



LEADERSHIP FOR LITERACY

Codebook for dataset:

gr3_interview_oct_clean.dta

The related instrument is

gr3teacher_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:

May 2016 - November 2018

Data submission:

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UNIVERSITEIT
STELLENBOSCH
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Research jointly supported by the ESRC and DFID



schoolid UNIQUE school identifier

```

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

      range:  [100,6100]                units:  100
unique values: 60                      missing.: 0/63

      mean:   3263.49
      std. dev: 1829.27

      percentiles:      10%      25%      50%      75%      90%
                        700      1700     3300     4900     5700

```

barcode Enter unique number at the bottom LEFT of the page

```

      type:  numeric (long)

      range:  [16028,64814]            units:   1
unique values: 63                      missing.: 0/63

      mean:   42326.4
      std. dev: 15482.7

      percentiles:      10%      25%      50%      75%      90%
                        21860     26617     42053     57748     62468

```

province (unlabeled)

```

      type:  string (str3)

unique values: 3                      missing "": 0/63

      tabulation:  Freq.  Value
                   22  "GP"
                   23  "KZN"
                   18  "LP"

```

teacher_id Unique identifier for teacher

```

      type:  string (str4)

unique values: 4                      missing "": 3/63

      tabulation:  Freq.  Value
                   3  ""
                   28  "g3_1"
                   21  "g3_2"
                   9  "g3_3"
                   2  "g3_4"

```

t3_same 0_5 Does same person teach African lang. & English to Gr 3 class?

```

      type:  numeric (byte)
      label:  same_person

      range:  [0,1]                units:   1
unique values: 2                      missing.: 0/63

```

tabulation:	Freq.	Numeric	Label
	54	0	Yes, same person
	9	1	No, two different teachers

t3_smt	1_1 Are you a SMT (School Management Team) member in this school?
---------------	--

type:	numeric (byte)
label:	YesNo
range:	[0,1]
unique values:	2
	units: 1
	missing .: 1/63

tabulation:	Freq.	Numeric	Label
	44	0	No
	18	1	Yes
	1	.	

t3_subjects_african	1_2_0 Subjects taught: African Language
----------------------------	--

type:	numeric (byte)
label:	YesNo
range:	[0,1]
unique values:	2
	units: 1
	missing .: 0/63

tabulation:	Freq.	Numeric	Label
	4	0	No
	59	1	Yes

t3_subjects_english	1_2_1 Subjects taught: English
----------------------------	---------------------------------------

type:	numeric (byte)
label:	YesNo
range:	[0,1]
unique values:	2
	units: 1
	missing .: 0/63

tabulation:	Freq.	Numeric	Label
	6	0	No
	57	1	Yes

t3_subjects_mathema	1_2_2 Subjects taught: Mathematics
----------------------------	---

type:	numeric (byte)
label:	YesNo
range:	[0,1]
unique values:	2
	units: 1
	missing .: 0/63

tabulation:	Freq.	Numeric	Label
	6	0	No
	57	1	Yes

t3_subjects_natural	1_2_3 Subjects taught: Natural Science
----------------------------	---

type:	numeric (byte)
label:	YesNo
range:	[0,1]
unique values:	2
	units: 1
	missing .: 0/63

tabulation:	Freq.	Numeric	Label
	62	0	No
	1	1	Yes

t3_subjects_lifesc	1_2_4 Subjects taught: Life Science
---------------------------	--

type:	numeric (byte)		
label:	YesNo		
range:	[0,0]	units: 1	
unique values:	1	missing .: 0/63	
tabulation:	Freq.	Numeric	Label
	63	0	No

t3_subjects_ems	1_2_5 Subjects taught: EMS
------------------------	-----------------------------------

type:	numeric (byte)		
label:	YesNo		
range:	[0,1]	units: 1	
unique values:	2	missing .: 0/63	
tabulation:	Freq.	Numeric	Label
	62	0	No
	1	1	Yes

t3_subjects_lifeor	1_2_6 Subjects taught: Life orientation / life skills
---------------------------	--

type:	numeric (byte)		
label:	YesNo		
range:	[0,1]	units: 1	
unique values:	2	missing .: 0/63	
tabulation:	Freq.	Numeric	Label
	9	0	No
	54	1	Yes

t3_subjects_other	1_2_7 Subjects taught: Other, specify
--------------------------	--

type:	numeric (byte)		
label:	YesNo		
range:	[0,1]	units: 1	
unique values:	2	missing .: 0/63	
tabulation:	Freq.	Numeric	Label
	62	0	No
	1	1	Yes

t3_currentpos_years	1_3 Years teaching grade 3 in total
----------------------------	--

type:	numeric (byte)	
range:	[0,27]	units: 1
unique values:	24	missing .: 3/63
mean:	9.36667	
std. dev:	7.88254	

percentiles:	10%	25%	50%	75%	90%
	1.5	2	7.5	15.5	21.5

t3_currentpos_months	1_3 Months teaching grade 3 in total
-----------------------------	---

```

type: string (str7)
unique values: 6 missing "": 43/63
tabulation: Freq. Value
              43 ""
              4 "0"
              7 "10"
              3 "4"
              1 "6"
              3 "9"
              2 "missing"

```

t3_howlong_years	1_4 Years worked in this school in total
-------------------------	---

```

type: numeric (byte)
range: [0,38] units: 1
unique values: 24 missing .: 2/63
mean: 11.8852
std. dev: 9.55179
percentiles: 10% 25% 50% 75% 90%
              2 4 9 21 25

```

t3_howlong_months	1_4 Months worked in this school in total
--------------------------	--

```

type: numeric (byte)
range: [0,29] units: 1
unique values: 6 missing .: 46/63
tabulation: Freq. Value
              5 0
              1 4
              1 7
              1 9
              8 10
              1 29
              46 .

