

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



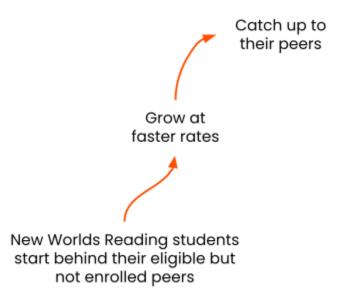
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Academic Achievement for Enrolled Students





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

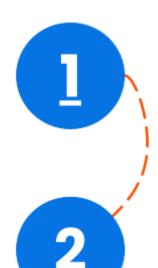
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ABOUT NEW WORLDS READING

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.

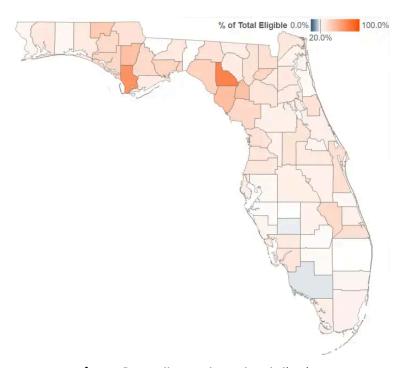


Figure 1. Enrollment by school district.

⁷ According to 2023-2024 PM2 data.



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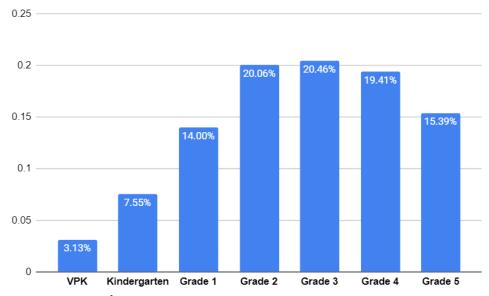


Figure 2. Enrollment by grade level.

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 Sample Sizes For PM3 Data For All Enrolled and Eligible Not-Enrolled S | | 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.

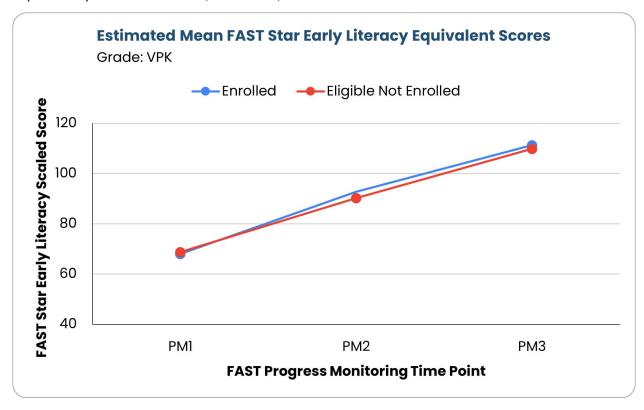


Figure 6. Estimated Mean FAST Star Early Literacy Scaled Equivalent Score for VPK.



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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.

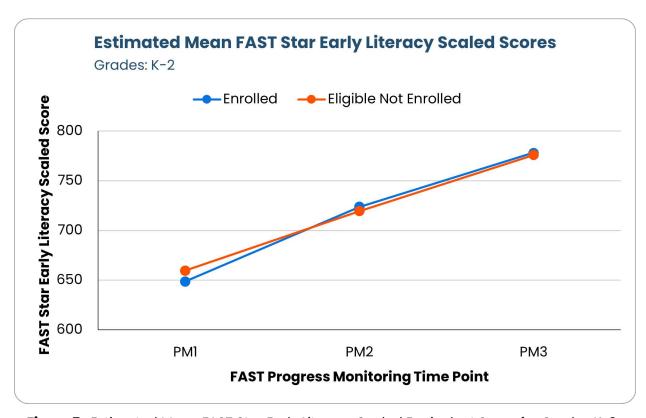


Figure 7. Estimated Mean FAST Star Early Literacy Scaled Equivalent Score for Grades K-2.



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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).

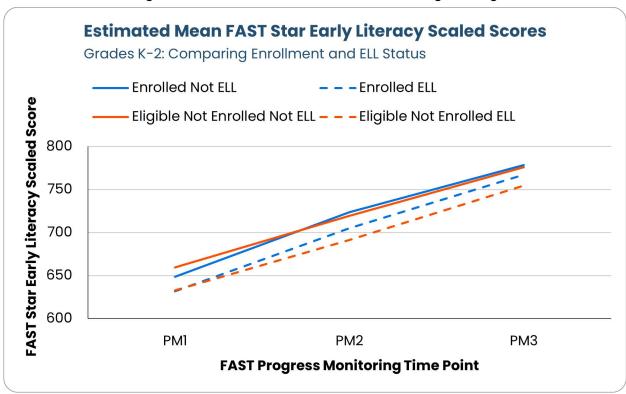


Figure 8. Estimated Mean FAST Star Early Literacy Scaled Scores for Grades K-2 by Enrollment and ELL Status.

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.

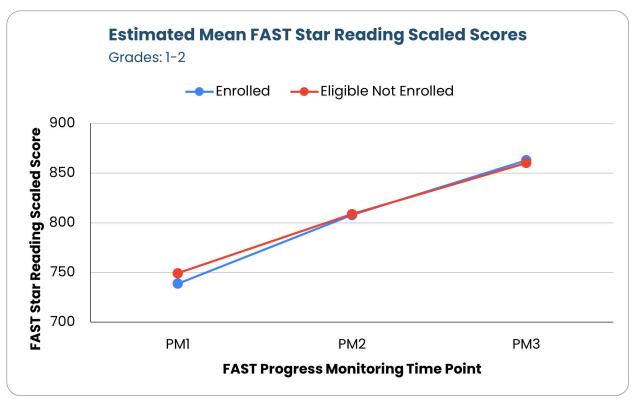


Figure 9. Estimated Mean FAST Star Reading Scaled Equivalent Score for Grades 1-2.

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).

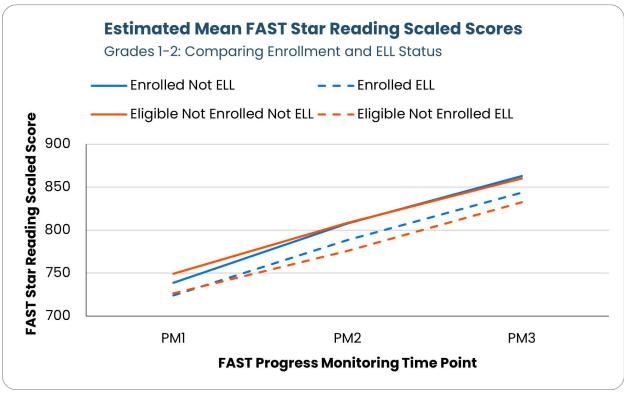


Figure 10. Estimated Mean FAST Star Reading Scaled Scores for Grades 1-2 by Enrollment and FLL Status.

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.

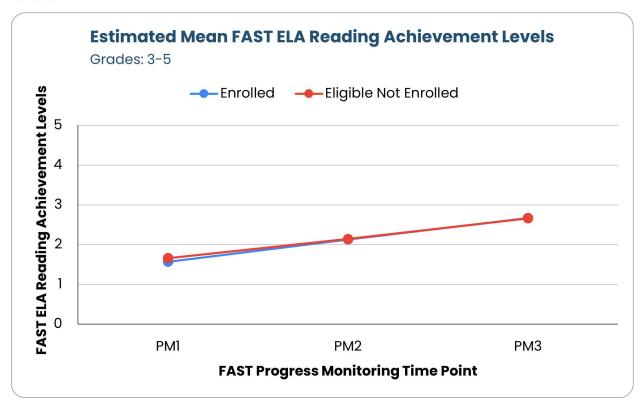


Figure 11. Estimated Mean FAST ELA Reading Scaled Equivalent Score for Grades 3-5.



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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).

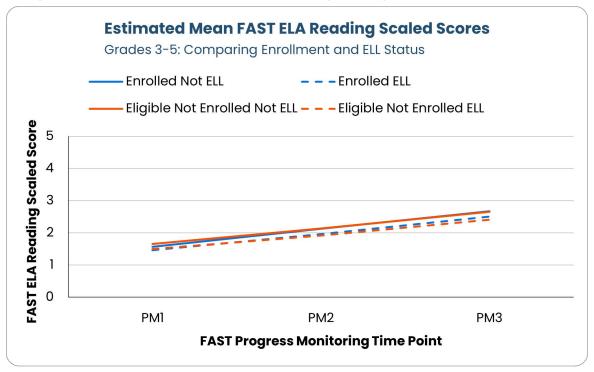


Figure 12. Estimated Mean FAST ELA Reading Scaled Scores for Grades 3-5 by Enrollment and ELL Status.

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).

