



New Worlds Reading Initiative

2022–2023 Annual Enrollment Report

UF | Lastinger Center for Learning
UNIVERSITY of FLORIDA

**new
worlds
reading** }

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023

TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
Goal	4
New Worlds Reading by Numbers	5
Academic Achievement for Enrolled Students	6
Takeaways	6
ABOUT NEW WORLDS READING	8
REPORT GOAL	10
ANNUAL ENROLLMENT DATA	11
IMPACT OF NEW WORLDS READING ON HOME LITERACY PRACTICES	13
Family Satisfaction	13
Home Literacy Practices and Children’s Reading Achievement	13
New Worlds Reading Families	14
SCHOOL DISTRICT SATISFACTION	16
EVALUATION QUESTIONS	17
KNOWLEDGE EVALUATION METHOD	18
Data Sources and Sample	18
Analysis Methods	20
FAST Star Early Literacy and FAST Star Reading	20
FAST ELA Reading	20
IMPACT OF NEW WORLDS READING ON READING ACHIEVEMENT FOR ENROLLED VS. ELIGIBLE NOT ENROLLED STUDENTS	21
Grades K–2 Star Early Literacy Multilevel Model Results	21
Star Early Literacy: New Worlds Reading Students Made Faster Gains	21
Star Early Literacy: New Worlds Reading ELL Students Grew At Even Higher Rates	23
Grades 1–2 Star Reading Multilevel Model Results	25
Star Reading: New Worlds Reading Students Made Faster Gains	25
Star Reading: New Worlds Reading ELL Students Grew At Even Higher Rates	26
Grades 3–5 FAST ELA Reading Ordered Logistic Regression Results	28
ELA Reading: New Worlds Reading Students Improved As Well As Others	28

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



ELA Reading: New Worlds Reading ELL Students Made Significantly More Gains	30
COMMUNICATION AND ENGAGEMENT EFFORTS	32
PLAN TO INCREASE ENROLLMENT	34
APPENDIX 1: FAST STAR EARLY LITERACY GRADES K–2 MULTILEVEL MODEL RESULTS	36
APPENDIX 2: FAST STAR READING GRADES 1–2 MULTILEVEL MODEL RESULTS	37
APPENDIX 3: FAST ELA READING GRADES 3–5 ORDERED LOGISTIC REGRESSION RESULTS	38



ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



EXECUTIVE SUMMARY



New Worlds Reading is Florida’s free at-home literacy program to help eligible¹ Voluntary Prekindergarten (VPK) through 5th grade students in Florida bolster literacy skills, build reading confidence, and foster a lifelong love of reading. It has redefined the landscape of literacy support.

Eligible children receive not only a **free book** each month (October through June) tailored to their interests, but also

resources and activities carefully designed for caregivers and children to use together to nurture children’s literacy skills and increase caregivers’ confidence and capacity.

Goal

This report highlights three main components of New Worlds Reading for the 2022–2023 academic school year:

1. Enrollment numbers (overall and broken down by district, grade level, etc.).
2. Program impact on home literacy practices and children’s reading achievement based on family feedback data.
3. Academic achievement and learning gains for enrolled students based on Florida Assessment of Student Thinking (FAST) progress monitoring (PM) data.

“My son’s confidence in reading has boosted. Before, reading seemed like a chore and now he reads before bed without being told to do so. I’m so thankful for this program.”

– M. Ramos, Caregiver of a 3rd Grade Student

¹ To be eligible, a child must be a VPK student who is not making age-appropriate progress according to state assessments or a K–5th grade student who is not yet reading on grade level in a public school, including charter schools.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



New Worlds Reading by Numbers

SCALE

199,765 students in approximately **148,707** households served statewide in the 2022–2023 school year with over **3.7 million** books shipped to them since the beginning of the program in October 2021.

SATISFACTION

90.6% of survey respondents² would recommend New Worlds Reading to others, and over **90%** are satisfied with their books and resources.

89% of district partners³ reported being satisfied with New Worlds Reading.

IMPACT ON HOME LITERACY PRACTICES

Over **86%** of surveyed caregivers said their children are reading more often and more confidently since enrolling in New Worlds Reading.

Over **83%** of surveyed caregivers said they are spending more time reading with their children since enrolling in New Worlds Reading.

IMPACT ON STUDENT READING ACHIEVEMENT

Enrolled students made **significant gains** of up to **55%** growth rates in reading achievement across the 2022–2023 school year.

Enrolled students narrowed the gap compared to their eligible non-enrolled peers by as much as **56%**.

For Star Early Literacy, enrolled English Language Learner (ELL) students narrowed the gap with their eligible but not enrolled non-ELL peers by **40%**.

For Star Reading, enrolled students narrowed the gap with their eligible but not enrolled peers by **39%**.

For English Language Arts Reading, enrolled ELL students narrowed the gap with their eligible but not enrolled non-ELL peers by **56%**.

² Approximately 15,000 New Worlds Reading caregivers responded to a feedback survey between June–July 2023.

³ Points of contact in 35 Florida school districts responded to a feedback survey between April–May 2023.

ANNUAL ENROLLMENT REPORT

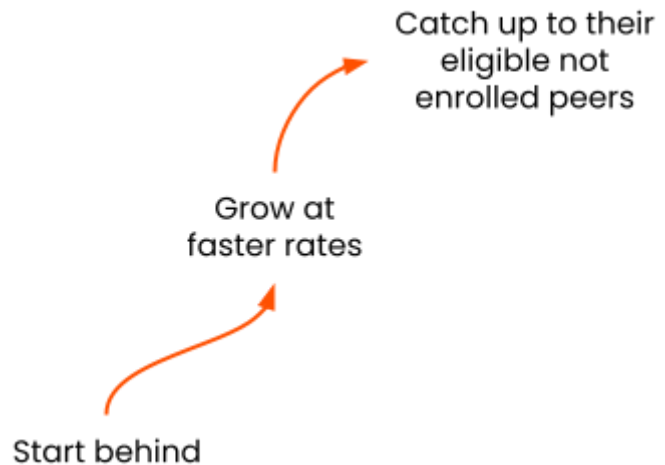
Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



Academic Achievement for Enrolled Students

When looking at reading assessment scores, New Worlds Reading students:



Takeaways

**WHEN
LOOKING AT
ASSESSMENT
SCORES**

New Worlds Reading students made **significant gains** in reading achievement across the 2022–2023 academic school year. They obtained **higher growth rates** in reading scores than students who were eligible but not enrolled.

Impacts on reading achievement were even **more pronounced for enrolled ELL students** who exhibited even higher growth margins compared to non-ELL students who were eligible but not enrolled.

Enrolled students in New Worlds Reading not only **read or look at books more often and more confidently**, but caregivers and children **spend more time together bonding through reading**, thus fostering a lifelong love of reading.

**WHEN LOOKING
AT HOME
LITERACY
PRACTICES**

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023

new
worlds
reading }

**WHEN
LOOKING AT
FAMILY
FEEDBACK**

Families reported they are **grateful** for New Worlds Reading and the books and resources received that many of them would not have direct at-home access to otherwise, and **look forward to discovering new books and resources** each month.

“It has been exciting to see him ask if he “received any mail”. He likes to read the books that have come and it’s a big reward for him to finish the book and ask how long it will take for the next book. His reading skills in school improved and he is much more involved in reading and sharing information. I am very thankful for this program and all that it offers.”

– T. Blunt, Caregiver of a 5th Grade Student

“[What I like the most about this program is the] new material and books we normally wouldn’t select at the library or store. It has allowed my daughter to read outside of her normal interests and see there is more to learn and enjoy.”

