Dashboard MLS Malawi: Concept note

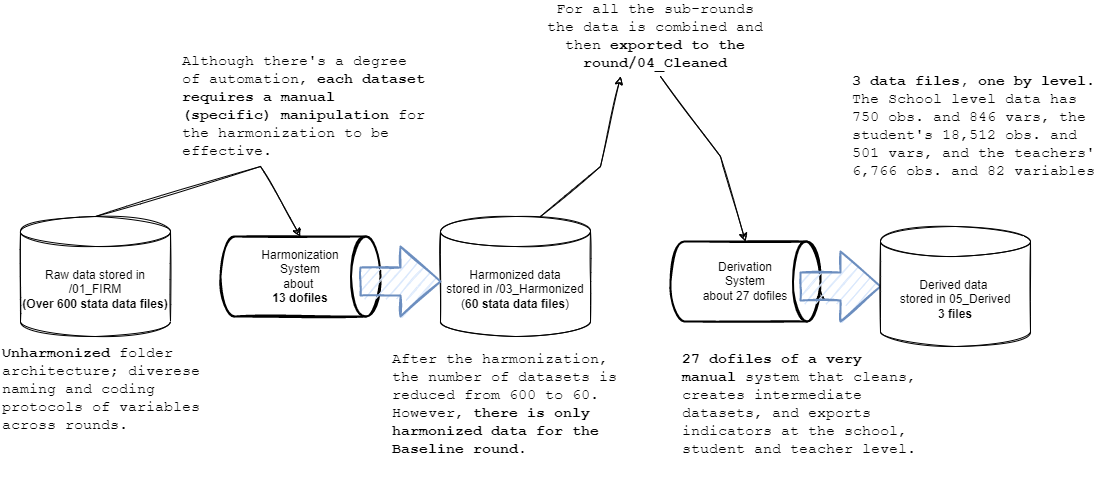
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24 November, 2021

# Summary

The objective of this Concept Note is to provide a clear and detailed plan to set up and online dashboard to disseminate the main findings of the The Malawi Longitudinal School Survey (MLSS). This report is divided in X sections: **Section 1** describes the data management system of all the rounds of the survey. Based on the findings of this section, **Section 2** proposes a data management system for an efficient implementation of the dashboard; **Section3** describes the elements of the dashboard and the understanding of the data needs; **Section 4** Outlines the software that is recommended for the set up of the dashboard; Finally, **Section 5** presents a workplan for the development of the dashboard.

The flowchart below summarise the data management system of the Longitudinal MLSS survey. The objective of mapping and assessing each step in this process is to identify which processes are recommended to occur off-line and which are likely to be atumoatized by the online dashboard.



and assessment of the overall data management system of the MLSS data, from its raw format up to the indicator creation;

\*school conditions, practices and learning outcomes

For the dashboard development, there are two relevant directories (folder) 05\_Data and 06\_Coding.

# Data Management System of the MLSS survey

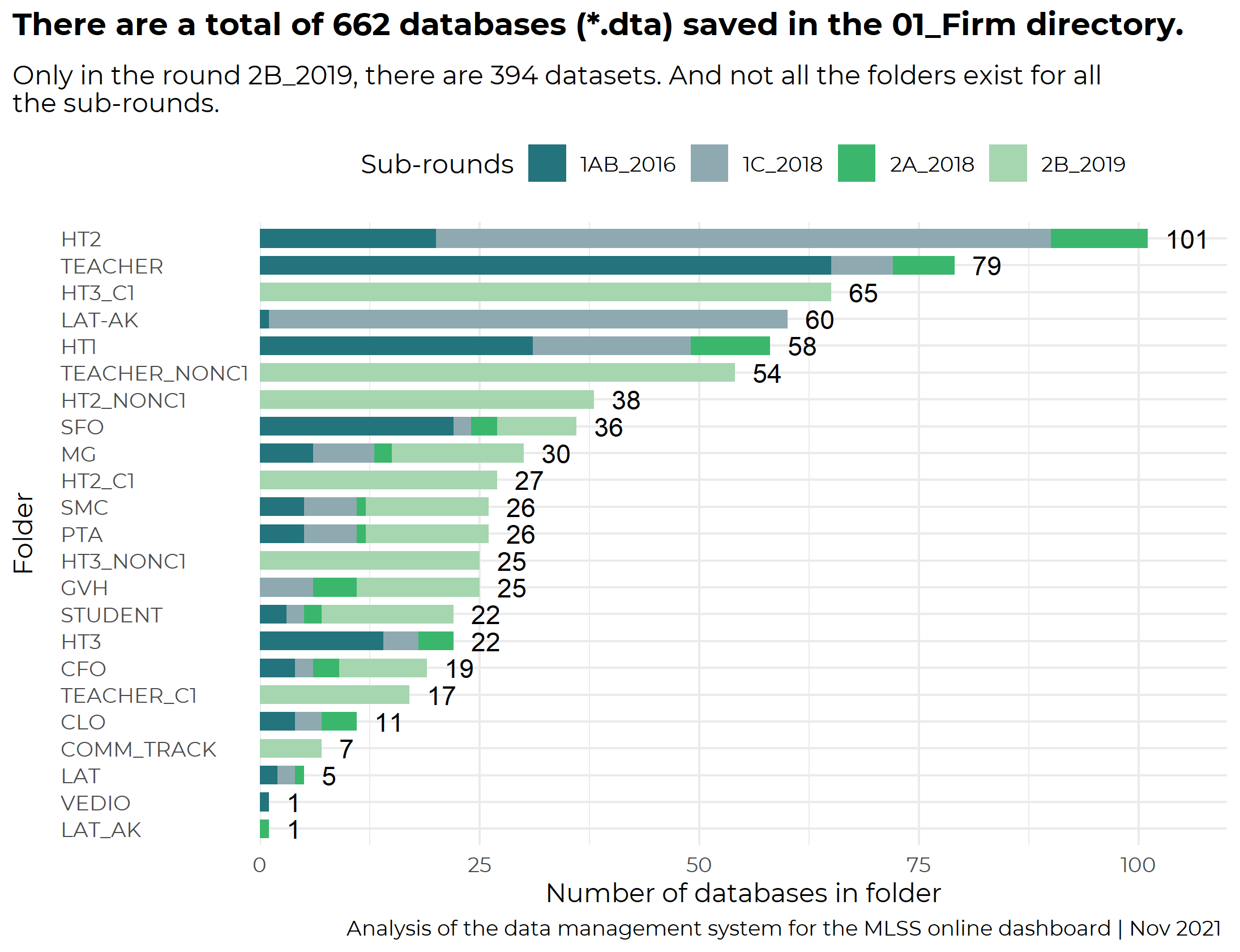
The objective of this section is to map and assess every process of the MLSS data management system and to identify the likelihood of an online dashboard to atomate these processes. As it is indicated in the FIgure X [flow chart] the system starts with the raw data (data that it delvered to the annalytical team by the survey firm. Since the MLSS is a Longitudinal Survey (there are multiple rounds of the data), the aim of this system is to clean the raw data, conduct neccessary manipulations, and create indicators about the school conditions, practices, and learning outcomes that can be traced over time.

* Assessment of the raw data
* Harmonization process
* Assessment of the harmonization data
* Indicators

## Assessment of the raw data (01\_Firm directory)

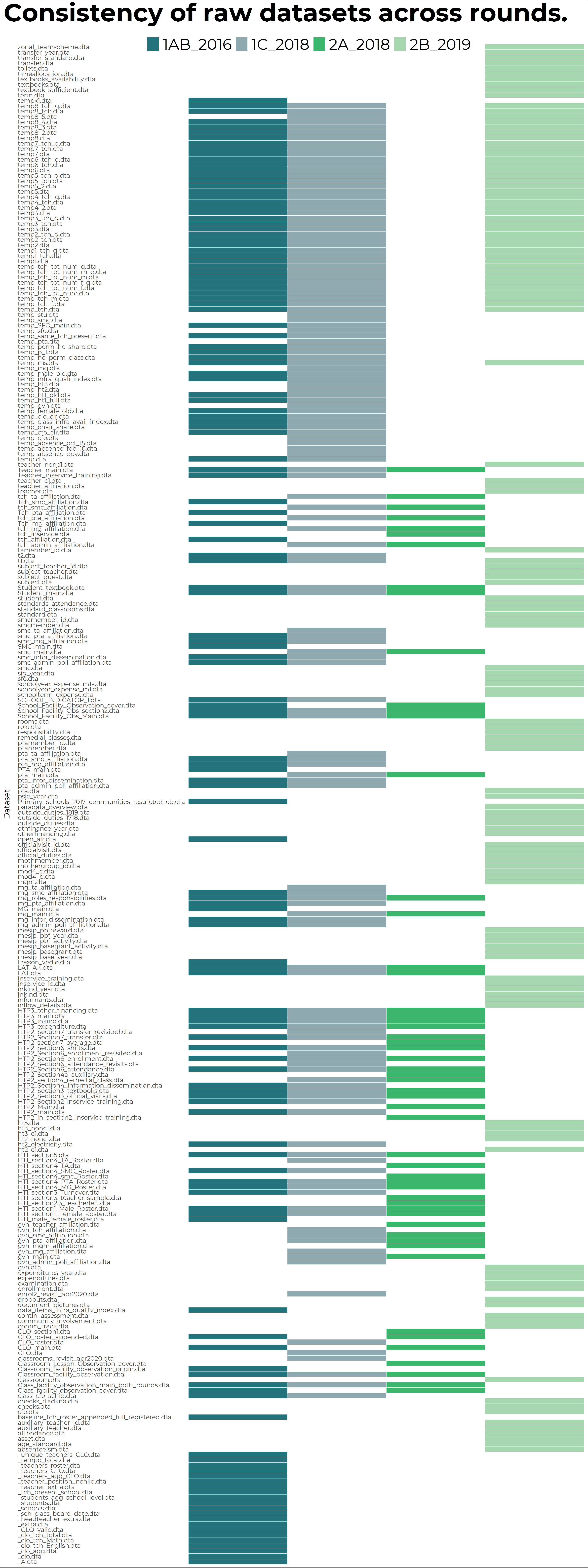
This section explores the raw data, or the initial stage of the data management system. All this data is used as the main input for the harmonization process described in section [2.1].

The raw data for each sub-round -Baseline rounds 01\_1AB\_2016 and 02\_1C\_2018 and the Midline’s 01\_2A\_2018 and 01\_2B\_2019- is stored in the *05+Data/{round}/ 01\_Firm* directory. As can be seen in the Figure below, there are 662 stata datasets (\*.dta) across all rounds of Baseline and Midline, 183 in round 1B (01\_1AB\_2016), 194 in round1C (02\_1C\_2018), 54 (01\_2A\_2018), and 324 (01\_2B\_2019). From Figure X below, it noticeable that there are some folders that do exist in one sub-round but do not exist in the rest. For example, the folders HT2\_NONC1, TEACHER\_NONC1, COMMM\_TRACK only exist in round 2B\_2019. Another example is the folder HT2 that exists in all the sub-rounds but in the 2B\_2019. In summary, what Figure X below shows is that there is that there is great number of databases saved in the raw data (01\_Firm) and that there is an important level of discrepancy between the structure of the directories between rounds.



To assess the level of heteregeonecity between rounds, the table below shows all the databases stored in the folder 01\_Firm of the Baseline rounds 01\_1AB\_2016 and 02\_1C\_2018 and the Midline’s 01\_2A\_2018 and 01\_2B\_2019. The main objective of this Figure is to map which datasets exist in round 1B (01\_1AB\_2016), round 1C (02\_1C\_2018), Round 2A (01\_2A\_2018), Round 2B (01\_2B\_2019) and in all the rounds. Moreover, the Figure attempts to show the volume of data contained by each round and the difference in terms naming across directories.

In summary, from the 324 datasets that exist in Baseline’s round 1B and round 1C, only 53 (16.4%) exist in both sub- rounds. Moreover, from the 378 stored in Midline’s raw data directory, **none** exist in both sub-rounds. This finding shows, that there’s is a big inconsistency in file names between sub-rounds. And this is more notorious for the midline raw data.



The table below presents lists all the datasets that are saved in the raw directory and indicates whether they exist for each round.

## Harmonization System

The main objective of this system is to solve the differences in terms of folder architecture, file and variable naming across rounds that was partially described in the previous section. This is a very important step in the Data Management System because without it, it would be not possible to conduct a Longitudinal analysis of the data. Thus the input for this process is the data stored in 01\_Firm (described in the previous section) and the output for each round is stored in the 03\_Harmonized folder (throughout the document, the words folder and directory are use interchangeable). As for all the codings, the scripts that run the harmonization process are stored in the 06\_Coding/{round}/02\_Harmonization directory.

Althogh there are some small differences between rounds, the harmonization approach is very similar for all:

1. All the paths to key folders are defied in a dofile called **00\_00\_00\_Master\_NEW.do**. Since this dofile defines the paths, it must be ran before starting or running any other script in the system. Below is an example of how the paths are defined:

For each round, the global path is defined as bl16, bl18, md2a,ml2b, el\_a, el\_b :

global bl16 "${root}/01\_Baseline/01\_1AB\_2016"  
 global bl18 "${root}/01\_Baseline/02\_1C\_2018"  
 global ml2a "${root}/2. Midline/01\_2A\_2018"  
 global ml2b "${root}/2. Midline/01\_2B\_2019"  
 global el\_a "${root}/03\_Endline/01\_3AB\_2021"  
 global el\_b "${root}/03\_Endline/02\_3B\_2021"  
  
# `${root}` is defined as `MESIP\_New\_Internal/05\_Data`

Thus, as it can see above, there is a dedicated and predefined directory for each round. Thus far, in the system, there is a folder for 01\_Baseline, 02\_Midline, 03\_Endline, and 04\_Longitudinal. Each of these rounds is subdivided into more directories that are based on sub-rounds (e.g. 01\_1AB\_2016, 02\_1C\_2018, 01\_2A\_2018, and 01\_2B\_2019).

In the harmonization system, the directory that contains the raw data is defined as dta\_raw and points to 01/\_Firm; the path to the intermediate data is defines as dta\_inter and points to 02\_Cleaned, and the path for the harmonized data is dta\_har and points to 03\_Harmonized. Thus, for example, if the raw data from baseline 16 is to be called, the user should point to: $bl16/$dta\_raw.

1. Within each sub-round, there is a specific dofile to harmonize each module of the dataset. This system is composed of 13 dofiles:
   1. Append\_16BLto18BL.do \* 01. CFO\_recode.do \* 02. CLO\_recode.do \* 03. HT1\_recode.do \* 04. HT2\_recode.do \* 04. HT2\_recode\_other.do \* 05. HT3\_recode.do \* 06. MG\_PTA\_SMC\_recode.do \* 07. LAT\_recode.do \* 08. LATAK\_recode.do \* 09. student\_recode.do \* 10. teacher\_recode.do \* and 11. SFO\_recode.do

The most important file of this system is **00.Append.**\* because all the other scripts are ran from this *“master”* script. In simpler words, the 00.Append runs all the other scripts listed above. Apart from running all the scripts needed for the harmonization, this dofile creates to functions (or commands) that are used for all the other dofiles: mpss\_scvalues that harmonises the single select value labels, and mpss\_kickout that removes old options and recode them accordingly.

After defining these functions, the *00.Append* dofile runs all the other dofiles to mainly:

1. Assign harmomized labels to the variables
2. Append subrounds
3. Save to the 03\_Harmonized directory.

Below is an example of the code used during harmonization process for the CLO data:

use "$path2/CLO/CLO\_main.dta", clear  
  
ren qnum qq1  
ren moecode MOEcode  
ren class\_id classid  
ren q1\_name school\_name  
ren q3 enum\_first\_visit1  
ren q5 enumerator\_name2  
ren q13 teachername  
ren q14 teacherid  
 \* CB  
gen sup\_date = date(q15a3, "DMY")  
drop q15a3  
ren q15a4 reasons  
  
  
replace q7=. if q7==777 | q7==999  
gen q7new=1 if q7>=10  
replace q7new=0 if q7<10  
replace q7new=. if q7==.  
tostring q7, replace  
gen hh1=substr(q7,1,1) if q7new==0  
replace hh1=substr(q7,1,2) if q7new==1  
gen minu1=substr(q7,3,.) if q7new==0  
replace minu1=substr(q7,4,.) if q7new==1  
replace minu1="00" if q7=="7"  
replace minu1="00" if q7=="8"  
replace minu1="00" if q7=="9"  
replace minu1="00" if q7=="10"  
replace minu1="00" if q7=="11"  
replace minu1="00" if q7=="12"  
  
drop q7new q7

As can be seen in the example above, even though there is some level of atomation, each dataset requires a manual (very specific) manipulation of the variable names for the harmonization to be effective. Apart from the manual manipulation, in the harmonization system there are some other customed functions that help with the consistency of the naming protocols between rounds. For example, in the dofile 02.CLO\_recode, there is a note that explains what the fre command does:

\*Task 1:  
\*i) the variable names in BL18 align with the BL18 instrument and  
\*ii) value labels align.  
\*Using fre command

Thus, at it was shown in the description of the harmonization process, this system relies of a complex combination of customed functions and manual coding for the harmonization to be succesful. The next section describes in detail the output of the harmonization process (the harmonized data).

## Harmonized Data

The output data from the Harmoization system is stored, for each sub-round, in 05\_Data/{round}/{sub-round}/03\_Harmonized. Based on an analysis of this folder, it was found that there is “harmonized data” for the two sub-rounds of baseline but there is no data for the midline sub-rounds. In total, there are 60 datasets between sub-rounds 01\_1AB\_2016 and 02\_1C\_2018, 43 datasets for round 1B and 60 for round 1C. From all these datasets, 43 (71.7%) exist in both rounds.

Figure X below shows the number of datasets that exist for each module by each round. As it can be seen in the Figure, the module with the largest amount of datasets is HT2 (20 stata data files), followed by HT1 (15 datasets). Although the Figure makes evident that the harmonization process has increased the homogenization of the folder architecture and the name of the files, there are still some inconsistencies and gaps between rounds: The numnber of datasets by module differs between rounds (see the case of HT2), not all the modules exist for both rounds (see the case of the GVH folder), and there is no harmonized data for any of the sub-rounds of the Midline round.

