

## 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</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, 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>

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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

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	<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>
Primary SPS Linkage	ES.1

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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>

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	<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>

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	<p data-bbox="391 254 1432 317"><a href="#">How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p data-bbox="391 348 1432 485"><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>