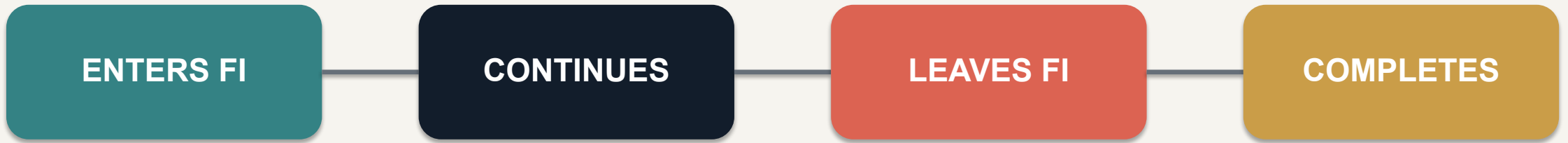


Attrition happens... but does it have to?

Laurent Cammarata · Campus Saint-Jean
Sarah Fedoration · Edmonton Catholic Schools



Attrition is a pathway, not a snapshot.



A student leaves French Immersion before the expected completion point.

******Changing FI schools while remaining in immersion is not the same phenomenon.

Attrition is a crucial variable to consider because it is directly linked to immersion programs' **sustainability** and **viability**.



French Immersion: a success story?

60+ years
of sustained demand



GROWTH
is real.

So is the
question mark.

What we know— and don't know.

WE KNOW.....

**Participation grows
nationally.**

WE DON'T KNOW....

**Who leaves,
exactly when...**
...and what happens next.

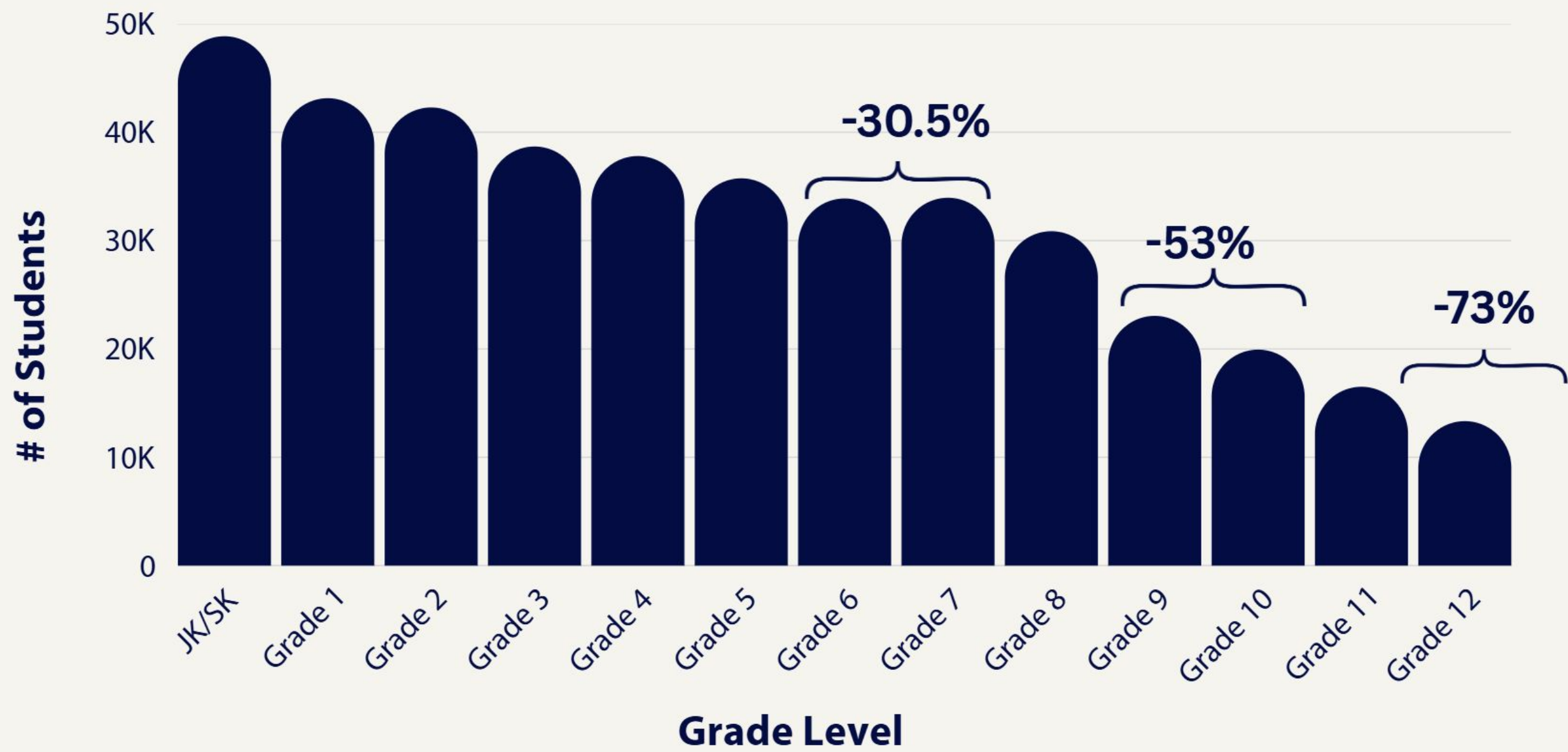
The picture doesn't tell the whole story.



