

New Worlds Reading Initiative

2023–2024 Annual Enrollment Report





Florida Department of Education

July 2023 - June 2024 | Submitted August 2024



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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. We offer parent workshops and community literacy events to **engage** with children and families.

Goal

This report highlights four main components of New Worlds Reading for the 2023-2024 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.
- Academic achievement and learning gains for enrolled students based on Florida Assessment of Student Thinking (FAST) progress monitoring (PM) data.
- **4.** An overview of the impact of the New Worlds Reading Flamingo Micro-Credential and Teacher Professional Learning.

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.



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New Worlds Reading by Numbers

SCALE

265,551 students in approximately **200,654** households served statewide in the 2023–2024 school year with over **3.4 million** books shipped to them.

92% of the caregivers who responded to our satisfaction survey² would recommend New Worlds Reading to others; over **91%** of them are satisfied with the books and resources received from the program, and **98%** rate the user-friendliness as good or best imaginable.

SATISFACTION

81% of the district partners who responded to our satisfaction survey³ rated their experience with New Worlds Reading as an 8 or higher, ranging from zero (not at all satisfied) to 10 (extremely satisfied).

91% of the regional partners who responded to our satisfaction survey⁴ rated their experience with New Worlds Reading as a 7 or higher, ranging from zero (not at all satisfied) to 10 (extremely satisfied).

IMPACT ON HOME LITERACY PRACTICES

89% of surveyed caregivers said their children are reading more often as well as more confidently since enrolling in New Worlds Reading.

85% of surveyed caregivers said they are not only spending more time reading with their children but also more confident reading books with them since enrolling in New Worlds Reading.

IMPACT ON STUDENT READING ACHIEVEMENT

Enrolled students made **significant gains** of up to **70%** growth rates from August 2023 to May 2024 in reading achievement.

Enrolled students' reading achievement **grew faster** than their eligible non-enrolled peers.

⁴ Ten New Worlds Reading Regional Partners responded to a feedback survey between May-June 2024.



² Approximately 15,816 New Worlds Reading caregivers responded to a feedback survey between May-June 2024.

³ Forty-seven points of contact from 43 Florida districts responded to a feedback survey between May–June 2024.

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Enrolled English Language Learner (ELL) students' reading achievement **grew faster** than their eligible non-enrolled ELL peers, and **outperformed** them by May.

IMPACT ON STUDENT READING ACHIEVEMENT

For FAST Star Early Literacy, enrolled ELL students narrowed the gap with their eligible but not enrolled non-ELL peers by 69%.

For FAST Star Reading, enrolled ELL students narrowed the gap with their eligible but not enrolled non-ELL peers by 34%.

For FAST English Language Arts (ELA)/Reading, enrolled ELL students narrowed the gap with their eligible but not enrolled non-ELL peers by 25%.

FLAMINGO LITERACY MICROCREDENTIAL

19,473 Micro-Credentials were awarded.

286 instructional personnel went on to complete additional Literacy Matrix coursework required to earn the Florida Reading Endorsement.

Instructional personnel made an average of 42% growth from pre- to post-assessment with an average effect size of d=2.12.

TEACHER PROFESSIONAL LEARNING

914 teachers from 56 counties participated in professional learning.

99% of teachers rated their experience as "Highly Effective" or "Effective."

"It's a great program that keeps kids excited about reading."

- Stephanie D., Caregiver of a 2nd Grade Student



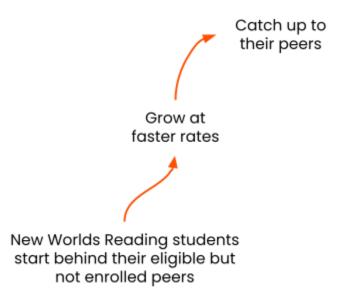
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Academic Achievement for Enrolled Students





Takeaways

WHEN LOOKING AT ASSESSMENT SCORES

New Worlds Reading students made **significant gains** in reading achievement across the 2023–2024 academic school year. They obtained **higher growth rates** in reading scores than students who were eligible but not enrolled and **outperformed** them by the end of the school year.

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.

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

WHEN LOOKING AT HOME LITERACY PRACTICES

WHEN LOOKING AT FAMILY FEEDBACK

Families reported they **enjoyed the free books and activities** from New Worlds Reading. Also, the **variety of book topics** increased children's reading interests and levels.

"From my children's perspective, it's the anticipation of getting to receive a package every month with new books. They love to receive mail and when they open it up and see all the different stories they get so excited to start reading them. It's become a bedtime routine to read one of the New Worlds Reading books every night."

- Angelis S., Caregiver of a 4th Grade Student

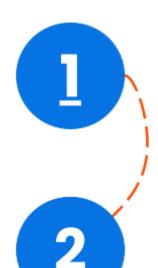
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ABOUT NEW WORLDS READING

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 selected Scholastic as a partner. The New Worlds Reading user journey can be summarized as follows:



Application

When submitting an application for New Worlds Reading through the application form,⁵ families can choose books from a meticulously curated selection of book titles that serve as a gateway to enriching and empowering students.

Eligibility Verification and Enrollment

Every child who applies for New Worlds Reading is verified against state educational records to confirm eligibility. If eligible, the child is admitted into the program. If ineligible at the time of application, eligibility verification is continued until the child is in 5th grade; if the child becomes eligible at some point, the child is automatically enrolled in the program.



Program Participation

Each month (October through June), eligible enrolled children receive not only a **free book tailored to their interests**, but also a **book-specific interactive reading guide** to support families in making the best use of their books. Enrolled families also have access to other supporting resources including **bookmarks**, **activities** and family-centered **videos**.

⁶ 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.



⁵ Available at https://www.newworldsreading.com/fl/en/enrollment.html.

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New Worlds Reading **books** are selected in collaboration with the Florida Department of Education (FDOE).

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.



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REPORT GOAL

The goal of this report is four-fold.

First, this report describes overall **enrollment numbers** for the 2023–2024 school year as well as detailed numbers by variables such as school district, grade level and book language selection.

Second, this report describes the 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 2023–2024 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 FAST PM data.

Finally, the report includes an overview of the impact of the Flamingo Literacy Micro-Credential and Teacher Professional Learning.





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ANNUAL ENROLLMENT DATA

In the 2023–2024 school year, New Worlds Reading served a total of **265,551 VPK–Grade 5 students** in approximately **200,654 households** statewide and shipped them over **3.4 million books** (see Figures 1 and 2). This represents approximately 26% of all VPK–5 eligible students in Florida for the aforementioned school year⁷. Since the creation of the program in October 2021, New Worlds Reading has served over **350,000 students** and shipped over **7.3 million books** to them.

3,142,457 books were distributed in English, 240,235 in Spanish, 21,342 in Haitian Creole and 2,364 distributed in braille.