– J. Bloom, Caregiver of a 4th Grade Student



ANNUAL ENROLLMENT REPORT

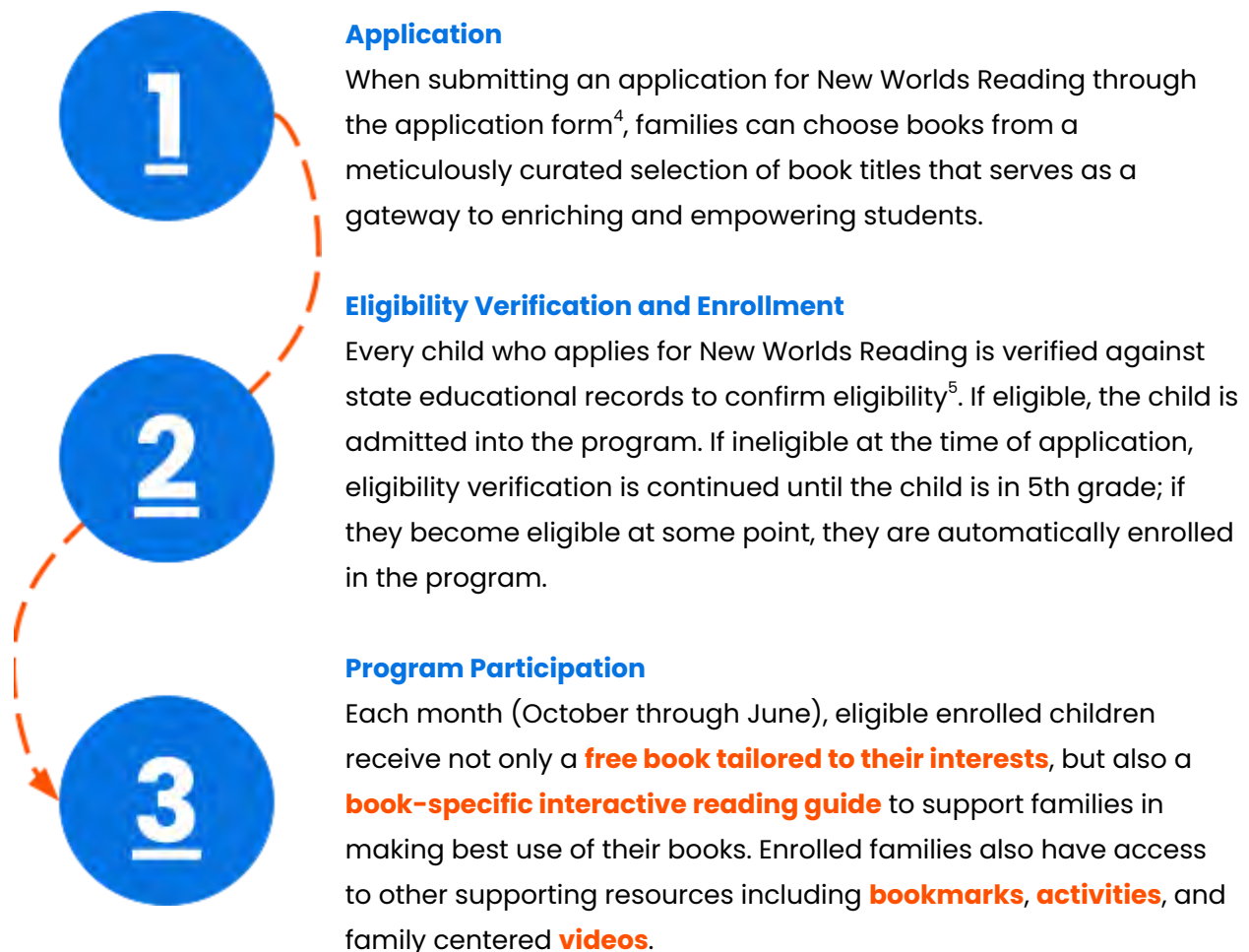
Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



ABOUT NEW WORLDS READING

Established by legislation in 2021 and expanded in 2023, New Worlds Reading is Florida’s free at-home literacy program to help eligible VPK through 5th grade students in Florida bolster literacy skills, build reading confidence, and foster a lifelong love of reading. The UF Lastinger Center for Learning administers the program, and they selected Scholastic as a partner. The New Worlds Reading user journey can be summarized as follows:



⁴ Available at <https://www.newworldsreading.com/fl/en/enrollment.html>

⁵ To be eligible, a child must be a VPK student who is not making age-appropriate progress according to state assessments or a K-5th grade student who is not yet reading on grade level in a public school, including charter school.

ANNUAL ENROLLMENT REPORT

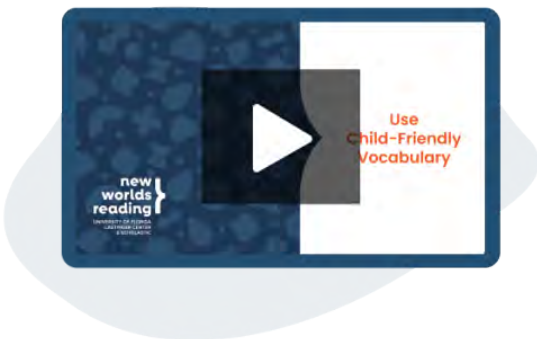
Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



New Worlds Reading **books** are selected in collaboration with the Florida Department of Education (FDOE), and are available in English, Spanish, Haitian Creole, and braille.

Resources including **bookmarks**, **fun activities**, and **grade-specific interactive reading guides** are thoughtfully aligned with the rigorous B.E.S.T. Standards, grounded in the science of reading, and provide families with a structured yet engaging framework to enhance their child's reading comprehension, stimulate critical thinking, and foster a love for reading and learning.



The family-centered **videos** empower families with practical strategies to aid their child's reading progress. Caregivers have praised the videos' effectiveness in providing clear, actionable guidance that complements the interactive reading guides.

As an effort to transcend language barriers and ensure that all families can actively participate in their child's literacy journey, books and materials are offered in **multiple languages and formats** including English, Spanish, Haitian Creole, and braille.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



REPORT GOAL

The goal of this report is three-fold.

First, this report describes overall **enrollment numbers** for the 2022–2023 school year as well as detailed numbers by variables such as school district, grade level, and book language selection.

Second, this report describes New Worlds Reading **impact on home literacy practices and children’s reading achievement** reported by caregivers. Specifically, based on feedback survey data, families’ level of satisfaction is investigated with different elements of the program, as well as caregivers’ perceptions of changes in children’s reading habits and confidence since enrolling in the program.

Third, this report discusses **academic achievement** and **learning gains** for students enrolled in the 2022–2023 school year with the aim of assessing program impact on student reading skills. Specifically, growth in student reading assessment scores is investigated, as measured by the Florida Assessment of Student Thinking (FAST) progress monitoring assessment.



ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



ANNUAL ENROLLMENT DATA

In the 2022–2023 school year, New Worlds Reading served a total of **199,765 K–5 students** in approximately **148,707** households statewide and shipped them over **3.7 million books** (see Figures 1 and 2). This represents approximately 22% of all K–5 eligible students in Florida for the aforementioned school year.

96.50% of books were distributed in English, **3.33%** in Spanish, **0.15%** in Haitian Creole, and **0.01%** distributed in braille.

