AY 2022-2023
Education Program
Outcomes

Methodology

Goal Setting
Graded CEFR can-do statements

Building a common understanding of tightly defined learning goals for grades 1-7 using the CEFR framework.

Building a strong suite of teaching and learning resources and teacher support systems to ensure uniform and high standards in every classroom.

Pedagogical Support & Resources

Learning using Ed-Tech
Tablet & WhatsApp

Making better use of Ed-Tech through classroom based learning and independent learning to help children practice what is being taught in the classroom.

Constant tracking against formative and summative measurement to assess progress and adopt course correcting measures.

Monitoring & Evaluation

Impact Assessment

Providing a useful snapshot of how the education system is faring, indicating what is working and what needs to be improved.

Our Coverage

School Coverage across years

AY 2023-2024	**103**
AY 2022-2023	**88**
AY 2021-2022	**73**
AY 2020-2021	**76**
AY 2019-2020	**76**

0   25   50   75   100   125
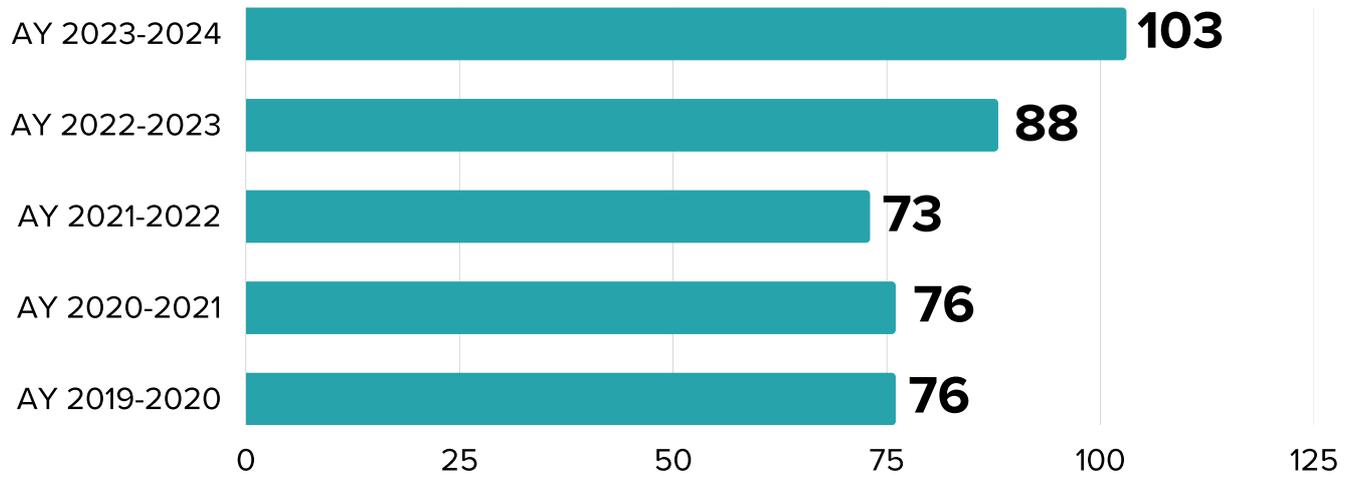
Student Coverage across years

