



LEADERSHIP FOR LITERACY

Codebook for dataset:

deputy_oct_clean.dta

The related instrument is

deputy_oct_instrument.pdf

Name of study:

Leadership for literacy or officially “Succeeding Against the Odds: Understanding resilience and exceptionalism in high-functioning township and rural primary schools in South Africa”.

Funder:

Economic and Social Research Council [grant ES/N01023X/1]

Principal Investigator:

Servaas van der Berg

Study period:

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Data submission:

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UNIVERSITEIT
STELLENBOSCH
UNIVERSITY



Research jointly supported by the ESRC and DFID



schoolid UNIQUE school identifier

```

      type: numeric (long)
      label: schoolid, but label does not exist

      range: [100,6100]          units: 100
unique values: 60                missing .: 0/60

      mean: 3131.67
      std. dev: 1772.82

percentiles:      10%      25%      50%      75%      90%
                  650      1650      3150      4650      5550

```

barcode UNIQUE barcode

```

      type: numeric (long)

      range: [16157,64671]      units: 1
unique values: 60                missing .: 0/60

      mean: 39487
      std. dev: 15296.1

percentiles:      10%      25%      50%      75%      90%
                  20394.5  25257  40214.5  51625  62530.5

```

dp_permanent 1_1 What is your current position in this school?

```

      type: numeric (byte)
      label: dp_permanent1

      range: [0,2]          units: 1
unique values: 3            missing .: 2/60

      tabulation: Freq.  Numeric  Label
                  27        0  Permanently appointed deputy
                        principal
                   8        1  Acting deputy principal
                  23        2  Other person, specify
                   2         .

```

dp_lolt_isizulu 1_4_0 LOLT of foundation phase: isiZulu

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]          units: 1
unique values: 2            missing .: 0/60

      tabulation: Freq.  Numeric  Label
                  26        0  No
                  34        1  Yes

```

dp_lolt_sepedi 1_4_1 LOLT of foundation phase: Sepedi

```

      type: numeric (byte)
      label: YesNo

```

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	51	0	No
	9	1	Yes

dp_lolt_xitsong **1_4_2 LOLT of foundation phase: Xitsonga**

type: numeric (**byte**)
label: **YesNo**

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	49	0	No
	11	1	Yes

dp_lolt_tshiven **1_4_3 LOLT of foundation phase: TshiVenda**

type: numeric (**byte**)
label: **YesNo**

range: [0,0] units: 1
unique values: 1 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	60	0	No

dp_lolt_sesotho **1_4_4 LOLT of foundation phase: SeSotho**

type: numeric (**byte**)
label: **YesNo**

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	54	0	No
	6	1	Yes

dp_lolt_english **1_4_5 LOLT of foundation phase: English**

type: numeric (**byte**)
label: **YesNo**

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	50	0	No
	10	1	Yes

dp_lolt_other **1_4_6 LOLT of foundation phase: Other, specify:**

type: numeric (**byte**)
label: **YesNo**

range: [0,1] units: 1
unique values: 2 missing .: 0/60

```

tabulation:  Freq.  Numeric  Label
              59      0     No
              1      1     Yes

```

dp_travel2 **1_5. % of learners in school who travel >10 km a day to school?**

```

type: numeric (byte)
label: dp_travel2l

range: [0,6]                      units: 1
unique values: 7                  missing .: 0/60

```

```

tabulation:  Freq.  Numeric  Label
              35      0     0-5%
              7       1     6-10%
              2       2     11-20%
              2       3     21-30%
              3       4     31-40%
              4       5     41-50
              7       6     More than 50%

```

dp_goalg3b **2_2 REFLECT: Respondent mentions reading or writing goals for Gr. 3.**

```

type: numeric (byte)
label: dp_goalg3bl

range: [0,3]                      units: 1
unique values: 3                  missing .: 0/60

```

```

tabulation:  Freq.  Numeric  Label
              21      0     No
              15      1     Yes, reading only
              24      3     Yes, reading AND writing

```

dp_goalg3c **2_3 REFLECT: How clear is description of reading/writing goals: Gr3.**

```

type: numeric (byte)
label: dp_goalg3cl

range: [0,3]                      units: 1
unique values: 4                  missing .: 1/60

```

```

tabulation:  Freq.  Numeric  Label
              21      0     N.A. reading or writing not
                           mentioned
              18      1     Vague description
              13      2     Quite clear description
              7       3     Very clear description
              1       .

```

dp_goalg6b **2_5 REFLECT: Respondent mentions reading or writing goals: Gr. 6?**

```

type: numeric (byte)
label: dp_goalg6bl

range: [0,3]                      units: 1
unique values: 4                  missing .: 0/60

```

```

tabulation:  Freq.  Numeric  Label
              19      0     No
              7       1     Yes, reading only
              4       2     Yes, writing only
              30      3     Yes, reading AND writing

```

dp_goalg6c 2_6 REFLECT: How clear is description of Gr6 reading/writing goals?

