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Dennis M. Walcott, Chancellor

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DATA SPECIALIST MONTHLY

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New Regents / RCTs Codes In STARS

Schools are reminded that they **MUST USE** the **NEW RCT** exam codes when entering scores for their students. This also applies to transcript updates for this school year. You are also reminded that you **MUST** enter the

raw score for the student in the mark field and the results (P or F) in the exam field.

Student who are absent from the exam should be recorded as ABS in the exam field only.

EXAM	OLD CODE	NEW CODE	DESCRIPTION
Integrated Algebra	MXRE	MXRER	Algebra Regents Jan
Geometry	MXRG	MXRGR	Geometry Regents Jan
Algebra 2/Trig	MXRT	MXRTR	Alg2 Trig Regents Jan
English	EXRL	EXRLR	ELA Regents Jan
Global History & Geog	HXR\$	HXRGR	Global Regents Jan
History & Govt	HXRA	HXRUR	US Hist Regents Jan
Physical Setting/Phys	SXR\$	SXRPR	Physics Regents Jan
Living Environment	SXRK	SXRKR	Living Environment Regents Jan
Physical Setting/Earth Sci	SXRU	SXRUR	Earth Science Regents Jan
Physical Setting/Chem	SXR\$	SXRXR	Chemistry Regents Jan
RCT Global Study	RCTG	HXCGR	Global RCT Jan
RCT US History & Govt	RCTH	HXCUR	US History RCT Jan
RCT Science	RCTS	SXCSR	Science RCT Jan
RCT Writing	RCTW	EXCWR	Writing RCT Jan
RCT Reading	RCTR	EXCRR	Reading RCT Jan
RCT Math	RCTM	MXCMR	Math RCT Jan

HAVE YOU



VISITED DISC?

Please use **YOUR** email userid and password to access this site

<https://apps.nycenet.edu/applications/dashboards>

Tweet Us @datacleaning



SE SIS Placement Functionality

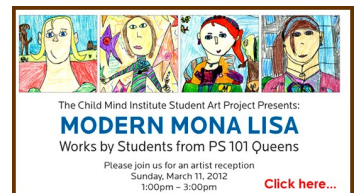
A new component of SE-SIS (Special Education Student Information System) that will enable schools and CSEs to manage the placement process for students with disabilities will be released later this year, accompanied by robust training and support structures.

In February, a limited num-

ber of school and CSE locations will test the placement tools in SE-SIS to make recommendations for improving the functionality and to ensure its effectiveness before its citywide introduction.

You can listen to a recorded call describing the functionality at (866) 415-3313, Passcode 52496.

The accompanying presentation is posted [here](#).



Opening Reception
Sunday, March 11, 2012
Time: 01:00 PM — 03:00 PM
Child Mind Institute
445 Park Ave
New York, NY 10022

Periodic Assessment Updates

K-2 Updates

The Kindergarten ECLAS-2 testing window closes on **February 10**. ECLAS-2 and E-PAL answer documents must be returned to the Borough Assessment Offices by **February 16** at noon. Detailed information about the [ECLAS-2 winter administration](#) and for the [E-PAL administration](#) can be found on the Periodic Assessment Web site.

Acuity Updates

Data from the grades [3-8 Predictive administration](#) (January 17-February 3) will be available in Acuity within 5 days of material pickup. **February 6** will be the last day to schedule a courier pick-up through Assessment Distribution Services (ADS) at (800) 840-9965. Schools that administered a version of the assessment containing constructed response questions must enter constructed-response scores into Acuity by **March 15** in order for student reports to appear complete in both Acuity and ARIS. For help scoring constructed response questions and resolving data exceptions, please contact the NYC Acuity Helpdesk at nycacuity@ctb.com or 866-692-6550. [Information about how reporting for the grade 3-8 Predictive Assessments has changed](#) can be found on the [Periodic Assessment memos page](#). This memo will be updated as more information about State tests becomes available.

Materials for High School ITA 2 administration (February 28-March 9) will arrive in schools February 13-17. More information about the administration will be announced in Principals' Weekly and posted on the Periodic Assessment

Web site. Schools may order additional materials through the NYC Acuity Helpdesk at nycacuity@ctb.com or 866-692-6550 until **March 6**, and must schedule a courier pick-up of answer sheets through Assessment Distribution Services (ADS) at 800-840-9965 by **March 12**.

