



Research Report

**AFRICENTRIC SUMMER INSTITUTE
(2005)**

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Africentric Summer Institute (2005)
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 - Icilda Elliston, Vice-principal
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EXECUTIVE SUMMARY

In 2005, the TDSB undertook an evaluation to assess the impact of the Africentric Summer Institute (ASI) on participating students. The ASI was implemented for the first time in the summer of 2005 and was designed to provide an enabling learning environment for African-Canadian students in Grades 1-5 who were performing at Levels 2 or below in literacy and/or numeracy. Seventy-three (73) students participated in the six-week institute at Shoreham Public School.

African heritage activities served as context for literacy, numeracy, social studies and the arts. The goals of the ASI were to:

- motivate students to improve their school achievement (i.e., literacy and numeracy);
- help students see themselves as successful learners;
- enhance their self identity;
- provide students with a fuller understanding of their own cultural roots; and
- to establish a strong home/institute partnership.

In order to evaluate the ASI program, student achievement was tracked using report card data for each of reading, writing and numeracy (pre and post program) and Student Achievement Reports indicating whether students met the expectations of the program (completed by ASI teachers at the conclusion of the program). Students, teachers and parents were asked to complete perception surveys at the conclusion of the program. Interviews and focus groups were also held with program staff; the Site Leader and Program Coordinator were interviewed individually, while teachers and Educational Assistants participated in a focus group interview. Finally, a small number of students were also interviewed on an individual basis.

The report card data indicated that student achievement had increased from Term 3 (spring 2005) to Term 1 (fall 2005). In reading, writing and math, about one-fifth of students increased their level of achievement (e.g., Level 1 to Level 2). In addition, approximately half of the students were able to maintain their level of achievement at the next grade level (e.g., Level 2 in Term 3 and Level 2 in Term 1). Hence, about three-quarters of the students had positive outcomes.

There is a caveat here however. To determine if the differences were statistically significant, paired samples t-tests were run comparing mean achievement levels in Term 3 against mean achievement levels in Term 1. For writing and math, there were no significant differences in mean student achievement levels and in reading; there was a significant decrease in mean student achievement levels. Given the very positive perception survey data, this finding was puzzling and led to further exploration of the data.

It was discovered that the program was more successful for the most at-risk students (i.e., those performing at Level 1 and below). Although not statistically significant, these students made gains in their reading, writing and math achievement. Conversely, higher performing students (i.e., those students at Level 2 or above) showed decreases in their reading, writing and math achievement and the decreases were statistically significant for reading and math. These findings parallel those obtained for all four of the other 2004-05 EIP programs (i.e., Summer Academic Program, Summer ESL Program, Summer Literacy Camp, and Tutoring Program).

Student, parent and teacher perceptions about the program were very positive. Almost all of the students said that they enjoyed the program (94%). The vast majority of students reported that since participating in the program, they liked school more (87%), were proud of what they had learned (94%) and were excited to learn more (94%). A minimum of 70% of students reported that the ASI program improved their attitudes and skills in reading, writing and math.

Parent feedback was also very positive. Almost unanimously (98%), parents said that their children enjoyed the program and that the program had helped their children somewhat or very much (92%). At least two-thirds of parents said that their children were better at reading, writing and math. In addition, 94% said that were the programs offered again next year, they would enrol their children again, suggesting a very high level of satisfaction with the programs.

Finally, teacher feedback was also very positive, as all four teachers rated the program as either “very successful” (50%) or “moderately successful” (50%). All teachers (100%) reported that students had learned more skills in reading and writing and three-quarters (75%) reported improvements in math skills and attitudes. The findings of

the evaluation, in combination with input gathered by the Project Coordinator suggest recommendations in a few areas.

- The duration of the Africentric Summer Institute should be shortened by one week to five weeks. This will serve to accommodate parents who wish to make alternative plans for their children during the 6th week, and for teachers who wish to take advantage of professional development opportunities and have time remaining for summer holidays.
- The number of student spaces in the Africentric Summer Institute should be increased to 100 to facilitate the teaching of students in five single grade vs. four split grade classrooms. Split grade classrooms broaden the diverse levels of achievement found in single grade classrooms and present challenges for the teacher in ensuring that all students receive maximum opportunity to achieve at their highest levels.
- That a designated number of spaces be allotted to students who are performing above Level 2 and whose parents wish them to participate. These students should only be registered after all interested students meeting the program criteria (Level 2 or below) are registered.
- That the program primarily focus on those students most at-risk (i.e., Level 1 and below). If higher performing students are included (i.e., Level 2 and above) they should be instructed in separate classrooms so that their learning needs can be more appropriately addressed.
- That the Africentric Advisory Committee explore the feasibility of establishing an Africentric program, an Africentric school, a Parenting Centre and a Homework Club in the area of Shoreham Public School as approximately three-quarters of parents expressed interest in these other programs.
- That all staff including teachers, educational assistants, and program volunteers be invited to a 1-2 day professional development session where the program goals, objectives, activities and curriculum focus (i.e., Africentrism) are discussed so that all staff and volunteers are fully prepared to participate in the program.
- That a curriculum project be initiated to develop Africentric curriculum for Grades 1-6.
- That planning time be provided for teachers during the school day to allow them to develop and share curriculum strategies and materials.
- That time be provided for staff to have input into the planning of activities such as parent workshops, the celebration, assemblies and field trips.
- That the number of regular volunteers be increased to two per class.

INTRODUCTION

Purpose of the Africentric Summer Institute

The Africentric Summer Institute (ASI) was designed to provide an enabling learning environment for African-Canadian students in Grades 1-5 who were performing at Levels 2 or below in literacy and/or numeracy.

The ASI took place at Shoreham Public School, located at the centre of the Jane/Steeles, Black Creek Pioneer Village and York University community. In this diverse school community, students represent 23 different languages and the cultures of 37 different countries. The participating students were primarily students of Shoreham Public School; however, there were also some students from other area schools. Seventy-three (73) students participated in the six-week institute, which began July 5, 2005.

African heritage activities served as context for literacy, numeracy, social studies and the arts. Parent involvement was critical to the project. The home/institute partnership involved parents in the development of appropriate strategies for their children's success. The goals of the ASI were to:

- motivate students to improve their school achievement (i.e., literacy and numeracy);
- help students see themselves as successful learners;
- enhance their self identity;
- provide students with a fuller understanding of their own cultural roots; and
- to establish a strong home/institute partnership.

Program Characteristics

The characteristics of the Africentric Summer Institute are identified in Table 1.

TABLE 1: ASI PROGRAM CHARACTERISTICS	
PROGRAM FOCUS	Literacy and Numeracy, African Culture and History
STUDENT PROFILE	Achieving at Level 2 or below in mathematics and/or reading and/or writing
NUMBER OF STUDENTS	73 students
FORMAT AND GROUP SIZE	1 school; 4 classes of up to 21 students
DURATION AND TIMING	<ul style="list-style-type: none"> • Full-day program delivered over six weeks • Morning hours divided equally between literacy and numeracy development • Afternoon hours devoted to rotary program of drama, dance, physical education, and arts (2 subjects each afternoon)
STAFFING	<ul style="list-style-type: none"> • 1 Project Coordinator • 1 site leader • 4 teachers • 4 Education Assistants • 4 high school student volunteers (1 per class)
ADDITIONAL FEATURES	<ul style="list-style-type: none"> • Nutrition program (3 snacks per day) • Parent/Institute Partnership • Community presenters • Local community and city location field trips (e.g., local library, ROM) • Celebration at end of program

Purpose of the Evaluation

The purpose of the evaluation was to determine the impact of the ASI on participating students. The findings will provide insight into the following questions related to program impact and implementation:

1) Program Impact (as seen by students, parents and staff)

- a) To what degree did the ASI improve student achievement in reading, writing and math for the program participants?
- b) How do students, parents and teachers perceive the effectiveness of the ASI program?
- c) Did the intervention provide students with a fuller understanding of African culture and history?
- d) How did the ASI program impact on attitudes?

2) Program Implementation

- a) How was the ASI program delivered?
- b) What teaching strategies and methods were used?
- c) What resources were used?
- d) What were the characteristics of the students served?
- e) What factors were critical to program success?
- f) To what extent were parents involved in the program?
- g) What were the key strengths of the program? Which areas require improvement?

METHODOLOGY

The ASI was an exploratory initiative and as such, the research design primarily made use of qualitative research methods to provide a rich description of program processes and impacts. Research staff developed the evaluation plan and data collection tools with input from a subgroup of Africentric Focus School Advisory Committee members, the Project Coordinator and teachers. The following data collection methods were used:

- Report Card data;
- Student Achievement Report (see Appendix A)
- Perception Surveys for Students, Parents and Teachers (see Appendix B);
- Interviews/Focus Group with Program Staff (see Appendix C); and
- Interviews with Students (see Appendix D).

Report Card Data

As the ASI was delivered in July, report card data was analyzed to determine if there was an increase in student achievement in reading, writing or math¹ from Term 3 (spring 2005) to Term 1 (fall 2005).

