



CHILDREN'S LOVECASTLES TRUST (CLT INDIA) | CHRIST CONSULTING

COMPARATIVE ANALYSIS REPORT

Grades 1-4 | 12 Schools | Bengaluru Urban District | Year 2025–26

185	229	10 → 12	Oct 2025 → Mar 2026
Baseline Students	Endline Students	Schools	Timeframe

Prepared by: CLT | CHRIST CONSULTING
Academic Year 2025-26

HOW TO READ THIS REPORT

Scores are on a 0-5 scale per skill. Absolute change = Endline mean minus Baseline mean. **Levels:** Excellent ≥ 4.5 | Satisfactory 3.0-4.4 | Emerging 2.0-2.9 | Beginner < 2.0 . **Abbreviations:** LC = Listening Comprehension | RF = Reading Fluency | WS = Writing Skills | LF = Letter Formation | RW = Rhyming Words | PA = Phoneme Awareness. All observed changes are described as trends only. This is a descriptive analysis. No causal inference is made.

1. EXECUTIVE SUMMARY

Purpose

This report presents a structured, descriptive comparison of student performance outcomes between the Baseline Assessment (October 2025) and the Post-Test Endline Assessment (February-March 2026) under the CLT Literacy Programme. The comparison spans Grades 1-4 across 12 government primary schools in Bengaluru Urban District. The purpose is to identify the direction and magnitude of observed performance shifts at the grade, skill, level-distribution, and school level. This analysis does not make causal claims. All findings describe observed trends, not programme-attributable impact.

Key Findings

- **Positive score shifts were observed across all four grades between baseline and endline**, with Grade 2 recording the largest absolute change at +1.698 points (from 1.629 to 3.327/5) and Grade 3 recording the smallest at +0.786 points (from 2.734 to 3.520/5) (see Figure 1).
- **Grade 2 Listening Comprehension (LC) reflects the most dramatic single-skill observed shift** in the programme: 0.542 to 2.789/5 (+2.247 points, +45pp). At baseline, 82.7% of Grade 2 students were at Beginner; at endline this reduced to 26.9% (see Figure 6).
- **Grade 1 Letter Formation (LF) suggests the most uniform positive shift**, with Excellent proportion rising from 9.6% to 49.0% (+39.4pp) and Beginner falling from 25.0% to 5.9%.
- **Grade 2 Listening Comprehension (LC) remains the weakest-performing skill at endline (2.789/5)**, indicating that despite a large observed upward shift from a near-zero baseline, the skill has not yet reached the Satisfactory threshold.
- **Beginner-level proportions declined across 8 of 9 skills** between baseline and endline. The only exception is Grade 4 Writing Skills (WS), where Beginner proportion increased marginally (+2.8pp) (see Figure 8).
- **9 of 10 existing schools recorded positive overall score shifts.** GHPS Yelahanka (BEO) and GHPS 4th Phase YNT showed the largest gains (+1.67 points each). GKMHPs Pottery Town shows the slowest shift (+0.65) and remains in the Emerging band (see Figure 5).
- **Coefficient of Variation (CV) declined for all 9 skills**, indicating a reduction in within-cohort performance inequality at endline compared to baseline, though most skills still reflect moderate-to-high variability (see Figure 7).

Key Limitations

- **Cohort not matched:** 185 students assessed at baseline (10 schools) vs 229 enrolled at endline (12 schools). 44 new students from 2 new schools are included at endline without a baseline reference. Grade-level comparisons reflect population-level trends, not individual student progress.
- **Absentee bias:** Baseline absentee rates were 0%-2.5%. Endline rates ranged from 10.7% to 17.3%. If absent students at endline were systematically lower-performing, endline averages may overstate the observed shift.
- **Scoring structure note:** Baseline used holistic 0-5 ratings per skill. Endline used sub-item aggregation (5 items × max 1.0 each = 5.0). Both produce comparable 0-5 scores; level-based comparison is the more robust analytical framework.
- **Descriptive analysis only:** Observed changes cannot be attributed to the programme alone. External factors, teacher variation, and school context are not controlled for.

Recommendations

- **Maintain Grade 4 LC as a strength model** while applying similar pedagogical approaches to Grade 2 LC to sustain observed gains.
- **Deploy targeted remedial programming for Grade 4 WS Beginner group** (10 students, 23.3%) and Grade 2 LC Beginner group (14 students, 26.9%).
- **Develop a dedicated oral reading fluency module for RAF_5** (Grade 4 RF, 36.92/100 at endline) before the next cycle.
- **Provide intensive school-level support to GKMHPS Pottery Town and GHPS VKO Shivajinagar**, both of which remain below 3.0/5 at endline despite positive observed shifts.

2. PROGRAMME AND DATA OVERVIEW

The CLT Literacy Programme is implemented across government primary schools in Bengaluru to build foundational literacy among early-grade learners. This comparative analysis examines two assessment points: the Baseline (October 2025), covering 185 students across 10 schools, and the Post-Test Endline (February-March 2026), covering 229 enrolled students (196 present) across 12 schools. The two additional schools at endline are GHPS Jakkur Layout and GHPS Byatarayanpura, both of which have no baseline data and are therefore excluded from school-wise change analysis.

2.1 Dataset Comparison

Metric	Baseline (Oct 2025)	Endline (Feb-Mar 2026)
Total Students Assessed/Enrolled	185	229
Present Students	185	196
Absentee Rate (Overall)	~1.1%	14.4%
Schools	10	12 (2 new)
New Students at Endline	N/A	+44 (from 2 new schools)
Grade 1 Present	52	51
Grade 2 Present	52	52
Grade 3 Present	42	50
Grade 4 Present	39	43

Table 1: Dataset Comparison Overview

The endline cohort is larger and drawn from a broader school base. The sharp rise in absentee rates between baseline (near-zero) and endline (10.7%-17.3%) is a material difference that must be factored into all comparative interpretations. The 44 new students from schools without baseline data introduce a cohort composition bias at the grade level.

3. METHODOLOGY

3.1 Study Design

This is a comparative descriptive analysis examining baseline and endline assessment outcomes for the CLT Literacy Programme. It is observational and cross-sectional, comparing two population-level snapshots rather than tracking individual students. No control group is used. All findings describe observed trends and do not constitute causal evidence.

3.2 Cohort Definition

The baseline cohort comprises 185 students assessed across 10 schools in October 2025. The endline cohort comprises 196 present students (out of 229 enrolled) across 12 schools in February-March 2026. These cohorts are not matched. Forty-four new students from GHPS Jakkur Layout and GHPS Byatarayanpura are included in endline counts but have no baseline reference. Comparisons are population-level trend analyses only.

3.3 Comparability Conditions

Both timepoints use a 0-5 scoring scale per skill and identical level thresholds (Excellent ≥ 4.5 | Satisfactory 3.0-4.4 | Emerging 2.0-2.9 | Beginner < 2.0). The percentage formula is consistent: $(\text{Mean Score} / 5) \times 100$. Baseline used holistic 0-5 ratings; endline used sub-item aggregation (5 items $\times$ max 1.0 each). Both methods produce comparable 0-5 scores, making level-based comparison the preferred analytical framework.