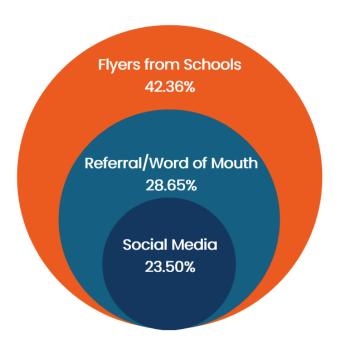


Figure 13. Caregiver's Top 3 New Worlds Reading Discovery Channels.

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 |

Florida Department of Education





| 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 |

Florida Department of Education

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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 |

| new | | | | | | |
|---------------------------------------|-------------|----------------------|-------------------------|----------------|------------------------|---------------------|
| worlds | | | | | | |
| reading [| | | | | | |
| | | | | | Total Eligible | |
| | | | | | Enrollment* as of date | |
| Date Updated: 7/2/2024 | | Grand Total | Grand Total | | updated | |
| Date opuned: 1/2/2024 | | 1,331,031 | 1,014,401 | 76.21% | 265,551 | 26.18% |
| | | 1,001,001 | 1,011,101 | 70.2110 | 200,001 | 20.10% |
| | | E | ligibility Numbers | | Enrollment Numbers as | of Date Updated |
| District | <u>Size</u> | Total VPK-5 Students | Eligible VPK-5 Students | % Eligible | Students Enrolled | % Eligible Enrolled |
| Alachua | Large | 13,557 | 10,496 | 77.4% | 3,155 | 30.1% |
| Baker | Medium | 2,428 | 2,049 | 84.4% | 670 | 32.7% |
| Bay | Large | 13,515 | 9,930 | 73.5% | 3,642 | 36.7% |
| Bradford | Small | 1,528 | 1,211 | 79.3% | 350 | 28.9% |
| Brevard | Large | 34,241 | 24,724 | 72.2% | 8,176 | 33.1% |
| Broward | Very Large | 115,301 | 81,917 | 71.0% | 19,568 | 23.9% |
| Calhoun | Small | 950 | 706 | 74.3% | 332 | 47.0% |
| Charlotte | Medium | 7,515 | 5,508 | 73.3% | 1,556 | 28.2% |
| Citrus | Medium | 7,419 | 5,862 | 79.0% | 1,854 | 31.6% |
| Clay | Large | 17,806 | 12,852 | 72.2% | 3,701 | 28.8% |
| Collier | Large | 22,220 | 15,785 | 71.0% | 2,715 | 17.2% |
| Columbia | Medium | 5,115 | 3,892 | 76.1% | 1,242 | 31.9% |
| Dade | Very Large | 153,953 | 120,475 | 78.3% | 29,604 | 24.6% |
| DeSoto | Medium | 1,978 | 1,724 | 87.2% | 313 | 18.2% |
| Dixie | Small | 1,118 | 821 | 73.4% | 399 | 48.6% |
| Duval | Very Large | 64,021 | 51,856 | 81.0% | 12,841 | 24.8% |
| Escambia | Large | 18,043 | 13,715 | 76.0% | 3,225 | 23.5% |
| FAMU Lab School | Small | 227 | 181 | 79.7% | 48 | 26.5% |
| FAU Lab School/A. D. Henderson/FAU HS | Small | 1,365 | 814 | 59.6% | 117 | 14.4% |
| FL School for the Deaf and the Blind | Small | 124 | 102 | 82.3% | 60 | 58.8% |
| Flagler | Medium | 5,778 | 5,278 | 91.3% | 1,676 | 31.8% |
| Florida Virtual School | Medium | 2,293 | 1,508 | 65.8% | 449 | 29.8% |
| Franklin | Small | 632 | 474 | 75.0% | 127 | 26.8% |
| FSU Lab School | Small | 1,393 | 815 | 58.5% | 208 | 25.5% |
| Gadsden | Medium | 2,462 | 2,027 | 82.3% | 416 | 20.5% |
| Gilchrist | Small | 1,503 | 1,110 | 73.9% | 521 | 46.9% |
| Glades | Small | 1,008 | 771 | 76.5% | 167 | 21.7% |
| Gulf | Small | 886 | 667 | 75.3% | 457 | 68.5% |
| Hamilton | Small | 765 | 612 | 80.0% | 165 | 27.0% |
| Hardee | Medium | 2,302 | 1,864 | 81.0% | 374 | 20.1% |
| Hendry | Medium | 5,737 | 4,525 | 78.9% | 991 | 21.9% |
| Hernando | Medium | 11,091 | 8,634 | 77.8% | 2,578 | 29.9% |
| Highlands | Medium | 5,755 | 4,593 | 79.8% | 1,145 | 24.9% |
| Hillsborough | Very Large | 105,736 1,515 | 78,143 1,315 | 73.9% 86.8% | 18,102 563 | 23.2% 42.8% |
| Holmes | Small | | | | | |
| IDEA Public Schools | Small | 2,086 | 1,728 | 82.8% | 117 1,326 | 6.8% 22.5% |
| Indian River | Medium | 7,757 | 5,894 | 76.0% | 1,326 | ZZ.5% |

| Jackson | Medium | 2,916 | 2,395 | 82.1% | 766 | 32.0% |
|---|--------------------------------------|--------------------|--------|-------|---------|-------|
| Jefferson | Small | 346 | 339 | 98.0% | 71 | 20.9% |
| Lafayette | Small | 528 | 446 | 84.5% | 337 | 75.6% |
| Lake | Large | 22,936 | 18,653 | 81.3% | 5,801 | 31.1% |
| Lee | Very Large | 46,155 | 36,358 | 78.8% | 11,103 | 30.5% |
| Leon | Large | 15,457 | 11,538 | 74.6% | 3,371 | 29.2% |
| Levy | Medium | 2,934 | 2,502 | 85.3% | 895 | 35.8% |
| | | 645 | 487 | 75.5% | 172 | 35.3% |
| Liberty | Small | | 859 | 77.7% | 274 | |
| Madison | Small | 1,106 | | | | 31.9% |
| Manatee | Large | 25,568 | 19,288 | 75.4% | 4,010 | 20.8% |
| Marion | Large | 21,877 | 18,110 | 82.8% | 4,656 | 25.7% |
| Martin | Medium | 7,960 | 5,968 | 75.0% | 1,814 | 30.4% |
| Monroe | Medium | 4,326 | 3,102 | 71.7% | 828 | 26.7% |
| Nassau | Medium | 5,861 | 4,119 | 70.3% | 1,237 | 30.0% |
| Okaloosa | Large | 14,967 | 10,736 | 71.7% | 2,424 | 22.6% |
| Okeechobee | Medium | 3,003 | 2,592 | 86.3% | 930 | 35.9% |
| Orange | Very Large | 94,840 | 83,703 | 88.3% | 23,973 | 28.6% |
| Osceola | Large | 33,239 | 26,609 | 80.1% | 6,861 | 25.8% |
| Palm Beach | Very Large | 88,009 | 65,928 | 74.9% | 13,107 | 19.9% |
| Pasco | Large | 39,929 | 29,345 | 73.5% | 8,661 | 29.5% |
| Pinellas | Very Large | 42,352 | 28,348 | 66.9% | 7,575 | 26.7% |
| P.K. Yonge Lab School | Small | 383 | 245 | 64.0% | 87 | 35.5% |
| Polk | Very Large | 54,629 | 43,827 | 80.2% | 11,659 | 26.6% |
| Putnam | Medium | 5,143 | 4,193 | 81.5% | 1,137 | 27.1% |
| Santa Rosa | Large | 13,213 | 9,298 | 70.4% | 2,734 | 29.4% |
| Sarasota | Large | 20,300 | 13,203 | 65.0% | 3,163 | 24.0% |
| Seminole | Large | 29,131 | 19,883 | 68.3% | 4,624 | 23.3% |
| St. Johns | Large | 22,758 | 13,825 | 60.7% | 3,043 | 22.0% |
| St. Lucie | Large | 20,444 | 17,162 | 83.9% | 4,462 | 26.0% |
| Sumter | Medium | 4,759 | 3,487 | 73.3% | 872 | 25.0% |
| Suwannee | Medium | 2,950 | 2,515 | 85.3% | 706 | 28.1% |
| Taylor | Small | 1,428 | 1,117 | 78.2% | 438 | 39.2% |
| Union | Small | 1,213 | 982 | 81.0% | 378 | 38.5% |
| Volusia | Large | 28,578 | 21,523 | 75.3% | 5,438 | 25.3% |
| Wakulla | Medium | 2,616 | 1,803 | 68.9% | 680 | 37.7% |
| Walton | Medium | 5,705 | 4,096 | 71.8% | 1,131 | 27.6% |
| Washington | Small | 1,704 | 1,239 | 72.7% | 442 | 35.7% |
| Unprocessed** | - | - | - | - | 2,741 | - |
| опргосезаец | | | | | ۲,7 🕶 ۱ | |
| *These numbers reflect only enrolled students | s who are eligible | | | | | |
| **Students enrolled right before the 2023-202 | | ılly nrocessed vet | | | | |
| otadento emoned right before the 2023-2026 | - catover date that have not been it | iny processed yet | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | 1 | | 1 | 1 | | 1 |