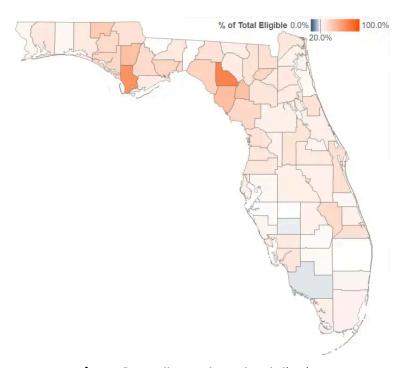


Figure 1. Enrollment by school district.

⁷ According to 2023-2024 PM2 data.



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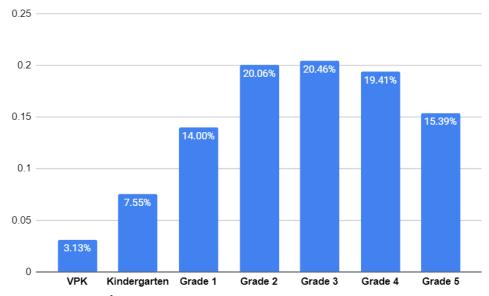


Figure 2. Enrollment by grade level.

A complete breakdown of enrolled students by district, grade level and school is available in this <u>Enrollment by Grade Report</u>.

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IMPACT OF NEW WORLDS READING ON HOME LITERACY PRACTICES

Family Satisfaction

According to survey data collected from 15,816 New Worlds Reading families between May 14 and July 2, 2024, 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:

92% Families would recommend New Worlds Reading (Net Promoter Score)

93% Families satisfied with books received

91% Families satisfied with literacy resources received

Home Literacy Practices and Children's Reading Achievement

Since enrolling in New Worlds Reading:

89% Children more confident in reading or looking at books

85% Caregivers more confident in reading or looking at books with their children

89% Children read or look at books more often

85% Caregivers spend more time reading or looking at books with their children

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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 it also allows for their families to spend more time together bonding through reading, thus fostering a lifelong love of reading.



"We spend quality time together and she loves to read to me. We make it a fun learning experience and great bonding time."

- Feda, Caregiver of a VPK child

"We love that it has built her confidence and made her enjoy reading exponentially more."

- Rae W., Caregiver of a 4th Grade Student





"She gets so excited to get her own mail and opening the package to discover what book was sent this time. She loves to read the new story to me and I love that she is building her skills and confidence as well as getting to spend quality time together."

- Dana S., Caregiver of a 1st Grade Student



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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: Variety (of books that they received), New and Love.



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.

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PARTNER SATISFACTION

School Districts

According to feedback data⁸ collected from New Worlds Reading points of contact in Florida school districts, the Net Promoter Score (NPS) is **51.06%** on a scale ranging from -100 to 100, indicating school district partners are happy with their experience with the program. The average rating score of their experience with the program is **8.66** on a scale ranging from zero (not at all likely) to 10 (extremely likely).

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 **Support**, **Great** and **Helpful** (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.

"We are able to get books in the homes of our students, and parents are able to get valuable materials that will allow them to work with their students at home when reading together!"

- DeSoto School District Point of Contact

⁸ 47 points of contact from 43 Florida districts responded to a feedback survey between May-June 2024.



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Regional Partners

The New Worlds Reading Regional Partners Program was launched during the 2023-2024 school year. The Regional Partners Program is aligned with the goals of the New Worlds Reading Initiative to scale/increase the capacity of the New Worlds Reading Initiative team to accomplish the goals of the initiative. The Lastinger Center partners with community organizations across the state to host New Worlds Reading events, workshops and professional learning in their local regions.

672 events completed

50,956 attendees (parents and children)

6,904 regional partner website visitors

3,200 applications submitted

According to the feedback from 10 out of 11 regional partners, they rated their experience with New Worlds Reading ranging from 7 to the full score of 10, achieving an average score of 8.1 and a Net Promoter Score of 30%. Regional partners are satisfied with the resources New Worlds Reading provides to their community. The most common words in their feedback were positive, including Love, Families and Community (Figure 5).



Figure 5. Word cloud summarizing words most frequently used by regional partners about their most enjoyable experience with New Worlds Reading.



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EVALUATION QUESTIONS

This report aims to evaluate academic achievement and learning gains for New Worlds Reading students through FAST 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?





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KNOWLEDGE EVALUATION METHOD

Data Sources and Sample

Data were obtained from the FDOE for Florida VPK–5 eligible students who took the FAST Star Early Literacy, FAST Star Reading and FAST 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 subsets 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

	'			
	Number of	Number of Sample Sizes For PM3 Data For All Enrolled and Eligible Not-Enrolled Stud		ble Not-Enrolled Students
Grade	Students	EAST ELA Dooding	FAST	Star
	(N = 702,060)	FAST ELA Reading	Star Early Literacy	Star Reading
VPK	48,681	0 (0.0%)	48,861 (100%)	0 (0.0%)
Kindergarten	98,830	0 (0.0%)	98,830 (100%)	0 (0.0%)
1st	35,090	0 (0.0%)	2,696 (7.7%)	32,394 (92.3%)
2nd	110,352	0 (0.0%)	73 (0.1%)	110,279 (99.9%)
3rd	137,864	137,153 (100%)	0 (0.0%)	0 (0.0%)
4th	137,153	137,153 (100%)	0 (0.0%)	0 (0.0%)
5th	134,090	134,090 (100%)	0 (0.0%)	0 (0.0%)

In Florida, all of VPK and 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



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and, therefore, could not be combined in the same analysis. Therefore, knowledge gains were 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: VPK
- 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 (PMI), 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.

In addition to assessment data, additional data sources were used from the dataset obtained from the FDOE. For VPK children, this included a unique ID number and their school/center. For students in K-5, this included the following information:

- Unique ID number
- District/County
- School
- Grade level
- Sex
- ELL status
- Exceptionality

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

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Analysis Methods

When analyzing the impact of New Worlds Reading on students' reading achievement (Question 1) and by student characteristic (Question 2), multilevel modeling was used. Through multilevel modeling, more accurate detection of effects is possible (Raudenbush & Byrk, 2002)9 because it accounts for, in this case, differences across students—because there are multiple assessment time points per student—and across schools and districts, since students in the same school and district/county are more likely to be similar to one another than students in another school or district/county. Each of the models for K-2 students is a four-level model with PM time points nested within students, students nested within schools and schools nested within districts/counties. Moreover, several covariates were included in the model so that scores could account for differences based on ELL status, exceptionality, grade level, sex and time enrolled in New Worlds Reading. For instance, for the model that includes 1st and 2nd grade students and FAST Star Reading scores as the outcome: after including all the other covariates, as well as PM2 and PM3 scores, about 11% of the differences in students' scores were explained by which school a student was enrolled at, while 4% was explained by their district. Thus, especially with such a high proportion, by accounting for differences across schools and districts in the model, results have a higher accuracy and statistical significance is more trustworthy. For grades 3-5 students, a four-level model was not used because the model was too complex to converge, so the district level was not used, making it a three-level model. However, all the same covariates were included in the model. Similarly, for VPK students, a four-level model was too complex to converge, so district level was not used, and there was no covariate data available. Therefore, the VPK model was a three-level model with assessment time points nested within students and students nested within schools, with the only covariate being whether or not the student was enrolled in New Worlds Reading.