Student Achievement Report

In order to assess the impact of the institute on student achievement, teachers assessed each student's progress in reading, writing, and numeracy. At the onset of the ASI program, teachers were asked to identify a minimum of two curriculum expectations (from a determined set of expectations) for each student in reading, writing and math based on their learning needs. At the conclusion of the institute, teachers reported on these via a Student Achievement Report where they indicated whether each student had "not met expectations", "approached expectations" or "met expectations". The return rate on the Student Achievement Report was 93% (68/73).

¹ A Math "mark" was created by averaging the marks of the five Math strands (Number Sense, Measurement, Geometry, Patterning and Data Management).

Perception Surveys

Students, parents and teachers were also asked to complete short **surveys** to provide feedback about their perceptions of the impact of the institute. The return rates for the surveys are as follows:

- 44% of students completed the **Student Survey** (32/73);
- 55% of parents completed the **Parent Survey** (40/73); and
- 100% of teachers completed the **Teacher Survey** (4/4).

Interviews/Focus Groups with Program Staff

Program staff were interviewed at the conclusion of the institute to gather their feedback regarding the impact of the institute. One focus group was also conducted with teachers and Educational Assistants. The Principal and Program Coordinator were each interviewed individually.

Interviews with Students

Select students were asked to participate in an individual interview nearing the conclusion of the institute, to respond to more in-depth questions about their experiences in the institute. Seven students from grade 1 to 5 participated in an interview.

RESULTS

To What Degree did the ASI Improve Student Achievement in Reading, Writing and Math for the Program Participants?

Term 3 (spring 2005) and Term 1 (fall 2005) report card data was examined to assess the impact of the ASI on each of reading, writing and math.

Reading

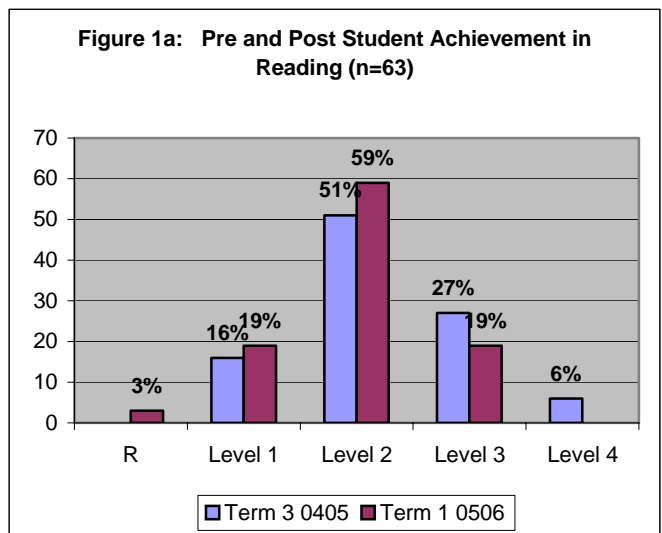
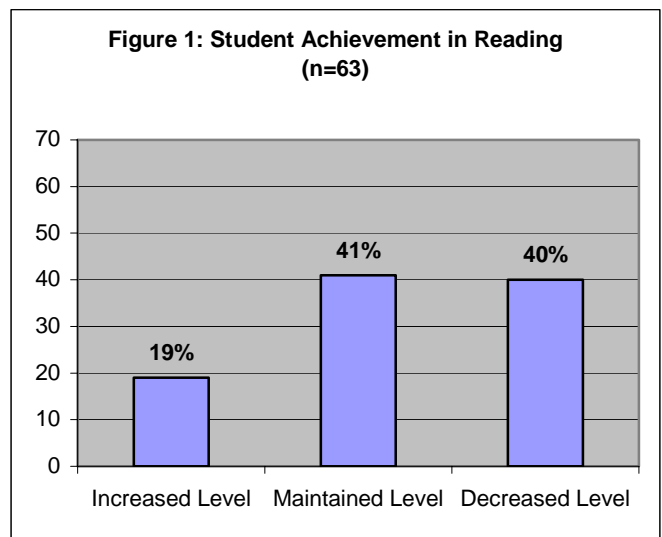
As can be seen in Figure 1, one-fifth (19%) of students increased their level of achievement.

In addition, 41% of students were able to maintain their level of achievement at the next grade level.

Therefore, almost two-thirds of students (60%) had a positive outcome from the program.

Forty percent (40%), however, fell further behind at the next grade level.

As can be seen in Figure 1a, in Term 1 of this year, the majority of students were still achieving at Level 2 (59%). Nineteen percent (19%) were achieving at or above the provincial standard in reading.



Writing

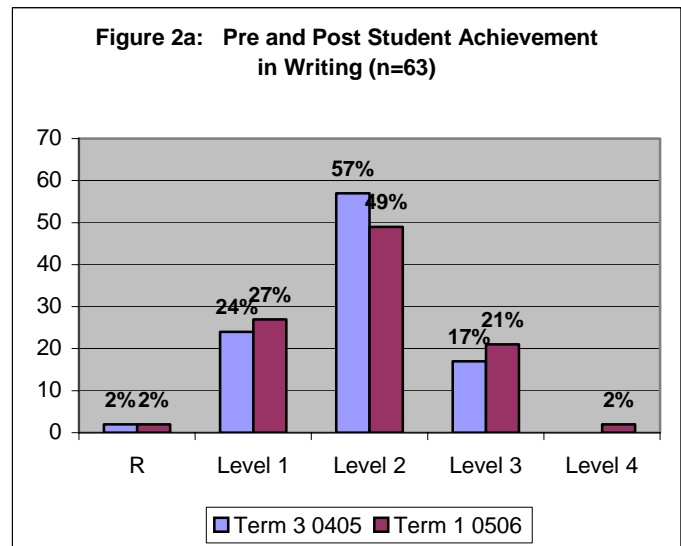
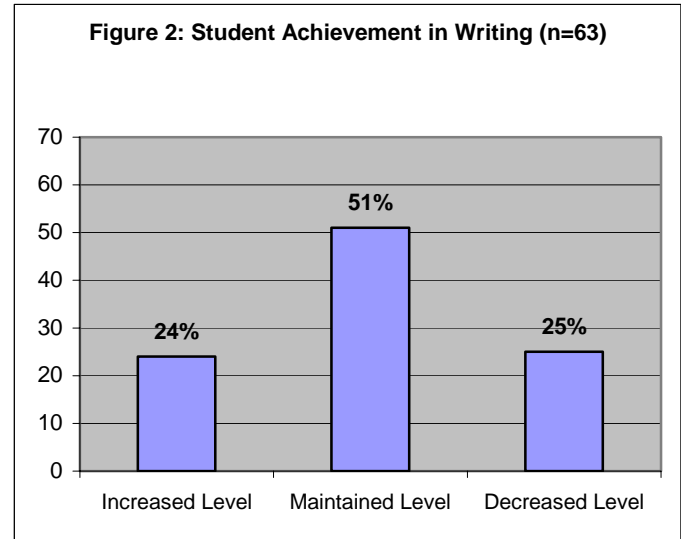
Where writing was concerned, 24% of students increased their level of achievement.

In addition, 51% of students were able to maintain their level of achievement at the next grade level.

Therefore, three-quarters (75%) had a positive outcome from the program.

However, one-quarter (25%) of students fell further behind (see Figure 2).

As can be seen in Figure 2a, the majority of students were still achieving at Level 2 (49%). However 23% were achieving at the provincial standard in writing.



Math

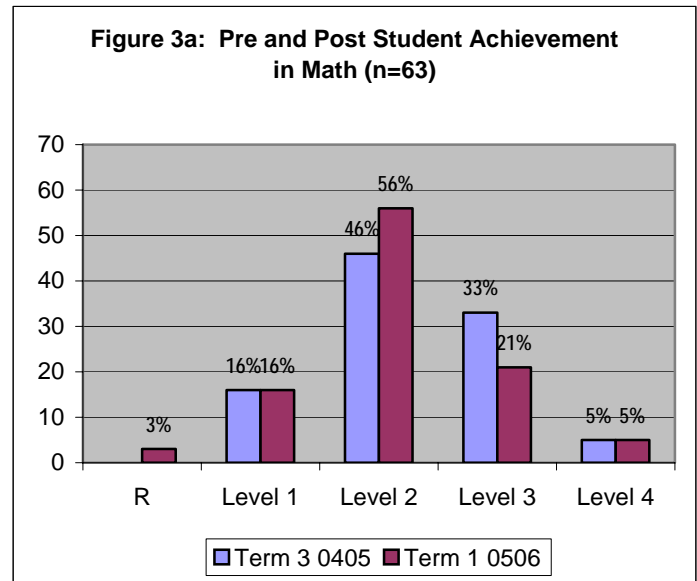
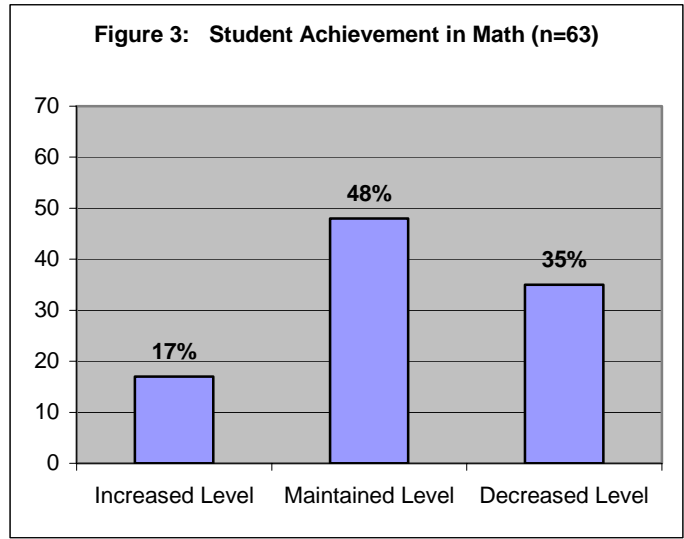
Finally, in math 17% of students increased their level of achievement.