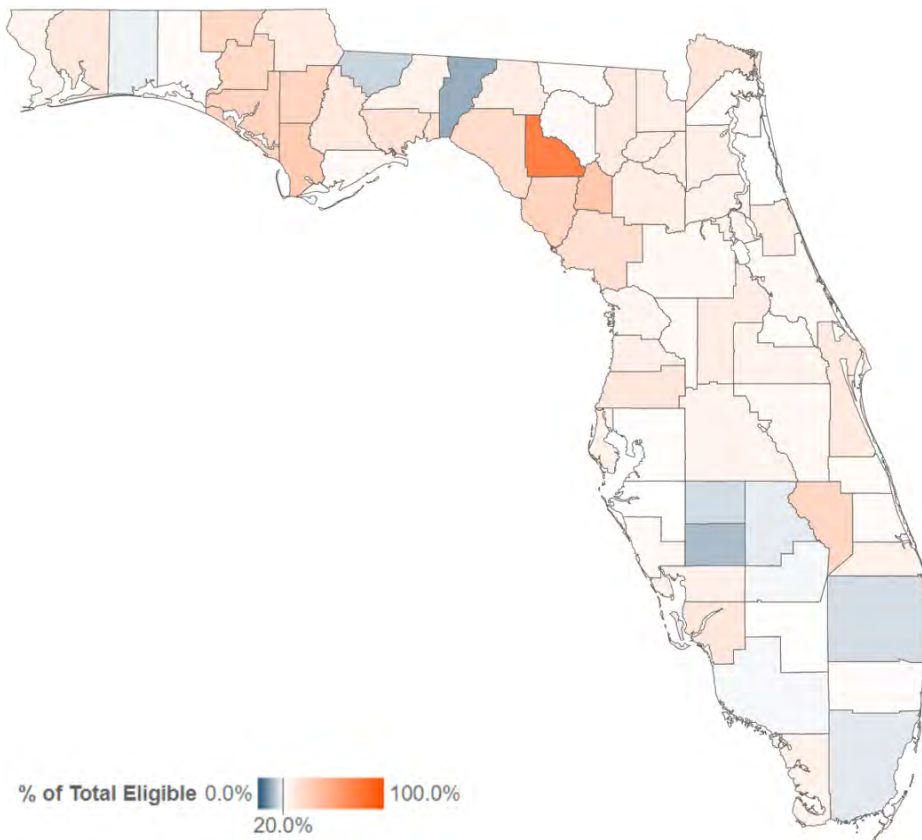


Figure 1. Enrollment by school district

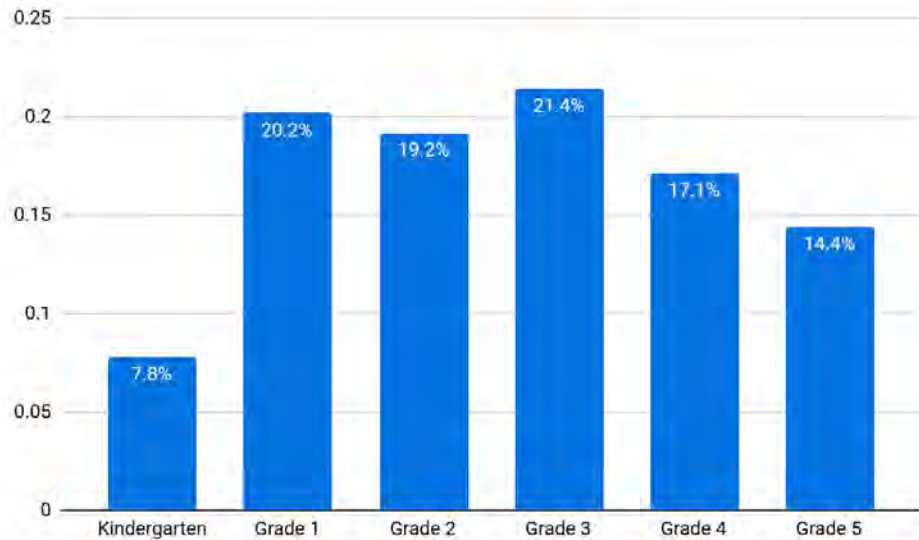
ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



Figure 2. Enrollment by grade level



A complete breakdown of enrolled students by district, grade level, and school can be accessed [here](#) (a PDF version is available [here](#)).

Additionally, a file was securely obtained that included student-level data for students that are eligible and participating in New Worlds Reading. This file can be disaggregated by district, school, and months participating in the program.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



IMPACT OF NEW WORLDS READING ON HOME LITERACY PRACTICES

Family Satisfaction

According to survey data collected from 15,184 New Worlds Reading families between June 6 and July 11, 2023, caregivers are not only highly satisfied with all elements of the program but also report it as having a positive impact on their home literacy practices and children's reading achievement as follows:

90.6% Families would recommend New Worlds Reading (Net Promoter Score)

93.6% Families satisfied with books received

89.0% Families satisfied with literacy resources received

Home Literacy Practices and Children's Reading Achievement

Since enrolling in New Worlds Reading:

86.7% Children more confident in reading or looking at books

81.0% Caregivers more confident in reading or looking at books with their children

87.7% Children read or look at books more often

83.6% Caregivers spending more time reading or looking at books with their children

ANNUAL ENROLLMENT REPORT

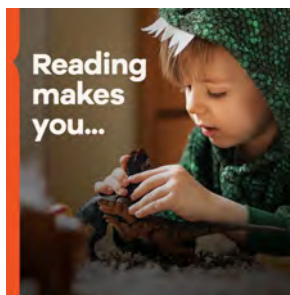
Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



New Worlds Reading Families

The quotes below highlight samples of caregivers' perception that New Worlds Reading improves not only their children's reading confidence and skills, but also allows for their families to spend more time together bonding through reading, thus fostering a lifelong love of reading.

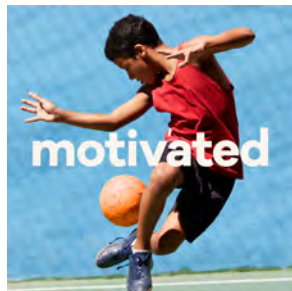
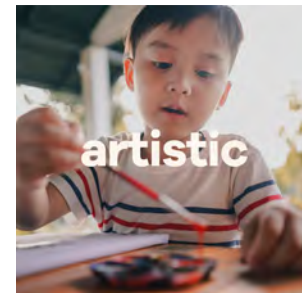


"We enjoy the excitement of getting new books. He usually dives into a new book as soon as it arrives, without fighting! Getting the package in the mail creates the excitement he needs to motivate him to read. The books are all level-appropriate so there's no guesswork for me (which has been a problem when going to the library on our own). I love that he WANTS to read when the book comes in the mail without any fighting."

– A. Griffiths, Caregiver of a 3rd Grade Student

"We enjoy discovering new books that we wouldn't have found otherwise. I enjoy watching how much he has improved."

– Roarie, Caregiver of a 1st Grade Student



"My son was able to find a favorite book. We were sent a ton of classic, timeless books that even I loved as a child. The favorite my son picked was Leo the Late Bloomer, which was ironically my favorite book as a kid too! The program not only improved my son's reading but strengthened the bond we have through books!"

– K. Bell, Caregiver of a Kindergarten Student

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



When combining all testimonials received from respondent caregivers in a word cloud (Figure 3), one can observe the most used words by them to describe their experience with the program, including: **Love**, **Fun**, and **Like**.



Figure 3. Word cloud summarizing caregivers' most frequently used words when describing their experience with the program.
The larger the word font, the more frequently the word was used.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



SCHOOL DISTRICT SATISFACTION

According to feedback data⁶ collected from New Worlds Reading points of contact in Florida school districts, the average rating score of their experience with the program is **9** on a scale ranging from zero (not at all satisfied) to 10 (extremely satisfied). In total, **89%** of district partners reported being satisfied with the program.

Districts' points of contact were also asked to describe their thoughts and experiences with the program. Respondents indicated they mostly have a positive perception of New Worlds Reading as their most used words included **Love**, **Excited**, and **Contact** (Figure 4).



Figure 4. Word cloud summarizing words most frequently used by districts' points of contact when sharing their experiences about New Worlds Reading.

The larger the word font, the more frequently the word was used.

“This is a great program! The students are excited to receive the books. I have heard nothing but great things.”

– Gilchrist's Point of Contact

“This is an excellent opportunity for our students. I love the family event. I am very excited to plan that for our students.”

– Lake Wales Charter School's Point of Contact

⁶ Points of contact in 35 Florida districts responded to a feedback survey between April–May 2023.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



EVALUATION QUESTIONS

As previously stated, this report aims to evaluate academic achievement and learning gains for New Worlds Reading students through FAST progress monitoring (PM) data. For this purpose, first, reading scores of enrolled students were compared to eligible but not-yet-enrolled students over time. Then, attention focused on how the impact of the New Worlds Reading program might be different for students with different characteristics. In these ways, the impact of New Worlds Reading on all enrolled students was examined, as well as differential effects on sub-populations of enrolled students, in comparison to their eligible but not enrolled peers.

There were two overarching questions that guided this evaluation:

1. How does reading literacy growth differ between enrolled and eligible but not-yet-enrolled students?
2. How much do student characteristics (e.g., sex, grade, English Learner status) relate to any observed differences?



ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



KNOWLEDGE EVALUATION METHOD

Data Sources and Sample

Data were obtained from the Florida Department of Education (FDOE) for Florida K–5 eligible students who took the FAST Star Early Literacy, FAST Star Reading, and FAST English Language Arts (ELA) Reading assessments. Students were then identified as either currently enrolled in New Worlds Reading or eligible but not-yet-enrolled. For the purposes of this report, analysis focused on differences in reading achievement between currently enrolled New Worlds Reading students and those who were eligible but not enrolled. Therefore the eligible but not enrolled group of students is a matched comparison group against which the impact of New Worlds Reading on reading literacy might best be measured. These two groups of students—those eligible and enrolled, and those eligible but not enrolled—were subset from the larger database, resulting in the combined sample sizes in Table 1 for students who completed PM3. Those who did not complete PM3 were not included in the analysis for this report.

Table 1. Sample Sizes for PM3 Data for All Students Included in Analysis

Grade	Number of Students (N = 877,427)	Sample Sizes For PM3 Data For All Enrolled and Eligible Not-Enrolled Students		
		FAST ELA Reading	FAST Star	
			Star Early Literacy	Star Reading
Kindergarten	125,499	2 (<0.1%)	123,939 (95.6%)	1,558 (1.2%)
1st	144,551	5 (<0.1%)	126,663 (90.0%)	17,883 (12.7%)
2nd	131,190	200 (0.1%)	3,479 (2.6%)	127,511 (95.6%)
3rd	177,313	177,298 (96.9%)	0 (0.0%)	15 (<0.1%)
4th	145,932	145,932 (96.3%)	0 (0.0%)	0 (0.0%)
5th	152,942	152,942 (96.5%)	0 (0.0%)	0 (0.0%)

In Florida, the majority of Kindergarten and 1st grade students take the Star Early Literacy assessment, and the majority of 2nd graders take the Star Reading assessment. However, this is not always the case, and therefore, there is a slight overlap in grade bands and assessments. Moreover, these three different FAST assessments are not vertically aligned, and therefore, could not be combined in the same analysis. Therefore, knowledge gains were

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



investigated separately according to the following assessment and grade-band groups, and they are reported by these groups in the subsequent sections:

- FAST Star Early Literacy Assessment: Grades K–2
- FAST Star Reading Assessment: Grades 1–2
- FAST ELA Reading Assessment: Grades 3–5

Moreover, all three of these FAST assessments are administered at three different time points throughout the year: August/September (PM1), December/January (PM2), and May/June (PM3). All three administrations of the assessments were included in the dataset from FDOE and were all used in the analysis.

Two different types of assessment data were used, depending on the assessment, as follows:

- FAST Star Early Literacy and Star Reading Assessments: percentiles, ranging from 1–99, representing where a student ranks in relation to their grade level peers.
- FAST ELA Reading Assessment: achievement levels, ranging from 1–5, representing a student’s achievement level in relation to their grade level.

In addition to assessment data, additional data sources were used from the dataset obtained from FDOE including the following information about students from the 2022–2023 academic school year:

- Unique ID number
- District
- Grade level
- Sex
- ELL status

For those students who were enrolled in the New Worlds Reading program, the number of days enrolled in the program was also included.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



Analysis Methods

FAST Star Early Literacy and FAST Star Reading

When analyzing the impact of New Worlds Reading on K–2 students’ reading achievement from Star Early Literacy and Star Reading (Question 1) and by student characteristic (Question 2), because these assessment data were percentiles, and therefore continuous data sources, **multilevel modeling** was used. Through multilevel modeling, more accurate detection of effects is possible (Raudenbush & Byrk, 2002)⁷ because it accounts for, in this case, differences across students—because there are multiple assessment time points per student—and across districts, since students in the same district are more likely to be similar to one another than students in another district. Moreover, several covariates were included in the model so that scores could account for differences based on ELL status, grade level, sex, and date of enrollment in New Worlds Reading. For instance, the model that includes 1st and 2nd grade students with FAST Star Reading scores as the outcome, after including all the other covariates as well as PM1 and PM2 scores, about 16.6% of the differences in students’ PM3 scores was explained just by which district a student was enrolled. Thus, especially with such a high proportion, by accounting for differences across districts in the model, results have a higher accuracy and statistical significance is more trustworthy.

FAST ELA Reading

When analyzing the impact of New Worlds Reading on 3–5 students’ reading achievement from FAST ELA Reading (Question 1) and by student characteristic (Question 2), because these data were ordinal and not continuous, **ordered logistic regression** was used. Multilevel modeling was not possible to be used in this case because the outcome measure is in terms of ordered categorical levels (levels 1 through 5), as opposed to percentiles. Ordered logistic regression is designed to handle this kind of data. Therefore, the reporting is a bit different and was analyzed by changes in students’ levels from PM1 to PM2 and PM1 to PM3. Rather than discussing changes in percentiles, changes in achievement level are discussed as a measure of impact.

⁷ Raudenbush, S. W., & Bryk, A. S. (2002). *Hierarchical linear models: Applications and data analysis methods* (2nd ed.). Sage Publications Inc.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



IMPACT OF NEW WORLDS READING ON READING ACHIEVEMENT FOR ENROLLED VS. ELIGIBLE NOT ENROLLED STUDENTS

Grades K–2 Star Early Literacy Multilevel Model Results

Star Early Literacy: New Worlds Reading Students Made Faster Gains

The multilevel model for students in grades K-2 who took the FAST Star Early Literacy assessment was used to examine the impact of New Worlds Reading on K-2 students' FAST Star Early Literacy percentiles, after accounting for differences in district, grade level, sex, ELL status, and enrollment date (see Appendix 1 for full results). In this case, because differences across districts were very small (only about 5% of differences in achievement data could be explained by the district a student attended), differences across districts were not accounted for in the model.

Estimated Mean FAST Star Early Literacy Percentiles for K-2

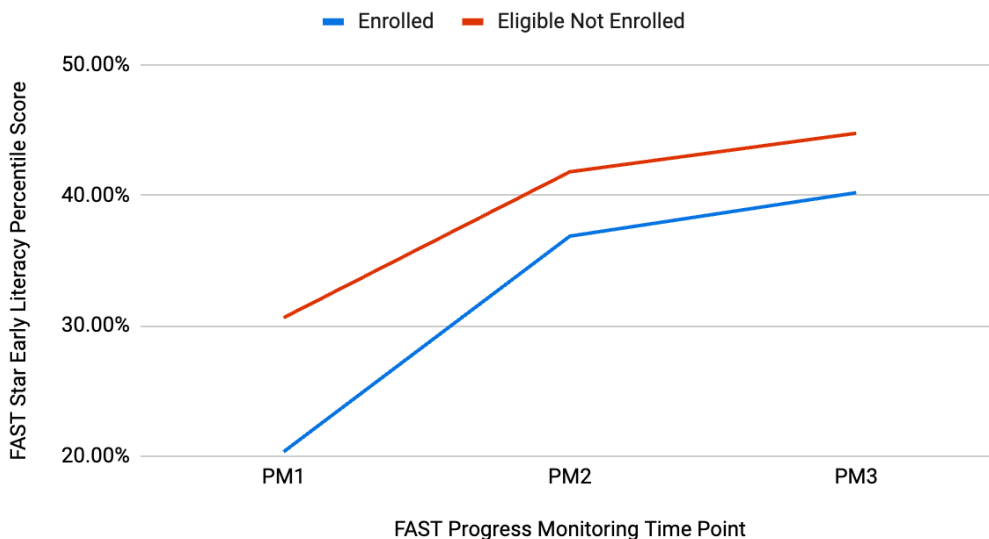


Figure 5. Estimated Mean FAST Star Early Literacy Percentiles for Grades K-2

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



Overall, results of the multilevel model revealed that students enrolled in New Worlds Reading made **statistically significant⁸ gains** in reading achievement across the 2022-2023 academic school year ($p < .001$; see Figure 5). Among their accomplishments, compared to students who were eligible but not enrolled in New Worlds Reading, in addition to having higher percentile growth rates (see Table 2), students enrolled were observed to:

- Have an **18% higher** increase in growth rate ($p < .001$) in reading scores from September (PM1) to January (PM2).
- Have an **18% higher** increase in growth rate ($p < .001$) in reading scores from September (PM1) to May (PM3).