```

      type: numeric (byte)
      label: dp_goalg6c1

      range: [0,4]                      units: 1
unique values: 5                      missing .: 2/60

      tabulation: Freq.   Numeric   Label
                   18         0   N.A. reading or writing not
                   17         1   mentioned
                   14         2   Vague description
                   8          3   Quite clear description
                   1          4   Very clear description
                   2          .   Can't determine

```

dp_readwelleng 2_7. % of Gr.6 learners that can read fluently, with understanding in English?

```

      type: numeric (byte)
      label: dp_readwelleng1

      range: [0,10]                    units: 1
unique values: 11                    missing .: 0/60

      examples: 4      41-50%
                 5      51-60%
                 6      61-70%
                 7      71-80%

```

dp_finance11 3_2 School fundraising events/networking with community to improve resources in

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]                      units: 1
unique values: 2                      missing .: 0/60

      tabulation: Freq.   Numeric   Label
                   11         0   No
                   49         1   Yes

```

dp_finance12 3_5 Did fundraising result in more resources to support reading in this school?

```

      type: numeric (byte)
      label: dp_finance121

      range: [0,2]                      units: 1
unique values: 3                      missing .: 0/60

      tabulation: Freq.   Numeric   Label
                   32         0   No
                   21         1   Yes
                   7          2   N.A. no fundraising or
                                networking

```

dp_network2 3_6 How much has principal tried to get donations?

```

      type: numeric (byte)
      label: dp_network21

      range: [0,2]
      unique values: 3
      units: 1
      missing .: 0/60

      tabulation: Freq.   Numeric   Label
                   14       0   Has not really tried
                   10       1   Has tried somewhat
                   36       2   Has tried a lot. Clear action
                               taken to get donations.

```

dp_network4 3_7 REFLECT: Did networking efforts occur in the past two years?

```

      type: numeric (byte)
      label: dp_network41

      range: [0,2]
      unique values: 3
      units: 1
      missing .: 0/60

      tabulation: Freq.   Numeric   Label
                   12       0   N.A. no fundraising or
                               networking
                   5        1   No
                   43       2   Yes

```

dp_network5 3_8 REFLECT: Any donations/fundraising related to improving school literacy envi

```

      type: numeric (byte)
      label: dp_network51

      range: [0,2]
      unique values: 3
      units: 1
      missing .: 0/60

      tabulation: Freq.   Numeric   Label
                   13       0   N.A. no fundraising or
                               networking
                   31       1   No
                   16       2   Yes

```

dp_inventory1 4_1 Does school have ways to manage number textbooks/other LTSM?

```

      type: numeric (byte)
      label: dp_inventory11

      range: [0,3]
      unique values: 4
      units: 1
      missing .: 1/60

      tabulation: Freq.   Numeric   Label
                   2        0   No
                   50       1   Yes, School LTSM inventory or
                               book retrieval list
                   6        2   Yes, but teachers only keep
                               specific lists for their class.
                   1        3   I am not sure
                   1        .

```

dp_inventory2 4_2 REFLECT: Type of LTSM inventory list/record of LTSM retrieval respondent was

```

      type: numeric (byte)
      label: dp_inventory21

```

range: [0,4] units: 1
unique values: 5 missing .. 1/60

tabulation:	Freq.	Numeric	Label
	4	0	No school LTSM inventory list/ book retrieval list
	7	1	No school LTSM inventory list/book retrieval list shown but I am told it exists
	33	2	Yes, school LTSM inventory list is shown
	10	3	Yes, school record of book retrievals is shown
	5	4	Yes, other specify
	1	.	

dp_inventory3 4_3 REFLECT: How recently LTSM inventory/retrieval documents updated?

type: numeric (byte)
label: **dp_inventory31**

range: [0,2] units: 1
unique values: 3 missing .. 2/60

tabulation:	Freq.	Numeric	Label
	13	0	N.A. No records/documents could be shown.
	10	1	Document does not look like it was updated this year.
	35	2	Document looks like it was updated this year.
	2	.	

dp_inventory4 4_4 REFLECT: Details present in the LTSM inventory/book retrieval documents?

type: numeric (byte)
label: **dp_inventory41**

range: [0,3] units: 1
unique values: 4 missing .. 1/60

tabulation:	Freq.	Numeric	Label
	13	0	N.A. No records/documents could be presented.
	37	1	Books/textbooks numbers are recorded
	8	2	Book/textbook titles are recorded
	1	3	Details on books lost/need to be replaced are recorded
	1	.	

