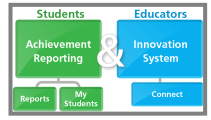
WebEx
Elementary and Middle School
Training

Agenda

- What Is ARIS?

- ARIS In-Depth



- Connect

- Inspiring Change

- Wrap-Up & Support

Session Goals

- Learn how to use data available in ARIS
- Learn how to explore the knowledge management tools in ARIS
- Learn about ARIS Family Portal

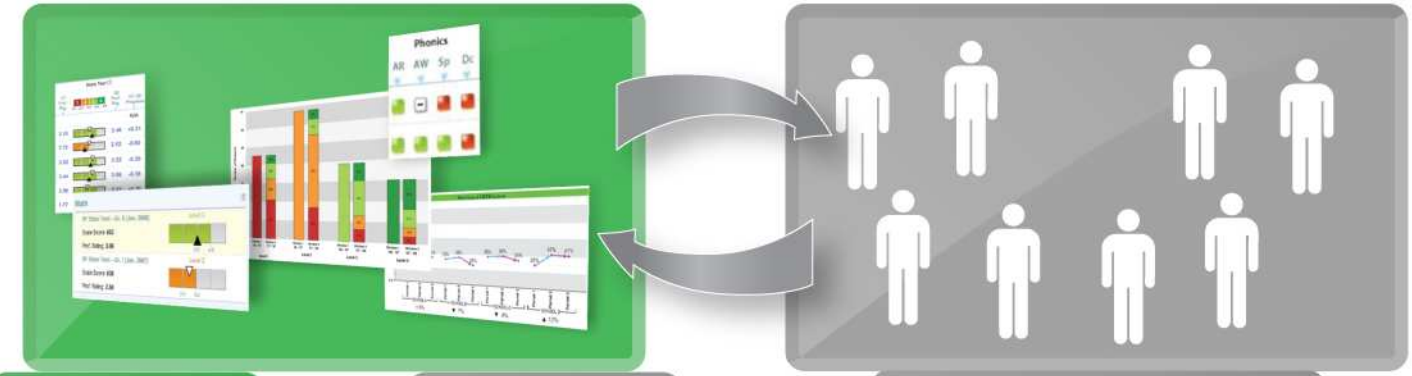
ARIS Map

Achievement, Reporting, and Innovation System

ARIS Source Systems

ARIS Welcome Page

Achievement, Reporting, and Innovation System



My Students

- Student Profiles
- Views (Class, School, and Network)