In addition, 48% of students were able to maintain their level of achievement at the next grade level.

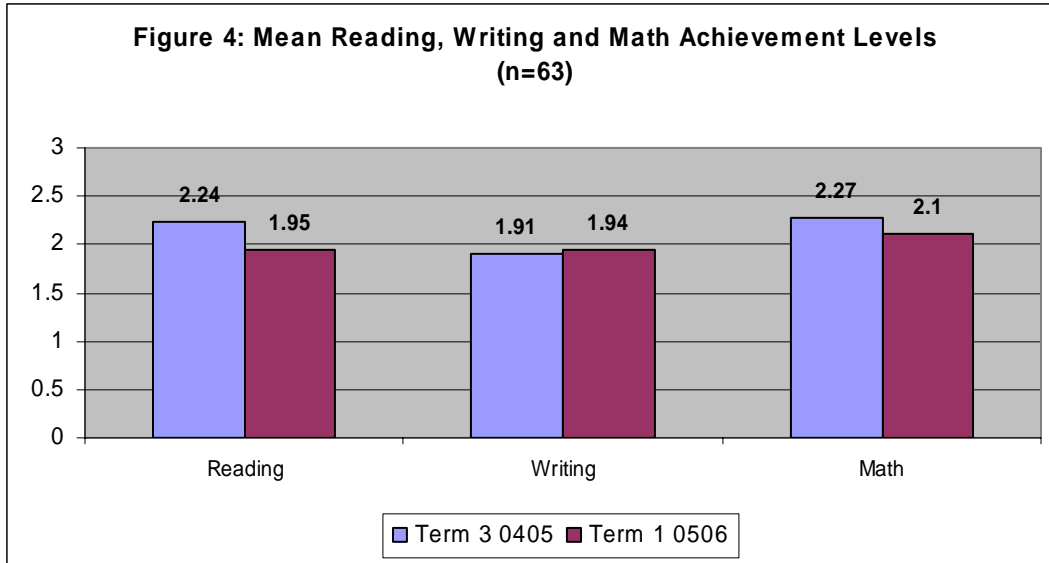
Therefore, in total, 65% of students had a positive outcome from the program.

Approximately one-third of students (35%), however, fell further behind (see Figure 3).

As can be seen in Figure 3a, while the majority of students are still achieving at Level 2 (56%), more than one-quarter (26%) were achieving at the provincial standard in math.

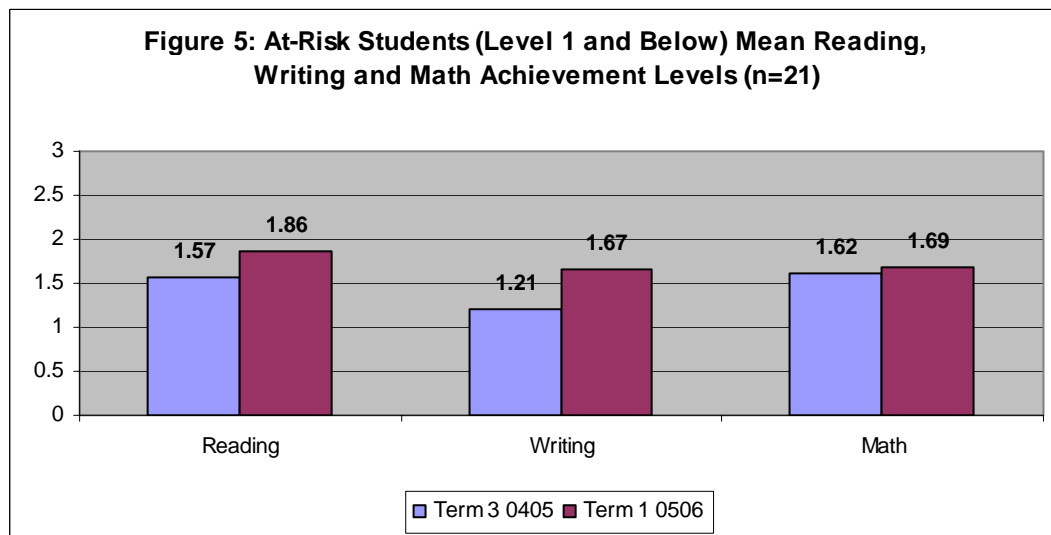


To determine if there was a statistically significant difference in student achievement paired samples t-tests were run comparing mean achievement levels in Term 3 (spring 2005) against mean achievement levels in Term 1 (fall 2005) (see Figure 4). In reading students demonstrated a statistically significant decrease in achievement, on average decreasing by more than one-quarter of a grade at the next grade level. In writing and math, there were no significant differences in mean student achievement levels, although math approached a significant decrease.

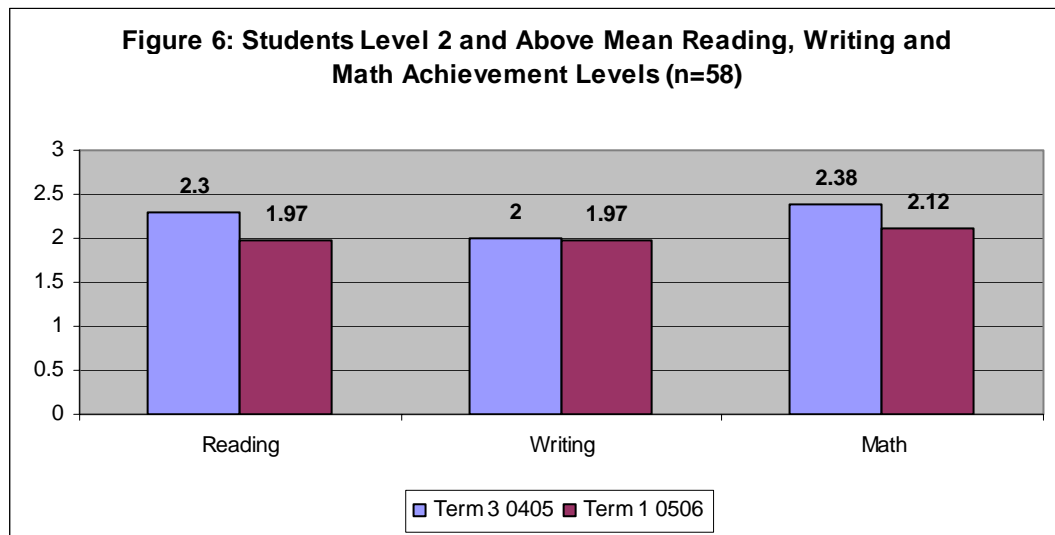


These overall results however, mask important achievement differences between the most at-risk students (i.e., Level 1 or below) and those less at risk (i.e., Level 2 or above).

The program appeared to be more successful for the most at-risk students (i.e., those who achieved a Level R or 1 in either Reading, Writing or Math). Although there were no significant differences in student achievement in reading and math, writing approached a statistically significant increase and the means in reading and math were increased (see Figure 5).

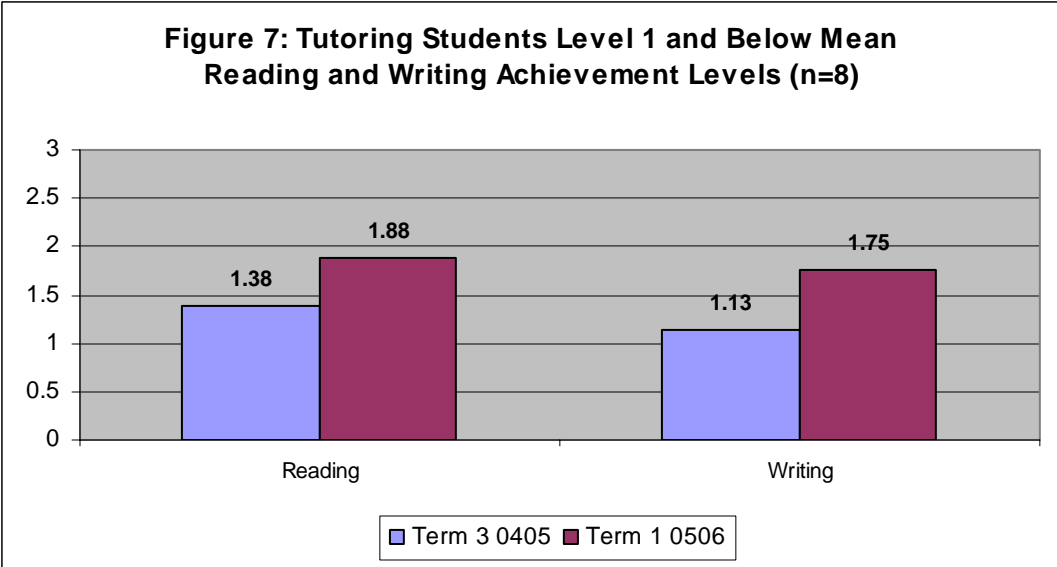


In contrast, the program did not appear to be successful for higher performing students (i.e., Level 2 or above in Reading, Writing or Math). These students demonstrated statistically significant decreases in their reading and math achievement, on average decreasing by almost one-third of a grade at the next grade level. Although there was no significant difference in writing achievement, the mean was lower in Term 1 (see Figure 6).