**dp_lackskill 5_1 How many FP educators in this school LACK
expertise/training to teach readin**

type: numeric (byte)
label: **dp_lackskill11**, but 5 nonmissing values are not labeled

range: [0,6] units: 1
unique values: 7 missing .. 1/60

tabulation:	Freq.	Numeric	Label
	40	0	None
	7	1	
	4	2	
	2	3	
	2	4	
	1	5	
	3	6	More than 5
	1	.	

dp_qual_notyet 5_2_0 Deputy principal's qualifications: Not yet qualified as a teacher

type: numeric (byte)
label: YesNo

range: [0,0] units: 1
unique values: 1 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	60	0	No

dp_qual_diploma 5_2_1 Diploma from teacher training college

type: numeric (byte)
label: YesNo

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	10	0	No
	50	1	Yes

dp_qual_advance 5_2_2 Advanced Certificate in Education (ACE)

type: numeric (byte)
label: YesNo

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	36	0	No
	24	1	Yes

dp_qual_fourye 5_2_3 Four year teaching degree

type: numeric (byte)
label: YesNo

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	49	0	No
	11	1	Yes

dp_qual_honours 5_2_4 Honours (or higher post-graduate degree) in education

type: numeric (byte)
label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	29	0	No
	31	1	Yes

dp_qual_pgcefr 5_2_5 PGCE from university

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	55	0	No
	5	1	Yes

dp_qual_other 5_2_6 other, specify

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	45	0	No
	15	1	Yes

dp_specialism1_african Deputy principal subject specialisation: African language

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	35	0	No
	25	1	Yes

dp_specialism1_english Deputy principal subject specialisation: English

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	26	0	No
	34	1	Yes

dp_specialism1_mathema Deputy principal subject specialisation: Mathematics

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	30	0	No
	30	1	Yes

dp_specialism1_natural Deputy principal subject specialisation: Natural sciences

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	43	0	No
	17	1	Yes

dp_specialism1_lifesc Deputy principal subject specialisation: Life science

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	55	0	No
	5	1	Yes

dp_specialism1_ems Deputy principal subject specialisation: EMS

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	58	0	No
	2	1	Yes

dp_specialism1_lifeor Deputy principal subject specialisation: Life orientation or life skills

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	50	0	No
	10	1	Yes

dp_specialism1_other Deputy principal subject specialisation: Other, specify

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	38	0	No
	22	1	Yes

dp_specialism1 **5_4 Deputy principal PHASE specialisation?**

type: numeric (byte)
label: **dp_specialism11**

range: [0,8] units: 1
unique values: 7 missing .: 2/60

tabulation:	Freq.	Numeric	Label
	2	0	General primary
	9	2	Foundation phase
	22	3	Intermediate phase
	10	4	Senior phase
	5	5	FET phase (Gr10-12)
	9	6	Senior primary
	1	8	Other, specify
	2	.	

dp_readingspec2 **5_6 REFLECT:Deputy principal's specialisation in teaching READING/LANGUAGE?**

type: numeric (byte)
label: **dp_readingspec21**

range: [0,3] units: 1
unique values: 4 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	16	0	No specialisation in reading or language.
	23	1	Training was part of general training
	7	2	ACE in language or short course in language/reading
	14	3	English or African language was a subject major

dp_readhelp1 **6_2 Someone in school to assist with teaching learners struggling to read?**

type: numeric (byte)
label: **dp_readhelp11**

range: [0,4] units: 1
unique values: 5 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	2	0	No
	14	1	Many people in school could give expert support.
	8	2	A few people in school could give expert support.
	31	3	One or two people could give expert support
	5	4	I could give them expert support.