4561 **3390** **5411** **5700** **6800**

7,500

5,000

2,500

0

AY 2019-2020   AY 2020-2021   AY 2021-2022   AY 2022-2023   AY 2023-2024
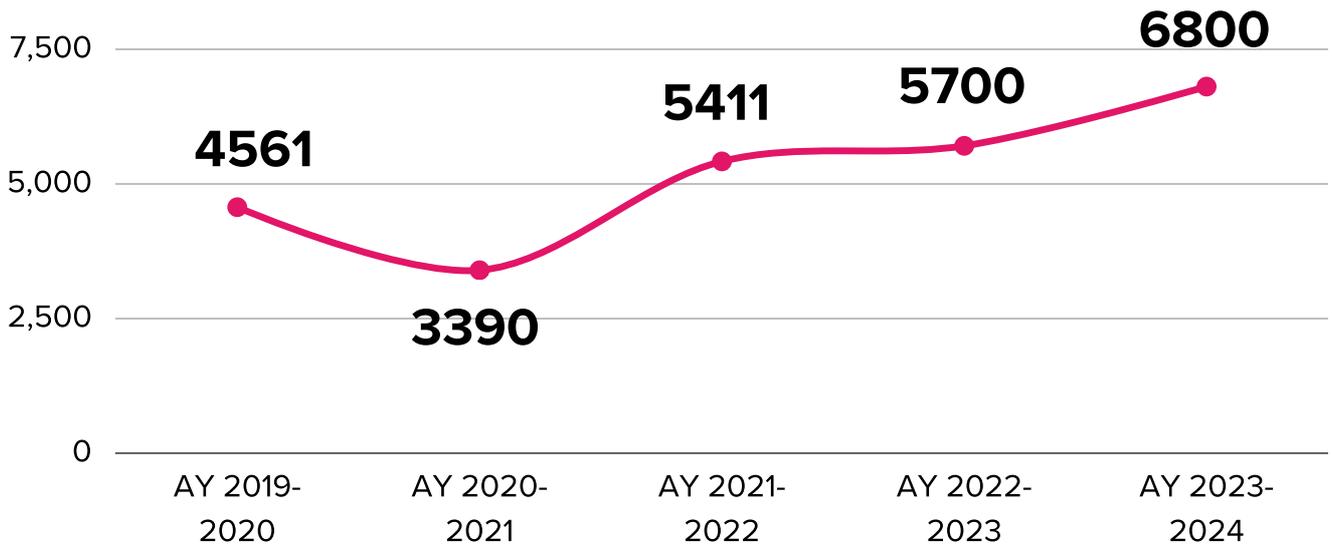
Coverage across Villages in Anekal

OBLF presence

No OBLF presence

54% **46%**

N=227 villages

Study Demographics

A1
14.5%

A2
1%

Pre-A1
83.46%
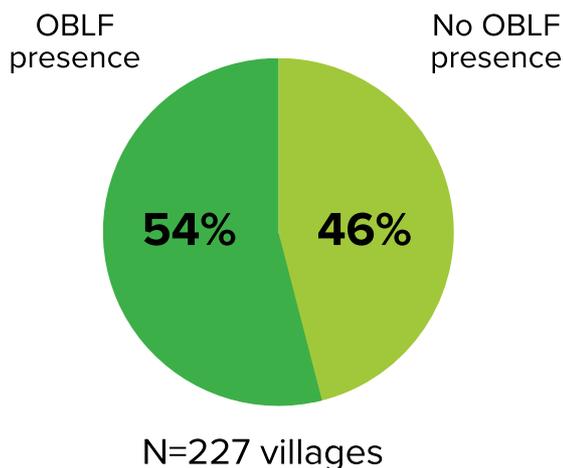
N= 6800 students
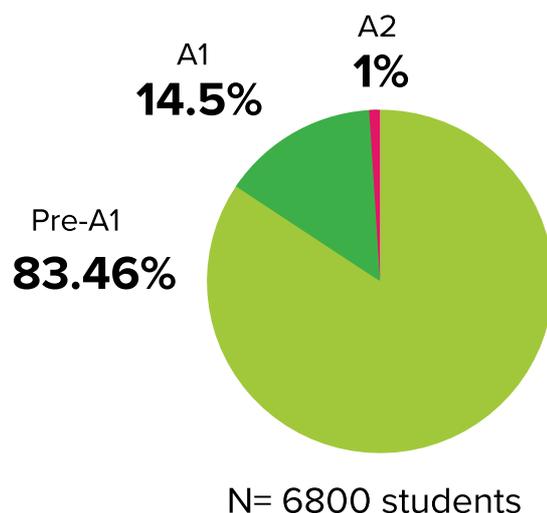
Executive Summary

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 16.5%.