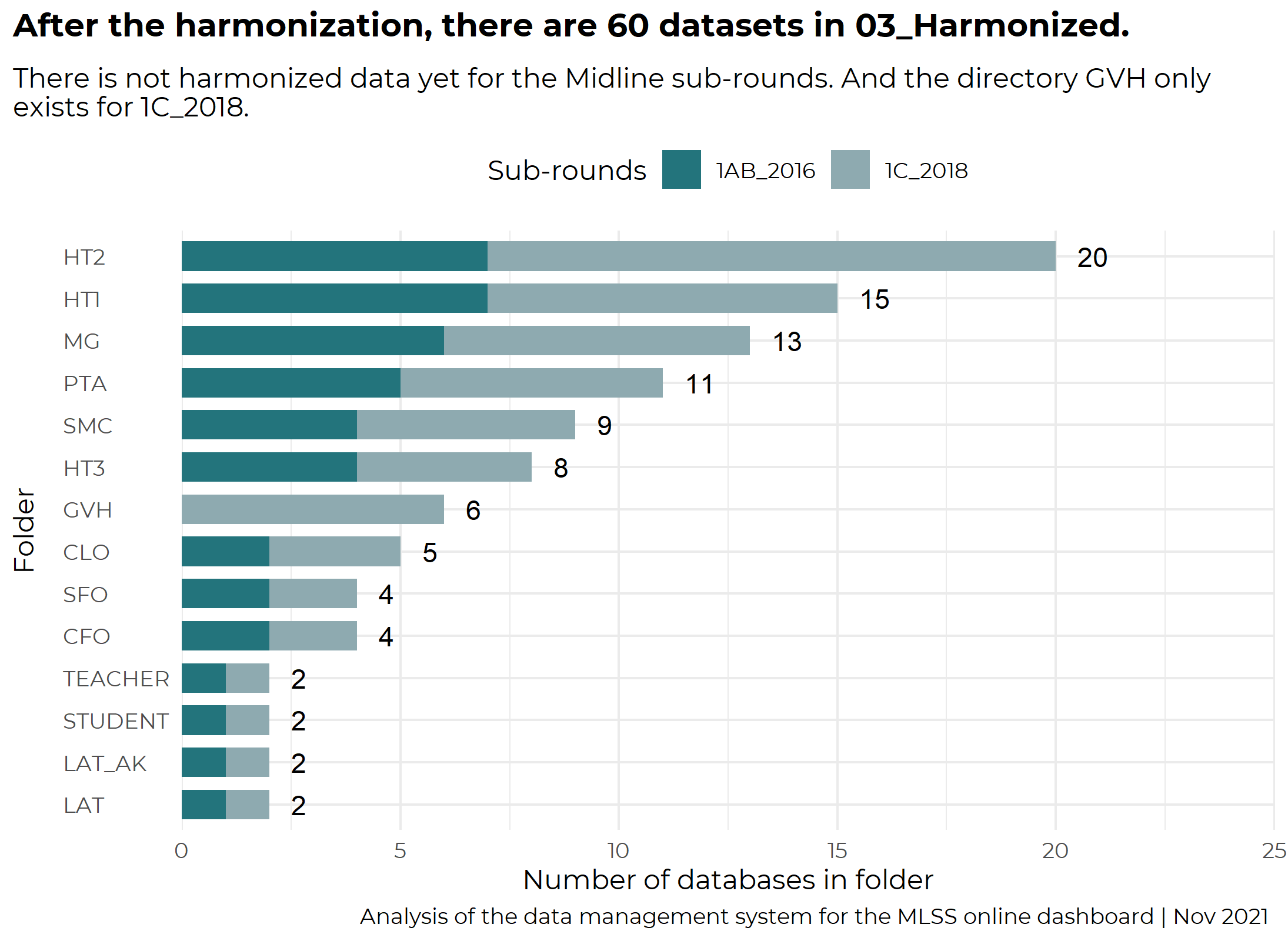
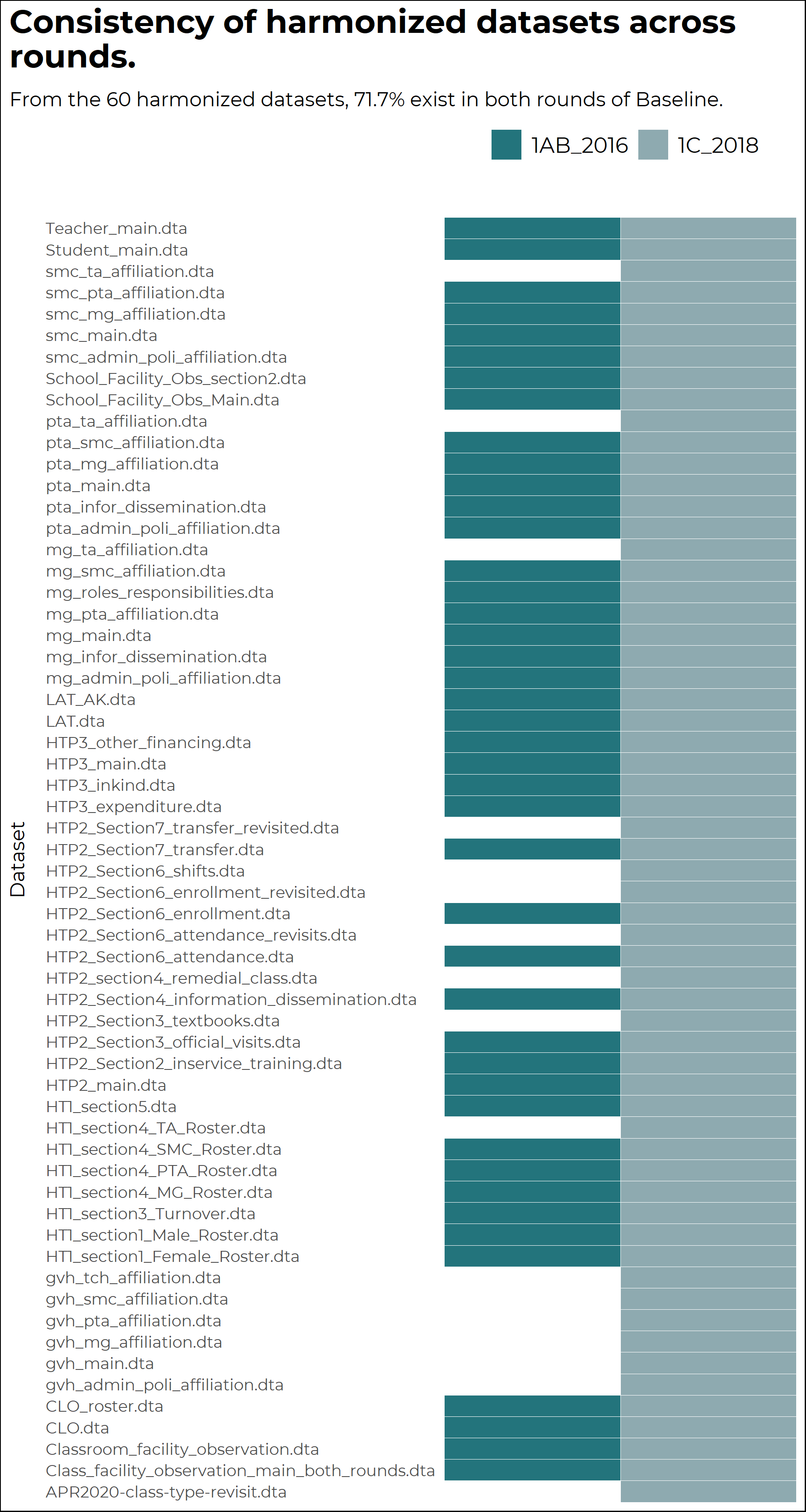


Figure below shows that though the harmonization process considerably reduced the inconsistencies in terms of folder architecture and file naming, there are still some gaps between rounds. For example, the file smc\_ta\_affilitation.dta exists in 1c\_2018 but does not exist in 1AB\_2016.In total there are 16 files present in round 1C but are missing in round 1AB. As it was described above, none of the *“gvh”* files exist in round 1AB. The analysis does not include the harmonized data from Midline because at the time of writing this report that data was not present in the project’s directory.



(\*\*ask Archit to describe the main objective of these dofiles)

## Derivation System

The derivation system is done at the round level (not at the sub-round). This system made of X dofiles, takes the data from the clean folder (\*not clear what the process is from harmonized to clean!) performs some cleaning like dropping duplicates, recoding variables, merge different datasets, creates indicators, creates a consistent naming and labelling, and exports the data to the Derived folder. In summary, the derivation system does the following: clean and prepare the data for analysis, creates intermediate datasets, estimates statistical weights, and finally creates indicators at the school, student, and teacher levels.

The main or master dofile for this system is **001\_master\_all\_indicators**. Thus script reproduces the data flow of the derivation system by runninng in a sequence manner all the dofiles that create all the \*27\*\* indicators of this system:

* 000\_CFO-CLO-common-variables.do
* 000\_Records\_Available.do
* 001\_master\_all\_indicators.do

**These dofiles create intermediate datasets (data is exported to clean/Output\_dump)**

* 002\_distance\_quintile.do: *imports a file that seems to created outside the system 01\_MLSS\_SAMPLE/02\_Data/962\_IE\_IDENTIFICATION\_COMPONENT\_101118\_complete\_infor*
* 003\_std\_offered.do
* 004\_enrollment\_by\_standard.do
* 005\_teacher\_roster\_list.do
* 006\_class\_size\_enrol\_unrestricted.do
* 007\_class\_size\_hc\_unrestricted.do
* 008\_PTR\_hc\_unrestricted.do
* 009\_school\_characterisitcs\_1.do
* 010\_enrollment\_calculation\_3\_periods.do
* 011\_attendance\_calculation\_3\_periods.do
* 012\_absence\_rate\_calculation\_3\_periods.do
* 013\_dr\_rr.do

**These dofiles create indicators at the school, students and teachers level**

* 014\_school\_characteristics\_2.do
* 015\_school\_characteristics\_3.do
* 016\_school\_characteristics\_1+2+3.do
* 017\_MLSS\_weights\_generation.do
* 018\_LAT\_IRT\_pct.do
* 019\_LAT\_IRT\_fitting\_raven.do
* 020\_student\_charcacteristics.do
* 021\_school\_characteristics\_final.do
* 022\_LAT\_AK\_score.do
* 023\_teacher\_characteristics.do

**Cleans the indicator names**

* 024\_label\_final\_indicators.do: *Has more than 1,300 lines of code*

Within each of these dofiles there is a considerable manual process to clean, recode, and merge the data. See example below from the \*\*017\_MLSS\_weights\_generation:

\*population number of schools  
 gen tot\_sch\_strata=.  
 replace tot\_sch\_strata=248 if strata==7  
 replace tot\_sch\_strata=990 if strata==1  
 replace tot\_sch\_strata=1108 if strata==2  
 replace tot\_sch\_strata=1266 if strata==3  
 replace tot\_sch\_strata=503 if strata==4  
 replace tot\_sch\_strata=750 if strata==5  
 replace tot\_sch\_strata=550 if strata==6  
  
 bysort strata: gen num\_sch\_strata=\_N  
  
 gen wtg\_sch=tot\_sch\_strata/num\_sch\_strata  
  
\*\*\* Student/teacher level weight  
  
 merge 1:1 MOEcode using "$bl\_dta\_clean/Output\_dump/school\_level\_indicators\_merged",keep(3)  
 drop \_m

The above example shows the level of detailed and manual work necessary to create only one output of the derivation system which is, in this case, the sample weights of the baseline. Moreover, as it is pointed out in the list of dofiles that are part of the system, there are the folloiwng aspects that make this process very difficult to automate: **1** Some scripts rely on customed reference files (like $sampling/01\_MLSS\_SAMPLE/02\_Data/962\_IE\_IDENTIFICATION\_COMPONENT\_101118\_complete\_infor") to produce outputs; **2** The system is very intense for cleaning the data before it is ready to estimate indicators (the derivation process is both a cleaning and an indicator generator); **3** Most, if not all, the dofiles require a manual inspection of the data before making cleaning decisions.

## Derived Data

The derivation system exports datasets that contain indicators at the school, teacher, and student level for each round (not sub-round) of the survey. At the moment of writing this report, there was only derived data for the Baseline round. Within the Baseline derived foler, there are 5 files. school\_level\_indicators\_final, school\_level\_indicators\_final\_c1, student\_level\_indicators\_final, student\_level\_indicators\_final\_c1, and teacher\_level\_indicators. The fact that there is more than one version of the indicators’ datasets serves as an example of the complexity of the system to automate the process. Moreover, it makes it confusing for the users of the data. A recommendation would be to only keep the latest version of the datasets in this directory.

Below is a rapid analysis of the derived data (this report is using the versions \_c1 for the school, and teacher level indicators).

* School derived dataset has 750 observations and 57 variables,
* Students dataset has 18,512 observations and 501 variables,
* Teachers dataset has 6,766 observations and 82 varibles

The tables below show, for each table, the variable names, its label, and its format.

Variable names, labels, and fomat of the derived data at the School level.

