



TEACH**FOR**INDIA **DELHI**

The Journey of our Students in 2017-18

This is a story of **254** TFI Delhi Fellows working
with **9192** students in **201** classrooms
across **88** schools.

This is also a story of **400+** TFI Delhi Alumni.
Of **40,000** parents, siblings, local leaders
and members of our communities.
And of **1,000** HMs and teachers.

This is a story of a collective of over **50,000** individuals from
the private, public and social spheres, all of whom believe in
the power of **holistic education** towards a **better Delhi**.

This is our story.

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Dearest TFI Delhi family,

We began 2017-18 extremely inspired by the **'State of the Union'** address – a yearly practice by US Presidents, where they stand in front of the country at the beginning of each year and summarize the State of *their* Union, their nation, in one sentence. They zoom out from all the successes and the progress, and all the challenges and the roadblocks, across individual sectors and states, and try to convey a shared understanding of where they stand as a **nation**.

This past year, we too decided that while keeping a close eye on our **individual** successes, on the progress of each child, on the journey of each classroom and school team, that we would *also* keep an eye on where we were heading as a **collective**.

We are proud to share that today, we believe the state of *Our Union* is **extremely promising**. That over the last year, as a collective of almost 50,000 individuals, we have built a **strong foundation** for 9,000+ TFI Delhi kids – a foundation stronger than we have ever had in the past.

And this gives us hope that with this strong foundation, more than 50% of our kids are well-positioned to succeed in their classrooms, in the system, and in any individual endeavor. That in the coming year, many of them will push the bar, and maximize their potential in ways we have not yet imagined. That stories of kids like Isha and Supriya will not be isolated bright spots, but the story of many kids.

We enter 2018-19 with the clear charge to continue strengthening our **foundation**, but to also really push our **ceiling** this year.

We hope to continue working with you in our shared mission.

-- TFI Delhi Staff Team --



HIGHLIGHTS

01 APRIL 2017 – 31 MARCH 2018



Our collective efforts in 2017-18, in close partnership with our students themselves, have created a **strong foundation** for students to succeed in the coming years...

- **TFI Delhi students, at every grade, are able to access more text this year.** Reading Comprehension (RC) growth was two-times the growth we saw last year and reading levels at each grade are higher this year. We're setting our kids with a much stronger foundation, enabling them to take charge of their own learning and life path across secondary grades.
- **Our students feel confident and prepared for the secondary school system.** Fellows and students have worked closely with DoE teachers, HMs and other partners to ensure that our students aren't just passing, but excelling in mid-year and end-of-year subject exams. Avg. Summative Assessment (SA) scores across all subjects are higher by 15% to 25% this year. 15% to 30% of our students have scored in top quartile (i.e. >75%) across subjects. And our first set of 9th graders (1000+ students) have passed final SA exams with flying colors, making their way into the first set of TFI Delhi 10th grade classrooms!
- **Our classrooms are moving to 'Significant Learning' faster.** Our relay model, clearer bets by Program team, and the creation of the 'Teaching & Learning' team (T&L) in Delhi seem to have accelerated 40% classrooms moving to a '4' on Student Vision Scale (SVS). Delhi classrooms continue to have a strong Culture of Achievement (CoA) and are rooted in Values and Mindsets (V&M). This year we also pushed for Rigor (R) and Access & Exposure (A&E), and our initiatives show early signs of progress.
- Finally, we've worked hard to understand key levers of early success as Delhi Fellows are teaching higher grades and tougher content than ever before. This year, that collective knowledge and meaningful collaboration between Y1 Fellows, Y2 Fellows, Curriculum Advisors (CAs) and strong school teams has led to **accelerated progress in Y1 Fellows in bringing classrooms towards 'Significant Learning'**. A remarkable proof point of how we can deepen, amplify AND accelerate progress through collective leadership!

- **How can we get all our kids to Reading Level 2.5 as soon as possible?**
We've now consistently seen strong correlations, year on year, both for elementary and secondary students, which point that reading growth accelerates rapidly once our students cross Level 2.5. We also know that not reaching this inflection point by 6th grade can actually lead to reading slide. In the coming year, we will continue the 'Love for Reading' campaign into its second year, with our students co-creating the strategies with us for the entire city.



- **How can we get ALL classrooms to 'Significant Learning'? And to 'Path Changing Learning'?**
We need to continue accelerating progress across Rigor and A&E strands this coming year. Each year, we struggle with Rigor as our students move into a new grade in April. In the coming year, we need to speed up that process by aligning on Grade-level Rigor. Moreover, we need to be able to push our individual and collective visions of excellence for classrooms to ensure our classrooms don't plateau at a 3, 4 or 5 on the Student Vision Scale (SVS).

- **How can we increase learning time for our kids?**
Learning time in school, or Inside School Hours (IH), continues to be abysmally low due to double shifts, short school days and holidays. Despite efforts to expand learning time through Homework (HW) and Outside School Hours (OH) via centres, after-school classes, etc., TFI Delhi students are only getting 550 to 750 hours a year. On average, we're just creating an additional 1 hr/ day for kids outside school -- this needs to be 3-4 times higher. In 2018-19, we've set an ambitious goal of 1000 hours of learning time per child.

- **How can we increase attendance for all our kids and minimize dropping out?**
Finally, while student attendance is up, it has stagnated at about 80-85%. Our students come to school because they love their didis and bhaiyas. But do they love *learning*? In 2018-19, some of our students are working with the Teaching & Learning (T&L) and Program team in Delhi to roll out the 'Love for Learning' campaign aimed at understanding how to enable our students to take ownership of their own learning and journey .

... while also surfacing some key questions that we need to seek answers to in 2018-19 so we can **push our ceiling** and what is possible for our kids.