Finally, because we did not have access to scaled scores for grades 3-5 students across all assessment time points, we used the achievement level. Attempts were made to use a logistic regression model, but convergence was not possible due to the complexity and nested structure of the model. Using the scaled scores available for PM3, we calculated

⁹ Raudenbush, S. W., & Bryk, A. S. (2002). Hierarchical linear models: Applications and data analysis methods (2nd ed.). Sage Publications Inc.



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ranges for each achievement level and found that the ranges were adequately balanced across levels. Despite Level 1 and Level 5 being a larger range than levels 2-4, they were similar ranges, thus maintaining an overall balance.

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

VPK FAST Star Early Literacy Multilevel Model Results FAST Star Early Literacy: New Worlds Reading Students Made Faster Gains

The multilevel model for students in VPK who took the FAST Star Early Literacy assessment was used to examine the impact of New Worlds Reading on VPK students' FAST Star Early Literacy scaled scores after accounting for differences in schools (see Appendix 1 for full results). The intraclass correlation coefficient (ICC) of 0.17 revealed that about 17% of the variance in students' scores could be attributed to differences in their schools—a meaningful factor captured by the school level (level three) in the model.

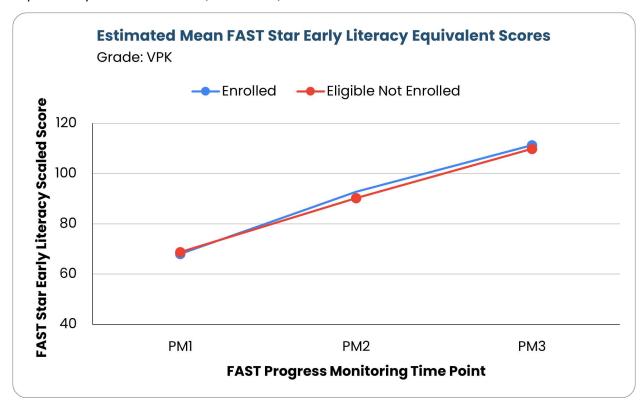


Figure 6. Estimated Mean FAST Star Early Literacy Scaled Equivalent Score for VPK.



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Overall, results of the multilevel model revealed that VPK students enrolled in New Worlds Reading made **statistically significant** ¹⁰ **gains** in reading achievement across the 2023-2024 academic school year (p < .001; see Figure 6). Moreover, VPK enrolled students began the year (PMI) scoring statistically the same as their peers, but grew at statistically significantly higher rates than their eligible but not yet enrolled peers. Specifically, VPK students enrolled in New Worlds Reading began the year at 0.73 scale score points lower than their eligible but not yet enrolled peers. By January (PM2), enrolled students had surpassed their peers, scoring 2.5 scale score points higher. This change was due to a slightly faster growth rate (see Table 2). Enrolled students experienced a slightly lower growth rate than their eligible but not yet enrolled peers, but due to their gains during the Fall semester, they scored 1.4 scale score points higher in May (PM3). Overall, VPK students enrolled in New Worlds Reading, on average, had a growth rate of 63.6% from August (PMI) to May (PM3), while VPK students who were eligible but not yet enrolled observed a growth rate of 59.8%.

Table 2. Comparing FAST Star Early Literacy Growth Rates for VPK

FAST Star Early Literacy (VPK) Comparison	Enrolled Growth Rate	Eligible Not Enrolled Growth Rate
PM1 to PM2	36.4%	31.3%
PM2 to PM3	19.9%	21.7%
PM1 to PM3	63.6%	59.8%

Further noteworthy is the fact that VPK students 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 6). Despite this challenge:

Enrolled VPK students' reading achievement **grew at faster rates** than their eligible but not enrolled peers and **outperformed** them by January 2024.

Because data were unavailable about VPK students' ELL status and exceptionality, research question two is not addressed in this section.

¹⁰ 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.



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Grades K-2 FAST Star Early Literacy Multilevel Model Results FAST Star Early Literacy: New Worlds Reading Students Made Faster Gains

The four-level 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 grades K-2 students' FAST Star Early Literacy scaled scores, after accounting for differences in district, school, grade level, sex, ELL status and exceptionality (see Appendix 2 for full results). The ICC for the school level of 0.08 indicated that 8% of variance in grades K-2 students' scaled scores could be attributed to differences in their schools, while the ICC for the district level of 0.01 indicated that 1% of the variance in grades K-2 students' scaled scores could be attributed to differences in their districts. Despite a very small amount of the differences in grades K-2 students' scaled scores being explainable by the district students belonged to, a four-level model was able to fit the data and therefore was used in order to have further reliability in the results.

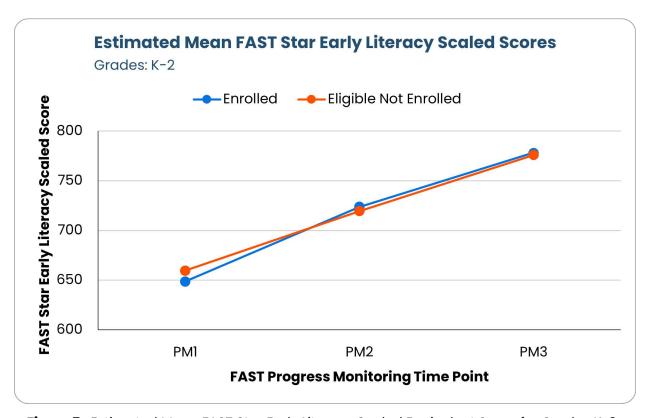


Figure 7. Estimated Mean FAST Star Early Literacy Scaled Equivalent Score for Grades K-2.



