

Family Literacy Initiative Tracking Study

Phase 3: Cohort 1

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FLI Tracking Study: Cohort 1 Students Where Are They Now?

Introduction

WE-CARE, Inc. (WE-CARE) implemented the Family Literacy Initiative (FLI) for the past 9 years in five communities in Liberia. FLI serves children ages 3-5 and their families. The children receive the Home Instruction for Parents of Preschool Youngsters (HIPPY) curriculum to support their early preschool learning and development. Additionally, parents of some FLI students participate in the Adult Literacy Program (ALP) that supports parents learning to read.

The FLI tracking study was developed to focus on tracking students after they graduated from the FLI program. The study goal is to assess students' academic progress while they attend school. This study reports on Phase 3 of a comprehensive tracking study and specifically details what happened to FLI Cohort 1 students 4 years after they completed the FLI program. This third phase also obtained information on a comparison group of twenty-nine non-FLI peers.

WE-CARE collaborated with the Friends of Liberia (FOL) Monitoring and Evaluation (M&E) education workgroup to develop a plan of action for tracking FLI graduates. FLI has now tracked four cohorts of students. This report covers the progress of students in Cohort 1 who represented students enrolled in years 2015-2018 and graduated as the first graduating cohort from FLI/HIPPY in 2018. Cohort 1 students were in the Grades 1-8 during the 2022-2023 academic year.

The report provides background information on the FLI/HIPPY tracking study in the introduction, presents the study methodology, and highlights findings for the FLI/HIPPY Cohort 1 intervention group and a comparison group. The report concludes with study limitations and next steps.

Methodology

The data collection and analysis process for tracking Cohort 1 was similar to the process used to collect information on Cohorts 2, 3, and 4. During 2023, the team revised the End of Year Teacher Survey (Appendix 1) to make instructions and variables clearer for data collection. The tracking tools used for data collection included Excel spreadsheets, code books, informed consent forms, and the Year-End Teacher Survey assessments.

Academic data was collected for a total of 29 FLI/HIPPY students. During this third phase of the tracking study, information was collected on a comparison group. Data on intervention students is provided in the first section of this report. The second section of this report is dedicated to the comparison study assessing outcomes for both the FLI/HIPPY students and the comparison group.

Data Collection

Data collection was time-consuming, and the efforts of WE-CARE staff must be commended. Data collection was primarily conducted using the Teacher Survey which WE-CARE staff completed during school visits. Phone calls were used to verify and clarify information during data entry.

Data for Cohort 1 were collected twice: at the beginning and end of the school year. The process for Cohort 1 data collection was similar for Cohorts 2, 3, and 4 with the same variables examined: a) student demographics, b) academic performance, and c) behavior. During this phase, the same variables were also examined for the comparison group of students.

Data Analysis

The report provides a descriptive summary of 47 students from FLI Cohort 1 who were tracked by WE-CARE staff. The report focuses on students who were actively attending school and teachers' responses to the End of Year Teacher Survey (Appendix 1). Analyses include frequencies (i.e., numbers and percentages) on students' schools, grades, promotion, attendance, and academic progress reported by teachers. The report also includes teachers' remarks on students' academic progress and behavior.

The following tables and discussions provide a summary of the status and educational progress of FLI/HIPPY Cohort 1 students at the end of academic year 2022-2023.

FLI/HIPPY Intervention Students Study

Teacher Background Information

Twenty-eight teachers completed the Year End Teacher Survey that rated the FLI Cohort 1 intervention students on variables associated with their academic progress and behavior. The following discussion provides a snapshot of their years of teaching and teaching styles.

How many years have teachers of FLI students been involved in teaching and what do we know about their teaching styles?

Twenty-nine students in Cohort 1 had a total of 28 different teachers with 3-12 years of teaching experience and an average of 6 years of teaching. (Table 1).

Teachers were responsive to the Teacher Survey and provided explanations for their assessment of students' academic progress and behavior (see Appendix 2 for teachers' assessments and comments).

Teachers for 12 of 29 students (41.4%) reported that they adjusted their teaching style or methods to accommodate students' abilities and progress while teachers for 17 students (58.6%) reported that they did not adjust their teaching style (Table 2).

Table 1: Teaching Experience of Teachers

Years Teaching	Frequency	Percent
3	1	3.6
4	9	32.1
5	1	3.6
6	10	35.7
7	1	3.6
8	3	10.7
10	1	3.6
11	1	3.6
12	1	3.6
Total	28	100.0

Average years teaching = 6 years

Table 2: Teaching Adjustments

	Frequency	Percent
Yes	12	41.4
No	17	58.6
Total	29	100.0

Student Demographics

The following discussion includes research questions and findings related to students from FLI Cohort 1 post FLI graduation in 2023.

Which communities did FLI Cohort 1 students come from?

Cohort 1 consisted of 47 students, of which 29 (62%) students were attending school and could be tracked. Eighteen (18) of the 47 Cohort 1 students could not be tracked.

Of the 18 students that could not be tracked, 10 no longer lived in the community, 7 were not reachable, and 1 was not attending school (Table 3).

Of the 29 trackable students, 10 attended schools in Caldwell, 8 in Duazon, and 6 in West Point. Five students no longer attended schools in the three FLI implementation site areas but were accessible for the study.

Table 3: Students' Community Breakdown

	Frequency	Percent
Trackable Students N=29 (62%)		
Caldwell	10	21.3
Duazon	8	17.0
West Point	6	12.8
Other Addresses	5	10.6
Untrackable N=18 (38%)		
Not Attending School	1	2.1
Not Reachable	7	14.9
Moved out of the Community	10	21.3
Total	47	100.0

What are the demographic characteristics of these students?

Of the 47 students in Cohort 1, 25 were female and 22 were male. Of the 29 trackable students attending school, 14 were female and 15 were male (Table 4a and Table 4b). The average age of tracked students in Cohort 1 was 11.2 years of which 13 students were age 11, 7 students were age 10, 7 students were age 12, and 2 students were age 14. (Table 5).

Table 4a: Demographics – Cohort Gender

	Frequency	Percent
Female	25	53.2
Male	22	46.8
Total	47	100.0

Table 4b: Demographics – Tracked Students' Gender

	Frequency	Percent
Female	14	48.3
Male	15	51.7
Total	29	100.0

Table 5: Students' Ages (N=29; Avg 11.2yrs)

	Frequency	Percent
10	7	24.1
11	13	44.8
12	7	24.1
14	2	6.9
Total	29	100.0

What schools are students attending and what grades were the students enrolled in?

Students in Cohort 1 attended 17 different schools with designations of private (i.e., community, faith-based) and public (Table 6a, Appendix 3). Twenty-three students (79.3%) attended private schools and 6 (20.7%) attended schools classified as public (Table 6b).

Table 6a: Names of Schools

Name of School	Frequency	Percent
All Nation Christian Academy	1	3.4
Bright Foundation	2	6.9
Christian Care Foundation	1	3.4
Corner Stone International School	1	3.4
Dixvelle Christian Life School	1	3.4
Duazon Public School	1	3.4
Hill Top	3	10.3
Kingdom Life Christian School	2	6.9
N. V. Massaquoi Public School	3	10.3
New Beginning Christian Academy	3	10.3
Peniel Academy	1	3.4
Shello Memorial School	1	3.4
Snack Duock Public School	1	3.4
St. Matthew United Methodist School	1	3.4
Star of the Sea Catholic School	1	3.4
Super Kids Educational Foundation School System	4	13.7
Upper Caldwell Community School	2	6.9
Total	29	100.0

Table 6b- Classification of Schools Attended

Name of School	Frequency	Percent
Private School	23	79.3
Public School	6	20.7
Total	29	100.0

Students in Cohort 1 were enrolled in Grade 1 to Grade 8. Most students, 12 (41.4%) were in Grade 3 during the 2022-2023 school year, 5 (17.2%) were in Grade 2, 4 (13.8%) in Grade 4, 3 (10.3%) in Grade 5, 3 (10.3%) in Grade 6, 2 (6.8%) in Grade 1, and 1(.03%) in Grade 8 (Table 7).