```

t3_qual2	1_5 Teaching qualifications
-----------------	------------------------------------

```

type: numeric (byte)
label: t3_qual11
range: [0,6] units: 1
unique values: 6 missing .: 0/63

```

tabulation:	Freq.	Numeric	Label
	1	0	Not yet qualified as a teacher
	47	1	Diploma from teacher training college
	3	2	Advanced Certificate in Education (ACE)
	10	3	Four year teaching degree
	1	5	PGCE from university
	1	6	Other, specify

t3_qual1	1_5 Teaching qualifications: Other(specify)
-----------------	--

```

type: string (str157)
unique values: 38 missing "": 8/63
examples: "Advanced Certificate in Education (ACE)"
           "Diploma from teacher training college and ACE"
           "Diploma from teacher training college, ACE,
           completing honours next year"
           "Diploma from teacher training college, PDE"
warning: variable has embedded and trailing blanks

```

t3_special1	1_6 Teacher's specialisation / training in teaching language
--------------------	---

```

type: numeric (byte)
label: specialisation
range: [0,4] units: 1
unique values: 5 missing .: 0/63
tabulation:
  Freq.  Numeric  Label
      2         0  N.A. Received no specialist
                   training in teaching reading or
                   language
     36         1  Training was part of general
                   training for all primary
                   teachers
      3         2  Completed ACE in language or
                   short course in language or
                   teaching reading
     21         3  English or African language was
                   one of my subject majors
      1         4  Other, specify

```

t3_special2	1_6 Other(specify): Teacher's specialisation / training in teaching language
--------------------	---

```

type: string (str178)
unique values: 30 missing "": 9/63
examples: "Completed ACE in language or short course in
           language or teaching reading, My training was part of
           general training for all primary teachers (i.e not a
           specific specialisation), "
           "English or African language was one of my subject
           majors"
           "My training was part of general training for all
           primary teachers"
           "My training was part of general training for all
           primary teachers (i.e not a specific specialisation)
           "

```

warning: variable has leading, embedded, and trailing blanks

t3_lang1_isizulu	1_7_0 Teacher's home lang. - isiZulu
-------------------------	---

type:	numeric (byte)		
label:	YesNo		
range:	[0,1]	units:	1
unique values:	2	missing .:	0/63
tabulation:	Freq.	Numeric	Label
	23	0	No
	40	1	Yes

t3_lang1_sepedi	1_7_1 Teacher's home lang. - Sepedi
------------------------	--

type:	numeric (byte)		
label:	YesNo		
range:	[0,1]	units:	1
unique values:	2	missing .:	0/63
tabulation:	Freq.	Numeric	Label
	61	0	No
	2	1	Yes

t3_lang1_xitsong	1_7_2 Teacher's home lang. - Xitsonga
-------------------------	--

type:	numeric (byte)		
label:	YesNo		
range:	[0,1]	units:	1
unique values:	2	missing .:	0/63
tabulation:	Freq.	Numeric	Label
	53	0	No
	10	1	Yes

t3_lang1_tshiven	1_7_3 Teacher's home lang. - TshiVenda
-------------------------	---

type:	numeric (byte)		
label:	YesNo		
range:	[0,0]	units:	1
unique values:	1	missing .:	0/63
tabulation:	Freq.	Numeric	Label
	63	0	No

t3_lang1_sesotho	1_7_4 Teacher's home lang. - SeSotho
-------------------------	---

type:	numeric (byte)		
label:	YesNo		
range:	[0,1]	units:	1
unique values:	2	missing .:	0/63
tabulation:	Freq.	Numeric	Label
	62	0	No
	1	1	Yes

t3_lang1_english **1_7_5 Teacher's home lang. - English**

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                                units: 1
                                missing.: 0/63

      tabulation: Freq.   Numeric  Label
                   60       0      No
                   3       1      Yes

```

t3_lang1_other **1_7_6 Teacher's home lang: Other, specify**

```

      type: string (str8)

unique values: 12
                                missing "": 6/63

      examples: "Isizulu"
                 "Xhosa"
                 "isiZulu"
                 "isiZulu"

      warning: variable has embedded blanks

```

t3_langsame **1_8 Is teacher's home language the same as most learners?**

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                                units: 1
                                missing.: 0/63

      tabulation: Freq.   Numeric  Label
                   9       0      No
                   54      1      Yes

```

t3_speakeng1 **1_9_a. Proficiency in SPEAKING English?**

```

      type: numeric (byte)
      label: speakeng

      range: [1,4]
unique values: 4
                                units: 1
                                missing.: 0/63

      tabulation: Freq.   Numeric  Label
                   5       1      Ok
                   36      2      Good
                   19      3      Very good
                   3       4      Excellent

```

t3_readeng2 **1_9_b. Proficiency in READING English?**

```

      type: numeric (byte)
      label: speakeng

      range: [1,4]
unique values: 4
                                units: 1
                                missing.: 0/63

```


tabulation:	Freq.	Numeric	Label
	2	1	Ok
	28	2	Good
	21	3	Very good
	12	4	Excellent

t3_size	1_10 No. of learners in teacher's largest Gr. 3 class
---------	---

type: numeric (**byte**)
 range: [15,68] units: 1
 unique values: 31 missing .: 4/63
 mean: 41.2712
 std. dev: 9.87653
 percentiles: 10% 25% 50% 75% 90%
 31 35 40 48 55

t3_lang1_isizulu1	2_1_0 FAL teacher's homelanguage: isiZulu
-------------------	---

type: numeric (**byte**)
 label: **YesNo**
 range: [0,1] units: 1
 unique values: 2 missing .: 0/63
 tabulation:

Freq.	Numeric	Label
23	0	No
40	1	Yes

t3_lang1_sepedi1	2_1_1 FAL teachers homelanguage: Sepedi
------------------	---

type: numeric (**byte**)
 label: **YesNo**
 range: [0,1] units: 1
 unique values: 2 missing .: 0/63
 tabulation:

Freq.	Numeric	Label
61	0	No
2	1	Yes

t3_lang1_xitsong1	2_1_2 FAL teachers homelanguage: Xitsonga
-------------------	---

type: numeric (**byte**)
 label: **YesNo**
 range: [0,1] units: 1
 unique values: 2 missing .: 0/63
 tabulation:

Freq.	Numeric	Label
53	0	No
10	1	Yes

t3_lang1_tshiven1	2_1_3 FAL teachers homelanguage: TshiVenda
-------------------	--

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

```

        range: [0,0]                units: 1
unique values: 1                    missing.: 0/63

        tabulation: Freq.   Numeric   Label
                   63         0       No

```

t3_lang1_sesotho1 **2_1_4 FAL teachers homelanguage: seSotho**

```

        type: numeric (byte)
        label: YesNo

        range: [0,1]                units: 1
unique values: 2                    missing.: 0/63

        tabulation: Freq.   Numeric   Label
                   62         0       No
                   1         1       Yes