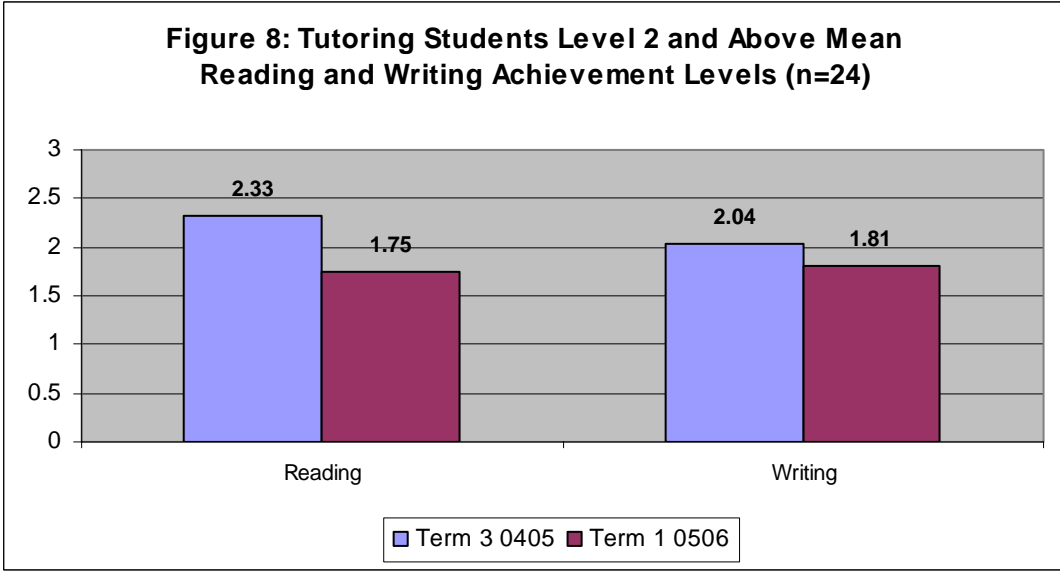


Lending strength to these findings, it should be noted that these differences in achievement between at-risk and higher performing students were found in all four of the other EIP programs (i.e., Summer Academic Program, Summer ESL Program, Summer Literacy Camp, and Tutoring Program).

Less than half (32) of the 73 students who participated in the Africentric Summer Institute also participated in the Tutoring Program the following fall. Not surprisingly, when their report card data was examined, the results were similar to those found above. Students who achieved a Level 1 or below in Reading or Writing, demonstrated a significant increase in their reading achievement, and although there was no significant difference in their writing achievement, the mean was increased (see Figure 7).



In contrast, students who achieved a Level 2 or above in Reading or Writing demonstrated a significant decrease in their reading achievement, and although there was no significant difference in their writing achievement, the mean was lower (see Figure 8).



How do Students, Parents and Teachers Perceive the Effectiveness of the ASI Program?

Perceptions of effectiveness were assessed using surveys, focus groups and Student Achievement Reports. The results are reported for the program in general, for each of the curriculum areas (i.e., reading, writing and math), and for other areas of learning (i.e., oral language and visual communication skills, and learning skills). The impact of the program on students' understanding of African culture and history is also reported.

Overall Effectiveness of the ASI

Teachers provided feedback about their perceptions of the program's effectiveness via the surveys and focus groups. On the survey, all four teachers rated the ASI program positively: half rated the program as "very successful" (50%) and half rated it as "moderately successful" (50%).

In the focus group, however, ASI staff provided mixed responses. In general, staff felt that the program successfully motivated students and generated improvements in student achievement. Most equated this with success. However, some suggested that the gains could have been greater with improvement to the program's implementation. However, most were encouraged by the potential of the program.

Reading

At the onset of the ASI Program, teachers were asked to identify a minimum of two curriculum expectations for each student in reading. At the conclusion of the program, teachers reported on student achievement through the **Student Achievement Report**.

As can be seen in Table 2, teachers identified only 4 of the 5 reading expectations as relevant to their students. All students worked on two of the reading expectations, while the other two expectations were focused on by approximately half of the students. In general, approximately half of the students met the expectations, while a third or more approached the expectation. Only small proportions of students did not meet the expectations (see Table 2).

TABLE 2: STUDENT ACHIEVEMENT REPORT ON READING

READING EXPECTATIONS	DID NOT MEET	APPROACHED	MET	TOTAL (n)
Using a variety of strategies to gain meaning from written materials	11%	37%	52%	73
Demonstrating understanding of written materials in many different ways	15%	53%	32%	34
Responding to written materials using critical thinking	---	---	---	---
Making the connection that what is learned in reading can be used in writing	10%	41%	49%	73
Reading a variety of written materials with fluency and understanding	18%	33%	49%	39

Teachers were also asked how the program had impacted students' reading attitudes and skills. As can be seen in Table 3, all teachers (100%) believed that since participating in the ASI program, students:

- were more enthusiastic about reading;
- were more confident in their reading;
- had learned more reading skills and strategies; and
- demonstrated improvements in the quality of their reading.

TABLE 3: TEACHER PERCEPTIONS OF THE IMPACT ON READING

SINCE PARTICIPATING IN THE ASI:	STRONGLY DISAGREE/ DISAGREE	UNCERTAIN	AGREE/ STRONGLY AGREE
Students are more enthusiastic about reading	---	---	100%
Students are more confident in their reading	---	---	100%
Students have learned more skills/strategies in reading	---	---	100%
The quality of student reading has improved	---	---	100%

The Student Survey asked students how the program had impacted their reading attitudes and skills and as can be seen in Table 4, a minimum of 70% of students reported positive impacts on their reading attitudes and skills.

TABLE 4: STUDENT PERCEPTIONS OF THE IMPACT ON READING

SINCE PARTICIPATING IN THE ASI:	YES	NO	UNSURE	TOTAL (n)
Do you like reading more?	72%	9%	19%	32
Do you feel like you are a better reader?	70%	13%	17%	30
Did you learn some new reading skills?	74%	13%	13%	31

Finally, the Parent Survey asked for parents' perceptions about their child's reading. As can be seen in Table 5, a minimum of 80% of parents felt that the program had a positive impact on their child's reading attitudes and skills.

TABLE 5: PARENT PERCEPTIONS OF THE IMPACT ON READING

SINCE PARTICIPATING IN THE SUMMER PROGRAM DOES YOUR CHILD SEEM:	YES	NO	UNSURE	TOTAL (n)
More enthusiastic about reading?	92%	8%	---	36
More confident about reading?	81%	13%	7%	31
Better at reading?	88%	0%	13%	32

Writing

Teachers reported on students' writing achievement at the conclusion of the program through the **Student Achievement Report**. All of the writing expectations were addressed, but not by all students. For example, almost all students (71) worked on *revising and editing written work*, while only 17 students worked on *communicating a clear message for specific purpose and audience*. For most of the writing expectations, about half of the students met the expectations in the ASI program, and about 40% approached expectations. Only a small proportion of students did not meet the writing expectations.

TABLE 6: STUDENT ACHIEVEMENT REPORT ON WRITING

WRITING EXPECTATIONS	DID NOT MEET	APPROACHED	MET	TOTAL (n)
Communicating a clear message for specific purpose and audience	-	59%	41%	17
Revising and editing written work	15%	46%	38%	71
Making the connection that what is learned in writing can be used in reading	16%	35%	49%	37
Producing pieces of writing using a variety of forms	11%	36%	53%	53
Organizing ideas and information	11%	37%	52%	54

Teachers reported on students' writing attitudes and skills through the Teacher Survey also. As can be seen in Table 7, all teachers (100%) believed that students were more confident about their writing, had learned more writing skills and strategies, and demonstrated improvements in the quality of their writing since participating in the ASI program. Three-quarters (75%) of teachers said that students were more enthusiastic about writing (see Table 7).

TABLE 7: TEACHER PERCEPTIONS OF THE IMPACT ON WRITING

SINCE PARTICIPATING IN THE ASI:	STRONGLY DISAGREE/ DISAGREE	UNCERTAIN	AGREE/ STRONGLY AGREE
Students are more enthusiastic about writing	---	25%	75%
Students are more confident in their writing	---	---	100%
Students have learned more skills/strategies in writing	---	---	100%
The quality of student writing has improved	---	---	100%

Students were also asked how the program had impacted their writing. In general, at least two-thirds of students reported positive impacts on their writing attitudes and skills (see Table 8)

TABLE 8: STUDENT PERCEPTIONS OF THE IMPACT ON WRITING

SINCE YOU WERE IN THE PROGRAM:	YES	NO	UNSURE	TOTAL (n)
Do you like writing more?	75%	13%	13%	32
Do you feel like you are a better writer?	77%	10%	13%	31
Did you learn some new writing skills?	69%	10%	21%	29

Finally, the Parent Survey asked parents how the program had impacted their child's writing. As can be seen in Table 9, 60-65% of parents reported that the ASI program resulted in improvements to their child's writing attitudes and skills.

