

40K PLUS Report

2015-2016

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1. Summary of Findings

Learning impact - Baseline Test Results

Baseline tests were conducted at the start and end of the academic year, in the months of June and February. The tests were implemented by trained 40K staff, who spoke the local language.

Two different groups of students were tested:

1. **PLUS students:** All enrolled PLUS students were tested
2. **Government school students:** Approximately 150 government school students were tested

The government school students acted as a control group, which enabled us to attribute student learning directly to 40K PLUS.

The key learning results are:

1. 40K PLUS students, on average, achieved an **additional 2.5 years of learning in literacy** compared to the government school control group
2. 40K PLUS students, on average, achieved an **additional 1 year of learning in speaking and listening** compared to the government school control group

Learning impact – Learning Pace Results

We monitor and track the number of lessons that each student completes every month.

The key results are:

1. The average learning pace for 2015/16 is **7.2 lessons per month**
2. The learning pace in the 2015/16 academic year represents a **57% increase** on the 2014/15 academic year
3. This means a typical PLUS child will have completed approximately **17 additional lessons this year**, when compared to last year

2. Introduction

This report is structured around the 40K PLUS Measuring Impact Framework. Version 1.0 of the Measuring Impact Framework was created in April 2015 to:

1. Create clarity on:
 - a. The intended impact and outcomes of 40K PLUS
 - b. The indicators, targets and tools used to track progress towards the outcomes
2. Create an ongoing data driven feedback loop, in order to:
 - a. identify and action learning improvement areas across curriculum, pods and individual students
 - b. identify and action operational improvement areas, at a pod and customer level
3. Set Key Performance Indicators against the Framework
4. Build towards a structured mechanism for tracking longitudinal data and PLUS quality, across regions and countries as PLUS expands

The Measuring Impact Framework is structured around the two core themes of PLUS, ‘learning impact’ and ‘customer acquisition and retention’, to drive improvement across both areas. The outcomes for each theme are shown below:

- **Learning Impact:** every child graduates from PLUS with an 80% mastery in the Grade 7 learning outcomes of the 40K ESL Map
- **Customer acquisition and retention:** we want to get and retain customers, enabling their children to stay in PLUS until graduation

In the spirit of continuous improvement, the Framework itself has been through one iteration cycle, with some target adjustments made. The latest framework has been tracked against in this report.

3. The Measuring Impact Framework

LEARNING IMPACT			
OUTCOME: Every child graduates from PLUS with an 80% mastery in the Grade 7 learning outcomes of the 40K ESL Map			
Indicator No.	Indicator	Target	Tool
Indicator 1	<p>What: Percentage improvement against an external baseline test, and a government school control group</p> <p>Why:</p> <ul style="list-style-type: none"> - External test ensures PLUS meets global learning standards - Control group ensures learning can be directly attributed to PLUS 	<p>What:</p> <ul style="list-style-type: none"> - higher percentage improvement rate than non PLUS control group - 1 grade or more of improvement each academic year, demonstrated in baseline test <p>Why:</p> <ul style="list-style-type: none"> - Percentage improvement more than control group, demonstrates level of PLUS learning value - Due to holidays and festivals, PLUS has a short academic year, and so 1 grade is challenging 	<p>What:</p> <ul style="list-style-type: none"> - EGRA Baseline Test - Trinity College London Graded Examinations in Spoken English (GESE) <p>Why:</p> <ul style="list-style-type: none"> - EGRA: highly reputed and specifically designed for non-native speakers in developing countries - GESE: mapped to common European Framework for Languages, giving grade based standards. Designed specifically for English for Speakers of Other Languages (ESOL) students
Indicator 2	<p>What: Lessons complete per child per month</p> <p>Why: Ongoing measure of learning pace against 40K curriculum learning outcomes. Pace targets devised and so, if met, on track to reach Learning Impact Outcome</p>	<p>What: Student completes 7 lessons per month (3-5 speaking and listening lessons & 2-4 literacy lessons)</p> <p>Why: Monthly target enables frequent identification of excelling and struggling individual students. Enables rapid intervention, and, by analyzing trends, an understanding of whether issue is at a curriculum, pod or student level. Targets set in collaboration with content providers</p>	<p>What: End of lesson assessment with 80% mastery level</p> <p>Why: Follows formative assessment model, and percentage mastery level, used in education best practice</p>

CUSTOMER ACQUISITION, RETENTION AND LOYALTY

OUTCOME: We want to get and retain customers, enabling their children to stay in PLUS until graduation

Indicator No.	Indicator	Target	Tool
Indicator 3 - Student enrolment	<p>What: number of students enrolled per pod and cluster (10 pods)</p> <p>Why: demonstrates initial demand for PLUS service</p>	<p>What: pod at 80% capacity (40/50 children), or 100% of government school children enrolled</p> <p>Why: some communities do not have 50 children in the government school, and so full pod capacity is not possible.</p>	<p>What: enrolment form and fee payment register</p> <p>Why: a token fee has to be paid before a child considered enrolled, to prevent data confusion. The enrolment form collects family details and contact numbers, in case of emergency</p>
Indicator 4 - Fee payment	<p>What: Percentage of students enrolled in PLUS that have paid a biannual or annual fee</p> <p>Why: if the quality of PLUS is not good enough, parents will not pay</p>	<p>What: 100% of students enrolled have paid full fee</p> <p>Why: 40K is a social business, not a charity. We need to be fair to our customers, if we make exceptions for some, then it would be unfair on others</p>	<p>What: collected during house visits or registration time. Entered into fee register</p> <p>Why: fee register keeps track of overdue payments, and payment plan. Has been designed in user friendly way for entry by Field Team</p>
Indicator 5 - Student attendance	<p>What: average student attendance per pod per month</p> <p>Why: an indicator of retention. Demonstrates that users enjoy the PLUS service, and customers are satisfied with the outcomes. Low attendance is an early indicator of potential dropout</p>	<p>What: average student attendance of 80% a month</p> <p>Why: this figure have evolved through experience, and discussions with school teachers about average attendance</p>	<p>What: attendance register filled by Facilitators every day. Head count spot checks verify data</p> <p>Why: follows standard school practice, and enables us to action absence on a frequent basis</p>
Indicator 6 - Student dropouts	<p>What: Percentage of children who dropout of PLUS during 1 academic year</p> <p>Why: signal of dissatisfaction with the service</p>	<p>What: 15% or less students drop out of PLUS each academic year</p> <p>Why: working in a village environment inevitably leads to dropouts however we aim to minimise this wherever possible</p>	<p>What: tracking changes in enrolment and attendance data over time</p> <p>Why: if a child leaves PLUS, they will be consistently marked as Absent on the PLUS register</p>

4. Section 1: Learning Impact -Baseline Test Results

Indicator: Percentage improvement against an external baseline test, and a government school control group

Target: higher percentage improvement rate than non PLUS control group

Result

- Target met for speaking and listening
- Target met for literacy

Method of Baseline test results

Baseline tests were conducted at the start and end of the academic year, in the months of June and February. The tests were implemented by trained 40K staff, who spoke the local language.

Two different groups of students were tested:

3. **PLUS students:** All enrolled PLUS students were tested
4. **Government school students:** Approximately 150 government school students were tested

The government school students acted as a control group, which enabled us to attribute student learning directly to 40K PLUS.