```

t3_lang1_english1 **2_1_5 FAL teachers homelanguage: English**

```

        type: numeric (byte)
        label: YesNo

        range: [0,1]                units: 1
unique values: 2                    missing.: 0/63

        tabulation: Freq.   Numeric   Label
                   60         0       No
                   3         1       Yes

```

t3_lang1_other1 **2_2_6 FAL teacher's home lang. Other, specify**

```

        type: numeric (byte)
        label: YesNo

        range: [0,1]                units: 1
unique values: 2                    missing.: 0/63

        tabulation: Freq.   Numeric   Label
                   60         0       No
                   3         1       Yes

```

t3_qual21
2_1 Which of the following teaching qualifications do you have? (Note to intervi

```

        type: numeric (byte)
        label: t3_qual11

        range: [0,6]                units: 1
unique values: 6                    missing.: 0/63

        tabulation: Freq.   Numeric   Label
                   1         0       Not yet qualified as a teacher
                   47        1       Diploma from teacher training
                               college
                   3         2       Advanced Certificate in
                               Education (ACE)
                   10        3       Four year teaching degree
                   1         5       PGCE from university
                   1         6       Other, specify

```

t3_special11 2_3 FAL Teacher's specialisation / training in teaching language?

```

      type: numeric (byte)
      label: specialisation

      range: [0,4]                      units: 1
unique values: 5                      missing .. 0/63

      tabulation: Freq.  Numeric  Label
                   2         0  N.A. Received no specialist
                           training in teaching reading or
                           language
                   36         1  Training was part of general
                           training for all primary
                           teachers
                   3         2  Completed ACE in language or
                           short course in language or
                           teaching reading
                   21         3  English or African language was
                           one of my subject majors
                   1         4  Other, specify

```

t3_speakeng11 2_4_a. FAL teacher's proficiency in SPEAKING English?

```

      type: numeric (byte)
      label: speakeng

      range: [1,4]                      units: 1
unique values: 4                      missing .. 0/63

      tabulation: Freq.  Numeric  Label
                   5         1  Ok
                   36         2  Good
                   19         3  Very good
                   3         4  Excellent

```

t3_readeng21 2_4 b. FAL teacher's proficiency in READING English?

```

      type: numeric (byte)
      label: speakeng

      range: [1,4]                      units: 1
unique values: 4                      missing .. 0/63

      tabulation: Freq.  Numeric  Label
                   2         1  Ok
                   28         2  Good
                   21         3  Very good
                   12         4  Excellent

```

t3_timeafr1 3_1 Can I see a copy of the time-table for teaching <African language>?

```

      type: numeric (byte)
      label: timetable

      range: [0,0]                      units: 1
unique values: 1                      missing .. 0/63

      tabulation: Freq.  Numeric  Label
                   63         0  Yes, shows it to me

```

t3_timeafr3

3_2 REFLECT EVIDENCE: How is reading time for Gr3 African language specified on

```

      type: numeric (byte)
      label: howtimetabled

      range: [0,2]                units: 1
unique values: 3                missing .: 0/63

      tabulation: Freq.  Numeric  Label
                   31         0  Only 'Language' specified on
                           time-table. Reading not
                           specified
                   2         1  Reading specified: distinct from
                           other language activites
                   30         2  Different types of reading
                           activities specified eg.
                           listening, phonics, reading
                           aloud

```

t3_timeafr2

3_3 REFLECT EVIDENCE: Total timetabled for African language in a week (in hours)

```

      type: numeric (double)

      range: [3,8]                units: .1
unique values: 9                missing .: 2/63

      tabulation: Freq.  Value
                   3      3
                   1      4
                   1     4.5
                   1      5
                   2      6
                   3     6.5
                   35      7
                   3     7.5
                   12      8
                   2      .

```

t3_timeeng1

4_1 Can I see a copy of the time-table for teaching English?

```

      type: numeric (byte)
      label: timetable

      range: [0,0]                units: 1
unique values: 1                missing .: 1/63

      tabulation: Freq.  Numeric  Label
                   62         0  Yes, shows it to me
                   1          .

```

t3_timeeng2

4_2 REFLECT EVIDENCE: Total time (in hours) timetabled for English in a week

```

      type: numeric (double)

      range: [2,8]                units: .1
unique values: 11                missing .: 1/63

      mean: 4
      std. dev: 1.18044

```

percentiles:	10%	25%	50%	75%	90%
	3	3	4	4	4.5

t3_timeeng3**4_3 REFLECT EVIDENCE: How is reading time for English specified on timetable?**

```

      type: numeric (byte)
      label: howtimetabled

      range: [0,2]
unique values: 3
               units: 1
               missing.: 0/63

      tabulation: Freq.  Numeric  Label
                   28      0    Only 'Language'specified on
                   2      1    time-table. Reading not
                   33      2    specified
                   33      2    Reading specified: distinct from
                                other language activites
                                Different types of reading
                                activities specified eg.
                                listening, phonics, reading
                                aloud

```

t3_timeread**4_4 REFLECT EVIDENCE: For how many DAYS in the week is a general reading period**

```

      type: numeric (byte)

      range: [0,5]
unique values: 6
               units: 1
               missing.: 0/63

      tabulation: Freq.  Value
                   37      0
                   6      1
                   6      2
                   4      3
                   3      4
                   7      5

```

t3_daysafr_a**5_1_a. No. days in previous week: listening and speaking in African language les**

```

      type: numeric (byte)

      range: [1,5]
unique values: 5
               units: 1
               missing.: 30/63

      tabulation: Freq.  Value
                   3      1
                   9      2
                   4      3
                   2      4
                   15     5
                   30     .

```

t3_dayseng_b**6_1_b. No. days in previous week: Phonics in English**

```

      type: numeric (byte)

      range: [1,5]
unique values: 5
               units: 1
               missing.: 30/63

```

```

tabulation:  Freq.  Value
              2      1
              2      2
              6      3
              7      4
             16      5
             30      .

```

t3_dayseng_c **6_1_c. No. days in previous week: Shared reading in English**

```

type: numeric (byte)

range: [0,5]          units: 1
unique values: 6      missing .: 30/63

tabulation:  Freq.  Value
              1      0
              1      1
             11      2
             10      3
              2      4
              8      5
             30      .

