



**USAID**  
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# FISCAL YEAR 2023 COMPENDIUM OF SUPPLEMENTAL PERFORMANCE INDICATOR REFERENCE SHEETS FOR EDUCATION PROGRAMMING

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# INTRODUCTION

The Performance Plan and Report (PPR) is an annual data call for performance information from all Operating Units (OUs) in the U.S. Agency for International Development (USAID) and the Department of State that implement foreign assistance programs. The purpose of the PPR is: (1) for all OUs to convey progress against strategic objectives using foreign assistance, and (2) for Washington Bureaus to collect necessary data to conduct their internal learning and external reporting (Standard Indicators, Key Issues).

The USAID Center for Education (DDI/EDU) maintains this compendium as a resource for field Missions and other OUs who seek a single list of Supplemental Indicators that are applicable to monitoring and reporting progress towards international education foreign assistance objectives, including the U.S. Government Strategy on International Basic Education (USG Education Strategy) and the USAID Education Policy.

Responding to the priorities of the Education Policy, Supplemental Indicators provide metrics for topics that the [Standard F-Indicators](#) do not capture, such as numeracy skills, teacher quality, social-emotional skills, and an expanded range of youth workforce readiness skills. Supplemental Indicators allow Missions to provide further context and detail in their education reporting. While uptake of Supplemental Indicators is voluntary, their use is strongly encouraged if they are relevant.

This compendium provides an index to the Supplemental Indicators with links to the full text of each Performance Indicator Reference Sheet (PIRS). PIRS contain detailed information about how to measure each indicator and should be reviewed comprehensively before reporting against an indicator.

## WHERE CAN I GET MORE HELP?

 The [Education Reporting Toolkit](#) is a companion to the guidance document and is hosted online at EducationLinks. The toolkit contains a listing of all new and revised indicators, PIRS, Standardized Program Structure and Definitions (SPSD) Program Area Narratives, and Key Issue Narratives.

 DDI/EDU has set up a Helpdesk to create a direct line of communication to monitoring and evaluation professionals who can answer questions about the reporting requirements. [Please email questions to the Helpdesk.](#)

# Compendium of Supplemental PIRS for Education Programming

**[Supp-1](#)** Percent of pre-primary learners targeted for USG assistance who are developmentally on track

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**[Supp-2](#)** Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school

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**[Supp-3](#)** Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2

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**[Supp-4](#)** Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of grade 2

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**[Supp-5](#)** Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of primary school

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**[Supp-6](#)** Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school

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**[Supp-7](#)** Number of parents or community members trained to support children's education with USG assistance

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**[Supp-8](#)** Number of schools built or upgraded with USG assistance in compliance with accessibility standards

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**[Supp-10](#)** Percent of educators providing quality classroom instruction with USG support

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**[Supp-11](#)** Percent of instructional time lost to teacher absenteeism

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**[Supp-12](#)** Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs

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**[Supp-13](#)** Percent of individuals with improved math skills following participation in USG-assisted programs

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**[Supp-14](#)** Percent of individuals with improved digital literacy skills following participation in USG-assisted programs

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**[Supp-16](#)** Education data systems strengthened through USG assistance

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**[Supp-18](#)** Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills

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**[Supp-19](#)** Value of private capital mobilized with USG assistance to support education

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## Supp-I

Indicator	Supp-I: Percent of pre-primary learners targeted for USG assistance who are developmentally on track
Definition	<p><b>Defining Pre-primary Learners:</b> A pre-primary learner includes any child attending a USG-assisted, group-based, organized instructional program serving children prior to their entry into primary school, generally between the ages of 3 and 6, although the ages served may vary across contexts. Programs should include educational and learning outcomes as a core component of their model.</p> <p><b>Defining Early Learning Skills:</b> Early learning skills refers to a set of skills acquired in the pre-primary years that are essential for school readiness. Relevant domains for early learning include emergent language and literacy, emergent numeracy, social and emotional skills, and physical skills (sometimes referred to as motor skills). A brief definition of each domain is provided below:</p> <ul style="list-style-type: none"> <li>(1) <b>Emergent language and literacy</b> includes the wide body of skills that support children to learn through oral, written, and sign language-based communication. These include, broadly: listening and speaking; non-verbal communication, including sign languages; receptive and expressive storytelling and conversation; concepts of print, phonological awareness, phonemic awareness, alphabetic awareness, and comprehension of text.</li> <li>(2) <b>Emergent numeracy</b> refers to the knowledge and skills that support effective learning and application of grade-level mathematics. These include, broadly: number sense, spatial awareness and geometry, ability to sort and classify, following patterns and seriation, and simple mathematics operations.</li> <li>(3) <b>Social-emotional learning</b> includes the skills necessary to support children’s ability to adapt to and thrive in the classroom social environment including, but not limited to, forming positive relationships with peers and adults; the ability to work and play in a group; thinking and acting independently; solving conflicts; managing responsibilities; identifying, expressing, and regulating emotions; exhibiting self-esteem; and showing respect toward others.</li> <li>(4) <b>Physical development</b> refers to a child’s large motor development—including the ability to sit, stand, and walk—as well as fine motor development—including the ability to hold a pencil and grasp with two fingers, for example.</li> </ul> <p>Assessment tools vary in terms of the domains included and definition of terms. All activities, however, should target and measure at least three of these domains to be counted under this indicator.</p> <p><b>Measuring Early Learning Skills:</b> Early learning skills must be measured through an age-appropriate assessment that has satisfactory psychometric validity, reliability, and fairness (e.g., no adverse differential item functioning; see Breslau et al., 2008) and is not subject to corruption, cheating, or score inflation. Assessments should be validated in the context and with the target population. Examples of assessment systems that are acceptable can include, but are not limited to national assessments, International Development and Early Learning Assessment (IDELA), Measuring Early Learning Quality and Outcomes (MELQO), or Early Child Development Index (ECDI) 2030.</p> <p><b>Setting Early Learning and Development Levels:</b> To report on this indicator,</p>

Indicator	Supp-I: Percent of pre-primary learners targeted for USG assistance who are developmentally on track
	<p>activities will need to establish three early learning and development levels for each of the early learning skill domains (discussed in the “defining early learning skills” section) measured. Levels should be based on the curriculum competency standards aligned with the assessment tool that the activity is using. Distribution scores resulting from the assessment should be divided into three levels: “not developmentally on track,” “partially developmentally on track,” and “developmentally on track,” with the range of scores associated with each level. If an assessment has multiple predetermined levels, they can be grouped into the three listed above. If an activity is operating in a country which has country-defined early learning and development levels for early learning skills, activities may use these levels. If a country does not have three levels defined, activities should justify how they are determining “developmentally on track” in the indicator narrative.</p> <p><b>Defining “Developmentally on Track”:</b> Learners who are “developmentally on track” are those whose domain-specific assessment scores are located within the “developmentally on track” level for each domain that is measured.</p> <p><b>Assessment Methodology:</b> Activities can choose whether to use a cohort sampling method (sampling different populations of pre-primary learners in the baseline year and in subsequent years) or a panel sampling method (sampling learners for a baseline at the beginning of the pre-primary intervention in the control and treatment group and then sampling those same learners at the end of the intervention).</p> <p><b>Cohort Sampling Method:</b> If an activity chooses to use a cohort approach, the activity should assess a representative sample of learners at the same time in the school year/program (as close to the end of the school year/program as possible).</p> <p><b>Panel Sampling Method:</b> If an activity chooses a panel sampling method, learners should be tracked longitudinally and assessed at the beginning and end of the school year/program. If a panel method is used to report on this indicator, it is strongly recommended that the activity test learners from a comparable sample from control schools/programs to separate the effects of the intervention from the effects of a typical year of schooling/programming.</p> <p><b>Sampling Learners:</b> Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling. If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population).</p> <p><b>Defining the Numerator and Denominator Values:</b> A baseline assessment must be conducted prior to the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible for reasons beyond the control of the intervention, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator. The baseline and all subsequent reporting years should report the total percent (with numerator and denominator numbers) of learners targeted to receive USG assistance who are developmentally on track, as described in the section ‘defining developmentally on track’ above.</p>

Indicator	Supp-I: Percent of pre-primary learners targeted for USG assistance who are developmentally on track
	<p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator: Sample-based estimate (extrapolated to the beneficiary population) of the number of learners targeted for USG pre-primary interventions who are developmentally on track in early learning skills.</li> <li>• Denominator: Total number of pre-primary learners targeted with USG early learning skill interventions.</li> </ul> <p><b>Defining “Targeted for USG Assistance”:</b> USG assistance is defined as financial or technical assistance from the USG designed to improve early learning skills. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>A learner “targeted for USG assistance” is one who is in a pre-primary program, whether formal or non-formal, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years—e.g., midline and endline, of the same intervention).</p> <p><b>Multiple Interventions:</b> If there are multiple interventions targeting pre-primary outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners who are developmentally on track. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity.</p>
Primary SPS Linkage	ES. I
Linkage to Long-Term Outcome or Impact	Ensuring that children develop key early learning skills in pre-primary education sets them up for future success at the primary level and beyond.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	The purpose of this indicator is to provide evaluative feedback on the efficacy of USAID pre-primary programming supporting children’s early skill development prior to, and in preparation for entry to primary school. The indicator will be used, along with other education-related indicators, to report progress and results on priority outcomes to Congress under both the USG Education Strategy and USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates). Data from this indicator should not be used to make decisions about individual children, but instead should be used in aggregate to inform

<b>Indicator</b>	<b>Supp-I: Percent of pre-primary learners targeted for USG assistance who are developmentally on track</b>
	decision making about programs and policies.
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> <li>• Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using statistically reliable and locally validated measurement tools such as national assessments, IDELA, MELQO, ECDI2030, or other early childhood assessments in USG activity areas. Depending on the assessment tool used, this data may be collected by teacher/caregiver report, direct assessment of children, by observation, or by some other means.</li> <li>• Analysis of secondary data on learner outcomes (e.g., MICS/ECDI2030, IDELA), so long as the data aligns with USG activity areas and targeted beneficiaries.</li> </ul>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of learners who are developmentally on track (numerator)</li> <li>• Total number of targeted learners (denominator)</li> <li>• Number of male<sup>1</sup> learners who are developmentally on track (numerator)</li> <li>• Total number of targeted male<sup>1</sup> learners (denominator)</li> <li>• Number of female<sup>1</sup> learners who are developmentally on track (numerator)</li> <li>• Total number of targeted female<sup>1</sup> learners (denominator)</li> <li>• Number of female learners with a disability<sup>2</sup> who are developmentally on track (numerator)</li> <li>• Total number of targeted female learners with a disability<sup>2</sup> (denominator)</li> <li>• Number of male learners with a disability<sup>2</sup> who are developmentally on track (numerator)</li> <li>• Total number of targeted male learners with a disability<sup>2</sup> (denominator)</li> <li>• Number of crisis- or conflict-affected<sup>3</sup> learners who are developmentally on track (numerator)</li> <li>• Total number of targeted crisis- or conflict-affected<sup>3</sup> learners (denominator)</li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>Only activities that are focused on improving outcomes of learners with disabilities need to report on this disaggregate.</b> This includes activities that identify learners with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for learners with disabilities are not required to report on this disaggregate. For example, activities that broadly support differentiated and</p>

Indicator	Supp-I: Percent of pre-primary learners targeted for USG assistance who are developmentally on track
	<p>inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report on this disaggregate.</p> <p>Activities that rely on a sample of learners under the age of 18 rather than a census to report results should sample to ensure representation of learners with disabilities. Activities should use a pre-existing or custom age-appropriate tool to identify disability status. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>3</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-2