Date Updated: 7/2/2024 1/0/1900 Grand Total **1,331,031** Grand Total **1,014,401**

Total Eligible Enrollment*
as of date updated
76.21%
265,551

26.18%

| | E | ligibility Numbers | Enrollment Numbers as of Date Updated | | | |
|-------------|----------------------|-------------------------|---------------------------------------|-------------------|---------------------|--|
| Grade Level | Total VPK-5 Students | Eligible VPK-5 Students | % Eligible | Students Enrolled | % Eligible Enrolled | |
| VPK | 71,719 | 65,311 | 91.1% | 8,312 | 12.7% | |
| KG | 197,770 | 117,577 | 59.5% | 20,042 | 17.0% | |
| 1 | 206,246 | 153,935 | 74.6% | 37,177 | 24.2% | |
| 2 | 213,111 | 150,539 | 70.6% | 53,279 | 35.4% | |
| 3 | 218,999 | 178,512 | 81.5% | 54,327 | 30.4% | |
| 4 | 216,076 | 179,876 | 83.2% | 51,551 | 28.7% | |
| 5 | 207,110 | 168,651 | 81.4% | 40,863 | 24.2% | |

^{*}These numbers reflect only enrolled students who are eligible.

| (B) Program (C) Effective (D) Termina | e Approval Date | University of Florida PROJECT D | eport Final Report | (F) Agency Number (G) Grant Number (H) Project Code (I) Agency Reference # (J) Contact Person Kristi | 011 9337C 2S001 011-9337C-2S000 in Moody Phone | 1 (352)273-3109 |
|---|-----------------|--|--------------------|--|--|--------------------|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
| Function | Object | Description of | Budget | Total Disbursements | Undisbursed | Current |
| Code | Code | Disbursement | Amount | As of 06/30/2024 | Balance | Disbursements |
| 6000 | 100 | Personnel - Salaries | \$11,778,597.53 | 8,803,836.80 | 2,974,760.73 | 981,232.24 |
| 6000 | 200 | Personnel - Employee Benefits | 4,576,149.30 | 3,293,262.28 | 1,282,887.02 | 349,214.34 |
| 6000 | 330 | Travel | 263,137.69 | 168,062.12 | 95,075.57 | 31,101.47 |
| 6000 | 310 | Vendors: Book Delivery / Marketing & Advertis | sing 81,263,355.76 | 42,012,529.47 | 39,250,826.29 | 6,858,784.60 |
| 6000 | 319 | Technology Services (Enrollment Interface & Reporting) | 125,000.00 | 0.00 | 125,000.00 | 0.00 |
| 6000 | 310 | Consultants TBD (SME, Support Services,) | 16,642,652.12 | 5,106,666.80 | 11,535,985.32 | 1,381,900.77 |
| 6000 | 390 | Event Related Expenses: Space Rental, AV, 6 | | 82,540.90 | 33,471.00 | 0.00 |
| 6000 | 360 | Office Space Lease | 405,000.00 | 0.00 | 405,000.00 | 0.00 |
| 6000 | 399 | Support Technology | 46,975.17 | 8,735.85 | 38,239.32 | 1,544.29 |
| 6000 | 590 | Materials/Supplies: printing, mailing, consuma office/technology supplies for meetings and/or program engagement, etc. | | 170,871.00 | 3,377.41 | 31,148.41 |
| 6000 | 590 | Materials/Supplies: promotional/marketing and engagement items, participant gift cards/incer reseach purposes, event related supplies, supcosts and decorations, advertisement, etc. | ntives for | 526,544.28 | (9,705.95) | 182,355.48 |
| ALL PF | ROGRAMS | (8) COLUMN TOTALS (Complete on last page | e only) | | | |
| | | (9) FEDERAL PROGRAM INCOME | | | | |
| FEDERAL PRO | GRAMS ONLY | (10) TOTAL FEDERAL FUNDS | | | | |
| COMPLETE LIN | IES (9) & (10) | (11) PROGRAM INCOME FOOTNOTE | | 60,173,049.50 | | |
| (12) CERTI | FICATION: (Co | mplete on last page only) | | | | |

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the project award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. I further certify that all records necessary to substantiate these items are available for review by state and federal monitoring staff. All disbursements were obligated after the project approval date and prior to the termination date; have not been reported previously; and were not used for matching funds on this or any special project. All inventory items included have been entered properly on the inventory records required by Florida Statutes.

| | Report Number 11 Certified Correct | | Date 07 / 18 / 24 | | |
|-----------|------------------------------------|--|-------------------|-----|-------------|
| DOE 399 | Page <u>1</u> of <u>3</u> | Finance Officer or Authorized Representative | • | DOE | Audited by: |
| Rev 06/15 | | DOE Page 1of 2 | | USE | Date:// |

| (B) Program(C) Effective(D) Termina | e Approval Date | University of Florida New World Reading Ini 7/1/2021 12/31/2024 \$ 125,000,000.00 | | (F) Agency Number (G) Grant Number (H) Project Code (I) Agency Reference # (J) Contact Person Krist | 011 9337C 2S001 011-9337C-2S000 tin Moody Phone | 1 (352)273-3109 |
|---|---|---|--|---|---|--|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) |
| Function | Object | Description of | Budget | Total Disbursements | Undisbursed | Current |
| Code | Code | Disbursement | Amount | As of 06/30/2024 | Balance | Disbursements |
| 6000 | 700 | Instructional Support - Emergent Literacy (Consultants) | \$3,706,875.00 | 2,458,880.00 | 1,247,995.00 | 772,155.00 |
| 6000 | 700 | Instructional Support - Elem. & Sec. Grades (Consultants) | 1,549,625.00 | 1,091,615.00 | 458,010.00 | 604,035.00 |
| 6000 | 700 | Micro-Credential Expenses: (Production, LMS/SIS, Help Desk, etc) | 1,013,000.00 | 520,956.80 | 492,043.20 | 61,286.14 |
| 6000 | 700 | Teacher PL Expenses: (Stipends, Printed Materials, etc) | 815,135.20 | 294,270.01 | 520,865.19 | 77,556.55 |
| 6000 | 792 | Indirect Costs (maximum of 8%) charged against the first \$25,000 of each Contract. | 2,007,398.58 | 1,253,225.61 | 754,172.97 | 174,919.65 |
| | | | | | | |
| ALL PF | ROGRAMS | (8) COLUMN TOTALS (Complete on last page only) | 125,000,000.00 | 65,791,996.92 | 59,208,003.07 | 11,507,233.94 |
| FEDERAL PROC | | (9) FEDERAL PROGRAM INCOME (10) TOTAL FEDERAL FUNDS (11) PROGRAM INCOME FOOTNOTE | 125,000,000.00 | 65,791,996.92 | 59,208,003.07 | 11,507,233.94 |
| (12) CERTI By signing the receipts are or the omiss | FICATION: (Co nis report, I certi for the purpose sion of any mate | mplete on last page only) fy to the best of my knowledge and belief that the s and objectives set forth in the terms and condition rial fact, may subject me to criminal, civil or adminates substantiate these items are available for review | ons of the project awa nistrative penalties for | rd. I am aware that any fa fraud, false statements, fa | lse, fictitious, or fra alse claims or other | udulent information, wise. I further certify |
| DOE 399 Rev 06/15 | Report Number Page 2 of _ | 11 Certified Correct Finance Officer or Author DOE Page PROJECT DISBURS | ge 1of 2 | Date <u>07 / 18 / 24</u> | DOE Audited by USE Date: | |

INSTRUCTIONS

| ISBURSEME | ENT REPORT | |
|-----------|------------------------|---|
| Complete | Items (A) through (J). | Mark (X), in the box provided below the title, to indicate that this is an interim or a final report (a final report is that report which closes out the project). Submit an original and one copy by the due date specified on the DOE200 to: Comptroller's Office, Florida Department of Education, 325 West Gaines, Room 944 Tallahassee, Florida 32399-0400, (850) 245-0401, Suncom 205-0401. |
| | | Do not submit monthly disbursement reports unless instructed to do so by the Comptroller's Office or the state grant program. |
| COLUMNS | (1) | SCHOOL DISTRICTS ONLY: |
| | FUNCTION | Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. |
| | (2) | SCHOOL DISTRICTS: |
| | OBJECT | Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual. |
| | | COMMUNITY COLLEGES: |
| | | Use the five digit object codes as required in the <u>Accounting Manual for Florida's Public Community Colleges.</u> |
| | | UNIVERSITIES AND STATE ASSUSES |
| | | UNIVERSITIES AND STATE AGENCIES: Use the six digit object codes as required in the Florida Accounting Information Resource Manual. |
| | | OTHER ADENIAGE |
| | | OTHER AGENCIES: Use the object codes as required in the agency's expenditure chart of accounts. |
| | (2) | ALL ADDITIONALITY. |
| | (3) DESCRIPTION | ALL APPLICANTS: Provide a specific description of the type of expenditures. |
| | | |
| | (4) AMOUNT | For each function and object code indicate the the budget amount requested. |
| | 7111100111 | To Sacritation and Object Seas maleate the the Badget amount requested. |
| | (5) | Complete by reporting total project disbursements as of the date indicated at the top of the column. |
| | (6) | Complete by subtracting Column (5) from Column (4). |
| | (7) | Complete by reporting all disbursements not previously reported. |
| | • | |
| LINES | (8) | Complete Line on last page ONLY. |
| | | |
| | (9) | In Columns (5) and (6), report as FEDERAL PROGRAM INCOME the income from user fees and from the sale of equipment or other tangible personal property. |
| | | |

Complete by subtracting line (9) from line (8) in column (5) and adding line (9) to line (8) in column (6).