In the analysis, we have only used data for students who sat both the start-point and end-point baseline tests.

3.1 Analysis: Literacy

Percentage Point Score Improvement

The data shows the percentage-point score improvement for PLUS and Government School students, with the red section showing the learning addition that can be directly attributed PLUS.

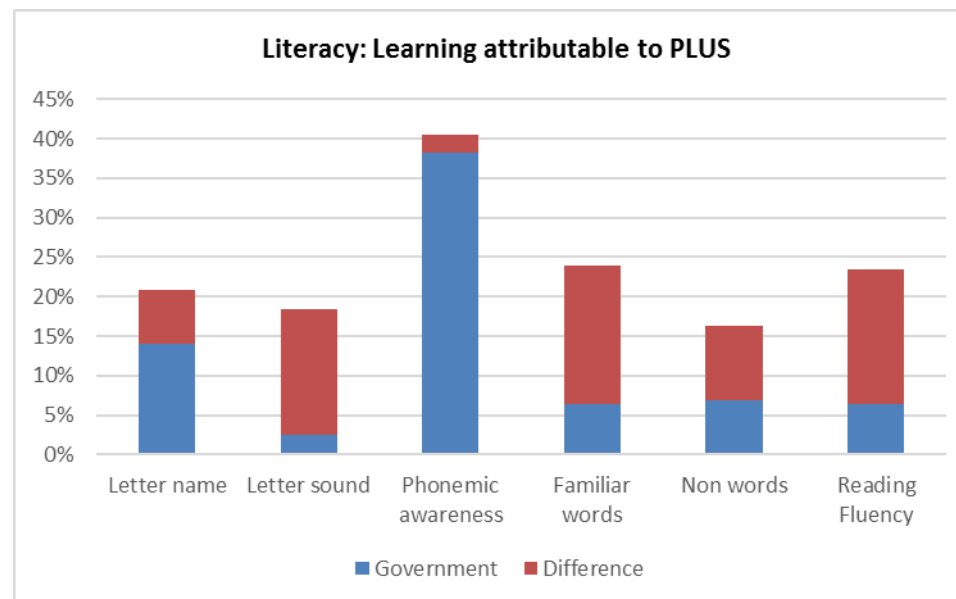
The results show that PLUS students have outperformed Government School students on all Literacy sections.

The strongest PLUS difference is in Familiar words, Reading Fluency and Letter Sounds, where the PLUS difference ranges from 16 to 18% points. This demonstrates the self-paced benefits of PLUS, as students on early literacy skills, such as letter sounds, can improve, as can their peers on higher skills, such as reading fluency, whilst all working from the same classroom.

The improvements in sections such as letter sounds, and non-words, can be directly attributed to the PLUS phonics system. For example, non-words are decodable, made up words. This means students who learn the whole language method of reading, are significantly less likely to be able to read them. Phonics can be described as a 'code for learning to read'. The observed improvements in reading fluency, suggest PLUS students are starting to crack the code.

It is surprising that the PLUS difference is low in Phonemic awareness, and the Government School score is relatively high. We believe this is because:

1. **The test is short:** this section of the test is only 6 questions long, the actual difference between a score of 1 and 2 is relatively small, but the percentage difference is high
2. **Not explicitly taught:** we do not explicitly teach this test section as an activity at PLUS, and so our students are not used to doing it
3. **Robustness of test section:** only one metric is used to test phonemic awareness, compared the Sutherland Phonological Awareness Test, where several indicators are used for this skill



PLUS Relative Learning

The graph on the right shows the relative PLUS learning, by normalising the Government School result to '1'. The delta figure is the additional learning PLUS brings, which is above the learning at a government school.

Letter sounds stands out, with the highest Delta of 7.6. This means that PLUS adds 6.6 academic years of learning to the existing government school pace.

Similarly, Familiar Words and Reading Fluency show strong Deltas, of 3.7 and 3.8 respectively, meaning that PLUS students learnt over 2.5 times more in both these sections compared to their Government School counterparts. This equates to 2.5 academic years of additional learning to the current government school pace.

The above Delta scores are very high. We believe this is a reflection of the low level of learning for these skills in government schools.

The least change is observed in letter names and phonemic awareness, with Deltas of 1.5 and 1.1 respectively. We believe the low Delta in letter sounds was caused because:

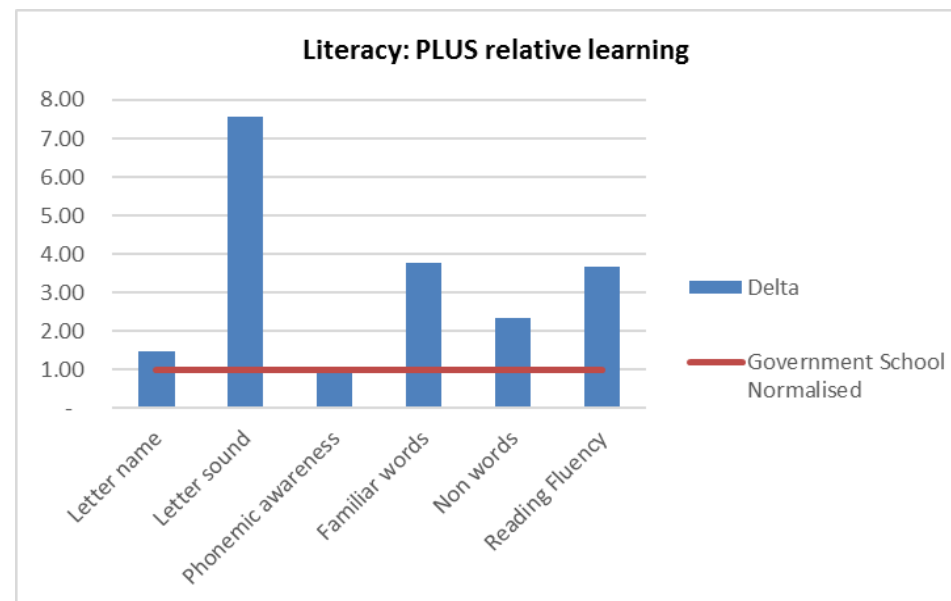
- PLUS has a greater focus on letter sounds than letter names, which can be seen in the strong improvement in sounds
- The test is timed, and testers reported that pace was slowed as students are used to saying the letter name and the sound together e.g. 'A', 'a'

The difference in phonemic awareness has already been explained in the % improvement section.

