

Table 1. USAID standard and supplemental indicators in the education sector

Indicator Number	Indicator Title
ES.1-1	Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2
ES.1-2	Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of primary school
ES.1-3	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
ES.1-4	Number of learners in secondary schools or equivalent non-school based settings reached with USG education assistance
ES.1-6	Number of educators who complete professional development activities with USG assistance
ES.1-12	Number of education administrators and officials who complete professional development activities with USG assistance
ES.1-13	Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
ES.1-14	Number of classrooms built or repaired with USG assistance
ES.1-45	Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, AND supplementary readers in the language of instruction with inclusive representation of diverse populations
ES.1-46	Percent of individuals who transition to further education or training following participation in USG-assisted programs
ES.1-47	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
ES.1-48	Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2
ES.1-49	Number of primary or secondary textbooks and other teaching and learning materials (TLM) that are inclusively representative provided with USG assistance
ES.1-50	Number of Public and Private schools receiving USG assistance
ES.1-51	Number of learning environments supported by USG assistance that have improved safety, according to locally-defined criteria
ES.1-53	Number of learners in pre-primary schools or equivalent non-school based settings reached with USG education assistance
ES.2-1	Number of host country higher education institutions receiving capacity development support with USG assistance

ES.2-2	Number of individuals attending higher education institutions with USG scholarship or financial assistance
ES.2-46	Percent of individuals who complete USG-assisted workforce development programs
ES.2-47	Percent of individuals with improved reading skills following participation in USG-assisted programs
ES.2-52	Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance
EG.6-11	Average percent change in earnings following participation in USG-assisted workforce development programs
EG.6-12	Percent of individuals with new employment following participation in USG- assisted workforce development programs
EG.6-13	Percent of individuals with improved soft skills following participation in USG-assisted workforce development programs
CLBD-9	Percent of USG-assisted organizations with improved performance
Supp-1	Percent of pre-primary learners achieving school readiness
Supp-2	Percent of learners with an increase of at least one proficiency level in reading at the end of primary school with USG assistance
Supp-3	Percent of learners who attain minimum grade-level proficiency in math at the end of grade 2 with USG assistance
Supp-4	Percent of learners with an increase in proficiency in math of at least one level at the end of grade 2 with USG assistance
Supp-5	Percent of learners attaining minimum grade-level proficiency in math at the end of primary school with USG assistance
Supp-6	Percent of learners with an increase in proficiency in math of at least one level at the end of primary school with USG assistance
Supp-7	Number of parents or community members trained to support children's education with USG assistance
Supp-8	Number of school learning environments built or upgraded with USG assistance in compliance with accessibility standards
Supp-9	Number of students who have improved social and emotional skills, as locally defined, with USG assistance
Supp-10	Percent of teachers providing quality classroom instruction with USG support
Supp-11	Percent of instructional time lost to teacher absenteeism
Supp-12	Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skillset following participation in USG-assisted programs
Supp-13	Percent of individuals with improved math skills following participation in USG-assisted programs

Supp-14	Percent of individuals with improved digital literacy skills following participation in USG-assisted programs
Supp-15	Education system strengthened: policy reform
Supp-16	Education system strengthened: data systems strengthened