TABLE 9: PARENT PERCEPTIONS OF THE IMPACT ON WRITING

DOES YOUR CHILD SEEM:	YES	NO	UNSURE	TOTAL (n)
More enthusiastic about writing?	61%	13%	26%	31
More confident about writing?	65%	13%	23%	31
Better at writing?	65%	3%	32%	31

Math

At the conclusion of the program, teachers reported on student achievement in math through the **Student Achievement Report**. As can be seen in Table 10, teachers identified only 5 of the 7 expectations to be relevant to their students. Although there was variation among the proportions of students meeting and approaching the various expectations, it would appear that overall, about half of the students approached expectations, almost half met expectations, and only very small proportions of students did not meet the expectations (i.e., ranging from 0 to 6%).

TABLE 10: STUDENT ACHIEVEMENT REPORT ON MATH

MATH EXPECTATIONS	DID NOT MEET	APPROACHED	MET	TOTAL
Justifying and verifying the method chosen for calculations	---	---	---	---
Comparing and ordering whole numbers using concrete materials and drawings	6%	72%	22%	50
Developing proficiency with appropriate operations	---	---	---	---
Solving number problems using appropriate mathematical operations	0%	37%	63%	38
Demonstrating the ability to use appropriate mathematical language	6%	61%	33%	33
Representing and exploring relationships between, decimals, mixed numbers and fractions using concrete materials and drawings	5%	50%	45%	38
Identifying, extending, and creating geometric, number and measurement patterns and patterns in their environment	4%	37%	59%	54

The Teacher Survey asked teachers how the program had impacted students' math attitudes and skills. As can be seen in Table 11, all teachers (100%) believed that students had learned more math skills and strategies. Three-quarters (75%) of teachers said that students were more enthusiastic about math and more confident in their math

abilities as a result of the ASI Program, and that the quality of student’s math work had improved.

TABLE 11: TEACHER PERCEPTIONS OF THE IMPACT ON MATH

SINCE PARTICIPATING IN THE ASI:	STRONGLY DISAGREE/ DISAGREE	UNCERTAIN	AGREE/ STRONGLY AGREE
Students are more enthusiastic about math	---	25%	75%
Students are more confident in their math	---	25%	75%
Students have learned more skills/strategies in math	---	---	100%
The quality of student’s math work has improved	---	25%	75%

Students were also asked how the program had impacted their math. Overall, more than half of the students reported positive impacts on their math attitudes and skills (ranging from 56% to 80%) (see Table 12).

TABLE 12: STUDENT PERCEPTIONS OF THE IMPACT ON MATH

SINCE PARTICIPATING IN THE ASI:	YES	NO	UNSURE	TOTAL (n)
Do you like math more?	56%	25%	19%	32
Do you feel like you are better at math?	69%	14%	17%	29
Did you learn some new math skills?	80%	7%	13%	30

Finally, parents were asked how the program had impacted their child’s math attitudes and skills. More than three-quarters of parents said their child was more enthusiastic and more confident about math (75% and 79%, respectively). Similarly, 77% said that their child was better at math as a result of the program (see Table 13).

TABLE 13: PARENT PERCEPTIONS OF THE IMPACT ON MATH

DOES YOUR CHILD SEEM:	YES	NO	UNSURE	TOTAL (n)
More enthusiastic about math?	75%	3%	22%	32
More confident about math?	79%	3%	18%	33
Better at math?	77%	-	23%	30

Oral Language and Visual Communication Skills

In addition to reporting on student achievement in reading, writing and math, teachers reported on students' oral language and visual communication skills through the **Student Achievement Report**. These data are presented in Table 14. For all but one of the expectations, the majority of students met the expectations and large proportions approached the expectations. Only small proportions of students did not meet the expectations.

TABLE 14: STUDENT ACHIEVEMENT REPORT ON ORAL LANGUAGE AND VISUAL COMMUNICATION SKILLS

ORAL LANGUAGE AND VISUAL COMMUNICATION SKILLS	DID NOT MEET	APPROACHED	MET	TOTAL (n)
Using simple gestures, volume, and tone of voice to communicate their wishes and needs	5%	21%	74%	38
Participating in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say.	4%	42%	54%	50
Speaking on a variety of topics in classroom discussions using some specialized language (e.g., metres in measurement), and selecting words carefully to convey their intended meaning	18%	62%	21%	34
Identifying the main characteristics of some familiar media (e.g., television, film, magazines)	---	48%	52%	50
Contributing ideas appropriate to the topic in group discussion and listening to the ideas of others	9%	30%	61%	54

Learning Skills

Teachers also rated students' on five learning skills in the **Student Achievement Report**. For two of the skills (i.e., cooperation with others; and class participation), most of the students were rated as *good* or *excellent*. For the remaining three skills (independent work, problem-solving and effort), the majority of the students were rated as either *satisfactory* or *good* (see Table 15).

TABLE 15: STUDENT ACHIEVEMENT REPORT ON LEARNING SKILLS

LEARNING SKILLS	Needs Improvement	Satisfactory	Good	Excellent	Total (n)
Independent work	22%	29%	30%	19%	69
Cooperation with others	7%	20%	44%	28%	54
Class participation	21%	20%	35%	24%	70
Problem solving	13%	38%	41%	8%	76
Effort	16%	32%	30%	23%	57

Did the Intervention Provide Students with a Fuller Understanding of African Culture and History?

While teachers noted that it is not possible to generate a full understanding of Africentric culture and history in a 6-week time frame, they felt that the ASI program gave students a sense and appreciation of the concepts.

Teachers, students, parents all commented that students were inspired and encouraged to learn more. Responses to the perception surveys completed by teachers, students and parents confirmed this also. As can be seen in Table 16, all of the teachers agreed (or strongly agreed) that students learned more about Africentric culture and history.

TABLE 16: TEACHERS' PERCEPTIONS RE AFRICENTRIC LEARNINGS

SINCE PARTICIPATING IN THE PROGRAM	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
Students have learned more about Africentric culture	0%	0%	0%	25%	75%
Students have learned more about Africentric history	0%	0%	0%	50%	50%

Approximately 70% of students indicated that they knew more about Africentric culture and history since participating in the ASI (see Table 17).

TABLE 17: STUDENT PERCEPTIONS RE AFRICENTRIC LEARNINGS

SINCE PARTICIPATING IN THE PROGRAM:	YES	NO	UNSURE	TOTAL (n)
Do you know more about Africentric culture?	70%	20%	10%	30
Do you know more about Africentric history?	69%	10%	21%	29

Finally, more than 90% of parents indicated that their child seemed to know more about Africentric culture and history since participating in the ASI (see Table 18).

TABLE 18: PARENT PERCEPTIONS RE: AFRICENTRIC LEARNINGS

DOES YOUR CHILD SEEM:	YES	NO	UNSURE	TOTAL (n)
To know more about Africentric culture?	91%	0%	9%	32
To know more about Africentric history?	91%	0%	9%	32

How did the ASI Program Impact on Attitudes?

Student Motivation

During the focused interviews, ASI staff (i.e., Principal, teachers and Educational Assistants) indicated that the ASI impacted on student motivation in a variety of ways.

The ASI:

- provided role models (the teaching staff and administrators reflected their own diversity) to illustrate what is possible for them;
- built their self-esteem, empowered them, encouraged them to respect themselves;
- students' enthusiasm was evident to their parents who noted that their children seemed excited and often spoke about what they were doing at school;
- set high expectations;
- provided greater attention for students and enhanced their academic abilities; and
- students experienced successes and came to believe that they can achieve.

Student Attitudes toward School and Learning

Almost all of the students (94%) said they enjoyed the ASI program. The remaining students said they were “unsure”. When asked to share what they liked about it, most students liked particular areas such as the arts (97%), writing (81%), reading (78%), math (72%), and social studies (72%). The vast majority indicated spending time with friends (97%) and with the teacher (84%). More than 80% like the “fun activities” (91%) and the physical activities (84%). Finally, most students indicated that they liked learning about Africentric culture (72%) and history (66%).

In addition, as can be seen in Table 19, the vast majority of students said that they liked school more (87%), were proud of what they had learned (94%) and were excited to learn more since participating in the ASI program (94%).

TABLE 19: STUDENT ATTITUDES ABOUT SCHOOL AND LEARNING

SINCE PARTICIPATING IN THE PROGRAM:	YES	NO	UNSURE	TOTAL (n)
Do you like school more?	87%	7%	7%	30
Are you proud of what you have learned?	94%	3%	3%	32
Are you excited to learn more?	94%	0%	6%	32

Most of the students (58%) said they would want to come again if the program were offered next year, while 26% were “unsure.” Sixteen percent (16%) said they would not want to come again. Students’ open-ended comments are indicative of their enthusiasm for the ASI program:

- “Can you bring back summer school next summer?”
- “I liked everything in summer camp”
- “I think that the summer program is much better to learn more things”
- “I want to say that this program is a great one!”