dp_bestread4 6_4 Is the expert reading support person(s) on SMT?

```

      type: numeric (byte)
      label: dp_bestread4l

      range: [0,2]                      units: 1
unique values: 3                      missing.: 0/60

      tabulation: Freq.   Numeric   Label
                   5         0   N.A.
                   18        1   No
                   37        2   Yes

```

dp_bestread2 6_5 REFLECT: Responses on identifying a reading specialist?

```

      type: numeric (byte)
      label: dp_bestread2l

      range: [0,4]                      units: 1
unique values: 5                      missing.: 1/60

      tabulation: Freq.   Numeric   Label
                   4         0   Does not identify a reading
                                specialist
                   4         1   Identifies 'everyone' as good at
                                teaching reading
                   5         2   Identifies one or two people,
                                not by name.
                   41        3   Identifies one or two people by
                                name
                   5         4   Identifies self as expert at
                                teaching reading
                   1         .

```

dp_librarian 6_7 Is there a librarian working in the school library?

```

      type: numeric (byte)
      label: dp_librarianl

      range: [0,2]                      units: 1
unique values: 3                      missing.: 0/60

      tabulation: Freq.   Numeric   Label
                   17        0   N.A. There is NO school library.
                   31        1   No
                   12        2   Yes

```

dp_tableobs 6_8 Is there a schedule for SMT classroom observations of teachers?

```

      type: numeric (byte)
      label: dp_tableobs1

      range: [0,1]                      units: 1
unique values: 2                      missing.: 1/60

      tabulation: Freq.   Numeric   Label
                   16        0   No
                   43        1   Yes
                   1         .

```

dp_smtrole2 7_3 REFLECT: How the roles and responsibilities of deputies defined?

```

      type: numeric (byte)
      label: dp_smtrole2

      range: [0,3]
      unique values: 4
                        units: 1
                        missing .. 20/60

      tabulation: Freq.  Numeric  Label
                   5         0  One deputy, no distinct
                           responsibilities from principal
                   23        1  One deputy, distinct
                           responsibilities from principal
                   1         2  >1 deputy, no distinct
                           responsibilities across deputies
                           and principal
                   11        3  >1 deputy, distinct
                           responsibilities across deputies
                           and principal
                   20        .

```

dp_smtrole21 7_4 REFLECT: How the roles and responsibilities of HODs defined?

```

      type: numeric (byte)
      label: dp_smtrole21

      range: [0,3]
      unique values: 4
                        units: 1
                        missing .. 20/60

      tabulation: Freq.  Numeric  Label
                   5         0  No clear factors defining roles
                           across HODs
                   23        1  Administrative tasks
                   1         2  Phase
                   11        3  Grade
                   20        .

```

dp_smtread2 7_6 REFLECT: SMT responsibility for overseeing reading/ improving teaching of re

```

      type: numeric (byte)
      label: dp_smtread21

      range: [0,2]
      unique values: 3
                        units: 1
                        missing .. 1/60

      tabulation: Freq.  Numeric  Label
                   18         0  No-one/everyone has this
                           portfolio
                   19         1  Vaguely mentions principal or DP
                           or an HOD
                   22         2  Mentions by name person with
                           responsibility to oversee
                           reading & its promotion.
                   1         .

```

dp_smtread3 7_7 REFLECT: Does role incl. monitoring HOW reading is taught/ training teachers

```

      type: numeric (byte)
      label: dp_smtread31

      range: [0,2]
      unique values: 3
                        units: 1
                        missing .. 0/60

```

tabulation:	Freq.	Numeric	Label
	16	0	N.A. No SMT member overseeing reading
	26	1	No
	18	2	Yes

dp_program 8_1 Is there a dedicated period on timetable for school-wide reading?

type: numeric (byte)
label: **dp_program1**

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	18	0	No
	42	1	Yes

dp_program3 8_2 Have there ever been any reading programmes in this school?

type: numeric (byte)
label: **dp_program31**

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	10	0	No
	50	1	Yes

dp_program2b_nano 8_4_0 Who initiated reading programmes: N.A. no reading programmes

type: numeric (byte)
label: **YesNo**

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	52	0	No
	8	1	Yes

dp_program2b_thedis 8_4_1 Who initiated reading programmes: The district

type: numeric (byte)
label: **YesNo**

range: [0,1] units: 1
unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	28	0	No
	32	1	Yes

dp_program2b_ngosor 8_4_2 Who initiated reading programmes: NGOs or other outside organisation

type: numeric (byte)
label: **YesNo**

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	56	0	No
	4	1	Yes

dp_program2b_thesch 8_4_3 Who initiated reading programmes: The school management team