Although most students from Cohort 1 were in the third grade (41%), the wide range of grades from 1 to 8 can be attributed to the initial roll out of the program during the first year where WE-CARE aggressively recruited families who were interested in participating in the program and did not strictly adhere to the HIPPPY model age requirement. In the following years, FLI/HIPPPY followed the age criteria for enrollment much more closely. In addition, because five years have elapsed from the initial rollout, it is possible that some children may have received double promotions while other children may not have been enrolled in school for more than two years after graduating from the FLI/HIPPPY program. There appears to be a few children who were retained within the period of graduating from FLI/HIPPPY in 2018 to the 2022-2023 academic year.

Table 7: Students' School Grade Enrollment

	Frequency	Percent
1st Grade	2	6.8
2nd Grade	5	17.2
3rd Grade	12	41.4
4th Grade	4	13.8
5th Grade	3	10.3
6th Grade	3	10.3
8th Grade	1	.03
Study Class	1	3.1
Total	29	100.0

What additional preschool services did FLI students receive and for how long did these students receive these services?

While receiving the FLI/HIPPY program, all students (100%) were enrolled in other preschool services (Table 8). Furthermore, only 1 of 29 parents (.03%) from Cohort 1 participated in the FLI Adult Literacy Program (ALP) that started in 2018 (Table 9).

Table 8: Additional Preschool Services

	Frequency	Percent
Yes	29	100
No	0	0
Total	29	100.0

Table 9: Parent Participation in Adult Literacy Class

	Frequency	Percent
Yes	1	3%
No	28	97%
Total	29	100.0

Student Academics

How are FLI students performing?

At the beginning of the 2022-2023 school year, teacher ratings on student academic performance show 25 of 29 students in Cohort 1 rated as “average” 8 (27.5%) and “above average” 17 (58.6%). There were no students rated as “exceptional.”

At the end of the 2022-2023 school year, teacher ratings on student academic performance show 26 of 29 students in Cohort 1 rated as “average” 14 (48.3%), “above average” 9 (31.0%), and “exceptional” 3 (10.3%).

Overall, there was a slight increase of overall academic performance for the total number of students rated as “average,” “below average,” and “exceptional” from the beginning of the school year to the end of the school year (25 to 26 students) (Table 10). Moreover, the number of students rated as “exceptional” increased from 0 to 3 from the beginning of the school year to the end of the school year.

Table 10: Beginning / End of Year Overall Academic Performance of Students

	BEGINNING of the school year		END of the school year	
	Frequency	Percent	Frequency	Percent
Exceptional	0	0	3	10.3
Average	8	27.5	14	48.3
Above Average	17	58.6	9	31.0
Below Average	4	13.8	3	10.3
Total	29	100.0	29	100.0

How are students performing in English/Reading, Math, and Other Subjects?

Data collected from the Teacher Survey in English/Reading at the end of the 2022-2023 school year showed that of the 29 students, a majority or 12 (41.1%) were rated “above average,” 11 (37.9%) were “average,” 5 (17.2%) were “below average,” and 1 (3.4%) was rated “exceptional” (Table 11).

For Math/Counting, teacher survey data collected at the end of the school year showed that of the 29 students, a majority or 15 (51.7%) were rated “average,” 9 (31%) “above average,” 5 (17.2%) “below average,” and 0 as “exceptional” (Table 12).

For Other Subjects, teacher survey data collected at the end of the academic year showed that of the 29 students, a majority or 14 (48.3%) were rated “average,” 9 (31.0%) “above average,” 3 (10.3%) were rated as exceptional,” and 3 (10.3%) were rated as “below average” (Table 13).

Table 11: Students Performance in English/Reading

	Frequency	Percent
Exceptional	1	3.4
Above Average	12	41.4
Average	11	37.9
Below Average	5	17.2
Total	29	100.0

Table 12: Students Performance in Math/ Counting

	Frequency	Percent
Exceptional	0	0
Above Average	9	31.0
Average	15	51.7
Below Average	5	17.2
Total	29	100.0

Table 13: Students Performance in Other Subjects

	Frequency	Percent
Exceptional	3	10.3
Above average	9	31.0
Average	14	48.3
Below Average	3	10.3
Total	29	100.0

Student Behaviors

How are students behaving in the classroom?

Results from the Teacher Survey provided information on three areas of student behavior: a) following teacher instructions, b) participating in classroom activities, and c) interacting with their peers.

Teacher survey findings show that students performed well in following teachers' instructions. A total of 17 (60.7%) of the 29 students were reported as performing at "above average" and "exceptional" levels (Table 14).

Teacher survey results for student participation in class, showed that half of the 29 students (14 or 50%) were reported as performing at "average," followed by 11 (39.3%) described as "above average" and "exceptional," and 3 (10.7%) as "below average" (Table 15).

Teacher survey findings for students' interacting with their peers showed that 22 (78.6%) students were reported as having an "average" level of peer interaction, 3 (10.7%) students were reported as having an "above average," level of peer interaction, and similarly 3 (10.7%) students were reported as having a "below average" level of peer interaction (Table 16).

Table 14: Students Following Teacher Instructions

	Frequency	Percent
Exceptional	2	7.1
Above Average	15	53.6
Average	7	25.0
Below Average	4	14.3
Total	28	100.0

Table 15: Students Participation in Class

	Frequency	Percent
Exceptional	1	3.6
Above Average	10	35.7
Average	14	50.0
Below Average	3	10.7
Total	28	100.0

Table 16: Students Interacting with Peers

	Frequency	Percent
Exceptional	0	0
Above Average	3	10.7
Average	22	78.6
Below Average	3	10.7
Total	29	100.0

Attendance and Promotion

Are FLI students attending school regularly and being promoted to the next grade?

During the 2022-2023 school year there were 200 instructional days. Although no student had perfect attendance, just under one third, (9 students or 30.9%) were absent for 5 days or less, 10 (34.4%) were absent for 6-8 days, and 10 (34.4%) students were absent for 10 or more days (Table 17). Do we have a number for average daily attendance?

A majority, or 24 of 29 FLI Cohort 1 students were promoted to the next grade level (Table 18).

Table 17: Student Absenteeism

Days Absent	Frequency	Percent
1	1	3.4
2	5	17.2
3	1	3.4
5	2	6.9
6	3	10.3
7	1	3.4
8	6	20.7
10	2	6.9
11	1	3.4
12	1	3.4
14	1	3.4
15	1	3.4
20	3	10.3
25	1	3.4
Total	29	100.0

Table 18: Student Promotions

	Frequency	Percent
No	5	17.2
Yes	24	82.8
Total	29	100.0

Study Limitations

Although this study was implemented successfully, a few study limitations exist:

- » While in previous years data collection was managed by a data collector hired specifically for this role, this year due to budget cuts, the data collection process was changed to a more committee approach with different WE-CARE personnel helping to support data collection for Cohort 1 intervention and comparison students. This made data collection and documentation more challenging.
- » There was a 5-year gap between the date students graduated from the program in 2018 to the time data were collected in 2023. This made tracking students more challenging because of student attrition as 18 of the 47 Cohort 1 students were untrackable.
- » Due to the length of time students have been out of the program it is difficult to categorically infer that any positive differences seen between FLI/HIPPY students and the comparison group were due to the FLI/HIPPY educational intervention.

Comparison Study

Twenty-nine comparison students' academic and behavior outcomes were compared to FLI/HIPPY Cohort 1 intervention students. To compare FLI Cohort 1 graduates' learning outcomes with learning outcomes of children who did not participate in FLI, a tracker who was not a staff member in the FLI/HIPPY program was identified by WE-CARE, to collect data on the 29 comparison students. With the approval of the school principals at the seventeen schools where FLI/HIPPY students were enrolled, non FLI children's names were randomly selected from a box in classrooms with Cohort 1 intervention students and assigned ID numbers. The tracker began by collecting demographic, academic, and behavior student data using the pre and post Teacher Survey. Unfortunately, the tracker was unable to complete the data collection task due to illness and FLI/HIPPY program coordinators were assigned to assist with the data collection for the comparison students.