Complementing Classroom Learning with highly contextualized learning activities using Educational Tech (Tablets/Gamified Content) drives learning acceleration. Improvement of 28.5%

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

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

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

Assessment Details

Foundational Literacy comprises reading, writing and communicating in a particular language. In the Foundational Learning Study, foundational literacy has been assessed through tasks as explained below in our summative assessments.

LISTENING	- Listening and identifying phonic word sounds - Listening to a story & and answering questions - Listening for the preposition, adjective and/or article and identifying the correct option - Listening for details and personal belongings - Listening to the question and answering in complete sentences
SPEAKING	- Observing and describing the picture - Naming and making inferences from pictures - Using pictures to formulate sentences - Looking at picture scenes, and answering questions - Answering questions about personal preferences - Looking at the pictures and identify differences - Reading the menu & and placing orders
READING	- Reading passages and answering questions - Ordering & and sequencing sentences - Matching the picture to the sentence - Observe the picture & and identify the details - Read and circle odd words - Identifying time and directions - Reading timetables & and circling the correct option
WRITING	- Rearranging the letters to form the word - Circling the odd word out - Adding punctuations - Sentence construction and rewriting words in the correct order - Filling in the blanks with missing letters - Word jumble – circling for words - Look at the picture and write the correct corresponding word - Re-writing words in the correct order

Student Proficiency

Overall Student Performance


16.58%

46.79%

54.55%

BL

EL
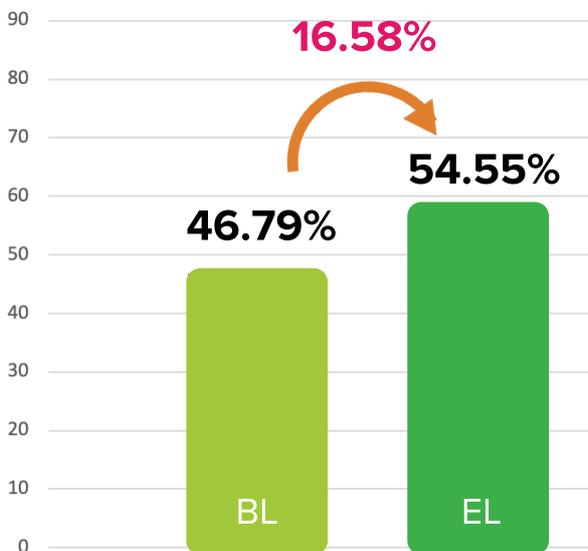
Insights & Inferences

The overall baseline score for students across levels is **47%** and the overall endline score was **55%.**

Student performance improved by **16.5%** this academic year.

Listening and speaking have significantly improved. This can be attributed to the fact that our student population comprises students predominantly at Pre-A1 and the integration of Phonics into our curriculum.