ENROLMENT
counts seats
today.

ATTRITION
follows students
over time.

CANADIAN ENROLLMENT DATA 2016-2017

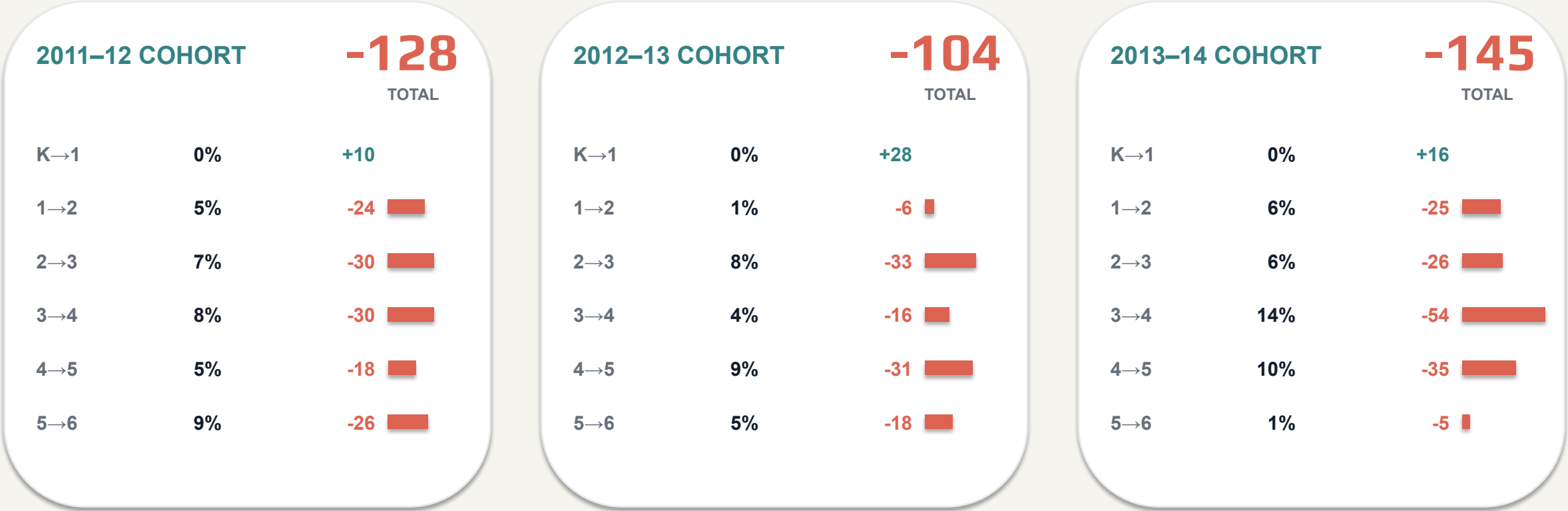


(Statistics Canada, 2018)

A BETTER INDICATOR... THE COHORT

DIVISION FRENCH IMMERSION PROGRAM ENROLMENT AND ATTRITION															
Grade		K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	Total
2009/10		385	353	333	296	272	273	267	183	211	187	103	113	102	3,078
2010/11		378	379	327	313	261	254	255	220	174	199	129	93	105	3,087
2011/12		422	369	341	296	283	244	238	227	196	169	144	132	94	3,155
2012/13		391	432	342	321	269	257	242	188	219	192	111	124	93	3,181
2013/14		425	419	408	325	295	261	242	214	187	214	131	108	118	3,347
2014/15		463	441	413	378	309	275	241	209	204	177	132	126	107	3,475
2015/16		378	442	416	380	348	297	261	203	198	193	127	126	123	3,492
2016/17		434	461	405	390	364	330	280	195	194	187	97	111	121	3,569
2017/18		409	426	414	353	336	333	304	234	182	185	114	84	111	3,485
2018/19		396	408	377	369	339	301	315	221	211	167	116	110	81	3,411
2019/20		440	420	377	347	349	319	296	237	197	194	92	100	101	3,469
2020/21		402	446	359	343	307	321	319	238	225	189	123	88	91	3,451
2021/22		387	399	400	331	318	289	293	250	217	207	103	105	82	3,381
2022/23		389	426	376	381	301	307	274	237	228	209	112	100	102	3,442
2023/24		428	426	420	365	360	302	302	247	231	226	113	106	93	3,619

Follow the cohort.



Losses are visible across elementary grades—not only at the expected transition points.

Support, expectations & inclusion.

What concerns parents, teachers and administrators identified

LEARNING NEEDS

Program unable to support students' specific learning needs

LANGUAGE & LITERACY EXPECTATIONS

French development, English ability and grades

SYSTEM SUPPORT

**Transport
Program experience**

"I had a mistaken understanding of how quickly kids pick up French, and how fluent they would become, at what rate."