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Overall, results of the multilevel model revealed that grades K-2 students enrolled in New Worlds Reading made **statistically significant gains** in reading achievement across the 2023-2024 academic school year (p < .001; see Figure 7). Moreover, enrolled students began the year (PMI) scoring statistically significantly lower than their peers, but grew at statistically significantly higher rates than their eligible but not yet enrolled peers. Specifically, grades K-2 students enrolled in New Worlds Reading began the year at 10.91 scale score points lower than their eligible but not yet enrolled peers. By January (PM2), enrolled students had surpassed their peers, scoring 4.28 scale score points higher. This change was due to a slightly faster growth rate (see Table 2). Enrolled students experienced a slightly lower growth rate than their eligible but not yet enrolled peers, but due to their gains during the Fall semester, they scored 2.24 scale score points higher in May (PM3). Overall, grades K-2 students enrolled in New Worlds Reading, on average, had a growth rate of 19.99% from August (PM1) to May (PM3), while grades K-2 students who were eligible but not yet enrolled observed a growth rate of 17.66%.

Table 3. Comparing FAST Star Early Literacy Growth Rates for Grades K-2

FAST Star Early Literacy (Grades K-2) Comparison	Enrolled Growth Rate	Eligible Not Enrolled Growth Rate
PM1 to PM2	11.58%	9.08%
PM2 to PM3	7.54%	7.86%
PM1 to PM3	19.99%	17.66%

Further noteworthy, and similar to the trend for VPK students, is the fact that grades K-2 students enrolled in New Worlds Reading 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 grades K-2 students' reading achievement **grew at faster rates** than their eligible but not enrolled peers and **outperformed** them by January 2024.



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FAST Star Early Literacy: New Worlds Reading English Language Learner (ELL) Students Grew At Even Higher Rates

Among grades 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 8).

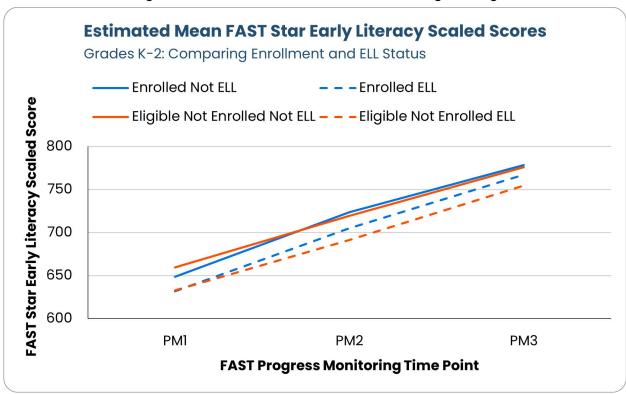


Figure 8. Estimated Mean FAST Star Early Literacy Scaled Scores for Grades K-2 by Enrollment and ELL Status.

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 grades K-2 students enrolled in New Worlds Reading had statistically significantly higher growth rates from August (PM1) to May (PM3) than 1) their enrolled, non-ELL peers, 2) their eligible but not yet enrolled, non-ELL peers, and 3) their eligible but not yet enrolled, ELL peers (see Figure 8 and Table 4). Moreover, although enrolled ELL students began the year 1 scaled score point below their eligible but not yet enrolled ELL peers, by January (PM2) they scored



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13.46 points higher, and by May (PM3) they scored 12.75 points higher in their reading achievement.

Table 4. Comparing FAST Star Early Literacy Growth Rates for Grades K-2 by ELL Status

FAST Star Early Literacy (Grades K-2) Comparison	Enrolled and Not ELL Growth Rate	Enrolled and ELL Growth Rate	Eligible Not Enrolled Not ELL Growth Rate	Eligible Not Enrolled ELL Growth Rate
PM1 to PM2	11.58%	11.56%	9.08%	9.26%
PM2 to PM3	7.54%	8.84%	7.86%	9.12%
PM1 to PM3	19.99%	21.43%	17.66%	19.22%

Further noteworthy is the fact that, compared with their eligible but not yet enrolled peers who were not ELLs, grades K-2 ELL students enrolled in New Worlds Reading began the year 27.59 scale score points behind, narrowed the gap to 14.45 scale score points by January (PM2) and further narrowed it to 8.67 scale score points by May (PM3). In other words, despite the challenge of starting statistically significantly behind:

Enrolled ELL students narrowed the gap with their eligible but not enrolled, non-ELL peers by 69% by May 2024.

By way of comparison, eligible but not yet enrolled ELL students initially *widened* the gap with their eligible but not yet enrolled non-ELL peers by 5% throughout the Fall semester, but due to sustaining their growth rate while their non-ELL peers experienced a slower growth rate in the Spring semester, they ultimately narrowed the gap with their eligible but not yet enrolled non-ELL peers by 19%. 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. Moreover, they began the year behind, but outperformed their eligible but not enrolled ELL peers by January, sustaining their higher reading achievement throughout the remainder of the year.



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Grades 1-2 FAST Star Reading Multilevel Model Results

FAST Star Reading: New Worlds Reading Students Made Faster Gains

The four-level 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 grades 1-2 students' FAST Star Reading scaled scores, after accounting for differences in district, school, grade level, sex, ELL status and exceptionality (see Appendix 3 for full results). The ICC for the school level of 0.11 indicated that 11% of variance in grades 1-2 students' scaled scores could be attributed to differences in their schools, while the ICC for the district level of 0.04 indicated that 4% of the variance in grades 1-2 students' scaled scores could be attributed to differences in their districts.

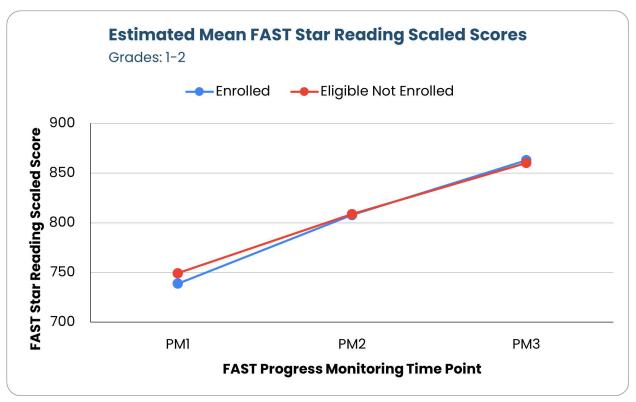


Figure 9. Estimated Mean FAST Star Reading Scaled Equivalent Score for Grades 1-2.

Overall, results of the multilevel model revealed that grades 1-2 students enrolled in New Worlds Reading made **statistically significant gains** in reading achievement across the 2023-2024 academic school year (p < .001; see Figure 9). Moreover, enrolled students began



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the year (PMI) scoring statistically significantly lower than their peers, but grew at statistically significantly higher rates than their eligible but not yet enrolled peers. Specifically, grades 1-2 students enrolled in New Worlds Reading began the year at 10.52 scale score points lower than their eligible but not yet enrolled peers. By January (PM2), enrolled students had narrowed this gap to 0.95 scale score points lower. This change was due to a slightly faster growth rate (see Table 5). Enrolled students continued to experience a slightly higher growth rate than their eligible but not yet enrolled peers throughout the spring semester, resulting in outperforming their peers by 2.67 scale score points in May (PM3). Overall, grades 1-2 students enrolled in New Worlds Reading, on average, had a growth rate of 16.80% from August (PMI) to May (PM3), while grades 1-2 students who were eligible but not yet enrolled observed a growth rate of 14.80%.