Materials for the grades 3-8 ITA 2 administration (March 5-March 16) will arrive February 27-March 2. More information about the administration will be announced in Principals' Weekly and on the Periodic Assessment Web site. Schools may order additional materials through the NYC Acuity Helpdesk at nycacuity@ctb.com or 866-692-6550 until **March 13**, and must schedule a courier pick-up through Assessment Distribution Services (ADS) at (800) 840-9965 by **March 20**. **Please note:** Grade 8 students taking the Integrated Algebra Regents Exam in June 2012 may take the Integrated Algebra Regents-Year Predictive Assessment during this administration window rather than a math ITA.

All schools are also welcome to submit custom tasks and tests for [bi-monthly ordering](#). A complete schedule for ordering and information on printing and scanning answer sheets at the school site are posted on the [Acuity Page](#) of the PA Web site.

Data from the HS ITA 1, 3-8 ITA 1 and Fall Regents Predictive administrations are now available in ARIS.

ELL Updates

Materials for the ELL Spring administration (March 5-23) will arrive in schools February 28-March 2. If your school ordered Spring ELL assessments and does not receive materials by March 2, email

[Periodic Assessment](#). If your school did not order Spring ELL assessments by February 10 and would still like to administer in the Spring, please contact your [Borough Assessment Office](#) for materials. You can check to see if your school ordered these assessments by going to the [Periodic Assessment Selection Tool](#).

General PA Information and Free PD Opportunities

Your [2011-12 Periodic Assessment selections](#) are available online; information about the 2011-12 assessment calendar and the PA portfolio are all available through the [Periodic Assessment intranet site](#). Please contact the [Periodic Assessment Team](#) with questions about your selections or the PA program.

There is a wide range of free professional development opportunities available on all the PA programs. Please visit the [Periodic Assessment Community in ARIS](#) for complete details. You can also [invite a coach](#) to your school for tailored PD sessions.

The [Periodic Assessment Data Guidelines for 2011-12](#) include information about when data will be refreshed in the Periodic Assessment systems, as well as when new data will be available in ARIS. In order to ensure that your data is as current as possible in all the PA systems, please make sure ATS and STARS are up to date.

Periodic Assessment updates and administration information from [Principals' Weekly newsletters](#) are posted on the PA Web site each week. If you have any questions about Periodic Assessments or would like to provide feedback, please [e-mail us](#).



J.H.S. 157 Stephen A. Halsey
63-55 102nd Street, Queens

THE DATA VERIFICATION PORTAL

"Data specialists should use this calendar (<https://portal.nycenet.edu/Accountability/DVP/> - email userid and password required) as a resource throughout the year to keep up-to-date on data verification timelines."



P.S. 157 Benjamin Franklin
850 Kent Avenue, Brooklyn

STARS CTC Guidelines

All students and programs must be updated in STARS by Monday, February 27, 2012;

Check to make sure that your sequences are correct with all the courses, each course is assigned the program of study CIP code, and your students are identified with the program of study CIP code. This data will be used in determining your enrollment numbers when submitting for all Career and Technical Education supports. Please view custom report 3.20 to verify that all of your students have been successfully entered, this must be done ASAP. All schools with CTE programs will be accountable for the following:

1. Create Sequence in the Sequence page.

- ◆ Make all courses available in each CTE sequence.
- ◆ Check all courses in CTE sequence.
- ◆ Select appropriate program of study with CIP code.
- ◆ Save each sequence with an appropriate name.

2. Update all courses with the assigned CTE program of study CIP code.

- ◆ Using the CLIENT modify course, flag all courses in sequence.
- ◆ Update and save the courses when finished.
- ◆ These courses should

have the same CIP code used for the program of study (On Sequence page).

- ◆ CFM will be flagged using a specific code 520899.

3. Identify all students that are active in the CTE sequence. Two methods available: CLIENT Update

- ◆ Create a MS Excel worksheet for each CTE program of study.
- ◆ Include student OSIS, FirstName, LastName, CIPcodeID, and Tech-Prep.
- ◆ Excel worksheet tab must read "Sheet1" located on bottom left of workbook.
- ◆ Upload each MS Excel sheet using the CLIENT.

