

# Form 2 Detail: FY 2026 Enhancement Request

## FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

### SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE* <h2 style="margin: 0;">Right to Read</h2>	ENHANCEMENT PRIORITY* <h2 style="margin: 0;">1 OUT OF 7</h2>
AGENCY* Office of the State Superintendent of Education (OSSE)	AGENCY CODE* <b>GDO</b>
AGENCY POINT OF CONTACT* Kate Gottfredson, Chief of Staff	POINT OF CONTACT EMAIL* Kate.gottfredson@dc.gov

**REQUEST TYPE\***  
Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding
  - B. Increased cost to maintain existing activity
  - C. Operational improvement with strong business case
  - D. Expand high-performing existing activity
  - E. Completely new activity with highly likely or proven positive outcomes
- Complete Sections I-IV. Complete Section V to be considered for evidence rating.
- Complete Sections I-V.

**FUNDING REQUEST\***  
Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$450,000	\$3,000,000	\$3,450,000

ONE-TIME   
  PARTIALLY RECURRING   
  RECURRING

**FUTURE COSTS\***  
If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$8,950,000	\$8,950,000	\$8,950,000

**ENHANCEMENT SUMMARY\***  
In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

In the 2023-2024 school year, just 33.7% of DC students in grades 3-12 met or exceeded grade level expectations in English Language Arts (ELA) on the DC Comprehensive Assessments of Progress in Education (DC CAPE) assessment. While this represents an increase as compared to 2022 (30.8%) -- and a promising sign that the District's recovery-funded investments to accelerate student learning following the pandemic are paying off -- it also confirms that far too few of our DC schools are delivering on the fundamental promise to provide every student with a high-quality education that will prepare them to thrive in school and in life.

Every DC student has the right to read. Research consistently demonstrates the critically important milestone of achieving reading proficiency by the third grade. According to the [Annie E. Casey Foundation](#), students who are not yet reading proficiently by third grade are four times more likely to drop out or fail to graduate from high school. For Black and Hispanic students, that statistical likelihood nearly doubles. And yet, we know that every year, a significant number of DC students are promoted to fourth grade without having developed

**AGENCIES:** Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

**REQUIRED SECTIONS**

- Sections I-IV for ALL requests.
- Section V for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- Section VII for Type F requests.
- Section VI optional for all requests.

**You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.**

**IMPORTANT:** Agencies are limited to three Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.

**RACIAL EQUITY BUDGET TOOL (REBT)**  
The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

**EDITING RESTRICTIONS:** This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

the foundational literacy skills necessary to read proficiently. This puts these students at greater risk for falling further behind.

To deliver on the promise of literacy for all DC students, OSSE is proposing bold new Right to Read legislation that will enable the following over the next several years, drawing on national best practices and promising research from other states:

- All of DC’s K-3 general education, special education, and multilingual teachers will receive the necessary and required training and support to effectively implement structured literacy (grounded in the science of reading) in their classrooms
- All students in grades K-3 will receive literacy screenings in school at least three times per year to monitor their progress and report results to families within 15 days,
- All students in grades K-3 identified as at risk of not reading proficiently through those screeners will receive an individualized literacy plan and evidence-based interventions to support their learning acceleration, such as high-impact tutoring and summer instruction.
- LEAs and schools will have clear and consistent guidance for when to retain third grade students who haven’t yet achieved grade-level reading proficiency by 2030, as well as multiple pathways to utilize for fourth grade promotion

To implement this proposed legislation and make the above vision a reality, OSSE seeks a local budget enhancement that will allow us to:

- Invest in and significantly scale high-quality structured literacy supports, training and resources for K-3 educators, administrators and instructional coaches
- Expand access to evidence-based literacy interventions, to include summer reading programming and high-impact tutoring (HIT), for students who are not on track to demonstrate grade level proficiency by the end of third grade
- Engage a broad community of stakeholders from across the city, including school and LEA leaders, teachers, families and community members, to secure a shared commitment to all DC students’ right to read and to develop new literacy resources and toolkits, including for families and caregivers

