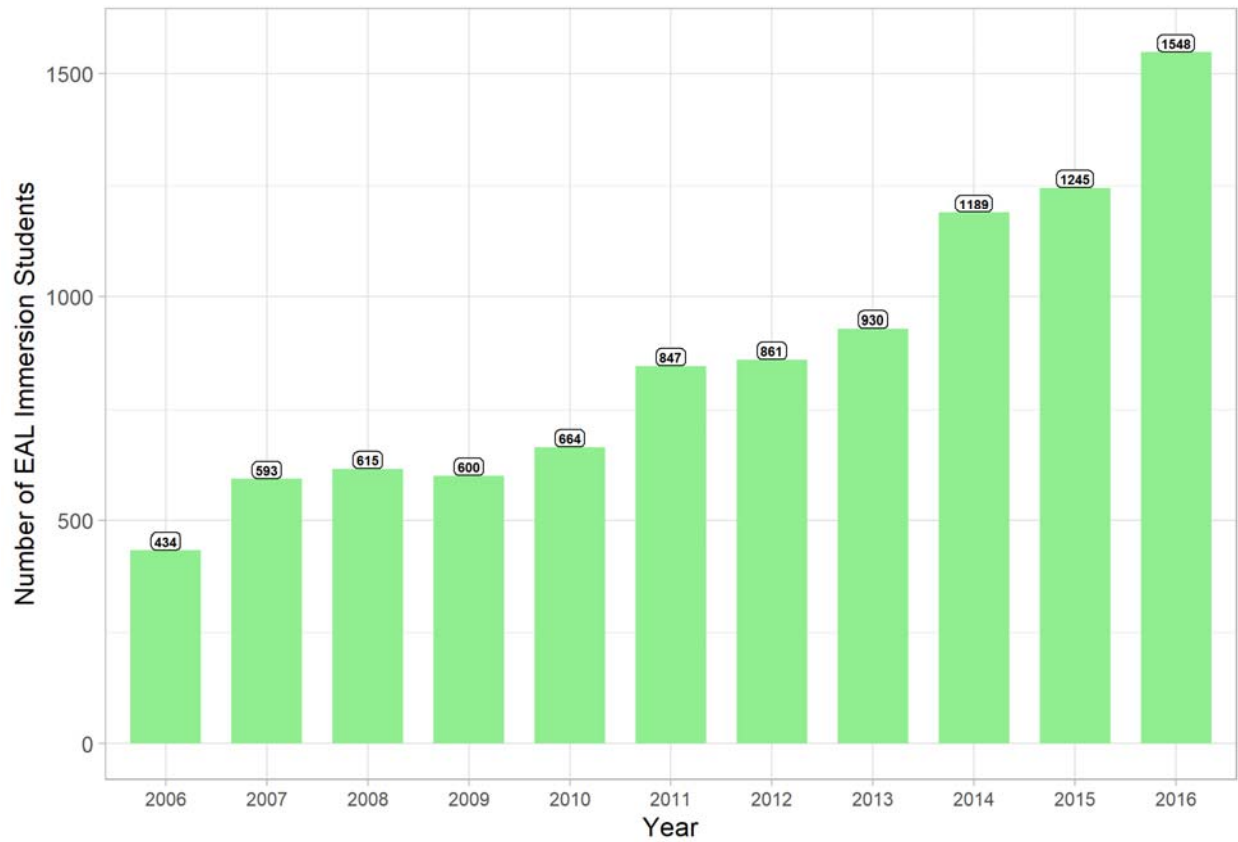


According to departmental Education Information System (EIS) data, 1,458 EAL students were enrolled in the French Immersion Program. This represents 6% of the total French Immersion population in Manitoba.

Like overall enrolment, the bulk of the EAL students enrolled in French Immersion, are in Early Years. EAL students are disproportionately located in urban areas. This seems consistent with the distribution of EAL students in the province overall.

Note: The data is from Manitoba Education's EIS database, and generally speaking, it reflects the most recent version of the data from 2016. There may be slight differences in relation to earlier reports, as adjustments have been made retroactively to correct errors.

Figure 5: Number of English as an Additional Language (EAL) Students in the French Immersion Program, by Year



The total number of students identified as both immersion students and EAL students (within the four-year funding window) has increased dramatically between 2006 and 2016, from 434 students to 1458. The overwhelming majority of EAL students in immersion are located in the Winnipeg School Division (over half of the 1548), with substantial numbers in Pembina Trails School Division and Louis Riel School Division.