3.4 Analytical Methods

This analysis uses: (a) mean score comparison with absolute change (Endline minus Baseline); (b) percentage point (pp) shifts in level distribution; (c) Coefficient of Variation (CV) comparison to assess within-cohort inequality; and (d) school-wise average score comparison for existing schools only. Absolute change values are used throughout. Percentage-of-baseline figures are not used, as the low baseline values in some skills (notably Grade 2 LC at 0.54/5) would produce misleadingly large percentage changes.

3.5 Limitations

This analysis is subject to four key limitations. Cohort mismatch: baseline $n=185$ (10 schools), endline $n=229$ (12 schools). Absentee bias: endline absent rates (10.7%-17.3%) are substantially higher than baseline (0%-2.5%); if absent students at endline were lower-performing, observed averages may overstate the shift. New school inclusion: GHPS Jakkur Layout and GHPS Byatarayanpura contribute to endline grade averages without a baseline anchor. Descriptive scope: no causal inference can be made from this comparison.

4. OVERALL PERFORMANCE COMPARISON

The table below presents grade-wise average scores at both timepoints, along with the absolute observed change and percentage point shift (see Table 2 and Figure 1). Note that each grade assesses different skills of varying complexity; direct inter-grade comparisons should be interpreted with this in mind.

Grade	Baseline n	Endline n	Baseline Avg	Endline Avg	Absolute Change	Baseline %	Endline %
Grade 1	52	51	2.533	3.897	+1.364	50.7%	77.9%
Grade 2	52	52	1.629	3.327	+1.698	32.6%	66.5%
Grade 3	42	50	2.734	3.52	+0.786	54.7%	70.4%
Grade 4	39	43	2.89	3.836	+0.946	57.8%	76.7%

Table 2: Grade-wise Overall Performance Comparison

Figure 1: Grade-wise Average Score Comparison — Baseline vs Endline

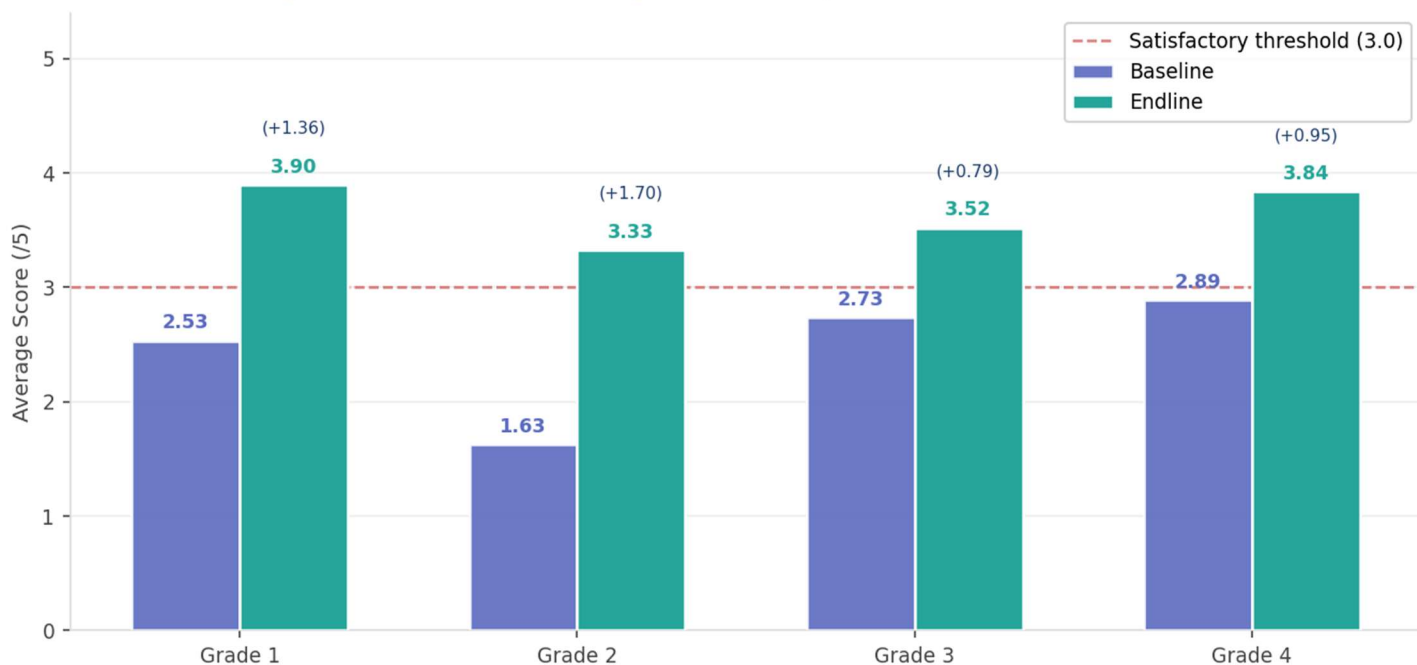


Figure 1: Grade-wise Average Score Comparison. Indigo bars = Baseline; teal bars = Endline. Change labels above endline bars indicate absolute shift. All four grades show observed upward movement.

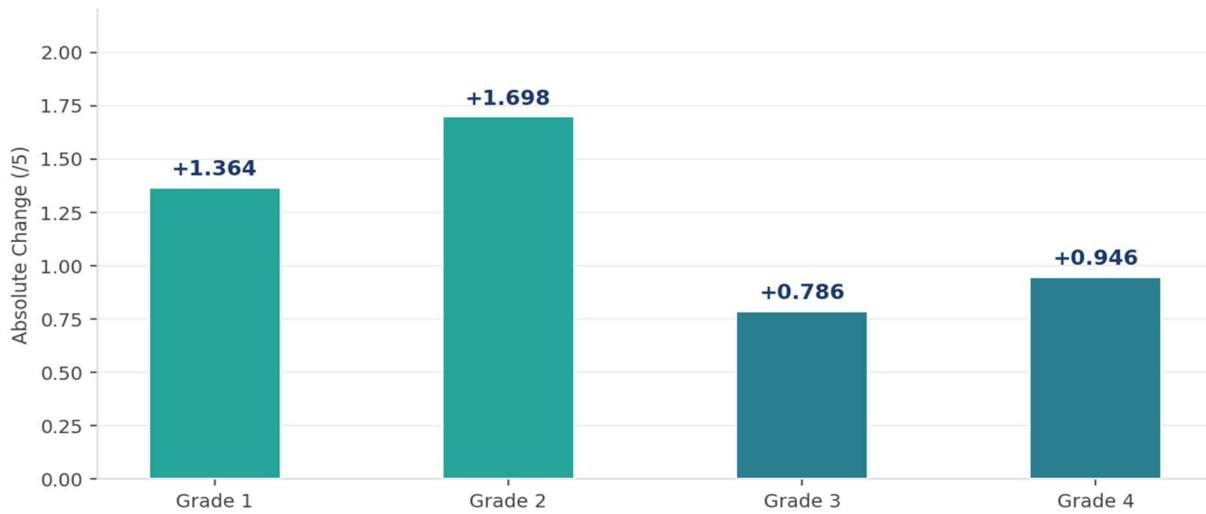
Figure 2: Absolute Score Change by Grade (Endline minus Baseline)

Figure 2: Absolute Score Change by Grade. Grade 2 records the largest observed shift (+1.698 pts); Grade 3 the smallest (+0.786 pts).