A SNAPSHOT

Teach For India Delhi



6

Years of operations
completed in Delhi



5

Number of Govt.
Partnerships in Delhi



88

Total number of
schools



201

Total number of
classrooms



254

Total number of
Fellows



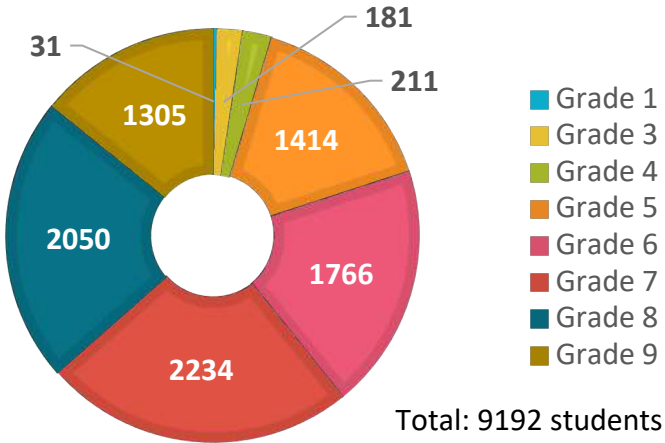
9192

Total number of
Students

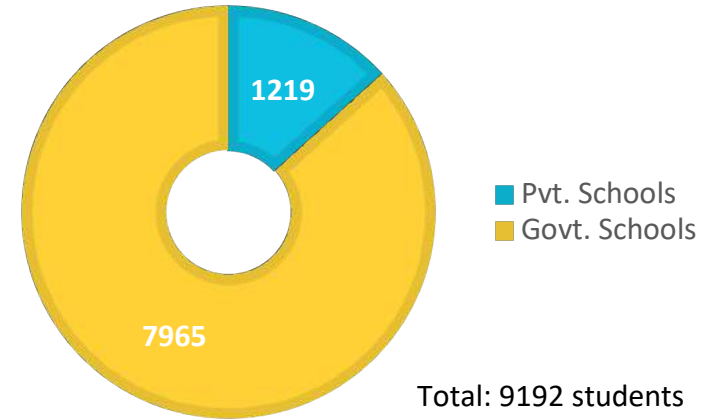


Our Students: 2017-18

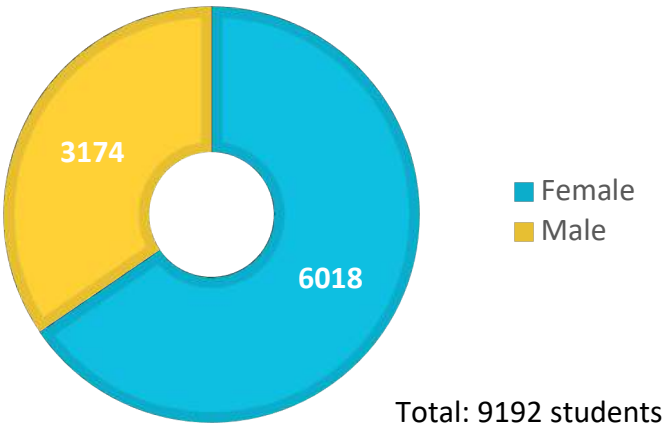
By Grade



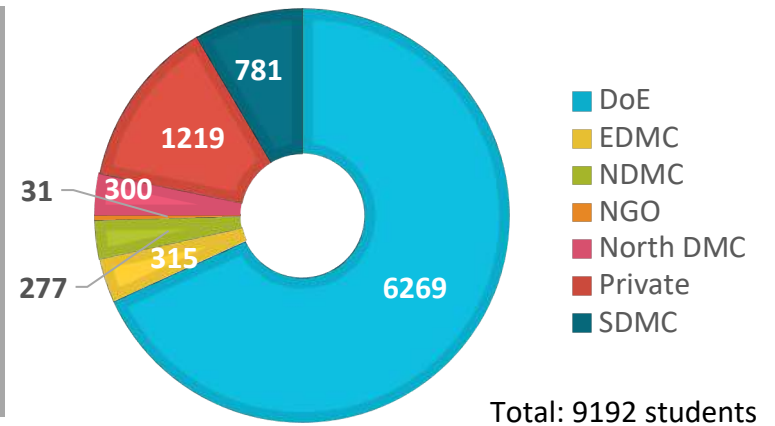
By Type of School



By Gender

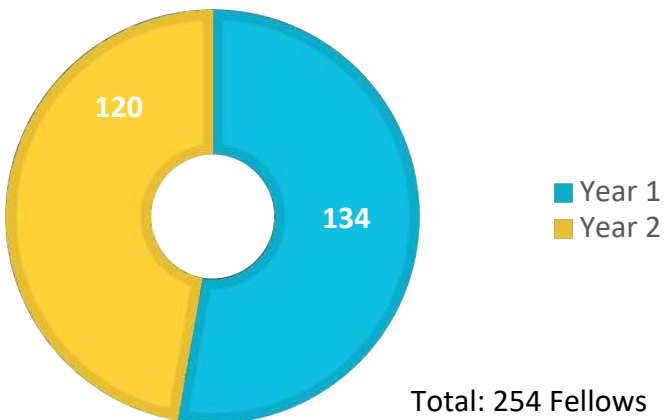


By Governing Body

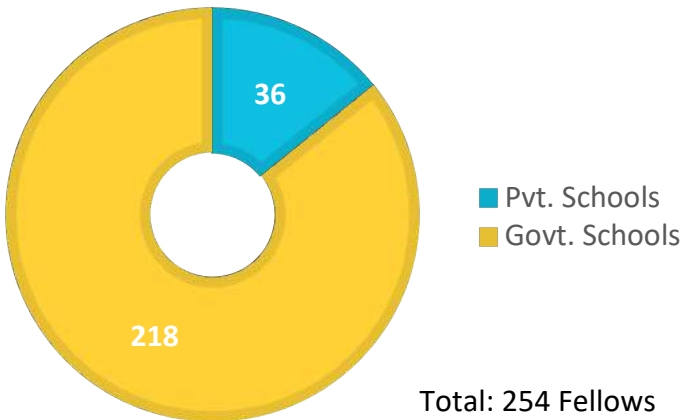


Our Fellows: 2017-18

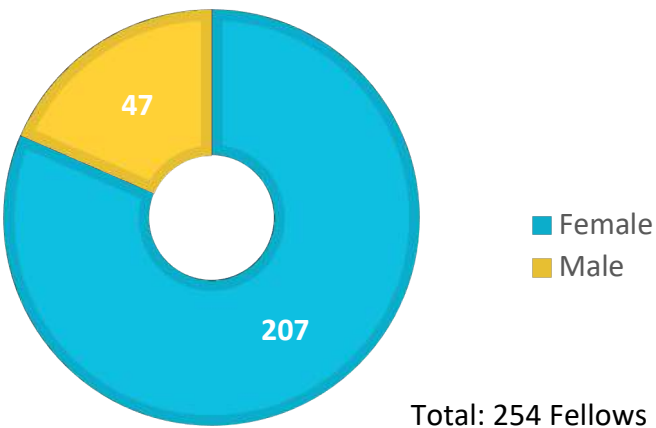
By Cohort



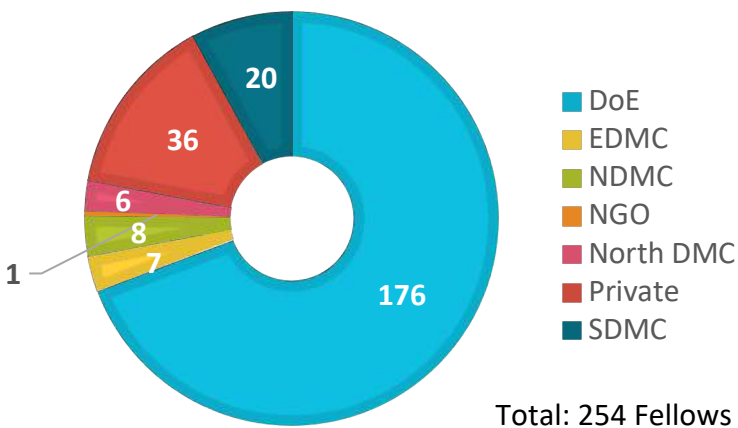
By Type of School



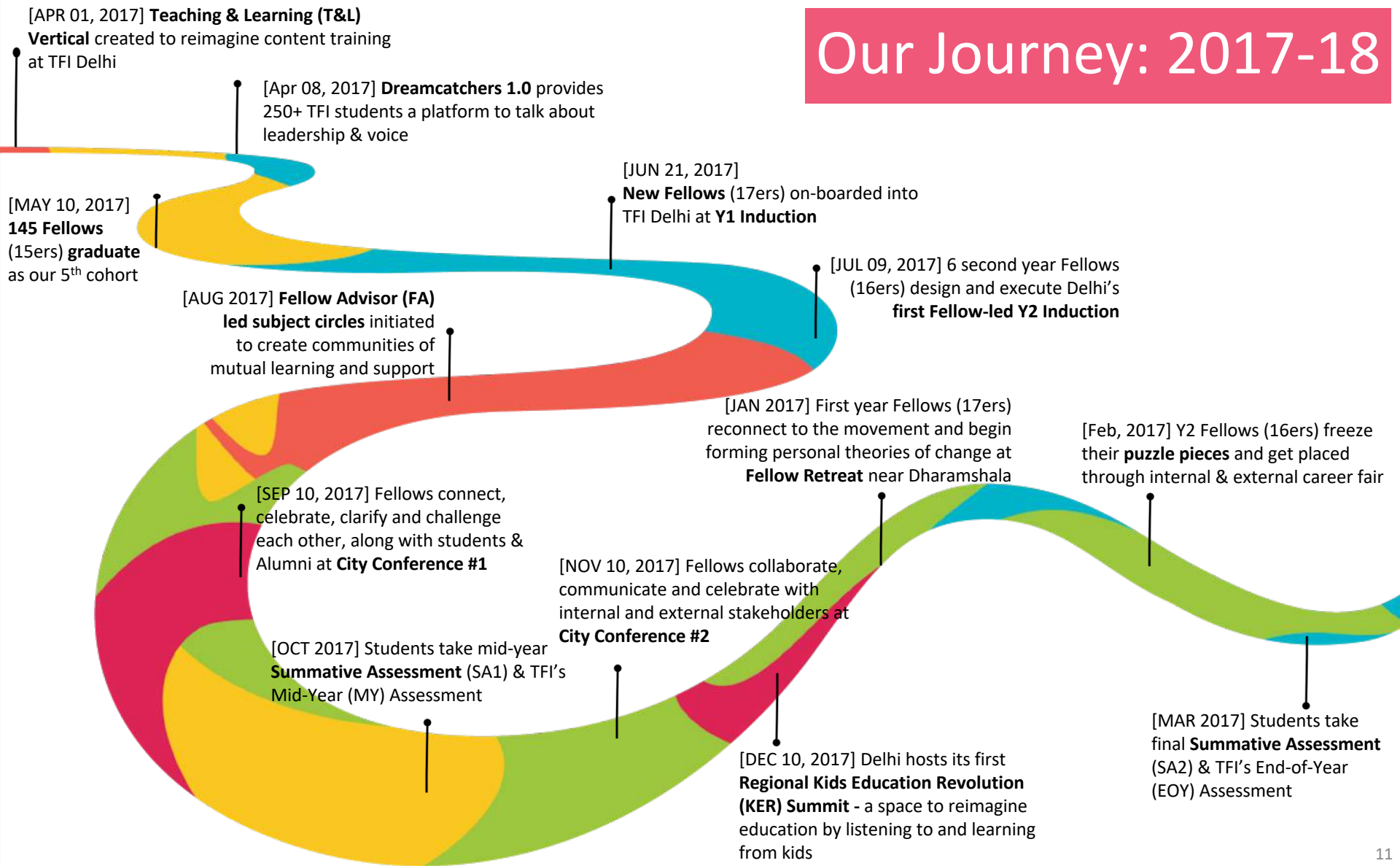
By Gender



By Governing Body



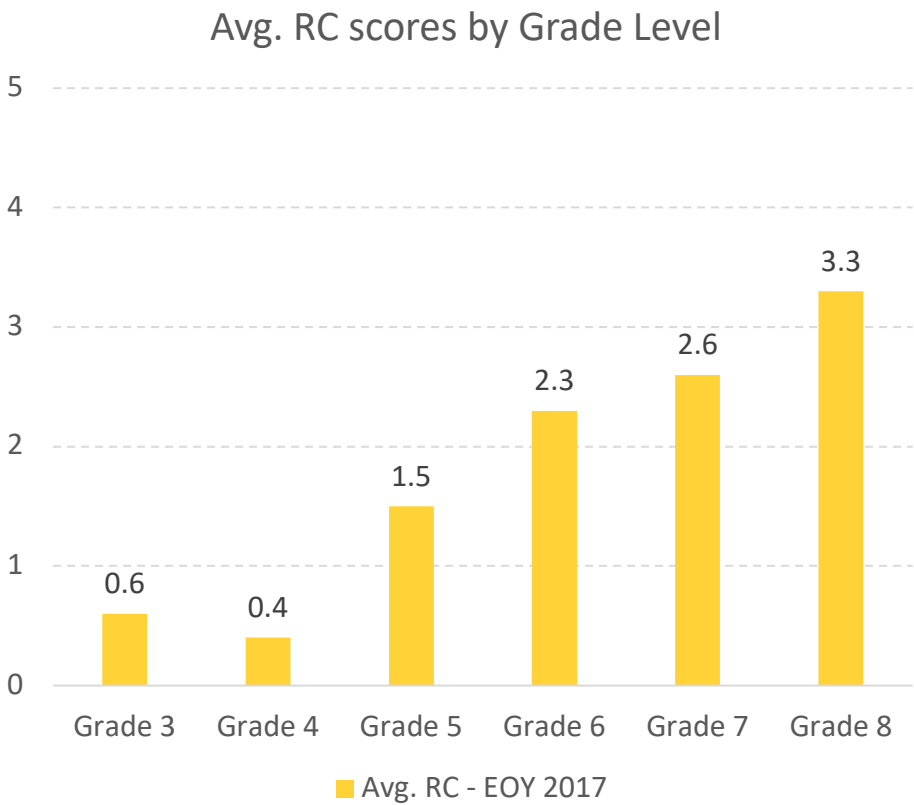
Our Journey: 2017-18



Are our kids **reading**?

[READING COMPREHENSION]

End of last year, we found that many of our students were still **struggling** with grade-level texts...

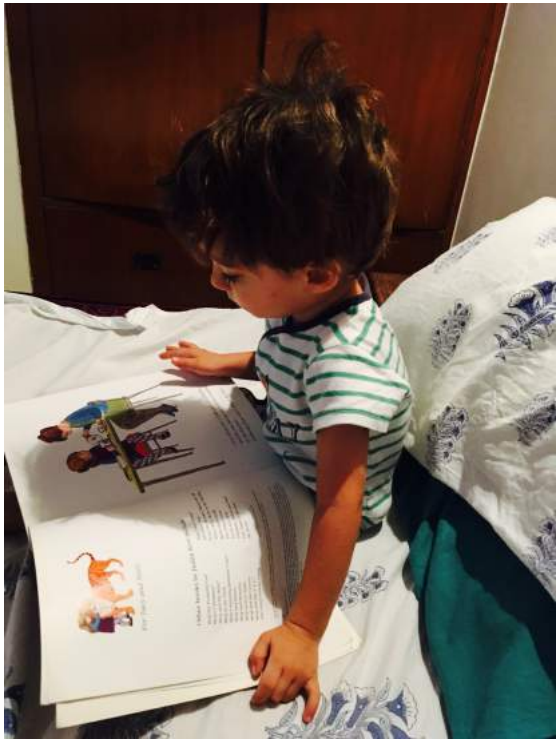


0.6

... and on average,
our students had grown just 0.6 levels in Reading Comprehension (RC) from Beginning of Year (BOY) to End of Year (EOY).

We knew that our students needed more.

We kick-started 2017-18 with a big focus on reading, to ensure our kids have a strong **literacy foundation**



Grade 4									
File Edit View Format Data Tools Help									
RC Dipstick									
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z									
S No	Student Name	Pre RC Grade	Pre RC Score	Student Score				Remarks	
				CSA	RCR	NSR	ISA		
1	Arjun							The student is a good reader with a strong understanding of the text. The student is able to read with fluency and accuracy. The student is able to understand the main idea of the text. The student is able to identify the main characters in the story. The student is able to identify the setting of the story. The student is able to identify the problem in the story. The student is able to identify the solution to the problem. The student is able to identify the moral of the story. The student is able to identify the author's purpose. The student is able to identify the author's point of view. The student is able to identify the author's tone. The student is able to identify the author's style. The student is able to identify the author's language. The student is able to identify the author's structure. The student is able to identify the author's content. The student is able to identify the author's form. The student is able to identify the author's function. The student is able to identify the author's genre. The student is able to identify the author's medium. The student is able to identify the author's audience. The student is able to identify the author's context. The student is able to identify the author's culture. The student is able to identify the author's time. The student is able to identify the author's place. The student is able to identify the author's people. The student is able to identify the author's power. The student is able to identify the author's purpose. The student is able to identify the author's point of view. The student is able to identify the author's tone. The student is able to identify the author's style. The student is able to identify the author's language. The student is able to identify the author's structure. The student is able to identify the author's content. The student is able to identify the author's form. The student is able to identify the author's function. The student is able to identify the author's genre. The student is able to identify the author's medium. The student is able to identify the author's audience. The student is able to identify the author's context. The student is able to identify the author's culture. The student is able to identify the author's time. The student is able to identify the author's place. The student is able to identify the author's people. The student is able to identify the author's power. The student is able to identify the author's purpose.	
2	Arjun								
3	Arjun								
4	Arjun								
5	Arjun								
6	Arjun								
7	Arjun								
8	Arjun								
9	Arjun								
10	Arjun								
11	Arjun							The student is a good reader with a strong understanding of the text. The student is able to read with fluency and accuracy. The student is able to understand the main idea of the text. The student is able to identify the main characters in the story. The student is able to identify the setting of the story. The student is able to identify the problem in the story. The student is able to identify the solution to the problem. The student is able to identify the moral of the story. The student is able to identify the author's purpose. The student is able to identify the author's point of view. The student is able to identify the author's tone. The student is able to identify the author's style. The student is able to identify the author's language. The student is able to identify the author's structure. The student is able to identify the author's content. The student is able to identify the author's form. The student is able to identify the author's function. The student is able to identify the author's genre. The student is able to identify the author's medium. The student is able to identify the author's audience. The student is able to identify the author's context. The student is able to identify the author's culture. The student is able to identify the author's time. The student is able to identify the author's place. The student is able to identify the author's people. The student is able to identify the author's power. The student is able to identify the author's purpose.	
12	Arjun								
13	Arjun								
14	Arjun								
15	Arjun								
16	Arjun								
17	Arjun								
18	Arjun								
19	Arjun								
20	Arjun								

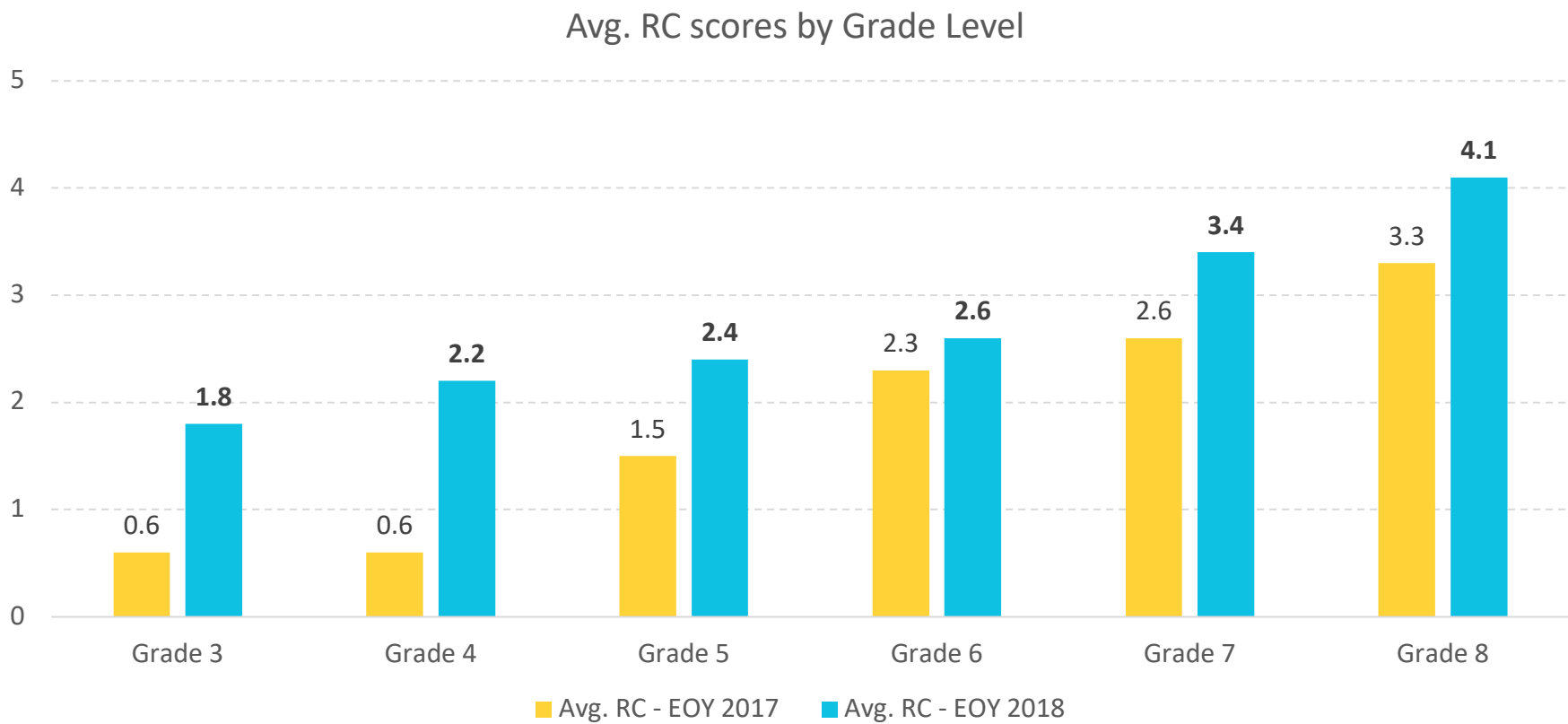
Simultaneously, ‘Student Portfolios’ & ‘Fellow Portfolios’ were piloted to enable student-level monitoring and Fellow-level capture of a classroom’s journey towards more systematic knowledge management. Additionally, a **September RC Dipstick** helped situate interventions in most updated context.



The ‘**Love For Reading**’ campaign was launched by Delhi’s brand new **Teaching & Learning (T&L) vertical** in partnership with **Curriculum Advisors (CA’s)** to accelerate reading growth. We recognized that RC was going to be a key enabler for kids to grow across all other subjects, especially in secondary grades.

We also partnered with **Genpact Social Impact Fellowship (GSIF)** for a second year to streamline data collection, processing and analysis, enabling sharper insights and programmatic course corrections. **Neha Kumari** designed the Fellow Portfolios and ran analytics that strengthened interventions this past year.

We are excited to share that absolute RC levels are higher at EOY this year compared to last year **across all grades**...



... and our overall growth in reading levels this year has been almost **two-times** the growth achieved last year

0.6



Avg. RC growth seen across TFI Delhi classrooms from **EOY 2016-17** (Mar 2017) to **MY 2017-18** (Oct 2017)

0.5



Avg. RC growth seen across TFI Delhi classrooms from **MY 2017-18** (Oct 2017) to **EOY 2017-18** (Mar 2018)



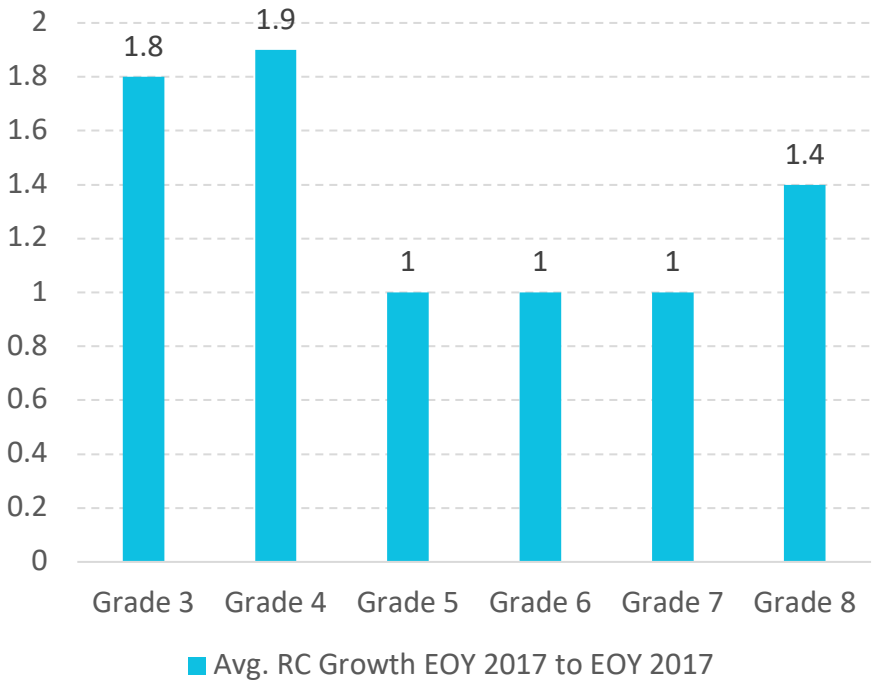
1.1

Overall Avg. RC growth seen across TFI Delhi classrooms from **EOY 2016-17** (Mar 2017) to **EOY 2017-18** (Mar 2018)

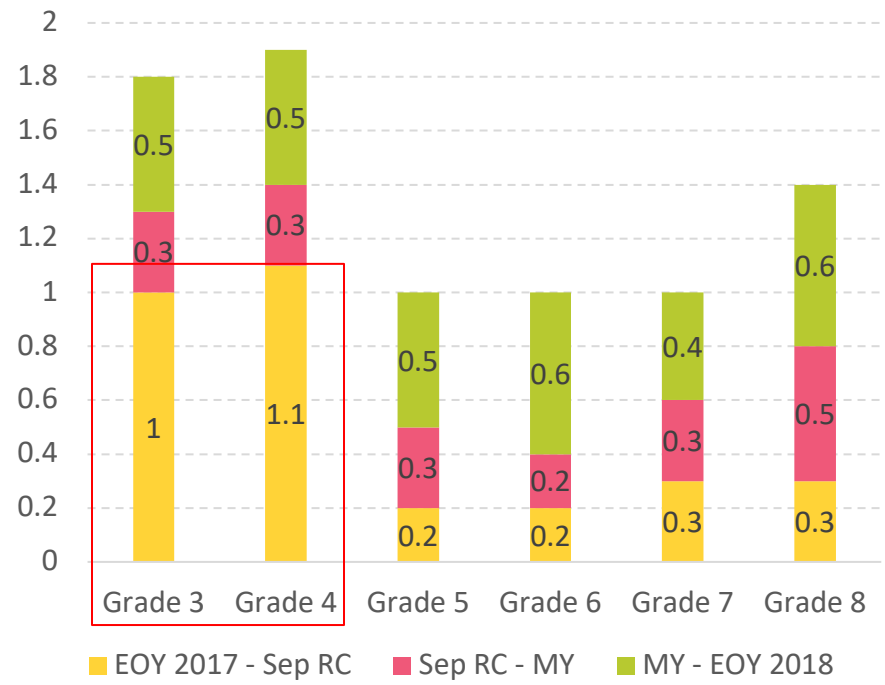
As a result, TFI Delhi students at every grade are able to access more text this year. This strong foundation is going to be so instrumental in serving our kids well as they are begin to take charge of their own learning and life path across secondary grades and forge ahead to realize their full potential.