Figure 6: Number of **Schools** with English as an Additional Language (EAL) Students in the French Immersion Program, by Grade Level and Region

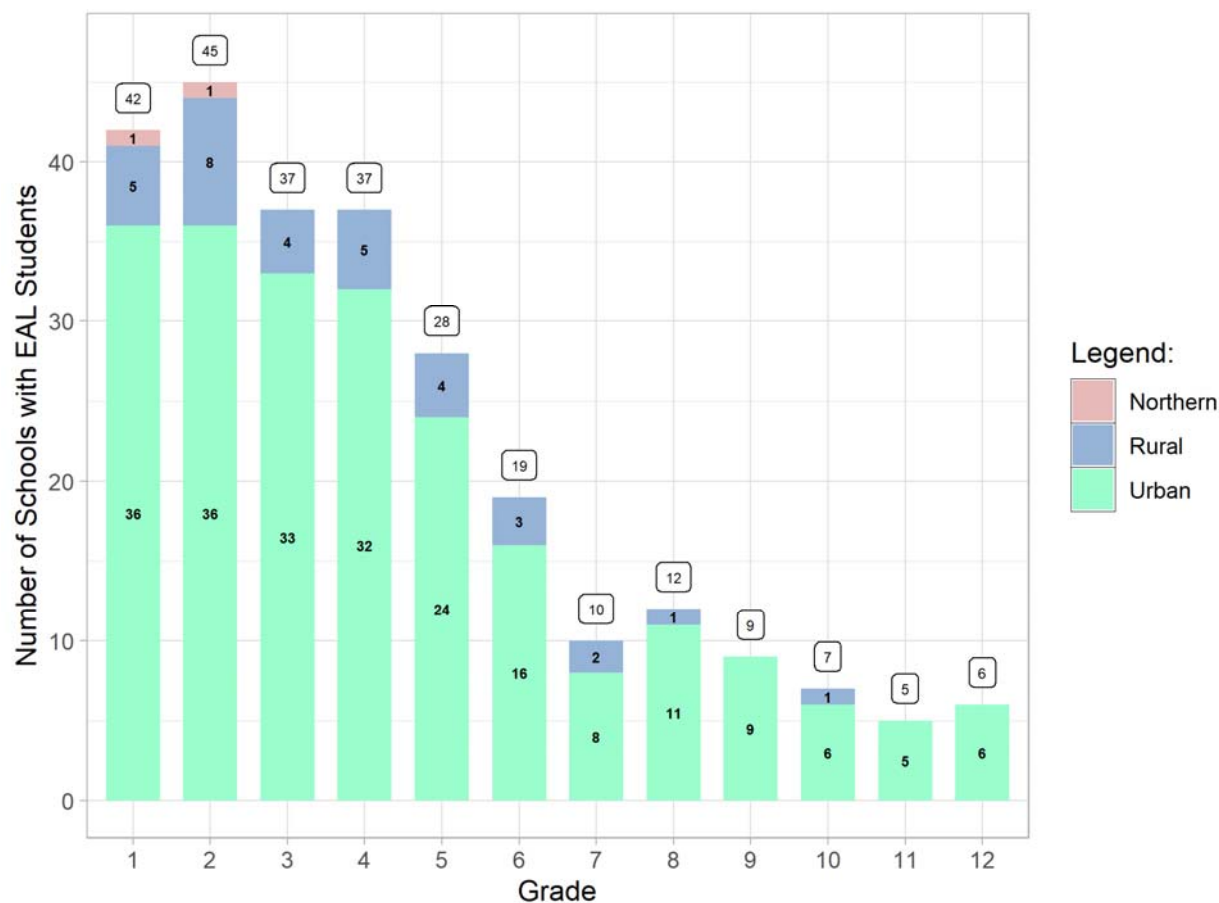
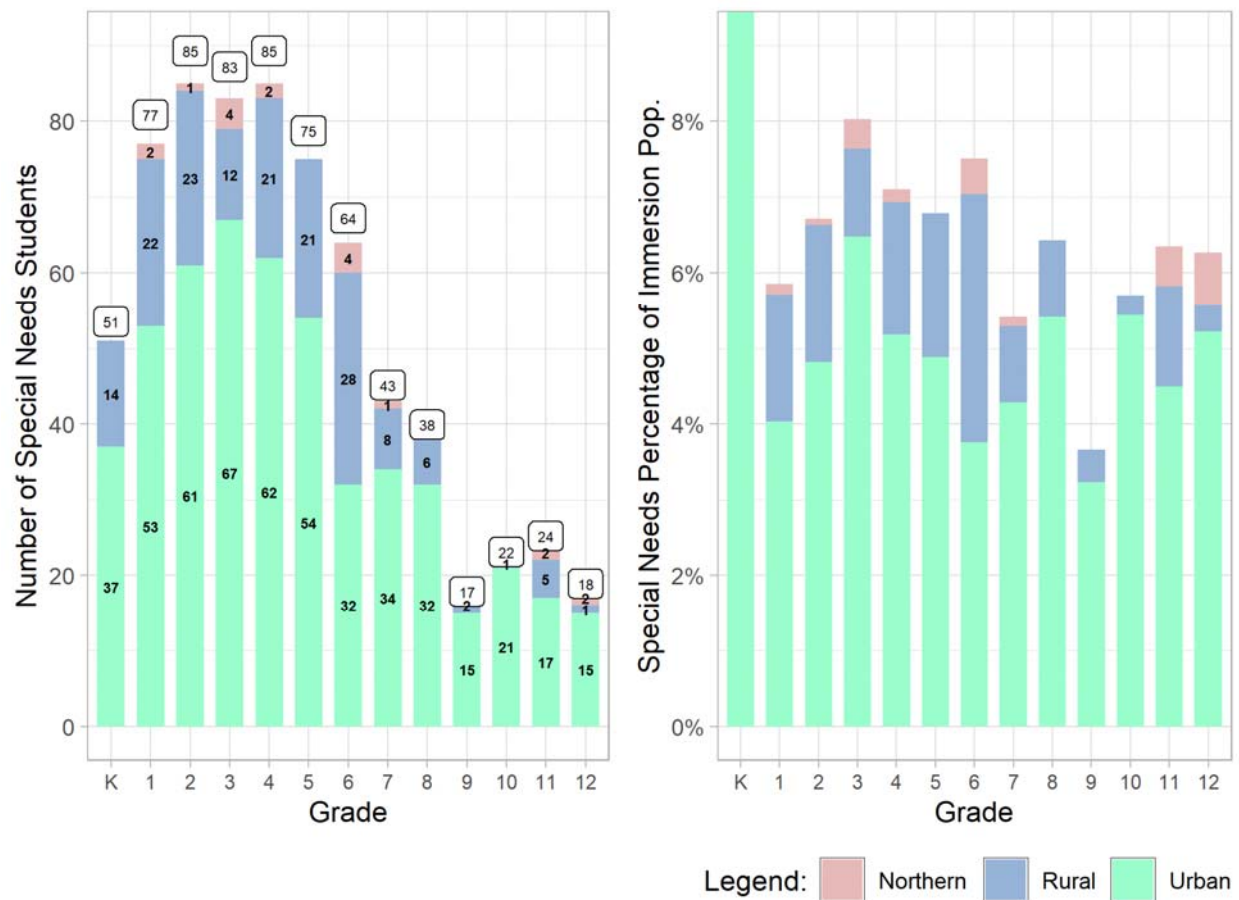


