

ES. I-47

<p>Indicator</p>	<p>ES. I-47: Percent of learners with a disability targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2</p>
<p>Definition</p>	<p>Defining Learners with Disabilities – 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>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>Only activities that are focused on improving literacy of learners with disabilities should report on this indicator. This includes literacy activities that identify learners with disabilities as a target beneficiary group. Activities that do not have an explicit focus on literacy improvements for learners with disabilities do not need to report on this indicator. For example, activities that broadly support differentiated and inclusive instruction but do not target specific literacy outcomes for learners with disabilities need not report against this indicator. Activities should use a validated tool to identify disability status; USAID’s Disability Identification Tool Selection Guide and USAID’s How-To Note: Collecting Data on Disability Prevalence in Education Programs may be helpful.</p> <p>Measuring Reading Ability – Reading ability must be measured to report on the percent of learners who have attained a minimum grade-2-level proficiency in reading. Reading ability should be measured through grade-2-level assessments that are appropriately adapted, as needed, to be accessible for learners with disabilities; have satisfactory psychometric validity and reliability; and are not subject to corruption, cheating, or score inflation. Assessment adaptations must consider student-focused accessibility needs, on a case-by-case basis, such as: accessible format (i.e., Braille, large-print, easy-to-read/plain language formats); language of use for comprehension and expression (i.e., local sign languages); extra time for completion; and provision of assistive technology (i.e., screen readers, slate and stylus, pencil grips and holders).</p> <p>Examples of assessment systems that are acceptable can include, but are not limited to, appropriately adapted country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments. The language(s) of assessment, including the appropriate sign language, will be determined by country policies. In the absence of a nationally recognized sign language, the local dialect of sign language as defined by the local Deaf Community should be used. For learners using sign language, Missions should use a bilingual assessment using both the local sign language, for communication, and the written language used in schools. For spoken languages, 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, Missions should report scores from the language in which learners have studied</p>

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	<p>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>Defining Minimum Proficiency - Minimum proficiency is defined according to reading proficiency standards set by host country governments, preferably aligned with international standards as defined in the Global Proficiency Framework (GPF). The toolkit to set internationally-linked benchmarks is available here. 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. 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, 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 reading fluency benchmark offered as a third-best option.</p> <p>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, type of disability, etc.) when sampling.</p> <p>Assessment Methodology – Activities can use a cohort sampling method (sampling 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 in the treatment group and tracking those same learners to 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 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>Defining “Targeted for USG Assistance” – USG assistance is defined as financial or technical assistance from the USG designed to specifically improve reading outcomes for learners with disabilities or more generally improve learning outcomes for learners with disabilities. Examples of USG education assistance that fall into this category can include, but are not limited to: assistance with screening and identifying learners with disabilities to benefit from inclusive education interventions; training for teachers on developing individualized education plans; training for teachers on inclusive pedagogy, including learning braille and sign languages; administrator training; the provisions of adapted teaching and learning materials (TLM); training teachers on continuous assessment and</p>

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Primary SPS Linkage	ES. I

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Linkage to Long-Term Outcome or Impact	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, extended to all individuals including those with disabilities. Further, when a learner has the ability to read and access books or other reading materials, that learner 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 read. 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 and their families 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 or alternative education programs at improving learning outcomes, specifically reading skills, for some of the most marginalized learners—learners with disabilities. 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 the 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 3 years, etc.
Data Source(s)	<ul style="list-style-type: none"> • Official Government Records, if they align with USG activity areas and targeted beneficiaries • 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 • Analysis of secondary data on reading outcomes (e.g., ASER, EGRA), so long as the data align with USG activity areas and targeted beneficiaries
Bureau Owner(s)	<p>Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education ewalls@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> • Number of learners with a disability who attain minimum grade-level proficiency in reading (numerator) • Total number of targeted learners with a disability (denominator) • Percent of male learners with a disability who attain minimum grade-level proficiency in reading¹

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	<ul style="list-style-type: none"> • Percent of female learners with a disability who attain minimum grade-level proficiency in reading¹ • Number of female learners with a disability meeting minimum proficiency (numerator)¹ • Total targeted female learners with disabilities (denominator)¹ • Number of male learners with a disability meeting minimum proficiency (numerator)¹ • Total targeted male learners with disabilities (denominator)¹ • Percent of individuals/learners with a disability affected by conflict or crisis who attain minimum grade-level proficiency² • Number of learners with a disability affected by crisis or conflict meeting minimum proficiency (numerator)² • Total targeted learners with disabilities affected by crisis or conflict (denominator)² <p>¹ All USG interventions reporting on this indicator MUST report on the sex disaggregates. 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>² 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>