Indicator	Supp-2: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school
Definition	<p><b>Defining Learners</b> – A learner is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled to meet requirements of the end of primary school.</p> <p><b>Measuring Reading Ability</b> – Reading ability must be measured to report on the percent of learners with an increase of at least one proficiency level in reading. Reading ability should be measured through an end of primary-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation.</p> <p><b>Language of Assessment</b> – The language(s) of assessment will be determined by country policies. For example, if a USAID-funded activity aims to improve teaching reading in five languages in five different areas of the country, report the aggregate of the results across all five languages. However, if the same learners are taught and assessed in more than one language, activities should report scores from the language in which learners have studied reading the longest. For example, in Malawi, children are taught in both Chichewa (a local language) and English, but the majority of children will have learned in Chichewa longer than in English. Therefore, the activity would report scores from Chichewa, rather than English. However, if the activity was specifically tasked with improving reading skills in a particular language, then the activity should report on the results of assessing learning in that language.</p> <p><b>Setting Proficiency Benchmarks</b> – Proficiency levels should be defined according to reading proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework (GPF)</a>. They should be tailored to the language, context, and assessment utilized. These standards include four levels – “does not meet proficiency standards,” “partially meets proficiency standards,” “meets minimum proficiency standards,” and “exceeds minimum proficiency standards.” The toolkit that countries and activities can use to set internationally linked benchmarks across these four levels is available <a href="#">here</a>. Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local teaching and language experts. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above.</p> <p>If countries have not yet set internationally linked benchmarks, country-level benchmarks for reading proficiency can be used as a second-best option to report against this indicator. In the absence of a country-specific benchmark, a final alternative is to count the increased percentage point of learners in the intervention areas achieving a set benchmark on reading fluency score.</p> <p>Note, activities must report in the narrative for this indicator whether the numbers they are reporting under this indicator are based on internationally linked benchmarks,</p>

**Indicator** **Supp-2: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school**

country-level benchmarks not linked with international standards, or the reading fluency benchmark offered as a third-best option.

**Calculating Change in Proficiency Levels** – A change from one proficiency level to another means a change in the percentage of learners falling into a specific proficiency level (or bucket) category between baseline and the year reported. Activities should use the following formula:

Baseline (B) – Midline (M) or Endline (E) for “Does not meet” category + M or E – B for the “Meets” + “Exceeds” categories.

If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population). Note that this formula is simplified to allow for ease in measurement. Also note that the “partially meets” category is left out to avoid double counting, as those learners will have either moved up from the “does not meet” category or down from the combined top category. Also, note that a midline assessment can be used to assess progress part way through an activity. See examples below for clarity.

**Example 1:**

Level	Baseline	Midline	Formula
Does not meet minimum proficiency standards	55%	40%	B–M: 55–40 = 15 percentage points
Meets or exceeds minimum proficiency standards	25%	35%	M–B: 35–25 = 10 percentage points
<b>Total reported change</b>			<b>15+10 = 25 percentage points</b>

**Example 2:**

Level	Baseline	Midline	Formula
Does not meet minimum proficiency standards	40%	30%	B–M: 40–30 = 10 percentage points
Meets or exceeds minimum proficiency standards	10%	5%	M–B: 5–10 = -5 percentage points
<b>Total reported change</b>			<b>10+(-5) = 5 percentage points</b>

**Sampling Learners** – Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling.

**Assessment Methodology** – Activities can use a cohort sampling method (sampling learners at the end of primary-school in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of a grade in the control and treatment group and tracking those same learners to the end of

<b>Indicator</b>	<b>Supp-2: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school</b>
	<p>that same grade). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible).</p> <p>When a panel approach is used, learners should be assessed at the beginning and end of the school year. However, note that if a panel approach is used, it is strongly recommended that activities must test learners from a comparable sample from control schools to separate the effects of the intervention from the effects of a typical year of schooling.</p> <p><b>Defining “Targeted for USG Assistance”</b> – USG assistance is defined as financial or technical assistance designed to improve reading outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; providing teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>A learner “targeted for USG assistance” is one who is in the last grade of the primary education cycle, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years—e.g., midline and endline, of the same intervention).</p> <p><b>Defining the Baseline Numerator and Denominator Values</b> – OUs must conduct a baseline at the beginning of an intervention to report against this indicator. However, at baseline of a USG intervention, the numerator and denominator will be zero for that intervention, as no learners will have yet been reached with that specific USG reading or education intervention. Note, it is highly possible that learners will have been reached at baseline by a past USG intervention, but these learners should not be counted toward the numerator or denominator if that activity has concluded.</p> <p><b>Multiple Interventions</b> – If there are multiple interventions targeting reading outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners attaining minimum proficiency. If two or more USG-supported interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity (however, one individual could be reported as increasing proficiency levels in both reading and math under this indicator and under Supp-6: <i>Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school</i>).</p>
<b>Primary SPS Linkage</b>	ES.1

Indicator	Supp-2: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school
Linkage to Long-Term Outcome or Impact	This indicator helps to measure progress toward the long-term outcome of proficiency in reading. The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right. When a learner has the ability to read and access to books or other reading materials, that child is then able to gain access to further education. It is impossible for learners to succeed in secondary school if they do not know how to read by the end of primary. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn to read well in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically reading skills. It will be used, along with other education-related indicators, to report progress and results on priority outcomes under both the USG Education Strategy and USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	OUs should report against this indicator as frequently as once per year based on when they collect reading assessment data. This could be annually, every two years, every three years, etc.
Data Source(s)	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGRAs, ASER, or other leveled reading assessments in USG activity areas</li> <li>• Analysis of secondary data on reading outcomes (e.g., ASER, EGRA), so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of learners with an increase of at least one proficiency level (numerator)</li> <li>• Total number of targeted learners (denominator)</li> <li>• Percent of male learners with an increase of at least one proficiency level in reading at the end of primary with USG assistance<sup>1</sup></li> <li>• Percent of female learners with an increase of at least one proficiency level in reading at the end of primary with USG assistance<sup>1</sup></li> <li>• Number of female learners with an increase of at least one proficiency level (numerator)<sup>1</sup></li> <li>• Total targeted female learners (denominator)<sup>1</sup></li> </ul>

Indicator	Supp-2: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school
	<ul style="list-style-type: none"> <li>• Number of male learners with an increase of at least one proficiency level (numerator)<sup>1</sup></li> <li>• Total targeted male learners (denominator)<sup>1</sup></li> <li>• Percent of males with a disability with an increase of at least one proficiency level<sup>2</sup></li> <li>• Percent of females with a disability with an increase of at least one proficiency level<sup>2</sup></li> <li>• Number of female learners with a disability with an increase of at least one proficiency level (numerator)<sup>2</sup></li> <li>• Total targeted female learners with a disability (denominator)<sup>2</sup></li> <li>• Number of male learners with a disability with an increase of at least one proficiency level (numerator)<sup>2</sup></li> <li>• Total targeted male learners with a disability (denominator)<sup>2</sup></li> <li>• Percent of individuals/learners affected by conflict or crisis with an increase of at least one proficiency level<sup>3</sup></li> <li>• Number of learners affected by crisis or conflict with an increase of at least one proficiency level (numerator)<sup>3</sup></li> <li>• Total targeted learners affected by crisis or conflict (denominator)<sup>3</sup></li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on the sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate.</b> This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p> <p><b>All activities targeting individuals ages 18 and older should report on this disaggregate,</b> though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s</a></p>

<b>Indicator</b>	<b>Supp-2: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school</b>
	<p data-bbox="391 254 1430 317"><a href="#">How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p data-bbox="391 348 1430 480"><sup>3</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-3

Indicator	Supp-3: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2
Definition	<p><b>Defining Learners</b> – A learner is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled at grade 2.</p> <p><b>Measuring Math Skills</b> – Math skills must be measured to report on the percent of learners who have attained a minimum grade-2-level proficiency in math. Math skills should be measured through a grade-2-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Math Assessments (EGMA), and Annual Status of Education Report (ASER) assessments. The language(s) of assessment will be determined by country policies.</p> <p><b>Defining Minimum Proficiency</b> – “Minimum proficiency” is defined according to math proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework</a> (GPF). The toolkit that countries and activities can use to set internationally linked benchmarks is available <a href="#">here</a>. Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local qualified teachers and other local experts. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above. If countries have not yet set internationally linked benchmarks, existing country-level benchmarks for math proficiency can be used as a second-best option to report against this indicator. In the absence of a context-specific benchmark, a possible alternative is to report the percentage of learners in the intervention areas achieving 80 percent mastery of applicable math domains (where 80 percent mastery is operationalized as the ability to answer at least 80 percent of math questions correctly).</p> <p>Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally linked benchmarks, country-level benchmarks not linked with international standards, or the 80 percent metric offered as a third-best option.</p> <p><b>Sampling Learners</b> – Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling.</p> <p><b>Assessment Methodology</b> – Activities can use a cohort sampling method (sampling different populations of grade 2 learners in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of grade 2 in the control and intervention group and then sampling those same learners at the end of grade 2). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible). When a panel approach is used, learners should be assessed at the beginning and end of the</p>

Indicator	Supp-3: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2
	<p>school year. However, note that if a panel approach is used, it is strongly recommended that activities test learners from a comparable sample from control schools to separate the effects of the intervention from the effects of a typical year of schooling.</p> <p>A baseline assessment must be conducted prior to the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible for reasons beyond the control of the intervention, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator.</p> <p><b>Defining “Targeted for USG Assistance”</b> – USG assistance is defined as financial or technical assistance designed to improve math outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; providing teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the learner level; etc.</p> <p>A learner “targeted for USG assistance” is one who is in a grade 2 classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years—e.g., midline and endline, of the same intervention).</p> <p><b>Defining the Numerator and Denominator Values</b> – The denominator value is the number of students in grade 2 (or non-formal equivalent) targeted by the intervention. The numerator is the number of students among those targeted by the intervention who reach minimum proficiency, as described in the section defining minimum proficiency above.</p> <p><b>Multiple Interventions</b> – If there are multiple interventions targeting math learning outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners attaining minimum proficiency. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity (however, one individual could be reported as meeting both minimum proficiency in reading and minimum proficiency in math under this indicator and ES.1-1: <i>Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2</i>).</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator: Sample-based estimate (extrapolated to the beneficiary population) of the number of learners targeted for USG math or education interventions who attain a minimum grade-level proficiency in math at the end of grade 2 or equivalent.</li> </ul>

Indicator	<b>Supp-3: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2</b>
	<ul style="list-style-type: none"> <li>Denominator: Total number of grade-2 or equivalent learners targeted with USG math or education intervention.</li> </ul>
Primary SPS Linkage	ES.1
Linkage to Long-Term Outcome or Impact	<p>This indicator is a long-term outcome in and of itself while also serving as a critical link to other intended long-term impacts. The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right. Further, when a learner has foundational math skills, that child is then able to gain access to further education. It is impossible for learners to succeed in school if they do not know how to do math. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn foundational math skills in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	<p>This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically foundational math skills. It will be used, along with other education-related indicators, to report progress and results on priority outcomes under both the USG Education Strategy and USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).</p>
Reporting Frequency	<p>OUs should report against this indicator as frequently as once per year based on when they collect math assessment data. This could be annually, every two years, every three years, etc.</p>
Data Source(s)	<ul style="list-style-type: none"> <li>Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGMAs, ASER, or other leveled math assessments in USG activity areas</li> <li>Analysis of secondary data on math outcomes (e.g., ASER, EGMA), so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>Number of learners who attain minimum grade-level proficiency in math (numerator)</li> <li>Number of learners in target beneficiary group (denominator)</li> <li>Number of male<sup>1</sup> learners who attain minimum grade-level proficiency in math (numerator)</li> <li>Number of male<sup>1</sup> learners in target beneficiary group (denominator)</li> </ul>