An observed upward shift in average scores was noted for all four grades between baseline and endline (refer Table 2 and Figures 1 and 2). Grade 2 reflects the largest absolute change (+1.698/5), though it started from the lowest baseline (1.629/5) and its endline average (3.327/5) still sits in the lower Satisfactory range. Grade 3 reflects the smallest absolute shift (+0.786/5) but began from a comparatively stronger baseline (2.734/5). Grade 4 moved from 2.890/5 to 3.836/5, placing it second in overall endline performance.

5. GRADE-WISE COMPARISON

5.1 Grade 1

Level	Base No.	Base %	End No.	End %	D Excellent	D Beginner
Excellent	5	9.6%	22	43.1%	+35.4pp	-20.1pp
Satisfactory	27+24	49-51%	20	39.2%	-9.8pp	
Emerging	7	13.5%	6	11.8%		
Beginner	13	25.0%	4	7.8%		-20.1pp

Table 3: Grade 1 Level Distribution Comparison (Averaged across Letter Formation and Rhyming Words)

Grade 1 reflects a notably positive distribution shift. The Excellent proportion rose from 7.7% to 43.1% (+35.4pp) and Beginner proportion fell from 27.9% to 7.8% (-20.1pp), suggesting broad upward movement across the cohort. The Satisfactory band contracted slightly, which is consistent with students moving upward into the Excellent category rather than stagnating in the middle band. Both Letter Formation (LF) and Rhyming Words (RW) contributed to this shift, with LF showing the stronger gain.

5.2 Grade 2

Level	Base No.	Base %	End No.	End %	D Excellent	D Beginner
Excellent	2	4.8%	16	30.8%	+26.0pp	
Satisfactory	14	27.9%	12	23.1%	-4.8pp	
Emerging	9	18.3%	14	26.9%	+8.6pp	
Beginner	26	49.0%	10	19.2%		-29.8pp

Table 4: Grade 2 Level Distribution Comparison (Averaged across Phoneme Awareness and Listening Comprehension)

Grade 2 reflects the largest grade-level average shift (+1.698/5) but presents a complex distribution pattern. The Beginner proportion fell dramatically from 49.0% to 19.2% (-29.8pp), while the Excellent proportion rose from 4.8% to 30.8% (+26.0pp). However, the Emerging band expanded from 18.3% to 26.9%, indicating that a meaningful segment of students moved out of Beginner but has not yet reached Satisfactory level. This is largely driven by the Grade 2 Listening Comprehension (LC) distribution, where the shift from Beginner was substantial but students are clustering in the Emerging band.

5.3 Grade 3

Level	Base No.	Base %	End No.	End %	D Excellent	D Beginner
Excellent	5	13.1%	18	36.0%	+22.9pp	
Satisfactory	19	46.4%	16	32.0%	-14.4pp	
Emerging	6	15.5%	12	24.0%		
Beginner	10	25.0%	4	8.0%		-17.0pp

Table 5: Grade 3 Level Distribution Comparison (Averaged across Reading Fluency and Writing Skills)

Grade 3 reflects the smallest absolute shift (+0.786/5) but started from a moderate baseline (2.734/5). The Excellent proportion increased from 13.1% to 36.0% (+22.9pp) and Beginner fell from 25.0% to 8.0% (-17.0pp). A notable feature is the expansion of the Emerging band from 15.5% to 24.0%, which in the context of falling Beginner proportions suggests that students are transitioning upward from Beginner rather than slipping down from Satisfactory. The Writing Skills (WS) gap remains a concern, with a weaker shift compared to Reading Fluency (RF).

5.4 Grade 4

Level	Base No.	Base %	End No.	End %	D Excellent	D Beginner
Excellent	9	22.2%	22	51.2%	+29.0pp	
Satisfactory	16	41.0%	8	18.6%	-22.4pp	
Emerging	7	17.1%	7	16.3%		
Beginner	8	19.7%	6	14.0%		-5.7pp

Table 6: Grade 4 Level Distribution Comparison (Averaged across LC, Reading Fluency and Writing Skills)

Grade 4 reflects a substantial shift in the Excellent category, rising from 22.2% to 51.2% (+29.0pp). The Satisfactory band contracted notably (-22.4pp), which in this context suggests upward migration into Excellent rather than downward movement. The Beginner proportion declined only moderately (-5.7pp), and at the skill level the Writing Skills (WS) Beginner group actually increased (+2.8pp), indicating a polarising distribution in WS that warrants targeted attention.

Figure 4: Level Distribution Shift — Baseline vs Endline by Grade

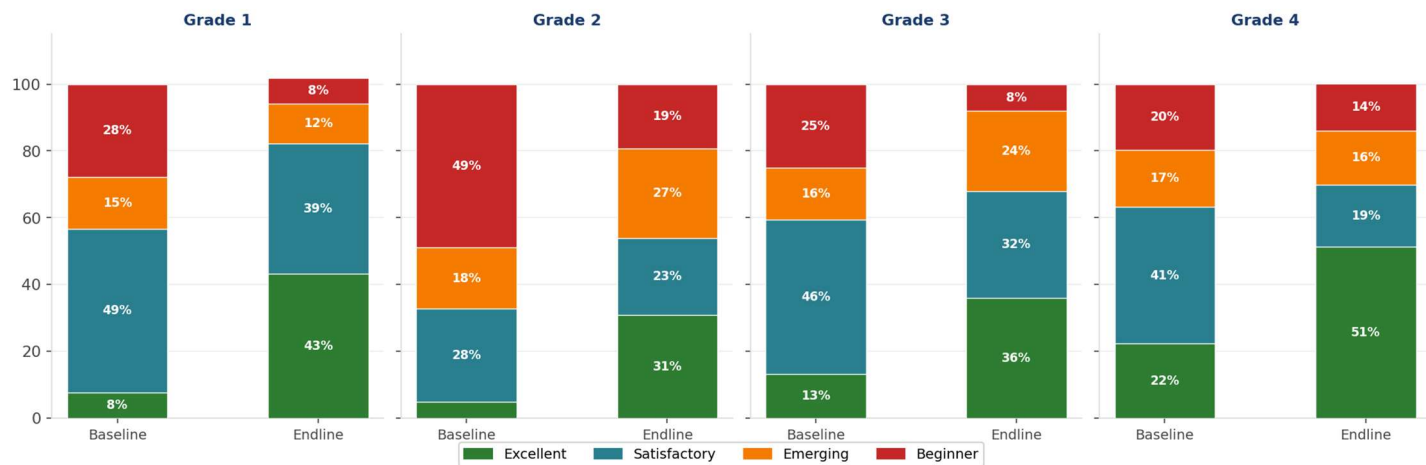


Figure 4: Level Distribution Shift by Grade. Each panel shows Baseline vs Endline stacked bars. Green = Excellent, Teal = Satisfactory, Amber = Emerging, Red = Beginner. Consistent upward movement across all four grades is observed in the Excellent band.