The Finance Officer or authorized representative must certify and date the project disbursement report on the last page.

A footnote should be added to indicate the source of the FEDERAL PROGRAM INCOME.



ITEM

(10)

(11)

(12)

New Worlds Reading Monthly Contributions: Tax Credit FY24 Contributions

| FY23 Cap Year Pledges: | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Total |
|------------------------|------|------|------|--------------|------|------|------|------|------|------|------|------|--------------|
| Alcohol Beverage | | | | | | | | | | | | | \$ - |
| Corporate Income | | | | \$ 3,100,000 | | | | | | | | | \$ 3,100,000 |
| Direct Sales & Use | | | | | | | | | | | | | \$ - |
| Insurance Premium | | | | | | | | | | | | | \$ - |
| Oil & Gas | | | | | | | | | | | | | \$ - |
| Totals | \$ - | \$ - | \$ - | \$ 3,100,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 3,100,000 |

| FY24 Cap Year Pledges: | Jul | Aug | Sep | Oct | Nov | | Dec | Jan | Feb | N | Mar | Apr | May | Jun | | Total |
|------------------------|------|--------------|--------------|--------------|-----------|------|---------|---------------|-----------------|-------|--------|---------------|--------------|-----------|-------|---------------|
| Alcohol Beverage | | | | | | \$ | 676,000 | \$ 575,000 | \$ 605,000 | \$ 1 | 44,000 | | | \$ 11,000 | 0,000 | \$ 13,000,000 |
| Corporate Income | | \$ 250,000 | \$ 25,000 | | | | | | | | | | \$ 4,000,000 | | | \$ 4,275,000 |
| Direct Sales & Use | | \$ 6,500,000 | \$ 7,000,000 | \$ 3,000,000 | \$ 800,00 | 0 | | | \$ 1,000,000 | \$ 2 | 00,000 | \$ 100,000 | | | | \$ 18,600,000 |
| Insurance Premium | | \$ 500,000 | | \$ 500,000 | | | | \$ 25,000 | \$ 2,000,000 | | | | | | | \$ 3,025,000 |
| Oil & Gas | | \$ 7,800 | | | | | | \$ 6,600 | | | | | | \$ 17 | 7,400 | \$ 31,800 |
| Totals | \$ - | \$ 7,257,800 | \$ 7,025,000 | \$ 3,500,000 | \$ 800,00 | 0 \$ | 676,000 | \$ 606,600 | \$ 3,605,000 | \$ 34 | 14,000 | \$ 100,000 | \$ 4,000,000 | \$ 11,017 | ,400 | \$ 38,931,800 |

| FY25 Cap Year Pledges: | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Total |
|------------------------|------|------|------|------|------|------|------|-----------|------------|------|------|------|------------|
| Alcohol Beverage | | | | | | | | | | | | | \$ - |
| Corporate Income | | | | | | | | | \$ 100,000 | | | | \$ 100,000 |
| Direct Sales & Use | | | | | | | | | | | | | \$ - |
| Insurance Premium | | | | | | | | \$ 20,000 | | | | | \$ 20,000 |
| Oil & Gas | | | | | | | | | | | | | \$ - |
| Totals | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 20,000 | \$ 100,000 | \$ - | \$ - | \$ - | \$ 120,000 |



NEW WORLDS READING INITIATIVE BOOKLIST ENGLISH TITLES

| Title | Author | Lexile | Year |
|---|---|---|---|
| Llamas with Lemonade: An Unusual Animal ABC | Ariana Koultourides | NP | 3 |
| Bear Sees Colors | Karma Wilson | AD440L | 3 |
| Blocks: Let's Share | Irene Dickson | AD200L | 3 |
| Belly Breathe | Leslie Kimmelman | AD190L | 3 |
| Triangle | Mac Barnett | AD310L | 3 |
| Dig, Dump, Roll | Sally Sutton | AD270L | 3 |
| LMNO Peas | Keith Baker | AD390L | 3 |
| Kindergarten ABC | Jacqueline Rogers | AD490L | 3 |
| Rabbit Moon | Jean Kim | AD410L | 3 |
| I Love My White Shoes | Eric Litwin | AD240L | 1, 2 & 3 |
| Our Oak Tree | Jane L. Howard | 380L | 2 & 3 |
| | Llamas with Lemonade: An Unusual Animal ABC Bear Sees Colors Blocks: Let's Share Belly Breathe Triangle Dig, Dump, Roll LMNO Peas Kindergarten ABC Rabbit Moon I Love My White Shoes | Llamas with Lemonade: An Unusual Animal ABC Bear Sees Colors Karma Wilson Irene Dickson Belly Breathe Leslie Kimmelman Triangle Mac Barnett Dig, Dump, Roll Sally Sutton Keith Baker Kindergarten ABC Rabbit Moon Jean Kim I Love My White Shoes Fric Litwin | Llamas with Lemonade: An Unusual Animal ABC Bear Sees Colors Karma Wilson AD440L Blocks: Let's Share Irene Dickson AD200L Belly Breathe Leslie Kimmelman AD190L Triangle Mac Barnett AD310L Dig, Dump, Roll Sally Sutton AD270L LMNO Peas Keith Baker AD390L Kindergarten ABC Jacqueline Rogers AD490L Rabbit Moon Jean Kim AD410L I Love My White Shoes |



| Grade | Title | Author | Lexile | Year |
|-------|--|---------------------------|-----------------|----------|
| К | Round is a Tortilla / Las tortillas son redondas | Roseanne Greenfield Thong | 560L | 2 & 3 |
| К | Ish | Peter H. Reynolds | 510L | 3 |
| К | The Little Red Fort | Brenda Maier | AD470L | 1, 2 & 3 |
| К | The Greatest Adventure | Tony Piedra | AD510L | 1, 2 & 3 |
| К | Fire! ¡Fuego! Brave Bomberos | Susan Middleton Elya | AD480L | 3 |
| К | ¡Mi comunidad! / My Community! | 123 Andrés | AD340L / AD380L | 3 |
| К | Drive it! Fix it! | Larry Dane Brimmer | 430L | 2 & 3 |
| К | Strictly No Elephants | Lisa Mantchev | AD490L | 1, 2 & 3 |
| К | I Want to Be a Scientist | Rebecca Tree | 380L | 2 & 3 |
| К | Luna's Yum Yum Dim Sum | Natasha Yim | AD510L | 3 |
| К | The Kissing Hand | Audrey Penn | 520L | 1, 2 & 3 |
| К | I Am Enough | Grace Byers | 400L | 1, 2 & 3 |
| К | How Do Dinosaurs Learn to Read? | Jane Yolen | AD490L | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|-----------------------------------|---------------------------|----------------|----------|
| К | The Koala Who Could | Rachel Bright | AD490L | 1, 2 & 3 |
| К | Bippity Bop Barbershop | Natasha Anastasia Tarpley | AD630L | 3 |
| К | You Are (Not) Small | Anna Kang | 60L | 1, 2 & 3 |
| 1 | Super Fly Guy | Tedd Arnold | 360L | 1, 2 & 3 |
| 1 | Dinosaurs | Erin Kelly | 430L | 1, 2 & 3 |
| 1 | Amigo | Carlos Zamora | AD420L | 1, 2 & 3 |
| 1 | The Little Blue Bridge | Brenda Maier | AD500L | 1, 2 & 3 |
| 1 | What Is the Weather? | Erin Kelly | 450L | 2 & 3 |
| 1 | The Little Butterfly That Could | Ross Burach | AD360L | 2 & 3 |
| 1 | Harlem Grown | Tony Hillery | AD540L | 3 |
| 1 | I Need a Hug / Necesito un abrazo | Aaron Blabey | AD330L / BR70L | 2 & 3 |
| 1 | What Does It Mean to be Kind? | Rana DiOrio | AD430L | 1, 2 & 3 |
| 1 | Soup Day | Melissa Iwai | AD440L | 3 |