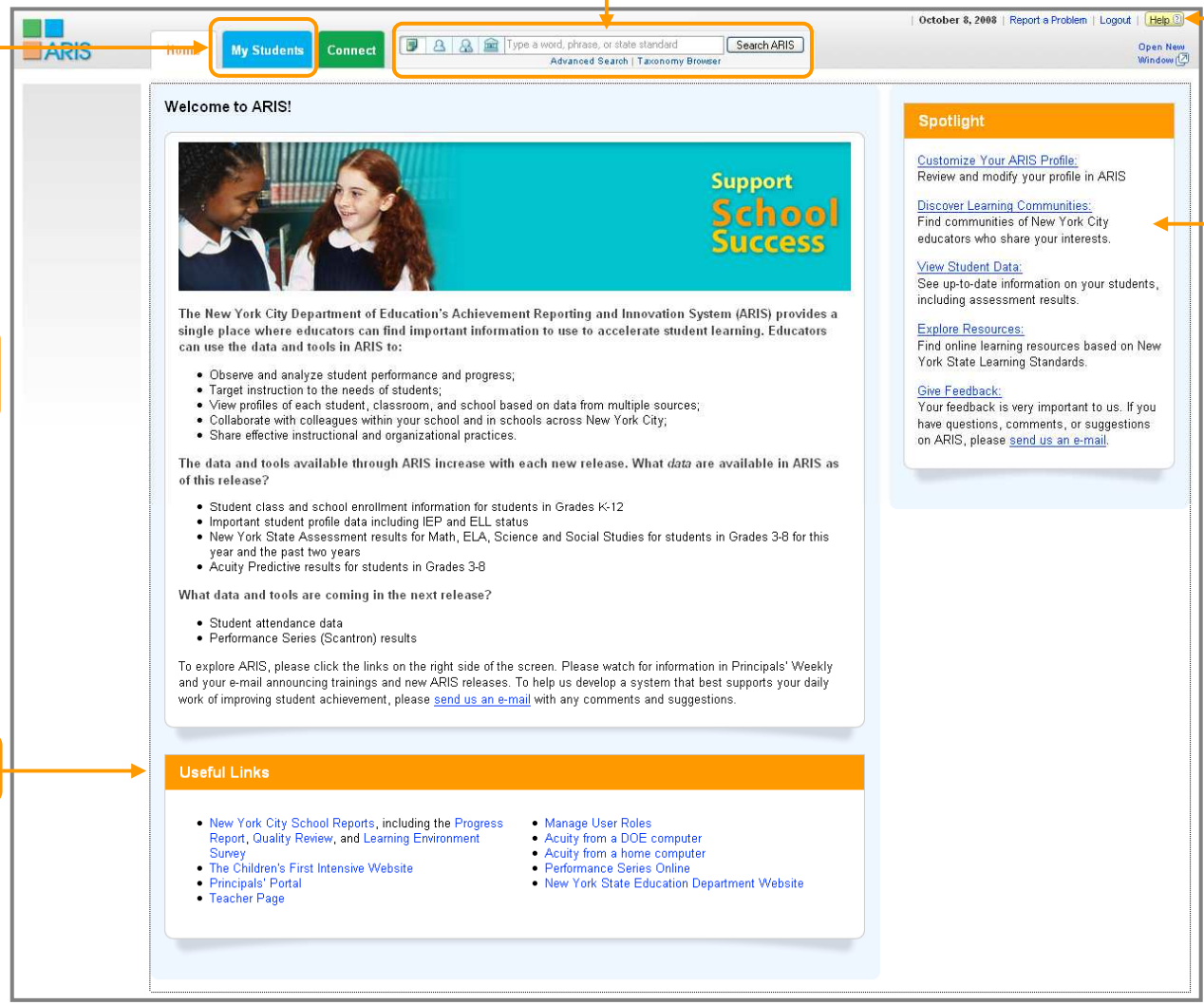
Reports

- Graphing Information
- Selecting Criteria

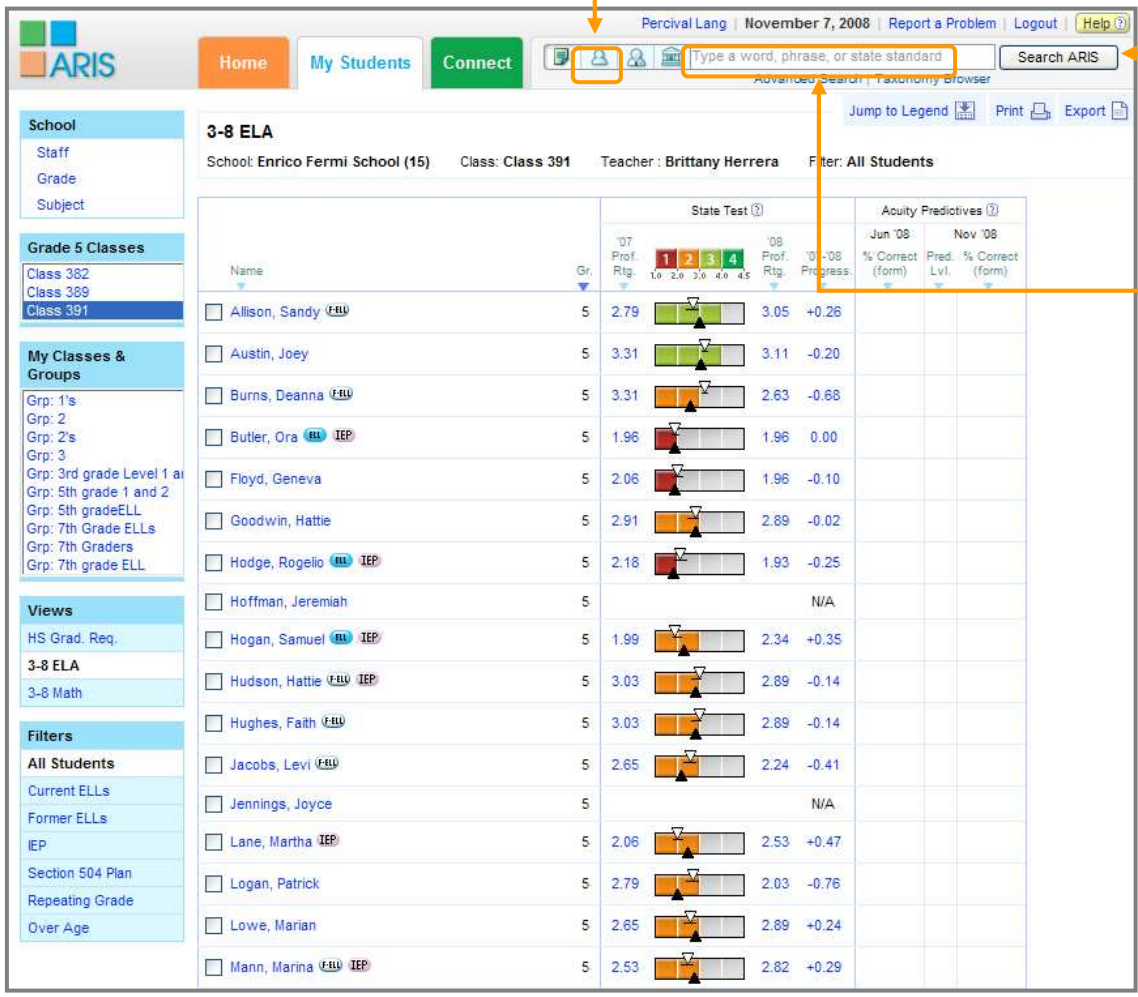
Connect

- Communities
- Resources

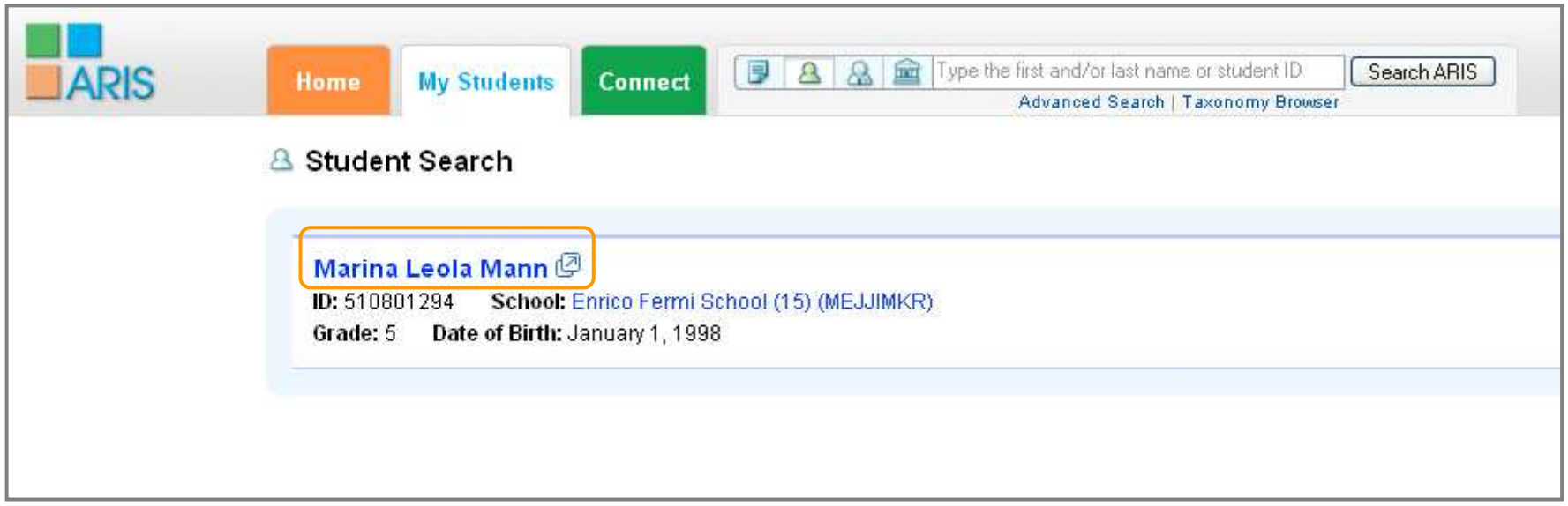
ARIS Welcome Page



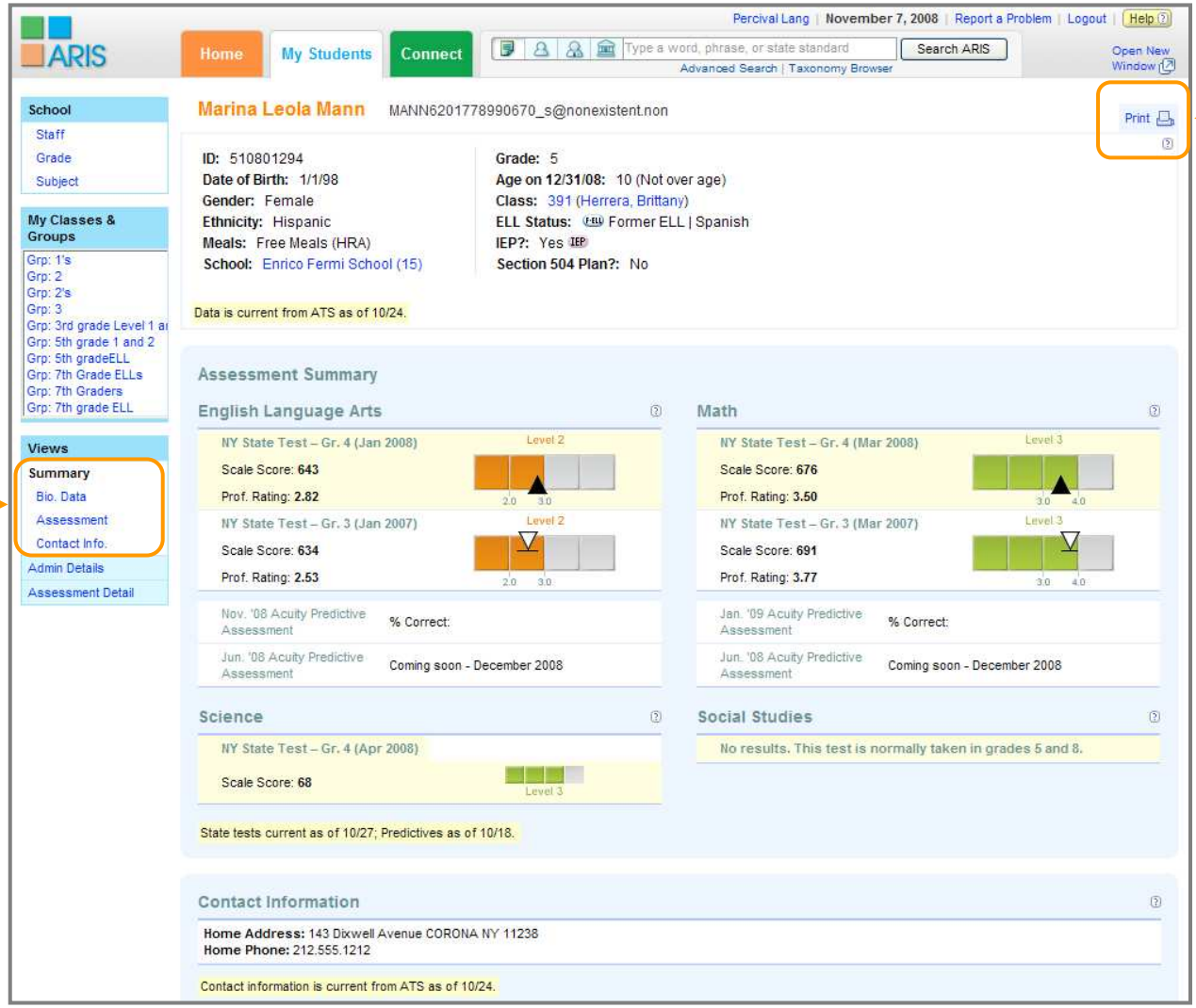
Search for a Student



Search Result



Student Profile



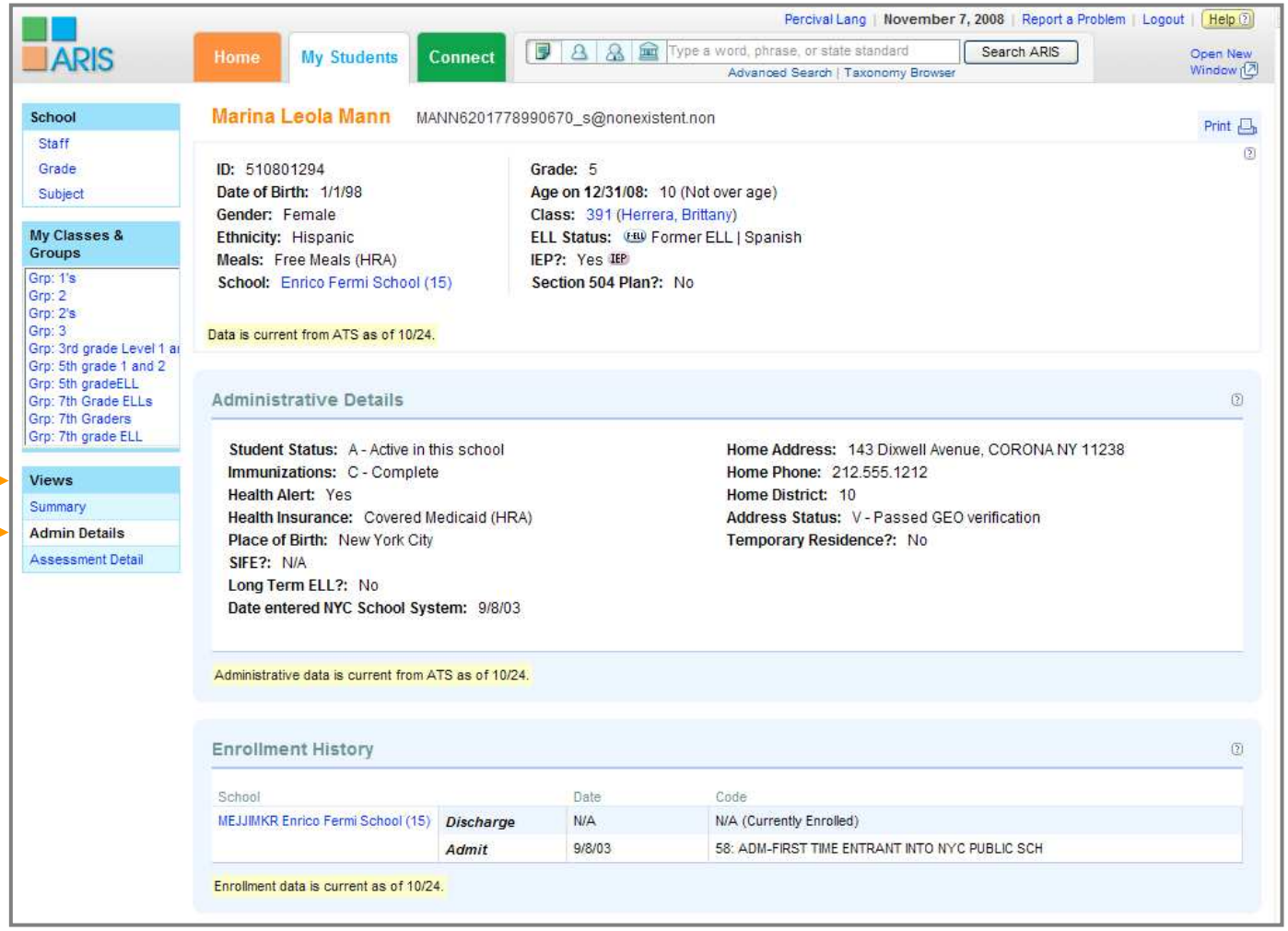
Print

Summary

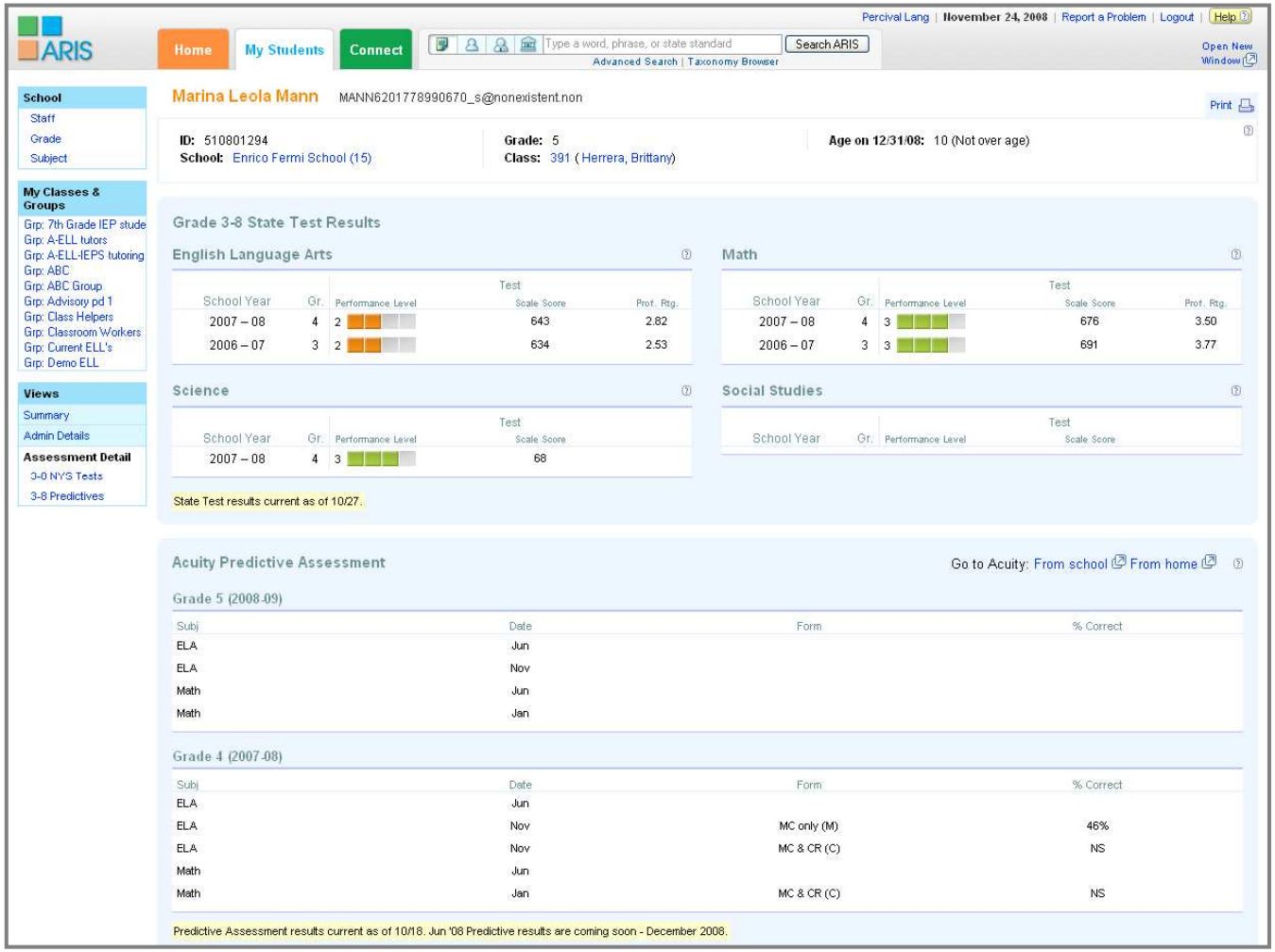
Admin Details

Views

Admin Details



Assessment Detail

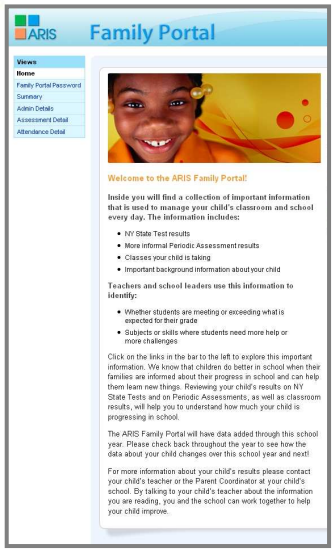


Student Profile Reflection

How could you use the Student Profile in the following scenarios?

1. To prepare for a parent-teacher conference?
2. In a meeting with Student Support Services?
3. In a conversation with an administrator or colleague?
4. To collaborate with others?

The ARIS Family Portal



Achievement, Reporting, and Innovation System

My Students

- Student Profiles
- Views (Class, School, and Network)

Reports

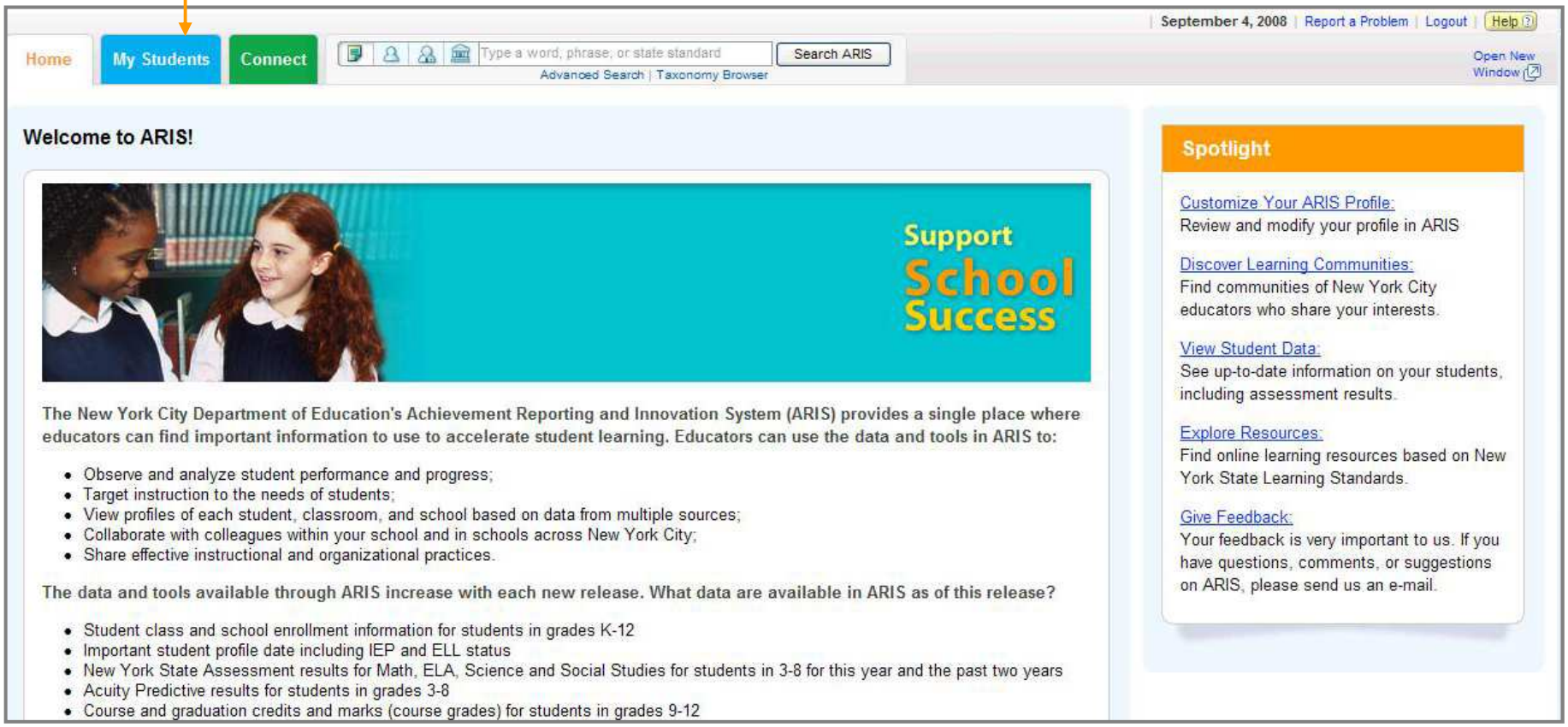
- Graphing Information
- Selecting Criteria

Connect

- Communities
- Resources

Navigate to Class Views

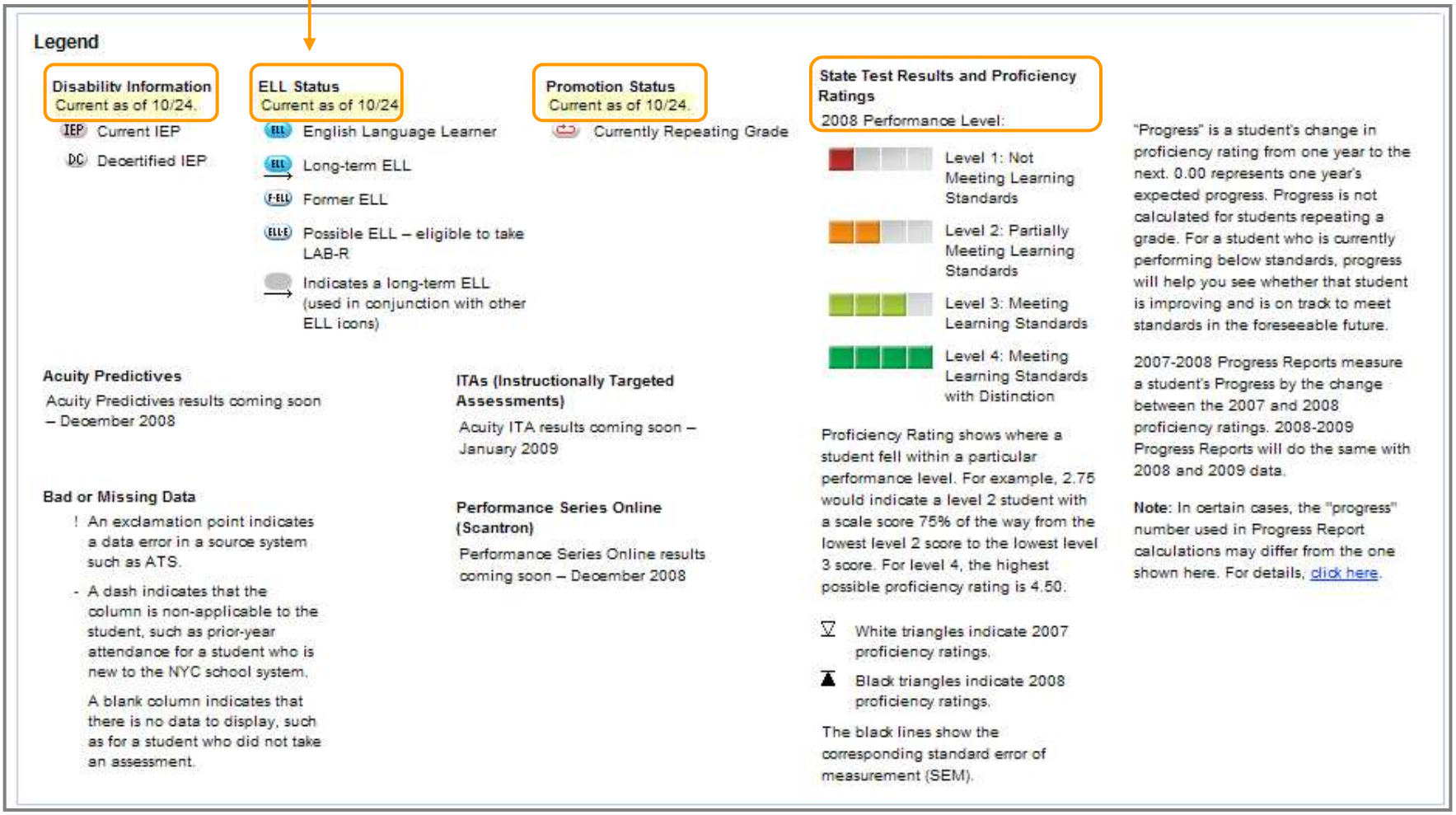
My Students



3–8 ELA Class View

3–8 ELA and Math Views Legend

Current As of Date



Legend

Disability Information
Current as of 10/24.

- IEP Current IEP
- DC Decertified IEP

ELL Status
Current as of 10/24

- ELL English Language Learner
- ELL Long-term ELL
- F-ELL Former ELL
- ELL-E Possible ELL – eligible to take LAB-R
- Indicates a long-term ELL (used in conjunction with other ELL icons)

Promotion Status
Current as of 10/24.

- Currently Repeating Grade

State Test Results and Proficiency Ratings
2008 Performance Level:

- Level 1: Not Meeting Learning Standards
- Level 2: Partially Meeting Learning Standards
- Level 3: Meeting Learning Standards
- Level 4: Meeting Learning Standards with Distinction

Proficiency Rating shows where a student fell within a particular performance level. For example, 2.75 would indicate a level 2 student with a scale score 75% of the way from the lowest level 2 score to the lowest level 3 score. For level 4, the highest possible proficiency rating is 4.50.

- White triangles indicate 2007 proficiency ratings.
- Black triangles indicate 2008 proficiency ratings.

The black lines show the corresponding standard error of measurement (SEM).

"Progress" is a student's change in proficiency rating from one year to the next. 0.00 represents one year's expected progress. Progress is not calculated for students repeating a grade. For a student who is currently performing below standards, progress will help you see whether that student is improving and is on track to meet standards in the foreseeable future.

2007-2008 Progress Reports measure a student's Progress by the change between the 2007 and 2008 proficiency ratings. 2008-2009 Progress Reports will do the same with 2008 and 2009 data.

Note: In certain cases, the "progress" number used in Progress Report calculations may differ from the one shown here. For details, click here.

Acuity Predictives
Acuity Predictives results coming soon – December 2008

Bad or Missing Data

- ! An exclamation point indicates a data error in a source system such as ATS.
- \- A dash indicates that the column is non-applicable to the student, such as prior-year attendance for a student who is new to the NYC school system.

A blank column indicates that there is no data to display, such as for a student who did not take an assessment.

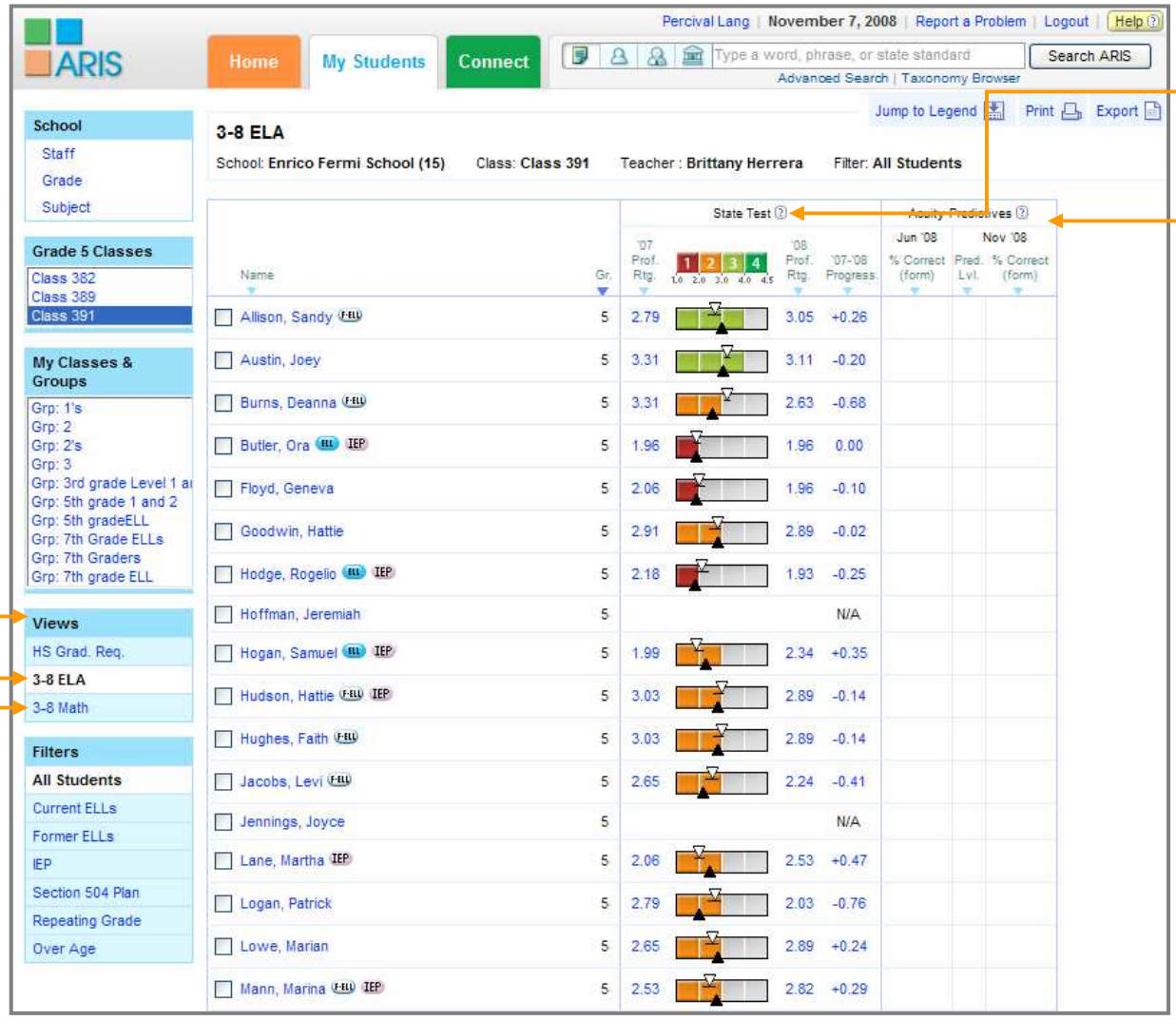
ITAs (Instructionally Targeted Assessments)
Acuity ITA results coming soon – January 2009