Higher Literacy Skills

There are three additional sections on the EGRA test, which focus on higher literacy skills:

- Reading Comprehension
- Listening Comprehension
- Dictation

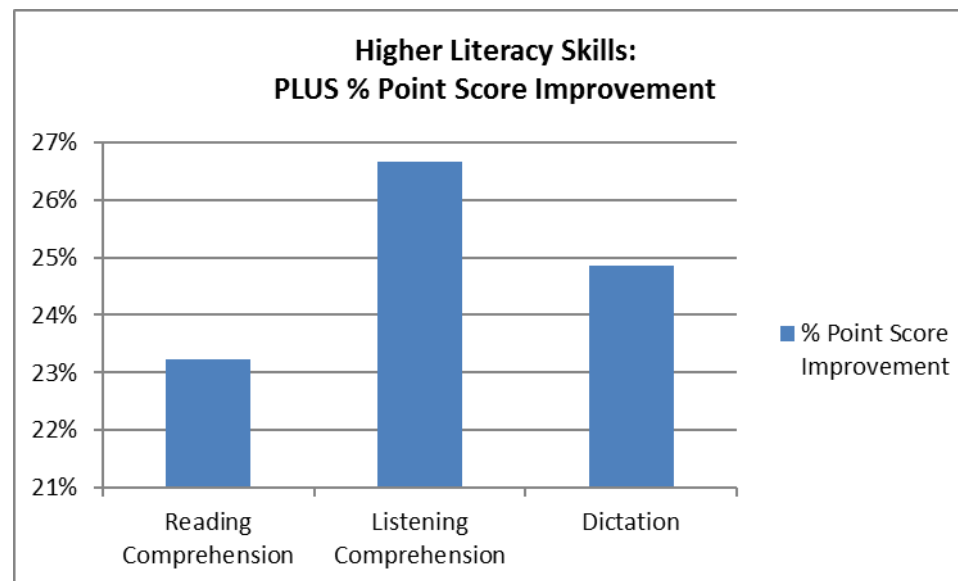


We are unable to make a comparison with Government School progress, as there are insufficient government school data points – less than 8 out of 65 Government students scored any points on these sections.

The graph shows the PLUS percentage-point score improvement from the start point to the end point data. Students who scored '0' have been excluded, to prevent the data being skewed.

In reading comprehension and listening comprehension, approximately 45% of PLUS students were eligible for the test, and able to score points on it, which rose to 67% for dictation. Of those eligible, students had between 23 to 27% improvement from the start point data, with the most significant improvement seen in listening comprehension

The dictation score is surprisingly high, and is likely to be because Indian students are used to a rote style of learning, with dictation commonly occurring in a school classroom setting

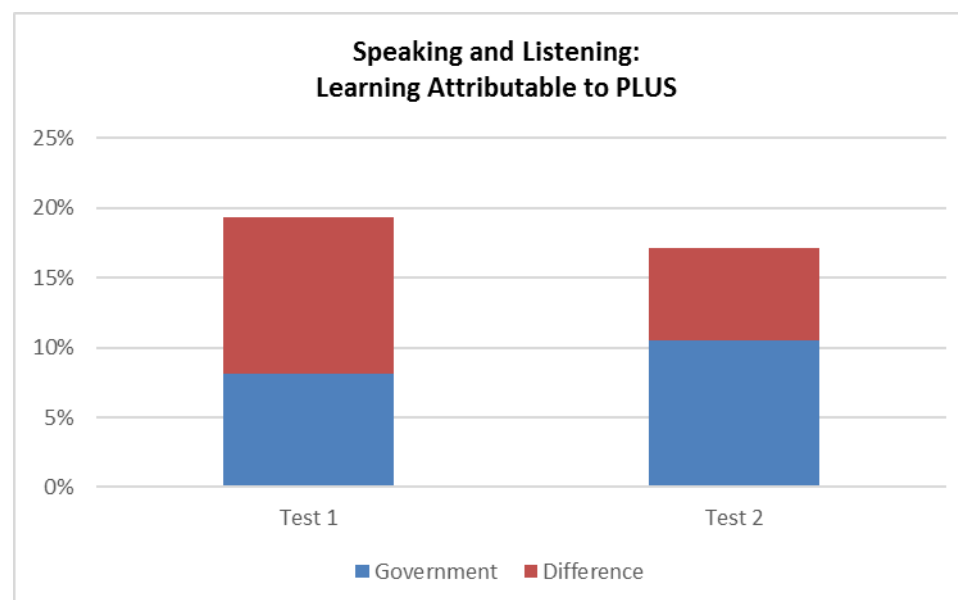


3.2 Analysis: Speaking and Listening

Percentage-point Score Improvement

The speaking and listening tests align to the Common European Framework of Reference (CEFR), Pre A1 (test 1) and A1 (test 2), which roughly aligns to the India National Curriculum Framework (NCF), Grades 1 to 3.

The speaking and listening results are in the same format as literacy data and show the percentage-point score improvement for PLUS and Government School students, with the red section showing the learning addition that can be directly attributed PLUS.



The PLUS students outperformed Government School students in both test 1 and test 2, with strongest performance in test 1. In test 1, PLUS students had an 11% point-score improvement over and above Government school results, compared to a 7% improvement difference in test 2.

The reasons for slightly lower PLUS percentage improvement in test 2 are:

1. Higher level test, and so all students are not eligible to take this test
2. In test 1 word answers gain 1 point, whereas in test 2, they gain 0.5 points, and students need to answer in sentence to get full marks
3. The field staff conducting the tests report students were often able to answer in 1 word answers for test 2, but not sentences, which reduced their score in test 2

The results in test 2 highlight an ongoing challenge with current speaking and listening content – its strength is in building a wide range of vocabulary across topics, and, to a lesser extent, basic sentences, but it does not link them together well to form conversation. This is accentuated by our service delivery model and the role of the teacher in PLUS.

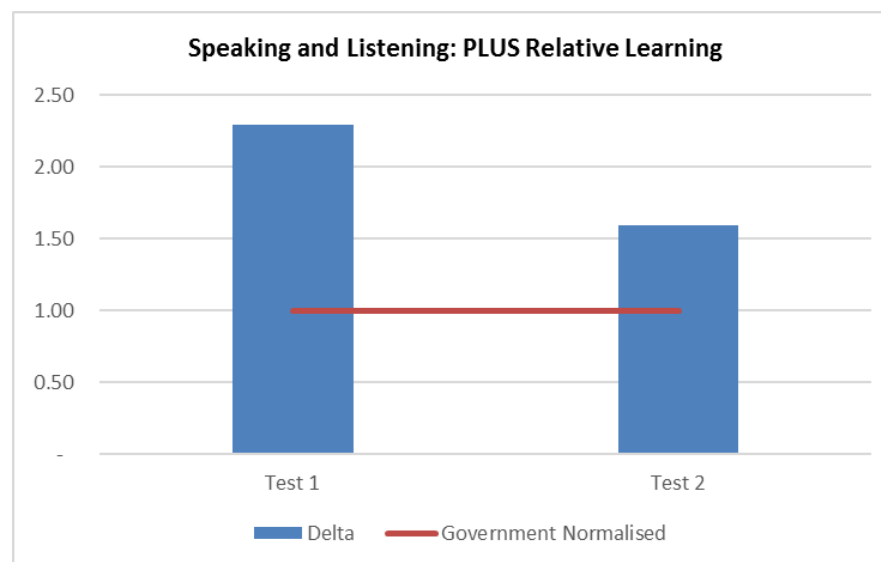
Overall, the percentage-point improvement is slightly lower in speaking and listening, when compared to literacy. This is because:

1. Literacy has been a key focus of the year, with less emphasis given to speaking and listening
2. The literacy curriculum is much more aligned to the baseline test. The current speaking and listening curriculum is:
 - a. In a different order to the baseline test
 - b. Covers a much broader range of topics than are covered in the test, and so requires greater retention to be successful

PLUS Relative Learning

The graph on the right shows the relative PLUS learning, by normalising the Government School result to '1'. The delta figure is the additional learning PLUS brings, which is above the learning at a government school. This is the same method that was used for literacy.