Indicator	Supp-3: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2
	<ul style="list-style-type: none"> <li>• Number of female<sup>1</sup> learners who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of female<sup>1</sup> learners in target beneficiary group (denominator)</li> <li>• Number of learners with a disability<sup>2</sup> who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of learners with a disability<sup>2</sup> in target beneficiary group (denominator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> in target beneficiary group (denominator)</li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on the sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate.</b> This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p> <p><b>All activities targeting individuals ages 18 and older should report on this disaggregate,</b> though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>3</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-4

Indicator	Supp-4: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of grade 2
Definition	<p><b>Defining Learners</b> – A learner is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled at grade 2.</p> <p><b>Measuring Math Skills</b> – Math skills must be measured to report on the percent of learners with an increase of at least one proficiency level in math. Math skills should be measured through a grade-2-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Math Assessments (EGMA), and Annual Status of Education Report (ASER) assessments. The language(s) of assessment will be determined by country policies.</p> <p><b>Setting Proficiency Benchmarks</b> – Proficiency levels should be defined according to math proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework</a> (GPF). They should be tailored to the language, context, and assessment utilized. These standards include four levels – “does not meet proficiency standards,” “partially meets proficiency standards,” “meets minimum proficiency standards,” and “exceeds minimum proficiency standards.” The toolkit that countries and activities can use to set internationally linked benchmarks across these four levels is available <a href="#">here</a>. Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local teaching and language experts. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above.</p> <p>If countries have not yet set internationally linked benchmarks across these four levels, use country-level benchmarks set for these levels for math proficiency as a second-best option to report against this indicator. If a country does not have four levels of proficiency defined, activities should justify how they are determining a shift in a level of proficiency in the indicator narrative. In the absence of a context-specific benchmark, a possible alternative is to count the increased percentage of learners not obtaining zero scores and add that to the percentage moving from a non-zero score to “meeting minimum proficiency” on an assessment of learner math skills mastery in the intervention areas.</p> <p>Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally linked benchmarks, country-level benchmarks not linked with international standards, or the alternative metric offered as a third-best option.</p> <p><b>Calculating Change in Proficiency Levels</b> – A change from one proficiency level to another means a change in the percentage of learners falling into a specific proficiency level (or bucket) category between baseline and the year reported. Activities should use</p>

**Indicator** **Supp-4: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of grade 2**

a cohort assessment method (sampling different populations of grade 2 learners in the baseline year and in subsequent years) or a panel sampling method (sampling learners for a baseline at the beginning of grade 2 in the control and treatment group and then sampling those same learners at the end of grade 2). If an activity chooses to use a cohort approach, the activity should assess a representative sample cross-section of learners at the same time in the school year (as close to the end of the school year as possible) and will report the change in percentage of learners falling into each proficiency level. When using a cohort approach, activities will use the following formula:

Baseline (B) – Midline (M) or Endline (E) for “Does not meet” category + M or E – B for the “Meets” + “Exceeds” categories.

If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population). Note that this formula is simplified to allow for ease in measurement. Also note that the “partially meets” category is left out to avoid double counting, as those learners will have either moved up from the “does not meet” category or down from the combined top category. Also, note that a midline assessment can be used to assess progress part way through an activity. See examples below for clarity.

**Example 1:**

Level	Baseline	Midline	Formula
Does not meet minimum proficiency standards	55%	40%	B–M: 55–40 = 15 percentage points
Meets or exceeds minimum proficiency standards	25%	35%	M–B: 35–25 = 10 percentage points
<b>Total reported change</b>			<b>15+10 = 25 percentage points</b>

**Example 2:**

Level	Baseline	Midline	Formula
Does not meet minimum proficiency standards	40%	30%	B–M: 40–30 = 10 percentage points
Meets or exceeds minimum proficiency standards	10%	5%	M–B: 5–10 = -5 percentage points
<b>Total reported change</b>			<b>10+(-5) = 5 percentage points</b>

A cohort sampling method is the most common method of reporting on tracking this indicator. If an activity chooses a panel sampling method, learners should be tracked longitudinally and assessed at the beginning and end of the school year. With a learner-level panel approach, simply count when a learner moves from one category of proficiency to another. Individual learner changes can be added together (note, a movement down, from “meets” to “partially” for example, would count as a negative movement, and a movement up, from “partially” to “exceeds” for example, would count as a positive, regardless of how many levels the learner moves up). With a classroom or a school-level panel, the formula described above for a cohort study can be used. If a

Indicator	Supp-4: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of grade 2
	<p>panel method is used to report on this indicator, it is strongly recommended that the activity test learners from a comparable sample from control schools to separate the effects of the intervention from the effects of a typical year of schooling.</p> <p><b>Sampling Learners</b> – Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling.</p> <p><b>Defining “Targeted for USG Assistance”</b> – USG assistance is defined as financial or technical assistance designed to improve math outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; providing teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>A learner “targeted for USG assistance” is one who is in a grade 2-classroom, or its non-formal equivalent, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years—e.g., midline and endline, of the same intervention).</p> <p><b>Defining the Baseline Numerator and Denominator Values</b> – The denominator value is the number of students in grade 2 (or non-formal equivalent) targeted by the intervention. The numerator is the number of students among those targeted by the intervention with an increase of at least one proficiency level, as defined above. Conduct a baseline at the beginning of an intervention to report against this indicator. However, at baseline of a USG intervention, the numerator will be zero for that intervention, as no learners will have yet been reached with that specific USG math or education intervention. Note, it is highly possible that learners will have been reached at baseline by a past USG intervention, but these learners should not be counted toward the numerator or denominator if that activity has concluded. Also note that if an OU has more than one activity or intervention working toward improved math outcomes, it is possible that one intervention will have outcomes to report against this indicator even while a second intervention is reporting zero for baseline.</p> <p><b>Multiple Interventions</b> – If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity (however, one individual could be reported as increasing proficiency levels in both reading and math under this indicator and ES.I-48: <i>Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2</i>).</p>
Primary SPS Linkage	ES.I

Indicator	Supp-4: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of grade 2
Linkage to Long-Term Outcome or Impact	<p>This indicator helps to measure progress toward the long-term outcome of proficiency in math. Many countries perform fairly poorly on indicator Supp-3: <i>Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2</i>. As such, it is not feasible for most USG interventions to move all children with zero scores on their math assessments to meeting minimum proficiency during the activity’s limited period of performance. This indicator offers those USG activities the opportunity to demonstrate progress toward the long-term outcome of proficiency in math.</p> <p>The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right. Further, when a learner has foundational math skills, that child is then able to gain access to further education. It is impossible for learners to succeed in school if they do not know how to do math. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn foundational math skills in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically math skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the USG Education Strategy and USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	Report against this indicator as frequently as once per year based on when they collect math assessment data. This could be annually, every two years, every three years, etc.
Data Source(s)	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGMAs, ASER, or other leveled math assessments in USG activity areas</li> <li>• Analysis of secondary data on math outcomes (e.g., ASER, EGMA), so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of learners with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of learners in target beneficiary group (denominator)</li> </ul>

Indicator	Supp-4: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of grade 2
	<ul style="list-style-type: none"> <li>• Number of male<sup>1</sup> learners with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of male<sup>1</sup> learners in target beneficiary group (denominator)</li> <li>• Number of female<sup>1</sup> learners with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of female<sup>1</sup> learners in target beneficiary group (denominator)</li> <li>• Number of learners with a disability<sup>2</sup> with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of learners with a disability<sup>2</sup> in target beneficiary group (denominator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> in target beneficiary group (denominator)</li> </ul> <p><sup>1</sup> <b>All USG interventions reporting on this indicator MUST report on the sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>Only activities that are focused on improving outcomes of learners with disabilities need to report on this disaggregate.</b> This includes activities that identify learners with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for learners with disabilities are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report on this disaggregate.</p> <p>Activities that rely on a sample of learners under the age of 18 rather than a census to report results should sample to ensure representation of learners with disabilities. Activities should use a pre-existing or custom age-appropriate tool to identify disability status. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>3</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-5

Indicator	Supp-5: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of primary school
Definition	<p><b>Defining Learners</b> – A learner is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled to meet requirements of the end of primary school.</p> <p><b>Measuring Math Skills</b> – Math skills must be measured to report on the percent of learners who have attained a minimum grade-level proficiency in math. Math skills should be measured through an end of primary-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Math Assessments (EGMA), and Annual Status of Education Report (ASER) assessments. The language(s) of assessment will be determined by country policies.</p> <p><b>Defining Minimum Proficiency</b> – Minimum proficiency is defined according to math proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework (GPF)</a>. The benchmark used for measuring minimum grade-level proficiency in math at the end of primary should be tailored to the context and assessment utilized. The toolkit that countries and activities can use to set internationally linked benchmarks is available <a href="#">here</a>. Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local qualified teachers and other local experts. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above. If countries have not yet set internationally linked benchmarks, activities can use existing country-level benchmarks for math proficiency as a second-best option to report against this indicator. In the absence of a context-specific benchmark, a possible alternative is to report on the percentage of learners in the intervention areas achieving 80 percent mastery of applicable math domains (where 80 percent mastery is operationalized as the ability to answer at least 80 percent of math questions correctly).</p> <p>Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally linked benchmarks, country-level benchmarks not linked with international standards, or the 80 percent metric offered as a third-best option.</p> <p><b>Sampling Learners</b> – Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling.</p> <p><b>Assessment Methodology</b> – Activities can use a cohort sampling method (sampling learners at the end of primary-school in the baseline year and in subsequent years) or a panel sampling method (taking a sample of learners for a baseline at the beginning of a grade in the control and treatment group and tracking those same learners to the end of</p>

Indicator	<b>Supp-5: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of primary school</b>
	<p>that same grade). When a cohort approach is used, learners should be assessed at the same time in the school year (as close to the end of the school year as possible). When a panel approach is used, learners should be assessed at the beginning and end of the school year. However, note that if a panel approach is used, it is strongly recommended that activities test learners from a comparable sample from control schools to separate the effects of the intervention from the effects of a typical year of schooling.</p> <p>A baseline assessment must be conducted prior to the beginning of an intervention to report against this indicator. If collecting data prior to the start of the intervention is not possible for reasons beyond the control of the intervention, the baseline should be conducted as soon as possible and information on the delay reported in the narrative for this indicator.</p> <p><b>Defining “Targeted for USG Assistance”</b> – USG assistance is defined as financial or technical assistance designed to improve math outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; providing teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; Education Management Information System (EMIS) strengthening; etc.</p> <p><b>Defining the Baseline Numerator and Denominator Values</b> – The denominator value is the number of students at the end of primary (or non-formal equivalent) targeted by the intervention. The numerator is the number of students among those targeted by the intervention who reach minimum proficiency, as described in the section defining minimum proficiency above.</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator: Number of learners reached with USG math interventions who attain a minimum grade-level proficiency in math at the end of primary or equivalent.</li> <li>• Denominator: Total number of the end of primary or equivalent learners targeted with USG math or education intervention.</li> </ul>
Primary SPS Linkage	ES. I
Linkage to Long-Term Outcome or Impact	<p>This indicator is a long-term outcome in and of itself while also serving as a critical link to other intended long-term impacts. The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right. Further, when a learner has foundational math skills, that child is then able to gain access to further education. It is impossible for learners to succeed in school if they do not know how to do math. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn foundational math skills in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this</p>