Student Performance across four core learning skills

23%

67.8%

55.2%

18%

39%

46%

61%

61%

41.4%

43.84%

31%

Listening   Speaking   Reading   Writing
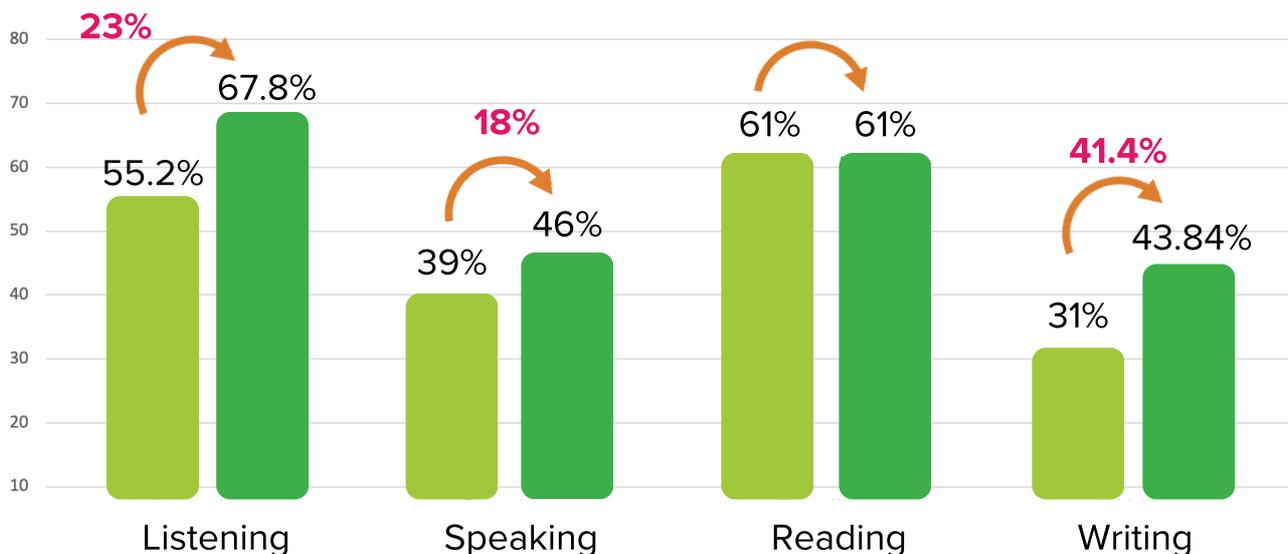
Ability Descriptors

| |
|---|
| Can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. |
| Can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues. |
| Can interact in a simple way provided the other person is prepared to repeat or rephrase things. Can ask and answer simple questions on very familiar topics. |
| Can write short greetings and messages. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. |

