



# Elevate Education Program

**A Baseline-Endline Evaluation of Student Proficiency**

Academic Year: **2023-2024**

# Executive Summary

Our hypothesis of driving a combination of **learner-centric models of curriculum**, and **investing deeply in teacher proficiency** has been validated, with a significant **upward shift in student proficiency by 44.5%**.

**Complementing Classroom Learning** with highly contextualized learning activities **using Educational Tech** (Tablets/Gamified Content) drives learning acceleration. **Improvement of 36.5%** among low-performing learners.

Statistical analysis of assessment scores shows a **clear increase in learner proficiency across language skills** [Listening-42%, Speaking-86%, Reading-10%, Writing-75%] as they move up the Cambridge proficiency levels.

A statistical analysis of the scores shows the Baseline skewed to the left implying students scored between 0-25% while the Endline is skewed to the right implying improved performance with 50% of the students scoring between 75-100%.

Multiple critical factors play a role in student learning outcomes: Teacher Proficiency, Quality of Curriculum, School Infrastructure, Teacher-Student ratio, and Regular Student Attendance.

There are 20 schools where OBLF's intervention has built foundational literacy from scratch where the baseline is between 2-10% and an increase in proficiency between **400-1500%**

**Increasing investment in teacher capability/proficiency and Advancing Curriculum Quality** continues to be critical for OBLF.

# Research Design

HYPOTHESIS

Students who receive daily classroom intervention for English language through a levelled standardized CEFR curriculum, high-quality teaching and classroom pedagogy will show improved proficiency in English language.

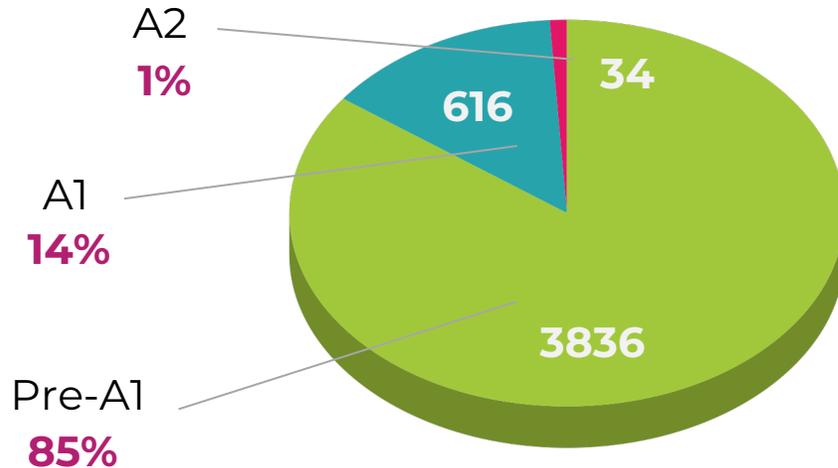
Thereby, building foundational literacy in English Language.

Population=5300

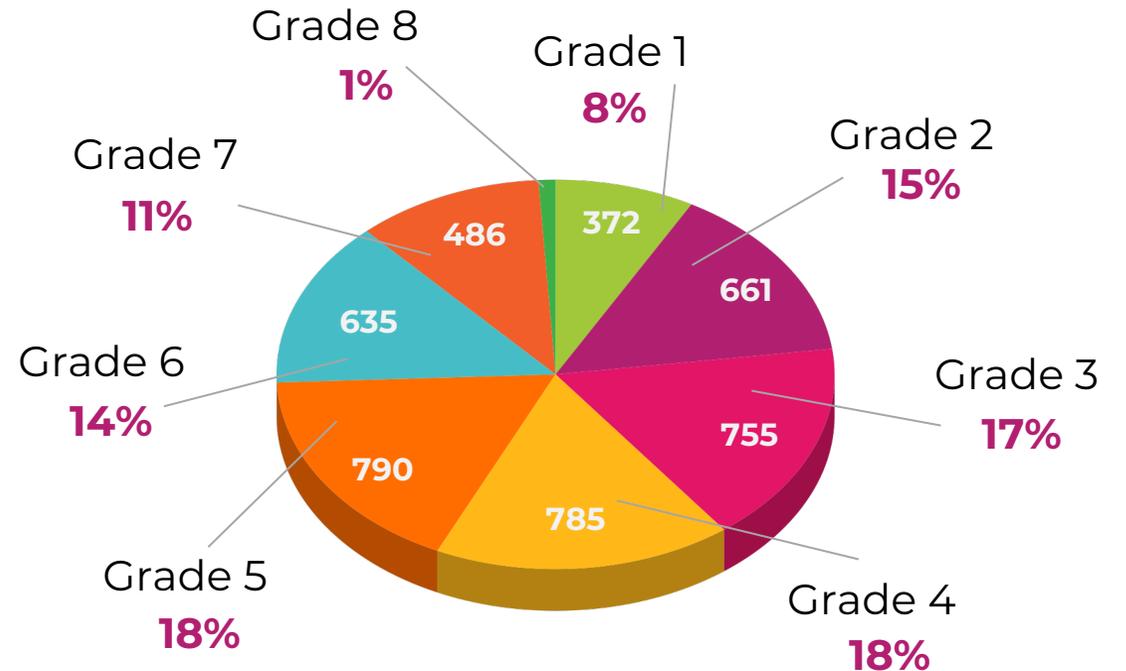
**Sample (N)= 4486, Selected based on availability and match of baseline and endline assessments**

## SAMPLE DETAILS

CEFR LEVEL SPLIT

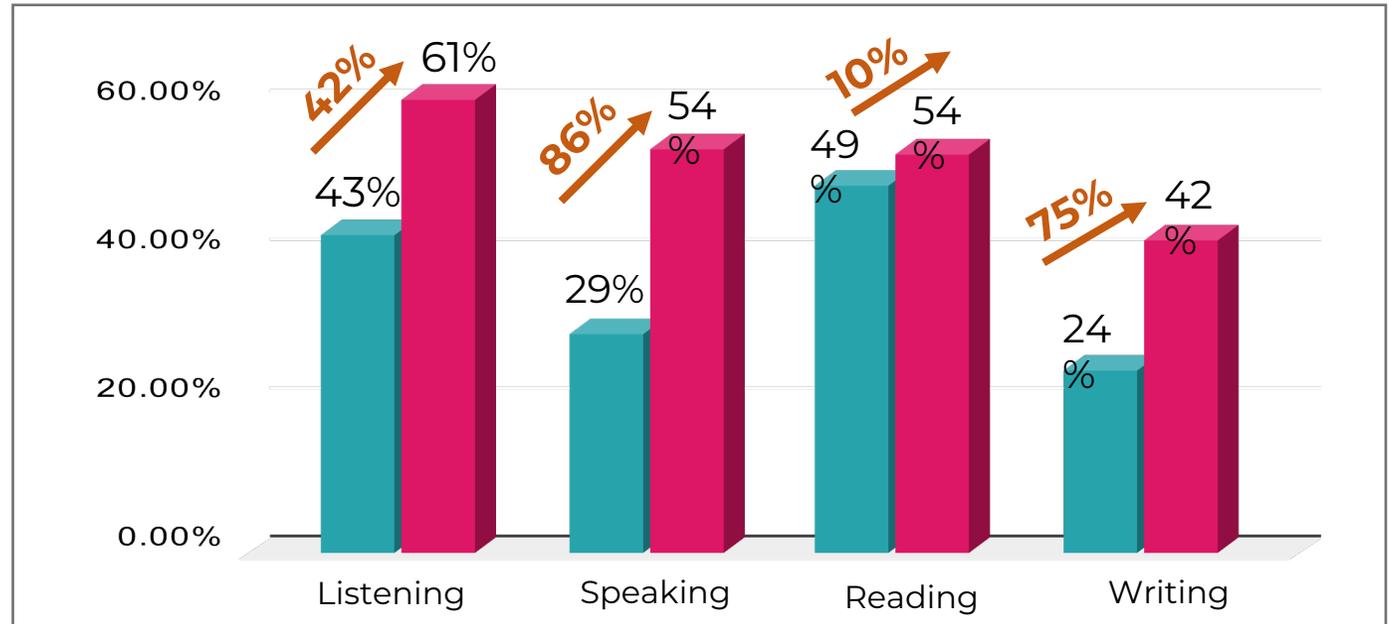
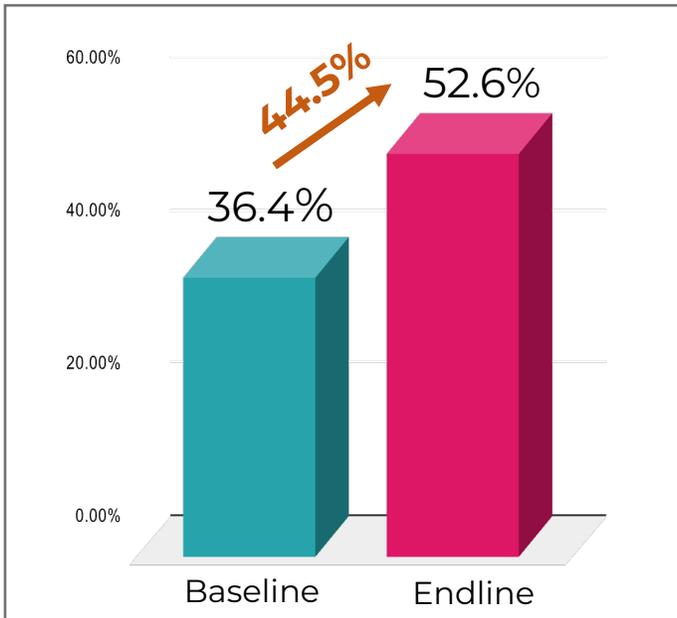