<b>Indicator</b>	<b>Supp-5: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of primary school</b>
	promotes a more self-reliant country with increased human capacity to continue advancements in development.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically foundational math skills. It will be used, along with other education-related indicators, to report progress and results on priority outcomes under both the USG Education Strategy and USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	OUs should report against this indicator as frequently as once per year based on when they collect math assessment data. This could be annually, every two years, every three years, etc.
Data Source(s)	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGMAs, ASER, or other leveled math assessments in USG activity areas</li> <li>• Analysis of secondary data on math outcomes (e.g., ASER, EGMA), so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> DDI/EDU <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a> <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of learners who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of learners in target beneficiary group (denominator)</li> <li>• Number of male<sup>1</sup> learners who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of male<sup>1</sup> learners in target beneficiary group (denominator)</li> <li>• Number of female<sup>1</sup> learners who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of female<sup>1</sup> learners in target beneficiary group (denominator)</li> <li>• Number of learners with a disability<sup>2</sup> who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of learners with a disability<sup>2</sup> in target beneficiary group (denominator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> in target beneficiary group (denominator)</li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on the sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p>

Indicator	Supp-5: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of primary school
	<p><sup>4</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate.</b> This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p> <p><b>All activities targeting individuals ages 18 and older should report on this disaggregate,</b> though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>3</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-6

Indicator	Supp-6: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school
Definition	<p><b>Defining Learners</b> – A learner is an individual who is enrolled in an education program for the purpose of acquiring basic education skills. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum and leveled to meet requirements of the end of primary school.</p> <p><b>Measuring Math Skills</b> – Math skills must be measured to report on the percent of learners with an increase of at least one proficiency level in math. Math skills should be measured through the end of primary-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Math Assessments (EGMA), and Annual Status of Education Report (ASER) assessments. The language(s) of assessment will be determined by country policies.</p> <p><b>Setting Proficiency Benchmarks</b> – Proficiency levels should be defined according to math proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework (GPF)</a>. They should be tailored to the language, context, and assessment utilized. These standards include four levels – “does not meet proficiency standards,” “partially meets proficiency standards,” “meets minimum proficiency standards,” and “exceeds minimum proficiency standards.” The toolkit that countries and activities can use to set internationally linked benchmarks across these four levels is available <a href="#">here</a>. Note that the methodology presented in the toolkit allows countries to continue using their current assessment systems and also requires that benchmarks be set by local teaching and language experts. Activities are strongly encouraged to work with host-country governments to set internationally linked benchmarks using the toolkit above.</p> <p>If countries have not yet set internationally linked benchmarks across these four levels, use country-level benchmarks set for these levels for math proficiency as a second-best option to report against this indicator. If a country does not have four levels of proficiency defined, activities should justify how they are determining a shift in a level of proficiency in the indicator narrative. In the absence of a context-specific benchmark, a possible alternative is to count the increased percentage of learners not obtaining zero scores and add that to the percentage moving from a non-zero score to “meeting minimum proficiency” on an assessment of learner math skills mastery in the intervention areas.</p> <p>Note, the narrative for this indicator must include details on whether the numbers reported under this indicator are based on internationally linked benchmarks, country-level benchmarks not linked with international standards, or the alternative metric offered as a third-best option.</p> <p><b>Calculating Change in Proficiency Levels</b> – A change from one proficiency level to another means a change in the percentage of learners falling into a specific proficiency</p>

**Indicator** **Supp-6: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school**

level (or bucket) category between baseline and the year reported. Activities should use a cohort assessment method (sampling different populations of the end of primary grade learners in the baseline year and in subsequent years) and assess a representative sample cross-section of learners at the same time in the school year (as close to the end of the school year as possible). Activities should report the change in percentage of learners falling into each proficiency level using the following formula:

Baseline (B) – Midline (M) or Endline (E) for “Does not meet” category + M or E – B for the “Meets” + “Exceeds” categories.

If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population). Note that this formula is simplified to allow for ease in measurement. Also note that the “partially meets” category is left out to avoid double counting, as those learners will have either moved up from the “does not meet” category or down from the combined top category. Also, note that a midline assessment can be used to assess progress part way through an activity. See examples below for clarity.

**Example 1:**

Level	Baseline	Midline	Formula
Does not meet minimum proficiency standards	55%	40%	$B-M: 55-40 = 15$ percentage points
Meets or exceeds minimum proficiency standards	25%	35%	$M-B: 35-25 = 10$ percentage points
<b>Total reported change</b>			<b><math>15+10 = 25</math> percentage points</b>

**Example 2:**

Level	Baseline	Midline	Formula
Does not meet minimum proficiency standards	40%	30%	$B-M: 40-30 = 10$ percentage points
Meets or exceeds minimum proficiency standards	10%	5%	$M-B: 5-10 = -5$ percentage points
<b>Total reported change</b>			<b><math>10+(-5) = 5</math> percentage points</b>

A cohort sampling method is the most common method of reporting on tracking this indicator. If an activity chooses a panel sampling method, learners should be tracked longitudinally and assessed at the beginning and end of the school year. With a learner-level panel approach, simply count when a learner moves from one category of proficiency to another. Individual learner changes can be added together (note, a movement down, from “meets” to “partially” for example, would count as a negative movement, and a movement up, from “partially” to “exceeds” for example, would count as a positive, regardless of how many levels the learner moves up). With a classroom or a school-level panel, the formula described above for a cohort study can be used. If a panel method is used to report on this indicator, it is strongly recommended that the activity test learners from a comparable sample from control schools to separate the effects of the intervention from the effects of a typical year of schooling.

Indicator	<b>Supp-6: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school</b>
	<p><b>Sampling Learners</b> – Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling.</p> <p><b>Defining “Targeted for USG Assistance”</b> – USG assistance is defined as financial or technical assistance designed to improve math outcomes specifically or learning outcomes more generally. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; providing teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; support for tracking and teaching students by ability groups; support for policies and procedures that increase time on task; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>A learner “targeted for USG assistance” is one who is in a last grade of the primary school cycle, or its non-formal equivalent, in which a USG-supported educational intervention is planned for the future (at baseline) or has already occurred (later years—e.g., midline and end line, of the same intervention).</p> <p><b>Defining the Baseline Numerator and Denominator Values</b> – The denominator value is the number of students at the end of primary (or non-formal equivalent) targeted by the intervention. The numerator is the number of students among those targeted by the intervention with an increase of at least one proficiency level, as defined above. Conduct a baseline at the beginning of an intervention to report against this indicator. However, at baseline of a USG-supported intervention, the numerator will be zero for that intervention, as no learners will have yet been reached with that specific USG-supported math or education intervention. Note, it is highly possible that learners will have been reached at baseline by a past USG-supported intervention, but these learners should not be counted toward the numerator or denominator if that activity has concluded. Also note that if an OU has more than one activity or intervention working toward improved math outcomes, it is possible that one intervention will have outcomes to report against this indicator even while a second intervention is reporting zero for baseline.</p> <p><b>Multiple Interventions</b> – If there are multiple interventions targeting math learning outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners attaining minimum proficiency. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity (however, one individual could be also be reported under Supp-2: <i>Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of primary school.</i></p>
Primary SPS Linkage	ES.I

Indicator	Supp-6: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school
Linkage to Long-Term Outcome or Impact	<p>This indicator helps to measure progress toward the long-term outcome of proficiency in math. Many countries perform fairly poorly on indicator Supp-5: <i>Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of primary school</i>. As such, it is not feasible for most USG interventions to move all children with low scores on their math assessments to meeting minimum proficiency during the activity’s limited period of performance. This indicator offers those USG activities the opportunity to demonstrate progress toward the long-term outcome of proficiency in math.</p> <p>The opportunity to obtain an education (as demonstrated through learning outcomes) is a basic human right. Further, when a learner has foundational math skills, that child is then able to gain access to further education. It is impossible for learners to succeed in school if they do not know how to do math. Failing to learn negatively affects attendance, increases dropouts, and results in unsuccessful and abortive school careers for millions of young children. In order to advance learning outcomes, education systems must ensure that all children learn foundational math skills in the primary grades. Early education, as demonstrated through learning outcomes, also opens up more doors for children as they become youth. They gain access to increased job opportunities (where opportunities exist) and ultimately work to boost the economy if they become gainfully employed. In the long run, this promotes a more self-reliant country with increased human capacity to continue advancements in development.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically math skills. It will be used, along with other education-related indicators, to report progress and results on priority outcomes under both the USG Education Strategy and USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates).
Reporting Frequency	Report against this indicator as frequently as math assessment data is collected. This could be annually, every two years, every three years, etc.
Data Source(s)	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries</li> <li>• Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using national assessments, EGMAs, ASER, or other leveled math assessments in USG activity areas</li> <li>• Analysis of secondary data on math outcomes (e.g., ASER, EGMA), so long as the data align with USG activity areas and targeted beneficiaries</li> </ul>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of learners with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of learners in target beneficiary group (denominator)</li> </ul>

Indicator	Supp-6: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school
	<ul style="list-style-type: none"> <li>• Number of male<sup>1</sup> learners with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of male<sup>1</sup> learners in target beneficiary group (denominator)</li> <li>• Number of female<sup>1</sup> learners with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of female<sup>1</sup> learners in target beneficiary group (denominator)</li> <li>• Number of learners with a disability<sup>2</sup> with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of learners with a disability<sup>2</sup> in target beneficiary group (denominator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> with an increase of at least one proficiency level in math (numerator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> in target beneficiary group (denominator)</li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on the sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate.</b> This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p> <p><b>All activities targeting individuals ages 18 and older should report on this disaggregate,</b> though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p>

<b>Indicator</b>	<b>Supp-6: Percent of learners targeted for USG assistance with an increase of at least one proficiency level in math at the end of primary school</b>
	<sup>3</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.

## Supp-7

Indicator	Supp-7: Number of parents or community members trained to support children's education with USG assistance
Definition	<p>Training of parents or community members to support children's education can include efforts to promote participation of parents (or guardians) and other community members in after-school activities, reading or math clubs, tutoring services, community reading/storytelling events, community-based learning assessment efforts, advocacy and school accountability efforts, and/or sponsorship or fundraising initiatives for supplemental educational programs or materials. Training activities counted under this indicator must include explicit linkages to supporting children's education.</p> <p>"Parents" are defined as parents, guardians, or caregivers of children benefiting from USAID-funded education programming. "Community members" are defined as individuals residing in communities where children affected by USAID-funded programming live. Examples may include youth volunteers, members of faith-based organizations, community leaders, and members of community-based organizations, among others. Parents or community members who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p>When calculating the total numbers of parents or community members, each individual should be counted only once (regardless of how many training events he or she participated in). Sign-in sheets should be used for calculating the number of parents and community members trained. While there is no requirement for the minimum number of hours of training to be included under this indicator, the project indicator PIRS must define and justify such a minimum.</p>
Primary SPS Linkage	ES. I, DR.2, DR.4, HA. I
Linkage to Long-Term Outcome or Impact	Involving parents and community members in the education of their children is an important way to promote support for education at the grassroots, local level. Parental support for education contributes to improved learning outcomes, and wider community engagement supports improved accessibility and quality of education, ultimately leading to improved learning outcomes.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall reach of education programs at the community level and the extent to which they are supporting local capacity development to support children's education. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>

Indicator	Supp-7: Number of parents or community members trained to support children’s education with USG assistance
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of male parents/community members</li> <li>• Number of female parents/community members</li> <li>• Number of parents/community members in crisis or conflict-affected settings<sup>1</sup></li> </ul> <p><sup>1</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>