Table 5. Comparing FAST Star Reading Growth Rates for Enrolled and Eligible Not Enrolled

FAST Star Reading (Grades 1-2) Comparison	Enrolled Growth Rate	Eligible Not Enrolled Growth Rate
PM1 to PM2	9.34%	7.93%
PM2 to PM3	6.82%	6.37%
PM1 to PM3	16.80%	14.80%

Further noteworthy, and similar to the trend for VPK and grades K-2 students, is the fact that grades I-2 students enrolled in New Worlds Reading began the year by being further behind in reading achievement compared to those who were eligible but had not yet enrolled (see Figure 9). Despite this challenge:

Enrolled grades 1-2 students' reading achivement **grew at faster** rates than their eligible but not enrolled peers and **outperformed** them by May 2024.



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

Among grades 1–2 students who took the FAST Star Reading 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 10).

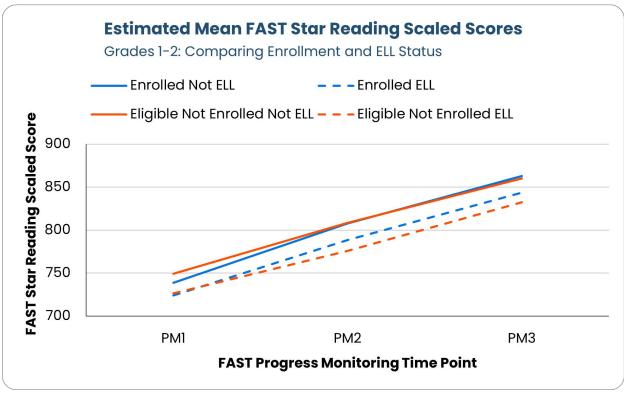


Figure 10. Estimated Mean FAST Star Reading Scaled Scores for Grades 1-2 by Enrollment and FLL Status.

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 grades 1-2 students enrolled in New Worlds Reading had statistically significantly higher growth rates from August (PMI) to May (PM3) than 1) their eligible but not yet enrolled, non-ELL peers, and 2) their eligible but not yet enrolled, ELL peers (see Figure 10 and Table 6). Moreover, although enrolled ELL students began the year 2.46 scale score points below their eligible but not yet enrolled ELL peers, by January (PM2) they scored 12.67 points higher, and by May (PM3) they scored 11.19 points higher in their reading achievement.

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Table 6. Comparing FAST Star Reading Growth Rates for Grades 1-2 by ELL Status

FAST Star Reading (Grades 1-2) Comparison	Enrolled and Not ELL Growth Rate	Enrolled and ELL Growth Rate	Eligible Not Enrolled Not ELL Growth Rate	Eligible Not Enrolled ELL Growth Rate
PM1 to PM2	9.34%	8.87%	7.93%	6.76%
PM2 to PM3	6.82%	6.98%	6.37%	7.29%
PM1 to PM3	16.80%	16.48%	14.80%	14.55%

Further noteworthy is the fact that, compared with their eligible but not yet enrolled peers who were not ELLs, grades 1-2 ELL students enrolled in New Worlds Reading began the year 25.12 scale score points behind on average, narrowed the gap to 20.26 scale score points by January (PM2), and further narrowed it to 16.68 scale score points by May (PM3). In other words, despite the challenge of starting statistically significantly behind:

Enrolled ELL students narrowed the gap with their eligible but not enrolled, non-ELL peers by **34%** by May 2024.

By way of comparison, eligible but not yet enrolled ELL students *widened* the gap with their eligible but not yet enrolled non-ELL peers by 23%. Despite their slightly higher growth rate, because they started off further behind, it was not enough for eligible but not yet enrolled ELL students to keep pace with their eligible but not yet 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. Moreover, they began the year behind, but outperformed their eligible but not enrolled ELL peers by January, sustaining their higher reading achievement throughout the remainder of the year.

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Grades 3-5 FAST ELA Reading Ordered Logistic Regression Results FAST ELA Reading: New Worlds Reading Students Made Faster Gains

The three-level multilevel 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 grades 3-5 students' FAST ELA Reading achievement levels, after accounting for differences in school, grade level, sex, ELL status and exceptionality (see Appendix 4 for full results). The ICC for the school level of 0.07 indicated that 7% of variance in grades 3-5 students' scaled scores could be attributed to differences in their schools. Moreover, as mentioned in the method section, due to the only available data being achievement level, fixed effects coefficients appear much smaller because they are fractions of a level, rather than representing multiple scale score points. Care should be taken when comparing results for grades 3-5 to results of other grade levels.

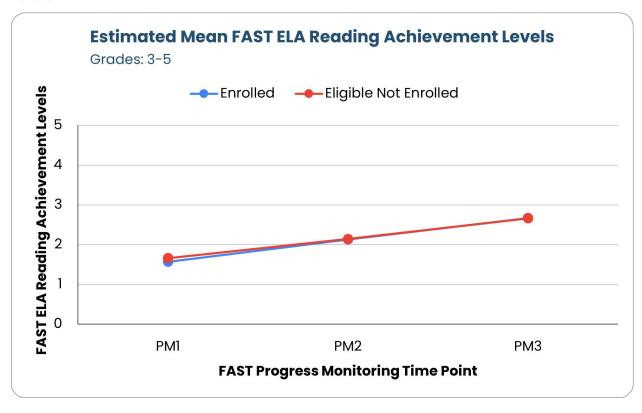


Figure 11. Estimated Mean FAST ELA Reading Scaled Equivalent Score for Grades 3-5.



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Overall, results of the multilevel model revealed that grades 3–4 students enrolled in New Worlds Reading made **statistically significant gains** in reading achievement across the 2023–2024 academic school year (p < .001; see Figure 9). Moreover, enrolled students began the year (PM1) scoring statistically significantly lower than their peers, but grew at statistically significantly higher rates than their eligible but not yet enrolled peers. Specifically, grades 3–5 students enrolled in New Worlds Reading began the year with an achievement level of 0.09, on average, less than their eligible but not yet enrolled peers. By January (PM2), enrolled students had narrowed this gap to an achievement level of 0.01 lower. This change was due to a slightly faster growth rate (see Table 7). Enrolled students continued to experience a slightly higher growth rate than their eligible but not yet enrolled peers throughout the spring semester, resulting in slightly outperforming their peers by an achievement level of 0.01 higher in May (PM3). Overall, grades 3–5 students enrolled in New Worlds Reading, on average, had a growth rate of 70.06% from August (PM1) to May (PM3), while grades 3–5 students who were eligible but not yet enrolled observed a growth rate of 60.24%.