GRADE WISE SPLIT



# 1. Overall Score

Baseline Endline N=4486

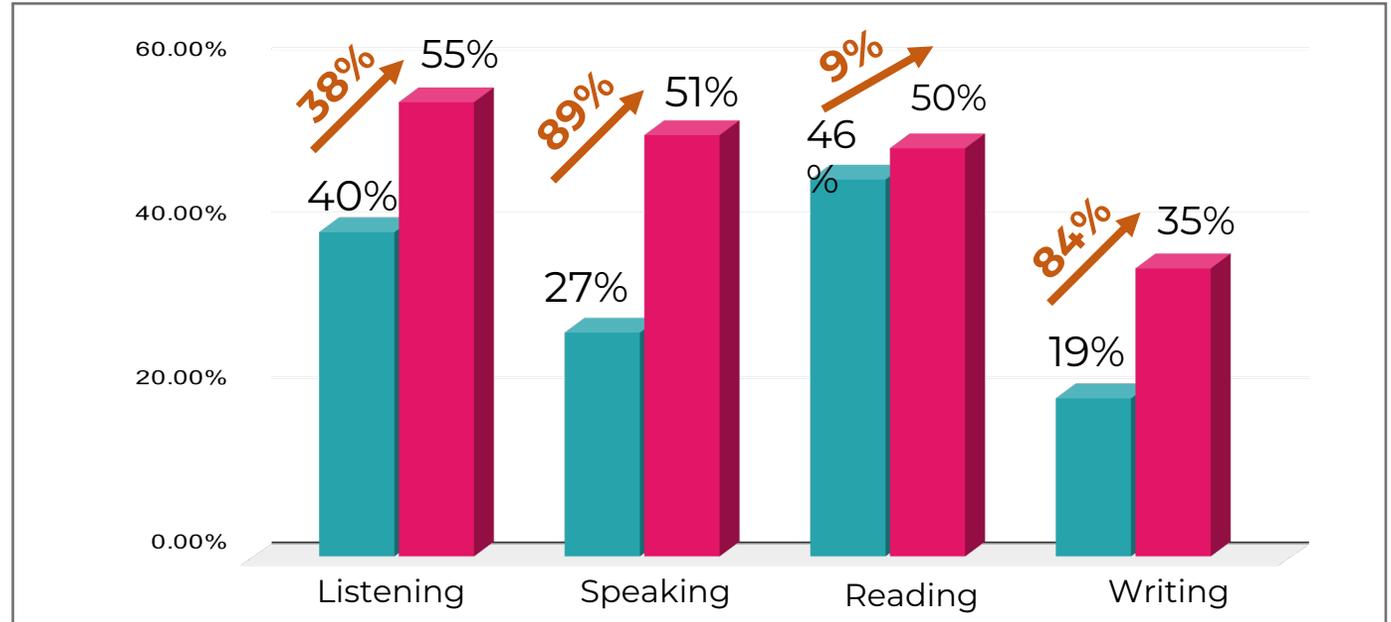
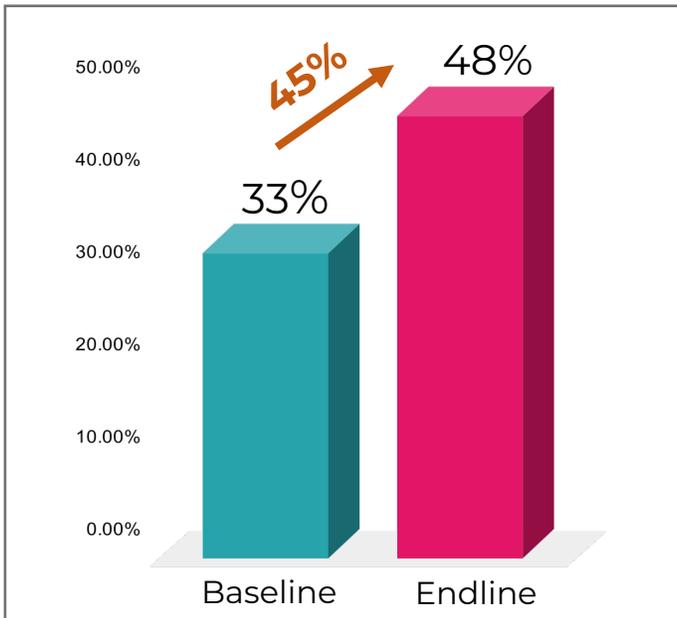


## Inferenc

- There has been a significant shift in student proficiency from baseline to endline with **44.5%**
- There has been a massive improvement in the **productive skills of Speaking and Writing with 86% and 75%**. These insights are opposite to literature where receptive skills are easier to pick up.
- Reading skills have improved by only 10% (limited improvement in comparison to other skills, but significant given that they were at -7 last year).
- This vast improvement can be attributed to **the way the baseline/endline assessment was conducted, curriculum change (Pre-A1 new edition and undergoing volume 2), and improved teacher proficiency & pedagogy.**

## 2. CEFR Level Wise Score: Pre-A1

Baseline Endline N=3836

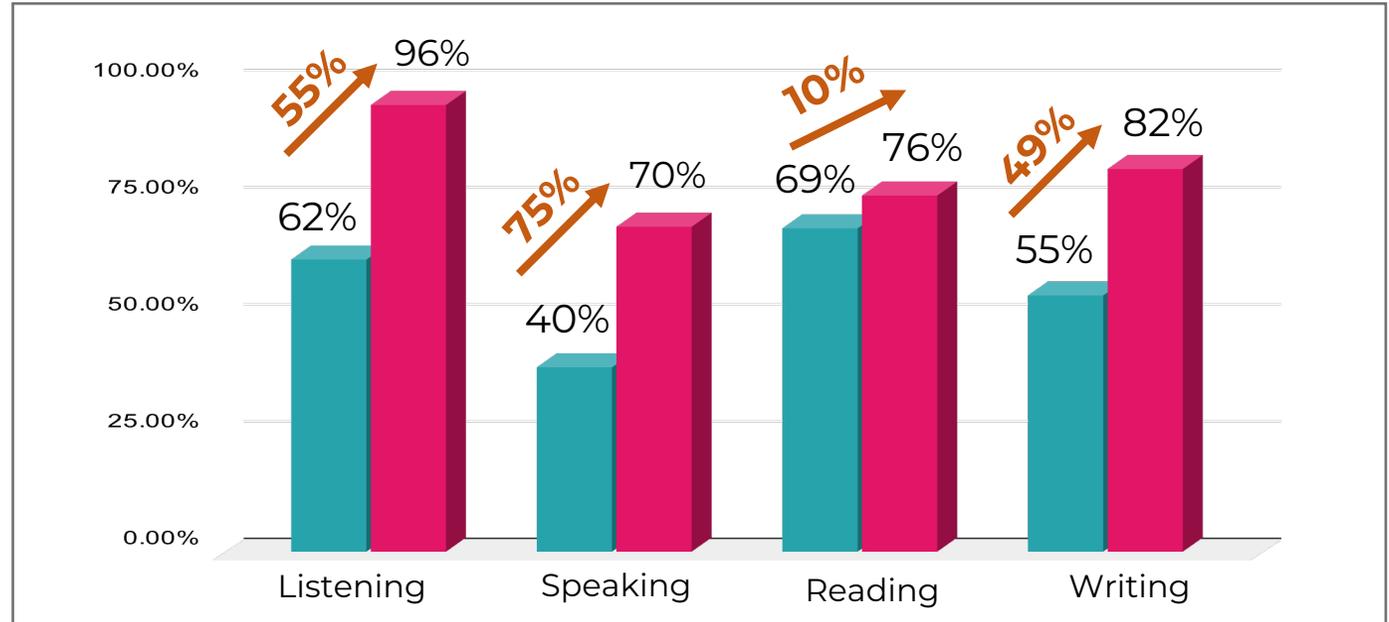
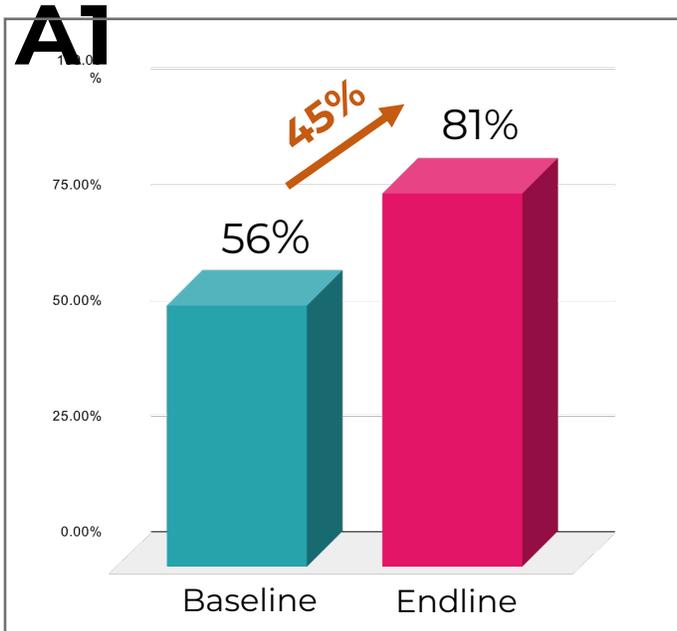


