

## ES.I-55

Indicator	<b>ES.I-55: Percent of learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations</b>
Definition	<p>This indicator counts the percent of pre-primary and primary-grade learners targeted for USG assistance who have the appropriate variety of reading materials to enable learning to read. For pre-primary grades (including kindergarten), this means story books. For grades 1 through 3 this means one set of decodable readers, one set of leveled readers AND one set of supplementary readers per learner. For grades 4 through 6 this means at least one set of supplementary readers per learner. Story books, decodable readers, leveled readers and supplementary readers are defined as follows:</p> <ol style="list-style-type: none"> <li>(1) “Story book” is defined as any book or picture book intended for children, containing stories or nonfiction content, written or illustrated in a narrative fashion. Sets should include no less than one supplementary book per week in the school year.</li> <li>(2) “Decodable readers” are reading materials in which all words are consistent with the letters and corresponding phonemes that have been taught to a reader. They are sequenced in accordance with the order in which letters are taught in the school curriculum and progressively increase in difficulty. Decodable readers can be packaged together in one textbook or produced as a set of readers.</li> <li>(3) “Leveled readers” refer to a set of books organized by level of difficulty based on the complexity of the words, sentences, content, and other factors. When a complete set of leveled paragraphs and stories are bound together in one book, each learner should have a copy of the compilation. A set of leveled readers typically includes no less than one book per week of the school year. Leveled readers can be included in a textbook together with decodable readers.</li> <li>(4) “Supplementary readers” are those used for reading practice but that may not be decodable or leveled and do not tie directly to the school curriculum. Sets should include no less than one book per week in the school year.</li> </ol> <p>If an intervention is phasing in materials, only those learners that meet the above criteria can be counted against this indicator. Activities can report a zero for this indicator with an explanation for why a zero is reported to explain phasing of materials, government limitations, etc. Additionally, if learners targeted for USG assistance received a portion of necessary materials from another source, a USAID-funded activity does not need to duplicate these materials in order to report under this indicator. For example, if the government has provided decodable readers for all grade 1 learners in the country, then a USAID-funded activity only needs to provide these learners with leveled readers and supplementary readers.</p> <p><b>Quality Assurance</b> – When reporting on this indicator, activities must use appropriate tracking/monitoring strategies (e.g., sample-based site visits/classroom observations) to ensure the reading materials have reached intended learners and are not kept in locked cabinets or misplaced entirely.</p> <p><b>Inclusive Representation</b> – To be counted, the package of materials taken as a whole must be inclusively and equitably representative, where “inclusive representation of diverse populations” in teaching and learning materials means that the characters in teaching and learning materials should accurately reflect the range of characteristics in the specific society in which students will use them. Most societies are made up of</p>

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	<p>approximately 50 percent girls and women and 50 percent boys and men; therefore, the characters in teaching and learning materials should reflect this distribution when taken as a whole. In contexts where multiple languages are spoken and ethnic groups are present, characters in teaching and learning materials should broadly reflect the distribution of these languages and ethnicities that exist in the broader social context. Because 15 percent of all societies include individuals with various physical, cognitive, and sensory disabilities, characters with diverse disabilities should be reflected in books in positive and inclusive ways and disability-related language should be rights-based and positive. <a href="#">See here for more information.</a></p> <p>Portrayal of characters in teaching and learning materials should avoid reinforcing biases or stereotypes that may be harmful to certain persons or groups. Refer to <a href="#">USAID's Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials</a> for more information.</p> <p><b>Language of Instruction</b> – All materials must be in the language of instruction of the classroom to count against this indicator.</p> <p><b>USG Assistance</b> – Populations “targeted for USG assistance” are learners in grades pre-primary through grade 6 who are in formal primary school or the non-formal equivalent for whom an activity provides financial, technical, or direct assistance to improve access to teaching and learning materials (TLMs) for reading instruction and practice.</p>
Primary SPS Linkage	ES.I
Linkage to Long-Term Outcome or Impact	This indicator helps to measure progress toward the long-term outcome of proficiency in reading. Many learners in the countries where the USG implements programs do not have access to materials for reading instruction and practice, which hinders progress toward reading proficiency. This indicator offers USG activities the opportunity to demonstrate progress toward universal access to the learning materials necessary to develop proficiency in reading.
Indicator Type	Output
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 reading programs at providing high-quality reading materials for pre-primary and primary-grade learners, specifically to support development of reading skills. It will be used, along with other education-related standard indicators, to report progress and results on priority outcomes under both the USG Education Strategy and the 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). This indicator replaces USAID's separate data call and analysis of “essential instructional reading materials.”
Reporting Frequency	OUs should report against this indicator quarterly.

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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 based on site visits</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>• Percent of pre-primary learners, including kindergartners<sup>1</sup></li> <li>• Percent of grade 1 learners<sup>1</sup></li> <li>• Percent of grade 2 learners<sup>1</sup></li> <li>• Percent of grade 3 learners<sup>1</sup></li> <li>• Percent of grade 4 learners<sup>1</sup></li> <li>• Percent of grade 5 learners<sup>1</sup></li> <li>• Percent of grade 6 learners<sup>1</sup></li> <li>• Number of learners with the appropriate variety of reading materials (numerator)</li> <li>• Total number of targeted learners (denominator)</li> <li>• Number of learners affected by conflict or crisis with the appropriate variety of reading materials (numerator)<sup>2</sup></li> <li>• Total number of targeted learners affected by conflict and crisis (denominator)<sup>2</sup></li> </ul> <p><sup>1</sup> Note that Missions need only report the grade levels (or their equivalent) for USG-targeted grades.</p> <p><sup>2</sup> Please see the USAID Education Policy for definitions of “conflict-affected” and “crisis-affected.”</p>