```

t3_daysafr_d
5_1_d. No. days in the previous week: Group reading in African language lesson

```

type: numeric (byte)

range: [0,5]          units: 1
unique values: 6      missing .: 30/63

tabulation:  Freq.  Value
              1      0
              3      1
              7      2
              7      3
              2      4
             13      5
             30      .

```

t3_daysafr_e
5_1_e. No. days in the previous week: Hand writing in African language lesson

```

type: numeric (byte)

range: [1,5]          units: 1
unique values: 5      missing .: 30/63

tabulation:  Freq.  Value
              5      1
             12      2
              9      3
              3      4
              4      5
             30      .

```

t3_daysafr_f **5_1_f. No. days in the previous week: Writing in African language lesson**

```

type: numeric (byte)

range: [1,5]          units: 1
unique values: 5      missing .: 30/63

```

```

tabulation:  Freq.  Value
              3      1
              3      2
              5      3
              2      4
             20      5
             30      .

```

t3_readaloud **7_1 How often learners read aloud to teacher in HOME language?**

```

type:  numeric (byte)
label:  HowOften

range:  [4,8]                      units:  1
unique values:  5                  missing .:  0/63

tabulation:  Freq.  Numeric  Label
              1      4      Every 2 weeks
             10      5      Once a week
              7      6      2 times a week
             11      7      3-4 times a week
             34      8      Everyday

```

t3_extralesson1 **7_2 How often give extra lessons (outside normal teaching time)?**

```

type:  numeric (byte)
label:  HowOften

range:  [0,8]                      units:  1
unique values:  8                  missing .:  0/63

tabulation:  Freq.  Numeric  Label
              3      0      Never
              1      1      Once or twice a year
              5      3      Once a month
              4      4      Every 2 weeks
             11      5      Once a week
             14      6      2 times a week
             12      7      3-4 times a week
             13      8      Everyday

```

t3_extralesson2 **7_3 How long are these extra lessons?**

```

type:  numeric (byte)
label:  lesson_length

range:  [0,7]                      units:  1
unique values:  8                  missing .:  0/63

tabulation:  Freq.  Numeric  Label
              3      0      N.A. No extra lesson.
              3      1      0-10 mins
              7      2      11-15 mins
              6      3      16-20 mins
             32      4      21-30 mins
              5      5      31-45 mins
              5      6      46-60 mins
              2      7      more than 60 mins

```

t3_remedial **7_4 How often support lessons offered by a REMEDIAL teacher?**

```

type:  numeric (byte)
label:  HowOften, but 1 nonmissing value is not labeled

```

```

      range: [0,9]                units: 1
unique values: 7                missing .: 0/63

  tabulation: Freq.  Numeric  Label
              13       0  Never
              1       3  Once a month
              1       4  Every 2 weeks
              6       5  Once a week
              2       6  2 times a week
              1       8  Everyday
              39       9

```

t3_newtext 7_5 When last received NEW textbooks/ readers for Gr3 home language.

```

      type: numeric (byte)
      label: time_newtext

      range: [0,5]                units: 1
unique values: 6                missing .: 0/63

  tabulation: Freq.  Numeric  Label
              17       0  More than three years ago
              6       1  Three years ago
              16       2  Last year
              14       3  Beginning of this year
              7       4  In the past 2 terms
              3       5  I'm new, took over the books
                       from previous teacher

```

t3_textafr_a 8_1_a. How many learners have access to graded readers: African language

```

      type: numeric (byte)
      label: proportion_learners

      range: [0,4]                units: 1
unique values: 5                missing .: 0/63

  tabulation: Freq.  Numeric  Label
              10       0  None
              9       1  Very few
              10       2  Less than half
              8       3  More than half but not all
              26       4  All Gr. 3's

```

t3_textafr_use_dbewor 8_2_1 Book used mostly to teach African language -DBE workbook

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]                units: 1
unique values: 2                missing .: 0/63

  tabulation: Freq.  Numeric  Label
              8       0  No
              55      1  Yes

```

t3_textafr_use_graded 8_2_2 Books used mostly to teach African language - Graded reader series

```

      type: numeric (byte)
      label: YesNo

```


range: [0,1] units: 1
 unique values: 2 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	29	0	No
	34	1	Yes

t3_textafr_use_others
8_2_3 Books used mostly to teach African language - Other story books

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	36	0	No
	27	1	Yes

t3_textafr_use_newspap
8_2_4 Books used mostly african - Newspaper or magazines

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	55	0	No
	8	1	Yes

t3_textafr_use_other
8_2_5 Books used mostly to teach African language - Other, specify

type: numeric (byte)
 label: YesNo

range: [0,1] units: 1
 unique values: 2 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	55	0	No
	8	1	Yes

t3_readwellafr
8_3 Percentage learners read fluently, with understanding: African language

type: numeric (byte)
 label: percentage

range: [0,9] units: 1
 unique values: 9 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	2	0	0-10%
	3	2	21-30%
	4	3	31-40%
	1	4	41-50%
	8	5	51-60%
	10	6	61-70%
	16	7	71-80%
	14	8	81-90%
	5	9	91-100%

t3_texteng_a **9_1_a. How many learners have access to graded readers: ENGLISH**

```

type: numeric (byte)
label: proportion_learners

range: [0,4]
unique values: 5
units: 1
missing .: 2/63

```

tabulation:	Freq.	Numeric	Label
	11	0	None
	10	1	Very few
	10	2	Less than half
	6	3	More than half but not all
	24	4	All Gr. 3's
	2	.	

t3_texteng_b **9_1_b. How many learners have access to DBE workbooks: ENGLISH**

```

type: numeric (byte)
label: proportion_learners

range: [2,4]
unique values: 3
units: 1
missing .: 1/63

```

tabulation:	Freq.	Numeric	Label
	1	2	Less than half
	4	3	More than half but not all
	57	4	All Gr. 3's
	1	.	

t3_takehome_nobook **9_2_0 Books learners allowed to take home - No books at all**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2
units: 1
missing .: 0/63

```

tabulation:	Freq.	Numeric	Label
	59	0	No
	4	1	Yes

t3_takehome_dbewor **9_2_2 Books learners allowed to take home - DBE workbook**

```

type: numeric (byte)
label: YesNo

range: [0,1]
unique values: 2
units: 1
missing .: 0/63