|  |  |  |
| --- | --- | --- |
| var\_name | label | format |
| school\_id | School ID | %10.0g |
| MOEcode | MOE code | %10.0g |
| school\_nam | School Name | %9s |
| division\_num | Division\_num | %10.0g |
| division\_nam | Division\_nam | %16s |
| district\_num | District Number | %8.0g |
| district\_nam | District Name | %19s |
| enrol\_std1 | Enrollment (std 1) | %9.0g |
| enrol\_std2 | Enrollment (std 2) | %9.0g |
| enrol\_std3 | Enrollment (std 3) | %9.0g |
| enrol\_std4 | Enrollment (std 4) | %9.0g |
| enrol\_std5 | Enrollment (std 5) | %9.0g |
| enrol\_std6 | Enrollment (std 6) | %9.0g |
| enrol\_std7 | Enrollment (std 7) | %9.0g |
| enrol\_std8 | Enrollment (std 8) | %9.0g |
| enrol\_tot | Total Enrolment | %9.0g |
| enrol\_lower\_tot | Lower Primary Enrolment | %9.0g |
| enrol\_upper\_tot | Upper Primary Enrolment | %9.0g |
| enrol\_std1\_f | Female Enrollment (std 1) | %9.0g |
| enrol\_std2\_f | Female Enrollment (std 2) | %9.0g |
| enrol\_std3\_f | Female Enrollment (std 3) | %9.0g |
| enrol\_std4\_f | Female Enrollment (std 4) | %9.0g |
| enrol\_std5\_f | Female Enrollment (std 5) | %9.0g |
| enrol\_std6\_f | Female Enrollment (std 6) | %9.0g |
| enrol\_std7\_f | Female Enrollment (std 7) | %9.0g |
| enrol\_std8\_f | Female Enrollment (std 8) | %9.0g |
| enrol\_tot\_f | Female Enrollment (total) | %9.0g |
| enrol\_lower\_tot\_f | Female Enrollment (std 1-4) | %9.0g |
| enrol\_upper\_tot\_f | Female Enrollment (std 4-8) | %9.0g |
| enrol\_std1\_m | Male Enrollment (std 1) | %9.0g |
| enrol\_std2\_m | Male Enrollment (std 2) | %9.0g |
| enrol\_std3\_m | Male Enrollment (std 3) | %9.0g |
| enrol\_std4\_m | Male Enrollment (std 4) | %9.0g |
| enrol\_std5\_m | Male Enrollment (std 5) | %9.0g |
| enrol\_std6\_m | Male Enrollment (std 6) | %9.0g |
| enrol\_std7\_m | Male Enrollment (std 7) | %9.0g |
| enrol\_std8\_m | Male Enrollment (std 8) | %9.0g |
| enrol\_tot\_m | Male Enrollment (total) | %9.0g |
| enrol\_lower\_tot\_m | Male Enrollment (std 1-4) | %9.0g |
| enrol\_upper\_tot\_m | Male Enrollment (std 4-8) | %9.0g |
| output\_efficiency\_grade4 | Output Efficiency (std 4) | %9.0g |
| output\_efficiency\_grade8 | Output Efficiency (std 8) | %9.0g |
| output\_efficiency\_grade4\_f | Female Output Efficiency (std 4) | %9.0g |
| output\_efficiency\_grade8\_f | Female Output Efficiency (std 8) | %9.0g |
| output\_efficiency\_grade4\_m | Male Output Efficiency (std 4) | %9.0g |
| output\_efficiency\_grade8\_m | Male Output Efficiency (std 8) | %9.0g |
| multi\_shift | TO CHECK LATER | %9.0g |
| num\_non\_tch\_staff | Number of non-teaching staff | %9.0g |
| ptxt\_ratio\_eng\_tot | Pupil:txt ratio English | %9.0g |
| tot\_txt\_math\_tot |  | %9.0g |
| ptxt\_ratio\_math\_tot | Pupil:txt ratio Math | %9.0g |
| tot\_txt\_chi\_tot |  | %9.0g |
| ptxt\_ratio\_chi\_tot | Pupil:txt ratio Chichewa | %9.0g |
| tot\_txt\_lower\_eng |  | %9.0g |
| tot\_txt\_lower\_math |  | %9.0g |
| tot\_txt\_lower\_chi |  | %9.0g |
| tot\_txt\_lower |  | %9.0g |
| tot\_txt\_upper\_eng |  | %9.0g |
| tot\_txt\_upper\_math |  | %9.0g |
| tot\_txt\_upper\_chi |  | %9.0g |
| ptxt\_ratio\_upper | Pupil:txt ratio upper | %9.0g |
| ptxt\_ratio\_lower\_eng |  | %9.0g |
| ptxt\_ratio\_lower\_math |  | %9.0g |
| ptxt\_ratio\_lower\_chi |  | %9.0g |
| ptxt\_ratio\_upper\_eng |  | %9.0g |
| ptxt\_ratio\_upper\_math |  | %9.0g |
| ptxt\_ratio\_upper\_chi |  | %9.0g |
| ptxt\_ratio\_tot | Pupil-Textbook Ratio | %9.0g |
| feed\_pro\_yes |  | %9.0g |
| smc\_yes |  | %9.0g |
| pta\_yes |  | %9.0g |
| mg\_yes |  | %9.0g |
| smc\_mg\_pta\_yes |  | %9.0g |
| smc\_pta\_yes |  | %9.0g |
| smc\_mg\_yes |  | %9.0g |
| pta\_mg\_yes |  | %9.0g |
| psip\_yes | PSIP (y or n) | %9.0g |
| maintain\_enrol\_record\_yes | additional enrolment record keeping indicator (y or n) | %9.0g |
| co\_edu\_sch | coeducational school gender category (y or n) | %9.0g |
| public | school’s ownership type: Government, Non-religious NGO, Religious Agency (specif | %9.0g |
| num\_clas\_new\_uc | number of classrooms that are new (less than one year old) or under construction | %9.0g |
| num\_toilet\_new\_uc | Toilets under construction | %9.0g |
| num\_time\_affected\_rain | number of times school affected by rain/flood | %9.0g |
| closure\_in\_rain\_yes | school is closed during recent rainy seasons | %9.0g |
| num\_meet\_on\_rec\_smc | Number of SMC meetings in book (HT2 147) | %9.0g |
| num\_meet\_on\_rec\_pta | Number of PTA meetings in book (HT2 156) | %9.0g |
| num\_meet\_on\_rec\_mg | Number of MG meetings in book (HT2 163) | %9.0g |
| psip\_prepared\_2016 | the most recent PSIP prepared in 2016 | %9.0g |
| num\_stfmeet\_ht | Number of staff meetings held since sep 2015 | %9.0g |
| num\_parentinvi\_ht | Number of times of parent invited to the school | %9.0g |
| tenure\_ht | HT tenure at this school | %9.0g |
| yrs\_ht | HT experience | %9.0g |
| absent\_days\_ht | HT days of absent on other duties | %9.0g |
| LT\_yes\_ht | HT received leadership training | %9.0g |
| IST\_yes\_ht | HT received in-service training | %9.0g |
| no\_rw\_tch\_yes\_ht | HT does not rewards teacher performance | %9.0g |
| no\_rw\_ht | HT is not rewarded | %9.0g |
| num\_vacant\_tch | number of vacant teaching positions | %9.0g |
| PEA\_assess | PEA Assesses performance | %31.0g |
| stu\_verb\_bully\_fre | Students verbally abuse other students once a week or more | %9.0g |
| stu\_phys\_bully\_fre | Students physically abuse other students once a week or more | %9.0g |
| tch\_verb\_bully\_fre | Teachers verbally abuse other students once a week or more | %9.0g |
| tch\_phys\_bully\_fre | Teachers physically abuse other students once a week or more | %9.0g |
| rmdl\_class | 131\_m1: Does the school offer remedial classes for poor performing students? | %8.0g |
| rmdl\_class\_std1 | Remedial Classes offered (std 1) | %9.0g |
| rmdl\_class\_std2 | Remedial Classes offered (std 2) | %9.0g |
| rmdl\_class\_std3 | Remedial Classes offered (std 3) | %9.0g |
| rmdl\_class\_std4 | Remedial Classes offered (std 4) | %9.0g |
| rmdl\_class\_std5 | Remedial Classes offered (std 5) | %9.0g |
| rmdl\_class\_std6 | Remedial Classes offered (std 6) | %9.0g |
| rmdl\_class\_std7 | Remedial Classes offered (std 7) | %9.0g |
| rmdl\_class\_std8 | Remedial Classes offered (std 8) | %9.0g |
| rmdl\_class\_free\_std1 | Remedial Classes offered for free (std 1) | %9.0g |
| rmdl\_class\_free\_std2 | Remedial Classes offered for free (std 2) | %9.0g |
| rmdl\_class\_free\_std3 | Remedial Classes offered for free (std 3) | %9.0g |
| rmdl\_class\_free\_std4 | Remedial Classes offered for free (std 4) | %9.0g |
| rmdl\_class\_free\_std5 | Remedial Classes offered for free (std 5) | %9.0g |
| rmdl\_class\_free\_std6 | Remedial Classes offered for free (std 6) | %9.0g |
| rmdl\_class\_free\_std7 | Remedial Classes offered for free (std 7) | %9.0g |
| rmdl\_class\_free\_std8 | Remedial Classes offered for free (std 8) | %9.0g |
| rmdl\_classes\_freq\_std1 | No. of remedial Classes offered per month (std 1) | %9.0g |
| rmdl\_classes\_freq\_std2 | No. of remedial Classes offered per month (std 2) | %9.0g |
| rmdl\_classes\_freq\_std3 | No. of remedial Classes offered per month (std 3) | %9.0g |
| rmdl\_classes\_freq\_std4 | No. of remedial Classes offered per month (std 4) | %9.0g |
| rmdl\_classes\_freq\_std5 | No. of remedial Classes offered per month (std 5) | %9.0g |
| rmdl\_classes\_freq\_std6 | No. of remedial Classes offered per month (std 6) | %9.0g |
| rmdl\_classes\_freq\_std7 | No. of remedial Classes offered per month (std 7) | %9.0g |
| rmdl\_classes\_freq\_std8 | No. of remedial Classes offered per month (std 8) | %9.0g |
| rmdl\_stu\_m\_std1 | No. of male students attending remedial classes per month (std 1) | %9.0g |
| rmdl\_stu\_m\_std2 | No. of male students attending remedial classes per month (std 2) | %9.0g |
| rmdl\_stu\_m\_std3 | No. of male students attending remedial classes per month (std 3) | %9.0g |
| rmdl\_stu\_m\_std4 | No. of male students attending remedial classes per month (std 4) | %9.0g |
| rmdl\_stu\_m\_std5 | No. of male students attending remedial classes per month (std 5) | %9.0g |
| rmdl\_stu\_m\_std6 | No. of male students attending remedial classes per month (std 6) | %9.0g |
| rmdl\_stu\_m\_std7 | No. of male students attending remedial classes per month (std 7) | %9.0g |
| rmdl\_stu\_m\_std8 | No. of male students attending remedial classes per month (std 8) | %9.0g |
| rmdl\_stu\_f\_std1 | No. of female students attending remedial classes per month (std 1) | %9.0g |
| rmdl\_stu\_f\_std2 | No. of female students attending remedial classes per month (std 2) | %9.0g |
| rmdl\_stu\_f\_std3 | No. of female students attending remedial classes per month (std 3) | %9.0g |
| rmdl\_stu\_f\_std4 | No. of female students attending remedial classes per month (std 4) | %9.0g |
| rmdl\_stu\_f\_std5 | No. of female students attending remedial classes per month (std 5) | %9.0g |
| rmdl\_stu\_f\_std6 | No. of female students attending remedial classes per month (std 6) | %9.0g |
| rmdl\_stu\_f\_std7 | No. of female students attending remedial classes per month (std 7) | %9.0g |
| rmdl\_stu\_f\_std8 | No. of female students attending remedial classes per month (std 8) | %9.0g |
| rmdl\_stu\_tot\_std1 | No. of students attending remedial classes per month (std 1) | %9.0g |
| rmdl\_stu\_tot\_std2 | No. of students attending remedial classes per month (std 2) | %9.0g |
| rmdl\_stu\_tot\_std3 | No. of students attending remedial classes per month (std 3) | %9.0g |
| rmdl\_stu\_tot\_std4 | No. of students attending remedial classes per month (std 4) | %9.0g |
| rmdl\_stu\_tot\_std5 | No. of students attending remedial classes per month (std 5) | %9.0g |
| rmdl\_stu\_tot\_std6 | No. of students attending remedial classes per month (std 6) | %9.0g |
| rmdl\_stu\_tot\_std7 | No. of students attending remedial classes per month (std 7) | %9.0g |
| rmdl\_stu\_tot\_std8 | No. of students attending remedial classes per month (std 8) | %9.0g |
| rmdl\_class\_tot |  | %9.0g |
| rmdl\_class\_free\_tot |  | %9.0g |
| rmdl\_classes\_freq\_tot |  | %9.0g |
| rmdl\_stu\_m\_tot |  | %9.0g |
| rmdl\_stu\_f\_tot |  | %9.0g |
| rmdl\_stu\_tot\_tot |  | %9.0g |
| multi\_grade | Multi Grade | %23.0g |
| zone\_num | zone\_num | %8.0g |
| zone\_nam | zone\_nam | %16s |
| address1 | address1 | %9s |
| address2 | address2 | %9s |
| phone | phone | %12s |
| paypoint | Paypoint | %13s |
| regno | RegNo | %14s |
| establish\_year | Estblish year | %8.0g |
| proprietor | Proprietor | %8.0g |
| propspecify | PropSpecify | %35s |
| insttype | InstType | %8.0g |
| constituency | Constituency | %25s |
| tradauth | TradAuth | %21s |
| baseline\_559 | 559 schools covered in initial baseline | %9.0g |
| phase\_a\_559\_381\_yes |  | %9.0g |
| phase\_b\_559\_178\_yes |  | %9.0g |
| sch\_outside\_924 | 38 schools sampled in the extended round because they are RD schools of CP1 | %9.0g |
| extended\_baseline\_round\_273 | 273 schools for the extended baseline in 2018 | %9.0g |
| baseline\_extension\_228\_yes |  | %23.0g |
| baseline\_yes |  | %9.0g |
| latitude1 |  | %9.0g |
| longitude1 |  | %9.0g |
| nid |  | %8.0g |
| km\_to\_nid | km\_to\_nid | %10.0g |
| num\_tch\_std1 | number of teachers in standard 1 | %9.0g |
| num\_tch\_std2 | number of teachers in standard 2 | %9.0g |
| num\_tch\_std3 | number of teachers in standard 3 | %9.0g |
| num\_tch\_std4 | number of teachers in standard 4 | %9.0g |
| num\_tch\_std5 | number of teachers in standard 5 | %9.0g |
| num\_tch\_std6 | number of teachers in standard 6 | %9.0g |
| num\_tch\_std7 | number of teachers in standard 7 | %9.0g |
| num\_tch\_std8 | number of teachers in standard 8 | %9.0g |
| senior\_tch | No. Senior Teachers in School | %9.0g |
| std\_tch | No. General Teachers in School | %9.0g |
| jun\_tch | No. Junior Teachers in School | %9.0g |
| oth\_tch | No. Other Teachers in School | %9.0g |
| aux\_tch | No. Auxilliary Teachers in School (roster) | %9.0g |
| std\_offered | Q51.What standards are offered in this school? | %15.0g |
| num\_tch\_tot | Total Teachers | %9.0g |
| num\_tch\_lower | Lower Primary Teachers | %9.0g |
| num\_tch\_upper | Upper Primary Teachers | %9.0g |
| num\_tch\_std1\_f | number of female teachers in standard 1 | %9.0g |
| num\_tch\_std2\_f | number of female teachers in standard 2 | %9.0g |
| num\_tch\_std3\_f | number of female teachers in standard 3 | %9.0g |
| num\_tch\_std4\_f | number of female teachers in standard 4 | %9.0g |
| num\_tch\_std5\_f | number of female teachers in standard 5 | %9.0g |
| num\_tch\_std6\_f | number of female teachers in standard 6 | %9.0g |
| num\_tch\_std7\_f | number of female teachers in standard 7 | %9.0g |
| num\_tch\_std8\_f | number of female teachers in standard 8 | %9.0g |
| num\_tch\_tot\_f | total number of female teachers, std1-std8 | %9.0g |
| num\_tch\_lower\_f | number of female teachers, std1-std4 | %9.0g |
| num\_tch\_upper\_f | number of female teachers, std5-std8 | %9.0g |
| num\_tch\_std1\_m | number of male teachers in standard 1 | %9.0g |
| num\_tch\_std2\_m | number of male teachers in standard 2 | %9.0g |
| num\_tch\_std3\_m | number of male teachers in standard 3 | %9.0g |
| num\_tch\_std4\_m | number of male teachers in standard 4 | %9.0g |
| num\_tch\_std5\_m | number of male teachers in standard 5 | %9.0g |
| num\_tch\_std6\_m | number of male teachers in standard 6 | %9.0g |
| num\_tch\_std7\_m | number of male teachers in standard 7 | %9.0g |
| num\_tch\_std8\_m | number of male teachers in standard 8 | %9.0g |
| num\_tch\_tot\_m | total number of male teachers, std1-std8 | %9.0g |
| num\_tch\_lower\_m | number of male teachers, std1-std4 | %9.0g |
| num\_tch\_upper\_m | number of male teachers, std5-std8 | %9.0g |
| female\_tch\_ratio\_std1 | number of female teachers in standard 1 / number of teachers in standard 1 | %9.0g |
| female\_tch\_ratio\_std2 | number of female teachers in standard 2 / number of teachers in standard 2 | %9.0g |
| female\_tch\_ratio\_std3 | number of female teachers in standard 3 / number of teachers in standard 3 | %9.0g |
| female\_tch\_ratio\_std4 | number of female teachers in standard 4 / number of teachers in standard 4 | %9.0g |
| female\_tch\_ratio\_std5 | number of female teachers in standard 5 / number of teachers in standard 5 | %9.0g |
| female\_tch\_ratio\_std6 | number of female teachers in standard 6 / number of teachers in standard 6 | %9.0g |
| female\_tch\_ratio\_std7 | number of female teachers in standard 7 / number of teachers in standard 7 | %9.0g |
| female\_tch\_ratio\_std8 | number of female teachers in standard 8 / number of teachers in standard 8 | %9.0g |
| female\_tch\_ratio\_upper | number of female teachers in std 5 to std 8 / number of teachers in std 5 to std | %9.0g |
| female\_tch\_ratio\_lower | number of female teachers in std 1 to std 4 / number of teachers in std 1 to std | %9.0g |
| female\_tch\_ratio\_tot | total number of female teachers / total number of teachers | %9.0g |
| male\_tch\_ratio\_std1 | number of male teachers in standard 1 / number of teachers in standard 1 | %9.0g |
| male\_tch\_ratio\_std2 | number of male teachers in standard 2 / number of teachers in standard 2 | %9.0g |
| male\_tch\_ratio\_std3 | number of male teachers in standard 3 / number of teachers in standard 3 | %9.0g |
| male\_tch\_ratio\_std4 | number of male teachers in standard 4 / number of teachers in standard 4 | %9.0g |
| male\_tch\_ratio\_std5 | number of male teachers in standard 5 / number of teachers in standard 5 | %9.0g |
| male\_tch\_ratio\_std6 | number of male teachers in standard 6 / number of teachers in standard 6 | %9.0g |
| male\_tch\_ratio\_std7 | number of male teachers in standard 7 / number of teachers in standard 7 | %9.0g |
| male\_tch\_ratio\_std8 | number of male teachers in standard 8 / number of teachers in standard 8 | %9.0g |
| male\_tch\_ratio\_upper | number of male teachers in std 5 to std 8 / number of teachers in std 5 to std 8 | %9.0g |
| male\_tch\_ratio\_lower | number of male teachers in std 1 to std 4 / number of teachers in std 1 to std 4 | %9.0g |
| male\_tch\_ratio\_tot | total number of male teachers / total number of teachers | %9.0g |
| female\_male\_tch\_ratio\_std1 | number of female teachers in std 1 / number of male teachers in std 1 | %9.0g |
| female\_male\_tch\_ratio\_std2 | number of female teachers in std 2 / number of male teachers in std 2 | %9.0g |
| female\_male\_tch\_ratio\_std3 | number of female teachers in std 3 / number of male teachers in std 3 | %9.0g |
| female\_male\_tch\_ratio\_std4 | number of female teachers in std 4 / number of male teachers in std 4 | %9.0g |
| female\_male\_tch\_ratio\_std5 | number of female teachers in std 5 / number of male teachers in std 5 | %9.0g |
| female\_male\_tch\_ratio\_std6 | number of female teachers in std 6 / number of male teachers in std 6 | %9.0g |
| female\_male\_tch\_ratio\_std7 | number of female teachers in std 7 / number of male teachers in std 7 | %9.0g |
| female\_male\_tch\_ratio\_std8 | number of female teachers in std 8 / number of male teachers in std 8 | %9.0g |
| female\_male\_tch\_ratio\_upper | number of female teachers in std 5 to std 8 / number of male teachers in std 5 t | %9.0g |
| female\_male\_tch\_ratio\_lower | number of female teachers in std 1 to std 4 / number of male teachers in std 1 t | %9.0g |
| female\_male\_tch\_ratio\_tot | total number of female teachers / total number of male teachers | %9.0g |
| num\_tch\_std1\_q | number of qualified teachers in standard 1 | %9.0g |
| num\_tch\_std2\_q | number of qualified teachers in standard 2 | %9.0g |
| num\_tch\_std3\_q | number of qualified teachers in standard 3 | %9.0g |
| num\_tch\_std4\_q | number of qualified teachers in standard 4 | %9.0g |
| num\_tch\_std5\_q | number of qualified teachers in standard 5 | %9.0g |
| num\_tch\_std6\_q | number of qualified teachers in standard 6 | %9.0g |
| num\_tch\_std7\_q | number of qualified teachers in standard 7 | %9.0g |
| num\_tch\_std8\_q | number of qualified teachers in standard 8 | %9.0g |
| num\_tch\_tot\_q | total number of qualified teachers, std 1 - std 8 | %9.0g |
| num\_tch\_lower\_q | total number of qualified teachers, std 1 - std 4 | %9.0g |
| num\_tch\_upper\_q | total number of qualified teachers, std 5 - std 8 | %9.0g |
| num\_tch\_std1\_f\_q | number of female qualified teachers in standard 1 | %9.0g |
| num\_tch\_std2\_f\_q | number of female qualified teachers in standard 2 | %9.0g |
| num\_tch\_std3\_f\_q | number of female qualified teachers in standard 3 | %9.0g |
| num\_tch\_std4\_f\_q | number of female qualified teachers in standard 4 | %9.0g |