As outlined above, test 1 stands out as the highest Delta, of 2.3. With the Government score normalised to 1, this means that PLUS students learnt 1.3 times more than their Government School counterparts in test 1. This equates to a PLUS addition of 1.3 academic years of learning to the current pace of a Government school child.



In test 2 the Delta, 0.7 lower than test 1, at 1.6. This is still stronger than the Government school result, meaning that PLUS students learnt 0.6 times more than their Government counterparts, a learning addition of just over 1 academic term in the Indian School year against current Government pace of progress.

PLUS Actual Percentage Test Score

The Speaking and Listening baseline test is based on CEFR, which makes it possible to define learning levels. The CEFR Levels Pre A1 to A2 is generally done as a 6 year primary series with the breakdown below:

- Pre A1 (2 years)
- A1 (2 years)
- A2 (2 years)

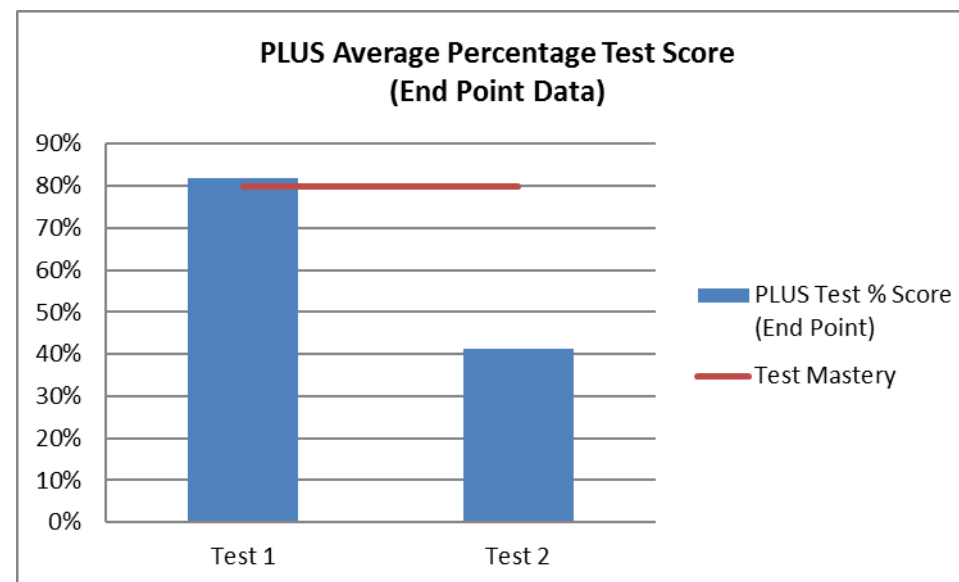
The Pre-A1 to A2 breakdown, roughly equates to Indian NCF Grades 1 to 5.

The results show PLUS students:

- Scored an average of 82% in test 1, demonstrating mastery of Pre-A1 concepts
- Reached an average score of 40% in test 2, demonstrating that the majority of PLUS students are learning at the CEFR A1 level. This aligns with expected learning, as the Speaking and listening intervention has been ongoing for 2 academic years

We examined a British Council (2012)¹ study of 404 Government Schools in Maharashtra, to compare the Speaking and Listening results from PLUS with a larger sample size. The study found:

- That the majority of 9th and 10th Standard students were performing at a CEFR Pre A1 or A1 Level, despite English learning beginning from 1st Standard
- 50% of teachers were at an CEFR A2 level or lower



¹ https://www.britishcouncil.in/sites/default/files/needs_analysis_report_-_eliss_2013.pdf

PLUS students are learning at a similar, or higher, level despite being much younger (the majority of PLUS students are between 1st – 7th standard). At the current pace, the PLUS students are track to significantly outperform the government schools examined in the British Council study.

This conclusion is based on the assumption that the baseline test is a robust representation of pre A1 and A1 Levels, in both the test itself, and in the quality of implementation. At present, we would call this a rough indicator, as opposed to a robust measure. This is because more work is required in baseline test mapping, and the quality control of delivery. We have included this information as an early indicator to enable a comparison across Global Frameworks.

3.3 Learning recommendations

Recommendation	Action to be taken	Owner	Due date
Finalise tech based phonics curriculum for higher levels	<ol style="list-style-type: none"> 1. Select and obtain licence for phonics program 2. Incorporate phonics program into the app 	Moorthy Visa	31/8/16 31/1/17
Focus intervention on higher literacy skills (reading comprehension, listening comprehension, dictation)	<ol style="list-style-type: none"> 1. Build and implement skills specific modules e.g. reading comprehension 2. Teach our facilitators first, and so they do not tell the students the answers 3. Monitoring system built, with accountability (or positive reinforcement) to ensure answers are not simply dictated or copied from friends 4. Dot-dash code implemented in Fantastic Phonics books, to help students learn digraphs and trigraphs 	Anuja Anuja Anuja Anuja	31/8/16 31/8/16 31/8/16 31/8/16
Improve outside of class exposure system for sight words and reading fluency	Sight words: <ol style="list-style-type: none"> 1. Set 'teacher challenge' for students to learn all their sight words in the year 2. Add motivation element to outside class sight word lists e.g. Sight word certificates or badges 3. Check all students have access to sight words in their home, and they are in use Reading fluency: <ol style="list-style-type: none"> 1. Add 'speed reading' activities, in words and sentences to help building reading fluency skill 	Shruthi Shruthi Shruthi Anuja	30/6/16 30/6/16 30/6/16 31/8/16

Improve EGRA quality of test and test delivery, to meet global standards:	1. Break down EGRA analysis into thirds, and understand expected outcomes for Year 1, Year 2 and Year 3	Rachel	31/5/16
	2. Get price quote for external agency to implement test, to improve quality control	Rachel	15/7/16
	3. Change reading fluency from absolute words to a timed section, to establish student's words per minute	Rachel	31/5/16
Expand scope and robustness of speaking and listening baseline test, and improve quality of delivery Point to note: <ul style="list-style-type: none"> Change scoring in test 1 to include conversation as well as 1 word answers? 	1. Create correspondence table, to align curricula across multiple Frameworks and Grade Levels	Rachel	31/5/16
	2. Get price quote for external agency conducting test, or improve training and quality control of existing test	Rachel	31/5/16
	3. Complete external review of baseline test to ensure a robust representation of CEFR Levels	Rachel	15/7/16
	4. Build and implement test 3, at A2 Level, for students who are at a higher level	Rachel	31/5/16
Focus intervention on building conversation	1. Add structure in practice station, or take-off and landing around conversations	Anuja	31/8/16

5. Section 1: Learning Impact -Learning Pace Results

Indicator: Lessons complete per child per month

Target: Average student completes 7 lessons per month (3-5 speaking and listening lessons and 2 - 4 literacy lessons)

Result:

- Target met for year, with an average of 7.2 lessons complete per month
- Target met on a monthly basis for 6 out of 7 learning months (see below)