Findings

Several analyses were conducted to compare the findings of the Cohort 1 FLI/HIPPY intervention group and non-FLI control group.

The results of a t-test indicated that there is no statistically significant difference in the number of days absent from school between the intervention and the control groups.

Further, the results of chi-square test indicated no significant difference between the groups on the following outcomes: (a) overall academic performance at the beginning; (b) academic performance at the end of the school year; (c) performance in reading, (d) performance in math, (e) performance in other subject outcomes, (f) promotions to the next grade, and (g) behavior outcomes relating to following teacher instructions and participating in class.

A statistical significant difference was found when the groups were compared on peer interaction where a higher proportion of students in the control group was above average compared to the intervention group (28.6% vs 10.7%) (Table 19).

Table 19: Study Group * Interaction with peers by the Study Group

		Below Average	Average	Above Average	Total
Intervention	Count	3	22	3	28
	% within Study Group	10.7%	78.6%	10.7%	100.0%
	% within Interaction with peers	100.0%	52.4%	27.3%	50.0%
Control	Count	0	20	8	28
	% within Study Group	0.0%	71.4%	28.6%	100.0%
	% within Interaction with peers	0.0%	47.6%	72.7%	50.0%
Ttotal	Count	3	42	11	56
	% within Study Group	5.4%	75.0%	19.6%	100.0%
	% within interaction with peers	100.0%	100.0%	100.0%	100.0%

Table 20: Table Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.368 ^a	2	.068
Likelihood Ratio	6.612	2	.037
Linear-by-Linear Association	4.889	1	.027
N of Valid Cases	56		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.50.

One of the study limitations is a small sample size (n = 57) and therefore the lack of statistical power to observe significant results. An increase in sample size may allow us to observe statistically significant differences. In the future, we will continue to collect both comparison and intervention data for FLI/HIPPY student cohort groups and aim to increase the study's sample size.

Overall Summary and Next Steps

This third phase of the tracking study provides a snapshot of the FLI/HIPPY Cohort 1 graduates enrolled in school during the 2022-2023 academic year. This report tells the story of how Cohort 1 students are progressing 5 years after graduating from FLI/HIPPY. The fact that WE-CARE staff can still contact parents, obtain their consent to monitor their children, several years after students graduated from the program, shows that WE-CARE has established and maintains strong connections and trust among families in the 3 communities the program served for Cohort 1.

Through the four tracking studies conducted on Cohorts 1-4, WE-CARE has been able to tell the academic stories of FLI/HIPPY students years after they completed the program. Information on students' academic progress and behavior highlighted through the Year End Teacher Survey provides a snapshot of FLI/HIPPY Cohort 1 students' progress in school.

This report shows that 62% (29 of 47) of FLI/HIPPY Cohort 1 graduates are attending school and most of these students are attending regularly. Although none of the students had perfect attendance, close to two-thirds (65.3%) of the 29 students were absent for 1-8 days during the entire academic year. Grade levels of students from Cohort 1 ranged from 1 to 8 and 25 of 29 students (82.8%) students tracked were promoted to the next grade level.

From teacher surveys, students are doing well in class with 45% (13 of 29) performing “above average” or “exceptional” in English/Reading, and 41.3% (12 of 29) are performing “above average” or “exceptional” in Other Subjects. However, in Math, just under one-third or 31% (9 of 29) are performing “above average” with no student rated as “exceptional.”

Based on data reported for 28 of the 29 students, student behavior is positive with 60.7% (17 of 28) rated as “above average” or “exceptional” for following teacher instructions, and 39.3% (11 of 28) for student participation in class. Regarding interacting with their peers most students are reported as “average” 78.6% (22 of 28), with 10.1% (3 of 28) “above average.”

The information provided through teacher comments and explanations in Appendix 2 provides more in-depth qualitative information on teacher assessments and observations.

This is the third year of tracking students and WE-CARE has tracked the first four FLI/HIPPY cohorts and presented a comprehensive descriptive picture of their academic progress. In this third phase, WE-CARE and the Monitoring and Evaluation committee conducted both descriptive and inferential statistics to allow questions to be answered relating to causality and the broader impacts of FLI/HIPPY student outcomes by comparing intervention students with a comparison group. We learned the importance of maintaining program fidelity with an adequate sample size to ensure reliable and valid results.

Over this 3-year period WE-CARE and the Monitoring and Evaluation team continue to collaborate using a community-based, participatory evaluation approach to assess students' progress. This approach was selected to facilitate learning from both the M&E perspective and WE-CARE perspective. A lesson learned from this year's data collection process (with reduced funding) is that the process could have benefitted from an expanded M&E technical role to help bridge the gap left by the absence of a funded position for data collection. Now that WE-CARE has engaged in monitoring and tracking FLI/HIPPY students for three years, moving forward in the next implementation year, the M&E committee anticipates: a) providing more structured bi-monthly collaboration meetings to clarify data collection tracking goals and identify data collection progress and challenges on a more regular basis, and b) providing technical assistance workshops that focus on data collection, data entry, data cleaning and other relevant areas identified by WE-CARE. It may also be beneficial to explore data electronic forms for collecting teacher surveys such as SurveyMonkey and other electronic data collection methods.

A major accomplishment of this three-year process of monitoring and tracking four cohorts of students is that information from these studies has allowed WE-CARE to highlight and tell the story of its students which in turn has brought more visibility to FLI/HIPPY. While WE-CARE worked with 17 schools this year, over the past three years, the agency has connected with an average of twenty-three schools each year across 5 communities (At-a-glance- FLI/HIPPY in Liberia, West Africa, 2024).

With such progress being made, a shared goal would include strengthening WE-CARE's data collection and evaluation capacity even further, so it can play a more independent role in determining the direction for future monitoring and tracking. Within the next two years, M&E will begin the process of shifting to more of an advisory role with respect to FLI/HIPPY student monitoring and tracking.

WE CARE/Family Literacy Initiative (FLI) End of Year Teacher Survey

Instructions:

This form should be completed by the FLI Staff on behalf of the teacher by asking the teacher the questions and recording the teacher's responses on the form. This Survey must be completed in two meetings. Please include the academic school year that is being reviewed.

Read out aloud.

My name is _____ (WE CARE Staff name). I am employed by WE-CARE, Inc., which is a not-for-profit educational organization. I will be asking you questions about _____ child identified on page 2 of the survey. The parent/guardian of _____ (child's name) has given WE CARE/FLI permission to collect educational information about _____'s (child's name) educational progress.

As his/her teacher, you have extensive knowledge about _____ (child's name) academic performance and behavior in the school. I will ask you some questions about _____ (child's name) and record your responses on this survey. It should take about 15 minutes for me to complete the survey based on your responses.

Please note that these questions are to help us track how successful WE CARE has been in preparing children for school and they are not intended to evaluate your school or your teaching. So please provide your honest assessment of _____ (child's name) over this past academic year/semester. Your input will be valuable in helping WE CARE assess FLI's overall impact and provide information regarding how he/she is performing in school.

Please listen to each question carefully and give me the responses that best answer the questions. I will also ask you to explain your responses and include your explanations in the survey. Would you be willing to give me a few minutes of your time?

NOTE: If the teacher answers yes, then proceed with the survey. If the teacher answers no, then ask if there is a better time to complete the survey and reschedule. However, if the teacher does not want to complete the survey, then please note this at the top of the survey, thank them and stop this interview.

Remember:

- To mark responses clearly and write any explanations and responses legibly.
- Demographic questions and questions 1a & 1b to be completed during the first data collection meeting.
- Questions 3-7 to be completed during the second data collection meeting.