Parent Attitudes

Parent attitudes about the program were very consistent with student perceptions. Were the TDSB to offer the Africentric Summer Institute in 2005-06, 94% of parents reported that they would enrol their child again, suggesting a very high level of satisfaction with the program. Indeed 98% of parents reported that their child enjoyed the program and 92% reported that the program helped their child “somewhat” or “very much”.

Parents were asked why they had enrolled their child in the Africentric Summer Institute. The largest percentage of parents (71%) said it was because they wanted their child’s math skills to improve. Approximately two-thirds said they wanted their child’s reading skills to improve (66%) and they wanted their child to be more motivated to learn (61%). Just over half enrolled their child because they wanted their child’s writing skills to improve (56%) and because they wanted their child to continue learning in the summer (51%). Finally, less than half of parents said they enrolled their child because their teacher or school suggested their child participate (49%), because they wanted their child

to learn more about Africentric history (46%) or Africentric culture (44%), or because their child wanted to attend (34%).

When asked to share what they liked about the ASI program, parents responded that they liked:

- the activities (e.g., games, physical education, dance, drama and field trips) (12);
- their child's progress in literacy and numeracy (8);
- the focus on African language, culture and history (7);
- teachers who were patient and provided individual attention (6);
- the opportunity for continued learning for child (4);
- their child's enjoyment and happiness (4); and
- the scheduling (i.e., all day format) which accommodated working parents (3).

Parents offered the following suggestions to improve the ASI implementation:

- help parents become more aware/involved (5);
- continue to offer the program in the future (3); and
- put greater emphasis on reading and writing (3).

In addition to the ASI program, approximately three-quarters of the parents expressed interest in other programs such as an Africentric Program (78%), an Africentric School (74%), a Parenting Centre (70%) and a Homework Club (79%).

Impacts on Staff

The ASI experience had tremendous impacts on staff also. The staff identified that they were impacted in the following ways:

- learned that I have a lot to learn;
- learned more about how to further engage parents;
- learned to be flexible and go with the flow;
- reinforced the need for collegial support; will ask for help from other teachers;
- reinforced that all students can learn; and
- reinforced the need for an Africentric curriculum because students truly lack of knowledge of Africentric issues.

PROGRAM IMPLEMENTATION

How was the ASI Program Delivered?

The ASI program was a full day program. Students were divided into classes based on grades and on average, classes had 18 students. Educational Assistants were available to all of the classrooms.

The focus group with ASI staff addressed issues of curriculum delivery. However, the discussion brought to light a lack of clarity about the curriculum. When asked to define “Africentric curriculum”, it was clear that the definition was ambiguous and was applied differently by staff. Emerging from the discussions, though, was agreement among the ASI staff that the following are key characteristics of an Africentric curriculum:

- Africentric curriculum is a framework for African heritage, history, identities and culture that is incorporated into a curriculum.
- The goal is to create an Africentric environment and awareness so that students of African descent value themselves and their culture.
- It is inclusive of other cultural histories but focuses primarily on the black African experience.
- The curriculum is broad because it includes not just the stories, way of life and events about people of African origin from the continents of Africa and its Diaspora (anywhere that African people have settled) but the morals and values of the society that are reinforced by high expectations for success.
- Students are taught their African histories and are also encouraged to explore their culture, heritage and history so that they can have a better understanding of their ancestry and of themselves.
- The curricula must also relate to the lives of children and people of African descent today.

The Africentric curriculum was implemented through a thematic approach and celebrations (e.g., through learning arts, literacy, music, drama, storytelling, presentations by community presenters and field trips).

Within the classroom, it was crucial that African-centered resources were utilized (i.e., the resources must tie to African culture, heritage and history; and must be about people, places and things from Africa and the Diaspora). The use of Africentric resources enabled students to see images of themselves, reflected in high achievements of Black Africans through posters, artefacts, stories, languages and cultural practices.

ASI staff suggested that the staff implementing the ASI curriculum were critical. To implement the ASI curriculum effectively, the teachers and Educational Assistants should have an African identity and an awareness of Africentric issues.

Specific teaching strategies and resources used are documented below.

What Teaching Strategies and Methods were Used?

Strategies for Teaching Reading

Teachers used a variety of teaching strategies in reading. Shared reading, modelled reading, guided reading and independent reading were the strategies most used by teachers (see Table 20).

TABLE 20: STRATEGIES FOR TEACHING READING

STRATEGIES/METHODS FOR TEACHING READING:	# OF TEACHERS	% OF TEACHERS
Shared reading	4	100%
Read aloud	3	75%
Word study	3	75%
Modelled reading	4	100%
Literature Circles	---	---
Conferencing	2	50%
Guided reading	4	100%
Independent reading	4	100%

Strategies for Teaching Writing

Where writing strategies were concerned, all four teachers utilized modelled writing, guided writing, independent writing and journal writing (see Table 21).

TABLE 21: STRATEGIES FOR TEACHING WRITING

STRATEGIES/METHODS FOR TEACHING WRITING:	# OF TEACHERS	% OF TEACHERS
Modelled writing	4	100%
Interactive writing	3	75%
Guided writing	4	100%
Independent writing	4	100%
Journal writing	4	100%

Strategies for Teaching Math

The most frequently used teaching strategies were inquiry-based math, manipulatives, problem-solving and mental math (see Table 22).

TABLE 22: STRATEGIES FOR TEACHING MATH

STRATEGIES/METHODS FOR TEACHING MATH:	# OF TEACHERS	% OF TEACHERS
Inquiry-based math	4	100%
Contextually-based math	3	75%
Investigations	3	75%
Manipulatives	4	100%
Math games	3	75%
Math journals	2	50%
Problem solving	4	100%
Mental math	4	100%
Technology	1	25%

Culturally-based Strategies

Teachers also identified the culturally-based strategies they employed in the ASI program. With one exception, all of the teachers reported using all of the culturally-based strategies listed (see Table 23).

TABLE 23: CULTURALLY-BASED TEACHING STRATEGIES

CULTURALLY-BASED TEACHING STRATEGIES/METHODS:	# OF TEACHERS	% OF TEACHERS
Use of community presenters	4	100%
Field trips	4	100%
Experiential learning	3	75%
Arts-based activities (e.g., drama, dance)	4	100%
Modeling	4	100%
Storytelling	4	100%

What Resources were Used?

Teachers identified the inclusive and/or Africentric resources they used in their summer program. The most frequently used include:

- Visual aids such as maps, charts, posters (7);
- Books (i.e., novels, picture books, storybooks, non-fiction books, textbooks) (6);
- Art objects/Artefacts (3);
- Field trips (3) (e.g., Egyptian exhibition, Gardiner Museum of Ceramic Art); and
- Storytelling (2).

Africentric resources cited include African literature, Africentric websites, videos and documentaries.

What were the Characteristics of the Students Served?

Grade

Students served in the ASI ranged from Grades 1 to 5. The number of students per grade was fairly evenly distributed by grade (see Table 24).

TABLE 24: ASI STUDENTS, BY GRADE

GRADE	NUMBER OF STUDENTS	% OF STUDENTS
Grade 1	12	16%
Grade 2	17	23%
Grade 3	19	26%
Grade 4	7	10%
Grade 5	18	25%
Total	73	100%

Gender

Approximately half of the ASI students were female (52%) and half were male (48%). Compared to the elementary system overall, where males represent 52% of the student population and females 48%, females are slightly over represented and males slightly underrepresented in the ASI (see Table 25).

TABLE 25: ASI STUDENTS, BY GENDER

GENDER	NUMBER OF STUDENTS	% OF STUDENTS
Females	38	52%
Males	35	48%
Total	73	100%

First Language Spoken

The majority of ASI students spoke English as their first language (58%). This proportion is higher than that of the elementary system overall, where 48% of elementary students speak English as their first language (see Table 26).

TABLE 26: ASI STUDENTS, BY FIRST LANGUAGE

LANGUAGE	NUMBER OF STUDENTS	% OF STUDENTS
English	42	58%
Other Languages	30	42%
Total	72	100%

The most common other first languages spoken by ASI students were: Twi (14%), Somali (10%) and Vietnamese (7%).

Country of Birth

Eighty-eight percent (88%) of the students in the ASI program were born in Canada. Canadian born students are slightly over-represented in the ASI as compared to 75% in the elementary system overall (see Table 27).

TABLE 27: ASI STUDENTS, BY COUNTRY OF BIRTH

COUNTRY OF BIRTH	NUMBER OF STUDENTS	% OF STUDENTS
Canada	64	88%
Foreign Born	9	12%
Total	73	100%

The most common other countries of birth were: Guyana (4%) and Ghana (3%).

Recent Arrivals

Eight percent (8%) of the ASI students were recent arrivals in Canada (i.e., in the last 5 years) (see Table 28).

TABLE 28: RECENT ARRIVALS

COUNTRY OF BIRTH	NUMBER OF STUDENTS	% OF STUDENTS
Arrived In Last 2 Yrs	5	7%
Arrived In Last 3 -5 Yrs	1	1%
Total	6	N/A

What Factors were Critical to Program Success?