6. SKILL-WISE COMPARISON

The skill-wise comparison provides the deepest insight into observed performance shifts. The table below consolidates mean scores, absolute changes, and key distribution shifts for all 9 assessed skills (see Table 7 and Figures 3 and 6).

Skill	Grade	Base Avg	End Avg	Abs. Change	Base %	End %	D pp
Letter Formation (LF)	G1	2.547	4.059	+1.512	50.9%	81.2%	+30.2pp
Rhyming Words (RW)	G1	2.518	3.735	+1.217	50.4%	74.7%	+24.3pp
Phoneme Awareness (PA)	G2	2.716	3.865	+1.149	54.3%	77.3%	+23.0pp
Listening Comp. (LC)	G2	0.542	2.789	+2.247	10.8%	55.8%	+44.9pp
Reading Fluency (RF)	G3	3.046	3.62	+0.574	60.9%	72.4%	+11.5pp
Writing Skills (WS)	G3	2.421	3.42	+0.999	48.4%	68.4%	+20.0pp
Listening Comp. (LC)	G4	3.058	4.128	+1.070	61.2%	82.6%	+21.4pp
Reading Fluency (RF)	G4	2.763	3.762	+0.999	55.3%	75.2%	+20.0pp
Writing Skills (WS)	G4	2.851	3.62	+0.769	57.0%	72.4%	+15.4pp

Table 7: Skill-wise Score Comparison (B = Baseline, E = Endline, Abs. Change = E minus B)

Figure 3: Skill-wise Average Score Comparison — Baseline vs Endline



Figure 3: Skill-wise Score Comparison. Indigo = Baseline, Teal-green = Endline. All skills show positive observed shifts. G2 LC had the lowest baseline (0.54/5) and largest absolute gain (+2.25/5).

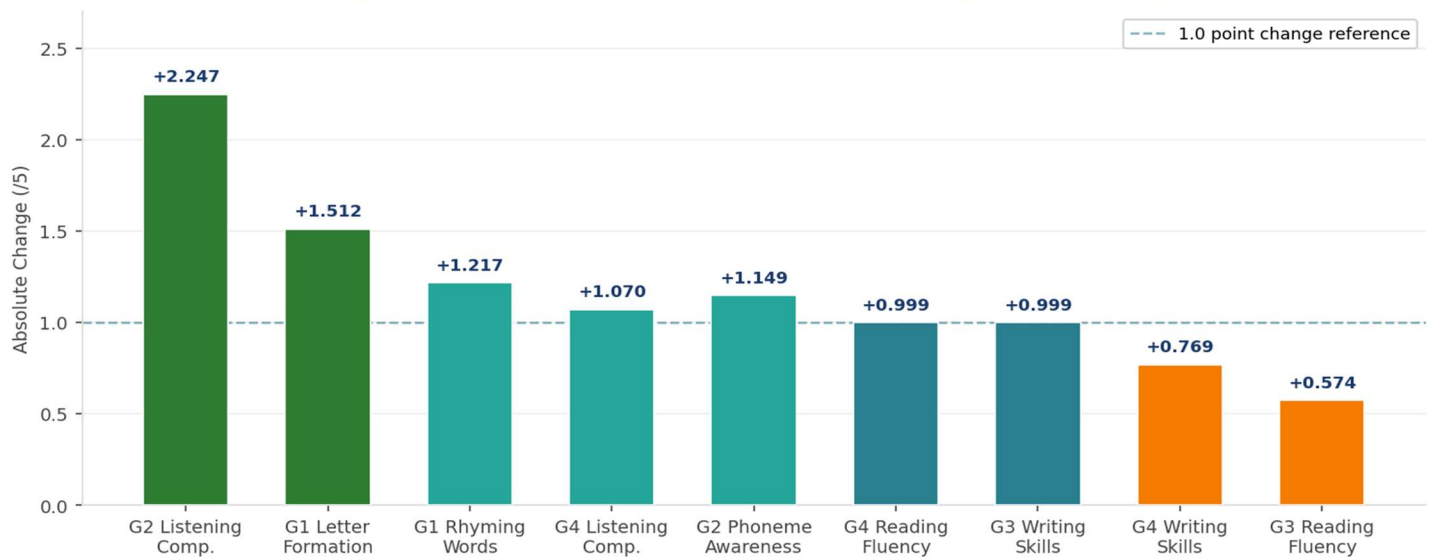
Figure 6: Skill-wise Absolute Change — Ranked (Highest to Lowest)

Figure 6: Skill-wise Absolute Change, Ranked Highest to Lowest. G2 Listening Comprehension (LC) leads at +2.247. G3 Reading Fluency (RF) shows the smallest shift at +0.574.

The most dramatic single-skill observed shift is Grade 2 Listening Comprehension (LC): from 0.542/5 to 2.789/5 (+2.247 points, +44.9pp). The baseline score of 0.542/5 reflects near-zero skill acquisition, interpreted as a newly introduced competency at the time of baseline rather than a measurement error. At baseline, 82.7% of Grade 2 students were at Beginner level; at endline this fell to 26.9% (-55.8pp), though the skill still sits below the Satisfactory threshold.

The most consistent and uniform positive shift is Grade 1 Letter Formation (LF): from 2.547/5 to 4.059/5 (+1.512 points). The Excellent proportion rose from 9.6% to 49.0% (+39.4pp), and Beginner fell from 25.0% to 5.9% (-19.1pp), making it the most broadly positive observed skill-level change in the programme.

Grade 3 Reading Fluency (RF) shows the smallest absolute change at +0.574/5. However, this skill had the strongest baseline of any Grade 3 skill (3.046/5), suggesting that the lower absolute gain reflects a higher starting point rather than stagnation. Grade 4 Listening Comprehension (LC) achieves the highest endline score of any skill at 4.128/5, reflecting 58.1% of students at Excellent level at endline compared to 30.8% at baseline.

7. LEVEL DISTRIBUTION SHIFT

Level distribution shift analysis captures how the quality of learning changed between timepoints, beyond what average score changes alone can reveal (see Table 8 and Figure 8).

