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

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| 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 reading materials 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.1-50 | 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.1-54 | Percent of individuals with improved reading skills following participation in USG-assisted programs |
| 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.2-52 | Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance |
| ES.2-X (NEW) | Number of physical spaces built, repaired, or refurbished for higher education with USG assistance |
| ES.2-X (NEW) | Number of USG-supported partnerships that address regional, national, and/or local development objectives through or with higher education institutions |
| 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 programs |
| ES.6-14 | Percent of individuals who complete USG-assisted workforce development programs |
| CLBD-9 | Percent of USG-assisted organizations with improved performance |
| YOUTH-1 | Number of youth trained in soft/life skills through USG-assisted programs |
| Supp-1 | Percent of pre-primary learners with improved early learning skills following participation in USG-assisted programs |
| 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](https://docs.google.com/document/d/14mXaXHskcT00DLPrO27QUzLxlKm6M3ndN5B3Eb3y9vE/edit)  |
| Supp-3 | [Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in math at the end of grade 2](https://docs.google.com/document/d/14qY7rrG1IapYYezCZGFv4pOjQBkS3ZPorla_wWOVpho/edit)  |
| 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](https://docs.google.com/document/d/1XMn3F1YETsA3VWWn5XqihaUjrRNSSYZ3njxlthdJ-zU/edit)  |
| Supp-5 | [Percent of learners targeted for USG assistance attaining minimum grade-level proficiency in math at the end of primary school with USG assistance](https://docs.google.com/document/d/14qY7rrG1IapYYezCZGFv4pOjQBkS3ZPorla_wWOVpho/edit) |
| Supp-6 | [Percent of learners with an increase in proficiency in math of at least one level at the end of primary school](https://docs.google.com/document/d/15-NWEEZXxDMOOiLHB7O4WywulCOMIkhhQLz5tU9dSDM/edit)  |
| Supp-7 | [Number of parents or community members trained to support children's education with USG assistance](https://docs.google.com/document/d/1n2nzXOYGczk4SEne3M-7lcdpYUZZA9P0zJjyQSOL9LU/edit) |
| Supp-8 | [Number of school built or upgraded with USG assistance in compliance with USAID accessibility standards](https://docs.google.com/document/d/1QrwJfc-rRBoR214N_PLv1Tb81sodf3qBRfyn4BbhBTQ/edit)  |
| 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](https://docs.google.com/document/d/12KmijfdM8q0BZTziRDMtD9qeokTHwnFaRHQvGEiB2o4/edit) |
| Supp-12 | [Percent of individuals who pass a context-relevant assessment in a technical, vocational, or professional skillset following participation in USG-assisted programs](https://docs.google.com/document/d/1OASsUjV6q0A2QwtPAtVvPAtbTTiLfiD5KV07fTSnDdM/edit) |
| Supp-13 | [Percent of individuals with improved math skills following participation in USG-assisted programs](https://docs.google.com/document/d/1JJqI8MnWFrXA4aFn8-kgqCJjrl4ci0FPtiEqka5Ghak/edit) |
| Supp-14 | [Percent of individuals with improved digital literacy skills following participation in USG-assisted programs](https://docs.google.com/document/d/1HHmXqIRyVClv_ZUnCUa0FZ7BHDCY3-Y96Xu0VpHUnAE/edit) |
| Supp-15 | Education system strengthened: policy reform |
| Supp-16 | Education system strengthened: data systems strengthened |