WEB Update

- ◆ Create a custom group for ALL students in your CTE programs (each CIP code must be separated)
- ◆ Use the ID number that is assigned in group administration
- ◆ Custom Report 6.51 is used to update students
- ◆ In the GroupID enter group ID number
- ◆ In the Value To enter CIP code used in Sequence Page
- ◆ Click on HTML button to generate, it will give

you the total students updated

- ◆ To REMOVE students you should create a specific group and update as described above but the CIP code will be "0", this will take students out of current program

4. Include a Technical Assessment in ALL NYS approved programs, or non approved programs waiting for NYS approval

- ◆ Identify the standardized code for the technical assessment being used
- ◆ Contact your Network program support Data/IT liaison
- ◆ Your code will need to be activated for use through your Data/IT liaison
- ◆ In the CLIENT (modify course code) make sure that a program CIP code is attached to the technical assessment code
- ◆ Update your CTE sequence using the WEB, CTE Maintenance page with the code

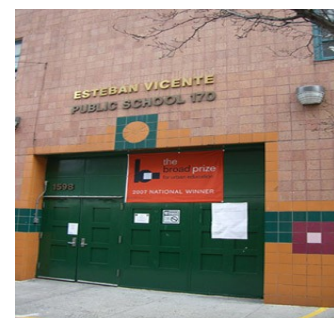
If you need clarification or have any questions please contact your network DATA/IT Liaison. If needed you may always contact, John Becker, CTE Leader, at jbecker8@schools.nyc.gov



Brooklyn Brownstone School
272 McDonough Street, Brooklyn

"The Teacher Reference Screen **must** be updated in order for teachers to be associated with their students in STARS and in ARIS.

If you have appropriate STARS access, use these [step-by-step](#) instructions on how to assign teachers to their appropriate classrooms in STARS and view student-level data in ARIS."



P.S. 156 Waverly
104 Sutter Avenue, Brooklyn

Free Workshops and Webinars

The DOE provides professional development to schools and networks to support their inquiry work and implementation of the citywide instructional expectations.

Coaches create and facilitate workshops to help educators utilize tools such as ARIS, Acuity, Depth of Knowledge, and protocols for Common Core alignment and data analysis.

Visit our [registration site](#) to invite a DOE coach to your school, sign-up for a scheduled session, or access online support materials. Available sessions cover using ARIS, understanding students' periodic assessment results, and other related topics.

Please see below for some highlights at locations around the city:

- ◆ **Reading Tracker,** Participants will understand the various functions of Reading Tracker as they use it to enter student reading assessment data and analyze aggregate student data.
- ◆ **ARIS: Customizing and Analyzing Student Groups,** Participants will examine student data in ARIS, create student groups, and then run reports on these groups. Time will be allotted for participants to save their work and link the groups to communities in ARIS Connect.
- ◆ **Acuity: Instructional Tools Part 1,** Participants will be able to utilize Acuity's instructional tools to assign targeted activities to students and to create, assign, and share customized assessments in ELA, Math, Social Studies, and/or Science.
- ◆ **Webinars:** Coaches host webinars throughout the school year that are open to all educators.
 1. **Acuity: Performance Task Builder,** Participants will be able to access and/or create a Performance Assessment and Rubric using the Acuity Performance Assessment and Rubric Builder.
 2. **ARIS: Customizing Reports Part 1,** Participants will be able to access, build, save, and send reports 1-3 in ARIS to support inquiry work and address questions about student achievement.



A. Philip Randolph Campus HS
443 W 135 Street, Manhattan

"The STARS Teacher Reference Table ties the name used on the master schedule with a real DOE person.

The Teacher MUST be linked to the actual person teaching the class.

The function will match up any name on the master in the current term to the same name on the master in term you designate at the prompts. For names that do not match, you will have to complete the table manually.

Teachers that are missing from the list may be added using the "Add New Teacher" function on the upper left of the Teacher Reference Screen."

THIS MUST BE DONE AT THE START OF EACH NEW TERM.

