## [Taleemabad Evaluation by CERP Analytics](#taleemabad-evaluation-by-cerp-analytics)

### [Table of contents](#table-of-contents)

1. Introduction
2. Taleemabad’s Evaluation [Add from Taleemabad’s Executive summary]  
   2.1. Instrument and Data Collection  
   2.2. Sampling and Measurement  
   2.3. Summary of Results  
   2.3.1. ASER Grades 1 - 3  
   2.3.2. ASER Grades 4 - 5  
   2.3.3. MELQO
3. Analytics by CERP  
   3.1. School level Master Dataset and Variables (Cleaning raw datasets, Raw datasets to one master dataset at School level, Treatment Variable, Matching variable)  
   3.2. Balance Test  
   3.3. Results (with graphs)  
   3.3.1. ASER Grades 1 - 3  
   3.3.2. ASER Grades 4 - 5  
   3.3.3. MELQO
4. Conclusion

**1. Introduction**

**2. Taleemabad’s Evaluation**

**2.1. Instrument and Data Collection**

**2.2. Sampling and Measurement**

**2.3. Summary of Results**

**2.3.1. Grades 1-3:**

50.7% of all Taleemabad students meet the criteria for all 3 subjects compared to 29.4% of control students at endline. This represents a difference of 0.46 standard deviations compared to the control group (1.58 LAYS). During baseline, the difference between Taleemabad and control students is statistically insignificant from zero for English and Mathematics. For Urdu, however, the difference was -13.6% between Taleemabad and control. At the endline, the difference between Taleemabad and control schools rises to 22.9% for English and 14.6% for Urdu (both significant at 5% level). For Mathematics, however, the difference is -2.9% (i.e. in favor of control schools, significant at 5% level).

**2.3.2. Grades 4-5:**

7.2% of all Taleemabad students meet the criteria for all 3 subjects compared to 6.2% of control students at endline. This represents a difference of 0.05 standard deviations compared to the control group (0.4 LAYS). During baseline, the difference between Taleemabad and control students is statistically insignificant from zero for English and Mathematics. For Urdu, however, the difference was -8.7% between Taleemabad and control, meaning that control schools were at a higher level than intervention schools. At the endline, the difference between Taleemabad and control schools rises to 3.6% for English, 1.5% for Mathematics and 2.2% for Urdu (all significant at 5% level).

**2.3.3. MELQO:**

At baseline, Taleemabad schools outperformed control schools by ~6 percent of overall score in pre-numeracy but lagged behind control schools in pre-literacy and motor skills by 0.35% and 1.58% respectively. At the endline, the difference between Taleemabad and control schools reduced to ~4% in pre-numeracy whereas Taleemabad schools performed better than control schools in pre-literacy and motor skills by 1.6% and 3.4% respectively. These results are statistically significant at the 5% level.

**3. Analytics by CERP:**

**3.1. School level Master Dataset and Variables (Cleaning raw datasets, Raw datasets to one master dataset at School level, Treatment Variable, Matching variable)**

| treatment

matching | 0 1 | Total

------------+----------------------+----------

Attrition | 5 6 | 11

Replacement | 33 5 | 38

Consistent | 21 21 | 42

------------+----------------------+----------

Total | 59 32 | 91

**3.2. Balance Test (Orth\_out at baseline and Control) - Results and Graphs**Treatment and Control Mean at baseline and endline

0: 1:

\_ \_

aser\_b\_english\_Sentence:mean 20.628 48.278

aser\_e\_english\_Sentence:mean 12.875 27.381

aser\_b\_math\_Subtract:mean 29.217 28.237

aser\_e\_math\_Subtract:mean 27.125 26.009

aser\_b\_urdu\_Story:mean 6.610 23.937

aser\_e\_urdu\_Story:mean 14.226 22.512

0: 1:

\_ \_

aser\_b\_eng\_4\_5\_G5Sentence:mean 8.184 4.623

aser\_e\_eng\_4\_5\_G5Sentence:mean 9.085 14.871

aser\_b\_maths\_4\_5\_Division:mean 28.821 55.910

aser\_e\_maths\_4\_5\_Division:mean 59.868 62.129

aser\_b\_urdu\_4\_5\_G5Story:mean 60.370 71.126

aser\_e\_urdu\_4\_5\_G5Story:mean 57.726 68.574

**3.3. Results (with graphs)**difference in treatment and control at baseline and endline, and testing whether diff is statistically significant

**3.3.1. ASER Grades 1 - 3**

At baseline, the percentage difference between treatment and control schools for English is 27.6% which is statistically significant at the 5% level. At endline, the percentage difference between treatment and control schools for English is 14.6% which is statistically significant at 5%. Expressed in standard deviations, treatment schools are .8 standard deviations above control schools for English at endline.

At baseline, the percentage difference between treatment and control schools for Maths is -.8% which is statistically insignificant from zero. At endline, the percentage difference between treatment and control schools for Maths is -1.2% which is statistically insignificant from zero.

* Urdu

0: 1: p-value f~y:

\_ \_ \_

aser\_b\_urdu\_Story:mean 6.610 23.937 0.001

aser\_e\_urdu\_Story:mean 14.226 22.512 0.223

**3.3.2. ASER Grades 4 - 5**

* English

0: 1: p-value f~y:

\_ \_ \_

aser\_b\_eng\_4\_5\_G5Sentence:mean 8.184 4.623 0.261

aser\_e\_eng\_4\_5\_G5Sentence:mean 9.085 14.871 0.214

* Maths

0: 1: p-value f~y:

\_ \_ \_

aser\_b\_maths\_4\_5\_Division:mean 28.821 55.910 0.006

aser\_e\_maths\_4\_5\_Division:mean 59.868 62.129 0.741

* Urdu

0: 1: p-value f~y:

\_ \_ \_

aser\_b\_urdu\_4\_5\_G5Story:mean 60.370 71.126 0.322

aser\_e\_urdu\_4\_5\_G5Story:mean 57.726 68.574 0.244

**3.3.3. MELQO**

**4. Conclusion**