Figure 6 shows the distribution of EAL students in the schools. The geographic pattern is similar to that illustrated in Figure 4, and the distribution by grade level reflects the temporary nature of the EAL designation. Northern and rural students are fewer and fewer in the higher grades. This likely relates to the limited numbers of EAL students who enter the Manitoba education system (for that four-year window) in northern and rural areas. New arrivals eligible for the code are much more likely to land in Winnipeg or Brandon. The smaller number of schools in upper years is also reflective of the smaller number of secondary schools overall. Note: Any given school represented in this graph might have many students or few.

4. Did you have students with special needs (funded or non-funded but diagnosed) in the French Immersion Program in the 2016-2017 school year?

Figure 7: Number and Percentage of Special Needs Students (funded or non-funded, but diagnosed) in the French Immersion Program, by Grade Level and Region



Seventy-two survey respondents returned values for this question. The graph on the left shows the number of students (in those 72 schools) identified as special needs, by grade level. The graph on the right shows those students as a proportion of the immersion students in those 72 schools. As many schools did not answer this question, it would be unreasonable to consider this ratio as applying to the entire province.

The proportion of students with identified special needs remains generally constant from one grade level to the next, with a dip in Grade 9 followed by a climb back up. This suggests that there may be limited differential program change with respect to special needs status.

Note: The increase in the percentage of special needs students from Grade 9 to Grade 11 may have to do with students being identified as special needs at the time of high school transition, all the more so as the question refers to both funded and non-funded but diagnosed. Information with respect to non-funded but diagnosed students may not be transferred between schools, so it might take a year or two for that information to make its way to the survey respondent in the administrator’s office. Certain students with special needs are assigned grades of SE or SS (according to age).⁴ It is unclear how respondents might have categorized such students in per grade responses.

⁴ SE refers to pupils aged 4 to 13 years taught in special ungraded classes, and SS refers to pupils age 14 or older taught in special ungraded classes.

Figure 8: Number of **Schools** with Special Needs Students (funded or non-funded, but diagnosed) in the French Immersion Program, by Grade Level and Region

