



Helping Students Achieve Literacy by Third Grade

The Santa Ana Unified School District in Santa Ana, California, is large. It is responsible for educating 54,000 students across 61 schools in grades PreK-14. A majority of its students, 65 percent, are ELL, and the district has a 30 percent bi-literacy rate — five times the state average.

Because of the district's size and diverse mix of students, a critical focus for the district is language acquisition and reading instruction. Over the years, district leaders have implemented plans and programs to improve instruction, provide better support for teachers, and help students reach reading proficiency earlier.

"We're working on this at a systems level," says Nadia Hillman, former Executive Director of Elementary Education. "As a system, we're focusing more and more on making sure students are reading by third grade. With this goal in mind, there's a variety of strategies we use, and CORE is one of them. Our relationship with CORE is an essential part of our initiative."

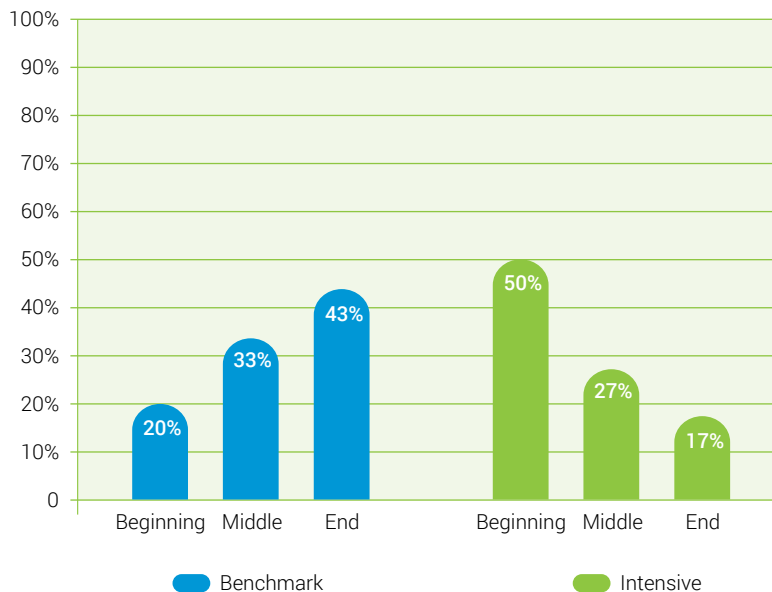
Expanding Partnership

That relationship started during the 2014-15 school year and focused specifically on lower grade levels in select schools. Today, CORE consultants visit Santa Ana throughout the year to work with the district in a number of ways. Some consultants engage directly with teachers to monitor instruction, model lessons and provide coaching. Others spend time with administrators and school leaders to improve instructional awareness so they can provide ongoing support to educators. Over time, the CORE team has started to work with even more schools in the district — 14 total. CORE also has assisted in developing, implementing and expanding literacy programs for more teachers and students in higher grade levels across the curriculum.

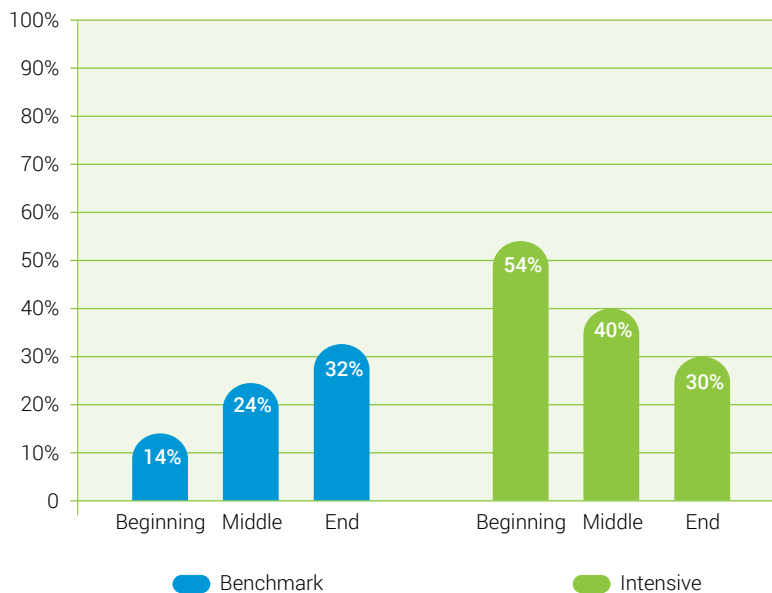
Return on Investment and Learning

This progression is the outcome of quantitative and qualitative results. Data points to literacy gains in lower grade levels, with students increasingly reaching DIBELS reading benchmarks (see charts, below). “We also see changes at the leadership level,” says Ms. Hillman. “There’s a better understanding of what’s going to deliver on student success.”

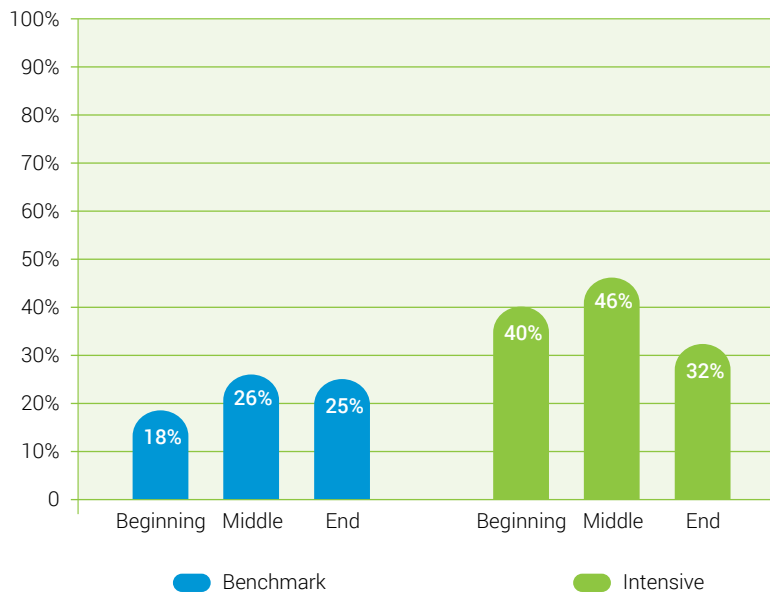
Walker Elementary
DIBELS: Within-Year Data Analysis
Grade One – 2016



Walker Elementary
DIBELS: Within-Year Data Analysis
Grade Two – 2016



Monte Vista Elementary, CA
 DIBELS: Within-Year Data Analysis
 Grade One – 2016



Monte Vista Elementary, CA
 DIBELS: Within-Year Data Analysis
 Grade Two – 2016