4.1 Analysis

Comparison with 2015-16

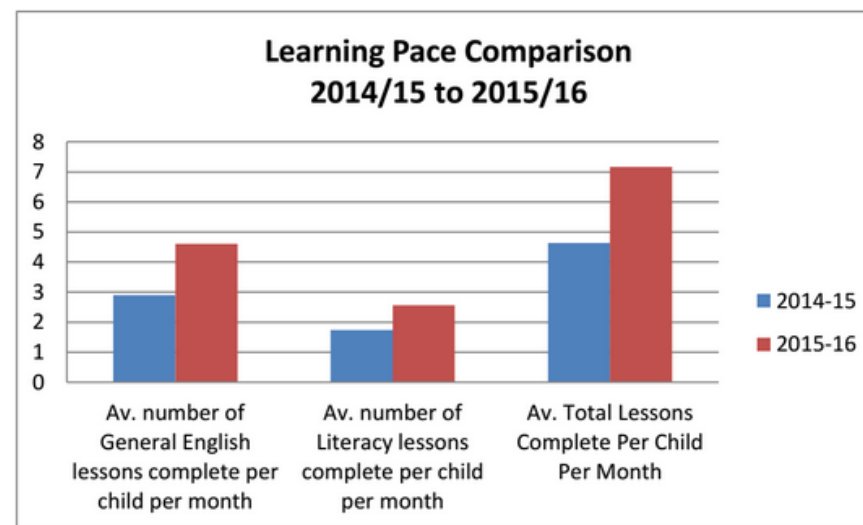
We monitor and track the number of lessons that each student completes every month. Lessons are divided into two different skills sets:

- Literacy lessons
- Speaking and listening lessons

The number of lessons which a student learns each month varies, depending on the type of skill and the age of the student. The results shown in this section are the average for all PLUS students.

The average learning pace for 2015/16 is 7.2 lessons per month which represents a 57% increase on the 2014/15 academic year. This means a typical PLUS child will have completed approximately 17 additional lessons this year, when compared to last year (based on 7 learning months).

The improvement in pace is observed across all 4 English skills, with strongest difference in Speaking and Listening (General English).



In 2014/5, students were below target in both speaking and listening and literacy. In 2015/16, they are in:

- Upper target range for speaking and listening
- Lower target range for literacy

We believe the reasons for the improved learning pace this year are:

1. **Curriculum settling:**
 - a. The curriculum was new in 2014/15 and so students and Facilitators took time to adjust, which had a negative impact on the learning pace
 - b. The Lab (PLUS development team) focus shifted from curriculum roll out in 2014/15 to curriculum adjustment in 2015/16, which allowed for a emphasis on targeted intervention where required
2. **Targeted Intervention Focus:** there has been a move from development projects, to using data to understand the specific students that are struggling as well as identifying trends to show where improvement can most learning impact. This has led to a series of targeted projects on intervention and young learners, the results of which were a faster learning pace for targeted students.
3. **Regular training:** in 2014/5 the focus was on curriculum development, and training was irregular and not consistent. In 2015-6 training has been much more structured, occurring every month. This is in addition to the standard training program run at the start of the school year. This enabled us to identify and action areas where Facilitators and students were struggling and address any issues quickly.

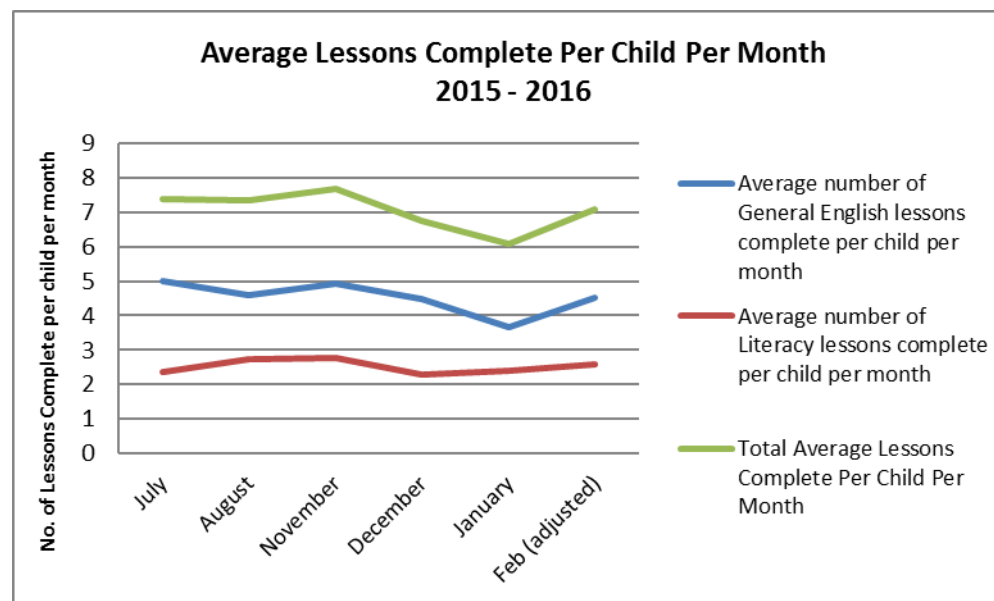
Consistency over the Academic Year

The Learning pace has been relatively consistent throughout the year, only falling below 7 lessons a month in January.

The reason for the slower pace in January was that the new app was rolled out in all pods. This took some teething time for students to adapt to and so reduced the pace of General English learning. The app as the casual factor can be demonstrated as Literacy, which is currently used outside of the app, continued along the same trend as in previous months and was not affected by the app roll-out.

Some of the observations are:

- Within each skill, with the exception of January, there has been a fluctuation of 1 lesson or less in monthly results over the course of the year, suggesting consistency in learning achievement



- The General English data has been in the upper target range, with some students significantly exceeding the upper band
- In Literacy, comprehension has been the biggest restriction in increasing the learning pace, and, despite training, there is still a tendency to rote learn and recite answers, as opposed to students understanding how to find them in the text

A note on the data:

- There is no data for September, as it was exam time
- There is no data for October, because it was School Holidays
- In February and December, the data has been pro-rated to account for the actual number of learning days
 - December: Christmas holidays reduced the number of learning days
 - February: end-of-year Pod Parties occurred in the second half of the month, reducing the number of learning days

By Band

We have analysed the student learning by Grade level to understand how learning changes as a student's learning increases. The breakdown is shown in the graph to the right and the bands are defined as:

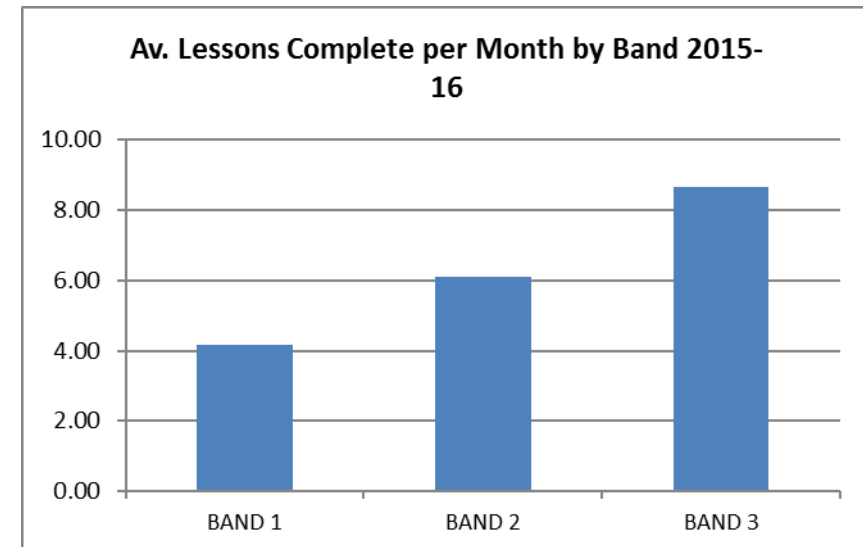
- Band 1: Grades 1 and 2
- Band 2: Grades 3, 4 and 5
- Band 3: Grades 6 and 7

We found that as students move up a band, their average pace of learning increases by approximately 2 lessons per month. This means a typical Grade 6 student, would complete the learning content in half the time, when compared to a Grade 2 student.