Skill	Grade	B Exc%	E Exc%	B Sat%	E Sat%	B Em%	E Em%	B Beg%	E Beg%	D Beg
LF	G1	9.6%	49.0%	51.9%	33.3%	13.5%	11.8%	25.0%	5.9%	-19.1%
RW	G1	6.4%	35.3%	51.1%	43.1%	19.1%	13.7%	34.0%	7.8%	-26.2%
PA	G2	9.6%	38.5%	53.8%	44.2%	21.2%	7.7%	15.4%	9.6%	-5.8%
LC	G2	0.0%	25.0%	2.4%	0.0%	15.4%	48.1%	82.7%	26.9%	-55.8%
RF	G3	23.8%	44.0%	47.6%	24.0%	11.9%	20.0%	16.7%	12.0%	-4.7%
WS	G3	2.9%	30.0%	45.2%	38.0%	19.0%	26.0%	33.3%	6.0%	-27.3%
LC	G4	30.8%	58.1%	35.9%	23.3%	12.8%	11.6%	20.5%	7.0%	-13.5%
RF	G4	20.5%	46.5%	43.6%	27.9%	0.0%	14.0%	38.5%	11.6%	-26.9%
WS	G4	15.4%	51.2%	46.2%	4.7%	17.9%	20.9%	20.5%	23.3%	+2.8%

Table 8: Level Distribution Shift by Skill (B = Baseline, E = Endline, D = Change in pp)

Figure 8: Beginner Level Proportion — Baseline vs Endline by Skill

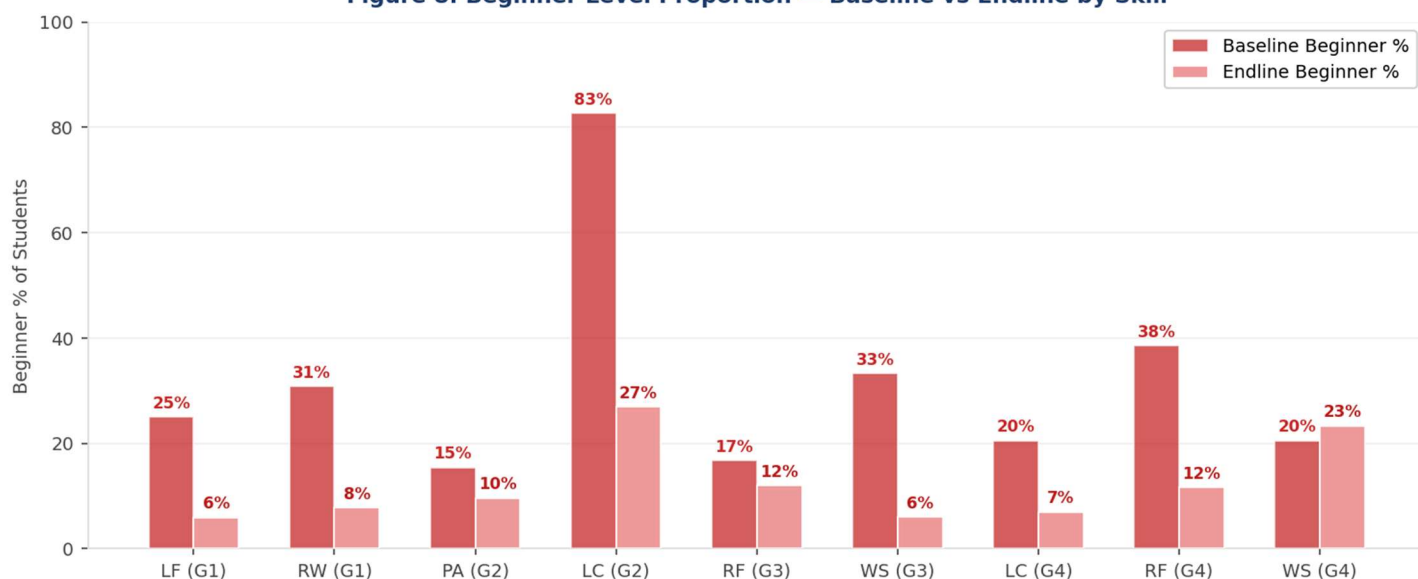


Figure 8: Beginner Level Proportion - Baseline vs Endline by Skill. Darker red = Baseline Beginner %; lighter red = Endline Beginner %. G2 LC shows the most dramatic Beginner reduction (-55.8pp). G4 WS shows a marginal increase (+2.8pp).

Beginner-level proportions declined across 8 of 9 skills, with Grade 2 Listening Comprehension (LC) showing the most dramatic reduction (-55.8pp, from 82.7% to 26.9%). Grade 1 Rhyming Words (RW) saw a Beginner reduction of -26.2pp, and Grade 4 Reading Fluency (RF) fell from 38.5% to 11.6% (-26.9pp). The only skill where the Beginner proportion

COMPARATIVE ANALYSIS REPORT : 2025 - 2026

increased at endline is Grade 4 Writing Skills (WS), where it rose from 20.5% to 23.3% (+2.8pp), indicating a specific distributional concern in this skill at Grade 4 despite the grade's otherwise strong endline profile.

Excellent-level proportions increased for all 9 skills. The largest Excellent gains were in Grade 1 LF (+39.4pp), Grade 4 WS (+35.8pp), and Grade 2 LC (+25.0pp from a zero baseline). Grade 4 LC reaches the highest endline Excellent proportion of any skill at 58.1%.

8. SCHOOL-WISE COMPARISON

School-wise comparison is restricted to the 10 schools present at both timepoints. The two new endline schools (GHPS Jakkur Layout and GHPS Byatarayanpura) have no baseline and are listed separately. All scores are grade-level averages on the 0-5 scale (see Table 9 and Figure 5).

School	Base Avg	End Avg	Change	End Band	Observed Trend
GHPS Yelahanka (BEO)	3	4.67	+1.67	Excellent	Most improved across grades
GHPS 4th Phase, YNT	2.81	4.48	+1.67	Excellent	Most improved across grades
GMPS Yelahanka Upanagara	2.83	4.09	+1.26	Excellent	Consistent improvement
GHPS Allalasandra	2.91	4.04	+1.13	Excellent	Consistent improvement
GKMPS Ganganagar	2.87	3.96	+1.09	Satisfactory	Consistent improvement
GHPS Hebbal Kempapura	1.86	3.38	+1.52	Satisfactory	Strong upward shift
GKMPS K.B. Sandra	2.69	3.48	+0.79	Satisfactory	Consistent improvement
GHPS Krishnanipalya	2.62	3.15	+0.53	Satisfactory	Moderate improvement
GHPS VKO Shivajinagar	1.32	2.67	+1.35	Emerging	Below threshold; needs support
GKMHPs Pottery Town	1.53	2.18	+0.65	Emerging	Slowest observed shift

Table 9: School-wise Comparison (Existing Schools Only)

New Schools (Endline Only)	Endline G1	Endline G2-G4	Overall
GHPS Jakkur Layout	4.00	3.34 / 4.09 / 3.97	3.85
GHPS Byatarayanpura	2.75	1.81 / 4.00 / 4.17	3.18

Table 10: New Schools at Endline (No Baseline Available for Comparison)