Table 2. Comparing Star Early Literacy Percentile Growth Rates

FAST Star Early Literacy (K-2) Comparison	Enrolled Growth Rate	Eligible Not Enrolled Growth Rate
PM1 to PM2	44.82%	26.75%
PM2 to PM3	8.28%	6.59%
PM1 to PM3	49.39%	31.58%

Further noteworthy is the fact that students who enrolled in New Worlds Reading were students who began the year by being further behind in reading achievement compared to those who were eligible but had not yet enrolled (see Figure 5). Despite this challenge:

Enrolled students narrowed the gap with their eligible but not enrolled peers by **56%** by May 2023.

In August (PM1), K-2 students who took the Star Early Literacy assessment and who were enrolled in New Worlds Reading ranked 10.3 percentile points below their eligible but not enrolled peers. By May (PM3), they had narrowed this gap by 56% to only 4.6 percentile points. In other words, they had caught up with them because they grew by 49.39% over the year,

⁸ A p -value $< .05$ is considered statistically significant throughout this report, meaning that the differences were not just due to the normal kinds of differences that would be expected between different samples of students. It means that there is evidence that the difference in the sample is likely a real difference that exists in the population. Then the size of differences was used to interpret the meaningfulness of those differences.

while their peers grew by only 31.58%—students enrolled in New Worlds Reading had a growth rate that was 18% faster than their eligible but not enrolled peers.

Star Early Literacy: New Worlds Reading ELL Students Grew At Even Higher Rates

Among K–2 students who took the FAST Star Early Literacy assessment, ELL students enrolled in New Worlds Reading stood out in their performance in comparison to non-ELL students who were eligible but not enrolled in New Worlds Reading (see Figure 6).

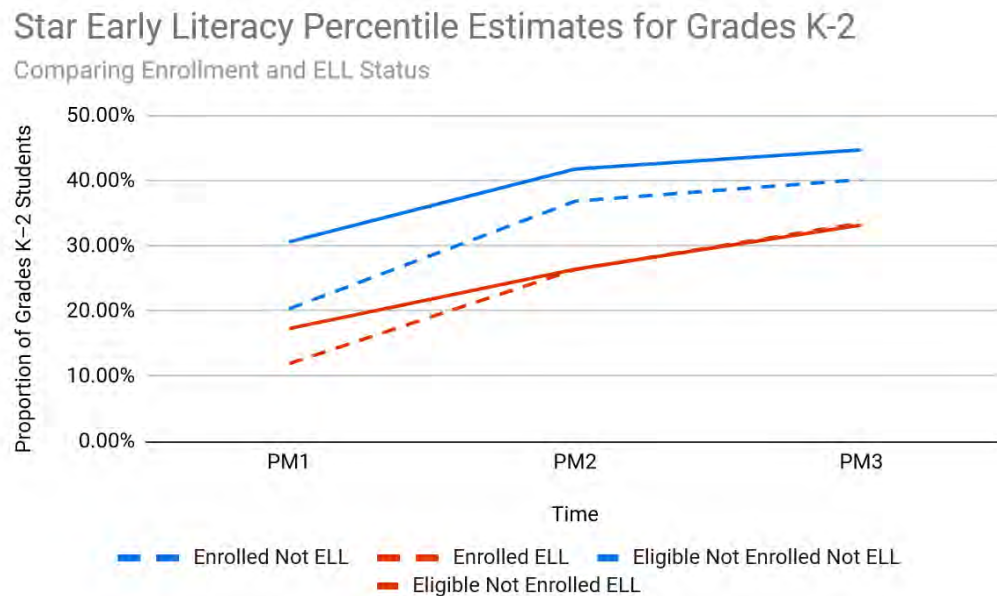


Figure 6. Estimated Mean FAST Star Early Literacy Percentiles for Grades K–2 by Enrollment and ELL Status (enrolled students are represented by a dashed line)

Similar to the overall growth rates in the previous section, in addition to ELL students enrolled in the program making **statistically significant gains**, the multilevel model results show that, compared to eligible but not enrolled non-ELL students, in addition to having higher percentile growth rates (see Table 3), enrolled ELL students were also observed to:

- Have a **28% higher** increase in growth rate in reading percentile from September (PM1) to January (PM2).

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



- Have a **33% higher** increase in growth rate in reading percentile from September (PM1) to May (PM3).

Table 3. Comparing Star Early Literacy Percentile Growth Rates by ELL Status

FAST Star Early Literacy (K-2) Comparison	Enrolled and ELL Growth Rate	Eligible Not Enrolled and Not ELL Growth Rate
PM1 to PM2	54.77%	26.75%
PM2 to PM3	21.36%	6.59%
PM1 to PM3	64.43%	31.58%

Further noteworthy is the fact that, similar to the overall results, among K–2 students who took the Star Early Literacy assessment, those that were ELL and enrolled in New Worlds Reading began the year by being further behind in reading achievement compared to those who were eligible but not enrolled and not ELL (see Figure 6). Despite this challenge:

Enrolled ELL students narrowed the gap with their eligible but not enrolled, non-ELL peers by **40%** by May 2023.

In August (PM1), K–2 students who took the Star Early Literacy assessment, were categorized as ELL and were enrolled in New Worlds Reading ranked 19 percentile points below their eligible but not enrolled and non-ELL peers. By May (PM3), they had narrowed this gap by 40% to only 11.2 percentile points. They were able to narrow this gap because they grew by 64.43% over the year, while their non-ELL, non-enrolled peers grew by only 31.58%—ELL students enrolled in New Worlds Reading had a growth rate that was 33% faster than their eligible but not enrolled, non-ELL peers. Students categorized as ELL were more positively impacted by New Worlds Reading books, activities, and resources, above and beyond the effective impact on everyone else in the program, by growing faster and narrowing gaps with their eligible but not enrolled, non-ELL peers by larger margins.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



Grades 1–2 Star Reading Multilevel Model Results

Star Reading: New Worlds Reading Students Made Faster Gains

The multilevel model for students in grades 1–2 who took the FAST Star Reading assessment was used to examine the impact of New Worlds Reading on 1st and 2nd grade students' FAST Star Reading growth percentiles, after accounting for differences in district, grade level, sex, ELL status, and enrollment date (see Appendix 2 for full results). In this case, because differences across districts were very substantial (about 16.6% of achievement data could be explained just by the district a student attended), differences across districts were accounted for in the model.

Estimated Mean FAST Star Reading Percentiles for Grades 1-2

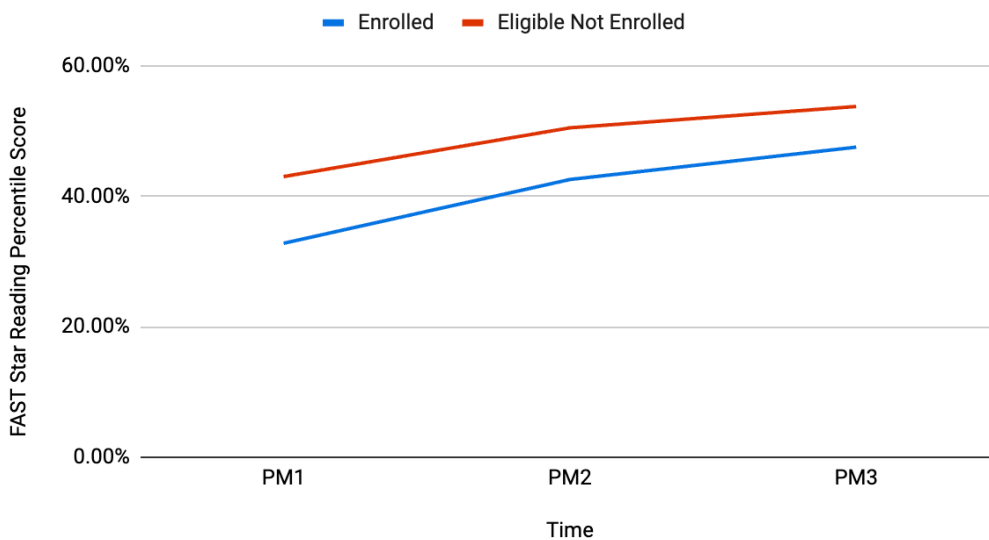


Figure 7. Estimated Mean FAST Star Reading Percentiles for Grades 1-2

Overall, results of the multilevel model revealed that students in grades 1–2 who took the Star Early Literacy assessment and were enrolled in New Worlds Reading made **statistically significant gains** in reading achievement across the 2022–2023 academic school year ($p < .001$; see Figure 7). Among their accomplishments, compared to students who were eligible but not enrolled in New Worlds Reading, in addition to having higher percentile growth rates (see Table 4), students enrolled were observed to:

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



- Have an **8% higher growth rate** ($p < .001$) in reading scores from September (PM1) to January (PM2).
- Have an **11% higher growth rate** ($p < .001$) in reading scores from September (PM1) to May (PM3).