This increase in learning pace highlights the effectiveness of the self-paced system of PLUS learning, as it enables this differentiated learning pace to occur in the same classroom, based on individual student's abilities.

Some of the other observations are:

- The average pace of band 1 students (4 lessons per month) is a significant improvement on the pace at the beginning of the academic year, when Young Learners were a concern (see Young Students section below)
- The current collection and analysis system, means that:



- A higher number of Band 2 or Band 3 students could change the overall average observed for all PLUS students
- A struggling student in Band 3, would not be recognised as they are still around the 'average' target for all PLUS students, but are low for their Band
- Conversely an excelling student in Band 1 would not be recognised, as they are around the 'average' target for all PLUS students, but are high for their Band

Young Students

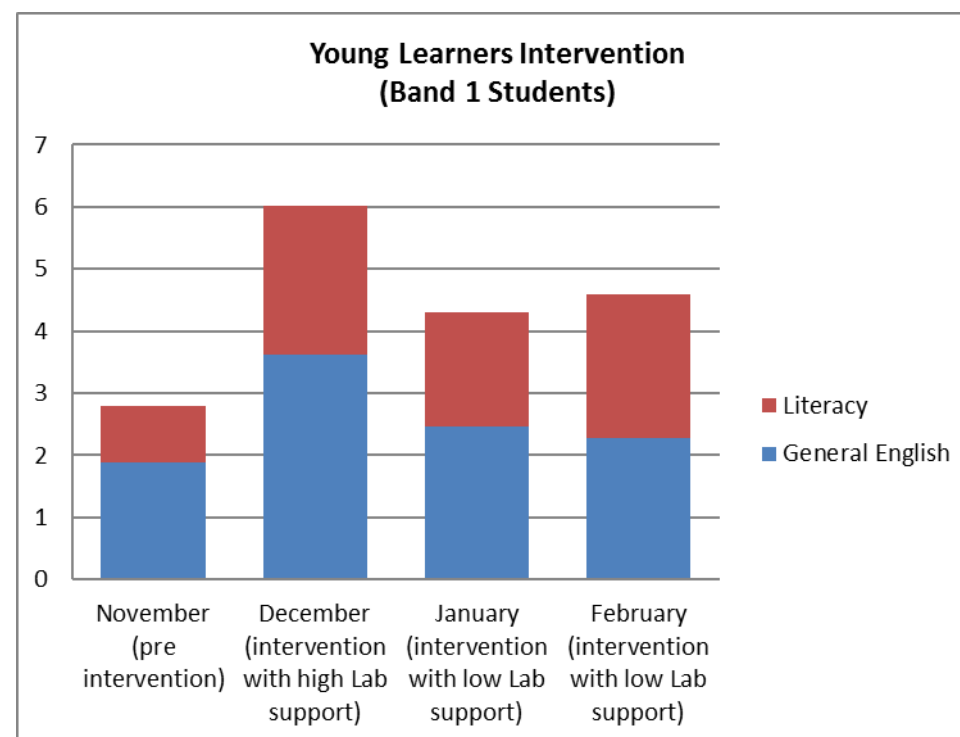
Young students who are in Band 1 (Grades 1 and 2) have been a cause for concern, due to their slow pace of learning. A learning intervention was designed and piloted to see if we could improve the pace of Grade 1 and Grade 2 students learning. The main focus of the intervention was on literacy, as this is where students were struggling the most.

The intervention consisted of two parts:

1. Mighty Mentors: cross age peer tutoring, where older students supported younger students
2. Extra classes: 15 minute extra classes run by the Facilitator 2 to 5 times a week for Young Students

As a result of the intervention, Band 1 students had a learning pace percentage increase of 116% in month one (December). Month one had a high level of support, with the Lab helping Facilitators to develop Individual Learning Plans for each student, and training all the mentors in support techniques

For months two and three (January and February), the support was reduced, and the Facilitator's encouraged to continue the support independently. Here, despite little support from the Lab staff, the improvement against the baseline was sustained across 2 months, at a percentage increase of 54% in January and 65% in February.



4.2 Learning pace recommendations

Recommendation	Action to be taken	Owner	Due date
Continue with Young Students for 2016/17, with some adjustments	<ol style="list-style-type: none"> 1. Keep Band 1 students in PLUS for the 2016/17 academic year 2. Continue with the same intervention system next academic year 3. Open PLUS early in May, and have dedicated sessions for Band 1 students to give them a head start before the year begins 4. Introduce a competency based entry system into PLUS e.g. being able to hold a pencil and say your alphabet 	All points completed	All points completed
Integrate pace targets with broader curriculum improvement <u>Point to note:</u> Pace targets can restrict ability to improve quality of curriculum, as adding more content, techniques or resources, can be beneficial for holistic learning, but slow pace. This led to tension between meeting pace targets, and improving the curriculum in 2015/16	<ol style="list-style-type: none"> 1. Improve testing templates and testing process to ensure 80% mastery is robust 2. Align pace targets to: <ol style="list-style-type: none"> a. Improved version of 40K ESL Map to enable stronger connection with expected Grade based progress b. 40K app structure to make sure there is sufficient space for required content, based on current pace 3. Review and re-set pace targets for 2016/17 academic year 4. Design mechanism which allows for 'sandbox' of pace targets when appropriate 	Moorthy Curriculum team with Rachel to oversee multiple stakeholders Rachel Rachel	30/9/16 30/11/16 31/5/16 31/8/16

5. Section 2: Customer Acquisition, Retention and Loyalty

Indicator 3 – Student enrolment

Indicator: number of students enrolled per pod

Target: pod at 80% capacity, or 100% of government school children enrolled

Result:

Average percentage of Capacity: target met. Across all pods, the average percentage of pod capacity filled is 87%

Per Pod:

- target met for 10 out of 14 pods
- target not met for 4 out of 14 pods (Birdrahalli, Mandur, Mylanahalli, Chagaletty)