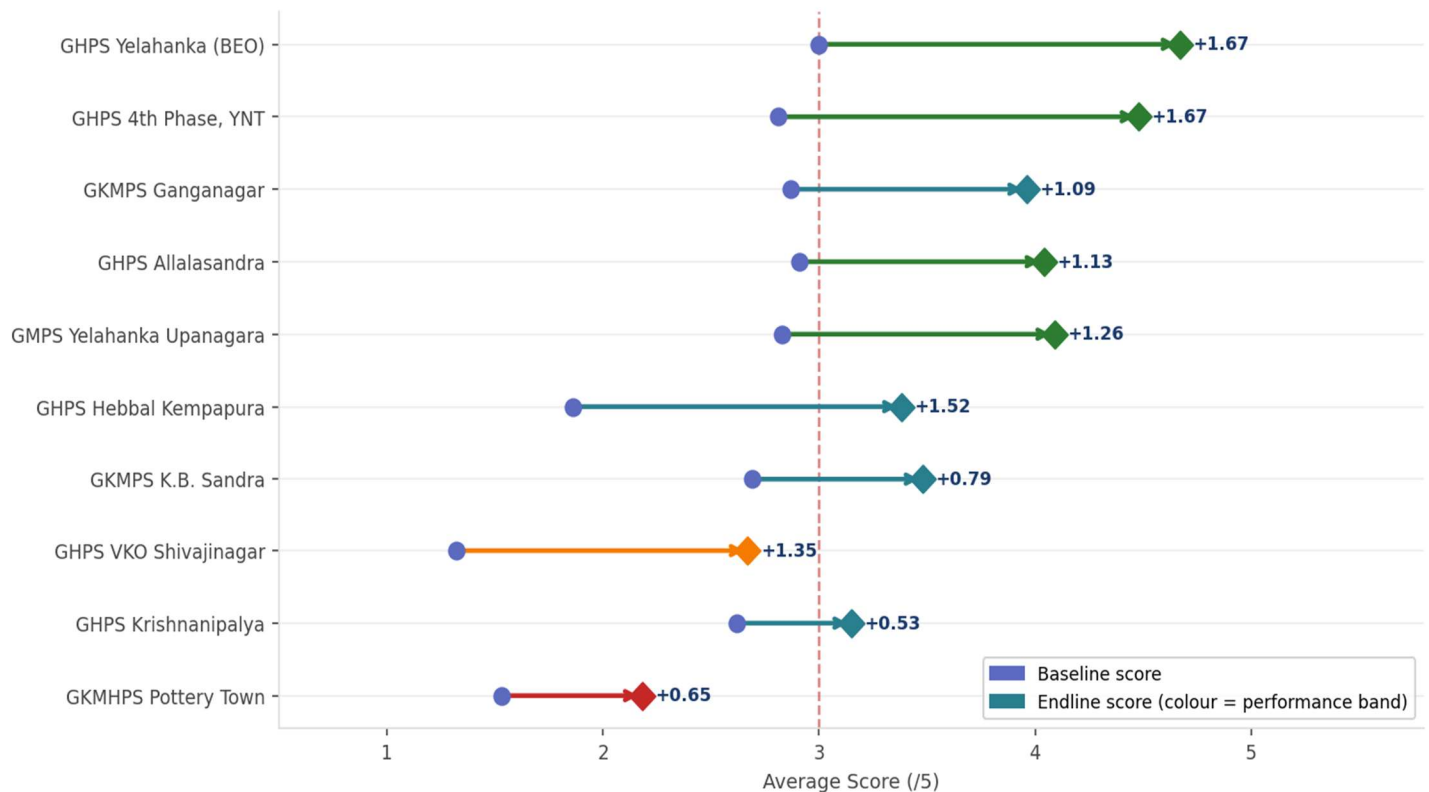
Figure 5: School-wise Score Shift — Baseline (circle) to Endline (diamond)

Figure 5: School-wise Score Shift. Circles = Baseline score; Diamonds = Endline score. Arrows show direction and magnitude of observed shift. Two schools (GKMHPs Pottery Town and GHPS VKO Shivajinagar) remain below 3.0/5 at endline.

9 of 10 existing schools recorded positive overall score shifts between baseline and endline (see Figure 5). GHPS Yelahanka (BEO) and GHPS 4th Phase Yelahanka New Town both show the largest observed shift (+1.67 points each), moving from a combined average of ~2.9/5 at baseline to above 4.5/5 at endline. GHPS Hebbal Kempapura shows a strong upward shift from 1.86 to 3.38 (+1.52), emerging from below-Satisfactory to a solid mid-Satisfactory band.

GKMHPs Pottery Town reflects the slowest observed shift (+0.65) and remains at 2.18/5 at endline, the lowest of all schools. GHPS VKO Shivajinagar shows a larger shift (+1.35) but still sits below the 3.0/5 Satisfactory threshold at 2.67/5. Both schools warrant prioritised support in the next programme cycle.

9. VARIABILITY AND INEQUALITY ANALYSIS

Coefficient of Variation (CV = SD / Mean x 100) measures within-cohort inequality. Values below 35% indicate consistent reach; 35-50% indicates moderate variability; above 50% suggests high within-cohort inequality where a significant portion of students may be left behind.

Skill	Grade	Base Mean	End Mean	Base CV	End CV	CV Change	Assessment
LF	G1	2.547	4.059	54.1%	26.1%	-28.0pp	High baseline
RW	G1	2.518	3.735	55.0%	42.5%	-12.5pp	Moderate variability
PA	G2	2.716	3.865	44.6%	35.2%	-9.4pp	Moderate baseline
LC	G2	0.542	2.789	114.4%	49.9%	-64.5pp	Extreme baseline CV
RF	G3	3.046	3.62	47.6%	38.2%	-9.4pp	Moderate baseline
WS	G3	2.421	3.42	54.7%	44.6%	-10.1pp	High baseline
LC	G4	3.058	4.128	52.3%	34.1%	-18.2pp	High baseline
RF	G4	2.763	3.762	53.5%	36.4%	-17.1pp	High baseline
WS	G4	2.851	3.62	56.1%	40.5%	-15.6pp	High baseline

Table 11: CV Comparison by Skill (CV Colour: Green < 35%, Amber 35-50%, Red > 50%)