We saw that **summer months can meaningfully contribute** to growth in reading for our kids, as seen in Grades 3 and 4

Avg. RC Growth EOY 2017 to EOY 2018 by Grades

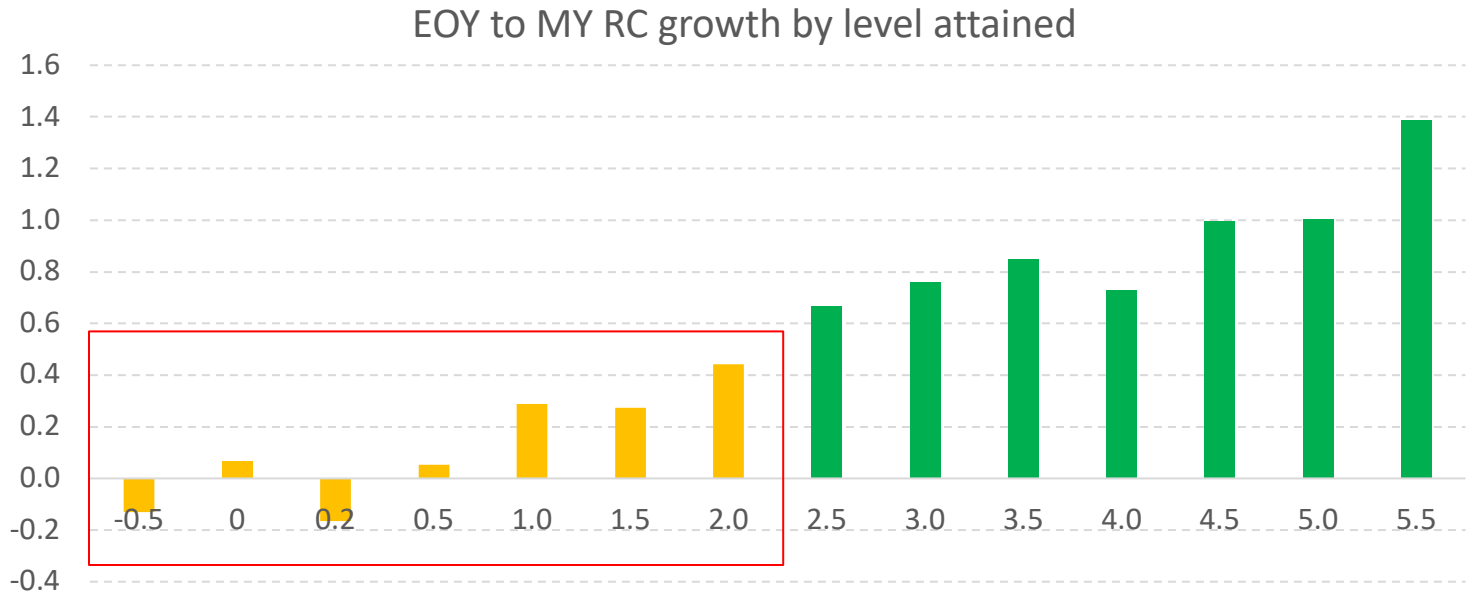


RC Growth split: EOY 2017 to Sep vs. Sep to MY vs. MY to EOY 2018



Overall, Grades 3 & 4 grew significantly more than others last year (**1.8 to 1.9 levels** of growth). The differentiating factor here was the significant growth between EOY and September, indicating high leverage in summer learning!

At MY, we also saw that the overall RC growth **accelerates rapidly once our students reach level 2.5**

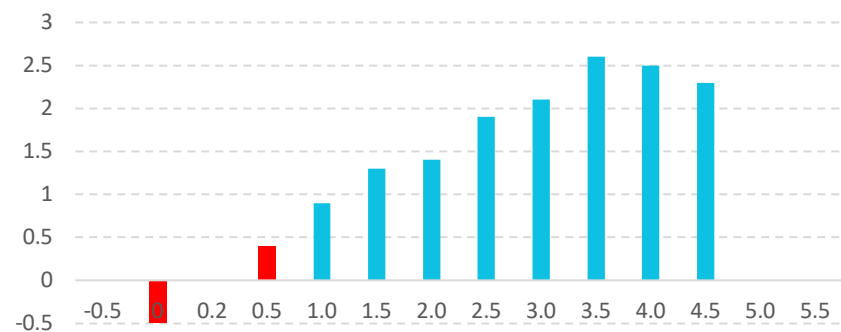


Students Level 1 and lower are scoring lower on questions that test skill of inference

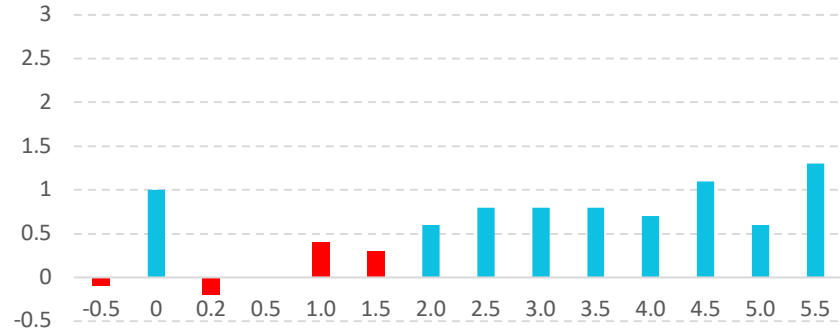
Note: The RC levels indicated in the graph above are at MY. So the EOY RC level will be the number indicated less the growth indicated on the left axis.

The repercussions of being below this inflection point (i.e. RC Level 2.5) are **milder** in elementary grades...

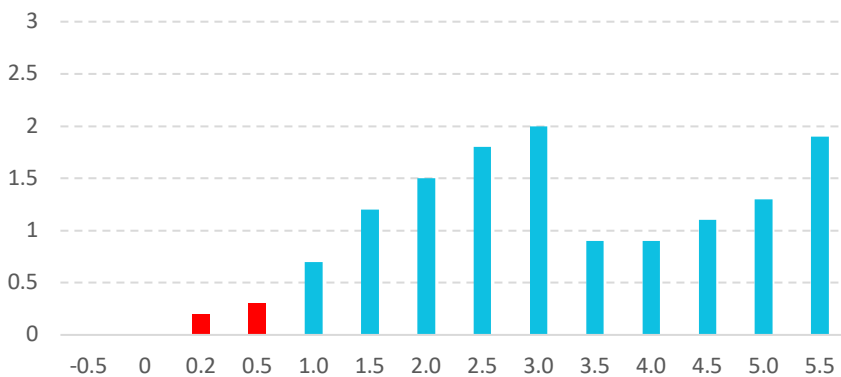
Growth by level in Grade 3 EOY-MY



Growth by level in Grade 5 EOY-MY



Growth by level in Grade 4 EOY-MY

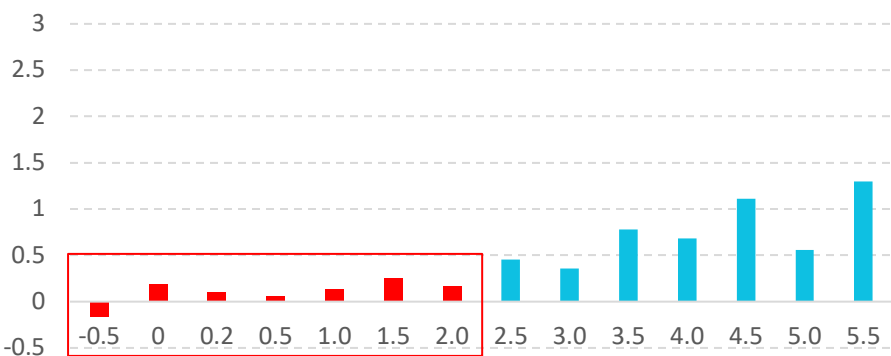


If we can get students up to Level 2.5 in elementary grades, the RC growth they can achieve is incredible (**1.5 to 2.5 levels of growth** in just 6 months!)

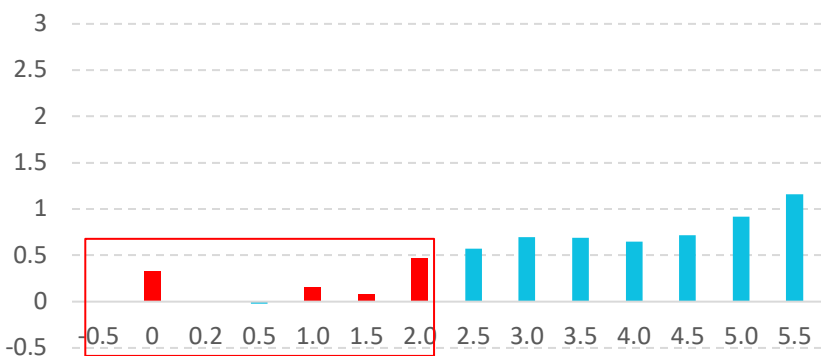
On the contrary, being below Level 2.5 up to grade 4, has some effect on growth, but growth is still achievable. However, **by 5th grade, growth starts plateauing** for students below RC 2.5.

... but worsen rapidly with grade. By secondary, students below Level 2.5 **stagnate** (*in fact, some show reading slide*)

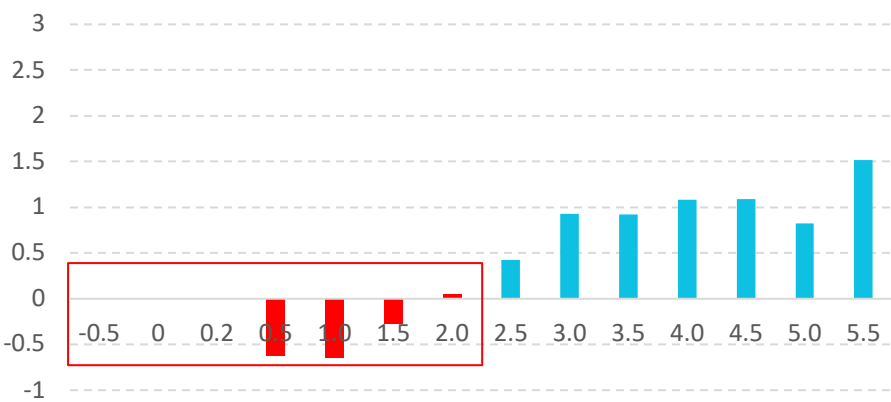
Growth by level in Grade 6 EOY-MY



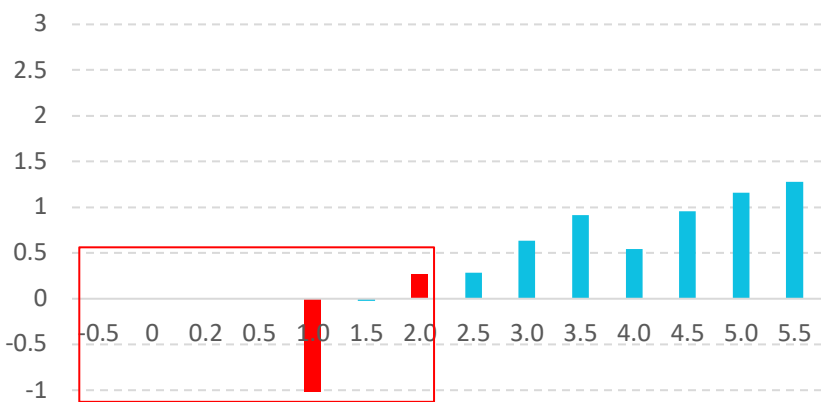
Growth in level in Grade 7 EOY-MY



Growth in level in Grade 8 EOY-MY

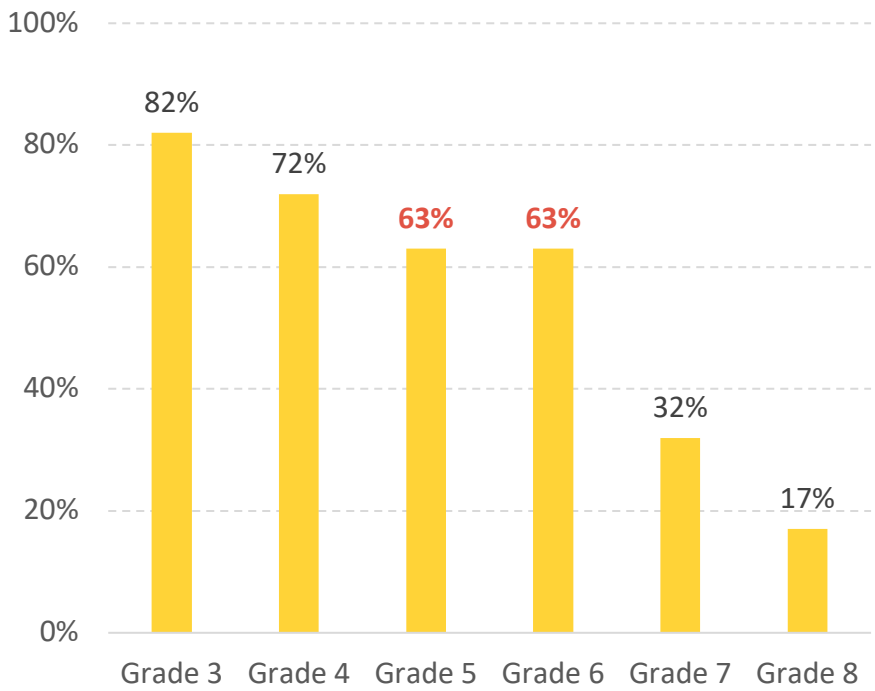


Growth in level in Grade 9 EOY- MY



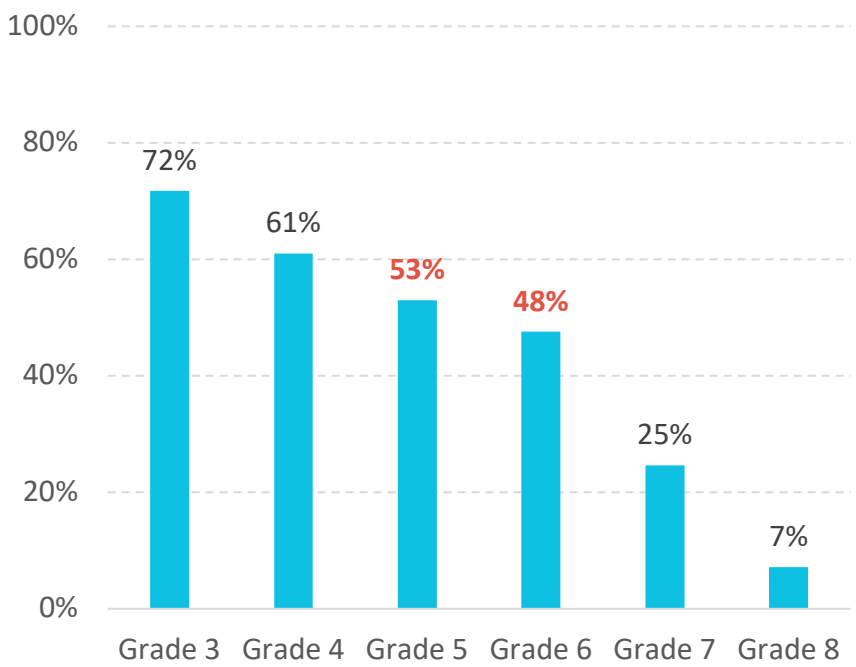
At MY, significant % of students were below Level 2.5 – we knew that accelerating RC growth for **two-thirds of kids in 5th and 6th** would be key.

% of students in each grade below Level 2.5 at MY



Through our collective efforts between October and March, we've been able to successfully move **more than 50% of our kids above this inflection.**

% of students in each grade below Level 2.5 at EOY

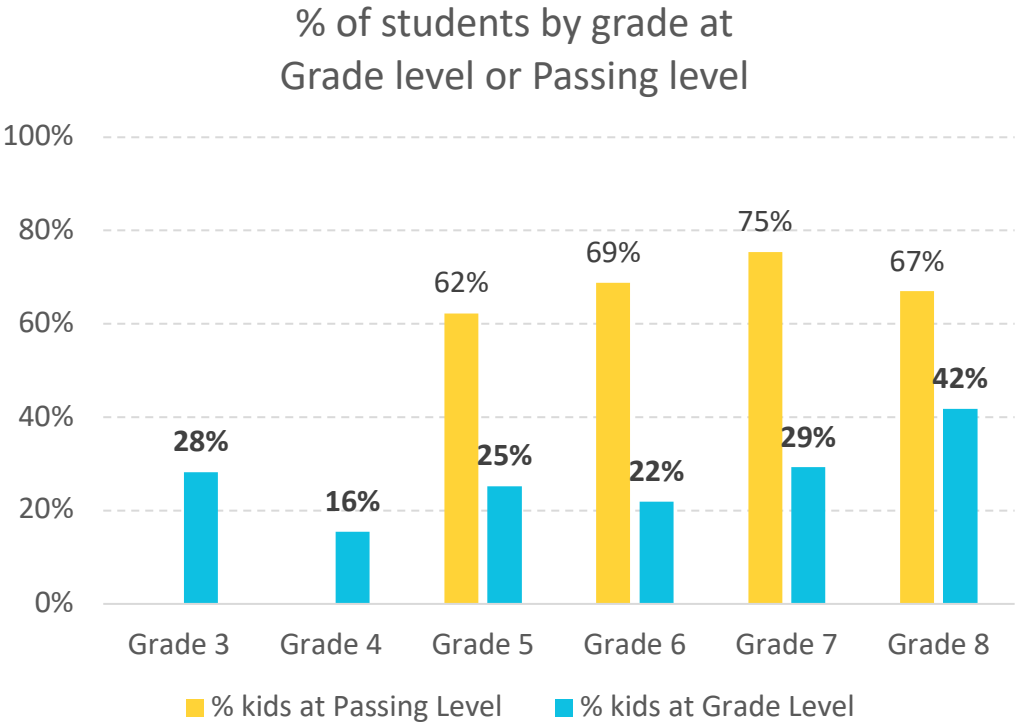


At these reading levels, **70%** of our kids were positioned to pass SAs. However, only **30%** are still at grade level.