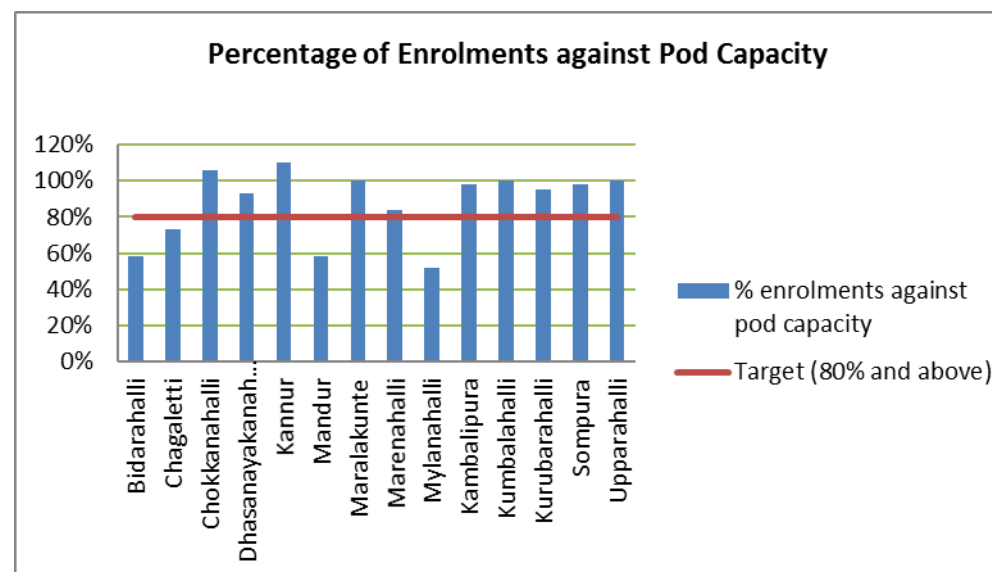
The maximum capacity at each Pod is 50 students. We aim for a pod to achieve 80% capacity (40/50 children), or 100% of government school children enrolled. The two different metrics apply because some communities do not have 50 children in the government school, and so full pod capacity is not possible.

In 2015/16 there was an average of 87% capacity filled across all pods, which is 7% above target.

On an individual pod level, 10 out 14 pods are on target at 80% capacity or above, with 5 out of the 10 on target pods operating at 100% capacity.

Of the pods that are at 100% capacity, 3 are oversubscribed:

- Chokanahalli and Kannur, are operating 'above capacity' in that we have enrolled more than 50 students in them



- Kumbalahalli is over-subscribed, and we currently have waiting list of students

Four pods were below the target of 80%. These are:

- Mylanahalli, Bidrahalli and Mandur: These are all experimental 'pricing pods'. We charge a higher price point at these pods, which has reduced the number of enrolments (but increased the revenue)
- Chagaletti: In October 2015 another tuition centre opened up in this community, which has led to increased competition in this village and a reduction in the number of children who attend PLUS.

Indicator 4 - Fee Payment

Indicator: Percentage of students enrolled in PLUS that have paid a biannual or annual fee

Target: 100% of students enrolled have paid full fee

Result: target met in all Pods

Parents are given time to pay the PLUS fee but, ultimately, there is a policy that if a student does not pay, they cannot attend PLUS. This means that by the end of the academic year, there is no child enrolled in PLUS who has not paid the full fee.

Indicator 5 - Student Attendance

Indicator: average student attendance per pod per month

Target: average student attendance of 80% a month

Result:

For year: target not met. Average student attendance of 79%

Per Month:

- target met for 6 out of 9 months
- target not met for October, November and December

PLUS ended the year with 505 students enrolled across 14 pods with average attendance of 79% for the 10 months that PLUS ran. The data for the full year is displayed to the right.

As mentioned in the learning section of the report, students do not learn for the full 10 months of the year due to holidays and other local interruptions. These interruptions occur during:

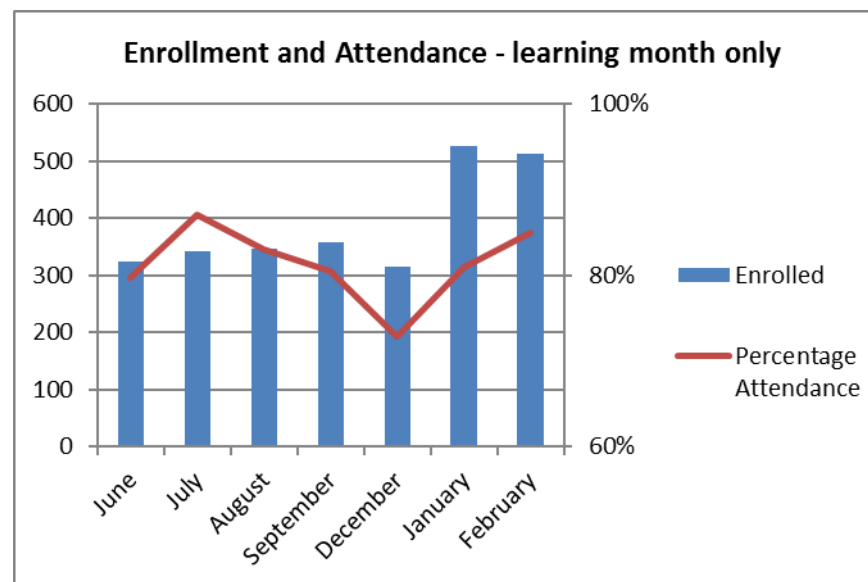
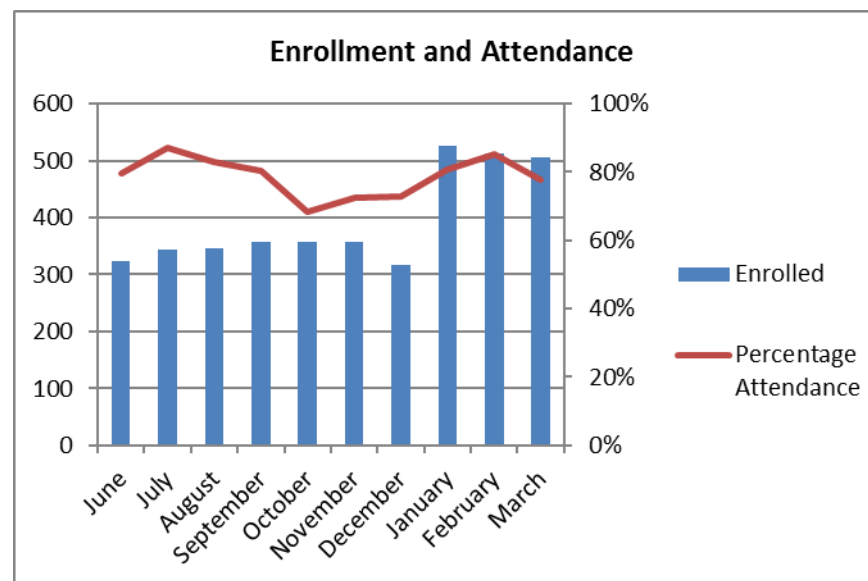
1. October – local festivals and mid-year holiday
2. November – local festivals and mid-year holiday
3. March – end of school year and exam disruption

We aim to maximise the time that PLUS is open in order to increase the learning that students have access to. However, we expect poor attendance and operational metrics during the holiday and exam months.

The data with the learning months only is displayed to the right. The average attendance for the English learning period is 82%, which is 2% above the target.

There is an attendance low of 73% in December. We believe the cause for this is the Christmas and New Year disruption, which still occurs to a degree in India, as well as some flow-on effects from the October/November festival period.

Five new pods were opened in January in a region called Hoskote. The effect on the number of enrolments can be clearly observed. Attendance at the new Hoskote cluster has remained consistently strong, ranging from 80 to 90% since the pods opened in January 2016.