### Inferenc

- e** There has been a massive improvement in the **productive skills of Speaking and Writing with 89% and 84%**
- The massive jump in both writing and speaking can be attributed to the assessment method and content. A large chunk of students scores 0 or very low in the baseline.
  - Other factors: writing worksheets in Pre-A1 at the back for practice, curriculum repeated (not volume 2), rote learning techniques and Pre-A1 comprises various grade level students.
  - **Despite significant improvement rates, over 3600+ students scored below 70%. Thus, Pre-A1 showcases a higher level of improvement in student proficiency but a low rate of movement across the CEFR level (the cut-off is now 50% to move from Pre-A1 -to A1)**

## 2. CEFR Level Wise Score:

Baseline Endline N=616



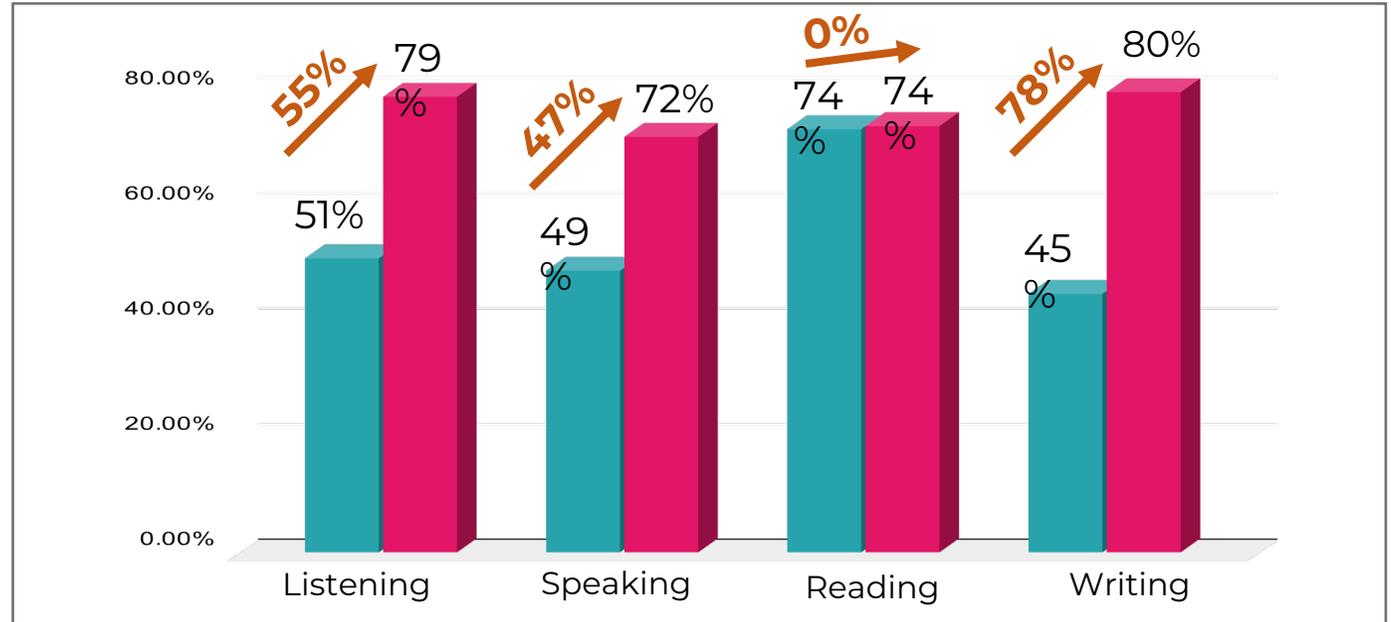
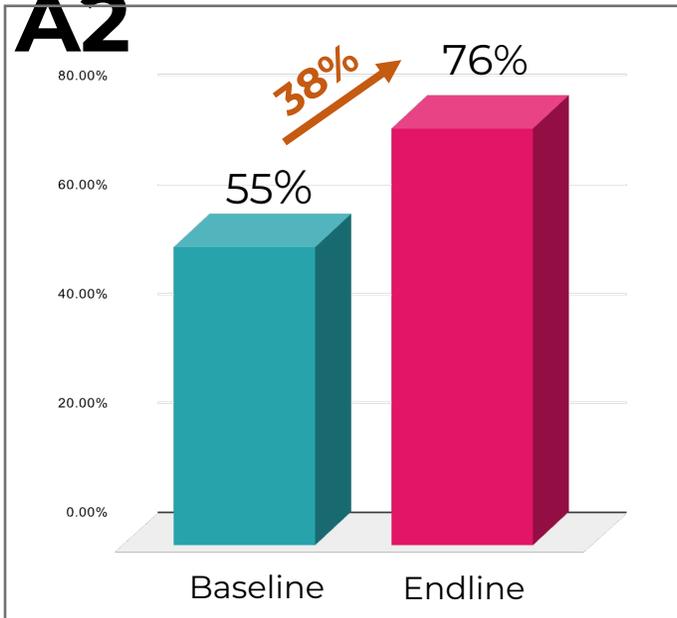
## Inferenc

- There has been a massive improvement in speaking skills by 75% (explore reasons)
- A1 has a higher baseline than A1 but still shows the same amount of growth with a 45% improvement.
- The students in A1 have higher scores, and all have moved to A2 by the 50% cut-off principle.

## 2. CEFR Level Wise Score:

■ Baseline ■ Endline N=34

### A2

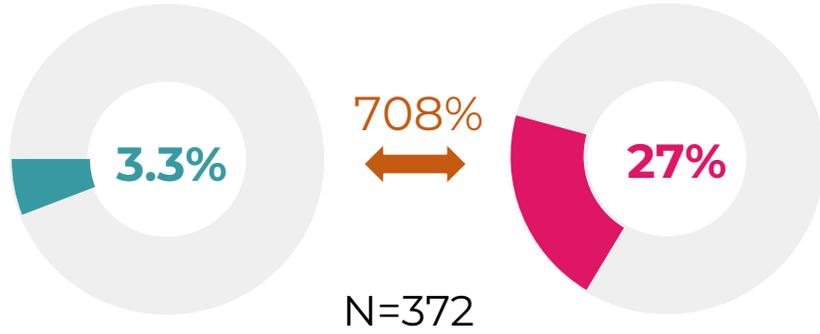


## Inferenc

- e** Despite a higher baseline just like A1, A2 has also shown an improvement of 38% thus, disproving the plateau effect – slowing down the learning pace.
- However, the no of students under this level is insufficient to infer– whether longer exposure within the program results in higher proficiency.
  - Reading as a skill has remained the same across baseline and endline. However, reading is already high at 74%
  - Writing has improved by 78% (explore reasons)
  - All students have moved a CEFR to A2 key based on the 50% cut-off principle.

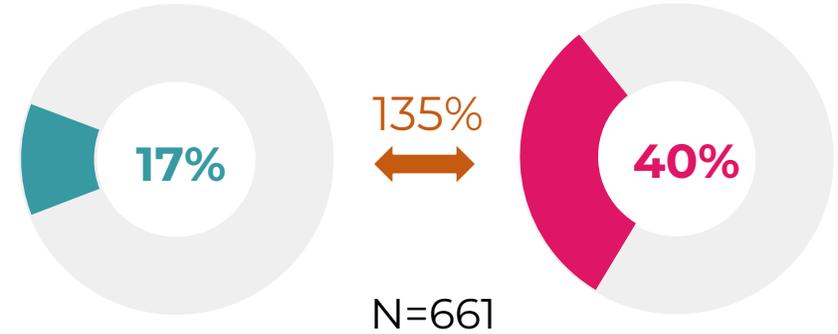
# 3. Grade Wise Scoring

GRADE 1



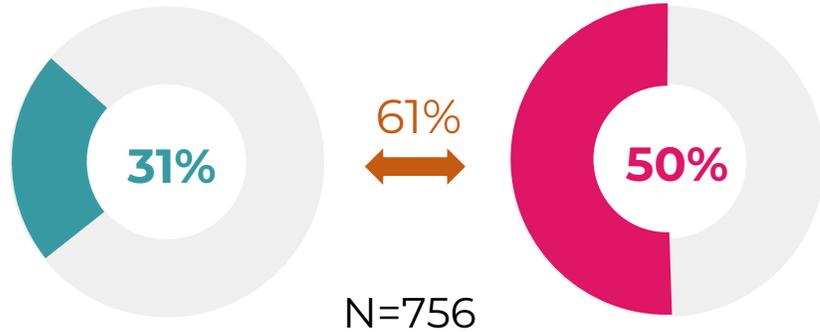
	Listening	Speaking	Reading	Writing
BL	4.47%	2.55%	4.64%	1.59%
EL	40.49%	26.38%	27.74%	11.97%