## Supp-8

Indicator	Supp-8: Number of schools built or upgraded with USG assistance in compliance with accessibility standards
Definition	<p>“School” is defined as a safe and secure physical space containing multiple classrooms in which organized group learning takes place. To be counted under this indicator, schools must be both built to local code AND be compliant with accessibility standards. As discussed in the World Report on Disability (2011), physical access to school buildings is an essential prerequisite for educating children with disabilities. Those with physical disabilities are likely to face difficulties in travelling to school if, for example, the roads and bridges are unsuitable for wheelchair use and the distances are too great. Even if it is possible to reach the school, there may be problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities (WHO World Report on Disability, 2011, p. 215).</p> <p>To build, or construct, a school means to complete all required design, assembly, finishing, and inspection stages required to create a school that did not previously exist. The school should include necessary furnishings (such as classroom furniture and blackboards, if locally appropriate) needed for educational activity.</p> <p>To upgrade a school means to complete all required design, assembly, finishing, and inspection stages required to bring an existing school into compliance with expectations for a school built to code AND with accessibility standards (as discussed above). “Upgrade” should include substantial physical and structural improvements to the school. Upgrade can include ‘finishing work’ such as plaster, paint, furniture repair, and adding ramps or latrines. Substantial physical and structural improvements must be made for the improvements to count as “upgrade” under this indicator.</p> <p>“Accessibility standards” – USAID requires compliance with standards of accessibility for people with disabilities in all structures, buildings, or facilities resulting from new or renovation construction or alterations of an existing structure.</p> <p>Compliance with the host country or regional standards for accessibility in construction is required when such standards result in at least substantially equivalent accessibility and usability as the standard provided in the Americans with Disabilities Act (ADA) of 1990 and the Architectural Barriers Act (ABA) Accessibility Guidelines of July 2004. Where there are no host country or regional standards for universal access or where the host country or regional standards fail to meet the ADA/ABA threshold, the standard prescribed in the ADA and the ABA will be used. <a href="#">More information about USAID standards for accessibility can be found here.</a></p> <p>A school can only be counted once as either “built” or “upgraded” by an activity; the same school cannot be first reported as “built” and subsequently as “upgraded” if additional work was performed later by the same activity.</p> <p>A school can only be counted once even if it includes both pre-primary and primary levels, or primary and secondary, if it is built/upgraded as one building.</p>
Primary SPS Linkage	ES.I, HA.I

Indicator	Supp-8: Number of schools built or upgraded with USG assistance in compliance with accessibility standards
Linkage to Long-Term Outcome or Impact	Accessible schools are an essential component of an education system, making instruction possible and encouraging parents to send their children to school. Adequate school buildings positively affect access to education. Accessible schools positively affect access to education for children with disabilities. Accessible schools facilitate inclusive social and civic participation for all people in activities like voting as they are often used as polling stations and serve broader community needs.
Indicator Type	Output
Reporting Type	Number
Use of Indicator	This indicator will be used to monitor the overall scope of construction and infrastructure improvements in the education sector. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> DDI/EDU <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a> <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of pre-primary schools built</li> <li>• Number of pre-primary schools upgraded</li> <li>• Number of primary schools built</li> <li>• Number of primary schools upgraded</li> <li>• Number of secondary schools built</li> <li>• Number of secondary schools upgraded</li> </ul>

## Supp-I0

Indicator	Supp-I0: Percent of educators providing quality classroom instruction with USG support
Definition	<p><b>Quality Classroom Instruction:</b> Classroom instruction refers to the instructional practices used by an educator in a classroom or equivalent non-formal setting to teach learners. Instructional practices include both general classroom instructional practices and subject specific instructional practices. General classroom instructional practices include those that are prevalent in the instruction of all subjects, such as classroom/behavior management practices and the use of tactics (e.g., questioning) to promote critical thinking in learners. Subject specific instructional practices include those that build on general instruction but focus on learning content specific to those subjects (Hill et al. 2008).</p> <p>For this indicator, Missions and Implementing Partners should use existing local standards for classroom instructions where applicable and appropriate. In absence of such standards, Missions and Implementing Partners should establish standards based on local context and relevant activity/project theories of change. Constructs for which standards can be set include, but are not limited to classroom management, lesson structure and facilitation, content understanding, language and discourse, and feedback and assessment.</p> <p>For measurement of quality classroom instruction, Missions and Implementing Partners should use a valid and reliable classroom observation tool to determine if educators are meeting classroom instruction standards. Examples of validated classroom observation tools include the Classroom Assessment Scoring System (CLASS), the USAID Classroom Observation Toolkit for Early Grade Reading Improvement, and the World Bank TEACH tool. The selected tool should be properly adapted to the local language and cultural context.</p>
Primary SPS Linkage	ES.I
Linkage to Long-Term Outcome or Impact	Classroom instruction is central to learning and learner achievement. Literature has noted that instructional quality is related to both cognitive and affective student outcomes (Charalambous et al. 2009, Seidel and Shavelson 2007).
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor a critical dimension of the quality of education programs. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> <li>• Official Government Records, if they align with USG activity areas and targeted beneficiaries.</li> <li>• Official Reports from Implementing Partner(s) that include results from primary data collection and analysis using statistically reliable and locally validated measurement tools such as the Classroom Assessment Scoring System (CLASS), the USAID Classroom Observation Toolkit for Early Grade Reading Improvement, and the World Bank TEACH tool.</li> </ul>

Indicator	Supp-I 0: Percent of educators providing quality classroom instruction with USG support
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<p>All school levels:</p> <ul style="list-style-type: none"> <li>• Number of educators providing classroom instruction, with USG assistance, that meets established standards for quality education (numerator)</li> <li>• Number of educators providing classroom instruction with USG assistance (denominator)</li> </ul> <p>Pre-primary:</p> <ul style="list-style-type: none"> <li>• Number of educators providing classroom instruction, at the pre-primary school level, with USG assistance, that meets established standards for quality education (numerator)</li> <li>• Number of educators providing classroom instruction, at the pre-primary school level, with USG assistance (denominator)</li> </ul> <p>Primary:</p> <ul style="list-style-type: none"> <li>• Number of educators providing classroom instruction, at the primary school level, with USG assistance, that meets established standards for quality education (numerator)</li> <li>• Number of educators providing classroom instruction, at the primary school level, with USG assistance (denominator)</li> </ul> <p>Secondary:</p> <ul style="list-style-type: none"> <li>• Number of educators providing classroom instruction, at the secondary school level, with USG assistance, that meets established standards for quality education (numerator)</li> <li>• Number of educators providing classroom instruction, at the secondary school level, with USG assistance (denominator)</li> </ul> <p>Post-Secondary:</p> <ul style="list-style-type: none"> <li>• Number of educators providing classroom instruction, at the post-secondary school level, with USG assistance, that meets established standards for quality education (numerator)</li> <li>• Number of educators providing classroom instruction, at the post-secondary school level, with USG assistance (denominator)</li> </ul> <p>Crisis- or conflict-affected settings<sup>1</sup>, all school levels</p> <ul style="list-style-type: none"> <li>• Number of educators providing classroom instruction in a crisis- or conflict-affected setting, with USG assistance, that meets established standards for quality education (numerator)</li> <li>• Number of educators providing classroom instruction in a crisis- or conflict-affected setting with USG assistance (denominator)</li> </ul> <p><sup>1</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or</p>

Indicator	Supp-I0: Percent of educators providing quality classroom instruction with USG support
	<p>conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p> <p>Although teachers are the unit of observation, the purpose of this indicator is to monitor the quality of the education being delivered rather than educator characteristics. The indicator, therefore, is disaggregated by education system characteristics such as school level, rather than teacher characteristics such as sex.</p>

## Supp- I I

Indicator	Supp- I I: Percent of instructional time lost to teacher absenteeism
Definition	<p>Instructional time lost due to teacher absenteeism is an important measure of education service delivery context in which USAID programming is taking place. When a teacher is absent, no learning can be expected to occur and, furthermore, learners are discouraged from attending school. Teacher presence in the classroom is also a proxy measure for the system-level commitment to delivering education services consistently. Recognizing that root causes of, as well as solutions for, teacher absenteeism vary greatly both across and within contexts, it is important to quantify the loss of instructional time and understand where the need for improvement is the greatest. Routine collection of data on teacher absenteeism can also help increase awareness of the problem among local and national stakeholders, including policy makers, education administrators and officials, advocacy groups, and parents, among others.</p> <p>For the purpose of this indicator, “instructional time” is defined here as the sum of time to be spent teaching on a particular day by all teachers on the school’s roster in a particular grade or subject. For the purpose of the indicator the instructional time is assumed to be evenly distributed across all teachers teaching a particular grade or subject. “Teachers” are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Teachers are educators who may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g., public education authorities) or private organizations (e.g., private school, NGO, for-profit organization).</p> <p>Measurement of this indicator can be conducted using government monitoring systems or USAID activity-established monitoring systems. Measurement can be done using a statistical sample that is representative of the schools where USAID-funded activity operates, and is also representative of required sub-populations (denoted under the disaggregation section below). The sample-based estimates may need to be weighted to adjust for sampling design and clustering of schools, to extrapolate findings to the entire population of teachers.</p> <p>This indicator is measured as the share of teachers who are absent from school at the time of an unannounced visit. Adults substituting absent teachers do not count as teachers. For example, if the indicator is operationalized to measure the amount of instructional time lost due to teacher absenteeism in reading in grades 1 through 3, data collectors should conduct an unannounced school visit to a sample of schools, obtain the list of teachers who are supposed to be teaching reading in grades 1, 2, and 3, and then confirm presence of these teachers from the list on the day of the visit. Teachers found anywhere on the school premises are marked as present. All the rest of the teachers count as absent, regardless of substitution arrangements made by the school. The indicator is computed as the number of absent teachers divided by the total number of teachers from the list. For example, if the total number of teachers assigned to teach reading in grades 1, 2, and 3 in a school is nine and the number of present teachers is seven, then the number of absent teachers is two and the percent of instructional time lost is <math>2/9 = 0.222</math>, or 22.2% for this school, in reading in grades 1 through 3. To aggregate across schools, the total number of absent teachers should be divided by the total number of teachers and the resulting percent be reported. In the above example, if the total number of teachers teaching reading in grades 1-3 in the visited schools is supposed to be</p>

Indicator	Supp-I I: Percent of instructional time lost to teacher absenteeism
	<p>1,257 and the total number of documented absent teachers is 178, then the reported percent of instructional time lost is <math>178/1,257 = 0.142</math>, or 14.2%.</p> <p>In indicator PIRS for the project it is important to specify which categories of teachers are being included in this indicator. It is important to measure this indicator consistently across schools and only include the category of teachers as defined in the project indicator PIRS.</p> <p>Data on this indicator should be collected at least once a year from a randomly selected, statistically representative sample of schools; more frequent data collection is highly recommended.</p>
Primary SPS Linkage	ES.I, HA.I
Linkage to Long-Term Outcome or Impact	Teachers are the central element of an education system and are directly responsible for improving learning outcomes for learners. Improvement in the amount of instructional time lost due to teacher absenteeism signifies overall strengthening of the system's commitment to improving quality of education and learning outcomes.
Indicator Type	Outcome
Reporting Type	Percent
Use of Indicator	This indicator will be used to better understand the context in which USAID-funded education interventions are taking place, as well as to monitor the overall improvement in the education service delivery. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> <li>• Official Government Records, if available</li> <li>• Official Reports from Implementing Partner(s)</li> </ul>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Percent of instructional time lost to teacher absenteeism in urban areas</li> <li>• Percent of instructional time lost to teacher absenteeism in rural areas</li> <li>• Percent of instructional time lost to teacher absenteeism in crisis and conflict-affected areas<sup>1</sup></li> </ul> <p><sup>1</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-12

