



SCHOOL
THE WORLD

Successful Return To School Initiative

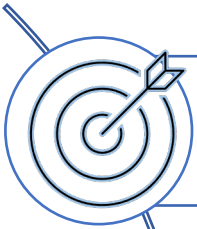


The Why



"Hello my name is Yensy and I am in Third grade. I feel very happy because thanks to the tutor I have been able to learn to read! At the beginning of the year I could not read. Now, I already learned to read sentences!! In math, I have learned to add, subtract and multiply and I already know the tables of 2, 3, 4 and 5. I could not do any of this when I started the year, I feel very happy to have made this progress in my classes. I want to continue learning more until I can read fluently and perform all math operations. Thank you School the World for helping me and my classmates!!"

Successful Return To School



Objectives:

Help students recover learning lost during two years of school closures and gain critical foundational literacy skills.



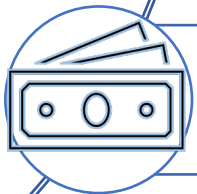
Start-End Date:

March 2022 – Sept/Oct 2022



Summary:

47 tutors tutor 3,252 students in Guatemala, Honduras and Panamá, for 6 months using the Teaching at the Right Level (TARL) Methodology (small groups based on ability).



Budget:

\$ 123,000

- In Guatemala, 18 communities finished 8 cycles, 8 additional communities finished 7 cycles.
- In Honduras, 14 communities finished 10 cycles and the other 4 communities finished 9 cycles.
- In Panama, 2 communities finished 10 cycles and 1 community finished 8 cycles,

*1 cycle is 5 reading and 5 math sessions

Successful Return To School



Students who participated in our “Successful Return to School” initiative improved in reading in all grades of all three countries except Panama grades 5 and 6.

The differences in learning are statistically significant.

Students who participated in our “Successful Return to School” initiative improved in math in all grades of all three countries.

The differences in learning are statistically significant.

Successful Return To School: Reading Levels



Read – Write – Understand/Use

Level 1:
Letters

Name and sound of letters:

Example:
What letter is this? "a"

Tell me a word that start with "M"

Level 2:
Syllables

Read, write and use syllables

Example:
Read: "me"

Write a word that starts with "su"

Level 3:
Words

Read, write and use common words

(2 and 3 syllables in Spanish)

Example:
Read: "map"

Write the word: cat

Tel me a sentece with this word: "doctor"

Level 4:
Sentences

Read, write and understand sentences (5 or 6 words in Spanish)

Example:
Read or write:
"My dog is big and fat"
Write the word: cat

Answer:
"Is my dog big or small?"

Level 5:
Paragraphs

Read, write and understand short paragraphs (20-25 words per minute in Spanish)

Example:
Read:
"I am a big boy. I dress myself. I put on my shoes. I put on my shirt. I put on my pants."

Level 6:
Short stories

Read, write and understand short stories (70-75 words per minute in Spanish)

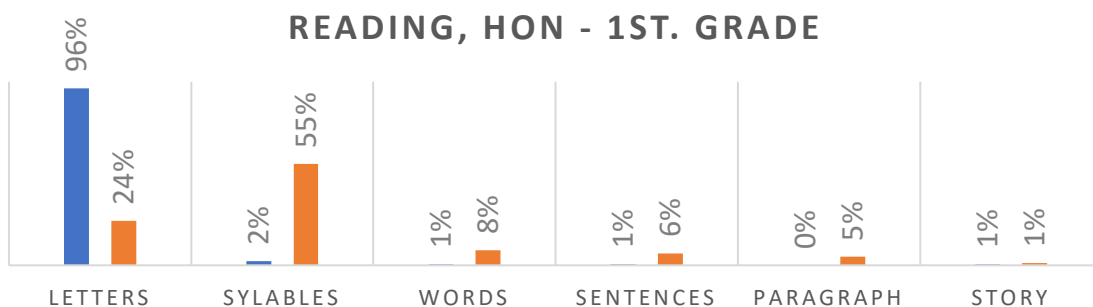
Reading: First Grade



GUATEMALA

HONDURAS

PANAMÁ



Honduras was the only country that worked with 1st grade students because most of our schools there are multi-grade.

Working with 1st. Grade students was a challenge for our tutors since students had not developed pre-reading skills during the pandemic.

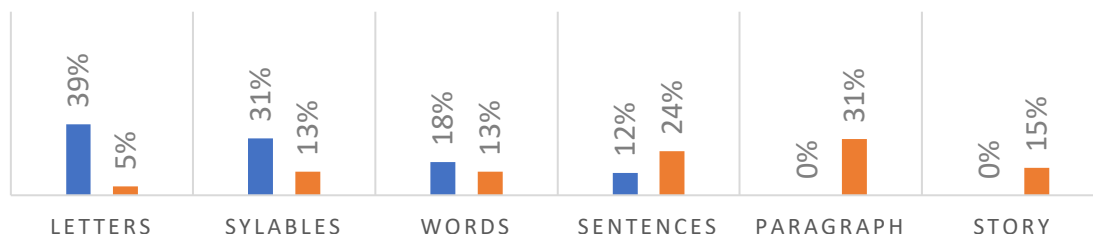
At the beginning of the year 96% of the students did not know the alphabet. This percentage was reduced to 24%.

Reading: Second Grade



GUATEMALA

READING, GUA - 2ND. GRADE

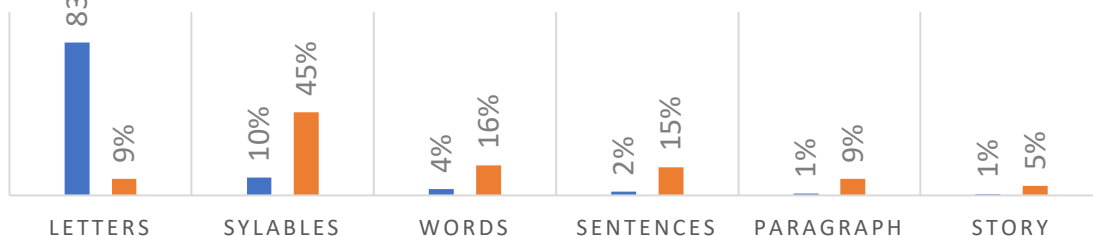


The percentage of students who did not know the alphabet dropped 34% in Guatemala, and 28% in Panama.