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	34	0	No
	26	1	Yes

dp_program2b_aneduc 8_4_4 Who initiated reading programmes: An educator within the school

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	55	0	No
	5	1	Yes

dp_program2b_other 8_4_5 Who initiated reading programmes: Other, specify

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	58	0	No
	2	1	Yes

dp_program4 8_5 How often do reading programmes take place in the school?

type: numeric (byte)
 label: dp_program41

range: [0,6] units: 1
 unique values: 7 missing .: 0/60

tabulation:	Freq.	Numeric	Label
	7	0	N.A. no reading programmes
	5	1	Not being implemented currently
	12	2	Termly
	1	3	Monthly
	13	4	Once a week
	7	5	More than once a week
	15	6	Everyday

dp_program5 **8_6 Who participates in these reading programmes?**

```

      type: numeric (byte)
      label: dp_program51

      range: [0,4]                      units: 1
unique values: 5                      missing .: 1/60

      tabulation: Freq.  Numeric  Label
                   7         0  N.A. no reading programmes
                   4         1  Only a few learners in the
                           school
                   5         2  Only a few classes or grades in
                           the school
                   7         3  Most learners in the school
                   36        4  All learners in the school
                   1         .

```

dp_program2 **8_7 REFLECT: Reading programmes mentioned**

```

      type: numeric (byte)
      label: dp_program21

      range: [0,7]                      units: 1
unique values: 7                      missing .: 2/60

      tabulation: Freq.  Numeric  Label
                   7         0  N.A. No reading programmes
                   25        1  Drop everything and read
                   13        2  Spelling Bee
                   4         3  Readathon
                   4         5  Reading in assembly
                   1         6  Other NGO programme
                   4         7  Other, specify:
                   2         .

```

dp_understand1 **9_3 REFLECT: How much understanding does the respondent seem to have about how t**

```

      type: numeric (byte)
      label: dp_understand11

      range: [0,3]                      units: 1
unique values: 4                      missing .: 4/60

      tabulation: Freq.  Numeric  Label
                   8         0  No understanding at all
                   21        1  A little understanding
                   14        2  Quite a lot of understanding
                   13        3  A lot of understanding
                   4         .

```

dp_chala **10_1_1 a. Frequency in past year: damages to school infrastructure**

```

      type: numeric (byte)
      label: dp_chalal

      range: [0,4]                      units: 1
unique values: 5                      missing .: 2/60

```


tabulation:	Freq.	Numeric	Label
	10	0	Not at all
	30	1	A little
	7	2	Quite a lot
	6	3	A lot
	5	4	A huge amount
	2	.	

dp_chalb 10_1_2 b. Frequency in past year: Negative changes to school management

type: numeric (byte)
label: **dp_chalb1**

range: [0,4] units: 1
unique values: 5 missing .: 1/60

tabulation:	Freq.	Numeric	Label
	42	0	Not at all
	11	1	A little
	3	2	Quite a lot
	2	3	A lot
	1	4	A huge amount
	1	.	

dp_chalc 10_1_3 c. Frequency in past year: Water supply disruptions

type: numeric (byte)
label: **dp_chalc1**

range: [0,4] units: 1
unique values: 5 missing .: 1/60

tabulation:	Freq.	Numeric	Label
	18	0	Not at all
	24	1	A little
	4	2	Quite a lot
	5	3	A lot
	8	4	A huge amount
	1	.	

dp_chald 10_1_4 d. Frequency in past year: Community protests

type: numeric (byte)
label: **dp_chald1**

range: [0,4] units: 1
unique values: 4 missing .: 1/60

tabulation:	Freq.	Numeric	Label
	42	0	Not at all
	13	1	A little
	2	2	Quite a lot
	2	4	A huge amount
	1	.	

dp_chale 10_1_5 e. Frequency in past year: Strike action by teachers

type: numeric (byte)
label: **dp_chale1**

range: [0,4] units: 1
unique values: 3 missing .: 1/60

tabulation:	Freq.	Numeric	Label
	34	0	Not at all
	24	1	A little
	1	4	A huge amount
	1	.	

dp_chalf**10_1_6 f. Frequency in past year: Work to rules/go-slow/down tools by teachers**

type: numeric (byte)
 label: **dp_chalf1**
 range: [0,4] units: 1
 unique values: 3 missing .: 1/60

tabulation:	Freq.	Numeric	Label
	53	0	Not at all
	5	1	A little
	1	4	A huge amount
	1	.	