A level wise break up of Student proficiency

Overall Improvement

11%

44.3% → 48.1%
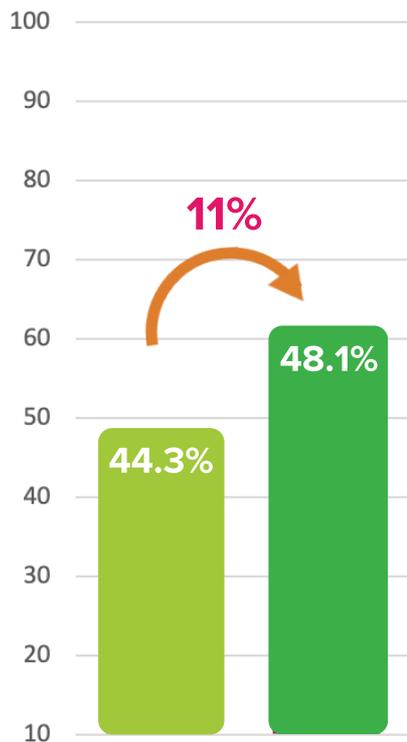
PRE-A1: SEEKERS

Skill Wise Improvement

Listening	Speaking	Reading	Writing
21%	10.4%		20%
53.3% → 64.4%	38.2% → 42.3%	55% → 53.7%	25.4% → 30.4%
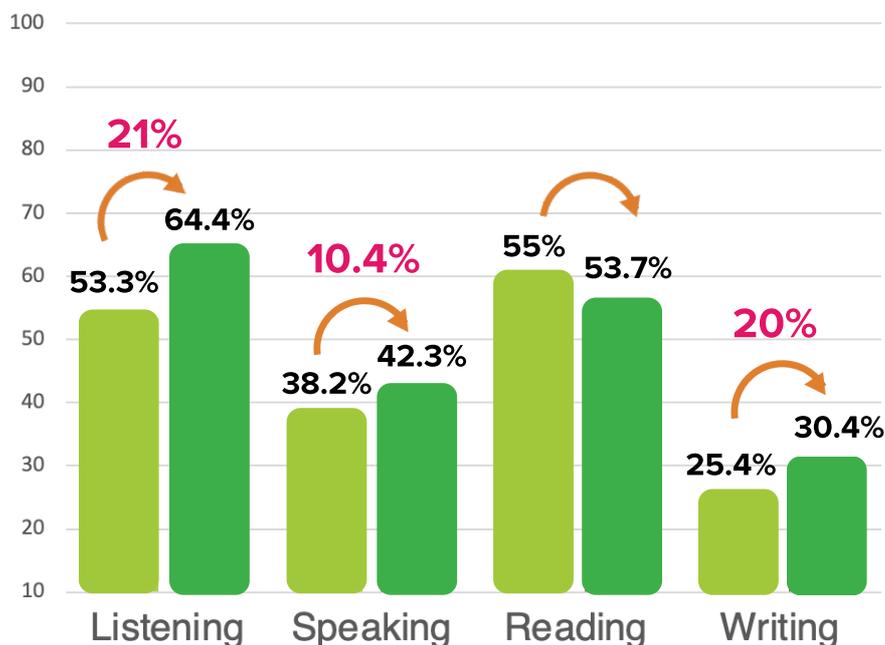
Ability Descriptors

... understand simple sentences	... respond to simple questions	... understand some very simple descriptions of everyday objects
This is a chair	How old are you? / I'm six	This is blue.
... follow very short stories in simple language	... understand and follow simple instructions	... recognise and write the letters of the English alphabet
Then Lucy eats an apple	Open your book	Aa Bb Cc
... understand some very short conversations	... spell her/his name and simple words	... name some familiar people and things
I like football. / I like tennis.	Anna cat dog	cat mum brother / dog cow dad