In Honduras, the percentage of the students that did not know the alphabet was more than double compared to the other countries. This percentage was reduced 74%.

HONDURAS

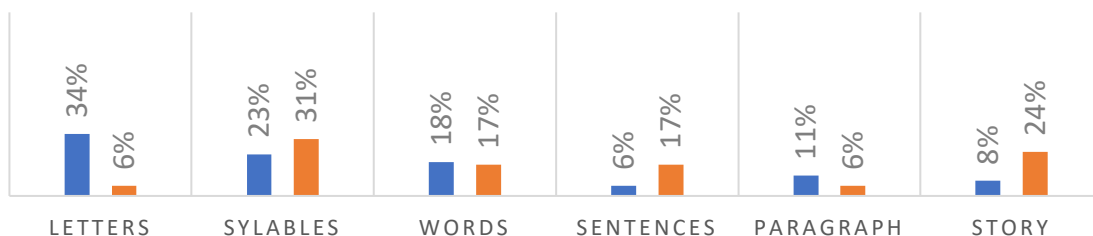
READING, HON - 2ND. GRADE



The percentage of students who cannot read a word dropped 57% in Guatemala (from 88% to 31%), 27% in Honduras (from 97% to 70%) and 21% in Panama (from 75% to 54%).

PANAMÁ

READING, PAN - 2ND. GRADE



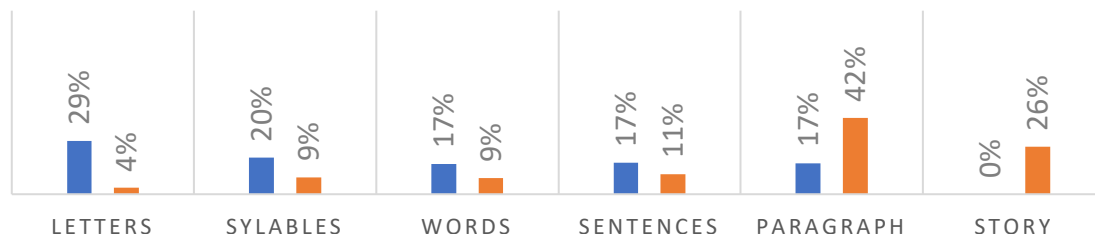
The percentage of students who can read a short story written at a 3rd-grade level rose 15% in Guatemala, 4% in Honduras and 17% in Panama.

Reading: Third Grade



GUATEMALA

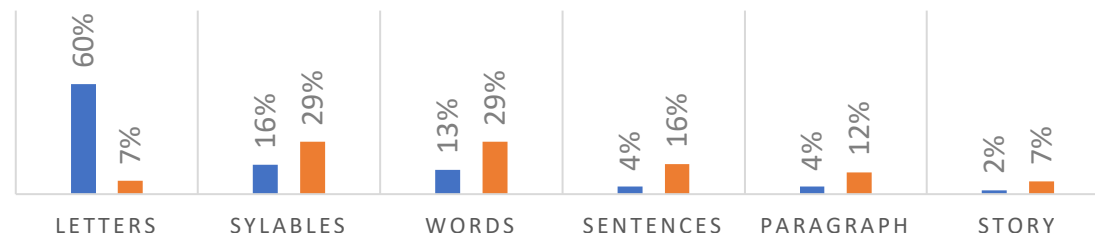
READING, GUA - 3RD. GRADE



The percentage of students who did not know the alphabet dropped 25% in Guatemala, 53% in Honduras and 8% in Panama.

HONDURAS

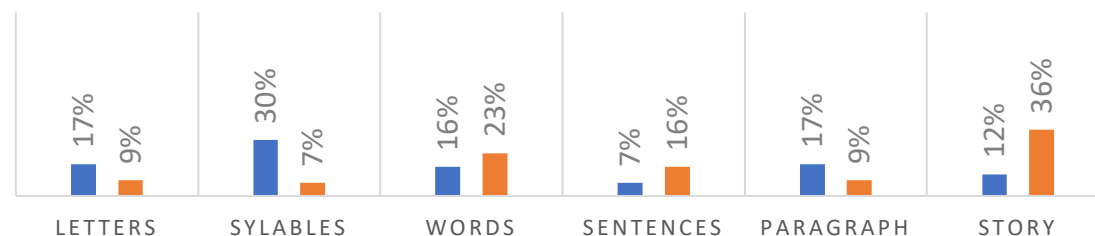
READING, HON - 3RD. GRADE



The percentage of students who cannot read a word dropped 44% in Guatemala (from 66% to 22%), 24% in Honduras (from 89% to 65%) and 24% in Panama (from 63% to 39%).

PANAMÁ

READING, PAN - 3RD. GRADE



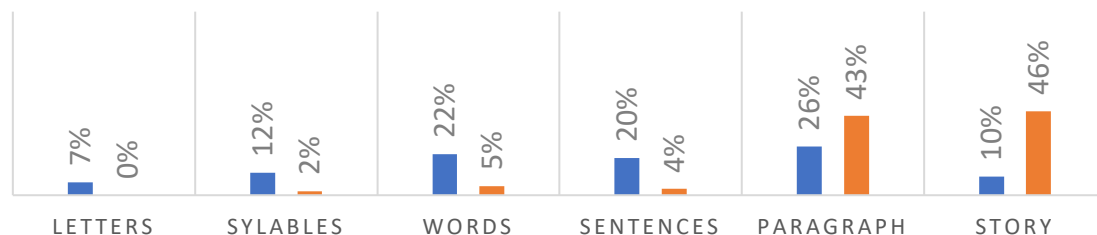
The percentage of students who can read a short story written at a 3rd.-grade level rose 26% in Guatemala, 5% in Honduras and 24% in Panama.