GRADE 2



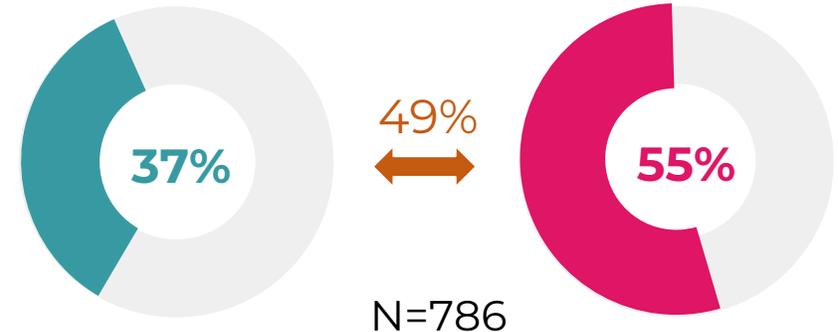
	Listening	Speaking	Reading	Writing
BL	20.86%	14.56%	27.69%	5.77%
EL	50.94%	40.29%	40.82%	26.82%

GRADE 3



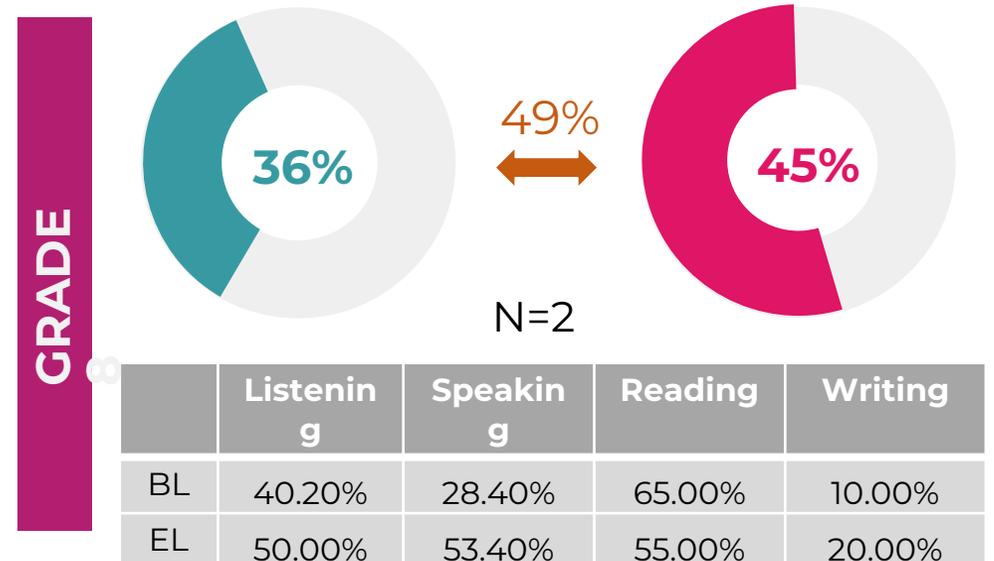
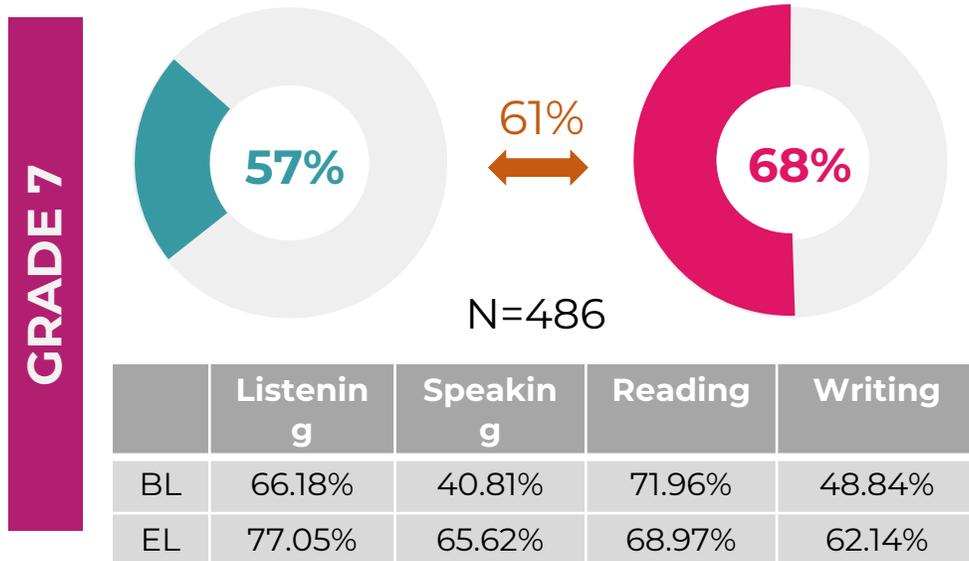
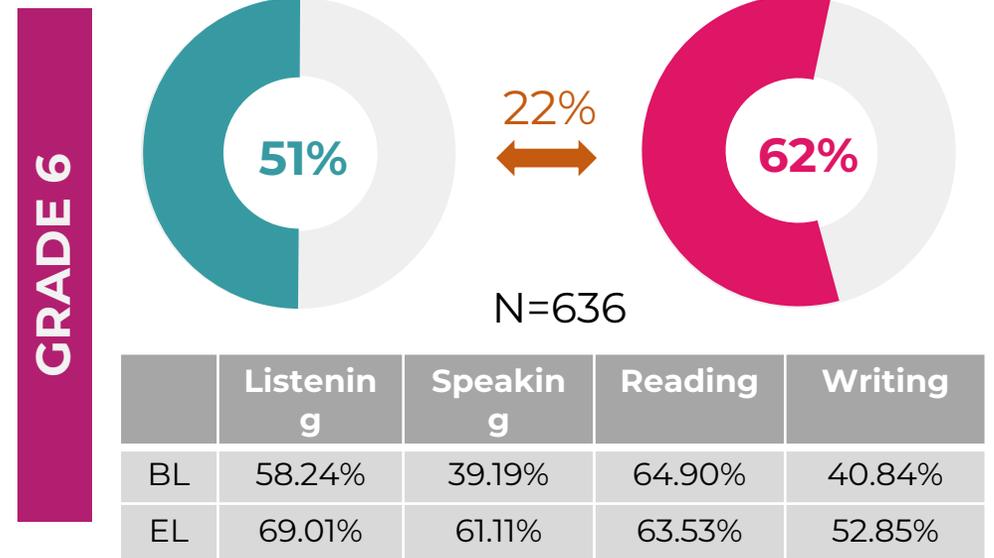
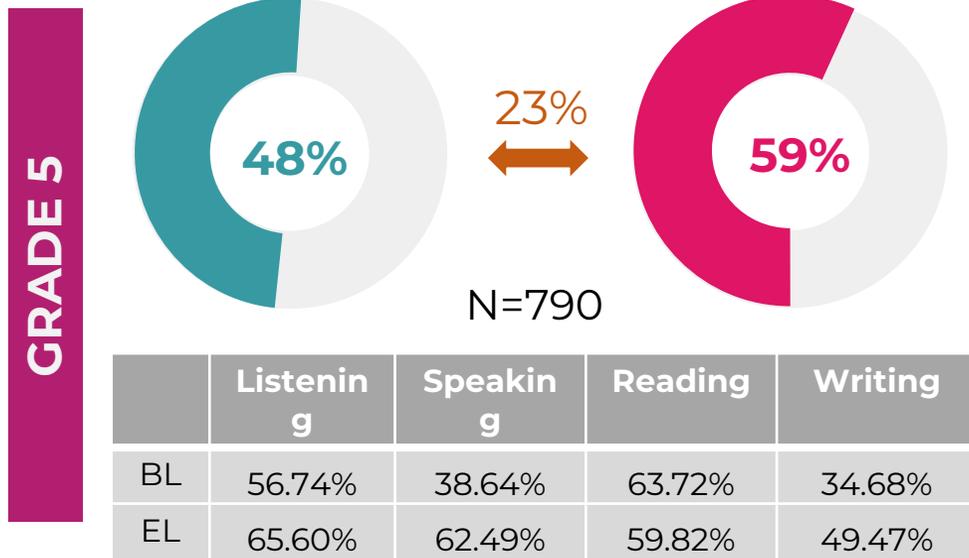
	Listening	Speaking	Reading	Writing
BL	36.07%	27.04%	44.65%	15.52%
EL	57.05%	53.16%	51.83%	37.66%

