

**School Principal Questionnaire (Wave 2 – Midline)**

**Evaluation of three Early-Grade Reading Interventions**

**in North-West Province**

*(To be completed by the data collector.)*

Label
School ID and name
EMIS Nr etc

1. Identifying information:

(a) School: \_\_\_\_\_

(b) School's EMIS number: 

6	0	0	1					
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(c) Principal: \_\_\_\_\_ (Surname and initials)

\_\_\_\_\_ (Title – Dr, Mr, Ms, etc)      Gender 

Male	1	Female	2
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(d) Contact numbers:

Of Principal:

Tel: 

0									
0									
0									

Of School:

Tel: 

0									
0									
0									

(e) E-mail address: \_\_\_\_\_

(f) Date of data collection visit: 

d	d	m	m	y	y	y	y
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(g) Name of data collector: \_\_\_\_\_

2. Demographic and other characteristics:

(a) Age of principal at last birthday: \_\_\_\_\_

(b) What is the highest level of qualification you have obtained? (Insert "X" at **one** appropriate option only)

Did not complete Grade 12	1
Finished Grade 12	2
Finished a post-matric certificate (maximum 2 years)	3
Finished a diploma (3 years)	4
Finished a first degree (3 years)	5
Finished a four-year degree (including PGCE <sup>1</sup> )	6
Finished an Honours degree	7
Finished a Master's degree	8
Finished a Doctoral degree	9

<sup>1</sup> PGCE = Post-Graduate Certificate in Education

(c) How many educators (Gr 4 & FP) are there now in the school?	<u>Filled posts</u>	<u>Vacancies</u>
(i) Grade R teachers:		
(ii) Foundation Phase (FP) teachers:		

### 3. Language characteristics and support:

(a) Do Foundation Phase language teachers put learners in separate groups in their classes according to learners' reading proficiency? 

Yes	1	No	2
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(b) How many School Governing Body (SGB) meetings were held from 1 July 2015? \_\_\_\_\_ meetings  
*(If SGB minutes are easily available, verify the number of meetings against them)*

(c) When was the most recent SGB meeting held? Please provide the exact date if possible

d	d	m	m	y	y	y	y
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(d) How often does the school communicate with the "Grade 1" parents about their children's school work in the listed ways?  
*(Indicate **one** option in each row)*

	Type of contact	Never	About once a year	About once a term	About once a month	About once a week or more
i	Formal meetings with parents	0	1	2	3	4
ii	Messages per cellphone	0	1	2	3	4
iii	Cell- or telephone calls	0	1	2	3	4
iv	Letters to parents*	0	1	2	3	4

\*Please exclude letters to individual parents

(e) How often do you receive complaints from parents of Grade 1 learners about language teaching and learning to Foundation Phase learners at the school?

Never	Once or twice in a year	Once or twice in a term	Once or twice in a month	Every week
0	1	2	3	4

(f) Please rate the highest overall education qualification level of the majority of parents/caregivers of Grade 1 learners.  
*(Please select one option only)*

No more than Grade 6	Completed primary school	Completed secondary school	Certificate, diploma or degree after school
1	2	3	4

(g) For how many children in Grade 1 are at least one of their parents employed?

0% - 20%	21% - 40%	41% - 60%	61% - 80%	More than 80%
1	2	3	4	5

(h) Prioritise the three most important (sets of) factors, in your opinion, that affect your school's capacity to provide good language teaching and learning. (Use "1" for the highest priority, followed by "2" & "3")

	Factors	( <u>Three</u> priorities only)
1	<u>Teacher</u> leave / absenteeism / late coming / lack of discipline	1
2	<u>Learner</u> absenteeism / late coming / lack of discipline	2
3	Lack of safety / bullying	3
4	Shortages of learning materials and workbooks in classrooms	4
5	Shortages of books and other library reading materials	5
6	Teachers not having specialisation in literacy / language	6
7	Lack of parental involvement in learner's language learning activities	7
8	Other (specify: _____)	8

(i) How often do the following persons meet with Grade 1 teachers to discuss the curriculum and Setswana language instruction with them?