Table 4. Comparing Star Reading Growth Rates for Enrolled and Eligible Not Enrolled

FAST Star Reading (1-2) Comparison	Enrolled Growth Rate	Eligible Not Enrolled Growth Rate
PM1 to PM2	22.97%	14.80%
PM2 to PM3	10.43%	6.08%
PM1 to PM3	31.00%	19.99%

Further noteworthy is the fact that students in grades 1–2 who were enrolled in New Worlds Reading and took the Star Reading assessment were students who began the year by being further behind in reading achievement compared to those who were eligible but had not yet enrolled (see Figure 7). Despite this challenge:

Enrolled students narrowed the gap with their eligible but not enrolled peers by **39%** by May 2023.

In August (PM1), students in grades 1–2 who took the Star Reading assessment and were enrolled in New Worlds Reading ranked 10.2 percentile points below their eligible but not enrolled peers. By May (PM3), they had narrowed this gap by 39% to only 6.2 percentile points. They were able to narrow this gap because they grew by 31% over the year, while their peers grew by only 19.99%—students enrolled in New Worlds Reading had a growth rate that was 11% faster than their eligible but not enrolled peers.

Star Reading: New Worlds Reading ELL Students Grew At Even Higher Rates

Among students in grades 1–2 who took the FAST Star Reading assessment, ELL students enrolled in New Worlds Reading once again made statistically significantly faster gains in comparison to non-ELL students who were eligible but not enrolled in New Worlds Reading (see Figure 8).

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023

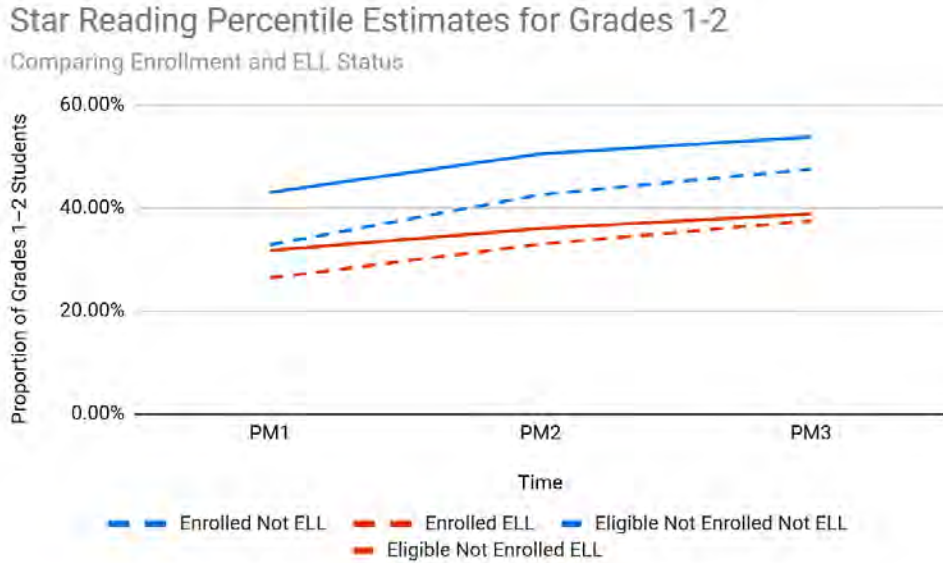


Figure 8. Estimated Mean FAST Star Reading Percentiles for Grades K-2 by Enrollment and ELL Status (enrolled students are represented by a dashed line)

Similar to the growth rates for all enrolled students in general in the previous section, in addition to ELL students enrolled in the program exhibiting **statistically significant gains**, the multilevel model results show that, compared to eligible but not enrolled non-ELL students, in addition to having higher percentile growth rates (see Table 5), enrolled ELL students were also observed to:

- Have a **5% higher** increase in growth rate in reading percentile from September (PM1) to January (PM2).
- Have a **10% higher** increase in growth rate in reading percentile from September (PM1) to May (PM3).

Table 5. Comparing Star Reading Percentile Growth Rates by ELL Status

FAST Star Reading (1-2) Comparison	Enrolled and ELL Growth Rate	Eligible Not Enrolled and Not ELL Growth Rate
PM1 to PM2	19.95%	14.80%
PM2 to PM3	12.12%	6.08%
PM1 to PM3	29.65%	19.99%

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



Grades 3–5 FAST ELA Reading Ordered Logistic Regression Results

ELA Reading: New Worlds Reading Students Improved As Well As Others

The ordered logistic regression model for students in grades 3–5 who took the FAST ELA Reading assessment was used to examine the impact of New Worlds Reading on changes in 3rd through 5th grade students' FAST ELA Reading levels, after accounting for differences in grade level, sex, ELL status, and enrollment date (see Appendix 3 for full results). For this analysis, improvement in levels was analyzed to determine impacts. For instance, a student who improved one level was given a level change value of 1, while a student who improved two levels was given a level change value of 2. Moreover, due to small sample sizes, students who were observed to improve by 3 or 4 levels were combined into one group. Also, note that these are changes in *levels*, not in *points*—i.e., a change in level is a substantial change.

Results of the ordered logistic regression tracking changes **from August (PM1) to January (PM2)** indicated that when all enrolled students are combined, while holding all other variables constant, the typical student who was enrolled in New Worlds Reading was **22% more likely** to improve their ELA Reading level than students who were not enrolled in the program—a **statistically significant** improvement (see Figure 9 below). More specifically, by January (PM2), students enrolled in New Worlds Reading were observed to:

- Have a **3% higher** likelihood of improving their reading achievement **by 1 level**.
- Have a **2% higher** likelihood of improving their reading achievement **by 2 or more levels**.

FAST ELA Reading: Likelihood of Improving At Least One Achievement Level

Comparing English Learners and Non-English Learners Over Time

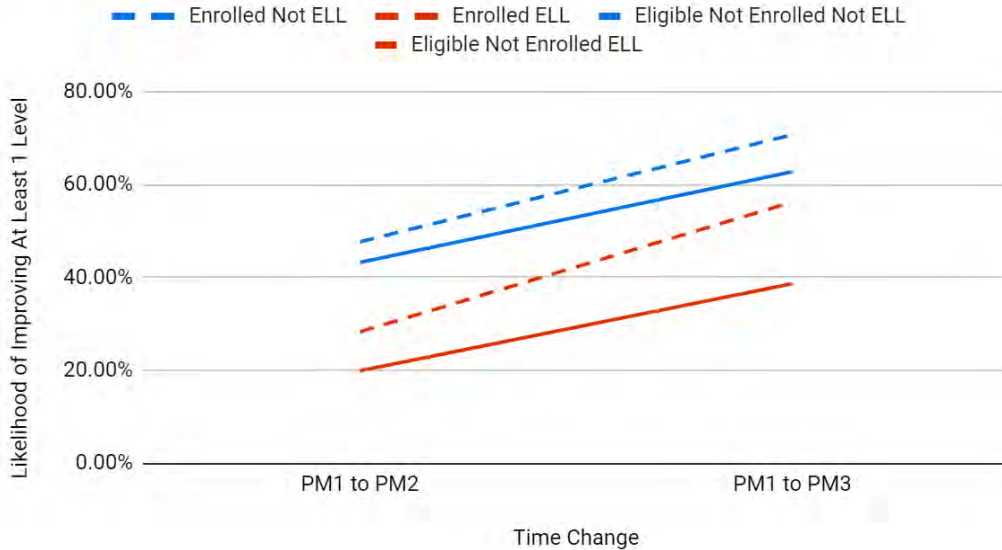


Figure 9. Comparing likelihood of improving at least one level in reading achievement from PM1 to PM2 and from PM1 to PM3 by enrollment status and English Learner status

Similarly, results of the ordered logistic regression tracking changes **from August (PM1) to May (PM3) were statistically significant** and indicated that when all enrolled students are combined, the typical student who was enrolled in New Worlds Reading was **44% more likely** to improve their ELA Reading level than students who were eligible and not enrolled (see Figure 9 and Table 6).