Figure 7: Coefficient of Variation (CV) Comparison — Baseline vs Endline

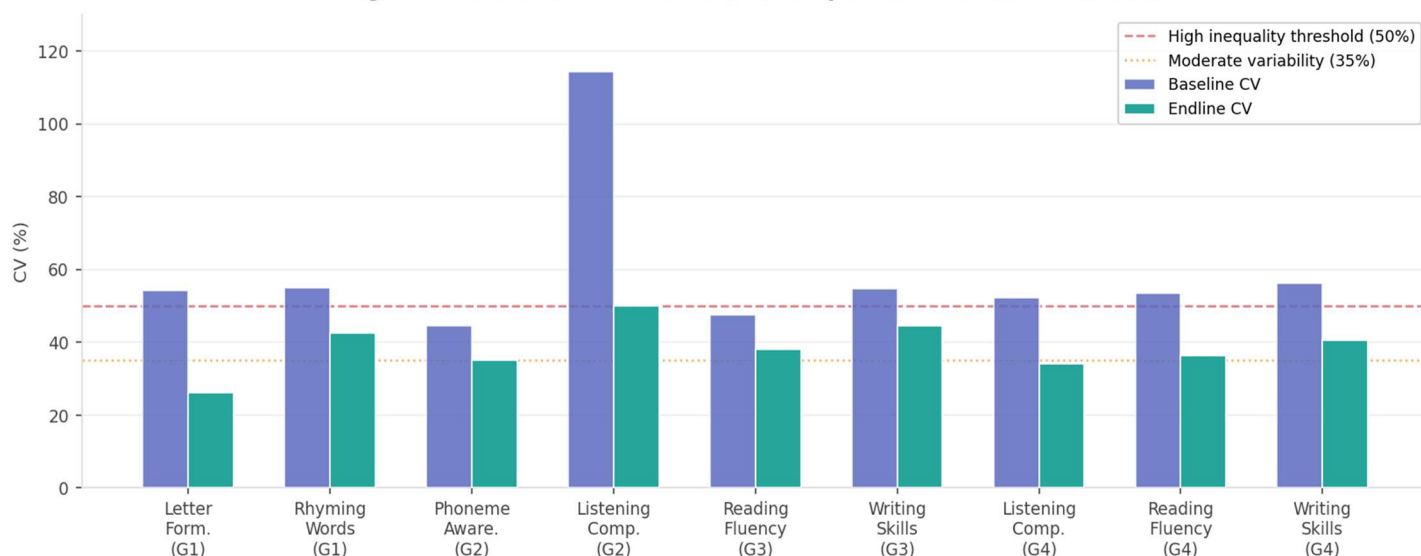


Figure 7: CV Comparison - Baseline vs Endline. All 9 skills show CV reduction at endline. G2 LC showed extreme baseline CV (114.4%) due to near-zero mean, reducing to 49.9% at endline. The dashed red line indicates the 50% high-inequality threshold.

CV declined for all 9 skills between baseline and endline, indicating a broad reduction in within-cohort performance inequality across the programme. The most dramatic reduction was in Grade 2 Listening Comprehension (LC), where CV

COMPARATIVE ANALYSIS REPORT : 2025 - 2026

fell from 114.4% to 49.9% (-64.5pp). This extreme baseline CV reflects the near-zero mean (0.542/5) rather than absolute high variability, and CV interpretation at very low means should be treated cautiously as noted in Section 3.4.

At endline, Grade 1 Letter Formation (LF) achieves the lowest CV at 26.1%, reflecting the most equitable outcome distribution of any skill. Grade 1 Rhyming Words (RW) at 42.5% and Grade 3 WS at 44.6% still reflect moderate variability, indicating that a segment of students in these skills has not yet consolidated gains. No endline skill exceeds the 50% high-inequality threshold, suggesting a programme-wide reduction in distributional gaps even while absolute inequality gaps persist.

10. SUB-ITEM COMPARISON

Sub-item data is available for the endline assessment only (baseline used holistic ratings). The endline sub-item scores therefore provide a snapshot of the current state of granular skill acquisition rather than a change measure. Key gaps identified at sub-item level are used here to prioritise instructional focus for the next cycle.

Skill	Grade	Weakest Sub-item	Sub-item Score	Endline CV	Gap Assessment	Priority
RF	G4	RAF_5	36.92/100	N/A (double-weighted)	Largest single gap in programme	Critical
LC	G2	LC_5	42.65/100	59.2%	Sustained listening — key challenge	Critical
LC	G2	LC_4	46.92/100	56.7%	High inequality; complex listening	High
RW	G1	RW_4	54.90/100	76.2%	Most variable in Grade 1	High
RF	G3	RF_5	59.80/100	51.2%	Extended text reading uneven	High
WS	G3	WS_5	58.00/100	54.7%	Advanced writing underdeveloped	Medium
PA	G2	PA_5	65.83/100	48.7%	Complex phoneme tasks harder	Medium

Table 12: Sub-item Level Gap Summary (Endline Only - No Baseline Sub-item Data Available)

The most critical sub-item gap is Grade 4 Reading Fluency (RF) sub-item RAF_5, which scored only 36.92/100 at endline. This item is double-weighted in the RF assessment, meaning its impact on overall RF scores is amplified. Despite an overall RF shift of +0.999 points at grade level, this specific task gap persists and should be addressed with a dedicated instructional module before the next assessment cycle.

Grade 2 Listening Comprehension (LC) sub-items LC_4 (46.92/100, CV 56.7%) and LC_5 (42.65/100, CV 59.2%) represent the second-most critical cluster of gaps. These sustained-listening and complex-comprehension tasks remain both low-scoring and highly variable, confirming that the structural weakness in LC at Grade 2 is concentrated in higher-complexity tasks.

11. ABSENTEE AND COHORT IMPACT

This section quantifies the absentee rate difference between timepoints and assesses the potential direction of bias this introduces into the comparative analysis.

Grade	Base Enrolled	Base Present	Base Absent %	End Enrolled	End Present	End Absent %
Grade 1	52	52	0.0%	61	51	16.4%
Grade 2	52	52	0.0%	60	52	13.3%
Grade 3	43	42	2.3%	56	50	10.7%
Grade 4	40	39	2.5%	52	43	17.3%

Table 13: Absentee Comparison by Grade

The baseline assessments were conducted with near-complete attendance (0.0%-2.5% absent across grades). The endline assessments recorded substantially higher absence rates, ranging from 10.7% (Grade 3) to 17.3% (Grade 4). This difference introduces a potential upward bias in endline averages: if students who were absent at endline were systematically lower-performing than those present, the reported endline scores may overstate the true population-level performance level.

Additionally, 44 new students from GHPS Jakkur Layout and GHPS Byatarayanpura were enrolled at endline across all four grades (9 in G1, 8 in G2, 14 in G3, 13 in G4). These students have no baseline counterpart and contribute to endline grade-level averages without a corresponding baseline adjustment. The direction of this bias depends on these students' relative performance at endline. Their inclusion should be noted as a contextual factor in all grade-level shift interpretations.

12. KEY INSIGHTS

The following insights represent the most analytically significant patterns identified across the baseline to endline comparison. Each finding reflects observed data trends and is framed to support instructional and programmatic decision-making.