This work will build on the existing foundation and momentum of OSSE’s existing early literacy initiatives, including several initiatives launched with the support of federal stimulus recovery funds (e.g., science of reading trainings, High Quality Instructional Materials grants and resources), the recommendations developed by DC’s Literacy Task Force released in Fall 2023, and OSSE’s ongoing implementation of legislative mandates outlined in [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#). It also draws on research from across the nation, and specifically Mississippi, where evidence shows an increase in reading proficiency for students who were provided with robust reading supports in grades K-3, coupled with retention for students who are not reading proficiently by the end of grade 3.

**Will legislative support be required to implement this enhancement?\***

If yes, please submit a proposed BSA subtitle using Attachment D.

YES  NO

**Has this enhancement request been submitted in past formulation cycles?\***

If yes, in which fiscal years was it submitted? Mark all that apply.

YES  NO

FY 2025  FY 2024  FY 2023  FY 2022  FY 2021

**SECTION II. RATIONALE**

*Required for ALL requests*

**What problem facing the District will this enhancement address and why does this problem exist?\***

Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

Too few of our DC schools are delivering on the fundamental promise to provide every student with a high-quality education that will prepare them to thrive in school and in life. In school year 2023-24, nearly 2 out every 3 DC students in grades 3-12 did not demonstrate grade-level proficiency in ELA on the DC CAPE assessment. This and other data suggest that a significant number of the District's students have not received the foundational literacy skills necessary to achieve grade-level ELA proficiency. As described in Section I above, there is a strong correlation between a student's ability to read proficiently by the third grade and their likelihood of graduating high school and having the knowledge and skills necessary to succeed in adult life.

While the COVID-19 pandemic significantly disrupted student learning and contributed to substantial declines in academic achievement (including literacy rates) for students across the city, ELA proficiency prior to the pandemic (37% in 2019, for students in grades 3-12) was far below what all students in our public schools deserve.

This problem exists in part because not enough K-3 educators and school staff in the District have access to the necessary supports, training and resources to implement structured literacy and data-driven instruction in their classrooms. Structured literacy is aligned to and grounded in the science of reading, a research-backed instructional approach that supports all students in learning how to read, including those experiencing reading difficulties or disabilities.

Additionally, not enough students in Kindergarten through 3rd grade who are falling behind in reading proficiency – or at risk of falling behind – are being proactively identified through assessments and progress monitoring or given access to additional evidence-based interventions to boost their literacy skills. Year after year, students are performing below grade level and matriculating without the necessary skills needed to be proficient readers. Evidence-based interventions for students falling behind could include summer reading programs and high-impact tutoring, both of which have demonstrated success in helping to accelerate student learning and reading progress.

Finally, this problem points to the critical need for robust stakeholder engagement and alignment across the education sector, to build shared goals and practices across schools and LEAs and to ensure all families and caregivers have access to information and resources necessary to support their early learners in developing literacy skills and reading proficiency.

**How does this enhancement address this problem and its underlying causes?\***

Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

To address the underlying root causes of this issue and dramatically improve literacy rates for students citywide, OSSE seeks to implement the practices outlined in our bold and newly proposed Right to Read legislation, building upon a strong foundation laid over the last three years using federal stimulus funds to provide our schools with evidence-based training, resources, and tools that support the science of reading and structured literacy instruction for students in grades K-3.