Data Collection Meeting #1

Date of Survey Completion: _____ School Year: _____

Child's First name: _____ Last Name: _____

Parent's/Guardian first name: _____ Last Name: _____

School Name: _____ Grade: _____

Academic School Year: _____

Teacher's First Name: _____ Last Name: _____

Number of Years Teaching: _____

What subject(s) do you teach him/her? (List Subjects): _____

Student's Academic Performance compared to other children in your classroom

1a. Please rate _____ (Student's Name) overall academic performance **at the beginning of the school year**. (Circle the best response). Explain your response (i.e., why have you given this rating)

Exceptional Above Average Average Below Average Not Applicable

Explain: _____

1b. Have you adjusted your teaching because of _____ (Student's Name) academic abilities at the beginning of the school year? (Circle one response) Explain your response (i.e. why have you given this rating) Yes No Not Applicable

Explain: _____

******STOP HERE IF THIS IS THE FIRST DATA COLLECTION MEETING******

Remember:

- Questions 2-7 must be completed during only the second data collection meeting.
- To circle responses clearly and write any explanations and responses legibly.
- Will be completed during the second data collection meeting.

Data Collection Meeting #2

Date of Survey Completion: _____ School Year: _____

Child's First name: _____ Last Name: _____

Parent's/Guardian first name: _____ Last Name: _____

School Name: _____ Grade: _____

Academic School Year: _____

Teacher's First Name: _____ Last Name: _____

2. Please rate _____ (Student's Name) overall academic performance at the end of this school year. (NOTE: this must be the same year as listed on this survey). (Check the best response). Explain your response (i.e., why have you given this rating)

- Exceptional Above Average Average Below Average Not Applicable

3. Please rate _____ (Student's Name) academic performance in the subjects/areas below. Explain your response (i.e., why have you given this rating)

a) English/Reading

- Exceptional Above Average Average Below Average Not Applicable

b) Math/Counting

- Exceptional Above Average Average Below Average Not Applicable

c) Other: Please specify the Other subject/area _____

Exceptional Above Average Average Below Average Not Applicable

4. Is _____ (Student's Name) being promoted to the next grade? (check one response) Explain your response (i.e., why have you given this rating)

Yes No Not Applicable

Explain: _____

a) If the student is being promoted, what grade is he/she being promoted to? _____

b) If the student is being retained (not promoted) what grade is he/she being retained in? _____

5. In this current school year, how many days did _____ (Student's name) attend school?
_____ (e.g. 120 days out of 200 days)

Student's behavior compared to other children in your classroom

6. Please rate _____ (Student's Name) on the following behaviors/activities:

a) Following Teacher's Instructions/Directions

Exceptional Above Average Average Below Average Not Applicable

Explain: _____

b) Participating in Class Activities

Exceptional Above Average Average Below Average Not Applicable

Explain: _____

c) Interacting with Peers/Other Students

Exceptional Above Average Average Below Average Not Applicable

Explain: _____

7. What areas, if any, does _____ (Student's Name) still need to improve on?
(Be Specific – e.g., self-regulation, playing with peers/friends, following teacher's instructions, improve in reading, math, etc.).

1. _____

2. _____

3. _____

4. Not Applicable (Check if student does not need any improvements)

8. Is there anything else you would like to tell me about that might improve my knowledge about _____ (Student's Name) academic progress or behavior?

Thank you so much for answering these questions. We appreciate your input and expertise.

Verbatim Comments from Teacher Assessments from FLI/HIPPY Intervention Group

Overall academic performance at the beginning of the school year

- Candy is performing at her grade level. She understands the lesson and always answers questions.
- When a test is given for 40 points, her marks will be around 25-30 points. It takes a good while for her to understand the lesson.
- Johnson is a slow learner. He has a deficiency in writing and performs poorly in class. He doesn't ask or answer questions in class.
- Mayah academic performance is good. He responds well to everything, or questions asked in class.
- Usman is slow in class but interacts well when playing games with his friends. He is slow in completing his class work and always finishes last in class.
- Nowai is a girl that acts like a boy among her friends. She is slow when it comes to understanding the lessons but is fast in writing.
- Roland needs a little more time than his peers to understand a concept. He takes his time to do everything.
- Miracle is emotional and cries easily in class. He doesn't complete his work on time.
- I have worked with Prince over the years, and he is a bit slow in understanding and has retentive memory.
- Hans is an average student. He participates in class activities and is willing to learn new things.
- Marcus is a delay student, very playful and his parents are not supportive.
- Stanley is a smart student that keeps to himself. He is doing well in his schoolwork.
- Vicentlyn does extremely well in all the activities, and she does independent work.
- Grace is very active in class and among her friends. She always finishes her work on time and neatly.
- Blomo is easy to work with and he talks a lot in class. He is the class president and is smart.
- Christina has difficulties in some major subjects.
- Menever has been doing well, she is a old student, I have been teaching her since 3rd grade.
- Martina is a good student. She reads well and gets good grades.
- Prosper is a very good student in my class. The problem is he did not complete the semester.
- Francis gets good grades and takes initiative in class.
- He is an independent student and has no problem following instructions.
- Emmanuel is an independent student, and he follows instructions properly.

- Giftie is a good student. I have been teaching her for two years now.
- Chris is shy and does not talk much and tries his best in his lessons.
- Miatta is a bright student in my class. She is one of the top female students I have in my class.
- Courage is a good student. He likes to work with all his friends and sometimes tries to help them during activities time.
- Miama is an average student. I keep an eye on her when she is working or writing so she can do it properly.
- Romel is a smart girl that works and participates in class actively.
- Prosper missed classes regularly and did not complete most of his activities.
- Celita is a good student, and she just needs a little bit more time to understand the lesson.

Teaching Adjustment

- Candy was at the back of the class and was easily distracted, so I brought her at the front row and kept an eye on her.
- At the beginning of the school year, Maima was sitting at the back of the class. When I brought her to the front, she started to respond positively to the lesson.
- I contacted Johson's parents and informed them about his poor performance. I requested that they pay more attention to him and put in more time with him at home.
- From my interactions with Mayah, I identified that he is ahead of his friends in all the activities.
- I always put him in group work sessions and make him the group leader to boost his confidents. It helps him to put in more effort when doing a particular task.
- I changed her sitting position in class because of her rough playing during class time. She now sits by my table where I can keep my eyes on her.
- Roland was slow in reading, so I always allow him to read along with all the other students.
- I try to pay more attention to him and seat him somewhere with less distraction. I also discussed with his mother Lisa to help him at home.
- The teaching style we use at this school is tailored to meet the needs of all the students. You can clearly see that Prince is smarter than his peers.
- The teaching methods I use are just right for Hans and the other students.
- I continuously interact with Marcus for him to get used to me. I try my best to give him extra activities to improve his skills, but he misses school a lot.
- Stanley is up to the task.

- I understand the kind of student she is, so working with her is not difficult.
- Grace easily understands the lessons and activities.
- I have taught Blomo for about 2 years now. I know his capabilities.
- Christina is finding it difficult to handle the lessons, she writes and behaves well.
- Menever and her seatmate were always talking in class when lesson is ongoing, I had to take one person from the seat.
- Martina doesn't find it difficult to understand the lessons and topics under discussion.
- Prosper is an overage student but he is very bright.
- Frederick is a new student, but he is a good student.
- He completes all his tasks within the allotted time and assists his classmates.
- This is not my first time teaching Giftee, so I know her abilities and what she is capable of doing.
- I understand that Chris is a shy child, so I try to encourage him to do more but I don't push him too hard.
- Miatta understands me and other teachers faster than other students.
- Not much is needed to be done because the boy understands and follows instructions.
- I had to change her seat from the back of the class to one of the seats in the front to ensure that she was paying attention and doing her work right.
- She is an observant child that always shows concern, engages with her peers and ask a lot of questions.
- Prosper was mostly absent.
- Celita participates in classroom activities and asks questions when she needs something to be clarified.

