Table A: % Children in government schools who can at least read a Std II level text

Std	2012	2013	2014	2015	2016	2017	2018
II	15.5	13.0	6.3		4.4		10.0
III	23.9	32.0	23.2		16.9		19.6
IV	35.9	51.2	34.1		26.3		32.1
V	58.1	57.8	46.1		41.3		38.9
VI	62.8	67.1	58.2		43.3		55.5
VII	75.8	74.3	77.9		65.7		64.3
VIII	69.4	87.9	86.7		84.5		76.9

TABLE A: *Columns for 2015 & 2017 are blank as the regular ASER survey was not conducted in these years.*

The figures in Table A indicate % children enrolled in government schools who can read at least text at Std II level ("story" level) each year. (Std II level text is the highest level in the ASER reading tool)

Along a row, left to right: The figures in each row show % children enrolled in a given class in government schools who could read at least Std II level text, for different years from 2012 to 2018.

Along a column, top to bottom: The figures in each column show the % of children enrolled in government schools (in classes from Std II to Std VIII) who could read at least Std II level text in that year. As is expected, a higher proportion of children in higher grades are able to read Std II level text.

Along the diagonal: The figures along the diagonal show a particular cohort over time. For example the blue cells track the cohort of children who were in Std II in 2012 and had reached Std VIII by 2018.

Table B: Year-on-year percentage point increase in reading levels for each cohort over time. (Reading level refers to % children enrolled in government schools who can read at least Std II level text)

Std	2012	2013	2014	2015	2016	2017	2018
II	start	start	start	start	start		
III	start	16.5	10.2	10.0		13.8	
IV	start	27.3	2.1	9.1	10.0	11.0	13.8
V	start	21.9	-5.2	4.6	9.1	14.6	11.0
VI	start	9.0	0.4	9.8	4.6	11.5	14.6
VII	start	11.5	10.8	13.2	9.8	16.8	11.5
VIII	start	12.1	12.4		13.2		16.8

TABLE B
Table B is based on Table A. For each cohort (as shown in the diagonal) it computes the "learning gain" in reading as the cohort moves from year to year. For gap years (2015 & 2017 when ASER was not conducted), the estimated gain is based on the % of children who can read at least a Std II level text in the previous year and in the subsequent year.

Tracking Std II children in 2012 as they progress to Std VIII in 2018:
In Table A, we can see that in 2012, **15.5%** Std II children enrolled in govt schools could read at least Std II level text. These children progressed to Std III in 2013, and the percentage of children reading at that level increased to **32%**. This indicates an increase of **16.5** percentage points (as shown in Table B). In 2014, this cohort moved to Std IV. According to figures in Table A, the % of children reading at that level increased from **32%** in 2013 to **34.1%** in 2014.
There was no ASER in 2015. Table A shows that in 2016 when the cohort had reached Std VI, the % of children reading at least at Std II level is **43.3%** - an increase of **9.2** percentage points over two years. For purposes of Table B, this **9.2** percentage point gain has been evenly distributed across 2015 and 2016, meaning **4.6** percentage points from 2014 to 2015 and the same from 2015 to 2016.