Indicator	Supp-12: Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs
Definition	<p>‘Technical, vocational, or professional skill set’ refers to knowledge and/or practical skills that are necessary for a trade or occupation. Technical, vocational, or professional skills may be acquired through a variety of interventions, including non-school-based training programs, work-based learning, internships, formal training in post-secondary settings, etc.</p> <p>‘Context-relevant assessment’ is an assessment that is useful to an individual beyond the context of the project or activity because it is either: (1) offered by or affiliated with the host country government, an industry authority, or a relevant credentialing institution or (2) reflects specific knowledge and skills demanded by employers (or customers in the case of self-employment) in that context and for that labor market.</p> <p>Where such assessments do not exist, they should only be developed when they are part of the activity design and as part of a demand-driven training. Such assessments should be developed, whenever possible, with a local credentialing institution, should involve close partnerships with industry to ensure alignment with industry standards, and should be specific to the technical, vocational, or professional skill sets of interest. When assessments are developed, they should measure the technical, vocational, or professional skill set in which an individual has trained. The assessment, when applicable, should be criterion-based; have satisfactory psychometric validity and reliability; and not be subject to corruption, cheating, or score inflation. Self-assessments should not be used. The assessment may or may not offer the possibility of certification.</p> <p>To ‘pass’ an assessment is to achieve a score above a predetermined cut-point or proficiency benchmark that is specific to the assessment used.</p> <p>‘Individuals’ are at an appropriate age—as per the country context—to participate in technical, vocational, or professional skills training.</p> <p>‘Percent of individuals’ is the number of individuals who pass the assessment divided by the total number of individuals who participate in technical, vocational, or professional skills programming multiplied by 100. Individuals who pass an assessment after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted. All eligible (according to activity requirements) participants in technical, vocational, or professional training should be allowed to participate in assessments when they exist or have been developed; data collection should not be sample-based.</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator*: Number of individuals who pass the assessment</li> <li>• Denominator*: Number of individuals participating in technical, vocational, or professional skills programming</li> </ul> <p>* Numerators and denominators must be reported.</p> <p>In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple technical, vocational, or professional skills programs and pass several assessments, their results should be reported at the end of the technical,</p>

Indicator	<b>Supp-12: Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs</b>
	<p>vocational, or professional skills programming in which the individual participated, and they should be reported as one (1) individual.</p> <p>‘USG-assisted programs’ refer to structured programs intended to affect outcomes related to technical, vocational, or professional skills. A program completion certificate may or may not be issued at the end of the program.</p> <p>‘Participation’ in a USG-funded program means that an individual has participated to any extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.</p>
Primary SPS Linkage	ES.2, EG.3, EG.6
Linkage to Long-Term Outcome or Impact	A key linkage in the youth workforce development theory of change, the achievement of a technical, vocational, or professional skill set is an intermediate outcome linked to longer-term workforce outcomes like incidence of new employment and increased earnings.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	Technical, vocational, or professional skill set assessments
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of individuals who pass (numerator)</li> <li>• Number of individuals who participate (denominator)</li> <li>• Number of males<sup>1</sup> who pass (numerator)</li> <li>• Number of males<sup>1</sup> who participate in the activity (denominator)</li> <li>• Number of females<sup>1</sup> who pass (numerator)</li> <li>• Number of females<sup>1</sup> who participate in the activity (denominator)</li> <li>• Number of males age 10-19<sup>2</sup> who pass</li> <li>• Number of females age 10-19<sup>2</sup> who pass</li> <li>• Number of females with a disability<sup>3</sup> who pass (numerator)</li> <li>• Number of females with a disability<sup>3</sup> who participate in the activity (denominator)</li> <li>• Number of males with a disability<sup>3</sup> who pass (numerator)</li> <li>• Number of males with a disability<sup>3</sup> who participate in the activity (denominator)</li> <li>• Number of individuals in a crisis- or conflict-affected setting<sup>4</sup> who pass (numerator)</li> </ul>

Indicator	Supp-12: Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skill set following participation in USG-assisted programs
	<ul style="list-style-type: none"> <li>• Number of individuals in a crisis- or conflict-affected setting<sup>4</sup> who participate in the activity (denominator)</li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on sex disaggregates.</b></p> <p><sup>2</sup> All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.</p> <p><sup>3</sup> The 2018 USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate.</b> This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p> <p><b>All activities targeting individuals ages 18 and older should report on this disaggregate,</b> though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>4</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-13

Indicator	Supp-13: Percent of individuals with improved math skills following participation in USG-assisted programs
Definition	<p>‘Math skills’ are the skills necessary to “process, interpret and communicate numerical, quantitative, spatial, statistical and mathematical information in ways that are appropriate for a variety of contexts” (UNESCO). The math skills measured should reflect the skills that are most relevant to the target population’s work prospects and/or social and economic needs.</p> <p>Math skills should be measured through a criterion-based, validated assessment that has satisfactory psychometric validity and reliability and is not subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments should directly assess individual math skills; self-assessments should not be used. Assessments should appropriately measure formal classroom math skills or real-world math skills depending on the target population’s expected or intended work requirements (both formally stated and implicit) and/or social and economic needs.</p> <p>‘Improved math skills’ are measured by a longitudinal pre/post assessment that directly assesses the individual’s math skills. ‘Improved’ is defined as movement from one level at pretest to a higher level at post-test, with levels defined by the assessment used. If the assessment does not have its own levels associated with scores or ranges of scores, then assessment results should be linked to USAID’s math levels rubric (see the USAID DDI/EDU Guidance Note, <a href="#">Measuring Skills for Youth Workforce Development</a>).</p> <p>‘Individuals’ are ages 10 and older at the time of their participation in a USG-assisted program.</p> <p>‘Percent of individuals’ is the number of individuals with improved skills at post-test divided by the total number of individuals who participate in math skills programming multiplied by 100. Individuals with improved math skills after participating in programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p><b>Calculation</b></p> <ul style="list-style-type: none"> <li>• Numerator*: Number of individuals with improved skills at post-test</li> <li>• Denominator*: Number of individuals participating in math skills programming</li> </ul> <p>*Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc.). Numerators and denominators, extrapolated onto the activity population, must be reported.</p> <p>In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple math skills programs, endline assessments should occur at the end of the math programming in which the individual participated, and they should be reported as one individual.</p> <p>‘USG-assisted programs’ refer here to structured, non-primary equivalent programs intended to affect outcomes related to math skills. Outcomes from primary school</p>

Indicator	<b>Supp-13: Percent of individuals with improved math skills following participation in USG-assisted programs</b>
	<p>equivalent programming (formal or non-formal) should be reported to one of the ES math indicators. A certificate may or may not be issued at the end of the program.</p> <p>‘Participation’ in a USG-funded program means that an individual has participated to some extent in a structured program. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.</p>
Primary SPS Linkage	ES.2, EG.3, EG.6
Linkage to Long-Term Outcome or Impact	A key linkage in the youth workforce development theory of change, improved math skills is a key skill for workforce outcomes such as incidence of new employment and increased earnings. In addition, math skills are a key foundational skill obtained through formal and non-formal schooling.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in workforce development activities. It will be used, along with other indicators, to describe progress toward the youth skills priority of the USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	Direct assessment of math skills
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of individuals with improved skills (numerator)</li> <li>• Number of individuals who participate (denominator)</li> <li>• Number of males<sup>1</sup> with improved skills (numerator)</li> <li>• Number of males<sup>1</sup> who participate in the activity (denominator)</li> <li>• Number of females<sup>1</sup> with improved skills (numerator)</li> <li>• Number of females<sup>1</sup> who participate in the activity (denominator)</li> <li>• Number of males age 10-19<sup>2</sup> with improved skills</li> <li>• Number of females age 10-19<sup>2</sup> with improved skills</li> <li>• Number of females with a disability<sup>3</sup> with improved skills (numerator)</li> <li>• Number of females with a disability<sup>3</sup> who participate in the activity (denominator)</li> <li>• Number of males with a disability<sup>3</sup> with improved skills (numerator)</li> <li>• Number of males with a disability<sup>3</sup> who participate in the activity (denominator)</li> <li>• Number of individuals in a crisis- or conflict-affected setting<sup>4</sup> with improved skills (numerator)</li> <li>• Number of individuals in a crisis- or conflict-affected setting<sup>4</sup> who participate in the activity (denominator)</li> </ul>

Indicator	Supp-I3: Percent of individuals with improved math skills following participation in USG-assisted programs
	<p><b><sup>1</sup>All activities reporting on this indicator MUST report on sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup> All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.</p> <p><sup>3</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate.</b> This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p> <p><b>All activities targeting individuals ages 18 and older should report on this disaggregate,</b> though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>4</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-I4

Indicator	Supp-I4: Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
Definition	<p>‘Digital literacy skills’ are the skills necessary to “access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital devices and networked technologies for participation in economic and social life. [They] include competencies that are variously referred to as computer literacy, information and communication technology (ICT) literacy, information literacy, and media literacy” (<a href="#">UNESCO’s Global Framework</a>; see also the <a href="#">USAID Information and Communication Technology for Education (ICT4E) How-To Note</a> and <a href="#">USAID’s Digital Strategy</a>). Digital literacy skills may include those related to the use of laptop or desktop computers, the internet, mobile phones, tablets, etc. Digital literacy skills include both hard skills related to the use of hardware or software and digital soft skills related to the use of digital media and information (for example, see the <a href="#">WEF’s work on digital soft skills</a>). The digital literacy skills measured should reflect the skills that are most relevant to the target population.</p> <p>Digital literacy skills are measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population. The assessment should have psychometric validity and reliability and not be subject to corruption, cheating, or score inflation. Assessments should be age-appropriate to the target population and validated in the context. Assessments of hard digital skills should directly assess the individual’s skills; self-assessments should not be used. Assessments of digital soft skills may rely on self-reporting, though activities are encouraged to explore more reliable, less fakeable measurement options. Activities may also include retrospective items in their post-test assessments to begin generating evidence on whether this method yields more informative analyses of change; however, retrospective data will not be counted towards this indicator as currently defined.</p> <p>‘Improved’ is defined as a meaningfully higher composite score or better results (as defined by the program offered) on the post-test. The amount of increase between baseline and endline that is “meaningful” will be determined and justified by the program.</p> <p>‘Individuals’ are ages 10 and older at the time of their participation in a USG-assisted program.</p> <p>‘Percent of individuals’ is the sum of individuals with a higher composite score or better results at post-test divided by the total number of individuals who participate in digital literacy skills programming multiplied by 100. Individuals with improved digital literacy skills after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g., cascade training) are counted.</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator*: Number of individuals with improved skills at post-test</li> <li>• Denominator*: Number of individuals participating in digital literacy skills programming</li> </ul> <p>*Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, language, sex, etc.).</p>