Performance Series Online (Scantron)
Performance Series Online results coming soon – December 2008

3–8 ELA Class View

Widgets

3–8 ELA Class View



State Test

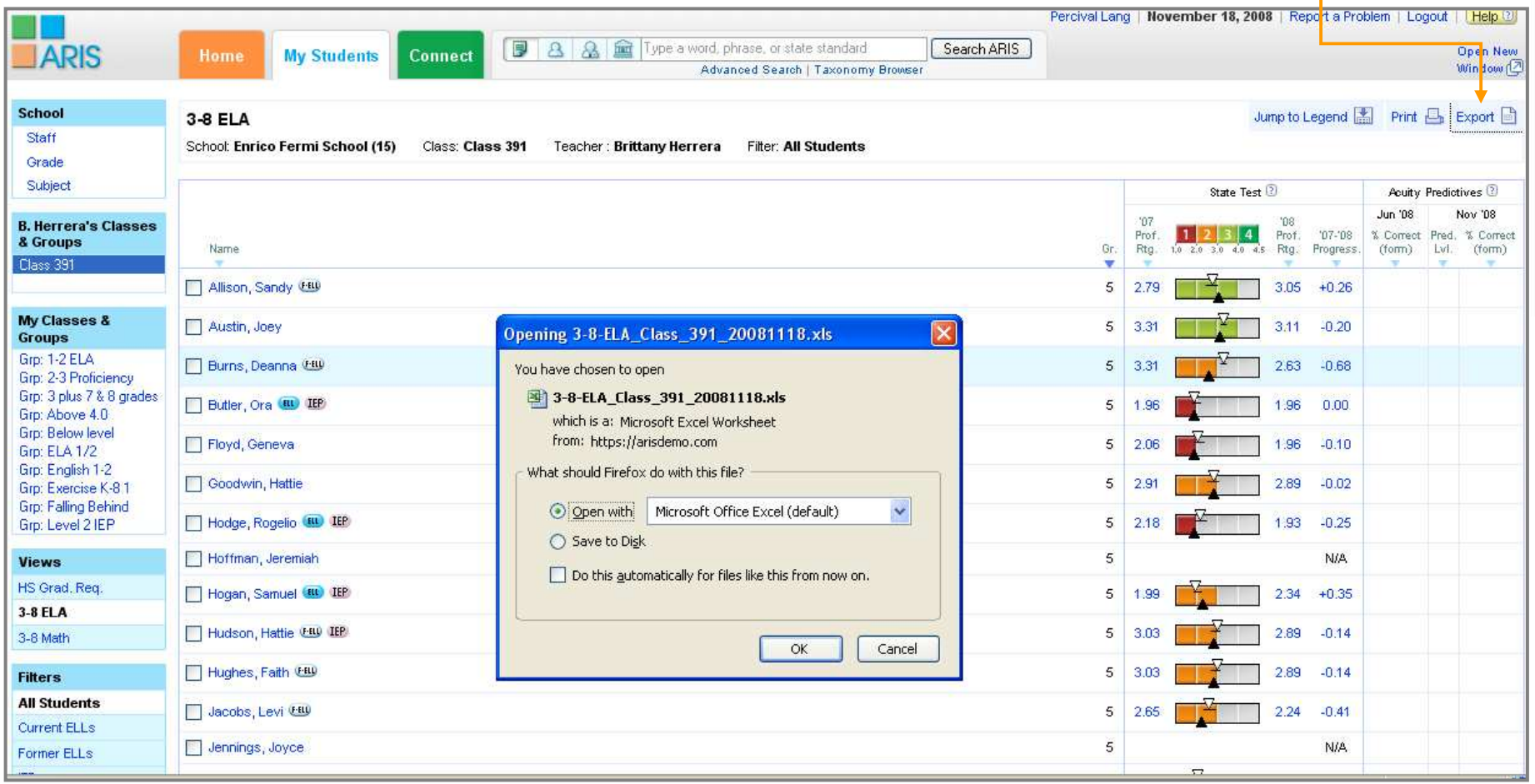
Acuity Predictives

Class Views

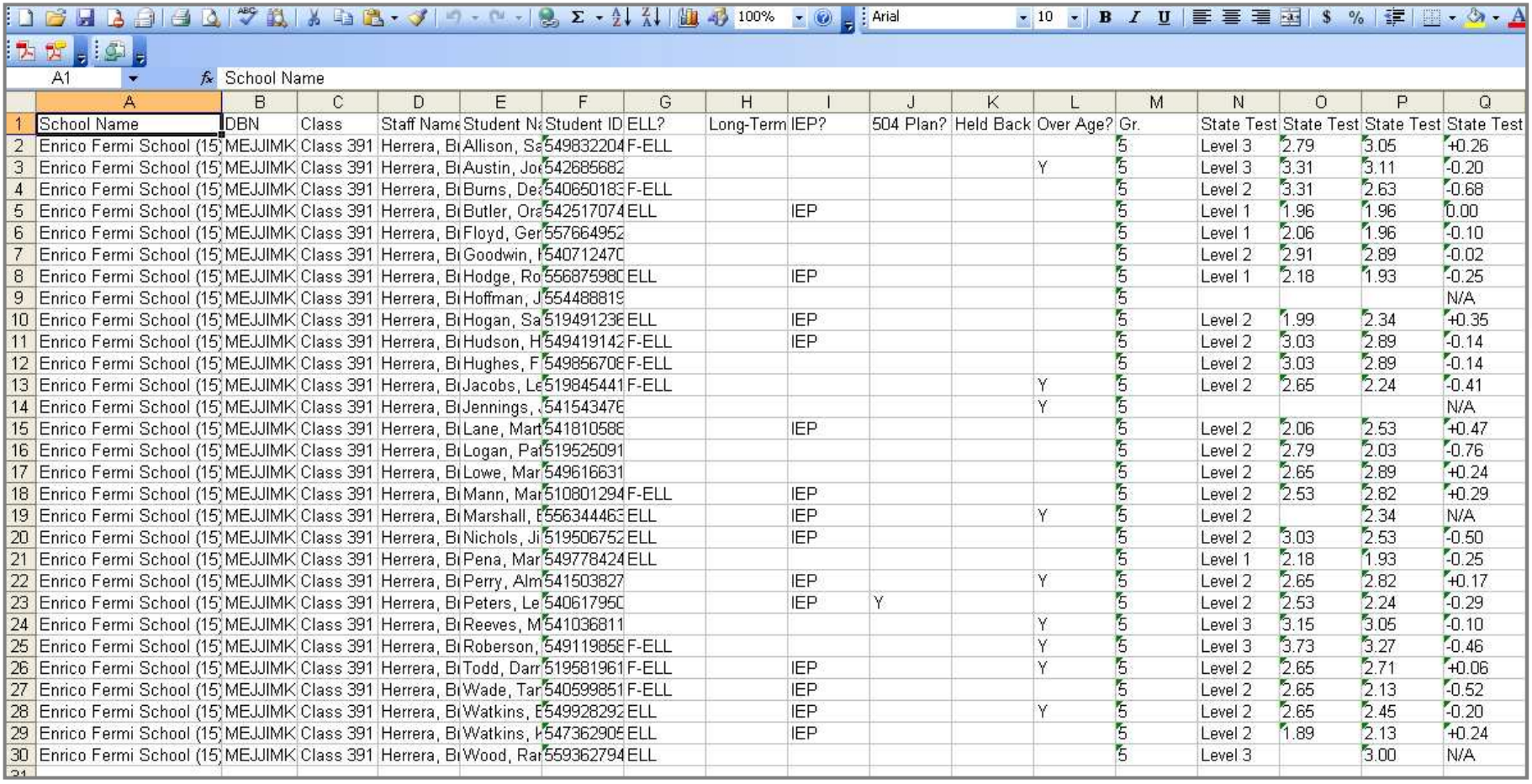
ELA

Math

Export Data


Export Data
Percival Lang | November 18, 2008 | Report a Problem | Logout | Help
ARIS
Home
My Students
Connect
Type a word, phrase, or state standard
Search ARIS
Advanced Search | Taxonomy Browser
Open New Window
School
Staff
Grade
Subject
B. Herrera's Classes & Groups
Class 391
My Classes & Groups
Grp: 1-2 ELA
Grp: 2-3 Proficiency
Grp: 3 plus 7 & 8 grades
Grp: Above 4.0
Grp: Below level
Grp: ELA 1/2
Grp: English 1-2
Grp: Exercise K-8 1
Grp: Falling Behind
Grp: Level 2 IEP
Views
HS Grad. Req.
3-8 ELA
3-8 Math
Filters
All Students
Current ELLs
Former ELLs
3-8 ELA
School: Enrico Fermi School (15) Class: Class 391 Teacher : Brittany Herrera Filter: All Students
Jump to Legend
Print
Export
State Test
Acuity Predictives
Name
Gr.
'07 Prof. Rtg.
'08 Prof. Rtg.
'07-'08 Progress
Jun '08 % Correct (form)
Nov '08 Pred. Lvl.
Nov '08 % Correct (form)
Allison, Sandy 5 2.79 3.05 +0.26
Austin, Joey 5 3.31 3.11 -0.20
Burns, Deanna 5 3.31 2.63 -0.68
Butler, Ora 5 1.96 1.96 0.00
Floyd, Geneva 5 2.06 1.96 -0.10
Goodwin, Hattie 5 2.91 2.89 -0.02
Hodge, Rogelio 5 2.18 1.93 -0.25
Hoffman, Jeremiah 5 N/A
Hogan, Samuel 5 1.99 2.34 +0.35
Hudson, Hattie 5 3.03 2.89 -0.14
Hughes, Faith 5 3.03 2.89 -0.14
Jacobs, Levi 5 2.65 2.24 -0.41
Jennings, Joyce 5 N/A
Opening 3-8-ELA_Class_391_20081118.xls
You have chosen to open
3-8-ELA_Class_391_20081118.xls
which is a: Microsoft Excel Worksheet
from: https://arisdemo.com
What should Firefox do with this file?
Open with
Microsoft Office Excel (default)
Save to Disk
Do this automatically for files like this from now on.
OK
Cancel

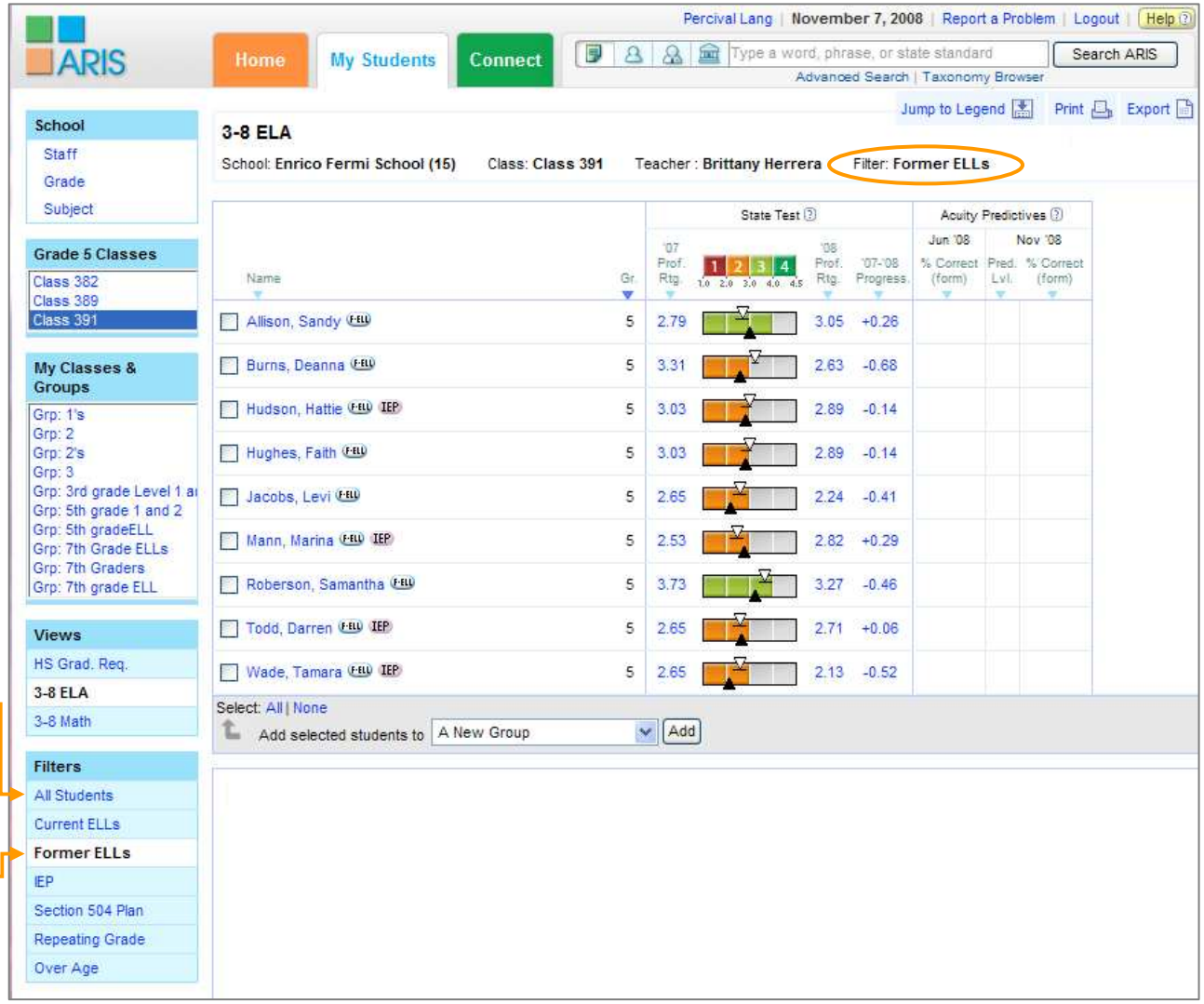
Use Your Data in Excel



A1 | School Name

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	School Name	DBN	Class	Staff Name	Student Na	Student ID	ELL?	Long-Term	IEP?	504 Plan?	Held Back	Over Age?	Gr.	State Test	State Test	State Test	State Test
2	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Allison, Sa	549832204	F-ELL						5	Level 3	2.79	3.05	+0.26
3	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Austin, Jo	542685682						Y	5	Level 3	3.31	3.11	-0.20
4	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Burns, De	540650183	F-ELL						5	Level 2	3.31	2.63	-0.68
5	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Butler, Ora	542517074	ELL		IEP				5	Level 1	1.96	1.96	0.00
6	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Floyd, Ger	557664952							5	Level 1	2.06	1.96	-0.10
7	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Goodwin, I	540712470							5	Level 2	2.91	2.89	-0.02
8	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Hodge, Ro	556875980	ELL		IEP				5	Level 1	2.18	1.93	-0.25
9	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Hoffman, J	554488819							5				N/A
10	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Hogan, Sa	519491236	ELL		IEP				5	Level 2	1.99	2.34	+0.35
11	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Hudson, H	549419142	F-ELL		IEP				5	Level 2	3.03	2.89	-0.14
12	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Hughes, F	549856708	F-ELL						5	Level 2	3.03	2.89	-0.14
13	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Jacobs, Le	519845441	F-ELL					Y	5	Level 2	2.65	2.24	-0.41
14	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Jennings, J	541543478						Y	5				N/A
15	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Lane, Mart	541810588			IEP				5	Level 2	2.06	2.53	+0.47
16	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Logan, Pat	519525091							5	Level 2	2.79	2.03	-0.76
17	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Lowe, Mar	549616631							5	Level 2	2.65	2.89	+0.24
18	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Mann, Mar	510801294	F-ELL		IEP				5	Level 2	2.53	2.82	+0.29
19	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Marshall, E	556344463	ELL		IEP			Y	5	Level 2		2.34	N/A
20	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Nichols, Ji	519506752	ELL		IEP				5	Level 2	3.03	2.53	-0.50
21	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Pena, Mar	549778424	ELL						5	Level 1	2.18	1.93	-0.25
22	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Perry, Alm	541503827			IEP			Y	5	Level 2	2.65	2.82	+0.17
23	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Peters, Le	540617950			IEP	Y			5	Level 2	2.53	2.24	-0.29
24	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Reeves, M	541036811						Y	5	Level 3	3.15	3.05	-0.10
25	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Roberson,	549119858	F-ELL					Y	5	Level 3	3.73	3.27	-0.46
26	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Todd, Darr	519581961	F-ELL		IEP			Y	5	Level 2	2.65	2.71	+0.06
27	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Wade, Tar	540599851	F-ELL		IEP				5	Level 2	2.65	2.13	-0.52
28	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Watkins, E	549928292	ELL		IEP			Y	5	Level 2	2.65	2.45	-0.20
29	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Watkins, H	547362905	ELL		IEP				5	Level 2	1.89	2.13	+0.24
30	Enrico Fermi School (15	MEJJIMK	Class 391	Herrera, Bi	Wood, Ran	559362794	ELL						5	Level 3		3.00	N/A