Overall academic performance at the end of the school year

- Candy is still not up to excellent standard; her grades were always fluctuating.
- There were noticeable improvements in Maima's understanding of the lessons that were being taught. She started to get higher marks in her class work and homework.
- Over time, little improvements could be seen in Johnson's performance. Working in small groups has helped him greatly when it comes to interacting with his peers.
- Mayah is very smart and went under roll.
- The approach I used enabled him to raise his hand in class to ask and answer questions. He improved rapidly.
- After I changed her seat in class, she became more composed and easier to manage. Her understanding of the lessons improved but she needs more attention.
- Roland can now read by himself and was getting good grades under the other teachers.
- Miracle had doubled up. He stopped his plenty crying. He started

to write and complete his tasks in class.

- Prince was a special child even though he had problems with his tune when speaking or reading.
- Hans was a regular child that learned at his own pace (not too fast but not too slow).
- He was very playful. He didn't follow instructions and was absent from school very often.
- Stanley did exceptionally well in his classes from the beginning of the school year till the end.
- Vicentlyn grades never dropped at any point during the school year.
- Grace had been doing well in her lessons and class activities.
- Blamo had no deficiency in any of the subjects that were taught.
- Most of Christina's grades were very low.
- Menever followed directions and completed her work or task on time.
- Martina is on time with her class work. She contributes a lot in class.
- Proper had gone honor roll all through the school year.
- She is promising and walks well with others.
- Frederick was a very brilliant student. He made his grades accordingly.
- Emmanuel had been an outstanding student. Making follow up on assignments and class activities.
- Giftee understood new lessons very quickly in class. Overall, she is a bright student.
- Chris was quiet in class. He got good grades in all his subjects.
- From the beginning of the school year till the end, she had been going honor roll.
- Miama did not improve throughout the school year.
- Romel had improved greatly in her interactions with her peers and took leading roles in class activities. She acted very responsibly.
- Prosper was too playful and did not improve in any of the subjects that were taught.
- Celita was a good student that followed directions and took responsibility.

English/Reading

- Candy can pronounce words well and read fluently.
- Maima is still a work in progress. She is now taking the initiative to read a book or lesson notes in front of the class.
- Johnson could not pronounce words properly; hence, he had difficulty in reading.
- Mayah could read all the story books and notes.
- Usman was slow in reading and writing. He always took his own time when writing. He tried reading story books and completed them.
- Nowai was ok at reading and spelling, but she was not a fluent reader.

- Roland talked in a low tune even when he reads. He had good grades in reading and all other subjects.
- Miracle can't read and even when he tries reading a story book or his class note, he jumps over words.
- He reads well but his speech was not clear because of how low he speaks, and his friends use to laugh at him for it.
- Hans reading and writing skill were ok. He regularly asked and answered questions during class activities.
- He was writing well but could not read well.
- He read well, contributed to the lessons, and had good communication skills.
- She could read, spell and made high scores in English and reading.
- Grace could write well and read a few of our story books by herself.
- Blamo could read well, talked a lot and had very good writing and drawing skills.
- Christina didn't complete her notes on time. She used to write well and tried in reading a little.
- Menever could try in reading. She struggled when reading her notes or our class story books.
- Martina did well in English and reading. She was also a good speller in my class.
- Prosper had good reading and writing skills. He was always the first to finish any work given to the class.
- She reads well and I observed her reading other books beside the textbooks.
- Frederick had good reading skills and always finished his work in time.
- Emmanuel could read. He took his time in writing sentences or his notes.
- Giftee read well at her grade level.
- Chirs could read his notes all by himself. He communicated with his classmates and teachers well.
- Miatta read a lot, spoke well, and took time when speaking. She read all her story books.
- Miama is still not reading at her grade level. She could pronounce 3 - 4 letters words. She couldn't read fluently by herself. Concerning her writing, it was ok.
- Her reading skill was amazing. She pronounced words correctly and used her sense of interpretation.
- Prosper did not complete most of his subject activities.
- Celita had good reading skills and was a very expressive reader.
- Mayah was very good at math, he knew how to add, subtract, and do multiplication as well.
- Usman math skills was not very good, but he tried his best in tests, classwork, and homework.
- Nowai was very slow in solving math problems by herself.
- Roland used to take his time during math class. He will always double check his answers.
- Working with numbers was very difficult for Miracle. We had to do it over and over.
- His math teacher always speaks highly of him. He understands math well.
- He had a good understanding of all the subjects.
- He had serious problems when it came to applying mathematical concepts that were taught.
- Stanley did well in math. He is good in addition and multiplication.
- Vincentlyn always tried to work on the math problems by herself and asked for help if she needed it.
- Grace math skills were not very good, but she tried in her own way to work problems out.
- He worked math problems on her own and asked for help if he needed it.
- Christina could identify her numbers, try adding and working with sets or groups of objects.
- Menever is not good at math, but she did what she could by herself.
- Martina does her best in Math.
- Prosper could do addition, subtraction, and multiplication as well.
- Her math teacher said she is one of the good ones in his subject.
- Frederick math skills are good too. He was able to easily able to apply mathematical concepts that were taught to him.
- Emmanuel found it easy to apply mathematical concepts and solve problems on the broad when called upon.
- Giftee had good math skills and took her time to do all her math work or activities.
- He could work math problem all by himself. He called for help when he needed it.
- When the class was doing a task for ten points or above, she would always come very close to that mark. She worked well with numbers.
- Miama easily gives up and didn't try to figure out math problems by herself.
- Math is not Romel's strong hold, but she always tried and participated in solving math problems on the chalkboard.
- Prosper did not complete most of his subject activities.
- Celita made an effort to solve math problems, but she was not too good at it.

Math/Counting

- When we were on the topic Clock, sometimes she would tell the time right. When she got it wrong, she will always try again.
- Maima could solve basic addition and subtraction problems and was getting better at multiplication.
- Johnson was very slow in solving problems and had bad math skills.

Other Subjects

- Candy tried in almost all subjects.
- Writing, Spelling, Reading and Bible. These are the subject areas she has made improvement in.
- Johnson performance was better in Social Studies than any other subject.
- Social Studies, English, Spelling are his main subjects.
- Running, playing games and football are his favorite things to do.
- Physical Education was her favorite subject. She loved to be outdoors.
- English, Science and social Studies were his best subjects.
- Miracle liked Arts. He loved to draw, and he blends colors well in all his drawings.
- Prince always made high marks in all his subjects and was an honor roll student.
- Han loved Reading and English; he made good grades in them.
- Marcus grades were poor.
- In Social Studies, Science, Phonics, he got good marks.
- She did amazing in Health Science, Science, Bible and Phonics.
- Grace did her best in other subjects but was good in Phonics, Science, Bible and Social Studies.
- Blamo was not just good at reading or math, he did well in the rest of the subjects.
- She was good at drawing, Phonics, and writing.
- Her scores were good in Health Science, Science and Physical Education.
- Science, Social Studies, and French, these are subjects that she thrived in.
- He was good at writing sentences, drawing and Phonics.
- She scored high in Math and social Studies.
- Frederick was also good in social studies and science.
- Emmanuel had good grades in most of his subjects like Phonics, Writing, Physical Education and Bible.
- Giftee was good at reading her story books and subjects notes. She did well in social studies and Civics.
- Even though Chris was a bit slow, he tried his best to get good grades in all his subjects.
- Miatta was not only good at reading but in other subjects like Health Science, Science and Social studies.
- Miama tried a little in a few of her subjects.
- She did well in her other subjects too.
- He is not doing good in other subjects.
- She had good reading skills but was a bit slow in understanding the topics that were being taught.