Indicator	Supp-I 4: Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
	<p>Numerators and denominators, extrapolated onto the activity population, must be reported.</p> <p>In preparing for data analysis, each individual’s results should be counted only once, regardless of the number of programs in which the individual participated; when individuals participate in multiple digital literacy skills programs, endline assessments should occur at the end of the digital skills programming in which the individual participated.</p> <p>‘USG-assisted programs’ refer to structured programs intended to affect outcomes related to digital skills. A certificate may or may not be issued at the end of the program.</p> <p>‘Participation’ in a USG-funded program means that an individual has participated to some extent in a structured program that targets digital literacy skills. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.</p>
Primary SPS Linkage	ES.2, EG.3, EG.6
Linkage to Long-Term Outcome or Impact	With the onset of the Fourth Industrial Revolution and the rise of the digital economy, digital skills are emerging as key skills for positive employment outcomes such as incidence of new employment and increased earnings. Furthermore, digital skills—especially digital soft skills—are emerging as fundamental for global citizenship.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	This indicator will be used to monitor the number of more highly skilled individuals after participation in workforce development activities. It will be used, along with other indicators, to describe progress toward USAID Education Policy and Agency-level priorities in several areas of interest including economic and youth development.
Reporting Frequency	Annual
Data Source(s)	Assessment of digital literacy skills
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of individuals with improved skills (numerator)</li> <li>• Number of individuals who participate (denominator)</li> <li>• Number of males<sup>1</sup> with improved skills (numerator)</li> <li>• Number of males<sup>1</sup> who participate in the activity (denominator)</li> <li>• Number of females<sup>1</sup> with improved skills (numerator)</li> <li>• Number of females<sup>1</sup> who participate in the activity (denominator)</li> <li>• Number of males ages 10-19<sup>2</sup> with improved skills</li> <li>• Number of females ages 10-19<sup>2</sup> with improved skills</li> <li>• Number of females with a disability<sup>3</sup> with improved skills (numerator)</li> <li>• Number of females with a disability<sup>3</sup> who participate in the activity (denominator)</li> <li>• Number of males with a disability<sup>3</sup> with improved skills (numerator)</li> </ul>

Indicator	Supp-I 4: Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
	<ul style="list-style-type: none"> <li>• Number of males with a disability<sup>3</sup> who participate in the activity (denominator)</li> <li>• Number of individuals affected by crisis or conflict<sup>4</sup> with improved skills (numerator)</li> <li>• Number of individuals affected by crisis or conflict<sup>4</sup> who participate in the activity (denominator)</li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup> All activities should report on age disaggregates, though activities need not sample to ensure representation by age band.</p> <p><sup>3</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>For activities that target individuals under the age of 18 as beneficiaries, only activities that are focused on improving outcomes of individuals with disabilities need to report on this disaggregate.</b> This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for individuals with disabilities under the age of 18 are not required to report on this disaggregate. For example, activities that broadly support differentiated and inclusive instruction but do not target specific learning outcomes for individuals with disabilities need not report on this disaggregate. Activities that rely on a sample of individuals under the age of 18 rather than a census to report results should sample to ensure representation of individuals with disabilities.</p> <p><b>All activities targeting individuals ages 18 and older should report on this disaggregate,</b> though only activities that are focused on improving the outcomes of youth with disabilities must specifically sample for disability status. This includes activities that identify individuals with disabilities as a target beneficiary or sub-beneficiary group.</p> <p>Activities whose beneficiaries include individuals who are under 18 and individuals who are 18 and older should follow the relevant guidance above for each group.</p> <p>Activities reporting on this disaggregate should use a custom or pre-existing age-appropriate tool to identify disability status. Several existing tools—such as the Child Functioning Module, Washington Group Short Set, and Washington Group Extended Set—are available. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>4</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-16

Indicator	Supp-16: Education data systems strengthened through USG assistance
Definition	<p>This indicator requires a narrative description of the contributions of a USG-assisted activity toward strengthening the host country education system by improving education data systems across all levels of the education system, from early childhood education to vocational training and higher education. Improvement of data systems may include actions such as updating the country education management information system (EMIS), establishing new systems for collecting monitoring data on student learning, developing or adapting country-specific assessment tools, improving existing national assessment tools, developing/improving country-specific teacher observation tools, among others. “Improvement” of data systems can be understood as improvement in the content of data collection forms, improvement in data collection infrastructure (including both technology and procedures), improvement in quality assurance elements of the system, and improvement in capacity of individuals, organizations, and institutions to effectively collect, analyze, and use education data across the education system.</p> <p>To be included in this indicator, actions must be focused on improving accuracy, reliability, and transparency of education data flows within the system with the ultimate goal of enabling data-based decision-making throughout the entire education system, inclusive of the classroom, school level, and the regional or national level.</p> <p>The objective of this indicator is to capture narrative information on the education data system improvement actions that includes the following:</p> <ol style="list-style-type: none"> <li>a) Nature of improvement actions and their objective (based on the definition and examples above) – narrative description</li> <li>b) The level of the education to which the data system under improvement is applied (USAID Education Policy, p. 9)             <ol style="list-style-type: none"> <li>(1) Pre-primary education</li> <li>(2) Primary education (formal or non-formal)</li> <li>(3) Secondary education (formal or non-formal)</li> <li>(4) Post-secondary/non-higher education</li> <li>(5) Higher education</li> </ol> </li> </ol> <p>The policy reform actions aimed at improving a policy framework underlying the collection and use of education data should be captured under ES.I-59: <i>Education system strengthened through USG-assisted policy reform</i> indicator.</p>
Primary SPS Linkage	ES.I, HA.I
Linkage to Long-Term Outcome or Impact	Availability of accurate, timely, and reliable data on education processes and outcomes is an essential element of a well-functioning education system. Without such data, countries cannot be successful in education. Strengthening education data systems helps build a strong foundation for data-driven decision-making.
Indicator Type	Outcome
Reporting Type	Binary yes / no; narrative explanation if yes.
Use of Indicator	This indicator will be used to monitor the overall achievements of USG-funded education activities in improving education data systems. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.

Indicator	Supp-I6: Education data systems strengthened through USG assistance
Reporting Frequency	Annual
Data Source(s)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	<b>Agency:</b> USAID <b>Bureau and Office:</b> DDI/EDU <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a> <b>Technical POC:</b> Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:ewalls@usaid.gov">ewalls@usaid.gov</a>
Disaggregate(s)	none

## Supp-18

Indicator	Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills
Definition	<p><b>Defining Pre-primary Learners:</b> A pre-primary learner includes any child attending a USG-assisted, group-based, organized instructional program serving children prior to their entry into primary school, generally between the ages of 3 and 6, although the ages served may vary across contexts. Programs should include educational and learning outcomes as a core component of their model.</p> <p><b>Defining Early Learning Skills:</b> Early learning skills refers to a set of skills acquired in the pre-primary years that are essential for school readiness. Relevant domains for early learning include emergent language and literacy, emergent numeracy, social and emotional skills, and physical skills (sometimes referred to as motor skills). A brief definition of each domain is provided below:</p> <ol style="list-style-type: none"> <li>(1) <b>Emergent language and literacy</b> includes the wide body of skills that support children to learn through oral, written, and sign language-based communication. These include, broadly: listening and speaking; non-verbal communication, including sign languages; receptive and expressive storytelling and conversation; concepts of print, phonological awareness, phonemic awareness, alphabetic awareness, and comprehension of text.</li> <li>(2) <b>Emergent numeracy</b> refers to the knowledge and skills that support effective learning and application of grade-level mathematics. These include, broadly: number sense, spatial awareness and geometry, ability to sort and classify, following patterns and seriation, and simple mathematics operations.</li> <li>(3) <b>Social-emotional learning</b> includes the skills necessary to support children’s ability to adapt to and thrive in the classroom social environment including, but not limited to: forming positive relationships with peers and adults; the ability to work and play in a group; thinking and acting independently; solving conflicts; managing responsibilities; identifying, expressing, and regulating emotions; exhibiting self-esteem; and showing respect toward others.</li> <li>(4) <b>Physical development</b> refers to a child’s large motor development—including the ability to sit, stand, and walk—as well as fine motor development—including the ability to hold a pencil and grasp with two fingers, for example.</li> </ol> <p>Assessment tools vary in terms of the domains included and definition of terms. All activities, however, should target and measure at least three of these domains to be counted under this indicator.</p> <p><b>Measuring Early Learning Skills:</b> Early learning skills must be measured through an age-appropriate assessment that has satisfactory psychometric validity, reliability, and fairness (e.g., no adverse differential item functioning; see Breslau et al., 2008) and is not subject to corruption, cheating, or score inflation. Assessments should be validated in the context and with the target population. Examples of assessment systems that are acceptable can include, but are not limited to national assessments, International Development and Early Learning Assessment (IDELA), Measuring Early Learning Quality and Outcomes (MELQO), or Early Child Development Index (ECDI) 2030.</p>

Indicator	Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills
	<p><b>Setting Early Learning and Development Levels:</b> To report on this indicator, activities will need to establish three early learning and development levels for each of the early learning skills domains (discussed in the “defining early learning skills” section) measured. Levels should be based on the curriculum competency standards aligned with the assessment tool that the activity is using. Distribution scores resulting from the assessment should be divided into three levels: “not developmentally on track,” “partially developmentally on track,” and “developmentally on track,” with the range of scores associated with each level. If an assessment has multiple predetermined levels, they can be grouped into the three listed above. If an activity is operating in a country which has country-defined early learning and development levels or benchmarks for early learning skills, activities may use these levels. If a country does not have three levels defined, activities should justify how they are determining a shift in levels in the indicator narrative.</p> <p>Each activity will then determine percent of learners falling into different early learning and development levels at baseline and will measure improvement through subsequent assessments.</p> <p><b>Calculating Change in Early Learning and Development Levels:</b> A change from one level to another means a change in the percentage of learners falling into a specific early learning and development level (or bucket) category between baseline and the year reported for any of the four early learning skill domains defined above.</p> <p><b>Assessment Methodology:</b> Activities can choose whether to use a cohort sampling method (sampling different populations of pre-primary learners in the baseline year and in subsequent years) or a panel sampling method (sampling learners for a baseline at the beginning of the pre-primary intervention in the control and treatment group and then sampling those same learners at the end of the intervention).</p> <p><b>Cohort Sampling Method:</b> If an activity chooses to use a cohort approach, the activity should assess a representative sample of learners at the same time in the school year/program (as close to the end of the school year/program as possible) and will report the change in percentage of learners falling into each proficiency level. When using a cohort approach, activities will use the following formula:</p> <p>Baseline (B) – Midline (M) or Endline (E) for “not developmentally on track” category + M or E – B for the “developmentally on track” categories.</p> <p>If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population). Note that this formula is simplified to allow for ease in measurement. Also note that the “partially developmentally on track” category is left out to avoid double counting, as those learners will have either moved up from the “not developmentally on track” category or down from the top category. Also, note that a midline assessment can be used to assess progress part way through an activity. See examples below for clarity.</p>

**Indicator** **Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills**

**Example 1:**

Level	Baseline	Midline	Formula
Not developmentally on track	55%	40%	$B-M: 55-40 = 15$ percentage points
Developmentally on track	25%	35%	$M-B: 35-25 = 10$ percentage points
<b>Total reported change</b>			<b><math>15+10 = 25</math> percentage points</b>

**Example 2:**

Level	Baseline	Midline	Formula
Not developmentally on track	40%	30%	$B-M: 40-30 = 10$ percentage points
Developmentally on track	10%	5%	$M-B: 5-10 = -5$ percentage points
<b>Total reported change</b>			<b><math>10+(-5) = 5</math> percentage points</b>

**Panel Sampling Method:** If an activity chooses a panel sampling method, learners should be tracked longitudinally and assessed at the beginning and end of the school year/program. With a learner-level panel approach, simply count when a learner moves from one level to another in any early learning skill. Individual learner changes can be added together (note, a movement down, from “developmentally on track” to “partially developmentally on track” for example, would count as a negative movement, and a movement up, from “partially” to “on track” for example, would count as a positive, regardless of how many levels the learner moves up). With a classroom or a school-level panel, the formula described above for a cohort study can be used. If a panel method is used to report on this indicator, it is strongly recommended that the activity test learners from a comparable sample from control schools/programs to separate the effects of the intervention from the effects of a typical year of schooling/program.