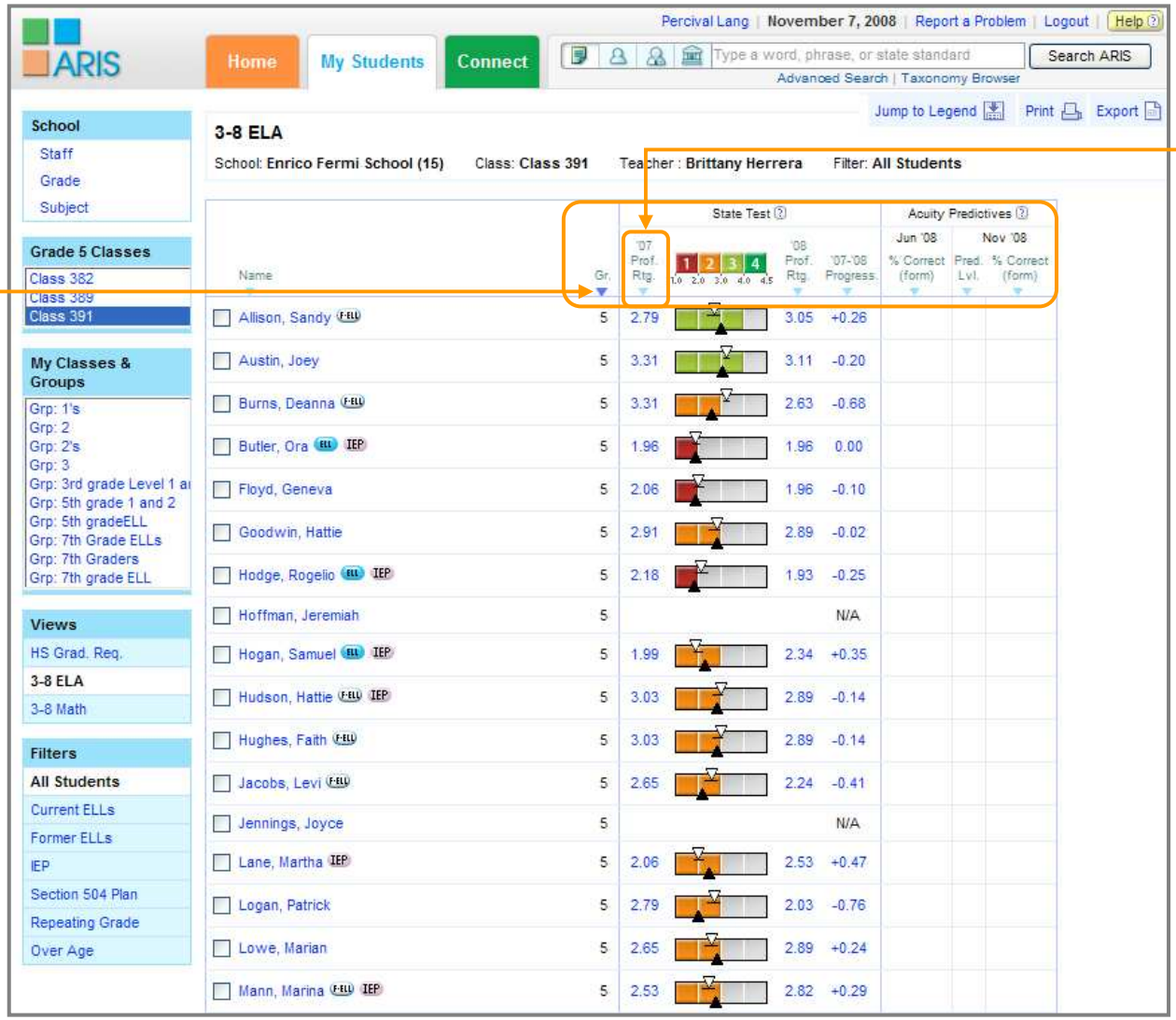
Filters



All Students

Former ELLs

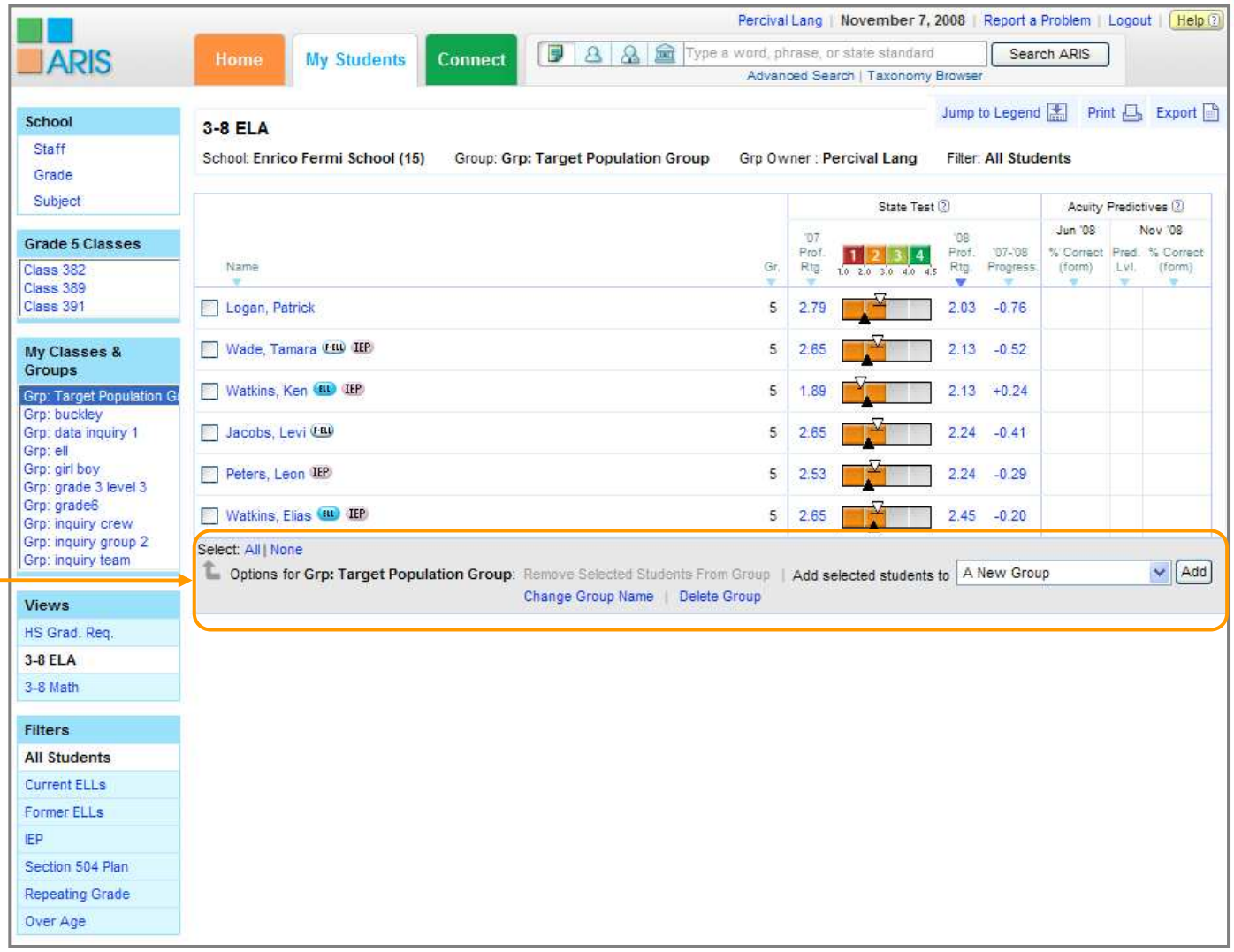
Sorting



Sorting Arrows

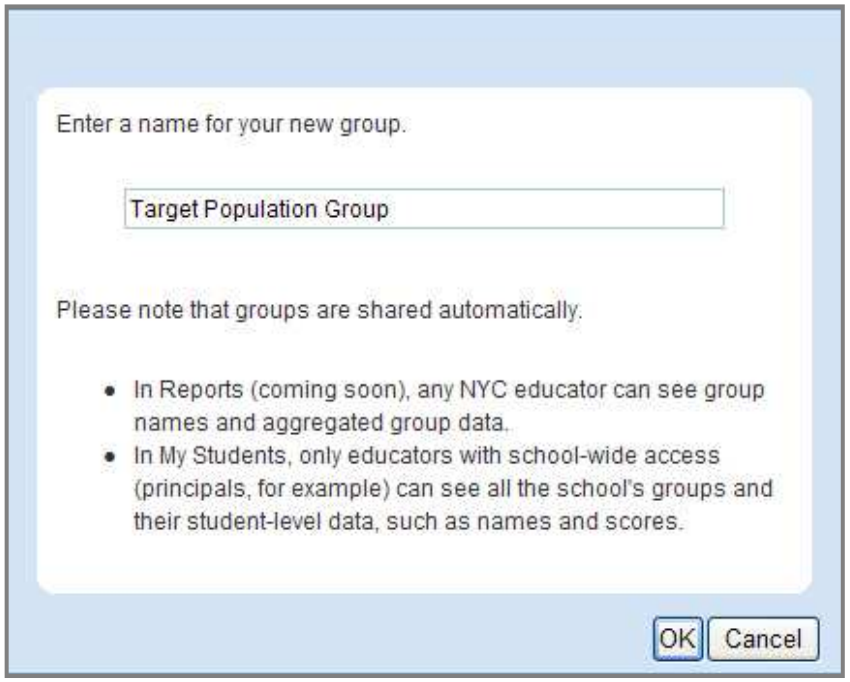
Proficiency Rating

Create a Student Group

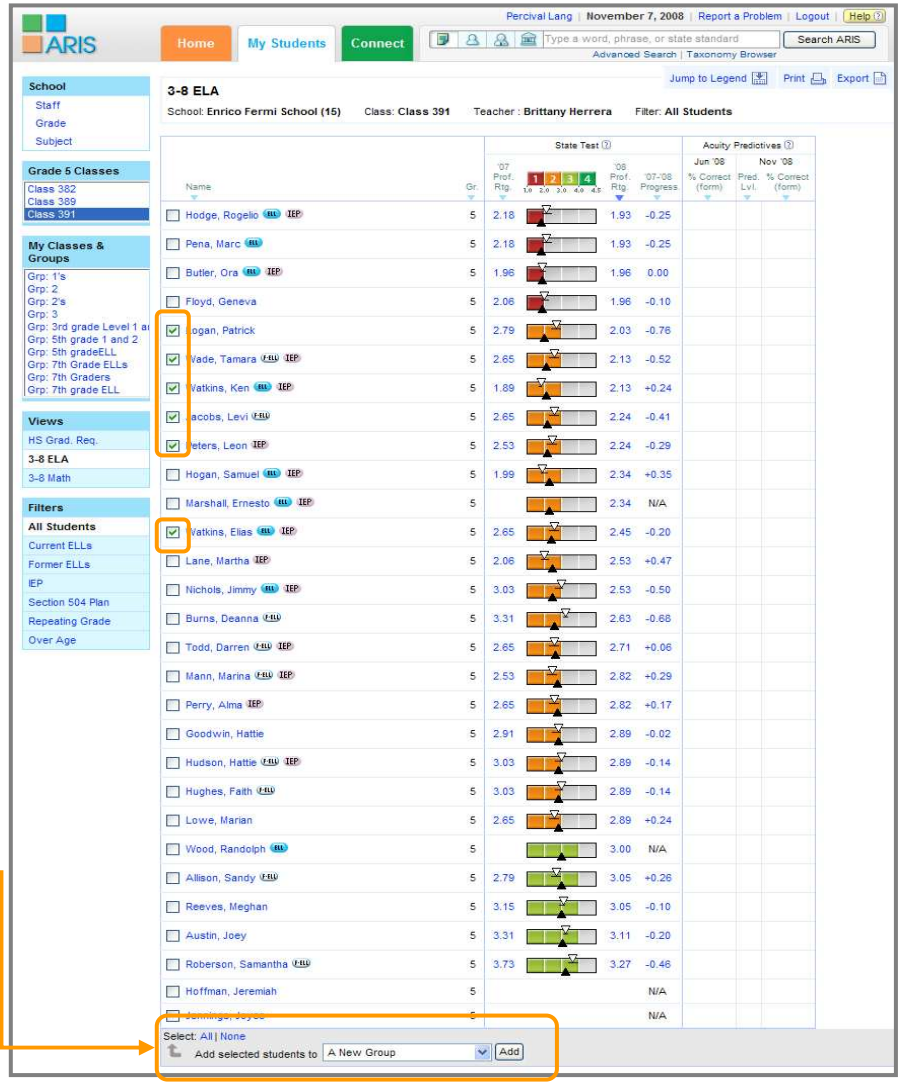


Add selected students.

Name Your Group

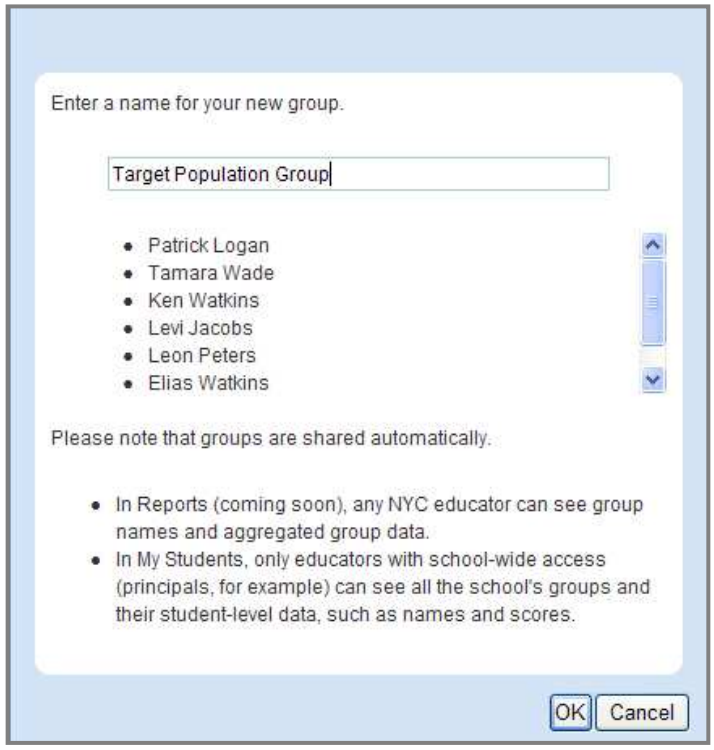


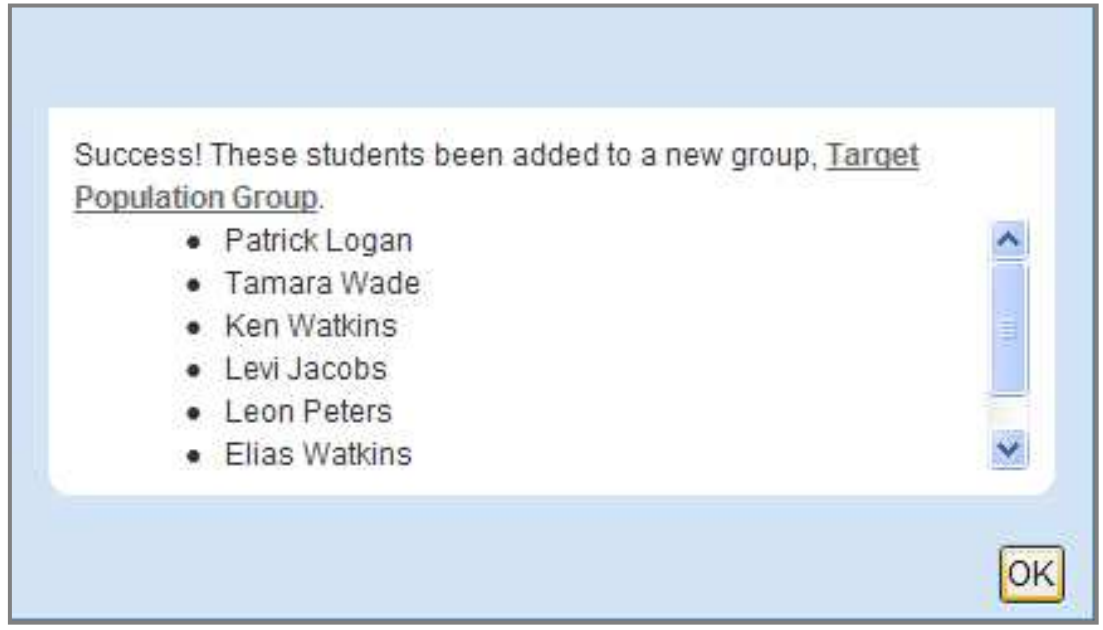
Add Students to Your Group



Choose from a Group list.