GRADE 4



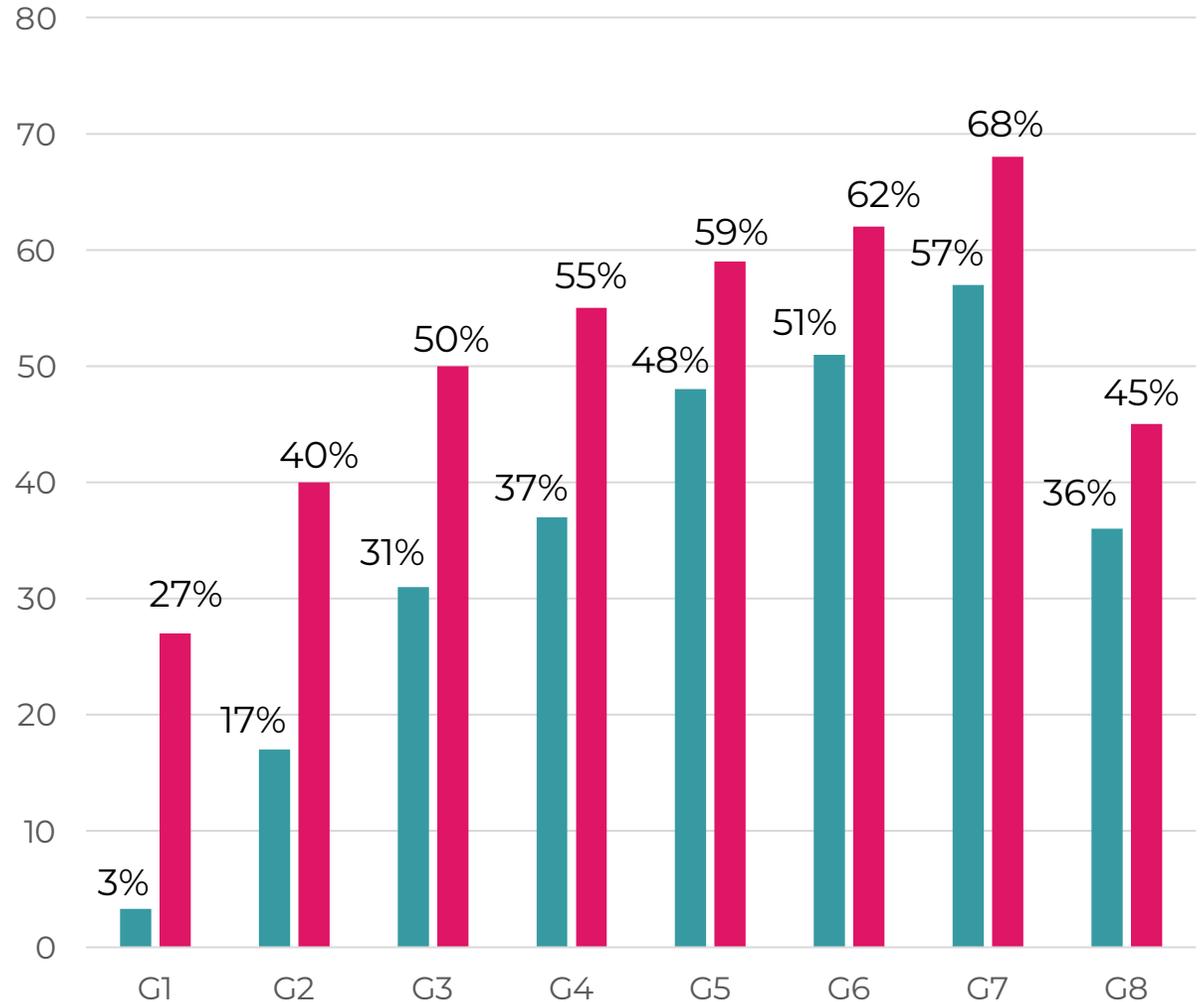
	Listening	Speaking	Reading	Writing
BL	44.88%	31.28%	52.26%	20.53%
EL	61.81%	58.28%	54.76%	43.78%

# 3. Grade Wise Scoring



- Grade 1 and Grade 2 show massive improvements with 708% and 135% respectively. This is due to the baseline score being almost zero. Most students in Grade 1 have scored 0 on their baseline test across skills.
- Grade 8 cannot be considered as a point of analysis as it comprises of 2 students.
- There is an even split across grades with a minimum of 400+ students per grade.
- **There is an incremental and gradual increase across each grade – where the baseline and endline scores both increase** (e.g. Grade 3 is 31-50 while Grade 4 is 37-55). Thus the higher the grade, the higher the baseline. However, the improvement % remains proportional across most grades (25-60% improvement).
- Scores in Grade 1 and Grade 2 confirm the need for repetition of CEFR level at Pre-A1 (Our theory of – lower grades can repeat Pre-A1 while higher levels may move to A1 with special attention and support).
- Despite Grade 4 and Grade 5 receiving additional ed-tech program support – there is no significant increase in these grade groups in comparison to other grades that may not have received ed-tech support. (e.g. Grade 7 shows a 61% improvement: explore why this is the case?)
- 85% of the sample population is in Pre-A1 and spread across these grades. They have shown higher improvement but lower mobility across the CEFR scale.

## Interpreting the Grade-Wise Data



# 4. Solve Tablet Program Study

## SAMPLE DETAILS

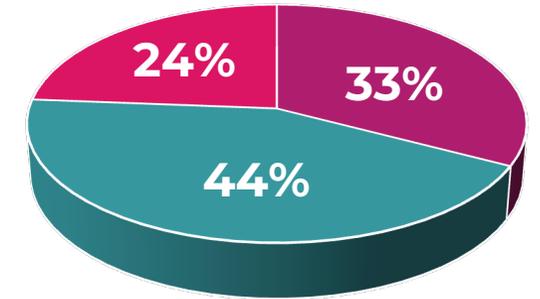
HYPOTHESIS

Students who have sustained access and exposure to CEFR gamified curriculum through a technological platform in addition to their daily OBLF English classes will experience accelerated learning and enhanced proficiency.

A treatment-comparison study, resulting in higher proficiency among the treatment group.