**Sampling Learners:** Activities that rely on a sample of learners rather than a census to report results should ensure representation of characteristics that are important for understanding differences in outcomes (e.g., geography, sex, etc.) when sampling. If using a sample, numbers reported must be a sample-based estimate (extrapolated to the total beneficiary population).

**Defining the Baseline Numerator and Denominator Values:** Activities must conduct a baseline at the beginning of an intervention to report against this indicator. However, at baseline of a USG intervention, the numerator and denominator will be zero for that intervention, as no learners will have yet been reached with that specific USG pre-primary intervention. Note, it is possible that learners will have been reached at baseline by a past USG intervention, but these learners should not be counted toward the numerator or denominator if that activity has concluded. Also note that if there are more than two activities or interventions working toward improved pre-primary outcomes, it is

<b>Indicator</b>	<b>Supp-I8: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills</b>
	<p>possible that one intervention will have outcomes to report against this indicator even while a second intervention is reporting zero for baseline.</p> <p><b>Defining “Targeted for USG Assistance”:</b> USG assistance is defined as financial or technical assistance from the USG designed to improve early learning skills. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; administrator training; the provision of teaching and learning materials (TLM); training teachers on continuous assessment and remedial instruction; training and support of teacher coaches; work to reduce class size; work to improve the safety of schools; support for more inclusive school environments and better socio-emotional learning outcomes; strengthening of teacher and school incentive structures; interventions to impact system performance and service delivery that are designed to produce evidence-based, measurable outcomes at the classroom level; etc.</p> <p>A learner “targeted for USG assistance” is one who is in a pre-primary program, whether formal or non-formal, in which a USG educational intervention is planned for the future (at baseline) or has already occurred (later years—e.g., midline and endline, of the same intervention).</p> <p><b>Multiple Interventions:</b> If there are multiple interventions targeting pre-primary outcomes that work in different populations or different parts of the country, numerators should be added together and then the denominators should be added together before calculating the percent of learners who are developmentally on track. If two or more interventions are working in the same areas, beneficiaries should not be double counted under this indicator. Each individual should only be reported once under this indicator, regardless of whether that individual benefitted from more than one activity.</p>
Primary SPS Linkage	ES. I
Linkage to Long-Term Outcome or Impact	Ensuring that children develop key early learning skills in pre-primary education sets them up for future success at the primary level and beyond.
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	The purpose of this indicator is to provide evaluative feedback on the efficacy of USAID pre-primary programming supporting children’s early skill development prior to, and in preparation for entry to primary school. The indicator will be used, along with other education-related indicators, to report progress and results on priority outcomes to Congress under both the USG Education Strategy and USAID Education Policy. USG agencies, USAID/Washington, and USAID OUs will also use the results of this indicator to determine how best to target interventions and sub-populations (as reported under the indicator disaggregates). Data from this indicator should not be used to make decisions about individual children, but instead should be used in aggregate to inform decision making about programs and policies.
Reporting Frequency	Annual

Indicator	Supp-18: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills
Data Source(s)	<ul style="list-style-type: none"> <li>• Official reports from Implementing Partner(s) that include results from primary data collection and analysis using statistically reliable and locally validated measurement tools such as national assessments, IDELA, MELQO, ECDI2030, or other early childhood assessments in USG activity areas. Depending on the assessment tool used, this data may be collected by teacher/caregiver report, direct assessment of children, by observation, or by some other means.</li> <li>• Analysis of secondary data on learner outcomes (e.g., MICS/ECDI2030, IDELA), in so long as the data aligns with USG activity areas and targeted beneficiaries.</li> </ul>
Bureau Owner(s)	<p><b>Agency:</b> USAID  <b>Bureau and Office:</b> DDI/EDU  <b>POC:</b> Benjamin Sylla; Senior Education Advisor; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a>  <b>Technical POC:</b> Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education   <a href="mailto:rpagel@usaid.gov">rpagel@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Number of learners with an increase of at least one early learning and development level (numerator)</li> <li>• Total number of targeted learners (denominator)</li> <li>• Number of male<sup>1</sup> learners with an increase of at least one early learning and development level (numerator)</li> <li>• Total number of targeted male<sup>1</sup> learners (denominator)</li> <li>• Number of female<sup>1</sup> learners with an increase of at least one early learning and development level (numerator)</li> <li>• Total number of targeted female<sup>1</sup> learners (denominator)</li> <li>• Number of female learners with a disability<sup>2</sup> with an increase of at least one early learning and development level (numerator)</li> <li>• Total number of targeted female learners with a disability<sup>2</sup> (denominator)</li> <li>• Number of male learners with a disability<sup>2</sup> with an increase of at least one early learning and development level (numerator)</li> <li>• Total number of targeted male learners with a disability<sup>2</sup> (denominator)</li> <li>• Number of crisis- or conflict-affected<sup>3</sup> learners with an increase of at least one early learning and development level (numerator)</li> <li>• Total number of targeted crisis- or conflict-affected<sup>3</sup> learners (denominator)</li> </ul> <p><sup>1</sup> <b>All activities reporting on this indicator MUST report on sex disaggregates.</b> Activities that rely on a sample of learners rather than a census to report results should sample to ensure representation of males and females.</p> <p><sup>2</sup> The USAID Education Policy defines children and youth with disabilities as those who have long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.</p> <p><b>Only activities that are focused on improving outcomes of learners with disabilities need to report on this disaggregate.</b> This includes activities that identify learners with disabilities as a target beneficiary or sub-beneficiary group. Activities that do not have an explicit focus on outcomes for learners with disabilities are not required to report on this disaggregate. For example, activities that broadly support differentiated and</p>

Indicator	Supp-I8: Percent of pre-primary learners targeted for USG assistance with an increase of at least one early learning and development level in early learning skills
	<p>inclusive instruction but do not target specific learning outcomes for learners with disabilities need not report on this disaggregate.</p> <p>Activities that rely on a sample of learners under the age of 18 rather than a census to report results should sample to ensure representation of learners with disabilities. Activities should use a pre-existing or custom age-appropriate tool to identify disability status. <a href="#">USAID’s Disability Identification Tool Selection Guide</a> and <a href="#">USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><sup>3</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.” Activities in which only some individuals are affected by crisis or conflict and which rely on a sample rather than a census of learners for data collection should sample to ensure representation of individuals affected by crisis or conflict.</p>

## Supp-19

Indicator	Supp-19: Value of private capital mobilized with USG assistance to support education
Definition	<p>This indicator captures the results of efforts of USG-funded activities to attract non-public financial resources to the formal or non-formal education sector, either to public, private, or hybrid education providers, which includes schools and ancillary service providers. It applies to all levels of education, ranging from pre-primary through higher education, including workforce development. Such financial resources can be in a form of stand-alone private capital invested in education-related businesses or as part of blended finance models.</p> <p><b>Private capital</b> refers to the USD value of (i) commitment of debt financing and (ii) disbursement of non-debt financing intended to increase future production, output, business performance, or other defined outcomes. <b>Mobilization</b> refers to the debt financing committed and non-debt financing disbursed to private firms including micro, small, medium (MSMEs) and large enterprises* in the reporting period. <b>As a result of USG assistance</b> indicates that the new financing was directly encouraged or facilitated by USG-funded activities.</p> <p>The <b>commitment of debt financing</b> includes loans/credit from financial institutions for private firms (MSME and larger enterprises) such as:</p> <ul style="list-style-type: none"> <li>• New loans</li> <li>• Refinanced loans</li> <li>• Restructured loans (inclusive of additionality; not simply change of debtors without cause)</li> <li>• Lines of credit</li> <li>• Letters of credit</li> <li>• Invoice financing/receivables financing, invoice factoring, reverse factoring, warehouse receipts, or invoice trading</li> <li>• Recoverable grants after discounting USAID’s contribution, if any. Recoverable grants are used in the non-profit sector, Islamic banking, or high-risk markets</li> </ul> <p><b>Reporting standard and consideration for debt financing:</b></p> <ol style="list-style-type: none"> <li>(1) <u>Report the value of debt financing when a binding commitment is secured, reflected by a formal offer and acceptance of a commitment</u>, letter of credit, or line of credit approval letter, or similar documentation confirming a financing commitment to the actual recipient utilizing financing to increase production, output, business performance, or other defined outcomes. This does not include commitments made by the intermediaries that agree to lend or on-lend to other entities.</li> <li>(2) Report the value of debt financing from government-owned financial institutions.</li> <li>(3) In a recoverable grant, if USAID funds were used to offset the interest rate charged on financing, discount the USAID portion of funds from the total before reporting.</li> <li>(4) Report the additional value of restructured loans (such as better rate, term length, etc.) through qualitative means to discourage financing that change debtors without cause.</li> <li>(5) Do not count guarantees.</li> <li>(6) In the indicator narrative, report the term length—the amount of time agreed with the lender to repay the debt.</li> </ol> <p>The <b>disbursement of non-debt financing</b> comprised of the following:</p>

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	<ul style="list-style-type: none"> <li>• Equity</li> <li>• Convertible debt/notes/bonds</li> <li>• Grants from private sources</li> <li>• Other equity-like investments such as SAFE (simple agreement for future equity)</li> </ul> <p>Financing from bilateral donors such as FCDO (formerly UKAID/DfID), SIDA, or multilateral agencies** like IFC should not be counted as non-debt financing. Additionally, equity financing from the Development Finance Corporation (DFC) or their guarantees should not be counted.</p> <p><b>Reporting standard and consideration for non-debt-financing:</b> <u>Report non-debt financing only when investment funds are disbursed to the target entity</u>, verified by the disbursement records from the entity facilitating this investment and/or confirmation of the receipt of funds by the recipient.</p> <hr/> <p>* Partners can use locally established definitions, or one widely used by the financial sector in a particular country to determine the size of the enterprise. In the absence of a local definition, use USAID’s standard definition for MSMEs and large enterprises.</p> <p>** According to the PIRS for EG.3.1-14, money from multilateral agencies is not considered private sector investment.</p>
Primary SPS Linkage	ES.I, HA.I
Linkage to Long-Term Outcome or Impact	Mobilization of additional financing for education is critically important for achieving USAID goals in improving education access and quality. A significant and growing funding gap prevents partner governments from meeting education demand, opening the opportunity for the non-state education sector to improve the provision and quality of education services.
Indicator Type	Outcome
Reporting Type	<p>Amount in USD. Convert financing commitments in foreign currency to USD using the <a href="#">World Bank GDP deflator</a>.</p> <p>The reporting units may use the exchange rate of a particular day in each month for all foreign currency transactions occurring in that month.</p>
Use of Indicator	This indicator will be used to monitor the overall achievements of USG-funded education activities in increasing financing for education in the partner country. It will be used, along with other education-related indicators, to report progress and results in the education sector and supplement other reporting against the goals of the USAID Education Policy.
Reporting Frequency	Quarterly or annually
Data Source(s)	Official Reports from Implementing Partner(s)
Bureau Owner(s)	<p><b>Agency:</b> USAID</p> <p><b>Bureau and Office:</b> DDI/EDU</p>

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	<p><b>POC:</b> Benjamin Sylla; Senior Education Specialist; Center for Education   <a href="mailto:bsylla@usaid.gov">bsylla@usaid.gov</a></p> <p><b>Technical POC:</b> Suezan Lee; Senior Education Finance Specialist; Center for Education   <a href="mailto:sulee@usaid.gov">sulee@usaid.gov</a></p>
Disaggregate(s)	<ul style="list-style-type: none"> <li>• Financing type—Debt</li> <li>• Financing type—Non-Debt</li>   <li>• Source of financing—Local</li> <li>• Source of financing—International</li> <li>• Source of financing—Mixed International and Local</li> </ul>