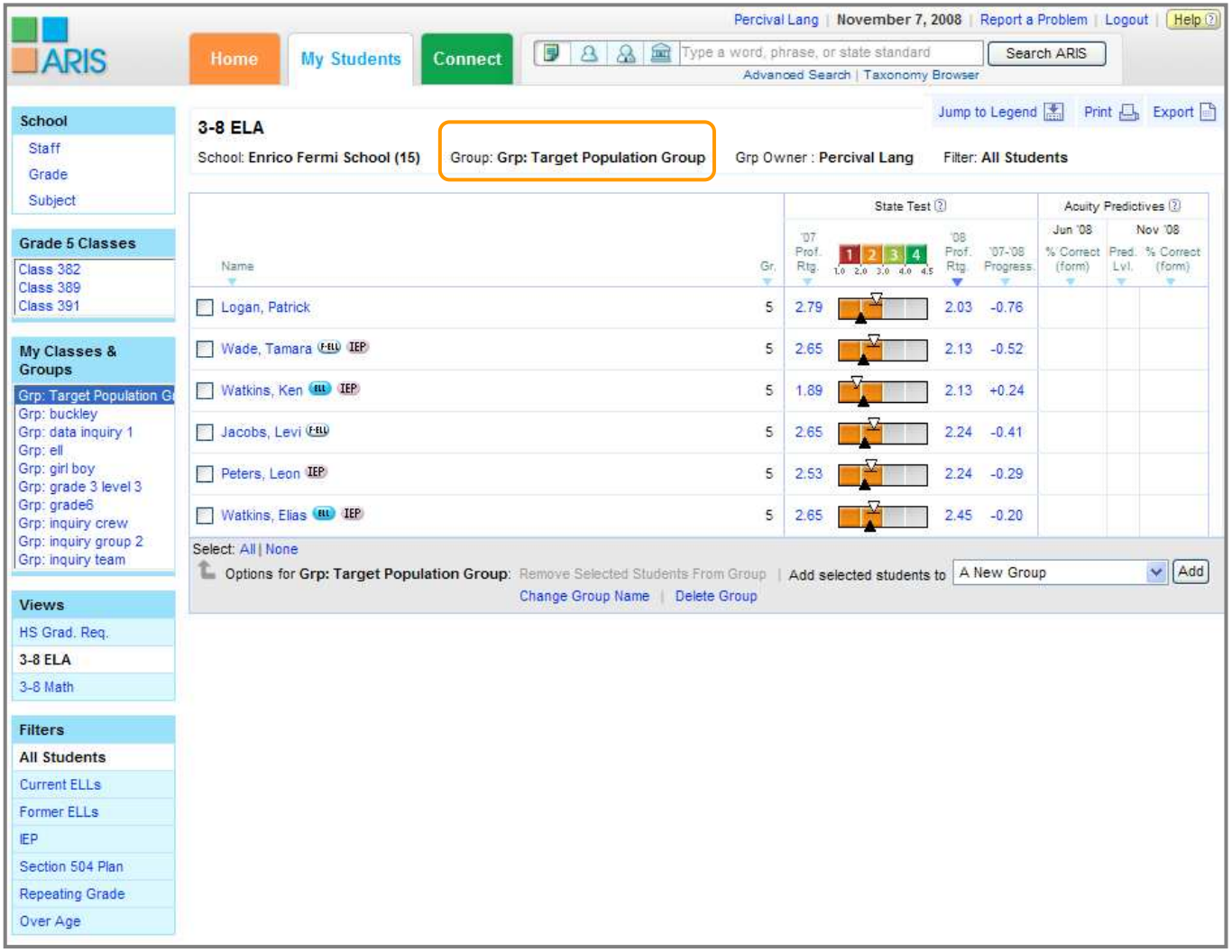
Add Students to Your Group



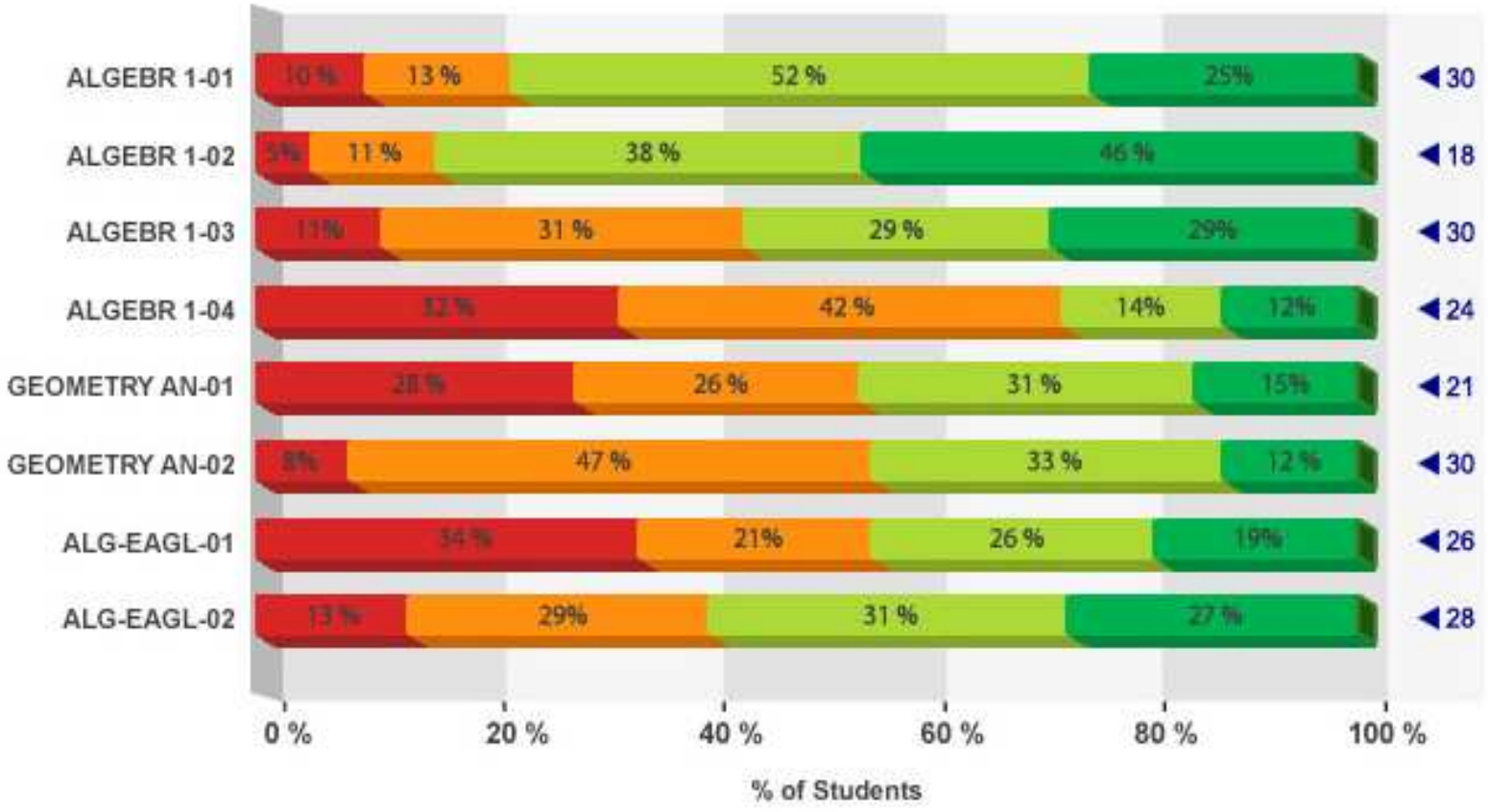


View Students in Your Group

Group Name



Reports


ALGEBR 1-01
10 %
13 %
52 %
25%
30
ALGEBR 1-02
5%
11 %
38 %
46 %
18
ALGEBR 1-03
11%
31 %
29 %
29%
30
ALGEBR 1-04
42 %
14%
12%
24
GEOMETRY AN-01
26 %
31 %
15%
21
GEOMETRY AN-02
47 %
33 %
12 %
30
ALG-EAGL-01
21%
26 %
19%
26
ALG-EAGL-02
29%
31 %
27 %
28
0 %
20 %
40 %
60 %
80 %
100 %
% of Students

Types of Reports

Different types of reports organize specific information about a student or class. The reports in the ARIS system include:

Early Spring

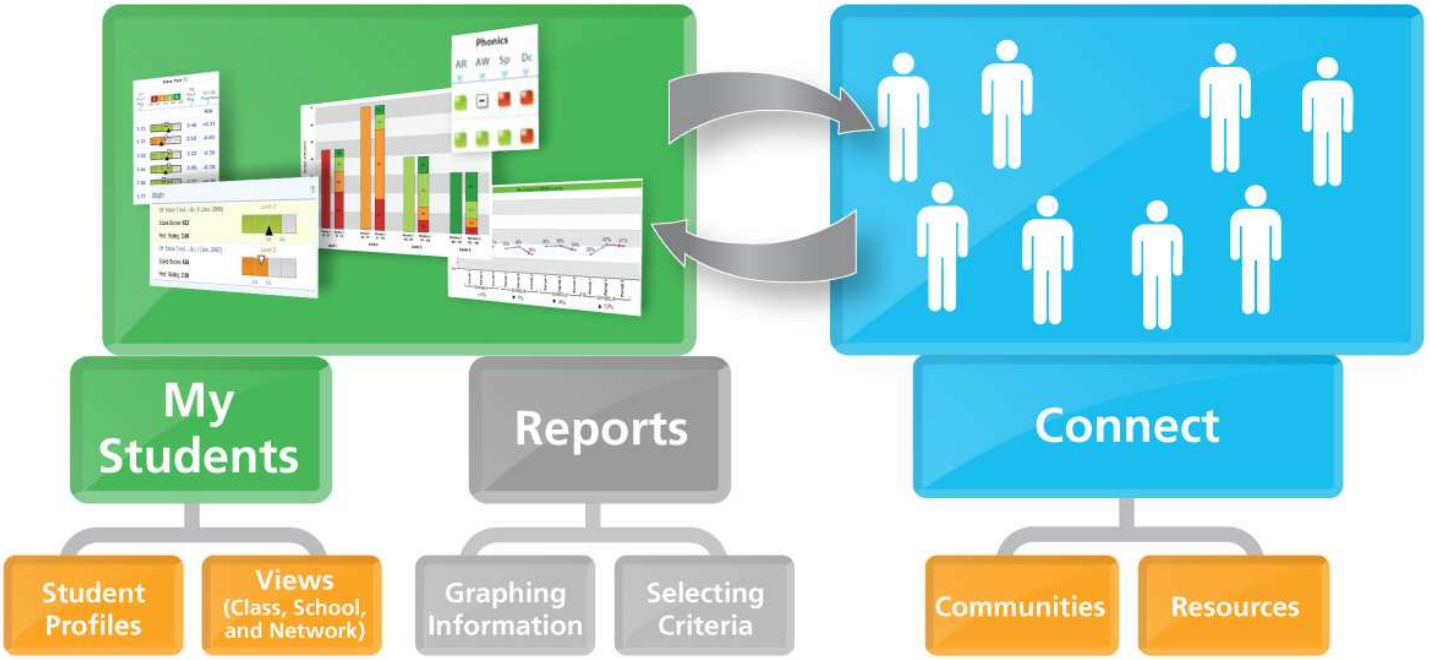
- Comparison Chart
- Measure Breakdown Chart
- Comparison/Measure Table

Coming Late Spring

- The Growth Chart
- Effectiveness Chart
- Attendance Chart

Connect

- How do you find the ideas and resources that best address your students' needs?
- How do these ideas and resources influence other educators?



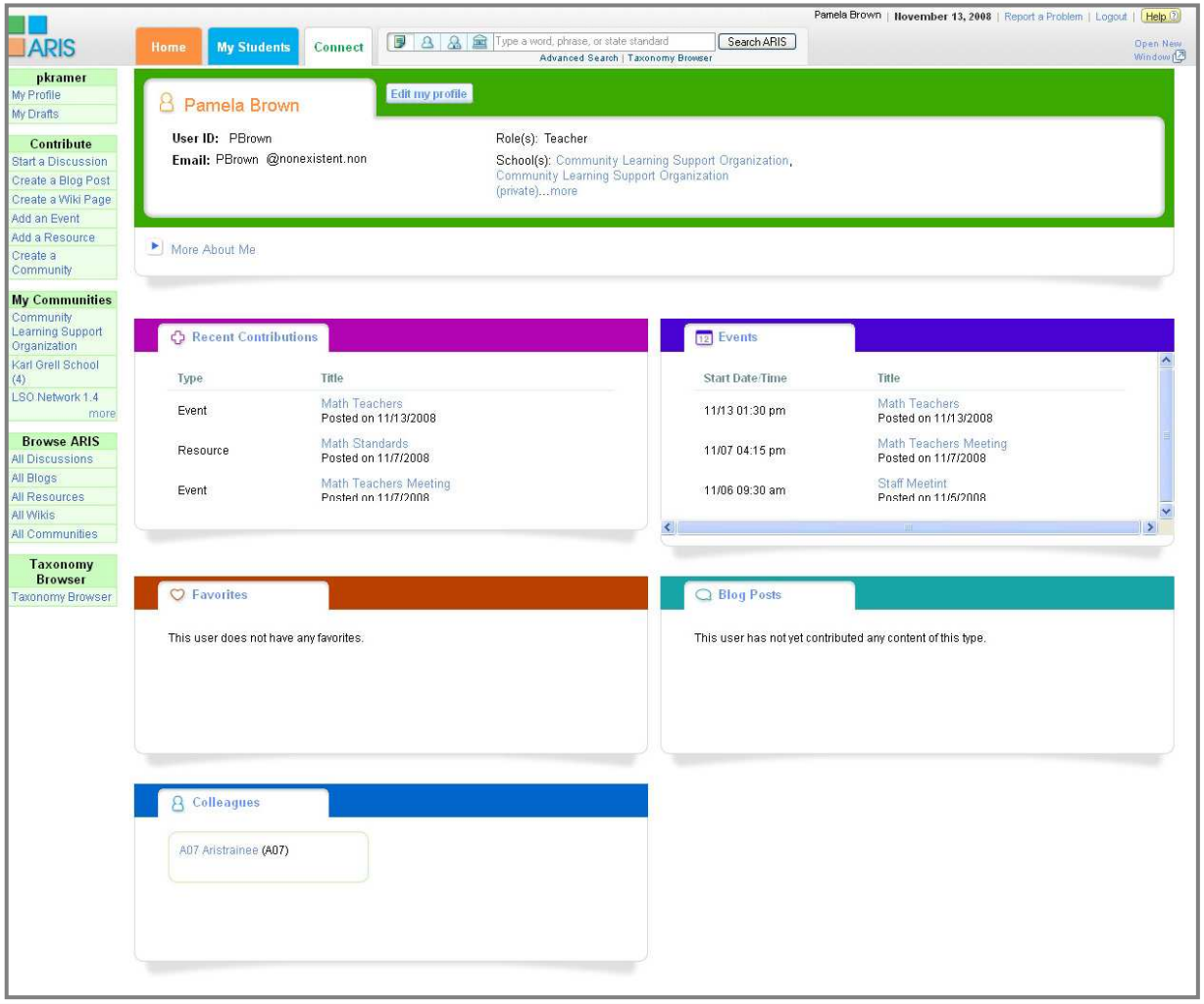
Connect

- For what is the ice cream a metaphor?
- What influence did social media have on the ice cream?
- What is the significance of the pickle ice cream maker?

Social Media Video at
www.commoncraft.com/socialmedia

Staff Profile

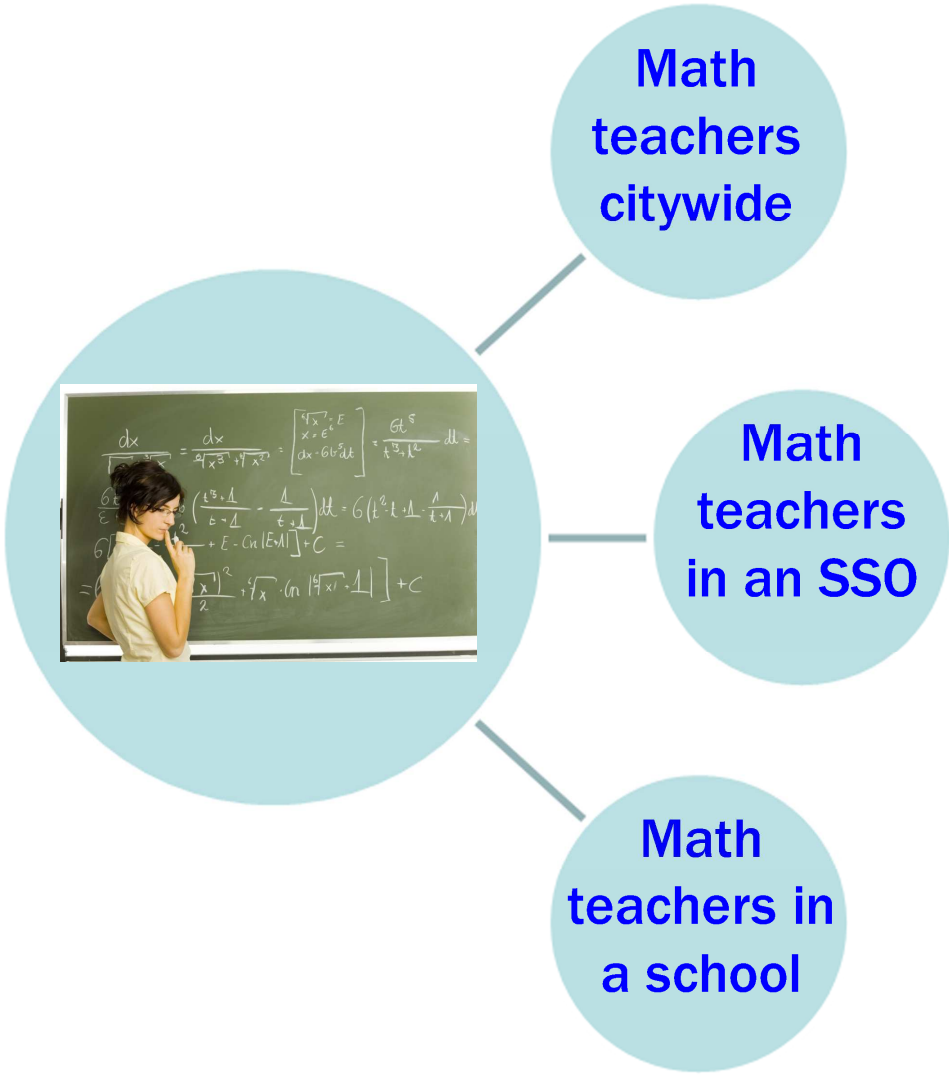
What do we know about Pamela Brown from looking at her profile?



Institutional Profile

Communities

- Exchanging resources
- Networking
- Bringing people together around ideas



Public and Private Communities

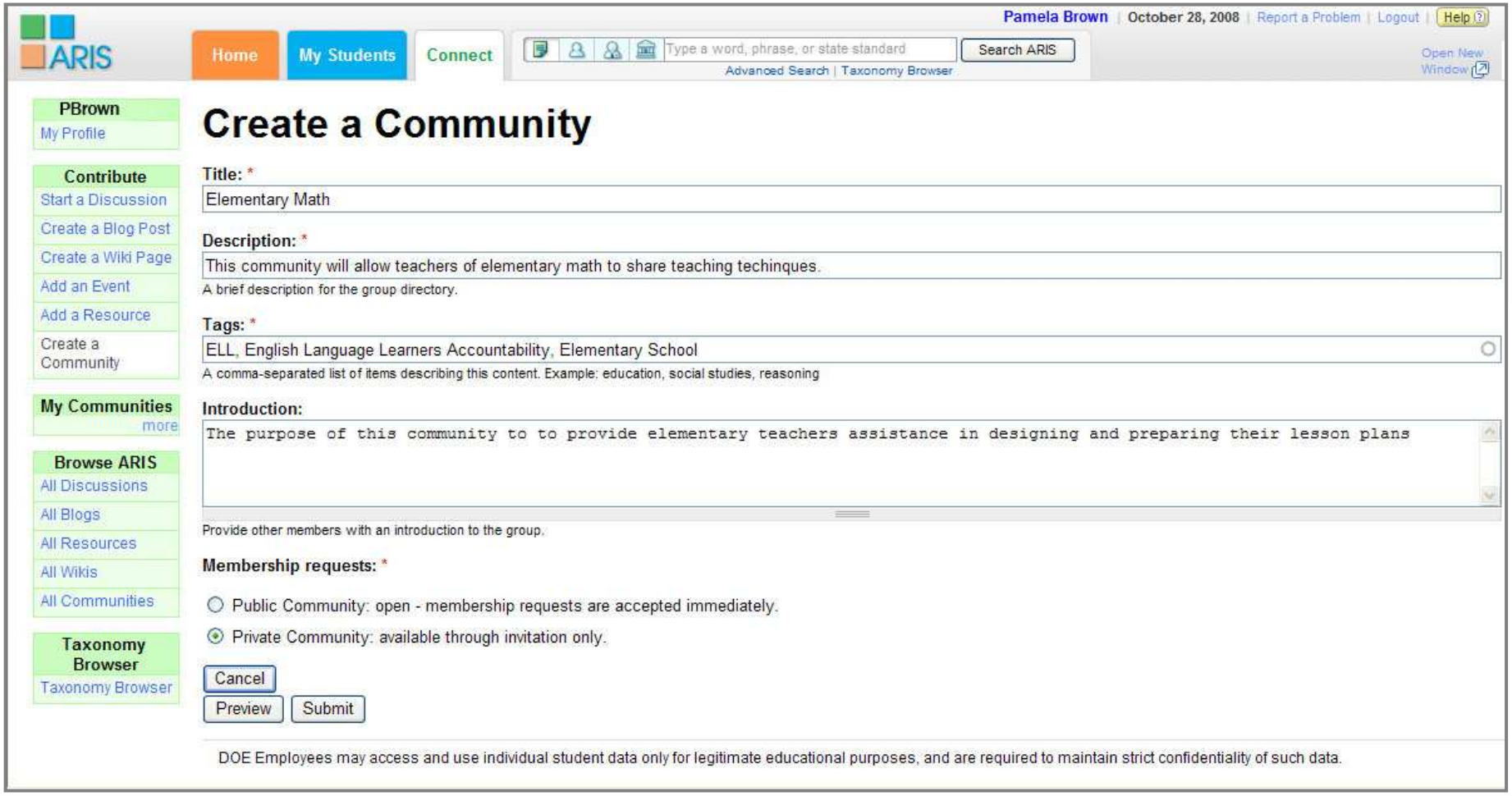
Public Communities

- Anyone creates
- Anyone joins
- Content accessible to all
- Each school, Network, and SSO has a public community that automatically includes all staff
- Examples include the ARIS Training public community