Table 7. Comparing FAST ELA Reading Growth Rates for Enrolled and Eligible Not Enrolled

FAST ELA Reading (Grades 3-5) Comparison	Enrolled Growth Rate	Eligible Not Enrolled Growth Rate
PM1 to PM2	35.67%	28.92%
PM2 to PM3	25.35%	24.30%
PM1 to PM3	70.06%	60.24%

Further noteworthy, and similar to the trend for VPK, grades K-2 and grades 1-2 students, is the fact that grades 3-5 students enrolled in New Worlds Reading began the year by being further behind in reading achievement compared to those who were eligible but had not yet enrolled (see Figure 9). Despite this challenge:

Enrolled grades 3-5 students' reading achievement **grew at faster** rates than their eligible but not enrolled peers by May 2024.



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

Among grades 3-5 students who took the FAST ELA Reading 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 12).

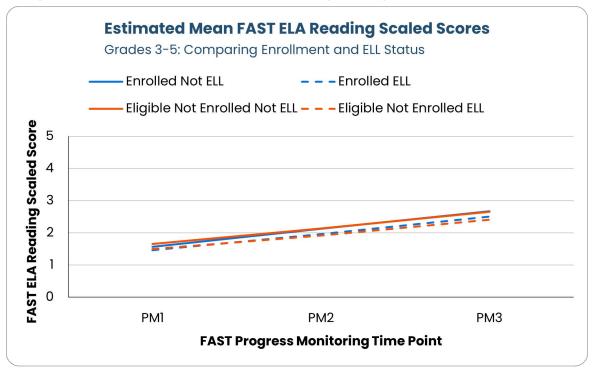


Figure 12. Estimated Mean FAST ELA Reading Scaled Scores for Grades 3-5 by Enrollment and ELL Status.

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 grades 3-5 students enrolled in New Worlds Reading had statistically significantly higher growth rates from August (PMI) to May (PM3) than I) their enrolled, non-ELL peers, 2) their eligible but not yet enrolled, non-ELL peers and 3) their eligible but not yet enrolled, ELL peers (see Figure 12 and Table 8). Moreover, although enrolled ELL students began the year with an achievement level of 0.04 below their eligible but not yet enrolled ELL peers, by January (PM2) their achievement level was 0.04 higher, and by May (PM3) they had an achievement level of 0.10 higher than their eligible but not yet enrolled ELL peers.



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Table 8. Comparing FAST ELA Reading Growth Rates for Grades 3-5 by ELL Status

FAST Star Reading (Grades 1-2) Comparison	Enrolled and Not ELL Growth Rate	Enrolled and ELL Growth Rate	Eligible Not Enrolled Not ELL Growth Rate	Eligible Not Enrolled ELL Growth Rate
PM1 to PM2	35.67%	34.25%	28.92%	28.00%
PM2 to PM3	25.35%	28.06%	24.30%	25.52%
PM1 to PM3	70.06%	71.92%	60.24%	60.67%

Further noteworthy is the fact that, compared with their eligible but not yet enrolled peers who were not ELLs, grades 3–5 ELL students enrolled in New Worlds Reading began the year with an achievement level of 0.20 behind on average, narrowed the gap to within 0.18 by January (PM2), and further narrowed it to within 0.15 by May (PM3). In other words, despite the challenge of starting statistically significantly behind:

Enrolled ELL students narrowed the gap with their eligible but not enrolled, non-ELL peers by **25%** by May 2024.

By way of comparison, eligible but not yet enrolled ELL students *widened* the gap with their eligible but not yet enrolled non-ELL peers by 56%. Despite their slightly higher growth rate, because they started off further behind, it was not enough for eligible but not yet enrolled ELL students to keep pace with their eligible but not yet 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. Moreover, they began the year behind, but outperformed their eligible but not enrolled ELL peers by January, sustaining their higher reading achievement throughout the remainder of the year.

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COMMUNICATION AND ENGAGEMENT EFFORTS

The remarkable achievement of over **350,000 VPK-Grade 5** students served by the end of the 2023–2024 school year highlights the success of the New Worlds Reading communication and engagement plan in not only reaching a vast audience through school flyers¹¹ and media campaigns—including email, social media and TV—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 survey¹² reported to have learned about the program through flyers from schools, referral and social media, respectively (Figure 13).

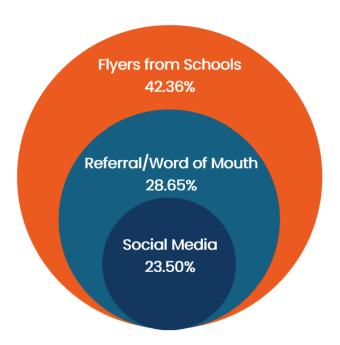


Figure 13. Caregiver's Top 3 New Worlds Reading Discovery Channels.

¹² Approximately 15,816 New Worlds Reading caregivers responded to a feedback survey between May–July 2024.



¹¹ Over 1 million flyers were distributed to eligible schools throughout the state in the 2023–2024 school year.

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The New Worlds Reading Engagement Team implemented several successful strategies aimed at increasing program awareness, boosting enrollment and supporting families in the 2023–2024 school year, including:

- Participation in 334 events.
- Facilitation of Literacy Events and Caregiver Workshops.
- Collaboration with State Regional Literacy Directors to host Celebrate Literacy Week
 events and grow relationships with our Reading Achievement Initiative for Scholastic
 Excellence (RAISE) schools across the state.
- Collaboration with Early Learning Coalitions and VPK Providers to increase awareness of New Worlds Reading and host events for our youngest learners.
- Collaboration with statewide organizations including Florida PTA to increase our presence throughout Florida to build awareness and engage with eligible students and caregivers.
- Collaboration with District Parent Academies throughout Florida, 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 VPK providers, traditional public schools and public 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 state and local libraries throughout Florida, allowing for
 engagement specialists to conduct interactive read alouds to spotlight New Worlds
 Reading 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.

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Participation in several statewide events and conferences¹³, 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 2024–2025 school year.



¹³ Events and conferences attended include: Children's Day at the Capitol, 4-H Day at the Capitol, Gator Day at the Capitol, Consortium of Florida Education Foundations (CFEF) Fall Leadership Conference, Just Read, Florida! Summer Literacy Institute, Florida Afterschool Alliance Conference, Florida Charter School Conference, Florida Teacher of the Year Roundtable, Florida School Boards Association/Florida Association of District School Superintendents (FSBA/FADSS) Annual Conference, North East Florida Educational Consortium (NEFEC) Annual Leadership Conference, Florida PTA Leadership Conference, Florida Association of School Administrators (FASA) Annual Conference, The Family Café Conference and Panhandle Area Educational Consortium (PAEC) Annual Leadership Conference.



