LuminAIT

Phase 1 MVP:
Stabilising Pedagogy to Measure Economics

One cohort · One text · One term

A BOUNDED VERIFICATION EXERCISE.

Instructional outcomes vary too widely to compound.

In most education settings, teaching outcomes fluctuate between classrooms, teachers, and cohorts. This variance makes learning progression difficult to compare, difficult to improve, and impossible to price reliably.

> *When outcomes are unstable, improvement resets each term and economics stall.*

Variance accumulates through instructional change.

In most education settings, instruction changes continuously.

- → Teachers change across classes or terms
- → Curriculum sequencing changes year to year
- → Lessons and instructions vary week to week
- → Students receive inconsistent or subjective feedback

None of these changes are individually catastrophic. Together, they destabilise learning.

SOURCES OF VARIANCE

Variance prevents learning from compounding.

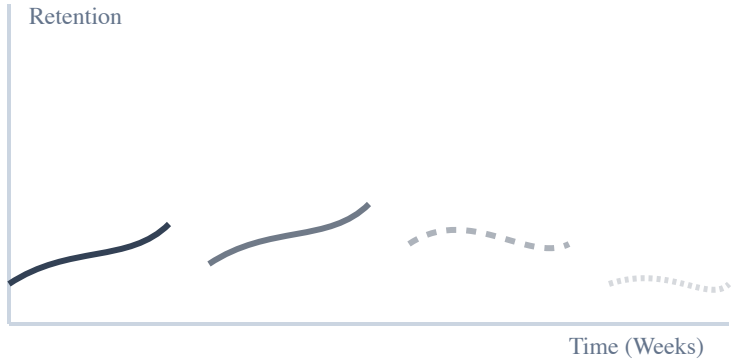
When instruction is inconsistent, progress resets rather than accumulates.

As variance increases:

→ Learning progression becomes opaque

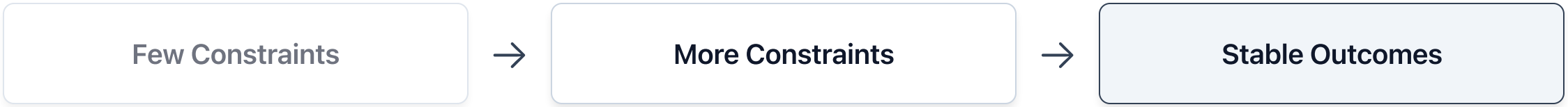
→ Improvement becomes episodic

→ Results depend on individual delivery



Consistency emerges when instructional elements are standardised.

When constraints are applied, variance begins to collapse.



Standardisation does not optimise performance immediately. It stabilises it.

Stability comes from standardising cognitive work.

Attention

What students must notice in the text

Selection

How evidence must be selected

Structure

How reasoning must be structured

Verification

How quality is checked

These constraints align attention and reduce cognitive drift.

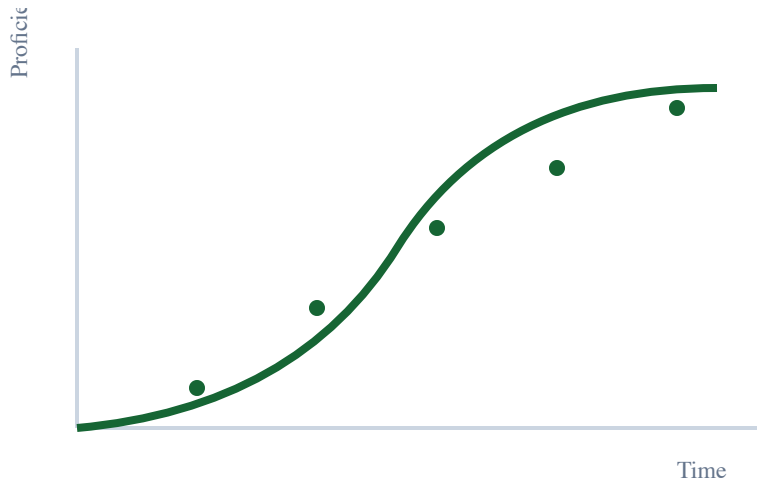
FOUR CONTROL POINTS

Reduced variance makes progression visible.