| Grade | Title | Author | Lexile | Year |
|-------|---|---------------------------|--------|-----------|
| 1 | Bugs | Erin Kelly | 460L | 2 & 3 |
| 1 | Federico and the Wolf | Rebecca J. Gomez | AD600L | 3 |
| 1 | I Will Never Not Ever Eat a Tomato | Lauren Child | AD370L | 3 |
| 1 | Rita & Ralph's Rotten Day | Carmen Agra Deedy | AD520L | 1, 2 & 3 |
| 1 | Bee Dance | Rick Chrustowski | AD440L | 1, 2 & 3 |
| 1 | Attack of the 50-Foot Fly Guy | Tedd Arnold | 500L | 3 |
| 1 | The Library Book | Tom Chapin & Michael Mark | AD500L | 3 |
| 1 | Bark in the Park! Poems for Dog Lovers | Avery Corman | NP | 2 |
| 2 | Math-terpieces: The Art of Problem-Solving | Greg Tang | NP | 3 |
| 2 | Imagine | Juan Felipe Herrera | NP | 2 |
| 2 | Hey, Wall: A Story of Art and Community | Susan Verde | 520L | 3 |
| 2 | Red-eyed Tree Frog or Wood Frog | Marilyn Easton | 580L | 1, 2, & 3 |
| 2 | My Very Favorite Book in the Whole Wide World | Malcolm Mitchell | AD610L | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|---|-----------------|----------|
| 2 | Surf's Up, Creepy Stuff! | Andres Miedoso | 640L | 3 |
| 2 | The Word Collector | Peter H. Reynolds | 490L | 1, 2 & 3 |
| 2 | How to Feed Your Parents | Ryan Miller | 650L | 1, 2 & 3 |
| 2 | Bobs and Tweets: Scout Camp! | Pepper Springfield | 490L | 2 & 3 |
| 2 | Caterflies and Ice (Zoey and Sassafras, 4) | Asia Citro | 600L | 1, 2 & 3 |
| 2 | Space Exploration | Jennifer Szymanski | 650L | 3 |
| 2 | Fly Guy Presents: Insects | Tedd Arnold | 570L | 3 |
| 2 | Going Places | Paul A. Reynolds and Peter H. Reynolds | 480L | 1, 2 & 3 |
| 2 | Bear on the Loose! | Hilde Lysiak with Matthew Lysiak | 610L | 1, 2 & 3 |
| 2 | Flat Stanley: His Original Adventure | Jeff Brown | AD550L | 3 |
| 2 | Fly Guy and the Alienzz | Tedd Arnold | 530L | 2 & 3 |
| 2 | My Name is Celia: The Life of Celia Cruz | Monica Brown | AD660L / AD750L | 1, 2 & 3 |
| 3 | Our Table | Peter Reynolds | AD520L | 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|-----------------|--------|----------|
| 3 | Testing the Ice: A True Story About Jackie Robinson | Sharon Robinson | 800L | 2 & 3 |
| 3 | Pizza, Peanut Butter, and Pickles | Dan Gutman | 850L | 3 |
| 3 | Fly, Girl, Fly!: Shaesta Waiz Soars around the World | Nancy Roe Pimm | 710L | 2 & 3 |
| 3 | The Bad Guys in the Big Bad Wolf | Aaron Blabey | 530L | 1, 2 & 3 |
| 3 | Who Would Win?: Walrus vs. Elephant Seal | Jerry Pallotta | 570L | 3 |
| 3 | Mia Mayhem Learns to Fly! | Kara West | 630L | 1, 2 & 3 |
| 3 | Happy Birthday, Martin Luther King | Jean Marzollo | 800L | 2 & 3 |
| 3 | What If You Had T. Rex Teeth!?: And Other Dinosaur Parts | Sandra Markle | AD850L | 1, 2 & 3 |
| 3 | Sink or Swim | Judy Katschke | 540L | 3 |
| 3 | Who Would Win?: Alligator vs. Python | Jerry Pallotta | 660L | 1, 2 & 3 |
| 3 | Fly Guy Presents: The White House | Tedd Arnold | 700L | 2 & 3 |
| 3 | Banana Fox and the Book-Eating Robot | James Kochalka | GN490L | 1, 2 & 3 |
| 3 | Lucy Lopez: Coding Star | Claudia Mills | 810L | 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|--------------------------------|--------|----------|
| 3 | The Secret Life of the Red Fox | Laurence Pringle | 650L | 2 & 3 |
| 3 | The Spy's Secret | Eric Luper | 560L | 3 |
| 3 | Beware the Claw! (Hound Heroes #1) | Todd Goldman | GN350L | 2 & 3 |
| 3 | Mac Undercover | Mac Barnett | 460L | 2 & 3 |
| 3 | Lark Holds the Key | Natasha Deen | 540L | 3 |
| 4 | Animal Rescue Friends | Gina Loveless; Meika Hashimoto | GN510L | 3 |
| 4 | Catching a Storyfish | Janice N. Harrington | 610L | 3 |
| 4 | Saving Winslow | Sharon Creech | 690L | 3 |
| 4 | Who Would Win?: Whale vs. Giant Squid | Jerry Pallotta | 700L | 1, 2 & 3 |
| 4 | March On!: The Day My Brother Martin Changed the World | Christine King Farris | 860L | 2 & 3 |
| 4 | Ugly Cat & Pablo | Isabel Quintero | 700L | 1, 2 & 3 |
| 4 | Balto | Emma Carlson Berne | 820L | 2 & 3 |
| 4 | Stella Díaz Dreams Big | Angela Dominguez | 660L | 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|---|---|--------|----------|
| 4 | Most Wanted: Deadliest Ocean Creatures | John Perritano | 820L | 2 & 3 |
| 4 | Hidden Figures: The True Story of Four Black Women and the Space Race | Margot Lee Shetterly with Winifred Conkling | 980L | 1, 2 & 3 |
| 4 | Titanosaur: Discovering the World's Largest Dinosaur | Dr. Diego Pol & Dr. José Luis Carballido | 930L | 1, 2 & 3 |
| 4 | Yo-Yo and Yeou-Cheng Ma, Finding Their Way | Ai-Ling Louie | 650L | 2 & 3 |
| 4 | Power Forward | Hena Khan | 600L | 2 & 3 |
| 4 | Slimed | Liam Gray | 710L | 2 & 3 |
| 4 | Delivering Justice: W. W. Law and the Fight for Civil Rights | James Haskins | AD850L | 2 & 3 |
| 4 | Lety Out Loud | Angela Cervantes | 720L | 1, 2 & 3 |
| 4 | Key Hunters: The Mysterious Moonstone | Eric Luper | 550L | 1, 2 & 3 |
| 4 | Disaster Strikes: Volcano Blast | Marlane Kennedy | 750L | 1, 2 & 3 |
| 5 | Robert Frost | Robert Frost and Gary D. Schmidt | NP | 3 |
| 5 | Because of the Rabbit | Cynthia Lord | 660L | 2 & 3 |
| 5 | Most Wanted: Deadliest Ocean Creatures | John Perritano | 820L | 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|---------------------------------------|--------|----------|
| 5 | The Future of Money: The Good, the Bad, the Bitcoin | Elizabeth Milton | 1140L | 3 |
| 5 | Lesser Spotted Animals | Martin Brown | 970L | 3 |
| 5 | Martin Rising, Requiem for a King | Andrea Davis Pinkney | 730L | 3 |
| 5 | Because of Winn-Dixie | Kate DiCamillo | 670L | 1, 2 & 3 |
| 5 | Chasing Vermeer | Blue Balliet | 770L | 1, 2 & 3 |
| 5 | When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop | Laban Carrick Hill | AD770L | 2 & 3 |
| 5 | Pyramids, Temples, and Tombs | Mary Atkinson | 960L | 3 |
| 5 | I Survived Hurricane Katrina, 2005 | Lauren Tarshis | 590L | 1, 2 & 3 |
| 5 | Wild Survival: Swimming With Sharks | Melissa Cristina Márquez | 830L | 3 |
| 5 | Front Desk | Kelly Yang | 640L | 1, 2 & 3 |
| 5 | Charlie & Frog | Karen Kane | 590L | 3 |
| 5 | Dog Diaries: A Middle School Story | James Patterson and Stephen Butler | 760L | 2 & 3 |
| 5 | Radio Fifth Grade | Gordon Korman | 690L | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|----------------|--------|----------|
| 5 | The Tyrell Show: Season One | Miles Grose | 770L | 2 & 3 |
| 5 | I Survived the Galveston Hurricane, 1900 | Lauren Tarshis | 560L | 1, 2 & 3 |