dp_chalg**10_1_7 g. Frequency in past year: Conflict among staff**

type: numeric (byte)
 label: **dp_chalg1**
 range: [0,1] units: 1
 unique values: 2 missing .: 1/60

tabulation:	Freq.	Numeric	Label
	36	0	Not at all
	23	1	A little
	1	.	

dp_chalh**10_1_8 h. Frequency in past year: Violence amongst learners**

type: numeric (byte)
 label: **dp_chalh1**
 range: [0,4] units: 1
 unique values: 5 missing .: 2/60

tabulation:	Freq.	Numeric	Label
	19	0	Not at all
	34	1	A little
	2	2	Quite a lot
	1	3	A lot
	2	4	A huge amount
	2	.	

dp_chali 10_1_9 i. Frequency in past year: Break-ins/robberies/other criminal activity

type: numeric (byte)
 label: **dp_chali1**
 range: [0,4] units: 1
 unique values: 5 missing .: 1/60

tabulation:	Freq.	Numeric	Label
	23	0	Not at all
	22	1	A little
	4	2	Quite a lot
	3	3	A lot
	7	4	A huge amount
	1	.	

dpo_goalg3 11_1 OFFICE ONLY: How clear is description of Gr3 reading/writing goals?

```

      type:  numeric (byte)
      label:  dpo_goalg31

      range:  [0,2]
unique values: 3
                        units: 1
                        missing : 0/60

```

tabulation:	Freq.	Numeric	Label
	26	0	N.A. reading or writing not mentioned
	26	1	Vague description
	8	2	Quite clear description

dpo_goalg6 11_2 OFFICE ONLY: How clear is description of Gr6 reading/writing goals?

```

      type:  numeric (byte)
      label:  dpo_goalg61

      range:  [0,3]                      units:  1
unique values:  4                      missing .:  0/60

```

tabulation:	Freq.	Numeric	Label
	24	0	N.A. reading or writing not mentioned
	27	1	Vague description
	8	2	Quite clear description
	1	3	Very clear description

```
dpo_network2
11 3 OFFICE ONLY: How much has principal tried to get donations to this school?
```

```

type: numeric (byte)
label: dpo_network21

range: [0,2]                                units: 1
unique values: 3                            missing : 1/60

tabulation:  Freq.   Numeric   Label
              14         0   Has not really tried
              23         1   Has tried somewhat
              22         2   Has tried a lot. Clear action
                                taken to get donations/
                                resources donated.
              1         .

```

```
dpo bestread2      11 4 OFFICE ONLY: Responses on identifying reading specialist?
```

```

      type:  numeric (byte)
      label:  dpo_bestread21

      range:  [0,4]                      units:  1
unique values: 5                      missing .: 1/60

```

tabulation:	Freq.	Numeric	Label
	2	0	Does not identify reading specialist
	7	1	Identifies 'everyone' as good at teaching reading
	5	2	Identifies one or two people, not by name.
	42	3	Identifies one or two people by name as best at teaching reading
	3	4	Identifies self as expert at teaching reading
	1	.	

dpo_smtread2 11_5 OFFICE ONLY: SMT responsibility for improving teaching of reading

```

type: numeric (byte)
label: dpo_smtread21

range: [0,2]
unique values: 3

units: 1
missing .: 0/60

```

tabulation:	Freq.	Numeric	Label
	28	0	No-one/everyone has this portfolio
	16	1	Vaguely mentions that principal or DP or HOD has this portfolio
	16	2	Mentions by name person with responsibility to oversee reading & its promotion

dpo_smtread3 11_6 OFFICE ONLY: Does role incl. monitoring HOW reading is taught?

```

type: numeric (byte)
label: dpo_smtread31

range: [0,2]
unique values: 3

units: 1
missing .: 0/60

```

tabulation:	Freq.	Numeric	Label
	21	0	N.A. No SMT overseeing reading
	37	1	No
	2	2	Yes

dpo_understand2 11_7 OFFICE ONLY: Respondent's understanding of how to improve reading outcomes.

```

type: numeric (byte)
label: dpo_understand21

range: [0,2]
unique values: 3

units: 1
missing .: 0/60

```

tabulation:	Freq.	Numeric	Label
	36	0	No understanding at all
	22	1	A little understanding
	2	2	Quite a lot of understanding