This enhancement will allow OSSE to ultimately:

- Ensure every general education, special education, and multilingual teacher serving Kindergarten, first, second and third grade students receives high-quality structured literacy trainings and related supports for implementing structured literacy in the classroom
- Support K-3 educators and staff with implementing additional assessments and progress monitoring, such that student reading proficiency is assessed at least three times per year and ensuring student data drives instruction and additional intervention
- Increase the availability of evidence-based interventions for K-3 students who are behind in reading proficiency, to include summer reading programs and high-impact tutoring in literacy
- Articulate clear and consistent guidance to LEAs on third grade retention for students who haven't yet achieved grade-level reading proficiency as well as multiple pathways for fourth grade promotion
- Robustly engage school and LEA leaders and educators, families and community members around the Right to Read promise, and to expand family education resources on the importance of foundational literacy skills and role of caregivers in supporting their young learners

Specifically, this budget enhancement seeks **\$3.45M** in local funding for Fiscal Year 2026, to enable OSSE to:

- **Expand structured literacy training and supports (\$2M, or \$1M per grade band):** OSSE will provide funding for compensation to educators who complete structured literacy training, with a goal of reaching every first and second grade teacher who has not already completed training by the end of the 2025-26 school year. This request builds on the FY25 enhancement and requirement for every Kindergarten teacher to complete training and will support any new kindergarten teachers. OSSE will also expand training in an instructional walkthrough tool for relevant administrators and instructional coaches, to help teachers engage in cycles of continuous growth in the implementation of structured literacy.
- **Launch robust stakeholder engagement and resource development (\$1M):** OSSE will work to engage school and LEA leaders, teachers, families and communities across the District to inform and develop the Right to Read initiative, and to help develop family education resources that will enable families and caregivers to support their early learners with critical literacy skills.
- **Increase capacity (\$450,000):** OSSE will hire three (3) full-time employees (FTEs) who will track, monitor, and implement training, resources, data analysis, family education tools, and stakeholder engagement, and will be responsible for developing and implementing the summer reading program, with a focused curriculum aligned to the science of reading and structured literacy.

Building on these trainings and engagement, student intervention would roll out in FY27 (SY26-27):

- **Develop and implement targeted, evidence-based interventions for Kindergarten students (\$8.95M):** OSSE will establish a rigorous summer reading program and implement it in partnership with LEAs, and expand access to existing high-impact tutoring programs focused on literacy, for a cohort of Kindergarten students in School Year 2026-27 and with plans to add additional grade level cohorts each subsequent year (i.e., Kindergarten and first grade in School Year 2027-28). This could also include development of individualized literacy plans (ILPs) for students at risk of not reaching reading proficiency by third grade. This initial kindergarten cohort would be the first for consideration of retention, in 2030.

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**Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?**

If yes, please provide a rationale for why these non-local funds are no longer available:

OSSE’s work to accelerate learning in literacy was, in part, supported by a leveraging non-local funds that are no longer available as of Sept. 2024. In recent years, OSSE has leveraged federal Elementary and Secondary School Emergency Relief (ESSER) funds to initiate several literacy initiatives to include, convening the Literacy Taskforce, procuring a science of reading training and providing compensation for teachers who completed training. Federal ESSER funds are no longer available to support this project, due to their expiration in Sept. 2024.

YES     NO

**How can this enhancement be scaled down to be accommodated within a constrained budget?\***

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	Remove structured literacy training for grade 2 teachers (\$1M)	2,450,000	8,950,000	8,950,000	8,950,000

If scaling this request down is necessary in FY26, the training being offered to teachers will need to be reduced. Structured literacy training will only occur for teachers through grade 1. The impact would be that fewer teachers will be trained in the science of reading and structured literacy, resulting in fewer students having access to highly trained teachers in foundational literacy.

**SECTION II. RATIONALE (continued)** *Required for ALL requests*

**QUESTIONS SPECIFIC TO ENHANCEMENT TYPE\***

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> <b>A. Restore previous reduction or one-time funding</b>	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> <b>B. Increased cost to <u>maintain</u> existing activity</b>	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <b><i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i></b>
<input type="checkbox"/> <b>C. Operational improvement with a strong business case</b>	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input checked="" type="checkbox"/> <b>D. Expand high-performing existing activity</b>	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input checked="" type="checkbox"/> <b>E. Completely new activity with highly likely or proven positive outcomes</b>	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

**Responses to Questions\***

During FY23 and FY24, OSSE utilized federal ESSER funds and local funds to scale new, evidence-based professional development and interventions designed to improve student outcomes in literacy. To date, OSSE's science of reading professional development training has reached more than 900, or approximately seven percent, of District educators.