| num\_tch\_std5\_f\_q | number of female qualified teachers in standard 5 | %9.0g |
| num\_tch\_std6\_f\_q | number of female qualified teachers in standard 6 | %9.0g |
| num\_tch\_std7\_f\_q | number of female qualified teachers in standard 7 | %9.0g |
| num\_tch\_std8\_f\_q | number of female qualified teachers in standard 8 | %9.0g |
| num\_tch\_tot\_f\_q | total number of female qualified teachers, std 1 - std 8 | %9.0g |
| num\_tch\_lower\_f\_q | total number of female qualified teachers, std 1 - std 4 | %9.0g |
| num\_tch\_upper\_f\_q | total number of female qualified teachers, std 5 - std 8 | %9.0g |
| num\_tch\_std1\_m\_q | number of male qualified teachers in standard 1 | %9.0g |
| num\_tch\_std2\_m\_q | number of male qualified teachers in standard 2 | %9.0g |
| num\_tch\_std3\_m\_q | number of male qualified teachers in standard 3 | %9.0g |
| num\_tch\_std4\_m\_q | number of male qualified teachers in standard 4 | %9.0g |
| num\_tch\_std5\_m\_q | number of male qualified teachers in standard 5 | %9.0g |
| num\_tch\_std6\_m\_q | number of male qualified teachers in standard 6 | %9.0g |
| num\_tch\_std7\_m\_q | number of male qualified teachers in standard 7 | %9.0g |
| num\_tch\_std8\_m\_q | number of male qualified teachers in standard 8 | %9.0g |
| num\_tch\_tot\_m\_q | total number of male qualified teachers, std 1 - std 8 | %9.0g |
| num\_tch\_lower\_m\_q | total number of male qualified teachers, std 1 - std 4 | %9.0g |
| num\_tch\_upper\_m\_q | total number of male qualified teachers, std 5 - std 8 | %9.0g |
| female\_tch\_ratio\_std1\_q | number of female qualified teachers in std 1 / number of qualified teachers in s | %9.0g |
| female\_tch\_ratio\_std2\_q | number of female qualified teachers in std 2 / number of qualified teachers in s | %9.0g |
| female\_tch\_ratio\_std3\_q | number of female qualified teachers in std 3 / number of qualified teachers in s | %9.0g |
| female\_tch\_ratio\_std4\_q | number of female qualified teachers in std 4 / number of qualified teachers in s | %9.0g |
| female\_tch\_ratio\_std5\_q | number of female qualified teachers in std 5 / number of qualified teachers in s | %9.0g |
| female\_tch\_ratio\_std6\_q | number of female qualified teachers in std 6 / number of qualified teachers in s | %9.0g |
| female\_tch\_ratio\_std7\_q | number of female qualified teachers in std 7 / number of qualified teachers in s | %9.0g |
| female\_tch\_ratio\_std8\_q | number of female qualified teachers in std 8 / number of qualified teachers in s | %9.0g |
| female\_tch\_ratio\_upper\_q | number of female qualified teachers in std 5 - std 8 / number of qualified teach | %9.0g |
| female\_tch\_ratio\_lower\_q | number of female qualified teachers in std 1 - std 4 / number of qualified teach | %9.0g |
| female\_tch\_ratio\_tot\_q | total number of female qualified teachers, std 1 - std 8 / total number of quali | %9.0g |
| female\_male\_tch\_ratio\_std1\_q | number of female qualified teachers in std 1 / number of male qualified teachers | %9.0g |
| female\_male\_tch\_ratio\_std2\_q | number of female qualified teachers in std 2 / number of male qualified teachers | %9.0g |
| female\_male\_tch\_ratio\_std3\_q | number of female qualified teachers in std 3 / number of male qualified teachers | %9.0g |
| female\_male\_tch\_ratio\_std4\_q | number of female qualified teachers in std 4 / number of male qualified teachers | %9.0g |
| female\_male\_tch\_ratio\_std5\_q | number of female qualified teachers in std 5 / number of male qualified teachers | %9.0g |
| female\_male\_tch\_ratio\_std6\_q | number of female qualified teachers in std 6 / number of male qualified teachers | %9.0g |
| female\_male\_tch\_ratio\_std7\_q | number of female qualified teachers in std 7 / number of male qualified teachers | %9.0g |
| female\_male\_tch\_ratio\_std8\_q | number of female qualified teachers in std 8 / number of male qualified teachers | %9.0g |
| female\_male\_tch\_ratio\_upper\_q | number of female qualified teachers in std 5 to std 8 / number of male qualified | %9.0g |
| female\_male\_tch\_ratio\_lower\_q | number of female qualified teachers in std 1 to std 4 / number of male qualified | %9.0g |
| female\_male\_tch\_ratio\_tot\_q | total number of female qualified teachers / total number of male qualified teach | %9.0g |
| enrol\_PTR\_std1 | enrolment in std1 / number of teachers in std1 | %9.0g |
| enrol\_PTR\_std1\_f | female enrolment in std1 / number of female teachers in std1 | %9.0g |
| enrol\_PTR\_std1\_m | male enrolment in std1 / number of male teachers in std1 | %9.0g |
| enrol\_PTR\_std2 | enrolment in std2 / number of teachers in std2 | %9.0g |
| enrol\_PTR\_std2\_f | female enrolment in std2 / number of female teachers in std2 | %9.0g |
| enrol\_PTR\_std2\_m | male enrolment in std2 / number of male teachers in std2 | %9.0g |
| enrol\_PTR\_std3 | enrolment in std3 / number of teachers in std3 | %9.0g |
| enrol\_PTR\_std3\_f | female enrolment in std1 / number of female teachers in std3 | %9.0g |
| enrol\_PTR\_std3\_m | male enrolment in std3 / number of male teachers in std3 | %9.0g |
| enrol\_PTR\_std4 | enrolment in std4 / number of teachers in std4 | %9.0g |
| enrol\_PTR\_std4\_f | female enrolment in std4 / number of female teachers in std4 | %9.0g |
| enrol\_PTR\_std4\_m | male enrolment in std4 / number of male teachers in std4 | %9.0g |
| enrol\_PTR\_std5 | enrolment in std5 / number of teachers in std5 | %9.0g |
| enrol\_PTR\_std5\_f | female enrolment in std5 / number of female teachers in std5 | %9.0g |
| enrol\_PTR\_std5\_m | male enrolment in std5 / number of male teachers in std5 | %9.0g |
| enrol\_PTR\_std6 | enrolment in std6 / number of teachers in std6 | %9.0g |
| enrol\_PTR\_std6\_f | female enrolment in std6 / number of female teachers in std6 | %9.0g |
| enrol\_PTR\_std6\_m | male enrolment in std6 / number of male teachers in std6 | %9.0g |
| enrol\_PTR\_std7 | enrolment in std7 / number of teachers in std7 | %9.0g |
| enrol\_PTR\_std7\_f | female enrolment in std7 / number of female teachers in std7 | %9.0g |
| enrol\_PTR\_std7\_m | male enrolment in std7 / number of male teachers in std7 | %9.0g |
| enrol\_PTR\_std8 | enrolment in std8 / number of teachers in std8 | %9.0g |
| enrol\_PTR\_std8\_f | female enrolment in std8 / number of female teachers in std8 | %9.0g |
| enrol\_PTR\_std8\_m | male enrolment in std8 / number of male teachers in std8 | %9.0g |
| enrol\_PTR\_tot | Overall Pupil-Teacher Ratio | %9.0g |
| enrol\_PTR\_tot\_f | total female enrolment / total number of female teachers | %9.0g |
| enrol\_PTR\_tot\_m | total male enrolment / total number of male teachers | %9.0g |
| enrol\_PTR\_tot\_lower | Lower Primary Pupil-Teacher Ratio | %9.0g |
| enrol\_PTR\_tot\_upper | total upper class (std5-std8) enrolment / total number of teachers in upper clas | %9.0g |
| enrol\_PTR\_tot\_lower\_f | total lower class (std1-std4) female enrolment / total number of female teachers | %9.0g |
| enrol\_PTR\_tot\_upper\_f | total upper class (std5-std8) female enrolment / total number of female teachers | %9.0g |
| enrol\_PQTR\_std1 | enrolment in std1 / number of qualified teachers in std1 | %9.0g |
| enrol\_PQTR\_std2 | enrolment in std2 / number of qualified teachers in std2 | %9.0g |
| enrol\_PQTR\_std3 | enrolment in std3 / number of qualified teachers in std3 | %9.0g |
| enrol\_PQTR\_std4 | enrolment in std4 / number of qualified teachers in std4 | %9.0g |
| enrol\_PQTR\_std5 | enrolment in std5 / number of qualified teachers in std5 | %9.0g |
| enrol\_PQTR\_std6 | enrolment in std6 / number of qualified teachers in std6 | %9.0g |
| enrol\_PQTR\_std7 | enrolment in std7 / number of qualified teachers in std7 | %9.0g |
| enrol\_PQTR\_std8 | enrolment in std8 / number of qualified teachers in std8 | %9.0g |
| enrol\_PQTR\_tot | total enrolment / total number of qualified teachers | %9.0g |
| enrol\_PQTR\_tot\_lower | total lower class (std1-std4) enrolment / total number of qualified teachers in | %9.0g |
| enrol\_PQTR\_tot\_upper | total upper class (std5-std8) enrolment / total number of qualified teachers in | %9.0g |
| num\_visit\_PEA | number of visits by PEA | %9.0g |
| num\_visit\_sch\_inspector | number of visits by school inspector | %9.0g |
| num\_visit\_vill\_chief | num\_visit\_vill\_chief | %9.0g |
| num\_visit\_ward\_counc | number of visits by ward councillor | %9.0g |
| num\_visit\_DEM | number of visits by DEM | %9.0g |
| num\_visit\_DCPR | number of visits by DCPR | %9.0g |
| num\_visit\_CMO | number of visits by CMO | %9.0g |
| num\_visit\_MP | number of visits by MP | %9.0g |
| num\_visit\_electorate | number of visits by electorate | %9.0g |
| fb\_visit\_yes\_PEA | PEA gave feedback on visit (y or n) | %9.0g |
| fb\_visit\_yes\_sch\_insp | School inspector gave feedback on visit (y or n) | %9.0g |
| fb\_visit\_yes\_vill\_chief | Village chief gave feedback on visit (y or n) | %9.0g |
| fb\_visit\_yes\_ward\_counc | Ward councillor gave feedback on visit (y or n) | %9.0g |
| fb\_visit\_yes\_DEM | DEM gave feedback on visit (y or n) | %9.0g |
| fb\_visit\_yes\_elect | Electorate gave feedback on visit (y or n) | %9.0g |
| tot\_num\_visits | total number of visits by all | %9.0g |
| PEA\_visited | at least visited once by PEA | %9.0g |
| sch\_inspector\_visited | at least visited once by school inspector | %9.0g |
| vill\_chief\_visited | at least visited once by village chief | %9.0g |
| ward\_counc\_visited | at least visited once by ward councillor | %9.0g |
| DEM\_visited | at least visited once by DEM | %9.0g |
| electorate\_visited | at least visited once by electorate | %9.0g |
| PT4\_share | (mean) PT4 | %9.0g |
| PT3\_share | (mean) PT3 | %9.0g |
| PT2\_share | (mean) PT2 | %9.0g |
| PT1\_share | (mean) PT1 | %9.0g |
| PT4\_share\_f | (mean) PT4 | %9.0g |
| PT4\_share\_m | (mean) PT4 | %9.0g |
| leader\_yes | (mean) leader\_yes | %9.0g |
| ODL | (mean) ODL | %9.0g |
| IPTE | (mean) IPTE | %9.0g |
| perm\_tch | (mean) perm\_tch | %9.0g |
| tch\_age | average teacher age (using ht1 roster) | %9.0g |
| tenure\_sch | average teacher school tenure (using ht1 roster) | %9.0g |
| above\_high\_qualification | share of above MSCE qualification teachers (using ht1 roster) | %9.0g |
| tenure | teacher experience in the education sector | %9.0g |
| abs\_rate\_tot | Absence Rate Total (HC) | %9.0g |
| abs\_rate\_std1 | Absence Rate in std 1 (HC) | %9.0g |
| abs\_rate\_std2 | Absence Rate in std 2 (HC) | %9.0g |
| abs\_rate\_std3 | Absence Rate in std 3 (HC) | %9.0g |
| abs\_rate\_std4 | Absence Rate in std 4 (HC) | %9.0g |
| abs\_rate\_std5 | Absence Rate in std 5 (HC) | %9.0g |
| abs\_rate\_std6 | Absence Rate in std 6 (HC) | %9.0g |
| abs\_rate\_std7 | Absence Rate in std 7 (HC) | %9.0g |
| att\_rate\_tot | Absence Rate Total (HC) | %9.0g |
| att\_rate\_std1 | Attendance Rate in std 1 (HC) | %9.0g |
| att\_rate\_std2 | Attendance Rate in std 2 (HC) | %9.0g |
| att\_rate\_std3 | Attendance Rate in std 3 (HC) | %9.0g |
| att\_rate\_std4 | Attendance Rate in std 4 (HC) | %9.0g |
| att\_rate\_std5 | Attendance Rate in std 5 (HC) | %9.0g |
| att\_rate\_std6 | Attendance Rate in std 6 (HC) | %9.0g |
| att\_rate\_std7 | Attendance Rate in std 7 (HC) | %9.0g |
| electricity\_yes | School has electricity (y or n) | %9.0g |
| num\_water\_points | Number of Water Points | %9.0g |
| quality\_water | quality of drinking water spots | %9.0g |
| electricity\_yes\_sfo | Electricity | %9.0g |
| num\_toilets\_girl | Girl Toilets | %9.0g |
| num\_toilets\_boy | Boy Toilets | %9.0g |
| num\_toilets\_tot | Total number of toilets available for girls and boys | %9.0g |
| num\_toilets\_func\_girl | number of functional toilets for girls | %9.0g |
| num\_toilets\_func\_boy | number of functional toilets for boys | %9.0g |
| num\_toilets\_functional | total number of functional toilets for boys and girls | %9.0g |
| enrol\_pupil\_toilet\_ratio\_tot | total pupil enrolment / total number of functional toilets for boys and girls | %9.0g |
| enrol\_num\_func\_toilet\_per\_stu | total number of functional toilets for boys and girls / total pupil enrolment | %9.0g |
| enrol\_pupil\_toilet\_ratio\_girl | total female enrolment / number of toilets for girls available | %9.0g |
| enrol\_pupil\_toilet\_ratio\_boy | total male enrolment / number of toilets for boys available | %9.0g |
| functional\_toilet\_yes | functional toilets for either girls, boys or both (y or n) | %9.0g |
| block\_yes | School has blocks (y or n) | %9.0g |
| num\_tch\_house | number of teacher housing units in school | %9.0g |
| tch\_house\_yes | majority of the teachers have housing unit (defined as over half), y or n | %9.0g |
| signboard\_yes | School has signboard (y or n) | %9.0g |
| electricity | electricity line to the school (y or n) | %9.0g |
| num\_block | number of blocks at the school | %9.0g |
| good\_road\_yes | school accessible for quality road (tarmac road or gravel road), y or n | %9.0g |
| num\_drink\_water\_spots |  | %9.0g |
| sch\_open\_stu\_present | school is open and stu/tch present on first visit | %9.0g |
| block\_condi\_complete\_bad | school blocks need to be completely rebuilt | %9.0g |
| block\_condi\_part\_major | school block’ major parts need to be reparied | %9.0g |
| block\_condi\_part\_minor | school block’ minor parts need to be reparied | %9.0g |
| block\_condi\_good | school block is in a good condition | %9.0g |
| tch\_house\_available | school has teacher housing (based on SFO) | %9.0g |
| tch\_h\_condi\_complete\_bad | teacher housing need to be completely rebuilt | %9.0g |
| tch\_h\_condi\_part\_major | teacher housing’s major parts need to be reparied | %9.0g |
| tch\_h\_condi\_part\_minor | teacher housing’s minor parts need to be reparied | %9.0g |
| tch\_h\_condi\_good | teacher housing is in a good condition | %9.0g |
| min\_dis\_tc | km\_to\_nid | %10.0g |
| office\_yes | school has ht/dht/teacher/offices (y or n) | %9.0g |
| staff\_room\_yes | school has staff rooms (y or n) | %9.0g |
| lib\_yes | school has library rooms (y or n) | %9.0g |
| lab\_yes | school has laboratory rooms (y or n) | %9.0g |
| storage\_room\_yes | school has storage rooms (y or n) | %9.0g |
| wall\_material | (mean) wall\_material | %9.0g |
| wall\_condition | (mean) wall\_condition | %9.0g |
| wall\_painted | (mean) wall\_painted | %9.0g |
| roof\_material | (mean) roof\_material | %9.0g |
| roof\_condition | (mean) roof\_condition | %9.0g |
| floor\_type | (mean) floor\_type | %9.0g |
| floor\_condition | (mean) floor\_condition | %9.0g |
| window\_type | (mean) window\_type | %9.0g |
| window\_condition | (mean) window\_condition | %9.0g |
| door\_condition | (mean) door\_condition | %9.0g |
| infra\_quality\_index | Infrastructure Quality Index | %9.0g |
| infra\_quali\_index\_below\_50th | school is below the 50th percentile of the infrastructure quality index (y or n | %9.0g |
| iqi\_20th | 20th percentile of infrastructure quality index | %9.0g |
| IQI\_bottom\_quintile | school is at the bottom quintile of Infra qulaity index | %9.0g |
| LM\_corner\_yes | (mean) LM\_corner\_yes | %9.0g |
| bb\_yes | (mean) bb\_yes | %9.0g |
| chalk\_yes | (mean) chalk\_yes | %9.0g |
| chair\_tch\_yes | (mean) chair\_tch\_yes | %9.0g |
| hc\_share\_chair\_above\_50 | (mean) hc\_share\_chair\_above\_50 | %9.0g |
| class\_faci\_availability\_index2 | (mean) class\_faci\_availability\_index2 | %9.0g |
| IQI\_above\_50th | (mean) IQI\_above\_50th | %9.0g |
| CAFI\_20th | school is at the 20th percentile of CAFI | %9.0g |
| CAFI\_bottom\_quintile | school is at the bottom quintile of CAFI | %9.0g |
| hc\_share\_chair | (mean) hc\_share\_chair | %9.0g |
| permanent\_class | (mean) permanent\_class | %9.0g |
| temporary\_class | Number of temporary classes | %9.0g |
| open\_air\_class | (mean) open\_air\_class | %9.0g |
| classroom | Number of temporary/permanent classes | %9.0g |
| class | Number of temporary/temporary, permanent or open air classes | %9.0g |
| wall\_yes | (mean) wall\_yes | %9.0g |
| wall\_fine | (mean) wall\_fine | %9.0g |
| wall\_paint | (mean) wall\_paint | %9.0g |
| display\_on\_wall | (mean) display\_on\_wall | %9.0g |
| instr\_on\_wall | (mean) instr\_on\_wall | %9.0g |
| enroll\_class | (mean) enroll\_class | %9.0g |
| source\_clasid | (mean) source\_clasid | %8.0g |
| txt\_share | (mean) txt\_share | %9.0g |
| LM\_share | (mean) LM\_share | %9.0g |
| chair\_share | (mean) chair\_share | %9.0g |
| uniform\_share | (mean) uniform\_share | %9.0g |
| permanent\_class\_share | (mean) permanent\_class\_share | %9.0g |
| temporary\_class\_share | (mean) temporary\_class\_share | %9.0g |
| open\_air\_class\_share | (mean) open\_air\_class\_share | %9.0g |
| classroom\_share | (mean) classroom\_share | %9.0g |
| class\_share | (mean) class\_share | %9.0g |
| no\_open\_air | no open-air classrooms | %9.0g |
| num\_class\_perm | number of permanent classrooms (based on class id) | %9.0g |
| num\_class\_temp | number of temporary classrooms (based on class id) | %9.0g |
| num\_class\_open\_air | number of open-air classrooms (based on class id) | %9.0g |
| num\_class19 | 19 num\_class | %9.0g |
| num\_class33 | 33 num\_class | %9.0g |
| num\_clr\_tot | number of all types of classrooms (based on class id) | %9.0g |
| open\_air\_class\_yes | the school has open-air classes (based on type of classrooms of CFO and CLO) | %9.0g |
| share\_open\_air | share of open-air classrooms of all types of classrooms (based on classroom type | %9.0g |
| tch\_present\_clas | Teacher Present in class | %9.0g |
| tch\_present\_tch | Teacher Present & teaching | %9.0g |
| num\_perm\_std1 | No. perm classes in std 1 | %9.0g |
| num\_temp\_std1 | No. temp classes in std 1 | %9.0g |
| num\_open\_std1 | No. open classes in std 1 | %9.0g |
| num\_class\_std1 | Number of classes in Std 1 | %9.0g |
| num\_classrooms\_std1 | Number of Classrooms std1 (exc. open air/tempr) | %9.0g |
| num\_perm\_std2 | No. perm classes in std 2 | %9.0g |
| num\_temp\_std2 | No. temp classes in std 2 | %9.0g |
| num\_open\_std2 | No. open classes in std 2 | %9.0g |
| num\_class\_std2 | Number of classes in Std 2 | %9.0g |
| num\_classrooms\_std2 | Number of Classrooms std2 (exc. open air/tempr) | %9.0g |
| num\_perm\_std3 | No. perm classes in std 3 | %9.0g |
| num\_temp\_std3 | No. temp classes in std 3 | %9.0g |
| num\_open\_std3 | No. open classes in std 3 | %9.0g |
| num\_class\_std3 | Number of classes in Std 3 | %9.0g |
| num\_classrooms\_std3 | Number of Classrooms std3 (exc. open air/tempr) | %9.0g |
| num\_perm\_std4 | No. perm classes in std 4 | %9.0g |
| num\_temp\_std4 | No. temp classes in std 4 | %9.0g |
| num\_open\_std4 | No. open classes in std 4 | %9.0g |
| num\_class\_std4 | Number of classes in Std 4 | %9.0g |