Indicator 6 – student dropouts

Indicator: Percentage of children who drop out of PLUS during 1 academic year

Target: 15% or less students drop out of PLUS each academic year

Result: target met in 5 out of 9 pods. Target not met in remaining 4 pods

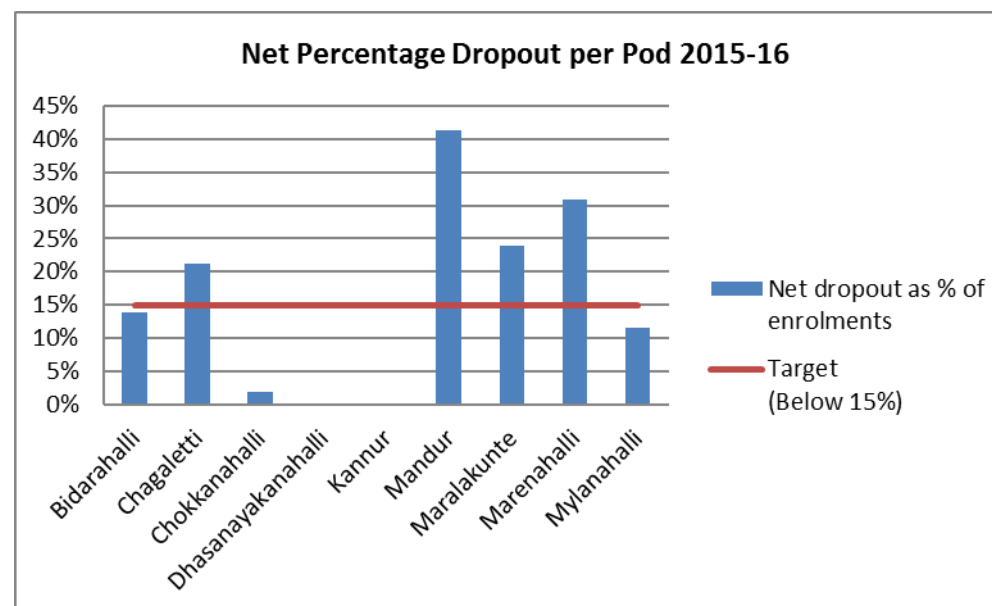
Throughout the year some students enrol, drop out and re-enrol. To mitigate against this, the difference between enrolment per pod in July, and in February have been used as indicators of net percentage dropouts per pod. The average across pods has not been calculated due to the large differences between pods.

Some dropouts are an inevitable consequence of working in a village, where events such as marriage, festivals and relatives passing away, cause parents and their children to move away. Where possible we allow for flexibility, and aim to minimise dropouts, but in many cases these are unavoidable.

The target was met in 5 out of 9 pods, with Dhasanayakanahalli and Kannur maintaining an equal number of students between the start and end of year.

There were high dropout rates in 4 pods, with the main causes identified as:

- **Mandur:** The majority of dropouts happened at the bi-annual fee collection, where parents did not sign up for a second term. The fee is high in Mandur as it is an experimental pricing pod and local economic pressures led to a low re-enrolment rate in November
- **Maralakunte:** The Facilitator's contract was terminated due to poor performance. This led to her setting up an alternative tuition service, and taking a significant percentage of the students with her
- **Marenahalli:** Another local NGO ran free services after school, which finished in September 2015. This meant many students arrived late and then eventually dropped out. At the start of the year there were a large proportion of young



students in this pod. Some of these were not learning effectively due to their low development issues and eventually dropped out

- **Chagaletti:** The above target dropout figure has been caused by competition from another tuition provider which opened in December 2015

Outside of these specific cases, the field team cite 3 main reasons for dropout this academic year:

- **Competition from help with homework:** some students choose to attend help with homework, over PLUS
- **Moving house:** a disproportionate number of students have moved house this year, to communities where we do not have pods
- **Quality of enrolment:** the current structure drives the Field team to enrol a high volume of students, but has no check on the quality of these enrolments. For example, in the first 1 to 2 months of the year, it was known that 5 students in one pod would leave, but they were still enrolled. Although this is not necessarily a problem, it skews both enrolment and dropout numbers

The dropout data does not include the 5 new pods opened in January 2016 as these pods have not been open long enough to provide accurate information.

To date, in the new pods, there has been an average of less than 1 dropout per pod in the 3 months from January to March.

5.1 Customer Acquisition, Retention and Loyalty recommendations

Recommendation	Action to be taken	Owner	Due date
Improve the data tracking system, and feedback loop to the field	1. Re-structure the data tracking system, to: <ul style="list-style-type: none"> a. Match the explicit purpose of the collection of each data point b. Account for the non-learning and short-learning months 	Hamish	31/5/2016
	2. Better data driven decision making and use of data to drive improvement on an ongoing basis throughout the year	Hamish	31/5/2016
Re-structure Measuring Impact Framework	1. Review and improve the measuring impact framework	Hamish	31/5/16
	2. Re-structure the data tracking system, to account for the non-learning and short-learning months	Hamish	31/5/16
	3. Use Band data from this year, to structure pace targets around grade based bands, as opposed to a blanket target.	Hamish	31/5/16
System built to address exception reporting	1. System built to easily identify exceptions in the revised measuring impact framework	Hamish	31/5/16
	2. Intervention process developed and implemented to address exceptions	Hamish	31/5/16

Note: there are a number of recommendations that will affect the customer acquisition, retention and loyalty which have been included in first section of this report and are not repeated here.

6. Conclusion

A summary of the 2015-16 status against the targets set out in the Measuring Impact Framework is shown below. We intend to use the action points throughout this document, to drive further improvement to PLUS in the 2016-17 academic year.

LEARNING IMPACT			
OUTCOME: Every child graduates from PLUS with an 80% mastery in the Grade 7 learning outcomes of the 40K ESL Map			
Indicator No.	Indicator	Target	Status: 2015/16
Indicator 1	What: Percentage improvement against an external baseline test, and a government school control group	What: - higher percentage improvement rate than non PLUS control group	<ul style="list-style-type: none"> Target met for speaking and listening Target met for literacy
Indicator 2	What: Lessons complete per child per month	What: Student completes 7 lessons per month (3-5 speaking and listening lessons & 2-4 literacy lessons)	<ul style="list-style-type: none"> Target met for year, with an average of 7.2 lessons complete per month Target met on a monthly basis for 6 out of 7 learning months
CUSTOMER ACQUISITION, RETENTION AND LOYALTY			
OUTCOME: We want to get and retain customers, enabling their children to stay in PLUS until graduation			
Indicator No.	Indicator	Target	Status: 2015/16
Indicator 3 - Student enrolment	What: number of students enrolled per pod and cluster (10 pods)	What: pod at 80% capacity (40/50 children), or 100% of government school children enrolled	<ul style="list-style-type: none"> Target met. Across all pods, the average percentage of pod capacity filled is 87% On an individual pod level: - Target met for 10 out of 14 pods
Indicator 4 - Fee payment	What: Percentage of students enrolled in PLUS that have paid a biannual or annual fee	What: 100% of students enrolled have paid full fee	<ul style="list-style-type: none"> Target met for all students
Indicator 5 - Student attendance	What: average student attendance per pod per month	What: average student attendance of 80% a month	<ul style="list-style-type: none"> For year: target not met. Average student attendance of 79% Per Month: <ul style="list-style-type: none"> target met for 6 out of 9 months target not met for October, November and December
Indicator 6 - Student dropouts	What: Percentage of children who dropout of PLUS during 1 academic year	What: 15% or less students drop out of PLUS each academic year	<ul style="list-style-type: none"> Target met in 5 out of 9 pods. Target not met in remaining 4 pods