NEW WORLDS READING INITIATIVE BOOKLIST SPANISH TITLES

| Grade | Title | Author | Lexile | Year |
|-------|---|---------------------------|---------------|----------|
| VPK | Mundo animal: Con arte nativo del Noroeste del Pacífico | Ben Houstie et al. | AD430L | 3 |
| VPK | Entonces llega el verano | Tom Brenner | AD1530L | 3 |
| VPK | Mis cinco sentidos | Aliki | 530L | 3 |
| VPK | Rin, Rin, Rin, Do, Re, Mi | José-Luis Orozco | 580L | 1, 2 & 3 |
| VPK | Si le das un panqueque a una cerdita | Laura Joffe Numeroff | 600L | 3 |
| VPK | Un oso muy hambriento | Nick Bland | AD660 / AD750 | 3 |
| VPK | Un amigo de veras maravilloso | Suzanne Bloom | 650L | 3 |
| VPK | La Pizza de Peppa | Rebecca Potters (Adapter) | AD480L | 1, 2 & 3 |
| VPK | De Colores / In All Colors | Elodie Pope | 450L | 3 |
| К | Un beso en mi mano | Audrey Penn | AD680L | 2 & 3 |
| К | Book Fiesta: Celebremos El día de los niños/El día de los libros | Pat Mora | AD490L | 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|---------------------------|-----------------|----------|
| К | El león y el ratón | Darice Bailer | AD640L / AD700L | 1, 2 & 3 |
| К | A mí me gusta leer | Mariana I. Pellegrino | AD610L | 1, 2 & 3 |
| К | Bailey (Sp) | Harry Bliss | AD550L | 1, 2 & 3 |
| К | Tortillas Are Round / Las tortillas son redondas | Roseanne Greenfield Thong | 560L | 2 & 3 |
| К | ¡Pingüinauta! | Marcie Colleen | ** | 1, 2 & 3 |
| К | Grande y Pequeño son buenos amigos | Michael Garland | BR300L | 1, 2 & 3 |
| К | Coco. El conejo cobarde | Jorge Monreal | ** | 1, 2 & 3 |
| К | ¡Mi comunidad! | 123 Andrés | AD340L / AD38L | 2 & 3 |
| К | La aventura más grande | Tony Piedra | AD790L | 1 & 3 |
| К | ¡Narices! | Carmen Puebla Ordóñez | ** | 1, 2 & 3 |
| К | Ay, Luna, Luna, Lunita | Yanitzia Canetti | ** | 1, 2 & 3 |
| К | Veo números | Jean Marzollo | NP | 3 |
| К | One by One / Una a una | Blythe Lynden | ** | 3 |
| К | Finding Home / Buscando el hogar | Estelí Meza | AD510L | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|---------------------------|-----------------|----------|
| К | El chile es verde | Roseanne Greenfield Thong | AD540L / AD610L | 3 |
| К | De Colores/ In All Colors | Elodie Pope | AD640L | 1 & 2 |
| 1 | Buenas noches, mariposa | Ross Burach | BR | 2 & 3 |
| 1 | ¡Es la hora de los esqueletos! / It's Skeleton Time! | Ana Galán | 210L / 430L | 3 |
| 1 | Frog Meets Dog / Rana conoce Perro | Janee Trasler | 50L / BR | 1, 2 & 3 |
| 1 | Juguemos en el bosque mientras el lobo no está | Claudia Rueda | 210L | 1, 2 & 3 |
| 1 | Tenemos el mundo entero en las manos | Rafael López | ** | 1, 2 & 3 |
| 1 | El fuertecito rojo | Brenda Maier | 360L | 2 & 3 |
| 1 | ¿Se lo comió un oso? | Robie H. Harris | AD160L | 1, 2 & 3 |
| 1 | Necesito un abrazo | Aaron Blabey | AD330L / R70L | 2 & 3 |
| 1 | Oye, pared | Susan Verde | ** | 3 |
| 1 | ¿Te gusta mi bicicleta? | Norm Feuti | ** | 1, 2 & 3 |
| 1 | El día terrible de Rita y Rafi | Carmen Agra Deedy | AD500L | 1, 2 & 3 |
| 1 | La gran idea de la pequeña Nita | Anna W. Bardaus | ** | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|---|-------------------|-----------------|----------|
| 1 | Un paseo de noche | Elisha Cooper | AD570L | 1, 2 & 3 |
| 1 | El puentecito azul | Brenda Maier | AD400L | 2 & 3 |
| 1 | Dragón y sus labores | Dav Pilkey | 510L | 1, 2 & 3 |
| 1 | Un pato en bicicleta | David Shannon | AD520L | 1, 2 & 3 |
| 1 | Leer es poder | Sandra L. Pinkney | AD780L | 1, 2 & 3 |
| 1 | Así vamos a la escuela: Un libro acerca de niños en diferentes paises del mundo | Edith Baer | 580L | 2 & 3 |
| 2 | El abusón del pantano negro | Mike Thaler | AD1010L | 1, 2 & 3 |
| 2 | Me llamo Celia: La vida de Celia Cruz | Monica Brown | AD660L / AD750L | 1, 2 & 3 |
| 2 | Hombre Mosca y los extraterrestrezz | Tedd Arnold | 530L | 1, 2 & 3 |
| 2 | Vuela con el viento | Samantha Brooke | ** | 2 & 3 |
| 2 | La Pastelería del Bosque Salvaje | Rebecca Elliott | 410L | 1, 2 & 3 |
| 2 | ¡Hagamos una pijamada! | Norm Feuti | ** | 1, 2 & 3 |
| | | | | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|----------------------------|--------|----------|
| 2 | ¡El gallo que no se callaba! | Carmen Agra Deedy | ** | 1, 2 & 3 |
| 2 | ¡Fin del juego, Súper Chico Conejo! | Thomas Flintham | 500L | 2 & 3 |
| 2 | Frida Kahlo y sus animalitos | Monica Brown | AD890L | 2 & 3 |
| 2 | ¡Más Cosas que dice mi abuela!: Dichos y refranes sobre animales | Ana Galán | AD610L | 1, 2 & 3 |
| 2 | Glo-gló y la gran carrera | Juan Ignacio Peña Espina | 570L | 1, 2 & 3 |
| 2 | El coleccionista de palabras | Peter H. Reynolds | AD400L | 1, 2 & 3 |
| 2 | Mi libro favorito en el mundo entero | Malcolm Mitchell | AD800L | 2 & 3 |
| 2 | El Ninja de Jengibre | C. J. Leigh | 660L | 1, 2 & 3 |
| 2 | Hola, Hombre Mosca | Tedd Arnold | 550L | 2 & 3 |
| 2 | Chimoc en la selva | Andrea Paz and Claudia Paz | ** | 2 & 3 |
| 2 | Adíos, Óscar: Una fábula de mariposas | Peter Elwell | ** | 1, 2 & 3 |
| 3 | Hombre Mosca Presenta: Murciélagos | Tedd Arnold | 590L | 2 & 3 |
| 3 | Escuela de Espanto #1: ¡La escuela está viva! | Jack Chabert | 550L | 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|-----------------------|-------------|----------|
| 3 | ¿Y si tuvieras ojos de animal? | Sandra Markle | ** | 2 & 3 |
| 3 | ¿Quién Ganará?: Tarántula vs. Escorpión | Jerry Pallotta | 580L | 2 & 3 |
| 3 | Mi delantal | Luis Garay | 700L | 1, 2 & 3 |
| 3 | Mascotas | Melvin & Gilda Berger | 730L | 3 |
| 3 | Feliz cumpleaños, Martin Luther King | Jean Marzollo | ** | 1, 2 & 3 |
| 3 | Agua soy y me voy | Carlos Marianidis | 790L | 1, 2 & 3 |
| 3 | Los tipos malos en ¡¿ustedes-creen-que-él-saurio?! | Aaron Blabey | 230L | 2 & 3 |
| 3 | ¿Quién Ganará?: Aligátor vs. Pitón | Jerry Pallotta | 590L | 1, 2& 3 |
| 3 | Hombre Mosca Presenta: Basura y reciclaje | Tedd Arnold | 840L | 2 & 3 |
| 3 | ¡Pájaro y Ardilla Escapan! | James Burks | GN580L | 1, 2 & 3 |
| 3 | ¡Hola! ¡Gracias! ¡Adiós! | Elisenda Roca | ** | 1, 2 & 3 |
| 3 | Daniel el pelotero ama su escuela | Erison Varela Frías | ** | 1, 2 & 3 |
| 3 | El niño que alcanzó las estrellas | José M. Hernández | 830L / 770L | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|---|--------|----------|
| 3 | Titanosaurio | Dr. Diego Pol & Dr. José Luis Carballido | AD870L | 2 & 3 |
| 3 | Pangato #2: Soy yo, dos. | Jim Benton | GN180L | 1, 2 & 3 |
| 3 | Sembrando historias: Pura Belpré: bibliotecaria y narradora de cuentos | Anika Aldamuy Denise | AD690L | 2 & 3 |
| 4 | ¡El recreo es una jungla! | Jack Chabert | 550L | 1, 2 & 3 |
| 4 | Fábulas mexicanas | José Ignacio Basurto | 800L | 2 & 3 |
| 4 | Saraí y la feria alrededor del mundo | Saraí González and Monica Brown | ** | 1, 2 & 3 |
| 4 | ¿Y si tuvieras dientes de tiranosaurio? | Sandra Markle | 950L | 1, 2 & 3 |
| 4 | Stella Díaz tiene algo que decir | Angela Domínguez | 640L | 2 & 3 |
| 4 | Volcán | Marlane Kennedy | 700L | 2 & 3 |
| 4 | ¿Quién ganará?: Tiburón martillo vs. Tiburón sarda | Jerry Pallotta | 710L | 1, 2 & 3 |
| 4 | Lety alza su voz | Angela Cervantes | 670L | 1, 2 & 3 |
| 4 | Sobreviví el terremoto de San Francisco, 1906 | Lauren Tarshis | 640L | 2 & 3 |
| 4 | ¿Quién ganará? La pelea final del océano | Jerry Pallotta | 660L | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|---|---------------------------------|--------|----------|
| 4 | ¿Quién trae el fuego? | Carlos Marianidis | 940L | 1, 2 & 3 |
| 4 | Saraí y el significado de lo genial | Saraí González and Monica Brown | 630L | 2 & 3 |
| 4 | Feúcho y Pablo | Isabel Quintero | 750L | 1, 2 & 3 |
| 4 | La ley de expansión de Hubble | Santi Selvi, Luis Morocho | ** | 1 & 3 |
| 4 | Sobreviví el naufragio del Titanic, 1912 | Lauren Tarshis | ** | 2 & 3 |
| 4 | A causa del conejo | Cynthia Lord | 690L | 1, 2 & 3 |
| 4 | Rurrú camarón: Antología de poetas latinoamericanos | Various, Ana Garralón | ** | 1 & 3 |
| 4 | Cuentos con sazón | Lulu Declare | 810L | 1, 2 & 3 |
| 5 | Sobreviví el huracán Katrina, 2005 | Lauren Tarshis | 640L | 2 & 3 |
| 5 | El último cuento | Rodolfo Castro | ** | 1, 2 & 3 |
| 5 | Animales menos vistos | Martin Brown | 870L | 2 & 3 |
| 5 | Competencia en la selva | Kristin Earhart Eda Kaban | 590L | 1, 2 & 3 |
| 5 | Matemática hasta en la sopa | Juan Sabia | ** | 3 |