	Grade level	Passing level ¹
1		
3	2.5	
4	3	
5	3.5	2
6	4	2
7	4.5	2.5
8	5	3.5
9	5.5	4

¹Over the past two years, correlations and analytics ran by the team between RC levels and SA results have resulted in us establishing ‘Passing Levels’ – i.e. RC levels by grade at which we expect our students will pass grade-level SAs.

[Refer to [Appendix](#) for more info on relationship between RC & SA]



6th grade continues to be tough for us when many new students enter TFI classrooms due to the MCD (elementary) to DoE (secondary) transitions

Successes & Insights

1. We know RC is correlated with SA performance across all subjects. RC is also contributing more to subjects that are language-dependent (English and SST) than to subjects that are skill dependent (Science and Math). Given where our students currently are, **RC will continue to be a key enabler in the coming year.**
2. Our students **can** make 1 to 2 levels of growth in a year.
3. Reading growth accelerates once students get to **Level 2.5**. Not reaching this inflection point fast enough, not only slows down growth, but can lead to slide.
4. **Summer growth is possible**, and meaningfully increases the total growth experienced by our students in a year.
5. **Clear bets = Clear shifts.** The past year showed us that sharp, clear bets can lead to rapid, positive shifts when coupled with close monitoring and course-correction.

Questions & Challenges Ahead

1. For 2018-19, creating strategies for reading will be a joint effort between Program, T&L, CA/ FAs, students & external partners. What else would need change about the '**Love For Reading**' strategy to deepen, magnify and accelerate reading growth in the city?
2. Can we, with our kids, continue to aim for at least **1.2 levels of growth** this year?
3. In the coming year, we need 100% of our kids in grades 3 and up at **Level 2.5** as soon as possible – what needs to shift at a school and classroom level to achieve this?
4. What can we learn from Student/ Fellow/ PM/ Teacher/ HM/ School team practices that have led to **strong summer growth**?
5. With the Genpact intervention coming to an end, how can we **institutionalize the data and analytical practices** that enabled strong strategy and execution loops in 2017-18?



Are our kids getting a **holistic** education?

[STUDENT VISION SCALE]

Our Big Goal: Getting all classrooms to a 4 on the Student Vision Scale [SVS]

Teach For India believes that a **Holistic Education** rests on 3 key legs –

1. Academic Achievement
2. Values and Mindsets
3. Access and Exposure

We believe our students can tap into their full potential when they exhibit and thrive across all aspects in a **consistent, integrated** manner.

Currently, our *best* understanding is that this starts to happen **once our classrooms start approaching a '4'** on the Student Vision Scale (SVS) shown here.

STUDENT VISION ASPECTS	1 NO LEARNING No aspects present	2 LIMITED LEARNING Some aspects present, but not integrated	3 BASIC LEARNING All aspects present, but not integrated	4 SIGNIFICANT LEARNING All aspects present, and some integrated	5 PATH CHANGING LEARNING All aspects present, and integrated
	STUDENTS				
ACADEMIC ACHIEVEMENT The knowledge and skills our students need to be on the path of expanded opportunity.					
CULTURE OF ACHIEVEMENT	are destructive	are apathetic	are on task	are interested and hardworking	are passionate and joyful
RIGOUR	are not learning	are confused	can factually recall and learn challenging procedural content	can analyse and apply challenging content	can evaluate, synthesize and create
VALUES & MINDSETS The values and mindsets that shape how our students choose to operate in the world and contribute to making it better.	cannot articulate class values	can articulate class values and know what they mean	can demonstrate some class values with teacher reinforcement	can demonstrate class values with teacher reinforcement	can independently demonstrate class values in and out of class
ACCESS & EXPOSURE The experiences that will lead our children to discovering their strengths and attaining the aspirations of their choice.	cannot articulate own strengths, goals, challenges and opportunities in the community and the world around	can vaguely articulate own strengths, goals, challenges and opportunities in the community and the world around	can articulate own strengths, goals, challenges and opportunities in the community and the world around	start to leverage own strengths and goals, sometimes solve challenges and sometimes leverage opportunities in the community and the world around	operate using own strengths and goals, often solve challenges and leverage opportunities in the community and the world around

Our progress towards getting all classrooms to a ‘4’ on SVS

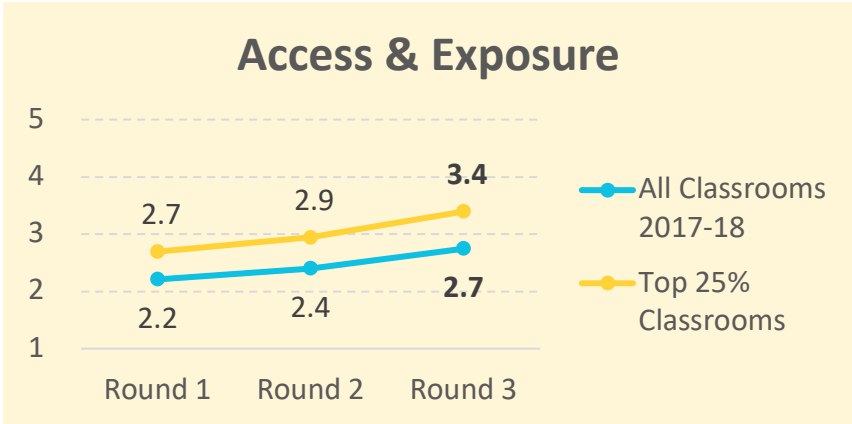
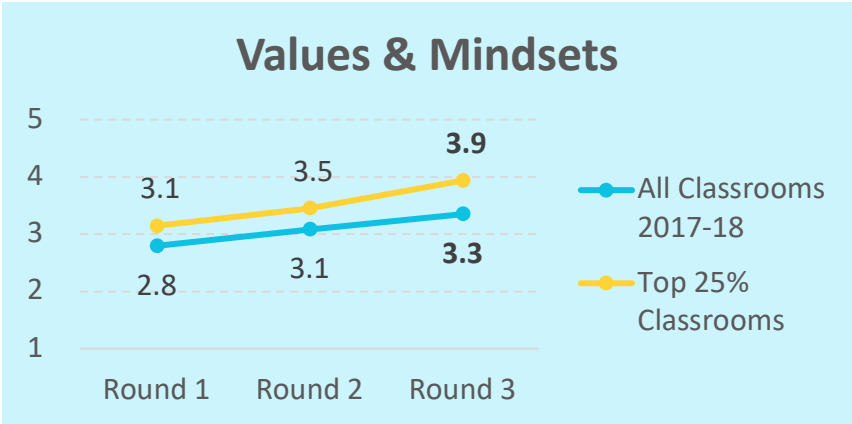
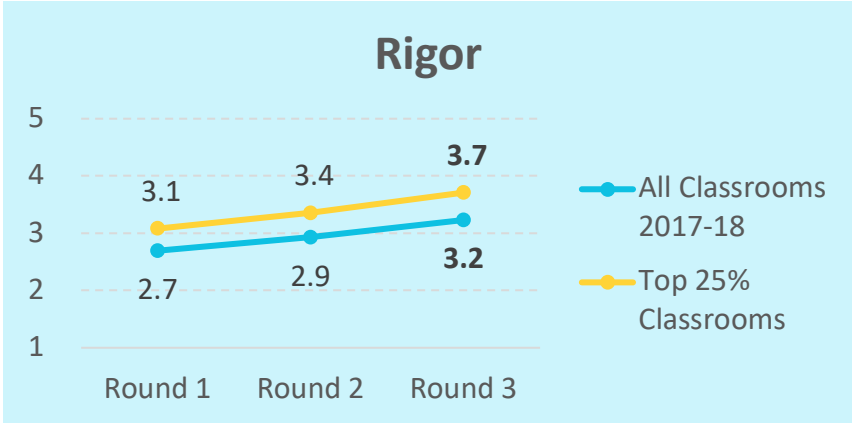
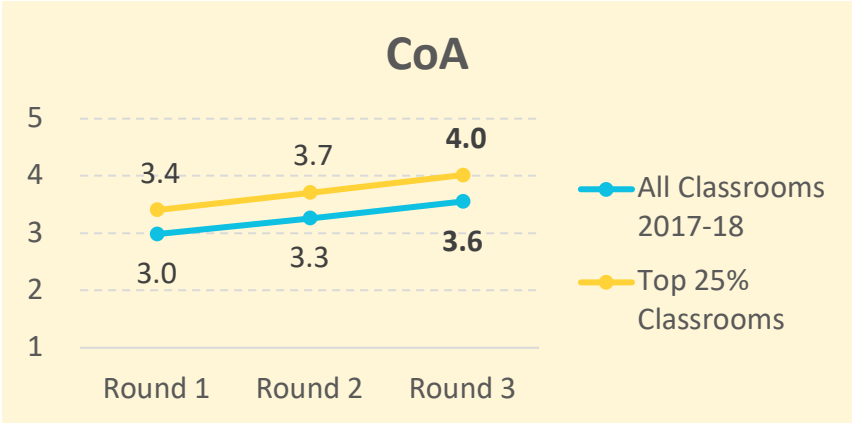
TFI Delhi	# of Fellows
Total # of Fellows in TFI Delhi	254 (*Data available for 251/254=99%)
# of Fellows with Classrooms at a 4 or above on 4 strands	12/251 (5%)
# of Fellows with Classrooms at a 4 or above on 3 strands	40/251 (16%)
# of Fellows with Classrooms at a 4 or above on 2 strands	51/251 (20%)

Overall TFI Delhi	# of Fellows
# of Fellows with Classrooms at a 4 or above on <u>2 or more strands</u>	103/251 (41%)

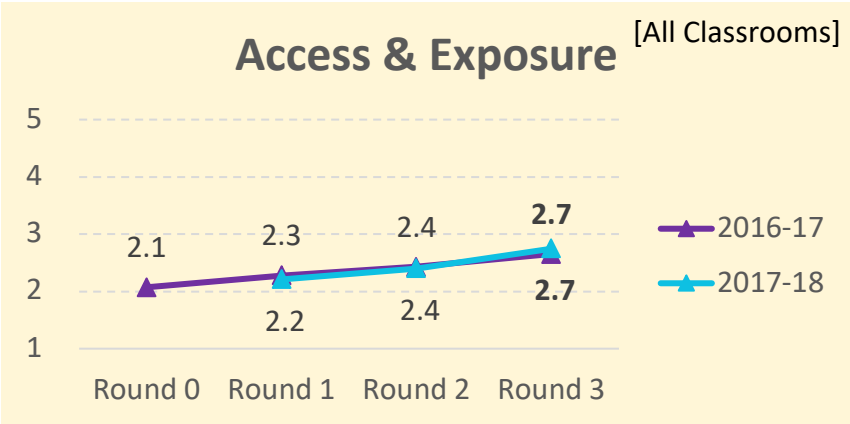
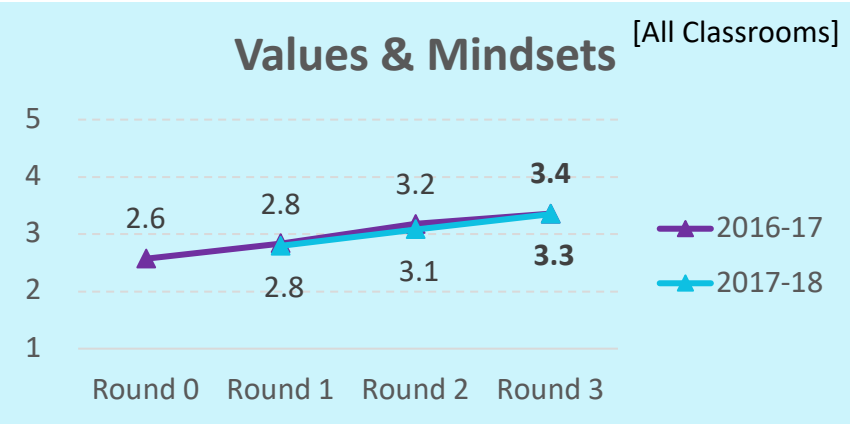
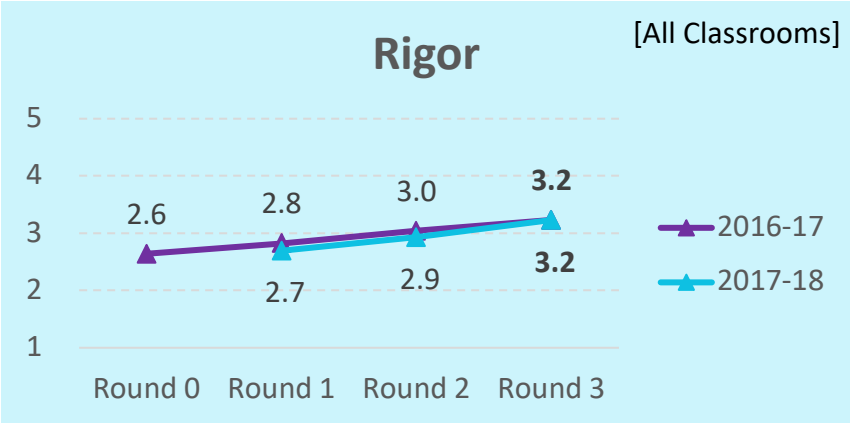
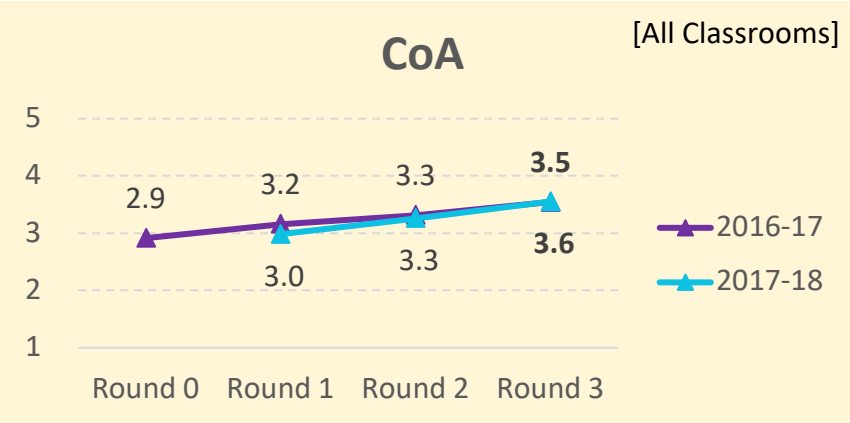
~40% of our classrooms tending to a 4 on the SVS.

In other words, students in **2 out of 5 TFI Delhi classrooms** are on the path to ‘Significant Learning’, and are receiving the knowledge and skills, values and mindsets, and access and exposure in an integrated manner, positioning them to realizing their full potential.