```

```

tabulation:  Freq.  Numeric  Label
              13      0    No
              50      1    Yes

```

t3_takehome_exercis 9_2_3 Books learners allowed to take home - Exercise books

```

type:  numeric (byte)
label:  YesNo

range:  [0,1]                units:  1
unique values:  2            missing .:  0/63

tabulation:  Freq.  Numeric  Label
              38      0    No
              25      1    Yes

```

t3_takehome_reader 9_2_4 Books learners allowed to take home - Reader/story book

```

type:  numeric (byte)
label:  YesNo

range:  [0,1]                units:  1
unique values:  2            missing .:  0/63

tabulation:  Freq.  Numeric  Label
              38      0    No
              25      1    Yes

```

t3_readwelleng 9_3 Percentage of learners read fluently and with understanding: English

```

type:  numeric (byte)
label:  percentage

range:  [0,8]                units:  1
unique values:  9            missing .:  1/63

tabulation:  Freq.  Numeric  Label
              2      0    0-10%
              5      1    11-20%
              6      2    21-30%
              8      3    31-40%
             11      4    41-50%
             13      5    51-60%
              5      6    61-70%
              7      7    71-80%
              5      8    81-90%
              1      .

```

t3_texteng_use_dbewor 10_1_1 Books used mostly English - DBE workbook

```

type:  numeric (byte)
label:  YesNo

range:  [0,1]                units:  1
unique values:  2            missing .:  0/63

tabulation:  Freq.  Numeric  Label
              4      0    No
             59      1    Yes

```

t3_texteng_use_graded 10_1_2 Books used mostly English - Graded reader series

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                        units: 1
                        missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   24      0      No
                   39      1      Yes

```

t3_texteng_use_story 10_1_3 Books used mostly English - Other story books

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                        units: 1
                        missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   41      0      No
                   22      1      Yes

```

t3_texteng_use_newspap 10_1_4 Books used mostly English - Newspaper or magazine

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                        units: 1
                        missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   55      0      No
                    8      1      Yes

```

t3_texteng_use_other 10_1_5 Books used mostly English - Other, specify

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                        units: 1
                        missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   53      0      No
                   10      1      Yes

```

t3_smtread2 10_3 REFLECT: Anyone in SMT responsible for overseeing reading?

```

      type: numeric (byte)
      label: smt_role

      range: [0,2]
unique values: 3
                        units: 1
                        missing.: 0/63

```

tabulation:	Freq.	Numeric	Label
	23	0	No-one / everyone has this portfolio
	15	1	Vaguely mentions principal/ DP/ HOD
	25	2	Mentions by name specific person

t3_smtread3**10_4 REFLECT: Respondent mention SMT monitor HOW reading is taught or train teac**

type:	numeric (byte)
label:	smtread
range:	[0,2]
unique values:	3
units:	1
missing .:	0/63

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

t3_readhelp1 11_2 Someone in the school to give expert support with teaching reading?

type:	numeric (byte)
label:	expert_support
range:	[0,4]
unique values:	5
units:	1
missing .:	0/63

tabulation:	Freq.	Numeric	Label
	9	0	No
	6	1	Yes, many people
	5	2	Yes, a few people
	32	3	One or two people
	11	4	I could give expert suport

t3_bestread4**11_4 Is this person an SMT member?**

type:	numeric (byte)
label:	t3_bestread41
range:	[0,2]
unique values:	3
units:	1
missing .:	1/63

tabulation:	Freq.	Numeric	Label
	11	0	N.A.
	28	1	No
	23	2	Yes
	1	.	

t3_bestread2**11_5 REFLECT: expert support for teaching reading: Q11.1 to Q11.4 ?**

type:	numeric (byte)
label:	t3_bestread
range:	[0,4]
unique values:	5
units:	1
missing .:	0/63

tabulation:	Freq.	Numeric	Label
	6	0	Does not identify reading specialist
	3	1	Everyone good at teaching reading
	4	2	One or two people, not by name
	33	3	Identifies one or two people by name
	17	4	Identifies self

t3_novela	12_2 Title of last novel you read?
-----------	------------------------------------

```

type: string (str56)
unique values: 60 missing "": 1/63
examples: "Biblical Novels"
           "I can't remember"
           "Macbeth by Shakespeare"
           "Sidney Mokoena, Bettine Nixon"
warning: variable has embedded and trailing blanks

```

t3_novelb	12_3 REFLECT: Last novel read?
-----------	--------------------------------

```

type: numeric (byte)
label: novel
range: [0,5] units: 1
unique values: 6 missing .: 1/63
tabulation:
Freq. Numeric Label
22      0 Doesn't name any title
4       1 Names a title, genre unknown
2       2 Names a magazine/newspaper
15      3 'The Bible' or other religious text
4       4 A textbook or school book
15      5 Names a novel
1       .

```

t3_ggr_yn	13_1 Do you do Group Guided Reading in HOME language?
-----------	---

```

type: numeric (byte)
label: t3_ggr_yn1
range: [0,1] units: 1
unique values: 2 missing .: 0/63
tabulation:
Freq. Numeric Label
1     0 No
62    1 Yes

```

t3_ggr_recom1	13_2 How do you go about doing group guided reading? What does it involve?
---------------	--

```

type: string (str340)
unique values: 62 missing "": 1/63

```

examples: "Group learners according to abilities. Give other groups some reading to do and observe. Afterwards I am able to identify the struggling learners and set out plan to further assist them"
 "I group them according to their abilities the highly gifted average and slow learners. That is to assist them to understand things better."
 "Involves reading together as a class with the teacher guiding the learners. The class reads graded readers. Group the learners into groups of 7, and the learners read the same level books"
 "Start small group, with big books. Tell about pictures first then explain. Use dictionary to find meaning of unfamiliar words. Start with lower ability to more advanced."

warning: variable has embedded and trailing blanks

t3_ggr_recom2

13_3 Reasons group guided reading is/isn't useful as method for teaching reading

type: string (str242)

unique values: 62 missing "": 1/63

examples: "It is useful because I can identify learners individual as they are not reading as a class"
 "It is useful. Struggling learners try by all means to participate in reading"
 "Its very useful. Encourages other learners to be confident and they also be able to help each other compared to when I read to them individually. "
 "Useful, enables the learners to learn from each other and they get to have some healthy competition. Encourages the less fluent learners to want to improve."