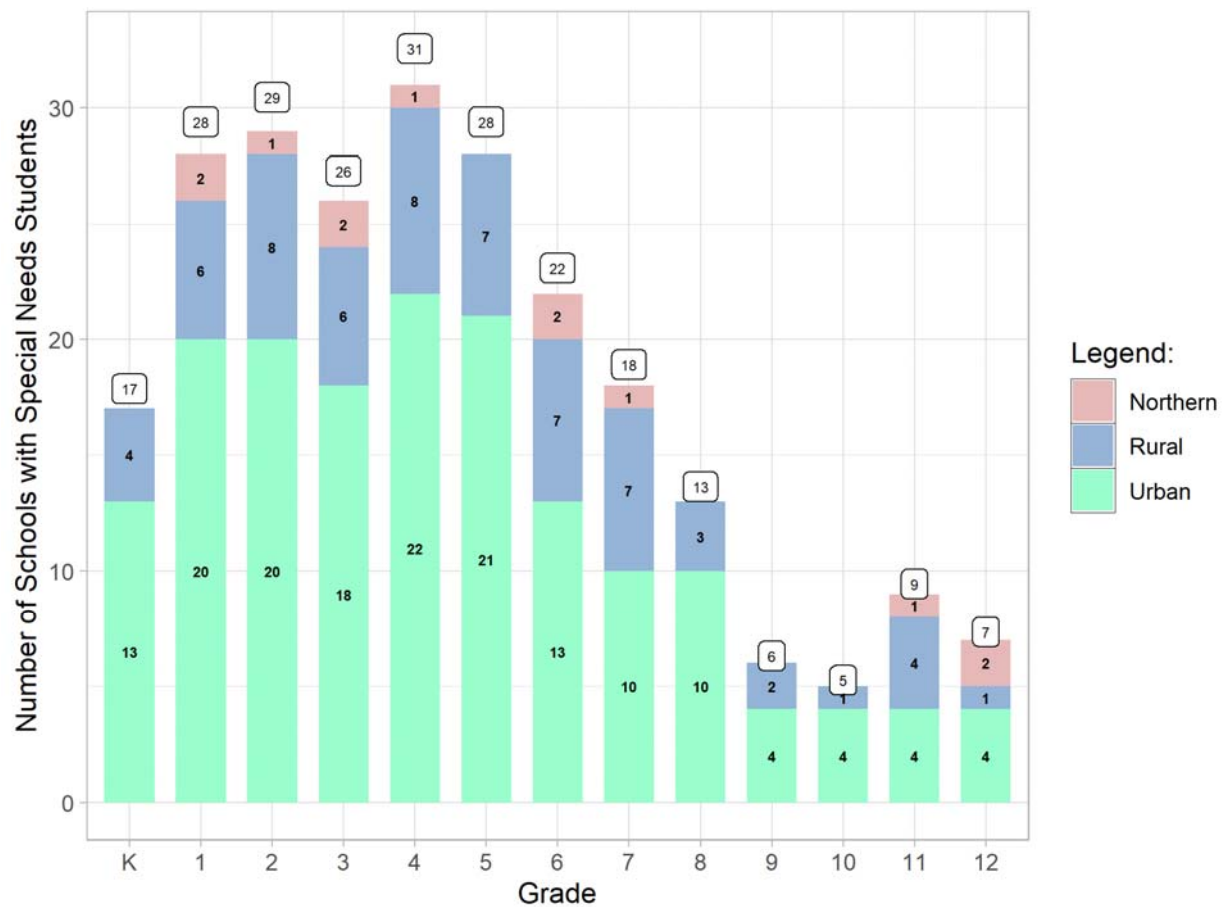
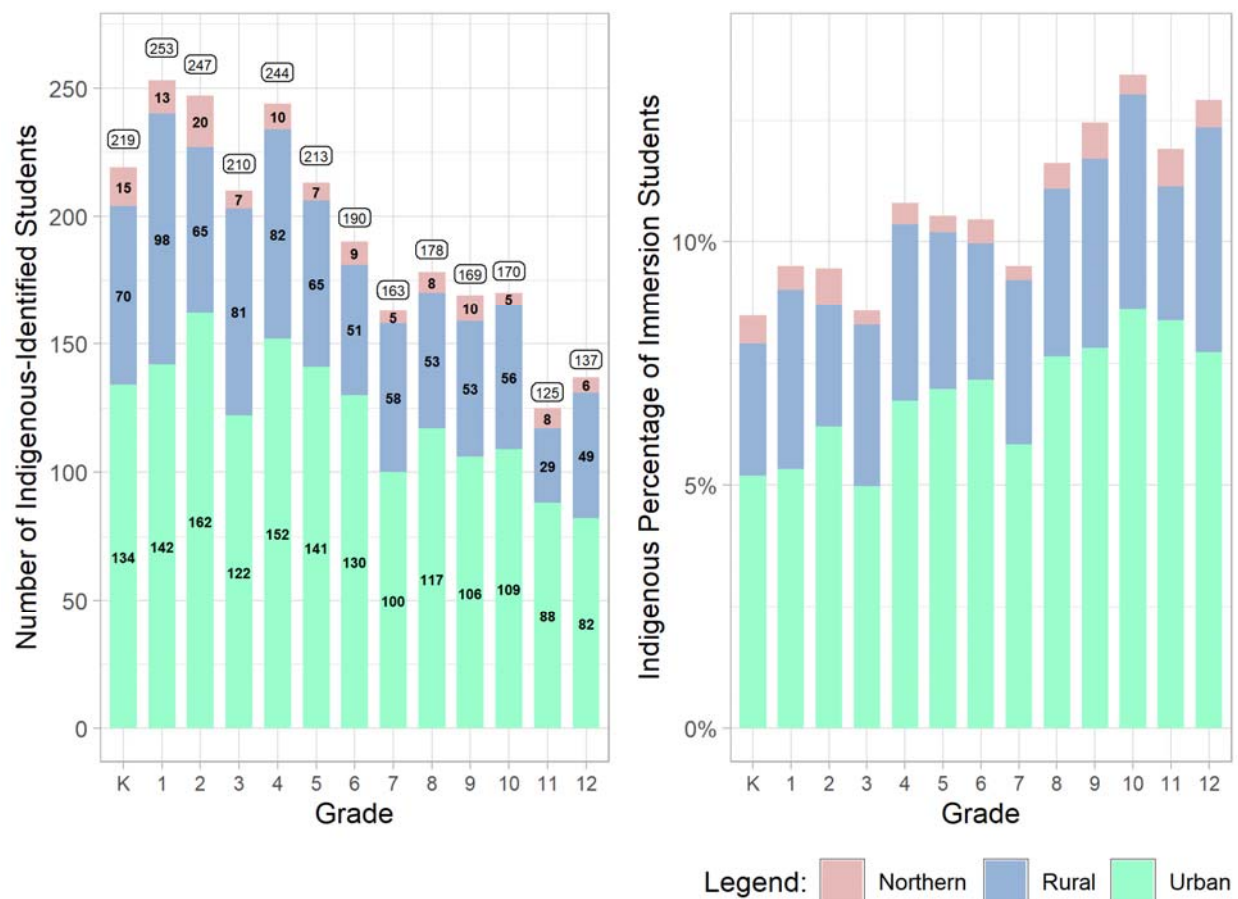


Figure 8 shows the distribution of special needs students in the respondent schools by grade level. A school may be counted for several grade levels. The geographical pattern is similar to that illustrated in Figure 7, and the distribution by grade level likely reflects the consolidation of students in fewer schools at higher grades. Northern and rural students are less and less frequent in higher grades. Note: Any given school represented in this graph might have many students or few.