1. **All four grades show positive observed score shifts.** Average scores at endline exceed baseline in every grade, ranging from +0.786 points (Grade 3) to +1.698 points (Grade 2). While cohort mismatch and absentee differences limit interpretive strength, the consistency of the direction across all grades is a notable programme-level pattern (refer Figure 1).
2. **Grade 2 Listening Comprehension (LC) reflects the most dramatic single-skill observed shift.** Moving from a near-zero baseline (0.542/5) to 2.789/5 (+2.247 pts), this skill crossed from an almost entirely Beginner distribution (82.7%) to a mixed Emerging-Excellent profile. The shift is significant in magnitude but the skill still sits below the 3.0 Satisfactory threshold, confirming it remains the priority development area (refer Figure 6).
3. **Grade 1 Letter Formation (LF) suggests the most uniform and consistent observed gain.** With Excellent rising from 9.6% to 49.0% (+39.4pp) and Beginner falling from 25.0% to 5.9%, this skill shows the broadest distributional improvement across the programme. The gain appears evenly distributed rather than concentrated among already-strong students.
4. **The Beginner-level population fell in 8 of 9 skills,** with notable reductions in Grade 2 LC (-55.8pp), Grade 1 Rhyming Words (RW, -26.2pp), and Grade 4 RF (-26.9pp). Grade 4 Writing Skills (WS) is the only exception, with a marginal Beginner increase (+2.8pp) suggesting a bifurcating distribution requiring early intervention (refer Figure 8).
5. **Within-cohort inequality reduced for all 9 skills.** CV declined across every skill, with the sharpest reduction in Grade 2 LC (-64.5pp). At endline, no skill exceeds the 50% high-inequality threshold. However, five skills still reflect moderate variability (CV 35%-50%), indicating that equitable distribution of gains is not yet fully achieved (refer Figure 7).
6. **GHPS Yelahanka (BEO) and GHPS 4th Phase YNT show the strongest school-level observed improvement,** each recording +1.67 points from baseline to endline. GHPS Hebbal Kempapura shows the next strongest shift (+1.52). These schools may serve as instructional reference models for programme-wide learning.
7. **GKMHPS Pottery Town and GHPS VKO Shivajinagar remain below the Satisfactory threshold at endline.** Despite positive shifts (+0.65 and +1.35 respectively), both schools have not crossed the 3.0/5 threshold, suggesting that programme reach and instructional consistency at these schools requires structural rather than supplementary intervention.

13. RECOMMENDATIONS

The following recommendations are derived directly from the comparative analysis findings. They are prioritised by urgency and specificity.

13.1 Skill-Level Recommendations

Grade 2 Listening Comprehension (LC) should remain the highest instructional priority for the next cycle. While the observed shift is large, the skill sits below Satisfactory at endline (2.789/5) with 48.1% of students in Emerging and 26.9% still at Beginner. A phased listening comprehension programme should consolidate gains at the basic level (LC_1 to LC_3) and build toward the sustained listening tasks where the largest gaps persist (LC_4 and LC_5, scoring 46.9 and 42.7/100 at endline).

Grade 4 Reading Fluency (RF) sub-item RAF_5 (36.92/100, double-weighted) must be addressed with a targeted extended-reading fluency module. This gap is the largest at sub-item level in the programme and was not resolved in the current cycle despite overall RF improvement (+0.999 points). Dedicated oral reading tasks at passage-extension level should be introduced as a scheduled component, not an enrichment activity.

Grade 1 Rhyming Words (RW) sub-item RW_4 (54.9/100, CV 76.2%) represents the most unequal sub-item in Grade 1. Phonological pattern drill for this specific rhyming task type should be incorporated into routine literacy sessions. Peer-based learning pairing students at Excellent level with those at Beginner for this task is a low-cost, high-potential intervention.

13.2 Level-Based Recommendations

The Grade 2 LC Beginner group (14 students, 26.9% at endline) showed no observed movement to Satisfactory during the current cycle. This group requires daily structured listening tasks with graduated difficulty, beginning from LC_1-level tasks. These students should also be assessed for potential language-processing difficulties before the next baseline.

The Grade 4 WS Beginner group (10 students, 23.3%) should be treated as a distinct instructional group, separated from standard classroom delivery. The highly polarised Grade 4 WS distribution (51.2% Excellent vs 23.3% Beginner, with only 4.7% Satisfactory) suggests two entirely distinct learner profiles in the same cohort, requiring differentiated programming rather than adjusted whole-class instruction.

Students consistently in the Excellent band across grades should be offered enrichment exposure and cross-grade peer-tutoring opportunities to sustain engagement and deepen mastery rather than plateau at the assessed skill ceiling.

13.3 School-Based Recommendations

GKMHPs Pottery Town (+0.65, endline 2.18/5) reflects the slowest observed shift and the lowest endline performance. A structural review of teacher implementation fidelity, attendance rates, and resource availability at this school is recommended before the next cycle. A dedicated CLT mentor should provide weekly on-site coaching and monitoring.

GHPS VKO Shivajinagar (+1.35, endline 2.67/5) shows a more encouraging shift but remains below Satisfactory. Grade 2 and Grade 3 scores at this school are particularly low (2.25/5 and 2.22/5), suggesting skill-level gaps that need targeted grade-specific support.

The instructional and attendance management practices of GHPS Yelahanka (BEO) and GHPS 4th Phase YNT (both +1.67) should be documented as reference models and shared across the school network through structured peer-learning sessions.

13.4 Monitoring and Data Recommendations

A matched-cohort tracking system should be established for the next cycle, assigning student-level IDs that allow pre-post comparison at the individual level rather than population level. This would enable far more precise change analysis and reduce the ambiguity introduced by cohort mismatch.

Absentee monitoring protocols should be introduced to capture patterns in who is absent and whether absence rates correlate with performance levels. This data would allow absentee bias assessment to move from qualitative acknowledgement to quantifiable adjustment.

14. CONCLUSION

The Baseline to Endline comparative analysis of the CLT Literacy Programme indicates a positive direction of observed performance shifts across all four grades and the large majority of assessed skills. Average scores at endline exceed baseline levels across all grades, Beginner-level proportions declined in 8 of 9 skills, and within-cohort CV reduced for all assessed competencies. These patterns, taken together, suggest movement in a favourable direction at the programme level.

Three findings carry particular weight for the next cycle. First, Grade 2 Listening Comprehension (LC) represents both the most dramatic single-skill shift and the most persistent structural gap. The scale of change from baseline to endline is notable, but the skill has not yet reached Satisfactory and requires sustained, structured instructional attention. Second, Grade 4 Writing Skills (WS) presents a distributional anomaly: despite a high overall average and strong Excellent proportion, the Beginner group has grown marginally and the Satisfactory band has nearly disappeared, indicating a cohort increasingly splitting into two distinct performance groups. Third, GKMHPS Pottery Town and GHPS VKO Shivajinagar remain below the programme-level threshold at endline and require qualitatively different levels of support than improvement-trending schools.

All findings in this report are observational and descriptive. The cohort is not matched, absentee rates differ substantially between timepoints, and two new schools were added at endline without baseline anchors. These limitations do not invalidate the directional findings but do require that interpretations remain appropriately qualified. The analysis describes what changed. It does not explain why. Identifying the instructional conditions underlying the positive trends at high-performing schools and replicating those conditions programme-wide is the most actionable forward direction emerging from this comparison.