Overall Improvement

20%

60.8%
73%
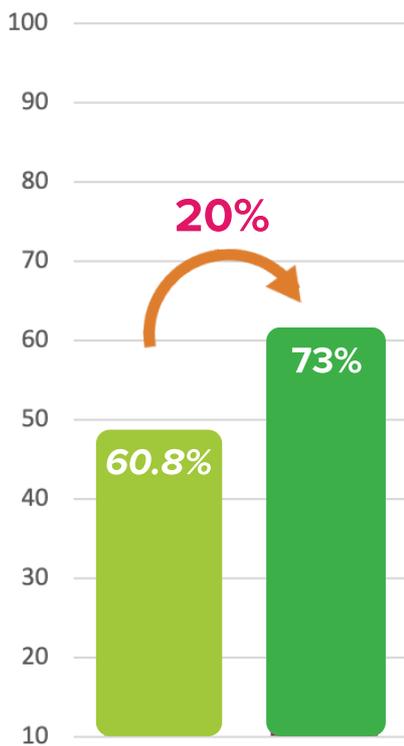
A1: FINDERS

Skill Wise Improvement

13.5% 65.8% → 74.7%
19% 44.6% → 53.1%
5.6% 70.8% → 74.8%
43.4% 62.2% → 89.2%

Listening Speaking Reading Writing
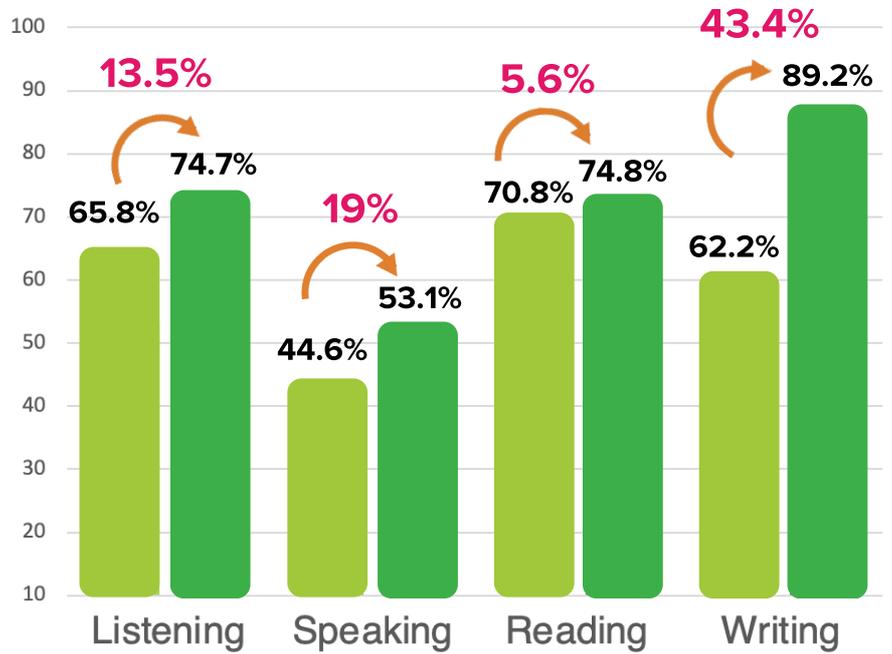
Ability Descriptors

... agree/disagree with someone

I think this is pretty

Yes, it is
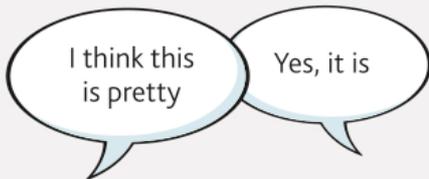
... ask someone how they are and what they like doing, and answer similar questions

How are you?

Fine, thank you
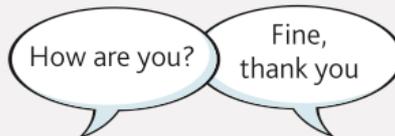
... answer questions about school activities

What is our homework today?

To read a story

... give simple descriptions of objects, pictures and actions

The boy is running

... write simple sentences giving personal details

I live in a town
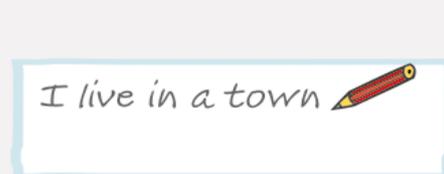
... write short sentences about what they like or dislike

I like going swimming
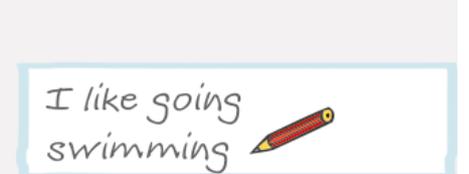
... understand simple signs and notices

Do not feed the animals

... tell a very simple story with the help of pictures

I went to the beach today
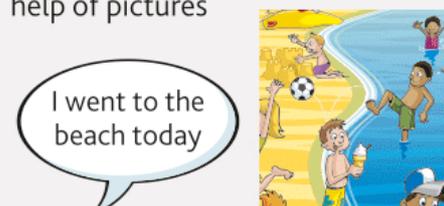
... understand simple written sentences
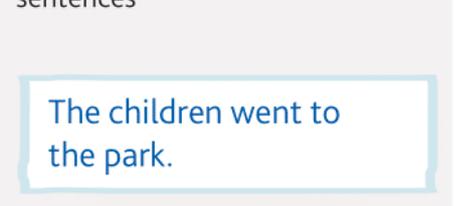
The children went to the park.