| num\_classrooms\_std4 | Number of Classrooms std4 (exc. open air/tempr) | %9.0g |
| num\_perm\_std5 | No. perm classes in std 5 | %9.0g |
| num\_temp\_std5 | No. temp classes in std 5 | %9.0g |
| num\_open\_std5 | No. open classes in std 5 | %9.0g |
| num\_class\_std5 | Number of classes in Std 5 | %9.0g |
| num\_classrooms\_std5 | Number of Classrooms std5 (exc. open air/tempr) | %9.0g |
| num\_perm\_std6 | No. perm classes in std 6 | %9.0g |
| num\_temp\_std6 | No. temp classes in std 6 | %9.0g |
| num\_open\_std6 | No. open classes in std 6 | %9.0g |
| num\_class\_std6 | Number of classes in Std 6 | %9.0g |
| num\_classrooms\_std6 | Number of Classrooms std6 (exc. open air/tempr) | %9.0g |
| num\_perm\_std7 | No. perm classes in std 7 | %9.0g |
| num\_temp\_std7 | No. temp classes in std 7 | %9.0g |
| num\_open\_std7 | No. open classes in std 7 | %9.0g |
| num\_class\_std7 | Number of classes in Std 7 | %9.0g |
| num\_classrooms\_std7 | Number of Classrooms std7 (exc. open air/tempr) | %9.0g |
| num\_perm\_std8 | No. perm classes in std 8 | %9.0g |
| num\_temp\_std8 | No. temp classes in std 8 | %9.0g |
| num\_open\_std8 | No. open classes in std 8 | %9.0g |
| num\_class\_std8 | Number of Classrooms std8 (inc. open-air) | %9.0g |
| num\_classrooms\_std8 | Number of Classrooms std8 (exc. open air/tempr) | %9.0g |
| perm\_class\_lower | No. perm classes (std 1-4) | %9.0g |
| perm\_class\_upper | No. perm classes (std 5-7) | %9.0g |
| perm\_class\_tot | No. perm classes (tot) | %9.0g |
| temp\_class\_lower | No. temp classes (std 1-4) | %9.0g |
| temp\_class\_upper | No. temp classes (std 5-7) | %9.0g |
| temp\_class\_tot | No. temp classes (tot) | %9.0g |
| open\_class\_lower | No. open classes (std 1-4) | %9.0g |
| open\_class\_upper | No. open classes (std 5-7) | %9.0g |
| open\_class\_tot | No. open classes (tot) | %9.0g |
| classrooms\_lower | Lower Primary Classrooms (Perm+Temp) | %9.0g |
| classrooms\_upper | No. classrooms classes (std 5-7) | %9.0g |
| classrooms\_tot | Total Classrooms (Perm+Temp) | %9.0g |
| enrol\_class\_size\_std1 | Class size std 1 (enrol approach) | %9.0g |
| enrol\_class\_size\_std2 | Class size std 2 (enrol approach) | %9.0g |
| enrol\_class\_size\_std3 | Class size std 3 (enrol approach) | %9.0g |
| enrol\_class\_size\_std4 | Class size std 4 (enrol approach) | %9.0g |
| enrol\_class\_size\_std5 | Class size std 5 (enrol approach) | %9.0g |
| enrol\_class\_size\_std6 | Class size std 6 (enrol approach) | %9.0g |
| enrol\_class\_size\_std7 | Class size std 7 (enrol approach) | %9.0g |
| enrol\_class\_size\_std8 | Class size std 8 (enrol approach) | %9.0g |
| PCR\_std1 |  | %9.0g |
| PCR\_std2 |  | %9.0g |
| PCR\_std3 |  | %9.0g |
| PCR\_std4 |  | %9.0g |
| PCR\_std5 |  | %9.0g |
| PCR\_std6 |  | %9.0g |
| PCR\_std7 |  | %9.0g |
| PCR\_std8 |  | %9.0g |
| num\_stu\_per\_clas\_std1 | No. of enrolled students per classroom (exc. open air/temp) | %9.0g |
| num\_stu\_per\_clas\_std2 | No. of enrolled students per classroom (exc. open air/temp) | %9.0g |
| num\_stu\_per\_clas\_std3 | No. of enrolled students per classroom (exc. open air/temp) | %9.0g |
| num\_stu\_per\_clas\_std4 | No. of enrolled students per classroom (exc. open air/temp) | %9.0g |
| num\_stu\_per\_clas\_std5 | No. of enrolled students per classroom (exc. open air/temp) | %9.0g |
| num\_stu\_per\_clas\_std6 | No. of enrolled students per classroom (exc. open air/temp) | %9.0g |
| num\_stu\_per\_clas\_std7 | No. of enrolled students per classroom (exc. open air/temp) | %9.0g |
| num\_stu\_per\_clas\_std8 | No. of enrolled students per classroom (exc. open air/temp) | %9.0g |
| num\_clas\_tot | No. classes total | %9.0g |
| num\_classrooms\_tot | Number of Classrooms Total (exc. open air/temp) | %9.0g |
| enrol\_class\_size\_tot | Class size std total (enrol approach) | %9.0g |
| PCR\_tot | Overall Pupil-Classroom Ratio | %9.0g |
| PCR\_lower | Lower Primary Pupil-Classroom Ratio | %9.0g |
| PCR\_upper |  | %9.0g |
| class\_size\_lower | Class size lower (enrol approach) | %9.0g |
| class\_size\_upper\_57 | class size upper (enrol approach) | %9.0g |
| hc\_class\_size\_std1 | Class size std 1 (HC approach) | %9.0g |
| hc\_class\_size\_std2 | Class size std 2 (HC approach) | %9.0g |
| hc\_class\_size\_std3 | Class size std 3 (HC approach) | %9.0g |
| hc\_class\_size\_std4 | Class size std 4 (HC approach) | %9.0g |
| hc\_class\_size\_std5 | Class size std 5 (HC approach) | %9.0g |
| hc\_class\_size\_std6 | Class size std 6 (HC approach) | %9.0g |
| hc\_class\_size\_std7 | Class size std 7 (HC approach) | %9.0g |
| hc\_class\_size\_tot | Class size std total (HC approach) | %9.0g |
| hc\_tot | Headcount total | %9.0g |
| hc\_num\_stu\_per\_clas | headcount approached number of classrooms per student | %9.0g |
| hc\_PTR\_std1 | PTR std 1 (HC) | %9.0g |
| hc\_PTR\_std2 | PTR std 2 (HC) | %9.0g |
| hc\_PTR\_std3 | PTR std 3 (HC) | %9.0g |
| hc\_PTR\_std4 | PTR std 4 (HC) | %9.0g |
| hc\_PTR\_std5 | PTR std 5 (HC) | %9.0g |
| hc\_PTR\_std6 | PTR std 6 (HC) | %9.0g |
| hc\_PTR\_std7 | PTR std 7 (HC) | %9.0g |
| hc\_PTR\_tot | PTR total (HC) | %9.0g |
| hc\_num\_tch\_per\_stu | headcount approached number of teachers per student | %9.0g |
| rr\_std1 | Repetition rate std 1 | %9.0g |
| rr\_std1\_f | Female repetition rate std 1 | %9.0g |
| rr\_std1\_m | Male repetition rate std 1 | %9.0g |
| rr\_std2 | Repetition rate std 2 | %9.0g |
| rr\_std2\_f | Female repetition rate std 2 | %9.0g |
| rr\_std2\_m | Male repetition rate std 2 | %9.0g |
| rr\_std3 | Repetition rate std 3 | %9.0g |
| rr\_std3\_f | Female repetition rate std 3 | %9.0g |
| rr\_std3\_m | Male repetition rate std 3 | %9.0g |
| rr\_std4 | Repetition rate std 4 | %9.0g |
| rr\_std4\_f | Female repetition rate std 4 | %9.0g |
| rr\_std4\_m | Male repetition rate std 4 | %9.0g |
| rr\_std5 | Repetition rate std 5 | %9.0g |
| rr\_std5\_f | Female repetition rate std 5 | %9.0g |
| rr\_std5\_m | Male repetition rate std 5 | %9.0g |
| rr\_std6 | Repetition rate std 6 | %9.0g |
| rr\_std6\_f | Female repetition rate std 6 | %9.0g |
| rr\_std6\_m | Male repetition rate std 6 | %9.0g |
| rr\_std7 | Repetition rate std 7 | %9.0g |
| rr\_std7\_f | Female repetition rate std 7 | %9.0g |
| rr\_std7\_m | Male repetition rate std 7 | %9.0g |
| rr\_std8 | Repetition rate std 8 | %9.0g |
| rr\_std8\_f | Female repetition rate std 8 | %9.0g |
| rr\_std8\_m | Male repetition rate std 8 | %9.0g |
| rr\_tot | Repetition rate total | %9.0g |
| rr\_lower\_pri | Lower Primary Repetition Rate | %9.0g |
| rr\_upper\_pri | Upper Primary Repetition Rate | %9.0g |
| rr\_tot\_f | Female repetition rate total | %9.0g |
| rr\_lower\_pri\_f | Female repetition rate lower | %9.0g |
| rr\_upper\_pri\_f | Female repetition rate upper | %9.0g |
| rr\_tot\_m | Male repetition rate total | %9.0g |
| rr\_lower\_pri\_m | Male repetition rate lower | %9.0g |
| rr\_upper\_pri\_m | Male repetition rate upper | %9.0g |
| dr\_std1 | Dropout rate std 1 | %9.0g |
| dr\_std1\_f | Female dropout rate std 1 | %9.0g |
| dr\_std1\_m | Male dropout rate std 1 | %9.0g |
| dr\_std2 | Dropout rate std 2 | %9.0g |
| dr\_std2\_f | Female dropout rate std 2 | %9.0g |
| dr\_std2\_m | Male dropout rate std 2 | %9.0g |
| dr\_std3 | Dropout rate std 3 | %9.0g |
| dr\_std3\_f | Female dropout rate std 3 | %9.0g |
| dr\_std3\_m | Male dropout rate std 3 | %9.0g |
| dr\_std4 | Dropout rate std 4 | %9.0g |
| dr\_std4\_f | Female dropout rate std 4 | %9.0g |
| dr\_std4\_m | Male dropout rate std 4 | %9.0g |
| dr\_std5 | Dropout rate std 5 | %9.0g |
| dr\_std5\_f | Female dropout rate std 5 | %9.0g |
| dr\_std5\_m | Male dropout rate std 5 | %9.0g |
| dr\_std6 | Dropout rate std 6 | %9.0g |
| dr\_std6\_f | Female dropout rate std 6 | %9.0g |
| dr\_std6\_m | Male dropout rate std 6 | %9.0g |
| dr\_std7 | Dropout rate std 7 | %9.0g |
| dr\_std7\_f | Female dropout rate std 7 | %9.0g |
| dr\_std7\_m | Male dropout rate std 7 | %9.0g |
| dr\_std8 | Dropout rate std 8 | %9.0g |
| dr\_std8\_f | Female dropout rate std 8 | %9.0g |
| dr\_std8\_m | Male dropout rate std 8 | %9.0g |
| dr\_tot | Dropout rate total | %9.0g |
| dr\_lower\_pri | Lower Primary Dropout Rate | %9.0g |
| dr\_upper\_pri | Upper Primary Dropout Rate | %9.0g |
| dr\_tot\_f | Female dropout rate total | %9.0g |
| dr\_lower\_pri\_f | Female dropout rate lower | %9.0g |
| dr\_upper\_pri\_f | Female dropout rate upper | %9.0g |
| dr\_tot\_m | Male dropout rate total | %9.0g |
| dr\_lower\_pri\_m | Male dropout rate lower | %9.0g |
| dr\_upper\_pri\_m | Male dropout rate upper | %9.0g |
| dr\_tot\_f\_68 | Dropout rate total female std 6-8 | %9.0g |
| dp\_std1\_2016 | Dropouts Stadard 1 (2016) | %9.0g |
| dp\_std2\_2016 | Dropouts Stadard 2 (2016) | %9.0g |
| dp\_std3\_2016 | Dropouts Stadard 3 (2016) | %9.0g |
| dp\_std4\_2016 | Dropouts Stadard 4 (2016) | %9.0g |
| dp\_std5\_2016 | Dropouts Stadard 5 (2016) | %9.0g |
| dp\_std6\_2016 | Dropouts Stadard 6 (2016) | %9.0g |
| dp\_std7\_2016 | Dropouts Stadard 7 (2016) | %9.0g |
| dp\_std8\_2016 | Dropouts Stadard 8 (2016) | %9.0g |
| dp\_2016 | Dropouts Total (2016) | %9.0g |
| rp\_std1\_2016 | Repeaters Stadard 1 (2016) | %9.0g |
| rp\_std2\_2016 | Repeaters Stadard 2 (2016) | %9.0g |
| rp\_std3\_2016 | Repeaters Stadard 3 (2016) | %9.0g |
| rp\_std4\_2016 | Repeaters Stadard 4 (2016) | %9.0g |
| rp\_std5\_2016 | Repeaters Stadard 5 (2016) | %9.0g |
| rp\_std6\_2016 | Repeaters Stadard 6 (2016) | %9.0g |
| rp\_std7\_2016 | Repeaters Stadard 7 (2016) | %9.0g |
| rp\_std8\_2016 | Repeaters Stadard 8 (2016) | %9.0g |
| rp\_2016 | Repeaters Total (2016) | %9.0g |
| std1\_male\_rp | 239 std1\_male | %8.0g |
| std1\_female\_rp | 239 std1\_female | %8.0g |
| std2\_male\_rp | 239 std2\_male | %8.0g |
| std2\_female\_rp | 239 std2\_female | %8.0g |
| std3\_male\_rp | 239 std3\_male | %8.0g |
| std3\_female\_rp | 239 std3\_female | %8.0g |
| std4\_male\_rp | 239 std4\_male | %8.0g |
| std4\_female\_rp | 239 std4\_female | %8.0g |
| std5\_male\_rp | 239 std5\_male | %8.0g |
| std5\_female\_rp | 239 std5\_female | %8.0g |
| std6\_male\_rp | 239 std6\_male | %8.0g |
| std6\_female\_rp | 239 std6\_female | %8.0g |
| std7\_male\_rp | 239 std7\_male | %8.0g |
| std7\_female\_rp | 239 std7\_female | %8.0g |
| std8\_male\_rp | 239 std8\_male | %8.0g |
| std8\_female\_rp | 239 std8\_female | %8.0g |
| std1\_male\_dp | 237 std1\_male | %8.0g |
| std1\_female\_dp | 237 std1\_female | %8.0g |
| std2\_male\_dp | 237 std2\_male | %8.0g |
| std2\_female\_dp | 237 std2\_female | %8.0g |
| std3\_male\_dp | 237 std3\_male | %8.0g |
| std3\_female\_dp | 237 std3\_female | %8.0g |
| std4\_male\_dp | 237 std4\_male | %8.0g |
| std4\_female\_dp | 237 std4\_female | %8.0g |
| std5\_male\_dp | 237 std5\_male | %8.0g |
| std5\_female\_dp | 237 std5\_female | %8.0g |
| std6\_male\_dp | 237 std6\_male | %8.0g |
| std6\_female\_dp | 237 std6\_female | %8.0g |
| std7\_male\_dp | 237 std7\_male | %8.0g |
| std7\_female\_dp | 237 std7\_female | %8.0g |
| std8\_male\_dp | 237 std8\_male | %8.0g |
| std8\_female\_dp | 237 std8\_female | %8.0g |
| abs\_rate\_std1\_dov | Absence rate std 1 (day of visit) | %9.0g |
| abs\_rate\_std1\_f\_dov | Female absence rate std 1 (day of visit) | %9.0g |
| abs\_rate\_std1\_m\_dov | Male absence rate std 1 (day of visit) | %9.0g |
| abs\_rate\_std2\_dov | Absence rate std 2 (day of visit) | %9.0g |
| abs\_rate\_std2\_f\_dov | Female absence rate std 2 (day of visit) | %9.0g |
| abs\_rate\_std2\_m\_dov | Male absence rate std 2 (day of visit) | %9.0g |
| abs\_rate\_std3\_dov | Absence rate std 3 (day of visit) | %9.0g |
| abs\_rate\_std3\_f\_dov | Female absence rate std 3 (day of visit) | %9.0g |
| abs\_rate\_std3\_m\_dov | Male absence rate std 3 (day of visit) | %9.0g |
| abs\_rate\_std4\_dov | Absence rate std 4 (day of visit) | %9.0g |
| abs\_rate\_std4\_f\_dov | Female absence rate std 4 (day of visit) | %9.0g |
| abs\_rate\_std4\_m\_dov | Male absence rate std 4 (day of visit) | %9.0g |
| abs\_rate\_std5\_dov | Absence rate std 5 (day of visit) | %9.0g |
| abs\_rate\_std5\_f\_dov | Female absence rate std 5 (day of visit) | %9.0g |
| abs\_rate\_std5\_m\_dov | Male absence rate std 5 (day of visit) | %9.0g |
| abs\_rate\_std6\_dov | Absence rate std 6 (day of visit) | %9.0g |
| abs\_rate\_std6\_f\_dov | Female absence rate std 6 (day of visit) | %9.0g |
| abs\_rate\_std6\_m\_dov | Male absence rate std 6 (day of visit) | %9.0g |
| abs\_rate\_std7\_dov | Absence rate std 7 (day of visit) | %9.0g |
| abs\_rate\_std7\_f\_dov | Female absence rate std 7 (day of visit) | %9.0g |
| abs\_rate\_std7\_m\_dov | Male absence rate std 7 (day of visit) | %9.0g |
| abs\_rate\_std8\_dov | Absence rate std 8 (day of visit) | %9.0g |
| abs\_rate\_std8\_f\_dov | Female absence rate std 8 (day of visit) | %9.0g |
| abs\_rate\_std8\_m\_dov | Male absence rate std 8 (day of visit) | %9.0g |
| abs\_rate\_tot\_dov | Absence rate total (day of visit) | %9.0g |
| abs\_rate\_tot\_f\_dov | Female absence rate total (day of visit) | %9.0g |
| abs\_rate\_tot\_m\_dov | Male absence rate total (day of visit) | %9.0g |
| abs\_rate\_upper\_dov | Absence rate upper (day of visit) | %9.0g |
| abs\_rate\_lower\_dov | Absence rate upper (day of visit) | %9.0g |
| abs\_rate\_upper\_f\_dov | Female absence rate upper (day of visit) | %9.0g |
| abs\_rate\_upper\_m\_dov | Male absence rate upper (day of visit) | %9.0g |
| abs\_rate\_lower\_f\_dov | Female absence rate lower (day of visit) | %9.0g |
| abs\_rate\_lower\_m\_dov | Male absence rate lower (day of visit) | %9.0g |
| abs\_rate\_2017 | Absense rate 2017 | %9.0g |
| abs\_rate\_2018 | Absense rate 2018 | %9.0g |
| hc\_std1 | (sum) enrol\_class | %9.0g |
| hc\_std1\_f | (sum) enrol\_class\_f | %9.0g |
| hc\_std1\_m | (sum) enrol\_class\_m | %9.0g |
| hc\_std2 | (sum) enrol\_class | %9.0g |
| hc\_std2\_f | (sum) enrol\_class\_f | %9.0g |
| hc\_std2\_m | (sum) enrol\_class\_m | %9.0g |
| hc\_std3 | (sum) enrol\_class | %9.0g |
| hc\_std3\_f | (sum) enrol\_class\_f | %9.0g |
| hc\_std3\_m | (sum) enrol\_class\_m | %9.0g |
| hc\_std4 | (sum) enrol\_class | %9.0g |
| hc\_std4\_f | (sum) enrol\_class\_f | %9.0g |
| hc\_std4\_m | (sum) enrol\_class\_m | %9.0g |
| hc\_std5 | (sum) enrol\_class | %9.0g |
| hc\_std5\_f | (sum) enrol\_class\_f | %9.0g |
| hc\_std5\_m | (sum) enrol\_class\_m | %9.0g |
| hc\_std6 | (sum) enrol\_class | %9.0g |
| hc\_std6\_f | (sum) enrol\_class\_f | %9.0g |
| hc\_std6\_m | (sum) enrol\_class\_m | %9.0g |
| hc\_std7 | (sum) enrol\_class | %9.0g |
| hc\_std7\_f | (sum) enrol\_class\_f | %9.0g |
| hc\_std7\_m | (sum) enrol\_class\_m | %9.0g |
| hc\_lower\_pri | HC lower primary | %9.0g |
| hc\_upper\_pri | HC upper primary | %9.0g |
| hc\_tot\_f | HC female total | %9.0g |
| hc\_lower\_pri\_f | Female HC lower primary | %9.0g |
| hc\_upper\_pri\_f | Female HC lower primary | %9.0g |
| hc\_tot\_m | Male HC total | %9.0g |
| hc\_lower\_pri\_m | Male HC lower primary | %9.0g |
| hc\_upper\_pri\_m | Male HC lower primary | %9.0g |
| English\_klg\_score | (mean) English\_klg\_score | %9.0g |
| Math\_klg\_score | (mean) Math\_klg\_score | %9.0g |
| Chi\_klg\_score | (mean) Chi\_klg\_score | %9.0g |
| total\_klg\_score | (mean) total\_klg\_score | %9.0g |
| EnglishTotal\_Percent | (mean) EnglishTotal\_Percent | %9.0g |
| MathsTotal\_Percent | (mean) MathsTotal\_Percent | %9.0g |
| ChichewaTotal\_Percent | (mean) ChichewaTotal\_Percent | %9.0g |
| Total\_percent | Total Percent | %9.0g |
| EnglishTotal\_Percent\_m | EnglishTotal\_Percent\_m | %9.0g |
| MathsTotal\_Percent\_m | MathsTotal\_Percent\_m | %9.0g |
| ChichewaTotal\_Percent\_m | ChichewaTotal\_Percent\_m | %9.0g |
| EnglishTotal\_Percent\_f | EnglishTotal\_Percent\_f | %9.0g |
| MathsTotal\_Percent\_f | MathsTotal\_Percent\_f | %9.0g |
| ChichewaTotal\_Percent\_f | ChichewaTotal\_Percent\_f | %9.0g |
| Total\_percent\_m | Total\_percent\_m | %9.0g |
| Total\_percent\_f | Total\_percent\_f | %9.0g |
| English\_klg\_score\_m | 1 English\_klg\_score | %9.0g |
| Math\_klg\_score\_m | 1 Math\_klg\_score | %9.0g |
| Chi\_klg\_score\_m | 1 Chi\_klg\_score | %9.0g |
| total\_klg\_score\_m | 1 total\_klg\_score | %9.0g |
| English\_klg\_score\_f | 2 English\_klg\_score | %9.0g |
| Math\_klg\_score\_f | 2 Math\_klg\_score | %9.0g |
| Chi\_klg\_score\_f | 2 Chi\_klg\_score | %9.0g |
| total\_klg\_score\_f | 2 total\_klg\_score | %9.0g |
| location | B11. Location of the school - urban or rural | %10.0g |
| strata | Strats | %16.0g |
| wtg\_sch | school weights | %9.0g |
| wtg\_stu | student weights | %9.0g |
| wtg\_tch | teacher weights | %9.0g |
| enrol\_num\_tch\_per\_stu | num of teachers per student (enrollment approach) | %9.0g |
| female\_enrol\_share | share of female enrollment of total enrollment | %9.0g |
| ptr\_90 | PTR 90th percentile | %9.0g |
| PTR\_top\_decile | school’s PTR (enrollment approach) is at top decile | %9.0g |
| non\_tch\_staff\_yes | school has non-teaching staff | %9.0g |
| IQI\_45th | IQI 45th | %9.0g |
| IQI\_55th | IQI 55th | %9.0g |
| median\_IQI | the IQI index is between 45th and 55th percentile | %9.0g |
| dist\_quintiles | Distance to nearest trading centre quintile | %8.0g |
| SR\_grade4 | SR grade 4 | %9.0g |
| SR\_grade4\_f | SR grade 4 f | %9.0g |
| SR\_grade4\_m | SR grade 4 m | %9.0g |
| SR\_grade5 | SR grade 5 | %9.0g |
| SR\_grade5\_f | SR grade 5 f | %9.0g |
| SR\_grade5\_m | SR grade 5 m | %9.0g |
| SR\_grade7 | SR grade 7 | %9.0g |
| SR\_grade7\_f | SR grade 7 f | %9.0g |
| SR\_grade7\_m | SR grade 7 m | %9.0g |
| SR\_grade8 | SR grade 8 | %9.0g |
| SR\_grade8\_f | SR grade 8 f | %9.0g |
| SR\_grade8\_m | SR grade 8 m | %9.0g |
| share\_lower\_primary\_tch | Share of lower primary teachers | %9.0g |
| TR\_grade54 | Transition rate (grade 5 to grade 4) | %9.0g |
| OE\_upper | Output efficiency proxy | %9.0g |
| num\_stu\_progressed\_std1 | Number of students progressed to next grade std1 (repeater measure) | %9.0g |
| num\_stu\_progressed\_std2 | Number of students progressed to next grade std2 (repeater measure) | %9.0g |
| num\_stu\_progressed\_std3 | Number of students progressed to next grade std3 (repeater measure) | %9.0g |
| num\_stu\_progressed\_std4 | Number of students progressed to next grade std4 (repeater measure) | %9.0g |
| num\_stu\_progressed\_std5 | Number of students progressed to next grade std5 (repeater measure) | %9.0g |
| num\_stu\_progressed\_std6 | Number of students progressed to next grade std6 (repeater measure) | %9.0g |
| num\_stu\_progressed\_std7 | Number of students progressed to next grade std7 (repeater measure) | %9.0g |
| num\_stu\_progressed\_std8 | Number of students progressed to next grade std8 (repeater measure) | %9.0g |
| \_assignment |  | %17.0g |
| \_merge |  | %23.0g |