OSSE is currently implementing the legislative mandates outlined [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#). Through this requirement, 14,000 educators have completed training on Dyslexia and other reading difficulties, demonstrating the meaningful impact that compliance requirements can have on educator training.

In September 2023, the Early Literacy Education Task Force Report was released. This report included four recommendations to improve literacy education in the District that were deliberately developed by members of the Task Force. The Right to Read initiative and corresponding enhancement operationalizes and builds upon these recommendations.

The Right to Read initiative will strengthen literacy for the District by providing access to LEAs to ensure that teachers are appropriately and adequately trained to teach foundational literacy skills. Teachers will have the resources to provide interventions and targeted instruction to students with Individualized Literacy Plans (ILPs) on a consistent basis. Families will have resources to support their children with foundational literacy skills, overall, increasing the experiences with literacy from home to school. The enhancement focuses on targeted strategies that will increase literacy proficiency year after year, as evidenced by other jurisdictions. In Mississippi, similar investments have been made in training, intervention, retention, and pathways to retention, which has resulted in the fastest-rising proficiency rates in literacy across the country in the last five years.

### SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

#### PERFORMANCE IMPACT

**What data will the agency collect to understand the impact of this enhancement?\***

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

OSSE will collect data from a variety of sources to inform the impact of this enhancement. OSSE will continue to collect student DC CAPE assessment data for students in grade 3 at end of each school year to measure the number of students who are proficient in reading. DC CAPE data will identify students who have demonstrated proficiency not only in foundational literacy skills, but in comprehension and skill mastery. To understand and target needs in grades K-2, LEAs will use benchmark assessments at least three times a year to include progress monitoring. OSSE will monitor the completion and engagement of training, focused on teacher growth in foundational literacy skills. Data collection will be set up to assess how a teacher performed prior to training and performance upon completion of training. This data will be critical to monitoring the effectiveness of training. In the long term, OSSE will be able to create student/teacher linkages to analyze student results and leverage those results to drive instructional improvements.

OSSE will collect data on how many LEAs and students participate in summer reading programs, alongside data on how many students have been administered an Individualized Literacy Plan (ILP). The monitoring of participation in summer reading programming and HIT programming will inform practices for the school year and future summer reading programs. In addition to participation and enrollment with the summer reading program, OSSE will collect data on the efficacy of the program with surveys and assessment data. OSSE will monitor the number of students receiving ILPs to determine the quality of plans, implementation of plans and overall impact of plans.

OSSE will track the number of students participating in interventions, such as HIT and summer programming. Regular monitoring of all data collected will occur at least three times a year to support LEAs in data collection and analysis.

The overall goal of OSSE's Right to Read data collection and monitoring is to provide adequate resources and supports to reduce the number of students who are reading below proficiency and eligible for retention. OSSE is committed to intervention and supports to promote strong literacy outcomes for all students.

**What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?**

**PERFORMANCE TEAM IS HERE TO HELP!**

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz ([lia.katz@dc.gov](mailto:lia.katz@dc.gov)).

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OSSE is proactively preparing to provide a high level of support to our DC LEAs to ensure the success of this initiative. Over the past three years, OSSE has worked hard to establish relationships with LEAs to support various academic initiatives, and to create continuous opportunities for LEAs to provide feedback to OSSE to ensure that this support is maximally meaningful and relevant. The relationship building that we have done to date will significantly mitigate the challenges associated with implementing this initiative citywide. Additionally, OSSE will need to build our internal capacity to implement the Right to Read enhancement. With the increase of supports and resources that OSSE is proposing to provide to LEAs, an increase of staffing is required to effectively roll out the Right to Read. The multiple strategies proposed will take staff dedicated to ensuring implementation with fidelity, and it can be challenging to identify and hire staff with the knowledge and skills necessary to lead this work. To mitigate this challenge, OSSE anticipates leveraging the full range of hiring vehicles provided through DCHR, including the hiring fairs, which enable OSSE to expand the reach of its open positions.

### Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?\*

- If you are proposing a new metric, write “NEW” in the columns for FY 2024 and FY 2025.
- Identify the “measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year’s data and the current year’s target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment*	No	Outcome	Increase	34.2%	44.9%	50%	47.4%
Percent of K-3 educators who demonstrate competency in structured literacy	Yes	Quality	Increase	New	New	40%	20%

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\*Targets for statewide assessment results are set in the District's Every Student Succeeds Act (ESSA) State Plan, required and approved by the US Department of Education

**SECTION IV. BUDGETING FOR RACIAL EQUITY**

*Required for ALL requests*

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?\*

YES  NO

Which of the four goals in the District's [Racial Equity Action Plan](#) (REAP) or your agency specific REAP does this enhancement request advance? \* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?\*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

By improving literacy outcomes for students across the District, this enhancement directly addresses the REAP goal to eliminate racial and ethnic disparities. Annually, DC students in grades 3-8 and in eligible high school courses complete a statewide, standardized assessment called DC CAPE for English Language Arts (ELA) and mathematics to measure student mastery of grade-level content standards. At the end of the 2023-24 school year, **34.2% of grade 3-8 students who took the ELA CAPE assessment met or exceeded expectations.**

While overall proficiency rates for ELA have increased slightly since 2022, significant attention is still required to ensure all students are meeting grade-level proficiency. For Black/African-American students, ELA proficiency has remained nearly unchanged between the 2022-2024 assessment cycles and continues to be the lowest in the District.

For students with disabilities, the outcomes are even more staggering. For the 2023-24 DC CAPE Assessment cycle, 55.5% of students did not meet expectations for ELA. For more information about DC CAPE assessment data, please see [2024-08-22-DCCAPE MSA 2324 PublicDeck with appendix.pdf](#).

This budget enhancement request is intended to directly address these racial and equity gaps amongst students by ensuring improved literacy instruction and direct early intervention for students across the District.

What is the rationale for addressing the inequity in this way and/or with this program?\*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

From November 2022 to August 2023, OSSE convened the DC Early Literacy Education Task Force to determine recommendations for improving literacy outcomes for DC students. The [Early Literacy Task Force Report](#) was released in September 2023 and included the four primary recommendations for literacy in DC. This

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enhancement will build from this existing work, as well as strategically align other OSSE initiatives (such as High-Impact Tutoring) to ensure all students in DC are provided with the instruction and interventions needed in order to meet and even exceed grade-level literacy proficiency.

**In what ways have you meaningfully involved internal and external stakeholders in the development of your agency's budget request, including staff and communities of color?\*** See ORE's [Meaningful Community Engagement Guide](#).

This budget request has been developed by a collaborative, interdisciplinary OSSE team. When developing this request, the agency team reviewed student data and specifically noted the critical need to address student needs across racial and ethnic groups. This request is also an extension of existing literacy work happening at OSSE, including the work of the [DC Early Literacy Education Task Force](#), which was composed of stakeholders from across the District. OSSE also regularly convenes educators, school leaders and family members through the Superintendent's Advisory Councils. The members of the Superintendent's Advisory Councils come from diverse backgrounds and represent all eight wards of the District and have meaningfully engaged with OSSE staff regarding ELA assessment data and OSSE's work to improve literacy for all students.

**If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.\*** For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

There are no anticipated unintended benefits or burdens for specific racial or ethnic groups for this budget enhancement proposal.

## SECTION V. EVIDENCE-BASED BUDGETING

Required for Type D & E requests. Optional for Types A, B & C.