Table 6. Comparing ELA Reading Level Changes for Enrolled and Eligible Not Enrolled

FAST ELA Reading (3-5) Comparison	Enrolled in NWRI		Eligible But Not Enrolled in NWRI	
	ELL Students Likelihood to Improve By At Least One Level	Non-ELL Students Likelihood to Improve By At Least One Level	ELL Students Likelihood to Improve By At Least One Level	Non-ELL Students Likelihood to Improve By At Least One Level
PM1 to PM2	28.26%	47.66%	19.87%	43.22%
PM1 to PM3	56.22%	70.33%	38.64%	62.76%

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



More specifically, by May (PM3), students enrolled in New Worlds Reading were observed to:

- Have a **1% higher** likelihood of improving their reading achievement **by 1 level**.
- Have a **6% higher** likelihood of improving their reading achievement **by 2 levels**.
- Have a **2% higher** likelihood of improving their reading achievement **by 3 or more levels**.

ELA Reading: New Worlds Reading ELL Students Made Significantly More Gains

Among students in grades 3–5 who took the FAST ELA Reading assessment, one sub-group of students enrolled in New Worlds Reading stood out in their performance in comparison to students who were eligible but not enrolled in New Worlds Reading (see Table 6). Students who were enrolled in New Worlds Reading and also categorized as English Language Learners (ELLs) were **63% more likely** to improve their ELA Reading level **from August (PM1) to January (PM2)**, a **statistically significant** improvement, than students who were eligible and not enrolled in New Worlds Reading and who were also categorized as ELLs (see Figure 9).

More specifically, in comparison to their eligible but not enrolled ELL peers, **by January (PM2)**, students enrolled in New Worlds Reading who were also ELLs were observed to:

- Have a **7% higher** likelihood of improving their reading achievement **by 1 level**.
- Have a **2% higher** likelihood of improving their reading achievement **by 2 or more levels**.

Enrolled ELLs were **2 times** more likely to improve their ELA Reading level by May 2023 than their eligible but not enrolled ELL peers.

Results of the ordered logistic regression tracking changes **from August (PM1) to May (PM3)** similarly indicated that students who were enrolled in New Worlds Reading and also categorized as English Language Learners (ELLs) were **104% more likely** (i.e., they were more than twice as likely) to improve their ELA Reading achievement level than students who were eligible and not enrolled in New Worlds Reading and who were also categorized as ELLs (see Figure 9).

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



More specifically, in comparison to their eligible but not enrolled ELL peers, **by May (PM3)**, students enrolled in New Worlds Reading who were also ELLs were observed to:

- Have a **9% higher** likelihood of improving their reading achievement **by 1 level**.
- Have a **7% higher** likelihood of improving their reading achievement **by 2 levels**.
- Have a **2% higher** likelihood of improving their reading achievement **by 3 or more levels**.

Enrolled ELL students narrowed the gap with their eligible but not enrolled, non-ELL peers by **56%** by May 2023.

Finally, it is quite noteworthy that although ELL students enrolled in New Worlds Reading did not completely catch up to eligible but not enrolled students who were *not* ELL students, they closed the gap from 15% to 7%, a reduction of 56%.



ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



COMMUNICATION AND ENGAGEMENT EFFORTS

The remarkable achievement of **199,765 students served** in the 2022–2023 school year highlights the success of New Worlds Reading communication and engagement plan in not only reaching a vast audience through school flyers⁹ and media campaigns—including email, social media, billboard, TV, radio—but also sparking interest and participation of eligible families.

The New Words Reading Engagement Team’s adept interactions and personalized approach cultivated a genuine connection with potential participants, while the communication team’s skill in conveying the program’s advantages through various channels ensured widespread awareness. As a result, most caregivers who responded to the survey¹⁰ reported to have learned about the program through flyers from schools, referral, and social media, respectively (Figure 10).

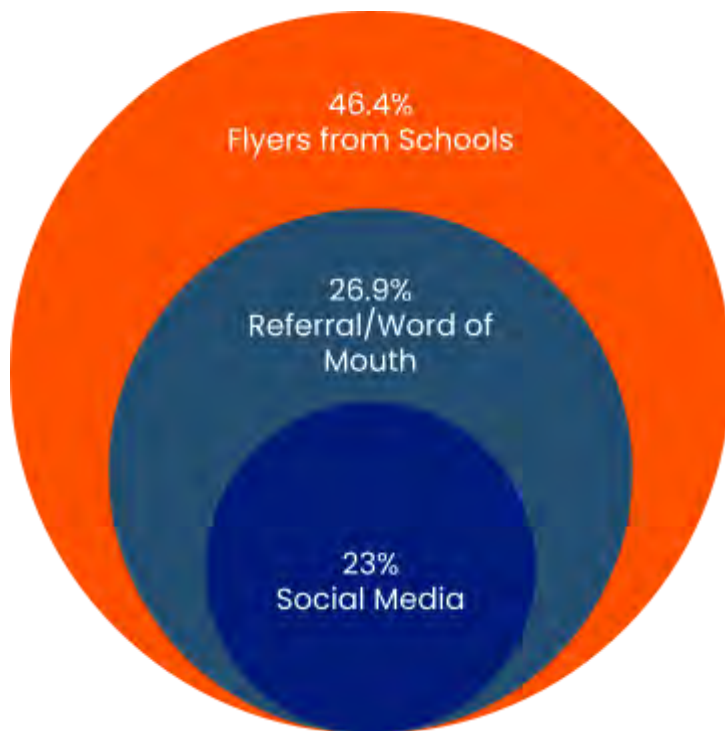


Figure 10. Caregiver’s Top 3 New Worlds Reading Discovery Channels

⁹ Over 700,000 flyers were distributed to eligible schools throughout the state in the 2022–2023 school year.

¹⁰ Approximately 15,000 New Worlds Reading caregivers responded to a feedback survey between June–July 2023.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



The New Worlds Reading Engagement Team implemented several successful strategies aimed at increasing program awareness, boosting enrollment, and supporting families in the 2022–2023 school year, including:

- Participation in **237 events**.
- Facilitation of Literacy Events and Workshops.
- **Collaboration with District Parent Academies** across several districts, allowing for engagement specialists to facilitate face-to-face and virtual workshops aimed at supporting families to complete the online application as well as increasing caregivers' confidence and capacity to support their child's reading development by providing strategies, tips, and tools to encourage meaningful engagement at home.
- **Collaboration with Florida public and district-sponsored charter schools**, which allowed for engagement specialists to attend back-to-school events, Title I nights, and other family events hosted at the schools to share program information and resources as well as support families to complete the online application.
- **Collaboration with district libraries throughout Florida**, allowing for engagement specialists to conduct interactive read alouds to spotlight program's books, share information about the program, and support families to complete the online application. This strategy was extremely effective during the summer when libraries hosted many summer reading programs for families in their communities.
- Participation in several **statewide events and conferences**¹¹, which allowed for the Engagement Team to present, share information, and build connections with educators and community leaders throughout Florida, as well as increase program awareness and share resources with stakeholders who have regular contact with eligible students and families.

The New Worlds Reading Engagement Team plans to build upon successes as well as implement new strategies to continue to increase New Worlds Reading engagement and enrollment for the 2023–2024 school year.