Reading: Fourth Grade



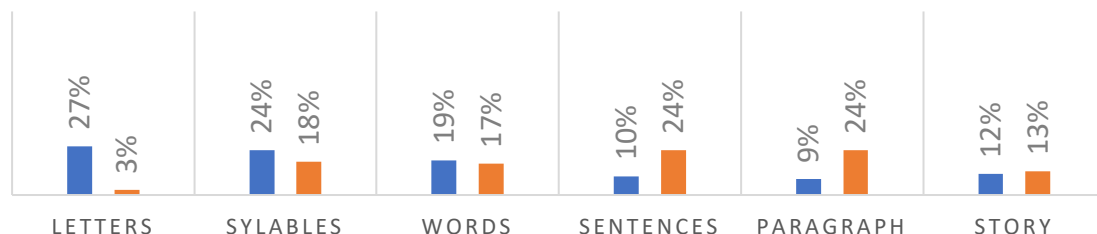
GUATEMALA

READING, GUA - 4TH. GRADE



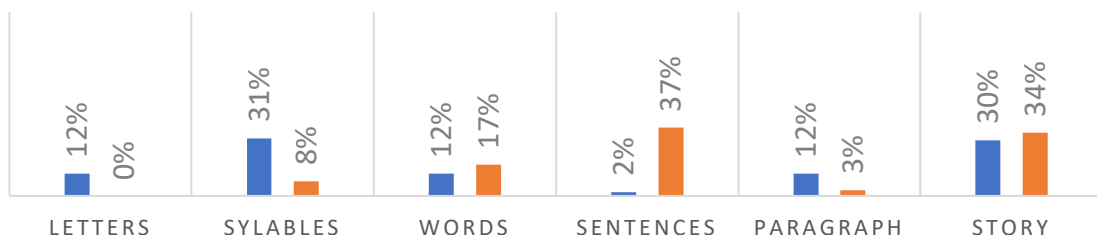
HONDURAS

READING, HON - 4TH. GRADE



PANAMÁ

READING, PAN - 4TH. GRADE



The percentage of students who did not know the alphabet dropped 7% in Guatemala, 24% in Honduras and 12% in Panama.

The percentage of students who cannot read a word dropped 34% in Guatemala (from 41% to 7%), 32% in Honduras (from 70% to 38%) and 30% in Panama (from 55% to 25%).

The percentage of students who are in the level of reading sentences or above increased 37% in Guatemala (from 56% to 93%) and 30% in Honduras and Panama, (from 31% to 61% and from 44% to 74% respectively).

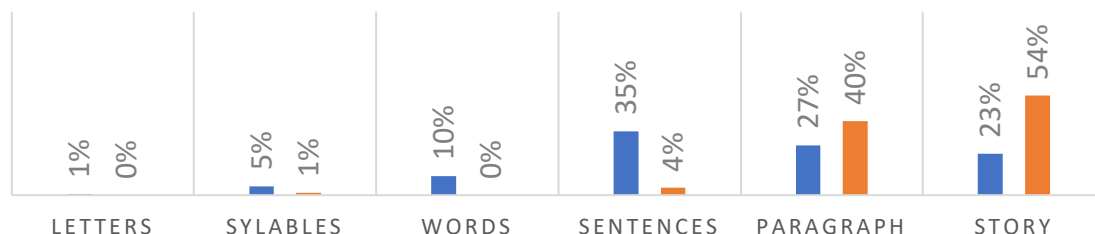
The percentage of students who can read a short story written at a 3rd.-grade level increased 36% in Guatemala, 1% in Honduras and 4% in Panama.

Reading: Fifth Grade



GUATEMALA

READING, GUA - 5TH. GRADE

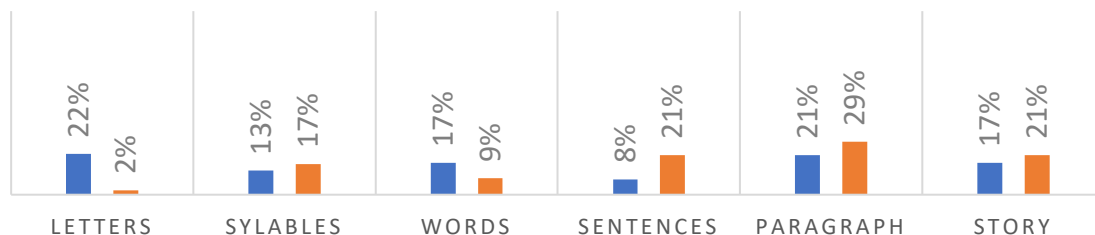


The percentage of students who did not know the alphabet dropped 20% in Honduras.

The percentage of students who cannot read a word dropped 15% in Guatemala (from 16% to 1%) and 24% in Honduras (from 52% to 28%).

HONDURAS

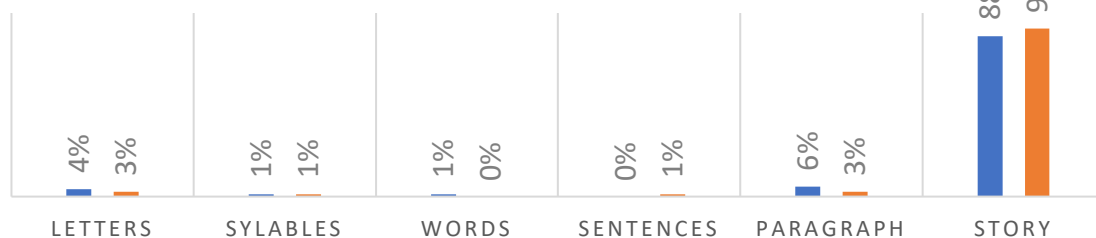
READING, HON - 5TH. GRADE



The percentage of students who are in the level of reading sentences or above increased 13% in Guatemala (from 85% to 98%), 25% in Honduras (from 46% to 71%) and 2% in Panama (from 94% to 96%).

PANAMÁ

READING, PAN - 5TH. GRADE



The percentage of students who can read a short story written at a 3rd.-grade level increased 31% in Guatemala, 4% in Honduras and 4% in Panama.