***This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.***

**If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?\*** OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

This proposal is designed to ensure that all DC students are reading proficiently by the end of third grade. OSSE's most recent statewide summative assessment data demonstrate that only 33.7% of DC students in tested grades are meeting grade-level expectations in ELA. While overall ELA proficiency rates have increased slightly since 2022, significantly more work needs to be done to ensure that 100% of students are meeting grade-level expectations.

Through the Right to Read initiative, OSSE will focus critical resources to educators and students to ensure that all students have access to the instruction and intervention they need to meet grade-level proficiency. As educators from all DC LEAs complete training rooted in the science of reading and school leaders are trained with the necessary skills to effectively support teachers, educators will be better equipped to deliver literacy instruction and, therefore, support student outcomes. Through this program, students who are furthest from proficiency would also receive targeted support and interventions. Therefore, the overall student assessment proficiency rates for the DC CAPE ELA assessment will improve.

**What evidence supports the likelihood that this enhancement will achieve the desired outcome?\***

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

The proposed enhancement is comprised of elements that are individually and collectively grounded in a robust body of educational research that demonstrates promising significant improvements in student outcomes for literacy. High-impact tutoring (HIT) has consistently demonstrated its effectiveness in accelerating student learning, particularly for those who are struggling or behind their peers.

### THE LAB@DC TEAM IS HERE TO HELP!

Have questions about the evidence? Email [the.lab@dc.gov](mailto:the.lab@dc.gov) (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

### HELPFUL TIPS TO GET STARTED:

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

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Multiple meta-analyses have shown that HIT can yield gains of up to 220 days of additional learning for students<sup>1</sup> or even a full year of additional learning.

Furthermore, the integration of structured literacy practices aligns with well-established research on reading instruction. This approach has proven beneficial for all learners, especially those at risk of reading difficulties.<sup>2,3,4</sup> Explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and structured literacy helps students develop strong foundational reading skills.

By combining high-impact tutoring, structured literacy, and targeted interventions for students at risk of reading difficulties, OSSE is proposing a powerful approach to accelerating student learning and closing achievement gaps in literacy. The extensive body of research supporting each of these components provides strong evidence that this enhancement is likely to achieve the desired outcomes.

### **Which parts of your enhancement are identical to the model(s) the evidence comes from?\***

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

The Right to Read initiative is fully grounded in research. Our literacy recommendations build on the work of [DC's Early Literacy Education Task Force](#), a body of District literacy experts representing organizations designated by Council, which convened for 10 months during the 2022-23 school year and began the work with a review of the rich research across the national literacy landscape. Ultimately, this body created a comprehensive, cohesive set of research-based [recommendations](#), which are reflected in the Right to Read strategy.

Additionally, OSSE developed a set of [HIT Standards and Guidance for Implementation](#) in 2020 and updated them in 2022 to reflect the latest research. Current grantees must uphold HIT standards, which were built into the grant requirements, and offers technical assistance and communities of practice for tutoring providers as well as schools to support effective implementation. In FY24, additional programmatic monitoring was established to ensure that all grantees are monitored twice a year and those falling short of the standards receive a third visit. These visits are coupled with follow-up guidance and support to help grantees implement HIT effectively. These practices of clear expectation-setting, monitoring, and supports will continue with this budget enhancement request.

Finally, the additional screening, intervention, and screening tools are derived from [national research and best practices](#), which demonstrate that student literacy can dramatically increase when states strategically implement supports for teachers, coupled with student assessment and parent notification, combined with high-quality instruction and intervention, and, as a last resort, an initial determinant of retention in third grade for students who do not meet good cause exemptions.