Improvement accumulates through repetition under constraint.

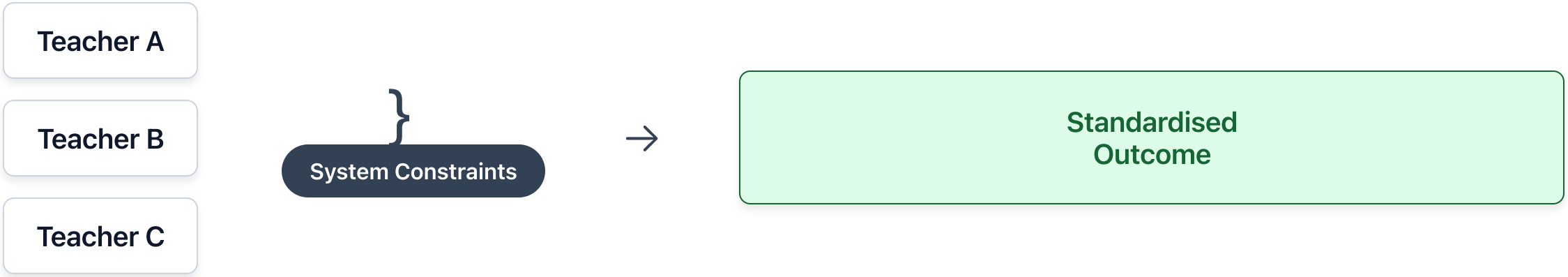
When students perform the same cognitive operations, week-to-week change becomes observable.

Progress becomes measurable rather than anecdotal.



Delivery becomes reproducible.

Teachers operate within a constrained instructional system.



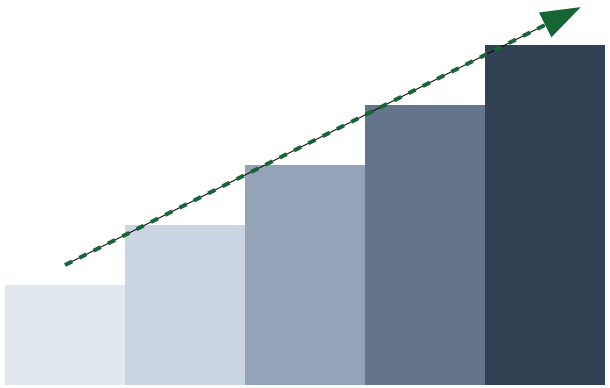
The system absorbs variability and enforces quality structurally.

Improvement becomes incremental rather than heroic.

Small adjustments persist instead of being lost to noise.

Once outcomes stabilise, changes to instruction produce detectable effects. Improvement compounds across weeks.

This creates a feedback loop between design and outcome.



COMPOUNDING RETURNS

Predictable outcomes reduce commercial risk.

When learning progression is visible, value becomes legible.

Stability → **Visibility** → **Confidence** → **Retention**

Parents understand:

What is improving and why. Decisions are based on evidence rather than trust alone.

Economic Result:

Conversion, retention, and ARPU respond to reduced uncertainty.

Does stabilising pedagogy move unit economics?

If instructional variance is reduced at the delivery layer, do conversion, retention, and ARPU change without increasing lead volume?

Same leads | Same pricing | Same teachers | Same brand

THE SCIENTIFIC QUESTION

The MVP Scope

A single controlled implementation.

- → **One** text-anchored cohort
- → **One** year level
- → Compatible ability band
- → **One** academic term
- → Founder-led delivery

The purpose is to isolate instructional stability and measure its effects.

Measurement Conditions

Outcomes are pre-defined.

01	02	03
Conversion	**Retention**	**Progress**
Trial to paid conversion	Across the term	Evidence of learning

If these do not change, the experiment ends.

STOP/GO GATES

Proof precedes replication.

If metrics move:

The system is ready for replication.

→ Proceed to Phase 2

If metrics stall:

Further scaling is unjustified.

→ Engagement ends

This engagement exists to establish that boundary.