* Panama difference pre-post test not statistically significant. 10

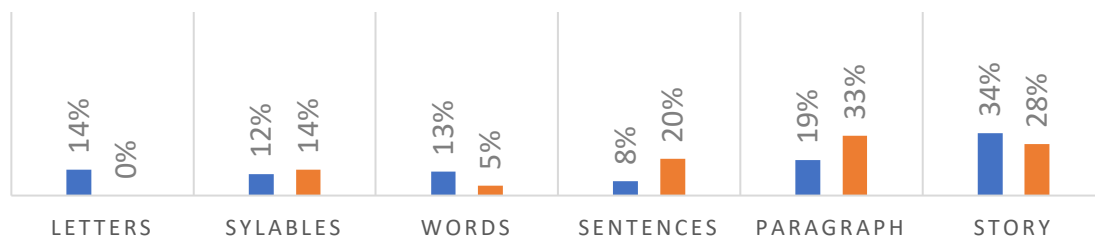
Reading: Sixth Grade



GUATEMALA

HONDURAS

READING, HON - 6TH. GRADE



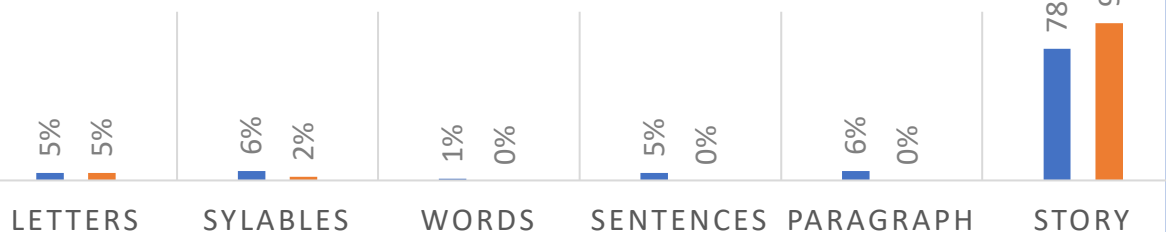
The percentage of students who did not know the alphabet dropped 14% in Honduras.

The percentage of students who cannot read a word dropped 20% in the same country (from 39% to 19%).

The percentage of students who mastered to read a 7-word sentence or more increased 8% in Honduras (from 53% to 61%) and 9% in Panamá (from 84% to 93%).

PANAMÁ

READING, PAN - 6TH. GRADE



* Panamá difference pre-post not statistically significant.

Successful Return To School: Math Levels



Count – Identify and write – compare – operate – solve problems

Level 1:
0-10

**Count, compare,
add, subtract and
solve problems.**

Example:
What number is this?
"8"

Order from least to
greatest:
7, 3, 5

Solve: $5 + 3 =$

Level 2:
0-20

**Count, compare,
add, subtract,
multiply, divide and
solve problems.**

Example:
What number is this?
"15"

Order from least to
greatest: 11, 10, 20, 8

Solve: $14 - 6 =$

Solve: $20 \div 4 =$

Level 3:
0-100

**Count, compare,
add, subtract,
multiply, divide and
solve problems.**

Example:
What number is this?
"43"

How much smaller is
25 than 100

Solve: $100 - 26 =$

Solve: $15 \times 3 =$

Level 4:
0-1000

**Count, compare,
add, subtract,
multiply, divide and
solve problems.**

Example:
What number is this?
"301"

How much bigger is
350 than 175

Solve: $300 - 150 =$

Solve: $45 \times 8 =$

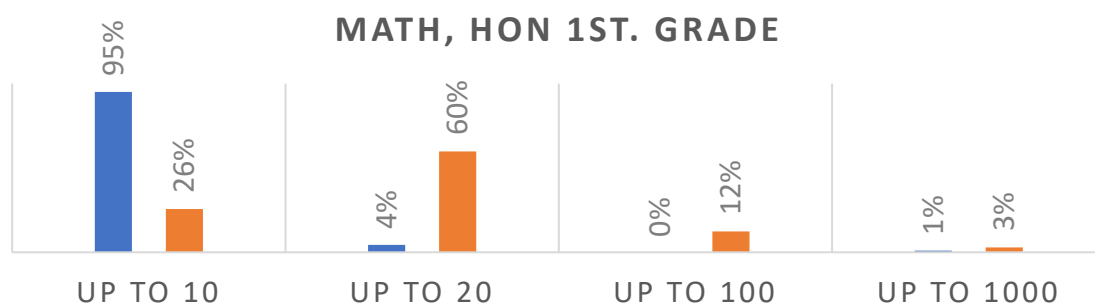
Math: First Grade



GUATEMALA

HONDURAS

PANAMÁ



The percentage of the students who could not + and - using 1-10 dropped from 95% to 26%.

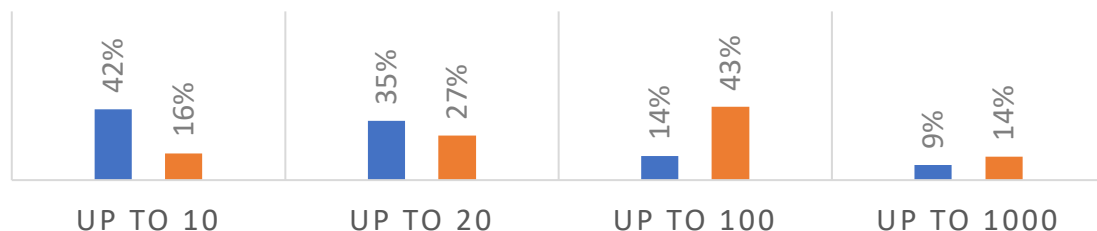
The percentage of students who can +, -, x, and ÷ using 1 - 20 increased 56% and 12% for 1 - 100.

Math: Second Grade



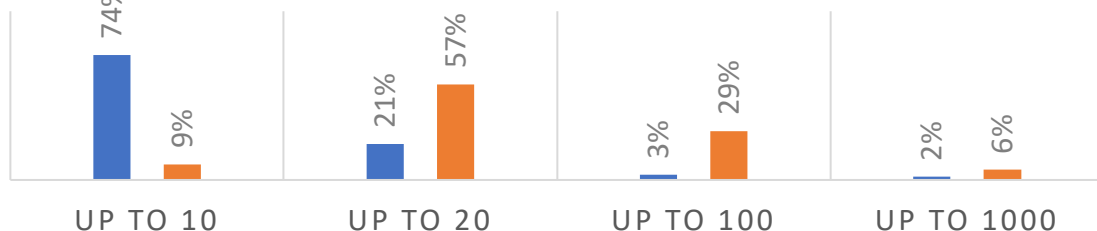
GUATEMALA

MATH, GUA 2ND. GRADE



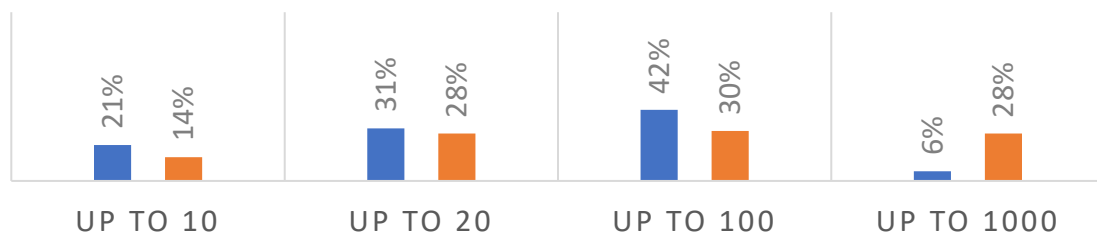
HONDURAS

MATH, HON 2ND. GRADE



PANAMÁ

MATH, PAN 2ND. GRADE



The percentage of students who cannot $+$, $-$, \times , and \div up to 20 dropped 34% in Guatemala (from 77% to 43%), 29% in Honduras (from 95% to 66%) and 10% in Panama (from 52% to 42%).

