

**Name of Organization:** Waterford School District  
**Project Name:** O.R.C.A. (Online Resource for Curriculum and Assessment)  
**Contact Name:** Darin Holley  
**Address:** 1150 Scott Lake Road Waterford, MI 48328  
**Email:** holled01@wsdmi.org



**Describe the Project**

Four key questions drive all of our continuous improvement work in the Waterford School District, modeled after Professional Learning Communities.

1. What do we want our students to know?
2. How will we know when they know it?
3. What will we do when they don't learn it?
4. What will we do if they already learned it?

Question one is answered by having a common, viable and aligned curriculum that is accessible for all teachers. Question two can be answered by having a systematic way of administering and analyzing common assessments. Questions three and four require real time data in order to tailor intervention, enrichment or acceleration plans. O.R.C.A. is our attempt at answering questions one and two, while providing access to the information necessary to tackle questions three and four in a quick and reliable manner. Through our SharePoint site, teachers have access to a common curriculum library, common assessment library, and a means of scanning analyzing and comparing their classroom data.

**Describe Implementation**

We began rolling out our SharePoint site (nick named O.R.C.A.) this past November. We trained staff on how to access the site, their curriculum and their assessments. The next push was to ensure that the most current curriculum resources and assessments were uploaded. In January, we began training staff on how to print their own common assessment forms and scan their own data. We are now in the process of training staff how to access their data reports so that they can make informed decisions about their teaching. Teachers are able to give an assessment, see and compare their results and know who learned what was taught within ten minutes of scanning. Students that are not proficient are systematically identified, strategy grouped and re-taught the same day or the next.

**Share Success Metrics, Efficacy Data, etc.**

Although this system will make analyzing student data much faster, easier and more effective, the process of administering common assessments, analyzing the data and systematically intervening has been happening in pockets within the district for several years. Now that accessing data is easy and timely, these pockets of high achievement will become more systemic, causing our results to continuously increase on a larger scale. The MEAP test is our way of gauging our progress from year to year, as every student from 3rd through 9th grade in the State takes it. Waterford has consistently ranked above State averages, but we compare ourselves to Oakland County, where the averages are much higher. In previous years, our rankings in Oakland County have consistently ranged between 22<sup>nd</sup> and 24<sup>th</sup> out of 28 schools. Our goal is to be in the top ten by 2010. Out of 28 MEAP sub-tests this year, Waterford improved our county ranking in 18 tests, maintained our ranking in 5 tests and lost ground in 5. Although the overall rankings are not out yet this year, we expect to have gained a few spots with these results. For early literacy, our elementary schools have used the DRA to benchmark reading achievement. Teachers Chart the slope of expected growth for each student by grade level. By looking at the actual growth of each student, teachers can easily see if students are making expected progress. If not, intervention plans are designed with the appropriate duration and intensity to either get students on the expected growth slope line or have them moving on a slope trajectory that will eventually catch them up. Since implementing this system last year, we have seen a significant increase in students attaining grade level by the end of the year. We moved from 72% attaining grade level to 89% in the first year, and we expect this trend to rise even further this year.