Variable names, labels, and fomat of the derived data at the Students level.

|  |  |  |
| --- | --- | --- |
| var\_name | label | format |
| school\_id | School ID | %8.0g |
| student\_id | Student ID: | %8.0g |
| English\_IRT\_score | empirical Bayes means for Theta | %9.0g |
| Math\_IRT\_score | empirical Bayes means for Theta | %9.0g |
| Chi\_IRT\_score | empirical Bayes means for Theta | %9.0g |
| English\_klg\_score | English Knowledge score | %9.0g |
| Math\_klg\_score | Math Knowledge score | %9.0g |
| Chi\_klg\_score | Chichewa Knowledge score | %9.0g |
| MOEcode | School MoE code | %10.0g |
| school\_na | School Name | %30s |
| female | Female child (=1, 0 otherwise) | %9.0g |
| stu\_age | stu\_age | %9.0g |
| stu\_age\_above\_m | age is above the median age | %9.0g |
| Chewa\_speaking | Which language (s) do you usually speak at home?:Chewa | %9.0g |
| Tumbuka\_speaking |  | %9.0g |
| less\_than\_15min\_dist | Distance to school <15 minutes | %9.0g |
| asset\_index | Scores for component 1 | %9.0g |
| above\_SES\_40th | asset\_index>SES\_40th | %9.0g |
| above\_SES\_10th | asset\_index>SES\_10th | %9.0g |
| above\_SES\_20th | asset\_index>SES\_20th | %9.0g |
| above\_SES\_40th\_sch | asset\_index>SES\_40th\_sch | %9.0g |
| above\_SES\_60th | asset\_index>SES\_60th | %9.0g |
| above\_SES\_75th | asset\_index>SES\_75th | %9.0g |
| live\_with\_parents | live with both mom and dad | %9.0g |
| live\_with\_parent | live with mom, dad, or both | %9.0g |
| both\_parent\_lit | both mom and dad literate (y or n) | %9.0g |
| parent\_lit | either mom, dad or both literate (y or n) | %9.0g |
| total\_raven | overall percentage raven score | %9.0g |
| total\_raven2 | total raven score (out of 6) | %9.0g |
| absent\_last\_week\_yes | absent from school on any day last week (y or n) | %9.0g |
| hw\_help\_yes | student got homework last week (y or n) | %9.0g |
| stu\_repeat\_before | whether students repeated grades before (y or n) | %9.0g |
| exp\_score\_english | Expected score in English | %9.0g |
| exp\_score\_math | Expected score in Math | %9.0g |
| exp\_score\_chichewa | Expected score in Chichewa | %9.0g |
| stu\_self\_perception | student self-perception | %9.0g |
| a71a | 71a. You can score higher marks on tests/exams if you work hard) | %8.0g |
| a71b | 71b. You are interested in talking to new kids in school) | %8.0g |
| a71c | 71c. When you start your homework, you tend to finish it) | %8.0g |
| a71d | 71d. If your class fellows scores higher by putting in more effort, it does not | %8.0g |
| a71e | 71e. Failing in a test frustrates you) | %8.0g |
| a71f | 71f. You would prefer getting 2 sweets now instead of 5 tomorrow) | %8.0g |
| a71g | 71g. Teachers often tell you that you are not performing as well as you can) | %8.0g |
| a71h | 71h. Your parents often tell you that you are not performing as well as you can | %8.0g |
| a71i | 71i. School is boring for you) | %8.0g |
| a71j | 71j. Sometimes your friends lie to you and you lie to them) | %8.0g |
| think\_above\_ave | student self-evaluation of performance | %9.0g |
| general\_positive\_index | general positive mindset index (0-3) | %9.0g |
| growth\_mindset\_index | growth mindset index (0-5) | %9.0g |
| negative\_fb\_index | negative feedback: number of people given negative feedback (0-2) | %9.0g |
| stu\_tch\_perception | Student teacher perception | %9.0g |
| q65a | 65. Does the teacher encourage you to ask questions in the class? - English Te | %8.0g |
| q65b | 65. Does the teacher encourage you to ask questions in the class? - Maths Teac | %8.0g |
| q65c | 65. Does the teacher encourage you to ask questions in the class? - Chichewa T | %8.0g |
| q66a | 66. Does the teacher encourage you to answer questions in the class? - English | %8.0g |
| q66b | 66. Does the teacher encourage you to answer questions in the class? - Maths T | %8.0g |
| q66c | 66. Does the teacher encourage you to answer questions in the class? - Chihewa | %8.0g |
| ask\_the\_same\_anoth\_stu\_a | English teacher asks another student/the group the same question if student give | %9.0g |
| ask\_the\_same\_anoth\_stu\_b | Math teacher asks another student/the group the same question if student gives t | %9.0g |
| ask\_the\_same\_anoth\_stu\_c | Chichewa teacher asks another student/the group the same question if student giv | %9.0g |
| angry\_punish\_a | English teacher gets angry/upset and punishes me | %9.0g |
| angry\_punish\_b | Math teacher gets angry/upset and punishes me | %9.0g |
| angry\_punish\_c | Chichewa teacher gets angry/upset and punishes me | %9.0g |
| explain\_wrong\_anw\_a | English teacher explains what is wrong with the answer | %9.0g |
| explain\_wrong\_anw\_b | Math teacher explains what is wrong with the answer | %9.0g |
| explain\_wrong\_anw\_c | Chichewa teacher explains what is wrong with the answer | %9.0g |
| q68a | 68. Does the teacher mark your homework? - English Teacher | %8.0g |
| q68b | 68. Does the teacher mark your homework? - Maths Teacher | %8.0g |
| q68c | 68. Does the teacher mark your homework? - Chichewa Teacher | %8.0g |
| q69a | 69. Does the teacher explain the marks given on your homework? - English Teach | %8.0g |
| q69b | 69. Does the teacher explain the marks given on your homework? - Maths Teacher | %8.0g |
| q69c | 69. Does the teacher explain the marks given on your homework? - Chichewa Teac | %8.0g |
| q70a | 70. Is the teacher available after class if you need help with the lesson? - En | %8.0g |
| q70b | 70. Is the teacher available after class if you need help with the lesson? - Ma | %8.0g |
| q70c | 70. Is the teacher available after class if you need help with the lesson? - Ch | %8.0g |
| asset\_index\_sum | the simple sum of all pca items on asset index | %9.0g |
| stu\_behav\_index | student part behavior indicators, general\_positive\_index + growth\_mindset\_index | %9.0g |
| greater\_than\_exp\_eng | whether greater than expected score english (y or n) | %9.0g |
| greater\_than\_exp\_math | whether greater than expected score Math (y or n) | %9.0g |
| greater\_than\_exp\_chi | whether greater than expected score Chichewa (y or n) | %9.0g |
| pca\_stu\_behav | Scores for component 1 | %9.0g |
| toilet | Is there a toilet at/ near your house that you use? Y or N | %9.0g |
| electricity | Do you have electricity in your house? Y or N | %9.0g |
| piped\_water | Do you have running water supply (pipe water) at your house? Y or N | %9.0g |
| tv | Does your family have … TV? Y or N | %9.0g |
| bed | Does your family have … Bed(s)? Y or N | %9.0g |
| radio | Does your family have … Radio? Y or N | %9.0g |
| phone | Does your family have … Mobile phone? Y or N | %9.0g |
| stove | Does your family have … Stove / Mafuwa / Mbaula? Y or N | %9.0g |
| bike | Does your family have … Bicycle? Y or N | %9.0g |
| motor | Does your family have … Motor cycle/ scooter? Y or N | %9.0g |
| truck | Does your family have … Tractor/ Truck/ Car? Y or N | %9.0g |
| chicken | Does your family have … Chickens? Y or N | %9.0g |
| goats | Does your family have … Goats/ Sheep? Y or N | %9.0g |
| pig | Does your family have … Pigs? Y or N | %9.0g |
| cattle | Does your family have … Cattle? Y or N | %9.0g |
| live\_with\_single\_parent | live with only mom or only dad (single parent) | %9.0g |
| hw\_time | How much time do you usually spend at home every day doing homework? | %9.0g |
| district\_na | District Name | %9s |
| school\_loc | Rural/urban location | %10.0g |
| visit\_filter | Is this a first (unannounced) visit or a second (announced) visit? | %23.0g |
| enum\_first\_visit1 | Enumerator on first Visit | %24.0g |
| time\_first\_visit | Time Started | %9.0g |
| enum\_second\_visit1 | Enumerator on second Visit | %10.0g |
| time\_second\_visit | Time Started | %9.0g |
| consent | Consent | %8.0g |
| a1 | 1.First, middle and last name | %9s |
| a2 | 2.Student Learner Identification Number (LIN) | %20s |
| a3 | 3. Sex [Observed] | %8.0g |
| a4 | 4. How old are you? | %8.0g |
| a5 | 5. What is your father<U+FFFD>s full name? | %9s |
| a6 | 6. Did you find any physical disability in this child? | %8.0g |
| a7a | 7. Which language (s) do you usually speak at home? | %14.0g |
| a7b | 7. Which language (s) do you usually speak at home? | %14.0g |
| a7c | 7. Which language (s) do you usually speak at home? | %14.0g |
| a7d | 7. Which language (s) do you usually speak at home? | %14.0g |
| a8 | 8. Where do you live? | %30s |
| a9 | 9. Do you live with both your mom and dad? | %8.0g |
| a10 | 10. Who do you live with? | %21.0g |
| a10\_spec | 10. Who do you live with? - Other specify | %29s |
| a11 | 11. Have you seen your mom reading the Bible, a book or a newspaper at home? | %8.0g |
| a12 | 12. What does your mom do while you are in school? If child does not live w | %33.0g |
| a12\_spec | 12. What does your mom do while you are in school? If child does not live w | %74s |
| a13 | 13. Have you seen your dad reading the Bible, a book or a newspaper at home? | %8.0g |
| a14 | 14. What does your dad do while you are in school? | %33.0g |
| a14\_spec | 14. What does your dad do while you are in school? [Other (specify)] | %88s |
| a15 | 15. How many brothers do you have? | %8.0g |
| a15\_m | 15\_m. How many of your brothers are older than you? | %8.0g |
| a16 | 16. How many sisters do you have? | %8.0g |
| a16\_m | 16\_m. How many of your sisters are older than you? | %8.0g |
| a17m\_a | 17a. I get nervous when I don<U+FFFD>t know how to solve a task at school) 17\_m. Do yo | %8.0g |
| a17m\_b | 17b. I perform poorly at school whether or not I study for my exams) 17\_m. Do y | %8.0g |
| a17m\_c | 17c.<U+FFFD>If I put in enough effort, I can succeed in school) 17\_m. Do you agree wit | %8.0g |
| a17m\_d | 17d. I learn most when I work with other students) 17\_m. Do you agree with thes | %8.0g |
| a17m\_e | 17e.<U+FFFD>Many things I learn at school will help me in my life later on.) 17\_m. Do | %8.0g |
| a18a | 18. On a typical day, how do you come to school from your home? Do you<U+FFFD> | %21.0g |
| a18b | 18. On a typical day, how do you come to school from your home? Do you<U+FFFD> | %21.0g |
| a21 | 21. On a typical day, how long does it take for you to get to school from home? | %18.0g |
| a22 | 22. Do you usually reach school on time, before the start of first period? | %8.0g |
| a23 | 23. How long would you like to stay in school? | %36.0g |
| q24 | 24. What type of house do you live in? | %80.0g |
| q25 | 25. What is the type of roof of your house? | %10.0g |
| q25\_spec | 25. What is the type of roof of your house? [Other (specify)] | %30s |
| q26 | 26. What is the type of walls of your house? | %39.0g |
| q26\_spec | 26. What is the type of walls of your house? [Other (specify)] | %61s |
| q27 | 27. What is the type of floor in your house? | %31.0g |
| q27\_spec | 27. What is the type of floor in your house? [Other (specify)] | %30s |
| q28 | 28. Is there a toilet at/ near your house that you use? | %8.0g |
| q29 | 29. Do you have electricity in your house? | %8.0g |
| q30 | 30. Do you have running water supply (pipe water) at your house? | %8.0g |
| q31 | 31. Does your family have farmland (cultivable land)? | %8.0g |
| a32a | 32. Does your family have -? (a. TV ) | %8.0g |
| a32b | 32. Does your family have -? (b. Bed(s) ) | %8.0g |
| a32c | 32. Does your family have -? (c.<U+FFFD>Radio ) | %8.0g |
| a32d | 32. Does your family have -? (d. Mobile phone ) | %8.0g |
| a32f | 32. Does your family have -? (f.<U+FFFD>Stove / Mafuwa / Mbaula) | %8.0g |
| a32g | 32. Does your family have -? (g.Bicycle ) | %8.0g |
| a32h | 32. Does your family have -? (h.Motor cycle/ scooter ) | %8.0g |
| a32i | 32. Does your family have -? (i.Tractor/ Truck/ Car) | %8.0g |
| a32k | 32. Does your family have -? (k.Chickens ) | %8.0g |
| a32l | 32. Does your family have -? (l.Goats/ Sheep) | %8.0g |
| a32n | 32. Does your family have -? (n.Pigs ) | %8.0g |
| a32o | 32. Does your family have -? (o.Cattle ) | %8.0g |
| a32o\_m | 32. Does your family have -? (o\_m.Other large items (Specify)) | %8.0g |
| a32o\_m\_spec | 32o\_m. Specify Other large items | %46s |
| a32m\_a | 32ma.<U+FFFD>It is completely my choice whether or not I do well at school) | %8.0g |
| a32m\_b | 32mb.<U+FFFD>I do certain things that are bad for me, if they are fun) | %8.0g |
| a32m\_c | 32mc.<U+FFFD>I often set a goal but later choose to pursue a different one.) | %8.0g |
| a32m\_d | 32md. I often worry that it will be difficult for me taking a test.) | %8.0g |
| a32m\_e | 32me. I prefer doing exercises in a group to doing them alone.) | %8.0g |
| sec1\_comments | Interviewer comments for this section | %215s |
| a33 | 33. In which standard did you join this school? | %10.0g |
| a34 | 34. Which standard are you currently in? | %10.0g |
| a35a | 35. How many years were you in<U+FFFD>Standard 4 | %8.0g |
| a36a | 36.Why did you repeat this grade? | %32.0g |
| a36a\_spec | 36.Why did you repeat this grade?…Standard 4.Other Specified | %9s |
| a35b | 35. How many years were you in<U+FFFD>Standard 3 | %8.0g |
| a36b | 36.Why did you repeat this grade? | %32.0g |
| a36b\_spec | 36.Why did you repeat this grade?…Standard 3.Other Specified | %120s |
| a35c | 35. How many years were you in<U+FFFD>Standard 2 | %8.0g |
| a36c | 36.Why did you repeat this grade? | %32.0g |
| a36c\_spec | 36.Why did you repeat this grade?…Standard 2.Other Specified | %9s |
| a35d | 35. How many years were you in<U+FFFD>Standard 1 | %8.0g |
| a36d | 36.Why did you repeat this grade? | %32.0g |
| a36d\_spec | 36.Why did you repeat this grade?…Standard 1.Other Specified | %9s |
| a35e | 35. How many years were you in<U+FFFD>Pre-school | %8.0g |
| a36e | 36.Why did you repeat this grade? | %32.0g |
| a36e\_spec | 36.Why did you repeat this grade?…Pre-school.Other Specified | %9s |
| a47\_m1 | 47\_m1. Do you have a school bag? | %8.0g |
| a47\_m2 | 47\_m2. Do you have a uniform? | %8.0g |
| a47\_m3 | 47\_m3. Do you have a notebook/ exercise book/ workbook? | %8.0g |
| a47\_m4 | 47\_m4. Did you get the notebook/ exercise book/ workbook from the school? | %8.0g |
| q48 | 48. Do you do your homework? | %23.0g |
| q49 | 49. How much time do you usually spend at home every day doing homework? | %8.0g |
| q50 | 50. Who helps you the most with homework at home? | %14.0g |
| q50\_spec | 50. Who helps you the most with homework at home? [Other (specify)] | %36s |
| a51 | 51. Last week, were you absent from school on any day? | %8.0g |
| a52 | 52. Why were you absent? | %31.0g |
| a52\_spec | 52. Why were you absent? [Other (specify)] | %9s |
| q53 | 53. Last week, were you absent from school on all days? | %8.0g |
| q54a | 54. During the last school week did your - teacher give you a written test? (a. | %8.0g |
| q54b | 54. During the last school week did your - teacher give you a written test? (b. | %8.0g |
| q54c | 54. During the last school week did your - teacher give you a written test? (c. | %8.0g |
| q55a | 55. During the last school week did your - teacher give you homework? (a. Engli | %8.0g |
| q55b | 55. During the last school week did your - teacher give you homework? (b. Math) | %8.0g |
| q55c | 55. During the last school week did your - teacher give you homework? (c. Chich | %8.0g |
| q56a | 56. Did your- teacher end class early on some days last week? (a. English) | %8.0g |
| q56b | 56. Did your- teacher end class early on some days last week? (b. Math) | %8.0g |
| q56c | 56. Did your- teacher end class early on some days last week? (c. Chichewa) | %8.0g |
| q57a | 57. How many days last week was your - teacher absent from school? (a. English | %8.0g |
| q57b | 57. How many days last week was your - teacher absent from school? (b. Math) | %8.0g |
| q57c | 57. How many days last week was your - teacher absent from school? (c. Chichew | %8.0g |
| q58 | 58. In your opinion how are you performing in school tests compared to other st | %15.0g |
| q59a | 59. If you are given 100-\_\_\_ questions from the topics in the textbook that you | %8.0g |
| q59b | 59. If you are given 100-\_\_\_ questions from the topics in the textbook that you | %8.0g |
| q59c | 59. If you are given 100-\_\_\_ questions from the topics in the textbook that you | %8.0g |
| q59\_m\_a | 59\_m\_a. I finish whatever I begin.) | %8.0g |
| q59\_m\_b | 59\_m\_b. I do the right thing, even if others do not like it.) | %8.0g |
| q59\_m\_c | 59\_m\_c.<U+FFFD>I often stay mad at people even when they apologize.) | %8.0g |
| q59\_m\_d | 59\_m\_d. If I get good grades at school it will not make a difference in which j | %8.0g |
| qsec2\_comments | Interviewer comments for this section | %271s |
| q60a | 60a.What is the name of your English teacher | %30s |
| q60b | 60b.What is the name of your Maths teacher? | %30s |
| q60c | 60c.What is the name of your Chichewa teacher? | %31s |
| q61a | 61a.Teacher ID - English Teacher | %12.0g |
| q61b | 61b.Teacher ID - Maths Teacher | %8.0g |
| q61c | 61c.Teacher ID - Chichewa Teacher | %8.0g |
| q67a | 67. What does the teacher do if you give wrong answer to the question? - Engli | %58.0g |
| q67b | 67. What does the teacher do if you give wrong answer to the question? - Maths | %58.0g |
| q67c | 67. What does the teacher do if you give wrong answer to the question? - Chich | %58.0g |
| q67\_m1\_aa | a.The teacher has to wait a long time for students to quiet down | %20.0g |
| q67\_m1\_ba | b.The teacher gives extra help when students need it | %20.0g |
| q67\_m1\_ca | c.The teacher explains things in different ways until I understand | %20.0g |
| q67\_m1\_da | d.The teacher tells me how I can improve my performance | %20.0g |
| q67\_m1\_ab | a.The teacher has to wait a long time for students to quiet down | %20.0g |
| q67\_m1\_bb | b.The teacher gives extra help when students need it | %20.0g |
| q67\_m1\_cb | c.The teacher explains things in different ways until I understand | %20.0g |
| q67\_m1\_db | d.The teacher tells me how I can improve my performance | %20.0g |
| q67\_m1\_ac | a.The teacher has to wait a long time for students to quiet down | %20.0g |
| q67\_m1\_bc | b.The teacher gives extra help when students need it | %20.0g |
| q67\_m1\_cc | c.The teacher explains things in different ways until I understand | %20.0g |
| q67\_m1\_dc | d.The teacher tells me how I can improve my performance | %20.0g |
| q70\_m1 | 70m1.Do you agree with this statement: ’If I had different teachers, I would try | %17.0g |
| q70\_m2\_a | a) Teachers said something insulting to me in front of others | %30.0g |
| q70\_m2\_b | b) Teachers called on me less often than they called on other students | %30.0g |
| q70\_m2\_c | c) I got called names by other students | %30.0g |
| q70\_m2\_d | d) Other students took away or destroyed things that belonged to me | %30.0g |
| a72 | 72. Which figure follows? Fc 1 | %8.0g |
| a73 | 73. Which figure follows? Fc 2 | %8.0g |
| a74 | 74. Which figure follows? Fc 3 | %8.0g |
| a75 | 75. Which figure follows? Fc 4 | %8.0g |
| a76 | 76. Which figure follows? Fc 5 | %8.0g |
| a77 | 77. Which figure follows? Fc 6 | %8.0g |
| sec5\_comments | Interviewer comments for this section | %103s |
| activity\_6am\_7am | Activity (6am-7am) | %26.0g |
| activity\_6am\_7am\_spec | Specify activity | %88s |
| housework\_6am\_7am | Type of House Work (6am-7am) | %30.0g |
| housework\_6am\_7am\_spec | Specify Work | %39s |
| paidwork\_6am\_7am | Type of Paid Work (6am-7am) | %25.0g |
| paidwork\_6am\_7am\_spec | Specify Work | %9s |
| activity\_7am\_8am | Activity (7am\_8am) | %26.0g |
| activity\_7am\_8am\_spec | Specify activity | %62s |
| housework\_7am\_8am | Type of House Work (7am\_8am) | %30.0g |
| housework\_7am\_8am\_spec | Specify Work | %32s |
| paidwork\_7am\_8am | Type of Paid Work (7am\_8am) | %25.0g |
| paidwork\_7am\_8am\_spec | Specify Work | %9s |
| activity\_8am\_9am | Activity (8am\_9am) | %26.0g |
| activity\_8am\_9am\_spec | Specify activity | %127s |
| housework\_8am\_9am | Type of House Work (8am\_9am) | %30.0g |
| housework\_8am\_9am\_spec | Specify Work | %9s |
| paidwork\_8am\_9am | Type of Paid Work (8am\_9am) | %25.0g |
| paidwork\_8am\_9am\_spec | Specify Work | %9s |
| activity\_9am\_10am | Activity (9am\_10am) | %26.0g |
| activity\_9am\_10am\_spec | Specify activity | %47s |
| housework\_9am\_10am | Type of House Work (9am\_10am) | %30.0g |
| housework\_9am\_10am\_spec | Specify Work | %28s |
| paidwork\_9am\_10am | Type of Paid Work (9am\_10am) | %25.0g |
| paidwork\_9am\_10am\_spec | Specify Work | %9s |
| activity\_10am\_11am | Activity (10am\_11am) | %26.0g |
| activity\_10am\_11am\_spec | Specify activity | %36s |
| housework\_10am\_11am | Type of House Work (10am\_11am) | %30.0g |
| housework\_10am\_11am\_spec | Specify Work | %9s |
| paidwork\_10am\_11am | Type of Paid Work (10am\_11am) | %25.0g |
| paidwork\_10am\_11am\_spec | Specify Work | %9s |
| activity\_11am\_12pm | Activity (11am\_12am) | %26.0g |
| activity\_11am\_12pm\_spec | Specify activity | %34s |
| housework\_11am\_12pm | Type of House Work (11am\_12am) | %30.0g |
| housework\_11am\_12pm\_spec | Specify Work | %16s |
| paidwork\_11am\_12pm | Type of Paid Work (11am\_12am) | %25.0g |
| paidwork\_11am\_12pm\_spec | Specify Work | %9s |
| activity\_12pm\_1pm | Activity (12Pm\_1Pm) | %26.0g |
| activity\_12pm\_1pm\_spec | Specify activity | %37s |
| housework\_12pm\_1pm | Type of House Work (12Pm\_1Pm) | %30.0g |
| housework\_12pm\_1pm\_spec | Specify Work | %17s |
| paidwork\_12pm\_1pm | Type of Paid Work (12Pm\_1Pm) | %25.0g |
| paidwork\_12pm\_1pm\_spec | Specify Work | %9s |
| activity\_1pm\_2pm | Activity (1Pm\_2Pm) | %26.0g |
| activity\_1pm\_2pm\_spec | Specify activity | %55s |
| housework\_1pm\_2pm | Type of House Work (1Pm\_2Pm) | %30.0g |
| housework\_1pm\_2pm\_spec | Specify Work | %29s |
| paidwork\_1pm\_2pm | Type of Paid Work (1Pm\_2Pm) | %25.0g |
| paidwork\_1pm\_2pm\_spec | Specify Work | %9s |
| activity\_2pm\_3pm | Activity (2Pm\_3Pm) | %26.0g |
| activity\_2pm\_3pm\_spec | Specify activity | %101s |
| housework\_2pm\_3pm | Type of House Work (2Pm\_3Pm) | %30.0g |
| housework\_2pm\_3pm\_spec | Specify Work | %36s |
| paidwork\_2pm\_3pm | Type of Paid Work (2Pm\_3Pm) | %25.0g |
| paidwork\_2pm\_3pm\_spec | Specify Work | %32s |
| activity\_3pm\_4pm | Activity (3Pm\_4Pm) | %26.0g |
| activity\_3pm\_4pm\_spec | Specify activity | %42s |
| housework\_3pm\_4pm | Type of House Work (3Pm\_4Pm) | %30.0g |
| housework\_3pm\_4pm\_spec | Specify Work | %42s |
| paidwork\_3pm\_4pm | Type of Paid Work (3Pm\_4Pm) | %25.0g |
| paidwork\_3pm\_4pm\_spec | Specify Work | %33s |
| activity\_4pm\_5pm | Activity (4Pm\_5Pm) | %26.0g |
| activity\_4pm\_5pm\_spec | Specify activity | %45s |
| housework\_4pm\_5pm | Type of House Work (4Pm\_5Pm) | %30.0g |
| housework\_4pm\_5pm\_spec | Specify Work | %33s |
| paidwork\_4pm\_5pm | Type of Paid Work (4Pm\_5Pm) | %25.0g |
| paidwork\_4pm\_5pm\_spec | Specify Work | %107s |
| activity\_5pm\_6pm | Activity (5Pm\_6Pm) | %26.0g |
| activity\_5pm\_6pm\_spec | Specify activity | %71s |
| housework\_5pm\_6pm | Type of House Work (5Pm\_6Pm) | %30.0g |
| housework\_5pm\_6pm\_spec | Specify Work | %101s |
| paidwork\_5pm\_6pm | Type of Paid Work (5Pm\_6Pm) | %25.0g |
| paidwork\_5pm\_6pm\_spec | Specify Work | %9s |
| activity\_6pm\_7pm | Activity (6Pm\_7Pm) | %26.0g |
| activity\_6pm\_7pm\_spec | Specify activity | %39s |
| housework\_6pm\_7pm | Type of House Work (6Pm\_7Pm) | %30.0g |
| housework\_6pm\_7pm\_spec | Specify Work | %66s |
| paidwork\_6pm\_7pm | Type of Paid Work (6Pm\_7Pm) | %25.0g |
| paidwork\_6pm\_7pm\_spec | Specify Work | %9s |
| activity\_7pm\_8pm | Activity (7Pm\_8m) | %26.0g |
| activity\_7pm\_8m\_spec | Specify activity | %36s |
| housework\_7pm\_8pm | Type of House Work (7Pm\_8m) | %30.0g |
| housework\_7pm\_8pm\_spec | Specify Work | %22s |
| paidwork\_7pm\_8pm | Type of Paid Work (7Pm\_8m) | %25.0g |
| paidwork\_7pm\_8pm\_spec | Specify Work | %9s |
| activity\_8pm\_9pm | Activity (8Pm\_9Pm) | %26.0g |
| activity\_8pm\_9pm\_spec | Specify activity | %28s |
| housework\_8pm\_9pm | Type of House Work (8Pm\_9Pm) | %30.0g |
| housework\_8pm\_9pm\_spec | Specify Work | %9s |
| paidwork\_8pm\_9pm | Type of Paid Work (8Pm\_9Pm) | %25.0g |
| paidwork\_8pm\_9pm\_spec | Specify Work | %9s |
| activity\_9pm\_10pm | Activity (9Pm\_10Pm) | %26.0g |
| activity\_9pm\_10pm\_spec | Specify activity | %35s |
| housework\_9pm\_10pm | Type of House Work (9Pm\_10Pm) | %30.0g |
| housework\_9pm\_10pm\_spec | Specify Work | %9s |
| paidwork\_9pm\_10pm | Type of Paid Work (9Pm\_10Pm) | %25.0g |
| paidwork\_9pm\_10pm\_spec | Specify Work | %9s |
| sec6\_comments | INTERVIEWER COMMENTS | %276s |
| visit4 | Is this still your first Visit ? | %20.0g |
| enum\_second\_visit2 | Enumerator on second Visit | %9s |
| time\_second\_visit2 |  | %8.0g |
| refusal\_reason | Reasons of refusal | %9s |
| supervisor\_name | Select the name of the supervisor who accompanied you. | %24s |
| time\_review | Time | %9.0g |
| review\_result | Review Result | %24.0g |
| incomplete\_reason | Reason to why the questionnaire is incomplete | %9s |
| formdef\_version | Form version used on device | %12.0g |
| key | Unique submission ID | %41s |
| column1 | Column1 | %16s |
| submissiondate | Date/time submitted | %tc |
| start |  | %tc |
| date\_first\_visit | Date of Interview | %td |
| date\_sec\_visit1 | Date of Interview | %td |
| date\_sec\_visit2 | Date of Interview | %td |
| date\_review | Date | %td |
| BL16 |  | %8.0g |
| qnum | questionnaire number | %8.0g |
| q4 | 4. date [first unannounced visit] | %10s |
| q5 | 5. enumerator’s name & code [second unannounced visit if applicable] | %8.0g |
| q6 | 6. date [second unannounced visit if applicable] | %10s |
| q8 | 8. at what time did you end the survey? (24 hts format) first visit | %6s |
| q9 | 9. at what time did you start the survey? (24 hts format) second visit | %6s |
| q10 | 10. at what time did you end the survey? (24 hts format) second visit | %6s |
| q11a1 | a. supervisor | %8.0g |
| q11a2 | name and signature | %8.0g |
| q11a3 | date | %10s |
| q11a4 | reason | %9s |
| q11b1 | a. supervisor | %8.0g |
| q11b2 | name and signature | %8.0g |
| q11b3 | date | %10s |
| q11b4 | reason | %1s |
| q11c1 | c. data entry clerk 2 | %8.0g |
| q11c2 | name and signature | %1s |
| q11c3 | date | %10s |
| q11c4 | reason | %1s |
| q11d1 | d. m&e supervisor (manager) | %8.0g |
| q11d2 | name and signature | %8.0g |
| q11d3 | date | %10s |
| q11d4 | reason | %1s |
| int\_start | may i now beging the interview | %8.0g |
| A2 | new student code | %10s |
| a7\_spec | Q1.7. Which language (s) do you usually speak at home? (Other (Specify)) [Other | %27s |
| a17 | 17. are there any brothers/sisters older than you? | %8.0g |
| a18c | 18. how do you come to school from your home? do you? | %21.0g |
| a18\_spec | other specify | %1s |
| a19 | 19. at what time do you leave for school in the morning? | %9.0g |
| a20 | 20. at what time do you get to school? | %9.0g |
| a32e | 32. does your family have e) fridge | %8.0g |
| a32j | 32. does your family have j) car/van/taxi/bus | %8.0g |
| a32m | 32. does your family have m) sheep | %8.0g |
| a37a | 37. Which subjects do you study at school? Do you study<U+FFFD> (a. English) | %8.0g |
| a37b | 37. Which subjects do you study at school? Do you study<U+FFFD> (b. Math) | %8.0g |
| a37c | 37. Which subjects do you study at school? Do you study<U+FFFD> (c. Chichewa) | %8.0g |
| a37d | 37. Which subjects do you study at school? Do you study<U+FFFD> (d. Science) | %8.0g |
| a37e | 37. Which subjects do you study at school? Do you study<U+FFFD> (e. Social Studies) | %8.0g |
| a37f | 37. Which subjects do you study at school? Do you study<U+FFFD> (f. Religious Studies | %8.0g |
| a37g | 37. Which subjects do you study at school? Do you study<U+FFFD> (g. Life Skills) | %8.0g |
| a37h | 37. Which subjects do you study at school? Do you study<U+FFFD> (h. Expressive Arts) | %8.0g |
| a37i | 37. Which subjects do you study at school? Do you study<U+FFFD> (i. Agriculture) | %8.0g |
| a37j | 37. which subjects do you study at school. do you study…. j. other | %8.0g |
| a37\_spec | specify | %20s |
| a47 | 47. do you have learning materials (pens, pencils, notebooks) | %8.0g |
| q62a | 62. do you like your english teacher? | %8.0g |
| q62b | 62. do you like your math teacher? | %8.0g |
| q62c | 62. do you like your chichewa teacher? | %8.0g |
| q63a | 63. does english teacher provide you with examples if you do not understand the | %8.0g |
| q63b | 63. does math teacher provide you with examples if you do not understand the les | %8.0g |
| q63c | 63. does chichewa teacher provide you with examples if you do not understand the | %8.0g |
| q64a | 64. does the english teacher help you if you have any difficulty in the lesson? | %8.0g |
| q64b | 64. does the math teacher help you if you have any difficulty in the lesson? | %8.0g |
| q64c | 64. does the chichewa teacher help you if you have any difficulty in the lesson? | %8.0g |
| source |  | %8.0g |
| A2\_STRING | school\_id\_a34 | %9s |
| base |  | %9.0g |
| stu\_age\_square | square of student age | %9.0g |
| travel\_time | On a typical day, how long does it take for you to get to school from home? | %9.0g |
| live\_with\_no\_parent | live with neither mom nor dad | %9.0g |
| mom\_literate | mom literate (y or n) | %9.0g |
| dad\_literate | dad literate (y or n) | %9.0g |
| perm\_room | Permanent structure (mostly the house is made of concrete, brick, mud etc.) y or | %9.0g |
| SES\_10th | 10th percentile of asset index | %9.0g |
| SES\_20th | 20th percentile of asset index | %9.0g |
| SES\_40th | 40th percentile of asset index | %9.0g |
| SES\_40th\_sch | 40th percentile of asset index, by school | %9.0g |
| SES\_60th | 60th percentile of asset index | %9.0g |
| SES\_75th | 75th percentile of asset index | %9.0g |
| a\_72 | Correct answer for Which figure follows in FLASHCARD 1? Y or N | %9.0g |
| a\_73 | Correct answer for Which figure follows in FLASHCARD 2? Y or N | %9.0g |
| a\_74 | Correct answer for Which figure follows in FLASHCARD 3? Y or N | %9.0g |
| a\_75 | Correct answer for Which figure follows in FLASHCARD 4? Y or N | %9.0g |
| a\_76 | Correct answer for Which figure follows in FLASHCARD 5? Y or N | %9.0g |
| a\_77 | Correct answer for Which figure follows in FLASHCARD 6? Y or N | %9.0g |
| get\_hw\_yes | student got English, Math or Chichewa homework last week (y or n) | %9.0g |
| stu\_verb\_abuse | Student was recently called names | %9.0g |
| stu\_oth\_abuse | Student recently had things taken away or destroyed | %9.0g |
| qq1 | QQ number | %8.0g |
| class\_id | Class ID: | %8.0g |
| enumerator\_name | Enumerator name & Code | %50s |
| start\_time\_hours | Start Time(hours) | %8.0g |
| start\_time\_min | Start Time(Min) | %8.0g |
| end\_time\_hours | End Time(hours) | %8.0g |
| end\_time\_min | End Time(Min) | %8.0g |
| studnet\_full\_name | Studnet Full Name | %9s |
| gender | Gender: | %1s |
| standard | Standard | %8.0g |
| stream | Stream: | %3s |
| e21a | 7a) Write sentences using the following words\_\_\_ ; WATER ; | %41s |
| e21b | 7b) Write sentences using the following words\_\_\_ ; EAT ; | %40s |
| studentid1 | Student ID1 | %8.0g |
| entry1\_id | 1st Data entry (ID) | %18.0g |
| dd1 | Day [1st Data Entry] | %8.0g |
| yr1 | Year [1st Data Entry] | %8.0g |
| entry2\_id | 2nd Data entry (ID) | %18.0g |
| dd2 | Day [2st Data Entry] | %8.0g |
| yr2 | Year [2st Data Entry] | %8.0g |
| missing\_page |  | %8.0g |
| version1 |  | %9.0g |
| version2 |  | %8.0g |
| version3 |  | %8.0g |
| version4 |  | %8.0g |
| version5 |  | %8.0g |
| version6 |  | %8.0g |
| date | Date of Interview | %10s |
| AEnumerator\_name | Enumerator Name | %19s |
| ra\_id | Enumerator ID | %8.0g |
| gender\_2016 | Gender | %8.0g |
| pq1 | 1). Circle the missing letter of the alphabet | %1s |
| pq2 | 2) Circle the correct name for the objects below | %1s |
| pq3 | 3) Pezani nambala yomwe ikusowa mundondomeko ya manambala awa | %1s |
| pq4 | 4) Zungulizani nambala yopezeka mukaphatikiza nambala mwapatsidwazi | %1s |
| pq5 | 5) Chithunzi ichi ndi cha\_\_\_\_\_\_\_\_\_\_\_ | %9s |
| pq6 | 6) Zungulizani mawu omwe akuyimira dzina mchiganizo ichi | %1s |
| start\_time\_min\_2016 |  | %9s |
| AEnd\_time\_hours |  | %10.0g |
| AEnd\_time\_min |  | %10.0g |
| EnglishTotal\_Percent | percentage score for English | %9.0g |
| MathsTotal\_Percent | percentage score for Maths | %9.0g |
| ChichewaTotal\_Percent | percentage score for Chichewa | %9.0g |
| Total\_percent | overall percentage score for English, Math and Chichewa | %9.0g |
| division\_num | Division\_num | %10.0g |
| division\_nam | Division\_nam | %16s |
| district\_num | District\_num | %8.0g |
| district\_nam | District\_nam | %19s |
| strata | strata | %16.0g |
| wtg\_sch | school weights | %9.0g |
| wtg\_stu | student weights | %9.0g |
| wtg\_tch | teacher weights | %9.0g |
| total\_klg\_score | mean average score across 3 subjects) | %9.0g |