The percentage of students who are in the level of $+$, $-$, \times and \div up to 100 or more increased 34% in Guatemala (from 23% to 57%), 30% in Honduras (from 5% to 35%) and 10% in Panama, (from 48% to 58%).

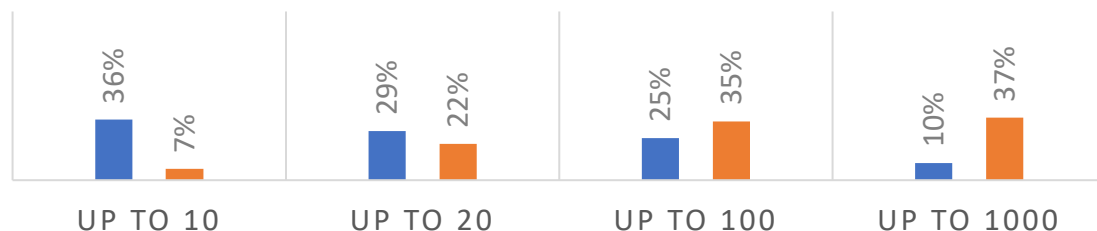
The percentage of students who can $+$, $-$, \times and \div up to 1000 increased 5% in Guatemala, 4% in Honduras and 22% in Panama.

Math: Third Grade



GUATEMALA

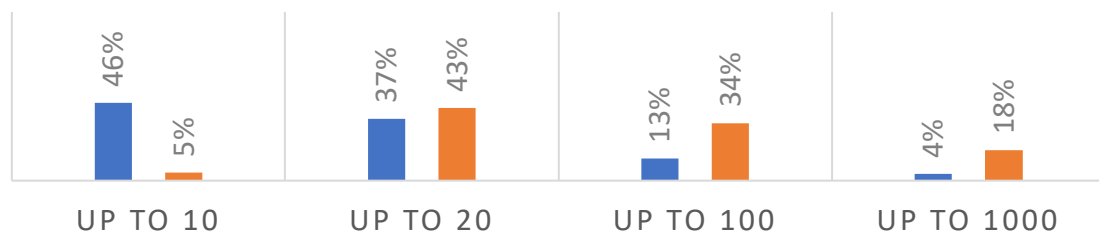
MATH, GUA 3RD. GRADE



The percentage of students who cannot + and - up to 10 dropped 29% in Guatemala, 41% in Honduras and 17% in Panama.

HONDURAS

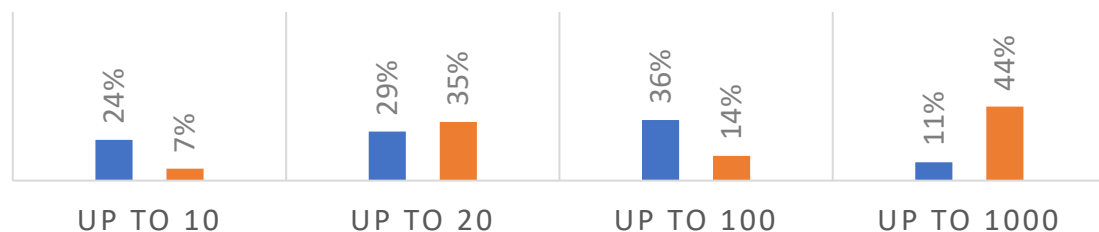
MATH, HON 3RD. GRADE



The percentage of students who are in the level of +, -, x and ÷ up to 100 or more increased 37% in Guatemala (from 35% to 72%), 35% in Honduras (from 17% to 52%) and 11% in Panama, (from 47% to 58%).

PANAMÁ

MATH, PAN 3RD. GRADE



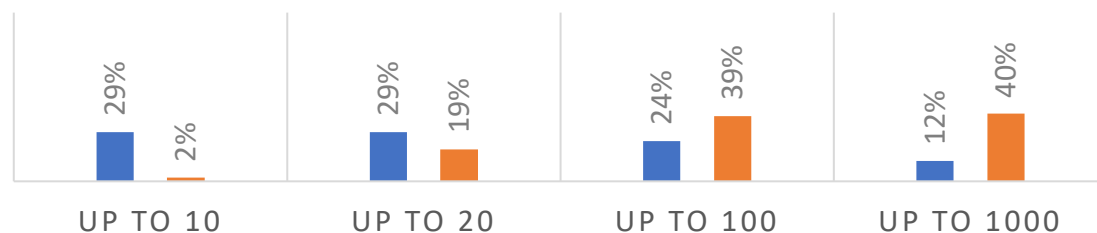
The percentage of students who can +, -, x, and ÷ up to 1000 increased 27% in Guatemala, 14% in Honduras and 33% in Panama.

Math: Fourth Grade



GUATEMALA

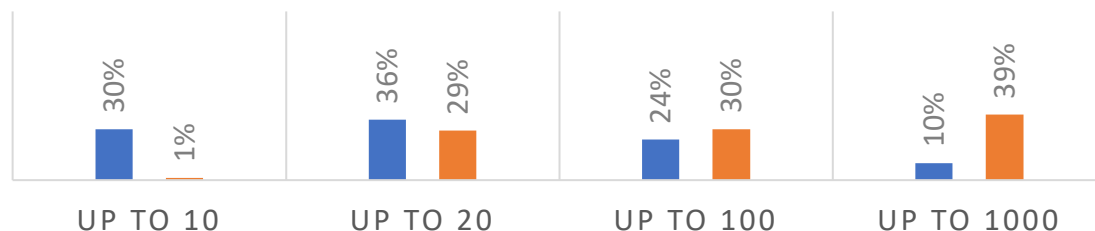
MATH, GUA 4TH. GRADE



The percentage of students who cannot + and - up to 10 dropped 27% in Guatemala, 29% in Honduras and 12% in Panama.