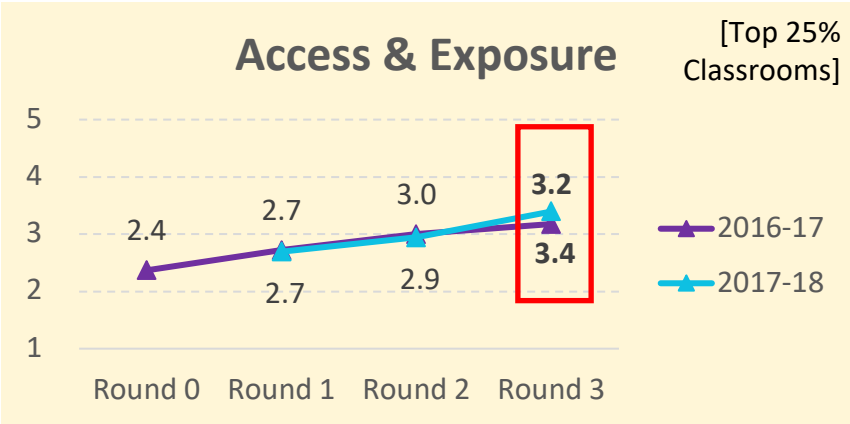
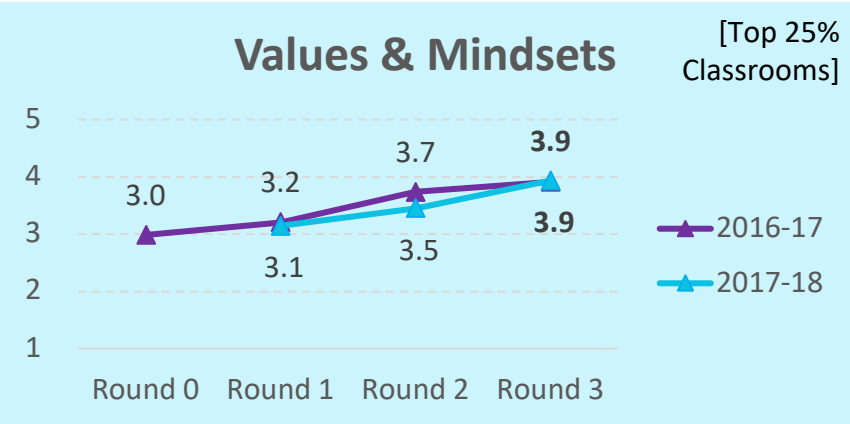
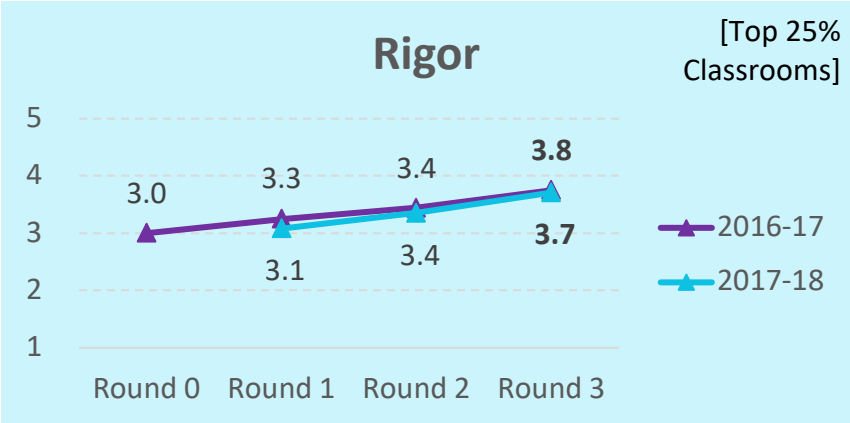
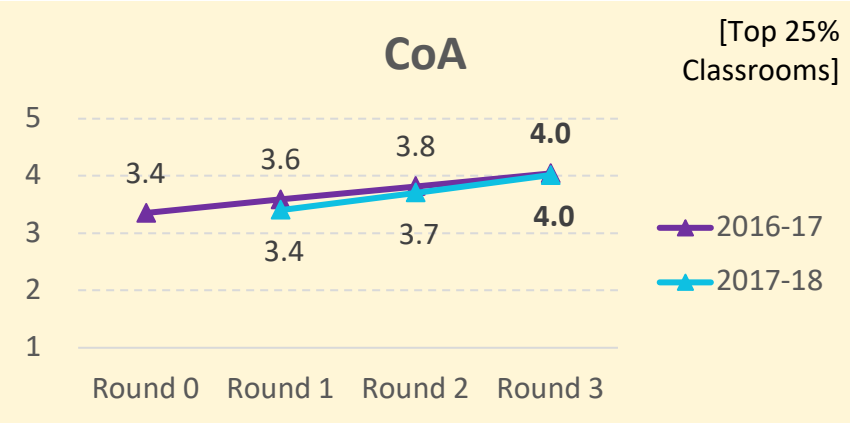
More than 40% of classrooms are on the path to ‘Significant Learning.’
However, providing kids the access and exposure they need continues to be a struggle across all our classrooms



On average, we've **maintained** where TFI classrooms are between last year and this year...



... but through city-wide initiatives, have been able to **push** **bar classrooms** higher on **Access & Exposure** (3.4 vs. 3.2)





Accelerating progress in 'Rigor' and 'Access & Exposure' will continue to be areas of focus in the coming year

We made a focused city-wide effort this past year to push our classrooms higher on the Student Vision Scale (SVS) across the Rigor and Access & Exposure strands.

We're seeing that our efforts have resulted in some early progress across both of these areas. However, we still have a long way to go.

We're also seeing that as we've focused our efforts on getting classrooms to 'Significant Learning', i.e. a 4 on the SVS, we're starting to plateau and aren't seeing classrooms move higher – i.e. to a 5 on the SVS, or what we believe is 'Path Changing Learning'. In the coming year, this is another area we will explore as a city.

Several big initiatives in the city focused on pushing Rigor across TFI classrooms

Our 2016 Curriculum Advisors (CAs) & Fellow Advisors (FAs) helped shape content tracks across 4 subjects with the Teaching & Learning (T&L) team this past year. The formation of T&L vertical was a brand new pilot in Delhi to give greater support to Fellows and Staff across Delhi as they strive to provide our students an excellent, holistic education. After a successful year, versions of this model are now being piloted across 6 other TFI cities!

Our CA's have been exploring content with the lens of 'What's Worth Learning?' and sharing this perspective with the Subject Circles they facilitate monthly with first year Fellows. Our CA's have both deepened their vision for learning and built valuable adaptive leadership skills through the CA track. This year we have also begun to lead masterclasses across the city, allowing us to further learn from each others approaches.

All this hard work has paid off not only in the academic growth and pass percentages we're seeing across grades, but in the fact that our bar has been pushed tremendously. 20-30% of our students across English, Math, SST and Science are now scoring above 75%!



Staff members Emma Francis and Samuel Madtha give shape to the pilot year of the Teaching and Learning (T&L) vertical



A picture of our 24 CAs from the 2016 cohort after a session on building a vision for different content areas.

Are kids getting a holistic ed?



Day 2 29th June Teaching and Learning Day			
Time	Event	Owner	Role for others
8:15-8:45	Fellow Registration	Piyali-Holena	Showering people
9:45-10:30	Opening	Som	High energy
10:30-12:30	What do I teach in July? How do I best learn?	Hemanti, Insha, Sam, Sush, Emma, CA's	Topic facilitators
12:30-1:30	Lunch	Piyali-Holena	Mingle and serve
1:30-3:00	Master Lesson + Debrief	Hemanti, Insha, Sam, Sush, Emma, CA's	Be rigorous students
3:00-3:15	Tea Break	Piyali-Holena	Mingle, usher
3:15-4:30	Resources + Setting up our classrooms for success	Hemanti, Insha, Sam, Sush, Emma, CA's	Be active learners
4:30-5:00	Closing	Som	High energy

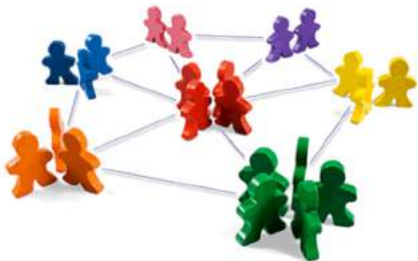
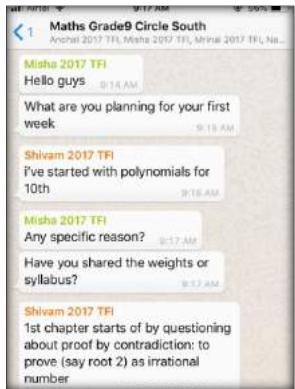
Starting strong: Our 2017 Fellows start exploring what excellence in a content area looks like before they even enter classrooms through the ‘Teaching & Learning Day’ at Delhi Induction



2017 Fellows and their CA's explore ‘What's Worth Learning?’ surrounded by the beauty of Hauz Khas



Left: SST circle deepen their love for stories of Delhi at Humayan's Tomb with storytellers at [Delhi By Foot](#). **Right:** Throughout the year, CA's hone the art of teaching and learning by observing and de-briefing masterclasses.



Several Fellows, CA's, FAs explore the power of collective to solve the problem of low math learning outcomes through Math **Grade-level circles**.



Students **Archit** and **Abhijit** from Grade 5 **Yog Bharti Public School** share challenges students face at home and school through a choreographed dance at **Dreamcatchers 1.0** (more details on the following page).

Simultaneously, our focus on A&E has helped drive conversations on **Student Leadership and Voice** in a big way!

Together, we delved deep into the idea of student voice and gave shape to **Dreamcatchers 1.0** last year. We took our bright spots from across TFI Delhi, gave them a platform and amplified the proof points and learning throughout our city.

We also started Leadership Circles through the launch of a project named **Ubuntu**, which consisted of 25 students from 8 schools who came together with our Staff members and explored concepts of courage and inclusion through social experiments and sessions.

Delhi also hosted its first **regional Kids Education Revolution (KER) Summit** in December – an event that was led by kids to facilitate spaces and dialogue with adults around the problems in education today. Together, kids and adults became equal partners in sharing their ideas of a reimagined education.

Finally, 16 students from Delhi were among the 101 students who led the national **KER Summit** in Mumbai. They learned about problem solving through design thinking and came back with ideas of initiatives they can take up to make their schools, communities and city better.

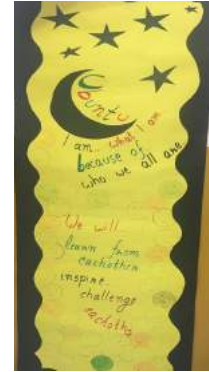
Dreamcatchers 1.0 initiated dialogue in Delhi about Student Leadership...



On 15 Apr, **Dreamcatchers 1.0** became our first city-wide attempt to draw attention to the idea of Student Leadership. **250+ students, 40+ Fellows** from **20 schools** explored various forms of leadership through stalls, activities, nukkad naatak and performances.

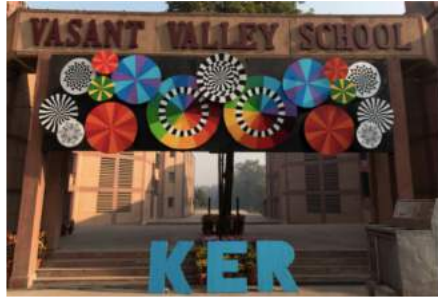
... while Ubuntu kids piloted a yearlong lab to explore peer-to-peer learning

25 TFI students from East Delhi, with 9 Fellows & 2 Program Managers (PMs), came together in 2016 to discover true leadership. Centred around values of **inclusion, ownership** and **empathy**, they began understanding their privilege, and started exploring the concept of giving back through **peer to peer learning**. They named this learning lab **Ubuntu** – I am, because we are.



In 2017, these 25 students started sharing their learning by teaching **100 non-TFI kids** (50+ of whom receive no formal education), working towards improving their reading and writing skills.

Delhi's first ever Regional KER Summit explored **student voice**



On the **10 Dec**, Delhi's KER creates a space for children to exercise their **voice** to openly ask questions and share concerns and challenges about education, while adults listen deeply.



Children start the day by recreating a school assembly experience for adults with norms to regulate behavior (*such as no phones, no talking*) to anchor the day in really listening and learning from kids.



Isha Thakur, a 9th grade student emceeing the regional KER Summit with more than **300 attendees**, including students, teachers and Principals from various Delhi schools. Members from different NGOs and foundations were also present. **Mr. Sanjay Kothari, Secretary to the President of India**, also graced the occasion. More than 200 students facilitated sessions and presented their work on exploring leadership and voice.

16 Delhi students, part of **101 Revolutionaries**, led the first **National KER Summit**



Students at Delhi airport, on their way to Mumbai to participate in a week-long camp, followed by the two-day KER Summit. On **10 and 11 Feb**, **125 student leaders** and over **450 educators** from across the country gathered at the American School of Bombay for the KER National Summit.



The event offered students and educators the opportunity to exchange ideas, build belief in student **voice**, **co-create** potential solutions and explore **true partnership** towards a reimagined education. [Here](#) are a few highlights from the Summit!

Various **Fellow-led Initiatives** brought carefully curated and much-needed opportunities to our students this past year...



2016 Fellows **Sushmita Singh, Anuj Sankla, Prapti Bhasin** and **Nidhi Tewari** led 40 students from across Delhi through a journey of **Social Entrepreneurship** through a series of camps called **Carpe Diem** – a Delhi BTCP finishing **three years of operations**.



Fellows **Sneha Bali, Garima Batra, Megha Aggarwal** and **Meghna Sharma** (with other 2017 & 2016 Fellows) organized the third edition of **TFI MUN** at Arwachin Bharti Bhawan on **11 Feb** for grade 7 to 9 students in partnership with **DAIS foundation**. MUN aims to develop exposure and critical thinking through discussion on global issues. From **Aryan Public School Seelampur Grade 6**, 1 student won 'Best Delegate', 4 received 'Best Position' papers, 4 received High Commendation.



2016 Fellows **Abhijit Thakur** and **Somya Aggarwal** with 2017 Fellows **Hitesh Khatwani, Himani Verma, Dhvani Chugh** and others brought **Prayogshala** to 20+ classrooms.

Through **Prayogshala** kits mapped to the current Science curriculum, 1000+ students engaged with **practical and interesting methods of learning Science**.



2017 Fellow **Mrinal Singh** and others initiated **Fellow Durbar** in Delhi last year. Durbar is an open and voluntary **learning space** that gives the stage to anyone who wants to share knowledge, skills and interests. The Delhi edition of Durbar invited Fellows, Staff and Alumni to come together.

Very quickly, Fellow **Durbar** became a **platform for our students** to learn from and contribute to the space. This has led our students to launch **Student Durbar** this year!

... along with numerous **partnerships** with people and organizations in Delhi that have further expanded opportunities for our students.



25 students of Nigam Pratibha Vidyalaya, Saidulajab were selected by Music Basti to perform at **World Economic Forum**, India Summit at Taj Palace on 6 Oct. One of the songs performed, 'The Dreamland', has been composed by the students themselves. View the performance and the session on 'Educating beyond the Margin' [here](#).



NBPV Ambedkar Nagar, Sec 1, Tigri, Grade 5 kids presented their artwork at **Story Fest Chandigarh** to help raise funds for various causes. These kids have also been supporting their own classroom needs and raising funds for street children through art. The students are taught by 2016 Fellow **Diksha Ahi**, and they have also secured 2nd rank in a quiz conducted by South Delhi Municipal Corporation (SDMC) on 16 Feb.



Many of our students participated in the **Design For Change** Competition in 2017. **Pehla Kadam** (Sangam Vihar J Block), **Dustbin in every house** (Rani Chennama SKV), and **Rishta Wahi Soch Nayi** (Sangam Vihar C Block, GGSSS) were ranked in the top **100 stories** of ICAN School Challenge 2017, out of more than 1700 stories!

[Here](#) is a video of one of our DFC projects. The question students asked was "why there was no mention of transgenders in the book on Diversity and Discrimination" -- a simple, yet powerful question that resulted in a nukkad natak as part of the DFC project.

[Design For Change](#) is an organisation that believes that every child has the right to graduate with a "I Can" Mindset, and that children do not need permission to make the world a better place.

Successes & Insights

1. Two out of five, or 40% of TFI Delhi classrooms are on the path to 'Significant Learning'.

Overall, we've maintained, and even marginally improved, our classrooms from last year.

2. Our inputs in **Access & Exposure** have shown some early signs of progress in the city. This can be seen in the slight upward spike in A&E strand averages for the city overall, and a **marked upward spike** in A&E average (3.4 vs. 3.2) in our bar classrooms this year vs. last year.
-

3. Our inputs in **Rigor** have also shown some early signs of progress in the city. This can be seen in the slight upward spike in Rigor strand averages for the city overall, and a **marked increase in Summative Assessment (SA) scores** this year vs. last year.

(More information on SAs in the next section)

Questions & Challenges Ahead

1. How do we get **all classrooms** to 'Significant Learning', i.e. 4 on the SVS?
More importantly, how do we ensure that we don't plateau and also start moving classrooms to '**Path Changing Learning**' or 5 on the SVS?
-

2. How can we continue our work in Access & Exposure in the coming year?
More importantly, how can we get **all classrooms to a 4** on A&E?
-

3. How can we get sharper with our inputs on 'Rigor'?
How can we also establish **grade-level content Rigor across subjects** in the coming year?

(More information on SAs in the next section)



Are our kids prepared for the **system**?

[SUMMATIVE ASSESSMENTS]

What are Summative Assessments (SAs)¹?

<WHAT>

All students in Delhi DoE (Director of Education) schools take one **mid-term exam** and one **final exam** in all subjects (English, Math, SST, Science and Hindi) for all Grades from 6-12th.