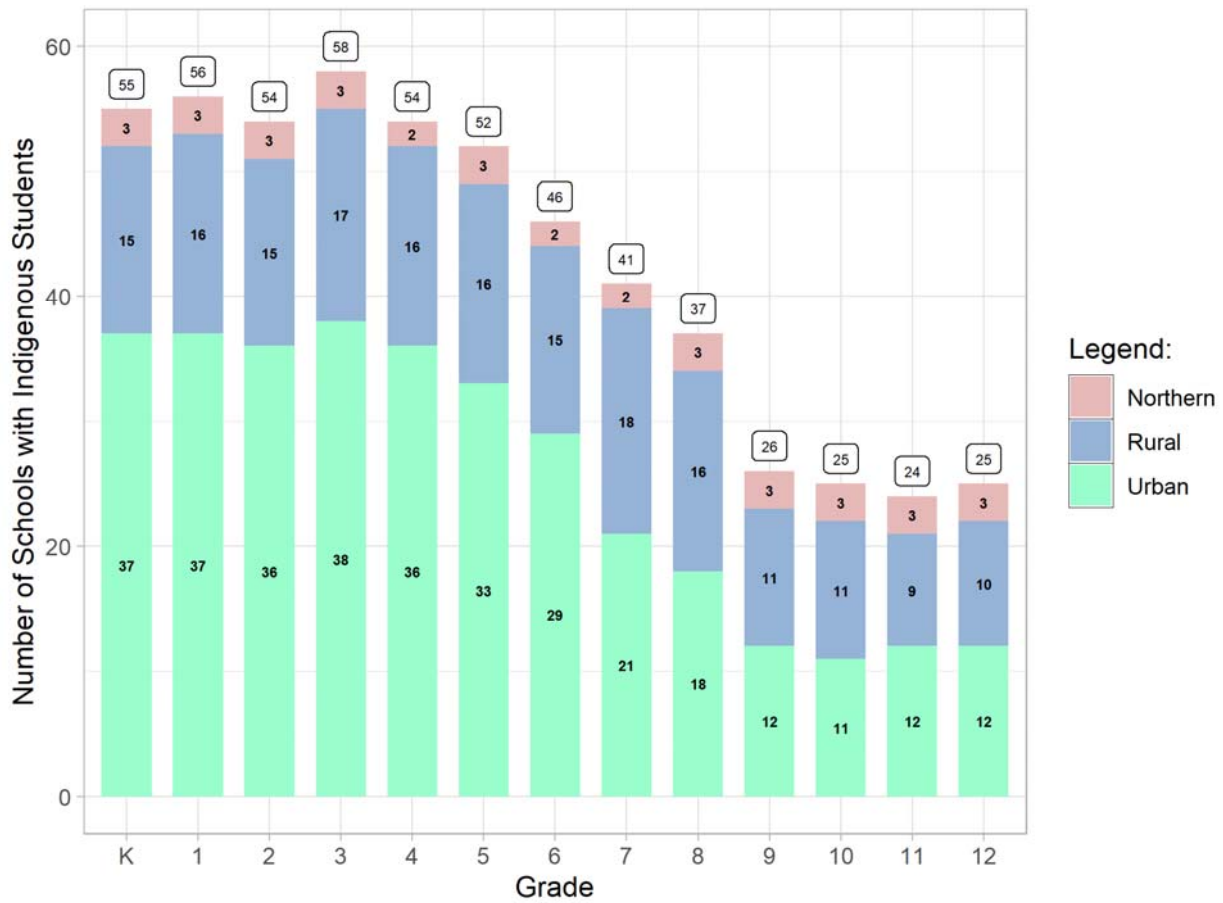
Figure 9: Number and Percentage of Indigenous Students in the French Immersion Program, by Grade Level and Region



Indigenous identity declaration is a voluntary method for students or their parents to identify themselves as Indigenous (First Peoples within the boundaries of present-day Canada, including the Métis).⁵ As this identification is voluntary, these figures likely understate the actual proportions. The key observation in this pair of graphs is the increasing proportion of Indigenous students in the higher grades. This might reflect a positive differential in retention with respect to non-identified students. Note: As the opportunity to produce a declaration often presents itself upon transition to high school, it may be that older students who were not previously identified as Indigenous chose to make their declaration at that time.