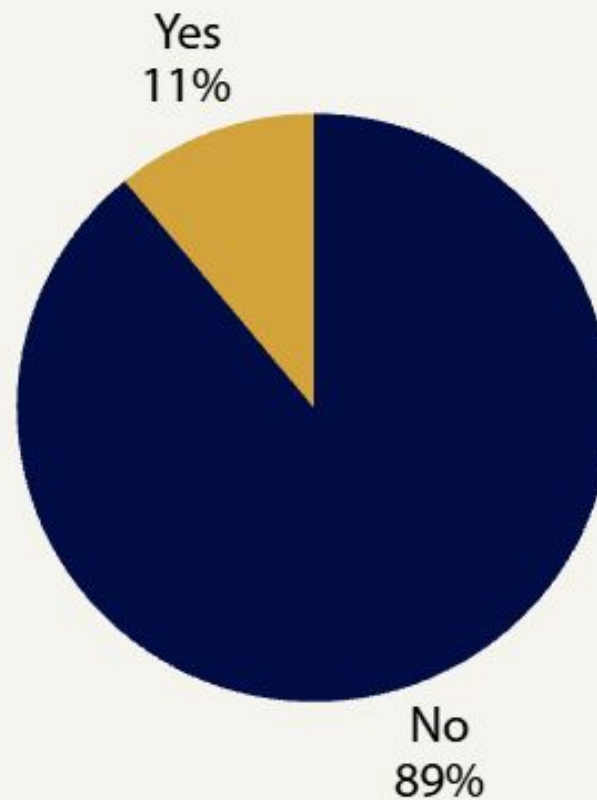
Parental Concerns about inclusion

Program difficulties
to support students'
specific learning
needs

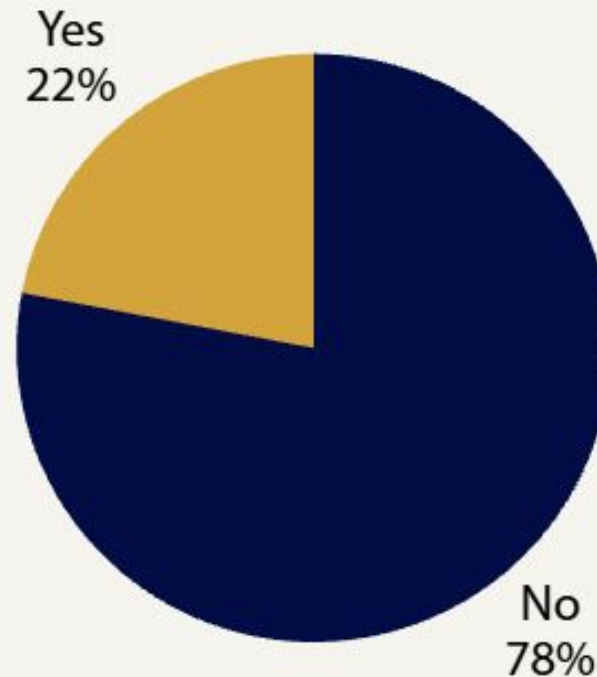
"In hindsight, we should have insisted on **more information** about the high school program and support for students with learning disabilities."

"I wish I had been aware of the **lack of funding** for special education programs."

DOES THE SUPPORT PROVIDED TO STUDENTS IN FI AND ANGLOPHONE PROGRAMS MATCH?



Teachers



Admin

Families and educators identify different language and literacy priorities.

LANGUAGE & LITERACY EXPECTATIONS

**French
development,
English ability and
grades**

**PARENTS'
concerns**

**English ability
& grades**

≠

**TEACHERS'
concerns**

**French
development**

*"I had a mistaken understanding of how quickly kids pick up French,
and how fluent they would become, at what rate."*

Concerns about program structure:

The program itself can shape attrition

TRANSPORTATION

COURSE VARIETY

SCHEDULING

EXTRACURRICULARS

RECOGNITION

“I have had to give up my passion for Drama to remain in the French Immersion program.”

“I am not continuing because in Gr. 10 FI because the bus ride is 10,000 hours each way.”

“I am tired of playing the spoons. I want to do things real French people do.”

Different ages, different pressures: What we already know?

K–6

- Motivation
- Language comfort
- Academic performance
- Special-needs resources
- Frustration
- Teacher expectations
- Parent concerns

7–12

- Course variety
- Scheduling limitations
- Difficulty / marks for university
- Competing programs
- Transportation

Attrition reflects both learner needs and program structures—not a single exit point.

What gets monitored, gets done.

DATA

Follow cohorts

PARENT SUPPORT

Clarify expectations

PROGRAM EXPERIENCE

Ensure parity

WE NEED TO MAKE GOOD ON OUR PROMISES.

Ensure students have parity in their educational experiences.

**“WHAT GETS
MONITORED,
GETS DONE!”**



THE CALL TO ACTION

**WE NEED TO
MAKE GOOD ON
OUR PROMISES.**



**WE NEED TO
ENSURE THAT
STUDENTS HAVE
PARITY IN THEIR
EDUCATIONAL
EXPERIENCES.**