STUDENT BEHAVIOR — Following Teachers Instructions/ directions

- Candy was very quiet and afraid of punishment. She always kept to herself and followed instruction.
- Maima was quiet in class. She did her work based on my instruction and worked freely.
- Johnson had good conduct. He behaved himself in class and followed my instructions.
- He was very disciplined and responsive. He listened patiently and waited for his turn to speak.
- Usman paid attention whenever a teacher was in class. He will do any task given to him by any teacher.
- I can punish students who are not listening or following my directions, so all of them can really pay attention to me.
- Roland was a good listener.
- Miracle was slow and when he was given a task, he did it when he felt like doing it.
- Prince was one of the most disciplined students in my class.
- Hans was obedient and followed instructions most of the time.
- Very playful
- He was always quiet during instructional times and was very cooperative doing group tasks.
- Vincentlyn followed everyone who was teaching in this school instruction and took the initiative.
- Grace listened and followed all my instructions.
- He was a well-behaved student and a good listener.
- Christina got distracted easily and paid little attention to what was written on the blackboard when I was teaching.
- Menever followed and listened to everything I said to the class or asked them to do.
- Martina did all that I asked her to do in my class.
- She was one of the outstanding students in my class.
- Frederick participated in all the class activities.
- Emmanuel was an easy boy. Always by himself in class. He listened and did what I said.
- Giftee is always attentive when the teacher is in class.
- Chris followed all my directions and instructions.
- Miatta sat in the middle of the class, and she always did what I asked her to do.
- All the students in my class were willing to carry out any task I gave them.
- She always volunteered to be the leader during group activities and took her role very seriously.
- When he was present, he participated but could not complete most of his subjects' activities.
- She participated in all class activities and was always willing to help her peers.

Participating in Class Activities

- We graded our students for class participation which was ten percent. Sometimes Candy got seven percent out of ten.
- Maima didn't answer or ask questions in class unless she was pointed to.
- His participation in class was scanty. He rarely asked or answered questions in class.
- Mayah always wanted to ask questions and answered questions that were asked. He was talkative.
- Usman was shy at first but gradually he started to engage more with his teachers and peers.
- Nowai feels shame if she missed a question or a math problem in class. Because of this, she hardly raised her hand.
- Roland was not an active student, but he put in effort and was willing to learn.
- Miracle sometimes asked or answered questions.
- Prince was very good at answering questions than asking questions.
- Han is very good at participating in class activities.
- Very playful and not willing to try
- Stanley always raised his hand in class during lesson time to ask or answer questions.
- Vincentlyn is a bit shy, but she sometimes asks or answer questions.
- Grace liked to answer questions in class, even if she was wrong.
- When lessons were being taught in class, he didn't play or start fights with his seat mates.
- Chritina was very slow when called to do something on the blackboard.
- She was always ready to work with her friends and sometimes answered questions when she was asked.
- Martina was very vocal in class. She spoke out her thoughts and was never afraid to ask or answer questions.
- She was very good at all class activities she needs to be encouraged to keep it up.
- Frederick loved to play in class but regularly asked and answered questions when asked.
- Emmanuel was always good at answering questions but rarely asked questions.
- Giftee liked to raise her hands in class to ask or answer questions. She is good at working with others.
- Chris participated in class and in outdoor activities. He was sensitive to other feelings
- Miatta participated in all class activities and tried to ask and answer questions.
- Miama was good in participating with group work in class and during other lesson times.
- Romel interacted with her peers well doing different activities.
- Missed classes most of the time.
- She took the initiative to assist her classmates whenever she could.

Interacting with peers/other students

- Candy didn't like noise. When they were playing, we the teachers of the school were always among them to guide them.
- Maima always participated in class activities or group tasks (boys Vs girls).
- Now, Johnson interaction with his peers had increased. He played with everyone, even with other students outside his class.
- Mayah is very rough when playing outdoors.
- Usman was active.
- When it is outdoor activities, she is the rough play leader.
- Roland played football with his schoolmates.
- Miracle was fragile and didn't like rough play. He used to cry easily.
- He didn't play much.
- He plays and respects others.
- Play a lot
- Stanley didn't like rough play or jokes.
- Vincentlyn played with her friends during recess or lunch time.
- Grace played a lot with all her friends.
- He played freely with his friends during recess.
- A bit slow when she played with his friends.
- Menever was easy-going and she liked to interact and play with her friends.
- Martina had friends in our school that were from her community. They all play together.
- Most times she is seen reading when the other children are playing.
- Frederick interacted with peers and friends well. He loved to play football.
- Emmanuel doesn't like too much rough play. He loved to play football with his classmates. He works well in a team.
- Giftee was very friendly, and she played with all her friends in class.
- Chris liked to play with his friends. At recess they all played games.
- Miatta was careful during indoor or outdoor activities.
- Miama played a little but didn't like rough play.
- She was a very easy-going student that took her responsibilities seriously.
- Prosper did not complete most of his schoolwork.
- She was always involved in many class and school activities.

Other Observations/Comments and Outcomes

- Candy was a bit slow at the beginning, but with the help of her teachers and parents she made good progress.
- Maima has been in and out of school due to her parents not being able to pay her school fees. So, she is overage for her current grade.
- Johnson lives in a household with a single parent. More attention needs to be paid to him at home and he has dropped out of school many times.
- Single parent family and Mayah dropped out of school many times. He one step of his brother because he is clever.
- Usman started attending this school before but dropped out of school a few times because of financial issues. So, he is big for his class.
- Nowai can do better, she needs help at home.
- Roland likes sports, he needs to focus more on his lesson.
- Miracle is not regular in school.
- Prince has speech impairment, but he is clever and respectful; he listens very carefully and speaks less.
- Hans can do better his father needs to put more time into his studies.
- Miracle has family problems, but he is slow.
- Stanley's parents need to continue paying attention to him. He is a good student.
- Vincentlyn hardly completes payment of her school fees on time. The principal always sent her home. She really needs help.
- Grace needs more help at home.
- Blamo parents need to keep up the good work at home.
- Christina is repeating the fifth-grade class.
- Menever is an average student who is willing to learn.
- Martina is a good student, and she is always on top of her school activities.
- Prosper is a smart student but due to his parents' financial issues, he keeps dropping out of school.
- She is clever and respectful; she listens carefully and smiles often.
- Frederick is a good student.
- Emmanuel is doing ok now.
- Giftee is trying but she can improve more. I hope she does better next year.
- Chris is overage. I think his parents should send him to vacation school so he can move to another class.
- Miatta is fairly good in her lesson. She needs to keep it up.
- Courage got sick and had to be taken out of the community for treatment. He did not return for the second semester.
- She is ok, she will do better if she continues to study.
- More attention needs to be pay to her at home.
- Her parents were trying but the child had serious health issues which greatly affected her learning outcome.
- This child needs to learn how to calm herself. She will do well if she controls her anger.
- She is a good student and just needs more attention.
- She is a good student.
- For him to meet his full potential, his parents need to pay a little more attention to him at home.
- His parents are doing well and should continue to help their child.
- He had potential. If his parents had invested a little more of their time in teaching him, his grades would have improved.
- Parents are doing great, and it is showing through their child's mannerism and output.
- More attention needs to be paid to her at home to improve her performance.
- Parents should continue helping this child.
- He was still average at the end of the school year. I think he can do better.
- Unable to receive report card.