State & Federal Evaluation

The State and Federal Evaluation Team supports schools with regards to:

- ◆ **Accountability Rules and Resources**
Tools & information available to schools to assist them in their understanding of NCLB SED/Accountability expectations

- ◆ **Data Verification**
Information, forms, instructions and other helpful tools for schools staff in gathering and verifying data.
- ◆ **News**
The latest information regarding NCLB/SED data and accountability.
- ◆ **Learning on Demand**

View timely training and support tools related to NCLB/SED accountability and data verification. A series of dynamic and ongoing trainings is available

If you have any questions about nySTART data verification, please email [nySTART Support](#) or call 212-374-5765.



P.S. 001 The Bergen
309 47 Street, Brooklyn,

The Data Specialist Of The Month

Adam Hyman—28Q101

This month the featured Data Specialist of the month is Adam Hyman of 28Q101

Adam—How long have you been employed with the DOE?

I have worked for the DOE for 13 years.

How long have you been teaching in your current school?

I have been at PS101Q since the start of the 2000-2001 school year.

What is your full time position?

I am currently the Technology Teacher and Data Specialist.

What hobbies do you enjoy?

I truly like a variety of things. I love being outside in my garden – it is my way of escaping and relaxing. I am also fascinated by the weather – everything from weather stats and forecasting to watching how storms unfold. I always seem to have an eye to the sky. I also enjoy sports; especially baseball (I am a former videographer scout for the NY Mets and I currently am the director of the Hofstra Summer Camps baseball camp). I especially enjoy maintaining our school's Media Center website at www.ps101mediacenter.com - it allows me to be creative and focused with my main position (which sometimes makes my work seem like a lot of fun).

What made you decide to accept the role of Data Specialist?

A few years ago my principal asked me if I were interested in looking at testing data and seeing how we would be able to improve. We had also just started using Scantron Performance Series and since I love looking at baseball stats, I started to equate the use of data in schools to how baseball teams use stats and their own data or scouting collection to improve on past outcomes. Since the two seemed to go hand-in-hand and were used for similar goals, I figured why not? I've been hooked ever since.

What are some of the biggest challenges you expect to face as a DS?

During the course of the school year, there are definitely a few challenges that arise for me as the school's DS. First of all, every year is completely different. State test scores are always different and our target groups change from year to year and grade to grade. It is always a challenge to pick out the most important trends based on the data and to really try hard to listen to what the data is saying. Since we look at over-all school data and then drill down to each grade, class, and ultimately individual students within a class, it makes for a complicated and detailed challenge. Of course, keeping up with the data as it comes in and looking to see what types of

improvements and/or regressions are taking place is also a challenge. It is definitely a full-time job within the full-time job that I already have but it's a challenge that I enjoy and always look forward to.

What ideas or suggestions do you have for maintaining accuracy of the data?

One of my biggest suggestions is to have as many people involved with the data as you possibly can. When your school's administrators, classroom teachers, and support staff / clusters are involved, it allows for trends and ideas to be easily recognized and then shared out. Another suggestion is to have as much professional development weaved into data analysis as possible as many people have a hard time recognizing what the data is showing and/or how to go about creating next steps when something needs to be worked on. Bringing in professional articles and research to data meetings is a great way to makes things easier to understand and get the conversation rolling when you're stuck. Lastly, always look at the most recent data that is available. There's not much of a reason to look at data that is months and months old. For example, at the start of the school year, we always start by looking at the previous year's NYS ELA and Math data coupled with our May/June Scantron Performance Series. Yet by



October, we re-evaluate students in Scantron Performance to get a fresh baseline...that is until February's Acuity Predictive Tests when we use that as a new starting point. Although it's always good to know where you started, it's always essential to analyze what's happening now – and not what happened an entire year ago.

What are some examples of good practices implemented at your school vis a vis data?

I believe that we have many good practices in place when looking at our data. From bi-weekly Data Core Meetings that involve all of our administrators, one teacher from each grade (PreK-6), and support staff (such as our ESL Teacher and Special Education Teacher), to the use of many web-based resources, such as Scantron Performance Series, ARIS, TCRWP Assessment Pro, to classroom teacher's formative and summative assessments, we try to use as much as we can to get the best possible picture of what is happening. Believe it or not, just teacher-to-teacher articulation works wonders (especially at the start of a new year). Regardless, just as in the normal inquiry cycle, it's important to always maintain whatever good practices that you have in place and to keep moving forward.