⁵ For more on the indigenous identity declaration, see “Indigenous Identity Declaration”, <https://www.edu.gov.mb.ca/aed/abidentity.html>.

Figure 10: Number of **Schools** with Indigenous Students in the French Immersion Program, by Grade Level and Region

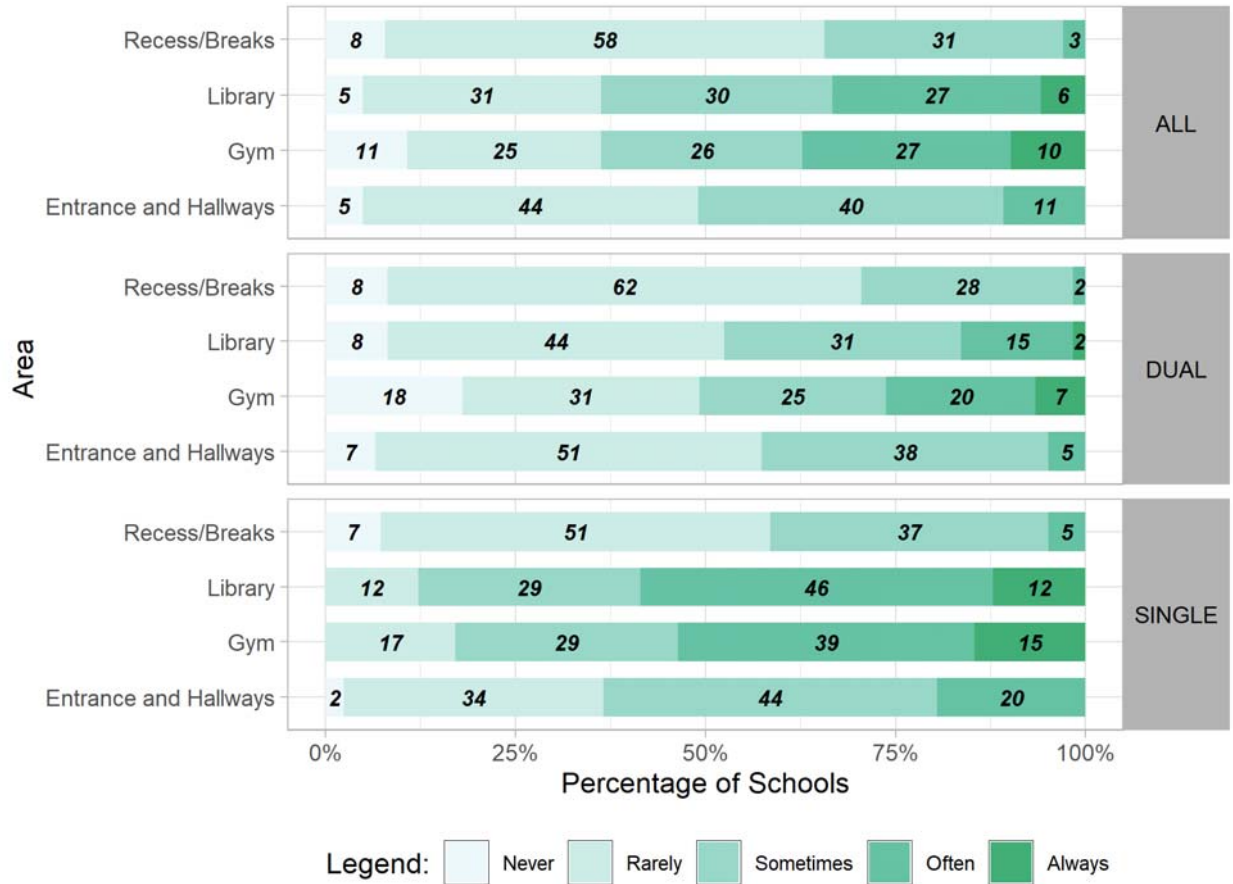


The declining number of schools in urban areas likely reflects the concentration of students in schools that specialize in Senior Years education, while in rural and northern areas, schools are more likely to cover the full K-12 range, or to combine Middle and Senior Years. Nearly all immersion schools (108) have at least one student identified as Indigenous according to EIS.