Verbatim Comments from Teacher Assessments from Control Group

1. STUDENT OVERALL ACADEMICS – Overall academic performance at the beginning of the school year

- CH-01 is struggling to understand the lesson, but she will improve. This is her first year in this school.
- CH-02 is good in her lesson. She is always willing to come to the blackboard to explain or gave an example.
- CH-03 grades are good, but he troubles his friends a lot in class.
- CH-04 is an average student. He is good in some subjects and not too good in some subjects.
- CH-05 has poor attendance because he is sickly. He is trying to catch up on the lessons and his grades are not bad.
- CH-06 is one of the brightest students in my class. He is very confident and quiet.
- CH-07 is not regular in school and has missed a lot of class activities already.
- CH-08 is really struggling with the lessons.
- CH-09 so far his academic performance is good even though he still has some shortcomings.
- CH-10 is the class Vice President by election and his grades are good.
- CH-2 is a little shy, but he is trying in the lessons.
- CH-2 is a slow writer but does his best in all his activities.
- CH-3 he is smart but does not like working in a group.
- CH-4 is not bad in her lessons and is very cooperative.
- CH-5 is a smart student, and his grades are good.
- CH-6 hardly comes to school on time, and she is very sickly.
- CH-7 is hardheaded, but her academic performance is good.
- CH-8 is outspoken and is a good student.
- CH-9 is smart, she gets good grades.
- CH-10 is inquisitive. He is always asking questions about things outside the lesson.
- CH-1 has fairly good grades but hardly talks unless spoken to.
- CH-2 is a smart student, he is always neat and comes to school on time.
- CH-3 has good grades but is reserved, he stutters when he talks.
- This student is very smart and has her own opinion on different topics.
- CH-5 is not doing good because most of the time she is not paying attention. She sucks on her thumb.
- He is a good student, but he is a little shy.
- CH-7 is an excited student, and he is doing well in the lessons.
- CH8 is not too good in her lessons but she never gives up no matter how difficult the task.

2. Teaching Adjustment

- She gets distracted easily, I try to keep her focused on her own work and not what her friends are doing.
- He was sitting in the back with the older boys, and this impacted his attitude negatively. I called and informed his parents about his behavior on campus, and I changed his seat.
- I give him extra activities for his parents to help him at home.
- I invited his parents to speak with them concerning their child's academic performance, but they did not show up.
- I try as much as possible to encourage him and during class activities I ensure that he understands the directions.
- I always try to give him extra writing activities to help improve.
- She is shy so I encouraged her by making her the group leader during group activities.
- I called her parents and invited them to campus to talk so I can better understand the situation they are facing with their daughter's health and how it is affecting her academic performance.
- I told the principal and he talked to her mother when she attended the PTA meeting about her daughter's behavior. I'm starting to see some changes in her behavior.
- I observe her most of the time. Sometimes when I know that she is not focused, I make her stand, tip her on the shoulders or ask her questions.
- I notice that she likes to be challenged. So, I have started setting performance goals for her and I encourage her to take the risks and not be afraid whether it is right or wrong.

Second Visit with Teacher

3. STUDENT ACADEMICS Overall academic performance at the end of the school year.

- She was an average student that worked hard and tried her best.
- She made good grades throughout the year and was promoted.
- When I changed his seat his behavior and academic performance improved.
- CH-04 did well in his lesson but I notice that he forgets things easily.
- CH-05 missed a lot of school days but he still tries when he is present.
- CH-06 had maintained all his good grades from the beginning. He is a smart kid.
- CH-07 is still struggling because he was not regular in school.
- CH-08 was sick for most part of the first semester and missed a lot of class activities.
- CH-09 was an honor student. He was a handful but a good student.

- CH-10 was one of the top students from the very beginning. He was a good boy.
- CH-1 was among the best students in my class, and he got good grades.
- CH-2 was doing fine in most of his subjects.
- CH-3 maintained good grades throughout the year.
- CH-4 did well during the academic year.
- CH-5 was an honor roll student and he received gifts from the school for academic excellence.
- Over time her performance improved but I believe that she could have done better.
- CH-7 was involved in a couple of fights, but her grades were not bad.
- CH-8 was a good student but with a little more help from home she would have made higher grades.
- CH-9 was confident, and she spoke fluently.
- CH-10 was always active and read well. He was a bright student and at times his questions were entertaining.
- CH 1 grades improved, and he started interacting with his friends in class. He has opened up.
- CH 2 did well in his lessons and participated actively in class.
- CH 3 kept up his good grades and was very happy to learn new things and would engage me on things he did not understand.
- CH 4 maintained her grades. She is clever and did well in my class.
- CH 5 lacked focus and paid little attention in class.
- CH 6 is a good student, and he works well with his classmates when he is placed in a group. Sometimes he was put out of school because his parents did not pay his fee.
- CH 7 was a good student and got high grades in most of his subjects.
- CH 8 had a strong personality and with a little push she did wonderful throughout the school year.

4. English/Reading

- CH-01 could read our story books by herself but still needed help to pronounce some words.
- Reading with her friends in class has built her confidence but she still needs to keep working on her reading.
- CH-03 reading skills were fine but he still needed guidance sometimes.
- CH-04 reading was ok, but a lot of work still needs to be done.
- CH-05 could try in reading but he had to be helped.
- Whenever I wrote new notes on the blackboard or brought new story books, CH-06 was one of the students that will attempt to read it.
- CH-07 was a poor reader. He struggled with simple words that he should have known based on his grade level.
- He read better in a group than alone.

- CH-09 reads at his grade level and was a very good speller.
- CH-10 can read by himself but needs help sometimes to pronounce certain words.
- CH-1 was one of the class top readers and he wrote well.
- CH-2 faced difficulties in reading, but he did improve.
- CH-3 could read and retell every story book we read.
- CH-4 was a slow reader, but her grammar was good.
- CH-5 was very clear when he read, and he did not struggle to pronounce words.
- CH-6 reading skill was not bad and the way she pronounces words was good.
- CH-7 Could read at her grade level.
- CH-8 reading skill was ok.
- CH-9 read well, and she loved public speaking.
- CH-10 was a strong reader. He was phonetically aware and could pronounce words that he did not know their meaning.
- CH 1 is good in English and reads well.
- He did well when it came to reading his notes and he could read all our story books well.
- He read well and had no problem with comprehending what he read.
- CH 4 was an amazing reader and spoke properly.
- CH 5 read below her grade level and had poor oral communication skills.
- CH 6 tried reading but had a problem with grammar. He struggled in identifying punctuation.
- CH 7 is the best Reading and English student in my class.
- CH 8 was an excellent reader and she always volunteered to read the notes for the class when I asked.

5. Math/Counting

- CH-01 was slow when it came to working math problems by herself.
- CH-02 was up to the task when it came to math. She did great.
- CH-03 was good at multiplication tables and he was good at solving math problems.
- CH-04 was slow when solving a math problem.
- CH-05 had a difficult time in math. He was not good at it.
- Telling time and working and solving math problems was not difficult for him.
- CH-07 was slow with numbers. He found it difficult to do math problems alone.
- When math work was given to the class, I had to continuously monitor him and ensure that he understood the instruction, then he would solve the problem.
- He was very good at math. He had no problem with applying mathematical concepts.

- CH-10 was a good math student. He was always willing to work on math problems on the board when I asked him to.
- CH-1 is a good math student. Sometimes he helped me explain the notes to his peers.
- I always had to monitor him when he solved math problems because sometimes he missed the different steps.
- CH-3 struggled a little when solving problems, but he was ok.
- CH-4 was good at solving problems on her own.
- CH-5 had good math skills and could easily apply concepts that were taught.
- CH-6 was slow in understanding mathematical concepts.
- CH-7 used to try to solve new math problems at grade level on her own.
- CH-8 could solve math problems by herself but sometimes she struggled to apply certain concepts.
- CH-9 at the beginning was struggling but she improved greatly throughout the year.
- CH-10 was up to the task.
- CH 1 tried in math; he does his best but struggles sometimes.
- CH 2 was a good math student, and he paid close attention to the different steps needed to solve a problem.
- CH 3 is good in math. He loved to solve problems on the blackboard.
- She was good at applying mathematical concepts and fast in solving math problems.
- CH 5 had poor math skills and could not solve math problems on her own.
- CH 6 was very slow when solving math problems and he still struggled with addition and subtraction.
- CH 7 is very good at math. He understands mathematical concepts easily.
- CH 8 did her math work all by herself and did very neat work.