| Grade | Title | Author | Lexile | Year |
|-------|--|---|--------|----------|
| 5 | Las fábulas de Esopo | Ann McGovern | 720L | 2 & 3 |
| 5 | Luna fortuna | Diana López | ** | 3 |
| 5 | Allie, ganadora por fin | Angela Cervantes | 660L | 1, 2 & 3 |
| 5 | Lionel Messi | Marie Morreale | 880L | 3 |
| 5 | Empezar otra vez | Jennifer Torres | 690L | 2 & 3 |
| 5 | ¡Gracias, NASA! | Tom Greve | 1090L | 1, 2 & 3 |
| 5 | Las tres preguntas | Jon J. Muth | ** | 1 & 3 |
| 5 | La vida y poesía de Federico García Lorca contada a los niños | Rosa Navarro Durán | ** | 3 |
| 5 | ¡El casillero se comió a Lucía! | Jack Chabert Sam Ricks Scholastic Inc. | 540L | 1, 2 & 3 |
| 5 | Con Cariño, Amalia | Alma Flor Ada and Gabriel M. Zubizarreta | 830L | 1, 2 & 3 |
| 5 | Terminó la clase | Allan Woodrow | 600L | 1 & 3 |
| 5 | La marsopa de un perro | M. C. Ross | 860L | 1, 2 & 3 |
| 5 | Sobreviví los ataques de tiburones de 1916 | Lauren Tarshis | 690L | 1, 2 & 3 |

^{**} Lexiles are not available from the publisher





NEW WORLDS READING INITIATIVE BOOKLIST HAITIAN CREOLE TITLES

| Grade | Title | Author | Lexile | Year |
|-------|--|--------------------|-----------------|-----------|
| VPK | Ti Manman Poul Wouj ak Grenn Ble Yo | L. R. Hen | * | 3 |
| VPK | Koute, Koute | Phillis Gershator | * | 3 |
| VPK | Ogistis ak souri li | Catherine Rayner | * | 3 |
| VPK | Mwen Te Mennen Lalin Nan Al Pwonmennen | Carolyn Curtis | * | 3 |
| VPK | Premye Jou Rafa Lekòl | David Mills | * | 3 |
| K | Lavi Mwen nan yon Twoupo | Alex Ives | 290L | 1, 2 & 3 |
| K | Kwit Manje Avèk Ou | Ellen W. Whisenant | AD550L | 1, 2 & 3 |
| К | Dinozò k ap danse | Felix Whitley | 160L | 1, 2 & 3 |
| K | Lapen yo! Lapen yo! | Oroni Tendera | BR300L | 1, 2, & 3 |
| К | Daisy ak Maisy | Jane Tree | AD540L / AD610L | 1, 2 & 3 |
| К | Jounen Mwen Avèk Ou | Ellen W. Whisenant | AD790L | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|---------------------------------|--------------------------|-----------------|----------|
| К | Zoranj ak sitwon Pa pa Zanmi! | Neema Joy | AD550L | 1, 2 & 3 |
| K | Mak, Krak Yom! | Rebecca Nandwa | AD640L / AD700L | 1, 2 & 3 |
| K | Sheldon Timid | Alex Ives | AD490L / AD520L | 1, 2 & 3 |
| 1 | Lè Mwen Vin Gran | Bailey Carroll | AD490L / AD520L | 1, 2 & 3 |
| 1 | Madmwazèl Cloud Ekspè nan Klima | Michelle Lombaerde | AD640L / AD700L | 1, 2 & 3 |
| 1 | Devine bèt kay la! | Sandrine Umuhoza | AD550L | 1, 2 & 3 |
| 1 | Chapo jòn la | Marie Ange Niwemugore | BR300L | 1, 2 & 3 |
| 1 | Bwi, Fèm ak Bwi | Viateur Ndacyayisenga | AD470L | 1, 2 & 3 |
| 1 | Kado Anivèsè Nesans Ian | Barbra Ayako Guya | AD790L | 1, 2 & 3 |
| 1 | Kòman Yo Te Fè Rive La | Lenan Finley | AD280L | 1, 2 & 3 |
| 1 | Mèsi | Mackie Douglas | 260L | 1, 2 & 3 |
| 1 | Ti Baxter Ble | Bailey Carroll | AD540L / AD610L | 1, 2 & 3 |
| 2 | Mons Zoe | Fiona Balan | AD490L / AD520L | 1, 2 & 3 |
| 2 | Istwa Bèf la e Chen an | David Shema Karangwa | AD640L / AD700L | 1, 2 & 3 |



| Grade | Title | Author | Lexile | Year |
|-------|--|---------------------|-----------------|----------|
| 2 | Devine kiyès k ap vini? | Martyna Dessources | AD500L | 1, 2 & 3 |
| 2 | Tamales! Tamales! Tamales!A Multicultural Tale/Yon istwa milti kiltirėl | Nina Flores | BR300L | 1, 2 & 3 |
| 2 | Scooter ap vin sekou | Murisa Jean Maurice | 460L | 1, 2 & 3 |
| 2 | Rèv Maliza | Ephrem Kalinijabo | AD790L | 1, 2 & 3 |
| 2 | Wa Zwazo yo | Mayor Aubrey | 350L | 1, 2 & 3 |
| 2 | Pye Bwadchèn Nou An | Jane L. Howard | 380L | 1, 2 & 3 |
| 2 | Koyòt la ak Fwomaj la | Ana Galan | AD540L / AD610L | 1, 2 & 3 |
| 3 | Nouvo Timoun Nan | Hilary Rogers | AD490L / AD520L | 1, 2 & 3 |
| 3 | Kisa pou nou fè ak tout bagay sa a? | Anna W. Bardaus | AD550L | 1, 2 & 3 |
| 3 | Dantis nan Fon Lanmè | Danny Carroll | 350L | 1, 2 & 3 |
| 3 | Little Butterfly / Ti Papiyon | Martyna Dessources | 420L | 1, 2 & 3 |
| 3 | Furaha E Myèl Yo | Kate Wanjira | AD540L / AD610L | 1, 2 & 3 |
| 4 | Eleksyon Klas la | Mùthoni wa Gìchùrù | AD490L / AD520L | 1, 2 & 3 |
| 4 | Pa Egzakteman Sanblab | Esther Uwera | AD550L | 1, 2 & 3 |





| Grade | Title | Author | Lexile | Year |
|-------|----------------------------|----------------------------------|-----------------|----------|
| 4 | Yon Kont sou De Zanmi | Martyna Dessources | 520L | 1, 2 & 3 |
| 4 | Avanti Bibin | Laforest Bichly-Marie- Gaëlle | 530L | 1, 2 & 3 |
| 4 | Kiki | Martyna Dessources | AD540L / AD610L | 3 |
| 5 | Konpetisyon an | Stacey Cherono Bett | AD490L / AD520L | 1, 2 & 3 |
| 5 | Andan nan Forè a | Margaret Muthee | AD550L | 1, 2 & 3 |
| 5 | Mistè Pye Bwa K ap Peplase | Kate Wanjira Kamau | 560L | 1, 2 & 3 |
| 5 | Kay Matant Pola | Christina Doret | 550L | 1, 2 & 3 |
| 5 | Avanti Nuru a | Margaret Muthee | AD540L / AD610L | 1, 2 & 3 |