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<sup>1</sup> State Guidance for High-Impact Tutoring (2021): [edtrust.org/wp-content/uploads/2014/09/State-Guidance-for-High-Impact-Tutoring-May-2021.pdf](https://edtrust.org/wp-content/uploads/2014/09/State-Guidance-for-High-Impact-Tutoring-May-2021.pdf)

<sup>2</sup> Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis (2017): [www.jstor.org/stable/44667656](https://www.jstor.org/stable/44667656)

<sup>3</sup> The Production of Human Capital in Developed Countries: Evidence from 196 Randomized Field Experiments (2016): [scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/handbook\\_fryer\\_03.25.2016.pdf](https://scholar.harvard.edu/sites/scholar.harvard.edu/files/fryer/files/handbook_fryer_03.25.2016.pdf)

<sup>4</sup> The Transformative Potential of Tutoring for PreK-12 Learning Outcomes: Lessons from Randomized Evaluations (2020): [www.povertyactionlab.org/sites/default/files/publication/Evidence-Review\\_The-Transformative-Potential-of-Tutoring.pdf](https://www.povertyactionlab.org/sites/default/files/publication/Evidence-Review_The-Transformative-Potential-of-Tutoring.pdf)

## Form 2 Detail: FY 2026 Enhancement Request

FY 2026 Agency Budget Request

### Which parts of your enhancement are different from the model(s) evaluated in the studies linked?\*

Explain why deviations are necessary for success in DC.

The proposed enhancement, while drawing inspiration from evidence-based models, is uniquely tailored to meet the specific needs of District students. By analyzing robust local literacy data, OSSE has identified key areas of focus, such as phonics instruction, fluency development, and vocabulary acquisition. OSSE's Right to Read initiative will prioritize these areas through targeted interventions, such as high-impact tutoring, structured literacy training, and high-quality instructional materials. To successfully meet the needs of District students, OSSE will ensure that all practices, materials and training are culturally responsive, to meet the diverse backgrounds and experiences of our students.

Moreover, OSSE recognizes the importance of family engagement in student success. OSSE is committed to partnering to create a strong support network for students. OSSE will provide workshops and resources aligned to structured literacy and the science of reading to support literacy development at home.

**Are you building or planning to build evidence to support this enhancement using a formal program evaluation?\***       YES     NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

OSSE anticipates planning to build evidence to support the enhancement with a formal program evaluation. The evaluation will encompass all components of the Right to Read initiative. OSSE is committed to monitoring interim progress annually and conducting a full evaluation of the Right to Read program in FY29.

**SECTION VI. PROJECT PLAN** *Optional for All Requests*

***This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.***

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

**PROJECT OWNER**

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME **Elizabeth Ross**  
 TITLE **Assistant Superintendent, Teaching and Learning**  
 EMAIL **Elizabeth.Ross@dc.gov**  
 PHONE **202-361-9789**

**BUSINESS PARTNER COORDINATION**

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

The Right to Read enhancement will require partnerships with outside organizations, with experts in the science of reading and structured literacy to support training. Additional vendors may be required to provide support for summer reading program and family education resources and materials. The recommendations put forth by the Early Literacy Education Taskforce will be leveraged to support the work and coordination with outside partners. The work proposed in the Right to Read enhancement is a comprehensive approach to support literacy from home to school, the work required to increase literacy proficiency should be seen as a partnership for increased outcomes for all District residents.

**PROJECT TIMELINE**

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known

<b>PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)</b>	
<b>FY 2025 Q4</b>	OSSE will engage stakeholders around foundational literacy and additional resources needed Initiate hiring for additional literacy staff (3 FTEs)
<b>FISCAL YEAR STARTS, FUNDS DISBURSED</b>	
<b>FY 2026 Q1</b>	Develop expansion of Structured Literacy training to include grades 1 and 2 Stakeholder engagement and family education campaign Hiring additional literacy staff (3 FTEs) Begin discussion with outside vendor partners for procurement of trainings and services
<b>FY 2026 Q2</b>	Structured Literacy training for teachers grades 1 and 2 Development of Family Education resources Begin development of summer reading program Develop systems to collect data and monitor ILPs and interventions
<b>FY 2026 Q3</b>	Publish Family Education resources and host parent sessions to support resources Stakeholder engagement on summer reading program
<b>FY 2026 Q4</b>	Analyze student data from DC CAPE and prepare for more frequent benchmark assessments in SY26-27.