<WHY>

The Summative Assessments, or SAs, are intended to measure student's learning, content knowledge and cumulative learning over a period of 4-6 months

<HOW>

SAs are set by the Examination Branch of the DoE. Support materials are provided to students in the form of books or PDFs online. The exams are conducted in schools under the supervision of school teachers.

SA 1



- Usually conducted between **Sep - Oct**
- Students tested on ~40% of syllabus for the year

SA 2



- Usually conducted between **Feb - Mar**
- Students tested on ~60% to 100% of syllabus for the year



Together, SA 1 and SA 2 make up the biggest part of the grade for students for the year (remaining part come from internal class tests, formative assessments, etc.)

¹Could be subject to change in coming years

Avg. scores in English **have spiked up by 24%** this year as more kids are passing and moving up from Q1 to Q2 to Q3

*[For Grades 6/7/8]	Last Year (2016-17)	This Year (2017-18)
% TFI kids Passed	90%	94% ↑
% TFI kids Q4 (75-100)	30%	31% ↑
% Avg. Score	39%	63% ↑↑

Positive outcomes we have maintained:

- English continues to be strong city-wide, with **94%** of our kids passing across secondary grades

Our areas of improvement:

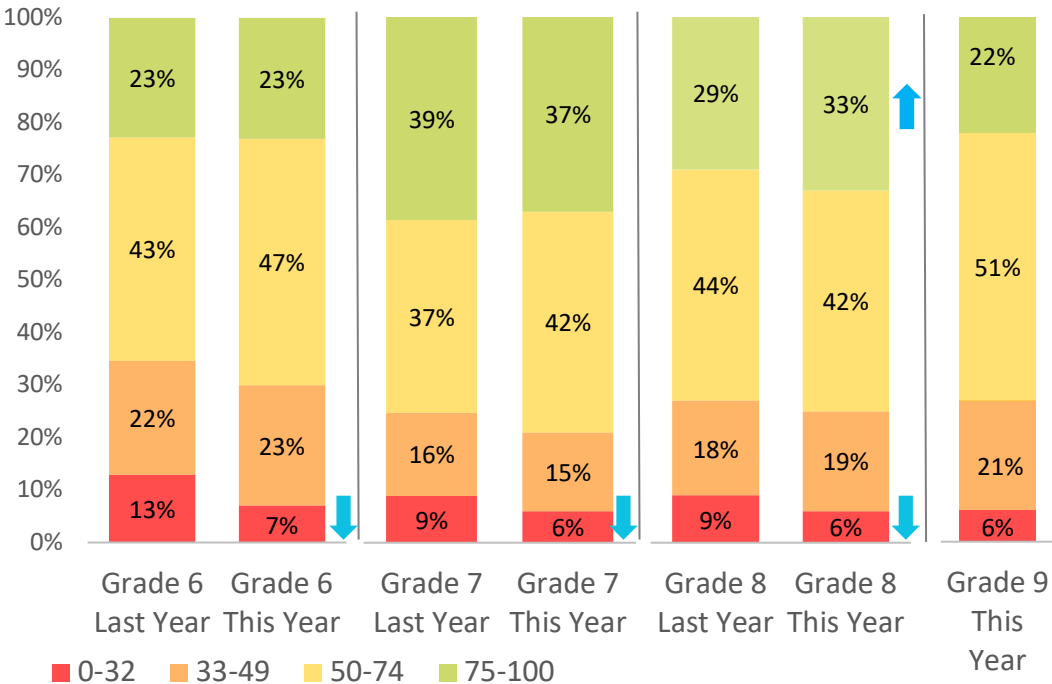
- The overall average score has jumped in English by almost **24%**.
- Our bottom quartile (Q1) has reduced and fewer kids than ever before, **6%**, are failing English SA2
- Major upward movement has been observed in the Q2 (33-49%) which means our kids are now closer to Q3 (50-74%) than to barely passing

Areas where we continue to struggle:

- % of kids in top quartile (Q4) seems to have stagnated to ~30%. (However, we also know that Q4 students are scoring higher percentages.)

Outcomes that have dipped:

- N/A



“Love for Reading” campaign enters its second year

The ‘**Love for Reading**’ campaign created strong proof points to accelerate reading growth and dramatically improve Summative Assessment scores this past year.

After a successful pilot, ‘**Love for Reading**’ has now been adopted as a key programmatic strategy for TFI Delhi in 2018-19. Moreover, for the coming year, the overall strategy and implementation plan have been **co-designed and co-created with our students!**



In fact, this way of working represents a much larger shift that TFI Delhi hopes to bring about across all areas of work – to meaningfully collaborate with our stakeholders, from parents, governments, NGOs, corporates to our **students** themselves, to really create solutions in partnership, deeply rooted in the context of our communities and our kids’ lives.

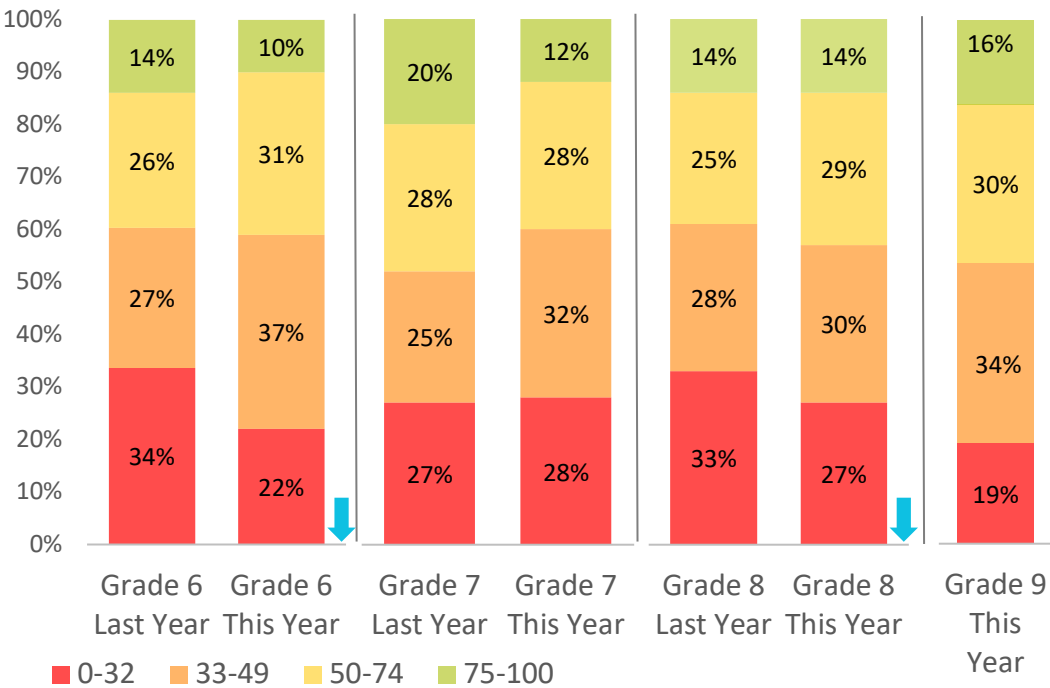
Planting seeds so that everyone reads!



The first ‘Love for Reading’ strategy session conducted in April 2018 by the T&L Vertical, bringing together students, Fellows & Staff members to brainstorm about the way ahead.

Math witnessed an overall upward trend, with more kids passing this year and **avg. scores up by 16%**

*[For Grades 6/7/8]	Last Year (2016-17)	This Year (2017-18)
% TFI kids Passed	69%	75% 
% TFI kids Q4 (75-100)	16%	14%
% Avg. Score	30%	46% 



Positive outcomes we have maintained:

- ~15% of our students scored in top quartile (Q4) this year as well, i.e. >75% marks in SA2

Our areas of improvement:

- Our average percentage score has gone up by 16%
- % of kids passing has increased by 6% - two-thirds, or 75%, of our kids are now passing Math
- 9th Grade witnessed a huge jump in outcomes from SA1 to SA2 with 80% of kids failing Math in SA1 to more than 80% of kids passing Math in SA2!

Areas where we continue to struggle:

- One-fourth, or 25% of our students overall are still in the bottom quartile (Q1) and have failed Math.

Outcomes that have dipped:

- % of kids in top quartile (Q4) has dropped, albeit marginally, by 2%

Various student- & Fellow-led projects boost Math learning

Emerging from the unmet needs in the system, and specifically in Math learning, the **Secondary Learning Lab** in Delhi initiated a yearlong project with Avishkaar this year, alongside several students and Fellows leading innovative projects. Together, these efforts have helped us rethink Math teaching and learning, while also improving Math learning outcomes.

All of this has also pushed the TFI Delhi staff team to step back and cull out some big insights. Together, the work of our community has shaped the '**Love for Math**' strategy for our team in 2018-19.

Mathe-magicians from the hills make fear disappear



[Avishkaar](#) is an NGO in Palampur specializing in **hands-on and conceptual** science and math teaching and learning for teachers and students through workshops. They aim to make learning joyful and spread the culture of scientific inquiry. Over 2017-18, various staff members and Fellows participated in workshops with founders Sarit and Sandhya, to reimagine Math across TFI Delhi classrooms. As we adopt '**Love for Math**' strategy in the coming year, we hope to leverage our partnership with Avishkaar in a deeper manner.

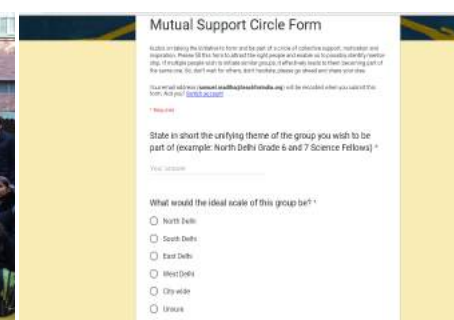


Mathletes finish strong





2016 Fellows **Vidushi Sabharwal** and **Tanya Goel** brought together 260 kids and Fellows from 30 classrooms on 23rd Dec for our first-ever **MATHATHON** at Ahlcon International School. Participants engaged in Wrap Trap, Mystery Room, Tattoometry, Math Chef, Data Deep Dive, and more. Their newsletter is [here](#).

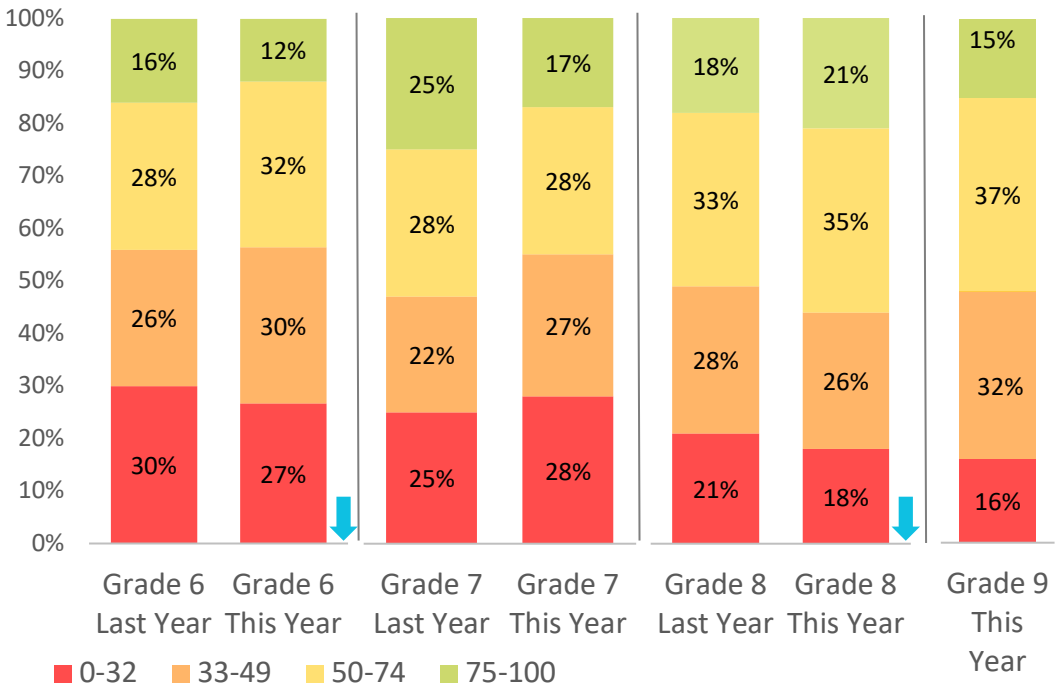
Collectively undoing the Wrath of Math



2017 Fellows **Tarun, Akash, Anchal, Nabeela and Dhvani** wanted to explore the key gaps leading to low Math outcomes in classrooms. These 6 Fellows, along with Staff lead Sam Madtha, initiated a circle of support to deepen Math teaching in Secondary classrooms.

Science also saw an overall upward trend, with more kids passing this year and **avg. scores up by 16%**

*[For Grades 6/7/8]	Last Year (2016-17)	This Year (2017-18)
% TFI kids Passed	75%	77% 
% TFI kids Q4 (75-100)	20%	18%
% Avg. Score	33%	49% 



Positive outcomes we have maintained:

- More than 3/4th of our kids are passing Science and this number is going up.

Our areas of improvement:

- Our avg. score percentage has gone up by **16%**
- More movement is observed from Q2 to Q3 which means more kids aren't just barely passing, but are ready to move to the next quartile

Areas where we continue to struggle:

- % of kids failing (Q1) remains around 20% across grades 6th to 8th which is a sizeable number. Our bottom quartile students are struggling to progress much more than students in Q2/ 3/ 4.

Outcomes that have dipped:

- % of students in top quartile (Q4) has seen a small dip by 2%

SST witnessed a little **dip** in % of kids who passed this year. However, avg. scores have seen an **upward trend** by **12%**

*[For Grades 6/7/8]	Last Year (2016-17)	This Year (2017-18)
% TFI kids Passed	78%	73% ↓
% TFI kids Q4 (75-100)	13%	9%
% Avg. Score	32%	44% ↑

Positive outcomes we have maintained:

- Roughly three-quarters of our kids have passed SST again this year again – a huge improvement from past years when SST was extremely challenging for our Students and Fellows both

Our areas of improvement:

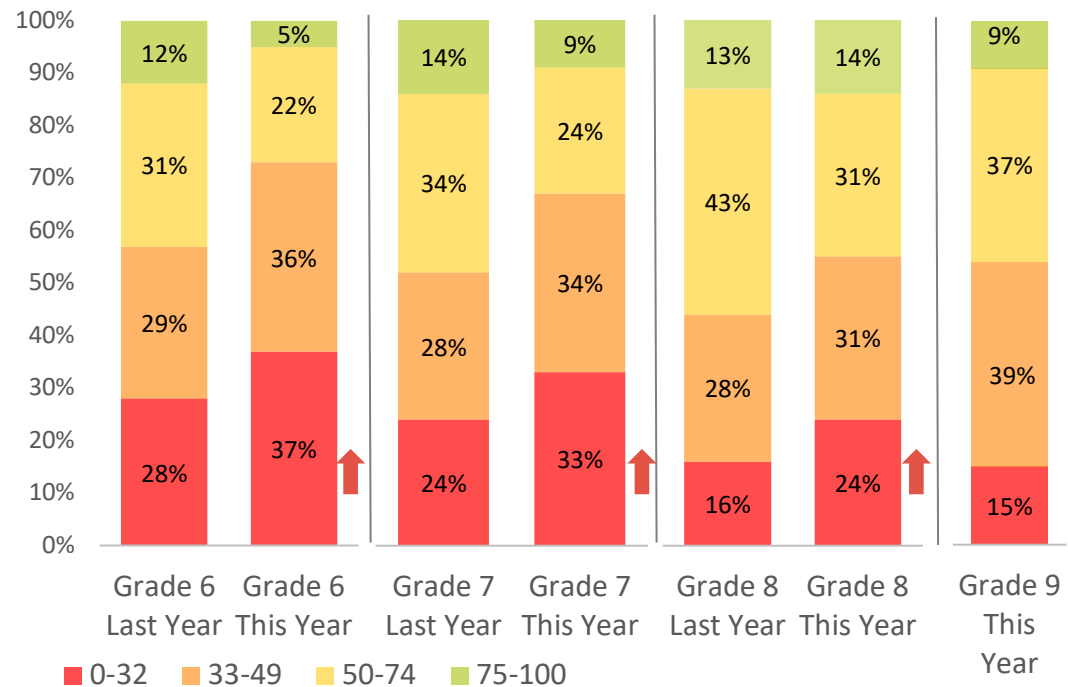
- Our overall avg. percentage scores in SST have shifted upwards by almost **12%**.

Areas where we continue to struggle:

- 25% of our kids on average are still failing SST in Grades 6th to 8th
- There is good movement amongst our middle quartile students and Q2 and Q3 scores are higher too. However, our top quartile students (Q4) seems to be stagnating – how do we prepare more students to really excel and score >75% in SST

Outcomes that have dipped:

- % of kids passing has gone down by **5%**
- % of kids in top quartile (Q4) has dropped by **4%**



Our first year in 9th grade classrooms ends on a promising note!