Grade 6-8

Grade 1-3

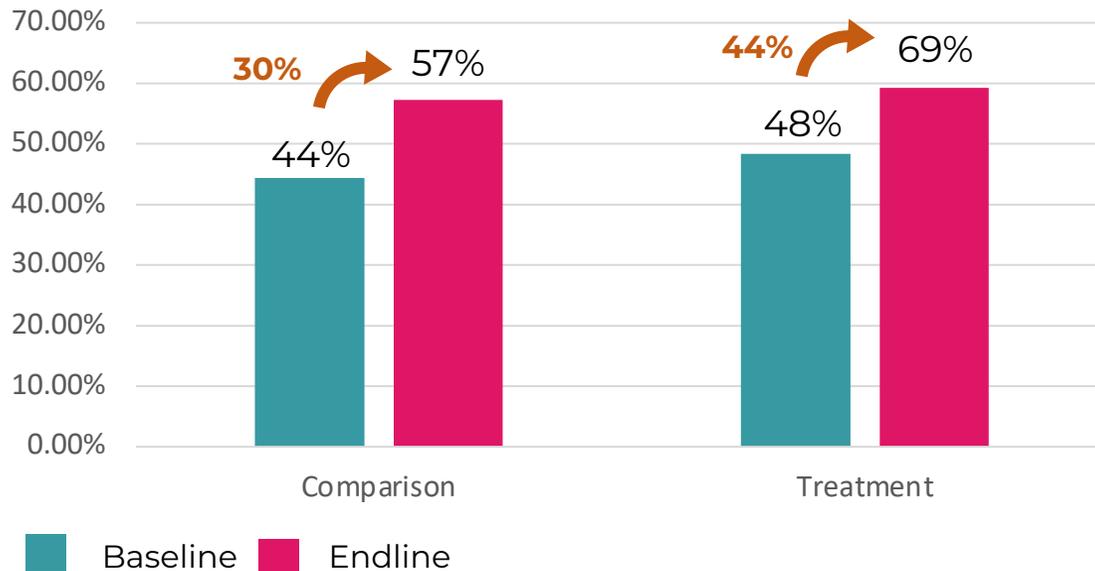


Grade 4-5

Population=4486

**Sample (N)=1343**, Selection criteria: Students who received the tablet-based intervention for a minimum 1 year

## OVERALL SCORES



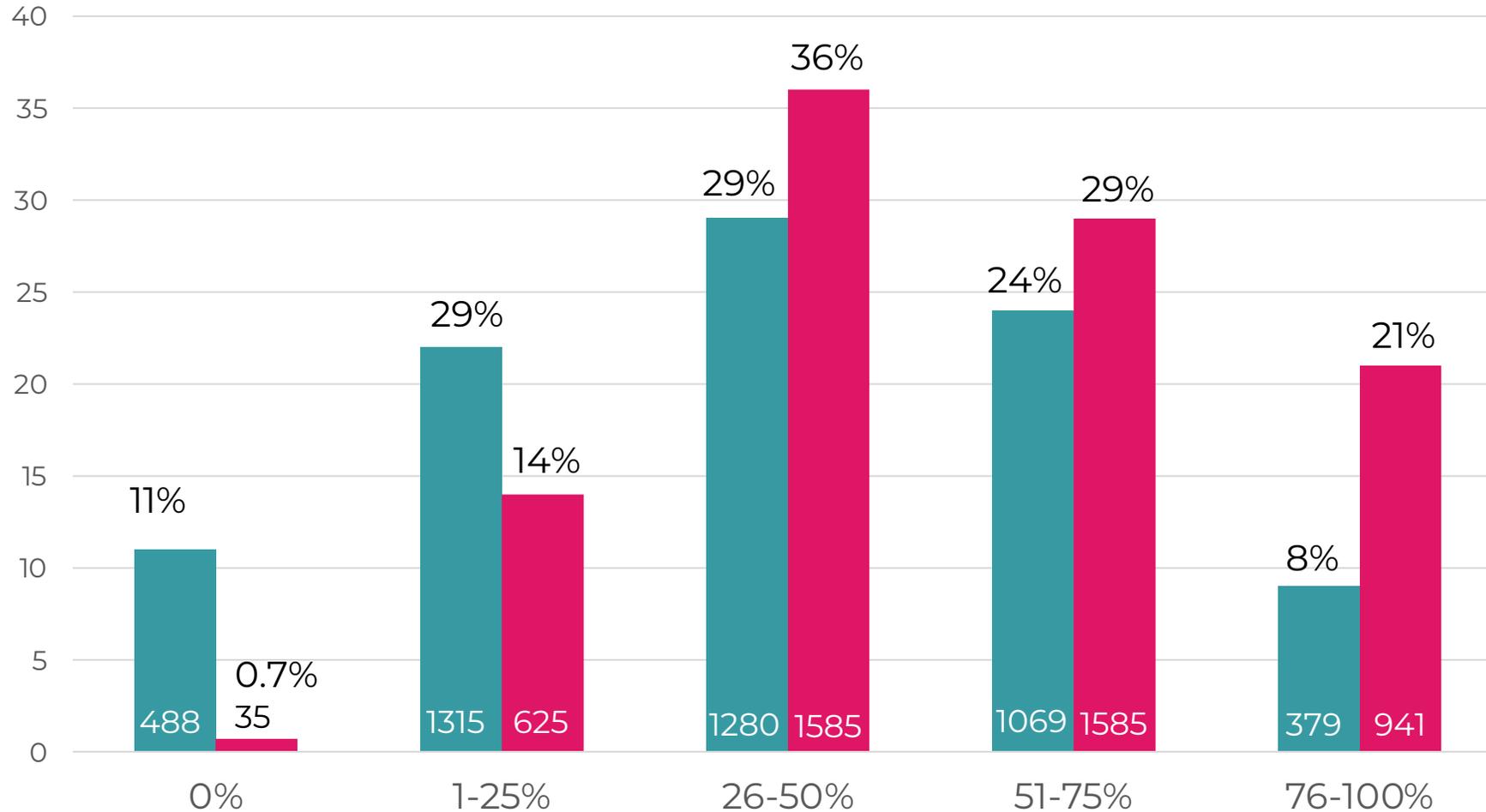
## FINDING

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- Despite a higher baseline, the students under the solve program have show a higher margin of improvement than those who did not receive the intervention.
- Due to the interactive nature of the gamified curriculum - the students have shown a large improvement in Speaking, Reading & Writing Skills. **Speaking Skills have grown by 77%**
- **These findings support our hypothesis that daily quality classroom learning when supplemented with ed-tech based learning leads to accelerated growth in student proficiency.**

# 5. Student Score Across Ranges

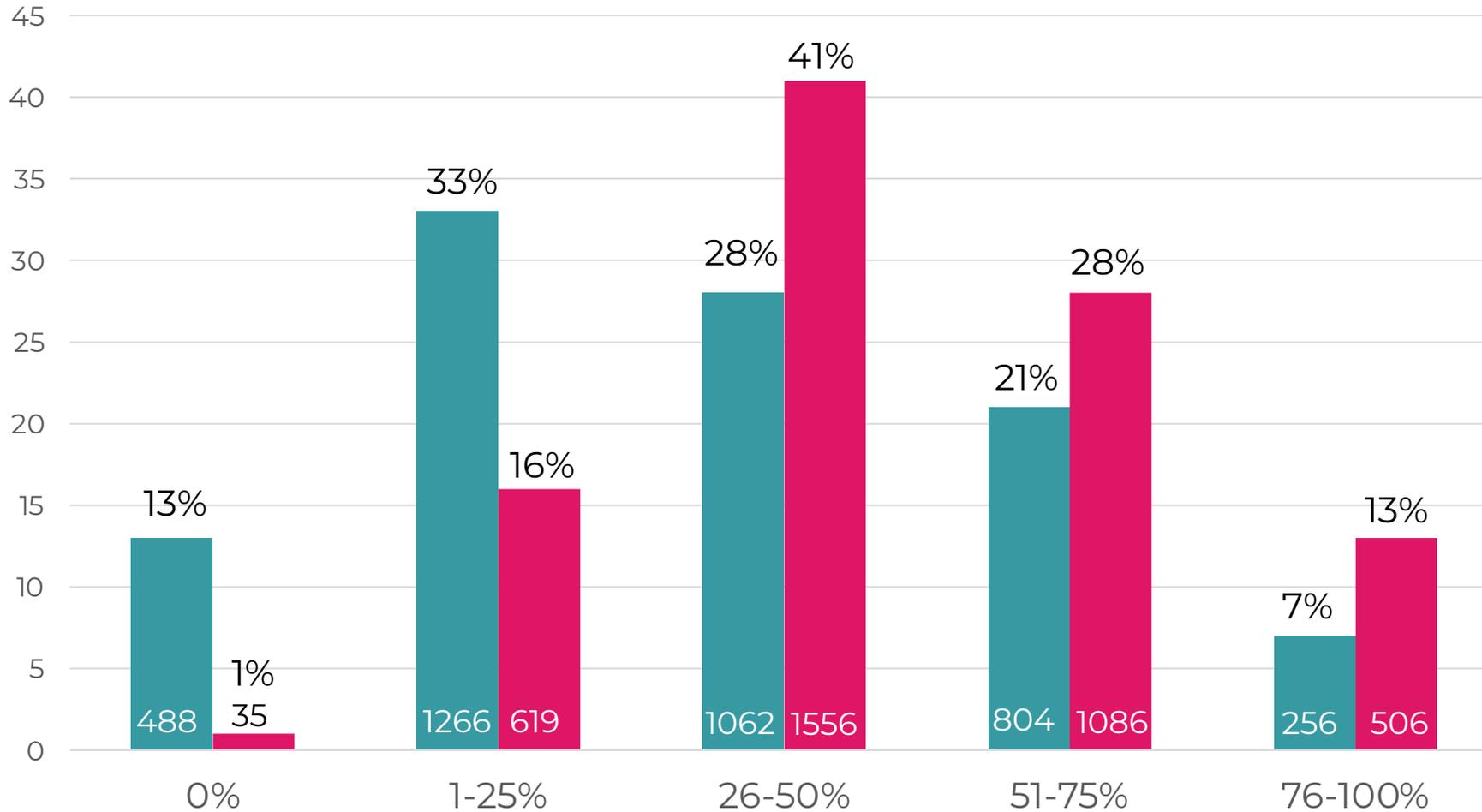
## Overall student score range



## Inference

- The bell curve for the scores baseline is skewed to the left, which signifies that most students across levels were performing less than the average.
- 488 students scored 0 in the baseline.
- The bell curve for the scores endline is skewed to the right, which signifies a massive improvement in scores. (50% of scores between 50-100).