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PLAN TO INCREASE ENROLLMENT

The New Worlds Reading Team has a robust public relations/communication and engagement plan for the 2024–2025 school year to increase enrollment of eligible students. A few of the upcoming activities include:

- Disseminating emails and marketing campaigns to eligible but not yet participating families encouraging them to apply for New Worlds Reading. These families are identified in partnership with school districts.
- 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 July that contains TV and online video ads, out-of-home ads, print ads, paid social ads, display/banner ads, trade publication ads, and paid search.
 - Content will stem from a new "Books That Make Us" campaign in partnership with local Florida influencers on both social media and at local read aloud events.
- Launching a year-round paid media campaign on socials, web display ads, paid search and Google discovery.
- Disseminating recruitment flyers, free books and accompanying literacy activities at 2,300 book fairs across Florida schools this fall.
- Mailing flyers to Florida schools and providers to share with eligible students who are not yet enrolled.
- Facilitating informational sessions with school district and early learning coalition 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.
- Collaborate with Florida PTA to build awareness and engage with families 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.



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- 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 + School Choice Summit and Florida Afterschool Conference to create awareness and drive enrollment.
- Facilitating Caregiver Workshops, Family Literacy Events and Teacher Professional Learning events in an effort to increase enrollment and engagement.
- Facilitating an annual New Worlds Reading Book Bash event for up to 500 children and families to increase awareness and to enroll eligible children not yet enrolled in New Worlds Reading.

"We love the books that come every month and the resources available to help my child learn and grow and read."

- Ashley, Caregiver of a 2nd Grade Student

"[What I like the most about this program is] Sharing the activities with my whole family! She loves talking about it with any one who will listen and the activity sheets help me engage in the conversation too!"

- Melanie S., Caregiver of a 3rd Grade Student



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NEW WORLDS READING FLAMINGO LITERACY MICRO-CREDENTIAL AND TEACHER PROFESSIONAL LEARNING

During 2023–2024, the University of Florida Lastinger Center for Learning partnered with state entities to develop and implement two professional learning programs designed to provide impactful professional learning to instructional personnel across Florida. Together or in combination, teachers who participate in the New Worlds Reading Flamingo Literacy Micro-Credentials or Teacher Professional Learning acquire and strengthen skills to support Florida students to become proficient readers. For more detailed information about these programs, please refer to this report.

In addition, educators can build upon their knowledge by completing additional coursework in the Literacy Matrix to demonstrate their skills in literacy instruction. During 2023-2024, 1,194 educators earned their Florida Reading Endorsement. Many of them also participants in New Worlds Reading programs designed to provide important teacher professional learning.

New Worlds Reading Flamingo Literacy Micro-Credential

Created in partnership with the FDOE and the Division of Early Learning, the Flamingo Literacy Micro-Credentials are a hybrid model of online modules, instructor-supported online courses and job-embedded practicums to improve literacy instruction, and thereby literacy skills, of Florida students. Module content builds instructional personnel's knowledge of how to implement research-supported and evidence-based reading instruction, including specific strategies to help them support students who are not yet meeting age- or grade-level expectations, students who are learning English and students who have dyslexia. Instructional personnel in Flamingo Literacy Micro-Credentials complete pre- and post-assessments and graded assignments to demonstrate their understanding of reading content and instructional practice. Instructional personnel are required to achieve at least 80% on post-assessments to earn mastery.

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19,473 Micro-Credentials were awarded.

286 instructional personnel went on to complete additional Literacy Matrix coursework required to earn the Florida Reading Endorsement.

Instructional personnel made an average of 42% growth from pre- to post-assessment with an average effect size of d = 2.12.¹⁴

New Worlds Reading Teacher Professional Learning

Created in partnership with the FDOE and launched in the summer of 2023, New Worlds Reading Teacher Professional Learning is a face-to-face, facilitator-led professional learning institute designed to improve literacy instruction, and thereby literacy skills, of Florida students. The components, which focus on the Science of Reading, build educator knowledge of how to implement research-supported and evidence-based reading instruction, including specific strategies to help support students who are not yet meeting age- or grade-level expectations.

914 teachers from 56 counties participated in professional learning.

99% of teachers rated their experience as "Highly Effective" or "Effective."

¹⁴ Effect size is a measure of how large an observed difference is, where 0 means no change, and values around 0.2, 0.5 and 0.8 are typically considered small, medium and large effects, respectively. An effect size of 2.12 means that the knowledge gains from pre- to post-assessment were very large.



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APPENDIX 1: FAST STAR EARLY LITERACY IN VPK MULTILEVEL MODEL RESULTS

FAST Star Early Literacy VPK Three-Level Model Results

Fixed Effects	Estimate	Std. Error	df	t-value	p-value
Intercept	68.72	0.18	7,453	383.6	<.001
PM2	21.52	0.14	96,640	157.13	<.001
PM3	41.12	0.14	96,120	303.02	<.001
Enrolled	-0.73	0.4	132,000	-1.83	0.067
PM2 * Enrolled	3.23	0.51	96,680	6.29	<.001
PM3 * Enrolled	2.13	0.51	96,120	4.18	<.001

Asterisks denote interaction effects.

Random Effects

Groups	Name	Variance	Std. Dev.
School * Student ID	Intercept	62.86	7.93
School	Intercept	99.7	9.99
Residual		416.51	20.41

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

FAST Star Early Literacy Grades K-2 Four-Level Model Results

Fixed Effects	Estimate	Std. Error	df	t-value	p-value
Intercept	659.6	1.27	59	519.69	<.001
PM2	59.92	0.31	201,800	194.52	<.001
PM3	116.5	0.31	201,300	379.84	<.001
Enrolled	-10.91	0.93	7,619	-11.75	<.001
ELL	-26.59	0.57	3,251	-46.41	<.001
Exception	-16.3	0.61	210,300	-26.59	<.001
Grade 1	30.14	1.94	34	15.5	<.001
Grade 2	37.61	8.04	570	4.68	<.001
PM2 * Enrolled	15.19	0.95	201,600	16.04	<.001
PM3 * Enrolled	13.15	0.94	201,300	13.93	<.001
Enrolled * ELL	9.91	1.55	41,620	6.39	<.001
Enrolled * Exception	-0.58	1.73	111,100	-0.34	0.737
Enrolled * Grade 1	10.19	5.34	18,880	1.91	0.056
Enrolled * Grade 2	2.68	34.38	603	0.08	0.938
PM2 * Non-Enrolled * ELL	-1.32	0.48	201,900	-2.73	<.001
PM3 * Non-Enrolled * ELL	5.17	0.48	201,300	10.79	<.001
PM2 * Enrolled * ELL	-2.05	1.54	201,700	-1.33	0.184
PM3 * Enrolled * ELL	5.77	1.53	201,300	3.76	<.001
PM2 * Non-Enrolled * Grade 1	-25.32	1.45	203,200	-17.52	<.001
PM3 * Non-Enrolled * Grade 1	-54.68	1.4	201,300	-39.1	<.001
PM2 * Enrolled * Grade 1	-36.87	5.32	203,200	-6.93	<.001
PM3 * Enrolled * Grade 1	-58.18	5.2	201,300	-11.19	<.001
PM2 * Non-Enrolled * Grade 2	-33.39	10.01	129,200	-3.33	<.001
PM3 * Non-Enrolled * Grade 2	-61.52	8.32	201,300	-7.39	<.001