warning: variable has embedded and trailing blanks

t3_ggr_purpose

13_4 REFLECT: Teacher's response shows an understanding of Group Guided Reading?

type: numeric (byte)
 label: agree

range: [0,4] units: 1
 unique values: 5 missing .: 2/63

tabulation:	Freq.	Numeric	Label
	3	0	Strongly disagree
	11	1	Disagree
	30	2	Agree
	12	3	Strongly Agree
	5	4	Can't be determined.
	2	.	

t3_ggr_often

13_5 How often do you do Group Guided Reading?

type: numeric (byte)
 label: t3_ggr_often1

range: [0,5] units: 1
 unique values: 5 missing .: 0/63

```

tabulation:  Freq.  Numeric  Label
              1         0  Never
              7         2  Once a week
             31         3  2-3 times a week
             23         4  4-5 times a week
              1         5  Don't know

```

t3_ggr_groups **13_6 Typical no. learners per group for Group Guided Reading?**

```

type: numeric (byte)
label: t3_ggr_groups1

range: [0,8]
unique values: 9

units: 1
missing .: 0/63

```

```

tabulation:  Freq.  Numeric  Label
              1         0  1-2
              7         1  3-4
             31         2  5-6
              8         3  7-8
             11         4  9-10
              1         5  11-15
              2         6  More than 15
              1         7  Don't know
              1         8  N.A. Don't do GGR.

```

t3_ggr_ability **13_7 Do you group learners by ability for Group Guided Reading?**

```

type: numeric (byte)
label: t3_ggr_ability1

range: [0,2]
unique values: 3

units: 1
missing .: 0/63

```

```

tabulation:  Freq.  Numeric  Label
             16         0  No
             44         1  Yes
              3         2  Not sure

```

t3_ggr_levels **13_8 If yes, how many ability levels do you have?**

```

type: numeric (byte)
label: t3_ggr_levels1

range: [0,8]
unique values: 7

units: 1
missing .: 1/63

```

```

tabulation:  Freq.  Numeric  Label
             14         0  N.A. I don't group by ability
              3         1  1-2
             29         2  3-4
             10         3  5-6
              2         4  7-8
              2         7  Don't know
              2         8  N.A. Don't do GGR.
              1         .

```

t3_readmark1
14_1 Do you have a record of the assessment marks for reading: Term 2 or 3 this

```

type: numeric (byte)
label: YesNo

```


range: [0,1] units: 1
unique values: 2 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	7	0	No
	56	1	Yes

t3_readmark2**14_2 REFLECT: Teacher able to show a schedule of marks for reading specifically**

type: numeric (byte)
label: t3_readmark21

range: [0,3] units: 1
unique values: 4 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	5	0	Doesn't show any document
	4	1	Shows a document without reading marks
	10	2	Shows document with general reading marks
	44	3	Shows document with marks for specific areas of reading

t3_readmark4**14_3 Did the HOD / SMT member DISCUSS reading marks for last term?**

type: numeric (byte)
label: t3_readmark41

range: [0,2] units: 1
unique values: 3 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	5	0	N.A. no reading marks
	8	1	No
	50	2	Yes

t3_training1**15_1 Last time attended training: how to teach reading/develop learners' reading**

type: numeric (byte)
label: t3_training11

range: [0,5] units: 1
unique values: 6 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	6	0	Never
	5	1	More than 2 years ago
	6	2	Last year
	17	3	Term 1-2 this year
	26	4	Term 3 this year
	3	5	Term 4 this year

t3_training4**15_2 How much have you implemented of what you learnt at this training?**

type: numeric (byte)
label: t3_training41

range: [0,4] units: 1
unique values: 5 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	6	0	N.A. Never attended training on reading.
	2	1	Nothing
	12	2	A little useful
	31	3	A lot
	12	4	Everything

t3_training5**15_4 REFLECT: Teacher mentions something learnt at training on teaching reading:**

type:	numeric (byte)	
label:	t3_training51	
range:	[0,2]	units: 1
unique values:	3	missing .: 0/63

tabulation:	Freq.	Numeric	Label
	6	0	N.A. Didn't attend training on reading
	16	1	No
	41	2	Yes

t3_understand1**16_3 REFLECT on Q16.1, 16.2: Teacher's understanding of how to improve reading o**

type:	numeric (byte)	
label:	t3_understand11	
range:	[0,3]	units: 1
unique values:	4	missing .: 14/63

tabulation:	Freq.	Numeric	Label
	2	0	No understanding at all
	23	1	A little understanding
	16	2	Quite a lot of understanding
	8	3	A lot of understanding
	14	.	

t3_goal3b**17_2 REFLECT: Does the respondent mention any reading or writing goals for grade**

type:	numeric (byte)	
label:	t3_goal3b1	
range:	[0,3]	units: 1
unique values:	3	missing .: 0/63

tabulation:	Freq.	Numeric	Label
	9	0	No
	15	1	Yes, reading only
	39	3	Yes, reading AND writing

t3_goal3c**17_3 REFLECT: How clear is their description of redng or writing goals for Gr3?**

type:	numeric (byte)	
label:	t3_goal3c1	
range:	[0,4]	units: 1
unique values:	5	missing .: 0/63

tabulation:	Freq.	Numeric	Label
	9	0	Reading or writing not mentioned
	30	1	Reading or writing mentioned, no further descriptions
	10	2	Very vague description
	6	3	Quite clear description
	8	4	Very clear description

t3_bookskept_afr**18_1 OBSERVATION: Where books to teach grade 3 African language are kept or stor**

type: numeric (**byte**)
 label: **t3_bookskept**
 range: [0,2] units: 1
 unique values: 3 missing .: 0/63

tabulation:	Freq.	Numeric	Label
	25	0	In the classroom, not in cupboard
	36	1	In the classroom, in cupboard
	2	2	In another room eg. office

t3_readers1_afr**18_2 OBSERVATION: No. of different AFRICAN language graded reader SERIES**

type: numeric (**byte**)
 label: **num_readers**, but 5 nonmissing values are not labeled
 range: [0,6] units: 1
 unique values: 7 missing .: 1/63

tabulation:	Freq.	Numeric	Label
	11	0	None
	11	1	
	5	2	
	5	3	
	12	4	
	6	5	
	12	6	More than 5
	1	.	