	Person	Never	Once a year	Once a semester	Once a term	Once a month	Once a week
1	School principal	0	1	2	3	4	5
2	Head of Department / Phase Organiser*	0	1	2	3	4	5
3	Subject Advisor**	0	1	2	3	4	5

\* Or any other Senior Teacher fulfilling that role

\*\* That is, any Curriculum Implementers or other designated such officials from the District or Circuit Office

#### 4. Infrastructure and facilities:

(a) Rate the existence, sufficiency and quality of the following school facilities:

(Indicate with an "X" in each row; the rating key appears below the table)

	Facility	0	1	2	3	4
1	Staff room	0	1	2	3	4
2	Computer centre / facilities for learners (Internet, educational software)	0	1	2	3	4
3	Other Information and Computer Technology-based resources (iPad, Tablet, etc.)	0	1	2	3	4
4	Storage / walk-in safe room	0	1	2	3	4

Key: 0 = **Does not exist**, or can handle not even 10% of learners/staff/stock, and/or is mostly not usable.

1 = "**Poor**", that is, sufficient for only about 10% - 33% of learners/staff/stock, and more often broken or not usable than available.

2 = "**Average**", that is, satisfying about half the need of learners/staff/stock, and is equally often not usable or available.

3 = "**Good**", that is, sufficient for about 67% - 90% of learners/staff/stock, and more often usable and available than broken, etc.

4 = "**Very good**", that is almost always or always available to learners/staff/stock, in excellent condition, and mostly usable.

(b) Where is the school located?

(Select **only one**, most applicable option)

Remote rural / farming area	Small country village	Informal / 'squatter' settlement area	Formal 'township' area (on the edge of a town or city)	Formal suburban area	Inner-city urban area
1	2	3	4	5	6

**Thank the principal for his/her time and effort and the information provided so far!**

*The remaining information is mostly gained from site observation*

*(Data-collector is to complete the following few observations.)*

## School Observations

5. Please request to see the school's teacher attendance register once the first period has started.

(a) For the school as a whole, how up to date is the teacher attendance register? *(Select **one** option)*

Very few/no teachers have signed in for at least a week	Only some teachers have signed in for the preceding week	Most teachers have signed in for the week up to today	All teachers have signed in right up to today
1	2	3	4

(b) For the previous full five-day week, please record the following from the attendance register:

Information required: <i>(Record "0" when there were no absences on a day. Include SGB posts.)</i>	Number
(i) How many teachers are there in the school in total?	
(ii) How many teachers were absent on <u>Monday</u> ?	
(iii) How many teachers were absent on <u>Tuesday</u> ?	
(iv) How many teachers were absent on <u>Wednesday</u> ?	
(v) How many teachers were absent on <u>Thursday</u> ?	
(vi) How many teachers were absent on <u>Friday</u> ?	

6. How would you describe the maintenance and upkeep of the school grounds and buildings?

State of disrepair / general untidiness (e.g., litter, many broken windows, etc.)	Satisfactory, some signs of disrepair / untidiness	Well-maintained, clean, neat
1	2	3

**7. Does the school have a school library?**

*(If "No", skip Question 8 and end the interview.)*

Yes	No
1	2

**8. If the school has a library, try to speak to the teacher who manages it, and if possible, let the teacher take you to see it.**

Yes	No
1	2
1	2

(a) Is the library in active use? *(Try to establish this by seeing the borrowing system, etc.)*

(b) Are learners allowed to take books out on loan?

(c) Please indicate how many books the library gives learners access to as above.

Type of item	50 titles or fewer	51 to 200 titles	201 to 500 titles	501 to 1 000 titles	More than 1 000 titles
(i) Books	1	2	3	4	5
(ii) Magazines and periodicals	None	1 to 10 titles	11 to 20 titles	21 to 50 titles	More than 50 titles
	1	2	3	4	5