Private Communities

- Anyone creates
- Community creator adds members
- Content only accessible to members
- Each school's private community includes all school-wide users and houses the:
  - ITT
  - Progress Report Data File
  - Progress Report Modeler

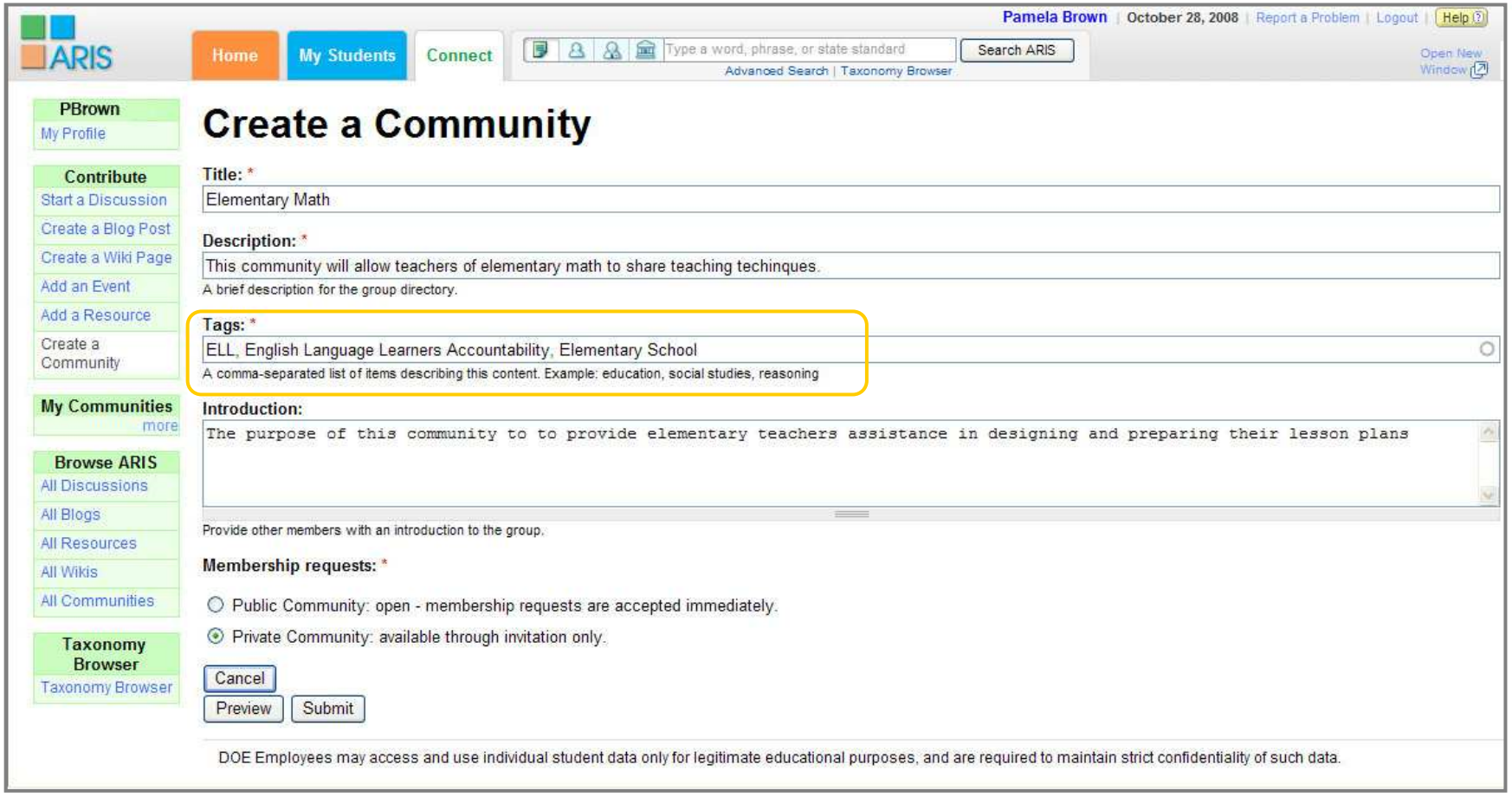
Create a Private Community in ARIS



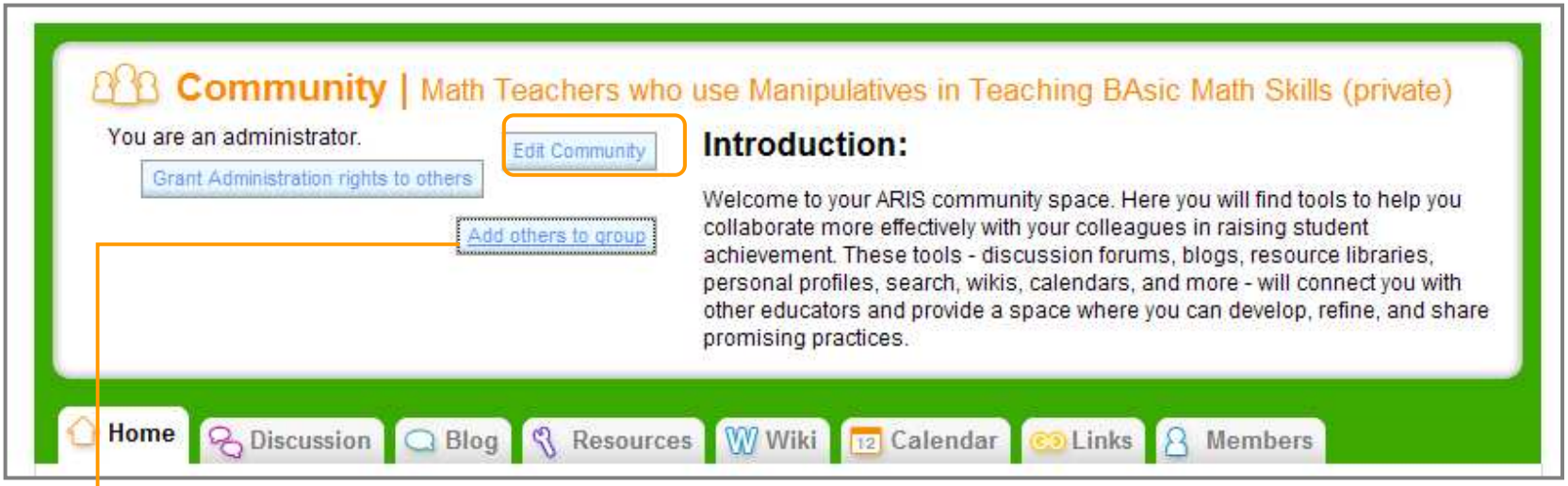
Steps to Create a Community

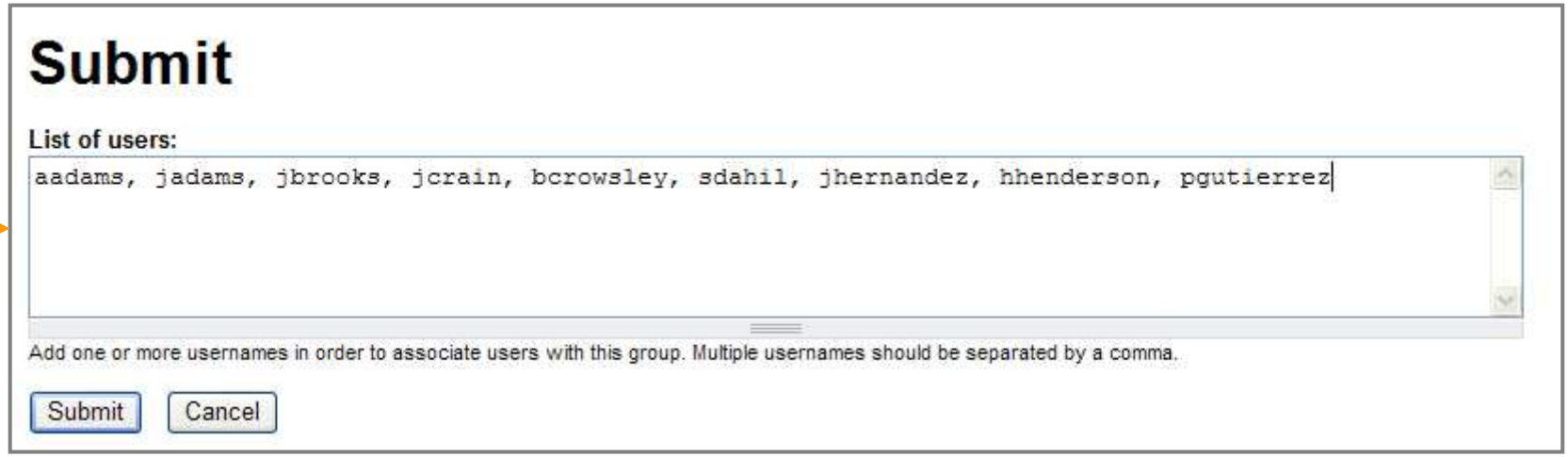
1. Click **Connect**.
2. Click **Create a Community** on the left, under Contribute.
3. Fill out information about your community page, including:
   - Title
   - Description
   - Tags
   - Membership Required (Public or Private)
4. Select **Private Community**.
5. Preview the completed community page.
6. Click **Submit** to create your community.

Tags

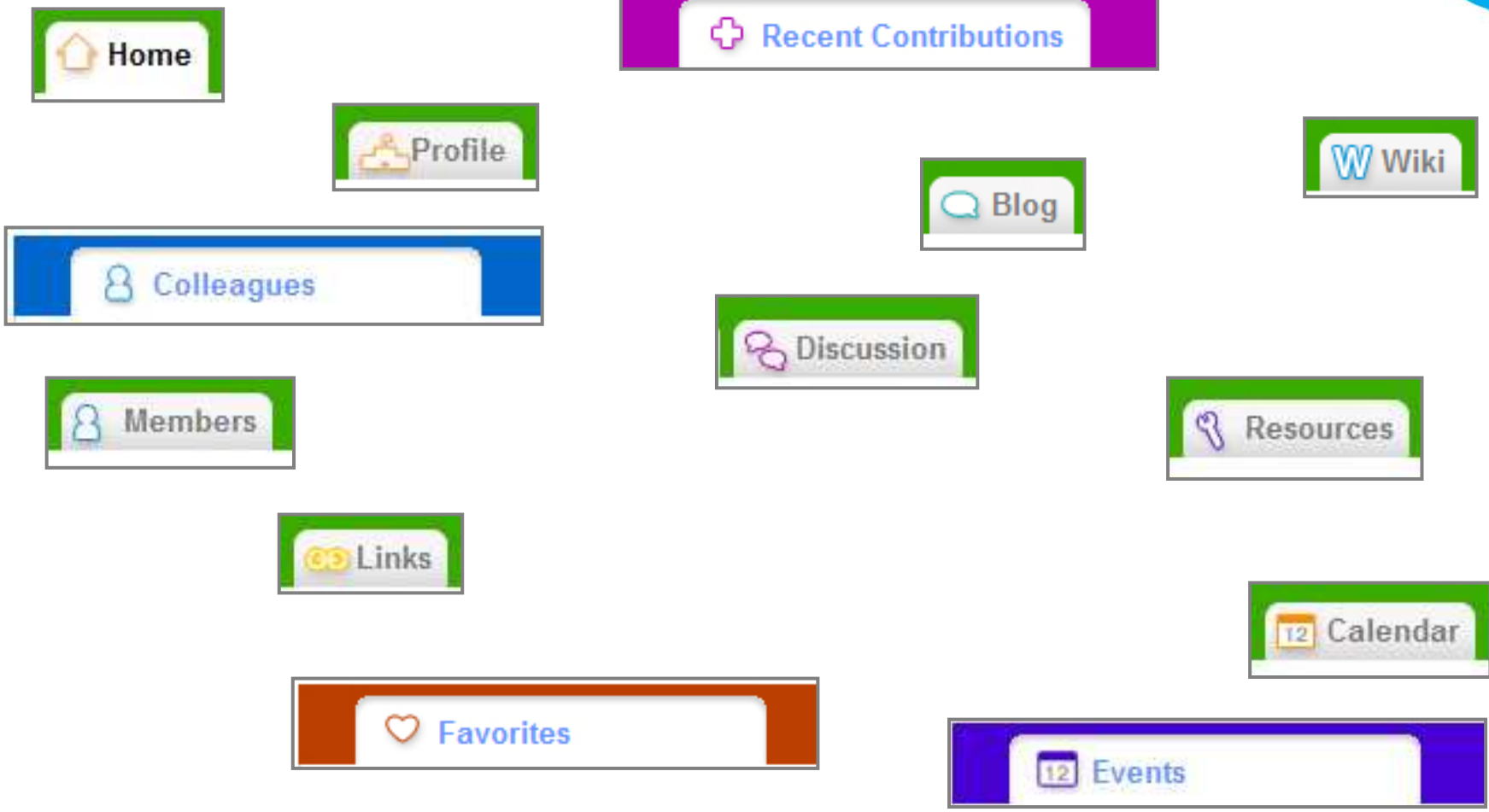

Pamela Brown | October 28, 2008 | Report a Problem | Logout | Help
ARIS
Home
My Students
Connect
Type a word, phrase, or state standard
Search ARIS
Advanced Search | Taxonomy Browser
Open New Window
PBrown
My Profile
Contribute
Start a Discussion
Create a Blog Post
Create a Wiki Page
Add an Event
Add a Resource
Create a Community
My Communities
more
Browse ARIS
All Discussions
All Blogs
All Resources
All Wikis
All Communities
Taxonomy Browser
Taxonomy Browser
Create a Community
Title: *
Elementary Math
Description: *
This community will allow teachers of elementary math to share teaching techinques.
A brief description for the group directory.
Tags: *
ELL, English Language Learners Accountability, Elementary School
A comma-separated list of items describing this content. Example: education, social studies, reasoning
Introduction:
The purpose of this community to to provide elementary teachers assistance in designing and preparing their lesson plans
Provide other members with an introduction to the group.
Membership requests: *
Public Community: open - membership requests are accepted immediately.
Private Community: available through invitation only.
Cancel
Preview
Submit
DOE Employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

