

## Supp-3

Indicator	Supp-3: Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in math at the end of grade 2
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 at grade 2.</p> <p><b>Measuring Math Skills</b> – Math skills must be measured to report on the percent of learners who have attained a minimum grade-2-level proficiency in math. Math skills should be measured through a grade-2-level assessment that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Math Assessments (EGMA), and Annual Status of Education Report (ASER) assessments. The language(s) of assessment will be determined by country policies.</p> <p><b>Defining Minimum Proficiency</b> – “Minimum proficiency” is defined according to math proficiency standards set by host country governments, preferably aligned with international standards as defined in the <a href="#">Global Proficiency Framework</a> (GPF). The toolkit that countries and activities can use to set internationally linked benchmarks 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 qualified teachers and other local 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, existing country-level benchmarks for math proficiency can be used as a second-best option to report against this indicator. In the absence of a context-specific benchmark, a possible alternative is to report the percentage of learners in the intervention areas achieving 80 percent mastery of applicable math domains (where 80 percent mastery is operationalized as the ability to answer at least 80 percent of math questions correctly).</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 80 percent metric offered as a third-best option.</p> <p><b>Sampling Learners</b> – 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.</p> <p><b>Assessment Methodology</b> – Activities can use a cohort sampling method (sampling different populations of 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 intervention group and then sampling those same learners at 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</p>

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	<p>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>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.</p> <p><b>Defining “Targeted for USG Assistance”</b> – USG assistance is defined as financial or technical assistance designed to improve math 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 learner level; etc.</p> <p>A learner “targeted for USG assistance” is one who is in a grade 2 classroom, 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 Numerator and Denominator Values</b> – The denominator value is the number of students in grade 2 (or non-formal equivalent) targeted by the intervention. The numerator is the number of students among those targeted by the intervention who reach minimum proficiency, as described in the section defining minimum proficiency above.</p> <p><b>Multiple Interventions</b> – If there are multiple interventions targeting math learning 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 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 meeting both minimum proficiency in reading and minimum proficiency in math under this indicator and ES.1-1: <i>Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2</i>).</p> <p><b>Calculation:</b></p> <ul style="list-style-type: none"> <li>• Numerator: Sample-based estimate (extrapolated to the beneficiary population) of the number of learners targeted for USG math or education interventions who attain a minimum grade-level proficiency in math at the end of grade 2 or equivalent.</li> </ul>

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	<ul style="list-style-type: none"> <li>Denominator: Total number of grade-2 or equivalent learners targeted with USG math or education intervention.</li> </ul>
Primary SPS Linkage	ES.I
Linkage to Long-Term Outcome or Impact	<p>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. Further, when a learner has foundational math skills, that child 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 do math. 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 foundational math skills 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.</p>
Indicator Type	Outcome
Reporting Type	Percent, with both numerator and denominator reported
Use of Indicator	<p>This indicator provides a sense of the overall success of USG early grade education programs at improving learning outcomes, specifically foundational math 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).</p>
Reporting Frequency	OUs should report against this indicator as frequently as once per year based on when they collect math 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, EGMAs, ASER, or other leveled math assessments in USG activity areas</li> <li>Analysis of secondary data on math outcomes (e.g., ASER, EGMA), 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 who attain minimum grade-level proficiency in math (numerator)</li> <li>Number of learners in target beneficiary group (denominator)</li> <li>Number of male<sup>1</sup> learners who attain minimum grade-level proficiency in math (numerator)</li> <li>Number of male<sup>1</sup> learners in target beneficiary group (denominator)</li> </ul>

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	<ul style="list-style-type: none"> <li>• Number of female<sup>1</sup> learners who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of female<sup>1</sup> learners in target beneficiary group (denominator)</li> <li>• Number of learners with a disability<sup>2</sup> who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of learners with a disability<sup>2</sup> in target beneficiary group (denominator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> who attain minimum grade-level proficiency in math (numerator)</li> <li>• Number of learners affected by conflict or crisis<sup>3</sup> in target beneficiary group (denominator)</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 How-To Note: Collecting Data on Disability Prevalence in Education Programs</a> may be helpful.</p> <p><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>