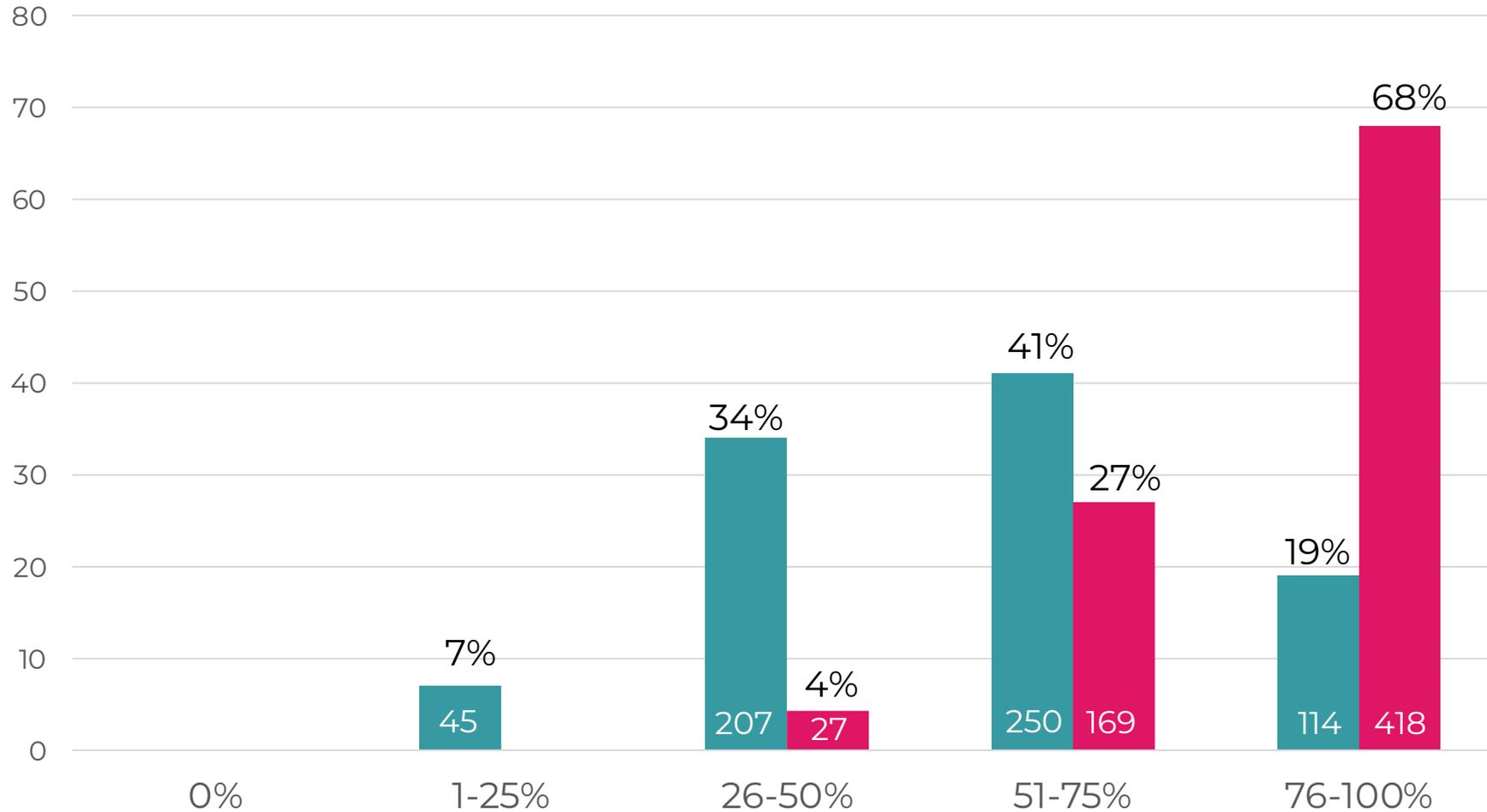
## Pre-A1 Overall student score range



### Inference

- The bell curve for the Pre-A1 baseline is skewed to the left, which signifies that most students in Pre-A1 were performing less than the average.
- 488 students scored 0 in the Pre-A1 baseline.
- The bell curve for the Pre-A1 endline is skewed to the right, which signifies a massive improvement in scores. (82% of the scores between 50-100).

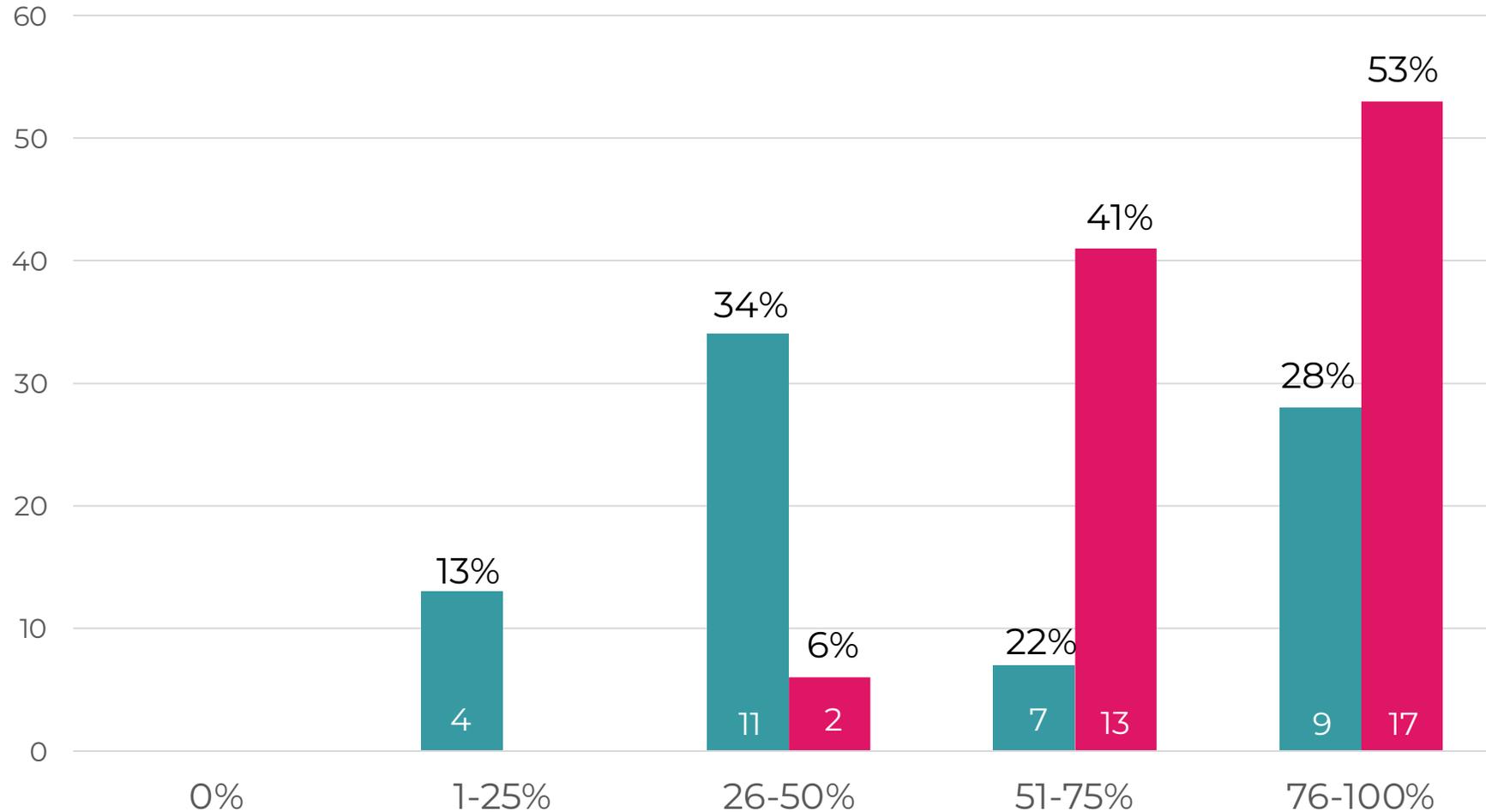
## A1 Overall student score range



### Inference

- The bell curve for the A1 baseline forms a bell curve with most students scoring between 26-50% range and 51-75%
- There are no students at 0 and 45 between 1-25%.
- The bell curve for the A1 endline is skewed to the right, with **68%** of students scoring between 76-100%. This indicates high student proficiency at this CEFR level.

## A2 Overall student score range



### Inference

- The bell curve for the A2 baseline disperses across quartiles, most between 25-50%
- The bell curve for the A2 endline is skewed to the right, with **41% of students scoring between 51-75% and 53% scoring between 76-100%**. This indicates high student proficiency at this CEFR level.

# 6. Assessment Activity Wise Score Break

Up

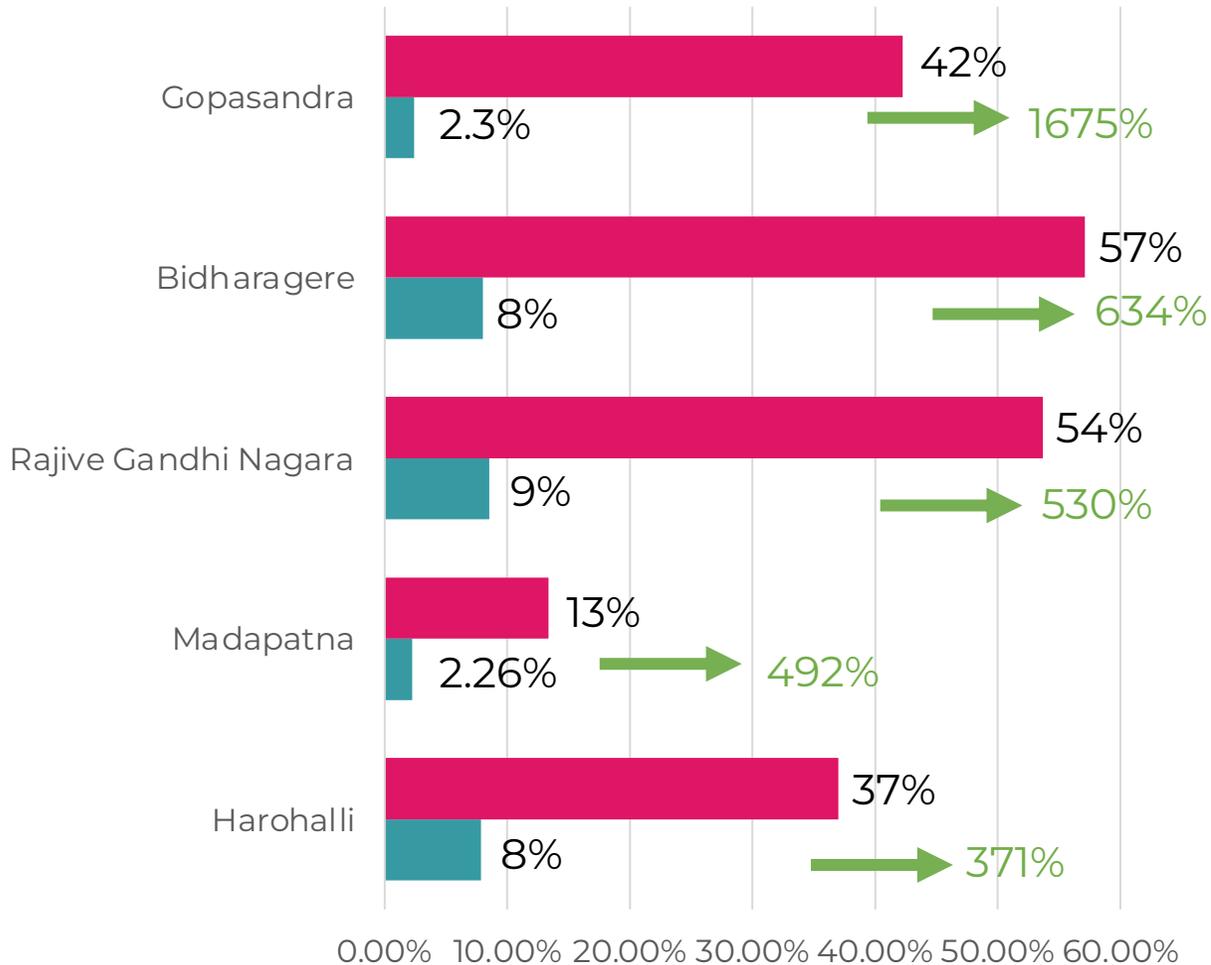
PRE-A1 ASSESSMENT									
Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Skill	Listening	Reading	Listening	Writing	Reading	Writing	Speaking	Speaking	Speaking
Baseline	40.63%	41.50%	38.50%	22.36%	50.44%	16.28%	29.75%	28.09%	24.20%
Endline	52.75%	43.41%	57.79%	38.72%	56.27%	31.51%	47.95%	49.46%	56.83%