t3_readers2_afr**18_3 OBSERVATION: No. of LEVELS for the graded reader series in AFRICAN language**

type: numeric (**byte**)
 label: **t3_readers2**, but 5 nonmissing values are not labeled
 range: [0,6] units: 1
 unique values: 7 missing .: 1/63

tabulation:	Freq.	Numeric	Label
	14	0	N.A. No graded reader series.
	7	1	
	6	2	
	7	3	
	11	4	
	6	5	
	11	6	More than 5
	1	.	

t3_readers3_afr**18_4 OBSERVATION: Total no. of graded reader books in AFRICAN language?**

```

      type: numeric (byte)
      label: t3_readers3

      range: [0,9]                      units: 1
unique values: 10                      missing .: 1/63

      examples: 0      None
                2      11-30
                4      51-70
                7      151-200

```

t3_nonreader_afr**18_5 OBSERVATION: Total no. of OTHER non-graded readers in AFRICAN language**

```

      type: numeric (byte)
      label: t3_readers3

      range: [0,7]                      units: 1
unique values: 8                      missing .: 1/63

      tabulation: Freq.  Numeric  Label
                  10         0  None
                   5         1  1-10
                  13         2  11-30
                   10         3  31-50
                   10         4  51-70
                   5         5  71-100
                   6         6  101-150
                   3         7  151-200
                   1         .

```

t3_bookskept_eng**19_1 OBSERVATION: Where are books used to teach grade 3 English kept or stored?**

```

      type: numeric (byte)
      label: t3_bookskept

      range: [0,2]                      units: 1
unique values: 3                      missing .: 2/63

      tabulation: Freq.  Numeric  Label
                  23         0  In the classroom, not in
                              cupboard
                  35         1  In the classroom, in cupboard
                   3         2  In another room eg. office
                   2         .

```

t3_readers1_eng**19_2 OBSERVATION: No. of different ENGLISH graded reader SERIES**

```

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

      range: [0,6]                      units: 1
unique values: 7                      missing .: 2/63

      tabulation: Freq.  Numeric  Label
                  15         0  None
                  12         1
                  10         2
                   9         3
                   2         4
                   3         5
                  10         6  More than 5
                   2         .

```

t3_readers2_eng 19_3 OBSERVATION: No. of LEVELS for the graded reader series: ENGLISH

type: numeric (**byte**)
 label: **t3_readers2**, but 5 nonmissing values are not labeled
 range: [0,6] units: 1
 unique values: 7 missing .: 2/63
 tabulation:

Freq.	Numeric	Label
16	0	N.A. No graded reader series.
10	1	
9	2	
8	3	
5	4	
1	5	
12	6	More than 5
2	.	

t3_readers3_eng 19_4 OBSERVATION: Total no. of graded reader books: English

type: numeric (**byte**)
 label: **t3_readers3**
 range: [0,9] units: 1
 unique values: 10 missing .: 2/63
 examples:

0	None
2	11-30
3	31-50
5	71-100

t3_nonreader_eng 19_5 OBSERVATION: Total no. of OTHER non-graded readers: English

type: numeric (**byte**)
 label: **t3_readers3**
 range: [0,7] units: 1
 unique values: 8 missing .: 2/63
 tabulation:

Freq.	Numeric	Label
8	0	None
9	1	1-10
16	2	11-30
8	3	31-50
8	4	51-70
4	5	71-100
3	6	101-150
5	7	151-200
2	.	

t3_bookused 20_1 OBSERVATION: how well-used do the books look?

type: numeric (**byte**)
 label: **t3_bookused1**
 range: [1,5] units: 1
 unique values: 5 missing .: 1/63

```

tabulation:  Freq.   Numeric   Label
              6         1  Most books look unused
              9         2  Some books look like unused
              5         3  A few books look unused
             37         4  Most books look used.
              5         5  All books look well used.
              1         .

```

t3_organise3a **20_2 OBSERVATION: Are graded readers sorted by SERIES?**

```

type: numeric (byte)
label: t3_organised

range: [0,3]          units: 1
unique values: 4      missing .. 1/63

tabulation:  Freq.   Numeric   Label
              10         0  N.A. No readers.
              20         1  No
              27         2  Mostly Yes
              5         3  Definitely Yes
              1         .

```

t3_organise3b **20_3 OBSERVATION: Are graded readers sorted by LEVEL?**

```

type: numeric (byte)
label: t3_organised

range: [0,3]          units: 1
unique values: 4      missing .. 1/63

tabulation:  Freq.   Numeric   Label
              11         0  N.A. No readers.
              23         1  No
              26         2  Mostly Yes
              2         3  Definitely Yes
              1         .

```

t3_organise3c **20_4 OBSERVATION: Are graded readers sorted by TITLE?**

```

type: numeric (byte)
label: t3_organised

range: [0,3]          units: 1
unique values: 4      missing .. 1/63

tabulation:  Freq.   Numeric   Label
              11         0  N.A. No readers.
              17         1  No
              32         2  Mostly Yes
              2         3  Definitely Yes
              1         .

```

t3_organise1 **20_5 OBSERVATION: How well organised is the storage of books in the CLASSROOM?**

```

type: numeric (byte)
label: t3_organise11

range: [1,6]          units: 1
unique values: 6      missing .. 0/63

```

tabulation:	Freq.	Numeric	Label
	10	1	Extremely disorganised
	7	2	Mostly disorganised
	11	3	Somewhat disorganised
	23	4	Somewhat organised
	9	5	Mostly organised
	3	6	Extremely organised

t3o_smtread2**21_1 OFFICE ONLY: Is anyone in the SMT responsible for overseeing reading?**

type:	numeric (byte)	
label:	smt_role	
range:	[0,2]	units: 1
unique values:	3	missing .: 0/63

tabulation:	Freq.	Numeric	Label
	28	0	No-one / everyone has this portfolio
	17	1	Vaguely mentions principal/ DP/ HOD
	18	2	Mentions by name specific person

t3o_smtread3**21_2 OFFICE ONLY: Specifically mentions that this role involves monitoring HOW r**

type:	numeric (byte)	
label:	t3o_smtread31	
range:	[0,2]	units: 1
unique values:	3	missing .: 1/63

tabulation:	Freq.	Numeric	Label
	27	0	N.A. No SMT overseeing reading
	27	1	No
	8	2	Yes
	1	.	

