

Supp-I

Indicator	Supp-I: Percent of pre-primary learners targeted for USG assistance who are developmentally on track
Definition	<p>Defining Pre-primary Learners: 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>Defining Early Learning Skills: 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"> (1) Emergent language and literacy 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. (2) Emergent numeracy 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. (3) Social-emotional learning 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. (4) Physical development 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. <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>Measuring Early Learning Skills: 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>Setting Early Learning and Development Levels: To report on this indicator,</p>

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	<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>Defining “Developmentally on Track”: 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>Assessment Methodology: 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>Cohort Sampling Method: 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>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. 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>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).</p> <p>Defining the Numerator and Denominator Values: 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>

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	<p>Calculation:</p> <ul style="list-style-type: none"> • 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. • Denominator: Total number of pre-primary learners targeted with USG early learning skill interventions. <p>Defining “Targeted for USG Assistance”: 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>Multiple Interventions: 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

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	decision making about programs and policies.
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> • 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. • 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.
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: Rebecca Pagel; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education rpagel@usaid.gov</p>
Disaggregate(s)	<ul style="list-style-type: none"> • Number of learners who are developmentally on track (numerator) • Total number of targeted learners (denominator) • Number of male¹ learners who are developmentally on track (numerator) • Total number of targeted male¹ learners (denominator) • Number of female¹ learners who are developmentally on track (numerator) • Total number of targeted female¹ learners (denominator) • Number of female learners with a disability² who are developmentally on track (numerator) • Total number of targeted female learners with a disability² (denominator) • Number of male learners with a disability² who are developmentally on track (numerator) • Total number of targeted male learners with a disability² (denominator) • Number of crisis- or conflict-affected³ learners who are developmentally on track (numerator) • Total number of targeted crisis- or conflict-affected³ learners (denominator) <p>¹ All activities reporting on this indicator MUST report on 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 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 outcomes of learners with disabilities need to report on this disaggregate. 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>

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	<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. 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>³ 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>