A1 ASSESSMENT									
Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Skill	Listening	Reading	Listening	Writing	Reading	Writing	Speaking	Speaking	Speaking
Baseline	49.46%	95.19%	75.22%	60.33%	43.25%	49.04%	42.55%	34.72%	41.25%
Endline	95.77%	76.39%	95.35%	80.94%	76.07%	82.93%	66.41%	67.28%	74.83%

A2 ASSESSMENT									
Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Skill	Listening	Reading	Listening	Writing	Reading	Writing	Speaking	Speaking	Speaking
Baseline	71.52%	83.64%	30.61%	49.70%	63.64%	40.00%	49.09%	52.12%	45.76%
Endline	70.91%	81.82%	87.27%	74.55%	66.06%	85.45%	70.91%	73.64%	72.42%

# 7. School-wise Performance

## Highest Performing Schools

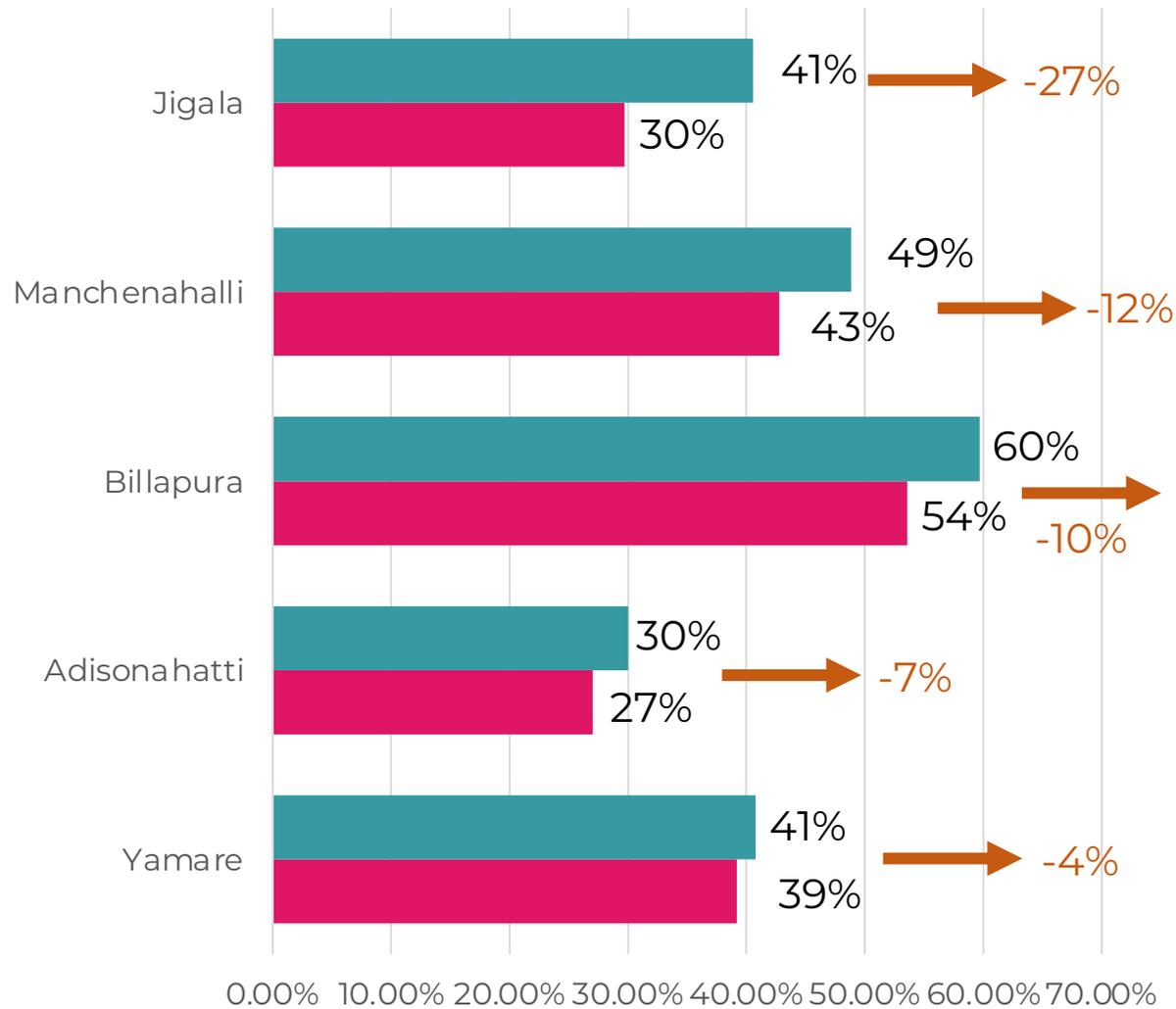


School	# stud	Teacher	Baseline	Endline	% Imp
Gopasandra	21	Kalpana M	2.38%	42.26%	1675%
Bidharagere	24	Sunitha RM	7.78%	57.12%	634%
Rajive Gandhi Nagara	8	Meena N	8.52%	53.70%	530%
Madapatna	31	Ranjini N Shilpa M (ANK)	2.26%	13.38%	492%
Harohalli	21	Lakshmi G	7.86%	37.02%	371%

## Inference

- **Negligent baseline, low endline:** 19 schools' scores have shown a more than 100% improvement in scores. The baseline scores for these schools range between 2-10% and go up to 25-35%.
- **Low baseline, High endline:** 23 schools have shown an improvement between 50-100% The baseline for these schools 20-40%.
- **High baseline, low endline:** 42 schools have shown an improvement between 1-50% Both baseline and endline scores of these scores reside within 3—50% thus showing limited improvement.
- Thus, fluctuations in performance but limited movement across CEFR.

## Lowest Performing Schools

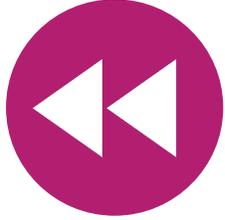


School	# stud	Teacher	Baseline	Endline	% Imp
Jigala	6	Rekha V	40.57%	29.72%	<b>-26.74%</b>
Manchenahalli	42	Anitha K Swetha S	48.81%	42.79%	<b>-12.33%</b>
Billapura	22	Munilakshmi	59.68%	53.60%	<b>-10.19%</b>
Adisonahatti	13	Vanitha KN	29.16%	27.05%	<b>-7.24%</b>
Yamare	28	Hemavathi S	40.77%	39.18%	<b>-3.90%</b>

## Inference

- 10 schools out of 93 schools scored below or saw no change in their score from baseline to endline.
- All these schools have a high baseline score above 40% (check assessment conduct)
- Does teacher proficiency play a role?
- What are some other factors that are school-specific?

# Next Steps



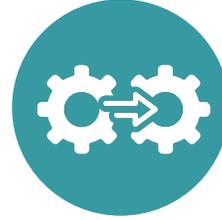
Revisit

- Top 5 schools to understand scoring criteria
- Revisit baseline tests content



Analyze

- Conduct inferential statistics on student scores & teacher proficiency and attendance



Integrate

- Identify 900 missing students
- Students – teacher allocation for low-performing students



Design

- Tech-impact studies for SOLVE & Leap
- What will the baseline look like next year? (A1 & A2 are high)



Disseminate

- Who will this be circulated to?
- When?
- Format