t3o_bestread2**21_3 REFLECT: Responses to Q10 the questions on identifying a reading specialist**

type:	numeric (byte)	
label:	t3_bestread	
range:	[0,4]	units: 1
unique values:	5	missing .: 1/63

tabulation:	Freq.	Numeric	Label
	6	0	Does not identify reading specialist
	3	1	Everyone good at teaching reading
	1	2	One or two people, not by name
	34	3	Identifies one or two people by name
	18	4	Identifies self
	1	.	

t3o_childbook**21_4 OFFICE ONLY: Responses to Q12.1 on favourite children's book.**

type:	numeric (byte)
label:	childbook

```

      range: [0,5]          units: 1
unique values: 6          missing .: 2/63

  tabulation: Freq.  Numeric  Label
              15      0  Doesn't name any title
              2      1  Names title, genre unknown
              11      2  A textbook or school book
              4      3  Names a fairytale
              2      4  The Bible, Bible story or other
                   religious text
              27      5  Names a children's book
              2      .

```

t3o_novel 21_5 OFFICE ONLY: Responses to Q12.2: Last novel read?

```

      type: numeric (byte)
      label: novel

      range: [0,5]          units: 1
unique values: 6          missing .: 0/63

  tabulation: Freq.  Numeric  Label
              24      0  Doesn't name any title
              1      1  Names a title, genre unknown
              1      2  Names a magazine/newspaper
              15      3  'The Bible' or other religious
                   text
              4      4  A textbook or school book
              18      5  Names a novel

```

t3o_ggr 21_6 OFFICE ONLY: Teacher's understanding of what Group Guided Reading is about.

```

      type: numeric (byte)
      label: agree

      range: [0,3]          units: 1
unique values: 4          missing .: 2/63

  tabulation: Freq.  Numeric  Label
              5      0  Strongly disagree
              31      1  Disagree
              23      2  Agree
              2      3  Strongly Agree
              2      .

```

t3o_slow2_owntea 21_7_0 OFFICE ONLY: Mentions own teaching as reason for learners struggling to r

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]          units: 1
unique values: 2          missing .: 0/63

  tabulation: Freq.  Numeric  Label
              62      0  No
              1      1  Yes

```

t3o_slow2_fastcu 21_7_3 OFFICE ONLY: Mentions fast curriculum as reason for learners struggling t

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
      unique values: 2
      units: 1
      missing .: 0/63

      tabulation: Freq.   Numeric   Label
                   62       0       No
                   1       1       Yes

```

t3o_slow2_dyslexi**21_7_7 OFFICE ONLY: Mentions dyslexia as reason for learners struggling to read**

```

      type: numeric (byte)
      label: YesNo

      range: [0,0]
      unique values: 1
      units: 1
      missing .: 0/63

      tabulation: Freq.   Numeric   Label
                   63       0       No

```

t3o_slow2_emotion**21_7_8 OFFICE ONLY: Mentions emotional/psychological barriers**

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
      unique values: 2
      units: 1
      missing .: 0/63

      tabulation: Freq.   Numeric   Label
                   45       0       No
                   18       1       Yes

```

t3o_slow2_others 21_7_9 OFFICE ONLY: Reasons learners struggle to read:Others, specify

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
      unique values: 2
      units: 1
      missing .: 0/63

      tabulation: Freq.   Numeric   Label
                   21       0       No
                   42       1       Yes

```

t3o_understand2**21_8 OFFICE ONLY: How much understanding respondent has about how to improve rea**

```

      type: numeric (byte)
      label: t3o_understand21

      range: [0,3]
      unique values: 4
      units: 1
      missing .: 13/63

      tabulation: Freq.   Numeric   Label
                   26       0       No understanding at all
                   21       1       A little understanding
                     1       2       Quite a lot of understanding
                     2       3       A lot of understanding
                   13       .

```

t3o_goal2_nogoal **21_9 No Reading/Language goals mentioned**

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                                units: 1
                                missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   59       0       No
                   4       1       Yes

```

t3o_goal2_better **21_9_2. Reading/ Language goals mentioned: Better infrastructure, furniture**

```

      type: numeric (byte)
      label: YesNo

      range: [0,0]
unique values: 1
                                units: 1
                                missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   63       0       No

```

t3o_goal2_discipl **21_9_6. Discipline**

```

      type: numeric (byte)
      label: YesNo

      range: [0,0]
unique values: 1
                                units: 1
                                missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   63       0       No

```

t3o_goal2_percent **21_9_7. Percentage of class that reach a certain pass mark or level**

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                                units: 1
                                missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   54       0       No
                   9       1       Yes

```

t3o_goal2_passma **21_9_8. Pass marks in general**

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                                units: 1
                                missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   61       0       No
                   2       1       Yes

```

t3o_goal2_better1 **21_9_9. Reading/ Language goals mentioned: Better LTSM**

```

      type: numeric (byte)
      label: YesNo

      range: [0,0]
unique values: 1
                        units: 1
                        missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   63       0       No

```

t3o_goal2_other **21_9_10 Other, specify**

```

      type: numeric (byte)
      label: YesNo

      range: [0,1]
unique values: 2
                        units: 1
                        missing.: 0/63

      tabulation: Freq.   Numeric   Label
                   35       0       No
                   28       1       Yes

```

t3o_goal3c **21_10 OFFICE ONLY: How clear is teacher's description of reading/writing goal?**

```

      type: numeric (byte)
      label: t3_goal3c1

      range: [0,4]
unique values: 5
                        units: 1
                        missing.: 3/63

      tabulation: Freq.   Numeric   Label
                   8       0       Reading or writing not mentioned
                   27      1       Reading or writing mentioned, no
                                further descriptions
                   14      2       Very vague description
                   8       3       Quite clear description
                   3       4       Very clear description
                   3       .

```

barcode2 **Re-enter unique number at the bottom LEFT of the page**

```

      type: numeric (long)

      range: [16028,64814]
unique values: 62
                        units: 1
                        missing.: 1/63

      mean: 42113.2
      std. dev: 15622.5

      percentiles:
          10%      25%      50%      75%      90%
          21860    26617    41991    57748    62468

```