Overall Improvement

A2: DISCOVERERS
Skill Wise Improvement

21%

69%

83.5%

42.5%

66.7%

95.1%

33.4%

62.8%

83.8%

87%

85%

19.3%

59.5%

71%

Listening   Speaking   Reading   Writing
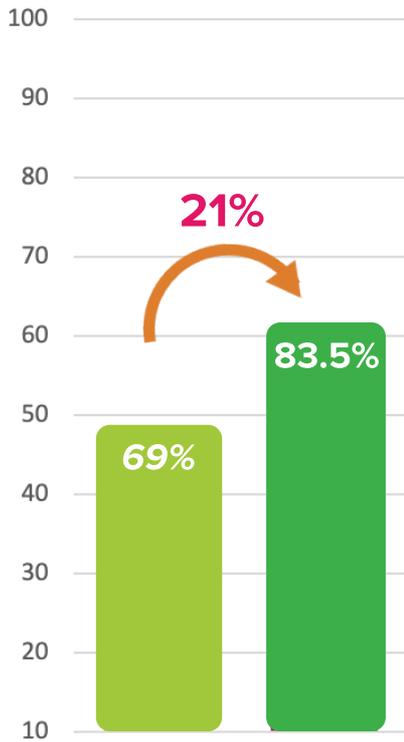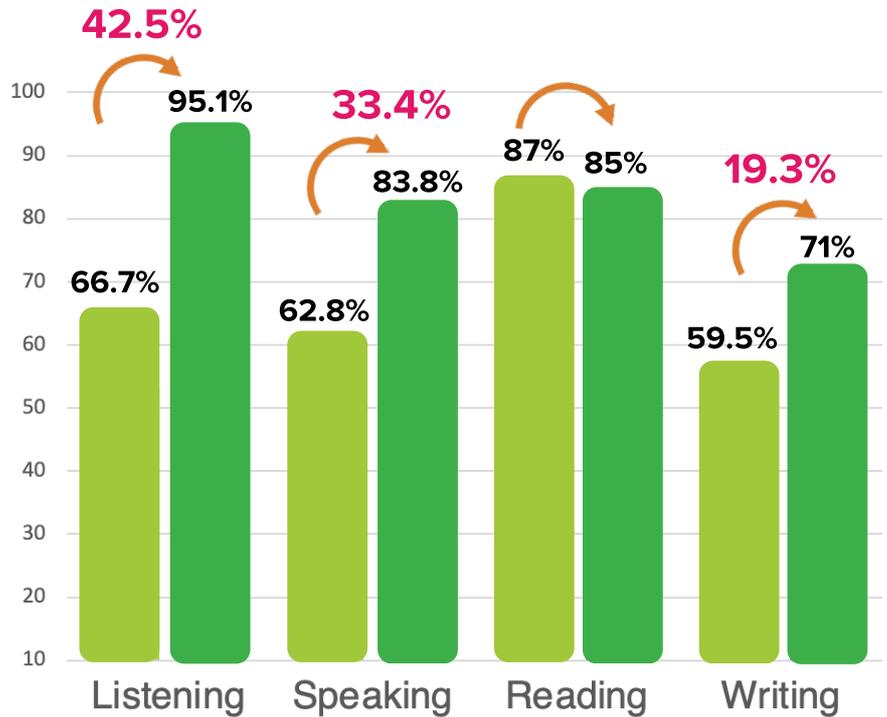
Ability Descriptors

... understand instructions given in more than one sentence

Could you say it again please?

... understand simple conversations on everyday topics

The wheel on the bicycle is broken

... ask basic questions about everyday topics

Do you like pop music?

Yes, I do
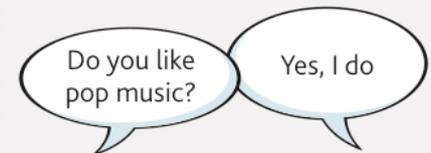
... write simple descriptions of objects and people

Sarah is eating a strawberry
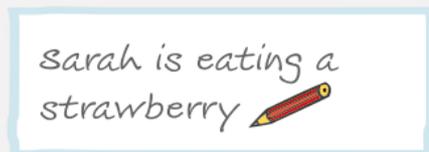
... understand simple written descriptions

English A-Z

... talk briefly about things they have done

I read a magazine yesterday

... write short simple stories using pictures

... tell a story using pictures or their own ideas

... link sentences with connectors (and, because, then)

I am sad because it is raining