Private Community Members

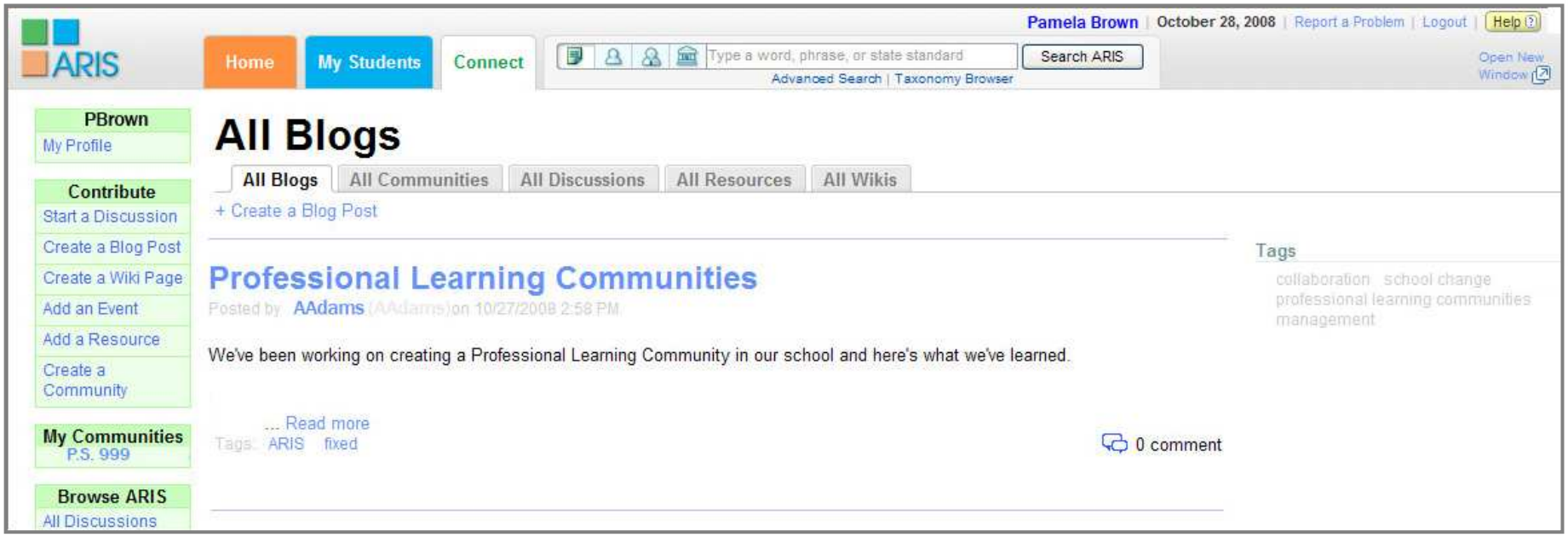




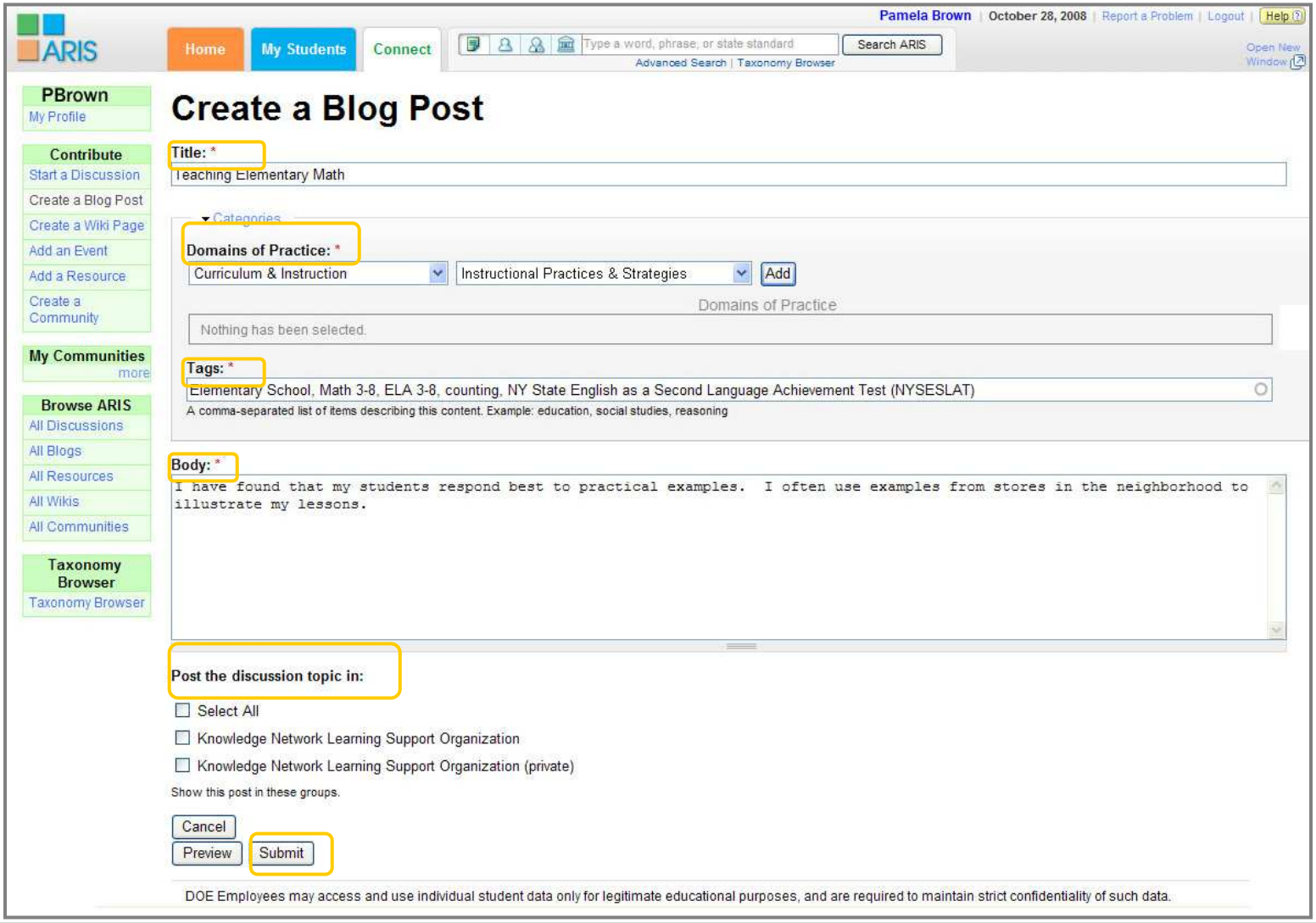
Community Features



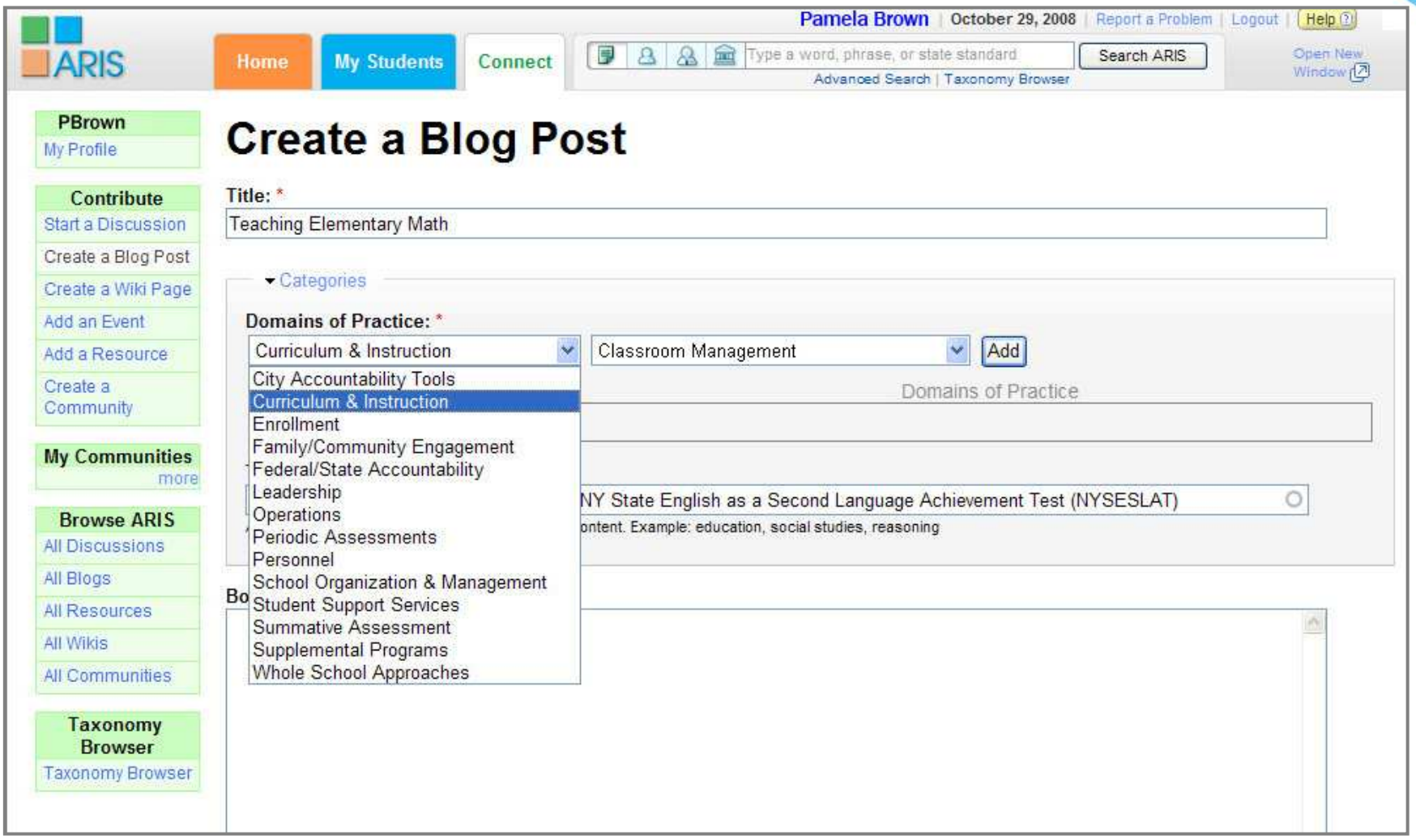
Blog Posts


Pamela Brown | October 28, 2008 | Report a Problem | Logout | Help
ARIS
Home
My Students
Connect
Type a word, phrase, or state standard
Search ARIS
Advanced Search | Taxonomy Browser
Open New Window
PBrown
My Profile
Contribute
Start a Discussion
Create a Blog Post
Create a Wiki Page
Add an Event
Add a Resource
Create a Community
My Communities
P.S. 999
Browse ARIS
All Discussions
All Blogs
All Blogs
All Communities
All Discussions
All Resources
All Wikis
+ Create a Blog Post
Professional Learning Communities
Posted by AAdams (AAdams) on 10/27/2008 2:58 PM
We've been working on creating a Professional Learning Community in our school and here's what we've learned.
... Read more
Tags: ARIS fixed
0 comment
Tags
collaboration school change professional learning communities management

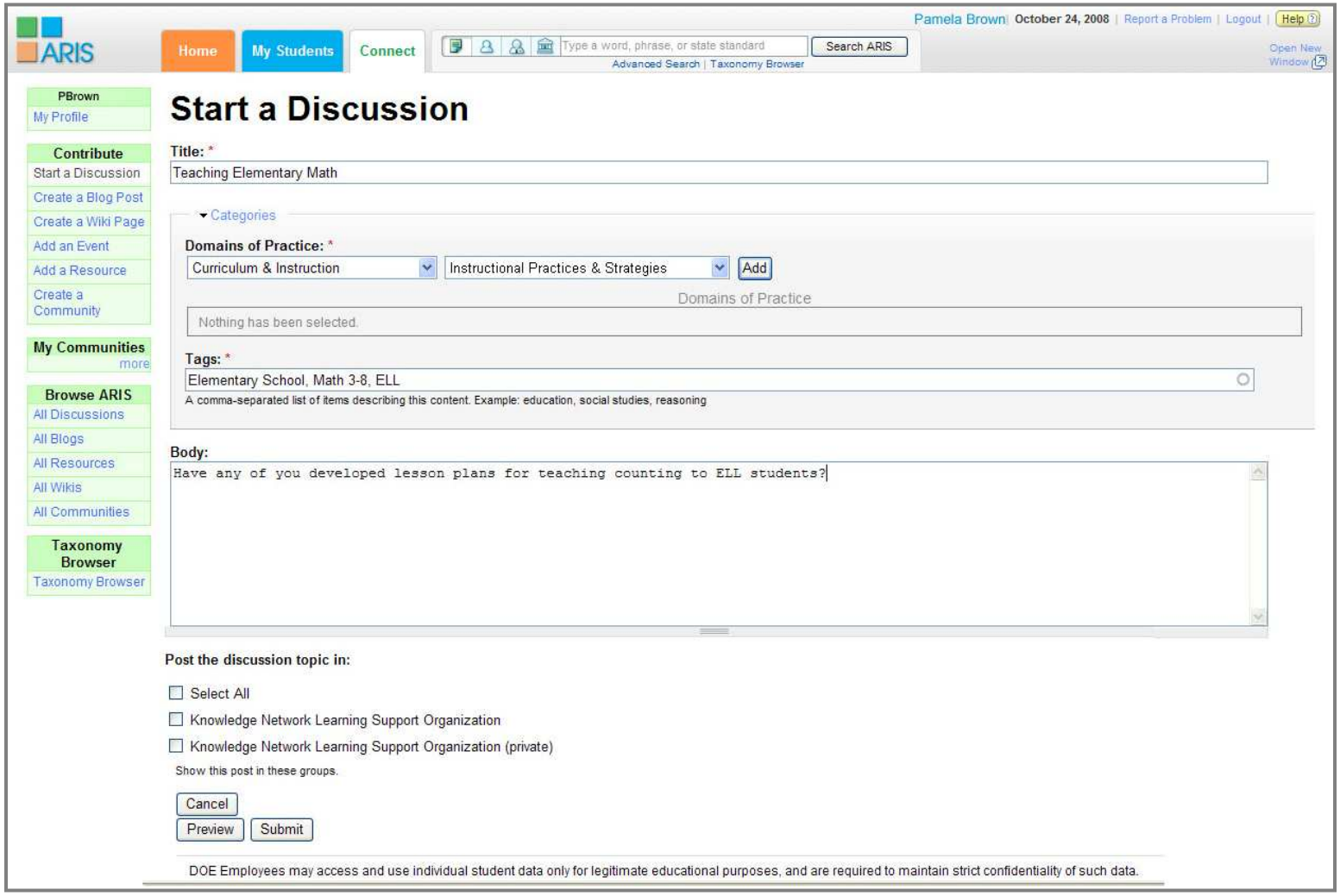
Create a Blog Post



Simplify the Search



Start a Discussion



Blogs and Discussions

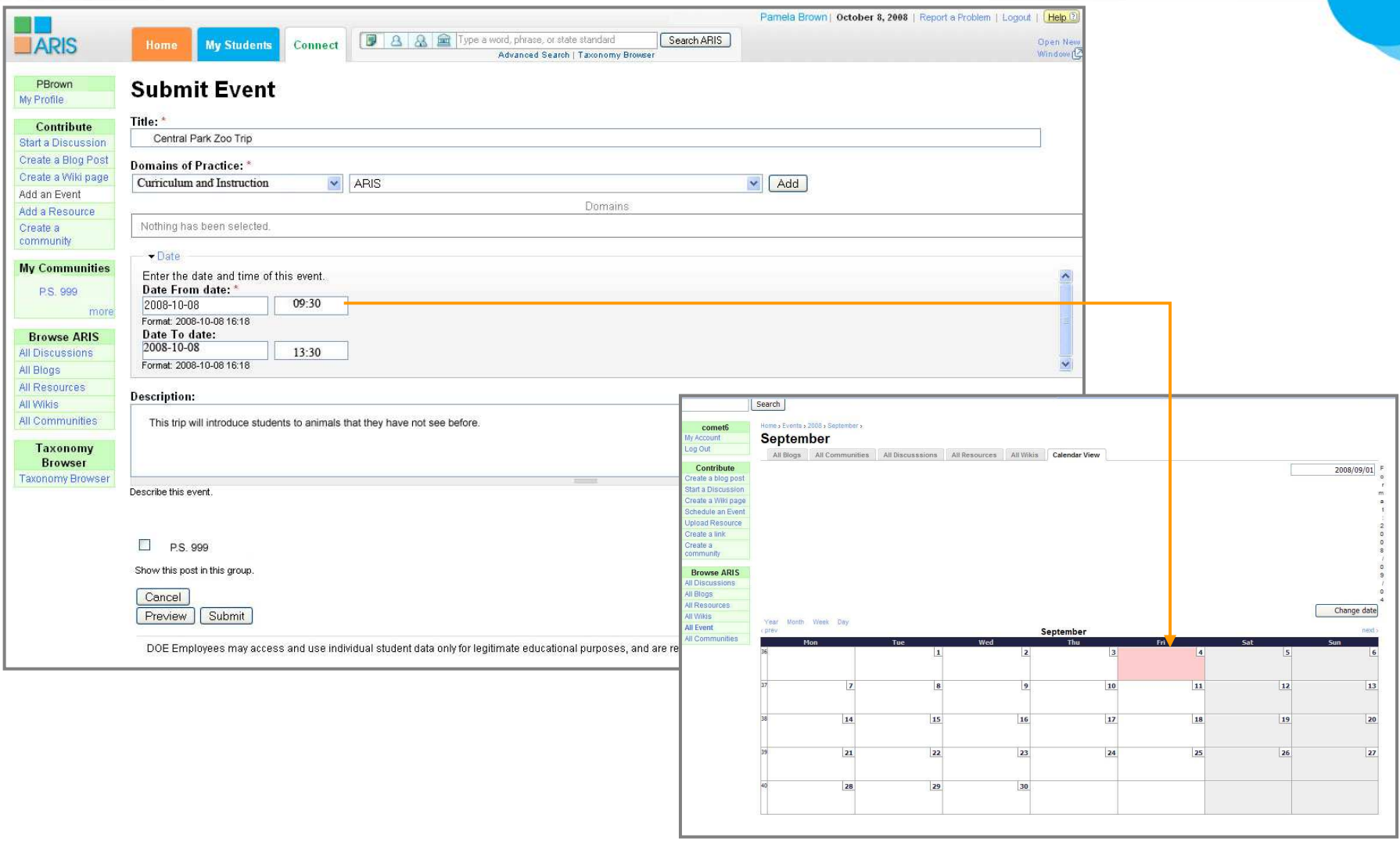
Blog Posts

- Guided by a central idea
- One owner, but anyone posts questions and responses
- Entries commonly displayed in reverse-chronological order
- Used to share insights, opinions, and strategies, or as a way of recording the group process of a task-oriented community

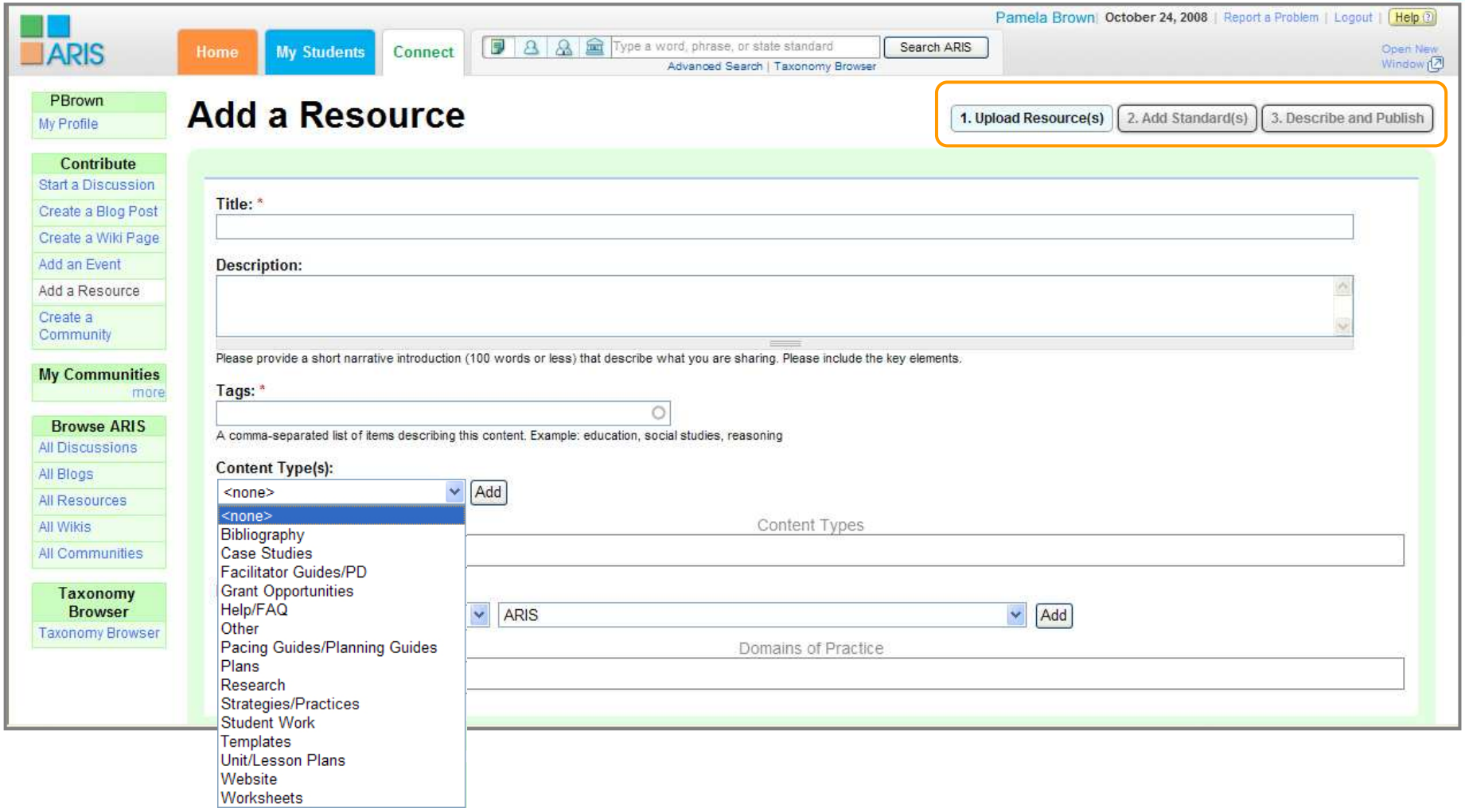
Discussions

- Guided by a question
- One initiator, but anyone posts questions and responses
- Similar to a conversation