Variable names, labels, and fomat of the derived data at the Teacher level.

|  |  |  |
| --- | --- | --- |
| var\_name | label | format |
| school\_id | school id | %10.0g |
| teacher\_id | teacher id | %8.0g |
| ODL | Highest level of teacher training = ODL | %9.0g |
| IPTE | Highest level of teacher training = IPTE | %9.0g |
| ODL2 | 1=ODL, 0=IPTE | %9.0g |
| leader\_yes | Has Leadership role in school | %9.0g |
| tch\_present | Teacher Present | %9.0g |
| tch\_present\_tch | Teacher present and teaching | %9.0g |
| a63a | 63 a) preparing lesson plans. | %9.0g |
| a63b | 63 b) teaching students of my own class | %9.0g |
| a63c | 63 c) marking and evaluating homework/ classroom work | %9.0g |
| a63d | 63 d) school administrative tasks | %9.0g |
| a63e | 63 e) helping other teachers | %9.0g |
| a63f | 63 f) other | %9.0g |
| time\_prepare\_lesson | time spent on preparing lesson plan(in hours) | %9.0g |
| time\_tch\_stu | Time spent teaching students | %9.0g |
| time\_mark\_hw | Time spent marking hw | %9.0g |
| time\_sch\_adm | Time spent on school admin | %9.0g |
| time\_help\_oth | Time spent helping others | %9.0g |
| time\_other | Time spent on other activities | %9.0g |
| time\_all |  | %9.0g |
| lesson\_based\_on\_txt | lesson plan is based on textbooks | %9.0g |
| ht\_observe |  | %37.0g |
| tch\_reward |  | %15.0g |
| perm\_tch | Permanent teacher | %9.0g |
| PT4 | Grade 4 | %9.0g |
| PT3 | Grade 3 | %9.0g |
| PT2 | Grade 2 | %9.0g |
| PT1 | Grade 1 | %9.0g |
| grade\_missing | Grade missing | %9.0g |
| tenure | Tenure as teacher | %9.0g |
| tenure\_sch | Tenure at this school | %9.0g |
| male | Teacher is male | %9.0g |
| tch\_married | Teacher Married | %9.0g |
| tch\_educ\_years | Years in education | %9.0g |
| tch\_educ\_years\_squared | Years in education (squared) | %9.0g |
| tch\_age | Teacher age | %9.0g |
| tch\_age\_square | Teacher age (squared) | %9.0g |
| tch\_same\_vill\_sch | Teacher same village | %9.0g |
| tch\_same\_district\_sch | Teacher same district | %9.0g |
| tch\_commu\_time | Average commute time | %9.0g |
| num\_pri\_age\_child | Number of primary aged children | %9.0g |
| pri\_age\_child\_yes | Primary aged children | %9.0g |
| child\_attend\_same\_sch | Children attend same school | %9.0g |
| basic\_qualification | Teacher has basic qualifications | %9.0g |
| above\_high\_qualification | Teacher has above high-school qualifications | %9.0g |
| transfer\_better\_amenity | Transferred from school because of better amenities | %9.0g |
| tch\_trained | Teacher trained | %9.0g |
| years\_since\_trained | Years since trainng | %9.0g |
| district\_num | District number - name is in a separate table | %8.0g |
| district\_nam | District Name | %19s |
| same\_district\_salary | Salary received in same district | %9.0g |
| tch\_salary | tch\_salary | %9.0g |
| hsa\_yes | HAS received | %9.0g |
| amount\_hsa | Amount of HAS | %9.0g |
| unpaid\_claim\_yes | teacher has unpaid claim including salary delays | %9.0g |
| salary\_delay\_yes | Salary has been delayed | %9.0g |
| num\_salary\_delay | number of salary delays in the past 12 months | %9.0g |
| other\_non\_paid\_claim\_yes | teacher has any other non-paid claims other than salary delay | %9.0g |
| eff\_score\_self | Teachers self perception | %9.0g |
| eff\_score\_ht | Perception of head teacher | %9.0g |
| eff\_score\_lower\_pri | Perception of lower primary teachers | %9.0g |
| eff\_score\_upper\_pri | Perception of upper primary teachers | %9.0g |
| output\_effi\_score | % of students teacher expects will continue to secondary | %9.0g |
| in\_service\_train | Received in-service training | %9.0g |
| tch\_age\_pt4 | age of teacher if in grade 4 | %9.0g |
| source | source | %8.0g |
| division\_num | Division\_num | %10.0g |
| division\_nam | Division\_nam | %16s |
| EnglishTotal\_Percent | English percent score | %9.0g |
| MathsTotal\_Percent | Math percent score | %9.0g |
| ChichewaTotal\_Percent | Chichewa percent score | %9.0g |
| Total\_score\_percent\_tch | Total percent score | %9.0g |
| ENG\_hard\_item\_percent | English hard item percent score | %9.0g |
| MATH\_hard\_item\_percent | Math hard item percent score | %9.0g |
| tch\_female | Teacher female | %9.0g |
| strata | strata | %16.0g |
| wtg\_sch | school weights | %9.0g |
| wtg\_stu | student weights | %9.0g |
| wtg\_tch | teacher weights | %9.0g |
| km\_to\_nid |  | %10.0g |
| status\_distance | Distance status | %27.0g |