HONDURAS

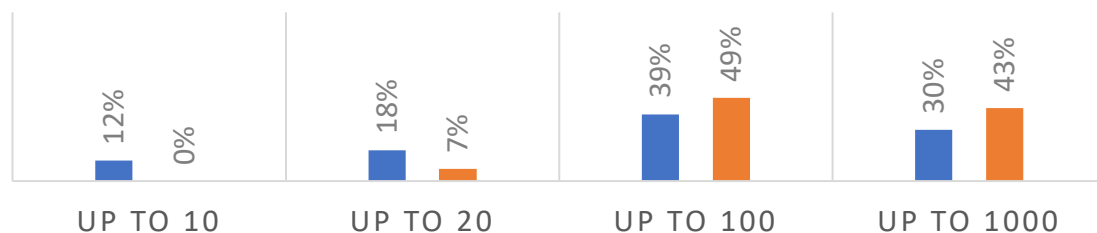
MATH, HON 4TH. GRADE



The percentage of students who cannot +, -, x, and ÷ up to 20 dropped 37% in Guatemala (from 58% to 21%), 36% in Honduras (from 66% to 30%) and 23% in Panama (from 30% to 7%).

PANAMÁ

MATH, PAN 4TH. GRADE



The percentage of students who are in the level of +, -, x, and ÷ up to 100 or more increased 43% in Guatemala (from 36% to 79%), 35% in Honduras (from 34% to 69%) and 23% in Panama, (from 92% to 69%).

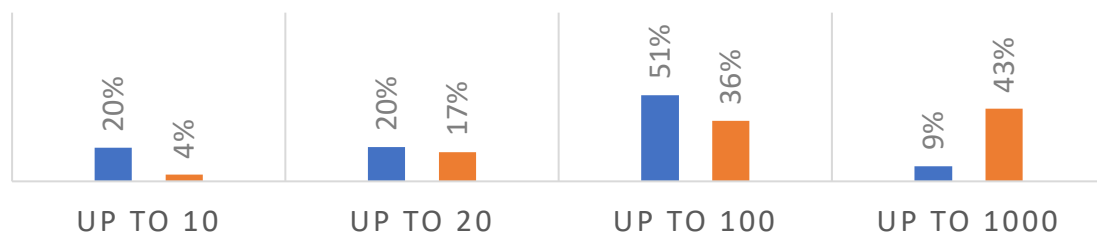
The percentage of students who can +, -, x, and ÷ up to 1000 increased 28% in Guatemala, 29% in Honduras and 13% in Panama.

Math: Fifth Grade



GUATEMALA

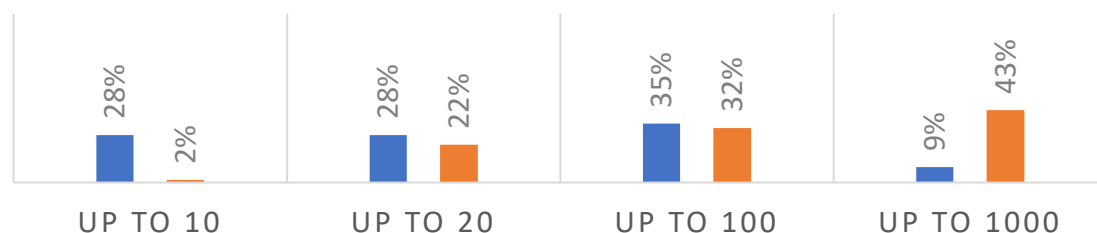
MATH, GUA 5TH. GRADE



The percentage of students who cannot + and - up to 10 dropped 16% in Guatemala and 26% in Honduras.

HONDURAS

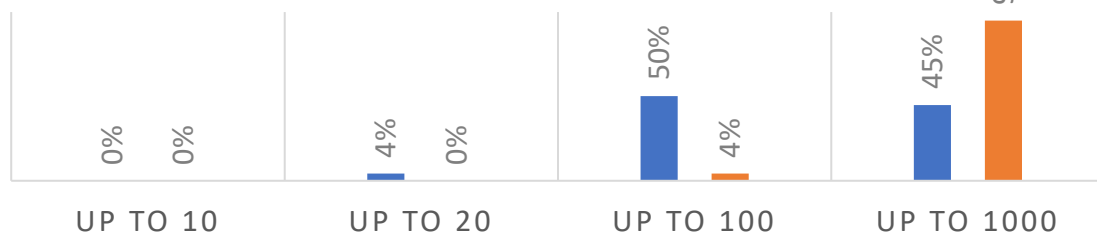
MATH, HON 5TH. GRADE



The percentage of students who cannot +, -, x and ÷ up to 20 dropped 19% in Guatemala (from 40% to 21%), 32% in Honduras (from 56% to 24%) and 4% (from 4% to 0%) in Panama.

PANAMÁ

MATH, PAN 5TH. GRADE



The percentage of students who are in the level of +, -, x and ÷ up to 100 or more increased 19% in Guatemala (from 60% to 79%), 31% in Honduras (from 44% to 75%) and 4% in Panama, (from 95% to 99%).

The percentage of students who can +, -, x and ÷ up to 1000 increased 34% in Guatemala, 44% in Honduras and 50% in Panama.