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PM2 * Enrolled * Grade 2	-24.52	38.15	157,700	-0.64	0.52
PM3 * Enrolled * Grade 2	-73.73	34.55	201,300	-2.13	0.033
PM2 * Non-Enrolled * Exception	-9.77	0.64	202,200	-15.17	<.001
PM3 * Non-Enrolled * Exception	-15.9	0.64	201,300	-24.91	<.001
PM2 * Enrolled * Exception	-13.01	1.7	201,900	-7.64	<.001
PM3 * Enrolled * Exception	-15.14	1.69	201,300	-8.94	<.001

Asterisks denote interaction effects.

Random Effects

Group	Name	Variance	Std. Dev.
District * School * Student ID	Intercept	1,831.20	42.79
District * School	Intercept	232.12	15.24
	Enrolled	72.1	8.49
	Grade 1	795.69	28.21
	Grade 2	367.07	19.16
	ELL	133.06	11.54
District	Intercept	72.99	8.54
	Grade 1	15.34	3.92
	Grade 2	22.34	4.73
Residual		2,386.11	48.85

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APPENDIX 3: FAST STAR READING GRADES 1–2 MULTILEVEL MODEL RESULTS

FAST Star Reading Grades 1-2 Four-Level Model Results

Fixed Effects	Estimate	Std. Error	df	t-value	p-value
Intercept	749.3	1.87	91	401.49	<.001
PM2	59.41	0.41	282,600	145.23	<.001
PM3	110.9	0.4	281,200	279.66	<.001
Enrolled	-10.52	1.82	6,860	-5.8	<.001
ELL	-22.66	0.56	195,300	-40.51	<.001
Exception	-22.38	0.56	140,900	-40.06	<.001
Grade 2	84.26	1.01	1,503	83.28	<.001
PM2 * Enrolled	9.57	1.4	282,800	6.86	<.001
PM3 * Enrolled	13.19	1.36	281,200	9.69	<.001
Enrolled * ELL	8.06	1.86	32,030	4.33	<.001
Enrolled * Exception	4.7	1.82	70,840	2.58	0.01
Enrolled * Grade 2	-5.13	1.97	19,790	-2.61	0.009
PM2 * Non-Enrolled * Grade 2	-17.06	0.45	282,500	-37.71	<.001
PM3 * Non-Enrolled * Grade 2	-33.2	0.44	281,200	-75.44	<.001
PM2 * Enrolled * Grade 2	-18.67	1.48	282,500	-12.6	<.001
PM3 * Enrolled * Grade 2	-33.95	1.45	281,200	-23.38	<.001
PM2 * Non-Enrolled * ELL	-5.06	0.4	281,900	-12.62	<.001
PM3 * Non-Enrolled * ELL	-5.21	0.4	281,200	-13.12	<.001
PM2 * Enrolled * ELL	-4.71	1.4	281,800	-3.36	<.001
PM3 * Enrolled * ELL	-4.75	1.39	281,200	-3.42	<.001

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Random Effects

Group	Name	Variance	Std. Dev.
District * School * Student ID	Intercept	4,870.98	69.79
District * School	Intercept	840.5	28.99
	Enrolled	66.97	8.18
	Grade 2	778.66	27.9
District	Intercept	126.64	11.25
Residual		2,202.64	46.93

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APPENDIX 4: FAST ELA READING GRADES 3-5 ORDERED LOGISTIC REGRESSION RESULTS

FAST ELA Reading Grades 3-5 Three-Level Model Results

Fixed Effects	Estimate	Std. Error	df	t-value	p-value
Intercept	1.66	0.01	895	169.82	<.001
Enrolled	-0.09	0.01	3,084	-7.24	<.001
PM2	0.48	0	816,600	184.58	<.001
PM3	1	0	816,100	381.65	<.001
ELL	-0.16	0.01	930	-23.57	<.001
Exception	-0.3	0	384,700	-86.91	<.001
Grade 4	0.13	0.01	762	26.09	<.001
Grade 5	0.24	0.01	775	42.7	<.001
PM2 * Enrolled	0.08	0.01	816,300	9.36	<.001
PM3 * Enrolled	0.1	0.01	816,100	11.21	<.001
Enrolled * ELL	0.05	0.01	44,390	3.38	<.001
Enrolled * Exception	0.01	0.01	27,810	0.46	0.643
Enrolled * Grade 4	-0.08	0.01	52,200	-5.27	<.001
Enrolled * Grade 5	-0.08	0.02	51,200	-5.06	<.001
PM2 * Non-Enrolled * ELL	-0.06	0	816,500	-20.32	<.001
PM2 * Enrolled * ELL	-0.06	0.01	816,300	-4.56	<.001
PM3 * Non-Enrolled * ELL	-0.09	0	816,100	-30.06	<.001
PM3 * Enrolled * ELL	-0.05	0.01	816,100	-4.3	<.001
PM2 * Non-Enrolled * Grade 4	-0.07	0	816,500	-20.38	<.001
PM2 * Enrolled * Grade 4	-0.11	0.01	816,300	-8.57	<.001
PM3 * Non-Enrolled * Grade 4	-0.17	0	816,100	-50.46	<.001
PM3 * Enrolled * Grade 4	-0.24	0.01	816,100	-18.74	<.001
PM2 * Non-Enrolled * Grade 5	-0.08	0	816,500	-22.34	<.001
PM2 * Enrolled * Grade 5	-0.08	0.01	816,400	-5.96	<.001

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PM3 * Non-Enrolled * Grade 5	-0.2	0	816,100	-58.56	<.001
PM3 * Enrolled * Grade 5	-0.26	0.01	816,100	-18.54	<.001

Asterisks denote interaction effects.

Random Effects

Group	Name	Variance	Std. Dev.
School * Student ID	Intercept	0.61	0.78
	Enrolled	1.91	1.38
School	Intercept	0.08	0.27
	Enrolled	0.02	0.13
	ELL	0.02	0.15
	Grade4	0.01	0.08
	Grade5	0.01	0.1
Residual		0.37	0.61