6. Other Subjects

- CH-01 was a good Bible student. She also did well in Physical Education because she like to be outdoors.
- Science, Social Studies, Physical Education were subjects that she had good grade points in.
- He did his best in few other subjects like English, Physical Education and Health Science.
- Social Studies, Science and Drawing are subject areas where he showed the most interest.
- He did well in Religious & Moral Education.
- CH-06 had the highest mark in social studies.
- CH-07 tried in Science and Social Studies.
- He tried in his other subjects.
- He liked to draw and color. He was good at it.
- His grades were good in most of his subjects.
- CH-1 was also good in science and Health Science.
- He did fine in French, Science and Health Science.
- He is very good in outdoor activities.
- Physical Education and Arts were her two favorite subjects. She drew and colored nicely.
- He did well in all his other subjects.
- Her grades were good in Phonics and Science.
- She had beautiful handwriting, and she did well in social studies.
- She was good at social studies and writing.
- She loved learning French.
- He did well in social Studies and Science.
- Very good in all other subjects.
- He was good at spelling and phonics.
- CH 3 had good grades in Bible and Physical Education .
- CH 4 loved Geography.
- She really struggled in her lessons and got low grades.
- His grades were good in English grammar, spelling, and handwriting.
- CH 7 grades in the other subjects were good.
- She did well in her other subjects too.

7. STUDENT BEHAVIOR – Following Teachers Instructions/ directions

- CH-01 was very respectful and willing to take initiative in class.
- She was a good listener and followed instructions well.
- At the beginning I faced difficulties with him not listening to me but he got better at taking directions.
- He was a very humble kid. He took directions well and willingly excepted his mistakes.
- He followed instructions.
- CH-06 paid attention and listened to instructions and directions from me and the other teachers.
- CH-07 had trouble comprehending instructions.
- He was afraid to get punished so he did what I asked.
- CH-09 never refused to do what I asked him to do.
- CH-10 was a respectful child, always willing to do what his teachers told him to do.
- CH-1 was obedient and attentive in class.
- Sometimes he struggled to comprehend instructions when they were given.
- It was difficult at first, now he is following the other students.
- She paid attention and listened to my directions.
- He had no problem following directions.
- She listened and tried to follow my directions. If she did not understand she asked.
- She followed my instructions.
- She had good listening skills.
- She followed my instructions and paid attention in class.
- He paid attention in class and followed instructions well.
- CH 1 never refuses to do what I asked.
- CH 2 is always attentive and participates in class.
- CH 3 listened to instructions and never argued when I asked him to do something.
- She was very respectful and followed instructions well.
- I had to repeat instructions a couple of times for her before she tried to do what I asked.
- CH 6 was willing to follow my instructions.
- He did well when it came to following instructions, but he had the tendency of doing things his way sometimes.
- CH 8 was always willing to do what I asked.

8. STUDENT BEHAVIOR – Participating in Class Activities

- When she was asked a question, it took a while before she could respond and sometimes she asked helpful questions.
- CH-02 participated well in class.
- CH-03 was willing to share what he had learned when I asked him to.
- He took part in all school activities.
- He was not very active in class but sometimes he did ask questions.
- CH-06 could easily raise his hands if he wanted to give his input on the lesson being taught.
- CH-07 was shy. He never really asked or answered questions.
- CH-08 attempted to answer questions when they were asked.
- He was always eager to answer questions but rarely asked questions.
- He liked to ask questions that he already knew the answer to.
- Ch-1 was well behaved during lesson time and always kept his eyes on the black board.
- He hardly asked questions but answered a few questions.
- He was active in class.
- When she asked a question, she waited patiently for my response.
- He rarely asked questions but was always willing to give answers to the questions I asked.
- She had no problem with speaking in front of the class.
- She was stubborn but she participated in class fully.
- Sometimes she asked questions, but I had to signal her out before she will attempt to answer a question.
- When lessons were ongoing, she asked questions and was willing to take the lead.
- He was inquisitive and answered questions when he was asked.
- During lesson time, he liked to answer questions.
- He loved to share what he knew about a particular topic with the whole class.
- He asked questions that were helpful and answered questions when I asked them.
- CH 4 was a very resourceful student, and I really appreciated her contributions.
- She did not speak much in class.
- He asked questions if he did not understand a topic and was not afraid to answer questions that were asked.
- He asked and answered questions a lot in class.
- She participated well in class.

9. STUDENT BEHAVIOR – Interacting with peers/other students

- CH-01 was slow in class. Outdoors she plays with her friends.
- She is very friendly and is a people's person. Always seen in a group.
- CH-03 has a lot of friends and loves to play with his peers.
- His peers loved his jokes and they all played together during lunchtime.
- CH-05 loved to be by himself and you do not see him playing rough with his peers.
- CH-06 At recess time he played around with his classmates.
- CH-07 played a lot during recess.
- CH-08 interacted well with his friends.
- He loved to play rough but is helpful to others.
- CH-10 is loved by all his peers and was very popular on campus. He loved to play games with his school mates during lunch time.
- CH 1 was cordial to all.
- He is easy-going and likes to play with his friends.
- He loved the outdoors and enjoyed being with his friends outside.
- She was shy and stuck with her small group of friends.
- He loved to be outdoors.
- She was friendly and liked to share.
- She was a little rough, but she has a lot of friends.
- She talked and played with her classmates.
- She played during lunch time with her peers.
- He was a very friendly boy.
- He has good social skills, and he likes playing, sharing, and dancing.

Other Observations/Comments and Outcomes

- I think her parents needed to pay more attention to her at home. She could have made better grades.
- She is good with her studies but also, she is overage for the class. So, her parents need to keep encouraging her.
- His parents were very helpful I must commend them.
- He is a promising kid.
- He needs to be taken to a proper hospital for medical attention. Not all teachers will do what I did to keep him on track with his classmates.
- He was proactive. He did not get excellent grades but was able to speak out with ease.
- More needs to be done to help this child at home.
- Parents need to put in more time with him at home.
- He did great and was always willing to learn.
- He was a good student and was always willing to help others.
- He ended the year with good grades. His behavior was also good.
- He was a bit slow, so his parents need to continue to tutor him during the school break.
- This kid needs help with math at home.
- She was ok but shy.
- He can do better if he tries harder.
- Her parents were trying but the child had serious health issues which greatly affected her learning outcome.
- This child needs to learn how to calm herself. She will do well if she controls her anger.
- She is a good student and just needs more attention.
- She is a good student.
- For him to meet his full potential, his parents need to pay a little more attention to him at home.
- None
- His parents are doing well and should continue to help their child.
- He had potential. If his parents had invested a little more of their time in teaching him, his grades would have improved.
- Parents are doing great, and it is showing through their child's mannerism and output.
- More attention needs to be paid to her at home to improve her performance.
- Parents should continue helping this child.
- He was still average at the end of the school year. I think he can do better.
- Unable to receive report card.

Classification of Schools in Liberia

Public School

A school that is operated by the Ministry of Education. Fees are paid for registration for students in grade 1 and above. A flat fee of LD\$3,500.00 equivalent to US\$25.00 for students in the kindergarten section. Have fairly good structure.

Most teachers have some form of training. However, the least skilled teachers teach at the kindergarten level.

Faith-Based School

A school that is established and operated by a religious institution. Currently, most faith-based schools are for profit. Faith-based school fees are among the highest in the country. Have good learning environment in comparison to community and some public schools.

Community School

A school that is established by members of the community based on the need for a school in the community. The community appoints the school administrator. The school fees are low in comparison to a private school. Teachers' qualifications are minimal, and salaries are lower.

Private School

A school that is established by an individual or group as a business for profit. The school usually has a good physical structure and learning environment. Teachers' qualifications and salaries are higher than for community schools.

For FLI there is the third category of school that the participants attend. This category is mostly found in the West Point Community. It is the "Study Class."

Study Class

A space that is established by an individual or group as a business for profit with poor learning environment. It is not a registered entity and usually the tutors are the founders with qualifications ranging from high school dropout to high school diploma. Parents pay monthly fees for their children to attend the study class.