Our 2016 and 2017 Fellow cohorts taught our very first set of 9th grade classrooms in TFI Delhi this year.

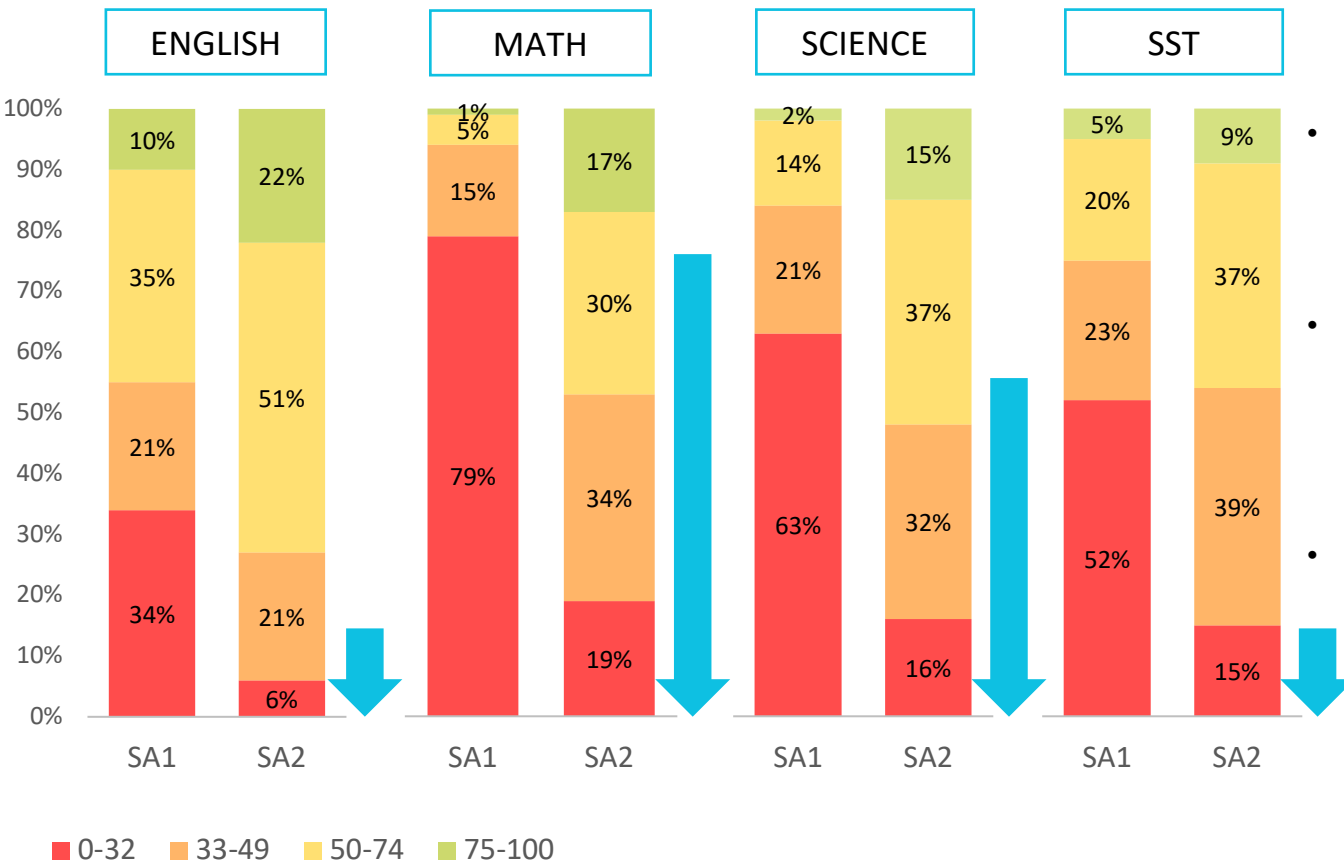
Together, our community's relentlessness, grit and hard work have given us the confidence and have fostered the conviction amongst our 17ers and amongst many more cohorts to come, that despite the complicated government school system our kids navigate through, and despite the limited number of instructional hours our schools are currently able to offer, together with our students and our communities, we can and *we will* work tirelessly to provide an excellent, holistic education to the students in Delhi, all the way up to 10th grade.

And that confidence and conviction, is rooted deeply in what we were able to accomplish together in our maiden group of 9th grade classrooms over this year – the result of which you will find in the following pages.

Top: Sam from a 9th grade classroom in **SKV Adarsh Nagar** taught by Fellows **Pallavi Narula** (2016) and **Sumit Bidla** (2016), with her vision for the future.

Bottom: Students from 9th grade classroom in **Sarvodaya Co-Ed, Munirka** taught by Fellows **Sagarika Sharma** (2016) and **Navneet Kaur** (2016) discussing their learnings from year gone by.

After a challenging year for first set of 9th grade classrooms, our students' progress has been significant & promising!



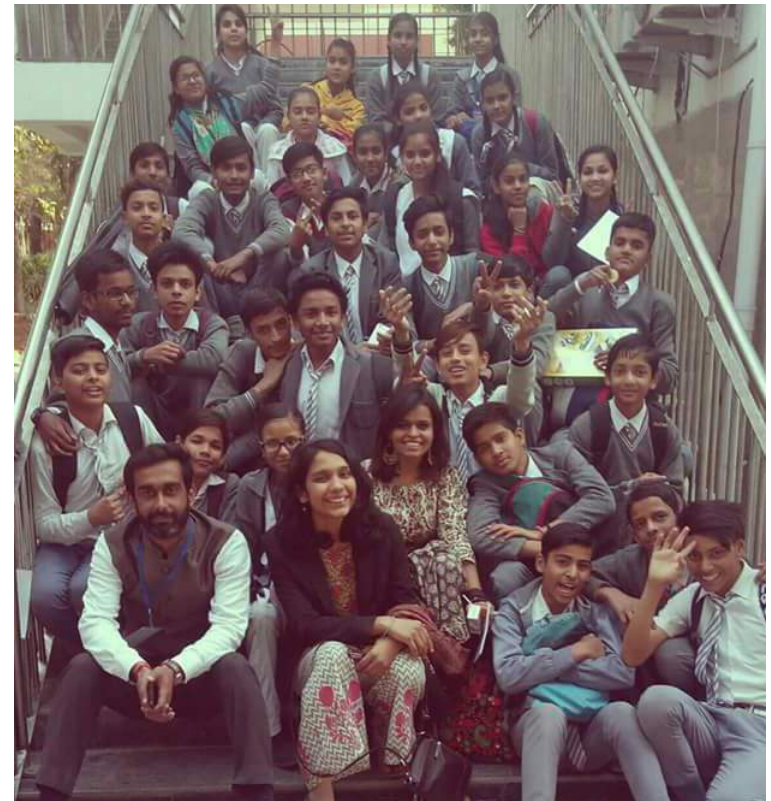
- 80-90% of our 9th grade students across TFI classrooms have **cleared all subjects** and have graduated to 10th grade in the new academic year.
- While almost 80% of our kids in 9th grade struggled to score passing marks in Math in SA1, we have reversed that narrative over the last 6 months. **80-85%** of kids across classrooms passed Math in SA2.
- And finally, not only did 94% of our 9th grade students pass English, 25% of our kids scored in the top quartile and almost two-thirds of our kids scored Division 1.

This 9th grade classrooms moves to 10th grade wearing their signature strength!



9th grade classroom in SKV Adarsh Nagar taught by Fellows Pallavi Narula (2016) and Sumit Bidla (2016)

Two new 10th grades classes celebrate together!



Fresh 10th grade students from X Block Seelampur with Fellows Bushra Parveen (2017) & Hitesh Khatwani (2017)

Successes & Insights

1. Secondary students scored **higher marks** on average in Summative Assessments (SAs) **across all subjects**. The efforts of Teaching & Learning Vertical (T&L), created this year specifically to push content-specific training in partnership with FAs/ CAs and various school teams seem to be delivering the intended results.
2. More specifically, '**Love for Reading**' has not only brought up literacy, but has also positively impacted marks across all subject tests, especially English, as predicted.
3. With **94% of students passing English**, and **75-90% of students passing across other subjects**, we feel confident that our students are well-positioned to navigate through the Delhi school system, while we push to provide them a **holistic education**.
4. After a challenging first year in 9th grade classrooms, **80-90% of our 1000+ students** across classrooms have been promoted and are well-positioned to succeed in 10th grade in 2018-19.

Questions & Challenges Ahead

1. While piloting the T&L vertical, work of CAs/ FAs, content circles and masterclasses have pushed our students in middle quartiles (Q2, Q3), the % of students scoring in **top quartile (Q4) have stagnated**. How can we push the bar across subjects in the coming year?
2. Based on correlations over the last two years, we know that post Level 2.5, literacy alone will not push our kids. How can we establish **grade-level content Rigor across subjects** in the coming year?
3. The truth, however, is that 6% of our student are still failing English and about 20% are failing across different subjects. How can we ensure that **all our students can pass and/ or stay in the system**?
4. Our 9th grade students and Fellows have worked closely, especially with those who have **not passed this year**. How can we ensure that these students are **well-supported this year**?

THE MAGIC

When various inputs come **together** for our kids



What happens when all of this comes **together** for our students?

When our students starts reading at grade level, when they are prepared to face the system, when they start receiving the knowledge and skills, values and mindsets, and access and exposure in an integrated manner...

That's when we start to see **magic** happen.

We start to see our kids realize their **full potential**.



100+ proof points in Delhi of outcomes our students are able to drive themselves to when they receive a **holistic education**



Delhi Government has set up a chain of Model schools in the name 'RPVV', or Rajkiya Pratibha Vikas Vidyalaya, for meritorious students from disadvantaged backgrounds. This year, **108 students from TFI Delhi** classrooms, Grade 5 and from Grade 8, received admissions into the prestigious RPVVs.

What is even more incredible, is that across 17 RPVVs in Delhi, **roughly 10% seats have been filled by TFI Delhi students over the last two years.**

10% of prestigious Model RPVV school seats taken by TFI Students!



80 TFI Delhi students were shortlisted for **Aga Khan academy**, out of which **Anshika** and **Pushpender** have been selected for the academy in Hyderabad with **125% scholarship** starting this academic year (2018-19) until college.

5 TFI Delhi kids receive full scholarships to study in international academies!



3 TFI Delhi students from Grades 6 and 7 also got selected for **Shiv Nadar's Bulandshahr Vidyagyan school** on full scholarship till college.

3 Delhi classrooms push national discussion on what Transformational Impact can look like



Transformation Impact Journey, or TIJ, is an annual learning process where we deep-dive into classrooms across TFI that have shown the most significant turnaround or impact. The process is aimed at learning from various student and Fellow practices that are enabling this change, and devising ways to amplify that within and outside TFI.

This past year, more than 40 Delhi Fellows participated in the TIJ process in an effort to push our learning forward as a city and as an organization. **3 Delhi classrooms**, led by 2016 Fellows **Pallavi Narula**, **Hafsa Bukhary** and **Prapti Bhasin** (left to right: picture taken at the TIJ Learning Day in Mumbai) were selected as part of the final 14 classrooms we will delve into this year. These individuals and their students opened up their classrooms and journeys over the last two years to the wider TFI community and their learning across classrooms, schools and communities will help accelerate the journey of all TFI Fellows and classrooms in the coming years.

More information, teaching materials, videos and other resources from our Transformational Impact Journey process from past years can be found [here](#).



Isha Thakur: Championing change in School and Community

Isha's family is from Madhubani, Bihar. In 2002, the Gujarat earthquake damaged her father's business, leaving the family in heavy debt. For the next few years, the family moved from Gujarat to Panipat, Gurgaon, finally settling in Sangam Vihar as her father, the sole income earner, changed multiple jobs. Isha joined a TFI Delhi classroom in Grade 6, and since then, has been a strong proof point of what is possible when our students receive a truly holistic and excellent education. She has not only topped her class academically but has also led various initiatives in her school and community to bring about real change.

- In the summer of 2016, Isha was selected as a **Junior Aspen Fellow**, and received 100% sponsorship from Anu Aga to participate in Aspen's Summer Leadership Program.
- Her exposure at Aspen camp led Isha, along with friends, to participate in the Global **Design for Change** challenge. Their project on bringing awareness about child sexual abuse, '**Darr kar nahin, Datt kar**', won '**Long Lasting Award**' in Nov. 2016 and was nominated among **Top 20 projects** across India.
- In 2017, Isha designed a Fellowship for students to teach at the Sangam Vihar learning center called **Odyssey**.
- This April, Isha was selected by **Teach For All** as a member of the **Student Leader Advisory Council** from over 40 countries, and invited to attend the first meeting in London, UK. This opportunity will allow her to represent TFI and students from India on a global platform
- Isha was one of the **101 Revolutionaries** who led the first ever National KER summit. Inspired from their experience, Isha and 3 other revolutionaries from different schools have come together this summer together to design a unique leadership camp named '**Jalebi**' for students and adults in Delhi.
- Isha has just entered 10th grade.

Isha speaking with **Mr. Manish Sisodia**, Deputy Chief Minister of Delhi, during a conference held by SCERT, about the importance of hearing from students as part of his committee's work on syllabus cuts and Happiness Curriculum.

Supriya: Raising her voice for change through Poetry

Supriya was born in Siwan District in rural Bihar and spent the first few years of her childhood in the village. During this time, various members in her immediate and extended family passed away (cousins, grandparents, uncle) from heart disease. Unfortunately, the medical treatment and care required for the family members also resulted in severe financial hardships for Supriya's family. Her parents later migrated to Delhi for better opportunities. Supriya joined the MCD Ayanagar School in Grade 5 in a TFI Delhi intervention classroom. Unfortunately, her older sister, Priyanka, too succumbed to heart disease after receiving treatment for almost two years. Today, Supriya is one of our strongest proof points of what students from even our most challenging backgrounds can achieve despite multiple odds stacked up against them.

- Supriya writes and performs poetry, and has so far performed in various places across the country. She is also part of the Delhi-based Alumni-led organization called **Slam out loud**.
- Supriya has performed at the National Youth Poetry Festival in Bangalore, Ashoka University in Sonapat and the KER National Summit in Mumbai.
- Supriya was one of the 101 Revolutionaries who led the first ever National KER Summit.
- Last year, after multiple tests and interviews, Supriya was selected by the prestigious **Aga Khan Academy** in Hyderabad and was offered a 50% scholarship. However, due to financial constraints, she was unable to take up the opportunity.
- Over the last year, however, Supriya has topped her class and has secured a place in a 9th grade classroom in one of the prestigious Model Government schools: **Rajkiya Pratibha Vikas Vidyalaya (RPVV)** in Dwarka.
- Supriya is now in 9th Grade.



Supriya leading a session at a Book Launch in Delhi

THE YEAR AHEAD

We have started 2018-19 with a bang!

Dreamcatchers 2.0



8 Apr 2018 turned Vasant Valley School into a space where students, Fellows, Staff, Alumni, external partners, and incoming 2018 cohort came together for **Dreamcatchers 2.0**. Through workshops, busking space & performances, the event demonstrated the power of equal partnership in reimagining a better Delhi. Access pictures [here](#) and videos on Facebook page [here](#).



8 TFI Delhi students were invited to **China** as part of the Youth Innovation Conference organized by Robert Bosch Foundation. During their visit, these students worked with their Chinese counterparts on adolescent issues.

Student Durbar



On 28 Mar 2018, 56 students from 12 different schools – both TFI and non-TFI – came together to create a safe space for each other to express themselves and their skills and interests, initiating a powerful space called **Student Durbar**. Students recited poetry, danced, showcased their art work, sang and played the guitar. What started out as purely fun quickly transformed into a space where students started brainstorming and discussing potential projects they'd like to initiate together.



We have started 2018-19 with a bang!



5 TFI Students have been part of a classical dance troupe which has been invited to **Poland** to perform and talk about the traditional Bharat Natyam Dance.



TFI students **Chanda** and **Jyoti** were invited to speak at the #NotInMyName protest on Parliament Street in Delhi on 15 Apr 2018 to bring attention to the rapes and murders in Kathua and Unnao- watch a video of their speech [here](#).



20 TFI Delhi students have been selected as interns for the **2018 Institute** - our 5 week residential training program in Pune for all new TFI Fellows.