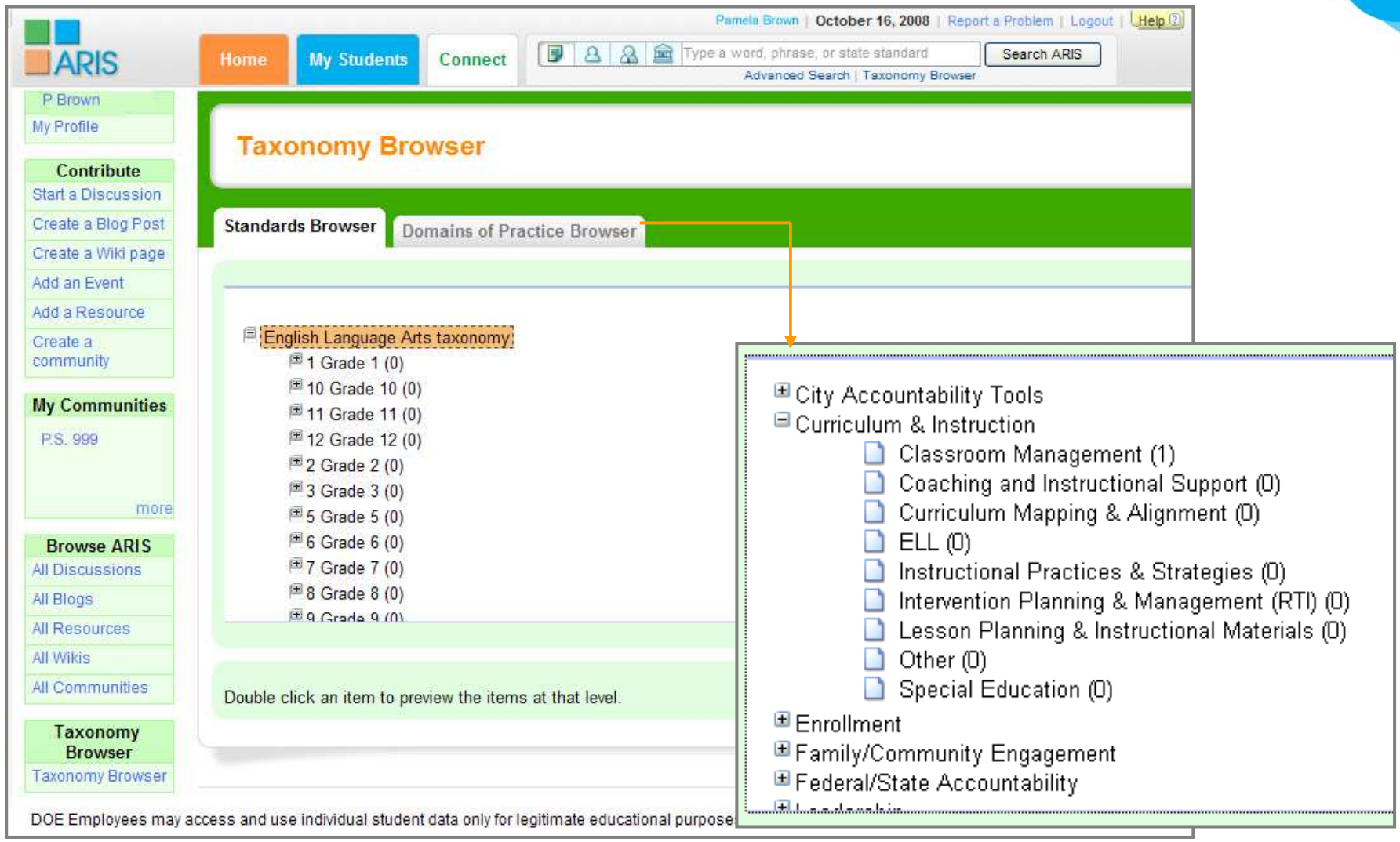
Add an Event


ARIS
Home
My Students
Connect
Search ARIS
Pamela Brown | October 8, 2008 | Report a Problem | Logout | Help
PBrown
My Profile
Contribute
Start a Discussion
Create a Blog Post
Create a Wiki page
Add an Event
Add a Resource
Create a community
My Communities
P.S. 999
more
Browse ARIS
All Discussions
All Blogs
All Resources
All Wikis
All Communities
Taxonomy Browser
Taxonomy Browser
Submit Event
Title: *
Central Park Zoo Trip
Domains of Practice: *
Curriculum and Instruction
ARIS
Add
Domains
Nothing has been selected.
Date
Enter the date and time of this event.
Date From date: *
2008-10-08
09:30
Format: 2008-10-08 16:18
Date To date:
2008-10-08
13:30
Format: 2008-10-08 16:18
Description:
This trip will introduce students to animals that they have not see before.
Describe this event.
P.S. 999
Show this post in this group.
Cancel
Preview
Submit
DOE Employees may access and use individual student data only for legitimate educational purposes, and are re
Search
comet6
My Account
Log Out
Contribute
Create a blog post
Start a Discussion
Create a Wiki page
Schedule an Event
Upload Resource
Create a link
Create a community
Browse ARIS
All Discussions
All Blogs
All Resources
All Wikis
All Event
All Communities
September
All Blogs
All Communities
All Discusssions
All Resources
All Wikis
Calendar View
2008/09/01
Change date
Year
Month
Week
Day
September
Mon
Tue
Wed
Thu
Fri
Sat
Sun

Add a Resource



Search: The Taxonomy Browser



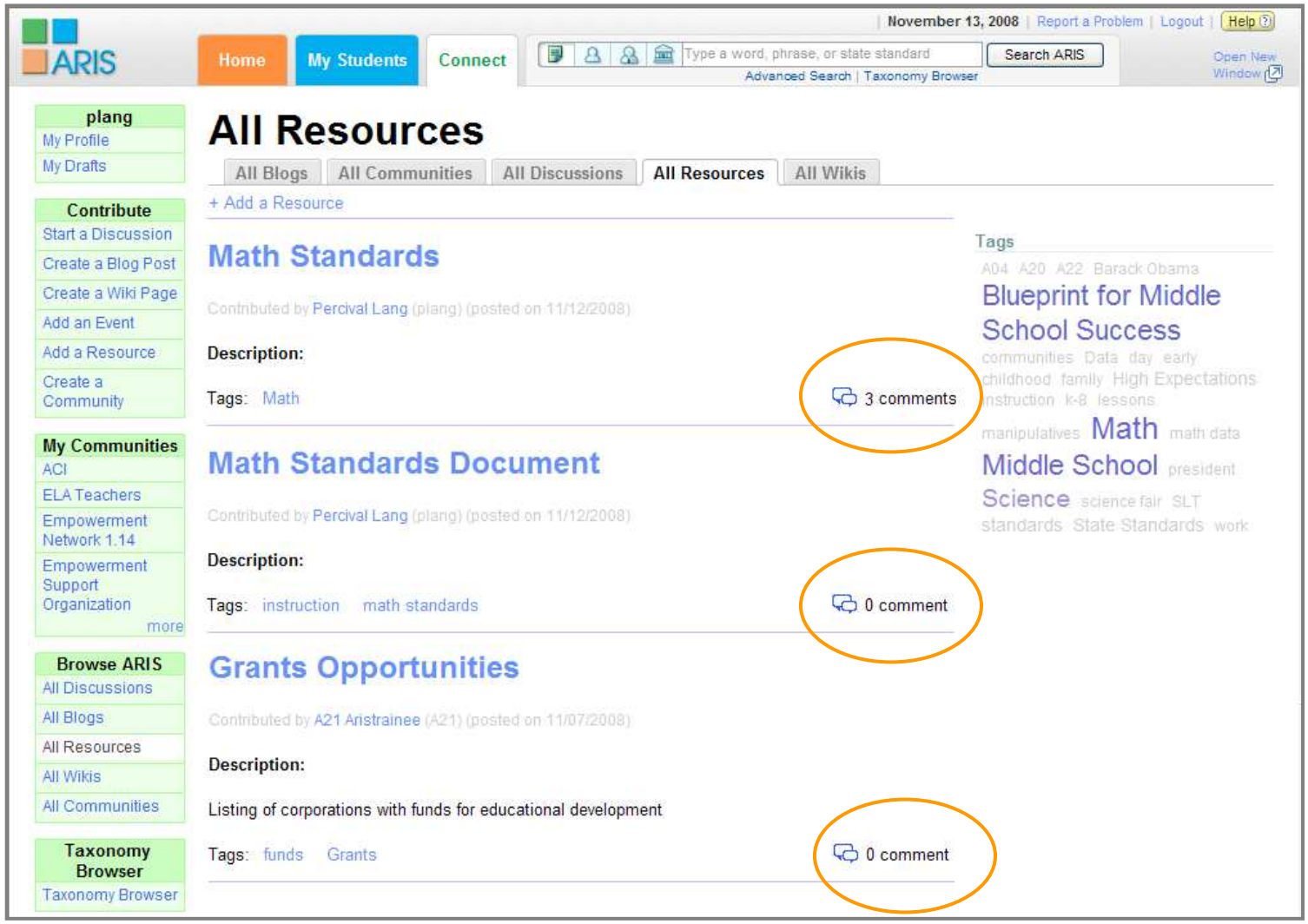
Tag Cloud

Pamela Brown | October 28, 2008 | Report a Problem | Logout | Help
Home
My Students
Connect
Type a word, phrase, or state standard
Search ARIS
Advanced Search | Taxonomy Browser
Open New Window
All Resources
All Blogs
All Communities
All Discussions
All Resources
All Wikis
+ Add a Resource
Create a resource
Contributed by PBrown (posted on 10/27/2008)
Tags
MATH, ELEMENTARY
resource standards test
Description:
Create a resource
Tags: Mathematics Assessment Battery-Revised (LAB-R)
0 comment

Favorites

Favorites
Type
Title
Discussion
What is your style of classroom management?
Posted on 10/28/2008
Wiki Page
Planning the April Art Fair
Posted on 10/27/2008

Comment on Content



Inspire Change

To generate the much-needed momentum and urgency for change, people need to fully understand the why behind the journey they are beginning.

—Tony Wagner, et al., *Change Leadership: A Practical Guide to Transforming our Schools*, 2006.

How can ARIS Connect help you communicate with other educators within your own school and throughout the NYC school system?

Coming Attractions: Student Profile

All Grades (K–12)

- Student Notes
- Reports
- Performance Series Online (Scantron)
- NYSAA Data

Grades K–2

- DIBELS Benchmark Data
- ECLAS-2 Data
- ECLAS-2 View

Grades 3–8

- 3–8 Multi-Subject View
- Grade 8 Results View
- Middle School Transcript Information
- ITA Results

High School

- High School Transcript Information
- Predictive Assessment Information
- ITA Results

Survey

www.aristraining.com/online.aspx

1. ARIS Training Survey

Please provide feedback regarding your training session by filling out the survey below. All responses are confidential.

1. Please provide the date of your training session:

	Month	Day
Date		

2. Please select your session location:

3. Please provide a response to the following questions:

	Yes	No	Not Sure
Did your training session begin on time?	◯	◯	◯
Did the training technology (computer, internet, projection) operate smoothly and efficiently?	◯	◯	◯
Did the ARIS system operate smoothly and efficiently?	◯	◯	◯

First-Time Login Guide

In this document you will find:

A. Instructions on how to log in to ARIS using your DOE username and password.
B. Instructions on how to use the Account Confirmation Tool if
   - Your DOE user name and/or password are incorrect.
   - Your DOE user name and/or password do not let you access ARIS.
   - You do not know your DOE user name or password.
C. Instructions on how to verify your Student Data.

A. Log in to ARIS

To log in to ARIS, go to schools.nyc.gov/ARIS, enter your DOE user name and password, and click **Submit**. Your DOE user name is the first part of your Outlook email address. For example, if your email address is HJones3@schools.nyc.gov, your DOE username is HJones3.

The first time you log in, you must acknowledge that you "Accept the Terms and Conditions" to continue to the Welcome to ARIS home page.

The Welcome to ARIS page opens when you log in successfully. Go to Section C to verify that you are viewing the correct student data.

If your DOE user name and/or password do not give you ARIS access, try to log in again before completing the Account Confirmation Process described in Section B.

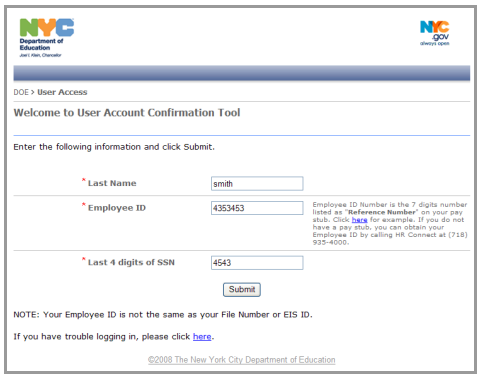
B. Completing the Account Confirmation Process

To confirm your user account, use the Account Confirmation Tool by going to:

https://idm.nycenet.edu/selfservice

Have your employee ID number ready; it is listed as the reference number on your pay stub. This is not your file number. If you can't locate your Employee ID number, call HR Connect at (718) 935-4000.

B.1. Enter your last name, employee ID number, and the last four digits of your Social Security number. Then click **Submit**.



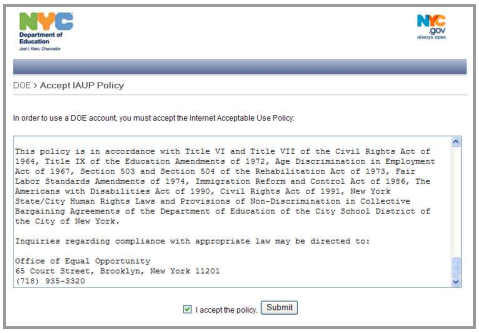
B.2. Information displays for the DOE Outlook account associated with your Employee ID number. Confirm that this is your account information. You may update the location later if it is no longer accurate.

If the email address is correct, click **here** where directed and continue to step B.2.a. If this is not your email account, click **here** where directed and continue to step B.2.b.

B.2.a. Email Account Information Is Correct

B.2.a.i. Confirm your account by entering your DOE password, then click **Submit**. If you do not have your DOE password, go to step B.2.a.iv.

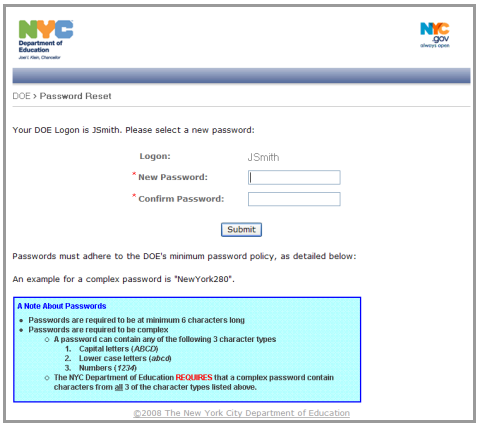
B.2.a.ii. When your account has been validated, the DOE Internet Acceptable Use Policy displays. Review and accept the policy, then click **Submit** to continue.



B.2.a.iii. To finish confirming your account, select a new password that meets the DOE requirements for length and character use. Enter it in the New Password and Confirm Password fields, then click **Submit**.

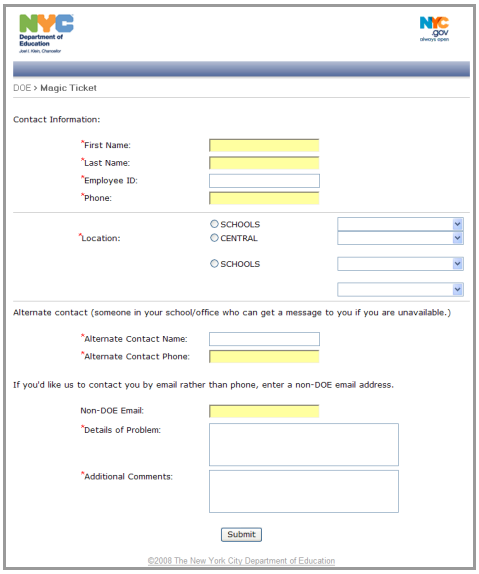
The new password you select will now be your password for both ARIS and your DOE Outlook.

This completes the Account Confirmation Process. After 15 minutes, you can use your new password to log in to ARIS and Outlook.



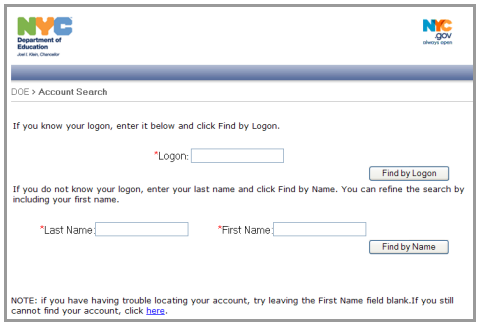
B.2.a.iv. If you do not know your password, manual intervention is necessary. Click **here** where directed on page from Step B.2.a.i.

A prompt asks you to provide information so you can be contacted by the validation support team. Complete all fields with red asterisks. Click **Submit** to forward the incident to validation support and receive a Help Ticket. A support representative will contact you within two days; **during this time, you cannot log in to ARIS**.



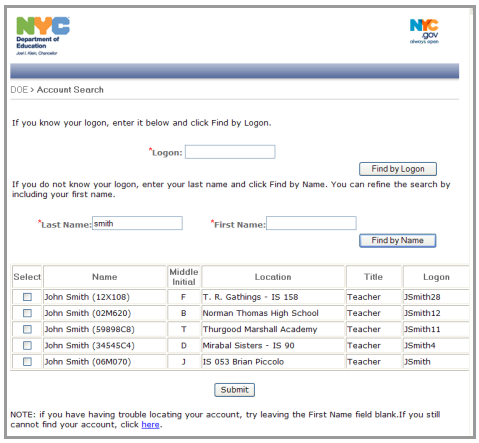
B.2.b. Account Information is Not Correct

B.2.b.i. If you indicated in step B.2 that your account information is incorrect, you go to this page to locate your account.



B.2.b.ii. Enter either your DOE Outlook Logon or your last and first names where prompted.

B.2.b.iii. If you entered your Outlook logon, click **Find by Logon**; if you entered your name, click **Find by Name**. The system shows a list of accounts matching your search criteria. Select the account you believe is yours and click **Submit**. If your account is not in the list, click **here** where directed and go back to step B.2.a.iv.



You may update the location later if it is no longer accurate.

B.2.b.iv. Verify the account information that displays.

If the email address is correct, click **here** where directed and go back to step B.2.a.i. to continue.

If this is not your account, click **here** where directed and go back to step B.2.b.i. to continue. Once you locate your account, there is a waiting period for your account to connect to student data, typically 24 hours. You will not be able to log in at this time.

C. Verify Student Data

Once you log in to ARIS, verify that the classes and student data are your own.

1. At the top of the ARIS home page, click the **My Students** tab.
2. If you teach more than one class, select a class from the My Classes and Groups list.
3. Check the names in the student list. If they are your students, you may start using ARIS.

If no names appear in the student list or the listed students are not in your class, then your user information is not matching up correctly. To address this, complete the User Confirmation Process in step B. If you have completed this process already, please call the ARIS Help Desk number found on the Welcome to ARIS home page.