# Annex 1: Datasets between sub-rounds

Summary of databases stored in 01\_Firm directory.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| module | database | in1AB\_2016 | in1C\_2018 | in2A\_2018 | in2B\_2019 | inAll |
| CFO | cfo.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | Class\_facility\_observation\_cover.dta | TRUE | FALSE | TRUE | FALSE | FALSE |
| CFO | Class\_facility\_observation\_main\_both\_rounds.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| CFO | classroom.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | Classroom\_facility\_observation.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| CFO | Classroom\_facility\_observation\_origin.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| CFO | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CFO | standard.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| CLO | Classroom\_Lesson\_Observation\_cover.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| CLO | classrooms\_revisit\_apr2020.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| CLO | CLO.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| CLO | CLO\_main.dta | TRUE | FALSE | TRUE | FALSE | FALSE |
| CLO | CLO\_roster.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| CLO | CLO\_roster\_appended.dta | TRUE | FALSE | TRUE | FALSE | FALSE |
| CLO | CLO\_section1.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| CLO | data\_items\_infra\_quality\_index.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| CLO | temp1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| COMM\_TRACK | comm\_track.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| COMM\_TRACK | informants.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| COMM\_TRACK | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| COMM\_TRACK | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| COMM\_TRACK | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| COMM\_TRACK | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| COMM\_TRACK | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | asset.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | gvh.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | gvh\_admin\_poli\_affiliation.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| GVH | gvh\_main.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| GVH | gvh\_mg\_affiliation.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| GVH | gvh\_mgm\_affiliation.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| GVH | gvh\_pta\_affiliation.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| GVH | gvh\_smc\_affiliation.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| GVH | gvh\_tch\_affiliation.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| GVH | gvh\_teacher\_affiliation.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| GVH | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | mothmember.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | ptamember.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | role.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | smcmember.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| GVH | teacher.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT1 | \_A.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_clo.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_clo\_agg.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_clo\_tch\_English.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_clo\_tch\_Math.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_clo\_tch\_total.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_CLO\_valid.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_extra.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_headteacher\_extra.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_sch\_class\_board\_date.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_schools.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_students.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_students\_agg\_school\_level.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_tch\_present\_school.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_teacher\_extra.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_teacher\_position\_nchild.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_teachers\_agg\_CLO.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_teachers\_CLO.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_teachers\_roster.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_tempo\_total.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | \_unique\_teachers\_CLO.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | baseline\_tch\_roster\_appended\_full\_registered.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | HT1\_section1\_Female\_Roster.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT1 | HT1\_section1\_Male\_Roster.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT1 | HT1\_section2.3\_teacherleft.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| HT1 | HT1\_section3\_teacher\_sample.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| HT1 | HT1\_section3\_Turnover.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT1 | HT1\_section4\_MG\_Roster.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT1 | HT1\_section4\_PTA\_Roster.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT1 | HT1\_section4\_smc\_Roster.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| HT1 | HT1\_section4\_SMC\_Roster.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT1 | HT1\_section4\_TA.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| HT1 | HT1\_section4\_TA\_Roster.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | HT1\_section5.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT1 | open\_air.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT1 | temp\_cfo.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_gvh.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_ht2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_ht3.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_mg.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_pta.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_sfo.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_smc.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_stu.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT1 | temp1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT2 | class\_cfo\_schid.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | enrol2\_revisit\_apr2020.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | ht2\_electricity.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | HTP2\_in\_section2\_inservice\_training.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_main.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | HTP2\_Main.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section2\_inservice\_training.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | HTP2\_Section3\_official\_visits.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section3\_textbooks.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section4\_information\_dissemination.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | HTP2\_section4\_remedial\_class.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section4a\_auxiliary.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section6\_attendance.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section6\_attendance\_revisits.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | HTP2\_Section6\_enrollment.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section6\_enrollment\_revisited.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | HTP2\_Section6\_shifts.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_section7\_overage.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section7\_transfer.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT2 | HTP2\_Section7\_transfer\_revisited.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | t1.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | t2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT2 | temp\_cfo\_clr.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_chair\_share.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_class\_infra\_avail\_index.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_clo\_clr.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_female\_old.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_ht1\_full.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_ht1\_old.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_infra\_quali\_index.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_male\_old.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_ms.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_no\_perm\_class.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_p\_1.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_perm\_hc\_share.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_same\_tch\_present.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_SFO\_main.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch\_f.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch\_m.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch\_tot\_num.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch\_tot\_num\_f.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch\_tot\_num\_f\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch\_tot\_num\_m.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch\_tot\_num\_m\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp\_tch\_tot\_num\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp1.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp1\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp1\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp2.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp2\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp2\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp3.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp3\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp3\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp4.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp4\_2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp4\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp4\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp5.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp5\_2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp5\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp5\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp6.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp6\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp6\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp7.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT2 | temp7\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp7\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp8.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp8\_2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp8\_3.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp8\_4.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp8\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2 | temp8\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| HT2\_C1 | absenteeism.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | age\_standard.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | auxiliary\_teacher.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | auxiliary\_teacher\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | community\_involvement.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | contin\_assessment.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | dropouts.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | ht2\_c1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | inservice\_training.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | mesip\_basegrant.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | mesip\_basegrant\_activity.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | mesip\_pbf\_activity.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | mesip\_pbfreward.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | official\_duties.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | officialvisit.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | remedial\_classes.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | standard\_classrooms.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | textbook\_sufficient.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | textbooks\_availability.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | timeallocation.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_C1 | zonal\_teamscheme.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | absenteeism.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | age\_standard.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | contin\_assessment.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | dropouts.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | ht2\_nonc1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | inservice\_training.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | mod4\_b.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | mod4\_c.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | official\_duties.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | officialvisit\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | remedial\_classes.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | standard\_classrooms.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | t1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp\_ms.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp\_tch\_f.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp\_tch\_tot\_num.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp1\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp2\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp3.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp3\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp4\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp5\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp6\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp7\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | temp8\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | term.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | textbook\_sufficient.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | textbooks\_availability.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT2\_NONC1 | timeallocation.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3 | class\_cfo\_schid.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | HTP3\_expenditure.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT3 | HTP3\_inkind.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT3 | HTP3\_main.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT3 | HTP3\_other\_financing.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| HT3 | temp\_ms.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | temp1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | temp2.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | temp3.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | temp4.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | temp5.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | temp6.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | temp7.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3 | temp8.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| HT3\_C1 | attendance.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | document\_pictures.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | enrollment.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | examination.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | expenditures.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | expenditures\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | ht3\_c1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | ht5.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | inflow\_details.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | inkind.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | inkind\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | otherfinancing.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | othfinance\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | psle\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | sig\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | t1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_ms.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch\_f.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch\_m.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch\_tot\_num.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch\_tot\_num\_f.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch\_tot\_num\_f\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch\_tot\_num\_m.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch\_tot\_num\_m\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp\_tch\_tot\_num\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp1\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp1\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp2\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp2\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp3.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp3\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp3\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp4.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp4\_2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp4\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp4\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp5.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp5\_2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp5\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp5\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp6.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp6\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp6\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp7\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp7\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp8.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp8\_2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp8\_3.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp8\_4.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp8\_5.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp8\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | temp8\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | transfer.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | transfer\_standard.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_C1 | transfer\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | attendance.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | document\_pictures.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | enrollment.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | examination.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | expenditures.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | expenditures\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | ht3\_nonc1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | ht5.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | inflow\_details.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | inkind.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | inkind\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | otherfinancing.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | othfinance\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | psle\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | sig\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | transfer.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | transfer\_standard.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| HT3\_NONC1 | transfer\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| LAT | LAT.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| LAT | temp1.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | class\_cfo\_schid.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | ht2\_electricity.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | LAT\_AK.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | SCHOOL\_INDICATOR\_1.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | t1.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | t2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_absence\_dov.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_absence\_feb\_16.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_absence\_oct\_15.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_cfo\_clr.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_chair\_share.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_class\_infra\_avail\_index.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_clo\_clr.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_infra\_quali\_index.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_no\_perm\_class.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_p\_1.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_perm\_hc\_share.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_same\_tch\_present.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_SFO\_main.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch\_f.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch\_m.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch\_tot\_num.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch\_tot\_num\_f.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch\_tot\_num\_f\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch\_tot\_num\_m.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch\_tot\_num\_m\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp\_tch\_tot\_num\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp1.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp1\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp1\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp2\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp2\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp3.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp3\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp3\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp4.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp4\_2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp4\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp4\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp5.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp5\_2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp5\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp5\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp6.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp6\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp6\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp7.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp7\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp7\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp8.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp8\_2.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp8\_3.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp8\_4.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp8\_5.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp8\_tch.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT-AK | temp8\_tch\_q.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| LAT\_AK | LAT\_AK.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| MG | asset.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | mesip\_base\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | mesip\_pbf\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | mg\_admin\_poli\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| MG | mg\_infor\_dissemination.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| MG | mg\_main.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| MG | MG\_main.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| MG | mg\_pta\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| MG | mg\_roles\_responsibilities.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| MG | mg\_smc\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| MG | mg\_ta\_affiliation.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| MG | mgm.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | responsibility.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | schoolterm\_expense.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | schoolyear\_expense\_m1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| MG | schoolyear\_expense\_m1a.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | asset.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | mesip\_base\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | mesip\_pbf\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | pta.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | pta\_admin\_poli\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| PTA | pta\_infor\_dissemination.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| PTA | pta\_main.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| PTA | PTA\_main.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| PTA | pta\_mg\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| PTA | pta\_smc\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| PTA | pta\_ta\_affiliation.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| PTA | schoolterm\_expense.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | schoolyear\_expense\_m1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| PTA | schoolyear\_expense\_m1a.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | ht2\_electricity.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | rooms.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | School\_Facility\_Obs\_Main.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| SFO | School\_Facility\_Obs\_section2.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| SFO | School\_Facility\_Observation\_cover.dta | TRUE | FALSE | TRUE | FALSE | FALSE |
| SFO | SCHOOL\_INDICATOR\_1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | sfo.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SFO | t1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | t2.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_cfo\_clr.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_chair\_share.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_class\_infra\_avail\_index.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_clo\_clr.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_infra\_quali\_index.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_no\_perm\_class.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_p\_1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_perm\_hc\_share.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_same\_tch\_present.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp\_SFO\_main.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp2.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp3.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp4.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | temp5.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SFO | toilets.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | asset.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | mesip\_base\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | mesip\_pbf\_year.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | schoolterm\_expense.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | schoolyear\_expense\_m1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | schoolyear\_expense\_m1a.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | smc.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| SMC | smc\_admin\_poli\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| SMC | smc\_infor\_dissemination.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| SMC | smc\_main.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| SMC | SMC\_main.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| SMC | smc\_mg\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| SMC | smc\_pta\_affiliation.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| SMC | smc\_ta\_affiliation.dta | FALSE | TRUE | FALSE | FALSE | FALSE |
| STUDENT | asset.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | standards\_attendance.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | student.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | Student\_main.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| STUDENT | Student\_textbook.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| STUDENT | subject.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | subject\_quest.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | subject\_teacher.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | subject\_teacher\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| STUDENT | temp1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| STUDENT | textbooks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER | class\_cfo\_schid.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | HT1\_male\_female\_roster.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | ht2\_electricity.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | Primary\_Schools\_2017\_communities\_restricted\_cb.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | t1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | t2.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | tch\_admin\_affiliation.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| TEACHER | tch\_affiliation.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | tch\_inservice.dta | FALSE | FALSE | TRUE | FALSE | FALSE |
| TEACHER | tch\_mg\_affiliation.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| TEACHER | Tch\_mg\_affiliation.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | tch\_pta\_affiliation.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| TEACHER | Tch\_pta\_affiliation.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | tch\_smc\_affiliation.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| TEACHER | Tch\_smc\_affiliation.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | tch\_ta\_affiliation.dta | FALSE | TRUE | TRUE | FALSE | FALSE |
| TEACHER | Teacher\_inservice\_training.dta | TRUE | TRUE | FALSE | FALSE | FALSE |
| TEACHER | Teacher\_main.dta | TRUE | TRUE | TRUE | FALSE | FALSE |
| TEACHER | temp\_cfo\_clr.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_chair\_share.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_class\_infra\_avail\_index.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_clo\_clr.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_female\_old.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_ht1\_full.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_ht1\_old.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_infra\_quali\_index.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_male\_old.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_ms.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_no\_perm\_class.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_p\_1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_perm\_hc\_share.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_same\_tch\_present.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_SFO\_main.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch\_f.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch\_m.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch\_tot\_num.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch\_tot\_num\_f.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch\_tot\_num\_f\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch\_tot\_num\_m.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch\_tot\_num\_m\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp\_tch\_tot\_num\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp1\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp1\_tch\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp2.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp2\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp2\_tch\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp3.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp3\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp3\_tch\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp4.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp4\_2.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp4\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp4\_tch\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp5.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp5\_2.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp5\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp5\_tch\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp6.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp6\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp6\_tch\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp7\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp7\_tch\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp8.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp8\_2.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp8\_3.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp8\_4.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp8\_tch.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | temp8\_tch\_q.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER | tempx1.dta | TRUE | FALSE | FALSE | FALSE | FALSE |
| TEACHER\_C1 | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | inservice\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | mothergroup\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | outside\_duties.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | outside\_duties\_1718.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | outside\_duties\_1819.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | ptamember\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | smcmember\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | tamember\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | teacher\_affiliation.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_C1 | teacher\_c1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | checks.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | checks\_rtadkna.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | inservice\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | interview\_\_actions.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | interview\_\_comments.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | interview\_\_diagnostics.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | interview\_\_errors.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | mothergroup\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | outside\_duties\_1819.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | paradata\_overview.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | ptamember\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | smcmember\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | t1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | tamember\_id.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | teacher\_affiliation.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | teacher\_nonc1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch\_f.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch\_m.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch\_tot\_num.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch\_tot\_num\_f.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch\_tot\_num\_f\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch\_tot\_num\_m.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch\_tot\_num\_m\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp\_tch\_tot\_num\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp1.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp1\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp1\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp2\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp2\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp3.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp3\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp3\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp4.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp4\_2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp4\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp4\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp5.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp5\_2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp5\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp5\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp6.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp6\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp6\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp7.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp7\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp7\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp8.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp8\_2.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp8\_3.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp8\_4.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp8\_tch.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| TEACHER\_NONC1 | temp8\_tch\_q.dta | FALSE | FALSE | FALSE | TRUE | FALSE |
| VEDIO | Lesson\_vedio.dta | TRUE | FALSE | FALSE | FALSE | FALSE |