TFI Delhi Leadership Team 2018-19

**Aakanksha Gulati | City Director**

Strategy Consultant at The Boston Consulting Group, Assistant VP at Keefe, Bruyette and Woods, Trader at Lehman Brothers

MBA: Kellogg School of Management (Austin scholar)
BS: Math and Economics, Duke University (Magna Cum Laude)



<Reach out on LinkedIn [here](#)>

**Emma Francis | Teaching & Learning Leader**

Senior PM & Program Manager at TFI Delhi, 2iC Humanities & School Literacy Coordinator at Capital City Academy in UK, Peer educator in Uganda with Student Partnership Worldwide

BA in Geography: Durham University, UK (First Class honours)



<Reach out on LinkedIn [here](#)>

**Sushruti Sachdev | Teaching & Learning Lead**

Program Manager at TFI Delhi, 2013-15 Teach For India Fellow, Associate Consultant at Ernst and Young

BE (Information Technology): Delhi College of Engineering



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**Niketa Bakshi | Student Leadership Coach**

Program Manager at TFI Delhi, 2011-2013 Teach For India Fellow, Assistant Manager at ICICI, Manager at HDFC

MBA: IBS Gurgaon
B.Com: GCG Shimla



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**Mansi Joshi | Senior Program Manager**

Program Manager Coach and Program Manager at TFI Delhi, 2012-2014 Teach For India Fellow

M.B.A in Strategy and Leadership: Indian School of Business Economics (Hons): University of Delhi



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**Nivritti Tandan | Senior Program Manager**

Program Manager Coach and Program Manager at TFI Delhi, 2012-2014 Teach For India Fellow

M.Ed Counselling in Education: University of Bristol, UK
B.Sc Psychology (Hons): University of Exeter, UK



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**Shifali Thakur | Senior Manager Alumni & Partnerships**

Manager, Dev & Alumni Impact at TFI Delhi, 2013-15 Teach For India Fellow, Research Associate Bank of America, Evaluateserve

MA (Education): Tata Institute of Social Science
B.Tech(Electronics and Comm): Amity School of Engineering



<Reach out on LinkedIn [here](#)>

**Surabhi Venkatesh | People Manager**

Program Manager at TFI Delhi, 2014-16 Teach For India Fellow, Brand Planet, Elephant Design

MA Advertising & Mktg: Leeds University Business School, UK
B.M.M: Advertising, Sophia's College, Mumbai University



<Reach out on LinkedIn [here](#)>



Program Team:

Sanyami Gupta
Nidhi Lamba
Akshay Arora
Divya Kapoor
Neha Rathi
Ishita Kumar
Harsh Agarwal
Radhika Gulati
Prapti Bhasin

Raisha Galib
Ankita Nawalakha
Asif Rahman
Kadambari Kumari
Ayesha Kumar
Vani Valson
Sneha Wadhwa
Arpita Tiwari
Charnita Kaur

Alumni Impact & Partnerships Team:

Avani Sharma
Vishakha Tiwari
Nilav Pyne

Pallavi Menon
Shreya Talwar
Karthik Hariharan

People & Human Resources Team:

Nishtha Narang
Jitendra Tiwari
Monika Maurya

APPENDIX

Abbreviations Used

Abbreviation	Description
A&E	Access & Exposure
ACSM	All city staff meeting
BMC	Behaviour Management Cycle
BoI	Beginning of intervention
BoY	Beginning of year
CA	Collection Action
CA	Curriculum Advisor (<i>usually 2nd year Fellows</i>)
CD	City Director
CFUs	Checks For Understanding
CoA	Culture of Achievement
COPs	City Operations
E&A	Exposure & Access
EE	Education Equity
EoD	End of Day
EoI	End of intervention
EoY	End of year
FA	Fellow Adviser
FCS	Fellow commitment scale
FDC	Fellow Development Card
FES	Fellow Engagement Survey
GLA	Grade Level Assessments
GP	Guided Practice
GR	Government Relations
HMs	Head master/mistress

Abbreviation	Description
KER	Kids Education Revolution
KSM	Knowledge, Skills, Mindset
LC	Learning circle
LDJ	Leadership development journey
L1/ L2.5/ L5	Reading Level 1/ 2.5/ 5
LT	Leadership Team
MOI	Middle of Intervention
MY	Mid-Year
NGO	Non-Government Organization
PM	Program Manager
PT	Personal Transformation
PTG	Progress To Goals
RC	Reading Comprehension
RF	Reading Fluency
SA	Summative Assessment
SPM	Senior Program Manager
SR	School Relations
SVS	Student Vision Scale
T&I	Training and Impact
TFA	Teach For America
TFAII	Teach For All
TIJ	Transformational impact journey
ToC	Theory of Change
V&M	Values & Mindsets

VISION

**ONE DAY ALL CHILDREN WILL ATTAIN
AN EXCELLENT EDUCATION.**

MISSION

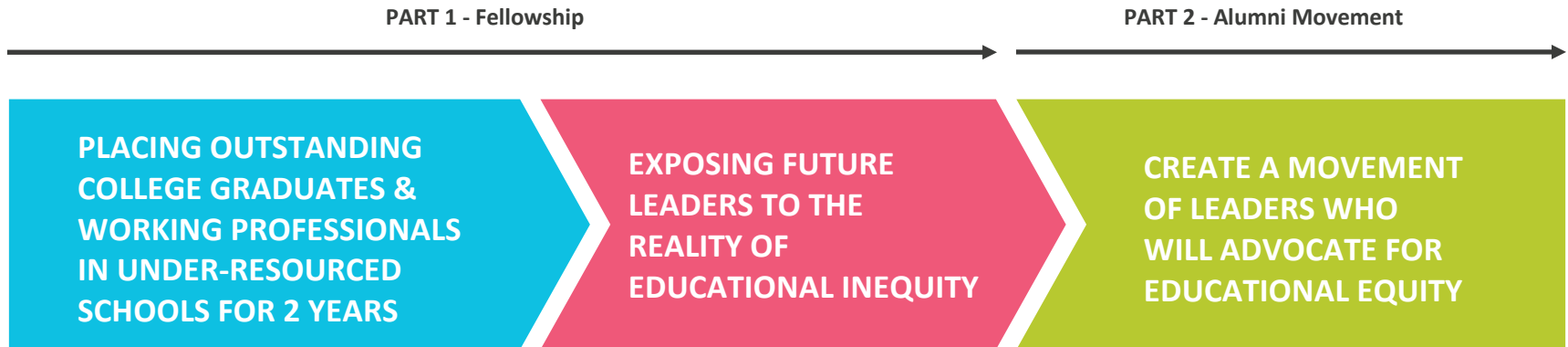
**BUILDING A MOVEMENT OF LEADERS WHO WILL
ELIMINATE EDUCATIONAL INEQUITY IN INDIA.**

In the Short Term

The Teach For India Fellowship places outstanding professionals and college graduates as full time teachers in low-income and under-resourced schools for two years. They become aware of the realities of educational inequity and their classrooms become a platform for leadership development.

In the Long Term

The Alumni, informed by their experiences, create systematic change and fuel the larger movement towards educational equity.



STUDENT VISION SCALE

STUDENT VISION ASPECTS

1 NO LEARNING

No aspects present

2 LIMITED LEARNING

Some aspects present, but not integrated

3 BASIC LEARNING

All aspects present, but not integrated

4 SIGNIFICANT LEARNING

All aspects present, and some integrated

5 PATH CHANGING LEARNING

All aspects present, and integrated

STUDENT VISION ASPECTS	STUDENTS				
	1 NO LEARNING	2 LIMITED LEARNING	3 BASIC LEARNING	4 SIGNIFICANT LEARNING	5 PATH CHANGING LEARNING
ACADEMIC ACHIEVEMENT The knowledge and skills our students need to be on the path of expanded opportunity.					
CULTURE OF ACHIEVEMENT	are destructive	are apathetic	are on task	are interested and hardworking	are passionate and joyful
RIGOUR	are not learning	are confused	can factually recall and learn challenging procedural content	can analyse and apply challenging content	can evaluate, synthesize and create
VALUES & MINDSETS The values and mindsets that shape how our students choose to operate in the world and contribute to making it better.	cannot articulate class values	can articulate class values and know what they mean	can demonstrate some class values with teacher reinforcement	can demonstrate class values with teacher reinforcement	can independently demonstrate class values in and out of class
ACCESS & EXPOSURE The experiences that will lead our children to discovering their strengths and attaining the aspirations of their choice.	cannot articulate own strengths, goals, challenges and opportunities in the community and the world around	can vaguely articulate own strengths, goals, challenges and opportunities in the community and the world around	can articulate own strengths, goals, challenges and opportunities in the community and the world around	start to leverage own strengths and goals, sometimes solve challenges and sometimes leverage opportunities in the community and the world around	operate using own strengths and goals, often solve challenges and leverage opportunities in the community and the world around

FELLOW COMMITMENT SCALE

	1	2	3	4	5
COMMITMENT TO PERSONAL TRANSFORMATION I explore who I am, what my purpose is, and strive to be a better person	I do not reflect on who I am	I reflect on experiences given to me and become aware of who I am	I seek out and reflect on experiences, growing in some aspects of my life	I actively produce and reflect on experiences, growing in some aspects of my life	I actively produce and reflect on experiences, growing in many aspects of my life
COMMITMENT TO COLLECTIVE ACTION I build relationships and organize partners to multiply and deepen my impact	I work alone and focus on my classrooms fellows and PMs	I build relationships with some of the following stakeholders: children, parents, fellows, TFI staff, school staff, alumni to multiply my impact	I build relationships and work with all of the following stakeholders: children, parents, fellows, TFI staff, school staff, alumni to multiply my impact	I build relationships and organize a wide range of stakeholders within and outside of Teach For India to multiply my impact	I build relationships and organize a wide range of stakeholders within and outside of Teach For India to multiply our impact
COMMITMENT TO EDUCATIONAL EQUITY I deepen my understanding of educational equity, and commit to attaining it	I take action inconsistently towards educational equity in my classroom and I do not know the role I will play for All children	I take action consistently towards educational equity in my classroom, and school but I am unsure of the role I will play for All children	I take action consistently towards educational equity in my classroom, school and community and I have some idea of the role I will play for All children	I take action consistently towards educational equity in my city and I am clear about the role that I will play for All children	I take action consistently towards educational equity in India and I am clear about the role that I will play for All children

COMPETENCIES

INTEGRITY
RESPECT & HUMILITY
REFLECTION

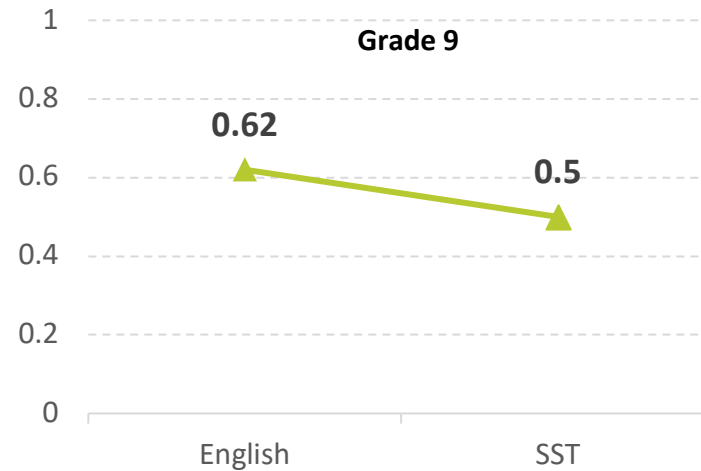
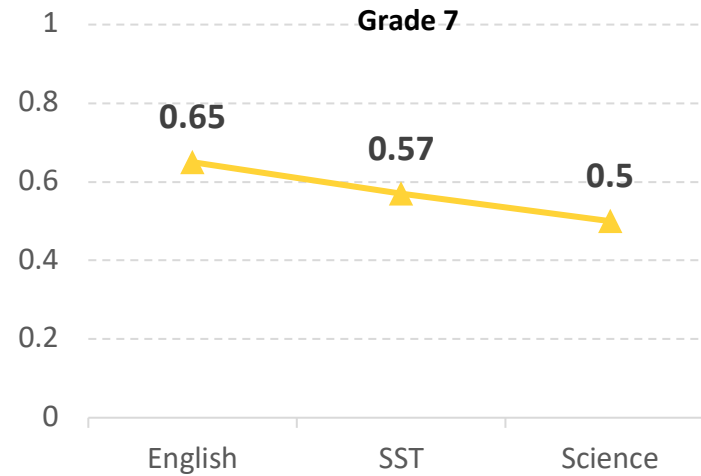
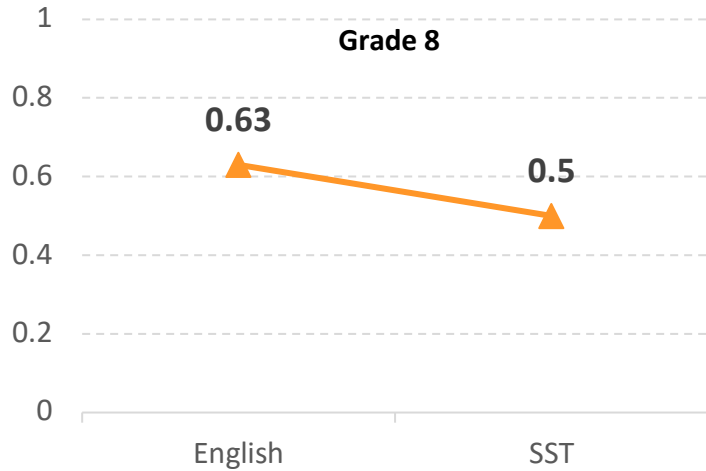
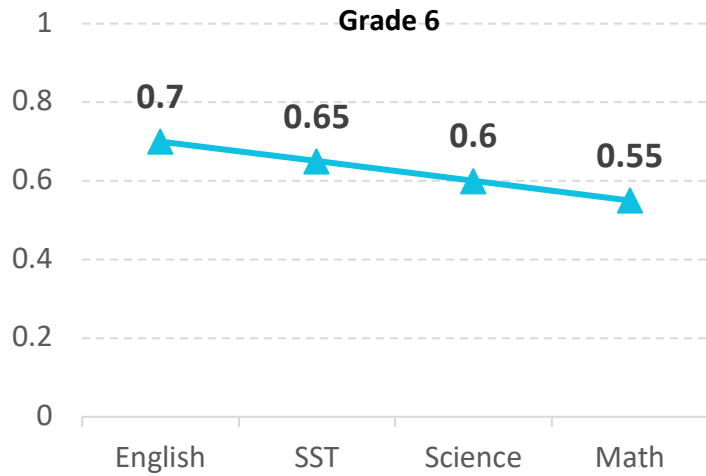
GRIT
CONTINUOUS LEARNING
MANAGING SELF & TIME

BUILDING RELATIONSHIPS
INVESTING PARTNERS
TEAMWORK

SENSE OF POSSIBILITY
SEVA
RESOURCEFULNESS

PURSUIT OF EXCELLENCE
CRITICAL THINKING & PROBLEM SOLVING
VISION AND GOAL SETTING
PLANNING
EXECUTION

Relationship between RC and SA1 Results



RC-SA Insights across

Subjects:

- Of all the 4 subjects, English has the most consistent correlations with RC.
- RC seems to be contributing more to subjects that are language-dependent (English and SST) than to subjects that are skill dependent (Science and Math).

RC-SA Insights across

Grades:

- Grade 6 has the highest correlation between RC and English, Science, and SST.
- As we move up grades, the correlation with RC goes down. This may be because the language dependence reduces and skill/ content dependence increases as we move up the grades.

ENGLISH

RC levels → ENGLISH Quartiles	Grade 6	Grade 7	Grade 8	Grade 9
0-32	1.1	2.0	2.3	2.9
33-49	1.5	1.9	2.4	3.3
50-74	2.3	2.8	3.3	4.4
75-100	3.2	4.0	4.5	5.3

SST

RC levels → SST Quartiles	Grade 6	Grade 7	Grade 8	Grade 9
0-32	1.3	2.0	2.6	3.3
33-49	2.2	2.4	3.2	3.8
50-74	2.9	3.3	4.0	4.6
75-100	4.0	4.4	4.9	5.3

RC-SA Insights across Subjects:

- For each subject, we see that as we move up the quartiles, students appear to be reading at a higher level.

RC-SA Insights across Grades:

- Top quartile students for all 4 subjects in Grade 9 have RC levels of 5.1 and above. However, as discussed, a strong RC by itself will not guarantee success in a subject.

SCIENCE

RC levels → SCIENCE Quartiles	Grade 6	Grade 7	Grade 8	Grade 9
0-32	1.3	2.0	2.6	3.4
33-49	2.0	2.8	2.9	4.1
50-74	2.9	3.3	3.7	4.7
75-100	3.7	4.2	4.7	5.1

MATH

RC levels → MATH Quartiles	Grade 6	Grade 7	Grade 8	Grade 9
0-32	1.5	2.1	2.8	3.6
33-49	1.8	2.5	3.3	4.4
50-74	2.3	3.1	3.9	4.7
75-100	3.1	3.9	4.6	5.1

BIG QUESTION:

- How can we balance literacy and skill development for our fellows so that we do well in higher grades?
- How do we ensure by Grade 5 that students are reading at grade level so that secondary Fellows can concentrate more on rigor, content, etc.?
(How will it help if we track SA papers in detail -- % of factual questions, % of application/HOTS questions), analyze the reality, and then design the training?

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