^{*} Children in VPK will begin to receive books in Haitian Creole in February 2024





NEW WORLDS READING INITIATIVE BOOKLIST BRAILLE TITLES

| Grade | Title | Author | Year |
|-------------------------|--|---|-----------------------|
| VPK | Touch and Feel: Jungle Animals | DK Publishing | 3 |
| VPK | If I Were an Owl | Jellycat Books | 3 |
| VPK | Little Quack Loves Colors | Lauren Thompson | 3 |
| VPK | Clifford's Animal Sounds | Norman Bridwell | 3 |
| VPK | If I Were a Lamb | Jellycat Books | 3 |
| VPK | That's Not My Truck | Fiona Watt | 3 |
| VPK | Little Quack Counts | Lauren Thompson | 3 |
| VPK | That's Not My Tractor | Fiona Watt | 3 |
| VPK | If I Were a Hippo | Jellycat Books | 3 |
| VPK | Go, Dog, Go! | P.D. Eastman | 3 |
| VPK | Clifford's Noisy Day | Norman Bridwell | 3 |
| VPK VPK VPK VPK VPK VPK | If I Were a Lamb That's Not My Truck Little Quack Counts That's Not My Tractor If I Were a Hippo Go, Dog, Go! | Jellycat Books Fiona Watt Lauren Thompson Fiona Watt Jellycat Books P.D. Eastman | 3 3 3 3 3 |





| Grade | Title | Author | Year |
|-------|---|-----------------------------|----------|
| VPK | Touch and Feel: Fire Engine | DK Publishing | 3 |
| К | Never Touch a Dragon! | Rosie Greening | 2 & 3 |
| К | How Do Dinosaurs Play with Their Friends? | Jane Yolen | 2 & 3 |
| К | Llama Llama Yum Yum | Anna Dewdney | 1, 2 & 3 |
| K | Moo, Baa, La La La | Sandra Boynton | 2 & 3 |
| K | Puppy Mudge Wants to Play | Cynthia Rylant | 2 & 3 |
| К | I Like it When | Mary Murphy | 2 & 3 |
| К | I Love You Through and Through | Bernadette Rossetti-Shustak | 2 & 3 |
| К | From Head to Toe | Eric Carle | 2 & 3 |
| К | The Very Hungry Caterpillar | Eric Carle | 1 & 3 |
| К | The Little Engine That Could | Watty Piper | 2 & 3 |
| К | If You Give a Mouse a Cookie | Laura Joffe Numeroff | 1 & 3 |
| 1 | Rubble to the Rescue! | Kristen L. Depken | 2 & 3 |
| 1 | Kitten's First Full Moon | Kevin Henkes | 2 & 3 |





| Grade | Title | Author | Year |
|-------|---|------------------------|----------|
| 1 | Sheep Out to Eat | Nancy E. Shaw | 2 & 3 |
| 1 | Just Critters Who Care | Mercer Mayer | 2 & 3 |
| 1 | How Do Dinosaurs Clean Their Rooms? | Jane Yolen | 2 & 3 |
| 1 | I Love Pete the Kitty | James Dean | 2 & 3 |
| 1 | Curious George: The Dog Show | H. A. Rey | 2 & 3 |
| 1 | Sheep in a Jeep | Nancy E. Shaw | 2 & 3 |
| 1 | The Very Busy Spider | Eric Carle | 2 & 3 |
| 1 | A Chair for My Mother | Vera B. Williams | 3 |
| 1 | Curious George Makes Pancakes | Margret Rey & H.A. Rey | 1 & 3 |
| 1 | Babe Ruth Saves Baseball | Frank Murphy | 3 |
| 2 | The True Story of the Three Little Pigs | Jon Scieszka | 1, 2 & 3 |
| 2 | Pumpkin Soup | Helen Cooper | 2 & 3 |
| 2 | Henry and Mudge: The First Book | Cynthia Rylant | 2 & 3 |
| 2 | Ira Sleeps Over | Bernard Waber | 2 & 3 |





| Grade | Title | Author | Year |
|-------|--|---|----------|
| 2 | Brave Norman | Andrew Clements | 2 & 3 |
| 2 | Miss Nelson is Missing | Harry G. Allard Jr. | 1, 2 & 3 |
| 2 | Oh, the Thinks You Can Think | Dr. Seuss | 2 & 3 |
| 2 | Henry and Mudge and the Wild Goose Chase | Cynthia Rylant | 2 & 3 |
| 2 | Nate the Great and the Big Sniff | Marjorie Weinman Sharmat and Mitchell Sharmat | 2 & 3 |
| 2 | Who Was King Tut? | Roberta Edwards | 3 |
| 2 | Dragons and Marshmallows (Zoey and Sassafras, 1) | Asia Citro | 3 |
| 2 | Black Out!: Animals that Live in the Dark | Ginjer L. Clarke | 1 & 3 |
| 3 | Third Grade Angels | Jerry Spinelli | 2 & 3 |
| 3 | Aliens for Breakfast | Stephanie Spinner and Jonathan Etra | 2 & 3 |
| 3 | Junie B. Jones and the Yucky Blucky Fruitcake | Barbara Park | 2 & 3 |
| 3 | Wayside School is Falling Down | Louis Sachar | 2 & 3 |
| 3 | Midnight on the Moon (Magic Tree House, No. 8) | Mary Pope Osborne | 2 & 3 |
| 3 | The Talking T. Rex (A to Z Mysteries) | Ron Roy | 2 & 3 |





| Grade | Title | Author | Year |
|-------|---|---------------------------------|-------|
| 3 | Horrible Harry Cracks the Code | Suzy Kline | 2 & 3 |
| 3 | Freckle Juice | Judy Blume | 2 & 3 |
| 3 | The Lucky Lottery (A to Z Mysteries) | Ron Roy | 2 & 3 |
| 3 | The Tale of Despereaux | Kate DiCamillo | 3 |
| 3 | James and the Giant Peach | Roald Dahl | 3 |
| 3 | Charlotte's Web | E.B. White | 1 & 3 |
| 4 | Haunted Castle on Hallow's Eve | Mary Pope Osborne | 2 & 3 |
| 4 | The Fourteenth Goldfish | Jennifer L. Holm | 2 & 3 |
| 4 | I Survived the Sinking of the Titanic, 1912 | Lauren Tarshis | 2 & 3 |
| 4 | Superfudge | Judy Blume | 2 & 3 |
| 4 | The Wonderful World of Oz | L. Frank Baum | 2 & 3 |
| 4 | Wishtree | Katherine Applegate | 2 & 3 |
| 4 | The Infamous Ratsos | Kara LaReau | 2 & 3 |
| 4 | The Field Guide (1) (The Spiderwick Chronicles) | Tony DiTerlizzi and Holly Black | 3 |





| Grade | Title | Author | Year |
|-------|---|--------------------------------|----------|
| 4 | I Survived Hurricane Katrina, 2005 | Lauren Tarshis | 2 & 3 |
| 4 | Mr. Popper's Penguins | Richard and Florence Atwater | 3 |
| 4 | Call it Courage | Armstrong Sperry | 1 & 3 |
| 4 | Esperanza Rising | Pam Muńoz Ryan | 1 & 3 |
| 5 | Saving Winslow | Sharon Creech | 2 & 3 |
| 5 | The Lemonade War (The Lemonade War Series, Book 1) | Jacqueline Davies | 2 & 3 |
| 5 | The Guide Dog Mystery (The Boxcar Children Mysteries) | Gertrude Chandler Warner | 2 & 3 |
| 5 | The One and Only Ivan | Katherine Applegate | 1, 2 & 3 |
| 5 | Bunnicula: A Rabbit-Tale of Mystery | Deborah Howe and James Howe | 2 & 3 |
| 5 | A Dog Called Kitty | Bill Wallace | 2 & 3 |
| 5 | No Talking | Andrew Clements | 2 & 3 |
| 5 | In Their Own Words: Abraham Lincoln | George Sullivan | 2 & 3 |
| 5 | Frindle | Andrew Clements | 2 & 3 |
| 5 | My Father's Dragon | Ruth Stiles Gannett | 3 |





| Grade | Title | Author | Year |
|-------|-----------------------------------|-------------------------|-------|
| 5 | The Watsons Go to Birmingham 1963 | Christopher Paul Curtis | 3 |
| 5 | The Mouse and the Motorcycle | Beverly Cleary | 1 & 3 |