Math: Sixth Grade

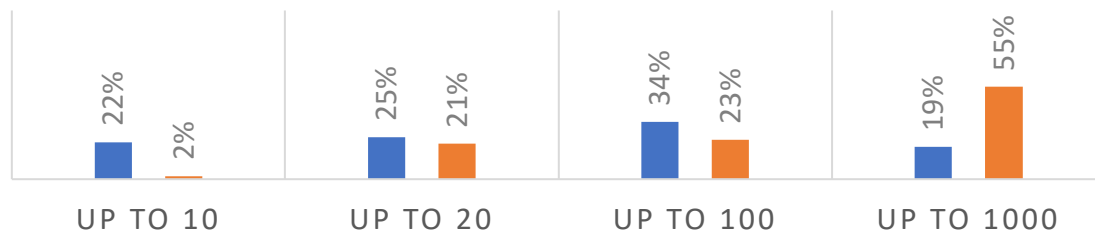


GUATEMALA

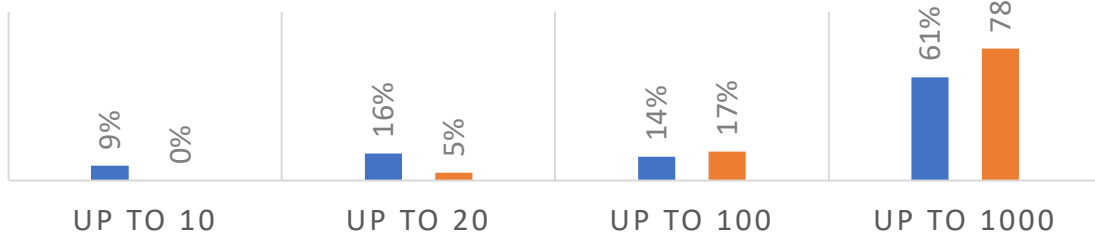
HONDURAS

PANAMÁ

MATH, HON 6TH. GRADE



MATH, PAN 6TH. GRADE



The percentage of students who cannot + and - up to 10 dropped 20% in Honduras and 9% in Panama.

The percentage of students who cannot +, -, x and ÷ up to 20 dropped 24% in Honduras (from 47% to 23%) and 20% in Panama (from 25% to 5%).

The percentage of students who are in the level of +, -, x, and ÷ up to 100 or more increased 25% in Honduras (from 53% to 78%) and 20% in Panama, (from 75% to 95%).

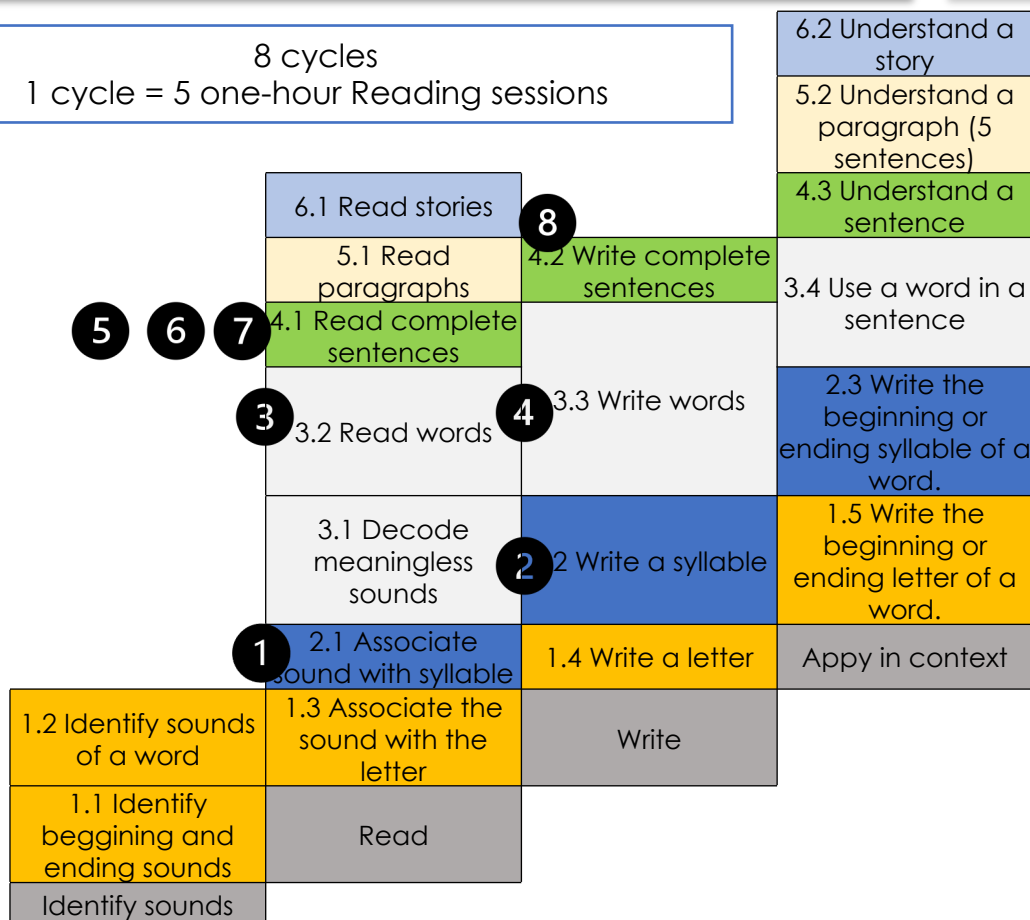
The percentage of students who can +, -, x and ÷ up to 1000 increased 36% in Honduras and 17% in Panama.

Yensy Marisol Maldonado: Reading progress



LEVEL 6	Story
LEVEL 5	Paragraph
LEVEL 4	Sentence ★
LEVEL 3	Word
LEVEL 2	Syllable ★
LEVEL 1	Letter

8 cycles
1 cycle = 5 one-hour Reading sessions



Yensy started the program at level 2: “Syllables”.

In the first cycle she was in the process of learning to associate sounds to a written syllable. After five one-hour reading sessions she was already writing syllables, (Cycle #2).

During the next two cycles, #3 and #4, Yensy was in the process of reading and writing words, until she started to read sentences, an ability that took her three more cycles, #5, #6 and #7. In her last cycle of the program, she was learning to write sentences.

After 40, one-hour Reading sessions, she moved from level 2: “Syllables”, to level 4: “Sentences”.