Teachers were asked how important they felt various factors were to the success of the ASI Program. As is illustrated in Table 29, all four teachers responded very consistently. The majority of the teachers agreed that all of the factors identified were critical to the success of the ASI program. In fact, for 9 of the 20 items, all of the teachers (100%) strongly agreed with its importance to the success of the program:

- Teachers have high expectations;
- Teachers believe every student can excel;
- Curriculum is inclusive;
- Teachers connect curriculum to the real world;
- Learning environments reflect diversity;
- Resources are allocated to the program;
- Parents are involved in the program;
- Parents are made to feel welcome; and
- A planning day is provided.

TABLE 29: TEACHER PERCEPTIONS OF THE IMPORTANCE OF PROGRAM FACTORS

IN MY OPINION, IT IS IMPORTANT THAT:	NOT AT ALL	NOT VERY	UN-CERTAIN	SOME-WHAT	CRITICAL
Teachers have high expectations	---	---	---	---	100%
Teachers believe every student can excel	---	---	---	---	100%
Curriculum is inclusive	---	---	---	---	100%
Teachers connect curriculum to the real world	---	---	---	---	100%
Learning environments reflect diversity	---	---	---	---	100%
Resources are allocated to the program	---	---	---	---	100%
Parents are involved in the program	---	---	---	---	100%
Parents are made to feel welcome	---	---	---	---	100%
A planning day is provided	---	---	---	---	100%
Teachers have an Africentric perspective	---	---	---	25%	75%
Teachers can motivate students to succeed	---	---	---	25%	75%
There are focused expectations for reading, writing and numeracy	---	---	---	25%	75%
Resources used are inclusive	---	---	---	25%	75%
Teachers work with students' identities	---	---	---	25%	75%
Students contribute their knowledge in the program	---	---	---	25%	75%
Parents are actively engaged in supporting their child's learning at home	---	---	---	25%	75%
Parents' contributions are acknowledged	---	---	---	25%	75%
EA staff are available in every class			25%	25%	50%
Teachers receive orientation to implement the program			25%	25%	50%
The program has a nutrition component at no cost to students' families	---	---	---	75%	25%

To what extent were Parents Involved in the Program?

As noted in the vision statement for the program, one of the key features of the Africentric Summer Institute was the Parent/Institute partnership, "Parent involvement is critical to the success of the project and the home/institute partnerships will develop with parents appropriate strategies for their children's success".

In addition to an information session prior to the beginning of the program, parents were invited to attend a welcome breakfast and two parent workshops over the course of the program (How to Communicate with your Child's Teacher, Homework). A celebration was also held at the end of the program. For all of the parent gatherings, telephone calls were made and invitations were sent home to encourage parent participation.

The first parent workshop was not well attended and as a result the second was cancelled. Program staff attributed the poor attendance to the extreme heat of the summer evening.

Of all the parent meetings, the welcome breakfast was the most successful, likely due to the convenience of the morning time for parents. Some of the parents helped to organize the breakfast, while others brought food. After the breakfast, parents were invited to reflect on the school experience of their child(ren) and to engage in group discussion. The information session, welcome breakfast and celebration were attended by approximately 30-50% of participating parents.

What were the Key Strengths of the Program? Which Areas Require Improvement?

Key Strengths

The focus group with teachers and Educational Assistants asked teachers to identify factors that enhanced their ability to deliver the program. The key factors identified included:

- Access to good resource materials (i.e., books, literature, dictionaries, art materials, artefacts) and the sharing of resources among teachers. The ASI required good literature that was rich and affirmed the relevance of the Africentric experience;
- Collaborative learning and teaching environment. The support of other teachers and their resources was one of the strengths of the program;
- Engaging and effective teachers (highly committed, motivated and enthusiastic staff). It was important that these teachers have an African identity;
- High expectations for learning and behaviour;
- Eager and enthusiastic students; and
- Parental involvement. Events were held to engage parents in their child's program (i.e., parent workshops, celebrations, welcome breakfast).

Opportunities for Improvement

When asked to identify the most serious constraints or obstacles to success, teachers and Educational Assistants identified lack of preparation and planning time as the biggest challenge. As a result, staff noted a lack of organization, communication and cohesiveness among staff at the beginning of the program. An additional challenge identified was lack of clarification about the project (i.e., definition, goals and expectations, etc).

Staff offered a number of suggestions to improve the implementation of the ASI:

- Planning and program coordination. Staff would have benefited from planning meetings to better coordinate the summer program, develop common understandings and goals, foster communication, develop curriculum and share strategies.
- More community involvement/greater use of community resources.
- Staff felt that having too many visitors to the program was disruptive and at times objectified the students. They suggested that the visits should be coordinated with teachers, that proper introductions should be made to staff and that students should be informed ahead of time.

RECOMMENDATIONS

The findings of the evaluation, in combination with input gathered by the Project Coordinator² suggest recommendations in a few areas.

- The duration of the Africentric Summer Institute should be shortened by one week to five weeks. This will serve to accommodate parents who wish to make alternative plans for their children during the 6th week, and for teachers who wish to take advantage of professional development opportunities and have time remaining for summer holidays.
- The number of student spaces in the Africentric Summer Institute should be increased to 100 to facilitate the teaching of students in five single grade vs. four split grade classrooms. Split grade classrooms broaden the diverse levels of achievement found in single grade classrooms and present challenges for the teacher in ensuring that all students receive maximum opportunity to achieve at their highest levels.
- That a designated number of spaces be allotted to students who are performing above Level 2 and whose parents wish them to participate. These students should only be registered after all interested students meeting the program criteria (Level 2 or below) are registered.
- That the program primarily focus on those students most at-risk (i.e., Level 1 and below). If higher performing students are included (i.e., Level 2 and above) they should be instructed in separate classrooms so that their learning needs can be more appropriately addressed.
- That the Africentric Advisory Committee explore the feasibility of establishing an Africentric program, an Africentric school, a Parenting Centre and a Homework Club in the area of Shoreham Public School as approximately three-quarters of parents expressed interest in these other programs.
- That all staff including teachers, educational assistants, and program volunteers be invited to a 1-2 day professional development session where the program goals, objectives, activities and curriculum focus (i.e., Africentrism) are discussed so that all staff and volunteers are fully prepared to participate in the program.
- That a curriculum project be initiated to develop Africentric curriculum for Grades 1-6.

² The Project Coordinator collected recommendations as they emerged throughout the six-week institute.

- That planning time be provided for teachers during the school day to allow them to develop and share curriculum strategies and materials.
- That time be provided for staff to have input into the planning of activities such as parent workshops, the celebration, assemblies and field trips.
- That the number of regular volunteers be increased to two per class.

APPENDIX A

Africentric Summer Institute 2005 Student Achievement Report

STUDENT ACHIEVEMENT REPORT

Student Name: _____

Trillium Student #: _____

Teacher: _____ Grade: 1 2 3 4 5

Does this student have an IEP? Yes No

Home School as of September 2005: _____

EXPECTATION	ACHIEVEMENT		
	Student did not meet expectations (R)	Student approached expectations (1,2)	Student met expectations (3,4)
LITERACY - READING			
<input type="radio"/> Using a variety of strategies to gain meaning from written materials			
<input type="radio"/> Demonstrating understanding of written materials in many different ways			
<input type="radio"/> Responding to written materials using critical thinking			
<input type="radio"/> Making the connection that what is learned in reading can be used in writing			
<input type="radio"/> Reading a variety of written materials with fluency and understanding			

LITERACY - WRITING			
<input type="radio"/> Communicating a clear message for specific purpose and audience			
<input type="radio"/> Revising and editing written work			
<input type="radio"/> Making the connection that what is learned in writing can be used in reading			
<input type="radio"/> Producing pieces of writing using a variety of forms			
<input type="radio"/> Organizing ideas and information			

LITERACY ORAL AND VISUAL COMMUNICATION SKILLS			
<input type="radio"/> Using simple gestures, volume, and tone of voice to communicate their wishes and needs			
<input type="radio"/> Participating in group discussions, demonstrating a sense of when to speak, when to listen, and how much to say			
<input type="radio"/> Speaking on a variety of topics in classroom discussions using some specialized language (e.g. metres in measurement), and selecting words carefully to convey their intended meaning			
<input type="radio"/> Identifying the main characteristics of some familiar media (e.g. television, film, magazines)			
<input type="radio"/> Contributing ideas appropriate to the topic in group discussion and listening to the ideas of others			

NUMERACY			
<input type="radio"/> Justifying and verifying the method chosen for calculations			
<input type="radio"/> Comparing and ordering whole numbers using concrete materials, drawings, numerals and number words			
<input type="radio"/> Developing proficiency with appropriate operations			
<input type="radio"/> Solving number problems using appropriate mathematical operations			
<input type="radio"/> Demonstrating the ability to use appropriate mathematical language			
<input type="radio"/> Representing and exploring relationships between, decimals, mixed numbers and fractions using concrete materials and drawings			
<input type="radio"/> Identifying, extending, and creating geometric, number and measurement patterns and patterns in their environment			

LEARNING SKILLS	Excellent	Good	Satisfactory	Needs Improvement
<input type="radio"/> Independent work				
<input type="radio"/> Cooperation with others				
<input type="radio"/> Class participation				
<input type="radio"/> Problem solving				
<input type="radio"/> Effort				