A Linguistically Rich Environment

5. How often do students speak French in the following areas during non-instructional time?

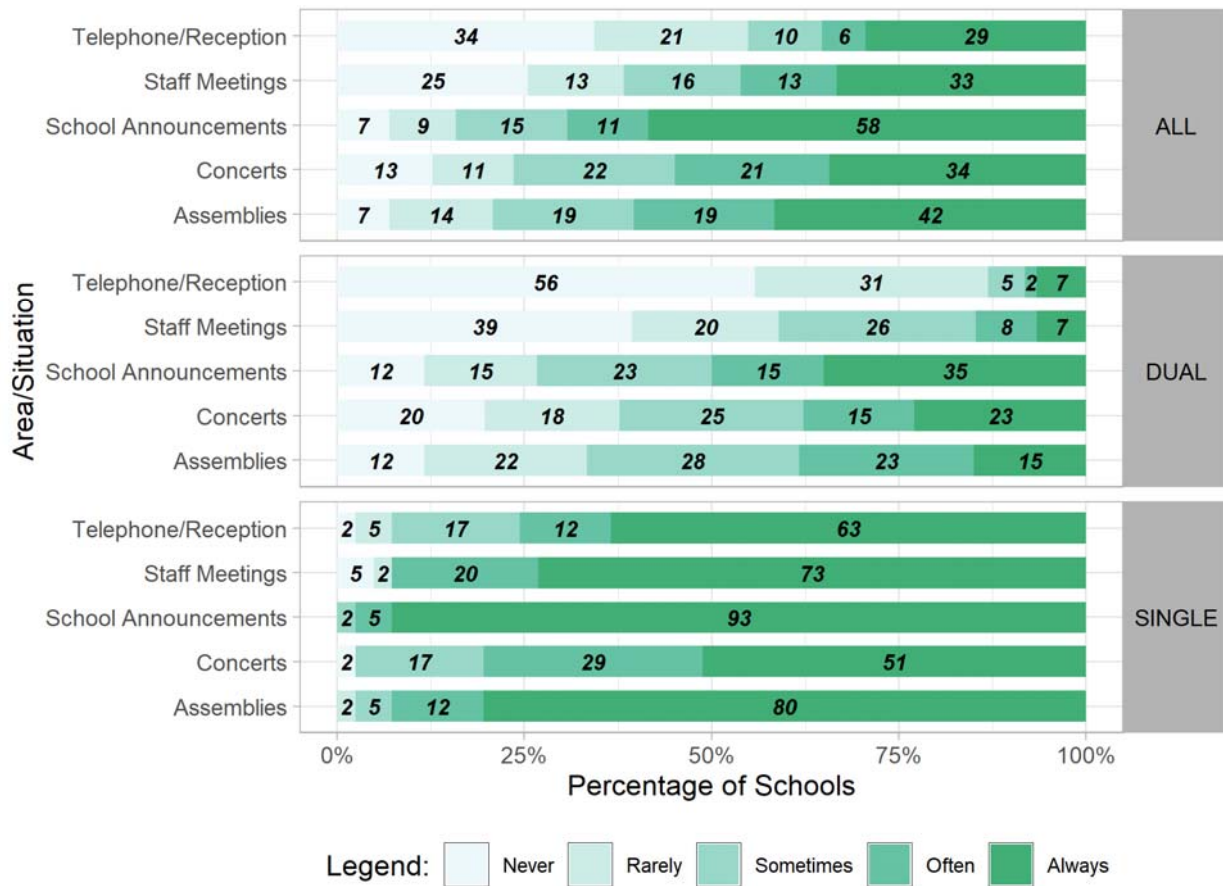
Figure 11: French Usage during Non-Instructional Time, by School Area



Respondents indicate that students' usage of French during non-instructional time was greater in single-track schools, especially so in the library, gym, and entrances and hallways. For example, students' use of French in libraries was noted to be "often" or "always" by 59% of respondents in single-track schools, compared to 18% in dual-track schools. No significant change was observed over the three surveys of the five-year period.

6. How often is the French language present in the following activities?

Figure 12: Presence of French in Certain School Areas or Situations



Although dual-track schools present challenges in implementation of French-language environments, it is encouraging to see half of dual-track schools “often” or “always” making school announcements in French. Overall, single-track schools show much greater use of French in all areas. No significant change was observed over the three surveys of the five-year period.