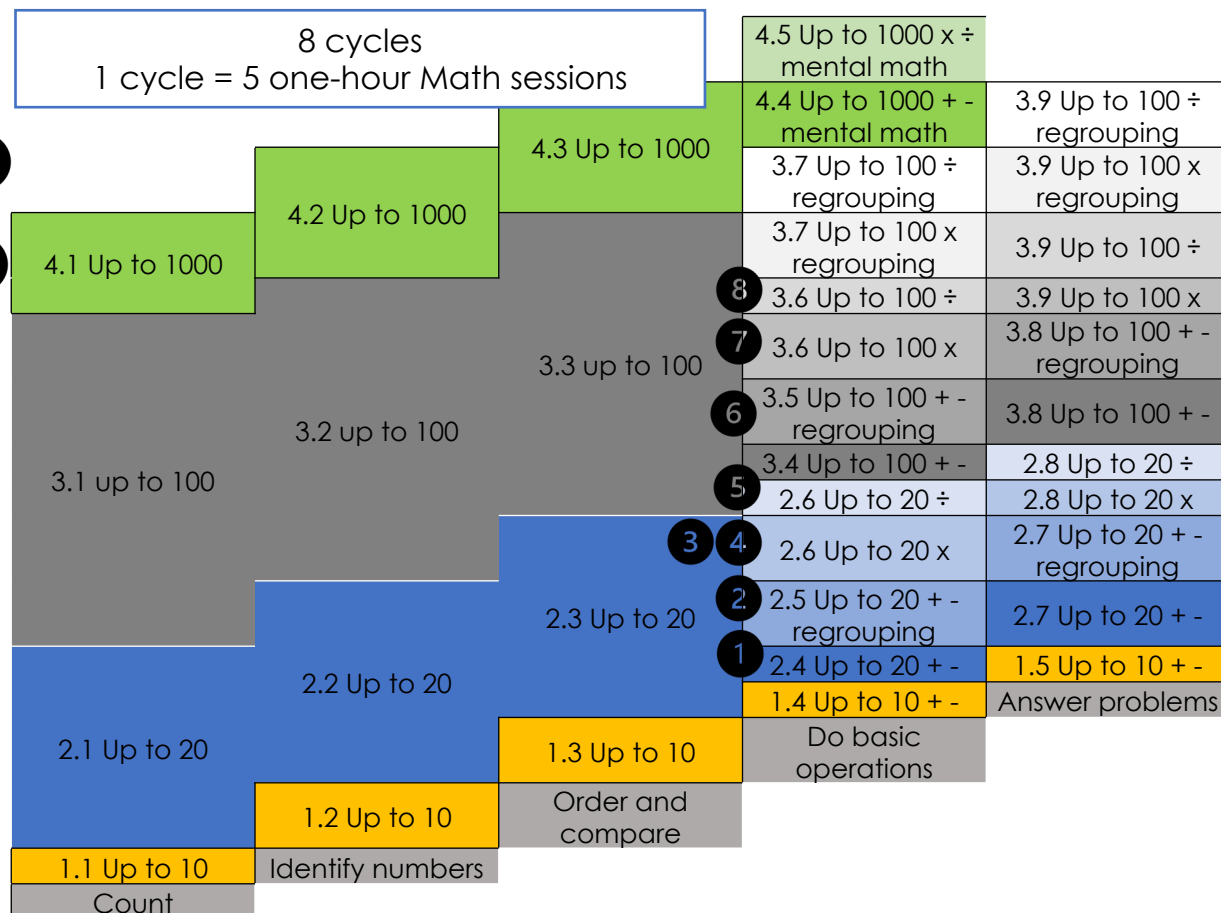
Yensy Marisol Maldonado: Reading progress



LEVEL 4	(+ , - , x , ÷) up to 1,000
LEVEL 3	(+ , - , x , ÷) up to 100 ★
LEVEL 2	(+ , - , x , ÷) up to 20 ★
LEVEL 1	(+ , -) up to 10

Yensy started the program at level 2: “Up to 20”.

In the first two cycle she was in the process of learning to add and subtract up to 20. During the next two cycles, #3 and #4 she was multiplying number up to 20 and in the 5th. Cycle she was learning how to divide.



During the next three cycles, #6, #7 and #8, Yensy was in the process of learning basic operations up to 100.

After 40, one-hour Math sessions, she moved from level 2: “Up to 20”, to level 3: “Up to 100”

Additional Success Stories



“We have students such as Andy Alvarez from 3rd grade. At the beginning the year he was at a low level of reading and math and now he is at an advanced level. Examples like Andy motivate teachers and students to keep improving. Thanks to the Tutor, we know that more students like Andy will advance. In the name of the entire school, parents and students, we thank you for all the help they have given us through such an excellent organization and program.”

- Christian, Teacher in Los Amates



“Hello! We are Nancy Pamela Villalobos and Nataly Chavez Villalobos. We are both in the 2nd grade and together want to thank you and the Tutor Mileydi that has helped us and our teacher Antonia.

At the beginning of the year we did not know how to read and thanks to her we can now read. She also taught us how to add and subtract. And now we are learning to multiply! We are very happy to have learned a lot with her and we want to continue learning more and more! We are going to miss the Tutor and hope she comes back again next school year to help us learn more. Thank you for supporting us and the rest of our classmates. We give you a big hug! We love you all!”

- Nancy & Nataly, 2nd Grade, Montecristo I



Additional Success Stories



“My name is Sulema Villatoro. I live in Nueva Lempira, Honduras and I am a mother to Jonathan (6th grade) and Abraham (1st grade).

Because of the Tutor, Abraham (1st grade) has improved in Spanish in writing words and in mathematics he knows all the numbers up to 30!

Jonathan (6th grade) can now multiply and divide in math!

Thanks to School the World and you! The Tutor has been so helpful because the teachers each have 3 grades to teach, so it was hard for them to get the children caught up. We needed this extra support. We have seen a big improvement in their learning, so thank you very much! We really hope this program can continue next year!”

“My name is Yaneli and I’m in 6th grade, I’m from the community Nueva Lempira, Honduras I want to tell you, that when I got into school I could not read. And at the beginning of the year, when the teacher asked me to go in front of my classmates to read, it was very scary. In mathematics I also had problems in adding and subtracting.

But then when Tutor Ena Diaz came to our school, I learned how to read, write, add, subtract, and multiply and now I'm learning how to divide!! I feel SO happy because now I can do homework that I couldn't before and I can read in front of my class!

Thank you for your support with the Tutor. When the program ended I got very sad that I might not be able to keep getting better. But I hope Ena Diaz will return next year too!”



Additional Success Stories



“ Hi! My name is Sandra. I am 10 years old and in the 3rd grade.

*When school began this year, I had forgotten everything! I forgot how to read and how to add and subtract numbers. I could not speak Spanish well either. **This made me more sad than schools being closed.***

*The tutor helped me a lot with letters, numbers, reading and writing. Before it was **SO** difficult. Now, I can count to 300!! She even taught me how to hold a pencil properly again!*

Now I am so happy. I always want the weekends to go by quickly so that I can learn more on Monday.



*When I travel with my mom outside of the community, I have to read signs to her because she cannot. **It's almost like she is blind.** I do not want that for myself. An Seño Lesvia (Tutor) has made sure that will not happen. I really hope she can continue helping us next year so that I can learn more and more and make sure to do well in school!"*