¹¹ Events and conferences attended include: Children's Day at the Capitol, 4-H Day at the Capitol, Gator Day at the Capitol, CFEF Fall Leadership Conference, Just Read Florida! Summer Institute, Florida Afterschool Alliance Conference, Florida Association of School Administrators Conference, Florida Charter School Conference, Florida Teacher of the Year Roundtable, FSBA/FADSS Annual Conference, and PAEC Annual Leadership Conference.

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



PLAN TO INCREASE ENROLLMENT

The New Worlds Reading Team has a robust public relations/communication and engagement plan for the 2023–2024 school year to increase enrollment of eligible students. A few of the upcoming activities include:

- Disseminating emails to educators with ready-to-use [toolkits](#) for districts and schools to use to boost enrollment.
- Launching a paid media push beginning in late August that contains tv and online video ads, paid social ads, display/banner ads, trade publication ads, and paid search.
- Launching a year-round paid media campaign on socials, web display ads, paid search, and Google discovery.
- Disseminating flyers about the program at 2,500 book fairs across Florida schools this fall.
- Redesigning and mailing flyers to schools and providers across the state to share with eligible students who are not yet enrolled.
- Facilitating informational sessions with school district points of contact to provide updates and showcasing how to use student level enrollment data to drive program enrollment in their district.
- Presenting information about New Worlds Reading at school events to increase program awareness among school administrators and teachers. For example, attending Back-to-School and Open House events at elementary schools throughout Florida.
- Presenting information about New Worlds Reading to inform and build partnerships with local community organizations including county libraries, after school providers, and other local organizations that connect with students and families.
- Facilitating Family Literacy Events at elementary schools to engage families in literacy-based activities and to enroll eligible students.
- Presenting at and hosting tables at statewide conferences including the Florida Charter School Conference and Florida Afterschool Conference to create awareness and drive enrollment.
- Launching the New Worlds Reading Regional Partner Program in partnership with 12 organizations across the state of Florida. Partners will facilitate Parent and Family

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



Literacy Workshops, Community Literacy events, and Teacher Professional Learning in an effort to increase enrollment and engagement.

- Facilitating an annual New Worlds Reading Book Bash event in November in South Florida for up to 500 children and families to increase awareness and to enroll eligible children not yet enrolled in New Worlds Reading.

“[What I like the most about this program is] the bonding we had from one-on-one reading and sharing our thoughts on the books.”

– V. Acosta, Caregiver of a Kindergarten and 5th Grade Student

“I love the fact we can get books based on what they’re interested in and appropriate for their age group. I love how this program caters to children’s education... you’re allowing them to get books that maybe they wouldn’t have gotten or couldn’t afford. You’re giving them that gift, that option. Kids love opening the packages it’s a little bit of Christmas every month.”

– K. Basanta, Caregiver of a Kindergarten and 1st Grade Student



ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



APPENDIX 1: FAST STAR EARLY LITERACY GRADES K–2 MULTILEVEL MODEL RESULTS

FAST Star Early Literacy Grades K–2 MultiLevel Model Results

Fixed Effects	Estimate	Std. Error	df	t-value	p-value
Intercept	30.6100	0.1131	195200	270.571	<.001
PM2	11.1800	0.0999	231100	111.886	<.001
PM3	14.1300	0.0999	231100	141.419	<.001
NWRI	-10.2700	0.9336	7498	-11.004	<.001
Grade 1	-10.8600	0.1923	109100	-56.466	<.001
Grade 2	-26.7500	1.2190	109100	-21.954	<.001
Male	-1.9520	0.1192	115600	-16.368	<.001
ELL	-13.3000	0.1820	249700	-73.059	<.001
Enrollment Date	0.0550	0.0112	6497	4.922	<.001
PM2*NWRI	5.3410	0.4092	231900	13.052	<.001
PM3*NWRI	5.7180	0.4065	231100	14.066	<.001
NWRI*Grade 1	-1.2080	0.7318	7505	-1.651	0.0990
NWRI*Grade 2	-1.9280	3.7710	8950	-0.511	0.6090
NWRI*ELL	4.8880	0.8381	19650	5.832	<.001
PM2*ELL	-2.0760	0.1989	231100	-10.433	<.001
PM3*ELL	1.7610	0.1989	231100	8.854	<.001
PM2*NWRI*ELL	-1.0970	0.9277	232000	-1.182	0.2370
PM3*NWRI*ELL	-0.7522	0.9213	231100	-0.8170	0.4140

Random Effects

Groups	Name	Variance	Std. Dev.	Corr
Student ID	Intercept	274.3	16.56	
	NWRI	529.7	23.01	-0.71
Residual		407.4	20.18	

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



APPENDIX 2: FAST STAR READING GRADES 1–2 MULTILEVEL MODEL RESULTS

FAST Star Reading Grades 1–2 MultiLevel Model Results

Fixed Effects	Estimate	Std. Error	df	t-value	p-value
Intercept	43.0000	0.8434	130.1	50.985	<.001
PM2	7.4700	0.0698	200700.0	107.046	<.001
PM3	10.7400	0.0698	200700.0	153.909	<.001
NWRI	-10.2200	0.7536	460.9	-13.563	<.001
Grade 2	-14.1500	0.4771	88410.0	-29.653	<.001
Male	-1.3820	0.1405	100400.0	-9.837	<.001
ELL	-11.3100	0.2005	124800.0	-56.386	<.001
Enrollment Date	0.0367	0.0062	5673.0	5.921	<.001
PM2*NWRI	2.3030	0.2134	201200.0	10.795	<.001
PM3*NWRI	3.9900	0.2109	200700.0	18.923	<.001
NWRI*ELL	4.8830	0.6784	3249.0	7.197	<.001
PM2*ELL	-3.2060	0.1414	200800.0	-22.676	<.001
PM3*ELL	-3.6240	0.1413	200700.0	-25.646	<.001

Random Effects

Groups	Name	Variance	Std. Dev.	Corr
Student ID	Intercept	440.96	21	
	NWRI	101.28	10.06	-0.36
District	Intercept	30.49	5.52	
	NWRI	2.98	1.73	-0.76
Residual		174.53	13.21	

ANNUAL ENROLLMENT REPORT

Florida Department of Education

July 2022 – June 2023 | Submitted August 18, 2023



APPENDIX 3: FAST ELA READING GRADES 3–5 ORDERED LOGISTIC REGRESSION RESULTS

FAST ELA Grades 3–5 Ordered Logistic Regression for Literacy Level Changes from PM1 to PM2

Fixed Effects	Estimate	Std. Error	t-value	p-value	Odds Ratio
NWRI	0.21	0.05	4.09	<.001	1.22
Male	-0.04	0.01	-5.95	>.05	0.96
Grade 4	0.06	0.01	7.05	<.001	1.06
Grade 5	-0.16	0.01	-18.85	>.05	0.85
ELL	-1.12	0.01	-102.4	>.05	0.33
Enrollment Date	0	0	-7.49	>.05	1
NWRI*Male	0.01	0.03	0.52	>.05	1.01
NWRI*Grade 4	-0.04	0.03	-1.35	>.05	0.96
NWRI*Grade 5	-0.06	0.04	-1.3	>.05	0.95
NWRI*ELL	0.28	0.05	5.74	<.001	1.33

FAST ELA Grades 3–5 Ordered Logistic Regression for Literacy Level Changes from PM1 to PM3

Fixed Effects	Estimate	Std. Error	t-value	p-value	Odds Ratio
NWRI	0.36	0.05	7.85	<0.001	1.44
Male	-0.03	0.01	-5.03	>.05	0.97
Grade 4	0.04	0.01	5.3	<.001	1.04
Grade 5	-0.32	0.01	-40.55	<.001	0.72
ELL	-0.98	0.01	-105.32	>.05	0.37
Enrollment Date	0	0	-11.05	>.05	1
NWRI*Male	0.03	0.03	1.19	>.05	1.03
NWRI*Grade 4	-0.04	0.03	-1.41	>.05	0.96
NWRI*Grade 5	-0.01	0.04	-0.25	>.05	0.99
NWRI*ELL	0.35	0.04	8.36	<.001	1.42