TEACHER'S COMMENTS

ATTENDANCE:

Program Total = 28 days Number of days absent: _____

Teacher's Signature: _____

Principal's Signature: _____

APPENDIX B

Africentric Summer Institute 2005
Student Survey (Grade 1 – 5 students)

Africentric Summer Institute 2005
Parent Survey (Grade 1 – 5 students)

Africentric Summer Institute 2005
Teacher Survey (Grade 1 – 5 students)



**Africentric Summer Institute (2005)
Student Survey (Grade 1 – 5 students)**

Teacher to complete

Student Name: _____

Student Number: _____

Grade Completed June 2005: _____

1. Did you enjoy the summer program? (Please circle one)

Yes

No

Unsure

2. What did you like about it? (*Choose all that apply*)

- I liked reading
- I liked writing
- I liked math
- I liked social studies
- I liked the arts (like dance, drama, and storytelling)
- I liked the physical activities
- I liked learning about Africentric culture
- I liked learning about Africentric history
- There were fun activities to do (like the field trips and presenters)
- I liked spending time with the teacher
- I liked spending time with friends
- Anything else, please tell us:

3. Think about what you learned in the summer program.

Since you were in the program,	Yes	No	Unsure
a) Do you like <u>reading</u> more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Do you feel like you are a better <u>reader</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Did you learn some new <u>reading</u> skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Do you like <u>writing</u> more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Do you feel like you are a better <u>writer</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Did you learn some new <u>writing</u> skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Do you like <u>math</u> more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Do you feel like you are better at <u>math</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Did you learn some new <u>math</u> skills?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Do you know more about Africentric culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Do you know more about Africentric history?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Do you like school more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) Are you proud of what you have learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) Are you excited to learn more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If the summer program happens again next year, do you want to come again? (Please circle one)

Yes

No

Unsure

Thanks for your feedback!



**Africentric Summer Institute (2005)
Parent Survey (Grade 1-5 students)**

Throughout July, your child has been participating in an Africentric Summer Institute offered by the Toronto District School Board (TDSB). To help us measure the success of the program, we need your input.

PLEASE RETURN THIS SURVEY WITH YOUR CHILD BY AUGUST 10, 2005.

Teacher to complete this section:

Child's Name: _____

Student Number _____ **Grade Completed June 2005:** _____

1. Why did you enroll your child in the summer program?

(choose all that apply.)

- The teacher or school suggested that my child participate
- I wanted my child's reading skills to improve
- I wanted my child's writing skills to improve
- I wanted my child's math skills to improve
- I wanted my child to learn more about Africentric culture
- I wanted my child to learn more about Africentric history
- I wanted my child to continue learning in the summer
- I wanted my child to be more motivated to learn
- My child wanted to attend
- Other (please specify): _____

3. Did your child enjoy the summer program? Yes No Unsure

4. How much did the summer program help your child?

- Not at all Not very much Unsure Somewhat Very much

5. What did you like most about the summer program?

6. How has the summer program helped your child?

Since being in the summer program does your child seem:	Yes	No	Unsure
a) more enthusiastic about <u>reading</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) more confident about <u>reading</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) better at <u>reading</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) more enthusiastic about <u>writing</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) more confident about <u>writing</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) better at <u>writing</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) more enthusiastic about <u>math</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) more confident about <u>math</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) better at <u>math</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) to know more about Africentric culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) to know more about Africentric history?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) to enjoy school more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) excited to learn more?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How could we make the summer program better?

8. If the TDSB's summer program were available to your child next year, would you enroll your child again? Yes No

9. Would you be interested in any of the following? (choose all that apply)

	Yes	No	Unsure
An Africentric Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An Africentric School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Parenting Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A Homework Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify: _____			



Africentric Summer Institute (2005) Teacher Survey (Grade 1 – 5 students)

Please tell us about your summer program.

1. What grades did you provide instruction for in your summer program? (choose all that apply)

- Gr 1
 Gr 2
 Gr 3
 Gr 4
 Gr 5

2. What inclusive and/or Africentric resources did you use in your summer program? Please list and describe.

3. What teaching methods or strategies did you use in your summer program?

Writing	Reading	Math	Culturally-based strategies
<input type="radio"/> modeled writing	<input type="radio"/> shared reading	<input type="radio"/> inquiry based math	<input type="radio"/> use of community presenters
<input type="radio"/> interactive writing	<input type="radio"/> read aloud	<input type="radio"/> contextually based math	<input type="radio"/> field trips
<input type="radio"/> guided writing	<input type="radio"/> word study	<input type="radio"/> investigations	<input type="radio"/> experiential learning
<input type="radio"/> independent writing	<input type="radio"/> modeled reading	<input type="radio"/> manipulatives	<input type="radio"/> arts-based activities (e.g. dance, drama, visuals)
<input type="radio"/> journal writing	<input type="radio"/> literature circles	<input type="radio"/> math games	<input type="radio"/> modeling
<input type="radio"/> other (please specify)	<input type="radio"/> conferencing	<input type="radio"/> math journals	<input type="radio"/> storytelling
_____	<input type="radio"/> guided reading	<input type="radio"/> problem solving	<input type="radio"/> other (please specify)
_____	<input type="radio"/> independent reading	<input type="radio"/> mental math	_____
_____	<input type="radio"/> other (please specify)	<input type="radio"/> technology	_____
	_____	<input type="radio"/> other (please specify)	_____
	_____	_____	_____
	_____	_____	_____

4. How important are the following factors to the success of the summer program?

In my opinion, it is important that ...	Not at all important	Not very important	Uncertain	Somewhat important	Critical
a) Teachers have an Africentric perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Teachers can motivate students to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Teachers have high expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Teachers believe every student can excel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) There are focused expectations for reading, writing and numeracy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Curriculum is inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Resources used are inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Teachers connect curriculum to the real world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Learning environment reflects diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Teachers work with students' identities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k) Students contribute their knowledge in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l) Resources are allocated to the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m) EA staff are available in each class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n) The program has a nutrition component at no cost to students' families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o) Parents are involved in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p) Parents are actively engaged in supporting their child's learning at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q) Parents are made to feel welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r) Parents' contributions are acknowledged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s) Teachers receive orientation to implement the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t) A planning day is provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How did the summer program impact students?

Please rate your level of agreement with the following statements.

Since participating in the summer program,	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
(a) students are more enthusiastic about <u>reading</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) students are more confident in their <u>reading</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) students have learned more skills/strategies in <u>reading</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) the quality of students' <u>reading</u> has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) students are more enthusiastic about <u>writing</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) students are more confident in their <u>writing</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) students have learned more skills/strategies in <u>writing</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) the quality of students' <u>writing</u> has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) students are more enthusiastic about <u>math</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) students are more confident in their <u>math</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) students have learned more skills/strategies in <u>math</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(l) the quality of students' <u>math</u> work has improved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(m) students have learned more about Africentric culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(n) students have learned more about Africentric history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(o) students enjoy school more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(p) students are more motivated to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How would you rate the success of the summer program as an intervention program for your students? (i.e., did it impact student achievement, motivation, identity)

- Not at all successful
- Not very successful
- Uncertain
- Moderately successful
- Very successful

Thanks for your feedback!

APPENDIX C

Focus Group Questions (Teachers and Education Assistants)

Focus Group Questions (Teachers and Education Assistants)

1. What is your definition of an Africentric curriculum? How did you implement it?

2. What factors enhanced your ability to deliver the program or support the program's implementation? (e.g. resources, time-tabling, professional development, personal and professional experiences etc.)

3. Describe the most serious constraints, obstacles or difficulties you faced in providing an effective program for students?

4. How did the summer program:
 - Impact on student motivation to learn and to succeed?
 - Help students to see themselves as successful learners?

5. How did the summer program provide students with a fuller understanding of Africentric Culture and History?
 - Did this have an impact on the self-identity of African-Canadian Students? Please explain.
 - How did this impact on other students? Please explain.

6. Was the program a success? Why? What did you contribute to the success of the program? Please explain.

7. What did you learn from this experience? / What did you learn from the program?

8. Will your experience impact your teaching practice next year? If yes, please explain.

9. How has community and parent involvement impacted the program?

10. What is the greatest strength of the summer program?

11. What key suggestions would you make to improve it?

12. Is there anything else you would like to say about the program?

APPENDIX D

Africentric Summer Institute (2005)
Focus Group Questions



Africentric Summer Institute (2005)

Focus Group Questions

For students (individual interviews with ~ 10 students – 2 students per grade):

1. Are you enjoying the summer program?

Is it fun?

Do you look forward to coming?

2. What do you like most about it?

The subjects?

The activities?

3. Is there anything you don't like about it?

The subjects?

The activities?

4. What have you learned?

About yourself?

About subjects (reading, writing, math, social studies)?

Culture?

History?

Through the activities (e.g. field trips, speakers, guest readers)?

5. Does the summer program feel different to you than regular school? How?

What are some of the things that are different?

6. Do you feel different about school because of the summer program? How?

Do you like school more?

Do you want to succeed more?

Are you excited to learn more about subjects (reading, writing, math, social studies)?

Are you excited to learn more about culture?

Are you excited to learn more about history?

7. Is there anything else you want to tell me about the summer program?

